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# Sleepover with Beatrice & Bear

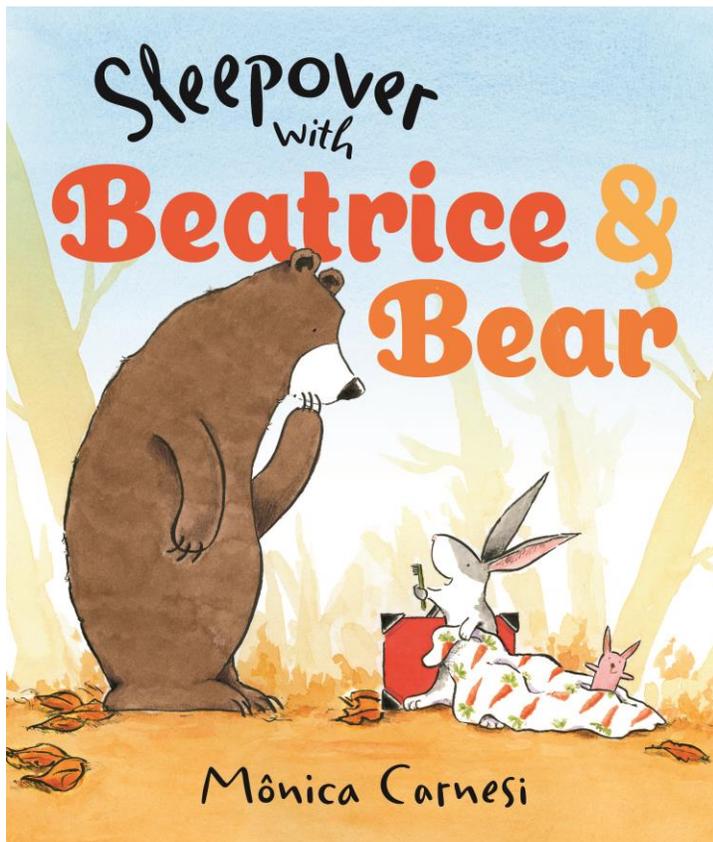
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a teacher's guide

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Created by marcie colleen

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**Mônica Carnesi, Author-Illustrator**

***Sleepover with Beatrice & Bear***

Mônica Carnesi is an artist and a librarian, which allows her to combine her love for illustration and her passion for children's literature. Her first book, *Little Dog Lost*, was a Horn Book Fanfare book, a Bulletin Blue Ribbon book, a Bank Street Best Book, and winner of the Gryphon Honor Award. Originally from balmy Rio de Janeiro, Brazil, Mônica would love to hibernate through winter just like Bear.

Visit her at [www.monicacarnesi.com](http://www.monicacarnesi.com).

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Marcie is a former teacher with a bachelor's degree in English Education from Oswego State and a master's degree in Educational Theater from New York University. Although she lives in "the city that never sleeps", Marcie is known to enjoy a good hibernation now and then.

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## **How to Use This Guide**

This classroom guide for *Sleepover with Beatrice & Bear* is designed for students in preschool through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

This guide offers activities to help teachers integrate *Sleepover with Beatrice & Bear* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

# Table of Contents

## English Language Arts (ELA)

Reading Comprehension	4
Writing Activities	5
My Ultimate Sleepover!	
The North Wind Doth Blow ~ a poem by Anonymous	6
Share with Your Friends ~ Writing "How To" Instructions	
Speaking and Listening Activities	7
Choral Reading	
Mime	
Drama	
Vocal Style	
Language Activities	
Seasons Vocabulary	

## Math 8

Word Problems	
A Year with Beatrice and Bear ~ a calendar counting activity	
How Many Bears in the Cave?	9

## Science 10

Seasons of Stories	
Seasonal "Weather!" game	11
Create a Classroom Li-BEAR-y	
Bears Research Project	12
Bears: Fact vs. Fiction	
Where Do Animals Go in the Winter?	13

## Social Studies

My Day in Pictures	
Seasons Pen Pals	14
A Sleepover: a rite of passage	

# English Language Arts

## Reading Comprehension

Before reading *Sleepover with Beatrice & Bear*,

Help students identify the basic parts of a picture book: front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Explain that Mônica is the Author-Illustrator of *Sleepover with Beatrice & Bear*. What does an author do? What does an illustrator do? What does it mean if there is an Author-Illustrator?
- Describe the cover illustration in your own words. Look at the characters. How do you think they are feeling?
- Mimic what the characters are doing. How does it make you feel?
- Can you predict what the story might be about?
- This story takes place through four seasons (Spring, Summer, Fall and Winter). Which season do you think is represented on the cover? What about the title page?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Where is Bear sitting on the first page? Why is he sitting there? Why is Beatrice upset?
- How does Bear make Beatrice feel better and become her friend?
- What kinds of fun do the friends have in spring? In summer? In fall?
- When Bear disappears, who tells Beatrice where he went? Where did Bear go?
- Beatrice doesn't know what "hibernate" means. What does she think it might mean? What does "hibernate" mean?



- What does Beatrice pack for a sleepover?
- How do Bear and Beatrice spend the beginning of their sleepover?
- What does Beatrice do to try and fall asleep?
- Why does Beatrice think winter is ruined?
- Because Bear has never experienced in winter, how does Beatrice share it with Bear? What kinds of things does she busy herself with?
- What is Beatrice’s surprise for Bear?

Look closely at the illustrations throughout the book.

- Can you guess what Mônica Carnesi used to make the illustrations? Point out to the students where information can be found on the copyright page of most picture books.

Look closely at the following illustrations:

“They read stories, drew pictures, and shared a nice cup of warm milk.”

- What is Bear drawing? What is Beatrice drawing? Do these drawings remind you of anything that Beatrice and Bear did together? What do you think they are talking about?

“Perhaps bunnies are not great hibernators after all”

- What does Beatrice do before she leaves the cave? Why do you think she does this even though she is upset?

“And when Bear woke up, on another clear spring day”

- What is Bear carrying? Why do you think Bear has the blanket and rabbit doll? Why do you think Beatrice left the rabbit doll in the cave?

## **Writing Activities**

### **My Ultimate Sleepover!**

Beatrice loves sleepovers and has great plans to have a great time with Bear.

Have you ever had a sleepover? Write about what made your sleepover so much fun. Who did you invite? What did you do? What did you eat? How late did you stay up? Be sure to describe the experience in as much detail as possible.

OR

Create a fictional story in about the ultimate sleepover! What crazy fun would make a sleepover the most memorable ever?

*Optional:* Create the story together as a class.

### **The North Wind Doth Blow ~ a poem by Anonymous**

Read the following poem to the class.

*The north wind doth blow,*

*And we shall have snow,*

*And what will the bear do then?*

*He'll sleep in a cave,*

*During the cold wave,*

*And wait til the flowers do grow.*

Have students write the poem on a piece of paper and illustrate it. Challenge them to make up their own stanzas about other animals, like rabbits and squirrels.

### **Share with Your Friends ~ Writing "How to" Instructions**

Because Bear hibernates all winter, Beatrice found some creative ways to share winter with him. She took photographs, drew pictures and even wrote instructions for making a bunny angel.

What is something you do that you want to share with your friends?

Do you know how to make the best grilled cheese? Or how to play a certain game? Or how to make a certain craft?

Create a list of steps needed. Add photographs or drawings where you can so you can share with the class.

For some extra fun writing "how to" instructions, bring in all of the tools necessary to complete a simple task (like making a sandwich) and have the students walk you through step by step. If they miss a step, hilarity might ensue!

## **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some other ways to bring *A Sleepover with Beatrice and Bear* to life in your classroom and also have fun with speaking and listening skills!

### **Choral Reading**

The teacher takes the role of the narrator and Bear while the students take the role of Beatrice. Create a script. Read the script aloud together. Emphasize memorization of the students' parts as well as good vocal expression.

### **Mime**

While the teacher reads the book aloud, the students can act out the events in the book. Half of the students can be Bear and the other half can be Beatrice. Emphasize body motion and facial expressions, as well as listening skills.

### **Drama**

Ask the students to think of winter activities. Have the students act out their ideas in front of the class. They can either tell the class what they're acting or ask the class to guess what actions they are acting out.

Or

Create a TV commercial to encourage people to read *Sleepover with Beatrice and Bear*.

### **Vocal Style**

In small groups, act out *Sleepover with Beatrice and Bear* as an opera, a western, a "breaking news" story, a thriller, etc. The rest of the class should guess what "style" is being presented.

## **Language Activities**

### **Seasons Vocabulary**

As a class, create a list of words associated with each of the four seasons.

Then create a classroom display, using a bulletin board or large piece of paper. Decorate using drawings of the four seasons and the list of vocabulary words.

*Optional:* Introduce the months of the year, as well, and add those to the display under the appropriate seasons.

# Math

**Word Problems** *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) Beatrice plants 9 carrots. Bear sits on and squashes 3 of the carrot plants. How many carrot plants are left?
- 2) Beatrice and Bear go bird watching and find 2 woodpeckers in a tree. 2 more woodpeckers land in the tree. How many woodpeckers do Beatrice and Bear see?
- 3) Beatrice takes 5 books out of the library about hibernation. She reads 4 of them. How many books about hibernation does Beatrice have left?
- 4) Beatrice and Bear read 6 bedtime stories. Before Bear falls asleep they read 1 more. How many bedtime stories do Beatrice and Bear read?
- 5) Beatrice takes 8 photos of winter fun for her scrapbook for Bear. She then adds 2 photos of a snowstorm. How many photos does Beatrice take for the scrapbook?

## **A Year with Beatrice and Bear ~ a calendar counting activity**

A calendar can be a great way to introduce number recognition, counting and number sequencing.

Show the class a calendar. Ask for volunteers to point to different features, including the year, the names of the days, and the names of the months. Then use the calendar for some whole-class counting exercises.

- Count the number of days in a week.
- Count the number of days in a month.
- Count the number of months in a year.
- Leaf through the calendar to see if all of the months have the same number of days.
- Count backwards as you point to the numbers on a page in reverse order.

Once students are familiar with the calendar, cut out all of the pieces of the calendar and have the class re-create it.

Add holidays and class birthdays to the calendar.

Place moments from *Sleepover with Beatrice and Bear* on the calendar.

- Pick a spring date when Beatrice and Bear met.
- Schedule a summer swimming playdate for Beatrice and Bear. Add a date for a picnic.
- Choose a fall date that Beatrice and Bear can play in the leaves.
- When do you think Bear went into hibernation? When do you think he wakes up?
  - How many days would Bear be in hibernation? Through which months?
  - How many classmates would not be able to invite Bear to their birthday party because he is hibernating?
  - What are some holidays Bear would miss out on?
  - Schedule Beatrice's "to do" list while Bear sleeps.

### How Many Bears in the Cave?



For this activity students will need to draw the above math equation on a piece of paper.

Have students pair up. Give each pair of students 10, 20, or whatever sum "bears". These can be buttons or pennies or even Teddy Graham crackers.

One partner closes their eyes, the other partner places some "bears" in each of the first two squares.

They write the total in the square at the end and then covers up one of the circles with a "cave" (paper cup).

The other partner guesses how many bears are in the cave.

# Science

## **Seasons of Stories**

Gather fiction and non-fiction books, newspaper articles, internet clippings, videos and any other form of media about the four seasons.

Related book suggestions:

*Four Seasons for Four Seasons* by Tomi Depaola

*Poppleton in Winter* by Cynthia Rylant

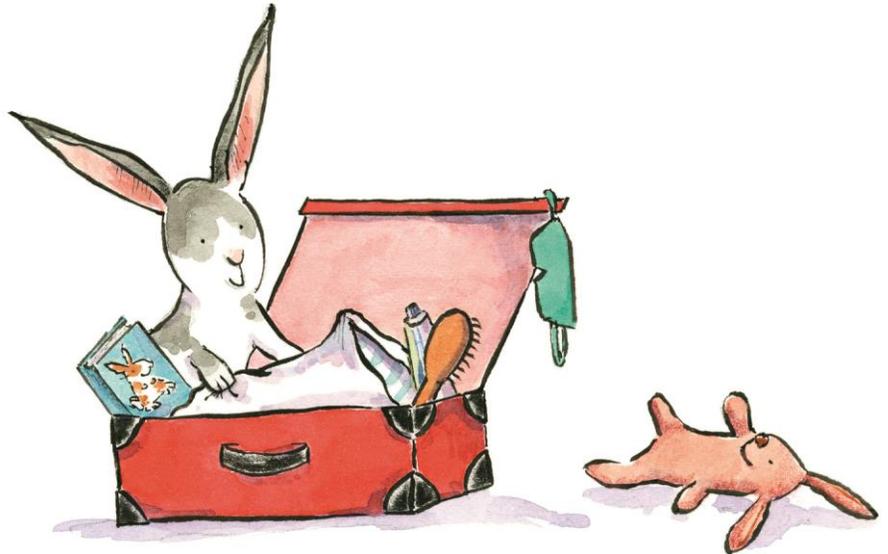
*Poppleton in Spring* by Cynthia Rylant

*Poppleton in Fall* by Cynthia Rylant

*Summer: An Alphabet Acrostic* by Leslie Evans

After reading a story about a certain season, discuss

- The different holidays in that season.
- The different weather in that season.
- The activities to enjoy doing during that season.
- The clothes worn in that season.
- The way trees and plants look in the schools town/city that season.



After the discussion, each student will draw a picture of their favorite season. They will write one sentence describing their picture.

*Optional:* The picture book *Maple* by Lori Nichols provides a wonderful view of the seasons as seen through the friendship between a little girl and her tree. Compare this seasonal friendship to the friendship between Beatrice and Bear. How are they similar? How are they different?

## Seasonal "Weather!" game

Think of each of the four seasons.

What are some of the activities you do most in each season? (Going to school, playing football, raking leaves, etc. in fall; swimming, going to camp, etc., in summer; playing Little League, planting a garden, etc., in spring; shoveling, skiing, playing hockey, etc., in winter.)

What kinds of weather do we tend to have in each season? (sunshine, thunderstorms, heat in summer; fog, hurricanes, cool in fall; snow, sleet, icy winds in winter; rain, warmth in spring.)

1. Pick a season to start the game.
2. Think of an activity that is done in that season and begin to act it out.
3. When the teacher calls out, "weather!" some kind of typical seasonal weather will take place and everyone must react appropriately.

Repeat this with each season.

*Optional:* put a lot of stress on the senses. What does the weather sound like? Feel like? Does it have a smell? A taste? What do you see?

## Create a Classroom Li-BEAR-y

Gather fiction and non-fiction books, newspaper articles, internet clippings, videos and any other form of media about bears and hibernation.

Related book suggestions:

*More Bears!* by Kenn Nesbit, illustrated by Troy Cummings (fiction)

*Bear Has a Story to Tell* by Philip C. Stead (fiction)

*Bear Snores On* by Karma Wilson (fiction)

*Growl! A Book about Bears* by Melvin Berger

*Do Bears Sleep all Winter?* by Melvin Berger

*Why Do Bears Sleep all Winter?* by Jane Duden

*Bear-ology: Fascinating Bear Facts, Tales & Trivia* by Sylvia Dolson

*Hibernation* by Tori Kosara

## Bears Research Project

Bear in *Sleepover with Beatrice and Bear* is a Brown Bear. However, there are many other bears worth researching. Some bears do not even hibernate!

Assign each student or pairs of students a type of bear to research on the Internet. Types include: brown bears, black bears, panda bears, polar bears, sun bears, and sloth bears.

Information to be gather must include:

- Type of bear
- Color of the bear
- Size of the bear
- What it eats
- Where it lives
- Does it hibernate?
- Draw a picture of the bear
- Write 3 words that describe your bear
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

OR

Make a book. Students will cut and paste or draw their assigned bear, and include the facts they have researched.

### Bears: Fiction vs. Non-fiction

Compare the facts researched about bears above (non-fiction) to Bear in *Sleepover with Beatrice and Bear* (fiction).

As a class, create a T-chart of comparisons.

Non-fiction	Fiction
Bears swim	Bear swims with Beatrice
Eat honey	Bear squashes carrots while watching beehive
Cannot draw	Bear draws a picture of a fish in the sea

## Where Do Animals Go in the Winter?

While some animals hibernate, others either go South for the winter or stay right where they are.

Through an Internet search, find out where the following animals spend the winter:

- Rabbits
- Snakes
- Squirrels
- Frogs
- Raccoons
- Bears
- Geese



Create a poster of a winter scene and place the animals where they can be found.

Possible places can be:

- In a log
- In a cave
- In the mud
- Go South
- In a tree
- In a burrow

Of the animals that don't hibernate in the winter, such as Beatrice, how do they survive? (thicker coat, storing nuts, etc.)

## Social Studies

### **My Day in Pictures**

Beatrice sets out to share winter with Bear by taking a bunch of photographs of her favorite winter activities.

Pick a day of the week to document through photos. Borrow someone's camera, if you don't have your own, and be sure to click away.

Show your viewers what your morning, day and night were like.

What you ate. What you wore. Where you went. And what you did.

Create a scrapbook page of your day to present to the rest of the class. The final scrapbook pages can then be combined into a large class book or hung on a bulletin board display.

### **Seasons Pen Pals**

Connect with another student at a school in a climate not like your own. Perhaps it's a place that doesn't have snow, like you do. Or a place where its winter most of the time.

Write a letter sharing 5 things you do in your climate. Be sure to include drawing and photos to help explain what the season is like.

Ask your pen pal to respond with a letter about 5 things they like to do in their climate.

### **A Sleepover: a rite of passage**

Many parents look at sleepovers as a "rite of passage", meaning that it is something a kid can only do when they reach a certain age.

Have all of the students in your class ask their parents at what age they would be able to have their first sleepover. Also, survey kids of different ages in the class.

As a class, create a graph of ages and sleepovers. What is the average age that a student is able to have a sleepover? Discuss the results and reasons for the results.

