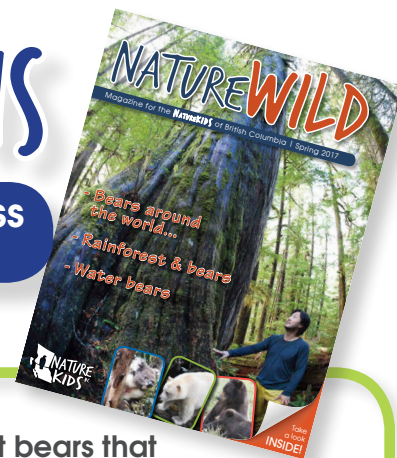


CURRICULUM CONNECTIONS

A Guide to Using **NatureWILD** Magazine with your class
Spring 2017: All About Bears!



This article will introduce your students to eight different bears that live around the globe. Students will be able to discover where these bears live on a map and learn a few interesting facts about each of them.

CORE Competency: Communication – 1. Connect and engage with others (to share and develop ideas). Students engage in informal and structured conversations where they listen, contribute, develop understandings and relationships, learn to consider diverse perspectives, and build consensus. Examples include small group discussions and decision making.

BEARS AROUND

THE WORLD

(PAGES 4-5)

Grades 4-5: Subject: Social Studies and Language Arts

Curricular Competency

>Language Arts

Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding. Use a variety of comprehension strategies before, during and after reading, listening or viewing to deepen understanding of text. Consider different purposes, audiences and perspectives in exploring texts. Use writing and design processes to plan, develop and create texts for a variety of purposes and audiences.

>Social Studies

Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place.

Teaching Idea: As a class, make an “interpretive sign” about bears of the world for the school. When finished, the panel will cover one or two bulletin boards in the school hallways. Students can work with partners to research one of the bears they are introduced to in the NatureWILD article. As a class, design the layout of the “interpretive sign”, what information will be included, what information will be given in text and what images, such as a giant world map. Have them (or you) decide what information they want to include that isn’t given in the article.

Potential Research Websites:

<http://www.kidsbiology.com/animals-for-children.php>

<http://kids.nationalgeographic.com/animals/>

Google Interpretive signs to give students ideas of what the sign can look like.

NATUREWILD MAGAZINE CURRICULUM CONNECTIONS

Spring 2017: All About Bears!

This article will introduce your students to bears that live in BC's temperate rainforests as well as how people make a difference.

Grades: 3-7 Subject: Science and Social Responsibility

THE RAINFOREST & BEARS

(PAGES 8-9)

Teaching idea: Have students use this article to make an energy cycle diagram of the rainforest that includes the bear, salmon, trees.

Use the story about Simon Jackson to start a research unit on programs started by individuals to protect the environment. Potential people to research include Jane Goodall, Dian Fossey, Dorothy Stowe, Irving Stowe, David McTaggart and Beatrix Potter.

This **Read Aloud Story** introduces students to animals that have "bear" in their name but are not actually bears such as the Woolly Bear Caterpillar.

JUST FOR FUN, BEARS THAT ARE NOT BEARS.

(PAGE 6)

Grades: 3-7 Subject: Science and Social Responsibility

Teaching idea:

Mistaken Identity Poetry- have students write a poem about their chosen animal from the perspective of the animal. In the poem, the animal lists all the reasons they are not a bear. To do this, they will first have to do some research to figure out what makes a bear a bear. You could add to the list other animals or plants that are misnamed like starfish (not a fish) and Douglas Fir (not a fir).

Research Websites:

<http://www.bearsinmind.org/Page/The-evolution-of-bear-species>

<http://www.nationalgeographic.com/animals/mammals/k/koala/>

<http://animals.nationalgeographic.com/animals/invertebrates/starfish/>

Ever wish you had a natural history expert in your classroom? Ask AI!

ASK AI

(PAGE 14)

In each issue of NatureWILD magazine nature mentor AI Grass answers questions posed by NatureKids BC members (and your students!). In this issue, AI shares with students a story about "something that went crunch in the night!"

Teaching Idea: Have students send their nature questions to naturewild@naturekidsbc.ca, and AI may answer them in an upcoming issue of NatureWILD magazine.

NATUREWILD MAGAZINE CURRICULUM CONNECTIONS

Spring 2017: All About Bears!

Did you know that Winnie the Pooh was once a real, live, Canadian Bear? In this article your students will learn a fun piece of Canadian History - that the real Winnie the Pooh, was actually a bear from White River Ontario!

THE STORY- Grades: K-7 Subject Area: Language Arts

BOOK BEAR
(PAGE 7) **Teaching Idea** – Use this story as a read aloud. Have students track Harry’s trip from Winnipeg to England & France. Then do a story comparison with actual Winnie the Pooh stories and research about A. A. Milne the Winnie the Pooh author. From here students could use an animal they see frequently in the school yard or near their homes to write their own Winnie the Pooh-like story.

Curriculum Link: Arts Learning Standards: Exploring and creating – explore elements, processes, materials, movements, technologies, tools, and techniques of the arts.

Resources:

Potential Research Website: <http://www.just-pooh.com/milne.html>

WATER BEARS:

This article will introduce your students to a very curious and interesting animal - the Water Bear.

TINY BUT

Grades: 1-7 Subject Area: Language Arts

INDESTRUCTIBLE

Teaching Idea – To teach predicting and questioning. Show students the electron microscopy image of a tardigrade (water bear) on page 12. Ask students to make predictions about what they think they will learn about the water bear through this article. Have students come up with their own questions about this interesting tiny animal. Then read the article and see how many of their predictions were right, how many questions were answered.

(PAGES 12-13)

What do Black Bears like to eat? This clip & save activity has students guess some of the many different foods eaten by black bears using eight close-up pictures. Don't worry, the answers are provided too!

IF YOU GO OUT

Grades: 1-7 Subject Area: Language Arts, Science

IN THE WOODS

Teaching Idea – Many people think bears are carnivores and hunt animals. This article will dispel this myth, showing your students how varied the diet of a bear is, making them a true omnivore. Before reading the article, ask students to share what they think they know about a bear’s diet. Then read the article to get more information. This is a good opportunity to talk with students about how important it is to be open to new information and how what we know changes as we get older, have more life experiences and learn more - if we are open to it.

(PAGE 16)