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“BEARS”

Grade One – Science & Social Studies

Description:

The students will study about the North American bears—grizzly, black, polar, and Alaskan brown. The emphasis will be on facts regarding these selected bears, using comparison and contrast strategies. They will learn to distinguish between fiction and nonfiction as various pieces of literature will also be used to help enhance the unit.

Faith Integration:

Students will study about and develop an awareness of how God has wonderfully created variety within the various families of animals. This concept will be transferred to us as people, how though we are humans, God uses variety and uniqueness in creating each of us (nationalities, colouring, home preference, foods, etc.).

Curriculum Benchmarks:

- * Students will complete “Bear” activities and sheets neatly and demonstrating a comprehension of lessons.
- * Students will be able to distinguish between the various physical and lifestyle characteristics of the four bears.
- * Students will be able to distinguish between bear information that is fiction and nonfiction.
- * Students will be able to design a scene displaying facts about the various bears.
- * Students will demonstrate a sound understanding of the nature and operation of technology systems. NETS 1a
- * Students will be proficient in the use of technology (computer, tape recorder, overhead projector, and camera). NETS 1b
- * Students will practice responsible use of technology systems, information, and software. NETS 2b
- * Students will use technology tools to enhance learning, increase productivity, and promote creativity. NETS 3a
- * Students will use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works. NETS 3b

Materials/Hardware/Software:

Bears. Teacher Created Materials, Inc., Westminster, CA. 1990

(www.teachercreated.com)

Bears. Creative Teaching Press, Inc., Cypress, CA. 1990 (www.creativeteaching.com)

KidPix Deluxe CD Rom, Broderbund, The Learning Company, 2000

Classroom computer and printer

"Comparing Real Bears" chart

Activity sheets/books

Books/Videos: Watch Me Grow: Bear. DK Publishing Inc., New York, NY, 2003.

Usborne Beginners: Bears. Usborne Publishing Ltd., London, 2003

The Encyclopedia of Elephants, Big Cats, Bears & Whales. Anness Publishing Ltd., London, 2000.

Alaska's Three Bears. Scholastic Inc., New York, NY, 1990.

Cute & Cuddly Critters: Lions, Bighorns and Bears. Wookhaven Entertainment., Intermedia Video Prod., Chatsworth CA, 2000.

**Various selected literature such as: Corduroy series, You and Me, Little Bear, , Hopper Hunts for Spring, Bear Snores On, Little Bear series and other fun/facts books.

Teacher Preparation:

Secure above listed materials.

Create templates on KidPix for unit work (Venn Diagram, matching templates, scene backgrounds, steps for drawing a bear)

Set up science centre (table and bulletin board)

Student Preparation:

Students will have learned the basics of using KidPix Delux-opening templates, saving to their own personal file, creating stories and pictures using KidPix tools.

Activities/Procedures:

INTRODUCTION: poems "Animal Beds" and story You and Me, Little Bear.

Make chart with information students already know about bears.

(Write above information on mini bears that are put around the edge of a bulletin board for further reference.)

PART 1: Share and discuss "grizzly bear" facts.

Fill in "Comparing Real Bears" chart for grizzlies.

On overhead projector map, mark where grizzlies live. Students mark on their own maps.

Study the parts of a grizzly paw print.

Using KidPix, students can create a grizzly bear scene.

Using tape recorder, record their imitation of a grizzly bear roar.

Make "Bear Biscuits" for a treat.

Read a "bear" story—not fictional characteristics.

PART 2: Share and discuss "black bear" facts.

Fill in "Comparing Real Bears" chart for black bears.

On overhead projector map, mark where black bears live. Students mark on their own maps.

Do "Spring Summer Fall Winter" worksheet (what a bear does each season)

Using KidPix, students illustrate a black bear scene.

Open KidPix template for Venn Diagram. Students use to compare/contrast grizzlies and black bears.

Read "Corduroy" story. Make Corduroy bear art project.

PART 3: Share and discuss "Polar Bear" facts.

Fill in "Comparing Real Bears" chart for polar bears.

On overhead projector map, mark where polar bears live. Students mark on their own maps.

Share book Alaska's Three Bears. Make large paper stuffed bear.

Create polar bear scene using KidPix.

Compare/contrast paw prints of three bears studied so far.

Compare student footprints by dipping bare foot in paint and stamping on paper.

PART 4: Share and discuss "Alaskan Brown Bear" facts.

Fill in "Comparing Real Bears" chart for brown bears.

On overhead projector map, mark where brown bears live. Students mark on their own maps.

Using KidPix template, to "Which Bear Am I?" activity.

Using KidPix pencil, teach students how to draw a bear. They can complete picture around it.

Read a "bear" story. Compare story bear to our bear facts.

Make class bar graph to display students favourite bear studied.

Send home letter for "bear party and sleepover".

PART 5: Review what we knew, we learned, and what we found really interesting.

Discuss --how different bears can be--how different we humans can be.

--how God has a special purpose & plan for each creature & person.

Assemble picture scenes of the four bears from KidPix--make personal books.

Share "Bear" poem. Discuss.

PART 6: "Bear Party and Sleepover"

Have the day focus on "bear" activities.

Set of centres for special small group times:

Bear puppet making and show

Make story book about student's bear using KidPix

Bear spelling activities

Bear sorting and counting (math)

Bear pictures (take pictures of bear and student doing fun activities)

Bear Bean Bag Toss (math)

Group activities:

- Bear Parade through school
- Picnic lunch with bear-shaped sandwiches and bear favourite foods
- Math graphing of Teddy bear info.
- Make bear masks.
- Do math using bear manipulatives and resources
- Practice spelling using bear list of words.
- Sing "The Bear Went Over the Mountain" modifying for each type of bear and it's habitat.
- Students read to their own bears and tuck them in for the night.

Assessment/Evaluation:

Rubric attached.

Students will provide for evaluation:

- 4 bears scenery book
- Completed activity sheets
- Completed projects/tasks

Follow-up Activities:

Part 6 would be considered follow-up activities as the formal learning for this unit would be done, and this would be a review/celebration time.

****Please note that the sleepover is for the BEARS ONLY.** The students go home after tucking their bears in for the night and reading them a story. THIS IS WHERE THE FUN BEGINS. After the students have left for the day, I along with the help of a couple teacher friends destroy my classroom, making it look like the bears had a wild party during the night. Books get scattered on the floor, desks are stacked, bears are hanging off of things, a couple bears are propped up at the board with messages such as "We love recess" or "Mrs. Domke has big feet" are written by the bears. The room looks a mess! I don't let the kids in the next morning until they are all standing at the door, then I give them a little talk about how they were suppose to tell their bears to behave and stay in bed during the night. Once the kids look confused I open the door, their mouths drop open and their eyes bug-out. Often, not a word is said for the first couple minutes because they are in shock. Then they start laughing and pointing (great photo opportunity). They kids are great getting to work to help clean-up (super good Spring cleaning activity). They later write about what their bear was doing when we came in that morning. Great stories!

Poem:

Animal Beds

A bear sleeps in a cave
A squirrel in a tree
A mole in a tunnel underground
And fish sleep in the sea.
--Edie Evans

Bear

Once a child said:
"I wouldn't like to be a bear—
I couldn't stand being covered with hair!"
But the thing I'd really hate—
Would be
To have
To hibernate!"

Once a bear replied:
"I wouldn't like to be a child—
I like it out here, in the wild!
And the thing I'd really hate—
Is, children
Never
Hibernate!"

-Helen H. Moore

Song:

The Bear Went Over the Mountain

	ORIGINAL	Sample Variation
VERSE 1:	The bear went over the mountain, The bear went over the mountain, The bear went over the mountain, To see what he could see.	The polar bear went out on an ice floe, The polar bear went out on an ice floe, The polar bear went out on an ice floe, To see what he could see.
VERSE 2:	The other side of the mountain, The other side of the mountain, The other side of the mountain, Was all that he could see.	The frozen Arctic Ocean, The frozen Arctic Ocean, The frozen Arctic Ocean, Was all that he could see.

*HINT: Substitute "grizzly" for bear.

Sample Chart:

Comparing Real Bears

	Grizzly Bears (picture here)	Black Bears (picture here)	Polar Bears (picture here)	Brown Bear (picture here)
Where do they live?				
What colour are they?				
How long do cubs stay with their mom?				
What do they eat?				
Where do they make their den?				

Letter:

Dear Parents;

WE ARE HAVING A BEAR DAY AND SLEEPOVER for our stuffed bears!!

In class we have been studying about "Bears" and now we are at the end of the unit. It has been great fun learning about grizzly bears, polar bears, black bears and Alaskan brown bears. We have learned about where they live, what they eat, what colour they are and where they make their dens. I'm sure your child can tell you all about them.

As a celebration of what we have learned we will be having a "Bear Day and Sleepover". On _____, each student is to bring ONE stuffed animal (preferably a bear). We will spend the day doing fun learning activities with our bears by our sides. We will read to the bears, practice our spelling with them, have a "bear" picnic, and write stories about our bears. It will be a very busy day.

When it is home time, the **STUDENTS WILL GO HOME** but the stuffed bears will **STAY** at school for a sleepover by themselves. Please note, your child will not be asked to sleep at school—**JUST THE STUFFED BEAR**. On Wednesday we will conclude our "bear" unit of study. The bears will go home that day.

I promise to take good care of your child's bear while it is here at school.

Sincerely,

Research Report : BEARS

Teacher Name: **Mrs. Domke**

Student Name: _____

CATEGORY	Outstanding	Very Good	Satisfactory	Needs Improvement
Participation	Used time well in classroom and focuses attention on the project.	Often uses time well. Stays focused on the project most of the time.	Does the project but focus is lost on several occasions.	Does not participate well or do his/her share of the work.
Communication	Clear at communicating ideas and understanding in both oral and written/illustrated form. Listens to others.	Clear at communicating ideas and understanding in both oral and written/illustrated form. Sometimes does not listen to others.	Able to communicate ideas some of the time and tries to listen occasionally.	Difficulty communication with and listening to others.
Components of Unit	All required items are present and additional items that add to the tasks.	All required items are present.	One or two required item is missing.	Several required items are missing.
Concepts	Demonstrates an accurate and thorough understanding of Bears and their life habits.	Demonstrates an accurate understanding of Bears and their life habits.	Demonstrates a limited understanding of Bears and their life habits.	Demonstrates a poor understanding of Bears and their life habits.
Neatness/Attractiveness	All tasks are exceptionally well designed, neat, and attractive. Care given to every detail.	Tasks are neat and relatively attractive.	Tasks completed but are plain in presentation.	Appears messy and "thrown together" in a hurry.