

Lesson Plan: The Big Brown Bear's Bouncing Ball

Materials Needed

- A medium-sized cardboard box (the "bear cave")
- Brown construction paper (or white paper to color brown)
- Child-safe scissors
- Glue stick or tape
- Crayons or markers
- A medium-sized, lightweight ball
- A book about bears (e.g., *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. or *We're Going on a Bear Hunt* by Michael Rosen)
- Optional: A small tub with water and soap for bubbles, or a bubble wand and solution

Learning Objectives

By the end of this lesson, the student will be able to:

- **Speech:** Articulate the /b/ sound (as in "bear," "ball," "bounce") in isolation and at the beginning of words with verbal prompting.
- **English/Literacy:** Verbally identify the letter "B" and recognize it as the beginning letter for words like "bear" and "ball."
- **Preschool Skills:** Follow a simple two-step instruction (e.g., "Get the brown paper and then glue it on the box"). Demonstrate fine motor skills by tearing paper, gluing, and/or drawing.

Lesson Activities

1. Warm-Up: Book and Bounce (5 minutes)

Goal: To introduce the theme and the target sound in a low-pressure, engaging way.

1. Sit with the student and read your chosen bear book. As you read, emphasize any words that start with "B" (bear, brown, book, baby). Make the /b/ sound distinct and clear.
2. After the book, introduce the ball. Say, "This is a **ball**. **Ball** starts with the /b/ sound, just like **bear**!"
3. Sit on the floor and gently **bounce** the **ball** back and forth with the student. Each time you bounce it, say "**Bounce! B-b-bounce!**" Encourage the student to repeat the sound or the word with you.

Teacher Tip: Focus on playful interaction, not perfect pronunciation. The goal is exposure and imitation. Model putting your lips together to make the /b/ sound.

2. Main Activity 1: Build a Bear Cave (10 minutes)

Goal: To connect the target letter/sound to a hands-on, creative task.

1. Present the cardboard box. "We need a home for our bear! Let's **build** a **big**, **brown** **bear** cave."
2. Give the student the brown paper. Show them how to tear it into smaller pieces. Tearing is excellent for building hand strength.
3. Provide the instruction: "First, put glue on the **box**. Then, stick the **brown** paper on it." Guide them

as they work.

4. While they decorate, draw a large capital "B" on a piece of paper. Say, "This is the letter **B**. **B** is for **b**ear, **b**ox, and **b**rown!" Tape the letter "B" to the cave entrance.

Check for Understanding: Point to the letter and ask, "What letter is this?" or "What sound does this letter make?" Help them answer "B" or "/b/." Praise any attempt.

3. Main Activity 2: Feed the Bear Game (10 minutes)

Goal: To encourage creative problem-solving and repeated use of the target sound.

1. Pretend the bear cave is now home to an imaginary bear who is hungry. "Oh no! The **b**ear in the cave is hungry! What should we find for him?"
2. Lead a "food hunt" around the room. The rule is the bear only eats things that start with the /b/ sound.
3. Suggest items you can find or pretend to find: "Should we get him a **b**anana? A **b**ook? A **b**lue **b**lock? A **b**all?"
4. Each time you find something (real or imaginary), help the student put it in the "cave" and say the "b" word. "We are giving the **b**ear a **b**anana!"

Teacher Tip (Differentiation):

For extra support: You find the objects and simply have the student put them in the cave while you say the word.

For an extra challenge: Ask the student, "Can you find something else that starts with the /b/ sound?" and let them lead the search.

4. Cool-Down & Assessment: Bear's Big Bubbles (5 minutes)

Goal: To wind down the lesson with a calming sensory activity that reinforces the target sound.

1. Say, "Our **b**ear did a **b**ig job today! Time for his **b**ubble **b**ath!"
2. Use your bubble wand or small tub of soapy water. Blow bubbles for the student to pop.
3. As you blow, say "**b-b**-bubbles!" Encourage the student to say "**b**ubble" or "pop!" Popping the bubbles with their finger is also great for hand-eye coordination.

Informal Assessment: During this cool-down, casually ask questions to see what they retained.

- "What sound does our special letter make?" (Hoping for /b/)
- "Can you tell me one thing our bear played with today?" (Hoping for ball, block, book)
- "Show me the **b**ear's cave we **b**uilt!"

Celebrate their participation and effort throughout the lesson. Place the "Bear Cave" in a play area so they can continue to interact with it later.