

# Brown Bear

These activities were first developed by Hilary Johnston and Pam Hacker in the London Borough of Islington in 1997. I have attached the general guidance they provided since like many things before 1997 it is sound and useful. These activities are well suited to being coloured and made up in parents' workshops.

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## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

\*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of oracy. They provide teachers opportunities for assessment of talk.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

# Brown Bear Teachers' Notes

It seems a bit superfluous to be providing activities on this book since you can now find games etc on the net. You will also find videos of Bill Martin and Eric Carle and a host of others reading the book in a variety of languages. There are two versions of the story still circulating: one where the gold (sometimes orange fish) is looking at a monkey (UK) and another where the goldfish is looking at a teacher (everywhere else) so I will be providing props for both.

Only the games are available at the moment.

## **Making and playing games and collaborative activities around texts**

This is a general instruction sheet for some of the games it is possible to play around texts. Not all are appropriate for every book but may be adapted.

It is important to remember that it is possible to play most games speaking very little and that language must be both modelled and encouraged. The game playing must be structured in such a way that there is a need for discussion, reflection and extension. Collaboration and discussion around the rules and outcomes of the games are a valid use of time, as is children teaching other groups of children.

Game playing and collaborative games create opportunities for teaching and learning in a number of skills as well as for language development:

- social language/turn taking
- visual discrimination /focus/ concentration/ memory
- sight vocabulary and increasing focus on text - as in fiction
- reinforcement of meaning of text
- vocabulary acquisition
- working independently/ autonomously
- access to curriculum content - as in nonfiction
- working collaboratively

Games made in several languages with a simple format may be played whether that language is spoken by all the children or not by ensuring that the picture/game cards provide visual support. This is particularly the case when dual language tapes are available for the texts and the understanding is already there.

For children in Stage 1 of learning English, the game playing situation provides visual support and contextualised language which allows any child to participate, watching and listening, in a safe and fun environment. Games may be structured to allow differentiation in terms of oral language development, recognition and use of language structures or in the increasingly abstract thought processes and concepts necessary to play successfully.

When making simple books it is a good idea to make a game to keep in a pocket at the back of the book. The children will return again and again to play the game, whether it is of their own making, in picture form (photocopying comes into its own here) or simple key words, with which, because they are in the context of their own writing the children rapidly become familiar.

## **Brown Bear Snap**

### **How to make the game**

Photocopy two sets of the picture cards entitled cards for snap/ happy families/ pelmanism. Cut, colour, mount on card and laminate.

### **How to play the game**

This is a game for 2-4 players.

All the cards are dealt and are placed face down in front of each player. The group can decide who starts and what the rules of the game are:

Instead of calling Snap, call out what is on each card as the game is being played e.g. 'a green frog, 'a brown bear' and instead of 'Snap' 'two green frogs'. A more co-operative way of playing Snap would be for the winner to keep the matching pair but then to share all the remaining cards among all the players, at the end, a tally could be made of who had the most pairs. For this tally a variety of number activities could be developed, e.g individual/class totals and probability work.

## **Brown Bear happy families**

### **How to make the game**

Photocopy four sets of the picture cards entitled cards for snap/ happy families/ pelmanism. Cut, colour, mount on card and laminate.

### **How to play the game**

This is a game for 2-4 players, with one set of cards, with 4 of each animal e.g 4 brown bears etc.

The cards are dealt so that each player has 4 cards and there is a bank in the middle of the table of the remaining cards, the top card turned over. The object of the game is to collect a family which is the same/goes together for whatever reason. These can be made increasingly complex sets once the children learn to play the game. After the cards have been dealt, the children take it in turns to ask the next person on if they have a certain card e.g 'have you a brown bear? If the child has that card they pass it back and collect a new card from the centre. Otherwise the person asking the questions takes a card.

## **Brown Bear pelmanism**

### **How to make the game**

Use cards prepared for the happy families game and with either 2 of everything or 4 of everything

### **How to play the game**

This is a game for 2-4 players.

All the cards are dealt face down, the children take it in turn to turn over two cards, if they are a matching pair, then they are kept and the player has another turn. The children should be encouraged to read the cards/pictures, or alternatively a questioner can be assigned to ask each player what it is they have turned over.

## Colour game – Brown Bear, Brown Bear

How to make up the game

- colour animals game board (This is a good activity for a parents workshop but if you are in a hurry you can colour one board and scan it.)
- photocopy this game board four times for four players
- colour the faces of a large blank die with the six colours of the animals
- cut out the colour name counters

The game has been made up so that you can swap it round and make up animal counters to place on a colour name board.

### How to play the game/activity

Children take turns to roll the colour die and can take a colour name that matches and place it on the animal board.

The game has been made up so that you can swap it round and make up animal counters to place on a colour name board.

## Brown Bear, Brown Bear, What Do You See Track Game

To help teach simple vocabulary and to improve early reading skills. Matching 1-1.

### How to make up the game/ activity

Make 2 copies of each of the sentences. Cut one set into separate sentences. Cut the other into separate words. Mount on card and laminate.

Enlarge track to A3, colour, mount, laminate. Even better make up your own tracks or use a generic track with brown bears stuck on it. You can add extra bears to reduce frustration.

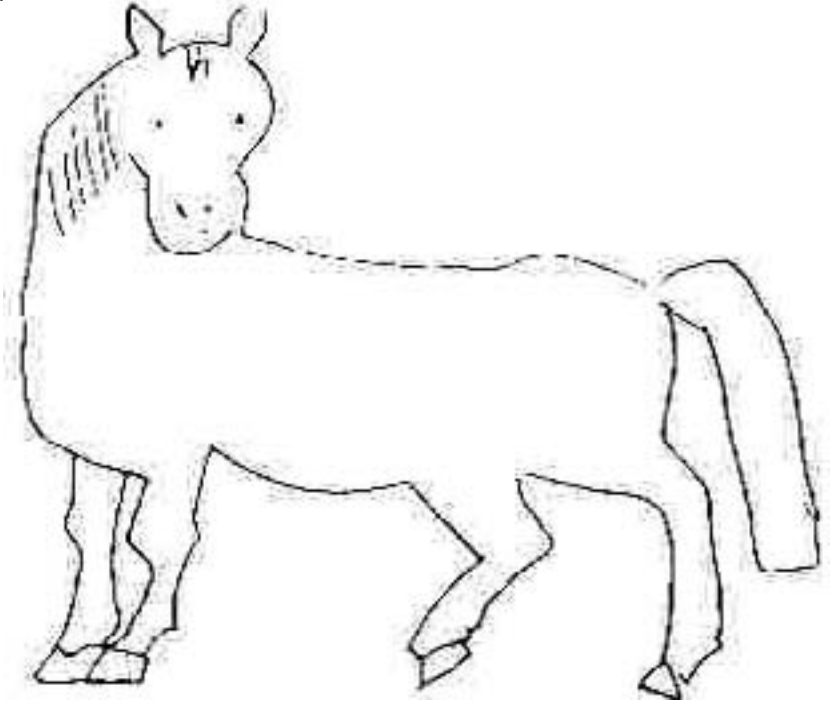
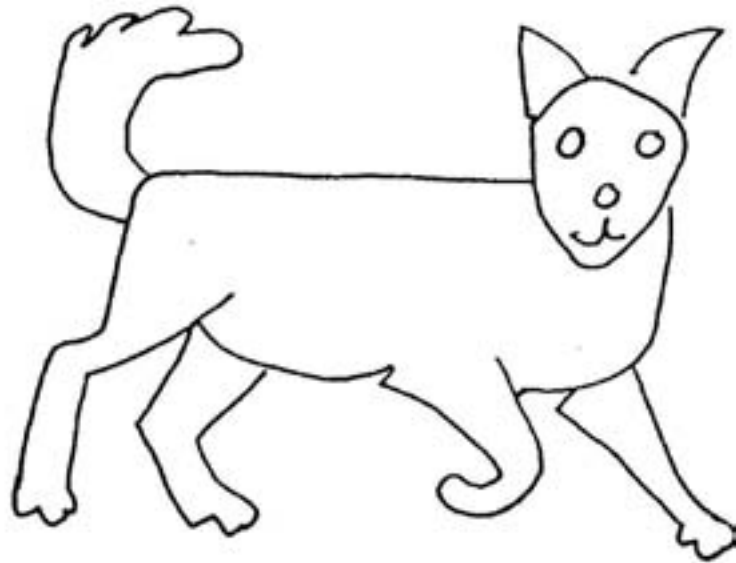
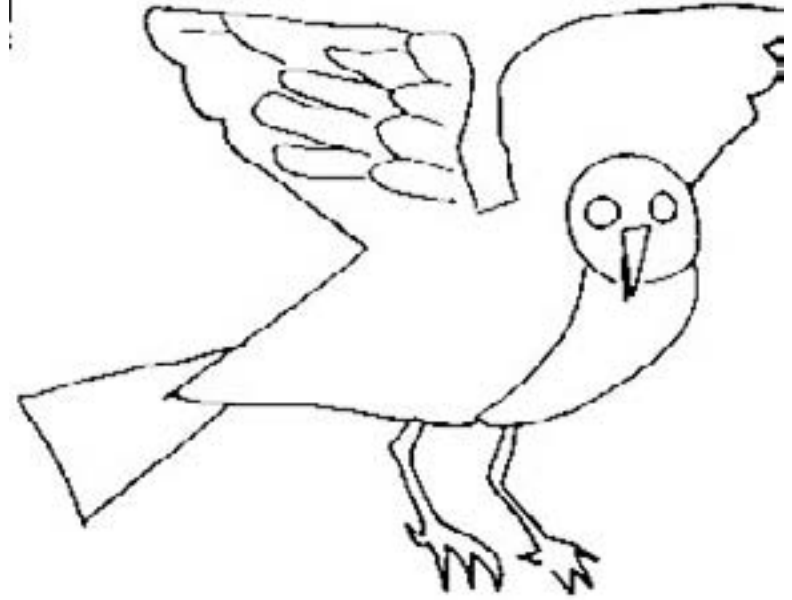
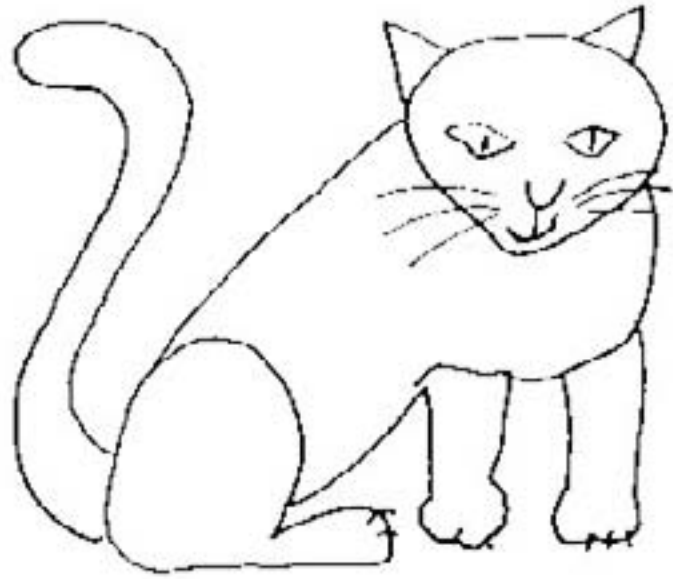
### How to play the game/activity

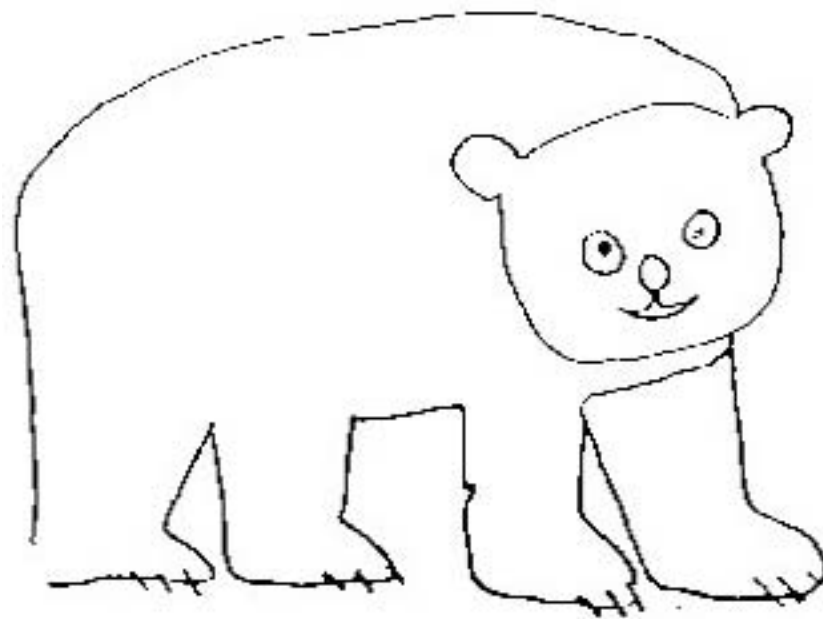
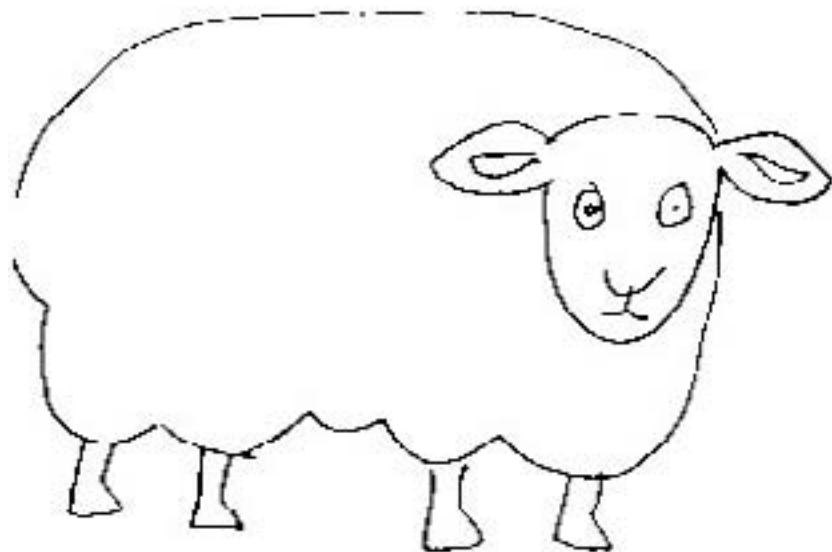
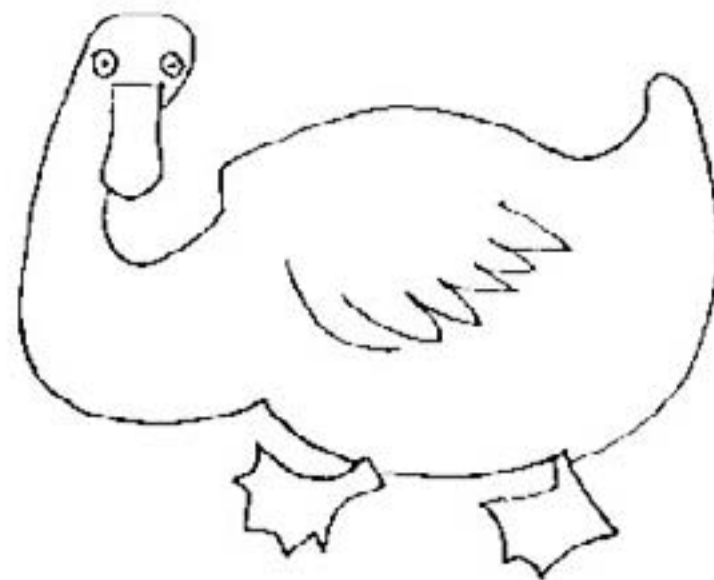
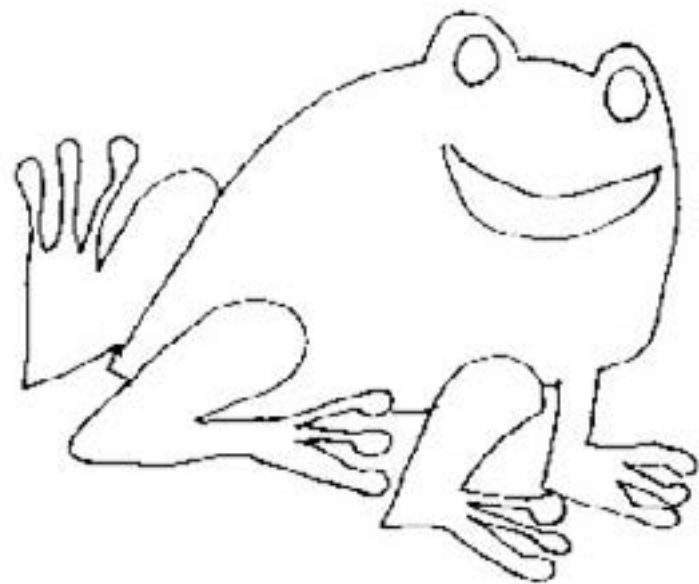
For a game for 1/4 players. You will need:

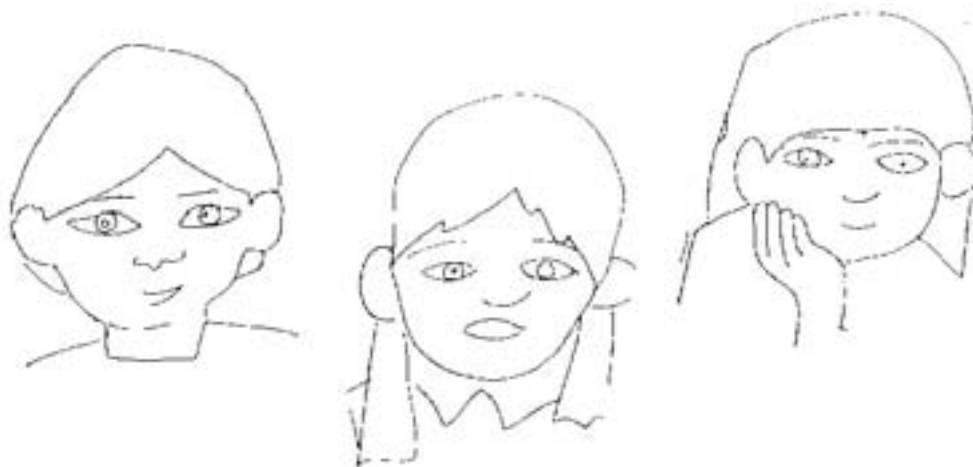
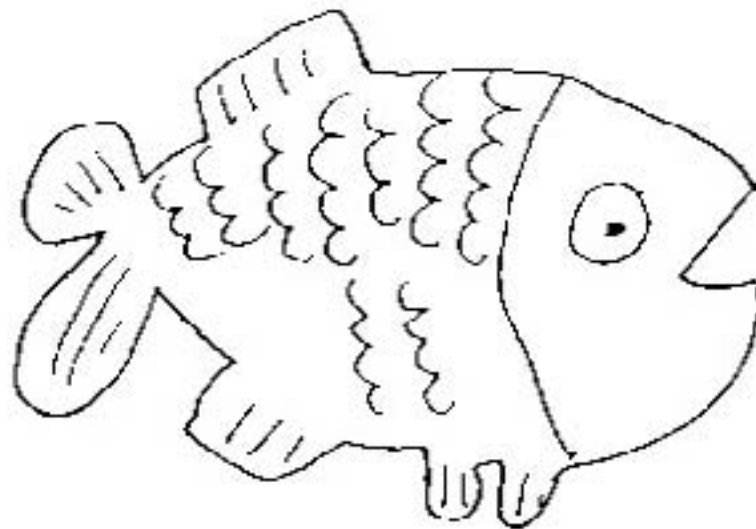
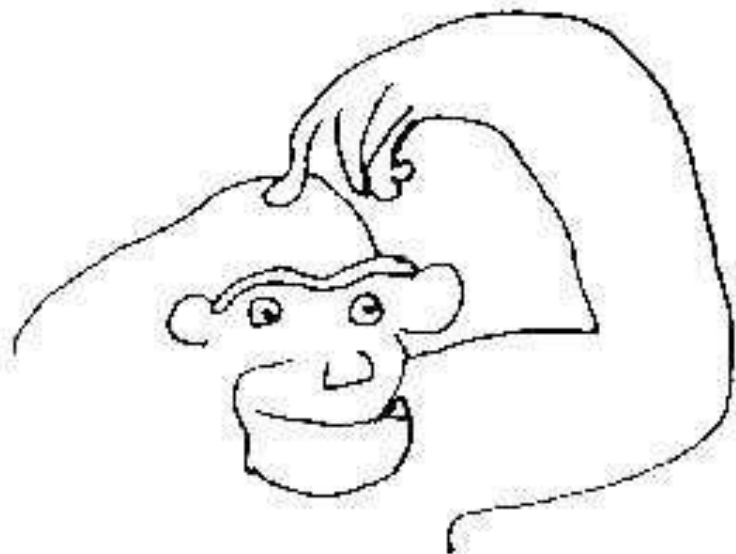
1 baseboard, 1 counter per child, dice, 1 sentence for each player, one set of the sentences chopped into words

#### Directions

- 1) Place the words face up on the table
  - 2) Each player is given their sentence strip – you might begin with just the first part of the sentence–“I see a brown bear”, and progress to the whole sentence when the children are ready.
  - 3) Players take it in turns to throw die and move round the track. If she/he lands on a bear she/he may select a word from the table to match onto their sentence strip.
  - 4) If she/he lands on a blank square the player remains there and does not select a word
  - 5) Continue until someone collects all their words, and reads it to the group/teacher.
- You can of course adapt these directions to suit your children.









red

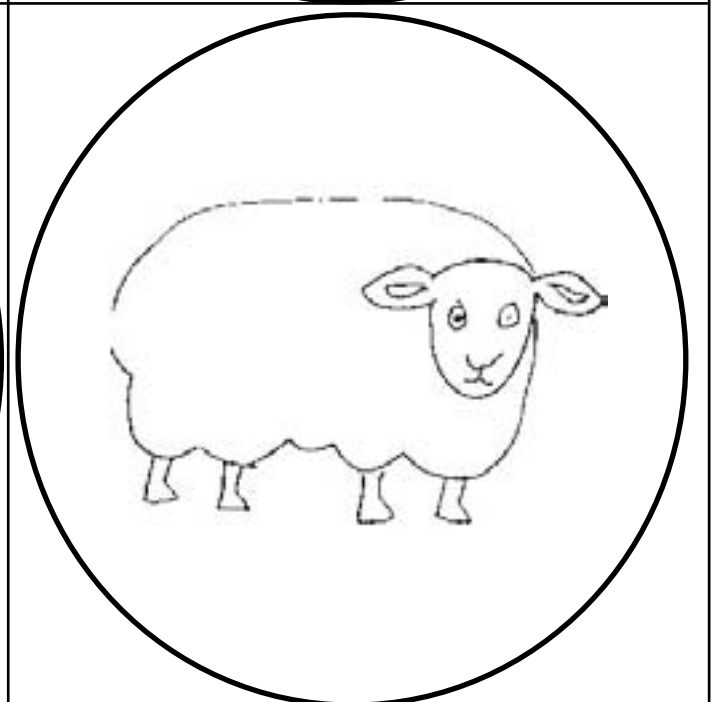
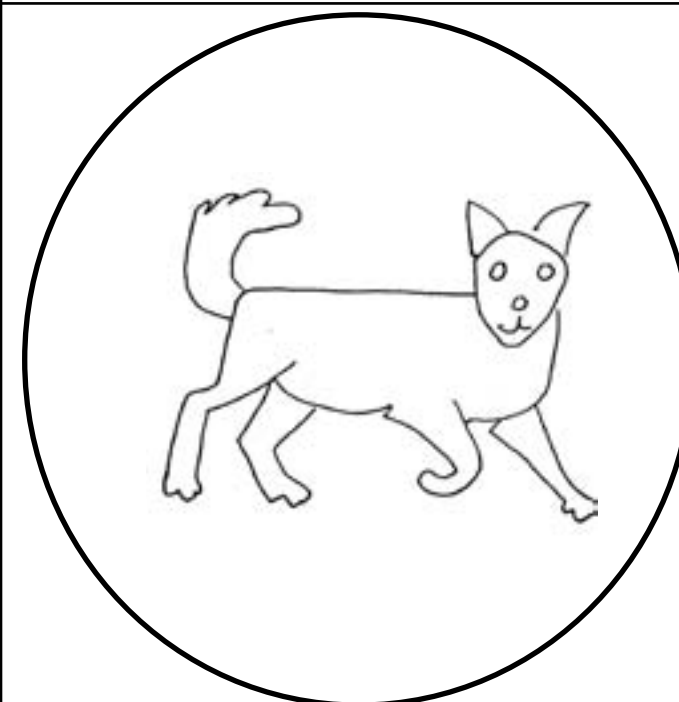
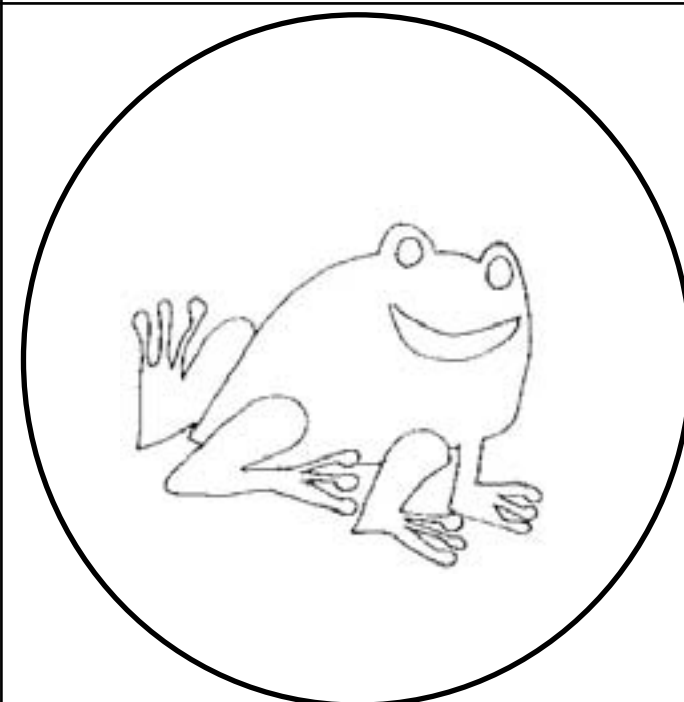
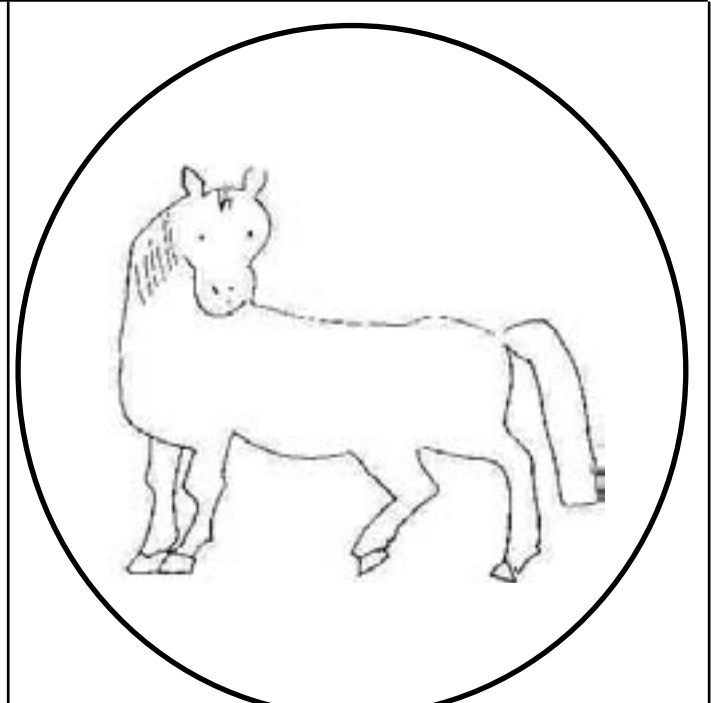
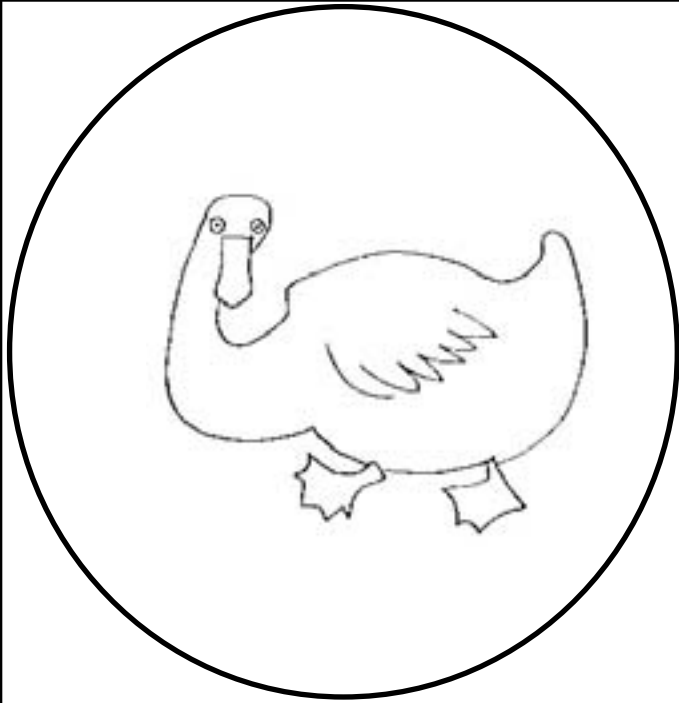
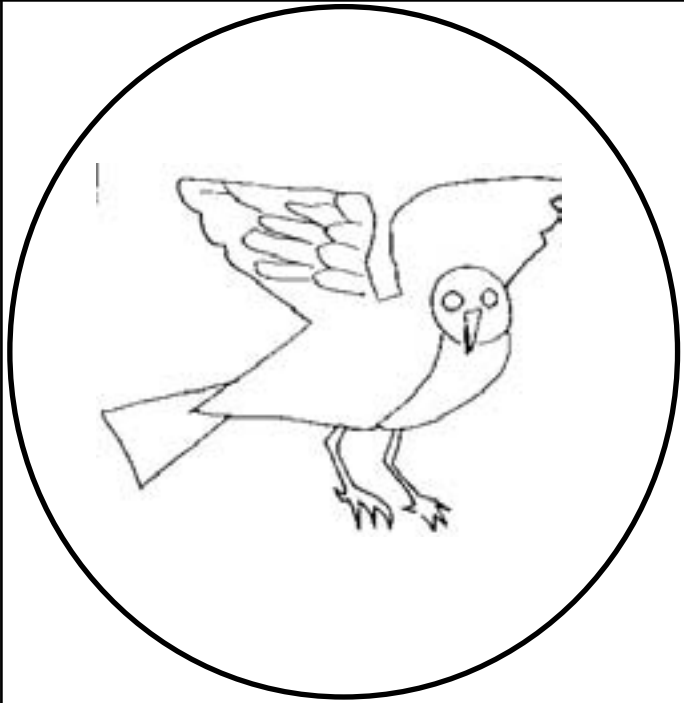
yellow

blue

green

white

black



Sentences for track game - Brown Bear,  
Brown Bear

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

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**1 see a yellow duck looking at me.**

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**1 see a blue horse looking at me.**

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**1 see a green frog looking at me.**

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**1 see a purple cat looking at me.**

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**1 see a white dog looking at me.**

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**1 see a black sheep looking at me.**

1 see a goldfish looking at me.

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1 see a brown bear looking at me.

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1 see a monkey looking at me.

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1 see a teacher looking at me.

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We see a brown bear, a red bird,  
a yellow duck, a blue horse, a  
green frog, a purple cat, a white  
dog, a black sheep, a goldfish and  
a teacher looking at us.

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Brown Bear, Brown Bear...

Brown Bear, Brown Bear...

