

# A-Book-A-Week: Classroom Instruction

## Brown Bear, Brown Bear

<b>Activity Card #1</b>	<b>Literacy Development Category:</b> Language Development: Experiencing and enjoying patterned text
<b>Suggested Activity Order</b> <i>Brown Bear, Brown Bear falls into the category of predictable books, and the text is predictable in many ways. 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; the name is repeated twice. The answer to the question supplies the name and color of the next animal to be asked what it sees. This pattern holds until Mother appears when the color words drop out. The book is perfect for class readings. These can be supported by having the various characters represented by students.</i> <ol style="list-style-type: none"><li>1. Re-read <u>Brown Bear, Brown Bear</u> encouraging children to join in.</li><li>2. Distribute the character name cards. You may want to punch holes in these, and string yarn through so that children can wear them around their necks.</li><li>3. Show the children the name cards. Indicate that there is no card for children and that they all will have to stand when this part of the book is read.</li><li>4. Tell the children that they are to stand when their characters' name is first announced, and may sit when their turn for "answering" the question is over.</li><li>5. Read text multiple times, encouraging children to join in.</li></ol>	<b>Materials Needed:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Brown Bear book</li><li><input type="checkbox"/> Character cards (found at the end of this file)</li></ul>

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<b>Activity Card #2</b>	<b>Literacy Development Category:</b> Artist's Craft Attention to Rhythm
<b>Suggested Activity Order</b> <i>Bill Martin, Jr. explains that he wrote <u>Brown Bear</u> while riding on a train. This may, in part, explain the very strong rhythm that is present in this classic text.</i> <a href="http://tiill.com/Bill's%20Story.htm">http://tiill.com/Bill's%20Story.htm</a> <ol style="list-style-type: none"><li>1. Show children Martin's picture, and indicate that this is the man who wrote <u>Brown Bear</u>, <u>Brown Bear</u>. Then tell them that Martin wrote the words for the book while riding on a train.</li><li>2. Ask children to describe the sounds of a train, then ask them to show those sounds if a train is going fast or if a train is going slow.</li><li>3. Select phrases from the book -- any question will do -- and have the children chant the phrase as a train would sound going slowly. Then have the children chant the phrase faster and faster.</li><li>4. Repeat this activity for several phrases in the book.</li><li>5. Ask children to notice any rhythmic patterns they hear from machinery in the world around them.</li></ol>	<b>Materials Needed:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Bill Martin, Jr. picture</li><li><input type="checkbox"/> At <a href="http://tiill.com/Bill's%20Story.htm">http://tiill.com/Bill's%20Story.htm</a></li></ul>

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<b>Activity Card #3</b>	<b>Literacy Development Category:</b> Artist's Craft & Acts of Writing
<b>Suggested Activity Order</b> <i>Because <u>Brown Bear, Brown Bear</u> is such a predictable text, it is quite easy for children to write their own book using <u>Brown Bear</u> as a model.</i> <ol style="list-style-type: none"><li>1. Showing children Bill Martin, Jr.'s picture, remind children that they learned a bit about the author of <u>Brown Bear, Brown Bear</u> yesterday.</li><li>2. Tell them that today they will be authors, and that they will write their own version of <u>Brown Bear, Brown Bear</u>.</li><li>3. Have children think about animals they would like to include in their book. They will need to think of the color of the animal as well. Show them that Martin has included a purple cat, and that they can have their animals be any color they want.</li><li>4. Record the children's ideas, guiding them to frame their words in the pattern that Martin establishes. Ex. Pink fish, Pink fish, What do you see?</li><li>5. Read the children's text to them. Then, have them check the rhythm of their words. Does it sound like they, too, have composed their text to the beat of train wheels?</li><li>6. Children may illustrate their text. Help them by using a crayon to indicate the color of the animal that is to appear on the page.</li></ol>	<b>Materials Needed:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Chart paper</li><li><input type="checkbox"/> Marker</li></ul>

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<b>Activity Card #4</b>	<b>Literacy Development Category:</b> Lots of Links and Acts of Writing: The Color Hunt
<b>Suggested Activity Order</b> <ol style="list-style-type: none"><li>1. Distribute the character cards to small groups of children so that every child is a member of a group.</li><li>2. Explain that today we are going on a color hunt. Each group is to find three things in the classroom that are the color of the picture on their character card.</li><li>3. Give each group their own recording pad and appropriate colored crayon. The pad will have three pages, one for each object that the group locates.</li><li>4. Tell children they are to draw a picture of the object they have discovered. Each page will have only 1 picture.</li><li>5. Tell children that they may "write" or "pretend to write" the name of the picture.</li><li>6. Let the children explore. Call the group back together and let the members of each group show their pictures.</li></ol>	<b>Materials Needed:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Character cards</li><li><input type="checkbox"/> Recording pads</li></ul>

Brown Bear



Red Bird



Yellow Duck



Blue Horse



Green Frog



Purple Cat



White Dog



Black Sheep



Goldfish



Mother

