



Alaska Bear Dreams

GRADE: 1

TIME: 1 or 2 sessions

Developed by Jenifer Cameron and Karen Stomberg, Art Specialists



KIT INCLUDES:

Lesson Plan
Alaska's Three Bears book
Alaska's Three Bears video
Photo board of bears (2 part)
3 Hibernation boards
Habitat board
Lesson example board (4 part)
1 set color squares (3 colors)
Bear Brochure
Bear Zoobook
vocabulary board

MATERIALS:

Construction paper:
6"x9"
•green
•orange
•purple
•black
3"x18"
•black
various scraps, all colors
glue stick
scissors
crayons
•black •white •brown
metallic paper, tiny pieces

LESSON DESCRIPTION:

Students learn about the habits and habitats of Alaska's bears. After reading and sharing a children's book on bears, students explore the topic of hibernation. They create a drawing of a hibernating bear, complete with cut paper shapes representing the bear's dreams.

VOCABULARY:

primary colors
secondary colors
texture
hibernation
habitat
imagination

ART ELEMENTS:

___Line
_x Shape/Form
_x Color
___Value
_x Texture
___Space/Perspective

ART PRINCIPLES:

___Pattern
___Rhythm/movement
_x Proportion/Scale
___Balance
___Unity
___Emphasis

CONTENT CONNECTIONS:

Alaska Studies
Science

THEMES:
Dreams

OBJECTIVES AND ASSESSMENT CRITERIA:

1. Students will learn about the three types of bears that live in Alaska.
2. Students will be introduced to secondary colors.
3. Students will practice creating texture with drawn lines.
4. Students will use their imagination to create shapes that represent dreams.

PREPARE:

Cut 6 x 9" construction paper (orange, purple, green) for bears
Cut 6 X 9" black construction paper for bubble-cut mounting
Cut 3x18" black construction paper strips
Make available colored paper scraps of various sizes (have available at each table or work area)

ENGAGE AND EXPLORE:

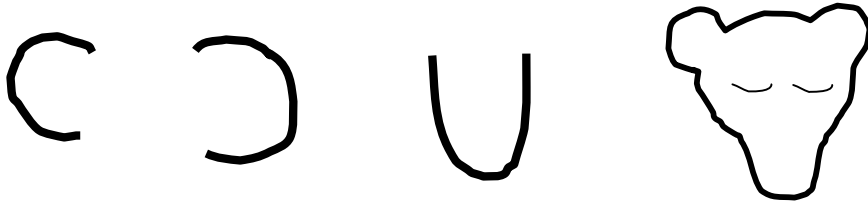
Alaska is home to three different types of bears. Students will enjoy listening as you read the book Alaska's Three Bears written by Shelley Gill and illustrated by Shannon Cartwright. Students will be observing closely the different habits and habitats of these bears as each one goes on a journey to find the best place to live. The lively illustrations and stories within a story located in the borders will help students look for details and clues to share facts of each bear. After looking at how an artist sees bears, students will enjoy looking at actual photos of bears in their habitats. After looking at bears and comparing them in art, photos and video, students will have a good idea of the similarities and differences between each bear. This information will help them to create their work of art.

1. Gather the students and share the book Alaska's Three Bears. (There is a lot of information in this book, and the bottom text, which is more detailed, can be read at teacher discretion.) Talk about the similarities and differences between the **habitats**, **habits** and diets of the three bears. A few notes to make is the male polar bear does not **hibernate**, a grizzly bear and a brown bear are the same bear, they just live in different areas. (The Alaska Range is the boundary between the two.) Encourage students to talk about the borders around the pictures as well.
2. After reading the book, show the vocabulary board and bear identification board with the students. Discuss the similarities and differences about the bears. Have students draw in the air with their finger the shape of a bear's head. Point out that the bears' strongest sense is also the largest part on the head...its nose! Discuss the **texture** of the fur.
3. Next, share the Alaska Bear Habitat board with the students. Talk about which bears live in their geographical area.
4. For the next section, focus on the vocabulary word "**hibernation**". Display the hibernating bear boards and discuss the differences. Discuss some places a bear may hibernate in the student's geographic area or classroom.

CREATE:

1. Show students the lesson example board. Explain they will be making a piece of artwork showing a hibernating bear and what that type of bear may be dreaming about. With the vocabulary board, focus on "**primary**" and "**secondary**" colors. Tell them they will be using secondary colors in their art today. Use the three primary color plastic rectangles to demonstrate what happens when you mix primary colors together. Hold the sheets up to the light or window to demonstrate this process.
2. While students are still seated in the circle area, demonstrate for them how to make the bear. Begin by showing them how to cut an oval from the rectangle shape. You can show them how to imagine the shape of an oval by tracing inside the rectangle with your finger. Make it big!

3. Choose either a brown, white or black crayon to draw the bear's head and paws. A good way is to break the shapes down into letters. Think of the ears as the letter "C" and the nose as the letter "U". Draw what the legs would look like curled up in a ball. Add a couple of bear cubs if you want and when you make the claws, make five on each paw! Discuss ways to make fur texture. Use lines to show the fur. (Students can refer back to the hibernation visuals if they need more help).



4. When students have finished their drawings, have them glue their bear to a piece of 6x9 black construction paper. "Bubble cut" around the edges. This is leaving a little of the black showing so it looks like the bear is in its den.

5. Glue the bear and its den to the bottom of the 3x18 black construction paper strip.



6. Students cut shapes from small color paper scraps and glue them onto the black strip. These shapes show what the bear is dreaming! Shapes can be representational or abstract. Encourage students to cut carefully with detail if they can as well as gluing carefully and securely. Some students may just glue on abstract shapes and attach meaning to the shape. This is part of the process and will help students to talk about their art.

7. Students sign their name on the back of the bear using a pencil.

Have student volunteers talk about their bears and their bear dreams. Students can view the Alaska Three Bears video at this time or at another time.

CLOSE:

ASSESSMENT:

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Can you name the three types of bears in Alaska? (K)
			2. Can you name the three secondary colors? (K)
			3. Did you create a fur texture on your bear? (S)
			4. Did you add an imaginative touch to your art? (C)
			5. Did you actively listen and follow directions?(A)
			6. Did you do your best during this lesson?(E)

Teacher self-critique

8. My teaching of this lesson:

1 2 3 4 5 6 7 8 9 10
needed improvement was highly successful

9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:

Art: A1,2,3,4 B4; C4; D6.
Science: C, G

CREDITS:

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