

GO ON A BEAR HUNT WHILE LEARNING NEW VOCABULARY!

THINK ABOUT . . .

In this activity, you will be expanding your child’s vocabulary in a fun, engaging way! Starting with a fun activity can prepare children for a more language enhancing experience during book reading and increase their engagement.



MATERIALS NEEDED:

- “Bear Snores On” by Karma Wilson
- Stuffed animal bear or picture of a bear
- Individual bear prints with vocabulary words on them.

PREPARATION:

- 1- Hide a bear somewhere out of sight, but within reach of the child.
- 2- Cut out the bear print vocabulary words.
- 3- Make a path of bear prints leading to the hiding bear.

ACTIVITY

- 1- Introduce the idea of a bear hunt by singing the song, “We’re Going on a Bear Hunt.” You can use this video if wanted. https://www.youtube.com/watch?v=5_ShP3fiEhU
- 2- Go on a bear hunt with your child by following the trail of footprints. Stop at each footprint and talk about what each word means. You can do multiple bear hunts and review the vocabulary words each time. Take turns hiding the bear with the child and review the vocabulary words each time until the child has a better understanding of the vocabulary words.
- 3- Read the story “Bear Snores On” by Karma Wilson. While reading, acoustically highlight the vocabulary words in the story and see if point out the vocabulary words they learned from the bear hunt.
- 4- After reading the story, do the bear hunt one more time and have the children tell you the meanings of the vocabulary words and/or use them in a sentence depending on the child’s developmental level.

VOCABULARY:

- Gopher
- Cave
- Night
- Bear
- Storm
- Mole
- Woods
- Winter
- Hare
- Snore

HELPFUL TIPS:

- Modify the difficulty of the bear hunt based on the age and developmental level. For older kids, you could hide the bear prints and give them clues to help them find the clues. This is also good practice with following directions and improving auditory comprehension.
- Review the vocabulary words multiple times to ensure the child has a good understanding. Use the target vocabulary words during other times throughout the day to give them multiple exposures (i.e., There is going to be a **storm** tomorrow **night**.)

Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.





