

# Circle Time

# Bears

## Unit

### for Preschoolers





# Circle Time Lessons

## Unit overview

### Day 6 Black Bears

Look at the real pictures of a black bear. Sort pictures into 2 groups. Take a class poll.

**Black Bear**  
Live in forests and mountains

Black bears are small, thin bears that live in forests in the United States. The black bear usually eats plants, berries, and insects. Never approach a bear!

**Objectives:**

- The students will express themselves using words and sentences.
- The students will notice similarities and differences and ask questions.

**Activities:**

- Examine the picture of the black bear and ask questions. What do you like to see a bear?
- Sort pictures into 2 groups: Things that are black and things that are not black.
- Take a poll: "Have you ever seen a bear?" Students will use name cards or post-it notes to show their answer on a bar graph. Alternatively, they can make a pictograph by taping up behind the different headings.

**Extension Idea:** Read the story, *Big as a Bear* by Michael Rosen. Set up a sensory reading station with cards like to represent each page.

**Going on a Bear Hunt**

**Have you ever seen a bear?**

Edward	Alice
Bella	Jasper
Ivy	Jacob

### Day 7 Other Bears

Look at the real pictures of the bears. Practice active listening skills by solving these riddles all about animals. Take a class poll.

**Other Bears**

The spectacled bear, sloth bear, Malayan sun bear, and the Asiatic black bear are not as well known as the polar bear, giant panda, brown, and black bear. All of these bears are just as interesting though.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will interact and participate in circle time.
- The students will express themselves using words and phrases.

**Activities:**

- Examine the real pictures of the different bears. Engage in discussion questions.
- Take a poll. Students use name cards or post-it notes to "vote" for their answer on a bar graph, which is your favorite bear?

**Extension Idea:** Read the story, *Big as a Bear* by Michael Rosen. Set up a sensory reading station with cards like to represent each page.

**Which Bear is your favorite?**

Bella	Edward	Jasper
Charlie	Jacob	

### Day 8 Hibernation

Look at the real pictures. Sing the "Hibernation" song. Sort pictures into 2 groups.

**Hibernation**  
Sleeping until spring

During the winter, food can be hard to find, so some animals go into a deep sleep called hibernation. Bears, chipmunks, bats, garden snakes, hedgehogs, box turtles, groundhogs, bees, and ladybugs all hibernate.

**Objectives:**

- The students will use new vocabulary.
- The students will notice similarities and differences and ask questions.
- The students will demonstrate basic locomotor skills.

**Activities:**

- Look at real photographs of the bear and the owl. Engage in discussion questions. Do people hibernate? If you could hibernate, where would you sleep?
- Sort pictures into two groups: Does it hibernate or not hibernate?
- Sing the hibernation song and perform the actions.

**Extension Idea:** Teach the ABC sign for hibernate. Put your hand in front of your face and pull it down and away then hide that hand under your other hand.

**Time to Hibernation**

### Day 9 Teddy Bears

Look at the real pictures of teddy bears. Read the poem "My Bear" on the pocket chart.

**Teddy Bears**  
A traditional toy

Children have played with teddy bears for over 100 years. They come in many different colors and sizes, but all are lovable.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will demonstrate an understanding of print concepts.
- The students will answer questions.

**Activities:**

- Ask students to bring their favorite teddy bear to school.
- Show the photographs of the teddy bears. Engage in discussion questions. Do you have a teddy bear? What is your favorite thing about your teddy?

**Extension Idea:** Add each of the sentences to the picture cards to help remember each line. Take turns pointing out the story. Encourage students to make a graph or by physically lining up behind choose one or all of the prompts.

**My Bear**

Does your teddy bear have...?

Jay	Gloria	Phil	Manny
Mitch	Clara		
Cam			

### Day 10 Conclusion

Conclude the bears unit by creating a knowledge chart. Practice logical thinking skills by playing the bear "Grid Game."

**Conclusion**  
Unit Conclusion

To conclude the unit, ask the students what they have learned about bears.

**Objectives:**

- The students will actively participate in conversations.
- The students will notice and extend simple patterns.

**Activities:**

- Create a chart of all the things the students learned about bears.
- Play the BCAR grid game.

**To Play:**

- Copy template page onto 5 different colors of paper.
- Create a grid where each column has the same letter, and each row is the same color. Observe the pattern and relationship of the cards.
- Students place their flags while the teacher removes 1 card.
- Students use their knowledge of patterns to determine which card is lost and attempt to replace.

**My Bear**

types of bears	grizzly	panda	moon
Famous bears	Paddington		
characteristics	claws	fur	4 legs

**Which one is missing?**

# Bears

## Activate background knowledge

Day 1  
lesson  
plans

Bears are found all over the world. Bears are very intelligent mammals with an excellent sense of smell. The most common type of bear in the United States is the American black bear.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will recognize letters of the alphabet.

### Activities:

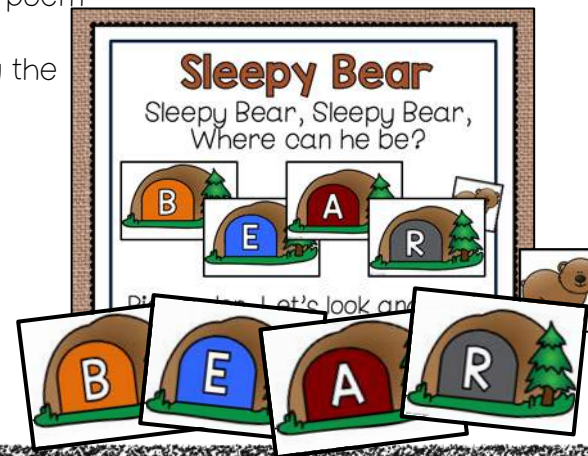
1. Sort pictures into two groups: Is it a bear or not a bear?
2. Play the "Sleepy Bear" carpet game.

### To Play the Game:

- Line up the cave cards and identify the letters and colors.
- Hide the bear under one of the caves and recite the poem to find it.
- Children guess where the bear is hiding by identifying the letter or color.

### Extension Idea:

Teach the ASL sign for **bear**. Cross your arms over your chest. Move your fingers in a scratching motion on your shoulders.



**Bears are known to be very intelligent.  
Bear cubs are playful and enjoy climbing.**



Is it a



bear?

Is it



not a bear?

Bear or Not Sort



polar bear

Bear or Not Sort



giant panda

Bear or Not Sort



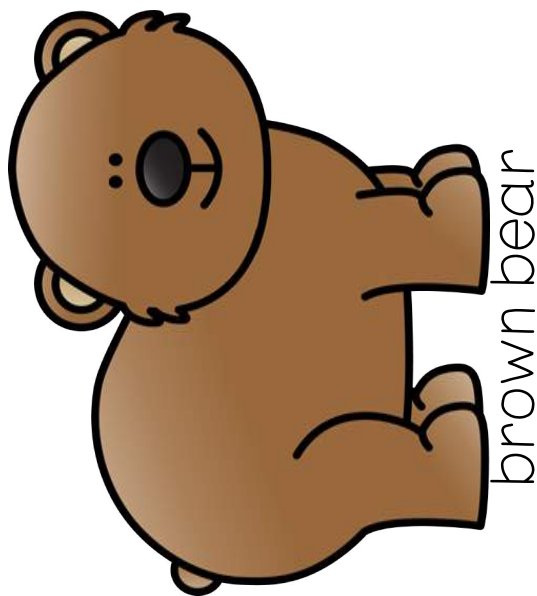
teddy bear

Bear or Not Sort



black bear

Bear or Not Sort



brown bear

Bear or Not Sort



Asiatic black bear  
(Moon bear)

Bear or Not Sort



sloth bear

Bear or Not Sort



Spectacled bear  
(Andean Bear)

Bear or Not Sort



Sun bear

Bear or Not Sort



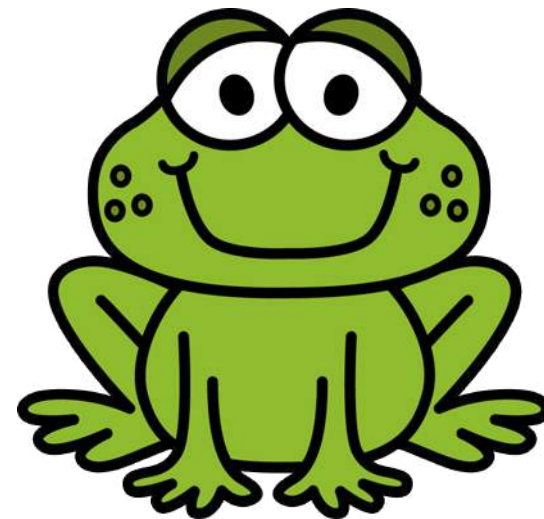
penguin

Bear or Not Sort



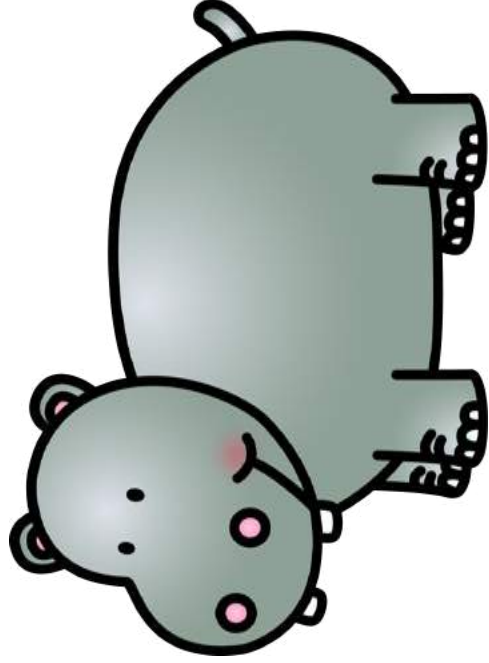
tiger

Bear or Not Sort



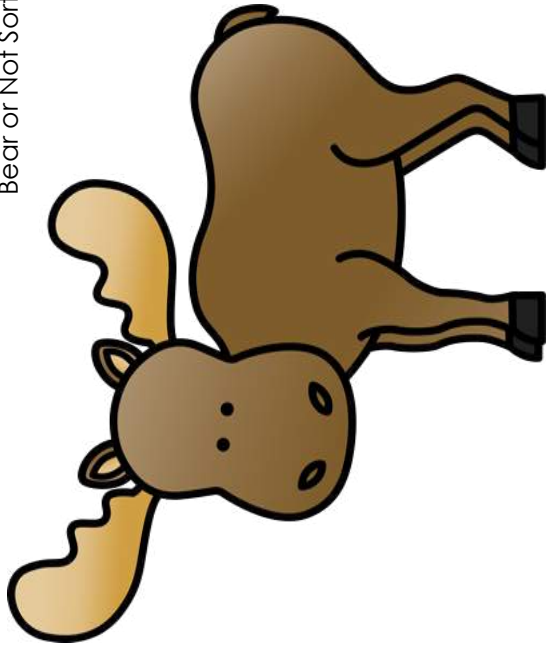
frog

Bear or Not Sort



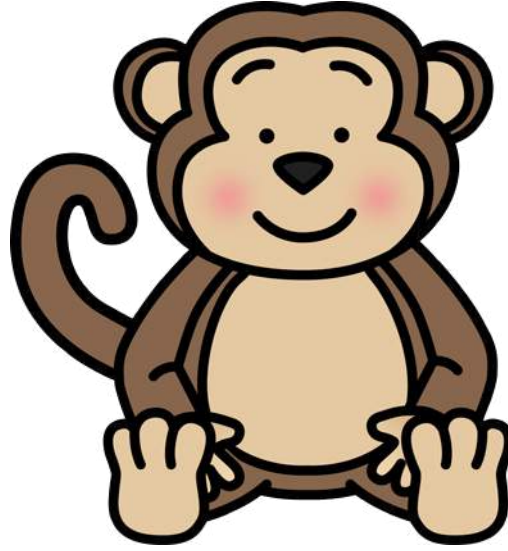
hippo

Bear or Not Sort



moose

Bear or Not Sort



monkey

Bear or Not Sort



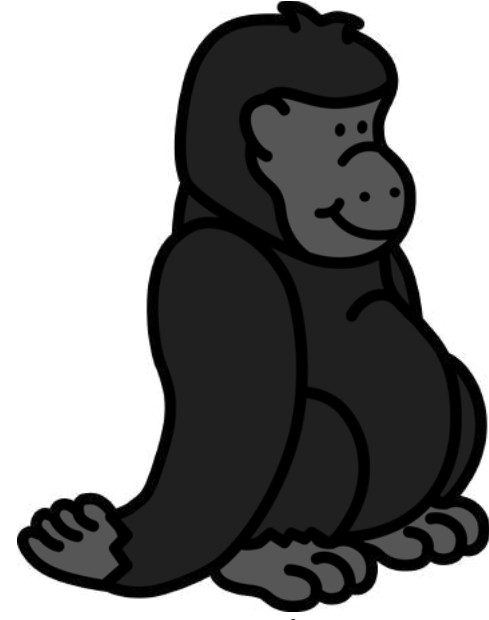
lion

Bear or Not Sort



groundhog

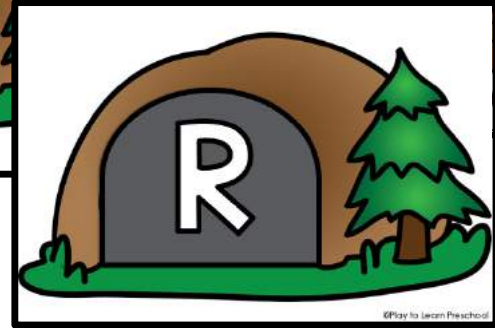
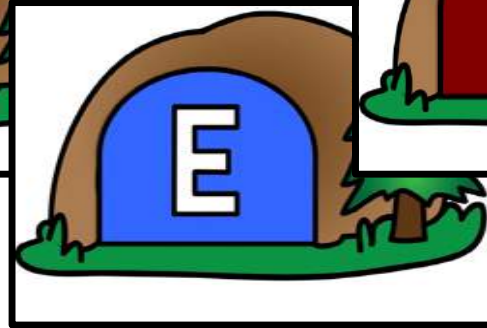
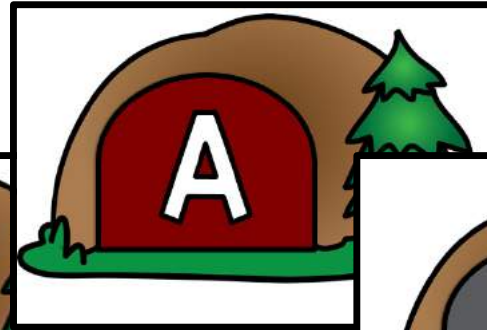
Bear or Not Sort



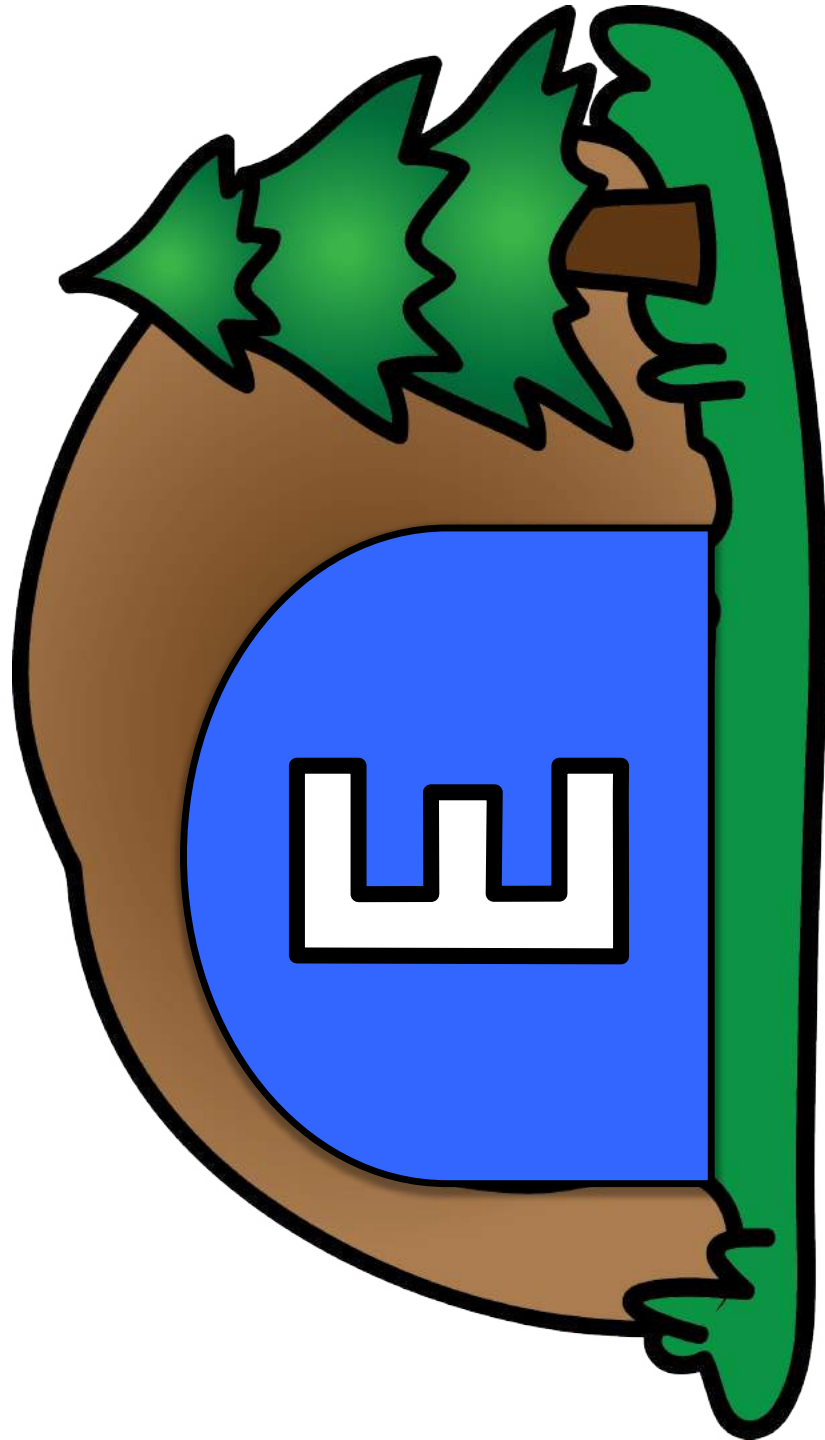
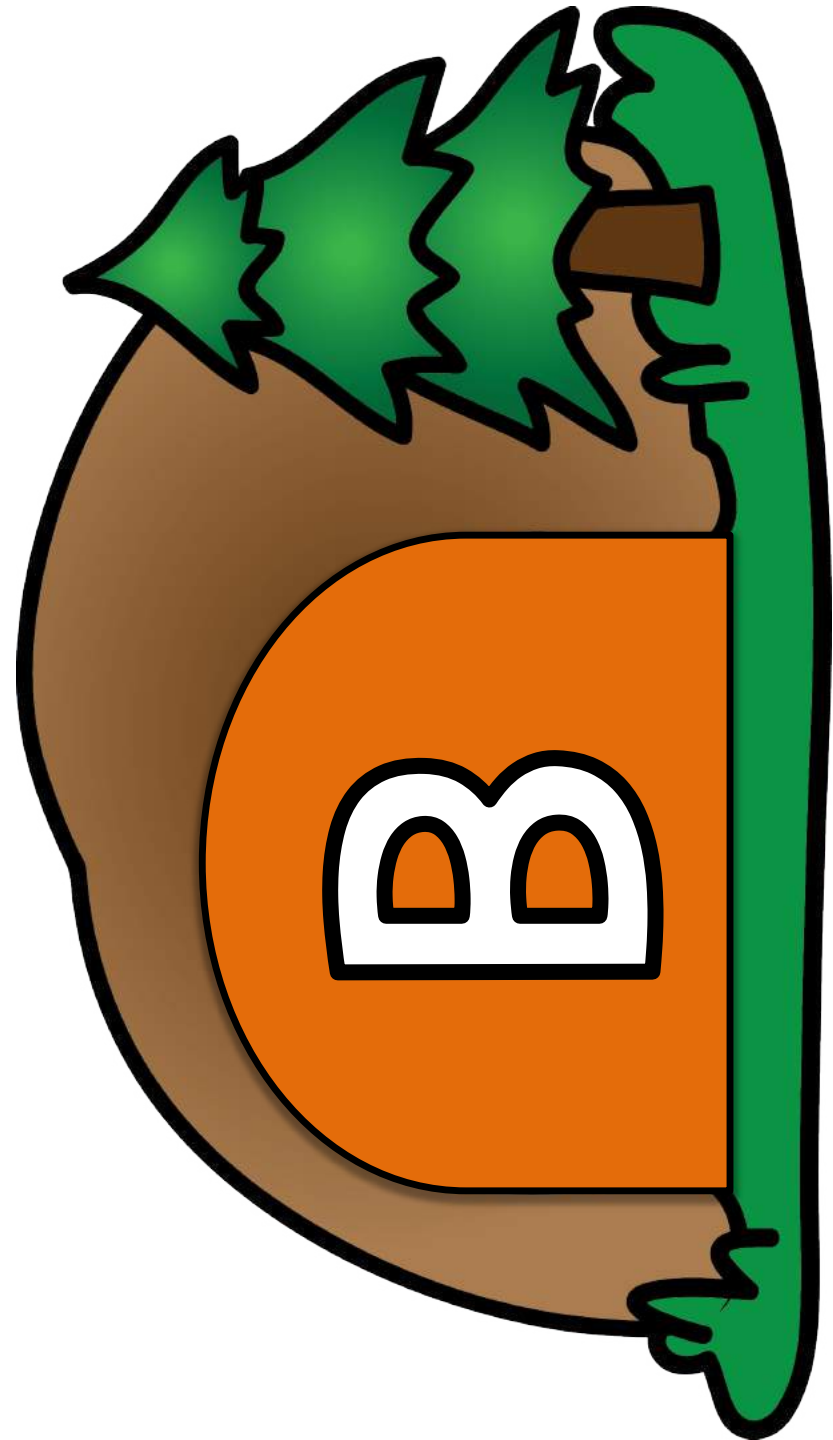
gorilla

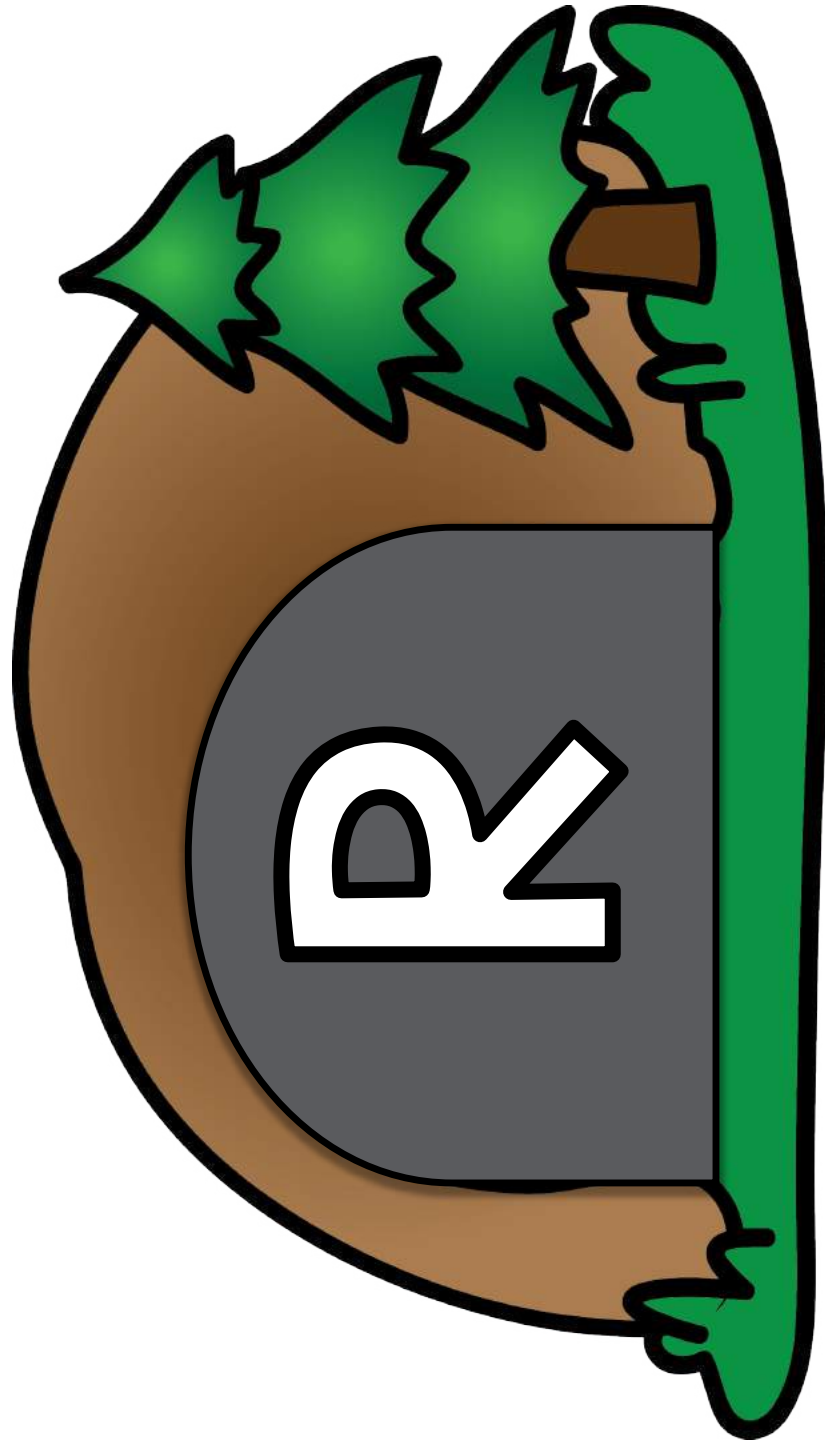
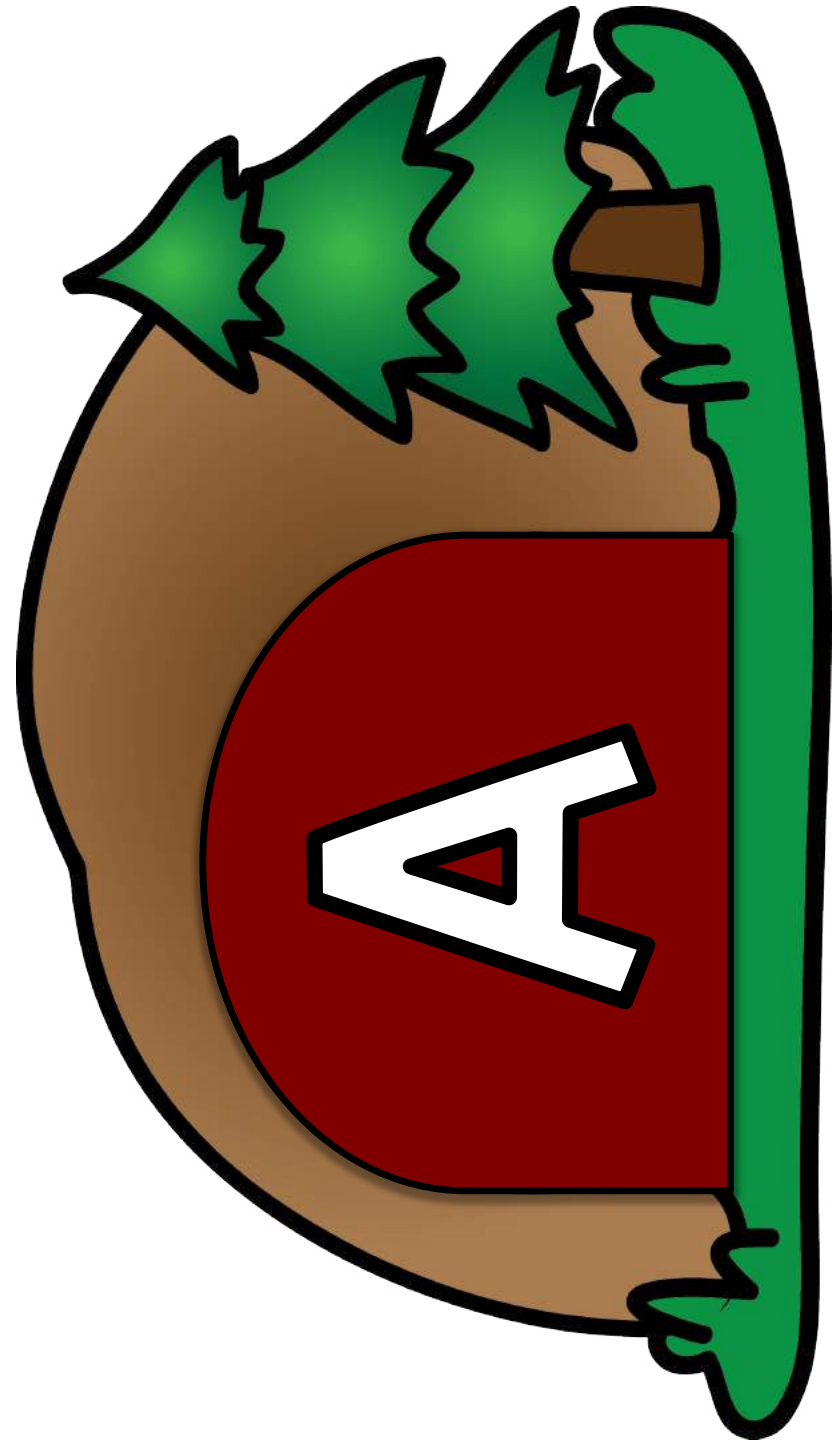
# Sleepy Bear

Sleepy Bear, Sleepy Bear,  
Where can he be?



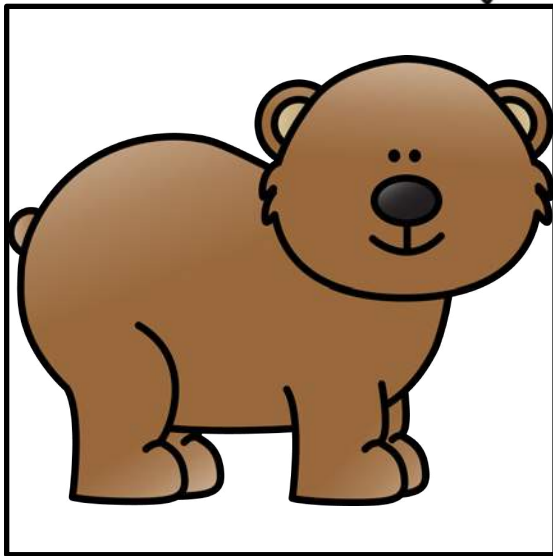
Pick a den. Let's look and see!





# Sleepy Bear Carpet Game

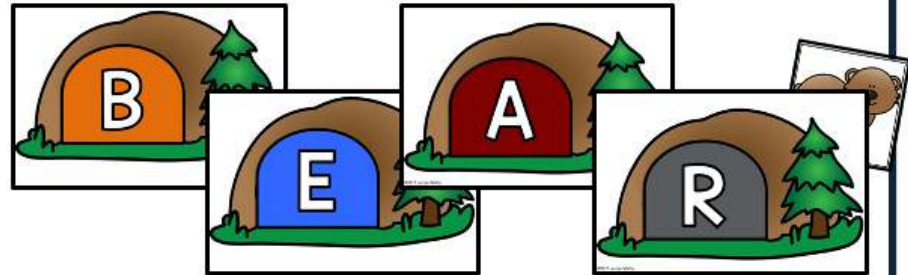
Cut out this bear.



©Play to Learn Preschool

## Sleepy Bear

Sleepy Bear, Sleepy Bear,  
Where can he be?



Pick a den. Let's look and see!

©Play to Learn Preschool

### To Play the Game:

- Line up the cave cards to spell **B-E-A-R** and identify the letters and colors.
- Hide the bear under one of the caves and recite the poem to find it.
- Children guess where the bear is hiding by identifying the letter or color.

# Types of Bears

8 species of bears

Day 2  
lesson  
plans

There are 8 species of bears: brown bears, American black bears, Asian black bears (moon bears), giant panda bears, sloth bears, sun bears, spectacled bears (Andean bear), and polar bears.

## Objectives:

- The students will notice similarities and differences and ask questions.
- The students will use new vocabulary.

## Activities:

1. Examine the real pictures of the different types of bears. Engage in discussion questions about bears. What do you notice is the same about each bear? What is different about the bears?
2. Sing the song "Bears." Look at the pictures of the different bears during each verse of the song.



### Extension Idea:

#### Measurement

A polar bear has huge feet. Draw a polar bear footprint (about 12 inches wide). Stand inside the footprint and compare the size of your feet to a polar bear's foot.



# Sun Bear



**Sun bears are the smallest bears. They live in tropical rainforests in Asia and are often called “Honey Bears.”**

# Polar Bears



**Polar bears are the largest carnivore on land.  
They are found throughout the Arctic region.**

# Asiatic Black Bear

(also called a Moon Bear)



**This bear is similar in size to the American black bear. It is an excellent tree climber.**

# **Black Bear**

**(North American)**



**Black bears are medium-sized. They are the most common bears in North America.**

# **Brown Bear**

**(also called a Grizzly Bear)**



**There are many types of brown bears. They are all huge and have a hump above their shoulders.**

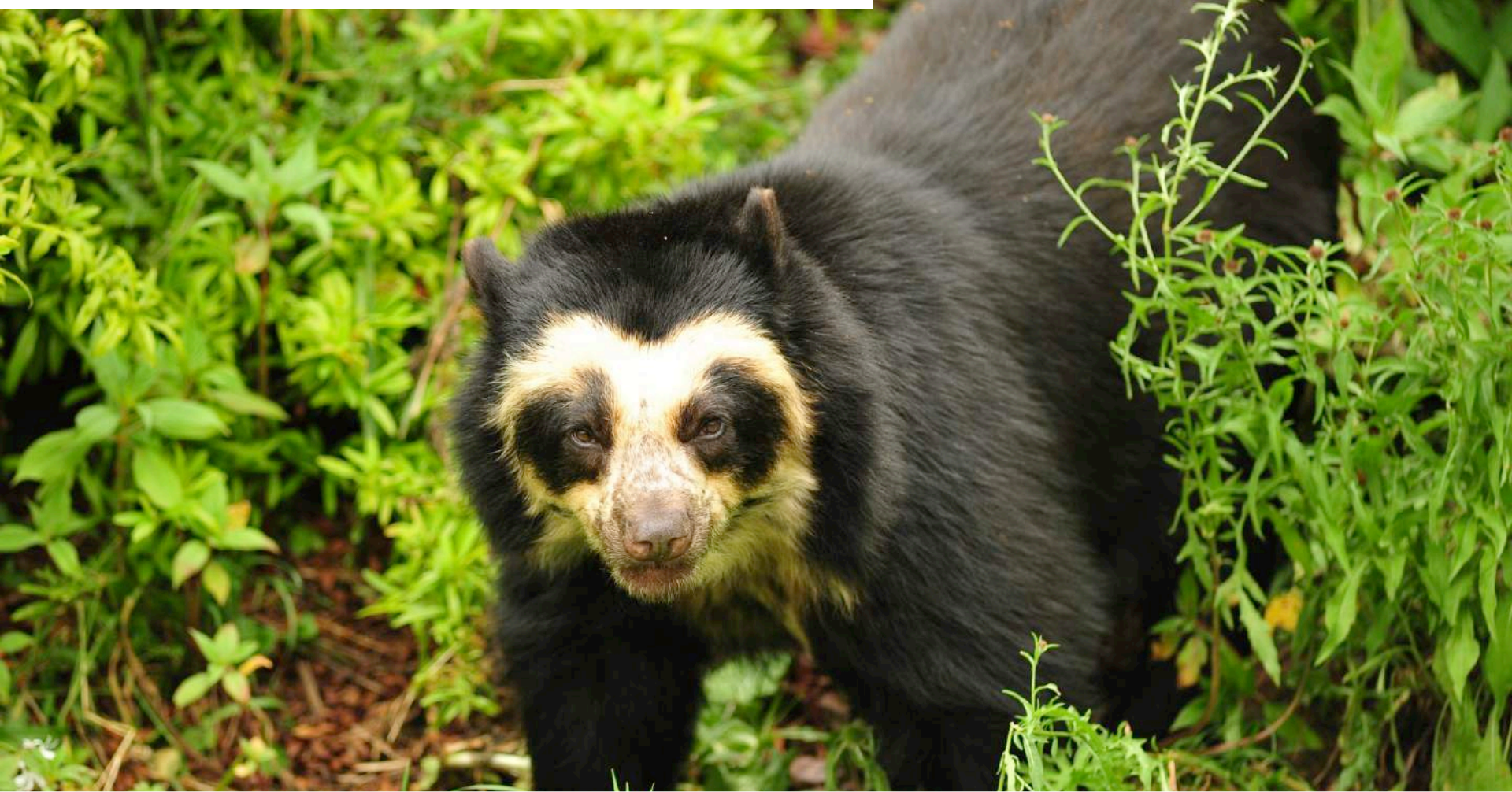
# Sloth Bear



**Sloth bears live in the forests of Asia. They have long shaggy fur and curved claws.**

# **Spectacled Bear**

**(also called an Andean Bear)**



**Spectacled bears live in the Andes Mountains.  
They're the only bears native to South America.**

# Giant Panda



**Giant Pandas live in China. They are great climbers but are sometimes clumsy.**

# Bears

Tune of "If You're Happy and You Know it"

There are 8 types of bears in the world!  
There are 8 types of bears in the world!

We can name each one.  
This game is really fun.

There are 8 types of bears  
in the world!



There are 8 types of bears in the world!  
There are 8 types of bears in the world.

The sun bear is the smallest.  
The polar bear's the tallest.

There are 8 types of bears in the world!



There are 8 types of bears in the world!  
There are 8 types of bears in the world.

There's a black bear in the east  
And a black bear in the west.

There are 8 types of bears in the world!



There are 8 types of bears in the world!  
There are 8 types of bears in the world.

The grizzly is a brown bear.  
Sloth bear's got long, shaggy hair.

There are 8 types of bears in the world!



There are 8 types of bears in the world!  
There are 8 types of bears in the world.

The spectacled lives in the Andes.  
In China there are pandas.

There are 8 types of bears in the world!



# Giant Pandas

Live in China

Day 3  
lesson  
plans

Giant pandas live in China, but there are a few pandas that live in zoos. Pandas have black patches around their eyes and black ears. Pandas are born with white fur and get their distinctive markings later.

## Objectives:

- The students will notice similarities and differences and ask questions.
- The students will count from 1-5 and manipulate objects with their hands.
- The students will observe and use critical thinking skills.
- The students will demonstrate an understanding of print concepts.

## Activities:

1. Show the photograph posters of panda bears. Engage in discussion questions.
2. Recite the chip clip poem "Munching Pandas." Add a panda to the bamboo after reading each verse.
3. Use the QR code provided to watch pandas at the San Diego Zoo. <https://zoo.sandiegozoo.org/cams/panda-cam-archive>
4. Students can observe the pandas and fill out the recording sheet.



Giant Pandas love to eat bamboo and eat it for 16 hours a day.



Panda babies are very tiny when they are born, about the size of a stick of butter.



### Extension Idea:

Teach the ASL sign for **panda**. Use your index finger to draw a circle around your eye.



Scientist's Name \_\_\_\_\_  
**Panda Cam - Observation Notes**

Draw a

	eating		playing
	sleeping		walking
	climbing		

**Munching Pandas**

One fuzzy panda enjoying his lunch.  
Happy to have found some bamboo to crunch.  
He gobbled it up, as happy as can be,  
Then along came another to climb the tree.

Two fuzzy pandas enjoying their lunch.  
Happy to have found some bamboo to crunch.  
They gobbled it up, as happy as can be,  
Then along came another to climb the tree.

Count up to 5

Five fuzzy pandas enjoying their lunch.  
So much bamboo for them to crunch.  
Crunch - crunch - crunch.



**Giant Pandas love to eat bamboo.  
They can eat it for 16 hours a day.**



**Panda babies are very tiny when they are born, about the size of a stick of butter.**

# Munching Pandas

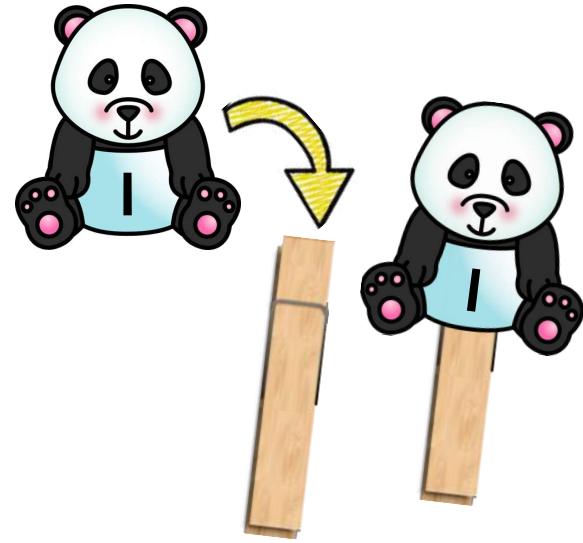
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Happy to have found some bamboo to crunch.  
They gobbled it up, as happy as can be,  
Then along came another to climb the tree.

**Count up to 5**

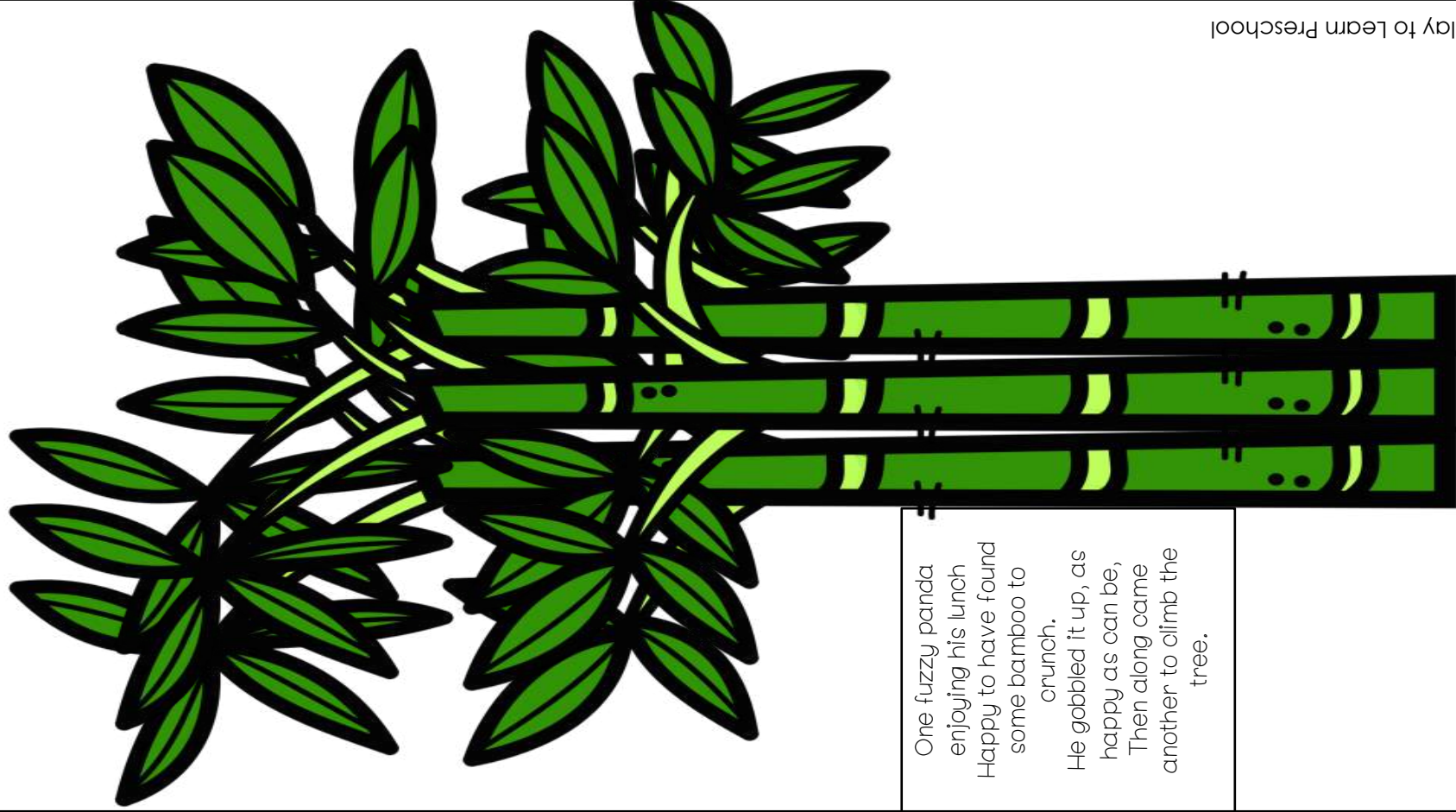
Five fuzzy pandas enjoying their lunch.  
So much bamboo for them to crunch.  
Crunch – crunch – crunch.





# Munching Pandas

Chip clip poem



One fuzzy panda  
enjoying his lunch  
Happy to have found  
some bamboo to  
crunch.

He gobbled it up, as  
happy as can be,  
Then along came  
another to climb the  
tree.

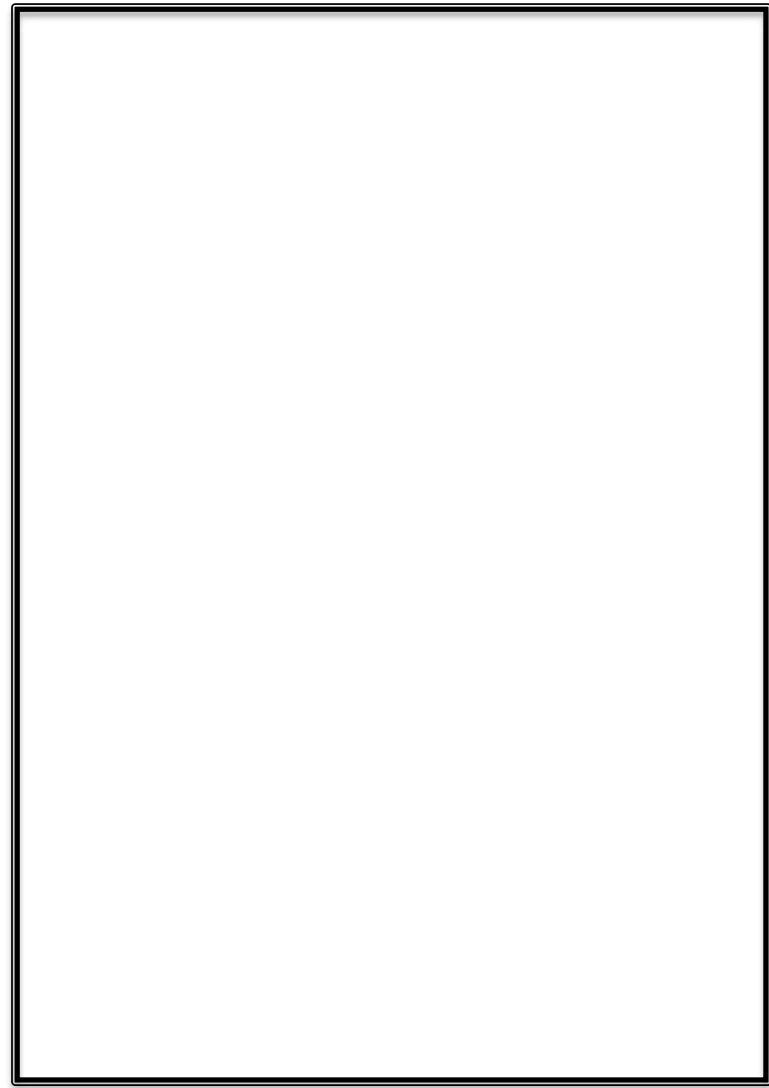


Scientist's Name \_\_\_\_\_

# Panda Cam - Observation Notes



Draw a picture of a panda:



Panda Activity:



eating



playing



sleeping



walking



climbing

# Polar Bears

Live in the Arctic

Day 4  
lesson  
plans

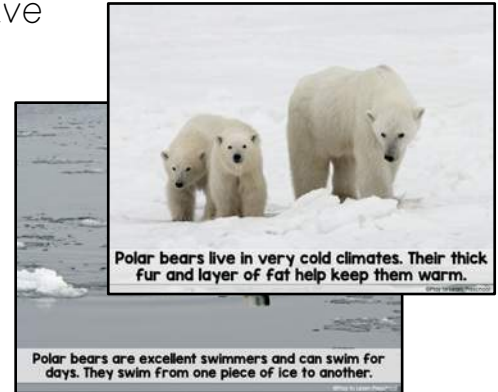
Polar bears live in the Arctic, which is very cold and snowy. These bears have very thick fur and an extra layer of fat to keep them warm in the freezing temperatures.

## Objectives:

- The students will use new vocabulary.
- The students will identify numbers.
- The students will demonstrate basic locomotor skills.

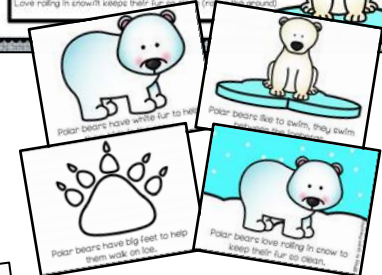
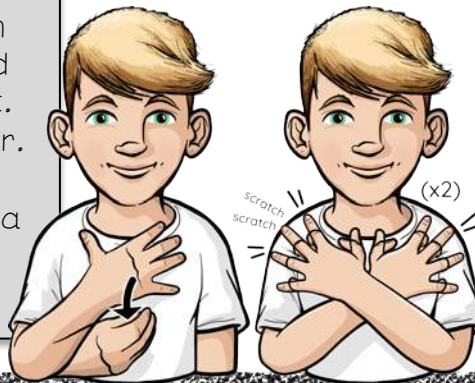
## Activities:

1. Examine the real pictures of the polar bears. Engage in discussion questions. Why are polar bears white? How do polar bears keep warm?
2. Play the number identification game called "Hungry Bear."
3. Sing the song, "Polar Bears." Act out the motions in the song.



### Extension Idea:

Teach the ASL sign for **polar bear**. Make the sign for white by pulling extended hand away from your chest. Then make the sign for bear. Cross your arms over your chest. Move your fingers in a scratching motion on your shoulders.





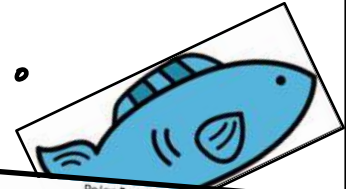
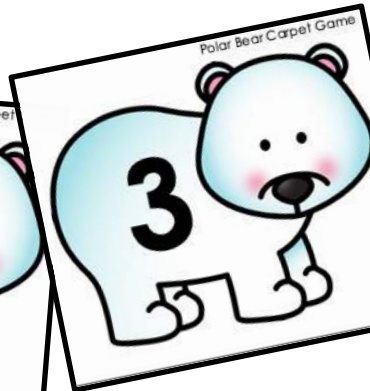
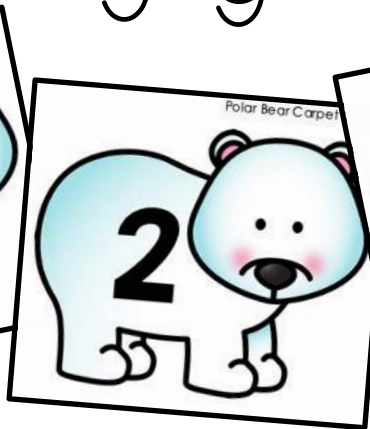
**Polar bears live in very cold climates. Their thick fur and layer of fat help keep them warm.**



**Polar bears are excellent swimmers and can swim for days. They swim from one piece of ice to another.**

# Hungry Bear

Big, fluffy polar bear,  
Hungry as can be.



Where is the fish?  
Let's look and see.



Carpet Game

Carpet Game

Carpet Game

Carpet Game

Carpet Game

Carpet Game



Carpet Game



Carpet Game



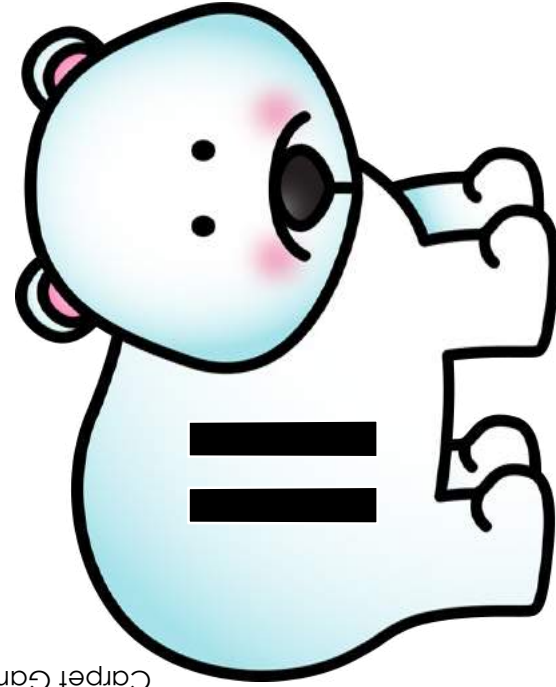
Carpet Game



Carpet Game



Carpet Game



Carpet Game



Carpet Game



Carpet Game

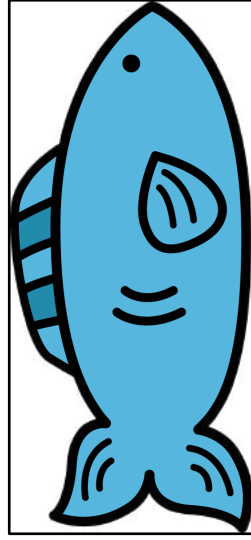


Carpet Game



Carpet Game

Cut out this fish.



Carpet Game



# Polar Bears



To the tune of "London Bridge"



Polar bears have white fur,  
have white fur, have white fur.

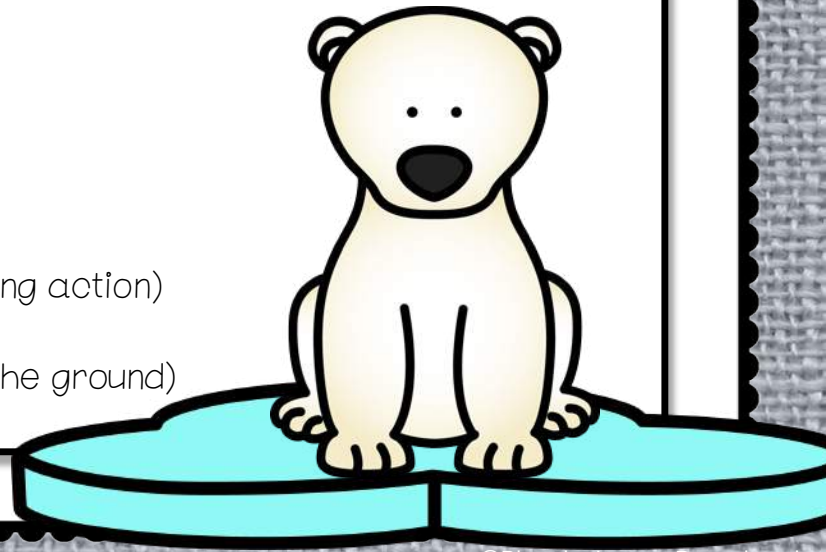
Polar bears have white fur,  
it helps them hide in the snow.

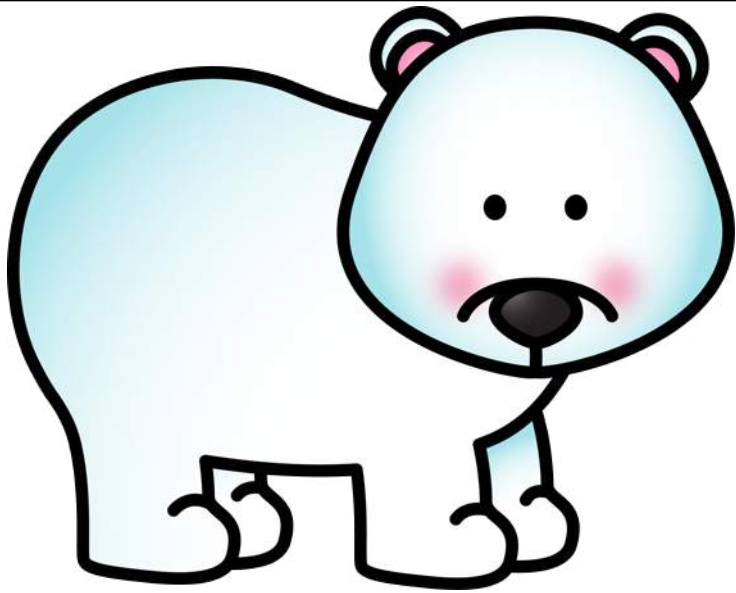
## Repeat verses with:

Like to swim/they swim between the icebergs (swimming action)

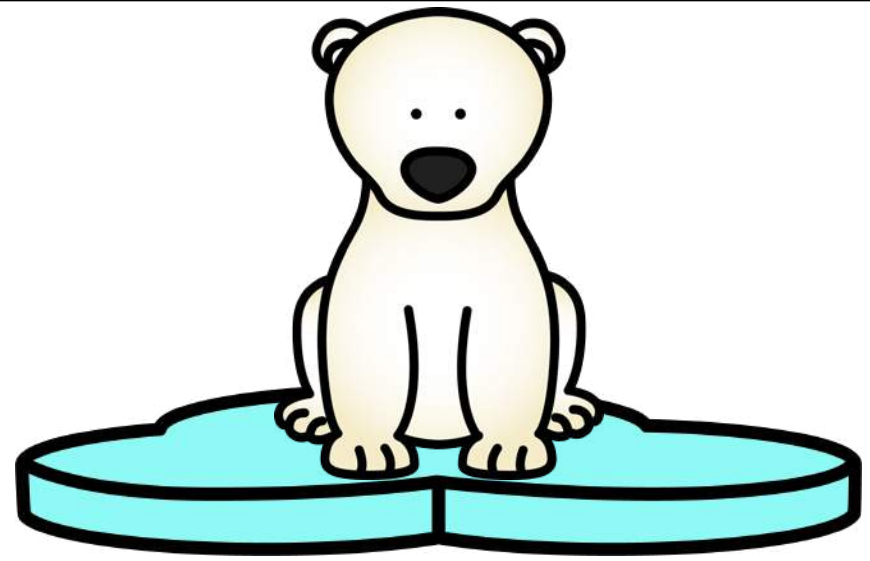
Have big feet/to help them walk on ice (stomp feet)

Love rolling in snow/it keeps their fur so clean (roll on the ground)





Polar bears have white fur to help them hide in the snow.



Polar bears like to swim. They swim between the icebergs.



Polar bears have big feet to help them walk on ice.



Polar bears love rolling in snow to keep their fur so clean.

# Brown Bears

Also known as Grizzly bears

Day 5  
lesson  
plans

Brown bears are also known as grizzly bears. They live in the forests and mountains in North America, Europe, and Asia. Brown bears have what looks like a hump between their shoulders, this is actually a large muscle.

## Objectives:

- The students will notice the attributes and ask questions.
- The students will demonstrate basic locomotor skills.
- The students will demonstrate understanding of print concepts.



## Activities:

1. Look at the real pictures of the brown bears. Ask the students what they know about brown bears. Where does this type of bear live?
2. Sing the song "Bear Pokey" and perform the actions within the song.
3. Label the different parts of the bear.
4. Work on computation with sets of 5 by playing the "5 in a cave" game. Use bear counters or the paper print-outs. Hide some of the bears in a cave (bowl) or under the paper. Students count how many are outside the cave and try to figure out how many are hiding inside.

### Bears in a Cave

Five little fluffy bears,  
Playful and brave.



### Bear Pokey

Tune of "Hokey Pokey"

You put your long claws in,  
you put your long claws out,  
you put your long claws in,  
and you shake it all about.

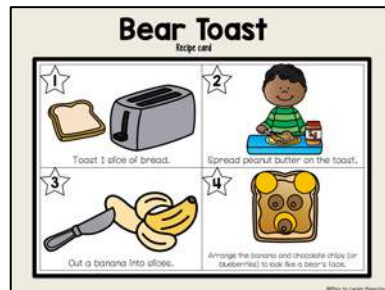
You do the Bear Pokey  
and you turn yourself around.  
That's what it's all about.

Follow with different verses  
muzzle, big paws, strong legs, short  
tail, fuzzy body.

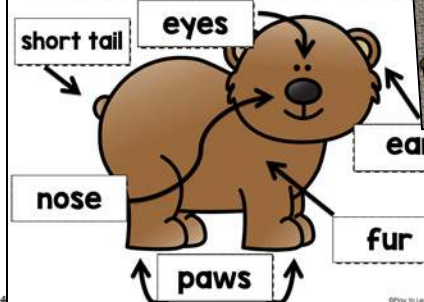


### Extension Idea:

Use the recipe card to make some yummy bear toast.



### I can label the parts of a bear





**Brown bears love to eat salmon.**



**Brown bears may have between 1-3 cubs that stay with their mother for almost 2 years.**

# Bear Pokey

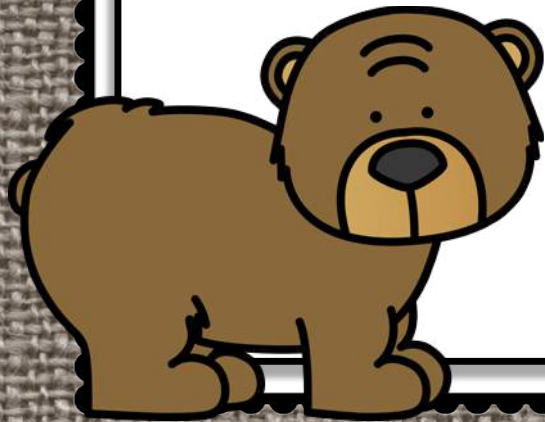
Tune of "Hokey Pokey"

You put your long claws in,  
you put your long claws out,  
you put your long claws in,  
and you shake it all about.

You do the Bear Pokey  
and you turn yourself around.  
That's what it's all about.

**Follow with different verses**

muzzle, big paws, strong legs, short  
tail, fuzzy body, .

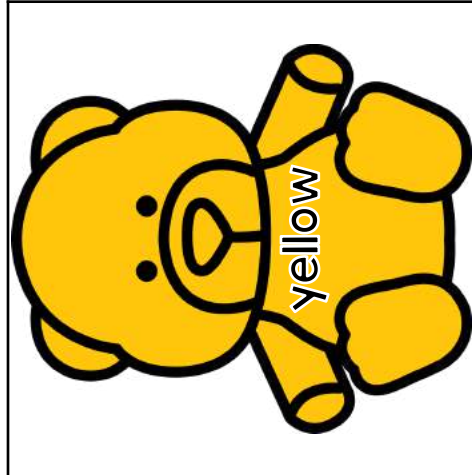
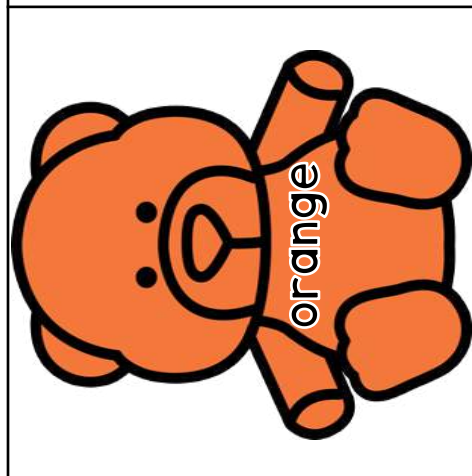
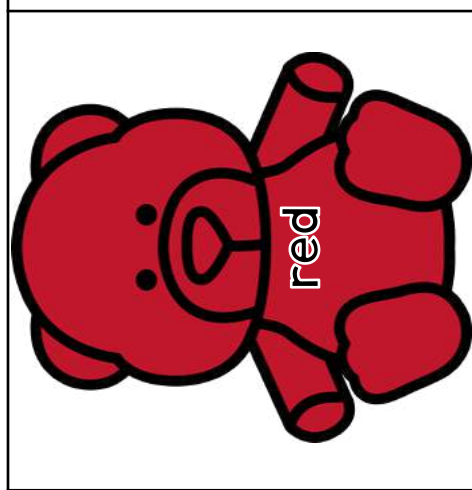
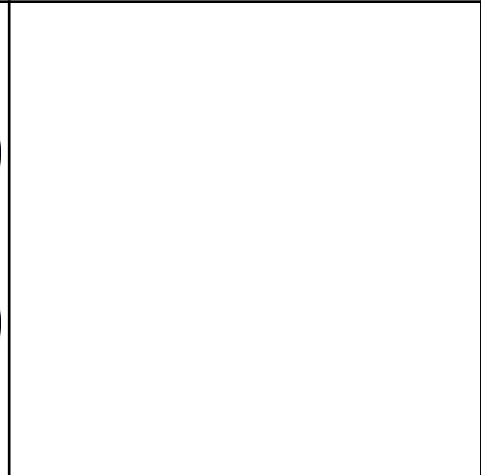
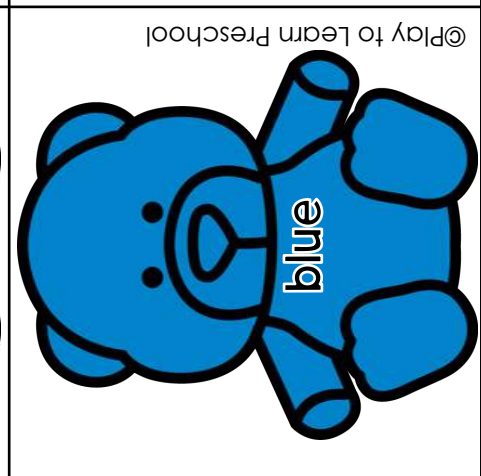


# Bears in a Cave

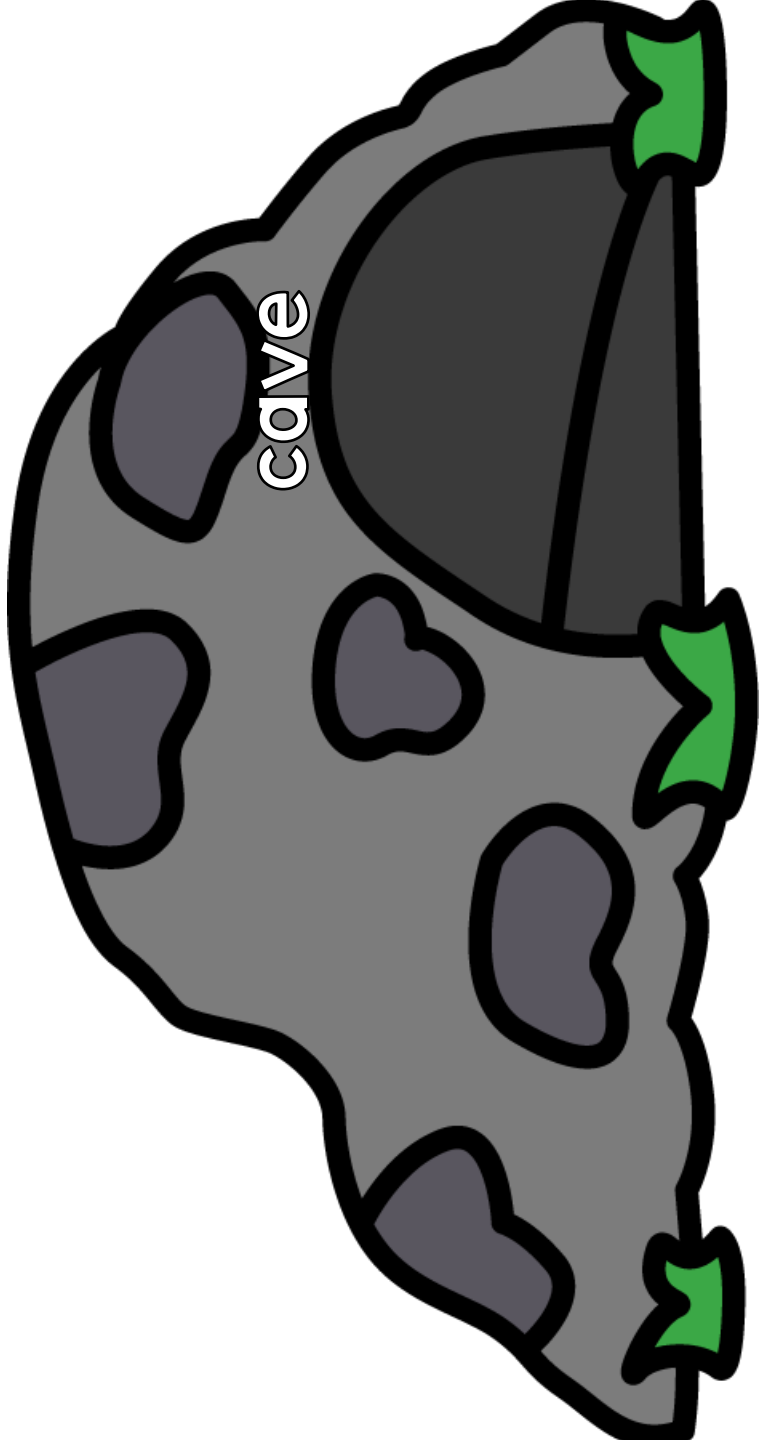
Five little fluffy bears,  
Playful and brave.



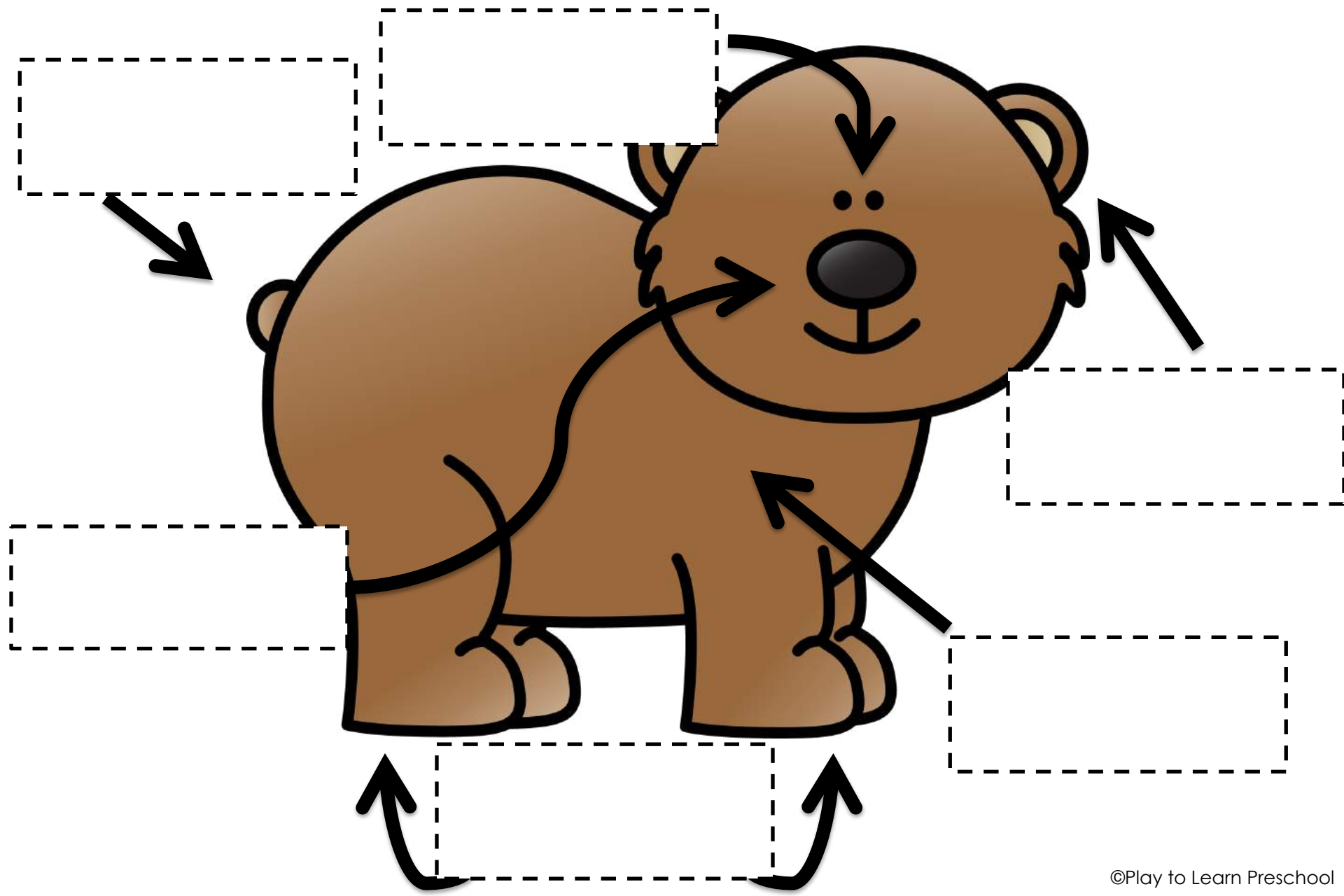
How many are hiding  
Inside the cave?

 <p>yellow</p>	 <p>orange</p>	 <p>red</p>
 <p>blue</p>	 <p>green</p>	

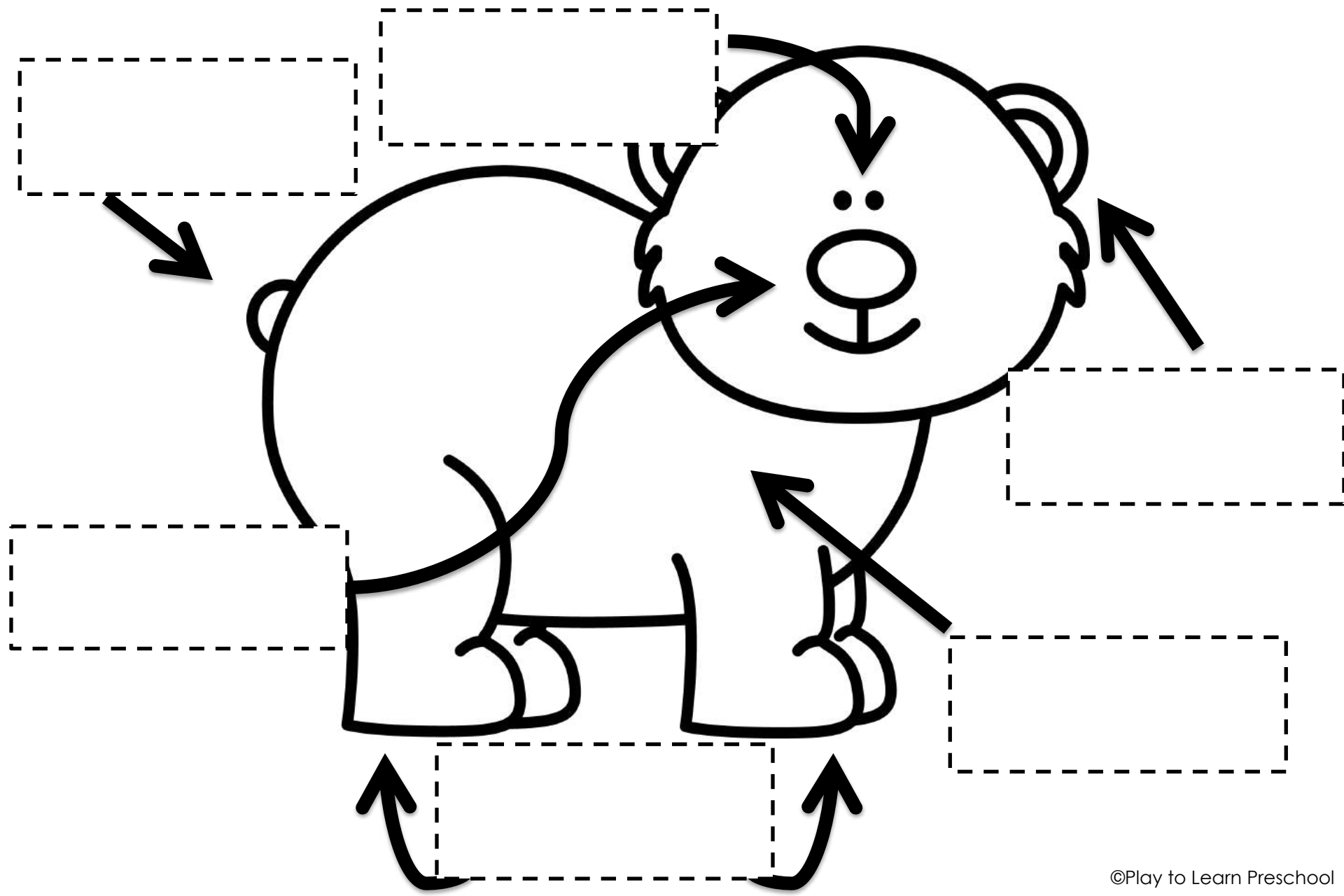
©Play to Learn Preschool



**I can label the parts of a bear.**



**I can label the parts of a bear.**



Use these cards to label the parts of a bear.

**eyes**

**eyes**

**eyes**

**eyes**

**nose**

**nose**

**nose**

**nose**

**paws**

**paws**

**paws**

**paws**

**short tail**

**short tail**

**short tail**

**short tail**

**fur**

**fur**

**fur**

**fur**

**ear**

**ear**

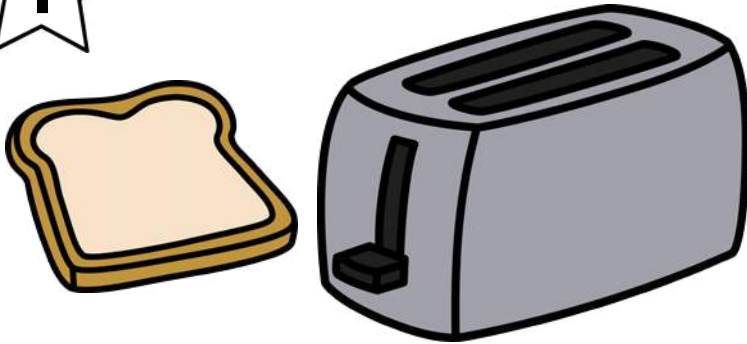
**ear**

**ear**

# Bear Toast

Recipe card

1



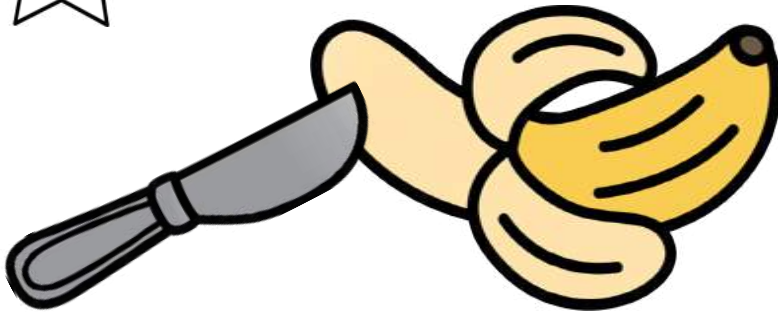
Toast 1 slice of bread.

2



Spread peanut butter on the toast.

3



Cut a banana into slices.

4

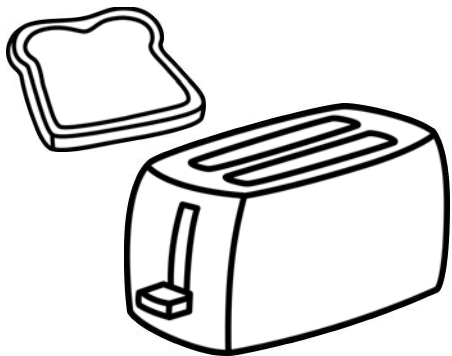


Arrange the banana and chocolate chips (or blueberries) to look like a bear's face.

# Bear Toast

Name \_\_\_\_\_

1



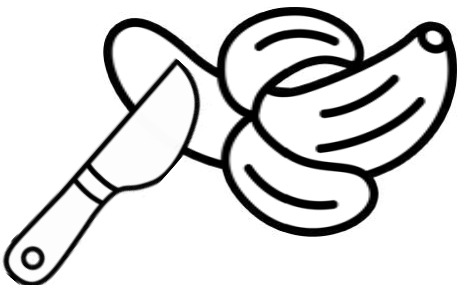
Toast 1 slice of bread.

2



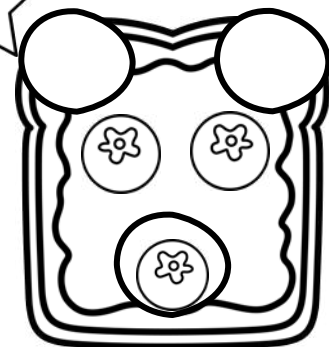
Spread peanut butter on the toast.

3



Cut banana slices.

4



Arrange the banana and chocolate chips (or blueberries) to look like a bear's face.

Draw a picture of your snack.

# Black Bear

Live in forests and mountains

Day 6  
lesson  
plans

Black bears are small, timid bears that live in forests in the United States. The black bear usually eats plants, berries, and insects. Never approach a bear!

## Objectives:

- The students will express themselves using words and sentences.
- The students will notice similarities and differences and ask questions.

## Activities:

1. Examine the picture of the black bear and ask questions. Would you like to see a bear?
2. Sort pictures into 2 groups: Things that are black and things that are not black.
3. Take a poll: "Have you ever seen a bear?"
  - Students will use name cards or post-it notes to show their answer on a bar graph. Alternatively, they can make a physical graph by lining up behind the different headings.



Have you ever seen a bear?	
Yes, I have.	No, not yet.
Edward	Alice
Bella	Jasper
Billy	Jacob
	Rosalie

**Extension Idea:**  
Read the story *Going on a Bear Hunt* by Michael Rosen. Set up a sensory retelling station with small bins to represent each place.

**Going on a Bear Hunt**  
Sensory experience extension activity

Read the story *Going on a Bear Hunt* by Michael Rosen to the class.

- Set up a sensory retelling station with small bins to represent each place:

Long, wavy grass	Deep, cold river	Thick, oozy mud	Big, dark forest	Swirling, whirling snowstorm	Narrow, gloomy cave
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Things that are black

Things that are not black



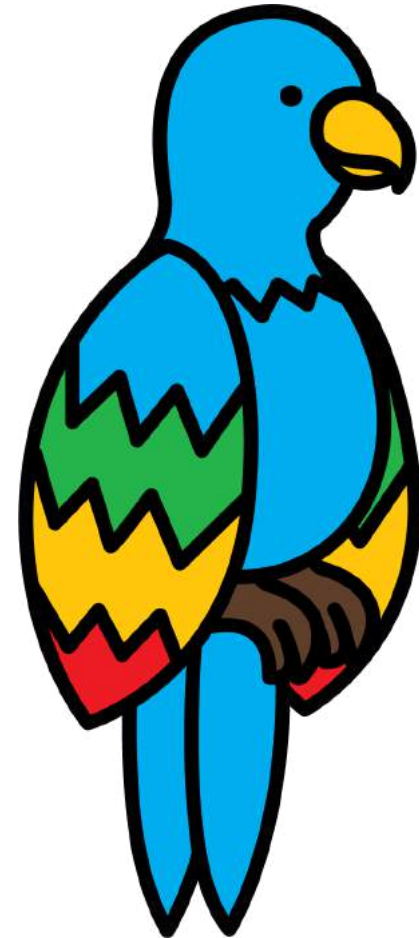
**Black bears usually live in forests but sometimes live in the mountains and swamps. These bears are expert tree climbers.**

Things that



are **black**

Things that



are **not black**

Black/Not Black sort



bat

Black/Not Black sort



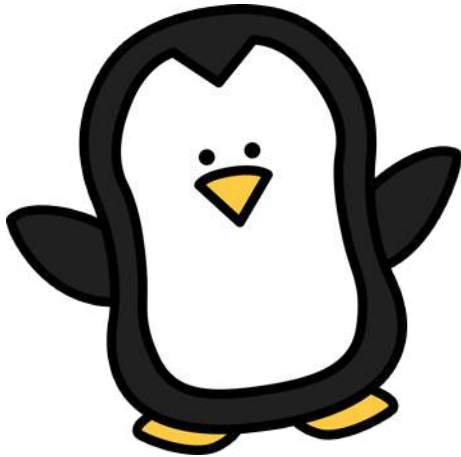
cat

Black/Not Black sort



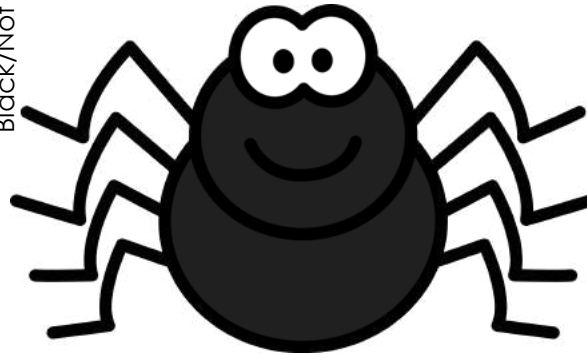
sheep

Black/Not Black sort



penguin

Black/Not Black sort



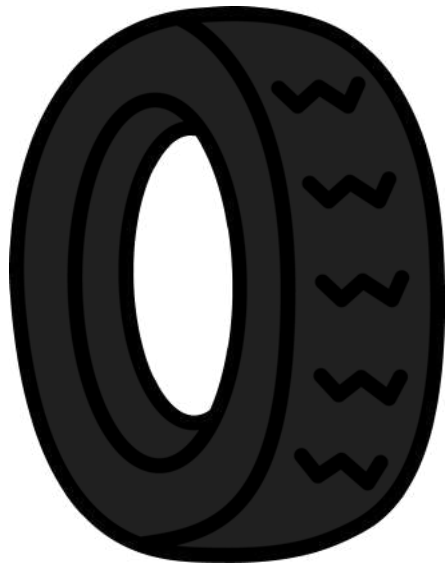
spider

Black/Not Black sort



ink

Black/Not Black sort



tire

Black/Not Black sort



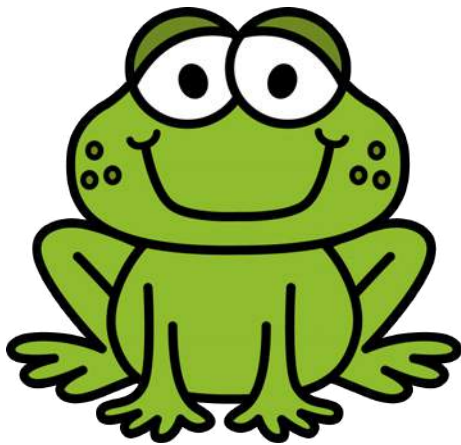
computer

Black/Not Black sort



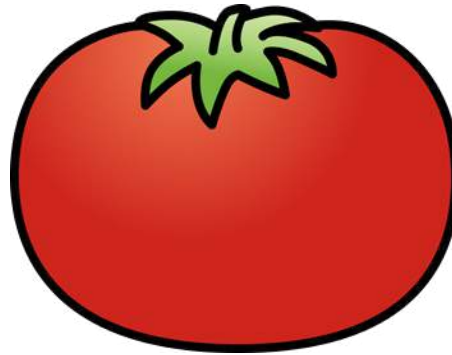
zebra

Black/Not Black sort



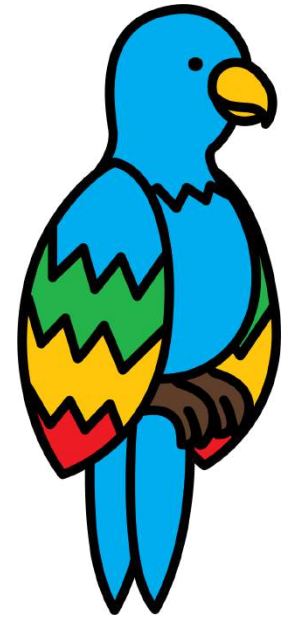
frog

Black/Not Black sort



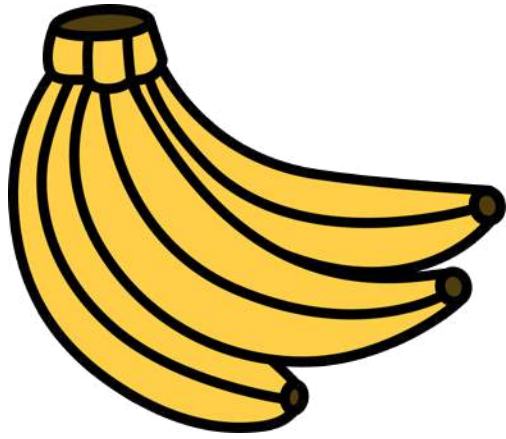
tomato

Black/Not Black sort



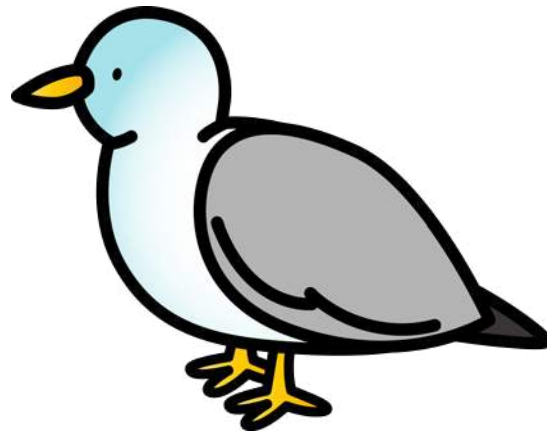
parrot

Black/Not Black sort



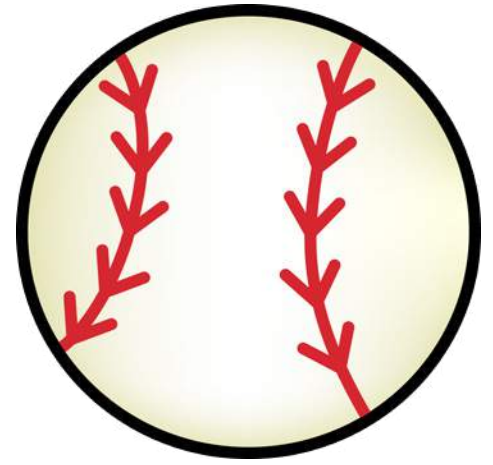
bananas

Black/Not Black sort



seagull

Black/Not Black sort



baseball

Black/Not Black sort



apple

Black/Not Black sort



butterfly

Black/Not Black sort



pumpkin

# Going on a Bear Hunt

## Sensory experience extension activity

Read the story *Going on a Bear Hunt* by Michael Rosen to the class.

- Set up a sensory retelling station with small bins to represent each place:
  1. Grass – Easter basket grass, clippings of real grass, or a section of plastic grass
  2. River – water or blue/clear water beads
  3. Mud – soil or dirt
  4. Forest – tree branches, leaves, and/or bark
  5. Snowstorm – artificial snow, Insta-Snow, or cotton balls
  6. Cave – box with a teddy bear inside, or a table draped with a sheet
- Use these signs to label each bin.
- Students can explore each sensory object and retell the story.

**Long,  
wavy grass**



Swishy, swashy!  
Swishy, swashy!

**Deep,  
cold river**



Splash, splosh!  
Splash, splosh!

**Thick,  
oozy mud**



Squelch, squerch!  
Squelch, squerch!

**Big, dark  
forest**



Stumble, tripl!  
Stumble, tripl!

**Swirling,  
whirling  
snowstorm**



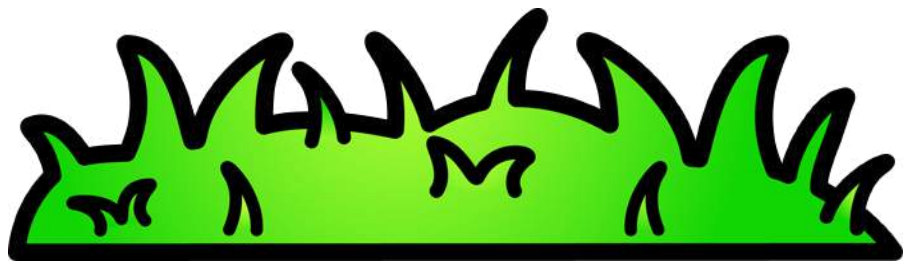
Hoooo, woooo!  
Hoooo, woooo!

**Narrow,  
gloomy cave**



Tiptoe!  
Tiptoe!

**Long,  
wavy grass**



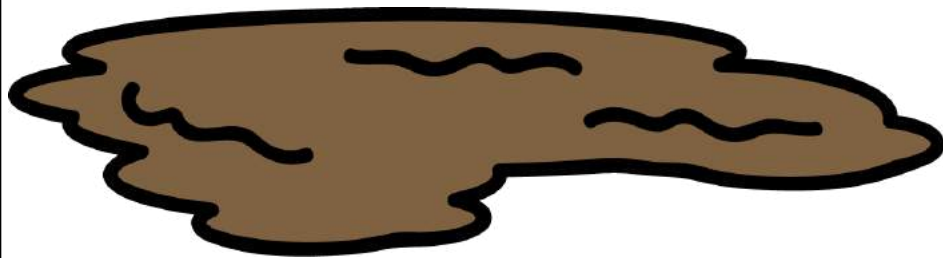
Swishy, swashy!  
Swishy, swashy!

**Deep,  
cold river**



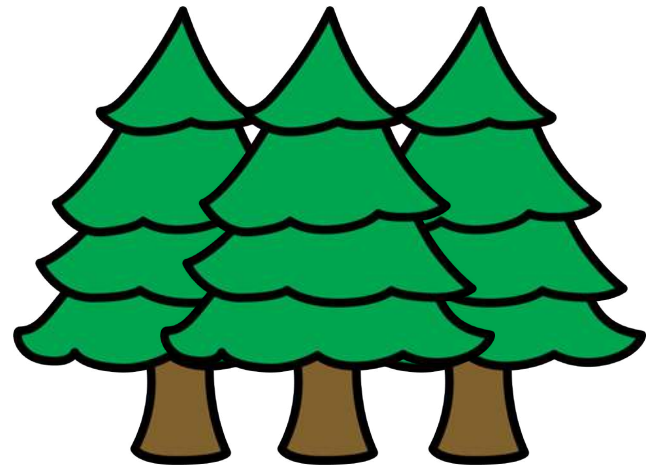
Splash, splosh!  
Splash, splosh!

**Thick,  
oozy mud**



Squelch, squerch!  
Squelch, squerch!

**Big, dark  
forest**



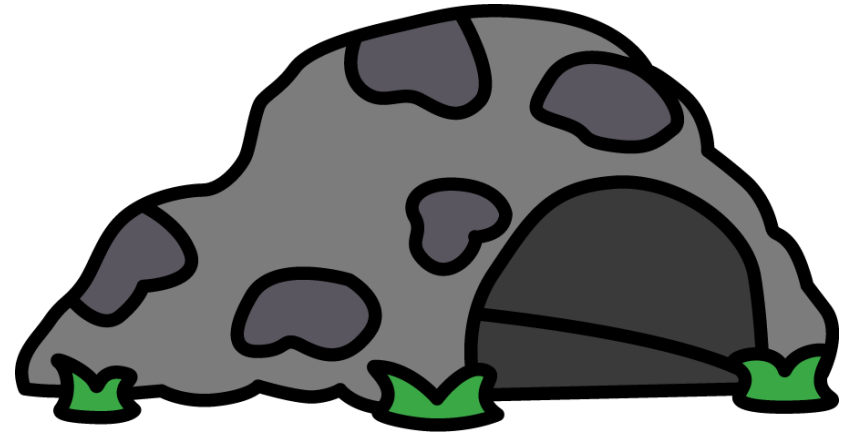
Stumble, trip!  
Stumble, trip!

# Swirling, whirling snowstorm



Hoooo, woooo!  
Hoooo, woooo!

# Narrow, gloomy cave



Tiptoe!  
Tiptoe!

# Going on a Bear Hunt

## Story Sequence



Name \_\_\_\_\_

Draw a picture from each scene in the story from beginning to end.

Long, wavy grass.

Deep, cold river.

Thick, oozy mud.

Big, dark forest.

Swirling, whirling snowstorm.

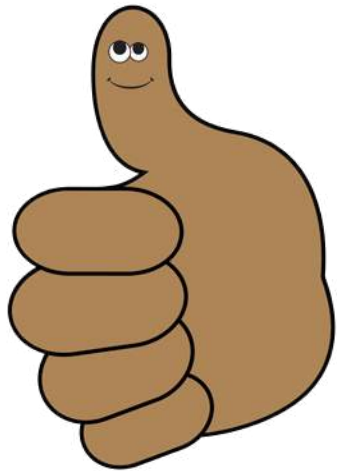
Narrow, gloomy cave.



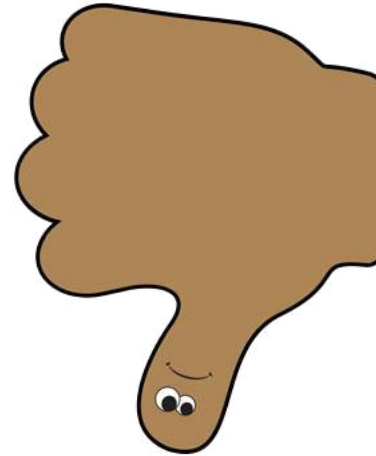
Have you ever seen a  
bear?



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Yes,  
I have.



No,  
not yet.

# Other Bears

Day 7  
Lesson  
Plans

The spectacled bear, sloth bear, Malayan sun bear, and the Asiatic black bear are not as well known as the polar bear, giant panda, brown, and black bear. All of these bears are just as interesting though.

## Objectives:

- The students will notice similarities and differences and ask questions.
- The students will interact and participate in circle time.
- The students will express themselves using words and phrases.

## Activities:

1. Examine the real pictures of the different bears. Engage in discussion questions.
2. Take a poll. Students use name cards or post-it notes to "vote" for their answer on a bar graph. Which is your favorite bear?
3. Create riddle bags. Print the pictures of the different bears and put inside each bag. Attach the corresponding riddle to each bag. Read the riddle while the students practice their active listening skills. They guess the species of bear, then check inside.

### Extension Idea: Move like a bear

Bears move in lots of different ways. Can you move like a bear? Start with a bear crawl: get on your hands and knees and then lift your knees off the ground. Try walking across the room. Can you also climb, run, or swim like a bear?



Which bear is your favorite?

Riddle #1  
The smallest type of bear to live to eat honey.  
Answer: sun bear

Riddle #2  
I live in the snowy Arctic region. I am the biggest mammal on land.  
Answer: polar bear

Riddle #3  
I am the most common bear in North America. I have a color in my name.  
Answer: American black bear

Bella

Edward

Jasper

Charlie

Jacob

**Andean bears are also called spectacled bears because the fur patterns around their eyes look like glasses.**



**Sloth bears live in hot jungles.  
They use their long lips to suck up ants and grubs.**





**The Malayan sun bear is the smallest of the bears. It is also called a honey bear because of its love of honey.**



**Asiatic black bears are also known as moon bears because of the crescent-shaped patch of beige or white fur on their chest.**

## Riddle #1

I am the smallest type of bear. I love to eat honey.

**Answer:** sun bear

## Riddle #2

I live in the snowy Arctic region. I am the biggest mammal on land.

**Answer:** polar bear

## Riddle #3

I am the most common bear in North America. I have a color in my name.

**Answer:** American black bear

## Riddle #4

I am black with a moon shaped patch of fur on my chest.

**Answer:** Asiatic black bear

## Riddle #5

I am a large bear with a hump behind my shoulders.  
I live in forests and mountains.

**Answer:** brown bear

## Riddle #6

I like to give my cubs a piggy-back ride on my long shaggy fur. I eat termites and ants.

**Answer:** sloth bear

## Riddle #7

I live in the Andes mountains in South America. I have rings of light colored fur around my eyes.

**Answer:** spectacled bear

## Riddle #8

I have black and white fur. I live in China and eat bamboo all day long.

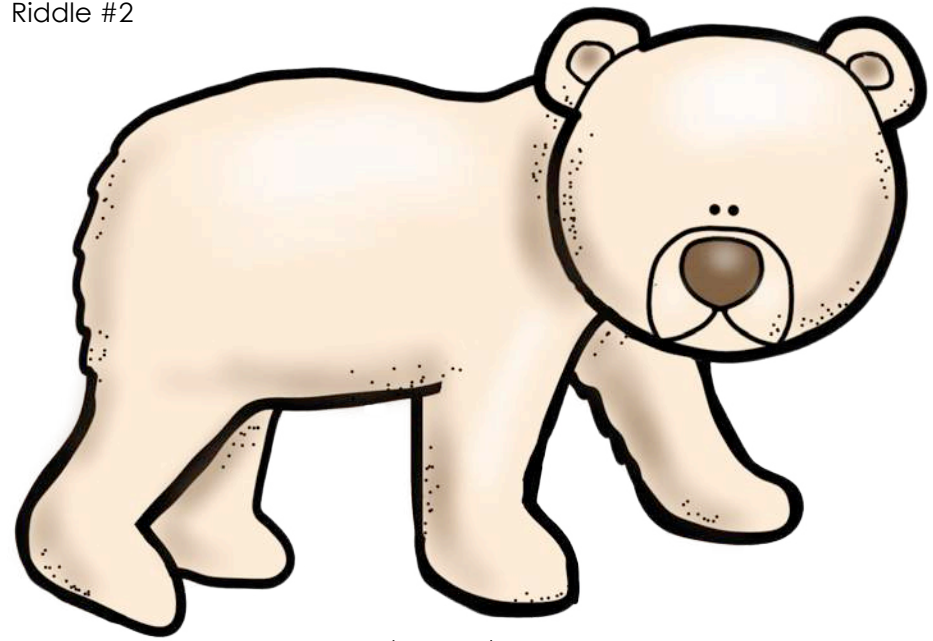
**Answer:** giant panda bear

Riddle #1



sun bear

Riddle #2



polar bear

Riddle #3



American black bear

Riddle #4



Asiatic black bear

Riddle #5



brown bear

Riddle #6



sloth bear

Riddle #7



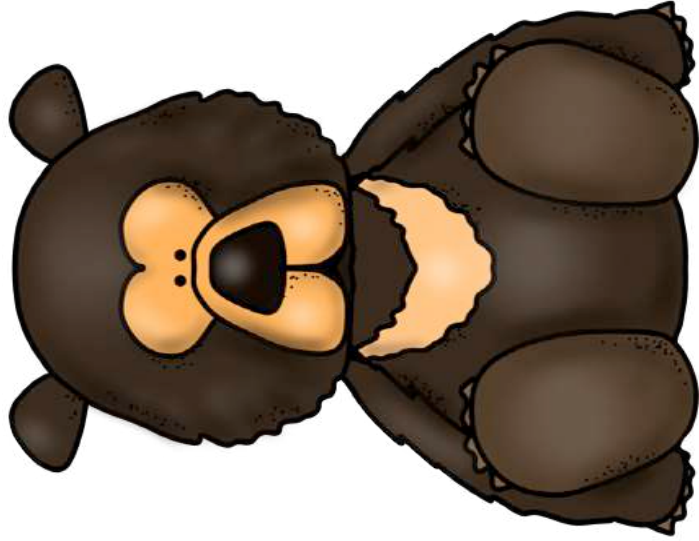
spectacled bear

Riddle #8



giant panda bear

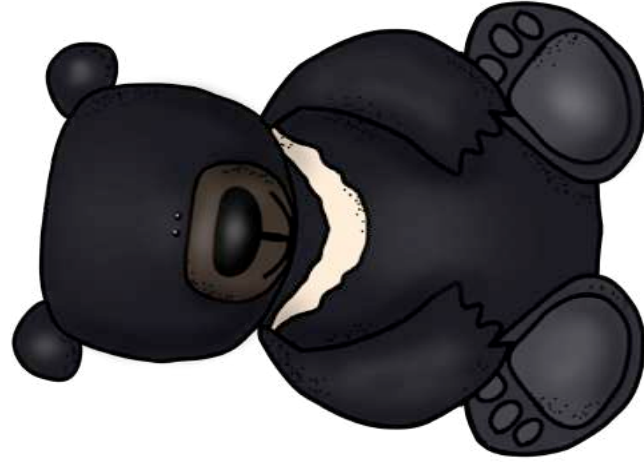
# Which bear is your favorite?



Malayan sun  
bear



Andean bear  
(spectacled)



Asiatic black  
bear



sloth bear

# Hibernation

Sleeping until spring

Day 8  
lesson  
plans

During the winter, food can be hard to find, so some animals go into a deep sleep called hibernation. Bears, chipmunks, bats, garter snakes, hedgehogs, box turtles, groundhogs, bees, and ladybugs all hibernate.

## Objectives:

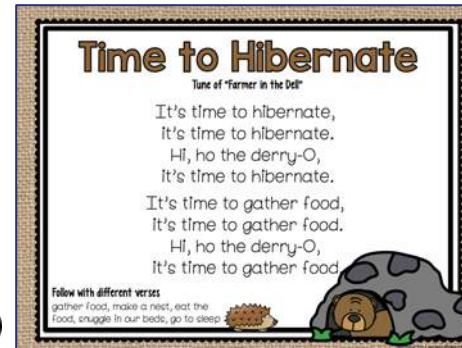
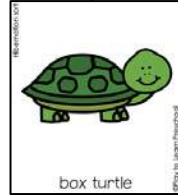
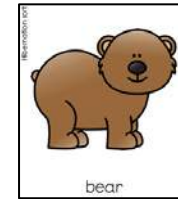
- The students will use new vocabulary.
- The students will notice similarities and differences and ask questions.
- The students will demonstrate basic locomotor skills.

## Activities:

1. Look at real photographs of the bear and the cave. Engage in discussion questions. Do people hibernate? If you could hibernate, where would you sleep?
2. Sort pictures into two groups: Does it hibernate or not hibernate?
3. Sing the hibernation song and perform the actions.

### Extension Idea:

Teach the ASL sign for **hibernate**. Put your hand in front of your face and pull it down and away then hide that hand under your other hand.





**Animals search for food before hibernation.**



**Bears sleep in caves when they hibernate.**

# Time to Hibernate

Tune of "Farmer in the Dell"

It's time to hibernate,  
it's time to hibernate.

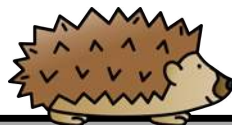
Hi, ho the derry-O,  
it's time to hibernate.

It's time to gather food,  
it's time to gather food.

Hi, ho the derry-O,  
it's time to gather food

## Follow with different verses

gather food, make a nest, eat the  
food, snuggle in our beds, go to sleep



I



hibernate.

I do not



hibernate.

Hibernation sort



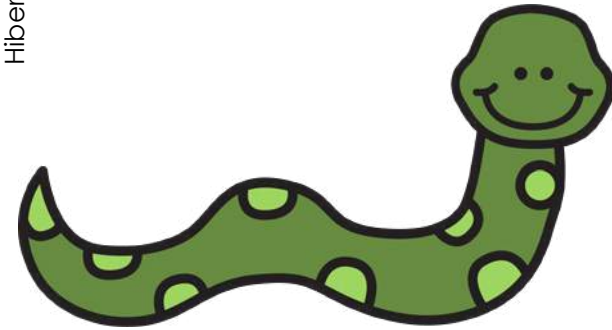
chipmunk

Hibernation sort



bat

Hibernation sort



garter snake

Hibernation sort



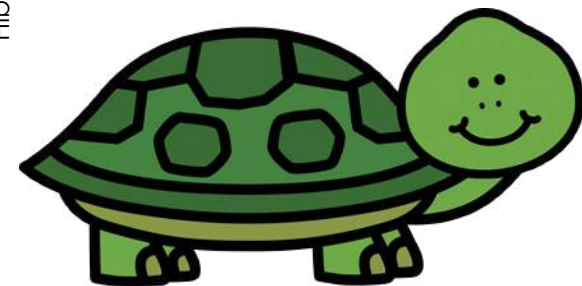
bear

Hibernation sort



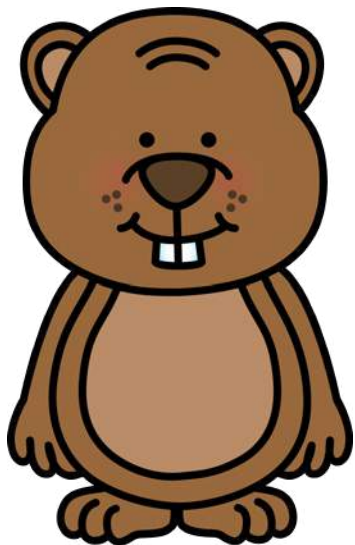
hedgehog

Hibernation sort



box turtle

Hibernation sort



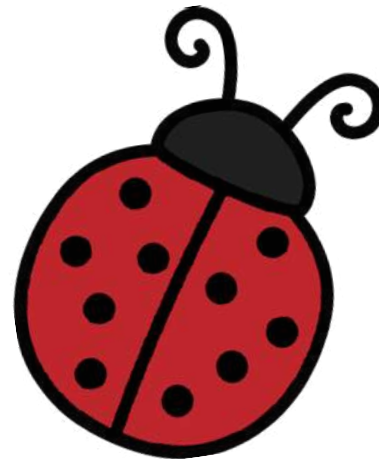
groundhog

Hibernation sort



bumble bee

Hibernation sort



ladybug

Hibernation sort



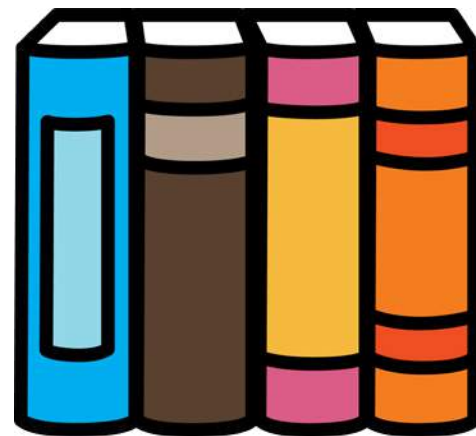
car

Hibernation sort



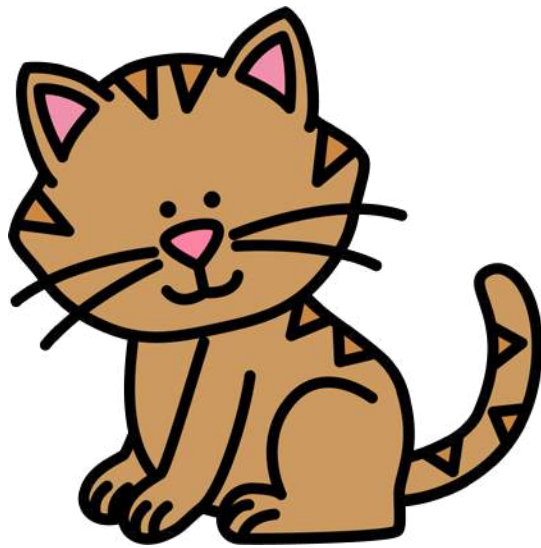
snowman

Hibernation sort



books

Hibernation sort



cat

Hibernation sort



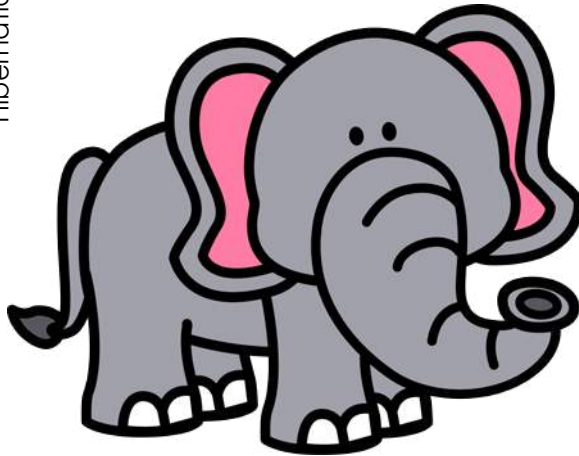
dog

Hibernation sort



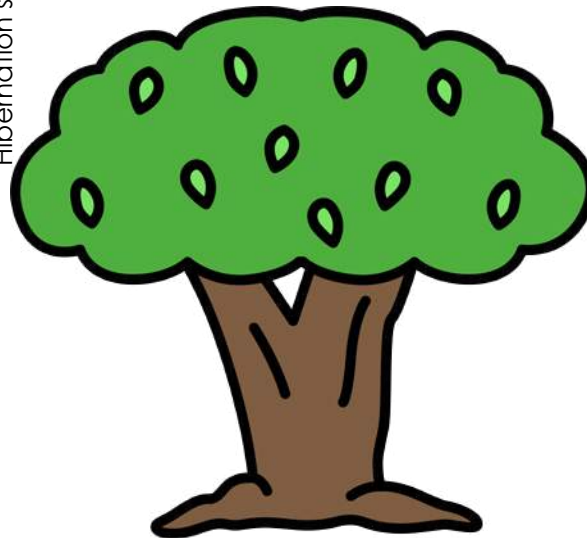
people

Hibernation sort



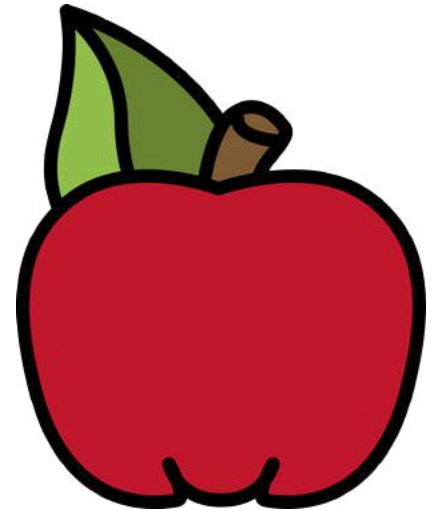
elephant

Hibernation sort



tree

Hibernation sort



apple

# Teddy Bears

## A traditional toy

Day 9  
lesson  
plans

Children have played with teddy bears for over 100 years. They come in many different colors and sizes, but all are loveable.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate an understanding of print concepts.
- The students will answer questions.

### Activities:


1. Ask students to bring their favorite teddy bear to school.
2. Show the photographs of the teddy bears. Engage in discussion questions. Do you have a teddy bear? What is your favorite thing about your teddy?
3. Read the "My Bear" story. Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line. Take turns point to each word as you read the story.
4. Use the prompts about teddy bears to make a graph either on a pocket chart or by physically lining up behind each heading. You can choose one or all of the prompts.





**My Bear**

My bear can read. 

My bear can skate. 

**Does your Teddy bear have...?** 

 a bow	 no bow	 a tag	 no tag
Jay	Gloria	Phil	Manny
Mitch		Claire	
Cam			

#### Extension Idea:

Ask students to bring a teddy bear from home to have a teddy bear picnic.





**Teddy bears are wonderful toys.**



**Do you have a favorite teddy bear?**

My Bear

My bear

can read.

My bear

can skate.



©Play to Learn Preschool



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My bear

can write.



My bear

can drink.



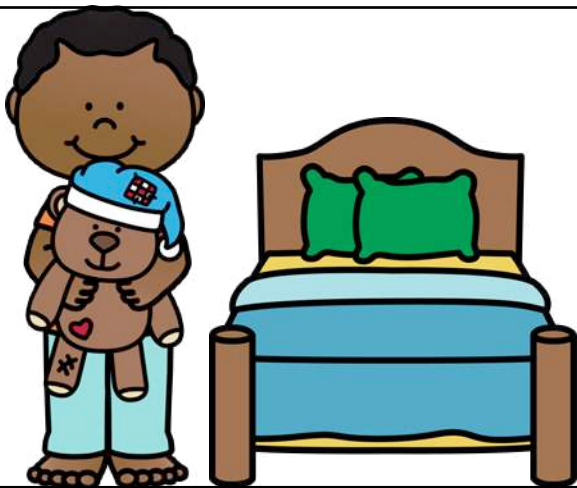
My bear

can cut.



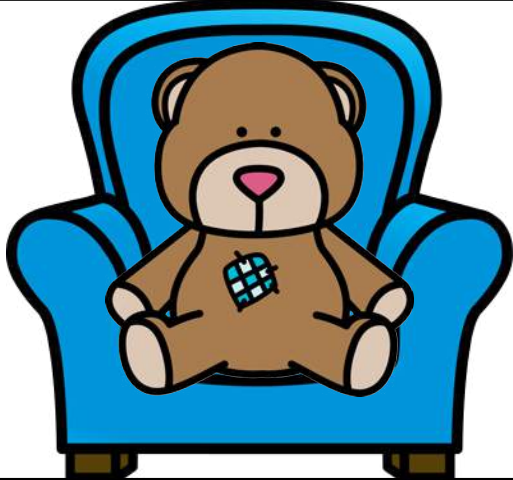
My bear

can sleep.



My bear

can sit.

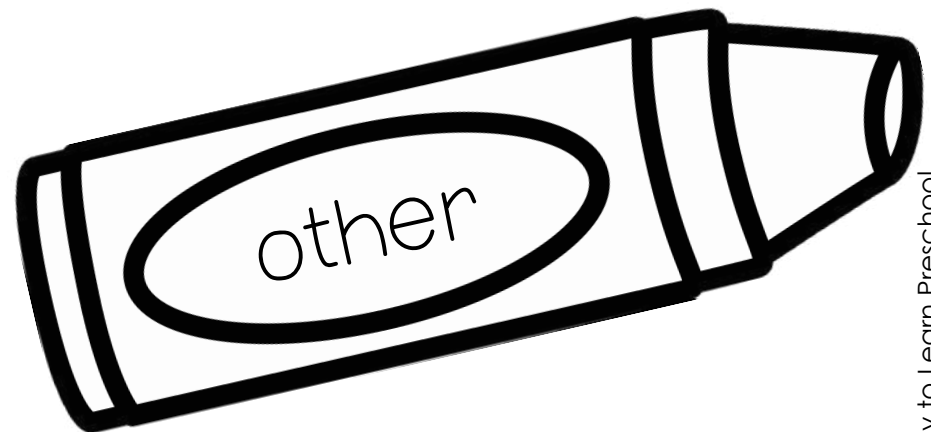
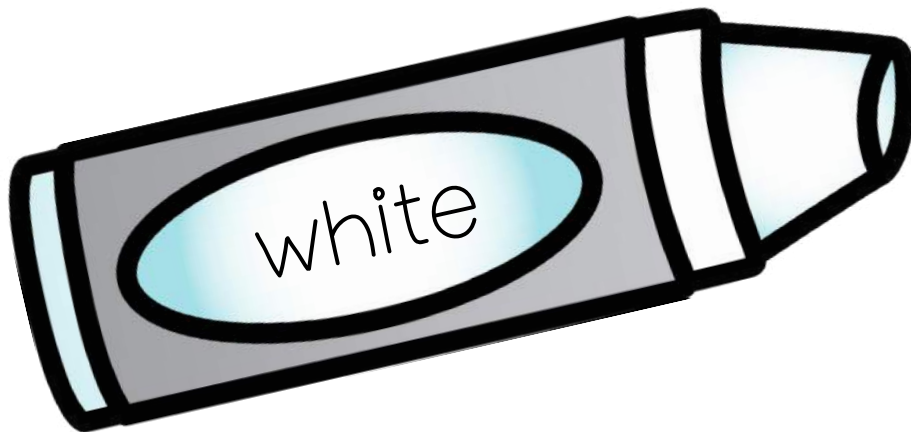
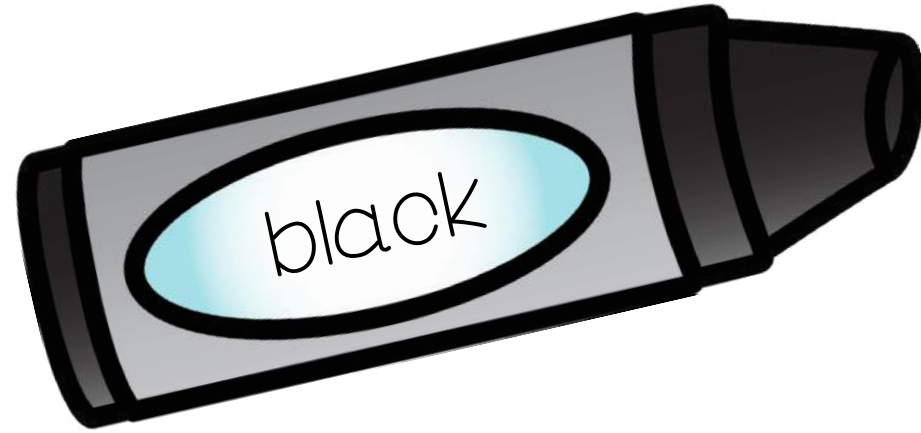
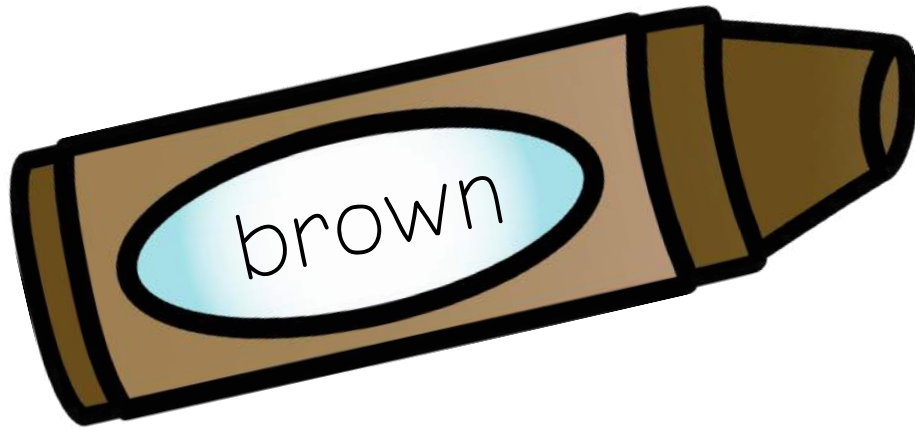


My bear

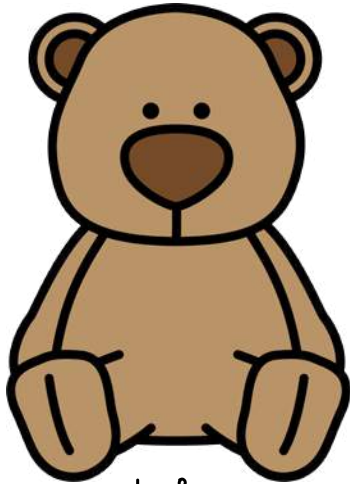
is sick.



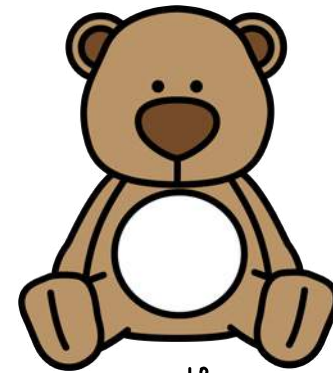
# What color is your teddy bear?



# What size is your teddy bear?



big



medium



small

# Does your teddy bear have...?



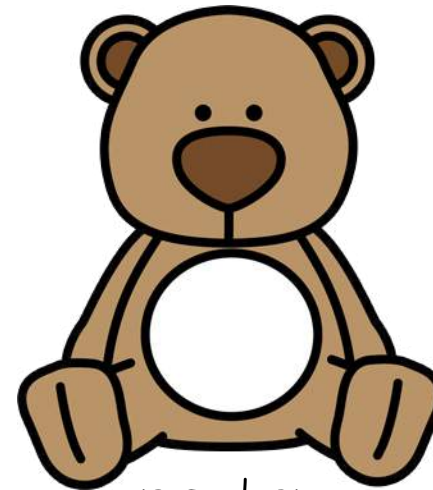
a bow



no bow



a tag

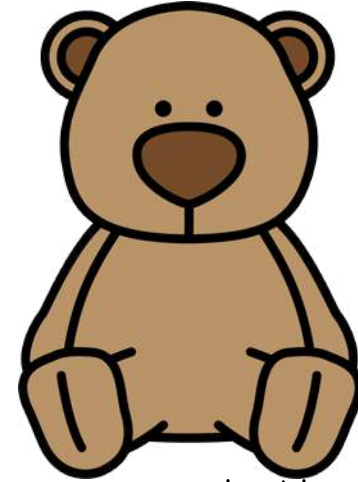


no tag

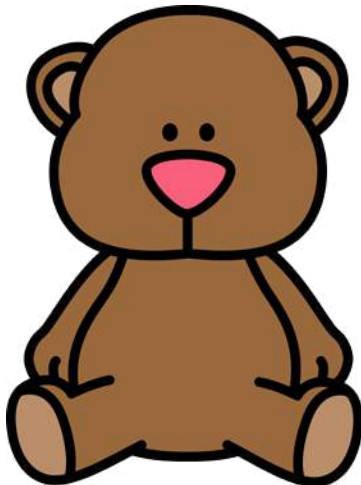
# Does your Teddy bear...?



have clothes



have no clothes



sit up



not sit up

# Conclusion

## Unit Conclusion

Day 10  
lesson  
plans

To conclude the unit, ask the students what they have learned about bears.

### Objectives:

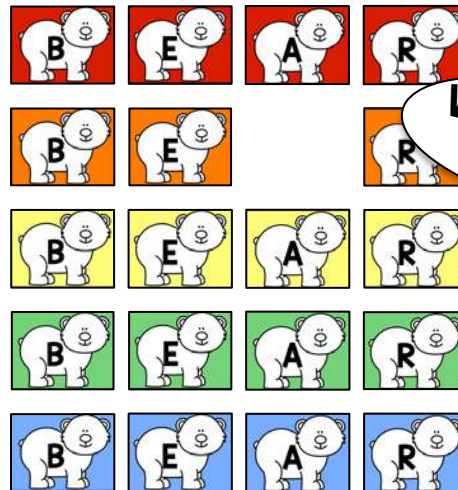
- The students will actively participate in conversations.
- The students will notice and extend simple patterns.

### Activities:




1. Create a chart of all the things the students learned about bears.
2. Play the BEAR grid game.

### To Play:

1. Copy template page onto 5 different colors of paper.
2. Create a grid where each column has the same letter, and each row is the same color. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to determine which card (color and letter) is missing.



Which one is missing?

We know about <b>Bears</b>		
<b>types of bears</b> 		
grizzly	panda	moon
<b>famous bears</b> 		
Winnie the Pooh	Paddington	
<b>characteristics</b> 		
claws	fur	4 legs

We know about

# Bears

**types of bears**

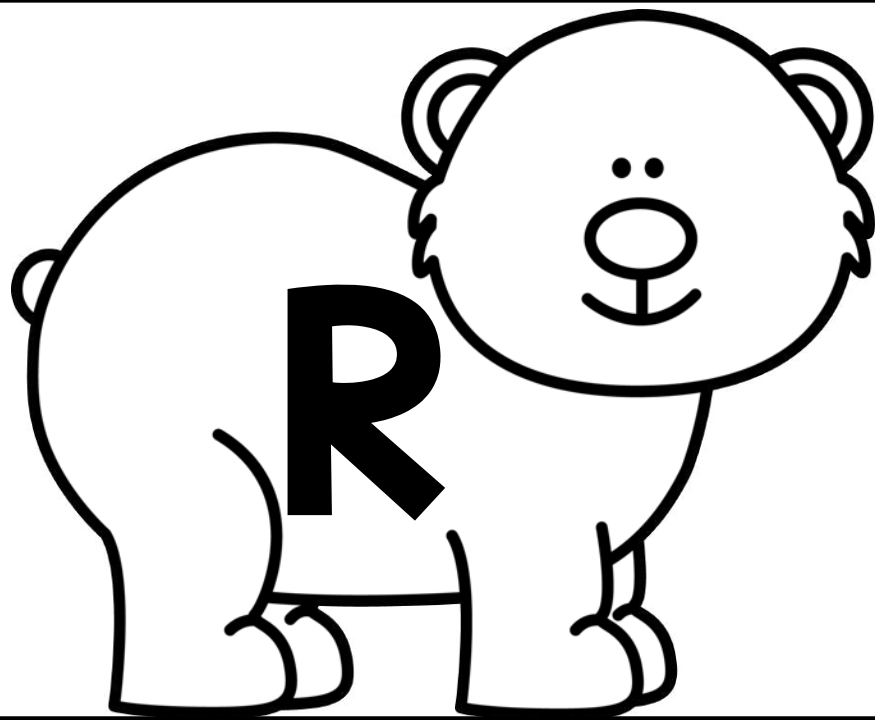
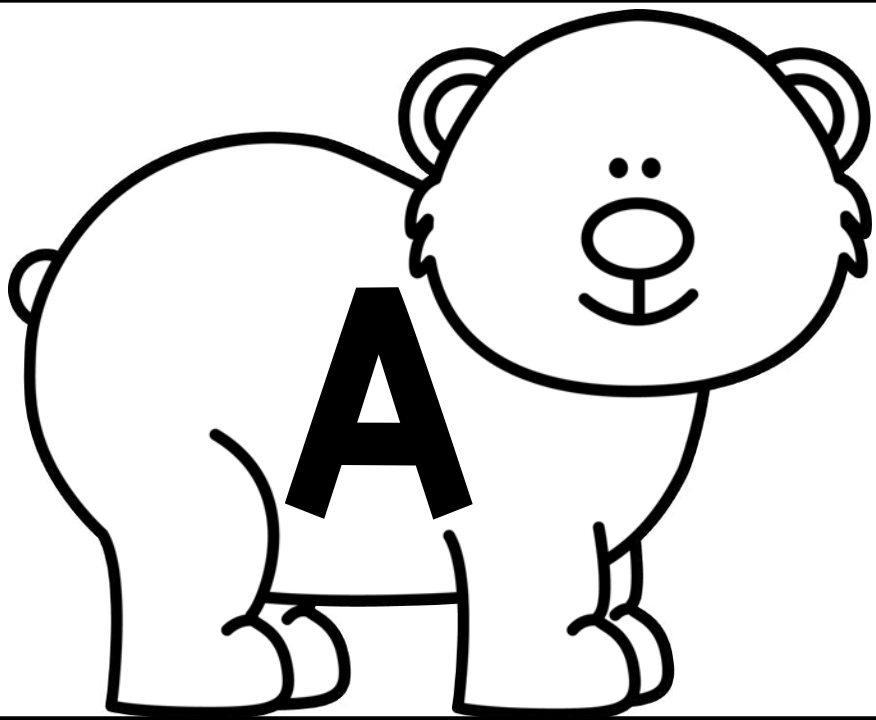
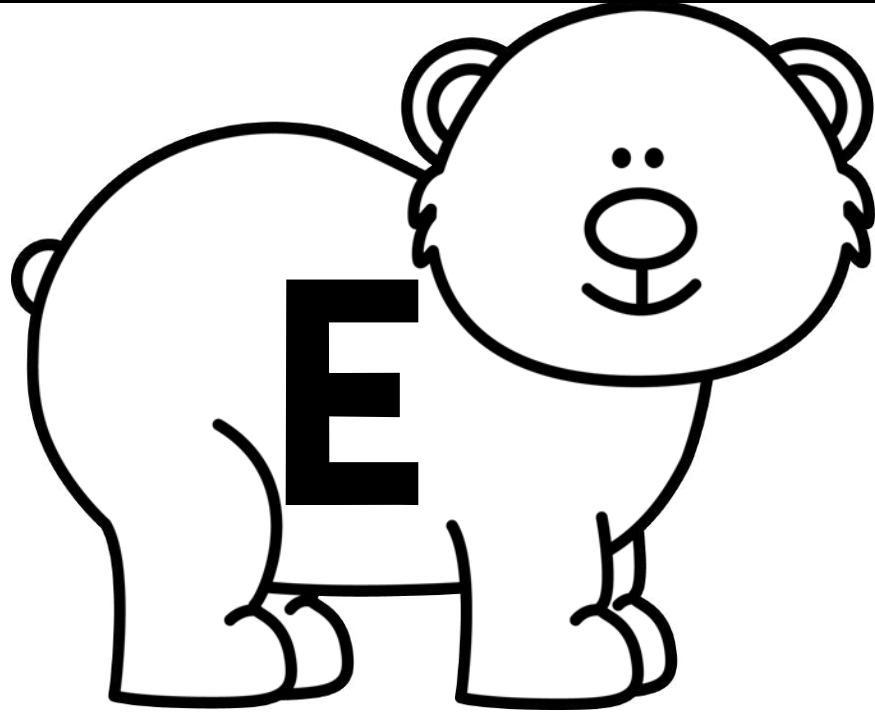
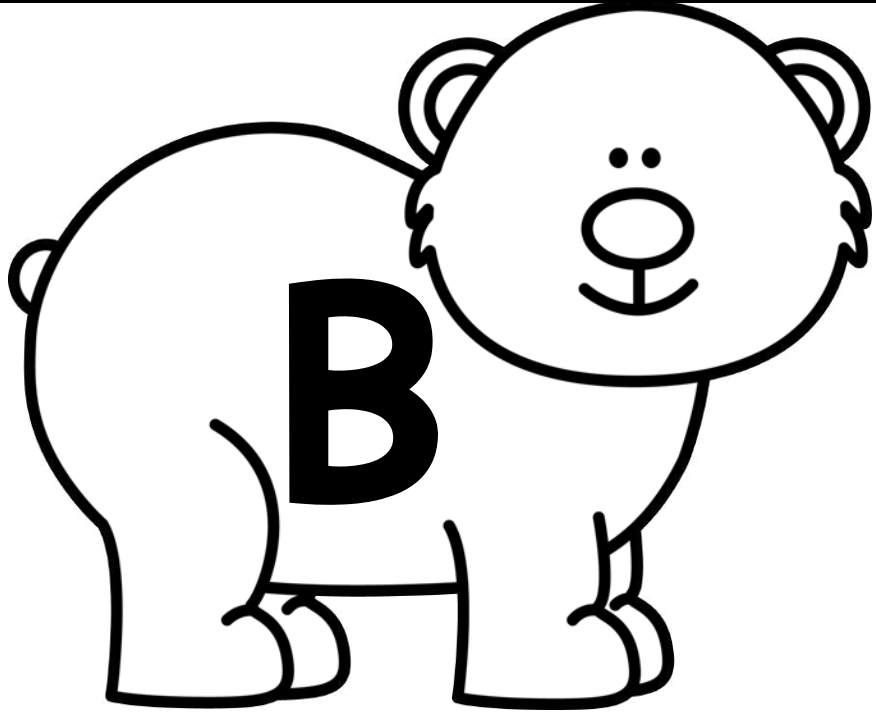


**famous bears**



**characteristics**





# Centers

- Writing Practice
- Beginning Sound Sort
- Line Tracing
- Patterning
- Counting Bears
- Teddy Bear Size Sorting
- Count & Clip Cards
- Shape Matching Folder
- Cutting Practice
- Journaling
- Book List (recommendations)

### Writing Practice

**Objectives:** The students will write letters.  
**Preparation:** Copy each page and place into a plastic sleeve (or print on cardstock and laminate).  
**Procedure:** Students use a dry erase marker to trace the word.

### Beginning Sound Sort

**Objectives:** The students will identify the beginning sound of each word.  
**Preparation:** Copy the picture cards. Glue the cover on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.  
**Procedure:** Students sort the pictures by their beginning sound.

### Line Tracing

**Objective:** The students will understand the purpose of writing.  
**Preparation:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)

### Patterning

**Objective:** The students will identify and extend simple patterns.  
**Preparation:** Print the pattern cards and pieces, mat, laminate and cut apart.  
**Procedure:** Students identify the pattern and extend it by placing the next correct piece.

### Counting Bears

**Objective:** The students will identify and write numbers.  
**Preparation:** Print the number mats and laminate. Laminate or put into a page protector. Add dry erase markers and teddy bear counters.  
**Procedure:** Students identify the number, write the number and place the number of bears into the jar.

### Sorting

**Objective:** The students will sort by color and size.  
**Preparation:** Print the sorting mats onto different colored paper, to match the colors of your teddy bear counters. Set out the sorting mat and counters.  
**Procedure:** Students sort the teddy bear counters by color and size.

### Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 10.  
**Preparation:** Print the cards, mat, laminate and cut apart.  
**Procedure:** Students count the pictures on each card and mark the correct number with a clothes pin.

### Shape Matching

**Objective:** The students will compare objects.  
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.  
**Procedure:** Students will match the shapes.

### Cutting Practice

**Objective:** The students coordinate movement and control the scissors in their hands.  
**Preparation:** Print a cutting page for each student.  
**Procedure:** The students will cut along the dotted lines from the top of the page to the top.

### Journaling

**Objective:** The students will understand the purpose of writing.  
**Procedure:** Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.

# Writing Practice

**Objectives:** The students will write letters.

**Preparation:** Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

**Procedure:** Students use a dry erase marker to trace the word.

teddy bear

bear

cave

panda

Name \_\_\_\_\_

Trace the letters and color the pictures.


b brown bear


f fish


c cave

Name \_\_\_\_\_

I can write words.

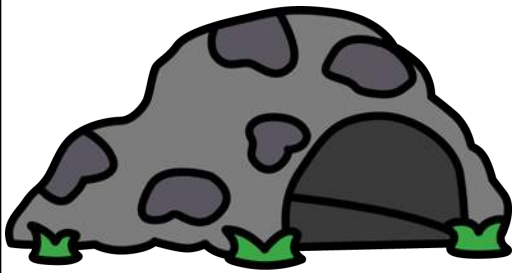
 bear

 cave

 teddy



b e a r



c a v e



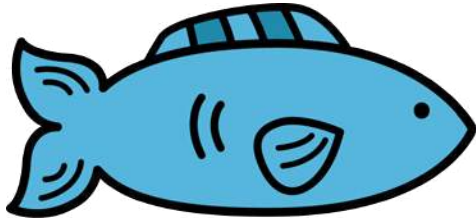
p a n d a



t e d d y



t r e e



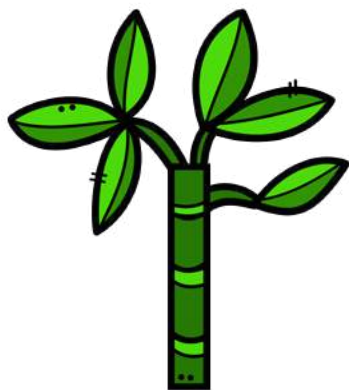
f i s h



polar bear



hibernate



bamboo



picnic



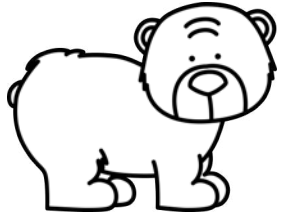
cub



paw

Name \_\_\_\_\_

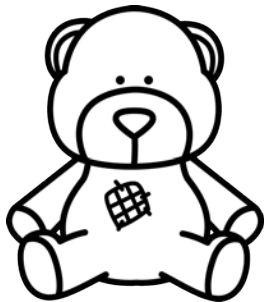
I can write words.



bear



cave

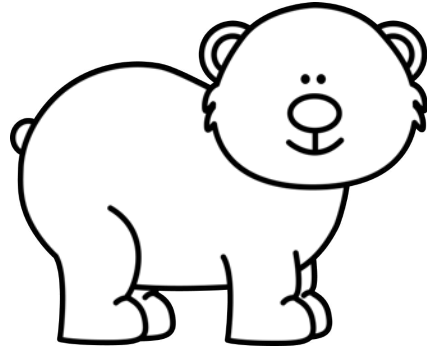
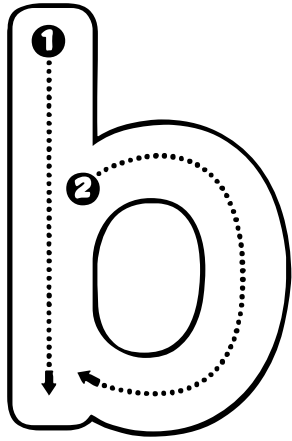


teddy

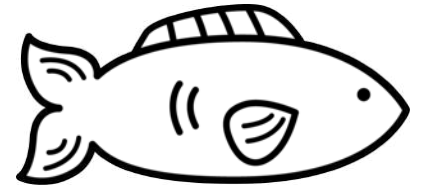
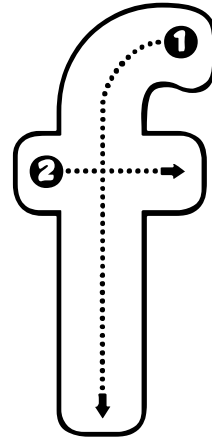
Name \_\_\_\_\_



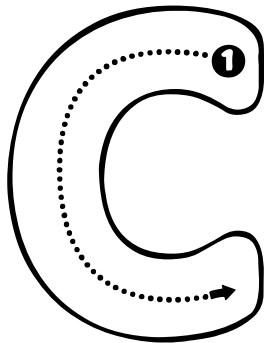
Trace the letters and color the pictures.



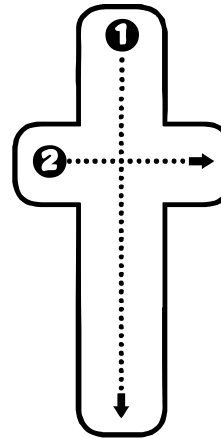
brown bear



fish



cave



tree

# Beginning Sound Sort

Literacy  
Center

## File Folder Game

**Objectives:** The students will identify the beginning sound of each word.

**Preparation:** Copy the picture cards. Glue the cover on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.

**Procedure:** Students sort the pictures by their beginning sound.

Beginning Sound Sort



B



&

H



**Beginning Sound Sort**

B

is for



**bear**

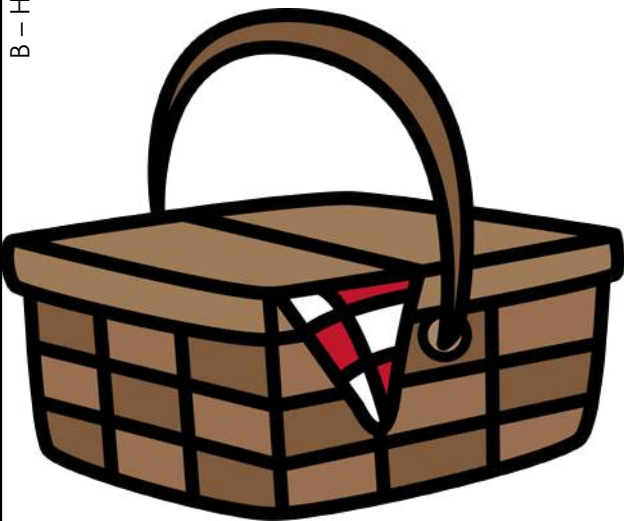
H

is for



**honey**

B - H sort



basket

B - H sort



barn

B - H sort



baby

B - H sort



bike

B - H sort



boat

B - H sort



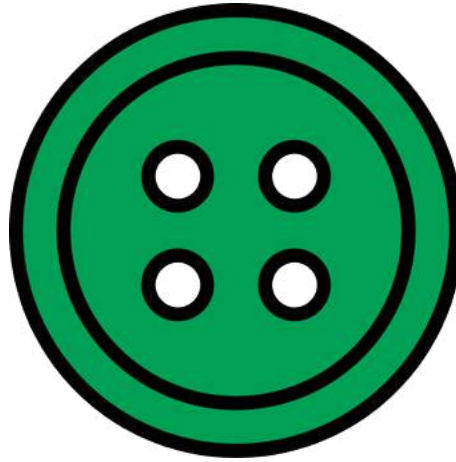
boots

B - H sort



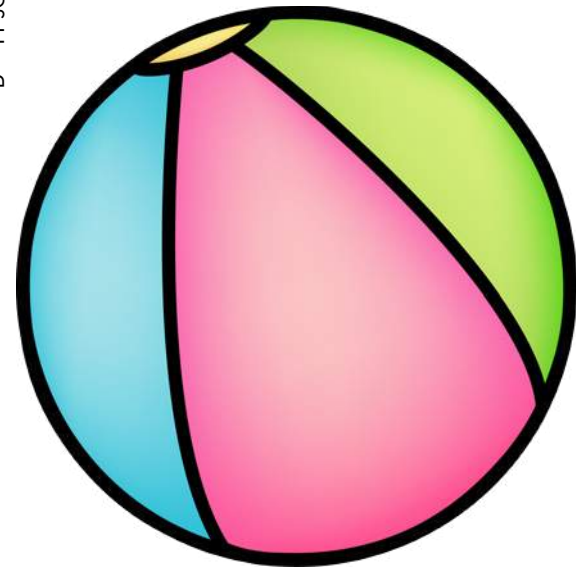
bow

B - H sort



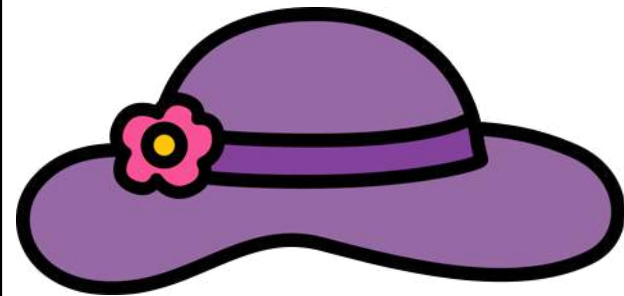
button

B - H sort



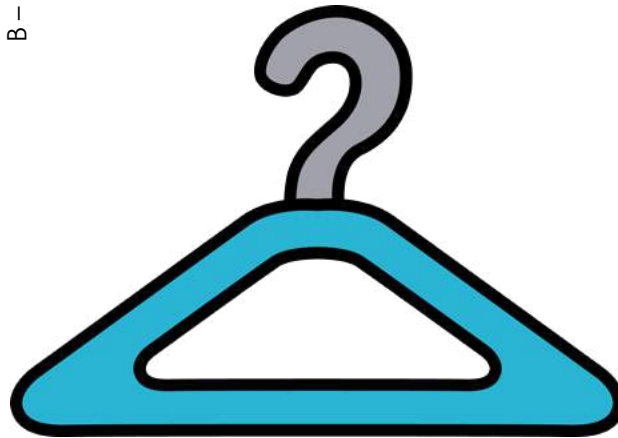
ball

B - H sort



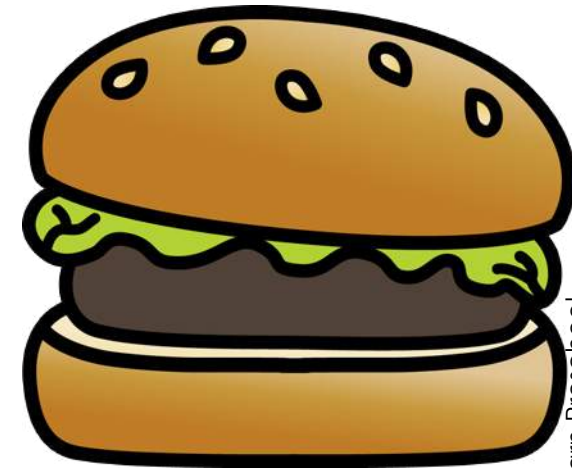
hat

B - H sort



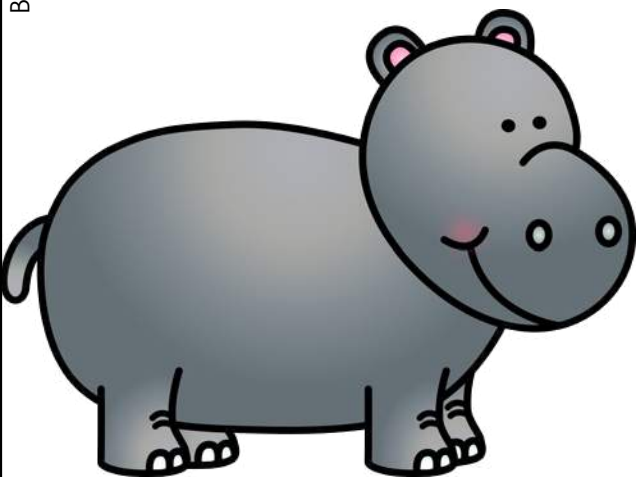
hanger

B - H sort



hamburger

B - H sort



hippo

B - H sort



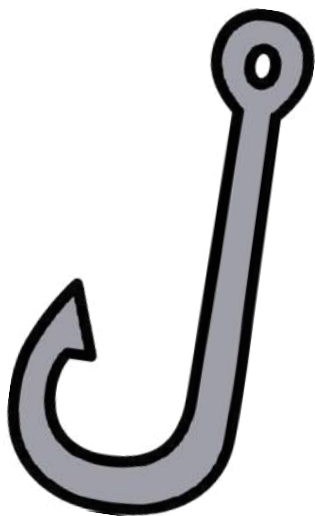
helmet

B - H sort



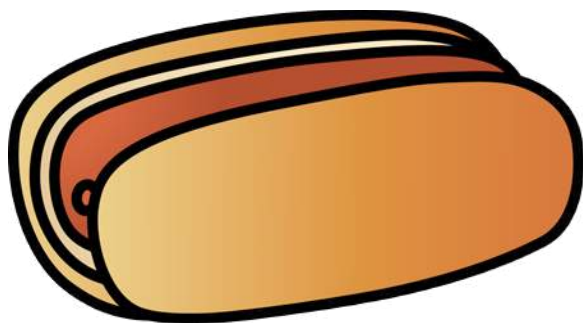
helicopter

B - H sort



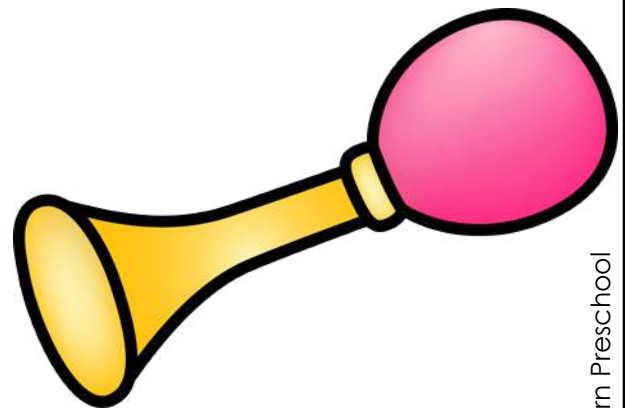
hook

B - H sort



hot dog

B - H sort

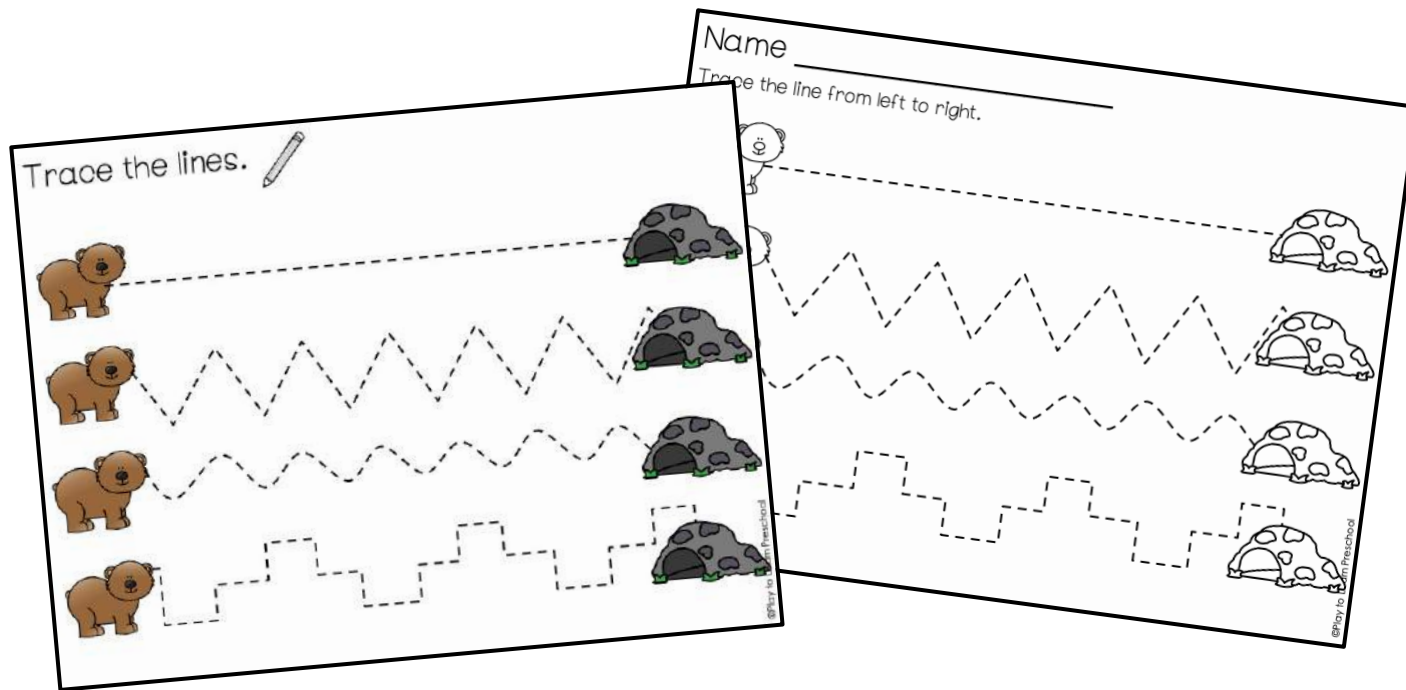


horn

# Line Tracing

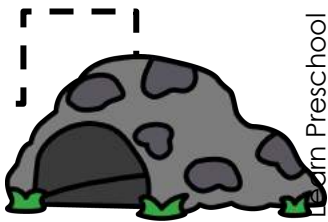
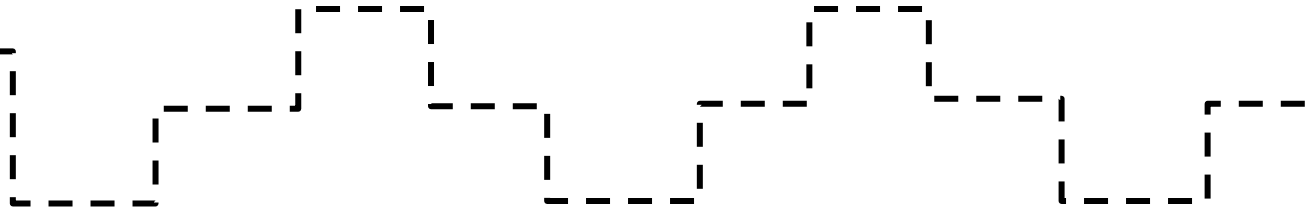
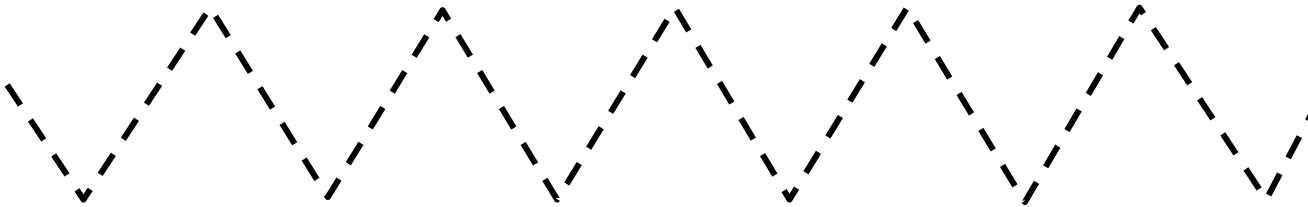
**Objective:** The students will understand the purpose of writing.

**Preparation:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)

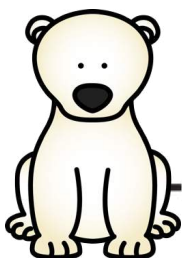
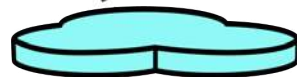
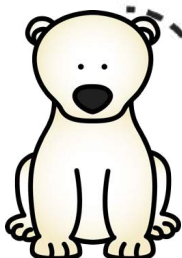
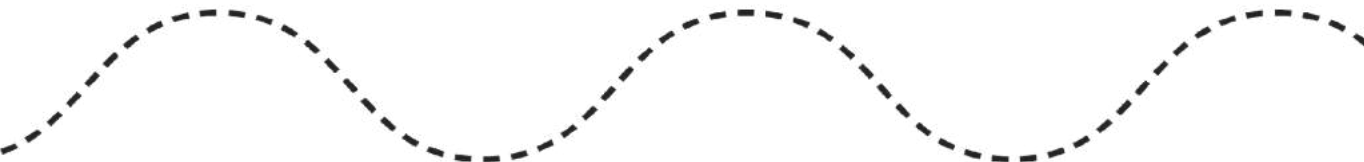
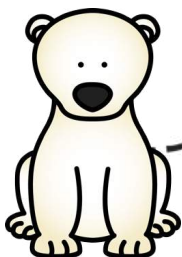
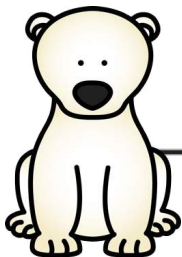


**Procedure:** The students will trace the dotted lines from left to right to practice fine motor skills.

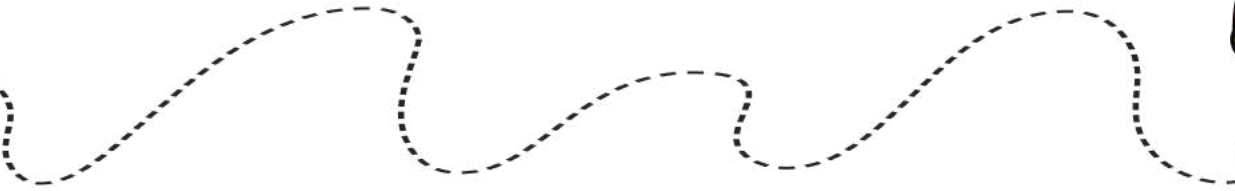
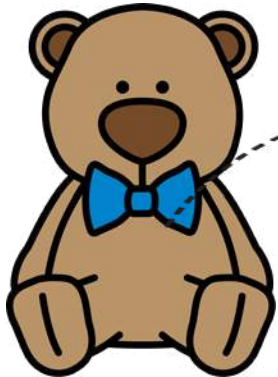
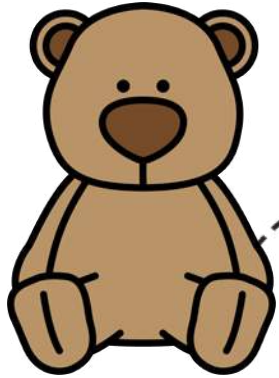
Trace the lines. 



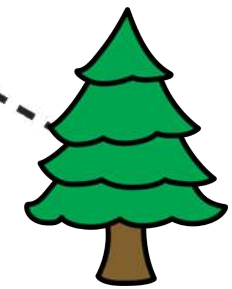
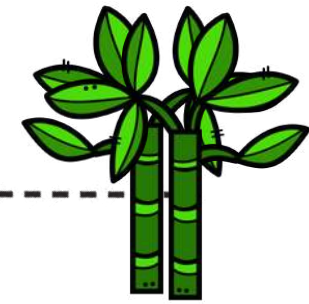
Trace the lines. 



Trace the lines. 

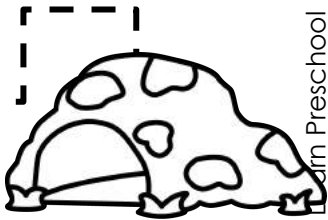
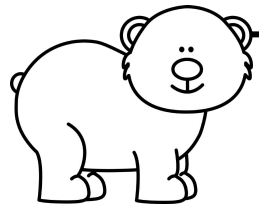
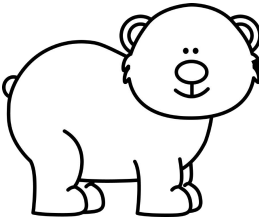
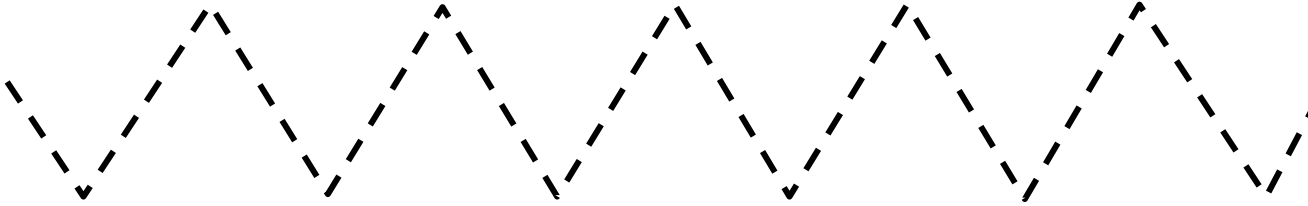
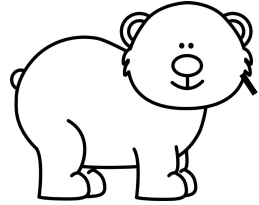
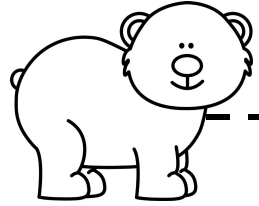


Trace the lines. 



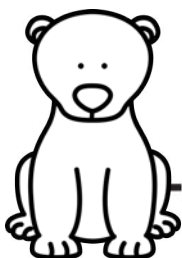
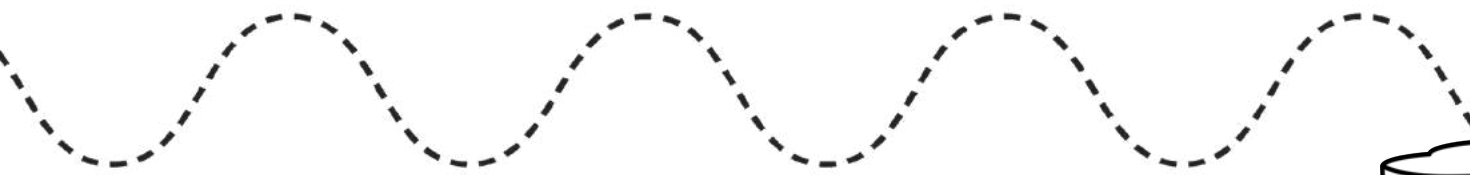
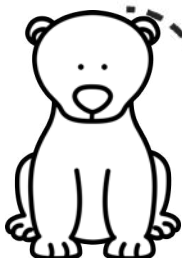
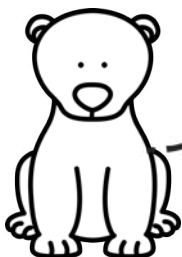
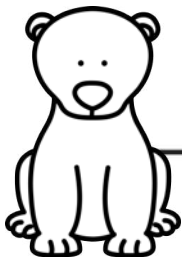
Name \_\_\_\_\_

Trace the line from left to right.



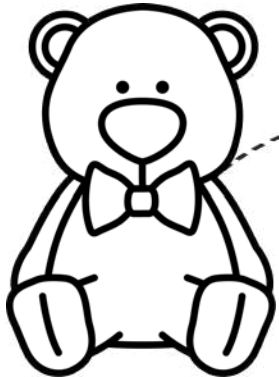
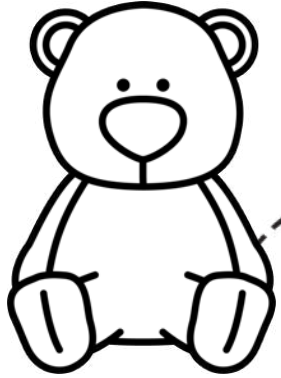
Name \_\_\_\_\_

Trace the line from left to right.



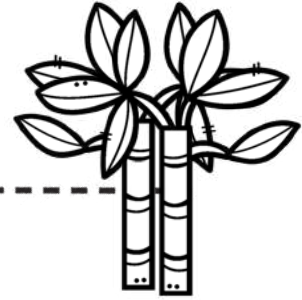
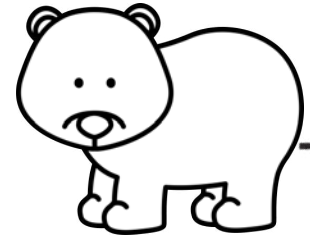
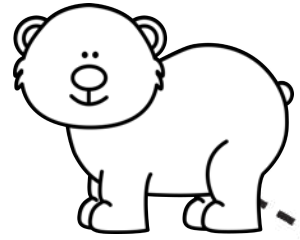
Name \_\_\_\_\_

Trace the line from left to right.



Name \_\_\_\_\_

Trace the line from left to right.



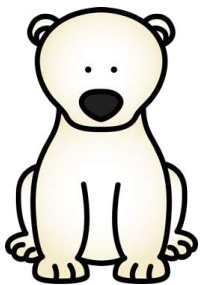
# Patterning

**Objective:** The students will identify and extend simple patterns.

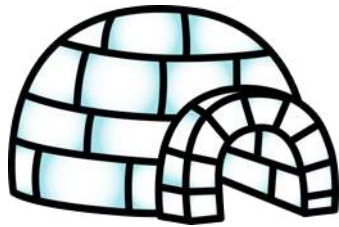
**Preparation:** Print the pattern cards and pieces, mat, laminate and cut apart.

**Procedure:** Students identify the pattern and extend it by placing the next correct piece.

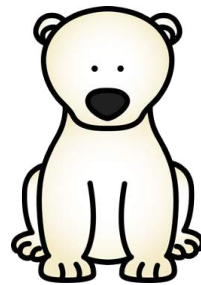
The image displays several pattern cards and pieces for a pattering activity. The cards are arranged in rows, with some overlapping. Each card shows a sequence of illustrations and a label. The labels are: polar bear, brown bear, tree, panda, fish, and polar bear. The pieces are small versions of the illustrations on the cards, designed to be placed on top of the cards to extend the pattern.



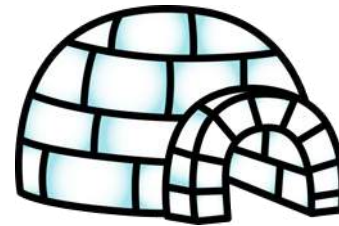
polar bear



igloo



polar bear



igloo



brown bear



tree



brown bear



tree



panda



bamboo



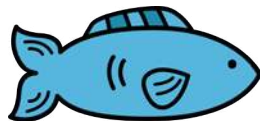
panda



bamboo



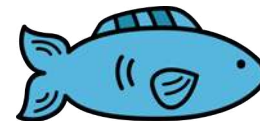
polar bear



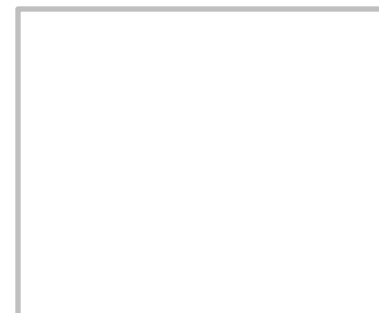
fish



polar bear



fish





bow



no bow



bow



no bow



picnic



teddy



picnic



teddy



paw print



bear



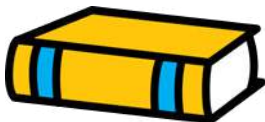
paw print



bear



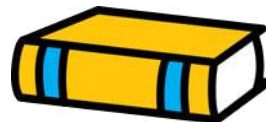
read



book



read



book





moon bear



sloth bear



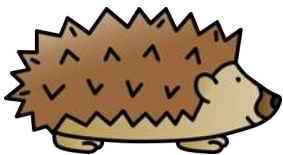
moon bear



sloth bear



groundhog



hedgehog



groundhog



hedgehog



cave



black bear



cave



black bear



teddy



hug



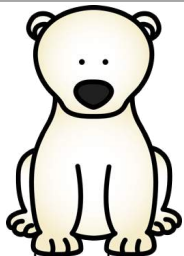
teddy



hug



# Bear Patterns - Moveable Pieces



polar bear



bow



pawprint



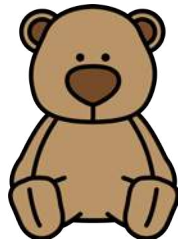
moon bear



cave



bear



no bow



bear



sloth bear



black bear



panda



picnic



read



groundhog



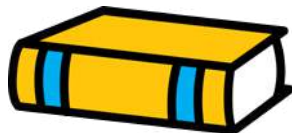
teddy



polar bear



teddy



book



hedgehog



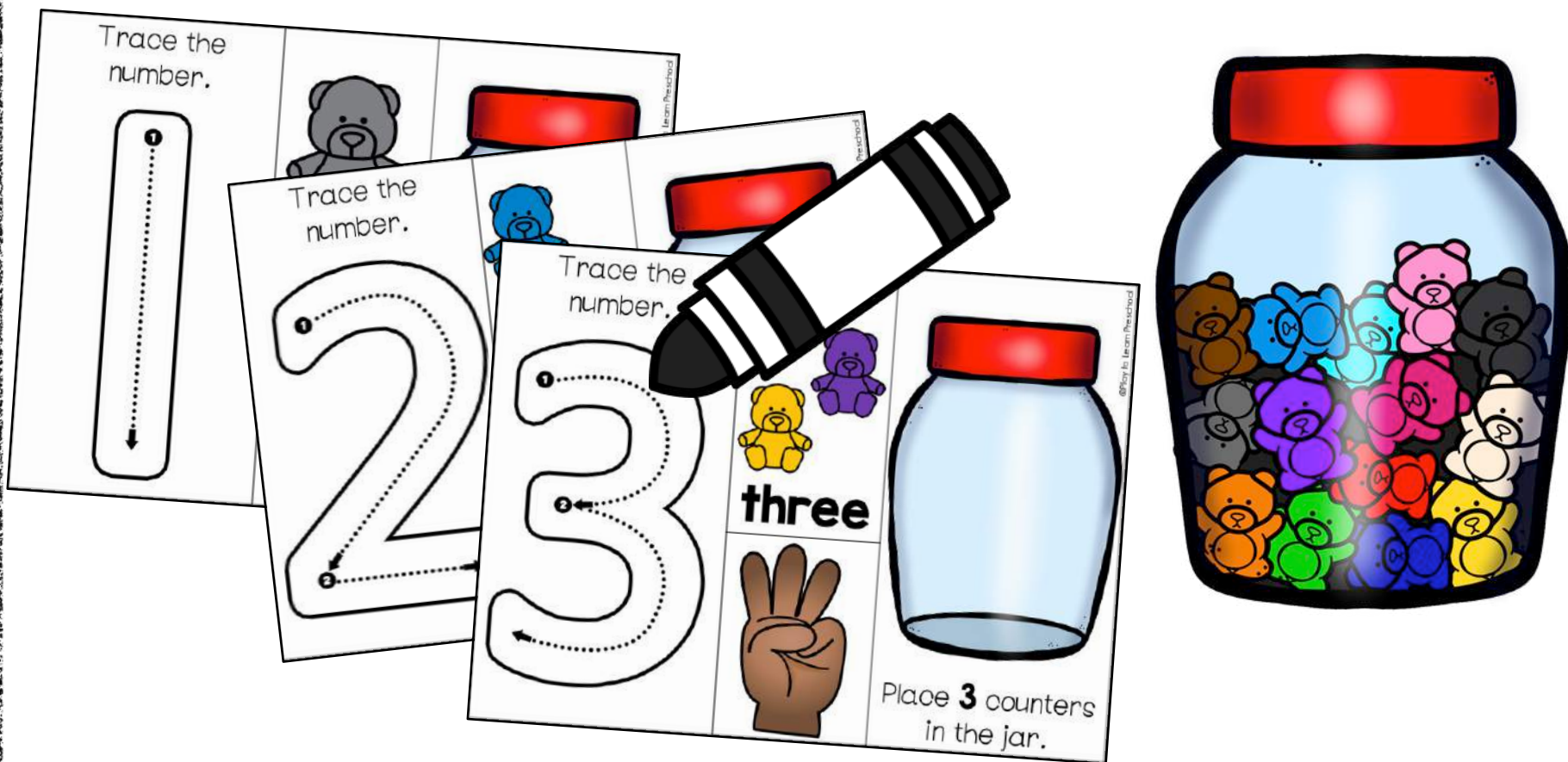
hug

# Counting Bears

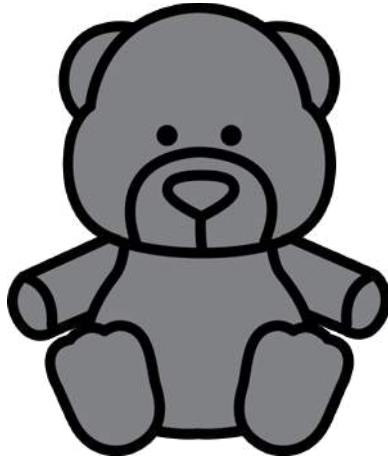
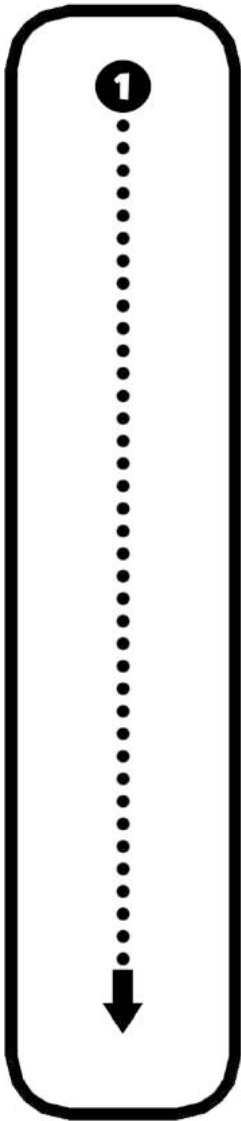
**Objective:** The students will identify and write numbers.

**Preparation:** Print the number mats and laminate. Laminate or put into a page protector. Add dry erase markers and teddy bear counters.

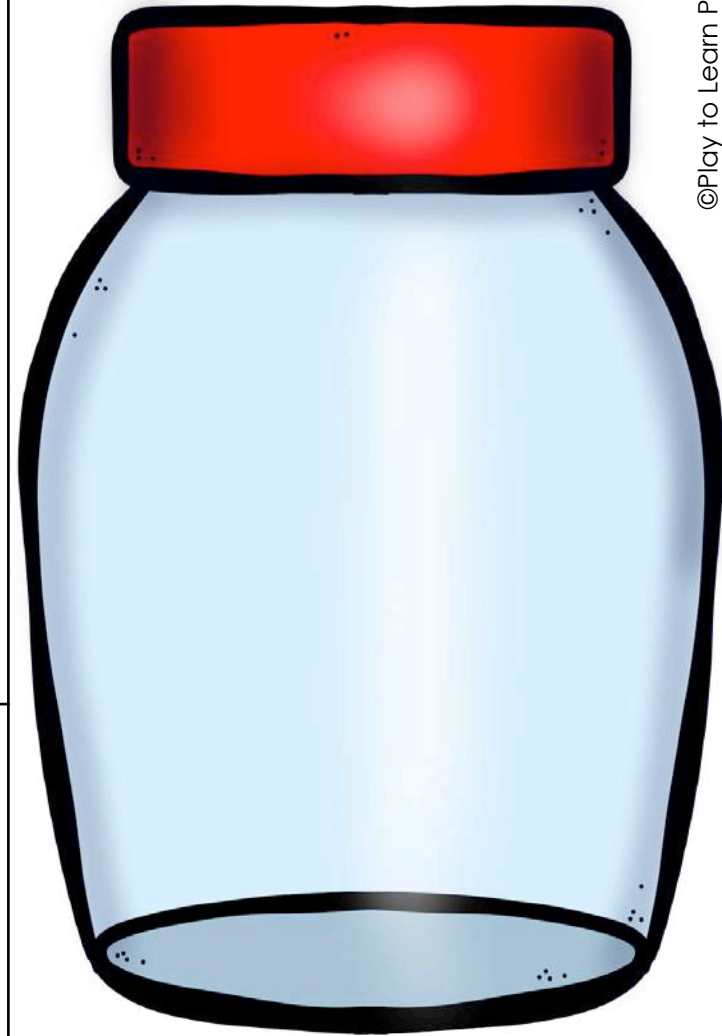
**Procedure:** Students identify the number, write the number and place the number of bears into the jar.



Trace the  
number.

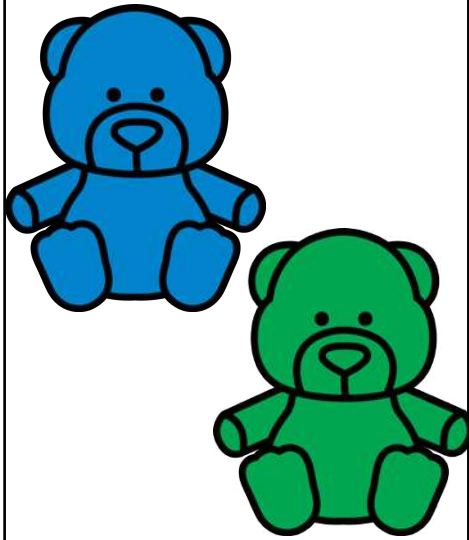


**one**

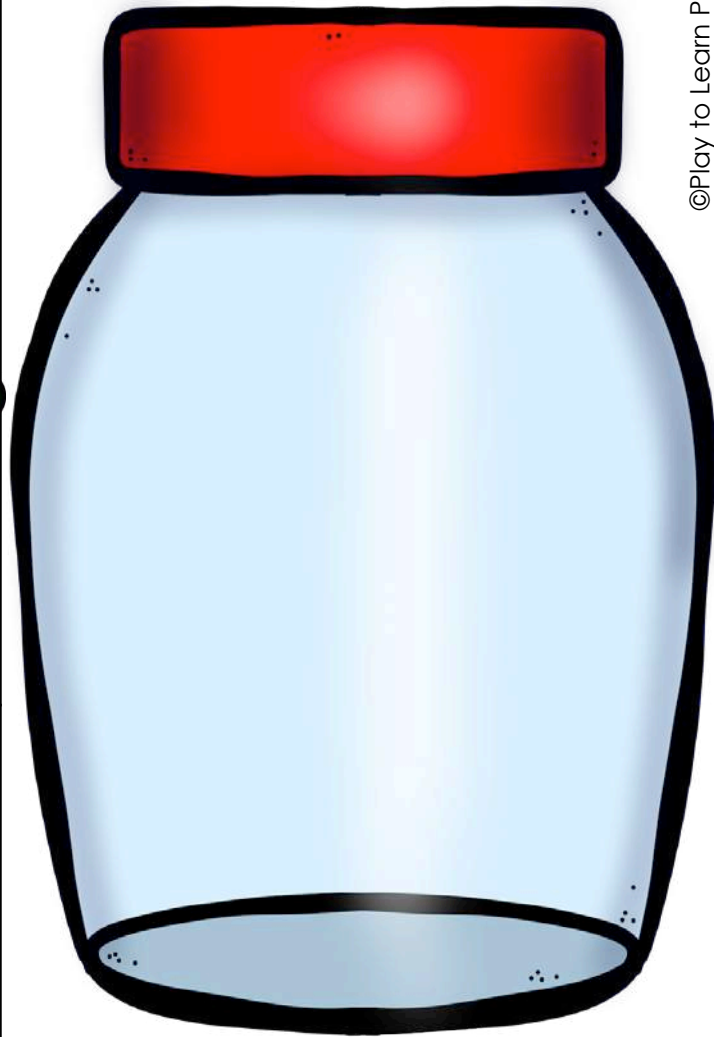


Place **1** counter  
in the jar.

Trace the  
number.

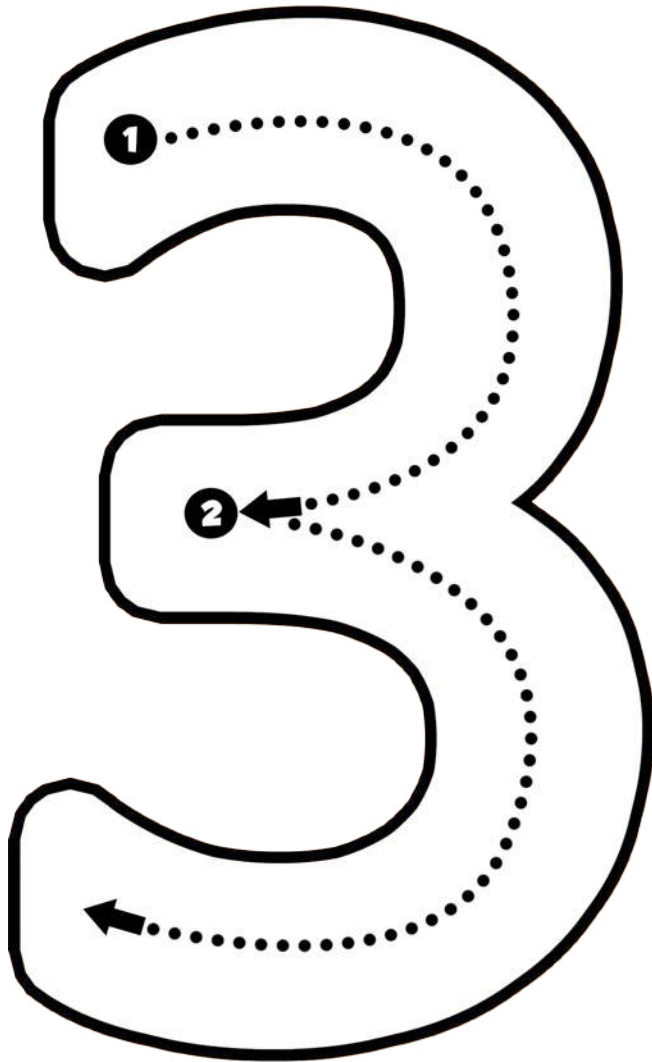


**two**

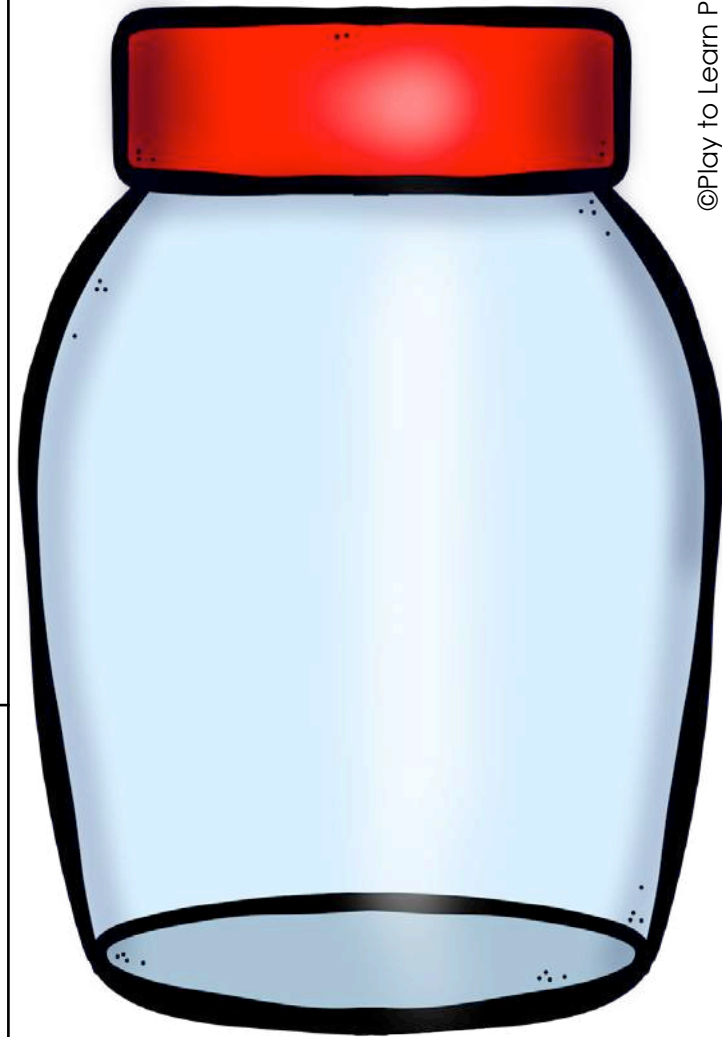
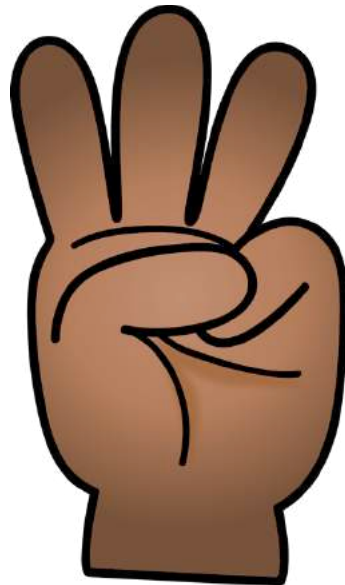


Place **2** counters  
in the jar.

Trace the  
number.

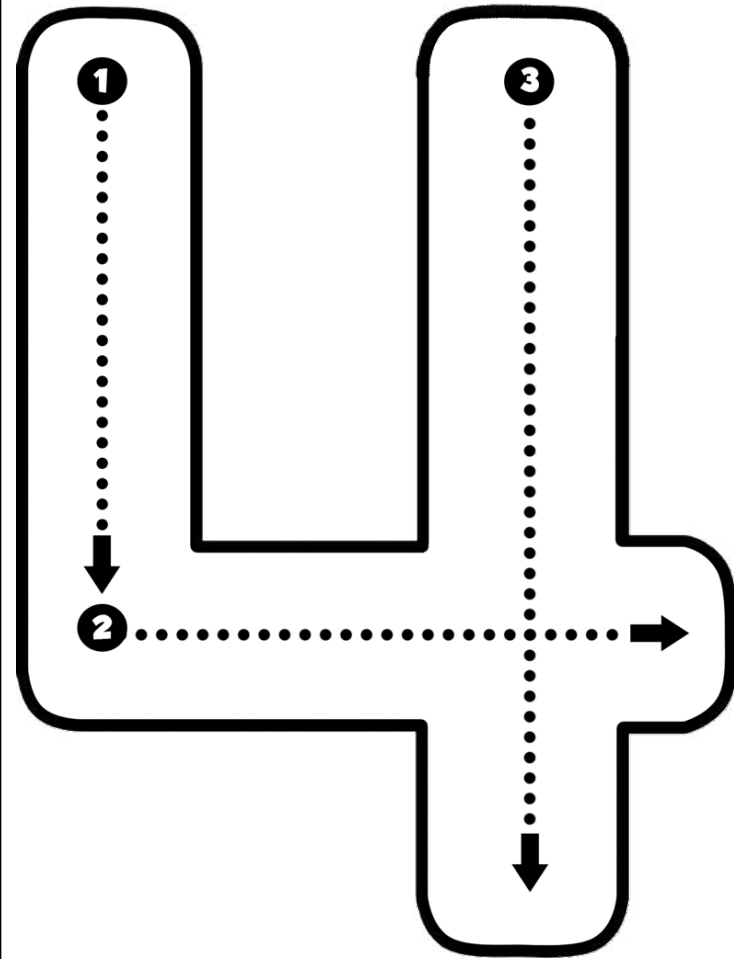


**three**

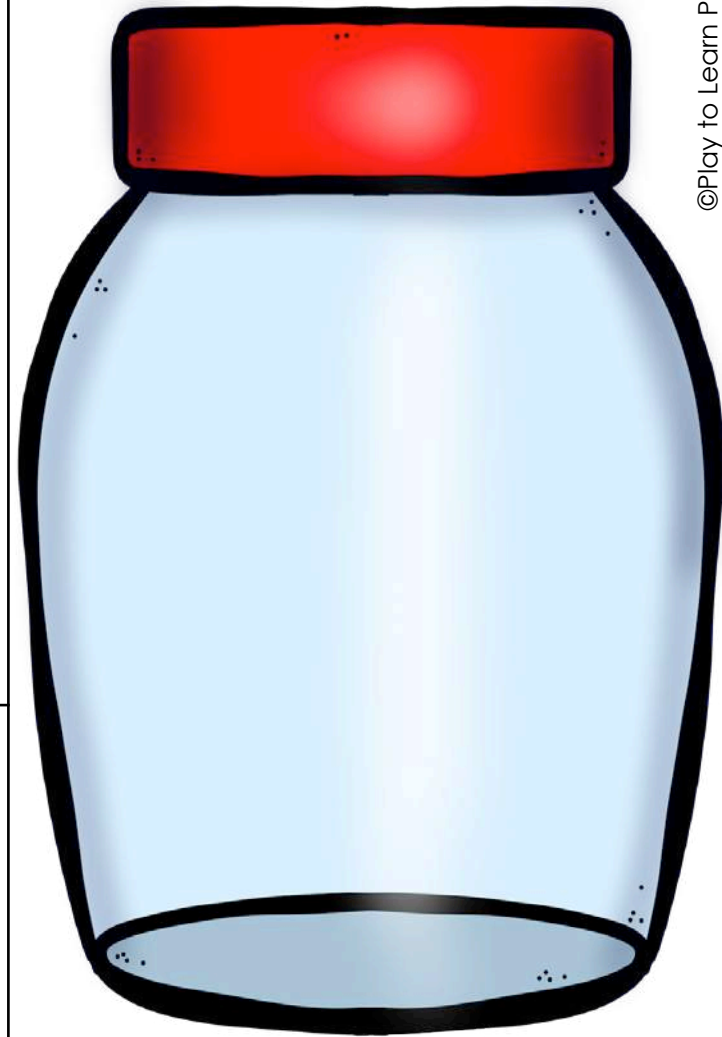


Place **3** counters  
in the jar.

Trace the number.

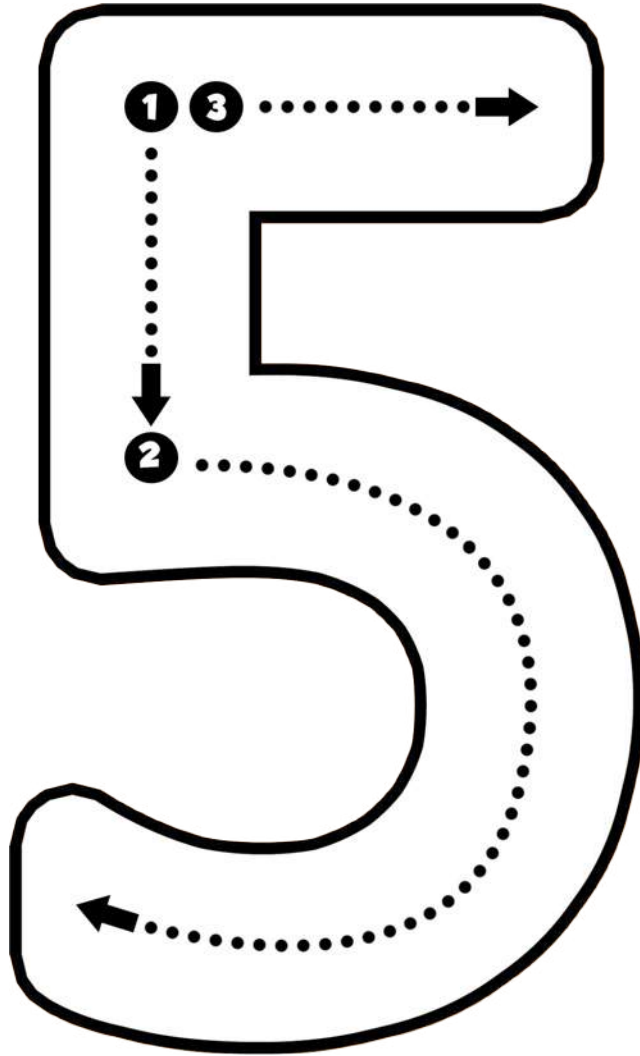


**four**

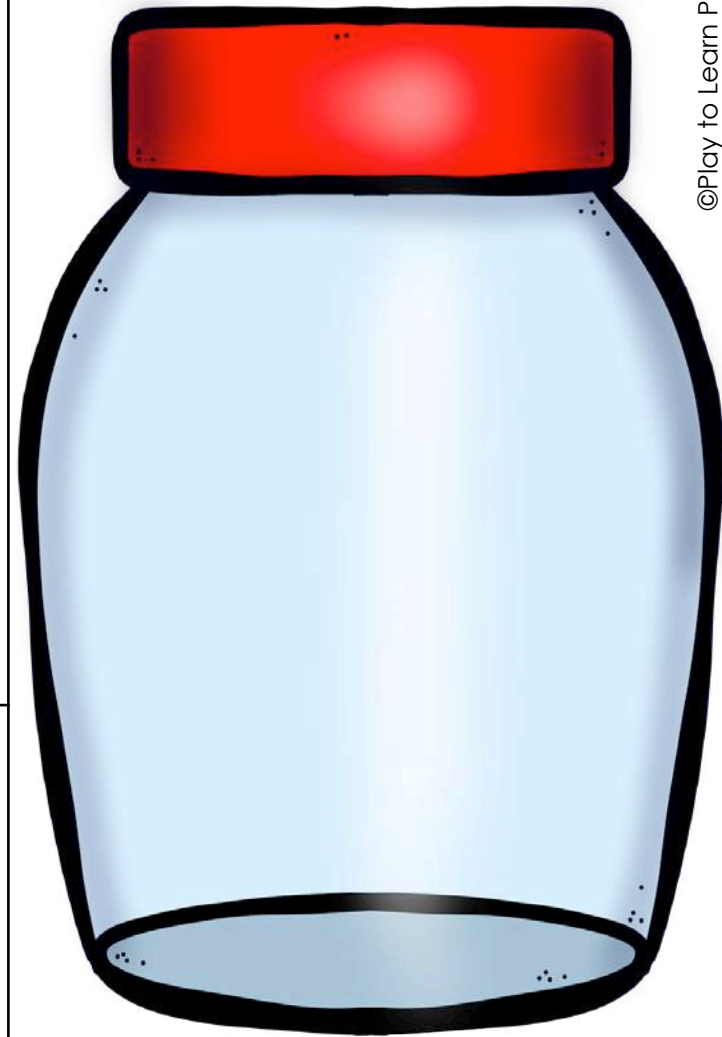


Place **4** counters in the jar.

Trace the  
number.

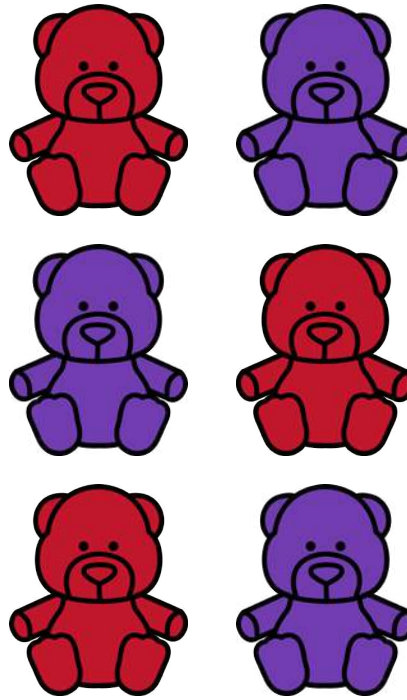
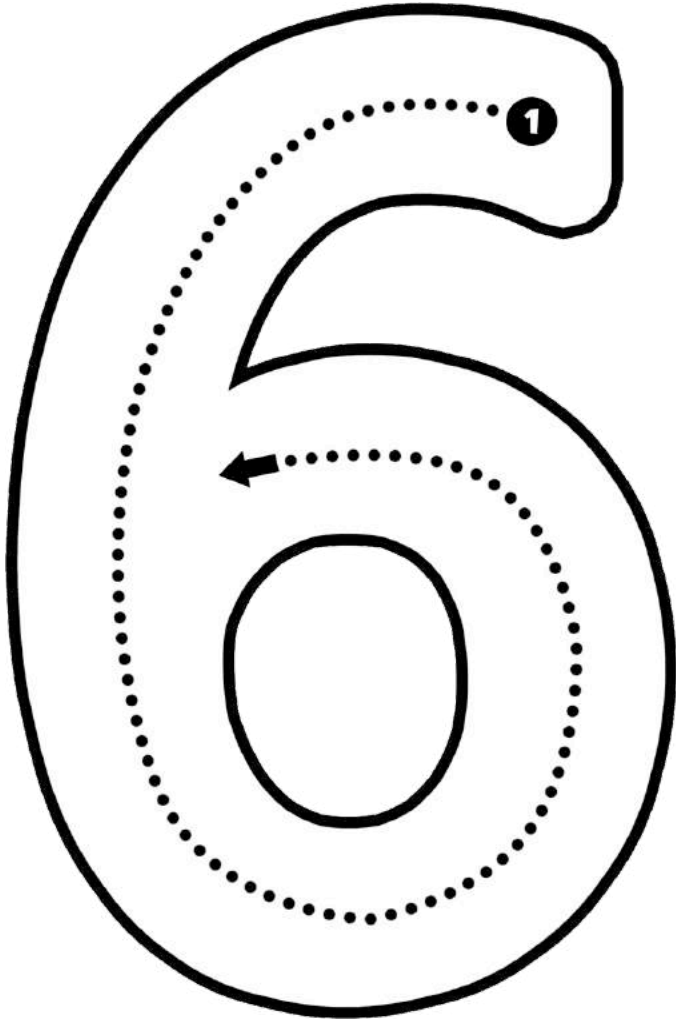


five

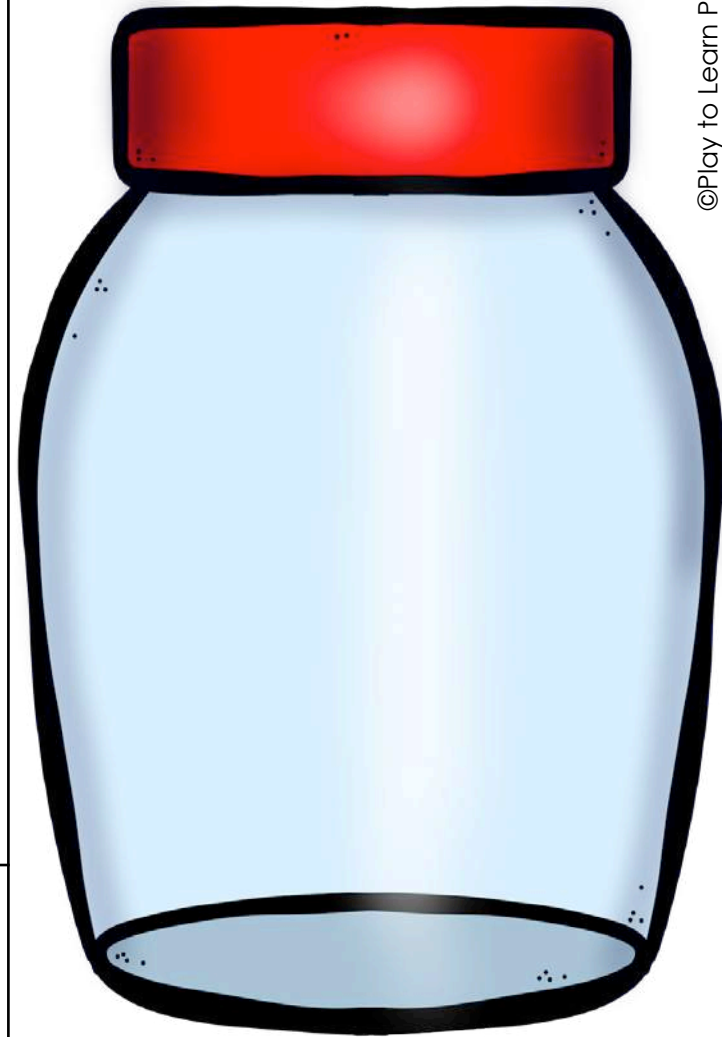
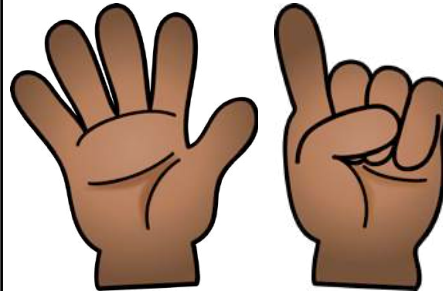


Place **5** counters  
in the jar.

Trace the number.

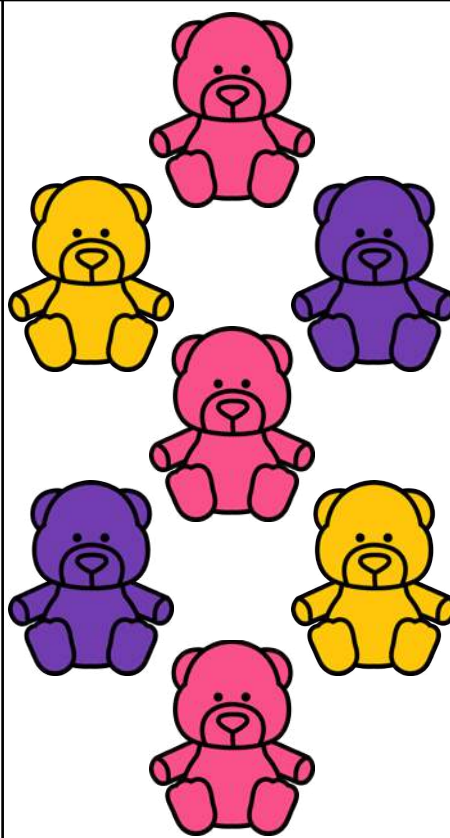
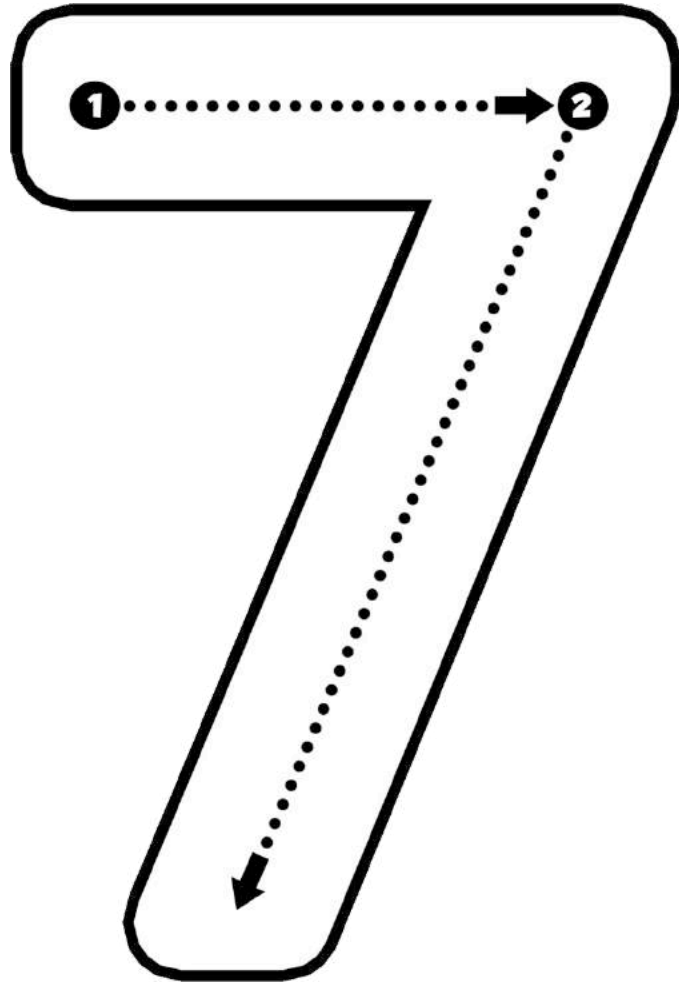


**six**

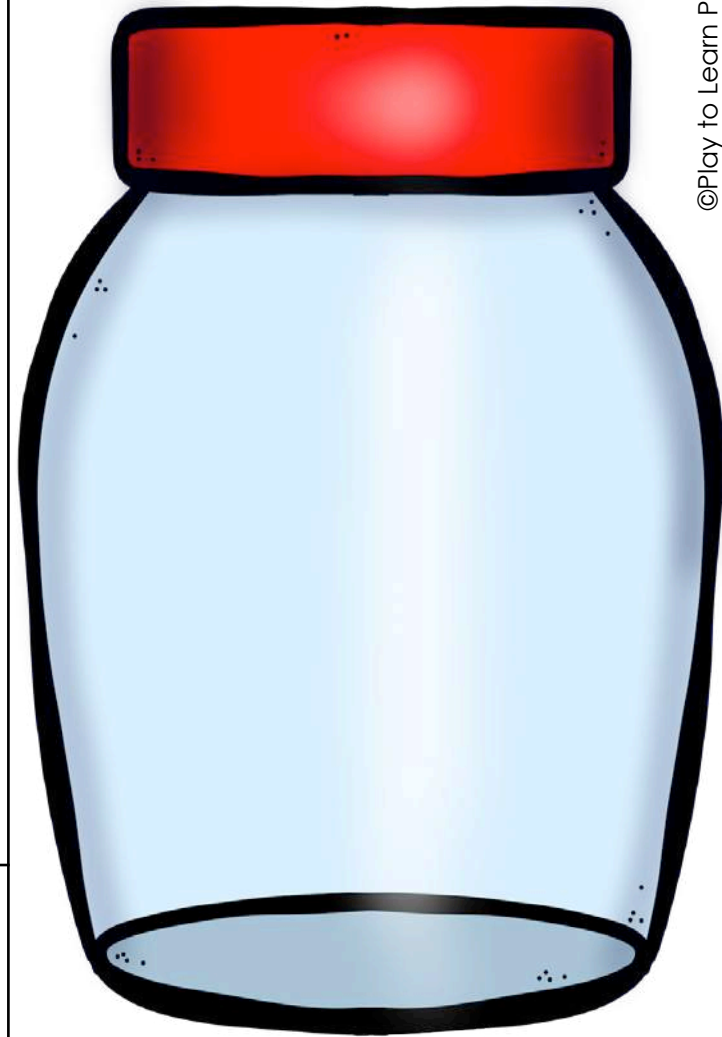
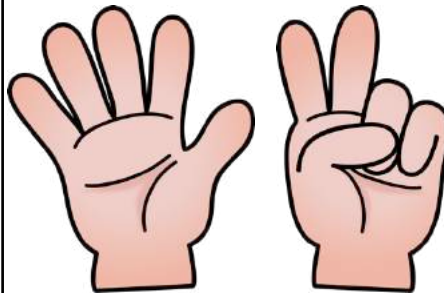


Place **6** counters in the jar.

Trace the  
number.

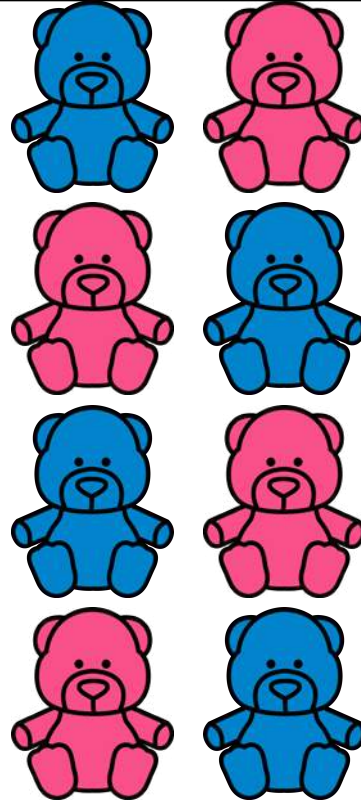
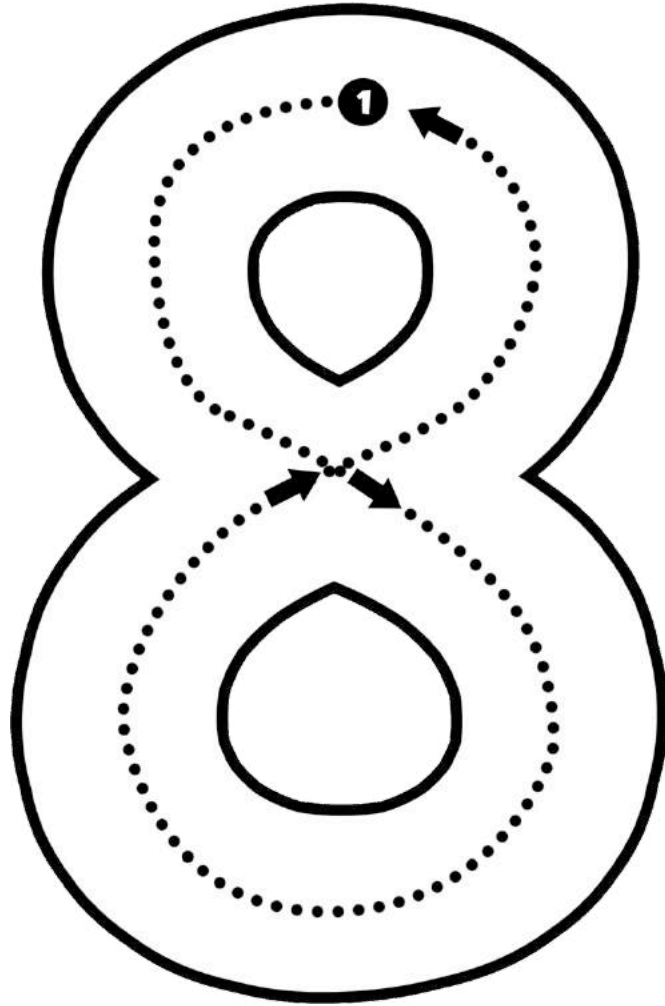


**seven**

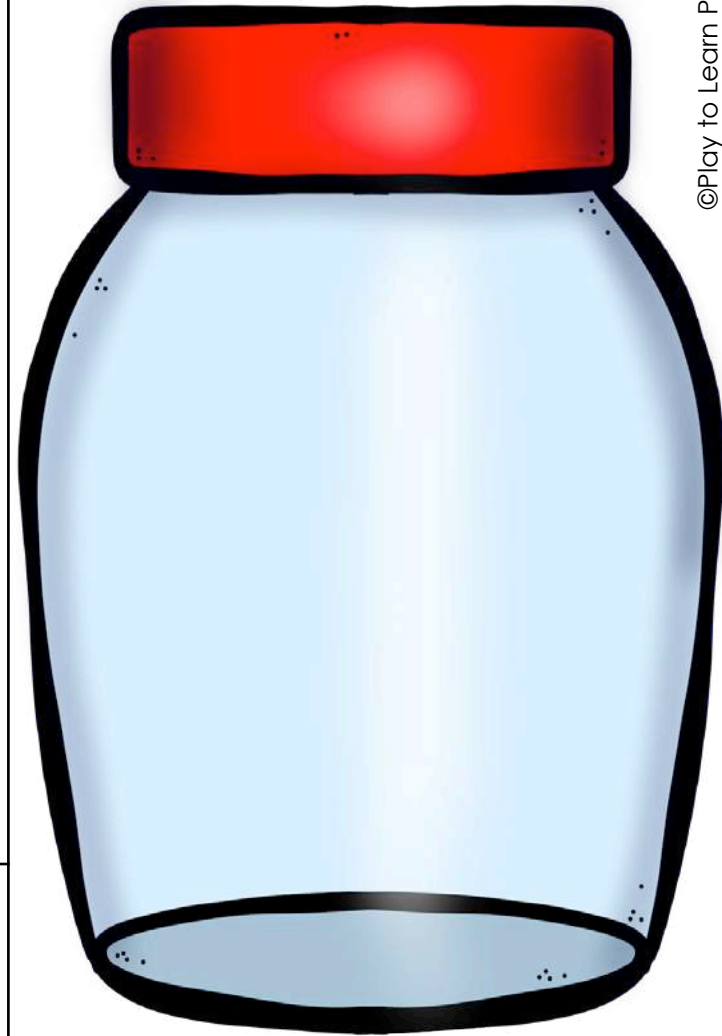
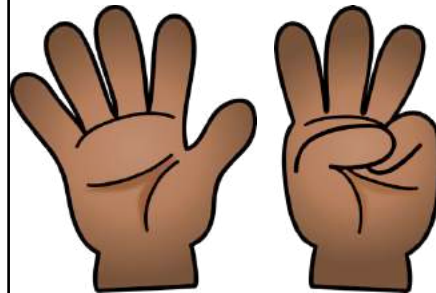


Place **7** counters  
in the jar.

Trace the number.

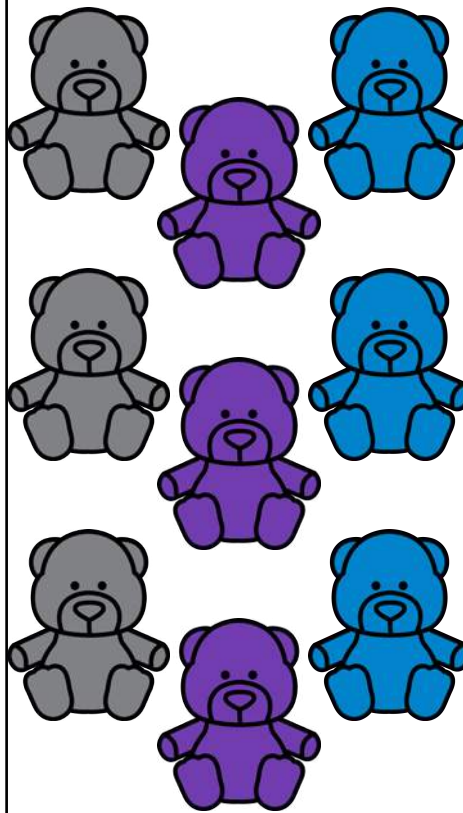
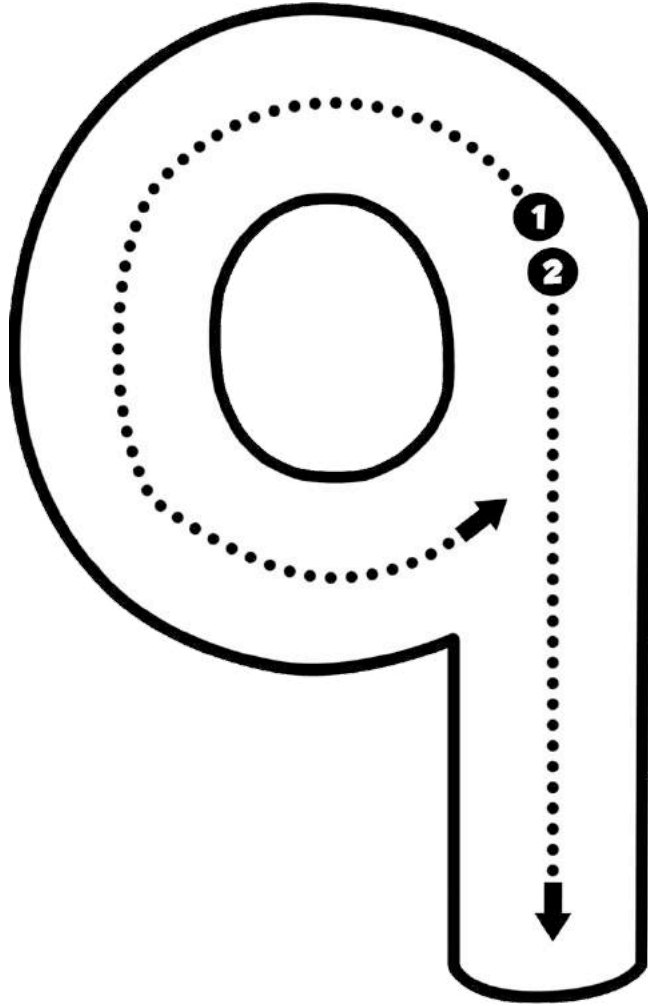


eight

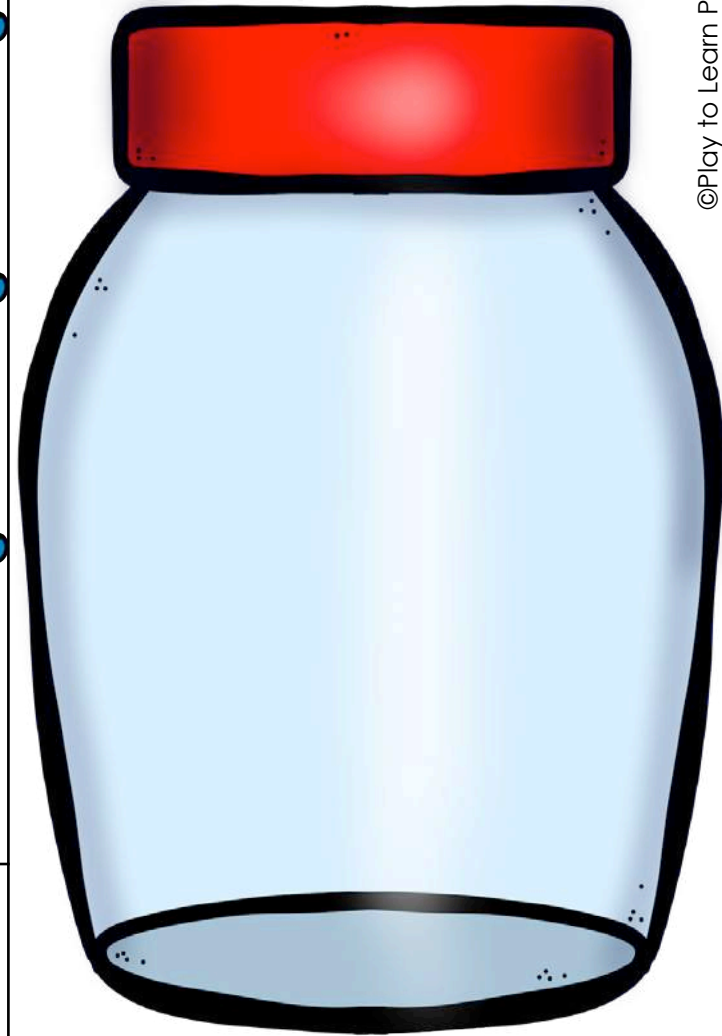
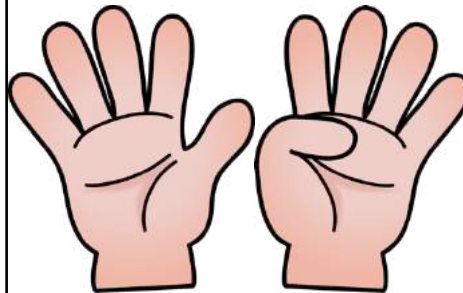


Place **8** counters in the jar.

Trace the number.

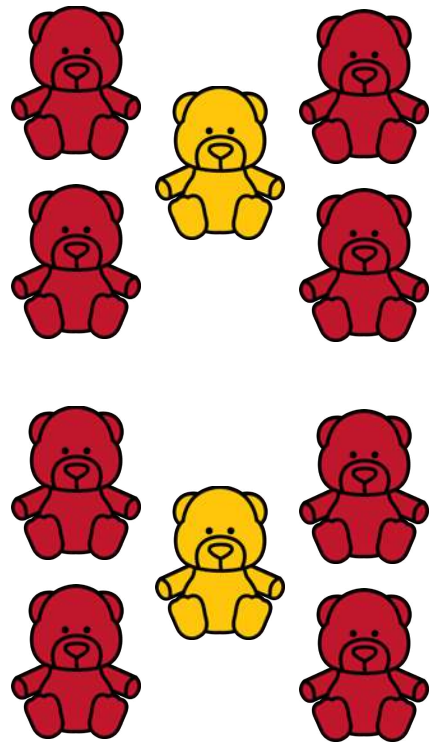
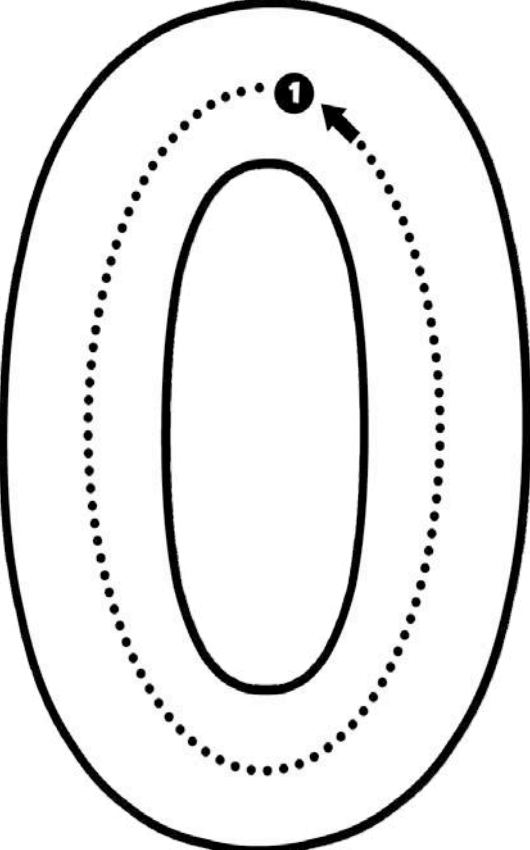
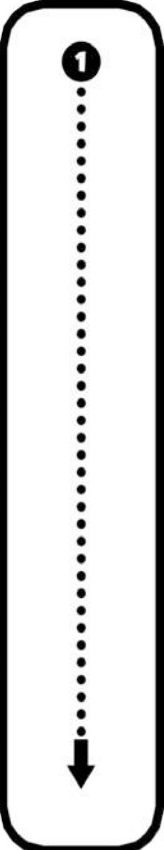


nine

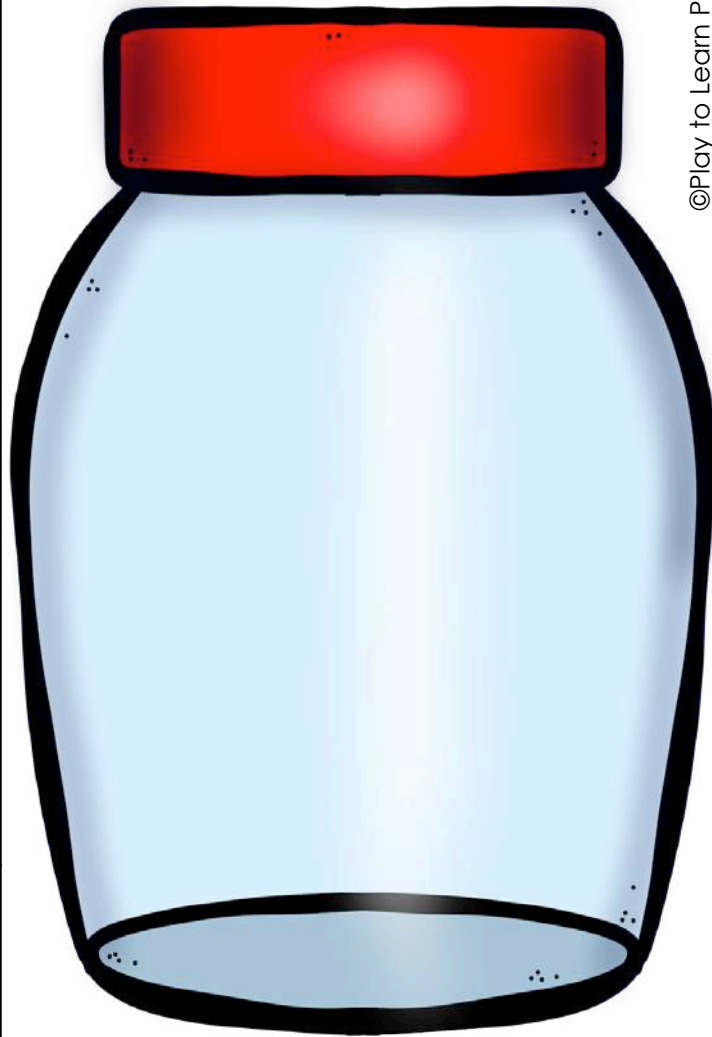
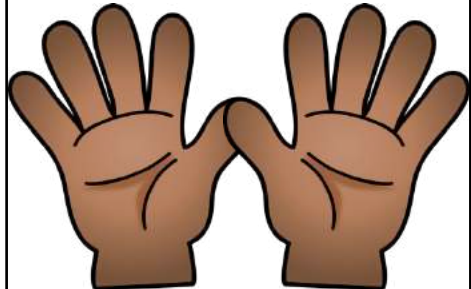


Place **9** counters in the jar.

Trace the number.



ten



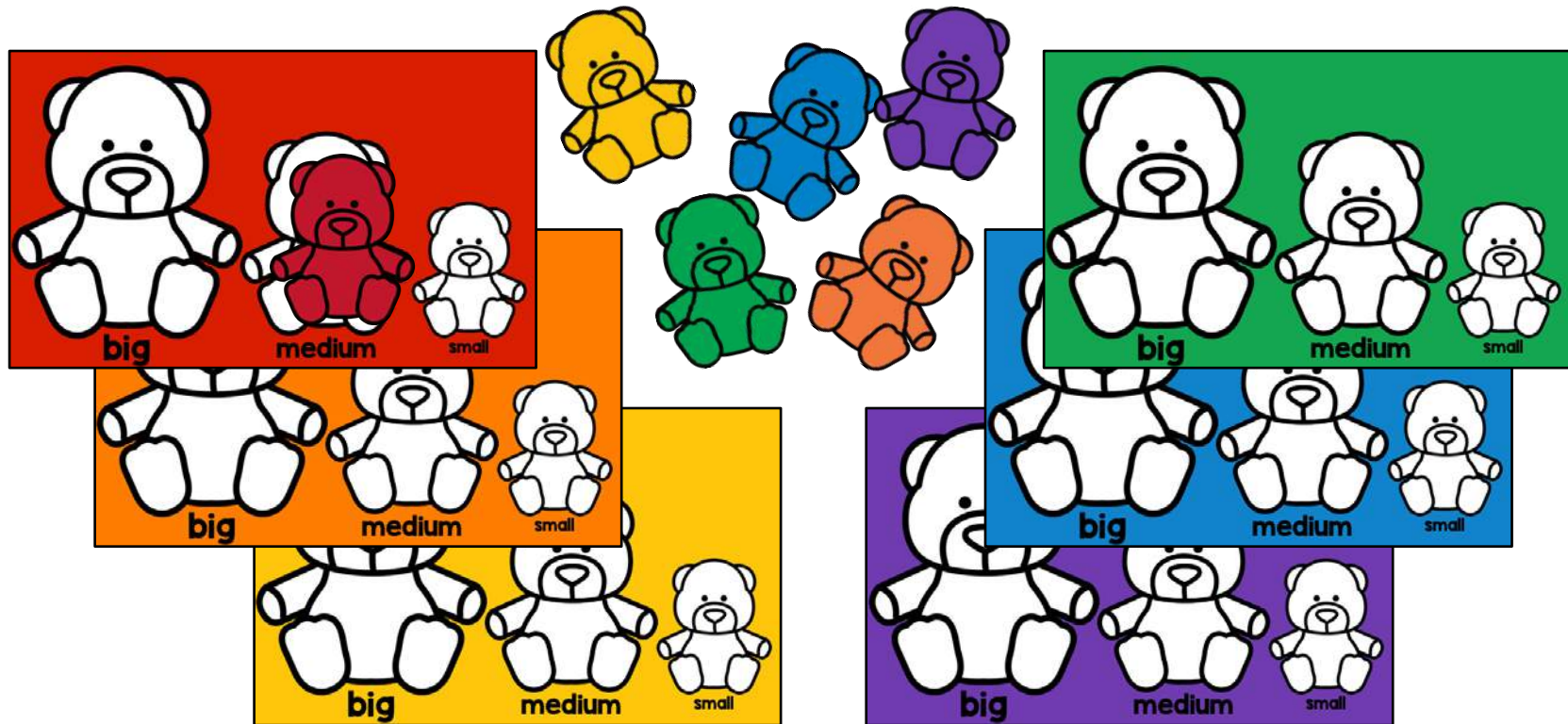
Place **10** counters in the jar.

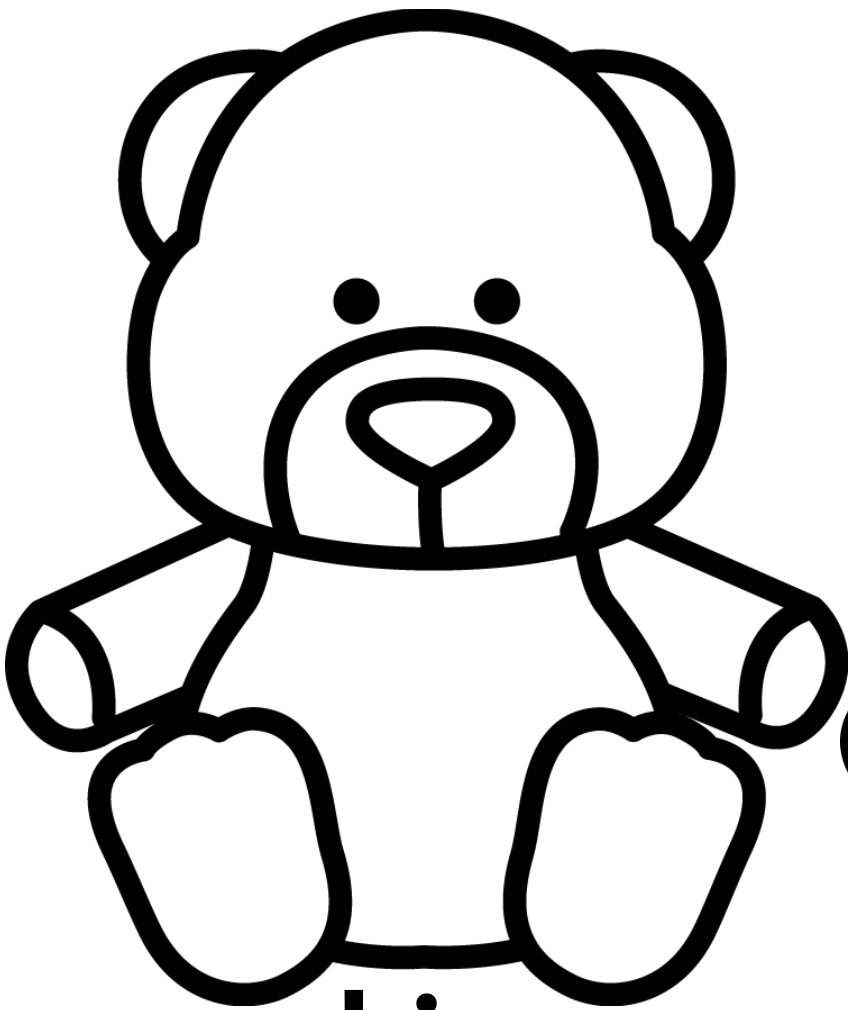
# Sorting

**Objective:** The students will sort by color and size.

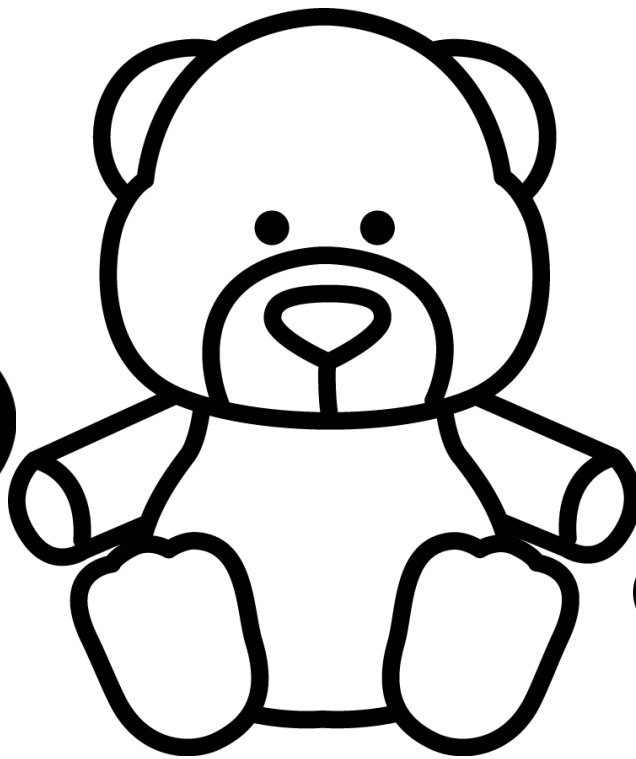
**Preparation:** Print the sorting mats onto different colored paper, to match the colors of your teddy bear counters. Set out the sorting mat and counters.

**Procedure:** Students sort the teddy bear counters by color and size.

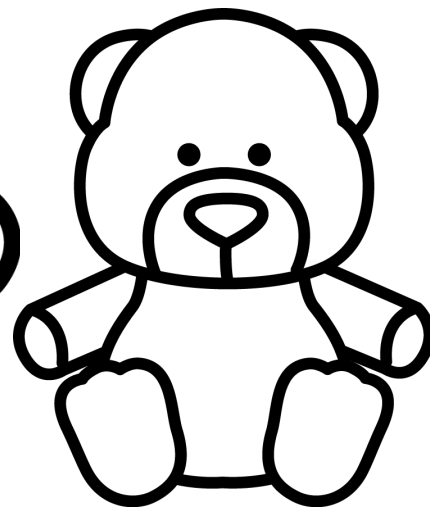




**big**



**medium**



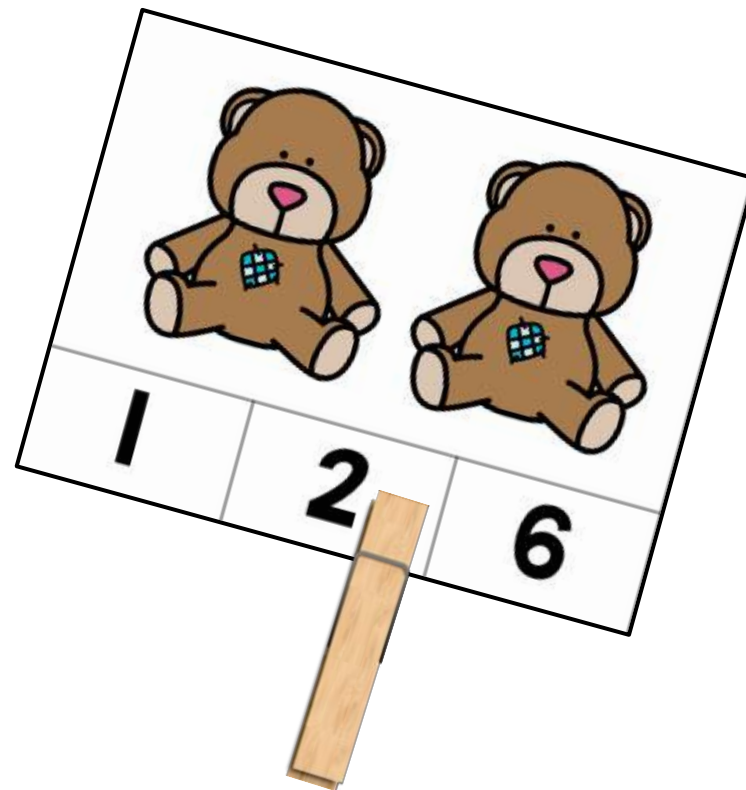
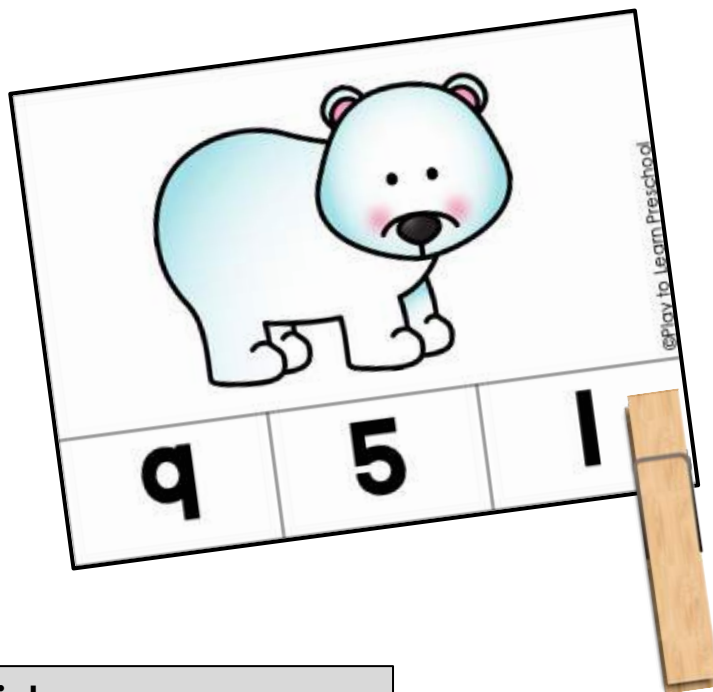
**small**

# Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.

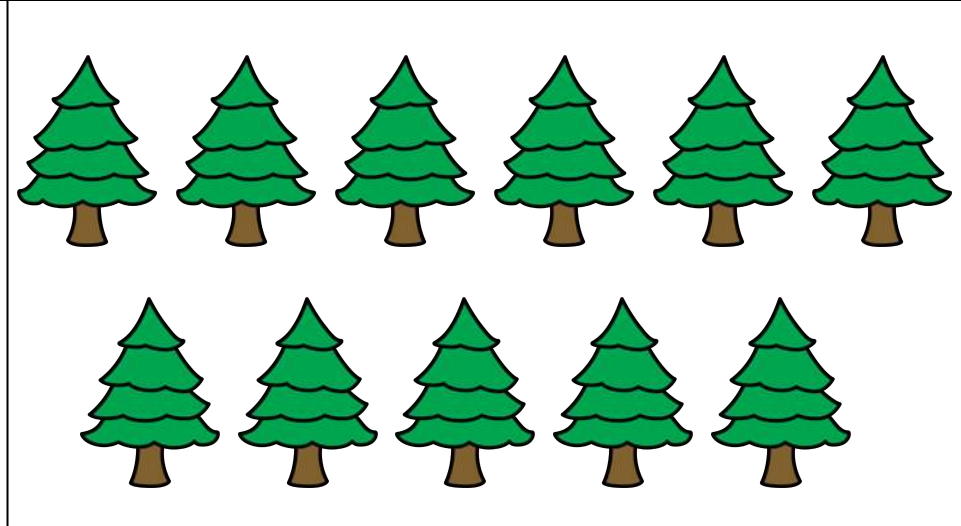
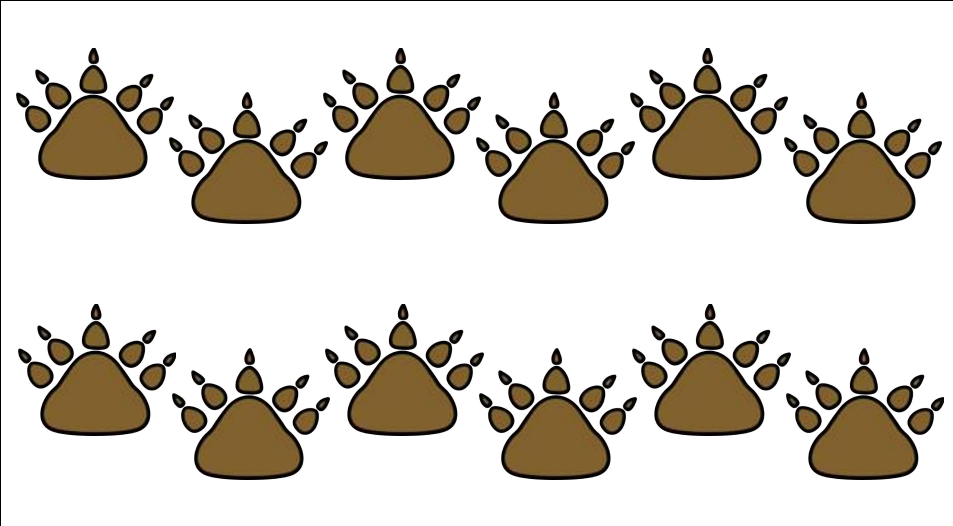
**Preparation:** Print the cards, mat, laminate and cut apart.

**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.



## Helpful Hint:

For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



12

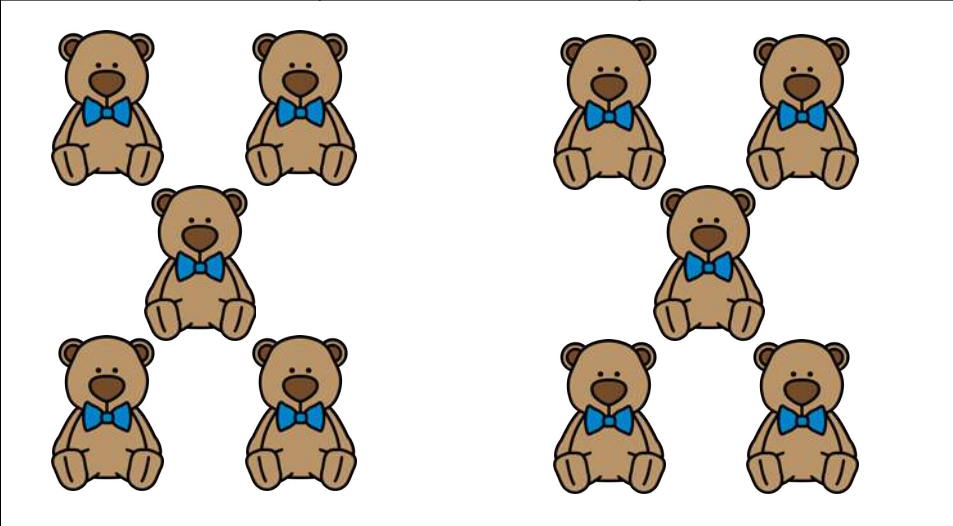
8

9

4

11

10



8

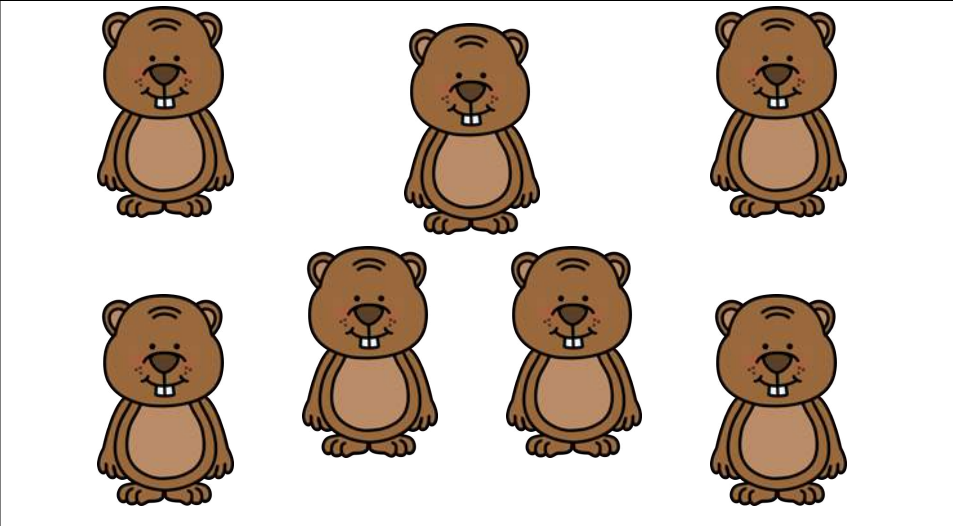
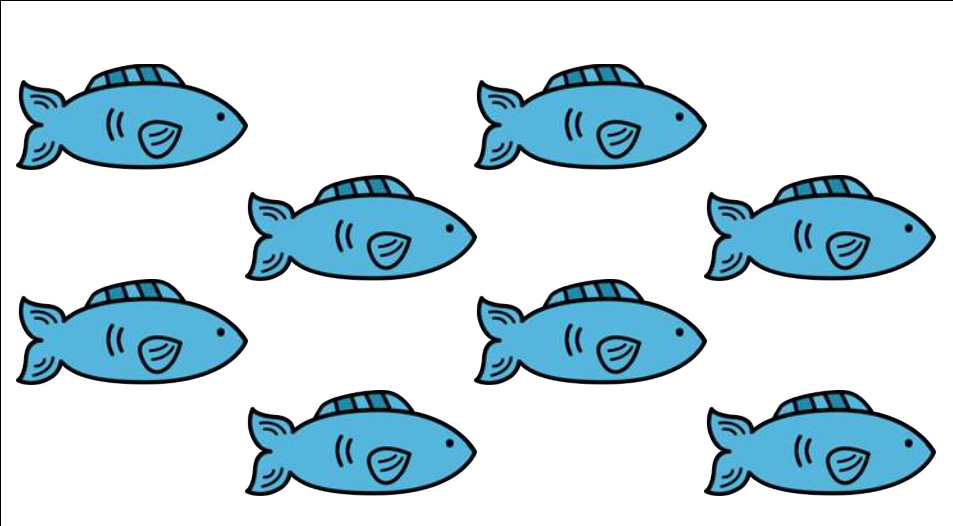
6

10

9

6

5



7

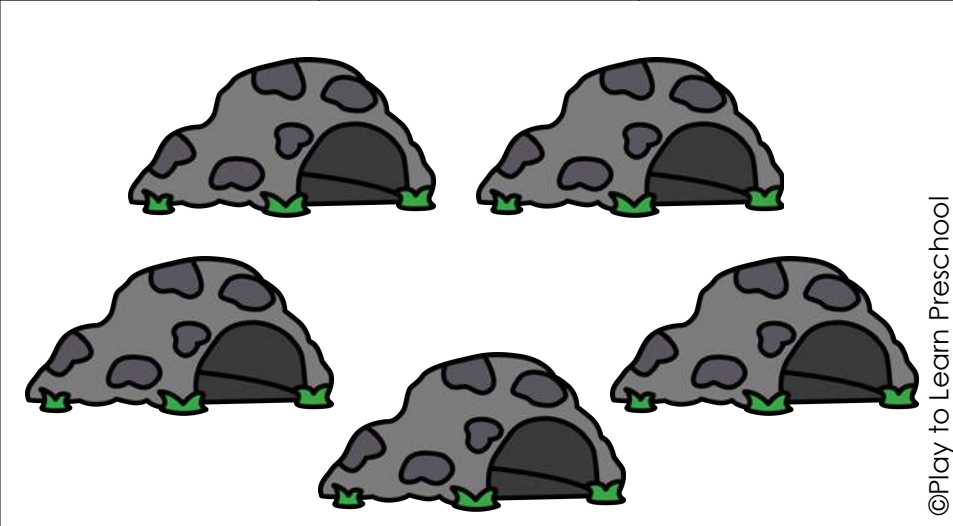
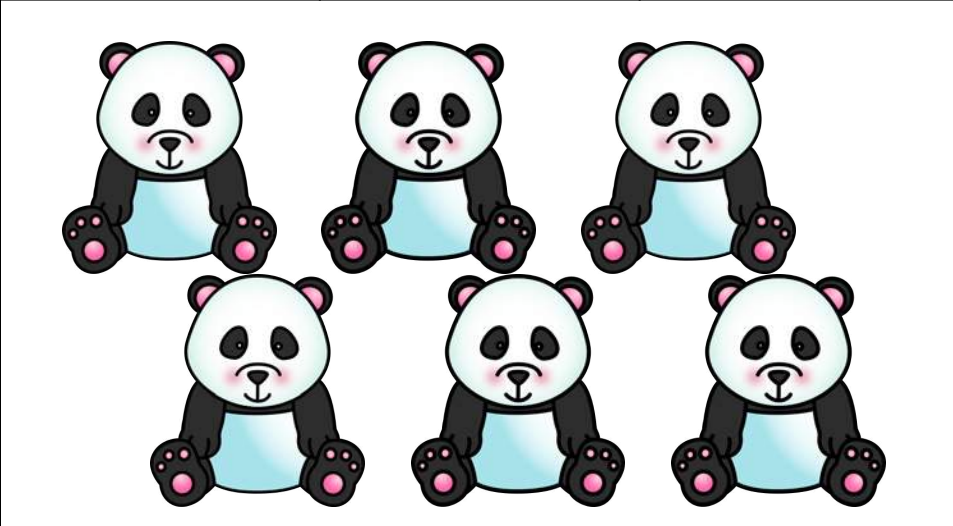
9

8

5

4

7



1

3

6

10

2

5



5

2

4

3

7

8



1

2

6

9

5

1

# Shape Matching

Math  
Center

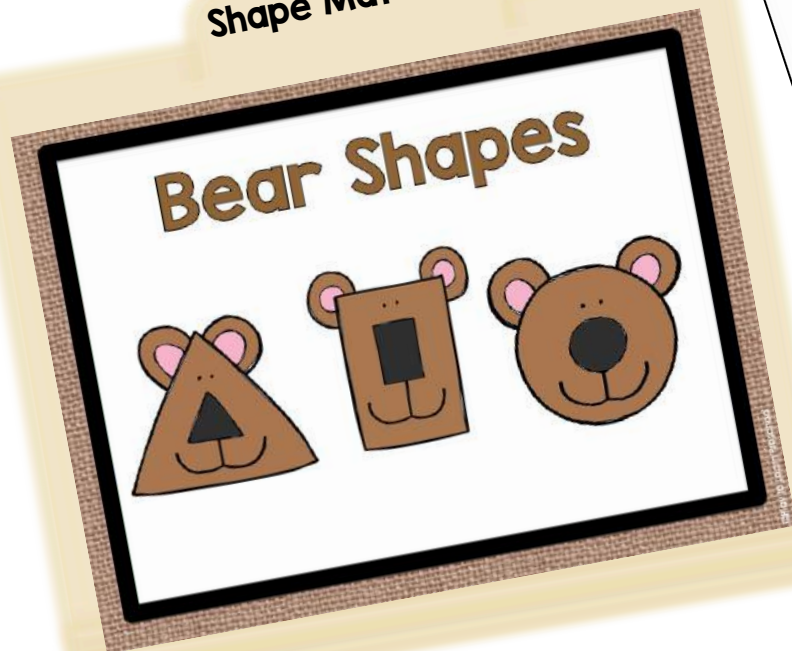
## File Folder Game

**Objective:** The students will compare shapes.

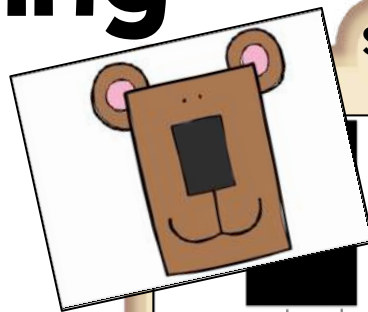
**Preparation:** Copy the bear shapes. Glue the solid black shapes inside a file folder. Cut and laminate the bear face pictures.

**Procedure:** Students will match the shapes.

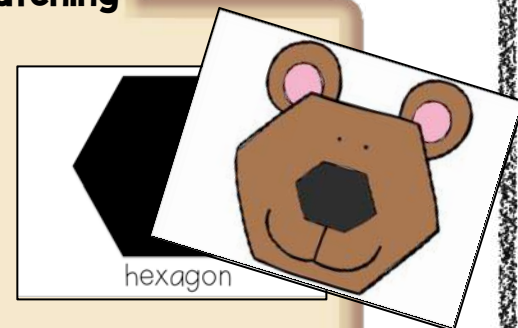
## Shape Matching



## Shape Matching



rectangle



hexagon



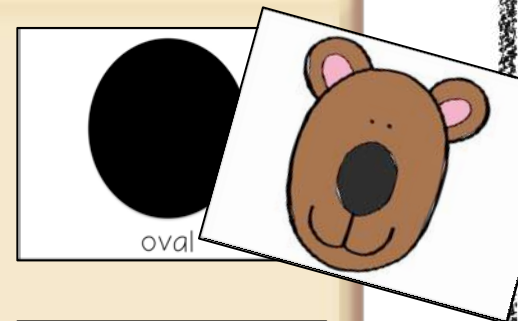
circle



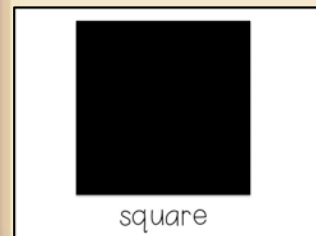
star



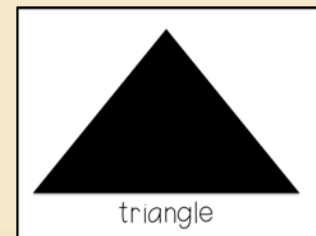
octagon



oval

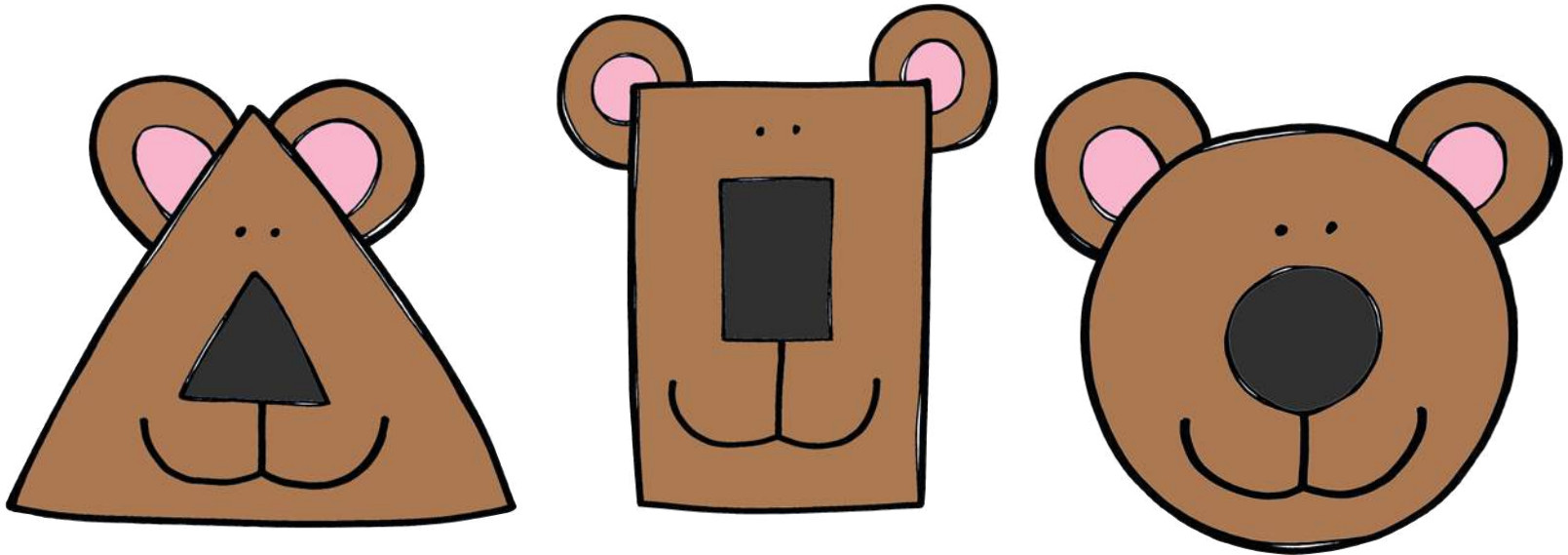


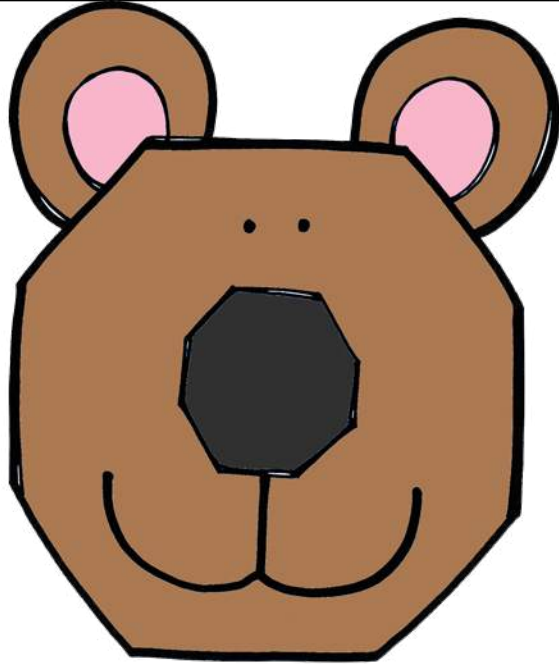
square



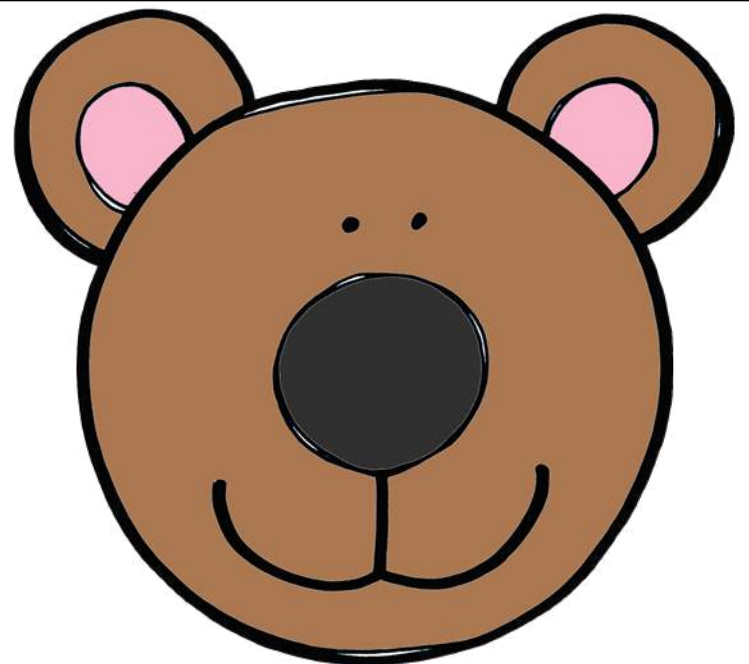
triangle

# Bear Shapes

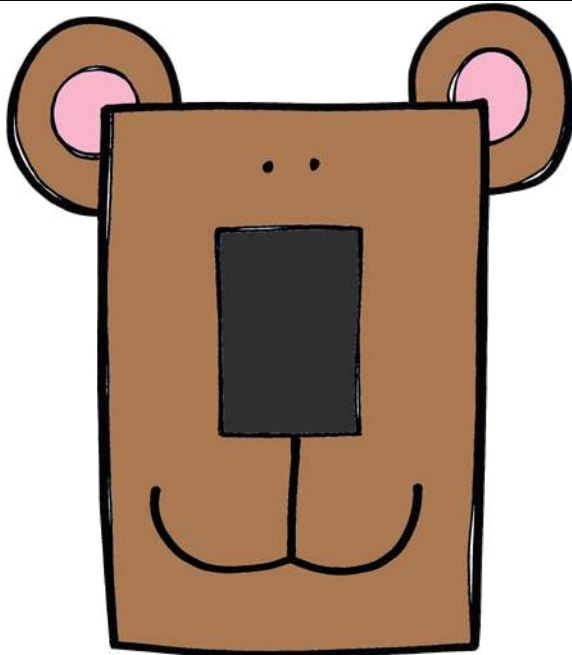




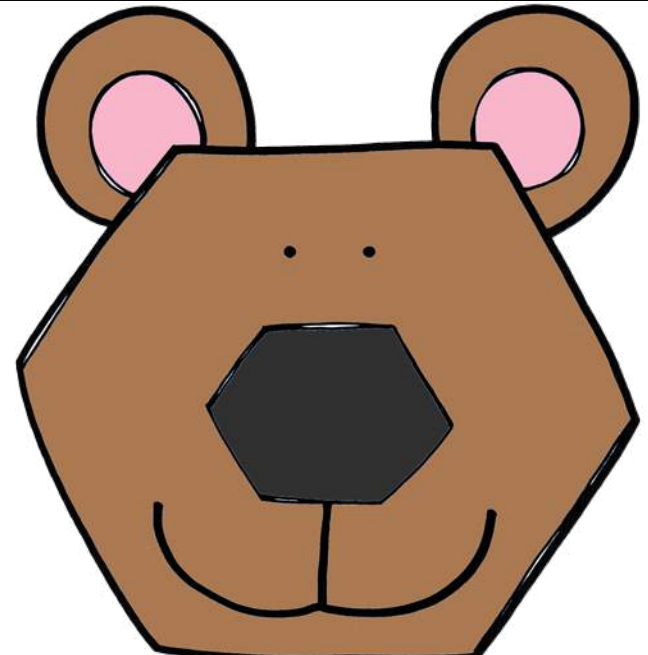
octagon



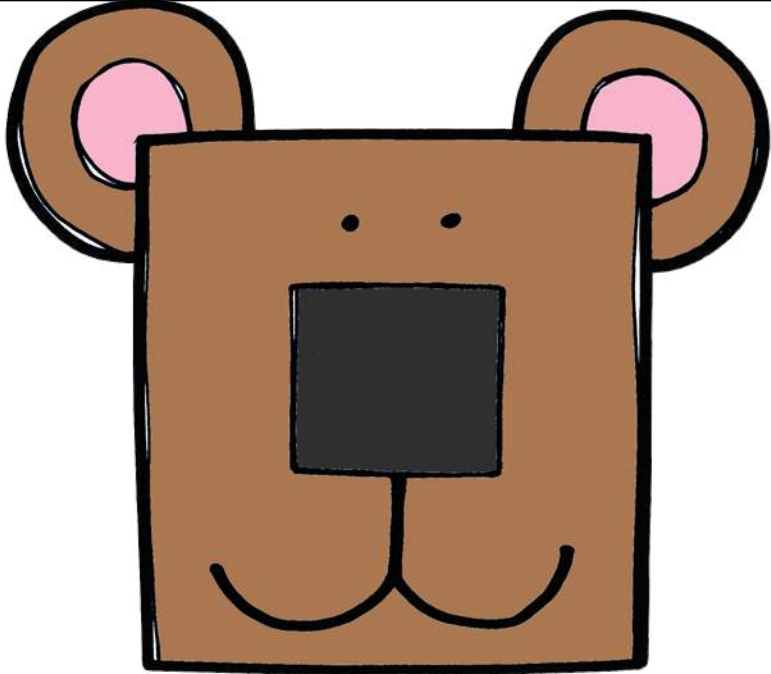
circle



rectangle



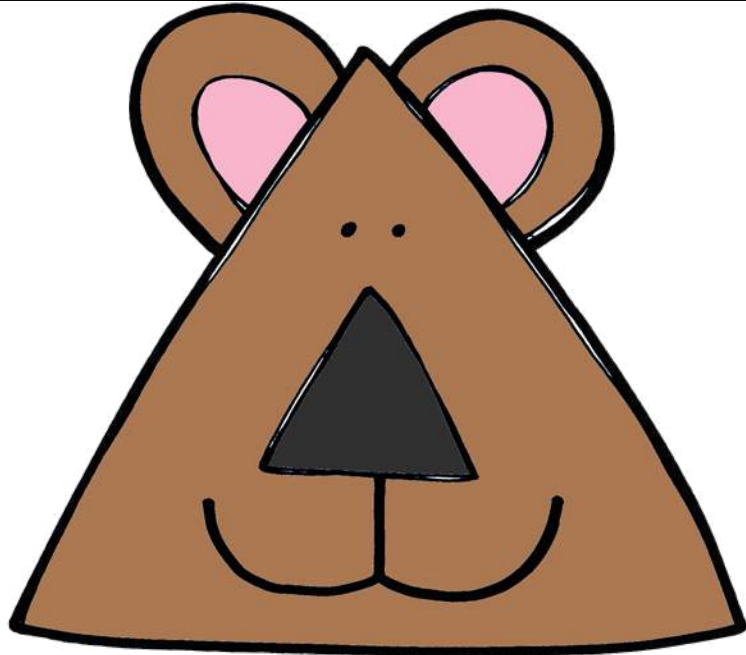
hexagon



square



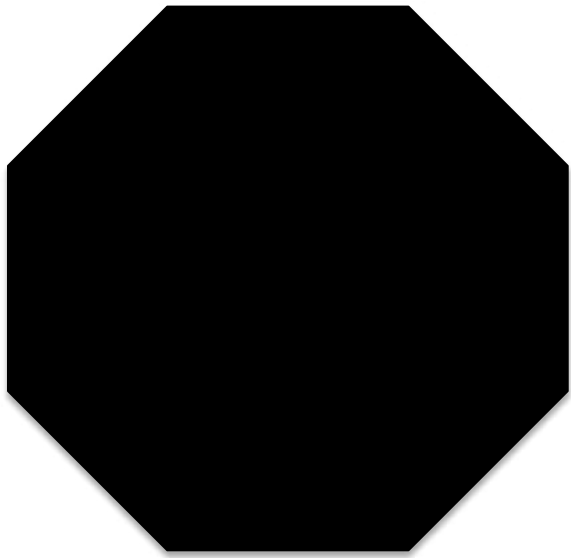
oval



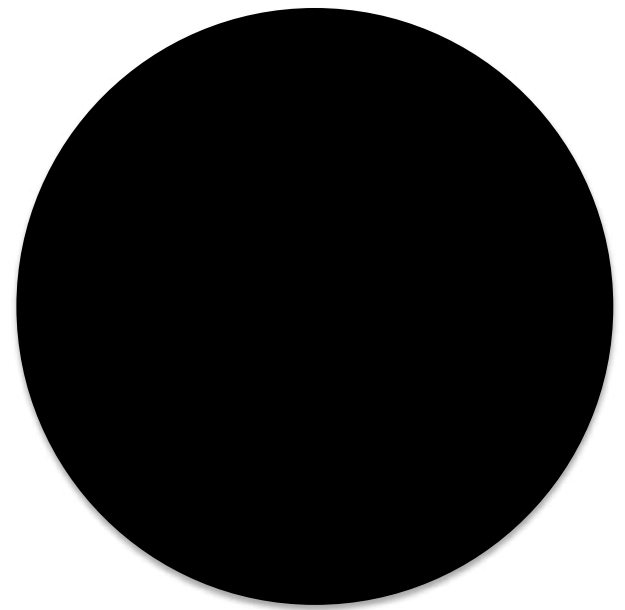
triangle



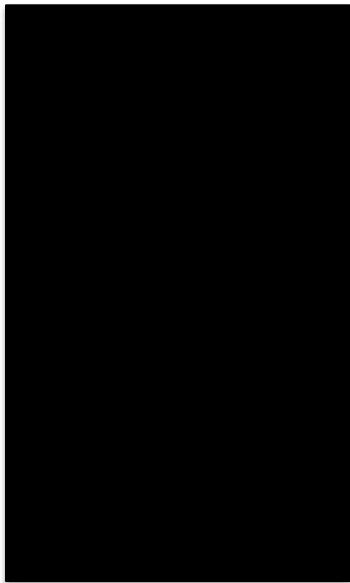
star



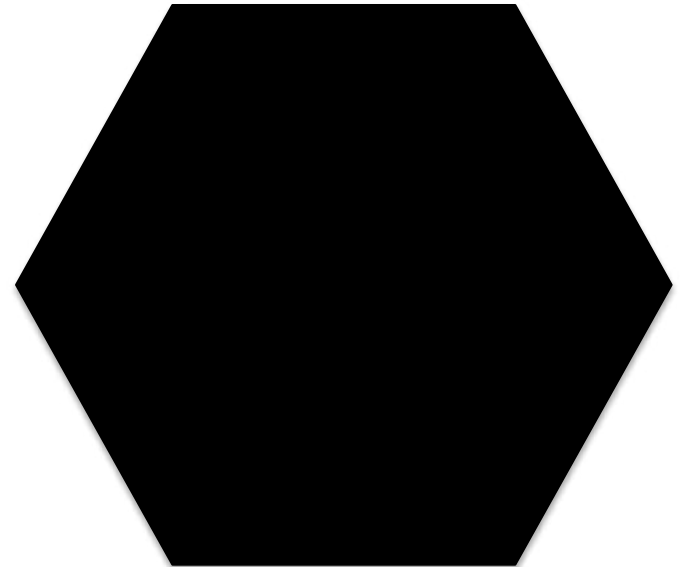
octagon



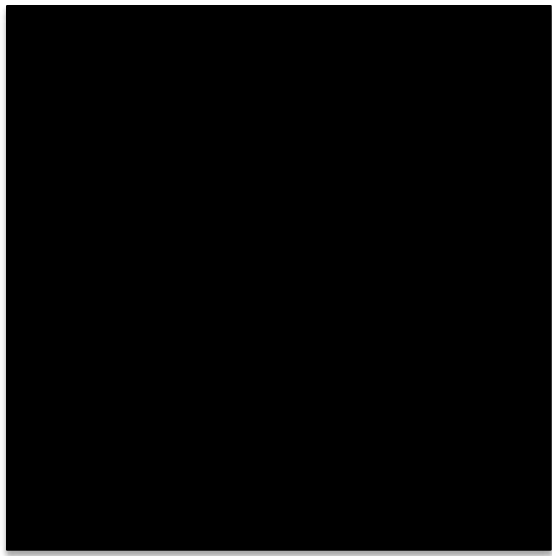
circle



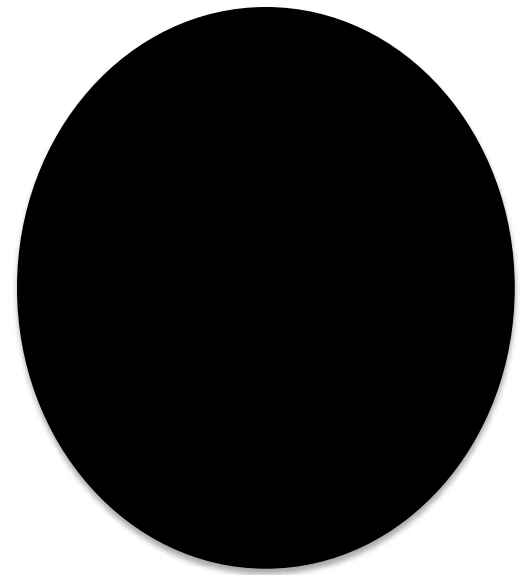
rectangle



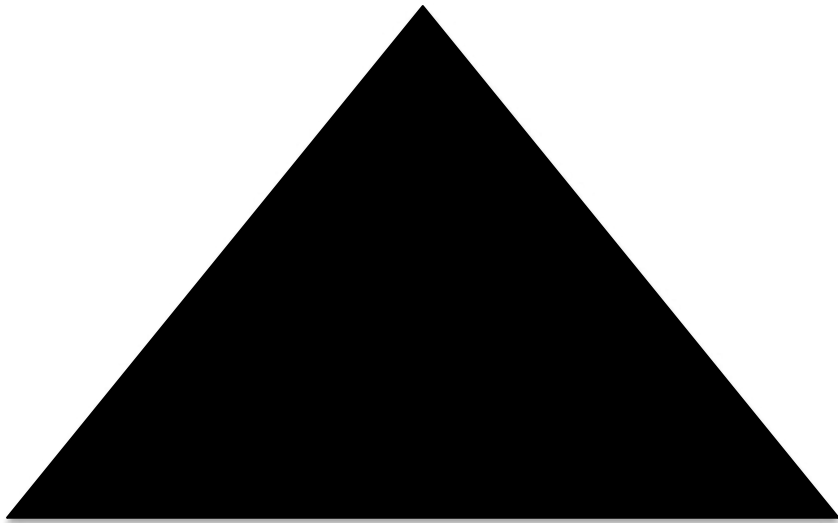
hexagon



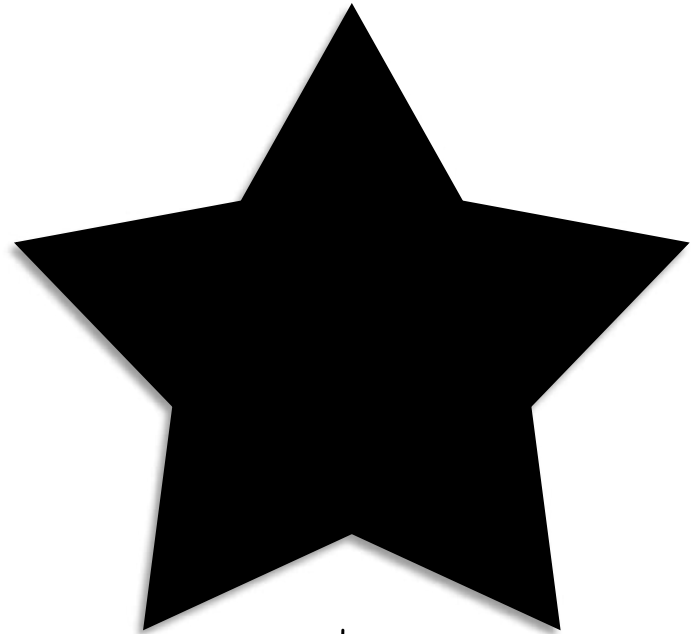
square



oval



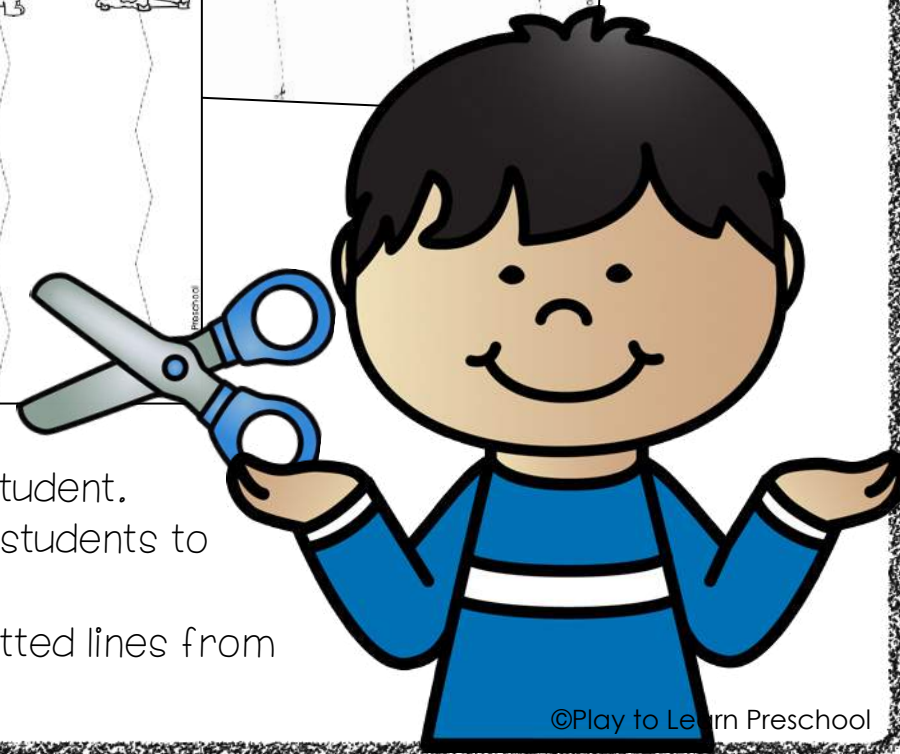
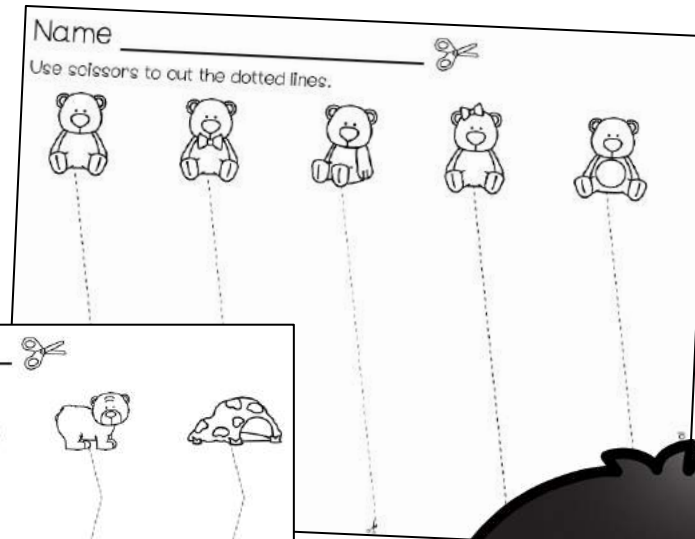
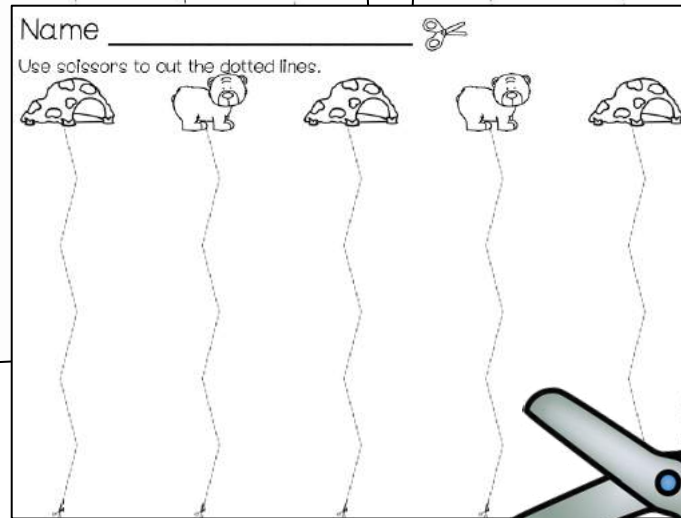
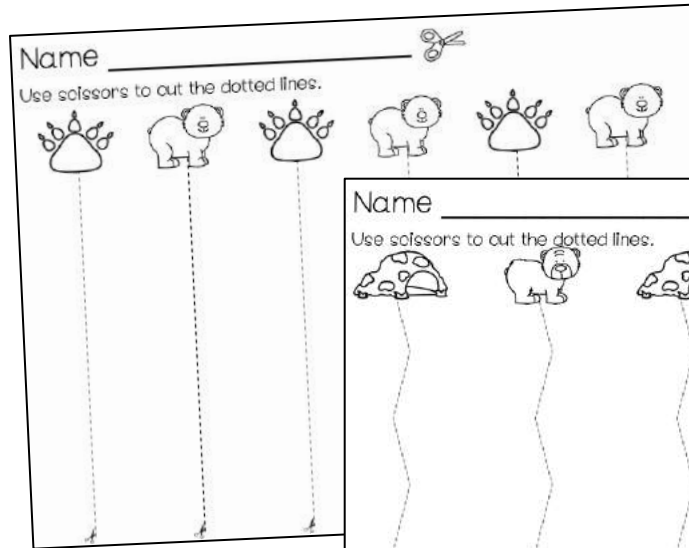
triangle



star

# Cutting Practice

**Objective:** The students coordinate eye-hand movement and control the small muscles in their hands.



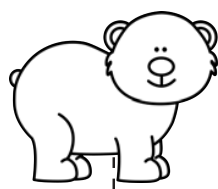
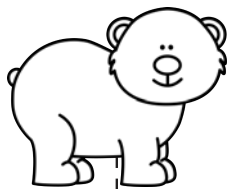
**Preparation:** Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

**Procedure:** The students will cut along the dotted lines from the bottom of the page to the top.

Name \_\_\_\_\_



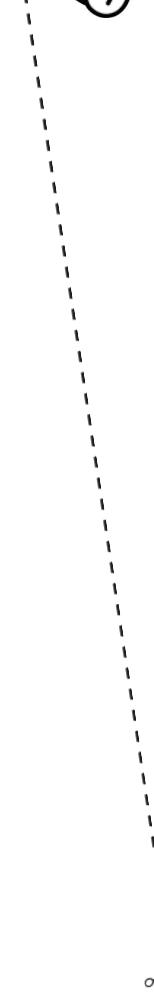
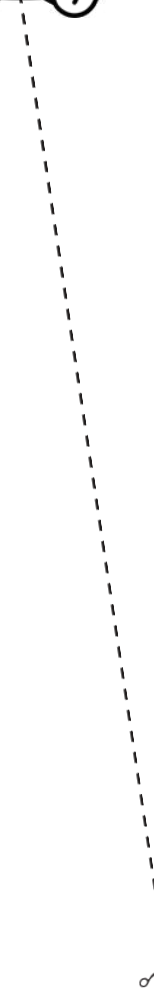
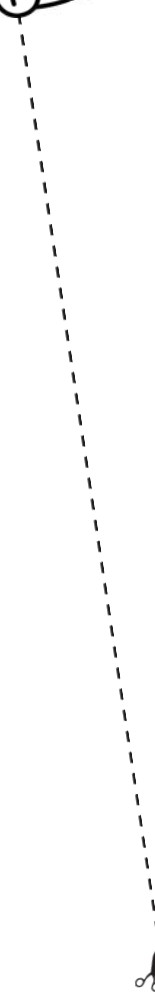
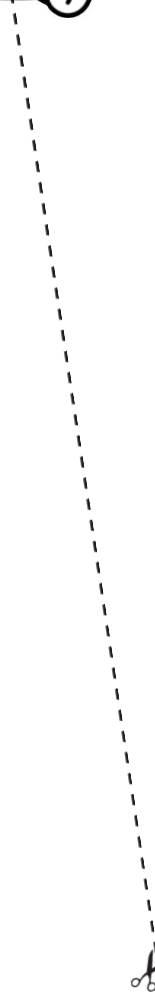
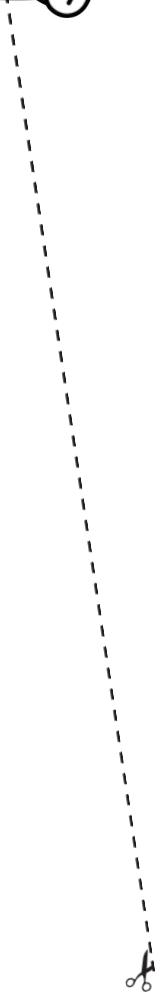
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



Use scissors to cut the dotted lines.



Name \_\_\_\_\_



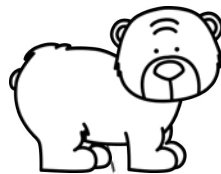
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



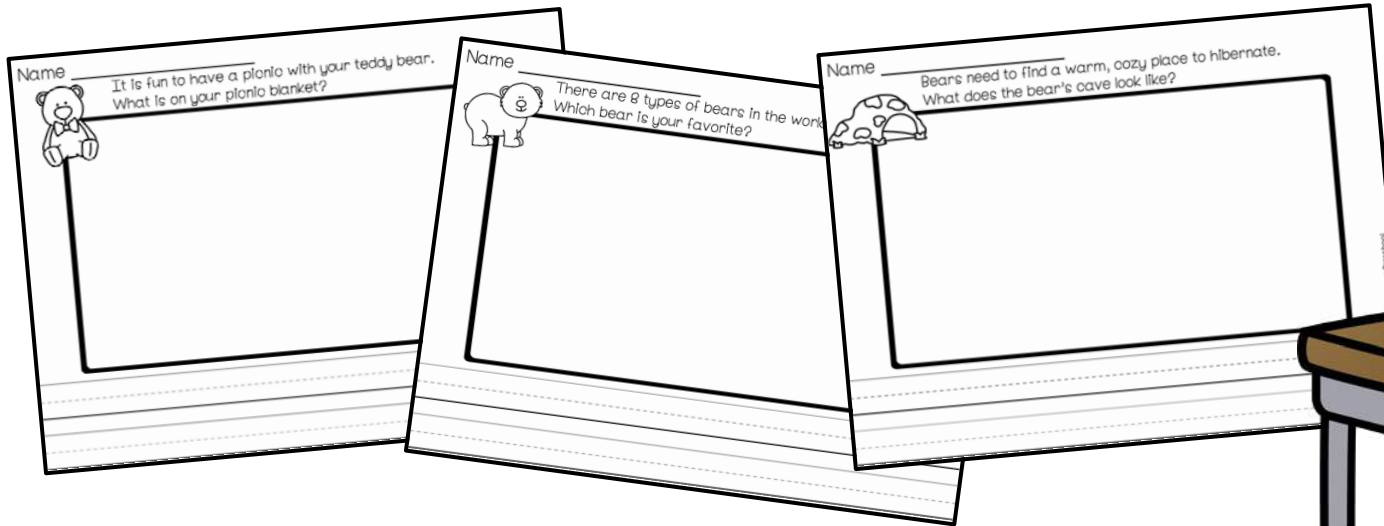
Use scissors to cut the dotted lines.



# Journaling

**Objective:** The students will understand the purpose of writing.

**Procedure:** Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.



Learning to draw and write is a developmental process. Young children need lots of time and opportunities to scribble, draw, and write. This is called "emergent literacy." The following is a very *general* guide to how children progress:

## Early (ages 3-4)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture. It's okay if it is not yet a recognizable shape or image.
- Ask the child to tell about the picture. "Can you tell me about your picture?"
- Repeat what they say and write down your child's dictation on the lines. Be sure to date it!

## Intermediate (ages 4-5)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture.
- Ask the child to tell about the picture. "Can you tell me about your picture?"
- Encourage the child to write about it on the lines. (The child will likely make scribbles or letter-like formations.)
- Ask your child if they want you to write their dictation on the lines as well.

## Advanced (ages 5-6)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture and label it.
- Model for your child how to say a word, stretch it out and listen for the sounds that they hear.
- For example, if they draw a bear, say "bear." Listen for the B sound and write the letter B to match. Can they hear any other sounds? Maybe they can also hear and write the letter R.
- Children may ask for you to write words for them to copy on the lines. This is fine as long as you also encourage them to write the letters and sounds that they hear.

Name \_\_\_\_\_



It is fun to have a picnic with your teddy bear.  
What is on your picnic blanket?

A large, empty rectangular frame with a thick black border, intended for drawing a picnic scene.

Name \_\_\_\_\_

There are 8 types of bears in the world.  
Which bear is your favorite?

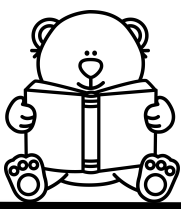


Name \_\_\_\_\_

Bears need to find a warm, cozy place to hibernate.  
What does the bear's cave look like?

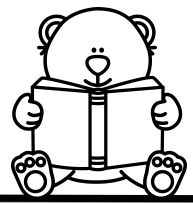


A large, empty rectangular box with a thick black border, intended for a child to draw their bear's cave. The box is positioned to the right of the bear's head illustration.



# Bear Books

## for Preschoolers



### Bears

- *Very Hairy Bear* by Alice Schertle
- *The Very Cranky Bear* by Nick Bland
- *The Very Brave Bear* by Nick Bland
- *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbury
- *About a Bear* by Holly Surplice
- *Bear Feels Scared* by Karma Wilson
- *Big Smelly Bear* by Britta Teckentrup
- *The Little Mouse, the Red Ripe Strawberry and The Big Hungry Bear* by Don & Audrey Wood
- *Bear Sees Colors* by Karma Wilson
- *Bear Counts* by Karma Wilson
- *Bear's New Friend* by Karma Wilson
- *Big Bear, Small Mouse* by Karma Wilson
- *Bear Feels Sick* by Karma Wilson
- *Bear's Loose Tooth* by Karma Wilson
- *Honey* by David Ezra Stein
- *The Bears and the Great Big Storm* by Paul Bright
- *Don't Worry Douglas* by David Melling
- *Looking for Smile* by Ellen Tarlow

### Teddy Bears

- *The Teddy Bears' Picnic* by Jimmy Kennedy
- *How to Share with a Bear* by Eric Pinder
- *Bears in Beds* by Shirley Parenteau
- *Corduroy* by Don Freeman

### Hibernation

- *Bear Snores On* by Karma Wilson
- *The Very Sleepy Bear* by Nick Bland
- *Sleep, Big Bear, Sleep* by Maureen Wright
- *Old Bear* by Kevin Henkes

### Non-Fiction Bears

- *Polar Bears* by Gail Gibbons
- *Grizzly Bears* by Gail Gibbons
- *Bears* by National Geographic Kids
- *Growl! A Book About Bears* by Melvin and Gilda Berger

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for preschool and Pre-K learners:

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# Preschool Learners

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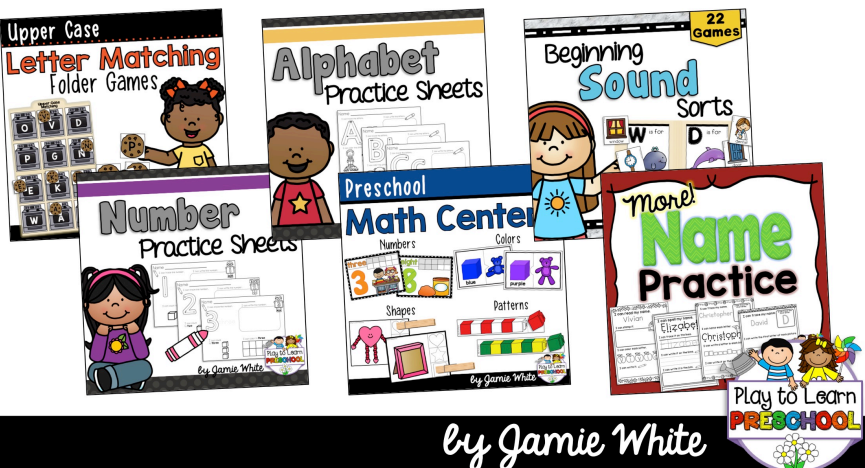
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By Jamie White



Find literacy, math, name practice, dramatic play, and unit lesson plans for preschool students.