Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr

WORD AWARENESS

➦ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➦ Read the story aloud, omitting words. Have the students tell the missing words.

➦ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➦ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- see you what do
  (What do you see?)

- I horse looking blue me at see a (Repeat for similar patterns throughout story.)
  (I see a blue horse looking at me.)

SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

➦ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

red (1)	purple (2)	children (2)
looking (2)	frog (1)	teacher (2)
yellow (2)	goldfish (2)	see (1)

➦ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

look•ing	pur•ple	teach•er
yell•ow	gold•fish	chil•dren

➡ Deleting Syllables

"Say **goldfish**. Say it again, but don't say **gold**."   (fish)
"Say **goldfish** again. Say it again, but don't say **fish**."   (gold)
"Say **teacher**. Say it again, but don't say **er**."   (teach)
"Say **looking**. Say it again, but don't say **ing**."   (look)
"Say **purple**. Say it again, but don't say **ple**."   (purr)

RHYMING

➡ Recognizing Rhymes

"Do these words rhyme?"

see • me	you • blue	green • cat
red • duck	horse • course	white • night
yellow • fellow	frog • dog	black • blue

➡ Discriminating Rhymes

"Which word does not rhyme?"

<u>black</u> • see • we	mean • <u>red</u> • green	down • <u>bird</u> • brown
you • blue • <u>horse</u>	sheep • keep • <u>cat</u>	<u>frog</u> • duck • truck

➡ Matching Rhymes

"Which word rhymes with **frog**? <u>dog</u> • horse"
"Which word rhymes with **bird**? blue • <u>word</u>"
"Which word rhymes with **bear**? <u>hair</u> • duck"
"Which word rhymes with **cat**? white • <u>sat</u>"
"Which word rhymes with **sheep**? <u>leap</u> • show"

➡ Generating Rhymes

"Tell an animal from the story that rhymes with _____."

log (dog)	chair (bear)	luck (duck)	force (horse)
fat (cat)	heard (bird)	creep (sheep)	dish (fish)

"Tell a color from the story that rhymes with _____."

down (brown)	fellow (yellow)	mean (green)
bed (red)	flew (blue)	night (white)

SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

➡ Identifying Words Beginning with a Given Sound

"Which words begin with the **/b/** sound? <u>blue</u> • red • <u>brown</u>"
"Which words begin with the **/w/** sound? <u>white</u> • <u>what</u> • do"
"Which words begin with the **/d/** sound? black • <u>dog</u> • <u>duck</u>"
"Which words begin with the **/g/** sound? <u>goldfish</u> • horse • <u>green</u>"

➡ Generating Words Beginning with a Given Sound

"Name a color that begins with _____."

/b/	/w/	/g/
/y/	/p/	/r/

➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

b•ear	b•ird	c•at
s•ee	d•uck	wh•ite
r•ed	h•orse	sh•eep

➡ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

br•own	fr•og
bl•ue	bl•ack
gr•een	

➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

s•ee	d•o•g	wh•i•te
d•o	c•a•t	f•r•og
a•t	r•e•d	p•ur•p•le
m•e	d•u•ck	y•e•ll•ow

➡ Matching Initial Sounds

"Which word begins with the same sound as **bear**? cat • <u>bird</u>"
"Which word begins with the same sound as **dog**? <u>duck</u> • brown"
"Which word begins with the same sound as **green**? sheep • <u>goldfish</u>"
"Which word begins with the same sound as **white**? <u>what</u> • see"

➡ Identifying the Final Sound of Two Words

"What sound do **white** and **cat** end with?" (/t/)
"What sound do **black** and **duck** end with?" (/k/)
"What sound do **bird** and **red** end with?" (/d/)
"What sound do **horse** and **us** end with?" (/s/)
"What sound do **frog** and **dog** end with?" (/g/)

➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

sheep (/sh/)	teacher (/t/)	dog (/d/)
brown (/b/)	children (/ch/)	yellow (/y/)
goldfish (/g/)	red (/r/)	purple (/p/)

➡ Substituting Initial Sounds

"Say **bear**. Now say it with **/d/** instead of **/b/**." (dare)
"Say **white**. Now say it with **/l/** instead of **/w/**." (light)
"Say **looking**. Now say it with **/k/** instead of **/l/**." (cooking)
"Say **see**. Now say it with **/b/** instead of **/s/**." (bee)
"Say **teacher**. Now say it with **/kr/** instead of **/t/**." (creature)

➡ Identifying Final Sounds

"What sound does the word _____ end with?"

brown (/n/)	teacher (/r/)	horse (/s/)
sheep (/p/)	white (/t/)	goldfish (/sh/)
frog (/g/)	duck (/k/)	bird (/d/)

➡ Substituting Final Sounds

"Say **bird**. Now say it with **/n/** instead of **/d/**." (burn)
"Say **cat**. Now say it with **/n/** instead of **/t/**." (can)
"Say **white**. Now say it with **/p/** instead of **/t/**." (wipe)
"Say **sheep**. Now say it with **/t/** instead of **/p/**." (sheet)
"Say **red**. Now say it with **/st/** instead of **/d/**." (rest)

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