



# The Berenstain Bears: We Love Trucks!

By Jan and Mike Berenstain

GRL G

## ABOUT THE BOOK:

Brother, Sister, and Honey Bear take a ride in Grizzly Gramps's pickup truck to Farmer Ben's farm for some fresh fruits and vegetables. Along the way, the bears see many different types of trucks, each with a different purpose. Bear Country has every type of truck imaginable, and Brother, Sister, and Honey Bear learn about them all!

## DISCUSSION QUESTIONS:

1. How many different types of trucks do Brother, Sister, and Honey Bear see as they drive through Bear Country with their gramps?
2. What is the purpose of each truck in Bear Country? What do the different trucks carry?
3. Which of the trucks are used to help people in need?
4. Grizzly Gramps knows all the drivers of the trucks. What does this say about his character?

*The above questions correlate to Common Core State Standards (Reading): RL.1.1, RL.2.1, and RL.3.1; (Speaking & Listening): SL.1.1, SL.2.1, and SL.3.1; SL.1.3, SL.2.3 and SL.3.3.*

## EXTENSION ACTIVITIES:

**This Book...:** At the top of a sheet of manila or white paper, ask students to write the name of the book, the author, and the illustrator of the book. Then have students divide the page into two halves; on one half, have students state their opinion of the story by writing or drawing what they liked, and on the second half, have students write or draw what they didn't like or would change about the book. Ask students to supply the reasons that support their opinions on both halves. Then have students share their ideas with the class. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

**A Picture Is Worth a Thousand Words:** Ask students to look at the illustrations on each page and think about what they show the reader about the characters that the words don't tell them. Ask each student to choose one page and write one to three sentences about the unwritten information they gain from the illustration that could be added to the original page. Have students practice and present their pages with both the original and the added text. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.7, RL.2.7; and RL.3.7; (Writing): W.1.2, W.2.2, and W.3.2; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

**A Truck Story:** Ask students to select one of the trucks in the story and write a brief narrative about the truck as told from the point of view of the truck. Students should tell about a special day in the life of the truck; they can tell where the truck is going, why it is going to that particular place, what happens along the way (including any special encounters with humans or other trucks), and what happens when the truck reaches its destination. Have students illustrate their stories before sharing them with partners. *This activity correlates to Common Core State Standards (Writing): W.1.3, W.2.3, and W.3.3; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

**Grizzly Gramps Is the Best:** With a partner, ask students to make a list of character traits Grizzly Gramps possesses based on his interactions with other people and his grandchildren. Then ask them to write a list poem about Grizzly Gramps's character from the point of view of one of his grandchildren. Students can title their poem: "Five Reasons Why My Gramps Is the Coolest (or other appropriate adjective) Gramps," and then list five actions that support their title. Have students share their list poems in a small group poetry read-aloud. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.3, RL.2.3, and RL.3.3; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

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