

ELA: Grade 1, Lesson 20, Going on a Bear Hunt

Lesson Focus: Understand how authors use describing words to appeal to our senses

Practice Focus: Students will write an additional stanza to the poem by picking a place, two words to describe the place and a sound word to describe going through the place.

Lesson Objective: Students will use Going on a Bear Hunt to engage with words and phrases that appeal to the senses with a focus on describing settings and events in a story using key details.

Academic Vocabulary: long, wavy, deep, cold, thick, oozy, big, dark, swirling, whirling, narrow, gloomy

TN Standards: 1.RL.KID.1; 1.RL.KID.3; 1.RL.CS.4; 1.W.PDW.4

Teacher Materials:

- The Teacher Packet for ELA, Grade 1, Lesson 20
- Two pieces of paper
- Anchor Chart or paper for guided practice
- Green, brown and blue marker or crayon

Student Materials:

- Three pieces of paper and a pencil, and a surface to write on
- Crayons, markers or colored pictures
- The Student Packet for ELA, Grade 1, Lesson 20 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our first graders out there, though everyone is welcome to tune in. This lesson is the fifth in this week's series.</p> <p>My name is ____ and I'm a 1st grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about asking and answering questions about key details in a text to identify words and phrases in a poem that suggest feelings or appeal to the senses! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Three pieces of paper and a pencil, and a surface to write on• Crayons, markers or colored pictures	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<ul style="list-style-type: none"> • The Student Packet for ELA, Grade 1, Lesson 20 which can be found on www.tn.gov/education <p>Ok, let's begin!</p>	
<p>Intro (2 min) [Show Slide 2.] Before we get into our new lesson today, let's take a couple of minutes to revisit the work you did in our last lesson. We learned about how wolves and monkeys play in order to learn. I asked you to pick one to write about how and why they play.</p> <ul style="list-style-type: none"> • Which one did you pick? Did you pick the wolf pups or the young monkeys? • Did you use words from your chart to help you write you sentences? [Show Slide 3.] • Did you start your sentences with capital letters and end them with the correct punctuation? <p>It sure has been fun learning about different animals over the past several lessons with you. Today, we are going to go on an adventure through reading. This is going to be fun! I'm so glad you are joining us today!</p> <p>Today our goal is to ask and answer questions about words and phrases in the poem, <i>We're Going on a Bear Hunt</i>, that show feelings, describe places, and names sounds. We are going to make a graphic organizer to list all the places our characters go on their hunt for a bear! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Three pieces of paper and a pencil, and a surface to write on • If you have a green and brown crayon, marker or colored pencil, you can use that too. If you don't your pencil will be just fine. <p>Ok, let's begin!</p>	<p>If the lesson connects to the previous lesson, students recall key concepts, vocabulary, and information from the previous lesson and reflect on and evaluate the independent work they completed after that lesson.</p>
<p>Teacher Model/Read-Aloud (11 min) Before we start reading, let's get our charts ready to capture some information as we go. We will use this later in our guided practice later in today's lesson.</p> <ul style="list-style-type: none"> • Get one of your pieces of paper and fold it once like mine. [Model folding paper in half.] • Now, fold your paper in half again like mine. [Model folding in half again.] 	<p>Students follow along, comprehending the text. They use teacher think-aloud and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Students create graphic organizers to be used throughout the lesson</p>

<ul style="list-style-type: none">● We are going to do this again with a second piece of paper. Fold it once like mine. [Model folding paper in half.]● Now, fold your paper in half again like mine. [Model folding in half again.] <p>Now, we are going to unfold our papers.</p> <ul style="list-style-type: none">● Do you see the four boxes our folds made on our paper? [Point to the four boxes.] We are going to write different things in each of these boxes.● Have your two pieces of paper and a pencil ready to write. <p>Today's story is one some of you may have heard before. It may be new to some of you. It is okay either way.</p> <p>We will read sections at a time and stop to talk about some things as we go. Then we will put it all back together at the end and have some fun reading it and acting it out.</p> <p>Let's get started in our story. Listen first to determine what we are doing.</p> <p>[Show Slide 4.]</p> <p>We're going on a bear hunt.</p> <p>We're going to catch a big one.</p> <p>What a beautiful day!</p> <p>We're not scared.</p> <ul style="list-style-type: none">● What are we doing? [Pause.] You've got it! We are going to go on a bear hunt.● What kind of day is it? [Pause.] Oh yes it is! It is a beautiful day!● Are we scared? [Pause.] No! We are NOT scared!● Are you ready? [Pause.] Let's go! <p>[Every time you read this section, do the actions. This will serve as a model for when they do it later in the lesson for the echo read.]</p> <p>We're going on a bear hunt. [Pat hands on knees or table.]</p> <p>We're going to catch a big one. [Hands stretch to show tall bear.]</p> <p>What a beautiful day! [Hands mimic scanning the sky.]</p> <p>We're not scared. [Shake head.]</p> <p>Uh-uh!</p> <p>Grass!</p>	<p>including the read-aloud portion and guided practice. They will do quick draws as they go through the poem and then go back and add the describing words during the guided practice.</p>
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<p>Long wavy grass. [Model with hands to demonstrate the wavy grass.]</p> <p>We can't go over it. [Model hand going over.]</p> <p>We can't go under it. [Model hand going under.]</p> <p>Oh no! [Model holding hands out, palms up.]</p> <ul style="list-style-type: none"> • Uh-uh! What happened? [Pause.] We came to some tall grass. It is too tall for us to go over it. We can't go under the grass. • What will we do? Let's read to find out! <p>We've got to go through it!</p> <p>Swishy swashy! Swishy swashy! Swishy swashy! [Model pushing the grass aside as you go through it.]</p> <ul style="list-style-type: none"> • What did we do? [Pause.] We had to go through the long wavy grass. • Going on a bear hunt is a journey and on journeys, people have lots of adventures. We are going to use your charts to record our adventures on our bear hunt. • Get one of your pieces of papers and your pencil ready. • Let's record this first adventure. It is our first, so let's put a number 1 in the top corner so we can remember what adventure we had first. [Model writing a 1 in the top corner of your paper.] • Now, let's do a quick drawing to remind us of where we've been. It was long wavy grass. The word long here means tall. So, I am going to quickly draw some long, or tall, wavy grass. I need to leave space for some writing later, so I am not going to fill up the whole box with my grass. You can use a pencil or if you have a green crayon, colored pencil or marker, you can use that. Either way is fine. I am going to draw my long wavy grass like this. [Model drawing in box 1.] • Now, you draw some long wavy grass in your box leaving room to write some other things in the box later like mine. [Pause.] • What sound did it make? [Pause.] Yes, swishy swashy! Swishy swashy! Swishy swashy! • Say that with me and let's go through it. [Model pushing the grass aside as you go through it.] Swishy swashy! Swishy swashy! Swishy swashy! <p>[Model repeated motions as you read.]</p> <p>We're going on a bear hunt.</p> <p>We're going to catch a big one.</p>	<p>Students number the first box with a number 1 and do a quick draw of the grass leaving space to add words later in the lesson.</p> <p>Students say words that sound like the grass and do the motions with teacher</p>
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What a beautiful day!
We're not scared.

Uh-uh!

A river!

A deep cold river.

We can't go over it.

We can't go under it.

Oh no!

- **Uh-uh! What happened?** [Pause.] **A river! The river is deep and cold. We can't jump over the river, and we can't go under the river, can we?**
- **Let's add this to our chart. This is the second adventure we are having on our bear hunt journey. So, since it is the second adventure, let's put a number 2 in the top corner.**
- **Now, let's do a quick draw of the river. I have a blue ____ so I am going to use that to draw some deep cold river in part of box number 2.** [Model drawing.]
- **So, what are we going to do about this deep cold river? Are we going to go back and give up on our bear hunt?** [Pause.] **NO! We're not scared!**

We've got to go through it!

- **Dive in!** [Model diving.]

Splash splosh! Splash splosh! Splash splosh! [Model swimming.]

- **What sound did it make?** [Pause.] **Splash splosh! Splash splosh! Splash splosh!**
- **Say that with me and let's go through it.** [Model swimming.] **Splash splosh! Splash splosh! Splash splosh!**

[Model repeated motions as you read.]

We're going on a bear hunt.

We're going to catch a big one.

What a beautiful day!

We're not scared.

Uh-uh!

Mud!

Say: Thick oozy mud.

We can't go over it,

We can't go under it.

Oh no!

Students say words that sound like the river and do the motions with teacher

<ul style="list-style-type: none"> ● Uh-uh! What happened? [Pause.] Mud! The mud is thick and oozy. We can't jump over the mud, and we can't go under the mud, can we? ● Let's add this to our chart. This is the third adventure we are having on our bear hunt journey. So, since it is the second adventure, let's put a number 3 in the top corner. ● Now, let's do a quick draw of the mud. I have a brown ____ so I am going to use that to draw some thick oozy mud in part of box number 3. [Model drawing.] ● So, what are we going to do about this thick oozy mud? Are we going to go back and give up on our bear hunt? [Pause.] NO! We're not scared! <p>We've got to go through it! Squelch squerch! Squelch squerch! Squelch squerch! [Model trying to walk through the thick mud.]</p> <ul style="list-style-type: none"> ● What sound did it make? [Pause.] Squelch squerch! Squelch squerch! Squelch squerch! ● Say that with me and let's go through it. [Model walking through the thick mud.] Squelch squerch! Squelch squerch! Squelch squerch! <p>[Model repeated motions as you read.] We're going on a bear hunt. We're going to catch a big one. What a beautiful day! We're not scared.</p> <p>Uh-uh! A forest! A big dark forest. We can't go over it. We can't go under it. Oh no!</p> <ul style="list-style-type: none"> ● Uh-uh! What happened? [Pause.] A forest! The forest is big and dark. We can't jump over the forest, and we can't go under the forest, can we? ● Let's add this to our chart. This is the fourth adventure we are having on our bear hunt journey. So, since it is the fourth adventure, let's put a number 4 in the top corner. ● Now, let's do a quick draw of the forest. I am going to use my pencil to draw a tree to represent the forest in part of box number 4. [Model drawing.] 	<p>Students say words that sound like the mud and do the motions with teacher</p>
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[illegible]

<ul style="list-style-type: none"> ● Say that with me and let's go through it. [Model swirling hands around in circles.] Hooo wooo! Hooo wooo! Hooo wooo! <p>[Model repeated motions as you read.] We're going on a bear hunt. We're going to catch a big one. What a beautiful day! We're not scared.</p> <p>Uh-uh! A cave! A narrow gloomy cave. We can't go over it. We can't go under it. We've got to go through it! Tiptoe! Tiptoe! Tiptoe!</p> <ul style="list-style-type: none"> ● Uh-uh! What happened? [Pause.] A cave! This cave looks narrow and gloomy. We can't jump over the cave, and we can't go under the cave, can we? We have to go through it, don't we? [Pause.] We're not scared! ● What sound did it make? [Pause.] Tiptoe! Tiptoe! Tiptoe! ● Say that with me and let's go through it. [Model tiptoeing.] Tiptoe! Tiptoe! Tiptoe! ● Let's add this to our chart. This is the sixth adventure we are having on our bear hunt journey. So, since it is the fifth adventure, let's put a number 6 in the top corner. ● Now, let's do a quick draw of the cave. I am going to use my pencil to draw a cave in part of box number 6. [Model drawing and pause for students to do the same.] <p>[Read slowly.] Tiptoe! Tiptoe! Tiptoe! WHAT'S THAT! [Pause.] One shiny wet nose! [Pause.] Two big furry ears! [Pause.] Two big goggly eyes! [Pause.]</p> <ul style="list-style-type: none"> ● What do you think it is? <p>[Model motions as you read.] IT'S A BEAR! Quick! Back through the cave!</p>	<p>Students say words that sound like the cave and do the motions with teacher</p>
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Tiptoe! Tiptoe! Tiptoe!

- We have to go all the way back the way we came. Use your chart to help us get back home. We just went back through the cave.
- Where do we need to go through next? [Pause.] That's right! We have to go back through the snowstorm!

Back through the snowstorm!

- Say it with me!

Hooooo woooo! Hooooo woooo! Hooooo woooo!

- Now, where do we need to go? Use your chart. [Pause.] The forest!

Back through the forest!

- Say it with me!

Stumble trip! Stumble trip! Stumble trip!

- Quick! Where to next? [Pause.] Oh yes! The mud!

Back through the mud!

- Say it with me!

Squelch squerch! Squelch squerch! Squelch squerch!

- Are we there yet? [Pause.] Not yet! We still need to go through the river. Let's go!

Back through the river!

- Say it with me!

Splash splosh! Splash splosh! Splash splosh!

- We're almost there! What now? [Pause.] The long wavy grass. Come on!

Back through the grass!

- Say it with me!

Swishy swashy! Swishy swashy! Swishy swashy!

Get to our front door.

Open the door.

- Do it with me! Open the door! [Model acting out opening the door.]

Up the stairs

- Let's run up the stairs! [Model running upstairs.]

Oh no!

We forgot to shut the door.

Back down stairs.

<ul style="list-style-type: none"> ● Let's go back down the stairs, we can't let the bear in! [Model running down stairs.] <p>Back upstairs.</p> <ul style="list-style-type: none"> ● Let's go back up the stairs again! [Model running back upstairs.] <p>Into the bedroom [Model running.] In to the bed Under the covers</p> <ul style="list-style-type: none"> ● Let's hide under the covers! [Model pulling the covers over your face.] <p>I'm not going on a bear hunt again.</p> <ul style="list-style-type: none"> ● Whew! That was quite an adventure wasn't it? <p>[Model being tired at first and then look up at the camera, smile and say...]</p> <ul style="list-style-type: none"> ● Do you want to do it again? [Pause.] ● You are going to echo read this with me as we read and act out this poem again. I will read the line and do the motions first. Then, you repeat the line with me and do the motions. ● Are you ready? [Pause.] Let's go! <p>[Say each line and do any motions that accompany the line first. Then repeat so students can say and do with you. Have fun with it!]</p> <p>We're going on a bear hunt. [Pause.] We're going on a bear hunt.</p> <p>We're going to catch a big one. [Pause.] We're going to catch a big one.</p> <p>What a beautiful day! [Pause.] What a beautiful day!</p> <p>We're not scared. [Pause.] We're not scared.</p> <p>Uh-uh! [Pause.] Uh-uh!</p> <p>Grass! [Pause.] Grass!</p> <p>Long wavy grass. [Pause.] Long wavy grass.</p> <p>We can't go over it. [Pause.] We can't go over it.</p> <p>We can't go under it. [Pause.] We can't go under it.</p> <p>Oh no! [Pause.] Oh no!</p> <p>We've got to go through it! [Pause.] We've got to go through it.</p> <p>Swishy swashy! Swishy swashy! Swishy swashy! [Pause.]</p> <p>Swishy swashy! Swishy swashy! Swishy swashy!</p> <p>We're going on a bear hunt. [Pause.] We're going on a bear hunt.</p>	<p>Through this reread, students will echo each line of the poem and do the motions.</p>
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We're going to catch a big one. [Pause.] We're going to catch a big one.
What a beautiful day! [Pause.] What a beautiful day.
We're not scared. [Pause.] We're not scared.
Uh-uh! [Pause.] Uh-uh!
A river! [Pause.] A river!
A deep cold river. [Pause.] A deep cold river.
We can't go over it. [Pause.] We can't go over it.
We can't go under it. [Pause.] We can't go under it.
Oh no! [Pause.] Oh no!
We've got to go through it! [Pause.] We've got to go through it!
Splash splosh! Splash splosh! Splash splosh! [Pause.] Splash splosh! Splash splosh! Splash splosh!
We're going on a bear hunt. [Pause.] We're going on a bear hunt
We're going to catch a big one. [Pause.] We're going to catch a big one.
What a beautiful day! [Pause.] What a beautiful day!
We're not scared. [Pause.] We're not scared.
Uh-uh! [Pause.] Uh-uh!
Mud! [Pause.] Mud!
Thick oozy mud. [Pause.] Thick oozy mud.
We can't go over it, [Pause.] We can't go over it
We can't go under it. [Pause.] We can't go under it.
Oh no! [Pause.] Oh no!
We've got to go through it! [Pause.] We've got to go through it!
Squelch squerch! Squelch squerch! Squelch squerch!
[Pause.] Squelch squerch! Squelch squerch! Squelch squerch!
We're going on a bear hunt. [Pause.] We're going on a bear hunt.
We're going to catch a big one. [Pause.] We're going to catch a big one.
What a beautiful day! [Pause.] What a beautiful day!
We're not scared. [Pause.] We're not scared.
Uh-uh! [Pause.] Uh-uh!
A forest! [Pause.] A forest!
A big dark forest. [Pause.] A big dark forest.
We can't go over it. [Pause.] We can't go over it.
We can't go under it. [Pause.] We can't go under it.
Oh no! [Pause.] Oh no!
We've got to go through it! [Pause.] We've got to go through it!
Stumble trip! Stumble trip! Stumble trip! [Pause.] Stumble trip! Stumble trip! Stumble trip!

We're going on a bear hunt. [Pause.] We're going on a bear hunt.
We're going to catch a big one. [Pause.] We're going to catch a big one.
What a beautiful day! [Pause.] What a beautiful day!
We're not scared. [Pause.] We're not scared.
Uh-uh! [Pause.] Uh-uh!
A snowstorm! [Pause.] A snowstorm!
A swirling whirling snowstorm. [Pause.] A swirling whirling snowstorm.
We can't go over it. [Pause.] We can't go over it.
We can't go under it. [Pause.] We can't go under it.
Oh no! [Pause.] Oh no!
We've got to go through it! We've got to go through it!
[Pause.] We've got to go through it!
Hooo wooo! Hooo wooo! Hooo wooo! [Pause.] Hooo wooo! Hooo wooo! Hooo wooo!
We're going on a bear hunt. [Pause.] We're going on a bear hunt.
We're going to catch a big one. [Pause.] We're going to catch a big one.
What a beautiful day! [Pause.] What a beautiful day!
We're not scared. [Pause.] We're not scared.
Uh-uh! [Pause.] Uh-uh!
A cave! [Pause.] A cave!
A narrow gloomy cave. [Pause.] A narrow gloomy cave.
We can't go over it. [Pause.] We can't go over it.
We can't go under it. [Pause.] We can't go under it.
We've got to go through it! [Pause.] We've got to go through it!
Tiptoe! Tiptoe! Tiptoe! [Pause.] Tiptoe! Tiptoe! Tiptoe!
WHAT'S THAT! [Pause.] WHAT'S THAT!
One shiny wet nose! [Pause.] One shiny wet nose!
Two big furry ears! [Pause.] Two big furry ears!
Two big goggly eyes! [Pause.] Two big goggly eyes!
IT'S A BEAR! [Pause.] IT'S A BEAR!
Quick! [Pause.] Quick! Quick!
Back through the cave! [Pause.] Back through the cave!
Tiptoe! Tiptoe! Tiptoe! [Pause.] Tiptoe! Tiptoe! Tiptoe!
Back through the snowstorm! [Pause.] Back through the snowstorm!
Hoooo woooo! Hoooo woooo! Hoooo woooo! [Pause.] Hoooo woooo! Hoooo woooo! Hoooo woooo!
Back through the forest! [Pause.] Back through the forest!
Stumble trip! Stumble trip! Stumble trip! [Pause.] Stumble trip! Stumble trip! Stumble trip!
Back through the mud! [Pause.] Back through the mud!

<p>Squelch squerch! Squelch squerch! Squelch squerch! [Pause.] Squelch squerch! Squelch squerch! Squelch squerch!</p> <p>Back through the river! [Pause.] Back through the river! Splash splosh! Splash splosh! Splash splosh! [Pause.] Splash splosh! Splash splosh! Splash splosh!</p> <p>Back through the grass! [Pause.] Back through the grass! Swishy swashy! Swishy swashy! Swishy swashy! [Pause.] Swishy swashy! Swishy swashy! Swishy swashy!</p> <p>Get to our front door. [Pause.] Get to our front door. Open the door. [Pause.] Open the door Up the stairs [Pause.] Up the stairs Oh no! [Pause.] Oh no!</p> <p>We forgot to shut the door. [Pause.] We forgot to shut the door.</p> <p>Back down stairs. [Pause.] Back down stairs. Back upstairs. [Pause.] Back upstairs. Into the bedroom [Pause.] Into the bedroom In to the bed [Pause.] In to the bed Under the covers [Pause.] Under the covers I'm not going on a bear hunt again. [Pause.] I'm not going on a bear hunt again.</p> <p>Boy that was fun!</p>	
<p><u>Guided Practice</u> (9 min) Let's revisit our chart to recall all the places the characters went through on their bear hunt and the words the author uses to describe those places.</p> <ul style="list-style-type: none"> • Where did the family go first? [Pause.] • Listen as I read <p>[Reread the following stanza from the poem.] [Show Slide 5.]</p> <p>Uh-uh! Grass! Long wavy grass. We can't go over it. We can't go under it. Oh no! We've got to go through it! Swishy swashy! Swishy swashy! Swishy swashy!</p> <p>First, the family went through grass.</p> <ul style="list-style-type: none"> • What words did the author use to describe or tell how the grass looked or felt? [Pause.] • The third line says, 'long wavy grass' so the author used the two words 'long' and 'wavy' to describe or tell us more about the grass. 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will add the descriptive words from the poem to the self-drawn pictures on their graphic organizers. They will also recall the words that name the sounds heard in each stanza.</p>

[Show Slide 6.]

I am going to write both of these words in the box where I drew a picture of some grass. [Model writing the words 'long' and 'wavy' in the box that has a drawn picture of a grass.] **L-o-n-g, long. W-a-v-y, wavy.**

- **What words did the author use to name the sounds you hear as they go through the grass?** [Pause.]
- [Point to the last line of the stanza as you read.]
- **Swishy swashy! Swishy swashy! Swishy swashy! Let's read those sounds together.** [Point to the last line of the stanza as you read.]
Swishy swashy! Swishy swashy! Swishy swashy!
- **Let's look on our chart to see where they went next.** [Pause and model looking at graphic organizer.]
- **Next, the family had to go through a river.**
- **Let's revisit the poem to find the words used to describe the river.**

[Reread the following stanza from the poem – show slide 7 of this stanza.]

Uh-uh!

A river!

A deep cold river.

We can't go over it.

We can't go under it.

Oh no!

We've got to go through it!

Splash splosh! Splash splosh! Splash splosh!

- **What two words did the author use to tell me about how the river looked and felt?** [Pause.]
- **The author used the words 'deep' and 'cold'**

[Show Slide 8.]

- **I am going to write both words in the box where I drew a picture of a river.** [Model writing the words 'deep' and 'cold' in the box that has a drawn picture of a river.] **D-e-e-p, deep. C-o-l-d, cold.**
- **The author use to name the sounds they made going through the river?** [Pause.]
- **Splash splosh! Splash splosh! Splash splosh! Let's read those sounds together.** [Point to the last line of the stanza as you read.]
Splash splosh! Splash splosh! Splash splosh!
- **Let's look on our chart to see where they went next.** [Pause and model looking at graphic organizer.]

- In box number three we drew a picture of mud. So after they went through the river they went through the mud. Let's revisit the poem to recall what words the author used to describe how the mud looked and felt.

[Reread the following stanza from the poem.] [Show Slide 9 of this stanza.]

Uh-uh!

Mud!

Thick oozy mud.

We can't go over it,

We can't go under it.

Oh no!

We've got to go through it!

Squelch squerch! Squelch squerch! Squelch squerch!

- What words did the author use to tell me about how the mud looked and felt? [Pause.] The author used the words 'thick' and 'oozy.'

[Show Slide 10.]

- I am going to write both words in the third box where I drew a picture of mud. [Model writing the words 'thick' and 'oozy' in the box that has a drawn picture of mud.] T-h-i-c-k, thick. O-o-z-y, oozy.
- What words did the author use to name the sounds they made going through the thick oozy mud? [Pause.] Squelch squerch! Squelch squerch! Squelch squerch!
- Let's read those sounds together.
Squelch squerch! Squelch squerch! Squelch squerch!
- Where did the family go through next on their bear hunt?

[Reread the following stanza from the poem.] [Show Slide 11.]

Uh-uh!

A forest!

A big dark forest.

We can't go over it.

We can't go under it.

Oh no!

We've got to go through it!

Stumble trip! Stumble trip! Stumble trip!

- What two words did the author use to tell me about how the forest looked and felt? [Pause.] The author used the words 'big' and 'dark' to describe the forest.

[Show Slide 12.]

- **I am going to write both words in the box where I drew a picture of a forest.** [Model writing the words 'big' and 'dark' in the box that has a drawn picture of a forest] **B-i-g, big. D-a-r-k, dark.**
- **Did the author use to name the sounds they made going through the big dark forest?** [Pause.] **Stumble trip! Stumble trip! Stumble trip!**
- **Let's read those sounds together.**
Stumble trip! Stumble trip! Stumble trip!
- **Look at your charts and tell me what place they went through after the big dark forest.** [Pause.] **That's right! They went through a snowstorm!**
- **Listen as I read the stanza about the snowstorm.**
Listen for the words that tell me how the snowstorm looked.

[Reread the following stanza from the poem.] [Show Slide 13.]

Uh-uh!

A snowstorm!

A swirling whirling snowstorm.

We can't go over it.

We can't go under it.

Oh no!

We've got to go through it!

Hooo wooo! Hooo wooo! Hooo wooo!

- **What two words did the author use to describe the snowstorm?** [Pause.] **The author used the words 'swirling' and 'whirling' to describe how the snowstorm looked as they went through it.**

[Show Slide 14.]

- **Let's write the words 'swirling' and 'whirling' in the fifth box so we can remember those details about the snowstorm.** [Model writing the words 'swirling' and 'whirling' in the box that has a drawn picture of a snowstorm] **S-w-i-r-l-i-n-g, swirling. W-h-i-r-l-i-n-g, whirling.**
- **What words did the author use to name the sounds they heard as they went through the swirling whirling snowstorm?** [Pause.] **Hooo wooo! Hooo wooo! Hooo wooo!**
- **Let's read those sounds together.**
Hooo wooo! Hooo wooo! Hooo wooo!
- **We have come to the last picture that we drew on our chart.**

- What did you draw in box number six? [Pause.] A cave!
- As I read the stanza about the cave, listen for the words that tell me how the cave looked and felt as they walked through it.

[Reread the following stanza from the poem.] [Show Slide 15.]

Uh-uh!

A cave!

A narrow gloomy cave.

We can't go over it.

We can't go under it.

We've got to go through it!

Tiptoe! Tiptoe! Tiptoe!

- What two words did the author use to tell me about how the cave looked and felt? [Pause.] That's right! The author used the words 'narrow' and 'gloomy'.

[Show Slide 16.]

- I am going to write both words in the box with the cave. [Model writing the words 'narrow' and 'gloomy' in the box that has a drawn picture of a cave.] N-a-r-r-o-w, narrow. G-l-o-o-m-y, gloomy.
- What words did the author use to name the sounds you hear as they go through the narrow gloomy cave? [Pause.] Tiptoe! Tiptoe! Tiptoe!
- Let's read those sounds together.
Tiptoe! Tiptoe! Tiptoe!
- Great job finding the words the author used to tell how the places in the poem looked and felt and the words he used to name the sounds in each place.
- I am wondering if we can each think of a new place to add to the bear hunt.
- If we used the same pattern of words from the bear hunt poem, I bet we could think of a new place and two words to describe how it looks and feels. We could also think of words that name what it might sound like, too!

[Show Slide 17 of new stanza shown below OR write on anchor chart.]

- I have taken the poem pattern and left blanks for us to put our new ideas so we can add to the bear hunt adventure.
Uh-uh!
A _____!
A _____.

<p>We can't go over it. We can't go under it. We've got to go through it!</p> <p>_____! _____! _____!</p> <ul style="list-style-type: none"> • First, I need to think of a place. [Pause and model thinking.] I think I will have the characters go through a swamp! • [Model writing 'swamp' in the first blank on the second line on the chart paper OR show next slide 18 adding swamp in the first blank.] • Now I need to think of two words that would describe how a swamp might look or feel. I know a swamp has water, lots of trees, and alligators! It can be muddy and dark and stinky! • Since water is wet, I think I will choose wet as one of my words and since the muddy waters in a swamp are often stinky and because I think stinky is a funny word I am going to choose it to be my second word to describe the swamp. • [Model writing 'wet' and 'stinky' in the first two blanks on the second line on the chart paper and 'swamp' in the third blank saying the words as you write OR show next slide 19 adding swamp in the first blank.] Wet stinky swamp. • Let's read what we have written so far together. • [Point to the chart paper OR read from slide 19 as you read.] Uh-uh! A <u>swamp</u>! A <u>wet</u> stinky swamp. We can't go over it. We can't go under it. We've got to go through it! • Now I need to think of some words that make sounds to add to my new stanza or part of the poem. • Since swamps are wet and stinky I could say 'pee-yew' [Wave hand in front of nose to signal a stinky smell.] and because swamps have alligators and alligators snap their mouths closed that can be my second sound word. [Model an alligator snapping their mouths closed with your hands while saying the sound word 'snap'.] Snap! • I am going to write those two words at the end just like the author did in the poem. Since he wrote them three times, I will, too. [Model writing 'pee-yew snap!' Three times in the blanks on the last line on the 	
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<p>chart paper saying the words each time as you write in the first blank OR show slide 20.] 'Pee-yew snap!' 'Pee-yew snap!' 'Pee-yew snap!'</p> <ul style="list-style-type: none"> Let's read what we added to the poem together! Uh-uh! A <u>swamp</u>! A <u>wet</u> stinky swamp. We can't go over it. We can't go under it. We've got to go through it! <u>Pee-yew snap!</u> <u>Pee-yew snap!</u> <u>Pee-yew snap!</u> 	
<p><u>Independent Work</u> (3 min) [Show Slide 21.] Now it's your turn! Please write the down the task as I read it. I will read it twice. Pick a place and think of two words to describe how the place might look or feel. Then think of two words to name the sounds you might hear as you go through. You can either use words from your chart or think of new words. Then you can write a new adventure to the bear hunt poem by adding your words into lines from the poem! [Repeat directions 2x.]</p> <p>[Show Slide 22.] Uh-uh! A _____! A _____. We can't go over it. We can't go under it. We've got to go through it! _____! _____! _____!</p> <p>[Read 2x.]</p>	<p>Students will use their experience and knowledge from the guided practice portion of the lesson to write a new stanza for the poem <i>We're Going on a Bear Hunt</i>.</p>
<p><u>Closing</u> (1 min) I enjoyed asking and answering questions about words and phrases in the poem, <i>We're Going on a Bear Hunt</i>, that showed feelings, described places, and named sounds. Great job making a graphic organizer listing all the places our characters went on their hunt for a bear! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	