

Beary Special Class

This lesson is designed to help older toddlers and preschoolers settle into a school, homeschool, or a church nursery routine. The activities can be introduced at a rate that is **good** for the children. (May be done over two or more days or several weeks). Activities about God are found after the main lesson. Also, a [back to school](#) short film has been made available on YouTube.

Objectives

- Children will dramatize rules, go through a routine, observe how many days they have come to school, make the *bbb* sound, and meet Bitty Bear (Bitty Bunny).
- Take a tour of the classroom space.
- Listen to a story and match pictures in the story to tiles.
- On another day, identify names and pictures of themselves, match pictures to rules, identify big and little and numerals one and two.
- Explore Centers, Music and Movement, and Special Activities.

Materials

Mascot (Bitty Bear/optional Bitty Bunny), sentence strip, base ten blocks, jar, permanent marker, rules written on sentence strips, Routine (sample on p 6), pocket chart with words (Bitty Bear, Bitty Bunny), b tactile letter, *Brown Bear, Brown Bear What Do You See* by Bill Martin and Eric Carle, Brown Bear tiles or laminated copies of pictures from book, pictures of children glued and first names written on sentence strips, pocket chart with sentence strip: "Who is here today?", Big bear, words, big bag, little bag, big box, little box, materials for Centers and Special Activities

Devotional Materials: First two catechism questions, Triune God symbol

Children can play in the classroom when they first come in. Put up any Center activities that need to be modeled for the children before using.

Photos are found at the end of the lesson.

Suggested Rules:

1. We sit and listen.
2. We tidy and clean-up.
3. We care about each other (including ourselves), our classroom, and world.
(We care about God...)

Introduction

- **Sing** the [Welcome Song](#).
- **Serve** a simple snack.
- **Hold up** Bitty Bear (and Bitty Bunny if also using her).
- **Say**: “Bitty Bear is our special friend who is welcoming us to our class.”
- **Point** to Bitty Bear on the pocket chart.
- **(Repeat** with Bitty Bunny if using.)
- **Show** the children the tactile letter b.
- **Say**: “This letter makes a *bbb* sound, like in bear!” (You don’t need to tell them the name of the letter. You may choose to show them only a lower-case b. This is a reading readiness activity).
- **Show** the children the sentence strip for the number of the day and one individual base ten block.
- **Say**: “Today is day number one of school.”
- **Write** the numeral on the paper and place the one block in the jar.
- **Show** the children the rules and routine charts.
- **Say**: “These are the rules and routine we will follow when we are in our Beary Special Class.”

Lesson #1

Main Point: Sitting, listening, and following directions is important.

- **Say**: Sitting and listening during Whole Group Time is important.
- **Point** to “whole group time” on the routine.
- **Photograph** the children sitting and listening. .
- **Hold** up the book.
- **Say**: “Let’s sit and listen as I read this book to you.”
- **Read** *Brown Bear, Brown Bear, What do you see?* to the children.
- **Show** them the tiles.
- **Invite** them to take turns matching the pictures to the last picture in the book that shows all of the animals and the teacher.

***Make** sure to take pictures of the children as well as them modeling the rules today.
Print out before the second lesson.

Closure/Music and Movement

- **Ask**: “Can you tell me one thing we did during whole group time?” (open-ended question)
- **Encourage** the children to move like the animals found in the *Brown Bear...* book.

Special Activities

These activities should be done both as a whole group or in small groups.

- Read *Berenstain Bears Go to School*, by Stan and Jan Berenstain.
- Draw pictures of favorite part of the day in personal journals. Stick bear stickers in it. Color in own copies of the schedule. (Send home with children.)
- *Bbb* objects in a box activity, trace the shape of b with a finger, booklets (p 7, 8).

Lesson #2

Main Point: Follow rules and routine, recognize names, and what is big and little in the classroom.

Point to each part of the routine as you do it today!

- **Repeat** the whole introduction but write a two instead of the one.*
- **Review** rules by inviting the children to place the pictures depicting rules by each one.
- **Show** the children the names chart.
- **Invite** them to find their name.
- **Hold** up Bitty Bear and the word, little.
- **Say:** "Bitty Bear is little. Bitty is another word for little!"
- **Hold** up the little bag.
- **Say:** "Bitty Bear has a little bag."
- **Show** the children the Big bear and the word, big.
- **Show** the children the big bag.
- **Say:** "Big Bear has a big bag!" A lot of these words begin with a *bbb* sound!"
- **Hold** up the b tactile letter.

* The counting activity will be done each day. Children, as they are able, can help put the cubes in the glass and write the numeral. Once you get to day 10, line the cubes up and show that it is the same length as the base 10 stick. Place the ten stick in a second jar to the left of the jar for one blocks.

Closure/Music and Movement

- **Ask:** "Can you tell me one thing we did during whole group time?" (open-ended question)
- **Say:** "I have a big box and a little box. Let's go through the room and find big and little things to put in the big and little box."
- **Invite** the children to engage in this activity.

Special Activities

These activities should be done both as a whole group and in small groups.

- **Read** *Corduroy*, by Don Freeman to the children. Remind them that both bear, bed, and button begin with a *bbb* sound.

- **Make** button b's: Place construction paper halves and a bowl of buttons on a table. Make b outlines on the paper using *Elmer's Glue - All*. Children fill in with buttons.
- **Make** names out of beans: Place whole pieces of construction paper and a bowl of beans on a table. Use the glue to make an outline of their name. Children can place the beans on the glue.

Optional Devotional to use each day

- **Pray** with the children at the beginning and end.
- **Show** the children the Triune God symbol.
- **Say:** "God—Father, Jesus, Holy Spirit—made bears; God made you; God made everything!"
- **Go** over the first two Children's catechism questions and answers with the children.
 1. Who made you? (God)
 2. What else did God make? (All things)

Center Time

Children may play in centers. On the first day, make sure to show the children the activities that are starred.

1. Dramatic Play: pretend forest, stuffed bears, medical kit, tent, pretend campfire and food, pots and pans, dishes, blue rug, fishing set
2. Blocks: Bitty Bear's (and Bitty Bunny's) dollhouse, regular wooden blocks
3. Manipulatives: bear puzzle, sorting bears by color*, Eric Carle train, Brown Bear tiles, tactile numerals 1, 2 and three little bear counters*, pouring bears*, two *Montessori* red rods, pink tower blocks, and brown stair blocks.
4. Books: *Corduroy* bear and book, other bear books
5. Art and Writing Center: brown and black playdough, rolling pins, bear cookie cutters

Bitty Bear

Bitty Bunny

Big

Little

Instructions for Phonic booklet (next page):

Print out enough for each child in your class. Cut apart pages and staple together. Purchase stickers that correlate with each sound. Emphasize the sound not the letter. (Short vowels and hard c, g... some letter sounds aren't introduced at this age).

My Phonics Booklet	a	b
c	d	e
f	g	h
i	j	k
l	m	n
o	p	r
s	t	u
v	w	z

Our Routine

Playtime!

Whole Group Lesson and Snack

Music and Movement

Small Groups

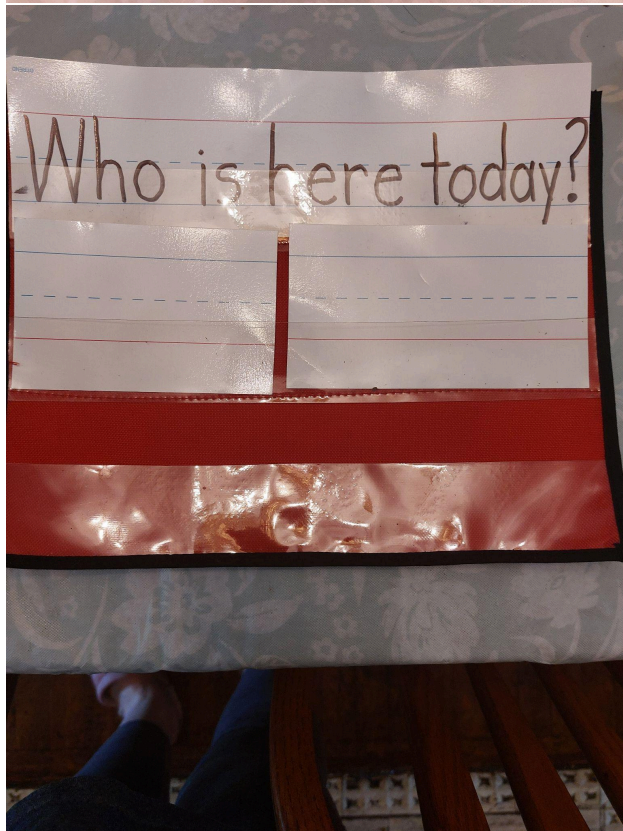
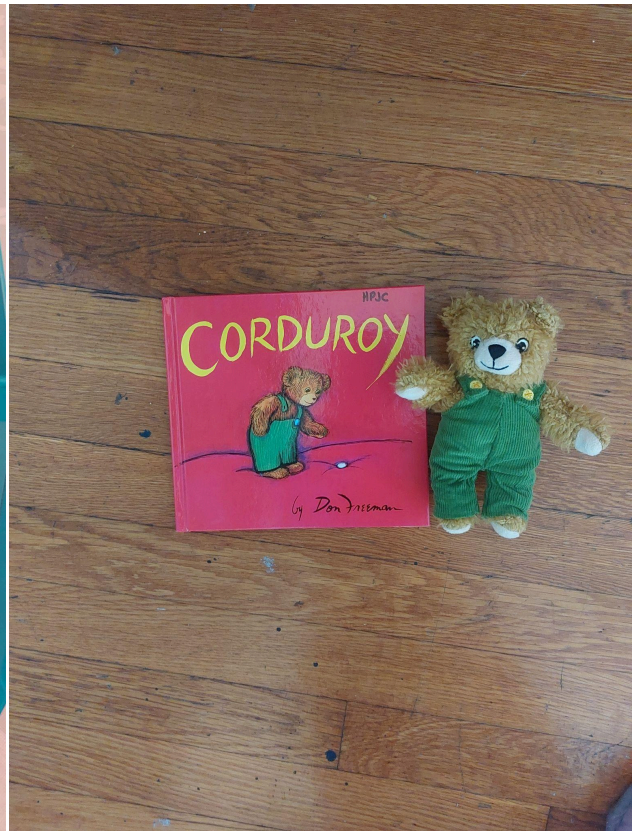
Centers

Storytime

Goodbye/Outside Time

Photos:







QR Codes for Links:



First Day of School

<https://youtube.com/watch?v=6Hd4lj8G5MY>



Welcome Song

<https://youtube.com/watch?v=si-k1sqvbO0>