



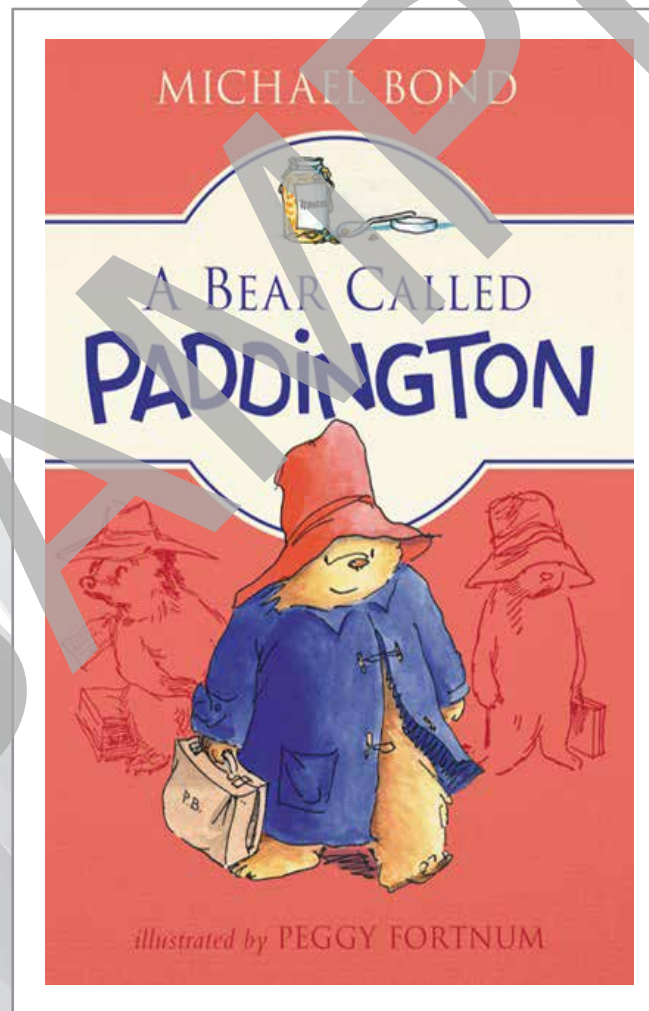
**TEACHER GUIDE**

**GRADES 3-5**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# **A Bear Called Paddington**

Michael Bond



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

# A Bear Called Paddington

Michael Bond

## 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

### Comprehension

Predicting, inference,  
comparison/contrast, cause  
and effect

### Literary Elements

Characterization, story  
elements

### Writing

Letters, synopsis, description

### Thinking

Brainstorming, research

### Vocabulary

Synonyms, British English,  
analogies, word mapping,  
multiple meanings

### Listening/Speaking

Discussion, drama

## Summary

One day Mr. and Mrs. Brown find a little bear sitting on a battered suitcase in Paddington Station (London). They have gone to the train station to pick up their daughter, and Paddington (as the Browns decide to call him) explains that he has just arrived in England as a stowaway from Peru. Mrs. Brown convinces her husband to take Paddington home, to the delight of their children, Jonathan and Judy. Even the housekeeper, gruff Mrs. Bird, seems to approve of Paddington's polite manners. Paddington gets into one piece of mischief after another, but manages to endear himself to almost everyone around him.

## Setting the Purpose

Previewing the book: Have students examine the cover. Ask: How many of you are familiar with Paddington Bear? What can you tell about him from the picture? Where does he seem to be? Why do you think he is wearing a tag? Where might he be coming from? Where do you think he will go? Who knows what place "Paddington" refers to? What do you predict the story will be about?

## Prereading Discussion Questions

1. On getting into mischief: Did you get into mischief often when you were little? What sorts of mischief do small children get into? Why? Do you ever get into trouble now?
2. On bears: What bears do you know from other stories? How are they alike? How are they different? Have you ever had a favorite teddy bear? What did you like about it?
3. On visiting: Have you ever gone to another country? What did you like about it? What did you find new and different? What didn't you like? How did you feel about it? Did any problems come up? Did you have any questions?

## Prereading Activities

1. Have students locate Peru and England on a map, tracing the route from one to the other. Have them find out a little about Peru's climate, its people, their language, and its native animals. Are there bears in Peru?
2. Have someone bring in a stuffed Paddington bear and have the group discuss how they suppose he acts.
3. Discuss with students the differences between REALISTIC FICTION and REALISTIC FANTASY. Have them help you fill in the following comparison chart.

REALISTIC FICTION	REALISTIC FANTASY
Characters: could be real	talking animals, etc., could not be real
Setting: real time and realistic place	time and place often could be real
Character's problems: could be real	characters often do not have real problems
Plot: could happen	some details could happen, others could not

## Chapter One, pp. 7–21

### Vocabulary

porters (7)  
trolley (8)  
bookstall (8)  
battered (8)  
stowaway (9)  
emigrated (10)  
marmalade (10)  
appealingly (10)  
irregular (11)  
distinguished (12)  
parcel (13)  
buffet (13)  
glistened (14)  
lamely (16)  
gingerly (18)  
earnestly (18)

### Discussion Questions

1. Where does the story begin? What characters do you meet? (*The story begins in Paddington Station, a train station in England. We meet Mr. and Mrs. Brown, the daughter Judy, who is on vacation from school, and Paddington Bear, who is a stowaway from Peru.*) Begin a story map and add to it as you read each chapter. (See activity sheet on page 6.)
2. Why did Paddington leave Peru? (*His Aunt Lucy had gone to a home for retired bears and wanted Paddington to have a better life.*)
3. On page 7 of the book, you can see a tag around Paddington's neck. Who probably put it there, and why? (*Aunt Lucy probably put it there to make sure that someone would take care of Paddington.*)
4. What is Paddington Bear like? (*He is quite dirty, but polite and confident.*) Begin an attribute web for him and add to it as the story progresses. (See activity sheet on page 8.)
5. Why does Mr. Brown look over his shoulder as if he expected a policeman to be watching (p. 9)? (*Paddington has admitted that he came into the country illegally from Peru.*)
6. How is Mr. Brown's attitude toward Paddington different from Mrs. Brown's? (*Mrs. Brown wants to take Paddington home so that he will be taken care of and enjoyed by the children, but Mr. Brown is more hesitant.*)
7. Why is the taxi driver grouchy about allowing Paddington into the car? (*Paddington is all sticky from the buns he has been eating at the buffet.*)
8. Why are Paddington's knees trembling as he walks up to the door of the Browns' house? (*Judy has just mentioned that the woman who looks after the children is "a bit fierce."*)

### Prediction

What will Mrs. Bird say when she sees Paddington?

### Supplementary Activities

1. Act out the argument the Mr. and Mrs. Brown are having with the taxi driver as Paddington and Judy walk up to the door of the house.
2. The author of this story, Michael Bond, uses British English. Begin a list of all the words you find in the story which are spelled differently from what you are used to (such as "colour"—page 9) or which sound different from the word you would use (such as letter-box instead of mailbox—page 21.)

## Sociogram

**Directions:** A sociogram shows the relationship between characters in a story. Complete the sociogram below by writing a word to describe the relationships between the characters. Remember, relationships go both ways, so each line requires a descriptive word.

