

Act: KR6		
Grade: K	Strand: Reading	Concept: Use template to demonstrate comprehension of a familiar story.
Description of Task:	Brown Bear Students will use a template to retell the sequence of <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr. They will put the animals into the sequence in which they appear in the story.	
Expectations:	Ke2 – demonstrate understanding of a variety of written materials that are read to them (e.g., stories, poems, informational materials); Ke8 – follow simple directions and respond appropriately to familiar questions; Ke12 – listen and respond orally to language patterns in stories and poems (e.g., join in when the teacher reads repeated parts of a story; echo words and phrases; make up chants with the teacher); Ke17 – identify favourite books and retell the stories in their own words; Ke29 – use a variety of media (e.g., computer software, tapes, filmstrips); Ke30 – use a variety of materials to communicate information (e.g., illustrations, photographs, posters, graphs);	
Software Type:	Productivity Tool: Graphic Organizer Smart Ideas	
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"> • Access and run the graphic organizer program • Manipulate a mouse to select an item on the screen • Drag an icon on the screen to a new location • Save the file and/or Print completed work 	
Student Instructions: (for teacher)	1. Open the “Brown_Bear” template file for the activity chosen. 2. Look carefully at each animal on the organizer. 3. Drag the animals under the numbers in the order that they appear in the story. 4. Save and print your finished story picture.	
Teacher Notes:	Download the Brown Bear template file on to a shared class file, or put a copy into each child’s Home Directory. Have students retell the story orally to the teacher, or a helper, before beginning. Have a copy of the text near the computer for reference. Students then retell the sequence of events in the story (order of appearance of animals). Teacher should model activity for groups of students. Having an older “computer buddy” for this activity would also be an asset, no matter which template is chosen. Related offline activities: <ul style="list-style-type: none"> • Teacher and students brainstorm other animals <i>Brown Bear</i> could meet. • Student suggestions could then be used to generate more ‘pages’ of a classroom created pattern book 	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	
Assessment:	Does the student retell the story correctly using accurate detail of wrong colour of animals, and name of missing animal?(Curriculum) Does the student demonstrate courtesy and follow classroom procedures when making appropriate use of the computer? (Responsibility / Catholicity) Does the student orally dictate a note with descriptive language to communicate information? (Curriculum) Does the student use visual media to draw the missing animal? (Curriculum)	

