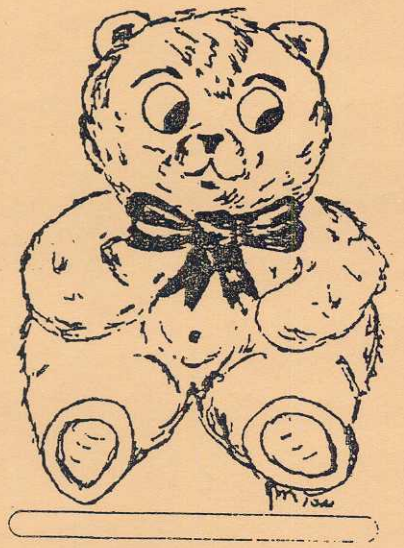
KNOW YOUR



BEARS

Parts of this book were taken from:

Reading is a Natural
Family Reading Program Manual
Gaye R. Walter, Project Coordinator
The Montana State Library

Bears, Imagination and Reality
School Services Division
The Science Museum of Minnesota
30 East 10th St., St. Paul, MN 55101

Be Bear Aware
Interagency Grizzly Bear Committee
Chris Servheen
U S Fish, Wildlife Service
NS 312, University of Montana
Missoula, MT 59812

Identification of Montana's Big Game Mammals
Montana Outdoors
Helena, Montana

We wish to thank the following people for their contribution to this publication.

Montana Fish, Wildlife & Parks
Kurt Cunningham
Lucille Lundin
David Clark-Snustad

Teachers
Carol Pozder
Judy Kuntz
Jeanne Vlasie
Carol Droz

Artists
Dawn Sievers
Jan Mion

Editor
Susan I. Murphy

And countless others who offered suggestions and ideas.

This book is available from:

Montana Fish, Wildlife & Parks
1420 East 6th Ave.
Helena, MT 59602

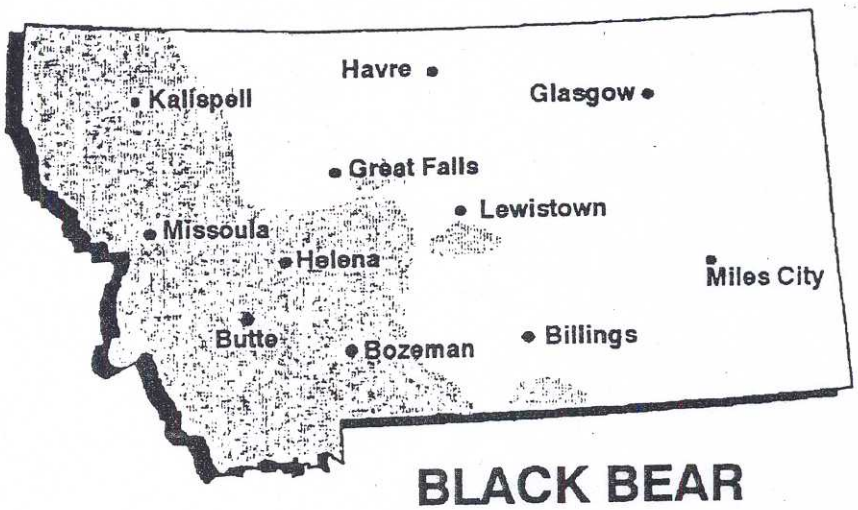
1st Edition, 1995

This is the first in a series of books for educators of preschool children.
These books are designed to help expand the children's knowledge of wildlife.

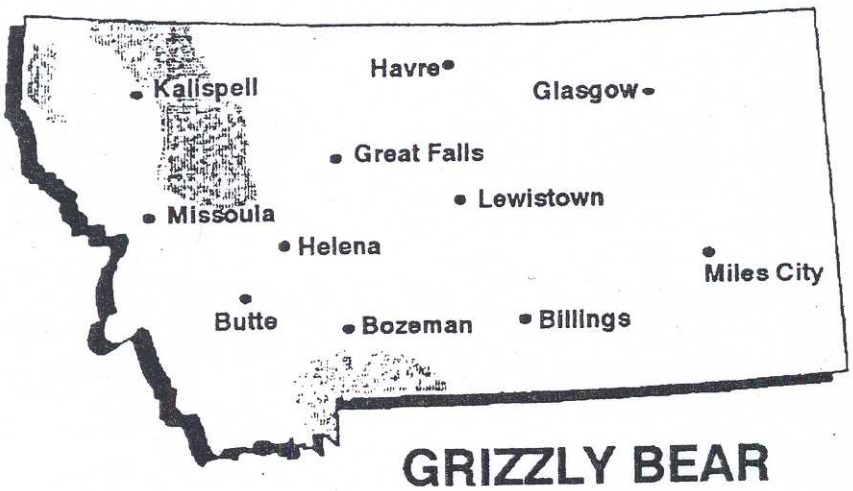
MONTANA BEAR COUNTRY
(Shaded areas)

The more you know about bears and how to act in their home the safer you and the bears will be in Montana Bear Country.

Do you live near bear country?



BLACK BEAR



GRIZZLY BEAR

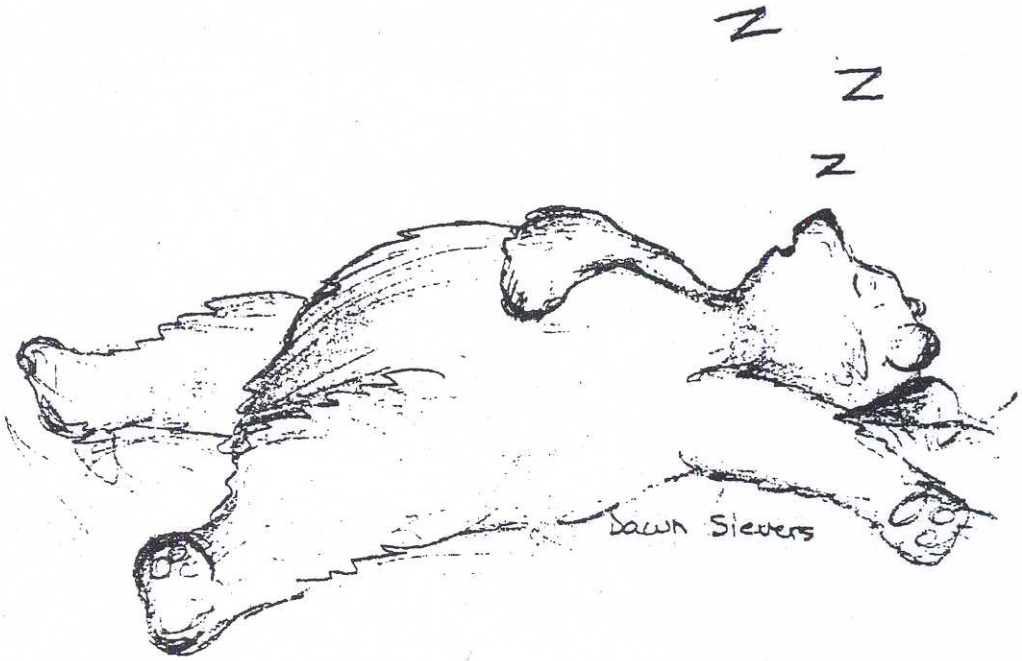
IT HELPS TO KNOW WHAT BEARS LIKE TO DO. . .

Identification of Montana's Big Game Mammals

Bears like to

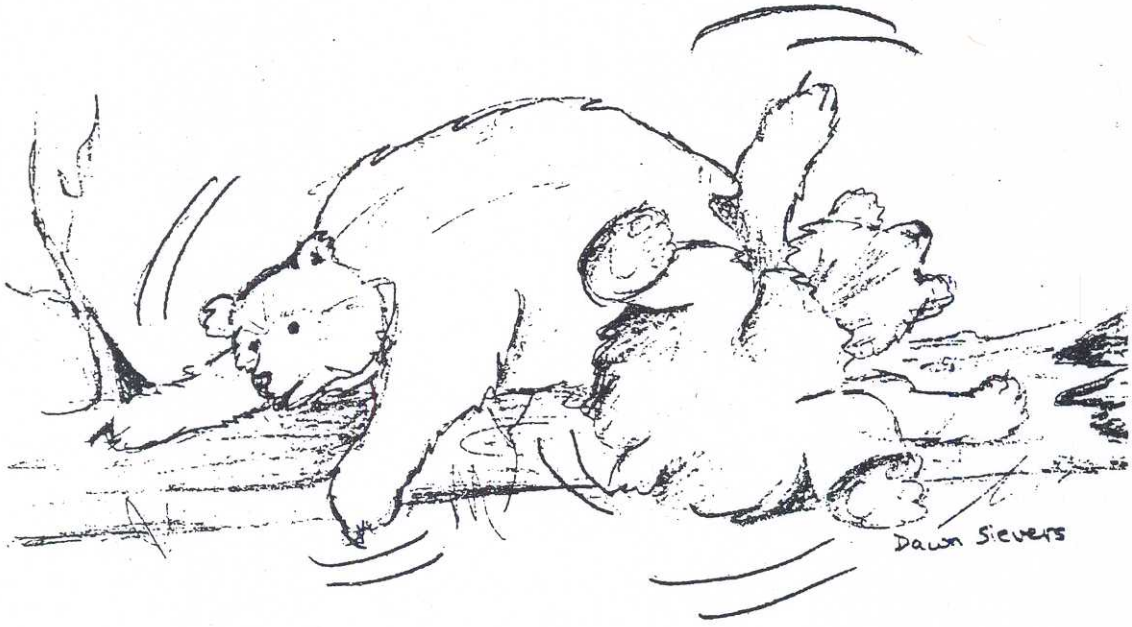
protect their cubs.

Bears like to



take naps!

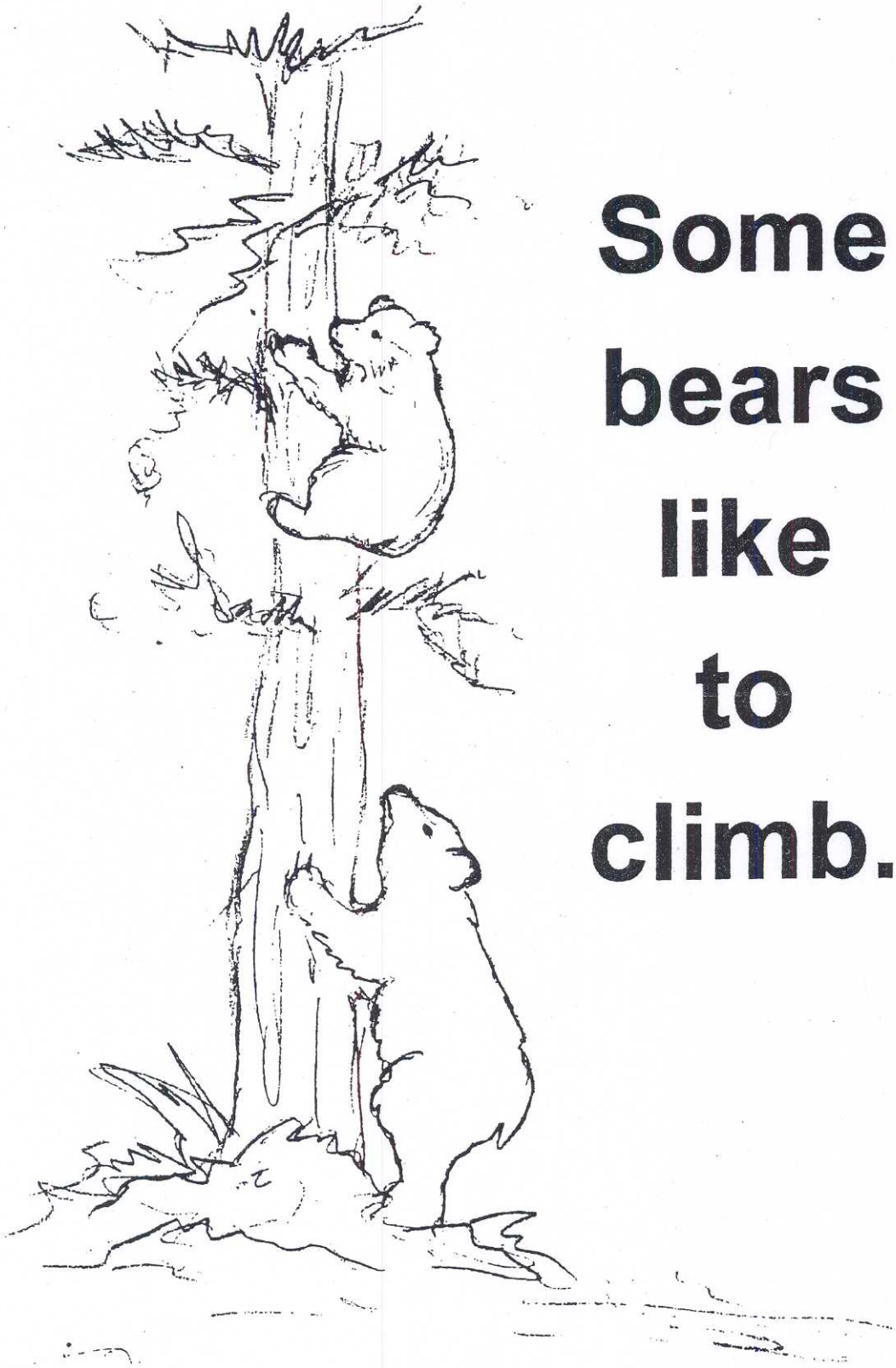
Bears like to



play!

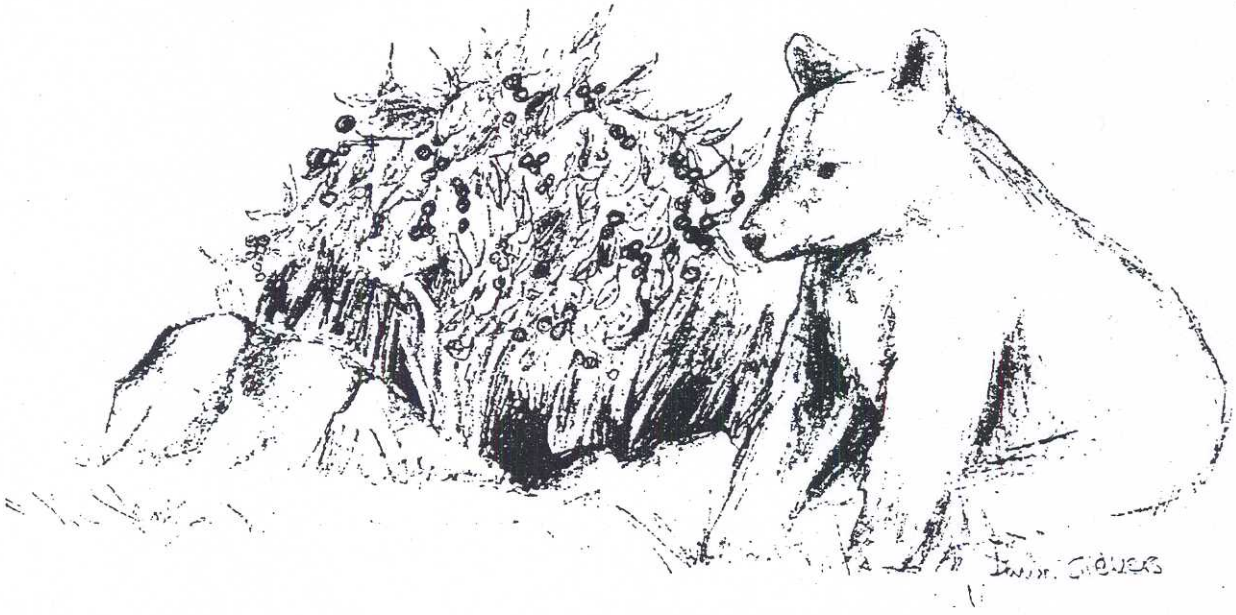
Bears like to

fish!



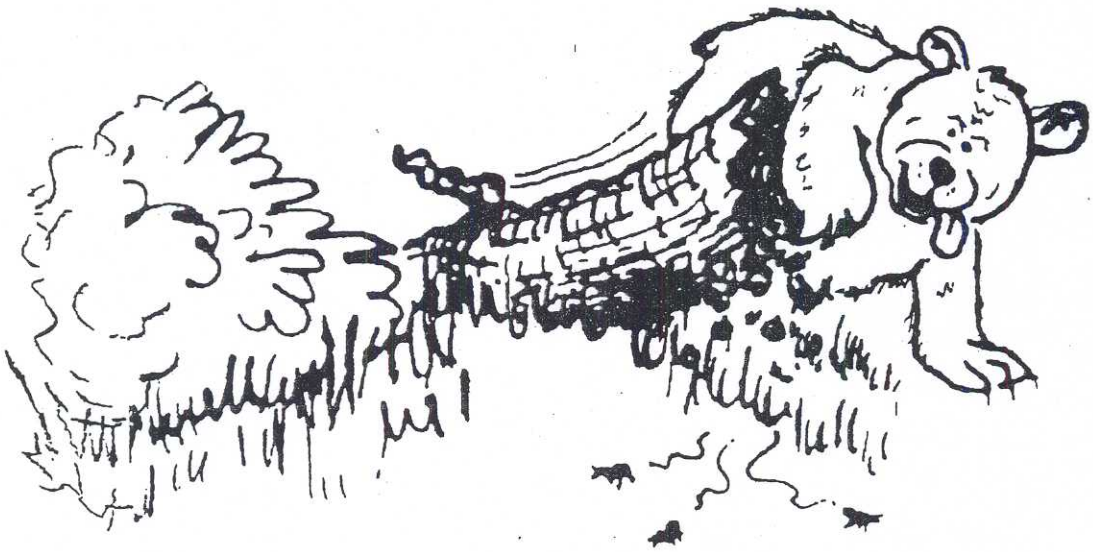
Some bears like to climb.

Bears like to



eat berries!

Bears like to eat ants



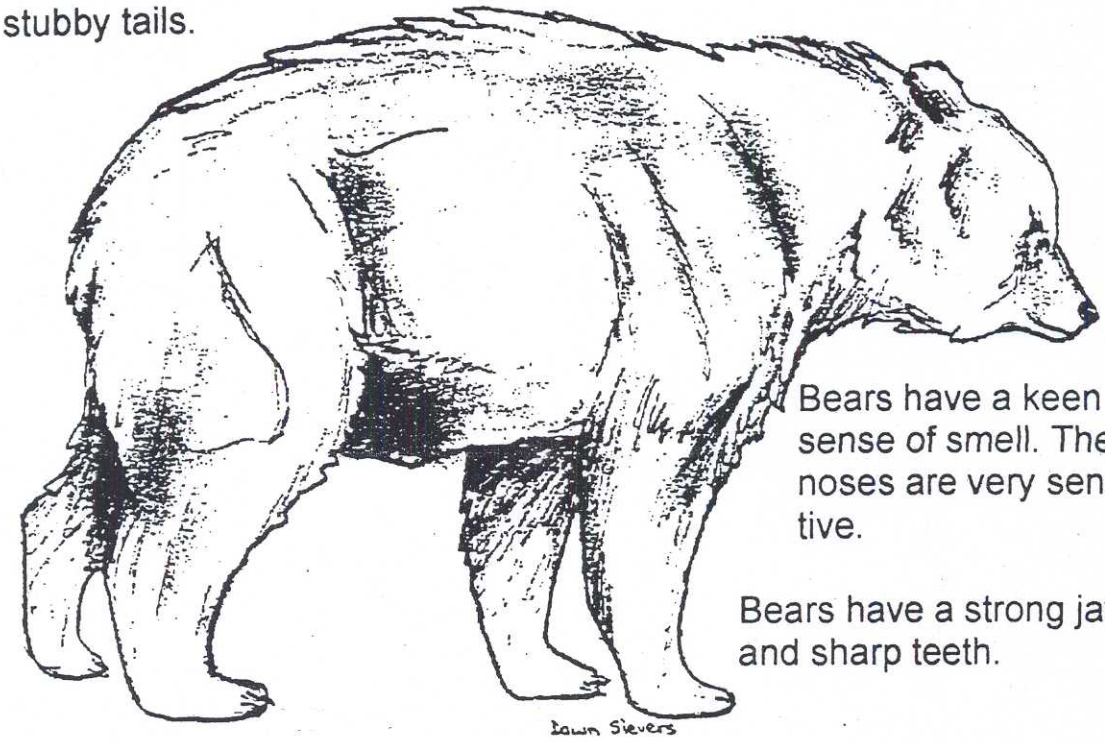
and large animals sometimes.

What Bears Are Like

Bears have small ears but their hearing is very good.

Bears have weak eyes. They do not see well.

Bears have short stubby tails.



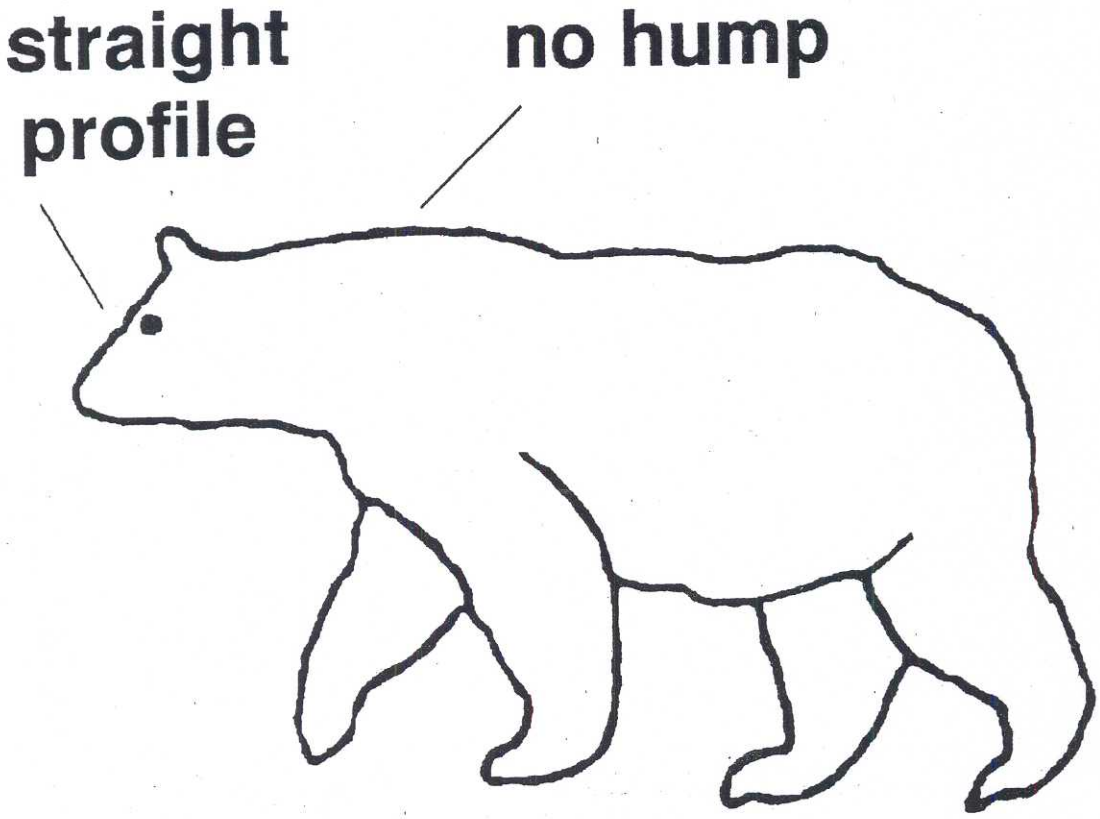
Bears have a keen sense of smell. Their noses are very sensitive.

Bears have a strong jaw and sharp teeth.

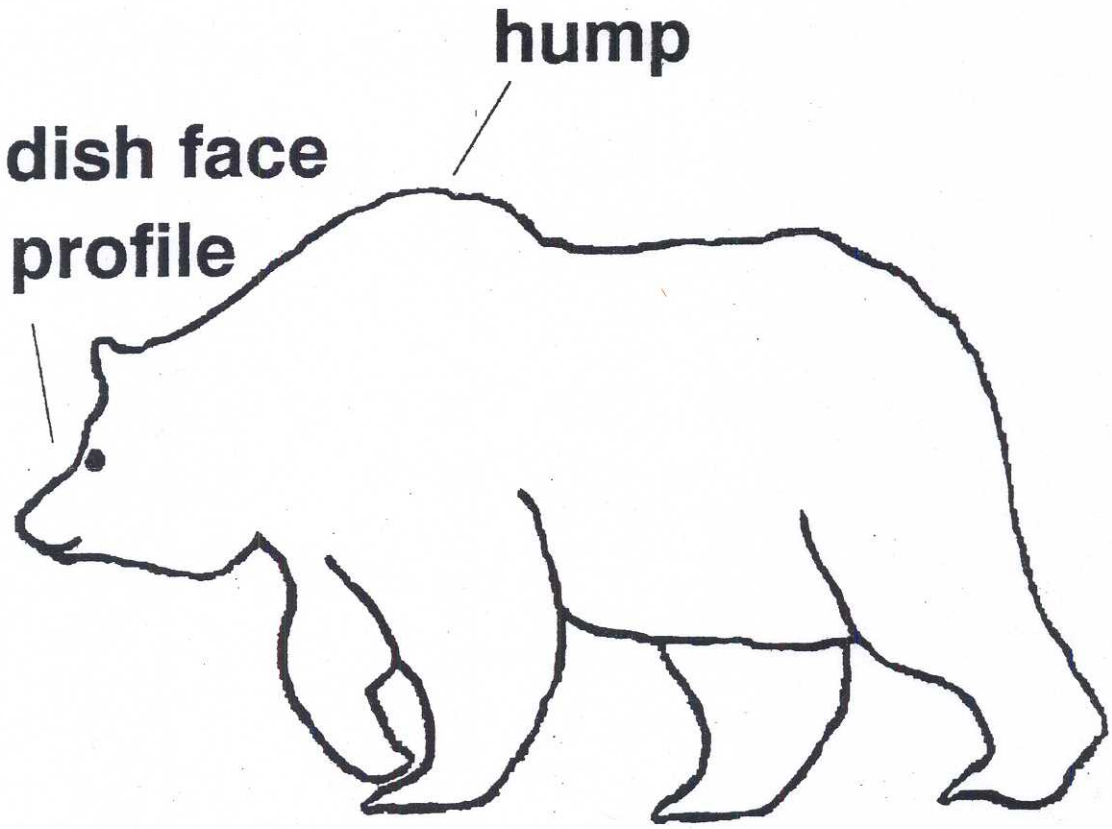
Bears have powerful legs. Some bears can run as fast as a horse.

Bears have long, sharp claws, which are good for digging and scratching.

KNOW WHAT KIND OF BEAR IT IS, IF YOU SEE ONE.



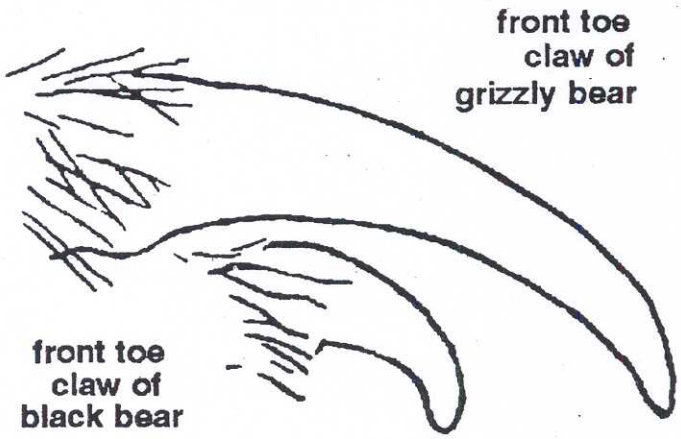
Black Bear



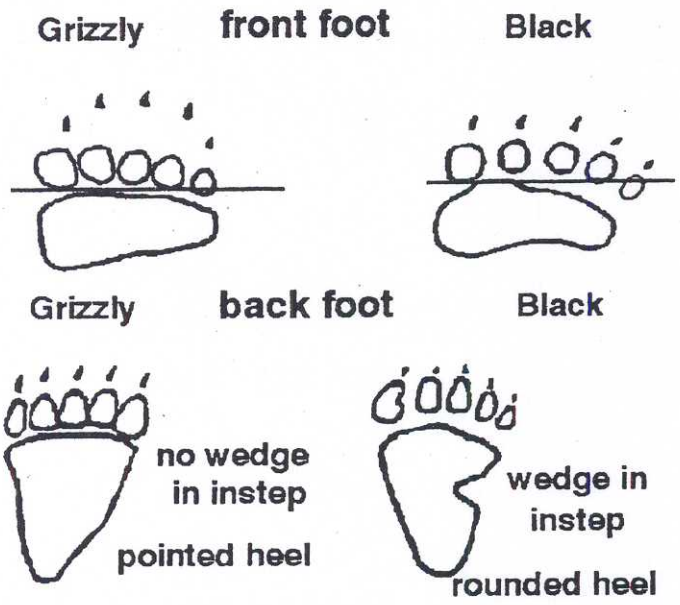
Grizzly Bear

BEAR FACTS LIST

An adult male grizzly's average height, standing upright : 7 feet	Your height:
An adult male grizzly's average weight: 500 pounds	Your weight:
The average birth weight of a grizzly cub: 8 ounces	Your birth weight:
The average weight of a one-year old male grizzly cub: 120 pounds	Your weight at one year:
The average grizzly weight loss during hibernation: 5 - 40%	Your weight loss this winter:
The length of time a grizzly cub stays with its mother: 2 years	How many years will you probably remain at home:
The average number of cubs a grizzly has per litter: 1 - 2	Average number of babies your mother had at one time:
The number of teeth an adult grizzly has: 42	Number of teeth you have:
The average length of an adult grizzly's foot: 11 inches	Length of your foot:
How fast an average adult grizzly can run: 35 mph	How fast can you run:
The average grizzly's life span: 30 years in a zoo	Average person's life span:



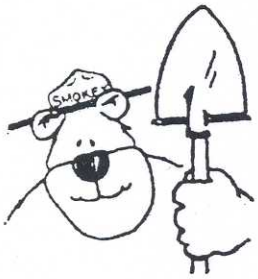
Claws of adult grizzlies are rarely less than 1 3/4" long. Claws of black bears seldom exceed 1 1/2".



Fish, Wildlife & Parks

SAFETY

We all know the "friendly" bears...



Smokey Bear

Teddy Bear

Cartoon Bear

Chicago Bear

But... Real bears can be dangerous!

They Have Sharp Parts!

Be Bear Aware

SAFETY TIPS

1. Always, hike and explore with an adult.

2. Never get close to bears.

3. Make noise to keep bears away.

4. Dogs and bears don't mix.

5. Keep your camp clean.

6. Stay calm if you meet a bear.
   Make any movements slowly.

7. Report any bear you see.

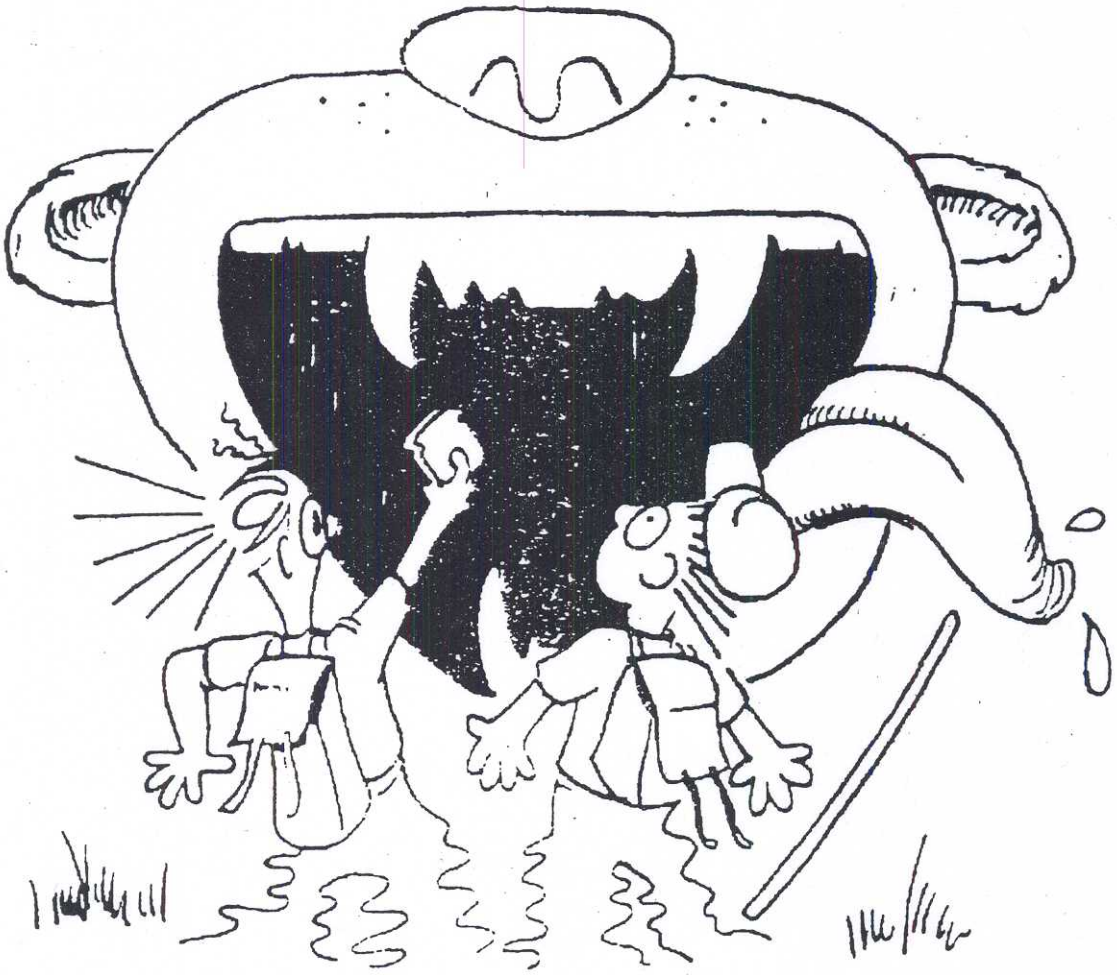
8. Learn more about bears.

TIP 1. Hike and explore in open areas. It is easier to avoid bears, and for bears to avoid you.

ALWAYS -

Obey bear warning and trail closure signs.
Hike in a group that includes an adult.
Hike with at least one other person.
Tell an adult where you are going.
Be careful near berry bushes. (Bears like berries).
Do not go near dead animals.(Bears like them, too).

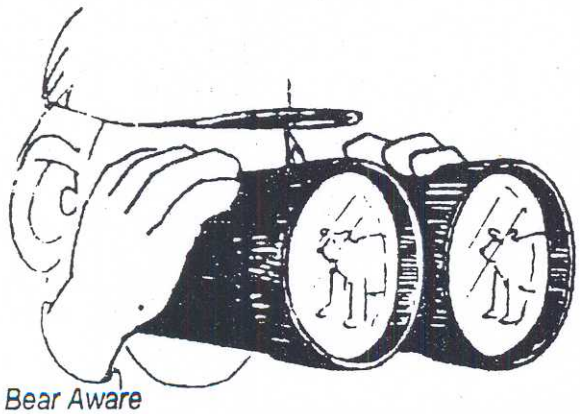
TIP 2. **Never** get close to bears.
This also means never **feed** bears.



It is dangerous.
Once bears find food, they often return for more. People food is bad for bears.

Stay away from bear cubs!

Mother bears get angry if you come near.



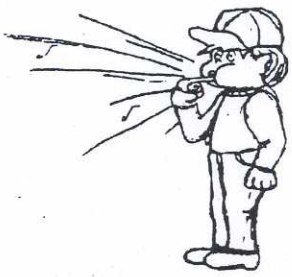
Be Bear Aware

If you are lucky, you might see a bear. Watch from a distance. You will be safe and the bear will appreciate it, too.

TIP 3. When hiking in bear country, make noise as you go, so bears can tell you are coming.

Talk. Whistle. Sing. Wear bells, cans, or other noisemakers. If a bear knows people are near, it will usually go away.

A whistle can be your friend if you get lost or separated from your hiking group.

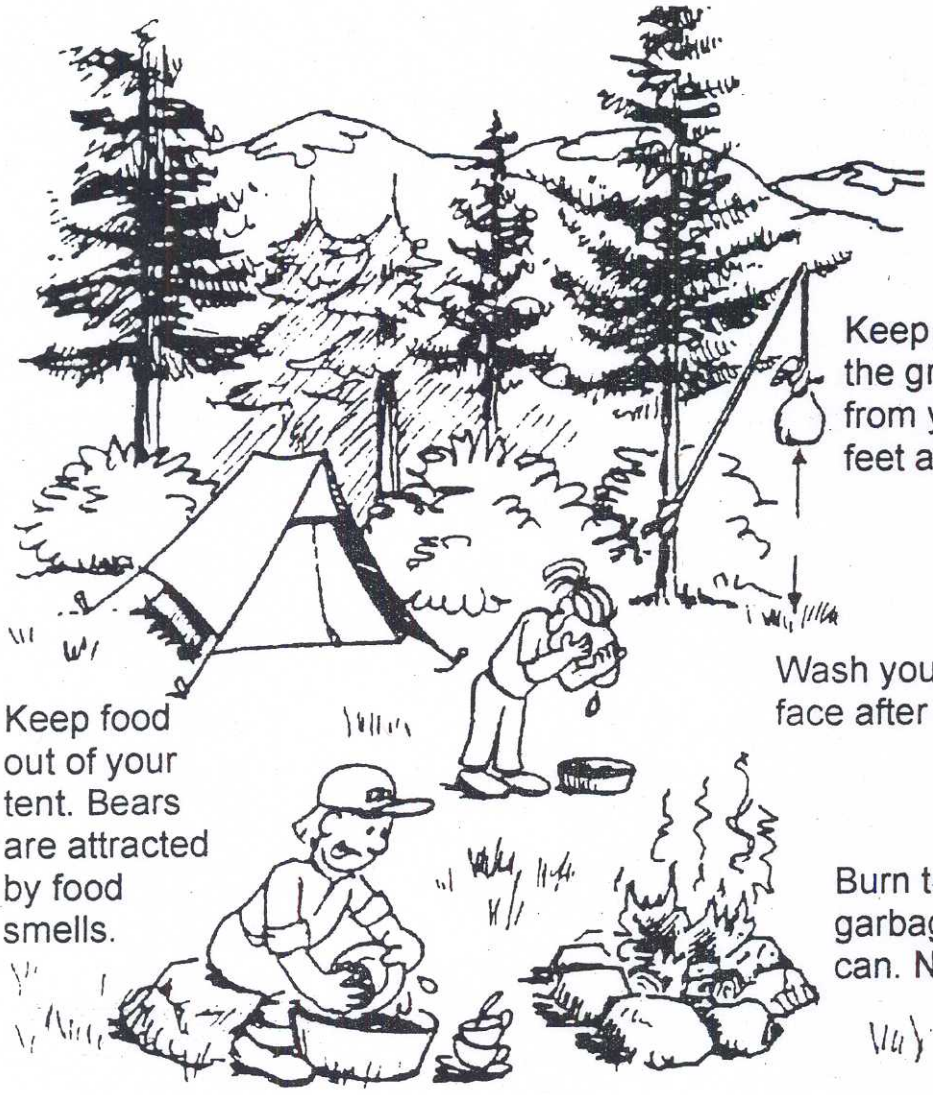


Be Bear Aware

TIP 4. Bears and dogs don't mix.
Dogs can easily disturb bears.

Dogs are discouraged in all bear country.
They are even prohibited in some areas.
It is safest to leave your pets at home.

TIP 5. Keep your camp clean.



Keep food high off the ground and away from your camp. (10 feet above ground)

Wash your hands and face after eating.

Keep food out of your tent. Bears are attracted by food smells.

Burn trash and garbage if you can. Never bury it.

Clean your dishes when you have finished eating.

Cook your food away from where you sleep. Do not sleep in cooking clothes.

REMEMBER bears love to eat. If you keep a clean camp, bears will not be attracted by food smells.

Be Bear Aware

TIP 6. If you meet a bear, **stay calm**.

Do not turn and run.

If you do, the bear might chase you. The bear may come closer to get a better look at you. Bears have poor eyesight, **but** you should never make direct eye contact with the bear.

The bear may stand up or walk around you to get your scent. Help the bear figure out what you are. Talk in a normal voice and wave your arms ***slowly.***

The bear might answer in bear talk - huffing, snorting or growling.
Do not shout or holler back.

Always face the bear. Keep talking.

Remember - do not turn and run.
If you run, the bear might chase you.

TIP 8. Learn more about bears. Bears are very smart and interesting animals. You will come to admire them, respect them, get along with them, and help save them for others to enjoy.

Here are some suggestions:

Contact the people at your local Fish, Wildlife & Parks Department. They may have further information or programs.

Region 1
490 North Meridan Road
Kalispell, MT 59901

Region 2
3201 Spurgeon Road
Missoula, MT 59801

Region 3
1400 South 19th
Bozeman, MT 59715

Region 4
P.O. Box 6610
Great Falls, MT 59406

Region 5
2300 Lake Elmo Drive
Billings, MT 59105

Region 6
RR 1-4210
Glasgow, MT 59230

Region 7
P.O. Box 1630
Miles City, MT 59301

Region 8
1404 8th Ave.
Helena, MT 59602

Stop at agency visitor centers and information displays. For more information on Glacier Park or Yellowstone Park bears, contact;

Glacier National Park
West Glacier, MT 59936

Yellowstone National Park
Wyoming 82190

Visit the public library in your town, or the library in your school for books, records and videotapes about bears.

Be Bear Aware

STORIES

Check the library for stories about bears. Read bear stories at rest breaks to relax the children.

Some good stories are:

Goldilocks	
Brown Bear, Brown Bear	Bill Martin Jr.
Alaska's Three Bears	Shannon Cartwright
Now I Know Bears	Susan Kuchalla
How do Bears Sleep?	E. J. Bird
Bears	Alfred Brockman & Philip Craven
Baby Bears and How They Grow	Jane Buxton
Amazing Bears	Theresa Greenaway & David King
Bears: A First Discovery Book	Gallimard Jeunesse & Laura Bour
The Way of the Grizzly	Dorothy Hinshaw Patent & William Munoz
The Last Bit Bear: A Fable	Sandra Chisolm Robinson

THE STORY OF THE TEDDY BEAR

President Theodore Roosevelt was on a rather unsuccessful hunting trip in Mississippi in 1902. His hosts, with best of intentions, roped a young black bear and summoned the President to kill it. He refused to shoot the bear under such unsporting conditions. A cartoonist drew a picture of the story.

The cartoon gave a toy maker the idea to make a stuffed toy bear to sell. He asked the President for permission to use his name and called the toy bear, "Teddy's Bear."

Give your teddy bear a place of honor today, and maybe a fresh ribbon around his neck.

SMOKEY BEAR

Smokey was born in the Lincoln National Forest in New Mexico. He loved to run and play in the green meadow, but in late May the grass had already turned brown. It was very dry that year, and a hot wind blew through the forest.

Then someone got careless, they dropped a lighted match, or didn't put their camp fire completely out, or forgot to crush their cigarette. One little spark suddenly became a flame. With the hot wind the fire spread quickly and was soon a raging forest fire.

The Rangers were alerted and worked very hard trying to stop the fire. They bulldozed wide fire lines, but the wind blew the flames across the lines. Birds and animals were panicked by the fire and ran right past the Rangers, trying to get away. Some of the animals were so confused that they ran the wrong direction.

Some Rangers were trapped by the fire and took refuge in a rock slide area. They put wet handkerchiefs over their faces to keep from smothering from the smoke as the fire raced over them.

When it was over, they were very thankful to be alive, as they looked around, the only other living thing was a badly burned bear cub, clinging to a charred tree limb. They took the cub to the veterinarian and treated his wounds and burns.

The cub recovered and they named him SMOKEY. He became the symbol for forest fire prevention.

Always remember to be careful with fire.

Activities

Do the children know any other good stories about bears?

Have them make up a story about "What I would do if a bear came into my tent".

MUSIC

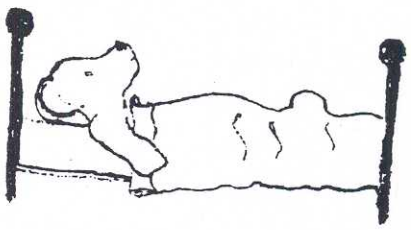
The Bear Went Over The Mountain

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see.
But all that he could see,
But all that he could see,
Was the other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

Teddy Bear

As you recite the rhyme below, let the children pretend to be teddy bears and act out the movements.

Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground,
Teddy Bear, Teddy Bear, go up the stairs,
Teddy Bear, Teddy Bear, say your prayers,
Teddy Bear, Teddy Bear, turn out the light,
Teddy Bear, Teddy Bear, say good night.



The Fuzzy Bear

Sung to: "Mary Had a Little Lamb"

I went to the Zoo and saw,
Zoo and saw, Zoo and saw,
I went to the Zoo and saw,
an animal that looked like you.

He was small and smart like you,
smart like you, smart like you.
He was small and smart like you,
but didn't go to school.

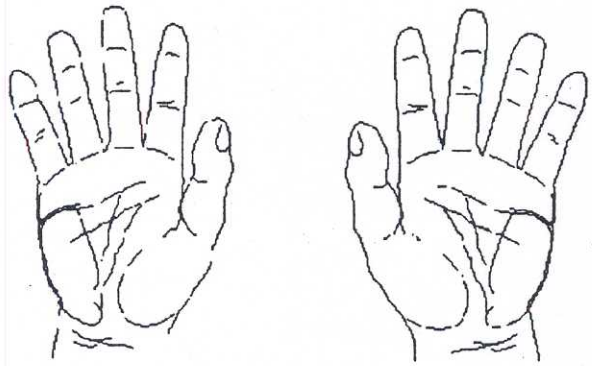
He was a fuzzy, wuzzy bear,
fuzzy, wuzzy bear, fuzzy, wuzzy bear.
He was a fuzzy, wuzzy bear,
that lived at the Zoo.

FINGER PLAYS

The Bear Hunt

I'm going on a bear hunt.	(Alternately slap thighs)
I see a swamp	(put hand at eyebrows)
Can't go under it,	(slap thighs)
Can't go over it,	
Have to go through it.	
Slush, slush, slush, slush, slush.	(rub hands together)
I'm going on a bear hunt.	(slap thighs)
I see a bridge.	(hand at eyebrows)
Can't go under it,	(slap thighs)
can't go through it,	
Have to go over it.	
Thump, thump, thump, thump, thump	(pound chest)
I'm going on a bear hunt.	(slap thighs)
I see a stream	(hand at eyebrows)
Can't go under it,	(slap thighs)
Can't go over it,	
Have to go through it.	
Splash, splash, splash, splash, splash.	(Make swimming strokes)
I'm going on a bear hunt.	(slap thighs)
I see a tree.	(hand at eyebrows)
Let's go see.	(slap thighs)
Up, up, up, up up.	(fingers climb up)
I see a cave.	(hand at eyebrows)
Down, down, down, down, down.	(fingers climb down)
Let's go see.	(slap thighs)
I feel something.	(feel with hands)
I feel something furry.	
It feels like a bear.	
It looks like a bear.	
It IS a bear!	(perform rest quickly)
	(slap thighs)
Up.	(fingers climb up)
Down.	(fingers climb down)
	(slap thighs)
Splash, splash, splash.	(swimming strokes)
	(slap thighs)
Thump, thump, thump,	(pound chest)
	(slap thighs)
Slush, slush, slush.	(rub hands together)
	(slap thighs)
WOO!	(collapse!)

— Author unknown.



Bear In a Den

Here is a den, inside is a bear.
Now he comes out to get some fresh air.
He stays out all summer in sunshine and heat,
He hunts in the forest for berries to eat.

When snow starts to fall he hurries inside
His warm little den and there he will hide.
When spring comes again the snow melts away,
And out comes the bear, ready to play.

He stays out all summer in shine and heat,
He hunts in the forest for berries to eat.

— Author unknown.

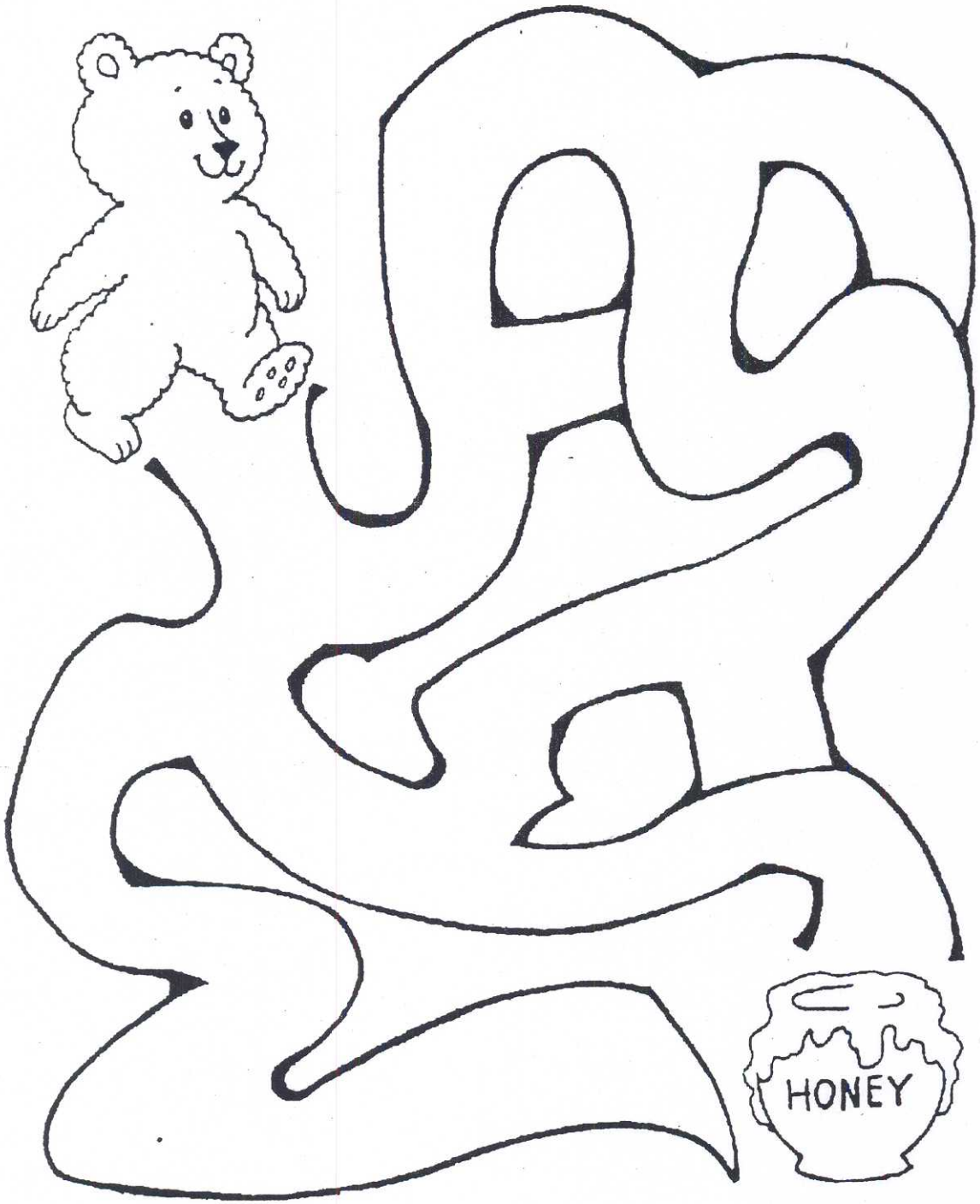
Verse 1
Line 1: make fist of right hand.
Lines 2&3: raise thumb from fist. The thumb represents the bear, and the fist is the den.
Line 4: spread fingers of left hand and then let bear look between fingers (forest) for berries.

Verse 2
Lines 1 & 2: put thumb back into fist.
Lines 3&4: raise thumb from fist.

Verse 3
spread fingers of left hand and let bear hunt for berries.

Snack Time Maze

Have the children find the short path and the long path to the honey jar.



COOKING

Sugar Cookies

3/4 cup shortening (part margarine)
2 eggs
2 1/2 cups all purpose flour
1 tsp. salt
1 cup sugar
1/2 tsp. vanilla
1 tsp. baking powder

Mix shortening, sugar, eggs & flavoring. Stir in flour, baking powder, and salt. Chill for about 1 hour. Heat oven to 400° Roll dough, cut with teddy bear cookie bear cutter and place on ungreased cookie sheet. Bake 6 min. makes about 4 doz.

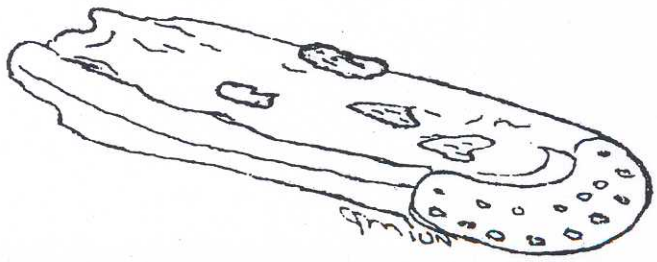
Bear Paw Cookies

Prep Work:
Use basic sugar cookie recipe. Prepare dough, divide into 2 halves. Add brown food coloring to one half. With plain dough, roll out and cut into 4" x 4" squares. Roll the brown dough into 1" individual balls.

In Class:
Provide each student with a 4" x 4" base and a brown dough ball. Have the student form a bear paw with their brown ball and place it on top of the base. Provide each student with 5 M&M's for the toes and 5 1" strips of red licorice for the claws.
Place on cookie sheets and bake per recipe instructions.

Bugs on a Log

Take Celery sticks and fill them with cream cheese or cheeze whiz. Use raisins to put on top for bugs.



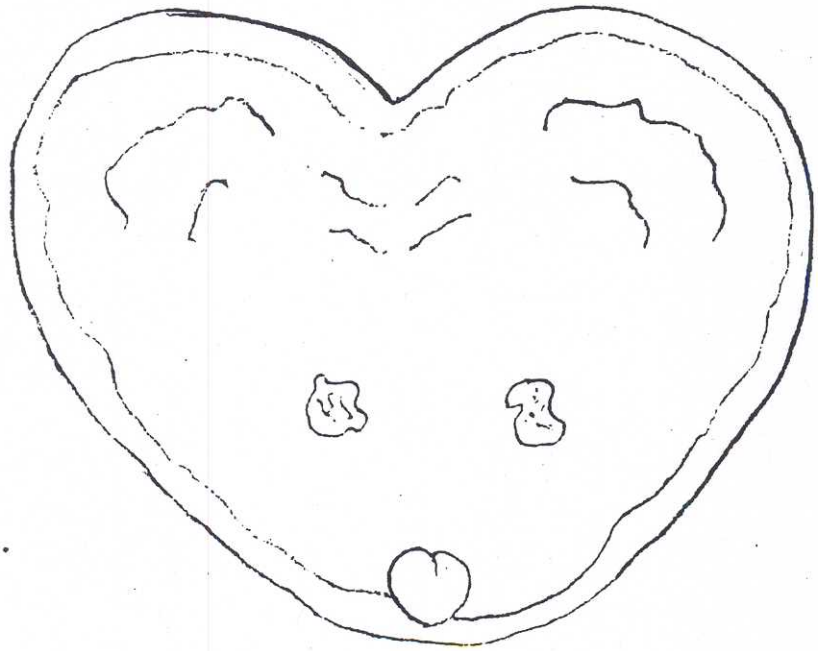
Bear Paw Biscuits

You will need: a can of biscuits,
margarine (melted),
brown sugar,
and sliced almonds.

To make a bear paw, cook biscuits according to package directions. Brush each biscuit with the melted margarine, then sprinkle with brown sugar. While the biscuit is still warm, insert five almond slices around the edge of the biscuit so it looks like a bear paw.

Peanut Butter Bear Sandwiches

Have the children use a valentine cookie cutter to cut heart shapes out of whole-wheat bread slices. Show them how to cut off the points of their hearts to make the bread resemble bear faces. (Partially frozen bread cuts easily). Let each child spread peanut butter on his or her bear face and use raisins to make the eyes and a mouth, use a cherry to make a nose.



P.E.

Bear Walking Games

Objectives: To develop listening skills. To discriminate true from untrue statements about bears.
Time Required: 20 minutes

Procedure: Have children walk in a circle. Then make one of the statements below. If it is a true statement about bears, such as "Bears like honey," then children get down on their hands and knees and crawl, growling as if they are bears. After responding, children get up and start walking in a circle, waiting for the next statement. If a statement is not true such as "Bears can fly," then children simply continue walking.

Possible statements:

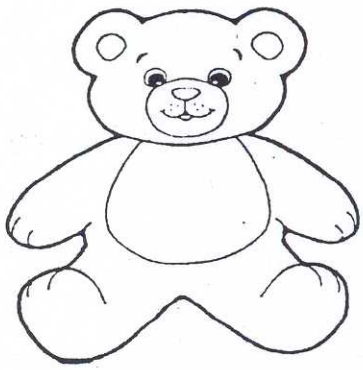
1. Bears like peanut butter.
2. Bears are animals.
3. Bears can fly airplanes.
4. Bears read stories.
5. Bears have fur.
6. Bears have eyes.
7. Bears have finger nails.
8. Bears live in the woods
9. Bears wear glasses.
10. Baby bears are called cubs.
11. Bears drive cars or trucks.
12. Bears are big.
13. Bears have mouths.
14. Bears talk on TV.
15. Bears watch cartoons.
16. Bears can whistle.
17. Bears have a horn.
18. Bears can growl.
19. A bear has four paws.
20. Bears can be yellow.

Allow children to take turns "playing teacher," making true and untrue statements about bears so the class can respond.

Teddy Bear Bounce

Objectives: Team sport, Large muscle coordination
Materials: Net (volleyball or badminton), two blankets, one teddy bear.

Procedure: Set up net. Divide children into two groups. Give each group one blanket. Have the children hold the blanket around the edges. Toss teddy bear over the net from one group to another using the blanket. The object is to catch and toss the teddy bear with the blanket.



Bear Relay Game

Objectives:Team sport
Materials: Two assembled bear patterns

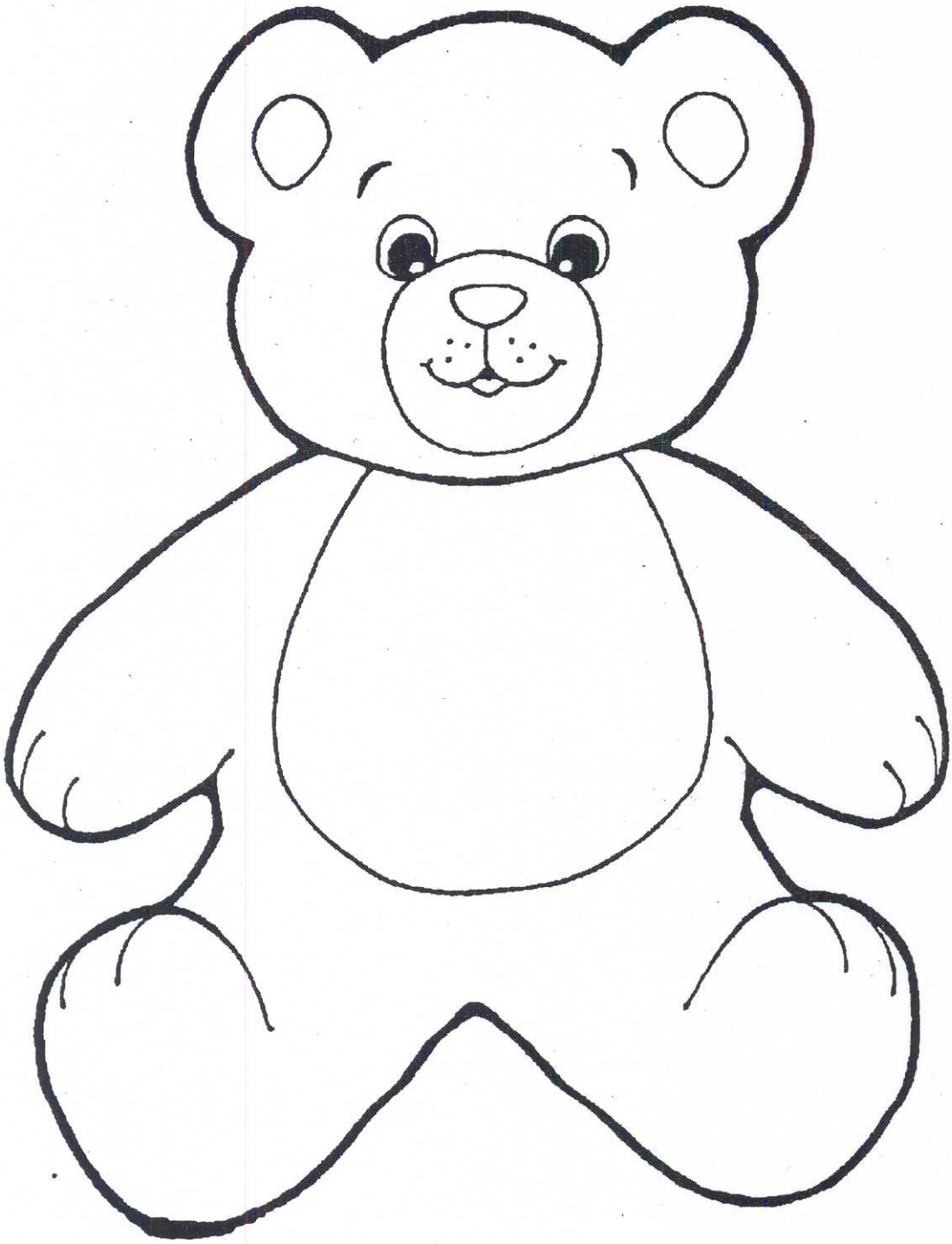
Procedure: Reproduce the bear patterns two times. Color, mount on tag board, and cut out.

Divide the class into two teams of equal size. Choose one child to be the captain of each team. Ask each team to stand in a circle. Give one of the bears to each captain to begin the game.

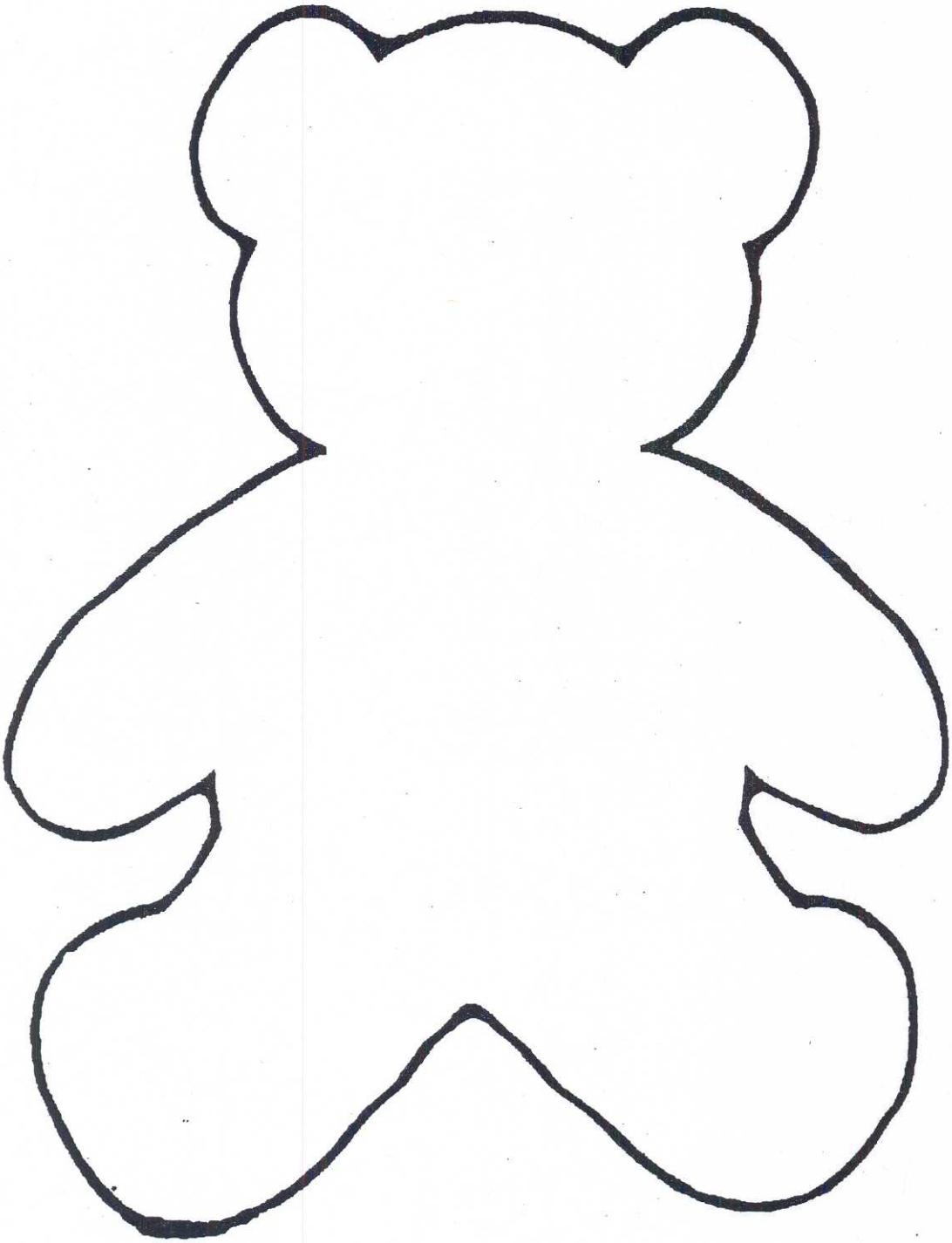
Tell the children that at the signal to begin, each captain will pass the bear to the player on his or her left. Players should continue passing the bear around the circle counterclockwise.

Each time the bear passes the captain, he or she should call out the number of times a complete rotation has been made. The first team to reach five rotations with the bear is the winner. (For older children, increase the number of rotations to be made.)

Front pattern



Back pattern



ART

Footprints

Compare bear footprint to child's footprint. Tempera paint the prints. (Prints are on the following pages)

Bears With Texture

Glue coffee or tea grounds on to bear patterns. Use the same pattern that was used for the bear relay game. (Do not use instant).

Personal Bear Stories

Give each child a piece of poster board with a bear printed on the right side. Fold the poster board and several pieces of paper in half and staple at the fold to make a book.

Different ways of doing the book:

Punch holes around the bear printed on poster board, give each child a piece of colorful yarn with one end taped to make a "needle." Then let the children lace the yarn through the holes.

Instead of stapling the book, punch holes near the fold, and lace with yarn. Use the Bears With Texture for the book front. Have the children find bear pictures to paste in the book, or draw pictures.

Habitat Picture

Explain what a bear's habitat is. Have the children draw a picture with all the things bears need in order to survive.

Black Bear - Left Front Foot

Black Bear - Left Hind Foot

Grizzly Bear - Left Front Foot

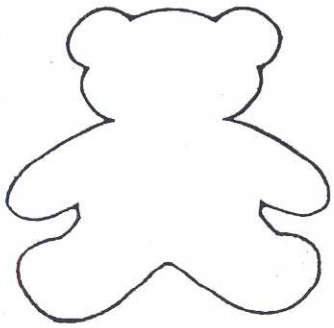
Grizzly Bear - Left Hind Foot

ABC Bears

Cut 26 teddy bear shapes out of poster board and write the letters "A" through "Z" on them with a felt-tip marker.

Laminate or cover each bear with clear self-stick paper.

Mix up the bears and let the children have fun arranging them in alphabetical order.

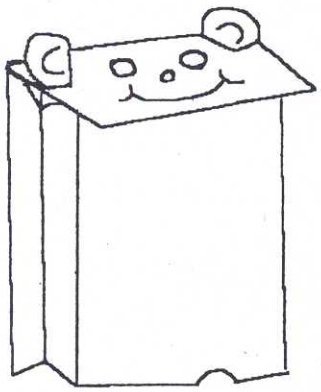


Teddy Bear Puppets

Have the children use brown lunch bags to make simple teddy bear hand puppets.

Let them create faces on their puppets by gluing on scraps of construction paper and drawing with felt-tip markers.

Add two brown ear shapes to each puppet.



MATH

How Many Bears

Get a box of teddy grahams and count from 1 to 10.

Real or Not

Compare a teddy bear picture to a real bear.
Use the pictures on the front of the book.
1 copy to each child.

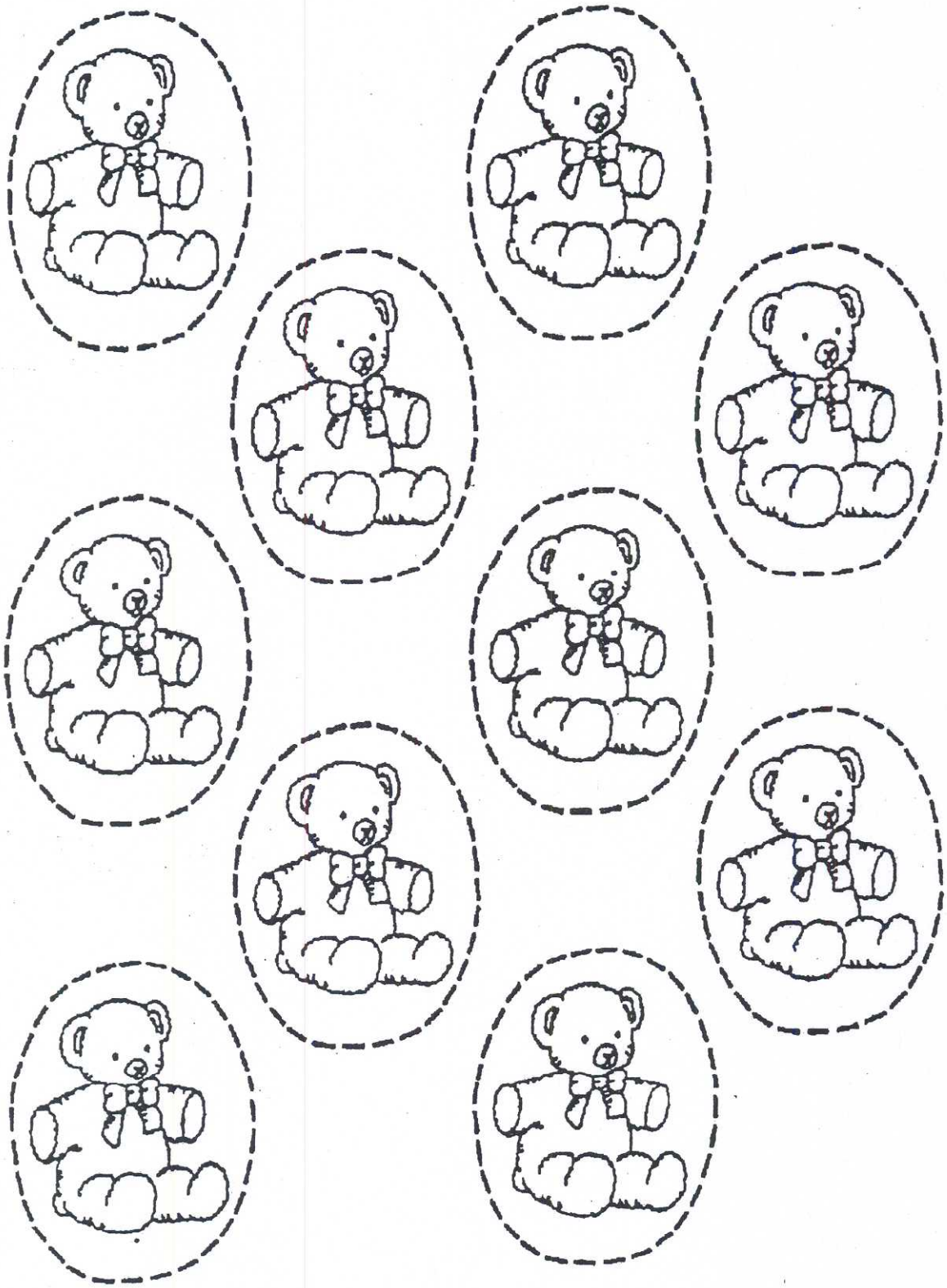
Have the children talk about how many differences they can see between teddy bears and real bears.

Counting Colors and Bears

Hand out teddy bear counters, from the next page, to the children.
Have them color them different colors.

Sort the counters by colors and count how many of each color there are.

Teddy Bear Counters



Dawn Sievers