



“Brown Bear, Brown Bear “Brauner Bär, brauner Bär, wen siehst denn du?“

Standards Met

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons – German language patterns
- 5.1: Use German 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 German.
- apply knowledge of colors and animals by creating an alternative version of “Brown Bear.”

Brown Bear, Brown Bear, What Do You See?

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 German to guide them through the creation.
2. Ask them what they are creating – **einen Löwen, einen Gorilla, eine Giraffe**
3. Explain we will read the book after doing some activities for preparation.

Paper Bag Bear

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

1. Kleb die Unterlippe unter die Lasche der Tüte. – Glue the lower lip under the flap of the bag.
2. Kleb die Oberlippe an die Lasche. – Glue the upper lip on the flap.
3. Kleb die Nase an den Kopf über dem Mund. – Glue the nose on the head above the mouth.
4. Kleb die Augen an den Kopf über der Nase. – Glue the eyes on the head above the nose.
5. Kleb die Wangen und Augenbrauen an den Kopf. – Glue the cheeks and eyebrows on the head.

6. Kleb die Brust an den Körper unten an der Tüte. – Glue the chest on the body at the bottom of the bag.
7. Kleb die Schleife unter den Mund für einen Bär und auf den Köpf für eine Bärin. – Glue the bow under the mouth for a boy bear and on the head for a girl bear.
8. Kleb die Arme an die Seiten der Tüte. – Glue the arms into the sides of the bag.

TPR Story

1. TPR the following words: geht – goes, will – wants, isst (essen) – eats, ist sehr hungrig – is very hungry, liest – reads, versteht – understand, setzt sich – sits down
 Der Bär ist sehr hungrig.
 Ein Bär ist sehr hungrig. Der Bär geht nach New York. Er will essen, denn er ist sehr hungrig. Der Bär geht ins Restaurant um zu essen. Der Bär liest die Speisekarte aber er versteht sie nicht. Er versteht sie nicht, denn die Speisekarte ist auf Französisch. Der Bär isst die Speisekarte, denn er ist sehr hungrig.
 Der Bär geht ins Restaurant in Acapulco, in Mexico. Der Bär liest die Speisekarte aber er versteht sie nicht, denn die Speisekarte ist auf Spanisch. Er isst die Speisekarte, denn er ist sehr hungrig.
 Der Bär ist sehr hungrig und geht nach Deutschland. Im Restaurant in Berlin ist die Speisekarte auf Bärlinerisch. Der Bär ist ganz glücklich und isst sehr viel.

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. (E.g. mal einen roten Vogel im ersten Quadrat). 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
 siehst – you see
 der schaut mir zu – 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 German.
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 German. 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 *mal das Pferd gelb an; mal den Frosch braun an*, 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: “Alle Kinder mit roten Hemden steht auf. Alle Kinder mit grünen Augen steht auf.”
 9. Memory Number Chant
Students do the number memory chant that links German to English sounds.
 10. Show Me the Number
Students hold up the correct number of fingers as the teacher calls out a number.
 11. More/Less
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 **mehr oder weniger** to determine that number: e.g. **Ist die Nummer acht? Nein. Mehr oder weniger?**
 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 German. (Eins und zwei sind drei. Drei minus eins sind zwei.)
 14. Write the Number

- Students write the number in the air or in shaving cream on the desk as the teacher says it in German.
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 German.
 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 Wer hat drei Hunde? 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 German
On the alphabet worksheet, students fill in the words in German 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 German. 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.

das Zebra – zebra die Ratte – rat der Bulle – bull das Känguru – kangaroo
der Tiger – tiger der Löwe – lion der Affe – monkey der Esel – donkey
die Schlange – snake das Insekt – insect das Krokodil – crocodile
der Elefant – elephant die Giraffe – giraffe der Gorilla – gorilla
das Kamel – camel das Schwein – 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.