



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



Lesson 4: In the Woods or the Forest?

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

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


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

Resources and Materials:

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

Lesson Target(s):

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

Guiding Question(s): <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	
Academic Vocabulary: <ul style="list-style-type: none"> • different • same 	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"> • forest • little • middle • porridge 	Strategies for Teaching How to Determine Meaning from Context Clues: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • animal • characteristics • mammal 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definitions and pictures
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 answer questions about important details in a story or a discussion. 	

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

Anticipatory Set/Introduction to the Lesson:

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

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

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

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

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

Activity 1:

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

Activity 2: Vocabulary

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

Activity 3: Asking and Answering Questions

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

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

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

“Eye to Eye Strategy”

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

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

Activity 4: Read Aloud

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

Activity 5: Learning Centers

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

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

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

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

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

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

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

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

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

7. Language - The Dipping Bear Game

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

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

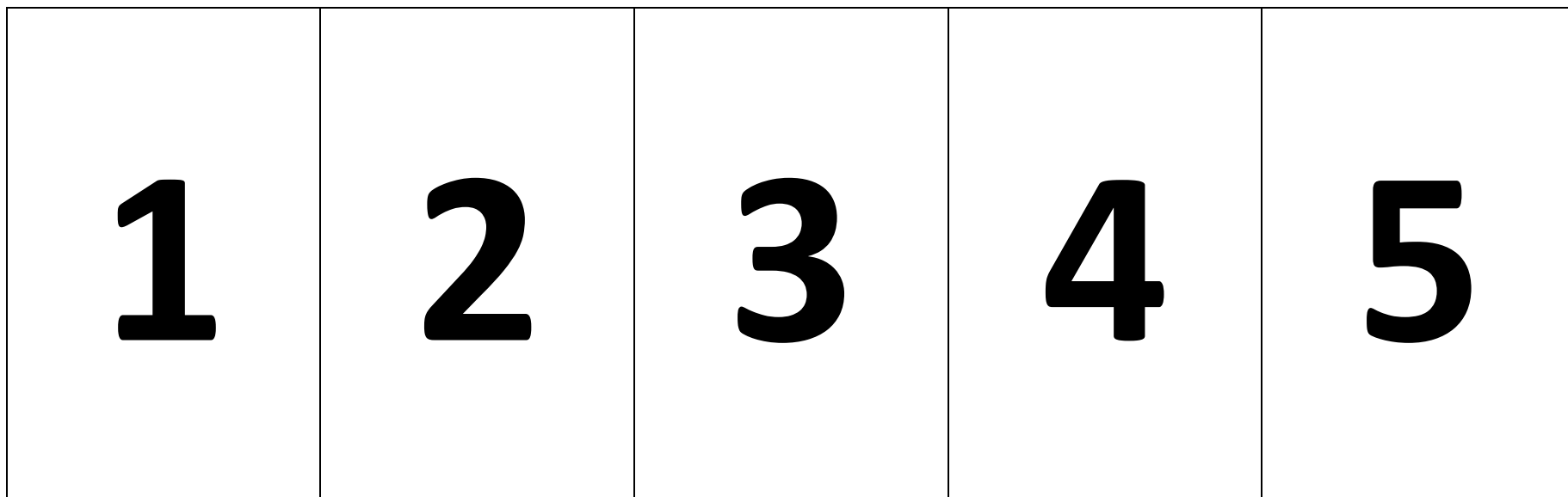
Reflection and Closing:

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

Handout 4.1: Woods Mat



Handout 4.2: Numeral Cards



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For training or questions regarding this unit,
please contact:

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