

Teaching Activity Guide

The Tree That Bear Climbed

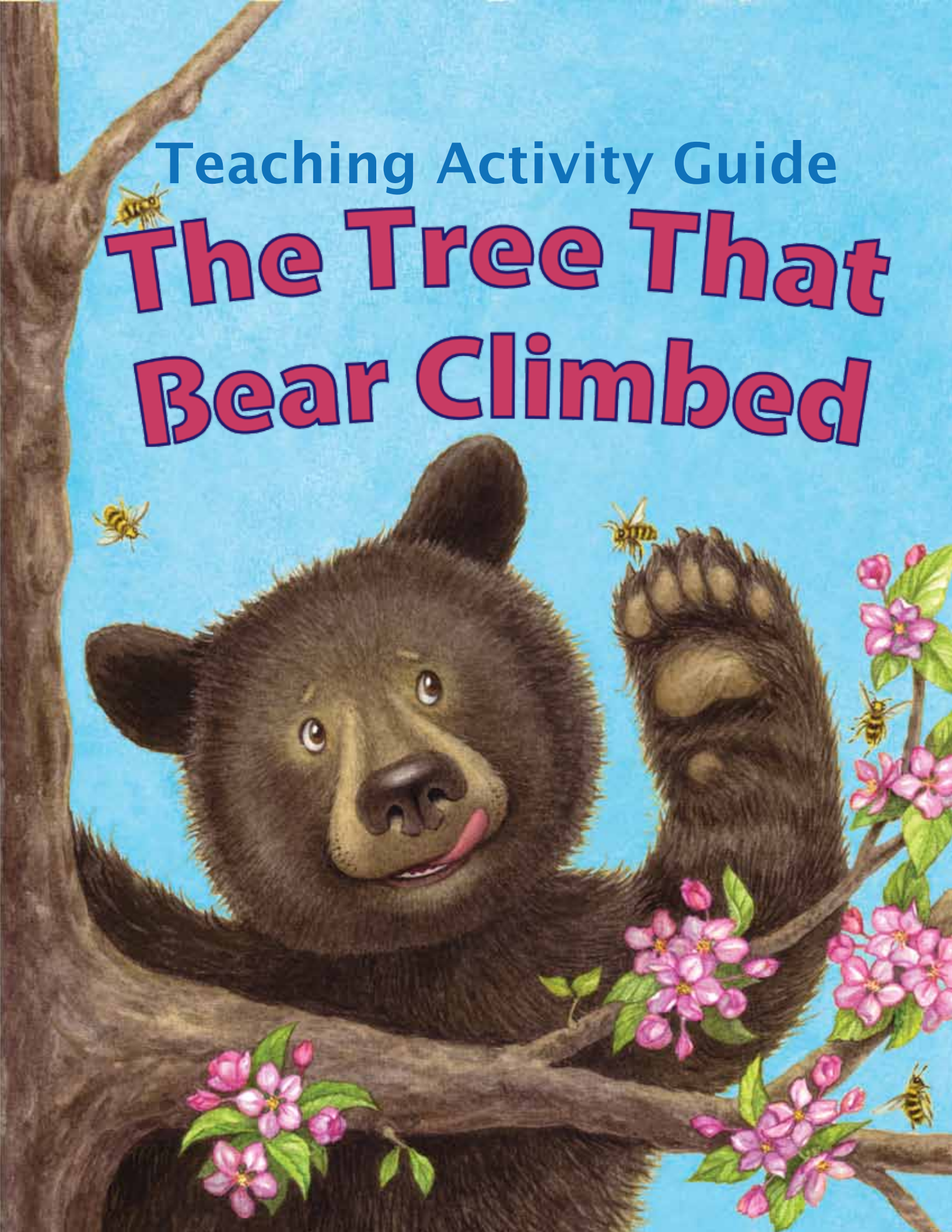


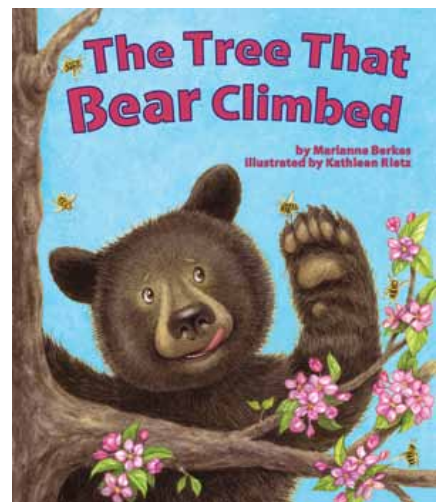
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www.ArbordalePublishing.com

Arbordale Publishing
formerly Sylvan Dell Publishing
Mt. Pleasant, SC 29464



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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 near 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 is 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 learning) 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, aquariums, 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.

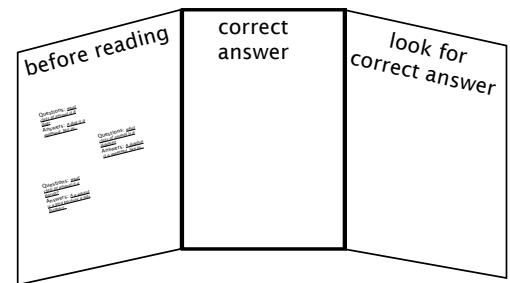
What Do Children Already Know?

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 child/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

What are some parts of a tree?

What is a tree (animal, plant, or other)?

Why would a bear climb a tree?

What are some other animals that might live in or around a tree?

Comprehension Questions & Writing Prompts

Objective Core Language Arts, Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

What anchors the tree?

What feeds the roots?

What waters the soil?

What grows from the branches?

What does the sun do for the tree?

What gathers the pollen?

Why was the tree important to the bees?

Why did the tree need the rain?

Where do the bees live?

What do the bees make in the hive?

Why did the bear climb the tree?

What did the bear eat?

What did the bees do to the bear that ate their honey?

Why did the bees do that?

Write or tell what you think the bear did after the bees chased him.

Do you think the bear will climb that tree again? Why or why not?




What are some other animals that live in or around trees. Can you write (or tell) a story about that animal and a tree?

Language Arts & Science: Basic Needs

Objective: Describe the basic needs of living things and how they are met.

Plants need water, nutrients, light and space to grow and reproduce; animals need water, oxygen, food, and shelter/space to grow and reproduce.

Re-read the story and write down any words that relate to how the plants or animal(s) meet their basic needs. Can you discover more about how needs are met and draw or write about it? For example under water, the author used “rain” but plants can be watered with a watering can, hose or irrigation, and a bear could be drinking water from a river.

Plant/Animal	water	food	light	space/shelter
 tree				
 bee				
 bear				

If not mentioned in the text, are there any indications in the illustrations of how these needs are met? Can you describe, draw, or write an explanation of how the needs are met?

Cross-Curricular Vocabulary Activities

Objective Core Language Arts:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck). Use words & phrases acquired through conversations, reading/being read to, and responding to texts.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade level topic or subject area.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Use frequently occurring adjectives.

Vocabulary game: This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at www.ArbordalePublishing.com.

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

Glossary/Vocabulary words: Have children write words on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently. The glossary has some high-level words. Feel free to use only those words as fit your situation.

Using the Words: The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

Silly Sentence Structure Activity: This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

Word Bank

See Glossary for words in Spanish and the definition in English.

Adjective	Noun			Verb
cold	air	fruit	rock	anchor
deep	animal	heat	root	attract
green	backbone	hive	seed	blossom
hot	bear	honey	seed dispersal	breathe
old	bee	leaf (leaves-pl)	seedling	decay
organic	bloom	light	soil	disperse
underground	blossom	mineral	space	gather
	branch	nutrient	stem	grow
	carbon dioxide	oxygen	sun	protect
	chlorophyll	photosynthesis	sunlight	shine
	dispersal	plant	temperature	stretch
	erosion	pollen	tree	turn
	flower	pollination	trunk	
	food	rain	water	

Cross Curricular: Silly Sentences

1. You usually can't see _____
nouns because they are mostly underground.
2. Roots _____
verb the plant in the ground and _____
verb _____
nouns and _____
nouns s.
3. The roots _____
verb the _____
noun from washing away (_____
noun).
4. When the _____
noun s die, they _____
verb and the pieces of the old plant are added to the soil as nutrients.
5. Stems are the “ _____
noun ” of the plant. They can be hard (like tree _____
noun s) or bendable (tulips), but they are what hold the plants up.
6. _____
noun s move **water** and _____
noun s from the _____
noun s to the _____
noun s.
7. _____
noun s act as “solar panels” for the plants. They turn and reach to get as much _____
noun as possible.
8. Leaves use the _____
noun , _____
noun , _____
noun (from the _____
noun) and the _____
adjective in the leaves (chlorophyll) to make food through a process called photosynthesis.
9. Leaves release oxygen into the _____
noun . We need this oxygen to _____
noun .

Language Arts: Sequence Sentence Strips

Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

Objective Core Language Arts:

Use temporal words and phrases to signal event order.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

This is the honey

made in the hive

that’s home to the bees

that gather the pollen

deep in the blossoms

that bloom in the sun

that shines on the leaves

that grow from the branches

that stretch from the trunk

that stands in the rain

that waters the soil

that feeds the roots

that anchor the tree

that bear climbed.

Language Arts: Comparing Stories

Objective Core Language Arts, Reading Standards for Literature, Integration of Knowledge and Ideas (9): Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

This story is an adaptation of *The House that Jack Built*. Read the original version of the story, below. How are the two stories alike or different?

This is the house that Jack built.

This is the cheese that lay in the house that Jack built.

This is the rat that ate the cheese
That lay in the house that Jack built.

This is the cat that killed the rat
That ate the cheese that lay in the house that Jack built.

This is the dog that worried the cat
That killed the rat that ate the cheese
That lay in the house that Jack built.

This is the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the cheese
That lay in the house that Jack built.

This is the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the cheese
That lay in the house that Jack built.

This is the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the cheese
That lay in the house that Jack built.

This is the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the cheese
That lay in the house that Jack built.

This is the cock that crowed in the morn
That woke the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the cheese
That lay in the house that Jack built.

This is the farmer sowing his corn
That kept the cock that crowed in the morn
That woke the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the cheese
That lay in the house that Jack built.

This is the horse and the hound and the horn
That belonged to the farmer sowing his corn
That kept the cock that crowed in the morn
That woke the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the cheese
That lay in the house that Jack built.

Word Search

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

TREE
ROOTS
BEES
BEAR
SUNLIGHT
LEAVES
TRUNK
RAIN
ANCHORS
CLIMBED
HONEY

What Comes From Trees?

We get apples from trees—like the apple tree that the bear climbed. Apples and some other edible fruits grow on trees that are alive. We also use things that come from trees that have been cut down. Can you identify which of these things come from trees?



Chocolate



a wide variety of fruits



chewing gum



tonic water



maple syrup



a wide variety of spices



a wide variety of nuts

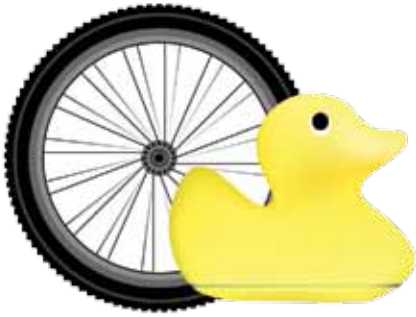
What Comes from Trees? Continued



paper products



latex balloons



rubber



furniture



houses



lumber

Science Journal (Vocabulary)

roots

my definition

my drawing

stem or trunk

my definition

my drawing

leaves

my definition

my drawing

flowers

my definition

my drawing

Plants: True or False?

Objective: Critical thinking skills

Do you think the following statements are true or false?

1. Like animals, plants are living things.
2. Plants absorb water through their roots.
3. Plants need sunlight and heat. The amount of heat needed depends on the plants.
4. Plants live in habitats all over the world. They have adaptations to help them survive in their habitat, just like other living things.
5. Cactus spines are their leaves.
6. Some plants can only live in the ocean.
7. A plant that lives in one habitat (tropical forest) may not survive in another habitat (desert).
8. Seeds need to grow in locations far enough from their “parents” that they have enough space to grow.
9. Many plants rely on animals to carry seeds away from the “parent” plants.
10. Some seeds are carried (dispersed) by wind.

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.

1



2



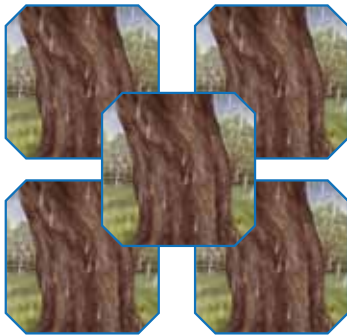
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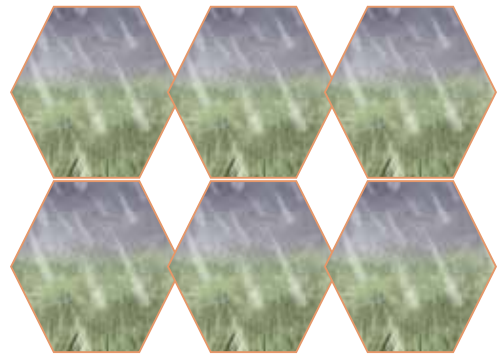
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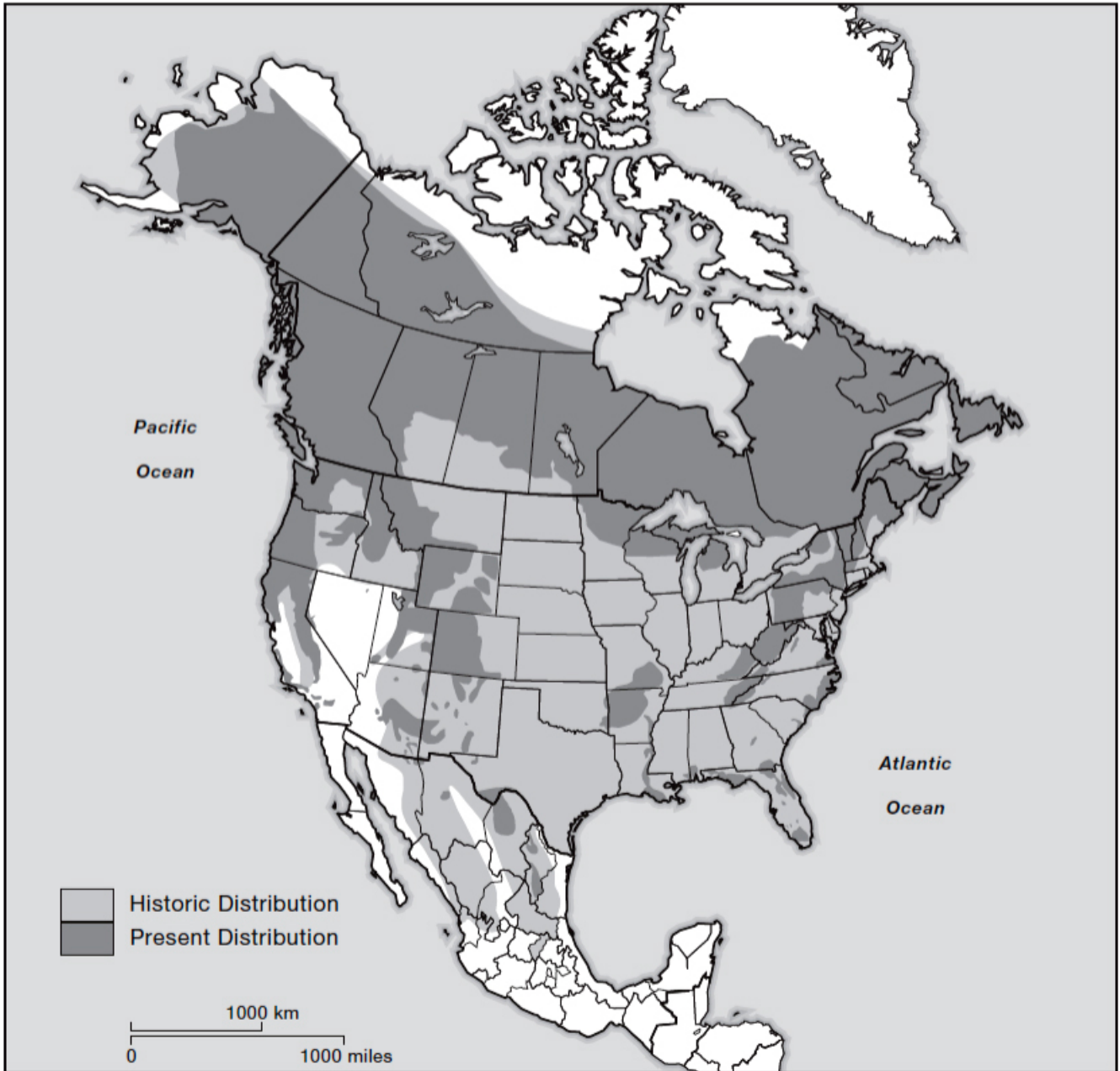
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9



Maps

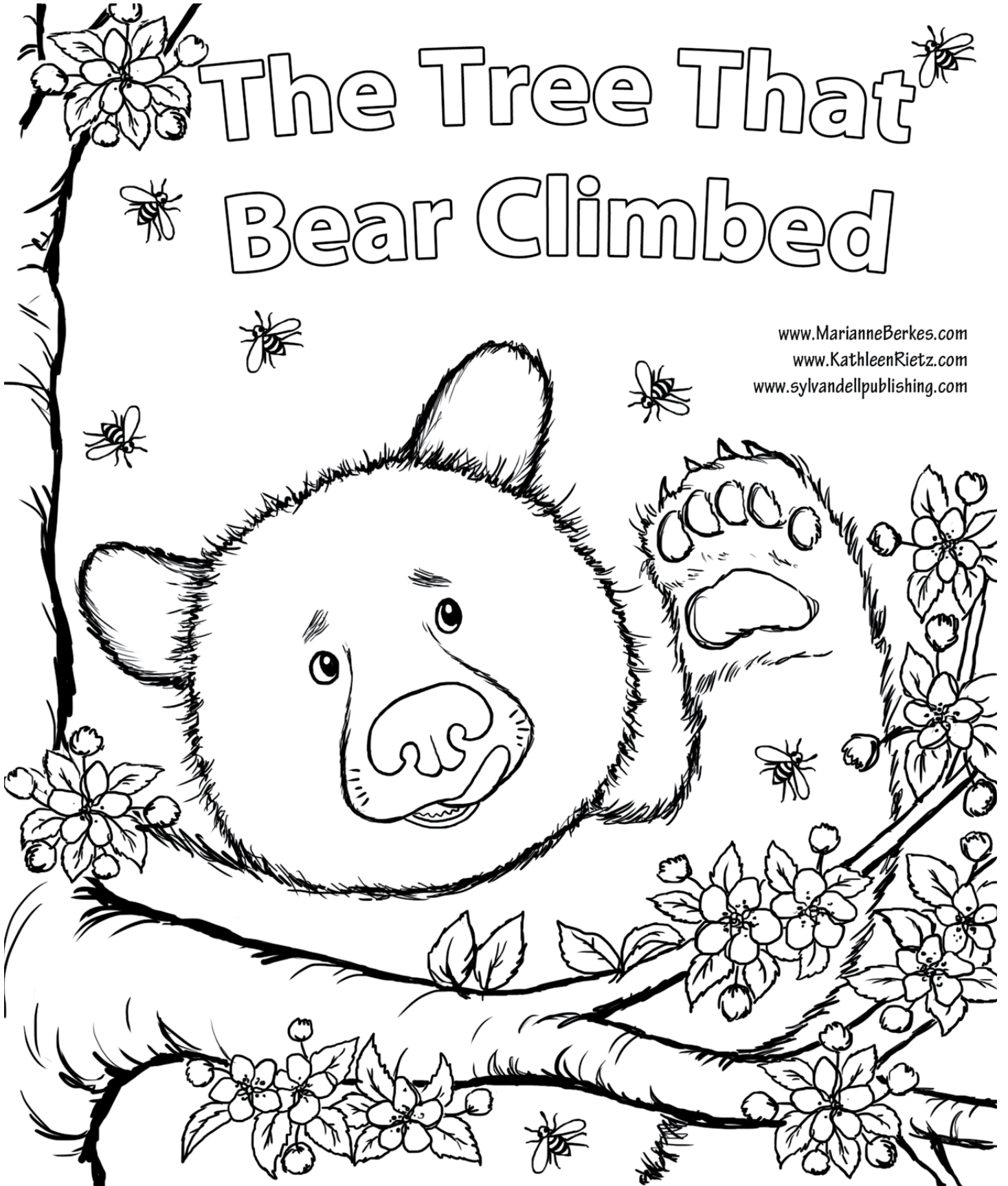


Map from: <http://www.drellenrudolph.com/blackbear/html/range.html>

According to this map, do black bears live in the state or province in which you live? Did they live in your state or province at one time?

The Tree That Bear Climbed

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Glossary

word	Definition	Part of Speech	Spanish
air	the invisible gaseous substance surrounding the earth, a mixture mainly of oxygen and nitrogen	noun	aire
anchor	to hold in one place	verb	anclar
animal	any member of the kingdom Animalia: can move voluntarily, get and eat food, and respond to stimuli	noun	animal
attract	to pull towards, to make something move closer	verb	atraer
backbone	the vertebrae forming the axis of the skeleton and protecting the spinal cord	noun	columna vertebral, espina dorsal
bear	a large mammal with sharp claws	noun	oso
bee	a small flying insect	noun	abeja
bloom	a flower	noun	flor
blossom	flower	noun	flor
branch	natural subdivisions of a plant stem; especially a secondary shoot or stem	noun	rama
breathe	to take in/absorb oxygen	verb	respirar
carbon dioxide	one of many gases in Earth's atmosphere	noun	bióxido de carbono
chlorophyll	the green pigment used by plants to capture the sun's energy in order to perform photosynthesis	noun	clorofila
cold	opposite of hot	adjective	frío
decay	to rot; to breakdown matter	verb	descaecer
deep	to a great depth	adjective	profundo
dispersal	how seeds are spread, usually by wind, water, and animal transport	noun	dispersión
disperse	to go away or in different directions	verb	dispersar

word	Definition	Part of Speech	Spanish
erosion	the process by which the surface of the earth is worn away by the action of water, glaciers, winds, waves, etc	noun	erosión
flower	the blossom of a plant, contains seeds	noun	flor
food	what is eaten to sustain life, provide energy, promote growth, etc	noun	alimento
fruit	a pulpy or juicy plant part that contains the seeds including apple, peach, orange, berries, nuts, burs	noun	fruta
gather	to collect in one place	verb	recoger
green	a color	adjective	verde
grow	to get bigger in size	verb	crecer
heat	a form of energy that can cause temperature to increase	noun	calor
hive	a "nest" in which bees live and make honey	noun	panal
honey	a sweet yellow liquid made by bees	noun	miel
hot	having a high degree of heat or a high temperature	adjective	calor
leaf (leaves-pl)	a growth from a plant stem that is typically a flattened, greenish organ; a unit of the foliage, food manufacture by photosynthesis	noun	hoja
light	brightness from the sun or man-made source, allowing one to see in the dark	noun	ligero, luz
mineral	a nonliving, crystalline earth material that makes up rocks	noun	mineral
nutrient	a substance that provides the nourishment needed for the survival of an organism	noun	nutrientes, alimentos nutritivos, sustancia nutritiva
old	opposite of new	adjective	viejo

word	Definition	Part of Speech	Spanish
organic	of, relating to, or from living organisms	adjective	orgánico
oxygen	a colorless and odorless gas that is needed by people and animals to live	noun	oxígeno
photosynthesis	the process by which green plants (chlorophyll containing) make food by combining carbon dioxide and water using energy from sunlight	noun	fotosíntesis
plant	any member of the kingdom Plantae that usually produces its own food through photosynthesis	noun	planta
pollen	fine powder-like (often yellow) grains made by seed plants for fertilizing	noun	polen
pollination	the transfer of pollen from the anther to the stigma of a plant	noun	polinización
protect	to provide for, defend	verb	proteger
rain	liquid precipitation in the form of drops	noun	lluvia
rock	earth material made of minerals	noun	roca
root	the underground part of a plant to get food and anchor the plant	noun	raíz
seed	reproductive part of the plant	noun	semilla
seed dispersal	the movement or transport of seeds away from the parent plant so they have enough room and light to grow	noun	diseminación de semillas
seedling	a young plant	noun	plantón
shine	to make a bright light	verb	brillar
soil	the top layer of the earth's surface made up of small pieces of rocks and minerals mixed with deorganic matter	noun	suelo
space	an empty area	noun	espacio
stem	the main body or stalk of a plant or shrub	noun	tallo
stretch	to make something longer or wider	verb	estirar
sun	the star closest to Earth, the center of our solar system; a ball of hot, glowing gases giving Earth heat and light.	noun	sol

word	Definition	Part of Speech	Spanish
sunlight	light from the sun, gives heat and warmth	noun	luz del sol
temperature	the warmth or coldness of something; measured with a thermometer	noun	temperatura
tree	a type of plant with a permanent woody stem	noun	árbol
trunk	the main stem of a tree, apart from limbs and roots	noun	tronco
turn	to change position to face a different direction	verb	darse vuelta
underground	under the earth	adjective	subterráneo
water	a fluid necessary for the life of most animals and plants	noun	agua

Answers

Cross Curricular Silly Sentences

1. You usually can't see **roots** because they are mostly **underground**.
2. Roots **anchor** the plant in the ground and **absorb water** and **nutrients**.
3. The roots **protect** the **soil** from washing away (**erosion**).
4. When the **plants** die, they **decay** and the pieces of the old plant are added to the soil as nutrients.
5. Stems are the "**backbone**" of the plant. They can be hard (like tree **trunks**) or bendable (tulips), but they are what hold the plants up.
6. **Stems** move **water** and **nutrients** from the **roots** to the **leaves**.
7. **Leaves** act as "solar panels" for the plants. They turn and reach to get as much **sunlight** as possible.
8. Leaves use the **sunlight, water, carbon dioxide** (from the **air**) and the **green** in the leaves (chlorophyll) to make food through a process called photosynthesis.
9. Leaves release oxygen into the **air**. We need this oxygen to **breathe**.
10. **Flowers** are not just pretty to look at—they are also the part of the **plant** that makes more plants.

Word Search

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

TREE	6,B
BEEES	4,D
BEAR	4,F
SUNLIGHT	2,B
LEAVES	3,G
TRUNK	2,I
RAIN	3,D
ANCHORS	8,A
CLIMBED	1,E
HONEY	2,H

What Comes From Trees
everything on the pages

Plants True or False?
everything is true

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—Venn Diagram

Compare and contrast two trees.

