

Teaching notes

Big bad bears

Things to collect and words to display

baby	balloon	banana	bat
bear	big	bin	blue
bread	butterfly		

Rhymes and jingles, songs and books

Pamela Allen, *Bertie and the Bear*, Puffin Books, 1983, Australia

Stephen Michael King, *Emily Loves to Bounce*, Scholastic Press, 2000, Australia

Martin Waddell, *Can't You Sleep, Little Bear?*, The Trumpet Club, 1988, New York

Baa Baa Black Sheep

Little Boy Blue

Reading the big book

In the alphabet

Talk with students about the position of the letter **b** in the alphabet. Remind them that the alphabet is sometimes referred to as the ABC and that **b** is the second letter.

Starts with

After reading the appropriate page in the big book, tell students that they need to think of some more words that start with /b/. Seat students in a circle and say to the student on your left, "I'm thinking of bear." The student then says "I'm thinking of bear and balloon". The next student says "I'm thinking of bear, balloon and banana." This continues around the circle with each student adding another word that starts with /b/.

Making noises

Allow students to stomp around the room as they reread each line of text. In this way, students will be emphasising the /b/ sound and committing it to memory. Invite students to participate in growling competitions. See who has the loudest/ longest/ meanest growl.

Wonderful words

Give each student a copy of **Worksheet 1** and a handful of counters. As you read each line of the text aloud, have students listen and count the number of words. (Students should not be able to see the text at this stage.) Students should place the same amount of counters on the Worksheet. For example in the first row, there would be 2 counters. Each row on the Worksheet represents each line of text, or each page of the little book.

Letting them loose with the little books

Looks like

You will need a collection of balls and some chalk. Take students outside. Use chalk to write some letter **bs** on the ground – the more space you can use the better. Explain to students that they are going to form the letter **b** by rolling the ball along the chalk shape. Demonstrate to students how to form a **b** correctly. Monitor students as they roll the ball to ensure they are following the correct lines in the correct order. When they are comfortable tracing the chalk lines, challenge them to form letter **bs** without using the guidelines.

Chop and change

Have students think about the word big. Tell them that if you take off the /b/ and replace it with /d/ you will have a new word, dig. Still thinking about the word big, ask students to take off the /b/ and replace it with the following sounds: /p/, /f/, /g/, /r/ and /w/. Show students **Worksheet 2**. Explain to them that they are going to repeat the above activity using the word bad. Demonstrate using the example given, and then allow students to continue on their own.

Craft ideas

Provide students with blown up **balloons** and **blue** paint. Remind students of the correct way to form a lower case **b**. Have students dip their finger in the blue paint and write **b** a number of times on their balloon. Students might be encouraged to paint on just one side of the balloon so that the balloons can dry while sitting in ice-cream or butter containers.