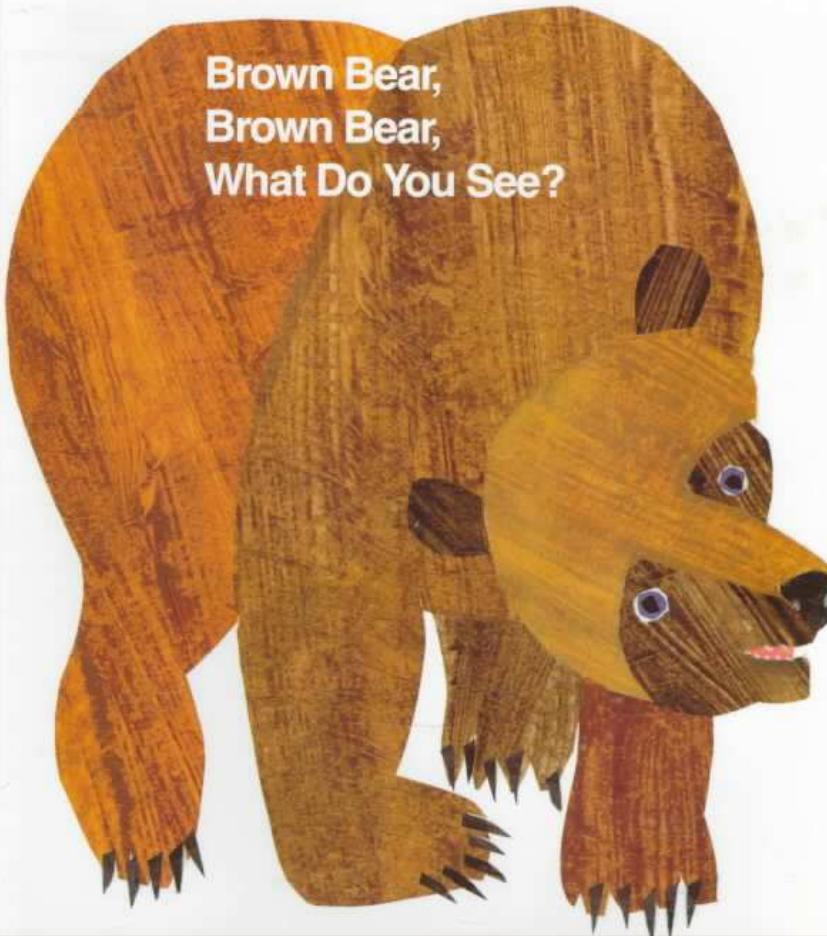


Bill Martin Jr / Eric Carle

Brown Bear,
Brown Bear,
What Do You See?



Teacher's Guide

Grade 1

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Material

- Book : **Brown Bear, Brown Bear, What Do You See?** by Bill Martin Jr. and Eric Carl, ISBN-10 : 978-0-8050-4790-5
- Binoculars
- Popsicle sticks
- Brads 
- Teacher Tool 1-Animal posters
- Teacher Tool 2-Color posters
- Student Handout 1-Animal puppets
- Student Handout 2-Animal wheel
- C2-To communicate Orally in English Self-evaluation tool (teacher's personal version)
- Strategy posters (direct attention-using resources- use of prior knowledge)
- Markers and/or coloring pencils, glue, scissors

Preparation

- ✓ Teacher prepares Teacher Tool 1 and puts it in a bag.
- ✓ Teachers prepares Teacher Tool 2 and puts it in a bag.
- ✓ Teachers prepares Student Handout 1- Animal puppets. Make 3 copies of this handout so that each student will receive one puppet. Place them in a bag.
- ✓ Teacher makes his/her own example of Student Handout 2-Animal wheel * **See task 4.**
- ✓ Teacher makes a puppet of himself/herself to represent the teacher that is in the book. (use a picture or drawing)

Task 1 : Class 1

- The teacher comes in class with binoculars. Looking in them, she says: "Look outside everyone! I can see a blue dog!" Teacher can laugh and start over: "Look outside everyone! I can see an orange cat!" Teacher invites a student to do the same with the binoculars.

- **Strategy : Direct attention**

- Teacher asks a student to pick an animal poster out of the bag. Teacher asks the class if anyone knows the name of the animal and/or the sound it makes. The student puts the poster on the board. Continue this activity until all the posters have been displayed on the board.

- **Teacher Tool 1-Animal posters**

- Teacher picks out a color poster and says the name of the color and places it on the board. **Do not associate a color with an animal yet.** Teacher asks one or many students to find an object of the same color in the classroom. Continue this activity until all the color posters have been displayed on the board.

- **Strategy : Using Resources**
- **Teacher Tool 2-Color posters**

- Teacher asks the students to move to a specific location in the classroom to listen to the story. Teacher invites the students by using colors (for example those wearing blue) to go the « reading corner ». Continue with different colors until all students are ready for story time.

Carrying Out the Task

Task 2 : Creating an animal puppet

- Teacher reads the book to the students. (more than once is encouraged)
 - Book : *Brown Bear, Brown Bear, What Do You See? By Eric Carle*
 - Strategies : *Paying Attention-Use of Prior Knowledge*
- Using the posters on the board teacher models the following activity.

Model :

Teacher : Which animal is brown? I think the bear is brown. Is it good?
 Yes, OK. I put the color brown under the bear.

- Teacher continues with the students using all the color posters and associating them with the animal posters. The colors should correspond to the animals as seen in the book. (e.g. brown goes with bear, red goes with bird, etc.)
- Teacher has students pick an animal illustration from the bag (Student Handout1-animal puppets). Students must color their animal **the same color as in the book**. Students cut and glue the illustration on a popsicle stick in order to make a puppet. Make sure students write their names on the back.

Winding down moment

- **Student Handout 1-Animal puppets**
 - Popsicle sticks
 - Glue
 - scissors

- Students self-monitor

Teacher collects puppets at the end of the class as students will need it for the next activity.

Integrating

Task 3 : Class 2 :

- Teacher displays animal posters in the class **IN THE SAME ORDER AS IN THE STORY** and asks students which colours go with the animals. The correct colours will be put under the animal posters.

- Teacher Tool 1-Animal posters
- Teacher Tool 2-Color posters
- Animal puppets done by students

- Teacher reads story a third time doing the same previous reading routine.
- Teacher hands out puppets made by students and invites them to regroup with the other students that have the same puppet.
- Teacher asks the groups of students to place themselves in the same order as in the book using the posters on the board as a resource. Teacher joins in the brown bear group and models :

Everyone say with me : « Brown Bear, Brown Bear what do you see? » Now everyone shshshshsh be quiet! Only Brown Bears say « I see a red bird looking at me ».

Now everyone say : « Red bird, red bird, what do you see? » Now everyone shshshsh be quiet! Only red birds say « I see a yellow duck looking at me ».

- Teacher encourages students to continue to the end of the story. Students with the goldfish puppets should say « I see a teacher looking at me ». All the class says « Teacher, teacher what do you see? » Teacher finishes story with his/her own puppet by saying « I see children looking at me » or any encouraging sentence to their students. (E.g. I see a great class, I see fantastic boys and girls, etc.)
- Invite students to change the order of the story by having them change places. Start the story again with their new order.

Task 4 : Class 3 : Creating their own animal wheel

- Warm-up activity : Teacher displays Teacher Tool 1-Animal posters and Teacher Tool 2-Color posters on the board. Students recalls names and colors of animals found in the book.
- Students will be invited to change the colors of each animal in order for them to understand how to create their own animal wheel. Teacher models first example : *Here is a brown bear. Hum! I think a blue bear is funny . I take the blue and I put it under the bear. Wow! Here is my blue bear.* Continue this activity until all the colors are used.
- Teacher distributes Student Handout 2- Animal Wheel and teacher models how to proceed.

- **Student Handout 2-Animal Wheel**
 - Scissors
 - Colored crayons
 - Brads

- *Students cut, color and attach the two wheels together. Students are encouraged to use the same colors as in the book BUT NOT ASSOCIATED WITH THE SAME ANIMAL. (e.g. In the book, the bear is brown, but on the wheel, the bear could be green.) Students color the triangle and not the animal itself. If students want to use another color other than the ones in the book, it's ok as long as they have learned them. Students cannot color two animals the same color.
- When students finish their wheel, teacher invites them to regroup in teams of 4. Students share their wheels with their team mates. Encourage students to use sentences learned from the book. (E.g. ____horse ____ horse, what do you see? I see a ____ cat looking at me.) Invite students to congratulate their team mates with short expressions (good job, super, very good, funny cat, etc.)
- Encourage students to show their animal wheel to their parents.