

Here's What You'll Get in the We're Going on a Bear Hunt Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections

We're Going on a Bear Hunt
By: Michael Rosen
Grade Level: 1 / Guided Reading Level: 1

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
We're Going on a Bear Hunt is a story about a family on an imaginary bear hunt. While hunting for a bear, the family comes across many obstacles. They must learn to cross wavy grass, a cold river, thick oozy mud, a big dark forest, a twisting whirling snowstorm, and a narrow gloomy cave. When the family finally stumbles upon a bear, the bear begins to chase them. Now they must quickly remember how to cross each obstacle if they are to escape the bear.

Link to What You Know
• Tell about a time when you pretended to do something.
• Tell about a time when you and your family went on an adventure. Where did you go? What did you do?

Important Words to Know and Understand
Cave – A large hole the side of a cliff or under the ground

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When readers make a **text to self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text to text** connection. When readers make a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When readers make a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

©BookPages.com

Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Connections Lesson Plan

Making Connections

We're Going on a Bear Hunt
By: Michael Rosen
Grade Level: 1 / Guided Reading Level: 1

3
Make Connections While Reading
✓ Does this book remind you of your own life?
✓ Does this book remind you of other books you've read?
✓ Does this book remind you of things you've heard about in the world?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Cover – Look at the title and front cover of the book. What does the cover and title remind you of?

Page 3 – The family is walking through tall grass? Make a **text-to-self** connection. What does it feel like to walk through grass?

Page 15 – Have you ever stumbled? How did it feel? Make a **text-to-self** connection. How does your connection help you as a reader?

Page 19 – The family is stuck in snowstorm. Make a **text-to-world** connection. Where does it snow? What do you know about snow? How does your connection help you understand part of the story?

Page 31 – The family is having fun together. What other books have you read that are about families having fun together? How does your connection help you understand the family in this book better?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **We're Going on a Bear Hunt**? How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection that you made most often while reading! Explain why your connection helped you. Remember to ask your partner to share the thoughts about the book too.

Write – Glue your strategy slip into your reader's notebook. Write about the work you did while reading **We're Going on a Bear Hunt**. (Remember to include examples from the book!)

©BookPages.com

Retelling & Summarizing

Making Inferences

Synthesizing

Making Predictions

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Making Connections


Making Inferences

Making Predictions

Synthesizing

Vocabulary Connections Resources






Important Words to Know and Understand in We're Going on a Bear Hunt Word List

<p>Vocabulary Connections</p>	<p>We're Going on a Bear Hunt By: Michael Rosen Grade Level: 1 / Guided Reading Level: 1</p>
<p>Important Words to Know and Understand in "We're Going on a Bear Hunt"</p>	
<p>Cave</p>	
<p>A large hole : the side of a cliff or hill or under the ground</p>	
<p>Forest</p>	
<p>A thick growth of trees and bushes that covers a large area</p>	
<p>Hunt</p>	
<p>To search for something or someone very carefully and thoroughly</p>	
<p>Narrow</p>	
<p>Long and not wide : small from one side to the other side</p>	
<p>Trip</p>	
<p>A journey to a place</p>	

Vocabulary Connections

We're Going on a Bear Hunt
 By: Michael Rosen
 Grade Level: 1 / Guided Reading Level: 1

Directions:
 1. Read the story from 1-2. Find the words in the story.
 3. Read, reread or illustrate the story of *Going on a Bear Hunt*.

Cave	Forest	Hunt
		
Narrow	Trip	
		

Picture Page(s) for Cards: bookpage.com

Word and Picture Sorting Cards

Vocabulary Connections		We're Going on a Bear Hunt By: Michael Rosen Grade Level: 1 / Guided Reading Level: 1	
<p>Cave</p> <p>A large hole: the side of a cliff or hill or under the ground</p>	<p>Forest</p> <p>A thick growth of trees and bushes that covers a large area</p>	<p>Hunt</p> <p>To search for something or someone very carefully and thoroughly</p>	<p>Step-By-Step Directions:</p> <p>1. Cut out the animal card.</p> <p>2. Fold on the solid line.</p> <p>3. Glue, tape or staple the top of letter correctly. Glue the bottom of the letter to the bottom of the card.</p>
<p>Narrow</p> <p>Long and not wide: small from one side to the other side</p>	<p>Trip</p> <p>A journey to a place</p>		

Word and Definition Sorting Cards

Vocabulary Connections		
<p>We're Going on a Bear Hunt By Michael Rosen Grade Level: 1 Guided Reading Level: I</p>		
<p>Cave is a/an noun verb adverb adjective</p> <p>Definition of Cave:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Forest is a/an noun verb adverb adjective</p> <p>Definition of Forest:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Hunt is a/an noun verb adverb adjective</p> <p>Definition of Hunt:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Cave looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Forest looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Hunt looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Cave reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Forest reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Hunt reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p>

Interactive Vocabulary Notebook Cards

Word Games

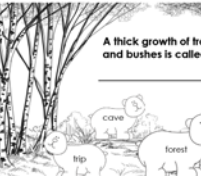
with Words from We're Going on a Bear Hunt

Directions: Choose your favorite word from the word bank. Practice writing the word on the lines below.

Word Bank
 CAVE
 FOREST
 HUNT
 NARROW
 TRIP

It's your turn to go on a Bear Hunt! Color the bear that has the correct word to match the definition below.

A thick growth of trees and bushes is called a



Name: _____

©bookPages.com

Word Games


Going on a Bear Hunt

_____ from the _____
 _____ son the lines below.

Word Bank
 CAVE
 FOREST
 HUNT
 NARROW
 TRIP

Color the bear that has the word that matches the definition below.

A thick growth of trees and bushes is called a



Name: _____

©bookPages.com

Word Games and Answer Key

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

Word Work
We're Going on a Bear Hunt
By: Michael Rosen
Grade Level: 1 / Guided Reading Level: 1

Instructional Focus:
Consonant blends

Background:
A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend. Consonant blends include: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, s, sm, sp and st. Blends can also occur at the end of words as in the word "last".

Examples:

swishy	swashy
squelch	squerch
scared	gloomy

Materials and Preparation:

- A Copy of We're Going on a Bear Hunt
- Chart Paper
- Worksheet of digraphs to identify and contrast
- Sorting Cards (1 set per student)
- Go Fish Directions
- Consonant Blends Word Work Practice Page
- Optional - Word Detective

Step 1: Introduce the Focus of Word Work
Introduce Consonant Blends

- A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend. The most common beginning consonant blends include bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, s, sm, sp and st. Blends can also occur at the end of words as in the word "last".
- Write the word "trip" in the first column on the chart paper below "beginning of word". You may want to use a different colored marker for the "consonant blends" seen in each word.
- Write the word "front" in the second column on the chart paper below "end of word". You may want to use a different colored marker to write the "consonant blends" seen in each word.
- Ask the students to think of other words that follow the patterns. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern in the third column on the chart paper.

Step 2: Connect Word Work to Reading
Consonant Blends in the Text

- Tell the students that the book they will be reading today has a lot of consonant blend words.
- Show them **page 3 of We're Going on a Bear Hunt**. Tell the students to listen carefully and look at the words while you read.
- Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the consonant blend words (swishy, swashy).
- Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read **We're Going on a Bear Hunt**.

Examples of Consonant Blends Found in the Text:

swishy	swashy	splash	squish
squelch	squerch	stumble	trip
scared	gloomy	front	hunt

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that
match the instructional focus

Word Work
We're Going on a Bear Hunt
By: Michael Rosen
Grade Level: 1 / Guided Reading Level: 1

Step 3: Guided Word Work Practice
Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are consonant blend words from the book.
- Review each word.
- Model how to play **Go Fish**.
- Divide students into pairs and allow them to play **Go Fish** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing.

Step 4: Independent Word Work Practice
Practice Page

- Give each student a copy of **Consonant Blends Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work
Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)
Extension Activity

- Ask students to be on the lookout for consonant blends in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using their personal reading notebooks.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent
Practice Page

Go Fish
Student Directions

Materials:
Sorting Cards

Players:
2

Directions:

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place the combined deck of cards **face down** in the middle, between both players. This pile is called the **deal pile**.
- Player 1 takes a card** from the deal pile. Next, **Player 2 takes a card** from the deal pile. The **players take turns taking cards** from the deal pile until each player has 5 cards.
- Begin playing. **Player 1** looks at their cards and chooses one card. **Player 1** says, "Do you have _____?"
- Player 2** checks each of their 5 cards. If **Player 2** has the match to the card wanted by **Player 1**, they hand over the match. If not, they say "Go fish!"
- If **Player 1** gets a match, he or she places the matching cards face up on the table and takes another turn. If told to "Go fish," **Player 1** draws from the pile. If he then has a match, he places the matching cards face down and takes another card. If the player does not draw a match, he keeps the card in his hand and **Player 2** takes a turn.
- The object of the game is to "go out" by laying down all of your cards in matching pairs. The first player to "go out" wins.

Deal Pile
Each player takes 5 cards from the pile.

Consonant Blends Sorting Cards
Active Activity

Use the cards to play **Go Fish** or use them to sort.

swashy

squerch

gloomy

Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: Consonant Blends
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **consonant blends** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Consonant Blends
Word Work Practice Page

Directions:
Use the words in the word bank to help complete the missing consonant blend letters in the words below.

Word Bank

swishy	swashy	scared	splash
squelch	squerch	gloomy	stumble

1. ____ oomy	7. ____ umble
2. ____ lash	8. ____ uelch
3. ____ ared	9. ____ ishy
4. ____ ip	10. ____ ont
5. ____ uerch	11. ____ ashly
6. hu ____	12. ____ losh


Name: _____ Independent Word Work Practice | ©BookPagez.com

Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions:
In the book **We're Going on a Bear Hunt**, the family comes across many obstacles while hunting for a bear. Draw a picture in each square below to represent the five places you would have to get through during your imaginary hunt to finally get to the bear cave. Write your two descriptive consonant blend words for each place. Share your adventure with your partner.

1.
2.
3.
4.
5.



Extension Activity | ©BookPagez.com

Bonus Extension Activity

Running Record

Title: **We're Going on a Bear Hunt** Guided Reading Text Level: **I** Word Count: **100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

	Easy 95 %- 100% Accuracy	Instructional 90 %- 94% Accuracy	Hard 50 %- 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				
Page	E	SC	M MSV	SC MSV
1	We're going on a bear hunt. We're going to catch a big one. What a beautiful day! We're not scared.			
2	Oh-oh! 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!			
3	Swishy swashy! Swishy swashy! Swishy swashy!			
4	We're going on a bear hunt. We're going to catch a big one. What a beautiful day! We're not scared.			

Tested by: _____ ©BookPagez.com

Running Record Assessment

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>We're Going on a Bear Hunt Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "We're Going on a Bear Hunt" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading and Summarizing Lesson Plans and Resources</p> <p>Reading - Literature RL.1.1 - Ask and answer questions about key details in a text. RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 - Describe characters, settings, and major events in a story using key details. RL.1.7 - Use illustrations and details in a story to describe its characters, setting or events. RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading Foundational Skills RF.1.1 - Demonstrate understanding of the organization of basic features of print. RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 - 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. RF.1.4 - With guidance and support from adults, recall information from experiences or gathered information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>We're Going on a Bear Hunt CCSS Alignment ©BookPagez.com</p>	<p>We're Going on a Bear Hunt Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "We're Going on a Bear Hunt" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading and Summarizing Lesson Plans and Resources</p> <p>Reading - Literature RL.1.1 - Ask and answer questions about key details in a text. RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 - Describe characters, settings, and major events in a story using key details. RL.1.7 - Use illustrations and details in a story to describe its characters, setting or events. RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading Foundational Skills RF.1.1 - Demonstrate understanding of the organization of basic features of print. RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 - 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. RF.1.4 - With guidance and support from adults, recall information from experiences or gathered information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>We're Going on a Bear Hunt CCSS Alignment ©BookPagez.com</p>	<p>We're Going on a Bear Hunt Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "We're Going on a Bear Hunt" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading and Summarizing Lesson Plans and Resources</p> <p>Reading - Literature RL.1.1 - Ask and answer questions about key details in a text. RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 - Describe characters, settings, and major events in a story using key details. RL.1.7 - Use illustrations and details in a story to describe its characters, setting or events. RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading Foundational Skills RF.1.1 - Demonstrate understanding of the organization of basic features of print. RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 - 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. RF.1.4 - With guidance and support from adults, recall information from experiences or gathered information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>We're Going on a Bear Hunt CCSS Alignment ©BookPagez.com</p>	<p>We're Going on a Bear Hunt Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "We're Going on a Bear Hunt" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading and Summarizing Lesson Plans and Resources</p> <p>Reading - Literature RL.1.1 - Ask and answer questions about key details in a text. RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 - Describe characters, settings, and major events in a story using key details. RL.1.7 - Use illustrations and details in a story to describe its characters, setting or events. RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading Foundational Skills RF.1.1 - Demonstrate understanding of the organization of basic features of print. RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 - 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. RF.1.4 - With guidance and support from adults, recall information from experiences or gathered information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>We're Going on a Bear Hunt CCSS Alignment ©BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

We're Going on a Bear Hunt Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "We're Going on a Bear Hunt" correlate with the following English Language Arts Common Core State Standards for first grade.

Vocabulary Lesson Plans and Resources

Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

We're Going on a Bear Hunt CCSS Alignment | ©BookPagez.com

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

We're Going on a Bear Hunt Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "We're Going on a Bear Hunt" correlate with the following English Language Arts Common Core State Standards for first grade.

Word Work Lesson Plans and Resources

Reading - Foundational Skills
RF.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words.
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

We're Going on a Bear Hunt CCSS Alignment | ©BookPagez.com

Word Work
Common Core Alignment