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EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



Lesson 5: Bears in Cold Places

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

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

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

Resources and Materials:

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

Lesson Target(s):

Students will show understanding of the following concepts:

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

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

Students will be able to complete the following actions:

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

Guiding Question(s):

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

Vocabulary

Academic Vocabulary:

- different
- ending
- rhyme
- same
- sound

Instructional Strategies for Academic Vocabulary:

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

In-ConTEXT Vocabulary:

- forest
- little
- middle
- porridge

Strategies for Teaching How to Determine Meaning from Context Clues:

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

Direct Instruction Text Vocabulary:

- Animal
- Arctic
- Characteristics
- Cub
- Mammal

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definitions and pictures

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

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

Anticipatory Set/Introduction to the Lesson:

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

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

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

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

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

Activity 1: Animals in the Zoo

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

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

Activity 2: Vocabulary

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

Activity 3: Asking and Answering Questions

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

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

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

“Eye to Eye Strategy”

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

Review and update the anchor created in Lesson 4.

Activity 4: Small Group for Read Aloud

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

Activity 5: Learning Centers

Note: Remind the students of expectations when working in small groups and learning centers. Learning centers may be continued until all students have completed tasks. By the middle of the week, center activities will need to be changed.

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

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

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

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

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

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

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

7. Language - The Dipping Bear Game

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

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

Reflection and Closing:

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

For training or questions regarding this unit,
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