

Teaching Activity Guide



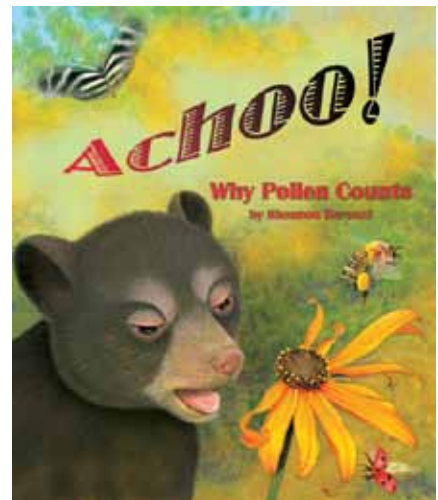
ACHOO!

Why Pollen Counts



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by Shennen Bersani

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How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

For teachers in the classroom: We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

For homeschooling parents and teachers in private schools: Use as above. Aren't you glad you don't have to worry about state standards?

For parents/caregivers: Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

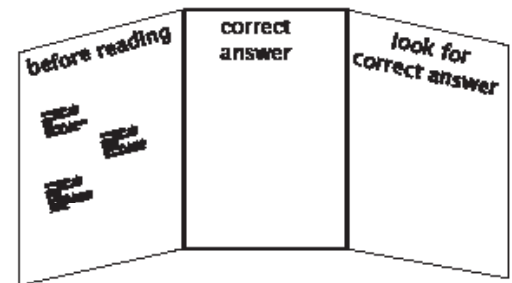
What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels—one called “correct answer” and the other “look for correct answer.”

Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.



After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.

Pre-Reading Questions

1. Do animals get allergies?
2. What is pollen?
3. Does pollen help or hurt the forest?
4. Do any animals benefit from pollen?
5. Do any plants benefit from pollen?
6. Does all pollen cause allergies?
7. What are allergies?
8. What causes allergies?
9. Where does pollen come from?
10. How does pollen help flowering plants?
11. What are some animals that help spread pollen?
12. Why is the honeybee important?
13. Other than pollen, what are some things that cause allergic reactions?

Comprehension Questions & Writing Prompts

Explain major differences between books that tell stories and books that give information, (paired fiction & For Creative Minds non-fiction)

Identify basic similarities in and differences between two texts on the same topic. (story versus For Creative Minds non-fiction component)

Compare and contrast the most important points presented by two texts on the same topic. (story versus For Creative Minds non-fiction component)

With prompting and support, identify basic similarities in and differences between two texts on the same topic.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1. Is this story fiction or non-fiction? How can you tell?
2. Is the “For Creative Minds” section fiction or non-fiction? How can you tell?
3. List five things you learned from this story.
4. List five things you learned from the “For Creative Minds” section.
5. Did anything in the “For Creative Minds” section help you better understand something you learned in the story?
6. Which animal in the story eats pollen in the winter?
7. Which animal in this story spins a web?
8. Which animal in this story lives in a hive?
9. Besides Baby Bear, which other animal in this story has allergies?
10. Who first told Baby Bear that pollen is important?
11. Pretend you are a forest animal. Write about how pollen affects your life.
12. Explain in your own words why pollen is important.
13. In your own words, tell how Baby Bear learned that pollen is important.
14. In your own words, explain what allergies are.

Cross-Curricular Vocabulary Activities

Objective Core Language Arts:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck). Use words & phrases acquired through conversations, reading/being read to, and responding to texts.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Use frequently occurring adjectives.

Vocabulary Game: This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at www.ArbordalePublishing.com.

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

Glossary/Vocabulary Words: Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently. The glossary has some high-level words. Feel free to use only those words as fit your situation.

Using the Words: The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

Silly Sentence Structure Activity: This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

Cross-Curricular: Silly Sentences

1. Baby Bear lumbered out of his _____ into the warm, spring air.
noun
2. A coat of _____ dust _____ the forest outside his home.
adjective verb
3. Valerie Vole _____ her head out of her _____.
verb noun
4. I wish there was no such thing as _____.
noun
5. The forest _____ and _____ need pollen.
noun noun
6. She reached into a _____ flower with her _____ proboscis.
adjective adjective
7. We have small _____ on our hind legs that we use to _____ pollen.
noun verb
8. Do any animals _____ pollen in the winter?
verb
9. Some _____, like deer and wolves, eat _____ in the winter.
noun noun
10. Pollen is a _____ for some animals and _____ plants grow into food for others.
noun verb

Language Arts: Word Families & Rhyming Words

Language Arts, Reading Standards: Foundational Skills, Recognize and produce rhyming words.

Word families are groups of words that have some of the same combinations of letters in them that make them sound alike...or rhyme. For example ad, add, bad, brad (Brad), cad, Chad, clad, dad, fad, gad, glad, grad, had, lad, mad, pad, plaid (silent 'i'), sad, shad, and tad all have an "ad" letter combination and rhyme.

- Find and write down rhyming words in the poem.
- Are they in the same word family?
- If so, circle the combination of letters that are the same.
- Can you think of more words in the word family?

Rhyming words are:

too

and

you

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

icky

and

sticky

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

pine

and

fine

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

fall

and

small

They are / are not from the same word family.

Other words that rhyme are:

Language Arts: Parts of Speech

Objective: explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

The subject of a sentence tells you who or what the sentence is about. A subject is a noun. In the following sentences, draw a circle around the subject. The predicate tells you what the subject does or is. A predicate is a verb. In the following sentences, underline the predicate.

1. I love sweet honey!
2. Baby Bear sneezed even louder.
3. Baby Bear shook himself off.
4. So I eat pollen, too!
5. Baby Bear sneezed.
6. He stretched his sleepy muscles.
7. Valerie sneezed.
8. Pollen comes in many shapes and colors.
9. She swayed from a branch.
10. Insects eat pollen.

Language Arts: Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	A	C	H	O	O	B	H	A	T	S
2	S	T	O	A	R	L	O	L	R	P
3	P	D	N	G	A	M	N	L	E	O
4	L	P	E	O	R	A	B	E	U	L
5	A	E	Y	P	P	E	L	R	A	L
6	N	O	B	E	A	R	R	G	P	E
7	T	T	E	T	S	N	A	I	T	N
8	A	S	E	H	A	H	I	E	L	L
9	B	A	K	W	D	I	W	S	O	S
10	L	C	S	N	E	E	Z	E	Y	K

ACHOO
ALLERGIES
BEAR
HONEYBEE
PLANT
POLLEN
SNEEZE

Edible Sorting and Classifying Activity

Objective Core Language Arts Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Objects and materials can be sorted and described by their properties. (color, shape, size, weight and texture)

Use whole numbers, up to 10, in counting, identifying, sorting, and describing objects and experiences.*

Gather a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey Kisses
- Peanuts or other type of nuts



Ask the children to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What feature or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Were there some items that fit more than one group or don't fit any group?
- If so, how did the child decide which attribute was more important?
- How are various objects similar and different?
- Was it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same attribute? To extend the learning, graph the attributes used to sort the items (blank graph below).

Graph the attributes that children used to sort their items. (Graph provided on next page.)

What was the most common attribute (size, shape, color, etc.) used?

Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.

Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).

Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/ among different groups of animals.

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
attribute				

Classifying Animals

Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.

Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).

Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.

Just as we sort candy, scientists sort all living things into groups to help us understand and connect how things relate to each other. Scientists ask questions to help them sort or classify animals.

Based on the answers to the questions, scientists can sort the living organisms. The first sort is into a Kingdom. There are five commonly accepted Kingdoms: Monera, Protista, Fungi, Plantae, and Animalia. All of the living things in this book belong to Animalia or the Animal Kingdom.

The next big sort is into a Phylum. One of the first questions that a scientist will ask is whether the animal has (or had at some point in its life) a backbone. If the answer is “yes,” the animal is a vertebrate. If the answer is “no,” the animal is an invertebrate.

Each Phylum is broken down into Classes, like mammals, birds, reptiles, fish, amphibians, insects, or gastropods (snails). Then each class can be broken down even further into orders, families, genus and species, getting more specific.


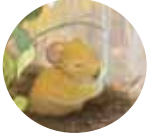
The scientific name is generally in Latin or Greek and is the living thing’s genus and species. People all over the world use the scientific names, no matter what language they speak. Most living organisms also have a common name that we use in our own language.



Some questions scientists ask:



- Does it have a backbone?
- What type of skin covering does it have?
- Does it have a skeleton? If so, is it inside or outside of the body?
- How many body parts does the animal have?
- Does it get oxygen from the air through lungs or from the water through gills?
- Are the babies born alive or do they hatch from eggs?
- Does the baby drink milk from its mother?
- Is it warm-blooded or cold-blooded?



Using what you know, and information and pictures in the book, see how many Animal Chart squares you can fill in for each animal.

Animal Chart

	Animals		
Appendages	legs (how many)		
	flippers/fins		
	wings		
	tail/no tail		
	horns/antlers		
Feet or hands: if they have; may have more than one	claws		
	web		
	toes		
	opposable thumbs/toes		
	hooves		
Movement: may do more than one	walks/runs		
	crawls		
	flies		
	slithers		
	swims		
	climbs		
	hops		
Backbone	backbone/vertebrate		
	no backbone/invertebrate		
Skeleton	inside skeleton (endoskeleton)		
	outside skeleton (exoskeleton)		
	no skeleton		
Body covering	hair/fur/whiskers/quills		
	feathers		
	dry scales or bony plates		
	moist scales		
	smooth, moist skin		
	hard outer shell		
	hard outer covering		
Color/patterns	stripes or spots		
	mostly one color		
	skin color changes		
	bright, vivid colors		
Gets oxygen	lungs		
	gills		
Body temperature	warm-blooded (endothermic)		
	cold-blooded (ectothermic)		
Babies	born alive		
	hatch from eggs		
	born alive or hatch from eggs		
Metamorphosis	complete		
	incomplete		
	none		
Teeth	sharp		
	flat		
	no teeth (bill/beak)		
Food	plant eater (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		

	Animals		
Appendages	Legs (how many)		
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	wings		
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	flies		
Backbone	slithers		
	swims		
	climbs		
	hops		
Skeleton	backbone/vertebrate		
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	inside skeleton (endoskeleton)		
Body covering	outside skeleton (exoskeleton)		
	no skeleton		
	hair/fur/whiskers/quills		
Color/patterns	feathers		
	stripes or spots		
	dry scales or bony plates		
	mostly one color		
	moist scales		
	smooth, moist skin		
Gets oxygen	hard outer shell		
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	both (omnivore)		

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Metamorphis?	complete		
	incomplete		
	none		
Teeth	sharp		
	flat		
	no teeth (bill/beak)		
Food	plant eaters (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		

Vertebrate Classes

Objective: Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes

Mammals:

hair, fur, whiskers, or quills at some point during their lives
backbone (vertebrate)
inside skeleton (endoskeleton)
lungs to breathe
most give birth to live young
produce milk to feed young
warm-blooded

Birds:

feathers
backbone (vertebrate)
inside skeleton (endoskeleton)
lungs to breathe
hatch from hard-shelled eggs
warm-blooded

Reptiles:

dry scales or plates
backbone (vertebrate)
inside skeleton (endoskeleton); most turtles also have a hard outer shell
lungs to breathe
most hatch from leathery eggs
cold-blooded

Warm-blooded animals make their own heat and have a constant body temperature

Cold-blooded animals' body temperature comes from their surroundings

Fish:

most have scales covered with a thin layer of slime
backbone (vertebrate)
inside skeleton (endoskeleton)
gills to breathe
babies are either born alive or hatch from jellylike eggs
cold-blooded

Amphibians:

soft, moist skin
backbone (vertebrate)
inside skeleton (endoskeleton)
most hatchlings (jellylike eggs) are called larvae or tadpoles and live in water, using gills to breathe
as they grow, they develop legs and lungs and move onto land
cold-blooded

Using the sorting cards, sort the animals into their class.

Common Invertebrates

Arthropods: Insects:

- hard outer covering
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- adults have 3 body parts: head, thorax & abdomen
- mouthparts adapted for chewing, biting, sucking and lapping
- breathe through tracheae
- compound eyes
- 3 pairs of legs
- usually 2 pairs of wings and 1 pair of antennae
- most hatch from eggs
- metamorphosis: none, incomplete, or complete
- cold-blooded

Mollusks

Bi-valves:

- have a two-part shell with a hinge to open/close
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- hatch from eggs
- cold-blooded
- marine and freshwater
- symetry:

Mollusks

Gastropods (Snails):

- most have hard shells
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- hatch from eggs
- cold-blooded

Arthropod

Arachnia (Spiders):

- no backbone
- one or two body segments
- pincers or fangs near mouth
- 4 pairs of legs
- no antennae

Arthropod

Crustaceans (Crabs):

- hard outer covering
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- mouthparts adapted for chewing
- 5 or more pairs of legs
- claws
- 2 pairs of antennae
- 2 compound eyes on stalks
- adults have 2 or 3 body segments
- hatch from eggs
- cold-blooded

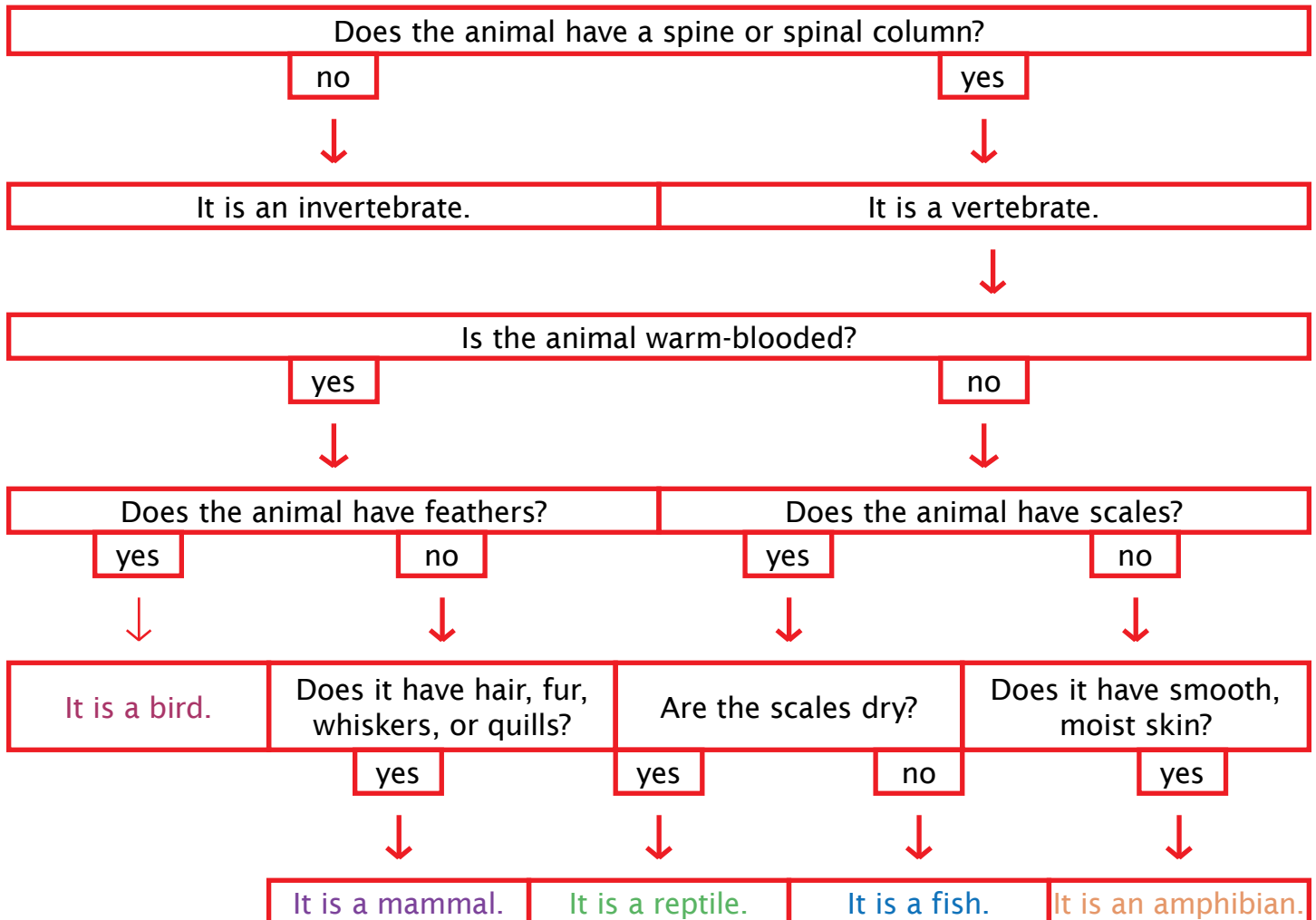
Dichotomous (Yes/No) Key

A dichotomous key helps to sort (classify) animals. These keys work by asking yes or no questions. Each answer leads to another yes or no question, until the animal class is identified. There are five classes of animals with backbones (vertebrates): fish, reptiles, amphibians, birds, and mammals. Use the information found in the book to match the animal to its classification.

Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.

Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).

Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.



Compare/Contrast: Animal and Human Senses

Objective Core Language Literature 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Students know that senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment.

Identify the five senses and their related body parts: sight - eyes, hearing - ears, smell - nose, taste - tongue, touch - skin,

Identify the structures of living organisms and explain their function.

Compare and contrast cat and human body parts used for senses.

to smell	to feel
to hear	to see

Animal Sorting Cards

Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.

Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).

Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.

Animal Card Games:

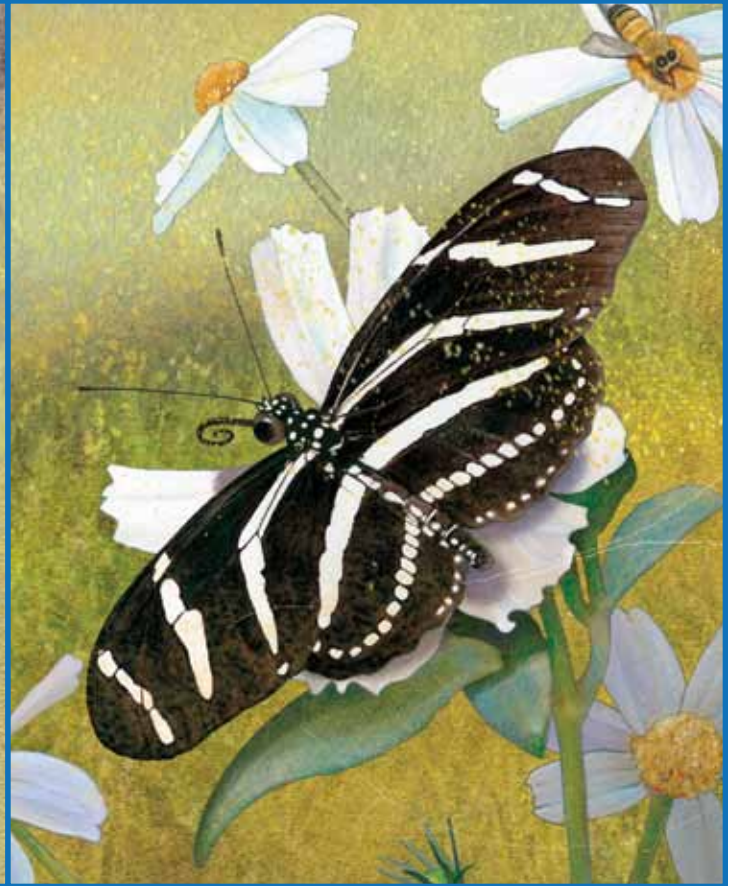
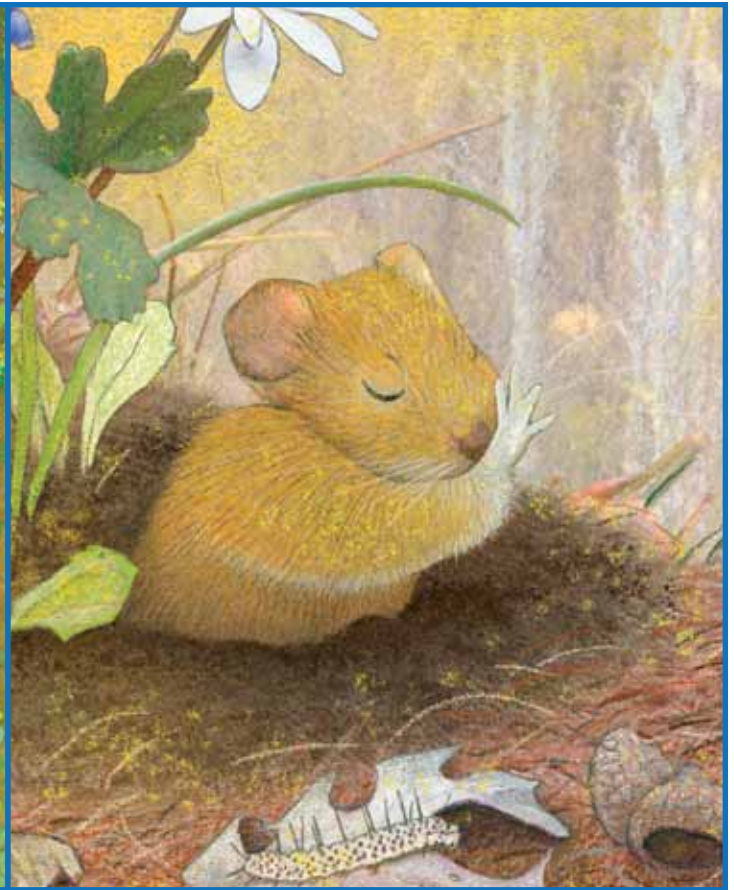
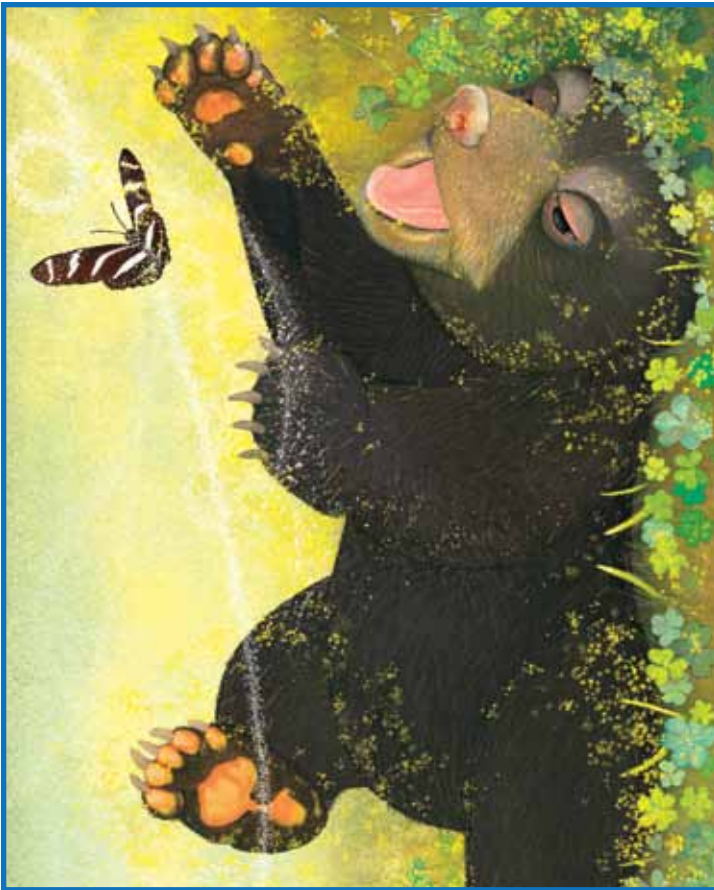
Sorting: Depending on the age of the children, have them sort cards by:

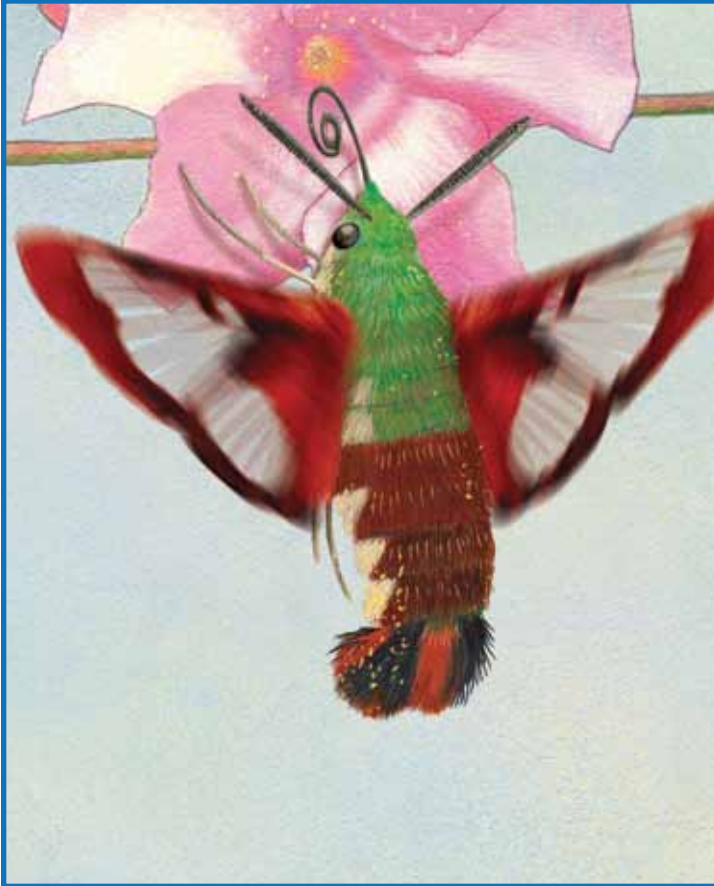
where the animals live (habitat)	tail, no tail
number of legs (if the animals have legs)	colors or skin patterns
how they move (walk, swim, jump, or fly)	animal class
type of skin covering (hair/fur, feathers, scales, moist skin)	
what they eat (plant eaters/herbivores, meat eaters/carnivores, both/omnivores)	

Memory Card Game: Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

Who Am I? Copy and cut out the cards. Poke a hole through each one and tie onto a piece of yarn. Have each child put on a "card necklace" without looking at it so the card hangs down the back. The children get to ask each person one "yes/no" question to try to guess "what they are." If a child answering the question does not know the answer, he/she should say, "I don't know." This is a great group activity and a great "ice-breaker" for children who don't really know each other.

Charades: One child selects a card and must act out what the animal is so that the other children can guess. The actor may not speak but can move like the animal and imitate body parts or behaviors. For very young children, you might let them make the animal sound. The child who guesses the animal becomes the next actor.





Science Journal (Vocabulary)

pollen

my definition

my drawing

allergies

my definition

my drawing

keystone species

my definition

my drawing

plant

my definition

my drawing

True or False?

Objective: Critical thinking skills

Circle whether you think the statement is true or false:

1. T/F All plants make pollen.
2. T/F Many plants are pollinated by honeybees.
3. T/F Animals can get allergies.
4. T/F No animals eat pollen.
5. T/F Pollen comes from flowering plants.
6. T/F Flowers are made up of different parts.
7. T/F Allergies are a reaction of the immune system.
8. T/F All allergies are caused by pollen.
9. T/F Pollen is a necessary part of the lifecycle of flowering plants.
10. T/F Honeybees help pollinate plants that provide food for humans.

Math Cards

Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Math Card Games

(Make four copies of the math cards to play these games):

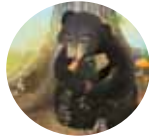
Tens Make Friends Memory Game is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

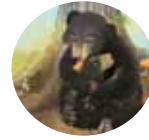
Go Fish for Fact Families is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are: $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, $5 - 3 = 2$.
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

1



2



3



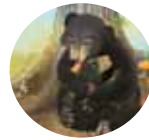
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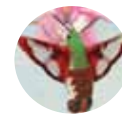
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8



9



Interpersonal Skills

Objective Core Language Arts, Reading Standards for Literature, Key Ideas and Details (2): Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Describe how characters in a story respond to major events and challenges.

Acknowledge differences in the points of view of characters.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

1. Baby Bear didn't know why he was itchy and sneezy. Valerie Vole was allergic to pollen, just like Baby Bear. Because of her experience with allergies, Valerie knew what was bothering Baby Bear. She could help him understand what was happening.
Tell about a time that you taught something to somebody else, or helped somebody understand something.
2. Momma Bear cleaned the pollen off of Baby Bear so he would feel better and not be so itchy and sneezy.
Tell about a time you helped someone else feel better.
3. Baby Bear didn't know that pollen was important. Sandy Spiderling, Zoe Zebra Butterfly, Honey Bee, and Lili Ladybug explained why they and other animals need pollen.
Tell about something that is important to you. Have you ever explained to someone why something (an object, a behavior, or even words) is important to you?
4. Baby Bear listened to the other animals when they told him pollen was important to them. He thought pollen was bad, but after listening to his friends he learned to see pollen through their eyes—as something that is good and necessary.
Tell about a time you listened to someone about something you disagreed on and you learned to see things in a different way.
5. Pollen will still make Baby Bear itchy and sneezy, but now he understands how important it is and that it helps others meet their basic needs.
Can you think of any things that you might not enjoy, but that help keep you or others safe and healthy? (Some examples may include eating vegetables, going to the doctor, buckling your seatbelt in the car, etc.) Once you know these things will help you or others, does that change the way you think about them?

Coloring Pages







Answers

Cross-Curricular: Silly Sentences

1. Baby Bear lumbered out of his den into the warm, spring air.
2. A coat of yellow dust covered the forest outside his home.
3. Valerie Vole poked her head out of her burrow.
4. I wish there was no such thing as pollen.
5. The forest plants and animals need pollen.
6. She reached into a deep flower with her long proboscis.
7. We have small baskets on our hind legs that we use to collect pollen.
8. Do any animals eat pollen in the winter?
9. Some animals, like deer and wolves, eat snow in the winter.
10. Pollen is a food for some animals and helps plants grow into food for others.

Language Arts: Parts of Speech

1. I love sweet honey!
2. Baby Bear sneezed even louder.
3. Baby Bear shook himself off.
4. So I eat pollen, too!
5. Baby Bear sneezed.
6. He stretched his sleepy muscles.
7. Valerie sneezed.
8. Pollen comes in many shapes and colors.
9. She swayed from a branch.
10. Insects eat pollen.

Word Search

	A	B	C	D	E	F	G	H	I	J
1	A	C	H	O	O			A		
2			O					L		P
3	P		N					L		O
4	L		E					E		L
5	A		Y					R		L
6	N		B	E	A	R		G		E
7	T		E					I		N
8			E					E		
9								S		
10			S	N	E	E	Z	E		

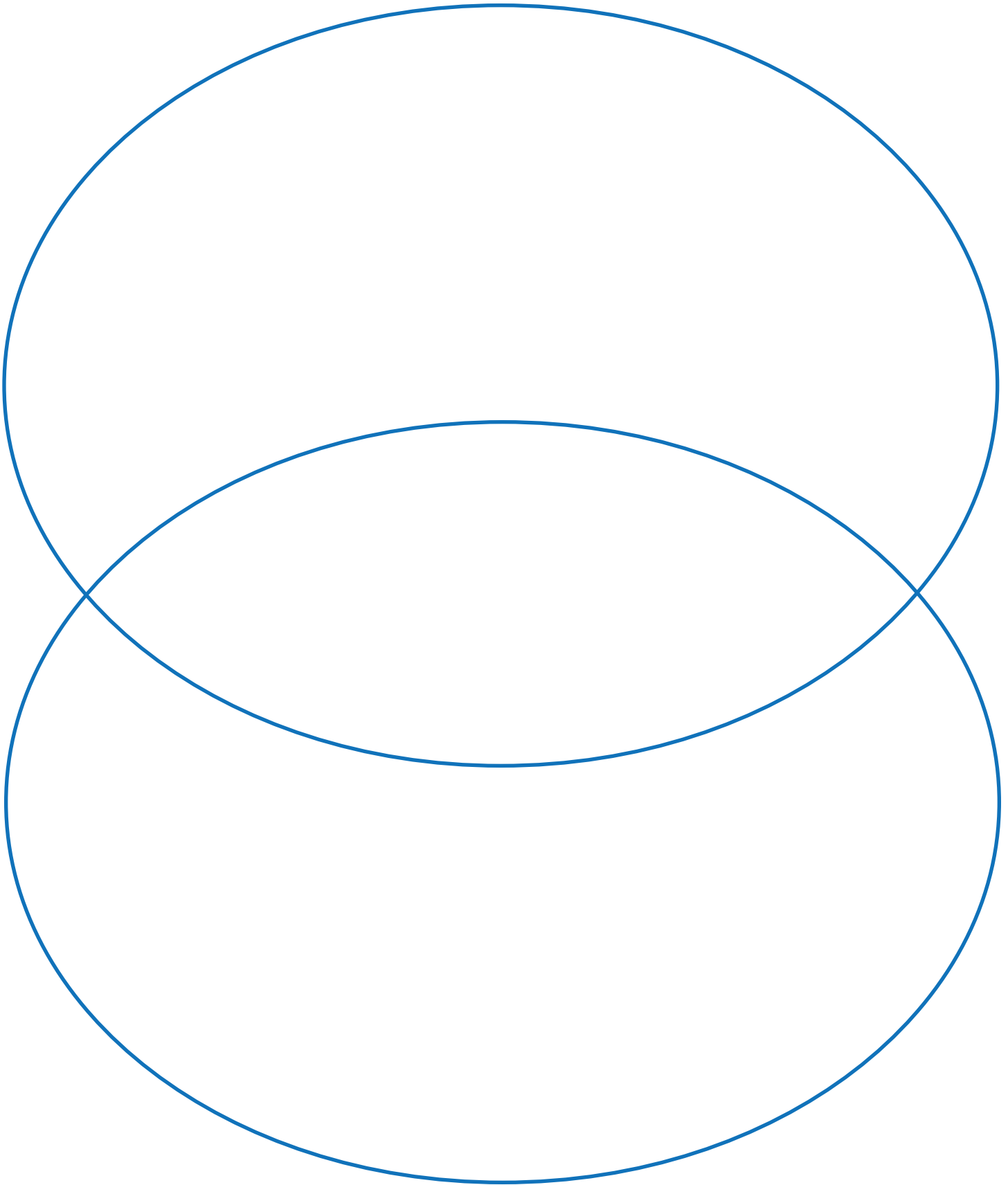
ACHOO	1,A
ALLERGIES	1,H
BEAR	6,C
HONEYBEE	1,C
PLANT	3,A
POLLEN	2,J
SNEEZE	10,C

True or False?

1. F All plants make pollen.
2. T Many plants are pollinated by honeybees.
3. T Animals can get allergies.
4. F No animals eat pollen.
5. T Pollen comes from flowering plants.
6. T Flowers are made up of different parts.
7. T Allergies are a reaction of the immune system.
8. F All allergies are caused by pollen.
9. T Pollen is a necessary part of the lifecycle of flowering plants.
10. T Honeybees help pollinate plants that provide food for humans.

Appendix B—Venn Diagram

Compare and contrast two animals in this book



Appendix C—Vocabulary Cards
