

Polar Bear, Polar Bear, What Do You Hear

by Bill Martin, Jr.

Classroom Favorites



Teacher's Guide by Sheila Phelan

A Perma-Bound Production

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SYNOPSIS

This is a story about rhythm, repetition, and patterning. The Polar Bear does the listening. Each animal that the Polar Bear encounters makes its own unique sound. In the end of the story, the zoo keeper reveals that children are actually acting out the parts of the animals and their sounds.

AUTHOR SKETCH

Ivan William Martin, better known as Bill Martin, Jr., was born 1916. He grew up in the small town of Hiawatha, Kansas. Martin, who has produced over 200 books for children, admits that he really did not begin reading books until he was in college. Before that, he was a nonreader who successfully hid his nonreader status from his teachers. Martin used his newfound love of language and the written word to go on to earn a master's degree and a doctoral degree in early education from Northwestern University in Illinois.

Besides being a prolific writer, Martin has been an editor, a folk singer, a storyteller, and an educator. He is currently the editorial director of Bill Martin Books, a line of books for young readers published by Henry Holt and Company.

OTHER BOOKS BY BILL MARTIN, JR.

Adam, Adam, What Do You Say?

Barn Dance

Beasty Story

Brown Bear, Brown Bear, What Do You See?

Chicka-Chicka Boom Boom

Chicken Chuck

The Eagle has Landed

Fire! Fire! said Mrs. McGuire

A Ghost Story

The Ghost-Eye Tree

The Happy Hippopotami

The Haunted House

Here Are My Hands

I Paint the Joy of a Flower

King of the Mountain

Knots on a Counting Rope

Listen to the Rain

The Maestro Plays

The Magic Pumpkin

Monday, Monday. I Like Monday

The Old Devil Wind

Swish

The Turning of the Year

Up and Down the Merry-Go-Round

White Dynamite and Curly Kidd

Wizard

BIBLIOGRAPHY

"The Scoop: Bill Martin, Jr.,"

<www.friend.ly.net/scoop/biographies/martinbill/index.html>

Something About the Author, Vol. 71. Detroit: Gale, 1993.

OBJECTIVES

1. To recognize and spell common sight words within the story
2. To associate animal names to pictures
3. To introduce and develop alphabetical order
4. To develop basic sentence structure
5. To distinguish between questions and statements
6. To identify patterns
7. To learn basic animal classification

CROSS-CURRICULAR SOURCES

Fiction

Eric Carle, *1, 2, 3 To the Zoo*

Lydia Dabovich, *Polar Bear Son: An Inuit Tale*

Lois Ehlert, *Color Zoo*

Valerie Flournoy, *The Patchwork Quilt*

Marie-Louise Gay, *Angel and the Polar Bear*

Pat Hutchins, *Rosie's Walk*

Ann Jonas, *Quilt*

Mary Pope Osborne, *Polar Bears Past Bedtime*

Dr. Seuss, *If I Ran the Zoo*

Charles Shaw, *It Looked Like Spilt Milk*

Poetry

Jack Prelutsky, *Zoo Doings: Animal Poems*

Nonfiction

Tami Deedrick, *Zoo Keepers*

Larry Drimmer, *Polar Mammals*

Jack Hanna, *Jungle Jack Hanna's What Zookeepers Do*

Ruth Heller, *How to Find a Polar Bear and Other Mammals*

Mel Higginson, *Polar Regions*

Thor Larsen and Sybille Kalas, *The Polar Bear Family Book*

Sherry Shahan, *Feeding Time at the Zoo*

Valiere Tracqui, *Polar Bear: Master of the Ice*

Harriet Ziefert, *Polar Bear Can Swim: What Animals Can and Cannot Do*

CD-ROMs

Amazing Animals (Dorling Kindersley)

If You Give a Mouse a Cookie (Harper-Collins)

Videos/DVDs

Beyond the Zoo: Zoo Life and Animals (Rainbow Educational Media)

Polar Bears (Rainbow Educational Media, 1995)

Zoo Life (Time-Life Video series, 1996)

ACROSS THE CURRICULUM

Art

Make an animal mobile using all of the animals in the story.

Language Arts

1. Use the animal names in the story to introduce and review letter sounds.
2. Dramatize the story. Have students take turns acting out the parts of the animals and their sounds while the story is read aloud.
3. Have students identify which sentences in the book are questions and which are statements (i.e., which sentences ask for information and which sentences provide information?).
4. Have students choose an animal in the story and write a poem or short story about it.

Music

Use musical instruments and animal names to introduce the syllables in each word.

Science

1. Discover how animals are classified, such as whether they have fur or feathers.
2. Learn more about polar bears, such as what they eat and why their fur is white.
3. Identify other kinds of bears and their besides polar bears.
4. Learn what other kinds of animals live in the polar regions.

ANSWER KEY

READING COMPREHENSION TEST A

- | | |
|------|-------|
| 1. 4 | 6. 5 |
| 2. 8 | 7. 10 |
| 3. 6 | 8. 2 |
| 4. 9 | 9. 3 |
| 5. 7 | 10. 1 |

READING COMPREHENSION TEST B

- | | |
|------|-------|
| 1. 3 | 6. 10 |
| 2. 5 | 7. 9 |
| 3. 1 | 8. 6 |
| 4. 7 | 9. 4 |
| 5. 2 | 10. 8 |

READING COMPREHENSION TEST A

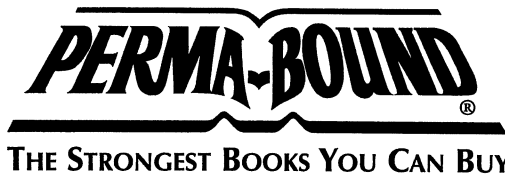
Number the animals in order 1 to 10 as they appear in the story.

- ___ 1. Flamingo
- ___ 2. Leopard
- ___ 3. Boa Constrictor
- ___ 4. Peacock
- ___ 5. Elephant
- ___ 6. Zebra
- ___ 7. Walrus
- ___ 8. Lion
- ___ 9. Hippopotamus
- ___ 10. Polar Bear

READING COMPREHENSION TEST B

Number the animal names 1 to 10 in alphabetical order.

- _____ 1. Flamingo
- _____ 2. Leopard
- _____ 3. Boa Constrictor
- _____ 4. Peacock
- _____ 5. Elephant
- _____ 6. Zebra
- _____ 7. Walrus
- _____ 8. Lion
- _____ 9. Hippopotamus
- _____ 10. Polar Bear



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