

# Berlioz the Bear

## Literature Unit

by | Nancy Polette

### Additional Activities

#### A Spelling Game

**Objective:** The student will apply knowledge of conventional spelling.

1. Photocopy the worksheet for each student.
2. Have the students use only the letters at the top of the worksheet to create words that fill in each blank.

Answers:

1. toy
2. cry
3. try
4. corn
5. count
6. country

#### Word Discrimination

**Objective:** The student will discriminate between words with opposite meanings.

1. Photocopy the worksheet for each student.
2. Read Berlioz the Bear to your students.
3. Look at other books about musical instruments.
4. Have the students complete the sentences by adding a missing word. A word bank is included.

#### Beginning Research: The Mystery Report

**Objective:** The student will demonstrate understanding of nonfiction text by encoding the text in a new form.

1. Have each student choose an animal from the story and find ten facts about it. They can list the facts in any order. One fact must easily identify the animal.
2. Ask a student to give a number between one and ten. Have another student read their clue for that number. The guesser can guess the animal name or pass. If he or she passes, call on another player to give a number.
3. The game continues until the mystery animal is guessed or all of the clues have been read.

#### Example:

1. I can live to be 35 years old.
2. At times I am seen as far south as the state of Wyoming.
3. I grow to be six to seven feet long.
4. When fully grown I weigh about 600 to 700 pounds.
5. I give birth to only one or two young at a time.
6. Salmon is my favorite food.
7. I live in meadows and forests.
8. My name rhymes with "frizzly hair."
9. My coat is brown fur tipped with white.
10. I am very dangerous and can move fast.

**Answer:** Grizzly Bear



#### Beginning Research: The Databank

**Objective:** The student will demonstrate understanding of nonfiction text by encoding it in a new form.

1. Photocopy the worksheet for each student.
2. 1. Photocopy the worksheet for each student.
2. Have the students complete the paragraph using the information from the databank.

#### Take a Poll

**Objective:** The student will chart information and interpret results.

1. Photocopy the worksheet for each student.
2. Have each student ask ten people at school or at home which musical instrument on the chart is their favorite. The instrument with the most X's is the winner.
3. Chart the results as a class.



# A Spelling Game

Write each of these letters on a small piece of paper. As the leader reads directions, use the letters to make each word. Use only these letters.

O U Y C N R T

1. Take three letters to make the missing word.

Berlioz's bass was real. It was not a \_\_\_\_ \_\_\_\_ \_\_\_\_ .

2. Take away two letters and add two letters to tell what Berlioz might do if the mule never gets up.

\_\_\_\_ \_\_\_\_ \_\_\_\_

3. Take away one letter and add one letter to make the missing word.

Cat said, "I will \_\_\_\_ \_\_\_\_ \_\_\_\_ to pull the rope."

4. Take away two letters and add three letters to name something a mule eats.

\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

5. Take away one letter and add two letters to make a word that answers this question:

What could you do to tell how many animals were in the story?

\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

6. Use all of the letters to finish this sentence

Hector Berlioz was a famous composer of music from the

\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ of France.

# Word Discrimination

After reading *Berlioz the Bear*, look at other books about musical instruments. Complete the following sentences by adding the missing word.

## Word Bank

down	night	small
loud	sad	sour
low	short	up

1. A double bass is big but a violin is \_\_\_\_\_.
2. A flute plays high notes but a bass plays \_\_\_\_\_ notes.
3. A bass player stands up but a cello player sits \_\_\_\_\_.
4. The sound of a harp is quiet but the sound of a trumpet is \_\_\_\_\_  
\_\_\_\_\_.
5. Most musicians sit down in an orchestra but stand \_\_\_\_\_ in a marching band.
6. A trombone is long but a piccolo is \_\_\_\_\_.
7. A piccolo can make happy sounds but a French horn can make \_\_\_\_\_  
\_\_\_\_\_ sounds.
8. A well-played violin makes sweet notes but a poorly played violin makes \_\_\_\_\_ notes.
9. Picnics are held during the day but balls are held at \_\_\_\_\_.

# Beginning Research: The Data

Complete the pattern below by using information from the data bank.

## THE GRIZZLY BEAR

**Eats:** fish, insects, berries, grass, rodents

**Lives:** North America, woods, Alaska, mountains

**Does:** hunts, hibernates in winter, makes bed of grass, weighs 1 lb. at birth

**Looks Like:** brown fur, four legs, 5–8 ft. tall, 500–700 lbs.

**Has:** moist snout, five-toed feet, sharp claws, immense strength

If I had the \_\_\_\_\_ of a grizzly bear

I would live \_\_\_\_\_.

I would eat \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_.

I would have \_\_\_\_\_ and \_\_\_\_\_.

Sometimes I would \_\_\_\_\_

\_\_\_\_\_.

But I wouldn't \_\_\_\_\_

(compare with another animal in the story) because a \_\_\_\_\_

\_\_\_\_\_ does that.

# Take A Poll

Ask ten people at school or at home which of the musical instruments on the chart is their favorite. The instrument with the most X's under its name is the winner.

Person's Name	Bass	Violin	Flute	Drums	Trombone	Trumpet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

A. The favorite instrument of boys was the \_\_\_\_\_.

B. The favorite instrument of girls was the \_\_\_\_\_.

C. The instrument with the most votes from everyone was \_\_\_\_\_.