

## Book Summary

Bear is fast asleep while the other animals are busy playing, then some bees wake him up.

## Repeated Phrases

Bear was sleeping when  
— went out to play.

## Text Type – Narrative

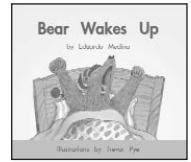
## Materials

- copies of words and punctuation for this book from page 124
- copies of BLM, pencils, scissors, glue
- samples of honey

# Bear Wakes Up

by *Eduardo Medina*


illustrations by *Trevor Pye*



Set E

## Skills and Strategies

Reading *Bear Wakes Up* will reinforce the following objectives and give the children the opportunity to:

- W** identify high-frequency or interest words
- S** understand that the text must make sense and use cues to monitor this
- T** use the context of the story to make predictions
-  prepare for independent writing using a variety of methods

## Word Study

- High-frequency words: Up, Was, was, when, went, to, play, the
- Punctuation: periods, question mark, capital letters
- Phonics and phonemic awareness:
  - W, w – Wakes, Was, was, went, when
  - “ing” word ending – sleeping
- Use of capital letters for animal names, for example, Bear, Mouse, Rabbit

## Speaking and Listening

Use this text to help the children:

- respond to simple questions about the content of the story;
- retell or recall the main points from the story.

## The Guided Reading Lesson

### Introducing the text

*Bear is waking up. What season do you think it would be?  
What might have woken him up? How would he be feeling?  
What might he want to do now?*

### Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

**Cover** – How do we know Bear is waking up?

**Title page** – Together, read the title and the names of the author and illustrator again.

*Whose home is this and what is it called?*

*What happens inside a beehive?*

**Pages 2 and 3** – What are Bear and Rabbit doing?

*Can you find the word “play”?*

**Pages 4 and 5** – Who went out to play this time?

*Can you find the word “went”?*

**Pages 6 to 11** – What animals can you see?

Identify the capital letter for each animal’s name.

Discuss the physical similarities and differences between the rabbit, mouse, and squirrel.

**Page 13** – Why has Bear got the pillow over his head?

**Page 15** – What did Bear do when Skunk went out to play?


**Page 16** – Why is Bear licking his lips?

The children can now read the book again independently.

## Revisiting the Text

- Have some honey for the children to sample. How many of the children knew that bears like eating honey?
- Locate the word “sleeping” in the text and write it on the board. List any other words the children may know that end in “ing.”
- Find the question mark on page 16. Ask the children why it is there and ask them to give examples of other questions for you to record on the board.
- Using the words and punctuation for this book from page 124, reassemble the sentences with the children.

## Following Up

-  Prepare for independent writing using a variety of methods.
- Using an illustration from the text, model writing a sentence into a speech bubble format to convey what the character is saying, for example, “I like playing.” The children could then choose a character and write their own sentence for that character into a speech bubble. These could be illustrated and made into a book for shared reading.
- B** On the BLM activity opposite, children cut and glue the animal picture on to the corresponding labeled squares.