

Welcome Home, Bear

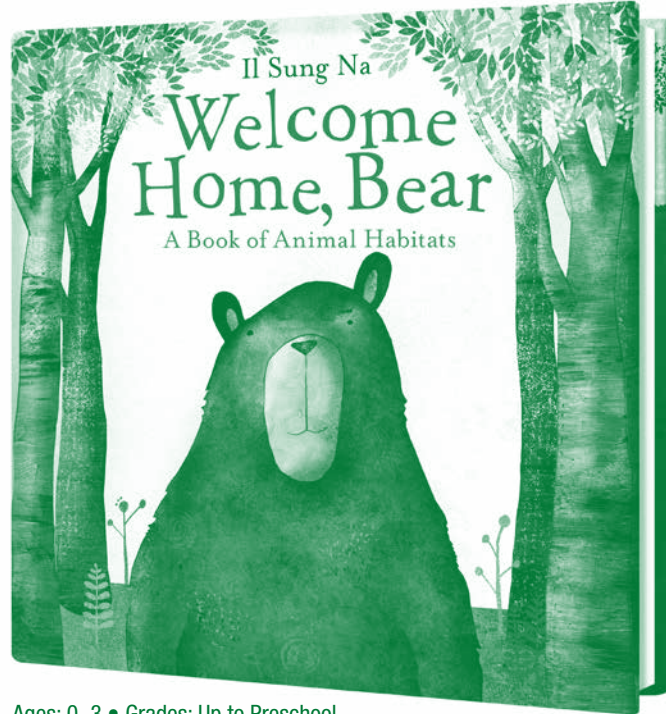
by Il Sung Na





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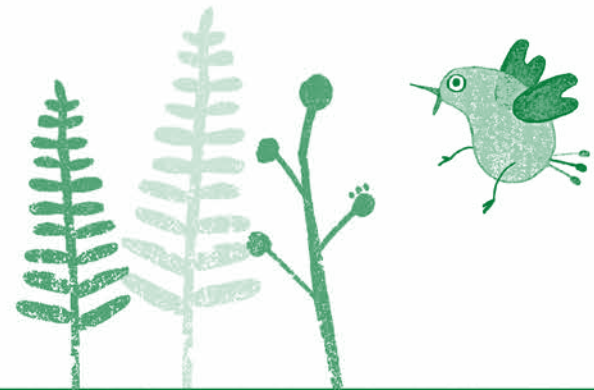
A Book of Animal Habitats, by Il Sung Na



Ages: 0-3 • Grades: Up to Preschool
 HC: 9780385753753 • GLB: 9780385753760 • EL: 9780385753777

About this author

Originally from South Korea, Il Sung Na studied illustration at Kingston University in London. He went on to complete his MFA in Illustration Practice at MICA (Maryland Institute College of Art). Na has been writing and illustrating since 2006.



About this book

Welcome Home, Bear: A Book of Animal Habitats transports young readers to the tops of the forest canopy where birds reside and to the dusty tunnels of moles. We journey to cliffs, oceans, polar regions, deserts, rain forests, and African rivers. Na's digitally manipulated textures are comforting and unique, allowing young readers to feel kinship as well as a sense of wonder and adventure. Like many young children, Bear sees the birds and another bear and camels and octopuses and yearns to live as they do. The reality of mud and ice and heights and depths helps Bear understand the blessings of home. Na has created a stunning introduction to habitats with artwork that all ages will adore. The minimal text is perfect for the youngest scholars. This book will also provoke discussions about what makes a house a home.

More from Il Sung Na



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Pre-Reading Thoughts and Ideas

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Before you read

Begin with a discussion of where students might like to live. Collect ideas and then ask the class to create a list of things they would need to bring with them or things that would need to be in place for living there to work well. Ask questions about food, temperature, housing, safety, friends, activities, and more: Is this new place warm or cold? What will you eat?

When the discussion is done, summarize the findings in terms of attributes. The book uses *high, stuffy, steep, deep, cold, hot, rainy, and muddy*. Use these, but feel free to add other sorting criteria as well, depending on the class discussion.

- When working with young students on a new book, it is important to deal with concepts of print. Begin with a close examination of the book. Ask for predictions before even opening it. Explain that good readers make predictions and ask questions right from the start. What does "Welcome Home, Bear" mean? What other animals might be in this book? Who has questions about what the phrase "Animal Habitats" means? Ask for class responses to the silhouette on the top of the back cover. Does anyone need to change a prediction or add to it? Explore the endpapers. Ask for predictions about what Bear is doing on the rock on the dedication page.

- Names can be hard for young readers to pronounce. Use Il Sung Na's name as an example to review an important reading strategy. That strategy states that when reading an unfamiliar name, it can be hard only once. Until someone provides the correct pronunciation, keep reading the name the same way each time. This is also a good time to explore with students cultural information about Korean names. Korean people do not have middle names. Il Sung (IHL SONG) is the author's first name, and Na (NAH) is his last name.

- Another variation is to show pictures of things like a duck in a desert, a snake in snow, an elephant in forest with some deer, a Chihuahua in a rain forest, a zebra in the mountains, etc. Ask students to identify the problem and explain what is wrong. Check for group consensus. After listening to the explanations, share several pictures of these animals in their correct habitat.

- Since temperature plays such an important part in this book, show pictures of people in a variety of clothing, from swimsuits to Antarctic garb. Have students match the people with the types of habitats. Expect young students to link rain with cold temperatures. Prepare in advance pictures or online videos that show both rain and heat.

- Have students invent a make-believe animal and a make-believe habitat. If you have the time and the resources, build an animal and a habitat. If your students and their families enjoy projects, have them build their animal and its habitat at home and then bring them to class to share. Use your attribute chart as a rubric. For example, say things like "Remember to include clues about the temperature or elevation."

- For older students, add elements to the matching: types of animal food, other plants, and other animals also found in the same habitats. Add a social studies component by including the types of housing found in deserts, cold climates, rain forests, and more. Have students explain why houses may be on stilts or made from mud. Have students compare and contrast the habitats. How are a meadow and a river the same, and how are they different? How is a grass shack like an underground burrow? How are they different?



- A black bear does not belong in the desert or at the North Pole. Young students need practice differentiating between things that belong and things that do not go together. Before reading, play a matching game. Put together a collection of pictures of various animals and a variety of natural resources (pictures of deserts, meadows, plains, grassy fields, jungles, rivers, oceans, etc.). Have students match the pictures of the animals with the natural resource that looks most like where the animal might live. When collecting the pictures, look for ones that have animals that can be cut out of the habitat, which will allow students access to more visual clues when matching. You could even make puzzles with two or more pieces. After the students have matched animals with habitats, show the correct pairings.

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As You Read

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Key Ideas and Details

- CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.
- CCSS.ELA-LITERACY.RI.K.6 Name the author and/or illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

Range of Reading and Level of Text Complexity

- CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.

This guide is aligned with the Common Core Curriculum standards. Educators can easily find grade-specific standards at corestandards.org, where the above standards are found.

Activities and discussion questions

- If you have access to costumes or a dress-up box, show pictures of the places Il Sung Na depicts and have the students dress for that place. Ask questions about how things like dust, snow, mud, or rain would influence clothing choices.
- Each of the different habitats shows just one other animal (except for the North Pole illustration). Using the chart below (or one of your own), have students predict what other animals might live with the bird, camel, goat, mole, octopuses, orangutan, polar bear, or puffins.

Animal	Lives With	Same Attributes	Checked a Resource to Verify
Bear	Raccoons	Yes	Class bear book, website, etc.
Bird			
Camel			
Goat			
Mole			
Octopus			
Orangutan			
Polar Bear			
Hippo			

- The octopus page shows the bear with his face darker than the rest of him. There are black curlicues near the octopus tentacle, and there are blue lines coming from the coral to the smaller octopus. The text says: *(who was surprised to see him!)* Have the students explain what happened. Make sure students use the illustration details to explain their answers. Ask: "What are the black curlicues? What do these blue lines mean? Why do they go from here to here? Are there two octopuses or just one?" After collecting answers and coming to a consensus, show a video of an octopus shooting ink (and changing colors). National Geographic has some good videos, but they have ads. YouTube has many fine ones, but be sure to preview them first.
- The page with the polar bear and puffins is especially useful for young students because it shows two bears. One makes the snow and ice its home. The other cannot live in that habitat. Why?
- Na's artwork is so gorgeous that students deserve a chance to get a feel for how it is made. Trace the shape of a bear or any of the animals or plants. Then provide students with a variety of tools, such as old magazines and pictures to cut and paste onto the bear outline. Provide crayons, colored pencils, or markers to fill in the shapes. After students have created an illustration of their own, explore what the art might look like if the habitat is dry and dusty. What colors would change? What would happen if it were wet and muddy?

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Habitat Checklist

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Instructions: Use this template with headings of your choice. Use additional sorting attributes such as hard or soft. Or change the headings to physical descriptions of the animals: color, size, body covering, etc. Use the answers to form math activities. Do more animals like it wet or dry? How many more? Compare and contrast the environments and attributes of the animals.

Animal	Where It Lives	Hot or Cold	Wet or Dry	High or Low
Bear				
Bird				
Camel				
Goat				
Mole				
Octopus				
Orangutan				
Polar Bear				
Hippo				

Add your own!



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