

Brown Bear, Brown Bear, What Do You See?

by Bill Martin

Classroom Favorites



Teacher's Guide by Regina Abernathy

A Perma-Bound Production

Synopsis

This is a lovely children's story of a bear and a variety of animals who explain the numerous colors and animals which seem to be watching them.

The story begins when the brown bear is asked what he sees. He replies that he sees a red bird looking at him. The red bird is asked the same question and states that a yellow duck is looking at him. The questions and answers continue in the same pattern for each animal and the reader is introduced to rainbow of colors and the usual animals preschoolers must recognize (horse, frog, cat, dog, sheep, goldfish). However, when the fish answers the question, he replies that a mother, not an animal, is staring at him. Furthermore, when the mother answers the question, she says that beautiful children are staring at her. And, finally, when the children are asked the familiar question, they begin the cycle again by naming the animals and their colors.

Biographical Sketch

Ivan William Martin—under the name of Bill Martin, Jr.—has written over 200 books in eleven series for children. He is also an editor, folksinger, storyteller, and educator. His books include *Brown Bear, Brown Bear, What Do You See?* and *Which Do You Choose?* Martin has also produced tapes, records and films, including "America, I Know You," "I am Freedom's Child," and "Reach Out."

Critic's Corner

This is a delightful children's story which can capture the interest of any child. Its sequential pattern of questions and answers (and the use of rhyme) allows young children to easily memorize the story line and serves to assist them as they learn their colors. The illustrations are dramatic and the colors are bold.

Objectives

1. To enable students to view and learn the colors of the rainbow
2. To enable students to view and recognize a variety of animals
3. To assist students in recognizing the commonality in people and children of all races
4. To introduce the concept of color differences among people

Activities

1. Read the story on tape. Use a chime or some example for students to know when they turn the page. Students can listen to

a tape of the story as they learn to read.

2. After hearing the story a number of times, have the students recite the names and colors of the animals in unison. The teacher can read the remainder of the page.
For example: When the teacher holds up the book, the class will say, "Brown bear, brown bear..."
The teacher will then read, "What do you see? I see a red bird looking at me."
Students; "Red bird, red bird..."
This should assist them in learning both the color and animals.
3. Make the book into a play. Students can dress up as the animals, learn their parts and recite them before an audience. The play could be videotaped for classes.
4. Give the story a tune and have the class sing the words as lyrics. The tune could also be placed on cassette tape.
5. Pass out pieces of colored paper for each color mentioned in the book. Each time a color is called, students should hold up the corresponding colored paper. Students could also color popsicle sticks, or glue the paper onto cardboard.
6. To reinforce the concept of color, certain animals can be brought to class (one a day). A red bird, a white dog, a yellow duck, a green frog, or a goldfish in class could assist the students with animal recognition as well.
7. Draw a rainbow consisting of the colors in the story.
8. Hand out pictures of each animal and color it the same color as it appears in the story. If pictures are unavailable, draw the animal and then color it as it appears in the story. Teacher should discuss the variance of colors - each animal has a number of shades within each color.
9. Go to a children's farm to view animals, or go to the zoo.
10. Show slides of the different races of children in the world. Stress the beauty found in each child. After the film or slides, reread *Brown Bear, Brown Bear*.
11. If students are in a school that is predominately one race, seek out sister schools of different races and have students meet. During the meeting *Brown Bear, Brown Bear* could be read.

12. Each student should be read to individually so that color and animals can be reinforced before testing. Students should then be pretested for knowledge of colors and animals. Students should be read to again (individually) to reinforce skills and to assist in learning the additional colors and/or animals. Then the student can take the individualized post test.

Bibliography

Information about Bill Martin was drawn from *Something About the Author*.

BEYOND THE STORY

The differences and similarities of people can be discussed in class. Begin by asking students what the word "different" means. Either add to students' answers or agree that it means "not the same." Go on to ask students *how* people are different. One of the first answers will probably be "sizes and shapes."

different sizes and shapes: tall, short, plump, skinny or in between

different colors and races: black or African American (in our country)
red or Native American
white or European American

Also--Chinese American, Mexican American, Japanese American, etc.

different eye shapes and colors: round, oval, brown, blue, green, etc.

What do all of these things have in common? Or--how are all people the same?

- all people need love (explain various emotions)
- all people need shelter
- all people must learn to share
- all people need food
- all people are born and must someday die
- all people like to look their best
- all children love to play, but maybe not the same games
- almost all people can speak, but perhaps not the same language

Stress that people can live with all types of different people simply by showing kindness and respecting each other's similarities and differences.

ANIMAL TEST

Have pictures of animals neatly arranged on a table. Ask the child to bring you a specific animal.

Example: "John could you please bring me the duck? That's good, John. I knew you could!"

This should continue until the child has identified all the animals.

COLOR TEST

Have a blank sheet of paper and a variety of crayons (only the colors being tested). Ask the child to make a yellow ball. The student will have to choose the yellow crayon and make a ball. Request any shape or even a rainbow, but the student must be told to use only the requested color.

OR

Point to colors and animals and allow for a verbal response.

COMPREHENSION TEST

Place the number one (1) next to the sentence that tells what happened first, the number two (2) next to the sentence that tells what happened second, and a number three (3) next to the sentence that tells what happened third.

- _____ Mother sees beautiful children looking at her.
- _____ Brown Bear sees a red bird looking at him.
- _____ The goldfish sees a mother looking at him.

WORD TEST

1. Students should see it, say it, write it, and read it.

- | | | | |
|--------|-------|--------|-------|
| brown | _____ | purple | _____ |
| red | _____ | white | _____ |
| yellow | _____ | black | _____ |
| blue | _____ | gold | _____ |
| green | _____ | | |

2. Students should write the word two times.

- | | | |
|--------|-------|-------|
| brown | _____ | _____ |
| red | _____ | _____ |
| yellow | _____ | _____ |
| blue | _____ | _____ |
| green | _____ | _____ |
| purple | _____ | _____ |
| white | _____ | _____ |
| black | _____ | _____ |
| gold | _____ | _____ |

- 3. Provide the words for each color and have the students trace the words by following the dotted lines.
- 4. After much repetition, students should be pretested, tested and post tested for their ability to recognize and write the color words.



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