



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



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## Lesson 3: Can a Bear Be My Pet?

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

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

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

**Resources and Materials:**

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

**Lesson Target(s):**

Students will show understanding of the following concepts:

- I can listen to a story to learn information about the characters and setting.
- I can listen to a story and determine the beginning, middle and the end.
- I can ask and answer questions about important details in a story.
- I can use what I know about a topic/subject to ask and answer questions.
- I can recognize rhyming words.
- I can learn the sequence or order of a story.
- I can know that animals can be wild or pets.

**Guiding Question(s):**

- What did Brown Bear see first in the story?

- Who saw something next?

### Vocabulary

#### Academic Vocabulary:

- different
- ending
- rhyme
- same
- sound

#### Instructional Strategies for Academic Vocabulary:

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

#### Direct Instruction Text Vocabulary:

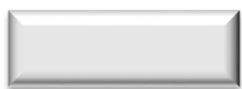
- animal
- characteristics
- claws
- domesticated
- fur
- mammal
- pet

#### 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 respond to questions about important details in a story or text.

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

**Anticipatory Set/Introduction to the Lesson:**

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

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

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

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

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

**Activity 1: Bear Review**

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

**Activity 2: Vocabulary**

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

**Activity 3: Rhyming Review**

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

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

What rhymes with rock and starts with /s/?

What rhymes with rack and starts with /t/?

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

#### **Activity 4: Pets and Wild Animals**

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

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

Do you have a pet?

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

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

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

#### **Activity 5: Learning Centers**

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

**1. Word Work-** Students will place rhyming bear card pairs together, saying the words/object names. Some students may write letters or words on a list that name the rhyming picture cards.

**2. Creative Writing-** Students will respond to focus of the lesson, Rhyming with Bears, through drawing/scribbling/writing/dictation. Students may choose from a variety of writing tools and paper.

**3. Science/Computer-** Students may view and discuss the National Geographic Kids: [Polar Bears](#) and [Brown Bears](#) videos.

**4. Art-** Distribute **Handout 2.1: Colors**. Students use the book, *Brown Bear, Brown Bear, What Do You See?* to color the characters from the story and identify color words.

**5. Listening Center-** Students choose to listen to nursery rhymes and join in with the chants/songs or read along with *Brown Bear, Brown Bear, What Do You See?* Students draw a favorite nursery rhyme or animal from the book.

**6. Dramatic Play-** Using props and costumes, students act as wild animals or pets.

**7. Free-Choice Learning Centers-** Students choose Computer, Free Art, Sand and Water Table, Puzzles and Table Toys, and Music.

**Reflection and Closing:**

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

For training or questions regarding this unit,  
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