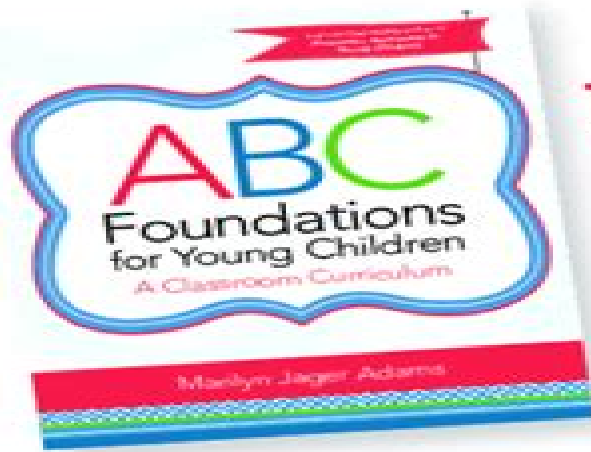




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LESSON 1

CHAPTER
12

3. Introducing *Bb*, /b/

- Turn the children's attention to the next letter of the alphabet, *Bb*.
 - Ask the children
 - Whether the letter *Bb* is a vowel (no)
 - How they can tell it's not a vowel (it's not red)
 - Tell them that letters that aren't vowels are called **consonants**. The letter *Bb* is a **consonant**.
- Tell the children that the sound of the letter *Bb* is /b/.
- Ask the children to repeat the /b/ sound with you: /b/-b/-/b/-/b/-...

3.1. Helicopter Game: *Bb*, /b/

NOTE TO TEACHER

Helicopter Game Picture Cards are conveniently provided online for every lesson, including this one. Even so, in this first lesson, it is a good idea to use real objects instead of pictures. Using real objects helps to convey to children that letter-sound correspondence pertains not just to curriculum words but also to words of all kinds.

- Helicopter Game set-up
 - Display the four objects chosen for /b/.
 - As examples, useable objects include a box, a ball, a boot, a bag, a bear, a book, and a bell. (The Helicopter Game Picture Cards are box, ball, bear, and boot.)
 - Make sure all objects are large enough to be easily seen by the children.
 - Explain that the words for everything displayed start with the letter *Bb*.
 - Point to each of the objects in turn, and make sure all of the children
 - Know the object's intended name
 - Notice that the first sound of its name is /b/

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ABC Foundations for Young Children Marilyn Jager Adams,2013 Young children s knowledge of letter names and sounds is the best predictor of their reading and spelling progress in school but studies show that many children still struggle with alphabet knowledge at the end of first grade Now there s a fun and affordable way to answer the call for effective alphabet instruction without changing your whole curriculum or investing in expensive teaching materials and training Developed by renowned reading expert Marilyn Jager Adams this playful highly engaging curriculum supplement is a must for teachers of preschool through kindergarten as well as primary grade teachers of students who still need help with alphabetic basics You ll get 56 activity based lessons that help children recognize and write each letter in both upper and lowercase forms and know the primary sound each letter represents Why Use ABC Foundations in Young Children Aligned with Common Core State Standards Reflects the latest research on how kids learn best Complements any curriculum in early literacy Built around fun fast hands on minds on activities that keep all children engaged Provides full lesson support for teachers no extra training required Includes assessments for monitoring children s progress and needs Gives you adaptations for children who are ahead or behind pace Includes lesson support materials such as Alphabet Game Cards Alphabet Strips Letter Writing Activity Sheets Requires no expensive materials or technologies Ideal companion to Phonemic Awareness for Young Children Enhance your early literacy instruction with this fun and effective curriculum supplement and give children a solid foundation of alphabet knowledge they ll build on for years as they become confident readers and writers **Visible**

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Schwartzman,2015-07-02 *Education in South America* is a critical reference guide to development of education in Argentina Bolivia Brazil Chile Colombia Ecuador Paraguay Peru Uruguay and Venezuela The chapters written by local experts provide an overview of the education system in each country focusing particularly on policies and implementation of reforms Key themes include quality and access multicultural education and the management of education systems Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this book is an essential reference for researchers scholars international agencies and policy makers **The Writers Directory**

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Handbook of Research on the Education of Young Children Olivia N. Saracho, Bernard Spodek, 2013-01-17 *The Handbook of Research on the Education of Young Children* is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information

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Starting from the Child? Teaching and Learning in the Foundation Stage, 5e Julie Fisher, 2024-04-04 What a tour de force Julie's authoritative research and practice based coherent wise arguments for child centred practice should be required reading for all primary head teachers She has been writing editions of this book for over 27 years and she's still right Helen Moylett Early Years Consultant and Writer Vice President of Early Education UK Starting From the Child has evolved and developed in the ever changing landscape of Early Years Education since it was first published almost 30 years ago and this version is perhaps more important now than ever before A must read for every Head Curriculum lead Adviser Inspector and Early Years Educator Ruth Swailes Independent Education Consultant and Curriculum Developer UK Starting from the Child is now in its fifth edition and has undergone a substantial rewrite to address significant shifts in teaching in the early years of education The book's enduring appeal is its principled yet pragmatic approach to being an early childhood educator and in this new edition the author does not shy away from addressing current sector concerns whilst holding firm to established early years principles and values The book explores the challenges faced by early childhood educators in a climate of adult insisted programmes and questions whether it is possible to continue to put the child at the centre of all that we do With her trademark passion Julie Fisher argues that it is not only possible but essential and offers strategies to do so in positive enlightened and inspiring ways Whilst maintaining the many strengths of previous editions every chapter is fully up to date with current research and thinking about early years practice and pedagogy The fifth edition includes a new chapter addressing what it means to Start from the Child a new chapter on the design of an early years curriculum a revised chapter emphasising distinctive opportunities arising from learning outdoors a revised chapter on planning for children's needs rather than curriculum delivery Starting from the Child will inspire provoke and renew all those who are committed to working in the field of early childhood education Julie Fisher is an independent Early Years Adviser author and trainer She is also Visiting Professor of Early Childhood Education at Oxford Brookes University UK She has been a headteacher of two schools a university lecturer and a local authority Lead Adviser for Early Years

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Table of Contents Abc Foundations For Young Children A Classroom Curriculum

1. Understanding the eBook Abc Foundations For Young Children A Classroom Curriculum
 - The Rise of Digital Reading Abc Foundations For Young Children A Classroom Curriculum
 - Advantages of eBooks Over Traditional Books
2. Identifying Abc Foundations For Young Children A Classroom Curriculum
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Abc Foundations For Young Children A Classroom Curriculum
 - User-Friendly Interface
4. Exploring eBook Recommendations from Abc Foundations For Young Children A Classroom Curriculum
 - Personalized Recommendations
 - Abc Foundations For Young Children A Classroom Curriculum User Reviews and Ratings
 - Abc Foundations For Young Children A Classroom Curriculum and Bestseller Lists

5. Accessing Abc Foundations For Young Children A Classroom Curriculum Free and Paid eBooks
 - Abc Foundations For Young Children A Classroom Curriculum Public Domain eBooks
 - Abc Foundations For Young Children A Classroom Curriculum eBook Subscription Services
 - Abc Foundations For Young Children A Classroom Curriculum Budget-Friendly Options
6. Navigating Abc Foundations For Young Children A Classroom Curriculum eBook Formats
 - ePub, PDF, MOBI, and More
 - Abc Foundations For Young Children A Classroom Curriculum Compatibility with Devices
 - Abc Foundations For Young Children A Classroom Curriculum Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Abc Foundations For Young Children A Classroom Curriculum
 - Highlighting and Note-Taking Abc Foundations For Young Children A Classroom Curriculum
 - Interactive Elements Abc Foundations For Young Children A Classroom Curriculum
8. Staying Engaged with Abc Foundations For Young Children A Classroom Curriculum
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Abc Foundations For Young Children A Classroom Curriculum
9. Balancing eBooks and Physical Books Abc Foundations For Young Children A Classroom Curriculum
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Abc Foundations For Young Children A Classroom Curriculum
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Abc Foundations For Young Children A Classroom Curriculum
 - Setting Reading Goals Abc Foundations For Young Children A Classroom Curriculum
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Abc Foundations For Young Children A Classroom Curriculum
 - Fact-Checking eBook Content of Abc Foundations For Young Children A Classroom Curriculum
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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