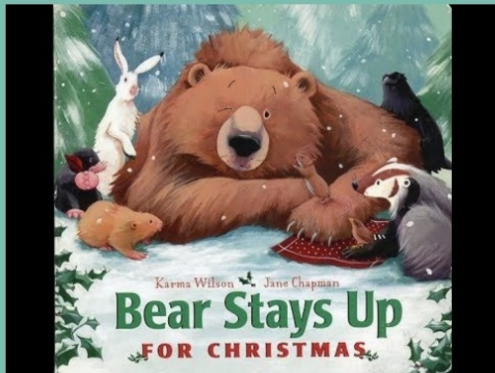




Celebrate the holidays with Bear and his friends in this sweet picture book from bestselling author Karma Wilson!

Bear's friends are determined to keep Bear awake for Christmas! So they wake Bear up and have him help them find a Christmas tree, bake cakes, hang up stockings, and sing Christmas songs. Bear stays up—by discovering that giving is one of the best Christmas presents of all!



Video found at <https://youtu.be/mblU4h86v58>



A little bit about the author:

Karma is a New York Times best-selling children's author and is renowned for her ability to inspire young readers not only with her picture books but teaching them the basics of writing and rhyme. She came from a humble and modest childhood, raised by a single, but determined, mother who believed her only child was destined for something grand. For this reason, she named her daughter "Karma" hoping that good karma would shine on her.

Karma has had more than 40 books accepted for publication. Many of those are on the shelves of libraries and bookstores around the world. Her books have received numerous state and national awards, been translated into dozens of languages, and a few have made an appearance on the New York Times bestseller list. Karma sincerely hopes that her books bring joy to children and families everywhere.

"My life did play out as good karma, after all," says Karma, "and may all my young reader's lives be filled with good karma too!"





Hibernation is when some animals have long periods of deep sleep during cold weather. To help them prepare, hibernating animals eat lots of food during the fall so they can survive the cold and dangerous winter.

Do you know of any animals that hibernate during the winter?

Where do you think these animals hibernate?

Bear Stays UP!

He was tired. He was weary.
And the day seemed oh so dreary.
But he was determined, he could do it.
And with the help of his friends, he stuck to it.

With a yawn and a stretch, he wanted to sleep.
But he had a promise to keep.
So, although he moved slow,
He pushed on through the snow.

Finally, at home while the others slept.
Quietly around the den he crept.
There wasn't much time, he must hurry.
He'd get it done he didn't worry.

Just as the morning sun shone bright,
The friends woke to a beautiful sight.
Bear was awake, and even made treats.
Gifts were shared and good food to eat.

Bear had made it. He had seen Christmas,
But there was one thing he had missed.
Santa had come while he was unaware,
And left gifts for each one, even bear!



Candy Cane Pattern

Basic math skills set the foundation for learning more advanced math concepts later on.

Patterning is one of those important early skills.

How do we teach patterns? We can notice them, hear them, and physically make them.

Below are some progressions you might want to use when you teach patterns:

- ABAB (red, blue, red, blue)
- ABC (car, truck, plane, car, truck, plane)
- AABB (crayon, crayon, pencil, pencil, crayon, crayon, pencil, pencil)
- AAB (Cheerio, Cheerio, raisin, Cheerio, Cheerio, raisin)
- ABB (stomp, clap, clap, stomp, clap clap)

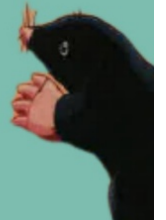
Using a candy cane or a photo of one, talk about what you see with your child. Discuss the colors and how they repeat themselves over and over (red, white, red, white).

You may either draw or pull a sample from the internet of a candy cane.

Using the ABAB pattern, ask how we will start the pattern, and what color will come next. Making sure they understand an ABAB pattern.

Allowing the children to create their own ABAB Candy Cane pattern by coloring the pattern onto their Candy Cane.

Tip: It might be helpful to draw lines on the Candy Cane to help identify the space for each color.





Rhyming Words from the story Bear Stays Up

As you read the story, as you come to a rhyming word, read the word slowly and then when you come to the next word that rhymed with the first see if the children can make the discovery on their own. If not give a little prompt. Some examples of the rhyming words are:

Floor—Snore, Ear—Year, There—Lair, Sigh—Try, Right—Night, Down—Frown, Me—Tree, Track—Back, Slow—Snow, Tea—Tree, Fruitcake—Awake, Stoop—Droop, Firelight—Night, Sun—One, Glows—Doze, Wraps—Naps, Tree—See, Rises—Surprises, Dawn—Yawn, White—Sight, Tall—All, Glee—Tree, Cheer—Here, Surprise—Size, Tight—Night, Lair—Bear.

There are a lot of rhyming words so try not to overwhelm them with so many. You could begin on day one just reading the book to see if they make the discovery. On the next day, after reading the story see how many rhymes they can remember. Write those down on chart paper. On the third day see if they can remember any more.



Christmas Tree Bowling Game

Create this Christmas Tree bowling set. It's easy to make and the children could enjoy a holiday game that also involves their hand-eye coordination skills. For more information you can look at <https://www.stirthewonder.com/christmas-tree-bowling-gross-motor-activity/> for more complete directions.





Here you see Bear and all his friends working together to get the tree home. If you could bring a tree home from the forest, how would you get it to your home? Who would help you?

Looking at Bears friends, they all look happy. What do you think is making them happy?

Bear Wants to See Christmas

Tune of *She'll Be Coming Round the Mountain*

Bear wants to see Christmas this year.
Bear wants to see Christmas this year.
Bear wants to see Christmas, but he is so sleepy.
Bear stay up to see Christmas this year!

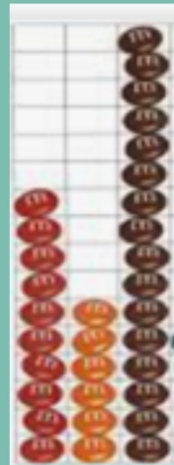
Little Mouse, Badger, Raven and Wren
Hare, Mole, and Gopher are his friends.
They keep him busy, so he won't be so sleepy
Because he wants to see Christmas this year.

Sleepy friends fall asleep one by one.
Sleepy friends fall asleep one by one.
Bear quietly works preparing
Gifts and treats he'll be sharing.

When Bear sees Christmas this year!



Estimating with Cookie Cutters



This estimating game is not about counting or being right or wrong, it's about observations and comparisons.

Look through your cookie cutters and find 3 different sizes (see above for example).

Have the children compare the cookie cutters by size (big, medium, and small).

Discuss why the large cookie cutter can hold more than the small cookie cutter.

Place each cookie cutter on the table and fill with small candies (M&M's or Skittles).

Allow some time for the children to observe, compare and think after you have filled the cookie cutters with candies.

Using the words more, less, most, and least, ask the following questions:

-Which cookie cutter holds the most?

-Which cookie cutter holds the least?

(Ask them to explain their answer to both questions)

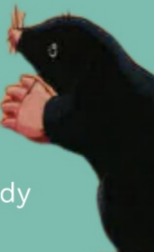
-Can you point to the one that has more?

-Can you point to the one that has less?

A visual comparison can help with the understanding of these words.

Taking each cookie cutter candies and lining them up in a graph form (see below).

Pointing out that the longest candy line-up has more, and the smallest candy line-up has less.





Syllable Fun

The characters in the story are all woodland animals. After you have read the story to the children recall the different animals in the story and then try clapping the syllables in the animal's name.

Bear—Badger--Wren—Raven—Mouse—
Gopher—Mole (How about some of
the other things that are in the story?
Santa Claus—Popcorn—Quilt—Presents
—Stockings)



Bear Wakes Up-Acting out the Story with Movement

At the beginning of the story bear wakes up with a big yawn. (Bend down low, raising to full height as you stretch and yawn.)

Next, he and his friends went stomping through the snow looking for a tree. (Use exaggerated steps, pause, and put hand over eyes looking around. Continue a few times more.)

He and his friends made popcorn to trim the tree. (Children can jump up and down like popcorn popping.) After decorating the tree his friends are so tired, they fall asleep. (Lie on the ground and roll back and forth.) When his friends wake up Christmas morning, they see all the presents. (Jump up and down in excitement.) Santa left Bear a nice cozy blanket in which he snuggled in and falls asleep. (Shhh Tip toe out as not to wake bear.)





Making Popcorn Garland?

Follow these simple steps:

Step 1- Pop some popcorn in place it in a bowl.

Step 2-Use a blunt tip tapestry needle and regular sewing string (Thread the needle and tie a knot at the end).

Step 3- Choose the largest kernels, and thread them through the sewing string.

Tip: Cut the sewing strings in short lengths and tie together. Otherwise the popcorn will break if you try to thread on long string.

Twinkle-Twinkle Christmas Star
Tune of *Twinkle Little Star*



Twinkle-Twinkle Christmas Star
Way up high is where you are
Shining bright for all to see
On the top of our tree
Twinkle -twinkle Christmas star
Way up high is where you are.



Sprinkle Number Writing



Little learners learn by doing.

Using sensory bags or writing tray is the perfect activity to help students learn to write numbers.

Step 1

You will need to choose what base to use for the writing activity:

- Cookie sheet or tray
- Zip-Lock bag (Sensory bag)

Step 2

Choose which color of sprinkles you would like to use or maybe you will mix them.

Step 3

Place sprinkles on a tray or in the bag.

Step 4

Choose your writing tool-

- Candy canes
- Fingers
- Q-Tip
- Easer on the top of a pencil
- Paint brush



Let the fun begin! Remember to start at the top when writing each number. If support is needed in identifying the numbers, use or make number cards.



Alphabet Recognition

Using Google print out some pictures of the animals in the story. Tape the picture to paper and write the name of the animal.

Give the children some alphabet letters and encourage them to match the letters to the name of the character. See example given but use a different font that is more easily recognizable.



Christmas Movements

Can you...

Run like the gingerbread man?
Twirl like a snowflake?
Chuckle like Santa Claus?
March like the Nutcracker?
Fly like an Angel?
Sneak like an Elf?
Prance like a Reindeer?
Twist like a Candy Cane?
Roll like an Ornament?
Melt like a Snowman?





Bear made all his friends gifts. Making gifts for people is a thoughtful and kind gesture.

Gifts can be handmade with items from your house or from outside. Even cards that say a special message or have a special picture that you drew, is just as thoughtful too.

Handmade gifts or cards will make people feel happy.

I wonder how you would feel if you made a gift for someone?

I'm a Little Santa

I'm a little Santa,
short and fat,
Here is my beard
and here is my sack,
On Christmas Eve
I hop in my sleigh,
With a "Ho ho ho"
I'm on my way.



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Math Christmas Tree



This activity helps work on number sense as children will learn that a number can be represented by a number words, numeral, or counting objects.

Easy prep!

Draw triangles and cut straight across to cut each tree into the 3 sections.

Writing prep as follows:

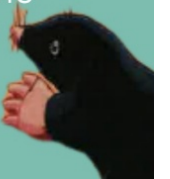
Small top section -the number

Middle section- Make a visual representation using dots to show the number amount

Large bottom section- the number word

Activity

Now, place the pieces in front of your student and have them build the Christmas Trees. Start out by reading the base number word. Then find the middle section with the same number of “ornaments” as the base. Finally, add the top of the tree with the same number as ornaments on the tree. This is not only great number practice, but also a fun holiday math activity.





Vocabulary Words with Child-Friendly Definitions

Holiday—A day to celebrate or honor a person or event.

Sigh—To let out a long deep breath to express sadness or tiredness.

Christmas—A day to celebrate the birth of Jesus.

Hoist—To lift something up.

Snore—A sound of breathing with a loud noise.

Plods—to move in a slow tired way.

Lair—A den or resting place of a wild animal.

Brews—to make a drink by soaking in hot water.

Santa—A plump, white-bearded, red-suited, jolly old man who delivers Christmas presents.

Fruit cake—A cake that has nuts, fruit and spices in it.

Droop—To bend down low or hang down.

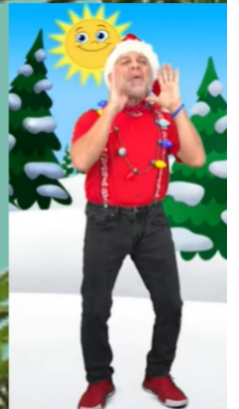


Christmas Boom-Chicka-Boom

The Learning Station will have you bouncing, prancing, and moving to their new rendition of Boom-Chicka-Boom.

The children are sure to love moving to the beat and rhythm of the different characters associated with Christmas.

You can check it out at <https://youtu.be/a-Nhyg8Lnqs>





It dose not snow in Florida, but if it did, what are some of the things you would like to do?

- Build a snowman
 - Go snow skiing
 - Have a snowball fight
 - Make a snow angel
-



I'm A Little Pine Tree

I'm a little pine tree
- as you can see.
All the other pine trees
are bigger than me.
Maybe when I grow up
- then I'll be
A great big Merry
Christmas tree



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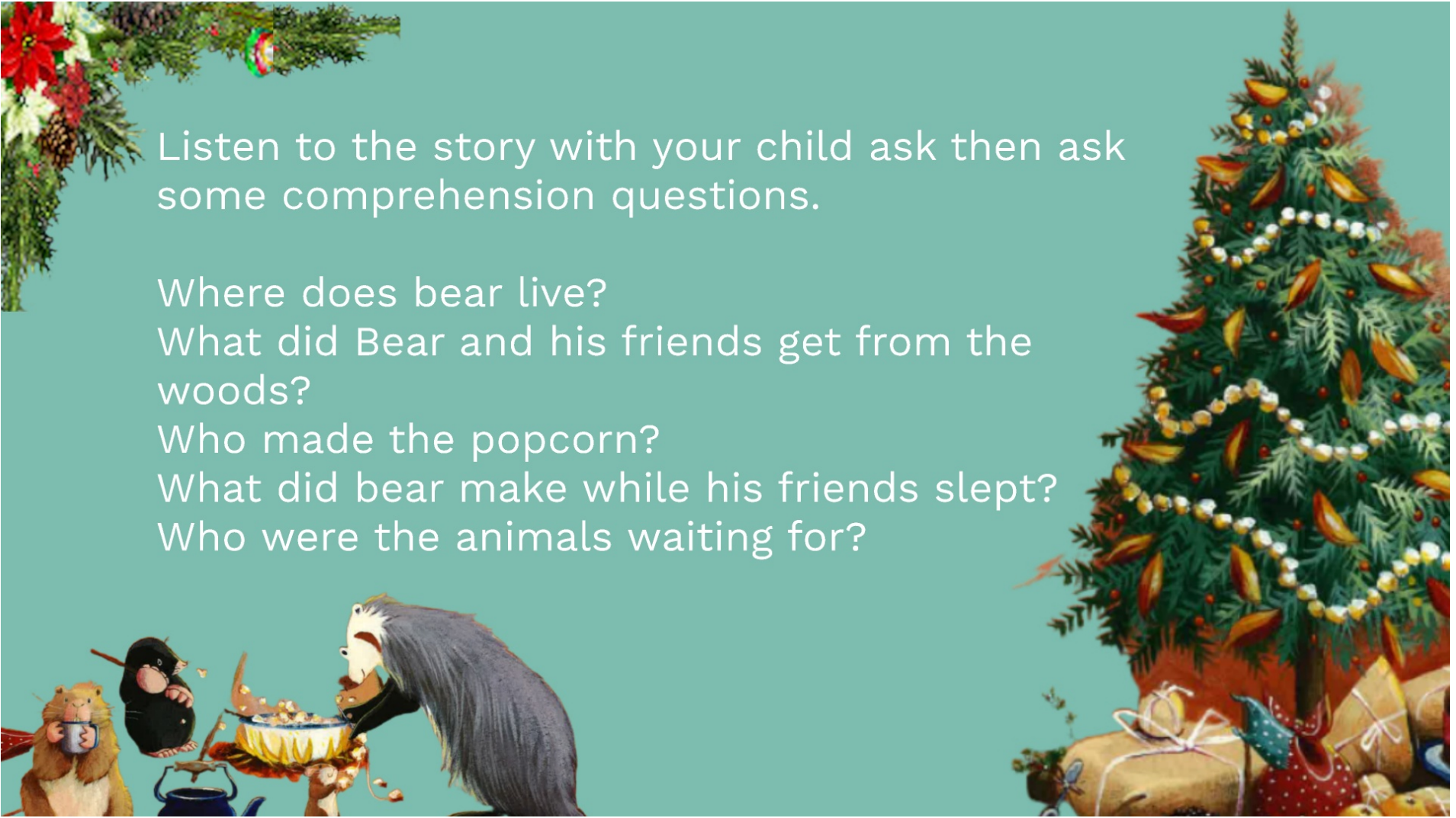
Number Recognition

In advance, write the numbers 1-10 (or the numbers you are working on with your students) on individual colored index cards.

Provide a bowl of popped corn and let the children count out the correct numbers onto their cards (and, of course, eat some popcorn, too!)

To help develop mastery, students can use fingers and dice to represent the corresponding number.





Listen to the story with your child ask then ask some comprehension questions.

Where does bear live?

What did Bear and his friends get from the woods?

Who made the popcorn?

What did bear make while his friends slept?

Who were the animals waiting for?

We Wish You a Merry Christmas Action Song

We wish you a Merry Christmas
We wish you a Merry Christmas
We wish you a Merry Christmas
And a Happy New Year.

Now let's all do a little clapping (clap),
Now let's all do a little clapping (clap),
Now let's all do a little clapping (clap),
And spread Christmas cheer (raise arms above head).

Now let's all do a little jumping (jump)
Now let's all do a little hopping (hop)
Now let's all do a little whirling (spin around)
Now let's all do a little stretching (stretch up high)
Now let's all do a little dancing (dance)
Now let's all do a little waving (wave)

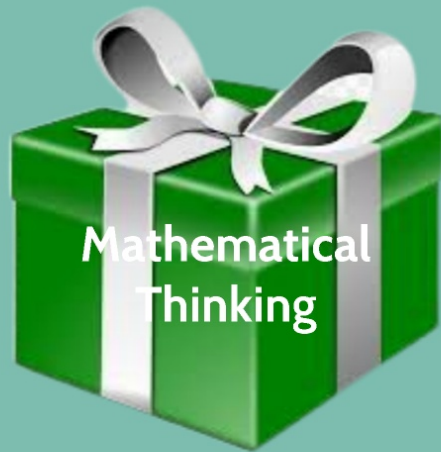
We wish you a Merry Christmas
We wish you a Merry Christmas
We wish you a Merry Christmas
And a Happy New Year.



These daily activity suggestions are a basic framework of ideas. Follow the child's lead and feel free to use as many or as few of the content areas throughout the day or week. Base your selections on the child's interest and abilities. Most of all, have fun!



4 years-Kindergarten
(48 months-Kindergarten)



Language and Literacy - Emergent Reading

Shows age-appropriate phonological awareness

Combines syllables into words (e.g., “sis” + “ter” = “sister”)

- ☐ Children may...
- ☐ • Provide the second syllable of
- ☐ familiar words when the
- ☐ educator says the first syllable
- ☐ (e.g., says “cil” when educator
- ☐ says “pen”).
- ☐ • Identify the number of
- ☐ syllables in familiar words and
- ☐ names by clapping or stomping.
- ☐ • Hear a familiar word and
- ☐ identify whether it has one, two
- ☐ or three syllables.
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

- ☐ Educators may...
- ☐ • Play a clapping game, clapping once
- ☐ while saying each syllable in
- ☐ children’s names, and encourage
- ☐ children to join in (e.g., Lin-da gets
- ☐ two claps, Pat gets one clap and Mar-
- ☐ ga-ret gets three claps.).
- ☐ • Provide pictures of familiar two-
- ☐ syllable words cut into two pieces.
- ☐ First model, then encourage the
- ☐ children to practice putting the
- ☐ pictures together while saying the
- ☐ word aloud.
- ☐ • Say the first syllable in a familiar
- ☐ two-syllable word and have children
- ☐ provide the second syllable.
- ☐ • Provide pictures, objects and non-
- ☐ verbal gestures to support children’s
- ☐ understanding and demonstration of
- ☐ the blending task.
- ☐ _____

- ☐ Families may...
- ☐ • Collect some small household items
- ☐ (pencil, block, cookie, toothpaste, cup,
- ☐ etc.) or pictures and place them in a
- ☐ box or small bag. The adult removes
- ☐ one item, says its name and asks
- ☐ children how many “claps” it has. Say
- ☐ the object name again, clapping as the
- ☐ adult says each syllable. Then it is the
- ☐ children’s turn to take an item out of
- ☐ the box, say the name and clap the
- ☐ syllables.
- ☐ • Play a word game, saying the first
- ☐ part of a compound word and asking
- ☐ children to provide a variety of second
- ☐ words that make real compound
- ☐ words (e.g., say “sun” and encourage
- ☐ responses like “flower,” “shine” and
- ☐ “burn.”).
- ☐ _____
- ☐ _____

Social Studies - Culture

Explores cultural attributes by comparing and contrasting different characteristics (e.g. language, literature, music, arts, artifacts, foods, architecture and celebrations)

- [illegible]

- ☐ Educators may...
☐ • Hang representations of
☐ different architectural designs,
☐ art work or artifacts at eye level
☐ in the classroom and discuss
☐ them with students during whole
☐ group or free choice time.
☐ • During morning meeting, circle
☐ time or whole group, share
☐ different styles of music and
☐ dance for the children to enjoy,
☐ being sure to include the styles
☐ that your families enjoy.
☐ • Grow different and unfamiliar
☐ flowers and vegetables in the
☐ classroom, by the playground or
☐ in a school garden.

- ☐ Families may...

 - Encourage children to listen to classmates' experiences and stories, share their own and find similarities.
 - Speak with children in their home language to encourage family communication and support home culture.

Mathematical Thinking - Measurement and Data

Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects

- Children may...
- Accurately use measurement vocabulary (e.g., length, height, weight) and comparative terminology, such as biggest, smallest, shortest, heaviest.
 - Measure a friend's height and the height of a tricycle using paper chain links and say, "You are 16 links and the tricycle is 11 links tall. You are taller than the tricycle."
 - Eagerly discuss ways to find out if the new table will fit into the art area.

- Educators may...
- Use open ended questions when discussing measurement (e.g., "I wonder how many blocks we need to stack to make our tower as tall as the bookshelf?").
- Encourage two boys to make a comparison when one declares, "I am the tallest between me and Aron!"
- Provide a balance scale and items for children to weigh and use measurement vocabulary to describe which is heavier or lighter.
- Explain that they are getting a new table for the art area, and pose the question: "How will we know if it will fit?"

- Families may...
- If near water (e.g., a pond, river or the sea), skip rocks into the water, talking back and forth about how differences in the shapes and sizes of the rocks affect how they skip. If near a big puddle, families can do a similar experiment with rocks, sticks or leaves.

Scientific Inquiry - Scientific Inquiry Through Exploration and Discovery

Uses understanding of causal relationships to act on social and physical environments
Begins to form conclusions and construct explanations (e.g., What do the results mean?)

- ☐ Children may...
- ☐ • Place items on a ramp and conclude that round objects roll and flat objects slide.
- ☐ • Participate in a “write your name” graph asking whether grass seed will sprout when placed on wet newsprint, damp soil or a damp sponge; observe the experiment to investigate the outcome.
- ☐ • Remark, “I said it would work to use the tongs to get it out, and it did!”
- ☐ • Observe weather and say, “It’s rainy—we can’t go outside today.”
- ☐ _____

- ☐ Educators may...
- ☐ • Use classroom experiences like reading books and poetry to allow children to communicate their understanding of how living things grow and change.
- ☐ • Provide opportunities for children to explore and focus on a few specific living things so they can note changes that occur (e.g., bring in baby pictures/compare with current pictures; record children’s height and weight and compare to when they were babies; keep mealworms, caterpillars or other living things in the classroom and observe changes over time; visit a farm to see baby and adult animals).
- ☐ _____

- ☐ Families may...
- ☐ • Let children help with simple cooking tasks such as mashing potatoes, making cheese sandwiches and fixing a bowl of cereal. Afterward, see if they can tell you the order followed to prepare the items. Supervise carefully when children are near a hot stove.
- ☐ • Encourage children to investigate and compare a variety of living things to determine their needs and how they change over time.
- ☐ • Engage in conversation about changes children observe as caterpillars grow, change into chrysalises and emerge as butterflies.
- ☐ _____
- ☐ _____

Mathematical Thinking - Number Sense

Constructs and counts sets of objects (one to 10 and beyond)

Uses counting and matching strategies to find which is more, less than or equal to 10

Measurement and Data

Measures object attributes using a variety of standard and nonstandard tools

Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects

Language and Literacy - Emergent Reading

Shows age-appropriate phonological awareness

Combines syllables into words (e.g., “sis” + “ter” = “sister”)

Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)

Demonstrates comprehension of books read aloud

Retells or reenacts story with increasing accuracy and complexity after it is read aloud

Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)

Scientific Inquiry - Scientific Inquiry Through Exploration and Discovery

Uses understanding of causal relationships to act on social and physical environments

Begins to form conclusions and construct explanations (e.g., What do the results mean?)

Shares findings and outcomes of experiments

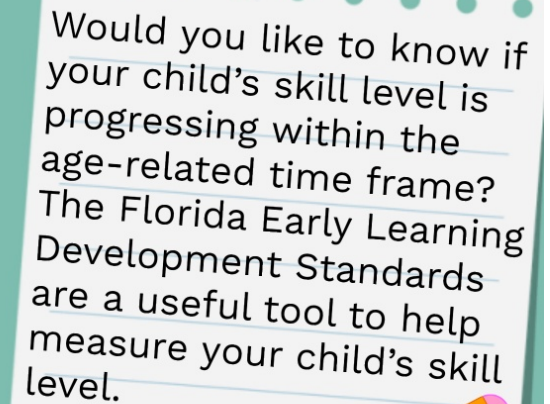
Social Studies - Culture

Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)

Physical Development - Fine Motor Development

Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

Adapted from the Florida Early Learning and Developmental Standards <http://flbt5.floridaearlylearning.com/>



Would you like to know if
your child's skill level is
progressing within the
age-related time frame?
The Florida Early Learning
Developmental Standards
are a useful tool to help
measure your child's skill
level.