

FOR VISUAL READERS
TOON BOOKS®

**Benjamin Bear
 in Brain Storms!**

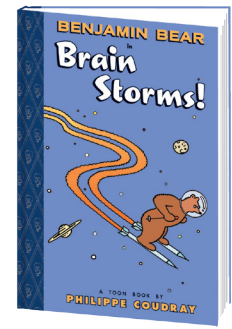
by *Philippe Coudray*

Hardcover ISBN: 978-1-935179-82-5

Guided Reading Level = N

Lexile Level = 190L

by Amy Lee & Sasha Steinberg,
 Educational Outreach



ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	
Who is Benjamin Bear? How would you describe him to someone who doesn't know who he is?	RL.1.1, RL.2.1
What happens in a typical Benjamin Bear story?	
Have students retell one of the Benjamin Bear stories in their own words.	RL.1.2, RL.2.2
Where are some of the places that Benjamin Bear goes? Have students list the different settings, describing how they are different from each other.	
Have students pick out several situations where Benjamin has to figure out how to fix something and explain what he does in response. In most of these stories, Benjamin Bear solves his problem in the last panel. Lead students through the panels of each story, and have them predict his actions.	RL.1.3, RL.2.3

CRAFT AND STRUCTURE	
What are a "boomerang" (page 23) and a "parachute" (page 34)? Is Benjamin using these items the right way?	RL.1.4, RL.2.4
In "Math lesson" (page 16), Benjamin and his student disagree about what the "middle" of 7 is. What are the different ways they understand the word "middle"?	
Have students pick any of the stories and then have them name the problem, the solution, and how Benjamin gets from one to the other.	RL.1.5, RI.1.5, RL.2.5
Explain to students how speech balloons work. Ask them to point out the speech balloons that look different from others (pages 16, 25). Why did the author draw them like that?	RL.1.6, RL.2.6

INTEGRATION OF KNOWLEDGE AND IDEAS	
Who are the other characters that Benjamin Bear interacts with? In what ways are they different from each other?	RL.1.7, RL.2.7
Benjamin Bear is very big and strong compared to other animals in the story. When do his size and strength come in handy? How does he use them to solve problems smaller animals can't solve?	
A number of Benjamin Bear stories deal with crossing between two cliffs. What are some of the different ways Benjamin does this?	RL.1.9, RL.2.9

SPEAKING AND LISTENING / WRITING	
Have students retell any of the stories in the book, using their own words to describe what happens. Could these stories have been in any other form than comics? Have students create their own Benjamin Bear comics.	SL.1.2, SL.1.3, SL.1.4, SL.1.6 SL.2.1, SL.2.3, SL.2.4, SL.2.6
Have students explain which Benjamin Bear story is their favorite and why. Have them write an alternate ending to it.	W.1.2, W.2.2, W.1.5, W.2.5
Have students exchange their ideas and comment on each others work. Allow them the opportunity to revise their work afterwards.	

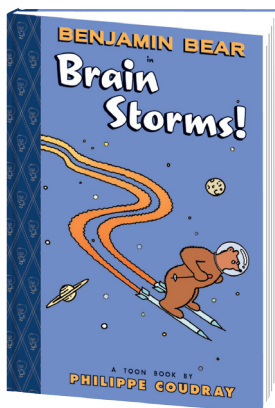


FOR VISUAL READERS
TOON BOOKS®

Lesson Plan for ***Benjamin Bear in Brain Storms!***
 by Philippe Coudray

Overview	<i>Benjamin Bear in Brain Storms!</i> is a great book for students to explore Reader's Theatre for the first time. Rather than having to perform a whole story, students can perform just a single page. Most pages have just one or two characters. By focusing on presenting the main idea of each page, students will have to read closely to understand what the facial expressions mean, why something is funny, and how to recreate it.
Subject	English Language Arts
Grade Level	K-2nd grade
Suggested Time	45 minutes
Materials	Pens, pencils, notebook paper.
Objectives	Students will learn about close-reading and visualization and will participate in a shared communication project.
Before Reading:	Introduce students to the concept of Reader's Theatre. Reader's Theater is a specific integrated performance strategy where students read aloud from a text or a script based on a text and the audience imagines the narrative coming to life from hearing the words aloud. Performers use their body language, voice, facial expressions, and movement to bring the words alive. Getting ready for a performance requires all the performers to develop fluency in their reading and an understanding of the text—including character development and relationships, rising action/ climax/ and falling action, and writing techniques the author uses to convey messages.
Reading:	<p>Begin by reading <i>Benjamin Bear in Brain Storms!</i> aloud for the whole class. Give students time to laugh and enjoy each page before moving on. At the end, explain to students that they, in partners, will be performing one page from the story for the whole class. Assign partners, and then assign specific pages (students may have special requests). Run off a copy of each page of the book that is assigned for Reader's Theatre, and make sure each student has a copy of the page he or she is performing.</p> <p>In their pairs, have students practice performing their page. How can they bring this to life? What props do they need, if any? Can they pretend to have things that they do not have? What do the characters say? How do they feel? Pay special attention to facial expressions. If students do not understand how a character feels, or how it affects the scene, encourage them to ask for your assistance.</p> <p>Also, this is a funny book. Many pages contain unexpected twists in logic. Encourage students to try and identify what is funny about their scene, and really bring that to life in their performances.</p>
Performance	<p>If you have an audience attending, seat them. Draw the order of performances randomly.</p> <p>Each scene should take just a minute or two, but remember, the goal of Reader's Theater is to help students read more fluently. Make sure you allow plenty of time for students to perform at their own pace.</p>

© and ™ 2015 RAW Junior & TOON Books. All rights reserved

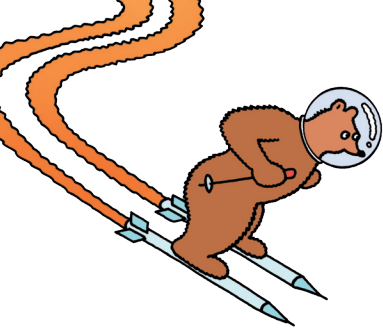


Benjamin Bear in Brain Storms!
 by Philippe Coudray

Hardcover ISBN: 978-1-935179-82-5
 Guided Reading Level = N
 Lexile Level = 190L

WWW.TOON-BOOKS.COM

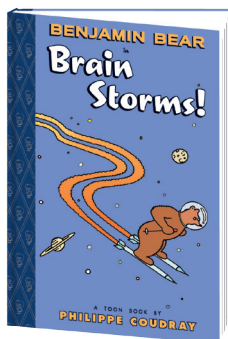
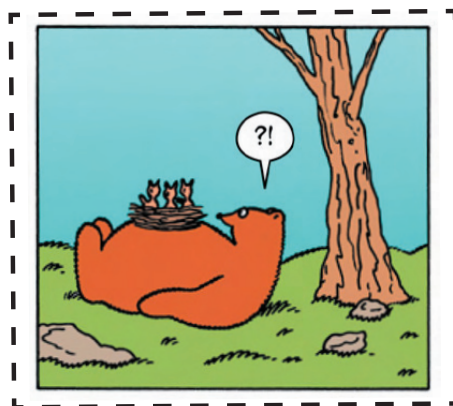
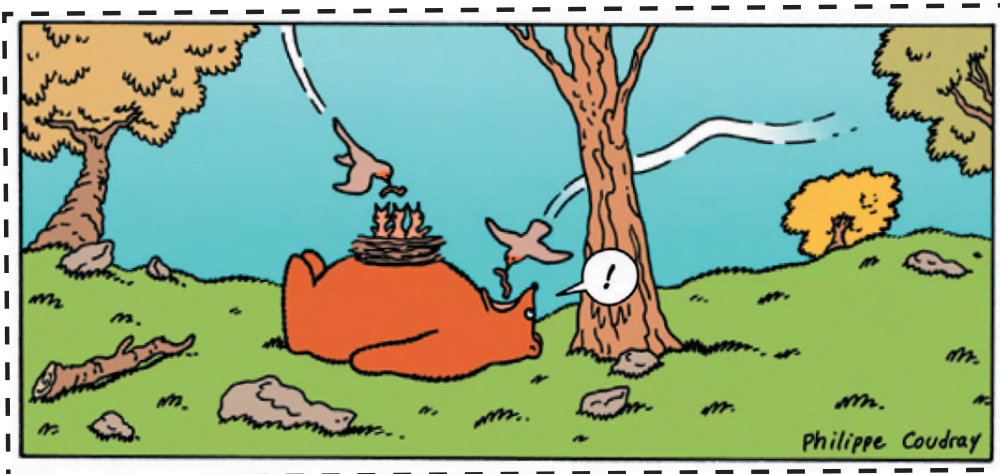
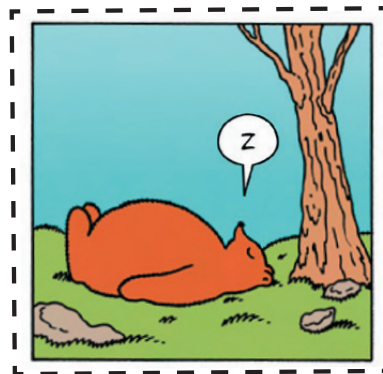




FOR VISUAL READERS
TOON BOOKS®

Lesson Plan for *Benjamin Bear in Brain Storms!*
by Philippe Coudray

Cut out each of the 5 “Benjamin Bear” panels below. Then, put them in the correct order and glue the complete comic strip onto a separate sheet of paper.



Benjamin Bear in Brain Storms!

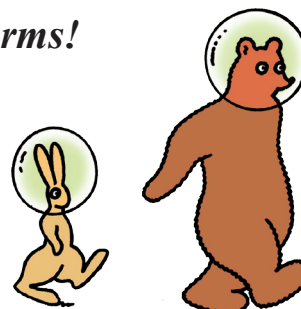
by Philippe Coudray

Hardcover ISBN: 978-1-935179-82-5

Guided Reading Level = N

Lexile Level = 190L

WWW.TOON-BOOKS.COM





FOR VISUAL READERS
TOON BOOKS®

Lesson Plan for *Benjamin Bear in Brain Storms!*
by Philippe Coudray

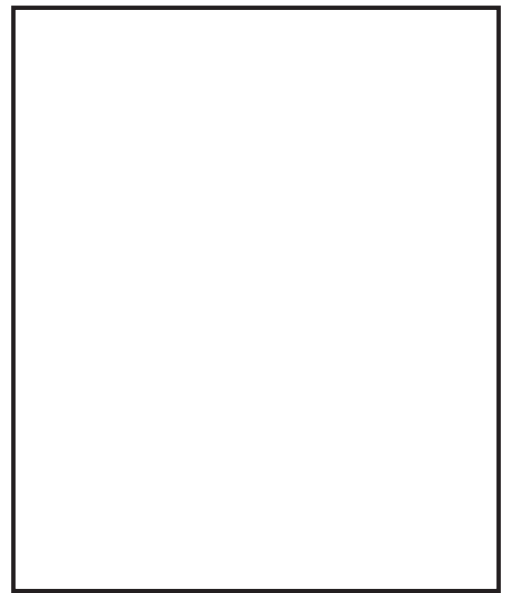
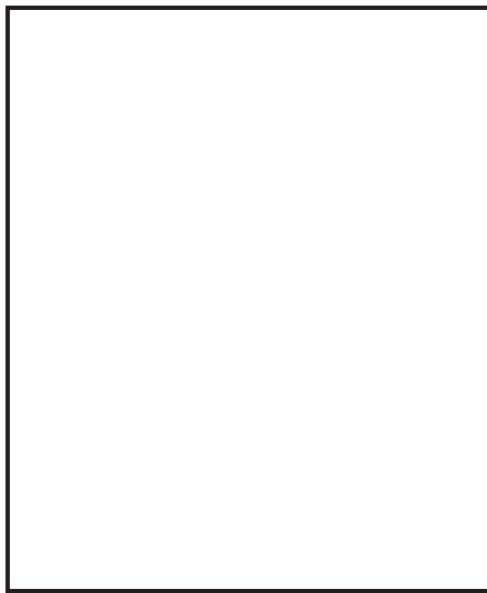
MAKE YOUR OWN COMIC!

Do a round robin comic! Work together in groups of three. One classmate will first draw something in the “Beginning” panel. Then, the other two classmates will complete the rest of the story in the “Middle” and “End” panels. Don’t forget to write about what you just drew in the lines below the boxes!

BEGINNING

MIDDLE

END



FIRST: _____

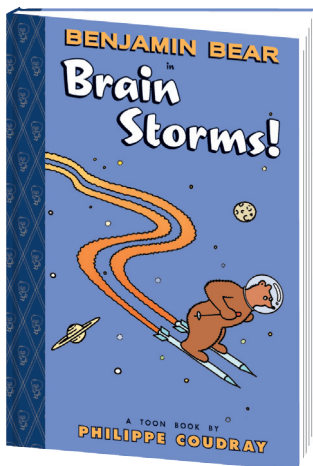
THEN: _____

and AT THE END: _____

Drawn by: _____

Drawn by: _____

Drawn by: _____



Benjamin Bear in Brain Storms!
by Philippe Coudray

Hardcover ISBN: 978-1-935179-82-5

Guided Reading Level = N

Lexile Level = 190L

WWW.TOON-BOOKS.COM

