

# BEAR AND DUCK

by KATY HUDSON

## COMPREHENSION FOCUS

### Analyzing Characters

Track the Character's Feelings in the Beginning-Middle-End (B-M-E)

## STANDARD CORRELATION

Describe characters, setting, and major events in a story, using key details and illustrations.



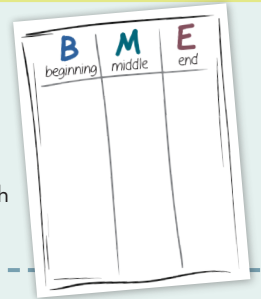
**SEL CONNECTION**  
Empathy

## PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 6, 21, and 32.

Create the anchor chart template as shown; it will be completed during the lesson.

Write the words *grumpy*, *disappointed*, and *delighted* on large sticky notes to place on the chart as you go through the lesson.



STEP  
**1**

## EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Today we will think about how the character is feeling at the beginning, middle, and end (B-M-E) of the story. Events in the story change how a character is feeling. When we retell a story and think about a character's feelings, we better understand the story. We can use the illustrations and the words to help us know a character's feelings. Retelling the story by using the character's feelings helps us understand the message the author may want us to get from the story.

STEP  
**2**

## INTRODUCE THE NEW BOOK

Bear is sick and tired of being a bear. Let's read to find out what happens when he tries to be something he is not.

STEP  
**3**

## READ AND DEMONSTRATE HOW TO USE THE STRATEGY

Display the sticky notes with the words *grumpy*, *disappointed*, and *delighted*. Discuss the meaning of the three words. On the sticky notes, draw a picture or an emoji of each word's meaning to help students remember that word. Have students turn and talk with a partner about a time when they felt grumpy.

Then say, *As I read you the story, we will stop at the beginning, middle, and end and retell what happened. After retelling a part, we will think about how Bear is feeling. We will use the key details and also the illustrations to help us. We will choose one of these words to describe how Bear is feeling. Point to the feeling words.*

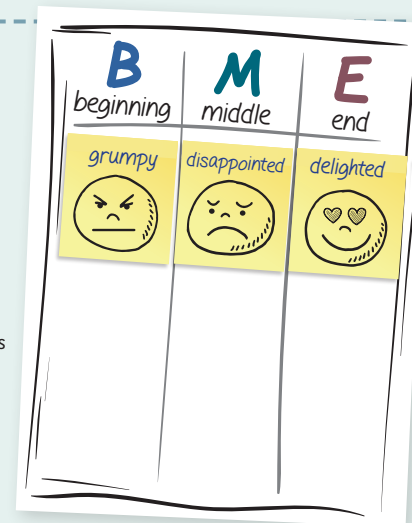
**Read pages 4-6.** *Bear was really tired of being a bear. He didn't want to sleep all winter, and he was really tired of bees. Bear even growled and said, "Leave. Me. ALONE!" Which word describes how Bear is feeling? Move the sticky note with the word *grumpy* under Beginning (B) on the anchor chart. Bear is feeling grumpy.*

**Read pages 7-21.** *Think aloud about the key details in the middle section of the text. Now how does Bear feel? Does he feel disappointed? Show a thumbs-up or thumbs-down. Move the word *disappointed* under Middle (M) on the anchor chart.*

*Turn and talk to your partner about how you think Bear is feeling. Listen to the partner pairs, and then share some of their ideas. Discuss evidence in the text that Bear really tries hard to be a duck, but while nest building, he lost an egg; while swimming, he splashed too much; and when he tried to fly, he crashed. Bear was really disappointed.*

**Read pages 22-32.** *This time, I want you to take turns with your partner retelling the end of the story. Think about how Bear is feeling at the end of the story. Listen to the partner pairs, and then share some of their ideas. Discuss why Bear is delighted. Move the word *delighted* under End (E).*

*Point to each word on the chart and retell the story using the words *grumpy*, *disappointed*, and *delighted*. Do you think the author has a message for us? I am thinking that sometimes our attitude can make things feel like everything is bad, but just changing our attitude can help us see things very differently in a positive way!*



STEP  
**4**

## INDEPENDENT PRACTICE

Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st). Draw three pictures of Bear to show how he was feeling in the beginning, middle, and end of the story. Display the pictures on the wall.

STEP  
1**REVIEW THE BOOK**

Use the anchor chart to help you retell the story. Students can retell the story with a partner.

STEP  
2**GENERATE THE SENTENCE(S)**

Help students generate a sentence about how Bear was feeling at the end of the story.

Possible sentence: *Bear learned he was delighted to be a bear.*

STEP  
3**INTERACTIVE WRITING**

*Let's write*, Bear learned he was delighted to be a bear. *Repeat that with me.* As students repeat the sentence, draw blank lines on a piece of chart paper to represent each word of the sentence.

Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Demonstrate proper letter formation on a dry-erase easel. Share the marker with students and have them help write any familiar sight words on the chart. As one student writes a letter on the chart paper, have other students practice letter formation by writing it on a small dry-erase board or in the air.

Reread the entire sentence. Display the chart paper next to the student pictures from Day 1.

STEP  
4**EXTEND AND CONNECT THE LEARNING**

Make a chart of a character's feelings and how and why they change when you read aloud other fiction stories.

