


The Legend of  
**Honey Hollow**

Written by **Jeanne McNaney**

Illustrated by **David Cochard**

An illustration of a bear sitting on a log in a canoe, looking towards a boy in a canoe on a lake at sunset. The bear is on the left, and the boy is on the right. The background is a vibrant sunset with a large sun and a forest of trees. The bear is looking towards the boy, who is also looking towards the bear. The scene is set on a body of water with a forest in the background.

**Teacher's  
Guide**

## Activity 1

### Welcome to Honey Hollow

Introduce this activity by having students pretend that they are artists commissioned to draw a picture of Honey Hollow. Allow them time to close their eyes and try to picture it as it was prior to the trees being cut down. Then, as a group, share some of the items they would include in their artwork such as trees, flowers, streams, cave, and animals.

As you pass out the worksheet, tell students that they are going to complete the picture of Honey Hollow by doing the dot-to-dot puzzle. Point out that the dot-to-dot asks them to count by two's. Before they begin you might review by having the class count to 24 by two's.

After reading the copy as a class, point out the two words at the bottom of the sheet. Explain that environment refers to what the land is like where the bears live in Honey Hollow (the picture they completed). The word climate refers to what weather is like all year (amount of rain or snow, the temperature, amount of sunshine, etc.) Ask students to describe the climate (lots of sunshine, cool temperatures, lots of rain). Encourage students to draw pictures of the environment and climate in Honey Hollow in the labeled boxes.

#### Extend the Learning

1. Encourage students to visualize the environment in which they live. Again, ask them to close their eyes and picture the place where they live (city, town, farming community, ocean, etc.). Ask them to draw a picture of their environment on the back of the worksheet.
2. Help students recognize different types of environments by finding pictures of them in magazines and books. Some students might have pictures from relatives who live in different parts of the country that illustrate different environments that they can share. Talk about how these environments are similar to or different from the environment in which they live.

## Activity 2

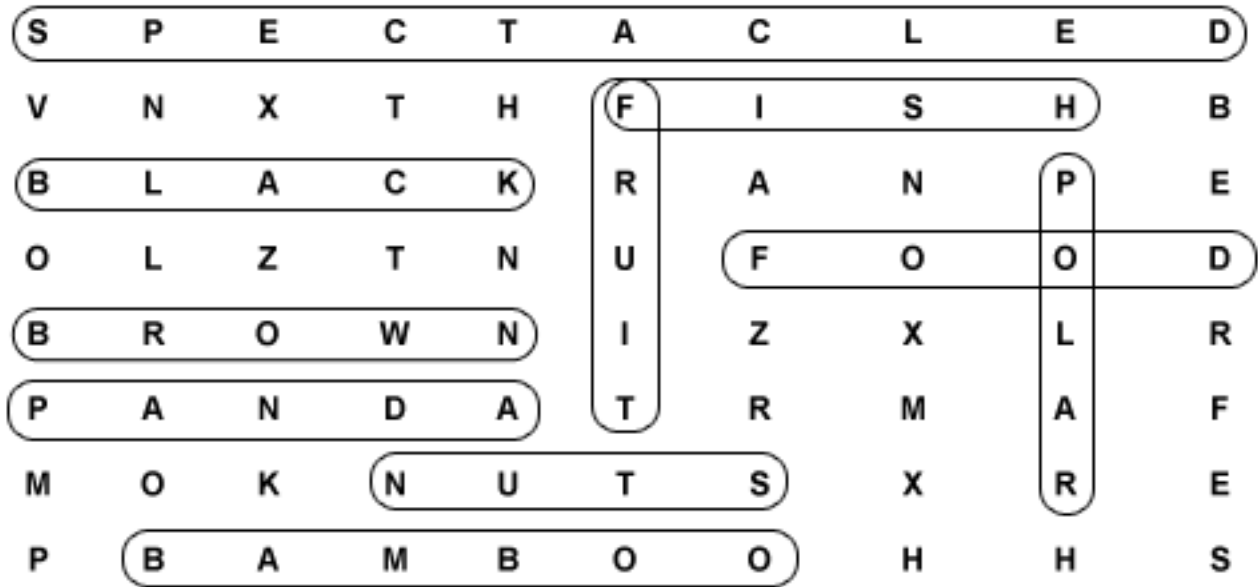
### Meet the Bears of Honey Hollow

Introduce the worksheet by talking about the types of bears in the story. Ask students to identify the bears (brown, black, polar, panda, spectacled). Ask which bears lived in Honey Hollow and which ones were guests.

As you pass out the worksheets, explain to students that they are going to find the bears' names in a word find puzzle. Help students who may have trouble with the words that go top to bottom. You might want to use this worksheet on an overhead projector and do it as a class for younger students. They can follow and mark their worksheets to match.

As an added challenge, ask students to find the word food in the puzzle. Explain that some of the foods the bears eat are in the puzzle, too. Encourage students to find those foods and circle them.

## Answer Key:



### Extend the Learning

1. Help students understand why life is good for the bears who find their way to Honey Hollow. Remind them that the environment is great with lots of trees, sunshine, and rain. The Brown Bear family makes it special for the bears they rescue because they care. Encourage students to identify some of the things the bears in the story do to show how caring they are (welcome other bears to stay, give gifts (special suit for polar bear), rescue bird eggs, all bears are kind to each other, bears work together (helping catch water when bear cave is being flooded, planting trees).
2. Have a kindness recognition day on which students honor the bears in the story that did something kind or thoughtful. Allow students, individually or as a class activity, to select the bear they want to honor and write a note to compliment that bear. Students can use this day as a reminder to thank or compliment classmates, family, or friends who do something nice or thoughtful.

### Activity 3 Which Bear?

Introduce the activity by playing an "I'm thinking of ..." game with the class. Give up to three clues if needed for students to guess the answer. Give students three or four things to guess before moving to the worksheet. For example, "I'm thinking of something big and round, it's yellow, it keeps us warm. The answer is sun.

As you pass out the worksheet, tell students that they are going to match the bear to the clues that describe it. You might want to do the first one with them. After reading the clues, students should identify the polar bear. Have them write the number one in the blank by the word polar.

## Answer Key

1. (polar) 2.(black) 3. (spectacled) 4. (panda).

### Extend the Learning

1. Have a “bear day” on which students can bring bears they might have at home to school (limit one bear per student). Students can tell bear stories about how they received the bears and what the bears mean to them.
2. Create a bear corner with books that are full of bear facts and stories that contain bear characters. Encourage students to read the books and learn facts about the bear of their choice. Then play a “Which Bear?” game in which students give clues and ask their classmates to guess the bear.

## Activity 4 The Bear Facts

Introduce the worksheet by telling students that they are going to learn more about three of the bears that made their way to Honey Hollow. Use a world map or globe to help students see where the bears lived before reaching Honey Hollow. The polar bear is from the Arctic region, the spectacled bear from the Andes Mountains in South America and the panda from China.

As you pass out the worksheets, help students understand that the specific places where the animals live are called habitats. Encourage students to examine each habitat by asking them to describe the items they see in the pictures. After reading the information about each bear, have students write the name of each one next to its habitat.

Help students develop research skills as they complete the challenge to find two or three more facts about a bear. Divide the class into three groups and assign a specific bear to each group to research. Enlist the aid of the media specialist in finding sources for students to explore. You can also provide them with websites that might help if they search at home on the Internet.

Two sites are:

- The National Geographic for Kids at <http://kids.nationalgeographic.com>
- The National Zoo at <http://nationalzoo.si.edu>.

### Answer Key:

Habitats: Arctic scene/polar bear; Mountain scene/spectacled bear; Bamboo forest/ panda.

### Extend the Learning

1. Once students have completed their research project, have them meet in their groups to share information and write a brief report. Before groups meet, the class can decide the type of information they want to include in their report. As you discuss the information to be included write those topics in question form on large chart paper or the chalk board for reference. For example, one question might be “Where does the bear live?” (geographic region/habitat) Others might be “What does it look like? (physical appearance), What special things does it do? (behavior)

2. Invite groups to share their reports with the class. Once all reports are given, play a "Which Bear?" game, using questions devised from information in the reports. Ask questions beginning with "Which bear ..." (spends winter months in a snow cave, sleeps in trees, etc.)

## Activity 5 The Bear Message

Introduce the worksheet by telling students that today they are going to receive a coded message. Then write the following coded phrase (The bears of Honey Hollow), along with the code, on the chalkboard or chart paper to help students learn to decode messages and find out who the message is from.

10 14 11                      6 10 8 4 12                      1 11 4

2 4 7 9 5                      3 4 12 13 11 10 15 4 3

### Answer Key for Worksheet:

Our homes are being destroyed.

### Extend the Learning

1. Discuss how the destruction of a habitat affects the land and the animals. Refer back to the part of the story in which the forest trees were cut down and elicit information by asking students questions that might bring responses such as:
  - No trees or plants to hold back the water so cave leaked, land washed away (floods)
  - No trees to keep the animals safe (bird) so they leave
  - No place for homes (bird nest) so eggs wouldn't hatch
  - Plants can't grow so food is gone (panda worried about bamboo trees)
2. Talk about the reasons animals are losing their habitats, identifying which bears are affected: forests cut down (spectacled, brown); construction of homes, malls, etc. (black, brown); mining and drilling; (black and polar); global warming (polar); sports (black bear of Appalachia).

## Activity 6 What Can We Do?

Use this worksheet as a culmination of the unit and to encourage students to do their part in helping to save the environment. Before handing out the worksheet, discuss ways the characters in the story worked together to save Honey Hollow. The adult bears, cubs, and children all worked together. They planted new trees to replace the ones

cut down. The boy asked his dad to stop cutting down the trees. They worked to protect the bird eggs and help them hatch.

Complete the worksheet with students and ask students to share energy-saving practices they implement in their homes. Then encourage students to take the worksheets home to share with family members.