



SOMEWHERE OVER THE RAINBOW
OF BOOKS



STUDENTS CAN READ AND ENJOY A

LITERATURE-RICH COLLECTION

OF ERIC CARLE PICTURE BOOKS!



Compiled by: Regina Schneider



Title: *Dragons Dragons & other creatures that never were*
Author: Anthologist, Laura Whipple
Illustrator: Eric Carle
Publication Date: 1991
Recommended Grade Range: Intermediate 4-6

PLOT SUMMARY

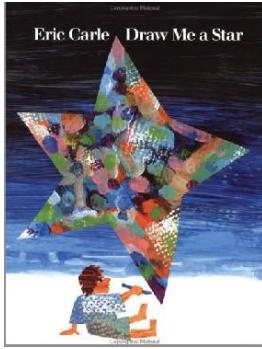
The **setting** of *Dragons Dragons & other creatures that never were*, is all in the imagination of the reader. There is no one **main character**, but many **mythological creatures** such as a Kracken, Bunyip, Unicorn, Garunda, Mermaid, and a Dragon. The **plot** of the picture book is actually a compilation of many mythological poems by numerous authors, and the illustrations for each poem have been done by none other than Eric Carle. I've always enjoyed reading stories about Mermaids, so my favorite poem is *Mermaid/Undersea* by Marchette Chute. There is something in this book for everyone to enjoy. The **theme** of the story is myths and legends of mythological creatures from around the world. The Hippocamp is half fish and half horse, while the Ganesha, Ganesh is half elephant and half man. These mythological creatures and the legends that go along with them will fascinate, captivate and enthrall students to want to read more and more of Eric Carle's *Dragons Dragons & other creatures that never were*.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

This picture book, *Dragons Dragons & other creatures that never were*, has numerous elements of quality in children's literature, but the one that really stands out is presenting the familiar with the unique. The vivid images that accompany the text in this book will help the students see the resemblance between a lion and *The Manticore*, the crow in the *Rainbow Crow*, and the buffalo in *White Buffalo Woman*. This book also ignites the imagination in the reader. There are a variety of different poems throughout this story, all written by different authors, and they all have a beautiful illustration that goes along with the poem. *Dragons Dragons* portrays integrity. The poems included in this picture book were compiled by an anthologist, Laura Whipple, who is also an elementary school educational media specialist. She hand-picked the poems that were included, and her "professional goal is to help students learn to love the language of poetry as much as she does." This book would fit right into the curriculum when a teacher is ready to present poetry or mythology into a lesson. Children really seem to be quite intrigued by mythological creatures, and are sometimes a bit timid about reading poetry, so this book is a great resource to use when trying to encourage children to read more poetry. They will never want to put this book down once they've discovered it.

READER-RESPONSE IDEAS

1. The students would have a chance to choose a poem from the book, and use that poem as a template to recreate a poem of their own. The students would use the correct rhyme scheme from the poem they chose. For example, in the poem *Minotaur*, the rhyme scheme would be A, B, A, B, C, D, C, D. The words Minotaur and year rhyme in the first and third line, and dreaded and bullheaded rhyme in the second and fourth line. This book might be the student's first introduction to poetry, and what a beautiful, creative, and educational way to encourage young children to read more poetry.
2. After hearing the story, and seeing the pictures, the students can use their creative minds and imaginations and make a poster of their favorite mythological figure. They would draw the mythological creature, write a description of the creature, and then the teacher can hang the posters up around the room so everyone can share their posters with the rest of the class.



Title: *Draw Me a Star*
Author: Eric Carle
Illustrator: Eric Carle
Publication Date: 1992
Recommended Grade Range: Primary 1-3

PLOT SUMMARY

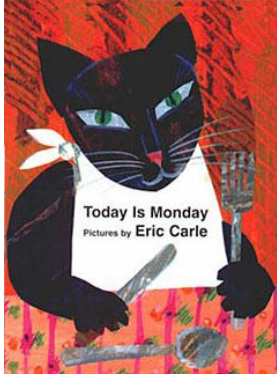
With most of Eric Carle's books, the **setting** can be anywhere. It is up to the reader to use their imagination and decide where they would like it to take place. The **main character** of the book is an artist. No name, just the artist. The **plot** of the story is how the artist draws a series of pictures beginning with a simple star, and ends with the night sky. The **theme** of the story is about hopes and dreams. Anyone can be anything as long as they set their minds to it, and follow through. It is a very symbolic picture book, and one that many children will be able to relate to. Not everyone is artistic, but through this book, students will realize once they find something that they are good at, they need to stick with it and see it through until the very end.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

Draw Me a Star matches many elements of quality in children's literature. This book is an original story. When Eric Carle was a little boy, his grandmother made such an impression on him when she used to draw stars for him, and while she was drawing him a star, she would recite a silly poem. This prompted Eric to write this story. It is very memorable because everyone who reads the story will want to start making their own stars following the directions he gives for drawing one. The visually explicit illustrations that accompany the text will stimulate the reader, and allow for better understanding of the story, and will also enrich the meaning of the story. This story can easily be incorporated into the curriculum. For students who are just learning how to read, the repetition of words and phrases will be very helpful, and allow the students to recognize the same words being written again and again. A lesson in shapes can also be introduced using this book because Eric Carle has such a knack of drawing using very simple shapes and brush strokes. A lesson in following directions can be used with the younger children since there is a description in the back of the book on how to "draw a star oh so bright." The teacher can begin drawing the star on the board, and ask her students to follow along step by step until the star is complete.

READER-RESPONSE IDEAS

1. This picture book would be a fantastic introduction to students who may be taking a class trip to a planetarium where they will be exploring and learning about stars, the moon, the sun, and our solar system. The students can do an activity in preparation for their trip, and draw a star following the directions that are in the book. The stars the students have drawn can be displayed in the hallway or on the classroom bulletin board.
2. Another activity in preparation for their field class trip to the planetarium would be for the class to gather some research on the different phases of the moon. The students can put together a chart showing how the sun and moon affect the weather, and how this in turn has an effect on the ocean tides.



Title: *Today Is Monday*
Author: Eric Carle
Illustrator: Eric Carle
Publication Date: 1993
Recommended Grade Range: Primary 1-3

PLOT SUMMARY

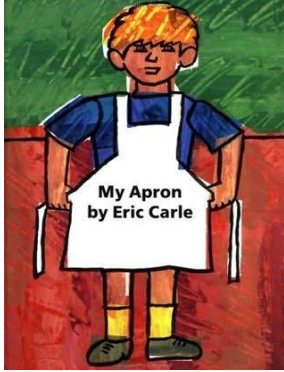
Today is Monday was originally a song. The author turned the song into a very colorful picture book that teaches students the days of the week in a very artsy-craftsy way. The characters in the book are different kinds of animals that are holding onto different types of food. The end of the storybook brings the days of the week full circle, and on Sunday “all you hungry children come eat it up!” is introduced to the reader. The **theme** of the book is trying to teach, that all children from around the world can come together in peace, harmony, and unity to share a feast together.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

Today is Monday is a picture book that has many elements of quality in children’s literature. First and foremost, it provides an enjoyable read. This book is based upon a very catchy song *Today is Monday*, so when students hear this book, they will be excited by the repetition of the wording. This book allows insight into one’s own culture and the culture of others. This book gives the students a glimpse of other cultures. At the end of the book, children of many different cultures are seated around a table, and are enjoying all the delicious food that was mentioned throughout the book. There are tons of visual stimuli to assist with the enrichment of the story. The author of this book uses many different colors, and pictures to help the students understand what is going on in this story. If there were no words, the pictures themselves would tell an explicit story. *Today is Monday* can be incorporated into the curriculum in so many ways. Teaching the students the days of the week is one great example. A multicultural lesson would be ideal for this picture book as well. One of the phrases in the book is “all you hungry children come and eat it up!”. A teacher can introduce the class to diversity and differences, and how wonderful it can be for everyone to get along, share, and enjoy a good meal together.

READER-RESPONSE IDEAS

1. A wonderful activity would be to have the students sing along with the teacher, the song from the book *Today is Monday*. There is a music sheet and lyrics in the back of the book. This activity would reinforce learning the days of the week, the different types of food introduced, and the different types of animals that are pictured throughout the book. It will also give the students a glimpse into what rhyme sounds like because of the repetition of similar sounds.
2. Allow the students to be creative with this multi-purpose activity. They will have a chance to create their own weekly calendar. Their goal is to put the names of the week in order, beginning with Monday, and ending with Sunday. They will then list the type of food mentioned that coincided with the day of the week, and lastly draw a picture of the animal that went along with the day of the week. The repetition of this project will help the students to remember the days of the week.



Title: *My Apron*
Author: Eric Carle
Illustrator: Eric Carle
Publication Date: 1994
Recommended Grade Range: Primary 1-3

PLOT SUMMARY

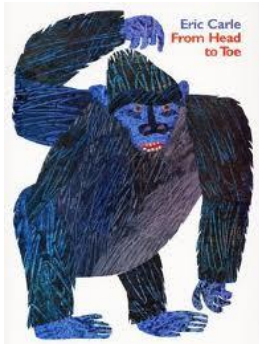
The **setting** of *The Apron* is Uncle Adam and Aunt Elizabeth's house. This is a true story. The author, Eric Carle, is reminiscing about a time when he was a young boy, and how he spent time with his uncle and aunt when he had some time off. The **main character** in the story is Uncle Adam. He is a very conscientious, and busy man who does plastering work for a living. The **plot** is very simplistic. Uncle Adam wears a white apron to work every day. His apron is used to hold the tools he needs to do his plastering work. His nephew comes to stay with him for a little while, and his nephew likes the apron so much that he has his aunt make one for him. He helps his uncle with his work each day. The **theme** of the story is that a person can be rewarded for being a good helper, but the most self-satisfaction gained is knowing that you did a good job.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

There are many features of quality that this book, *The Apron*, offers. It is an original piece. The author, Eric Carle, wrote this story based upon a time he spent with his Uncle Adam and Aunt Elizabeth. It also connects the readers' lives, experiences and emotions. Other children who hear this story can apply it to an instance that occurred in their lives, perhaps with a grandparent or parent. It is a believable story, and "tells the truth" about the human experience. Any child would feel special if they were able to help someone do their daily job. This book can be integrated into the curriculum in so many ways. The topic of careers, and what do you want to be when you grow up can start the discussion going. After the class compiles a list of different occupations, they can begin to put them into different categories of importance. A lesson about community service, and helping others can also be introduced to the class, and ideas on how they can help in their own community can be brought up and discussed. So students have a better concept of the different times of the day, a lesson on what times of the day that morning, lunchtime, afternoon, and next year occurs, the teacher can put together a timetable so the class can visually see when these actually occur.

READER-RESPONSE IDEAS

1. This will give the students a chance to interact with their class, and talk about a time when they helped someone with a task. The students will need to say who they helped, what they did with or for that person, and how they felt after completing the task. An example would be if a child helped their mother wash and dry the dinner dishes. The student would say that they felt happy for helping mom out, and also for getting to spend some extra time with mom.
2. Students will write a sentence using the words morning, afternoon, lunchtime, late in the afternoon, and next year, to show that they understand what each of these times of the day mean, and what happens during each of these times of the day.



Title: *From Head to Toe*
Author: Eric Carle
Illustrator: Eric Carle
Publication Date: 1997
Recommended Grade Range: Primary 1-3

PLOT SUMMARY

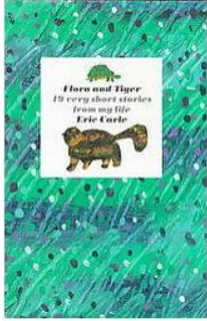
The perfect part of this book is that the **setting** can be anywhere. It can take place in a classroom, gymnasium, backyard or even a living room. This book has many different **characters**, and they are little boys and girls who are learning how their own bodies work from head to toe, hence the title of the book. The story is a **sequence** of questions asked by animals, and answered by little children. The questions start off with “I am a penguin and I turn my head. Can you do it?” The child answers “I can do it!”. It starts with the head and ends with the toes. It is a great way for children to learn the different parts of their bodies. The **theme** of the story is I can do so many things with my body, and the more I do, and the more I practice the better I will be, and the healthier I will become.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

From Head to Toe has many features of quality in children’s literature. It includes visual stimulus to assist understanding and definitely enriches the story. It also gives the students a chance to be physically active. This book is very memorable, and very entertaining. It uses language that is playful and helps children to develop literacy. This book can be incorporated into the curriculum in many ways as well. Students will learn the different parts of the body, and how they work. Students will have a chance to learn about different animals, and a field trip to the zoo might be a great lead into the book. The animals that are introduced in this story are many of the animals that are at the zoo. Children can learn in so many different environments, and going to the zoo, and actually seeing some of the animals from a book will help the children to recognize these animals.

READER-RESPONSE IDEAS

1. This is a very interactive book, so all students need to get up on their feet, and spread out. They need plenty of room in order to follow along while the book is being read, and imitate what the book is saying to do. When the seal says “I am a seal and I clap my hands. Can you do it?”, the entire class will have to clap their hands.
2. The students can do an art activity where they draw a picture of themselves, and then label each part of their body with the parts that are mentioned in the book. To take it a step further, they can describe what that part of the body can do, and which animal in the book described how it can be done, i.e. a neck can bend like a giraffe, or a hand can clap like a seal.



Title: *Flora and Tiger*
19 very short stories from my life
Author: Eric Carle
Illustrator: Eric Carle
Publication Date: 1997
Recommended Grade Range: Intermediate 4-6

PLOT SUMMARY

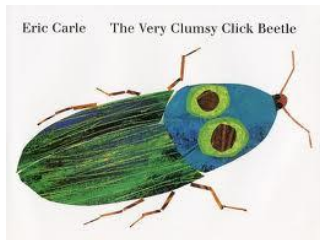
This is Eric Carle's first book written for an older audience. He wrote 13 very short stories about his personal life experiences that he wanted to share with his reader's. It is a very special book, and one that I personally enjoyed reading because I feel as though I know Eric Carle so much better. He is the author of numerous children's picture books where he has filled so many pages with worthwhile information for our young children to read and soak up. His vivid, creative, and artistic illustrations in all of his books have brought smiles to my face every time I opened up a new book. My father was a huge impact in my life, so I can definitely empathize with the relationship that Eric Carle had with his father, *My Father, My Teacher*.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

Flora and Tiger 19 very short stories from my life, has many elements of quality in children's literature. It is memorable, original and an enjoyable read. Eric Carle invites readers into his life through this unique collection of short stories about his life growing up. Through these short stories, readers' can connect their own life experiences to those that Eric Carle has described. When I read, *My Father, My Teacher*, it brought back such vivid memories of when I was a little girl, and the special time that I spent with my father. I am sure that other young readers will be able to take away something special from one or more of these short stories, and see how it applies to their lives. Without a doubt, this picture book portrays integrity. Eric Carle is a renowned author and illustrator, and one that I am very excited to have discovered. This compilation of short stories can be integrated into the curriculum in many ways. Introducing students to the differences between an autobiography and biography is one way. In order to make this lesson plan effective, a selection of biographies and autobiographies need to be in the classroom so the students can see and compare the differences. An introduction to a geography lesson would be another benefit of this book. Eric Carle mentions so many places that he has been in his life, and it would be interesting to see on a map all the places he has traveled.

READER-RESPONSE IDEAS

1. Students can compile their own autobiography. On a sheet of paper the students would write the alphabet from A-Z, and then next to that letter they would write a word that describes them. They would not use all of the words they came up with in their autobiography, but they would choose the most interesting, and then write their autobiography. The students would have a chance to share the finished product with the class. It could be a great ice breaker activity for the first week of school.
2. Students can write a short story about an experience they had, and how that experience impacted their life. In their paper, students will need to answer these questions: What experience do you want to write about? How were you feeling during this experience? How did this experience impact you? The class will have an opportunity to share their stories with everyone.



Title: *The Very Clumsy Click Beetle*
Author: Eric Carle
Illustrator: Eric Carle
Publication Date: 1999
Recommended Grade Range: Primary 1-3

PLOT SUMMARY

The **setting** of the story is rather unique. It occurs first on a flower pedal, then in a pile of pebbles, on a tall blade of grass, and then in a tree. The **main character** of the story is a young, clumsy click beetle. The clumsy click beetle is very determined to learn how to click and land on his feet instead of his back. The **plot** of the story is the day-in-the-life of a clumsy click beetle bug. This one click beetle is very young, and comes across many challenges before it finally learns how to click and land on its feet. A wise and older click bug teaches the younger click bug what needs to be done. The **climax** of the story is when a human approaches the little click bug, and out of sheer terror, the click bug follows the advice given to him by an older and wiser click bug, and manages to click and land on his feet. The **theme** of the story is to persevere and never give up on something even though it might seem impossible to do. Having the encouragement, guidance and support of someone who is older and wiser is also very helpful when trying to succeed at something that is very difficult to accomplish.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

The Very Clumsy Click Beetle is a story that matches many elements of quality in children's literature. The theme of the story connects to the readers' experiences. Every child has some area in their lives where they need to practice something until it is done right. A child can definitely empathize with the challenge the clumsy click beetle experiences throughout the book. It is also a very enjoyable read. I think any child reading this book or listening to it being read will cheer on the clumsy click beetle until it succeeds. This book is an original story that includes factual information about a click beetle. Eric Carle has done it again with creating a visually stimulating story that enriches the story, and assists with the understanding of what is going on. Words are not even needed for the story to come alive. The colorful and expressive pictures tell a story all on their own. This picture book can be incorporated into the curriculum in many ways. It would be ideal for a science lesson on bugs, and their different characteristics.

READER-RESPONSE IDEAS

1. When I read this book, this quote came to my mind. "If at first you do not succeed, try, try, again!" I will have my students write a short essay about a time in their lives where they felt like the very clumsy click beetle, and had to try something over and over again until they got it right. I will give my students an example, such as learning how to ride a bicycle, or learning how to read. Persistence and perseverance pays off in the long run.
2. An art activity would be for the students to draw a clumsy click beetle. This picture would accompany their short essay that they wrote on a time when they had to try something over again until they got it right. The essay and the drawing would be posted on the classroom bulletin board, and the theme of the bulletin board would be "Persistence and Perseverance, I Can Do Anything if I Just Keep Trying and Do Not Give Up."

Eric Carle & Kazuo-Iwamura
Where Are You Going?
To See My Friend!



Title: *Where Are You Going? To See My Friend!*

Author: Eric Carle & Kazuo Iwamura

Illustrator: Eric Carle & Kazuo Iwamura

Publication Date: 2001

Recommended Grade Range: Primary 1-3

PLOT SUMMARY

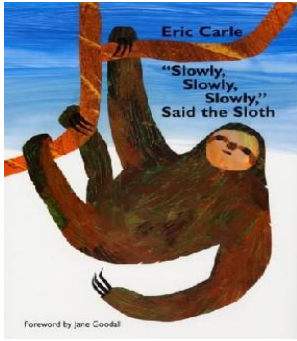
The **setting** of the story is not specified, so the reader is able to use their imagination and come up with their own. There are many **characters** in the story, and they are a dog, a cat, a rooster, a goat, a rabbit and then a little boy. The **plot** is a series of mini encounters that a dog has on his way to see a friend. He bumps into a cat that meows, a rooster that likes to Cock a Doodle Doo, a goat that says Baa! Baa! Baa!, a rabbit that Hop! Hop! Hops!, and a little boy who is excited to see them all. The **theme** of the story is how many different animals can get along and be friends despite their many differences. None of the animals exclude anyone because they are different, but instead embrace their differences, and all get along and are friends. It is a beautiful story about friendship, differences, and belonging. The story is written in English and then the book can be flipped over, and is written in Japanese also with an English translation.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

Where Are You Going? To See My Friend!, is a story that matches many elements of quality in children's literature. This book is written in English and Japanese so it is a multicultural piece of literature that allows insight into one's own culture and the culture of others. I could possibly have an English Language Learner in my classroom, and this book would be a wonderful book for them to read because it discusses the value of friendship. Eric Carle has a way with words, and in this book he is presenting the familiar and the unique to the reader. This is a story of friendship, but it is written in two languages. Friendship has the same meaning in any language, and that is what the author is trying to get across to the reader. Just as a smile is the universal way of saying hello, friendship is the same in all languages. All of Eric Carle's books are an enjoyable read, but at the same time they teach a valuable lesson. This book could be integrated into the curriculum in many ways. It is a perfect choice when introducing diversity into the classroom, and friendship.

READER-RESPONSE IDEAS

1. The theme of this book is all about friendship. In order to expand a little further on the importance of friendship, I would have the students work on a brainstorming activity where they compiled a list of synonyms and antonyms for friendship. The class would then compare the list of words they came up, and each student would put together a booklet on friendship, and what it means to them.
2. The story is written in both English and Japanese. An activity for the students to do is go through the book again after the story has been read, and put together a compare/contrast map of the differences between the English version, and the Japanese version. Students will learn how to pay close attention to detail when working on this assignment.



Title: *“Slowly, Slowly, Slowly,” said the Sloth*
Author: Eric Carle
Illustrator: Eric Carle
Publication Date: 2002
Recommended Grade Range: Intermediate 4-6

PLOT SUMMARY

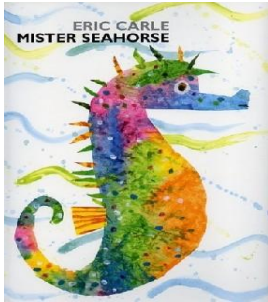
The **setting** of *“Slowly, Slowly, Slowly,” said the Sloth* is the Amazon rain forest. This information is found out by reading the jacket cover, and also by reading the foreword of the book, which is written by Jane Goodall, famous zoologist. Not surprising, but the **main character** of the story just so happens to be a slow moving sloth that seems to be irritating all of the other animals in the jungle just by doing what a sloth does, and that is by move slowly. The **plot** of the story is a series of rituals that the sloth goes through daily, such as eating, sleeping, or hanging in a tree that seem to irk the other animals in the jungle. Finally, a few of the animals get curious enough to ask a series of questions of the sloth, trying to find out about the sloth’s odd behavior. One question in particular finally gets the sloth to respond. The **climax** comes when the jaguar asks the sloth a very straightforward question, “why are you so lazy”, and the sloth feels compelled to finally answer it. The **theme** of this story is that life goes by so very fast, and in order to enjoy life more, it is important to slow down. Being more like a sloth, and learning to move slowly, slowly, slowly can make life more interesting and enjoyable.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

“Slowly, Slowly, Slowly,” said the Sloth is a picture book that has numerous elements of quality in children’s literature. My favorite is the fact that it portrays “integrity”. The author, Eric Carle, is a recognized author and illustrator who received numerous awards for the books he has written. The forward of this book has a write-up on the description of the Sloth by Jane Goodall, who is well-known zoologist. This story also ignites the imagination of the child who may have heard this book before or read this book on their own. The student can put themselves into the beautiful scenery of the book, and pretend they are the slow sloth. They can predict how they would react and respond to the questions the sloth is being asked. *“Slowly, Slowly, Slowly,” said the Sloth*, also uses language that is vivid and playful to develop literacy. Many new vocabulary words are introduced in this book, and when a student knows more words, they can become better writers. There are many ways in which this book can be incorporated into the classroom curriculum. One specific way is to have the class describe the differences that occur within the book between the different animals. This comparison can overlap into a discussion on how students in the classroom can be different as well. This book can also be used when teaching a lesson on geography or even a lesson on animals that dwell in the jungle.

READER-RESPONSE IDEAS

1. The sloth uses a variety of different adjectives, (i.e. sluggish, laid-back, and calm), when responding to the jaguar’s question of “why are you so lazy?”. At a young age, a good way to introduce new vocabulary words to students is by creating a word wall or a vocabulary word tree collage. With the help of the students, the teacher can begin to add words to the word wall by asking the class to contribute words that they remember from the story. This activity is beneficial to the visual learner because those student’s can see the word written out, but at the same time it is also useful for the auditory learner who can hear the word spoken. The teacher can take this one step further, and discuss definitions and meanings with the class.
2. A creative writing activity for the students would be to choose an animal from the book, and write a short paragraph on what type of temperament they think they have. A sloth is mellow, relaxed and tranquil, but how would they describe an anteater, or a spider monkey. The teacher can take advantage of this opportunity, and teach two lessons in one by introducing how to use a thesaurus. The students can then use their new knowledge to help them choose appropriate words to describe the animal of their choice.



Title: *Mister Seahorse*
Author: Eric Carle
Illustrator: Eric Carle
Publication Date: 2004
Recommended Grade Range: Primary 1-3

PLOT SUMMARY

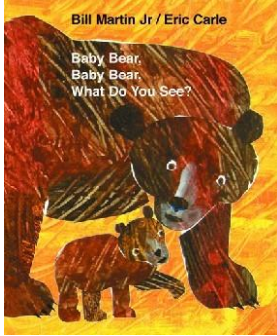
The **setting** of this factually based story is the sea. Mr. Seahorse is the **main character** of the story, and he is a male seahorse. The **plot** of the story is really quite beautiful. Mrs. Seahorse lays her eggs, and the eggs fall safely into a pouch on Mr. Seahorse's stomach. Throughout the entire book, Mr. Seahorse glides through the sea, and each time he comes in contact with another male fish, he has a conversation with that fish, and complements each of them on how well they are taking care of their unborn eggs. There are certain times throughout the book where Mr. Seahorse comes in contact with some other sea creatures that are hiding behind a rock or seaweed, so he just passes them by until he comes across another friendly fish. The **theme** is very special as well. Mr. Seahorse has protected his unborn babies in his pouch, but when the time comes for them to hatch and be born he must let them go. One baby wants to return to the safety of the pouch, but his father says, "I do love you, but now you are ready to be on your own." He has protected the baby for just so long, and now it is the time for them to enter the world, and fend for themselves. It is sort of like when a child turns 18, and they become an adult, and their parents still love them, but it is now time for them to grow up and start taking care of themselves.

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

Mister Seahorse is a wonderful story that represents many elements of quality in children's literature. This book is an original. Mr. Seahorse, along with other fish father's throughout the story care for their unborn babies. It is so special to see the father's nurturing role, and how they are dedicated, and so protective of their unborn babies. Normally books are more geared towards the mother's role as the parenting figure, so this book is quite refreshing to see the roles reversed. The visual illustrations in this picture book are so beautiful, and definitely enrich the story. Eric Carle is a spectacular artist, and his color choices are so rich and lively. This story is a factually based, but the author uses playful language that helps the reader develop literacy. There are many phrases that are repeated, and the conversation between the sea animals is very courteous and respectful. This story shows children how to have a dialogue with another person, and the way it is done is in a friendly and pleasant manner. Mr. Seahorse always starts off the conversation with "how are you Mr. Tilapia or Mr. Pipe?". Mr. Seahorse ends his conversation with a pleasantry such as "You are doing a fine job?" There are many ways to integrate this into the curriculum. One way is during a science lesson when discussing different marine life, and sea creatures, and their unborn babies.

READER-RESPONSE IDEAS

1. The student's can choose a type of fish that Mister Seahorse came in contact with from the book, and then as a class they can go to the library and look up in the encyclopedia all there is to know about this particular fish. Each student will create their very own fact sheet about the fish. They will present this information to the rest of the class so they can all share what they learned. This will give the students an introductory lesson on how to use a resource or reference book in the library.
2. The student's can work in pairs and compile a list of the different places in the sea that were mentioned in the book where the fish hide so they can protect their unborn babies. An example, the group of trumpet fish hid in a patch of reeds. This will let the student's see how many places there are for these fish to hide and seek protection from other potential sea predators.



Title: *Baby Bear, Baby Bear, What Do You See?*

Author: Bill Martin Jr.

Illustrator: Eric Carle

Publication Date: 2007

Recommended Grade Range: Primary 1-3

PLOT SUMMARY

The **setting** of *Baby Bear, Baby Bear, What Do You See?* is up to the imagination of the reader. It could perhaps take place in a forest or mountainous region because of all of the different animals mentioned, but there really is no mention of where this takes place. There are many characters in the story, but the **main character** is the baby bear that is high up in a tree, where mama bear can always keep an eye on her. The **plot** of the story occurs in a very repetitive sequence of events. The story starts off asking what the baby bear sees, and ends with the mama bear saying that it sees baby bear watching me. The **theme** of the story is that mama bear is always near, and baby bear has no need to ever fear. This story is the last book in a series. The first book written was *Brown Bear, Brown Bear, What Do You See?*

FEATURES OF QUALITY and CURRICULUM CONNECTIONS

Baby Bear, Baby Bear, What Do You See?, is a book that tends to be more geared towards the younger aged students, and primary grades, but it has many elements of quality in children's literature that will delight almost any age. This story is very memorable. It has a very catchy story with many repetitious lines, so a student who is just learning how to read, will be able to recognize many of the same words. In a subtle way, this story connects to the readers' lives, experiences, and emotions. The special relationship that a child has with a parent is expressed in this book. *Baby Bear, Baby Bear, What Do You See?*, can be worked into the curriculum and lesson plan in many ways as well. It would be very interesting for the students to try to put the story together using sequencing. The teacher needs to read the story aloud for a second time, and then have the student's put the animals in order of beginning with the baby bear in the beginning, and the mama bear at the end of the story. The teacher can use pictures that were clipped and prepared ahead of time to represent each of the animals that appeared in the story. A language arts lesson on verbs can be introduced using this book. There are many verbs used in the book, and a way to build on those the teacher can ask the students to use another word to describe, i.e., slipping, strutting, or running.

READER-RESPONSE IDEAS

1. A first day of school ice breaker activity using the book *Baby Bear, Baby Bear, What Do You See?* is a fantastic activity for the students to get to know one another. The teacher can start the introduction by reading the story, and then by saying "*Baby Bear, Baby Bear, What Do You See?* I see (put the first student's name here/Nathan) sitting next to me". Next, the teacher would say, Nathan, Nathan, who do you see? I see (put the next student's name here). They would go all the way around the room full circle until everyone said who they were. It is a good way to recreate this story, and also a great way to get to know the rest of the student's names in the class.
2. The students can make their own picture storybook. They can use some of the animals that were mentioned in the story, but they can also use some of their own ideas. They would have the opportunity to color, draw, and write. Working in groups would be a great way for the students to share ideas, and suggestions for what to include in their book. It is also a good opportunity for parents or volunteers to come into the class to help out with this activity. Once the books are finished, they can be added to the bulletin board outside the teacher's classroom so the rest of the school can enjoy their artwork.