

preschool	Story telling		Subject: Brown bear, Brown Bear Session 2
Subject Goals:	Children should: <ul style="list-style-type: none"> • develop observation skills • be able to cooperate in pairs • acquire positive attitudes towards books and storytelling 		
Linguistic Goals:	Children should be able to: <ul style="list-style-type: none"> • identify the animals in the story (bear, bird, duck, cat, dog, horse, frog, sheep) • name at least three of the animals • be able to use colour as an adjective (red bird, blue horse...) • retell the story in the form of a rhyme 		
Recycling Goals:	The children should consolidate/revise: <ul style="list-style-type: none"> • Colours: brown, red, yellow, blue, green, purple ,white, black 		
Materials and Equipment:	<ul style="list-style-type: none"> • The story book. If you haven't got the story, you might use large A3 pictures downloaded from: http://www.dltk-teach.com/books/brownbear/index.htm • Toy bear (soft toy) – if you don't have one, you can use any of the animals in the story (e.g. a soft toy such as a yellow duck, a green frog, a black sheep, etc.) • Music, CD player 		
Procedures:	1.	The teacher shows the children the book and asks them if they remember the story. Do you remember which animals are in the story? The teacher invites the children to remember the animals and adds the pictures gradually on the felt board.	L2
	2.	When all the pictures are on the felt board, the teacher asks the children to close their eyes and then takes one away. The children then open their eyes and the teacher asks them if they can notice which animal is missing. (Kim's game) (The teacher tries to encourage the children to use the animal and the colour adjective, .e.g. the brown bear)	L2

	<p>3. The children sit in the circle and the teacher shows them the soft toy from the story which came to visit. The teacher plays some music on the CD player, perhaps a known song, such as baa baa black sheep. The children have to pass the toy to the person next to them without stopping but they have to stop when the music stops. When the music stops, the teacher shows a picture to the child that has the toy and the child has to name the animal.</p> <p>4. The teacher retells the story inviting the students to join in whenever they can, e.g. they can join in repeating the animals' names or in asking "What do you see?" The teacher also stops before she turns a page, to see if the children can remember the animal which comes next.</p> <p>5. The teacher tells the children that there is a song about this story and invites them to listen to it. The teacher sings the song, which is the exact story sung to the tune of "Frère Jacques / Are you sleeping?"</p> <p><i>Frère Jacques, Frère Jacques</i> Brown Bear, Brown Bear <i>Dormez vous? Dormez vous?</i> What do you see? What do you see? <i>Sonnez les matines! Sonnez les matines!</i> I see a yellow duck! I see a yellow duck! <i>Din Dan Don! Din Dan Don!</i> Looking at me! Looking at me!</p>	<p>L2</p> <p>L2</p> <p>L2</p>
Evaluation / Review	Based on observation of the children during the tasks	
Concluding Activity	The children sing the story/song along with the teacher	L2
English corner / Further extension of the story	<ul style="list-style-type: none"> • The song is sung at various opportunities during the school day • Animals cards are placed at the English corner for the children to play card games such as pelmanism, bingo or snap (see accompanying document for cards) 	

Contingency Plan	If there is time, the children can visit the English corner with the teacher Or If there is time, the teacher can pick one of the animal cards for the children to guess which animal she has Children are also encouraged, in turns, to come out and pick a card. The rest of the class tries to guess which animal they have	
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