

Meeting a Bear

Reading Time Rhymes, page 12

Learning about Language

With the children, use one or more of the suggestions on pages 16–17 to focus on the language features identified on the chart.

Explore other greetings that might be used to greet the bear. Point out to the children that the bear in the poem is imaginary. Greeting a real bear in this way would not be safe.

| High-Frequency Words | Rhyming Words | Compound Words | Contracted Words |
|---|-----------------------|----------------|------------------|
| I a what down and then big good have very day | do — boo say — day | | wouldn't |

Responding Independently

Invite the children to make finger puppets of the two characters in the poem. Use the puppets to role-play the poem as it is read aloud.

Reproducible Master 11

Instruct children to use the space provided to draw a picture of themselves meeting a bear. Then tell them to complete the sentence on the reproducible master.

Links

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|------------------------------|
| Porcupine Collection |
| <i>Getting a Pet. Set 4.</i> |



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Name _____

If I met a bear I would say, “ _____

_____”