

Benita the Bee

by

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A read aloud and read along book for early literacy learning

* Enjoy reading this book aloud to the children. Use rhythm and phrasing to have fun with the words. Read the book slowly with intonation and expression. After you have read it, go back and look at some of the words.

* Remember you are focusing on sounds ('a' as in 'apple'; 'b' as in 'book'; 'c' as in 'cat') NOT the letter names (ABC).

* Focus on one skill a day, even if it is repetitive, as long as the children are enjoying the tasks.

* If you would like to hear the sounds of the alphabet and more information about the sounds in words go to:

http://www.phonicsinternational.com/hear_the_sounds/hear_the_sounds_1.htm

* If the children have listened to the book many times, try to get them to recite the words with you as you read. Then get them to recite the book on their own, like they would do a Nursery Rhyme. This is why the books are short and simple. Children love to recite rhyming stories and love hearing and saying rhythmic language.

TEACHER GUIDE: PAGE by PAGE

PAGE 1

Syllables:

Syllables are 'chunks' or 'beats' of sounds in words. Each chunk has to have a vowel sound in it.

Ask

What is the bee's name? Clap the syllables of his name Ben/it/a (3); the (1); Bee (1).

Clap the syllables in each child's name. Do the whole group.

Group the children into categories of 1 syllable names (Tom), 2 syllable names (Le/on), 3 syllable names (Ma/ri/a) etc. You clap a certain number of times and the children have to respond to the number of claps if it is the same as their name. This activity is a great lesson break. E.g. lining up to go out for recess; moving from the floor to tables etc.

Hearing beginning sounds: 'b'

Hearing beginning sounds means hearing the beginning sound of a word that matches the beginning sound of another word.

Say

'Benita' starts with the sound 'b'. 'Bee' starts with 'b'. They sound the same. What other words can we say that start with 'b' (bug, book, boy etc)?

Words and spaces:

Read the sentence and point to each word.

Count the number of words in the sentence with the children. Point to each word as you count them (13 words).

Touch each space or gap between the words (12 spaces).

Say

These spaces show where the words end and begin. When we write we need to have spaces between words.

PAGES 1 & 2

Rhyming:

Rhyming words sound the same at the end.

Read pages 1 & 2 again.

Say

'funny/honey' When we say these words, they rhyme. They sound the same at the end.

What other words rhyme with 'funny' and 'honey' (sunny, money, bunny etc)?

Syllables:

Clap the syllables of 'pollen'. How many can you hear - 'poll/en' (2)?

PAGE 3

Rhyming:

Read the sentences again.

Say

'bee/see/free' These words rhyme too. What other words rhyme with 'bee' and 'free' (me, she, flea etc)?

PAGE 4

Rhyming:

Read the sentences again.

Say

Can you hear the rhyming words in this sentence (play/day)? Can you find them on this page? Can you think of any other words that end with 'ay' (say, way, stay etc)?

Hearing Initial Sounds: 'f'

Read the sentence again.

Say

There are two words on this page that start with the 'fff' sound. Can you hear them (find, flowers)?

PAGE 5

Rhyming:

Read the sentence again.

Say

There are some rhyming words in this sentence. What are they (flower/hour)? Look at the words. Even though the letters are different at the end, they still rhyme. They sound the same at the end.

Hearing Initial Sounds: 'b'

Read the sentence again.

Say

There are two words on this page that start with the 'b' sound. Can you hear them (Benita, blow)?

PAGE 7

Rhyming:

Read the sentences again.

Say

Which words rhyme on this page (sun/run)?

PAGE 8

Rhyming:

Read the sentences again.

Say

There are two rhyming words on this page. Do you know which ones they are (Izzy/dizzy)?

PAGES 9 & 10

Rhyming:

Read the sentences on both pages.

Say

There are lots of rhyming words on these pages and they all rhyme with 'bee'. Do you know which ones they are (agree/me/she/tree)? Let's count them (4).

PAGE 12

Alliteration: 'busy buzzing bustling'

Alliteration is when there are words together that start with the same sound.

Say

'busy, buzzing, bustling' Can you hear they start with the same sound? What sound is that ('b')?

PAGE 14

Rhyming:

Read the *first* sentence.

Say

There are two words that rhyme in this sentence. Do you know which ones (hive/jive)?

Read the *second* sentence.

Say

There are two rhyming words in this sentence too (humming/coming). Look at the words. Even though the letters are different at the end, they still rhyme. They sound the same at the end.

EXTENSION

* It is fine if the children memorise the whole book. This is a good pre-reading strategy but it does not mean that they are really reading. Reciting each page and touching each word as they say it, is great for their 1:1 word correspondence.

* Discuss the fact that Benita was feeling funny. What other meanings are there for the word 'funny'? Was Benita feeling strange or was she feeling like laughing? What other words are there for feeling funny like Benita (sick, crazy, weird, odd etc)? This increases the children's vocabulary.

PAGES 1 & 2

Final sound: 'y' as an 'e' sound

Say the words 'silly/funny/honey'. Emphasise the ending sound.

Ask

Can you hear a *long* 'e' sound on the end? It is the *long* 'eee' sound. The letter 'y' is pretending to be an 'e'.

PAGE 2

Contractions:

Contractions are two words changed into one word.

'didn't' is short for two words 'did not'.

Vocabulary: 'pollen'

Show the children a photo of the inside of a flower with pollen on the stamen. Research how flowers are pollinated. Go and find a flower and look inside to see the pollen. Don't forget to watch out for Benita the Bee! She might sting you! Discuss!



PAGE 3

Terms of Endearment/ Expressions:

Sometimes we have pet names or expressions for our family members. Talk about how Benita is a bit silly so we call her a 'silly billy bee'. What pet names do you use in your family (cheeky monkey, funny bunny etc)? Talk about nick names that you have for each other.

PAGE 4

Not Rhyming: here/there

Look at the words 'here/there'. Even though they have the same letters at the end, they sound different ('here' as in 'ear'; 'there' as in 'air'). They do not rhyme.

What words *do* rhyme on this page (play/day)?

PAGE 5

Compound word: 'upon'

Compound words are two words joined to make one word.

When you say 'up' and 'on' together they become 'upon'. Other simple examples - into, onto, behind etc.

Read the children a fairytale. Point out that most fairytales start with "Once upon a time".

PAGES 5 & 6

Visualising:

Show the children a picture of a Trumpet Lily flower.



See if the children can make a movie or a picture in their minds about how a bee would play music on this flower. Think of other flowers that Benita could 'play' (bell flowers, drum flowers etc). Use your internet search engine to research 'flowers that are named after instruments'. Act out this scene from the book.

PAGE 6

Initial and middle sounds:

Initial sounds are beginning sounds.

Find the words that *start* with 'r' (ring, rang). They both start with the same sound 'rrr'. They both have 'ng' at the end BUT the middle sound is different ('i' in 'ring'; 'a' in 'rang').

Say more 'ing' words (sing, ring, cling etc).

Ask

What sound can you hear in the middle ('i')?

Say more 'ang' words (sang, bang, clang etc).

Ask

What sound can you hear in the middle ('a')?

PAGE 7

Vocabulary: 'lying in the sun'

Discuss the fact that lizards and reptiles are cold blooded animals that need to lie in the sun to get energy. Research other cold blooded animals.



PAGE 8

Vocabulary:

The word 'dizzy' is a feeling. Talk about how you can become dizzy, feeling giddy and unsteady. Go outside and get dizzy!

PAGE 8

Intonation and Exclamation Marks: !

When we read aloud we use intonation and expression. This is when you say words softly or loudly or normally.

Show the children the exclamation mark as a clue to saying the sentence *louder* or with emphasis. Have fun getting excited and loud or using emphasis.

PAGE 9

Contractions:

'Don't' is short for two words 'Do not'. Two words changed into one word.

PAGE 10

Contractions:

Say

Find the word 'don't' on this page. What two words does 'don't' have in it?

Read the sentence again with the words 'do not' instead of 'don't'. Talk about how this still means the same thing but changes the rhythm of the sentence.

PAGE 12

Vocabulary:

The word 'bustling' is based on the word 'bustle' which means 'to hurry or work hard'. Bees are known for being hard workers and busy all the time. Their buzzing and humming sounds like very busy workers. We have an expression 'as busy as a bee'. Act out swaying trees and busy, buzzing, humming bees.

PAGE 14

Rhyming:

Read the first sentence again.

Say

There are some rhyming words in this sentence. What are they (hive/jive)? They have the same letters *and* sounds at the end.

Read the second sentence again.

Say

There are some rhyming words in this sentence. What are they (humming/coming)?

Look at the words. Even though the letters are different at the end, they still rhyme. They sound the same at the end.

Vocabulary:

The word 'jive' is a kind of dance. Make up a bee dance and get busy and buzzy!

PAGE 15

Vocabulary:

In this sentence the word 'sunny' means 'golden' like the colour of honey, rather than actual sunshine. Talk about how people can look 'sunny' (happy). Words have different meanings in different sentences.

Don't forget to read this book with rhythm and expression. Have fun with the words, story and language!