



About the Book

Text Type: Fiction/Personal Account/Mystery Page Count: 12 Word Count: 155

Book Summary

Clare can't find her toy bear. Her big sister, Beanie, pitches in to help solve the mystery. In the end, the clues and the story illustrations lead the reader to the bear's hiding place.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions


Objectives

- Use the reading strategy of making predictions and then revising or confirming them to understand and remember events in a fictional story
- Draw conclusions
- Discriminate *r*-controlled vowel sounds
- Understand and identify *r*-controlled vowels
- Understand and identify quotation marks
- Understand and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*Beanie and the Missing Bear* (copy for each student)
- Chalkboard or dry erase board
- **Conclusions, *r*-controlled vowels, quotation marks worksheets**
- **Discussion cards**

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- **High-frequency words:** *I, in, it, my, on, that, the*
- **Content words:** *Beanie, bear, blanket, chair, Chomps, Clare, Danny, detective, mysteries (mystery), sister, strange*

Before Reading

Build Background

- Ask students if they have ever lost or misplaced a toy or something special. Were they able to find it? How did they go about solving the mystery of their lost toy? Did anyone in their family help them by acting as a detective?

Preview the Book

Introduce the Book

- Show students the front and back covers and read the title with them. Have students tell what they think the book is about. Ask them to predict which character is Beanie.

Lesson Plan *(continued)*

Beanie and the Missing Bear

- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that one way to remember information in a story is to make predictions about what might happen.
- Model making predictions.
Think-aloud: As I look at the illustrations on the front and back covers of the book, I am predicting that the kids on the covers are going to try and help find the missing bear. The older girl, with the magnifying glass, might be the one who finds the bear. I will have to read the story to find out more about the missing bear and see who finds it.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, ask students to talk about the pictures and use the vocabulary they will encounter in the text.
- Reinforce new vocabulary by incorporating it into a discussion of the illustrations. For example, on page 3, you might say: *Beanie looks as if she is going to be a detective and solve the mystery of the missing bear.*
- Introduce or remind students that they can help themselves when they come to a tricky word by checking the pictures, thinking about what they have read, and masking parts of an unknown word with their finger.
- Model the masking strategy students can use. For example, point to the word *detective* on page 3. Have students use a finger to cover all of the word except *de-*. Uncover the next part of the word, *-tec*, and finally uncover the last part, *-tive*. Then read the sentence to students and ask if the word *detective* makes sense and looks right.

Set the Purpose

- Have students read the book to find out how, or if, Beanie is able to find the missing bear.

During Reading

Student Reading

- **Guide the reading:** Give students their books and have them put a sticky note on page 7. Tell them to read to the end of this page. Have students reread the pages if they finish before everyone else.
- When they have finished reading, ask students what words were difficult for them.
- Model revising or confirming predictions.
Think-aloud: I predicted that the kids on the cover might find the missing bear. I was on the right track with that idea! As I was reading, I predicted that the bear was under the chair in the living room, but it was a sock instead. Now I will have to change, or revise, my prediction. I noticed, as Beanie did, that their dog Chomps took the sock that was under the chair. I wonder if Chomps has hidden the bear somewhere.
- Tell students to read the remainder of the story, remembering to revise or confirm their predictions as they read.



Tell students to make a small question mark in their books beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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.

Reflect on the Reading Strategy

- Ask students to explain how making predictions and then revising or confirming those predictions helped them understand the story (by thinking about the story in advance and becoming actively engaged while reading the story).
- **Think-aloud:** *When I came to the part where Danny put the rabbit from Chomps's bed in his blanket, it made me look closely at the blanket that Danny was carrying around. I quickly realized that it was Danny who could help with the missing blanket, and I revised my prediction again. Thinking about my predictions and changing them along the way helped me stay involved in the story and helped me understand it.*

Teach the Comprehension Skill: **Draw conclusions**

- **Discussion:** Invite students to talk about some of the clues that Beanie used to solve the mystery of the missing bear.
- **Introduce and model:** Tell students that one way to understand and remember new information is to sketch a simple picture of the setting. (Students may confuse the term *draw conclusions* with the drawing exercise. Clarify as necessary.) Have students turn to page 4 and ask what Beanie is using to help her draw conclusions about the mystery. (She is sketching clues on a notepad.) Explain that the sketches help Beanie remember what is in the room and what it looks like. Model sketching a familiar location in the classroom, such as the teacher's desk or calendar area, where an item has been misplaced. Have students tell how the visual image helps them to draw conclusions about the location.
- **Check for understanding:** Have students turn to page 9 and reread the page. Have students look closely at the picture of Beanie and Clare's little brother Danny. Ask students to describe the picture in detail so that a volunteer can sketch the image on the board (the sketch should include Danny with two blankets; one blanket should have his rabbit wrapped inside, while the other blanket next to him should have part of another animal, the bear, showing). Using the sketch, have students draw a conclusion about the missing bear. (Danny had it wrapped in his old blanket.)
- **Independent practice:** Introduce and explain how to complete the [conclusions worksheet](#). Have students sketch at least three of the clues that Beanie used to find the bear.
- **Extend the discussion:** Review the various images students used to draw conclusions.

Build Skills

Phonological Awareness: Discriminate sounds

- Say the words *bear* and *hair*, and ask students what is the same about the words. (They rhyme because they both end with the /air/ sound.)
- Tell students that you are going to say some words one at a time. You want them to clap when they hear words that end like *bear* and *hair*. Use the following words: *chair, door, care, her, pear, fair, stair, car, poor, fur, scare, and share*.
- If students have difficulty discriminating the sound, say the two words slowly, emphasizing the sounds, such as in *hair* and *her*.

Phonics: R-controlled vowels

- Write the word *bear* on the board. Have students find the word on the cover or title page and read the title in which it is found.
- Explain that vowels usually make their long or short sound with the vowel *a* (as in *cake* and *cat*). But the vowel sounds can change when they are followed by the letter *r*. Ask students what ending sound they hear in *bear* (/air/). Have students brainstorm words that rhyme with *bear*, and list or group the words according to their spelling patterns (as in *-are, -air, and -ear*) on the board. After brainstorming, have students read the words together.



Have students circle examples of *r*-controlled vowels, such as *bear*, in their books (*Clare, bear, chair*).

- For additional practice, have students complete the [r-controlled vowels worksheet](#).

Grammar and Mechanics: Quotation marks

- Review or explain that there are special marks, called quotation marks, that are used to show when someone is speaking. Say: *If I am writing and I want to show when someone is speaking, I enclose the words in quotation marks. All the other words that are not spoken words are outside the quotation marks.* Model by writing a sentence on the board: *I like reading stories, said the teacher.* Read the sentence together as a group and discuss which words are the spoken words (*I like reading stories*). Model writing quotation marks around the spoken words. Encourage students to generate one or more examples of sentences that require quotation marks and have volunteers write the quotation marks in the appropriate places.
- Have students turn to page 5. Ask students to reread the page, locating the quotation marks. Ask students to tell who was talking in the sentence (*Clare*) and what she said (*I left my bear in that chair*).
- Introduce and explain the [quotation marks worksheet](#). Have students read each sentence and write quotation marks around the spoken words.

Word Work: Content vocabulary

- Check for students' understanding of content vocabulary words (*Beanie, bear, blanket, chair, Chomps, Clare, Danny, detective, mysteries (mystery), sister, and strange*) by observing their reading and returning to any words that they question marked.
- For especially challenging words, have students orally generate sentences that use the vocabulary words in meaningful ways.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading
Writing and Art Connection

Have students pretend they are detectives looking for a lost item, such as a pair of glasses, a ring, or a shoe. Have students draw a picture that shows where they are searching and what they have found. Have them write a sentence that describes a clue from the picture, similar to the clue in the book. (There is something strange about Danny's old blanket.) Have students exchange their drawings and clues to see if their classmates can solve the mystery—tell what and where the lost item is.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- understand and remember a fictional story by using the reading strategy of making predictions and then revising or confirming them as necessary
- use sketches to draw conclusions
- discriminate *r*-controlled vowel sounds
- understand and identify spellings for *r*-controlled vowels
- understand and identify quotation marks
- understand and use content vocabulary

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)