Lesson 3

Date of Lesson:

Lesson Topic/Title: Book/ Brown Bear, Brown Bear What Do You See?

Age Group: 3-6 year olds

Purpose of Lesson:

Engage children in conversation and uses of language and to develop relationships, to increase and expand children's vocabulary. Expose children to colors, and different animals.

Learning Objective(s):

Observe common objects, predict and observe material with different characteristics and colors.
Recognize and build print awareness. Reading, writing, and Oral Language, Children will demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, to teach reading, writing, speaking viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Assessment Tools or Strategies:

Anecdotal notes will be gather for information on children's' interest. Children learning stories will be a part of assessment. Drawings that children will produce at a later time, in which students relate own experiences with particular children, they consider friends.

Material Required:

Brown Bear, Brown Bear, What Do You See?

Author: Eric Carl

Children

Classroom Organization:

Activity will be done during circle time or small groups, depending on environment. During circle time invite children to listen and dialogue story.
Listening
Talk about colors and their names, introduce book talk about the title, the front cover, back cover, illustrator, author etc. Children will be engage in conversation. Present book and ask children to identify animals, ask and find out if children know animals names, this will increase children's vocabulary, provide opportunities so children practice and learn about making predictions.

Detailed Instructional Procedures:
Dialogue:
Read book Brown Bear, brown bear, discuss animal names and kinds of animals their characteristics and their colors, what kind of animal do children see, ask question to get children involve in the story What kinds of animals do you see? What color are the animals you see? How many animals do you see?

Action:
Ask question that encourage children to reveal more details about their understanding of the animals what sound animals make, what colors children see. Involve children in open ended questions. Talk about colors and similar objects with that particular color. Utilize story characters to create a connection with other similar colors. Have children engage in conversations talk about their favorite animal.
Children will engage in conversation. (Check for understanding, responds, to details and ideas children have to use later is assessments)
Open ended question that can be use are:
What other things are the colored? (repeat question with different color)
What kind of sounds do (name animal) make?
What other animals do you know and what color are they?

Considerations for English Learners;
Extra support- When reading the story to children repeat longer words and have children say them, too.

Planning Instruction for English Learners:
For ELL students talk with children about story. Repeat English words several times. Ask them questions about story.
Lesson Topic/Title: Language Early Literacy Storytelling through pictures and words
Age Group: 4-6 year olds

Purpose of Lesson: Storytelling through pictures and words. To expand children's vocabulary.

To create original artwork or imitates artwork from memory. Tell a personal narrative. Makes up a story that follows a basic story structure.

Learning Objective(s):

Children will use language in play situations and to tell needs, wants, or thoughts: tells a personal narrative. Children will be able to recall some main events in stories. Children will begin to recognize initial sounds in words and identify words as they build vocabulary and comprehension skills. Children forms close relationships with familiar adults.

Children will explore own action, makes presence known in social situations, and expresses feelings to others. Children will shows understanding of language that represents ideas.

Connected to Early Childhood Standards:

ACEI standards 3.4 active engagement in learning: children use their knowledge and understanding of individual and group motivation and behavior among student, to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments

Assessment Tools or Strategies:

Anecdotal notes will be gathered for information on children's interest. Children learning stories will be a part of assessment.

Material Required:

Water colors
Markers
Crayons
Small brushes
Scissors
Stapler
Pencils
Copies of Brown Bear books for children to paint and make their own book.

Song

Book: Brown Bear, Brown Bear, What do You See?

Author: Eric Carl

Children

Classroom Organization:
Create small groups of 5-6 children. Small groups are invited to table to create their books. This activity will take several days to complete, plan to do one animal per day to add to children's books. Select an animal to do (for example if you choose to do the red bird, provide red crayons, red markers, red water color children will make a selection of what to use for their animal) Activity will be done small groups, allow sufficient time complete one animal.

Instructional Sequence:

Introduction/Anticipatory Set:

Listening:

Introduce the idea to children of making their own personal Brown Bear book, talk about creating original artwork or artwork from memory. Talk about sharing ideas, thoughts or experiences to create a personal narrative. Talk about making up a story that follows a basic story structure. Check for understanding by asking children to give you examples of some ideas of experiences they might want to share with others. Provide a variation of material. Make material available for children to handle and to choose. Children will freely explore material with the idea of expressing their ideas, thoughts and words. Book making and the procedure it take for making a book. Talk about the parts of a book the title, the front cover, back cover, illustrator, author etc. Children will be engage in conversation.

Detailed Instructional Procedures:

Dialogue:

Children cut and color their perusal Brown Bear book. Invite children to paint freely in their books. Each child will express their original artwork utilizing crayons, markers, water color or pencils. As children complete their work allow them to show their accomplishments to other children and talk about their books. Read book Brown Bear, brown bear, discuss animal names and kinds of animals their characteristics and their colors, what kind of animal do children see, ask question to get children involve in the story. What kinds of animals do you see? What color are the animals you see? How many animals do you see?

Action:
Teacher encourage and get children involve in conversations and get children to talk about
own experiences or stories- actual, or fictional. Ask question that encourage children to
reveal more details about their story. Open ended questions. Display children's books on a
shelf or table. This will make children take pride in the presentation of their classroom. Ask
question that encourage children to reveal more details about their understanding of the animals what sound
animals make, what colors children see. Involve children in open ended questions. Talk about colors and similar
objects with that particular color. Utilize story characters to create a connection with other similar colors. Have
children engage in conversations talk about their favorite animal. Children will engage in conversation. (Check for
understanding, responds, to details and ideas children have to use later is assessments)

Open ended question that can be use are:

What other things are the colored? (repeat question with different color)
What kind of sounds do (name animal) make?
What other animals do you know and what color are they?

Self Assessment:

This activity went well children enjoyed decorating personal journals. Journals were place in the writing
area and were accessible for them to write and draw on them. Journals were then utilized for
parent/teacher conferences, parents enjoyed watching drawing and listening to stories created by their
children.

Considerations for English Learners:

Extra support- Offer to write labels for pictures or take dictation for stories that children tell. Tell
children that you have to write down their words, so they should speak slowly. Allow children to tell
story in their own language if not able to speak English.

Planning Instruction for English Learners:

For ELL students talk with children about their pictures, Repeat English words several times. Ask them
to show their picture to a child sitting nearby and encourage them to say story about their pictures to
other children around them.

Adaptation

Group special needs children and typically developing children together. Make modifications within
activity. Make visual aids that review story. Use pictures as guides.

For children k-3 allow children to write their own narrative story, and read to other children in the
classroom. Create a take home journal for them to take home and journal stories at home. Making this
activity more challenging for children that are ready for challenge.