



# Circle Time Lessons

## Unit overview

### Day 6 Hot & Cold

Students sort pictures into 2 groups– Things that are Hot and Things that are Cold. Play a logic “Grid Game” with hot and cold pictures.

**Hot & Cold**  
Comparing opposites

Opposites are a pair of words that have different meanings. Hot and cold are great examples of comparing the different words.

**Objective:**

- The students will identify opposites (concept only).
- The students use logical thinking skills.

**Activities:**

- Engage student in a discussion about items that are hot and items that are cold. These are opposites. Fill 2 cups with water: one warm (not too hot) and one cold. Let the students feel the opposites.
- Sort different pictures into 2 different groups: Things that are hot and things that are cold.
- Play the grid game:

**To Play:**

- Copy the summer page into 4 different colors of paper.
- Divide the page into four sections. The same picture area are included in all the cards.
- Students color their page and the teacher determines if it is hot or cold.
- Students use their knowledge of patterns to determine which card is hot and which is cold.

**Extension Idea:**  
Make ice cubes. Invite students to touch the ice. What happens when it gets warm? Experiment with different ways to make the ice melt.

### Day 7 Celebrate Summer

Fireworks are used to celebrate an event. Sing the song to help reinforce color recognition. (Alternatively: Recite the poem “Five Bright Fireflies” to practice subtraction.)

**Celebrate Summer**  
Fun ways to celebrate summer

In the summertime, the nights are warm and the days are long. What's your favorite thing to do on a warm summer night. This lesson has 2 options: fireworks or fireflies.

**Objective:**

- The students will recite a rhyme (color identification and oral language).
- The students will recite a poem (math, subtraction practice).

**Activities:**

- Show the photograph poster of fireworks or fireflies.
- Recite either the rhyme “5 Bright Fireworks” for color identification practice or the poem “5 Bright Fireflies” for practice with subtraction.

**5 Bright Fireworks**  
5 bright fireworks lighting the sky,  
2 bright fireworks lighting the sky,  
3 bright fireworks lighting the sky,  
2 bright fireworks lighting the sky,  
1 bright firework lighting the sky,  
0 bright fireworks lighting the sky.

**5 Bright Fireflies**  
5 bright fireflies lighting the night,  
2 bright fireflies lighting the night,  
3 bright fireflies lighting the night,  
2 bright fireflies lighting the night,  
1 bright firefly lighting the night,  
0 bright fireflies lighting the night.

### Day 8 Lemonade

This cute song about making lemonade teaches sequencing.

**Lemonade**  
All about lemons

Making lemonade is something that all children love to do in the summertime. Have you ever tasted a lemon? Have you ever made lemonade?

**Objective:**

- The students will describe what they know about making lemonade.
- The students will use their sense of taste.
- The students will sing a song for oral language and sequencing practice.

**Activities:**

- Show the photographs of lemons. Have you ever made lemonade? How do you make lemonade? Have you ever made lemonade?
- Cut up a lemon and investigate. Give each child a slice to try. What did it taste like?
- Sing the song “Lemonade”. A fun way to practice sequencing.

**Extension Idea:**  
Teach the ABCs for lemon. Make the letter L bring it to your cheek and feel it forward.

### Day 9 Summer Safety

Discuss how to stay safe in the summer using real pictures. Sing the Summer Safety song.

**Summer Safety**  
All about safety

It is important to be safe and healthy in the summer. Wearing hats and using sunscreen are a few ways to keep our body safe.

**Objective:**

- The students will recite what they know about keeping their bodies safe in the summertime.

**Activities:**

- Show the safety posters.
- Ask the students the questions:  
“What can you do to keep safe in the summer?”  
“Why is it important to wear a helmet when riding a bike?”  
“What does a fireguard do?” etc.
- Sing the song “Summer Safety”. Show the enclosed picture during any other ways to keep yourself safe in the summer.

**Extension Idea:**  
Use the pictures to create a safety poster.

### Day 10 Summertime - Conclusion

Conclude your Summer unit by creating a lemon chart. Each child contributes 1-2 ideas or facts that they learned about summertime. Take a poll: What is your favorite thing to do in the summer?

**Summertime**  
Unit conclusion

To conclude the unit, ask the students to describe what they have learned about the summertime.

**Objective:**

- The students will discuss the things that they have learned about summer.
- The students will take a vote.

**Activities:**

- Invite students to list the things they have learned about the summertime. Write each idea on a lemon cutout.
- Create a chart or poster using the included headers and lemon pictures.
- Create a poll – what is your favorite thing to do in the summer.

**Summer Bucket List**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**We know about Summer**

- I can go camping in a tent - tent
- You can eat watermelon - watermelon
- Ice cream is cold - ice cream
- Watermelons grow in a vine - watermelon

# Summer Fun

Day 1  
lesson  
plans

## Activate Background Knowledge

Introduce the new unit (summer) to the students. Bring in a few things that can be used in the summer: sunglasses, swimsuit, goggles, and a hat. Engage in discussion questions.

## Objectives:

- The students will look at real objects that are common in the summertime.
- The students will look at real pictures of things to do in the summer.
- The students will sing a song all about summer (oral language practice).

## Activities:

1. Show the real life objects and summertime fun photographs. Ask students what they like to do in the summertime.
2. Sing the song "Summer Fun" to learn about all of the different things you can do in the summer.

**Extension Idea:** A summer memory tray will work on concentration and memory skills. Put 4-6 summer time objects on a tray. Cover the tray with a bandana and remove 1 item. Students take turns guessing what is missing.



# Ice Cream

All about ice cream

Do you like to eat ice cream? There are so many yummy flavors to choose from.

## Objectives:

- The students will discuss what they know about ice cream.
- The students will recite a poem (oral language and counting skills).
- The students will identify color words.



## Activities:

1. Show photographs of ice cream. Ask students if they know where ice cream comes from.
2. Take a poll. Students use name cards or post-it notes to “vote” for their answer on a bar graph. What is your favorite flavor of ice cream?
3. Recite the “Ice Cream” poem and build the cone as you add each scoop.

Which is your favorite flavor?

Vanilla Is my favorite flavor.	Chocolate Is my favorite flavor.	Strawberry Is my favorite flavor.	Mint Is my favorite flavor.
Trinity	Carter	Deondre	Kora
Frank	Landon	Mitch	
Abby	Bella		
	Julie		

**Ice Cream**

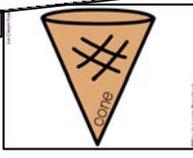
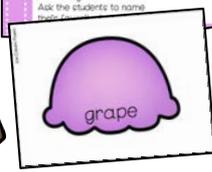
I scream,  
You scream,  
We all scream for  
Ice cream!  
Add a scoop of chocolate  
to the top!

Repeat the verses and replace  
chocolate with new flavors:

- vanilla
- strawberry
- white
- lemon
- blueberry

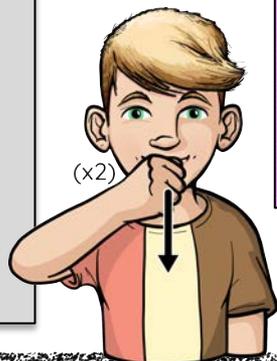
How many scoops  
Before we stop?

Ask the students to name  
their favorite.



### Extension Idea:

Teach the ASL sign for **ice cream**. Make a fist and bring down from your mouth, as if eating an ice cream cone.



# Water Play

## Activities with water

Day 3  
lesson  
plans

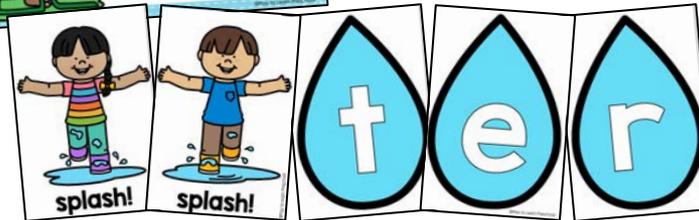
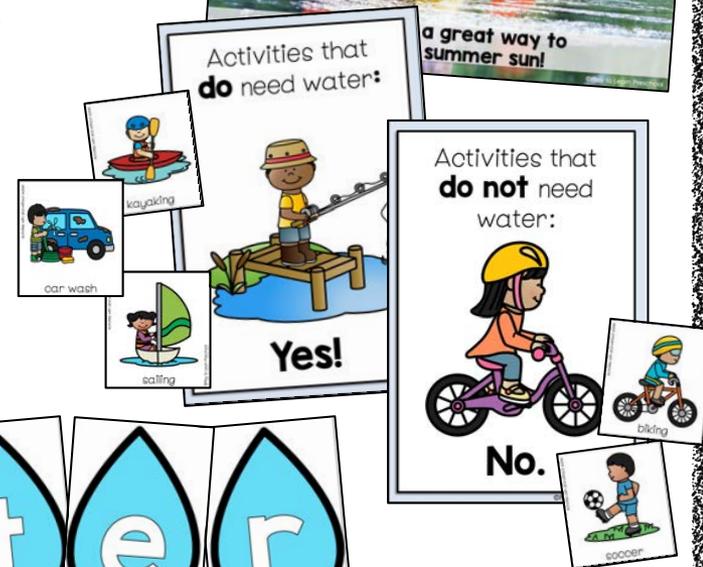
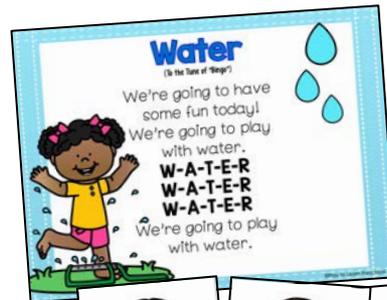
When it's hot outside during the summer, we can cool off by playing in water.

### Objectives:

- The students will sing a song (oral language).
- The students will sort pictures into 2 groups (concept sort).

### Activities:

1. Look at photographs of water activities. Discuss different things that we can do with water.
2. Sing the W-A-T-E-R song in the tune of "Bingo".
  - a. Display the letters W-A-T-E-R and sing the song.
  - b. After singing the song for the first time, cover up the letter W with a picture of child splashing. Sing second verse as "splash-A-T-E-R".
3. Sort the pictures into 2 groups: Activities that need water and activities that do not need water.



#### Extension Idea:

Teach the ASL sign for **water**. Make the letter **W** with 3 fingers. Bring it to your mouth twice.



# Watermelons

## Exploring watermelons

Day 4  
lesson  
plans

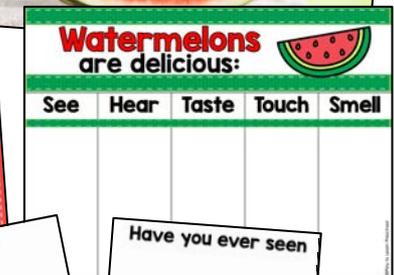
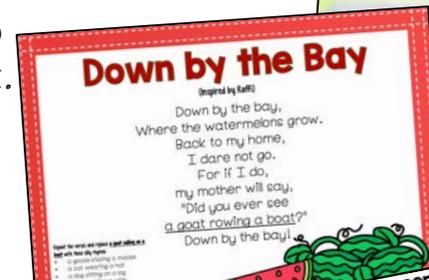
Have you ever tasted watermelon? Let's use our senses to explore the outside and the inside of a watermelon.

### Objective:

- The students will describe existing knowledge of watermelons.
- The students will sing a song (oral language practice).
- The students will use their senses to explore a watermelon.

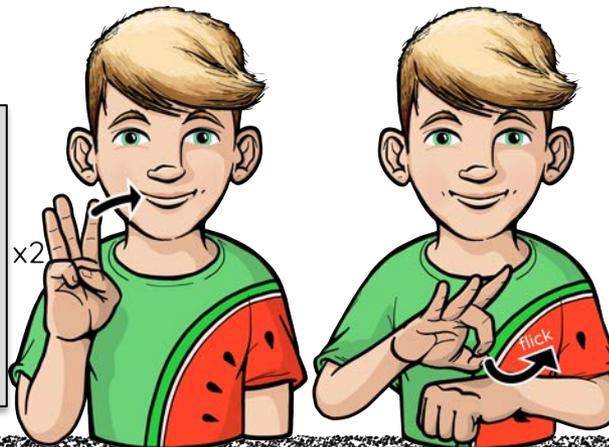
### Activities:

1. Sing the song "Down by the Bay". Switch the different rhymes to change the words in this hilarious song.
2. Cut open a watermelon. Use all senses to describe the watermelon. What describing words can be used to describe the findings? Write describing words on list.



### Extension Idea:

Teach the ASL sign for **watermelon**. First, sign **water**, then flick your wrist to sign **melon**.



# Camp-Out

All about the adventures of camping

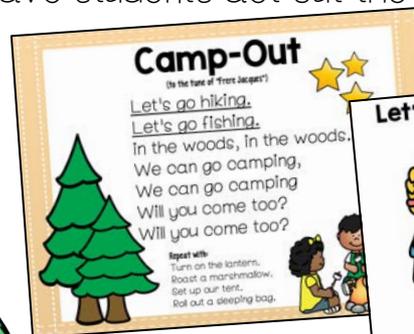
Sleeping outside in a tent is a fun thing to do in the summer time. Have you ever gone on a camp out?

## Objectives:

- The students will use background knowledge about camping to have a discussion.
- The students will sing a song all about camping (oral language practice).

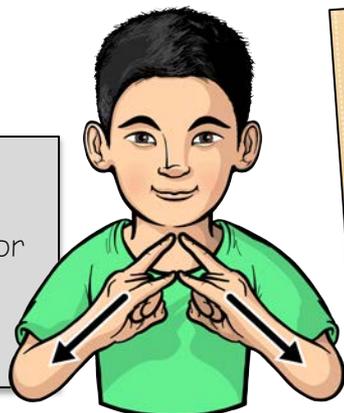
## Activities:

1. Show the photograph posters of camping.
2. Ask the students the question:  
"What do you do when you go camping?"
3. Take a poll: Students use name cards or post-it notes to "vote" for their answer on a bar graph. Have you ever been camping?
4. Sing the song "Camp-Out" and have students act out the actions.



### Extension Idea:

Teach the ASL sign for **tent**. See illustration for details.



# Hot & Cold

## Comparing opposites

Opposites are a pair of words that have different meanings. Hot and cold are great examples of comparing the different words.

### Objectives:

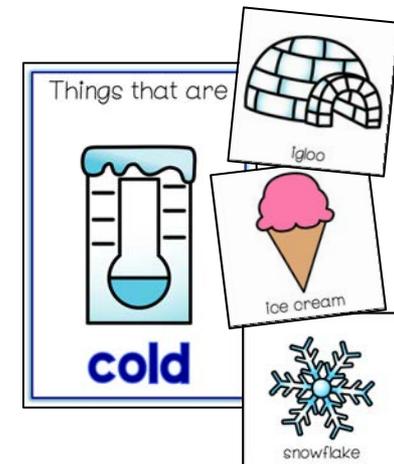
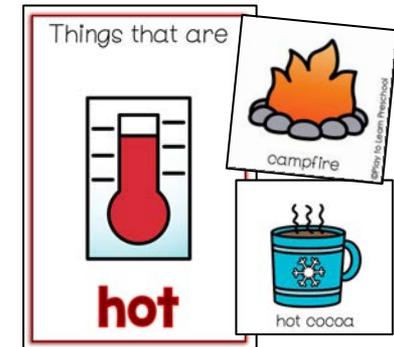
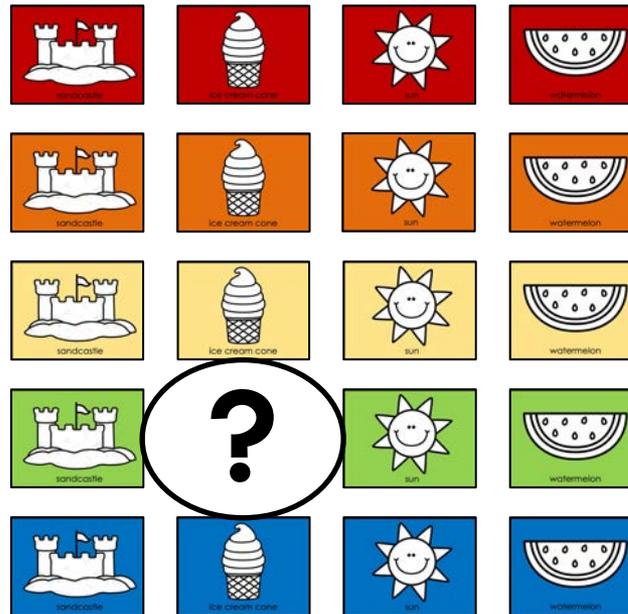
- The students will identify opposites (concept sort).
- The students use logical thinking skills.

### Activities:

1. Engage students in a discussion about items that are hot and items that are cold. These are opposites. Fill 2 cups with water: one warm (not too hot) and one cold. Let the students feel the opposites.
2. Sort pictures into 2 different groups: Things that are hot and things that are cold.
3. Play the Grid Game:

#### To Play:

- Copy the attached page onto 4-5 different colors of paper.
- Create a grid where each column has the same picture 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.



#### Extension Idea:

Make ice cubes. Invite students to touch the ice. What happens when it gets warm? Experiment with different ways to make the ice melt.

# Celebrate Summer

Day 7  
lesson  
plans

Fun ways to celebrate summer

In the summertime, the nights are warm and the days are long. What's your favorite thing to do on a warm summer night? This lesson has 2 options: fireworks or fireflies.

## Objective:

- The students will recite a rhyme. (color identification, counting, and oral language)

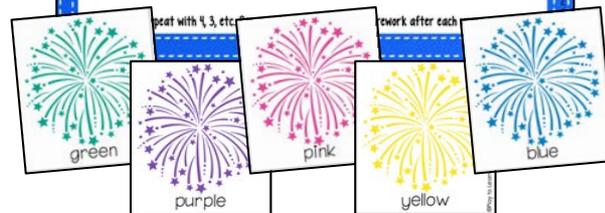
## Activities:

- Show the photograph poster of fireworks or fireflies.
- Recite either the rhyme "5 Bright Fireworks" for color identification practice or the poem "5 Bright Fireflies" for practice with subtraction.



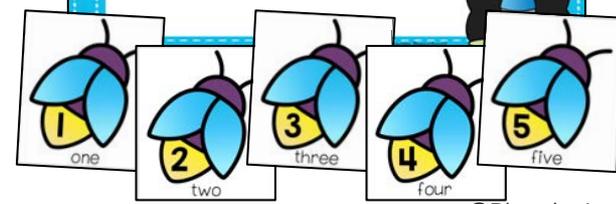
**5 Bright Fireworks**  
(To the Tune of "5 Little Monkeys")

Five Bright Fireworks bursting in the sky,  
The blue one flew up and went so high!  
The girls said, "Oooh!" and  
The boys said, "Oh my!"  
And the bright blue firework fell from the sky.



**5 Bright Fireflies**  
(Counting Poem)

5 Bright fireflies flying in the night  
1 Files off into the moonlight.  
4 Bright fireflies flying in the night  
1 Files off into the moonlight.  
(Continue counting backwards.)  
No bright fireflies flying in the night.  
Time to go to bed.  
Good-night, good-night!



### Extension Idea:

Use a fork dipped in paint to create some beautiful firework art.

# Lemonade

## All about lemons

Making lemonade is something that all children love to do in the summertime. Have you ever tasted a lemon? Have you ever made lemonade?

### Objective:

- The students will describe what they know about making lemonade.
- The students will use their sense of taste.
- The students will sing a song for oral language and sequencing practice.

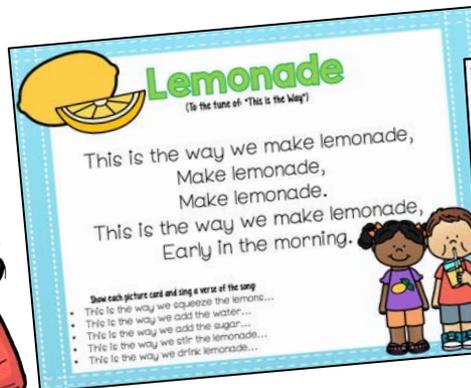
### Activities:

1. Show the photographs of lemons. Have you ever made lemonade? How do you make lemonade?
2. Cut up a lemon and investigate. Give each child a slice to try. What does it taste like?
3. Sing the song "Lemonade". This is a fun way to practice sequencing.



### Extension Idea:

Teach the ASL sign for **lemon**. Make the letter **L**. Bring it to your cheek and twist it forward.



# Summer Safety

All about safety

Day 9  
lesson  
plans

It is important to be safe and healthy in the summer.  
Wearing hats and using sunscreen are a few ways to keep us safe.

## Objective:

- The students will recall what they know about keeping their bodies safe in the summertime.

## Activities:

- Show the safety posters.
- Ask the students the questions:
  - “What can you do to keep safe in the summer?”
  - “Why is it important to wear a helmet when riding a bike?”
  - “What does a lifeguard do?” etc.
- Sing the song “Summer Safety.” Show the enclosed picture during each verse. Are there any other ways to keep yourself safe in the summer?



**Summer Safety**  
(to the tune of -“The Wheels on the Bus”)  
The lifeguards at the pool  
Keep us safe  
Keep us safe  
Keep us safe.  
The lifeguards at the pool  
Keep us safe,  
All summer long.

Show each picture card and sing a verse of the song

- Sunscreen protects our skin from the sun...
- A baseball cap keeps us cool...
- A bike helmet protects our head...
- Sunglasses protect our eyes from the sun...
- Drinking water keeps us hydrated...

lifeguard

wear a hat and sunglasses

wear sunglasses

wear a helmet

drink water

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# Summertime

## Unit conclusion

Day 10  
lesson  
plans

To conclude the unit, ask the students to describe what they have learned about the summertime.

### Objective:

- The students will discuss the things that they have learned about summer.
- The students will take a vote.

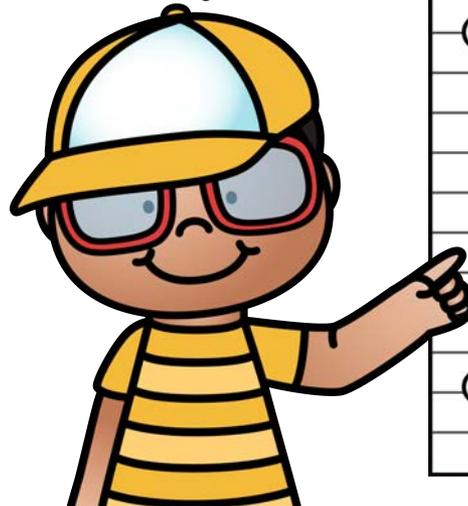
### Activities:

1. Invite students to list the things they have learned about the summertime. Write each idea on a lemon cutout.
2. Create a chart or poster using the included headers and lemon pictures.
3. Create a poll – what is your favorite thing to do in the summer?

The \_\_\_\_\_ Family's  
**Summer Bucket List** 

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

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**We know about Summer** 

*I learned that:*  
You can eat watermelon.  
- Jamel

*I learned that:*  
I can go camping in a tent  
- Darla

*I learned that:*  
Ice cream is cold.  
- Anna

*I learned that:*  
Wear sunscreen every day.  
- Walter

*I learned that:*  
Watermelons grow on a vine.  
- Bennett

# Centers

## Center Activities

- Line Tracing
- Cutting Practice
- Visual Discrimination
- Word Wall Cards
- Beginning Sound Sort
- Rhyming Sort
- Rhyming Pairs
- Missing Numbers
- Count & Clip Cards
- Shape Sorting
- Book List (recommendations)

### Line Tracing

**Objective:** The students will trace the dotted lines from left to right to practice important pre-writing skills.

Name: \_\_\_\_\_

Trace the line.

### Cutting Practice

**Objective:** The students will cut along the dotted lines from the bottom of the page to the top.

Name: \_\_\_\_\_

Use scissors to cut the dotted lines.

### Visual Discrimination

**Objectives:** The students will determine which picture is different from the others.

**Procedure:** Print a card and cut to separate. Students place a mini eraser or other counter on the picture that is different.

Another option is to use a pom-pom onto color and black-and-white pictures.

Which picture is different?

### Word Wall Cards

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

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

swim  
fishing

### Beginning Sound Sort

**Objective:** The students will identify the beginning sounds of each ice cream picture to the letter on the cone. To make this more challenging, the students will match the lower case letter on the cherry to the ice cream cone.

**Preparation:** Print, laminate and cut cones, scoops and cherries.

**Procedure:** Students say the name of the picture on the ice cream scoop. They locate the beginning sound of a cone and match them. Add the lower case cherry on top!

### Rhyming

**Objectives:** The students will identify words that rhyme with red, white and blue.

**Preparation:** Print, laminate and cut sorting mats and picture cards.

**Procedure:** Students say the name of the picture on the card. They decide whether it rhymes with red, white or blue and then place it on the correct sorting mat.

Rhymes with

Rhymes with

Answer Key  
RED: bed, bread, thread  
WHITE: bite, night, kite  
BLUE: two, blue, you

### Rhyming Pairs

**Objectives:** The students will identify rhyming pairs.

**Preparation:** Print, laminate and cut sunglasses. Print header cards.

**Procedure:** Students name the two pictures on the pair of sunglasses. If they place them under the header "Words that Rhyme." If they do not rhyme, place them under the header "Words that Do Not Rhyme."

Words that Rhyme

Words that Do Not Rhyme

Additional Practice  
The additional page can be used for individual practice or as an assessment.

### Missing Numbers

**Objective:** The students will identify the missing numbers from 1-10 and 1-20.

**Preparation:** Print the cards, mat, and laminate as desired.

**Procedure:** Students trace the numbers provided and fill in the missing number blanks. (The shovels and buckets are easier than the balloons!)

Additional Practice  
Two reproductions are included for students who need extra practice.

Light Kit  
For easily self-checking, cut a sticker on the back that will match the answer pin if the answer is correct.

### Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 16.

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

**Procedure:** Students count the food on each card and mark the correct answer with a clothes pin.

### Shape Sorting

**Objective:** The students will identify triangles, hexagons, circles and squares and sort by shape.

**Preparation:** Print, laminate and cut all pieces.

**Procedure:** Students choose a shovel and identify the shape. They match it to a corresponding pail.