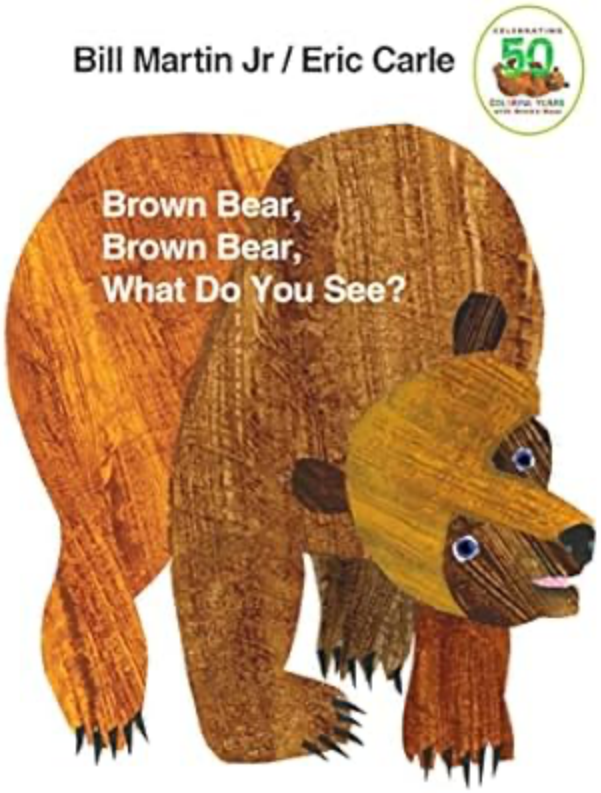
Brown Bear, Brown Bear, What Do You See?







LS 300 Lesson Plan Template

Name(s)

Frida Magana

Content Area (English Language Arts; or an area within the California ELA Standards)

ELA

Grade Level

Kindergarten

Materials Needed (including title of book*)

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr. & Eric Carle
Chart paper
Sentence stems on cards
Animal picture cards
Crayons, markers
"I see a ___ looking at me" activity worksheet
Pocket chart

Content Area Standard (Goal))WHAT do we want students to learn?

This is where you lay out the content students will be learning. This should be the actual text of the standard including the numbers. You may copy and paste.

CA CCSS.ELA-LITERACY.RL.K.1
With prompting and support, ask and answer questions about key details in a text.

CA CCSS.ELA-LITERACY.RL.K.10
Actively engage in group reading activities with purpose and understanding.

Literacy Standard (Goal) HOW will students show their learning?

This is where you explain how students will use language to participate in learning the content (e.g., talking with partners, writing a response). This should be the actual text of the standard including the numbers. You may copy and paste.

CA ELD Standard K.1.A.1
Exchanging information and ideas with others through oral collaborative conversations on familiar topics.

CA ELD Standard K.2.B.5
Using familiar phrases and simple sentences to recount basic details about an event or text.

Hook/Anticipatory Set

Describe how you will engage students at the start of the lesson. Tell what you will do to build your classroom environment and prepare students for the lesson.

Have a mystery box that has a phone or speaker inside that makes animal sounds.
"What do you think we will read about today?"
Ask the students to guess which animals they are familiar with.
Show the book cover and say: “Today we will read a story where animals help us notice colors and patterns.”

Sequence of Events (Process)

*Write a step-by-step plan of what you will teach us (bulleted format is easiest to follow). Please **bold** steps where you address components of balanced literacy.*

Using picture cards, **introduce terminology** like colors and animals (bear, bird, horse, frog, etc.).
Asking "What animals have you seen?" can help you gain **background knowledge.** Which colors are you familiar with?
An image: Ask hypothetical questions as you read the book, such as "What animal might come next?"
Read aloud to the entire group (Balanced Literacy)
With emotion, read Brown Bear, Brown Bear out loud.
Take a moment to pose comprehension queries, such as "Who do we see first? What hue does the bird have?
The phrase, "I see a ___ looking at me," is repeated by the students.
Shared Reading (Balanced Literacy)
Reread a few passages while the students participate in a group reading.
Guided Exercise
Students practice saying, "I see a ___ looking at me," verbally while working in pairs with

picture cards of animals.
Self-directed Practice (Application of Literacy)
Students finish the phrase by drawing one animal from the narrative: “I see a _____ looking at me.”
Share out with class

Product/Assessment

What is the result of this lesson? After teaching the lesson what will we have to show for it? What is the evidence that we have accomplished your goal? This product may not be completed in 25 minutes, but it needs to be evident in your lesson plan.

Complete sentence worksheet: “I see a _____ looking at me.”
Teacher collects papers and checks for accurate use of the sentences frames and make sure students understand the sequence of the story
Keep a class checklist of students responses that are said outloud

Balanced Literacy - Read Aloud (Whole Group Activity)

Describe how you will use the Read Aloud instructional strategy to teach your lesson, during the Literacy Block in your schedule and as a component of Balanced Literacy. Describe where students will be and how you plan to monitor student responses to comprehension questions (How will you keep track of who has and who has not responded? What method will you use?

Students form a circle and sit on the carpet.
To ensure that every student can view the graphics, the teacher reads aloud from her chair and uses dock cam
The teacher uses a clipboard checklist with the names of the students to monitor participation while posing comprehension questions.
Non-responding students will be invited to answer follow-up questions or echo comments from classmates.
The text's recurring pattern promotes phonological awareness, fluency, and prediction.

Funds of Knowledge Inclusion

Describe how your lesson draws on students’ Funds of Knowledge.

Pets, farm animals, and traditional tales are among the animals that students contribute from their homes, communities, or cultural origins.
Students are encouraged by the teacher to use animal names in their native tongue if they so choose.

This links the story to their reality and verifies their actual experiences.

Differentiated Instruction: Second Language Acquisition

Describe one strategy or support for English Learners and explain how it would help them access the content of the lesson. (Feel free to describe a strategy from our course text or one learned in the chapter PLC PowerPoint presentations).

Sentence stems and visual aids are the strategy to use:
Give sentence structures, such as "I see a ___."
"The animal is ___."
Give ELL children animal picture cards to point to while speaking.
This increases vocabulary recognition, reduces language load, and builds confidence in spoken language exercise.

Differentiated Instruction: Support for Students with Learning Disabilities

Describe one strategy or support for students with disabilities and explain how it would help them access the content of the lesson. (Feel free to describe a strategy from our course text or one learned in the chapter PLC PowerPoint presentations).

Method: multisensory education
Give students who learn best through hands-on activities tactile animal figures. Permit several ways to respond, such as pointing, matching or speaking instead of writing. Executive functioning demands are supported by concise, detailed instructions with visual images

Extension Activity/Homework: (Final Artifact or Product that students will complete after the lesson or unit, to SHOW what they learned)

Share what students will complete to show what they have learned and to practice using the concepts, vocabulary terms, and academic language from this lesson.

(Student's Name) Colorful Animals" is the title of the mini-book that students produce.
One sentence, "I see a ___ looking at me," appears on each page.
Students illustrate their comprehension of patterns, vocabulary, and sentence structure by drawing animals of various colors.

Resources:

Martin Jr., Bill, and Eric Carle. Brown Bear, Brown Bear, What Do You See?
California Common Core State Standards for ELA
California ELD Standards