

NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	Teacher’s Pages Pre-reading Discussion Post-reading Discussion	Activate students’ background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE STORY**1. Share Ideas**

Write the name “Bears” on the board and read it out loud. Invite students to share what they know about bears. Print each response on the board to create a list of details. Then ask the students what they would like to know about bears. Print each response on the board to create a list of questions.

2. Preview the Book

Tell the students that they are going to read about bears. Explain to the students they are going to preview the book in order to get more information about the book and bears. Give students time to look at the front cover. Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, “What do you learn about bears from the photo and text?” Add any new details to the detail list started in #1 above. Then ask, “What other questions do you have about bears?” Add any new questions to the question list started in #1 above.

3. Predict the Information

Print the following phrases on the board. Tell the students they are going to guess what the book will tell them about bears. Then read each phrase out loud. As a group or in pairs, have the students mark the phrases probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- (a) ____ where bears live (c) ____ how to feed bears
(b) ____ how to make a bear rug (d) ____ what bears eat

AFTER READING THE STORY**1. Remember Details**

Have students move into pairs. Have them work together to remember as many details as possible from *Bears*. Then as a group, have the students share the details they remember. As students agree on details, add to the detail list from #1, Share Ideas, on page 2. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

Then review the questions that the students generated about bears by reading each question out loud. Have the students determine which questions were answered. Then have the students give the answers.

2. Check Comprehension**Choose Option A or B:**

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) What three things did you learn about black bear cubs?
- (b) Look at the maps on pages 5 and 8.
Compare where black bears and grizzly bears live.
- (c) Why do you think it is not safe to feed bears?
- (d) What details about bears surprised you? Explain why.

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ Mother bears do not take good care of their cubs.
- (b) ____ Black bears live in more places than grizzly bears.
- (c) ____ If people feed bears, the bears might start to hurt people.
- (d) ____ I learned a surprising thing about bears.

3. Discussion: Beyond the Book

Have the students discuss the following questions as a group or in pairs:

- (a) Bear cubs like to play. Describe the games you played as a child. What was your favourite game? Why? Do children nowadays play these same games? Have children's games changed? How and why?
- (b) Big bears like to play. Do you play now that you are an adult? If yes, how do you play? What do you play? If no, why don't you play? Do you think it is important to play as an adult? Explain why or why not?
- (c) Have you ever been to a zoo? Share your experience. Do you think it is a good idea to keep animals in a zoo? Why or why not?

1. Letter Names

Look at the sentences on pages 10, 17 and 20 in the book.

Find words that begin with the letter **l**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **l** make?

Read the words with your teacher.

Think of three more words that begin with the sound /l/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: map
 lap

These words belong to the **ap** word family.

(b) Read these sentences. Circle the words in the **ap** word family.

1. Look at the map.
2. He has a cap on his head.
3. Don't tap on the window.

(c) Print words that belong to the **ap** word family.

_____ map _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. The mother feeds the cubs.

2. Some bears beg for food.

3. The cubs get big very fast.

4. Bears eat leaves.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Bears like to eat _____ .
- (b) Bears like to _____ in the water.
- (c) Bears _____ all winter.
- (d) A new bear cub _____ less than two pounds.
- (e) Black bears grow to be 6 feet _____ .
- (f) It is not safe to _____ bears.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) fish / bears / eat / Grizzly _____
- (b) like/ play / Bears / to _____
- (c) Some / for / food / bears / beg _____
- (d) bears / winter / Do / mate / in _____ ?
- (e) sleep / Do / winter / bears / in _____ ?
- (f) not / Bears / birds / eat / do / _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) The mother is feeding the cubs.

The mother is _____ the cubs.

(b) I was born in June.

I was born in _____ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to describe a time they had some kind of contact with a wild animal.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. A baby squirrel was in my window.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *Bears* was /l/. Have students find, circle, and copy the words that start with the letter **l**. Repeat the process for the word family **ap**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

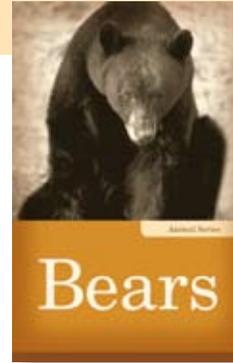
Example:

A baby squirrel was in my window.

A baby squirrel was in my kitchen.

A baby squirrel was in my tree.

A baby squirrel was in my yard.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) Black bear cubs are born in winter. They weigh less than two pounds. They get big very fast. They stay with the mother for two years. (b) Possible answers*: Black bears live in more places. Both bears live in the north. Both bears live in Canada. Both bears live in the US. Black bears live across Canada but grizzly bears live in western Canada. (c) Possible answers: Bears are wild animals and can be dangerous. They will expect people to feed them all the time. (d) Students will have different answers.

Option B: (a) False. The mother bear looks after the cubs for two years. (b) True. The maps show that black bears live across Canada but grizzly bears just live in western Canada. (c) True. Possible answers: Bears are wild animals and can be dangerous. Bears will expect people to feed them all the time and might get angry if people do not feed them. (d) Students will have different answers.

Worksheets

1. **Letter Names:** like, less, long
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. map 2. cap 3. tap (c) Possible answers*: lap, cap, tap, gap, lap, nap, pap, rap, sap, yap, zap
4. **Matching:** (a) The cubs get big very fast. (b) The mother feeds the cubs. (c) Bears eat leaves. (d) Some bears beg for food.
5. **Predict Words*:** (a) plants, dandelions, leaves, fish, berries (b) play, swim, fish (c) sleep, hibernate (d) is, weighs (e) long (f) feed, pet, tease, approach, chase
6. **Scrambled Sentences:** (a) Grizzly bears eat fish. (b) Bears like to play. (c) Some bears beg for food. (d) Do bears mate in winter? (e) Do bears sleep in winter? (f) Bears do not eat birds.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.