

# Circle Time Lessons

## Unit overview

### Day 1 Introduction - Ponds

Introduce the new unit: **Ponds**  
Sing a movement song. Recite a repeating poem.

### Day 2 Ducks & Geese

Look at the real pictures of ducks and geese. Recite a movement poem. Do a beginning sound sort.

### Day 3 Fish

Look at the real picture of a fish. Recite a chip clip poem. Sing a colorful fish song.

### Day 4 Frogs & Toads

Look at the real pictures of frogs and toads. Play a frog life cycle grid game. Sing a silly frog song.

### Day 5 Turtles

Look at the real picture of turtles. Play a shape recognition carpet game. Recite a concept of word poem.

**Introduction**  
Activating Background Knowledge

A pond is a small body of fresh water. Many plants and animals make a pond their home such as fish, frogs, turtles, water lilies and cattails.

**Objectives:**

- The students will use new vocabulary.
- The students will repeat musical patterns using voice, body, and instruments.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Show the photograph of the pond. Ask students if they have ever been to a pond. Discuss some of the different plants and animals that may live at the pond.
- Sing the "In the Pond" song. Use the picture cards to assist with each verse.
- Recite the "What Did I See?" poem. For each verse, have students stand up and act out each action of the animal found.

**Extra Help:**  
A song activity will work on concentration and memory skills. Fill in a small pond scene on a large board, using plastic animals or insects. Have students look away and remove one object. Students guess which object is missing.

**At the Pond**

**What Did I See?**

**Day 1 lesson plans**

**At the Pond**

Use the picture cards to assist with each verse.

**What Did I See?**

Recite the "What Did I See?" poem. For each verse, have students stand up and act out each action of the animal found.

**Ducks & Geese**  
Water Birds

Ducks and geese live by a pond. They are known as waterfowl. They often have flat bills and webbed feet, but there are also some differences between them.

**Objectives:**

- The students will actively participate in conversations.
- The students will begin to make letter-sound connections.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Show the photographs of ducks and geese. Discuss how ducks and geese breathe air but like to swim in the water. Bring in different types of feathers for students to investigate.
- Recite the poem "All the Little Ducks." As you recite each verse, have students to stand up and act out the motions.

**Extra Help:**  
A song activity will work on concentration and memory skills. Fill in a small pond scene on a large board, using plastic animals or insects. Have students look away and remove one object. Students guess which object is missing.

**All the Little Ducks**

**Day 2 lesson plans**

**All the Little Ducks**

Recite the poem "All the Little Ducks." As you recite each verse, have students to stand up and act out the motions.

**Fish**  
Scalid Swimmers

Fish are animals that breathe through gills, not lungs. Because of this, they can breathe underwater. What else do you think makes them able to live and thrive in the water?

**Objectives:**

- The students will count sets to 5 and make combinations of objects to create each set.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Show the real photograph of a fish. If possible, bring in a small aquarium for students to observe. Discuss with students the different ways fish are best suited for living in water (gills, fins, scales, etc.).
- Use blue cardstock in the shape of a pond (oval). Recite the "One Little Fish" song clip game. As you progress through each verse, add a fish onto the pond.
- Sing the "Bubble-Bubble-Pop!" song as a class. Use the picture cards to assist with each verse.

**Extra Help:**  
Eaten the ABC sign for fish. Kids spin freely in front of you and when they land back and forth like a fish swimming.

**One Little Fish**

**Day 3 lesson plans**

**One Little Fish**

Use the picture cards to assist with each verse.

**Frogs & Toads**  
Amphibians

Frogs and toads are small animals that need to keep wet in order to survive. This type of animal is known as an amphibian. Frogs have long legs which are made for jumping and smooth, somewhat sticky skin. Toads have shorter legs and bumpy skin.

**Objectives:**

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will notice and extend simple patterns.

**Activities:**

- Show the photograph of frogs and toads. Discuss the similarities and differences in the photos.
- Play the frog and toad game per the instructions shown below. Discuss how frogs go through big change, from eggs.

**Extra Help:**  
Eaten the ABC sign for frogs. Kids spin freely in front of you and when they land back and forth like a frog swimming.

**Little Green Frog**

**Day 4 lesson plans**

**Little Green Frog**

Play the frog and toad game per the instructions shown below. Discuss how frogs go through big change, from eggs.

**Turtles**  
Reptiles with Shells

Turtles are a type of reptile. They are mainly carnivores, eating worms, small insects, snails, and fish. A turtle's body temperature changes as the air or water temperature around them changes.

**Objectives:**

- The students will share and take turns with others.
- The students will demonstrate an understanding of print concepts.
- The students will use haptics to guess the text.

**Activities:**

- Show the photograph of the turtles. If possible, bring in a turtle shell to show the eggs. Discuss how the shell protects the turtle.
- Play the "Turtle Eggs" shape recognition carpet game.
- Read the poem "Turtles." Ask each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line.

**Extra Help:**  
Eaten the ABC sign for turtles. Make a flat with one hand and cover with the other. Cover your thumb from your flat and wiggle up and down like a turtle's head under the shell.

**Turtle Eggs**

**I See Turtles**

**Day 5 lesson plans**

**Turtle Eggs**

Use the picture cards to assist with each verse.

**I See Turtles**

Read the poem "Turtles." Ask each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line.

# Circle Time Lessons

## Unit overview

### Day 6 Mud & Worms

Look at the real picture of a worm.  
Recite the silly Squirmy Worm poem.  
Sort rhyming words.

### Mud & Worms

Underground helpers

Worms like to live in the dirt. They tunnel their way through the ground, bringing air into the soil and helping plants grow. Their slim bodies can remain wet, so a pond is a good place to live. Many animals, however, such as ducks, frogs, turtles, and birds find worms to be a tasty treat.

**Objectives:**

- The students will play with words, sounds, and rhymes.
- The students will recognize and create rhyming words.

**Activities:**

- Show the photograph of a worm. If possible, bring in some worms for students to observe either at circle time or at an observation station. Ask students to describe what they see.
- Recite the "Squirmy Worm" poem. Discuss why worms wiggle out of the ground when it rains. They would drown if they didn't come up for air!
- Sort picture pairs into two groups: Rhyme / Do Not Rhyme. Show picture pair to the class. If the words rhyme, students should stand with their hands up. If the words do not rhyme, they should stand with their hands down.

**Extension Idea:**  
Go outside with small hand shovels and plastic bags. Allow students to carefully dig in the dirt and look for worms. Use the plastic bags to observe the worms before returning them to their home. You can also purchase worms for observation of a snake eating a worm.

**Day 6 lesson plans**

### Day 7 Pond Insects

Look at real pictures of insects. Label the parts of a dragonfly. Sort pictures into 2 groups: Insects/Not Insects.

### Pond Insects

Buzzing All Around

Explore one or several parts of a pond ecosystem (community). They help to pollinate plants or help plants grow. They also serve as a source of food for many pond animals.

**Objectives:**

- The students will understand the purpose of writing.

**Activities:**

- Show the photographs of insects. Tell the students that all insects have six legs, antennae, and most have wings. Ask students to name some insects they already know.
- Sort pictures into 2 groups: Insects/Not Insects. If a picture is shown that is an insect, students can flip their "wings" and say "Bzzzzzz!" If the picture is not an insect, students should create their own "insect"!

**Extension Idea:**  
Try labeling pages. Review as a class. Then, write your own dragonfly page.

**Day 7 lesson plans**

### Day 8 Pond Plants

Practice sight words with a poem game.  
Sing a pond plants repeating song.

### Pond Plants

Living & Growing

Many plants live outside, grasses, and they thrive in a pond setting. They provide animals with food as well as a place to live and hide. Plants also produce oxygen which we all need to live.

**Objectives:**

- The students will actively participate in conversations.
- The students will read simple/familiar high-frequency words.
- The students will repeat simple musical patterns.

**Activities:**

- Show the photographs of pond plants. Point out that some plants live near the pond, while others live in the pond. Ask students if they have ever seen plants growing in water.
- Place the fly card after words at students' eye level around your observation. Read the word cards one at a time. Students will practice their sight word recognition by moving to the correct word around the room. Take time to review each word after most students have found it. Spell out the word and point to each letter together.
- Sing the "How do you Grow?" song. Use picture cards to help with pronunciation.

**Extension Idea:**  
Do an art project using the outdoor checklist. Make picture cards around the room or get outside if you have a park nearby.

**Day 8 lesson plans**

### Day 9 Pond Activities

Look at the real pictures of things to do at a pond. Take a poll. Play a number recognition carpet game.

### Pond Activities

Outdoor Adventures

While we know animals enjoy living at the pond, there are many fun activities you can do at the pond too! From going on nature walks to fishing, there is something for everyone!

**Objectives:**

- The students will recognize their own preferences and answer questions.
- The students will identify numbers.

**Activities:**

- Show the photographs of people enjoying the pond. If possible, bring in real-life materials such as a fishing rod, life vest, or insect net to show the class. Discuss what you can do at a pond.
- Take a poll to see students "What is your favorite thing to do at the pond?" Students discuss and post 11 responses or more cards to respond on a pocket chart bar graph.

**Extension Idea:**  
What is your favorite thing to do at the pond?

Erin	Sam	Genova	Karleigh
Josiah	Leah	Joe	

**Day 9 lesson plans**

### Day 10 Conclusion

Practice active listening skills by solving these riddles all about pond animals. Sing a P-O-N-D-S Bingo song.

### Conclusion

Unit Conclusion

As we've learned, there are many different components of a pond. Ponds have lots to see and explore from the varying wildlife to the many different plants and insects.

**Objectives:**

- The students will interact and participate in circle time.
- The students will repeat simple musical patterns using voice, body, and instruments.

**Activities:**

- Display the animal posters in different corners of the carpet area. Read the clues aloud to students. Students should listen to the clues, then move to the poster that they believe answers the clue. As a fun variation, you could have them whisper to the duck, hop to the frog, etc.
- Sing the P-O-N-D-S song.

**Extension Idea:**  
Order supplies for your class to observe. Take notes on their appearance as they progress through the different stages of their lives.

**Day 10 lesson plans**

# Introduction

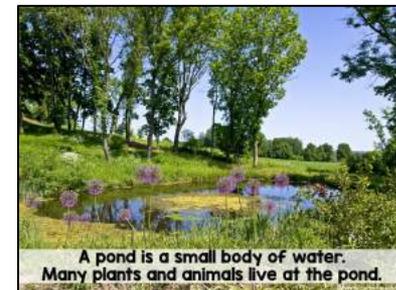
## Activating Background Knowledge

Day 1  
lesson  
plans

A pond is a small body of fresh water. Many plants and animals make a pond their home such as fish, frogs, turtles, water lilies and cattails.

### Objectives:

- The students will use new vocabulary.
- The students will repeat musical patterns using voice, body, and instruments.
- The students will play with words, sounds, and rhymes.



### Activities:

1. Show the photograph of the pond. Ask students if they have ever been to a pond. Discuss some of the different plants and animals you may see at the pond.
2. Sing the “At the Pond” song. Use the picture cards to assist with each verse.
3. Recite the “What Did I See?” poem. For each verse, have students stand up and act out each action of the animal listed.

### At the Pond

To the Tune of “The Wheels on the Bus”

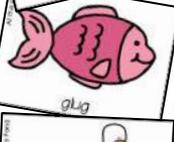
The ducks in the pond go  
quack, quack, quack,  
quack, quack, quack,  
quack, quack, quack.

The ducks in the pond go  
quack, quack, quack.  
All day long.

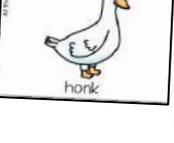
Repeat with new verses:  
flapping, flapping  
swimming, swimming  
goose honk, honk  
goose honk, honk



quack



glug



honk

### Extension Idea:

A pond memory tray will work on concentration and memory skills. Put 4 – 6 small pond items on a tray. (cattail, stone, plastic animals or insects, etc.) Have students look away and remove one object. Students guess which object is missing.

### What Did I See?

Repetition Practice

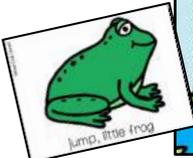
I went to the pond.  
And what did I see?  
I saw a frog  
Looking back at me!

Jump, little frog,  
Jump, jump, jump,  
Jump, little frog,  
JUMP!

Repeat with new verses:  
• fish swam  
• duck waddled  
• butterfly fly



swim, little fish



jump, little frog



waddle, little duck



fly, little butterfly

# Ducks & Geese

## Water Birds

Day 2  
lesson  
plans

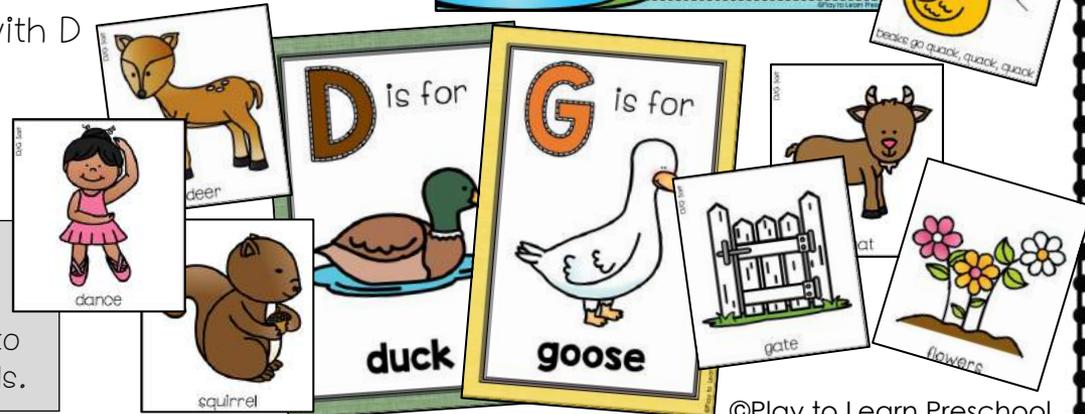
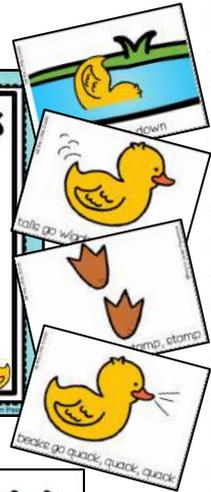
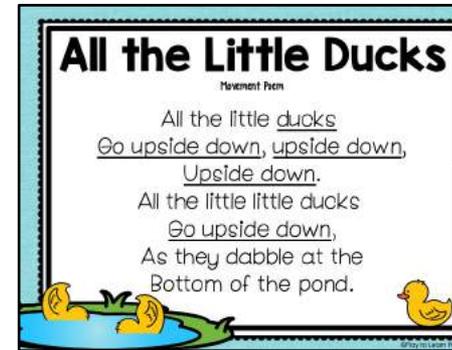
Ducks and geese live by a pond. They are known as waterfowl. They each have flat bills and webbed feet, but there are also some differences between them.

### Objectives:

- The students will actively participate in conversations.
- The students will begin to make letter-sound connections.
- The students will play with words, sounds, and rhymes.

### Activities:

1. Show the photographs of ducks and geese. Discuss how ducks and geese breathe air but like to swim in the water. Bring in different types of feathers for students to investigate.
2. Recite the poem, "All the Little Ducks." As you recite each verse, invite the students to stand up and act out the motions together.
3. Sort pictures into two groups: begins with D or begins with G. You can do this as a class, or pass out picture cards to students and take turns.



### Extension Idea:

Play the game "Duck, duck, goose." You can play while seated in circle time, or introduce the game to the students to play at home with family and friends.

# Fish

## Scaled Swimmers

Day 3  
lesson  
plans

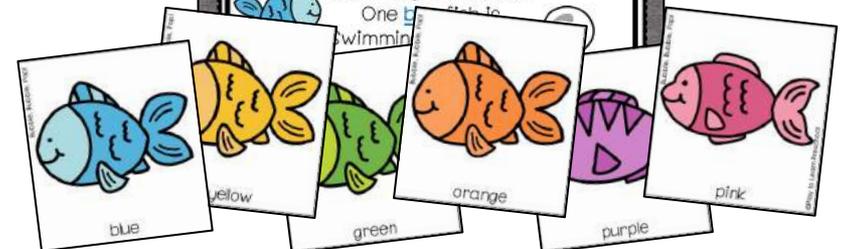
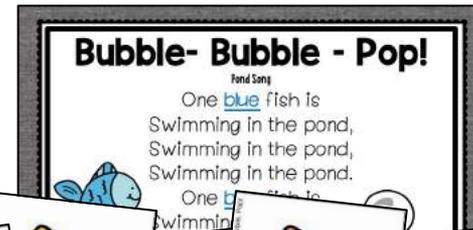
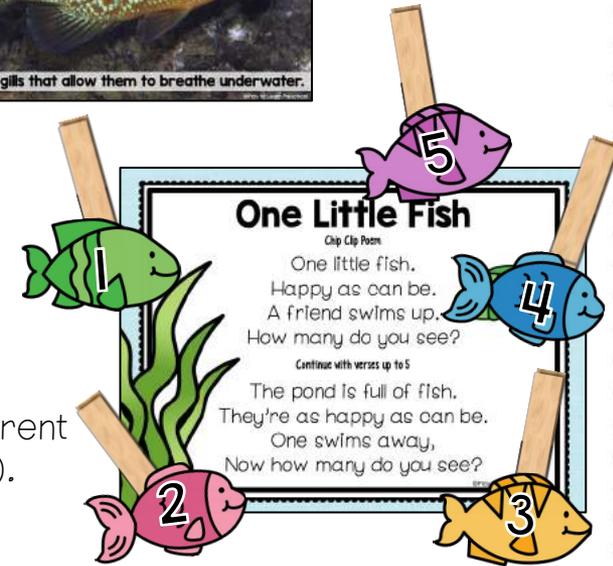
Fish are animals that breathe through gills, not lungs. Because of this, they can breathe underwater. What else do you think makes them able to live and thrive in the water?

### Objectives:

- The students will count sets to 5 and make combinations of objects to create each set.
- The students will play with words, sounds, and rhymes.

### Activities:

1. Show the real photograph of a fish. (If possible, bring in a small aquarium for students to observe.) Discuss with students the different ways fish are best suited for living in water (gills, fins, scales, etc.).
2. Cut blue cardstock in the shape of a pond (oval.) Recite the “One Little Fish” chip clip game. As you progress through each verse, add a fish onto the pond.
3. Sing the “Bubble-Bubble-Pop!” song as a class. Use the picture cards to assist with each verse.



### Extension Idea:

Teach the ASL sign for **fish**. Hold open hand in front of you and wiggle hand back and forth like a fish swimming.



# Frogs & Toads

## Amphibians

Day 4  
lesson  
plans

Frogs and toads are small animals that need to keep wet in order to survive. This type of animal is known as an amphibian. Frogs have long legs which are made for hopping and smooth, somewhat slimy skin. Toads have shorter legs and dry, bumpy skin.

### Objectives:

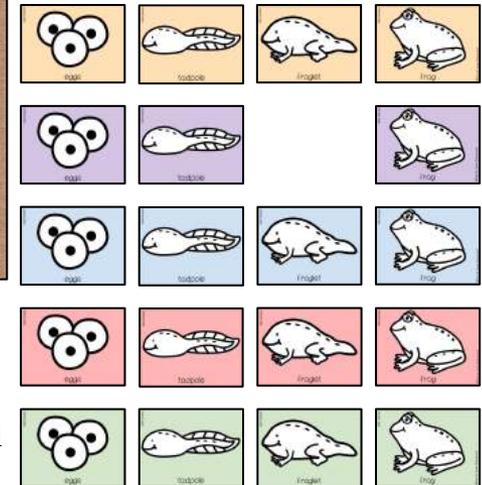
- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will notice and extend simple patterns.

### Activities:

1. Show the photographs of frogs and toads. Discuss the similarities and differences in the photos.
2. Play the frog grid game per the instructions shown below. Discuss how frogs go through metamorphosis, or a big change, from eggs to adult frog.
3. Sing the "Little Green Frog" song.



Which one  
is missing?



#### Extension Idea:

Teach the ASL sign for **frog**. Hold your hand under your chin and flick first two fingers outward.



#### 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 eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to determine which card (color and picture) is missing.

# Turtles

## Reptiles with Shells

Day 5  
lesson  
plans

Turtles are a type of reptile. They are mainly carnivores, eating worms, small insects, snails, and fish. A turtle's body temperature changes as the air or water temperature around them changes.

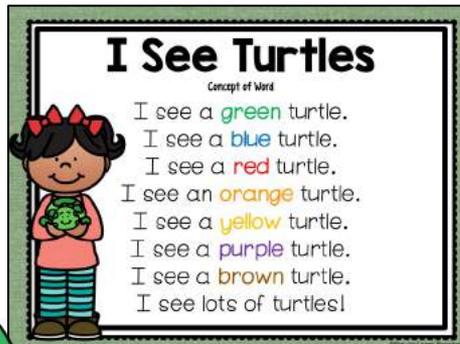
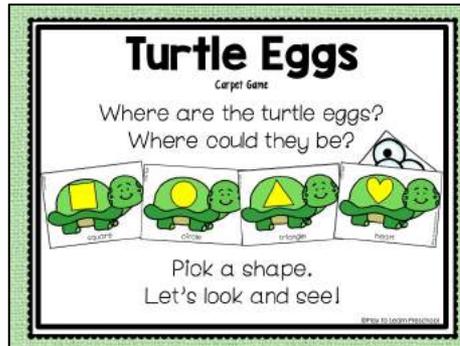
### Objectives:

- The students will share and take turns with others.
- The students will demonstrate an understanding of print concepts.
- The students will use illustrations to guess the text.



### Activities:

1. Show the photograph of the turtles. If possible, bring in a turtle shell to show the class. Discuss how the shell protects the turtle.
2. Play the "Turtle Eggs" shape recognition carpet game.
3. Read the poem "Turtles." Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line.



#### Extension Idea:

Teach the ASL sign for **turtle**. Make a fist with one hand and cover with the other. Extend your thumb from your fist and wiggle up and down like a turtle's head under its shell.



# Mud & Worms

## Underground Helpers

Day 6  
lesson  
plans

Worms like to live in the dirt. They tunnel their way through the ground, bringing air into the soil and helping plants grow. Their skin needs to remain wet, so a pond is a good place to live. Many animals, however, such as ducks, frogs, turtles, and birds find worms to be a tasty treat.



### Objectives:

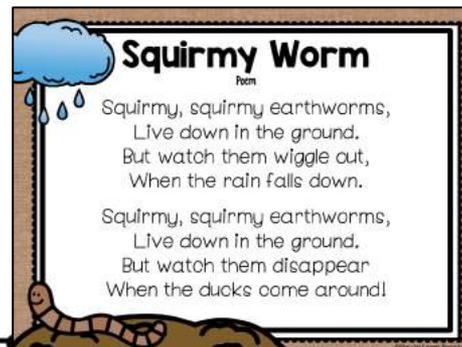
- The students will play with words, sounds, and rhymes.
- The students will recognize and create rhyming words.

### Activities:

1. Show the photograph of a worm. If possible, bring in some worms for students to observe either at circle time or at an observation station. Ask students to describe what they see.
2. Recite the "Squirmy Worm" poem. Discuss why worms wiggle out of the ground when it rains. (They would drown if they didn't come up for air.)
3. Sort picture pairs into two groups: Rhyme / Do Not Rhyme. Show picture pair to the class. If the words rhyme, students should stand with their hands up. If the words do not rhyme, they should stand with their hands down.

#### Extension Idea:

Go outside with small hand shovels and plastic trays. Allow students to carefully dig in the dirt and look for worms. Use the plastic trays to observe the worms before returning them to their home. You can also purchase worms for observation at a tackle shop or pet store.



# Pond Insects

## Buzzing All Around

Day 7  
lesson  
plans

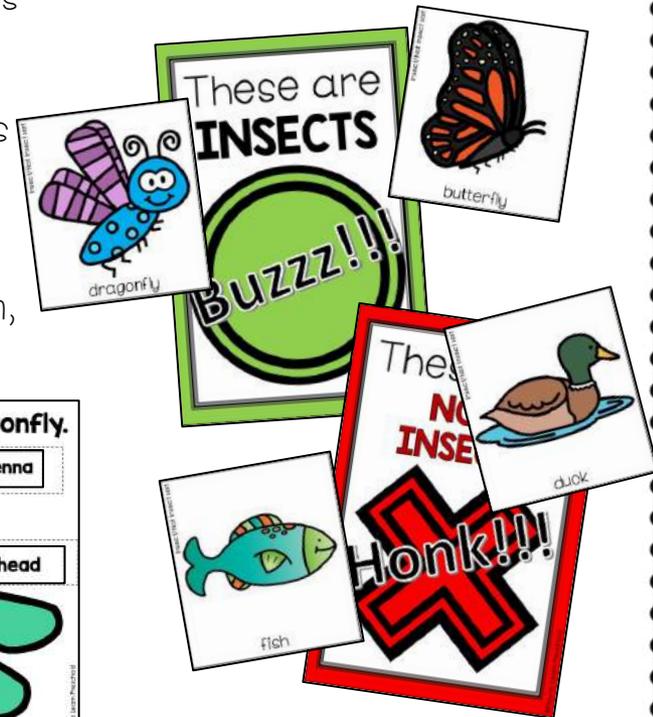
Insects are an essential part of a pond ecosystem (community). They help to pollinate plants so new plants can grow. They also serve as a source of food for many pond animals.

### Objectives:

- The students will sort objects by property.
- The students will understand the purpose of writing.

### Activities:

1. Show the photographs of insects. Tell the students that all insects have six legs, antennae, and most have wings. Ask students to name some insects they already know.
2. Sort pictures into 2 groups: Insects/Not Insects. If a picture is shown that is an insect, students can flap their 'wings' and say "Buzzz!!!" If the picture is not an insect, students should cross their arms and say "Honk!!!"
3. Make copies of dragonfly labeling page. Review as a class. Then, allow students to label their own dragonfly page.



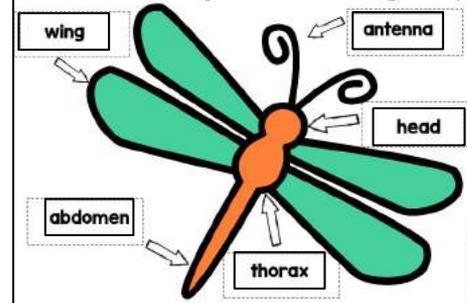
#### Extension Idea:

Teach the ASL sign for **dragonfly**.

Cross hands in front of body with first two fingers extended. Flick fingers twice like a dragonfly's wings moving.



#### I can label the parts of a dragonfly.



# Pond Plants

## Living & Growing

Day 8  
lesson  
plans

Many plants like cattails, grasses, and lilies thrive in a pond setting. They provide animals with food as well as a place to live and hide. Plants also produce oxygen which we all need to live.

### Objectives:

- The students will actively participate in conversations.
- The students will read simple/familiar high-frequency words.
- The students will repeat simple musical patterns.

### Activities:

1. Show the photographs of pond plants. Point out that some plants live near the pond, while others live in the pond. Ask students if they have ever seen plants growing in water.
2. Place the lily pad site words at students' eye-level around your classroom. Read the site clues one at a time. Students will practice their site word recognition by moving to the correct word around the room. Take time to review each word after most students have found it. Spell out the word and point to each letter together.
3. Sing the "Have You Seen?" song. Use picture cards to help with subsequent verses.

Water lilies are plants that grow in water. Frogs like to sit on their floating leaves, called lily pads.



Wave, wave, wave like a fan. Can you find the word **CAN?**

A pond has water. Yes, it's true! Can you find the word **YOU?**

can

you

me

Buzz, buzz, buzz like a bee. Can you find the word **ME?**

### Extension Idea:

Go on a plant scavenger hunt using the attached checklist. Hide included pictures around the room or go outside if you have a pond nearby.

### Plant Scavenger Hunt

 <input type="checkbox"/> cattail	 <input type="checkbox"/> lily pad	 <input type="checkbox"/> tree
 <input type="checkbox"/> grass	 <input type="checkbox"/> flower	 <input type="checkbox"/> weeds

### Have You Seen?

To the Tune of "Ifin' Main"

Have you seen a cattail?  
A cattail, a cattail.  
Have you seen a cattail?  
Down at the pond.

Yes, I've seen a cattail,  
A cattail, a cattail.  
Yes, I've seen a cattail,  
Down at the pond.

Repeat with words:  
• fly  
• frog  
• grass  
• flower

# Pond Activities

## Outdoor Adventures

Day 9  
lesson  
plans

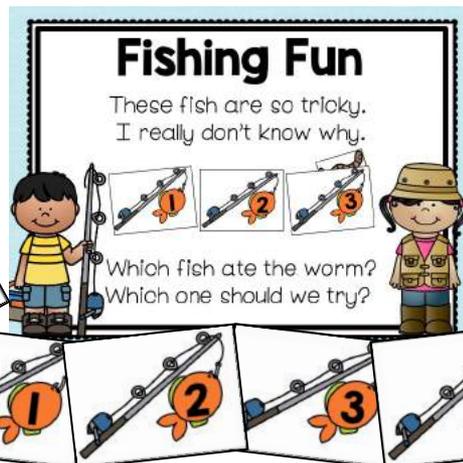
While we know animals enjoy living at the pond, there are many fun activities you can do at the pond too! From going on nature walks to fishing, there is something for everyone!

### Objectives:

- The students will recognize their own preferences and answer questions.
- The students will identify numbers.

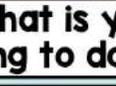
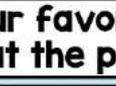
### Activities:

1. Show the photographs of people enjoying the pond. If possible, bring in real-life materials such as a fishing rod, life vest, or insect net to show the class. Discuss what you can do at a pond.
2. Take a poll to ask students, "What is your favorite thing to do at the pond?" Students can use post-it notes or name cards to respond on a pocket chart bar graph.
3. Play the "Fishing Fun" number identification carpet game.



#### Extension Idea:

Create a 'fishing' center. Print, laminate, and cut out attached fish. Place a paperclip on the mouth of each fish. Attach a string with a magnet to the end of a stick and allow students to 'fish' for numbers.

What is your favorite thing to do at the pond?			
 I like to go fishing.	 I like to explore.	 I like to go on a boat.	 I like to look for animals.
Erin	Sam	Gemma	Karleigh
	Jamie	Leah	
		Joe	

# Conclusion

## Unit Conclusion

Day 10  
lesson  
plans

As we've learned, there are many different components of a pond. Ponds have lots to see and explore from the varying wildlife to the many different plants and insects.

### Objectives:

- The students will interact and participate in circle time.
- The students will repeat simple musical patterns using voice, body, and instruments.

### Activities:

1. Display the animal posters in different corners of the carpet area. Read the clues aloud to students. Students should listen to the clues, then move to the poster that they believe answers the clue. As a fun variation, you could have them *waddle* to the duck, *hop* to the frog, etc.
2. Sing the P-O-N-D-S song.
  - Display the letters P-O-N-D-S and sing the song. Repeat verse, turning over one letter each time and saying 'Jump!' in its place.

#### Extension Idea:

Order tadpoles for your class to observe. Take notes on their appearance as they progress through the different stages of their lives.

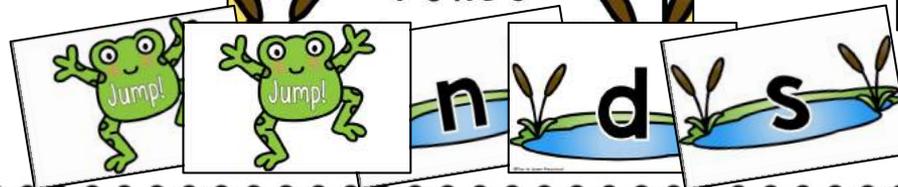
**I am a duck.**  
I can only live under the water.  
I have scales, gills, and fins.  
What am I?

**I am a fish.**  
I swim in the pond with my webbed feet.  
I like to eat snails, fish, worms and plants.  
What am I?

**I am a frog.**  
I live my life as a tadpole.  
I'm in and out of the water.  
What am I?

**I am a worm.**  
I live in the dirt and mud.  
I have no bones or feet.  
What am I?

**P-O-N-D-S**  
To the Tune of "Bingo"  
Fish and turtles, frogs too.  
Ponds can have them all.  
P-O-N-D-S  
P-O-N-D-S  
P-O-N-D-S



# Center Activities

# Centers

- Line Tracing
- Beginning Sound Clips
- Letter Matching Folder
- Initial Sounds
- Categorization
- Shape Sorting
- Count & Clip Cards
- Number Order
- Concentration
- Journaling
- Book List (recommendations)

### 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 top of the marker for the students to use as an eraser.)

**Procedure:** The students will trace the dotted motor skills.

### Beginning Sound Clips

**Objective:** Students will identify the first sound of each picture and locate the corresponding letter.  
**Preparation:** Print the cards, mat, laminate a file folder.  
**Procedure:** Students say the picture and letter attach a clothes pin to the matching letter.

### Letter Matching

**Objective:** Students will identify and match letters.  
**Preparation:** Print each page. Attach the cover to the front of a file folder. Attach the work mats inside the file folder. Laminate and cut out the game pieces.  
**Procedure:** Students choose a game piece and find the match in the folder. Place the piece on the matching picture and repeat.

**Lily Pad Letters**

**Lily Pad Letters**  
For easy self-checking, use a clothes pin to attach the letter to the correct picture.

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### Initial sounds

Writing Practice

**Objective:** The students will draw and imitate the act of writing.  
**Preparation:** Copy each page and place into a plastic sleeve.  
**Procedure:** Students use a dry erase marker to trace the first letter of each word.

**Helpful Hint:** For easy self-checking, use a clothes pin to attach the letter to the correct picture.

### 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.

**Helpful Hint:** For easy self-checking, use a clothes pin to attach the object to the correct picture.

### Shape Sorting

**Objective:** The students will sort objects by property.  
**Preparation:** Print, laminate and cut out all pieces.  
**Procedure:** Students choose a picture and match it to the corresponding shape.

**Working memory**

### Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.  
**Preparation:** Print the cards, mat, laminate and cut apart.  
**Procedure:** Students count the pictures on each card and mark the correct number with a clothes pin.

**Helpful Hint:** For easy self-checking, use a clothes pin to attach the number that will match the correct picture.

### Number Order

**Objectives:** The students will identify numbers.  
**Preparation:** Copy the pictures and cut apart on the dotted line. Provide a number line for additional support.  
**Procedure:** The students will identify the missing number and locate the correct number.

**Number Order**

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### Concentration

**Objective:** The students will use visual discrimination (matching) skills to a identical objects.  
**Preparation:** Print the picture cards. Mat onto cardstock and/or laminate it. Cut apart.  
**Procedure:** Place cards facing down. Students take turns flipping over 2 at a time. If the cards match, the student gets to keep the pair. If not, they return them to the face-down position and try again.

### Journaling

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

**Learning to draw and write is a developmental process. Using children's records of time and opportunities to draw, draw, and write. This is called "emergent literacy." The drawing is a very important first step in the process.**

**Early Pages 3-10**  
Use the prompts to draw and write. If a student is unable to write, use the words provided to write for them.

**Intermediate Pages 11-15**  
Use the prompts to draw and write. If a student is unable to write, use the words provided to write for them.

**Advanced Pages 16-20**  
Use the prompts to draw and write. If a student is unable to write, use the words provided to write for them.

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