MISSISSIPPI DEPARTMENT OF EDUCATION

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EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:

W.K. KELLOGG FOUNDATION

Lesson 1: Do You Know Bears?

Focus Standard: RL.PK.1

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

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

Resources and Materials:
- Chart Paper
- Markers
- Rhyming Picture Cards
- Chart 1.1: "Teddy Bear, Teddy Bear"
- Bear Songs and Poems
- Compass Publishing's KWL video
- Marzano's Six Steps
- National Geographic Kids: Polar Bears
- PreKinders Rhyming Words Pictures
- The Rhyme Time Song

Lesson Target(s):
- I can listen to a story to learn information about the characters and setting.
- I can listen to a story and determine the beginning, middle and the end.
- I can use what they know about a topic/subject to ask and answer questions.
- I can match rhyming picture cards.
- I can identify characteristics of bears.

Guiding Question(s):
- What do you know about bears?
- Why do bears have fur?
- What are rhyming words?
- How do we know words rhyme?

Vocabulary	
Academic Vocabulary: • different • ending • rhyme • same • sound	**Instructional Strategies for Academic Vocabulary:** ☐ Introduce words with student-friendly definition ☐ 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 while reading with student-friendly definition 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 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

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.
- Match rhyming words using picture cards.

Anticipatory Set/Introduction to the Lesson:
Hold a teddy bear and move among the students while chanting the *Teddy Bear, Teddy Bear* 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.

Note: Students may be given an opportunity to hold the Teddy Bear while singing and moving.

> **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 walks around and has the bear to chant to those students to cultivate their engagement with the movements.
>
> **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 them the words.

Activity 1: Creating and Using a K-W-L Chart

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

Use the following questions to access prior knowledge about bears:

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

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

Activity 2: Vocabulary Building

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

Note: Before the lesson, read Marzano's Six Steps to use for teaching vocabulary words and Compass Publishing's KWL video if you are unfamiliar with the steps. This KWL site includes a free PDF worksheet for KWL's.

Activity 3: Whole Group for Introducing Rhyming

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

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

　　What is the beginning sound in 'pop'?

　　What is the beginning sound in 'top'?

　　Are the beginning sounds the same? (no)

　　What is the ending sound in 'pop'?

　　What is the ending sound in 'top'?

　　Are the ending sounds the same? (yes)

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

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

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

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

Note 1: Before the lesson create bear cutouts with pictures of rhyming words on them.
Note 2: A set of free printable rhyming words pictures can be found PreKinders [Rhyming Words Pictures](#)

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

Activity 4: Whole Group Read Aloud
Show the book, *Brown Bear, Brown Bear, What Do You See?*
T: What do you see on the cover? (bear)
   What color is the bear? (brown)
   What do you know about bears? (characteristics such as claws, fur, snout, etc. and mannerisms such as lives in the woods, eats
   berries, etc.)
Identify the title page, author and illustrator of the book. Read the book with expression changing your voice to sound like the characters in the story. Tell students to raise their arms every time they hear rhyming words.

> **For students who are EL, have disabilities, or perform/read well below the grade level:**
> - Students that need additional support may need to see the pictures more than one time, as well as be seated close to the reader.
>
> **Extensions and/or a more advanced text for students who perform/read well above grade level:**
> - Open-ended questions may be directed at some of the advanced students who models answering questions.

Note 1: Other bear songs and rhymes can be found at [Bear Songs and Poems.](#)
Note 2: If time allows, Free-Choice Learning Centers may be added.

Reflection and Closing:

✓ Students "write/draw" on sticky notes something they learned about bears. Students explain what they "wrote/drew" and add it to the 'L' section of the KWL chart.
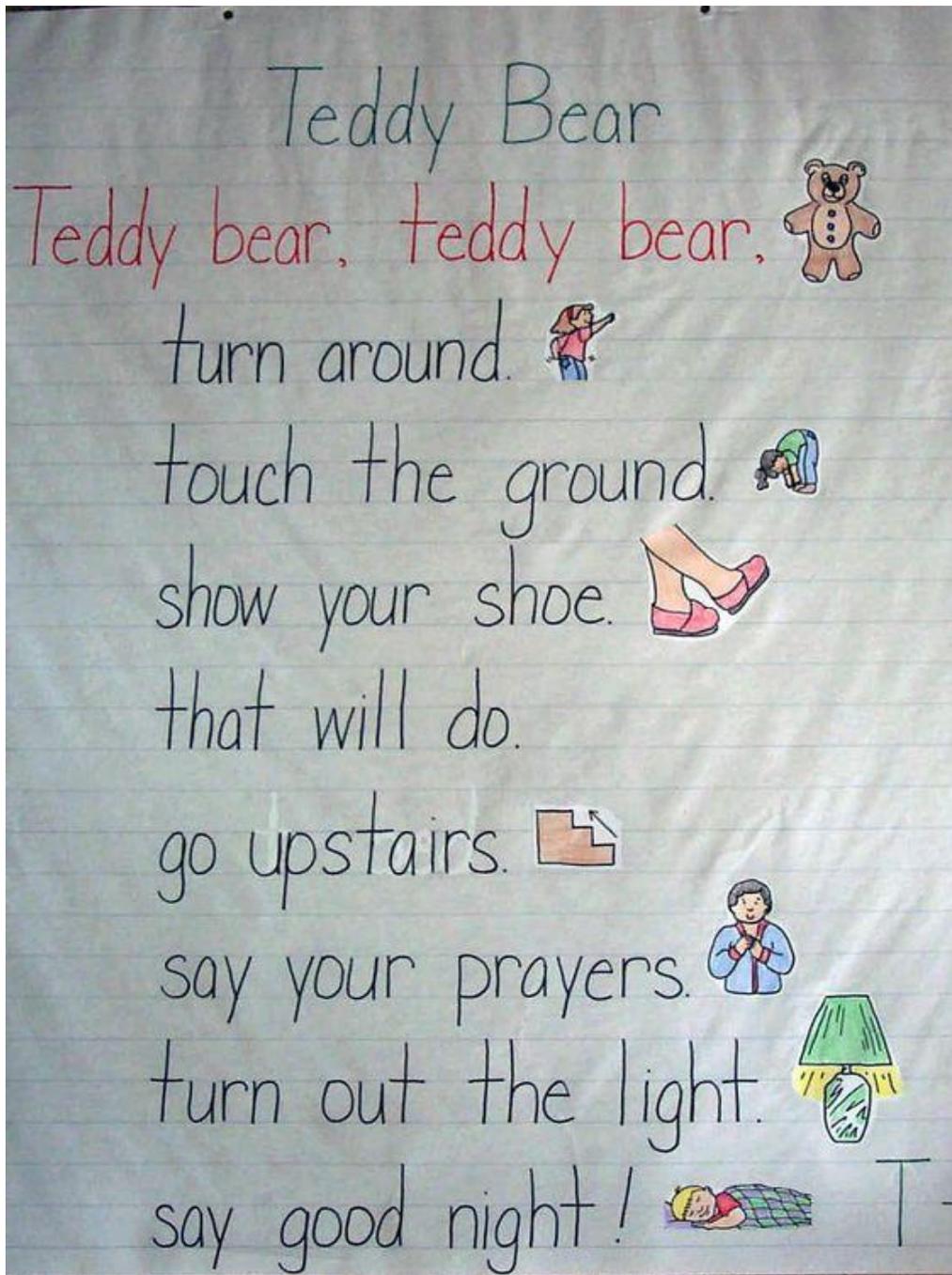
For students who are EL, have disabilities, or perform/read well below the grade level:

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

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

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

Chart 1.1: "Teddy Bear, Teddy Bear"

Teddy Bear

Teddy bear, teddy bear,
turn around.
touch the ground.
show your shoe.
that will do.
go upstairs.
say your prayers.
turn out the light.
say good night!

For training or questions regarding this unit,
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