

Lesson Plans and Teaching Resources for The Adventures of Beekle

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Retelling & Summarizing Lesson Plan

Key Vocabulary

Explanation of Strategy

Retelling and Summarizing

1

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2

Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

The Adventures of Beekle

By: Dan Santat

Grade Level: 2 / Guided Reading Level: K

Summary

The Adventures of Beekle: The Unimaginary Friend by Dan Santat tells the story of Beekle, an imaginary being who hasn't been chosen by a child yet. Tired of waiting on his bright, magical island, Beekle bravely sets off to find the child who is meant to imagine him. When he reaches the real world, everything feels gray and unfamiliar, but he doesn't give up his search. After climbing a tree, he meets a girl named Alice, who finally sees him. With the spark of their new friendship, Beekle may have found exactly who he is looking for.

Link to What You Know

- Have you ever traveled to some place new? Tell what it was like.
- Tell about something creative that you have imagined. What do you picture in your mind?

Important Words to Know and Understand

Unimaginable – Something so surprising or unusual that it's hard to even picture in your mind

Unknown – Something you do not know about yet; not discovered or explained

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real things, places, things, or events), your job is to think like a researcher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

The Adventures of Beekle

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Retell and Summarize While Reading

3

Think about the important events that happened first, next, then, and last

Notice the names of the characters and

Look for places where characters caused events to happen

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 7 and 8 – So far, we've learned about the main character, Beekle. What do we know about him so far? What does he think about? How do you know?

Pages 11 to 14 – Beekle goes on a journey. Where does he end up? How does answering this question help you to better understand the setting of the story?

Pages 21 to 24 – Beekle climbs a tree and encounters a problem. What is his problem? How does noticing his problem help you to better understand the story?

Pages 31 and 32 – On these pages, we meet a new character. Based on the text and illustrations, what do you know about her? How does answering this question help you as a reader?

Pages 35 to 38 – The world feels "a little less strange." Use the text and illustrations to explain how Beekle's problem is solved. How does answering this question help you to understand the message in the story?

Time to Reflect

Think – What type of information did you use when you retold and summarized The Adventures of Beekle? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading The Adventures of Beekle. (Remember to include examples from the book!)

Making Inferences

Understanding Text Structure

1

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2

Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

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Link to What You Know

- Have you ever searched for a problem to solve? Tell about it.
- Think of a time you had a problem to solve. What did you do?

Important Words to Know and Understand

Imaginary – Being something with excitement because you wish it was real

Journey – Being brave even when something feels scary or hard

Why Readers Notice Text Structure While Reading

Readers pay attention to text structure because understanding how text is organized can help you become a better reader. Authors use the following text structures:

Description – when a person, place, thing, or event is described by telling what it looks like, how it feels, or what it does

Sequence – when information is given in chronological order

Problem and Solution – when a problem is explained and a solution is discovered

Cause and Effect – when an author writes about the most two or more people, places, or things are alike and different

Cause and Effect – when the author explains why something happened, caused, or what happened before

The Adventures of Beekle

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Grade Level: 2 / Guided Reading Level: K

3

Understand Text Structure While Reading

Notice the words or phrases that the author describes things or explains

Look for the pictures that help you understand the text

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 14 to 16 – Beekle looks for a friend. Tell what happens first, next, then, and last as he searches. How does answering this question help you to better understand Beekle's character?

Pages 19 to 20 – Beekle looks for a friend. Tell what happens first, next, then, and last as he searches. How does answering this question help you to better understand Beekle's character?

Pages 21 to 24 – The author uses a cause and effect text structure to tell you Beekle's very sad. What caused him to feel this way? Do you think he will continue to stay sad? Why or why not?

Pages 35 to 38 – Beekle meets Alice. What was his problem? What was the solution? Did anything he saw help him find a solution? How does answering this question help you to better understand the reason in the story?

Time to Reflect

Think – How did the different text structures help you to better understand The Adventures of Beekle? Why do you think the author used more than one text structure when they told about Beekle?

Talk – Tell your reading partner about a place where you noticed a description. Explain how you know the author was using a descriptive text structure.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading The Adventures of Beekle. (Remember to include examples from the book!)

The Adventures of Beekle

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4

Notice the Work You Did While Reading

Think

Talk

Reflect

Write

Answer Key for Retelling and Summarizing with The Adventures of Beekle

Answer Key for Making Inferences with The Adventures of Beekle

Answer Key for Understanding Text Structure with The Adventures of Beekle

Understanding Text Structure

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Write a clue in the text.	What do you know about the text?	Inferences, thoughts, clues, feelings.

Draw a picture to illustrate your inference:

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Retelling & Summarizing

Title: _____

What is this book about?

Draw a picture or write a sentence for each box below:

First	Next
Then	Last

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling & Summarizing

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structures You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect
Compare and Contrast			

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

VOCABULARY CONNECTIONS RESOURCES

Important Words to Know and Understand in The Adventures of Beekle Word List

Vocabulary Connections

The Adventures of Beekle
By: Dan Santat
Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in The Adventures of Beekle

Adventures
Fun or exciting experiences that take you somewhere new or help you try new things

Courage
Being brave even when something feels scary or hard

Eagerly
Doing something with excitement because you really want to do it

Familiar
Something you know well because you've seen or heard it before

Imaginary
Something made up in your mind; not real

Journey
To travel from one place to another, especially when it takes time or effort

Realized
When you suddenly understand something or notice it clearly

Strange
Something that looks or feels different from what you're used to

Unimaginable
Something so surprising or unusual that it's hard to even picture in your mind

Unknown
Something you do not know about yet; not discovered or explained

Vocabulary Word List | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

The Adventures of Beekle
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Adventures	Courage	Eagerly
Familiar	Imaginary	Journey

Picture Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections

The Adventures of Beekle
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Realized	Strange	Unimaginable
A little strange or unusual	Confused because something doesn't make sense yet	A thin stick or branch used to tap or switch at something
Unknown		
Something that looks silly, cheap, or not quite right		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

The Adventures of Beekle
By: Dan Santat
Grade Level: 2 / Guided Reading Level: K

Familiar is a/an noun verb adverb adjective	Imaginary is a/an noun verb adverb adjective	Journey is a/an noun verb adverb adjective
Definition of Familiar:	Definition of Imaginary:	Definition of Journey:
Familiar looks like this:	Imaginary looks like this:	Journey looks like this:
Familiar reminds me of:	Imaginary reminds me of:	Journey reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games
with Words from The Adventures of Beekle

Directions: Use the word bank to finish the story of Beekle's trip to the Real World.

Word Bank: journey, courage, eagerly, realized, strange

Story: Beekle waited _____ for a child to choose him. He decided to go on a long _____ across the sea. It took a lot of _____ to leave the island and be brave. The city looked very _____ and different to Beekle. He suddenly _____ that he had finally found his friend.

Directions: In the book, Beekle lives in an imaginary world before coming to the real world. Look at the list below. Write I for Imaginary or R for Real next to each one.

- A dragon that breathes bubbles: _____
- A teacher at school: _____
- A friend you made up in your mind: _____
- The playground at recess: _____
- A cat that wears a suit and tie: _____

Answer Key:

1. Beekle waited eagerly for a child to choose him.
2. He decided to go on a long journey across the sea.
3. It took a lot of courage to leave the island and be brave.
4. The city looked very strange and different to Beekle.
5. He suddenly realized that he had finally found his friend.

Answer Key | ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections

The Adventures of Beekle
By: Dan Santat
Grade Level: 2 / Guided Reading Level: K

The Adventures of Beekle
By Dan Santat

Step by Step Directions:

1. Fold on the solid line.
2. Fold on the solid line.
3. Complete the Vocabulary Card.
4. Add your Vocabulary Card to your notebook or learn it in a notebook.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Vocabulary Word Extension Activities

Vocabulary Connections

Directions:

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional
Focus Based on
the Words in
the Book

Word Work

Instructional Focus:
Adjectives

Background:
Adjectives are words that describe a person, place, thing, or animal, and an adjective helps readers answer the questions "What kind of balloon?" or "What is special about the balloon?" This helps you understand the story.

For example:
A **balloon** becomes a **special balloon**.
A **day** becomes a **strange day**.
A **bird** becomes a **beautiful bird**.

Adjectives make writing clearer and more interesting. For example, a student can say, "We saw a bird," or "We saw a beautiful bird." This helps the reader know **before** the nouns they describe.

Examples:

Special balloon	Strange day
Dark sky	Yellow hat
Round hole	Silly question

Materials and Preparation:

- A copy of *The Adventures of Beekle*
- Chart paper and markers
- Imaginary Noun Cards (1 set)
- What Kind? What is It Like? Page
- Adjectives Practice Page (1 set)
- Optional: Word Detective Page
- Optional: Hidden Adjectives

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Word Work

Step 2: Connect Word Work to Reading (continued)

Adjectives in the Text

- Read Page 2 aloud and tell students to give a thumbs up when they see or hear an adjective that comes right before the noun it describes (imaginary friends, real child). If students have trouble finding adjectives, tell them to ask themselves, "What kind of friends?" or "What kind of child?"
- Record any new adjectives and the nouns they describe on the anchor chart.
- Then turn to the cover of the book. Ask students if they can find any adjectives that describe a noun in the title of the book (imaginary friend).
- Record any new adjectives and the nouns they describe on the anchor chart.
- Tell students that you will now read the story from beginning to end. Ask them to listen carefully for more describing words that help paint a picture of Beekle's world.
- Remind students to stay focused and to listen politely without interrupting while you read.
- Read *The Adventures of Beekle: The Unimaginary Friend* aloud.

Examples of Adjectives found in the text:

- Imaginary friends
- Real child
- Unimaginary friend
- Every night
- Special name
- Many nights
- Amazing things
- Unknown waters
- Scary things
- Real world
- Strange place
- Little while
- Many new adventures
- Funny jokes

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of imaginary noun cards (cut the cards in advance) and one *What Kind? What is It Like?* Page.
- Show students how to flip over an imaginary noun card and place it face up on the table.
- Show students how to think about adjectives that would be good describing words for the imaginary noun card they have chosen. Ask them to come up with questions like, "What kind of _____?" or "What is it like?"
- Tell students that they must each come up with one adjective for each imaginary noun card. Tell students to be creative and think about Beekle's imaginary world.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that
match the instructional focus

Step by Step Lesson Plan

Adjectives

Name: _____

Directions: Choose one of the imaginary friends below. Come up with 3 adjectives to describe your friend (what it is like! what kind?). Then, choose one of those adjectives to use in a complete sentence to tell more about your imaginary friend. Remember to put your adjective before the noun it describes.

1. _____

2. _____

3. _____

Directions: Think of some adjectives that can be used to describe the nouns listed below. What are they like? What kind are they? Use what you have learned about adjectives in Beekle's world to help you think of some fun, creative words!

1. _____ journey

2. _____ boat

3. _____ park

4. _____ tree

5. _____ whales

6. _____ adventure

Independent Word Practice | ©BookPagez.com

Adjectives

Answers include:

spotted

small

brave

mountain to touch the moon

It can be used to describe the nouns listed below. What are they like? What kind are they? Use what you have learned about adjectives in Beekle's world to help you think of some fun, creative words!

1. _____ journey

2. _____ boat

3. _____ park

4. _____ tree

5. _____ whales

6. _____ adventure

Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and
Answer Key

Imaginary Noun Cards
Interactive Activity

What Kind? What is It Like? Recording Sheet

Student 1	Student 2
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

Guided Word Work Practice | ©BookPagez.com

Interactive Activity with Answer Key

Hidden Adjectives
Extend Engagement Activity

Directions:

- Have students sit on carpet spots near you.
- Tell students you will read Beekle from beginning to end.
- Tell students that this time, instead of listening for adjectives that describe nouns in the text, they are going to come up with their own adjectives that describe nouns in the illustrations.
- Tell students that they will read slowly and allow students to look carefully at the illustrations.
- Remind students that as they look at details in the illustrations, they should find a noun (a person, place, thing or animal) and then ask themselves "What is it like?" or "What kind?"
- If a student thinks they have come up with an adjective that describes a noun in an illustration, they may raise their hand and say it.
- If it is correct, write it on the whiteboard or on chart paper.
- That student may get up and move onto the next activity.
- If a student does not correctly state an adjective and noun, they may call on a friend to help them.
- Continue reading Beekle until all students have come up with an adjective that describes a noun in the story.

Answers will vary. Sample answers include:

- Puffy cloud (page 1)
- Sleepy friend (page 2)
- Starry sky (page 3)
- Weird cat (page 4)
- Green shell (page 5)
- Sandy ground (page 6)
- Etc.

Teacher Directions | ©BookPagez.com

Optional Activity to
Extend Engagement

Word Detective: Adjectives
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **adjectives** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Extension Activity

WORKSHEETS

Name: _____

Beekle's Journey of Feelings

Track how Beekle feels at important moments in the story.

Directions:
Think about three important moments in *The Adventures of Beekle*. For each moment, draw Beekle's face to show how he feels, and then write one sentence explaining why he feels that way. Use clues from both the illustrations and the text to support your ideas.

In the beginning

Beekle felt _____

because _____

In the middle

Beekle felt _____

because _____

At the end

Beekle felt _____

because _____

© BookPagez.com | Worksheet

Journey of Feelings

Name: _____ Date: _____

Directions:

- These are cause and effect cards for Tacky the Penguin. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

CAUSE CARDS

Tacky marched 1-2-3, 4-2, 3-4-0, 2 ½, 0 because ■

Tacky sang "How Many Toes Does a Fish Have?" because ■

The hunters ran away because ■

Goodly, Lovely, Angel, Neatly, and Perfect hugged Tacky because ■

EFFECT CARDS

he was an odd bird. ●

Tacky was strange and they could not stand the horrible singing. ●

he didn't move like the other penguins. ●

he saved them from the hunters. ●

© BookPagez.com | Cause and Effect Sorting Cards for Tacky the Penguin

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

Name: _____

Directions:
The first part of the sentences below tell what happened (the effect) in the book, *The Adventures of Beekle*. Complete each sentence by telling the cause.

The Adventures of Beekle
Cause and Effect

He was hoping to be picked by a child. _____

He thought about his friend. _____

His friend did not come. _____

Beekle's friend found him. _____

_____ happened. The effect is what happened. _____

© BookPagez.com | Cause and Effect Practice Answer Key

Reading Tip!
Remember: The cause is why something happened. The effect is what happened.

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