



**Refresh for Relevance**

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# THE RAVENOUS BEAR



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**GRADE:** K-2

**STRAND:** Number

**SKILLS:** Counting, listening, tallying, making a table, using a calculator

**CLASS ORGANIZATION:** Total class

**SUGGESTED TIME FRAME:** 45 minutes

**VOCABULARY:** Tally, total, table, hibernate, ravenous

**PREREQUISITE SKILLS:**

Listening, tallying

**MATERIALS:**

- "Ravenous Bear" story
- Black-line recording sheet
- Activity sheet
- Calculator for each student
- Take-Home Activity Sheet

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**Pull-Out  
Section**

**1. DIRECTED INSTRUCTION:**

Read "Ravenous Bear" story to class.

Instruct children to listen carefully to what the ravenous bear eats each day of the week, then reread the story to the class as they listen for information.

Select student to record (tally) "data" from story onto chalkboard or overhead sheet provided.

Read story once again, asking the following questions: (as class answers, tally marks are put on the chart by the student recorder.)

**Questions:**

1. What did the ravenous bear eat on Sunday?
2. ...Monday?
3. ...Tuesday?
4. ...Wednesday?
5. ...Thursday?
6. ...Friday?
7. ...Saturday?

**Answers:**

one ripe blueberry  
two juicy strawberries  
three wiggly worms  
four shiny apples  
five slippery fish  
six crunchy acorns  
seven tiny bugs

When tally marks have all been recorded, choose another student to write the numerals in the appropriate spaces on the chart.

Follow with class discussion. Ask these questions:

**Questions:**

1. What do you notice about the numbers on the chart?
2. How many more things did the bear eat on Monday than on Sunday?
3. How many more things did the bear eat on Tuesday than on Monday?
4. (Continue questions for the rest of the week.)
5. How many more things do you think he would eat on the next day? On the next?
6. How do you think we could figure out how many things he ate during the whole week?

**Answers:**

Each number is one more than the one before it.  
One.  
One.  
One more.  
We could add up all of the things he ate each day.

**2. GUIDED PRACTICE:**

Guide students' use of the calculator to find the answer to the problem stated. Have the class work together using the following keys:

$$\boxed{1} + \boxed{2} + \boxed{3} + \boxed{4}$$

$$+ \boxed{5} + \boxed{6} + \boxed{7} = \boxed{\phantom{00}}$$

Discuss answer with class. (28 things)

Ask the class, "If Mama Bear ate the same amount of food this week as Papa Bear, how many things would they eat all together?" (Class does this problem together.)

$$\boxed{28} + \boxed{28} = \boxed{\phantom{00}}$$

**3. INDEPENDENT PRACTICE:**

Have students return to seats with "Ravenous Bear" activity sheets.

Monitor students' progress and offer assistance as children work.

**4. EXTENSION:**

Ask two children to find how many items in all the bear ate during the week; have one use a calculator, and one use pencil and paper.

Next, ask: "How did using the calculator make this problem easier to solve?"

Encourage discussion about the calculator as a time saver and mathematics tool.

**5. HOME ACTIVITY:**

Have students complete the attached home activity sheet.

STUDENT ACTIVITY SHEET

**THE RAVENOUS BEAR**



After a long winter in hibernation, a very hungry bear woke up and began looking for something to eat.

On Sunday, he ate one ripe blueberry.

On Monday, he ate two juicy strawberries.

On Tuesday, he ate three wiggly worms.

On Wednesday, he ate four shiny apples.

On Thursday, he ate five slippery fish.

On Friday, he ate six crunchy acorns.

On Saturday, he ate seven tiny bugs.

Now the ravenous bear felt much better. He wasn't so hungry anymore and he was ready to enjoy all the beautiful colors of spring.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Picture							
Tally							
No.	1	2					

Finish the chart. Now, fill in the missing numbers below:

1	+	2	+		+		+		+		+		=	
---	---	---	---	--	---	--	---	--	---	--	---	--	---	--

Use your calculator to find the answer.

	+		=	
	+		=	



