



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



Lesson 2: Rhyme Time with Bears

Focus Standard: RL.PK.1, RF.PK.2b

Additional Standards: W.PK.1c, RL.PK.2, RI.PK.1, SL.PK.3

Text(s): *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and Eric Carle


Resources and Materials:

- Chart Paper
- Markers
- Materials for Learning Centers
- Rhyming Picture Cards from Lesson 1
- Type of Bears Chart from Lesson 1
- Handout 2.1: Colors
- [Animal Picture Cards](#)
- [Brown Bear Printable Cards](#) for Closing Activity
- [Hickory Dickory Dock](#) Verses
- National Geographic Kids: [Brown Bears](#)
- National Geographic Kids: [Polar Bears](#)
- [Teddy Bear, Teddy Bear](#)

Lesson Target(s):

- I can listen to a story to learn information about the characters and setting.
- I can listen to a story and determine the beginning, middle and the end.
- I can ask and answer questions about important details in a story.
- I can use what I know about a topic/subject to ask and answer questions.
- I can recognize rhyming words.
- I can identify characteristics of bears.
- I can use pictures to tell a story.

Guiding Question(s): <ul style="list-style-type: none"> • What did Brown Bear see first in the story? • Who saw something next? • What was the ending of the story? • What are rhyming words? 	
Vocabulary	
Academic Vocabulary: <ul style="list-style-type: none"> • different • ending • rhyme • same • sound 	Instructional Strategies for Academic Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions <input type="checkbox"/> Students discuss using the words
In-ConTEXT Vocabulary: <ul style="list-style-type: none"> • bear • bird • cat • dog • duck • fish • frog • horse • sheep 	Strategies for Teaching How to Determine Meaning from Context Clues: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words during reading with student-friendly definitions and pictures from the text
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • animal • characteristics • claws • fur • mammal • type 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions and pictures

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Ask and respond to questions about important details in a story. • Retell orally or through writing/drawing/ dictating a story including the beginning, middle, and ending in the order that they occurred in the text. • Recognize rhyming words. <p>Anticipatory Set/Introduction to the Lesson: Show the video Teddy Bear, Teddy Bear and teach students how to act out the movements. Repeat as necessary so that all the students learn the movements. Have students identify the rhyming words they heard. (around-ground, nose-toes, shoes-schools)</p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p>For students who are EL, have disabilities, or perform/read well below the grade level:</p> <ul style="list-style-type: none"> • For those not familiar with the nursery rhyme, the teacher moves closely to sing/chant and assist students with the hand gestures. Students can practice with a familiar nursery rhyme. <p>Extensions and/or a more advanced text for students who perform/read well above grade level:</p> <ul style="list-style-type: none"> • Have some that know the song help the other students join in by telling/showing them the words/hand motions. </div> <p>Activity 1: Brown Bears Review the characteristics of polar bears from Lesson 1. Show the National Geographic Kids video: Brown Bears. Have students tell the characteristics of brown bears and add them to the Brown Bear section of the chart.</p> <p>Activity 2: Vocabulary</p>	

Introduce text-specific vocabulary for the day: **characteristics, claws, fur**. Write the words on index cards. Ask students to define the words and lead a discussion to correct any misconceptions. Add the cards to the class Word Wall.

Note: Before the lesson, read [Marzano's Six Steps](#) to use for teaching vocabulary words.

Activity 3: Rhyming Review and Extension

Review the rhyming words from Lesson 1 by matching the rhyming word picture cards. Remind students that rhyming words have a different beginning sound but the same ending sound

Recite several verses from [Hickory Dickory Dock](#) and have students raise their arms every time they hear rhyming words. (dock-clock, two- flew, etc.) Recite the same verses having students raise their arms when they hear the rhyming words, but this time make an error in reciting one or more of the rhyming words. Ask students to identify the words that should rhyme but didn't.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students will need to be guided through the process several times before they learn the skill/concept.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Some students will be able to produce rhyming words as well as recognize them.

Activity 4: Read Aloud

Display the book, *Brown Bear, Brown Bear, What Do You See?* Have students identify the title page, author, and illustrator. Read the story. Tell students to raise their arms every time they hear a word that rhymes with 'see'. Ask what happened first in the story. (a brown bear saw a red bird looking at him) Ask what happened in the middle. (different colored animals saw animals looking at them) Ask what happened in the end. (teacher saw children looking at her and children saw a brown bear looking at them)

Activity 5: Learning Centers

Note: Remind the students of expectations when working in small groups and learning centers. Learning centers may be continued until all students have completed tasks.

1. Word Work- Students will place rhyming bear card pairs together, saying the words/object names. Some students may write letters or words on a list that name the rhyming picture cards.

2. Creative Writing- Students will respond to focus of the lesson, Rhyming with Bears, through drawing/scribbling/writing/dictation. Students may choose from a variety of writing tools and paper.

3. Science/Computer- Students may view and discuss the National Geographic Kids: [Polar Bears](#) and [Brown Bears](#) videos.

4. Art- Distribute **Handout 2.1: Colors**. Students use the book, *Brown Bear, Brown Bear, What Do You See?* to color the characters from the story and identify color words.

5. Listening Center- Students choose to listen to nursery rhymes and join in with the chants/songs or read along with *Brown Bear, Brown Bear, What Do You See?* Students draw a favorite nursery rhyme or animal from the book.

6. Dramatic Play- Using props and costumes, students act as wild animals or pets.

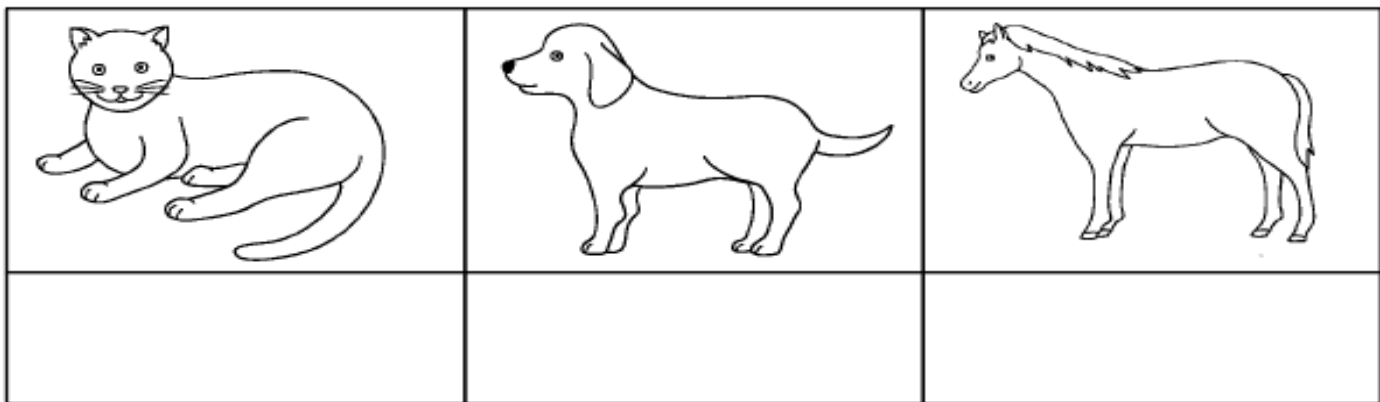
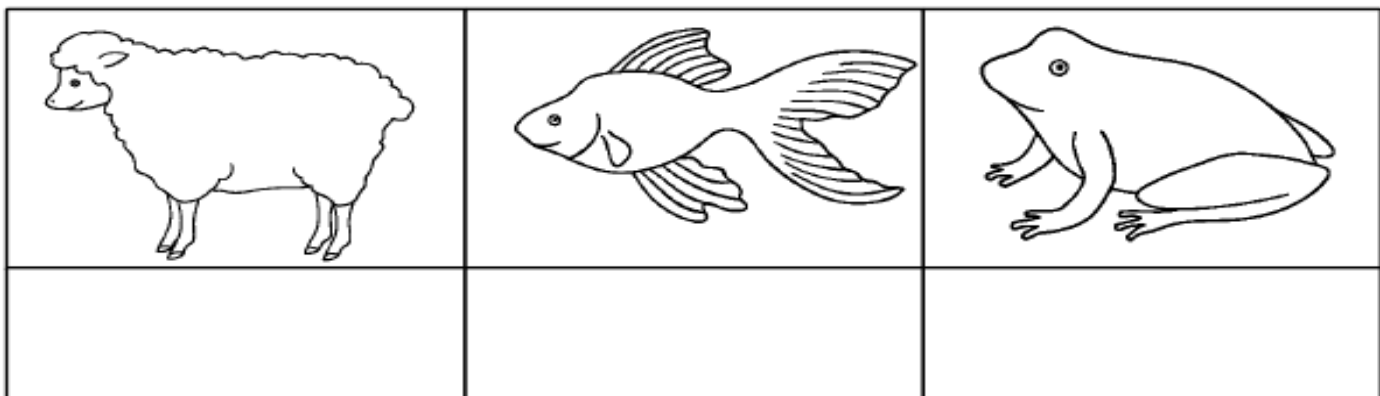
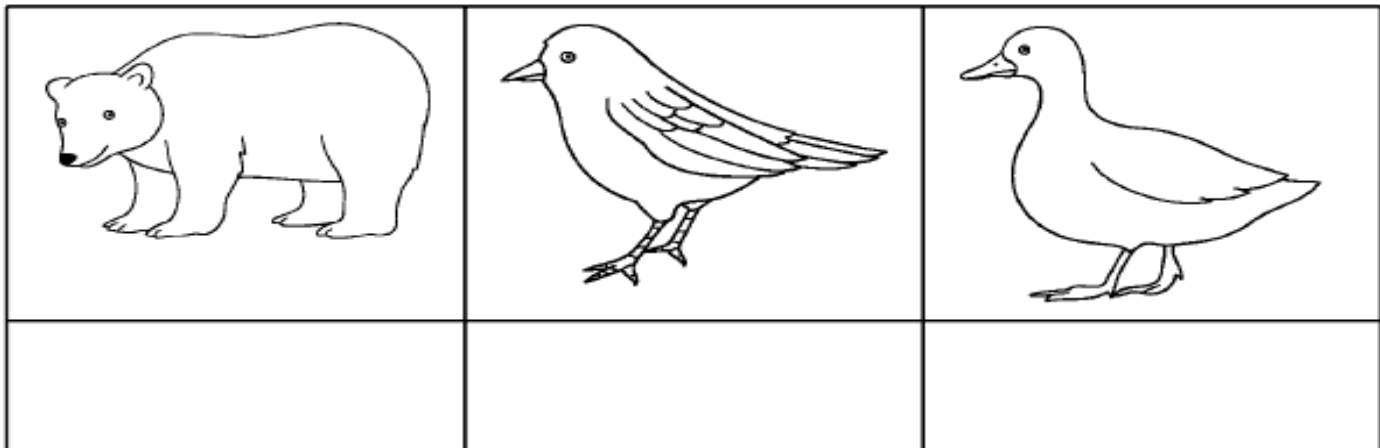
7. Free-Choice Learning Centers- Students choose Computer, Free Art, Sand and Water Table, Puzzles and Table Toys, and Music.

Reflection and Closing:

- ✓ Have students work with a partner to place animal pictures from [Brown Bear Printable Cards](#) in the order that they appeared in the story, *Brown Bear, Brown Bear, What Do You See?* while teacher reads the story aloud. Have another adult use an observation check list to record mastery or students who need remediation.

Handout 2.1: Colors

Name _____ Date _____

Write the color word under the animal and then color the pictures.

Images by www.kizclub.com
www.doodlebugsteaching.blogspot.com

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org