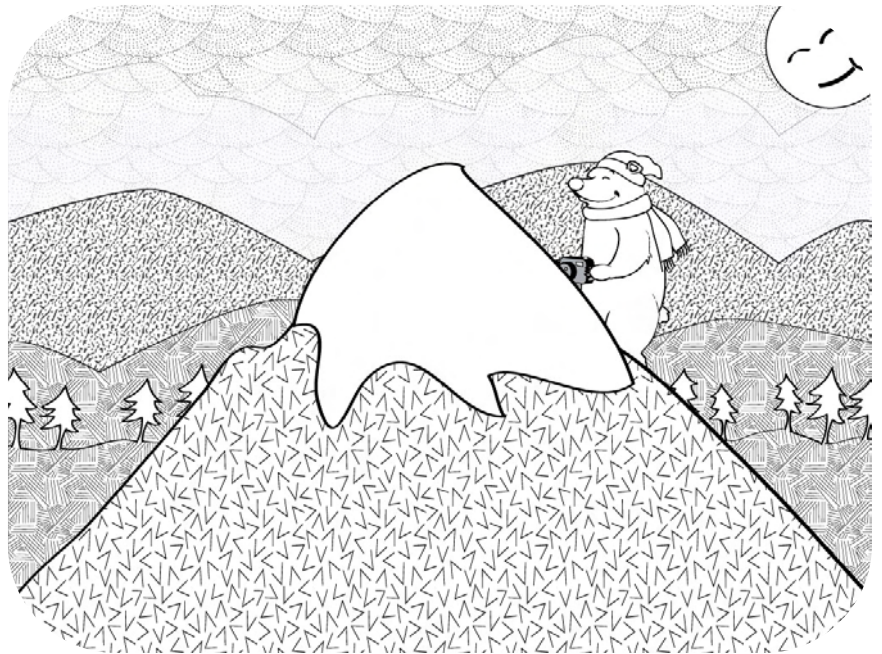


The Bear Went Over the Mountain

The bear went over the mountain,
the bear went over the mountain,
the bear went over the mountain,
to see what he could see.

To see what he could see,
to see what he could see.
The other side of the mountain,
the other side of the mountain,
the other side of the mountain,
was all that he could see.

Was all that he could see,
was all that he could see.

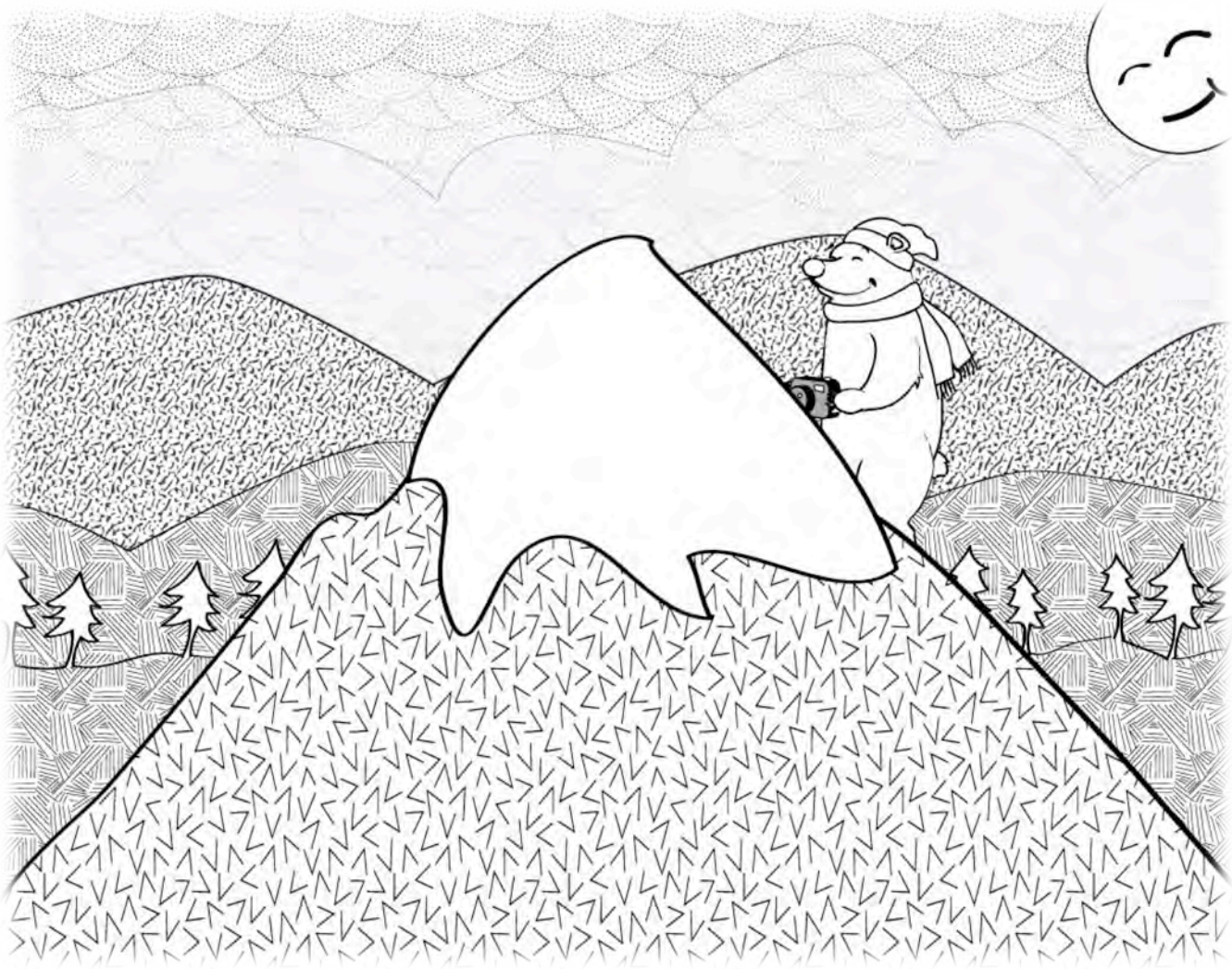


Develop Spoken Language

- **Build Phonemic Awareness** : A phoneme is the smallest unit of sound in a language that holds meaning. Almost all words are made up of a number of phonemes blended together. For example, the word “ball” is made up of three phonemes: /b/ /aw/ /l/
- **Rhyme**: Have the children draw pictures of objects whose name rhyme with see (tree, bee, key, flea, ski).
- **Emphasize syllables**: Sing the song with your children, encouraging them to clap or pat their thighs to keep a steady beat. Sing it again leaving out the words *mountain* and/or *see* to complete the verse. Lastly, have the children clap one time for the word *see* and two times for the word *mountain*.
- **Oral Blending**: Help children blend words. Choose a word from the song. Have the children “say” the word in parts, such as /w/ /e/ /n/ /t/. Ask children to blend the parts together and name the word. Repeat with other words.

Another way to try blending is to ask the children what he saw on the other side of the mountain, in the cave, or around the moon (ie. /b/ /a/ /t/). The child tells you what the bear saw. This practices blending phonemes.

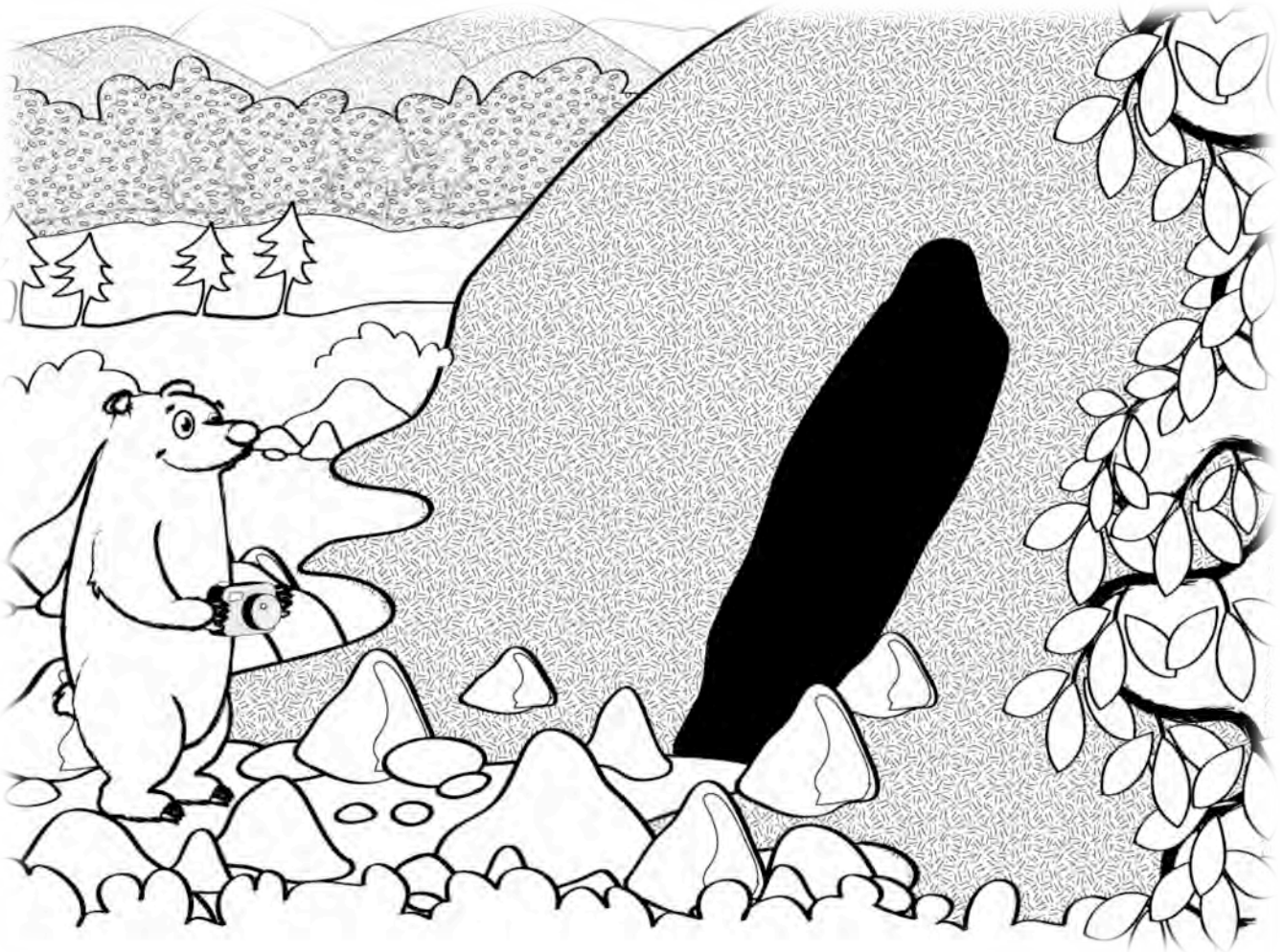
Name: _____



The bear went _____ the mountain
to see what he could see.

He saw: _____

Name: _____



The bear went _____ the cave to see what he could see.

He saw: _____

ame _____

Draw what the bear
saw on the other side
of the mountain.

