

Helen Vu – EDUC 323: Diversity Project

Title: Brown Bear, Brown Bear, What Do You See?

Author: Bill Martin Jr. and Eric Carle

Recommended reading level: Pre-Kindergarten but can be adjusted for any young students

This story introduces animals as well as colors for beginning readers. My tri-fold poster is a framework of connecting mini-units that help elaborate on the theme of diversity while practicing math and science-related skills. The diversity that is covered in my lesson is the presupposition that we are all different; we all look different. For young children, this is the simplest form of diversity that can be absorbable. I would start by having the children color in the mini-me of themselves and hang it up for display. Having a tangible conclusion that each child looks different can help with the absorption process. Then, I will proceed to read the story aloud. At the end, I would have the students stick on the animal to the corresponding name and color on the board. At the same time, I would ask what sound that animal makes. This will help to make the lesson more interactive. Next, there are a few different activities that will contribute to the math and science learning: count with me, nomenclature, and patterns. In addition, there are also literary skills that are included: syllable counting and underwriting. All activities will enhance students' fine motor skills through interactive learning. There are also take-home activities for students to practice at home with parents and or guardians. Some activities will require parents and or guardians to participate in this interactive learning. As an aspiring educator, I believe that there are many different routes you could take with this classic children's book. At the simplest form, it is a great beginning to read book but can include more challenging tasks based on audience. For older students, I could ask students where these

animals would most likely be found (bears in forests or ducks in ponds). The lesson can be altered for difference audiences.