

# Circle Time Lessons

## Unit overview

### Day 1 Introduction - Plants

Introduce the new unit: **Plants**

Talk about plants while sorting pictures into 2 groups – Alive and Not Alive.

### Day 2 Will it Grow?

Sort pictures into groups based on if it will help a plant grow. Sing a song about what plants need to grow.

### Day 3 Seeds

Look at the real pictures of seeds. Sing two fun songs about seeds.

### Day 4 Planting Time

Discuss different ways that people plant flowers and crops. Take a class poll. Sing a plant bingo song.

### Day 5 Parts of a Flower

Label the parts of a flower diagram. Play a patterning grid game.

**Introduction**  
Activating Background Knowledge

Plants are an essential part of our world. They provide beautiful scenery, give animals a home, and a food source to humans and critters alike!

**Objectives:**

- The students will actively participate in conversations.
- The students will notice similarities and differences and ask questions.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Look at real-life photographs. When possible, go outside to look for plants. Ask students to think of other plants they have seen.
- Sort the pictures into 2 groups: things that are alive and things that are not alive.
- Sing the song "It's a Plant!" Discuss with students why plants do not need to eat breakfast, lunch, or dinner.

**Extension Idea:**  
Teach the life cycle of a plant. Show how seeds need water and sunlight to grow successfully. Encourage students to plant a seed and wait to see what happens. Observe the changes in the seed as it begins to emerge from the ground.

**Day 1 lesson plans**

**Will It Grow?**  
What Do Plants Need to Grow?

Humans have basic needs such as food, water, shelter, and clothing. Plants' needs are different. Engage students in discussion about the similarities and differences between their needs and the needs of plants.

**Objectives:**

- The students will express themselves using words and sentences.
- The students will apply previous knowledge to new experiences.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Look at real-life photographs. Ask students if they have ever seen a plant grow or not grow.
- Discuss what plants need to grow by writing the sentence "Garden into 'Yes! It will help the plant grow' or 'No! It won't help the plant grow'. Encourage discussion as to why each student chose their answer with the plant's growth.

**Day 2 lesson plans**

**Seeds**  
The Very Beginning

Many plants produce seeds. Some plants have many seeds, while others may only have one or a few. Seeds sprout, grow a new plant to form, beginning the plant's life cycle again.

**Objectives:**

- The students will actively participate in conversations.
- The students will play with words, sounds, and rhymes.
- The students will share and take turns with others.

**Activities:**

- Look at real-life photographs. Bring seeds for students to touch and explore. Discuss different seeds students may have seen before: (sunflower, strawberry seeds, flower seeds, etc.)
- Sing a "Seed" song. Act out movements from each verse with the students.
- Have students cover their eye and give a packet of seeds on a small counter to one child. Sing "Who Planted the Seed?" as a repeat. Continue until the seed is found.

**Extension Idea:**  
Teach the life cycle of a seed. Show how seeds need water and sunlight to grow successfully. Encourage students to plant a seed and wait to see what happens. Observe the changes in the seed as it begins to emerge from the ground.

**Day 3 lesson plans**

**Planting Time**  
Let the Growing Begin

When it's time to plant, there are a few tools you will need. A shovel, also known as a trowel, will help you dig in the soil. Can you think of other items that would be useful for planting?

**Objectives:**

- The students will actively participate in circle time discussion.
- The students will answer questions.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Look at real-life photographs. Bring dirt for students to touch and explore. Ask students if they have ever seen farm equipment working in a field.
- Take a poll. Students will raise hands or point-it-out to "raise" for their answer on a bar graph. Have you ever planted a seed? Sing in the tune of "Ring-a-Ting".
- Sing the P-L-A-N-T song. Encourage students to sing along for the first time, then turn over letter P. Sing "I'm a plant".

**Day 4 lesson plans**

**Parts of a Flower**  
Roots, Stem, Leaf and Flower

Roots absorb nutrients and help hold a plant in place. A stem supports leaves and transports water and nutrients. Leaves convert sunlight to help make food for the plant. The flower attracts insects and produces seeds.

**Objectives:**

- The students will learn new vocabulary.
- The students will demonstrate an understanding of print concepts.
- The students will notice and extend simple patterns.

**Activities:**

- Look at real-life photographs. Discuss how the root of a plant are usually underground and difficult to see. Point out the different flower parts like the butterfly's wings.
- Play a matching game. Print out the flower parts on one color paper as a class. Then, copy the black and white template and have students cut and paste labels on their sheets.
- Play the flower grid game.

**Extension Idea:**  
Start with just petals. In small bags filled with soil, add a seed and a petal. After a week, students will notice a tiny green sprout. Add water daily and observe their growth. Once the plants are a few inches tall, add a stem and a leaf. After another week, add a flower. After a month, add a seed pod.

**Day 5 lesson plans**

# Circle Time Lessons

# Unit overview

# Day 6 Life Cycle of a Flower

Sing a plant life cycle song. Play the buzzing bumblebee carpet game.

# Day 7 Plants We Eat

Look at the real pictures of edible plants.  
Recite a concept of word poem. Review  
classroom concept posters.

# Day 8 Cactus

Look at the real pictures of different types of cacti. Sing a cactus song. Play a “Silly Snake” hide and seek carpet game.

# Day 9 Trees

Learn new vocabulary by looking at real-life pictures. Sing a counting chip clip game. Identify rhyming pairs.

## Day 10 Conclusion

Practice active listening skills by solving these riddles all about plants. Review what you've learned on a class chart.

# Life Cycle of a Flower

From Seed to Beautiful

A life cycle is a series of changes that living things go through as they grow. Flowers are recognizable by their colorful petals and sweet scent, but where do they begin?

## Objectives:

- The students will interact and participate in this time.
- The student will identify words, sounds, and rhythms.
- The students will identify numbers.

## Activities:

- Look at real-life photographs. Ask students if they have ever planted a seed and seen it flower growing. Discuss the song "The Flower" by Eric Carle. Use the closure cards to help with each verse.
- Play the "Flower Life Cycle" song. Use the closure cards to help with each verse.




2. Play the Buzzing Bumblebee computer game.

**Extension Use**  
Provide drawing, writing, or大力士 sturdy paper or a stamp to finish the activity. Encourage children to draw their own bumblebees.

**To Play the Game:**

- Use the link at the beginning of the lesson page. Listening to the directions, click on the play button.
- The first time you play, the game will ask you to identify the poems to find them.
- Children guess where the poem is by listening to the numbers.

**Buzzing Bumblebee**

The screenshot shows three cartoon bumblebees. The first bumblebee says, "I like to pollinate flowers." The second bumblebee says, "I like to drink nectar." The third bumblebee says, "I like to collect pollen." Each bumblebee has a small speech bubble above it.

**Objectives:**

- The students will act out the poems.
- The students will...

**Activities:**  
1. Show real-life photos of cacti. Ask students what plants they know that have spines. Encourage them to try to name the plants shown on the picture cards to reinforce reader's memory.

A collage of four photographs illustrating desert plants. Top left: A close-up of a cactus with spines. Top right: A yucca plant with long, pointed leaves. Bottom left: A close-up of a yellow flower with many stamens. Bottom right: A small, green, spiny plant growing in sand.

1. Look at needle photographs. Ask students where they think they might find a cactus.

2. Sing the "Desert Cactus" song to the tune of "Here I Come Bringing Sunshine." Students echo "hooray" after each line.

3. Play the "My Stroke" game below.

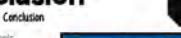
	The teacher will ask the students to identify the shapes in the book. The teacher will ask the students to identify the shapes in the book.

3. Display one of the  
**Conclusion**  
Unit Conclusion

To conclude the unit, ask the students to discuss their favorite part of what they've learned about plants.

**Objectives:**

Day 10  
lesson plans



The students will respond to segments and questions. The teacher will monitor and participate in those times.

### Activities:

1. Students will identify the details what they learned about sharks this unit. Write the facts on index cards or sentence strips. Create a chart or poster using the can - have - are headers.
2. Create shark bags. These small plastic toy bags hold bag and attach the riddle. [As an alternative, you can print the picture cards and put them inside the bags.]

**Extension Use**

Set up a few dramatic play centers. Dramatic play centers include picture library and math skills while interacting with peers, and reading groups.

can  
have  
are

look different  
grow in all kinds of places  
needs like water  
living things

# Introduction

## Activating Background Knowledge

Plants are an essential part of our world. They provide beautiful scenery, give animals a home, are a food source to humans and animals alike!

### Objectives:

- The students will actively participate in conversations.
- The students will notice similarities and differences and ask questions.
- The students will play with words, sounds, and rhymes.

### Activities:

- Look at real-life photographs. When possible, go outside to look for plants.  
Ask students to think of other plants they have seen.
- Sort the pictures into 2 groups: Things that are alive and things that are not alive.
- Sing the song "It's a Plant!" Discuss with students why plants do not need to eat breakfast, lunch, or dinner.

**Extension Idea:**  
Teach the ASL sign for **plant**.  
Move right hand through cupped left hand to look like a plant emerging from the ground.



(x2)

**It's a Plant!**  
To the tune of "Mary Had a Little Lamb"

A plant's a special living thing,  
living thing, living thing.  
A plant's a special living thing,  
It makes its own food!

It doesn't eat breakfast or lunch,  
breakfast or lunch, breakfast or lunch.  
It doesn't eat breakfast or lunch,  
The leaves do all the work!



# Will It Grow?

## What Do Plants Need to Grow?

Humans have basic needs such as food, water, shelter, and clothing. Plants' needs are different. Engage students in discussion about the similarities and differences between their needs and the needs of plants.

### Objectives:

- The students will express themselves using words and sentences.
- The students will apply previous knowledge to new experiences.
- The students will play with words, sounds, and rhymes.

### Activities:

- Look at real-life photographs. Ask students if they have ever planted a garden or a flower.
- Discuss what plants need to grow by sorting the picture cards into "Yes! It will help the plant grow" or "No! It won't help the plant grow." Encourage discussion as to why each thing may or may not help with the plant's growth.
- Sing the "Flower Song."

**Extension Idea:**

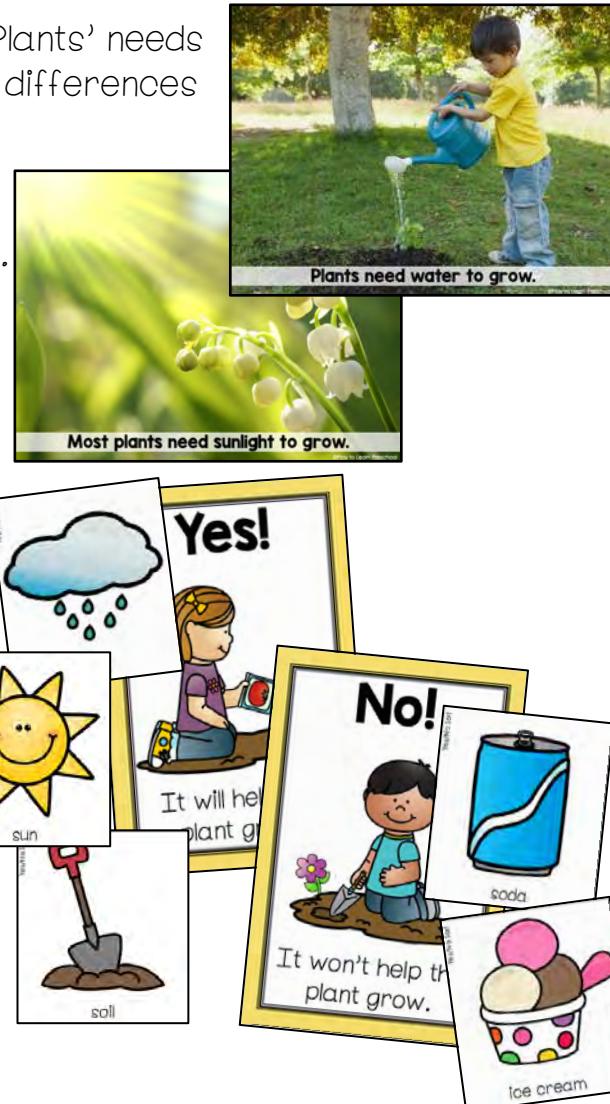
Teach the ASL sign for **sun**.

While hand is in a C-shape, move from your eye up towards the sky.



**Flower Song**  
To the tune of "Do you know the Muffin Man?"

Do you know what makes it grow,  
Makes it grow,  
Makes it grow?  
Do you know what makes it grow?  
Soil, sun, and water!



# Seeds

## The Very Beginning

# Day 3 lesson plans

Many plants produce seeds. Some plants have many seeds, while others may only have one or a few. Seeds sprout, and a new plant is formed, beginning the plant's life cycle again.

## **Objectives:**

- The students will actively participate in conversations.
  - The students will play with words, sounds, and rhymes.
  - The students will share and take turns with others.

## **Activities:**

1. Look at real-life photographs. Bring seeds for students to touch and explore. Discuss different seeds students may have seen before. (dandelion, strawberry seeds, flower seeds, etc.)
  2. Sing the “Seeds” song. Act out movements from each verse with the students.
  3. Have students close their eyes and give a packet of seeds or a small counter to one child. Sing “Who Planted the Seed?” as a class. Continue until the seed is found.

### Extension Idea:

## Teach the ASL sign for **seeds**

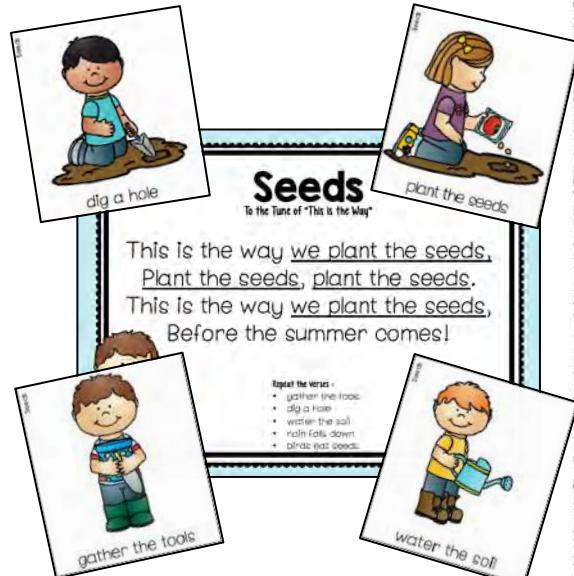
Pinching fingers and thumb together, rub them back and forth such as you were sprinkling seeds on the ground.



**Who Planted the Seed?**  
(To the Tune of "Who Stole the Cookies from the Cookie Jar")

Who planted the seed  
In the flower garden?  
Jesse planted the seed  
In the flower garden!

Who me?  
Yes, you!  
Couldn't be!  
Then who?



# Planting Time

## Let the Growing Begin!

When it's time to plant, there are a few tools you will need. A shovel, also known as a trowel, will help you dig in the soil. Can you think of other items that would be useful for planting?

### Objectives:

- The students will actively participate in circle time discussion.
- The students will answer questions.
- The students will play with words, sounds, and rhymes.

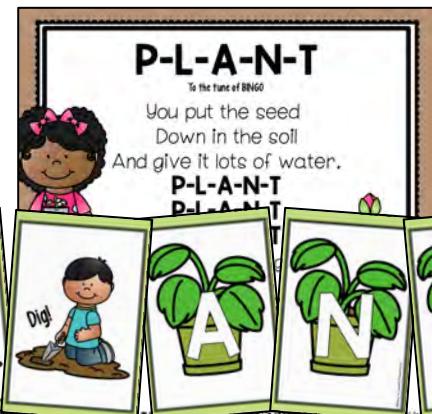
### Activities:

- Look at real-life photographs. Bring dirt for students to touch and explore. Ask students if they have ever seen farm equipment working to plant seeds.
- Take a poll: Students use name cards or post-it notes to "vote" for their answer on a bar graph. Have you ever planted a seed?
- Sing the P-L-A-N-T song in the tune of "Bingo".
  - Display the letters P-L-A-N-T and sing the song.
  - After singing the song for the first time, turn over letter P. Sing second verse as "\*Dig!\*-L-A-N-T".

**Extension Idea:** Plant seeds with your class using the attached step-by-step direction sheet. Alternatively, you can send the sheet home for families to do together.



Have you ever planted a seed?	
Yes, I have.	No, not yet.
Gemma	Megan
Sam	Jamie
Erin	Rachel
Joe	



# Parts of a Flower

## Roots, Stem, Leaf, and Flower

Roots absorb nutrients and help hold a plant in place. A stem supports leaves and transports water and nutrients. Leaves convert sunlight to help make food for the plant. The flower attracts insects and produces seeds.

### Objectives:

- The students will use new vocabulary.
- The students will demonstrate an understanding of print concepts.
- The students will notice and extend simple patterns.

### Activities:

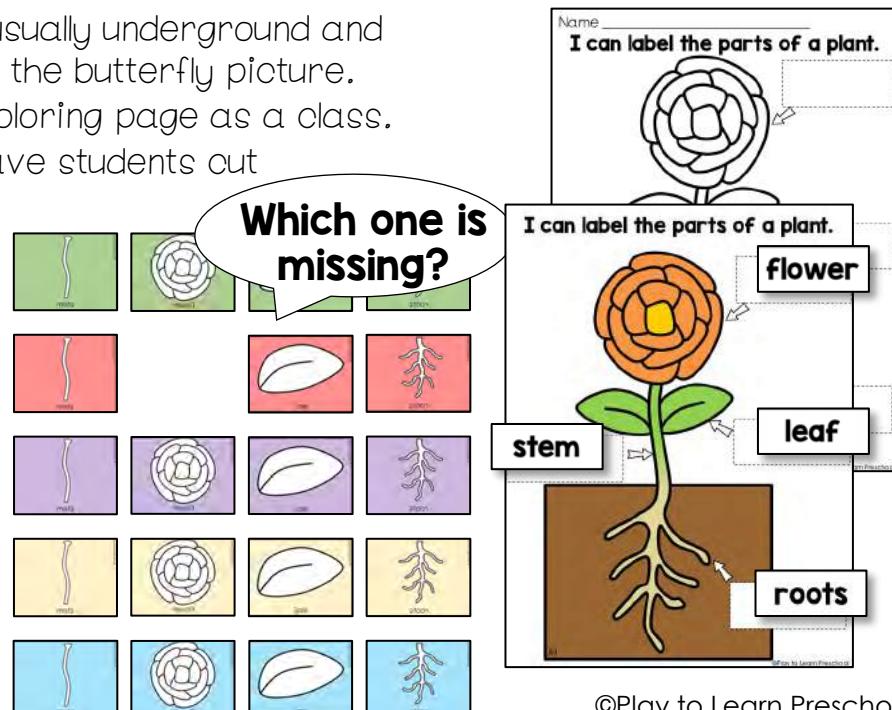
- Look at real-life photographs or bring in plants for children to observe. Discuss how the roots of a plant are usually underground and difficult to see. Point out the different flowers in the butterfly picture.
- Label the different parts of the flower on the coloring page as a class. Then, copy the black and white template and have students cut and paste labels on their sheets.
- Play the flower grid game.

#### Extension Idea:

Plant marigold seeds in small cups filled with soil. Allow students to water daily and observe their growth. Seeds will germinate in roughly 1 week. Blooms present after approximately 6 weeks.

#### To Play:

- Copy template page onto 5 different colors of paper.
- 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.
- Students close their eyes while the teacher removes 1 card.
- Students use their knowledge of patterns to determine which card (color and picture) is missing.



# Life Cycle of a Flower

## From Seed to Beautiful

A life cycle is a series of changes that living things go through as they grow. Flowers are recognizable by their colorful petals and sweet scent, but where do they begin?

### Objectives:

- The students will interact and participate in circle time.
- The student will play with words, sounds, and rhymes.
- The students will identify numbers.

### Activities:

- Look at real-life photographs or bring in flowers for the children to explore. Ask students if they have ever planted a seed or seen a flower budding. Discuss.
- Sing the "Flower Life Cycle" song. Use the picture cards to help with each verse.
- Play the Buzzing Bumblebee carpet game.

#### Extension Idea:

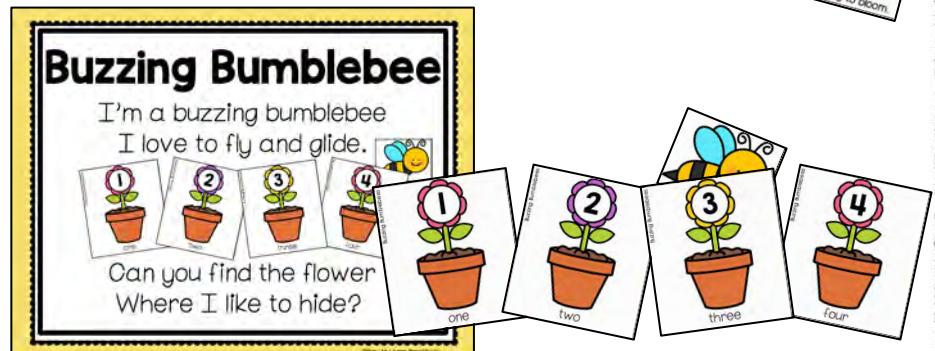
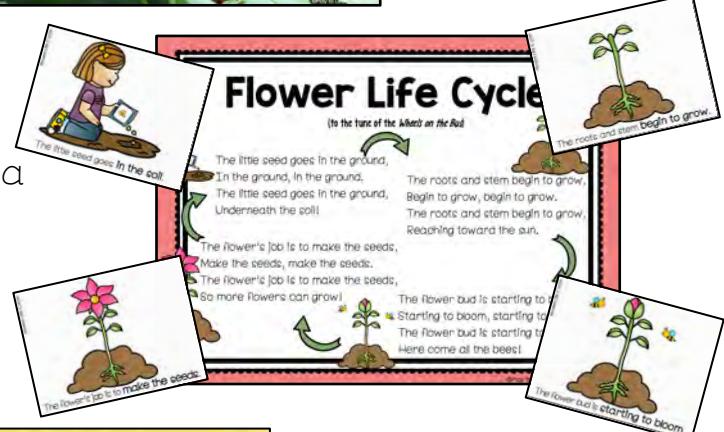
Create a flower painting. Provide sturdy paper or a canvas to each student. Students use carnations or other flowers as a paint brush.

<https://playtolearnpreschool.us/painting-with-flowers/>



#### To Play the Game:

- Line up the pictures of the flower pots. Identify the numbers and colors together.
- Hide the bee under one of the pots and recite the poem to find it.
- Children guess where the bee is hiding by identifying the number.



# Plants We Eat

## Our Edible World

There are many plants we eat in many different ways. We can eat leaves, seeds, roots, and more!

### Objectives:

- The students will actively participate in conversations.
- The students will demonstrate an understanding of print concepts.

### Activities:

- Show real-life photographs. Ask students what plants they have eaten.
- Read poem "Edible Plants." Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line.
- Review plant posters and display around the room.

#### Extension Idea:

Teach the ASL sign for **eat**. Pinch fingers and thumb together. Move hand towards mouth like you are eating.



Apples grow on trees. They contain seeds that can be planted to grow more.



A carrot is the root of a plant.

**We Can Eat!**

We can eat corn.  
We can eat tomatoes.  
We can eat apples.  
We can eat carrots.  
We can eat lettuce.  
We can eat grapes.  
We can eat broccoli.

**We eat**

potato  
carrot  
onion  
apple  
lettuce  
grapes  
broccoli

**We eat**

corn  
potato  
peas  
peanut  
lettuce  
celery  
aspargus

**We eat**

broccoli  
cabbage  
lettuce

**We eat**

blueberries  
strawberry  
apple  
pear

**Edible Plants**

We can eat corn.	
We can eat tomatoes.	
We can eat apples.	
We can eat carrots.	
We can eat lettuce.	
We can eat grapes.	
We can eat broccoli.	

We can eat corn.

We can eat tomatoes.

We can eat apples.

We can eat carrots.

We can eat lettuce.

We can eat grapes.

We can eat broccoli.

# Cactus

## A Spiny Desert Plant

There are around 2,000 different types of cacti in the world. A cactus can store water, allowing it to live in dry, hot conditions such as the desert.

### Objectives:

- The students will observe objects with curiosity.
- The students will play with words, sounds, and rhymes.
- The students will share and take turns.

### Activities:

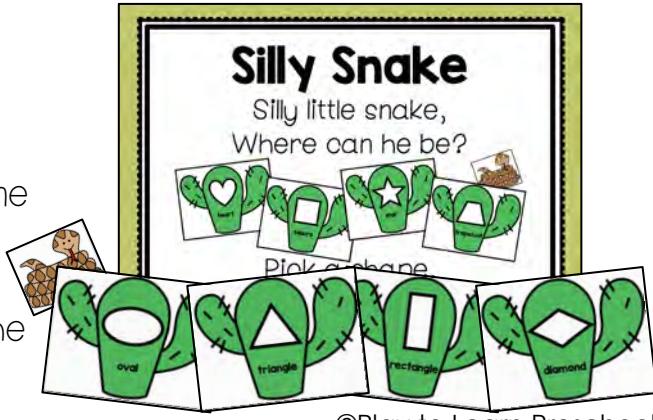
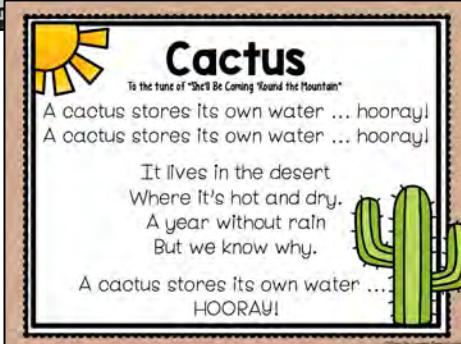
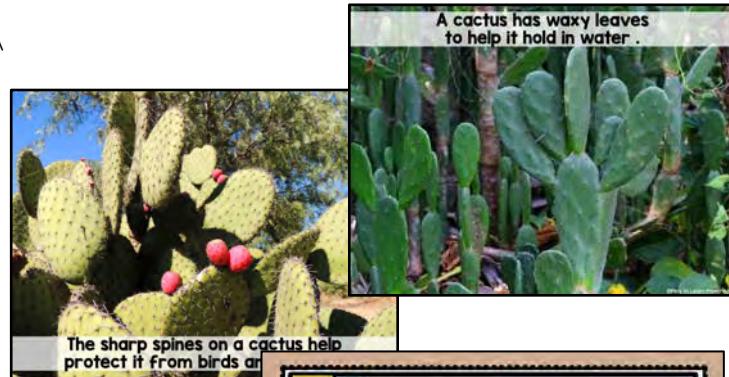
- Look at real-life photographs. Ask students where they think they might find a cactus.
- Sing the "Cactus" song as a class to the tune of "She'll Be Coming 'Round the Mountain." Students echo 'hooray!' after each line.
- Play the "Silly Snake" carpet game.

**Extension Idea:** Make a batch of green play dough or send home for families to make (recipe card included). Have students form dough into a cactus shape. Add toothpicks or pieces of uncooked rice to represent the spines.



### To Play the Game:

- Line up the cactus pictures. Identify the shapes together.
- Hide the snake under one of the cacti and recite the poem to find it.
- Children guess where the snake is hiding by identifying the shape.



# Trees

## Standing Tall

Trees come in many different shapes, colors, and sizes. No matter the type, they are an important part of our ecosystem.

### Objectives:

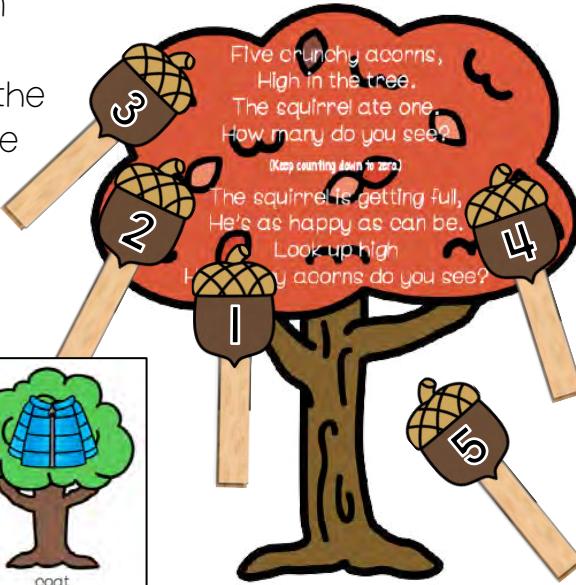
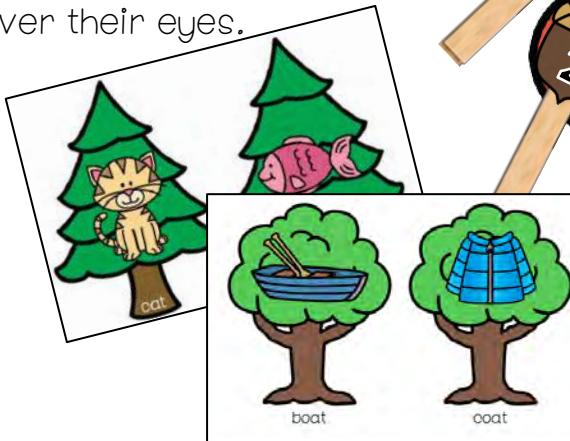
- The students will use new vocabulary.
- The students will count sets to 5 while playing with words, sounds and rhymes.
- The students will recognize rhyming words.

### Activities:

- Look at real-life photographs. Invite discussion about the different types of trees students have seen in their lives.
- Recite the chip clip poem, "Five Crunchy Acorns." Remove an acorn from the tree as the poem counts down.
- Display one of the tree pairs, or give each student a card to show the class. If the pictures rhyme, students should clap their hands. If the pictures do not rhyme, students should cover their eyes.

#### Extension Idea:

Teach the ASL sign for **tree**. Lay one arm in front you like the ground. Raise other arm upwards and rotate like a tree swaying in the wind.



# Conclusion

## Unit Conclusion

To conclude the unit, ask the students to discuss their favorite part of what they've learned about plants.

### Objectives:

- The students will respond to comments and questions.
- The students will interact and participate in circle time.

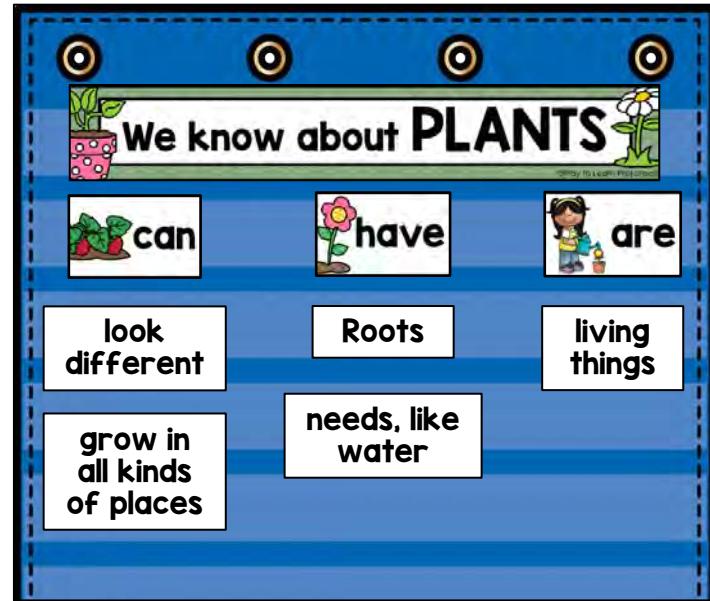
### Activities:

- Ask the students to discuss what they've learned about plants throughout this unit. Write the ideas on index cards or sentence strips. Create a chart or poster using the can – have – are headers.
- Create riddle bags. Place small plastic toys inside each bag and attach the riddle. (As an alternative, you can print the picture cards and put them inside the bags.)

#### Extension Idea:

Set up a flower shop dramatic play center. Students practice literacy and math skills while interacting with peers and having fun.

<https://playtolearnpreschool.us/flower-shop-dramatic-play/>



# Centers

- Word Wall Cards
- Build a Sentence
- Line Tracing
- Cutting Practice
- Writing Practice
- Journaling
- Sequencing
- Flower Bouquets
- Count & Clip Cards
- Patterning
- Book List (recommendations)

**Word Wall Cards** Literacy Center

Use the cards in a pocket chart to make a plant word wall.  
Provide pencils, crayons, paper, markers, etc. In the writing center and encourage the students to write letters and words from the wall.

**Build a Sentence** Literacy Center

Print the attached words or them them on sentence strips.  
Place the words \_\_\_\_\_ flower(s) on the pocket chart.  
Students place a color into the sentence and count the corresponding flowers to match.

**Line Tracing** Literacy Center

**Objectives:** 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. Give a spon-pom onto the lid of the marker for the students to use as an eraser!

**Cutting Practice** Fine Motor Center

**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 scissor's usage and guide students cut along the lines from the bottom to the top.  
**Procedure:** The students will cut along the dotted line at the bottom of the page to the top.

**Writing Practice** Literacy Center

**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 first letter of each word.

**Journaling** Literacy Center

**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.

**Sequencing** Literacy Center

**Objective:** The students will use emergent reading skills to sequence pictures.  
**Preparation:** Copy the pictures. Inside a file folder, draw 4 grids and divide each grid into 9 parts: 1, 2, 3.  
**Procedure:** Students choose a set of pictures. They place them on the grid in order: first, second, third.

**Flower Bouquets** Math Center

**Objectives:** The students will count objects and identify numbers.  
**Preparation:** Print the cards, laminate, and cut apart.  
**Procedure:** Students choose one flower and determine the number. Then, they plant it in the correct pot. (There are 9 flowers for each pot.)

**Count and Clip Cards** Math Center

**Objective:** Students will practise one-to-one correspondence and number sense.  
**Preparation:** Print the cards, mat, laminate and cut apart.  
**Procedure:** Students count the pictures on each card and mark the correct pin.

**Patterning** Math Center

**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.