

<b>Date:</b>	<b>Year Group: Reception</b>
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<p><b>Text:</b> Bears Don't Cry! by Emma Chichester Clark</p>	<p><b>Linked texts:</b>                  Bears don't read by Emma Chichester Clark                  Goldilocks and the three bears                  Paddington bear                  Nothing                  We're going on a bear hunt                  Peace at last</p>	<p><b>Curriculum links:</b>                  Animals - understanding the world                  Sorting animals - mathematics                  PSED and exploring children's emotions                  Communication and Language                  Writing own stories                  Teddies in book area                  Teddies in role play area</p>
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<p style="font-size: 2em; color: #DAA520;">Enjoy </p>	<p style="font-size: 2em; color: #A9A9A9;">Decode </p>
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<p style="font-size: 2em; color: #D2691E;">Define </p>	<p style="font-size: 2em; color: #DAA520;">Sequence </p>	<p style="font-size: 2em; color: #3CB371;">Infer </p>	<p style="font-size: 2em; color: #3CB371;">Predict </p>
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<b>Session 1: Get Ready</b>	<b>Assessment Notes and Next Steps for Learning</b>
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**Hook**

Leave a teddy bear on your chair and ask the children if they know where it has come from? Invite responses from the children and talk about teddy bears that they may have at home or are in the classroom.

**Background Knowledge and Experiences**



Ask the children if they can think of any stories they have read based on bears. *What are the characters like in these stories? (Some are scary and some are friendly)*

*Are any bear characters we know of friends with humans?*

Link the story to children's own experiences too: *Have they seen a bear in real life on a visit to the zoo? Have they visited the library like the bear in the story? Have they been excited about changing a reading book? Have they got a pet at home? How would people feel if it escaped?*

### **Vocabulary Focus (word meaning plus decoding if relevant)**

- **Key Vocabulary**

1. ordinary
2. summerhouse
3. belonging
4. wondered
5. strolled
6. ambling
7. mysteriously
8. shrieked

For each word, give a definition and show children an image/video/action to show what it means. Give children the word within a sentence and ask them to act it out/draw a picture/explain what it means to their partner, to consolidate their understanding. *You may not want to discuss all 8 words, this will depend on the cohort of children you have and the time of year in which you teach this.*

e.g.

#### **Summerhouse**

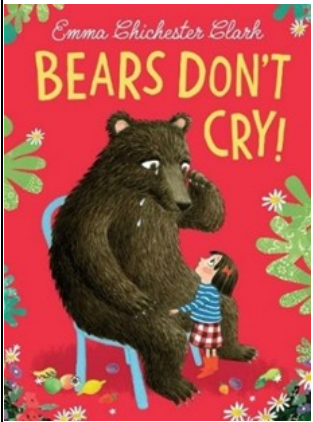
*a small building in a garden, used for sitting in during fine weather*





He lived in the summerhouse in a garden belonging to his dear friend Clementine, and her mother.

### Predictions



1. Show children just the illustration from the front cover: *Who can we see? What are the characters doing? Do we think this book will be fiction (a story) or non-fiction (teaching us facts)? How do we know?*
2. Show children the full front cover. *Can you spot the title? And the author's name? Read the title. What do you notice about the title and the picture? What is included at the end of the title? Explain how the exclamation mark makes us read aloud using a different voice to show surprise/annoyance*

### Session 2: Time To Talk

### Assessment Notes and Next Steps for Learning

### First Read

Share the text with the children, focusing on reading for enjoyment. Look at the illustrations together. Teacher to decode and children to follow, joining in where possible.

### Reading Gems



Ask children to recap what happened in the story to their learning partners, then together talk through the events. You may discuss: *How are the humans behaving? What are they saying? How would you feel? How do you think they are feeling? Why?*

Explain that we will be focusing using the words and pictures to work out how characters are feeling, this can sometimes be called infer.

**I do: Teaching Focus (Modelling)**

As you are re-reading the text, model using the pictures to infer how characters are feeling, combined with the text. You might say 'I wonder what will happen next?' or "I would feel confused if the shops started to close on me' a

*After you have read the story modelling your thought process, tell the children*

*Is Clementine scared of George the bear? How do we know? Share your thought process with the children:*

**I don't think Clementine is scared of George, as she is sat reading with him on the picture and they both look very happy. The book says she is his "dear friend".**

**We do: Practise through discussion (back and forth talk)**

Depending on the children, you may want to model some more questions or ask these questions to the children:

*Why did George decide to go to the library? Was he pleased that he did?*

**We know George loved reading when Clementine went to school and her mother went to work. The story tells us that one day he had finished his book early, so the book said he decided to be brave and go to the library by himself. This must be because he didn't want to wait until Clementine and her mother came home. On his way to the library, he is smiling and George wonders, "Why have I never done this before?" which shows he thinks it is a good idea.**

*How do we know that the other adults and children were afraid of George when they saw him walking in the town?*

**We know this because of the words and the pictures. It says that there was "a panic all over town". The story tells us that all the shops were closing, and George didn't understand why. On the pictures, everybody looks very scared and are rushing away from where George is.**

*How do you think George feels? How do we know?*

**George doesn't understand why everything is suddenly closing when he gets there, so he must feel confused. When he gets to the café, George says "I'm sure it was open a moment ago", meaning he doesn't realise that the staff have locked the door and are hiding from him. We can see that from the picture too. He thinks everyone has vanished.**

**You do (optional)**

Show children the image from the text and discuss what is happening in the scene. Ask children to think about what the characters would be saying and what the George the bear would be thinking. Explain that this activity will be in the book area if children want to use the sound buttons to record what the bear might be saying.



**Session 3: Book Club**

**Assessment Notes and Next Steps for Learning**



<p>Reread the story or extract and encourage children to join in with parts of the story that they can.</p> <p><b>Text:</b> Share with the children your favourite part of the story. Explain to them why you felt this was your favourite part. Encourage the children to tell each other and the whole group/class.</p> <p><b>Linked Texts:</b> Explore books by the same author or with similar themes and make personalised book recommendations, encourage the children to do the same. Ensure that copies of the books are in the book area.</p> <p><b>Curriculum Opportunities:</b> Create links to different areas of learning and encourage children to explore any linked provision within the classroom.</p> <p><i>If extracts are used within the Reading Gem sessions from texts that will not be used for Storytime or other inputs then we advise that you ensure a copy of the book is available for children to read independently afterwards.</i></p>	
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**Adaptive Teaching Notes**

<b>Support</b>	<b>Challenge</b>
<p>Depending on the needs of the children, some children may benefit from listening to the story and hearing their peers discussing emotions and the feelings of characters. Children could then extend their learning by looking at pictures of different emotions and/or a familiar adult showing different emotions then discussing the feelings. Some children may be able to identify feelings from discussion, other children may need further opportunities to explore this as they develop their understanding.</p>	<p>Encourage children to find books that link, without the character of a bear within the book. Ask the children to explain why the books link and discuss what was similar and different between the books.</p>

