Teaching the Letter Bb

See Instructional Routines, pages 17–20, for additional lesson details and support.

1 Practice Phonemic Awareness: Have children say /b/ every time they hear a word that begins with the /b/ sound. (Note: The word lists that follow include distractors.) Say: ball, bat, man, bird, hat, bed. Repeat for words that end with /b/. Say: crab, man, tub, rib, bed, leaf. Point out how the /b/ sound is made (lips closed, puff of air, throat vibration). Have children put their hands in front of their mouths when making the /b/ sound. Ask: What do you feel? Repeat by having them place their hands on their throats when saying /b/.

2 Teach the Letter Name/Sound: Tell children that the letter Bb stands for /b/ as in ball. Teach children the following letter chant:
   /b/ /b/ /b/, bounce that ball.
   Bounce it fast—/b/ /b/ /b/ /b/ /b/ /b/ /b/ /b/ /b/. [Say /b/ fast.]
   Bounce it slow—/b/ . . . /b/ . . . /b/ . . . /b/.
   /b/ /b/ /b/ is spelled Bb.

3 Write the Letter: Use Handwriting Practice: Bb, page 56, to teach children how to write the upper- and lowercase forms of the letter Bb. Introduce the sound-spelling using the letter chant. Then have children say the /b/ sound each time they write the letter. Also contrast Bb with other similar letters (b-d, b-p, b-q, B-D, B-E, B-R). Point out the stroke differences in each letter pair. For children who confuse b and d, model tracing little b inside big B.

4 Sort by Letter/Sound: Use Picture-Sound Sort: Bb, page 57, to have children sort pictures whose names begin and end with /b/. (Answers: Beginning—ball, balloon, banana, barn, bat, bear, bike, boat, bus; Ending—crab, crib, web)

5 Connect to Reading: Distribute copies of Storybook: What Is Big?, page 58. Help children read the book. Then invite them to reread the book during free time and at home.

6 Extend Letter Knowledge: Choose from the following patterns and activities to extend learning. (Specific teaching notes appear on these pages.)
   • Picture Patterns: Boat, Bus, page 59
   • Learning Center: Mixed-Font Sort, pages 60–61
   • Independent Activity 1: Bb Maze, page 62 (Answers in order: ball, box, bat, bus, bed, book)
   • Independent Activity 2: Hidden Picture Puzzle, page 63 (Answer: bear)
   • Independent Activity 3: Picture Search, page 64 (Answers: baby, bag, bear, bird, book, bookmark, boy)
   • Letter Forms: Bb, pages 65–66
   • Alphabet Book: Bb, page 67
   • Letter Puppet: Bear, page 68
Handwriting Practice

Name ________________________________

B

B

b

b
Picture-Sound Sort

To the Teacher: Copy and cut out the pictures. Have children sort them according to sound (beginning or ending).
What Is Big?

A bear is big.

A boat is big.

A bus is big.

A bug is not big.
Picture Patterns

To the Teacher: Copy and cut out the boat and bus patterns. Use the pictures for instructional activities, center games, and bulletin boards.
To the Teacher: Copy, cut out, and glue the directions to the front of a zipper storage bag, folder, or large envelope. Also copy and cut out the Letter-Font Cards and Sorting Charts (enlarge, if desired), and place them inside.

**Mixed-Font Sort**

Directions:
Tell children to place each letter under the correct column on the chart.

**Uppercase Letter-Font Sorting Cards**

<table>
<thead>
<tr>
<th>B</th>
<th>D</th>
<th>E</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>D</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>E</td>
<td>R</td>
</tr>
</tbody>
</table>

**Lowercase Letter-Font Sorting Cards**

<table>
<thead>
<tr>
<th>b</th>
<th>d</th>
<th>p</th>
<th>q</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>d</td>
<td>p</td>
<td>q</td>
</tr>
<tr>
<td>b</td>
<td>d</td>
<td>p</td>
<td>q</td>
</tr>
</tbody>
</table>
### Uppercase Letter-Font Sorting Chart

<table>
<thead>
<tr>
<th>B</th>
<th>D</th>
<th>E</th>
<th>R</th>
</tr>
</thead>
</table>

### Lowercase Letter-Font Sorting Chart

| b | d | p | q |
Bb Maze

Draw a path for Bee through the hive.
Follow the pictures whose names begin with Bb.
Independent Activity 2

Name ________________________________

Hidden Picture Puzzle

Color brown all the puzzle pieces with B or b.

What did you make?

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Coloring the picture with B or b:

B (upper case)
- Body
- Head
- Legs

b (lower case)
- Body parts
- Other elements

What did you make?
Picture Search

Circle the things whose names begin with b as in book. (There are at least 7.)
To the Teacher: Use each letter form for tracing, as an art pattern, or in tactile activities.
Letter Forms

To the Teacher: Use each letter form for tracing, as an art pattern, or in tactile activities.
To the Teacher: Distribute copies of the Alphabet Book page. Have children add words and pictures. Place the page in each child’s growing Alphabet Book.
Letter Puppet

To the Teacher: Make copies of the bear puppet. Have children cut it out along the dashed lines, then color the front and write their name on the back. They can add words or pictures, as desired. Then help children fold the puppet in half along the solid line, and glue or tape to a craft stick.