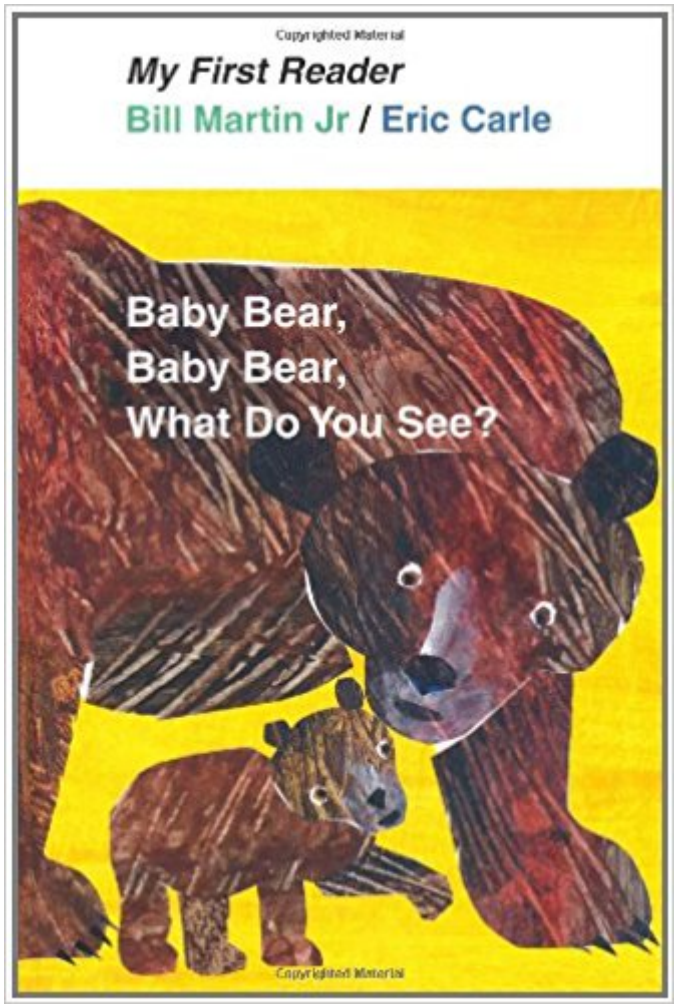
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Baby Bear, Baby Bear, What Do You See? (My First Reader)



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Synopsis

The publication of Panda Bear, Panda Bear, What Do You See? and Baby Bear, Baby Bear, What Do You See? completes the bear book beginning reader series. Now, children can read all four books on their own in this special format. With the important pre-reading concepts of rhyme, rhythm, and repetition, these picture books have long been used as beginning readers. The new 6 x 9 trim and classic beginning reader layout create a more "grown up" version to read by themselves. Complete with a letter from master educator Laura Robb, and with fun reading activities added, these new versions of Panda Bear, Panda Bear, What Do You See? and Baby Bear, Baby Bear, What Do You See? are certain to appeal to a new age group and find an even wider audience.

Book Information

Series: My First Reader

Hardcover: 40 pages

Publisher: Henry Holt and Co. BYR Paperbacks (January 18, 2011)

Language: English

ISBN-10: 0805092919

ISBN-13: 978-0805092912

Product Dimensions: 6.2 x 0.3 x 9.2 inches

Shipping Weight: 8.8 ounces (View shipping rates and policies)

Average Customer Review: 4.8 out of 5 stars 2,515 customer reviews

Best Sellers Rank: #36,978 in Books (See Top 100 in Books) #58 inÃ Â Books > Children's Books > Early Learning > Basic Concepts > Sense & Sensation #165 inÃ Â Books > Children's Books > Animals > Bears #186 inÃ Â Office Products > Educational Supplies > Early Childhood Education Materials

Age Range: 2 - 5 years

Grade Level: Preschool - 2

Customer Reviews

PreS-Gr 1Ã¢â ¬â •Lap book editions (8.5" Ãƒâ ” 11") of two of this creative team's classic titles. The simple, repetitive texts encourage toddler interaction, and the bold iconic images are perfect for one-on-one and small group sharing. The first title features 10 North American animals, while the second spotlights 10 endangered or threatened species. Carle's gorgeous painted and cut-paper collages are enormously appealing and engaging. --This text refers to an out of print or unavailable edition of this title.

Forty years ago, Martin and a newcomer named Eric Carle launched a cottage industry with their now-beloved classic, Brown Bear, Brown Bear, What Do You See? (1967). After narrowing the original book’s broad purview in two sequels, Polar Bear, Polar Bear, What Do You Hear? (1991), about zoo animals, and Panda Bear, Panda Bear, What Do You See? (2003), about endangered animals, this third sequel continues the thematic approach with an all-American assemblage and attention paid to the continent’s many regions (a mountain goat, a rattlesnake, and a blue heron are among the creatures depicted). Martin’s rhythmic text cleaves to the familiar pattern and leads readers from one double-page animal portrait to another, all crisply set against white backgrounds. Adults may appreciate the educational prospects of the North American angle, but the appeal here for the youngest children—as with the book’s predecessors—will be in examining the complex, collaged textures within Carle’s simple forms and in gleefully anticipating the appearance of each critter in the sequence. Mattson, Jennifer --This text refers to an out of print or unavailable edition of this title.

This has been the book of choice for my 7mo daughter’s bed time. We heard that it’s better to read the same book over and over to young kids so that they become familiar with matching up the words and the sounds.I know it seems like a simple book, but there’s a lot more depth to be uncovered on repeated readings, as I’ve had the luxury of experiencing every night (and sometimes multiple times during the day) for the last three months.It opens with a simple question: "Brown Bear, Brown Bear, what do you see?" And if you were to judge this book by its cover, you might assume the bear to be the protagonist of the story. But as it unfolds, we are...*** SPOILERS BELOW ***... taken through a tour of the real and familiar (brown bears, red birds) along with the fantastically surreal (blue horses, purple cats). And despite the cartoonish illustrations and unassuming prose, we come to find that this is a world of paranoia and domestic surveillance. A world where neighbor spies upon neighbor."Brown bear, brown bear, what do you see?""I see a red bird looking at me.""Red bird, red bird, what do you see?""I see a yellow duck looking at me."The book begins with a lie. When the red bird is asked, "What do you see?", the truthful answer is "a brown bear." But she does not admit that she is spying on the brown bear, only complains that the yellow duck is spying on her.As the pages turn, we learn that all characters are being watched: from the strong (the bear), to the useful (blue horse), to the outcast (black sheep). We learn that all characters know that they are being watched (presumably, this keeps them in line). And we learn that all the characters (except for the bear) are watching one of their peers. (As an aside, it’s

interesting that this society’s only celebrity -- the titular bear -- is the only character to be watched by his peers without the power to watch back. I can only assume that this is Martin’s commentary on the impotence of fame.)As the camera pulls back, we learn that each animal is merely a minor player with myopic vision. In its dramatic, Usual Suspects-esque conclusion, we learn that we are not in a forest or frolicking in the outdoors, but we are in a classroom. An authority figure is introduced:"Goldfish, goldfish, what do you see?""I see a teacher looking at me."With the introduction of this (white) teacher we realize that these characters who seemed to be free, roaming in their natural habitat, are actually prisoners trapped in the hardbound confines of this book. And yet, even the teacher’s vision is limited, for she too is trapped."Teacher, teacher, what do you see?""I see children looking at me."The children are vastly more powerful and knowledgeable than any other character. For it is only they -- the readers themselves -- who see all of the characters."Children, children, what do you see?""We see a brown bear,a red bird,a yellow duck,a blue horse,a green frog,a purple cat,a white dog,a black sheep,a goldfish,and a teacher LOOKING AT US.That’s what we see."It is those three words -- "looking at us" -- that are most chilling.If the animals were looking at the children this whole time, why don’t they say so? When the bear was asked what he saw, he mentioned only the bird. When the bird was asked what she saw, she mentioned only the duck. Every single character in the book is looking at the children and yet every single one refuses to admit that they see them. It’s only the authority figure who has the courage to acknowledge their presence.How tight must the children’s tyrannical grip be to force an entire population into unified submissive silence? The children have complete control, for they not only know everything about the world the characters inhabit, but they also have the power to destroy that world (as many of this book’s youngest readers undoubtedly have).It is the proverbial bear who is not to be poked. But through the bear’s opening omission we learn that even he is too scared of the children to publicly acknowledge their existence. The true revelation to this book’s opening question is not that the brown bear sees the red bird. It’s that he also sees the omniscient, omnipotent children, but is too terrified to say so.But the children know that he knows.I don’t believe the rumors that this book originated as recruitment propaganda by US intelligence agencies to entice young children to join an elite, "all-seeing" organization that has complete control over the rest of the population, including its powerless authority figures.Instead, I like to believe that Martin wrote this book (just one year after regular US troops were deployed to Vietnam) as a subversive allegory daring to ask the question "Who watches the watchers?" A question more important today than ever before.A+++. Would read again.And again.And again.And again.And oh dear God make it stop.

My babies love this book! It is nice that the picture of the animal is on the same page as the "I see a yellow duck looking at me" that way they can have an easier time identifying the sentences with what they see. Not all brown bear books are like that

This will be part of a bi-lingual library my daughter and son-in-law are building prior to the arrival of their first child. I think the concept is great. Book was perfect in every way and they read it to my daughter's stomach the other night! LOL

Read this story to my own kids and was my grandson's first favorite - the only book he would sit through when he was 5 or 6 months and he would listen as I read it several times in a row. Not sure if it's the pictures or the repeat rhythm, but he loved it. "Brown Bear" was among his first words :-)I am very disappointed in the changing of words from our old book to the newer one. The old book has mother as the adult, this has replaced the mother with teacher. I don't like the transition from making a parent the important person for a child to making a teacher the important person for a child.

My daughter loves this book!!! It took her a week to finally love it. likes how the book is small and easy to grip. I remember when I read this book, it was larger than what I purchased but she wouldn't able to hold that big book so I am glad there was a smaller version! :)

This is such a cute book for toddlers. We taught my 4 year old all the words and she's been reading it to my 2 year old. The 2 year old now knows all the words too. My 2 year old's speech therapist had recommended this book. The girls love it!

Brown Bear, Brown Bear is my 2 year olds very favorite book! His baby sister tore apart his hardback copy so we came to to get the board book version. Love the quality of this book and the size is perfect for little hands. Great book for any age!

My almost 3 year old son is globally delayed and has a provisional diagnosis of autism. He has just started labeling but other than that doesn't do much talking. When I received this book I printed out the same pictures of the animals in little squares and used Velcro so he could take them on and off the pages. Whatever page we are on he pulls off that animal and says the name of the animal. When we finish reading I ask for a picture, frog for example, he then puts it on the frog page and

says bye bye frog. Sometimes I can even get him to tell me what sound the animals make! We love this book! Eric Carle is excellent!

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