

## **Brown Bear, Brown Bear, What Do You See? ELD LESSON**

\*note: the book does not use the color orange, but gold. I simply typed “orange” enough times to cover the goldfish word and make it orange, instead.

### **Lesson One**

- Introduce vocabulary:  
red, yellow, blue, green, purple, orange. Practice pronouncing each word. Give students a picture of an apple, a star, the sky, the grass, a plum, and a pumpkin (or other color things) and have them match the color to word. Have students brainstorm other things they know that are red, yellow, blue, green, purple, orange.

Find your partner with matching word. Look at your word/letters very carefully – hold it close against your chest – walk around and ask people if they have your color name.

- Word Study: Let’s look at the words and letters very carefully. Ask students what they notice about each word. Have students identify the ending letter/sound. Highlight the letter with tape.
- Access background knowledge:  
With a partner, can you find something in the room that is red, yellow, blue, green purple, orange?
- Set a purpose for reading:  
Identify color words in the text. When I read the book, touch your nose when you hear one of our vocabulary color words.
- Quick read story:  
Read through and point out vocabulary. Ask – “have you ever noticed the color of different animals?” Have students identify what colors the animals are in real life.
- Conclude with purpose:  
Go back to color words and have students tell you what animal in the book went with the color.

### **Lesson Two**

- “Play” with Vocabulary:  
Have students sort the pictures/manipulatives from the book into REAL LIFE and IMAGINATION based on the colors. After the sort, see if kids can identify any animals that are the colors under imagination (purple).
- Word Study:  
Do interactive writing/coloring for 6 words. Put 6 numbers and colored squares on chart paper. Pick a child to name a color and write the word on the line.
- Access Background Knowledge:

Have students tell a partner anything that is the color red, yellow, blue, green, purple, or orange. Ask students to recall story.

- Set Purpose for reading:  
Identify the color of the animal in the story.
- Read Story:  
Read the story with the text facing you so students cannot see the pictures. Have them tell a partner what color they remember each animal being. If they do remember, have them identify the ending sound. If they can't remember, tell them the ending sound so they can guess it. Then show them the picture.
- Review purpose:  
Pull down the word strips, have students tell a partner what sound ends each color.
- Deepen comprehension of story and vocabulary:  
Review the discussion yesterday of the colors of real animals. Have students sort the pictures/manipulatives for real colors and pretend pictures.

### **Lesson Three**

- “Play” with Vocabulary:  
Color word – which color is this word? Have you thought of anything else that is (color word?). Find your partner – match color to color word. Hand out matching worksheet. Match color word to color.
- Word Study:  
Do interactive writing. Write each word and color a box to match. Play matching game. (colors) (color/word) (words)
- Access Background Knowledge:  
Hand out papers with sentences and color words. Together, lightly color the words. Cut out and glue in correct sentence.
- Set Purpose for reading:  
Read all the text you can. Have students identify the pattern of the text.
- Read Story:  
Make sure you have students choral read with you. This is important language production.
- Review purpose:  
Use the text's pattern and have students fill in the blanks. Talk about how patterns make up songs. Sing “scat the cat” to reinforce colors and language pattern.
- Write about the Text:  
Write color word under each picture independently within the sentence frame “I see a \_\_\_\_\_ (animal) looking at me.”

## Lesson Four

- Students Read Text:  
Each student picks his favorite animal in the book and reads the sentence.
- Word Study:  
Practice writing (encourage best work) color words on white boards. Give each student a set of paper color words and small pieces of tape. Tell them to walk around the classroom and match the word to the right colored object (they tape the word card “black” to the black stapler on your desk). When complete, take a “field trip” to try and find all the identified items.

## Lesson Five

- Quick “Play” with Vocabulary:  
What word am I? (r-e-d) or (r/e/d) etc. word sort again
- Access Background Knowledge:  
Have students tell a partner and then the class what color was the bird, the duck, the horse, the frog, the cat, the fish? Place sentence strips on pocket chart.
- Read story:  
Have children read as much as they can – volunteers?
- Writing from the text:  
Have students brainstorm all the animals they know. Students can make one page to go into a class book or make a mini book with 4 pages each. They choose a color(s) and animal(s) to draw and write about. You can tell them you want the pictures to be from their imagination or from real life. They read at least one page to the class.

Discuss parts of lessons they liked best/least.

I added a couple more parts at the end of this lesson. We read through “Mouse Colors” for fun and discussed how some of the colors are made. Then they each picked a color word card (like a set of cards turned upside down – “pick one). Then they each put on a smock (old t-shirt), went to a table and used shaving cream to make pictures. For each child I added the paint in the color they had previously chosen, mixing the primary colors to make the secondary colors for whichever card they picked. As they played with the shaving cream I asked them to make a picture that would fit onto a large, white piece of construction paper and then I made a print. After the tables were cleaned off I gave each of them a sentence strip and they wrote a sentence about their picture. (Ex. I see a purple house looking at me.)