



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



## Lesson 6: Who Sleeps in the Woods?

**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.

<b>Guiding Question(s):</b>	
<ul style="list-style-type: none"> <li>• Where do certain animals live? (bear, mouse, hare, mole, owl, gopher, badger, wren)</li> <li>• What type of animals sleep (hibernate)? How long do they sleep?</li> <li>• Where do animals sleep?</li> <li>• What do other animals do in the winter season to survive?</li> </ul>	
<b>Vocabulary</b>	
<b>Academic Vocabulary:</b>	<b>Instructional Strategies for Academic Vocabulary:</b>
<ul style="list-style-type: none"> <li>• predict</li> <li>• retell</li> </ul>	<input type="checkbox"/> Introduce words with student-friendly definitions <input type="checkbox"/> Students discuss using the words
<b>In-Context Vocabulary:</b>	<b>Strategies for Teaching How to Determine Meaning from Context Clues:</b>
<ul style="list-style-type: none"> <li>• badger</li> <li>• gopher</li> <li>• hare</li> <li>• mole</li> <li>• season</li> </ul>	<input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text
<b>Direct Instruction Text Vocabulary:</b>	<b>Instructional Strategies for Direct Instruction Text Vocabulary:</b>
<ul style="list-style-type: none"> <li>• hibernate</li> <li>• lair</li> <li>• stranger</li> </ul>	<input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text
<b>Symbol</b>	<b>Type of Text and Interpretation of Symbol</b>
	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.” Explain that while they are listening, they should try to imagine the animal you are describing. When you finish 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 "About 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 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 to a partner to ask and answer questions about the grizzly bear. (3 minutes)

### Activity 2: Vocabulary

Introduce 3 vocabulary words: season, winter, and stranger. 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

Show the book *Bear Snores On* and explain that it is a fictional picture book about a bear sleeping in his cave while other animals join him in his lair. 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?
- 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, elicit students' responses about what the other animal characters are doing while the bear is sleeping. Ask students if they know what the words *lair* and *hibernate* mean and write their definitions on chart paper. Play [Bear Snores On](#) pausing to ask questions and answer students' questions. Prompt students to describe each animal and ask if the tone of the reader tells us something about the animal. When the video is over, ask students if they want to change or add to the definitions of lair and hibernate and change the chart as needed.

*lair* - a sleeping or resting place for wild animals; a den *hibernates* – spend the winter sleeping

### Activity 4: Asking and Answering Questions

Create a High 5 Retell chart to describe the story *Bear Snores On*. Ask students the following questions while another adult completes the chart:

How to give a



- Tell who the characters are using their names.
- Tell where they story takes place.
- Tell what happened at the beginning, middle, and end.
- Use key words like: first, next, then, last, and finally.

- Who was involved (characters)? (bear, mouse, hare, badger, gopher, mole, birds - wren and raven)
- Where and when did it take place (setting)? (the bears 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 and they eat popcorn and nuts and drink tea)
- What happened at the end? (the bear wakes up and cries because he missed the fun – the mouse pops more corn and the other animals fall asleep when bear tells stories)

**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’.

**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 choose a partner or a partner is assigned. Each student will ask the partner a question about bears, hibernation, or a favorite animal in the story, *Bear Snores On*. Partner #1 will answer and then, ask the same questions of partner #2. Use an observation check list to record mastery or students who need remediation.

For training or questions regarding this unit,  
please contact:

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