



Read Aloud Transcript

Language Arts KA Module 2: Letter Bb

Brown Bear, Brown Bear, What Do You See?

By: Bill Martin Jr. and Eric Carle

Book ISBN #: 978-0-8050-9536-4

Objectives:

- Students will be introduced to the roles of the author and illustrator.
- Students will identify colors and color words.
- Students will listen for repetitive sentences and participate in the repetition.
- Students will listen for questions and recognize a question mark.
- Students will retell the story by ordering each color and animal correctly.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Who knows what kind of animal this is?</i>
Pause to call on a student to hear their answer (be ar), then ask:	<i>What color is this bear?</i>
Call on a student. Then say:	<i>That's right! This bear is brown. What sound do you hear at the beginning of "brown" and "bear?"</i>
If students are struggling to hear the sound, accentuate the beginning sound by saying "/b//b/ bear, /b/ /b/ brown". Once students answer correctly, say:	<i>Yes! We are learning the letter that makes the /b/ sound this week! What letter says /b/?</i>
Call on a student for the answer, then say:	<i>B says /b/!</i>
Hold up the cover of the book and point to the title. Say:	<i>The title of this book is Brown Bear, Brown Bear, What Do You See?</i>
Point to the author of the book and say?	<i>The author is Bill Martin Jr. The author writes the words in a book. What does an author do?</i>

Encourage all students to respond, "writes the words." Point to the illustrator and say:	<i>Very good! The illustrator is Eric Carle. The illustrator draws the pictures. What does the illustrator do?</i>
Encourage all students to respond, "draws the pictures."	<i>You got it! In this story by Bill Martin and Eric Carle, we will read about different colored animals that see each other! You will hear sentences that repeat. That means, you hear the same thing over and over again. As you hear the repetition, join in with me! Pay close attention to the order of the animals as we read. Before we start the book, let's make a prediction. A prediction is what you think will happen in the story. Which animal do you predict will come first?</i>
Raise your hand to show expected behavior and call on a student. <i>Answer: bear</i>	<i>Let's find out if your prediction is right!</i>

During Reading	
Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember to pay attention to the order of the animals so that we can practice retelling the story.</i>
Read the first page. Ask students the following:	<i>What illustration do you think we will see on the next page? Answer: red bird</i>
Turn the page and say:	<i>The brown bear saw a red bird! Listen for the repetition so that you can start saying the words of the story with me!</i>
Read the left side of page 2. On "What do you see?" raise one arm up in a questioning motion. Say:	<i>Do you hear the repetition? The color and type of animal is repeated twice. Then, there is a question. What question is asked?</i>

Call on a student to answer. Then say:	<i>That's right! We can tell that "What do you see?" is a question because when we look at it, we can see something at the end of this sentence. It's called a question mark! We use question marks when we ask a question. Keep your eye out to find some more question marks in this book as we keep reading. I wonder what the red bird will see?</i>
Read the right side of page two and turn the page. Ask:	<i>What did the red bird see?</i>
Call on a student. Then say:	<i>Yes! The red bird saw a yellow duck! Who can tell me the first three animals in this book?</i>
Call on a student. If they are struggling, turn back to the first page and have them use the pictures to help them. Then say:	<i>Let's say those animals together, ready? (All) Brown bear, red bird, yellow duck. Can you say it on your own?</i>
Put your hand to your ear to encourage students to say the animals.	<i>Super job! Let's find out what the yellow duck sees!</i>
Read pages 3-6, pointing out the question marks and encouraging students to say the repetitive sentences with you. Ask:	<i>Who can tell me what animals came after the yellow duck?</i> <i>Answer: blue horse, green frog, purple cat</i>
Call on a student to answer. If the student struggles, flip back to the page with the blue horse and have them use the picture clues to help them remember the order. Say:	<i>Let's try saying all the animals from the beginning. Ready? (All) Brown bear, red bird, yellow duck, blue horse, green frog, purple cat. Now can you try it on your own?</i> <i>Say the colors if the students are struggling and let them say the animals.</i>
Read pages 7, 8, and 9. Point out the question marks. Encourage students to say the repetitive sentence with you.	<i>Wow! We just saw 3 more animals. Do you remember what they were?</i>

<p>Call on a student to answer each question noted in the script. If students are struggling to answer, flip back in the book to the page with the white dog and review the next 3 animals.</p>	<p><i>What did the purple cat see?</i> <i>Answer: white dog.</i> <i>What did the white dog see?</i> <i>Answer: black sheep.</i> <i>What did the black sheep see?</i> <i>Answer: goldfish.</i></p> <p><i>So far, we have seen 9 animals! Can we go back to the beginning and say all the animals together?</i></p>
<p>Go back to page 1 and say each color and animal as you flip through to page 9. Encourage students to say the colors and animals with you. Say:</p>	<p><i>Let's go back to the beginning and say the colors and animals together! Brown bear, red bird, yellow duck, blue horse, green frog, purple cat, white dog, black sheep, goldfish. Way to go! Let's see what comes next!</i></p>
<p>Read page 10. Say:</p>	<p><i>The goldfish saw the teacher! I bet the goldfish is in a classroom. What clue tells you the goldfish may be in a classroom?</i> <i>Answer: the goldfish saw a teacher</i> <i>Let's make a prediction, what do you think the teacher will see?</i></p>
<p>Call on a student to answer. Say:</p>	<p><i>Let's see if you are right!</i></p>
<p>Before you turn the page, provide appropriate response to students' answers. (Ex: "You are right!" Or "That's not what you thought!"), Then turn the page and say:</p>	<p><i>Let's find out what the children see!</i></p>
<p>Turn the page. Read the beginning of the sentence and then point to each animal to allow the students to say all the animals the children see. Read the last part of the sentence and the last sentence on the page. Say:</p>	<p><i>Were you surprised that the children saw all those animals?</i></p>
<p>Call on a few students to answer. Then say:</p>	<p><i>We can use this last page to help us retell the story!</i></p>

After Reading

Directions	Teacher Script
After finishing the story, complete the <u>Brown Bear, Brown Bear</u> Ordering the Story Interactive Activity with the students. They will order the animals in the story using the ordering interactive. Say to the students:	<i>In your modules, you practice retelling the story found in each module. For this story, we will practice retelling by putting the animals in the order they appeared in the book. This will help us retell the story to say the order that the animals saw each other. We will practice through an interactive activity.</i>
Pull up the activity link so that the students can see it.	<i>I am going to post a link to this activity for you to complete on this story. You are going to look at each picture from the story and then click on each animal and drag it to place it in the right order. The order goes from the top to the bottom, so the brown bear will be at the top!</i>
Demonstrate how to click and move each picture on the interactive, but do not put them in the right order. Post the link to the Ordering Interactive in the meeting chat box and show the students where they can find the link in their chat box.	<i>I just posted the link to the chat. Take your mouse to the chat box and click on that, and you will see where I posted the link for the activity. Click on the link, and you will be able to complete the activity. Everyone click on the link now and let me know if you can't find it so that I can help you. When you are done, put your thumb up so that we can discuss the order as a class.</i>
Give students a few minutes to complete the interactive on their own, then display the interactive and discuss the answers with the students. If students struggle with accessing the link on their own, complete this activity as a whole group.	<i>Let's look at the interactive together. I already told you that the brown bear came first, so everyone should have a brown bear at the top of their order. What animal came next?</i>

<p>Call on a student to answer. Continue asking the order until the activity is in the correct order.</p> <p>Answer: Red bird, yellow duck, blue horse, green frog, purple cat</p> <p>After placing the animals in the correct order ask the students:</p>	<p><i>Our ordering activity does not have every animal or person that was in the story. Let's see if we can remember the rest of the animals and people in the story. What animal came after the purple cat? Answer: white dog. What animal came after the white dog? Answer: black sheep. What animal came after the black sheep? Answer: goldfish. Who came after the goldfish? Answer: teacher. Who came after the teacher? Answer: children.</i></p>
<p>After discussing the order of the story say:</p>	<p>Who wants to retell the story?</p>
<p>Call on a few students to practice retelling the story. Encourage them to use the specific wording from the story such as "The brown bear saw a red bird. The red bird saw a yellow duck."</p>	<p><i>Thank you for reading with me! You did a great job putting the animals in the correct order! As you continue to practice retelling stories, remember to put the story in the right order and to retell with as much detail as you can remember!</i></p>