

Circle Time Lessons

Unit overview

Day 1 Introduction

Introduce the new unit: **Beautiful Birds**
Talk about what makes a bird a bird.
Sort pictures into 2 groups.

Day 2 Owls

Look at the real pictures of owls. Recite the rhyming poem then identify colors in a game.

Day 3 Peacocks

Study the real pictures of peacocks.
Play "I Spy." Count the peacock feathers.

Day 4 Parrots

Examine the real pictures of parrots.
Play a chip clip BINGO game. Name things that begin with "P."

Day 5 Chickens

Look at the real pictures of chickens.
Find rhyming pairs and count chicks.

Beautiful Birds

Introduction

Birds come in many different colors and inhabit every part of the earth. Most birds can fly, but some cannot. Birds have feathers, a beak, and lay eggs.

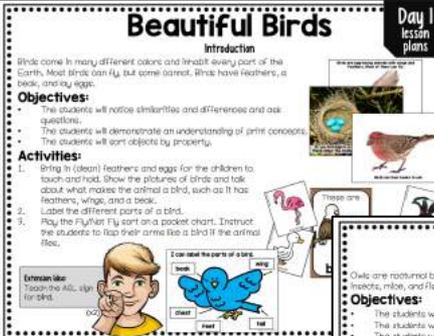
Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate an understanding of print concepts.
- The students will sort objects by property.

Activities:

- Bring in (don't) feathers and eggs for the children to touch and hold. Show the pictures of birds and talk about what makes the animal a bird, such as it has feathers, wings, and a beak.
- Label the different parts of a bird.
- Play the Fly/Not Fly sort on a pocket chart. Instruct the students to flap their arms like a bird if the animal flies.

Extension Idea: Teach the ABCs for birds.



Owls

Night Birds

Owls are nocturnal birds which means that they are active at night. They live to eat insects, mice, and fish. Owls have large eyes and a flat face.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will play with words, sounds, and rhymes.
- The students will trace and take turns with others.

Activities:

- Show the pictures of the owls to the students and ask if they think it would be hard to see at night. If your students are so with it, turn the lights out and pretend to be owls.
- Recite the 5 Little Owls poem. Show a different card each time the poem is read and have the children say the word that rhymes with "moo".
- Play the color identification game "Barn Owl." Line the barns of the barns. The students take turns to be the owl in London.

5 Little Owls



Peacocks

Beautiful Feathers

Peacocks are beautiful birds. The male is called a peacock, the female is called a peahen, and the babies are called peachicks. Peacocks have peacock feathers that can be fanned out to impress the peahen. The peacock cannot fly very far, but it can run fast.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will rote count.

Activities:

- Try to locate a peacock feather to bring into class. Show the pictures of the peacock and have the children point out the differences between the male and female.
- Print and laminate the "I Spy" feather page and cards. Place the cards around the room. Put out the white clothes on the feathers and use the feathers as "I spy" glasses. As the teacher reads the clue, students look through the "I spy" glass to find the answer card. (i.e., "Birds use this to fly through the air." The students look through the hole of the peacock feather around the room to find the barn - "I spy a wing".)
- Recite the peacock poem and cast a feather each time it is read.

Extension Idea: Ask peacock chicks of water colors. In several uses of vinegar. Fill a jar with feeding. Place on the table the students use clothes to connect the color over the mixture.



Parrots

Talking Birds

Parrots are brightly colored birds that mostly live in tropical (hot) areas. They are very smart and can copy a human's vocal!

Objectives:

- The students will notice similarities and differences.
- The students will follow oral directions.
- The students will play with words, sounds, and rhymes.

Activities:

- Examine the real photos and have the students say what colors they see. Ask if they have ever heard a parrot talk.
- Recite the chip clip poem "Parrots in a Tree" counting down from five and having the students recite the number with the word "squeak".
- Encourage the Polly Parrot poem with the students. Read a poem to read and say all of it.

Begin with P



Chickens

Farm Birds

Chickens are the most common bird on earth. They usually live on farms. Hens (female chickens) lay eggs, and the rooster (male chicken) wakes the farm up with a cock-a-boodle-do every morning.

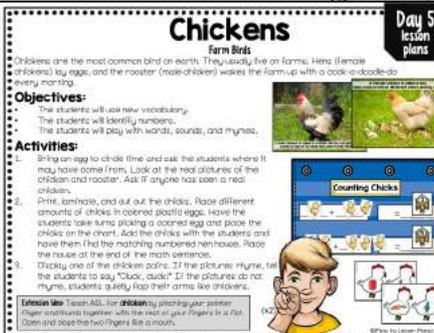
Objectives:

- The students will use new vocabulary.
- The students will identify numbers.
- The students will play with words, sounds, and rhymes.

Activities:

- Bring an egg to class first and ask the students where it may have come from. Look at the real pictures of the chicken and rooster. Ask if anyone has seen a real chicken.
- Print, laminate, and cut out the chicks. Place different amounts of chicks in colored plastic eggs. Have the students take turns picking a colored egg and place the chicks on the chart. Ask the chicks with the students and have them find the matching numbered hen house. Place the house at the end of the math sentence.
- Display one of the chicken pairs. If the pictures rhyme, tell the students to say "Cluck, cluck!" If the pictures do not rhyme, students quietly flap their arms like chickens.

Extension Idea: Teach ABC for chickens by placing your pointer finger and middle finger together with the real picture of a hen in a box. Close and place the two fingers like a mouth.



Circle Time Lessons

Unit overview

Day 6 Backyard Birds

Look at the real pictures of backyard birds. Play the grid game. Identify shapes.

Day 7 Birds of Prey

Examine the real pictures of the eagle and hawk. Sing the EAGLE song to the tune of Bingo.

Day 8 Flamingos

Play a bird action game. Read the "Goodnight Flamingo" and predict what will come next in the story.

Day 9 Flightless Birds

Observe the real pictures of penguins and the emu. Take a poll and sing an action song.

Day 10 Conclusion

Practice active listening skills by solving riddles about birds. Practice concept of word with a bird story.

Backyard Birds

Birds Close Up

Birds can be seen in most backyards. Backyard birds come in many different colors and sizes. They like to eat bugs and seeds.

Objectives:

- The students will apply previous knowledge to new experiences.
- The students will identify shapes and table items.
- The students will express themselves using words and sentences.

Activities:

- View birds outside with the students. Talk about the different colors and sizes of the birds they see. Real photos have also been provided.
- Play the "Bird Nest" shape identification game. Color, laminate and cut out the nests and egg. Students will take turns guessing which shape the egg belongs to.
- Play the Backyard Bird 5-4-3-2-1 Game.

Extension Idea: Make birdhouses for birds using cardboard boxes or paper bags. Cut out the holes and paint them. The students can then use the birdhouses to help them learn about the birds.

To Play:

- Only remove one nest at a time.
- Place a birdhouse next to the nest and ask the student to guess the bird's name.
- Students can then take turns to be the birdhouse.
- Students can then use the birdhouses to help them learn about the birds.

Bird Nest

Which one is missing?

Flamingos

Pink

Flamingos are pink birds that also come in red, orange, and white. They have long legs and long necks. Flamingos can often be seen wading in one leg. This helps them balance and stay warm. They use their upper beak to scoop up their food.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will use illustrations to guide the text.
- The students will demonstrate basic locomotor skills.

Activities:

- Show the children the real photos and then have the students stand up and try to balance on one foot just like the flamingos.
- Print out the story and cards. Read the story and use the cards to help the students figure out what comes next.
- Play Flamingo by spinning the spinner on heavy construction or task to coordinate. Make and assemble the "action spinner." Open up a paper clip, push one end through the arrow and from the spinner. Cut the end of the paperclip down the back and secure with tape. Hold the other end and ensure the arrow does not fall off. (See diagram)

Extension Idea: Create a STEM activity at a table by adding aluminum and hot/cold. In a tray, seal how the students create a birdhouse.

Goodnight My Flamingo

Conclusion

Unit Conclusion

To conclude the unit, read out what the children have learned about birds.

Objectives:

- The students will interact and participate in circle time.
- The students will demonstrate an understanding of print concepts.

Activities:

- Create riddle bags by placing small toy birds inside each bag and attach the riddle. (As an alternative, you can print the bird pictures and put them inside the bag.)
- Read the "My Bird Can" story. Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line. Take turns pointing to each word as it is read. (The Polly Parrot riddle could be reused.)

Extension Idea: Make a sensory bin filled with birdseed, birdhouses, and bird pictures.

My Bird Can

Birds of Prey

Eagles and Hawks

Birds of prey are birds that eat animals. They use their "rusted beaks and talons (jaws feet)" to catch their food. Hawks and eagles make big (2 feet wide) nests in the very tops of trees.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will engage in elaborate and sustained role play.

Activities:

- Examine the real photos and have the students notice the beaks and wings of the large birds.
- Sing the E-A-G-L-E song to the tune of "Bingo." Display the letters E-A-G-L-E and sing the song. After the first round, cover the E with a "Bingo" card. Sing the second verse as "Sawatch, A-G-L-E."
- Place a large piece of fabric or sheet on the floor to create a nest for the birds. Have the students take turns telling the group what they the bird (stream).

E-A-G-L-E

Flightless Birds

Emus and Ostriches

Some birds have wings, but they cannot fly. Flightless birds, like the penguin, can't fly but can swim. Ostriches and emus are the largest birds in the world and can run very fast.

Objectives:

- The students will use new vocabulary.
- The student will follow oral directions.
- The students will express themselves using words and sentences.

Activities:

- Look at the picture of the ostrich and the penguin. What differences do the students notice?
- Sing the "Ostrich Wagon" and show the cards as each part is sung.
- Take a poll "Which bird is your favorite?" Students use some cards or paper to show their answer on a poll. They can make a physical poll if they have time.

Which bird is your favorite?

Sam	Austin	Eben	Lib
Jesse	Ben	Sherry	

Beautiful Birds

Day 1
Lesson
Plans

Introduction

Birds come in many different colors and inhabit every part of the Earth. Most birds can fly, but some cannot. Birds have feathers, a beak, and lay eggs.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate an understanding of print concepts.
- The students will sort objects by property.

Activities:

1. Bring in (clean) feathers and eggs for the children to touch and hold. Show the pictures of birds and talk about what makes the animal a bird, such as it has feathers, wings, and a beak.
2. Label the different parts of a bird.
3. Play the Fly/Not Fly sort on a pocket chart. Instruct the students to flap their arms like a bird if the animal flies.

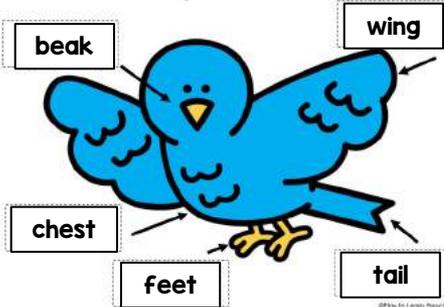
Extension Idea:

Teach the ASL sign for bird.

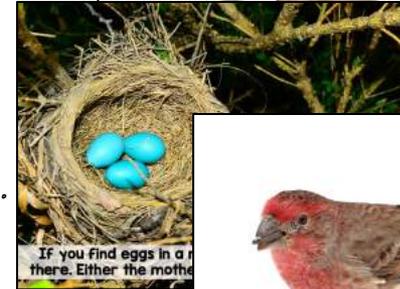
(x2)



I can label the parts of a bird.



Birds are egg-laying animals with wings and feathers. Most of them can fly.



If you find eggs in a nest, either the mother bird is there or she will be soon.



Birds use their beaks to eat.



flamingo



duck



Owls

Night Birds

Day 2
lesson
plans

Owls are nocturnal birds which means that they are active at night. They love to eat insects, mice, and fish. Owls have large eyes and a flat face.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will play with words, sounds, and rhymes.
- The students will share and take turns with others.

Activities:

1. Show the pictures of the owls to the students and ask if they think it would be hard to see at night. If your students are ok with it, turn the lights out and pretend to be owls.
2. Recite the 5 Little Owls poem. Show a different card each time the poem is read and have the children say the word that rhymes with "who".
3. Play the color identification game "Barn Owl." Line the barns up and tell the students to close their eyes while the owl is hidden underneath one of the barns. The students take turns guessing which barn the owl is under.



feathery tufts at the top of its head that is a common type of owl in North America.

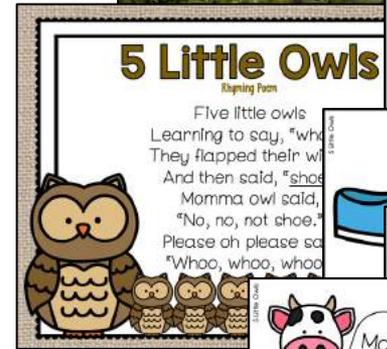
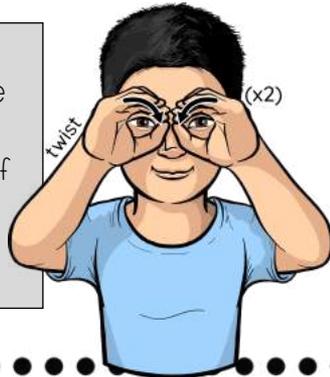


Barn owls hunt at night because they are awake at night.



Owl feathers are soft and light like fur. That makes owls very quiet hunters. No one can hear them coming!

Extension Idea: Teach the ASL sign for **owl**. Shape your hands into circles and hold them in front of your eyes. Twist your hands inward and outward.



Peacocks

Beautiful Feathers

Peafowls are beautiful birds. The male is called a peacock, the female is called a peahen, and the babies are called peachicks. Peacocks have spectacular feathers that can be fanned out to impress the peahen. The peacock cannot fly very far, but it can run fast.

Objectives:

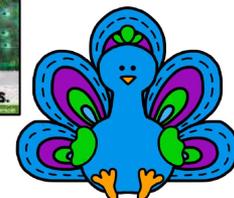
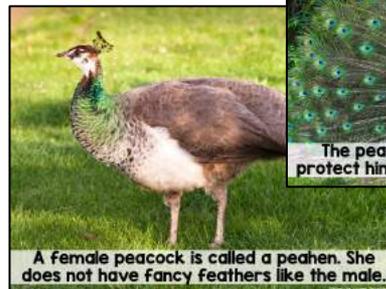
- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will rote count.

Activities:

1. Try to locate a peacock feather to bring into class. Show the pictures of the peafowl and have the children point out the differences between the males and females.
2. Print and laminate the "I Spy" feather page and cards. Place the cards around the room. Cut out the white circles on the feathers and use the feathers as "I spy" glasses. As the teacher reads the clue, students look through the "I spy" glass to find the answer card. i.e. "Birds use this to fly through the air." The students look through the hole of the peacock feather around the room to find the item – "I spy a wing!"
3. Recite the peacock poem and add a feather each time it's read.

Extension Idea: Add peacock shades of water colors in several cups of vinegar. Fill a pan with baking soda and have the students use pipettes to spread the color over the mixture.

<https://playtolearnpreschool.us/unicorn-fizz/>



Mr. Peacock

Counting Poem

Fine Mr. Peacock looks all around,
Lifts his tail up off the ground.
Add a feather along with me.
How many feathers do you see?

(add one feather repeat poem)

Fancy Mr. Peacock struts around
Shakes his feathers to make a sound.
The little birds all run away
but fancy Mr. Peacock just wants to play.

I Spy with my Peacock Eye

A searching game

I spy with my peacock eye
Something that covers birds and is blue. 
I spy with my peacock eye
Something that birds sit in. 
I spy with my peacock eye
Something that birds use to eat their food. 
I spy with my peacock eye
Something that birds use to fly. 
I spy with my peacock eye
Something birds use to grab their food. 
I spy with my peacock eye
Something peacocks like to fan up in the air. 



Parrots

Talking Birds

Day 4
lesson
plans

Parrots are brightly colored birds that mostly live in tropical (hot) areas. They are very smart and can copy a human's voice!

Objectives:

- The students will notice similarities and differences.
- The students will follow oral directions.
- The students will play with words, sounds, and rhymes.

Activities:

1. Examine the real photos and have the students say what colors they see. Ask if they have ever heard a parrot talk.
2. Recite the chip clip poem "Parrots in a Tree" counting down from five and having the students replace the number with the word "squawk".
3. Echo the Polly Parrot poem with the students. Read a "P" card and have the students repeat the word. Add a new "P" word each time the poem is read and say all of the words together.



Begins with **P**

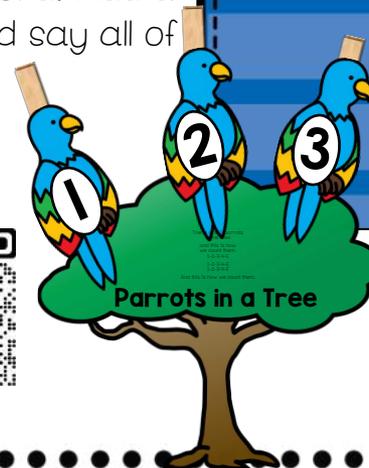
police, popsicle, peanut butter, pop, popcorn

Polly Parrot
Pocket Chart Echo poem to "Frere Jacques"
I'm a parrot - I'm a parrot
In a tree - In a tree
Everything I echo - Everything I echo
Repeat after me - Repeat after me

Begin with "P":
picks,
pizza,
popcorn,
peanut butter,
play dough,
popcorn

Extension Idea: Create a memory game by filling a tray with 4-5 small toys for example a toy bird, a nest, a tree, etc. Identify each object with the students. Have the students close their eyes. Place a bandana over the tray and remove one item. Have the students open their eyes and guess which item is missing.

<https://playtolearnpreschool.us/memory-trays/>



Chickens

Farm Birds

Day 5
lesson
plans

Chickens are the most common bird on earth. They usually live on farms. Hens (female chickens) lay eggs, and the rooster (male chicken) wakes the farm up with a cock-a-doodle-do every morning.

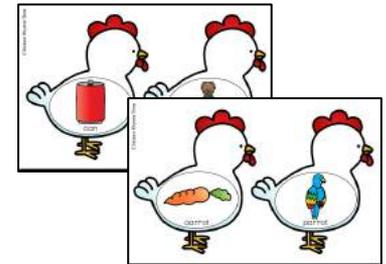
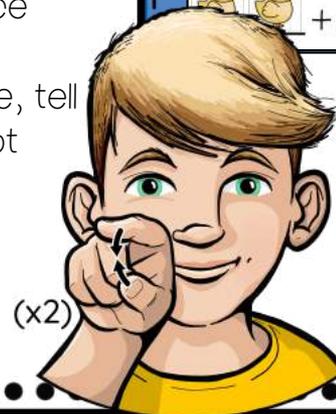
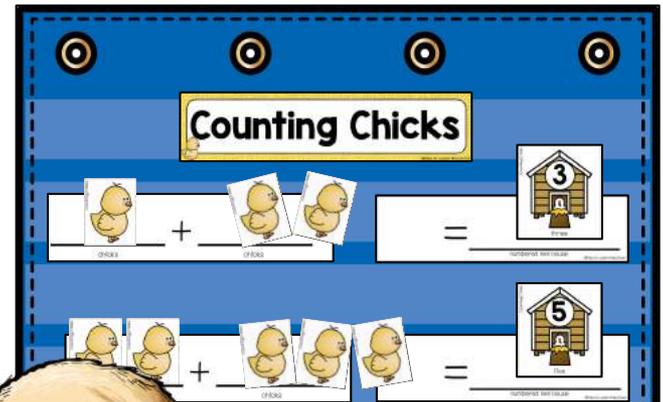
Objectives:

- The students will use new vocabulary.
- The students will identify numbers.
- The students will play with words, sounds, and rhymes.

Activities:

1. Bring an egg to circle time and ask the students where it may have come from. Look at the real pictures of the chicken and rooster. Ask if anyone has seen a real chicken.
2. Print, laminate, and cut out the chicks. Place different amounts of chicks in colored plastic eggs. Have the students take turns picking a colored egg and place the chicks on the chart. Add the chicks with the students and have them find the matching numbered hen house. Place the house at the end of the math sentence.
3. Display one of the chicken pairs. If the pictures rhyme, tell the students to say "Cluck, cluck!" If the pictures do not rhyme, students quietly flap their arms like chickens.

Extension Idea: Teach ASL for chicken by pinching your pointer finger and thumb together with the rest of your fingers in a fist. Open and close the two fingers like a mouth.



Backyard Birds

Birds Close By

Day 6
lesson
plans

Birds can be seen in most backyards. Backyard birds come in many different colors and sizes. They like to eat bugs and seeds.

Objectives:

- The students will apply previous knowledge to new experiences.
- The students will identify shapes and take turns.
- The students will express themselves using words and sentences.

Activities:

1. View birds outside with the students. Talk about the different colors and sizes of the birds they see. Real photos have also been provided.
2. Play the "Bird Nest" shape identification game. Copy, laminate, and cut out the nests and egg. Students will take turns guessing which shape the egg is under.
3. Play the Backyard Bird Grid Game.



Which one is missing?

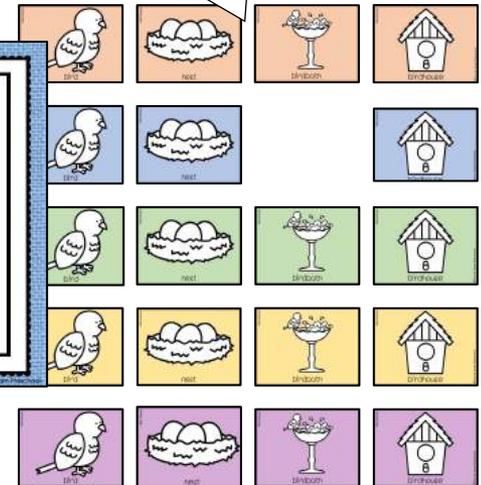
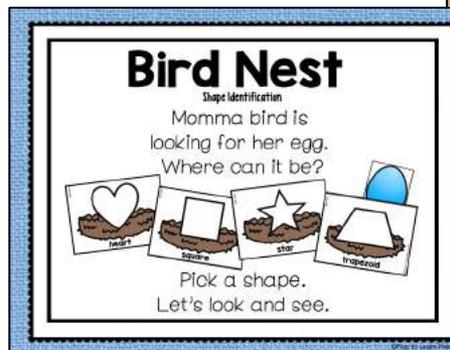
Extension Idea:



Make binoculars for bird watching by gluing or taping two empty toilet paper rolls together. The students can then look through the two tubes searching for birds outside.

To Play:

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



Birds of Prey

Eagles and Hawks

Day 7
Lesson
Plans

Birds of prey are birds that eat animals. They use their hooked beaks and talons (claw feet) to catch their food. Hawks and eagles make big (3 feet wide!) nests in the very tops of trees.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will engage in elaborate and sustained role play.

Activities:

1. Examine the real photos and have the students notice the beaks and wings of the large birds.
2. Sing the E-A-G-L-E song to the tune of "Bingo." Display the letters E-A-G-L-E and sing the song. After the first round, cover the E with a "Swoosh!" card. Sing the second verse as "Swoosh, A-G-L-E."
3. Place a large piece of fabric or sheet on the floor to create a nest for circle time. Have the children sit on the edge of the nest. Read the "Hawks in a Nest" story and have the students take turns telling the group what they found or picked up in the brook (stream.)



Extension Idea: Set up a sensory bin with colored dry chick peas and tongs or tweezers. Include colored bowls and have the children put the eggs (chick peas) in the corresponding colored bowl using the tweezers.



Flamingos

Pretty in Pink

Day 8
lesson
plans

Flamingos are pink birds that also come in red, orange, and white. They have long legs and long necks. Flamingos can often be seen standing on one leg. This helps them balance and stay warm. They use their upper beak to scoop up their food.



Flamingos get their pink color from the algae and shrimp they eat.



Flamingos stand on one leg for comfort and warmth.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will use illustrations to guess the text.
- The students will demonstrate basic locomotor skills.

Activities:

1. Show the children the real photos and then have the students stand up and try to balance on one foot just like the flamingos.
2. Print out the story and cards. Read the story and use the cards to help the students figure out what comes next.
3. Play Busy Birds by printing the spinner on heavy cardstock or back to cardboard. Make and assemble the "action spinner." Open up a paper clip, push one end through the arrow and then the spinner. Fold the end of the paperclip down the back and secure with tape. Twist the other end to ensure the arrow does not fall off. (see diagram)

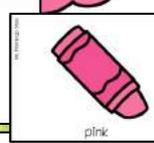
Goodnight Mr. Flamingo
Story and picture cards



Mr. Flamingo gives a **wink**.
His feathers are handsome
In the color **pink**.
His head atop his neck so long.
Listen to him warble His silly **song**.
His long pink legs stand so tall.
Things in the water below look small.
His hooked beak with **power**.



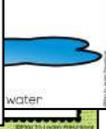
song



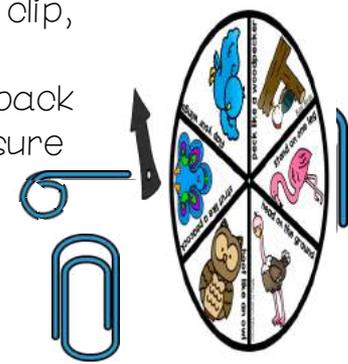
pink



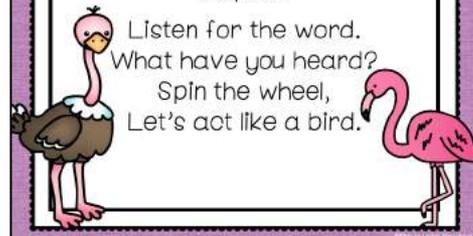
wink



water



Busy Birds
Action Spinner Game



Listen for the word.
What have you heard?
Spin the wheel,
Let's act like a bird.

Extension Idea: Create a STEM activity at a table by putting gumdrops and toothpicks in a tray and have the students create leggy flamingos.

Flightless Birds

Emus and Ostriches

Day 9
lesson
plans

Some birds have wings, but they cannot fly. Flightless birds, like the penguin, can't fly but can swim. Ostriches and emus are the largest birds in the world and can run very fast.

Objectives:

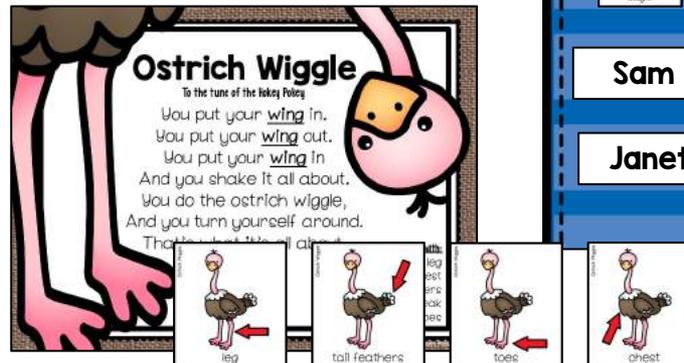
- The students will use new vocabulary.
- The student will follow oral directions.
- The students will express themselves using words and sentences.

Activities:

1. Look at the picture of the ostrich and the penguins. What differences do the students notice?
2. Sing the "Ostrich Wiggle" and show the cards as each part is sung.
3. Take a poll "Which bird is your favorite?" Students 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.



Extension Idea: Create a paint sensory center using feathers, sticks, paint, and paper at the art easel.



Which bird is your favorite?

 eagle	 chicken	 ostrich	 flamingo
Sam	Austin	Ellen	Liz
Janet	Ron	Jerry	

Conclusion

Unit Conclusion

Day 10
lesson
plans

To conclude the unit, find out what the children have learned about birds.

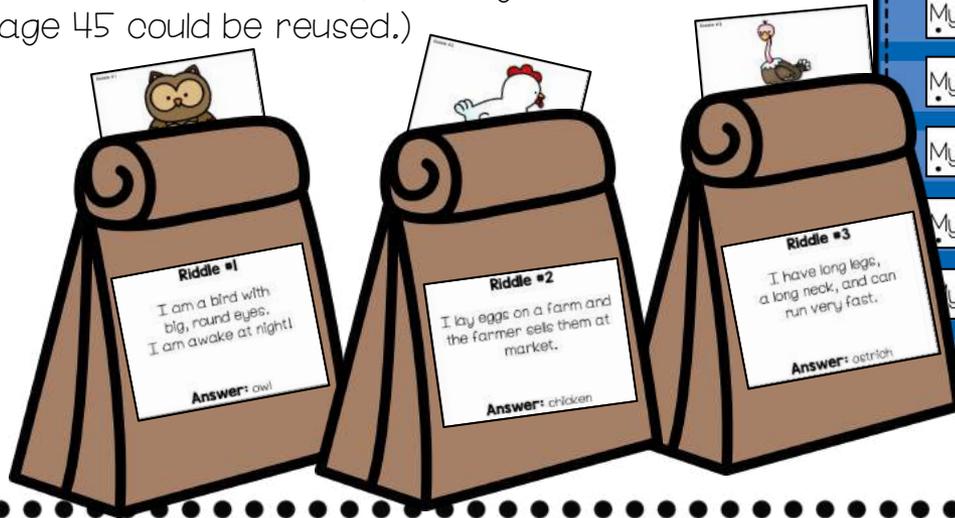
Objectives:

- The students will interact and participate in circle time.
- The students will demonstrate an understanding of print concepts.

Activities:

1. Create riddle bags by placing small toy birds inside each bag and attach the riddle. (As an alternative, you can print the bird pictures and put them inside the bags.)
2. Read the "My Bird Can" story. Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line. Take turns pointing to each word as it is read. (The Polly Parrot Pointer from page 45 could be reused.)

Extension Idea: Make a sensory bin filled with birdseed and add scoops, plastic birds, tiny cups, feathers, and sticks.



My Bird Can

Concept of Word

My bird can fly.
My bird can stand.
My bird can swim.
My bird can talk.
My bird can eat.
My bird can sing.
My bird can bathe.
My bird can sleep.

My Bird Can		
My bird can	stand.	
My bird can	fly.	
My bird can	swim.	
My bird can	talk.	
My bird can	eat.	
My bird can	sing.	
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Center Activities

Centers

- Cutting Practice
- Line Tracing
- Word Wall Cards
- Writing Practice
- Counting
- Categorization
- Beginning Sound Sort
- Count and Clip Cards
- Beginning Sound Clips
- Concentration
- Book List (recommendations)

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 out along the lines from the bottom to the top.

Procedure: The students will cut along the dotted lines.

Fine Motor Center

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.)

Literacy Center

Word Wall Cards

Use the cards in a pocket chart to make an animal word wall.

Provide pencils, crayons, paper, markers, etc. In the writing center and encourage the students to write letters and words from the wall.

Literacy Center

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 words.

Literacy Center

Counting

File Folder Game

Objective: The students will count and recognize numbers.

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 count and choose the correct number.

Math Center

Categorization

File Folder Game

Objective: The students will use visual discrimination skills to determine which picture does not belong with the others in the same row.

Preparation: Glue groups of pictures onto the inside of a file folder.

Procedure: Students use plastic chips, counters, or other small objects to mark the one in each row that does not belong.

Literacy Center

Beginning Sound Sort

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 pictures on the inside. Cut and laminate the smaller pieces.

Procedure: Students sort the pictures by their beginning sound.

Literacy Center

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 answer with a clothes pin.

Helpful Hint: For easy self-checking, cut a clothes pin on the back that will match the clothes pin if the answer is correct.

Math Center

Beginning Sound Clips

Objective: Students will identify the first sound of each picture and locate the beginning letter.

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

Procedure: Students say the picture and letter for the first sound. Then they push the pin to the matching letter.

Helpful Hint: For easy self-checking, put a clothes pin on the back that will match the clothes pin when the answer is correct.

Literacy Center

Concentration

Objective: The students will use visual discrimination (matching) skills to identify two identical objects.

Preparation: Print the picture cards. Mat on cardstock and/or laminate as desired. Cut apart.

Procedure: Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.

Working memory

Literacy Center