

Going on a Bear Hunt

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Grade Level: K-2

Time Allotment: 3-45 minute periods

Overview: Using streaming video, a web quest, and familiar rhymes, students will learn the meaning of responsibility and internet safety as they are exposed to basic research skills.

Subject Matter: internet safety, language arts, and science

Learning Objectives:

The students will be able to:

- Echo read a story following a teacher
- Sequence a story
- Explain why a child should not use the internet without an adult's assistance
- Tell the definition of the word *responsible* and provide examples of someone being responsible.
- Use the internet to find information.
- Follow multi-step directions to create a computer generated project to relay information learned.

Standards:

This lesson addresses the Virginia Standards of Learning which can be found at <http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

English

- K.1) The student will demonstrate growth in the use of oral language.
- K.2) The student will use listening and speaking vocabularies.
- K.5) The student will understand how print is organized and read.
- K.8) The student will demonstrate comprehension of fiction and nonfiction.
- K.11) The student will write to communicate ideas.
- K.12) The student will explore the uses of available technology for reading and writing.
- 1.1) The student will continue to demonstrate growth in the use of oral language.
- 1.2) The student will continue to expand and use listening and speaking vocabularies.
- 1.8) The student will read familiar stories, poems, and passages with fluency and expression
- 1.9) The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
- 1.10) The student will use simple reference materials.
- 1.11) The student will print legibly.
- 1.12) The student will write to communicate ideas.

- 2.7) The student will read fiction and nonfiction, using a variety of strategies independently.
- 2.8) The student will read and demonstrate comprehension of fiction and nonfiction.
- 2.9) The student will demonstrate comprehension of information in reference materials.
- 2.11) The student will write stories, letters, and simple explanations.
- 2.12) The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

Science:

- K.6) The student will investigate and understand basic needs and life processes of plants and animals.
- K.8) The student will investigate and understand simple patterns in his/her daily life.
- 1.5) The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics.
- 1.7) The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals.
- 2.5) The student will investigate and understand that living things are part of a system.

This lesson addresses the National Educational Technology Standards for Students which can be found at: <http://cnets.iste.org/students/>.

- 2. Social, ethical, and human issues
- 5. Technology research tools

Media Components:

Streaming Video:

Goldilocks and the Three Bears. Weston Woods. 1994. Unitedstreaming.
<http://www.unitedstreaming.com/> You will need to download the entire video for use in this lesson.

Let's Explore: In The Woods. 100% Educational Videos. 2002. Unitedstreaming.
<http://www.unitedstreaming.com/>. You will only need the part entitled, "Animals in the Woods".

Web Sites:

Teddy Bear's Picnic. , <http://12121.hostinguk.com/teddybear.htm>
Going on a Bear Hunt. , <http://www.timmyabell.com/music/lyrics/ol/bearhunt.htm>
Bear Webquest. , http://home.att.net/~m-mlewis/bear_hunt.html.
Bear Mask. <http://www.billybear4kids.com/show/crafts/FeltBearMask.shtml>.

Book:

Kennedy, Jimmy. *Teddy Bears' Picnic*. Green Tiger Press, 1983 (ISBN 0-88138-010-5).
A website containing a copy of this poem is provided if you do not have the book. (see above)

Materials:

- Breadstick, one per student
- Peanut butter, enough for each student to spread on their breadstick. Cream cheese or other spread may be substituted if you have students with allergies.
- 8 raisins per student
- One plastic knife per student
- One napkin per student
- Recipe card, (attached)
- Copies of poems for students if not scanned into Smart Board.
- Bear Hunt Permission Slips, (attached)
- Cardstock, to print one mask per student for Culminating Activity
- Yarn or popsicle sticks to hold mask in front of students face
- Crayons or markers
- Digital camera
- Computer, one per pair of students
- One computer connected to a projection device

The teacher may wish to download the Smart Notebook program which can be downloaded from http://www.smarttech.com/support/software/sb_win.asp. This is a free download and can be used even without the Smart Board screen. With this you will create your lesson to project the words to the choral poem, story, show streaming videos and web sites. This lesson can be done with or without the use of a Smart Board. PowerPoint may also be used to create a large print presentation of the poems to make read-alouds easier.

Preparations for Teacher:

- Gather all snack ingredients together. Copy the recipe so that each student will be able to take it home to share with their parents.
- Scan and upload your poem and book into the Smart Notebook or Power Point.
- Preview and cue the streaming videos as indicated in the Learning Activities section.
- The teacher will need to download the streaming video into a folder on the desktop of a computer or burn them on a disk. You can also copy them into Smart Notebook or Power Point for use with a Smart Board. By doing this and using an LCD projector or other presentation device the teacher may show the clips in full screen on a Smart Board, television or on a pull-down screen so that the students will have an easier time seeing it. (If you do not copy the poem into the Smart Board Notebook or Power Point, you will want to copy it for each student or copy it onto a transparency to make it easier for the echo reading.)
- Read through the web quest to familiarize yourself with the web quest requirements. Bookmark your web quest to make access easier for students.

- Print out the paper masks onto cardstock for the students for the culminating activity. Students can use crayons to color the mask. Have yarn cut into strings long enough to tie the mask on the student or have Popsicle sticks ready to glue at the bottom of the mask.

Introductory Activity:

Say, “One of my favorite things to do in the summer is going on a picnic. I have brought a picnic snack recipe with me today to share with you.” **Ask**, “How many of you have ever helped out in the kitchen?” Students should raise their hands. **Say**, “Raise your hand if you would like to share a rule you have to follow if you work in the kitchen.” Allow students to respond. If you are using a Smart Board, you could have students write their responses on the board or you could transcribe the sentences for them. If you do not have a Smart Board, write the responses on chart paper or the chalkboard. **Say**, “We are going to make my special snack together. You will have to be very careful because you will use a knife to help you prepare your snack. If we do not behave responsibly with a knife we may get cut.” Explain that being responsible means that we can be trusted to make good decisions. Hold up the breadstick. **Say**, “This breadstick reminds me of the log or picnic bench that I sit on while I eat.” Pass out breadsticks to each child and caution them not to eat it until all directions have been given. Demonstrate how to spread the peanut butter on the breadstick. **Say**, “The peanut butter reminds me of the tablecloth or blanket I use.” Have the students spread the peanut butter on their breadsticks and then throw out the plastic knives. Remind students that a knife is never put into a mouth. Pass out raisins to each student. **Say**, “At every picnic I have ever been to, I always see ants. These raisins remind me of the ants.” Show the students how to line their raisins up on the “log” by sticking them into the peanut butter.

Say, “As you are eating your special picnic snack, I am going to share a picnic story with you.” Read the story, *Teddy Bear Picnic* by Jimmy Kennedy. This version of the story has beautiful illustrations but other versions may be substituted. If you have uploaded your pictures into Smart Notebook, you can use this to assist you as you read to the students. **Ask** the students, “What is a disguise and why would we need to wear one if we wanted to be a part of the picnic?” **Ask**, “Would real bears have a picnic in the woods as the bears in the story did?” (answer: no) **Ask**, “Would it be a responsible decision for a child to dress up as a bear and go into the woods looking for a real bear?” Allow students to respond. **Ask**, “If a child wants to play in the woods, would it be responsible for them to go by themselves? What should they do? Should a child ever wander off where they may become lost?” Continue to question and guide the students’ discussion until students have provided the answer that an adult should go with them into the woods.

Learning Activities:

Day One:

Say, “I know of a story about a little girl who was not very responsible. She went into the woods alone. Not only did she go all by herself without telling her parents where she was going, she also went into a stranger’s home and she found bears! Does anyone know who I am

thinking about?” (Answer: Goldilocks) **Provide a Focus for Media Interaction by saying**, “Let’s watch to see if Goldilocks behaves in a responsible manner.” **START**, the United streaming video, *Goldilocks and the Three Bears* and **PAUSE** after the man says, “That’s what you think!” **Ask**, “Does the man believe that Goldilocks is a sweet child?” (Answer: no) **Ask**, “Why do you think he feels this way?” Allow students to respond. **Provide a Focus for Media Interaction by saying**, “Goldilocks’ mother asked her to make a promise. Let’s watch to see what the promise was and if Goldilocks kept her promise. What do you think the promise will be?” Allow students to respond. **Ask**, “Will she keep her promise?” Allow for responses. **START**, and **PAUSE** after Goldilocks enters the woods. **Ask**, “Did Goldilocks keep her promise?” (Answer: no) **Ask**, “What do you think will happen because of Goldilocks’ irresponsible behavior?” Allow students to make predictions. **Provide a Focus for Media Interaction by saying**, “Let’s watch to see if there are really bears in the forest.” **START**, and **PAUSE** after Papa Bear says, “Let’s go for a spin while the porridge is cooling.” **Ask**, “Who is living in the forest?” (Answer: bears) **Ask**, “Why did they leave their house without finishing breakfast?” (Answer: to allow the porridge to cool) **Say**, “Goldilocks and the bears are now in the forest together.” **Ask**, “What will happen next?” Allow students to respond. **Provide a Focus for Media Interaction by saying**, “Let’s watch to see what naughty thing Goldilocks does in the Bears’ kitchen.” **START**, and **PAUSE** after the narrator says “Goldilocks thought it would be great fun to look around.” **Ask**, “Whose porridge did Goldilocks try first?” (Answer: Papa Bear’s) **Ask**, “Did she eat it?” (Answer: no) **Ask**, “Why not?” (Answer: too hot) **Ask**, “Whose porridge did Goldilocks try next?” (Answer: Mama Bear’s) **Ask**, “Did she eat it?” (Answer: no) **Ask**, “Why not?” (Answer: too cold) **Ask**, “Whose porridge did Goldilocks try last?” (Answer: Baby Bear’s) **Ask**, “Did she eat it?” (Answer: yes) **Ask**, “What did she say about it?” (Answer: it was just right) **Provide a Focus for Media Interaction by saying**, “Goldilocks wants to look around now. Her mother doesn’t even know where she is. I hope she doesn’t get into any more trouble. Let’s watch to find out what happens next.” **START**, and **PAUSE** after the narrator says, “All that rocking left Goldilocks quite tuckered out.” **Ask**, “What did Goldilocks find all over the place? (Answer: brown fur) **Ask**, “Whose chair did Goldilocks try first?” (Answer: Papa Bear’s) **Ask**, “What was wrong with it?” (Answer: too hard) **Ask**, “Whose chair did Goldilocks try next?” (Answer: Mama Bear’s) **Ask**, “What was wrong with it?” (Answer: too soft) **Ask**, “Whose chair did Goldilocks try last?” (Answer: Baby Bear’s) **Ask**, “Did she like it?” (Answer: yes) **Ask**, “What did she say about it?” (Answer: it was just right) **Ask**, “What happened to Baby Bear’s chair?” (Answer: Goldilocks rocked too hard and it broke) **Provide a Focus for Media Interaction by saying**, “Goldilocks is going upstairs now. I really wish she would turn around and go home. Let’s watch to see what mischief she gets into now.” **START**, and **PAUSE** after the narrator says, “She did not hear the bears come home.” **Ask**, “Whose bed did Goldilocks try first?” (Answer: Papa Bear’s) **Ask**, “What was wrong with it?” (Answer: the head was too high) **Ask**, “Whose bed did Goldilocks try next?” (Answer: Mama Bear’s) **Ask**, “What was wrong with it?” (Answer: the head was too low) **Ask**, “Whose bed did Goldilocks try last?” (Answer: Baby Bear’s) **Ask**, “Did she like it?” (Answer: yes) **Ask**, “What did she say about it?” (Answer: it was just right) **Ask**, “What happened when Goldilocks lay down in Baby Bear’s bed?” (Answer: she fell asleep) **Provide a Focus for Media Interaction by saying**, “What will happen now that the bears are retuning?” Allow student to respond. **Say**, “Let’s watch to find out what the bears think when they see the mess Goldilocks has made in their house.” **START**, and **PAUSE** after Baby Bear says, “Somebody has been sitting in my chair and broken it to smithereens!” **Ask**, “How do you think the Bears are feeling right now?”

Allow students to respond. **Ask**, “What do you think will happen when they find Goldilocks upstairs?” Allow for responses. **Provide a Focus for Media Interaction by saying**, “Let’s find out what happens when Goldilocks gets caught.” **START**, and **STOP** at the end of the video. **Ask**, “What happened when the bears found Goldilocks?” (Answer: she ran away) **Say**, “Goldilocks was very scared when she saw the bears. She never went back into the forest again. I think she learned to be a very responsible little girl.”

Provide a Focus for Media Interaction by saying, “I have another short video clip that tells us about real bears in the woods. As we watch this clip I want you to tell me where the bear lives.” Start the Unitedstreaming video, *Let’s Explore in the Woods* at the beginning of the segment, “Animals in the Woods”. **START**, and **PAUSE** after the narrator says, “These baby bears are called bear cubs.” **Ask**, “Where do these bears live?” (Answer: in the woods) **Say**, “I am going to rewind the video clip and I want you to watch to see what these bears might eat and where they may sleep.” **REWIND**, **START**, and **PAUSE** after the narrator says, “These baby bears are called bear cubs.” **Ask**, “What did the bears eat and where did they sleep?” (Answer: They eat fish from rivers and streams and sleep in the woods.) **Ask**, “What did you think about the baby bears?” Allow students to respond. With young children, the responses will most likely be that the bears are cute, nice, playful, etc. **Ask**, “How many of you would like to have a bear cub for a pet?” Allow for responses. **Ask**, “Do you think it would be responsible for us to bring a bear cub into our home? Why wouldn’t it be a responsible thing to do?” (Answer: no, bears are dangerous animals) **Say**, “Yes, bears are dangerous animals.” **Ask**, “How many of you have a stuffed teddy bear at home?” (Allow for responses.) **Say**, “Sometimes things may appear as if there is nothing to hurt us but we may not know what they are really like. A stuffed bear is nothing like a real bear! The best thing we can do is listen to our parents and teachers. They want to keep us safe. This video clip we saw was interesting but it did not tell me a great deal about bears. I wonder if I could find out more information on the internet. We will go on a Bear Hunt on the computer! **BUT!** If we are going to be responsible people, we need to tell our parents where we are going.” (Pass out the permission slips. Many parents have already signed the school’s AUP and the permission slip is not to take the place of the AUP. The permission slip is only used as a tool to teach students to ask their parents whenever they are using the internet.) Read the permission slip to the students. Reinforce that just as they would never wander off someplace without letting their parents know where they are going; responsible children also want to let their parents know when they will be using the internet. **Say**, “The bears in the story of Goldilocks dressed up like people and seemed very nice but remember; in real life bears can be dangerous. Sometimes there are people on the internet who pretend to be nice, but like bears, they are dangerous. Always be responsible and tell your parents about what you are doing on the internet.”

Day Two:

Say, “We are learning about being responsible. Yesterday we learned that responsible people can be trusted to make good decisions. As children, you learned that a responsible decision would be to tell your parents when you are using the internet just like Goldilocks should not have ventured into the woods without her parents or some other grownup. As a responsible adult, I have to look for web sites that are good for you. While looking for web sites I found one that has a poem called, ‘We’re Going on a Bear Hunt’. This seemed to be a wonderful poem to read together since we will hunt for bears on the internet.” Read the poem together. If you have

copied it to Smart Board, you may use the software to project the poem large enough to be read by the students. This poem is written so that the teacher says a line and the students echo back.

Provide a Focus for Media Interaction by saying, “I have found a Webquest that will help us as we search for information on bears.” The Webquest has a fact sheet to help guide students as they look for information on bears. For kindergarteners or first graders, it is recommended that the teacher import the fact sheet into Smart Notebook or copy it to a transparency or chart paper so that notes may be taken as a whole group activity. For second grade, students may work in pairs to find all the information asked for on the fact sheet. Using the fact sheet to guide you, demonstrate how to click on the links and look for information. Allow time for the Webquest activity. Approximate time: one class period.

Culminating Activity:

Day Three:

Pass out the bear masks and give students time to color their mask. Take the students outside and pose them in places that resemble spots mentioned in the poem. Upload the pictures into your Smart Board or Power Point program to illustrate the poem. Reread the poem, “We’re Going on a Bear Hunt” with the students. Young students will love seeing their pictures alongside the poem

Cross-Curricular Extensions:

Language Arts: Write a story about a time when you made a responsible decision

Art: Create pictures of bears using various mediums

Social Studies: Show pictures of community helpers and discuss the responsibilities of their jobs.

Math: Create a graph depicting how many students were responsible for completing homework each night.

Science: Watch the entire video of *Lets Explore the Woods* (where the segment, “Animals of the Woods” was found). Discuss the forest habitat.

Community Connections:

- Invite the DARE officer or other local police officer in to speak on internet safety.

Recipe for Ants on a Log

Dear Parents,

Today we used a plastic knife. We made the following snack to enjoy. You may want to try this at home too.

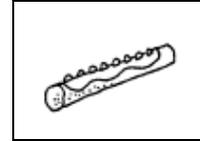
Recipe for Picnic Ants on a Log

Ingredients:

- Breadstick
- Peanut butter or other spread
- 8 raisins

Directions:

1. Spread the peanut butter on the breadstick log.
2. Place the raisin "ants" on the peanut butter.
3. Eat and enjoy



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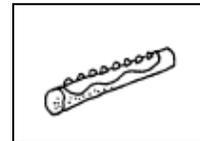
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We're Going on a Bear Hunt

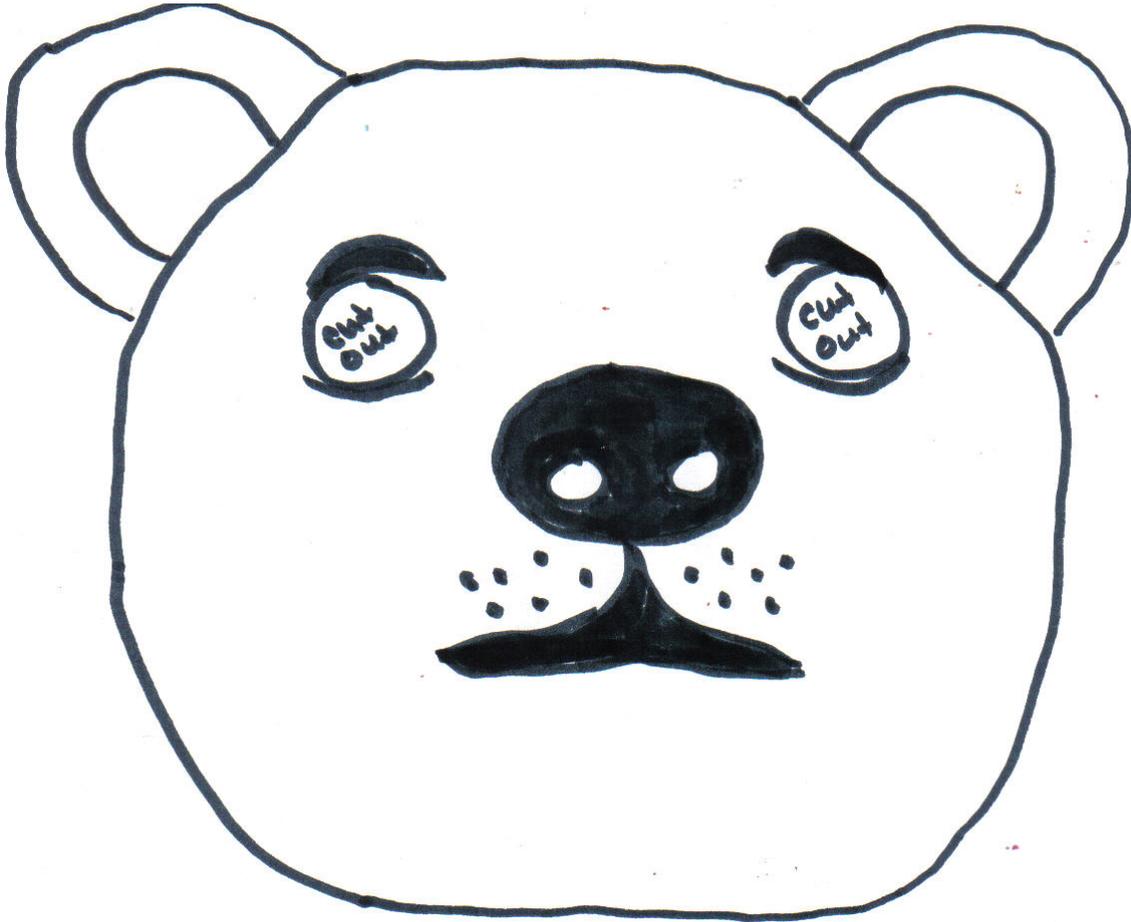
Parent Notification Letter

Your child's classroom is going on a "bear hunt" using the internet tomorrow. While written permission is not needed for your child to participate in this experience, I wanted to notify you of this special activity. This experience allows us access to worldwide information not readily available in the classroom. We will be working on activities related to this "hunt" and our online adventure will also reinforce many Standards of Learning. The site used for this "hunt" is a completely safe site. This permission slip is used to reinforce the idea that your child should never use the internet without permission from a responsible adult.

One of the objectives of this activity is to increase your child's understanding and knowledge of how to use the internet safely. We are advising young students never to use the internet without an adult's assistance. I hope you will engage your child in discussions of his/her online journey and experiences.

Thank you,

Bear Mask Pattern



Color and cut out the mask. Punch holes on both sides and thread yarn through to hold it onto your face. A Popsicle stick may be substituted for yarn. Glue the stick to the bottom of the mask and the mask can be held in front of the face.