

Babs Bat
Literacy: Writing
Day 1

Objectives

Students will learn how to form the capital letter **B** and the lowercase letter **b**.
Students will compare and contrast the formation of the capital letter **B** and the lowercase letter **b** using a stroke-analysis chart.

Students will kinesthetically write the capital letter **B** and the lowercase letter **b** using skywriting and body writing.

Students will practice writing the capital letter **B** and the lowercase letter **b**.

Materials

Stroke-Analysis Chart

Bb Letter Puzzles sheet

Bb letter patterns

Bb Body Writing sheet

Writing Assessment sheet--one per student

Tagboard

Preparation

Enlarge the copy of the Stroke-Analysis Chart. Color the different strokes as follows:

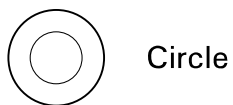
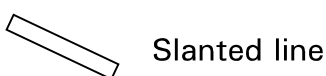
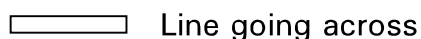
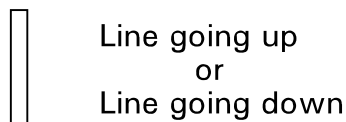
- * Line going up or down--yellow
- * Line going across--red
- * Slanted line--green
- * Open curve--blue
- * Circle--purple

Cut out the pieces of the **Bb** Letter Puzzles sheet, and trace them onto colored construction paper. Use the colors designated on the puzzle pieces.

Cut out the **Bb** letter patterns and glue them onto tagboard. As an alternative the letters can be traced onto tagboard and then cut out.

Procedure

Display the Stroke-Analysis Chart. Point out the different colors that are used for writing different strokes of letters. Describe the different strokes on the chart as follows:



Explain that the slanted line and the open curve can go several different directions. Show examples on the chalkboard.

Display the tagboard capital letter **B** for students.

Have students use the Stroke-Analysis Chart to name the strokes used to make the capital **B**. As students describe each stroke, display the appropriate piece of the capital **B** puzzle. Answer: To make a capital **B**, students should name one line that goes down and two open curves.

After students name the correct strokes, write a capital **B** on the Stroke-Analysis Chart under the yellow line that goes up or down and under the blue open curve.

Display the tagboard lowercase letter **b** for students.

Have students use the Stroke-Analysis Chart to name the strokes used to make the lowercase **b**. As students describe each stroke, display the appropriate piece of the lowercase **b** puzzle. Answer: To make a lowercase **b**, students should name one line that goes down and a circle.

After students name the correct strokes, write a lowercase **b** on the chart under the yellow line that goes up or down and under the purple circle.

Say, "Now we are going to write these letters in the sky. This is called skywriting." Model for students how to use a finger to write the capital **B** and the lowercase **b** in the air. Have students skywrite the letters. Say the stroke names as they write each letter. Strokes: capital **B**--line going down, two open curves; lowercase **b**--line going down, circle

Say, "Now let's make the capital **B** and the lowercase **b** with our bodies." Have students individually write the letter **Bb** with their bodies. They may move their bodies in any way they choose to form the capital **B** and the lowercase **b**. Then have the class compare and contrast the different body writing solutions.

Tell students, "Now we are going to write the capital **B** and the lowercase **b** on the floor with our bodies." Choose five students to form a capital **B** on the floor, and have them use their bodies collectively to write a capital **B**. Encourage them to come up with a way to body write the letter through cooperative planning and discussion. See the ***Bb** Body Writing* sheet for one possible solution.

Have the remaining students stand to get a "bird's eye view" of the group that has formed the capital **B**.






Ask the standing students to cheer if the letter is formed correctly.

Repeat the activity by having four students body write the lowercase **b**. See the ***Bb** Body Writing* sheet for one possible solution.

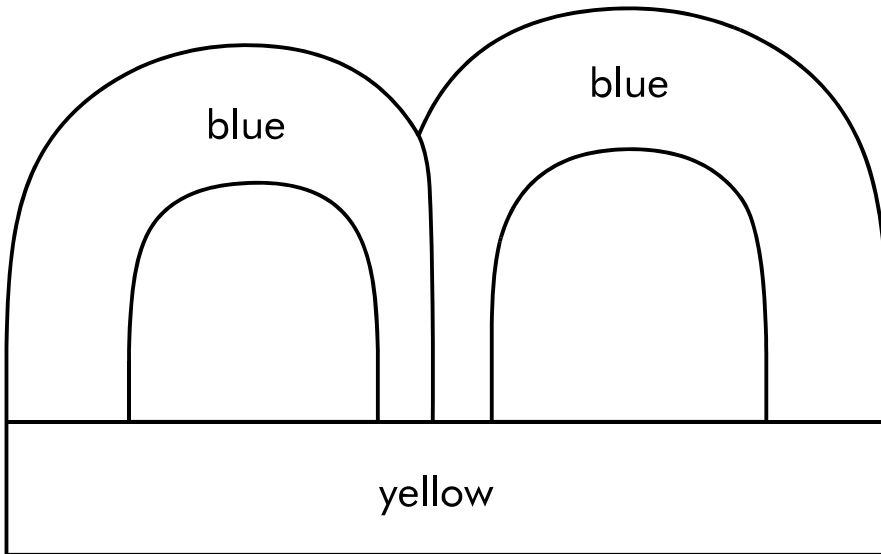
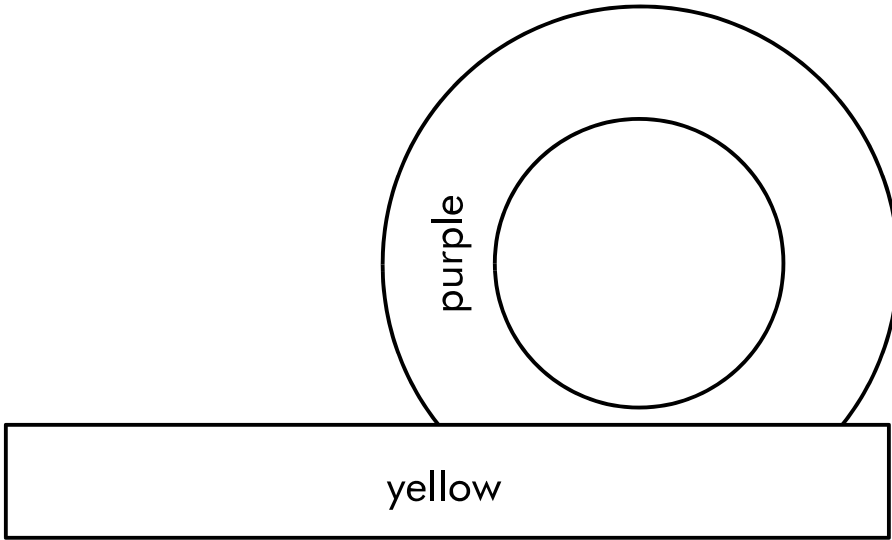
Assessment

Give each student a copy of the *Writing Assessment* sheet. Two different types of writing pages are provided to allow you to choose the one with the writing style that is more like the one used by your district or school. Have students trace and write the capital **B** and the lowercase **b**. You may wish to have students name the strokes as they write the letters.

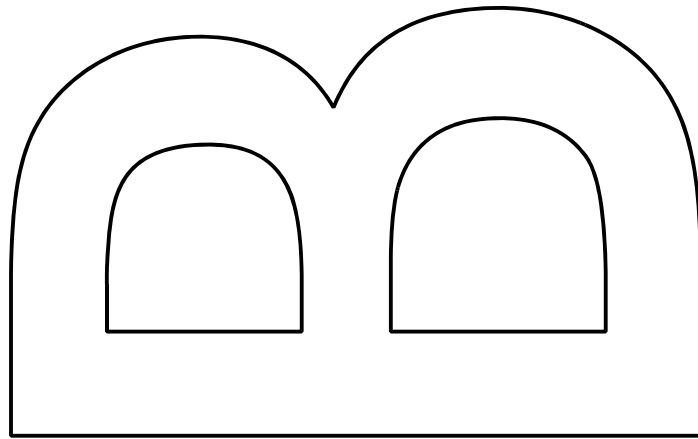
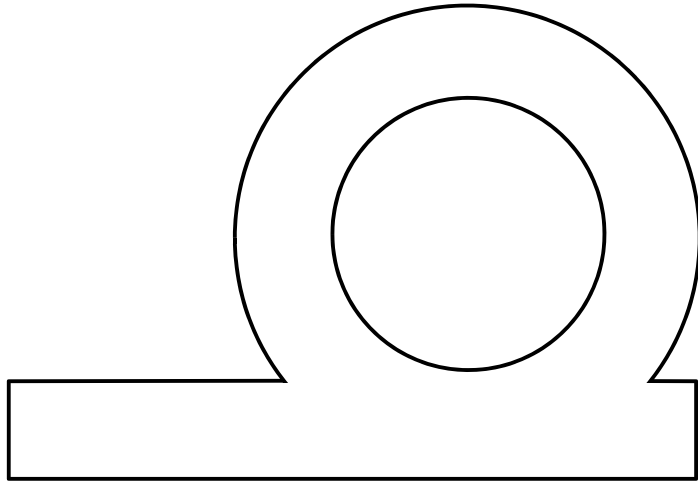
Stroke-Analysis Chart

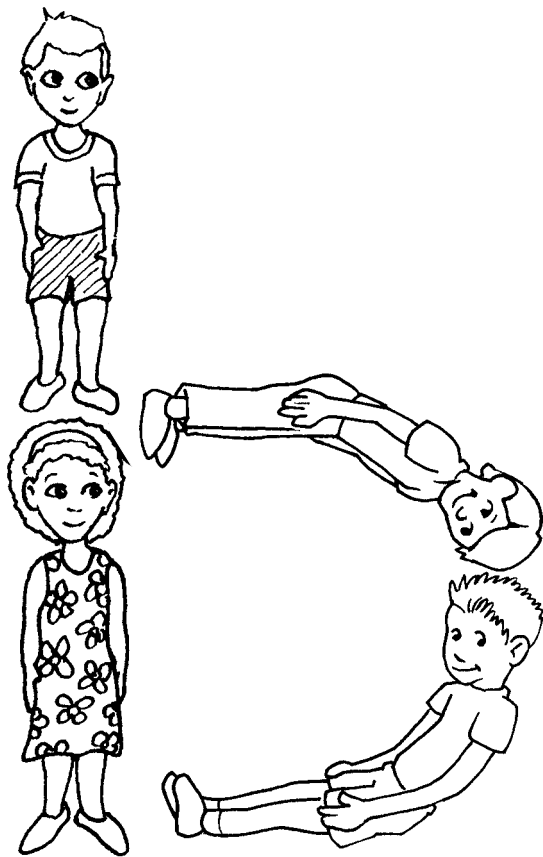
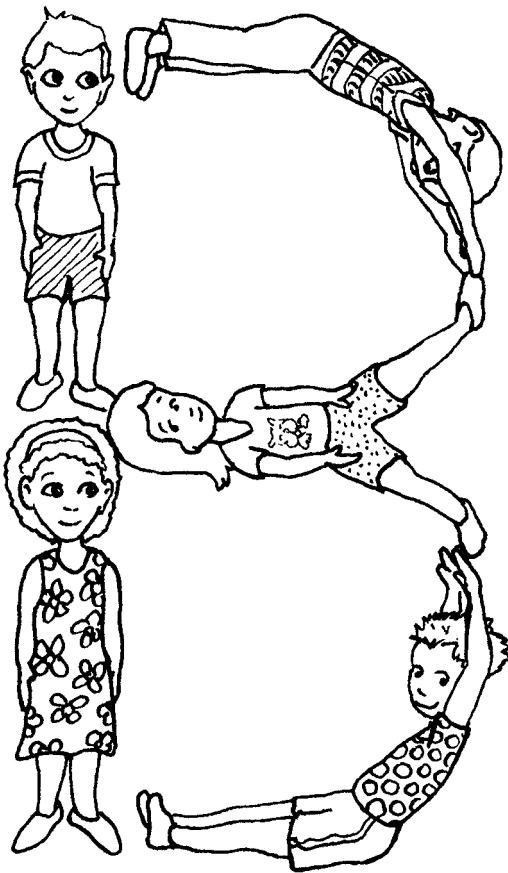
Bb Letter Puzzles



Bb Letter Patterns

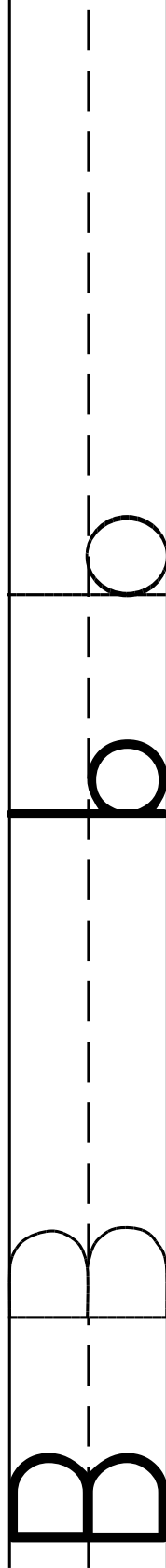
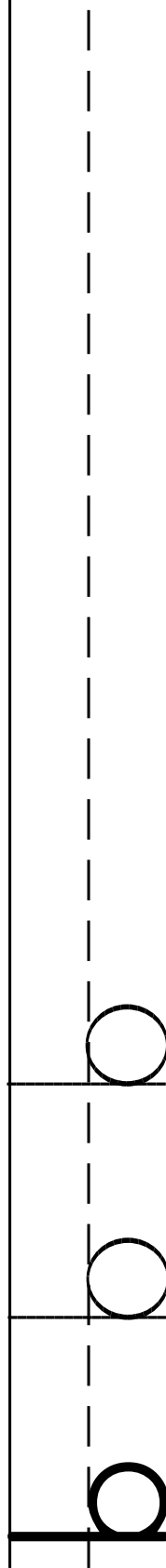
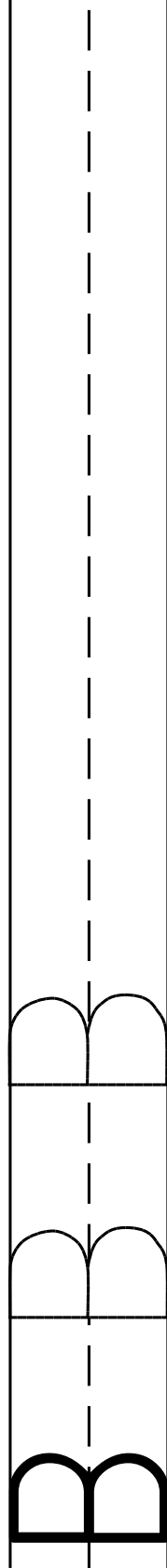
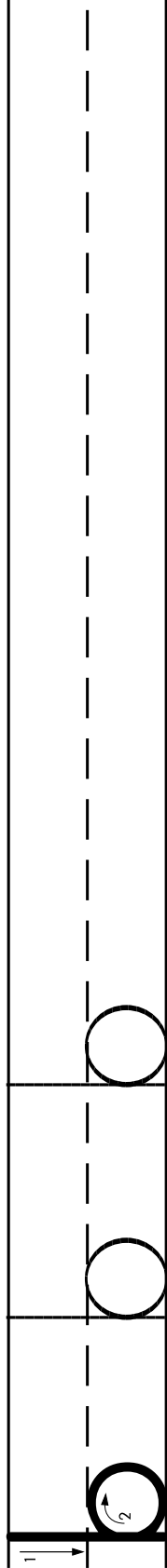
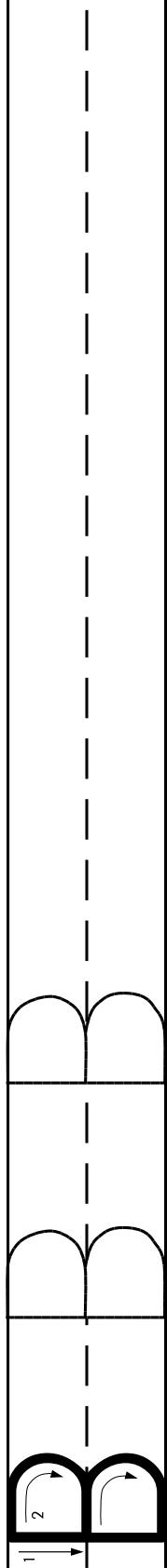


Bb Body Writing



Name _____ Date _____

Block Writing Assessment



Name _____

Date _____

Manuscript Writing Assessment

B B

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