

## Brown Bear

**Introduction:** Young students love to participate in some type of activity related to a book that they've read or heard. After the teacher reads *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., the students will play an exciting game. They will really enjoy this activity.

**Grade Level and Subject:** Kindergarten Reading and P.E.

**TEKS:** Reading – 1A, 1E, 3D  
P.E. – 1A, 3A, 3B, 6A, 6B, 7A, 7B

**Materials:** Chalk

**Resources:** *201 Games for the Elementary Physical Education Program* by Jerry D. Poppen. ISBN: 0-13-042061-1

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. ISBN: 0-8050-4790-5

**Activity:** Before beginning the activity, the teacher needs to go to the playground or the gym and mark off parallel lines about 30–40 feet long and at least 40 feet apart. The area between the lines will be known as the “woods.”

The teacher is to read *Brown Bear, Brown Bear, What Do You See?* to the students. Once that is accomplished, he or she will take the students to the play area. One child will be chosen to be the Little Brown Bear. This student will stand in the middle of the “woods.” All of the other students will stand on the start line (one of the lines drawn by the teacher before the activity begins).

The Little Brown Bear will call out, “Brown Bear, Brown Bear, What Do You See?” The teacher will then call out, “I see some students running as fast as can be.” The students will then run to the other line while the “bear” tries to tag as many of them as possible. The players who are tagged become “bears” and will help the first “bear” tag other students.

Play continues with the first bear asking over and over, “Brown Bear, Brown Bear, What Do You See?” The teacher will then continue to call out, “I see some students \_\_\_\_\_ as fast as can be.” The teacher is to change the locomotive skill that the students will use to move themselves to the other line. Other locomotive skills include walking, galloping, hopping, jumping, skipping, “driving,” “going by plane,” etc. All of the “bears” must use the same locomotive skill as the other players while chasing them.

When approximately five students remain who have not yet been caught, the teacher will choose a new “bear,” and the game can begin again.

**Evaluation:** The teacher will assist the “bear” by calling out the locomotive skill the students are to perform. He or she will also monitor all game play for safety.



CANCER PREVENTION &  
RESEARCH INSTITUTE OF TEXAS

Updated February 2016