



Ask Mr. Bear

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Summary

This is a cute story about a boy named Danny who is looking for a birthday present for his mother. He asks several animals what he might get for her, but she already has the things they suggest. Finally, he meets Mr. Bear who has a suggestion that is just right—a bear hug!

Key Words or Concepts

birthday	walked	hen	feathers	pillow
home (address)	skipped	goose	milk	cheese
mother (family)	hopped	goat	wool	blanket
making choices	galloped	sheep	milk	cream
over	trotted	cow	secret	hug
down	ran	bear	whispered	egg

Have the students help prepare a snack of cheese, crackers, and milk. Give the students a choice among Colby, Swiss, cheddar, or other flavored cheeses.

The students will

- pour milk.
- place cheese and crackers in bowls and set on tables.
- taste the food represented in the story.

Let the students taste eggs that have been prepared in a variety of ways, such as deviled eggs, scrambled eggs, and egg salad sandwiches. Show them how each is prepared and let them help when appropriate.

The students will

- be exposed to an egg in a variety of forms.
- observe changes in an egg.
- taste eggs prepared in different ways.

Plan a special pretend birthday party for all of the students. Let them help mix and bake cupcakes. Have each student frost and decorate his own cupcake for the party.

The students will

- be actively engaged in a cooking experience.
- develop small motor skills by mixing, pouring, and spreading.
- cooperate in a group activity.

Ask the students' families to save egg shells for the art center. Let the students crumble them with their hands or a rolling pin. If desired, the shells can be colored by soaking them in rubbing alcohol and food coloring. When they are dry, let the students glue them onto paper to create an interesting texture and design. Make sure the students wash their hands after handling the egg shells.

The students will

- develop small motor skills by crumbling.
- experience color awareness.
- express self creatively with art materials.
- experience textures.

Show the students a fresh egg. Crack it open and let them look at the inside, then watch as it is fried in a skillet. Talk about the changes as they occur. Take another fresh egg, boil it, let it cool, and peel the shell off to show the students how the inside has changed.

The students will

- observe an egg and the changes that take place when cooked in different ways.
- verbalize observations.

Discuss where eggs come from. Visit a farm or egg hatchery to view all the stages of development of the chicken. Let the students touch a fluffy chick.

The students will

- experience a real life situation depicted in the story.
- develop observation and listening skills.

Obtain an incubator and several fertile eggs to hatch. The students can help rotate the eggs gently, and will be thrilled to watch as they hatch.

The students will

- develop responsibility.
- observe and recall details.

Provide the student with a basket, an egg carton, and plastic eggs. Try the following:

•Have the student take the eggs from the basket and put them into an egg carton.

The student will

- increase small motor skills of grasping and releasing.
- develop eye-hand coordination.

•Put the plastic eggs together, using a different color for each half of the egg. Have the student pull the eggs apart, find two halves with matching colors, and put them back together.

The student will

- increase small motor skills.
- match like-colored objects.

•Use six pairs of different colored eggs for matching. Have the student put different colored eggs in each of the holes in the back row of an egg carton. Then he can place the egg that matches it in front of each one.

The student will

- discriminate between colors.
- match like-colored objects.
- develop eye-hand coordination.

Provide the students with hard-boiled eggs to color and decorate. Allow them to dip the egg in more than one color of dye to observe the changes.

The students will

- experience color awareness.
- observe color changes.

Make a pretty pastel paint by adding food coloring to sweetened condensed milk. This thick paint remains shiny when dry. Use it to paint a huge paper egg.

The student will

- experience a different paint medium.
- increase color awareness.
- express self creatively.

Visit a farm to observe a hen, goose, goat, sheep, and cow. Have the students help feed the animals, touch them, and talk about what they see. Show them the difference between a hen and a rooster. It may be possible to have someone bring one or more of these animals to the school instead.

The students will

- experience a real life situation depicted in the story.
- gain firsthand knowledge of the characteristics of different animals.
- follow directions and conduct self in a safe manner.

Have the students imitate different actions on the farm. They can: hold a bucket and scatter grain on the ground with their hand to feed the hens; “shoo” the hens off their nests while gathering eggs; sit on a stool and milk the cow; chew slowly with exaggerated motions like the cow; and waddle and “honk” like the goose.

The students will

- recall details from the farm.
- dramatize actions observed on the farm.

Visit a dairy to watch the cows being milked. Bring a jar of the fresh milk to school. Refrigerate it and look at it later to see how the cream has separated to the top. Skim the cream off and eat it over fresh fruit and drink the milk.

The students will

- experience a real life situation depicted in the story.
- gain a better understanding of where milk comes from.
- taste fresh milk and cream.

Make a matching or memory game using pictures from the story. Glue a picture of each of the animals and the items they offered as a birthday present on separate index cards. Try the following:

•Have the students match the animal to the item it offered.

The students will

- recall details from the story.
- match the animal to the present it offered.

•Shuffle the cards and lay them face down in rows. The first student will turn two cards face up, one at a time, looking for an animal and the particular item it offered. If he finds a match, he may keep the cards and take another turn. If he does not find a match, he must turn both cards face down and his partner may have a turn. Take turns in this manner until all of the pairs have been matched.

The students will

- recall details from the story.
- match the animal with the present it offered.

Design a center for baking birthday cakes. Use real cake pans, muffin tins, cupcake liners, mixing bowls, measuring cups and spoons, decorator icing bags, plastic cake decorations, candles, empty cake boxes, aprons, hot pads, and cookbooks or cake decorating books. Use homemade play dough and a pretend oven.

The students will

- dramatize a real life situation depicted in the story.
- play cooperatively with peers.

Imitate frosting a cake using a piece of plastic foam and shaving cream. Cut flat pieces of one inch plastic foam in the shape of a circle, square or rectangle. Let the students frost the cake using shaving cream and a table knife. Color the shaving cream by adding tempera paint or food coloring and put in squeeze bottles to decorate the cake. Top with plastic cake decorations and candles.

The students will

- increase small motor skills by spreading and squeezing.
- recognize and name shapes
- develop eye-hand coordination.

Design a center for wrapping birthday packages. Provide: small empty boxes, wrapping paper scraps, tissue paper, wrapping paper the students have made, ribbons, bows, yarn, tape, and possibly small toys to be wrapped.

The students will

- have fun wrapping packages.
- develop small motor skills and coordination.

Have the students make wrapping paper using the rolls of thin paper or newspaper. They can print pictures on the paper with stamps and a stamp pad, or with paint and various items. For ideas, see the Developmentally Appropriate Activity Guide, pages 35 and 38.

The students will

- utilize small motor skills with stamping.
- utilize own creativity.

Help each student learn his birth date using ideas from page 80 of the Developmentally Appropriate Activity Guide.

The students will

- learn their own birth dates.

Help each student learn his address. Tips can be found on page 80 of the Developmentally Appropriate Activity Guide.

The students will

- learn own address.

Provide each student with a large paper-shaped cake with his birth date printed on it. Let him decorate the cake with markers, glitter, sequins, and yarn. He will also need to glue on the same number of paper candles as his age. Display at the student's eye level. Encourage him to count the candles and say his birth date during the month.

The students will

- learn and verbalize own birth date.
- count objects using one-to-one correspondence.
- express self creatively using art materials.

Encourage each student to learn his full name and the names of the members of his family. Helpful information can be found on page 80 of the Developmentally Appropriate Activity Guide.

The students will

- learn and verbalize own full name.
- learn and verbalize the names of family members.
- increase self-awareness.

Make patterns of different shapes of houses and rooftops. Let each student choose a house and roof pattern that is similar to his own home. Have him trace the pattern onto a sheet of construction paper the same color as his house and roof. Have him cut out both pieces and glue them together, adding windows and doors with markers. Help the student cut the door so it will actually open. Glue a piece of paper behind the open door and have him draw a picture of himself standing in the doorway. Write the student's address on the house and display it at his eye level. Let him add a sticker to it every time he says his address, even if he just repeats it one number at a time.

The students will

- learn and verbalize his own address.
- make choices.
- develop cutting skills.
- increase self-awareness by drawing a picture of himself.

Build houses with blocks in the block center. Talk about who lives in each house; what they do in the house; and where they go when they leave it.

The students will

- develop abstract reasoning skills.
- increase small and large motor skills.
- develop eye-hand coordination.
- increase receptive and expressive communication skills.

Provide each student with a feather to use for painting. Have him dip the feathers in paint and brush it on paper.

The student will

- develop small motor skills by manipulating a feather.
- express self creatively through art.

Give the student a basket of feathers to sort by color or size.

The student will

- sort objects according to size.
- sort objects according to color.

Have the student climb up on the outdoor play equipment and hand him a feather and a rock. Have him drop each one and observe how fast they fall. Repeat using other objects. Discuss what happens.

The student will

- discover the speed of different objects when they fall.
- develop abstract reasoning skills.
- utilize large motor skills.

Move like Danny did with the animals in the story. He skipped with the hen; hopped when the goose was added; galloped when the goat came along; trotted with the sheep; and ran, walked, and skipped alone to visit the bear. The students can practice these movements while playing outside or in the gym.

The students will

- recall details from the story.
- develop large motor skills and coordination.
- listen to and follow directions.

Have one student pretend to be Danny while other students pretend to be the animals in the story. As the story is read, let the students dramatize the actions depicted.

The students will

- choose a character to portray.
- dramatize actions depicted in the story.
- express self creatively.

Whisper directions to one student in a small group. Have that student whisper the same directions to another student and so on until all in the group have heard the directions. See if the last person heard the same directions as the first. Talk about how messages sometimes are not always passed along accurately and what problems that can cause.

The students will

- increase listening skills.
- cooperate in a group setting.
- learn the importance of accurate communication.

Talk about making choices. Ask why the animals did not want to go see Mr. Bear. Discuss various situations that require the student to make a choice. Talk about good choices and bad choices. Role play ways to handle different situations.

The students will

- recall details from the story.
- express own ideas verbally and dramatically.
- learn about making choices.