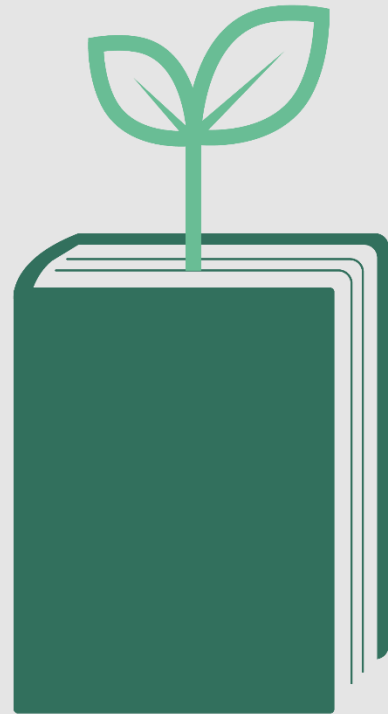
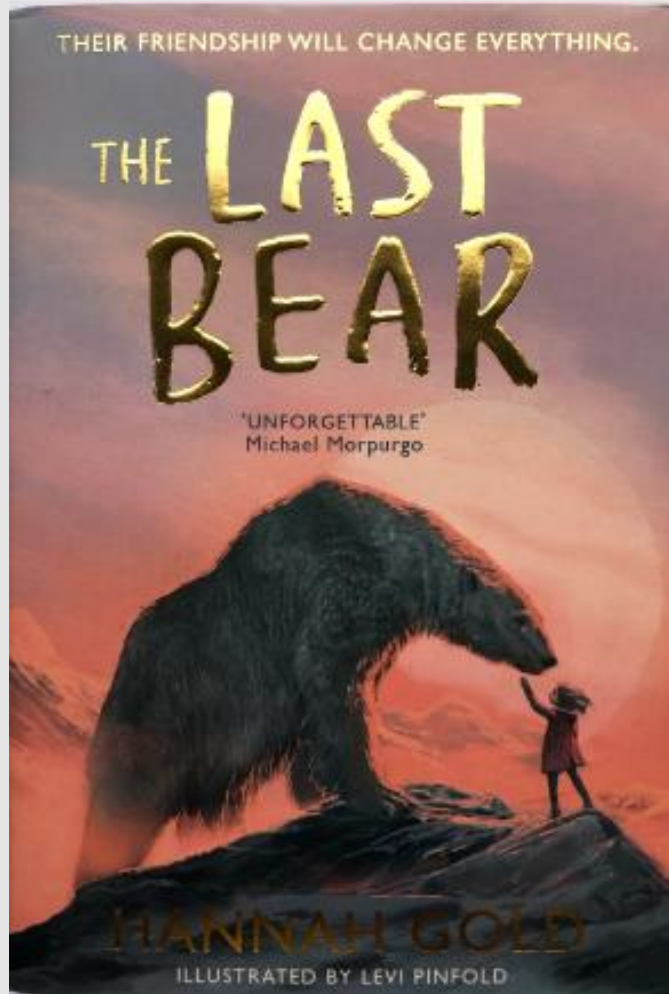




MASTER READERS

excellence after phonics



The Last Bear

NS: Why does April draw up her knees and press her face into them? (pg. 127)



The Last Bear



The Last Bear

MONDAY	TUESDAY	WEDNESDAY & THURSDAY	FRIDAY
Whole class shared reading of chosen text	Book Club	Visual Starter Comprehension Questions	Review

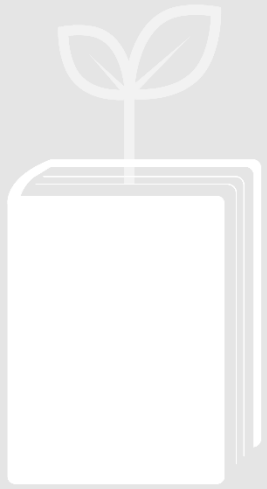


The Last Bear

Week 4 lesson 1

MONDAY

Whole
class shared
reading of
chosen text



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READERS



The Last Bear

Week 4 lesson 1

L.O.: I can develop my understanding of a text

Summarise what I have read so far

Predict what the section will be about

Justify predictions using evidence from the text

Read a section of text

Clarify key vocabulary

Ask and answer questions about the text



LO: I can pre-read selected texts.

TTYP

What has happened in the story so far?



SUMMARISE MAIN IDEAS

Was there a problem? What did this lead to?

Whats the main idea?

Where did the story take place?

Keep to the facts... what did you actually read?

First... then... next... last.

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READERS



Target words

doled

- p.g. 139 ... doled out four packets of oat biscuits...

contemplated

- p.g. 140 ... April contemplated hot to spend their time.

perplexed

- p.g. 141 ... Bear looked at her, perplexed...

forlornly

- p.g. 141 April gazed forlornly at his...

vantage point

- p.g. 147 She gazed at the island from her new vantage point...

bask

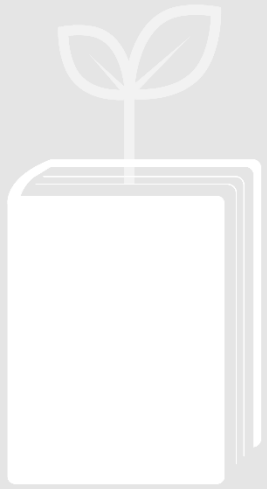
- p.g. 156 ...radiant bask of the sun...



LO: I can pre-read selected texts.

Let's read pages 138 - 159

Look out for target words!



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Target words – Oxford Learner's dictionary definitions

doled

verb: to give or distribute something to someone in need

The charity doled out toys to all of the sick children.

verb: to think about something for a long time with prolonged focus.

contemplated

The monk sat on the rock and contemplated the existence of everything.

perplexed

adjective: does not understand, very puzzled - baffled.

The pupil was completely baffled by the algebra on the page.



Target words – Oxford Learner's dictionary definitions

forlornly

verb: feeling sad or lonely especially because of being left alone.

The mother drank her tea forlornly as all of her children were not around.

vantage point

noun: a place or position that offers a good view of something.

Amethyst class had a good vantage point over the playground.

bask

verb: to make the most of something, lie in warmth or light for pleasure.

In summer, it is lovely to bask in the midday sun, by the river.

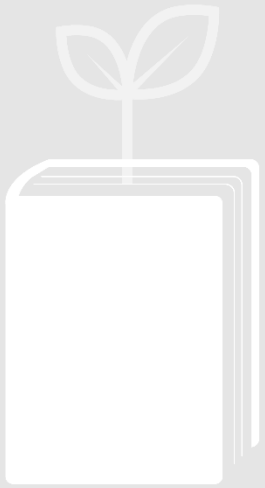


The Last Bear

Week 4 Lesson 2

TUESDAY

Book Club



**MASTER
READERS**



The Last Bear

Week 4 Lesson 2

Pupil	<u>L.O.: I can develop my predicting skills</u>
	Summarise what I have read so far.
	Make a prediction based on what I already know about the text.
	Make links to my wider knowledge.
	Use evidence from the text to support my prediction.
	Discuss my prediction with my group.

Pupil	<u>L.O.: I can develop my clarifying skills</u>
	Read through the text.
	Identify confusing words, sentences or ideas in the text.
	Think about what the meaning might be.
	Use a range of strategies to work out the meaning in this context.
	Write down a definition of the word or phrase.
	Write your own sentence using the word or phrase.
	Discuss the meaning of these words, sentences or ideas with my group.



Stick your success criteria into your book. Which reading strategy will you be completing today?

LO: I can develop my predicting skills



PREDICT WHAT MIGHT HAPPEN

I know...

I wonder if...

I imagine...

I predict...

I think...

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LO: I can develop my clarifying skills



EXPLAIN THE MEANING OF WORDS IN CONTEXT

Are there any words or sentences I don't understand?

Are there any prefixes or suffixes which help?

What root words can help?

Have you read about anything similar?

Have you seen anything similar?

Is there anything we can learn?

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READERS



LO: I can develop my predicting skills



TTYP: Why is April happy that she doesn't have school?

Why does April think she ruined her and Bear's day out?

Why do you think Polar bears prefer to remain solitary?



PREDICT WHAT MIGHT HAPPEN

I know...
I wonder if...
I imagine...
I predict...
I think...

LO: I can develop my clarifying skills



TTYP: Can you recall our target words for this week? Can you explain to your partner what they mean?

doled

forlornly

contemplated

vantage point

perplexed

bask



EXPLAIN THE MEANING OF WORDS IN CONTEXT

Are there any words or sentences I don't understand?
Are there any prefixes or suffixes which help?
What root words can help?
Have you read about anything similar?
Have you seen anything similar?
Is there anything we can learn?

In your book, create a glossary for the target words.

1. Write a definition for each of the target words.
2. Write a sentence using the word in the correct context.

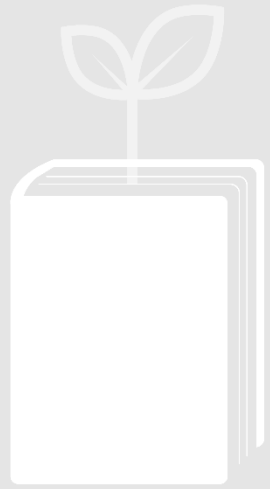
Vantage point means...

The vantage point allowed them to see everything for miles around.



LO: I can pre-read selected texts.

Let's read chapters 16, 17 and 18.



**MASTER
READERS**

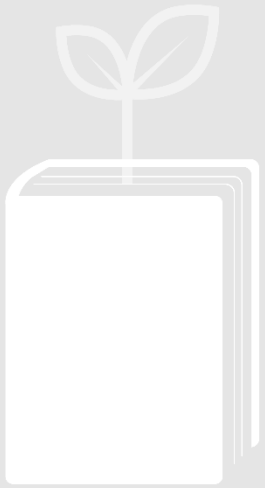


The Last Bear

Week 4 lesson 3

Wednesday

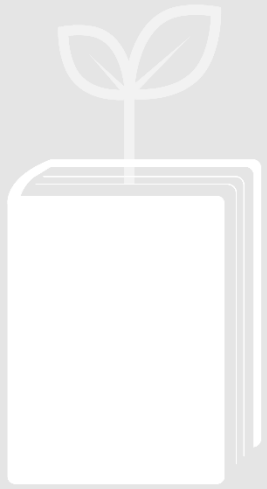
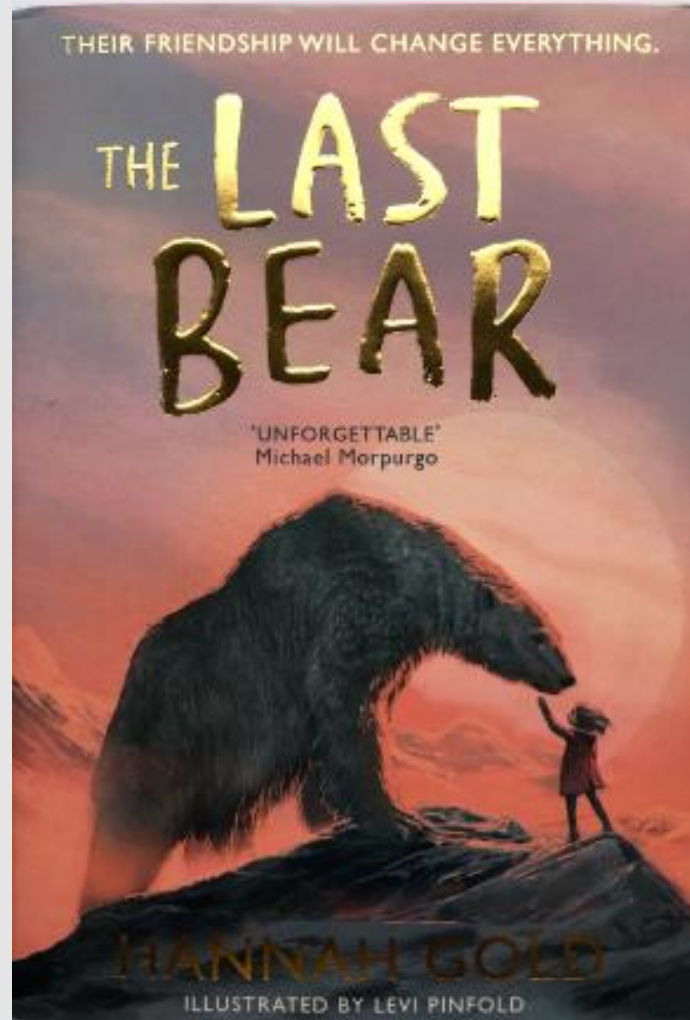
**Visual Starter
Comprehension Questions**



**MASTER
READERS**



LO: I can develop my comprehension skills.



MASTER
READERS





LO: I can develop my comprehension skills.

Retrieve - What are the bears doing?

Infer – Why are they doing it?

Author / Creator Choice – Why do you think the photographer has chosen to take the picture with the forest in the background?

LO: I can develop my comprehension skills.



Retrieve information from the text:

- Identify the key word or phrase of the question.
- Think about the type of answer you are looking for (e.g. a name, place or number).
- Scan the text to find the answer.
- Copy the information from the text into your answer.

Make inferences and justify these with evidence:

- Read the question and identify the key words.
- Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).
- Scan the text for any clues.
- Think about the clue plus your own knowledge and experiences to create an answer.
- Use evidence to explain your answer.

Explore the meaning of words and phrases in context:

- Find the key word or phrase in the text.
- Read the sentences around this word to see if they help explain the meaning.
- Look for the root words to help you work out the meaning.
- If appropriate, check the meaning in a dictionary.
- Write an explanation of the meaning in this context.



LO: I can develop my comprehension skills.

Retrieve information from the text:

- **Identify the key word or phrase of the question.**
- **Think about the type of answer you are looking for (e.g. a name, place or number).**
- **Scan the text to find the answer.**
- **Copy the information from the text into your answer.**

What was bear doing when April arrive at Walrus Bay?



LO: I can develop my comprehension skills.

Retrieve information from the text:

- Identify the key word or phrase of the question.
- Think about the type of answer you are looking for (e.g. a name, place or number).
- Scan the text to find the answer.
- Copy the information from the text into your answer.

What was bear doing when April arrive at Walrus Bay?

Bear was rolling around in the sand having a good back rub – looking happy.



LO: I can develop my comprehension skills.

Make inferences and justify these with evidence:

- Read the question and identify the key words.
- Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).
- Scan the text for any clues.
- Think about the clue plus your own knowledge and experiences to create an answer.
- Use evidence to explain your answer.

How do you know that April was pleased that it was the start of the Summer holidays?



LO: I can develop my comprehension skills.

Make inferences and justify these with evidence:

- Read the question and identify the key words.
- Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).
- Scan the text for any clues.
- Think about the clue plus your own knowledge and experiences to create an answer.
- Use evidence to explain your answer.

How do you know that April was pleased that it was the start of the Summer holidays?

I know that April was pleased that it was the start of the Summer holidays because she danced and twirled around.



LO: I can develop my comprehension skills.

Explore the meaning of words and phrases in context:

- Find the key word or phrase in the text.
- Read the sentences around this word to see if they help explain the meaning.
- Look for the root words to help you work out the meaning.
- If appropriate, check the meaning in a dictionary.
- Write an explanation of the meaning in this context.

On page 141 it says ‘...April gazed forlornly ...’. Why has the author used the word ‘forlornly’ to describe April’s gaze?



LO: I can develop my comprehension skills.

Explore the meaning of words and phrases in context:

- Find the key word or phrase in the text.
- Read the sentences around this word to see if they help explain the meaning.
- Look for the root words to help you work out the meaning.
- If appropriate, check the meaning in a dictionary.
- Write an explanation of the meaning in this context.

On page 141 it says ‘...April gazed forlornly ...’. Why has the author used the word ‘forlornly’ to describe April’s gaze?

The author uses the word ‘forlornly’ because he wants to show that she was unhappy when Bear walked away.

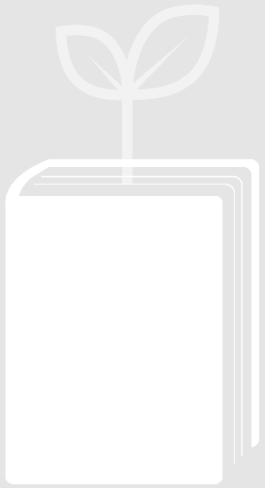


The Last Bear

Week 5 lesson 4

THURSDAY

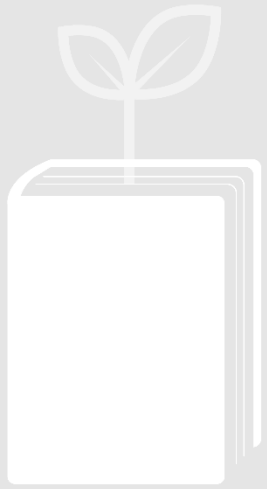
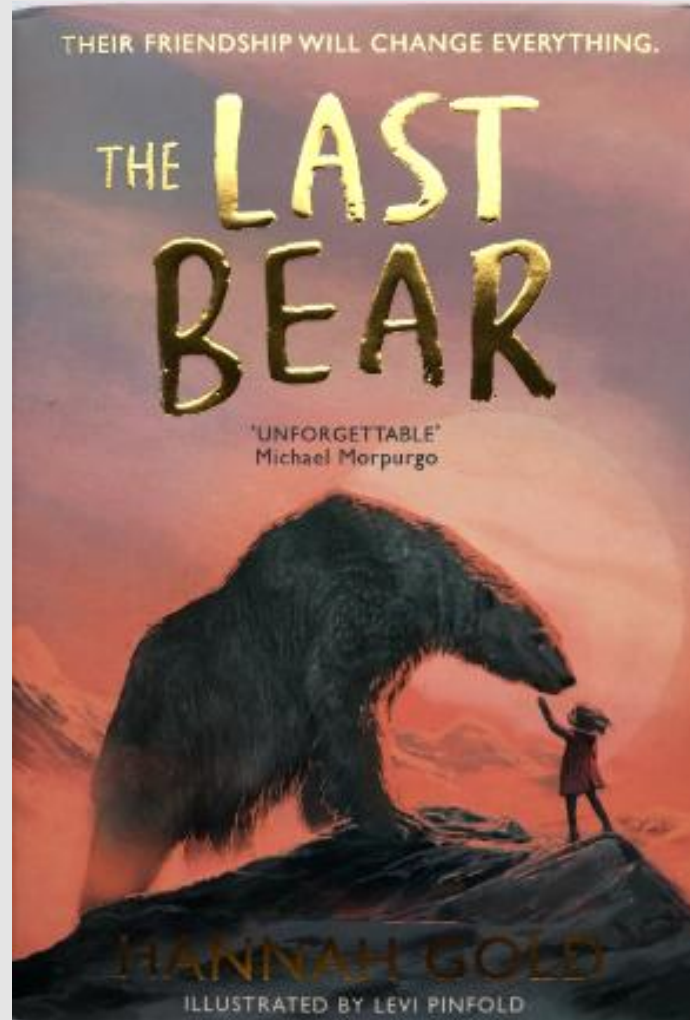
**Visual Starter
Comprehension Questions**



**MASTER
READERS**



LO: I can develop my comprehension skills.



MASTER
READERS





LO: I can develop my comprehension skills.

Retrieve – What is being burnt?

Infer – Why do you think it has been set alight?

Vocabulary– What is the different meaning could the work bark have?

LO: I can develop my comprehension skills.



Retrieve information from the text:

- Identify the key word or phrase of the question.
- Think about the type of answer you are looking for (e.g. a name, place or number).
- Scan the text to find the answer.
- Copy the information from the text into your answer.

Make inferences and justify these with evidence:

- Read the question and identify the key words.
- Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).
- Scan the text for any clues.
- Think about the clue plus your own knowledge and experiences to create an answer.
- Use evidence to explain your answer.

Explore the meaning of words and phrases in context:

- Find the key word or phrase in the text.
- Read the sentences around this word to see if they help explain the meaning.
- Look for the root words to help you work out the meaning.
- If appropriate, check the meaning in a dictionary.
- Write an explanation of the meaning in this context.



LO: I can develop my comprehension skills.

Retrieve information from the text:

- **Identify the key word or phrase of the question.**
- **Think about the type of answer you are looking for (e.g. a name, place or number).**
- **Scan the text to find the answer.**
- **Copy the information from the text into your answer.**

What did April do before she grabbed a handful of fur and slide her leg over bear? (Page 147).



LO: I can develop my comprehension skills.

Retrieve information from the text:

- **Identify the key word or phrase of the question.**
- **Think about the type of answer you are looking for (e.g. a name, place or number).**
- **Scan the text to find the answer.**
- **Copy the information from the text into your answer.**

What did April do before she grabbed a handful of fur and slide her leg over bear? (Page 147).

Before April grabbed a handful of fur and slid her leg over bear she took a deep breath to steady her breath.



LO: I can develop my comprehension skills.

Make inferences and justify these with evidence:

- Read the question and identify the key words.
- Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).
- Scan the text for any clues.
- Think about the clue plus your own knowledge and experiences to create an answer.
- Use evidence to explain your answer.

Why do you think April 'shook herself' after bear disappeared from sight? (page 151).



LO: I can develop my comprehension skills.

Make inferences and justify these with evidence:

- Read the question and identify the key words.
- Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).
- Scan the text for any clues.
- Think about the clue plus your own knowledge and experiences to create an answer.
- Use evidence to explain your answer.

Why do you think April 'shook herself' after Bear disappeared from sight? (page 151).

April shook herself after Bear disappeared because she had been daydreaming or in a trance while watching him walk away.



LO: I can develop my comprehension skills.

Explore the meaning of words and phrases in context:

- Find the key word or phrase in the text.
- Read the sentences around this word to see if they help explain the meaning.
- Look for the root words to help you work out the meaning.
- If appropriate, check the meaning in a dictionary.
- Write an explanation of the meaning in this context.

Why does the author use the word 'honey' to describe the effect of the sun shining on them? (page 156)



LO: I can develop my comprehension skills.

Explore the meaning of words and phrases in context:

- Find the key word or phrase in the text.
- Read the sentences around this word to see if they help explain the meaning.
- Look for the root words to help you work out the meaning.
- If appropriate, check the meaning in a dictionary.
- Write an explanation of the meaning in this context.

Why does the author use the word 'honey' to describe the effect of the sun shining on them? (page 156)

The author uses the word 'honey' to describe the effect of the sun shining on them because he wants to tell us that it is enjoyable to be in the sun and that the moment shared is sweet.

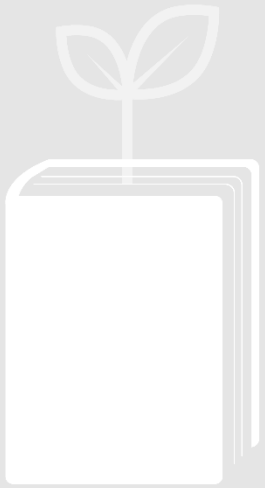


The Last Bear

Week 6 lesson 5

FRIDAY

Review



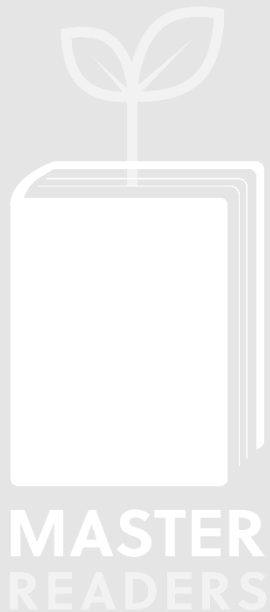
**MASTER
READERS**



LO: I can review selected texts.

N.S. Look reflect on the chapters we have read this week.

What interesting features are used by the author to engage the reader?



LO: I can review selected texts.

Choose five key events to summarise the story

What do you think April will do now that she knows where Bear lives?

Why does Bear live in the cave so far away from people?

Hannah Gold is releasing a sequel called – FINDING BEAR. What would you call the next book? Why?



Using the question stems write three questions using the analyse, evaluate and create sections

Choose some new vocabulary that you have learnt whilst reading the text and don't forget to write a definition of what they mean.

