

Teaching Activity Guide

Black Bears



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How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

For teachers in the classroom: We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

For homeschooling parents and teachers in private schools: Use as above. Aren't you glad you don't have to worry about state standards?

For parents/caregivers: Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

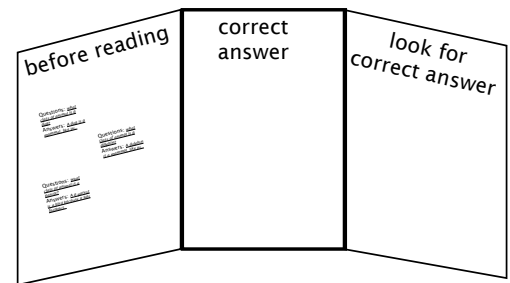
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

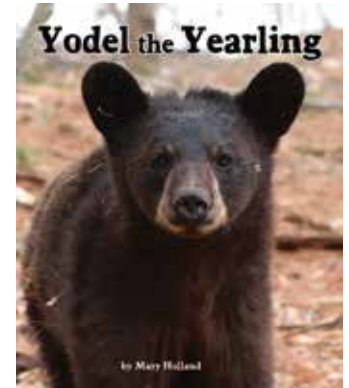
If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.



Pre-Reading Questions

1. What time of year are bears born?
2. What do you call a one-year-old bear?
3. How many bear cubs do you think are born at a time?
4. Do baby bears live with their fathers, their mothers, both, or neither?
5. How long do bear cubs live with their mother?
6. Black bear cubs spend most of their time doing what?
7. What do black bears eat?
8. What do bear cubs do when they are bored?
9. How do bear cubs play with each other?
10. What do bear cubs do when their mother leaves to hunt?
11. True or false: Black bear cubs drink milk.
12. True or false: Bears use their sense of smell to find food or other bears.

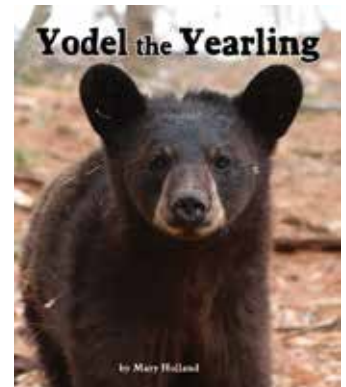


1. Who raises and teaches black bear cubs?
2. What do you think would happen to the cubs if something happened to their mother and she couldn't raise them?
3. Where do mother bears with cubs spend the winter?
4. Why do you think scientists might put satellite tags on mother bears in the winter?
5. If you were a wildlife biologist, how do you think you would put a satellite tag on a hibernating bear?
6. How do you think scientists can find the bears with a tag?
7. How do you think someone would know if a bear cub has been left alone for a few hours or if something happened to the mother so she can't return to the cub?
8. What do mother bears do when they have to leave their young cubs alone?
9. How do you think the scientists can get the mother bear to adopt an orphaned bear?
10. Why do you think people try to help wild animals?



Comprehension Questions & Writing Prompts

1. Imagine that you are a bear cub and write a letter to a friend describing your day.
2. What makes a good babysitter tree?
3. Why does the mama bear send the cubs up a tree when there is danger?
4. What are some signs that a black bear has been in the area?
5. Compare your family to a black bear cub's family. (Who raises you, do you have any siblings, what do you do during the day, etc.).



1. What does Finley and Braden's dad do for a job?
2. Why did he take Finley and Braden snowshoeing into the woods and how did they help their dad?
3. What happened the following summer to let the scientists know that the mother bear would not be coming back.
4. Describe how the scientists found the mother bear they had found the winter before.
5. Describe how the scientists got the mother bear to adopt the orphaned bear cub.
6. Do you know anyone who has been adopted? If so, do you think they were chased up a tree? Why or why not?
7. Looking at the illustrations, do you think Finley and Braden were adopted? Why or why not?



1. Both of these books feature black bear cubs. What information did you learn about black bears from both books?
2. One book is considered nonfiction and the other one is a fictional story based on real events. Which is which?
3. Imagine that Yodel, his brother/sister and their mom are the bears that adopt the orphaned cub into their family. Write a story/letter about:
 - How Yodel and siblings reacted to their new brother or sister.
 - Did the mother bear react to the new cub? If so, how.
 - What things did the new cub do to fit into his/her new family?

Fill in the Conjunction—Yodel the Yearling

Objective Core Language Arts: Use frequently occurring conjunctions.

Use one of the following words to fill in the sentence so that it makes sense.

and

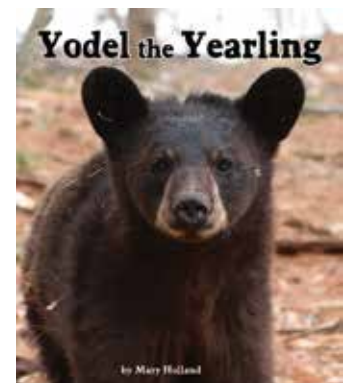
but

or

so

because

1. Yodel, his mother, brother, _____ sister are just waking up from a long winter's nap.
2. Sometimes they look like they are mad at each other, _____ they are just having fun.
3. The two yearlings stand up on their hind legs _____ pretend to fight.
4. _____ they have learned so much from their mother, the cubs will be fine on their own.
5. For the four or five months they are in torpor, they do not eat, drink, pee, _____ poop.
6. Mama bears wake up to feed their new cubs, _____ any bear might wake up if its den is disturbed.
7. Bears eat a lot in the fall _____ that they can grow nice and fat before winter.
8. Bears eat ants, bees, nuts, berries _____ plants.
9. Bears are large animals, _____ they have large feet and leave large tracks.
10. Dens can be under fallen trees, under overturned stumps, in brush piles, caves, hollow trees, _____ thick stands of conifers



Fill in the Conjunction—Baby Bear's Adoption

Objective Core Language Arts: Use frequently occurring conjunctions.

Use one of the following words to fill in the sentence so that it makes sense.

and

but

or

so

because

1. That is a bear den _____ I have a surprise for you.
2. They are asleep _____ they can wake up quickly when bothered.
3. Their mom moves them _____ that they can snuggle up to her to stay warm and to drink milk.
4. They weighed her _____ even took out a little tooth.
5. They will send the tooth to a lab _____ that another scientist can find out how old she is.
6. The bear cub was in a tree _____ had been left alone all night.
7. Her cubs heard her _____ slid down the tree right through the goo.
8. The two cubs _____ the adopted baby followed.
9. Are bears true hibernators _____ do they just go into a seasonal torpor?
10. In some areas black bears are active during the day _____ in other areas, they are active at night.



Word Search—Yodel the Yearling

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	S	M	E	T	T	R	A	G	O	R
2	M	Y	O	D	E	L	M	U	T	N
3	E	Q	B	U	L	I	A	D	V	W
4	L	P	E	A	C	O	R	N	A	R
5	L	N	D	S	O	R	T	S	D	D
6	B	E	A	D	R	A	S	T	A	T
7	B	A	B	Y	S	I	T	T	E	R
8	E	S	G	C	F	N	I	E	V	E
9	A	R	C	U	B	S	N	O	W	E
10	R	A	J	R	I	K	S	R	E	E

ACORN

BABYSITTER

BEAR

CUB

SMELL

TREE

YODEL

Dichotomous (Yes/No) Key

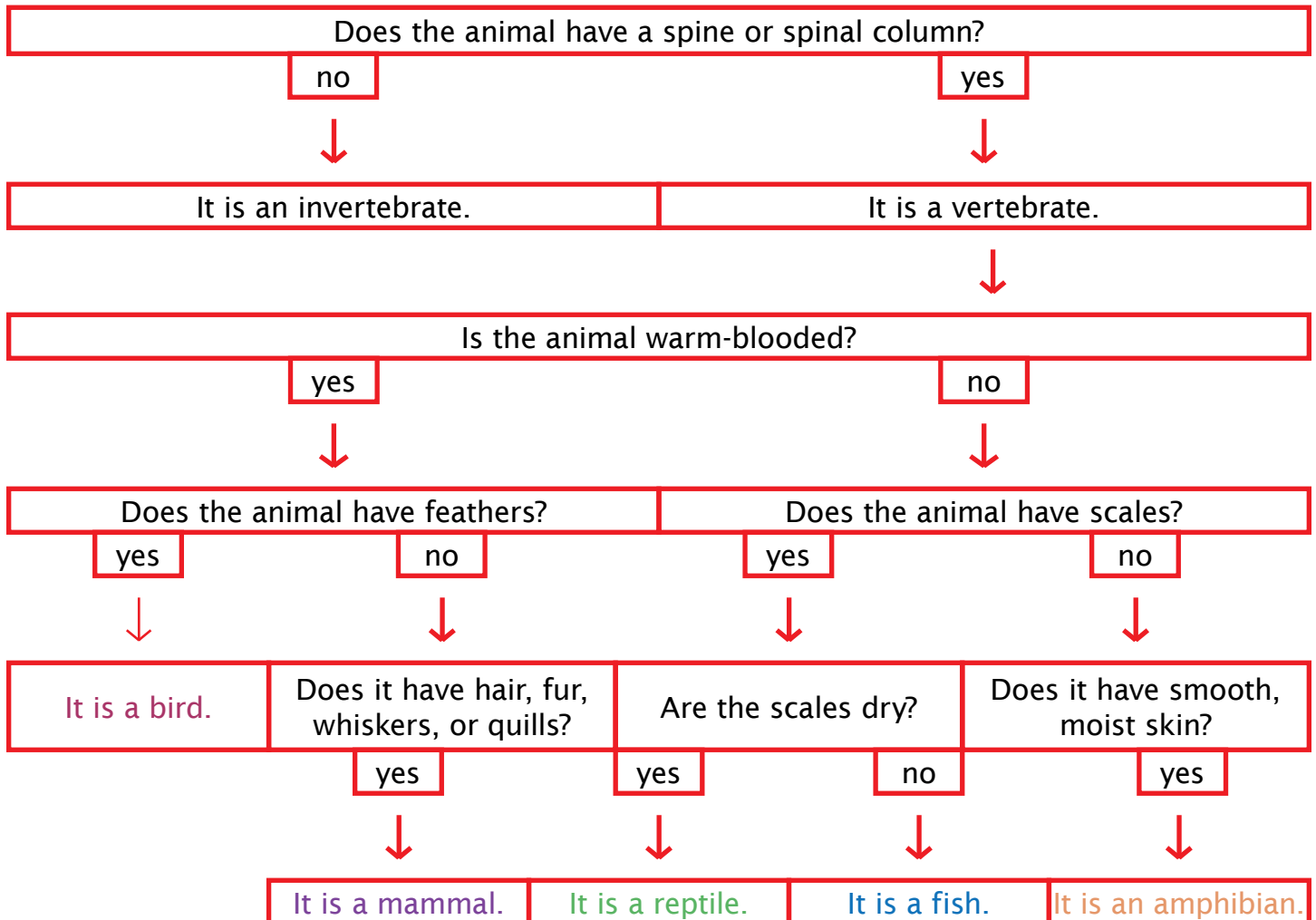
A dichotomous key helps to sort (classify) animals. These keys work by asking yes or no questions. Each answer leads to another yes or no question, until the animal class is identified. There are five classes of animals with backbones (vertebrates): fish, reptiles, amphibians, birds, and mammals. Use the information found in the book to match the animal to its classification.

Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.

Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).

Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.

To what animal class do black bears belong? See if you can use clues in the books to figure it out.



Compare/Contrast: Animal and Human Senses

Objective Core Language Literature 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Students know that senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment.

Identify the five senses and their related body parts: sight - eyes, hearing - ears, smell - nose, taste - tongue, touch - skin,

Identify the structures of living organisms and explain their function.

Compare and contrast bear and human body parts used for senses.

to smell	to feel
to hear	to see

Science Journal (Vocabulary)

tracks

my definition

my drawing

scat

my definition

my drawing

markings

my definition

my drawing

bear den

my definition

my drawing

fur

my definition

my drawing

babysitter tree

my definition

my drawing

satellite tag

my definition

my drawing

nursing

my definition

my drawing

Animal Observation Journal

Researcher Name: _____

Location: _____

Date: _____

Time	Notes

Black Bear Life Cycle

Objective: NGSS: 3-LS1.B Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)

Print this page and cut the cards. Put the cards in order of a black bear's life cycle. Add pictures or drawings if desired. Correlate these events to a calendar and seasons.

In what ways are bear cubs like human babies and how are they different?

Cubs spend their first spring, summer and fall learning how to find food and survive. They stop nursing when they are about 6 to 8 months old.

While in the den, the cubs drink milk from their mother and grow their fur.

Come spring, the cubs will leave the den with their mother and start to explore their world.

The cubs spend the winter with their mother and then move out on their own in the spring when they are a little over a year old. They will find their own territory.

Black bear cubs are usually born in the winter. The cubs are blind when born and don't have any fur yet. They weigh about 7 ounces or about the weight of a paperback picture book.

Black Bear True or False (Misconceptions)

Objective: Critical thinking skills

Circle whether you think the statement is true or false:

1. T/F Black bears hunt large animals.
2. T/F Black bears only live in cold, forest areas.
3. T/F They have a “home range” of about ten square miles.
4. T/F Black bears are diurnal (most active during the day).
5. T/F Black bears live in groups called “troops.”
6. T/F Black bears can be black, brown, or cinnamon brown. There are even some black bears that are gray or white!
7. T/F Black bears are bigger than grizzlies but smaller than polar bears.
8. T/F Black bears hibernate in the winter and can’t wake up if disturbed.
9. T/F They are excellent swimmers.
10. T/F They have poor eyesight but excellent senses of hearing and smelling.

Math Cards

Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Math Card Games

(Make four copies of the math cards to play these games):

Tens Make Friends Memory Game is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

Go Fish for Fact Families is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are: $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, $5 - 3 = 2$.
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

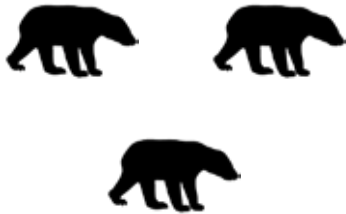
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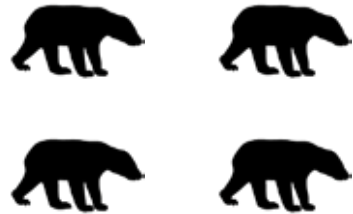
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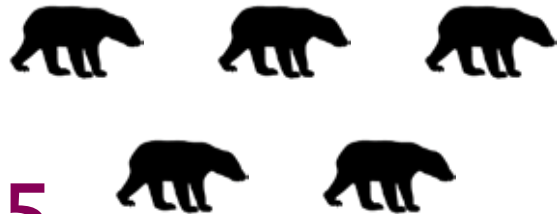
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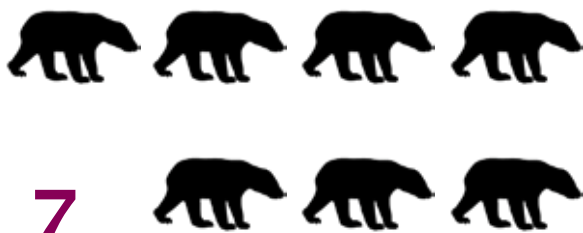
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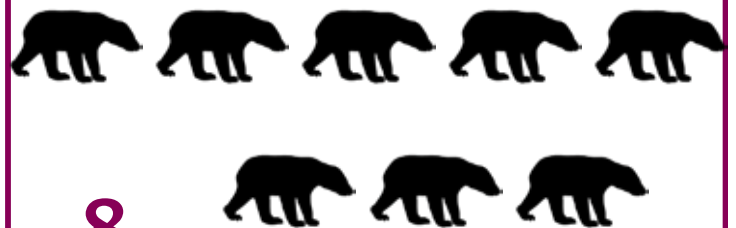
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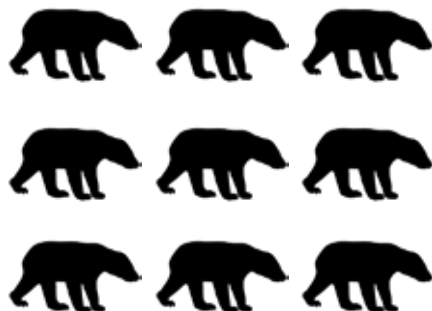
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8



9



Map Activity—Black Bears General

Objective: reading maps, geography, know that plants and animals live in different locations

Using this map as a reference, color the areas where black bears live on the plank map (in appendix). Do black bears live near you?



<https://geology.com/stories/13/bear-areas/>

Map Activity—Michigan Baby Bear’s Adoption

Objective: reading maps, geography, know that plants and animals live in different locations

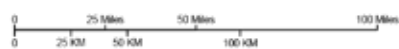
This story is based on real things that Michigan’s Department of Natural Resources’ wildlife biologists do to help. Using the map on the previous page, can you identify areas in Michigan where the black bears live?

Use your finger to trace the roads a DNR wildlife biologist might take if he/she lives in the state capital and has to drive to Indian River to help a black bear.



Michigan

- ★ State Capitals
- Cities 500,000+
- Cities 100,000-499,999
- International Boundaries
- State Boundaries
- Toll Roads and Bridges
- Interstate Highways
- U.S. Highways
- State Roads
- Major Rivers
- Intermediate Rivers
- Lakes



Answers

	A	B	C	D	E	F	G	H	I	J
1	S									
2	M	Y	O	D	E	L				
3	E									
4	L			A	C	O	R	N		
5	L									
6										T
7	B	A	B	Y	S	I	T	T	E	R
8	E									E
9	A		C	U	B					E
10	R									

True/False (Misconceptions)

1. F Most of their diet is plant based but they may catch small fish and animals. They will also eat decaying animals. They are often known to break into garbage cans (or cars) to get food.
2. F Black bears live in a wide variety of habitats and climates, including Florida and parts of Mexico.
3. T The home range of the male is usually larger than the female's with an average of ten square miles.
4. F They are crepuscular, most active in the early morning (sunrise) and evening (sunset).
5. F Except when mating or a mother with cubs, black bears live alone (solitary).
6. T
7. F They are the smallest bears in North America.
8. F And this misconception leads to lots of problems and potential injuries! They can easily be awakened if disturbed. Also, in some of the warmer climate, they may not hibernate at all or only for very short periods of time.
9. T
10. T

Appendix A—“What Children Know” Cards

<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>

Appendix B—U.S. Map



Appendix C—North America Map



Appendix D—Black Bear Bingo

Term	Definition
cub	a baby black bear
nurse	when a cub drinks milk from its mother
yearling	a one-year old cub, almost ready to go out on its own
fish	a small animal a black bear might catch in water to eat
berries	a plant food that black bears love to eat
den	can be a cave, crevice, hollow log or an area dug out, where cubs are born
hibernation/torpor	what most bears do during the winter, they can wake up
7 ounces	how much most cubs weigh when born (True/False: Misconceptions)
10 square miles	an average home range for a black bear (True/False: Misconceptions)
satellite tag	how wildlife biologists track bears (Baby Bear's Adoption)
Michigan	where Baby Bear's Adoption story takes place
tooth rings	how scientists can tell how old bears are (Baby Bear's Adoption)
Spring	when cubs come out of their den for the first time
Winter	the season cubs are born
Summer	when cubs are learning to find food
Fall	when bears eat lots of food to put on weight for the upcoming winter
January or February	the months when most cubs are born
Florida	the most southern US state where black bears live (teaching activity map)
Alaska	the most northern US state where black bears live (teaching activity map)
Jennifer Keats Curtis	author of Baby Bear's Adoption
Mary Holland	author and photographer of Yodel the Yearling
Veronica Jones	illustrator of Baby Bear's Adoption
wildlife biologists	scientist who work with wildlife
fur	the covering that protects black bears
babysitter tree	a tree that mother bears send her cubs up for protection while she leaves

B	I	N	G	O
babysitter tree	fish	7 ounces	tooth rings	January or February
cub	Mary Holland	10 square miles	Spring	wildlife biologists
Winter	den	FREE	nurse	Alaska
yearling	hibernation/torpor	Michigan	Summer	Veronica Jones
Jennifer Keats Curtis	berries	fur	Fall	Florida

B	I	N	G	O
den	Summer	hibernation/tor por	yearling	Alaska
Winter	7 ounces	Michigan	nurse	10 square miles
tooth rings	January or February	FREE	fish	fur
Veronica Jones	Spring	wildlife biologists	satellite tag	cub
Fall	Florida	Mary Holland	babysitter tree	Jennifer Keats Curtis

B	I	N	G	O
nurse	satellite tag	Winter	Florida	wildlife biologists
hibernation/torpor	Spring	den	Alaska	fur
10 square miles	tooth rings	FREE	7 ounces	babysitter tree
Summer	Jennifer Keats Curtis	January or February	Mary Holland	cub
berries	Fall	fish	Veronica Jones	yearling

B	I	N	G	O
January or February	babysitter tree	Florida	Summer	fish
cub	den	fur	10 square miles	Spring
Jennifer Keats Curtis	nurse	FREE	Alaska	Michigan
yearling	hibernation/torpor	tooth rings	Mary Holland	berries
wildlife biologists	Veronica Jones	7 ounces	Winter	satellite tag

B	I	N	G	O
nurse	Mary Holland	Spring	babysitter tree	Summer
hibernation/torpor	fish	Florida	satellite tag	tooth rings
wildlife biologists	Fall	FREE	Veronica Jones	cub
10 square miles	Jennifer Keats Curtis	Michigan	Winter	January or February
7 ounces	berries	fur	den	yearling

B	I	N	G	O
satellite tag	Mary Holland	berries	wildlife biologists	January or February
Winter	Michigan	yearling	Florida	den
7 ounces	Summer	FREE	fur	nurse
10 square miles	Alaska	Veronica Jones	tooth rings	fish
Spring	babysitter tree	Fall	cub	Jennifer Keats Curtis

B	I	N	G	O
Winter	7 ounces	Michigan	nurse	10 square miles
den	Summer	hibernation/torpor	yearling	Alaska
tooth rings	January or February	FREE	fish	fur
Veronica Jones	Spring	wildlife biologists	satellite tag	cub
Fall	Florida	Mary Holland	babysitter tree	Jennifer Keats Curtis

B	I	N	G	O
berries	Fall	fish	Veronica Jones	yearling
nurse	satellite tag	Winter	Florida	wildlife biologists
hibernation/torpor	Spring	FREE	Alaska	fur
10 square miles	tooth rings	den	7 ounces	babysitter tree
Summer	Jennifer Keats Curtis	January or February	Mary Holland	cub

B	I	N	G	O
babysitter tree	January or February	Florida	Summer	fish
den	cub	fur	10 square miles	Spring
nurse	Jennifer Keats Curtis	FREE	Alaska	Michigan
hibernation/torpor	yearling	tooth rings	Mary Holland	berries
Veronica Jones	wildlife biologists	7 ounces	Winter	satellite tag

B	I	N	G	O
hibernation/torpor	fish	Florida	satellite tag	tooth rings
nurse	Mary Holland	Spring	babysitter tree	Summer
wildlife biologists	Fall	FREE	Veronica Jones	cub
10 square miles	Jennifer Keats Curtis	Michigan	Winter	January or February
7 ounces	berries	fur	den	yearling

B	I	N	G	O
Spring	babysitter tree	Fall	cub	Jennifer Keats Curtis
satellite tag	Mary Holland	berries	wildlife biologists	January or February
Winter	Michigan	FREE	Florida	den
7 ounces	Summer	yearling	fur	nurse
10 square miles	Alaska	Veronica Jones	tooth rings	fish

B	I	N	G	O
babysitter tree	fish	7 ounces	January or February	tooth rings
cub	Mary Holland	10 square miles	wildlife biologists	Spring
Winter	den	FREE	Alaska	nurse
yearling	hibernation/torpor	Michigan	Veronica Jones	Summer
Jennifer Keats Curtis	berries	fur	Florida	Fall

B	I	N	G	O
den	Summer	hibernation/tor por	yearling	Alaska
Winter	7 ounces	Michigan	nurse	10 square miles
tooth rings	January or February	FREE	fish	fur
Fall	Florida	Mary Holland	babysitter tree	Jennifer Keats Curtis
Veronica Jones	Spring	wildlife biologists	satellite tag	cub

B	I	N	G	O
nurse	satellite tag	Winter	Florida	wildlife biologists
berries	Fall	fish	Veronica Jones	yearling
hibernation/torpor	Spring	FREE	Alaska	fur
10 square miles	tooth rings	den	7 ounces	babysitter tree
Summer	Jennifer Keats Curtis	January or February	Mary Holland	cub

B	I	N	G	O
nurse	Mary Holland	Spring	babysitter tree	Summer
hibernation/torpor	fish	Florida	satellite tag	tooth rings
wildlife biologists	Fall	FREE	Veronica Jones	cub
7 ounces	berries	fur	den	yearling
10 square miles	Jennifer Keats Curtis	Michigan	Winter	January or February

B	I	N	G	O
satellite tag	Mary Holland	berries	wildlife biologists	January or February
Spring	babysitter tree	Fall	cub	Jennifer Keats Curtis
Winter	Michigan	FREE	Florida	den
7 ounces	Summer	yearling	fur	nurse
10 square miles	Alaska	Veronica Jones	tooth rings	fish

B	I	N	G	O
babysitter tree	fish	7 ounces	January or February	tooth rings
cub	Mary Holland	10 square miles	wildlife biologists	Spring
Winter	den	FREE	Alaska	nurse
yearling	hibernation/torpor	Michigan	Veronica Jones	Summer
Jennifer Keats Curtis	berries	fur	Florida	Fall

B	I	N	G	O
Winter	7 ounces	Michigan	nurse	10 square miles
den	Summer	hibernation/torpor	yearling	Alaska
tooth rings	January or February	FREE	fish	fur
Fall	Florida	Mary Holland	babysitter tree	Jennifer Keats Curtis
Veronica Jones	Spring	wildlife biologists	satellite tag	cub

B	I	N	G	O
nurse	satellite tag	Winter	Florida	wildlife biologists
berries	Fall	fish	Veronica Jones	yearling
hibernation/torpor	Spring	FREE	Alaska	fur
Summer	Jennifer Keats Curtis	January or February	Mary Holland	cub
10 square miles	tooth rings	den	7 ounces	babysitter tree

B	I	N	G	O
January or February	babysitter tree	Florida	fish	Summer
cub	den	fur	Spring	10 square miles
Jennifer Keats Curtis	nurse	FREE	Michigan	Alaska
yearling	hibernation/torpor	tooth rings	berries	Mary Holland
wildlife biologists	Veronica Jones	7 ounces	satellite tag	Winter

B	I	N	G	O
hibernation/torpor	fish	Florida	satellite tag	tooth rings
nurse	Mary Holland	Spring	babysitter tree	Summer
wildlife biologists	Fall	FREE	Veronica Jones	cub
7 ounces	berries	fur	den	yearling
10 square miles	Jennifer Keats Curtis	Michigan	Winter	January or February

B	I	N	G	O
satellite tag	Mary Holland	berries	wildlife biologists	January or February
Spring	babysitter tree	Fall	cub	Jennifer Keats Curtis
Winter	Michigan	FREE	Florida	den
10 square miles	Alaska	Veronica Jones	tooth rings	fish
7 ounces	Summer	yearling	fur	nurse

B	I	N	G	O
Veronica Jones	Spring	wildlife biologists	satellite tag	cub
den	Summer	hibernation/torpor	yearling	Alaska
tooth rings	January or February	FREE	fish	fur
Fall	Florida	Mary Holland	babysitter tree	Jennifer Keats Curtis
Winter	7 ounces	Michigan	nurse	10 square miles

B	I	N	G	O
nurse	satellite tag	Winter	wildlife biologists	Florida
berries	Fall	fish	yearling	Veronica Jones
hibernation/torpor	Spring	FREE	fur	Alaska
Summer	Jennifer Keats Curtis	January or February	cub	Mary Holland
10 square miles	tooth rings	den	babysitter tree	7 ounces

B	I	N	G	O
cub	den	fur	Spring	10 square miles
January or February	babysitter tree	Florida	fish	Summer
Jennifer Keats Curtis	nurse	FREE	Michigan	Alaska
yearling	hibernation/torpor	tooth rings	berries	Mary Holland
wildlife biologists	Veronica Jones	7 ounces	satellite tag	Winter

B	I	N	G	O
10 square miles	Jennifer Keats Curtis	Michigan	Winter	January or February
nurse	Mary Holland	Spring	babysitter tree	Summer
wildlife biologists	Fall	FREE	Veronica Jones	cub
7 ounces	berries	fur	den	yearling
hibernation/torpor	fish	Florida	satellite tag	tooth rings

B	I	N	G	O
satellite tag	Mary Holland	berries	January or February	wildlife biologists
Spring	babysitter tree	Fall	Jennifer Keats Curtis	cub
Winter	Michigan	FREE	den	Florida
10 square miles	Alaska	Veronica Jones	fish	tooth rings
7 ounces	Summer	yearling	nurse	fur