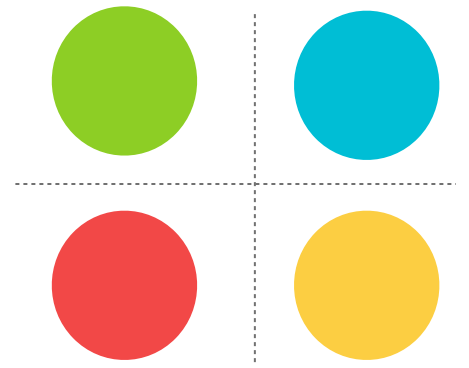


DEEP SPACE SPARKLE



BROWN BEAR WHAT DO YOU SEE?

LITERATURE & SCIENCE CONNECTION

BROWN BEAR WHAT DO YOU SEE?

What You'll Need:

- 12" x 18" light blue or dark green paper (for background)
- 12" x 18" white paper (for bear)
- Brown, black and white tempera paint (liquid is best)
- Green, yellow, red tempera paint for leaves
- Black oil pastel
- Scissors & glue stick
- Bear template

Book Suggestions:

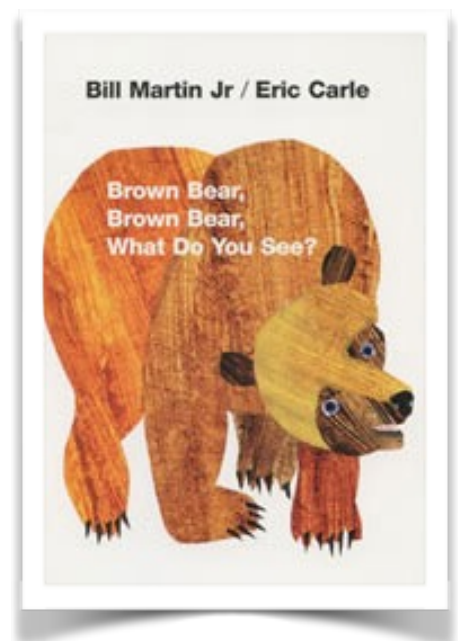
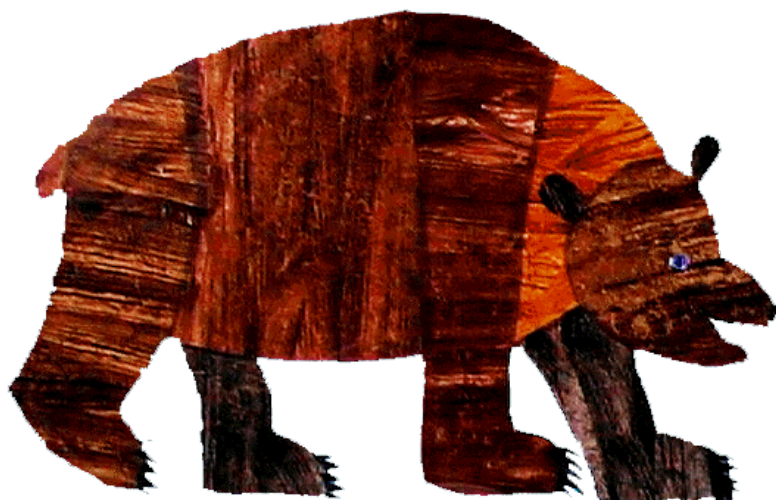
Brown Bear, Brown Bear What Do You See? by Bill Martin Jr and Eric Carle

A perennial favorite amongst kinder teachers, Brown Bear is also one of my personal favorites. It's a great read for the art room—colorful and quick—so you can easily move into the art lesson with plenty of time to finish the first step: Painted Paper.

TEACHER TIP FOR YOUNGER STUDENTS

If you teacher pre-school children, making painted paper is great fun. BUT here is a tip: start with BROWN PAPER.

That way, when the child adds his own paint strokes (which are sure to be scattered and focused on the middle of the paper) he still will have a brown painted paper.



HOW TO MAKE PAINTED PAPER

Step One



To make bear colored paper, set out 2 or 3 tubs of black, brown and white (or beige) tempera paint. I like to put 2-3 brushes in each pot so that the children can share. Place

Step Three



Step Two



Mix paints together using patterns, swirls, etc. to create one sheet of brown painted paper per child.

It's helpful to have the papers differ slightly, so vary the colors of paint. To do this easily, just add more or less black paint to the brown paint to achieve different intensity of browns.



Photocopy templates and label each template with the correct body part. I didn't do this and had many children unknowingly flip the templates, which resulted in many backward legs. Cute, but may not be the look you're going for.

Lay templates on the back of the brown painted paper and trace with a pencil.

Step Four



Step Five



Step Six



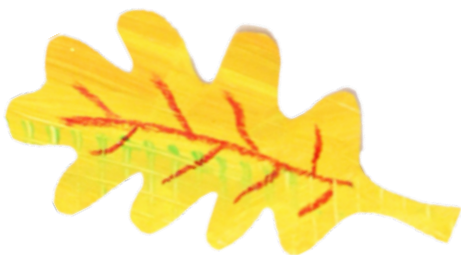
Glue all the pieces to the background paper starting with the body. Next, add the head, front legs and one small back leg then finally the big, back leg.

Using an oil pastel, draw a nose, ears, eyes, claws and fur.

MAKING THE LEAVES

Photocopy the leaf templates and trace onto colored painted paper. You can make some colored painted paper after making the brown, or you can use some old scraps.

Sometimes children get confused with templates and end up tracing their leaves directly onto their background paper. If this happens...carry on!



BECAUSE THEY ARE KINDERS...

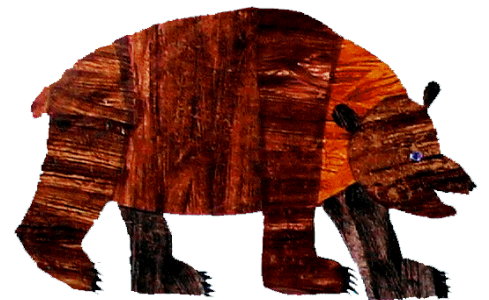


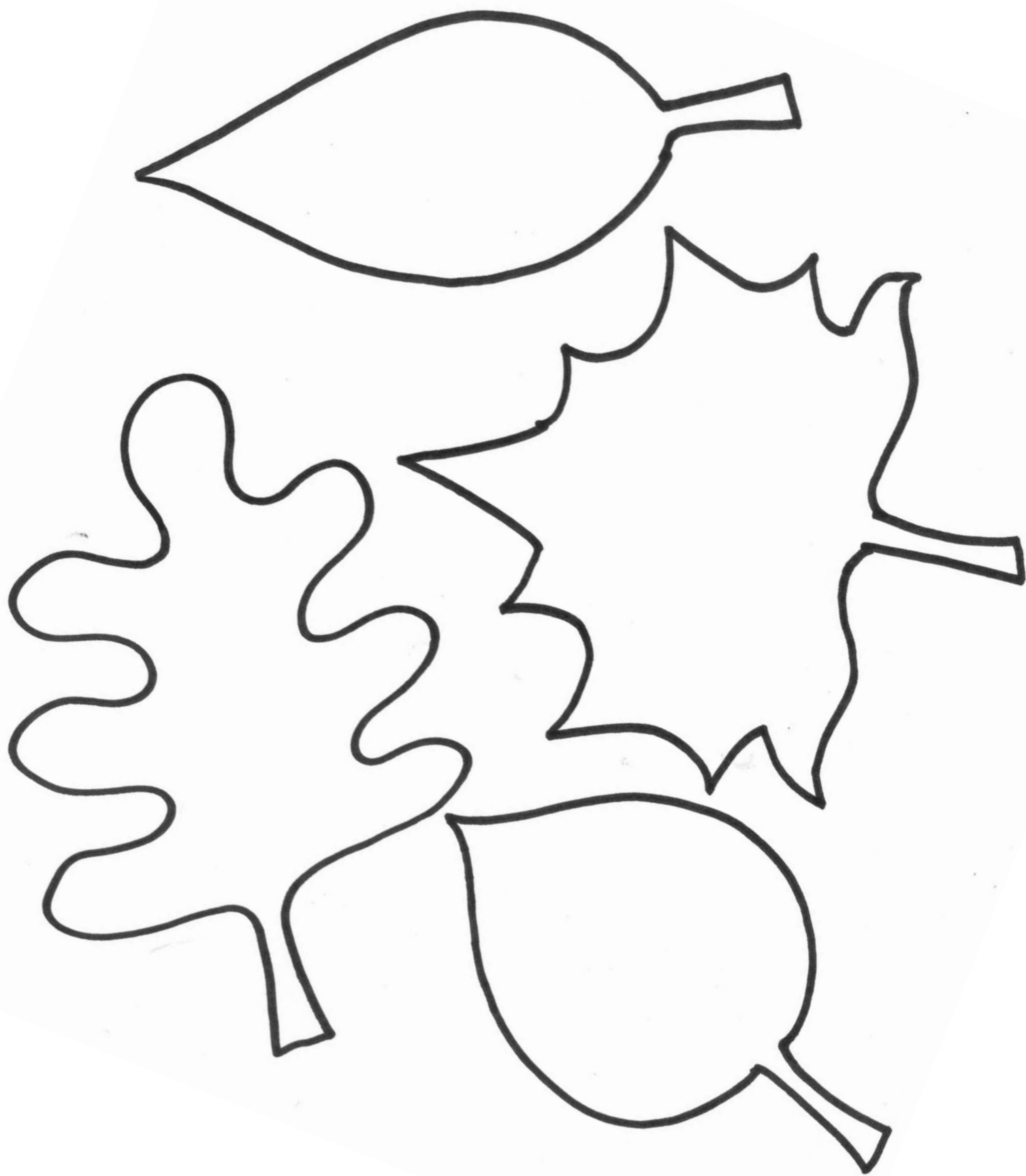
Obviously when you use templates with Kinders, sometimes things go awry...

The most common problem is not having enough time to add all four legs. Most of the cute bears ended up with two legs. If the legs are in the right position, then consider it a huge success.

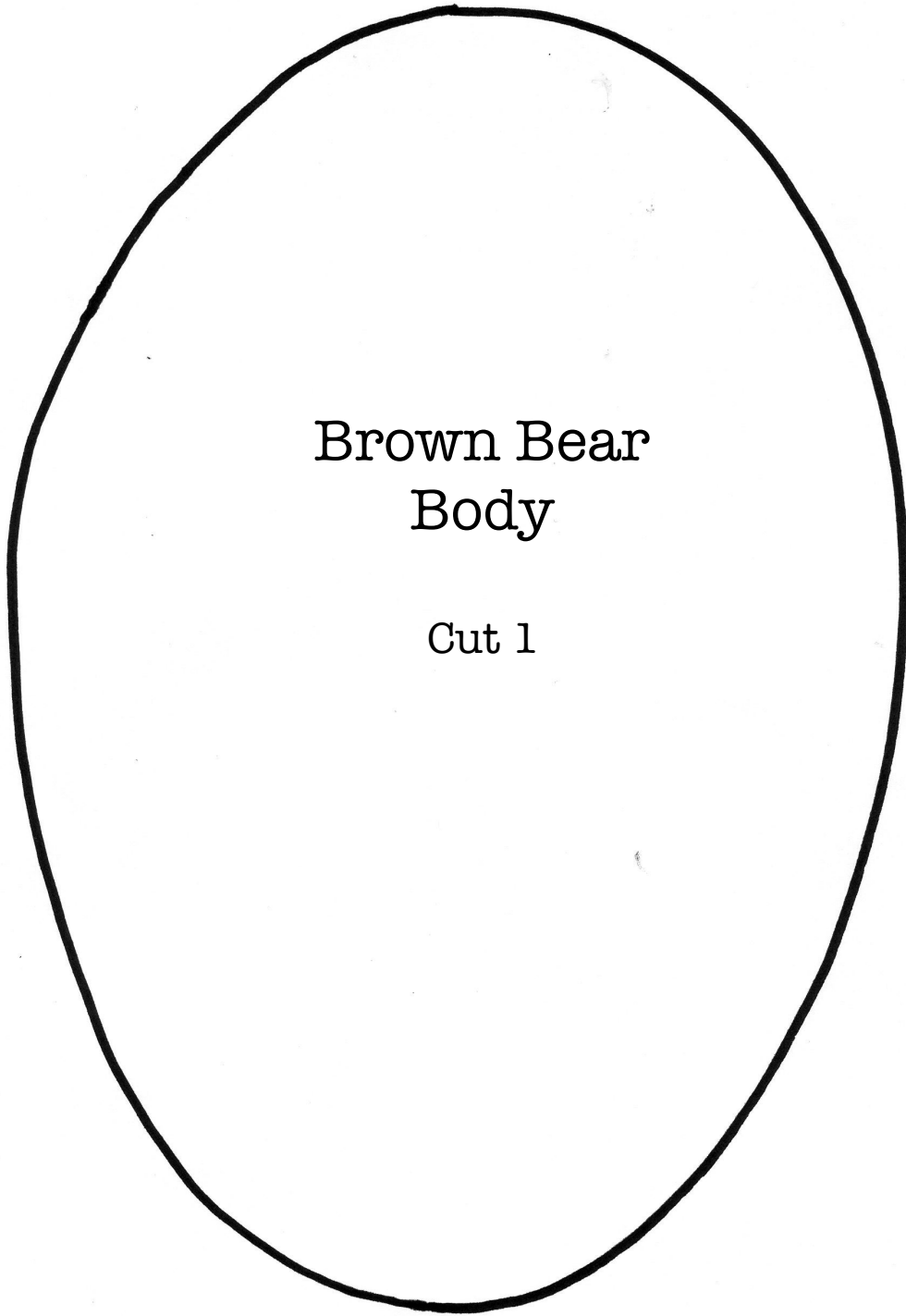
If however, the legs look a little *off*, then perhaps the instructions weren't quite clear.

Still, aren't these the cutest little bears ever?





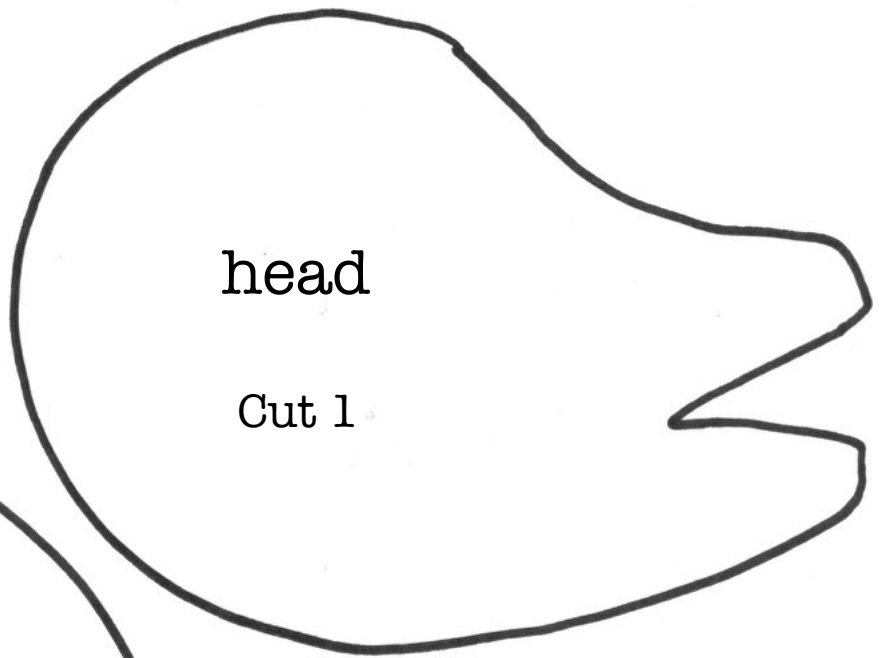
MAKING THE LEAVES



Brown Bear
Body

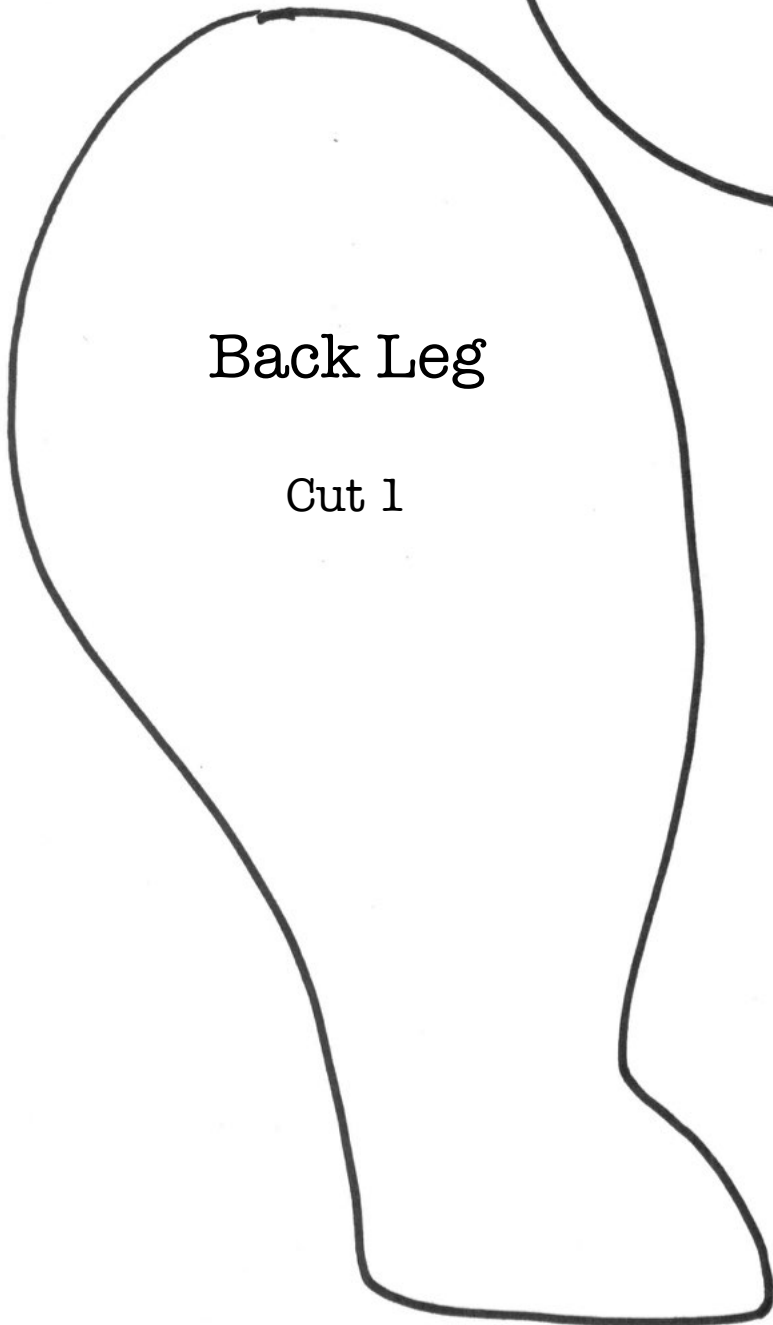
Cut 1

THE BEAR TEMPLATES



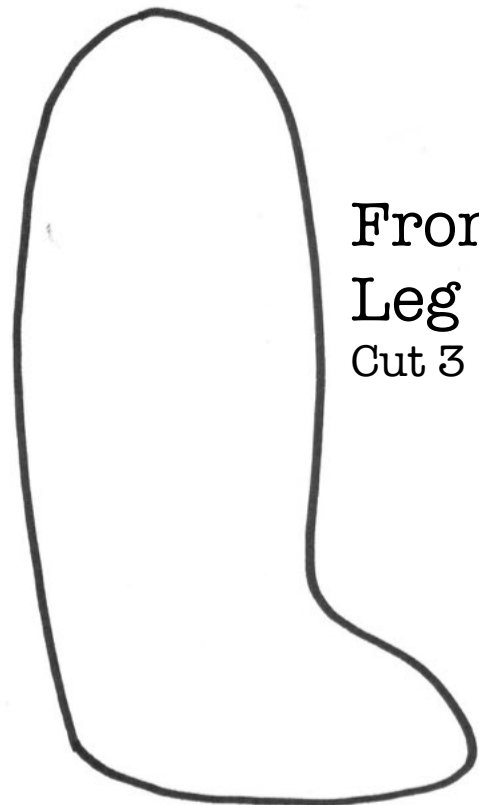
head

Cut 1



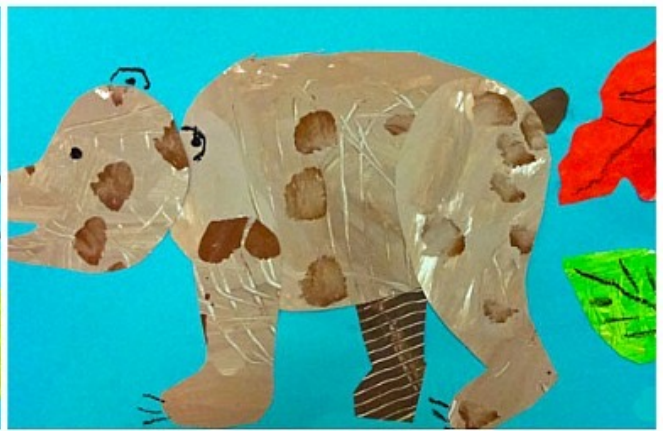
Back Leg

Cut 1



Front
Leg
Cut 3

THE BEAR TEMPLATES

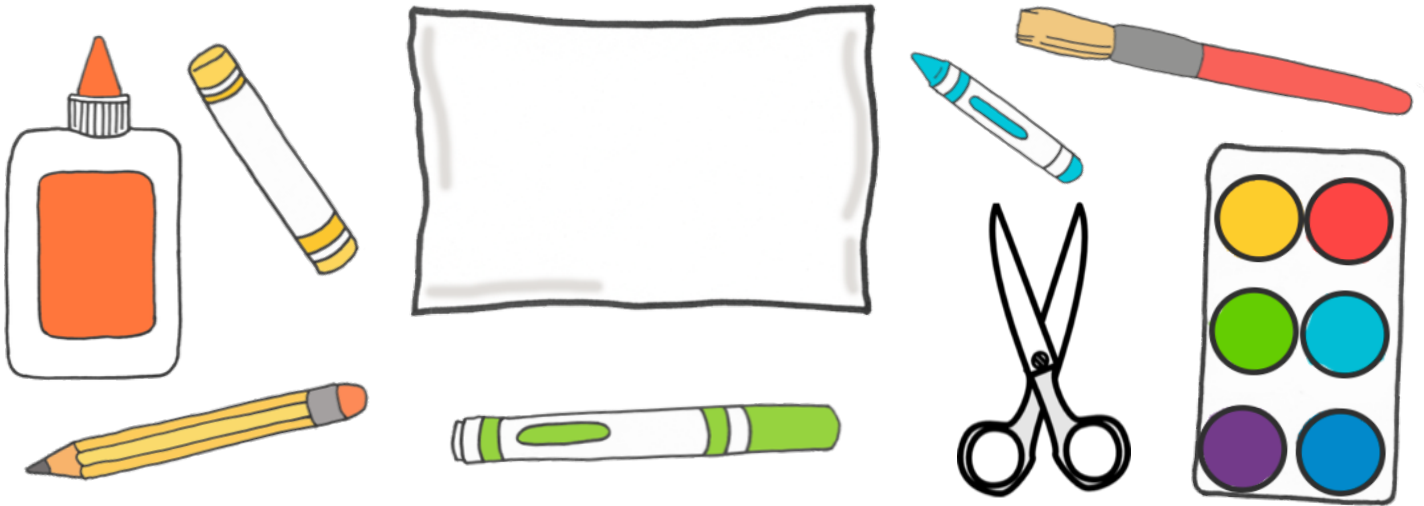


KINDERGARTEN BEARS

MY NAME IS:

MY SUPPLIES:

circle the supplies used in this art project



I LIKE MY ART BECAUSE...

NATIONAL CORE ARTS STANDARDS-KINDERGARTEN

CREATING

- ☒ Generate and conceptualize artistic ideas and work — Imaginative play with materials— art-making in response to an artistic problem.
- ☒ Organize and develop artistic ideas and work — Experiment to build skills in art-making— identify safe and non-toxic materials-create art of different environments
- ☒ Refine and complete artistic work—Explain process while creating art

PRESENTING/PRODUCING

- ☐ Analyze, interpret and select artistic work for presentation— explain why artwork is chosen for portfolio or personal display
- ☐ Develop and refine artistic work for presentation — explain the purpose of a portfolio or collection
- ☐ Convey meaning through the presentation of artistic work — explain what an art museum is and why it is different from other buildings

RESPONDING

- ☒ Perceive and analyze artistic work- identify uses of art within one's personal environment- describe what an image represents
- ☐ Interpret intent and meaning in artistic work — interpret art by identifying subject matter and describing relevant details
- ☒ Apply criteria to evaluate artistic work— explain reasons for selecting a preferred artwork

CONNECTING

- ☒ Synthesize and relate knowledge and personal experiences to make art- create art that tells a story about a life experience
- ☐ Relate artistic ideas and works with societal, cultural and historical context to deepen understanding —create art that tells a story about a life experience

NATIONAL CORE ARTS STANDARDS-FIRST GRADE

CREATING

- ☒ **Generate and conceptualize artistic ideas and work** — Collaboratively use imaginative play with materials—use observations to prepare for artwork
- ☒ **Organize and develop artistic ideas and work** — Explore materials to create artwork—demonstrate safe & proper procedures—identify and classify through drawing
- ☒ **Refine and complete artistic work**—use art vocabulary to describe choices in art-making

PRESENTING/PRODUCING

- ☐ **Analyze, interpret and select artistic work for presentation**— explain why some objects, artifacts and artwork are valued over others
- ☐ **Develop and refine artistic work for presentation** — ask and answer questions of where, when, why and how artwork should be prepared for presentation/preservation.
- ☐ **Convey meaning through the presentation of artistic work** — identify the roles and responsibilities of people who work in museums and art settings

RESPONDING

- ☒ **Perceive and analyze artistic work-** select art that illustrates daily life experiences to others —compare images that represent the same object.
- ☐ **Interpret intent and meaning in artistic work** — interpret art by categorizing subject matter and identifying the characteristics of form
- ☒ **Apply criteria to evaluate artistic work**— classify artwork based on different reasons for preferences

CONNECTING

- ☒ **Synthesize and relate knowledge and personal experiences to make art-** identify times, places and reasons by which students make art outside school
- ☐ **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —identify times, places and reasons by which students make art outside school

I CAN STATEMENTS FOR BROWN BEAR

- Today I will learn about COLOR and TEXTURE, so that I CAN use TEMPERA paint to make PAINTED PAPER. I'll know I have it when my paper has different shades of browns and has rough textures created by scraping with various tools.
- Today I will learn about LINE and SHAPE, so that I CAN use TEMPLATES to trace and safely cut the body for my bear.
- Today I will learn about COLLAGE, so that I CAN glue all of my pieces together to form my brown bear. I'll know I have it when my bear has a head, a body, and 4 legs.

COMMON CORE STANDARDS FOR BROWN BEAR

CCSS.ELA-Literacy.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

As you read through the story, you can have students talk about the illustrations and why they were picked to go with that part of the text.

CCSS.ELA-Literacy.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

After reading *Brown Bear Brown Bear, What Do You See?* ask students questions about important details to formally assess their understanding of the story. This is a great way to introduce young students to Carle's work while checking their comprehension!

CCSS.ELA-Literacy.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Students address this standard when completing the artist statement worksheet of this packet (page 11). They are writing their opinion about the artwork they made based on how it was created and how they were inspired.