

Bertha and Bear

by Christine Sharp

Actively engaging children and families in shared reading experiences is an essential part of story time in libraries. Using specimens from Queensland Museum kits will enable early learners to develop STEM skills and science literacy. Here are some ideas to get you started.

Before reading

- **Show** the bee specimens from the QM Loans *Insects* kit as a stimulus to begin the story time. Invite children to guess what insects they are looking at. Talk about the different types of bees in the specimens.
- **Read** the title. Ask children who Bertha might be. What do they think Bertha and Bear will do in the story?
- **Invite** children and families to join in anytime during the story

During reading

Choose 1 or 2 of these ideas

- **Point** out the rhyming words on each page and encourage your child to listen to the sounds they hear at the end of the word. It helps if you emphasise the end sound. Ask them if they know another word that sounds the same at the end.

“Tea” and “me” both have an “ee” sound at the end.

Can you hear the “est” sound at the end of “quest” and “west”? I wonder what other words have that sound at the end?

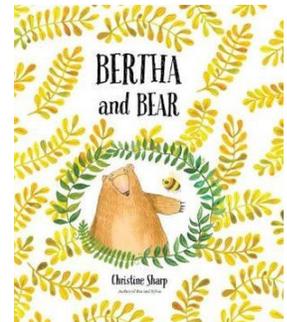
- **Explain** unusual words like “cower” or “warbling”. Link the words to a concept that children will already know.

For example, *“Hmm, that word, cower, that’s what you do if you’re scared. You might curl up a bit and shiver”.*

- **Explore** the illustrations and point out things like the signs pointing to the COUNTRY, WOODS and SEASIDE, and the thought bubble above Bear’s head when he’s thinking of all the yummy foods he could eat or the words on the door mat. Discuss the different purposes of these.

After reading

- **Talk** with the children about all the different types of bees that were in the book. The Queen, the scout and the worker bees. What were all the different places Bertha had to fly past before she found Bear?
- **Explore** the QM Loans *Insects* kit. Are there any bee specimens that have similar “jobs” to those referred to in the book.



Key message ideas for home

Children’s early literacy

learning starts with listening and speaking.

When we talk with children about rhyming words in picture books they are learning that words are made up of different sounds.



Story response activities following library storytime encourages families and children to interact, talk, play and create together. Below are some ideas for *Bertha and Bear*. Choose any of the activities or add your own.

This is a great opportunity to also talk with families about what STEM learning looks like in the early years. During the story response activities children and families will be engaging with STEM when they:

- Explore and describe objects by attributes
- Record observations and share ideas
- Observe and describe scientific phenomena meaningful to children
- Observe, describe and represent seasonal changes for plants animals etc
- Investigate, describe/demonstrate various ways objects can move
- Explore and use simple tools and materials
- Build and create with loose parts and recycled materials

Idea	Stimulus
<p>Shared ideas</p>	<ul style="list-style-type: none"> • Explore what the children learnt about bees from sharing <i>Bertha and Bear</i>. • Use butcher's paper to collect ideas from the children. Some questions could include: Where do they live? What do they like to eat? What are some of the things they do? Invite children to draw their ideas on the butcher's paper • Refer back to the book to revisit the different types of bees shown – discuss what their different jobs were • Materials: <i>Butchers paper, felt tips</i>
<p>Collage/construction insects</p> <p><i>* This could also be done with playdough*</i></p>	<ul style="list-style-type: none"> • Explore the characteristics of bees – look at body parts, number of legs, shapes of hives etc. • Refer to Junior Non-Fiction bee books to increase knowledge and provide additional point of reference. • Invite children to create their own insects. Will it have wings, • Materials:, <i>recycled boxes, cardboard tubes, egg cartons, collage materials, JNF books on bees and bee habitats</i>

To find out more visit

first5forever.org.au



This handout is licensed under a Creative Commons Attribution Non-commercial 4.0 Australia licence. You are free to copy and communicate this work, so long as you attribute State Library of Queensland. However, you may not use this work for commercial purposes. © State Library of Queensland 2017

An initiative of



<p>Explore QM Loans <i>Insects</i> kit</p> <p>Use the museum notes provided with the kit to guide your exploration. You could invite children to look for:</p> <ul style="list-style-type: none"> The different types of bees – are there worker, Queen, and scout bees represented in the specimens like in the book? Compare the bees to the other insects in the kits 	<ul style="list-style-type: none"> Discuss why the Museum collects and displays specimens – good opportunity to talk about why we don't catch and keep, just observe and record Explore the different bee specimens included in the kit) - some show the life cycle of a bee and some show the different types bees and their differing roles (bee – honey, drone, Queen, worker). Each of these specimens are giving us different types of information. Use a magnifying glass to look really closely at some of the smaller details. Compare and contrast the similarities and differences between bee and other insects in the loan in. How are they the same? How are they different? Materials: Insect loan kit, magnifying glasses, coloured pens or pencils, clipboards if available
---	---

Songs and rhymes to share during your story session:

Five Fat Bees on a Billygoat's Knee

Spoken rhyme

Five fat bees, on a billygoat's knee
(Slap knee with 5 fingers)
Did somersaults one by one.
(Roll arms around each other)
A bee flew,
(Clap five times)
And then there were none.
(Repeat with 4 bees, 3 bees, 2 and 1)

Source: <https://guybrarian.wordpress.com/tag/5-little-monkeys-sitting-in-a-tree/>. Accessed 25/10/18

Can You Buzz With Me?

Tune: Do Your Ears Hang Low

Can you buzz like a bee?
Can you buzz around like me?
Can you buzz around the room,
Can you buzz and zoom and zoom?
Can you buzz way up high,
Can you buzz and wave goodbye?
Can you buzz with me?

Old MacDonald Had A Garden

Tune: Old MacDonald Had a Farm

Old Macdonald had a garden ee-ie-ee-ie-oh,
And in that garden was a caterpillar, ee-ie-ee-ie-oh.
With a crawl, crawl here and a crawl, crawl there, Here a crawl, there a crawl, everywhere a crawl, crawl,
Old Macdonald had a garden, ee-ie-ee-ie-oh.

Old Macdonald had a garden ee-ie-ee-ie-oh,
And in that garden was a spider, ee-ie-ee-ie-oh.
With a creep, creep here and a creep, creep there,
Here a creep, there a creep, everywhere a creep, creep.
Old Macdonald had a garden, ee-ie-ee-ie-oh.

Old Macdonald had a garden ee-ie-ee-ie-oh,
And in that garden was a bee, ee-ie-ee-ie-oh.
With a buzz, buzz here, and a buzz, buzz there,
Here a buzz, there a buzz, everywhere a buzz, buzz,
Old Macdonald had a garden, ee-ie-ee-ie-oh

Old Macdonald had a garden ee-ie-ee-ie-oh,
And in that garden was a snail, ee-ie-ee-ie-oh.
With a slide, slide here, and a slide, slide there,
Here a slide, there a slide, everywhere a slide, slide,
Old Macdonald had a garden, ee-ie-ee-ie-oh.

Old Macdonald had a garden ee-ie-ee-ie-oh,
And in that garden was a butterfly ee-ie-ee-ie-oh.
With a flutter, flutter here, and a flutter, flutter, there,
Here a flutter, there a flutter, everywhere a flutter, flutter,
Old Macdonald had a garden, ee-ie-ee-ie-oh.

To find out more visit

first5forever.org.au



This handbook is licensed under a Creative Commons Attribution Non-commercial 4.0 Australia licence. You are free to copy and communicate this work, so long as you attribute State Library of Queensland. However, you may not use this work for commercial purposes. © State Library of Queensland 2017

An initiative of

