



”Bown Bear” Ours brun, Ours brun, qu’est-ce que tu vois?

### Standards Met

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons –French language patterns
- 5.1: Use French beyond school

### Objectives:

The students will...

- demonstrate knowledge of commands through actions.
- demonstrate comprehension of “Goldilocks and the Three Bears” by acting out the story as it is told in French.
- apply knowledge of colors and animals by creating an alternative version of “Brown Bear.”

### Brown Bear, Brown Bear, What Do You See?

#### Anticipatory Set

1. Guide students through the creation of a paper bag bear puppet with brown paper bags, glue, and cut out body parts. Use French to guide them through the creation.
2. Ask them what they are creating –**un lion (a lion), un gorille ( a gorilla), une girafe ( a giraffe)**
3. Explain we will read the book after doing some activities for preparation.

#### Paper Bag Bear

<http://www.dltk-kids.com/crafts/teddy/mbearbag.html>

1. **Collez une partie de la bouche sous le fond du sac.** – Glue a part of the mouth under the flap (bottom) of the bag.
2. **Collez l’autre partie de la bouche sur le fond.** – Glue the other part of the mouth on the flap.
3. **Collez le nez sur la tête au-dessus de la bouche.** – Glue the nose on the head above the mouth.

4. Collez les yeux sur la tête au-dessus du nez. – Glue the eyes on the head above the nose.
5. Collez les joues et les sourcils sur la tête. – Glue the cheeks and eyebrows on the head.
6. Collez la poitrine sur le corps en bas du sac. – Glue the chest on the body at the bottom of the bag.
7. Collez le nœud papillon sous la bouche pour l'ours (m) et sur la tête pour l'ourse (f). – Glue the bow under the mouth for a boy bear and on the head for a girl bear.
8. Collez les bras sur les côtés du sac. – Glue the arms into the sides of the bag.

#### TPR Story

1. TPR the following words: **(il, elle) va** – (he, she) goes, **(il, elle) veut**, (he, she) wants, **(il, elle) mange**– (he, she) eats, **(il, elle) a faim**– (he, she)is very hungry, **(il, elle) lit**– reads, **(it) est écrit**– (it) is written, – (he, she) sits down

2.

**Un ours a**

**s faim.**

**L**

**McDon  
beaucoup.**

#### The Bear Is Very Hungry

A bear is very hungry. The bear goes to Acapulco Mexico. He wants to eat because he is very hungry. The bear goes to a restaurant to eat. The bear reads the menu but he doesn't understand it. He doesn't understand it because it is written in French. The bear eats the menu because he is very hungry.

The bear goes to a restaurant in New York. The bear reads the menu but he can't understand it because it is written in Japanese. He eats the menu because he is very hungry.

The bear is very hungry and he goes to McDonald's in Osito, Nebraska. In McDonald's, the menu is written in bear. The bear is very happy and he eats a lot.

## Activity Sequence

### Input

1. Complete the Frayer Vocabulary Model using the words from the story.
2. Give each student a sheet of white paper with nine squares. Tell the students an animal from the story, and the students draw that animal using the color indicated. They then pass the paper to their right. Tell the students to draw another animal from the story in a second square and then again pass the paper to the right. Continue this procedure until all squares are filled. Each student will then have nine squares with the animals from the story. These may then be cut up and used as flash cards.
3. Go over the memory chant of numbers and actions.
4. TPR  
Write the following words on the board and demonstrate them using TPR  
**tu vois**– you see  
**qui me regarde** – who looks at me
5. Visuals  
Read the story showing visuals to aid in comprehension.
6. Rhythmic Reading  
Read with the students selected phrases slowly and then more quickly as a train would sound.

### Guided Practice

1. Living Order  
Students do a living order of the visuals.
2. Matching Cards  
In small groups, students match the picture with the correct corresponding word in French.
3. Group Story Sequence  
Put all visuals on the floor. As a group, students put the cards in the correct order.
4. Story Sequence Cards  
In small groups, students sequence the cards in the order they appear in the story.
5. Color Hunt  
Individual students or small groups of students find three things in the classroom that are the color of their color card in French. They then draw the three objects and have other groups guess their color from the objects drawn.
6. Touch Blue Not On You  
All of the students stand up. The teacher says a color, and each student must touch that color. However, the color cannot be on themselves.
7. Color the Picture  
Pass out the animal template and tell the students to color each animal a different color from that in the story. For example, you might say color the  
(horse yellow); color the ” (frog brown) etc.

8. Other color activities
  - Four Corners Activity: The teacher picks four colors from the story and then asks the students to go to the corner of the color they like best or the color that they are wearing etc.
  - Show Me Activity: The teacher gives the students swatches of color or color samples from a paint store and then says different colors as the students hold up the correct color from their swatches or samples.
  - TPR Activity: The teacher says the following: “Those students with **les chemises rouges** (red shirts) stand up. Those students with **les yeux verts** (green eyes) stand up.”
9. Memory Number Chant  
Students do the number memory chant that links French to English sounds.
10. Show Me the Number  
Students hold up the correct number of fingers as the teacher calls out a number.
11. More/Less  
Each student has a large number on his/her back. The student does not know what that number is. He or she must then ask other students **plus** (more) or **moins** (less) to determine that number
12. Number Problems  
Students will be given a number so that everyone can see it. The +, - and = signs are posted at the front of the room. The teacher gives an answer such as 2, and the students must find other students to create a problem that will equal that answer.
13. Partner Number Problems  
One partner holds up fingers. The other partner then adds or subtracts the numbers to arrive at the correct answer. The partner must say the number problem as well as the answer in the target language.
14. Write the Number  
Students write the number in the air or in shaving cream on the desk as the teacher says it in the target language.
15. Pipe Cleaner Activity  
The teacher says a number in the target language, and the student creates that number behind his/her back with a pipe cleaner.
16. Guess the Animal  
Get cheap stuffed animals at garage sales or use picture of animals and put them in a bag. Describe the animal and have the students guess which animal in the bag you are describing. Extend the language as appropriate to the age and knowledge of the teacher and students.
17. Animal Jeopardy  
Ask the students questions in English, and have them guess which animal you are describing. (Example questions are at the end.)
18. Question Activity  
Put an animal on the back of each individual. Students try to determine the animal by asking only yes/no questions.

### 19. Animal Match

Color the animals, the same on both sides of the handout. Cut the handouts in two and pass out to the students. Students must find their match by asking other students only using the target language.

### 20. Other Animal Activities

- Animal Capsules: Using the capsules in hot water that turn into animals have the students guess what animal it will be.
- Create a New Animal: Using parts from different animals, create a new animal.
- Animal Action: Give each student a picture of an animal. Students pass the picture and put an action with it.
- Question Circle: The teacher will ask simple questions such as **Qui a trois chiens?** (Who has three dogs?) The students will step forward if yes and backward if no.

### 21. Categories

Sort words in the packet into categories: colors, numbers, animals. Don't tell them what the categories are, just tell them to sort the words into categories.

### 22. Retell Story

Using visual prompts, students retell the story as a group or they may retell the story to a partner.

## Extensions

### 1. Alphabet Activity

A-Z - say and repeat the alphabet in French

On the alphabet worksheet, students fill in the words in French that they remember.

### 2. Original Story

In pairs, students create their own stories. They may include other animals as long as they are cognates in French. They need to select a color for their animal. Remember in "Brown Bear" the author included a purple cat. They may draw illustrations of their animals. Select one or two groups to tell their stories.

le zèbre – zebra    le rat – rat    le kangourou – kangaroo

le tigre– tiger    le lion– lion    le serpent– snake    l'insect – insect

le crocodile– crocodile    l'éléphant– elephant    la girafe– giraffe

la gorille – gorilla    le chameau– camel    le bison– buffalo

## Closure

One last retell of the story with the students filling in the blanks when the teacher pauses.

## Animal Jeopardy

1. \_\_\_\_\_ This animal has wool.
2. \_\_\_\_\_ This animal swims in rivers and lakes.
3. \_\_\_\_\_ This animal barks.
4. \_\_\_\_\_ This animal flies.
5. \_\_\_\_\_ This animal quacks.
6. \_\_\_\_\_ This animal lives in a cave.
7. \_\_\_\_\_ People ride this animal.
8. \_\_\_\_\_ This animal does not like mice.
9. \_\_\_\_\_ This animal hops.
10. \_\_\_\_\_ This animal says meow.