



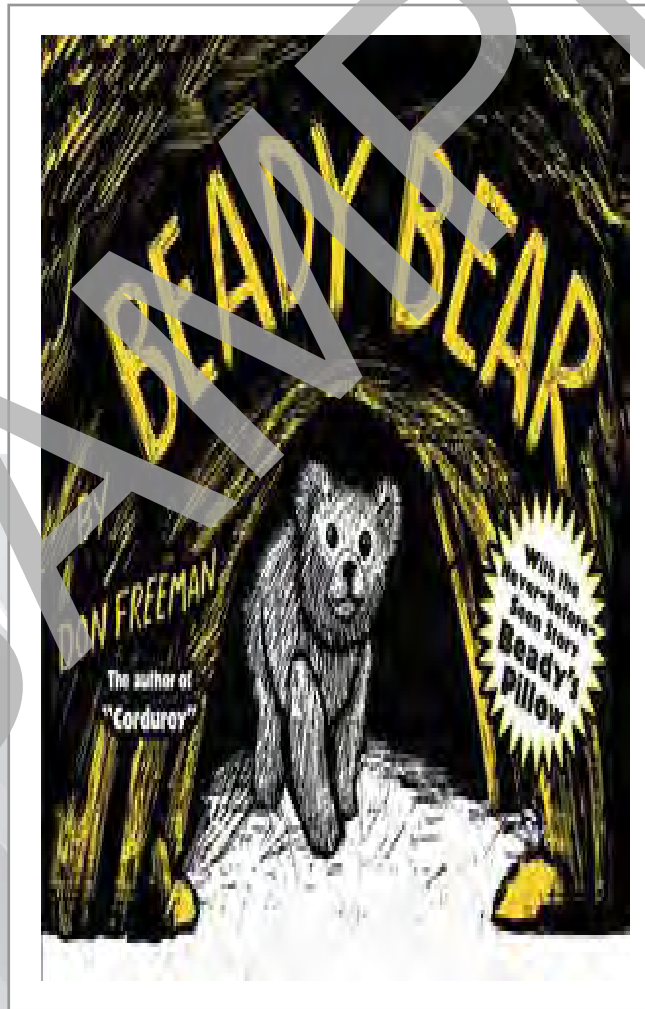
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Beady Bear

Don Freeman



READ, WRITE, THINK, DISCUSS AND CONNECT

Beady Bear

Don Freeman

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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Summary

Beady, a wind-up bear belonging to a boy named Thayer, learns that real bears live in caves. When left alone for a while, Beady decides to try the life of a real bear. After locating a cave, Beady tries to make it comfortable with things from home. However, something is missing!

About the Author

Don Freeman was born August 11, 1908, in San Diego, California. He married Lydia Cooley, an artist, in 1931. Don Freeman died in 1978.

As a child growing up in California, Freeman and his brother Warren were placed with a new guardian named Mrs. Blass. Their father would visit them on Sundays, his only day off from work. After a few years, Mrs. Blass and the boys moved to San Diego, and Mr. Freeman moved with them.

Don's father loved the theater, and took the boys whenever he could. When Don was ten years old, he received a trumpet for his birthday. He taught himself to play by listening to records of the current orchestras, and he taught himself well.

As a graduation gift from high school, Don's grandmother gave him a summer school course in art at the San Diego School of Fine Arts. He found that lithographic medium suited his temperament. This gave him the start of a new ambition.

Freeman took small-time engagements to play the trumpet so that he could earn the train fare to New York, where he hoped to go to art school. In 1929 he wound up hitch-hiking from California to New York, playing the trumpet across the land to earn money to live on as he traveled.

He played the trumpet with jazz bands in New York to pay for his studies at the Art Students League. While trying to decide between trumpet and art in the early 1930s, he lost the trumpet on a subway train. The decision was made for him. He became a freelance artist, painter, and print maker. His work was seen in *The New York Times* and *The New York Herald Tribune* for more than twenty years. He then became an author and illustrator of books for children, having his first book published in 1951. His last book, *A Pocket For Corduroy*, was in press at the time of his death at age 69.

Initiating Activities

1. **Favorite Toys:** Play a recording of the song "My Favorite Things" as the students gather in a group. Ask each student in the group to tell what is his/her favorite toy. Record the responses, using tally marks to indicate duplications of choices if necessary. Is there a special reason that this toy is a favorite? Discuss. (See Bulletin Board Ideas on page 4 of this guide.)
2. **Camping Out:** Ask the students to share camping experiences. Then discuss the 5 W's of camping (Who? What? When? Where? Why?) After the discussion, students should draw camping pictures.
3. **Story Bears:** Ask the students if they have heard stories about special bears. What are the names of these special bears? (Winnie-The-Pooh, Paddington, Corduroy, Fuzzy, Kissyfur, Teddy, etc.) Record the names on sentence strips or similar sized paper, so that they may be placed on the bulletin board.

Bulletin Board Ideas

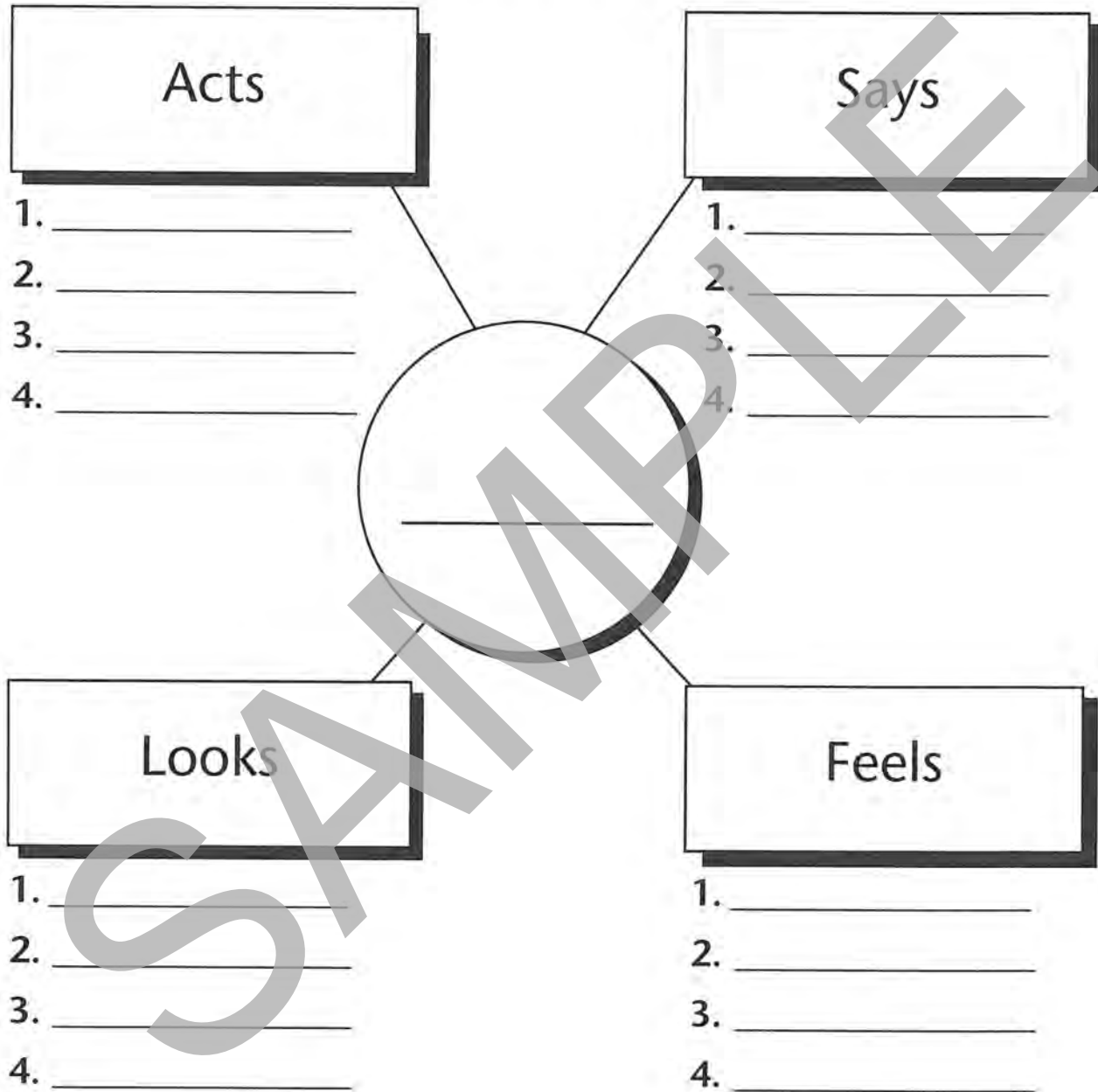
1. **Toys:** Cover the bulletin board with background paper. Wallpaper, paper tablecloths, and gift wrap all make quick coverings. Make a caption to go on the board, such as "Our Favorite Toys." If you have a favorite, put a picture of it on the board. It may be removed, if you wish, as the children make their contributions for display. After the children have discussed their favorite toys, allow each to make a painting or picture to go on the bulletin board. Have the child, or a volunteer, put a sentence on the picture to name the favorite toy.
2. **Camping Locations:** Cover the bulletin board with plain background paper. On it place a map. The extent that the children in your group have traveled and camped will indicate to you the kind of map that you will need. As the children discuss camping and the places that they have been, locate these places on the map. Use a map pin to mark the place and a string or piece of yarn to attach a sentence strip bearing the child's name. The name of the place will serve as a record of information for further activities. (See Post-reading Extension Activities, Which Way? on page 15 of this guide.)
3. **Story Bears:** Cover the bulletin board with background paper. Make a caption to go on the board, such as "Story Bears." Place the names recorded during the suggested initiating activity on the board. Ask for volunteers to make illustrations of the bears named, and place the illustrations with the names. Add to the board if the children think of more bears.

Introduce the Story

Show the cover of the book to the students. Make some predictions about the story.

Character Attribute Web

Directions: The attribute web below will help you gather the clues the author provides about a character in the novel. Fill in the blanks with words and phrases that tell how the character acts and looks, as well as what the character says and feels.



A central circle is connected to four rectangular boxes: "Acts" (top-left), "Says" (top-right), "Looks" (bottom-left), and "Feels" (bottom-right). Each box has four numbered lines for notes. A large "SAMPLE" watermark is overlaid on the diagram.

Acts

1. _____
2. _____
3. _____
4. _____

Says

1. _____
2. _____
3. _____
4. _____

Looks

1. _____
2. _____
3. _____
4. _____

Feels

1. _____
2. _____
3. _____
4. _____

Teacher Note

For the vocabulary words, you may wish to have students share their knowledge of the words before reading by writing simple definitions in their own words of what they think the words might mean. These activities are based on context and structural analysis. After reading, ask students to verify or to check the meaning.

Pages 1–6

Vocabulary	
belonged	1
favorite	2
suddenly	3
kerplow	3
unwound	3
gently	4
ought	6

Discussion Questions

1. Look at the illustration on the first page of the story. When does Thayer receive Beady Bear? Explain why you know the answer to the question. (*A portion of a Christmas tree is in the illustration.*) What else could have been placed in the illustration to indicate that Beady was a gift for a different occasion? List the suggestions.
2. After looking at the first three illustrations of the story, make some predictions. Who are the main characters of the story? Is this story make-believe or true to life? Why do you think so?
3. What does Beady do when he comes unwound? (*Page 3, "Beady would suddenly stop and topple over—kerplow!"*)
4. How does Beady get started again? (*Page 4, Thayer would take a key and gently wind Beady.*) Do you think that any key would do? Do you have a toy that needs to be wound with a special key? Describe the key that you use. If possible, bring the toy to show the group how to wind it.
5. Where does Beady sleep? (*Page 6, Beady has a small bed of his own next to Thayer's bed.*)
6. Why do you think that the author/illustrator used only black and white for his pictures?
7. Start an attribute web for Beady Bear. What words can be used to describe him? (*See page 9 of this guide.*)
8. Start a story map and fill it in as the story evolves. Many stories have the same parts: a setting, a problem, characters, a goal, and a series of events that lead to an ending or resolution of the problem. These elements can be placed on a story map. Just as a road map leads a driver from one place to another, a story map leads a reader from one point to another. (*See page 10 of this guide.*)

Pages 7–13

Vocabulary	
amused	8
cave	10
telescope	11
searched	11
spied	11

Discussion Questions

1. How do you think Beady Bear feels when he is left alone? (*Page 7, Answers will vary.*)
2. Has Beady ever been left alone before? (*Page 8, No; this is the first time.*)
3. What does Beady find out about bears from reading a book? (*Page 9, Beady reads that a bear is a brave animal that lives in a cave.*)

Beady's Journey Gameboard

