



# THE B ON YOUR THUMB

## About the book:

**The B on Your Thumb** is a book of 50 hilariously illustrated rhymes and delightful ditties to boost early reading—each poem teaches a specific sound, spelling, or rule. Using rhythm and wordplay, they promote phonics awareness, thinking skills, and literacy. But most of all, this book delights young readers with the fun and silliness of the English language. This is a book where words like to play, where letters get cross when they don't get their way. There are sounds to make and jokes to uncover. An owl in your bowl, for you to discover. Meet the K on your knee, who's ready for fun, and don't be alarmed by the B on your thumb!

**Age Range:** 3 - 8

**Grade Level:** Grades PK-3

**Publisher:** Frances Lincoln Children's Books, an imprint of The Quarto Group

**ISBN-13:** 9780711254602

## About the Author - Colette Hiller:

Colette Hiller is a writer, arts producer and mother of twins. Her arts projects have reached hundreds of thousands of participants - she is the woman who put pianos and ping-pong tables in countless locations across the UK, and is also the mind behind the hit Talking Statues project.

Her children's rhymes have been featured on BBC Words and Pictures and her children's LP, Applehead, has been a hit with kids across the world, selling over 50,000 copies.

An advocate of early learning, Colette believes that even very young children are receptive to the joy of wordplay. She taught her own twins to read by the time they were three.



## About the Illustrator - Tor Freeman:

Tor was born and educated in London and graduated from Kingston University with a BA in Illustration in 1999. Tor has been working as a freelance illustrator, author and comics-maker since that time. In 2012, Tor was awarded a Sendak Fellowship, and together with two other illustrators spent a month in Connecticut in September 2012. In November 2017, Tor was the winner of the Observer/Cape/Comica graphic short story prize.



## Pre-Reading Discussion:

- Study the illustration on the book cover. Describe the action taking place in the illustration. How is the girl feeling?
- Read the title of the book. What type of 'B' is the title referencing? The insect or the letter? How do you know?
- On the back cover it says that "This is a book where words like to play." Is it possible for words to play? Have you ever played with words? If so, describe the experience.

## Post-Reading Discussion:

Use your two eyes to see with two Es. Do you see the cheetah there in the trees?

- Consider the story being told in See with Two Es (pg. 12-13).
- Identify the word consisting of two Es that identifies the danger in this scene.
- Identify the word consisting of two Es describes the action the campers took in this scene.
- Identify the word consisting of two E's used by the campers to express their emotions in this scene.
- Tell the story that is taking place in this scene. Explain how the role words created by two Es played in making this poem a funny one.

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"Conductor! Conductor!  
I'd like to complain.  
It's plain, there is rain,  
pouring into this train.

- Consider the poem titled The Rain in the Train (pg. 19).
- Identify how this story is told from two points of view.
- Discuss how the differently the conductor and the passenger feel about the rain all everyone is experiencing.
- Determine how the 'ai' sound helps to make the poem interesting and comical.

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Said the cow to the dog,  
"Please teach me how.  
How I can learn to say  
bow wow."

- Consider the poem titled Bow Wow (pg. 27).
- Describe the relationship between the dog and the cow.
- Explain why each animal's request is comical.
- Determine how the 'ow' sound helps to make the poem interesting and comical.

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Whenever I-N-G get  
together they do the -ing  
thing.

- Consider the poem titled Doing the Ing Thing (pg. 34).
- Notice how the words ending -ing become more active and fun. Choose your favorite -ing word featured in this poem. Can you act it out?
- Recite this poem as a group. Sing it. Dance it. Laugh it.
- Determine how the '-ing' suffix helps to make the poem interesting and comical.

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## Writing Activity - Create a Creature:

Create an imaginary plant or animal by first choosing one of the sounds created by the letters 'oi', 'oo', 'er', or 'oa' as part of its seven-letter name. Next, write a short story describing your imaginative creature. Draw an illustration of your creature. Share you work with the class.

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### Word Play Answers:

- |         |          |          |
|---------|----------|----------|
| 1. ox   | 5. other | 9. grey  |
| 2. rag  | 6. cared | 10. bill |
| 3. top  | 7. red   | 11. lie  |
| 4. rack | 8. are   | 12. play |
|         |          | 13. cry  |

## Word Play Activity:

*Learning to read is an absolute breeze, now go have some fabulous fun.*

### Manipulating Sounds to Make New Words

**What words are made when the first sound is dropped in each of these words?**

1. *box* without the 'b' is \_\_\_\_\_
2. *drag* without the 'd' is \_\_\_\_\_
3. *stop* without the 's' is \_\_\_\_\_
4. *crack* without the 'c' is \_\_\_\_\_
5. *mother* without the 'm' is \_\_\_\_\_
6. *scared* without the 's' is \_\_\_\_\_
7. *bread* without the 'r' is \_\_\_\_\_

**What words are made when the last sound is dropped in each of these words?**

8. *arm* without the 'm' is \_\_\_\_\_
9. *Grace* without the 's' is \_\_\_\_\_
10. *build* without the 'd' is \_\_\_\_\_
11. *like* without the 'k' is \_\_\_\_\_
12. *plate* without the 't' is \_\_\_\_\_
13. *cried* without the 'd' is \_\_\_\_\_



#### COMMON CORE STATE STANDARDS ALIGNMENT:

Reading: CCRA-R.1, R.2, R.4, R.7, R.10

Language: CCRA-L.1, L.2, L.4, L.5, L.6

Writing: CCRA-W.3, W.4, W.5

Speaking & Listening: SL.1, SL.2, SL.4, SL.6

