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READ IT AGAIN!

Pre-K
**Introducing Literature
to Young Children**

Libby Miller
Liz Rothlein

Illustrated by Libby Miller



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ISBN 978-1-59647-342-3

Previous ISBN 0-673-36008-3

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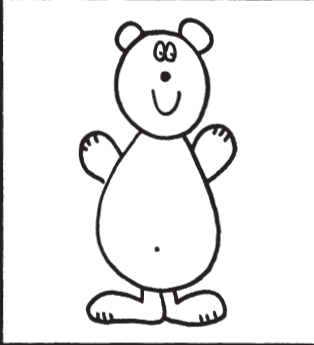
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SELECTED BOOKS AND ACTIVITIES

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BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE?



Author

Bill Martin, Jr.

Illustrator

Eric Carle

Publisher

Holt, Rinehart & Winston, Inc.,
1967

Pages

26

Other Books by Martin

We know of no other books by the author, however, he has coauthored the following books with John Archambault: *Here Are My Hands*, *Barn Dance*, *Ghost-Eye Tree*, *Knots on a Counting Rope*.

Summary

Brown Bear, Brown Bear, What Do You See? offers a brilliantly illustrated representation of questions and answers about what Brown Bear and other animals see. Colorful animals are shown on bold double-page spreads. A rhyming text allows you to read the questions and the children to provide the answers or vice versa.

Introduction

This is a story about a Brown Bear that sees a redbird. The redbird then sees a yellow duck and on it goes. If you were a bear, what animals do you think you might see?

Discussion Questions

- 1 What did Brown Bear see? (a redbird looking at him)
- 2 Which animal in the book did you like best? (answers may vary)
- 3 Name some of the animals in the story and tell what color they were. (bird, red; duck, yellow; horse, blue; frog, green; cat, purple; dog, white; sheep, black; fish, orange).
- 4 If Brown Bear lived at the zoo, what other animals might he see? (answers may vary)
- 5 If the black sheep lived on a farm, what other animals might the sheep see? (answers may vary)
- 6 Could *Brown Bear, Brown Bear, What Do You See?* be a true story? Why or why not? (Answers may vary but might include "no," because horses aren't blue, cats aren't purple.)

**BROWN BEAR,
BROWN BEAR,
WHAT DO YOU
SEE?**

ORAL LANGUAGE ACTIVITY

Directions

Choral-speak and act out the following rhyme:

Brown Bear, Brown Bear, touch the ground.
Brown Bear, Brown Bear, turn around.
Brown Bear, Brown Bear, touch your nose.
Brown Bear, Brown Bear, touch your toes.
Brown Bear, Brown Bear, climb the stairs.
Brown Bear, Brown Bear, say your prayers.
Brown Bear, Brown Bear, shut off the light.
Brown Bear, Brown Bear, say "good night."

Now substitute each of the animal characters for Brown Bear and repeat the rhyme until all the animals have been named (e.g., "Redbird, Redbird, touch the ground. Redbird, Redbird, turn around.") This rhyme may be used with large groups, small groups, or individual children. Assign small groups and individuals a particular animal; they can perform the action mentioned in the rhyme, while the rest of the group chants.

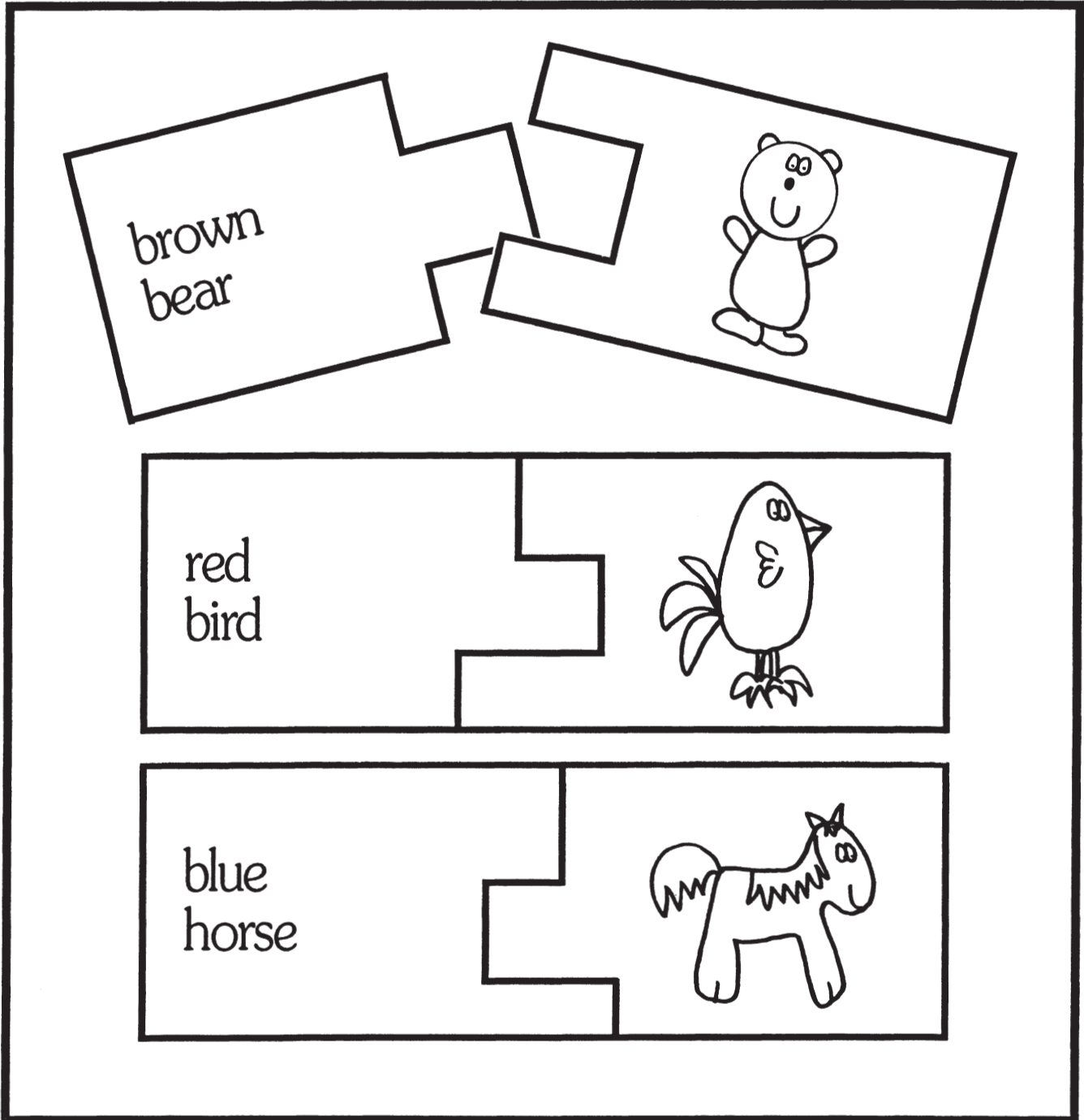
**BROWN BEAR,
BROWN BEAR,
WHAT DO YOU
SEE?**

LEARNING CENTER ACTIVITY

Directions

Place the learning center activity marker at the learning center.

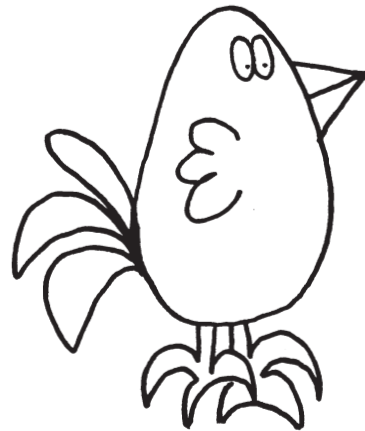
Color the animal pictures on pages 5 and 6 with markers. Match the color word on the matching word card. Glue the picture to a piece of cardboard, laminate it, and cut it into puzzle pieces. Place the puzzle pieces in a coffee can or a box for storage.



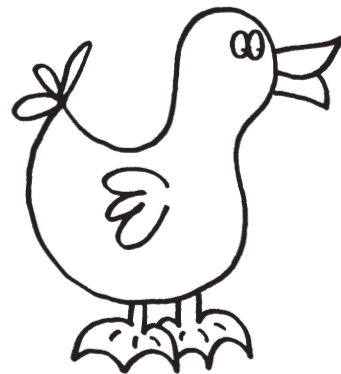
brown
bear



red
bird



yellow
duck



blue
horse



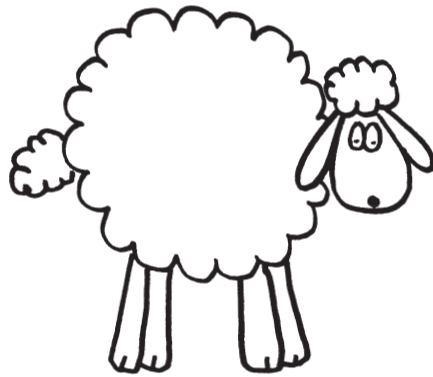
purple
cat



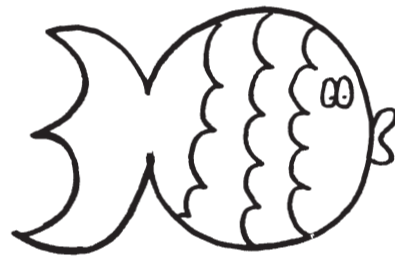
white
dog



black
sheep



orange
fish



**BROWN BEAR,
BROWN BEAR,
WHAT DO YOU
SEE?**

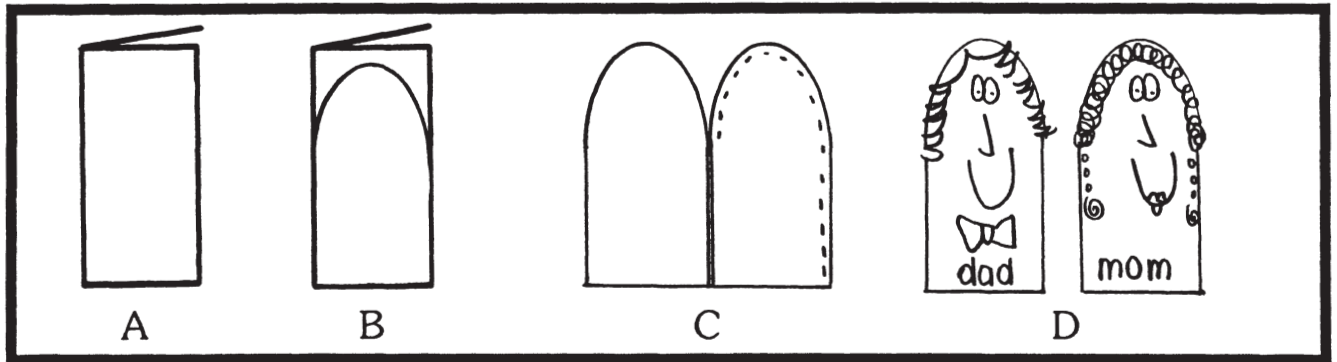
PARENT BULLETIN/HOMEWORK

Name _____ Date _____

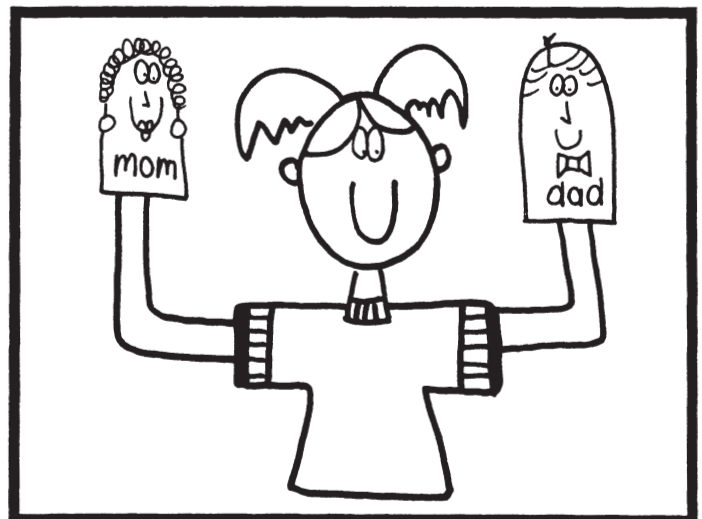
We are reading a brilliantly illustrated book *Brown Bear, Brown Bear, What Do You See?* written by Bill Martin, Jr., and illustrated by Eric Carle. This book is about what Brown Bear and other animals see. It has a rhyming text and is written in question-and-answer form. If possible, obtain a copy from the library or buy a copy to enjoy with your child. We will be adapting the text to learn about the members of your family.

Follow these directions to help your child make his/her "family" puppets:

Monday: You will need to help your child make one puppet for each member of your family. To make a puppet, fold an 8 1/2" x 11" piece of paper in half (A). (You may choose the size that is most comfortable for your child to use.) Round off the two top corners (B). Glue all around the edges, leaving the bottom edge open so that a hand may be slipped inside (C). Make as many puppets as you have family members.



Tuesday: Ask your child to name each member of your family. Talk about first and last names. Discuss the role that each member plays in the family. Ask your child to draw a picture (D) of a family member on each puppet (one person to a puppet). Write the name of the person on the bottom of the puppet.



Wednesday: Use the adapted rhyme to help your child name everyone in your family. Ask your child to hold up a puppet and use that puppet's name to fill in the spaces. Continue until all of the puppets have been named.

(Mommy, Mommy,) who do you see?

I see (Maria) looking at me.

(Maria, Maria,) who do you see?

I see _____ looking at me.

Thursday: Add a describing word to the front of the person's name to use in the rhyme.

Example: Pretty Mommy, Pretty Mommy, who do you see? I see Silly Billy looking at me. Silly Billy, Silly Billy, who do you see? I see Happy Harry looking at me. (Words do not have to rhyme.)

Repeat Wednesday's activity using the new words.

Friday: Have your child bring the puppets to school and share them with his/her friends.

Parent's signature: _____

BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE?

Then use the words to write a new book. For example,

Green Horse, Green Horse,
What do you see?

I see a purple snake looking at me.

Continue the story using *Brown Bear, Brown Bear* as a model. Finally, have the children draw a picture of the new animal and place it on the appropriate page in the new book.

Variation: Cluster animals using describing words (adjectives) to tell something about each animal (i.e., slithery snake, hopping kangaroo, skulking lion).

4 Colors, Colors, Colors

Cut out a set of circles for each child. The set should include each of the following colors: brown, red, yellow, blue, green, purple, white, black, and orange. (Since there are several versions of *Brown Bear, Brown Bear*, be sure that the colors used in this activity match the colors mentioned in the book.) Staple the colored circles to straws. Then as you read *Brown Bear, Brown Bear*, ask the children to hold up the color circle for the color being read.

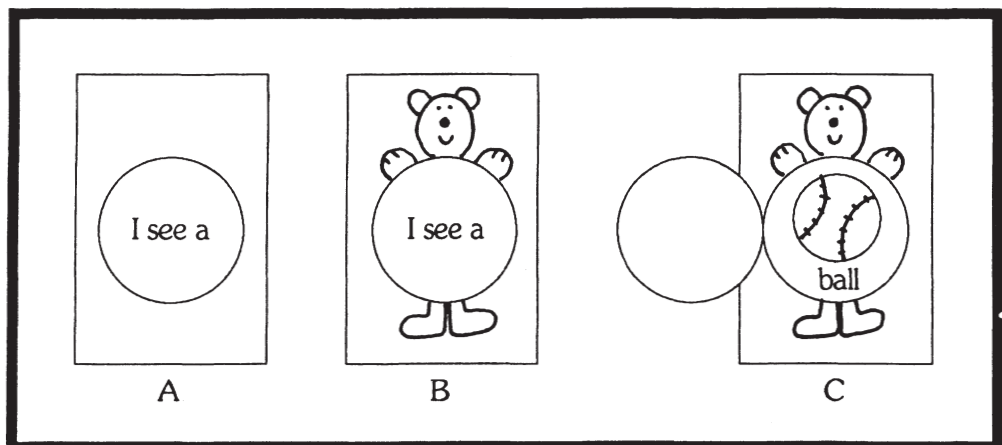
5 Bear Claw Cookies

Using already prepared refrigerator sugar cookie dough or a favorite recipe, make one large dough circle for the bear's paw and five smaller circles for the claws. Attach the five smaller circles to the large circle and bake. Follow the directions on the package or recipe for baking.

6 Phonics: Class "B" Sound Book

Make a beginning sound "b" big book in the shape of a bear. First, draw a 10" circle on a piece of paper. Inside the circle, print the words *I see a* _____. Make a copy for each child. Cut out the circle and attach it to the center of a 12" × 18" piece of construction paper (A).

Discuss what a bear looks like. Then have the children add a circle for the head, half circles for the ears, four legs, and eyes, ears, nose, and mouth (B).



Stop at this point, and ask the children to sit on the floor. Write *I see a* _____ on the chalkboard. Talk about *Brown Bear*. Tell the children that the only things he can see are things that start with the sound at the beginning of the word *bear*. Cluster all the words that begin with the "b" sound on the chalkboard

**BROWN BEAR,
BROWN BEAR,
WHAT DO YOU
SEE?**

or on chart paper. Have the children read the phrase *I see a _____* and fill in the blank with one of the “b” words. Continue until everyone has had a turn.

Send the children back to their seats to complete their Brown Bear page. Explain that they are to finish their project by drawing a “b” picture under the bear’s tummy (circle) (C).

Collect the pages and make them into a class book.

7 Puppets, Puppets, Puppets

Provide materials for the children to make individual puppet sets of the *Brown Bear, Brown Bear* animals. Use the directions and illustrations found on page 11 as a guide. If possible, the children should cut out all shapes. Once the puppets are completed, they may be used in many ways. Role-play the story of *Brown Bear, Brown Bear*, holding up the puppet as the story is being read. Have the children take the puppets home to retell the story to their parents.

Divide the children into two groups. Give each group one set of the puppets. Tell them that the first group to line up in the order that the animals appeared in the story is the winner. Then choral-speak the story as the children hold up their animal puppets.

