



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



MISSISSIPPI DEPARTMENT OF EDUCATION

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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, including the improvement of student achievement in English Language Arts (ELA) and mathematics in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The goal of the MDE is to provide educators with the training and resources to understand and implement the MS CCRS effectively.

Purpose

In efforts to facilitate implementation and promote understanding of the MS CCRS for ELA and mathematics, the W. K. Kellogg Foundation generously awarded the MDE a grant to secure a cadre of effective educators to develop the MS CCRS Exemplar Units for teachers. Specifically, a group of highly-effective Mississippi educators developed exemplar instructional units and lessons aligned to the MS CCRS for ELA and mathematics. The MS CCRS Exemplar Units address difficult-to-teach standards as determined by teachers and are designed to serve as exemplar models for instructional units, lessons, and resources. The MS CCRS Exemplar Units have been vetted through nationally renowned vendors to ensure exemplar quality.

Design Overview

The MS CCRS Exemplar Units for ELA and mathematics address grade-level specific standards for Pre-Kindergarten-8th grade, as well as for Algebra, English I, and English II. The overall unit plan is described in the first section of the ELA and math units. This section includes the unit title, a suggested time frame, the grade level MS CCRS addressed and assessed, a unit overview with essential questions and a summary of lesson tasks, and the culminating/performance task description and rubric.

Though the math and ELA overall unit plan designs are very similar, some design aspects differ in order to accommodate the respective requirements of each content area. For mathematics, the first section also provides a segment designated for the Standards for Mathematical Practices (SMPs) addressed in the unit. For ELA, the first section also includes a text set with links to texts (if in the public domain) and a fresh/cold-read task.

The second section of each unit includes lesson plans. Within the lesson plans, provided are lesson-specific MS CCRS, suggested time frames, learning targets, guiding questions, required resources and materials, vocabulary terms and instructional strategies, teacher directions, instructional supports for students, enrichment activities, student handouts, assessments (formative, summative, pre-, and self-), and additional resources to aid in the implementation of the lessons.

Implementation

The intention of the MS CCRS Exemplar Units for ELA and mathematics is to provide educators with resources to understand and implement the MS CCRS effectively. The implementation of the MS CCRS Exemplar Units for ELA and mathematics is voluntary. Additionally, the MDE will provide ongoing support for implementation of the MS CCRS Exemplar Units with initial regional trainings followed by site-specific support through our regional service delivery model. For regional and site-specific training, please contact the MDE Office of Professional Development.

Grade Level	Unit Title	Duration
Pre-Kindergarten	Bears, Bears, Bears	10 Days
Mississippi College- and Career-Readiness Standards for English Language Arts		Unit Overview and Essential Question(s)
<p style="text-align: center;"><u>Reading Standards</u></p> <p>Focus: RL.PK.1 With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “<i>What is the duck doing?</i>” or respond to, “<i>Tell me about the duck.</i>”). RL.PK.2 With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing). RL.PK.3 With prompting and support, identify some characters, settings, and/or major events in a story.</p> <p>Additional: RI.PK.1 With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials). RI.PK.3 With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in text (e.g., art, dramatic, play, creative writing, and conversation). RF.PK.2b Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p>		<p>The focus of this unit is on Pre-K students (4 years old) listening to read-alouds from multiple texts and media, learning the concepts of how to ask and answer questions, and retelling stories using a variety of reading, writing, and speaking skills.</p> <p>Students will learn how to respond to who, what, when, where, why, and how questions with details that relate to a variety of print materials. They will learn the concept of retelling a story using prompts and support such as conversations, acting out, sequencing with pictures, dictating as the teacher records their words, and using creative writing that includes illustrations. Students will also explore rhyming using poetry, nursery rhymes, and songs that include hand motions and gestures.</p> <p>Students learn how to ask and answer questions using details from printed material and understand and use a variety of ways to retell a story read orally and seen through video. They will be exposed to rhyming using poetry, nursery rhymes, and songs.</p> <p>The components of this unit include read-alouds, guided reading, choral reading, writing, computer instructions, and peer tutoring. Learning centers will allow each student to participate in all the activities for the week. Writing centers are student- and teacher-led.</p> <p>Providing students with various experiences to acquire new knowledge and integrate it with their knowledge is</p>

Writing Standards**Focus:**

W.PK.1c Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictation) to tell about events or stories.

Speaking and Listening Standards**Focus:**

SL.PK.3 With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.

Language Standards**Focus:**

L.PK.6 With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

Additional Content Standards

LS.PK.1 Name, describe, and distinguish plants, animals, and people by observable characteristics.

LS.PK.3 Describe the needs of living things.

VA.PK.1 Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools

PL.PK.3 Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).

MU.PK.2 Sing a variety of short songs.

accomplished through materials such as textbooks, music, Big Books, computer games, writing, and art activities.

Students will work and learn in a variety of settings including whole group, small group, learning centers, partners, and individual work.

Essential Questions:

- How can key details in a story be conveyed through emergent forms of writing?
- How does asking/answering questions help readers and writers understand event sequence in a story?
- How does asking/answering questions help readers and writers locate and understand ideas in informational text?

Text Set

Texts

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and Eric Carle
- *Goldilocks and the Three Bears* by Jan Brett
- *We're Going on a Bear Hunt* by Michael Rosen
- *Bear Snores On* by Karma Wilson
- *Corduroy* by Don Freeman

Non-print Texts (e.g., Media, Video, Film, Music, Art, Graphics)

- [Animal Picture Cards](#)
- [Bear Snores On](#)
- [Black Bear preparing his den for winter](#)
- [Corduroy](#)
- [Humpty Dumpty](#)
- [Itsy Bitsy Spider](#)
- [Miss Mary Mack](#) and [Mary Had a Little Lamb](#) Nursery Rhyme Songs
- National Geographic Kids: [Brown Bears](#)
- National Geographic Kids: [Polar Bears](#)
- National Geographic Kids: [Woods](#) and the [Forest](#)
- Nature Works: [Grizzly Bears](#)
- [Teddy Bear, Teddy Bear](#)
- [Twinkle, Twinkle, Little Star](#)
- [We're Going on a Bear Hunt](#) song

Lesson Tasks

Lesson 1: Do You Know Bears?

The students will be able to identify the characteristics of animals by building background knowledge of types of animals and their characteristics. The students will be able to do this through viewing a video about bears, contributing to a K-W-L chart of recorded responses, receiving instruction of text-dependent vocabulary, being exposed to rhyming, and listening to a read-aloud. The majority of exploration and learning will take place in learning centers and small group tasks.

Lesson 2: Rhyme Time with Bears

The students will learn that pictures tell a story and that it is important to learn the sequence or order of a story. Exploring and recognizing rhyming words will be taught through many familiar nursery rhymes, chants, and songs. Students will watch a video on bears focusing on nonfiction (facts) about bears and charting evidence, then rereading *Brown Bear, Brown Bear, What Do You See?* and discussing title, author and illustrator, and putting characters in the order that they were introduced in the story. After whole group, small groups and learning centers are set up ending with a formative assessment. The majority of exploration and learning will take place in learning centers and small group tasks.

Lesson 3: Can a Bear Be My Pet?

Building on prior knowledge about bears and other mammals, the students will learn the difference between a domesticated and a wild animal. Students will ask and answer questions about types of animals and their characteristics. After whole group, small groups and learning centers are set up ending with a formative assessment. The majority of exploration and learning will take place in learning centers and small group tasks.

Lesson 4: In the Woods or the Forest?

The students will learn that domesticated animals and people are not always safe in the woods. The teacher and students will classify animals that might live in the woods/forest, and what they need to survive. Students will have opportunities to ask and answer questions related to the topic. After whole group, small groups and learning centers are set up ending with a formative assessment. The majority of exploration and learning will take place in learning centers and small group tasks.

Lesson 5: Bears in Cold Places

The students will learn that people and animals adapt to their environment in order to survive. Students will describe the characteristics of polar bears after viewing a video. Students will have opportunities to ask and answer questions. The majority of exploration and learning will take place in learning centers and small group tasks.

Lesson 6: Who Sleeps in the Woods?

The students will learn what animals do in the winter season to survive, by asking and answering questions based on the details from the text. Discussion will focus on animals that hibernate. *Bear Snores On* is read aloud; students will know the difference in the fictional bear, from the story, and real bears that are viewed on video clips. Students will utilize the High 5 Retell chart to organize their thoughts

about characters, setting, beginning, middle, and ending of a story. The majority of exploration and learning will take place in learning centers and small group tasks.

Lesson 7: Let's Retell a Story

The students will learn how characters and setting help retell a story. "We're Going on a Bear Hunt" is sung/chanted. Anchor charts are used to explicitly teach retelling a story using the beginning, middle and ending. The teacher does a close read to retell the story, *Bear Snores On*, including the use of text-dependent questions. Students illustrate the story and use their own words, through writing words, letters, or scribbles, or through dictation to the teacher. The majority of exploration and learning will take place in learning centers and small group tasks.

Lesson 8: Real or Make Believe?

Students will use prior knowledge about bears and compare that information to the make-believe bear, Corduroy. They will utilize the High 5 Retell chart to organize their thoughts about characters, setting, beginning, middle, and ending of a story. The majority of exploration and learning will take place in learning centers and small group tasks.

Lesson 9: I Can Retell a Story

Students will bring a Teddy bear or favorite stuffed animal to school to tell about, complete the My Favorite Bear Book graph, and use the High 5 Retell chart to organize their thoughts about characters, setting, beginning, middle, and ending to retell a story with a partner. Students will have opportunities to ask and answer questions with their small groups. The majority of exploration and learning will take place in learning centers and small group tasks.

Lesson 10: Performance Task

The students will complete a performance-based assessment by retelling a familiar story. Students will include some key details about what happens in the beginning, the middle, and the ending of the story. Students will complete all learning center and other tasks for the unit.

Unit Notes

1. Struggling students are placed near the presenter or assistant, who occasionally redirects the students' attention.
2. Students rotate through learning centers with teachers facilitating activities while low-leveled students are given additional support, as needed.
3. Monday is introduction day with skills and procedures explicitly explained; stories and poems are introduced. Learning centers are explained and demonstrated.
4. Learning centers are integrated to include practice of concepts in all content areas. Learning centers take place daily for a total of 120 minutes. The teacher plans and schedules learning centers to be a part of instruction; some centers are teacher-led, some are student-directed.

- Reading
 - Creative Writing
 - Science/Discovery
 - Computer
 - Art
 - Math
 - Listening
 - Dramatic Play
 - Blocks
 - Other free-choice learning centers may be available
5. Small group instruction is incorporated into the day during learning centers or at a specific time of day. The teacher and teacher assistant are facilitators of the small groups of 3-5 students. All students will rotate through the small group activities by the week's end. Other students may be involved in self-directed activities in learning centers around the classroom. The scheduling of small group instruction is up to the teacher's daily/weekly timetable.

Performance/Culminating Task

With prompting and support, students will demonstrate retelling a story with active involvement through conversation, creative writing, and art. The assessed product is a 3-flap Flip-Flap booklet that serves as a graphic organizer for the students' ideas and thoughts in the retelling of a story.

Note: Depending on the time of year, student's work may vary.

Standards Assessed: RL.PK.1, RL.PK.2, RL.PK.3, W.PK.1c

Rubric for Performance/Culminating Task

Rating	4	3	2	1
Evaluative Criteria	Excellent	Good	Fair	Poor
<i>RETELL key details (story elements: character(s), setting, and/or major events) in event sequence through DRAWING</i>	My picture shows all the details in the story in event sequence.	My picture shows most of the details in the story in event sequence.	My picture shows one or two of the details in the story.	My picture shows little to no details in the story.
<i>RETELL key details (story elements) in event sequence through DICTATION or WRITING (emergent forms)</i>	My story tells about all the story elements in event sequence.	My story tells about most of the story elements in event sequence.	My story tells about one or two of the story elements.	My story tells little to no details.

Lesson 1: Do You Know Bears?

Focus Standard: RL.PK.1

Additional Standards: W.PK.1c, RL.PK.2, RL.PK.3, RI.PK.1, RF.PK.2b, 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
- Rhyming Picture Cards
- Chart 1.1: “Teddy Bear, Teddy Bear”
- [Bear Songs and Poems](#)
- Compass Publishing’s [KWL](#) video
- [Marzano's Six Steps](#)
- National Geographic Kids: [Polar Bears](#)
- PreKinders [Rhyming Words Pictures](#)
- [The Rhyme Time Song](#)


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 use what they know about a topic/subject to ask and answer questions.
- I can match rhyming picture cards.
- I can identify characteristics of bears.

Guiding Question(s):

- What do you know about bears?
- Why do bears have fur?
- What are rhyming words?
- How do we know words rhyme?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • different • ending • rhyme • same • sound 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition <input type="checkbox"/> Students discuss using the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • bear • bird • cat • dog • duck • fish • frog • horse • sheep 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words while reading with student-friendly definition and pictures from the text
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • animal • characteristics • claws • fur • mammal 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition 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:</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. • Match rhyming words using picture cards. <p>Anticipatory Set/Introduction to the Lesson: Hold a teddy bear and move among the students while chanting the <i>Teddy Bear, Teddy Bear</i> nursery rhyme and display Chart 1.1: “Teddy Bear, Teddy Bear.” Repeat, inviting students to join in chorally using hand gestures and movements with the lyrics. After singing the song twice, have students come to the rug to start the activities for the day.</p> <p>Note: Students may be given an opportunity to hold the Teddy Bear while singing and moving.</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 walks around and has the bear to chant to those students to cultivate their engagement with the movements. <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 them the words. </div> <p>Activity 1: Creating and Using a K-W-L Chart</p>	

Begin by starting a KWL chart asking students what they know about bears and fill in the 'K' section with students' responses. Ask students what they would like to know about bears and fill in the 'W' section with students' responses. The 'L' section will be filled in later in the lesson.

Use the following questions to access prior knowledge about bears:

- Have you seen a bear up close? (Thumb up for yes/thumb down for no)
- If yes, was it at the zoo?
- If yes, was it in the woods?
- How did you feel when you saw one? Why?

Show the video National Geographic Kids: [Polar Bears](#) and create an anchor chart to display the types of bears and the characteristics of bears. Label one side Polar Bears and the other Brown Bears. Have students identify characteristics of Polar Bears and add them to the chart.

Activity 2: Vocabulary Building

Introduce text-specific vocabulary for the day: *animal, bear, mammal*. 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 and Compass Publishing's [KWL](#) video if you are unfamiliar with the steps. This KWL site includes a free PDF worksheet for KWL's.

Activity 3: Whole Group for Introducing Rhyming

T: Rhyming words are words with different beginning sounds but the same ending sounds.

A word that rhymes with 'top' is 'pop'.

What is the beginning sound in 'pop'?

What is the beginning sound in 'top'?

Are the beginning sounds the same? (no)

What is the ending sound in 'pop'?

What is the ending sound in 'top'?

Are the ending sounds the same? (yes)

Because the beginning sounds are different but the ending sounds are the same we call them rhyming words.

Can you think of other words that rhyme with 'pop'? (shop, cop, bop, etc.)

Chant *Teddy Bear, Teddy Bear* again telling children to listen for rhyming words in the chant. (around-ground, shoe-do, stairs-prayers, and light-night)

Display bear cutouts with pictures of rhyming words on a chart labeled 'Rhyming Words'.

Note 1: Before the lesson create bear cutouts with pictures of rhyming words on them.

Note 2: A set of free printable rhyming words pictures can be found PreKinders [Rhyming Words Pictures](#)

Show the video [The Rhyme Time Song](#). Ask students to name some of the rhyming words in the song. Ask students if they can think of a word that rhymes with 'orange'. Make up silly words to rhyme with 'orange'.

Activity 4: Whole Group Read Aloud

Show the book, *Brown Bear, Brown Bear, What Do You See?*

T: What do you see on the cover? (bear)

What color is the bear? (brown)

What do you know about bears? (characteristics such as claws, fur, snout, etc. and mannerisms such as lives in the woods, eats berries, etc.)

Identify the title page, author and illustrator of the book. Read the book with expression changing your voice to sound like the characters in the story. Tell students to raise their arms every time they hear rhyming words.

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

- Students that need additional support may need to see the pictures more than one time, as well as be seated close to the reader.

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

- Open-ended questions may be directed at some of the advanced students who models answering questions.

Note 1: Other bear songs and rhymes can be found at [Bear Songs and Poems](#).

Note 2: If time allows, Free-Choice Learning Centers may be added.

Reflection and Closing:

- ✓ Students “write/draw” on sticky notes something they learned about bears. Students explain what they “wrote/drew” and add it to the ‘L’ section of the KWL chart.

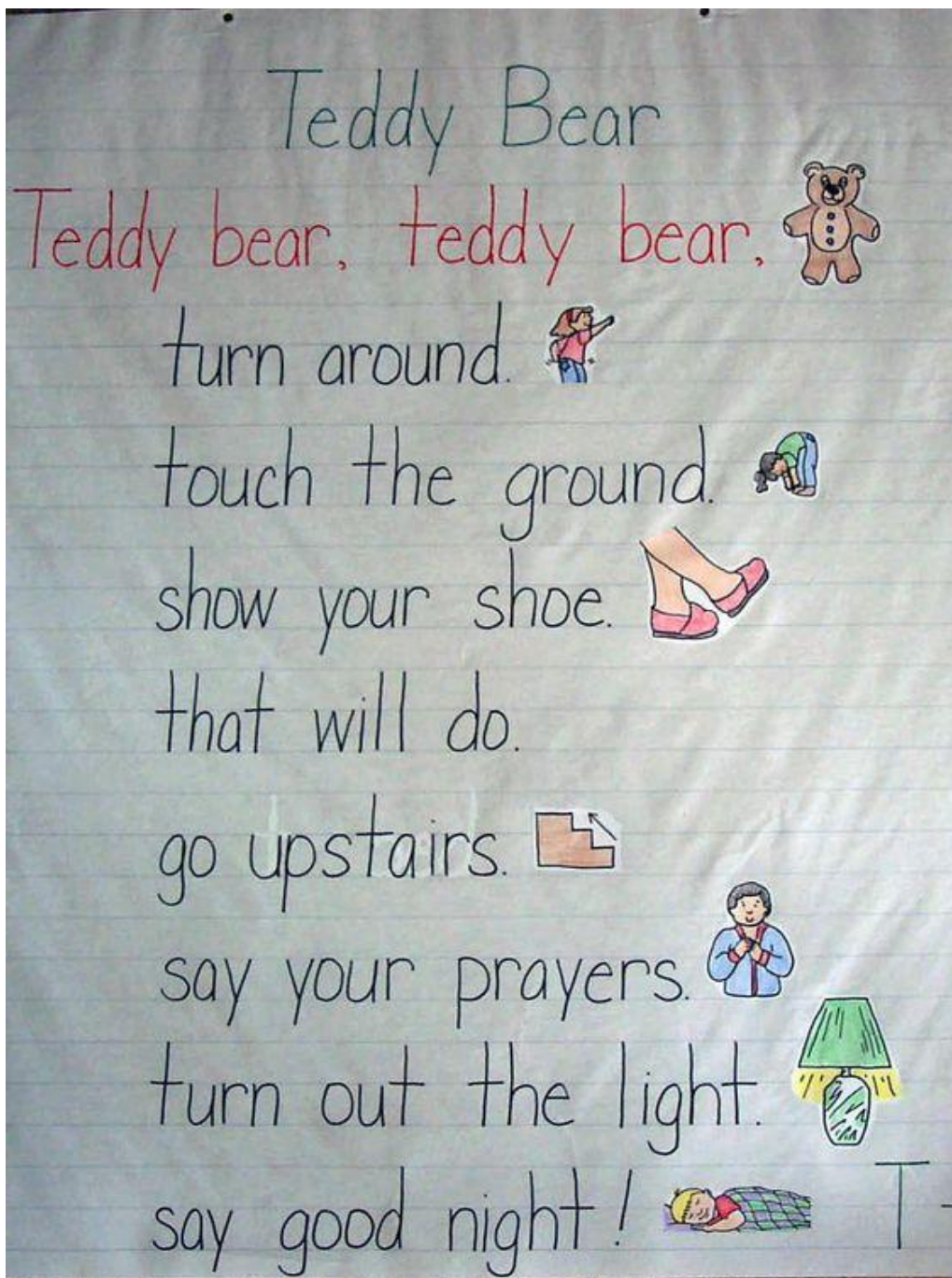
For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide additional support in writing what students say on the sticky note and offer examples.

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

- Students may assist other students and/or add additional details to drawings.

Chart 1.1: "Teddy Bear, Teddy Bear"



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 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions and pictures

<ul style="list-style-type: none"> • type 	
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>	

Activity 2: Vocabulary

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.

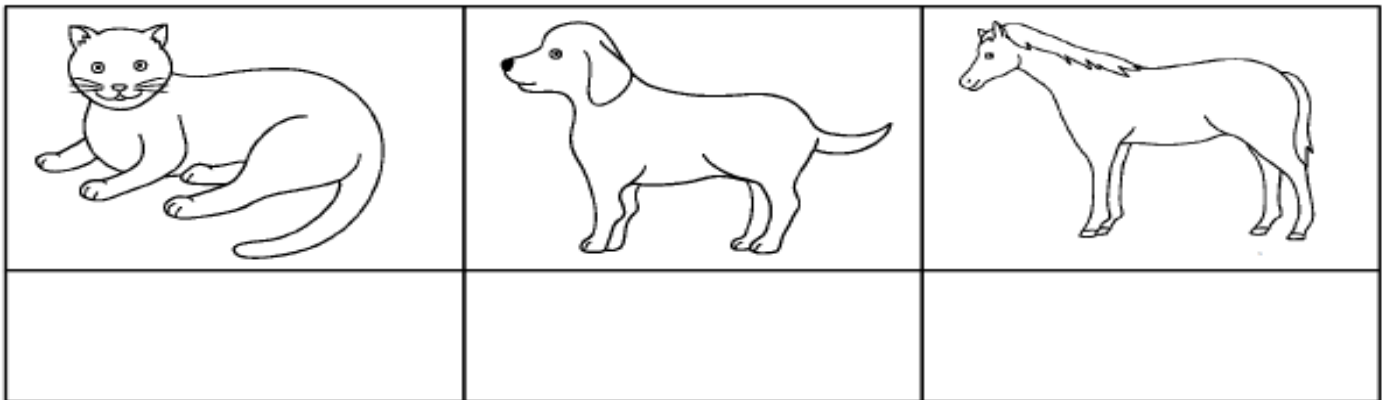
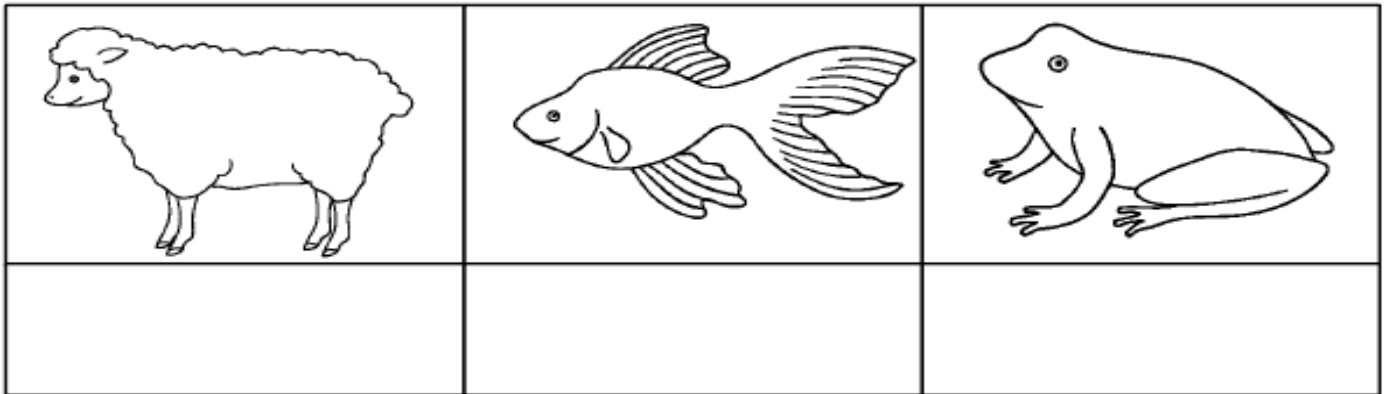
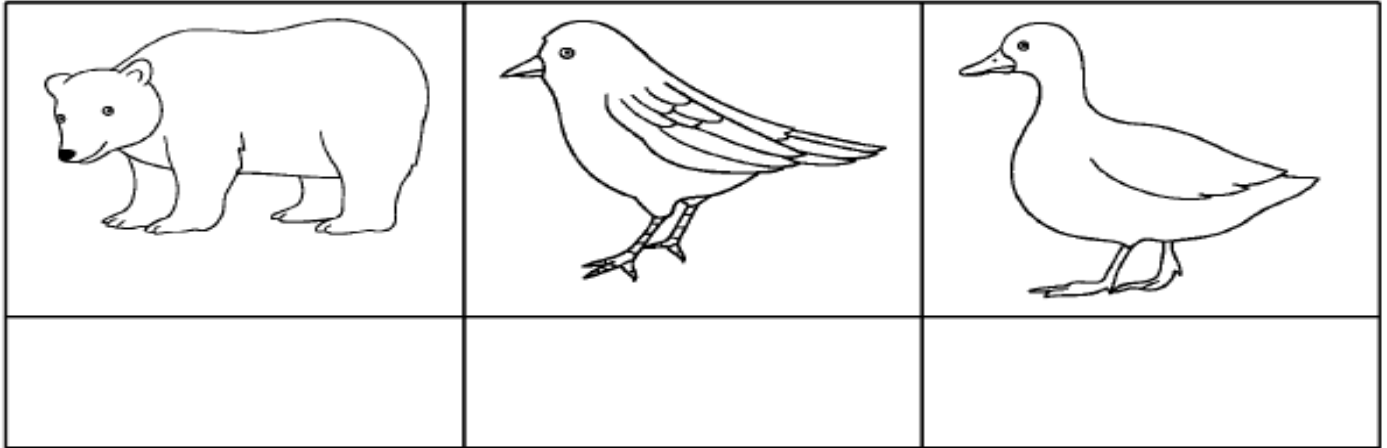
Reflection and Closing:

- ✓ 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

Lesson 3: Can a Bear Be My Pet?

Focus Standard: RL.PK.1, RL.PK.3, RI.PK.1, RF.PK.2b

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

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

Resources and Materials:

- Anchor Charts from Previous Lessons
- Chart Paper
- Markers
- Materials for Learning Centers
- Rhyming Picture Cards
- Chart 3.1: Rhyming Anchor Chart
- [Animal Picture Cards](#)
- [Itsy Bitsy Spider](#)
- National Geographic Kids: [Brown Bears](#)
- National Geographic Kids: [Polar Bears](#)


Lesson Target(s):

Students will show understanding of the following concepts:

- 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 learn the sequence or order of a story.
- I can know that animals can be wild or pets.

Guiding Question(s):

- What did Brown Bear see first in the story?

<ul style="list-style-type: none"> Who saw something next? 	
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
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> animal characteristics claws domesticated fur mammal pet 	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	
Understanding Lesson Purpose and Student Outcomes: <ul style="list-style-type: none"> Ask and respond to questions about important details in a story or text. 	

- Retell orally or through writing/drawing/ dictating a story including the beginning, middle, and ending in the order that they occurred in the text.
- Determine if spoken pairs of words rhyme.

Anticipatory Set/Introduction to the Lesson:

Begin the lesson by chanting/singing “Itsy-Bitsy Spider” nursery rhyme using the music video [Itsy Bitsy Spider](#). Sing along the first time modeling the motions. Repeat the video teaching children the motions. Replay the video several times until the children are comfortable singing along with motions.

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

- For those not familiar with the nursery rhyme, the teacher moves closely to sing/chant and assist students with the hand gestures. Practice the rhyme several times to ensure understanding.

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

- Have some that know the song help the other students join in by telling/showing them the words/hand motions.

Activity 1: Bear Review

Review the characteristics of polar bears from Lessons 1 and 2. Ask students if they have anything to add to the characteristics of either polar bears or brown bears and add them to the chart.

Activity 2: Vocabulary

Review the words from Lessons 1 and 2 that were added to the word wall and have students tell what the words mean with their own definition.

Activity 3: Rhyming Review

Review the definition of rhyming and remind students that to hear rhyming words they must be good listening detectives. Recite Itsy Bitsy Spider and have students identify the rhyming words in the poem. (drain-rain, spout-out, rain-again)

T: What rhymes with top and starts with /h/?

What rhymes with rock and starts with /s/?

What rhymes with rack and starts with /t/?

Students may take a turn naming a word and ask for rhyming words. Silly rhymes are accepted! “What rhymes with cat and starts with /g/?” “What rhymes with bug and starts with /w/?” Allow each student to try; offer support, as needed.

Activity 4: Pets and Wild Animals

T: What do we call animals that live with us? (pets)

Can you name some animals we keep as pets? (dog, cat, hamster, etc.)

Do you have a pet?

What do we call an animal that we can't keep as a pet? (wild animals)

Can you name some wild animals? (lion, tiger, bear, elephant, etc.)

Create a Pet or Wild Animal anchor chart as you show some of the animals from [Animal Picture Cards](#). Have students identify the animal and decide if the animal is a wild animal or a pet. Place the picture on the side of the poster to which it corresponds.

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:

- ✓ Exit Ticket – Have students draw an animal on a “ticket” and tell whether it is a pet or a wild animal and give evidence of their reasoning. Use an observation check list to record mastery or students who need remediation.

Lesson 4: In the Woods or the Forest?

Focus Standard: RL.PK.1, RL.PK.3, RI.PK.1

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


Text(s): *Goldilocks and the Three Bears* by Jan Brett

Resources and Materials:

- Anchor Charts from Previous Lessons
- Chart Paper
- Glue
- Honey Pot (or a representation of one)
- Markers
- Pole with a String Attached to it
- Rhyming Picture Cards with Magnets
- Small Bear with a Magnet Glued to the Nose
- Teddy Graham Snacks
- Handout 4.1: Woods Mat
- Handout 4.2: Numeral Cards 1 - 5
- [Animal Forest](#)
- [Animal Picture Cards](#)
- PreKinders [Rhyming Words Pictures](#)
- [Twinkle, Twinkle, Little Star](#)

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.

<p>Guiding Question(s):</p> <ul style="list-style-type: none"> • Do you think living in the forest is safe for people? Why? • Is it safe for animals? Which animals? 	
<p>Vocabulary</p>	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • different • same 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions <input type="checkbox"/> Students discuss using the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • forest • little • middle • porridge 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • animal • characteristics • mammal 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions and pictures
<p>Symbol</p>	<p>Type of Text and Interpretation of Symbol</p>
	<p>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</p>
<p>✓</p>	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>
<p>Instructional Plan</p>	
<p>Understanding Lesson Purpose and Student Outcomes:</p> <ul style="list-style-type: none"> • Ask and answer questions about important details in a story or a discussion. 	

- Retell orally or through writing/drawing/ dictating a story including the beginning, middle, and ending in the order that they occurred in the text.
- Build background knowledge about wild and domesticated animals.

Anticipatory Set/Introduction to the Lesson:

Recite Itsy Bitsy Spider using motions with the students. Recall the rhyming words in the nursery rhyme. (spout-out, rain-drain-again) Play the video [Twinkle, Twinkle, Little Star](#) and have students raise their arms whenever they hear rhyming words. (star-are, high-sky)

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

- For those not familiar with the nursery rhyme, the teacher moves closely to sing/chant and assist students with the hand gestures.

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

- Have some that know the song help the other students join in by telling/showing them the words/hand motions.

Activity 1:

Show the video [Animal Forest](#). After watching the video, have students recall the animals that live in the forest. Have students draw a picture of their animal and write the name of the animal for them on their picture. Post the students' pictures on the wild animal part of the Pets and Wild Animals poster from Lesson 3.

Activity 2: Vocabulary

Create an anchor chart of Animals and Their Characteristics. Use pictures from [Animal Picture Cards](#). Give student pairs one of the pictures and tell them to discuss the characteristics of the animal. Post the pictures on the chart and have students describe the characteristics of the animal while listing it on the chart.

Activity 3: Asking and Answering Questions

T: What is a question? (An asking sentence that needs an answer)

What is an answer? (Solution or reply to a question)

Have students use the active engagement strategy below to answer the questions above.

“Eye to Eye Strategy”

1. Think for 10 seconds
2. Sit eye-to-eye and knee-to-knee
3. Share your thoughts with your partner
4. A few students share with the class

Create an anchor chart about Asking and Answering Questions. Divide the chart in half hamburger-style. Label the left side of the chart ‘Asking Questions’ and the other half ‘Answering Questions’. Record students’ answers to the questions above on the chart. Display the anchor chart in the room.

Activity 4: Read Aloud

Complete a picture walk for the book *Goldilocks and the Three Bears* by Jan Brett. Have students make predictions about the characters and what will happen in the story. Read the story aloud changing your voice to sound like the characters in the story. Pause throughout the story to allow students to ask and answer questions. Pause several times during the reading to allow students to change their predictions. Have students recall what happened in the beginning, middle, and end of the story.

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. Reading - Students choose from a selection of fiction and nonfiction picture books about bears and other animals to read.

Note: If audio books are available, students may listen to a story while they follow along.

2. Writing - Students create a class book about a favorite wild animal or pet. Students will draw/scribble/write to convey the characteristics of the chosen animal. Students may also dictate their words to a teacher. After all students have completed a page, the book will be assembled to be placed on the book shelf for students to enjoy.

3. Science /Discovery - Students sort [Animal Picture Cards](#) into “woods” or “houses”. Hand lenses can be used to view the pictures closely.

4. Art - Students use a variety of art materials to create a favorite or imaginary animal. Students may dictate or write about their animal. Display students’ pictures in the room or hallway.

5. Math - Using Teddy Graham snack crackers, **Handout 4.1: Woods Mat** and **Handout 4.2: Numeral Cards 1 - 5** students take turns drawing a numeral card and counting the corresponding number of bears and glue them on the mat.

Note: if needed for some students, find a different picture for Woods Mat.

6. Blocks - Students will create “woods” and “homes” for animals using plastic animals, blocks, other props, and informational books that depict bears in their habitats.

7. Language - The Dipping Bear Game

Student dips a bear with a magnet on his nose in a pretend ‘jar of honey’. Inside the ‘honey jar’ are pictures with magnets on the back of them. The bear pulls out two pictures. If they make a rhyming pair, the student keeps the pictures, if they don’t, the student must return the pictures to the ‘jar of honey’.

Note: Before the lesson, create rhyming pictures, small bear with magnet on its’ nose, and a ‘bowl of honey’. A set of free printable rhyming words pictures can be found at PreKinders [Rhyming Words Pictures](#)

Reflection and Closing:

- ✓ Students will work with a partner to sort animal picture cards into Wild Animals or Pets. One partner will ask, “Does this animal live in the woods or in a home?” The second partner will provide an answer. Students will take turns asking and answering questions. Use an observation check list to record mastery or students who need remediation.

Handout 4.1: Woods Mat



Handout 4.2: Numeral Cards

1	2	3	4	5
----------	----------	----------	----------	----------

1

2

3

4

5

Lesson 5: Bears in Cold Places

Focus Standard: RL.PK.1, RL.PK.3, RI.PK.1

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

Text(s): *Goldilocks and the Three Bears* by Jan Brett

Resources and Materials:

- Anchor Charts from Previous Lessons
- Chart Paper
- Glue
- Honey Pot (or a representation of one)
- Markers
- Pole with a String Attached to it
- Rhyming Picture Cards with Magnets
- Small Bear with a Magnet Glued to the Nose
- Teddy Graham Snacks
- Handout 4.1: Woods Mat
- Handout 4.2: Numeral Cards 1 - 5
- [Animal Picture Cards](#)
- [Hickory Dickory Dock](#)
- PreKinders [Rhyming Words Pictures](#)
- [San Diego Zo6o Kids](#)

Lesson Target(s):

Students will show understanding of the following concepts:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.
- Pictures tell a story.
- It is important to learn the sequence or order of a story.

- Some bears and other animals live in very cold places.

Students will be able to complete the following actions:

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions with details.

Guiding Question(s):

- What animals live in the Arctic?
- Can people live in the Arctic? How do you know?

Vocabulary

Academic Vocabulary:

- different
- ending
- rhyme
- same
- sound

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definitions
- Students discuss using the words

In-ConTEXT Vocabulary:

- forest
- little
- middle
- porridge

Strategies for Teaching How to Determine Meaning from Context Clues:


- Introduce words with student-friendly definitions and pictures from the text

Direct Instruction Text Vocabulary:

- Animal
- Arctic
- Characteristics
- Cub
- Mammal

Instructional Strategies for Direct Instruction Text Vocabulary:

- 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

Understanding Lesson Purpose and Student Outcomes:

- Ask and answer questions about important details in a story.
- Retell orally or through writing/drawing/ dictating a story including the beginning, middle, and ending.
- Sequence events in the order that they occurred in the text, with prompting and support.
- Build background knowledge about wild and domesticated animals.

Anticipatory Set/Introduction to the Lesson:

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:

- For those not familiar with the nursery rhyme, the teacher moves closely to sing/chant and assist students with the hand gestures. Or you can use a nursery rhyme they are familiar with.

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

- Have some that know the song help the other students join in by telling/showing them the words/hand motions.

Activity 1: Animals in the Zoo

Explore several video cams from the [San Diego Zoo Kids](#) web site. As students watch wild animals in the zoo in real time, ask students to look for some of the characteristics we learned about in previous lessons. Answer any questions students have.

Note: Some of the animals may not be very active so you may have to look at several. These videos show what the animals are doing right now. This is a good resource for students who may never get to go to a zoo.

Activity 2: Vocabulary

The teacher and students discuss and select 2-3 words to add to the Word Wall. (polar bear, cub, Arctic)

Activity 3: Asking and Answering Questions

T: What is a question? (An asking sentence that needs an answer)

What is an answer? (Solution or reply to a question)

Have students use the active engagement strategy below to answer the questions above.

“Eye to Eye Strategy”

1. Think for 10 seconds
2. Sit eye-to-eye and knee-to-knee
3. Share your thoughts with your partner
4. A few students share with the class

Review and update the anchor created in Lesson 4.

Activity 4: Small Group for Read Aloud

Reread *Goldilocks and the Three Bears*. Remind the students to listen to how the reader changes his/her voice to sound like the characters in the story. Provide students with opportunities to listen and share as direct and guided instructions are given. Pause throughout the story to allow students to ask and answer questions. The Asking and Answering Questions anchor chart can be referenced (see Lesson 4).

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. By the middle of the week, center activities will need to be changed.

1. Reading - Students choose from a selection of fiction and nonfiction picture books about bears and other animals to read.

Note: If audio books are available, students may listen to a story while they follow along.

2. Writing - Students create a class book about a favorite wild animal or pet. Students will draw/scribble/write to convey the characteristics of the chosen animal. Students may also dictate their words to a teacher. After all the students have completed a page, the book will be assembled to be placed on the book shelf for students to enjoy.

3. Science /Discovery - Students sort [Animal Picture Cards](#) into “woods” or “houses”. Hand lenses can be used to view the pictures closely.

4. Art - Students use a variety of art materials to create a favorite or imaginary animal. Students may dictate or write about their animal. Display students’ pictures in the room or hallway.

5. Math - Using Teddy Graham snack crackers, **Handout 4.1: Woods Mat** and **Handout 4.2: Numeral Cards 1 - 5** students take turns drawing a numeral card and counting the corresponding number of bears and glue them on the mat.

6. Blocks - Students will create “woods” and “homes” for animals using plastic animals, blocks, other props, and informational books that depict bears in their habitats.

7. Language - The Dipping Bear Game

Student dips a bear with a magnet on his nose in a pretend ‘jar of honey’. Inside the ‘honey jar’ are pictures with magnets on the back of them. The bear pulls out two pictures. If they make a rhyming pair, the student keeps the pictures, if they don’t, the student must return the pictures to the ‘jar of honey’.

Note: Before the lesson, create rhyming pictures, small bear with magnet on its nose, and a ‘bowl of honey’. A set of free printable rhyming words pictures can be found at PreKinders [Rhyming Words Pictures](#).

Reflection and Closing:

- ✓ Have students choose one of the animals from the San Diego Zoo and draw one thing their animal can do. Tell students to trade pictures with a friend. Have students take turns asking and answering questions about the animals. Use an observation check list to record mastery or students who need remediation.

Lesson 6: Who Sleeps in the Woods?

Focus Standard: RL.PK.1, RL.PK.2, RL.PK.3, RI.PK.1

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


Text(s): *Bear Snores On* by Karma Wilson

Resources and Materials:

- Anchor Charts from Previous Lessons
- Chart Paper
- Glue
- Honey Pot (or a representation of one)
- Markers
- Pole with a String Attached to it
- Rhyming Picture Cards with Magnets
- Small Bear with a Magnet Glued to the Nose
- Teddy Graham Snacks
- Handout 4.1: Woods Mat
- Handout 4.2: Numeral Cards 1 - 5
- [Animal Picture Cards](#)
- [Bear Snores On](#)
- National Geographic: [Mother Grizzly Bear Teaching Cubs](#)

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 use pictures to retell a story.

Guiding Question(s): <ul style="list-style-type: none"> • Where do certain animals live? (bear, mouse, hare, mole, owl, gopher, badger, wren) • What type of animals sleep (hibernate)? How long do they sleep? • Where do animals sleep? • What do other animals do in the winter season to survive? 	
Vocabulary	
Academic Vocabulary: <ul style="list-style-type: none"> • predict • retell 	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"> • badger • gopher • hare • mole • season 	Strategies for Teaching How to Determine Meaning from Context Clues: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • hibernate • lair • stranger 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text
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

Understanding Lesson Purpose and Student Outcomes:

Students will be able to:

- 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.
- Sequence events in the order that they occurred in the text, with prompting and support.

Anticipatory Set/Introduction to the Lesson: Rhyme Time

Tell students to close their eyes and listen while you read the poem “Big Paws.” Explain that while they are listening, they should try to imagine the animal you are describing. When you finish reading the poem, ask students what the animal is. (bear) Ask students what clues told them it was a bear. Write these clues on a piece of chart paper under the heading "About Bears." Ask students what the poem says bears do in the winter. Reread the poem 2-3 times and ask students to join in.

**Big paws,
 Big black nose,
 Stubby tail,
 And growls he goes.
 What is he?
 Well, who knows?
 He sleeps all winter.
 When it snows.**

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

- Students who tend to lose focus are seated by an adult, who provides additional support where needed.

Activity 1: Video

Show a video from NatureWorks.org on Grizzly Bears and introduce text-specific vocabulary. Tell students Turn and Talk to a partner to ask and answer questions about the grizzly bear. (3 minutes)

Activity 2: Vocabulary

Introduce 3 vocabulary words: season, winter, and stranger. Ask students to define the words. Allow students to add to other students' definition. Explain the words clarifying any misconceptions. Write the words on index cards and add them to the Word Wall.

Activity 3: Read Aloud

Show the book *Bear Snores On* and explain that it is a fictional picture book about a bear sleeping in his cave while other animals join him in his lair. Ask the following questions to prompt predictions:

- What do you think the story will be about? Why?
- What characters do you think will be in this story?
- What time of year do you think the story takes place?

Introduce the story, *Bear Snores On* by taking students on a picture walk through the book. As the students look at the pictures, elicit students' responses about what the other animal characters are doing while the bear is sleeping. Ask students if they know what the words *lair* and *hibernate* mean and write their definitions on chart paper. Play [Bear Snores On](#) pausing to ask questions and answer students' questions. Prompt students to describe each animal and ask if the tone of the reader tells us something about the animal. When the video is over, ask students if they want to change or add to the definitions of lair and hibernate and change the chart as needed.

lair - a sleeping or resting place for wild animals; a den *hibernates* – spend the winter sleeping

Activity 4: Asking and Answering Questions

Create a High 5 Retell chart to describe the story *Bear Snores On*. Ask students the following questions while another adult completes the chart:

How to give a

**HIGH-5
RETELL**



- Tell who the characters are using their names.
- Tell where they story takes place.
- Tell what happened at the beginning, middle, and end.
- Use key words like: first, next, then, last, and finally.

- Who was involved (characters)? (bear, mouse, hare, badger, gopher, mole, birds - wren and raven)
- Where and when did it take place (setting)? (the bears lair in winter)
- What happened at the beginning? (bear was sleeping in his lair in winter and mouse comes in to get warm)
- What happened in the middle? (other animals come in and they eat popcorn and nuts and drink tea)
- What happened at the end? (the bear wakes up and cries because he missed the fun – the mouse pops more corn and the other animals fall asleep when bear tells stories)

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

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

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. By the middle of the week, center activities will need to be changed.

1. Reading - Students choose from a selection of fiction and nonfiction picture books about bears and other animals to read.

Note: If audio books are available, students may listen to a story while they follow along.

2. Writing - Students create a class book about a favorite wild animal or pet. Students will draw/scribble/write to convey the characteristics of the chosen animal. Students may also dictate their words to a teacher. After all the students have completed a page, the book will be assembled to be placed on the book shelf for students to enjoy.

3. Science /Discovery - Students sort [Animal Picture Cards](#) into “woods” or “houses”. Hand lenses can be used to view the pictures closely.

4. Art - Students use a variety of art materials to create a favorite or imaginary animal. Students may dictate or write about their animal. Display students’ pictures in the room or hallway.

5. Math - Using Teddy Graham snack crackers, **Handout 4.1: Woods Mat** and **Handout 4.2: Numeral Cards 1 - 5** students take turns drawing a numeral card and counting the corresponding number of bears and glue them on the mat.

6. Blocks - Students will create “woods” and “homes” for animals using plastic animals, blocks, other props, and informational books that depict bears in their habitats.

7. Language - The Dipping Bear Game

Student dips a bear with a magnet on his nose in a pretend ‘jar of honey’. Inside the ‘honey jar’ are pictures with magnets on the back of them. The bear pulls out two pictures. If they make a rhyming pair, the student keeps the pictures, if they don’t, the student must return the pictures to the ‘jar of honey’.

Note: Before the lesson, create rhyming pictures, small bear with magnet on its' nose, and a 'bowl of honey'. A set of free printable rhyming words pictures can be found at PreKinders [Rhyming Words Pictures](#).

Reflection and Closing:

- ✓ Students choose a partner or a partner is assigned. Each student will ask the partner a question about bears, hibernation, or a favorite animal in the story, *Bear Snores On*. Partner #1 will answer and then, ask the same questions of partner #2. Use an observation check list to record mastery or students who need remediation.

Lesson 7: Let's Retell a Story

Focus Standard: RL.PK.1, RL.PK.2, RL.PK.3, RI.PK.1, W.PK.1c

Additional Standards: RI.PK.3, RF.PK.2b, SL.PK.3

Text(s):


- *Bear Snores On* by Karma Wilson
- *We're Going on a Bear Hunt* by Michael Rosen

Resources and Materials:

- Chart paper
- Geometric Shapes Cookie Cutters
- Markers
- Plastic Tools
- Playdough
- Handout 7.1: Going on a Bear Hunt Sequencing Pictures
- [Animal Picture Cards](#)
- [Bear Snores On](#)
- [Corduroy](#)
- National Geographic Kids: [Animal Coloring Pages](#)
- [We're Going on a Bear Hunt](#) song

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 use pictures to retell a story.
- I can retell a story with prompting and support.

Guiding Question(s):	
<ul style="list-style-type: none"> How can the characters and setting help you retell a story? 	
Vocabulary	
Academic Vocabulary:	Instructional Strategies for Academic Vocabulary:
<ul style="list-style-type: none"> characters events predict retell sequence setting 	<input type="checkbox"/> Introduce words with student-friendly definitions <input type="checkbox"/> Students discuss using the words
In-ConTEXT Vocabulary:	Strategies for Teaching How to Determine Meaning from Context Clues:
<ul style="list-style-type: none"> badger gopher hare mole season 	<input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text
Direct Instruction Text Vocabulary:	Instructional Strategies for Direct Instruction Text Vocabulary:
<ul style="list-style-type: none"> hibernate lair 	<input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text
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

Understanding Lesson Purpose and Student Outcomes:

- 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.
- Sequence events in the order that they occurred in the text, with prompting and support.

Anticipatory Set/Introduction to the Lesson:

Chant *Teddy Bear, Teddy Bear* telling students to identify rhyming words by raising their arms when they hear a rhyming pair. Do the same thing with *Itsy Bitsy Spider*. Review the motions to *Teddy Bear, Teddy Bear* and *Itsy Bitsy Spider* and have students practice each one several times.

Activity 1: Sequence

Show the video [We're Going on a Bear Hunt](#) teaching students the motions for each section. Have students do the echo part of the song.

T: What do you think the bear was doing in the cave?

Why did he chase them back home?"

Activity 2: Vocabulary

Introduce 3 vocabulary words: lair, setting, and characters. Ask students to define the words. Allow students to add to other students' definition. Explain the words clarifying any misconceptions. Write the words on index cards and add them to the Word Wall.

Activity 3: Read Aloud and Retell

Read *Bear Snores On*. Use the text-dependent questions below to help students identify the beginning, middle, and ending of the story to be able to retell it in their own words, with prompting and support.

Prompting Questions:

- (Page 1) Where is the bear?
- (Pages 2-3) Why do you think the bear is curled up?
- (Pages 4-5) Why is Mouse building a fire? Will it wake Bear?

- (Pages 10-11) Why does Hare look frightened?
- (Pages 12-13) What is in Badger's bag?
- (Pages 14-15) Would it be hard to sleep if someone was crunching on nuts?
- (Pages 16-19) What are the animals doing while Bear is sleeping? Would real animals do this?
- (Pages 20-21) Mouse is adding something to the stew. What is it? Why is the mouse cooking?
- (Pages 22-23) What is Bear doing? What made him sneeze?
- (Pages 24-25) Why is Bear so grouchy? Would a real bear be grouchy?
- (Pages 26-27) Bear is crying. Why?
- (Page 30) Who is sleeping now?

After reading, ask students to think about what happened in the story, the animals (characters), and places they saw in the story. Tell students to think about what the characters said. Have students tell ONE thing about the story. Record their answers with pictures on sticky notes on chart paper. Lead a discussion to put the sticky notes in the order they occurred in the story.

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

- Students may need to be guided through the process several times before they learn the skill/concept. Provide plenty of examples for them if needed.

Activity 4: 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. By the middle of the week, center activities will need to be changed.

1. Reading - Students choose from a selection of fiction and nonfiction picture books about bears and other animals to read.

Note: If audio books are available, students may listen to a story while they follow along.

2. Listening/Viewing Center - Students will listen to and/or view and read along with [Bear Snores On](#) or [Corduroy](#).

3. Writing - Students create a 3 -4-page Flip Flap book to retell *Bear Snores On*. Offer prompting questions and support as students attempt to retell the story with a beginning, middle, and ending. Students draw/scribble/write to convey the story. Students may dictate their words to a teacher and illustrate the pages.

Note: This process will take more than one or two days for all students to complete and require adult prompting and assistance.

4. Science /Discovery - Students sort [Animal Picture Cards](#) into categories (wild/pet, fur/feathers/scales, large/small, etc.).

5. Art - Students paint pictures of bears and other animals in their habitats from National Geographic Kids: [Animal Coloring Pages](#). Display student work in the room and/or hallway.

6. Math – Students create animals and their habitats with Playdough, shape cookie cutters (circle, triangle, square, rectangle), and other plastic tools.

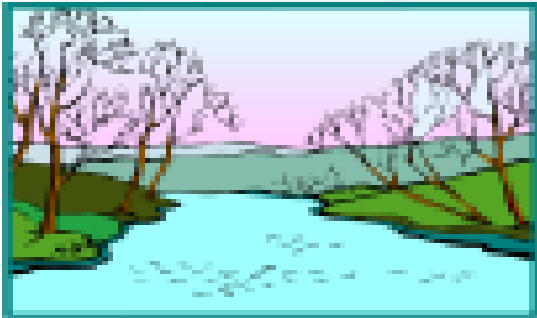
7. Blocks - Students create “woods” and “homes” for animals using plastic animals, blocks, other props, and informational books that depict bears in their habitats.

8. Pocket Chart/Language - Students place story cards from **Handout 7.1: Going on a Bear Hunt Sequencing Cards** in order, to retell the story, *We’re Going on a Bear Hunt*. Students take turns using a pointer to retell the story. Encourage students to “read” from left to right and to use expression and enthusiasm when “reading”.

Reflection and Closing:

- ✓ Students listen and participate with hand motions as the teacher rereads, *We’re Going on a Bear Hunt*. Students sit in groups of 3-4, taking turns, one by one, to retell the story using chanting and hand motions. Use an observation check list to record mastery or students who need remediation.

Handout 7.1: Going on a Bear Hunt Sequencing Pictures



Lesson 8: Real or Make Believe?

Focus Standard: RL.PK.1, RL.PK.2, RL.PK.3, RI.PK.1

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

Text(s): *Corduroy* by Don Freeman

Resources and Materials:


- Chart paper
- Geometric Shapes Cookie Cutters
- Markers
- Plastic Tools
- Playdough
- Handout 7.1: Going on a Bear Hunt Sequencing Pictures
- [Animal Picture Cards](#)
- [Bear Snores On](#)
- [Black Bear preparing his den for winter](#)
- [Corduroy](#)
- National Geographic Kids: [Animal Coloring Pages](#)

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 retell a story with prompting and support.

Guiding Question(s):

- Can a stuffed bear come alive and search for a home? Why? Why not?
- How do real bears search for food and homes?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • beginning • ending • middle • predict • prepare • retell • searching 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions <input type="checkbox"/> Students discuss using the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • black bear • den • escalator • palace • thread • watchman • winter 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text and video
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

Understanding Lesson Purpose and Student Outcomes:

- 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.
- Sequence events in the order that they occurred in the text, with prompting and support.
- Consider the differences in “real and “make believe”.

Anticipatory Set/Introduction to the Lesson:

Recite the nursery rhyme, “*Teddy Bear, Teddy Bear*” (Lesson 1) using the movements to illustrate the actions. Give students turns holding the bear while the students recite and act out the nursery rhyme. Invite children to “mix it up” by adding their own words and movements for Teddy. Continue chanting and moving as students add words and movements.

T: Can this teddy bear really do these things in the rhyme?

How do you know?

Activity 1: Video

Show the video [Black Bear preparing his den for winter](#). Ask students to pretend to be black bears preparing for winter. Direct students to ask a friend what they learned from the video. Allow time for each student to ask and answer at least one question.

T: Are black bears real or make-believe?

What do you know about black bears that proves this?

Why was the bear piling up leaves?

How was the bear using his paws to help with the work?

Activity 2: Vocabulary

Introduce 3 vocabulary words: palace, escalator, and prepare. Ask students to define the words. Allow students to add to other students’ definition. Explain the words clarifying any misconceptions. Write the words on index cards and add them to the Word Wall.

Activity 3: Read Aloud

Read *Corduroy* aloud with expression and different voices. While reading, pause to ask questions to help students identify the beginning, middle, and ending of the story to be able to retell it in their own words, with prompting and support. Use the following to guide student understanding:

- There is a word I want you to think about before we begin reading our story today. The word is **searching**.

- When we are searching for something what are we doing? (looking for something)
- Looking at the **title and the illustrations** on the cover, the first thing I wonder is ...is this Corduroy (point to bear)?
- Then I begin to wonder why the bear is looking at this white thing? (point to button)
- The book we are about to read, *Corduroy*, is about a bear who wants to get chosen to have a new home.
- Remember how you felt when you wanted to be chosen or picked to be someone's friend.
- Maybe it was here at school that you wanted someone to ask you to join them in the block center, or maybe it was when we were playing outside and you wanted someone to ask you to play.
- This story is fiction, a make-believe story.
- (Bottom of page 5) As a good reader, I want to make sure that I understand all the important information that the author has given me in the story so far – who the main character is, the characters' names, and what the story is about . If I'm not sure I can go back and reread or look at the pictures again. (Demonstrate going back.)
- (Bottom of page 8) How do you think Corduroy is feeling? (Allow students to answer) Right now, as a good reader, I am making a connection to how Corduroy is feeling. I remember how I felt when I wanted someone to pick me. I use this feeling to help me understand exactly how Corduroy is feeling right now in the story.
- What do you think Corduroy is thinking about? (Allow students to answer)
- (Bottom of page 11) There's that word **searching**. Corduroy is going back to look back everywhere for his lost button. As good readers, I am sure, like myself, you are wondering where Corduroy is going to look. Have you ever had to **search** for something?
- (Bottom of page 15) As good readers, we know why Corduroy is here. We remember (as you speak, show the corresponding pages of the book) when Corduroy climbed down from the shelf, then went up the escalator, and is now in this big room searching/looking for his... (have students whisper to a friend) **button**
- (Bottom of page 19) Right now, as good readers, you should hear that loud crash as the tall lamp falls over. Seeing the lamp and hearing the crash will help you better understand the story. Have you ever dropped something and it made a big noise? (Allow students to answer)
- (Bottom of page 21) As a good reader, I try to predict who the night watchman will find. What might happen next? I use what I know about the story, so far, and all the events that have happened help me predict what will happen next. (Go back and quickly review the events while showing the pictures.)
- (Bottom of page 23) Was your prediction different from what happened? Turn to your friend and ask if their prediction was right.

Note: Continue this Think Aloud, as time allows. This could be continued in another Whole Group activity in the afternoon or the following morning.

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

- Students who tend to lose focus are seated by an adult, who provides additional support where needed.

Activity 4: 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. By the middle of the week, center activities will need to be changed.

- 1. Reading** - Students will choose from a selection of fiction and nonfiction books about bears and other animals to read.
- 2. Listening/Viewing Center**- Students will listen to and/or view and read along with [Bear Snores On](#) or [Corduroy](#).
- 3. Writing**- Students will create a 3 -4-page Flip Flap book to retell *Bear Snores On* or *Goldilocks and the Three Bears*. The teacher will offer prompting and support as students attempt to retell the story with a beginning, middle, and ending. Students will draw/scribble/write to convey the story. Students may dictate their words to a teacher and illustrate the pages. Note: This process will take more than one or two days for all students to complete.

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

- Some students will need to dictate story and have teacher write their exact words or use illustrations to retell the story for themselves.

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

- Some students can write sentences with their illustrations that retell the story.

- 4. Science /Discovery**- Students will sort [Animal Picture Cards](#) into categories (wild/pet, fur/feathers/scales, large/small, etc.).
- 5. Art** - Students paint pictures of bears and other animals in their habitats from National Geographic Kids: [Animal Coloring Pages](#). Display student work in the room and/or hallway.
- 6. Math** – Students create animals and their habitats with Playdough, shape cookie cutters (circle, triangle, square, rectangle), and other plastic tools.

7. Blocks - Students create “woods” and “homes” for animals using plastic animals, blocks, other props, and informational books that depict bears in their habitats.

8. Pocket Chart/Language - Students place story cards from **Handout 7.1: Going on a Bear Hunt Sequencing Cards** in order, to retell the story, *We’re Going on a Bear Hunt*. Students take turns using a pointer to retell the story. Encourage students to “read” from left to right and to use expression and enthusiasm when “reading”.

Reflection and Closing:

- ✓ Using *High 5 Retell*, ask the following text-dependent questions about *Corduroy*:
 - Who was the main character?
 - Where did the story take place?
 - What happened in the beginning of the story?
 - What happened in the middle of the story?
 - What happened at the end? OR How do you think the story will end?

Use an observation check list to record mastery or students who need remediation.

Note: Students are asked to bring Teddy bears from home for the last day of the Unit. (Other “favorite” stuffed animals may be brought; have a few Teddy bears for those students who do not bring a stuffed animal from home). Ask for donated bears or visit the thrift shop for additional bears or animals for students who do not have one.

Lesson 9: I Can Retell a Story

Focus Standard: RL.PK.1, RL.PK.2, RL.PK.3, RI.PK.1, RI.PK.3

Additional Standards: W.PK.1c, RF.PK.2b, SL.PK.3

Text(s):

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and Eric Carle
- *Goldilocks and the Three Bears* by Jan Brett
- *Bear Snores On* by Karma Wilson
- *We're Going on a Bear Hunt* by Michael Rosen
- *Corduroy* by Don Freeman

Resources and Materials:

- Chart paper
- Geometric Shapes Cookie Cutters
- Markers
- Plastic Tools
- Playdough
- Students' Teddy bears
- Handout 7.1: Going on a Bear Hunt Sequencing Pictures
- [Animal Picture Cards](#)
- [Bear Snores On](#)
- [Corduroy](#)
- National Geographic Kids: [Animal Coloring Pages](#)

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 use pictures to retell a story.

- I can retell a story, in the correct sequence, with prompting and support.

Guiding Question(s):

- Who are the characters in the story?
- What happened at the beginning, middle and ending of the story?

Vocabulary

Academic Vocabulary:

- beginning
- ending
- middle
- predict
- retell

Instructional Strategies for Academic Vocabulary:

- Introduce/review words with student-friendly definitions
- Students discuss using the words

In-ConTEXT Vocabulary:

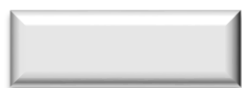
- All Word Wall words

Strategies for Teaching How to Determine Meaning from Context Clues:

- Review words with student-friendly definitions and pictures from the text and videos

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

Understanding Lesson Purpose and Student Outcomes:

- 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.

- Sequence events in the order that they occurred in the text, with prompting and support.
- Recite favorite nursery rhymes, with prompting and support.

Anticipatory Set/Introduction to the Lesson:

Ask for volunteers to recite selected/favorite nursery rhymes learned in this unit. Tell students they may recite alone, with a partner, or with the teacher's support.

Activity 1: Teddy Bear Story Time – Retelling

Tell students to get their teddy bears or other stuffed animal friend brought from home.

Ask students which story from the unit is their favorite: *Brown Bear, Brown Bear, What Do You See?*, *Goldilocks and the Three Bears*, *We're Going on a Bear Hunt*, *Bear Snores On*, or *Corduroy*. Create a graph showing how many students chose each book.

- ✓ Place students in five groups. Assign one book to each group. Tell students to sit with their group and cuddle with their bears/animals, while one student in each group will retell the story to the students while everyone else listens. Give each student an opportunity to help with the retelling of the story in their group.

Note: With 5 groups, one per book, the teacher and assistant each facilitate and support 2-3 groups.

Activity 2: Small Group

With prompting and support, students will retell the story, *Corduroy*.

T: Do you remember that when listening to a story, you can learn information about the characters and the settings?

Ask students for definitions of characters and setting.

Allow the students to work with a partner to take turns asking and answering questions about how to retell a story (including a beginning, middle, and ending). Prompt with text-dependent questions:

- Who was involved? (characters)
- Where did it take place? (setting)
- When did it take place? (setting)
- What happened in the beginning?
- What happened in the middle?
- How did it end?

Activity 3: 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. Reading** - Students will choose from a selection of fiction and nonfiction books about bears and other animals to read.
- 2. Listening/Viewing Center**- Students will listen to and/or view and read along with [Bear Snores On](#) or [Corduroy](#).
- 3. Writing**- Students will create a 3 -4-page Flip Flap book to retell *Bear Snores On* or *Goldilocks and the Three Bears*. The teacher will offer prompting and support as students attempt to retell the story with a beginning, middle, and ending. Students will draw/scribble/write to convey the story. Students may dictate their words to a teacher and illustrate the pages. Note: This process will take more than one or two days for all students to complete.

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

- Some students will need to dictate story and have teacher write their exact words or use illustrations to retell the story for themselves.

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

- Some students can write sentences with their illustrations that retell the story.

- 4. Science /Discovery**- Students will sort [Animal Picture Cards](#) into categories (wild/pet, fur/feathers/scales, large/small, etc.).
- 5. Art** - Students paint pictures of bears and other animals in their habitats from National Geographic Kids: [Animal Coloring Pages](#). Display student work in the room and/or hallway.
- 6. Math** – Students create animals and their habitats with Playdough, shape cookie cutters (circle, triangle, square, rectangle), and other plastic tools.
- 7. Blocks** - Students create “woods” and “homes” for animals using plastic animals, blocks, other props, and informational books that depict bears in their habitats.

8. Pocket Chart/Language - Students place story cards from **Handout 7.1: Going on a Bear Hunt Sequencing Cards** in order, to retell the story, *We're Going on a Bear Hunt*. Students take turns using a pointer to retell the story. Encourage students to “read” from left to right and to use expression and enthusiasm when “reading”.

Reflection and Closing:

- ✓ In small groups, have students complete the retelling activity from the morning. Instruct students to retell a story in their own words using events from beginning, middle, and ending of the selected story, with teachers providing support where needed. Allow students to use the book or other props for additional support. Use an observation check list to record mastery or students who need remediation.

Lesson 10: Performance Task

Focus Standard: RL.PK.2, RL.PK.3, W.PK.1c

Additional Standards: RL.PK.1, RI.PK.1, RI.PK.3, RF.PK.2b, SL.PK.3

Text(s):

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.
- *Goldilocks and the Three Bears* by Jan Brett
- *Bear Snores On* by Karma Wilson
- *Corduroy* by Don Freeman

Resources and Materials:

- Blank 3-flap Flip Flap books (with numerals 1, 2, 3 or Beginning, Middle, Ending on the flaps)
- Chart paper
- Geometric Shapes Cookie Cutters
- Markers
- Plastic Tools
- Playdough
- Students' Teddy bears
- Handout 7.1: Going on a Bear Hunt Sequencing Pictures
- [Animal Picture Cards](#)
- [Bear Snores On](#)
- [Corduroy](#)
- National Geographic Kids: [Animal Coloring Pages](#)

Lesson Target(s):

- 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 use pictures to retell a story.
- I can retell a story, in the correct sequence, with prompting and support.

Guiding Question(s):

- What happened at the beginning, middle, and ending of the story?

Vocabulary

Academic Vocabulary:

- beginning
- characters
- ending
- events
- middle
- retell
- sequence

Instructional Strategies for Academic Vocabulary:


- Review words with student-friendly definitions
- Students discuss using the words

In-ConTEXT Vocabulary:

- All Word Wall words

Strategies for Teaching How to Determine Meaning from Context Clues:

- Review words with student-friendly definitions and pictures from the texts

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:</p> <ul style="list-style-type: none"> • Ask and answer questions about important details in a story. • Retell orally or through writing/drawing/ dictating a story including the beginning, middle, and ending. • Sequence events in the order that they occurred in the text, with prompting and support. • Recite favorite nursery rhymes, with prompting and support • Complete the performance task to retell a familiar story that includes key details (beginning, middle, and ending). <p>Anticipatory Set/Introduction to the Lesson: Ask for volunteers to recite selected/favorite nursery rhymes learned in this unit. Tell students they may recite alone, with a partner, or with the teacher’s support.</p> <div data-bbox="279 1008 1871 1198" style="border: 1px solid gray; padding: 10px; background-color: #f0f0f0;"> <p>For students who are EL, have disabilities, or perform/read well below the grade level AND Extensions and/or a more advanced text for students who perform/read well above grade level:</p> <ul style="list-style-type: none"> • Have students that know the nursery rhymes/songs help the other students who do not, join in by telling/showing them the words/movements. </div> <p>Activity 1: Review/Retelling Use the questions below to prompt and provide support for students as they identify the beginning, middle, and ending of a story to retell it in their own words.</p> <p>Note: Present questioning without giving answers.</p>	

- ✓ Using the High 5 Retell and the literature texts as visual guides, have students turn to a partner and take turns retelling a favorite story from the unit. Prompt and give support, as needed.

Guiding Questions for students to ask and answer:

- Who was in the story? (characters)
- Where did it take place? (setting)
- When did it take place? (setting)
- What happened in the beginning of the story?
- What happened in the middle of the story?
- What happened at the end of the story?

Activity 2: Small Group (3-4 students at a time) use an assistant if needed.

✓ **Retelling Performance Task**

Remind students:

- When you retell a story, you begin by saying/drawing/writing what happens in the beginning or first part of the story. This will include the characters and the setting.
- The middle of the story comes next. This will include events/action/a problem in the story.
- The ending tells how the problem is solved.

Directions: Using blank 3-fold Flip Flap books (with numerals 1, 2, 3 or the words Beginning, Middle, Ending on each flap), students will draw pictures/write letters, words, sentences/scribble/dictate to retell a student-selected story from the unit. (*Brown, Brown Bear, What Do You See?*, *Bear Snores On*, *Goldilocks and the Three Bears*, *Corduroy*).

With prompting and support, students will “read” the retelling of the selected story to the teacher. The performance task rubric is used to determine understanding and demonstration of the concepts assessed.

Note: Create the 3-fold Flip Flap books with numerals before assessment begins and make sure you have used the template before the assessment.

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

- Some students will need to dictate story and have teacher write their exact words. Have an example for students to view before starting a project.

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

- Some students can write sentences with their illustrations that retell the story.

Activity 3: Learning Centers

Note: While small groups of students are completing the performance-based assessment, other students will be completing learning center tasks for the week/unit. Move students in and out of the Small Group Assessment table.

- 1. Reading** - Students will choose from a selection of fiction and nonfiction books about bears and other animals to read.
- 2. Listening/Viewing Center**- Students will listen to and/or view and read along with [Bear Snores On](#) or [Corduroy](#).
- 3. Writing**- Students will create a 3 -4-page Flip Flap book to retell *Bear Snores On* or *Goldilocks and the Three Bears*. The teacher will offer prompting and support as students attempt to retell the story with a beginning, middle, and ending. Students will draw/scribble/write to convey the story. Students may dictate their words to a teacher and illustrate the pages. Note: This process will take more than one or two days for all students to complete.

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

- Some students will need to dictate story and have teacher write their exact words or use illustrations to retell the story for themselves.

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

- Some students can write sentences with their illustrations that retell the story.

- 4. Science /Discovery**- Students will sort [Animal Picture Cards](#) into categories (wild/pet, fur/feathers/scales, large/small, etc.).
- 5. Art** - Students paint pictures of bears and other animals in their habitats from National Geographic Kids: [Animal Coloring Pages](#). Display student work in the room and/or hallway.
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9. Free Choice Centers (available for students who have completed all other learning centers) Computer, Free art, Sand/Water table, Puzzles/Table toys, and/or Music.

For training or questions regarding this unit,
please contact:

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