



**A Special Exhibition
Now on Display**



**833 Las Vegas Blvd. North
Las Vegas, NV 89101
www.ldcm.org**

Educator Materials

Call 702-382-3445
For Field Trip Information

This exhibit is produced by Lied Discovery Children's Museum for the Youth Museum Exhibit Collaborative (YMEC).

Teacher Preparation Materials

Growing Up With The Berenstain Bears

What's Included in This Packet?

Included in this packet is an overview of *Growing Up With The Berenstain Bears*, educational goals, connections to Nevada Content Standards, suggested classroom activities, a book list, and internet sites. *We want to make it easy for you to connect the content of a visit to the Museum with your classroom goals* – so if you have additional questions about structuring your visit, please call the Education Department at the Museum at 702-382-3445.

Note to Adult Leaders:

These materials are designed for teachers, librarians, counselors, community group leaders, or parents preparing to bring their students to see *Growing Up With The Berenstain Bears* at the Lied Discovery Children's Museum. The exhibit is designed for children ages 3 to 12 and teachers/group leaders are encouraged to customize the information provided in this packet to suit the individual needs of their students. In order to facilitate connections between exhibit content and curriculum, a selection of relevant Nevada Content Standards are included in this guide.

Table of Contents

Exhibit Overview	page 1
Educational Goals	page 2
Exhibit Component Descriptions	page 2
Suggested Pre-Visit Activities.....	page 5
Suggested Post-Visit Activities.....	page 7
Further Reading	page 11
Internet Sites	page 12
Curriculum Links	page 13
Pre-Kindergarten Nevada Content Standards	page 13
Kindergarten Nevada Content Standards	Page 15
1 st Grade Nevada Content Standards.....	Page 16
2 nd Grade Nevada Content Standards	Page 17
3 rd Grade Nevada Content Standards	Page 18
4 th Grade Nevada Content Standards	Page 19
5 th Grade Nevada Content Standards	Page 20
Letter for Parents / Guardians	Page 21
Reproducible Activity Page.....	page 22
Coloring Pages	page 23

Exhibit Overview

What is *Growing Up with the Berenstain Bears*?

Growing Up With The Berenstain Bears is a special traveling exhibition that made its debut at Lied Discovery Children's Museum in 2005. It has now returned from its North American tour and will be beginning display on March 12, 2010. Working within the familiar context of the Berenstain Bear Country community, *Growing Up With The Berenstain Bears* explores the universal milestones that mark a child's steps toward adulthood. The exhibition reflects many of the life lessons and concepts that are the hallmarks of the Berenstain Bears series of books: self-

discovery, personal growth, achievement and accountability within a familial and societal context. The exhibition environment is designed as a fun, familiar and comforting setting and provides a unique opportunity for children and teachers, librarians, counselors and parents to explore the difficulties, challenges and joys of growing up.

Growing Up With The Berenstain Bears has been developed and designed for children between the ages of 3 and 12, with a specific focus on children ages 5 to 8. Activities within the exhibition engage both younger and older children in exploring experiences that are both critical and common to growing up. Themes such as doing things for yourself, helping each other, wondering about the future, testing limits, making mistakes and conquering fears are presented in appealing, three-dimensional environments based on the classic Berenstain illustrations of Bear Country.

The exhibition highlights the choices, adventures and dilemmas within the Berenstain Bears stories to encourage visitors to role-play, experiment and problem-solve in a variety of ways. Visitors move through the environments either as a character from the books, or as themselves, to experience the daily lives of the Bears and the wonder of “growing up.”

The bilingual exhibition facilitates school and community group tours and addresses the group learning experience through specific educational goals and playful physical environments. Additionally, the exhibition has been designed for maximum accessibility, utilizing audio, visual and sensory components to provide a layered learning experience for all visitors, including those with special needs.

Growing Up With The Berenstain Bears was developed by Lied Discovery Children’s Museum together with Stan and Jan Berenstain, creators of the beloved series of children’s books. The exhibition has been created in conjunction with the Youth Museum Exhibit Collaborative (YMEC), an organization of nine children’s museums from across the United States (and one in Canada) formed to develop and present high-quality exhibitions for family audiences. Following its debut in Las Vegas, the exhibition traveled to each of the YMEC museums located throughout the country and in Canada.

Educational Goals

The educational goals for students visiting the *Growing Up With The Berenstain Bears* exhibition include:

- Learning the ways in which people anticipate and prepare for new experiences
- Imagining their expanding role within their family and their community
- Gaining a sense of personal achievement through self-discovery and personal awareness
- Understanding developmental stages and sequences in the growth processes
- Considering and understanding cause and effect
- Exploring the lessons within the Bears’ daily activities and experiences
- Practicing reading and pre-reading skills

Exhibit Component Descriptions

The exhibition features a number of popular Bear Country environments, each of which has a different learning theme and related hands-on activities. Berenstain Bear family members guide

students through the exhibition, and easy-to-read (sometimes rhyming) label copy accompanies each area. Books from the Berenstain Bears series are also available in the exhibit for teachers and students to read together.

Tree House Kids' Bedroom – Learning Theme: *Establishing Independence*

Kids Only!: This activity encourages children to consider how they establish boundaries and claim space for themselves. Playing with provided shapes, icons, words and images, visitors fashion “Keep Out” or “Beware of Guard Bear” signs to hang over the entrances of their forts.

Tree House Kitchen – Learning Theme: *Helping Each Other*

A Little Help Please!: In this activity, Sister Bear tries to get a pot of honey just beyond her reach and asks students how she should ask for help. From a selection of “please help me” sentences, students can choose the one they think is best suited for the situation. Visitors can also manipulate Sister Bear’s facial features to create the expression best suited for the method of asking.

Balancing Chores: A four-way “chore scale” challenges students to balance the weight of typical home chores between all the Berenstain family members. Students place soft, labeled weights in cups representing members of the family. When a successful balance is achieved, a “happy-family” light is illuminated in the middle of the scale.

Have Another Helping: As many families use mealtimes to discuss the day’s events, this activity focuses on how these conversations can provide guidance and advice to children. At this activity, visitors sit at a place setting featuring a textured “meal” accompanied by a written “what would you do?” scenario and multiple choice responses. After discussion and debate, players spin the “lazy Susan” to see new scenarios.

Caring and Preparing for You: This open-ended role-play gives young visitors opportunities to imagine their future roles as adults and have some fun in the kitchen. Kid-friendly props in the refrigerator are available for them to get their hands on and move around the kitchen as they “prepare” meals for one another.

Tree House Living Room – Learning Theme: *Wondering About the Future*

Out There: Here, students look out one of the living room windows and wonder about what they see “outside” on a screen printed with a specific scene. By operating a crank, students scroll the screen out of the window’s frame, bringing a new season and a new scene into view. Each scene includes wonderful things to wonder about, like migrating birds in flight, new neighbors moving in across the street, and constellations that have yet to be named.

Bear Country School Classroom – Learning Theme: *Finding Out What You Can Do*

The School House: This activity engages students in exploring a range of learning styles and abilities. While considering which ones work best for them naturally, and trying their

hands at more challenging ones, they work around a table individually or cooperatively to piece together puzzles that create a model of the Bear Country School House. Each puzzle is based on a different skill set, such as arithmetic or music. For each puzzle, clues printed on individual pieces help visitors determine where to place things. All the puzzles, when combined together, build one section of the school model. Visitors interacting with this dynamic activity will be able to recognize the contributions of their strengths, as well as the value of working on new skills, as each piece of the school is “built” and “operated.”

Bear Country Playground – Learning Theme: *Testing Limits*

We The Players: What seems like a simple game of hopscotch is actually an exploration of the value of following rules and the fun of making new ones. Students make their way up the board and back. Those who reach the top win the chance to make a new rule. Thus, everyone who plays by the rules gets the chance to challenge them at some point, and contribute new ones.

Balancing Act: In this pretend-play activity, students and adults switch roles for common discipline debates. After choosing a topic, such as *Biting is Bad* or *Teasing is Mean*, kids playing grown-ups and grown-ups playing kids select weights labeled with pieces of text to place on their respective sides of a see-saw. A dial in the middle of the see-saw illustrates how the balance shifts and the center is labeled with a “seeing eye-to-eye” mark, demonstrating that in each argument kids and grown-ups can reach points of agreement.

HowToGetAttention.com/part/1: Participating in this EWW (Exhibit Wide Web) video chat gives students a chance to show off some of their limit-testing achievements and laugh about some of their missed attempts. On the computer’s monitor, visitors will see Brother Bear, Sister Bear and Bear friends, engaged in a video chat. Visitors using the digital camera and microphone can join the chat, conferencing with the Bears, as well as with other people, who can access the chat through the **HowToGetAttention.com/part/2** computer in another area of this exhibition.

Skull Rock – Learning Theme: *Meeting Fears Head-On*

Skull Rock: Taken from *The Berenstain Bears Go to Camp*, Skull Rock is a dark cave for students to enter and overcome classic childhood fears, like night frights, going to the dentist, or making new friends. In the cave, students test themselves to see how long they can stay in the darkness and listen to the scary sounds. Students have the opportunity to identify their fears and think about why these things actually scare them.

What’s Your Fright Type?: Inside a camping area students can take a personality quiz to discover how they react to potentially scary situations. After selecting responses to all the questions, responses are tallied and a humorous description of their personality type is provided.

Make a Monster: This activity invites students to play with the very beasts that scare them. Around a “campfire” next to Skull Rock visitors share scary ghost stories. From inside the campfire a spotlight projects against the wall of Skull Rock. Using ghoulish puppets students can “act out” the ghost stories in a shadow-theater performance.

Disheveled Shack – Learning Theme: *Making Mistakes*

If You Could Do it All Again: In this activity students have several opportunities to make mistakes, learn from them, and try again. Using storyboard panels and rotating pictures, visitors help Brother and Sister Bear find something fun to do with a Saturday afternoon by choosing an activity and a location. By combining various activities with various places, visitors put the cubs into fun or problematic situations. For example, if the visitor chooses to send Brother Bear “skateboarding” through the “living room,” a light box will display the disastrous outcome! Students can revisit their choices and make different decisions with different results.

HowToGetAttention.com/part/2: Participating in this EWW (Exhibit Wide Web) video chat gives students a chance to laugh about some of the mistakes they’ve made. Using a digital camera and microphone, students can conference with Brother and Sister Bear, as well as with other visitors who can access the chat through the **HowToGetAttention.com/part/1** computer in the Bear Country Playground.

Back to the Drawing Table – Learning Theme: *Sharing Experiences is Valuable*

The exhibition contains three “drafting tables” where adults are encouraged to write and draw the final storyboard panel of a Berenstain Bears book in progress. The first three panels of the story relate to one of the exhibition environments. The story describes a conflict one of the young cubs is experiencing, but leaves the resolution undecided. Visitors complete the story and, in doing so, propose parenting advice. As part of this activity, visitors can “meet” Stan and Jan Berenstain and discover how they have shared their own parenting advice through the Berenstain Bears stories – many of which are based on genuine moments from their own lives.

Suggested Pre-Visit Activities

Note: Teachers should adapt activities and discussions to the needs, interests and abilities of their individual classes.

Story Time: Meet the Berenstain Bears

Even if your class is familiar with the Berenstain Bears series of books (or perhaps the PBS show) reading a selection of books with your class in advance of your visit is useful.** Pick out a few books from the library to share with your class and focus on discussing each of the family members. *What are their personalities like? Do they remind students of people they know? Why?* Engaging students in these discussions will help them to articulate the differences and similarities between the characters, themselves and other people around them – an important skill in understanding and getting along with others. Learning how to recognize and build on differences between people is a milestone in growing up.

** You may be interested in checking out some of the books that inspired parts of the exhibition. See if you can connect the books to areas of the exhibition when you visit!

The Berenstain Bears Get Stage Fright
The Berenstain Bears & the In-Crowd

The Berenstain Bears and the Week at Grandma’s
The Berenstain Bears Go to School

The Berenstain Bears Go to the Doctor *The Berenstain Bears and Too Much Teasing*
The Berenstain Bears' New Neighbors *The Berenstain Bears Forget Their Manners*
The Berenstain Bears' Moving Day *The Berenstain Bears and the Sitter*
The Berenstain Bears & the Trouble with Friends *The Berenstain Bears Go To Camp*
The Berenstain Bears Eat Too Much Junk Food *The Berenstain Bears Lend a Helping Hand*

A Pediatric Visit

For children, one of the most visible signs of growing up is physical growth. A selection of activities in the exhibition address physical growth by inviting students to measure their height, shoe size, etc., and introducing Dr. Gert Grizzly. Invite a pediatrician to your classroom to discuss how and why people grow. Incorporate students' specific questions by having them develop queries in advance of the doctor's visit. (You may want to review the scope of discussion with the pediatrician in advance, or alert him/her to specific or challenging questions students have, so an appropriate comfort level is maintained.) Also, invite your guest to discuss why he/she pursued this career, and what kind of study/training is required. *What do they find most challenging and most rewarding about their job?* Considering what they will be "when they grow up" is another activity in the exhibit and an important step in their development and ability to think about the future.

As a follow up to the visit, create "I've Grown" books. Have students bring in a baby picture and a recent picture (Photocopied pictures will work also so parents can keep originals!). Attach each picture inside a simple folded paper "booklet" and have student describe in writing and/or illustration how they've grown from a baby. Encourage students to refer to things they learned from the pediatrician's visit. Have students share their books with the class.

Family Friction

Using finger puppets to role-play family conflict/resolution situations
 (Target Age: Grades K-2)

[Activity found at: <http://pbskids.org/berenstainbears/>]

Exhibit Connection: Activity in Playground

Learning Area(s): Conflict Resolution, Family Roles and Relationships

Objectives:

Students will:

- Listen to a story about family conflict and discuss problems/solutions.
- Discuss simple problems that could happen with parents, siblings and caregivers.
- Talk about strategies for resolving family conflicts.
- Use Bear Family finger puppets to role-play "family friction."

Episode Connection: This activity relates to the Berenstain Bear episode "*The Trouble With Grownups*" on PBS. If you'd like your class to view the episode, check listings and broadcast times on pbs.org. You can also read the book (by the same title) to your class. *Story Synopsis:* After the cubs put on a play about 'the trouble with parents,' Mama and Papa switch places with them and show that being an adult can be difficult. Each develops a clearer perspective on parent and child roles.

Materials Needed: Finger puppet handout, scissors, crayons, glue, a book involving family conflict.

Preparation:

Photocopy “Bear Family Finger Puppets” (in Appendix) and give one sheet to each student.

Activity Description:

1. Read/watch *The Trouble with Grownups*, or another story that depicts family conflict (see resource list below for suggestions). Ask children: *What problems happened in the story? How/why did the problem start? Why was the parent or child mad? How were the problems resolved? Are there any other ways the problem(s) could have been resolved?*
2. Talk with children about simple problems that might happen with family members or caregivers. For example: *How would you feel if your parent or caregiver said you couldn't do or buy something you wanted? What would you do if your brother or sister got mad and started yelling at you? How are problems like these settled?*
3. Explain that when these types of problems happen, it is best for the people who are upset to communicate with each other. Explain that communicating means: listening to how someone is feeling (mad or hurt, etc.), sharing how you feel about the problem and talking about how the problem can be solved.
4. Tell children that they will have an opportunity to practice communicating about problems using Bear Family finger puppets!
5. Instruct children to color, cut out, and then glue their Bear Family finger puppet. Help children to cut out and fit the puppets around their fingers as needed.
6. Break the class into groups of four and explain that children will take turns playing either the Mother, Father, Sister or Brother Bear characters in some “problem” scenarios:
 - a. Brother and Sister want to stay up past bedtime.
 - b. Brother finds out that Sister is playing with a toy he said she couldn't borrow.
 - c. Mama and Papa are working at home and don't have time to talk or play.
7. Allow children to problem-solve on their own. Remind them of communication guidelines, as necessary.

Teacher Tip: Teachers may want to prepare additional “family friction” scenarios ahead of time. Scenarios can be typed onto strips of paper and placed in a “family friction” container. Groups can pull out a scenario from the container and role-play.

Suggested Post-Visit Activities

Note: Teachers should adapt activities and discussions to needs, interests and abilities of their individual classes.

Facing Fears

Making and using sock puppets to explore real and imaginary fears
(Target Age: Pre-K – 1st grade)

[Activity found at: <http://pbskids.org/berenstainbears/>]

Exhibit Connection: Activities at Skull Rock

Learning Area(s): Facing Fears, Emotional Development

Objectives:

Children will:

- Make “brave” sock puppets of themselves.
- Listen to and discuss a story involving positive resolution of a fearful situation.
- Identify feelings of fear and what it means to be brave.
- Use “brave sock” puppets to role-play dealing with different fears.

Episode Connection: This activity relates to the Berenstain Bear episode *Lost in a Cave* on PBS. If you’d like your class to view the episode, check listings and broadcast times on pbs.org. You can also read the book (by the same title) to your class. *Lost in a Cave Synopsis:* Cousin Fred is hesitant about going on a cave exploration outing. With help from Papa, Brother and Sister he faces his fears and learns that there was little to be scared of, and winds up having a great time!

Materials Needed: Book about facing a fearful situation, old (arm-length) socks, different colored yarn, small pieces of colored felt material, wiggle eyes, scissors, white glue, colored markers, small pieces of cardboard or plastic.

Activity Description:

1. Help the children make colorful sock puppets of themselves. Children should:
 - a) Place their hands inside the socks then lightly mark areas on them for a mouth, eyes, lips and tongue.
 - b) Remove their hands and insert pieces of cardboard/plastic. (This will ensure that markers don’t stain through to the opposite side).
 - c) Glue on wiggle eyes.
 - d) Use markers to make lips, a nose, a mouth and other facial features.
 - e) Glue small pieces of red felt inside the mouths to make tongues.
 - f) Cut pieces of yarn into desired hair length and glue them on the top of the puppets’ “heads.”
 - g) Draw (and glue additional pieces of colored felt) on the puppets’ bodies to make decorative clothing.
2. Allow puppets to dry overnight.
3. The following day, read a story involving characters who feel and face fears (see resource list below for suggestions). Then ask: *What was the character afraid of? Why do you think he/she was scared? How did the character show his or her fear? Did the character act bravely? What did s/he do that was brave?* (Explain “brave” as necessary.)
4. Explain that everyone gets scared sometimes. We just have to figure out things we can do when we feel this way. Generate a list of situations that have made the children fearful. To get started, ask: *Have you ever been scared of a loud noise? An animal? Beginning a new school or class? Things you’ve seen or heard on TV or radio?*
5. Discuss some strategies that can help us feel better and act bravely when we’re scared. Ask children for ideas. Consider suggesting: talking to a parent, teacher or friend; using a night light; keeping a special toy or stuffed animal nearby; using imagination to turn a scary thought or monster into something funny.

6. Provide opportunities for students to use their “brave sock puppets” either to talk with each other about different fears and how to bravely deal with them or to act out fearful situations and brave behaviors.

For older students, this idea could be adapted to facilitate a discussion of similar topics. Ask students to think of something they *used to be* afraid of. Have them develop a short story (either written or illustrated – depending on their age/ability) about the fear and how they overcame it. If students are embarrassed about their fear, have them develop a fictitious story about a character who overcame a fear. Discuss the stories. *How did they overcome the fear? Was it difficult? Did someone help them? How would they help a younger cousin or sibling overcome a similar fear? Does growing up mean that you won’t ever be afraid of anything?*

Teacher Tip: When children are working with puppets you might want to provide them with “talking starters” such as “I feel scared when...” or “I act bravely by...” Two children can model what this looks and sounds like.

I wanna be.....

Learning about and acting-out different careers

(Target Age: Grades K-2)

[Activity found at: <http://pbskids.org/berenstainbears/>]

Exhibit Connection: Activities in Tree House Living Room

Learning Area(s): Choices, Decision-Making, Self-Expression

Objectives:

Children will:

- Listen to a story about jobs and discuss different careers.
- Interview a parent/caregiver about their job and collect an item that represents it.
- Have the class members guess the jobs of one another’s caregivers.
- Choose a career, act it out, then have the class guess what it is.
- Play with different “career” items in the dramatic play area.

Episode Connection: This activity relates to the Berenstain Bear episode *On the Job* on PBS. If you’d like your class to view the episode, check listings and broadcast times on pbs.org. You can also read the book (by the same title) to your class. *On the Job Synopsis:* Brother is overwhelmed by the seemingly endless number of jobs that exist as he writes a report on the topic “What I want to be when I grow up.” He comes to realize that though there are many interesting choices, he can take his time to decide.

Materials Needed: Book about different occupations, note to parents, “career” prop boxes—boxes containing play items related to different careers or businesses such as: [a bank, grocery store, doctor’s office, etc.], items from home representing parent or caregiver’s career.

Activity Preparation:

Write a short note to parents/caregivers about participating in this activity. Inform them that as a home assignment, students are to interview them about their job, and then are to be given a sturdy, inexpensive item (such as a hard-hat) that represents it.

Activity Description:

1. Read a book to students about careers (see resource list below for suggestions). Then, discuss jobs seen in and around the neighborhood.
2. Give children the parent note to take home. Ask them to talk with parents, caregivers, an older friend or relative about: their job title, what's done on the job, how they found it, what skills are needed, what's good and bad about it, etc.
3. Students should ask for something they can bring to school to help the rest of the class guess what the job is. Give the example that if the person is a librarian, the child could bring in a book. For a postal worker, they could bring in a letter, stamps or a carrier's bag.
4. The next day, have children present their "job item" while the class tries to guess the career. Details about the job should be given until someone guesses correctly.
5. Explain that now that they've talked about different careers, students should think about what job they might like to have when they're older. Ask them to think about the types of things someone would do on this job, the movements and noises they'd make, etc. (As an example, perform the sounds and movements of a career they'll be able to guess, like a doctor: asking a patient what symptoms s/he has, mimicking listening to heartbeat, etc.)
6. Encourage children to individually (or in small groups) act out the job they'd like to have while the rest of the class, again, watches and guesses.
7. Allow children to continue "career" dramatic play by setting out prop boxes containing uniforms, business clothing, tools, etc.

Teacher Tip: Invite parents who are able to come in and talk with the class about their jobs and take a "question and answer" period with students.

My Mistake

Learning to acknowledge and admit mistakes

(Target Age: Grades K-2)

[Activity found at: <http://pbskids.org/berenstainbears/caregiver/outreach.html>]

Exhibition Connection: Activities in Disheveled Shack

Learning Area(s): Responsibility, Integrity

Objectives:

Children will:

- Discuss the concept of "making a mistake."
- Discuss different mistakes they have made.
- Generate strategies for admitting mistakes.
- Practice suggested strategies through dramatic role-play.

Episode Connection: This activity relates to the Berenstain Bear episode *Stinky Milk Mystery* on PBS. If you'd like your class to view the episode, check listings and broadcast times on pbs.org. You can also read the book (by the same title) to your class. *Stinky Milk Mystery Synopsis:* After

a mishap occurs while visiting a local farm, Brother and Sister are hesitant to admit their mistake. However, they soon learn that “coming clean” is the best thing to do.

Materials Needed: A small paper bag, marker, slips of paper, and writing utensils.

Activity Preparation:

1. Write “Mistake Bag” on the outside of a small paper bag.
2. Cut slips of paper to fit inside the paper bag.

Activity Description:

1. Discuss “mistakes.” Explain that they are a natural part of life and that it is best to admit a mistake rather than trying to hide it.
2. Share an example from *Berenstain Bears*: While visiting a farm, brother and sister accidentally let some cows out of their fenced-in area (and don’t tell anyone what happened)! Later, the cows get sick from having eaten onion grass. The vet figures out what’s wrong. But he could have helped them a lot faster and easier if the children had admitted what happened right away instead of waiting. This is an example of how problems can actually get worse when we wait to tell someone about mistakes we’ve made!
3. Ask children: *What kind of mistakes have you made? Did you ever try to cover one up? Was it scary to admit to the mistake? What happened? What could have been done differently to better solve the problem?*
4. Tell students that today they are going to practice admitting mistakes.
5. Ask individual children to talk about a past mistake (Tell them about a mistake of your own to get the ball rolling.). Ask the group to verbally give advice about how that child might have admitted the problem. Write a description of each mistake and problem onto slips of paper and deposit them into the “Mistake Bag.”
6. Shake the bag up. Have each child reach in and pull out one mistake scenario. Provide opportunities for the child to choose other “players.” Together, they can role-play the mistake, a strategy for admitting it and how to solve the problem.

Teacher Tip: Consider providing opportunities for 1) the children to act out a storyline from one of the suggested readings and 2) sharing and role-playing whenever a child makes a mistake.

Further Reading

There is an *extensive* collection of *Berenstain Bears* books! They are listed in the “Library” portion of the *Berenstain Bears* website at www.berenstainbears.com.

The following groups of books, recommended through the “See, Think and Do Activity Guide” at pbskids.org (link below), directly relate to themes within the *Growing Up With The Berenstain Bears* exhibition.

Diversity, Similarities and Differences

Nice New Neighbors by Franz Brandenburg

The New Kid on the Block by Jack Prelutsky

City Mouse -- Country Mouse (And two more mouse tales from Aesop) by John Wallner

The Witch Next Door by Norman Bridwell

Family Roles & Relationships

No, David by David Shannon

Lizzy's Do's and Dont's by Jessica Harper
But I Want To! by Karl Ruhmann
Noisy Nora by Rosemary Wells

Family Vacations

Just Me and My Dad by Mercer Mayer
Stella and Roy Go Camping by Ashley Wolff
What a Trip, Amber Brown by Paula Danziger
Pickles to Pittsburgh by Judi Barrett

Caring, Appreciation, Acknowledgment

A Chair for My Mother by Vera B. Williams
Erandi's Braids by Antonio Hernandez Madrigal
Flower Garden by Eve Bunting

Community Professions: Doctors

Froggy Goes to the Doctor by Jonathan London
Doctors Help People by Amy Moses
My Doctor by Harlow Rockwell
A Wonderful, Colorful Adventure at the Doctor's Office by Dr. Bob Guinter
Barney & Baby Bop Go to the Doctor by Margie Larsen
A Day in the Life of a Doctor by Linda Hayward

Learning About Different Careers

What Will I Be? by Wendy Lewison
When I'm Big by Nila Aye and Tim Drury
All About Things People Do by Melanie & Chris Rice

Caring for Others

Kids' Random Acts of Kindness by Dawna Markova
What Newt Could Do For Turtle by Jonathan London
Herman the Helper by Robert Kraus
The Mitten Tree by Candace Christiansen
Spot Helps Out by Eric Hill

Learning to Acknowledge and Admit Mistakes

Big Moon Tortilla by Joy Cowley
A Big Fat Enormous Lie by Marjorie Weinman Sharmat
Regina's Big Mistake by Marissa Moss

Facing Fears

No Such Thing by Jackie French Koller
Go Away, Big Green Monster by Ed Emberley
Franklin in the Dark by Paulette Bourgeois
Lizzy and Skunk by Mary-Louise Fitzpatrick
Moon in My Room by Ila Wallen

Internet Sites

www.berenstainbears.com

Visit this official website to find: an official “Welcome” from the Berenstains, a variety of activities (included decoded messages and coloring pages to print out), information about the series of books, email addresses, videos, character profiles, and a “what’s new?” page.

<http://pbskids.org/berenstainbears/>

This part of the PBS website focuses on the Berenstain Bears animated episodes and offers further information on: TV clips and the theme song, games, drawing activities, character profiles, photos, and information for caregivers. An in-depth “See, Think and Do Activity Guide” is available at the caregiver’s part of the website at <http://pbskids.org/berenstainbears/caregiver/outreach.html>. The guide includes a variety of activities focusing on family & community, choices & decision making, and socio-emotional development.

<http://kidshealth.org/kid/index.jsp>

This website is supported by the Nemours Foundation, established in 1936 by philanthropist Alfred I. duPont, and dedicated to “improving the health and spirit of children.” The website is geared towards kids/youth and includes topics like: “dealing with feelings,” “staying healthy,” “recipes,” “everyday illnesses and injuries,” “my body,” “growing up,” “kids’ talk,” “people, places & things that help me,” “watch out,” “the game closet,” “kids’ health problems,” “health problems of grown-ups,” in addition to a variety of issues “in the spotlight” on the homepage. Information is also available in Spanish.

<http://www.aap.org/healthtopics/Stages.cfm>

This portion of the American Academy of Pediatrics’ website is devoted to the developmental stages of children. Key milestones are outlined in an easy-to-digest format. There are also several other portions of the website providing information on a wide range of parenting and children’s health topics.

Curriculum Links

Growing Up With The Berenstain Bears appeals to a wide audience of children and adults. While the exhibition will target ages 5 to 8, interactive stations will engage visitors from ages 3 to 12, as well as their parents and caregivers or teachers. Components, exhibit activities and programming encourage interaction among children and adults. As the exhibition has the strongest links to the areas of English, Language Arts/Reading and Social Studies, a selection of relevant curriculum skills for your reference in making field trip preparations is provided below.

Grades PreK-12 Nevada Content Standards

Pre-Kindergarten

SOCIAL STUDIES

Social-Emotional Development

Content Standard 1.0: Self-Confidence

1.PK.1a Make independent choices from diverse interest centers or activities.

1.PK.1b Select materials to use in order to express individuality.

- 1.PK.2a Express ideas for activities, initiate and participate in discussions with teachers or peers.
- 1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.
- 1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure

Content Standard 2.0: Self- Directions

- 2.PK.3a Use toys and materials with care.
- 2.PK.3b Clean up or put away toys and materials when finished.

Content Standard 3.0 Identification and Expression of Feelings

- 3.PK.2a Express feelings, needs, or wants in appropriate ways.

Content Standard 4.0 Interactions with Other Children and Adults

- 4.PK.1b Express common courtesy to others
- 4.PK.1d Demonstrate problem-solving skills

Content Standard 5.0 Pro-Social Behaviors

- 5.Pk.1a Play independently
- 5.PK.1b Play in pairs and small groups.
- 5.PK1c Engage in dramatic play
- 5.PK.1d Initiate play, or enter into play with a group of children already playing.
- 5.PK.2a Participate in cooperative groups to complete a task.
- 5.PK.2b Take turns with teacher support.
- 5.PK.2c Share some of the time.

Content Standard 6.0 Attending and Focusing Skills

- 6.PK.1a Attend to a task for at least 10 minutes.
- 6.Pk.1b Move on to next activity without exhibiting signs of stress.
- 6.Pk.1c Use verbal and non-verbal conversation skills

Economics

Content Standard 1.0: The Economic Way of Thinking

- 1.PK.3 Decide between two choices.

Civics

Content Standard 1.0: Rules and Law

- 1.PK.1 Follow classroom rules
- 1.PK.4 Participate in group decision making.

Geography

Content Standard 2.0: Places and Regions

- 2.PK.2 Share information about their family practices, customs, and culture
- 2.PK.3 Be exposed to diverse family practices, customs and culture.

LANGUAGE ARTS

Content Standard 1.0- Students know and use word analysis skills and strategies to comprehend new words encountered in text.

- 1.PK.1 Recognize environmental print and symbols.
- 1.PK.7 Demonstrate an awareness that print carries a message.

Content Standard 2.0- Students use reading process skills and strategies to build comprehension.
2.PK.1 Use pictures to aid comprehension.

Content Standard 3.0- Students use reading process skills and strategies to build comprehension.
3.PK.5 Listen and respond to rhythm or rhyme.
3.PK.6 Listen and respond to age-appropriate material for a variety of purposes.
3.PK.7 Listen and respond to poetry and prose.

Content Standard 4.0- Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
4.PK.3 Respond to or ask a questions about an event, text, or picture.
4.PK.4 Follow, with teacher assistance, a simple pictorial direction.

Content Standard 8.0- Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

8.PK.1 Listen for a variety of purposes.
8.PK.2 Listen and respond appropriately to stories and group discussions.
8.PK.4 Listen to and follow a two-step oral instruction

Content Standard 9.0

9.PK.3 Initiate conversation and respond to others.
9.PK.4 Use language to repeat simple stories or to relate experiences

Content Standard 10.0- Students participate in discussions to offer information, clarify ideas, and support a position

10.PK.1 Engage in conversation
10.PK.2 Ask and answer simple questions.
10.PK.3 Share ideas and information from personal and shared-group experiences
10.PK.5 Engage in dramatic play to convey experiences, feeling, ideas, or stories

Kindergarten

Content Standard H10.0-People, Cultures and Civilizations

H1.K.1 Discuss the importance of working together to complete tasks.
H1.K.2 Listen to stories of family members, local residents, and prominent figures to highlight the human experience.

Content Standard H2.0- Nation Building and Development

H2.K.1 Identify problems that occur when people live and work together.

Content Standard H3.0- Social Responsibility & Change

H3.K.1 Recognize difference between home and school
H3.K.2 Describe the importance of working together to complete tasks.
H3.K.3 Identify the occupations of people in their school.
H3.K.4 Demonstrate respect for each other in the classroom and school.
H3.K. 5 Share events that are important to the students and their families.

Content Standard G6.0- Places & Regions

G6.K.1 Identify areas that have different purposes in the home, i.e., kitchen, bedroom; or the classroom

G6.K.2 Describe self as a unique individual with characteristics similar to others.

G.6.K.4 Identify the geographic setting of a picture or story.

Content Standard G8.0- Environment and Society

G8.K.1 Recognize weather changes with the seasons and how people adapt to those changes.

Content Standard E9.0- The Market Economy

E9.K.2 Identify jobs in the community.

Content Standard C13.00- Citizenship and the Law

C13.K.1 Identify and follow classroom and school rules that guide behavior and resolve conflicts

C13.K.3 Recognize individual choices.

LANGUAGE ARTS

Content Standard 3.0- Students use reading process skills and strategies to build comprehension.

3.K.5 Listen for rhythm, rhyme, and alliteration.

2.K.7 Listen and respond to poetry and prose.

Content Standard 4.0- Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

4.K.1 Demonstrate an understanding that texts, pictures, and graphs provide information.

4.K.6 Follow, with teacher assistance, a simple pictorial/written direction.

Content Standard 8.0- Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

8.K.1 Listen for a variety of purposes such as to obtain information, to solve problems, or enjoyment

8.K.2 Attend to and respond to stories and group discussions.

8.K.4 Listen to and follow an oral direction

Content Standard 9.0- Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

9.K.3 Share and respond to ideas.

9.K.4 Relate experiences and retell stories.

Content Standard 10.0- Students participate in discussions to offer information, clarify ideas, and support a position

10.K.1 Demonstrate turn-taking in conversations and group discussions

10.K.3 Share ideas and information.

First Grade

SOCIAL STUDIES

Content Standard H1.0- People, Cultures, and Civilizations

H.1.1.4 Listen to stories that reflect the beliefs, customs, ceremonies, traditions, and social practices or cultures around the world.

Content Standard H2.0- Nation Building and Development

H2.1.1 Identify ways that sharing can resolve problems in the classroom and school

Content Standard H3.0- Social Responsibility & Change

H3.1.2 Compare and/or contrast their daily lives with those of their parents or guardians

H3.1.3 Identify and describe occupations in the community that help people, i.e., police officers, fire fighters, and nurses.

H3.1.4 Demonstrate respect for each other and people in the neighborhood.

Content Standard H4.0- Places & Regions

G6.1.2 Identify similarities and differences between people in the community.

Content Standard C13.0- Citizenship and the Law

C13.1.1 Identify and follow classroom and school rules that guide behavior and resolve conflicts.

LANGUAGE ARTS

Content Standard 3.0- Students use reading process skills and strategies to build comprehension.

3.1.1 Identify characters, setting, and sequence in stories

3.1.2 Identify simple character traits and predict story outcomes

3.1.5 Identify rhythm, rhyme, and alliteration

3.1.7 Read and identify poetry and prose.

Content Standard 4.0- Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

4.1.2 Identify cause and effect and main idea.

4.1.6 Read and follow a simple direction to perform a task

Content Standard 8.0- Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

8.1.4 Follow simple oral directions to complete a task.

Content Standard 9.0- Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

9.1.3 Present ideas and ask questions in small and large groups.

9.1.4 Recount experiences and retell stories in sequence

Content Standard 10.0- Students participate in discussions to offer information, clarify ideas, and support a position

10.1.1 Demonstrate turn-taking in conversations and group discussions.

10.1.2 Ask and answer questions to gather and provide information

10.1.3 Share ideas and information in small groups.

Second Grade

SOCIAL STUDIES

Content Standard H2.0- Nation Building and Development

H2.1.1 Identify ways in which people cooperate to achieve a common goal.

Content Standard H3.0- Social Responsibility & Change

H3.2.4 Demonstrate respect for each other and people in the community.

H3.2.5 Define technology and identify uses of technology in their daily lives.

Content Standard G6.0- Places & Regions

G6.2.2 Describe neighborhoods and communities as places where people live, work, and play.

G6.2.3 Identify traditions and customs that families practice.

Content Standard E9.0-The Market Economy

E9.2.4 Discuss why people work

Content Standard C13.0- Citizenship and the Law

C13.2.1 Identify and follow classroom and school rules that guide behavior and resolve conflicts.

LANGUAGE ARTS

Content Standard 3.0- Students use reading process skills and strategies to build comprehension.

3.2.2 Make basic inferences about character traits and predict story outcomes

Content Standard 4.0- Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

4.2.2 Identify and explain cause and effect and determine the main idea of a passage

4.2.6 Read and follow simple directions to perform a task.

Content Standard 8.0- Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

8.2.2 Attend to and respond to public presentations and a variety of media

Content Standard 10.0- Students participate in discussions to offer information, clarify ideas, and support a position

10.2.1 Demonstrate turn-taking and attentiveness in conversations and group discussions.

10.2.2 Ask and answer questions to gather and provide information

10.2.3 Present ideas and information in groups.

Third Grade

SOCIAL STUDIES

Content Standard H2.0- Nation Building and Development

H2.3.1 Discuss how conflicts can be resolved through compromise.

Content Standard H3.0- Social Responsibility & Change

H3.3.4 Demonstrate respect for each other, the community, and the world

H3.3.5 Explain how technology at home and in school impacts their lives.

LANGUAGE ARTS

Content Standard 3.0- Students use reading process skills and strategies to build comprehension.

3.3.2 Make inferences about setting and characters' traits

Content Standard 4.0- Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

4.3.3 Ask questions and support answers by connecting prior knowledge with literal and inferential information in text

Content Standard 8.0- Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

8.3.2 Listen to connect prior experiences, insights, and ideas to the message of a speaker.

Content Standard 10.0- Students participate in discussions to offer information, clarify ideas, and support a position

10.3.1 Speak and listen attentively in conversations and group discussions

10.3.3 Share ideas and information to complete a task

Fourth Grade

SOCIAL STUDIES

Content Standard E9.0- The Market Economy

E.9.4.4 Identify factors within an individual's control that can affect the likelihood of employment.

LANGUAGE ARTS

Content Standard 3.0- Students use reading process skills and strategies to build comprehension.

3.4.1 Make inferences about and compare characters' traits; make predictions about conflicts and resolutions; check text for verification

Content Standard 4.0- Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

4.4.6 Read and follow multi-step directions to complete a task.

Content Standard 8.0- Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

8.4.4 Follow oral directions to complete a complex task.

Content Standard 10.0- Students participate in discussions to offer information, clarify ideas, and support a position

10.4.1 Contribute to and listen attentively in conversations and group discussions

10.4.2 Ask and answer questions with relevant details to clarify ideas

10.4.3 Share ideas, opinions, and information clearly and effectively .

10.4.4 Identify and express opinions and state facts.

Fifth Grade

SOCIAL STUDIES

Content Standard H3.0- Social Responsibility & Change

H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.

H3.5.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contribution to the United States

LANGUAGE ARTS

Content Standard 3.0- Students use reading process skills and strategies to build comprehension.

3.5.2 Make inferences supported by the text about character's traits and motivations and make predictions about conflicts and resolutions.

Content Standard 4.0- Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

4.5.3 Read to evaluate new information and hypotheses by comparing them to known information and ideas.

4.5.5 Identify authors' ideas and purposes in texts, including advertisements and public documents.

4.5.6 Read and follow multi-step directions in order to perform procedures and complete tasks.

Content Standard 8.0- Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

8.5.1 Interpret a speaker's verbal and non-verbal messages, purposes, and viewpoint; distinguish fact from opinion.

8.5.4 Follow multi-step oral directions to complete a task.

Content Standard 10.0- Students participate in discussions to offer information, clarify ideas, and support a position

10.5.1 Participate in conversations and group discussions as a contributor and leader.

10.5.2 Ask and answer questions to clarify or extend ideas.

10.5.3 Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.

Dear Parents/Caregivers:

Today your child visited Lied Discovery Children's Museum to see their brand new exhibition called ***Growing Up With The Berenstain Bears***. It's a wonderfully playful and educational exhibition all about growing up – and based on the beloved series of children's books.

In this hands-on exhibition, students explore the universal milestones that mark a child's steps toward adulthood. Themes such as doing things for yourself, helping each other, wondering about the future, testing limits, making mistakes and conquering fears are presented in engaging, three-dimensional environments based on the classic Berenstain illustrations of Bear Country. *Growing Up With The Berenstain Bears* is designed as a fun, familiar and comfortable place for families to explore the difficulties, challenges and joys of growing up.

Growing Up With The Berenstain Bears has been developed and designed for children between the ages of 3 and 12, with a specific focus on children ages 5 to 8. However, because activities within the exhibition are designed to engage both younger and older children (and adults!), *Growing Up With The Berenstain Bears* is appropriate for families as well.

We encourage you to talk with your child about her/his visit and to consider making another trip to the Museum while the exhibition is currently on display. Your child can be the tour guide while you explore Bear Country together!

We look forward to seeing you –

The Education Department

P.S. While you're visiting the Museum, don't forget to stop by the Library (in the same building) and check out your favorite Berenstain Book to take home!

Lied Discovery Children's Museum
833 Las Vegas Blvd. N.
702-382-3445
www.ldcm.org

REPRODUCIBLE PAGE
FINGER PUPPETS



Brother Bear



Sister Bear

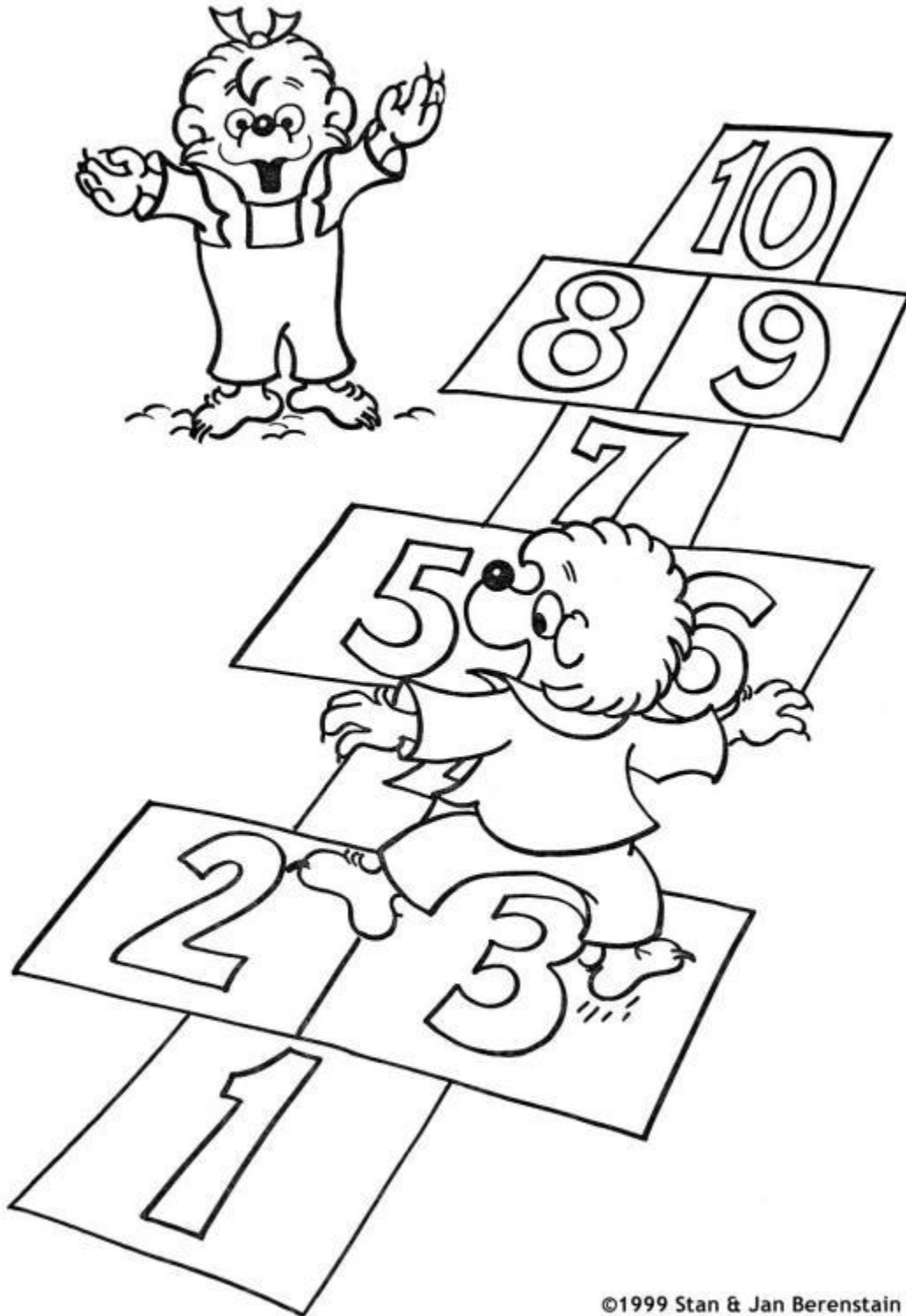


Papa Bear



Mama Bear

Coloring Page



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Coloring Page

