



Maggie's Activity Pack

Name _____

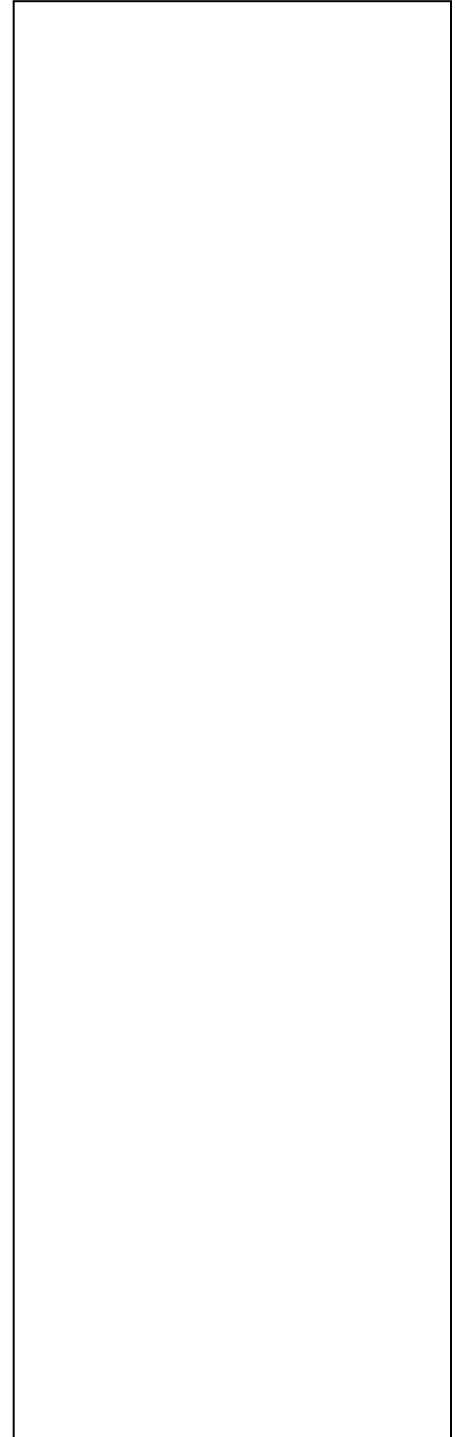
Date _____

Bear Biologists

People study bears for many reasons. Some love nature. They like to walk in the quiet forests or along babbling brooks. Others are concerned about animals. They worry about changing habitats. They think about how this impacts animals. Still others have fond memories of different animals as children. They remember favorite tales of bears. Many say their job choice is a combination of these reasons.

Bear biologists have different kinds of training. Some have four-year college degrees. They help collect samples of bear fur and scat. They take notes about bear behavior. They count bears to determine population. Other biologists have advanced degrees. They use bear fur to learn about the health of a bear population. They examine scat to find out about bears' food. This tells how habitat changes may hurt bears. Then policymakers can decide how to protect bears.

Biologists who study bears are careful. They make noises as they walk because they know most bears like to stay away from people. Food is carried in secure containers. They have bear spray to ward off any bears. They know not to disturb a bear in its surroundings.



Read the text one or two times. Next circle any words you find interesting or don't know. Make a guess as to what these words mean. Write your guesses in the box. Next underline the main idea of each paragraph. Finally, answer these questions using the text.

1. Why is it important to collect bear fur? Use details from the text to support your answer.

2. Reread the third paragraph. What should hikers do in bear territory?

3. If you were studying bears, would you like to get an advanced degree? Why or why not? Use information from the text to support your answer.

Dear Colleague,

We hope you will use this activity in conjunction with last week's activity that describes the habits and habitat of brown bears. After completing the close reading activity, your students could use details from both informational texts to write a descriptive piece about what a bear biologist might observe and do in Katmai National Park. We think it is always helpful to integrate reading and writing with science.

We have provided space for your students to annotate the text. In this WAP we encourage students to circle interesting (or million dollar) words and to take guesses based on context for unknown words. Thus, we have purposely included advanced vocabulary. As you know, challenging text is a hallmark of close reading.

We always like sorting and recently I attended a text dependent question (TDQ) workshop where participants were asked to sort TDQ from those that were not TDQ. I created my own sort based on this idea. Below are the bear questions for you to sort (or simply label). For answers, check out the home page at www.missmaggie.org.

Happy teaching,

Dr. Kathy

What do the actions of the main characters tell you about these people?

What can you infer about biologists who study bears based on the information in the text?

You read about bear biologists. Tell about a time you wanted to learn more about an animal.

The text discusses the study of bear fur. Explain why this is important using an example from the text.

The text says that bears are important to the food chain. Describe another animal that is important to the food chain.

The tale, "Goldilocks and the Three Bears" helps children to learn an important lesson. Tell what lesson this is. Use ideas from the tale to support your response.

What does the word wallowed mean in the text? Why did the author choose this word?

In "Goldilocks and the Three Bears," Goldilocks enters a house by herself. Tell about a time you did something you should not have done.

What does the word teeter mean?

Describe something the text about bears inspires you to do. Use an example to explain your thoughts.

Does Goldilocks' feel comfortable in the Bears' house? What details from the tale support your answer?

Answer Key:

Close reading should be a collaborative activity. Encourage your students to discuss their responses and then rewrite any following this sharing of thoughts.

Goals:

Students read informational text about bear field biologists. They are asked to annotate the text, specifically focusing on vocabulary and main ideas. Three TDQ are asked. The Dear Colleague letter further discusses TDQ in our classrooms. This activity is available on the primary and intermediate levels. There is also a companion emergent reader WAP. The activity correlates with Key Ideas and Details - Reading Informational Text of Common Core and with "Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics) of the ILA/NCTE Standards.