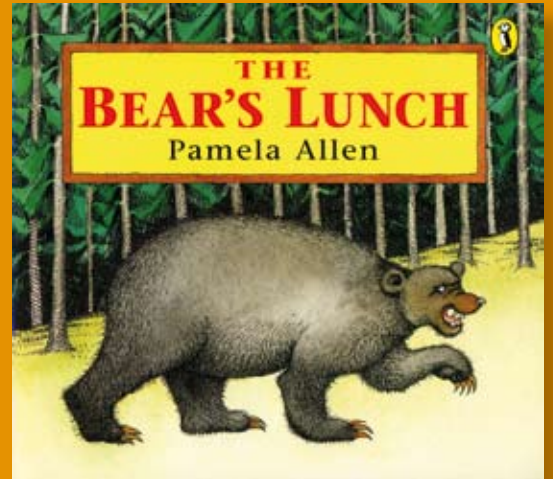


Teaching Notes

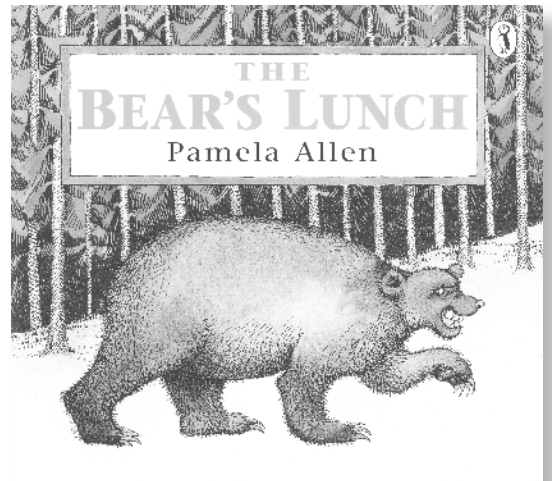
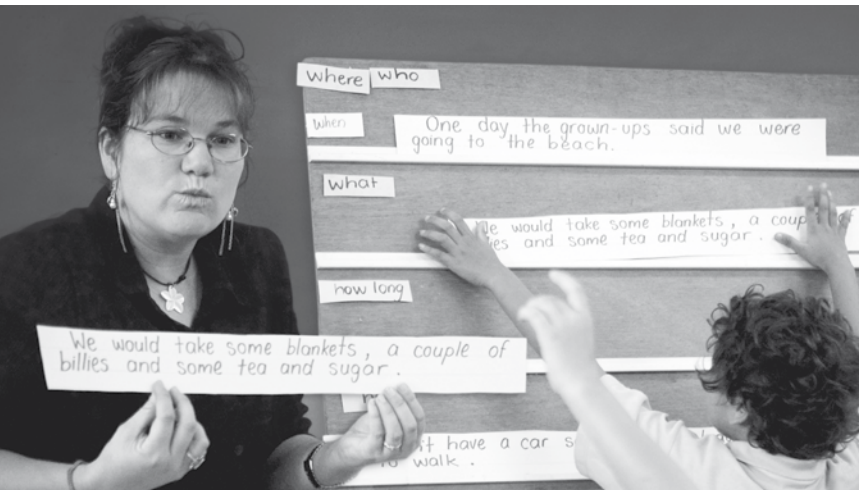


The Bear's Lunch

Early Childhood

nalp

Teaching Notes



The Bear's Lunch

Early Childhood

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Using this
resource

Using this resource

2

Year level

These notes have been written to help teachers use the Accelerated Literacy sequence in the first year of schooling. However, they could also be used in Years 1 and 2.

Outcomes of the teaching sequence

At the end of this teaching sequence, students should be able to:

- read the story or pages studied fluently and with a high level of inferential comprehension
- discuss the story: give opinions about the author's language choices; identify the story's structure, theme and ideology
- spell chosen words and understand related spelling strategies
- use the story as a model for writing.

Notes

- The following notes have been written for teachers who have attended professional development workshops in teaching Accelerated Literacy. The notes presume some understanding about how to teach the program.
- For a detailed explanation of how to implement the teaching sequence, please refer to the teachers' handouts from the first professional development workshop. Additionally, you could refer to <http://www.nalp.edu.au>.
- It is also assumed that teachers have read the text on which these notes are based and have a detailed understanding of the text before beginning a teaching sequence.
- Teachers are responsible for ensuring the suitability of the text on which these notes are based for their particular teaching context.

The text

The Bear's Lunch by Pamela Allen. Published 1997 by Penguin Group (Australia). Reproduced by permission of Penguin Group (Australia). Page numbers provided refer to this edition.



The Bear's Lunch

The Bear's Lunch

4

Synopsis of the story

This is a story about a big black bear who is looking for his lunch and two children who almost end up as 'the bear's lunch'. However, together the children manage to frighten the bear, and run back to the safety of their home.

Themes

Family and safety are the main themes running through *The Bear's Lunch*. The children in the book are faced with a dangerous situation, but they soon discover that they need to rely on each other to overcome their problem. Other possible themes include forests, habitats and animals.

Why use this story?

The Bear's Lunch is an enjoyable narrative about two children going on a picnic. A series of events builds the tension to a final climax of the bear wanting to eat Wendy and Oliver. The story is resolved as Wendy and Oliver turn on the bear, frightening him and causing him to run away, so the children can return home safely. It is typical of a picture book, written for small children, with illustrations that bring further meaning to the text. The whole group can enjoy the book as the repeated *AARRGH* allows everyone to join in at least some part of the reading.

Structure of the text

Orientation

Page 1: *Wendy and Oliver were going on a picnic.*

Introduction to complication

Pages 2 and 3: *When they spread out their towels in the clearing, ... out looking for his lunch.*

Action/reaction

Pages 4 and 5: *First the bear looked under a log ... mouse ran into its hole.*

Action/reaction

Pages 6 and 7: *Then he looked up a tree ... bird flew off into the sky.*

Action/reaction

Pages 8 and 9: *He looked into a stream ... fish swam away to hide.*

Action/reaction

Pages 10 and 11: *He looked behind some rocks ... squirrel scurried away as fast as it could.*

Complication**Action/reaction**

Pages 12 and 13: *Then he came into the clearing ... children ran to the end of the jetty.*

Pages 14 and 15: *The bear was hungry ... gobbled up Oliver's honey sandwich. Then he gobbled up ... growled the bear.*

Pages 16 and 17: *Now the bear was thirsty ... drank up all of Wendy's apple juice.*

Building of tension

Pages 18 to 21: *But the bear was a big bear ... and looked all around. He could smell MORE at the end of the jetty. 'AAARRRRRGGH ...' ... He came closer and closer.*

Action/reaction

Pages 22 to 26: *When the bear was so close ... ran away as fast as he could.*

Resolution

Pages 27 and 28: *Wendy and Oliver ran home ... And the big black bear never came back again.*

Language features of the text

The following language choices make the text of this story literate rather than oral. They can make the text harder to read for students with literacy difficulties.

- The story is told in the third person by a narrator who knows the thoughts and motivations of the characters.
- This story is told in the past tense.
- This story is not set in a specific time.
- The author moves the story forward by recounting the bear's actions through starting sentences with words such as *First* and *Then*.
- The author alludes to the passage of time through action/reaction sequences. *First he looked under a log. 'AARRRGH...' growled the bear, and a frightened mouse ran into its hole.*
- The character of the bear is built up through the reactions of the animals to the bear.
- The author, Pamela Allen, also makes her writing more colourful and descriptive by using verbs and phrases that tell us how something happened as well as where it happened – *ran into its hole, flew off into the sky, swam away to hide, scurried away as fast as it could.*
- Prepositions explain specifically where the bear looked – *under a log, up a tree, into a stream, behind some rocks*. Prepositions provide the details of the bear's actions to enable readers to understand and visualise the settings of the story.

- The characters in the story are described carefully. While they are not elaborate descriptions, they are enough to provide a young reader with an understanding of the characters. She describes the big black bear physically. We infer that he is hungry. The rest of the characters are described emotionally – they are all frightened.
- The clauses are extended in a way that is suitable for the story's audience. Pamela Allen uses simple sentences with extensions that add new information to the story. She does this effectively through the use of *and*.
- The author uses a clause to introduce the reader to the complication: *they didn't know a big black bear was out looking for his lunch*. This clause makes the reader want to read on to find out what will happen to Oliver and Wendy.



Accelerated Literacy teaching

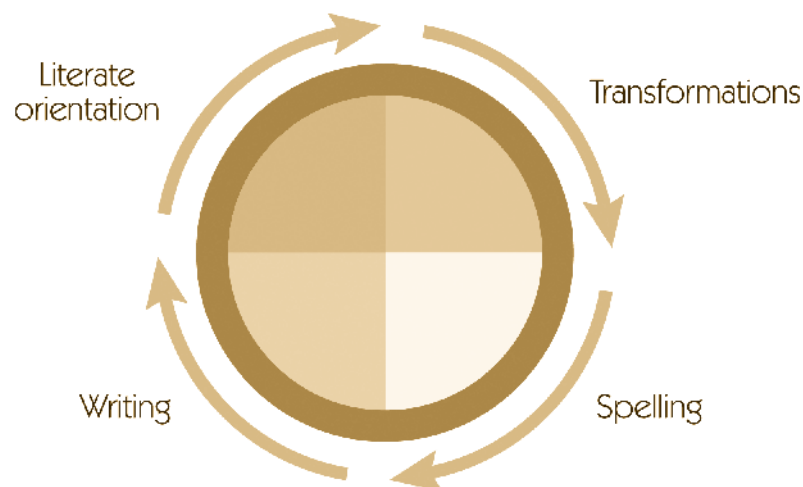
Teaching the sequence

The National Accelerated Literacy Program consists of a cycle of interrelated activities based on a sequence beginning with literate orientation and focused on one selected text. The text may vary from a short, illustrated story written for early childhood students to several carefully selected passages from a longer book intended for older students.

Teachers spend, on average, an hour and a half a day teaching Accelerated Literacy. The total number of weeks spent on a text across a sequence of consecutive lessons will vary according to the age of the students and the complexity of the text.

Low and high order literate orientation are carried out before reading. The other strategies use the students' fluent reading of and common knowledge about a text as teaching resources for extending their literacy competence.

Further information on the teaching sequence can be found at <http://www.nalp.edu.au>.





In the
classroom

In the classroom

10

In the classroom

The teaching sequence on *The Bear's Lunch* aims to teach:

- how to read the study passages at 90 per cent accuracy or above
- how to discuss the story, including the meaning and inferences contained in the author's language choices
- how to spell fluently and write clearly the words taught as part of the teaching sequence
- how to write, with appropriate teacher support, a description of a character.

Literate orientation

Literate orientation is a pre-reading strategy that prepares students to read the study text fluently, accurately and independently. The teacher models a literate orientation to the text and discusses with students the possible meaning and interpretation of language choices. Literate orientation consists of two components: low order literate orientation and high order literate orientation. Both are equally important.

In low order literate orientation the teacher starts the process of 'pointing the students' brains' at the text by modelling a literate interpretation of the text, including its illustrations when necessary.

In high order literate orientation the teacher shifts the students' focus from the general considerations in the low order literate orientation to a close examination of the author's wording in the text. The teacher systematically models how to attend closely to the language features of the text and how they construct meaning.

Low order literate orientation

Teaching focus

Show the children the cover of the book and then explain this is a story about a bear that is looking for his lunch, but doesn't find it. It's also about two children, who almost end up as 'the bear's lunch'.

What you could say

This story is called *The Bear's Lunch*. It's a story about a big black bear that is trying to find his lunch in the woods. The big black bear finds a lot of animals, which he tries to catch, so they can be his lunch. But every time he thinks he's found some lunch, the big noise he makes frightens the animals away and he stays hungry.

Cover



You can see the big black bear on the cover. He is standing in the clearing (a clearing is a space in the woods where there are no trees) with the woods behind him. He does not look very friendly. He looks angry. He has squinty eyes, and he appears to be looking for something. His mouth is open as though he is growling. Let's look at all the pictures before we read the story, and see what they show us about what happens.

Teaching focus

Setting

- Woods all around.
- Explain that woods are like the bush, thick with trees.
- The space without trees is called a clearing. A clearing is a spot in the woods where there are no trees because the trees have been cleared.
- There is a house in the background with Mum waving the two children goodbye.

Characters

- Two children are walking down the path waving back at Mum.
- Both children look like they are happy.
- One of the children has a backpack.

What you could say

Setting

This story is set in the woods. We can see that there are woods around the little house in this picture. Woods are a lot of trees growing very closely together, a bit like the bush. You'd find a lot of different animals in these woods, including bears. We can also see a little house in the background. This character is the children's mum. She is waving from the front door to her two children walking down the path.

Characters

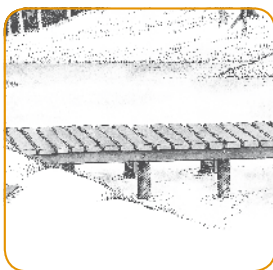
Let's have a look at the two characters we can see on this page. It looks like they may be brother and sister because they are holding hands and their mum is waving to them both. It also looks like Oliver is a little older than Wendy because he is taller, which may mean that he looks after Wendy and takes care of her.

Oliver is carrying a backpack on his back. I wonder what he has in his backpack? It could be the things Oliver and Wendy need for their picnic. When people go on a picnic they usually take some food to eat and something to drink and something to put on the ground to sit on. The children are walking down the path to a part of the woods that has been cleared of trees. This is called a clearing.

Page 1



Pages 2-3



Teaching focus

- On the next pages we find out what Wendy and Oliver do and what the problem is in the story. The bear is introduced.
- We can see Wendy and Oliver sitting and lying on the towels that they have spread out.
- Oliver is unpacking his backpack.
- We can still see the children's mum watching them from the house.
- We can see the clearing the children have chosen, with woods all around them.
- There is also a stream and jetty.
- Off in the background we can see the bear walking away from Oliver and Wendy, going deeper into the woods.

What you could say

We can see Wendy and Oliver sitting in the clearing, and their mum is watching them to see that they arrive safely. There are trees all around, but there are no trees where Wendy and Oliver are. They are in a clearing. Look closely at the woods. Can you see anything that could be dangerous?

Yes, that's right; look at the top left corner of this page. We can see the big black bear in the woods. It's a good thing he is a long way away from Wendy and Oliver.

Wendy and Oliver don't know that the bear is there because they are not looking in that direction. And the bear doesn't know that Wendy and Oliver are in the clearing because he's walking away from them.

Wendy and Oliver have chosen a nice place to have their picnic. If they get hot later in the day, they can go for a swim in the stream. They can also jump off the jetty or maybe do some fishing.

Wendy and Oliver look very comfortable, don't they? They have spread their towels out on the ground so that they have something nice to sit on. You can see that Oliver is unpacking his backpack, getting ready for the picnic. He is taking out the food and the drinks.

Pages 4-5



Teaching focus

- The story now starts to follow the bear's actions, while Wendy and Oliver are having their picnic in the clearing.
- The bear is deep in the woods.
- The bear is really strong. We can tell that by how big the log is that he is lifting.
- The bear finds a mouse under the log.
- To be safe, the mouse runs into its hole.

What you could say

We can see what the bear is doing on this page. Wendy and Oliver are still having their picnic in the clearing, but now we are going to find out what the bear is doing.

We can see that the bear is still in the woods because there are a lot of trees around, so he is probably nowhere near Wendy and Oliver. He is too busy looking for his lunch in the woods.

The first place he looks is under a log. He must know that looking under a log is a good place to look for lunch. See how big this log is! The bear must be really strong to move such a large log. Can you see something under the log? Yes, you can see a little mouse running away. This little mouse would have been very frightened to see a big black bear staring down at him. The mouse might have known the bear wanted to eat it for his lunch. All the noise the bear is making would have warned the mouse that he was coming.

On the next page, we can see the little mouse running deep into its hole so it's safe from the bear. It did not become the bear's lunch. The mouse knew that the bear would not be able to reach him in the hole.

Teaching focus

- On the next page we still follow the bear while he is looking for his lunch.
- He is still deep in the woods.
- He is looking up a tree.
- A bird is frightened because he doesn't want to be the bear's lunch.
- The bird flies off into the sky to get away from the bear.

What you could say

On this page, we can see that the bear is still looking for his lunch, deep in the woods. All around the bear there are a lot of trees. It looks very dark in the woods. That's because the tall trees are blocking out the sunlight.

We can see that the bear is looking up a tree, trying to find the second thing that might be his lunch. Can you see what it might be? Yes, that's right. We can see a frightened bird flying away from the tree. That bird must have been in the tree. The bear must have known that he could find birds in trees.

On the next page, we can see the bird flying high into the sky to keep away from the bear. The poor bird looks like it has had a fright.

This bear is not very good at finding his lunch. So far he has found two animals that could have been his lunch, but he frightened them away with his loud roar and so was not able to catch them.

Pages 6-7



Pages 8-9



What do you think Wendy and Oliver are doing while the bear is looking for his lunch? They are still in the clearing having their picnic. Wendy and Oliver still don't know about the bear, and the bear still doesn't know about Wendy and Oliver.

Teaching focus

- The bear is still walking around the woods looking for his lunch.
- The bear finds a stream and tries to catch the fish.
- He uses his long, sharp claws to try to catch the fish.
- The fish are frightened because they don't want to be the bear's lunch.
- The fish swim away to hide.

What you could say

The bear is still walking around the woods trying to find his lunch. Now he has found a stream. What do you think he could find in the stream to be his lunch? Yes, that's right, he could catch fish. You can see him using his long sharp claws to try to catch the fish. He drags his paw through the water hoping to catch many fish.

He looks as though he is growling. His mouth is open and his eyes look angry. He must be starting to get really angry now because he hasn't been able to catch any lunch.

But the bear does not have fish for lunch. He frightens the fish and the fish swim down deep to get away from the bear. I think that the bear will have to continue to look for his lunch. What a silly bear. Maybe if he hadn't growled so much, he wouldn't have frightened the fish and he would have been able to catch them for his lunch.

Pages 10-11



Teaching focus

- The bear is still looking for his lunch in the woods. He must be getting very hungry by now. The bear comes across a squirrel. [If required, find a picture of a squirrel and talk about what sort of animal it is.]
- The bear is still in the woods.
- He finds a pile of rocks.
- On the rocks is a squirrel.
- The squirrel scurries away in fright because he doesn't want to be the bear's lunch.

What you could say

We can still see bear in the woods. He must have been looking for a long time to find something that he could have for his lunch. He would be getting really angry now because he is hungry. He finds a pile of rocks. The bear knows that some animals live behind rocks, so he goes to have a closer look.

When the bear looks behind the rocks he finds a squirrel. A squirrel is a small animal that lives in the woods. A squirrel is a little like a possum, only smaller and with a large bushy tail.

The bear frightens the squirrel. The squirrel does not want to be the bear's lunch, so he 'scurries' away. When animals 'scurry' they run very fast, using little steps.

This silly bear has looked everywhere in the forest. He has frightened away all the animals he has found so he still has not had any lunch. I don't think he is very good at finding lunch. He can't catch any animals because he frightens them away.

Teaching focus

- The complication in the story is when the bear comes into the clearing. See, the woods are behind the bear.
- He looks like he is very angry. He is growling with his mouth open.
- He comes towards the picnic.
- Wendy and Oliver look very frightened.
- They run very quickly to the end of the jetty.

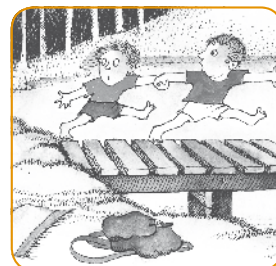
What you could say

On this page, the bear has come out of the forest and into the clearing. This is where the bear sees Wendy and Oliver and the children see the bear. He has found Oliver and Wendy having their picnic. We can see their towels on the ground and their sandwiches and drink, so they must have been ready to start eating their lunch, but Wendy and Oliver are not there.

The bear looks very angry. Look at his squinty eyes. His mouth is open and it looks like he is growling.

On this page, we can see Wendy and Oliver. They look very frightened. Look at Wendy's eyes – they are wide open, and Oliver is pulling her along. They look like they are running very quickly. I think they are running away from the bear. He has probably frightened them, just like he frightened the other animals.

Pages 12-13



Pages 14-15



Wendy and Oliver are trying to get away from the bear, because they are so frightened. They run as fast as they can to the end of the jetty. This is the only place they have to run because the bear is blocking the path home.

Teaching focus

- The bear finds some lunch that can't run away.
- The bear is sitting in the clearing on the spread-out towels.
- The bear is very hungry and he eats the sandwiches.
- At the end of the jetty, Wendy and Oliver look very frightened.

What you could say

We can see on this page that the bear has found some lunch. He is sitting down eating the children's sandwiches, because he is very hungry. First, he eats Oliver's honey sandwich, and then he eats Wendy's salad sandwich.

Look at poor Oliver and Wendy at the end of the jetty. They must be feeling really frightened now. Their eyes are wide open and their mouths are wide open, as though they are shocked. Oliver is holding onto Wendy very tightly; he is making sure that Wendy doesn't fall from the jetty into the water.

Pages 16-17



Teaching focus

- The bear has eaten all of the sandwiches.
- Now he is thirsty, and he drinks all of the juice.
- Wendy and Oliver are still at the end of the jetty, and they are still very scared.

What you could say

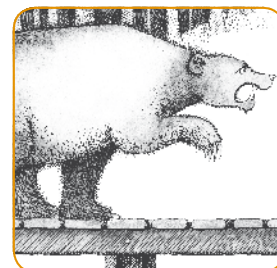
On this page the bear has finished eating all of the sandwiches and now he is thirsty. Sometimes sandwiches make you thirsty, so now the bear wants a drink. He drinks all of Wendy's apple juice and all of Oliver's orange juice.

The children are still at the end of the jetty. Wendy still looks scared, and Oliver is trying to make her feel better by holding his arm around her. Oliver has a different look on his face. Oliver looks like he cannot believe that a bear is drinking their juice; maybe because it is strange to see a bear drinking out of a bottle.

Pages 18-19



Pages 20-21



Pages 22-23



Teaching focus

- The bear has finished Wendy's and Oliver's picnic but it did not fill him up so he is still looking for more lunch.
- For a big bear, it was a little lunch, so the bear is still hungry.
- The bear is looking at Wendy and Oliver and wondering whether they can be his lunch.
- At the end of the jetty, Wendy and Oliver look really worried.

What you could say

The bear has finished eating and he is not full yet. See his large tummy! The sandwiches and the drinks didn't fill him up, and so the bear wants some more to eat. We can see him standing up and looking around for some more lunch. He also uses his nose to see if he can smell anything he could have for lunch.

The bear can smell some more lunch and he can smell it at the end of the jetty. What is at the end of the jetty that he can smell? Wendy and Oliver are at the end of the jetty. The bear thinks he can have the children for lunch.

Teaching focus

- Pamela Allen builds tension by showing the growling bear coming closer and closer to Wendy and Oliver.

What you could say

The bear starts to growl at Wendy and Oliver. You can see him walking down the jetty. He doesn't look very friendly, does he? His eyes are squinty and his mouth is open as though he is growling. He's walking carefully down the jetty, getting closer and closer to Wendy and Oliver.

Poor Wendy and Oliver at the end of the jetty are really frightened now. Wendy is nearly falling off the end of the jetty. You can see Oliver holding her tightly. They don't know how to get away from the bear.

Teaching focus

- We are given a description of the bear.
- We are told that Wendy and Oliver can smell his hot breath.
- We are told that Wendy and Oliver can see his sharp teeth.
- We are told that Wendy and Oliver can look into his red rolling eyes.
- Oliver lets out an ENORMOUS...

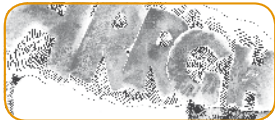
What you could say

The bear keeps coming closer and closer to Wendy and Oliver. You can see here how close the bear is. The bear is so close that the children can smell his hot breath, because he is growling very close to them. They can also see the sharp teeth inside his mouth because he is so close. Wendy and Oliver can also look into the bear's red rolling eyes because he is so close.

I think that Wendy and Oliver are really scared and there is nowhere to run. They might be thinking that they are going to be the bear's lunch. You can see how frightened they are, because they are standing as far back from the bear as they can. They also have their mouths wide open as though they are screaming or they are really shocked. Oliver is holding onto Wendy even more tightly.

The word *ENORMOUS* is written in large letters. It means something really, really big and the dots (...) after it mean that we have to turn over the page to find out what is *ENORMOUS*.

Pages 24-25



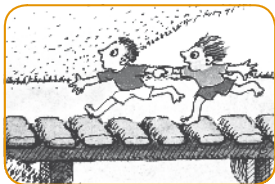
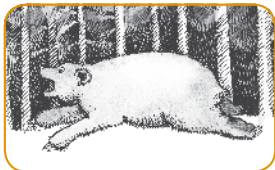
Teaching focus

- We find out what is enormous.
- Oliver stops being scared. He realises that the only way that he can save himself and Wendy is to frighten the bear away. So Oliver growls at the bear and the bear takes a step back.

What you could say

On this page, there is a long *AAAAAARRRRRRRRGGGGHHHHH!* This is what is enormous! This is how Oliver growls at the bear to scare him away. Oliver makes a huge growl and the bear *took a step back*, because he must have been shocked. I'm sure that bears usually don't get growled at. Then Oliver growled again and the bear *took another step back*. You can see that the bear looks a bit shocked. His eyes are wide open and his head is turned. Wendy also is not looking as scared anymore. She might be thinking that growling at the bear to frighten it away is working.

Pages 26-27



Teaching focus

- Now the bear is frightened of Wendy and Oliver.
- Wendy and Oliver growl together to frighten the bear.
- The bear runs away as quickly as he can because he is so frightened.
- Wendy and Oliver run home to their mother as quickly as they can.

What you could say

We can see the bear running away from Wendy and Oliver. He is running very quickly. He looks frightened. Wendy and Oliver growled together and this loud noise frightened the bear.

Wendy and Oliver are also running; they are running home to their mother where they know they will be safe. The picnic things are still on the ground. (The children haven't got to the picnic things in the picture, but it's quite likely that they'd leave them there.) They were very clever to think of growling back at the bear to frighten him away.

Teaching focus

- This is the conclusion of the story.
- The children arrive home and Mum gives them a tight hug to make them feel safe.
- She makes the children another lunch (because the bear ate theirs).
- The big black bear never comes back.

What you could say

The last page shows us that Wendy and Oliver are now safe at home. Their mother gives them a tight hug to make them feel better, because they would still have been scared. Everyone is smiling in this picture because the children are happy they escaped, and Mum is glad that the children got home safely.

Because the bear ate Wendy's and Oliver's lunch, they are very hungry, so their mother makes them another lunch and the children gobble it up.

The story ends by saying that the big black bear never came back, so Wendy and Oliver must have frightened away the bear forever.

Read the story aloud

Following the low order literate orientation, read the story to the class. Show the students where you are reading with a pointer or marking strip of some kind so that they know you are attending to the words. Read the story expressively and if the students want to read with you allow them to do so, but do not slow down and wait for them. Avoid the reading becoming a chant by consistently modelling fluent, expressive reading.

Page 28



For a description of high order literate orientation, refer to page 10.

Page 1



High order literate orientation

Teaching focus

On this page the author tells the reader who is in the story and what they are doing.

Structure of text and wording	What you could say during the first high order orientation to the text
Orientation: Introduction	
<p><i>Wendy and Oliver were going on a picnic.</i></p>	<p>Preformulation</p> <p>This story starts by telling us who is in the story. It is two little children who are brother and sister, and their names are Wendy and Oliver.</p> <p>T: <i>What are the names of the children in the story?</i></p> <p>S: <i>Wendy and Oliver.</i></p> <p>Reconceptualisation</p> <p>Yes, that's right. We can see Wendy and Oliver on this page, waving goodbye to their mother. Their mother must have been sure they would be safe to let them go on a picnic by themselves in the clearing.</p> <p>(At this point the teacher could ask, 'Can anyone come out and underline the words that say Wendy and Oliver?' A volunteer could then come out and underline the words of the text. Continue this process throughout the rest of the interaction.)</p> <p>Preformulation</p> <p>After the author has introduced us to the characters in the story, we find out what the characters are doing in the story. Wendy and Oliver are going on a picnic.</p> <p>T: <i>Can anyone tell me what Wendy and Oliver were doing in the story?</i></p> <p>S: <i>Going on a picnic.</i></p> <p>Reconceptualisation</p> <p>Yes, that's right. Wendy and Oliver were going on a picnic. They seem to know just what to do. They have probably done this before. We can see in the picture that Oliver is carrying his picnic bag and we know that there are sandwiches and drinks in the bag for Wendy's and Oliver's picnic.</p>



Teaching focus

The author sets the scene for the story. Wendy and Oliver are preparing for their picnic in the clearing by spreading out their towels ready to sit on. The author also tells us that Wendy and Oliver did not know that a big black bear was looking for his lunch.

Structure of text and wording	What you could say during the first high order orientation to the text
Introduction to the complication	
<i>When they spread out their towels in the clearing, they didn't know a big black bear was out looking for his lunch.</i>	<p>Preformulation On this page we can see that Wendy and Oliver have spread their towels out and they are sitting and lying on them in the clearing.</p> <p>T: <i>Can anyone tell me what Wendy and Oliver did with their towels?</i></p> <p>S: <i>Spread out their towels.</i></p> <p>Reconceptualisation Yes, that's right. Wendy and Oliver spread out their towels in the clearing, so they would have somewhere nice to sit.</p> <p>Preformulation Wendy and Oliver are having their picnic in the clearing and they have spread out their towels.</p> <p>T: <i>Can anyone remember the words that tell us where Wendy and Oliver spread out their towels?</i></p> <p>S: <i>In the clearing.</i></p> <p>Reconceptualisation Yes, that's right. Wendy and Oliver have spread out their towels in the clearing. Now they are very comfortable and have a nice clean spot to sit and eat their food. Remember that a clearing is a space in the woods where there are no trees.</p> <p>Preformulation Also, on this page, the author tells us what the bear was doing. The bear is in the woods looking for his lunch but he is not in the same place as Wendy and Oliver.</p> <p>T: <i>Can anyone tell me what the big black bear was looking for?</i></p> <p>S: <i>Looking for his lunch.</i></p> <p>Reconceptualisation Yes, that's right. The big black bear was looking for his lunch, while Wendy and Oliver were having their picnic. The big black bear hasn't seen them yet. And Wendy and Oliver haven't seen the big black bear. The bear knows that the woods are a good place to find lunch.</p>

Pages 4-5



	<p>Preformulation Now, while Wendy and Oliver were preparing for their picnic, the author tells us that they did not know a big black bear was looking for his lunch. T: <i>What didn't Wendy and Oliver know?</i> S: <i>That the big black bear looking for his lunch.</i></p> <p>Reconceptualisation Yes, that's right. They didn't know that the big black bear was looking for his lunch. We can see the bear far off into the woods, but Wendy and Oliver can't because they are in the clearing away from the woods.</p>
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Teaching focus

At the same time as Wendy and Oliver are having their picnic the bear is in the woods looking for his lunch. The first place he looks is under a log and finds a mouse but the mouse is too quick for him and runs away.

Structure of text and wording	What you could say during the first high order orientation to the text
Action/reaction 1	
<p><i>First he looked under a log.</i> <i>'AARRRGH . . .'</i> <i>growled the bear, and a frightened mouse ran into its hole.</i></p>	<p>Preformulation While Wendy and Oliver are having a picnic, the big black bear is in the woods looking for his lunch. On these two pages, the pictures show us where he looked first – under a log. T: <i>Can anyone tell me where the bear looked first?</i> S: <i>Under a log.</i></p> <p>Reconceptualisation Yes, that's right. The bear looked under the log first. Perhaps he often found food by looking under a log.</p> <p>Preformulation Now, the bear found something under the log. The mouse must have been hiding under the log. When the bear found the mouse, it ran away into its hole because it was very frightened. T: <i>Who can tell me what the bear found under the log?</i> S: <i>A mouse.</i> T: <i>Who can tell me what the mouse did?</i> S: <i>Ran into his hole.</i></p> <p>Reconceptualisation Yes, that's right. The first thing the bear did was find a little mouse under the log. The mouse was so frightened by the big black bear that he ran away to hide in his hole. The mouse must have known that the big black bear could not reach him.</p>

Teaching focus

The bear is still looking for his lunch. He looks up into the tree and finds a bird that gets frightened and flies away.

Structure of text and wording	What you could say during the first high order orientation to the text
Action/reaction 2	
<p><i>Then he looked up a tree.</i></p> <p><i>'AARRRGH . . .'</i></p> <p><i>growled the bear, and a frightened bird flew off into the sky.</i></p>	<p>Preformulation</p> <p>On the next page, we learn about the next place that the bear looks for his lunch. The bear is still in the woods and Wendy and Oliver are still having their picnic in the clearing. Again, the pictures on these pages tell us where the bear is looking – he is looking up a tree.</p> <p>T: <i>Who can tell me where the bear looked next?</i></p> <p>S: <i>Up a tree.</i></p> <p>Reconceptualisation</p> <p>Yes, the bear looked up a tree next, and when he looked up into the tree the bear growled, <i>AAARRRGH</i>, and, just like before, he frightened a bird.</p> <p>Preformulation</p> <p>When the bear looked up a tree, he found a bird there that he thought he could have for his lunch.</p> <p>T: <i>Who can tell me what animal the bear found?</i></p> <p>S: <i>A bird.</i></p> <p>Reconceptualisation</p> <p>Yes, that's right. The bear found a bird up a tree. When the bear growled, the bird was frightened and it wanted to get away from the bear.</p> <p>Preformulation</p> <p>The poor bird was so frightened that he flew into the sky to get away from the bear.</p> <p>T: <i>Who can tell me what the bird did?</i></p> <p>S: <i>Flew into the sky.</i></p> <p>Reconceptualisation</p> <p>Yes, that's right. The bird was so frightened by the big black bear looking up at him in his tree, and then hearing him growl, he flew into the sky to get away. Maybe, if the bear didn't make so much noise, he wouldn't frighten the animals away. Then he would be able to catch them, and have them for lunch.</p>



Pages 8-9



Teaching focus

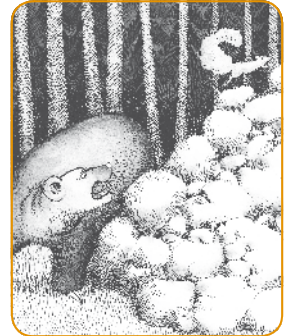
The bear looks into the stream to find his lunch. He finds fish but growls and frightens them away.

Structure of text and wording	What you could say during the first high order orientation to the text
Action/reaction 3	
<p><i>He looked into a stream.</i></p> <p><i>'AARRRGH . . .'</i></p> <p><i>growled the bear, and the frightened fish swam away to hide.</i></p>	<p>Preformulation</p> <p>On the next page, we learn about the next place that the bear looks for his lunch. The bear finds a stream in the woods. The pictures on these pages tell us where the bear was looking and what he found.</p> <p>T: <i>Who can tell me where the bear looked next?</i></p> <p>S: <i>In a stream.</i></p> <p>Reconceptualisation</p> <p>Yes, the bear looked in a stream next, and he uses his claws to try to catch the fish. But the bear growled and, just like before, he frightened the fish with his loud noise.</p> <p>Preformulation</p> <p>When the bear looked in the stream, he saw some fish that he thought he could have for his lunch, so he tried to catch them.</p> <p>T: <i>Who can tell me what animals the bear found?</i></p> <p>S: <i>Some fish.</i></p> <p>Reconceptualisation</p> <p>Yes, that's right. The bear found some fish in the stream. When the bear growled, the fish were frightened and wanted to get away from the bear.</p> <p>Preformulation</p> <p>The fish swam away from the bear, frightened by his growling, because they did not want to be caught by the bear.</p> <p>T: <i>Who can tell me what the fish did?</i></p> <p>S: <i>Swam away to hide.</i></p> <p>Reconceptualisation</p> <p>Yes, that's right. The fish were so frightened by seeing a big black bear growling at them, they swam away to get away from the bear. So the bear has missed catching another animal for his lunch, so he is still hungry.</p>

Teaching focus

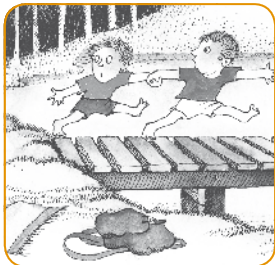
The bear is still looking for his lunch and still hungry. He looks behind some rocks. A frightened squirrel scurries away.

Pages 10-11



Structure of text and wording	What you could say during the first high order orientation to the text
Action/reaction 4	
<p><i>He looked behind some rocks.</i></p> <p><i>'AARRRGH . . .'</i></p> <p><i>growled the bear, and a frightened squirrel scurried away as fast as it could.</i></p>	<p>Preformulation</p> <p>On this page, we learn about another place that the bear looks for his lunch – he looks behind some rocks. The bear is still in the woods and Wendy and Oliver are still having their picnic. The pictures on these pages show us where the bear was looking and what he found.</p> <p>T: <i>Who can tell me where the bear looked next?</i></p> <p>S: <i>Behind some rocks.</i></p> <p>Reconceptualisation</p> <p>Yes, the bear looked behind some rocks. And when he looked behind some rocks the bear growled, just like before, and he frightened the animal away.</p> <p>Preformulation</p> <p>The bear looked behind some rocks and he found a squirrel that he thought he could have for his lunch.</p> <p>T: <i>Who can tell me what animal the bear found?</i></p> <p>S: <i>A squirrel.</i></p> <p>Reconceptualisation</p> <p>Yes, that's right. The bear found a squirrel behind some rocks. Now when the bear growled, the squirrel was frightened and he wanted to get away from the bear. He did not want to be the bear's lunch.</p> <p>Preformulation</p> <p>The squirrel scurried away as fast as it could because it did not want to be the bear's lunch.</p> <p>T: <i>Who can tell me what the squirrel did?</i></p> <p>S: <i>Scurried away as fast as it could.</i></p> <p>Reconceptualisation</p> <p>Yes, that's right. The squirrel was so frightened by seeing a big black bear looking at him, growling, that he scurried away as fast as he could. So the bear still hasn't found anything to eat. He is a stupid bear, because he has spent a lot of time in the woods looking for his lunch but he still hasn't found any.</p>

Pages 12-13



	<p>Reconceptualisation (the first part of the text)</p> <p>So we know that, while Wendy and Oliver were having their picnic in the clearing, there was a big black bear in the woods looking for his lunch and Wendy and Oliver did not know he was there.</p> <p>Where did the bear look first? What did he find? Where did he look next? What did he find there?</p> <p>Where did he look after that? What did he find? And where did the bear look last? And what did he find?</p> <p>So the bear has looked all over the woods for something to eat for his lunch but he has not been able to catch anything so he must be hungry.</p>
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Teaching focus

The bear has come into the clearing. He did not catch any food in the woods so he is still looking for his lunch. He finds the picnic and frightens Wendy and Oliver away.

Structure of text and wording	What you could say during the first high order orientation to the text
Complication – Action/reaction	
<p><i>Then he came into the clearing.</i></p> <p><i>'AARRRGH . . .'</i></p> <p><i>growled the bear.</i></p> <p><i>'AARRRGH . . .'</i></p> <p><i>And the frightened children ran to the end of the jetty.</i></p>	<p>Preformulation</p> <p>On this next page, we can see the bear coming out of the woods towards Wendy's and Oliver's picnic in the clearing.</p> <p>T: <i>Where did the bear come into?</i></p> <p>S: <i>The clearing.</i></p> <p>Reconceptualisation</p> <p>Yes, that's right. The bear came out of the woods into the clearing where Wendy and Oliver were having their picnic. The bear must have been tired of looking in the woods and thought he should try a new place to look for his lunch.</p> <p>Preformulation</p> <p>When the bear came out of the woods into the clearing, he growled and frightened the children away.</p> <p>T: <i>Who can tell me what the bear did to frighten the children?</i></p> <p>S: <i>AARRRGH/growled.</i></p> <p>Reconceptualisation</p> <p>Yes. The bear growled 'AARRRGH' to frighten the children. Poor Wendy and Oliver. They weren't expecting the bear to come along; they must have been very frightened.</p>

Preformulation

The bear has come into the clearing to Wendy's and Oliver's picnic and growled at the children and frightened them away. Wendy and Oliver were so frightened, they ran away to the end of the jetty to get away from the bear.

T: *Who can tell me what the frightened children did?*

S: *Ran to the end of the jetty.*

Reconceptualisation

Yes, that's right. The frightened children ran to the end of the jetty to get away from the bear. They had nowhere else to run because the bear was blocking the way to their home.

Transformations

Transformations is an activity designed to change students' orientation to the text under consideration from that of a reader looking for meaning to that of a writer learning how the author used various literary techniques to achieve a particular effect or purpose.

In addition, transformations provides a key opportunity for 'handover' of understanding about the language choices in the text. The questioning techniques in this part of the teaching sequence reflect the growing common knowledge shared between class members, and between class members and the teacher. A successful handover might mean, for example, that there is less need for preformulation.

Goals of the transformations

Comprehension

The transformations make up a part of the action/reaction sequence that continues as the author builds up to the complication of the story. By engaging in these transformations we are building up an understanding of how an action/reaction sequence is built up in a narrative. By having conversations based on the bear's actions, we build an understanding about what type of character he is and why Wendy and Oliver react the way they do. By understanding the bear's actions, we know that when he finds Wendy and Oliver they will need to run away in order to be safe.

Word recognition leading to spelling

With younger children particularly, word recognition and spelling of the words is an important purpose for transformations. This activity allows teachers to monitor students' one-to-one correspondence and word recognition. With the age of students working on this text, it is a good opportunity to begin teaching students early decoding skills, such as initial letters.

Writing

Transformations on this passage provide the context for a discussion on the author’s choice of words in writing this story. The author includes information about the physical and emotional reactions of the characters in this part of the story to help the reader build understandings.

Example of text segmentation

First he looked under a log.

‘AARRRGH...’ growled the bear, and a frightened mouse ran into its hole.

Initially, these sentences could be segmented in the following way. Other segmentations may also be used.

First / he looked / under / a log / . /

‘AARRRGH / ... / ’ / growled the bear / , / and / a frightened mouse / ran / into its hole / . /

Introduction

Teaching focus

- Authors sometimes begin sentences with a reference to time to allow the reader to track a series of events (eg *First*).
- The bear is shown to be a scary creature that is looking for food to eat.
- The bear frightens the animals he meets because they know that he is hungry.
- The mouse is identified as an animal in danger; he needs to run away and hide or be eaten by the bear.

What you could say

Today we are going to find out everything we can about why Pamela Allen wrote this part of the story the way she did. Remember, she is trying to make us feel scared for Wendy and Oliver. She does this by describing the actions of the bear as he walks through the forest. We are going to look at the part where the bear finds the mouse. Remember, we find out where the bear looked and what the mouse did. The reaction of the mouse gives us some more information about how scary the bear is. Let’s read that part now: *First he looked under a log. ‘AARRRGH . . .’ growled the bear, and a frightened mouse ran into its hole.* Let’s read these sentences on this board. I have taken the words from the book and written them onto this card. This means that we can cut up parts of the sentence and examine how Pamela Allen wrote this part of the story.

Teaching focus

- The reaction of the mouse.
- How the author has described the mouse and his actions to build a sense of fear around the bear.

What you could say

The author tells us about the reactions of four animals that the bear finds so that we understand just how scary the bear is. The first animal she tells us about is a mouse. She tells us how the mouse was feeling.

T: *Who can remember how the mouse was feeling when the bear found him?*

S: *Frightened.*

Yes, the mouse is frightened. The author describes how the mouse is feeling because she wants us, as readers, to know why the mouse ran away. When authors write stories, they need to tell readers how characters are feeling so that we can understand what is going on in the story.

Because the mouse was frightened, and it didn't want to stay where the bear could eat it, it runs away. The reactions of the mouse – what the mouse did – show the way it felt.

T: *What did the mouse do?*

S: *Ran.*

Yes, the mouse ran. When we write stories we need to think about and tell readers how characters do things. If the mouse had simply walked away or merely looked at the bear, the bear might have been able to eat it. So the author describes the mouse running away from the bear so that it won't be eaten.

T: *Where did the mouse run?*

S: *Into its hole.*

Yes, the mouse ran to its hole. The author also thought about where a mouse might run to hide so that it would be safe.

We have found out a lot of information about the mouse's reactions to the bear. The author not only tells us that the mouse ran away but also she tells us how the mouse was feeling, and where it ran to hide. The author has done this because she wants us, the readers, to know exactly what was going on in the story. When authors write stories they describe things very carefully so that we can understand why things are happening.

Teaching focus

- The actions of the bear.
- How the author has created a contrast between the characters.

What you could say

We know that the mouse is frightened of the bear because of the words the author has used. As well as finding out about the mouse, we find out about the bear. We find out why he is scary and how he acts.

Now, remember that this is a very smart bear so he knows where to look for animals to eat. It wouldn't make sense to look for a mouse in the sky or in a stream, so the author thought about where a bear might find a mouse.

T: *Who can remember where the bear looked for the mouse?*

S: *Under a log.*

Yes, the bear did look under a log. When the author wrote this story, she would have thought very carefully about how to tell the reader about what the bear did. We don't know from reading this part of the story that the bear is scary. The author needed to tell us how the bear was scary. She does this by telling us what sound the bear made.

T: *Who can remember what sound the bear made?*

S: *AARRRGH...*

Yes, that's right. The bear growls! Now look at this word (point to *AARRRGH*) – it is written in capital letters. The author has done this intentionally. Capital letters emphasise the word. It shouts at us, and we know that we have to read it loudly. It is a scary *AARRRGH*! The author has given us more information about how the bear made the mouse scared. She has told us that the bear made a loud sound.

T: *What did the bear do?*

S: *Growled.*

Yes, now we know that the bear is scary. If the bear only made a soft growl, then the mouse mightn't have been frightened and run away. The author needed to make the bear as scary as she could. She did that by telling us that the bear growled and what the growl sounded like.

Teaching focus:

- The use of the word *First* as a means to move a story forward.
- The use of *and* to connect two ideas in the story.

What you could say

The author has used two words here that helped her to write the story.

The first word she used was *First*.

T: *Who can remember when the bear looked under a log?*

S: *First.*

Yes. The author used the word *First* because she is describing the order in which the bear did things. The first thing the bear did was look under the log. In the other parts of the story, the author uses words such as *Then*.

Authors think about words they can use to help write the story – words which move the story forward and tell the reader what happens next. Using words like ‘first’, ‘then’, ‘next’ and ‘after’ makes the story interesting, rather than writing ‘and then...and then’. These other words are interesting ways to say ‘and then’.

The author also uses a word to join two ideas together. Remember that we first find out about the bear, and then we find out about the mouse.

T: *Who can think of the word that the author uses after she has told us about the bear, but before she tells us about the mouse?*

S: *And.*

Yes. ‘And’ is a good word to use to add new information to a story. Lots of authors do that.

So, we need to remember, when we write our own stories, that we need to think carefully about the words we will use to describe what will happen, and to describe the characters. We also need to think of interesting words that tell the readers how things happen.

Re-read:

First he looked under a log.

‘AARRRGH...’ growled the bear, and a frightened mouse ran into its hole.

Activities around the transformations

Activities that foster comprehension

Turn over parts of the transformations. Ask the students to predict what is missing and discuss what meaning is missing and why the author chose to include this information in the story. For example:

First he looked under a log... and a frightened mouse ran into its hole.

In this sentence, we don't find out why the mouse ran away.

By including the information about the noise of the bear growling, and telling us explicitly that he growled, we know that the bear was angry. We need to know this, so that we know why the mouse ran away.

Another example:

First he looked under a log.

'AARRRGH...' growled the bear, and a... mouse ran into its hole.

This time we're not told that the mouse is frightened. This is essential knowledge.

If we are not told that the mouse is frightened, then we might think that it was just playing with the bear. We need to know that the mouse is frightened of the bear, so that when the bear meets Wendy and Oliver we know that they should be frightened as well.

Activities that foster word identification

Turn particular words over and ask the students to read the sentence without that word. Have students think about what word has been turned over; have someone turn the word back around. Analyse the word to see that the word has been read correctly. For example: the word *looked*—it looks like 'looked'; it starts with an 'l' sound, then has an 'ook' sound and there is an 'ed' sound at the end; so, this word must be 'looked'.

Activities that foster sentence reconstruction

Once the transformations have been cut up, mix up the words and have students put the transformations back together. Use prompts that have been discussed in the transformations: such as, what word did the author use to tell us when the bear looked under a log? What word did the author use to describe how the mouse was feeling?

Activities that foster writing

Change the order of the text around and discuss with the students whether it makes sense; and why or why not. Why did the author choose to write the sentence in this particular order? For example:

First a frightened mouse ran into its hole. 'AARRRGH...' growled the bear, and he looked under a log.

What you could say

Does this make sense? Well, it does make some sense. It still sounds like story language. However, there are some things which aren't right, and some things we don't find out about. If the author had written the story like this, then we wouldn't find out why the mouse was frightened. The author needed to tell us about the bear first so that we would understand why the mouse was frightened.

Also, if the story were written this way we wouldn't know what the bear found under the log. When Pamela Allen wrote this part of the story, she thought carefully about what the reader needed to know for it to make sense, so readers could enjoy her story. First we needed to find out about the bear, so that the actions of the mouse make sense in the story.

Spelling

The spelling segment of the accelerated literacy teaching sequence follows transformations once the teacher is reasonably sure that students are able to recognise many of the words from the text out of context. Teachers are then able to use the students' ability to hold a stable image of a word in their memory to show how that word can be broken into letter pattern chunks. Spelling activities include joint reconstructed writing.

How to choose spelling words

Keep the following points in mind when choosing words to work on in spelling:

- Are there any words that have patterns (or letters) that students have worked on before?
- Are there any new patterns that occur more than once or are commonly occurring?
- Are there any words that have interesting origins or roots that will help students develop an understanding of English?
- Which words will help students with joint reconstructed writing?
- Which words that students have already been taught need revision?
- Consider students' age and stage of spelling development.

Suggestions for spelling

Spelling words from text

For older students				
Page 1:	Page 2:	Page 5:		
W endy	b lack	l og		
O liver	b ig	r an		
go ing (new pattern)	b ear	h ole		
	loo king	loo ked (new pattern)		
	l unch	grew ed		
	s pread (new pattern)	mo u se (new pattern)		
	clearing (new pattern, familiar pattern)	o ut		
	loo king (familiar pattern)			
Other spelling words from text:				
b ird	f ish	l og	r ocks	s quirrel
s tream	t ree	s wam	s curred	f lew

Because of the age of the students, in engaging in this text the teacher could also look at sight words that are found in the text and play word recognition games.

Sight words

in the and a on its to

Etymology

Etymological information on selected words is always interesting for students. Many websites, as well as dictionaries and other books, provide etymological information. Two informative websites are <http://www.etymonline.com> and <http://www.thefreedictionary.com>

Joint reconstructed writing

Joint reconstructed writing provides a transition from spelling activities to writing activities and works best when taken from transformations. Joint reconstructed writing involves the teacher and students working together to reconstruct the text using the same words as the author. It successfully reduces the stress associated with working out what to write about, what to write and how to write it. Stress associated with spelling is greatly reduced, giving students the mental space to think about subject matter and language choices.

The teacher 'thinks aloud' to reconstruct a passage with the students, using the writer's language choices. This is a culmination of all the shared knowledge built up so far about language choices used in the construction and positioning of particular phrases and includes the dimensions of letter formation, the role of initial consonants and blends, and visual patterns.

Example

Reconstruct sentences, paragraphs and sections of text as appropriate.
For example,

a frightened mouse ran into its hole.

What you could say

Let's pretend to be Pamela Allen writing about an animal that is scared of the bear. First we want to write about how the animal was feeling and then we want to write what the animal did.

Let's think about what Pamela Allen wrote about the mouse. We'll use the words Pamela Allen used, and write this section together.

Who can remember the word that talks about there only being one mouse? (*a*)

Who can remember the word that talks about how the mouse was feeling? (*frightened*)

What animal was Pamela Allen talking about when we talked about something being frightened? (*mouse*)

Now we have written about the animal, we need to write about what the animal did next because it was frightened.

Who can remember how the mouse moved? (*ran*)

And who can remember where the mouse ran? (*into its hole*)

Writing

Writing activities should not be based only on patterning, but also on a principled understanding of why writers use specific techniques. For example, it is not much use substituting words to write a 'new' sentence or paragraph if students do not know what the skill they are learning is about or when to use it.

Writing goals consist of goals for the whole teaching sequence (overall goals), as well as goals for individual lessons (short-term goals).

Goals for *The Bear's Lunch* would include:

- overall goals such as writing a description of a character using *The Bear's Lunch* as a model
- short-term goals such as writing descriptions and whole sentences.

Activities

Writing a description

Consider using the description of the bear to have students write their own character descriptions. Explain that the author thought about her words carefully so as to show the reader the personality of the character. *Big black bear* sounds like a scary character. Also, talk about how the words all start with the same letter, a tool (alliteration) authors can use to make their writing sound more interesting.

Have students think about and record ideas that could be used to describe characters. Start with the type of animal, for example, a cat. What colour that begins with the letter 'c' could a cat be? What is another word that could describe a cat – its size, or how it looks – that starts with the letter 'c'? Once a description has been created, think about and discuss what kind of character this animal might be. We can gain a lot of information about characters from the words the authors use to describe them.

At first, students can work as a class; once the ideas have been established students can then work in small groups or individually to write their own descriptions.

Something else that can describe the character?	What colour animal?	What type of animal?	
big	black	bear	A scary character
cute	colourful	cat	A nice character
dumb	dark	dog	A silly character
skinny	silver	snake	A weak character

Writing a sentence

We can use a similar strategy for students to write a sentence.

Explain to students that, in the example from the book, the fish's reaction was a result of being frightened. When we write about events in a story we need to think about why they occur.

How was the character feeling?	What kind of animal?	How can that character move?	Why did the character react?
The frightened	fish	swam away	to hide
The happy	snake	slithered away	to play
The sad	dingo	slinked away	to cry



Appendices

Appendices

Sample weekly plan

The following weekly plan is included as a *guide only* to the way teachers could move through the teaching sequence over a period of time. The plan's content has been condensed. In reality, working through this text will take some weeks, and the following one-week plan could actually take two or even three weeks to complete. Parts of a session that are not finished in one lesson can be picked up in the next. Teachers will need to introduce the subsequent lesson/s carefully so students know what to expect, what the purpose of the lesson is, and where they are in the teaching sequence.

Class: Kindergarten		Week: 1		Term: 2	
Text: <i>The Bear's Lunch</i> by Pamela Allen		Weekly Goals: Action/reaction sequence found in narratives.			
Strategy	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Focus	Comprehension of the character action-reactions that build the character of the bear up to be scary.	How the author wrote about the bear's actions to make him scary.	How the author used time phrases to move the story forward.	How the author wrote about the reaction of the mouse to further build to a complication from a series of events.	Revise: How the author wrote about the reaction of the mouse to further build to a complication from a series of events.
Low Order Book Orientation	Tell the story — based on the illustrations, focusing on the events in the story and the character interactions, which build relationships.	Retell the story – handing over the control to the students. What are they able to retell of the story from the last lesson, the events, the relationships.	Retell the story – handing over the control to the students. Focus on the action-reaction sequence between the animals and the bear, the children and the bear.	Retell the story — focus on the action reaction sequence between the animals and the bear, the children and the bear. What motivated the bear's actions, what motivated the animals' actions, what motivated the children's actions and reactions.	
Read story with the class. Students join in when they can.					
High Order Book Orientation	Focus on the action-reaction sequence of the bear and the mouse. What language choices in this section hold the meaning of the text?	Return to the same sentence and consider the language choices the author made to tell the reader about the bear and his actions.	Return to the same sentence and consider the language choices the author made to tell the reader about the bear and his actions. Discuss how the character of the bear is realised through language choices.	Return to the same sentence and consider what language choices tell the reader about the mouse and its actions.	
Transformations		First he /looked under a log/. /AARRRRGH/ growled /the bear Discuss the words that realise the bear's actions. Change the sequence of the bear's actions: what has changed in the story?	First/ he/ looked/ under /a /log. /AARRRRGH/ growled /the bear Cut sentence into single words, discussing the author's intentions. Pick up the use of <i>first</i> as a way to move the story forward. Word recognition activities.	and a frightened mouse /ran/ into its hole./ Discuss the words that realise the actions of the mouse. Consider the author's choice of <i>ran</i> , and <i>hole</i> .	and/ a /frightened mouse /ran/ into /its hole./ Cut the sentence into single words, discussing the author's intentions. Pick up the use of <i>and</i> as a way to add more information to the story. Word recognition activities.

Class: Kindergarten		Week: 1		Term: 2	
Text: The Bear's Lunch by Pamela Allen		Weekly Goals: Action/reaction sequence found in narratives.			
Strategy	Monday	Tuesday	Wednesday	Thursday	Friday
Spelling		He L/ook/ed B/ear	Revision he, looked, bear. New words L/og F/irst Jointly reconstruct 'he looked under a log'.	H/ole R/an M/ou/se	Revision, he, looked, bear, log, first, hole, ran, mouse. Group words together He, hole Looked, log Jointly reconstruct 'a frightened mouse ran into its hole'.



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The Bear's Lunch – Study passage (123 words)

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Wendy and Oliver were going on a picnic.

When they spread out their towels in the clearing, they didn't know a big black bear was out looking for his lunch.

First he looked under a log. 'AARRRGH...' growled the bear, and a frightened mouse ran into its hole.

Then he looked up a tree. 'AARRRGH...' growled the bear, and a frightened bird flew off into the sky.

He looked into a stream. 'AARRRGH...' growled the bear, and the frightened fish swam away to hide.

He looked behind some rocks. 'AARRRGH...' growled the bear, and a frightened squirrel scurried away as fast as it could.

Then he came into the clearing. 'AARRRGH...' growled the bear. 'AARRRGH...' And the frightened children ran to the end of the jetty.

Early Childhood

These notes have been written to help teachers use the Accelerated Literacy sequence in the first year of schooling. However, they could also be used in Years 1 and 2.

Outcomes of the teaching sequence

At the end of this teaching sequence, students should be able to:

- read the story or pages studied fluently and interpret the illustrations at a high level
- discuss the story: give opinions about the author's language choices; identify the story's structure, theme and ideology
- spell chosen words and understand related spelling strategies
- use the story as a model for writing.

Notes

- The following notes have been written for teachers who have attended professional development workshops in teaching Accelerated Literacy. The notes presume some understanding about how to teach the program.
- For a detailed explanation of how to implement the teaching sequence, please refer to the teachers' handouts from the first professional development workshop. Additionally, you could refer to <http://www.nalp.edu.au>.
- It is also assumed that teachers have read the text on which these notes are based and have a detailed understanding of the text before beginning a teaching sequence.
- Teachers are responsible for ensuring the suitability of the text on which these notes are based for their particular teaching context.



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