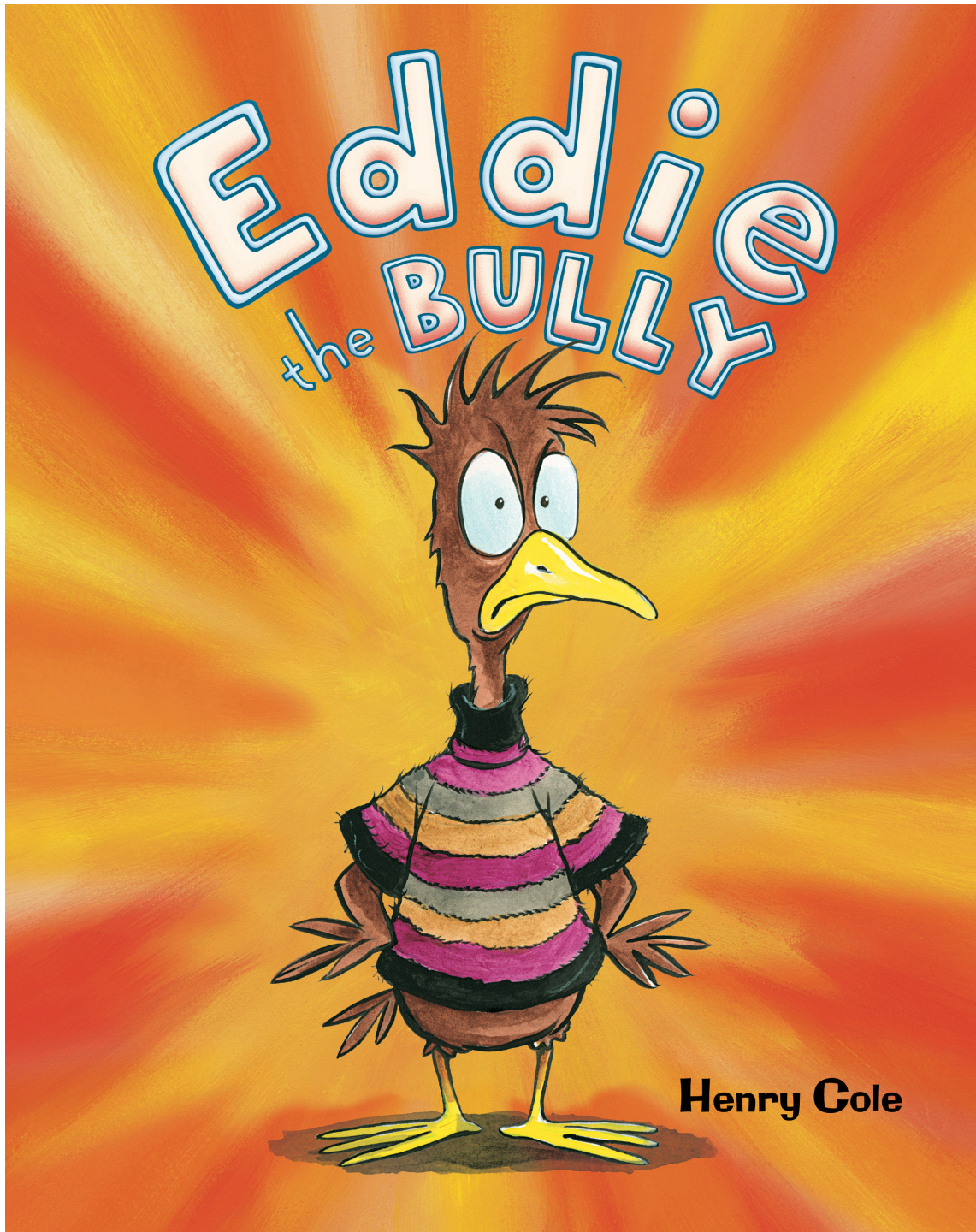


Eddie the Bully Educator's Guide



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About the book: Eddie is the meanest kid in class. No one is safe from his bullying. When Carla, a new student comes to class one day, everyone is preparing for the worst. But does Carla have a way to stop the class bully? A little kindness goes a long way!

- **Objectives:** Know and apply grade-level phonics and word analysis skills in decoding words. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies, identify story elements; plot and character development, problem and solution and cause and effect relationships. Determine the central message/theme and lesson from the story.

Leveling Information:
Guided Reading Level- K
Grade Level Equivalent- 2
Interest level- Pre-K-3



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Before Reading

1. Discuss the title, Eddie the Bully. What is a bully?
2. Create a "BULLY" chart of things a bully may say and do.
3. Discuss the front and back cover illustrations. Ask students how the title and cover illustration help you understand what the story will be about.
4. How do you know who "Eddie" is by looking at the cover illustrations and title?
5. Ask students to predict what the story will be about.
6. Word Work:
 - Put the following challenge words on the board. Clucked, sneered, splattered, tripped, jeered, ruffled, peeved, exasperated, narrowed, brightened, cackled, beamed, gushed
 - Tell students that there are many words in the story that have the suffix "ed".
 - Discuss the strategy of finding the root word to decode unfamiliar words.
 - Have students come up and circle each root word. Read the larger word- applying word analysis skills including beginning sounds, consonant blends and long and short vowel sounds/teams.
 - Ask students to explain strategies they will use to determine the meaning of unknown words and phrases in the book. Discuss the use of root words and context clues.
7. Tell the students that they will read/listen to Eddie the Bully to find out how characters in the story respond to major events and challenges.



During Reading

1. As you read *Eddie the Bully*, look at the illustrations.
 - What information do you get about the characters, setting and plot from the pictures?
 - What is the tone?
 - What feelings do the illustrations evoke?
2. Check your predictions as you read.

Read the first 7 pages (Stop at “nobody was safe”)
3. What did author Henry Cole mean when he said, “nobody was safe”?
4. Discuss Eddie’s words and actions in the beginning of the story.

Read the next 10 pages (Stop when “He opened his mouth to speak”)
5. Discuss How Eddie’s words and actions affect the way the class and teachers think about him and treat him.
6. What are the other characters thinking, saying, and feeling?
7. When Carla first comes to sit next to Eddie, “his eyes narrow, he grinned an evil grin, he opened his mouth to speak”.

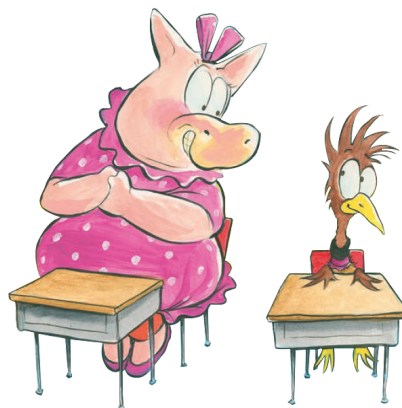
What do you think he is going to say?

Read the next 6 pages (Stop when “The whole class was looking at him”)
8. Why is the whole class looking at Eddie? What do they expect from him?
9. Do you think someone like Eddie can change?
10. What kind of character is Carla? Explain
11. How does Eddie react to Carla? Why? Read to the end of the story.
12. How did Eddie’s feelings and behavior change at the end of the story? Why?
13. Find words and phrases from the story to explain how Eddie changed.
14. Ask students to identify the central message or lesson of the story.

Share responses. (Kindness is contagious!)
15. Have the students read/listen to *Eddie the Bully* again, uninterrupted.
16. Read the letter from Henry Cole in the back of the book.

After Reading

1. How do the characters in the story respond to major events and challenges? Go back to the story.
2. Why do you think Henry Cole wrote this book?
What is the author's purpose?
3. What is the theme of the story? (bullying/kindness)
4. How can you personally relate to the theme?
5. Brainstorm synonyms for "mean" and "kind" (they are antonyms)
6. Using words from above, write about a time when someone was nice to you. Draw a picture. On the other side write about a time when someone was mean and draw a picture. Share with the group.
Chart the cause and effect relationships. Fun with words
7. Find the names of the teachers in the story, Eddie the Bully.
Explain why Henry Cole chose those names. How do they relate to the characters? (Henshaw, Fowler, Cluckner)
8. Go on an adjective hunt. Find as many description words as you can.
9. How many compound words can you find in the book?
10. Look for antonyms and synonyms from the story. create a chart.
11. Find examples of how the author uses repetitive lines or phrases to supply rhythm and meaning in the story.
12. Describe the part of the book when the class was playing "Person-Person-Monkey". What was the author trying to do?



Follow up activities: Making Connections

Discussion on bullying

Use evidence from the story or your own experiences

- What is bullying?
- What does the bully say or do?
- How can we deal with it as a classroom community in a positive, healthy way?
- How do his actions affect others?
- What can you do when you are bullied?
- Who are the people you can talk to?
- Who is the bully, victim, witnesses?
- How can we set up a bully free classroom?

Pretend you are Eddie

Take an example of bullying from the book and turn it around!

I am sorry for _____ It was wrong because _____ Next time I will _____ Is there anything I can do to make it better?



Follow up activities: Making Connections

Discussion on Kindness

Use evidence from the story or your own experiences and discuss the positive outcomes of Carla's kindness. Use your senses...

- What does kindness feel like?
- What does kindness sound like?
- What does kindness taste like?
- What does kindness smell like?

Play Contagious Laugh

Do you think this statement is true? "Laughter makes people laugh"

- Sit in a group.
- Have a member of the class (teacher) laugh.
- See what happens.
- Discuss the lesson...



Follow up activities: Making Connections

Random Acts of Kindness

- What are Random Acts of Kindness?
- Why are random acts of kindness important? Are random acts of kindness doable in life?
- What does it take?
- Think, and plan a random act of kindness.
- Explain your inspiration for this random act of kindness.
- What can random kindness do for a person or community?
- Carry out your act of kindness.
- Was it worth the effort?
- How did others around you respond?
- How did this make you feel?
- Will you continue to do more random acts of kindness?

Create a class bulletin board "Catching kindness"

- **Teacher:** Hang a net on one side of the board. Provide a butterfly stencil.
- **Students:** Cut out a colorful butterfly. Write an act of kindness on the butterfly. Perform the act and hang it on the board.

Journey to discover how you and your classmates can make a positive difference in the world.

Visit: www.powerofkindness.weebly.com

Plan and create your own school wide experiment, "Kindness makes people kind".

