

BEAR WANTS MORE

BEAR WANTS MORE

by Karma Wilson, ill. by Jane Chapman

Ages: 3-6

Themes: Animals, Springtime, Hibernation, Friends, Food

Running Time: 8 minutes

SUMMARY

After a long winter hibernation, Bear awakes to a new spring and a ravaging hunger! He just can't seem to get enough to eat. Bear eats roots, clover, and fish, but he still wants more! Bear's friends do their best to help satisfy their enormous friend's huge appetite. Finally, as Bear searches the forest for food, his friends work together to prepare a surprise to ease Bear's empty belly. Young viewers will remember Bear and his friends from their winter follies in *Bear Snores On*, and will be delighted at their reunion after a long winter.

OBJECTIVES

- Students will learn about bears and hibernation.
- Students will learn about different animals' diets.
- Students will learn about rhyming.
- Students will make text-to-self connections.

BEFORE VIEWING ACTIVITIES

Elicit students' background knowledge about hibernation. Guiding questions:

- How do animals survive in the winter?
- Do you know what bears do in the winter?
- How does hibernation help bears?
- What other animals hibernate?

After discussing the concept of hibernation, guide the students' discussion towards waking up from hibernation. Guiding questions:

- How do you imagine that an animal might feel when it wakes up, after sleeping for months?
- How do you usually feel when you wake up? Grumpy? Hungry? Excited?
- What are some of the first things that you do when you wake up? Do other animals do those things also?

Finally, have students finish the sentence, "When I wake

up, I feel _____." Then, have them illustrate the sentence with a self-portrait showing how they look and feel when they first wake up.

Teach students about the different types of diets that animals have. Create a chart with three columns: in one column draw or cut out a picture of an animal that is an herbivore, in the second column, a carnivore, and in the third column, an omnivore. Write these words under the pictures of the animals. Point to each animal and say each word clearly, having the students repeat after you. Explain to students that herbivores only eat plants, carnivores only eat meat, and omnivores eat everything. Then, show picture cards to the students with different types of meats/animals and plants/vegetables. Tape the cards onto the chart under the animal(s) that would eat that type of food (make 2 of each card to include the omnivores!). As an extension, students can work on personal picture charts. Alternatively, students can cut out pictures of different types of animals and glue them onto an herbivore/carnivore/omnivore chart in the appropriate column.

AFTER VIEWING ACTIVITIES

Have students make a rhyming book. Replay part of the movie and tell them to listen closely for words that sound alike. Tell them that words that sound alike are words that rhyme. Give examples with pictures and words of words that rhyme. Then, have students choose their own word. Make a list of all of the words that the student can think of that rhyme with that word. Students can make a book entitled "Words that Rhyme With _____," and write and draw a rhyming word on each page. Students can also play a rhyming game where they sit in a circle. The first person says a word and then each child in the circle says a word that rhymes with that first word. Continue until students can't think of any more words. Review with students what Bear eats in the movie. Make a T-chart with one side, entitled "What Bear Likes to Eat for Breakfast," and the other side, entitled "What I Like to Eat for Breakfast." Guide a discussion with students to help them make text-to-self connections.

Guiding questions:

- What types of food did Bear eat when he woke up? (Record answers on the T-chart.)
- What did Bear eat that you also like to eat?
- What did Bear eat that you don't like or wouldn't eat?
- What types of food does Bear eat when he wakes up that are unusual breakfast foods?
- What is your favorite food to eat for breakfast? (Record answers on the other side of the T-chart.)

After the discussion, organize a "Breakfast for Lunch" potluck at school. Invite students (and parents) to bring in their favorite breakfast food to share with the class. For further connection, prepare some of Bear's favorite breakfast foods (honey-cakes, fresh berries) and label them "Contributed by Bear".

What do bears dream during their long sleep? Pose this question to students and have them draw a four-panel comic strip to illustrate what they imagine a bear might dream. Discuss story sequence with students and have them number their comic frames 1-4 to help them remember to draw their pictures in a first-to-last sequence. After students are finished, they can present their comic strips to the class and explain what they imagined the bear's dream to be.

OTHER WESTON WOODS PRODUCTIONS ABOUT BEARS INCLUDE:

Bear Snores On, by Karma Wilson, ill. by Jane Chapman
The Biggest Bear, by Lynd Ward
Blueberries for Sal, by Robert McCloskey
Goldilocks and the Three Bears, by James Marshall
Happy Birthday, Moon, by Frank Asch
Henry Builds a Cabin, by D. B. Johnson
Henry Hikes to Fitchburg, by D. B. Johnson

To order other Weston Woods productions call 1-800-243-5020

This guide may be photocopied for free distribution without restriction