



## Lesson 203: Bedtime for Bear

Grades: PreK-1



### Goals:

- Students will recognize the correct order of the alphabet and identify lowercase letters of the alphabet, specifically: "j," "r," "s."
- Break a word into sounds and recognize "ar" word family words.
- Spell s-t-a-r-s and make the singular noun "star" plural by adding "s"
- Define *firefly*.
- Try different words in a sentence and understand that the meaning changes.

### Word List: Words highlighted as text in this episode

- Firefly
- Star
- Stars
- Jar
- Car
- Far
- Bar
- Tar
- Night Light

**Materials:** flashlights and/or other light-up objects, white/yellow or glow in the dark paint, Q tips, poster paper, black, dark blue, and white construction paper, crayons/markers, chalk, tape, star stickers, scissors

**Episode summary:** Baby Joy is afraid of the dark! To show her there's nothing to fear, Super Why and his literacy friends fly into Bedtime for Bear and meet Charlie – a bear who is scared of just about everything! The super readers shed a little light on the problem (literally) while Charlie discovers a bit more about the world outside his cozy cave.

### Woofster...to the Rescue

It's so dark inside Charlie's cave and what's that rustling sound? The Super Readers need light in order to find out what is making that sound. Maybe the fireflies can help, but what's a firefly? Woofster, with his dictionary power, is here to help!





### Activity 1: Firefly Flashlights

Directions: Have students stand in a large circle. Maybe pretend the carpet area is a "meadow" where lots of fireflies can be found. Pass out flashlights, pen lights, or any other type of glowing toy/object. Turn the lights off. Have students fly around the circle pretending to be fireflies. Quickly turn the lights back on. Last firefly to turn his/her light out is "caught" and put in the "jar." The jar can be the center of the circle.

Cut small jars out of dark blue or black paper. Use glow in the dark paint (white or yellow paint is fine too) and Q-tips to create small fireflies in the jars. Just dab the Q tips into the paint and onto the jars. There are 26 letters in the alphabet. Sing the alphabet as you dab the paint into the jar. Try to put exactly 26 fireflies into the jar. Display these jars in a dark room.

### Alpha Pig...to the Rescue

The fireflies can help Charlie and the Super Readers figure out what that rustling noise is. Quick, they need to catch the fireflies before they all fly away. Alpha Pig can help. Each firefly has a lowercase letter and Alpha Pig says all of the letters of the alphabet to catch them in his jar.



### Activity 2: Firefly Frenzy

Directions: Create an oversized jar on large poster paper and display this on a wall or easel. Cut out 26 simple firefly shapes and print a letter of the alphabet on each firefly. Hide the fireflies around the room. Shut off most of the lights (or allow for natural sunlight to shine in the room) and have students pretend to be outside at night searching for fireflies. Every time a student finds a firefly, he/she must name the letter and then stick it on the jar. Once all the letters are found, try putting them in order. Are any missing? Try to spell firefly using the letters.

### Activity 3: Bug Catchers

Directions: Print out or cut out 26 or more bug shapes. Write a lowercase letter on each bug. Hide the bug letters either outdoors or in the classroom. Give each child a plastic jar or container. Either Call out a letter in the alphabet and have students search for that letter, or have students walk around catching as many bug letters as they can. Have them take turns sharing, counting, and identifying their bug letters once all the letters are found.

## Wonder Red and Princess Presto...to the Rescue!

Just as Charlie is ready to fall asleep, a shadow and another sound scare him out of bed. What is that sound coming from? Charlie and the Super Readers can't see in the dark. Wonder Red has a bright idea! She uses her Wonder Words Basket to find a word to turn the jar into a star!



### Activity 4: Rhyme Time

Directions: First discuss how rhymes are made. Rhyming words have the same ending sounds. Sing Twinkle Twinkle Little Star and have students raise their hands to tell you the rhyming word pairs (star/are, high/sky). Do this with the rhyme Star Light Star Bright as well (light/bright/tonight/might).

*Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.*

*Twinkle, twinkle, little star,  
How I wonder what you are.*

*Star light, star bright,  
The first star I see tonight;  
I wish I may, I wish I might,  
Have the wish I wish tonight.*

Use painters tape to create the letters "ar" on the floor. Have children sit around the letters to form a circle. Write the following letters or letter combination on paper and pass one out to each child: st, j, t, c, f, and b. Hold up an object or picture of star, jar, car, far, tar, or bar. The child who can make this word must stand up and place his/her letter in front of the "ar" in the center of the circle. Each student should create the word, read it, and then come up with a sentence using the word. The next student will use the previous sentence to come up with a rhyme. Keep this going as long as possible.

For example: I made a wish upon a *star*. My wish was for a bright red *car*. I would drive so *far* with my new *car*!







### Activity 5: Twinkle Twinkle Little "Stars"

Directions: Use chalk to write the word "star" on pieces of black paper, enough for each child to have one. Ask students about what the night sky looks like. Is there one star in the sky or many stars? Have them add the s using chalk. Then pass out little shiny star stickers and have students outline the letters using the stickers. In the end they will have made the word stars using star stickers. Now have them try to make their names or initials.

Next reinforce the power of "s" by collecting a variety of nighttime items. Teddy bears, night lights, blankets, pillows, nightgowns, books, flashlights, etc. Write these words in their singular forms on the board (one blanket, night light, book, etc...). Give one of each item to different children. Have each child come up and find the word that matches his/her item. Give hints to help find the word (it starts with a "p"). Next, add the "s" to the end of the word on the board and then give him/her more of the item. This will allow children to visualize the power of "s." Discuss what "s" does.

### Super Why...to the Rescue!

Finally, Charlie lays back down to fall asleep...but his room is still too dark! Super Why comes to the rescue and with his power to read. He changes Charlie's story so that the moonlight shines in his window and gives him just enough light to fall asleep.



### Activity 6: Let there be Light!

Directions: Write this sentence on the board.

*Charlie's room is dark.*

Ask students to come up with the opposite of dark. Change "dark" to "light" on the board and then brainstorm all the ways we could light up a room for nap or bedtime. *Fire, fireflies, candles, flashlights, moon, stars, lantern, nightlight, lamp, glow sticks, street lights, Light Bright toy, traffic lights, sirens, holiday lights, lightening, fireworks,...etc.* Write all of these ideas out on the board. Next, pass out blank paper and have students illustrate the ways they would light their rooms if they could. Walk around and allow student dictation of the illustrations. Encourage students to attempt to copy a word from the board that goes with their pictures. Write down descriptions of the pictures in their own words. Use the illustrations during group sharing time.

