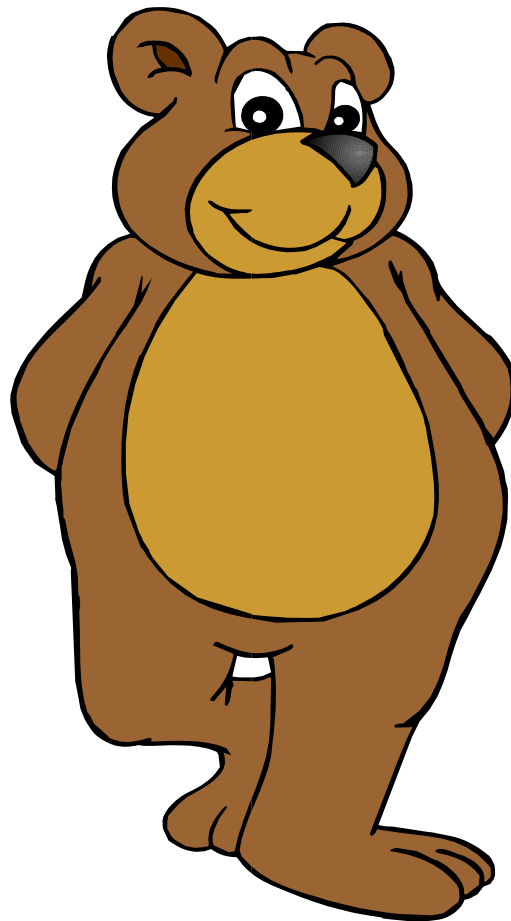


*A Guide for Using*  
*Brown Bear, Brown Bear,*  
*What Do You See?*

in the Prekindergarten Classroom  
2004 - 2005



Ideas compiled by BRIGHT FROM THE START: Georgia's  
Department of Early Care and Learning



# Brown Bear, Brown Bear, What Do You See?

Ideas Compiled for Georgia Office of School Readiness Prekindergarten Programs

**About the story:** Brown Bear, Brown Bear What Do You See? is a predictable book, written by Bill Martin, Jr. and illustrated by Eric Carle. The repetition and colorful illustrations in this classic picture book make it a favorite of many children. Each two-page spread has a question on the left-hand side, and the answer on the right-hand side. Each question contains the color of the animal and its name. On each page, you meet a new animal that helps children discover what animal will come next. This pattern is repeated over and over throughout the story, so soon, children will be “reading” this book on their own. This book is also available in Spanish: Ose Pardo, Oso Pardo, Que Ves Ahi?

**Author Study:** When Bill Martin Jr. was growing up in Hiawatha, Kansas, there were no books in his home. A grade school teacher read to his class every day, and Bill developed a great love of books. He checked out his favorite book, The Brownies, by Palmer Cox, many times from his hometown library. However, he did not know how to read. Over the years, he masked this inability to read so well that his teachers assumed he was either lazy or just ill prepared for class. Amazingly, he made it into college where a professor named Ms. Davis recognized his disability and taught him how to read at the age of twenty. Another professor inspired him with the love of poetry and he went on to finish his higher education.

After college, Mr. Martin wrote his first children's book, The Little Squeegy Bug, published in 1945. He and his brother, an illustrator, collaborated on this and many other books. After teaching elementary school in Kansas, he became a principal in Chicago, and then moved to New York City in 1961. There he worked for Holt, Rhinehart, and Winston, where he developed the literature-based reading programs “Sounds of Language and The Instant Readers”. Seven years later, he left that job to begin his career as a writer of children's books and as a consultant to teachers. He wrote the book Brown Bear, Brown Bear, What Do You See? in less than an hour while riding on a Long Island Railroad train. In 1993, he moved to his current home in the woods near the east Texas town of Commerce.

Mr. Martin's best known books celebrate his love of poetry. Filled with rhyme and rhythm, the words in his books make one want to chant and jump and clap and smile. He believes very strongly that language and reading should be celebrated.

**Illustrator Study:** Eric Carle was born in Syracuse, New York, in 1929. He moved with his parents to Germany when he was six years old. He received his education in Germany and graduated from a prestigious art school, the Akademie der bildenden Künste, in Stuttgart. His dream was to return to America, the land of his happiest childhood memories. In 1952, his dream became reality and he left Germany with his portfolio and forty dollars in his pocket. He returned to New York and soon found a job as a graphic designer in the promotion department of **The New York Times**. Later, he was the art director of an advertising agency for many years.

One day, Bill Martin, Jr., called him to ask him to illustrate a story he had written. Martin's eye had been caught by a striking picture of a red lobster that Carle had created for an advertisement. Brown Bear, Brown Bear, What Do You See? was the result of this collaboration. This collaboration was the beginning of Carle's true career. Soon, Carle began writing his own stories and his first original book was 1,2,3 to the Zoo, followed soon afterward by the still popular celebrated classic, The Very Hungry Caterpillar.

Eric Carle's artwork is created in a collage technique and is very distinctive and recognizable. He uses hand-painted papers and then cuts and layers to form bright and cheerful images. Many of his books have an added dimension – die-cut pages, twinkling lights, and lifelike sounds.

The themes of his stories are usually drawn from his extensive knowledge and love of nature. He shares this interest with most children. His books usually always offer the child an opportunity to learn something about the world around them. Carle says: "With many of my books I attempt to bridge the gap between the home and school. To me home represents, or should represent; warmth, security, toys, holding hands, being held. School is a strange and new place for a child. Will it be a happy place? There are new people, a teacher, classmates – will they be friendly? I believe the passage from home to school is the second biggest trauma of childhood; the first is, of course, being born. Indeed, in both cases we leave a place of warmth and protection for one that is unknown. The unknown often brings fear with it. In my books I try to counteract this fear, to replace it with a positive message. I believe that children are naturally creative and eager to learn. I want to show them that learning is really both fascinating and fun."

Eric Carle has two grown children, a son and a daughter. He lives in Northampton, Massachusetts with his wife, Barbara.

## BEGINNING OF THE YEAR ACTIVITIES:



### Brown Bear Tour of The School

Take children on a tour of key locations in the school or center. Introduce them to important people they will need to know. Take your digital camera along (or 35mm or Polaroid) to take pictures of each key location and persons you meet along the way. When you return to the classroom, create a class book for the children to use over the next few weeks to familiarize themselves with their "new" school. Paste your pictures on construction paper, tag board or poster board pages and add text related to your school or site. Ms./Mr. \_\_\_\_\_ class, Ms./Mr. \_\_\_\_\_ class, what do you see? We see the library looking at us. Ms./Mr. \_\_\_\_\_ class, Ms./ Mr. \_\_\_\_\_ class, what do you see? We see Ms. \_\_\_\_\_, the librarian, looking at us. Suggested places, people to visit: library, office, cafeteria, gym, nurse's office, bathrooms, janitor, principal, librarian, secretary, nurse, music or art room and teachers. You can title the book with the name of your school or center: Kid Place, Kid Place What Do you See?

Alternate idea: Pre-make the book before the children arrive and title it, Teacher, Teacher, What Do You See? You can then follow-up with a tour of the school to meet the people and see the places you included in your story.

## MATH ACTIVITIES



### Graphing Activity

Make a large pictograph using die cut animals from the story and ask each child to choose his/her favorite animal from the story to add to the graph. You can use a large shower curtain, chart paper, poster board or bulletin board paper for your graph. Count to see which animal is the favorite!

### Sequencing Activity:

Draw or trace or use templates to create each character from the story. Laminate and place in your writing area or manipulative area and let children sequence the story.

### Teddy Bear Math:

Ask the children to bring in their favorite stuffed bear. Use these activities as large group, small group or work time activities:

- Sort and pattern bears by kind, color and/or size and create a graph (Pooh, panda, big/small, etc.)

- Talk about the graph – which kind do you have the least of? Most of? Etc.?
- Estimate and measure the circumference of a tiny teddy bear’s tummy and a great big teddy bear’s tummy
- Measure the bears’ lengths using interlocking cubes and/or rulers
- Classify the bears: tallest, shortest, heaviest, lightest, fluffiest, firmest, cutest, etc.

**Gummy Bear Math:**

Estimate, count, sort, pattern and graph by color with gummy bears.

**Teddy Cookie Graph:**

Estimate, count, pattern and graph teddy grahams according to favorite flavor! Mix several flavors together (Cinnamon, Chocolate, Chocolate Chip, Honey) and place in small cups or containers and distribute to each child. Let children sort and count the teddy shaped cookies. Let the children taste each flavor and then decide which flavor is their favorite.

## SCIENCE ACTIVITIES



**Texture Book:**

Make a book for your children to touch and feel. On each page include something different. Some ideas: aluminum, denim, sandpaper, springs, feathers, carpet, sticks, etc. You can use poster board cut to the size you desire and then hot glue the items to each page. (Five Senses)

**Feely Bag:**

In sturdy freezer bags, balloons or latex gloves put syrup with a bit of food coloring and let children observe it. Be sure to superglue or tape the top of the bag in order to insure that it does not come open. You can also add other items to make more feely bags. Try playdough, rice, beans, marbles, peas, sugar, water, sand, or flour. (Five Senses)

**Taste Test:**

Bring in items that taste salty, sweet, sour, and bitter for children to taste. Let the children discuss each item. Graph the items according to how they test. (Five Senses)

**Sensory Play:**

Add some of these items to a sensory tub to reinforce the idea that different items smell and feel different: flour, powdered gelatin, baby oil, confetti, shredded paper, plastic grass, styrofoam pieces. (Five Senses)

### **Sensory Trays:**

Use an ice cube tray to create a sensory experience for children in your science area. In each area of the tray place an item for children to feel and observe. You could put a cork, silk, fur, slime, sandpaper, sponge, etc. (Five Senses)

### **Smelling Scents:**

Put different scents on cotton balls and place in empty film canisters. Have children guess what the scents are. (Five Senses)

### **Sensory Book:**

Recreate the book brown bear to add to your science area and to also reinforce the sense of touch. Draw or trace pictures of the animals in the book. Use sensory type materials to simulate the various textures of the animals. Faux fur (bear, cat, dog), wool (sheep), sequins (fish scales), sandpaper (cat tongue), rubber glove (frog skin), feathers (bird), paintbrush (horse hair). (Five Senses)

### **Beary Trail Mix**

Place items in bowls and let the children create their "beary" own trail mix. You can make a rebus recipe for the children to follow. You will need sunflower seeds, raisins, dried fruits, peanuts and granola. Let the children place their mix in individual ziploc bags or bowls. (Bears)



## **LANGUAGE AND LITERACY ACTIVITIES**

### **Class Book**

Use this idea to help children familiarize themselves with their new classmates. Take a picture of each child. Compile the pictures in a class book and label each page accordingly. Jessica, Jessica, who do you see? I see Joseph looking at me. Joseph, Joseph, who do you see? I see Veronica looking at me. You can also use this to introduce children during large group time the first few weeks of school.

### **Book Re-Make Ideas**

After the children have become familiar with the story have them make their own version of the story into a class book. Ask the children to come up with their own color and animal to include in the book. Have them illustrate their page and then write the sentences for them and create a new class book. Green snake, green snake, what do you see? I see a yellow lion looking at me. Yellow lion, yellow lion, what do you see? I see a pink dragon looking at me.

You can use the letters of the alphabet: Letter A, Letter A, What do you see? I see letter B looking at me.

You can use numbers: Number 1, Number 1, What do you see? I see number 2 looking at me.

After talking about the five senses, let the children re-make a version of the book to go along with each one. Brown Bear, Brown Bear, What Do You Hear? Smell? Feel? or Taste?

Any season or topic can turn into a re-make of the book. Remember to do this as you continue throughout your year. Some ideas: Jack-O-Lantern, Jack-O-Lantern, What Do You See? Red Flower, Red Flower, What Do You See? Farmer, Farmer, What Do You See or Hear? Little Rabbit, Little Rabbit, What Do You See? Ocean, Ocean, What Do You See?



## HOME/FAMILY EXTENSION IDEA

### Class Mascot

Place a brown teddy bear, a disposable camera or Polaroid, a notepad, a copy of the story Brown Bear, Brown Bear, What Do You See?, writing utensils and instructions in a bag or backpack. Send the bag home with a different child each weekend. Have parents record the events and draw a picture, and take pictures to include in a class book. Begin to compile the pages. After the bag has made it to all of your families, finish the book and then rotate it home with your families so they can see your finished adventures! You can title the book, Brown Bear, Brown Bear, What Did You See?

## SOCIAL STUDIES IDEAS



### Habitat

Recreate different habitats of different species of bears in your science area or your sensory tub. Before you do this, place books about each kind of bear in an area of your room for the children to explore. You can also find posters and go on-line to find out all you can about each kind of bear. Let the children help you come up with ideas of things you could include to recreate the habitat of: Brown Bears, Black Bears, Grizzly Bears, Polar Bears, Panda Bears or Koala Bears.

## Field Trips

Take a field trip to the zoo, a pet store, or a farm that might have some of the animals in the book. Take along your camera and take pictures of the animals you see on your trip. Recreate your own version of the story about the animals you saw on your field trip when you return.

## OTHER IDEAS



### Plan/Recall Strategy:

Create a chant using the children's names: Julia, Julia, Where Did You Work? You can change the wording and use for planning.

### See-through pocket reading chart:

Take a manila folder and cut a large section out of the middle of the front and the back. This will need to be big enough for your story characters to be seen through. Laminate the folder. Leave the cutout sections with the laminate over them so that you now have a clear see through place in each side of the folder. Make a set of story character cards for the story or use the templates found in the resource section of this guide. On the back of each card, record the text to go along with that picture. Your non-readers can see the pictures and be exposed to the text. Your beginning readers can begin to see the text that goes with the story and point out familiar words. Slip each story character card into the pocket-reading chart and retell the story! You can do this with any story retelling.



## LARGE GROUP ACTIVITIES

### Drama Time:

Let children re-tell the story using props. You can create masks or puppets for children to use or may already have them. You can let children help to create the story props, puppets or masks. The song is also available on Greg and Steve's *Playing Favorites*.

### What Is A Bear?

What is a bear – discuss bears, kinds, parts of bears, characteristics of bears, etc. Ask children what they know about bears and record on chart paper. Ask them what they would like to know about bears and record on chart paper. Begin to research bears with your class. Look on-line for pictures and facts about bears, find magazines with pictures of different kinds of bears, and find pictures and books about bears. You can place these items in a special place in your room or in your science area.



## **Teddy Bear Kindness**

During large group time, assist the children in describing teddy bears. Record their words on chart paper cut into the shape of a teddy bear (warm, fuzzy, gentle, quiet, kind, etc). Discuss ways your children can be like teddy bears. Post the chart in your room. Use this as a positive approach when you need to help your children get back on track. Place several teddy bears near the chart as a visual reminder as well. It may be necessary to take a child to the chart and let him/her hold the teddy while you help him/her remember the "kind" characteristics of a teddy bear and a good friend. Make sure to reward the children with great big bear hugs throughout the day!

## **Where Do You Live?**

Have the students assist you in making a list of the many things that Brown Bear saw in the story. Ask the students where Brown Bear might have been to see all of those other animals? A zoo? A unique pet store? A farm? Have the students identify where they live and the people, places and things they see in their environment. List several of these things on chart paper. Have the children create their own book or list of things they would see.

## **Movement:**

Have the children to pretend to move around the room like the animals in the story. Fly like a bird, crawl on all fours like a dog, pound feet, stomp and growl like a bear, swim like a fish, gallop like a horse, quack and waddle like a duck.

## **Color Hunt:**

Find something in the room to represent each color in the book. Hold up an item and then ask the children to identify the color. Have them go and find something in the room that is the same color and bring it back to the circle. Repeat this, having them replace the item they previously brought to the circle to its proper place before finding something that is the new color.

## **Bubble Walk:**

Have the children take off their shoes and walk across some bubble wrap. They will love the feel. You can also add sand to a sensory tub or go outside and let them experience walking through sand. There are many other items you can place in a tub or pool and let children walk through - water, styrofoam peanuts, playdough, slime, etc.

## **Sound Walk:**

Take a walk outside or just in different parts of the school and have children identify sounds they hear. You may have to help them out at first by pointing out things you hear. You can bring along a tape recorder to record sounds they hear and also encourage children to bring along a note pad to record sounds they hear.

## SMALL GROUP ACTIVITIES



### Animal Art:

Let children create collage versions of the animals in the story. You can provide templates or stencils of the animals or you can let those children who are ready design their own. Provide collage materials to help create animals – faux fur scraps, feathers, textured paper, colored paper, aluminum foil, sequins, beads, scrap material, etc.

### Feely Paint:

Let your children paint using a mixture of shaving cream, paint and sand. (Five Senses)

### Scratch and Sniff Watercolors:

Mix powdered drink mix with water (about 2 tbs.). Let children paint with the mixture. When it is dry, simply scratch a small area and sniff! Remember: Kool-Aid can stain clothes, hands and furniture! (Five Senses)



## OTHER EXTENSION IDEAS

Bill Martin Jr. author study

Eric Carle author study

Colors

Bears – Kinds and Hibernation

Teddy Bears

Five Senses

Children (Multicultural) which could then lead to friends and families discussions

*\*Included in this set of ideas are only a few ideas for each of these concept areas. All of them could be expanded upon using this piece of literature as a springboard.*

## RESOURCES



Childwood Magnet story kit  
Brown Bear story telling kit  
Greg and Steve, *Playing Favorites*  
Big Book version of *Brown Bear, Brown Bear, What Do You See?*  
Spanish version of *Brown Bear, Brown Bear, What Do You See?*  
Brown Bear finger puppet set  
Board Book of *Brown Bear, Brown Bear, What Do You See?*  
Favorite Authors Read Along Books and CD Set  
*Story Stretchers For Infants, Toddlers and Twos*  
Templates: [www.dltk-kids.com/books/brownbear/](http://www.dltk-kids.com/books/brownbear/)  
*Best Practices: On The Right Track With Literacy*, pp. 149-167  
<http://coe.west.asu.edu/students/dcorley/authors/authors.htm>  
[www.billmartinjr.com](http://www.billmartinjr.com)

# SONGS, FINGERPLAYS AND RHYMES

## Bear Songs

(Tune: "Bingo")

There was a little furry bear  
And Teddy was his name-O  
T-E-D-D-Y  
T-E-D-D-Y  
T-E-D-D-Y  
And Teddy was his name-O



## Bear Hugs

If you like  
I can give you  
A big bear hug.

It will make you feel snug  
As a bug in a rug.

As soon as  
A bear hug  
Comes your way  
Find yourself  
A good friend,  
And give it away!



## Bear Finger Play

Here is a cave.  
(Bend fingers on one hand)  
Inside is a bear.  
(Put thumb inside fingers)  
Now he comes out  
To get some fresh air.  
(Pop out thumb)

He stays out all summer  
In sunshine and heat.  
He hunts in the forest  
For berries to eat.  
(Move thumb in a circle)

Snow covers the cave  
Like a fluffy white rug.  
Inside the bear sleeps  
All cozy and snug.  
(Place one hand over the other)  
**Author unknown**

## Ten Black Bears

(Tune "Ten Little Indians")

One little, two little, three little black bears,  
Four little, five little, six little black bears,  
Seven little, eight little, nine little black bears,  
Ten little black, black bears.

*(You can change black bears to grizzly, polar, panda, teddy, etc.)*



### Teddy Bear Turn Around

Teddy bear, teddy bear, turn around,  
Teddy bear, teddy bear, touch the ground,  
Teddy bear, teddy bear reach up high,  
Teddy bear, teddy bear, touch the sky,  
Teddy bear, teddy bear, touch your shoe,  
Teddy bear, teddy bear, I love you!



### Five Little Polar Bears

Five little polar bears,  
Playing on the shore;  
One fell in the water  
And then there were four.  
Four little polar bears,  
Swimming out to sea;  
One got lost,  
And then there were three.  
Three little polar bears said,  
"What shall we do?"  
One climbed an iceberg,  
Then there were two  
Two little polar bears  
Playing in the sun;  
One went for food,  
Then there was one.  
One little polar bear,  
Didn't want to stay;  
He said, "I'm lonesome,"  
And swam far away.

### Polar Bear

(tune: "Thumbkin")

I'm a little polar bear  
Soft and white.  
I catch a tasty fish  
And take a big bite.  
When the day is over I know  
What is right?  
I lay down my sleepy head  
And say goodnight.



### Five Little Fuzzy Bears

(tune: "Five Little Speckled Frogs")

Five little fuzzy bears  
Sat on some kitchen chairs  
Eating some delicious pie.  
Yum! Yum!  
One bear got sticky hair,  
So he got off his chair,  
Now there are but four fuzzy bears.

Let the children help you create and add verses  
to add and subtract bears:

Look! Here comes on more bear.  
Home from a county fair.  
Now there will be \_\_\_\_\_ fuzzy bears.

You can let children role play the verses to help  
better visualize the  
"mathematical" problems presented.

### Big Bear, Little Bear

Big Bear  
Little Bear  
Way up there,

Do you  
Have some  
Stars to spare?

Use your  
Dipper to  
Scoop them up.

Then sprinkle  
Them into  
My cup.



### Did You Ever See A Brown Bear?

(tune: "Did You Ever See A Lassie?")

Did you ever see a brown bear,  
A brown bear, a brown bear:  
Did you ever see a brown bear  
Catching a fish?  
(climbing a tree?, eating a honey comb?, etc.  
- let children help create verses)

Did you ever see a polar bear,  
A polar bear, a polar bear?  
Did you ever see a polar bear  
Going for a swim?  
(chasing a seal?, digging in the snow?, etc)

Did you ever see my teddy bear,  
My teddy bear, my teddy bear?  
Did you ever see my teddy bear  
Taking a nap?  
(laying down flat? being a friend?)

### Mrs. Bear

Mrs. Bear  
Is on her way  
To gather lots  
Of berries.

They tell her  
Where to find them,  
Those helpful  
Forest fairies.



### Bears

On the end of his arms  
Are great big paws,  
That end in shiny  
Very sharp claws.

Just under his nose  
Are great big jaws.  
So I leave him alone.  
You ask why? Just because.



**Please Be Careful**

Please be careful,  
Please take care,  
Never surprise  
A sleeping bear.



**Honey**

Honey in my cookies  
Honey in my tea  
Honey in the honey pot  
From the honeybee.

Honey-flavored ice cream  
Two and three scoops tall  
Bears like honey from the comb  
Best of all.



**Bear's Eyes**

Bear's eyes,  
Bear's eyes,  
Peeking out at me.

Bear's eyes,  
Bear's eyes,  
Right behind that tree.

Bear's eyes,  
Bear's eyes,  
What does he see?

Do you suppose  
he wants to come  
and play with me?



**The Polar Bear**

The polar bear  
Is white,  
So he can hide  
In the snow.

The brown bear  
Is brown,  
So he can hide  
Behind the trees.

Tell me please,  
What does a  
Grizzly bear  
Hide behind?



### Bear is Sleeping

(tune: Frere Jacques)

Bear is sleeping. Bear is sleeping.  
Let it snow! Let it snow!  
Sleeping all the winter, sleeping all the winter.  
Snug and warm, snug and warm.

(you can sing this song again and again  
and replace the word sleeping with  
other terms that mean the  
same thing: resting, napping, snoring, etc)



### Big Old Bear

Big Old Bear is nice and fat.  
Ready for a winter's nap.  
Big Old Bear is fast asleep.  
Safe inside her cave so deep.  
Big Old Bear is toasty warm.  
Snow that falls can do no harm.  
Big Old Bear is in her den.  
When it's spring, she'll roam again.

By Lucia Kemp Henry



### Little Bear and The Bee

Little bear, little bear, up in the tree.  
(point up)  
Little bear, little bear, looking down at me.  
(hold hands up to eyes as you are looking down)  
Little bear, little bear, can't you see?  
(point to eyes)  
Little bear, little bear, here comes a bee!  
(buzz like a bee)



### Five Little Bears

Five little bears were sitting on the ground.  
(Five children sit in a row.)  
Five little bears made a deep growling sound: Grr!  
(Children growl.)  
The first one said, "Let's have a look around."  
(One child at a time rises.)  
The second one said, "I feel rather funny!"  
The third one said, "I think I smell honey."  
The fourth one said, "Shall we climb up the tree?"  
The fifth one said, "Look out! There's a bee!"  
So the five little bears went back to their play,  
(Children return to seats.)  
And decided to wait till the bees flew away.





## Teddy Bear Hugs

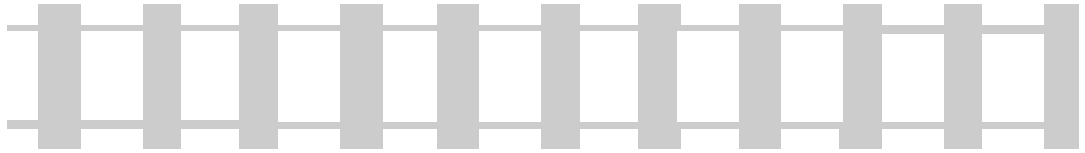
Teddy bear hugs            *Hug bear.*  
Are eyes that see,        *Point to bear's eyes.*  
Ears that listen         *Point to bear's ears.*  
To you and me.           *Point to another and self.*

Teddy bear hugs            *Hug bear.*  
Are hands that share,     *Point to bear's paws.*  
Arms for helping         *Hold out bear's arms.*  
To show you care.        *Smile at bear.*

Teddy bear hugs            *Hug bear.*  
Are from the heart.       *Point to bear's chest.*  
So be like a teddy-       *Put nose on bear's nose.*

A friend from the start.   *Share bear with a friend.*

You can pass a bear to a friend in this activity and repeat the song until the bear is returned to the original owner.



## Two Little Bear Cubs

Two little bear cubs went out to play  
Over the hill and far away.  
They rolled and tumbled in the grass so sweet,  
They sniffed all around for some honey to eat.

Then two little bear cubs heard their mama call.  
So they ran back home  
And that is all.

*(Add movements and perform the appropriate actions.)*



## Going On A Bear Hunt

Let's go on a bear hunt! (Slap hands on your knees to make a walking noise and keep the beat.)

Oh look! I see a wheat field. Can't go around it. Can't go under it.

Have to go through it. All right! Let's go. (Make hands push aside the wheat and return to walking beat.)

Oh look! I see a river. Can't go around it. Can't go over it.

Have to go through it. All right! Let's go. (Pretend to swim and then return to walking beat.)

Oh look! I see a bridge. Can't go around it. Can't go under it.

Have to walk across it. All right! Let's go. (Pound chest and then return to walking beat.)

Oh Look! I see some mud. Can't go around it. Can't go under it.

Have to go through it. All right! Let's go. (Make sucking noise with cupped hands and return to walking beat.)

Oh look! I see a cave. It's a big cave. Let's go inside. All right! Let's go.

(Close eyes and put hands out in front.)

It's dark in here! I feel something! It's furry! Oh, oh! It's a bear! RUN!

(Slap knees fast and loud, not saying anything, but going through the reverse motions.)

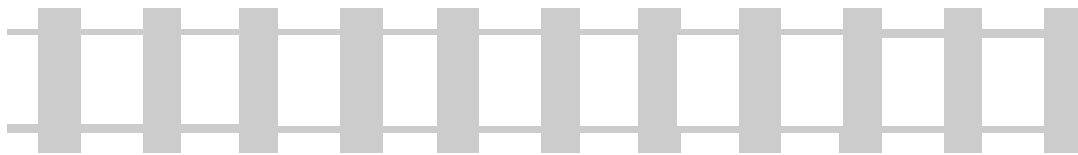
I'm tired of running. I'm going to climb a tree to see if we are safe.

(Pretend to climb and look.)

I see him coming! Better climb down and run again!

(Pretend to climb down and slap knees again, run through the wheat field, into the cabin and shut the door.

WHEW! We're home safe!



### Five Big Grizzly Bears

5 big grizzly bears  
Under a tree  
Looked all around to see  
What they could see.

1 went off to the nearest store,  
Now there were only 4...  
(repeat first verse - use 4 big grizzly bears)

1 ran off after a buzzing bee.  
Now there are only 3...  
(repeat first verse - use 3 big grizzly bears)

1 went to visit his friends at the zoo.  
Now there were only 2...  
(repeat first verse - use 2 big grizzly bears)

1 went away to rest in the sun.  
Now there was only 1...  
(repeat first verse - use 1 big grizzly bear)

1 had a job that must be done.  
And now...there are none

No big grizzly bears  
Under a tree.  
No bears looking to see  
What they could see.



### Hibernation song (tune: "Are You Sleeping?")

Are you eating,  
Are you eating?  
Little bear?  
Little bear?  
Eating nuts and berries,  
For the long, hard winter,  
Little bear.  
Little bear.

Are you sleeping?  
Are you sleeping?  
Little bear?  
Little bear?  
Sleeping through the winter,  
You are hibernating,  
Little bear.  
Little bear.

Are you waking?  
Are you waking?  
Little bear?  
Little bear?  
Now that it is springtime,  
Sleeping time is over,  
Little bear.  
Little bear.

You can add movements to  
the song as you go along.



### Three Bears with a Beat

(Snap or clap or pat, or keep the beat any way you want, on the underlined words.)

Once upon a time in the middle of the woods there were three bears.  
One was a Papa Bear, one was a Mama Bear, one was a Wee Bear. (X) (X)

Along came the girl with the golden curls.  
She knocked on the door but no one was there,  
So she walked right in cause she didn't care.

Home, home, home, came the Papa Bear,  
Home, home, home, came the Mama Bear,  
Home, home, home, came the Wee Bear. (X) (X)

(Change voice with each bear)

"Someone's been eating my porridge!" (x) said the Papa Bear. "Grrrrrr" (*hold hand up like sharp claws*)  
"Someone's been eating my porridge!" (X) said the Mama Bear. "Ahhhhh" (*throw both hands up in surprise*)  
"Hey-baba-ree-bear," said the little Wee Bear, "Someone has eaten my soup!"  
"Hmmmmmph!" (*cross arms on chest and pout*)

"Someone's been sitting in my chair!" said the Papa Bear. "Grrrrrrr"  
"Someone's been sitting in my chair!" said the Mama Bear. "Ahhhhh"  
"Hey-baba-ree-bear," said the little Wee Bear, "Someone has broken my seat! Hmmmmmph!"

"Someone's been sleeping in my bed!" said the Papa Bear. "Grrrrrrr"  
"Someone's been sleeping in my bed!" said the Mama Bear. "Ahhhhh"  
"Hey-baba-ree-bear," said the little Wee Bear, "Someone is still in my bed! Hmmmmmph!"

(Change to a whisper)

Just then Goldilocks woke up. (Scream, arms raised) "Ahhhhhhhhhhhhhhhhhhhhhhhhhhhhhh!"  
She jumped out of bed and she beat it out of there! (point with thumb)

(Change voices for each bear)

"Bye, bye, bye," said the Papa Bear. (wave)  
"Bye, bye, bye," said the Mama Bear. (wave)  
"Hey-baba-ree-bear," said the little Wee Bear, "This is the end of our tale. Hmmmmmmmph!"



## RELATED BOOKS

TITLE	AUTHOR	CONCEPT
All The Colors of the Earth	Hamanaka, Shelia	Multicultural Children
Barn Dance	Martin, Bill Jr.	Bill Martin Jr. Study
Bear in a Square	Blackstone, Stella	Bears
Bear Snores On	Wilson, Karma	Bears, Hibernation
Bear Wants More	Wilson, Karma	Bears
Bear Went Over the Mountain, The	Wells, Rosemary	Bears
Big Hungry Bear, The	Wood, Don and Audrey	Bears
Blue: Seeing Blue All Around Us	Schuetz, Sarah L.	Color
Chicka Chicka Boom Boom	Martin, Bill Jr. Archambault, John	Bill Martin Jr. Study
Children Around The World	Montanari, Donata	Multicultural Children
Colors of Us, The	Katz, Karen	Multicultural Children
Copy Me, Copycub	Edwards, Richard	Bears, Hibernation
Corduroy	Freeman, Don	Bears
Don't You Feel Well Sam?	Hest, Amy	Bears
Does A Kangaroo Have A Mother Too?	Carle, Eric	Eric Carle Study
Dream Snow	Carle, Eric	Eric Carle Study
From Head to Toe	Carle, Eric	Eric Carle study
Ghost Eye Tree, The	Martin, Bill Jr.	Bill Martin Jr. Study
Goldilocks and the Three Bears	Gorbachev, Valeri	Bears
Goldilocks and the Three Bears	Marshall, James	Bears
Green: Seeing Green All Around Us	Schuetz, Sarah L.	Color
Grouchy Ladybug, The	Carle, Eric	Eric Carle Study
Here Are My Hands	Martin, Bill Jr. Archambault, John	Bill Martin Jr. Study
I Went Walking	Williams, Sue	Animals, Repetition
Jamberry	Degan, Bruce	Bears
Jesse Bear, What Will You Wear?	Carlstrom, Nancy White	Bears
Kiss Good Night	Hest, Amy	Bears
Knots on a Counting Rope	Bill Martin, Jr. Archambault, John	Bill Martin Jr. Study
Little Cloud	Carle, Eric	Eric Carle Study
Mama's Little Bears	Tafari, Nancy	Bears
Mouse Paint	Walsh, Ellen Stoll	Colors
My Colors, Mis Colores	Emberley, Rebecca	Colors
My Five Senses	Aliki	Five Senses
My Many Colored Days	Seuss, Dr.	Colors
My World of Color	Brown, Margaret Wise	Multicultural Children
Old Devil Wind	Martin, Bill Jr.	Bill Martin Jr. Study
Orange: Seeing Orange All Around Us	Schuetz, Sarah L.	Color
Pocket For Corduroy, A	Freeman, Don	Bears
Panda Bear, Panda Bear, What Do You See?	Martin, Jr., Bill	Panda Bears
Pi-shu, The Little Panda	Butler, John	Panda Bears

Planting A Rainbow	Ehlert, Lois	Colors
Polar Bear, Polar Bear, What Do You Hear?	Martin, Jr., Bill	Polar Bears
Purple: Seeing Purple All Around Us	Schuette, Sarah L.	Color
Rainbow All Around Me, A	Pinkney, Sandra	Colors
Red Is A Dragon	Thong, Roseanne	Colors
Red: Seeing Red All Around Us	Schuette, Sarah L.	Color
Shades of Black	Pinkney, Sandra	Multicultural Children
Three Bears, The	Barton, Byron	Bears
Three Bears, The	Kliros, Thea	Bears
Three Bears, The	Galdone, Paul	Bears
Time To Sleep	Fleming, Denise	Bears - Hibernation
Today Is Monday	Carle, Eric	Eric Carle Study
Very Busy Spider, The	Carle, Eric	Eric Carle Study
Very Clumsy Click Beetle, The	Carle, Eric	Eric Carle Study
Very Hungry Caterpillar, The	Carle, Eric	Eric Carle Study
Very Lonely Firefly, The	Carle, Eric	Eric Carle Study
We're Going on a Bear Hunt	Rosen, Michael	Bears
What Color Is Nature?	Swinburne, Stephen R.	Colors
When It Starts To Snow	Gershaker, Phillis	Bears - Hibernation
Where's My Teddy?	Alborough, Jez	Bears
Whoever You Are	Fox, Mem	Multicultural, Children
Yellow: Seeing Yellow All Around Us	Schuette, Sarah L.	Color

\*You can see a more extensive book list on our website, [www.osr.state.ga.us](http://www.osr.state.ga.us). Our office has compiled an extensive list you can use for reference when developing any concept in your classroom.



# *"Brown Bear, Brown Bear..." Chant*

## Verse 1:

Leader says: Brown Bear, Brown Bear, What do you see?

Group replies: Brown Bear, Brown Bear, What do you see?

Leader: I see a red bird looking at me.

Group: I see a red bird looking at me.

Leader: **BROWN BEAR!**

Group: **BROWN BEAR!**

Leader: **RED BIRD!**

Group: **RED BIRD!**

Together: AAAAAAAHHHH! THAT'S WHAT I SEE!

*Leader begins chant again, replacing "Brown Bear, Brown Bear" with "Red Bird, Red Bird" and "red bird" with "yellow duck".*

Each time the leader adds the name of the new animal to the end of the chant, for the "animal roll call," right before "AAAAAAHHHH! THAT'S WHAT I SEE!"

**(over)**

**Verse Two:**

Leader says: Red Bird, Red Bird, What do you see?

Group replies: Red Bird, Red Bird, What do you see?

Leader: I see a yellow duck looking at me.

Group: I see a yellow duck looking at me.

Leader: **BROWN BEAR!**

Group: **BROWN BEAR!**

Leader: **RED BIRD!**

Group: **RED BIRD!**

Leader: **YELLOW DUCK!**

Group: **YELLOW DUCK!**

ALL: **AAAAAAAAAHHHH! THAT'S WHAT I SEE!**

*This continues until you have finished chanting through all the characters of the story: "Blue Horse," "Green Frog," "Purple Cat," "White Dog," "Black Sheep," "Goldfish," "Teacher," and "Children."*



## Some Fun Extensions for the "Brown Bear..." chant:

Extension 1: Add motions to the chant! *Remember, when children do movement, they need lots of room to spread out!*

*First, assign each character in the story a motion:*

*For example:*

<u>For this animal:</u>	<u>You could use this motion:</u>
<i>Brown Bear:</i>	<i>Make small "bear ears" on top of your head.</i>
<i>Red Bird:</i>	<i>Spread arms out to side like flying bird.</i>
<i>Yellow Duck:</i>	<i>Bend arms and flap at sides like duck.</i>
<i>Blue Horse:</i>	<i>Make a long "horse tail" with a flapping arm.</i>
<i>Green Frog:</i>	<i>Make large googly frog eyes and blink.</i>
<i>Purple Cat:</i>	<i>Make a cat claw and scratch the air.</i>
<i>White Dog:</i>	<i>Shake your "tail" like a happy dog.</i>
<i>Black Sheep:</i>	<i>Trot back and forth on each foot like a sheep.</i>
<i>Goldfish:</i>	<i>Pucker lips like a fish's small mouth.</i>
<i>Teacher:</i>	<i>Make glasses on face with your hands in circles (like the character illustration)</i>
<i>Children:</i>	<i>Children point at themselves.</i>

*You can let the children make up their own motions to each character as well.*

*Second, teach the motions for the words that are the same in every chant.  
We keep these simple since all the character motions will be different.*

<u>For these words:</u>	<u>You could use this motion:</u>
<i>What do you see?</i>	<i>Put hand over eyes as if shading them from sun and</i>
<i>Looking at me.</i>	<i>looking a long distance.</i>

*AAAAAAAHHHH!* *Start with both hands low and raise them all the way up (like a stadium "wave" motion, but all together).*

*THAT'S WHAT I SEE!* *Put hand over eyes again, but this time, swivel hips and move lower and lower.*

*Have fun moving to this energetic chant!*

Extension 2: Use character pictures during chant!

*Instead of performing motions to the chant, have children hold up picture cards of the appropriate animal character when the name is chanted. Make sure to have enough cards for all students...duplicates are fine and it keeps everyone interested!*

Extend it even MORE: *Let children create a picture card of their favorite animal character! This could be a good time to discuss book illustration and even solve the class question, "How did Eric Carle make those pictures?" Discuss simple art techniques and supplies we have in Pre-K: crayon, colored pencil, paint. Use the child-made cards for the chant, first using their own, then swapping many times with friends.*

Extension 3: "What DO you see?"

Make picture cards of simple objects. Begin the chant with either a particular child's name or "Children, Children." As you hold up the picture card, the child/children must name the color and object. Once again children can make their own picture cards. This is a great vocabulary enforcing activity!

Extension 4 : Use chant to teach children's names at beginning of year.

*Instead of chanting the characters from the book, you use each child's first name. If chanted slowly, students can clap the syllables for each name instead of performing a motion (a great phonemic awareness activity). If you prefer motions, let each child come up with their own personal motion. You may not want to include all children in the chant each time (unless you have a particularly long period of time available and the children are really into it).*



## Optional Changes to Learning Areas

Current topic, interest or theme: Brown Bear, Brown Bear, What Do You See?	
<p style="text-align: center;"><b>House/Dramatic Play</b></p> <ul style="list-style-type: none"> <li>• Brown Bear Story Masks and props</li> <li>• Teacher props</li> </ul>	<p style="text-align: center;"><b>Blocks</b></p> <ul style="list-style-type: none"> <li>• Plastic animals from the book (bear, dog, cat, etc.)</li> <li>• Homemade story characters from the book</li> </ul>
<p style="text-align: center;"><b>Toys/Puzzles/Math</b></p> <ul style="list-style-type: none"> <li>• Bear Counters</li> <li>• Animal erasers to sort, count and pattern</li> <li>• Color Games</li> <li>• Color Sorters</li> </ul>	<p style="text-align: center;"><b>Art</b></p> <ul style="list-style-type: none"> <li>• Bear and other animal shaped cookie cutters from the story for playdough</li> <li>• People color crayons, markers or paint</li> <li>• Large animal stencils for painting at the easel</li> <li>• Face pad paper (beautiful children)</li> </ul>
<p style="text-align: center;"><b>Books/Language</b></p> <ul style="list-style-type: none"> <li>• Brown Bear, Brown Bear, What Do You See?</li> <li>• Eric Carle/Bill Martin Jr. books</li> <li>• Other books about different types of bears (polar, teddy, panda)</li> <li>• Bear puppets</li> <li>• Color concept books</li> <li>• Five senses concept books</li> <li>• Multicultural Books</li> </ul>	<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Recorded versions of Brown Bear, Brown Bear and a copy of the Brown Bear, Brown Bear book</li> <li>• Other recorded stories about bears, colors, five senses or by Eric Carle or Bill Martin, Jr.</li> </ul>
	<p style="text-align: center;"><b>Computer</b></p> <ul style="list-style-type: none"> <li>• Visit sites to learn more about bears, Eric Carle the illustrator or Bill Martin, Jr., the author</li> </ul>
<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>• Ways to see: binoculars, telescope, glasses, magnifying glasses, etc.</li> <li>• Books about the animals in the book (red birds, ducks, etc.)</li> <li>• Color tubes and paddles</li> <li>• Books about all kinds of bears</li> </ul>	<p style="text-align: center;"><b>Flannel Board</b></p> <ul style="list-style-type: none"> <li>• Brown Bear Flannel Board Set</li> <li>• Childwood Magnet Story Set for Brown Bear</li> </ul>
	<p style="text-align: center;"><b>Sensory Table</b></p> <ul style="list-style-type: none"> <li>• Five senses activities included in ideas</li> <li>• Recreate Bear Habitats</li> </ul>
<p style="text-align: center;"><b>Cooking Experience</b></p> <ul style="list-style-type: none"> <li>• Sugar cookie dough – animal cookie cutters</li> <li>• Bear Paws</li> <li>• Bear food, Beary Trail Mix</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Brown Bear animal words and color words on sentence strips</li> <li>• Bear poems on chart paper</li> <li>• Bear fingerplays on chart paper</li> <li>• Brown Bear pocket chart Cards and pocket chart</li> </ul>
<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Brown Bear Chant</li> <li>• Greg and Steve Playing Favorites</li> <li>• Act like animals in the story</li> </ul>	
<p style="text-align: center;"><b>Other</b></p> <ul style="list-style-type: none"> <li>• Multicultural puppets</li> </ul>	<p style="text-align: center;"><b>Outside</b></p> <ul style="list-style-type: none"> <li>• Brown Bear finger puppet set</li> </ul>

New Ideas for 2004 - 2005

