

# SEEDS

Skill-based Educational Experiences Delivery System

## **BOOK #13**

**BROWN BEAR, BROWN BEAR,**

**WHAT DO YOU SEE?**

**by**

**Bill Martin Jr.**

### **Materials**

**Vocabulary Word Cards**

**3 Lap Size Chalkboards**

**Chalk**

**Small Eraser**

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**FLORIDA INSTITUTE  
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## Session 1 - Steps to Success

*Brown Bear, Brown Bear, What Do You See?, Bill Martin Jr. Illustrator, Eric Carle*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *bear, bird, duck, horse, frog, cat, dog, sheep, goldfish*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, three small chalkboards, eraser, chalk.

### Introduction of Book

- Show the children the cover of the book and ask them to identify what is pictured on the front cover. Point to the bear and ask the children to describe what the bear looks like. (2 ears, 2 eyes, one nose, one mouth, 4 legs, brown fur)
- Identify the title of the book, the author of the book, and the illustrator. As you read the title of the book, point out the space between the words. Tell children that when they read books, they will see spaces between words. Open the book and point out some spaces between words.

### Reading Aloud

- Tell the children that you will be reading a story about animals. Some animals live on land, some are air animals, and some are water animals.
- Introduce the Vocabulary Word Cards – *bear, bird, duck, horse, frog, cat, dog, sheep, goldfish*. Say a child friendly definition while introducing each word.
- Read the book to the children. While reading, tell the children if the animal is a land animal, a water animal, or an air animal. Match the Vocabulary Word Cards to the pictures.
- **While reading the book**, ask the following questions:
  - What was the first animal that the brown bear saw? (red bird)
  - The bear saw a blue horse, a purple cat, a white dog, and black sheep. Are these land animals, water animals, or air animals? (land)
  - What kind of animal is the goldfish? (water)

### After Reading

- **After reading the book**, ask the following questions:
  - The brown bear saw many animals in the book. What were some of the animals he saw?
  - Think of some of the animals that you have seen. What types of animals are they?
- Ask the children to name some water animals, some air animals and some land animals.





## Conversations and Vocabulary Development

- Activity 1** Show the children the following Vocabulary Word Cards: bear, horse, cat, dog, sheep. Tell them that the animals are land animals. Land animals have 4 legs. They use their legs to walk, run, hop, and jump. Ask the children to gallop around the room like a horse. Sing the **Horse** song with the children.

### **Horse**

If I were a horse, I'd gallop and jump.

I'd have so much fun.

If I were a horse, I'd neigh, neigh, neigh.

I'd have so much fun.

If I were a horse, I'd eat grass and hay all day.

If I were a horse, of course.

- Activity 2** Show the children the following Vocabulary Word Cards: bird and duck. Tell the children that birds and ducks are air animals. Tell them that ducks like to spend much of their time swimming in ponds and lakes. Tell them that birds and ducks have feathers on their bodies. Ask the children to make up a sentence using the words bird and duck.

## Conversations and Language Enhancement

- Activity 1** Place all of the Vocabulary Word Cards on the table. Ask each child to pick up one of the pictures and make up a couple sentences describing the animal, such as, "This is a green frog. He likes to jump and swim in the water."

- Activity 2** Place all of the Vocabulary Word Cards on the table. Ask each child to pick up two cards. Ask the children to make up a sentence about the two animals that were picked up. An example might be, "I have a purple cat that likes to take naps all day and a bird that flies in the air."

- Activity 3** Tell the children you are going to be saying some words that rhyme and some words that don't rhyme. When they hear a rhyming pair of words, ask them to growl like a bear.

bear-hair

bear – den

bear-chair

bear-ball

bear-care

bear-baby

bear-stare

bear-pear

- Activity 3** Give each child a chalkboard and some chalk. Ask one child to draw a bird, one child to draw a bear, and one child to draw a fish. When the children finish drawing, ask them to tell you if the animal was a land animal, a water animal or an air animal.

# SEEDS

## Session 2 - Steps to Success

*Brown Bear, Brown Bear, What Do You See?, Bill Martin Jr.    Illustrator, Eric Carle*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *bear, bird, duck, horse, frog, cat, dog, sheep, goldfish*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, three small chalkboards, eraser, chalk.

### Introduction of Book

- Remind the children that the book is about air, land and water animals. Ask them to tell you the name of some of the animals in the book.
- Review the title of the book, the author of the book, and the illustrator.
- Open the book and point out sentences to the children. Tell them that sentences begin with a capital letter and end with a period.

### Reading Aloud

- Show the children the book, and randomly open to different pages. Point to the pictures of the animals and ask them to tell you the name of the animal and if the animal is a land animal, a water animal, or an air animal.
- Read the book.
- **While reading the book**, ask the following questions:
  - How many legs do bears have? (four)
  - What covers the bear's body? (fur)
  - What was a water animal that likes to swim in the pond? (goldfish)

### After Reading

- **After reading the book**, ask the following questions:
  - Name one land animal from the book. (bear, horse, cat, dog, sheep)
  - Name one water animal from the book. (goldfish, frog)
  - Name one air animal from the book. (red bird, yellow duck)

### Conversations and Vocabulary Development

- Activity 1**    Open the book to the last two pages. Ask the children to read with you while you are pointing to the different animals. Point to the blue horse and ask the children if horses are blue? Ask them to identify the color of horses.
- Activity 2**    Ask the children to name some land, water and air animals. Give each child a chalkboard and some chalk. Ask one child to draw an air animal and write the word "bird." Ask another child to draw a water animal, and write the corresponding word. Ask another child to draw a land animal and write the corresponding word.





## Conversations and Language Enhancement

**Activity 1** Play the **I Am Thinking** game with the children. Place the Vocabulary Word Cards on the table and ask the children to name each animal. Tell the children you are going to be giving some descriptions of the animals and you want them to point to the correct animal.

**Clues:**

- **I Am Thinking** of a very large animal that runs very fast and makes the sound of “neigh”. What animal is it? (horse)
- **I Am Thinking** of a playful land animal that has soft fur and people like them as pets. They say, “meow”. What animal is it? (cat)
- **I Am Thinking** of an animal that flies in the air and has feathers on its body. What animal is it? (bird)
- **I Am Thinking** of an animal that has thick fur that is called wool when it is cut. The animal says “baaa.” What animal is it? (sheep)
- **I Am Thinking** of an animal that likes to swim in the water all day long. What animal is it? (fish)

**Activity 2** Tell the children that land animals have 4 legs, but have different colors and they look different. Display the Vocabulary Word Cards of the cat and the sheep. Ask them to tell you how the animals are different. Continue with the dog and the horse. Ask them to look at the four Vocabulary Word Cards and tell you how all of the animals are the same.

**Activity 3** Tell the children that bears sleep in caves all winter. When they wake up, they are very hungry. They have to find food to eat. Tell the children that bears like to eat grass, berries, fruit, insects, plants and fish. Ask the children to pretend they are waking up from a long winter nap and they are very hungry. What do they want to eat? Sing the **Wake Up Bear** song with the children.

### **Wake Up Bear**

Wake up bear, wake up bear, it is spring, it is spring.

Let's eat berries from the bush, from the bush,

Now that it is spring.

Wake up bear, wake up bear, it is spring, it is spring.

Let's eat fish from the brook, from the brook,

Now that it is spring.

**Activity 4** Remind the children that the book was about animals. Give each child a topic and ask him/her to make up a full sentence about the topic. If the child has difficulty, prompt by giving clues or make up a sentence and ask the child to repeat it.

**Story Starter 1** In the story, the cat was purple. Tell me the different colors of cats and what cats do.

**Story Starter 2** Make up a story about a pet dog.

**Story Starter 3** Pretend you are a bear and you are walking in the woods. What might you see as you are walking?