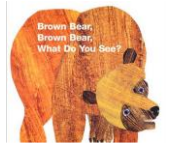


Brown Bear, Brown Bear - What do you see?

The Brown Bear, Brown Bear story book is a simple repetitive story with a focus on colours and familiar animals. The storyline provides opportunities to explore colour, animal names and sounds. The repetitive and predictable format allows children to 'read along' and join in. Activities could include sequencing, matching using toy animals/photos/pictures/symbols. These props could also support the participation of pre-verbal children.



Video versions

Below is a selection of video versions of the story with different motivating features:

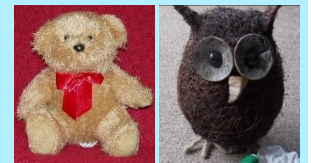
- a musical sing-along version
- an animated version with animal noises, read by a child
- this version features real animals.

Cueing in...

Choose an appropriate bear prop as your cueing in tool e.g. a toy bear or a piece of brown furry fabric. Let the child hold and feel it to help develop the link between the prop and the story that's about to be read to them. Use the same prop each time you do the story to reinforce the link and build up anticipation.

Accessibility to support choosing

Once you have built up associations between props and the various stories they represent, the props could be used to support choice making. A child could be offered two props to help them select the story they want to hear e.g. a bear for 'Brown Bear, Brown Bear' and an owl for 'Wow, said the owl'.



Communication and Language

This story has an ideal repetitive phrase 'Brown Bear, Brown Bear, what do you see?' for recording on a Talking Tin or BIGmack switch. This can be useful for children who may be pre-verbal or reluctant talkers to allow them to participate in the story.

The story is a useful resource to support the recognition of Makaton signs for colours and familiar animals. This video could help you learn the Makaton signs which you could then use to support reading the story.

You could have fun using animal noises in your story telling as symbolic sounds are an important step in developing early language skills. You could try this using a bag of animals. Slowly remove an animal from the bag and support the child to make the noise or name the animal. These animals could also be used to create a sequence matching the story, or other guessing games e.g. 'Who comes next?'

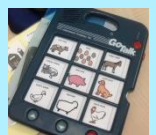
Make your own version of the story using pictures of family or favourite toys. 'I see a car/Mummy, looking at me'.



A Sensory Touch

Coloured chiffon scarves could be used to have fun with colour. The scarves could also be used to cover each animal to play 'peek a boo' as they are revealed. Tactile elements e.g. textured fabric, feathers, etc. could be fixed to some of the pictures in the book.

For children who are used to using a 'GoTalk' you could record the animal sounds to support matching and sequencing with the story.



Props and Visual Supports

A colour fan could be used to support a child to match the colours in the book.

A colour chart used with animal pictures might help a child put two words together e.g. you could use a verbal prompt like "I see a '___' bear" or "I see a brown '___'".

Props like a toy telescope, magnifying glass or even big glasses can add to the fun or 'looking'.



Finish

Remember to prepare the child to understand that the activity is about to end. Use phrases like 'last one', 'one more, then finish' or something similar. If props are used, involve the child in putting them back into the box/bag they came from. If you feel the child is giving you cues that they are ready to finish earlier, use your finish routine to support this.