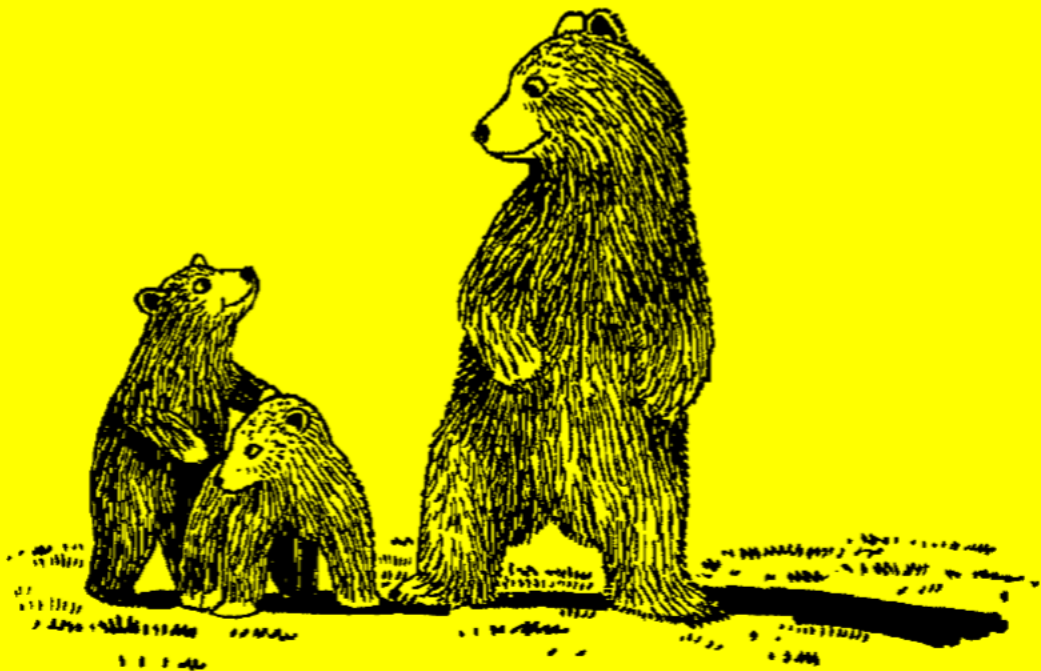


English
Year 1
SET 7
Lesson notes

ENGLISH

Lesson notes and Home tutor guide for this set can be viewed electronically.

All about bears



SET 7 Lesson notes

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Overview

Year 1 Set 7: All about bears

Western Australian Curriculum

Early Childhood English

Content strands	
Language	
Literature	
Literacy	

Content Descriptions	
Language	
Language variation and change	
Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)	
Language for interaction	
Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)	
Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)	
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	
Text structure and organisation	
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	
Understand patterns of repetition and contrast in simple texts (ACELA1448)	
Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)	



Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)	
Expressing and developing ideas	
Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451)	
Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)	
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	
Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)	
Phonics and word knowledge	
Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)	
Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words	
Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)	
Understand how to spell one and two syllable words with common letter patterns (ACELA1778)	
Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455)	
Use visual memory to read and write high-frequency words (ACELA1821)	
Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)	



Literature	
Literature and content	
Discuss how authors create characters using language and images (ACELT1581)	
Responding to literature	
Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)	
Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	
Examining literature	
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)	
Creating literature	
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	
Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832)	
Literacy	
Texts in context	
Respond to texts drawn from a range of cultures and experiences (ACELY1655)	
Interacting with others	
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)	
Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)	
Interpreting, analysing, evaluating	
Describe some differences between imaginative informative and persuasive texts (ACELY1658)	



Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading (ACELY1659)	
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)	
Creating texts	
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	
Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	
Write using unjoined lower case and upper case letters (ACELY1663)	
Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	



Early Childhood Science

Content strands	
Science Understanding	
Science Inquiry Skills	
Science as a Human Endeavour	

Content Descriptions	
Science Understanding	
Biological Sciences	
Living things have a variety of external features (ACSSU017)	
Living things live in different places where their needs are met (ACSSU211)	
Chemical Sciences	
Everyday materials can be physically changed in a variety of ways (ACSSU018)	
Earth and Space Sciences	
Observable changes occur in the sky and landscape (ACSSU019)	
Physical Sciences	
Light and sound are produced by a range of sources and can be sensed (ACSSU020)	
Science as a Human Endeavour	
Nature and development of science	
Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)	
Use and influence of science	
People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	



Science Inquiry Skills	
Questioning and Predicting	
Pose and respond to questions, and make predictions about familiar objects and events (AC SIS024)	
Planning and Conducting	
Participate in guided investigations to explore and answer questions (AC SIS025)	
Use informal measurements to collect and record observations, using digital technologies as appropriate (AC SIS026)	
Processing and Analysing Data and Information	
Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions (AC SIS027)	
Communicating	
Represent and communicate observations and ideas in a variety of ways (AC SIS029)	
Evaluating	
Compare observations with those of others (AC SIS213)	



Early Childhood: Humanities and Social Sciences

Content strands	
Knowledge and Understanding	
Humanities and Social Sciences skills	

Content Descriptions	
Knowledge and Understanding – Geography	
Places have distinctive features	
The location of the equator and the northern and southern hemispheres, including the poles (ACHGK009)	
The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for (ACHGK005)	
How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them (ACHGK006)	
The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features (ACHGK007)	
Knowledge and Understanding – History	
Present and past family life	
Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time (ACHHK028)	
How the present, past and future are signified by terms indicating time (e.g. 'a long time ago'; 'then and now'; 'now and then'; 'old and new'; 'tomorrow') as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons) (ACHHK029)	
The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed (ACHHK030)	



Humanities and Social Sciences skills	
Questioning and researching	
Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)	
Pose questions about the familiar and unfamiliar	
Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)	
Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)	
Analysing	
Identify relevant information	
Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)	
Explore points of view (e.g. understand that stories can be told from different perspectives)	
Represent collected information and/or data in to different formats (e.g. tables, maps, plans)	
Evaluating	
Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)	
Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)	
Communicating and Reflecting	
Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)	
Develop texts, including narratives, that describes an event or place	
Reflect on learning and respond to findings (e.g. discussing what they have learned)	



Early Childhood: Design and Technologies

Content strands	
Knowledge and Understanding	
Processes and production skills	

Content Descriptions	
Knowledge and Understanding	
Technologies and Society	
People produce familiar products and services to meet personal and community needs (ACTDEK001)	
Technologies Contexts	
Engineering principles and systems	
Ways products can be moved using technology (ACTDEK002)	
Food and fibre production	
Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection (ACTDEK003)	
Materials and technologies specialisations	
Characteristics and behaviours of individual materials used in products (ACTDEK004)	
Processes and production skills	
Creating Solutions by:	
Investigating and Defining	
Explore opportunities for design	
Designing	
Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	
Producing and implementing	
Use given components and equipment to safely make simple solutions	



Evaluating	
Use personal preferences to evaluate the success of design processes	
Collaborating and managing	
Works with others, or independently, to safely create and share a sequence of steps for making a solution	



Early Childhood Digital Technologies

Content strands	
Knowledge and Understanding	
Processes and Production Skills	

Content Descriptions	
Knowledge and Understanding	
Digital Systems	
Digital systems (hardware and software) are used in everyday life and have specific features (ACTDIK001)	
Representation of Data	
Data can have patterns and can be represented as pictures, symbols and diagrams (ACTDIK002)	
Processes and Production Skills	
Collecting, Managing and Analysing Data	
Present data of any kind using a variety of digital tools (ACTDIP003)	
Digital Implementation	
Use data to solve similar tasks/problems (ACTDIP003)	
Share and publish information in a safe online environment, with known people (ACTDIP006)	
Creating Solutions by:	
Investigating and defining	
Explore design to meet needs or opportunities	
Designing	
Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps	
Producing and implementing	
Use components and given equipment to safely make solutions	



Evaluating	
Use simple criteria to evaluate the success of design processes and solutions	
Collaborating and managing	
Work collaboratively to safely create and share a procedure for a solution	



Early Childhood Visual Arts

Content strands	
Making	
Responding	

Making	
Ideas	
Exploration of, and experimentation with, the visual elements of shape, colour, line and texture (ACAVAM106)	
Exploration of, and experimentation with, a variety of materials, techniques and technologies when creating artworks (ACAVAM107)	
Skills	
Development of artistic skills through experimentation with: <ul style="list-style-type: none"> • shape (familiar shapes; simple 2D shapes; geometric shapes) • colour (primary colours, secondary colours; mixing primary colours to create secondary colours) • line (curved, straight, wavy, zigzag, broken, jagged, dashed) • space (background, foreground) • texture (familiar objects; changes in texture; transfer of texture) • to create visual artworks (ACAVAM107) 	
Exploration of, and experimentation with, a variety of techniques, such as drawing, collage, colour mixing and printmaking (ACAVAM107)	
Production	
Creation of original artworks to display using the artistic elements and techniques that communicates an idea to a specific audience (ACAVAM108)	
Responding	
Types of art and where it is displayed (ACAVAR109)	
Expression of feelings and ideas about artworks they view and make (ACAVAR109)	



General Capabilities and Cross Curriculum Priorities

General capabilities	
Literacy	
Numeracy	
Information and communication technology (ICT) capability	
Critical and creative thinking	
Personal and social capability	
Ethical understanding	
Intercultural understanding	

Cross-curriculum priorities	
Sustainability	
Aboriginal and Torres Strait Islander histories and cultures	
Asia and Australia's engagement with Asia	

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Day	Activity	Content focus
1	All about bears	Record bear facts.
	Apostrophes	Explore apostrophes in contractions.
	Let's spell	Make contractions (list words) by combining words and adding apostrophes.
	Let's read about bears	Explore and read an fiction and non-fiction book.
	Joining sentences	Combine sentences using conjunctions.
	Reading Eggs	Practise known reading and comprehension strategies.
2	Let's share	Share and record bear stories using a news plan.
	Missing blends	Identify blends, use blends to spell, write and read words.
	Spelling	Spell contractions (list words) by combining letters and adding apostrophes.
	What is a mammal?	Practise independent reading skills, interpret an information text.
	Bears are mammals	Record information as a labelled diagram.
	The bear facts	Practise independent reading skills, discuss text content, use a dictionary.
	I know about bears	Practise independent writing skills to record facts.



3	Move like a bear	Read a poem and create actions to illustrate the words.
	Find the rhyme	Identify rhymes and near rhymes in a poem.
	Opposites	Explore, demonstrate at name opposites.
	Spelling	Spell contractions (list words), demonstrate meaning in an oral sentence.
	A bear in a long coat	Explore the /oa/ digraph.
	Where are the bears?	Explore an atlas and a world map, locate the equator, northern and southern hemispheres, Australia and other countries, interpret a simple key.
	Bear care	Write sentences independently, practising known writing and spelling skills.
	Read and share	Practise independent silent reading skills, share story features.
4	My news	Complete a news plan and independently print sentences to tell the news.
	Using contractions	Print sentences containing contractions (list words).
	A bear with some coats	Identify and use the /oa/ digraph to sound and print rhyming pairs.
	Bernie Bear's walk	Complete a story by adding prepositions to create sense.
	Bearly interesting	Practise oral and silent reading skills, identify key facts, interpret a map.
	Compare the bears	Record key facts from a written text as a table, interpret the information to answer questions.
	A bear story	Plan a narrative using a simple planner, independently write the narrative.



5	Let's record the news!	Retell news from a news planner, demonstrate video recording presentation skills.
	Bear sentences	Read and identify blends, use given words in sentences.
	Cold bears	Demonstrate spelling skills to correctly spell contractions (list words).
	Sun bears	Practise oral and silent reading skills, identify key facts, interpret a map.
	Shade the bubble	Select the correct answer to complete a fact, use a written text as a reference.
	One day I met a sun bear	Discuss and write a conversation using speech bubbles.
6	Bears in line	Write a one line descriptive poem, edit to make it the required length.
	Using blends	Explore the blends /tw/ and /sw/ and use them to spell simple words.
	Make a word	Use known spelling strategies to spell theme words.
	Theme words	Make spelling word cards for theme words.
	Pandas and me	Use note making skills to record known facts and questions
	Giant pandas	Read and sequence factual information to make a book.
	Reading Eggs	Practise known reading and comprehension strategies.



7	Panda poem	Practise known reading strategies to read a poem, explore meaning.
	Spelling games	Use spelling games to learn theme words.
	/all/ in ball	Explore the /all/ ball trigraph.
	Tell me a word	Explore rhyming words and final sounds.
	Check the facts	Locate key information to answer questions.
	Make a match	Respond to written comprehension questions based on a familiar text.
	Answering the questions	Locate information on the internet or in a published text.
	Giant panda report	Write a report using a framework and notes.
8	A bear in a white coat	Read, interpret and compare poems.
	A bear with a ball	Identify and use the /all/ ball trigraph.
	Spell and print	Use the 'Look, cover, print, check' method to learn theme words.
	The proper noun	Investigate and identify proper nouns
	Follow the route	Use an atlas to follow a pathway.
	I know	Make an explosion chart showing known information about polar bears.
	Polar bears	Read, interpret and discuss in information text.
	Helping polar bears	Interpret and apply information from a read text to solve a problem.



9	Poem	Read and explore a poem, identify nouns, verbs and adjectives.
	The bears' picnic	Identifying words with /tw/ and /sw/ blends in a story.
	The proper noun	Identify nouns as naming words. Recognise proper nouns, which require a capital letter, as the names of people and places.
	Spelling bears	Practise spelling theme words.
	Read and find	Respond to questions based on an information text.
	Honey bear's adventure	Plan and write a narrative based on a stimulus picture.
	Reading Eggs	Practise known reading and comprehension strategies.
	Polar bear enclosure	
10	Let's move	Respond to poetry through movement.
	Tw or sw	Select the appropriate blends to complete words.
	Poetry fun	Correctly spell theme words in a poem.
	Oh those bears!	Explore and interpret limericks, identify rhyming pattern.
	On the ice	Take part in simple experiments to understand the problems facing polar bears in the wild.
	Conservation	Use technology to research a bear habitat and take notes.
	Bear habitat design	The student designs, labels and explains a zoo enclosure for a bear.



Day 1

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Reading texts (at the student’s reading level) for this set can be downloaded with the set materials or sourced from the following places:

- your SIDE teacher
- SIDE Resource Centre
- your local library
- your personal library
- online book stores
- local book stores.

Materials checklist

Activity sheets (please print)	Check
• All about bears	
• Apostrophes	
• Let’s spell	
• Joining sentences	
Resources	
• Lesson notes – Day 1	
Reading books	
• fiction book about bears	
• information book about bears	
Home resources	
• scissors	
• glue	



• cotton wool	
• camera	
• envelope or similar to store letter cards	
• computer with internet access to Reading Eggs	

Storage folders

A display book, sheet protector or envelope is required to store completed activity sheets for return to the teacher upon the completion of the set.

Alternatively, create a folder on the computer to digitally store the student's completed and scanned activity sheets.

A display book, envelope or box is required to store charts, games and other materials that will be used by the student across all sets.

Background information

As the student's ability to read and print will vary depending on the activity, assist by reading to, or with, the student and printing responses.

The student can refer to any of the charts when completing activities.

The tutor uses the *Lesson notes* to guide the paper based and manipulative activities during the lesson.

When requested, help the student make sound or video clips, take photographs and save activity sheets for return to the teacher.

In short

All about bears

Materials:

- activity sheet – *All about bears*
- scissors
- glue
- cotton wool
- camera.

Place the materials on the table.



Say

This set is called all about bears and so is this activity. What can you tell me about bears? **Answers will vary.**

Take turns to tell each other bear facts, until at least ten facts have been shared.

Say

Tell me what bears look like. **Answers will vary.**

Tell me what bears might eat. **Answers will vary.**

Tell me where bears might live. **Answers will vary.**

Tell me some different sorts of bears. **Answers will vary.**

NOTE: Koalas are not bears because they have a pouch like a kangaroo.

Say

Look at the activity sheet. What can you see? **Answers will vary, eg bear head, oval, bear body, bear arms and legs.**

Think of some of the bear information we have talked about. What word or words could you print inside an arm? **Answers will vary, eg tall, big, furry.**

Print the word inside the arm.

Help with spelling if required.

The student can print more than one word if there is enough space.

Ask the student to fill the other body parts with bear words or phrases. Help with printing.

Help the student cut out the bear pieces.

Ask the student to arrange the pieces to make a bear shape. The arms, legs and head attach to the body at the stars.

Ask the student to put a small amount of glue on each star and stick the arm, leg or head to the body.

Continue until all pieces are attached.

Show the student how to gently pull the cotton wool apart so it is thin and soft.

Ask the student to glue tufts of cotton wool onto the bear, without covering the words.



Take a photograph of the bear.



Save the photograph into the Set folder.

Display or hang the bear for other to see.

Ask the student to read the words to family and friends.



Exploring words

Apostrophes

Materials:

- activity sheet – *Apostrophes*.

Say

Before we begin to explore our spelling words for this week, let's find out about an interesting punctuation mark.

Place the activity sheet on the table.

Help the student read the title.

Say

What can you tell me about apostrophes? **Answers will vary.**

We'll be using apostrophes in our spelling words. Look at the apostrophe at the top of the page. It is a full stop (point to the circular part) and a curved tail (point to the tail). Use different colour pencils to fill the 'full stop' with lines that go around and around.

Use the colour pencils to fill in the 'tail' by drawing lots of curved tails from the coloured full stop to the point of the tail.



Say

As I read the word 'apostrophe', trace each letter with your finger.

A – p – o – s – t – r – o – f – e e.

There is a digraph that makes the 'f' sound. Look at the word and see if you can tell me the letters that make the 'f' sound. **Answers will vary, eg ph.**

'Apostrophe' has /ph/ saying 'f'. /ph/ also makes the 'f' sound in elephant and telephone.

Let's read it together and you can trace the letters using a coloured pencil.

Read the word 'apostrophe' with the student as he/she traces the letters, starting at the black spot marked on each letter.

Ask the student to say the word as he/she traces each dotted letter in 'apostrophe'.



Say

Look at the black apostrophe. Place your finger on the 'full stop'.

Trace around the full stop and curve down into the tail.

Repeat the tracing three more times.

Choose a coloured pencil and draw a tail on the full stop in the next box, to make an apostrophe.

Choose a coloured pencil, colour a full stop head and draw a tail in the next box, to make an apostrophe..

Ask the student to repeat using the next circle outline.

Say

Now you can draw an apostrophe inside the outlines in the second row.

Choose a coloured pencil.

Make a full stop inside the head of the apostrophe and then curve down and draw the tail.

Ask the student to repeat drawing the apostrophes inside the next two outlines.

Ask the student to draw his/her own apostrophe in the last box.



Store or display the activity sheet.

Let's spell

Materials:

- activity sheet – *Let's spell*
- scissors
- envelope or similar to store letters.

Help the student cut out the letter and apostrophe cards from the *Let's spell* activity sheet.

Ask the student to sort the letters into groups of the same letter and the apostrophes into a group.

Say

The spelling words in this set are contractions. What can you tell me about contractions? **Answers will vary.**

We make contractions by joining two words together and dropping some letters. We use an apostrophe to show the missing letters.

Let's make some words and I'll show you what I mean. Use the letter cards to make the words 'I' and 'am' beside each other.

Read them to me. **I am**



Say

We often shorten 'I am' to say 'I'm'. Let's do that. Push the words 'I' and 'am' together to make one word.

Now it says 'Iam' so it's not quite right. We want it to say 'I'm' so we need to remove a letter. Listen carefully I am I'm. What sound is missing? **a**

Which letter makes that sound? **a**

Remove the 'a' from the word.

Now it says 'I'm'. This sounds right but there is a gap. We need to show that a letter is missing. How can we do that? **Answers will vary.**

We need the apostrophe to do its job and show the missing letter.

Place an apostrophe card into the missing letter space.

Help the student position the apostrophe so it sits between the 'I' and 'm', level with the top of the 'I', eg I'm.

Say

We have contracted or made smaller, the words 'I am' to make the contraction 'I'm'.

Let's make another one. Below the 'I'm' contraction, make the words 'he' and 'is'.

Read them to me. **he is**

Do you know what we can shorten 'he is' to say? **Answers will vary, eg he's.**

We often shorten 'he is' to say 'he's'. Let's do that. Push the words together to make one word.

Now it says 'heis' so it's not quite right. We want it to say 'he's' so we need to remove a letter. Listen carefully he is he's. What sound is missing? **i**

Which letter makes that sound? **i**

Remove the 'i' from the word.

Now it says 'he's'. This sounds right but there is a gap. We need to show that a letter is missing. How can we do that? **put in an apostrophe**

Place an apostrophe card into the missing letter space.

Read the contraction. **he's**

Let's make another one. Below the 'he's' contraction, make the words 'she' and 'is'.

Read them to me. **she is**

Do you know what we can shorten 'she is' to say? **Answers will vary, eg she's.**

We often shorten 'she is' to say 'she's'. Push the words together to make one word.



Say

Now it says 'sheis'. We want it to say 'she's' so we need to remove a letter. Listen carefully she is she's. What sound is missing? i

Which letter makes that sound? i

Remove the 'i' from the word.

Now it says 'she's'. We need to show that a letter is missing. How can we do that? **put in an apostrophe**

Place an apostrophe card into the missing letter space.

Read the contraction. **she's**

Below the 'she's' contraction, make the words 'it' and 'is'.

Read them to me. **it is**

Do you know what we can shorten 'it is' to say? **Answers will vary, eg it's.**

We often shorten 'it is' to say 'it's'. Push the words together to make one word.

What does it say? **it is**

We want it to say 'it's'. Listen carefully it is it's. What sound is missing? i

Which letter makes that sound? i

Remove the 'i' from the word.

Put in the apostrophe to show the missing letter.

Read the contraction. **it's**

Let's make 'you are' say you're' Below the 'it's' contraction, make the words 'you' and 'are'.

Read them to me. **you are**

Push the words together to make one word.

What does it say? **youare**

We need to shorten the word. Listen carefully you are you're. What sound is missing? a

Which letter makes that sound? a

Remove the 'a' from the word.

Now it says 'you're'. Put in the apostrophe to show the missing letter.

Read the contraction. **you're**

Let's see if you can do the next one on your own. Make the words 'we' and 'are'.

We want the make the contraction 'we're'. What will you do first? **Push the words together.**

Do that.

Listen carefully we are we're. What sound is missing? a



Say

Which letter makes that sound? **a**
Make the contraction.

The student removes the 'a' and adds the apostrophe.

Ask the student to read the word.

Say

There is one more contraction to make. Let's see if you can do it on your own. Make the words 'they' and 'are'.

We want to make the contraction 'they're'. What will you do first? **Push the words together.**

Do that.

Listen carefully they are they're. What sound is missing? **a**

Which letter makes that sound? **a**

Make the contraction.

The student removes the 'a' and adds the apostrophe.

Ask the student to read the word.

Say

Look at the contractions you made. You pushed two words together then used an apostrophe to replace some letters.



Store the materials for future use.

Fun with print

Let's read about bears

Materials:

- reading book – fiction story about bears
- reading book – information book about bears.

Sit in a comfortable place with the student and the two books.

Ask the student to choose the book he/she would like to explore first.

Explore and discuss the parts of the book with the student, including title, author, illustrator, types of pictures, diagram, content list, index.

Say

Is this a fiction or information book? **Answers will vary.**

How do you know? **Answers will vary, eg it has facts, it has story like characters, it has a list of contents.**



Explore and discuss the second book in the same way, asking the student to identify parts of the book, including title, author, illustrator, types of pictures, diagram, content list, index.

Say

Is this a fiction or information book? **Answers will vary.**

How do you know? **Answers will vary, eg it has facts, it has story like characters, it has a list of contents.**

Read the fiction book with the student. Encourage the student to practise his/her reading strategies by:

- reading along with you
- reading independently
- reading rhyming or repetitive sections independently
- sounding unknown words
- taking turns to read pages.

Ask the student to describe his/her favourite part/s of the story.

Read the information book with the student.

The student can use the contents or index pages to find and read information he/she is interested in.

Encourage the student to practise his/her reading strategies by:

- reading along with you
- reading independently
- reading labels and discussing information in diagrams
- sounding unknown words.

Ask the student to tell you his/her favourite fact.



Store the information book. The fiction book is used in the next activity.

Joining sentences

Materials:

- activity sheet – *Joining sentences*
- reading book – fiction story about bears.

Read the first two pages of the book again with the student.

Say

Look at the sentences we just read. Are they long or short sentences, or a mix of both? **Answers will vary.**



Say

Short sentences are often used for emphasis in a story. They usually give us one piece of information. Longer sentences give us more information. They join two or three pieces of information together so we can picture what is happening. When we are writing stories we should try to join related pieces of information together to help the reader understand the story.

Short sentences or pieces of information can be joined using a joining word or conjunction.

Can you think of any joining words? **Answers will vary, eg and, because, but, when, so.**

Place the activity sheet on the table.

Read the instructions with the student.

Ask the student to read the words in the four boxes across the top of the page.

Say

Those words are conjunctions. One conjunction can be used to join two short sentences to make one longer sentence.

Read the first two short sentences. (Help if required.)

Now read the longer sentence.

Test the conjunctions in the sentence and tell me the one that fits best.

because

Print it into the space and tick it in the box.

Read the next two short sentences.

Read the longer sentence.

Test the conjunctions in the sentence and tell me the one that fits best. **and**

Print it into the space and tick it in the box.

Encourage the student to complete the task independently. Give help with reading if required.

Ask the student to read the completed sentences to you.

I was happy **because** I saw a bear cub playing with a ball.

The mother bear **and** her bear cubs ate some fruit.

Bears have thick fur **that** keeps them warm.

Some bears live in very cold places **so** they sleep during winter.



Mark then store or scan and save the activity sheet.



Reading Eggs

Materials:

- computer with internet access.

Ask the student to turn on the computer and log in to the Reading Eggs website.
(Help if required.)

Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete ten to fifteen minutes of reading related activities.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 1 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 2

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
• Let's share	
• Missing blends	
• Spelling	
• Bears are mammals	
• The bear facts	
Resources	
• Lesson notes – Day 2	
• Let's spell – letter/apostrophe cards (from Day 1)	
• dotted thirds lined paper	
Reading books	
• What is a mammal?	
Home resources	
• scissors	
• glue	
• dictionary	
• video camera	

In short

Let's share

Materials:

- activity sheet – *Let's share*.



Say Today we'll do some sharing about bears. Listen to my bear story.

Tell the student about a true or fictitious event involving a bear, eg your teddy bear or a bear in a circus or at the zoo.

Say Tell me about something that happened to you that involved a bear. **Answers will vary. The story can be about a real or toy bear.**

Let's fill in the *Let's share* activity sheet to show our stories.

Place the sheet on the table.

Say You can fill in the top row. You can use pictures or words or both. Draw or print something to show who the story was about. **Answers will vary. The student may draw him/herself or the bear.**

Draw or print something to show when the story happened. **Answers will vary.**

Say Draw or print something to show where the story happened. **Answers will vary.**

Draw or print something to show what happened. **Answers will vary.**

Draw or print something to show why the event happened. **Answers will vary.**

Now I'll tell my story again and you can fill in the columns to show what I said.

Retell your story slowly. If the student is not sure what to draw, tell him/her to ask you a question using the column heading (who, where etc) and you will answer.



Store the activity sheet for use on Day 5.

Exploring words

Missing blends

Materials:

- activity sheet – *Missing blends*
- scissors.

Place the activity sheet on the table.

Say What can you tell me about blends? **Answers will vary, eg help us to read and spell words, two letters working together.**

All these words contain blends but they have fallen off the page. You will print them back into place so we can read the words. The pictures will help you.



Say

What is the picture in row one? **a clown**

What blend does 'clown' begin with? **cl**

Print the blend on the line.

Sound and say the word. **cl ow n clown**

What is another word you know beginning with the 'cl' blend? **Answers will vary, eg clock, clap.**

Print the word into the second column.

What is the picture in row two? **a splash of paint**

What colour is the paint? **black**

Print the blend on the line.

Sound and say the word. **bl a ck black**

What is another word you know beginning with the 'bl' blend? **Answers will vary, eg blue, blow, block.**

Print the word into the second column.

Encourage the student to work independently through the remaining examples. Give help with reading if required. Encourage have a go spelling.

glue; slip; frog; brush; green; crab



Mark and store or scan and save the activity sheet.

Spelling

Materials:

- activity sheet – *Spelling*
- *Let's spell* – letter/apostrophe cards (from Day 1)
- scissors
- glue.

Place the letter/apostrophe cards on the table.

Say

Your spelling words are conjunctions. What can you tell me about conjunctions? **Answers will vary. Possible responses include:**

- **two words joined together**
- **use an apostrophe**
- **two words put together and shortened**
- **replace the missing letter with an apostrophe.**



Say

You can use the letter and apostrophe cards to make the words. Make 'it' and 'is' using the cards.

Combine them.

Make 'it's' by taking out the extra letter and adding the apostrophe.

Below 'it's', make 'I' and 'am' using the cards.

Combine them.

Make 'I'm' by taking out the extra letter and adding the apostrophe. Make sure the apostrophe is in the correct position.

Below 'I'm', make 'he' and 'is' using the cards.

Combine them and make 'he's'.

Below 'he's', make 'she' and 'is'.

Combine them and make 'she's'.

Below 'she's', make 'we' and 'are'.

Combine them and make 'we're'.

Below 'we're', make 'you' and 'are'.

Combine them and make 'you're'.

Below 'you're', make 'they' and 'are'.

Combine them and make 'they're'.

Read each contraction to me.

Place the *Spelling* activity sheet on the table.

Say

Look at the first column in the table. What do you see? **Answers will vary, eg contractions, my spelling words.**

Read each contraction and trace it using your printing pencil.

Look at the second column. This is where you will glue the contraction you made. Take the cards that make 'it's' and arrange them in the box.

Use the contraction in the first column to check you have the letters in the correct order and the apostrophe positioned in the correct place.

Glue the letters into place.

Take the cards that make 'I'm' and arrange them in the second box.

Use the contraction in the first column to check you have the letters in the correct order and the apostrophe positioned in the correct place.

Glue the letters into place.

Encourage the student to work independently to complete the activity.



Store the activity sheet for use on Day 3.



Fun with print

What is a mammal?

Materials:

- book – *What is a mammal?*

Place the book on the table.

Say This book is about a special kind of animal. Read the title. You might need to sound the last word. **What is a mammal?**

Do you know what a mammal is? **Answers will vary.**

Look at the picture on the cover. What do you see? **A girl holding a mouse, a bear and a dog.**

All the animals including the girl are mammals. Let's find out more about them.

Ask the student to read pages 2 and 3. Encourage independent reading. Help with sounding words as needed.

Say Mammals have a backbone. We are mammals so we have a backbone too. This is your backbone. (Trace a finger down the student's back, over the backbone).

It is also called a spine. Trace my backbone.

How does it feel? **Answers will vary, eg knobbly, rough, bumpy.**

The spine or backbone is made from lots of small bones so it feels bumpy.

Ask the student to read pages 4 and 5. Encourage independent reading. Help with sounding words as needed.

Say Do we have hair or fur? **yes**

Do we breathe air? **yes**

Where are our lungs? **Answers will vary.**

We have two lungs that are joined together. They are inside our chest. When we breathe, air goes in through our nose and into the lungs.

Ask the student to read pages 6 and 7. Encourage independent reading. Help with sounding words as needed.

Say Mammals are warm blooded. This means our blood and body temperatures stay the same, unless we are sick. If the weather becomes very hot or cold, our blood and body temperatures stay the same. Reptiles and fish are cold blooded. If it's cold, their temperature goes down and if it's hot, their temperature goes up.



Ask the student to read to the end of the book. Encourage independent reading. Help with sounding words as needed.

Say

After reading the book, what do you know about mammals? **Answers will vary. Possible responses include:**

- mammals are animals
- people are mammals
- mammals have a backbone
- mammals breathe air using lungs.

People and bears are mammals that live on the land.

Which mammals live in the sea? **Answers will vary, eg whale, seal, dolphin.**

Some mammals live in the trees. Can you name some? **Answers will vary, eg bat, birds, possums.**



Store the book.

Bears are mammals

Materials:

- book – *What is a mammal?*
- activity sheet – *Bears are mammals*

Place the activity sheet on the table with the book.

Say

Read the title on the work sheet. **Bears are mammals**

Tell me what you see on the sheet. **two bear outlines and some words/labels**

Read the words on the labels (Help if required.)

What do the labels tell us? **the features of mammals**

Cut out the labels and place them on the table.

Look at the top bear. What labels could you use for him? **Answers will vary, eg nose, lungs, heart, fur, lives on land.**

Look at the second bear. What labels could you use for him? **Answers will vary, eg nose, fur, backbone, lives on land.**

Find the 'fur' label and glue it next to one bear. Leave a space between the label and the bear so you can draw a line to join them together.



Point to your chest.

What is inside your chest? **heart, lungs**

Find the 'heart' label and glue it next to bear that it matches.

Find the 'lungs' label and glue it next to bear that it matches.

Glue the 'nose' label next to one bear.

Can you see a backbone on either bear? **no**

You can draw it in. Would it be best to draw it on the front facing bear or the back facing bear? **back facing bear**

Say Why? **because our backbone runs down our back.**

Draw a bumpy backbone down the middle of the bear's back.

Find the backbone label and glue it onto the bear picture.

Draw lines from the labels to the matching parts on each bear.

What label is left? **lives on land**

Glue the label between the bear boxes.

What can you draw to show the bears live on land? **Answers will vary, eg trees, grass, ice, mountains.**

Draw a land picture for each bear.



Display the bear poster.

The bear facts

Materials:

- activity sheet – *The bear facts*
- dictionary
- video camera.

Place the activity sheet on the table with the dictionary.

Tell me what you know about bears. **Answers will vary. Possible responses include:**

- Say**
- **bears are mammals**
 - **there are different kinds of bears**
 - **bears can be dangerous.**

Look at the activity sheet. Do you think this is a fictional story about bears or an information text telling us real facts? **Answers will vary.**



Say

Why? **Answers will vary, eg the pictures, it's not long enough for a story.**

There are some difficult words so we'll find out what they mean before we begin reading.

Look at the bold word in the second paragraph. Let's break it into syllables.

om/niv/or/ous omnivorous

Do you know its meaning? **Answers will vary.**

Let's find out what the dictionary says. What is the beginning letter? **o**

Find the 'o' page in the dictionary.

What letter comes next? **om**

Help the student move through the 'o' pages until he/she finds one with an 'om' word at the top of a column.

Help the student look through the words until he/she finds 'omnivorous'.

Read the definition aloud.

Repeat the steps for carnivore and hibernate.

Say

Now we know the meaning of the difficult words, we are ready to read.



Please record the student reading and answering the following questions. Encourage the student to read each section independently. Help with unknown words where required.

Ask the student these questions after he/she has read the relevant paragraph.

Paragraph 1:

Are bears mammals? **yes**

How do you know? **Answers will vary, eg they have a backbone, fur, breathe air and the babies drink milk.**

Paragraph 2:

What foods do omnivorous animals eat? **Answers will vary, eg fruit, grains, vegetables and meat, nuts, berries, grasses, insects, small animals.**

Paragraph 3:

How many bears are carnivorous? **one**

Paragraph 4:

What is the weather like when some bears hibernate? **cold**

Paragraph 5:

Why do bears need a good sense of smell? **to help them find food**



Save the video recording into the Set folder.

Store the activity sheet for future use.



I know about bears

Materials:

- dotted thirds lined paper.

Say

We have talked about bears, read about bears and perhaps you have seen movies or shows that have given you other information about bears. You know a lot about bears!

You're going to write an information text to tell others what you know about bears. You can include any information you know.

Place the lined paper on the table.

Help the student rule a margin down the left side of the lined paper.

Help the student add the date in the margin and his/her name on the top line in the larger section.

Help the student print 'Set 7 Day 2 I know about bears' below his/her name.

Say

Now you are ready to print your facts. Remember to begin each sentence with a capital letter and end with a full stop. I'd like you to print six sentences about bears.

The student works independently to print the sentences, using have a go spelling strategies.

Ask the student to read the work to you.

Do not ask the student to make any changes to the writing.



Store or scan and save the student writing.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 2 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 3

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">• Move like a bear	
<ul style="list-style-type: none">• A bear in a long coat 1 and 2	
<ul style="list-style-type: none">• Where are the bears?	
Resources	
<ul style="list-style-type: none">• Lesson notes – Day 3	
<ul style="list-style-type: none">• Spelling (from Day 2)	
<ul style="list-style-type: none">• My phonics book (made as described in the Tutor guide)	
<ul style="list-style-type: none">• dotted thirds writing paper	
Reading books	
<ul style="list-style-type: none">• 2 books about bears chosen by the student	
Home resources	
<ul style="list-style-type: none">• scissors	
<ul style="list-style-type: none">• glue	
<ul style="list-style-type: none">• piece of wool or string	
<ul style="list-style-type: none">• poster putty	
<ul style="list-style-type: none">• atlas	



In short

Move like a bear

Materials:

- activity sheet – *Move like a bear*.

Move to an open area.

Say This poem is called *Move like a bear*. Close your eyes and let the words draw pictures in your mind as I read.

Read the poem to the student, emphasising the rhyme.

Say Tell me about the pictures you saw. **Answers will vary.**
Tell me some of the words that helped you see the pictures. **Answers will vary.**
Let's read the poem together.

Stand together and read the poem.

Say I'll read the poem while you make matching movements or sounds.

Read each line slowly so the student has time to make movements/sounds to match the words.

Ask the student to join in saying the words while he/she repeats the movements.



The poem will be used in the next activity.

Exploring words

Find the rhyme

Materials:

- activity sheet – *Move like a bear*.

Say Tell me what you know about rhyming words. **Answers will vary, eg rhyming words sound the same, have the same end sound.**
Rhyming words sound the same or similar but they are not always spelled using the same letters or digraphs.
Some rhyming words are easy to hear, like bear and chair. Tell me a rhyming word for paw. **Answers will vary, eg claw.**



Say

Tell me a rhyming word for these words. fur **Answers will vary, eg stir.**

tall **Answers will vary, eg ball.**

growl **Answers will vary, eg howl.**

Some words are near rhymes. They are a little bit harder to hear. Listen to these near rhymes, state and rake; grape and cake. Our poem has some true rhymes and some near rhymes. Let's see if you can hear them.

Read each verse of the poem to the student, emphasising the rhyming words.

Ask the student to identify the rhymes as 'true' or 'near'. **Verse 1 – near rhyme. All other verses are true rhymes.**

Ask the student to read the poem independently and circle the rhyming words in each verse, using matching coloured pencils.

straight/shape; toes, nose; feet, heat; paws, claws; growl, prowl



Store the poem for use on other days.

Opposites

Materials:

- nil.

Say

Tell me what you know about opposites. **Answers will vary.**

Opposites are things that are totally different from other things. Hold up your right hand.

Which hand is the opposite of your right hand? **left hand**

Stand on your left foot.

Now stand on the opposite foot.

Which foot are you standing on? **right foot**

Point to the opposite of your stomach. (The student points to his/her back.)

Point to your left ear.

Point to the opposite ear.

I'm going to say a word and I want you to say it's opposite.

inside **outside**

night **day**

cold **hot**

up **down**



Say

good **bad**
happy **sad**
long **short**
kind **unkind, mean**
lost **found**
big **small**
stop **start**

Spelling

Materials:

- activity sheet – *Spelling* (from Day 2)
- scissors.

Place the activity sheet on the table.

Ask the student to read the words.

Say

These are our contractions. Read each one to me.
How do we know they are contractions? **They have an apostrophe to show a letter is missing.**
Cut out the cards on the dashed lines.
Make matching pairs of cards on the table.
Close your eyes.

Remove one of the word cards.

Ask the student to tell you the missing word and to spell it. (The student can look at the matching card to help with spelling.)

Replace the card and choose another to remove.

Continue until the student has identified and spelled the missing words.

Ask the student to collect one of each word card and put them to one side.

Ask the student to point to each contraction and tell you what it is short for, eg he's = he is.

Ask the student to close his/her eyes.

Remove one of the word cards from those left on the table.

Ask the student to identify and try to spell the missing word.

Continue until the student has identified and spelled the missing words.

Ask the student to choose a card.



Read the word and tell the student a sentence using the word, eg he's gone fishing with his dad.

Ask the student to say a sentence using the word and then turn over the card.

You choose another word card.

Ask the student to use the word in a sentence.

You use the word in a sentence and turn over the card.

Continue until all the cards have been turned over.



Store the cards.

A bear in a long coat

Materials:

- activity sheets – *A bear in a long coat 1* and *2*
- scissors
- glue
- My Phonics book.

Place activity sheet 1 on the table.

Say

Read the title of the sheet for me. **A bear in a long coat**

Look at the word 'coat'. How many letters in the word? **4**

Listen as I sound it. c – oa – t c – oa – t.

How many sounds did you hear? **3**

The two letters in the middle work together to make one sound. Which two letters are working together? **o and a**

Use a pencil to draw a circle around them.

Listen again. c – oa – t.

What sound do they make? **/oh/**

This is the digraph /oa/ coat. I wonder what words we know that use the /oa/ coat digraph. I know 'goat'. What do you know? **Answers will vary.**

Continue saying words until eight have been said. If the student says a word with a different /oh/ sound, tell him/her and ask him/her to try again.

Hold activity sheet 2 so the student cannot see the words.

Say

This sheet has a list of /oa/ coat words. I'll give you some clues and you try to guess the words.

Make up a clue for each word and tell the student.



Ask the student to guess the /oa/ word.

Place a small mark in the boxes of the correctly guessed words.

Return to the left over words and give extra clues until the student has guessed them.

Place the sheet on the table.

Ask the student to read each word and use coloured pencils to trace the digraphs.

Ask the student to draw pictures next to the words, where possible.

Ask the student to cut out the word cards.

Ask the student to cut out the bear.

Ask the student to open to a new page in the phonics book.

Ask the student to glue the bear into the centre of the page.

Say

This bear's coat is not very colourful. Choose some of the /oa/ coat word cards and glue them onto the coat.

Glue any extra words around the bear.

Now the coat and the page look bright and cheerful.



Store the phonics book.

Fun with print

Where are the bears?

Materials:

- atlas
- piece of string or wool
- poster putty
- activity sheet – *Where are the bears?*

Place the materials on the table.

Say

We're going on a bear hunt to find out where bears live in the world. This book is an atlas. Let's look through it to find out what it tells us.

Explore the atlas with the student. Explain it is a book of maps. The maps show all the countries of the world, towns, cities, rivers and mountains.

Turn to a double page world map.



Say

The people who mapped the world divided it into different parts. They drew lines on maps to show these parts. The line that divides our world in half is called the equator. Let's find it.

Help the student find and trace the equator.

Help the student use poster putty to attach a length of string along the equator.

Say

The equator is a line drawn on this map. It is not drawn on the ground in the countries it runs through. The countries near the equator have very hot weather.

The equator divides the world into the Northern and Southern hemispheres. Hemi means half. A sphere is a round body, like a ball or a globe like our Earth. Hemisphere means half of the globe, half of the world.

The area above the equator is called the Northern hemisphere. (Trace over this area.)

The area below the equator is called the Southern hemisphere. (Trace over this area.)

Can you see Australia on the map? **Answers will vary.**

Point to it. (Give help if required.)

Australia is in the southern hemisphere.

Discuss countries the student knows of or has visited.

Help the student find them on the map and ask the student if they are in the northern or southern hemisphere.

Place the activity page on the table next to the open atlas.

Say

Tell me what you can see on the activity page. **Answers will vary, eg bear pictures, map of the world, equator, ocean and country names.**

Point to the equator.

Point to the northern hemisphere area.

Point to the southern hemisphere area.

The survival of bears is threatened. Do you know what that means? **Answers will vary.**

Threatened means at risk and might die out, like dinosaurs.

The bear pictures on the map show you where different bears live in the world. Each type of bear is represented by a different colour. Which hemisphere do most bears live in? **northern hemisphere**

Are there any bears in the southern hemisphere? **yes**

Point to them.



Say

Across the bottom of the page there is a table that tells us which bear matches each picture. (Point to the table.) This table is called a key or legend.

Point to each picture in the key and tell me the bear it represents. (Help with reading if required.)

(Point to South America.) This is South America. Use the key to tell me the name of the bears that live here. **Andean bears**

Andean bears are also called spectacled bears because they have white fur around their eyes that looks like spectacles.

Andean bears are threatened because their habitat has been destroyed and people hunt them.

(Point to Malaysia.) This is Malaysia. Use the key to tell me the name of the bears that live here. **sun bears**

Sun bears are threatened because their habitat has been destroyed and people hunt them. They are sometimes called honey bears because they love honey.

Find the pandas on the map. How many did you find? **one**

Pandas only live in one small area of China. They are very rare and people are doing as much as they can to help pandas survive.

What colour are most of the bears on the map? **brown**

Brown bears are found in many areas of the world. In America they are also called grizzly bears. We need to look after them to make sure they do not become endangered like the panda.

Find the black bears on the map.

Let's use the map in the atlas to find out the names of the countries they live in.

Help the student locate North America on the world map in the atlas. Help the student read the names of the countries. **Alaska, Canada, United States of America, Mexico**

Say

Find the polar bears on the map and point to them.

Polar bears live in the icy frozen areas of the northern hemisphere. Most of them live in Canada. (Point to northern area of Canada.) Polar bears are threatened so we need to take care of them to make sure they do not die out.

What is the name of the bears that are blue in the key? **Asian bears**

Point to them on the map.

These bears live in some areas of Asia. They are sometimes called Moon bears. Asian bears are not very big but they can be very fierce. They are threatened so we need to take care of them.

Look at the map. Can you see any bears in Australia? **no**

We don't have bears. We have koalas but they are not bears.



Say

Are there any bears in Africa? **no**

Many years ago there were Atlas bears in Africa however people hunted the bears and now there are none left.



Store the atlas. The activity sheet will be used in the next activity.

Bear care

Materials:

- activity sheet – *Where are the bears?*
- dotted thirds lined paper.

Place the materials on the table.

Say

Look at the activity sheet. We know that all bears are in danger. We also know that the Atlas bears from Africa are extinct because people did not look after them. Other bears are also extinct and we can never get them back. We don't want the bears we can see on the map to die out.

Do you think it's a good idea to care for bears? **Answers will vary.**

Why? **Answers will vary.**

Many groups are doing things to help care for bears. What can we do to help? **Answers will vary, eg donate money, adopt a bear, plant trees, don't chop down trees, don't hunt bears, make a poster to tell people to look after bears.**

Place the lined paper on the table.

Ask the student rule a margin down the left side of the lined paper.

Ask the student to print the date in the margin and his/her name on the top line in the larger section.

Ask the student to print 'Set 7 Day 3 Bear care' below his/her name.

Say

I'd like you to print a sentence that tells me why you think we should look after bears. Have a think and then tell me what you will say. **Answers will vary, eg We should look after bears because we want them to be around forever.**

Print your sentence on the lined paper, below your title. Remember to use a capital letter and full stop.

Encourage the student to print independently, using have a go spelling strategies.

Say

You gave me some ideas about how we could care for bears. Print some sentences that explain your ideas.



The student prints independently, using have a go spelling strategies. The student should print at least four sentences. He/she can explain one idea or write about several ideas.

Ask the student to read his/her work.

Ask the student to add any missing punctuation.



Store or scan and save the writing.

The activity sheet will be used in other activities.

Read and share

Materials:

- 2 books about bears chosen by the student
- a comfortable place to sit together.

Say

We are going to do some reading and sharing. What is silent reading? **You read or look at books by yourself without making any noise.**

You can try to read these books today. What will you do if you come to a word you don't know? **Answers will vary. Possible responses include:**

- **look at the pictures**
- **look at the first sound and sound the word**
- **look at the words around it**
- **read on and think of a word which fits.**

If you cannot read the words, look at the pictures and make up a story to go with them.

Move to a comfortable place and sit together.

Choose one book each and read/look at the books silently.

Say

My story is called X. What is the title of your story? **Answers will vary.**

The main character in my story is X. Who is the main character in your story? **Answers will vary.**

The part I enjoyed the most in my story was X. What was your favourite part? **Answers will vary.**



Store the books



Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 3 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 4

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
• My news	
• A bear with some coats	
• Bernie Bear's walk	
• Beary interesting	
• Compare the bears	
• A bear story	
Resources	
• Lesson notes – Day 4	
• dotted thirds lined paper	
• Spelling – word cards (from Day 3)	
• Where are the bears? (from Day 3)	
Home resources	
• highlighter pen	

In short

My news

Materials:

- activity sheet – *My news*.

Place the activity sheet on the table.

**Say**

Today you can plan and print your news about any topic. Read the column headings to me. **Who? When? Where? What? Why?**

Think about what you want to share and then draw pictures into each column to match the headings.

Now use the pictures to tell me your news. **Answers will vary.**

On the lines below, print some sentences to tell your news. Remember to use capitals and full stops.

The student works independently to print the sentences, using have a go spelling and known writing strategies.

Ask the student to read the sentences to you.



Store the activity sheet for use on Day 5.

Exploring words

Using contractions

Materials:

- *Spelling* – word cards (one of each word) (from Day 3)
- dotted thirds lined paper.

Hold the spelling cards in a pile so the student cannot see them.

Read each card and ask the student to spell the word.

Give correct words to the student and hold the unknown words.

Place the unknown word cards face up on the table.

Ask the student to read and spell the words.

Ask the student to add the known word cards to the table.

Place the lined paper on the table.

Ask the student rule a margin down the left side of the lined paper.

Ask the student to print the date in the margin and his/her name on the top line in the larger section.

Ask the student to print 'Set 7 Day 4 Using contractions' below his/her name.

Ask the student to print a sentence for each of the words on the cards.

Each sentence is printed on a new line. The student works independently to complete the task, using known spelling and writing strategies.

Do not correct the student's work.



Store or scan and save the work.

Store the word cards.



A bear with some coats

Materials:

- activity sheets – *A bear with some coats*.

Place the activity sheet on the table.

Bonnie Bear has a cupboard full of coats. Count her coats. **8 coats**

Read the speech bubble to find out what Bonnie Bear has to say.

Each coat had two words printed on it but some of the letters have fallen off. Let's see if we can work out the words that should be on each coat.

What letters can you see in the top word of the first coat? **b and t**

What digraph is missing? **/oa/**

Print the digraph into the space.

Read the word. **boat**

What letters can you see in the bottom word of the first coat? **m and t**

What digraph is missing? **/oa/**

Print the digraph into the space.

Read the word. **moat**

Say Boat moat. Listen again. Boat moat. They are both /oa/ coat words we know. What else can you tell me about them? **they rhyme**

Each pair of words on the coats are rhyming words. That's another clue to help you complete the words. Look at the top word on the second coat in the row.

Print the digraph and read the word. **toad**

Look at the second word and work out what it will be. It must have /oa/ and rhyme with toad.

Print the missing letters and read the word. **road**

Are 'toad' and 'road' rhyming words? **yes**

Look at the third coat in the row. Print the digraph and read the word. **cloak**

Look at the second word and work out what it will be. It must have /oa/ and rhyme with cloak.

Print the missing letters and read the word. **croak**

Are 'cloak' and 'croak' rhyming words? **yes**

The student completes the activity independently.

Ask the student to read the rhyming pairs.

boat moat; toad road; cloak croak; groan moan; coat float; coach poach; coast roast; boast toast

Discuss the meaning of unknown words.

Mark the work with the student.



Store or scan and save the activity sheet.

Bernie Bear's walk

Materials:

- activity sheet – *Bernie Bear's walk*.

Say

We use special words to explain the relationship between things. I can think of one of these words – up . Can you think of one? **Answers will vary, eg on, after, down.**

Continue listing words until ten have been listed, eg below, under, across, around, between, above, into, behind, before.

Place the activity sheet on the table.

Say

This is a short story about Bernie Bear. Let's find out what he has to say by reading his speech bubble. (Help if required.)

What do you do first? **Read the story.**

Encourage the student to read the story independently. Help if required. The student can clap, pause or say 'something' when he/she comes to a gap.

Say

What do you do next? **Print words on the lines to finish the story.**

You can complete the story yourself. Sound out any words you want to use but cannot spell.

Answers will vary, eg

I was looking for a warm place to hibernate for the winter. I walked **into/through/around** the forest and **between/through** the trees. I walked **up** a hill and **down** the other side. I swam **across/through** a river and waded **in/through** some mud. I came to a big pile of stones. I climbed **over** the stones and kept walking. At last I saw a cave hidden **behind/near/beside** a very big rock. I crawled **into/inside** the warm, dark cave and found a cosy corner. Soon I was fast asleep.



Mark and store or scan and save the activity sheet.



Fun with print

Beary interesting

Materials:

- activity sheet – *Beary interesting*
- activity sheet – *Where are the bears?* (from Day 3)
- highlighter pen.

Place the materials on the table.

Say

Let's find out more about bears by reading this activity sheet and looking at our map. The sheet is called *Beary interesting*. Can you tell me why? **Answers will vary, eg its about bears, interesting facts about bears, 'beary' instead of 'very'.**

Look at the first paragraph. Read the first sentence silently and tell me what sort of bears are described. **brown bears**

Ask the student to silently read the first paragraph, sounding out unknown words. Where required, give help with the finding of key facts in the following discussion.

Say

What facts did you find out about brown bears? **Answers will vary.**

Let's highlight the facts. What are the key words in the first sentence? **most common**

Highlight those words.

What is the next sentence about? **where brown bears are found**

Highlight the key words that give us that information. **northern hemisphere, North America, Europe and Northern Asia**

What is the third sentence about? **brown bear colours**

Highlight the key words that give us that information. **cream to almost black**

Let's find the brown bears on our map. Show me the northern hemisphere. (The student points to the area above the equator.)

Find North America. It has been labelled on the map.

North America is made up of different countries. The countries are Mexico (point to Mexico), USA (point to USA) and Canada (point to Canada). Alaska (point to Alaska) is part of the USA but it is separated from it by Canada. Brown bears live in all these areas.

Find Europe and Asia. Europe and Asia are continents or areas of land. Continents are divided into many countries including Spain (point) and France (point), Russia (point), India (point) and China (point). You can see the brown bears live all across the countries that make up these continents.



Ask the student to read the second paragraph to you. Tell him/her unknown words in order to maintain understanding.

Say What is this paragraph about? **grizzly bears**

What can you tell me about them? **Answers will vary. Possible responses include:**

- they are brown bears
- they live in forests in North America
- they move fast
- they are very large
- they are fierce
- hunt at night
- catch fish
- hibernate sleep in caves and logs.

Reread the paragraph and highlight the key words that give us the information.

Grizzly bears are a type of **brown bear**. They live in cool **mountain forests** of **North America**. The male bears are **very large** and can **move fast**. They are quite **fierce** and **hunt at night**. Grizzly bears are often seen catching **fish** in streams in Alaska. They **hibernate** and like to sleep in **caves or hollow logs**.

Say Look at our map. The brown bear pictures in North America represent all types of brown bears, including grizzly bears. Do grizzly bears live in Asia and Europe? **no**

How do you know? **The paragraph says they live in North America.**

The brown bear pictures in Asia and Europe represent other types of brown bears, not grizzly bears.

Ask the student to read aloud the third paragraph. Tell him/her unknown words in order to maintain understanding.

Say What is this paragraph about? **American black bears**

Reread the paragraph and highlight the key words that tell us about these bears.

American Black bears live in **North America**. They like to live in **forests** but can be found in **swamps, deserts and icy places**. They are quite **large** and their **fur** can be **black, brown or cream**. The **Kermode or glacier bear** has **white fur**.



They are **good swimmers** and can **climb trees**. They like **eating honey**. The mother bear **has her cubs in winter** when she's **hibernating**.

Ask the student to tell you two facts about American black bears. **Answers will vary.**

Ask the student to find the black bears on the map.

Ask the student to silently read the fourth paragraph. Tell him/her unknown words if asked.

Ask the student to highlight the key words.

Asiatic black bears are also called **moon bears** because they have a large **yellow crescent shaped area** on their chests. They live in **forests** in many countries across **Asia**. These bears have **black fur** and a **mane like a lion** around their necks. Their **claws** are **strong** and help them **climb trees**. They can live for **30 years**.

Ask the student to find the Asian bears on the map.

Say

Look at all the key facts you have highlighted.

Was this text a story or an information text? **Information**

How do you know? **Answers will vary, eg it did not tell a story, it gave us lots of true facts about different bears.**



The activity sheet *Beary interesting* will be used in the next activity.

Store the map.

Compare the bears

Materials:

- activity sheet – *Compare the bears*
- activity sheet – *Beary interesting*.

Place the activity sheets on the table.

Say

You have read and highlighted lots of information about these different bears. Let's make a table to show the facts in a different way.

Look at the *Compare the bears* activity sheet. This is a comparison table. Read the title for each column and tell me what you will print in each one. (Help if required.)

Answers will vary, eg Bears – bear names; Physical features – what they look like; Where they live – country, continent, habitat; Other facts – other interesting information.

**Say**

Use the key facts you highlighted on the *Beary interesting* sheet to help you fill in the table. The facts can be written as single words or a few words. You don't print sentences. Copy the words carefully so the spelling is correct.

Print the first bear's name into the first column. **Brown bears**

Find the physical features in the text and copy the words into the next column.

Answers will vary, eg cream to black fur/colour.

Where do these bears live? Find the information in the text and copy the words into the next column. **Answers will vary, eg forests, mountains, northern hemisphere, North America, Europe, Northern Asia.**

What other facts can you include? Read the paragraph to see what other information is included. Print it into the last column. **Answers will vary, eg most common bear.**

The student completes the activity sheet independently.

Ask the student to read the completed facts to you.



Mark the work with the student. As you mark, ask the student to show you where he/she found the answers in the text.

Say

Let's play a game of 'Which bear?' I'll ask a question about a bear and you look on the table to find the answer. Which bear is the most common bear?
brown bear

It's your turn to ask a 'Which bear?' question. **Answers will vary.**

Continue playing until each person has asked five questions.



Store or scan and save the activity sheets.

A bear story

Materials:

- activity sheet – *A bear story*
- dotted thirds lined paper.

Place the materials on the table.

Say

Read the title of the activity sheet. A bear story

We have read lots of facts about bears. Let's make a change and write a story about a bear. This story will be a narrative. What can you tell me about narratives? Answers will vary, eg they are made up, adventure, not true.



This is free choice writing. You can write any story you wish about a bear or lots of bears. When authors write stories, they plan their ideas and then begin writing. Today you are the author so you need to think of some ideas and record them in a plan before you begin writing.

There are many stories about bears already. You don't want to copy a story you know, you want to write your own story.

Look at the bear heads on the sheet. Each one is part of a story. When the information in the bear heads is put together, you will have your story.

A story plan is like a news plan. Let's begin with the first bear head. The title is 'Characters'. What is printed in the bracket? **who?**

The characters are the 'who' in the story. Who are the characters in your story? **Answers will vary, eg Greg the grizzly bear, Bella the brown bear.**

Print your character names into the bear head.

The second bear head title is 'Setting'. What is printed in the bracket? **where?**

The setting is the 'where' in the story. Where does your story happen? **Answers will vary, eg jungle, school, my bedroom, Mars.**

Print your setting into the bear head.

The third bear head title is 'time'. What is printed in the bracket? **when?**

Say The time is the 'when' in the story. When does your story happen? **Answers will vary, eg long ago, last week, in the year 2030.**

Print your time into the bear head.

The fourth bear head title is 'problem'. What is printed in the bracket? **what?**

The problem is part of the 'what' or main event in the story. What is the problem in your story? **Answers will vary, eg bear cub is lost, teddy bear comes to life, brown bear goes to Mars.**

Print your problem into the bear head.

The second fifth head title is 'Solution'. What is printed in the bracket? **what?**

The solution is another 'what' in the story. What happens to fix or solve the problem? **Answers will vary, eg ranger finds the cub in a cave, bear fixes the rocket and comes back to Earth.**

Print your solution into the bear head.

The sixth bear head title is 'conclusion'. What is printed in the bracket? **ending**

The conclusion is the 'ending' in the story. What happens after the problem is fixed? **Answers will vary, eg bear turns back into a toy, bear returns to the jungle and tells his friends about his adventure.**

Print your conclusion into the bear head.

Now you have all your ideas recorded. You are ready to begin writing.

Ask the student to rule a margin down the left side of the lined page.

Ask the student to print the date in the margin and his/her name on the top line.



Ask the student to print 'Set 7 Day 4 A bear story' below his/her name.

The student work's independently to write the story using have a go spelling and known writing strategies. If he/she has problems, ask 'what happens next?' to help the student move on.

Ask the student to read the completed story to you.

The student can illustrate the story if he/she wishes.



Store or scan and save the story.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 4 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 5

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
• Bear sentences	
• Cold bears	
• Sun bears	
• Shade the bubble	
• One day I met a sun bear	
• Reflection sheet Days 1 – 5	
Resources	
• Lesson notes – Day 5	
• Let's share (from Day 2)	
• My news (from Day 4)	
• Where are the bears? (from Day 3)	
Home resources	
• video camera	
• highlighter pen	

In short

Let's record the news!

Materials:

- activity sheet – *Let's share* (from Day 2)
- activity sheet – *My news* (from Day 4)
- video recorder.

Ask the student to use the two news plans to retell the news to you.



Say

You have refreshed your memory about the two news stories you wrote this week. We're going to record one of your news stories. Which one would you like to record? **Answers will vary.**

Ask the student to stand or sit comfortably, holding the news plan.

Position the video camera so you can film both the student and the news plan.

Remind the student to look at the camera as much as possible and to speak clearly.



Record the student introducing him/herself.



Record the student retelling his/her news using the news plan.



Record the student to closing the recording with a farewell message.



Store or scan and save the recording.

Store or scan and save the news plan that was not used in the recording.

Display the other news plan.

Exploring words

Bear sentences

Materials:

- activity sheet – *Bear sentences*.

Place the activity sheet on the table.

Ask the student to read the title.

Ask the student to read the first instruction.

Ask the student to complete the task independently. Listen as the student reads the words.

Discuss any unknown words.

Ask the student to read the next instruction.

Say

You need to print enough sentences to fill all the lines. Each sentence should have one or more words from the table in it. Tick each word after you have used it. You might not use all the words.

The student works independently to print the sentences. He/she uses have a go spelling strategies for unknown words.

Ask the student to read the completed sentences to you.



Ask the student to circle the table words in each sentence, eg A grizzly bear has sharp claws.



Store or scan and save the activity sheet.

Cold bears

Materials:

- activity sheet – *Cold bears*.

Place the activity sheet on the table.

When you look at the *Cold bears* activity sheet, what do you see? **Sentences with missing words.**

The missing words are your spelling contractions. We'll read each sentence together and I'll tell you the missing contraction. You print it into the space.

Let's read together. Have your pencil ready to print.

Say

"I think it's a cold day" said Bernie Bear. Print 'it's' into the space.

"I know I'm cold!" said Bonnie Bear. Print 'I'm' into the space.

"I think he's cold," said Belinda Bear. Print 'he's' into the space.

"I think she's cold too," said Bertie Bear. Print 'she's' into the space.

"We think you're cold," said Bonnie Bear. Print 'you're' into the space.

I think they're cold too" said Bernie Bear. Print 'they're' into the space.

"We think we're all cold!" said all the bears. Print 'we're' into the space.

Ask the student to read the sentences to you.



Tick each contraction that is spelled correctly.

Say

(Point to the opening and closing quotation marks in the first sentence.) These marks are called quotation or speech marks. The words between these marks are the words the bears said.

(Point to each word as you read.) 'I think it's a cold day.' They are the words Bernie Bear said.

Look at the next sentence. Point to and read the words Bonnie Bear said. **I know I'm cold.**

Look at the next sentence. Point to and read the words Belinda Bear said. **I think he's cold.**

Continue until all the spoken words have been read.



Store or scan and save the activity sheet.



Fun with print

Sun bears

Materials:

- activity sheet – *Sun bears*
- activity sheet – *Where are the bears?* (from Day 3)
- highlighter pen.

Place the materials on the table.

Say

Look at the map and find the sun bears.

Sun bears live in the Asian country of Malaysia. Point to Australia.

Malaysia and Australia are neighbours but Australia doesn't have sun bears.

Let's find out more about sun bears by reading the *Sun bears* activity sheet.

Place the activity sheet in front of the student.

Ask the student to silently read the first paragraph, sounding out unknown words.

Where required, give help with the finding of key facts in the following discussion.

Say

Read first sentence. **Sun bears are the smallest members of the bear family.**

Which words give you the main information or key facts? **smallest members**

Use the highlighter to trace over these words.

Read the second sentence.

Which words give you the key facts? **gold or white patch, chest**

Use the highlighter to trace over these words.

Read the third sentence.

Which words give you the key facts? **people believed, rising sun**

Use the highlighter to trace over these words.

Read the fourth sentence.

Which words give you the key facts? **dog bears, small ears, short nose**

Use the highlighter to trace over these words.

Read the fifth sentence.

Say

Which words give you the key facts? **black fur coats, short and thick, protect them**



Use the highlighter to trace over these words.

You have found the key facts in the paragraph.

Ask the student to read aloud the second paragraph. Tell him/her unknown words in order to maintain understanding.

Discuss the meaning of unknown words, eg nocturnal.

Say

Read each sentence aloud and highlight the words that tell us the key facts.

Malaysia is a **warm country** so sun bears **do not hibernate**. Sun bears are **nocturnal**. They lumber through the forests at night, snacking on **fruits, berries, roots, insects and small animals**. Sun bears have an **excellent sense of smell** and **very long claws** that they **use to rip open trees and termite nests**.

Ask the student to silently read the third paragraph, sounding out unknown words.

Ask the student to reread the section aloud and highlight the words that give the key facts.

Sun bears are also called **honey bears** because they **love honey**. They have a **very long tongue** that they use to **get honey from bee nests**.

Ask the student to read aloud the fourth paragraph. Tell him/her unknown words in order to maintain understanding.

Ask the student to reread the section aloud and highlight the words that give the key facts.

Sun bears have **strong legs** for **climbing**. They sometimes make **sleeping platforms high above the ground**, out of branches and leaves. They can **sleep safely** during the day and no one can find them.

Ask the student to read aloud the fourth paragraph. Tell him/her unknown words in order to maintain understanding.

Ask the student to reread the section aloud and highlight the words that give the key facts.

Sun bears are **shy** and we **do not know much about them**. Their **forests** are being **cleared** and **people capture them** to keep as pets. Scientists think that sun bears will become **extinct** if we do not **save their forests** and **stop people from hunting them**.

Say

Look at all the key facts you have highlighted.

Was this text a story or an information text? **Information**

How do you know? **Answers will vary, eg it did not tell a story, it gave us**



lots of true facts about sun bears.



The reading will be used in the next activity.

Store the *Where are the bears?* activity sheet.

Shade the bubble

Materials:

- activity sheet – *Shade the bubble*
- activity sheet – *Sun bears*.

Place the activity sheets on the table.

(Point to the *Shade the bubble* activity sheet.) You will use this sheet to make some true facts about sun bears. Each box on the sheet has a sentence beginning (point) and several possible endings (point). Only one ending is correct.

Read the first sentence beginning. **The patch on the sun bear's chest might be a picture of**

Say

What are the key words, the important words in the sentence beginning?
patch, chest, picture

Read the four endings.

Do you know the correct ending? **Answers will vary.**

Check your choice in the *Sun bears* text. Look for the key words.

Shade the bubble that matches the correct answer. **the rising sun**

You can complete the other facts. Remember to read all the answers as you need to find the best answer from those that are given.

The student completes the activity sheet independently.

Ask the student to read the completed facts to you.



Mark the work with the student.

As you mark, ask the student to show you where he/she found the answers in the text.

The patch on a sun bear's chest might be a picture of **the rising sun**

Nocturnal animals **sleep during the day and hunt for food at night**

Sun bears **can climb trees**



Sun bears might become extinct because **they are hunted and their forests are being cleared**

We should look after sun bears because **they might become extinct**

Discuss any incorrect answers and ask the student to find the correct answer in the text.



Store or scan and save the activity sheets.

One day I met a sun bear

Materials:

- activity sheet – *One day I met a sun bear*.

Place the activity sheet on the table.

Read the title of the activity sheet. **One day I met a sun bear**

What can you tell me about this type of text? **Answers will vary, eg it's a cartoon/comic strip, there are speech bubbles.**

This is a comic strip and you will print inside the speech bubbles to show what the characters are saying. What sort of bear is in the cartoon? **sun bear**

Who is the other character? **me**

Draw your face and hair on your picture in each strip.

Say One day you met a sun bear. When did you meet him? **Answers will vary.**

Where did you meet him? **Answers will vary, eg one day, last year.**

Why were you there? **Answers will vary.**

Were you expecting to meet him? **Answers will vary.**

You have read a lot of information about sun bears. What else would you like to know about them? **Answers will vary.**

I am the sun bear. What did you say to me? **Answers will vary, eg Hello Sun bear. I like your gold patch/where are you going?**

Respond to the student's comment with a Sun bear reply, eg It's a very soft patch. Would you like to touch it? I'm looking for a tree to build a bed.

Continue the role play, saying two more things each.

Swap roles and have another conversation.

Say

This comic strip will be a conversation between you and the sun bear.

Look at the speech bubbles in the first row. Which one is yours? **the top one**

What will you say first to the sun bear? **Answers will vary.**

Print that into your speech bubble.



What did he say to you? **Answers will vary.**

Print that into his speech bubble.

You and the sun bear say three more things to each other while you are chatting. Think about what they are and print the conversation into the speech bubbles in each row.

Encourage the student to work independently.

Role play the sun bear and student parts using the conversation he/she has written.

Swap roles and reread the conversation.

If the student wishes to add more, he/she can draw speech bubbles on the back of the sheet and use them.



Store or scan and save the activity sheet.

Tutor

Reflection

Please complete the Days 1 – 5 *Reflection*. Write your observations and comments about how capably the student worked on the activities.

Detailed information will provide the teacher with an insight into any strengths or weaknesses you have noticed as the student completed the activities each day.



Store the *Reflection* for return with the set.

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 5 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 6

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Reading texts (at the student's reading level) for this set can be downloaded with the set materials or sourced from the following places:

- your SIDE teacher
- SIDE Resource Centre
- your local library
- your personal library
- online book stores
- local book stores.

Materials checklist

Activity sheets (please print)	Check
• Bears in line	
• Make a word	
• Theme words	
• Pandas and me	
• Giant pandas 1 and 2	
Resources	
• Lesson notes – Day 6	
• dotted thirds lined paper	
Home resources	
• shallow tray covered with dry sand OR outdoor area where student can draw in sand	
• pop stick or similar	
• scissors	•



• camera	•
• glue	•
• 1 sheet of A4 card	
• 4 sheets of blank A4 paper	
• wide adhesive tape	
• computer with internet access for Reading Eggs	

In short

Bears in a line

Materials:

- activity sheet – *Bears in a line*
- dotted thirds lined paper.

Place the activity sheet and lined paper on the table.

Say This activity is called *Bears in a line*. Are the bears lined up in a line? **no**

The title is a bit of a trick. It means you write one sentence with one word on each line, to describe or tell something about each bear. This will make a one line poem. Count the lines next to one of the bears. **8**

Each poem must have seven or eight words in it. Look at the first bear. What can you tell me about him? **Answers will vary. Possible responses include:**

- **it's a sun bear/moon bear**
- **it is black**
- **it is walking on two feet**
- **it likes berries.**

Make up a sentence about the bear and print it onto the lined paper.

The student writes independently, using known spelling strategies to spell unknown words.

Say Print another sentence about the bear on the lined paper.

Count the number of words in your sentences. **Answers will vary.**

If the student has seven or eight words in one sentence, he/she can print that sentence onto the lines on the activity sheet, one word on each line, going down the page.



If there are less or more words, ask the student to edit the sentences until one contains the correct number of words.

Ask the student to print the sentence onto the sheet.

Ask the student to work independently to draft two sentences for the second bear.

Ask the student to edit and use one of the sentences to complete the sheet.

Ask the student to read the sentences to you.



Store or scan and save the activity sheet and lined page.

Exploring words

Using blends

Materials:

- shallow tray covered with dry sand OR outdoor area where student can draw in sand
- pop stick or similar.

Place the materials on the table or move to an outdoor area.

Tell me what you know about blends. **Answers will vary, eg two letters/consonants that work together, you can hear the sounds of both letters.**

Today we'll explore two blends. Print the letter /s/ in the sand using the pop stick.

Print the letter /w/ next to it.

Say ▶

Sound the blend and tell me what it is. **s w sw**

A bear likes to swim. Swim uses the /sw/ blend. Sound and print the word 'swim' in the sand. **sw i m**

What word do you know that uses the /sw/ blend? **Answers will vary.**

Tell me a sentence using your word. **Answers will vary.**

Sound and print your word in the sand. **Answers will vary.**

Take four turns to think of /sw/ words and use them in a sentence. The student sounds and prints each word in the sand, eg swan, swap, swing, swallow, sweep, swirl.

Say ▶

Print the letter /t/ in the sand using the pop stick.

Print the letter /w/ next to it.

Sound the blend and tell me what it is. **t w tw**



Say

The bird sat on the twig. Twig uses the /sw/ blend. Sound and print the word 'twig' in the sand. **tw i g**

What word do you know that uses the /tw/ blend? **Answers will vary.**

Tell me a sentence using your word. **Answers will vary.**

Sound and print your word in the sand. **Answers will vary.**

Take four turns to think of /tw/ words and use them in a sentence. The student sounds and prints each word in the sand, eg twin, twelve, twinkle, tweet, twirl.



Store the materials.

Make a word

Materials:

- activity sheet – *Make a word*
- scissors
- camera.

Help the student cut out the letter cards from the activity sheet.

Ask the student to sort the letters into groups of the same letters.

Ask the student to make three words using any of the letters.

Ask the student to read the words to you.

Ask the student to put the letters back into the groups.

Say

I'm going to say some words and I'd like you to use the letters to spell them. The first word is 'fur'. A bear has fur.

Encourage the student to experiment with the letters. Do not offer suggestions. When the student is happy with his/her word, ask him/her to place it at the top of the table.



Take a photograph of the word.

Say

Now try 'bear'. A bear is a wild animal.

Encourage the student to experiment with the letters. Do not offer suggestions. When the student is happy with his/her word, ask him/her to place it at the top of the table.



Take a photograph of the word.

Say

Now try 'growl'. A bear will growl if it is angry.



Encourage the student to experiment with the letters. Do not offer suggestions. When the student is happy with his/her word, ask him/her to place it at the top of the table.



Take a photograph of the word.

Continue in the same way for these words:
animal, sharp, large, wild.

If the student cannot make a word because he/she has used the letters in another word, he/she can swap letters, eg fir – swap the 'i' for 'u' and use the 'i' in 'wild'.

Encourage the student to sound the words and swap the letters until he/she is happy with the words.



Take a photograph showing all the completed words.



Save the photographs to the set folder.

Leave the words on the table for use in the next activity.

Theme words

Materials:

- activity sheet – *Theme words*
- glue
- words made in the previous activity.

Say

The words you made in the previous activity are our theme words. What is our theme? **bears**

Place the activity sheet on the table.

Say

Read the words in the list. **bear, animal, sharp, fur, large, growl, wild**

Trace each word using your printing pencil, sounding it as you trace.

Now let's check your letter card spelling. Look at your letter card words. Look at 'bear'. Check it against the word 'bear' on the activity sheet. Do they match?
Answers will vary.

If the letters cards match, ask the student to turn glue them in the blank space next to the matching word on the activity sheet. If not, leave them face up on the table.

Continue until all the words have been checked.

The student swaps letters in the incorrect words to make them match the words on the activity sheet.

Ask the student to glue these words onto the activity sheet next to the matching words.



Store the activity sheet for use on Day 2.

Fun with print

Pandas and me

Materials:

- activity sheet – *Pandas and me*.

Say

Tell me the names of as many bears as you can. **Answers will vary.**

Say them again and we'll count how many you know.

Today we will find out more about a very popular bear. Look at the activity sheets and tell me the name of the bear. **panda or giant panda**

Before we begin, we need to think about what we know about pandas. Read the heading in the first column. **What I know**

Think about pandas. Print words and phrases to tell what you know, into the column.

The student works independently, using have a go spelling to print unknown words. The student can list facts or print several facts on one line, separated by commas, eg black and white fur, eat bamboo, huge, paws, live in China.

Ask the student to read the facts to you.

Say

Read the heading in the second column. **What I want to know**

Think about pandas and what you want to know. Print words or questions into the column so we know what you want to find out.

The student works independently, using have a go spelling to print unknown words. The student lists words/questions in a list, eg hibernate? Do pandas hibernate?

Ask the student to read the questions to you.

Say

Now we have a plan for our panda work. We will do some activities so you can find the answers to your questions.

The activity sheet will be used in the next activity.



Giant pandas

Materials:

- activity sheets – *Giant pandas 1* and *2*
- activity sheet – *Pandas and me* from previous activity.
- scissors
- glue
- 1 sheet of A4 card
- 4 sheets of blank A4 paper
- wide adhesive tape.

Place the materials on the table.

Ask the student to look at the materials and predict what he/she might be making.

Answers will vary.

Say

On one sheet you can see some pictures and on another there is some text. You will use these pages and the other materials to make a concertina book about pandas. Cut out each text box along the dashed lines.

Place the text boxes along the table.

Let's read the text to find out some panda facts.

Encourage the student to read the text independently. Give help when required.

Ask the student to use one sentence to tell you what each paragraph is about, eg this is about where pandas live, this is about baby pandas.

Ask the student to stack the text boxes in a pile.

Help the student fold each sheet of blank paper and the card in half.



Ask the student to cut the paper and card in half along the fold.

Ask the student to place the card pieces to one side.

Ask the student to place the paper pieces in a row along the table.



Ask the student to place one text box onto each piece of paper.

Ask the student to cut out pictures from the *Giant pandas 2* activity sheet.

Say

You can use these pictures to illustrate some of the pages in your book. What can you tell me about the pictures in a book. **Answers will vary, eg they show us what the story is about, help us understand the words on the page.**

You can use all, some or none of these pictures. On the pages that do not have pictures, you can draw your own. If you want to use the pictures, read the text and choose the page each picture illustrates the best. Place the pictures on the same page. (Help with reading if required.)



Ask the student to arrange and glue the text boxes onto the ‘text only’ pages. Remind the student to leave space for an illustration.

Ask the student to arrange and glue the matching text boxes and pictures onto the other pages.

Say

Now you can use one piece of card to make a book cover. What will you put on the cover? **title, illustration and author (my) name**

Think about what you have read in the text boxes. Think of a title that will tell the readers what this book is about. What ideas do you have? **Answers will vary.**

What will you put on the cover first? **Answers will vary, eg illustration and then I'll print the title on top of it.**

The student work's independently to make the cover. Help with spelling if required.

Say

Now you can illustrate the pages that do not have a picture. What do you need to remember about the illustrations? **They should match the information on the page.**

Ask the student to illustrate the pages.

Ask the student to reread the text and place the pages in his/her preferred order for the book. Help with reading if required. The student works independently to order the pages, placing them in a row across the table.

Ask the student to number each page in the bottom right hand corner from 1 to 7, to show the chosen order.

Help the student follow these instructions to make the book:

- place the cover face up on the table, next to but not touching page 1.
- use a small piece of tape to attach the cover to page 1.



- place page 2 next to but not touching page 1
- use a small piece of tape to attach the page 1 to page 2



- continue until all the pages and the back (card) cover are attached in a row
- Use longer pieces of tape to secure each join



- turn the book over and tape the joins on the back
- fold the joins in a zig zag pattern
- concertina the pages to make a book.



The book and activity sheet will be used on Day 7.



Reading Eggs

Materials:

- computer with internet access.

Ask the student to turn on the computer and log in to the Reading Eggs website.
(Help if required.)

Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete ten to fifteen minutes of reading related activities.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 6 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 7

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">• Panda poem	
<ul style="list-style-type: none">• Make a match	
<ul style="list-style-type: none">• Giant panda report	
Resources	
<ul style="list-style-type: none">• Lesson notes – Day 7	
<ul style="list-style-type: none">• Theme words (from Day 6)	
<ul style="list-style-type: none">• Giant pandas –made by the student (from Day 6)	
<ul style="list-style-type: none">• Pandas and me (from Day 6)	
<ul style="list-style-type: none">• dotted thirds lined paper	
Home resources	
<ul style="list-style-type: none">• scissors	
<ul style="list-style-type: none">• tray containing some sand or an outdoor area where the student can draw in the sand	
<ul style="list-style-type: none">• pop stick or stick	
<ul style="list-style-type: none">• video recorder	
<ul style="list-style-type: none">• computer with internet access and/or a book about pandas	
<ul style="list-style-type: none">• glue	



In short

Panda poem

Materials:

- activity sheet – *Panda poem*.

Many animals and plants are in danger. If we do not protect them they will become extinct. Do you know what 'extinct' means? **Answers will vary, eg die out, no more left.**

Tell me an animal that is extinct. **Answers will vary. Possible responses include:**

- **dinosaur**
- **Tasmanian tiger**
- **dodo.**

Pandas were in danger of becoming extinct however many people have been protecting them and now there are more of them. We still need to protect them and their homes.

Say

Many other animals, birds and plants are in danger of becoming extinct. Why do you think things might become extinct? **Answers will vary. Possible responses include:**

- **people kill them**
- **there isn't enough food for them.**

The places where animals and birds live and plants grow are being destroyed by people. The forests and jungles are being cut down and the animals and birds are losing their food and homes.

How can we make sure that animals and birds don't become extinct? **Answers will vary.**

Governments in many countries have made special places called conservation areas. To conserve something means to keep it safe. People can't use the land and the animals and plants are protected. Zoos are another way to keep animals safe and prevent them from becoming extinct.

Ask the student to read the poem. Help if required.

Ask the student to tell you what the poem told him/her about pandas. **Answers will vary.**

Say

Point to and read the adjectives or words that describe the panda. **black, white, furry**

Point to and read the words that tell us what the panda can do. **climb, swim fast, eat bamboo**



Say

What do we need to do to protect the panda? **Answers will vary. Possible responses include:**

- stop cutting down the forest
- care for him.



Store the poem for other activities.

Exploring words

Spelling games

Materials:

- activity sheet – *Theme words* (from Day 6)
- scissors.

Place the materials on the table.

Ask the student to read the words on the activity sheet.

Ask the student to cut along the dashed lines to make a set of word cards.

Ask the student to make two stacks of word cards with one of each word in each stack.

Ask the student to take one stack and turn his/her back to the table.

Ask the student to look at each word in his/her stack and spell the words silently while you lay out the cards from the second stack in a row across the table.

Ask the student to turn around and work as quickly as possible to match the cards in his/her stack with the cards in the row. The student makes pairs by placing his/her card on top of the one in the row.

Ask the student to remove his/her cards one at a time, spelling each word aloud as he/she does this.

Ask the student to turn away while you rearrange the row of cards into a circle.

Ask the student to work as quickly as possible to match the cards in his/her stack with the cards in the circle. The student makes pairs by placing his/her card on top of the one in the circle.

Remove the student cards and place to one side.

Ask the student to turn away while you remove a card from the circle and rearrange the cards to conceal the space.

Ask the student to identify the missing word and spell it.

Repeat four times, removing a different card each time.



Store the word cards for future use.



/all/ in ball

Materials:

- tray containing some sand or an outdoor area where the student can draw in the sand
- pop stick or stick.

Say

Listen to these words, ball, tall, small. What can you tell me about them? **Answers will vary, eg they rhyme, have the same sound, are about bears.**

What other words rhyme or sound the same as them? **Answers will vary, eg fall, mall, hall, sprawl, call, wall, crawl.**

Let's focus on the words with the same spelling. Listen to the sound, all. How do you think it is spelled? **Answers will vary.**

Print it in the sand.

The ball /all/ sound has three letters. Have you used three letters? **Answers will vary.**

The ball /all/ sound has a double letter. Have you used a double letter? **Answers will vary.**

Are the letters in your sound a – l - l? **Answers will vary.**

The ball /all/ sound is spelled a – l - l. If you haven't printed that, rub out your spelling and print a – l - l.

Now you can make some rhyming words. Add a letter to /all/ to make 'ball'.

Now print 'fall'.

Now print 'call'.

Continue with these words; mall, hall, wall, tall, small, stall.

If the student does not have enough space, he/she can erase earlier words.



Store or discard the materials.

Tell me a word

Materials:

- video recorder.

Say

In the last activity we found some rhyming words that all used /all/ ball. Let's see if you can tell me some other rhyming words. I'll say a word and you tell me a rhyming word.



Please record this oral activity.

Please say the following words. The student provides a rhyming word. **Answers will vary.**

bat bake drip mope tube tub rubble hobble shade she fly float

Say

This time when I say a word, you tell me the end sound, the sound that you hear last in the word.



Please record this oral activity.

Please say the following words. The student says the final sound.

grub lesson turtle tree cube friend wax storm bear panda brush chip



Save the recording into the set folder.

Fun with print

Check the facts

Materials:

- *Giant pandas* – concertina book made by the student (from Day 6)
- activity sheet – *Pandas and me* (from Day 6)
- video recorder.

Sit in a comfortable place with the student and the book.

Ask the student to read the book. Give help if required.

Ask the student to tell you any new facts he/she learnt about pandas.

Ask the student to choose three pages from the book to read while you record him/her.



Video the student as he/she introduces him/herself.



Video the student as he/she reads the selected pages.

Place the book and the activity sheet on the table.

Say

I wonder if the information in your panda book answered any of the questions on your activity sheet. Read the first question. **Answers will vary.**



Say

Does the book answer this question? **Answers will vary.**

Look through the book to check. If you find the information, read it to me.

If the question is answered, ask the student to tick above the question on the activity sheet.

Say

Read your next question. **Answers will vary.**

Does the book answer this question? **Answers will vary.**

Look through the book to check. If you find the information, read it to me.

If the question is answered, ask the student to tick above the question on the activity sheet.

Continue until the student has checked all the questions.



Save the video recording into the set folder.

Store the activity sheet. The book will be used in the next activity.

Make a match

Materials:

- *Giant pandas* – concertina book made by the student (from Day 6)
- activity sheet – *Make a match*.

Ask the student to read the title and instructions at the top of the activity sheet.

Ask the student to complete the matching activity.

The student can use the book to help.

Ask the student to read the next instructions.

Say

What does true mean? **Answers will vary, eg correct or right.**

What does false mean? **Answers will vary, eg wrong or incorrect, not true.**

Tell me what you do in this activity. **Read each statement. If it is true, print 'true' and if it is false/not true, print 'false.'**

Ask the student to complete the true/false activity.

The student can use the book to help.



Mark the activities with the student.



Pandas live in the	one metre tall.
A panda's fur is	like a cat.
Pandas grow to about	with claws and six fingers.
Pandas eat mostly	mountains of China.
Pandas have eyes	black and white.
Pandas have paws	blind when they are born.
Panda cubs are	bamboo.

Read the statement. Print 'true' or 'false'.

Pandas hibernate in winter.	false
Panda cubs are born with black and white fur.	false
Pandas can live for 30 years.	true
Pandas are endangered.	true
Pandas have cubs every year.	false



Store or scan and save the activity sheet.

Store the book.

Answering the questions

Materials:

- activity sheet – *Pandas and me* (from Day 6)
- computer with internet access and/or a book about pandas
- dotted thirds lined paper.

Place the activity sheet on the table.

Say

Look at the *What I want to know* column on the activity sheet. What questions have not been answered? **Answers will vary.**

If all the questions have been answered, ask the student to think of something else he/she would like to know about pandas. This question can be added to the activity sheet.



Say Let's find the answer/s.

Help the student locate the answers in a book OR by using the search engine on the computer.

On the lined paper, ask the student to print some words to remind him/her of the answer/s.

The notes will be used in the next activity.

Giant panda report

Materials:

- *Giant pandas* – concertina book made by the student (from Day 6)
- activity sheet – *Pandas and me* (from Day 6).
- activity sheet – *Giant panda report*
- notes from previous activity
- dotted thirds lined paper
- scissors
- glue.

Place the activity materials on the table.

Say You have learned a lot about pandas. Some of it is in your book, some information is on the activity sheet and in your notes, and some is in your head. To share what you know, you can write a report. A report has headings and facts about the topic. Let's find out about the headings.

Read and discuss the headings on the *Giant panda report* activity sheet with the student.

Say Cut out the report title and glue it in the middle of the first line at the top of the lined paper.
Below the title, print your name because you are the author.
Cut out the other headings and place them on the table.
Find the *Classification (What is it?)*: heading. Miss a line below your name and glue it on the line, on the left hand side of the page.
Pandas are a special sort of animal. They have a backbone, warm blood and hair or fur over their bodies. They use lungs to breathe air. What were these animals called? **mammals**
Is the panda a mammal? **yes**
Its classification is a mammal. Print a sentence below the heading that tells us the panda is a mammal.



Encourage the student to write independently, using have a go spelling for unknown words.

Ask the student to miss a line and glue the *Description* heading on the line.

Ask the student to print some sentences to describe the panda. The book, notes and activity sheet can be used to help.

Repeat these steps to guide the student to print sentences for the *What does it eat?* and *Where does it live?* headings.

Ask the student to glue the *Panda facts* heading on the page.

Say

The next heading asks you to write some facts about pandas. You have many facts that you know, have read and printed. This information will help you print four sentences about pandas.

Encourage the student to write independently, using have a go spelling for unknown words.

Ask the student to glue the *Panda cub facts* heading on the page.

Ask the student to print two sentences about panda cubs.

Say

What is one really important fact that you can use to finish your report?
Answers will vary, eg pandas are endangered, we need to care for/protect pandas.

Miss a line and print your closing sentence.

Ask the student to glue the last heading on the page.

The student can glue the panda picture onto the page and add to the picture. He/she might like to add more pandas, bamboo etc.



Store or scan and save the report and activity sheet *Pandas and me*.

Store the book and discard the notes.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 7 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 8

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
• A bear in a white coat	
• A bear with a ball	
• Spell and print	
• The proper noun	
• Polar bears	
Resources	
• Lesson notes – Day 8	
• Panda poem (from Day 6)	
Home resources	
• ruler or piece of paper to cover words.	
• atlas	
• 1 sheet of A3 or similar sized blank paper OR 2 blank sheets of A4 paper, taped together.	
• counters or buttons	

In short

A bear in a white coat

Materials:

- activity sheet – *Panda poem*
- activity sheet – *A bear in a white coat*.

Place the *Panda poem* on the table.



Say We've read this poem before so you can read it to me.

The student reads the poem independently. Give help if required.

Say Our other poem is called *A bear in a white coat*. Which bear do you think it is about? **Answers will vary.**

Place the *A bear in a white coat* poem on the table.

Read the poem silently. Sound any unknown words.

What bear is in the poem? **polar bear**

Now read the poem to me. (Help if required.)

What is the polar bear doing in the first verse? **He is sitting on the ice watching for seals.**

What is the polar bear doing in the second verse? **He is laying on the ice dipping his paws in the sea.**

Say What is the polar bear doing in the third verse? **He slips off the ice into the water to chase penguins.**

Is this a rhyming poem? **no**

Look carefully at the punctuation in each verse. What do you notice? **There is one capital letter and one full stop, each verse is one sentence.**

You wrote two one sentence poems on Day 6. How is this poem different? **Answers will vary. Possible responses include:**

- **it has three verses**
- **my poem had one word on each line and this one has more than that.**

Let's read the poem together, taking turns to read each verse. You begin.



Store the poem for future use.

Exploring words

A bear with a ball

Materials:

- activity sheet – *A bear with a ball*.

Place the activity sheet on the table.

Say This activity sheet is about our new sound. What do you think it is? **Answers will vary.**



Say Read the title. **A bear with a ball**
Have another guess at the sound. **Answers will vary.**
Let's read what the bear has to say.

The student reads the speech bubble independently.

Say What do you think the sound is now. **Answers will vary.**
Read the words in the balls. **ball, call, stall, wall, waterfall, snowball, tall, small**
I'm sure you know the sound now. What is it? **/all/ in ball**
Which three letters make the sound? **a l l**
Starting with the title of the sheet, circle all the /all/ ball words using your coloured pencils.

ball, balls, balls, basketballs, balls, balls, balls, balls, balls, balls, ball, ball, balls, wall, call, stall, waterfall, football, snowball, tall, small

Say What did the bear ask you? **What is my favourite ball?**
Finish the sentence by printing your favourite ball. **Answers will vary.**
Read the instruction below the ball pictures. **Print some sentences using these words.**
Choose a word from the ball pictures and tell me a sentence using it. **Answers will vary, eg I saw a waterfall.**
Choose two words from the ball pictures and tell me a sentence using both of them. **Answers will vary, eg I am tall and my sister is small; I bounced the football against the wall.**
You can use one or more of the words in your sentences.

The student is not required to use all the words.

The student works independently to print the sentences.

Ask the student to read the sentences and circle the 'all' words.



Store or scan and save the activity sheet.

Spell and print

Materials:

- activity sheet – *Spell and print*
- ruler or piece of paper to cover words.

Place the activity sheet and ruler on the table.



Say Let's check how well you can spell the words from your spelling list. Look at the headings for each column in the table. Let's read them together. Use the pictures to help you work out what they say. **Read and trace, look and print, cover and print**

Read each word down the column.

Tell me how you will do this task. **Read and trace the words first. I'll look at each word and print it in the middle column. Then I'll cover the words and print the words into the last column.**

Follow the instructions and complete the 'bear' row.

Now tell me what you will do to complete the 'animal' row. **Look at the word 'animal' and print/copy it into the middle/second column then cover both words and print 'animal' into the third column.**

Follow the instructions and complete the 'animal' row.

Encourage the student to complete the activity independently.

Say Let's find out how you went. Look at your spelling of 'bear' in the third column. Check each letter against the word 'bear' in the first column. Tick each correct letter.

If the word is spelled correctly, ask the student to draw a star after it.

Watch as the student marks the remaining words.



Store or scan and save the activity sheet.

The proper noun

Materials:

- activity sheet – *The proper noun*.

Say Every word in the English language fits in to group with a special name, a bit like bears are mammals and snakes are reptiles.

The words which name things are called nouns. Naming and nouns both begin with the letter 'n' so you can remember.

Table, chair, pencil, dog, rabbit, tree, river, hill and mountain are examples of nouns. They are words that name something.

Tell me three nouns. **Answers will vary.**

When a noun names a person or a place it is called a proper noun and it must begin with a capital letter. Mr Brown, Australia, England, Perth, and Swan River all name people or places.



Say

What is your full name? **Answers will vary.**

Those words are proper nouns and all have capitals when we print them.

What is the name of our street? **Answers will vary.**

Those words are proper nouns and all have capitals when we print them.

What is the name of the town where we live? **Answers will vary.**

That name is a proper noun and begins with a capital when we print it.

Tell me the days of the week. **Monday, Tuesday, Wednesday etc**

The day names are proper nouns and all have capitals when we print them.

Tell me the months of the year. **January, February, March etc**

The month names are proper nouns and all have capitals when we print them.

Place the activity sheet on the table.

Say

Read the titles at the top of the page. **name, date**

Is your name a proper noun? **yes**

Print it on the line and remember it begins with a capital letter.

Are month names proper nouns? **yes**

What is the month now? **Answers will vary.**

Print the month name on the line and remember it begins with a capital letter.

What is the day number today? **Answers will vary.**

Print the day number after the month name. **Answers will vary, eg March 19.**

Read the first instruction. **Circle proper nouns..... pencil.**

The student completes the task independently.

Say

Read the proper nouns you circled. **Perth, Arctic, Arctic Ocean, Tom, April**

How did you know they were proper nouns? **They all have capital letters.**

Read the words that are not circled. **bear, cubs, boy, pencil, table, friend, horse**

What type of words are they? **nouns or naming words**

Read the next instruction. **Read the story.**

The student reads the story independently. Help if required.

Say

Read the second instruction. **Circle the proper nouns using a coloured pencil.**

Read the first sentence.

Is the word 'One' a proper noun? **no**

**Say**

What is it? **A word with a capital letter at the beginning of a sentence.**

What is the proper noun in the first sentence? **Zall**

Read the rest of the story, circling the proper nouns as you read.

One day **Zall** the polar bear went to visit his friend the giant panda. **Poa Li** the panda lived in **China**.

Zall set off across the **Arctic Ocean** with some seal to share with **Poa Li**. He swam down into the **Pacific Ocean**. It was much warmer than the **Arctic Ocean**.

Finally, **Zall** arrived at **Poa Li's** bamboo forest in **China**. The forest was high up in the mountains and he climbed for many days. **Zall** was glad to be back in the cold weather.

Poa Li and **Zall** were very happy to see each other. **Zall** offered to share his seal meat with **Poa Li**.

“No thank you!” said **Poa Li**. “I’m a panda. I eat bamboo leaves and shoots.” **Poa Li** offered some bamboo to **Zall**.

“No thank you!” said **Zall**. “I’m a polar bear. I eat meat.”

After the two bears ate their dinner, **Zall** said good bye. He climbed and swam his way back to his home in the **Arctic**.



Mark the activity sheet. It will be used in the next activity.

Follow the route

Materials:

- activity sheet – *The proper noun*
- an atlas.

Place the atlas on the table.

Say

Let's trace the route or the way that **Zall** took to visit **Poa Li**. Open to a world map.

Find the **Arctic Ocean**. This is where **Zall** lives and swims every day.

Look at the story on the activity sheet. **Zall** swam from the **Arctic Ocean** to which ocean? **Pacific Ocean**.

Find the **Pacific Ocean** on the map.

Trace a line from the **Arctic Ocean** to the **Pacific Ocean**. Remember that **Zall** was swimming so you need to go around any land and stay in the water.



Say

Find the country labelled China.

Trace a line through the Pacific Ocean until you get to China.

Trace a line that crosses over the coast of China and into the middle of the country. That's where the mountains with the bamboo forests are. That's where Poa Li lives.

It was a long way for Zall to swim, walk and climb.

Do you think this is a true story? **Answers will vary.**

Why do you think that? **Answers will vary.**



Store or scan and save the activity sheet.

Store the atlas.

Fun with print

I know ...

Materials:

- 1 sheet of A3 or similar sized blank paper OR 2 blank sheets of A4 paper, taped together.

Place the paper on the table.

Say

You have read a poem about polar bears but what facts do you know? Let's make an explosion chart to find out. In the centre of the paper, print the words 'Polar bears'.

Draw a circle around the words.

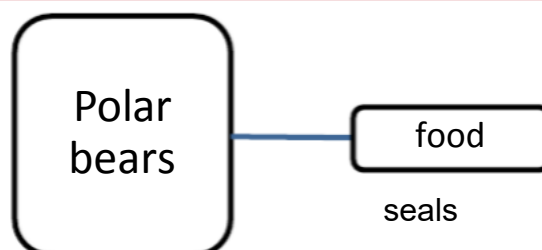
Do you know anything about polar bear food? **Answers will vary.**

Print 'food' in a space on the paper.

Draw a circle around the heading.

Below the heading, print words to tell us anything you know about their food. **Answers will vary.**

Join the 'food' bubble to the Polar bears bubble using a straight line.





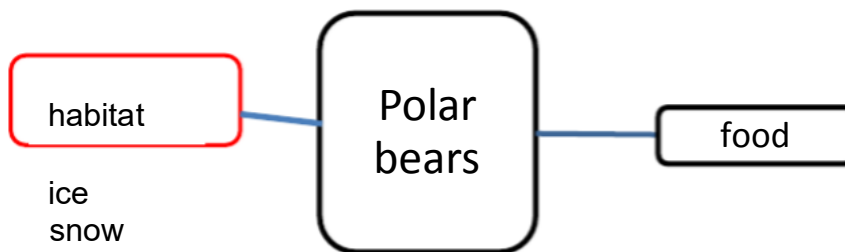
Do you know anything about where polar bears live or their habitat? **Answers will vary.**

Print 'habitat' in a space on the paper.

Say Draw a circle around the heading

Below the heading, print words to tell us anything you know about their habitat. **Answers will vary, eg ice, snow, Arctic, Arctic Ocean.**

Join the 'habitat' bubble to the Polar bears bubble using a straight line.



Guide the student to make and complete other bubbles. Possible headings include: enemies, physical appearance, cubs, other facts.

Ask the student to print "Day 8 I know" across the top or bottom of the chart.

The chart will be used in the next activity.

Polar bears

Materials:

- activity sheet – *Polar bears*
- explosion chart – *I know*.

Place the activity sheet on the table.

Say Let's find out more about polar bears. Read the title of the activity sheet. **Polar bears**

What type of text do you think this is? **non-fiction, an information text**

Read the text with the student, helping where required.

Discuss questions or comments the student may wish to make.

Say What type of animal is the polar bear? **a mammal**
Where do polar bears live? **in the Northern hemisphere, Canada, Alaska, Greenland, Russia**

Reread the next paragraph and tell me two facts you learned. **Answers will vary.**



Ask the student to reread each paragraph and tell you something he/she has learned from each paragraph.

Place the *I know* explosion chart on the table.

Say

You can add these new facts to your explosion chart. Read through the text. When you find a new fact, find the group it fits with on the chart. Print some words to tell us the information.

Encourage the student to work independently to add the extra facts to the chart.

Say

There are fewer and fewer polar bears on our earth. We must protect them or they will become endangered. If an animal is endangered and we don't protect it, what could happen? **It could become extinct.**

We have just read that people are moving into polar bears' lands to mine. How can we protect the bears? **Answers will vary. Possible responses include:**

- **fence off some of their land for bears only**
- **stop the mining**
- **find new places for the bears**
- **put them in zoos.**

The number of people in our world is growing very quickly. People are looking for more land to live on, mine or grow food. We need to make sure that people do not destroy the polar bear's habitat.



Store or photograph or scan and save the explosion chart.

The reading will be used in the next activity.

Helping polar bears

Materials:

- activity sheet – *Polar bears*
- an atlas
- counters or buttons.

Place the atlas on the table.

Say

Let's find the countries mentioned in the reading. Open to a world map.

Find the Arctic Ocean. This is where polar bears swim and hunt for food. Place a counter on the ocean.

Read the first paragraph of the reading and tell me one country where polar bears live. **Answers will vary, eg Canada.**



Say Find the Canada on the map.
You can see that Canada is made up of a large land mass and many islands. Place a counter on Canada.

Say Read and tell me another country where polar bears live. **Answers will vary, eg Russia.**
Find Russia on the map.
You can see that Russia is a large land mass. Place a counter on Russia.

Repeat for Greenland and Alaska. Explain that Alaska is part of the United States.

Say You can see that these countries surround the Arctic Ocean, where the polar bear swims and hunts for food.

There are different ways we can help polar bears every day. They all involve saving energy. By saving energy we do not create pollution and this will help save the polar bears' habitat.

We use energy to run our lights, television and computer. How can we use less energy? **Answers will vary, eg turn off the television/computer/lights if we are not watching/using them.**

Another way to help is to recycle or reuse things. Can you tell me anything we recycle? **Answers will vary. Possible responses include:**

- newspapers, egg cartons, can, plastic bags and bottles
- I gave my bike to my little sister
- I read library books instead of always buying new books.



Store the materials. The activity sheet will be used on Day 9.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 8 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 9

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
• The bears' picnic	
• Spelling bears	
• Read and find	
• Honey bear's adventure	
Resources	
• Lesson notes – Day 9	
• A bear in a white coat (from Day 8)	
• Theme word cards (from Day 6)	
• Polar bears (from Day 8)	
• dotted thirds lined paper	
Home resources	
• computer with internet access for Reading Eggs	

In short

Poem

Materials:

- activity sheet – *A bear in a white coat*.

Place the poem on the table.

Say	We've read this poem before so you can read it to me.
------------	---

The student reads the poem independently. Give help if required.



As you read the poem, ask the student to move around like a polar bear, doing the actions described in each verse.

The student works independently and uses a different coloured pencil for each of the following tasks.

Ask the student to look through the poem (including title) and circle any nouns or naming words. **Some words will be circled more than once: bear, coat, ice, mountains, seals, home, claws, paws, sea, water, penguins.**

Ask the student to look through the poem (including title) and circle any verbs or action words. **sits, watches, lays, dips, slips, dives, chase**

Ask the student to look through the poem (including title) and circle any adjectives or describing words. **Some words will be circled more than once: white, snowy, Arctic, long, sharp, cold, blue, deep.**

Ask the student to draw a picture next to each verse to show what the polar bear was doing.



Store or scan and save the activity sheet.

Exploring words

The bears' picnic

Materials:

- activity sheet – *The bears' picnic*.

Say

What is a picnic? **Answers will vary, eg taking food to eat in a park.**

Where might you go for a picnic? **Answers will vary, eg park, river, beach.**

What food and drink would you like to take? **Answers will vary.**

What else would you take? **Answers will vary, eg a ball, folding chairs, rug.**

Place the activity sheet on the table.

Say

This story is about some bears that went on a picnic. Read it to me so we can find out what happened.

The student reads the story independently. Help if required.

Say

Who went on the picnic? **Swoa and Twall**

Where did they go for the picnic? **the river**

Who spread out the rug? **Twall**

What did the bears do before they ate their lunch? **They went swimming.**

Who is Swipe? **an ant**

**Say**

Where did Swipe find some food to eat? **in the basket**

What do you think the bears did when they discovered their picnic had been eaten? **Answers will vary.**

Read the instructions and complete the activity.

The student works independently to complete the tasks.

One day a bear called **Swoa** and his **twin** sister **Twall** went down to the river to **swim**. **Swoa** and **Twall** took a picnic lunch in a basket.

At the river, **Twall** spread out the rug. **Swoa** put the basket in the shade of a **twisted** tree.

The bears went off for a **swim**. They **swished** and **swam** in the sparkling water.

On the bank, **Swipe** Ant could smell food. He climbed along a **twig** and into the basket. **Swipe** ate the **twelve** sandwiches and the **twenty** berries.

He crawled out of the basket and went back to his nest.

Along came **Swinly Swan**. He **tweaked** the basket lid and **swiftly** ate all the **sweet** cake. He **swayed** as he **swaggered** away.

Swoa and **Twall** came back to the rug. The bears were **twice** as hungry as they had been before their **swim**.

Twall opened the basket. Oh no! Their lunch had been eaten.

How many 'tw' words did you find? **12**

How many /sw/ words did you find? **17**



Mark then store or scan and save the activity sheet.

Spelling bears

Materials:

- *Theme word cards* (from Day 6)
- activity sheet – *Spelling bears*.

Ask the student to spread the cards on the table, face down.

Take turns to turn over three cards and spell each word. If a matching pair is found, the two cards are kept and the third is turned over again.

Continue until all the cards are paired.

Place the cards to one side.

Place the activity sheet on the table.



Say

The instructions for this sheet are on the left of the picture. Read the instructions to me. (Help if required.)

You can complete the sheet on your own. Good luck with your spelling!

How many bears in the picture? **9 bears**

What sort of bears are they? **Answers will vary. Any bear that lives in this type of habitat is acceptable, eg grizzly, brown, black, sun bear, moon bear.**

M

Ask the student to use the spelling cards to check his/her spelling. Each letter in the correct position can be ticked. Whole words that are correct can have a star drawn at the end.

S

Store or scan and save the activity sheet.

Fun with print

Read and find

Materials:

- activity sheet – *Read and find*
- activity sheet – *Polar bears*.

Place the sheets on the table.

Say

This is the polar bear sheet we read on Day 8. It gave us lots of information about polar bears. Let's read it together.

Read the *Polar bears* sheet together. Encourage the student to read independently.

Say

This is a comprehension sheet. It asks you about the *Polar bears* information. Read the text on the page.

Encourage the student to read independently. Give help where required.

Say

The instructions say you can use the reading to help you find the answers. You can also use it to help you spell unknown words.

The student works independently to complete the *Read and find* sheet.

Name two countries where the polar bear can be found. **Greenland, Russia, Canada, Alaska**

How many cubs does the female bear usually have? **two/2 cubs**



How many years can polar bears live? **25** years

Print two ways the polar bear stays warm. **hollow tubes/fur/hair catches the sun's heat; black skin soaks up the sun's heat; thick layer of fat under the skin**

Polar bears are meat eaters. The word for meat eaters is **omnivorous**.

If we don't look after polar bears, what might happen to them? **Answers will vary, eg Polar bears will become endangered/extinct; have no place to live; have no food.**



Store or scan and save the *Read and find* activity sheet.

Store the polar bear reading.

Honey bear's adventure

Materials:

- activity sheet – *Honey bear's adventure*
- dotted thirds lined paper.

Place the activity sheet on the table.

Say

Look at the picture. What can you tell me about Honey bear? **Answers will vary, eg she loves honey, she has some honey in a jar/pot.**

Honey bear is always looking for honey because she loves it so much. She gets up to mischief when she goes out looking for honey. In the picture she has a pot of honey. Where do you think she found it? **Answers will vary.**

Who did it belong to? **Answers will vary.**

When do you think she went looking for it? **Answers will vary.**

What did she do that was mischievous? **Answers will vary.**

If you were going to write a story that tells what happened when Honey went looking for some honey, what words might you use? **Answers will vary, eg sniff, hive, picnic.**

Print those words inside the honey pot and around the picture of honey.

The student works independently to print about 8 words, using have a go spelling.

Say

Read the words below the picture. **When? Where? Who? What happened?**

You have already told me some ideas that will answer these questions. Print some words after each question that explain your ideas.



The student works independently to print the words, using have a go spelling.
Answers will vary.

Say

You have made a simple story plan about Honey and her search for honey.
Use your plan to help you print your story on the lined paper.

Help the student rule a margin on the left of the paper and print the date into it.

Ask the student to print his/her name on the top line of the page.

Ask the student to print 'Day 9 Honey bear's adventure' below his/her name.

The student works independently to print the story.

If the student struggles with ideas, ask him/her to read you what has been written and prompt with questions relating to the 'what happened?' ideas.

Ask the student to reread the story to check that capitals and full stops have been used. He/she should add any that he/she notices are missing.

Ask the student to read you the story.



Store or scan and save the activity sheet and story.

Reading Eggs

Materials:

- computer with internet access.

Ask the student to turn on the computer and log in to the Reading Eggs website.
(Help if required.)

Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete ten to fifteen minutes of reading related activities.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 9 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 10

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">• Tw or sw?	
<ul style="list-style-type: none">• Poetry fun	
<ul style="list-style-type: none">• Oh those bears!	
<ul style="list-style-type: none">• Reflection sheet Days 6 – 10	
Resources	
<ul style="list-style-type: none">• Lesson notes – Day 10	
<ul style="list-style-type: none">• Move like a bear (from Day 3)	
<ul style="list-style-type: none">• dotted thirds lined paper	
Home resources	
<ul style="list-style-type: none">• ice cube	
<ul style="list-style-type: none">• newspaper pages	
<ul style="list-style-type: none">• computer with internet access (or a book showing bear habitats)	
<ul style="list-style-type: none">• sheet of A3 (or larger) blank paper.	

In short

Let's move

Materials:

- activity sheet – *Move like a bear* (from Day 3)
- other friends or siblings.

Move to an outside or open area with the student and the poem.

Ask the student to read the poem. Help if required.



Read the poem as the student moves around the area, making movements to match the verses.

Repeat, with the student joining in saying the poem as he/she moves.

Ask the student to show you other ways the bear can move on two feet.

Ask the student to show you the moves again, moving slowly and then quickly.

Ask the student to show you other ways the bear can move on four feet.

Ask the student to show you the moves again, moving slowly and then quickly.

Ask the student to show you other bear actions, eg climbing.



Store or display the poem.

Exploring words

Tw or sw?

Materials:

- activity sheet – *Tw or sw?*

Place the activity sheet on the table.

Ask the student to read the title. **Tw or sw?**

Look at the activity sheet. What do you notice? **Answers will vary. Possible responses include:**

- **A column of words and a column of pictures**
- **The words have letter/s missing.**

What do you think the title means? **Answers will vary, eg finish the words by adding tw or sw.**

Look at the first word. Test the two blends to see which one makes a real word.
sw ins tw ins

Say

What is the word? **twins**

Print the correct blend.

Find the picture that matches and draw a coloured line from the word to the picture.

Look at the next word. Test the two blends to see which one makes a real word. **sw im tw im**

What is the word? **swim**

Print the correct blend.

Find the picture that matches and draw a different coloured line from the word to the picture.



The student works independently, following the same steps to complete the activity. The student uses different coloured pencils to join the words and pictures.

twins
swim
twinkle
swing
twist
twig
swift
swan
twelve
sweep
tweet

12



Mark then store or scan and save the activity sheet.

Poetry fun

Materials:

- activity sheet – *Poetry fun*.

Place the activity sheet on the table.

Say

Look at the activity sheet, what do you see? **Sentences/lines with missing words.**

The missing words are your theme words. They have been put into a poem.



**Say**

What do you think the poem is about? **Answers will vary.**

We'll read each line together and I'll tell you the missing word. You print it into the space.

Let's read together. Have your pencil ready to print.

A bear is a bear. Print 'bear' on both lines.

And he's terribly large. Print 'large' on the line.

He's an animal. Print 'animal' on the line.

That's a mammal and he likes to take charge!

His teeth are so sharp. Print 'sharp' on the line..

His growl is a roar. Print 'growl' on the line.

With such thick fur. Print 'fur' on the line.

And those long claws he's a wild one for sure. Print 'wild' on the line.

Ask the student to read the poem to you.

M

Tick each word that is spelled correctly.

Ask the student to draw a picture of his/her favourite bear in the box.

S

Store or scan and save the activity sheet.

Oh those bears!

Materials:

- activity sheet – *Oh those bears!*

Place the activity sheet on the table.

Say

In this activity we will look at three limericks. Do you know anything about limericks? **Answers will vary.**

I'll read the first limerick to help you understand what they are.

Read the first limerick to the student.

Say

What can you tell me about a limerick? **Answers will vary. Possible responses include:**

- it is a short poem
- it rhymes
- it is funny.



Say

Limericks tell a funny little story. Why is this story funny? **Answers will vary, eg It's about a bear that caught a cold, the vet spoke to the bear.**

Let's read the limerick together.

Read the limerick together.

Ask the student to read it again and use different coloured pencils to circle the rhyming groups of words. **Bill, chill, ill; snuffed, puffed**

Say

Look at the pattern of rhyming words. Which lines have the rhyming words? **lines 1, 2 and 5; lines 3 and 4**

The same rhyming pattern is used in all limericks.

I'll read the next limerick and you listen for the rhyming pattern.

Read the limerick, emphasising the rhyming words.

Say

Is the rhyming pattern the same? **Answers will vary.**

You can check.

Ask the student to read the limerick and use different coloured pencils to circle the rhyming groups of words. **Pat, hat, cat; hard, yard**

Say

Is the rhyming pattern the same? **yes**

Why is this story funny? **Answers will vary, eg It's about a panda wearing a hat and a cat wearing a hat.**

You read the third limerick to me.

Encourage the student to read independently.

Ask the student to reread the limerick and use different coloured pencils to circle the rhyming groups of words. **bear, fair, bear; sun, fun**

Say

Is the rhyming pattern the same? **yes**

Why is this story funny? **Answers will vary, eg the bear gets sunburn.**

Reread each of the limericks and draw a picture next to each one. The picture should tell us something about the story told in the limerick.



Store or scan and save the activity sheet.



Fun with print

On the ice

Materials:

- ice cube
- newspaper pages.

Say

We know that polar bears live in the ice covered areas around the Arctic Ocean, which is near the North Pole. Did you know that the temperatures in this area are getting warmer? **Answers will vary.**

Let's find out what this means for the polar bears and all the other animals that live in ice covered places.

Ask the student to clasp his/her hands together.

Say

Do your hands feel warm or cold? **warm**
Imagine your hands are the warm sun.

Give the student the ice cube to hold.

Say

The warm sun is now bringing heat to the ice. What is happening? **The ice is melting.**

The student can continue to hold the ice or discard it.

Say

The same thing happens to the ice in the North and South poles. As the weather gets warmer, it melts and runs into the ocean. This means there is less icy land for the animals to live on.

Many animals travel across ice floes when they are hunting for food. An ice floe is a large pack or group of floating pieces of ice. The animals swim or jump between the ice floes, using them like stepping stones. The warm weather is causing the ice floes to melt. Let's see what this means.

Place ten pieces of newspaper around the room or an outdoor area. Place them about 30 cm apart.

Say

These newspaper pages represent the ice floe. You are a polar bear. Stand on one of the pieces of ice.

Jump across to each piece of ice until you have touched them all.

Remove two pieces of newspaper.

Say

These pieces of ice have melted. Jump onto all the ice pieces again.



Remove two more pieces of newspaper.

Say These pieces of ice have melted. Jump onto all the ice pieces again.

Continue until all the ice pieces (except the one the student is standing one) have been removed.

What have you noticed as you tried to jump between the ice pieces? **Answers will vary, eg it's harder, I can't do it because it's too far.**

If a polar bear can't walk or jump between the ice pieces, what might he do?
swim

Say Because the ice floes are melting, the bears must swim longer distances to get from one ice floe to another, which is very exhausting. The bears get tired before they can find food for themselves and their cubs.

You are standing on the last piece of ice in that ice floe. The sun is getting warmer. What will happen to the piece of ice? **It will melt**

Gradually tear away pieces of the newspaper to demonstrate how the ice piece will become smaller and smaller.

You are in a bit of trouble polar bear. What will you do? **Answers will vary, eg swim to another ice floe.**

Say As you can see polar bears and other polar animals have to do a lot more swimming to get around and hunt because the ice floes are melting. If we keep saving energy, not littering and recycling, we will create less pollution and this will help the water and air temperatures stay colder near the North and South Poles. This will help stop the ice from melting.

We recycled newspaper to use in this activity. Collect the newspaper pieces and put them (in the bin). We are not littering so we are helping the environment of the world.

Conservation

Materials:

- computer
- dotted thirds lined paper.

Say Conservation means to preserve and protect things found in nature. What things are found in nature? **Answers will vary, eg plants, animals, insects.**

All bears could become endangered if we do not protect them and their habitats or homes. Let's think of different ways we could protect the bears.



Take turns to list ideas. The student can print the ideas in a list on the lined paper. **Answers will vary, eg conservation parks, zoos, protection of areas of natural habitat and protection from hunters/poachers, making posters, adopt a bear.**

Say

Lets' do some research about your favourite bear. Which bear would you like to investigate? **Answers will vary.**

What do you know about your bear? **Answers will vary. Possible responses include:**

- it eats bamboo
- it lives on the ice
- people keep them as pets
- they hibernate.

One way we can help your bear is to provide him with a safe place to live.

Imagine you have to provide a safe place for your bear in a wild life park. What would your bear's section look like? What would he need? Let's find out. You can use the information to design a home for your bear.

Move to a computer.

Ask the student to turn on the computer and open a search engine.

Ask the student to type in the name of their bear followed by the word 'habitat'.

Help the student find, read and discuss information and pictures that describe and show the bear's habitat.

Ask the student to write notes on the same sheet of lined paper so he/she has some information to use for the bear home design.

Ask the student to close the computer and move to the work area.

The student will use his/her notes in the next activity.

Bear habitat design

Materials:

- sheet of A3 (or larger) blank paper
- notes from previous activity.

Say

Why do you go to the zoo or wild life park? **Answers will vary.**

People are very interested in bears so when you draw your bear area, think about how people would be able to see the bears. You would also need to consider how to keep people and the bears separate for safety reasons.

Place the paper on the table.

**Say**

Many zoos and wildlife parks are planning new living areas or habitats for their animals. They often ask for ideas from visitors to the park or zoo. You're going to design a home or habitat for your favourite bear.

You have some notes to help and you have done some research so it's time to begin. Think about what you have seen and what your bear needs. Think about their natural habitat, where they live when they're in the wild. You want to create an environment close to the bear's natural habitat.

Make the plan as large as you can. Sketch it in printing pencil first and then you can add colour later.

The student works independently to draw the plan in printing pencil.

Ask the student to explain the pencil plan to you.

Ask questions to encourage the student to consider things he/she may have missed or omitted from the plan, eg where will your bear cubs play?

Ask the student to add colour to the plan.

Ask the student to label the important parts of the plan. **Answers will vary, eg water hole, cave, bamboo forest, berry bushes.**

Say

Do you think the bears would be happy in an enclosure like you have designed? **Yes**

Why? **Answers will vary, eg I have given them everything to survive and be healthy.**

Do you think it is important for the animals to be healthy and happy? **yes**

It is *very* important for the animals to be happy. If they're not happy they may not have babies, sleep too much and not eat properly. They could get sick and die early. By providing animals with proper habitats in the wild and in parks, we are helping them survive.



Store or scan and save the notes and enclosure design.

Tutor

Reflection

Please complete the Days 6 – 10 *Reflection*. Write your observations and comments about how capably the student worked on the activities.

Detailed information will provide the teacher with an insight into any strengths or weaknesses you have noticed as the student completed the activities each day.



Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 10 stored or saved.



Store or scan and save the checklist.