

## **Bears Don't Cry!**

By Emma Chichester Clark

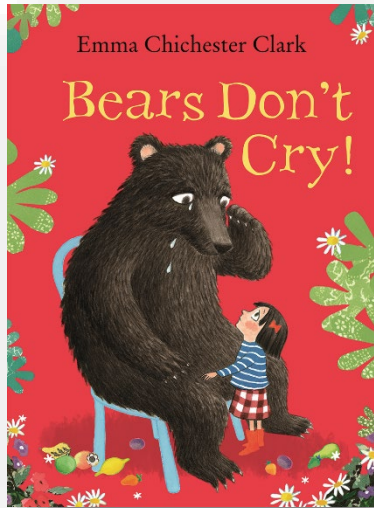
### **Before reading the story**

- Ask the child to describe what they think is happening in the cover illustration.
- Read the title and ask what they think the story will be about. Will it be an imaginary story or one that teaches us facts about real bears?

### **After reading the story**

- Go back and have the child tell the story from the illustrations as you page through.
- Reread the text, pausing to discuss how the illustrations convey not only what is happening, but how the characters are feeling. You might ask:
  - Why aren't Clementine and her mother afraid of George?
  - Why do you think George decided to go to the library?
  - What do you think the townspeople are feeling as they see George heading to the library? How is George feeling?
  - What's a "panic" and how is it happening in the town? What do you think the people are doing and saying?
  - How is George feeling when everything is closing?
  - What happens when the stallholders shriek at the sight of him?
  - Why were the people laughing after George landed in the fountain?
  - How do you suppose George is feeling as he climbs out of the water?
  - Why do you think the people felt sorry for George?
  - How did the people feel when George began to read?
  - What almost happens in the garden the next day?
  - How are all the characters feeling at the end of the story?
  - Do you think the bear might try to go back to the library sometime? Why or why not?





## **Bears Don't Cry!**

**By Emma Chichester Clark**

1. Ask the child if they can think of any other stories they've heard about bears. Were the bears friendly or scary or silly or something else? Which is their favorite bear story? Ask them to make up their own story about a bear, either writing the story down for them or asking them to write it. Encourage them to illustrate it if they'd like.
2. Ask the child to imagine and recount this story as if Clementine is telling what happened.
3. Ask which page is their favorite and ask them to explain why they chose it.
4. Ask if they have ever read or listened to a book about real bears, seen a TV program about them, or seen one at a zoo. If not, help them find a book or online resource. Ask them to share some facts they find most interesting about bears.
5. A group of children may enjoy acting out the story.
6. Discuss how the people in the story were frightened of George but didn't need to be. Encourage the child to come up with other situations where someone might be needlessly afraid.
7. Talk about why George likes to read. Make a visit to the library to find a new book to read.
8. Go through the book to find words that may be unfamiliar to the child, such as ordinary, summerhouse, strolled, ambling, and so on. Discuss the words, defining or showing what they mean, and together use them in new sentences.

If you like this book, don't miss

***Bears Don't Read*** by Emily Chichester Clark

You might also like:

***A Tale of Two Beasts*** by Fiona Robertson

***Another Book about Bears.*** by Laura Bunting and Philip Bunting

***Luna Loves Library Day*** by Joseph Coelho and Fiona Lumbers

***Never Show a T. rex a Book*** by Rashmi Sirdeshpande and Diane Ewen

