



“Brown Bear, Brown Bear “Oso pardo, oso pardo, ¿ qué ves ahí?”

Standards Met

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons – Spanish language patterns
- 5.1: Use Spanish beyond school

Objectives:

The students will...

- demonstrate knowledge of commands through actions.
- demonstrate comprehension of “Goldilocks and the Three Bears” by acting out the story as it is told in Spanish.
- apply knowledge of colors and animals by creating an alternative version of “Brown Bear.”

Oso pardo, oso pardo ¿qué ves ahí?

Anticipatory Set

1. Guide students through the creation of a paper bag bear puppet with brown paper bags, glue, and cut out body parts. Use Spanish to guide them through the creation.
2. Ask them what they are creating – un leon, un gorilla, una jirafa
3. Explain we will read the book after doing some activities for preparation.

Oso de la bolsa

<http://www.dltk-kids.com/crafts/teddy/mbearbag.html>

1. Pega una parte de la boca debajo de la solapa de la bolsa. – Glue a part of the mouth under the flap of the bag.

2. Pega otra parte de la boca sobre la solapa. – Glue the other part of the mouth on the flap.
3. Pega la nariz en la cabeza sobre la boca. – Glue the nose on the head above the mouth.
4. Pega los ojos en la cabeza sobre la nariz. – Glue the eyes on the head above the nose.
5. Pega las mejillas y las cejas en la cabeza. – Glue the cheeks and eyebrows on the head.
6. Pega el pecho en el cuerpo más bajo de la bolsa. – Glue the chest on the body at the bottom of the bag.
7. Pega la cinta bajo de la boca para un osito y sobre la cabeza para una osita. – Glue the bow under the mouth for a boy bear and on the head for a girl bear.
8. Pega los brazos entre los lados de la bolsa. – Glue the arms into the sides of the bag.

TPR Story

1. TPR the following words: va – goes, quiere – wants, come (comer) – eats, tiene mucha hambre – is very hungry, lee – reads, está escrito – is written, se sienta – sits down
2. El Oso Tiene Mucha Hambre

Un oso tiene mucha hambre. El oso va a Acapulco, Mexico. El quiere comer porque tiene mucha hambre. El oso va a un restaurante para comer. El oso lee el menú pero no lo comprende. No lo comprende porque está escrito en francés. El oso come el menú porque tiene mucha hambre.

El oso va a un restaurante en Nueva York. El oso lee el menú pero no lo comprende porque está escrito en japonés. El come el menú porque tiene mucha hambre.

El oso tiene mucha mucha hambre y él va a McDonald's en Osito, Nebraska. En McDonald's, el menú está escrito en oso. El oso está muy contento y come mucho.

Activity Sequence

Input

1. Complete the Frayer Vocabulary Model using the words from the story.
2. Give each student a sheet of white paper with nine squares. Tell the students an animal from the story, and the students draw that animal using the color indicated. They then pass the paper to their right. Tell the students to draw another animal from the story in a second square and then again pass the paper to the right. Continue this procedure until all squares are filled. Each student will then have nine squares with the animals from the story. These may then be cut up and used as flash cards.
3. Go over the memory chant of numbers and actions.
4. TPR
Write the following words on the board and demonstrate them using TPR
ves – you see
me mira a mí – looks at me

5. Visuals
Read the story showing visuals to aid in comprehension.
6. Rhythmic Reading
Read with the students selected phrases slowly and then more quickly as a train would sound.

Guided Practice

1. Living Order
Students do a living order of the visuals.
2. Matching Cards
In small groups, students match the picture with the correct corresponding word in Spanish.
3. Group Story Sequence
Put all visuals on the floor. As a group, students put the cards in the correct order.
4. Story Sequence Cards
In small groups, students sequence the cards in the order they appear in the story.
5. Color Hunt
Individual students or small groups of students find three things in the classroom that are the color of their color card in Spanish. They then draw the three objects and have other groups guess their color from the objects drawn.
6. Touch Blue Not On You
All of the students stand up. The teacher says a color, and each student must touch that color. However, the color cannot be on themselves.
7. Color the Picture
Pass out the animal template and tell the students to color each animal a different color from that in the story. For example, you might say color the caballo amarillo; color the rana parda etc.
8. Other color activities
 - Four Corners Activity: The teacher picks four colors from the story and then asks the students to go to the corner of the color they like best or the color that they are wearing etc.
 - Show Me Activity: The teacher gives the students swatches of color or color samples from a paint store and then says different colors as the students hold up the correct color from their swatches or samples.
 - TPR Activity: The teacher says the following: “Those students with camisas rojas stand up. Those students with ojos verdes stand up.
 - Coloring Activity: Students are given an Aztec design (may be obtained on the internet) or any design, and they color the design by writing the color word in the area.
9. Memory Number Chant
Students do the number memory chant that links Spanish to English sounds.
10. Show Me the Number
Students hold up the correct number of fingers as the teacher calls out a number.
11. Más / Menos
Each student has a large number on his/her back. The student does not know what that number is. He or she must then ask other students más or menos to determine that number

12. Number Problems

Students will be given a number so that everyone can see it. The + , - and = signs are posted at the front of the room. The teacher gives an answer such as 2, and the students must find other students to create a problem that will equal that answer.

13. Partner Number Problems

One partner holds up fingers. The other partner then adds or subtracts the numbers to arrive at the correct answer. The partner must say the number problem as well as the answer in the target language.

14. Write the Number

Students write the number in the air or in shaving cream on the desk as the teacher says it in the target language.

15. Pipe Cleaner Activity

The teacher says a number in the target language, and the student creates that number behind his/her back with a pipe cleaner.

16. Guess the Animal

Get cheap stuffed animals at garage sales or use picture of animals and put them in a bag. Describe the animal and have the students guess which animal in the bag you are describing. Extend the language as appropriate to the age and knowledge of the teacher and students.

17. Animal Jeopardy

Ask the students questions in English, and have them guess which animal you are describing. (Example questions are at the end.)

18. Question Activity

Put an animal on the back of each individual. Students try to determine the animal by asking only yes/no questions.

19. Animal Match

Color the animals, the same on both sides of the handout. Cut the handouts in two and pass out to the students. Students must find their match by asking other students only using the target language.

20. Other Animal Activities

- Animal Capsules: Using the capsules in hot water that turn into animals have the students guess what animal it will be.
- Create a New Animal: Using parts from different animals, create a new animal.
- Animal Action: Give each student a picture of an animal. Students pass the picture and put an action with it.
- Question Circle: The teacher will ask simple questions such as ¿Tiene tres perros? The students will step forward if yes and backward if no.

21. Categories

Sort words in the packet into categories: colors, numbers, animals. Don't tell them what the categories are, just tell them to sort the words into categories.

22. Retell Story

Using visual prompts, students retell the story as a group or they may retell the story to a partner.

Extensions

1. Alphabet Activity

A-Z - say and repeat the alphabet in Spanish

On the alphabet worksheet, students fill in the words in Spanish that they remember.

2. Original Story

In pairs, students create their own stories. They may include other animals as long as they are cognates in Spanish. They need to select a color for their animal.

Remember in "Brown Bear" the author included a purple cat. They may draw illustrations of their animals. Select one or two groups to tell their stories.

la cebra – zebra la rata – rat el toro – bull el canguro – kangaroo
el tigre – tiger el leon – lion el mono – monkey el burro – donkey
la serpiente – snake el insecto – insect el cocodrilo – crocodile
el elefante – elephant la jirafa – giraffe el gorila – gorilla
el camello – camel el puerco – pig

Closure

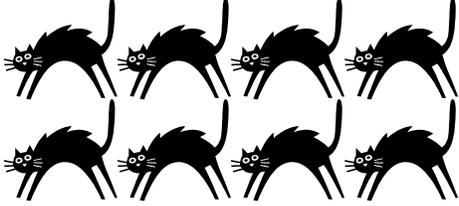
One last retell of the story with the students filling in the blanks when the teacher pauses.

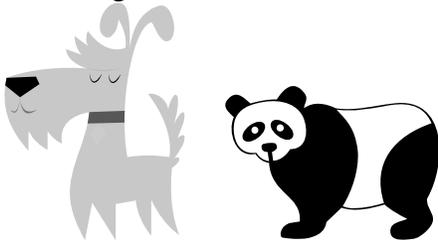
Animal Jeopardy

1. _____ This animal has wool.
2. _____ This animal swims in rivers and lakes.
3. _____ This animal barks.
4. _____ This animal flies.
5. _____ This animal quacks.
6. _____ This animal lives in a cave.
7. _____ People ride this animal.
8. _____ This animal does not like mice.
9. _____ This animal hops.
10. _____ This animal says meow.

UNO	DOS	TRES	CUATRO
CINCO	SEIS	SIETE	OCHO
NUEVE	DIEZ	OSO	PARDO
PAJARO	ROJO	PATO	AMARILLO
CABALLO	AZUL	RANA	VERDE
GATO	MORADO	PERRO	BLANCO
OVEJA	NEGRA	PEZ	DORADO

BROWN BEAR – OSO PARDO

<p>I can act out the following words when someone says them to me:</p> <ol style="list-style-type: none"> 1. oso 2. pájaro 3. perro <p>Parent/Guardian signature:</p> <hr/> <p>Date:</p> <hr/>	<p>I can say how many gatos are pictured below:</p>  <p>Parent/Guardian signature:</p> <hr/> <p>Date:</p> <hr/>	<p>I can say which of the following animals is the incorrect color:</p> <ol style="list-style-type: none"> 1) oveja roja 2) pato amarillo 3) rana verde <p>Parent/Guardian signature:</p> <hr/> <p>Date:</p> <hr/>
<p>I can draw the following:</p> <p>Un pez dorado</p> <p>Parent/Guardian signature:</p> <hr/> <p>Date:</p> <hr/>	<p>I can fill in the blank with the missing word:</p> <p>Perro blanco, perro blanco, ¿qué ves allí? Yo _____ un gato morado que me mira a mí.</p> <p>Parent/Guardian signature:</p> <hr/> <p>Date:</p> <hr/>	<p>I can say which animal is “azul” in the “Brown Bear/Oso Pardo” book.</p> <p>Parent/Guardian signature:</p> <hr/> <p>Date:</p> <hr/>

<p>I can fill in the blank with the missing number:</p> <p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, _____ diez.</p> <p>Parent/Guardian signature:</p> <hr/> <p>Date:</p> <hr/>	<p>I can say the names of the following animals:</p>  <p>Parent/Guardian signature:</p> <hr/> <p>Date:</p> <hr/>	<p>I can do the following math problems:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">cuatro</td> <td style="text-align: center;">dos</td> </tr> <tr> <td style="text-align: center;">+ uno</td> <td style="text-align: center;">+ seis</td> </tr> <tr> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> </tr> </table> <p>Parent/Guardian signature:</p> <hr/> <p>Date:</p> <hr/>	cuatro	dos	+ uno	+ seis	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
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Extension Activities

Math

- Pattern activity where students complete simple or more complex patterns.
- Use animals in the story to create math problems.
- Bring bears to school. Students will sort and graph the bears by colors, types etc.
- Survey and graph students' favorite animals in the story.
- Estimate how many teddy grahams are in a jar.

Science

- Complete a KWL chart
- Research and complete a list of bear facts
- Create an animal zoo
- Compare and contrast the different kinds of bears (black, grizzly, polar)
- Discuss endangered species (grizzly bear)

Social Studies

- On a map, locate where brown bears are found.

Language Arts:

- Write cinquain or concrete poetry
- Create class big book using different animals
- Dramatize the story
- Write a bear story using the following story starters:
 - Today, a bear rode my bus to school and...
 - A bear sat next to me in the cafeteria and...
 - I saw a bear in the principal's office and...
 - Yesterday, my toy bear came to life and...

Art

- Discuss the art of Eric Carle.
- Create a brown paper bag bear.
- Create a quilt with the squares that depict the story.

Higher Level Thinking Skills

- Categorize the animals – no legs, two legs, four legs
- Sequence the events into a story board

Fun Activity

- Brown Bear Tasting Party – match colors
 - Red – red hots (los dulces)
 - Yellow – cheese (el queso)
 - Blue – blueberries (los arandanos)
 - Green – green grapes (las uvas verdes)
 - White – bread (el pan)
 - Black – oreos (las galletas)
 - Purple – purple grapes (las uvas moradas)

Resources

<http://www.amazon.com/Brown-Bear-What-You-See/dp/0805047905> -purchase the book

<http://www.thevirtualvine.com/bears.html> -curriculum connection ideas

<http://www.dltk-teach.com/books/brownbear/index.htm> - art ideas

<http://www.eric-carle.com/bb-bb.html> - ideas for young students

http://www.atozteacherstuff.com/Themes/Brown_Bear_Brown_Bear/index.shtml - additional resources and lesson plans by grade level

<http://www.mcps.k12.md.us/curriculum/pep/teachingideas/brownbear.html>

<http://www.atozkidsstuff.com/brownbear.html> -art ideas

<http://www.enchantedlearning.com/subjects/mammals/bear/Brownbearcoloring.shtml> - easy to understand facts about brown bears

Resources for artists for Brown Bear

Suzann Riggsbee White

<http://www.globalgallery.com/artist.bio.php?nm=suzan+riggsbee+white>

Edward Lear

<http://www.biogs.com/famous/lear.html>

John James Audubon

<http://www.audubon.org/nas/jja.html>

<http://www.globalgallery.com/artist.bio.php?nm=john+james+audubon>

Franz Marc –

<http://www.globalgallery.com/artist.bio.php?nm=franz+marc>

Konrad Wothe –

<http://www.konrad-wothe.de/wothe-english/>

Gerrit Greve

<http://www.sdvag.net/G/GerritG.htm>

Claude Monet

<http://www.globalgallery.com/artist.bio.php?nm=claudemonet>

Blanche Fisher Wright

<http://trmg.designwest.com/BFW.html>

Henri Matisse

<http://www.globalgallery.com/artist.bio.php?nm=henrimatisse>

Leonardo Da Vinci –

<http://www.globalgallery.com/artist.bio.php?nm=leonardodavinci>

Pierre Auguste Renoir

<http://www.globalgallery.com/artist.bio.php?nm=pierreaugusterenoir>

