

What Do You See?

Materials

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. • paper • pencils
• crayons or markers • stapler

What to do

1. Read *Brown Bear, Brown Bear, What Do You See?* to the class several times before attempting this activity so the children are very familiar with the story and the flow.
2. Give each child a few pieces of paper. On the first page, ask the child to write "Bobby, Bobby (child's name), what do you see?" Each child writes his own name on his page.
3. Then ask the children to draw a picture of themselves on the page and write, "I see a _____ looking at me." The child then draws whatever he writes.
4. This continues for each animal or person that the child sees.
5. This can be done over several days, with the children making one page each day.
6. Help the children put their pages together and staple them to make a book.
7. When finished, the children will have their own book that they will be able to read without adult help.

★ Phyllis Esch, Export, PA

Personalized Classroom "Brown Bear" Book

Materials

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. • mirrors • black medium-point markers • white paper • copy machine • crayons • stapler • colored construction paper for covers

What to do

1. For several days, read *Brown Bear, Brown Bear, What Do You See?* with the children so that they are all very familiar with the story. Encourage them to read it to each other in the book corner, and suggest that parents check out a copy from the library.
2. Discuss making self-portraits. Provide mirrors for the children to examine their hair and eye color and other features. Ask each child to use a black marker to draw a self-portrait so that it looks like a drawing in a coloring book. Remind them not to fill in any areas of the drawings; instead, ask them to draw just the outlines of their hair, eyes, and other features.
3. On the copy machine, make duplicates of each drawing. Return the first picture to each child to color in the areas, providing the mirrors again. Encourage them to color their features exactly the way they really look.
4. The next day, distribute the duplicates to the children and ask them to color the second picture. Encourage them to match the colors they used for the first picture so the two pictures will be the same.
5. Plan to make one book for every group of eight to ten children. Put the drawings in order (keeping the duplicates with the original). On the lower part of the first picture, write the child's name in this way:

*Andrew, Andrew,
What do you see?*

On the second drawing of Andrew, write:

I see Talitha looking at me.

6. Continue adding text in this way with until all have been written on except the last duplicate drawing for the last child. For this last picture, ask the children to name a favorite book character, such as Curious George.

*I see Curious George looking at me.
That's what I see.*

7. Add covers and staple the pages together. Continue making books for each group of eight or ten children.
8. If desired, laminate the pages for durability. You can also make enough copies so that each child gets a book to bring home.
9. To enjoy the stories even more, read the book as a class and have each child pop up to answer the question asked of him in the story.

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