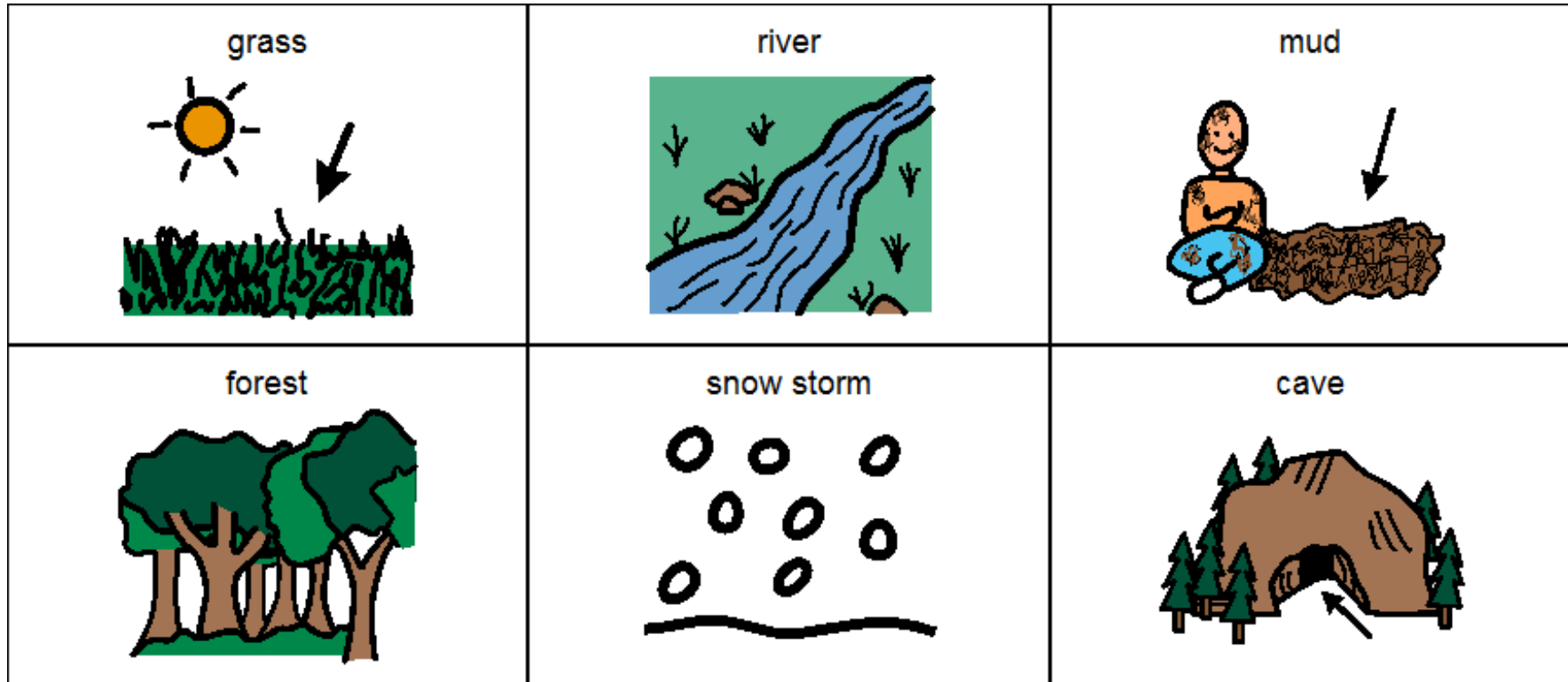


Sequencing with *We're Going On A Bear Hunt*

Big Sequencing Photos








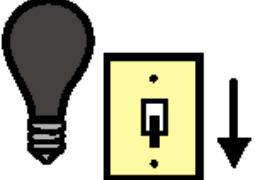
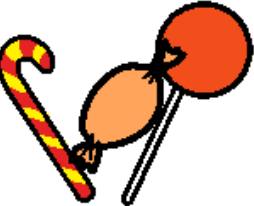





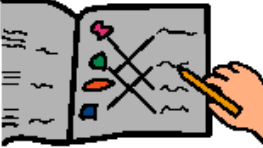
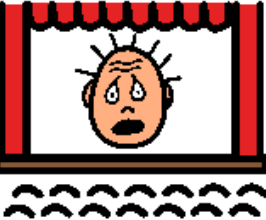






Small Sequencing Photos

-] Velcro these into the book for the added visual support and to help the lower language kids with sequencing.











Teaching "scared".

-Flip over each card and decide if it's something that makes you scared and if not how does that object or action make you feel. Talk about how some people are scared of spiders and others might not be.

<p>spiders</p> 	<p>snakes</p> 	<p>flowers</p> 	<p>ghosts</p> 	<p>flying</p> 
<p>dark</p> 	<p>candy</p> 	<p>hugs</p> 	<p>computers</p> 	<p>monsters</p> 
<p>swimming</p> 	<p>school</p> 	<p>test</p> 	<p>scary movies</p> 	<p>friends</p> 
<p>fireworks</p> 	<p>doctors visit</p> 	<p>shots</p> 	<p>games</p> 	<p>fire</p> 

Expanding Utterances

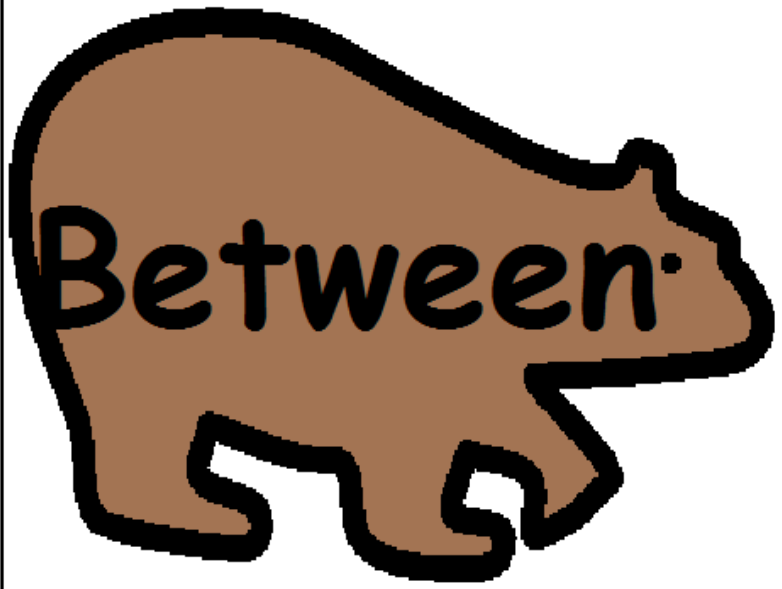
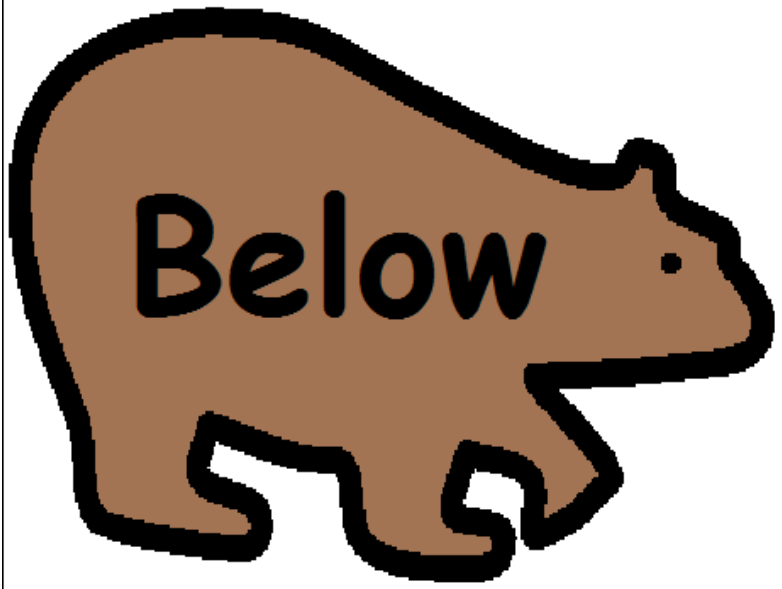
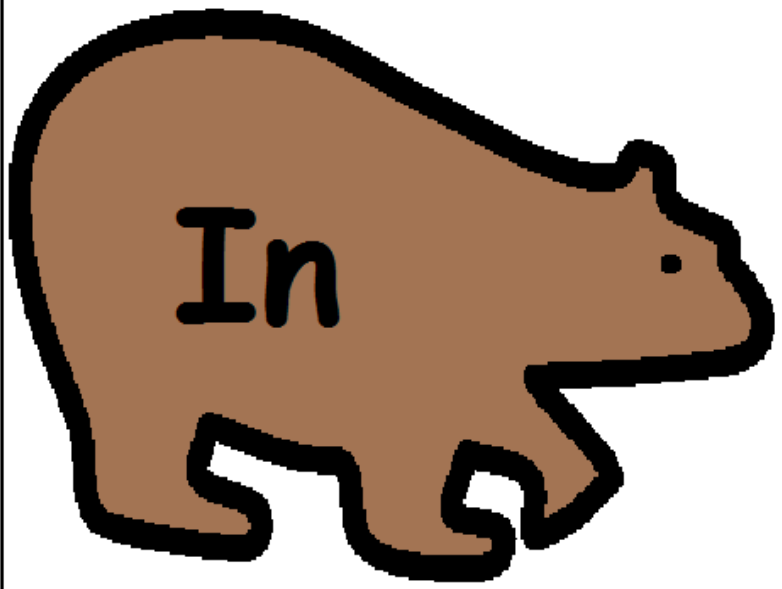
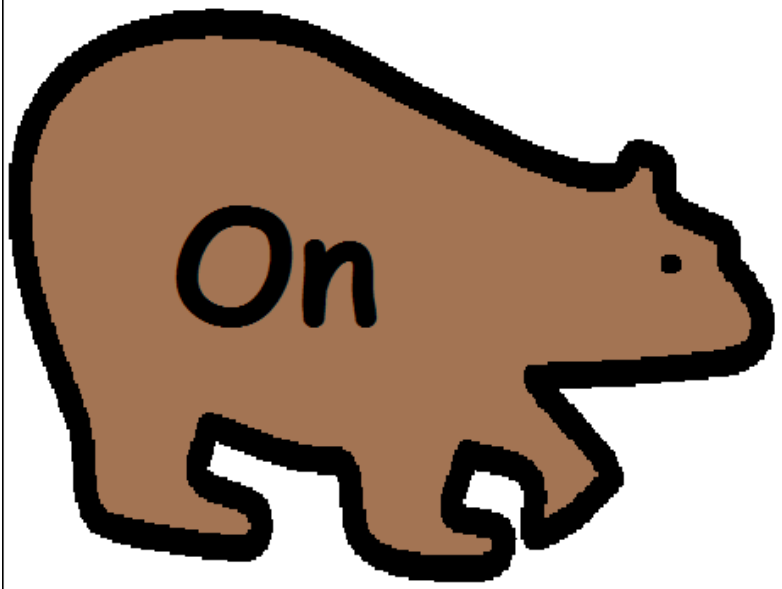
-Use these cards to help your children expand their vocabulary. Plus extra practice with -ing. I like to write them out on sentence strips and once the student has come up with the sentence we stick the picture next to the sentence strip it goes with.

			
			
The bear is hungry.	The bear is angry.	The bear is skiing.	The bear is playing basketball.
The bear is dancing.	The bear is cooking.	The bear is reading.	The bear is swimming.

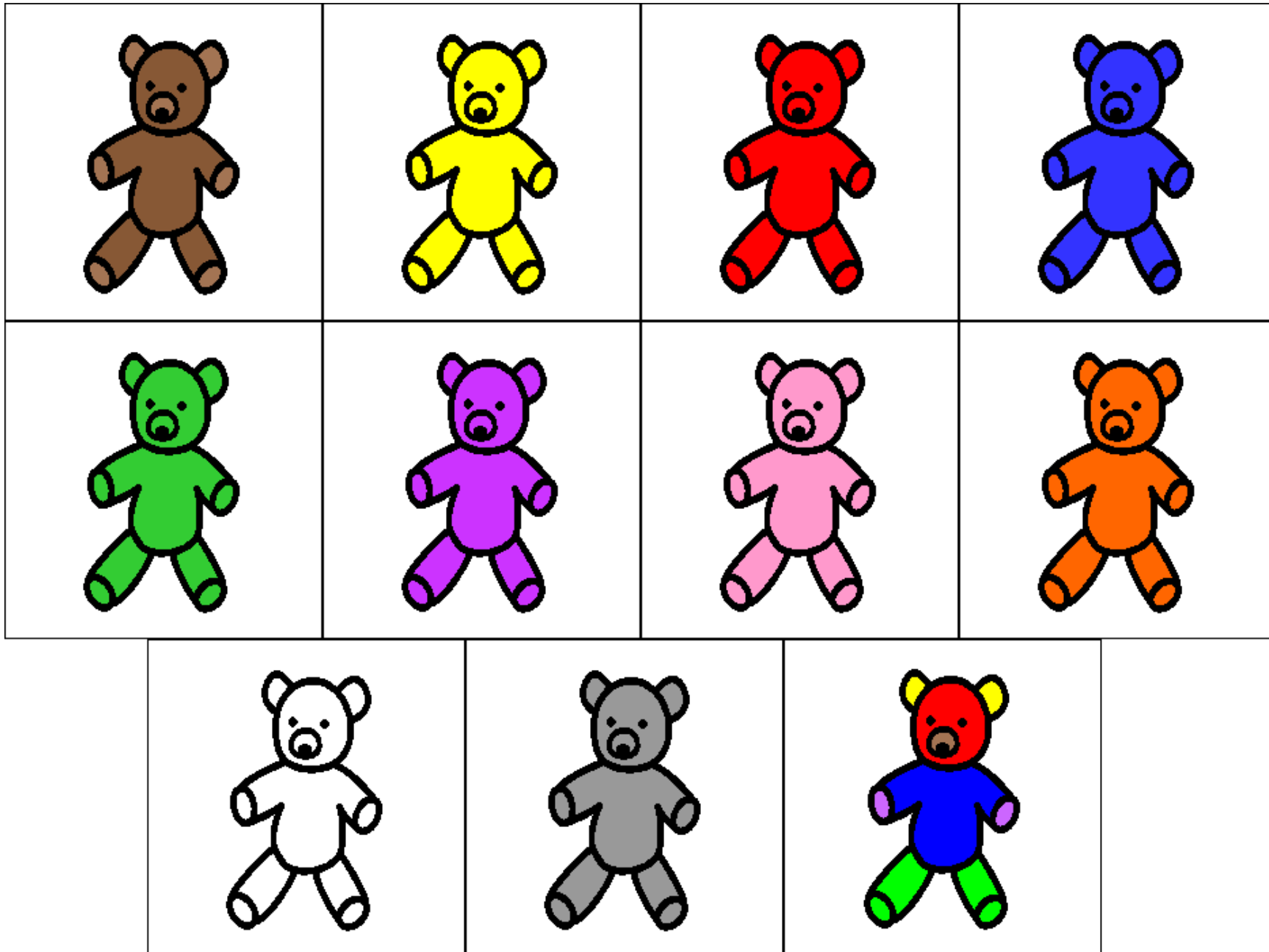
Prepositions

-Have your kids act out these prepositions with the bears.





-Hide these bears around your room. When a student finds a bear they have to tell the group what color and where they found it (i.e. "I found the blue bear under the door.")



Other activities:

-Go on your own bear hunt around the school or around your room. Here are some other one's I've used:

We're going on a bear hunt We're going to catch a big one What a beautiful/cloudy day We're not scared Look stairs! Long narrow stairs We can't go over them We can't go under them We have to go down them!	We're going on a bear hunt We're going to catch a big one What a beautiful/cloudy day We're not scared Look the principal's office! The big and scary office We can't go over it We can't go under it We have to go through the door!	We're going on a bear hunt We're going to catch a big one What a beautiful/cloudy day We're not scared Look the playground! The bright and fun playground We can't go over it We can't go under it We have to go through it!	We're going on a bear hunt We're going to catch a big one What a beautiful/cloudy day We're not scared Look the cafeteria! The big and loud cafeteria We can't go over it We can't go under it We have to go through it!
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I'll have someone put a teddy bear on my table after we've left so that we can get excited and loud and not disturb others. I also describe the bear we're looking for. Our school mascot is a bear, so we've got them all over the school. It also helps work on descriptive language ("That isn't a big, purple bear, it's a (size),(color) bear.")

-Compare and Contrast

Read *We're Going On A Lion Hunt* and compare and contrast the two stories. I like to use a t-chart and have the words "same" and "different" at the top.

-Following Directions

I have a floor mat with roads, buildings etc. Take a bear and put it on one end of the mat and the children have to figure out how to get the car to the bear. This is a good time to review right/left, and prepositional terms. It's a good team work activity as well.

-Onomatopoeia (took me 5 times to spell this word right)

This book has some great vocal associations. Try and come up with other onomatopoeias.

-Idioms

You're a bear in the morning.

As gruff as a bear.

Hungry as a bear.

Find a whole list of animal idioms here (<http://www.idiomconnection.com/animal.html>).