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Introduction

Bears contains a captivating whole language, thematic unit about all kinds of bears, real and fictional. Its pages are filled with a wide variety of lesson ideas and reproducible pages designed for use with early primary children. At its core are two high-quality children's literature selections, *Goldilocks and the Three Bears* and *Good As New*. For each of these books, activities are included which set the stage for reading, encourage the enjoyment of the book, and extend the concepts gained. In addition, the theme is connected to the curriculum with activities in language arts, maths, science, social studies, art, music, and life skills (cooking, physical education, etc.). Many of these activities encourage cooperative learning. Suggestions and patterns for bulletin boards and unit management tools are additional time savers for the busy teacher. Furthermore, directions for student-created Big Books and a culminating activity, which allow students to synthesize their knowledge in order to produce products that can be shared beyond the classroom, highlight this very complete teacher resource.

This thematic unit includes:

- literature selections** — summaries of two children's books with related lessons (complete with reproducible pages) that cross the curriculum
- poetry** — suggested selections and lessons enabling students to write and publish their own works
- planning guides** — suggestions for sequencing lessons each day of the unit
- writing ideas** — daily suggestions as well as activities across the curriculum, including Big Books
- bulletin board ideas** — suggestions and plans for student-created and/or interactive bulletin boards
- homework suggestions** — extending the unit to the child's home
- curriculum connections** — in language arts, maths, science, social studies, art, music, and life skills such as cooking, physical education, and career awareness
- group projects** — to foster cooperative learning
- a culminating activity** — which requires students to synthesize their learning to produce a product or engage in an activity that can be shared with others
- a bibliography** — suggesting additional literature and nonfiction books on the theme

Goldilocks and the Three Bears

retold by Armand Eisen (or any version)

Summary

This is the story of a little girl, Goldilocks, who goes into the house of the Three Bears when they go for a walk while their porridge cools. She tries their porridge. The biggest bowl is too hot, the medium bowl is too cool, but the little bowl is just right, so Goldilocks eats it all up. Next, Goldilocks tries their three chairs and finds one too hard, one too soft and one just right. But, she is too big for the chair, and it breaks. Finally, Goldilocks goes upstairs and tries out the bears' beds. The Father Bear's bed is too hard, the Mother Bear's bed is too soft, but the Little Bear's bed is just right, and Goldilocks falls asleep in the bed. When the bears return, they find Baby Bear's porridge all gone, the broken chair, and then Goldilocks asleep in the bed. When she hears Baby Bear crying, Goldilocks wakes up and quickly runs all the way home.

The outline below is a suggested plan for using the various activities that are presented in this unit. You can adapt these ideas to fit your own classroom situation.

Sample Plan

Day 1

- Share Visiting Bear and his suitcase (page 9)
- List known bears
- Read *Goldilocks and the Three Bears* to the whole class
- Work on story sequence
- Use story props—bears, Goldilocks, bowls, chairs and beds (pages 10-11)
- Bear Puzzle maths sheet (page 36)

Day 2

- Review Goldilocks' story
- Discuss what Goldilocks did that was not safe; chart answers
- Make safety badges (pages 7 & 71)
- Make a panel story-Big Book (whole class) (page 14)
- Explain centres (page 8)
- Students "read" some of the bear books in the Reading Centres

Day 3

- Make individual scenes for the story (pages 9-13)

- Students retell story using individual story scenes
- Discuss porridge and make enough for the whole class (pages 7 & 60)
- Take a walk in the "woods"
- Write a class language experience story about how the bears felt

Day 4

- Do Getting Ready Activities (page 15)
- Make individual books of Goldilocks and the Three Bears (page 15)
- Read books to each other
- Bear Maths—sorting, counting, graphing (pages 37-38)

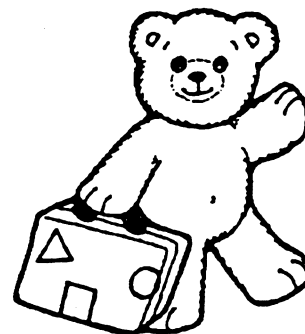
Day 5

- Act out the story using creative dramatics
- Study characters, setting, and problem
- Begin studying real bears (see plan, page 41)

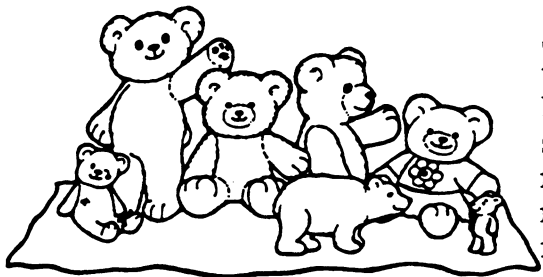
Beary Special Activities

The Visiting Bear

You might want to consider buying a special bear for the children to take home for a night. It would be especially fun if you pack a "suitcase" of special things that the bear might like. Tell the children that they may dress the bear or add to the suitcase if they want to. The only rule is that they have to take good care of the bear. They can't leave the bear where it will get hurt by the family dog, etc. They also will need to bring the bear back on time so that the next person can take the bear home. The Bear Record Sheet (page 73) works nicely if you want to display a list so students can see whose turn is next. Give the child whose turn it is a large index card so that he or she and the bear (with the family's help) can write the class a picture postcard about the visit. Page 74 is a letter to parents describing the visit and postcard activity.



Teddy Bear Display



Suggest that it would be fun for the children to bring their favorite teddy bear to school to share. Prepare a special table(s) with a blanket or quilt to put a teddy bear display on. When you read a story on the rug, you might let the children bring their bears to the rug to listen to the story. And, young children find it enjoyable to read to their bears. (You might wish to let children bring other favorite stuffed animals or toys if they do not have a bear so that no one is left out.)

Making and Using the Story Props

Have children make a set of the story props (pages 10-13). Reproduce patterns onto cardboard. Have children color and cut them out. Attach the characters to icy pole sticks so they can be used as puppets. Glue the other props into the cottage rooms (overlap beds) and add background. The cottage may be attached to the lid of a shoe box (it will be longer than the lid). The box with the lid on, placed on its side, will serve as the "stage." The puppets can be stored in the box when not in use. Children should practise using the props to retell the story to one another in small groups. The props are then taken home for the Hear Me – See Me activity described below.

Hear Me – See Me

Have children make their own Three Bears book. Choose one of the options from page 15, depending on the ability of your students. When the books are completed, have students practise reading them to each other. Give out coupons (pattern, page 71) for the students to award to one another. When they think they are ready, children put their books in a basket or box that the teacher has provided. An adult (teacher, parent volunteer, etc.) can then call on the children to read their finished books. Then students take their books, scene, and props home to read and tell to 3-5 significant others (one at a time). Use Hear Me – See Me letter, page 76, to announce this activity to families and solicit their cooperation.