

FOR VISUAL READERS  
**TOON BOOKS®**

**Barry's Best Buddy**

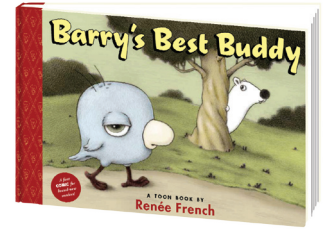
by *Renée French*

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Guided Reading Level = J

Lexile Level = GN 60

by Amy Lee,  
 Educational Outreach



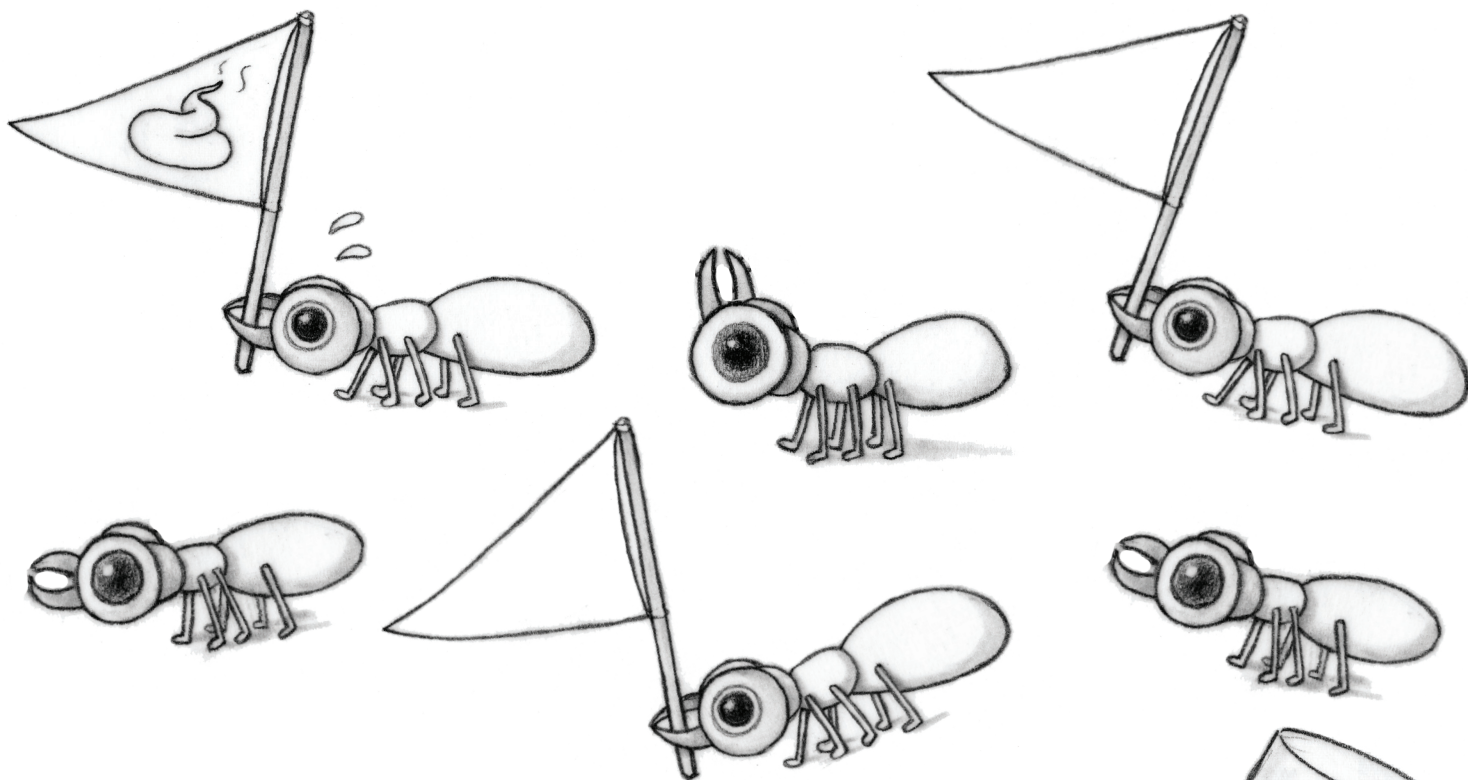
**ELA COMMON CORE STANDARDS**

<b>KEY IDEAS AND DETAILS</b>	
<p>This book is built on a reveal. After Polarhog says, "You'll see," have students predict what the surprise is. Let students guess as the story goes on. At the end, have them review those predictions against their initial guesses.</p> <p>Have students predict where the ants are doing when Polarhog says "LOOK!" Then, go back and review what the ants were doing throughout.</p>	<p><b>RL.K.1,                      RL.1.1</b></p>
<p>Ask students to retell the events in this story, including both what happens with Barry and Polarhog, as well as with the ants.</p>	<p><b>RL.K.2,                      RL.1.2</b></p>
<p>What does Barry do with the hat he receives? Why? What can you tell about Barry's personality from this?</p>	<p><b>RL.K.3,                      RL.1.3</b></p>

<b>CRAFT AND STRUCTURE</b>	
<p>What does Barry mean when he says, "Oh tragedy. I must have dropped it"? What is a tragedy? Do you think Barry really dropped the hat accidentally? Why?</p>	<p><b>RL.K.4,                      RL.1.4</b></p>
<p>There are two overlapping narratives in this story -- Barry and Polarhog, and the ants. The storylines move in opposite directions -- have your students map out how these stories flow, and discuss why an author might choose to have overlapping stories in this way.</p> <p>Have students retell the story, paying special attention to Barry's surprise. When does Polarhog tell him that he has a surprise for him? What kind of hints do we get in the story?</p>	<p><b>RL.K.5,                      RL.1.5</b></p>
<p>Split students into groups of two and read aloud, assigning roles to Barry and Polarhog. Then have them switch roles.</p>	<p><b>RL.K.6,                      RL.1.6</b></p>

<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<p>How does Barry feel when he sees his house? How can you tell? Have students list at least 3 details that help them describe Barry's feelings.</p> <p>Barry says he doesn't like ice cream -- but what does he do with the ice cream, judging by Barry's face on the following page? What can you infer about Barry's feelings towards ice cream from this?</p>	<p><b>RL.K.7,                      RL.1.7</b></p>
<p>Have students retell the story, first from Barry's perspective, then from Polarhog's.</p> <p>Compare the friendship in this book to that in "Frog and Toad," or another story about friends. How are they different? How are they similar?</p>	<p><b>RL.K.9,                      RL.1.9</b></p>

<b>SPEAKING AND LISTENING / WRITING</b>	
<p>Ants don't usually decorate houses. But they are able to carry many times their body weight. Discuss some basic facts about ants, comparing it to the ants in the story.</p>	<p><b>SL.K.2, SL.K.3,                      SL.K.4, SL.K.6                      SL.1.1, SL.1.3,                      SL.1.4, SL.1.6</b></p>
<p>Polarhog comes up with a great birthday gift for Barry -- have students write a description of what they would do for their best friend on his/her birthday.</p> <p>Have students exchange their ideas and comment on each others work. Allow them the opportunity to revise their work afterwards.</p>	<p><b>W.K.2, W.1.2,                      W.K.5, W.1.5</b></p>



What are the ants above holding? Draw objects in their mouths and pictures on their flags.

Now draw your own best buddies using these feet, hands, eyes, and hat for guidance. Then color your characters and share them with your friends.

