

**Teacher's Guide for *Theodora Bear*** by Carolyn Jones. Illustrated by Barbara Spurr.  
(Orca Book Publishers, Spring 2007.)

Novel Study Unit for Grade 2 reading level.

Each chapter has a photocopy-ready worksheet for students (attached, after the teacher's guide). In the teacher's guide are questions you may want to use as the basis for class discussion. We have left space for you to make notes or write your own discussion questions. Have fun with *Theodora Bear*!

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**Chapter One: Sick Day**

Pre-reading discussion questions: How do you feel when you have a cold? What is Antarctica? Where is Antarctica?

Pre-reading vocabulary: grumpy, frowned, coughed, quiet

During reading discussion questions: What is Harriet's problem in this chapter? Why doesn't she smile when Theodora Bear tries to cheer her up? (Page 1 of *Theodora Bear*)

After reading discussion questions: How does Harriet solve her problem? Why is she so grumpy?

After-reading activity: See attached worksheet for Chapter One.

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## **Chapter Two: Chores**

Pre-reading questions: What chores are you expected to do at home? What chores need to be done every day?

If applicable: What is your classroom job/chore? Why does everyone have a job to do?

Vocabulary: household chore, thumbs, pre-breakfast

During reading: Why doesn't Harriet put Tiger back on the bed with the others? (Page 6)

After reading: The animals say they can't do chores because they don't have thumbs. How do thumbs help us? (Elicit: We can hold on to things.) Are there any chores we could do, here in the classroom or at home, without using our thumbs?

After-reading activity: See attached worksheet for Chapter Two.

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## **Chapter Three: Music, music, music**

Pre-reading questions: Do you listen to the radio? What station? Do you listen to music? What kind? Does everybody like the same kinds of music?

Vocabulary: off-key

During reading: Why does Vera the Penguin say Harriet should get some special music for penguins? (Page 7)

After reading: What kinds of poems or songs of your own have you written? For example, have you tried writing a haiku?

After-reading activity: See attached worksheet for Chapter Three.

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## **Chapter Four: Movie Night**

Pre-reading question: In this chapter, the animals watch a movie set in London, England. The people there have accents different from most accents we hear in Canada. What does an English accent sound like? (Be prepared to do one if you can't elicit it from students.)

Vocabulary: relax, relaxing, cushion, accent

During reading: Why isn't it easy to use a remote control with paws? (Elicit: No thumbs to hold it.) (Page 11)

After reading: Why doesn't Harriet want to watch the movie again? What happened when she tried?

Extension: Screen "Mary Poppins."

After-reading activity: See attached worksheet for Chapter Four.

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## **Chapter Five: Theodora Bear Goes Camping**

Pre-reading questions: Have you ever gone camping? What was it like? What do you need to take with you when you go camping?

Vocabulary: tease, revenge, essentials, kazoo, roughing it

Homonyms: Bare/bear—Write on board. Elicit/explain difference.

During reading: Is Harriet actually happy that the teddy bears are coming camping? (Page 15)

After reading: Why do the bears *say* they won't go camping? Why are they *really* not going?

Extension: Bring in a tent and set it up in the classroom for a few days. Let students use it as a reading corner.

After-reading activity: See attached worksheet for Chapter Five.

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## **Chapter Six: Christmas Planning**

Pre-reading questions: If you were going to get a teddy bear a present, what would you get her?

If suitable for your class: The characters in this book celebrate Christmas. They want to get a lot of gifts. Do you ever make a list, for a holiday or your birthday, and tell or write down what gifts you want to get? Do you give the list to somebody? Do you get the gifts you ask for?

Vocabulary: marzipan, naughty or nice

During reading: What other items might the animals be adding to their list? (Page 23)

After reading: What is funny about the presents the animals get? What is funny about the presents Harriet and Carla get?

Extension: Each student draws a picture of her dream present, such as a castle, a boat, a hundred hats, or a private playground, and writes a caption explaining why she wants it.

After-reading activity: See attached worksheet for Chapter Six.

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## **Chapter Seven: Theodora and the Fish**

Pre-reading questions: Have you ever gone shopping with adults and seen something you wanted them to buy for you? Could you convince them to buy it for you?

Have you ever gone shopping in Chinatown, in Vancouver? What are the stores like there? Why do some people like to buy live fish and crabs?

Vocabulary: a picky shopper, dumplings, moon cakes, vegetarian

During reading: What's going to happen? Is Theodora going to convince the girls to buy her the fish? (Page 27)

After reading: What did Harriet and Carla buy for Theodora Bear? Did they want to buy it? In the story, it doesn't say how Theodora convinced them to buy her the fish. How do you think she did it? What arguments did she use? What arguments would you use? Are you a vegetarian? Do you know anyone who is? Why do people become vegetarians?

Extension: Bring in a variety of Chinese sweets and let students sample them. Note: If they are commercially prepared they will **not** be peanut-free.

After-reading activity: See attached worksheet for Chapter Seven.

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## **Chapter Eight: Yoga**

Pre-reading questions: What is yoga? Elicit or demonstrate a simple yoga pose. Have the whole class try it.

Why do we study French in Canada?

Vocabulary: yoga, yoga position, dresser (bureau)

During reading: Why do you think Vera the Penguin won't try yoga? (Page 34)

After reading: What French words and phrases do you know? (List on board, translate, choral read.)

Extension: Teach yoga positions in PE class.

After-reading activity: See attached worksheet for Chapter Eight.

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## **Chapter Nine: Counting**

Pre-reading questions: What is ABC order? Put three or four names of students in the class on the board and elicit the ABC order of the names.

Do you ever argue with your classmates or your sisters and brothers about whose turn it is for something? How do you settle the argument?

Vocabulary: critic, schedule

During reading: Is Frog right that she deserves an extra turn to sleep in the bed? (Page 39)

After reading: In this chapter, the animals try to decide a fair way to set up the order for sleeping on the bed. What is one way they suggest? Who suggests it? Is that animal actually trying to be fair to everyone?

After-reading activity: See attached worksheet for Chapter Nine.

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## **Chapter Ten: Names**

Pre-reading questions: Have you ever wanted to change your name? If you could change your name, what would your new name be? Do you have a nickname?

Vocabulary: roots, hurricane, crocodile, queen

During reading: Why does Harriet announce that she's going to change her name? (Page 42)

After reading: Of all the characters in the story, animals and humans, which one acts the most like a queen, like she's in charge, and bosses people around?

After-reading activity: See attached worksheet for Chapter Ten.

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## **Chapter Eleven: Bedtime**

Pre-reading questions: Have you ever woken up in the night because the blankets have fallen off the bed?

Vocabulary: wrap, wrapped, sales

During reading: Is Harriet being mean to Theodora? (Page 47)

After reading: What does Harriet decide to buy? Why?

After-reading activity: See attached worksheet for Chapter Eleven.

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## **Chapter Twelve: Going Home**

Pre-reading questions: What hobbies do you have? What hobbies does a member of your family have? What hobbies does your best friend have? Bird-watching is a hobby: What do you think bird-watchers do? Do you ever see birds near the school or your house?

Vocabulary: binoculars, hobby, éclair, wombat

During reading: Why does Harriet feel sad? (Page 53)

After reading: Why do the animals suddenly start cooking?

After-reading activity: See attached worksheet for Chapter Twelve.

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By Carolyn Jones. Illustrated by Barbara Spurrll.

Novel Study Unit for Grade 2 reading level.

Student materials: Photocopy-ready worksheets for each chapter.

## *Theodora Bear, Chapter One: Sick Day*

Student: \_\_\_\_\_ Date: \_\_\_\_\_

In this chapter, Harriet has a cold. She is resting in bed. When you have a cold, what should you do to get better? List four ways to take care of yourself.

Example: When I have a cold, I should get lots of rest.

1. When I have a cold, I should \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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Vocabulary: doctor, medicine, sleep, soup, water.

Action words (verbs): drink, eat, get, see, take.

***Theodora Bear, Chapter Two: Chores***

Student: \_\_\_\_\_ Date: \_\_\_\_\_

1. In this chapter, Harriet is doing a chore she hates. It is:

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2. Why doesn't Harriet put Tiger back on the bed? \_\_\_\_\_

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3. What chores do you have to do at home? \_\_\_\_\_

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4. Could the animals help with any chores? What chores would they like to do?

Example: Tiger, a cat, could catch mice.

Frog could \_\_\_\_\_

Vera and Ginny, the penguins, could \_\_\_\_\_

Annabelle, the elephant, could \_\_\_\_\_

The teddy bears could \_\_\_\_\_

*Theodora Bear, Chapter Three: Music, music, music*

Student: \_\_\_\_\_

Date: \_\_\_\_\_

One day, Theodora Bear decides to write a song. It goes like this:

Bears are the best!  
They never get to rest.

They never get mad.  
They never are bad.

They snack all day  
And they like to play!

Vera the Penguin gets jealous. She wants to write a song, too, about penguins. She needs help from you to write it. Fill in your own words on the lines below.

Penguins rule!

\_\_\_\_\_ school.

They're brave and bold

\_\_\_\_\_ cold.

They swim in the sea

\_\_\_\_\_ free!

***Theodora Bear, Chapter Four: Movie Night***

Student: \_\_\_\_\_

Date: \_\_\_\_\_

One Saturday, all the lights go out at home. All the power goes out. Nothing works. The radio doesn't work. The television doesn't work. The CD player doesn't work. The computer doesn't work. What would you do for fun?

If the power went out, I would \_\_\_\_\_

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If the power went out, my friend \_\_\_\_\_ would  
*(write in your friend's name)*

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If the power went out, my teacher would \_\_\_\_\_

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If the power went out, Harriet and Carla would \_\_\_\_\_

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## *Theodora Bear*, Chapter Five: Theodora Bear Goes Camping

Student: \_\_\_\_\_ Date: \_\_\_\_\_

### Matching Activity

tent	fruit bar	boots	flashlight	matches
fire	water bottle	gloves	sunglasses	bear

- Look at the vocabulary in the box above. What do you use each one for?
- Match each piece of camping gear, from the box, with the correct explanation.
- Write the word from the box on the correct line.

1. I need these to light a campfire. \_\_\_\_\_

2. I need this in case I get hungry on a hike. \_\_\_\_\_

3. I need this when I get thirsty. \_\_\_\_\_

4. I need this to sleep in. \_\_\_\_\_

5. I need these to keep my feet dry. \_\_\_\_\_

6. I need this to see in the dark. \_\_\_\_\_

7. I need this to toast marshmallows. \_\_\_\_\_

***Theodora Bear, Chapter Six: Christmas Planning***

Student: \_\_\_\_\_ Date: \_\_\_\_\_

For your next birthday or special holiday, what are five gifts you would like? Explain why you want each gift.

Example: I would like a horse because I could ride it to school.

1. I would like \_\_\_\_\_ because

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2. I would like \_\_\_\_\_ because

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3. I would like \_\_\_\_\_ because

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4. I would like \_\_\_\_\_ because

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5. I would like \_\_\_\_\_ because

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**Theodora Bear, Chapter Seven: Theodora and the Fish**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Theodora's fish is a good pet because she is quiet. Theodora's fish also does tricks.

Other animals make good pets for different reasons. You can teach pets to do tricks. On the list below, write one reason why the animal is a good pet. Write one trick you can teach this animal to do.

Example: Fish make good pets because they are quiet.  
If I had a fish, I would teach her to jump out of the water.

1. Dogs make good pets because \_\_\_\_\_

If I had a dog, I would teach her \_\_\_\_\_

2. Birds \_\_\_\_\_

If I had a bird, I would teach her \_\_\_\_\_

3. Rabbits \_\_\_\_\_

If I had a rabbit, I would teach her \_\_\_\_\_

4. \_\_\_\_\_

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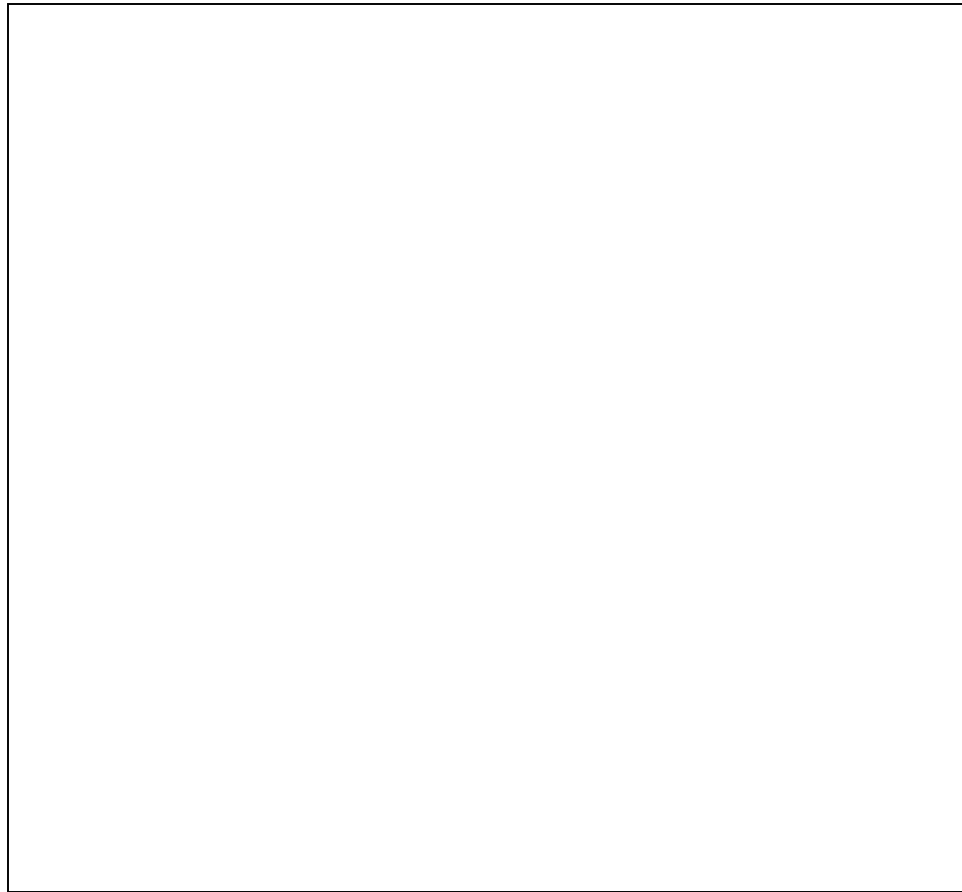
*Theodora Bear, Chapter Eight: Yoga*

Student: \_\_\_\_\_

Date: \_\_\_\_\_

In the box below, draw a picture of a person or an animal standing on its head.

On the lines under the picture, give instructions for how to stand on your head.



First,

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Then,

---

After that,

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***Theodora Bear*, Chapter Nine: Counting**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

**ABC Order (Alphabetical Order)**

Put the names of the animal characters in *Theodora Bear* in ABC order.

**Characters from the book**

Theodora  
Constance  
Brownie  
Vera  
Ginny  
Tiger  
Lion  
Snowball  
Violet  
Deborah  
Eve  
Frog  
Lambie  
Sheep  
Annabelle

**Characters from the book in ABC order**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

## *Theodora Bear, Chapter Ten: Names*

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Below are some names that are often shortened into nicknames. Write the nicknames on the lines. Sometimes there can be more than one nickname for a name.

Example: Robert ⇒ Rob

Samantha ⇒ \_\_\_\_\_

Samuel ⇒ \_\_\_\_\_

Emily ⇒ \_\_\_\_\_

Michael ⇒ \_\_\_\_\_

Antonia ⇒ \_\_\_\_\_

Mohammed ⇒ \_\_\_\_\_

Susan ⇒ \_\_\_\_\_

Kenneth ⇒ \_\_\_\_\_

Theodora ⇒ \_\_\_\_\_

James ⇒ \_\_\_\_\_

What is your favourite name for a girl? \_\_\_\_\_

What is your favourite name for a boy? \_\_\_\_\_

*Theodora Bear*, Chapter Eleven: Bedtime

Student: \_\_\_\_\_

Date: \_\_\_\_\_

1. After Theodora Bear goes to sleep, Harriet can't sleep very well. What three problems does she have?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

2. What can you do to make sure **you** get a good night's sleep every night? Write four ideas.

Example: I go to bed at the same time every day.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

*Theodora Bear*, Chapter Twelve: Going Home

Student: \_\_\_\_\_ Date: \_\_\_\_\_

1. a) What does Harriet give Theodora Bear as a going-away gift?

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b) What does Theodora do with Harriet's gift?

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2. a) What do the animals give Theodora Bear as a going-away gift?

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b) What does Theodora do with the animals' going-away gift?

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3. What is a gift **you** could give a friend who is going away?

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4. a) What would **not** be a good going-away gift?

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b) Why isn't it a good gift? \_\_\_\_\_

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Supplementary materials for early finishers.

*Theodora Bear*

Student: \_\_\_\_\_

Date: \_\_\_\_\_

**Where do they live?**

Match the animals with where they live. Write the letter on the line beside the matching animal.

bear \_\_\_\_\_

a) jungles of Africa and Asia

sheep \_\_\_\_\_

b) house

kangaroo \_\_\_\_\_

c) forests of North America

penguin \_\_\_\_\_

d) pond

cat \_\_\_\_\_

e) on the ice of Antarctica

frog \_\_\_\_\_

f) farm

elephant \_\_\_\_\_

g) Australian outback

Write sentences using the information above.

Example: Bears live in forests.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

*Theodora Bear*

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Making Things Clean**

1. What do you use to sweep a floor? \_\_\_\_\_
2. What do you use to clean a carpet? \_\_\_\_\_
3. What do you use to clean a bathtub? \_\_\_\_\_ and \_\_\_\_\_
4. What do you use to wash a window? \_\_\_\_\_ and \_\_\_\_\_
5. What do you use to wash a car? \_\_\_\_\_ and \_\_\_\_\_
6. What do you use to wash the dishes by hand?  
\_\_\_\_\_ and \_\_\_\_\_
7. What do you use to wash clothes? \_\_\_\_\_
8. What do you use to clean your teeth?  
\_\_\_\_\_ and \_\_\_\_\_
9. What do you use to wash your hair? \_\_\_\_\_
10. What do you use to clean a dog? \_\_\_\_\_

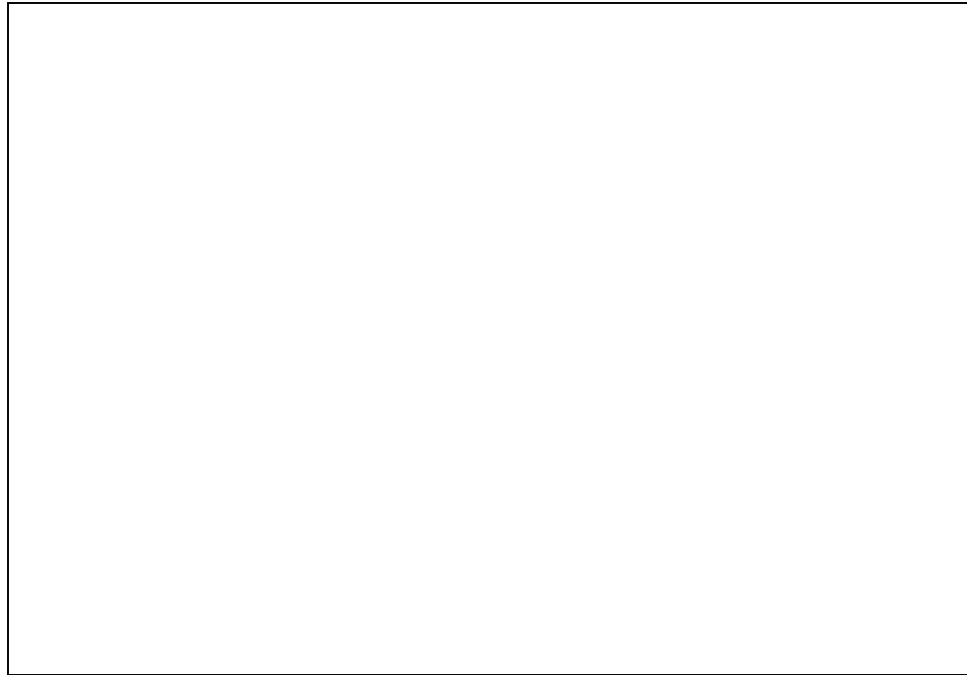


*Theodora Bear*

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture of \_\_\_\_\_

Underneath your picture, write \_\_\_\_\_



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