

Fix-It Bear

Features of the text:

- Inter-text connection with *Hairy Bear*
- Punctuation: speech marks, exclamation marks, apostrophe, bold print
- Text in present tense
- Repeated sentence patterns
- Rhyming

<p>Before Reading</p> <ul style="list-style-type: none">• Ask the children to tell you how they feel when they are sad and what can make them happy again.• Ask, <i>What happens when you break something that is special to you?</i>• Introduce the text: Fix-It Bear.• Look at the cover and title page. What clues does it give about the story? Ask, <i>What do you think Hairy Bear will fix?</i>	<ul style="list-style-type: none">• Making meaning: making personal connections• Analyzing the text: visual literacy, prediction
<p>Reading the Text</p> <ul style="list-style-type: none">• Ask the children to read the text quietly.• Give the children something specific to focus on as they read. For example, <i>Read the book to find out all the things that Hairy Bear fixed.</i>• If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.	<ul style="list-style-type: none">• Children may draw upon all text features during the reading of the text. Help individual children as necessary.
<p>After Reading</p> <ul style="list-style-type: none">• Notice the alliterative patterns of the animals' names: (<i>Betty Bear, Freddy Fox, Gussy Goat, Peter Pup</i>).• Encourage children to make up alliterative patterns for their own and their friends' names.• Ask, <i>How did Hairy Bear help Peter Pup make friends?</i>• Notice rhyming patterns where there is a visual match: <i>fox/box</i> (p. 4), <i>goat/boat</i> (p. 6), <i>sing/everything</i> (p. 8), <i>by/cry</i> (p. 10), <i>Pup/up</i> (p. 13), <i>sad/glad</i> (p. 14), <i>play/away</i> (p. 14).• Notice rhyming patterns with no visual match: <i>bear/chair</i> (p. 2), <i>do/new</i> (p. 5), <i>do/new/glue</i> (p. 7), <i>see/me</i> (p. 10).• Notice the apostrophe for the contraction (<i>I'll</i>) pp. 3, 5, 7.• Look at pp. 2, 4, and 11 and ask, <i>Why do you think the illustrator drew so many tools?</i>	<ul style="list-style-type: none">• Using the text: considering how words are used (vocab)• Making meaning: recall, inference• Cracking the code: rhyming patterns, apostrophe for contraction• Analyzing the text: recognize illustrator role in creating text