

The Big B Bonanza for C!

Subject: Early Literacy

Topic: Introduction to the Letter B (sound and shape)

Age Group: 2 Years Old

Time Allotment: 30-40 minutes (broken into small, flexible segments)

Materials Needed:

- **For Bubble B's:** Bubble solution and wand.
 - **For Bear's Big Blue Box:** A box (preferably blue), a small teddy bear, several blue items (e.g., blue block, blue ball, blue crayon), and several items that are not blue.
 - **For Letter B Building:** Building blocks (like Duplos or Mega Bloks) or play-doh.
 - **For Bouncing Balls:** One or more balls of various sizes.
 - **For Book Time:** A book featuring the letter B (e.g., *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. or any simple alphabet book).
 - **Optional:** Large piece of paper and a blue crayon/marker, speakers for a song.
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Learning Objectives:

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

- Verbally produce the /b/ sound when prompted.
 - Point to the letter 'B' (uppercase B) when shown.
 - Participate in sorting objects by a basic attribute (color blue).
 - Connect the letter B to familiar objects (ball, bubbles, bear, block).
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Lesson Activities & Procedure

1. Warm-Up: Bouncy B Song (5 minutes)

- **Goal:** To introduce the /b/ sound in a fun, musical way.
 - **Procedure:**
 1. Sit with C and say, "We are going to learn a brand new letter today! It's the letter B. B makes the sound /b/ /b/ /b/, like a bouncy ball!"
 2. Bounce on your bottom as you make the sound. Encourage C to bounce with you.
 3. Sing a simple song to the tune of "Twinkle, Twinkle, Little Star":
"Bouncy, bouncy, letter B,
/B/ is the sound for me.
Bubbles, bears, and big blue balls,
Bouncing 'til we have to crawl.
Bouncy, bouncy, letter B,
I love the sound of /b/ /b/ /b/!"
 4. Repeat the song a few times, emphasizing the bouncy motion and the /b/ sound.
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2. Activity 1: Bubble B's (5-7 minutes)

- **Goal:** To connect the physical action of popping bubbles with the plosive /b/ sound.
- **Procedure:**
 1. Go to an area where it's okay to make a small mess (outdoors is great!).
 2. Say, "Let's blow some B-B-Bubbles!" Exaggerate the /b/ sound.
 3. Blow bubbles for C. As you blow them, say "/b/ /b/ /b/".
 4. Encourage C to pop the bubbles. Each time a bubble pops, say "Bop!" or "Big Bubble!"
 5. Let C try to blow bubbles too, practicing making the 'B' shape with their lips.

3. Activity 2: Bear's Big Blue Box (7-10 minutes)

- **Goal:** To practice the /b/ sound with familiar objects and introduce a simple sorting skill.
- **Procedure:**
 1. Present the "Big Blue Box" with the teddy bear beside it. Say, "This is Bear. Bear loves the letter B, and his favorite color is B-B-Blue!"
 2. Show C the pile of mixed objects (blue and non-blue).
 3. Say, "Bear only wants his **blue** belongings in his **box**. Can you help Bear?"
 4. Pick up a blue object, for example, a blue ball. Say, "A **blue ball! B-b-ball**. Does it go in the **box**? Yes!" and place it in the box.
 5. Pick up a non-blue item (e.g., a red car). Say, "A red car. Is it blue? No! Bear doesn't want this in his box." Set it aside.
 6. Let C take the lead. For each item C picks up, ask, "Is it blue?" and help guide them to place it either in the box or in the discard pile. Celebrate each correct sort!

4. Activity 3: B is for Build (5-7 minutes)

- **Goal:** To explore the physical shape of the letter 'B' in a hands-on, kinesthetic way.
- **Procedure:**
 1. Show C a large, clear drawing of the uppercase letter 'B'. Trace it with your finger and say, "This is the letter B. It has one big line down, and two big bellies!"
 2. **Using Blocks:** Work together with C to build the letter B. First, make the "big line down." Then help C attach blocks to make the "two big bellies."
 3. **Using Play-Doh (Alternative):** Roll out a long "snake" for the line and two smaller "snakes" to curve into the bellies. Press them together to form a B.
 4. Throughout the process, repeat "B is for Build!" and "/b/ /b/ /b/!"

5. Wrap-Up: Book and Ball Time (5 minutes)

- **Goal:** To calmly review the letter and sound in context.
- **Procedure:**
 1. Sit down in a comfy spot with the book (e.g., *Brown Bear, Brown Bear*).
 2. As you read, point to the letter B whenever you see it. Emphasize words that start with 'B', like "Brown Bear."
 3. After the story, grab a ball. Gently roll or bounce the ball back and forth with C. With each bounce, say "/b/ /b/ /b/ bounce!"
 4. End with a big hug and say, "You did a brilliant job with the letter B today!"

Assessment (Informal & Observational):

During the lesson, observe if C is able to:

- Attempt to make the /b/ sound, either independently or by imitating you.
- Show excitement or recognition when hearing words that start with B (bubbles, ball, bear).

- Actively participate in the activities, especially the sorting and building.
- Point towards or touch the letter 'B' when you show it to them during the building activity or in the book.

Differentiation & Adaptations:

- **For a shorter attention span:** Focus on just two activities (e.g., Bubbles and the Book). The lesson can be split into two sessions.
- **For advanced readiness:** Introduce the lowercase 'b' alongside the uppercase 'B'. You can call it the "baby b" with "one belly." You can also look for more 'B' words around the house together.
- **For motor skill challenges:** If building with blocks is frustrating, use your finger to trace a 'B' in a sensory tray of sand, salt, or shaving cream.
- **Follow C's lead:** If C is especially fascinated with the balls, spend more time on that activity. The goal is positive exposure and fun, not mastery.