



Porridge Creations

You will need

- ♦ Pot for cooking
- ♦ Stove or hotplate
- ♦ Large spoon for mixing
- ♦ Measuring spoons
- ♦ Measuring cups
- ♦ Oatmeal
- ♦ Water
- ♦ Sugar
- ♦ Raisins
- ♦ Dried cranberries
- ♦ Sliced apples
- ♦ Cinnamon
- ♦ Bowls and spoons
- ♦ Milk

What to do

- ♦ After reading the story of The Three Bears, ask the class if they know what porridge is, and if they eat it or anything like it at home.
- ♦ Allow students to measure out the ingredients for porridge following the recipes on the back of the oatmeal box.
- ♦ Cook the porridge over the stove or hot plate.
- ♦ Talk about some toppings that you could eat with porridge. Have the class contribute their own ideas for porridge toppings.
- ♦ When the porridge is ready, the children should serve themselves.
- ♦ Have toppings prepared for them to add to their porridge.

Open-ended questions

- ♦ If the porridge is too hot, how might we cool it down?
- ♦ If it is too cold, can you think of different ways to make it warm?
- ♦ When did Mama or Papa Bear make porridge? Breakfast? Lunch? Dinner? When would you most likely eat porridge?
- ♦ What other names do you know for porridge?
- ♦ How would you describe porridge?

Variations/Extensions

- ♦ Write porridge recipe cards for each child. On the recipe card, let students draw pictures and use creative spelling to write the toppings they would add.
- ♦ Create a recipe book in the shape of a bowl with pages of varying bowl sizes (small, medium, and large).
- ♦ Have them dictate their own recipes to adults in the classroom.

Related resources

- ♦ "Please Porridge Hot" Treasury of Mother Goose Rhymes, by Publications International, Ltd.
- ♦ Pretend Soup & Other Real Recipes, by Mollie Katzen and Ann Henderson, 1994.
- ♦ The Children's Step by Step Cook Book, by Angela Wilkes.

Suggested benchmarks

Physical Development and Health

- ♦ Participate in simple practices that promote healthy living and prevent illnesses.

Math

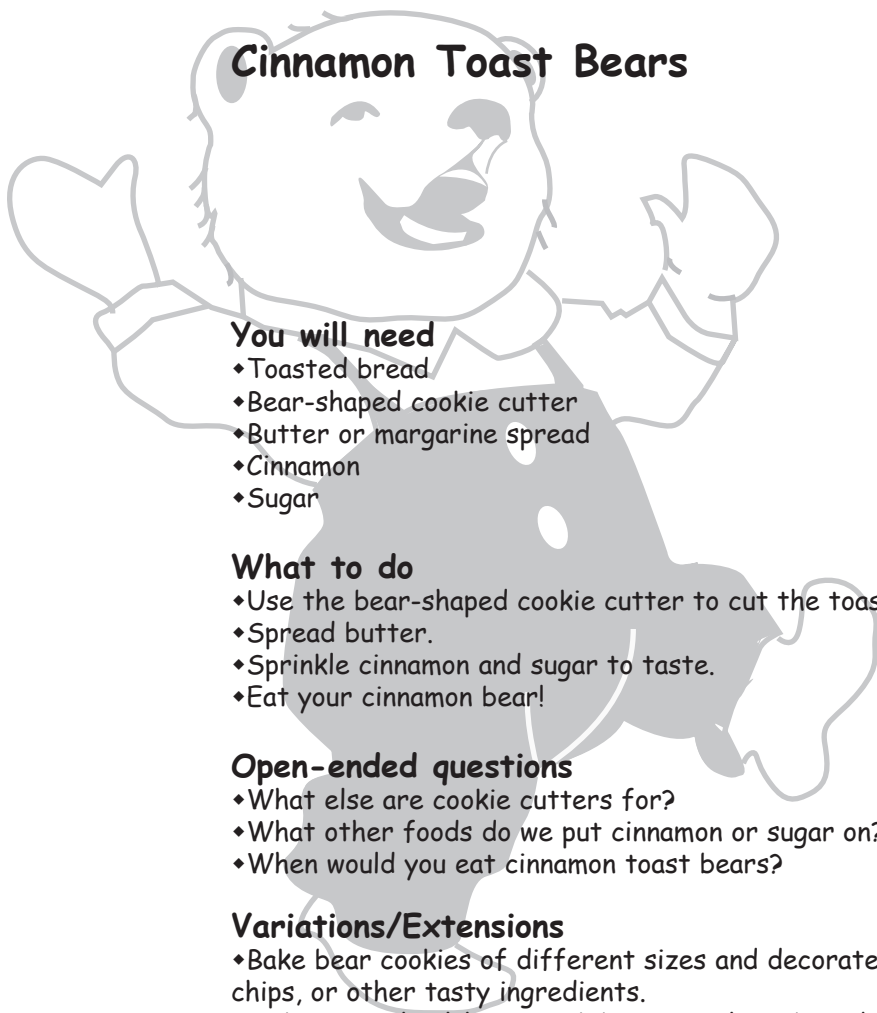
- ♦ Demonstrate a beginning understanding of measurement.
- ♦ Incorporate measuring activities into play.

Science

- ♦ Make comparisons among objects that have been observed.

My ideas on opposite side...

Cinnamon Toast Bears



You will need

- ♦ Toasted bread
- ♦ Bear-shaped cookie cutter
- ♦ Butter or margarine spread
- ♦ Cinnamon
- ♦ Sugar

What to do

- ♦ Use the bear-shaped cookie cutter to cut the toasted bread.
- ♦ Spread butter.
- ♦ Sprinkle cinnamon and sugar to taste.
- ♦ Eat your cinnamon bear!

Open-ended questions

- ♦ What else are cookie cutters for?
- ♦ What other foods do we put cinnamon or sugar on? (porridge, cookies, etc.)
- ♦ When would you eat cinnamon toast bears?

Variations/Extensions

- ♦ Bake bear cookies of different sizes and decorate with raisins, chocolate chips, or other tasty ingredients.
- ♦ Make into a healthier snack by using wheat bread.
- ♦ Serve milk or juice with the cinnamon toast bears for a well-rounded snack.

Related resources

- ♦ Goldilocks and the Three Bears, by Jim Aylesworth.
- ♦ Goldilocks and the Three Bears, by Valeri Gorbachev.

Suggested benchmarks

Physical Development and Health

- ♦ Participate in simple practices that promote healthy living and prevent illnesses.

My ideas on opposite side...



Teddy Bear Trail Mix

You will need

- ♦ 1 box cinnamon Teddy Grahams® (or any flavor)
- ♦ 1 box raisins
- ♦ 1 bag dried cranberries
- ♦ 1 bag dried banana chips
- ♦ 1 bag sunflower seed meats
- ♦ 1 package Goldfish® crackers
- ♦ 1 bag mini marshmallows
- ♦ Bowl for ingredients
- ♦ Resealable baggies
- ♦ Permanent marker
- ♦ 1 tablespoon measure
- ♦ $\frac{1}{4}$ cup measure

What to do

- ♦ Have each child write his or her name on baggie with permanent marker.
- ♦ For each baggie, each child should measure:
 - ♦ $\frac{1}{4}$ cup Teddy Grahams®
 - ♦ 2 tablespoons of every other ingredient
- ♦ Close and seal the baggie and shake to mix.
- ♦ This recipe makes enough for about 16 baggies.

Open-ended questions

- ♦ People often pack a snack such as trail mix when they go hiking through the woods. Why?
- ♦ What do you think you might see on a hike through the woods?
- ♦ What animals live in the woods?
- ♦ Which of these ingredients do you think bears might also like to eat?

Variations/Extensions

- ♦ Prepare trail mix as a snack you can take along to eat on a nature walk.
- ♦ Ask children what ingredients they might substitute for a different trail mix recipe.

Related resources

- ♦ "Bear Cub's Day", Bears, Bears, Bears - A Treasury of Stories, Songs and Poems about Bears, compiled by Mary Pope Osborne.

Suggested benchmarks

Science

- ♦ Use senses to explore and observe materials and natural phenomena.

Math

- ♦ Demonstrate a beginning understanding of measurement.

My ideas on opposite side...



Skip With the Bears

You will need

- ♦ Large area for gross motor activity
- ♦ Props for the story, such as a bowl for the porridge, chairs, beds, etc.
- ♦ A version of Goldilocks and the Three Bears
- ♦ Song "Skip with the Bears" (sung to the tune of "Skip to My Lou")

What to do

- ♦ Read or tell the story of Goldilocks and the Three Bears.
- ♦ Tell the children that you are going to sing the "Skip with the Bears" song and they will be able to dramatize the story.
- ♦ Choose children to play the main characters and the audience. Allow more than 3 bears and more than one Goldilocks, if necessary.
- ♦ Encourage children to skip and sing as they move from the porridge bowls, to the chairs, and to the beds.

Open-ended questions

- ♦ Should Goldilocks walk in the woods by herself? Why? Why not?
- ♦ Should you go for a walk alone? Why? Why not?
- ♦ What would you do if you rang your friend's doorbell and nobody was home?
- ♦ What would you do if you were lost?

Variations/Extensions

- ♦ Read the story or sing the song using rhythm instruments to depict the low sounds of Papa Bear's voice, the medium sounds of Mama Bear's voice and the high sounds of Baby Bear's voice.
- ♦ For children unable to move or for those who choose not to move, give the options of rhythm instruments, puppets, or scarves to help dramatize the story.
- ♦ For children with special needs, use adaptive equipment so they will be fully included in the activity.

Related resources

- ♦ "Skip to My Lou", The Library of Children's Song Classics, by Amy Appleby and Peter Pickow.

Suggested benchmarks

Fine Arts

- ♦ Investigate and participate in music and movement activities.
- ♦ Investigate and participate in drama activities.

My ideas on opposite side...



Bear Masks

You will need

- ♦ Books and magazines with pictures of different kinds of bears
- ♦ Construction paper
- ♦ Yarn
- ♦ Paper punch

What to do

- ♦ Introduce different types of bears (polar, panda, black, brown, spectacled, etc.) to your students using the book and magazine photographs and/or pictures.
- ♦ Post large pictures of different kinds of bears in front of the room.
- ♦ Talk about features that all bears have in common (e.g. two eyes, a snout, fur, etc.)
- ♦ Have children draw their own bear faces.
- ♦ Have them cut out the shape of a bear face to make a mask.
- ♦ Help string yarn through a hole punched in one side, around the back, and through a hole punched in the other side.
- ♦ Encourage the children to wear their masks and act out scenes from Goldilocks and the Three Bears and/or other bear related stories.

Open-ended questions

- ♦ How would these bears act?
- ♦ Where do you think they would live?
- ♦ How might the story be different if different kinds of bears were involved?
- ♦ How do you think they would treat Goldilocks if they ever met her?
- ♦ Can bears be pets? Why? Why not?

Variations/Extensions

- ♦ Display the masks on a bulletin board or around the classroom. Make sure to label each mask with the child's name and the type of bear they chose.
- ♦ Have children make up their own bear stories and act them out using their masks.

Related resources

- ♦ "Grandpa Bear's Lullaby", by Jane Yolen; from The Random House Book of Poetry for Children, selected by Jack Prelutsky.

Suggested benchmarks

Fine Arts

- ♦ Describe and respond to their own creative work or the creative work of others.
- ♦ Investigate the elements of drama.
- ♦ Investigate the elements of visual arts.

Language Arts

- ♦ Use drawing and writing skills to convey meaning and information.

My ideas on opposite side...



The Three Little Bears' House

You will need

- ♦ Three bowls
- ♦ Three spoons
- ♦ Three teddy bears in different sizes (small, medium and large)
- ♦ A construction paper or yarn wig to pretend to be Goldilocks
- ♦ You also need three bear heads made out of construction paper in three different sizes (small, medium, and large)

What to do

- ♦ Tape the bear's heads on the back of three chairs and put them around the table in the housekeeping area. Sit the teddy bears in their corresponding chairs and place the corresponding bowls and spoons on the table.
- ♦ Let the children do what they want with the props playing freely in the area. See if they can act out the story.
- ♦ Talk to the children about the different size bowls, spoons, bears and ask them to put them in order of size.

Open-ended questions

- ♦ What do you think Goldilocks could have done to make the bears feel better about what she did?
- ♦ What else can you add to the housekeeping area to make it look more like the three little bears house?
- ♦ What kind of activities do you think the bears did at their house?

Variations/Extensions

- ♦ Have the children make head bands with bear ears so they can pretend to be the bears. Add three paper beds and tape or Velcro them to the floor so they can reenact the whole story.
- ♦ Put the words "big", "medium", and "small" on the corresponding chair. Write three cards that say "mama bear", "papa bear", and "baby bear" and with a string, put them around each teddy bear's neck. See if the child recognizes the word or can tell what it is by relating it to the story.
- ♦ Have them create their own version of the story while they play.

Related resources

- ♦ "The Teddy Bears Picnic", from The Library of Children's Song Classics, compiled by Amy Appleby and Peter Pickow.

Suggested benchmarks

Fine Arts

- ♦ Participate in drama activities.

Math

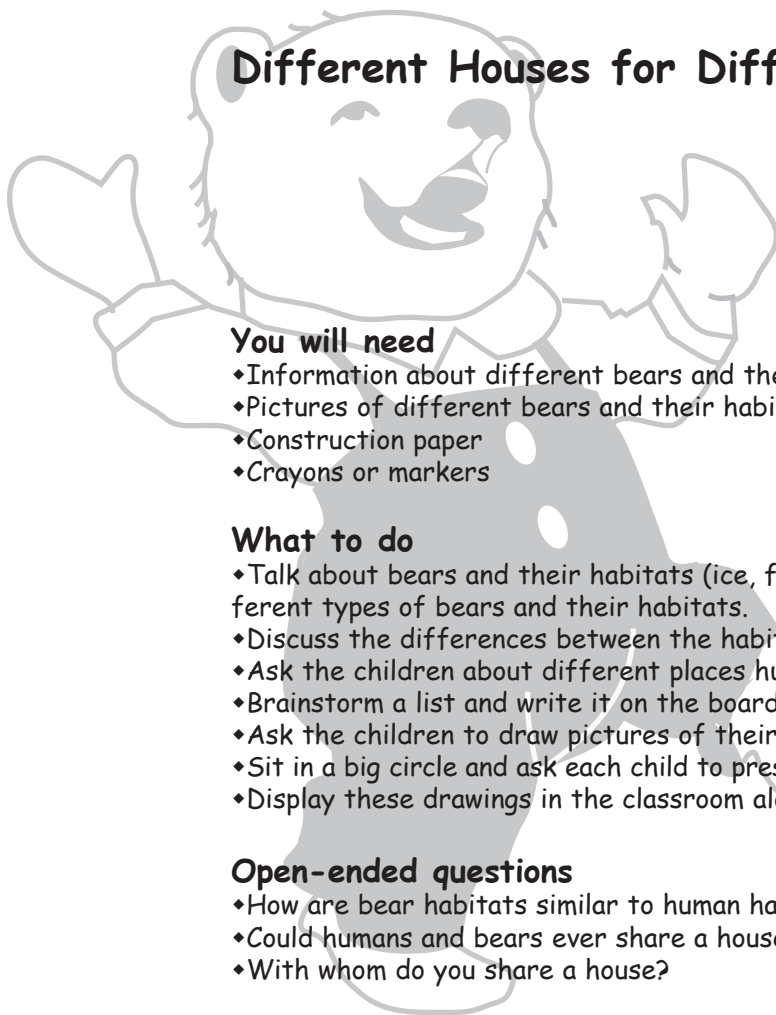
- ♦ Order, compare and describe objects according to a single attribute.

Language Arts

- ♦ Identify labels and signs in the environment.

My ideas on opposite side...

Different Houses for Different Bears



You will need

- ♦ Information about different bears and their habitats
- ♦ Pictures of different bears and their habitats
- ♦ Construction paper
- ♦ Crayons or markers

What to do

- ♦ Talk about bears and their habitats (ice, forest, cave, etc.) using the pictures of different types of bears and their habitats.
- ♦ Discuss the differences between the habitats.
- ♦ Ask the children about different places humans can live.
- ♦ Brainstorm a list and write it on the board.
- ♦ Ask the children to draw pictures of their apartments or homes and color them.
- ♦ Sit in a big circle and ask each child to present his or her picture to share with the class.
- ♦ Display these drawings in the classroom along with pictures of different bear habitats.

Open-ended questions

- ♦ How are bear habitats similar to human habitats? How are they different?
- ♦ Could humans and bears ever share a house? Why? Why not?
- ♦ With whom do you share a house?

Variations/Extensions

- ♦ Discuss the habitats of other animals and compare them to human habitats.
- ♦ Explain that every bear lives in a habitat that best suits his or her needs (compare to humans).
- ♦ Compare bears that live in different parts of the world to people who live in different parts of the world.

Related resources:

- ♦ "The Bear Den—All About Bears," <http://www.bearden.org>
- ♦ Bears in the Forest, by Karen Wallace.
- ♦ BEARS, by Ian Stirling.
- ♦ A House is a House, by Mary Hoberman.

Suggested benchmarks

Social Science

- ♦ Recognize and appreciate similarities and differences in people.

Science

- ♦ Describe and compare basic needs of living things.
- ♦ Make comparisons among objects that have been observed.

My ideas on opposite side...

Film-Strip on Stereotypes

You will need

- ♦ Herman and the Bears, by Bernice Myers.
- ♦ Film soaked in bleach to remove emulsion (teacher's job)
- ♦ Markers for drawing pictures on film
- ♦ Film strip projector
- ♦ Butcher paper roll
- ♦ Scissors

What to do

- ♦ Read Herman and the Bears.
- ♦ Have children draw pictures of the characters on the film.
- ♦ Project their film strip on screen or blank wall and have the children recount the story in their own words using their own illustrations.

Open-ended questions

- ♦ Why do the bears think that Herman is one of them?
- ♦ How does Herman get to play with them?
- ♦ Why doesn't the scoutmaster let Herman stay with what he considers to be fierce animals?
- ♦ Introduce the word "stereotype". Talk about how people sometimes use one characteristic of a group of people to fit everyone in the group such as being lazy, stingy, dumb, thieves, etc. Is there a stereotype in this story of Herman and the Bears?
- ♦ Fathers are not always the biggest member of the family. Who is the biggest member of your family? Who is the smallest?
- ♦ Not all families have a mother, father, and a baby. What other kinds of families do you know about?

Variations/Extensions

- ♦ Have children draw and color life-size figures of the story characters. Use butcher paper and trace children lying on it - add ears and other parts that could turn them into "bears." Hang them in the classroom.

Related resources

- ♦ Loving, by Ann Morris.
- ♦ People, by Peter Spier.
- ♦ Somewhere Today: A Book of Peace, by Shelly Moore Thomas.
- ♦ Who's a Family? by Robert Skutch.

Suggested benchmarks

Language Arts

- ♦ Use drawing and writing skills to convey meaning and information.

Social Sciences

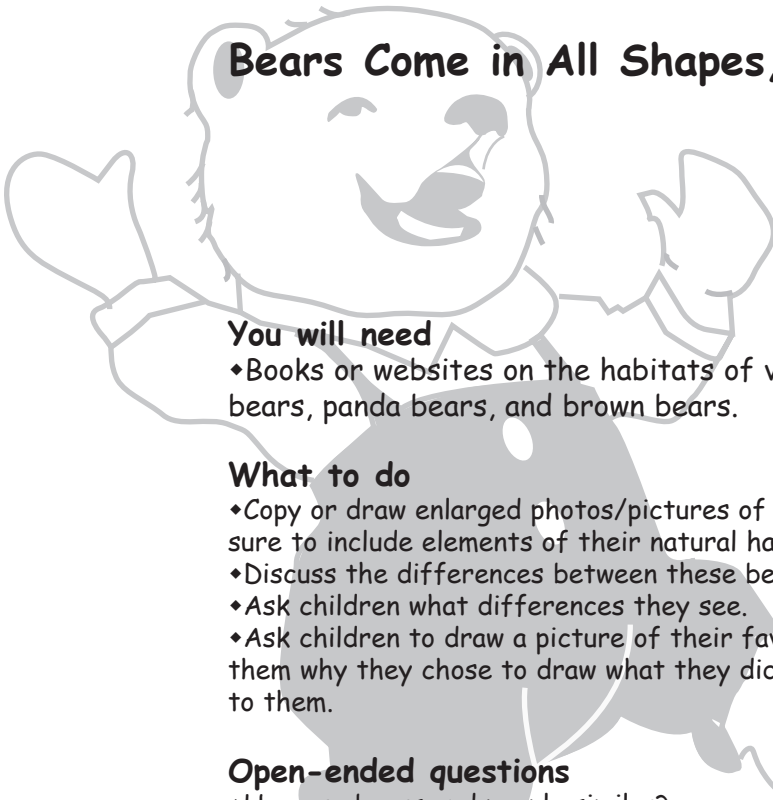
- ♦ Recognize and appreciate similarities and differences in people.
- ♦ Understand that each of us belongs to a family and recognize that families vary.

Social/Emotional Development

- ♦ Describe self by using several basic characteristics.

My ideas on opposite side...

Bears Come in All Shapes, Sizes, and Colors



You will need

- ♦ Books or websites on the habitats of various kinds of bears, such as polar bears, panda bears, and brown bears.

What to do

- ♦ Copy or draw enlarged photos/pictures of the three different types of bears. Make sure to include elements of their natural habitats in these photos or pictures.
- ♦ Discuss the differences between these bears (habitat, diet, color, fur, size, etc).
- ♦ Ask children what differences they see.
- ♦ Ask children to draw a picture of their favorite type of bear. Take turns asking them why they chose to draw what they did and what makes that bear special to them.

Open-ended questions

- ♦ How are bears and people similar?
- ♦ How are bears and people different?
- ♦ Why can't bears and humans live in the same house (tie into Goldilocks)?
- ♦ In what different kinds of homes do humans live? (city vs. country, apartment vs. house, igloos vs. grass huts)?
- ♦ How did you feel when you found out that bears come in all shapes, sizes, and colors just like humans do?
- ♦ What other species of animals come in different shapes, sizes, and colors?

Variations/Extensions

- ♦ Incorporate more bears into this activity (spectacled, Asiatic black, sloth, American black bears).
- ♦ Take a trip to the zoo.

Related resources

- ♦ "The Bear Den—All About Bears", a brief history of bears and descriptions of each kind.
<http://www.bearden.org>
- ♦ "Species", a link to detailed descriptions of black, brown, polar, Asiatic black, sloth, spectacled, sun, and giant panda bears. <http://www.bears.org/animals/main.shtml>

Suggested benchmarks

Science

- ♦ Investigate and categorize living things in the environment.
- ♦ Describe and compare basic needs of living things.

My ideas on opposite side...



Do You Hear What I Hear?

You will need

- ♦ Polar Bear, Polar Bear, What Do You Hear? by Bill Martin Jr.
- ♦ Easel paper
- ♦ Markers

What to do

- ♦ Read Polar Bear, Polar Bear What Do You Hear?
- ♦ Talk about the animals and what they heard.
- ♦ Ask children to demonstrate the animal sounds (bellowing, hissing, etc).
- ♦ Ask the children to list the animals in the story and write the children's responses on easel paper.
- ♦ Use the verbs to describe what each animal heard and identify what animal made that sound.

Open-ended questions

- ♦ What other animals can you think of that make sounds?
- ♦ What sounds do they make?
- ♦ Why do you think the animals make those sounds?
- ♦ What words rhyme with _____?

Variations/Extensions

- ♦ Record the children's voices and ask the children to identify whose voice they hear by listening to the tape.
- ♦ Have children make animal masks and act out the story.

Related resources

- ♦ Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr. and Eric Carle.

Suggested benchmarks

Language Arts

- ♦ Listen with understanding and respond to directions and conversations.
- ♦ Retell information from a story.
- ♦ Apply reading strategies to improve understanding and fluency.

My ideas on opposite side...



What's the Real Story?

You will need

- ♦ A version of the Goldilocks and the Three Bears
- ♦ Somebody and the Three Blairs, by Marilyn Tolhurst
- ♦ Chart paper
- ♦ Drawing paper
- ♦ Crayons/markers
- ♦ Props for play acting

What to do

- ♦ Read the two stories. Discuss how the second book compares to the first and make a list of similarities and differences.
- ♦ Have children act out the stories.
- ♦ Have them draw pictures comparing the stories.

Open-ended questions

- ♦ How were Somebody's actions different from Goldilocks' actions?
- ♦ What did they do that was the same?
- ♦ How do you think the bears and Blairs felt when they returned and discovered that someone had been in their houses?
- ♦ Where do you think Somebody went when he left the Blairs' house?
- ♦ Did you like the way this story ended? Why or why not?

Variations/Extensions

- ♦ Have children read and compare other versions of the story.
- ♦ Ask the children to create their own endings to the story.
- ♦ Let adults write the children's stories as they dictate them; then have the children illustrate their stories.

Related resources

- ♦ Goldilocks Returns!, by Lisa Campbell Ernst.

Suggested benchmarks

Language Arts

- ♦ Demonstrate understanding of literal meaning of stories by making comments.
- ♦ Relate prior knowledge to new information.

My ideas on opposite side....



Exactly the Opposite

You will need

- ♦ A version of Goldilocks and the The Three Bears
- ♦ Exactly the Opposite, by Tana Hoban
- ♦ Chart paper
- ♦ Markers

What to do

- ♦ Reread the version you selected of Goldilocks and the Three Bears.
- ♦ Have the children repeat Goldilocks' words as she tastes the bowls of porridge, sits on the chairs, and lies in the beds.
- ♦ Talk about opposites: Have children fill in the blanks as you say:
Papa's bowl was too cold, Mama's bowl was too _____.
Papa's chair was too hard, Mama's chair was too _____.
- ♦ List opposites on chart paper.
- ♦ Read Exactly the Opposite to the children.
- ♦ Encourage the children to talk about the pictures and identify opposites in the pictures.

Open-ended questions

- ♦ What does the word opposite mean?
- ♦ What other opposites do you think there are?
- ♦ What story does this picture tell?

Variations/Extensions

- ♦ Have children identify other opposites and list on chart paper.
- ♦ Give children pairs of opposites and have them act them out.

Related resources

- ♦ Bears, Bears, Bears- A Treasury of Stories, Songs, and Poems about Bears, by Mary Pope Osborne.

Suggested benchmarks

Language Arts

- ♦ Understand how literary elements and techniques are used to convey meaning.
- ♦ Apply reading strategies to improve understanding and fluency.
- ♦ Understand that pictures and symbols have meaning and that print carries a message.

My ideas on opposite side....



Rhyme Time

You will need

- ♦ "Wild Beasts", a poem by Evaleen Stein
- ♦ Chart paper
- ♦ Crayons/markers
- ♦ Drawing paper

What to do

- ♦ Read the poem "Wild Beasts".
- ♦ Ask the children to identify the words that rhyme by giving them the first word and asking them to tell which word rhymes with word you gave?
- ♦ Have children tell you what other words rhyme with that word.
- ♦ Write these words on chart paper (it's ok if they are nonsense words).
- ♦ Have children make up and dictate rhymes to an adult in the room, then illustrate them.

Open-ended questions

- ♦ Pretend that you are a "wild beast". Which one would you be? Why?
- ♦ What words rhyme with _____?

Variations/Extensions

- ♦ Pretend to be a "wild beast" of rhyme. One child is "wild beast" and calls out a word. The first child to call out a word that rhymes with the beast's word gets to be the "beast".
- ♦ Look for rhymes in other poems. (see below)

Related resources

- ♦ "My Teddy Bear", by Marchette Chute.
 - ♦ "My Teddy Bear", by Margaret Hillert.
 - ♦ "Teddy Bear, Teddy Bear", by Anonymous.
- Poems above from Read-Aloud Rhymes for the Very Young, selected by Jack Prelutsky.

Suggested benchmarks

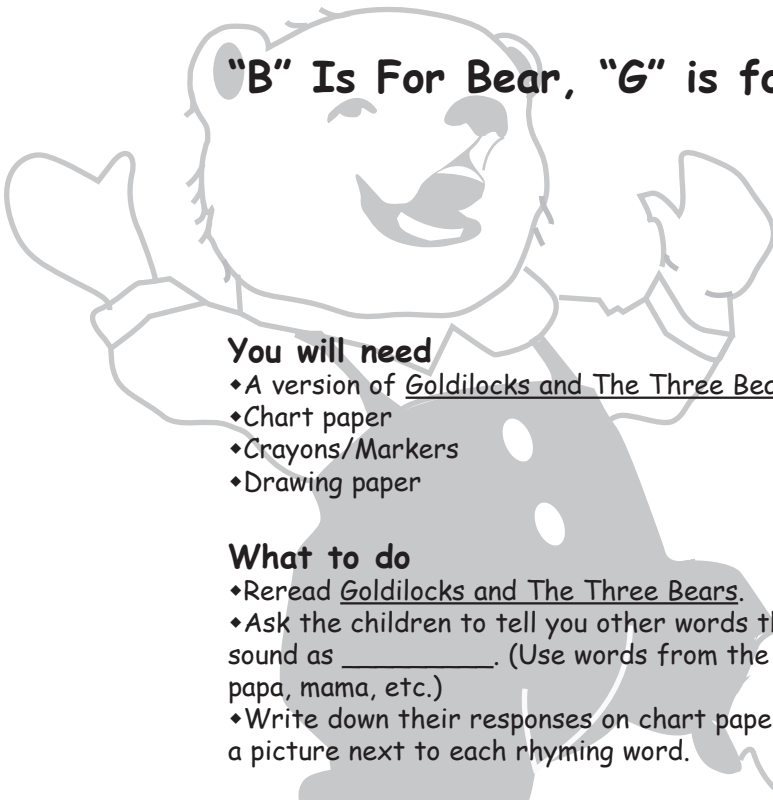
Language Arts

- ♦ Begin to develop phonological awareness by participating in rhyming games.
- ♦ Pay attention to separable and repeating sounds in language.

My ideas on opposite side...



"B" Is For Bear, "G" is for Goldilocks



You will need

- ♦ A version of Goldilocks and The Three Bears
- ♦ Chart paper
- ♦ Crayons/Markers
- ♦ Drawing paper

What to do

- ♦ Reread Goldilocks and The Three Bears.
- ♦ Ask the children to tell you other words that begin with the same sound as _____. (Use words from the story: bears, Goldilocks, porridge, papa, mama, etc.)
- ♦ Write down their responses on chart paper and have children take turns drawing a picture next to each rhyming word.

Open-ended questions

- ♦ What words begin with _____?

Variations/Extensions

- ♦ Ask children to identify words that begin with the same sounds as his or her first and last names.
- ♦ Have children imitate animal sounds that begin with similar sounds.

Related resources

- ♦ "A Fly and A Flea in A Flue," by Anonymus.
- ♦ "The Tutor", by Carolyn Weils.

Poems above from Random House Book of Poetry for Children, selected by Jack Prelutsky.

Suggested benchmarks

Language Arts

- ♦ Begin to develop phonological awareness by participating in word games.
- ♦ Pay attention to separable and repeating sounds in language.

My ideas on opposite side...



We Come in All Sizes

You will need

- ♦ Chart paper
- ♦ Units of measurement: Teddy bear shapes (These can be teacher-made or die-cut shapes can be purchased from teacher supply stores). The number of bear shapes needed will depend on the size, the shape and height of the tallest children.

What to do

- ♦ Prepare a chart with the heading "How Many Bears Tall Are You?"
- ♦ After reading the story of the Three Bears, discuss the different sizes of the items in the story. Explain that we, too, come in different sizes.
- ♦ Have children take turns being measured for height. Ask the children to lie down on the floor and use the bear shapes as a unit of measurement.
- ♦ On the chart, record the number of bears needed to represent each child's height.
- ♦ Share the results with the entire class.
- ♦ What other items can we measure with the bears?

Open-ended questions

- ♦ How many bears do you think it will take to show how tall you are?
- ♦ Are there any children in the class whose heights are the same?
- ♦ Who is tallest? shortest? Who is in the middle?
- ♦ What other items can we measure with the bears?

Variations/Extensions

- ♦ If many bear shapes are available, children can glue onto a strip of adding machine tape the number of bears that represent their heights.
- ♦ Gather all the height strips and arrange them in order of the shortest to tallest.
- ♦ Ask the children to select other non-standard units of measurement to measure their heights.

Related resources

- ♦ More than Counting, by Sally Moomaw and Brenda Hieronymus.

Suggested benchmarks

Math

- ♦ Explore quantity and number.
- ♦ Make comparisons of quantities.
- ♦ Demonstrate a beginning understanding of measurement using non-standard units and measuring words.
- ♦ Represent data using concrete objects, pictures and graphs.
- ♦ Gather data about themselves and their surroundings.

Social/Emotional Development

- ♦ Describe self by using several basic characteristics.

My ideas on opposite side...



Teddy Graham Taste Test

You will need

- ♦ 1 box cinnamon-flavored Teddy Grahams®
- ♦ 1 box chocolate-flavored Teddy Grahams®
- ♦ 1 box honey-flavored Teddy Grahams®
- ♦ Paper plates
- ♦ Chart for graphing

What to do

- ♦ Set up table with taste-test items from each type of Teddy Grahams®.
- ♦ Invite children to taste a couple of Teddy Grahams® in each of the three flavors.
- ♦ Ask each child to name their favorite flavor.
- ♦ Graph responses on chart paper.
- ♦ Share results with entire group.

Open-ended questions

- ♦ Which flavor did you prefer? Why?
- ♦ Which flavor did the class like most? How can you tell?
- ♦ Which flavor did the class like least? How can you tell?

Variations/Extensions

- ♦ Allow children to record their own preferences on the graph by writing their names under their favorite flavors.
- ♦ For younger children, have names on the chart and allow child to represent his/her response by placing an actual Teddy Graham cracker in the preferred flavor on the chart with glue.
- ♦ Count and graph the number of each flavor.

Related resources

- ♦ [Teddy Bear, Teddy Bear](#), illustrated by Michael Hague.

Suggested benchmarks

Math

- ♦ Represent data using concrete objects, pictures and graphs.
- ♦ Gather data about themselves and their surroundings.
- ♦ Make comparisons of quantities.

Science

- ♦ Use senses to explore and observe materials and natural phenomena.

Social Science

- ♦ Participate in voting as a way of making choices.

My ideas on opposite side...



Measure All Around Us

You will need

- ♦ Unifix blocks
- ♦ Objects in different sizes like little play chairs, beds, bowls
- ♦ Any other objects that are different sizes

What to do

- ♦ Have the children measure the different objects using unifix blocks and ask them to compare the sizes and sort them by size.

Open-ended questions

- ♦ What other things around the room can you use to measure something?
- ♦ How can measuring something help us?
- ♦ What kind of things do you like to measure? Why?

Variations/Extensions

- ♦ Have the children use their feet, hands, blocks, strings or other objects to measure different things around the room.
- ♦ Have the children compare their sizes to one another and see if, based on their size, they can determine who could be Papa Bear, Mama Bear, or Baby Bear.

Related resources

- ♦ The Littlest Dinosaurs, by Bernard Most.

Suggested benchmarks

Math

- ♦ Demonstrate a beginning understanding of measurement using non-standard units and measurement words.
- ♦ Order, compare and describe objects according to a single attribute.

My ideas on opposite side...



Gummy Bear Graph

You will need

- ♦ Package of gummy bears
- ♦ Large sheet of graph paper for teacher
- ♦ Small graph paper for students

What to do

- ♦ Teacher will model sorting and graphing of various colors of gummy bears.
- ♦ Children will repeat the gummy bear sorting and graphing on their own papers.
- ♦ Encourage the children to count how many of each color are in each column, share it with the class, and write it down.
- ♦ Display the children's graphs, with their names on them, around the classroom.

Open-ended questions

- ♦ What other ways can we sort these bears?
- ♦ What colors appear most frequently? What colors appear least frequently?
- ♦ What is your favorite flavor of gummy bear?

Variations/Extensions

- ♦ Have children sort other objects.
- ♦ Graph other objects in the classrooms (girls vs. boys, 5-year-olds vs. 6-year-olds, etc.).

Related resources

- ♦ 5 Minute Math Problems of the Day, by Martin Lee & Marcia Miller.
- ♦ 225 Fantastic Facts Math Word Problems, by Eric Charlesworth.

Suggested benchmarks

Science

- ♦ Make comparisons among objects that have been observed.
- ♦ Use senses to explore and observe materials and natural phenomena.

My ideas on opposite side...

Walk in the Woods

You will need

- ♦Space for stretching and taking a pretend walk.

What to do

- ♦Before the bears went walking, they needed to stretch. Lead the class in some stretching exercises. You may add some bear noises as you touch your furry bear toes, stand up tall as a bear, try to touch the sky, and give yourself a bear hug.
- ♦Have the children make up their own bear stretches.
- ♦Talk about where the bears might have gone on their walk, and what they might have seen and done.
- ♦Lead the class in pantomiming a bear walking through the woods; playing follow the leader over pretend rocks, through rivers, up a tree, and running from honey bees.
- ♦Walk like a bear, using both hands and feet.
- ♦Take the class back to the bear house and take a big bear nap.

Open-ended questions

- ♦What else could the bears do to stay fit and healthy?
- ♦What kinds of things can people do to be active and healthy?

Variations/Extensions

- ♦Talk about safety when taking a walk. Practice using a crosswalk (even an imaginary one in your classroom) making sure to look both ways and hold hands as you cross. Discuss safety in terms of not talking to strangers.
- ♦Take trail mix with you on a walk outdoors (see Cooking 1).

Related resources

- ♦University of Illinois Extension has a fitness resource for schoolteachers. <http://web.aces.uiuc.edu/wellnessways/>
- ♦Jungle walk has video of bears walking and stretching, as well as other animal video, sounds, pictures and information. www.junglewalk.com
- ♦We're Going on a Bear Hunt, by Michael Rosen.

Suggested benchmarks

Physical Development and Health

- ♦Engage in active play using fine and gross motor skills.
- ♦Follow simply safety rules while participating in activities.
- ♦Participate in developmental activities related to physical fitness.

My ideas on opposite side...



Three Bears Movement and Sound

You will need

- ♦ A version of Goldilocks and the Three Bears
- ♦ List of movement and sound words from the story written on chalkboard or a large sheet of butcher paper
- ♦ Index cards with one word written on each

What to do

- ♦ Generate, with the children, a list of movement words from the story and put them on chart paper.
- ♦ Ask the children if they know what the words mean.
- ♦ Ask the children when and why children may use these words.
- ♦ Play charades with the words during circle time. Have one child leave the circle with you. Show them the word and whisper it to the child. Have that child act out the word for the students and ask the rest of the children to guess what the word is and in what part of the story the word pertains.
- ♦ Then ask, What do you think _____ means?

Open-ended questions

- ♦ Why might some children move in different ways than others?
- ♦ Can you think of different ways that people can move?
- ♦ What are some different ways that you can move?

Variation/Extensions

- ♦ Play "Jack Be Nimble, Jack Be Quick" and have children leap over a candle-stick.
- ♦ Ask children to tell you what animals, walk, run, sit, stomp, jump, etc.
- ♦ Play: If I were... (a rabbit, I would hop all around; a cat, I would leap all around, etc.)
- ♦ Chart which words describe movement and which words describe sounds.

Related resources

- ♦ Song: "This Is the Story About Sammy," Hap Palmer Records.

Suggested benchmarks

Physical Development and Health

- ♦ Coordinate movements to perform complex tasks.
- ♦ Demonstrate ability to cooperate with others during group physical activities.

Language Arts

- ♦ Understand that print carries a message.
- ♦ Use language to communicate needs, ideas, and thoughts and to respond to questions.

My ideas on opposite side...

Roll the Dice

You will need

- ♦ A square box (like an empty Pop Tart® box)
- ♦ Construction paper
- ♦ Tape or glue
- ♦ Crayons/markers

What to do

- ♦ Tape the box closed.
- ♦ Cover the box with construction paper as if wrapping a present.
- ♦ On each face of the dice, write the following phrases: Climb a tree, gather honey, cook porridge, pick flowers, sleep in a bed, rock in a chair.
- ♦ Draw pictures or use magazine cut-outs to go with each action.
- ♦ Have children roll the new dice and make the Goldilocks and the Three Bears movements:
 - "Climb a tree" Encourage children to stretch out and use exaggerated climbing motions in this activity.
 - "Gather honey" Encourage children to reach up to a high, hard to reach beehive that they have to stretch to get to.
 - "Cook porridge" Demonstrate this movement using exaggerated stirring and pouring motions.
 - "Pick flowers" Encourage children to stand up after every flower they reach down to pick.
 - "Sleep in a bed" Ask children to lay on their backs and stretch out and then curl up in a tiny ball. Ask them which position they prefer.
 - "Rock in a chair" Ask children to act like they are sitting in an imaginary chair (squat position) and maintain their balance while swaying left to right or front to back. This can also be done sitting cross-legged on the floor.

Open-ended questions

- ♦ Do you think that Goldilocks was tired after all this movement? Why?
- ♦ Why would you climb a tree, gather honey, etc.?

Variations/Extensions

- ♦ Make a second die and ask children to make a story out of the actions; then act it out.
- ♦ Vary the speed of acting out the movements.
- ♦ Ask the children to come up with other movements for a new die.

Related resources

- ♦ "The Bear Went Over the Mountain", The Library of Children's Song Classics, compiled by Amy Appleby and Peter Pickow.

Suggested benchmarks

Physical Development and Health

- ♦ Engage in active play using fine and gross motor skills.

My ideas on opposite side...

Bear, Bear, Bee!

You will need

- ♦ Large area for gross motor activity

What to do

- ♦ This game is played like "Duck, Duck, Goose".
- ♦ Children are seated in a circle.
- ♦ Choose one child as the Bear.
- ♦ The Bear walks around behind the circle saying "Bear" and gently touching each seated child on the head. The bear then selects a child to chase him by saying "Bee!" instead of "Bear." The child chosen as the bee jumps up and chases the bear around the circle. The bear needs to return to the open seat before he/she is caught or stung by the bee. The chosen child now becomes the next bear.

Open-ended questions

- ♦ How does it feel while you are waiting for your turn?
- ♦ What other movements can we use in this game?
- ♦ Do you think the bears played this game? Why? Why not?

Variations/Extensions

- ♦ Try playing the game with two different movements: the bear running on all fours while the bee flaps his arms in a flying motion while trying to catch or sting the bear.
- ♦ Ask children to suggest other animal names (e.g. Fish, Fish, Shark).
- ♦ Try to imitate the movements of other animals.

Related resources

- ♦ CD: Greg and Steve, Kids in Motion - Song: "Animal Action".

Suggested benchmarks

Physical Development and Health

- ♦ Engage in active play using gross motor skills.
- ♦ Follow simple safety rules while participating in activities.
- ♦ Demonstrate ability to cooperate with others during group physical activities.

My ideas on opposite side...



Honey Crystals

You will need

- ♦ Pictures of different kinds of crystals
- ♦ A magnifying glass
- ♦ Paper plates
- ♦ Table salt
- ♦ Epsom salt
- ♦ Granulated sugar
- ♦ Honey jar that has been left open until crystals form
- ♦ Paper
- ♦ Crayons

What to do

- ♦ Talk to children about crystals. Show them pictures of various kinds of crystals, including snow and ice crystals, honey crystals and stalagmites and stalactites that form in caves.
- ♦ Pour sugar and salts onto different plates.
- ♦ Ask children to inspect the crystals with their magnifying glass.
- ♦ Ask the children to draw pictures of what they see and color them.

Open-ended questions

- ♦ How are the crystals similar?
- ♦ How are the crystals different?
- ♦ What else do you think is made up of crystals?

Variations/Extensions

- ♦ Have the class make their own crystals in baby food jars.
- ♦ Boil water and dissolve any ONE of the following until no more will absorb: salt, epsom salt, sugar, borax, alum (aluminum potassium sulfate), baking soda, copper sulfate.
- ♦ Pour liquid into each jar until each is more than half full. Tie a string to the center of a pencil or a Popsicle stick and hang the string into the jar.
- ♦ Wait for crystals to form, allowing one week.
- ♦ Compare the crystals formed by each of the different substances.
- ♦ Make paper snowflakes to imitate the ones observed.

Related resources

- ♦ Crystals and Crystal Growing, by Alan Holden and Phylis Morrison.
- ♦ Juma and the Honey-Guide: An African Story, by Robin Bernard.

Suggested benchmarks

Science

- ♦ Use senses to explore and observe materials in natural phenomena.
- ♦ Collect, describe, and record information.

My ideas on opposite side...



Water Changes

You will need

- ♦ A stove or hot plate
- ♦ A pot with a cover
- ♦ Access to a freezer
- ♦ A place where water can be left to evaporate

What to do

- ♦ Measure two cups of water and bring to boil.
- ♦ Place dry cover on pot for two minutes.
- ♦ Remove cover, and have children observe the droplets.
- ♦ Give children time to talk about how the drops got on the lid.
- ♦ Observe what happens when the water continues to boil.
- ♦ Pour $\frac{1}{2}$ cup of water into a dish and leave it in an unused part of the classroom. Check and see what happens over a weekend, or overnight.
- ♦ Place water in freezer and have children observe what happens to the water.

Open-ended questions

- ♦ Can you predict what will happen to the water left in the dish overnight? Think about puddles after a rain- do they remain or disappear? Does anyone know the name for this happening? (evaporation)
- ♦ Another name for water is "liquid." What other liquids do you know? (fruit juice, soda, milk, gasoline, rain, etc.)
- ♦ When liquid is frozen, we call it, "solid." Do you know other liquids that can be turned to solids? (butter, ice cream, popsicles)
- ♦ If the water kept on boiling all day, what do you think would be in the pot at the end of the day?
- ♦ Ask what will happen if the pot is put in the freezer.

Variations/Extensions

- ♦ Show how phase changes are necessary to make foods we often eat. For example, bring juice to class to make popsicles or jello mix to make jello. Talk about the phase changes with the children. Ask them what other foods they can think of that undergo phase changes.

Related resources:

- ♦ [Pretend Soup & Other Recipes](#), by Mollie Katzen & Ann Henderson.

Suggested benchmarks

Science

- ♦ Use senses to explore and observe materials and natural phenomena.

Math

- ♦ Demonstrate a beginning understanding of measurement.

My ideas on the opposite side...



Polar Bear Science

You will need:

- ♦ Polar Bears, by Gail Gibbons
- ♦ 4 stalks of celery with leaves
- ♦ 4 clear cups or glasses
- ♦ Red and blue food coloring
- ♦ 4 paper towels
- ♦ A measuring cup
- ♦ A vegetable peeler
- ♦ A ruler
- ♦ Newspapers

What to do

- ♦ After reading the story, explain that a polar bear's fur is translucent and that it reflects the sun.
- ♦ Set up the following experiment to demonstrate the phenomenon of "capillary action". **Capillary action happens when water molecules are more attracted to the surface they travel along than to each other. Explain to the children that each hair of a polar bear's fur is like a stalk of celery and has the ability to absorb color.
- ♦ Lay the 4 pieces of celery in a row on a cutting board or counter so that the place where the stalks and the leaves meet matches up.
- ♦ Cut all 4 stalks of celery 4 inches below where the stalks and leaves meet.
- ♦ Put the 4 stalks in 4 separate cups of purple water (use 10 drops of red and 10 drops of blue food color for each $\frac{1}{2}$ cup of water)
- ♦ Label 4 paper towels in the following way: "2 hours," "4 hours," "6 hours," and "8 hours" (you may need to put newspaper under the towels)
- ♦ Every 2 hours from the time you put the celery into the cups, remove 1 of the stalks and put onto the correct towel (Notice how long it takes for the leaves to start to change)
- ♦ Each time you remove a stalk from the water, carefully peel the outside of the celery stalk with a vegetable peeler to see how far up the stalk the purple water has traveled.

Open Ended Questions

- ♦ Could we do a similar color change with flowers and ink?
- ♦ What different colors could a polar bear turn? Why?
- ♦ If you could be any color of the rainbow, what would you be? Why?

Variations/Extensions

- ♦ Place 3 daffodils in different colors of ink and watch them change color.
- ♦ Graph how long each takes to change color.
- ♦ Investigate different kinds of animal coats. Bring in fabrics of fur, duck feathers, down, and sheep wool. Talk about how different animals have different kinds of skin and fur to keep them warm.

...Continued on next page.

...Polar Bear Science Continued

Related Resources

♦ San Diego Zoo website has a polar bear cam and a panda cam, as well as video clips of different bears in action. This site contains information about the polar bears that turned green at the San Diego Zoo due to algae in the water.

<http://www.polarbearsalive.org/facts3.php#anchor768453>

♦ Polar Bear, Polar Bear, What Do You Hear? by Eric Carle and Bill Martin Jr.

♦ Polar Bears, by Gail Gibbons.

♦ Over in the Arctic, by Connie and Peter Roop.

♦ Polar Bear in the Wild, by Patricia Kendall.

♦ Growing Up Wild Bears, by Sandra Marble.

♦ Polar Bear, by Caroline Candusic.

Suggested benchmarks

Science

- ♦ Use senses to explore and observe material and natural phenomena.
- ♦ Show an awareness of changes that occur in themselves and their environment.

My ideas on opposite side...



Sniff Out a Snack

You will need

- ♦ Jars wrapped in paper
- ♦ Lid with small holes in the top for smelling
- ♦ Parsley
- ♦ Salmon
- ♦ Berries (fresh is better)
- ♦ Nuts
- ♦ Honey
- ♦ Small shredded paper or leaves

What to do

- ♦ Set up the jars beforehand with one ingredient in each. Cover with debris (paper or leaves) and cap with a lid.
- ♦ Talk about the kinds of food that bears like to eat. Ask the children how they think a bear finds its food when he cannot see it.
- ♦ Explain that today the children will pretend to be bears and they will have a chance to find a bear snack.
- ♦ Allow children to smell each of the jars and try to guess what is in each one. If this is difficult, have them try to find the fish (salmon).
- ♦ Talk about the bear's strong sense of smell, and how he uses it to find food.

Open-ended questions

- ♦ Where do you think a grizzly bear finds his food?
- ♦ Where do you find food to eat? How do you know where to find it?
- ♦ What senses can you use to find food? How can you use them?
- ♦ What is your favorite food? Can you describe its smell?

Variations/Extensions

- ♦ Serve a bear snack after children find it with their noses. Serve fresh or dried berries, nuts, honey and spring water.
- ♦ Have children sort out foods that bears might eat and foods that are only for people. Use plastic foods or simply brainstorm aloud with the class.

Related Resources

- ♦ [The Nose Book](#), by Al Perkins.
- ♦ [Tasting](#), by Helen Frost.
- ♦ [The Magic School Bus: Explores the Senses](#), by Joanna Cole.

Suggested Benchmarks

Science

- ♦ Use senses to explore and observe materials and natural phenomena.
- ♦ Describe and compare basic needs of living things.

My ideas on opposite side...



How Does It Feel?

You will need

- ♦ A version of Goldilocks and the Three Bears
- ♦ Markers
- ♦ Paper
- ♦ Scissors
- ♦ Three stencils of bear face patterns

What to do

- ♦ Reread the story of The Three Bears and talk about how each of the three bears might have felt when they discovered things out of place in their house, etc. Write down the children's responses.
- ♦ Provide pictures that depict different facial expressions. At the same time, talk about feeling words that describe each picture such as "mad," "happy," "sad," "surprised" etc. Let the children practice making each facial expression.
- ♦ Trace and cut out three bear head shapes. Allow children to draw the facial expressions or use the bear stencils to draw in a facial expression showing how each bear might have felt at different times in the story. Write down their descriptions. Leave pictures with various expressions on the table for the children to look at and discuss as they draw.

Open-ended questions

- ♦ How do you think Mama or Papa looked when they noticed that their porridge had been eaten? When someone sat in his or her chair? When someone slept in his or her bed? How do you think this made them feel?
- ♦ How do you think Baby Bear looked when he saw his broken chair? How do you think that made him feel?
- ♦ How do you think Baby Bear looked when he saw someone sleeping in his bed? How do you think that made him feel?
- ♦ How would you look if someone ate your food or broke something that belonged to you? How would you feel?

Variations/Extensions

- ♦ Try this activity with different stories you have read.

Related resources

- ♦ Feelings, by Susan Canizares.
- ♦ On Monday it Rained, by Sherryl Kachenmeister, Photographs by Tom Berthiaume.

Suggested benchmarks

Language Arts

- ♦ Use language to communicate needs, ideas, and thoughts and respond to questions.

Social Emotional Development

- ♦ Show empathy and caring for others.
- ♦ Express feelings appropriately and show a capacity for humor.

My ideas on opposite side...



Acting Out

You will need

- ♦ Goldilocks Returns, by Lisa Campbell Ernst
- ♦ Props to act out story
- ♦ Simple paper plate masks

What to do

- ♦ Read the story to the children.
- ♦ Discuss *Goldilocks'* experience at the Bears' house and ask the children what they thought about her behavior.
- ♦ Talk about what you think *Goldilocks'* parents said to her when she got home.
- ♦ List the things you think her parents should have her do to make things better with the Bears.
- ♦ Prepare ballots with the suggestions and have the children vote on which ones they think *Goldilocks* should do.
- ♦ Chart the votes.
- ♦ Act out both the original and the other story.

Open-ended questions

- ♦ When is it acceptable to enter someone else's house?
- ♦ How did the Bears feel when they first entered their house? How do you know?
- ♦ If *Goldilocks* had listened to her parents, what would have happened in this story?
- ♦ Is it right to help yourself to someone else's things? Why? Why not?

Variations/Extensions

- ♦ Create pictures of faces that show anger, surprise, fear and other emotions suggested by the story.

Related resources

- ♦ Guess Who's Coming Jesse Bear, by Nancy White Carlstrom, illustrated by Bruce Degen.
- ♦ Do Bears Sleep All Winter? by Melvin & Gilda Berger.
- ♦ Goldilocks and the Three Bears, retold and illustrated by James Marshall.

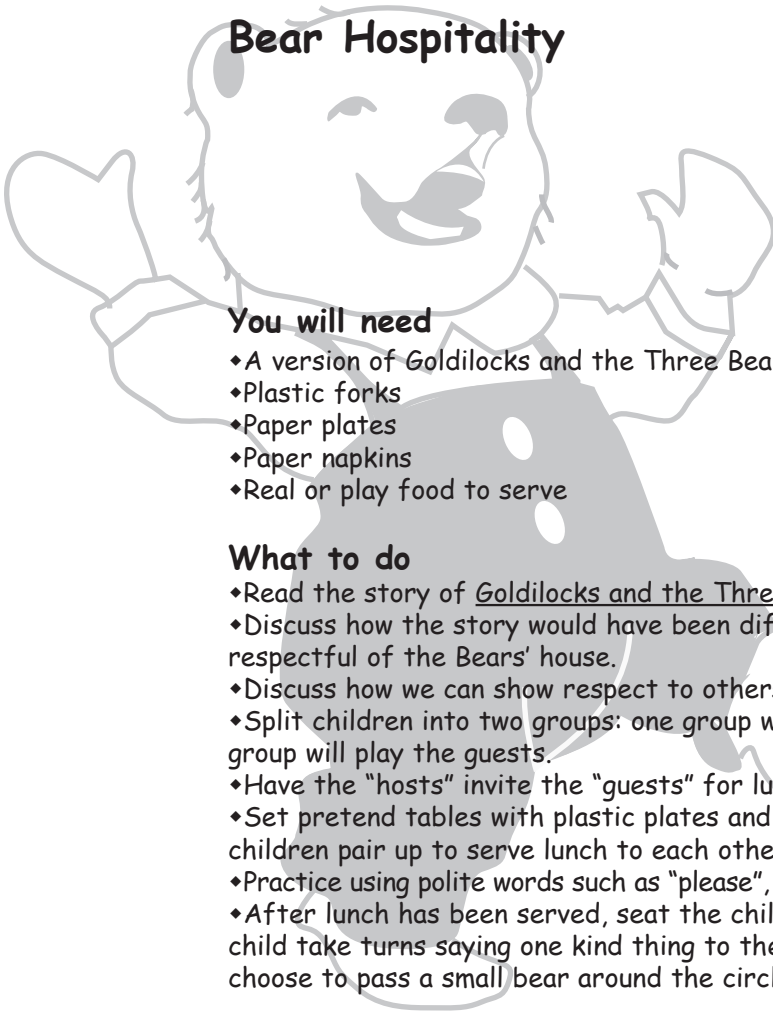
Suggested benchmarks

Social Emotional Development

- ♦ Express feelings appropriately and show capacity for humor.
- ♦ Show empathy and caring for others.

My ideas on opposite side...

Bear Hospitality



You will need

- ♦ A version of *Goldilocks and the Three Bears*
- ♦ Plastic forks
- ♦ Paper plates
- ♦ Paper napkins
- ♦ Real or play food to serve

What to do

- ♦ Read the story of *Goldilocks and the Three Bears*.
- ♦ Discuss how the story would have been different if Goldilocks had been respectful of the Bears' house.
- ♦ Discuss how we can show respect to others.
- ♦ Split children into two groups: one group will play the hosts and the other group will play the guests.
- ♦ Have the "hosts" invite the "guests" for lunch.
- ♦ Set pretend tables with plastic plates and forks and napkins. Have the children pair up to serve lunch to each other.
- ♦ Practice using polite words such as "please", "thank you", and "you're welcome".
- ♦ After lunch has been served, seat the children in a circle and have each child take turns saying one kind thing to the child next to them. You may choose to pass a small bear around the circle to encourage turn-taking.

Open-ended questions

- ♦ How does it feel to be treated nicely?
- ♦ How do your parents feel when you treat them nicely?

Variations/Extensions

- ♦ Invite children to bring a teddy bear or stuffed animal to school and host a teddy bear picnic. Practice good manners and being respectful to others.

Related resources

- ♦ "Goldilocks", by Maureen Davidson.
- ♦ *Goldilocks and the Three Bears/Bears Should Share*, by Alvin Gianowski.

Suggested benchmarks

Social/Emotional Development

- ♦ Begin to understand and follow rules.
- ♦ Engage in cooperative group play.
- ♦ Begin to share materials and experiences and take turns.
- ♦ Develop relationships with children and adults.

My ideas on opposite side...

Bears on the Map

You will need

- ♦ A world map
- ♦ Push pins
- ♦ Small pictures of each of the different types of bears

What to do

- ♦ Explain that different bears come from different countries in the world to supplement the diversity activity "Different Houses for Different Bears".
- ♦ Use a globe or giant world map to identify different countries and regions where different types of bears live. Place push pins in those areas on the map or globe.
- ♦ Attach a small picture of each bear in the region or country of their origin.

Open-ended questions

- ♦ Why do you think different bears live in different countries?
- ♦ In what country do you think Goldilocks and the three Bears lived? Why?
- ♦ From what part of the world do your parents come?
- ♦ Have you ever visited any of these regions?

Variations/Extensions

- ♦ Pin each child's name in the part of the world from which their parents or ancestors came. Ask them what bear is nearest to that region.
- ♦ Slowly introduce other animals' habitats onto the giant world map (eg birds, fish, etc).

Related resources

- ♦ National Geographic's Map Machine will allow you to locate where different bears live. <http://www.nationalgeographic.com/resources/ngo/maps/>

Suggested benchmarks

Social Science

- ♦ Locate objects and places in familiar environments.
- ♦ Express beginning geographic thinking.

My ideas on opposite side...



We are Family

You will need

- ♦ A version of Goldilocks and the Three Bears
- ♦ Paper
- ♦ Markers

What to do

- ♦ After reading the story of The Three Bears, encourage the children to talk about the members of their families and what they like to do with them. Write down their ideas.

Open-ended questions

- ♦ Do you think the little girl in the story has a family? What do you think happened to her family?
- ♦ What do you think would have happened if the little girl lived with the Bears?

Variations/Extensions

- ♦ Provide other books on a variety of families. Write down the children's responses to each book.
- ♦ Have the children draw pictures of the Bear family.
- ♦ Have the children draw pictures of their own families and share them with the class.

Related resources

- ♦ Families, by Ann Morris.

Suggested benchmarks

Social Science

- ♦ Understand that each of us belongs to a family and recognize that families vary.

My ideas on opposite side...



I Have a Friend

You will need

- ♦ The First Bear, by Felicity Hansen
- ♦ Drawing paper
- ♦ Crayons/Markers
- ♦ Stuffed Teddy Bear

What to do

- ♦ Read The First Bear.
- ♦ Talk with the children about a special toy or friend that they have.
- ♦ Talk with the children about what the word "adventure" means.
- ♦ Ask the children to tell you what kinds of adventures they think the boy and First Bear planned together.
- ♦ Have the children draw a picture of their favorite friend or toy and their adventures.
- ♦ As the children tell you their stories, write down what they say (dictated story).

Open-ended questions

- ♦ What do you think the word "adventure" means?
- ♦ What kinds of adventures do you think the boy and the First Bear planned together?
- ♦ What kinds of stories do you think the First Bear told the boy?
- ♦ What kinds of adventures do you plan with your friend or favorite toy?

Variations/Extensions

- ♦ Have children read their stories to the other children.
- ♦ Have the children tell you where they would tell Great Bear to look for First Bear.

Related resources

- ♦ The Teddy Bear, by David McPhail.

Suggested benchmarks

Language Arts

- ♦ Understand how literary elements and techniques are used to convey meaning.
- ♦ Write to communicate for a variety of purposes.

My ideas on opposite side...



Vote for Your Choice

You will need

- ♦ Area where children can sit so they can all see each other
- ♦ A version of Goldilocks and the Three Bears

What to do

- ♦ Discuss the idea that authors choose names for the characters in their books.
 - ♦ Ask children to select four names (can include *Goldilocks*) and then "vote" for one as the main character's name in the story.
 - ♦ Make certain each child knows s/he is to raise a hand for only one of the choices, and remind the children that each person thinks for her/himself and decides what it is s/he wants the activity to be.
- Make a graph and chart each vote under the appropriate name.

Open-ended questions

- ♦ How do you feel if your choice doesn't win?
- ♦ Why is voting a fair way of deciding things?

Variations/Extensions

- ♦ Think of different ways for the children to vote- raising a hand, standing, or a simple check ballot.
- ♦ Offer the children many opportunities to vote. Let one child 'call' the vote, and another 'count' the vote.

Relates resources

- ♦ Amazing Grace, by Mary Hoffman.

Suggested benchmark

Social Science

- ♦ Participate in voting as a way of making choices.

Math

- ♦ Connect numbers to quantities they represent using physical models and representations.

My ideas on opposite side...

Dear Families,

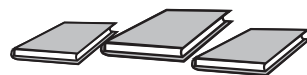
Our class will explore the magical world of books through a visit from the **KohlMcCormick Storybus**, a traveling exhibit devoted to the love of books and reading. The bus affords children a hands-on museum space, providing an opportunity to be “inside the pages of a book.” Here children will participate with all their senses, figure out ways to be involved while listening, using language to express themselves in actions and words, and all the while whetting appetites for reading.

When the children are on board they will be encouraged to use their eyes, ears, hands and noses, and also their imaginations. In our classroom, children will be familiar with the story of The Gingerbread Man or The Three Bears before they board the bus that will be parked outside. The KohlMcCormick educators will come into our room and tell the story, with the help of the children, in an exciting and wonderful way. Children in our classroom will experience math, science, language arts, music, social studies and sheer fun through the many activities that grow out of the Storybus experience.

You can help your child enjoy and learn from these adventures even more when you become a part of the experience at home. Ask your child to tell you about the story she/he’s heard—what were the smells, the sights, and the sounds from each part of the tale? Act out the story. Make a visit to your local library and find a copy of the story or one that is different from the original and read it together. Ask questions such as, how are the stories the same? How are they different? Read with and to your child. Talk to your child. When you ask questions, be sure to listen to the answers. Encourage your child to ask questions. By sharing these experiences, you are helping your child love books and reading---for a lifetime of learning.

Sincerely yours,
Your child’s teacher

What's So Great About Books?



Libraries are free sources of great books! Visit with your child often.

Reading...an important part of everyday life.

It is a calming activity. You need to first get comfortable. Sit with your child on your lap, or tucked close under your arm so the pages are in view and you are snuggled up together. Make reading a book or two before bedtime or naptime a wonderful habit; then look for other times during the day to relax and enjoy a story.

Choose books that your child will enjoy.

Begin sharing books that have only a few words on each page.

Look for bright pictures, rhymes, repetition, and a simple story.

Books need to be repeated many times, sometimes at the same sitting, sometimes a few days later. Let your child decide.

Be sure to pick books you'll like reading over and over again.

Be a playful reader, get silly, or serious.

Let the characters speak out in different voices.

Your child will love turning the pages. By turning pages children learn how books are put together.

Wait and let your child finish a rhyme. This is an important way to become aware of the sounds that make up words.

As you read, your child is learning.

Before you begin a book, ask your child to guess what it will be about. Use the pictures on the cover, the title, and the pictures inside for this great thinking exercise.

Be sure to include the name of the book and the author and illustrator. (It is exciting to learn that people create each book, and your child can hear the names that connect with each new title.)

Move your finger under the text to help your child understand you are reading from left to right, from top to bottom.

You can ask questions, leave out or change familiar words and have the children furnish some of the words, but it is often great to just enjoy the story without interruptions.

Books are to be read to the very young child, and to the child already a reader.

Share board books with your six-month-old baby, and read chapters aloud to your pre-teen. Being read to is not an age issue.



Create a book/tape lending library for children to take home.

Before opening the Lending Library, send a letter home to the parents explaining the concept of the library. Since the children often want to take classroom toys home, reassure the parents that they are allowed to borrow books, tapes, and games.

Paste a library pocket in each book to indicate that it belongs to your class, your school.

Mark pocket with school name and room number.

In each book pocket put a 3x5 card with the name of the book written on the top of the card.

Mount a pocket chart within the children's reach. The pockets on the chart should have the name of each child and two cards with the child's name in the pockets

To borrow from the class library:

♦Child selects book(s)

♦Places book card into her/his name pocket.

♦Places student name card into the book(s)

Keep books, books with tapes, and games on a separate bookcase near the door, easily accessible to the children and parents.

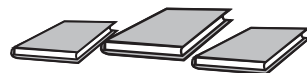
When the child returns the book, s/he removes card from pocket chart and puts it back in the book, so it is ready to check out again. S/he also puts the name card back in the pocket chart.

As a parent activity, you might want to have parents make book bags for the lending library.

Provide a simple questionnaire for child and parent to fill out indicating whether they liked or disliked the book and why. (See sample on next page.)

Books go home for one night.

Lending Library Book Survey



Name: _____

Title of Book: _____

Circle one of the faces and write your child's comments about the book below.



I liked this book because _____



I didn't like this book because _____

Other Comments _____



Send home literacy games and ideas for the children to play with their families.

Children learn to be responsible for materials and they can teach family members how to play - an empowering experience for a young child.

- Put the materials for games, along with instructions, in small plastic bags or large envelopes.
- Include a sheet for children and families to write their comments about the game, and leave the comments in the bag so other families can read them.
- Families may develop variations that they may include in their comments.
- Games go home for one night, which is usually a sufficient amount of time, and increases the chance of the packet being returned with all the parts intact.

StoryBus Parent/Child Activity For Goldilocks and the Three Bears - English



♦ Help your child develop phonological awareness through the story of The Three Bears.

♦ Think of words that start with the same sound as "bowl." Investigate different rooms, closets, cabinets and the refrigerator for clues.

♦ You may use sticky notes to mark all the

items that start with "B."

♦ Then try to think of words that rhyme with "bowl". Think of real words and make some up!

♦ Do the same for other words in the story, such as "chair," "soft," "hard," "cold," and "Goldilocks." Also use your child's name and the names of other family members.



Illustration: Barbara McClintock

Autobus de Historias/Actividad para el Niño/a Para Ricitos de Oro y los Tres Osos - Español



♦ Ayude a su hijo/a a que desarrolle conciencia fonológica a través de el cuento de Los Tres Osos.

♦ Piensa en diferentes palabras que comiencen con el mismo sonido de "plato". Investiga en diferentes cuartos, armarios, gabinetes y el refrigerador por claves.

♦ Usa papelitos con adhesivo para marcar las cosas que comiencen con la letra "P".

♦ Trate de pensar en palabras que rimen con plato. Piensa en palabras que existan e invéntense otras palabras.

♦ Haga lo mismo con otras palabras del cuento como "silla", "suave", "duro", "frío", "oso" y "Ricitos de Oro". Use también el nombre de su hijo/a y los nombres de otros miembros de la familia.

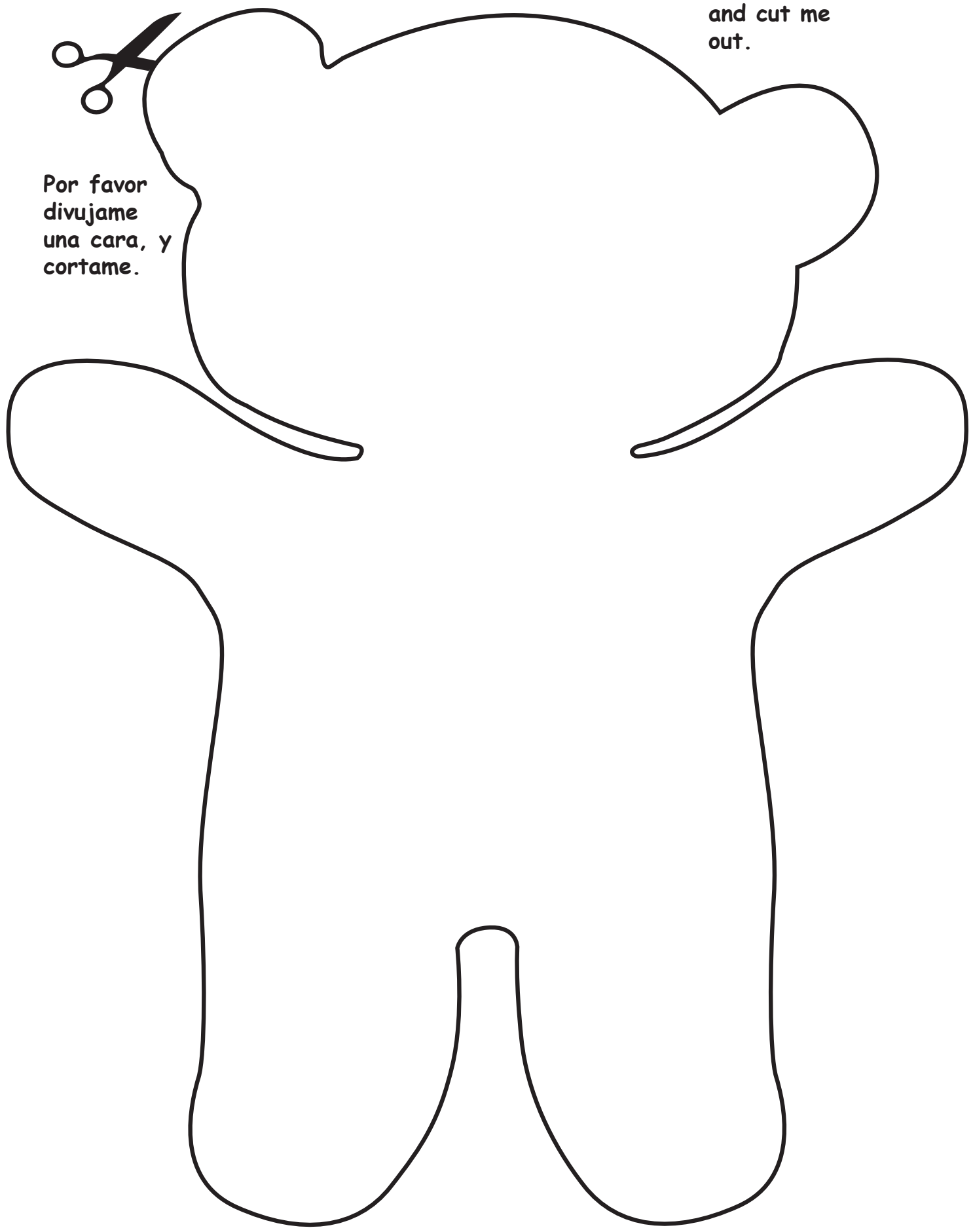


Illustration: Barbara McClintock

Please give
me a face
and cut me
out.



Por favor
divújame
una cara, y
cortame.





Additional Resources

Versions of The Three Bears

Aylesworth, Jim. Goldilocks and the Three Bears
Barton, Byron. The Three Bears
Benson Rosales, Melodye. Leola and the Honey Bears
Brett, Jan. Goldilocks and the Three Bears
Campbell Ernst, Lisa. Goldilocks Returns!
Fearnley, Jan. Mr. Wolf and the Three Bears
Galdone, Paul. The Three Bears
Gobachev. Goldilocks and the Three Bears
Granowsk, Alvin. Goldilocks and the Three Bears/Bears Should Share
Guarnaccia, Steven. Goldilocks and the Three Bears, a Tale Moderne
James, Anabelle and Winter, Janet. Goldilocks and the Three Bears
Lowell, Susan. Dusty Locks and the Three Bears
Marshall, James. Goldilocks and the Three Bears
Mata, Marta. Ricitos de Oro Y Los Tres Osos (Goldilocks and the Three Bears)
Meyers, Cindy and Morgan, Carol. Rolling Along With Goldilocks and the Three Bears
Stanley, Diane. Goldie and the Three Bears
Stevens, Janet. Goldilocks and the Three Bears

Books for Children

Arnosky, Jim. Every Autumn Comes the Bear
Asch, Frank. Moonbear (book series)
Berger, Melvin & Gilda Berger. Do Bears Sleep All Winter? Questions and Answers About Bears
Bernard, Robin. Juma and the Honey-Guide: An African Story
Bird, E.J. How Do Bears Sleep?
Brett, Jan. Berlioz the Bear
Brunhof, Laurent. Babar's Museum of Art
Candusic, Caroline. Polar Bear
Canizares, Susan. Feelings
Carlstrom, Nancy White. Guess Who's Coming, Jesse Bear
Carlstrom, Nancy White. Jesse Bear (book series)
Catchpool, Michael. Where There's a Bear,

There's Trouble

Cole, Joanna. Magic School Bus Inside a Beehive
Cole, Joanna. Magic School Bus: Explores the Senses
Dabcovich, Lydia. Sleepy Bear
De Beer, Hans. Little Polar Bear (book series)
Flack, Marjorie. Ask Mr. Bear
Fleming, Denise. Time to Sleep
Freeman, Don. Corduroy
Frost, Helen. Tasting
George, Jean Craighead. The Moon of the Bears: Thirteen Moon
Grooms, Molly and Guarnotta, Lucia. We Are Bears
Hague, Kathleen. Alphabears: an ABC Book
Hague, Michael (illustrator). Teddy Bear, Teddy Bear
Hansen, Felicity. The First Bear
Hoberman, Mary. A House is a House
Hoffman, Mary. Amazing Grace
Jonas, Ann. Two Bear Cubs
Jukes, Mavis. You're a Bear
Kachenmesiter, Cheryl and Tom Berthiaume. On Monday it Rained
Maitland, Barbara. The Bear Who Didn't Like Honey
Marshall, James. The Guest
Martin, Jr., Bill and Eric Carle. Brown Bear, Brown Bear, What Do You See?
Martin, Jr. Bill. Polar Bear, Polar Bear, What Do You Hear?
McPhail, David. Lost
McPhail, David. The Teddy Bear
Milne, A.A. Winnie-the-Pooh
Minarik, Else. Little Bear (book series)
Morris, Ann. Families
Morris, Ann. Loving
Most, Bernard. The Littlest Dinosaur
Myers, Bernice. Herman & the Bears
Nolen, Jerdine. Thunder Rose
Perkins, Al. The Nose Book
Pete, Bill. Big Bad Bruce
Priceman, Marjorie. How to Make an Apple Pie and See the World
Rosen, Michael. We're Going on a Bear Hunt
Spier, Peter. People
Stirling, Ian. Bears
Strickland, Paul. Bears!

Continued...



Resources Continued

Tafari, Nancy. Mama's Little
Tolhurst, Marilyn. Somebody and the Three
Blairs
Waddell, Martin. Snow Bears
Waddell, Martin. Little Bear (book series)
Wallace, Karen. Bears in the Forest
Wallace, Nancy Elizabeth. A Taste of
Honey
Weiss, Nicki. Where Does the Brown Bear
Go?
Wells, Rosemary. Read to Your Bunny
Wells, Rosemary. The Bear Went Over the
Mountain
Wilson, Karma. The Bear Snores On
Wood, Audrey and Don. Little Mouse, the
Red Ripe Strawberry and the Big Hungry
Bear
Yolen, Jane. "Grandpa Bear's Lullaby," from
The Random House Book of Poetry for
Children, selected by Jack Prelutsky.

Books for Children in Spanish

Baronian, Jean-Baptiste. Para Siempre Polar
Bea
Clement, Claude. Felicia esta triste (Felicia
is sad)
Galdone, Paul. Los tres chivitos Gruff (The
Three Billy Goats Gruff)
Helft, Claude. Dulces Suenos, Teddy!
Mata i Garriga, Marta. Goldilocks and the
Three Bears=Ricitos de Oro y los tres Osos
Ryan, Pam Munoz. Mice and Beans: Spanish
Language Edition
Flor Ada, Alma and F. Isabel Campoy. !Pio
Peep! Traditional Spanish Nursery Rhymes
Soto, Gary. El viejo y su puerta
Walter, Catherine. Cuando llegara la prima-
vera?
Young, Ed. Siete ratones ciegos

Books & Resources for Teachers

Bland, Julia. The Honey Bee Dance: 6
Children's Lessons and Activity Pages
Busch, Phyllis S. The Seven Sleepers: the
Story of Hibernation
Charlesworth, Eric. 225 Fantastic Facts
Math Word Problems
Cobb, Jane. I'm a Little Teapot! Presenting
Preschool Storytime

Cowan, Dorothy. Make Me a Zoo: Creative
Projects for PreK-3
Gibbons, Gail. Polar Bears
Gliori, Debi. Polar Bolero: A Bedtime Dance/
Un Sueno Magico
Goldstein, Bobby S. Bear in Mind: A Book
of Bear Poems
Gryphon House, Inc. The Giant Encyclopedia
of Theme Activities for Children 2
to 5: Over 600 Favorite Activities Created
by Teachers for Teacher. This includes
chapters on Animals, Art, Cooking, Crafts,
Games, Insects, Language, Movement, Music,
Numbers, Science, Seasons, Senses, and
Weather.
Gryphon House, Inc. Charner, Kathy, ed.
The Giant Encyclopedia of Circle Time
And Group Activities for Children 3 to
6. This includes chapters on Animals,
Bears, Cooking, Emotions, Families,
Food, Friendship, Habitats, Movement,
Multicultural, Music, Numbers, Science,
Seasons, and Special Days.
Hoban, Tana. Exactly the Opposite
Holden, Alan and Phylis Morrison. Crystals
and Crystal Growing
Katzen, Mollie and Ann Henderson. Pretend
Soup & Other Real Recipes
Kendall, Patricia. Polar Bear in the Wild
Lee, Martin and Marcia Miller. 5 Minute
Problems of the Day
Lagasse, Emeril. There's a Chef in My
Soup! Recipes for the Kid in Everyone
Lima, Carolyn W. and John A. A to Zoo:
Subject Access to Children's Picture Books
MacGregor, Carol. The Fairy Tale Cookbook
Marble, Sandra. Polar Bear in the Wild
Moomaw, Sally and Brenda Hieronymus.
More Than Counting: More Math Activities
for Preschool and Kindergarten
Newcome, Zita. Head, Shoulders, Knees,
and Toes and Other Action Rhymes
"The Three Bears" pgs. 28-29. Osborne,
Mary Pope. Bears, Bears, Bears-A Treasury
of Stories, Songs and Rhymes about Bears
"Please Porridge Hot," from Treasury of
Mother Goose Rhymes, by Publications
International, Ltd.

Continued...



Resources Continued

Raines, Shirley C. and Robert J. Canady. Story S-t-r-e-t-c-h-e-r-s for the Primary Grades: Activities to Expand Children's Favorite Books. Chapter 15 "Bears in Tall Tales, Funny Tales, Stories and Poems" with art, cooking, music and Movement, games, writing, science and nature, and writing activities for 5 bear books (Little Polar Bear, Berlioz the Bear, The Narrow Escapes of Davy Crockett, Big Bad Bruce and Bear in Mind: A Book of Bear Poems) Ross, Kathy. Crafts for All Seasons Roop, Peter and Connie. Over in the Arctic Schiller, Pam. Creating Readers Schiller, Pam. Creating Readers: Over 1000 activities, tongue twisters, fingerplays, games, songs, poems, and stories Silberg, Jackie and Schiller, Pam. The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants Skutch, Robert. Who's in a Family? Thomas, Shelly Moore. Somewhere Today Warren, Jean. Theme-A-Saurus "The Bear Den- All About Bears". <http://www.bearden.org> "Species", <http://www.bears.org/animals.main.shtml> University of Illinois fitness resource for teachers, <http://web.aces.uiuc.edu/wellnessways/> San Diego Zoo website: <http://www.polarbearsalive.org/facts3.php#anchor768453> National Geographic <http://www.nationalgeographic.com/resources/ngo/maps/>

Resources for Parents:

Codell, Esme Raji. How to Get Your Child to Love Reading
Fox, Mem. Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever
National Research Council. Starting Out Right: A Guide to Promoting Children's Reading Success
Trelease, Jim. The Read-Aloud Handbook
Wilkins, Angela. The Children's Step by Step Cook Book

Music Resources

Amy Appleton and Pickow. The Library of Children's Songs Classics. "Skip to My Lou," and "The Bear Went Over the Mountain".
Greg & Steve. Kids in Action. "Going on a Bear Hunt".
Greg & Steve. Ready...Set...Move! "The Bear Went Over the Mountain" and "Animal Action".
Hap Palmer Records. Silly Favorites. "This Is the Story About Sammy".
Mary Pope Osborne. Bears, Bears, Bears- A Treasury of Stories, Songs, and Poems about Bears. "Turn Around/Two Little Black Birds".
Red Grammer. Teaching Peace. "Barnyard Boogie".

Poems and Finger Plays

"Five Little Polar Bears"

Copycat, Jan/Feb 1999

Five little polar bears (*Hold up hand, wriggle 5 fingers*)

Playing near the shore.
One tumbled in,
And then there were four.

Four little polar bears
Swimming in the sea.
One chased a seal,
And then there were three.

Three little polar bears,
What shall we do?
One went swimming,
And then there were two.

Two little polar bears,
Playing in the sun.
One took a nap,
And then there was one.

One little polar bear,
Not very old.
"Where's my mom?
I'm hungry and I'm cold!" (*Tuck last finger inside fist*)

Continued...



Resources Continued

"Let's Be Bears"

The Giant Encyclopedia of Circle Time and Group Activities for Children 3 to 6
edited by Kathy Charner

Teacher chants the first verse until all children are lying down, pretending to be bears asleep in a cave.

The little bears are sleeping, sleeping,
sleeping

The little bears are sleeping in their caves.

The little bears all open their eyes, open
their eyes, open their eyes.

The little bears all open their eyes and look
around.

The little bears all sit up, sit up, sit up.

The little bears all sit up and stretch out
their arms.

The little bears all stand up, stand up,
stand up.

The little bears all stand up and peek out of
their cave.

The little bears all creep out, creep out,
creep out.

The little bears all creep out and look for
something to eat.

The little bears all pick up berries, pick up
berries, pick up berries.

The little bears all pick up berries and put
them in their mouths.

"Goldilocks, Goldilocks"

Walk-on Story from Creating Readers, by
Pam Schiller

Goldilocks, Goldilocks, turn around (*turn
around*)

Goldilocks, Goldilocks, touch the ground
(*touch the ground*)

Goldilocks, Goldilocks, knock on the door
(*knock with hand*)

Goldilocks, Goldilocks, eat some porridge
(*pretend to eat porridge*)

Goldilocks, Goldilocks, have a seat (*squat*)

Goldilocks, Goldilocks, go to sleep (*put head*

on folded hands)

Goldilocks, Goldilocks, run, run, run (*run off
paper and back to beginning*)

Berries and Fruit

Sing to the tune of "Frere Jacques"

Berries and fruit

Meat and root

Help bears grow

Grow, grow, grow.

Eat a little fish,

Some honey if you wish,

And grow, bears, grow.

Grow, bears, grow.

I Look Like This

by Cathy B. Griffin

I look like this when I sigh.

I look like this when I'm sleepy,

I look like this when I cry.

I look like this when I'm angry,

I look like this when I'm sad.

I look like this when I'm curious,

And I look like this when I'm glad.

Feelings

by Karen Folk

Sometimes on my face you'll see

(*point to face*)

How I feel inside of me

(*point to chest*)

A smile means happy, a frown

means sad (*smile, then frown*)

And when I grit my teeth, I'm mad

When I'm proud, I beam and glow

But when I'm shy, my head hangs

Low (*Bow head*).

Bears Eat Honey*

Bears eat honey

Cows eat corn.

What do you eat

When you get up in the morn?

Monkeys eat bananas.

Cows eat corn.

What do you eat

When you get up in the morn?

Continued...



Resources Continued

Baby eats oatmeal,
Cows eat corn,
What do you eat
When you get up in the morn?

A Bear Eats Honey*

A bear eats honey
He thinks it's yummy
In his tummy
But the bees don't think it's funny

Pease Porridge Hot*

Pease porridge hot (clap)
Pease porridge cold (clap)
Pease porridge in the pot,
Nine days old.
Some like it hot.
Some like it cold.
Some like it in the pot
Nine days old.

* Source: The Complete Book of Rhymes,
Songs, Poems, Fingerplays and Chants
By Jackie Silberg and Pam Schiller

The Bear Went Over the Mountain

(Tune: For He's a Jolly Good Fellow)

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see.

And what do you think he saw?
And what do you think he saw?

The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Is all that he did see.

So . . . the bear went down the mountain,
The bear went down the mountain,
The bear went down the mountain,

Very happily!

Iceberg Diddie

(as fingerplay or song)

A polar bear climbed an iceberg,
(extend forearm with elbow bent)
A polar bear climbed an iceberg
(Slowly creep finger up the forearm)
A polar bear climbed an iceberg,
To see what he could see.

And what do you think he saw?
(Place hand over eyebrows)
And what do you think he saw?

He saw more snow and icebergs
(Put hands together in a point)
Repeat, Repeat
As far as he could see!

The bear slid down the iceberg
(Slide fingers down forearm)
Repeat, repeat
It was so slippery!

Here is the beehive

Here is the beehive, *(make a fist)*
Where are all the bees?
Hidden inside where no one can see.
Soon they'll come creeping out of
their hive. . .

One, two, three, four, five. Buzz-z-z
*(pop out fingers one by one and buzz them
around)*

Oh, Mister Bear

Oh, Mister Bear! Oh, tell me where
(Hold hands together, pleading)
To look for honey trees.
(Lick fingers)
If you don't mind, I'd like to find
The ones without the bees!
(Move pinkie around and make buzzing noise)

Furry Bear

by A.A. Milne

If I were a bear,
And a big bear too.
I shouldn't much care
If it froze or snow;
I shouldn't much mind

Continued...



Resources Continued

If it snowed or friz—
I'd be all fur-lined
With a coat like his!

For I'd have fur boots and a brown fur wrap,
And brown fur knickers and a big fur cap.
I'd have a fur muffle-ruff to cover my jaws,
And brown fur mittens on my big brown paws.
With a big brown furry-down up to my head,
I'd sleep all the winter in a big fur bed.

One Fine Day

One fine day in the woods I saw. . .

(Put hand over eyes, look around)

A bear in a honey tree, lickin' his paw.

(Lick near palm of hand)

A bee buzzed by, and what do you suppose?

(Move right pinky {bee} around in the air)

The bee stung the bear on the tip of his nose!

(Land pinky on nose)

"Ouch!" said the bear, as he slid down the tree;

(Rub nose with hand)

"I DO like the honey, but I DON'T like the bee!"

(Shake head "no")

Little Brown Bear

(using a small bear puppet)

A little brown bear went in search of some honey,

Isn't it funny, a bear wanting honey?

He sniffed at the breeze, *(sniff air)*

And he listened for bees, *(cup hand to ear and listen)*

And would you believe it?

He even climbed trees! *(Fingers of one hand climb the opposite arm)*

The Bear

Here is a cave *(make a fist)*

Inside is a bear *(Put thumb inside fist)*

Now he comes out

To get some fresh air *(Pop out thumb)*

He stays out all summer

In sunshine and heat

He hunts in the forest
For berries to eat *(Move thumb in circle)*

When snow starts to fall

He hurries inside

His warm little cave,

And there he will hide.

(Put thumb back inside fist).

Snow covers the cave

Like a fluffy white rug.

Inside the bear sleeps

All cozy and snug *(Cover fist with other hand).*

Three Brown Bears

by Judith McNitt

(sung to Three Blind Mice)

Three brown bears

Three brown bears

See all their beds

See all their chairs

The mommy cooked in

A big brown pot

The daddy's porridge

Was much too hot

The baby bear

Always cried a lot

Three brown bears

Little Brown Bear

(tune of "Little Brown Jug")

In the woods, in your den,

Or are you out to hunt again?

Use your teeth, use your claws

Eat some honey with your paws

Ha ha ha, hee hee hee

Little brown bear where can you be?

In the woods or in your cave,

how does a little bear behave?

On the bed or in a chair,

You are just a teddy bear

Ha ha ha, hee hee hee

Little brown bear where can you be?

Continued...



Resources Continued

Time for Sleeping

by Terri Crosbie

Now it's time for sleeping,
The bears go in their caves,
Keeping warm and cozy,
Time for lazy days. (*Creep fingers under
opposite hand*)

When the snow is gone
And the sun comes out to play,
The bears will wake up from their sleep
And then go on their way (*Creep fingers out
from under hand*)

We're Going on a Bear Hunt

Creating Readers

We're going on a bear hunt.
Want to come along? Well come on then.
Let's go! (*Stand and walk in place unless
another motion is designated*)

Look! There's a river.
Can't go over it.
Can't go under it.
Can't go around it.
We'll have to go through it. (*Pretend to
swim; Resume walking*).

Look! There's a tree.
Can't go under it.
Can't go through it.
We'll have to go over it. (*Pretend to climb
up and over the tree; resume walking*)

Look! There's a wheat field.
Can't go over it.
Can't go under it.
Can't go around it.
We'll have to go through it. (*Make swishing
sound and brush hands against each
other; resume walking*)

Look! There's a cave.
Want to go inside?
Ooh, it's dark in here. (*look around,
squinting*)
I see two eyes.
Wonder what it is. (*reach hands to touch*)

It's soft and gurry.
It's big.
It's a bear! (*retrace steps, running in place
through wheat field, over tree, across river
and stop*)
Home safe! Whew!

Polar Bear Hike

Copycat Jan/Feb 1999

Ready to go on a polar bear hike?
First, is everyone dressed warmly?
Zip up your snow suit.
Put on your boots.
Pull on your hat.
Wrap your scarf around your neck.
Tuck your hands in your mittens.
Now. . . Let's go on a polar bear hike! (*rub
hands on thighs to make a trudging sound as
you hike in place*)
Oh, look! We're going through the tundra.
In the summer this would be easy since it
is flat and has no trees. But it's winter now
and covered in very deep snow!
Can't go around it. Can't go under it.
Have to hike through it.
All right! Let's go. (*Pump arms. Bring knees
up as if trudging through snow*)
Whew! We made it.
Oh, look! I see the Arctic Sea.
It's covered with ice and so cold.
Brrr! (*shiver*)
Well, can't go around it. Can't go under it.
We'll have to skate over it.
All right. Let's go (*Do a skating motion*)
Look ahead! I see an iceberg.
Can't go around it. Can't go under it.
Have to climb over it.
All right! Let's go (*Do a climbing motion*)
We're almost at the top.
Do you see any polar bears? (*Raise hand
over eyebrows and look all around*)
Wow! We made it to the top of the iceberg.
Can't walk down. It's much too steep! I
know. . . let's slide down.
All right! Let's go (*slide along on bottoms*)
Oh look! I think I see something over there.
I see a den in the snow.
Can't go around it. Can't go over it.
We'll have to crawl in.

Continued...



Resources Continued

All right! Let's go. (*Get down on hands and knees and crawl*)
Oh, it's warmer in here.
You know. . .I feel something furry.
Oh, no! I think it's a polar bear.
Shhh! Don't wake it.
We're a little too close.
We better get out of here fast! (*Crawl out of the den*)
Let's run (*running motion*)
Back over the iceberg (*climbing motion*)
Slide down the other side (*slide on bottoms*)
Skate over the Arctic Sea. (*skating motion*)
Hike through the snowy tundra (*Life knees high in place*)
Oh, my! Look!
Do you see what I see?
It's a mother polar bear and her two
Little cubs coming out of their den
For the very first time. Ohh!!
Wow! Now that was worth the hike.
Time to go home (*Wave good-bye*)

Goldilocks and The Three Bears



Once upon a time, there was a little girl named Goldilocks who lived at the edge of the forest with her family. One morning while she was picking flowers, Goldilocks wandered into the forest and lost her way. Goldilocks was very frightened, until she saw a friendly little cottage in the distance.

The friendly little cottage belonged to three bears. One was a great big Papa Bear, one was a middle-sized Mama Bear, and one was a tiny little Baby Bear. That morning, the three bears decided to take a walk while their porridge, which tastes like oatmeal, was cooling because it was too hot to eat!

At the same time that they left through the back door, Goldilocks quietly came in through the front door. The first thing Goldilocks saw and smelled was the sweet-smelling, steamy porridge. "I sure am hungry," Goldilocks said. "I'll just have one bite."

First, she tried a spoonful from Papa Bear's great big bowl. "OW!" she yelled, "TOO HOT!"

Next, she tried a spoonful from Mama Bear's medium-sized bowl. "Brrrrr, TOO COLD!" she complained.

Finally, Goldilocks tried a spoonful from Baby Bear's tiny little bowl. "YUMMY," she cried. "THIS IS JUST RIGHT!" Goldilocks ate the entire bowlful.

After running around the forest all day, Goldilocks' feet were sore. "I need to sit down for a little while and rest my sore feet!" she thought.

First, she sat in Papa Bear's great big armchair. "TOO HARD!" she screamed. Goldilocks stomped to the next chair.

Next, she sat in Mama Bear's medium-sized chair. It was so soft that she sunk in it! "TOO SOFT!" she complained as she pulled herself out of the cushions.

Finally, she sat in Baby Bear's tiny

little rocking chair. "JUST RIGHT!" She laughed and rocked until the chair broke.

With nowhere to sit, Goldilocks climbed up the stairs to find somewhere to sleep. She was still very tired.

First, she tried Papa Bear's great big bed. "TOO HIGH!" she yelled.

Then, she tried Mama Bear's medium-sized bed. "TOO LOW!" she screamed.

Finally, she tried Baby Bear's tiny little bed. "JUST RIGHT!" she quietly said. Then Goldilocks fell asleep and dreamed dreams of flowers and warm cookies.

Just then, the three bears returned home from their walk. They saw spoons in their porridge and were very surprised. "Who's been eating my porridge?" asked Papa Bear.

"Who's been eating my porridge?" asked Mama Bear.

"Who's been eating my porridge and eaten it all up?" cried Baby Bear.

Then, the three bears saw that their chairs had been used. "Who's been sitting in my chair?" Papa Bear howled.

"Who's been sitting in my chair?" wondered Mama Bear.

"Who's been sitting in my chair and BROKEN it?" squeaked Baby Bear.

The three Bears ran upstairs to check their bedrooms. "Who's been sleeping in my bed?" Papa Bear roared.

"Who's been sleeping in my bed?" growled Mama Bear. She was a little angry and a little worried.

"Who's been sleeping in my bed and is STILL HERE?!" Baby Bear screamed so loudly that he woke Goldilocks up.

Goldilocks was so frightened that she jumped out of bed and ran through the front door. She ran and ran through the forest until she heard her mother's voice. Goldilocks was so happy to see her mother that she promised to never wander through the forest alone again. ■



Suggestions For Using The StoryBus Sequence Cards

For Teachers and Parents

- 1 Retell the story in your own words, arranging the cards in sequential order.
- 2 Ask the children to retell the story, arranging the cards in order as they tell the story.
- 3 Mix up the cards and ask the children to put them in sequential order.
- 4 Ask the children what the characters in the picture are thinking or saying.
- 5 Hold up one of the cards and ask the children what will happen next.
- 6 Ask the child to create his/her own story from one of the pictures.
- 7 Ask the children to identify objects in the picture that begin with a specific letter or sound (i.e. find all the objects that begin with "p").
- 8 Put Velcro circles or felt on the back of the cards for the children to use on a flannel board.
- 9 Copy the cards and a simple version of the story in the family's primary language to send home with each child.

Note: Make copies of sequence cards to send home with parents. Provide the story and activity suggestions to the parents as well.

✂ Cut out cards...



Illustration: Barbara McClintock

✂ Cut out cards...

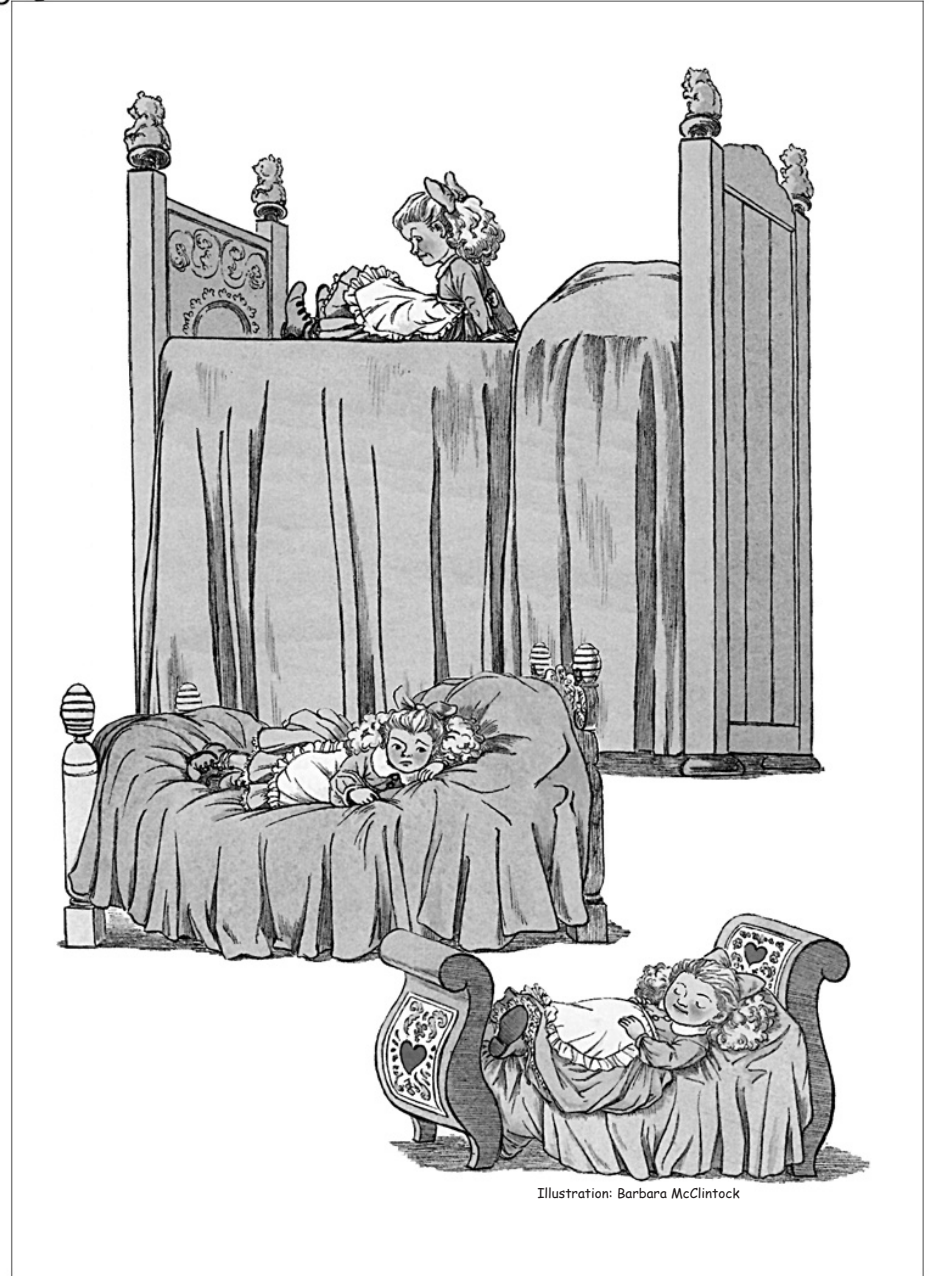


Illustration: Barbara McClintock

✂ Cut out cards...



✂ Cut out cards...



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Illustration: Barbara McClintock

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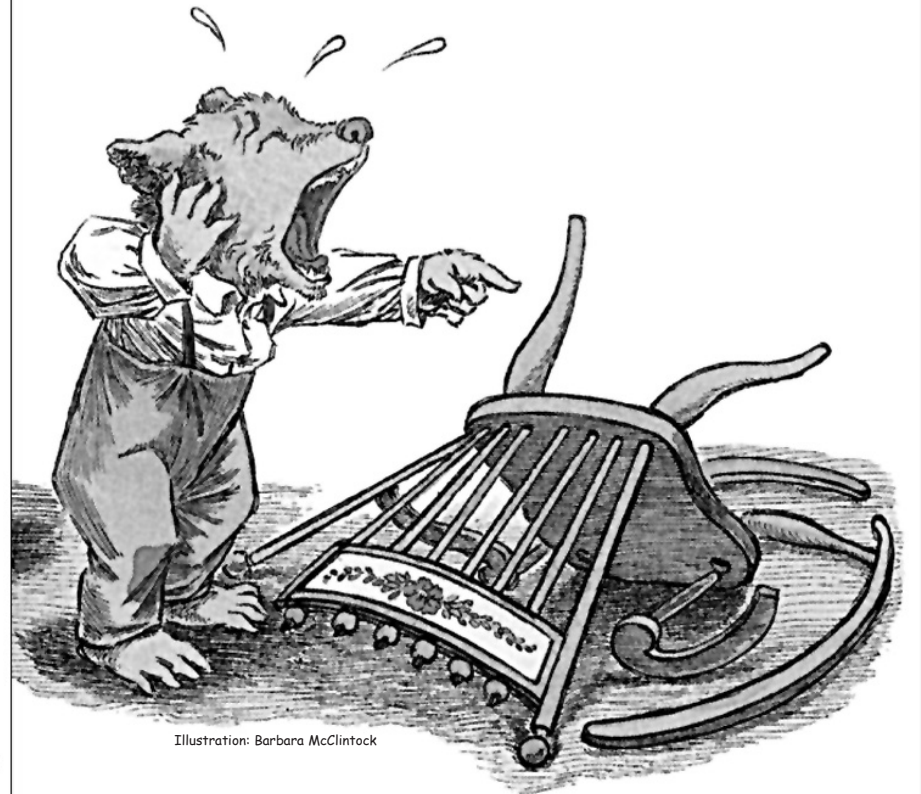
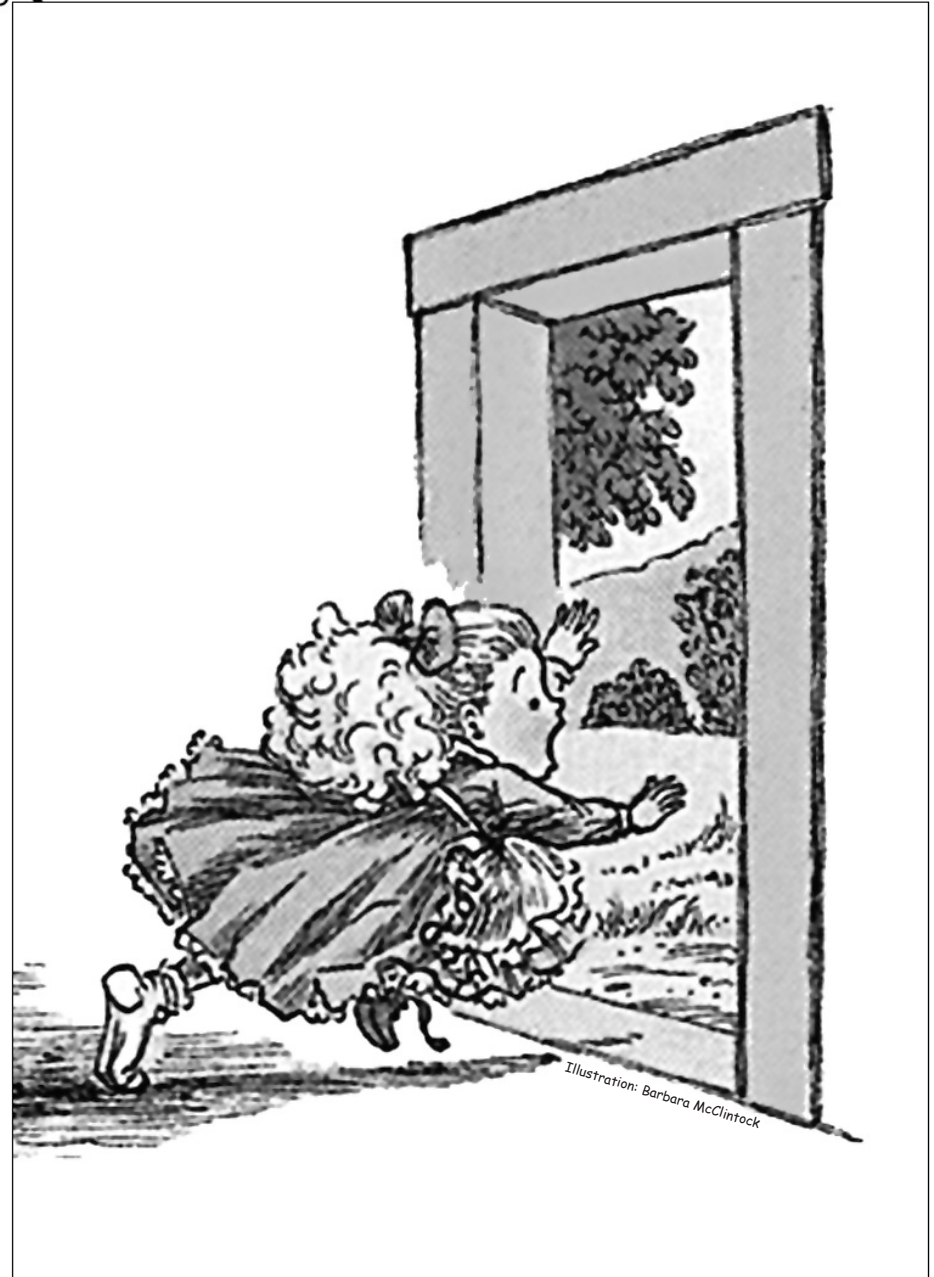


Illustration: Barbara McClintock

✂ Cut out cards...



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