

Center Ideas for *Brown Bear, Brown Bear, What Do You See?*

Grade: Kindergarten

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### **Elkonin Boxes Center:**

#### **Description:**

There will be nine cards with Elkonin boxes and a picture of each animal from the story. The child will be doing the boxes based on the color of the animal.

#### **Standards:**

L. K. 2(d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

R.F K. 2(e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### **Student goals:**

The children will be able to sound out the letters of colors and see the way it sounds. They will be able to hear themselves sound out each letter and after see if they were correct or incorrect and why.

#### **Materials Needed:**

Animal color cards, letter pieces, pencil, and exit worksheet.

#### **Assessment:**

The answers will be on the back of the card. The child will mark on an exit sheet with a check mark or an x on which ones they got correct and which ones were incorrect and turn that in.

## **Bar Graph Center:**

### **Description:**

The child will have a blank bar graph with animals on the bottom, included will be a bag of beads. The bead color will need to correspond with the color that the animal is. Each box that they fill with a bead, they will need to color.

### **Standards:**

Common core- L. K (a)- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

SL. K. 5- Add drawings or other visual displays to descriptions as desired to provide additional detail.

### **Student goals:**

The child will be able to understand where the information from a bar graph is coming from. They will also be able to record their data.

### **Materials Needed:**

Beads, sandwich bags, colored pencils and bar graph worksheet.

### **Assessment:**

At the end they will need to count up how many boxes they colored in and write down the total on the exit slip. The exit slip will be turned in along with their bar graph.

### **Sequencing Center:**

#### **Description:**

The child will have a paint stirring stick and a small stack of cards of all the characters from the book. The child will glue the cards on the stick in correct order of the story.

#### **Standards:**

WK.8 -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

RIK.2- With prompting and support, identify the main topic and retell key details of a text.

#### **Student goals:**

The child will be able to recall the events in order of the book. They will also be able to retell the story when looking at what they recreated.

#### **Materials Needed:**

Paint stick and glue stick

#### **Assessment:**

The child will turn in their stick at the end and will receive one point for each of the cards that they put in the correct order.

## **Dry Erase Card Center:**

### **Description:**

There will be nine laminated cards with the picture of each animal from the book and word of the animal's name under it. The child must trace over the word with a dry erase marker.

### **Standards:**

RFK.1 -Demonstrate understanding of the organization and basic features of print.

RFK. 1(b)- Recognize that spoken words are represented in written language by specific sequences of letters.

### **Student goals:**

The child will be able to practice writing more challenging words and write them on their own when they feel comfortable. They will be able to recognize these words.

### **Materials Needed:**

9 laminated cards, dry erase marker, dry eraser, pencil and worksheet.

### **Assessment:**

The child will write down that word on a worksheet after they trace it. They will turn in the worksheet when they completed all of their words.

**What do you see? Center:****Description:**

The child will complete a worksheet that says, "(name), (name), what do you see?" There will be an area for the child to color and underneath will say, "I see\_\_\_\_ looking at me."

**Standards:**

LK. 2. d.- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

RLK.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).

**Student goals:**

The children will be able to connect themselves with the story they read. They will be able to see from the perspective of the characters and write their own part.

**Materials Needed:**

Colored pencils and worksheet

**Assessment:**

This paper will be what they turn in when they are finished.

**Habitat Center:****Description:**

The child will have a book from all the animals from Brown Bear, Brown Bear. They will Velcro the habitat of the animal onto the page.

**Standards:**

SLK.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

**Student goals:**

The child will be able to connect animals and their habitats. They will be able to connect the animals from the story and the home they may live in.

**Materials Needed:**

Cards with animals, Velcro, pencil and worksheet.

**Assessment:**

There will be a worksheet that goes with along with this activity. The worksheet will have pictures that the child must match with the correct animal, which will directly match their Velcro activity.

### **Sight Word Center:**

#### **Description:**

The child will get a paper version of the book and a bingo dotter. The child will look through the book and dot all the sight words that they come across.

#### **Standards:**

RF.K. 3 (c)- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF. K. 1 (a)- Follow words from left to right, top to bottom, and page by page.

#### **Student goals:**

The child will be able to recognize their sight words in the book setting. The child will also learn to read and reread the book to receive information that they need.

#### **Materials Needed:**

Paper version of the book and bingo dotter.

#### **Assessment:**

The child will write their name on the front of the book and turn it in. The amount of sight words they locate will be graded.



**Pattern Center:****Description:**

Students will copy patterns of the animals from the book with precut pattern pieces. With each card the patterns will become harder. The child will write on the back of each card one connection they have with one of the animals from the sequence.

**Standards:**

RIK.3 -With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Student goals:**

The child will be able to create sequences from the characters from the story. They will also be able to challenge

**Materials Needed:**

Glue stick, colored pencils and precut pattern pieces.

**Assessment:**

The student will turn in all the patterns they were able to complete and be graded on the accuracy of the patterns they complete.



brown bear



black sheep



blue horse



green frog



orange fish



yellow duck



purple cat



red bird



white dog

Elkonin Box Worksheet

Name:

1.



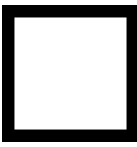
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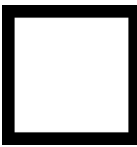
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3.



7.



4.

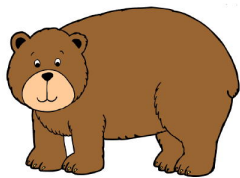


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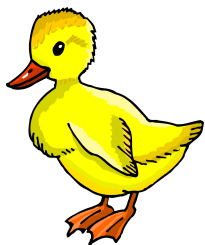


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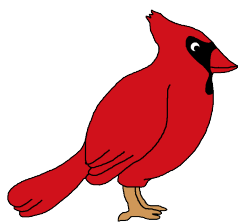




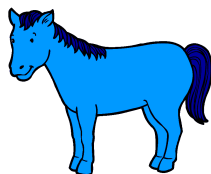
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\_\_\_ Total: \_\_\_\_\_

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name \_\_\_\_\_




brown




yellow




red



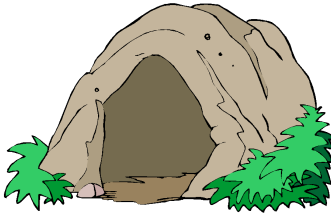
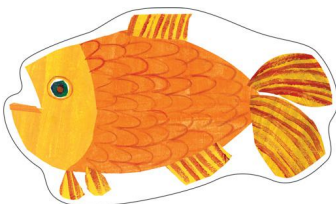
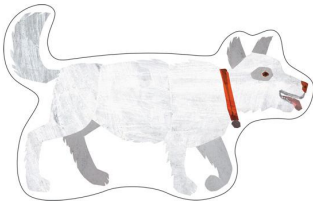

blue



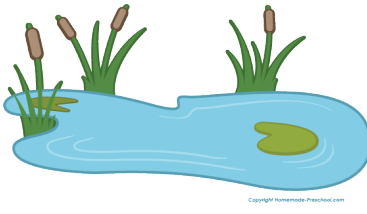

green




orange



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