



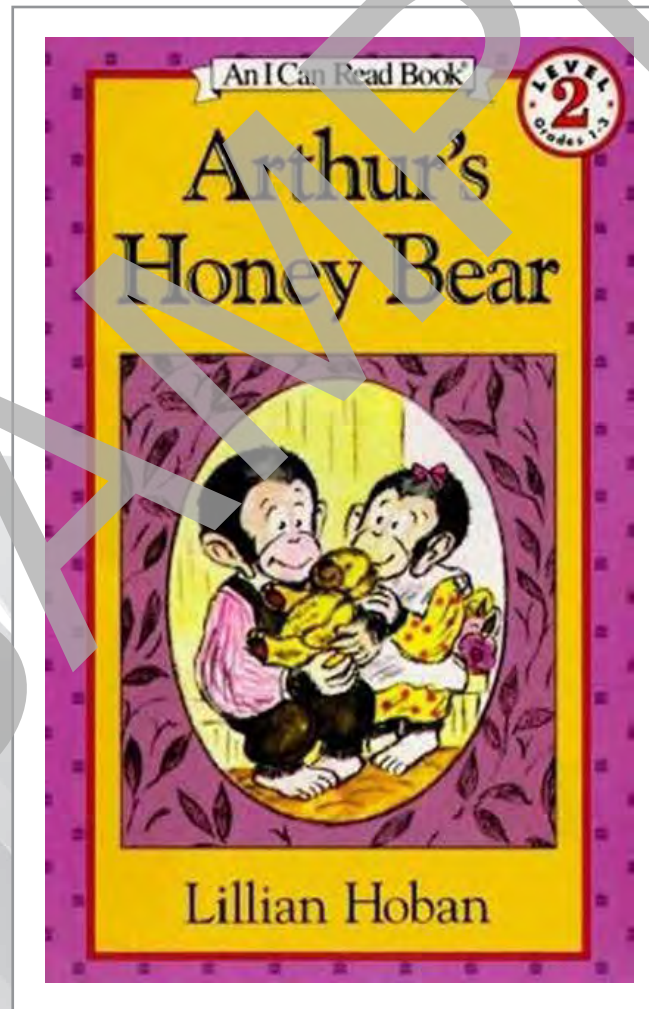
**TEACHER GUIDE**

**GRADES K-3**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Arthur's Honey Bear

Lillian Hoban



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Arthur's Honey Bear

Lillian Hoban

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Skills and Strategies

### Thinking

Brainstorming

### Vocabulary

Synonyms

### Comprehension

Predicting, comparison/  
contrast

### Literary Elements

Characterization, story  
elements

### Writing

Story writing

### Listening/Speaking

Discussion, interviewing

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## Summary

Arthur prepares his “old junk” for a Tag Sale. He is undecided about selling his Honey Bear, given to him by his father when he had the chicken pox. Violet, Arthur’s younger sister, eventually buys Honey Bear for thirty-one cents, a brand-new coloring book, crayons, and a half of a box of Cracker Jack with the prize still in it.

As Violet plays with Honey Bear, Arthur realizes that he made a mistake by selling his beloved bear. He feels sad, but after thinking things through, Arthur becomes happy once again as he takes on the role of Honey Bear’s uncle.

## About the Author

Lillian Hoban was born May 18, 1925, in Philadelphia, Pennsylvania. She married Russell Hoban, an author and illustrator, January 31, 1944.

Hoban had always wanted to be an illustrator. She attended the Philadelphia Museum School of Art. However, when she married, she gave up illustrating to study dance professionally at the Hanya Holm School of Dance. After the birth of her third child, she began to illustrate her husband’s books for children, as well as those of other writers. She eventually wrote and illustrated her own books.

Hoban finds drawing “completely satisfying and cozy.” She usually works in black and white, or in two colors. The illustrations for *Bread And Jam For Frances*, and several others, were done in pencil. She also uses pen and ink wash.

## Initiating Activities

You may choose to do one of these activities before reading the story and the other activities after reading the story. However, they are appropriate at any time.

1. **Favorite Stuffed Animals:** Bring a stuffed animal to class, one of your own or one borrowed from a child.

Show the animal to the students. Tell them that you (or the owner of the stuffed animal) really like the animal and would feel bad if anything happened to it. Discuss feelings related to special toys, etc.

Ask the students to each bring in one favorite stuffed animal. Specify the day.

Allow students to share their feelings about the animals that they have brought into school.

Would they trade this animal for something else? Discuss.

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## Attribute Web

The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

The diagram is an attribute web. It consists of a central circle with a horizontal line inside. Four lines radiate from the circle to four rectangular boxes: 'Acts' (top-left), 'Feels' (top-right), 'Looks' (bottom-left), and 'Says' (bottom-right). Each box has four numbered lines (1-4) extending from it for notes. A large 'SAMPLE' watermark is overlaid diagonally across the entire page.

**Acts**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Feels**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Looks**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Says**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

---

## Pages 40-45

### Vocabulary

thirty-one 41      brand-new 41      special 42      purple 43  
broken 43

### Discussion Questions and Activities

1. What is Arthur's immediate reaction to Violet's offer to buy Honey Bear? (Page 41, "You don't have any money.")
2. How does Arthur feel as Violet adds more things to her offer for Honey Bear? (Pages 41, 42, and 43, Arthur tells Violet that he just might want to keep the bear himself.)
3. How do you think Arthur feels when he says, "He wants me to take care of him," about Honey Bear? (Page 43, Answers will vary.)
4. What is the final deal that Arthur makes with Violet? (Page 44, Violet gives to Arthur thirty-one cents, a coloring book, her crayons, and a half a box of Cracker Jack with the prize still in it, and Arthur gives Violet Honey Bear.)
5. If you had been Arthur, would you have made the same deal? (Answers will vary.)
6. Violet and Arthur enter into negotiation over the selling/buying of Honey Bear. What is negotiation? Is it like making a deal? Act out that part of the story.
7. Prepare an attribute web for Arthur. (See pages 7-9 of this guide.)

## Pages 46-52

### Vocabulary

mail-box 47      fortune 48      wrapper 48      tutu 50  
necklace 50      bonnet 50      clothes 50

### Discussion Questions and Activities

1. How do you think Arthur feels after he sells Honey Bear? (Answers will vary.)
2. How does the illustrator help you make your decision about Arthur's feelings? Look at the illustrations on pages 46-49. Discuss the role of the illustrator.
3. What does Arthur's Cracker Jack fortune say? (Page 48, It says, "Someone you love is gone.")
4. What does the Cracker Jack fortune mean? How do you think it makes Arthur feel? How would you feel? (Answers will vary.)
5. Why do you think that Arthur chose to color a picture of a boy holding a teddy bear? (Answers will vary. The illustration is on page 49.)

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## Honey Bears

Choose one of these bears. Use the vocabulary words on the bear in a story. Write and illustrate the story.

Bear 1



Bear 2

