



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

### Teacher's Guide

Developed by



HealthMPowers is a dedicated organization that promotes healthy habits by bringing nutrition education and physical activity into everyday life and learning.

## **Getting Started with Brown Bear, Brown Bear**

**Brown Bear, Brown Bear, What Do You See?** is filled with colorful illustrations and repetitive text. Children easily remember the common phrase linking each page, allowing them to actively participate in telling the story. The playful storyline follows a distinct pattern to reinforce color concepts and animal names. HealthMPowers developed this **Teacher's Guide** for you to use as you explore the book **Brown Bear, Brown Bear, What Do You See?** by Bill Martin Jr. and Eric Carle. Physical activities introduced throughout this guide are designed to promote movement through games, exercise and self-expression. Get ready to have some fun as you start your children on this life long journey to an active lifestyle.

### **Teacher's Guide**

This **Teacher's Guide** includes activities that can be used again and again as your children learn about the topic of health. Included in this guide are activities which can be easily incorporated into your daily routine. Activities can be modified to meet the needs of your students and classroom environment. Start each lesson with the featured tune. Sing it often and add the movements to make it fun. Soon, they will be singing it all on their own.

### **Nutrition Education**

- 1. Brown Bear, Brown Bear, What Do You See? Introduction** - an activity that will help you get started as you introduce the book. A set of questions will guide a discussion about the story.
- 2. All the Animals are Looking at Us** - a song to sing often with children as they gather for circle time and during transitions. Review, repeat and have fun.
- 3. Colorful Fruit Toss** - a tasty treat for children to make as they work together to prepare a variety of fruit and granola.

### **Physical Activities**

- 1. Animal Parade** - a Magical Movement Time activity that gets children moving while learning new skills to promote full body movement.
- 2. Animal Toss** - an activity that teaches children to toss objects accurately to hit a target, while reinforcing the names of the animals in the story.
- 3. Animal Relay** - an activity that teaches children to follow simple directions, all while moving their bodies.

**Bear, Brown Bear, What Do You See? Vocabulary Word List** - a complete list of color words, animals, movements and sounds found throughout the story and in this guide.

**List of Age Appropriate Gross Motor Skills** - a list of age appropriate gross motor skills for children.

**Tips for Teacher-led Physical Activities** - a set of critical skills for children to learn so you can lead successful physical activities.

## Nutrition Education

It is important that we introduce children to nutrition and healthy life patterns. The information and activities we share will impact how they care about their bodies. Discuss with children that being healthy includes eating different fruits and vegetables, drinking water or milk, no sugary drinks and moving as a family. We can all play and work together to keep our bodies strong.

### 1. Brown Bear, Brown Bear, What Do You See? Introduction

**Materials:** *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle, animal pictures and craft or paint sticks

**Preparation:** This is a story about animals moving about in a sequence. As they look around, they describe the animal that follows behind them. Be prepared to read the words on each page slowly, as to allow time for children to catch on to the repetitive line nature of the story. Draw or make a copy of the animals depicted on the last two pages of the *Brown Bear, Brown Bear, What Do You See?* book. Write the name and color of the animal on the back of each picture. Secure animals to craft or paint sticks to use as puppets. These puppets will be used for additional activities in this guide.

#### **Teacher Instructions:**

1. Gather children for circle time.
2. Read *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle. As you hold up the book, give children time to look at the details of each illustration. Make a sound like the animal on the page would make, just before reading the line. Have children join you in telling the story by repeating the line which describes each animal. “(Brown Bear), (Brown Bear), what do you see?” *Make a big bear roaring noise*, then say, “I see a (Red Bird) looking at me.”
3. Once you finish reading the story, ask children the following questions:
  - What type of animals did you see in the story? *We saw a bear, duck, horse, frog, cat, dog, sheep, and goldfish.*
  - What colors were the animals? *The animals were brown, red, yellow, blue, green, purple, white black and gold.*
  - What were the animals doing throughout the story? *The animals were looking at one another.*
  - Were the animals moving? *Some animals were moving.*
4. Introduce animal puppets to children. Explain how they will be used during different activities.

#### **Extension:**

Hold up each animal puppet for children to name. Pass puppets out to the group. Children can hold the appropriate puppets up as you read. Read the story twice, if necessary, so every child will have a turn holding a puppet. Place the puppets in the library center for children to explore during center time. Encourage children to use the animal puppets for a puppet show.

## 2. *All the Animals are Looking at Us*

**Materials:** None

**Preparation:** Review the song below.

**Teacher Instructions:**

1. Gather children for circle time. Introduce the tune below. Begin by reading the words aloud slowly, including the verses below.
2. Sing it slowly at first while children learn the rhythm. They will sing along as they become familiar with the tune.
3. Review the tune each time children gather for circle time. Soon, they will be singing it all on their own.

***All the Animals are Looking at Us***  
(To the tune of *The Wheels on the Bus*)

All the animals are looking at us, looking at us, looking at us.  
All the animals are looking at us, **to see what we might do.**

All the animals are looking at us, looking at us, looking at us.  
All the animals are looking at us, **to watch us touch our toes.**

All the animals are looking at us, looking at us, looking at us.  
All the animals are looking at us, **to watch us stretch up high.**

**Additional lines below:**

- To watch us clap our hands
- To watch us blink our eyes
- To watch us nod our heads

**Extension:**

Give children an opportunity to come up with their own physical activities to share with the group. Repeat this activity often, indoors and out.

### 3. Colorful Fruit Toss

**Materials:** An alphabet chart, a variety of fruit, cups or bowls, spoons and an alphabet chart/display

**Preparation:** Wash and slice fruit in advance.

**Teacher Instructions:**

1. Have children wash their hands before and after this activity. Explain that you also washed the fruits to make sure they were clean. **Check allergy list before beginning this activity.**
2. Ask children to identify the name and color of each fruit. Next, identify the letter sound of each fruit. Point to the corresponding letter on the alphabet chart.
3. Describe the Colorful Fruit Toss activity. Explain to children how they will be able to choose which fruit they would like to toss together in their cup/bowl.
4. As the children enjoy their tasty treat, engage them in a discussion about which fruit was their favorite and why?

**Extension:**

Read *The Very Hungry Caterpillar* by Eric Carle. Lead children in a discussion about what the caterpillar ate. Ask children the following questions: Did he make healthy choices? Did he grow? What did he turn into?

## Physical Activities - Magical Movement Time

It is important that we help children understand the importance of being active every day. The information and activities shared will impact how children think about their bodies. As they become more active, they will begin to feel their muscles grow stronger. Activities in this guide will feature many ways to move such as: walking, hopping, skipping, jumping, dancing, marching, stretching and more. Begin each activity with the song ***All the Animals are Looking at Us***. Be intentional and consistent as you introduce and review Magical Movement Time activities each day inside and out.

### 1. Animal Parade

**Materials:** Red, green and yellow construction paper circles, craft or paint sticks and animal puppets (Directions stated on the Introduction activity in Nutrition section)

**Preparation:** Make movement signs by securing construction paper circles to craft or paint sticks. Write the color word and type of movement (slow, go or stop) on each circle.

**Teacher Instructions:**

1. Gather children for the Magical Movement Time routine. Begin by singing the tune ***All the Animals are Looking at Us***.
1. Model a series of 2-3 movements (marching, hopping, tiptoe walking, etc.) while singing ***All the Animals are Looking at Us***. Explain to children how they will move their body in a parade.
2. Lead children to the area where this activity will take place, either indoors or out.
3. Hold up each animal puppet and review its name and color. Model the simple action each animal makes from the list below. Hold up each circle and explain how the green circle means GO, the yellow circle means SLOW and the red circle means STOP.
4. Hold up one puppet at a time as you lead the parade. Hold up a different movement sign (circle) periodically during the parade to change the pace.
  - **Brown Bear:** Growl and stomp like a bear with arms stretched out
  - **Red Bird:** Tweet and flutter your arms like the wings of a bird
  - **Yellow Duck:** Quack and waddle from side to side like a duck
  - **Blue Horse:** Neigh and gallop like a horse.
  - **Green Frog:** Croak and leap forward slowly on hands and feet like a frog
  - **Purple Cat:** Purr and pounce forward quickly like
  - **White Dog:** Bark and run like a dog
  - **Black Sheep:** Baa and crawl like a sheep
  - **Goldfish:** Move quietly and swim like a fish

**Extension:**

Use this activity during quick transitions. Make a sound with a chime, bell or by clapping and hold up an animal puppet. Children can mimic the appropriate sound and movement, while staying in place, to a count of three.

## 2. Animal Toss

**Materials:** *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle book, poster board(s), crayons, masking tape, Poly Spots and 6 bean bags for each activity center

**Preparation:** Make an animal target poster. Draw two vertical lines and two horizontal lines on poster board to create a grid with six squares. Draw or make a copy of the animals depicted on the last two pages of the *Brown Bear, Brown Bear, What Do You See?* book. Secure pictures to the poster board grid. Clearly print the color and name of each animal under each picture. Laminate for durability. Secure the animal target poster at children's eye-level in an open area. Place a Poly Spot or secure tape to the floor six feet from target.

### **Teacher Instructions:**

1. Gather children for the Magical Movement Time routine. Begin by singing the tune *All the Animals are Looking at Us*.
2. Explain and model tossing a beanbag at an animal on the target. Call out the color and name of the animal.
3. Line children up into groups of six behind the Poly Spot or tape and pass out bean bags. Children will toss their beanbag at the target, call out the color and name of the animal, retrieve their beanbag and return to the end of the line. Make and set up as many targets as needed for your class size to comfortably participate.

### **Extension:**

Secure animal target posters to a wall or fence out on the playground. Place six beanbags in a basket or shoebox six feet from the target. This outdoor activity center can be set up daily for children to enjoy independently.

## 3. Animal Relay

**Materials:** Animal pictures and poster board

**Preparation:** Draw or make a copy of the animals depicted on the last two pages of the *Brown Bear, Brown Bear, What Do You See?* book. Secure pictures to poster board and laminate for durability. Attach animal pictures, ten feet apart, at children's eye-level on a wall or fence out on the playground.

### **Teacher Instructions:**

1. Gather children for the Magical Movement Time routine. Begin by singing the tune *All the Animals are Looking at Us*.
2. Line children up into two groups, twenty feet from the animals on display. Call out an animal name, run to its picture, touch it, run back to tag the child at the front of the line and say go.
3. Children will move at their own pace to the animal, return to the line and tag the next person. Once everyone in line has participated as a specific animal, call out another animal for them to copy.

### **Extension:**

Set up permanent workout stations along the fence out on the playground using the laminated animal displays. Encourage children to visit each station independently to perform the animal action to a count of ten, before moving to the next station.

**Brown Bear, Brown Bear, What Do You See? Vocabulary Word List**

This list includes words found throughout the story. Keep a Children's Dictionary close by and define words in simple terms as you read the story. Use them as you communicate and engage children throughout the day.

arms	frog	red
baa	gallop	roar
bark	gold	run
bear	green	screech
bird	growl	sheep
black	hands	side to side
blue	hiss	slither
brown	hop	slowly
cat	horse	snarl
cluck	jump	snort
crawl	leap	squeak
croak	move	stomp
dog	neigh	stretch
duck	pounce	tweet
feet	purple	waddle
fish	purr	white
flutter	quack	wiggle
fly	quickly	wings
forward	quietly	yellow



## **List of Age Appropriate Gross Motor Skills**

Gross motor skills involve using large muscle groups to move in a coordinated way. Children learn to move their body as they develop skills using their arms, legs, feet, and trunks. Age-appropriate skill development involves intentional teaching, movement modeling and plenty of practice. As children develop gross motor skills, they learn to move in their world with balance, coordination, ease, and confidence. Refer to the list below.

### **Gross Motor Skills for 3 and 4 year olds**

- Run around obstacles
- Walk on a line
- Balance on one foot for 5 - 10 seconds
- Hop on her preferred foot
- Ride a tricycle
- Walk up and down stairs with alternating feet, without support
- Jump from 12 inches with feet together
- Use a slide independently
- Climb well (not including ladders)
- Skip, leading with one leg

### **Gross Motor Skills for 4 and 5 year olds**

- Walk a balance beam forwards & backwards
- Perform somersaults
- Balance on one foot for 8 - 10 seconds
- Skip, alternating feet
- Begin to jump rope
- Throw a ball to hit a target
- Jump back
- Pump and maintain momentum while on a swing (may be started with a forward push)
- Hop five times on one foot
- Climb the rungs of a playground slide ladder

## Tips for Teacher-led Physical Activities

Magical Movement Time is a great example of creating a physical activity routine that can be built into your plans for each day. It can be used as a transition activity, as you gather children for lessons or anytime throughout the day when you have time. Start each physical activity by reviewing the critical skills below.

### 1. Start and Stop Cues

- Why?**
- Young children should practice how to quickly start and stop when they do a structured teacher-led physical activity.
- Ideas...**
- Engage in physical movement often. Young children need time to practice. Use a specific physical activity start and stop cue. You can use hand claps, bell, words or other ideas as your start/stop cue.
  - Select the primary start/stop cue you would like to use for physical activities for the year. Be consistent.

### 2. Personal and General Space

- Why?**
- Young children should practice how to relate while moving through space with other children. They need to practice moving with objects, develop ideas about size, shape, direction and how their body can move through space.
- Ideas...**
- Work on personal and general space skills all year and do short activities daily. Young children need practice and may need props to stand on (like Poly Spots) to define their personal space.
  - Children should build their skills moving through space gradually. Start by having them dance in one place and not touching anyone or any objects. Have them walk without touching anyone or any objects.
  - Be creative! Have them move through space with different movements. Teach directionality by having them walk with their arms up or down, have them walk high (on tip toes) or low (with knees bent). Have them walk around, over, away from and toward an object. Have them do body shapes by being small, large, round, narrow, and wide.

### Magical Movement Time: TIPS for Teachers

- Remember!**
- Keep it fun and safe. Physical activity is a time for laughter and experimenting. Make it a game.
  - Model good “movement manners” like “excuse me”.
  - Do activities with the children and get your exercise in, too.
  - Be generous with praise! Help children learn how to improve by telling children individually how well they are doing. Be specific about what they are doing well.