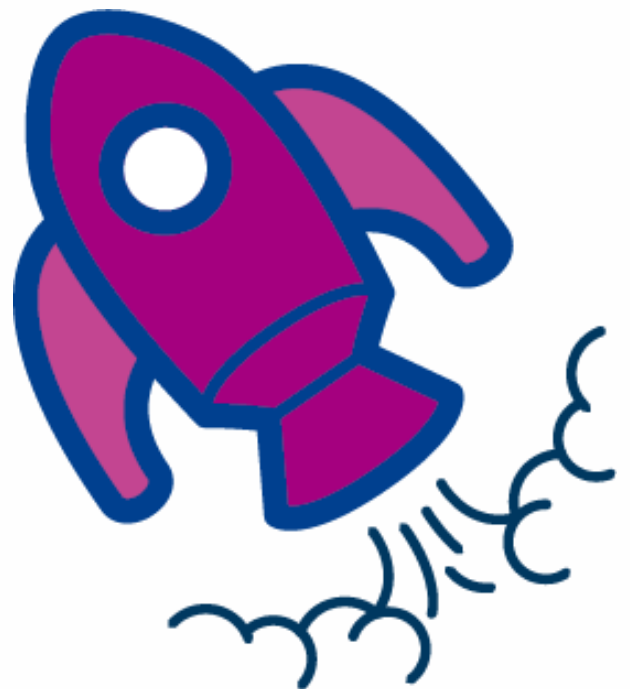


Lesson Plan

Bertie and the Bear

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Summary

Age: 3-5 years old

Time: 45 minutes

A classroom full of preschoolers can be a noisy place and this isn't always an optimal environment for learning. But moderating the volume of one's voice is a skill that requires self-regulation and experience that our youngest students are still developing. Spending time explicitly working on these types of social-skills is a great way to lay the foundations that will enable us to deliver effective lessons in the future.

This lesson aims to use the story *Bertie and the Bear* as a jump off point for developing student's awareness of noise levels and different ways of making sounds using instruments, their bodies and voices. They will also make their own shakers and experiment with different materials to make different sounds and use these to learn about appropriate noise-levels in the classroom.

Language focus

- "It's noisy! It's quiet!"
- "Is it noisy or quiet?"; "Yes/No"
- Instruments from the story: trumpet, gong, drum, flute, trombone, horn

Materials

- Evolution Teaching with Stories #01 – Bertie and the Bear (available at ftd.li/kon3ez)
- *Bertie and the Bear* book
- Empty water bottles (1 per student plus 2 extra to make examples)
- Flashcards of: small boy, a brown bear, queen, king, admiral, captain, general, Sargent, little dog, trumpet, gong, horn, flute, drum (optional)





Lesson Plan

In Advance

Listen to the recording of **Evolution Teaching with Stories #01 - Bertie and the Bear** to become familiar with the story.

Prepare two example shakers by putting some different materials into the bottles and securing the lids tightly. In one bottle use materials that make a quiet sound and in the other use materials that are noisy, e.g.: cotton balls and buttons.

Set up trays on the tables with a variety of materials to put in the bottles, e.g.: cotton balls, big buttons, paper clips, cotton tips, marbles, coins, rocks, squares of paper, fabric, etc.

Warm-up

Sing a *Hello* song that the students are familiar with and greet them in the usual way. Make sure to model the social skills needed when greeting someone such as eye contact, a smile and using the person's name to make them feel welcomed.

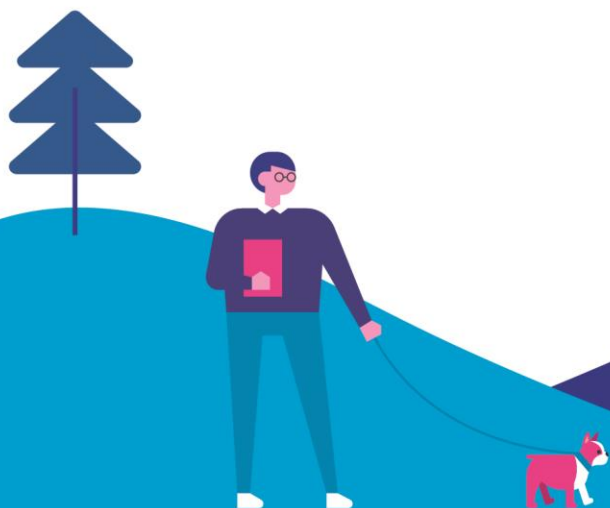
Storytime

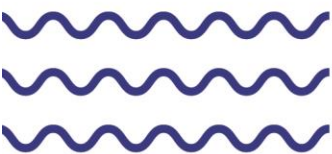
Using a transition song, move the students to a space in the classroom for storytime. Make sure they are sitting in rows (not in a circle) and you are sitting higher than they are so that everyone has a clear view of both you and the book. Sing a song or use a special chant to get all the students focused on you and signal the start of the story (you can check the audio for an example).

Show them the cover, point to, and read the title and the name of the author. Point to the little boy and tell them his name is Bertie. Encourage everyone to wave and say "Hello Bertie!".

If you have made flashcards, do the same using the image of the little boy. As each character is introduced, place him/her alongside the others to build up a complete scene.

While listening or reading, refrain from testing the students on the vocabulary or talking about the pictures. Instead, use gestures and facial expressions and sound effects to convey the meaning of the text and have them join in as well, pretending to play the instruments that are throughout the story.





When you reach the scene where all the instruments are playing at once, cover your ear with your hand and say “Noisy!” to emphasize this concept and introduce the new word.

If you feel more comfortable, use the **Evolution Teaching with Stories #01 – Bertie and the Bear** episode to play the story. Be sure to use visual aids as the story plays. You can use flashcards of the story’s key words or the pages of the book.

Brain Break

After this period of concentration and stillness during the story, get them up and moving again with a quick circle game. Hold hands, make a big circle, and then, without letting go of each other's hands, take a few quick steps back to make the circle bigger! Say “Big, big, big!”. Then, get everyone to move quickly towards the center of the circle to make it small. Say “Small, small, small!”. Repeat this a few times, getting faster and faster. Keep this fast paced and fun!

Circle Time

Sit them down in a circle on the floor and bring out the shakers you prepared earlier. Show the students how each one sounds. Emphasize that one is “noisy” and the other is not. It’s “quiet”. Repeat this a few times and pass the shakers around the circle so they can each have a quick turn. Next, bring out the materials that they will use in the following activity and demonstrate how by using different materials you can make different sounds. Shake one and get them to tell you if it is noisy or quiet. Do another one and ask again.

Hands-On Activity

Hand a bottle to each child and send them to the table where the materials for making shakers have been previously set up. Let them experiment with sounds and different volumes by filling their bottles with different materials. Encourage them to test them to see if the sound is quiet or noisy. Monitor, interact, and support their experimentation without turning this into a teacher-directed activity. Ask “Is it quiet or noisy? Can you make a [quiet] shaker?”, etc. When they have finished, use a permanent marker to write the child’s name on their shakers.

Wrap-up

Sing a *Tidy-Up* song that they are familiar with and ask everyone to help put the classroom objects back in the correct place. Bring the students back to sit in a circle with their shakers. Sit them down in a circle on the floor and bring out the shakers you prepared earlier. Show the students how each one sounds. Emphasize that one is “noisy” and the other is not. It’s “quiet”. Sing a *Goodbye* song to end the lesson.





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