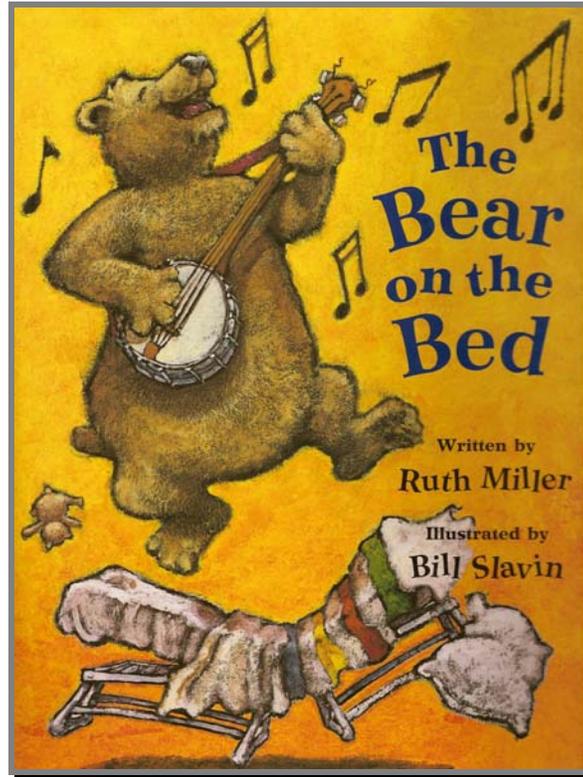
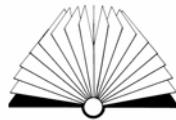


# *Books in the Home Program*



## The Bear on the Bed by Ruth Miller



NWT Literacy Council

## ***Books in the Home Kits***

This *Books in the Home* kit was developed to supplement the NWT Literacy Council's *Books in the Home* program. It is one in a series of *Books in the Home* kits that you can download from the NWT Literacy Council website at [www.nwt.literacy.ca](http://www.nwt.literacy.ca).

Permission is granted for the duplication of this resource for educational purposes.

*Books in the Home* kits to date:

- ✓ Introduction
- ✓ Carry Me Mama
- ✓ If You Give a Moose a Muffin
- ✓ Kumak's House
- ✓ Polar Babies
- ✓ Said the Raven
- ✓ Snow Let's Go
- ✓ Turnagain Ptamigan
- ✓ Love You Forever
- ✓ The Moccasin Goalie
- ✓ Goodnight Moon
- ✓ The Bear on the Bed
- ✓ The Missing Sun

### **Acknowledgements**

We gratefully acknowledge the financial assistance received from the *GNWT Department of Education, Culture and Employment* and the *National Literacy Secretariat*.



Human Resources and  
Skills Development Canada

Ressources humaines et  
Développement des compétences Canada

National Literacy Secretariat

Secrétariat national à l'alphabétisation

# **The Books in the Home Program**

The NWT *Books in the Home* program is similar to other programs used widely in Canada. It is based on the belief that parents are children's first and most important teachers. Parents learn to read and share books with their children in positive and enjoyable ways. It promotes reading and writing of both parents and children.

Children need to read, write, talk and listen to become literate. They also need to have fun and share their ideas with their parents. Parents who have gone through this program have noticed a remarkable change in their relationship with their children.

You can do this program over several weeks. By providing childcare on-site, parents and children can meet separately and then come together to do joint activities. Each week, parents study a children's book and take the book home. They can ask questions about the book and do a craft related to it. As well, parents write a journal outlining goals for the week. At the end of the session, they spend time reading the new book with their children.

## **Objectives**

- ✓ To create a supportive and encouraging learning environment for parents
- ✓ To provide parents with tools to help their children with reading and writing in the home
- ✓ To help parents prepare their children for school or help them with homework
- ✓ To promote life-long learning in parents and children

## **Benefits**

- ✓ Reading and writing become a part of everyday family life
- ✓ Relationships in families are enriched through spending time with one another reading
- ✓ Parents often become more interested in their own reading and may want to continue in adult education
- ✓ Stronger communication in families is developed
- ✓ Children learn to love reading and writing



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## Where to Buy More Copies

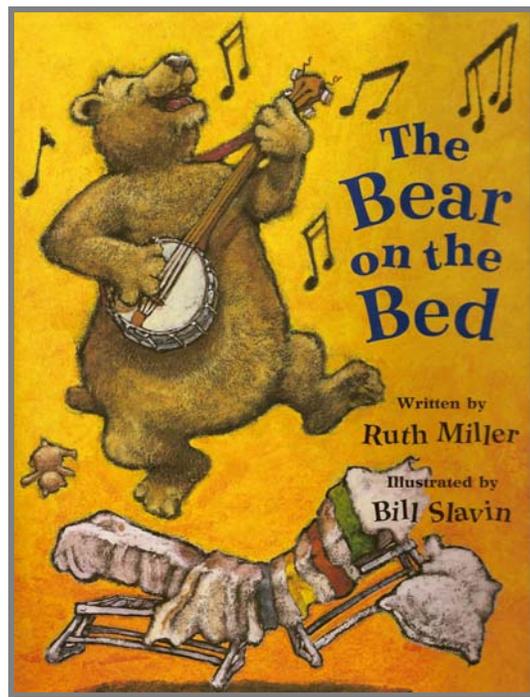
If you would like to buy more copies of  
The Bear on the Bed, contact your local bookstore.

The Book Cellar                   (867) 920-2220  
Yellowknife                       1-800-944-6029

Pages                               (867) 874-3331  
Hay River

Boreal Books                   (867) 777-3748  
Inuvik

North of 60 Books           (867) 872-2606  
Fort Smith





## About the Author and Illustrator

### **Ruth Miller, author**

Ruth Miller is a wife, a mother and a grandmother. She lives in Toronto, Ontario. Ruth has had many different jobs. She taught high school French, English as a Second Language, and music and movement for young children. She was also a Sexual Health Educator for 20 years.



Ruth's books are inspired by places and things that have happened in her own life. Her books are fun and playful, and are enjoyed by both kids and adults.

And yes, Ruth really did meet a bear that really did what she said he did on her bed!

### **Bill Slavin, illustrator**



Bill Slavin has been drawing for as long as he can remember. His first commercial success was a poster for an anti-smoking campaign that he did when he was in the third grade. He won first prize and got \$25.

He does most of his illustrations using ink and water colour.

He lives in the village of Millbrook, Ontario with his wife Esperanca and his cat Merlin.



## What You Will Need for This Session

- ✓ A copy of The Bear on the Bed for each family
- ✓ Journals or loose leaf paper for parents journaling
- ✓ Copies of Tips for Teaching Sight Words
- ✓ Copies of the Literacy Action Plan
- ✓ Copies of My Reading Record
- ✓ Copies of the rhymes and listening game
  - Bears Like Honey
  - Five Bears
- ✓ A small bell, a shaker or other small noise maker for the Bears Like Honey listening game
- ✓ A healthy snack for the group
- ✓ Copies of the Home Activities
  - Find the Rhyme Write the Word
  - Test Your memory
  - Picture Book Scavenger Hunt
  - Community Scavenger Hunt
  - Count the Bears
  - Word Search
  - Did You Know? Bear Facts
  - What's for Dinner?
  - Picture Puzzle
  - Black Bear or Grizzly?
  - The Language and Sounds of Black Bears
  - Two short stories: How Bear Lost his Tail  
Turtle's Race with Bear
  - Paper Craft: Teddy Bears
  - Beaded Safety Pin Jewelry
  - Bear Aware Colouring Book



## Snack of the Week

### Raw vegetables with easy ranch dip

1-16oz. sour cream  
1-8oz. cream cheese  
1 packet Ranch salad dressing mix  
Assorted fresh vegetables

Mix the sour cream and cream cheese together. Add the salad dressing mix and stir well. Keep the dip in the fridge until it's time to use it.

Use whatever vegetables you have available: carrots, celery, cauliflower, broccoli, radishes, peppers, snap peas, mushrooms, etc.

Wash all the vegetables.

Cut the vegetables into kid sized pieces.

Arrange the vegetables on a large plate with the dip at the centre.

Kids LOVE raw, crunchy, fresh vegetables.

You'll be amazed how many vegetables get eaten!





# Overview of this Session

## Introductions

- ✓ **Introduce newcomers**
  - If there are new people at the session be sure to do introductions before beginning the warm up activity.
- ✓ **Warm up activity**
  - Begin the session with an activity to get people interacting and feeling comfortable.
- ✓ **Expectations**
  - Ask parents what their expectations of the session are. Write the responses on a sheet of flip chart paper or white board. Try to meet the expectations.
- ✓ **Group agreements**
  - Group agreements help make the sessions run more smoothly. At the first session, as a group, you should make a list of things that everyone agrees to. For example to be on time; to listen when others are talking; and to give an equal chance for everyone to participate. Review the agreements every few weeks. Ask if there are any agreements that people want to add or delete.

## Brainstorm and Discussion

- ✓ **Review the past week**

**Ask:**

  - What literacy activities did you do at home last week?
  - Did you follow your action plan?
  - How did it go?
- ✓ **Word recognition**
  - Introduce the idea of teaching sight words. Explain how many common English words don't follow spelling or pronunciation rules. Brainstorm ideas about how these words can be taught and practiced.
  - Hand out the Tips page and try some of the ideas together.



## **Introduce the book**

- Introduce *The Bear on the Bed* by Ruth Miller.
- Read the book together as a group.
- Brainstorm activities that parents could do at home that are related to the book.
- Do an activity that is related to the story that families can use at home.
- Hand out the Home Activity Sheets.
- Go over each of the activities to be sure that parents know how to do them.

## **Adult writing**

- Have parents review the Weekly Literacy Action Plan for the upcoming week.
- Ask parents to write down one thing that they learned in this session. Ask them to share this with the group. Remind them that they always have the option to 'pass'.

## **Wrap up**

### ✓ **Get feedback**

Ask the participants for feedback on the session. Use the information that they give you when you plan future sessions.

### **Ask:**

- What did you like about the session?
- What would you change?

## **Story time**

- Have children come back from their Reading Circle.
- Gather everyone together. Play the Bears Like Honey listening game. Practice the rhymes or read the short stories.

## **Snack**

- Take a break and share a nutritious snack.



## Warm Up Activity

# Scattergories

1. Divide the participants into groups of 4 or 5.
2. Ask the participants call out 10 different categories of objects—for example, river, food, car, girls' name, animal, country, etc. The more categories you have, the longer each game will be.
3. Write the categories on the board or a flipchart paper.
4. Ask one of the participants to choose a letter of the alphabet—for example, 'm'.
5. When the facilitator says "Go!" all the groups have to try to write down an example for each category beginning with that letter.
6. You can do this in an Aboriginal language. Instead of using a particular letter, you may want to use only the category to make it easier. You decide!

For example:

River	Mackenzie
Food	mushrooms
Cars	Mercedes Benz
Girls' name	Mary
Animal	marten
Country	Mexico





## Tips for Teaching Sight Words

### Brainstorm and discussion

The most commonly used words in English don't always follow spelling or pronunciation rules. This can make it difficult for new readers, young and old alike. Help your child learn to recognize these words by sight. When they know these words by sight they will be able to focus more on the 'content' words of what they are reading. Reading will be more interesting and more enjoyable as a result!

Help your child practice their sight words everyday. This will make a big difference as they begin to read.

✓ **Practice sight words everyday**

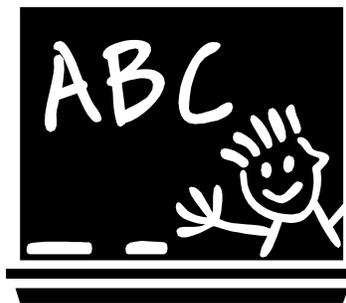
Make flash cards for each group of words listed below. Don't add new words until your child knows the words from the previous list. Mix up the word order each time you practice.

✓ **Quick and fun**

Practice at the breakfast table or before bedtime. Always keep the practice quick and fun, about five or ten minutes.

✓ **Hang the words where they can be seen often**

Hang copies of the words somewhere where they can be seen often, perhaps on a wall by the kitchen table. It's helpful to see the words regularly even when you're not focusing on the words directly.





## Sight Words: More Practice

### **Spelling Magic**

Try a little magic to help your child with spelling. Have your child write words on white construction paper with a white crayon. Then paint over the paper with watered down paint. The words will appear like magic!

### **Tissue Paper Tracing**

Write a list of spelling words on a large piece of paper. Place a piece of tissue paper over the words and have your child trace over them.

### **Pipe cleaners**

Give your child pipe cleaners to form their spelling words.

### **Sandy Words**

Have your child use glue to write their spelling words and then sprinkle sand over the glue. Once it is dry, you can take turns tracing over the words with your fingers.

### **Spelling Keys**

Write the words on construction paper cut into the shape of a key. Clasp the keys together on a shower curtain ring. Your child can use the keys as flashcards to help them practice their spelling words.

### **Sandpaper Practice**

Cut out the letters of the alphabet from sandpaper. Have your child place the sandpaper letters in the right order to correctly spell their words. Trace over the words with their fingers so that they really feel their words!

### **Rainbow Writing**

Have your child choose six different coloured crayons, markers, or coloured pencils. Have them write their spelling words one at a time in large block letters. Then they write the same word again slightly to the right. Repeat this until all the selected colours are used. The repetition is great practice and it also makes a pretty picture.



The first one hundred words of the list below make up about *one half* of all print material!

1 a of the I and	2 to for in you is	3 this he was be at	4 on are his with they	5 that have it from as
6 by all were or had	7 one but can do there	8 not we an your what	9 when how use she said	10 each if word their saw



11

will

up

then

some

would

12

them

so

like

him

look

13

other

make

into

two

see

14

go

more

has

these

many

15

about

her

time

write

which

16

no

could

my

people

than

17

been

call

who

come

made

18

way

down

long

now

did

19

find

get

part

may

over

20

number

first

water

day

here



21

very

me

big

night

am

22

cat

dog

fun

boy

girl

23

went

book

out

should

where

24

yes

last

please

stop

play

25

know

again

off

why

old

26

little

give

might

away

small

27

walk

right

great

say

take

28

ask

school

large

fast

always

29

high

few

next

those

both

30

often

name

along

home

thought



Photocopy this page and make flash cards for each group of sight words.




# Literacy Action Plan

**Monday** \_\_\_\_\_

- Read together for 15 minutes
- \_\_\_\_\_
- \_\_\_\_\_

**Tuesday** \_\_\_\_\_

- Read together for 15 minutes
- \_\_\_\_\_
- \_\_\_\_\_

**Wednesday** \_\_\_\_\_

- Read together for 15 minutes
- \_\_\_\_\_
- \_\_\_\_\_

**Thursday** \_\_\_\_\_

- Read together for 15 minutes.
- \_\_\_\_\_
- \_\_\_\_\_

**Friday** \_\_\_\_\_

- Read together for 15 minutes.
- \_\_\_\_\_
- \_\_\_\_\_

**Saturday** \_\_\_\_\_

- Read together for 15 minutes.
- \_\_\_\_\_
- \_\_\_\_\_

**Sunday** \_\_\_\_\_

- Read together for 15 minutes.
- \_\_\_\_\_
- \_\_\_\_\_



## My Reading Record

Keep a list of all the books that you read during the week.

Write the titles of the books below.

Tell your friends about your favorites so they can enjoy them too.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

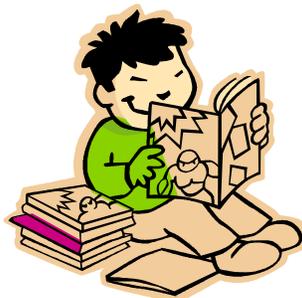
6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_





# Bears Like Honey

## A listening game



Sit in a circle.

Choose one child to be the “bear”.

The ‘bear’ sits in the middle of the circle with their eyes closed and with a bell, musical instrument, or noise maker as an imaginary honey pot.

Everyone chants:

Isn't it funny  
How bears like honey.  
Buzz, buzz, buzz.  
I wonder why he does?  
Go to sleep little bear.  
Don't peek little bear.  
Go to sleep, go to sleep, go to sleep.”

The child in the centre pretends to sleep while a child from the circle quietly takes honey pot/bell, and shakes it loudly and then quickly hides the bell behind their back. Everyone hides their hands.

Everyone then shouts: "Wake up little bear! Someone has stolen your honey!"

The child in the centre then has to guess who has the bell. They say the name of a child they think has got it - that child either shows their empty hands or reveals the bell.

When the culprit is found then it is their turn to be the bear in the circle.

It is good practice for developing listening skills!





# Bears Like Honey



**Isn't it funny  
How bears like honey.  
Buzz, buzz, buzz.  
I wonder why he does?  
Go to sleep little bear.  
Don't peek little bear.  
Go to sleep, go to sleep, go to sleep.**





# FIVE BEARS

**Five bears went out to explore.  
One ambled off to look for berries  
So then there were four.**

**Four bears, climbing up a tree.  
One ambled off to look for honey  
So then there were three.**

**Three bears on leaves began to chew.  
One ambled off to fish  
So then there were two.**

**Two bears resting in the sun.  
One ambled off to swim  
So then there was one.**

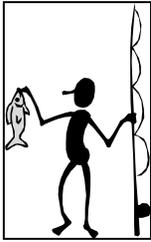
**One bear, yes, only one.  
He ambled off to find a friend  
So that left none.**



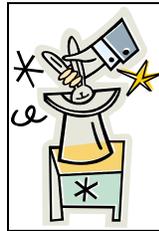


# Write the Word

Each of the pictures below is a picture of a word that is found in *The Bear on the Bed*. Read the story again and fill in the blanks.



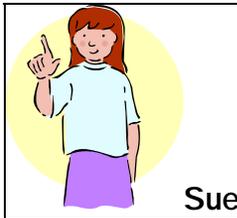
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



Sue

\_\_\_\_\_



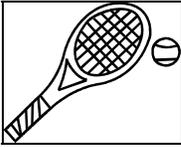
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\_\_\_\_\_



\_\_\_\_\_



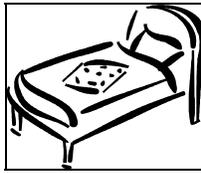
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\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

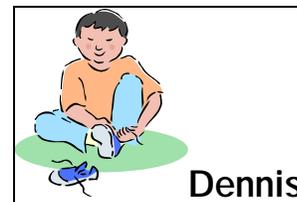
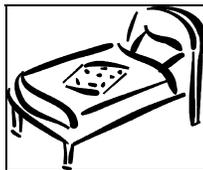
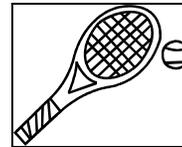
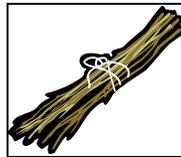
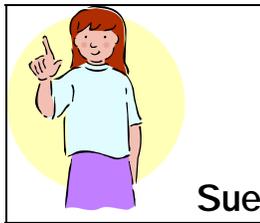
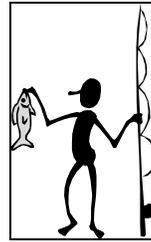
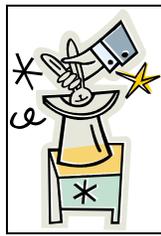


\_\_\_\_\_



# Find the Rhyme

Draw a line to connect the two pictures that rhyme.  
All of the pictures below are pictures of words that are in  
*The Bear on the Bed.*





# Test Your Memory

Open *The Bear on the Bed* book to the second to last page - the drawing of the young girl getting set to clean.

Look at the picture for 30 seconds. Close the book.

Now test your memory... Make a list of all the things the young girl brings with her to help clean up the bear poop.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_





# Picture Book Scavenger Hunt

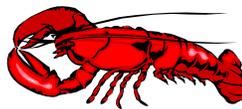
Look closely at the pictures in the book.  
Can you find all of the items listed below?

**Practice in, on, next to, and under.**

**With Pre-schoolers:** Ask them “Where is the flashlight?” Ask them to point to it. Model the answer for them by answering the question yourself: “It’s under the bed.”

**With older kids:** Write full sentences describing where you found each item.

- ✓ Two flashlights
- ✓ Three squirrels
- ✓ A hat with a feather
- ✓ A lobster
- ✓ A mouse
- ✓ A deck of cards
- ✓ A red toothbrush
- ✓ A yellow butterfly
- ✓ A green bug
- ✓ A worm
- ✓ A polka dot swim suit





# Community Scavenger Hunt

Having a Scavenger Hunt is a great way to have lots of fun with your friends, family and neighbours.

## Plan ahead

- ✓ Contact any appropriate people to let them know that this activity will be taking place.

## Set rules for the game

As a group decide and set the rules. Rules might include:

- ✓ Teams must ask the owner's permission before borrowing something on the list.
- ✓ Teams must return anything that they've borrowed.
- ✓ The time that teams must be back.

## What you will need

- ✓ A large bag or container for each team
- ✓ Copies of the Scavenger list
- ✓ Prizes

## Other considerations

- ✓ You may wish to assign point values to each of the items. Items that are more difficult to find get a higher point value.
- ✓ Add to the list. You may wish to add different items to the list. You might also include that teams get the signature of a particular person in town... the mayor, the chief, a teacher.
- ✓ Finish the day with a barbeque and award the prizes!





# Scavenger Hunt List

**With your team, try to collect all of the items listed below.  
The time right now is \_\_\_\_\_. Everyone must be back  
at \_\_\_\_\_.**

- An object that is round.
- A copy of the newspaper from two weeks ago dated \_\_\_\_\_.
- A flyer advertising a community event.
- Something in writing that tells how many people live in the community.
- A used stamp.
- The phone number of the school.
- A receipt from the store.
- A list of safety tips from the fire hall.
- A candy bar wrapper.
- Three pennies dated from a year in the 1980s.



- Something with a picture of a bear on it.
- Something written in your Aboriginal language.
- A copy of the most recent local newspaper.
- An object that is square shaped.
- An object that is a triangle shaped.
- Something that you use at school.
- A black shoe lace.
- A piece of un-chewed gum.
- Two paper clips.
- A yellow sock.
- An *NWT Literacy Council* pencil or eraser.
- A ball of any size.
- A map of the Northwest Territories.
- A pocket dictionary.
- Something found in the playground.

**Have fun and good luck!**



# Count the Bears

Use these bears to answer the questions on the next page.





1. How many pictures of each bear are there on the previous page?  
Count the bears and write the numbers in the chart below.

2. How many bears are there all together?

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. What animals do you find on the sheet that aren't bears? Write the names of these animals on the lines below:

---

---

---

---



# Word Search

Find each of the following words. The words are written 'across' and 'down'. There are no diagonal or backward words.

diving  
snooze  
hop  
sailing

hiking  
bounce  
biking  
rowing

jogging  
dance  
jump  
play

fishing  
swimming  
swing

o l b v f i s h i n g d b l  
c h o n g g h r n w p o s n  
w i u j i i g k k s n e o p  
o k n u s d b i k i n g n k  
g i c m a r i p l a y n m g  
l n e p i e e s n o o z e k  
d g i o l d g s c j w i s z  
r a o f i a g n g p h s n b  
o m j r n n s c r i o w s i  
w i o p g c w o v f p i y o  
i l g i b e c b n s o m o s  
n g g o y w j n g w i m i g  
g p i n d n a n p i a i a s  
w n n d i v i n g n m n i v  
u c g w g n c j s g h g g g  
i o b h n n h l y n i j i i



# Did You Know?

## **Bears need to protect themselves**

Bears need to protect themselves from their enemies.

Their enemies are coyotes and wolves.

People are their enemies sometimes too.

Some people hunt bears.

Bears have a very good sense of smell.

They use their sense of smell to alert them to danger.

Bears have several ways to protect themselves.

Bears will growl at their enemy to scare them away.

Bears will climb a tree to escape danger.

Their claws are very sharp. This helps the bear hold onto the trees as they climb.

Most often bears will run away from danger.





# Did You Know?

## **Baby bears are called cubs**

Baby bears are called cubs.

Two or three bear cubs are born during winter while their mother is hibernating.

Baby bear cubs weigh less than one pound when they are born.

They don't have any fur until they get older.

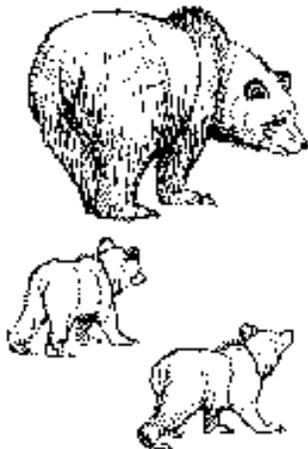
The mother bear takes care of her cubs.

She nurses them and protects them.

She also teaches her cubs to climb trees to protect themselves.

Bear cubs like to play and wrestle.

Bear cubs live with their mothers for two or three years and then they find a place to live by themselves.





# Did You Know?

## **Bears are omnivores**

Bears are omnivores.

Omnivores eat both plants and meat.

They eat almost anything!

Bears eat leaves, roots, and berries from plants.

Bears that live near the water eat fish.

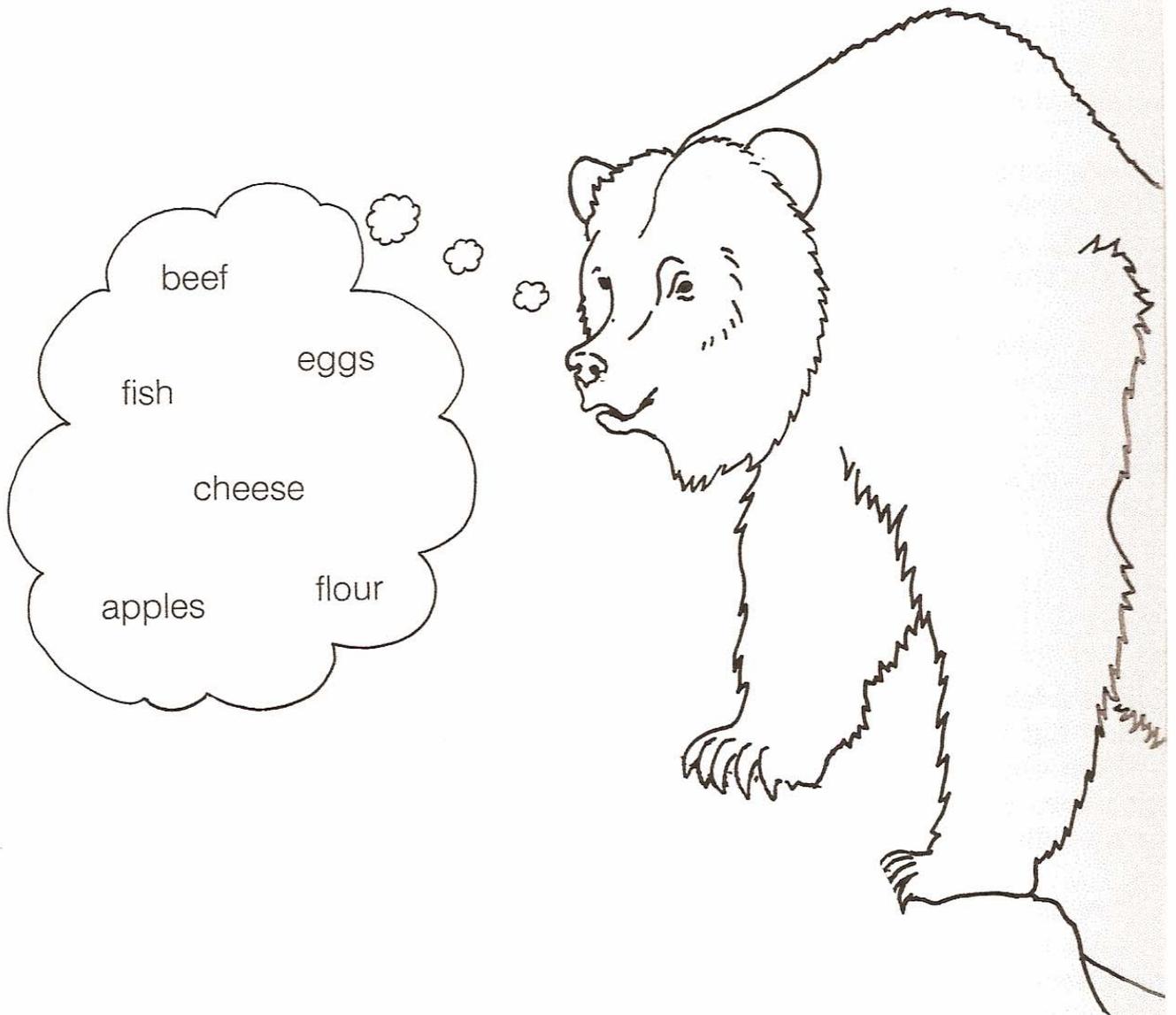




# What's for Dinner?

**This grizzly bear is thinking about something to eat. To find out what it is, cross out all the letters which are used more than once. Then unscramble the remaining letters.**

*\*From Let's Go Hunting published by the department of Renewable Resources, Government of the Northwest Territories*



The grizzly bear is thinking about \_ \_ \_ \_ \_ .

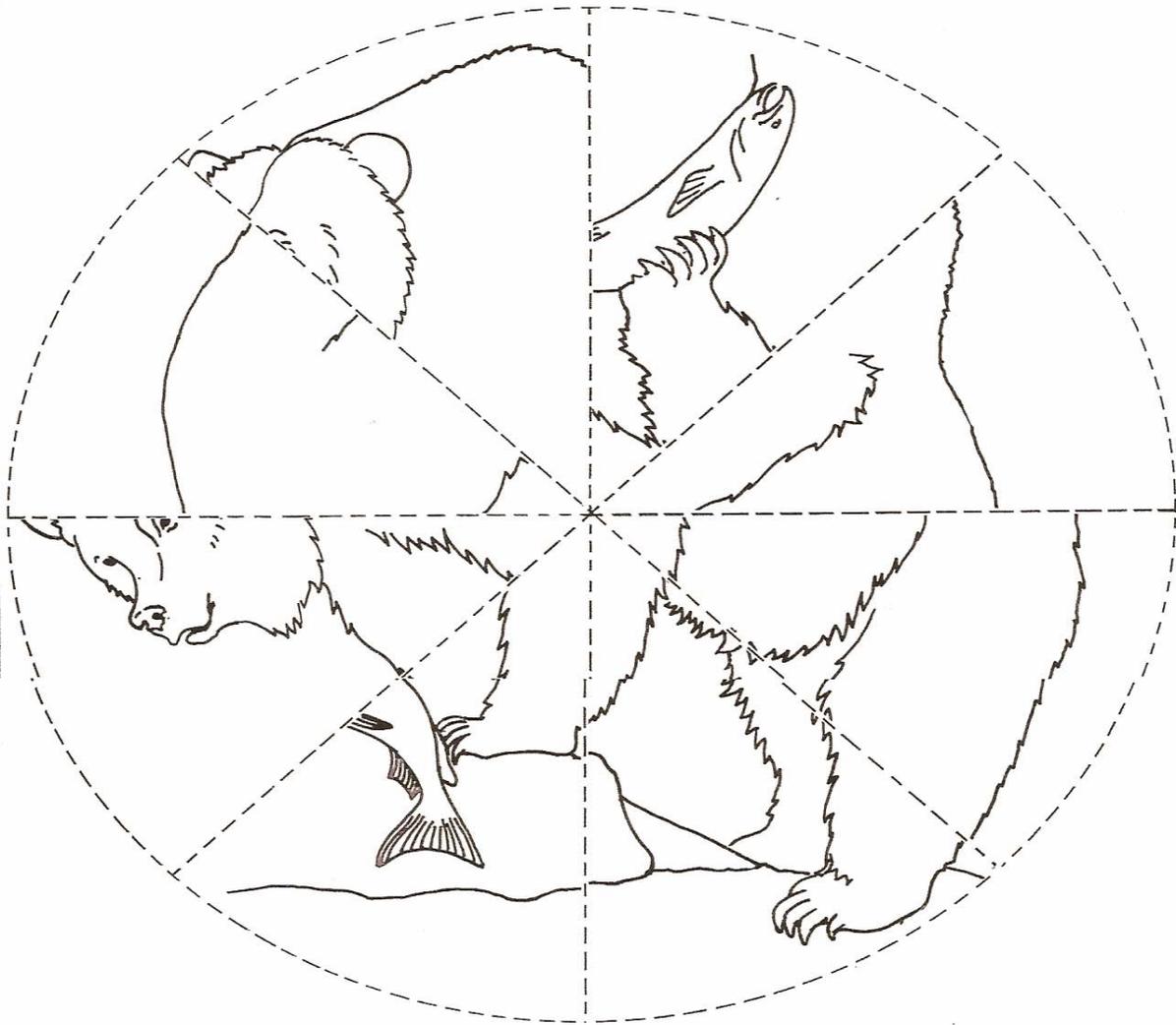
Hint: if people want this, they have to go hunting for it.



# Picture Puzzle

**Cut this puzzle out along the dotted lines and rearrange the pieces to find out what this animal is up to.**

\*From *Let's Go Hunting* published by the Department of Renewable Resources  
Government of the Northwest Territories.





# Black bear or grizzly?\*

In profile, muzzle is straight and long

**Black Bear**

Highest point of back is over the hind legs

Front claws are dark-coloured, relatively short and well curved



In profile, brow gives face a dished or concave look

**Grizzly Bear**

Highest point of back is over the shoulders

Front claws are light-coloured, 10 cm long or longer and slightly curved



\*This page is from *Environment Yukon*. <http://www.environmentyukon.gov.yk.ca/fishwild/bearsafety.html>



## Language and Sounds of Black Bears

What kind of sounds do you make when you feel happy? Do you make different sounds when you feel sad? Read about sounds that bears make. Just like you, they make different sounds in different situations. You can listen to the bear sounds listed below on a computer. Go to [www.bear.org/Kids/Sounds.html](http://www.bear.org/Kids/Sounds.html). With a partner, click on a sound and have your partner guess which sound the bear is making. Take turns clicking and guessing.



### **Moaning:**

Bears moan when they are very scared and in a subordinate role. This bear was in a barrel-trap, which is a form of live trap. Bears also moan when they have escaped up trees or are being threatened by a nearby dominant bear.



### **Blowing and Chomping Sounds:**

Bears get scared too. Bears will blow and clack their teeth when they are afraid. Bears will do this for example when they scare themselves by almost falling out of a tree. They also do it when they are startled by a person.



### **Bear Threatening Another Bear:**

This is a female bear being threatened by a male bear that wants her food. The main sound is the pulsing threat. A higher pitched moan of fear is heard briefly from the subordinate male.



### **A Stereotype Growl:**

This is actually a wolf that is growling and making threatening sounds. This wolf growl is often used as a bear sound in movies and on TV because people think black bears should sound like this. In real life, growls are actually very rare in black bears. People who encounter a bear and are scared often describe any bear sound as a growl.

### **A Cub Distress Call:**

This is a distress sound made by a bear cub who is scared. This sound is often made when a cub is separated from its mother. This recording was made while a researcher examined a cub out in the field. The cub was soon released back to the mother.



### **A Bear Family Conversing:**

This mother bear is moving her three-month-old cubs from their den to a white pine tree to begin life outside the den. The mother is grunting her concern while the cubs are voicing little squeals of mild distress.

### **Nursing Cubs:**

Black bear cubs make motor-like pleasure sounds as they nurse. Just like when a cat purrs, bears make this pleasure sound when they are especially comfortable, nursing, or eating a special treat. Adults make this sound with a deeper voice.



### **The Sounds of a Cub and its Mother:**

These are the sounds of a young cub with its mother. The cub is making the cooing sounds and the mother grunts. This is a common sound that mother bears make to their cubs.



## How Bear Lost His Tail

Back in the old days, Bear had a tail which was his proudest possession. It was long and black and glossy and Bear used to wave it around just so that people would look at it. Fox saw this. Fox, as everyone knows, is a trickster and likes nothing better than fooling others. So it was that he decided to play a trick on Bear.

It was the time of year when HATHO, the Spirit of Frost, had swept across the land, covering the lakes with ice and pounding on the trees with his big hammer. Fox made a hole in the ice, right near a place where Bear liked to walk. By the time Bear came by, all around Fox, in a big circle, were big trout and fat perch. Just as Bear was about to ask Fox what he was doing, Fox twitched his tail which he had sticking through that hole in the ice and pulled out a huge trout.

"Greetings, Brother," said Fox. "How are you this fine day?"

"Greetings," answered Bear, looking at the big circle of fat fish. "I am well, Brother. But what are you doing?"

"I am fishing," answered Fox. "Would you like to try?"

"Oh, yes," said Bear, as he started to lumber over to Fox's fishing hole.

But Fox stopped him. "Wait, Brother," he said, "This place will not be good. As you can see, I have already caught all the fish. Let us make you a new fishing spot where you can catch many big trout."

Bear agreed, and he followed Fox to the new place, a place where, as Fox knew very well, the lake was too shallow to catch the winter fish which always stay in the deepest water when HATHO has covered their ponds. Bear watched, already tasting the fine fish he would soon catch as Fox made the hole in the ice. "Now," Fox said, "you must do just as I tell you. Clear your mind of all thoughts of fish. Do not even think of a song or the fish will hear you. Turn your back to the hole and place your tail inside it. Soon a fish will come and grab your tail and you can pull him out."

"But how will I know if a fish has grabbed my tail if my back is turned?" asked Bear.

"I will hide over here where the fish cannot see me," said Fox. "When a fish grabs your tail, I will shout. Then you must pull as hard as you



can to catch your fish. But you must be very patient. Do not move at all until I tell you."

Bear nodded, "I will do exactly as you say." He sat down next to the hole, placed his long beautiful black tail in the icy water and turned his back.

Fox watched for a time to make sure that Bear was doing as he was told and then, very quietly, sneaked back to his own house and went to bed. The next morning he woke up and thought of Bear. "I wonder if he is still there," Fox said to himself. "I'll just go and check."

So Fox went back to the ice covered pond and what do you think he saw? He saw what looked like a little white hill in the middle of the ice. It had snowed during the night and covered Bear, who had fallen asleep while waiting for Fox to tell him to pull his tail and catch a fish. Bear was snoring. His snores were so loud that the ice was shaking. It was so funny that Fox rolled with laughter. But when he was through laughing, he decided the time had come to wake up poor Bear. He crept very close to Bear's ear, took a deep breath, and then shouted: "Now, Bear!!!"

Bear woke up with a start and pulled his long tail hard as he could. But his tail had been caught in the ice which had frozen over during the night and as he pulled, it broke off -- Whack! -- just like that. Bear turned around to look at the fish he had caught and instead saw his long lovely tail caught in the ice.

"Ohhh," he moaned, "ohhh, Fox. I will get you for this." But Fox, even though he was laughing so hard, was still faster than Bear and he leaped aside and was gone.

So it is that even to this day Bears have short tails and no love at all for Fox. And if you ever hear a bear moaning, it is probably because he remembers the trick Fox played on him long ago and he is mourning for his lost tail.

From *Stoney's Weblodge* [www.ilhawaii.net/~stony](http://www.ilhawaii.net/~stony) with links to several stories of Native American Indian Lore from several Tribes across Turtle Island.



## Turtle's Race with Bear

It was an early winter, cold enough so that the ice had frozen on all the ponds and Bear, who had not yet learned in those days that it was wiser to sleep through the White Season, grumbled as he walked through the woods. Perhaps he was remembering a trick another animal had played on him, perhaps he was just not in a good mood. It happened that he came to the edge of a great pond and saw Turtle there with his head sticking out of the ice.

"Hah," shouted Bear, not even giving his old friend a greeting. "What are you looking at, Slow One?"

Turtle looked at Bear. "Why do you call me slow?"

Bear snorted. "You are the slowest of the animals. If I were to race you, I would leave you far behind." Perhaps Bear never heard of Turtle's big race with Beaver and perhaps Bear did not remember that Turtle, like Coyote, is an animal whose greatest speed is in his wits.

"My friend," Turtle said, "let us have a race to see who is the swiftest."

"All right," said Bear. "Where will we race?"

"We will race here at this pond and the race will be tomorrow morning when the sun is the width of one hand above the horizon. You will run along the banks of the pond and I will swim in the water."

"How can that be?" Bear said. "There is ice all over the pond."

"We will do it this way," said Turtle. "I will make holes in the ice along the side of the pond and swim under the water to each hole and stick my head out when I reach it."

"I agree," said Bear. "Tomorrow we will race."

When the next day came, many of the other animals had gathered to watch. They lined the banks of the great pond and watched Bear as he rolled in the snow and jumped up and down making himself ready.

Finally, just as the sun was a hand's width in the sky, Turtle's head popped out of the hole in the ice at the starting line. "Bear," he called, "I am ready."



Bear walked quickly to the starting place and as soon as the signal was given, he rushed forward, snow flying from his feet and his breath making great white clouds above his head. Turtle's head disappeared in the first hole and then in almost no time at all reappeared from the next hole, far ahead of Bear.

"Here I am Bear," Turtle called. "Catch up to me!" And then he was gone again. Bear was astonished and ran even faster. But before he could reach the next hole, he saw Turtle's green head pop out of it.

"Here I am, Bear," Turtle called again. "Catch up to me!" Now Bear began to run in earnest. His sides were puffing in and out as he ran and his eyes were becoming bloodshot, but it was no use. Each time, long before he would reach each of the holes, the ugly green head of Turtle would be there ahead of him calling out to him to catch up!

When Bear finally reached the finish line, he was barely able to crawl. Turtle was waiting there for him, surrounded by all the other animals. Bear had lost the race. He dragged himself home in disgrace, so tired that he fell asleep as soon as he reached his home. He was so tired that he slept until the warm breath of the Spring came to the woods again.

It was not long after Bear and all the other animals had left the pond that Turtle tapped on the ice with one long claw. At this sign, a dozen ugly heads like his popped up from the holes all along the edge of the pond. It was Turtle's cousins and brothers, all of whom looked just like him!

"My relatives," Turtle said, "I wish to thank you. Today we have shown Bear that it does not pay to call other people names. We have taught him a good lesson."

Turtle smiled and a dozen other turtles, all just like him, smiled back. "And we have shown the other animals," Turtle said, "that Turtles are not the slowest of the animals."

From *Stonees Weblodge* [www.ilhawaii.net/~stony](http://www.ilhawaii.net/~stony) with links to several stories of Native American Indian Lore from several Tribes across Turtle Island.



# Paper Craft:

## Teddy Bears Holding Hands

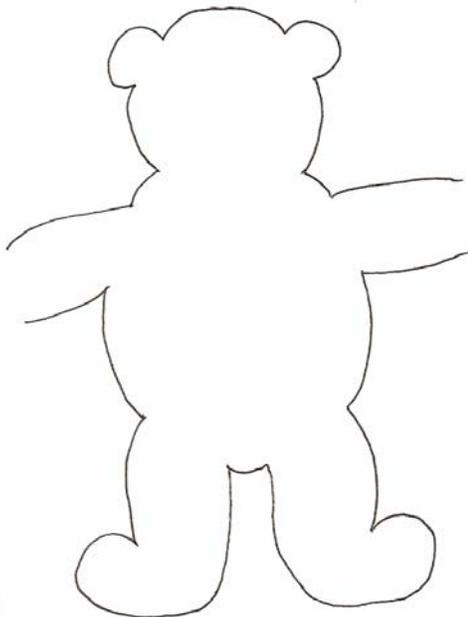


### You will need:

- ✓ Rectangular pieces of paper (8 ½ x 11)
- ✓ Scissors
- ✓ Crayons, markers, pencils or paint.

### What to do:

1. Fold the paper into three so that it makes an accordion or zig-zag shape when you stand it up on its side.
2. Draw a teddy bear shape on the front of the folded piece of paper. Extend the arms all the way to the edge of the paper.



3. With the paper still folded, cut out the shape of the bear.
4. Unfold the paper. You should now have three bears holding hands. Decorate your bears with crayons, markers, paints or pencils.
5. Make more paper bears. Glue or tape them together at the hands to make a long chain of happy bears!



# Beaded Safety Pin Jewelry

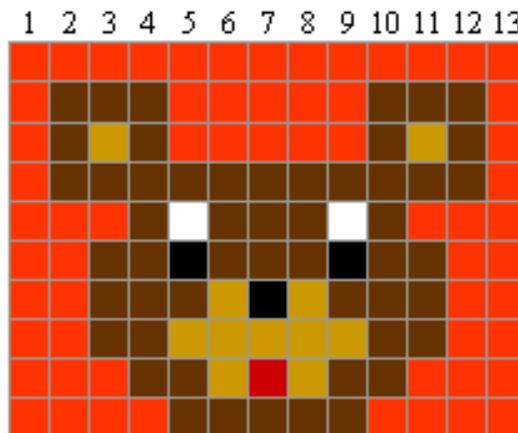
## ~ A Bear ~

### You Will Need:

- ✓ 13 one inch Safety Pins
- ✓ 1 two inch Safety Pin
- ✓ Seed Beads (see picture below for colors needed)
- ✓ Needle nose pliers
- ✓ A flat-head screw driver

### What to do:

Follow the pattern shown below. Each numbered column represents one pin. For example, the first pin will have ten red beads. The second pin will have one red bead, three brown beads, and then six more red beads.



© 2003 Sherri Osborn  
[familycrafts.about.com](http://familycrafts.about.com)

Open a safety pin and slide the seed beads on. When all the beads are in place, close the safety pin. You may wish to use a pair of needle-nose pliers to pinch the end of the safety pin so that it will not pop open. Repeat this step until all the safety pins are beaded.



### **Thread the beaded pins onto the large safety pin:**

Now you are ready to put all the beaded pins onto a larger safety pin. Thread the beaded pins onto your larger pin starting with pin number one.

Open the large safety pin. Use a flat-head screwdriver to slightly pry apart the coils at the end of the large pin.

Slip the loop of the first beaded safety pin onto the large one. Pull it down to the loop at the base of the large pin. Pull it around the loop and up the back-side of the pin. Repeat this for each beaded safety pin.

### **Squeeze the large pin closed**

Once all of your beaded safety pins are on the larger pin, use the pliers to squeeze the loop tightly.

You can now pin your beaded bear onto your shirt, your hat, your shoelaces, or your knapsack.





# BE BEAR AWARE

This *Be Bear Aware* colouring book is published by *Environment Yukon*. You can download copies of the book from their website. Go to:

<http://www.environmentyukon.gov.yk.ca/pdf/colouringbookonline.pdf>





Colouring book

# BE BEAR AWARE



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ISBN 1-55362-173-5, Illustrations by Chris Caldwell, Revised 2003

This booklet was originally inspired by *The Bears and You*, produced by the Alaska Department of Fish and Game.

**Yukon**  
Environment



There are about 15,000 to 20,000 bears in the Yukon.

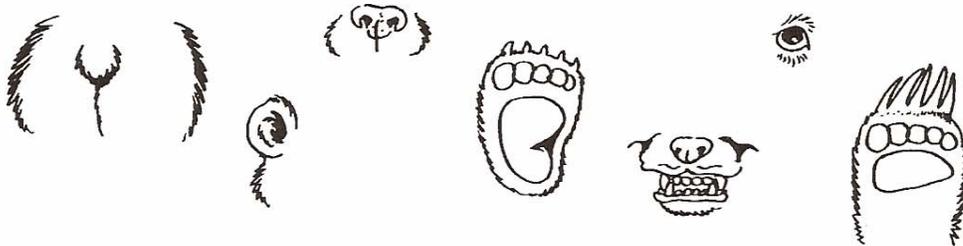


But they aren't always easy to see.

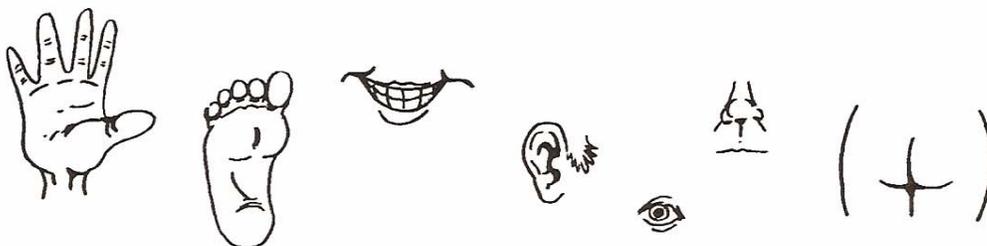
1

### Are bears a lot like people?

Bears have



People have

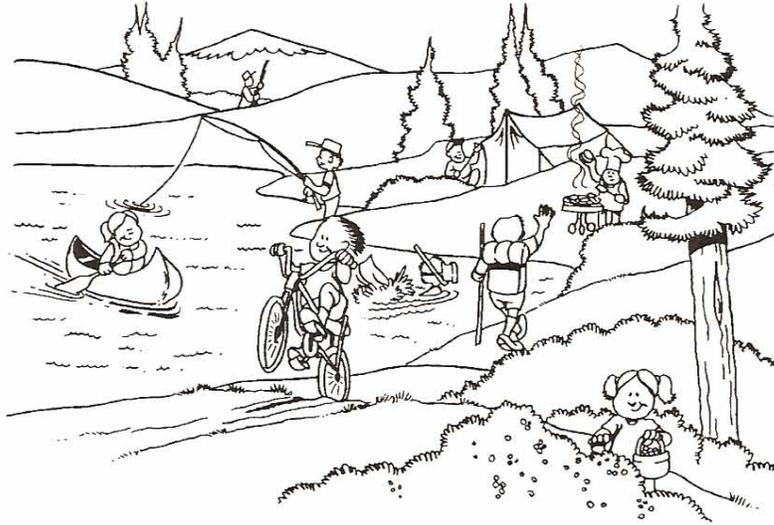


Draw a line joining the parts of bears and the parts of people that are the same.

2



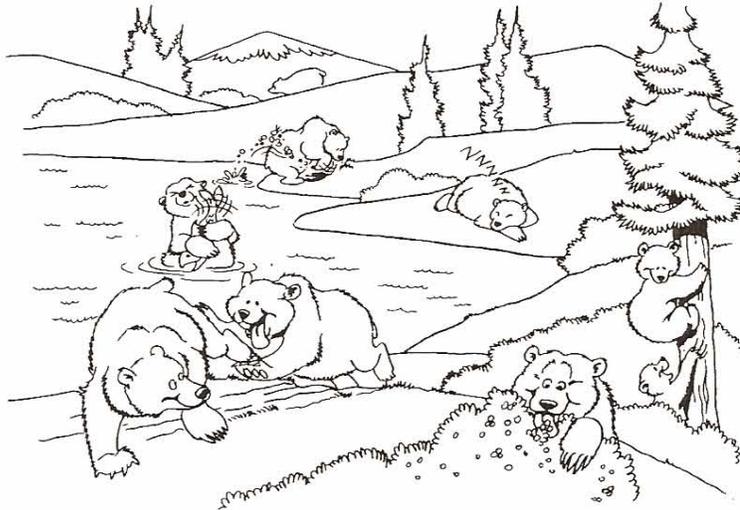
## What do people like doing? Mainly playing!



Colour what you like doing best.

3

## What do bears like doing? Mainly eating!

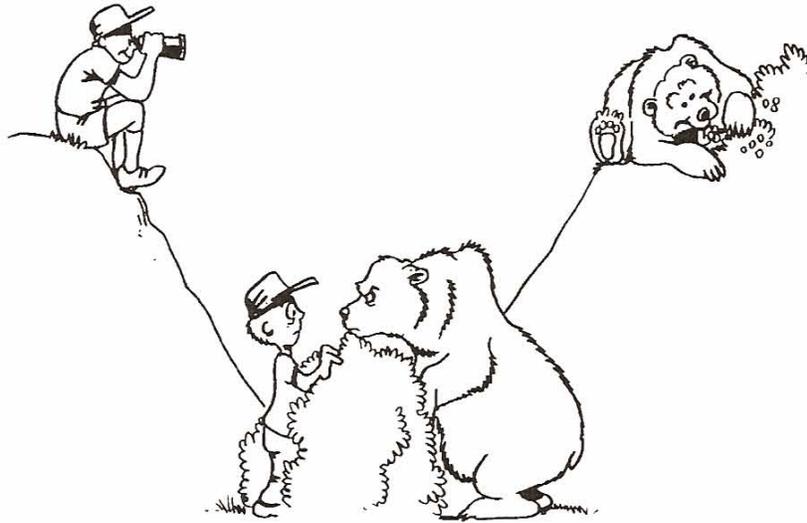


Bears eat most of their food in late summer and fall.

4



## **THE SAFE BEAR...is a distant bear.**



**Do not approach a bear.  
Try not to surprise a bear.**

5

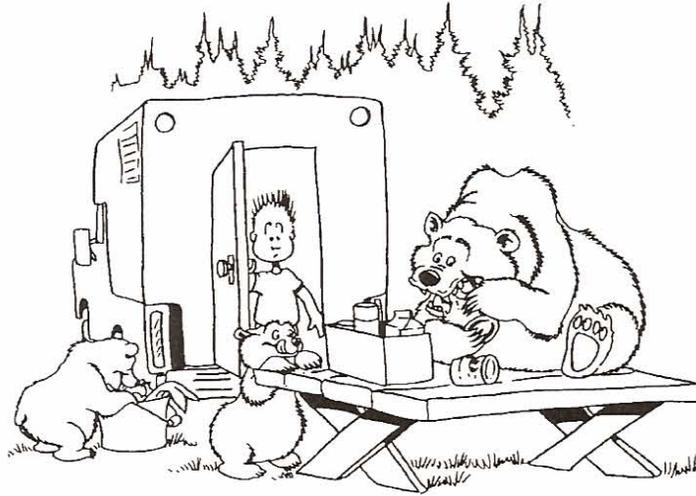
## **Let's all be bear aware**

### **Here's how...**

1. Never feed bears.
2. Report bears that hang around people or get into garbage.
3. Never get too close to bears.
4. Hike in groups and make noise so you don't surprise a bear.
5. Keep a clean camping spot.
6. Never explore bad smelling areas and never play near garbage dumps.
7. Learn more about bears.

6

# 1. Never feed bears.



When a bear gets food from people, it may become dangerous and have to be killed.

7

# 2. Report bears that hang around people or get into garbage.



8

### 3. Never get too close to a bear.



Is that you taking the picture?

9

### 4. Hike in groups and make noise so you don't surprise a bear.



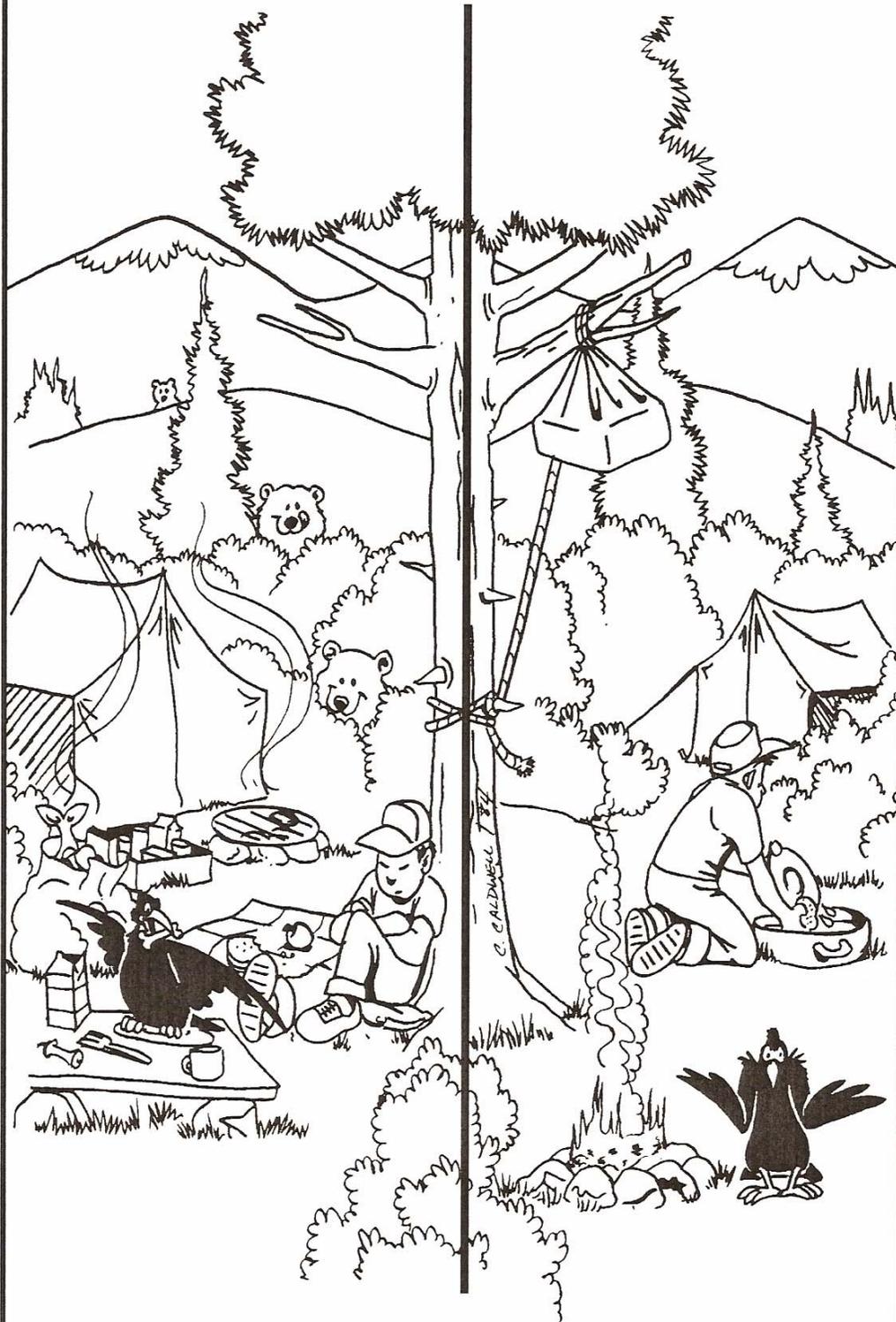
Use noisemakers.



Leave your pet dog at home if it won't stay close beside you.

10

5. Keep a clean camping spot.



Which kind of camper are you?

**6. Never play near garbage dumps.**

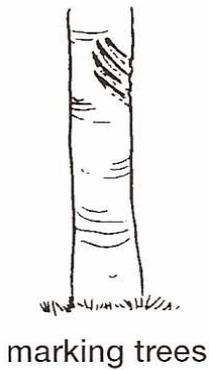


**Never explore bad-smelling areas.**



**7. Learn more about bears...**

...by watching for...



scats



diggings



overturned logs and rocks



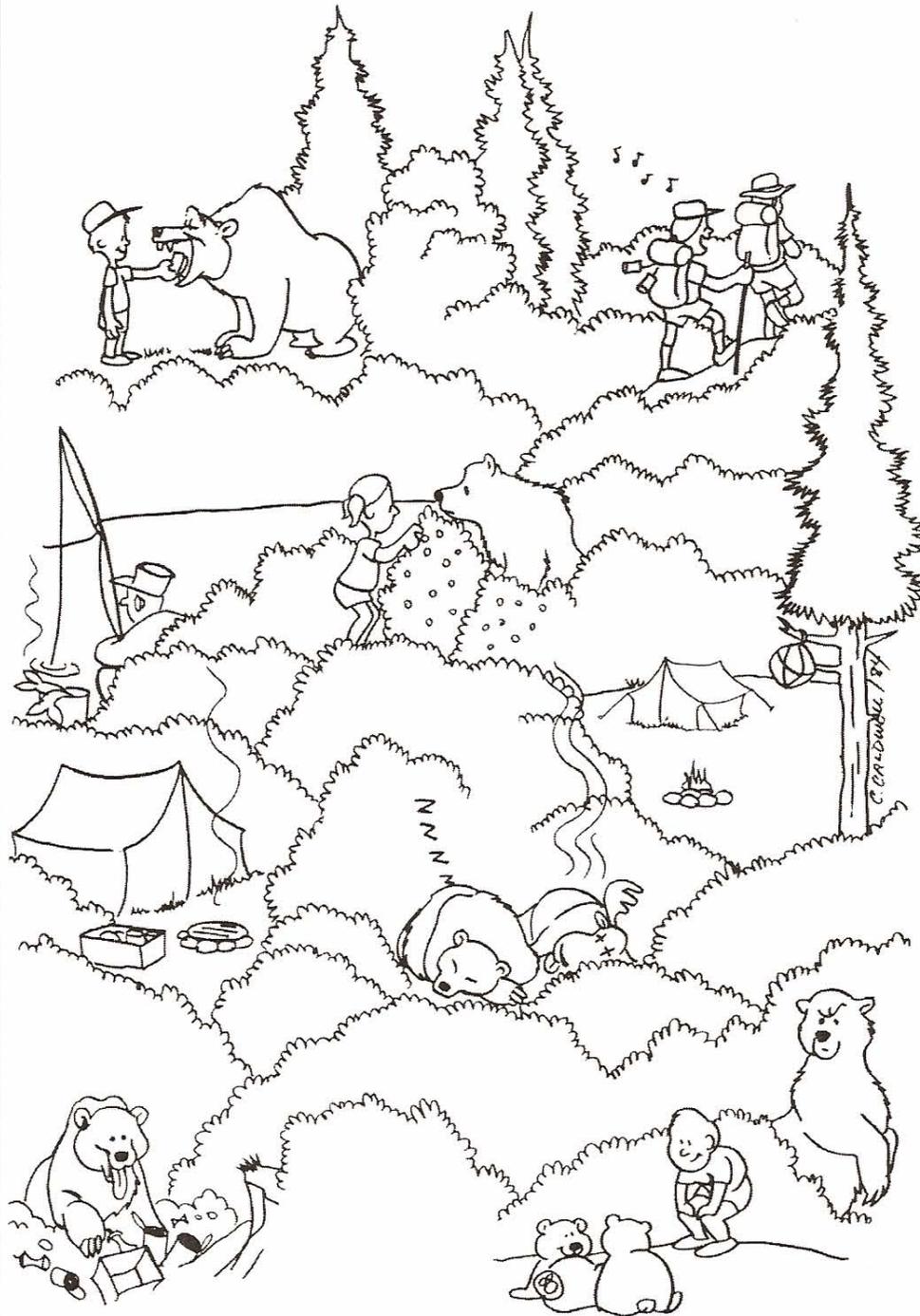
...and by using...



tracks



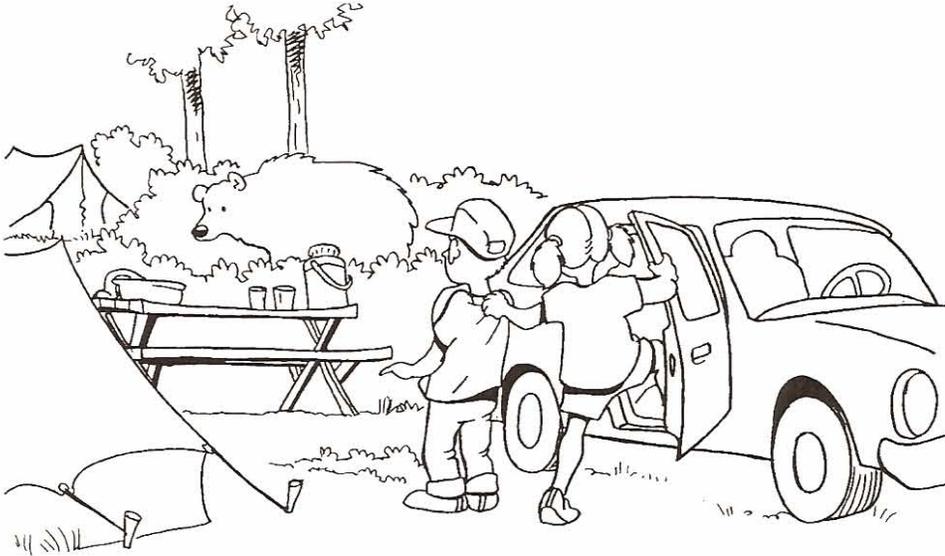
Put an X where you see trouble.



Colour in the safe habits.

**If you see a bear at a campsite or near your home,  
move slowly towards the closest, safe place.**

A safe place is inside a car or a building,  
or with a group of people standing together.



Never run from a bear. Like a dog, it may chase you.

15

When you are in bear country, stick with a friend.

**If you surprise a bear up close in the wilderness,  
DON'T TURN AND RUN. Move closer to your friend.**

The bear may  
come closer,  
stand upright to  
get a better look or  
circle around you  
to get your scent.



16

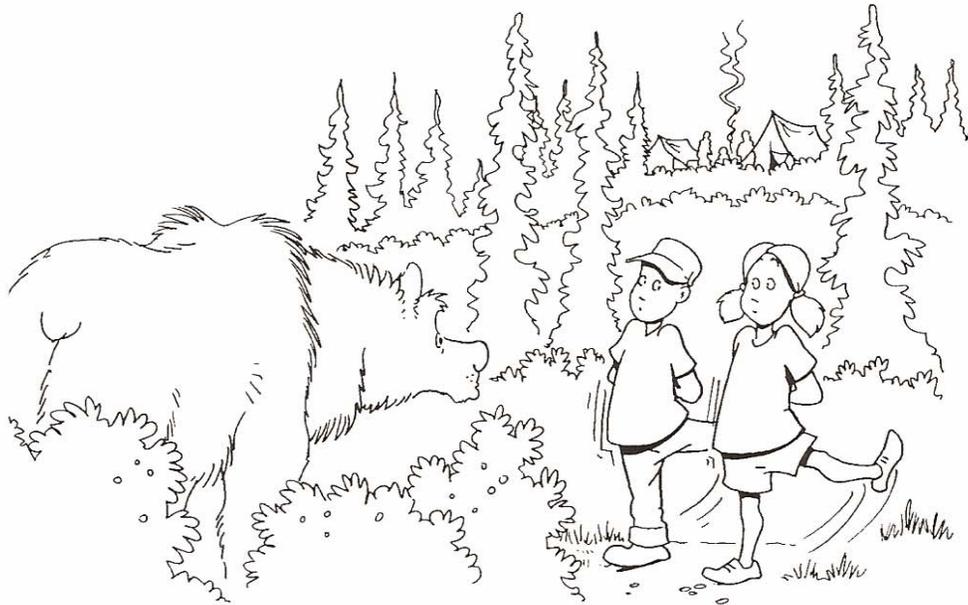
**Wave your arms slowly and talk calmly to the bear.  
Help it figure out what you are.**



The bear may talk to you in its own language...  
popping its teeth, huffing and growling...telling you to go away.

17

**Leave slowly, staying close to your friend...  
always facing the bear.**



If the bear follows you, stop moving and call for help.

18





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