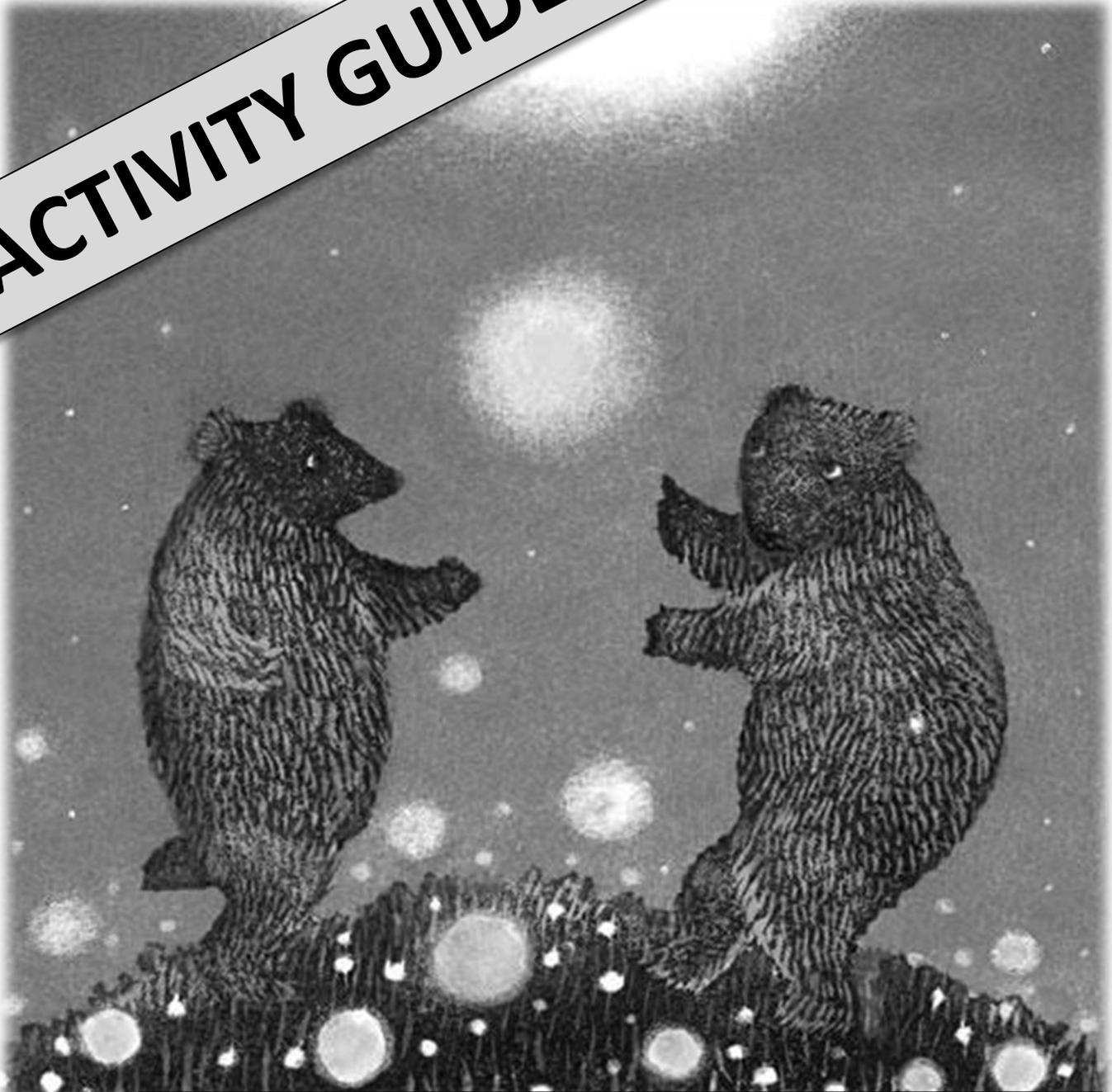


ACTIVITY GUIDE



Wake Up, Brother Bear

A show written & developed by
Imagination Stage

Presented by
**imagination
stage**

Recommended for
Ages 1 to 5

CURRICULUM TIES

Common Core Standards for Maryland Pre-K Readiness:

Personal & Social Development

- Explore and attend to learning tasks
- Demonstrate healthy self-confidence
- Participate cooperatively in group activities

Language & Literacy Development

- Compose oral and visual presentations that express personal ideas
- Use elements of drama to facilitate understanding
- Follow a set of two- or three-step directions

Science

- Ask, “How do you know?” and attempt reasonable answers when others ask the same question
- Recognize that different kinds of living things exist in different places
- Develop an awareness of living things and their ability to support their survival

Personal and Social Development

Activities:

DON'T SAY IT, SHOW IT!

Key Concepts Addressed:

- Self-expression, imagination, gross motor

What You'll Need:

- Chalkboard/whiteboard

In our show, Brother Bear is happy, excited, tired, and at times upset. He uses body language and facial expressions, or **pantomime**, to show the audience how he feels.

With your students, brainstorm a list of emotions, then review the list having the class show you how they would express this emotion in a silent frozen image. Encourage students to engage their entire bodies and find more than one way to show the emotion.

Once students have created frozen images on their own, allow individual students to pantomime an emotion and see if the rest of the class can guess which emotion they're portraying. Have them identify what about the student's face or body led to this conclusion.

In order to extend the activity, give students prompts such as, “eating your favorite food”, and have them express in a frozen image how these situations make them feel.

At home?

Have your child identify the emotions of the characters in his or her favorite book, pantomiming along the way. Follow up with questions on why the character is sad, happy, etc.

This will take story time to the next level!



Fine Arts & Language Activities:

CELESTIAL SOUNDS

Key Concepts Addressed:

- Following directions, listening, keeping a beat

What You'll Need:

- Basic rhythm instruments
- Flashlight & prism

In our play, music supports the story of Brother and Sister Bear. A musician, playing a bird, accompanies our characters throughout the four seasons with music from a guitar, ukulele, banjo, and a flute. Some of the music is specifically written for our production while other songs are more well-known.

In a circle, teach/review with your students "Twinkle Twinkle Little Star." Explore the song at different tempos, in a round, singing loudly, and then singing softly.

Discuss how the song sounds with these changes and how the different versions make them feel. Is one version better to sing in the morning, one at night? Does one make them feel happy and another sad?

Now, hand out the rhythm instruments and lead them through the song again while incorporating a steady rhythm.

To add an extra level of sensory engagement, turn off the lights in your classroom, and with a flashlight and prism project the "night sky" on the ceiling by shining the flashlight under the prism.



Visual Art & Language

STAR STORIES

Key Concepts Addressed:

- Fine motor skills, connecting parts to make a whole

What You'll Need:

- Coloring template (included in packet)
- Various art and coloring supplies

In our show, Brother and Sister Bear take a moment to look up at the night sky and talk about a special **constellation** they see. A constellation is a group of visible stars that stand alone in space, but when connected by an invisible or real line, seem to make a picture in the sky at night. The picture these stars form may take the shape of a person, animal, or object, and ancient storytellers had a story to match each constellation's shape.

There are 88 constellations in our sky, but the two constellations Brother and Sister Bear see are called Ursa Major and Ursa Minor. Ursa Major means "Larger Bear" in Latin, while Ursa Minor means "Little Bear," so it's no surprise each of these constellations' shapes looks like a bear!

To make your own constellation, turn to the template on the final page of this guide and draw lines to connect the dots. What kind of shape does this constellation make?

After completing the constellation, encourage your students to think of what kind of story might pair with the constellation. What is this constellation's name? How did this constellation end up in the sky? Students can brainstorm answers to these questions individually or as a group, sharing their ideas either verbally or in writing.

Language & Literacy Development/Science

Activities:

CLASSROOM CAVE

Key Concepts Addressed:

- Peer cooperation, reality vs. fantasy, listening

What You'll Need:

- Blankets, Pillows, Sheets, etc.

In our play, Brother Bear is first seen hidden under a pile of covers that serves as his hibernation cave. In his cave he feels warm, cozy, protected, and is reluctant to come out. He is hibernating!

Before creating your classroom cave discuss the following:

- What time of year is it when bears hibernate?
- Why do bears hibernate?
- Do we hibernate?
- Where is the best place to hibernate? What makes this place ideal?
- What do we need before we hibernate?

Using materials you have available, create a cave in your classroom. You can hang a sheet from the ceiling, over some chairs and tables, or use any other materials you have to simulate a bear's cave.

Have your students enter the cave and lead them through **dramatic play** of exploring the cave and then preparing to hibernate. After allowing time to hibernate, announce that Winter has passed and it is now Spring time. As the "bears" leave the cave they will enter into a beautiful field of Spring flowers. Have every "bear" find an imaginary flower and gently pick it, give it a good sniff, and find a spot to sit in a circle. Once all the "bears" have found his or her flower and are seated, go around and have them share what color their flower is.

To end the dramatic play, have your students close their eyes and imagine there is a stream of water in front of them and have them gently place their fingers in the water. Then, gently splash the cool water on their backs, on their face, and as you countdown from five they will be back in the classroom.

Dramatic Play 101

When leading your students through this activity, it is important to paint a vivid environment and world for them to play in. Allow your students to have input on things they may see or experience but always make sure that the experience is safe and fun for everyone by setting rules from the beginning (eg. "Everyone needs to be in their own body space.").



Science/Personal & Social Development

Activities:

BEARS AROUND THE WORLD

Key Concepts Addressed:

- Evidence and reason applications, observation, peer cooperation

What You'll Need:

- One large picture of a Grizzly Bear
- One large picture of a Polar Bear
- Two sheets of large butcher paper

In *Wake Up, Brother Bear*, each season change is observed through habitat and environmental changes, that can also be used to determine what types of bears Brother and Sister Bear are. In this activity, your students will identify the lifestyles of different species of bears.

Start by showing pictures of Polar Bears and Grizzly Bears to your students. Make a list next to each of the bears of things you might find in their habitat (ice, snow, seals vs. mountains, caves, honey, etc.). You can include a list in the middle for things that belong to both kinds of bears (eg. fish).

Once you have your list, lay out two sheets of large butcher paper on different sides of the classroom, one for the Polar Bear and one for the Grizzly Bear. Let students create a habitat around the bears!

If you have already seen *Wake Up, Brother Bear*, you can talk about Brother Bear and Sister Bear and try to decide if they are more like Polar Bears or Grizzly Bears.



SUGGESTED READING

- Carle, Eric. *The Very Lonely Firefly*. New York: Philomel, 1999. Print.
- Denega, Danielle, and Pierre-Marie Valat. *Rain or Shine: All About Weather*. New York: Cartwheel Books, 2002. Print.
- Leonard, Marcia, and Bari Weissman. *Bears Busy Year: A Book About Seasons*. Mahwah, NJ: Troll Communications, 1990. Print.
- Oxenbury, Helen, and Michael Rosen. *We're Going on a Bear Hunt*. New York: Little Simon Publishing, 1997. Print.
- Scary, Patricia M. *Good Night, Little Bear*. New York: Golden Books, 2001. Print

Visual Art & Language

STAR STORIES

