

Amazing Animal Adventure Pack

November Learn About Bears

Core Words

in, **claws**, loud/*snores, sleeping, **swimming**, they

Fringe Word












bear/**bears**

Writing: Describe a Bear







After reading the story, use the Character Trait Map handout to describe bears. Download it [here](#) to display on your computer or use as a handout. Tell students you are going to write about bears to help those who haven't read this book learn about them.

- The adult uses the AAC system to say a word that to describe bears. Encourage the student to recall single words on the AAC system to help describe bears.
- Write down the words. If using an SGD device, you can use Google Docs and Voice Typing to translate the words into text or connect the device to a computer

Unity 84 Sequenced

	ANIMAL PARTS 	claw 	
fast 	SWIM 	swimming 	
come 	ZOO 	bear 	

LAMP WFL 84 Full

come 	PARTS 	claw 	
fast 	SWIM 	swimming 	
come 	ZOO 	bear 	



[Learn more about bears at National Geographic Kids](#)



Bears, Bears, Bears!

[Read the Tar Heel Reader book](#)

Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about **BEARS**. **IN** this book, we'll learn about real bears. Here's a **BEAR** on the cover. I wonder what **THEY** do. Read the book, pausing to model target words.

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Model single words: There is more than one kind of **BEAR**. Look at their big **CLAWS**.

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Model two- and three-word combinations: **BEARS** are good at **SWIMMING**. **THEY** spend time **SLEEPING IN** winter. **BEARS** have huge **CLAWS**.

Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Notes
