

DAY 1 WINNIE: THE TRUE STORY OF THE BEAR WHO INSPIRED WINNIE-THE-POOH

by SALLY M. WALKER illustrated by JONATHAN D. VOSS

LESSON 9

COMPREHENSION FOCUS
Analyzing Characters
 Who-What-Why

STANDARD CORRELATION
 Describe how reasons support specific points the author makes in a text.



SEL CONNECTION
 Responsibility

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: 5, 13, 17, 21, 25, and 31.

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

Who	What	Why

STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

When we read a story about a person's life, a biography, we think about who that person is, what important things they did, and why they did those things. This helps us to understand the reasons the author wants us to know specific points in the text. As readers, we can answer the Who and the What by reading the words and observing the illustrations. The Why is an inference. The answer will not be in the text or illustrations, but we must infer or think about the Why using the information we read.

STEP 2

INTRODUCE THE NEW BOOK

This is a biography about a veterinarian named Harry Colebourn. Read to see what happens when he finds a baby bear in a train station.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As I read aloud, we will stop and think: Who is this part about? What did they do? And why did they do it? Then we will add key words to the chart.

Read pages 2-5. Let's stop here and ask, who is this about, what happened, and why do we think it happened? The Who is Harry, the veterinarian. What happened? He sees a bear in the train station and decides to buy it. The Who and the What are right there in the text and illustrations. The Why we must infer. Why a bear? I think because he is a veterinarian, he cares about animals. Since this baby bear is without a mother, he feels he is the right person to care for it. Let's add our thinking to the chart.

Read pages 6-13. On these pages, the Who is really Harry and Winnie. The What is they spend most of their days working and playing together. At night, Winnie even sleeps right under Harry's cot. Let's think about the Why. Why are they always together? Let's look back at the illustrations on these pages. Look at Harry's face on pages 10-11. He is smiling and hugging Winnie. And Winnie looks like she is having fun too. I can infer that they like each other very much. They like spending time together. Let's add our thinking to the chart.

Read pages 14-17. Let's think about the Who, What, and Why. Turn and talk with a partner. Listen to the partner pairs, and then share their ideas. Add to the chart.

Read pages 18-21. Let's think about the Who, What, and Why. Turn and talk with a partner. Listen to the partner pairs, and then share some of their ideas. Add to the chart.

Read pages 22-25. Let's think about the Who, What, and Why. Turn and talk with a partner. Listen to the partner pairs, and then share some of their ideas. Add to the chart.

Read pages 26-31. On these pages, we meet Christopher Robin. He went to the zoo and met Winnie. His dad wrote and told stories about his stuffed bear Edward, which later was named Winnie-the-Pooh. Let's add the Who, What, and Why to the chart.



Harry cares for Winnie night and day. He takes her to work and also plays with her. At night he has her sleep nearby. But when the war becomes too dangerous, he gives Winnie to the zoo to keep her safe. Even when the war is over, he leaves Winnie in the zoo because he knows she has a good life there. Harry takes responsibility for giving Winnie the best possible care. Even though he misses Winnie, he does what is best for her.

Who	What	Why
Harry	bought a bear	to take care of her
Harry and Winnie	always together	they like each other
Harry	took Winnie to England	she was part of the group
Harry	took Winnie to the zoo	to keep her safe
Winnie	made friends in the zoo	she is a gentle bear
Winnie	became famous	Christopher Robin's father wrote stories about Winnie-the-Pooh

STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students draw a picture of themselves and Winnie doing something they like to do. Display the pictures on the wall.

DAY 2 WINNIE: THE TRUE STORY OF THE BEAR WHO INSPIRED WINNIE-THE-POOH

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LESSON 9

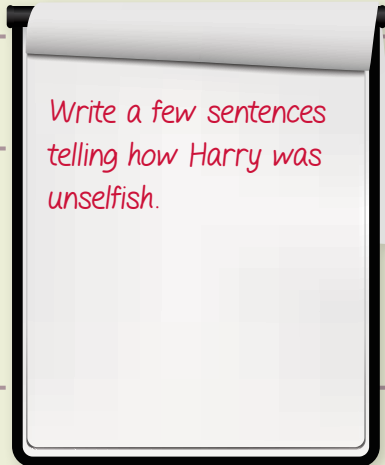
STEP 1 • **REVIEW THE BOOK**
Use the anchor chart from Day 1 to retell the story of Winnie. Discuss Harry and what he did to show that he acted in an unselfish way.

STEP 2 • **PROMPT**
Hand out the journals. Write the following prompt on chart paper as you read it aloud: *Write a few sentences telling how Harry was unselfish.* Read it again, asking students to read it with you.

STEP 3 • **PLAN**
Make a list of key words of the things Harry did for Winnie. Use the key words in sentences.

STEP 4 • **WRITE**
While students are writing, circulate the room and confer with individuals. Have students use their personal word wall as a spelling reference. Assist students with their plan by referencing the anchor chart and Day 1 drawings, orally rehearsing their next sentence, or addressing their individual writing target.
Have students share their writing with a partner.

STEP 5 • **EXTEND AND CONNECT THE LEARNING**
Have students use the Who-What-Why strategy with other biographies when reading aloud, reading independently, or during small-group reading lessons.



Write a few sentences telling how Harry was unselfish.