Tobey the Teddy Goes to School

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This project was inspired by a love of children’s literature and a desire to see more literacy instruction tied to classroom activities beyond writing assignments that lack context for the students. I looked into supplemental instruction, which is an approach model that is generally associated with “a student academic assistance program that increases academic performance and retention through its use of collaborative learning strategies” (Beatty, 2014). Supplemental Instruction as a program targets difficult academic courses and/or groups of students who are struggling with particular subjects or who need a challenge and provides regularly scheduled sessions that aid students in processing course material. Its purpose is to increase retention, improve academic performance, and increase graduation rates of students.

This is a concept I wanted to adapt to elementary instruction, in a format that would benefit all students but especially those who come from different language or cultural backgrounds. I began by investigating various instructional methods, which represent the broadest level of orientation to instruction (Keesee, 2014). This way, I could orient my suggested teaching strategies and student activities in a way that relates to how students best learn.

A few instructional methods:

Direct Instruction, the most commonly used method in general education classrooms, is teacher-centered and teacher-directed. This strategy can include lectures, pointed questioning, practice and drill, and demonstrations. Direct instruction can be effective for providing information or introducing a new concept, but it was not involved enough for what I was looking for. Instructional methods such as this have been successful in the past, but “it is necessary to consider a wide array of forces that impinge upon people’s lives and how these forces change with time” (Coates, 2007). This youngest generation, Generation Z, does not have the same academic success with the same methods as their parents or grandparents.
**Indirect Instruction** was closer to what I was looking for when hoping to help my elementary students. This method involves problem solving and hands-on discovery in a student-centered environment. This strategy can be complementary to direct instruction with reflective discussions and guided inquiry that involves student-led experimentation.

**Interactive Instruction** relies heavily on discussion and sharing. There is a range of grouping and interactive methods that allow students to discuss, investigate, and question. Interactive Instruction is closely tied to experiential learning, which is an entirely inductive, learner-centered strategy that centers on hands-on activity and personalized reflection.

When comparing these instructional methods, it’s easy to get swept up in the pros and cons and forget the ultimate goal: finding what is best for students. Direct student-involvement is key for generation Y (Budny, 1995), so it follows suit that generation Z has even more hands-on needs. There are low levels of involvement in methods such as direct instruction that include lectures and drills. There is more involvement in group discussion and observation, but still not as much as I preferred in my supplemental instructional activities. The highest student involvement can be found in debates, role-play, concept mapping, project-based learning, and inquiry learning (Keesee, 2014). This lead me to believe that Indirect and Interactive instruction were the methods I would implement within this activity guide.

My next step was to fit activities to the subject matter and the instructional method. I began with thoughtful questions to prompt class discussion, writing prompts, and performance projects. Truly thoughtful questions are effective prompts to foster engagement and confidence in the classroom (Drummond, 2013). The crucial step here is to ensure that teachers do not ask questions that do not allow for critical thinking or that only allow advanced students the chance to participate. Careful questioning allows learners to focus their attention upon their current understanding of the material and can lead to further questioning on the part of the student to enhance understanding, student-directed research to expand knowledge, and thoughtful class discussions. Possibly one
of the most important elements of this questioning is wait time; allowing learners time to think and process is absolutely crucial, especially when scaffolding to a classroom of varying performance levels.

Active Learning Strategies foster constructive participation, which is another key element that my supplemental activities will focus on. John Dewey, a leading influence on modern educational philosophies, said that society needs “education that emphasizes the need to learn by doing” (Jordan, 2012), a theory that has been supported by research “on people, and on their brains, [that] shows we learn by doing” (Drummond, 2013). An example of an active learning strategy is a “Construction Spiral,” a “Conversation Round,” “Concept Models,” and “Question Pairs.” All four of these activities can be found throughout the supplemental guides that correspond with each story. These cooperative group assignments are essential to constructive participation, as it places dependence on “effort exerted to achieve, quality of relationships among participants, and psycho-social adjustment” as well as the processing of “beliefs and expression” (Drummond, 2013). Cooperative learning, according to Drummond, embraces positive interdependence, individual accountability, group processing, social skills, and face-to-face interaction. This active learning fits with both indirect and interactive instructional methods.

To combine the thoughtful questioning and the hands-on, cooperative learning, I will utilize Bloom’s Taxonomy and the vocabulary it designates for each level to ensure that students are adequately challenged at an appropriate level. Bloom’s Taxonomy not only allows assessment of students’ understanding and evaluative skills, but also allows for simple scaffolding within a lesson so that students can proceed through the levels for extended cognition. Bloom developed a classification of intellectual behavioral levels that are crucial to learning which have since been updated to “reflect relevance to 21st century work” (Overbaugh & Schultz, 2012). The levels are more or less the same, but updated to fit today’s learners and classrooms.

Ultimately, the supplemental activities designed to correspond with the stories we wrote fit under the Progressivism model, which believes “that education should focus on the whole child rather than on the content or the teacher” (Cohen, 1999). Progressivism, like many modern educational philosophies, values experiential learning in which
students learn by doing, such as within art rooms, science labs, etc., through problem solving and intrinsic motivation ("Student-Centered Philosophies," 2013). This is where I found inspiration for student-centered activities that support the idea that "learning is rooted in the questions of learners that arise through experiencing the world" (Cohen, 1999). Our three stories are centered on real-life experiences that students will be familiar with so that students can connect to the morals and therefore, the extended activities. The supplemental activities foster the Progressive idea that "Books are tools, rather than authority" (Cohen, 1999).

Lastly, it is crucial that assessment matches learning goals (Drummond, 2013). My goal is of course not to give teachers more work to grade, but to provide another source of assessment data in order to better analyze whether each student is meeting the lesson objectives successfully. All my lesson objectives are worded not as process statements such as "students will participate in…" but instead as performance goals. A few of the important aspects of instruction, even in direct instructional methods, are crucial to active learning (Scott, 2011). Informing the learners of the lesson objectives is key for students to have a metacognitive response to a lesson and to be able to explain what new knowledge they have acquired or towards what new concept they are working. Activating prior knowledge also is a form of pre-assessment to know where to begin a lesson. Lastly, providing meaningful feedback is a critical element of the assessment process (Scott, 2011). This means not just giving general praise but instead giving constructive feedback that allows students to be a part of their own learning process. Assessment data is undeniably important to educators, but it is also central to student reflection and improvement. The supplemental activities for each of these stories suggest conferences with students and/or reflective responses from older students, so that they can be a part of assessment for learning.

Supplemental Activity Format Inspiration:

Inspiration for the format of the supplemental guide came from various examples. One of the most prominent was BookNotes: Educators Guide from Random House Children's Books. The layout they utilize is extremely beneficial for three reasons: 1) it is
incredibly easy to navigate through a lesson plan from front to back in a logical fashion, 2) it makes connections so that one book can be used in interdisciplinary lessons, and 3) a parent could be given this guide and use it to help their child at home. The “other subject ideas” list very specific activities to make literal connections to the reading, while the “thematic connections” list aids students in thinking critically and deeply about the material.

Similarly, I borrowed the “5-E lesson model” from the “Moon Math: Craters! Supplemental Educators Guide.” This strategy employs steps to engage, explore, explain, evaluate, and extend the overall lesson. The original format was too advanced for my early elementary activities, but I modified it to fit K-3 instruction in order to ensure I was able to touch on the key elements.

Lastly, I was impressed with Disney’s Parents’ Guide for their Disney Story Time Treasures Library collection. Each page includes a story synopsis followed by moral explicitly written out, deeper-level discussion prompts, and hands-on, contextualized activities to supplement the story. Of course, these activities are not always as academic as I would like to use in the classroom, but they did provide inspiration for various ways to keep students engaged, give them real-life context, and extend the moral of the story in a way they can physically interact with it.
Works Consulted:


Tobey the Teddy
Goes To School
An Activity Guide

Pre-Reading Activity: Think-Pair-Share students’ first day of school. After being given a moment to think silently, students break into pairs and share their own experiences of their first day of school that year: were they nervous? Excited? Did they like their first day? Once both students have shared, the whole class comes together and students may volunteer to share their partner’s experience/story.

Put On Your Thinking Cap:
Engage:
- When did Tobey know he would like going to school?
- Who were the important characters?
- Can you list three new friends that Tobey made?
Explore:
- How would you compare your first day of school to Tobey’s first day?
- Which events or moments show that Tobey was nervous?
- How would you summarize this story in two sentences?
Explain:
- What are the qualities of a good friend?
- What inferences can you make about the students in Tobey’s class?
- What examples can you find to show the different ways students show kindness to Tobey?
Evaluate:
- Was it better or worse that Tobey forgot his lunch?
- What judgment would you make about the atmosphere of the classroom?
- What would you recommend to a new student like Tobey?
Extend:
- Can you suggest an alternative ending to the story?
- Can you predict how the book would have been different if Tobey hadn’t missed his bus, hadn’t broken his pencil, and/or hadn’t forgotten his lunch?
- What would happen if Tobey had his lunch and another student had forgotten theirs?
<table>
<thead>
<tr>
<th>Standards Addressed:</th>
<th>CC 1st:</th>
<th>CC 2nd:</th>
<th>CC 3rd:</th>
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<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
<td>3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
</tr>
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<td><strong>Math</strong></td>
<td>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</td>
<td>2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</td>
<td>3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes.</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>K-3 Benchmark: HE.03.PH02.CC Recognize the importance of variety and moderation in food selection and consumption.</td>
<td></td>
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<tr>
<td><strong>Art</strong></td>
<td>K-3 Benchmark: AR.03.CP.03 Create, present and/or perform a work of art that demonstrates an idea, mood or feeling.</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>1.7. Develop and analyze a simple timeline of important events.</td>
<td>2.21. Evaluate information relating to an issue or problem.</td>
<td>3.20. Identify how people or other living things might be affected by an event, issue, or problem.</td>
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<tr>
<td><strong>Physical Education</strong></td>
<td>K-3 Benchmark: PE.03.SM.02 Identify positive ways to resolve conflict.</td>
<td></td>
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</tbody>
</table>
Activities:

1. **Character Sketch**: Authors always know their characters inside and out; they know how they dress, how they speak, and how they feel. Use the illustrations to analyze the characters past just the words in the story. Pick three characters from this story and write a sketch for each, describing:
   a. How do they dress?
   b. How do they behave?
   c. How do they talk?
   d. What’s their name? Do they have a nickname?
   e. How do they feel on the inside?

2. **Clock Map**: Write out a timeline using both digital and analog clock drawings to illustrate Tobey’s day; what time does he leave the house? What time does he get to school? Record the time to the nearest half hour (first grade), five minutes (second grade), or minute (third grade). Students can create these on their own or in partners/small groups. Once created, students/groups switch timelines and analyze them: what would happen if Tobey had left the house five minutes earlier and hadn’t forgotten his lunch? How would that have changed his day?

3. **Lunch Mix**: Students study a food pyramid and then put the pieces of Tobey’s new lunch inside; think-pair-share whether this lunch is a good choice or a less healthy choice. Students then draw out their own favorite lunch and repeat the activity, analyzing their lunch choice and deciding what they need to have for breakfast and lunch in order to complete their food pyramid.

4. **Mood Art**: Give students access to paper, scissors, markers, feathers, and any other craft supplies available. Students create a form of art that demonstrates how Tobey felt on his first day at the beginning and at the end. Students then share their artwork within small groups and explain how it demonstrates which emotions; students can then volunteer to share with the whole class.

5. **Conflict Rock-Paper-Scissors**: Play music while students find a partner with whom to play rock-paper-scissors. Losing students sit down while winning students find a new partner. They continue until the music stops (when only 3-4 pairs are standing); whichever partner won the game when the music stopped names a conflict that Tobey could face at recess (i.e. someone won’t let him play with them, someone said something mean, etc.) and the other student names a way that this conflict could be resolved. The students sitting down can give a thumbs up, sideways, or down to share their thoughts and then the teacher facilitates a brief discussion on conflict resolution for that situation. All 3-4 partners share, then the game repeats.

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1. L.8.7, 2.RL.7, 3.RL.7
2. L.MD.3, 2.MD.7, 3.MD.1 & Social Studies 1.7, 2.21, 3.20
3. HE.03.PH02.CC
4. AR.03.CP.03
5. PE.03.SM.02
One Connection I Made... Students write a few sentences or a simple paragraph using the sentence frames below:

“When _________________ happened in the story, it made me think of ______________.”

“____________________ in the story is evidence of _____________________, which made me think of ______________.”

“I made a connection to ______________________ when I read ______________________.”
TOBEY THE TEDDY GOES TO SCHOOL

WRITTEN BY: KATHLYN GRIFFIN & SARAH JACOBS
ILLUSTRATED BY: KATHLYN GRIFFIN
To our moms, Becky and Toni, who are our most favorite teachers.
Thanks for inspiring us to be teachers too!
We love you!
Katelyn and Sara
Tomorrow is Tobey’s first day of school and he was wide-awake, whimpering with worry. He spent the whole night tossing and turning, thinking about everything that might go wrong.
When his alarm buzzed that morning, he got up, brushed his teeth, combed his hair and ate his favorite breakfast.
It was time for Tobey to go to the bus stop. As he was walking up, his bus was pulling away! Tobey sat down on the sidewalk with his head in his hands and began to cry. “What a terrible way to start my day,” he thought.

Just then, Thomas the turtle slowly approached him and said, “I always miss my bus, but today is my lucky day because now I have you to walk with!”
Tobey and Thomas had a blast walking to school and made it to their classroom just in time for their teacher, Becky the Bear, to say ‘WELCOME TO YOUR FIRST DAY OF SCHOOL! Please find your seats!’ Tobey froze in the back of the classroom, not knowing where to sit! The room was so big! How was he ever going to find his desk?

Welcome to first grade!
Bailey the Baby Elephant raised her trunk and said "Tobey! You are sitting next to me!" Tobey found his seat next to Bailey, and began to look over his assignment. Using his brand new pencil, Tobey started to write his name at the top of his paper. T...O... SNAP! Tobey's pencil broke! "OH NO" thought Tobey, "How am I going to finish this?!"

Name: **Toby**

Draw your favorite memory from your summer vacation.
Zeb the Zebra heard Tobey sigh and turned around to offer Tobey another pencil. "That happens to me all the time," said Zeb. "I always carry a few extra if you ever need another!" With his new pencil, Tobey was able to finish his assignment just in time for lunch.
As Tobey was walking to the lunchroom, he realized that because he had to rush to run to the bus, he left his lunch on the counter.

He sat down at a table and listened to his stomach growl angrily. Just when he thought he was going to be hungry until dinner, some kids from his class sat down next to him.
"Where is your lunch?" they asked.
"I forgot it..." He said tearfully.
"Here! Have my apple!" said Penny the Peacock.
"You can have half of my sandwich!" said Ronnie the Rhino.
"Just in case you get thirsty, you can have my milk!" Said Lily the Leapfrog.
Before he knew it, Tobey had an entire lunch in front of him and his tummy stopped growling.

"Let's go out to recess!" they all said.
Before Tobey could clean up his lunch, they were all gone and headed for the playground.

"Oh dear," he thought, "Who will play with me?"
He walked hesitantly out onto the grass to the play area and suddenly, he was surrounded by all of his new friends asking him to play!

Teacher Toni blew the whistle, signaling that recess was over and Tobey ran with his new friends back to his classroom, ready to finish his great first day!
Tobey the Teddy
And His Special Friends
An Activity Guide

Pre-Reading Activity: Think-Pair-Share students’ idea of what a friend is/does. After being given a moment to think silently, students break into pairs and share their own thoughts on what makes a friend: how do they act? What are their qualities? Can you have more than one? Once both students have shared, the whole class comes together and students may volunteer to share their partner’s thoughts on what it means to be a friend.

Put On Your Thinking Cap:

Engage:
- When did Tobey realize he needed more than just one flower?
- Why did Tobey give Bailey a flower with no petals?
- Can you list three friends who said Tobey was their special friend?

Explore:
- How would you explain special friend day in your own words?
- What is the main idea of this story?
- What can you say about showing friends they are special to you?

Explain:
- What are the qualities of a good friend?
- What events in the story imply that Tobey is a good friend to his classmates?
- What is the theme of this story?

Evaluate:
- Do you agree with Tobey’s decision to give each of his friends a petal? Why or why not?
- How would you determine what a good friend is?
- What would you select for someone to show them they are special to you?

Extend:
- How would you change the plot of the story so that Tobey did not have to give Bailey a flower with no petals?
- How would you apply what you learned in this story to your own friendships?
- What questions would you ask in an interview with Tobey about his friendship skills?
### Standards Addressed:

| **Language Arts** | **CC 1st:** 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. | **CC 2nd:** 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | **CC 3rd:** 3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| Health | K-3 Benchmark: HE.03.PM05.CC Recognize diversity among people, including age, disability national origin, race, color, marital status, and sex, sexual orientation and gender identity. HE.03.PM05.ADV Advocate respect for diversity. HE.03.PM06.CC Describe differences and similarities in how boys and girls may be expected to act. |  |
| **Art** | K-3 Benchmark: AR.03.AC.02 Identify and describe personal preferences connected with viewing or listening to a work of art using terminology that conveys knowledge of the arts. |  |
| **Math** | 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. | 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | 3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. |
| **Social Studies** | 1.14. Describe the responsibilities of team members. | 2.3. Identify and describe community celebrations, symbols and traditions and explain why they are important to some people. | 3.20. Identify how people or other living things might be affected by an event, issue, or problem. |
| **Physical Education** | K-3 Benchmark: PE.03.EE.02 Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike. |  |  |
Activities:

1. **Author & Illustrator**: In partners, one student creates a title of a story and the other draws an illustration that they believe represents the title. Then as a whole class, students try to match illustrations with titles, discussing whether the pictures help convey anything about the characters, mood, or setting of the story title.

2. **Write a letter**: Students write persuasive letters advocating for respect for diversity in their classroom. Third graders can add specific details pertaining to gendered expectations for boys and girls.

3. **Field trip**: Students can take a field trip to an art museum (or an in-class field trip via the internet) and keep an art journal in which they record their opinions about three different pieces, explaining why they like/dislike the art using specific reasoning.

4. **Flower Petal Math**:
   a. 1st grade: Students have paper flowers with differing numbers of petals, 1-20. Students practice adding x number of petals to find the new sum by counting on.
   b. 2nd grade: Students have paper flowers which have varying numbers of petals between 1-20. Students count by twos to decide whether there is an even or odd number of petals.
   c. 3rd grade: Students have paper flowers that have varying number of petals; they practice dividing the petals into groups to see how many are left in each group. For example, a flower with 24 petals can have petals divided into three groups in which each person would receive four petals.

5. **SS**: Students will briefly research a school or federal holiday and write instructions about how to prepare for said holiday or event. They will describe the history of the event/holiday, how others are affected by it, how to work together during it, and why it is an important tradition to some people.

6. **PE**: Students can choose between kickball, baseball, and soccer. As students divide into teams, they discuss how being special friends helps them work together as teammates.

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1 RL.7, 2 RL.7, 3 RL.7
2 HE.03.PM05.CC
3 AR.03.AC.02
4 1.OA.6, 2.OA.3, 3.OA.2
5 Social Studies 1.14, 2.3, 3.20
6 PE.03.EE.02
One Connection I Made...
Students write a few sentences or a simple paragraph using the sentence frames below:

“When _________________ happened in the story, it made me think of ________________."

“____________ in the story is evidence of ______________, which made me think of ____________.”

“I made a connection to ________________ when I read ________________.”
Tobey The Teddy and His Special Friends

Written by: Katelyn Griffin & Sara Jacobs
Illustrated by: Katelyn Griffin
To all of our special friends:
Thank you for always being there for us and supporting us along this journey. We couldn’t have done this without you!

Much love,
Katelyn and Sara
Tobey was very anxious because tomorrow was Special Friends Day at school and he didn’t know who is special friend should be!

Mamma Bear suggested, “How about your friend Bailey the Baby Elephant?”

“Nooo... whenever Bailey is around, my tummy fills with butterflies!”

Mamma Bear just smiled, “I think that makes her your special friend! Why don’t you bring her a flower from the backyard tomorrow?”
The next morning, Toby picked the biggest, most beautiful flower from the garden and carried it very carefully to the bus stop, so the wind would not rip away any of the petals. He wanted it to be just perfect for Bailey!

Once Toby got to school, he hid the flower in his cubby so that he could give it to Bailey at the perfect time.
The next morning, Tobey picked the biggest, most beautiful flower from the garden and carried it very carefully to the bus stop, so the wind would not rip away any of the petals. He wanted it to be just perfect for Bailey!

Once Tobey got to school, he hid the flower in his cubby so that he could give it to Bailey at the perfect time.
Welcome to Special Friends Day!

Just as Tobey sat down at his desk, Ronnie the Rhino came over to him and presented him with a red jump rope and said, "Thanks for being a special friend! You make my heart jump out of my chest!"

Tobey sat in awe as 3 of his other closest friends, Penny, Thomas and Lily, came up to him and handed him special gifts for being their special friends.

Penny gave Tobey a pencil and said, "You sure are sharp!"
Thomas thanked Tobey for being a great friend and gave him a toy top hat for being so on top of everything.
Lily approached Tobey and handed him a little light bulb and said, "You brighten my day!"
Tobey was shocked by how many people considered him a special friend. He didn't expect to be gifted anything and now he was showered with love from all of these classmates. He wanted to show them that he cared about them as well!

He looked at his empty paws, around his desk, and around the classroom in search for something to give to them, finding nothing that would show how much he cared about them. Tobey then remembered the beautiful flower hidden in his cubby for Bailey.

"Maybe I could just give them each one petal and still have something special for Bailey," he thought.

That was it. Tobey retrieved the flower from his cubby before lunch and was going to give a petal to each of them at recess.
Tobey found Lily at the swings. With a petal in his hand, he walked up to her and said, “thank you for being my friend!”

Tobey continued around the playground, finding Thomas and Ronnie playing soccer. He gave them each a petal and thanked them for being a special friend.

Penny was playing hopscotch. Tobey waited for her turn to be up, then gifted her a petal and thanked her for being a friend, too.
Tobey held the stem in his hand, noticing that it looked nothing like the beautiful flower he came to school with. There was only one petal left! How could he give this to Bailey?

Upset, Tobey sat down at the edge of the playground and cried. His teacher, Becky the Bear, came up to him and asked, “What is wrong, Tobey?”

“I was supposed to give this flower to Bailey, but there is only one petal left because I had to give something to all of the people who gave me a special friend gift and now my flower is ugly and how am I supposed to give this to Bailey when it looks like this she is going to hate it.”
Tobey took a deep breath and began to cry again. Becky the Bear sat down next to him and said, “Don’t be sad, Tobey! The fact that you gave away so many petals just means that you have so many friends and are truly loved.” She smiled at him and continued, “Bailey is a true friend and she will love that you thought of her as a special friend, no matter what you give her!”

Tobey knew that Becky was right. He decided he would find Bailey the second school was out and give her what was left of the flower.
When the bell rang that afternoon, Tobey rushed out of the classroom so he could wait for Bailey. He stood outside of the school with the flower and petal, awaiting Bailey’s arrival. He saw her from afar and got butterflies in his tummy. As she came near, Tobey called out “Bailey!” and she walked over to him.
"Happy Special Friends Day!" he said. "I have wanted to give you this flower all day." Embarrassed, Tobey revealed the flower with one petal and handed it to Bailey.

He looked up and saw her grinning, ear to ear. She looked at him and said, "I love it! It looks just like the balloon I have wanted to give you!"
Tobey was relieved that she loved the flower so much, even though it looked nothing like what it was supposed to. He was also happy that he had so many other special friends at school. Even though Special Friends Day didn’t go quite as planned, he walked home smiling with all of his friends.
**Pre-Reading Activity:** Think-Pair-Share students’ place they most want to visit. After being given a moment to think silently, students break into pairs and share their desired destinations: where would they go? How would they get there? Who would they go with? How long would they stay? What would they do there? Once both students have shared, the whole class comes together and students may volunteer to share their partner’s travel plans.

**Put On Your Thinking Cap:**

**Engage:**
- Why did Tobey miss lunch?
- Where did his balloon float first?
- Can you list three places Tobey visited?

**Explore:**
- How would you compare two places Tobey visited?
- How would you summarize this story?
- What moments show Tobey realizing that his balloon is not as important as he thought?

**Explain:**
- What inferences can you make about Tobey's reactions to the places he visits?
- What evidence can you find that suggests Tobey is excited about the places he visits?
- What is the function of travel?

**Evaluate:**
- Do you think Tobey should have followed his balloon by himself? Why or why not?
- Why did Tobey let go of his balloon at the end?
- What would you recommend to Tobey next time he gets a shiny new toy?

**Extend:**
- What would happen if his balloon had floated onto an airplane? Or a train?
- Can you propose an alternative way to rescue his balloon?
- Can you elaborate on what Tobey realized by the end of the day?
Standards Addressed:

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<th>Social Studies</th>
<th>Physical Education</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CC 1st:</strong></td>
<td>1.RI.2 Identify the main topic and retell key details of a text.</td>
<td>1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.</td>
<td>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</td>
<td>1.5. Use terms related to time to sequentially order events that have occurred.</td>
<td>K-3 Benchmark: PE.03.EE.04 Demonstrate three different step patterns and combinations of movements into repeatable sequences.</td>
<td>K-3 Benchmark: AR.03.HC.02 Identify social, historical and cultural characteristics in a work of art.</td>
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<td><strong>CC 2nd:</strong></td>
<td>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
<td></td>
<td>2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</td>
<td>2.7. Use basic information on maps and other geographic tools to locate and identify physical and human features of the community.</td>
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<tr>
<td><strong>CC 3rd:</strong></td>
<td>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td></td>
<td>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</td>
<td>3.8. Identify links of land, regions, river systems, interstate highways between Oregon and other states.</td>
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<td><strong>Physical Education</strong></td>
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<td></td>
<td>3.19. Identify and compare different ways of looking at an event, issue, or problem.</td>
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Activities:

1. **New Endings**\(^1\): Students verbally summarize the key details of the story with a partner and then (either alone or in partners) re-write the ending of the story in a way that summarizes the main events but changes the outcome.

2. **Closet light**\(^2\): Students work in pairs. One partner puts a small object in a paper bag and hands the closed bag to their partner, who then goes in a classroom closet (with a sheet over the door, not the door closed) and tries to identify the object in the dark. What is observable without light? Can they see the object without light? How does the presence of light affect their ability to see/identify the object?

3. **Playing with Addresses**\(^3\): Students are given a variety of addresses and then must identify the ones, tens, and hundreds place of the number. Students create a riddle involving the address; for example, for 504, a student might say “I have 4 ones and 5 hundreds, but no tens.” Third graders can then round the address to the closest ten or hundred.

4. **Maps of Art**\(^4\): Students in groups compare maps of their city from past and present and discuss changes using sequential language. They can locate important features and discuss different ways of looking at the changes as positive and negative; how would these changes affect the art that people produced then and produce now? Students then can create their own map to incorporate the qualities of the city (past or present) that they deem most important.
   a. **Words!** Write a sentence and pass it around the room; each student changes one word within the sentence. Discuss points of view on the alterations and who likes which sentence, etc.

5. **Dance circle**\(^5\): Students stand in a circle and each pick a place that Tobey visits in the story (there can be repeats). They are then tasked with coming up with three simple dance steps that somehow embody/pertain to their chosen place. One student shows their dance steps and everyone copies; the second student shows their dance steps, and everyone performs both students dance steps. This continues around the circle.
   a. Simplified: Students who chose the same location can default to the first person’s dance step, so that the pattern repeats throughout the circle.

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\(^1\) 1.RI.2, 2.RI.2, 3.RI.2
\(^2\) 1-PS4-2
\(^3\) 1.NBT.2, 2.NBT.1, 3.NBT.1
\(^4\) Social Studies 1.5, 2.7, 3.8, 3.19 & AR.03.HC.02
\(^5\) PE.03.EE.04
One Connection I Made...
Students write a few sentences or a simple paragraph using the sentence frames below:

“When __________________ happened in the story, it made me think of ______________.”

“__________ in the story is evidence of ______________, which made me think of ______________.”

“I made a connection to ______________ when I read ______________.”
TOBEY THE TEDDY GOES ON AN ADVENTURE

WRITTEN BY: KATELYN GRIFFIN & SARA JACOBS
ILLUSTRATED BY: KATELYN GRIFFIN
To our advisors:
Thank you for guiding us through this crazy adventure!
-Katelyn and Sara
Tobey was late for lunch, but he didn’t care. All he could think about was his beautiful, shiny turquoise balloon. Since he woke up, all he wanted to do was go outside and play. His mom called to him from inside, but Tobey didn’t listen.
Suddenly, a huge gust of wind came out of nowhere. The silky string slipped from Tobey’s paw and his balloon began dancing away in the breeze. “Oh no!” Thought Tobey. “I have to go after it!”
He ran as fast as his little feet could carry him. Down the street, around the corner, and a few blocks more. Finally, his balloon whooshed its way through an open door, and Tobey followed. He blinked in awe.
Tobey was inside a beautiful theater. He was surrounded by rows and rows of comfy-looking chairs that all pointed toward the largest stage Tobey had ever seen. “Whoa!” He murmured.
Something moving caught his eye. “My balloon!” Tobey thought excitedly. It was floating gently out an open window. Tobey jogged outside, just in time to see the balloon float into an open window across the street. He followed his favorite balloon inside again.
“Wow!” Tobey gasped. He was inside a museum filled with gizmos and gadgets. Lots of families were looking at all the exhibits and pointing excitedly around.

“I have to come back here with Mama.” Thought Tobey eagerly. “This is the coolest place I’ve ever seen!”

Just then, he saw his balloon floating outside once again, caught in a strong gust of wind. Tobey reluctantly left the museum, following the shiny turquoise balloon down the street.
“Choo! Choo!” A huge train rushed past Tobey, who had followed his balloon to a beautiful train station with a massive red clock tower. “Look how many train cars there are!” Tobey thought to himself. “I wish I could count them all!” But Tobey halfheartedly continued following his balloon, still determined to bring it home.
Suddenly, water splashed Tobey. He blinked and looked around; he was surrounded by water spouting out of the ground, shooting into the air and falling on playing children. He was in a city square filled with fountains!

"I could play here all day!" Tobey thought, grinning. He began running toward the other animals playing in the water, but remembered his balloon. He sighed, shook out his fur, and began following that shiny balloon still further down the street.
A wonderful smell filled Tobey’s nose. He looked around and found himself in the middle of a bustling farmer’s market. His tummy rumbled noisily as he thought of the lunch he was missing at home. “This food looks delicious.” Tobey thought wistfully. “And it smells amazing! There are so many colors and sizes here. Who knew food could be so colorful?”

“Is that your balloon?” A young lion asked, pointing to Tobey’s balloon.
“It’s getting away! If you hurry, I bet you can catch it.” Tobey nodded his thanks and followed his balloon. His tummy rumbled unhappily.
The balloon floated across the street and into a door that was propped open. Tobey followed his balloon inside and stopped in his tracks. He had never seen so many books in his whole life!

"Can I help you find something, Sweetie?" A kind hippo asked.

"No, I'm okay. Thank you." Tobey shook his head, smiling. He couldn't wait to take home the biggest stack of books his little arms could carry. He could read the rest of the day and all night!
Then, Tobey remembered he didn’t have any money and his tummy rumbled again, reminding him that he missed lunch. He scanned the room, finally grabbed his runaway balloon, and skipped home as fast as he could.
“Mama! Mama!” Tobey cried as he came bursting into his house. “You’ll never believe all the amazing places I’ve seen today!”

“Tobey, where have you been? Why didn’t you come home for lunch?” His Mama asked.

“I was following my balloon. It ran away from me.” Tobey explained.

“Your balloon? Where is it now?” Mama Bear asked.

Tobey looked in his empty paws. “I must have let go of it on accident.” But instead of feeling sad, Tobey grinned. “Mama, we have so many places to go visit tomorrow.”