

/b/ adventures

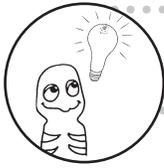


Breakfast, Snack, Lunch, and Dessert Possibilities:

Cooking is a wonderful activity. Children can measure, break and beat the eggs, and stir any batter or ingredients, wash and cut any soft foods, set the table and help clean up. This week, discuss the purpose of baking soda and baking powder. They will measure these with a tablespoon. You must bake bread! Talk about table manners. No burping, please.

Say this to your students: “Betty Batter bought some butter, but she said my batter’s bitter. If I buy some better butter, it will make my batter better. So, she bought some better butter, better than her bitter butter.” Say it quickly! Explain the meaning of “bitter.”

Explore bubba bear’s /b/ sound as you discuss the day’s menu, prepare the food, cook, and eat. Write the food words on chart paper or the chalkboard. Draw a box around the “b’s.” Signal and Sound. Tell them that they will find “b’s” at the beginning of words, in the middle, and at the end! Point to examples.



Here’s an idea! Try baking some “quick breads” this week. Add fruit and/or vegetables for extra nutrition.

Menu suggestions:

bananas, peanut butter, burritos, buffalo burgers, berries (strawberries, blackberries, blueberries, etc.), Canadian bacon on bagels, Brussels sprouts, chili, refried, or baked beans, barbeque hot dogs or hamburgers (beef), BLTs (bacon, lettuce and tomato sandwiches), broccoli, butter, bell peppers, black currents, wheat, oat, or corn bread, bran muffins, cabbage (cole slaw), cranberry juice or sauce, soybeans (tofu or baked soybeans), tabboubleh, baked apples, *anything* baked, brownies, hash browns, gingerbread, butterscotch cookies, bologna sandwiches, biscuits made of Bisquick™



Math:

The math that is provided is sequential. Whereas many /b/ ideas are given from which you can choose, please do the main activities from Lessons #1, #2 and #3 daily. Add others as time allows, or send an activity home for home support.

1. This week, your children will memorize bubba bear’s math rhyme. You will concentrate on the number 2! (Do not teach the word “two” until you get to the Timothy’s Celebration Week.)

“bubba bear sees beas, do you? Reach to the hive and count to 2.”

Make sure you Signal 2 times as you say the rhyme. They will physically “feel” 2! Write this rhyme on tag board or a sentence strip and then place it where your students can see it. Send this rhyme home so parents can help their children memorize it. Review the rhyme for Allie Alligator (1) from last week.

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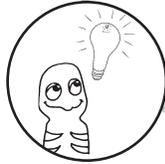
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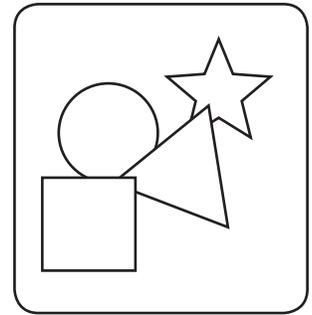
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- Get the “feel” for the number “2” by counting and sorting with /b/ objects. Count to 2. Have children use their fingers as they count. Model for them. Sort /b/ objects by 2’s. Read/recite, the nursery rhyme “1, 2, Buckle My Shoe” located in *The Real Mother Goose*. Play, “I Spy 2...” (Look around the room and find two of things... books, blankets, blocks, etc.). Have children say the sentence, “I see 2...” and fill in the blank.



Here’s an idea! Try making a bunch of bubba bears from the *Animal Alphabet Grids*, *Rubber Stamps* or *Computer Font*. Put them in a box available for children’s use. Use various kinds of beans as counters. Lima Beans are a perfect size. You can also purchase counters or “manipulatives” in many different shapes. Find bears, bees, bugs, buttons, etc.

- On an 8” x 11” piece of paper, glue 2 small bubba bear *Animal Picture Letters* with the rhyme and number 2. Place it right next to allie alligator’s math page. Encourage children to look at them daily.
- Study shapes by looking at boxes, since boxes come in all shapes. Hide wonderful treasures in them (toys or good-ies!). Search the classroom to discover what other things are in those shapes. Introduce these vocabulary words: circle, square, round, rectangle, triangle, diamond, oval, etc. You will work with these shapes all year long.
- Hand out boxes of various sizes. Have children verbalize, “big – bigger – biggest.” Starting with “big,” have them put them in order. Hand each child a worksheet with small and big boxes on them. They are to circle all the big boxes, etc.
- What is bubba bear’s basic shape? Show a picture of bubba, then show a rectangle and a circle. bubba is like a rectangle and a circle!
- Review the concept “before and after.”
- Provide every kind and color of beans possible. Mix them all up in a big tub and give a large handful to each child. Sort by like, color and size. (Save leftovers for art projects and food preparation.) Suggest bean patterns for them to replicate.
- Count and sort with buttons. Have them sort by color, size, and number of holes. Have them locate all the buttons that have 2 holes.
- Using the *Animal Picture Letter Grid Pieces*, make patterns. Give them the directions: 1 allie, 2 bubba’s, 1 allie, 2 bubbas, up to nine or as high as they want to go. They can sort, and then glue it down after you have checked their work.
- Balance: purchase several sets of plastic scales. Have children take turns putting ob-jects in the cups. Do they weigh the same? Is one heavier, lighter? What do you have to do to make them equal or balance?



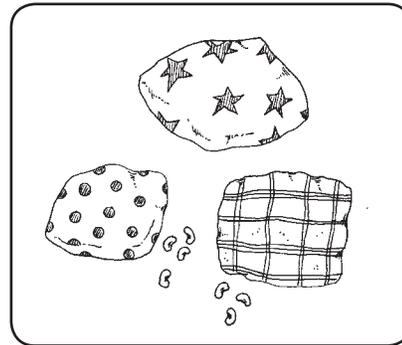
Introduce and study different shapes

For those who are ready for a challenge: Practice adding and subtracting, using “bubba bear” counters, butttons or beans. Use math vocabulary with them: add, subtract, equals, etc.



Psycho-Motor:

1. Blow up many beach balls. Have children bat them, bump them, toss, catch, kick, and bounce them. Toss them back and forth. Balance the ball on your hand, on your head.
2. Toss beanbags. Balance one on your head, your toes, and your nose. Sing and dance to the song, "Bean Bag Boogie," *Kids in Motion* CD.
3. Explain, practice and reinforce the concepts "back and forth;" "backwards and forwards," "behind," "beside." What is the bottom of something? What is the top? Call out directions, and have them respond appropriately.
4. Ride bicycles (with training wheels). Some may be ready for a two-wheeler. Find a gentle slope and get them started!
5. Balance on one foot then the other. Walk on a balance beam (or put masking tape on the floor and walk).
6. Children move like bears, bumblebees, butterflies, birds, bugs, etc. (They all move differently, don't they?)
7. Get into a circle with the teacher in the middle. Toss a ball and have the child bat it to block it. When they become proficient, have children, one at a time, stand in front of a goal box, and then toss them a ball. They must protect the goal box by blocking the ball. (Good soccer preparation.)
8. Learn how Australians toss a boomerang. Make paper boomerangs and toss them in the yard.
9. Children can build bridges with their bodies (back bends). (Adult help is needed.)
10. Build bridges (and anything else) with blocks! Requires fine motor and eye-hand control!
11. String beads. Learn to tie bows. Take a bow (or a curtsy).
12. Try Brain Gym exercises. Great for making neural pathways! (See *Educational Kinesiology* online.) *Don't forget "Zoo-robics!"*



Play catch with beanbags.



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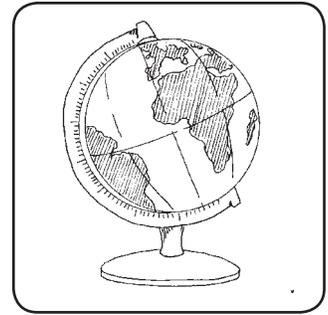
Music and Rhythm (Feel and Hear the Beat!):

1. Locate and play the classical music "Flight of the Bumble Bee," by Nikolai Rimsky-Korsakov. Listen to composers Johannes Brahms ("Brahm's Lullabye"), Johanne Sabastian Bach, and Ludwig Von Beethoven. Play classical music while children play inside or out, work, nap, eat, do arts/crafts, etc.
2. Listen and dance to Boogie Woogie or Big Band music. Have children hold hands and dance together as well as alone.
3. Listen to Tchaikovsky and do the ballet. Bring in the "Nutcracker Suite" on video.
4. Sing, "The Wheels On the Bus." Do the movements with it (up and down, up and down).
5. Listen to banjo music. Have everyone clap to the rhythm. Can someone come and play the banjo for your students? Look at the banjo carefully.
6. Listen to and learn to sing the old American folk song, "Buffalo Gals" ("won't you come out tonight...") from *Wee Sing America*.
7. Play music that features brass instruments. Tell when it is a trumpet, trombone or tuba.
8. Perhaps a Boy Scout can come in and play "Taps" on the bugle for your students.
9. Create a percussion band. Put some music on and beat and shake!



Social Studies/Social Communication:

1. Look on the world map or globe and locate all the places where bears live (and other /b/ critters). Locate towns, cities, bodies of water, countries that start with /b/. Talk about people from far away lands. Discover how they eat, dress, believe and sound. What do they do for fun, sports, etc.?
2. Where were your students born? Write these towns and states on the board. Show children these locations on the map or atlas. Box in any “b’s.” (Remember, use lower-case letters for now.)
3. Does anyone have brothers and sisters? How many of each do they have? What are their names?
4. Count your blessings. A good time to do this is during snack or lunch time. Allowing children to say for what they are thankful gives them an opportunity to *analyze*, *verbalize* and *socialize*.
5. Discuss “boys” and “birls:” Look at similarities, differences, b capabilities and roles.
6. Learn how not to blame others for problems. Talk it out and forgive each other. Be friends. Discuss this often.
7. Who in the class is bilingual? What does this mean? “bi” means 2 (which is bubba bear’s magic number!). (bicycle = two wheels!) So it must mean “two languages.” What a great accomplishment! Discuss languages.

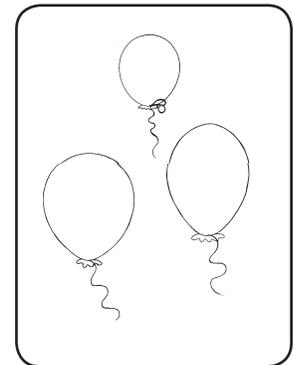


Locate the many “b” words found on the globe.



Science:

1. Show your students bubba bear’s *Nature Wall Card*. Look carefully at the details of his habitat. Bears come in all shapes, sizes and colors. You can find them all over the world, but not in every country.
2. Let balloons and beach balls be a part of your science experiment and discussion this week. This is a good activity to do prior to or right after the Psycho-Motor Activity with the beach balls. Talk about air. Have everyone take a deeeeeeeeeeeeeeeeeeeep breath. Now expel the air. We breathe all the time without even thinking. Air keeps us alive. Now fill a balloon with air. What happens? (It floats easily in the air and on water because it is filled with air.) Now, let the air escape. What happens to the balloon? (It flies around the room and lands on the ground because there is no more air inside.) Have everyone Signal/Sound the /b/ sound in these words: balloon, breath, breathe, beach balls.
4. Study bugs, bears, butterflies (various stages), bees (honey), birds, buffalo, bats (vampire and fruit). Have everyone buzz around the room like bees.
5. Locate books on bridges. Bridges are beautiful. Look at all the different bridges across the world. If you have a bridge near you, take a field trip. Look at how they are built. It is amazing. Look at the shapes in the bridges. Some are curved, and some are made of triangles and squares.
6. Where are children’s belly buttons? In their bellies! Have each child point to their belly button. Tell them that this is where they were attached to their mommies by an umbili-cal cord. (Briefly and simply explain.)



Use balloons to teach your children about air.

7. **Body Talk!** Trace a child on btcher paper, pin the tracing paper on the wall and label the body parts (back, backbone, beyebbrow, brain, bones, breast bone, belly button, and, of course, non-“b” body parts) using our *Merged Animal Letters*. Discover how the heart pumps blood to move around the body. All parts of the body must have blood and air to live. This discussion on the body can include health, nutrition, grooming, safety, body placement awareness, etc.
8. Sprout beans, plant bulbs. Learn plant parts: leaf, stem, roots, buds, flower, fruit (See Blackline Master on page #515). Learn how sunlight (or its absence) affects plant life. Have children keep track of growth and changes (they can draw or dictate to you).
9. Learn about blue jays and blue birds. All birds have beaks or bills, bt they don't all look the same. Locate pictures of different bills/beaks.
10. Make birdseed feeders out of pinecones, peanut butter and birdseed.
11. Learn about black widows. Look at it's colors. See the red hourglass? That says, “Be-ware.” Remind children not to touch them, or stick their feet into shoes that have been sitting outside or in the garage without an adult checking them first.
12. Blow bubbles. Have them look at the colors as the bubbles float. Ask what colors they see. Tell them that the sun creates these colors on the bubbles. Can they see that they are just like little rainbows? Every once in a while, give the /b/ Signal and Sound!

Bubble solution ratio:
 Dawn™ Dish Soap (1 cup),
 glycerin (1/8 cup),
 glue (1 tablespoon).
 The glue keeps the bubbles
 from popping easily.



Here's an idea! Try all different things to blow bubbles through: strawberry baskets, spatulas, forks, spoons with holes, sieves, etc. Try a giant bubble wand.



Arts and Crafts:

1. Do bubba bear's “*How To Draw*” page. Follow the directions on the packet for pre-schoolers.
2. Find a large appliance box. Make a house, a store, a castle, a boat (an ark for the animals), a car, or a fort, simply by cutting windows and doors. Children can paint and decorate it. It can become a great place to snuggle up with a good book!
3. Look at the colors blue, brown, burgundy, and black (black is the absence of color). Discover “amber.”
4. Make a collage of all different colors of blue (or brown, burgundy or black) pictures from magazines.
5. Print with berry baskets. Lightly dip the bottom of a berry basket into tempera paint, and stamp onto paper.
6. Make binoculars. *Directions:* Cover toilet paper tubes with construction paper. Put clear cellophane around both ends of the tubes, and tape securely with book binding tape. Glue the tubes together. Hold together with a rubber band until dry. String a cord or yarn around the opposite ends so children can hang the binoculars around their necks. Now, go outside and look for /b/ critters (bugs, beas, butterflies, birds, etc.).
7. Draw and color bubbles, balloons, balls, or animals that start with /b/ etc.



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8. Draw pictures using only shades of blues (tempera, watercolors, crayons, colored pencils).
9. Try “blow art.” It’s easy. Give each child a 5” x 7” piece of white construction paper with several “blobs” of different colored tempera paint on it. Give each child a straw. They are to blow through the straw and move the paint around. It will make beautiful designs.
10. This activity is called, “black magic.” Have children cover a whole page with many colors using crayons. It is important that children fill all space with color. When they are done, they are to paint over the whole picture with black tempera. When it dries, children will scrape off some of the black with a plastic knife. Bright colors will shine through. (You can also purchase this kind paper at Oriental Trading Co. or Lake Shore Catalog.)



Health and Grooming – Learning to Take Good Care of Yourself:

These can be done easily in the classroom. Provide (safe) little hand mirrors so they can look at themselves as they groom themselves.

1. Brush your teeth.
2. Talk about bumps, bruises, bleeding, anti-bacterial ointment, and BandAids.™
3. Brush your hair.
4. Scrub your nails.
5. Learn how to take care of a blister.
6. Use anti-bacterial soap before preparing food, eating, and after using the bathroom.



Sensory Experience/Drama:

1. Snuggle up with a favorite blanket. (Provide small blankets for those that cannot bring one from home.) Feel the material. Look at the patterns and colors. Turn the lights down low, and turn on soft music. Let them read quietly, or just rest and/or nap. Read aloud the Mother Goose nursery rhyme, “Sleep, Baby Sleep.”
2. Put buttons through buttonholes. Buckle belts. Wrap baby dolls in blankets. Have children talk to their babies, rock them, sing to them, and treat them gently. Boys need to learn this as well as girls.
3. Have children sweep with brooms. Have them clean the bathroom, the ramp, the play area, the sidewalks and the kitchen. Allow them to sweep long enough to try it, bt not long enough for fatigue, boredom or frustration to set in.
4. Have everyone line up behind each other. Scratch each other’s back. Now turn around so they are scratching a new back.