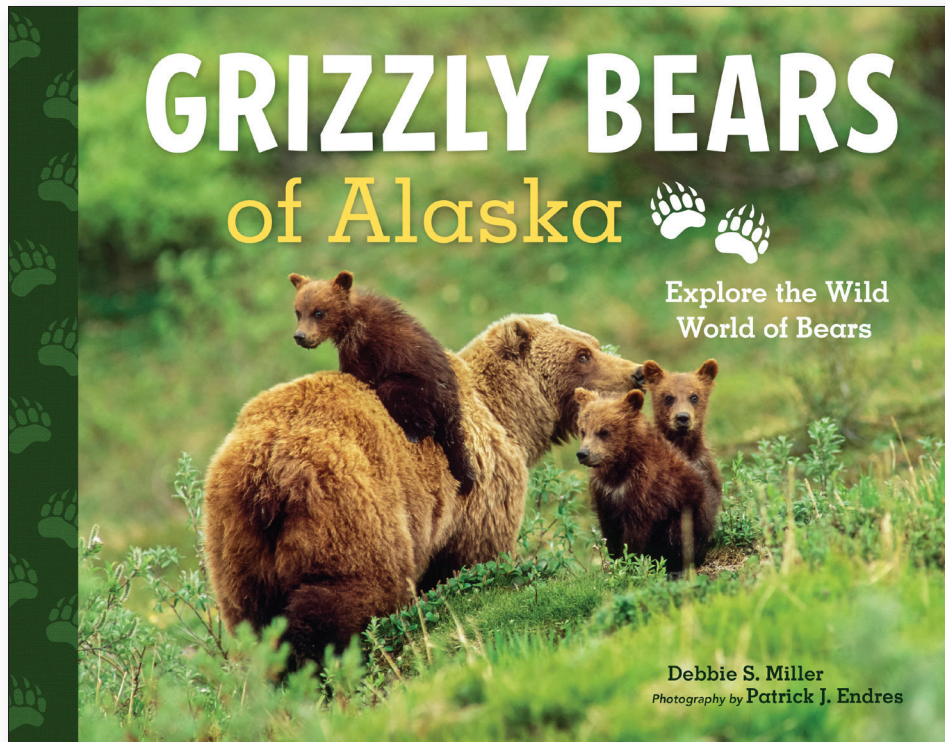


The activities in this guide align with Common Core State Standards for English Language Arts for Grades 1–2.

Teacher's Guide



GRIZZLY BEARS OF ALASKA *Explore the Wild World of Bears* **Hardcover and paperback editions**

Written by Debbie S. Miller
Photography by Patrick J. Endres

little bigfoot
an imprint of sasquatch books
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Explore the Wild World of Bears

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GRADE LEVEL

K-3

OBJECTIVE

Students will read this nonfiction title independently, extend vocabulary, and participate in a class discussion. Then they will complete individual research and writing exercises based on the book, making oral presentations from their research.

OVERVIEW

Alaska is the home of over 30,000 grizzly bears, more than any other state.

Grizzly bears are famous for having an amazing sense of smell and for being big, fierce, and hungry! With photographs and facts, this nonfiction book portrays these magnificent creatures, describing their eating habits, habitat, hibernation, relationship with their cubs, and more.

PRE-READING

Ask students to keep a vocabulary notebook as they read the book. Instruct them to record any unfamiliar words or phrases, note their interpretation of the word from the context, and then use a physical or online dictionary to look up and record the real definition.



POST-READING CLASS DISCUSSION

- Ask students to name the different types of bears found in Alaska. How many species of bears are there in North America?
- What are two characteristics of the grizzly that would enable someone to identify them?
- Did students learn anything new about bears? Do they know any bear facts that weren't discussed in the book?
- How would they describe the grizzly bears—magnificent, fascinating, or terrifying?
- How does the author feel about grizzly bears? How can readers tell how the author feels?
- Ask students if they know the difference between carnivores, herbivores, and omnivores. Grizzly bears are omnivores, meaning that they eat both plants and animals.
- Ask students to name some of the foods that the bears eat (examples: caribou, moose, salmon, roots, and berries).
- Invite the class to stand up and look around. Remind them that a Kodiak Brown Bear can be up to 10 feet tall (indicate this height on a classroom wall) and 1,500 lbs. That's equal the weight of about 30 kids! How do they think it would feel to eat 162 cheeseburgers in one day to maintain their weight?

Lead a discussion about the photographs in the book.

- Ask students what they think the photographer was feeling as he observed the bears. Do they think that would be an interesting job, or would it be too scary?
- Do the bears in the photographs look friendly or mean?
- Is it better for a nonfiction book to have photographs instead of drawings?
- Show students a familiar book with a fictional bear in it. Do cartoon bears seem less "real" or less scary?



Lead a discussion about Alaska.

- Have any students been to Alaska or lived there?
- Did they see any bears in the wild? Did they see any other Alaskan animals?
- Have they seen any of the Alaskan animals from the book in their local zoo?
- What do the photographs tell them about the climate and geography of Alaska?
- How is the state different from the one where they live?

POST-READING INDEPENDENT ACTIVITIES

Have students choose one of the following topics, do research and write a report, following up with an oral presentation to the class.

1. Some of the animal food sources for grizzly bears are voles, lemmings, Arctic ground squirrels, moose, and caribou. Choose one of these animals to learn about.
2. Protecting national parks is an important way to ensure that the grizzly bear will continue to thrive in the wild. Choose one of the two National Parks in the book, Denali or Katmai, and learn more about it.
3. A grizzly bear's sense of smell is seven times better than a bloodhound's. Research and write a report about three other animals with a good sense of smell.



WRITING EXERCISES

Have students choose one of the following to write about:

1. Write about why it is important, for animals and people, to protect wilderness areas like those in Alaska?
2. Choose a photograph from the book and write an original story about what is happening in the scene.
3. Invent a fictional grizzly bear family. Write a two-sentence description of the personality of each member of the family, and then write a short story about a family outing where the family goes fishing for salmon.

ENGLISH LANGUAGE ARTS STANDARDS THIS GUIDE ALIGNS WITH:

Grade 1:

Reading Informational Text and Foundational Skills: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.9, RI.1.10, RF.1.1, RF.1.1a, RF.1.2, RF.1.3, RF.1.4, RF.1.4a, RF.1.4c

Writing: W.1.1, W.1.2, W.1.5, W.1.8

Speaking and Listening: SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.3, SL.1.4, SL.1.6

Language: L.1.1, L.1.2, L.1.4, L.1.4a

Grade 2:

Reading Informational Text and Foundational Skills: RI.2.1, RI.2.4, RI.2.6, RI.2.7, RI.2.10, RF.2.3, RF.2.4, RF.2.4a, RF.2.4c

Writing: W.2.1, W.2.2, W.2.5, W.2.8

Speaking and Listening: SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3, SL.2.4, SL.2.6

Language: L.2.1, L.2.2, L.2.2e, L.2.3, L.2.4, L.2.4a, L.2.4e

<http://www.corestandards.org/the-standards> - visit the Common Core State Standards website to read about the individual standards.

