

THE BEAR, THE BAT, AND THE DOVE

By Rob Cleveland

Pre-Kindergarten

Outcome:

Students will demonstrate an understanding of the story through the use of acting, sequencing, visual memory, phonics, writing readiness, and discussion.

Overview:

Students will read and explore a folktale, while utilizing interdisciplinary connections in language arts, math, drama, music, cooking, science, and art.

Materials:

Book, The Bear, the Bat, and the Dove

Blackboard or whiteboard

Story Pictures worksheet (1 per student)

Scissors, glue stick, brass fasteners

Celery sticks, peanut butter, cream cheese, raisins, small crumbs of bread

Plastic knives, napkins

Optional: Books

Treasured Time with Five-to Ten-Year-Olds (Jan Brennan, August House 1990)

How & Why Stories (Martha Hamilton and Mitch Weiss, August House 1999)

Assessment Tools:

What Comes Next? worksheet

Starts with the Letter B worksheet

Make a Bear worksheet

INSTRUCTIONAL PLAN

Introduction:

Teacher informs students:

- They are going to read three stories about animals.
- These stories are also about friendship.

Teacher asks students to:

- Identify the characteristics of a good friend.
- Identify the characteristics of someone who is not a good friend.
- Students share experiences about their friendships.

Teacher teaches class the friendship songs, “Three Best Friends” and “Jack and Bill”.
(Songs from Treasured Time with Five-to Ten-Year-Olds)

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Introduction cont:

“Three Best Friends”

(Sung to the tune of Three Blind Mice)
Three best friends, three best friends,
See how they play, see how they play,
They all ran after the soccer ball,
They help each other if one should fall,
Did you ever see such a threesome all
Of the three best friends?

“Jack and Bill”

(Sung to the tune of Jack and Jill)
Jack and Bill
Are friends until
The sun no longer rises;
They’re so tight,
They seldom fight,
And love to share surprises.

Jack and Bill
Are friends until
The stars fall from the sky:
They go everywhere,
They like to share,
And they see eye to eye.

Introduction: The Bear, the Bat, and the Dove:

- Inform students these stories were told by Aesop, a famous storyteller from long ago.
- The first story is about a bear. Ask students to name stories that have bears as characters. How do the bears act in these stories?
- Teacher reads story, The Bear and the Two Travelers, to class and pauses on pages 3, 4, 7, and 8 to ask the students to predict what the bear will do.

Discussion Questions to Assess Comprehension:

- How do the travelers feel when they first see the bear?
- What did the men do when they saw the bear?
- What did the bear do when the man laid down flat on the ground?
- What advice did the bear give the man?
- Was the man who climbed the tree a good friend to the other man?
- Was the bear a good friend?

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Introduction: Why Bat Flies At Night:

- Inform students that the next story is about a bat.
- Ask students to name other stories with bats as characters.
- Teacher reads Why Bat Flies At Night.

Discussion Questions to Assess Comprehension:

- Who was having a war?
- Which side did Bat want to be on?
- How was Bat like land animals?
- How was Bat like birds?
- What happened when the war ended?
- What lesson did Bat learn?
- Was Bat a good friend to the other animals?

Introduction: The Ant and the Dove:

- Inform students that the next story is about a dove and an ant.
- Ask students to name other stories with a dove or an ant as a character.
- Teacher reads The Ant and the Dove.

Discussion Questions to Assess Comprehension:

- Why did the ant need help?
- How did the dove help the ant?
- Why did the dove need help?
- How did the ant help the dove?
- What lesson does this story teach about friendship?
- Which story did you like best?
 - Teacher writes the name of each story on the board and records the student votes with tally marks.
 - Class counts the tally marks and teacher writes the number of votes under each title.
 - Students determine which story was the class favorite.

Dramatic Arts and Public Speaking:

- Act it Out
 - Teacher reviews sequence of events in each story.
 - Inform students that the last sentence or last two sentences in fables are very important because they tie the story together. Re-read the last page of each story
 - Assign the following character roles to students:
 - Traveler who climbs tree, other traveler, bear, bat, land animals (have students name & choose different animals), birds (have students name & choose different birds), ant, dove, and birdcatcher
 - Ask students to think about their character's voice, facial expressions, and body language.
 - Students act out each story.

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Sequencing:

What Comes Next? worksheet

Directions: Cut out the pictures on the Story Pictures worksheet along the dotted lines. Students determine the pattern on the What Comes Next? worksheet and choose the correct picture for each sequence. Glue the correct picture in the space provided.

Visual Memory:

- Concentration
 - Use the cut out pictures from the sequencing activity.
 - Place two of each picture in random order; face down on table or floor.
 - Students work in pairs or small groups.
 - Each pair or small group uses one set of pictures.
 - The first student turns over two pictures and names them.
 - If they match, the student keeps them.
 - If they do not match, they are turned face down in the same place and the second student takes a turn.
 - The game continues until all picture pairs have been matched. Teacher can customize this activity's difficulty level by decreasing the number of pictures pairs used, if necessary.

Writing Readiness:

Follow the Bat

Directions: Using a crayon, draw a line in the path to help the bat as he travels from the land animals to the birds, and to the cave. Why is the bat hiding in the cave?

Phonics:

Starts with the Letter B worksheet

Directions: Circle the pictures that start with the letter b.

Worksheet has pictures of bat, bear, dove, ant, tree, bird, leaf, and lion.

Art:

Make a Bear worksheet

Materials: worksheet, crayons, scissors, brass fasteners (with wings)

Directions: The bear in the story looked menacing (discuss meaning) at first but he turned out to be a friendly bear. We can tell if someone is friendly by the expression on his or her face or by his or her body language. Cut out the shapes, color them, and use brass fasteners to secure the head, arms, and legs to the body. Fasteners are placed through the small circles on the body, arms, and legs. Teacher may pre-punch the holes for students. Move the body parts to position the bear so that he looks mean. Next, make the bear look friendly. Discuss what makes the bear look friendly or mean. Students decide if their bear will be mean or nice by drawing a mouth on their bear. Follow up by having students use their own body language and facial expressions to convey being mean and then being friendly.

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Cooking:

Ants on a Log

Materials: celery sticks, peanut butter, cream cheese, raisins

Fill each clean stalk of celery with cream cheese or peanut butter. Top with raisins.

Science:

Materials: tiny crumbs of bread

Class goes on a nature walk to find a mound of sand or dirt where ants are living. Place the tiny crumbs of bread near the ants' home and watch what happens.

- Where did the ants go?
- How do they carry the food?
- Students draw a picture to show what they learned through watching the ants.

(Activity adapted from Treasured Time with Five-to Ten-Year-Olds)

Extension Activities:

Read the story, Why Ants are Found Everywhere, in How & Why Stories, pages 28-29.

Compare and contrast the themes of friendship with The Bear, the Bat, and the Dove.

Recipe for "Friendship cookies" and other friendship activities can be found in Treasured Time with Five-to Ten-Year-Olds, pages 123- 125.

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Name _____ Date _____

Story Pictures

Directions: Cut out the pictures along the dotted lines.



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Name _____ Date _____

What Comes Next?

Directions: Cut out the pictures on the Story Pictures worksheet along the dotted lines. Glue the correct picture in the space provided.

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Name _____ Date _____

Starts with the Letter B

Directions: Circle the pictures that start with the letter b.



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Name _____ Date _____

Make a Bear

