

Having Beary Much Fun With Core Knowledge

Special Area: Preschool

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I. **ABSTRACT**

- A. Having “Beary Much Fun With Core Knowledge” demonstrates the ease with which the *Core Knowledge Preschool Sequence* flows from one skill area to another. Introduced at the start of the school year, Beary Much Fun is a non-threatening, cozy way to get students interacting in the classroom while building skills that will help them through the whole year. Using a theme built all around teddy bears, this session will show how to introduce concepts in social skills, language, storybook reading, and others in a fun way that will involve even the shyest students.

II. **THE OVERVIEW**

- A. *Core Knowledge Preschool Sequence* content
1. Goal: Develop and Refine Gross Motor Skills
 - Maintain balance by changing body position without moving through space
 - Situate oneself within a space of defined boundaries, modifying body configuration and size to “fit the space”
 2. Goal: Play Group Games
 - Participate in group games such as the following: Simon Says
 3. Goal: Use the Body Expressively
 - Imitate the position or action of another person
 4. Goal: Function and Work Constructively in a Group Setting, Using Appropriate Social Skills
 - Follow accepted rules for group behavior:
 - Attend and listen during a group activity while others speak.
 - Wait turn to speak in a group, using agreed upon signals.
 - Sit amongst other children during a group activity, remaining in own physical space without disrupting or interfering with others.
 - Given advance notice, stop when told and change activities, moving smoothly and cooperatively from one activity to another.
 - Follow the rules for simple childhood games (board games and group circle games).
 5. Goal: Develop Independent Work Habits
 - Carry out single-step oral directions
 - Once initiated, work in an orderly, persistent fashion in completing a task with a definite end (art or craft project, puzzle, etc.), even if difficulty is encountered or several “sessions” are needed.
 6. Goal: Understand and Use Language to Communicate for Different Purposes
 - Narrating:
 - Given a picture, individual object or person within view:
 - Indicate the picture or object, amongst several choices, that has been described.
 - Describe its attributes so that someone else may identify it.
 7. Goal: Understand and Use Language to Think: Organize, Relate and Analyze Information
 - Match pictures of simple opposites:
 - big-little
 - cold-hot
 - dry-wet
 - full-empty

happy-sad
open-close

8. Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax
→ Use increasingly precise vocabulary in describing his immediate environment at home, in the neighborhood, at school, etc.
 - Nouns/word labels within the following general categories: body parts, food, clothing, toys, household items, people (family, community helpers), animals, transportation, environment, etc.
 - Verbs/action words.
 - Adjectives/describing words: color, size, shape, quantity and attributes based on the other senses.
 - Words indicating time.
 - Words indicating space.
9. Goal: Develop Memorization Skills
→ Memorize and recite with others a simple nursery rhyme, poem or song.
10. Goal: Listen to Nursery Rhymes, Poems, Fingerplays and Songs and Respond with Appropriate Gestures
→ While listening to the recitation of a familiar nursery rhyme, poem or fingerplay, clap or tap the beat with hands and/or feet.
→ While listening to the recitation of a familiar nursery rhyme, poem or fingerplay, perform the associated hand and body gestures that have been previously taught.
11. Goal: Listen to Stories Read Aloud
Narrating:
→ Attend and listen to illustrated picture books with simple story lines during a 15 minute reading.
→ Hold a book correctly, turning the pages in accordance with the story being read aloud, from beginning to end.
→ Find the object within an illustration or find the illustration within the book that is being described.
→ Answer questions designed to elicit information about the elements of a story: character(s), setting, plot and events.
12. Goal: Participate in Stories Read Aloud
Narrating:
→ Describe an illustration.
→ In books with repetitive phrases or a refrain, provide or join in repeating the refrain aloud.
13. Goal: Develop a Notion of “Story Schema”
Narrating:
→ Retell a story that has been read aloud; include character(s), a beginning, the plot (central idea) of the story and an ending.
→ Sequence 3 illustrations of events from a story.
14. Goal: Develop an Awareness of the Structure of Print
→ Recognize the written form of his or her first name.
→ Recognize the initial letter of his or her first name.
15. Goal: Sort and Classify Objects or Pictures of Objects
→ Given a sample object/picture and verbal description of the selection criteria, sort objects/pictures according to a single criterion:
color: red, yellow, green, blue, orange, purple, brown, black, white.
shape: circle, triangle, rectangle.
16. Goal: Quantify Groups of Objects

- Recite the number sequence: 1-4
 - Compare two groups of concrete objects and use quantitative vocabulary to describe the groups (more than, less than, the same as) with up to 4 objects in each group.
 - Demonstrate one-to-one correspondence with concrete objects, up to and including 4 items.
 - Construct a collection of objects so that it has the same number of objects as another collection, up to 4 items.
 - Count groups of concrete objects up to 4 objects in a group.
17. Goal: Understand and Use the Language of Space
- Situate himself or herself in space or situate objects in relation to one another according to the following words:
 - In front of-behind
 - Under
 - Around
 - In a line/row
 - In a circle
 - Up-down
18. Goal: Develop the Fine Motor Skills and Strokes Used in Writing
- Use hands, fingers, paintbrush, crayons, markers, pencil to produce written marks on both vertical and horizontal surfaces.
 - Tear, fold, paste and glue paper.
 - Given an outline of a simple shape or a line drawing of a large simple picture, color it, staying within the lines.
 - Draw on paper:
 - horizontal line
 - vertical line
 - point
 - circle
 - spiral

III. BACKGROUND KNOWLEDGE

A. Key references for teachers:

1. *Core Knowledge Preschool Sequence*: Charlottesville, VA: Core Knowledge Foundation, 2000.

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

A. Minimum prior knowledge and skills required for success:

1. Students need to be familiar with daily routines.
2. Students need to know how to use scissors.
3. Students need to know how to manipulate glue.
4. Students need to be able to recognize a quiet symbol.
5. Students need to be able to recognize start/stop symbols.
6. Students need to know basic hygiene policies (how to wash hands).

V. RESOURCES

A. Preparation

1. Send home an invitation beforehand to all students inviting them to bring his or her favorite teddy bear to school for a “Beary” special unit of fun. (Appendix A)
2. Establish a stash of extra bears for those who forget or don’t have one and to fill up all centers with bears.

3. Make sure to have ample space for storing bears when not in use.
- B. Materials
1. Appendices A-H
 2. Teddy bears (stuffed)
 3. Teddy bear counters
 4. Graph paper
 5. Construction paper teddy bears
- C. Storybooks:
- Corduroy* by Don Freeman
Goldilocks and the Three Bears retold by Jan Brett
Brown Bear, Brown Bear by Bill Martin, Jr.
Blueberries for Sal by Robert McCloskey
Bear Party by William Pene Du Bois
Bear Shadow by Frank Asch
- D. Songs:
- Teddy Bear Picnic*
The Bear Went Over the Mountain
- E. Fingerplays:
- Fuzzy Wuzzy*
Teddy Bear, Teddy Bear
Going on a Bear Hunt

VI. LESSONS OUTLINES

Lesson One: Teddy Bear Simon Says

- A. Daily Objectives
1. Group game participation
 2. Improve gross motor skills
 3. Use the body expressively
 4. Work cooperatively
 5. Situate one's self in space
- B. Grouping
- Whole or small group instruction
- C. Materials and Preparation
1. Each child should have his or her own teddy bear
 2. Bear related fiction/nonfiction book
- D. Language of Instruction
1. Teacher: above quiet
 behind start
 imitate stop
 in front of under
 loud
 2. Students: loud
 quiet
 slow
- E. Procedures/Activities
1. Introduce activity with bear related fiction or nonfiction book.
 2. Explain to the children that they are going to play a game in which they will make their bears imitate the teacher's bear.
 3. Explain the word "imitate."
 4. Start the game by saying: "Teddy says, 'Put your bear above your head.'"

5. Continue to play the game in similar fashion to Simon Says using Core Knowledge language such as:

around	slow
behind	under
in front of	up-down
6. Extension Activity: Perform *Going on a Bear Hunt* fingerplay
- F. Go a Little Further
 1. To make the game easier, use simpler commands
 2. To make it more difficult, incorporate a series of requests at one time (“Teddy says, ‘Put your bear above your head and stomp your feet four times.’”), or do not demonstrate the action to be imitated, just give the verbal command.
- G. Assessment/Evaluation
Use direct observation to record whether children are able to participate according to goals listed in objectives.

Lesson Two: Teddy Bear Graphing

- A. Daily Objectives
 1. Sort and classify objects
 2. Quantify groups of objects
- B. Grouping
Whole or small group instruction
- C. Materials and Preparation
 1. Stuffed teddy bears and construction paper teddy bears (Appendix B) in colors that correlate to the colors of the student’s teddy bears
 2. A paper graph with enough columns labeled to represent the different colors of the teddy bears
 3. Glue stick or masking tape for attaching bears
 4. Teddy bear fingerplay activity *Going on a Bear Hunt*
- D. Language of Instruction

1. Teacher:	classify	less than
	different	more than
	equal	same
	how many	small (er) (est)
	large (er) (est)	the same as
2. Students:	any	large (er) (est)
	different	same
	equal	small (er) (est)
- E. Procedures/Activities
 1. Introduce activity by reviewing *Going on a Bear Hunt* song/fingerplay to build upon previous lesson.
 2. Show and introduce paper graph.
 3. Explain that the students will place a bear on the chart to represent his/her bear.
 4. Ask each child to look at his/her bear to determine which color construction paper bear they think most closely matches their bear.
 5. Pass out the construction paper bears.
 6. Ask each child to come up and paste bear onto graph in the appropriate column (may require assistance).
 7. After everyone has finished, count and compare – discuss less than, more than, equal amounts, etc. (refer to language of instruction)
 8. Hang up, display and discuss at any other opportunity.

9. Extension: Can also be done using “Feelings Bears” which are construction paper bears that children draw with happy, sad, mad, etc. faces and glue into rows or columns
- F. Go a Little Further
 1. For students who have difficulty:
 - place bear on chart for the child
 - do only in small groups
 2. For students who excel:
 - give individual graphs and smaller bears to do as a table game activity (Appendix C)
- G. Assessment/Evaluation
Use direct observation to record whether child is able to interpret results of chart.

Lesson Three: Teddy Bear Counting

- A. Daily Objectives
 1. Sort and classify objects
 2. Quantify groups of objects
- B. Grouping
Small group instruction
- C. Materials and Preparation
 1. Teddy bear counters in different colors
 2. Sorting mats for 4/5 (Appendix D)
 3. Dot cards (see Appendix E) (optional)
 4. Storybook or counting book
- D. Language of Instruction
 1. Teacher:

different	less than
equal	more than
how many	same
in a row	small (er) (est)
large (er) (est)	sort
 2. Students:

any	large (er) (est)
different	same
equal	small (er) (est)
- E. Procedures/Activities
 1. Introduce counting bears – allow time for students to explore them.
 2. Collect bears and introduce color sorting mats.
 3. Explain that when the teacher passes bears back out, students will sort them into difference color groups on the color mats. Demonstrate.
 4. Once bears are sorted, explain to students how to line them up in a row.
 5. Pass bears back out seeing that each child has at least four of each color.
 6. Once bears are sorted, explain to students how to line them up in a row.
 7. Compare groups of bears, count/explore less than-more than.
- F. Go a Little Further
 1. For students who have difficulty:
 - start off using only two different colors.
 - use smaller quantities of bears.
 2. For students who excel:
 - add a greater quantity of bears.
 - use additional colors.
 - use colored patterned dot cards (Appendix E) and have students draw a card and match color and number of dots on card.

G. Assessment/Evaluation

Use direct observation in manner of checklist to assess child's level of ability or participation chart.

Lesson Four: "I Spy a Teddy Bear"

A. Daily Objectives

1. Understand and use language to communicate
2. Understand and use increasingly varied and complex vocabulary and syntax

B. Grouping

Start out with small group instruction – may move to large group with increased understanding

C. Materials and Preparation

1. Each child needs his/her teddy bear
2. Storybook and/or fingerplay such as *Corduroy* or *Fuzzy Wuzzy*

D. Language of Instruction

1. Teacher: describe group
directions talk
2. Students: N/A

E. Procedures/Activities

1. Introduce activity with a storybook or a fingerplay.
2. Explain to students that you are looking for a very special teddy bear.
3. Explain that in order to find the bear, the students should listen to the description and guess which bear you are describing.
4. Explain the word describe by describing a simple object, such as a pencil or crayon.
5. Start the game in the fashion of "I Spy" by describing a teddy bear in detail, such as:
"I spy a teddy bear
that is gray,
has a red nose,
a blue bow,
and an orange tongue."
(Be aware that the child who has the bear may not realize it immediately; his/her classmates may and call it out.)
6. Continue describing every student's bear until time is up.

F. Go a Little Further

1. For students who have difficulty:
 - make brown construction paper bears (see Appendix F) and then glue a different colored shape on it's tummy; then play "I spy a brown bear with a yellow star (or red square, green heart, orange circle)."
 - may increase difficulty later by making different colored bears with different colored shapes (i.e. yellow bear/red heart; orange bear/blue triangle)
2. For students who excel:
 - allow students to come up and lead the game.

G. Assessment/Evaluation

Use anecdotal records to assess student's progress.

Lesson Five: Build a Teddy

A. Daily Objectives

1. Develop independent work habits

2. Carry out directions
 3. Work in orderly, persistent fashion in completing task
 4. Use describing words in reference to quantity, color, size, shape
- B. Grouping
Small group instruction
- C. Materials and Preparation
1. Cut out the following pattern pieces for each student to build a teddy bear (Appendix G)
 - 1 brown head
 - 1 brown body
 - 2 red arms
 - 2 orange legs
 - 2 yellow ears
 - 1 yellow tummy
 - 2 black eyes
 - 1 black nose
 - 1 orange mouth
 2. Glue
 3. Scissors (optional)
- D. Language of Instruction
1. Teacher: follow directions materials
independently responsibility
- E. Procedures/Activities
1. Introduce activity with fingerplay to get wiggles out.
 2. Show students example of completed bear.
 3. Ask students what they will need to make a bear of their own (i.e. head, arms, etc.).
 4. Make sure each student has the necessary body parts.
 5. Pass out glue and let students work independently until task is finished.
 6. Allow to dry.
- F. Go a Little Further
1. For students who have difficulty:
 - work closely with student, offering step-by-step support; perhaps handing out pieces only as they are needed
 - provide teddy body and head already affixed with only the need to add arms, legs, ears, and face
 2. For students who excel:
Allow students to cut out own body parts before gluing together
- G. Assessment/Evaluation
A participation chart can be marked off for completion of activity, and a checklist can be used to record if student can name body parts

Lesson Six: Name That Teddy

- A. Daily Objectives
1. To develop an awareness of the structure of print
 2. Recognize his or her first name
 3. Recognize the initial letter of his or her name
- B. Grouping
Small or whole group instruction
- C. Materials and Preparation

1. Teddy bear pattern (Appendix F), one teddy bear for each child with his or her name printed on it (if you use symbols, place the symbol on each bear under the student's name)
 2. Teddy bear storybook or fingerplay
- D. Language of Instruction
1. Teacher: ABC's letter
 alphabet lower case letter
 capital letter read
- E. Procedures/Activities
1. Introduce with teddy bear story or fingerplay/nursery rhyme.
 2. Explain to children that you are going to hold up a teddy bear with each child's name on it (and symbol if applicable). Ask students to indicate when they see their name.
 3. Show bear cards and see if child can call out his or her name.
 4. Sound out slowly (or point to symbol) if extra help is needed.
- F. Go a Little Further
1. For students who have difficulty:
 - sound out the letters and work in a smaller group
 2. For students who excel:
 - remove symbol from the bear
 - make a matching game with bears and have students match the names
- G. Assessment/Evaluation
- Use direct observation to assess recognition of name (anecdotal records or checklist).

Lesson Seven: Draw a Teddy

- A. Daily Objectives
1. Develop fine motor skills
 2. Develop strokes used in writing
- B. Grouping
- Individual or small group instruction
- C. Materials and Preparation
1. Drawing paper
 2. Makers
- D. Language of Instruction
1. Teacher: curved lines line
 directions straight line
 2. Students: circle line
 curved line straight line
- E. Procedures/Activities
1. Show students picture of teddy bear.
 2. Explain they can "build" one too, using curved and straight lines.
 3. Working with individuals or small group, practice curved and straight lines.
 4. Guide students in step-by-step instructions to drawing a bear (Appendix H).
- F. Go a Little Further
1. For students who have difficulty:
 - teacher may need to go ahead and draw teddy and then allow student to trace over lines
 - teacher may start line and allow student to finish it
 2. For students who excel:
 - allow plenty of practice time

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Appendix:

- A. Teddy Bear Invitation
- B. Teddy Bear Pattern for Graphing (small)
- C. Individual Graph and Teddy Bear Patterns
- D. Pattern for Color Sorting Mats
- E. Pattern for Making Colored Dot Cards
- F. Pattern for Teddy Bear
- G. Build-A-Teddy Pattern
- H. Draw a Teddy Pattern

Appendix A

An Invitation

Dear Parents:

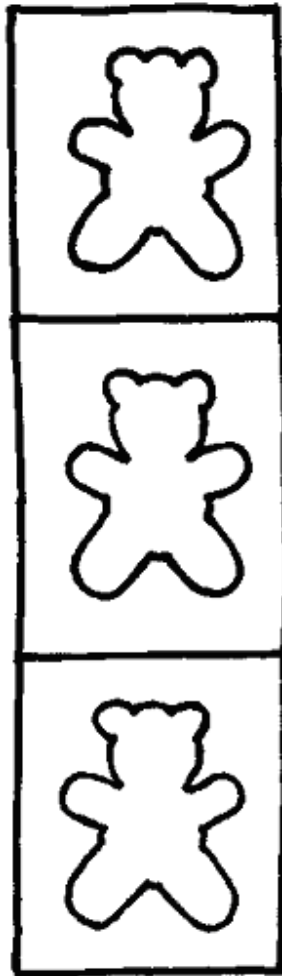
Your child's favorite teddy bear is invited to spend the next two weeks with us at school. Please see that your child brings a special bear to use for "beary" many fun filled activities.

Thanks so much,



Appendix B

Teddy Bear Pattern for Graphing









Appendix C

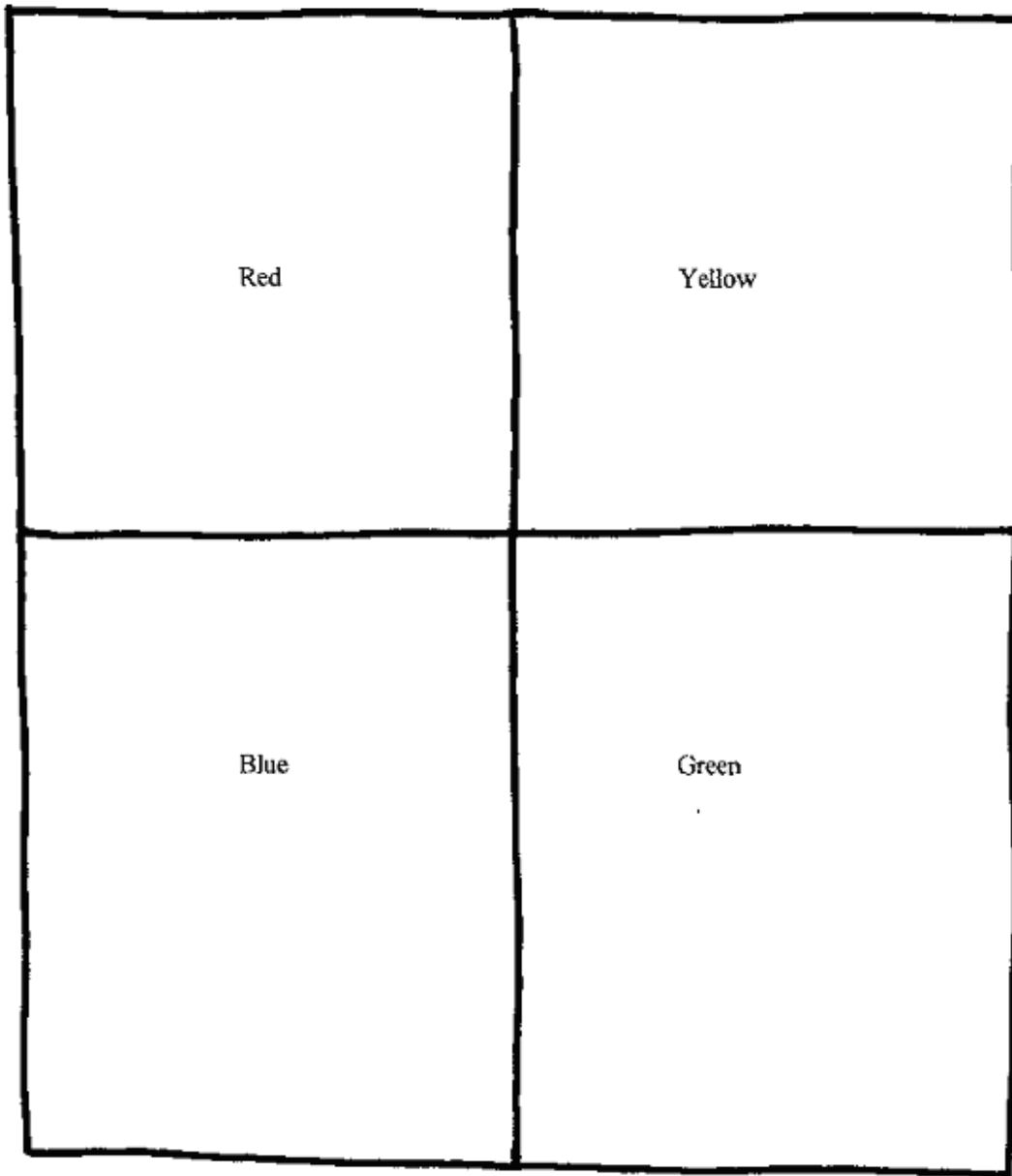
Individual Graph and Teddy Bear Pattern



Appendix D

Pattern For Color Sorting Mat
(4 Color)



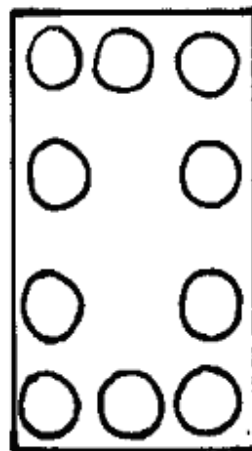
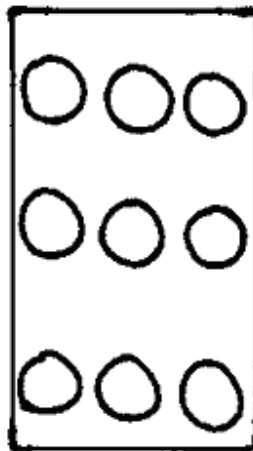
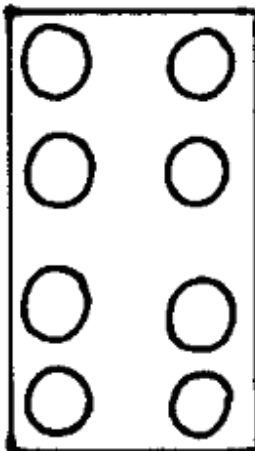
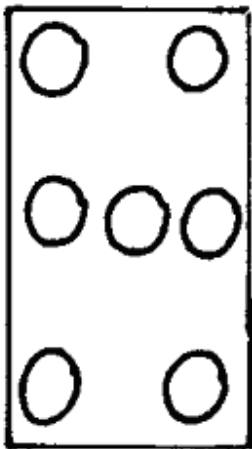
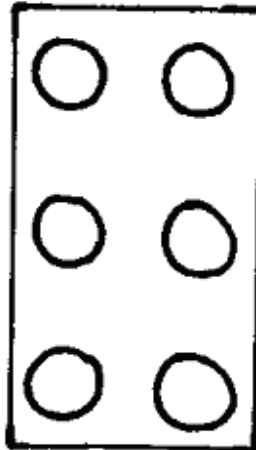
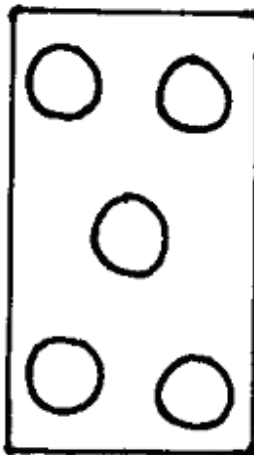
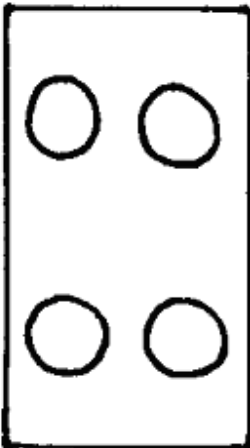
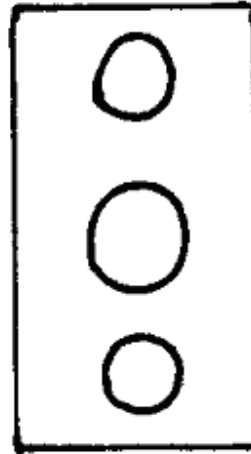
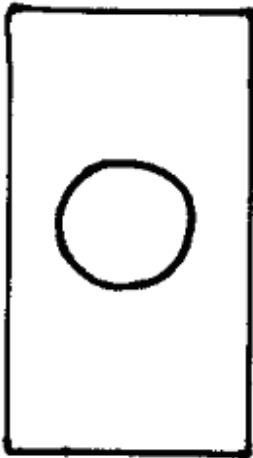
Appendix D

Pattern For Color Sorting Mat
(6 Colors)

Red	Yellow
Blue	Green
Purple	Orange

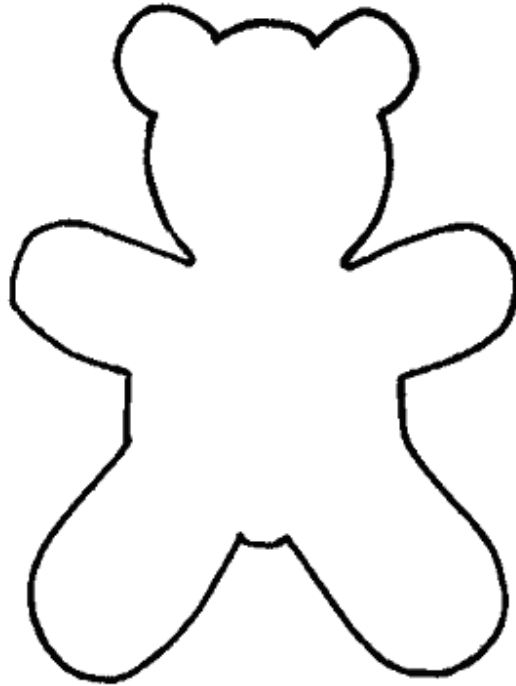
Appendix E

Pattern For Making Colored Dot Cards



Appendix F

Patterns For Teddy Bears to Use in Games



Appendix G

Build-A-Teddy Pattern



Appendix H

Draw a Teddy Bear Pattern

