

Last week we enjoyed the story *Brown Bear, Brown Bear, What do you see?* by Bill Martin Jnr and illustrated by Eric Carle. The children joined in well and could remember many of the characters in the story. We also shared *Polar Bear, Polar Bear, What do you hear?* *Panda Bear Panda Bear, What do you see?* and this week we will share *Baby Bear, Baby Bear, What do you see?* These stories lead us to talk about different kinds of animals and colour. Eric Carle has also written and illustrated a book we shared called *'The Artist Who Painted a Blue Horse'*. This book was inspired by the artist Franz Marc. This book, and some of the others listed above, makes imaginative use of colour. We will be using this to inspire our painting and hopefully creating all sorts of interesting, coloured animals.

I have added some information below about how repetitive books support children's learning and some information to help you support your child with retelling *Brown Bear, Brown Bear, What do you see?*

This week we start the new month and the season changes. We will find out about how St David's Day is celebrated in Wales. Maybe when you are out and about you might spot daffodils as the signs of Spring are emerging.

We are continuing to do lots of activities to ensure that everybody is confidently recognising their own name. Many children are becoming more controlled in their mark-making and are attempting to write their names. We have focussed on the special letter at the start of their name and explained that their name is special so starts with a capital letter. For those who are more confident at writing their name we will increasingly work on letter formation. This will become easier for the children next term when we do lots more work on formation with our Read, Write, Inc letters. However, if your child is clearly forming letters and you would like a formation sheet to support them, please ask.

Best wishes

Ellie Green & Miss McIlroy



## Brown Bear, Brown Bear, What Do You See?

The children have really enjoyed being able to recite the story of *Brown Bear, Brown Bear, What Do You See?* If you don't have a copy at home maybe you could look for it in a local library. If you don't manage to get your hands on a copy, I bet the children could still tell you some of the animals in the story and many children can recite large parts, if not all of the story. I have included pictures below for your reference. The book starts with 'Brown Bear, Brown Bear, What Do You See? I see a red bird looking at me.' And carries on in this pattern. If you start your child off with 'Brown Bear, Brown Bear, What Do You See? I see a .....' they may be able to carry on.

*A repetitive book, particularly those with repeated words and short phrases can assist in the development of phonemic awareness and prereading skills (Lovelace & Stewart, 2007)*

Repetitive books contain various characteristics that can also be part of an effective treatment strategy for children with any speech language difficulties. The predictability, presence of carrier phrases, frequent practice of target sounds, familiar inflection, and introduction to phonemic awareness are all very useful.

## Helpful Hints for Using Repetitive Books:



- Pause to allow your child to fill in a portion of a repeated phrase.
- Encourage your child to repeat a carrier phrase heard throughout the story.
- Provide adequate time for your child to attempt productions.
- Read a preferred repetitive book multiple times and provide increased opportunities for your child to verbally participate.
- Read a story with inflection! Apply a consistent melodic tone and inflection to carrier phrases and repeated questions present throughout the book.
- Provide opportunities for your child to take turns verbalising.
- Adapt a book by using additional pictures or objects that correlate to the text.
- Call attention to the print; point to the written text as you read.
- Provide a relaxed atmosphere for reading and positively reinforce efforts.

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