

## Berlioz the Bear unit by Ginger A.

### Language Arts

#### Real and Imaginary

Read the story aloud to the child. Discuss real and imaginary elements in this story.

#### Illustrations Tell a Story

Study the illustrations. Notice how the borders keep the story moving along as we anticipate the next event. The animals are busy in the village square readying everything for the concert; at the end of the book we see the animals in the border enjoying the dance. Your student may want to narrate for you what the animals in the border are doing; this is similar to a story within a story. If you have other Jan Brett books, you may want to look at them and do the same activity.

#### Vocabulary

lurched- to jump forward

prancing- to walk or move about in a lively and proud manner

strained- to try one's hardest

"tune up"- a general adjustment to get everything in good working order

lumbering- to move heavily or clumsily

dismay- to cause to lose courage or to feel concern

hindquarters- the part of a four-footed animal behind the attachment of the hind legs to the trunk

audience- a group that listens or watches (as at a play or concert)

concert- a musical performance usually by several voices or instruments  
roared- to utter a long full loud sound  
dedicated- to address as a compliment encore- a demand made by an audience for a repeat or an additional performance

### Creative Writing

In all short stories, there is usually a conflict (a problem). Discuss the problem in this story. How many attempts are there at solving this problem? (discuss all the animals who tried to move that mule!). Finally, the problem was solved because the bee flew out of the bass and stung the mule. Can your student think of any other possible endings to this story? Have your older student write his own problem-solution story in which there are many attempts at fixing the problem before the "real" solution.

### Onomatopoeia

The two words *buzz* and *zum* are used throughout the story; they are special words because they sound like what they are. These words are called onomatopoeic words. Think of other instruments with your student. Can you think of onomatopoeic words to describe the instruments? (clank, clink, plink, hum, toot, etc.)

### Adjectives

Turn to the next to the last page of the book. Describe the scene-colors, animals, scenery etc. Also describe the mood of the scene. Is it lively or somber? Exciting or boring? Help your student think of strong adjectives to describe all of the above. You may want to make a list (and include it in your notebook or lapbook).

### Compare and Contrast

Compare the dancing scene in Berlioz the Bear to the dancing scene in The Talking Eggs by Robert D. San Souci. How are the illustrations alike? Contrast the two scenes. How are the illustrations different?

### Drama

This is a great story to act out. Make some stick puppets (see science section for list of animals) with your student and have fun retelling the story.

[Using Alphabetical Order and Compound Words](#) -lesson on Jan Brett's website

## Social Studies

### Germany

Locate Germany on a globe. Make a story disk and place it there. Identify the capitol and surrounding countries. Locate the Danube River. The Danube River is the second largest river in Europe.

[More About Germany](#)- lesson on Jan Brett's website

German foods are delicious. Sweet and sour combinations are often used. German smoked pork, ham and sausages are highly prized. Try this recipe that combines potatoes, apples and bacon.

### Himmel Und Erde

[Heaven and Earth Potatoes, Apple and Bacon]

#### Ingredients

½ pound potatoes

water

½ t. salt

1 apple, peeled, cored and sliced

1 t. butter

¼ c. chopped onion

4 slices bacon, cut into 2" pieces

1. Put potatoes in a medium saucepan.
2. Add water to 1 ½ " in pan.
3. Add salt.
4. Bring to boil over medium-high heat.
5. Reduce heat. Cover pan and cook for 10-15 minutes or until potatoes are tender.
6. Stir in apple slices. Continue cooking until apple is tender.
7. Put butter in small saucepan over medium heat.
8. Stir in onion. Cook until soft.
9. Add bacon. Cook until done.

10. Using a large spoon or fork, mash potatoes and apple slices until blended but lumpy.

11. Stir in bacon mixture.

12. Serve hot.

-from Cooking Up World History by Patricia C. Marden and Suzanne I. Barchers.

### Pride

Some of the animals seem very sure of themselves that they will be able to pull the wagon. While there isn't anything wrong with having some confidence, they seem very proud and boastful when you hear their rude words to the other animals. Discuss some examples from the book. Are all the animals proud? What does the Bible say about this kind of pride?

Proverbs 16:18-19- "Pride goeth before destruction, and an haughty spirit before a fall. Better it is to be of an humble spirit with the lowly, than to divide the spoil with the proud."

### **Math**

#### **Telling Time**

Berlioz looks at his watch in this story; they also mention when it turns 8 o'clock and the chiming of the bell. You may want to introduce, practice, or review different aspects of telling time. You could also create telling time word problems for your student. Example-- "If Berlioz wanted to be at the village square by 7:30 and it is now 8:00, how late is he?"

[Count the Beats Activity Page from Jan Brett](#)

### **Science**

Many various animals are listed in this story. You may want to choose a few to learn more about this week: bear, mule, rooster, tabby cat, schauzer, billy goat, horse, ox, and bee.

Print the animal cards on cardstock. Let your student cut and paste the picture on to the appropriate card. Write one or more facts about each animal on the back of each card. Keep in a pocket in your lapbook. Use for animal classification, story sequencing, or alphabetical order.

### **Music**

## Instruments

Discuss different types of instruments and identify the instruments in the Berlioz Orchestra. If your student isn't ready to identify the instruments from the book, you may want to simply introduce different kinds of instruments.

### [Stringed Instruments](#)

### [Brass Instruments](#)

### [Woodwind Instruments](#)

### [Percussion Instruments](#)

We used [these instructions](#) and the pictures of the instruments to make the Instruments Book pictured below.



A great go-along book is [Zin, Zin, Zin, A Violin!](#)

## Rhythm

Clap in time to a favorite song. Show the child a sheet of music and explain that music can be read. Show your student the treble cleft and the bass cleft. Explain quarter, half and whole notes.

Check out an Ella Jenkins tape from the library if you want to spend more time on learning about rhythm.

## Composer: Hector Louis Berlioz

Discuss with your student what a composer is. Tell your student that the main character in this story was named for a famous composer-- Hector Louis

Berlioz. If you can find a sample of his music to listen to, let your student hear it and see what he thinks. You may also want to mention some other famous composers.

Hector Louis Berlioz was born in 1803 and died in 1869. He was a French Romantic composer best known for (December 11, 1803 – March 8, 1869) the *Symphonie fantastique*, first performed in 1830, and for his *Grande Messe des Morts* (Requiem) of 1837, with its tremendous resources that include four antiphonal brass choirs. He also composed about 50 songs for voice and piano.

### More Music Activities

Listen to *Goldberg Variations [Harpsichord]* by Bach. Look at a picture of a harpsichord from an encyclopedia or library book. Make a stringed instrument by placing rubber bands on a small box. Play along with the music.

Listen to *On the Beautiful Blue Danube* by Strauss. Put on elegant dress-up clothes and have a tea-party. Before or after the tea dance to the music – elegantly.

[These two ideas are adapted from Introduction to Classical Music by Marie Hazell]

## **Art**

[Draw a bear following the directions at Jan Brett's Website.](#) You may want to let your student use charcoal pencils if you have some on hand.

### Ballet Painting

Let the child choose a selection he likes for this activity. This is very messy, so work outside and drape everything! Tape a large sheet of paper to the side of your house or garden shed. Provide a variety of paint colors in separate aluminum pie pans. Let the child listen to the music for a while before beginning to paint. Help the child dip his feet into the paint and paint in time to the music. You may need to help him balance. Encourage him to make bold sweeping strokes with his feet. This doesn't work as well if you put the paper flat on the ground because the child will probably walk around and make a footprint picture. Be forewarned some children are a little shy about doing this type of project. On the other hand some end up using their hands, feet, and

elbows.

## Other

### Following Directions [Honey Bear Sandwich]

The child will need: four slices of bread, jar of peanut butter, jar of honey, gingerbread man cookie cutter, one tablespoon, one teaspoon, small cereal bowl, mixing spoon, plastic knife, and small plate.

The parent will read the directions to the child. The child will work independently as much as possible.

1. Blend one tablespoon of peanut butter with one teaspoon of honey in the small bowl.
2. Spread the mixture over one slice of bread using the plastic knife.
3. Place a second slice of bread on top to make a sandwich.
4. Position the cookie cutter in the middle of the sandwich and press down.
5. Lift out the sandwich and place it on the plate.
6. Repeat this sequence without any directions.

Observe how well the child followed the directions. Did he remember the steps in order?

### [Coloring Page](#)

## Ideas for older children

Compare the length of notes to a set of measuring cups. Find a way to visually explain the notes to a younger child using the measuring cups.

Choreograph some simple dance steps or hand motions to go with a music selection of your choice. Teach this to a younger child.

Research a famous composer.

Create a clapping song using quarter, half and whole notes. Try substituting a percussion instrument for the hand claps.

# Onomatopoeia

All clip-art is © Dorling-Kindersley. Used with permission.



**the coronet says**

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**the drums say**

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**the saxophone says**

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**the violin says**

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**the piano says**

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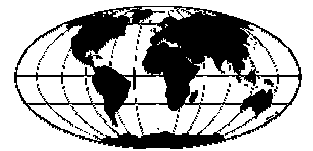
Germany

Flag of GERMANY

Cut "Flag of \_\_\_\_\_" book  
out as one piece. Fold in half.  
Cut out flag. Color. Paste in-  
side book. Older students may  
want to write a few flag facts  
in the book as well.

Is  
Germany?

Where  
in  
the  
World. . .



What continent is Germany on?

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Find Germany on the map and color it in.

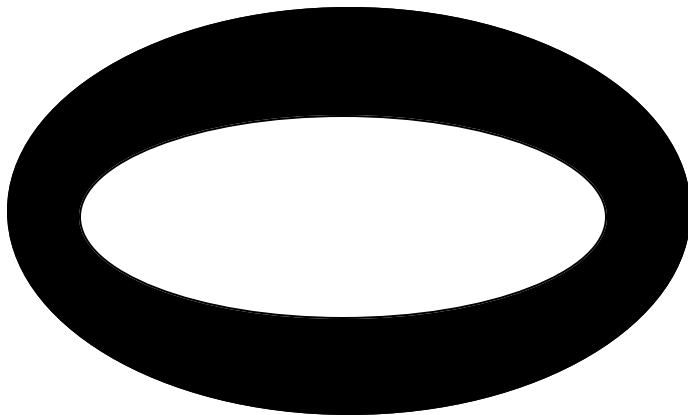
Cut out shutter book and map on solid lines.  
Fold shutter book on dotted lines so that words  
are on cover. Glue map into book under shutters.

# Musical Notes



How many beats does a  
whole note get?

Whole Note



How many beats does a  
half note get?

Half Note



How many beats does a  
quarter note get?

Quarter Note







# Real or Imaginary?



Cut book out as one piece. Fold right flap in. Fold left flap in. Fold in half. "real or imaginary" should be on the front cover.

Use the area behind the imaginary picture to record the things in the story that are imaginary.

Use the area behind the real picture to record the things in the story that are real.

Cut book out. Fold on dotted lines (matchbook style)

# Pride



"Pride goeth before  
destruction, and an  
haughty spirit  
before a fall."

Proverbs 16:18

Cut book out. Fold on dotted lines (matchbook style)

"Pride goeth before  
destruction, and an  
haughty spirit  
before a fall."

Proverbs 16:18

PRIDE



Schnauzer

Horse

Tabby Cat

Mule

Rooster

Billy Goat

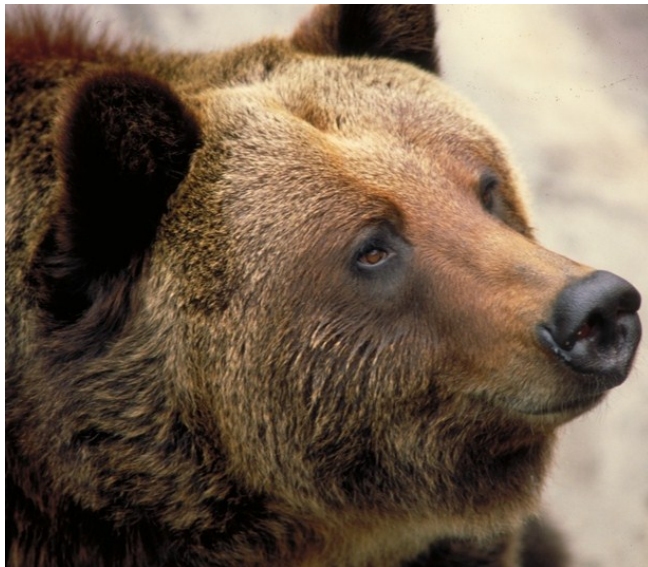
Ox

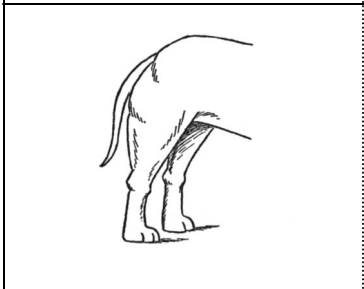
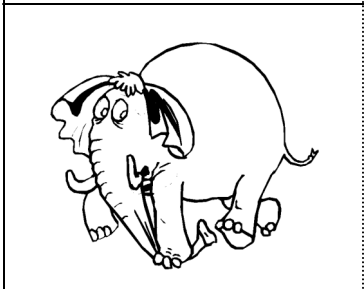
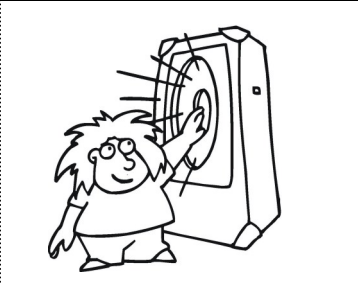
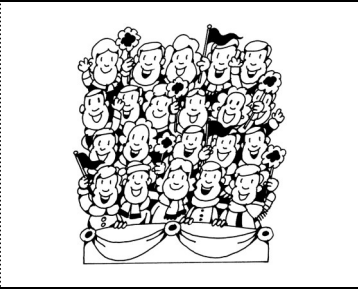
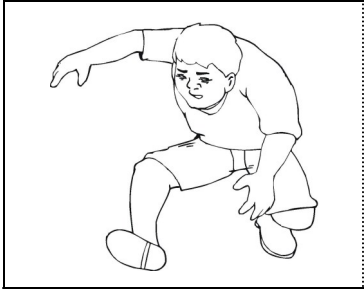
Bee

Bear



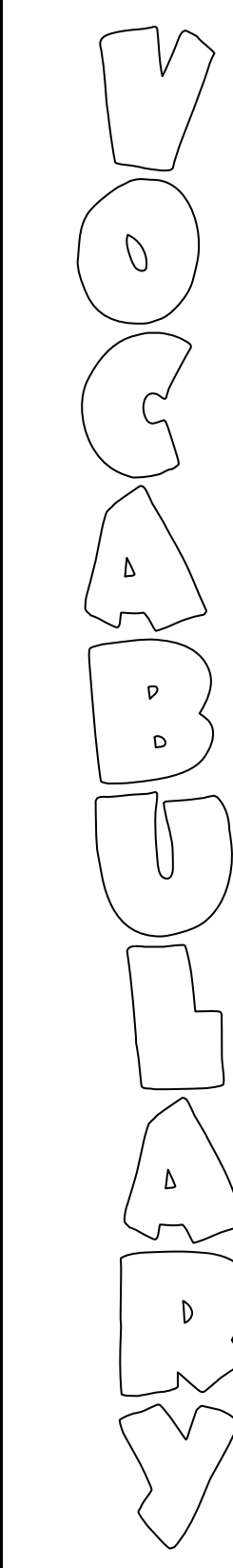








Print on cardstock and cut out as one book. Fold in half on solid black line (center). Re-open. Fold on dotted lines (tucking the flap under the word vocabulary and the other flap under the back). Cut small black lines to form 12 flaps. Write your word on the outside and the definition on the inside. Fold in half so the word *Vocabulary* is on the front and you have one long skinny book.

lurched		audience
pranced		concert
strain		roared
lumbering		dedicated
dismay		encore
hindquarters		tune-up