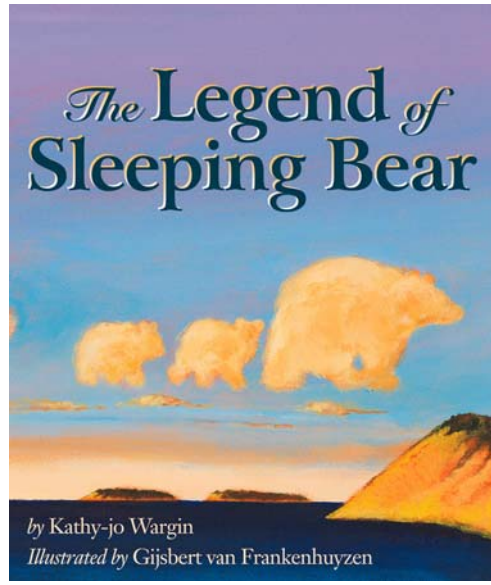


Teacher's Guide



The Legend of Sleeping Bear

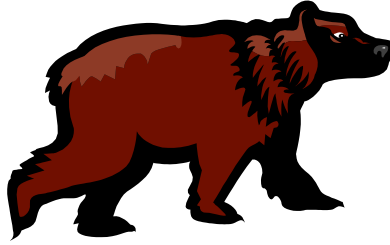
Written by Kathy-jo Wargin
Illustrated by Gijsbert van Frankenhuyzen

Guide written by Angela M.K. Smith

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PRE-READING DISCUSSION QUESTIONS



In your opinion, what does it mean to be responsible?

What is hope?

What are some things that you hope for?

What does it mean to have patience?

**What was the longest time you ever waited for something?
What was it? How long did you wait?**

What are some ways in which you can show that you are a responsible person?

Vocabulary Words and Definitions

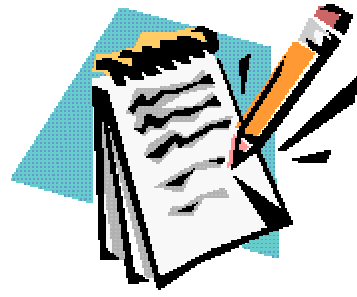
***bank** (noun)—a stretch of land at the edge of a stream

***frolic** (verb)—to have fun; to be playful

***linger** (verb)—to continue; to stay

***lumber** (verb)—to move heavily or noisily

***nestled** (verb)—to settle down comfortably; sheltered



SENTENCES TO FILL IN WITH VOCABULARY WORDS FROM THE STORY

DIRECTIONS: Please write the vocabulary word from the list above that best completes the sentence from the story, *The Legend of Sleeping Bear*. Remember, you may have to add a suffix to some of the words to make them fit into the sentence properly (for example, adding an “ing” or an “s”). Good Luck!

- 1) Mother Bear and her two cubs lived together in a small, cozy den _____ among bluebells and buttercups.
- 2) Mother Bear and her cubs would lumber through the forest to the _____ of the birch-lined stream.
- 3) The bears would _____ along the sandy shore, happily splashing in the shallows and chasing herring gulls.
- 4) One morning, as they were _____ along the birch-lined stream, there was a loud crash of thunder and a sharp, hissing sound!
- 5) *My children, as the years may pass,
and time slips through our hands,
my love will _____ near the shore
and in the blowing sands.*

LEARNING ABOUT LEGENDS

Directions: Read the following excerpt from the book, *The Legend of Sleeping Bear*. When you finish reading the information about legends, see if you can fill in the blanks of the sentences located at the bottom of this page.

A LEGEND

A legend is a story created about a certain person or place. Many legends are created as a way of explaining history. Most legends are based in fiction, which means that they are not necessarily true. However, the real magic of a legend exists in the fact that it is a story passed on from generation to generation.

- 1) A _____ is a story created about a certain _____ or _____.
- 2) Many legends are created as a way of explaining _____.
- 3) Most legends are based in _____, which means that they are not necessarily _____.
- 4) However, the real magic of a legend exists in the fact that it is a _____ passed on from _____ to _____.

SEQUENCING THE STORY

The Legend of Sleeping Bear

DIRECTIONS: In this activity, you will see how well you can remember the order of events in the story, *The Legend of Sleeping Bear*. First, read through each event. Then, number the events according to when they took place in the story (1st, 2nd, etc.).

Good Luck!



- _____ She looked back once more but could not see her cubs.
- _____ There was a loud crash of thunder and a sharp hissing sound. Mother Bear saw fire!
- _____ Mother Bear waited, but her cubs never reached the shore.
- _____ The cubs now stand suspended in time as the North and South Manitou Islands.
- _____ With a tremendous gust of wind, the spirit brought the cubs near shore, raising them out of the water as two magnificent islands, placing them forever within the watchful and caring eyes of Mother Bear.
- _____ Mother Bear rushed her cubs to the banks of the stream, and ordered them to follow it to the shore of the mighty lake.
- _____ As they swam, Mother Bear kept turning her large, black face to make sure her cubs were not far behind.
- _____ Mother Bear fell fast asleep in her sorrow. Years passed, and the winds of Lake Michigan blew blankets of sand upon her.

Be a Sleeping Bear Sleuth



DIRECTIONS: Oh no! The following sentences contain a word that makes them totally incorrect! How will the true information in *The Legend of Sleeping Bear*, ever be told? Play the role of detective and read through each sentence carefully. Find the incorrect word and cross it out.

Write the correct information directly above that portion of the sentence. Save the information told in *The Legend of Sleeping Bear*.

- 1) Today, we know that forest as part of Wisconsin and the mighty lake is called Lake Erie.
- 2) Mother Bear had three cubs and they were very soft and playful.
- 3) Mother Bear would teach her cubs how to snatch plump, colorful salmon for breakfast.
- 4) She waited while the leaves fell from the pine trees.
- 5) Years passed, and the winds of Lake Michigan blew blankets of leaves upon her, keeping her warm and safe in her slumber.
- 6) The cubs now stand suspended in time as the North and South Minnow Islands.

Role-Playing Responsibility

DIRECTIONS: Discuss with students the definition of **RESPONSIBILITY**. Read through each of the following scenarios. Ask for volunteers to role-play each of the following situations. After each situation is acted out, discuss the questions at the bottom of the page.

SITUATION #1

What if the farmer who grew corn decided to play softball with his friends instead of harvesting the corn?



SITUATION #2

What if the dairy farmer decided it was too hot outside to go to the barn and milk the cows?



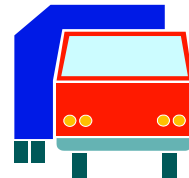
SITUATION #3

What if store owners didn't want to work for a few weeks?



SITUATION #4

What if the truck driver took her time delivering a shipment to the supermarket?



QUESTIONS FOR DISCUSSION

- 1) Did you notice a connection between each of these situations?
(HINT: What will you be eating for your next breakfast, lunch, or dinner?)
- 2) How is each person acting irresponsible?
- 3) What would be the responsible action for each situation?
- 4) Can you think of any situations in which you didn't act responsible?
- 5) How can we be responsible people everyday?
- 6) What did you learn about the importance of responsibility?

**LEARN IT----SHARE IT----BE IT
SPARKING UP A CONVERSATION
ABOUT FIRE SAFETY**

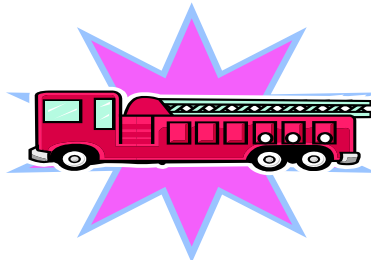


Let me ask you a question. Would you know what to do if your home was on fire? Does your family have an escape plan? Today may be a great day to make such a plan. First, I will give you some tips. Then, you need to sit down with your family and discuss a plan of escape.

TIPS:

- *Try to find two ways out from every room in your home.**
- *The first way out should be a door. Every way needs to be planned and practiced with grown-ups.**
- *Remember, if there is a fire, feel the door first before opening it. If it is hot, there may be fire on the other side so try to get out another way.**
- *Stay low to the ground when escaping from a fire.**
- *Choose a safe and easy place to remember outside of your home to meet your family after you escape.**
- *After you escape, call for help (9-1-1 or the number for the fire department).**
- *Stay outside of the burning building. DO NOT GO BACK INSIDE FOR ANYTHING! Nothing is more important than your safety.**

NOW IT IS YOUR TURN. PLAN YOUR SAFE ESCAPE!



**NOTE: The creators of the following Web site have granted permission to print their Web site to be used by those interested in learning about fire safety:
www.usfa.fema.gov/kids/ep.facts**

SAND ART

MATERIALS NEEDED:

- *Sand
- *Powder Paint (peach or tan, light blue, purple or dark blue)
- *Glue sticks and glue in a bottle
- *Spoons
- *Containers to mix the sand in
- *White construction paper (each participant should have two sheets)
- *The book, *The Legend of Sleeping Bear*, by Kathy-jo Wargin

DIRECTIONS:

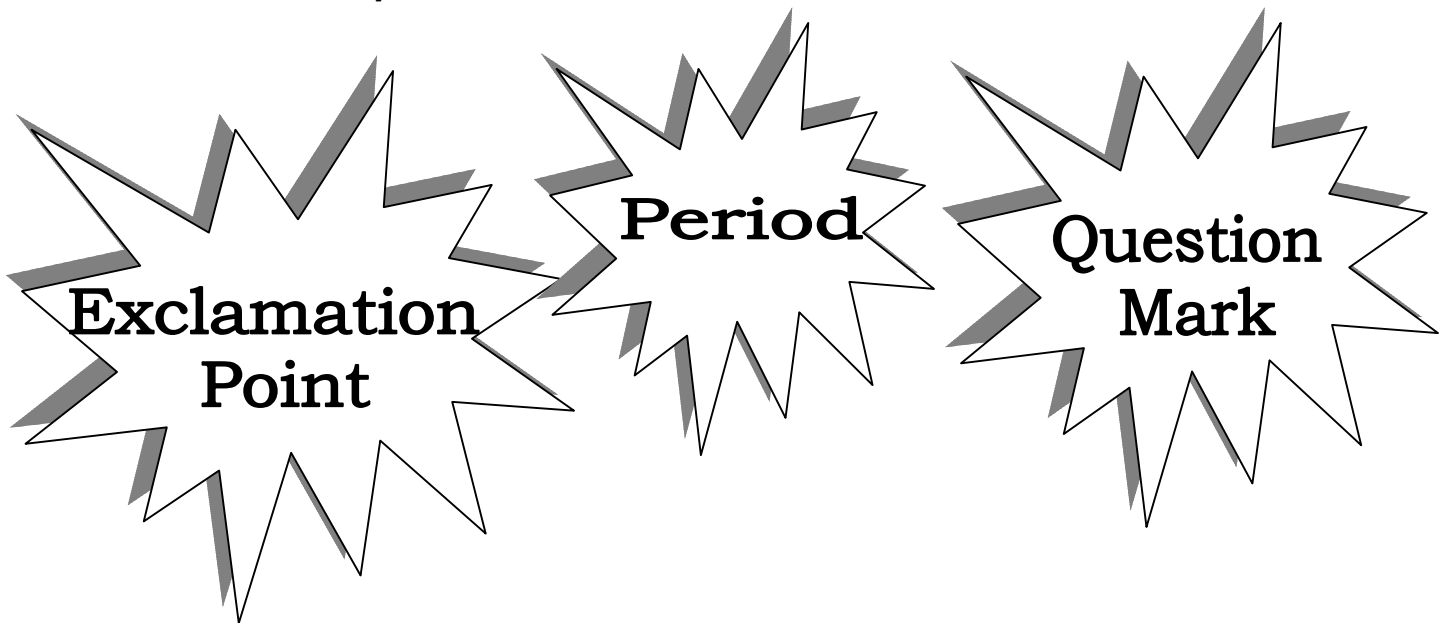
- 1) Pour sand into the empty containers
- 2) Mix sand with the powder paint, each container holding an individual color.
- 3) Draw the picture from the cover of the book, *The Legend of Sleeping Bear*, by Kathy-jo Wargin onto a sheet of white construction paper.
- 4) Using the glue stick, cover the sky areas with a thin layer of glue. Spoon the blue sand over the glued area.
- 5) Shake the excess sand off the picture onto the other piece of paper. Return unused sand to its container.
- 6) Allow the blue sand to dry. Continue the same process using the other colors.
- 7) Finally, repeat the process, this time using the glue in the bottle to make lines for the islands and the lettering for the title of the book. Cover these glue lines with purple or dark blue sand. Shake off the excess sand and return unused sand to its container.
- 8) Students may write a short summary of the book, etc., to go with their artwork while it is in the process of drying.
- 9) Have fun!



Are You Ready? **POW!**
It is Time for Perfect Punctuation.

DIRECTIONS: Using the correct punctuation in writing is very important. Please place the correct punctuation in the following sentences as indicated in the box. You will use periods, exclamation points, and question marks. The following sentences can be found in the story, *The Legend of Sleeping Bear*, written by Kathy-jo Wargin. Good luck!

- 1) It was a time before pioneers planted colorful gardens of pumpkins, potatoes, and corn _____
- 2) Mother Bear stood on her hind feet and stuck her nose in the air _____
- 3) My children, do you promise that you'll swim with all your might _____
- 4) I will wait for your forever _____
- 5) My children, are you coming _____
- 6) Now, Mother Bear can finally rest with great happiness, knowing her cubs are near _____
- 7) My children, can you hear me _____
- 8) A brilliant orange blaze flashed through the trees, and dark clouds filled the sky...fire _____



CHARACTER UNSCRAMBLE

Can you unscramble the letters in the stars to find the names of the animal characters mentioned in the story? Unscramble the name in each star. Good luck!

CHARACTER LIST

mother bear
sleeping bear
cubs
deer
moles
wolves
owls
raccoons

SLWO

REDE

SBUC

LINGPSEE
EBAR

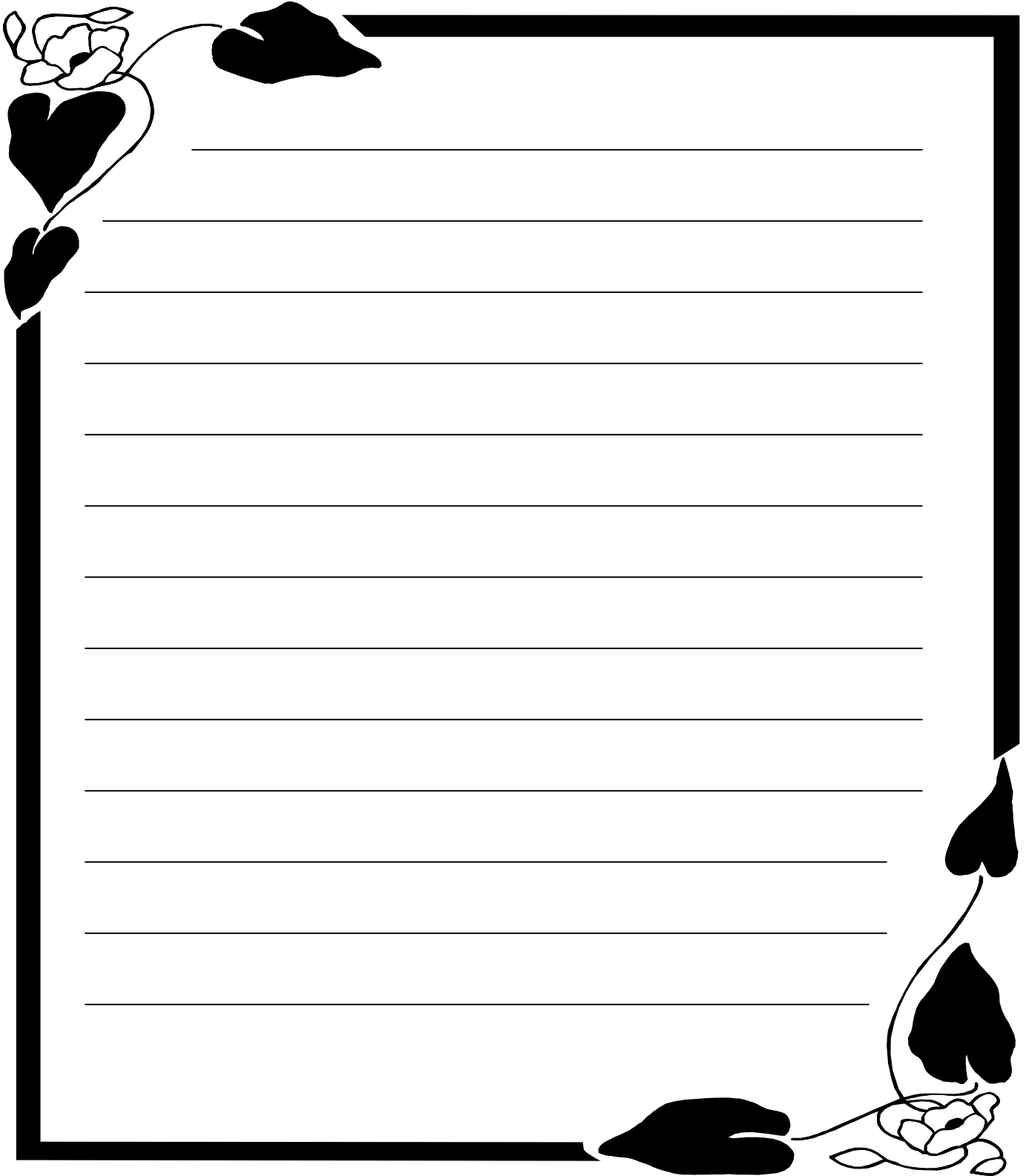
EOMSL

VESLOW

NOSOCACR

ROMHTE
ARBE

Write a “thank you” letter to a special female role model in your life.



A decorative border with a heart and flower motif in the top-left and bottom-right corners, enclosing a large area with horizontal lines for writing.

CHARACTER BUILDING ACTIVITY

RESPONSIBILITY

THE RESPONSIBILITY BOX

Materials Needed:

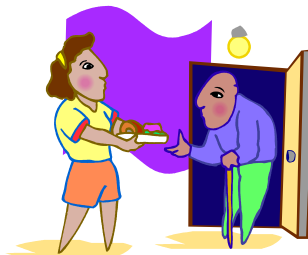
- a large box (approximately 12 inches by 12 inches or larger)
- colored pencils or markers
- colored/plain paper
- glue sticks
- discarded magazines
- other craft supplies as determined by instructor

Initial Step:

Students will decorate a box with pictures, symbols, words, and examples that represent responsibility.

Procedure:

- 1) Students will decorate and/or write a page that describes one aspect of responsibility (ex: cleaning up after oneself, helping a peer, telling the truth, thinking before acting).
- 2) The teacher may want to preserve these pages by laminating them or putting them in clear cover sheets.
- 3) Place these pages in a box.
- 4) The objective of this character building activity is to have one student take out a page every week, hang it within the classroom, and have the entire class work on that character building activity for that week. At the end of the week, the teacher and students will discuss the week's results.
- 5) A reward may be considered for the students if a certain goal is attained. Good Luck!



SCIENCE CONNECTION

How Are Islands Formed?

OVERVIEW: The goal of this activity is to show students how islands are formed.

TIME NEEDED: Approximately 2.5 hours (mostly drying time)

MATERIALS NEEDED:

- One jumbo sized marshmallow for each student
- Chocolate to melt (new melting chocolate in disposable container works great!)
- Toothpicks
- Paper plates
- Microwave oven
- Paper/writing utensils for students to write observations
- Optional – a map of the world and/or pictures of islands

PRE-EXPERIMENT DISCUSSION

1. Ask students to share what they know about islands.
2. Ask students to share what they know about the formation of islands.
3. Ask students to share their travel experiences to islands.
4. Ask students where islands are located. Oceans? Lakes? Rivers?
5. Write these comments on the board, flipchart, etc.

ACTIVITY

(ADAPT THESE DIRECTIONS TO YOUR TEACHING SITUATION)

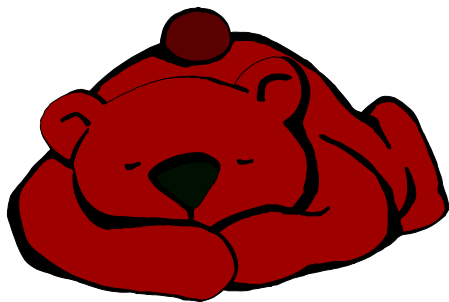
Melt the chocolate. Allow students to dip their marshmallow in the chocolate. Allow the marshmallow to cool and harden. Have the students gently squeeze their marshmallows and ask them about what they observe. The chocolate should crack, acting as the Earth's crust would during plate tectonics. Explain that the cracked chocolate is acting like land masses on Earth that move slowly over long periods of time, forming the continents and islands. Students may eat their project!

POST-EXPERIMENT DISCUSSION

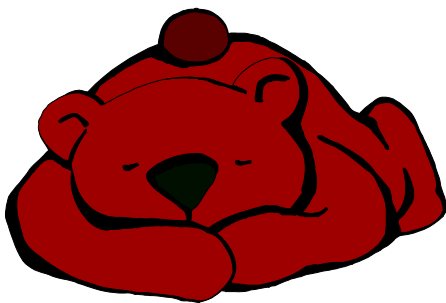
1. How are islands formed?
2. How long does it take for an island to form?
3. Where are islands located around the world? Is there a pattern?
4. What would it be like to live on an island? Would you like to live on an island? Why or why not?

Draw the seasonal changes as Mother Bear waits lovingly for her cubs.

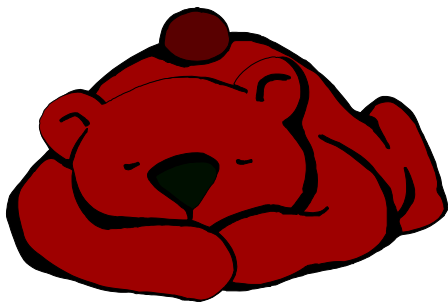
Winter



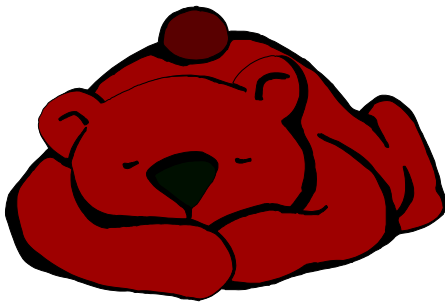
Spring



Summer



Autumn



SLEEPING BEAR WORD SEARCH

[illegible]

**CUBS
DEER
FIRE
ISLAND
LAKE MICHIGAN
LEGEND
MOLES
MOTHER BEAR
NORTH MANITOU**

**OWLS
RACCOONS
SAND
SEASONS
SLEEPING BEAR
SOUTH MANITOU
SWIM
WOLVES**

ANSWER KEY

Vocabulary Words and Definitions

1. nestled 2. bank 3. frolic 4. lumbering 5. linger

Learning About Legends

1. legend, person, place 2. history 3. fiction, true 4. story, generation, generation

Sequencing the Story

- __4__ She looked back once more but could not see her cubs.
 __1__ There was a loud crash of thunder and a sharp hissing sound. Mother Bear saw fire!
 __5__ Mother Bear waited, but her cubs never reached the shore.
 __8__ The cubs now stand suspended in time as the North and South Manitou Islands.
 __7__ With a tremendous gust of wind, the spirit brought the cubs near shore, raising them out of the water as two magnificent islands, placing them forever within the watchful and caring eyes of Mother Bear.
 __2__ Mother Bear rushed her cubs to the banks of the stream, and ordered them to follow it to the shore of the mighty lake.
 __3__ As they swam, Mother Bear kept turning her large, black face to make sure her cubs were not far behind.
 __6__ Mother Bear fell fast asleep in her sorrow. Years passed, and the winds of Lake Michigan blew blankets of sand upon her.

Be A Sleeping Bear Sleuth

1. ~~Lake Erie~~ – Lake Michigan
 2. ~~three cubs~~ – two cubs
 3. ~~snatch~~ – catch
 4. ~~pine trees~~ – cedar trees
 5. ~~leaves~~ – sand
 6. ~~Minnow~~ – Manitou

Are You Ready? POW! It Is Time for Perfect Punctuation.

- 1). 2). 3)? 4). 5)? 6)! 7)? 8)!

Character Unscramble

1. owls 2. deer 3. cubs 4. sleeping bear 5. moles 6. wolves 7. raccoons 8. mother bear

L C A
 Q U J I O F S
 O E V J Y Q N I R C F
 Y E O T S S H J R J X U J
 D W X F A W P U M E F F V B I
 N O R T H M A N I T O U F V S
 E K X K R L A K E M I C H I G A N
 N X Y I R S O U T H M A N I T O U
 X E B M O T H E R B E A R R I D W N P
 G N H H I A W O L V E S L A S F S H N
 S L E E P I N G B E A R M C L W H D S
 D S U Y S I Y D B D J L C A C A E
 K N W D P O P A N M B G O N A L R
 E E I O W L A M X Y D O D O E
 F S G M L S F U B W E N M E D
 S X E S X J B L S P S D V
 G Y L S E A S O N S V
 T I R X Y P O
 O E Q