

Additional Resources

For more information, activities and resources for Little Polar Bear and North-South Books' "Year of the Little Polar Bear" celebration, visit northsouth.com.

To learn more about polar bears and their vanishing habitat, visit:

The World Wildlife Fund at worldwildlife.org/polarbears

Defenders of Wildlife at:

http://www.defenders.org/resources/publications/programs_and_policy/science_and_economics/global_warming/navigating_the_arctic_meltdown_polar_bear.pdf

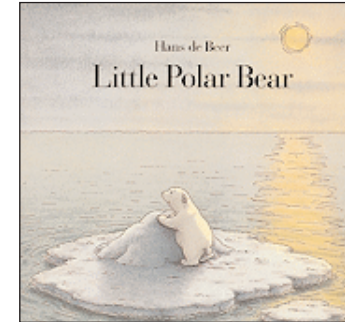
To learn more about the effects of global warming on wildlife, visit <http://www.nwf.org/wildlifeandglobalwarming/effectsonwildlife.cfm>.

Would you like to have Lars visit your school or library? To learn more about the Lars costume, contact hlennon@northsouth.com.

This educator guide was developed for North-South Books by Bethany Holt and Ellen Myrick. Check the northsouth.com/resources for more information for teachers, librarians and booksellers.



The Little Polar Bear books by Has de Beer



reading ♦ environment ♦ geography
problem-solving skills ♦ science
character education



And much more!

share the creations with others in the school and community to raise awareness.

Global Warming

The warming of the Arctic means that polar bears like Lars have to work harder to survive. They need the cold and the ice in order to track and capture their prey and their hunting territories are shrinking along with the ice.

Other animals are feeling the impact as well including whales, seals, reindeer, arctic foxes, caribou and many more. Divide the class into small groups to research the effect of global warming on each animal with resources in your library and the internet. What does a warmer world mean for their young, their habitat, their food supply, and their future? What does global warming and rising sea levels mean for us and our habitat, food supply and future? As the teacher, help the students draw parallels to show the interconnectedness of people and polar animals and show how one ecological disaster can affect everyone all over the world.

Have each group create a poster to represent their animal and themselves and what global warming means to them.



piece of paper, reading it aloud, and choosing the “fact” or “fiction” bucket. Discuss why each phrase could be described as either “fact” or “fiction.” Encourage discussion if there are any differences in opinion.

Some examples of phrases to use would be:

The team of dogs rushed at Lars, barking furiously.

“Don’t be frightened,” said Lars. “I’ll help you!”

The impetuous puppy jumped up and started barking.

Lars paddled the kayak towards the town.

Character Characteristics

On a large piece of paper or display board, draw a large outline of a polar bear and a husky. As you are reading, ask the children to listen for and think of words that would describe Lars and Floe. Think about their external (outside) characteristics, but mostly focus on their internal (inside) characteristics.

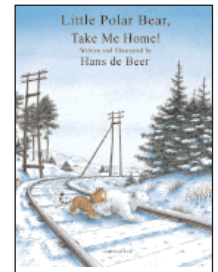
After reading, write suggestions for descriptive words about Lars inside the polar bear outline, and words about Floe on the husky outline. After children have given their own suggestions, expand vocabulary by mentioning others that can be added to each list. For example, “Which character could be described as ‘ungrateful?’ Which character was ‘helpful?’ Which was described as ‘impetuous?’” Underline, circle, or place a star beside each word that would be considered an internal characteristic. Which group of words would you want to describe you?



Little Polar Bear, Take Me Home!

Map it!

Locate a map of the North Pole that includes Siberia. Trace the route that you think Lars and Sasha might have taken. As you read the book, notice and discuss the changes in climate from one area to another. Looking at the map, discuss details from the story: Which ocean do you think Sasha’s father loves to look at? Why would he say, “There’s nothing finer”? Why do you think there is a train track going through the North Pole?



Friend Facts

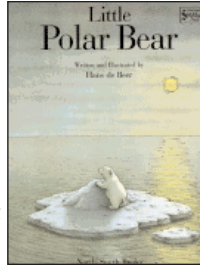
The Little Polar Bear has many friends that help him along the way. As you are reading, make a list of each new animal that is mentioned in the book. Which animals do you think were the most impor-

Little Polar Bear

Polar Bear Pantomime

After reading *Little Polar Bear*, list important characters, places, and actions in the story. Vote and choose between 5 and 15 of the most important words. Have children create and practice hand and facial motions to go with each word. For example, they might shiver for the word “snow,” and open their mouths wide for “Henry” or “hippopotamus.” Read the story again, encouraging children to use the hand and facial motions when the chosen words are mentioned. Children can also retell the story to the group or to one another using the motions. Encourage using all of the words when conveying the story to ensure a complete retelling.

Hand and facial motions can be carried on to be used with all of the *Little Polar Bear* stories, and new motions can be created for each new adventure.



Why White?

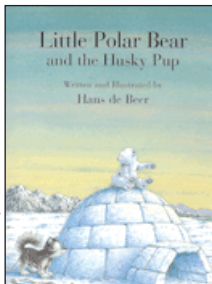
Why do you think there were no other white animals in the tropics? Animals have certain colors to protect them from predators and to hide them from their prey. To demonstrate, show the children a single cotton ball with a black dot drawn on it. Have them study it so that they can remember what it looks like. Now place the cotton ball in a deep pan or bowl of other white objects, including other cotton balls. Predict how long it will take for a volunteer to locate the special cotton ball. Record the time it takes for the volunteer to locate the correct cotton ball.

Take the same cotton ball and place it in a pan or bowl of brightly colored objects. Predict how much time it will take to find the cotton ball now. Compare the time that it took to find it in the white objects. Which bowl is a safer place for the cotton ball if we were cotton ball predators?

Little Polar Bear and the Husky Pup

Fact or Fiction

In the book, Lars and Floe have both animal characteristics and human characteristics. Select sentences or phrases from the book that could be considered either realistic (animal) or non-realistic (human). Write or type phrases on small slips of paper, and provide two buckets, one labeled “fact” and the other labeled “fiction.” Have children take turns selecting a



Check out all the adventures!

- Ahoy There, Little Polar Bear* (\$6.95 paperback, 9781558583894)
- The Little Polar Bear* (\$15.95 hardcover, 9781558580244; \$6.95 paperback, 9781558583580; \$19.95 Big Book paperback, 9780735812161)
- Little Polar Bear and the Big Balloon* (\$6.95 paperback, 9780735820777; \$16.50, library binding 9780735815339)
- Little Polar Bear and the Brave Little Hare* (\$6.95 paperback, 9780735813328; \$15.95 hardcover, 9780735810112)
- Little Polar Bear and the Husky Pup* (\$6.95, paperback, 9780735819047; \$15.95 hardcover, 9780735811546)
- Little Polar Bear and the Reindeer* (\$6.95 paperback, 9780735819047)
- Little Polar Bear and the Whales* (\$16.95 hardcover, 9780735822092)
- Little Polar Bear Finds a Friend* (\$6.95 paperback, 9781558586079; \$15.95 hardcover 9781558580923)
- Little Polar Bear, Take Me Home!* (\$6.95 paperback, 9780735814974; \$15.95 hardcover, 9781558586307)

Little Polar Bear is available in Spanish, too!

- El osito polar*, \$6.95 paperback, 9781558583900
- El Osito Polar y Su Nueva Amiga, \$6.95 paperback, 9781558586390
- El Osito Polar y el Gran Globo, \$6.95 paperback, 9780735817395
- El Osito Polar y el Reno, \$6.95 paperback, 9780735821613

Audiobooks are available, too!

- Little Polar Bear Finds a Friend Mini Book and Cassette, \$11.95 9780735816626

Board Book

- Little Polar Bear, \$6.95 board book 9780735810808
- Little Polar Bear Finds a Friend, \$6.95 board book, 9780735822399



tant in the story? Place a star next to the polar bear, Siberian tiger, snowy owl, camel, and woodpecker. Use books and the internet to find important information about each animal that can be shared with others. What do they eat? Where do they live? How do they survive cold temperatures? How do they protect themselves from danger?

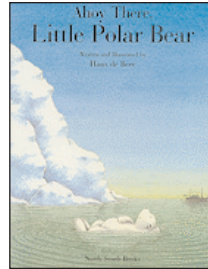
Individually or in groups, children can choose one of the animals to research. Have students create a poster with pictures and at least five important facts about their choice.

Ahoy There, Little Polar Bear

Pollution Solution

The city that Lars and Nemo entered was very dirty and polluted. While reading the story and studying the pictures, have children point out examples of pollution in the air, land, and water. Point out specific objects that are polluting the area in the pictures.

Pollution affects the people, plants, and animals everywhere and can be very harmful. Have each child write or illustrate a "Pollution Solution," or way to keep the areas in their school, home, or community clean. Even the smallest action can have a big impact. Display on a bulletin board or chart labeled "Our Pollution Solution."



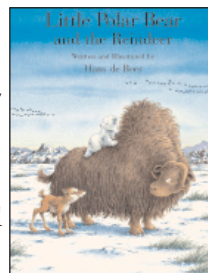
Act it Out!

This story is perfect for assigning roles and acting it out! Assign the roles of reader, Lars, Nemo, Johnny, worried parents, and cats within a group of 8-12 children. Type out the text of the story, and distribute copies within the group. Props are not necessary, but various pieces of "trash" or "pollution" can be scattered around. Within the group, have children discuss dialogue and actions to take in the performance, and practice several times. The performance can be done the same day, or a more elaborate, "memorized" version can be performed after more preparation.

Little Polar Bear and the Reindeer

Problem and Solution Flip Chart

For each problem a character faces in the book, there is a way of fixing the problem, or solution. Discuss the problems that Oliver, Lars, and the reindeer herd encounter in the story. Give each child a note card labeled "problem" at the top of one side, and "solution" at the top of the other (When the card is



flipped up from the bottom of the "problem" side, the word "solution" should be at the top of the opposite side). On the "problem" side, have children write one or two sentences or draw a picture about a problem that a character has in the story.

After flipping the card up, have children write or draw about how that particular problem was fixed or resolved. On a bulletin board or chart, place a piece of tape at the top of each card. Children and visitors can read the flip chart to learn about and discuss the story.

Little Polar Bear and the Brave Little Hare

People in the Arctic

It's hard to believe that people can live in the Arctic but in *Little Polar Bear and the Brave Little Hare*, the friends come across a Polar Research Station.. Ask your students what they think people would research at the top of the world. Put all the answers on the board and then ask your students to use the library and the internet to research which ideas are correct. Ask them to find out how people adapt to the Arctic environment so that they can eat, sleep, work and play.



Little Polar Bear and the Whales

Help the Whales

Lars was able to help the whales in the story, but many whales are still in danger because of hunters on whaling boats. Why do you think anyone would want to kill whales? In some parts of the world, whale meat is considered a "delicacy," or very special food. Restaurants pay lots of money to be able to serve it, and customers will pay lots of money to be able to eat it. Even though it is illegal, hunters put whales in danger because they can make so much money selling the meat.

Individually or in a group, have children write a persuasive letter or song about whales and why people should protect them. Research information about why whales are important to the world. Guess what might happen to the world if whales no longer existed. Display and

