

We're Going on a Bear Hunt

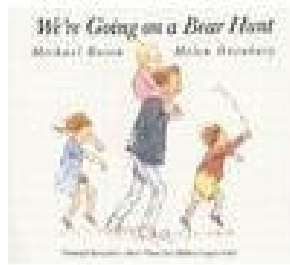
by Michael Rosen

Curriculum Ideas w/ Grade 1 Common Core Alignments

(Note: the following activities can be modified to align to Grade K-2 Common Core as well)

Grade Level Equivalent: 1.5

Guided Reading Level: I



Acknowledgements:

*<http://www.domesticserenity.org>

*<http://www.scholastic.com/teachers/lesson-plan/were-going-bear-hunt-lesson-plan>

*<http://www.savvy-spending.com>

*www.sophie-world.com

*<http://www.viterbo.edu/uploadedFiles/centers/fac/aya/Goin%27%20on%20a%20Bear%20Hunt%20study%20guide.pdf>

We're Going On a Bear Hunt Education Packet

Activity List:

To download education lesson/activity packet go to:

<http://www.viterbo.edu/uploadedFiles/centers/fac/aya/Goin%27%20on%20a%20Bear%20Hunt%20study%20guide.pdf>

1. ABOUT THE THEATRE

The adaptation of the book for the theatre

2. PRE-SHOW ACTIVITIES

The Environment Game

Resources for research on Bears

- RL.1 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RI.1 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
- 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 10. With prompting and support, read informational texts appropriately complex for grade 1.
- W.1 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

3. POST-SHOW ACTIVITIES

Responding - My Favourite moment

Soundbites from the cast

Drama Exercise - Through The River

Drama Exercise - Bear's Honey Pot

Music Exercise/Call and response

QUIZ - What do you remember?

- RL.1 1. Ask and answer questions about key details in a text.
- 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 3. Describe characters, settings, and major events in a story, using key details.
- 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 6. Identify who is telling the story at various points in a text.

7. Use illustrations and details in a story to describe its characters, setting, or events.

W.1 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

4. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

4. THINGS TO MAKE

5. BEARS IN THE CLASSROOM

Additional Activities:

Activity: Singalong-"We're Going On a Bear Hunt"

RL.1 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

SL.1 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

This is an interactive singalong perfect for children of all ages. You'll go over the river and through the woods searching for this bear, all the while making some pretty silly sounds!

Number of Players: 5 to 10, 10 to 20, 20+, As many as you can handle!

Prep Time: No prep time needed!

Time Length: 5 - 15 minutes

Space Needed: Small (a clearable open space the size of a 1-car garage), Medium (a clearable open space the size of a 2-car garage)

Noise Level: Semi-rambunctious

Procedure:

1. Gather your group. This singalong is ideal for sitting children sitting in a circle, but can also be tons of fun standing up. It depends on how active you want to be.
2. Ask the group to keep the beat by tapping one thigh and then the other.
3. If your group does not know the words to the song, don't worry, they will catch

on quickly. Every other stanza is the same.

4. Follow the leader and eventually everyone will get the hang of it!

How to Play

Watch the video to learn the interactive hand movements!

Lyrics

Chorus:

We're going on a bear hunt. (Repeat) We're going on a bear hunt.

Gonna catch a big one. (Repeat) Gonna catch a big one.

We're not scared. (Repeat) We're not scared.

It's a beautiful day. (Repeat) It's a beautiful day.

Verse 1:

Oh look, grass! Swishy-wishy grass.

We can't go over it, we can't go under it.

Ohhh NO!

We gotta go through it.

Swish swish, swish swish,

Swish swish, swish swish

(Repeat chorus)

Verse 2:

Oh look, a river! A cold dark river.

We can't go over it, we can't go under it.

Ohhh NO!

We gotta go through it.

Splish splash, splish splash.

Splish splash, splish splash.

(Repeat chorus)

Verse 3:

Oh look, mud! Icky-gicky mud.

We can't go over it, we can't go under it.

Ohhh NO!
We gotta go through it.

Ploo ploo, ploo ploo
ploo ploo, ploo ploo.

(Repeat chorus)

Verse 4:

Oh look, a forest! A tall, tall forest.
We can't go over it, we can't go under it.

Ohhh NO!
We gotta go through it.

Stumble trip, stumble trip.
Stumble trip, stumble trip.

(Repeat chorus)

Verse 5:

Oh look, a snow storm! A cold cold snow storm.
We can't go over it, we can't go under it.

Ohhh NO!
We gotta go through it.

Burrrrrr, burrrrrrrrr,
Burrrrrr, burrrrrrrrr.

(Repeat chorus)

Verse 6:

Oh look, a cave! A tiny little cave.
We can't go over it, we can't go under it.

Ohhh NO!
We gotta go through it.

Tip toe, tip toe
Tip toe, tip toe

Oh, what's that?
Two big fuzzy ears
Two big googly eyes
One big mouth...
Ahhhhhhhhhh!
It's a BEARRRRRR!

Quick, back through the cave
Tip toe, tip toe, tip toe, tip toe

Back through the snow storm
Burr, burrr, burrr, burrr

Back through the forest
Stumble trip, stumble trip, stumble trip, stumble trip

Back through the icky mud
Ploo, plooo, plooo, plooo

Back through the river
Splish splash, splish splash, splish splash, splish splash

Back through the swishy grass.
Swish swish, swish swish, swish swish, swish swish

Run to the front door... (tap tap tap tap tap tap tap tap tap)
Open up the front door, argh!
Run inside!
OH WAIT!
We forgot to shut the door.

Back to the door!
Shut the door, plllunk!
Lock it, clink
Back inside.

Run up the stairs,

Another flight of stairs, another flight of stairs
(Breathe heavy)
Another flight of stars

Jump in the bed
Pull up the covers
And WOOHOOOSH!
WHOOO, we made it!

Activity: Bear Hunt Read Aloud Think Aloud/Dramatic Play

- RL.1
1. Ask and answer questions about key details in a text.
 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 3. Describe characters, settings, and major events in a story, using key details.
 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 6. Identify who is telling the story at various points in a text.
 7. Use illustrations and details in a story to describe its characters, setting, or events.
 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- SL.1
1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

RF.1 1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

3. Know and apply grade-level phonics and word analysis skills in decoding words.

4. Read with sufficient accuracy and fluency to support comprehension.

Age: Age 3, Age 6, Age 4, Age 7, Age 5

Genre: Song

Subject: Cleverness, Creativity and Imagination

Subject Area: Language Arts, Dramatic Play

Book Summary

This new interpretation of the classic hand-rhyme tells the engaging story of four children and their father as they embark on a fantasy bear hunt. Using predictable text and rhyme children and adults will be encouraged to actively participate. Helen Oxenbury's illustrations bring the story to life with humor and sensitivity.

Objective

Children will develop creative-thinking, literacy and language skills as they dramatize and extend the story.

Before Reading

Show the book *We're Going on a Bear Hunt*. Encourage the children to observe the illustration on the cover. Ask them to predict what they think the book will be about.

Materials

- Dress-up clothing
- Binoculars, old camera, paper tubes
- Bags or purses
- Teddy bears

Procedure:

1. Read *We're Going on a Bear Hunt* to the children. Invite them to join in as you read the repetitive phrases.
2. Explain that you will reread the story. Tell them that you would like them to join in and create movements to dramatize the different events the family encounter on their bear hunt.
3. Continue reading the story to the children throughout the week. Provide a variety of dramatic play props for the children and encourage small groups to dramatize the story while the others narrate it.
4. Invite families or other classes to their "bear hunt" performance.

Activity: Bear Hunt Rewrite/Illustration Project

- W.1 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
4. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Materials

- Chart paper
- Drawing paper
- Crayons and markers

Activity

1. Ask the children to recall the different experiences that the family encountered while on their bear hunt. List their responses on chart paper.
2. Encourage the children to imagine that they are going on a bear hunt. Ask them to think of different places they could go — like outer space, an island, a jungle, a zoo, etc. What types of experiences might they encounter in these environments? Record the children's ideas.
3. Review the list with the children. Ask them to think of a special sound and movement to accompany each idea.
4. Substitute the new bear-hunt ideas as you reread the book. Encourage them to recite the repetitive phrases and to dramatize their new adventures.
5. Provide students with drawing materials to illustrate their new bear-hunt ideas. Attach a sheet of paper to the bottom of the drawings to include the repetitive story text and new adventure. Bind the pages together to create a fun classroom read-a-loud.

Activity: Classroom Bear Hunt

- SL.1 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Materials

- Variety of bear items: stuffed teddy bears, teddy bear counters, books with bears, clothing items with bear designs, bear shapes cut from paper, etc.
- Children's music
- Small plastic bags

Activity

1. Place the suggested bear items around the classroom before the children arrive or while they are resting.
2. Begin the activity by rereading the book *We're Going on a Bear Hunt*.
3. Explain that they will go on a classroom "bear hunt" to find bears or objects with bears that have been placed throughout the classroom. Provide children with a plastic bag to collect their items.
4. Tell the children that they will begin their bear hunt when you turn on music. The bear hunt will end when the music is turned off and everyone will meet on the carpet.
5. Ask them to show their classmates the different bear items they found. Children can count and compare their items.

Activity: Author Read-Aloud Video

SL.1 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

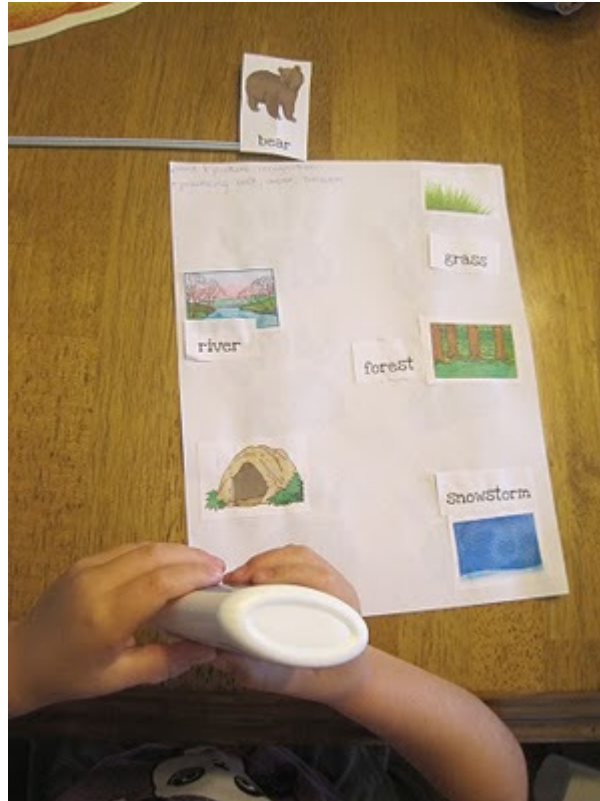
Watch one video after teacher read-aloud.

Watch both videos to conduct a compare/contrast discussion with your class.

www.watchknowlearn.org/Video.aspx?VideoID=15677

www.youtube.com/watch?v=sMsFPItzKA8

Activity: Directional Cues/Preposition Vocabulary~ Over, Under, Through



- RL.1
1. Ask and answer questions about key details in a text.
 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 3. Describe characters, settings, and major events in a story, using key details.
 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 7. Use illustrations and details in a story to describe its characters, setting, or events.
- SL.1
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 6. Produce complete sentences when appropriate to task and situation.

Using some of the printables from [Homeschool Creations](#), match the words from the story to the pictures. Then, tape a little bear to a straw and play a game: Shout out a phrase to practice *over*, *under*, and *through* (the books repeats these prepositions a lot) and ask students to show you their paper. For example: "OVER the grass"-- they would move their bear over the picture of the grass.

Discuss the concepts **over**, **under** and **through** since these directional cues are a major focus within the story. Then act them out using a [play tunnel](#).

kids + outdoors + play tunnel = FUN!

Hide The Bear:

You can also play another game to practice *over*, *under*, *through*. Take a small teddy bear and added some jingle bells to his neck. The students should close their eyes and you would hide the bear. Using a folding chair draped with a blanket, put the bear *under or over* the seat. The students will have to listen carefully and guess where he is hiding. Lots of fun!

Using the same bear, you can play another listening game if you have more children to play with. Sit in a circle and choose one person to be the bear in the middle. The children in the circle say "Go to sleep Bear. Don't peek Bear". The person in the middle closes his/her eyes while the other kids hide the bear with the jingle bells behind someone's back. (Everyone else can place their hands behind their backs too so as not to give it away.) Once hidden, the kids say "Wake Up Bear!" and the person in the middle has to guess, based on listening for the jingle bells, who is hiding the bear! The one hiding the bear then takes a turn in the middle! This is tons of fun too!

Activity: Sensory Box

- RL.1 3. Describe characters, settings, and major events in a story, using key details.
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

7. Use illustrations and details in a story to describe its characters, setting, or events.
- W.1 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Make a sensory box using materials you have at home and create the scenes from the book.

Tall Grass: We used green foam I had, but you could also make grass from green construction paper.

Cold River: Blue rocks from an old fish tank!

Oozy Mud: Brown Felt

Dark Forest: We had to draw this one. We probably had some plastic tress from Barbies and other toys, but not enough for two boxes.

Swirling Snowstorm: Cotton Balls

Cave: Cardboard

By this time, they know the book so well they can "read" it to you!

Activity: Number Practice

Number & Operations in Base Ten 1.NBT

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 10 can be thought of as a bundle of ten ones — called a “ten.”
 - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

This activity can be used to practice identifying numbers, especially 11-20. The students closed their eyes while the bear cutout is hidden under a number. They had to guess which number it was under, but before they could look, they had to identify the number. This printable came from Homeschool Creations.



Activity: Graphing Gummy Bears

MATH Grade 1

Number & Operations in Base Ten 1.NBT

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Measurement & Data 1.MD

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Perhaps the favorite activity of all was the gummy bear graphing. Make a graph and then place the gummy bears in the correct spot on the color axis (the Y axis, if I remember my high school math correctly). The X axis was labeled with numbers. After they put the bears in the correct spots, they colored the graph in and were allowed to eat the gummy bears!

Activity: Sequential Plot Order/Ordinal Numbers

- RL.1 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 - 3. Describe characters, settings, and major events in a story, using key details.
 - 7. Use illustrations and details in a story to describe its characters, setting, or events.
- RF.1 1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- W.1 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
 - 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - 6. Produce complete sentences when appropriate to task and situation.

Using full color pictures from [these Bear Hunt lapbook printables](#), place **each setting in order** as the family faced them in the story. For preschool, read the story and they choose which picture to place next.



For 1st grade, talk about ordinal numbers...first, second, third, etc....and also review transitional words: "*First* they..., *then* the family..., *after this* it was...*finally* they...etc." You can also ask if students can put the picture settings in order without looking back at the book.



Using a set of **seasonal sequencing cards**, have your 1st graders **orally narrate** to you what was happening in the story using transitional words. Also, you can make up what *could have* happened after the 3rd picture and come up with some unique and funny stories!

Activity: Math Patterning/Venn Diagrams

MATH Grade 1

Operations & Algebraic Thinking 1.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1

2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Measurement & Data 1.MD

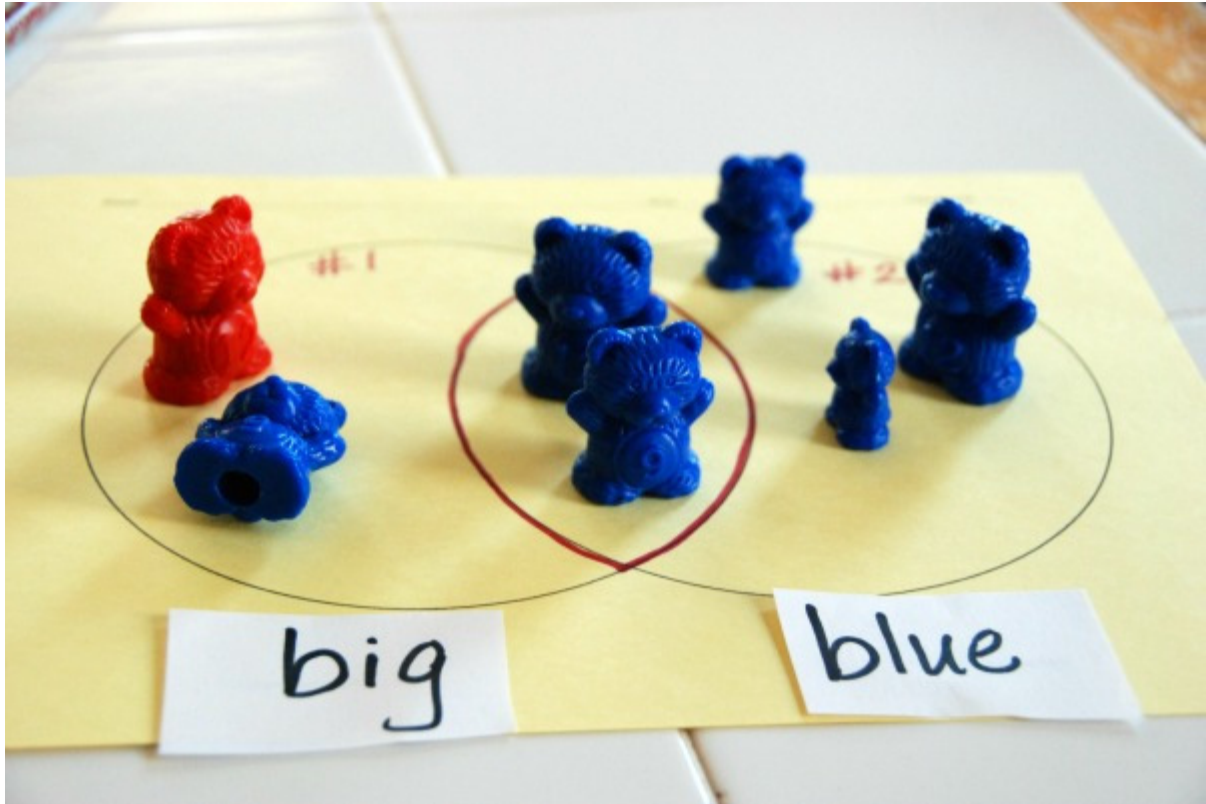
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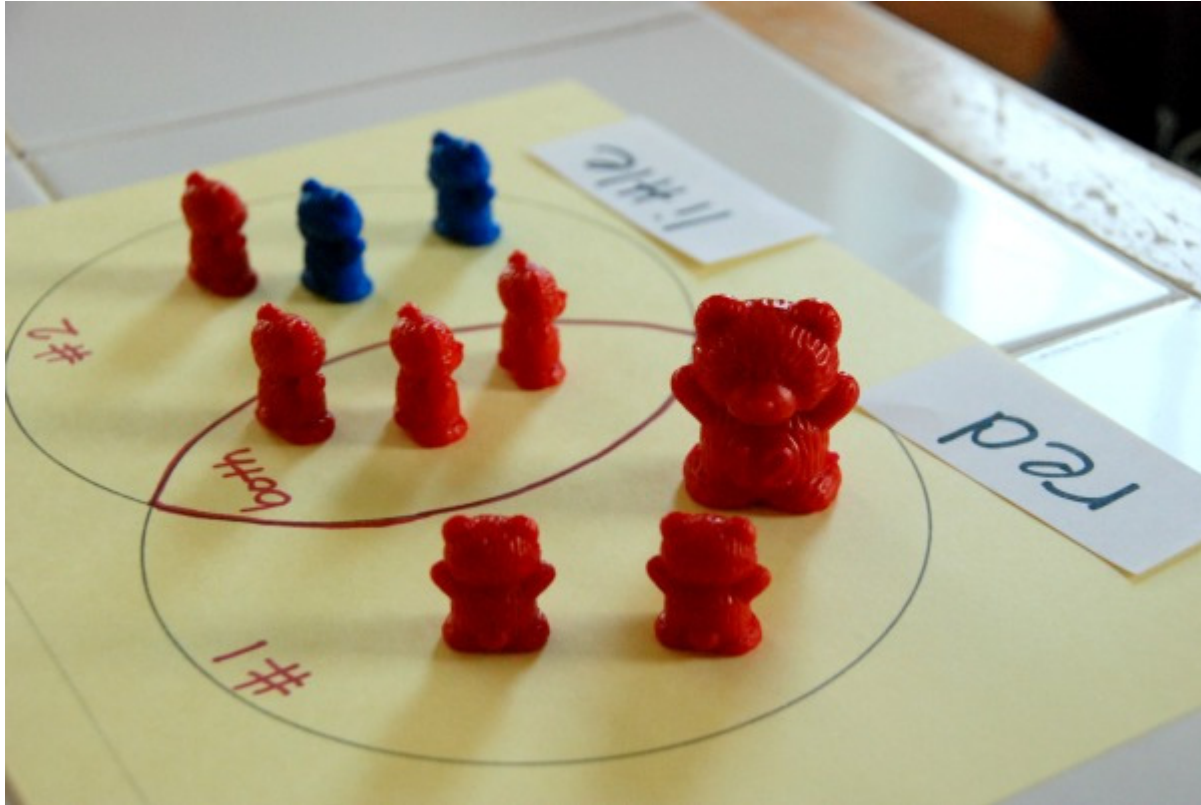
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Introduce and/or practice patterning using coloring sheets and/or bear figures.

Introduce and/or practice Venn diagrams using bear figures (ie. big/little, red/blue)







[Printable Venn diagram link.](#)

Activity: Science Research Project~Bears

- RI.1
1. Ask and answer questions about key details in a text
 2. Identify the main topic and retell key details of a text.
 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

7. Use the illustrations and details in a text to describe its key ideas.
 8. Identify the reasons an author gives to support points in a text.
 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 10. With prompting and support, read informational texts appropriately complex for grade 1.
- RF.1 1. Demonstrate understanding of the organization and basic features of print.
- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
3. Know and apply grade-level phonics and word analysis skills in decoding words.
4. Read with sufficient accuracy and fluency to support comprehension.
- W.1 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
4. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
 5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Conduct research about **three different bears** — grizzly (which we believe was in the story), panda and polar bears (ex. habitats, hibernation, how the polar bear is the largest bear in the world!).





Activity: Sensory Play

- SL.1
1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

A favorite activity for **sensory and messy play** was setting up a sequence of events from the story and acting them out, first using the doll house family and then fingers and hands.

Setup for the story:





grass: from outdoors - **river:** water with dab of blue food coloring - **mud:** aloe vera gel with bit of cocoa powder (could use real chocolate pudding)



forest: trees from our play sets - **snowstorm:** crushed ice - **cave:** built out of blocks with brown felt over the top

You can use finger paint paper underneath since it's a little slippery and will make the 'mud' more fun!



Activity: Text to Text Connections

RL.1 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

9. Compare and contrast the adventures and experiences of characters in stories.

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RI.1 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.1 1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

3. Know and apply grade-level phonics and word analysis skills in decoding words.
4. Read with sufficient accuracy and fluency to support comprehension.

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear

by Audrey & Don Wood

Beautifully illustrated story about a small mouse that is determined to save his strawberry from a big hungry bear.

Jesse Bear, What Will You Wear?

by Nancy White Calstrom

Delightful rhyming text describes all of the articles of clothing Jesse Bear wears throughout the day.

Brown Bear, Brown Bear, What Did You See?

by Bill Martin, Jr. (illustrated by Eric Carle)

Predictable text engages children in an interactive read-aloud experience that teaches the names of colors and animals while reinforcing language and literacy skills.

Other Books by Michael Rosen

Little Rabbit Foo Foo

Walking the Bridge of Your Nose

This Is Our House