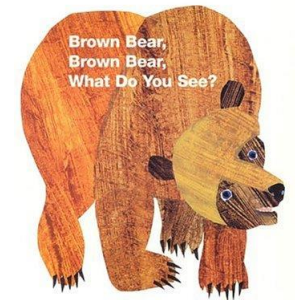


Lesplan Brown bear brown bear what do you see – Engels in de onderbouw

Beginsituatie	<p>Wat weten de kinderen al van deze leerinhoud? Sluit aan bij de belevingswereld en interesse.</p> <ul style="list-style-type: none"> • Adapt this lesson based on what the children already know. Do they know the colours already? Can they recognise them and name them? What animals do they already know? •
Onderwijsdoel	<p>Product objectives (what can the children do or say at the end of this lesson?):</p> <ul style="list-style-type: none"> • The children can recognise the colours: red, blue, green, yellow, brown, purple, black and white • The children understand and can say: “Teacher, teacher, what can you see?” • The children understand the instruction: “Touch something (blue)” • The children recognise the animals from the book ‘Brown bear, brown bear what can you see?’ • The children can say: “The horse is blue / the bear is brown” etc. <p>Process objectives (what is it that they have to practise or experience during class?):</p> <ul style="list-style-type: none"> • The children practise the colours and some animal names • The children are actively engaged with the story and the activities.
Klassen-management	<p>Welke materialen zijn nodig?</p> <ul style="list-style-type: none"> • The book: Brown bear, brown bear, what do you see? – by Eric Carle (you can also use the Dutch version and read it in English) or use the link to the book online: https://youtu.be/-PGTgCsLzEw • Flashcards with the animals from the book (see pdf A5 flashcards brown bear book) – print them in colour and fold them, so the children only see the picture of the animal. • Flashcards for the colours (or coloured paper in the colours of the book: brown, red, yellow, blue, green, purple, white, black). Flashcards for example from: http://www.kidsunder7.com/2010/06/colors-flashcards_30.html#.VX_n0fntlBc

Bill Martin Jr / Eric Carle



Tijd	Lesopbouw
	<p>Oriëntatie (Les opening; doel van de les verhelderen, wat weten de kinderen al van dit onderwerp?)</p> <p>Introduction phase: <i>Materials:</i> - flashcards animals from the book - the book (if you have a copy)</p>

5-10 min		<p>Tell the children they are going to learn the words for colours and some animals. Show the children the flashcards with the animals from the book (only the pictures not the words on the back!) Say what animal it is. Do they know some of the words already? What other animal words do they know? Now look at the colours. The bear is brown, etc. Do they already know some colours? What other colours do they know?</p> <p>Encourage the children to say words they already know for animals and colours in English and give them compliments when they do. You know a lot already!</p> <p>Tell the children they are going to listen to a story and practise the colours with a game. Introduce the book: Brown bear, brown bear, what do you see.</p>	
5 min	Uitleg / Instructie(s)	<p>(Wat doe jij? Wat zeg je? Welke vragen ga je stellen? Welke materialen gebruik je? Hoe hou je overzicht in de klas?)</p> <p>Input phase: <i>Materials:</i> - the book or the clip on YouTube</p> <p><u>The Book: Brown bear, brown bear, what do you see?</u> Read the book or show the clip on the interactive board. Note! The woman reading the book in the clip speaks American English!</p> <p>This is the text in case you have a Dutch version of the book: <i>Brown bear, brown bear, what do you see?</i> <i>I see a red bird, looking at me.</i> <i>Red bird, red bird, what do you see?</i> <i>I see a yellow duck looking at me.</i> <i>Yellow duck, yellow duck, what do you see?</i> <i>I see a blue horse, looking at me.</i> <i>Blue horse, blue horse (etcetera)</i> <i>Green frog</i> <i>Purple cat</i> <i>White dog</i> <i>Black sheep</i> <i>Goldfish</i> <i>Teacher, teacher what do you see?</i></p>	<p>(Wat doen de kinderen? Nadenken, antwoorden, schrijven, luisteren, opruimen, etc.)</p> <p>The children listen to the story and respond to your questions afterwards</p>

5 min	<p><i>I see children, looking at me.</i></p> <p>Did the children like the story? Maybe the children say that there are no blue horses or purple cats. It is a bit strange, but anything can happen in a story.</p> <p>Input phase: <i>Materials:</i> - colour flashcards or coloured paper</p> <p><u>Practise the colours</u> Tell the children you are going to play a game about colours, but before you can do that they have to practise the colours with you. Use the colour flashcards or coloured paper: brown, red, yellow, blue, green, purple, white, black.</p> <p>Show them a colour and say what it is, the children repeat what you say. Do this a few times with all the colours. If they know some colours already, ask them: what colour is this? – they can answer with: “red” or “it’s red” Note! The objective for this lesson is that they recognise the colours, they do not have to name them yet! (only when they already know them)</p>	The children repeat what you say.
5-10 min	<p>Practise phase: <i>No materials needed.</i></p> <p><u>Game: teacher, teacher, what do you see?</u> Tell the children you are now going to play a game called Teacher, teacher, what do you see? Like the book, but now the children have to ask you what you see. Ask them to repeat: “Teacher, teacher, what do you see?” And then say: “I see something blue.” Then walk to something blue in the classroom and touch it. Say: “I touch something blue.” (You can also mime what you say). Then demonstrate the game with a child who you think will understand. Ask the child to say: “Teacher, teacher, what do you see?” And then answer with: “I see something red”. Tell the child to look around</p>	The children ask a set question and then listen to an instruction, which they follow-up.

		<p>and walk to something red in the classroom and touch it. "Do you see something red? Touch something red." Perhaps you have to demonstrate 'touch' again. Give the child a compliment!</p> <p>Now tell all the children to stand up. (demonstrate) Tell them to say: "Teacher, teacher, what do you see?" and say: "I see something blue." (or another colour). The children touch something with that colour in the classroom (try to make them find something close to where they are standing). Tell them it's not a race, they cannot run. Repeat this with other colours. At the end ask the children to sit down again and praise them.</p> <p>Variation with more movement: The children walk through the classroom until you say "stop." Then they say: "teacher, teacher.." and you give them a colour that they have to touch.</p>	
5 min	Afsluiting	<p>(Feedback en evaluatie)</p> <p><u>End of the lesson</u> <i>Materials:</i> - <i>flashcards animals from the book</i></p> <p>Show the flashcards of the animals again. Say: "The bear is brown." Ask them to repeat what you say. "The horse is" "What colour is the horse?" "The horse is blue." Can some of the children already say the colours? You can also ask for the names of the animals if you think they already know some of them.</p>	