

Activity 6: Brown bear, brown bear

Chiara Mantegazza – Italy

Age: 5–8  **1–2 hours** **Large classes?** Yes **Mixed level?** Yes

Materials: Brown Bear, Brown Bear story book, flashcards, sets of black and white pictures, blank booklets for each child.

Organisation: Whole class.

Aim: To develop listening and speaking skills through story-telling.

Description: The children listen to the story and then join in. They then do a series of activities to help them to remember the story.

Preparation: You will need a copy of the book (see website below), a set of flashcards of the animals, a set of the animals in black and white for each child and a blank booklet (two pieces of A3 paper folded and stapled together). You can download the pictures of the animals at this wonderful website (which also has lots of other ideas for useful activities):

www.dltk-teach.com/books/brownbear/index.htm

It is a good idea to stick the pictures on to card so that they last longer.

Procedure

1. Show the back of the book (a picture of a brown bear) and ask the children about it. What other bears do they know? Have they seen a bear? (This can be done in the children's first language).
2. Read the story, showing the pictures as you go.
3. Read the story again, this time pausing before saying the next animal and colour so that the children can join in. Then close the book, say the name of an animal to see if children can remember the colour (and vice versa).
4. Divide the class into ten small groups. Give each group a flashcard with one of the animals/people on it red bird, yellow duck, blue horse, green frog, purple cat, white dog, black sheep, gold fish, mother, group of children. Stick the picture of the brown bear on the board.
5. With the children, face the board and chant 'Brown bear, brown bear, what do you see?' The group with the first animal from the story (Red Bird) answers the chant, 'I see a red bird looking at me'. The story continues until all the children have had the chance to chant their animal/people.
6. Give each child a black and white set of animals/people cut into individual sections. Children put the animals/people in the right order (they can listen to the story again if it helps). Children can then colour in the animals/people.
7. Give each child a paper booklet or children can use their exercise book. Children write the title on the front and draw the brown bear (if this is too difficult, you can make sure the booklets already have the title on them or you can go around the class helping children to write, or you can give them another black and white picture of the title for them to cut out, colour and stick). Children then stick their animals/people in the book in the right order.
8. Children take their books home to show and read to their parents.

Notes

There are a number of activities here and so it is probably better to carry them out over a series of lessons rather than in one lesson.

Alternatives

- Rather than each group responding one by one to the question, 'Brown bear, brown bear what do you see?', children can make a chain by trying to remember what animals went before, for example, 'I see a red bird, a yellow duck, a blue horse and a green frog looking at me!'
- After they have stuck the pictures into the booklets, the children can then write the story out, or you can give the children the sentences to stick in next to the right picture (depending on age). You can write the colour in blocks that children can fill in with the right colour:

I see a **red** bird looking at me.

- A similar set of steps can be carried out with lots of story books written for children. You can use *The Very Hungry Caterpillar* (Eric Cayle); *A Squash and A Squeeze* (Julia Donaldson and Axel Scheffler); *There was an old woman who swallowed a fly* (Pam Adams); *We're Going on a Bear Hunt* (Michael Rosen). You can also find stories on www.bbc.co.uk/cbeebies/stories/
- Yulia Sharma (Ukraine) suggests another brown bear activity that could be used in conjunction with this story, when you think that the children are getting restless.
 1. Ask the children to stand up. Take them to a corner of the classroom and say that a brown bear is sleeping there. Tell the children that they must be very quiet because they must not wake the bear. If they wake the bear, he will chase them.
 2. Ask the children if they like berries and if they like mushrooms. Tell them you are going to pick mushrooms and berries which are to be found near the brown bear. If the bear wakes up, they must return home to their chairs quickly so that the bear does not catch them.
 3. Teach the children the rhyme about the brown bear:
Mushrooms, berries, one two three
Brown bear, brown bear, don't catch me!
 4. Take the children as far away from the brown bear's lair as possible and with them slowly start moving towards the bear, chanting the rhyme. Pretend to pick mushrooms and berries. When you are near the lair, chant the rhyme very quietly. When you are very close, and on 'don't catch me!', grab a teddy bear you have hidden in the lair and start to chase the children. The child you catch then becomes the bear when you repeat the activity.

No resources?

You will need to know a story if you do not have a book to read. Ask children some questions about the subject of the story to begin and then tell the story. You will need to use gestures instead of pictures. So if you know the Brown Bear story, you can mime a bear, do a gesture for 'see' and then mime the other animals/people. Instead of flashcards, children also mime in groups. Go straight to the booklet making stage, but instead of sticking in pictures, children can draw them and colour them if they can. Otherwise, they can write the colour on the picture.

