

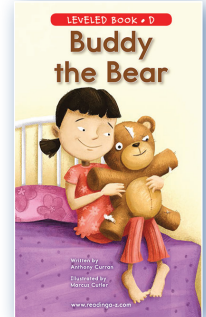
### Focus Question:

*How does Buddy the Bear change during the story?*

### Book Summary

Text Type: Fiction/Realistic

Buddy is an old and beloved stuffed animal who is starting to fall apart. In *Buddy the Bear*, a girl and her parents find creative ways to keep Buddy in one piece. Colorful illustrations, simple sentences, and repetitive phrasing provide support for early emergent readers. This story can be used to teach students about comparing and contrasting and simple subjects.



### Lesson Essentials

#### Instructional Focus

- ☐ Visualize to understand text
- ☐ Compare and contrast information
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant /b/ sound
- ☐ Identify initial consonant *Bb*
- ☐ Identify and use simple subject
- ☐ Identify and use the high-frequency words *new*, *old*, and *we*

#### Materials

- ☐ Book: *Buddy the Bear* (copy for each student)
- ☐ Compare and contrast, initial consonant *Bb*, simple subjects worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *new*, *old*, *we*
- **Words to Know**  
**Story critical:** *different* (adj.), *fall apart* (v.), *lost* (adj.), *loved* (v.), *old* (adj.), *teddy bear* (n.)
- **Academic vocabulary:** *different* (adj.)

### Guiding the Reading

#### Before Reading

##### Build Background

Give each student a sheet of paper and have students draw a picture of a special stuffed animal or toy. Invite students to work in small groups to share their drawings and tell their classmates what makes the stuffed animal or toy special and how they take care of this object. Invite volunteers to share their drawing and their discussions with the class.

##### Introduce the Book

- Give students their copy of *Buddy the Bear*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 3 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.

##### Introduce the Comprehension Skill:

##### **Compare and contrast**

- Explain to students that one way to understand new information in a book is to organize it by describing how objects are alike and different. Explain that considering how objects are alike is called *comparing* and noticing how objects are different is called *contrasting*.

### Guiding the Reading (cont.)

- Draw a Venn diagram on the board and write *compare (alike)* in the center and *contrast (different)* on the outer sides of the diagram. Write *stuffed animal* on one side of the diagram and *pet* on the other side. Have students work with a partner to compare and contrast a stuffed animal and a pet. Invite students to share their discussions and record their findings in the Venn diagram. Point out that the ways these things are alike should be recorded where the circles overlap and the ways in which they are different are recorded in their respective circles.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to the students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about Buddy the Bear. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Who is Buddy the Bear?* (level 1) page 3
- *How is Buddy the Bear different when the dog brings him back?* (level 1) page 5
- *How is Buddy the Bear different after he loses his ear and his eye?* (level 2) pages 8 and 10
- *How does the girl feel each time something on Buddy the Bear is broken?* (level 3) multiple pages
- *How does the girl feel at the end of the story when Buddy looks different?* (level 1) page 11

#### Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide important information for the reader. Point out that illustrations often tell you many things that are not written by the author. Reread page 8 aloud

as students follow along. Have them work in small groups to look at the illustration and discuss how it gives more information than is written by the author. Invite volunteers to share their discussions with the class. Repeat this process with several other illustrations in the story.

### Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the book.
- Direct students to the class Venn diagram and review the meaning of *compare* and *contrast*. Create a new Venn diagram and add the labels *Before Buddy Loses an Arm* and *After Buddy Loses an Arm*.
- Model comparing and contrasting.  
**Think-aloud:** *As I read, I pause to think about how Buddy changes throughout the story. For example, after the dog tears off Buddy’s arm, the dad replaces it with a stuffed sock and Buddy looks different than he did before. There are some things about Buddy, however, that are the same after he loses his arm. For example, Buddy still has two ears and two eyes. I will record this information in the Venn diagram.*
- Record the differences seen in Buddy before he loses his arm and after it is fixed in the Venn diagram on the board. Have students work with a partner to discuss more similarities and differences. Invite volunteers to share their findings and model how to record this information on the Venn diagram.
- Model how to complete the **compare-and-contrast worksheet**. Have students discuss where they located each detail on the Venn diagram.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Have students share their work in groups. Invite students to share their findings with the class.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. They should include the following: *During the story, Buddy changes in the following ways: his arm is replaced with a sock, his eye is replaced with a button, and his ear is replaced with a pom-pom.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant /b/ sound

- Say the word *bear* aloud to students, emphasizing the initial consonant /b/ sound. Have students say the word aloud and then say the /b/ sound. Have students practice saying the /b/ sound to a partner.
- Read pages 3 through 5 aloud and have students stand up and sit down when they hear a word containing the initial consonant /b/ sound.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the consonant /b/ sound: *both, balloon, old, big, animal, bell, fin, bit, and boat.*

##### Phonics: Initial consonant Bb

- Write the word *Buddy* on the board and read it aloud with students.
- Have students say the /b/ sound aloud. Then, run your finger under the letters in the word *Buddy* as students say the whole word aloud. Ask students to identify which letter represents the /b/ sound in the word *Buddy*.
- Have students practice writing the letter *Bb* on a separate piece of paper or dry-erase board while saying the /b/ sound.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant *Bb*: *bet, bell, bat, bank, bat, bin, and bun*. Invite volunteers to come to the board and add the initial consonant *Bb* and read each word aloud.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-Bb worksheet](#). If time allows, discuss their answers.

##### Grammar and Mechanics: Simple subjects

- Explain to students that every sentence has a *subject*, or a *noun that the sentence is about*. Explain that a subject can be a person, an animal, or even an object. Point out that often the subject is performing the action in the sentence.

- Write the following sentence on the board: *Buddy the Bear began to fall apart*. Read the sentence aloud with students. Ask students to point to the subject in the sentence (*Buddy the Bear*).
- Write several sentences about Buddy the Bear and his family on the board. Read each sentence aloud to students. Have students work with a partner to identify the subject. Invite volunteers to come to the board and circle the subject of each sentence.
- **Check for understanding:** Have students review the story with a partner to underline the subject of each sentence and circle the predicate. Review students' findings as a class. Discuss with students how all sentences must contain a subject and a predicate.
- **Independent practice:** Introduce, explain, and have students complete the [simple subject worksheet](#). If time allows, discuss their answers.

##### Word Work: High-frequency words *new, old, we*

- Write the words *new, old, and we* on the board and read them aloud with students. Explain to students that they will often see these words in stories they read and they should memorize them so they can decode them right away.
- Spell each word aloud while students write letters in the air and then in the palm of their hand.
- Have students work with a partner to create oral sentences using the words *new, old, and we*. Call on students to share their sentences with the class and have students give a thumbs-up signal if the words are used correctly.
- **Check for understanding:** Invite students to review the story independently and have them highlight each occurrence of the words *new, old, and we*. Review students' work together as a class.

##### Connections

- See the back of the book for cross-curricular extension ideas.