

### Teaching ideas for **Brown bear, brown bear, what do you see?**

**Vocabulary:** Colours and animals,  
**Structures:** What do you see?  
I see a...  
Present continuous - Looking at me (waving at me, smiling at me).

**You will need:**

- Enlarged drawings of all animals in the story preferably coloured or copied onto coloured paper. Make sure the flash cards are stuck on card and covered in sticky backed plastic so they last!
- An enlarged keyhole made in card.
- Some of the photocopiable worksheets

Children who have had no English could easily start with this story. A teacher would however need to have several sessions working with colours before reading the story.

#### **Pre-storytelling / picturebook activities**

Revise colours. Could sing the 'Rainbow Song' or the 'Colour Song'

Rainbow Song

*Red and yellow and pink and green.*

*Orange and purple and blue.*

*I can sing a rainbow, sing a rainbow, sing a rainbow too!*

#### **Begin working with the story words:**

Show the reverse side of the animal flashcards. Can the children guess which animals they are? By doing this you are also giving them an opportunity to show some words they may know already.

Just show five or six animals initially. Children find it difficult remembering more than 5/6 new words at any one time. I would use bear, frog, duck, bird, fish and sheep. Cat and dog are words children tend to know and can be elicited once you tell the story.

Encourage them to say the colour and the animal.

#### **Play with the story words:**

Use memory games, guessing games, and action / movement games to help the children anchor the new words and feel comfortable with them.

Hold up the enlarged keyhole and put it in front of your eye, with a flashcard from the story in front ask: '*Sandie, Sandie, what do you see?*' Then reply: '*I see a green frog!*'

Offer the keyhole to a child and ask what he / she can see, showing a flashcard from the story. Encourage everyone to ask the question 'Ana, Ana what do you see?'

This activity can be used regularly as game, the children look through the keyhole and imagine what they can see, initially they will see the animals from the story, and maybe later they will see other animals with other colours!

#### **During storytelling / picturebook activities**

Show the children the book, and ask them if they know what the animal is on the front cover. Can they remember? Explain that the story uses some of the animals they have learned today. Tell the story, turning the pages over slowly, and encouraging the children to guess animal and reinforcing the colour. Don't worry about the two or three animal words you have not worked on with them, they will pick them up from hearing the story read and reread

This format can be used for the next couple of sessions.

## Post- storytelling / picturebook activities

### Worksheet activities (Grid of animals)

Use worksheet with animals in grids to revise the colours of the animals.

- **Sequencing cards** in PAIRS: Each child has a set of cards. They sit with a folder /book between them. One child tells the other a sequence. The partner must follow instructions. They compare sequences.
- **Card solitaire** in PAIRS: Place one set of cards face up in a line. Turn the first card over and say its name, the partner confirms if it is right or wrong. Now turn over the next one and say both words. The child keeps going and sees how many cards he / she can remember in the line, in order. When the first child has finished the second one has a go. The one who remembers the most wins.
- **Naughts & Crosses** as class TEAMS and later in PAIRS: Draw a large grid on the board (3 X 3), big enough for a mini-card into each space, place nine flashcards on the large grid and play 'O & X's, with a smaller grid alongside. A child points to the mini-cards and says the animal and it's colour correctly to be able to put a 'O' or a 'X' in their teams grid. Once they have named the mini-card it must remain face up. Once the children are playing this in pairs they can play three games, and see who wins the most!
- **Pellmanism / pair game** in PAIRS: Use two sets of cards. You can use either two sets of pictures, or a set of pictures and a set of words. Mix them up and place them on the table face down. Each child has a go at finding a pair. When they turn over the cards they must say the name and colour of the animal, correctly, or they can not win a point. The winner is the one who has the most cards. When the children are familiar with the words they can start saying "I see a...."
- **What's this?** in PAIRS: Each child has his own set of cards face down in front of him. He points to one of his partner's cards and says, "What's this?" His partner has to guess what it is. If he guesses correctly, the card remains face up, if he doesn't, the card is turned face down again. The first child to have all his cards turned over wins!
- **Happy families** in GROUPS of 3 / 4 children: The children need to play with four sets of cards. The cards are shuffled together and each child is given four. The remaining cards are placed in a pile on the table. The objective of the game is to make sets of four of the same card. To do this the children must ask each other if they have a card, something like this:
  - Child A: "Have you got a purple cat?"
  - Child B: "Yes, here you are!" Child A takes the card / cards and gives child B one of his in return. OR
  - Child B: "No, sorry!" Child A picks up a card from the pile on the table.The question can change depending on the children's level:
  - Q: "Purple cat please!"
  - A: "Yes! / No!"

When a child's collects four he has made a set, and calls out "Happy family!". The winner is the child who has the most sets.

### Making a mini-book

With the grid of animals, the children can make a small book, which can be taken home and shared with their parents.

- 1) Copy the worksheet for the book, on both sides and cut into quarters. Staple it together so that the page numbers are correct.
- 2) Ask the children to sequence the animals they have coloured according to the story. Read the story again, so they can verify their sequences. If you like you can provide a support by counting how many animals appear, some of the children may do this automatically, and then associate the animals with the numbers.
- 3) Show them the little book they are going to make, and point to the page numbers. The children must stick the pictures on the right page. The story is written already and serves as a support for the older children, or for parents of younger children who are not yet reading.
- 4) Older children can write their own descriptors for the story, if you have worked on the written word with them. You need to provide them with a blank copy of the story if this is the case, and maybe a slightly larger version, so they have space to write!

### A Song

Frère Jaques melody!

1. Brown bear. Brown bear.  
What do you see? What do you see?  
I see a red bird. I see a red bird.  
Looking at me! Looking at me!

2. Red bird. Red bird  
What do you see? What do you see?  
I see a yellow duck. I see a yellow duck.  
Looking at me! Looking at me!

3. Yellow duck. Yellow duck.  
What do you see? What do you see?  
I see a blue horse. I see a blue horse.  
Looking at me! Looking at me!

4. Blue horse. Blue horse.  
What do you see? What do you see?  
I see a green frog. I see a green frog.  
Looking at me! Looking at me!

5. Green frog. Green frog.  
What do you see? What do you see?  
I see a purple cat. I see a purple cat.  
Looking at me! Looking at me!

6. Purple cat. Purple cat.  
What do you see? What do you see?  
I see a white dog. I see a white dog.  
Looking at me! Looking at me!

7. White dog. White dog.  
What do you see? What do you see?  
I see a black sheep. I see a lack sheep.  
Looking at me! Looking at me!

8. Black sheep. Black sheep.  
What do you see? What do you see?  
I see an orange fish. I see an orange fish.  
Looking at me! Looking at me!

9. Orange fish. Orange fish.  
What do you see? What do you see?  
I see a monkey. I see a monkey.  
Looking at me! Looking at me!

10. Monkey, monkey.  
What do you see? What do you see?  
I see lots of children. I see lots of children.  
Looking at me! Looking at me!

**TELL THE STORY AGAIN AND AGAIN. CHILDRENE WILL LOVE IT!**

### Extension activities for older children

- “Chain drill” Some children are given flash cards from the story to hold. The class then asks them in chorus:

Class: “Brown bear, brown bear what do you see?”

Child 1: “I see a red bird looking at me!”

Class: “Red bird, red bird what do you see?”

Child 2: “I see a...”

This can be done as a song to the tune of Frère Jaques (see work sheet for words).

- Older children could focus on the grammatical form of adjective before noun. Work could be done on other adjectives that could be used instead of colours.

E.g. A large bear; a small duck; a sweet cat etc.

- Sequencing adjectives, understanding that size comes before colour.

E.g. a LARGE, BROWN bear

- Writing instructions for drawing animals.

Children are given practice of writing mini letters, using the structures they have learned in the book.

E.g.

*Dear friend,*

*Draw a blue bird.*

*Thank you!*

*Sandie XX*

- The keyhole activity can be used to encourage the children to imagine what they can see, and use the English they have learned. Teach them how to express astonishment!

E.g. “Sandie, Sandie what do you see?”

“WOW! I see a big, orange elephant, looking at me!”

In English we can say: “Goodness!” “Gosh!” “Wow!” “Amazing!”

This can then be done in a “chain drill”.

- Work with other verbs in the present continuous.

E.g. “I see João smiling at me!”

“I see Ana waving at me!”

“Wow, I see a large, red hippo waving at me!”

Such imagination can be used to write another story!

### **Eric Carle Website**

Visit the Eric Carle website <http://www.eric-carle.com/>, there are many ideas for using the stories he writes and illustrates.

### **Other Eric Carle books for EFL in the YL classroom**

#### **Eric Carle & Bill Martin Jr**

Brown Bear, Brown Bear, What do you see?

Polar Bear, Polar Bear, What do you hear?

#### **Eric Carle**

From Head to Toe

The Mixed-Up Cameleon

Roosters off to see the world

The Very Hungry Caterpillar

Do You Want to be my Friend?

The Tiny Seed

Little Cloud

Today is Monday

The Very Busy Spider

### **Penguin Puffin website**

<http://www.puffin.co.uk>

Check out the puffin website, it has a downloadable resource book for Penguin Puffin titles, including three of Eric Carle's books.

<http://www.puffin.co.uk/static/misc/uk/puffin/Resources%20pdfs/puffin%20ELT%20contents%20chart.pdf>

### **Publication by Longman**

**Tell it Again! The New Storytelling Handbook** by Gail Ellis & Jean Brewster contains notes on Brown Bear.

Other stories in the book are:

Kangaroo from Woolloomooloo;

The Clever Tortoise;

Princess Smartypants;

Funnybones

Something Else;

The Very Hungry Caterpillar;

Meg's Eggs;

My Cat Likes to Hide in Boxes

Jim and the Beanstalk;

The Elephant and the Bad Baby;

Mr McGee

[http://www.amazon.co.uk/Penguin-English-Photocopiables-Storytelling-Handbook/dp/0582447747/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1274901483&sr=8-1](http://www.amazon.co.uk/Penguin-English-Photocopiables-Storytelling-Handbook/dp/0582447747/ref=sr_1_1?ie=UTF8&s=books&qid=1274901483&sr=8-1)