



LET'S PLAY, DADDY BEAR!



BOOK BAND: PURPLE

BEFORE YOU START

Prepare a group **journal** to help you record group discussions and responses to the text as you work through the book.

Prepare outlines of the characters Daddy Bear and Little Bear, ready to complete using the **Role on the Wall** technique.

Prepare a selection of emotion cards showing a variety of emotions that Little Bear might experience in Chapter Three, for use in Sessions 3 and 5.

SESSION 1: CHAPTER ONE



Focus: Predicting, Questioning and Empathising

Before sharing the book with the children, show them a selection of photographs of real and toy bears, and bears from fiction, as well as any toy or small-world bears you may have in your classroom. Ask the children to share any knowledge they have of bears, or any other stories that have bears in them. Note these ideas down in the reading **journal**. Ask them if what they know about bears helps them to predict what kind of a story this might be, and what might happen in it.

Share the front cover and title with the children and ask them to reflect on the following questions, speculating on what the children think this story might be about. Use prompts such as:

- Who do you think these two characters are? What do you think you know about them?
- What games do you think Daddy Bear and Little Bear will play?
- Does Daddy Bear look ready to play in the picture on the front cover?
 Why / why not?
- How do you think Little Bear is feeling in this picture?
- Do you think there will be any other characters in this story? Who might they be?

Read up to page 5, "...swimming in the Blue Lake!" Ask the children what this picture tells them about Daddy Bear.

- Does Daddy Bear look ready to play here? Why / why not?
- How do you know?

Reread page 5, from 'But then...' to "...swimming in the Blue Lake!", and pause at the end of the first sentence. Draw the children's attention to the word *But*.

- How does this word make you feel?
- How do you think it will affect the way the Bears' Saturday is going to develop?

Read on to the end of the chapter, '...and started typing.'

What do you think will happen next after Daddy Bear starts typing?

Ask the children to complete **Roles on the Wall** for Daddy Bear and Little Bear. Ask the children to come up with words or phrases to describe their feelings or personality and their outward appearance or behaviour.

To promote a higher level of thinking, ask the children to consider what they know from their speech and what they have to infer from their body language and gestures. For example, we know Daddy Bear enjoys spending time with Little Bear, but also that he works hard and is a carer.

- What do we know about Daddy Bear and Little Bear at this point in the story?
- What do the illustrations add to what we know?
- How do you think these characters feel about each other in general?
- How do you think these characters are feeling at this point in the story?
- What do these characters like doing, or not like doing?

Revisit the **Role on the Wall** outlines at key points in the story as we find out more about the Bears.





SESSION 2: CHAPTER TWO



Focus: Summarising, Noting the Text as a Structure and Scanning the Text

As a group, ask the children to summarise the events so far, perhaps by beginning to draw a **story map**.

- Do the events so far remind you of any other stories you have read?
- Do the events so far remind you of any events in your own lives?

Reflect as a group on times where their grown-ups may have had to work, whereas the children wanted to play.

Read aloud the first page of Chapter Two, to 'And she waited...' Ask the children to consider what the three dots (ellipsis) mean or are meant to show.

- How do you read the three dots (ellipsis) aloud?
- Why might the author have used them?
- How does the use of ellipsis make you feel?

Share that authors often use ellipsis in their writing to emphasise how long a task takes (in this instance, Daddy Bear's work) or to build suspense, which they might do in a spooky story. As a group, discuss and write down some other sentences that use ellipsis (for example, Daddy's work dragged on... or Milo peered around the creaky door...).

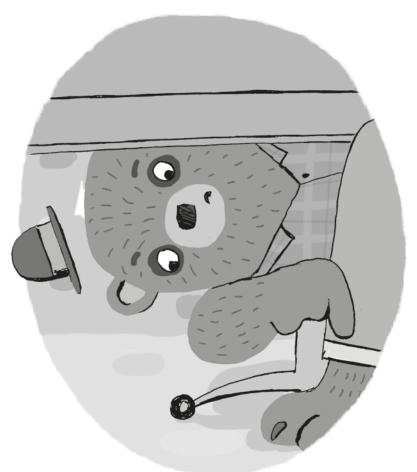
Read up to page 11, 'She typed on his claws... TAP, TAP, TAP...', where the ellipsis appear again. Ask the children why they think the author has used it here.

• Is it for the same reason as before, or a different reason?

Discuss what you think will happen next, using the following prompts to help you:

- How do you think Little Bear is feeling at the moment? How do you know?
- Why do you think Little Bear decides to tap on Daddy Bear's claws?
- What do you think Daddy Bear's reaction will be? Why do you think this?

Read to the end of the chapter, "I'm busy." Write the word 'boring' in the middle of a page of the reading **journal** and explain that you are going on a word hunt. Reread Chapter 2, asking children to listen out for words that tell us that Little Bear is bored, for you to write down in the **journal**. Explain that these words are called synonyms (words with a similar meaning). Once you have completed the task, ask the children if they can think of any further synonyms or associated words for 'bored' and add them to the collection in the **journal**.



SESSION 3: CHAPTER THREE



Focus: Reading Aloud, Empathising and Close Reading

For this session, you will need the emotion cards you prepared. Read aloud the whole of Chapter 3 to the children, sharing the illustrations, and asking them to listen and enjoy the story as it is read to them.

Then, reread the chapter slowly, asking the children to select an emotion card that links to how Little Bear may be feeling at different points in the chapter. Each time the children select a card, stop and ask them to explain why they chose that card. Ask them if they can use evidence from the text or illustrations to support their choice.

Then, ask every child to choose one card for an emotion they think Little Bear has felt in the chapter.

- How might Little Bear show this feeling?
- What might she say or do?

Ask the children to **role-play** Little Bear feeling the emotion they chose, watching each other one at a time. Once all the children have had a turn, ask them to reflect on a time when they have felt this emotion, and what might have caused this feeling. Ask the children to consider:

- Why do you think you felt like that?
- What did it feel like in your body?
- How did you react to this feeling?
- What could you do to make yourself feel better?

Choose one child in the group to **hot-seat** in role as Little Bear so that the children can explore their viewpoint and their feelings further. Ask the children to discuss and decide on five questions that they would ask Little Bear at this point in the story. Model sentences for the children such as:

- 'I'm sorry to hear you feel sad, Little Bear. What could you do to help yourself feel better?'
- 'I know you are cross that Daddy is working, but he will be finished soon. What could you do to keep busy while you wait?'

Having discussed the different options or strategies that might be open to them, each child could then write a **note of advice** suggesting what Little Bear could do, then pass their note to another child to read and reply writing **in role** as Little Bear.



SESSION 4: CHAPTER FOUR

Focus: Skim Reading, Clarifying and Questioning

Read aloud the first page of Chapter Four, '...felt cross with him.', and share the illustration.

- How has the author emphasised the word 'very'? Why have they done this?
- How else has the author shown how long Daddy Bear has been working?

Remind the children about the use of ellipsis earlier in the text. Ask them to reflect on:

- Why do you think Little Bear is still cross?
- What do you think this tells us about Little Bear's character?
- Have you ever felt the way Little Bear might be feeling?



Return to the **Role on the Wall** you completed in Session 1, and see if you can add any more words or phrases to both Daddy Bear's and Little Bear's outline, now that you have found out a little more about them.

Read on to the end of page 23, '...turning away to face the wall.' Share the illustrations with the children.

- How does Daddy Bear look in these pages? What might he want to do?
- How does the illustration of Daddy Bear compare to that of Little Bear?

Invite the children to look closely at pages 22–23, asking them to write down any words that spring to mind when they look at these illustrations.

• Are any of these words similar, or are they opposites?



Now read on up to page 26, "Let's go and PLAY!"

- Do you recognise any of the words or phrases that the author has used earlier in the book?
- Does Daddy Bear repeat any of the things that Little Bear did?
- Does Little Bear repeat anything that Daddy Bear did?

As a group, look back through the book and make a list of any repetition that the author has used.

• Why might the author have had the characters mirror certain behaviour and words?



Write the word 'busy' in the middle of a page in the **journal** and ask the children what it means.



• Can you give any examples of when characters are busy in the story?

Ask the children to reflect on their own lives, and to remember a time when they were busy.

• How did you feel, or would you feel, if someone interrupted you when you were busy?

SESSION 5: CHAPTER FIVE



Focus: Summarising, Empathising and Visualising

Ask the children to summarise the events of the story so far, adding to their **story map**, and ask them to predict what they think might happen next. Make a list of all of the things Daddy and Little Bear might do together now.

Display the emotion cards in front of you again and read up to the end of page 29, '...honey ice cream for pudding.' Ask the children to choose which emotion they think the characters are feeling.

• Are they feeling the same way? If so, or if not, why?

Read up to the end of page 31, '...cried Little Bear.'

- Do you think some things are worth waiting for, like Little Bear's fun day with Daddy Bear?
- Can you think of any examples of things that might be worth waiting for?

Having read to the end of the story, talk about the book as a whole. Engage the children in **book talk**, discussing how the book made them feel and allowing them time and space to tell you their likes and dislikes, with reference to different parts of the text or particular illustrations.

Review the story in chronological order and consider the different emotions Little Bear has felt throughout the story. You could use **hot-seating** again to explore her feelings further, or work collaboratively to choose words to describe these emotions. Write them on sticky notes and then organise them to create a **graph of emotion**.

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Through modelling, ask the children to describe their favourite part of the story. Provide the children with an oral scaffold, such as: the most memorable part of the story was... because...; my top moment in the story was... because... and ask them to discuss their favourite part of the story in pairs. Encourage children to give reasons for their choices and invite some children to share these.

Explore their responses to the book with the help of the **four basic questions**. These questions can also be used as a basis for discussion throughout the sessions.

- Tell me... was there anything you liked about this text?
- Was there anything that you particularly disliked...?
- Was there anything that puzzled you?
- Were there any patterns... any connections that you noticed...?

As children respond it can be useful to write down what they say under the headings 'likes', 'dislikes', 'puzzles' and 'patterns'. Record the children's responses in the **journal**.

Finally, consider how Little Bear would retell the story of the weekend to another member of their family, or a friend.

• Which bits would Little Bear include? How would she describe them?

Ask the children to write **in role** a short postcard to another character in Little Bear's life, noting down the most important parts of the weekend. The children can then decorate the other side with what they think would be Little Bear's best memory.

IDEAS TO SUPPORT THE SESSIONS



These are areas you could further develop depending on your professional judgement of the children's learning needs and their interests.

Developing wider reading experiences

Read and explore stories with similar themes involving bears and family, such as:

- A Brave Bear by Sean Taylor and Emily Hughes
- My Dad is a Grizzly Bear by Swapna Haddow and Dapo Adeola
- A Perfect Day by Lane Smith
- Can't You Sleep, Little Bear? by Martin Waddell and Barbara Firth
- Peace at Last by Jill Murphy

Supporting reading fluency

- While reading with the group, model skills and strategies such as predicting, sampling, confirming, self-monitoring, self-correcting, 'thinking aloud', interpreting things which are only implied, and the full range of cueing systems (semantic, syntactic and graphophonic).
- Occasionally, you could hide some words with a sticky note, asking the children to refer to the illustration for ideas. You could give another clue by revealing the first syllable or letter.
- You could make a pairs game to develop visual memory and book language, creating cards using laminated images from the book. Make pairs of cards, one card for an illustrated location or character and one for matching words from the story. Spread these out face down. Children take turns to turn over two cards. If they match, they can keep them. If not, they have to turn them back over again. The game proceeds until all the pairs have been found.

You could create a simple jigsaw by writing questions with corresponding answers
directly underneath on one side of a piece of paper, then printing an illustration
on the reverse and cutting the sheet of paper up to separate the questions and
answers. The children lay out the questions and answers in order. They can check
their layout by turning them over to see if they have created the illustration
correctly.

Vocabulary building

- Children could make word collections which describe a particular character and their feelings or a place, event or situation, such as *brilliant*, *honey*, *computer*, *crawled*, *sighed*, *waited*, *boring*, *huff*, *moaned* and *fizz*.
- The text could also be used to investigate the structure, impact and placement of a wide number of prefixes and suffixes. For example, children could investigate any patterns in adding -ing (climbing, jumping, swimming) to the verb; they could look at regular and irregular past tense verbs (lived, had, played, helped, told, baked, cried).

Opportunities to revisit the text independently

- With the children, make a set of magnetic or stick story props to use in a retelling of the story and to support children in their own independent retellings. If possible, provide extra copies of the book to support this.
- If the children have a good memory of the text through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.
- Allow the children to re-enact the story through play. Revisiting stories through a range of play-based experiences helps children to step into the world of the book and to explore it more completely.
- Use **hot-seating** to explore the main characters further. One member of the group **role-plays** a character and is interviewed by the other children. This activity involves children closely examining a character's motivation and responses.
- Make a **story map** as a way of retelling the story. This breaks the story down into episodes and sequences its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently.
- Encourage the children to take the book home to read alongside a parent or carer and suggest that they use the 'Tips for grown-ups' pages to support their discussions.

Experiences linked to the text

- Children could devise ways to keep themselves amused and occupied on the occasions when they have to wait for adults.
- Children like Little Bear whose parents are separated may wish to discuss the arrangements they have in their lives for spending time in two different households, if they feel comfortable doing so.
- Children could plan their own 'lovely day' for when their parents are free to do things with them. Invite children to write about and illustrate their experiences of or aspirations for such a day.
 - Where would they go?
 - What would they do?
 - What would they eat?
 - What would they wear?

These resources were created by Bloomsbury and The Centre for Literacy in Primary Education (CLPE). For more teaching resources, visit:

www.bloomsburyguidedreading.com

www.clpe.org.uk

