

Bear's All-Night Party

by Bill Harley

Outcome:

Through discussions, creative activities, and crafts, students will understand and interpret the story.

About the Book:

Guided Reading:

L

Character Traits:

Responsibility

Courage

Region:

USA

ISBN:

978-0-874835-72-4

Materials:

Book, *Bear's All-Night Party*

Unlined paper, preferably for painting

Brown acrylic paint

Paper bowls (for dipping forks in the paint)

Plastic forks

Black and brown construction paper

Scissors

Glue sticks

Googly eyes

Colored pencils or crayons

"Bingo Rhymes" worksheet

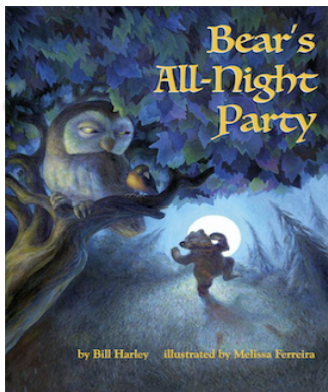
Placeholders (game pawns), such as counting cubes, counting chips, paper clips, or coins

Uncooked rice

Plastic Easter eggs

Washi tape or masking tape

Plastic spoons



Bear's All-Night Party

Kindergarten

Instructional Plan:

Introduction

Directions:

- Show student the cover of the book and ask them to predict what the story is about.
- Prompts students with the following questions as necessary:
 - What do you see?
 - Describe the bear.
 - Describe the owl.
 - How are the animals in the illustration feeling? Look at their expressions.
 - What might the bear, owl, and bird each be thinking about? What would they say to one another if they were having a conversation? Use your imagination.
 - What is the setting? What colors are used to help set the scene?
 - What else can you tell me about this illustration?
 - What do you think this story is about?
- Students take a picture walk through each page of the story.
- Teacher asks students to make more predictions about the story, now that they have seen all the illustrations.
- Read the story to the class and ask students how accurate their story predictions were.

Questions for Comprehension:

- Who are the characters in this story?
- Why can't Bear sleep?
- What does Bear suggest to his friends, and how do they respond?
- What does Bear do when no one comes to his party?
- What animals come to Bear's party first?
- Which animal sings the bass part of "bum bum bum bum bum bum bum bum?" Who sings "doo wadda badda...bop...bop?" Who sings "ka chirpa chirpa chichi?"
- What does Bear do after he asks everyone to stop dancing and singing?
- How do the animals react when the moon talks to Bear?

Common Core Standards:

CCSS.ELA-
LITERACY.RL.K.1

Ask & answer
questions about details
in text

CCSS.ELA-
LITERACY.RL.K.3

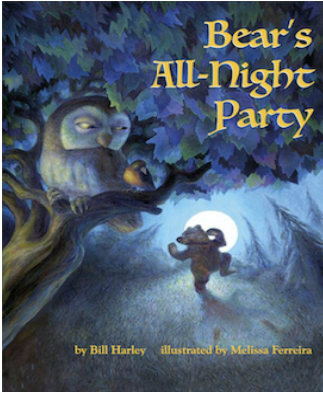
Identify characters,
settings, major events

CCSS.ELA-
LITERACY.SL.K.1

Collaborative
conversations

CCSS.ELA-
LITERACY.RL.K.7

Relationship
between illustrations
and story



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Common Core Standards:

CCSS.ELA- LITERACY.RL.K.1

Ask & answer questions about details in text

CCSS.ELA- LITERACY.RL.K.3

Identify characters, settings, major events

CCSS.ELA- LITERACY.SL.K.1

Collaborative conversations

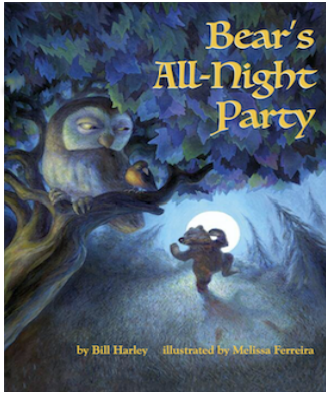
CCSS.ELA- LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas

Instructional Plan Continued:

Questions for Interpretation:

- How does the cover of the book make you feel?
- What are some of Bear's reasons for throwing a party?
- Why do you think Bear's friends are hesitant about Bear's party?
- What does Bear mean when he says, "You never know what might happen?"
- How do you think Bear feels when his friends turn down his party invitations?
- (Show students the illustrations of Bear getting ready for his party. You should see 2 similar images of the sky and Bear's face.) What are the differences between these pictures? What do these differences show us?
- Why does Bear start the party by himself?
- Bear's friends don't want to come to his party in the beginning of the story, but they eventually come to the party. What makes them change their minds?
- Bear hosts a party at night. His friends seem surprised at this. Have you ever tried to do something unusual? What happened?
- Why is Bear so excited about the moon?
- (Show the students the artwork on the page where the animals grow quiet and look up at the moon.) What stands out to you? How does the artist emphasize the moon?
- Think about Bear's comment that he says several times in the story: "You never know what might happen." What happens in the story that is unexpected?
- How do you think Bear's friends feel when they hear the moon talk?
- Have you ever seen a full moon? Tell us about it. How did you feel when you saw it?
- What does the story have to do with hope?



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Common Core Standards:

CCSS.ELA- LITERACY.SL.K.1

Collaborative
conversations

CCSS.ELA- LITERACY.SL.K.1.A

Follow agreed-upon
rules for discussions

CCSS.ELA- LITERACY.SL.K.2

Confirm understanding
of text read aloud

CCSS.ELA- LITERACY.SL.K.6

Speak audibly and
express thoughts,
feelings, and ideas

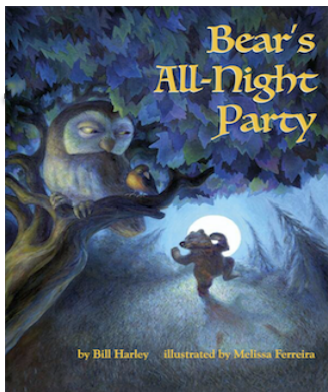
Follow Up Activities:

Sing It Out

Directions:

- Ask students what they think it sounds and looks like when all the animals in the story sing and dance at the same time.
- Ask how Bear, Moose, the birds, and the bugs might sing their respective parts. How would their voices sound? Get students to demonstrate each part.
- As a class, practice singing Bear's part: "Come on out and play with me. / Come on out, now, can't you see / The full moon will shine till the light of day? / So come on out and play, come on out and play."
- As a class, practice singing Moose's part: "Bum bum bum bum bum bum bum bum."
- As a class, practice singing the birds' part: "Doo wadda badda... bop...bop / doo wadda badda...bop...bop."
- As a class, practice singing the bugs' part: "Ka chirpa chirpa chichi / Ka chirpa chirpa chichi."
- Divide the class into 4 groups. Assign each group a part to sing.
- Ask the students which animal sang first, which joined in next, and so on. Then, starting with Bear and going in the order from the story, have each group of students practice their part, 1 group at a time.
- Instruct all the groups to sing their parts at the same time. Lead them through the song at least 1 time.
- Ask the class what they thought of their singing. Ask them if it would be hard to sleep while listening to the song.
- Instruct students to sing their parts again, this time while dancing. You can let them free dance, or you can suggest each group dance "in the style" of their animal.
- Feel free to let groups switch which part they are singing/dancing.





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Follow Up Activities Continued:

Bear Fork Painting

Materials:

- Unlined paper, preferably for painting
- Brown acrylic paint
- Plastic forks and paper bowls (for dipping forks in the paint)
- Black and brown construction paper
- Scissors, glue sticks, and googly eyes

Directions:

- Explain to students that artwork can be done in a variety of ways (painting, sketching, sculpting, etc.), and that different artists have different ways of creating. Tell them the artist of *Bear's All-Night Party*, Melissa Ferreira, used acrylic paint and computer software to create the pictures you see in the book. Have students describe her artwork.
- Instruct students to use their forks to make lots of lines (for the bear's fur). Have them make a circle of fur. This is the bear's face.
- Instruct students to cut out noses (black construction paper) and ears (brown construction paper). (Think heart-shaped for the noses and semi-circle for the ears.) Have students glue these down, along with the eyes.
- Lead students in a discussion of how each painted bear looks a little different. And all the artists used the same materials and the same method! Talk about how there are many unique ways to make artwork.

Creative Skits

Directions:

- Divide the class into groups of 3 or 4 students. Have students discuss within their group, then as a class, the idea of hope and Bear's mantra throughout the story: "You ever know what might happen."
- Instruct the groups to make a skit about an exciting surprise. They can base the skit off of something that has happened to one of them, or they can use their imaginations to make up a story.
- Have the students act out their skits, 1 group at a time. Have the other students identify the unexpected part of the skit.

Common Core Standards:

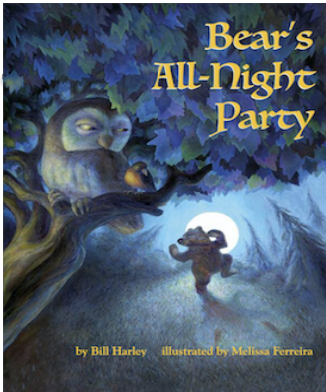
CCSS.ELA-
LITERACY.SL.K.5
Add drawings or other
visual displays to
descriptions

CCSS.ELA-
LITERACY.SL.K.1
Collaborative
conversations

CCSS.ELA-
LITERACY.RL.K.7
Relationship between
illustrations and story

CCSS.ELA-
LITERACY.SL.K.6
Speak audibly and
express thoughts,
feelings, and ideas

CCSS.ELA-
LITERACY.SL.K.1.B
Continue a conversation
through multiple
exchanges



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Follow Up Activities Continued:

Following Directions

Materials:

- "Bingo Rhymes" worksheet
- Colored pencils or crayons

Directions:

- Give students the following instructions for coloring in the images on their Bingo boards (identified below by the word under each image):
 - "Chair:" Color the chair the same color as what you're wearing today.
 - "Herd:" Color the sky behind the sheep light blue.
 - "Play:" Color the children playing using 3 different colors.
 - "Hop:" Color the rest of the square green and leave the bunny white.
 - "Spoon:" Color the spoon silver. Draw a blue bowl under the spoon.
 - "Moose:" Color the moose brown.
 - "Bear:" Color the bear black and draw a rock for him to stand on.
 - "Top:" Pick 4 colors and decorate the top however you would like.
 - "Day:" Color the sun orange. Add a smiling face to your sun.
 - "Moon:" Color the stars yellow, leave the moon white, and color the sky around the moon and stars indigo.
 - "Bird:" Color the bird any color you would like. Draw a music note near its beak.
 - "Sing:" Color the background with pink and yellow stripes.
 - "Hug:" Color the heart red. Draw a little red heart next to it.
 - "Bug:" Color the butterfly orange and black.
 - "Ring:" Color the diamond light blue and the band of the ring gold.
 - "Goose:" Add more grass. Color the goose's beak and feet orange.

Common Core Standards:

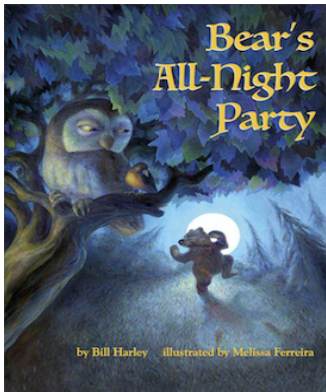
CCSS.ELA-
LITERACY.L.K.1.B

Use frequently
occurring nouns and
verbs

CCSS.ELA-
LITERACY.SL.K.5

Add drawings or
other visual
displays to
descriptions





**Common
Core
Standards:**

CCSS.ELA-
LITERACY.RL.
K.2.A
Recognize and
produce rhyming
words



Follow Up Activities Continued:

Bingo Rhymes

Materials:

- Placeholders (game pawns), such as counting cubes, counting chips, paper clips, or coins
- “Bingo Rhymes” worksheet (preferably after completing the “Following Directions” exercise, see above)
- Scissors
- Glue sticks

Directions:

- Remind students that rhyming words have the same ending sounds. Flip through the book, picking a few words from the text or artwork. Ask students to come up with examples of rhymes.
- Instruct students to cut on the dotted lines of the Bingo Rhymes worksheet. They should have 16 squares total. Have them rearrange the order and glue the squares onto a piece of construction paper (in 4 rows of 4 again). This way, everyone’s Bingo card should be a little different.
- Call out words at random from the selection on the worksheet. Students listen to each word and find its rhyme on their card, putting a placeholder down on the word that rhymes. For example, you say “moose” and the students see the word “goose,” its rhyme, and put a placeholder on “goose.” The first student to get 4 rhymes in a row says “Bingo.”

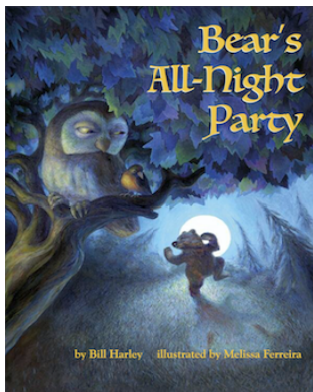
Musical Maracas Craft

Materials:

- Uncooked rice
- Plastic Easter eggs (1 per student)
- Washi tape or masking tape
- Plastic spoons (2 per student)

Directions:

- Help students fill their Easter eggs with a spoonful of rice and tape them shut. Then help students wedge eggs between the bowls of the spoons (1 spoon on either side of an egg) and tape to secure.











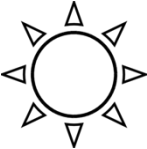







Bear's All-Night Party

Kindergarten

Name: _____

Date: _____

Bingo Rhymes

 chair	 herd	 play	 hop
 spoon	 moose	 bear	 top
 day	 moon	 bird	 sing
 hug	 bug	 ring	 goose