

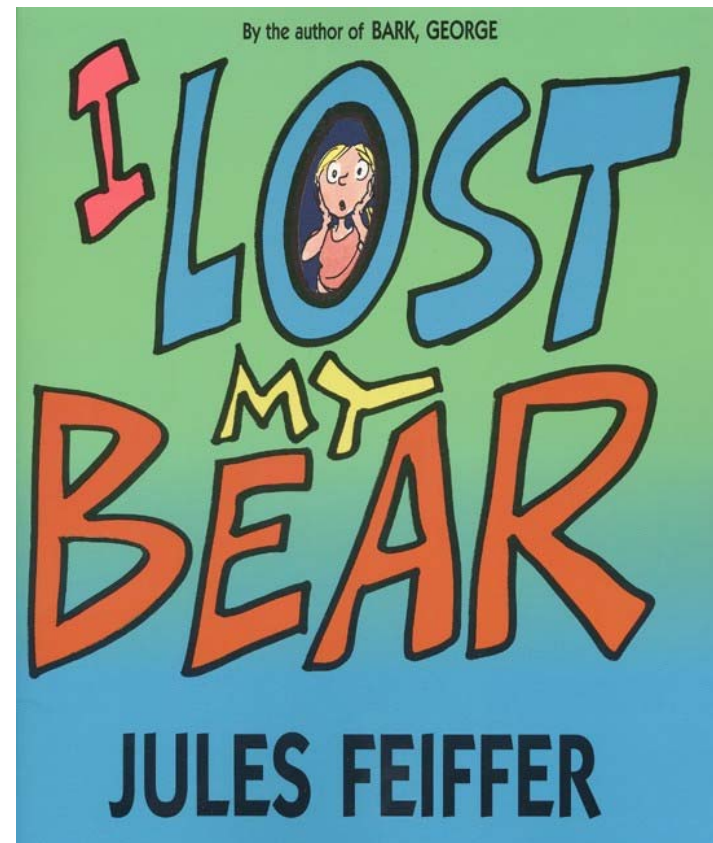
# #11998 I LOST MY BEAR

WESTON WOODS STUDIOS, 2004  
Grade Level: K-4  
9 Minutes



## CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#3042 HERE COMES THE CAT!](#)  
[#11644 HAPPY BIRTHDAY, MOON](#)  
[#11650 DANNY AND THE DINOSAUR](#)



# I LOST MY BEAR

## I LOST MY BEAR

by Jules Feiffer

Ages: 3-7

Themes: Responsibility, Family, Conflict Resolution and Problem Solving, Humor

Running Time: 9 minutes

### SUMMARY

Losing toys is never fun, especially when it's your favorite and no one will help you find it. One little girl spends a long day searching high and low for her bear and ends up discovering much, much more! Acting on suggestions from her family, this little detective's determination and antics will appeal to both children and adults who have lost anything. The lively animation captures a child's-eye-view of the world, creating an even more vivid picture of the young girl's plight.

### OBJECTIVES

- Students will make text-to-self and text-to-text connections.
- Students will discuss responsibility.

### BEFORE VIEWING ACTIVITIES

- Ask children about their favorite toys. Allow them to bring in this toy to school to share with their friends. Guiding questions:
- What makes the toy special?
  - Where did you get the toy?
  - How long have you had it?
  - What would they do if you lost the toy?

From the last question, have a discussion with the children about toys that they have lost. Let children share these stories.

Children can draw pictures of themselves with their favorite toy. Then, they can draw another picture depicting how they would feel if they ever lost that toy. Finally, the children can draw pictures of what they would do to look for it and how they would feel when they found it. These can be saved for making a book as an After Viewing Activity.

### AFTER VIEWING ACTIVITIES

Introduce children to the comprehension strategies of making text-to-self and text-to-text connections. Explain that when there is something in a book or video that reminds them of something in their lives, it is called text-to-self. Ask students to share text-to-self connections that they had with the video (These could be anything from, "I have a sister," to, "I just lost my favorite bear yesterday and found it in my bed."). Text-to-text connections are when a book or video has a similarity to another book or video. Help students think of examples of other books or videos that they have read or seen that can be connected to this video. Make lists on butcher or chart paper of the text-to-self and text-to-text connections that the students propose. These can be hung in the classroom as reminders of good strategies that help students to better understand books and videos.

Use the illustrations that children drew in the Before Viewing Activity to put together a book. Older children can write their own sentences to go with their illustrations, while younger children will need a teacher to help write down their words. Students can make covers and title pages for their books which can be added to the class library for others to read.

Discuss responsibility with the students.

Help them make a Responsibility Log, where they list all of their responsibilities and give themselves stickers for completing them. This can be used for both home and school to help students become more aware of their responsibilities and view them not as chores but as parts of growing up.

Other videos from Weston Woods about growing up and responsibility:

**Joey Runs Away** by Jack Kent

**Noisy Nora** by Rosemary Wells

**Leo the Late Bloomer** by Robert Kraus, ill. by Jose Aruego

Other videos from Weston Woods based on books by **Jules Feiffer**:

**Bark, George**

Other videos from Weston Woods about conflict resolution and problem solving:

**Harold and the Purple Crayon** by Crockett

Johnson

**Henry Builds a Cabin** by D.B. Johnson

**The Island of the Skog** by Steven Kellogg