



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



MISSISSIPPI DEPARTMENT OF EDUCATION

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Acknowledgements

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The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: English Language Arts.

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Acknowledgements

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The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: English Language Arts.

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Acknowledgements

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The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: Mathematics.

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Acknowledgements

Mississippi Exemplar Units and Lessons Developers and Contributors

The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: Mathematics.

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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:</p> <p>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>”).</p> <p>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).</p> <p>RL.PK.3 With prompting and support, identify some characters, settings, and/or major events in a story.</p> <p>Additional:</p> <p>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).</p> <p>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).</p> <p>RF.PK.2b Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p>		<p>This Pre-K unit is designed for four-year-old students and focuses on asking/answering questions about multiple texts/media sources, retelling stories using a variety of reading, writing, and speaking skills and exploring/recognizing rhyming words.</p> <p>Students will answer who, what, when, where, why, and how questions using details from printed materials. They will retell a story using prompts and support through conversations, acting out, picture sequencing, dictating as the teacher records their words, and creative writing that includes illustrations.</p> <p>Students will identify rhyming patterns through poetry, nursery rhymes, and songs that include hand motions and gestures.</p> <p>The unit includes read-alouds, guided reading, choral reading, writing, computer instructions, and peer tutoring. Learning centers allow each student to participate in all the activities for the week. Writing centers are student- and teacher-led.</p> <p>Textbooks, music, big books, computer games, writing and art activities will provide students with numerous experiences to acquire and integrate new knowledge.</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.

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
- *Polar Bear, Polar Bear, What Do You Hear?* 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](#)
- [Boppin Bear Rap](#)
- [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 identify the characteristics of bears. The students will view a video about bears, contribute to a K-W-L chart, identify text-dependent vocabulary, match rhyming words, and listen to a read-aloud. Exploration and learning will take place in learning centers and small group tasks.

Lesson 2: Rhyme Time with Bears

The students will describe how pictures tell a story and sequence the story's main events. Students will recognize rhyming words in nursery rhymes, chants, and songs. Students will watch an informational video about bears and will dictate facts to the teacher to record. Students will listen to *Brown Bear, Brown Bear, What Do You See?* and discuss the title, author and illustrator. Students will sequence characters in the same order in which they were introduced in the story. Instruction will occur in whole group, small group, and learning centers; a formative assessment will finish the lesson. Exploration and learning will take place in learning centers and small group tasks.

Lesson 3: 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. Exploration and learning will take place in learning centers and small group tasks.

Lesson 4: 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 will end with a formative assessment. Exploration and learning will take place in learning centers and small group tasks.

Lesson 5: In the Woods or in a House?

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. Exploration and learning will take place in learning centers and small group tasks.

Lesson 6: Who Sleeps in the Winter?

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. 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. 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. 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. 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 from 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. If centers are not available in the classroom/school (ex., no classroom computers), the teacher may use discretion to develop a center that is aligned with the unit.

- 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 retell a story 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: [Brown Bears](#)
- PreKinders [Rhyming Words Pictures](#)
- [The Rhyme Time Song](#)

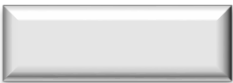
Lesson Target(s):

- 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>	

Draw a KWL chart on chart paper or on a white board. Ask 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?
- What kinds of things did you notice on the bear?
- Did it have fur? Claws? How big was it?
- How did you feel when you saw one? Why?

Activity 1: Brown Bears

Create a chart with two sections. Label one section brown bears and the other polar bears. Show the National Geographic Kids video: [Brown Bears](#). Have students describe the brown bears and use the word, "characteristic," during the class discussion. (This word will be discussed in detail during Lesson 2). Add the characteristics (color, size, what they eat, how they move) to the Brown Bear section of 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 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 touch their nose every time they hear rhyming words.

Activity 4: Whole Group Introduction to Rhyming

T: **This book is written in a special way. It uses words that rhyme. Rhyming words are words that end the same way.**

“Top’ and ‘pop’ rhyme because they end the same way.

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)

The ending sounds are the same, so we call them rhyming words.

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

Show students bear cutouts with pictures of rhyming words on a chart labeled ‘Rhyming Words’. The teacher will put the first picture on the chart and show students three other cards. Students select the picture of the word that rhymes with

Reread *Brown Bear Brown Bear* again asking children to listen for rhyming words in the story. (Ex: see-me) Ask children to touch their nose every time they hear a rhyming pattern.

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 on 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’.

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.

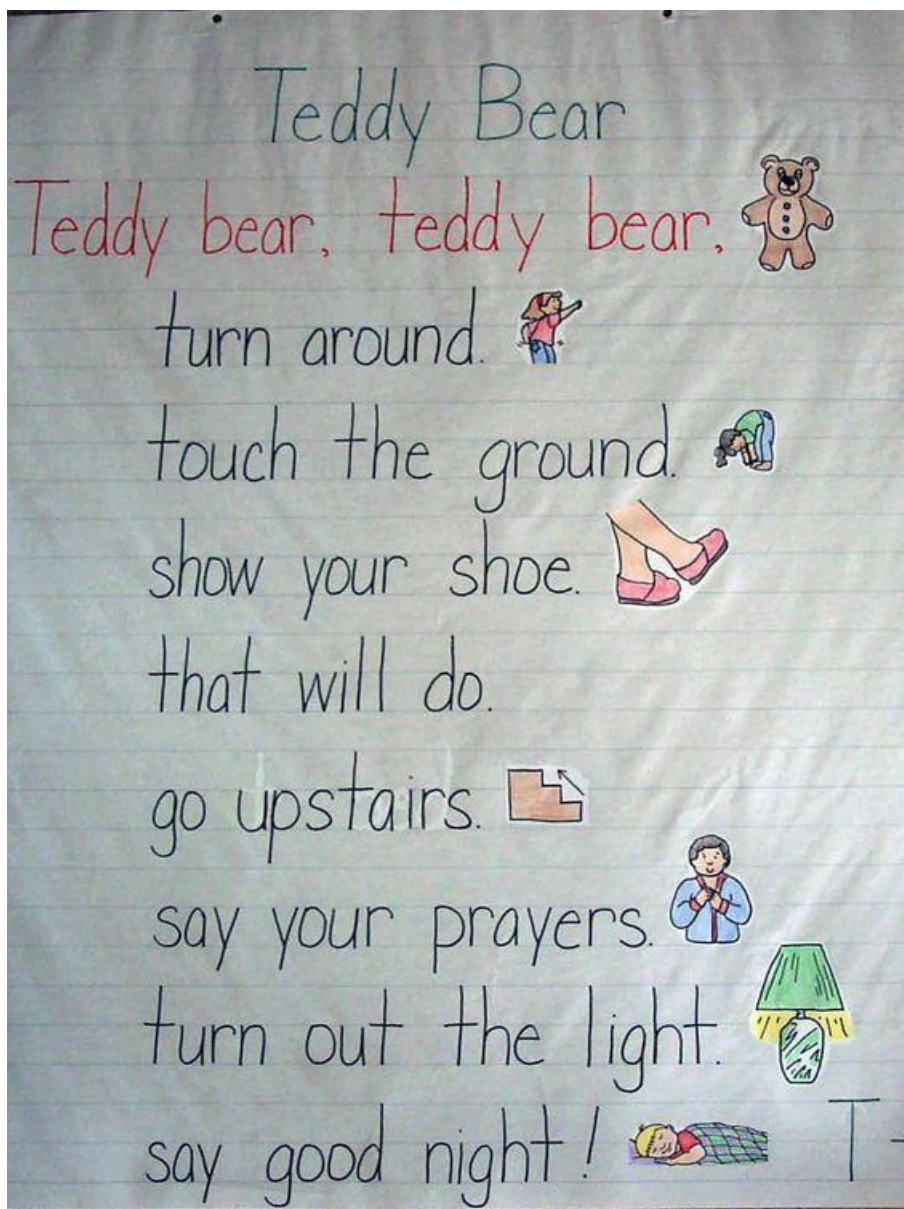
Extensions and/or a more advanced text for students who perform/read well above grade level:

- 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.

Chart 1.1: "Teddy Bear, Teddy Bea



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
- Basket with objects for rhyming activity
- 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](#)
- [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):

- 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:

- different
- ending
- rhyme
- same
- sound

Instructional Strategies for Academic Vocabulary:

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

In-ConTEXT Vocabulary:

- bear
- bird
- cat
- dog
- duck
- fish
- frog
- horse
- sheep

Strategies for Teaching How to Determine Meaning from Context Clues:


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

Direct Instruction Text Vocabulary:

- animal
- characteristics
- claws
- fur
- mammal

Instructional Strategies for Direct Instruction Text Vocabulary:

- 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 vs. Teddy Bear Show students a teddy bear. Review the characteristics of brown bears from Lesson 1. Ask students to compare/contrast a teddy bear and a brown bear. Introduce the concept of live vs. not alive. Ask students what live bears do that teddy bears do not.</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: 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 touch their nose 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 the children saw a brown bear looking at them.)

Activity 4: Rhyming Review and Extension

Place one object in a basket for each child present. The basket is passed around the circle. As each child gets the basket, say a word (such as "dup"). The student pulls out the object that rhymes ("cup"). Rhyming words end the same, but they can be real or nonsense words.

Recite "**Teddy Bear, Teddy Bear,**" and have students touch their nose every time they hear rhyming words. (around-ground, shoe-do, etc.) Recite a second time while students touch their noses again, 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 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: [Brown Bears](#) video.

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 nurse 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.

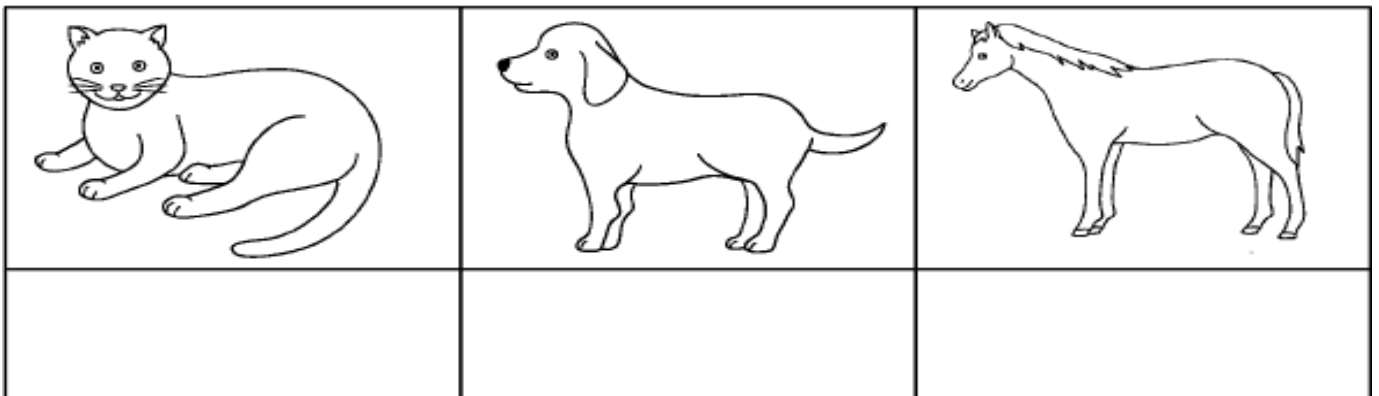
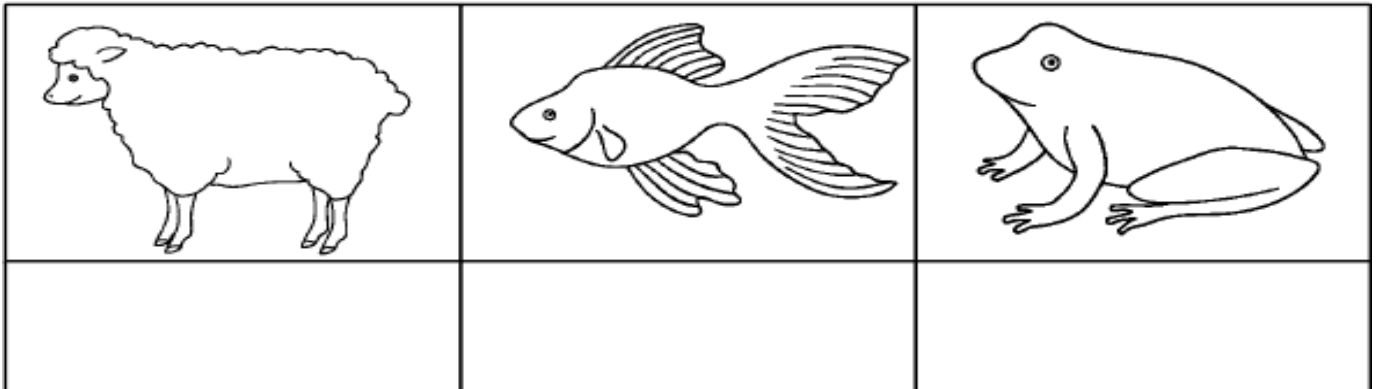
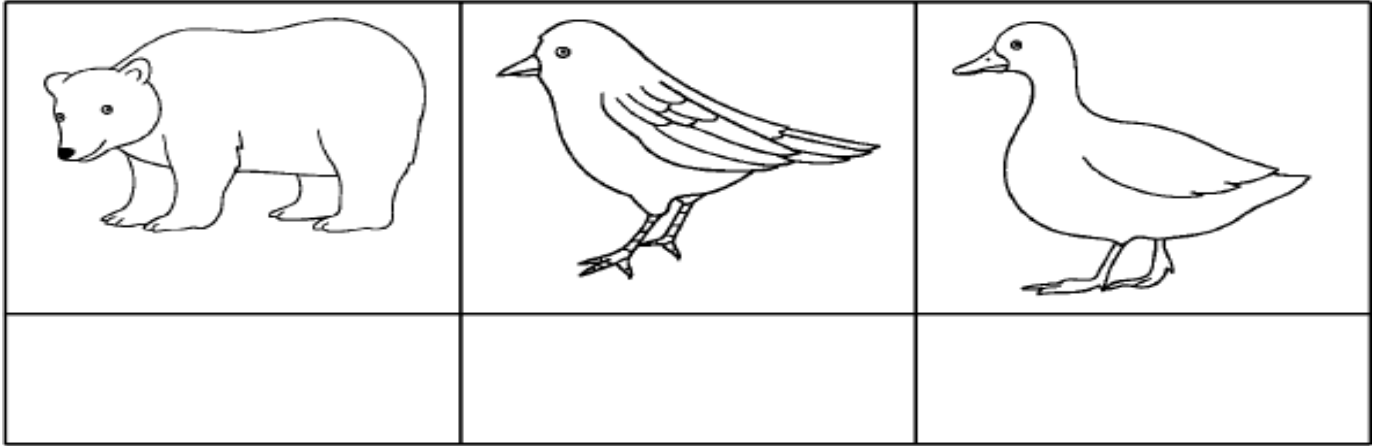
Reflection and Closing:

- ✓ 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. This activity serves as the formative assessment.

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: 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): *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle

Resources and Materials:

- Anchor Charts from Previous Lessons
- Question Anchor Chart
- 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 3.1: Woods Mat
- Handout 3.2: Numeral Cards 1 - 5
- [Animal Picture Cards](#)
- [Hickory Dickory Dock](#)
- PreKinders [Rhyming Words Pictures](#)

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:

- trumpeting
- roaring
- fluting
- braying

Strategies for Teaching How to Determine Meaning from Context Clues:

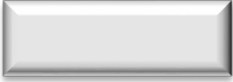
- Introduce words with student-friendly definitions and pictures from the text

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	
<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. • Build background knowledge about wild and domesticated animals. <p>Anticipatory Set/Introduction to the Lesson: Recite several verses from Hickory Dickory Dock and have students touch their nose every time they hear rhyming words. (dock-clock, two- flew, etc.) Recite the same verses having students touch their nose 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.</p> <div data-bbox="291 971 1829 1235" 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. Or you can use a nursery rhyme they are familiar with. <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: Polar Bears Review the characteristics of brown bears from Lesson 1. Show the National Geographic Kids video: Polar Bears. Have students tell the characteristics of polar bears and add them to the Polar Bear section of the chart.</p> <p>Activity 2: Vocabulary The teacher and students discuss and select 2-3 words to add to the Word Wall. (polar bear, cub, Arctic)</p>	

Activity 3: Asking and Answering Questions

T: A question is a special type of sentence that needs an answer. There are several clue words that start questions a lot of times. Those words are Who, What, When, Where, Why, and How?

Add words to the question anchor chart.

T: Let's look at the cover of this book.

Display the book, *Polar Bear, Polar Bear, What Do You Hear?*

T: Even the title uses a question. This special mark at the end is called a question mark, and we use this punctuation mark when we write questions. I'm going to ask you some questions about what you see, and let's check our chart to find out if those words are on it. If you know the answer to my question, raise your hand. I'll be looking for good direction followers.

What kind of animal is on the cover? (Polar Bear)

What question word did you hear in that sentence? (What)

Why is the background blue? (The illustrator made it look like the sky.)

What question word did you hear in that sentence? (Why)

Where do you see the title of the book? A title is the name of the book. (It's written in black on the top of the cover.)

What question word did you hear in that sentence? (Where)

Who is the author of this story? The author is the person that wrote the book. (Bill Martin, Jr.)

What question word did you hear in that sentence? (Who)

Activity 4: Read Aloud

Display the book, *Polar Bear, Polar Bear, What Do You Hear?* Have students identify the title page, author, and illustrator. Read the story. Tell students to touch their nose every time they hear a word that rhymes with 'hear'. Ask what happened first in the story. (A polar bear heard a lion roaring.) Ask what happened in the middle. (different colored animals heard different animals making noise) Ask what happened in the end. (Zookeeper heard different children dressed as animals making noises.) 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

3. 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.

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

5. 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.

6. 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.

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

8. 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](#).

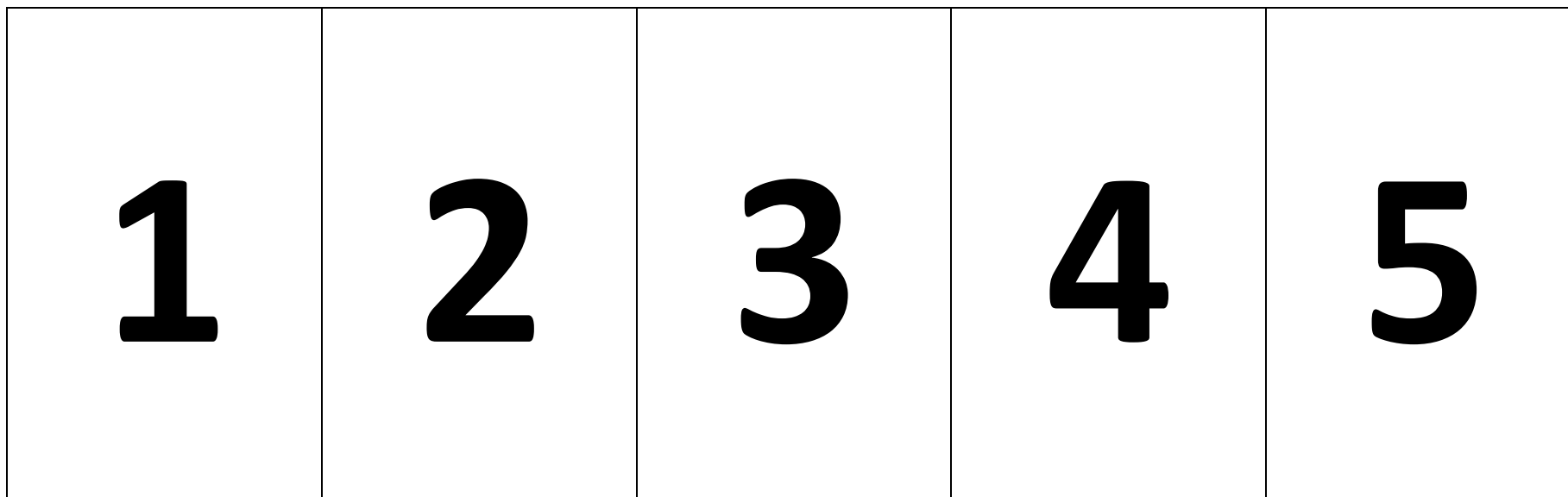
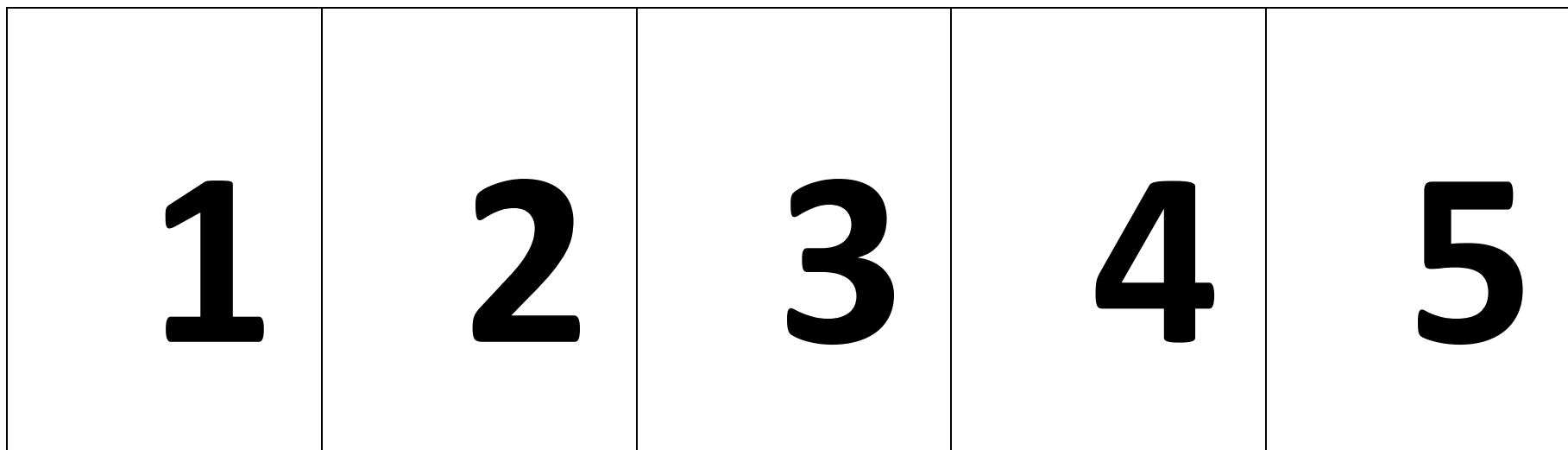
Reflection and Closing:

- ✓ Have students choose either a polar bear or a brown bear. Ask them to draw a picture of their animal, and tell one characteristic about the bear they chose. 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.

Handout 3.1



Handout 3.2



Lesson 4: 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](#)


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 Polar Bear hear first in the story?

<ul style="list-style-type: none"> Who heard 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:

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.

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

- For children 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 children 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 bears from Lessons 1, 2 and 3. Ask students if they have any new information to add to the bear charts.

Activity 2: Vocabulary

Review the words from Lessons 1, 2, and 3 that were added to the word wall and have students tell what the words mean with their own definition.

Activity 3: Asking and Answering Questions

T: Let's look back at our questions anchor chart from the last lesson. Let's name our question words: Who, What, When, Where, Why, and How? Remember, a question is a sentence that needs an answer. Today, we're going to be thinking about different types of animals, and I'm going to ask you more questions. Let's listen again for the question words we hear.

What do we call animals that live with us? (pets) Did you hear a question word in that sentence? (what)
What are the names of some animals we keep as pets? (dog, cat, hamster, etc.)
Where do those animals live? (In a doghouse, in a cage, etc.)

What do we call an animal that we can't keep as a pet? (wild animal)
What are the names of those animals? (lion, tiger, bear, elephant, etc.)
Where do those animals live? (In the jungle, in the woods, in the zoo)

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 4: Read Aloud

Display the book, *Polar Bear, Polar Bear, What Do You Hear?* Have students identify the title page, author, and illustrator. Reread the story. Tell students to touch their nose every time they hear a word that rhymes with 'hear'. Ask what happened first in the story. (A polar bear heard a lion roaring.) Ask what happened in the middle. (different colored animals heard different animals making noise) Ask what happened in the end. (Zookeeper heard different children dressed as animals making noises.) 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: Rhyming Review

Review the definition of rhyming and remind students that to hear rhyming words they must be good listening detectives. Recite *Teddy Bear, Teddy Bear* and ask students to identify the rhyming words in the poem. (ground-around, shoe-do, etc.)

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 6: 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: [Brown Bears](#) video.
- 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. Math -** Using Teddy Graham snack crackers, **Handout 3.1: Woods Mat** and **Handout 3.2: 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.
- 8. Blocks -** Students will create “woods” and “homes” for animals using plastic animals, blocks, other props, and informational books that depict bears in their habitats.
- 9. 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](#)

Lesson 5: In the Woods or in a House?

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
- [Dr. Jean's Three Boppin Bears Rap](#)
- 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? 	
Vocabulary	
<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
Symbo 	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 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 touch their nose 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 name 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 chart from Lesson 4.

Activity 2: Vocabulary

Create an anchor chart of Animals and their Characteristics. Use pictures from [Animal Picture Cards](#). Show students an animal picture card. Model how to describe the animal's characteristics (color, fur/feather/scales, how it moves, type of feet, type of nose, etc.) Give student pairs on 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 are some of our clue words that tell us a sentence is going to be a question? These aren't the only words that can start a question, but we'll see these often. (Who, what, when, where, why, how) Today, one of you is going to ask a question, and the other one is going to answer. If you are Partner A, raise your hand. Put your hands down. Partner A, you're going to ask the question first. Partner B, raise your hand. Thank you. Put your hands down. Partner B, you're going to answer. Then, we'll switch.

Partner A, I'm going to show you an animal picture from the cards we just used. Partner A, ask your partner a question about this animal using the word "what." Partners, give me a thumbs-up when you and your partner have asked a question and answered it. Partner B, your turn. I'm going to show you a different animal picture. Partner B, ask your partner a question about this animal using the word "where." Partners, give me a thumbs-up when you and your partner have asked a question and answered it. (Continue this process until students are comfortable with this strategy.)

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

"Elbow-elbow, knee-knee Strategy"

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

Note: Divide the class into partner pairs before the lesson. One partner will be named Partner A, and one partner will be named Partner B.

Activity 4: Read Aloud

Play the Boppin' Bears Rap by Dr. Jean. Ask kids to act it out in place.

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.

T: In this story, the bears lived in the woods. Where did they live in the woods? (In a house)

How is that different from where other bears live? (Some bears live in a den in the woods. Some bears live in a zoo.) Pets live in houses, but wild animals live in other places.

Do you think this story was real or make-believe? (Make-believe)

That's right. Stories that are make-believe are called fiction stories. Goldilocks and the Three Bears is a fiction story because bears don't really live in houses. Is there another reason we know this is fiction? (The bears talk. They eat out of bowls. They have chairs. They sleep in beds.) Yes! We know real bears don't do any of these things, but it's fun to listen to stories that are fiction.

T: In fiction stories, we have a special way to learn how to retell the story to someone else. Everyone get out your hand, and make a fist. Put out your thumb. Your thumb is different from your other fingers, isn't it? It's still a really important part of your hand. We're going to use our thumb to help us remember to tell about the characters and the setting of a story. They're different from the parts of the story, but they're really important. Who can tell me the characters in Goldilocks and the Three Bears? (Goldilocks, Mama Bear, Papa Bear, and Baby Bear.) Now, put your pointer finger out. This finger reminds us to tell the setting of the story or where the story takes place. What was the setting of the story? (It took place in the woods at the bear's house.) Next, put out your third finger. This finger will remind us to tell the beginning of the story. (The bears' porridge was too hot, so they decided to take a walk. Goldilocks came to their house and went inside.) Now, add your ring finger. This finger reminds us to tell about the middle of the story. (Goldilocks ate the porridge, broke baby bear's chair, and slept in his bed.) Finally, put out your pinkie finger. This finger reminds us to tell the ending of the story. (The three bears came home and saw what Goldilocks did. Goldilocks woke up and ran out of their house.) This strategy is called the High Five Retell Strategy because when we're finished retelling our story we can give a friend a high five. Turn and give your partner a high five for doing a good job retelling.

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 3.1: Woods Mat** and **Handout 3.2: 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

Lesson 6: Who Sleeps in the Winter?

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

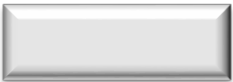
Text(s): *Bear Snores On* by Karma Wilson

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:	Instructional Strategies for Academic Vocabulary:
<ul style="list-style-type: none"> • predict • retell 	<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 • stranger 	<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.” Ask students to imagine what animal the poem describes. After 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, “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 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 using “Elbow-elbow and knee-knee” with their partner to decide if the grizzly bear is closer to a brown bear or a polar bear. Ask students to come up with three reasons to explain their thinking. Have students use the Bear Characteristics chart from Lessons 1-4. (3 minutes)

Activity 2: Vocabulary

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

Activity 3: Read Aloud

Take a picture walk of *Bear Snores On*, and tell students this is another fictional text about a bear that has friends join him in his den. 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?
- The word “snores” is in the title. What does it mean to snore?
- Who is going to snore in this book? Why?
- 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, ask what the other animal characters are doing while the bear is sleeping. Ask students to guess what *lair* and *hibernate* mean. (A *lair* is a wild animal’s resting place. It’s a synonym for a den. *Hibernate* means to sleep during the winter.) Write their definitions on chart paper, but don’t tell them the correct meaning. Play [Bear Snores On](#). As the video plays, pause and ask students to describe each animal. Ask if the sound of the reader’s voice, the tone, tells us something about the animal. When the video is over, ask students if they want to change the definitions of *lair* and *hibernate*. Adjust the chart as needed.

T: What other animals hibernate? (Snakes, frogs, groundhogs, bats, etc.)

Activity 4: Asking and Answering Questions

Create a High 5 Retell anchor chart as seen in Figure 7.1. Have students use the High 5 Retell strategy to retell *Bear Snores On*. Draw a hand on a chart, and ask students the following questions. Write the correct answers on each part of the hand.



- Who were the characters? (Bear, mouse, hare, badger, gopher, mole, birds - wren and raven)
- What was the setting? (The setting was in the bear’s 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 to the lair. They have popcorn, nuts and tea.)
- What happened at the end? (The bear wakes up and cries because he missed the fun. The mouse pops more popcorn, and the other animals fall asleep when bear tells stories.)

Figure 7.1

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’.

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 touching their nose 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*. 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

Review 3 vocabulary words: lair, setting, and characters. Ask students to define the words. Allow students to add to other students' definitions. 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

Reread *Bear Snores On*. Use the text-dependent questions below to help students identify details from the story with prompting and support. Ask students to show the evidence that proves their answer. Was it in the words, or did the picture give the answer? Model how to show evidence with statements such as, "I know bear is in his lair because I see it in the illustration on p. 1.)

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. Have students use the High Five Retell strategy to retell the story. Ask students to turn and retell the story to a partner using this method. Students can refer to the chart created in Lesson 6.

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:

- Corduroy fabric (a piece of clothing or a just a fabric scrap)
- Chart paper
- Basket
- Plastic animals
- 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](#)

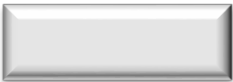
Lesson Target(s):

- 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

Academic Vocabulary: <ul style="list-style-type: none"> • beginning • ending • middle • predict • prepare • retell • searching 	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"> • black bear • den • escalator • palace • thread • watchman • winter 	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 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

T: Today, we’re going to read another fiction book about a bear. Who remembers what a fiction book is? (It’s a book that is make-believe.)

T: This book is called *Corduroy*. I brought in something that’s made out of a fabric called corduroy. (Pass around the corduroy object.) Have any of you ever seen anything made of corduroy before? What does it feel like? Do you see the raised lines?

Corduroy is a special fabric that's really heavy, so people usually wear it when it's cold outside in the winter.

T: Let's look at the cover. Here's the title, *Corduroy*. (Point to the title.) Why do you think the bear is named Corduroy? (His overalls might be made of corduroy fabric.)

T: As I read the story, let's remember our High Five Retell strategy. Let's practice what we're looking for first. (Model using each finger and repeating which each finger represents. Thumb—characters, Pointer—setting, Middle—beginning, Ring—middle, Pinkie—ending)

Read *Corduroy* aloud with expression and different voices. While reading, model the High Five Retell strategy using your fingers and identify the characters, setting, beginning, middle, and ending of the story.

T: Let's retell this story using our High Five method. First, the characters are Corduroy, the little girl, and her mother. (Put out your thumb, and have students do the same.) Next, the setting is in a department store. (Put out your pointer, and have students do the same.) Then, the beginning of the story is when the little girl wants to buy Corduroy, but her mother won't let her because his button is missing. (Put out your middle finger, and have students do the same.) After that, Corduroy moves around the store looking for his missing button. He pulls one off the sofa and knocks over a lamp. The security guard puts him back in the toy section. (Put out your ring finger, and have students do the same.) Finally, the little girl gets money from her piggy bank and buys Corduroy. She sews a button on him when they get home.

T: This story is fiction. How do we know? (Corduroy moves around the store. He knocks over a lamp. He has feelings.)

Is a teddy bear a real bear? (No. It's a stuffed animal.)

Is a grizzly bear real? (Yes. It's a live animal that lives in the woods.)

Is a polar bear real? (Yes. It's a live animal that lives in the arctic.)

What about the bears from Goldilocks and the Three Bears? (No. They are make-believe because they talk and live in a house.)

T: As good readers, it's important for us to think about whether something is real or make-believe as we listen to it because that helps us understand what the author was writing.

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: Rhyming Review and Extension

Place one plastic animal in a basket for each child present. The basket is passed around the circle. As each child gets the basket, say a word (such as “liger”). The student pulls out the animal that rhymes (“tiger”). Rhyming words end the same, but they can be real or nonsense words.

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 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 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

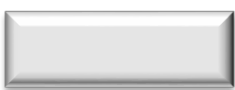
In-ConTEXT Vocabulary:

- 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 Graphing

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*. Write each title on a piece of construction paper, and place in a row on one side of the classroom rug or on the floor tiles. This space will be a life size graph once the activity is completed. Ask students to pick which book was their favorite and place their bears in the column that matches that book.

T: Which book did students like the most?

- Which book did students like the least?
- How many kids picked a book? (Have students count the total.)
- If we added this book and this book together, how many kids picked those?

Activity 2: Read Aloud

Reread *Corduroy* aloud with expression and different voices. While reading, model the High Five Retell strategy using your fingers and identify the characters, setting, beginning, middle, and ending of the story.

T: We're going to answer questions about today's story by using clues in the book. Authors and illustrators give us clues in the words and in the pictures.

- Looking at p. 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 to play on the playground with them. 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)
- On p. 11, I see the word searching. What do you think that word means? (It means to look for something.) What do we see in the illustration that helps us know what searching is? (Corduroy is looking on the ground.)

- On p. 16, Corduroy climbs onto a mattress. What's a mattress? (It's the part of your bed that you sleep on.) What do you see in the illustration that lets you know what it is? (There's a mattress on top of the bed frame.)
- Corduroy pulls on part of the mattress on p. 17. Using the illustration, we can predict what's going to happen next. What in the illustration helps us predict what's next? (Corduroy is pulling really hard, and there's a lamp right behind him. We can guess that he's going to fall into the lamp.)
- On p. 22, Corduroy hid from the night watchman. Where did he hide, and how do you know? (He hid in the bed. His ears are poking out of the covers.)
- How do you think the night watchman felt on p. 24. What clue did you have? (He was confused. There are thought bubbles above his head.)
- Lisa is very excited to have Corduroy on p. 29. How does the illustration show us what she feels? (She has a big smile on her face.)
- How do you think Corduroy feels on p. 32? (He's smiling, so we know he's happy he's found a home.)

Activity 3: Group Retell

T: Today, you are going to work in groups to tell the story. Assign each student one part of the retell strategy (thumb, pointer, middle, ring, pinkie) and divide them into groups. Each student will retell part of Corduroy in their group. If time allows, have students swap parts to practice retelling all the parts.

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

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.

- 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.

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

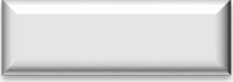
Resources and Materials:

- 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): <ul style="list-style-type: none"> • What happened at the beginning, middle, and ending of the story? 	
Vocabulary	
Academic Vocabulary: <ul style="list-style-type: none"> • beginning • characters • ending • events • middle • retell • sequence 	Instructional Strategies for Academic Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Review words with student-friendly definitions <input type="checkbox"/> Students discuss using the words
In-ConTEXT Vocabulary: <ul style="list-style-type: none"> • All Word Wall words 	Strategies for Teaching How to Determine Meaning from Context Clues: <ul style="list-style-type: none"> <input type="checkbox"/> 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

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.
- 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).

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.

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:

- Have students that know the nursery rhymes/songs help the other students who do not, join in by telling/showing them the words/movements.

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.

Note: Present questioning without giving answers.

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

For training or questions regarding this unit,
please contact:

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