

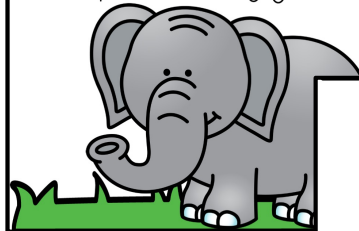
# Circle Time

# Animals

## Unit for Preschoolers



If you want to be an  
elephant swing your trunk.



If you want to be a  
lion roar out loud.



If you want to be a hippo  
swim around.





# Circle Time Lessons

## Unit overview

### Day 6 Sloths

Look at the real pictures of sloth. Sing the sloth song. Sort pictures into 2 groups.

### Day 7 Giraffes

Look at the real pictures of giraffes. Sort pictures into 2 groups: Animals that are big/small.

### Day 8 Big Cats

Look at the real pictures of lions and tigers. Play a lion hide & seek carpet game. Recite the "Five Shy Tigers" chip clip poem.

### Day 9 Going on a Safari

Look at the real pictures of a safari. Go on a classroom safari trip!

### Day 10 Conclusion

Practice active listening skills by solving these riddles all about animals. Take a class poll.

### Sloths

Live in the rain forest

Sloths live in tropical rain forests. They are considered to be the slowest moving animal. They stay mostly in the trees eating leaves, but they do love to swim.

**Objectives:**

- The students will examine the real picture and respond to comments and questions.
- The students will play with words and sounds.
- The students will follow oral directions.

**Activities:**

- Examine the real pictures of the sloth. Engage in discussion questions. Why does the sloth move so slowly? Why do sloths live in forests?
- Sing the G-L-O-T-H song in the tune of "Frigo."
- Display the letters G-L-O-T-H and sing the song. After singing the song for the first time, cover up the letter G with a picture of the sloth yawning. Sing the second verse as "yawn, L-O-T-H-L."
- Play a version of red light/green light. Move slow like a sloth and fast like a lion. Hold up each card one at a time while students move slow and fast.

### Giraffes

Live on the African savannah

Giraffes are the tallest animals on earth. They eat the leaves at the top of the trees. Each giraffe has its own unique pattern. Giraffes sleep standing up!

**Objective:**

- The students will use new vocabulary.
- The students will notice similarities and differences between two groups of pictures.

**Activity:**

- Look at the real pictures and discuss with students what they know about giraffes. Engage in discussion questions. Why does a giraffe have such a long neck? How do giraffes run so fast?
- Sort pictures into two groups: Things that are big and things that are small.

### Big Cats

Lions and Tigers

Big cats include lions, tigers, jaguars, leopards, and cheetahs. Lions, leopards, and cheetahs live in the savanna. Tigers live in Asia. Jaguars live in the rain forest. The tiger is the biggest of all the cats.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will identify shapes.
- The students will recognize and label their own preferences.
- The students will count from 1-6 and manipulate objects with their hands.

**Activities:**

- Examine the real pictures of the lions and tigers. Discuss the differences between the two different types of cats.
- Play the shape identification game called "Fun Fun."
- Take a poll. What is your favorite big cat?
- Recite the chip clip poem, "Five Shy Tigers." Remove a chip from the jungle on the poem counts down.

### Going on a Safari

All about animals

A safari is a way to observe animals in their natural habitat. People can drive in vehicles around the African plains to see animals.

**Objectives:**

- The students will use new vocabulary.
- The students will demonstrate an understanding of print concepts.

**Activities:**

- Examine the real pictures and engage in discussion questions. What animals would you see on a safari? Could other vehicles be used on a safari? Why would that not be a good way to see animals?
- Go on a safari in the classroom. Hide the real pictures of African animals around the room. Give each child a "color" each animal as it is "found."

### Conclusion

Unit Conclusion

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

**Objectives:**

- The students will express themselves using words and sentences.
- The students will actively participate in conversations.

**Activities:**

- Take a poll. What is your favorite animal? Students use name cards or post-it notes to show their answers on a bar graph. Alternatively, they can make a physical graph by lining up behind the different headings.
- Create riddle bags. Place small plastic toys inside each bag and attach the riddle. (As an alternative, you can print the animal pictures and put them inside the bags.)
- Read the riddle while the students practice their active listening skills. They guess an animal, then check tracks!

# Awesome Animals

## Activate Background Knowledge

Day 1  
lesson  
plans

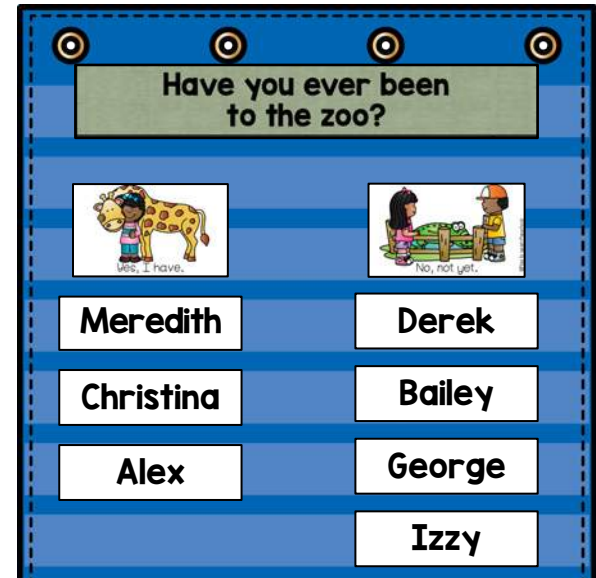
Introduce the new unit (Animals) to the students. Have you ever been to the zoo? The zoo is a great way to see animals from all over the world.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will label their own preferences.
- The students will follow oral directions.

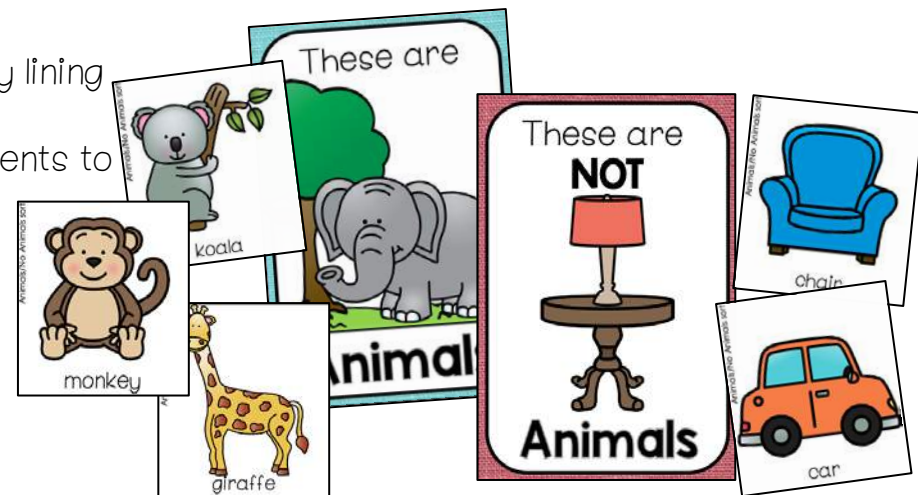
### Activities:

1. Sort pictures into two groups: Is it an animal or not an animal?
2. Take a poll. Have you ever been to the zoo?
  - 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.
3. Take turns rolling the animal dice and invite students to move and sound like animals.

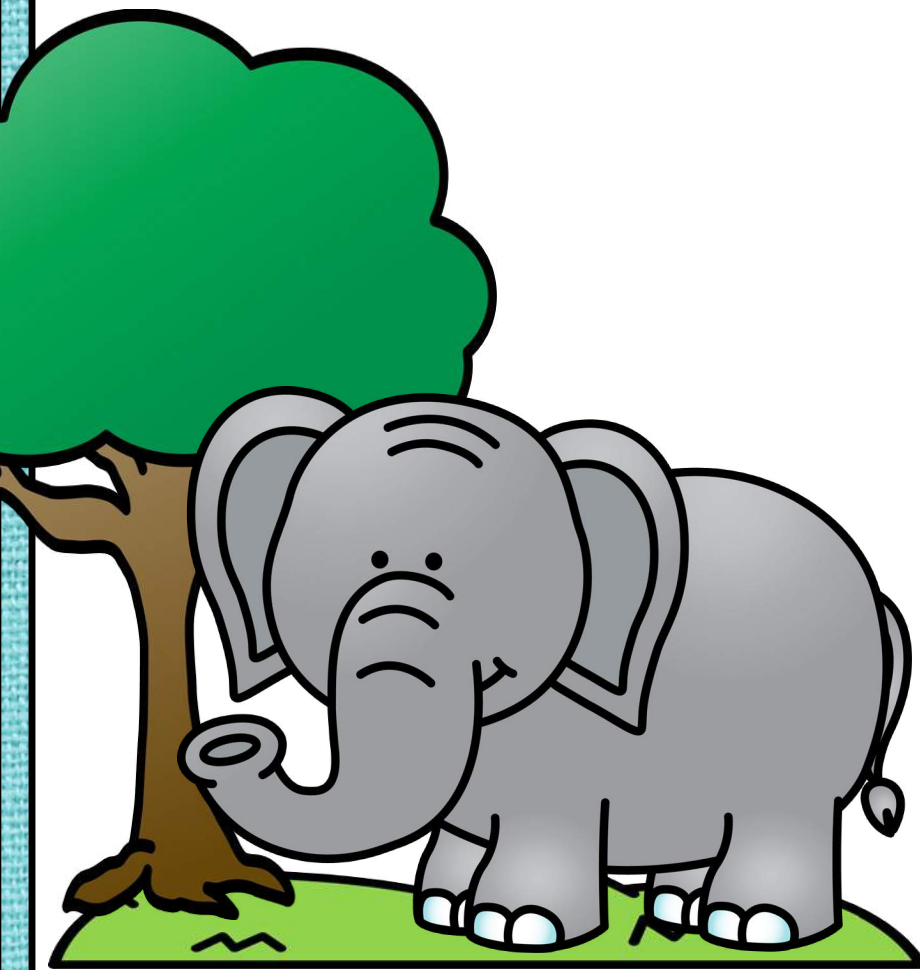


#### Extension Idea:

Monkeys love bananas. Use the picture recipe to make banana bread.  
<https://playtolearnpreschool.us/banana-bread/>



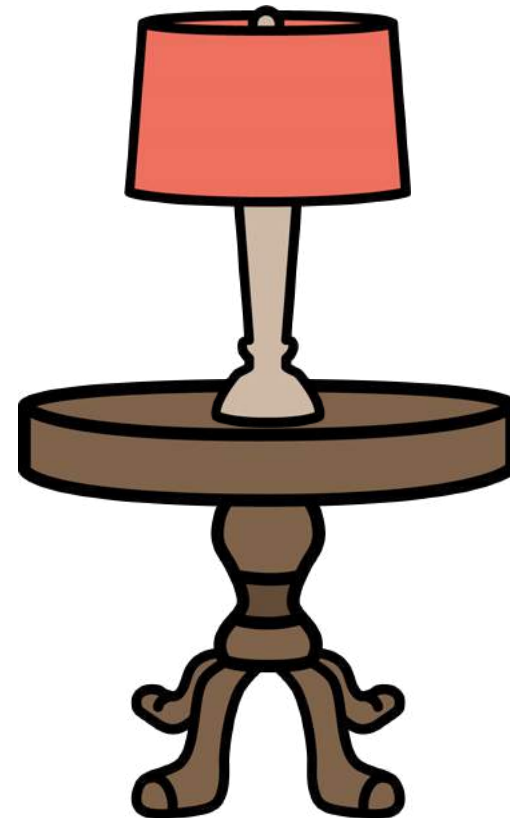
These are



**Animals**

These are

**NOT**



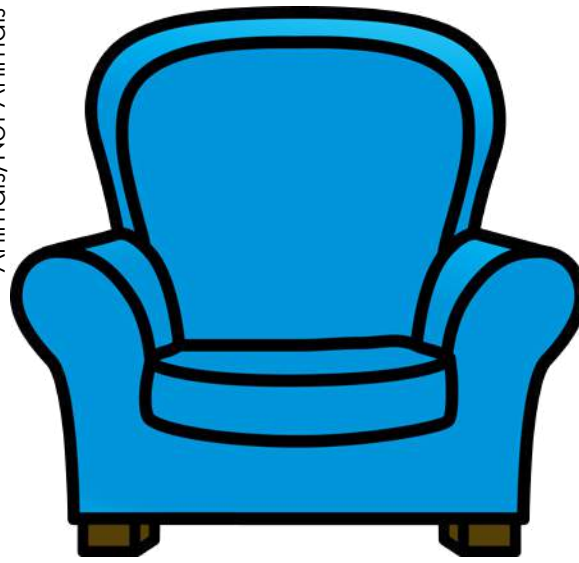
**Animals**

Animals/Not Animals sort



backpack

Animals/Not Animals sort



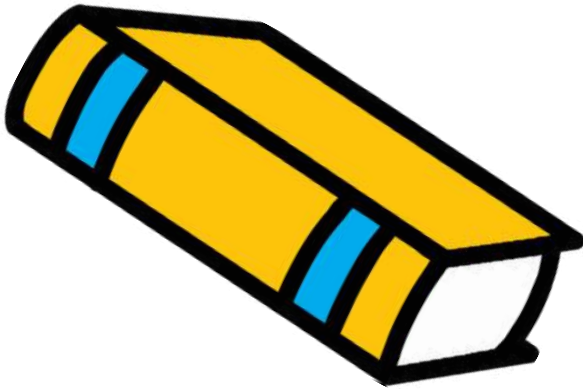
chair

Animals/Not Animals sort



car

Animals/Not Animals sort



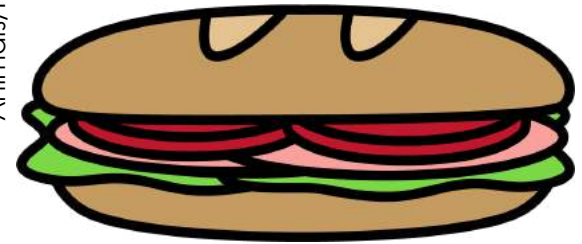
book

Animals/Not Animals sort



hammer

Animals/Not Animals sort



sandwich

Animals/Not Animals sort



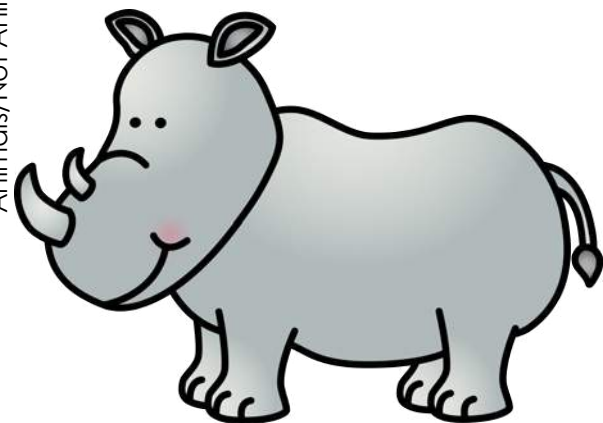
panda

Animals/Not Animals sort



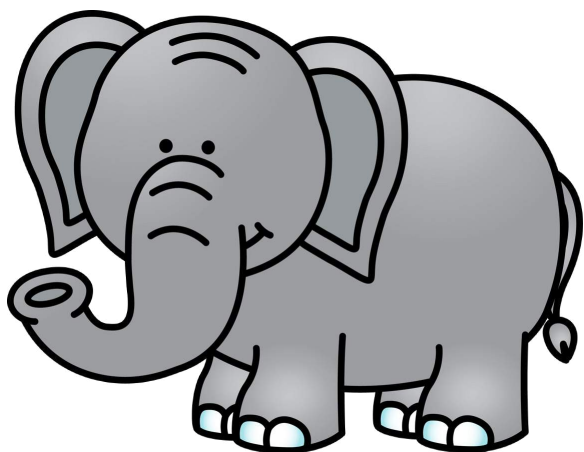
monkey

Animals/Not Animals sort



rhino

Animals/Not Animals sort



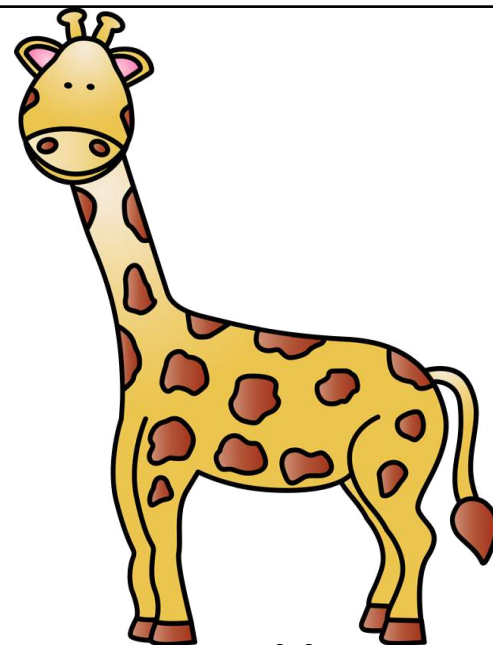
elephant

Animals/Not Animals sort



tiger

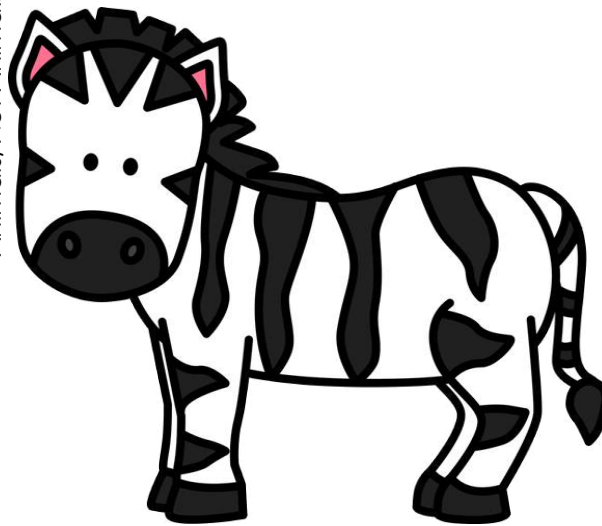
Animals/Not Animals sort



giraffe



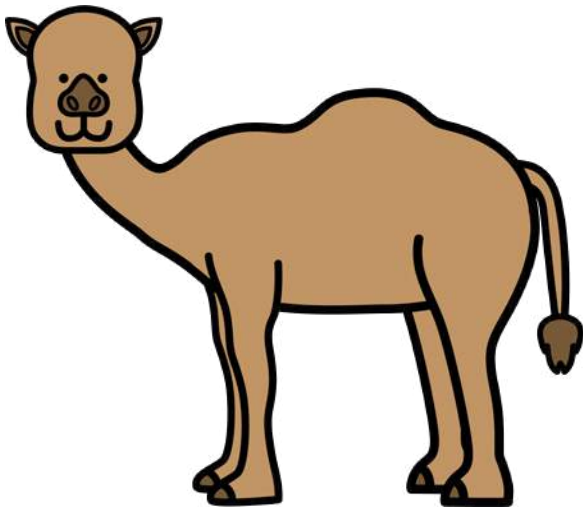
koala



zebra



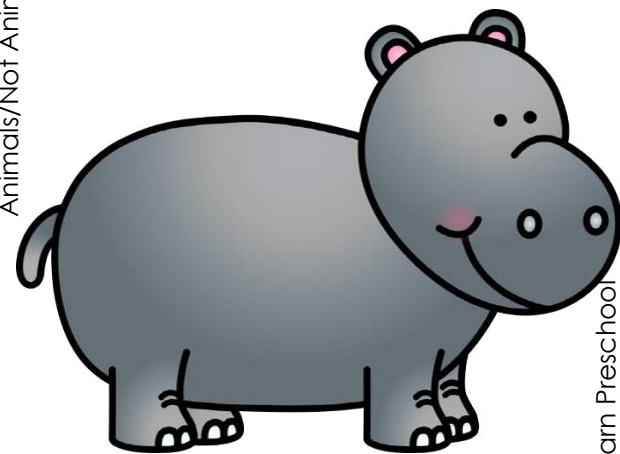
lion



camel



bear



hippo

# Have you ever been to the zoo?

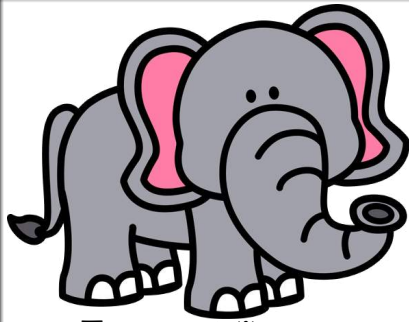


Yes, I have.

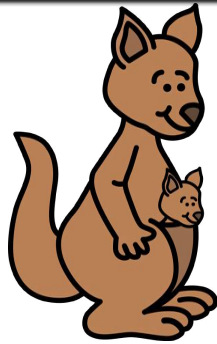


No, not yet.

# Animal Actions!



Trumpet like an  
elephant.



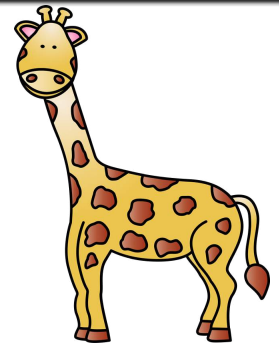
Jump like a kangaroo.



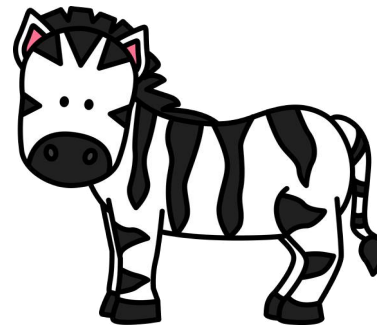
Roar like a lion.



Sleep like a sloth.



Stand tall like a giraffe.



Gallop like a zebra.

- Copy this template, cut it out and fold it into a die.
- Children take turns rolling the die.
- Everyone makes the sound or action of the animal rolled.

# Elephants

Biggest land animal

Day 2  
lesson  
plans

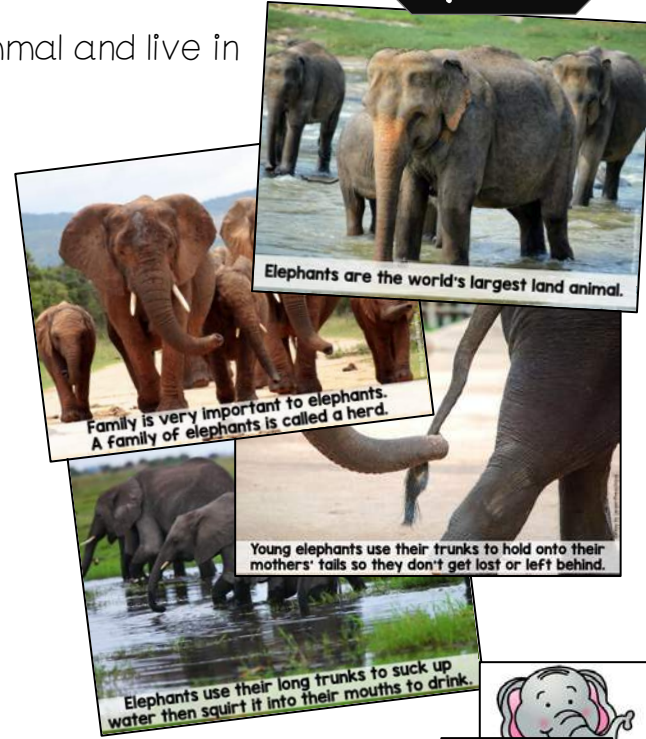
Elephants are extraordinary animals! They are the largest land mammal and live in the Savannah habitat. Engage in discussion about elephants.

## Objectives:

- The students will notice similarities and differences.
- The students will follow oral directions and use basic locomotor skills.
- The students will play with words and count to 5.

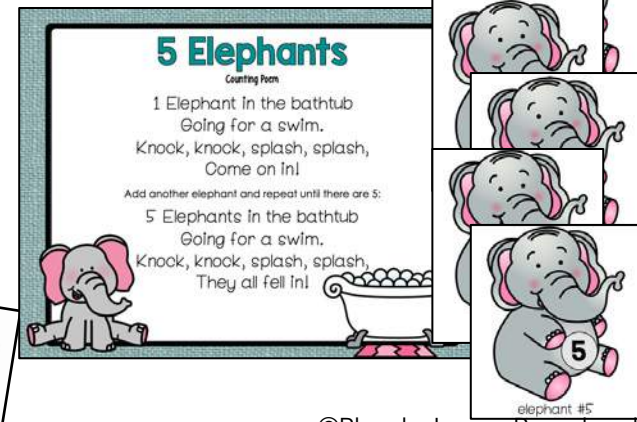
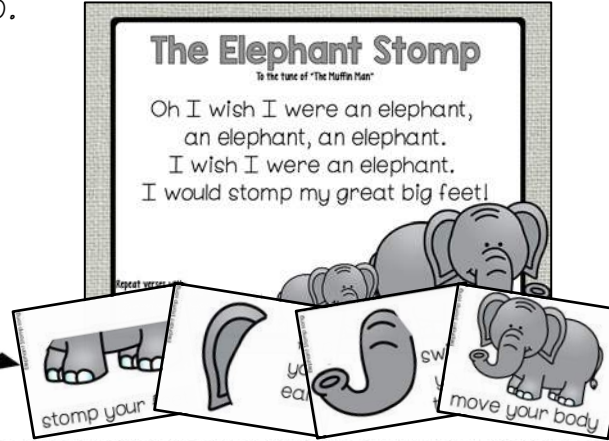
## Activities:

1. Show the photograph posters of elephants.
2. Ask students to examine the elephants. Why do elephants have large ears? Why do elephants have a trunk?
3. Read the poem "The Elephant Stomp."
4. Use the prop cards to encourage oral language.
5. Recite the song, "5 Elephants." Add an elephant to the bathtub before the start of each verse. Finish the song by tipping the elephants out of the bathtub.



### Extension Idea:

Teach the ASL sign for **elephant**. Start near your nose, move your hand downwards and outwards like a trunk.





**Elephants are the world's largest land animal.**



**Family is very important to elephants.  
A family of elephants is called a herd.**



**Young elephants use their trunks to hold onto their mothers' tails so they don't get lost or left behind.**



**Elephants use their long trunks to suck up water then squirt it into their mouths to drink.**

# The Elephant Stomp

To the tune of "The Muffin Man"

Oh I wish I were an elephant,  
an elephant, an elephant.

I wish I were an elephant.

I would stomp my great big feet!

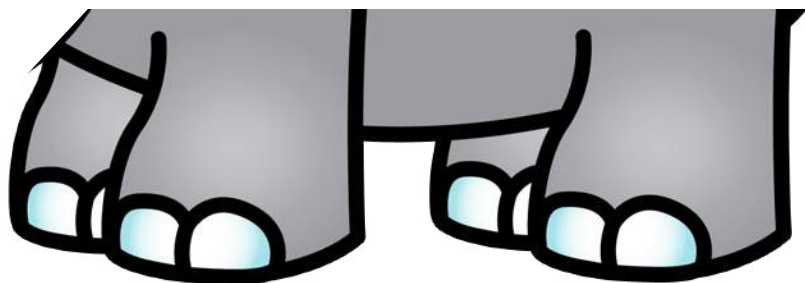
**Repeat verses with:**

I would flap my great big ears!

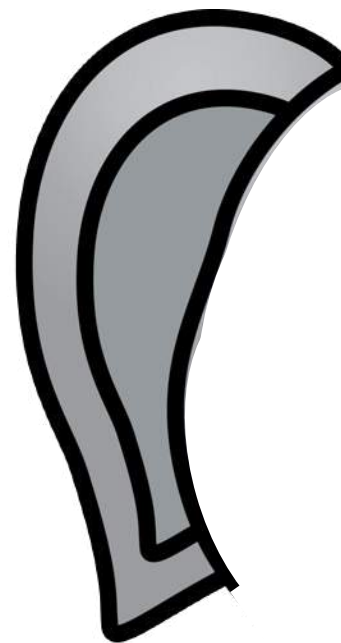
I would swing my great big trunk!

I would move my great big body!

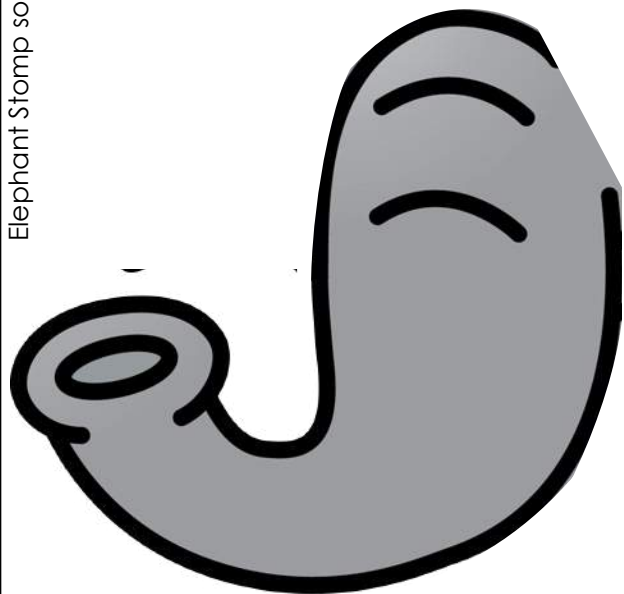




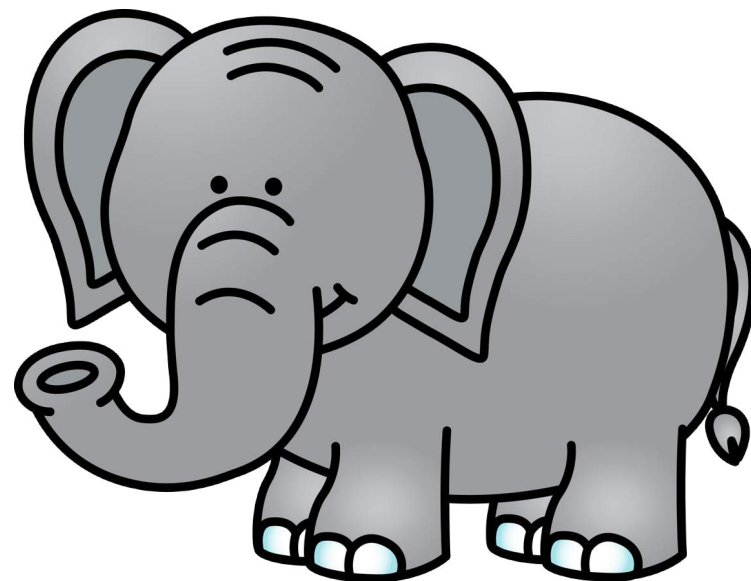
stomp your feet



flap  
your  
ears



swing  
your  
trunk



move your body

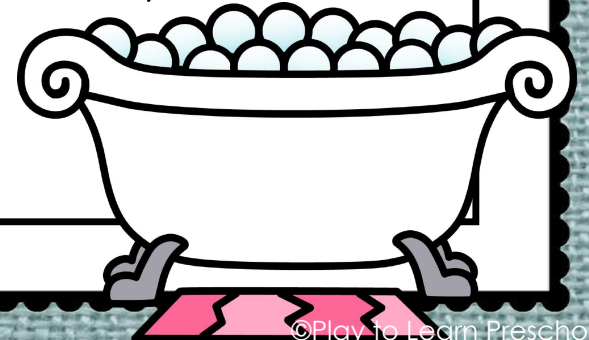
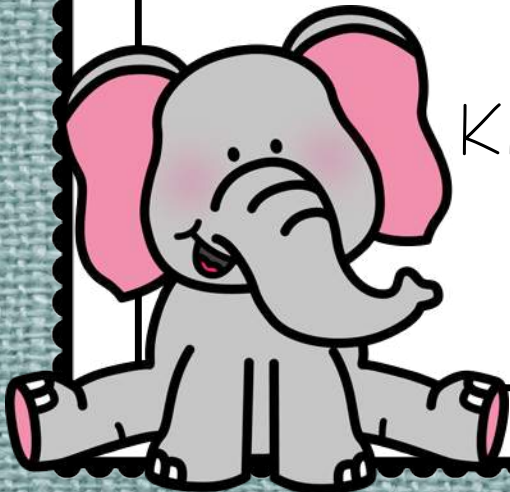
# 5 Elephants

Counting Poem

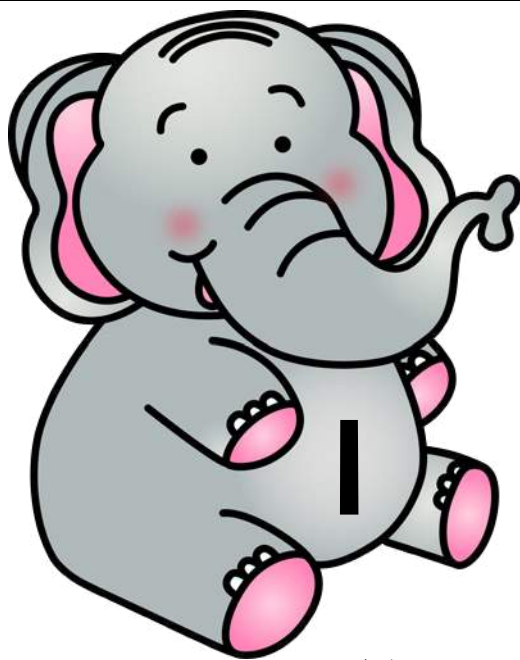
1 Elephant in the bathtub  
Going for a swim.  
Knock, knock, splash, splash,  
Come on in!

Add another elephant and repeat until there are 5

5 Elephants in the bathtub  
Going for a swim.  
Knock, knock, splash, splash,  
They all fell in!



5 Elephants



elephant #1

5 Elephants



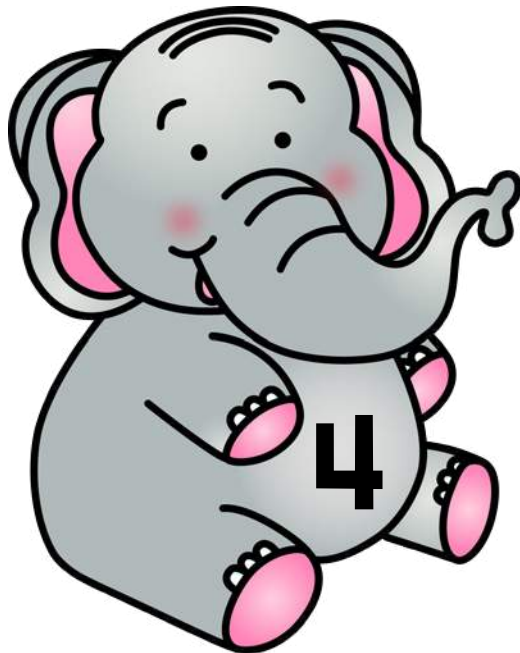
elephant #2

5 Elephants



elephant #3

5 Elephants



elephant #4

5 Elephants



elephant #5



1 Elephant in the bathtub  
Going for a swim.  
Knock, knock, splash, splash,  
Come on in!

5 Elephants in the bathtub  
Going for a swim.  
Knock, knock, splash, splash,  
They all fell in!

# Monkeys

Live in all around the world

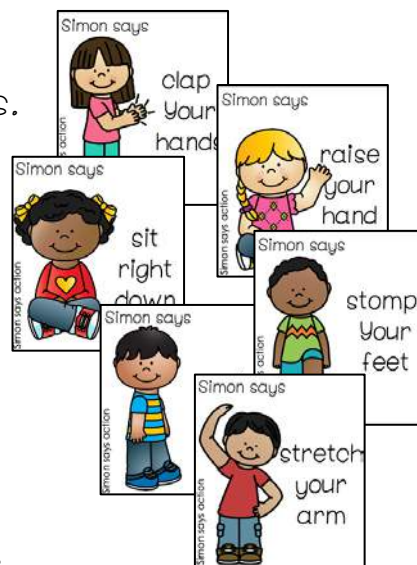
There are many different types of monkeys. Most monkeys have tails and walk on all four feet. Monkeys live all around the world.

## Objectives:

- The students will discuss the differences and similarities and ask questions.
- The students will follow oral directions.
- The students will notice simple patterns.

## Activities:

1. Look at the real pictures of monkeys. Ask the students what they already know about monkeys.
2. Monkeys are known for copying behavior. Play the action song, "Simon says." Use the action prop cards.
3. Play the Animal grid game.



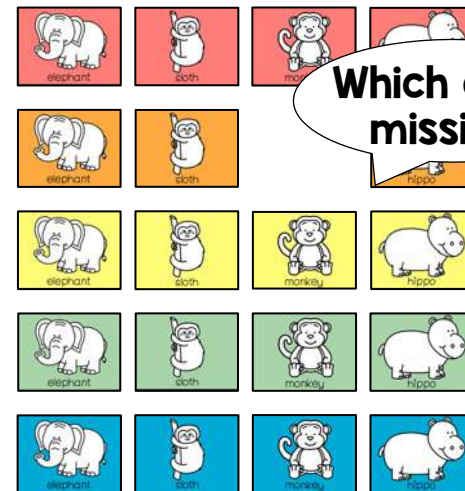
A golden lion tamarin lives in the rainforest. Their fur looks like a lion mane.



A group of monkeys is called a troop. Family is very important to them.



A capuchin monkey has white fur on its face and black fur on its body. They can jump high into the trees from the ground.

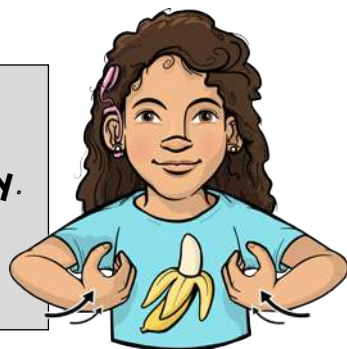


## To Play:

1. Copy page 29 onto 5 different colors of paper.
2. Create a grid where each column has the same letter, 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.

## Extension Idea:

Teach the ASL sign for **monkey**. Use hands to scratch armpits like a monkey.





**The golden lion tamarin lives in the rainforest. Their beautiful orange fur looks like a lion mane.**



**A group of monkeys is called a tribe or a troop.  
Family is very important to monkeys.**



**A capuchin monkey has white fur on its face and black fur on its body. They can jump high into the trees from the ground.**



**Squirrel monkeys cannot use their tails to hold onto things like other monkeys. They use their tails for balancing.**



**Baboons are the world's largest monkey. When gathering food, a baboon will put the food in its cheek to save for later.**



**The barbary macaque monkey spends time grooming members of its tribe. It has thick fur to help keep warm.**

Simon says



walk  
in  
place

Simon says action

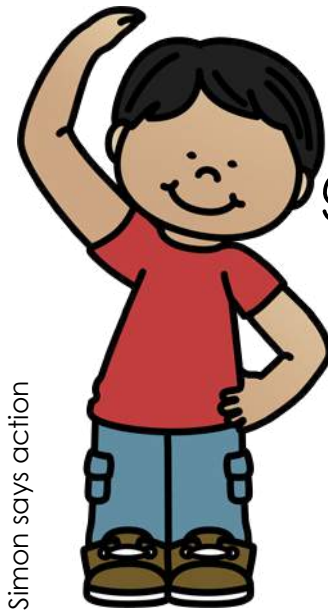
Simon says



sit  
right  
down

Simon says action

Simon says



stretch  
your  
arm

Simon says action

Simon says



clap  
your  
hands

Simon says action

Simon says



stomp  
your  
feet

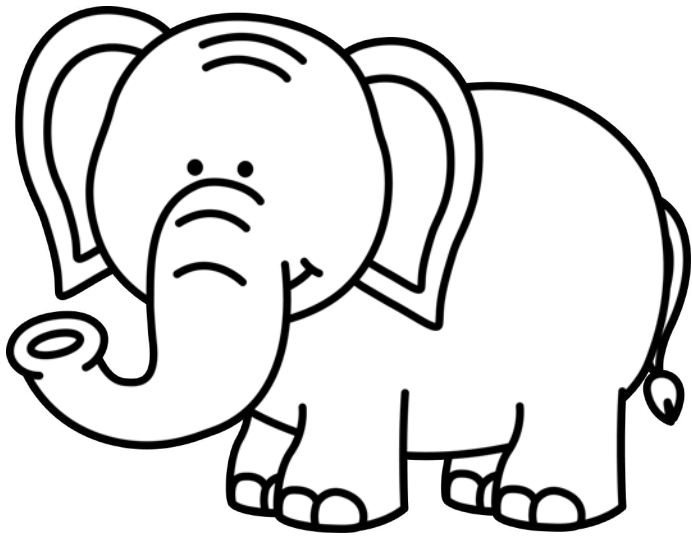
Simon says action

Simon says



raise  
your  
hand

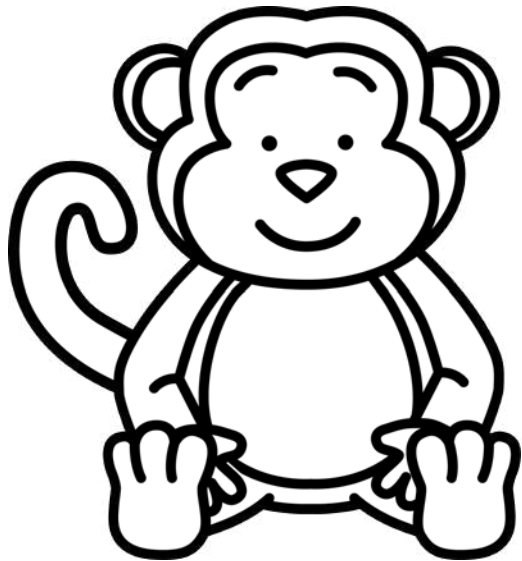
Simon says action



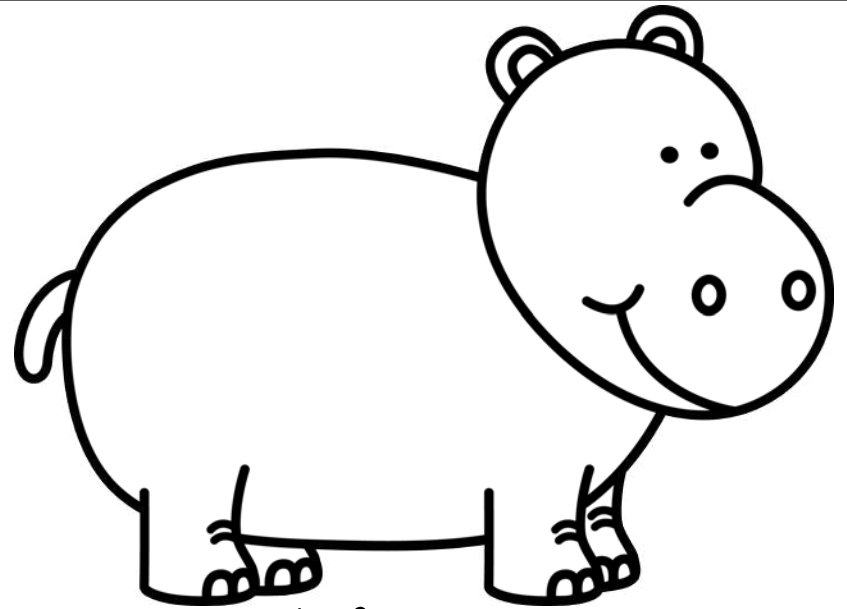
elephant



sloth



monkey



hippo

# Hippos

## Live on the African savannah

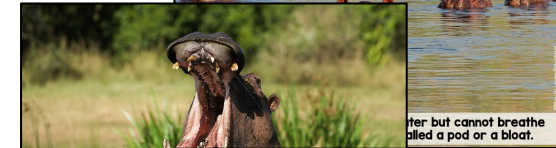
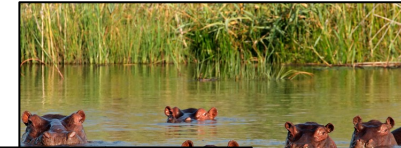
Hippos like to spend their time in water to keep cool. A hippo's skin is able to make sunscreen to protect it from the sun. Hippos cannot breathe underwater, but they can hold their breath for up to 5 minutes.

### Objectives:

- The students will notice the attributes and ask questions.
- The students will identify numbers and practice taking turns.
- The students will observe and use critical thinking skills.

### Activities:

1. Examine the real pictures of the hippos. Engage in discussion questions about hippos. Would a hippo be good at swimming? Why or why not?
2. To play the "Happy Hippo" game.
  - Line up the pictures of the lakes. (Numbers 1-16 are included. Pick the right number of cards for your students.) Identify the numbers together.
  - Hide the hippo under one of the lakes and recite the poem to find it.
  - Children guess where the hippo is hiding by identifying the number.
3. Use the QR code provided to watch real life hippos or general safari animals at the San Diego Zoo. <https://zoo.sandiegozoo.org/cams/hippo-cam>  
<https://www.sdzsafaripark.org/giraffe-cam>
4. Students can observe the animals and fill out the recording sheet.



ter but cannot breathe called a pod or a float.



A baby hippo is called a calf. When a baby hippo gets tired it climbs onto its mother's back for a rest.

### Happy Hippo

Happy hippo, happy hippo,  
Where can he be?

Pick a lake.  
Let's look and see.

Giraffe camera Hippo camera



Scientist's Name \_\_\_\_\_

#### Hippo Cam - Observation Notes

I am observing a Hippopotamus?

Hippo Activity:

eating

playing

sleeping

walking

Draw a picture of a hippo:

---

Scientist's Name \_\_\_\_\_

#### Animal Cam - Observation Notes

I am observing a:

gazelle

rhino

giraffe

Animal Activity:

eating

playing

running

walking

swimming

Draw a picture of an animal:



**Hippos spend most of their day in water but cannot breathe underwater. A group of hippos is called a pod or a bloat.**



**Hippos have large, powerful jaws. Their mouths can open very wide showing their teeth and tusks.**



**A baby hippo is called a calf. When a baby hippo gets tired it climbs onto its mother's back for a rest.**

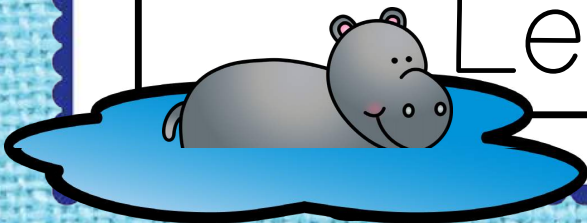
# Happy Hippo

Happy hippo, happy hippo,  
Where can he be?

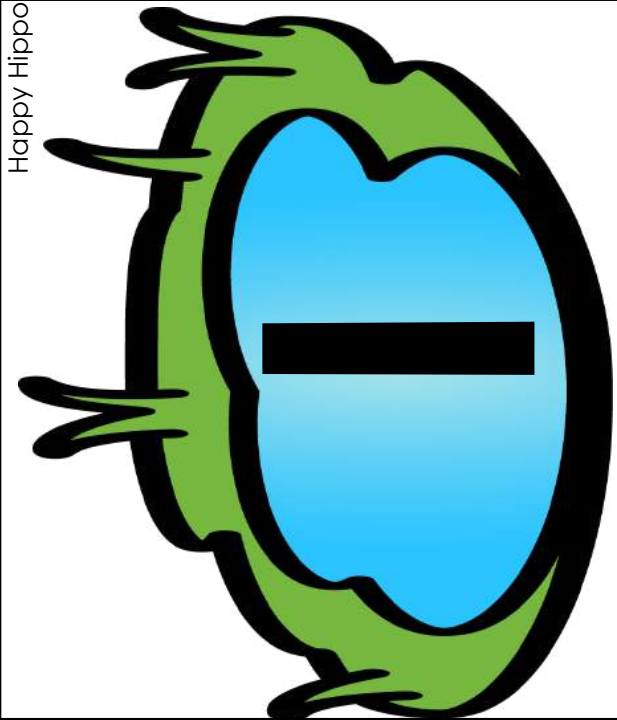


Pick a lake.

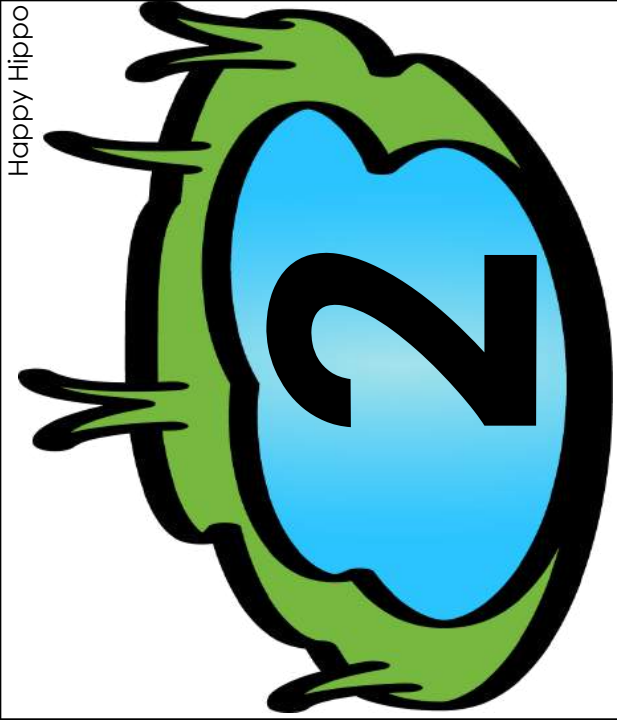
Let's look and see.



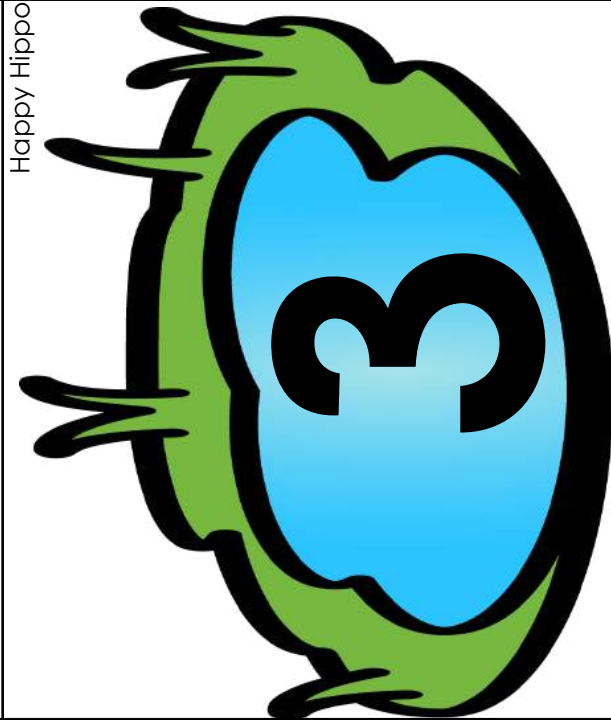
Happy Hippo



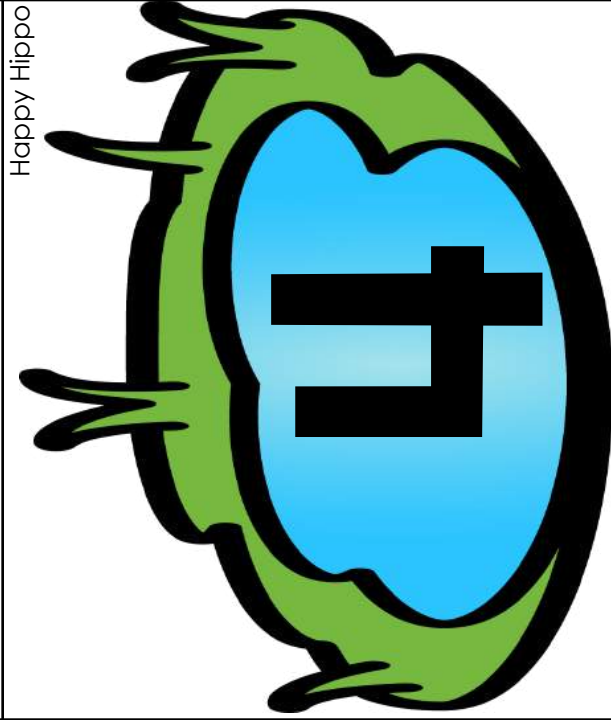
Happy Hippo



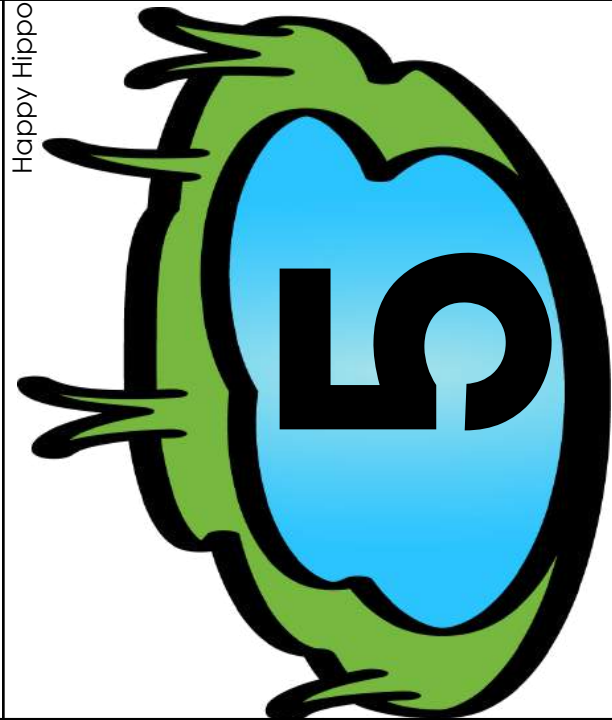
Happy Hippo



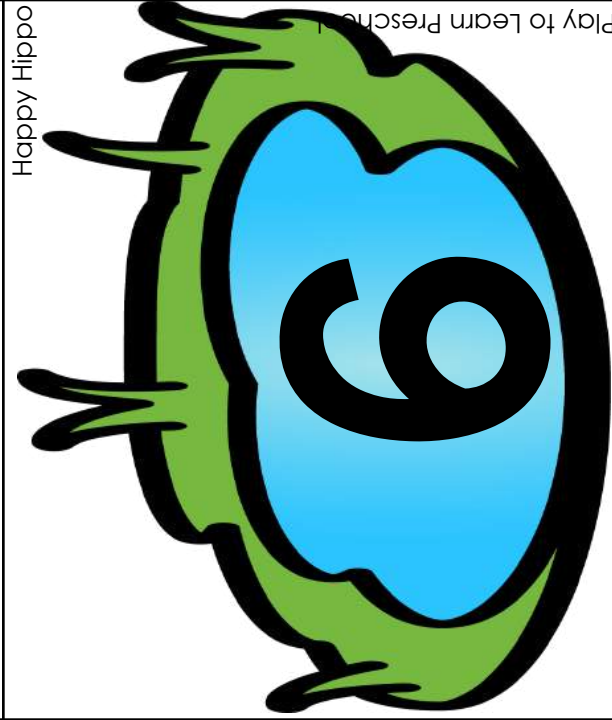
Happy Hippo



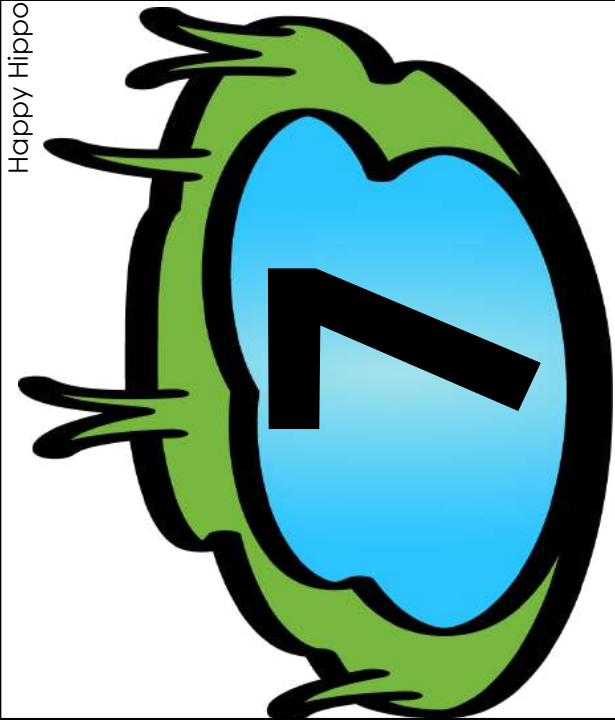
Happy Hippo



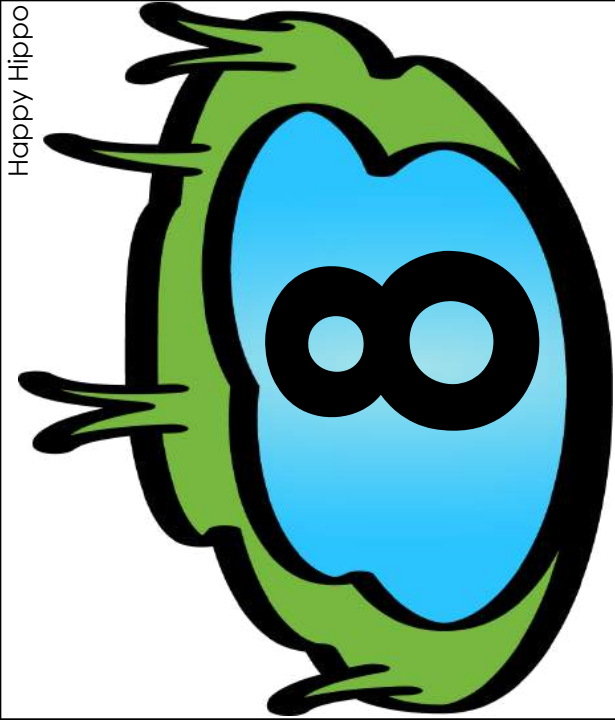
Happy Hippo



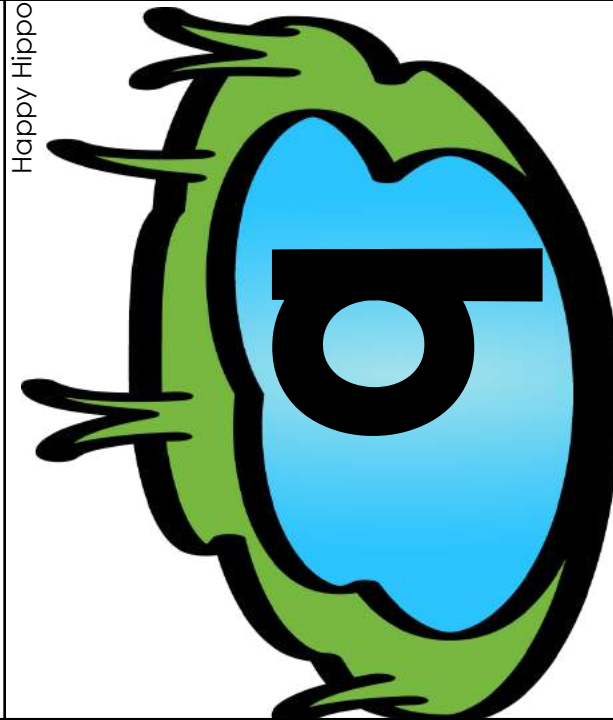
Happy Hippo



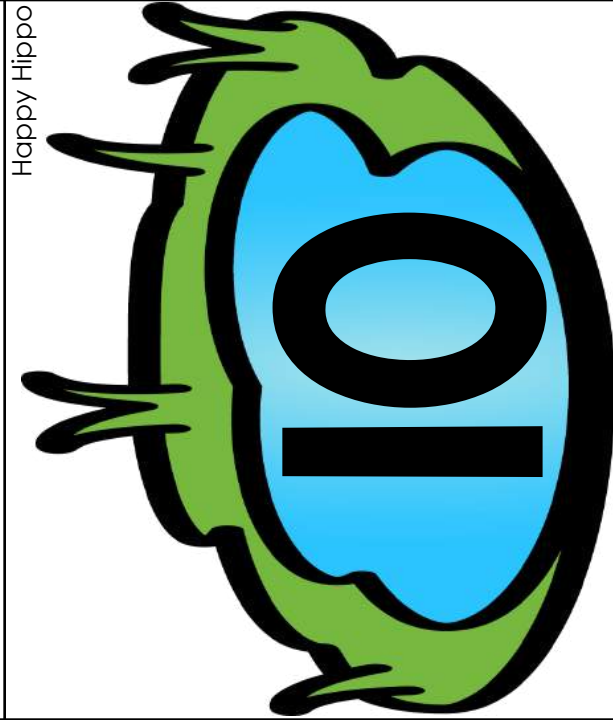
Happy Hippo



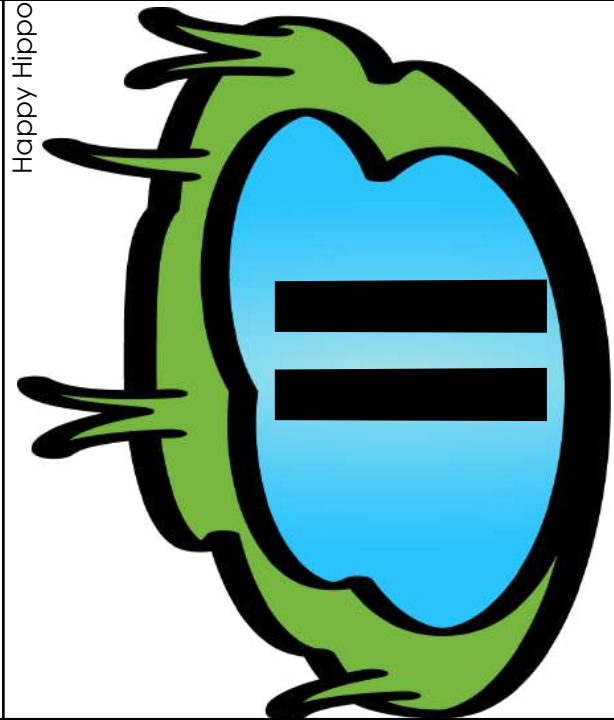
Happy Hippo



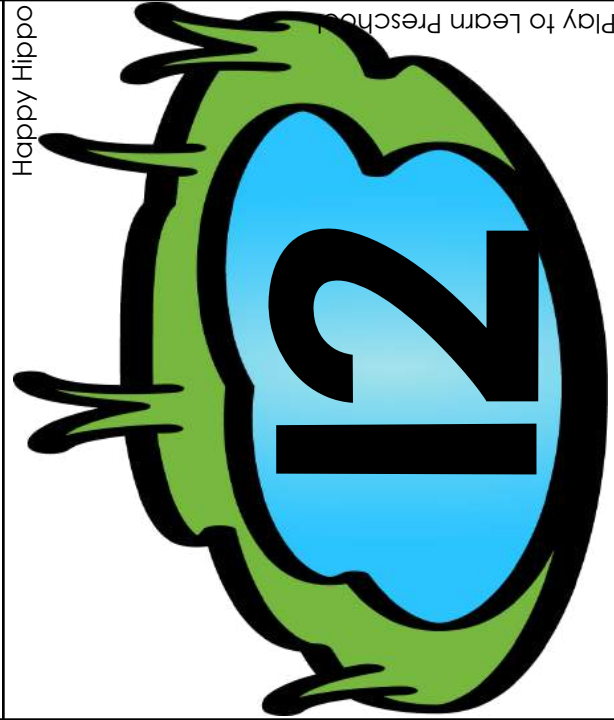
Happy Hippo



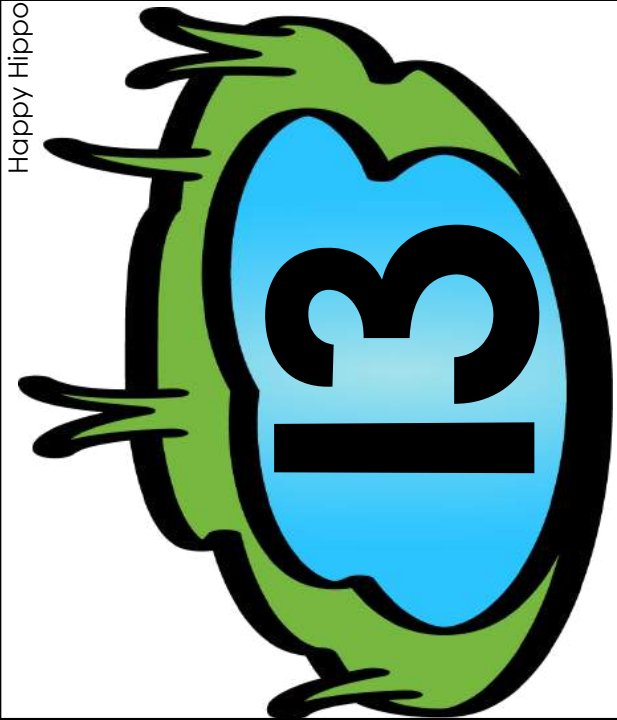
Happy Hippo



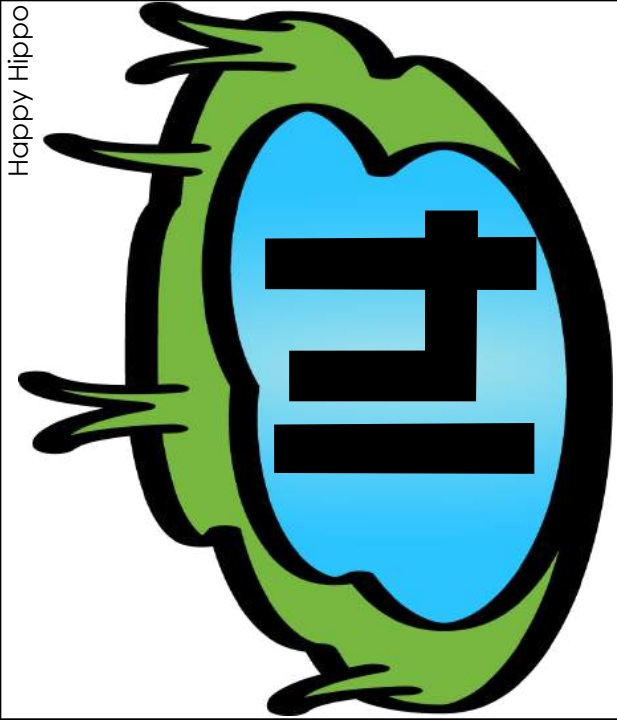
Happy Hippo



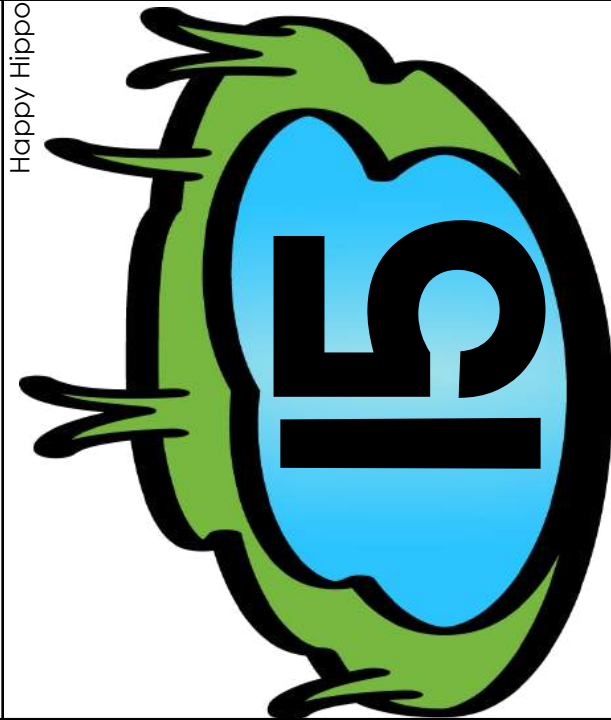
Happy Hippo



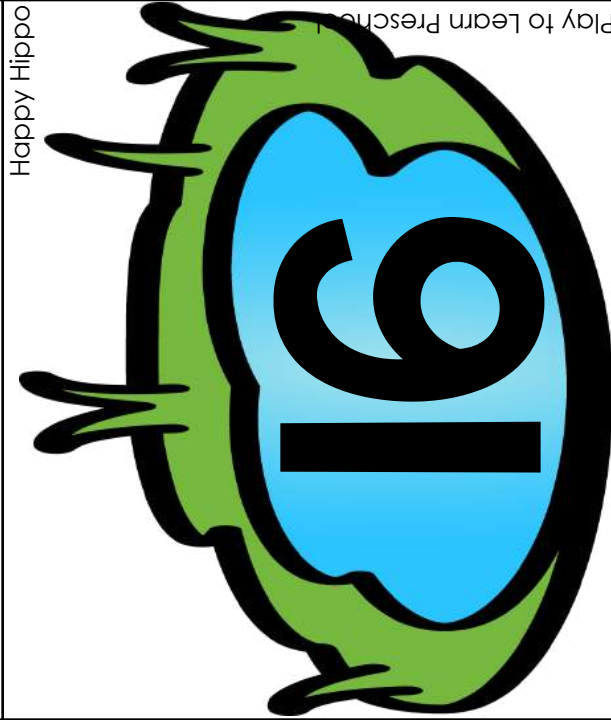
Happy Hippo



Happy Hippo

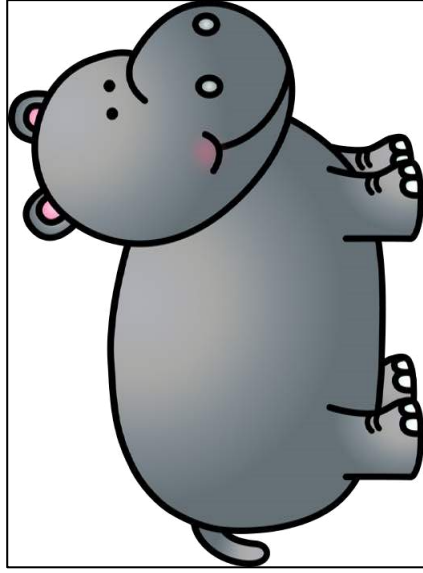


Happy Hippo



©Play to Learn Preschool

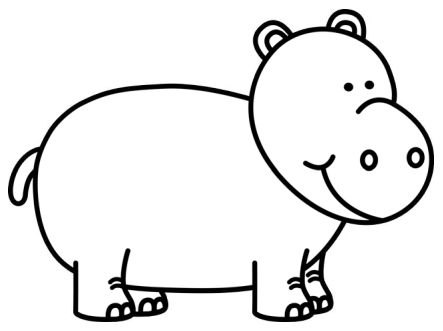
Cut out the hippo.



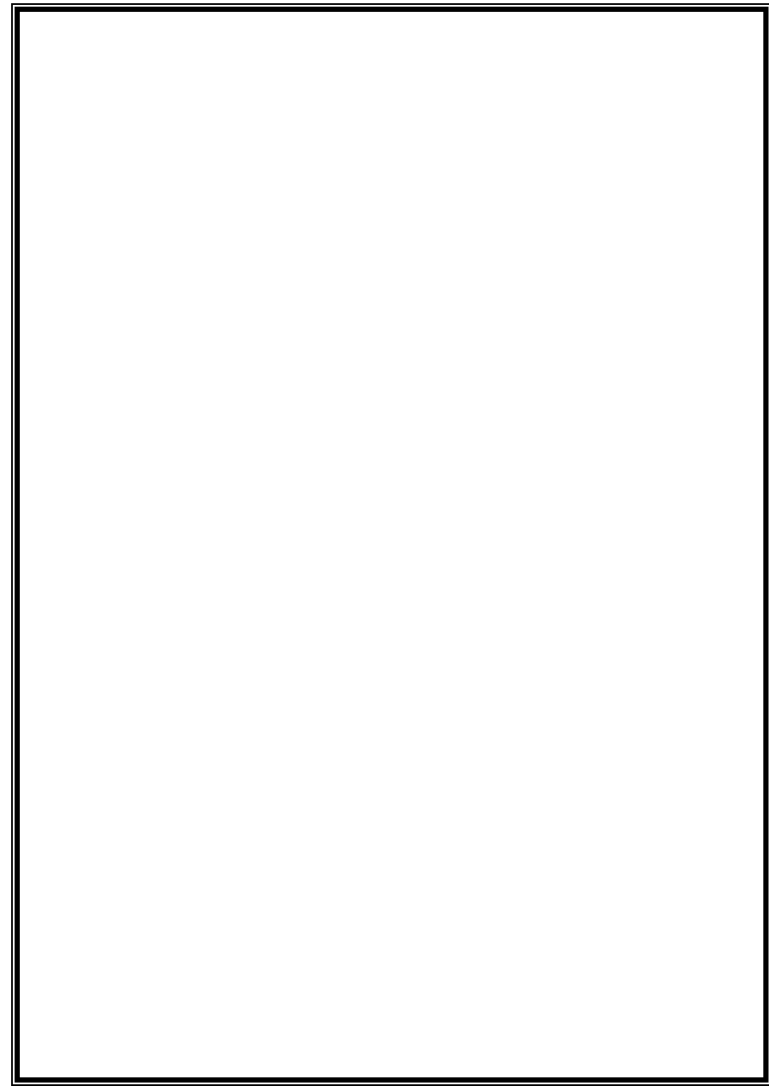
Scientist's Name \_\_\_\_\_

# Hippo Cam - Observation Notes

I am observing a hippo.



Draw a picture of a hippo:



Hippo Activity:



eating



playing



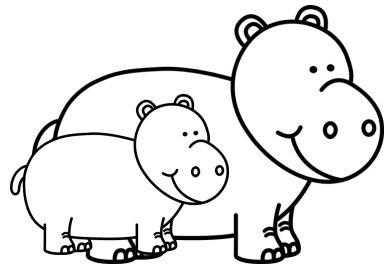
sleeping



walking



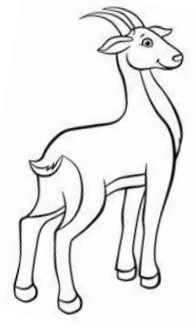
swimming



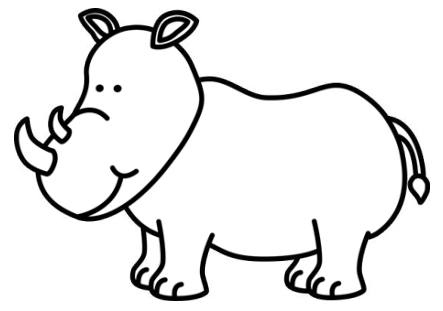
Scientist's Name \_\_\_\_\_

# Animal Cam - Observation Notes

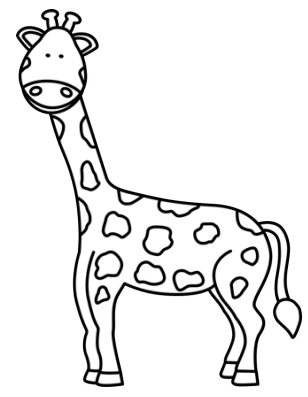
I am observing a:



gazelle

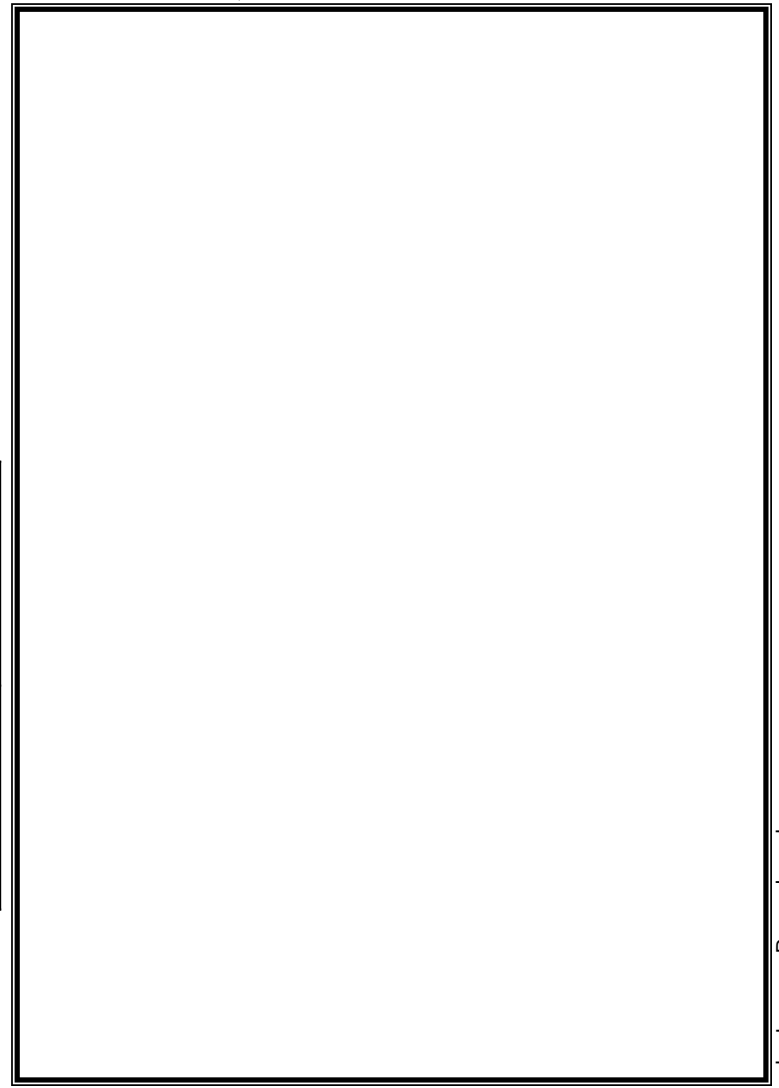


rhino



giraffe

Draw a picture of an animal:



Animal Activity:



eating



running



swimming



playing



walking

# Kangaroos

Live in Australia

Day 5  
lesson  
plans

Kangaroos live in Australia. They have strong back legs to help them jump. Their tails helps them to balance. They like to eat leaves and grass.

## Objectives:

- The students will use new vocabulary.
- The students will sort objects by qualities.
- The students will demonstrate basic locomotor skills.

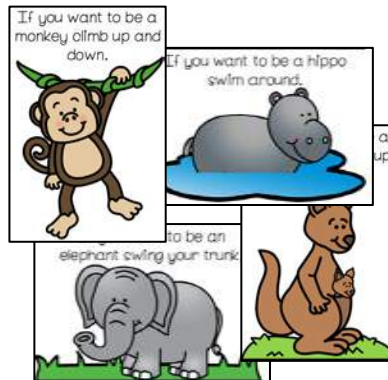
## Activities:

1. Look at real photographs of kangaroos. Engage in discussion questions. How does a kangaroo jump? Where does a mother kangaroo carry a baby?
2. Sort pictures into two groups: Things that can jump and things that can not jump.
3. Recite the animal poems and practice moving like the animals described.



### Extension Idea:

Teach the ASL sign for **kangaroo**. Place your hands like kangaroo paws and make them hop.





**Kangaroos have powerful back legs and a strong tail to help them jump.**

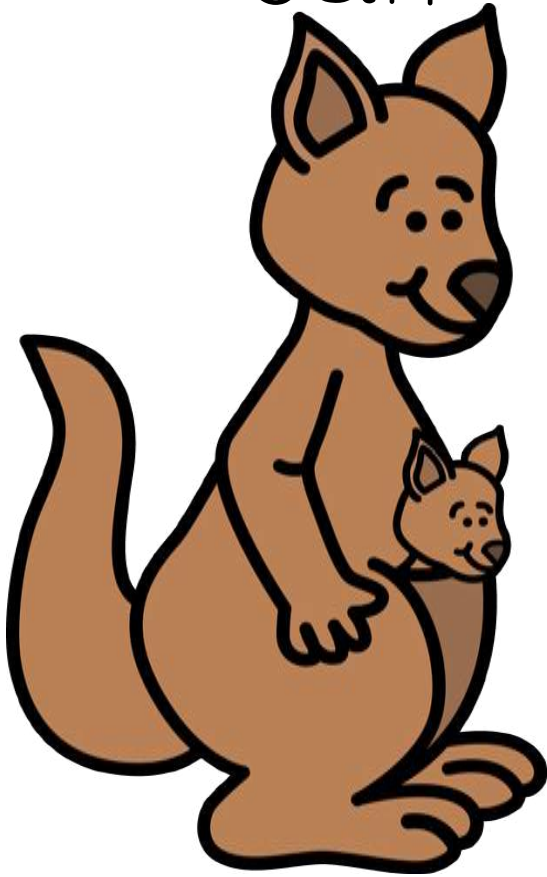


**A kangaroo mother carries her baby, called a joey, in a pouch.**



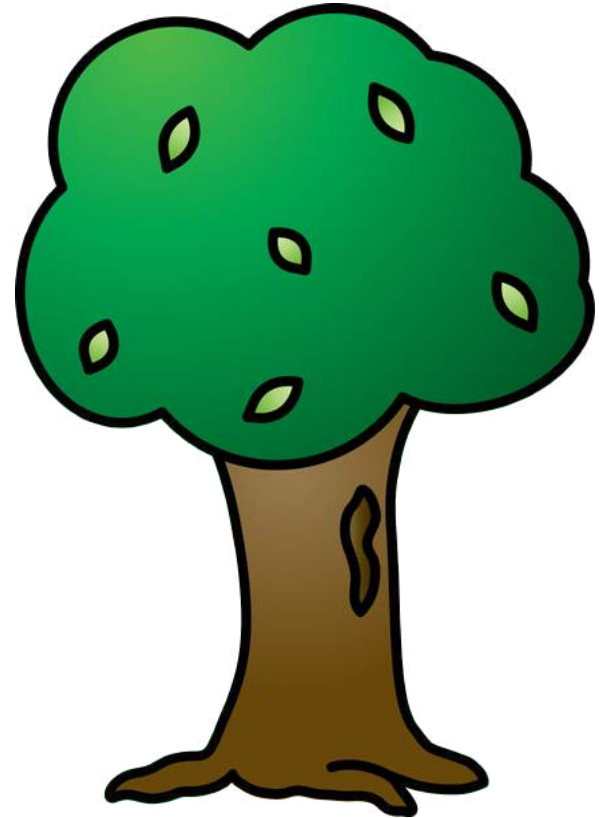
**Kangaroos live in groups called troops or herds. There might be about 50 kangaroos in these troops.**

Things that  
can

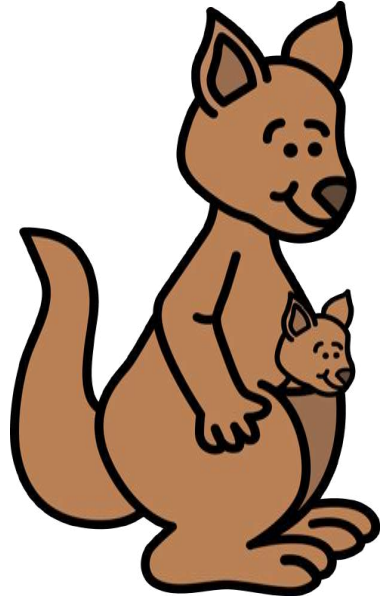


**jump**

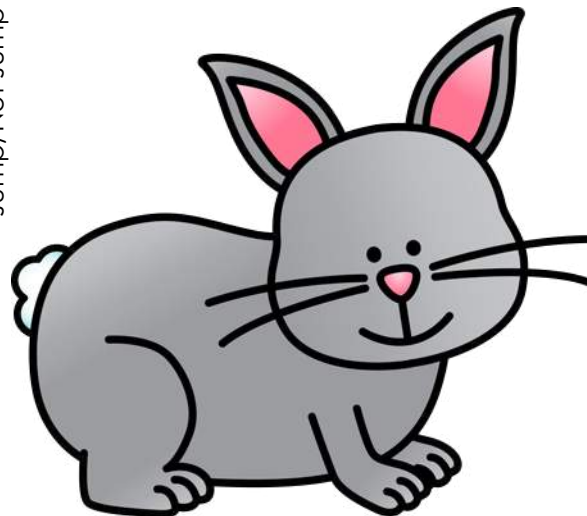
Things that can  
**NOT**



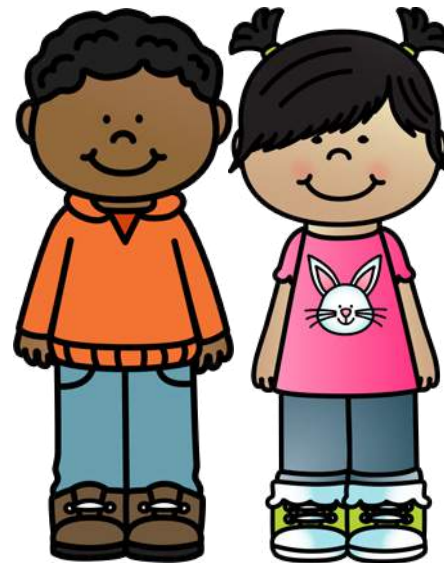
**jump**



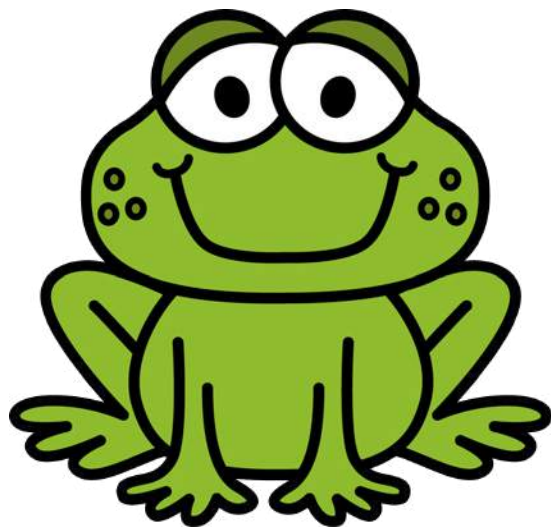
kangaroo



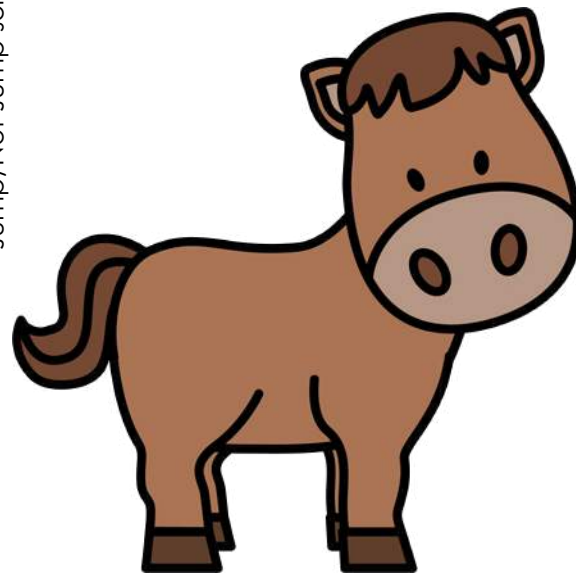
rabbit



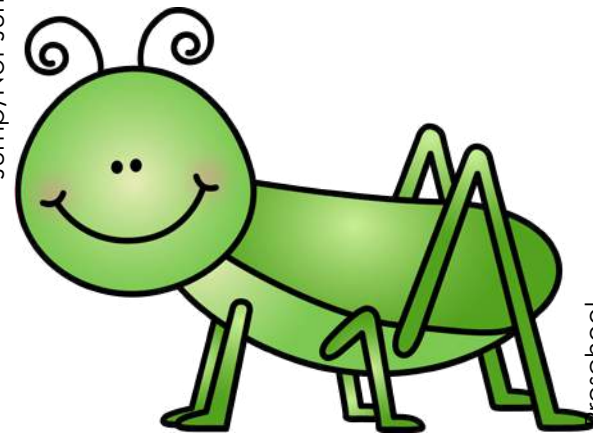
people



frog



horse



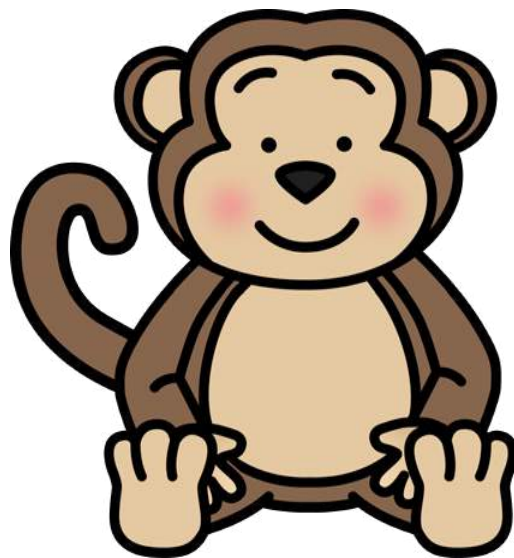
grasshopper

Jump/Not Jump sort



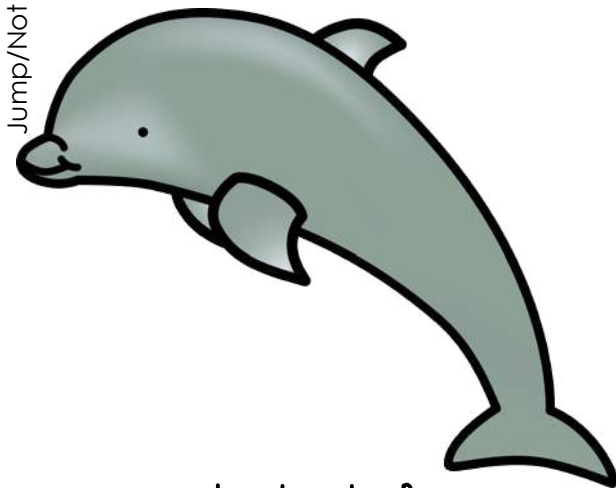
lion

Jump/Not Jump sort



monkey

Jump/Not Jump sort



dolphin

Jump/Not Jump sort



car

Jump/Not Jump sort



tree

Jump/Not Jump sort



desk

Jump/Not Jump sort



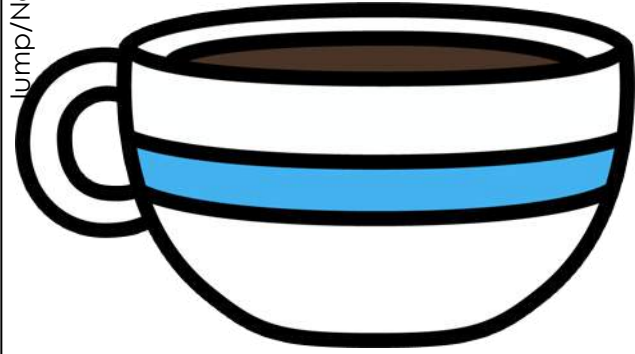
flowers

Jump/Not Jump sort



phone

Jump/Not Jump sort



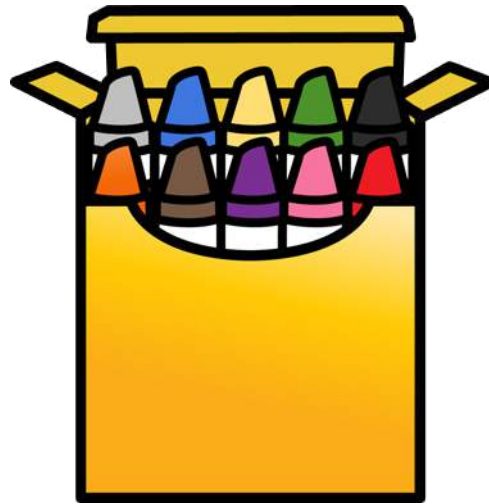
coffee

Jump/Not Jump sort



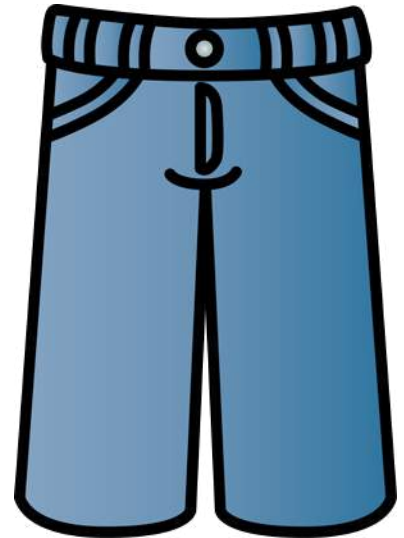
house

Jump/Not Jump sort



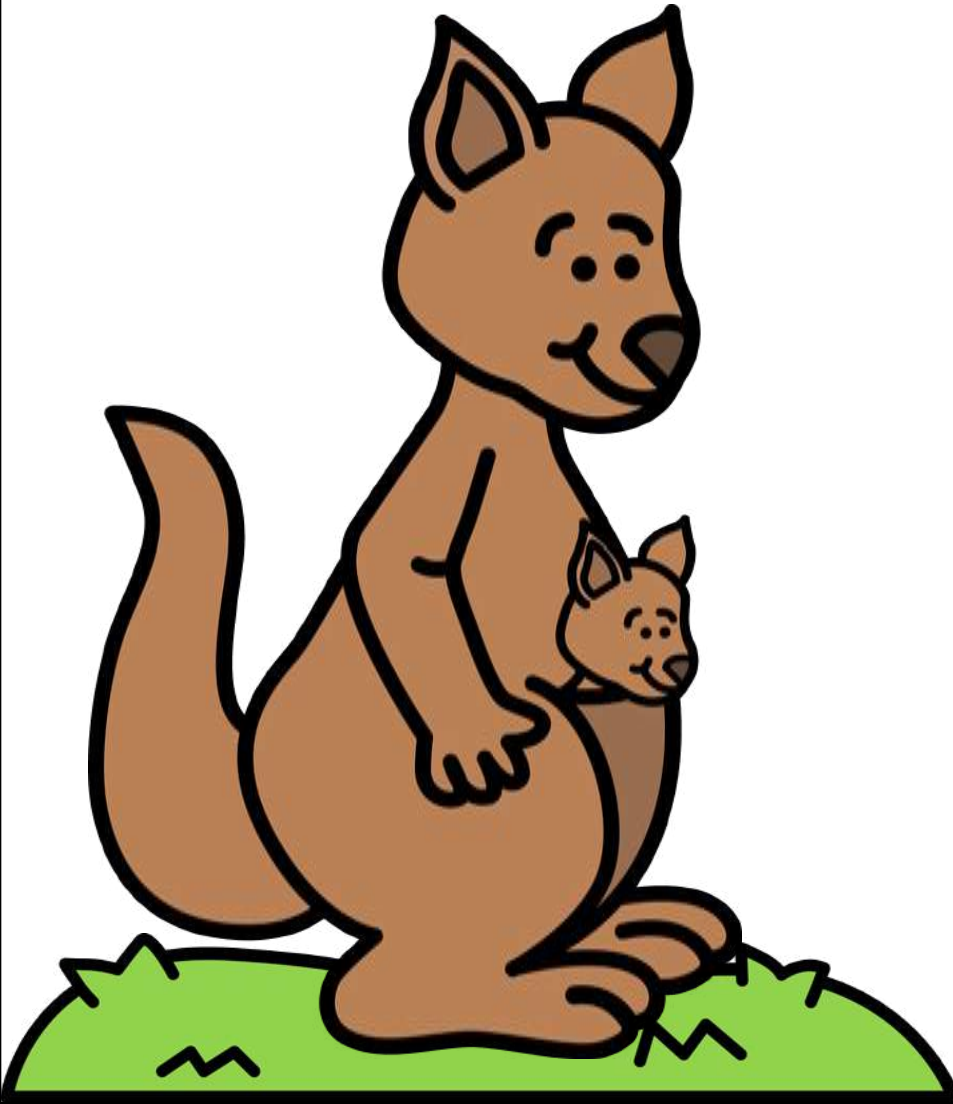
crayons

Jump/Not Jump sort

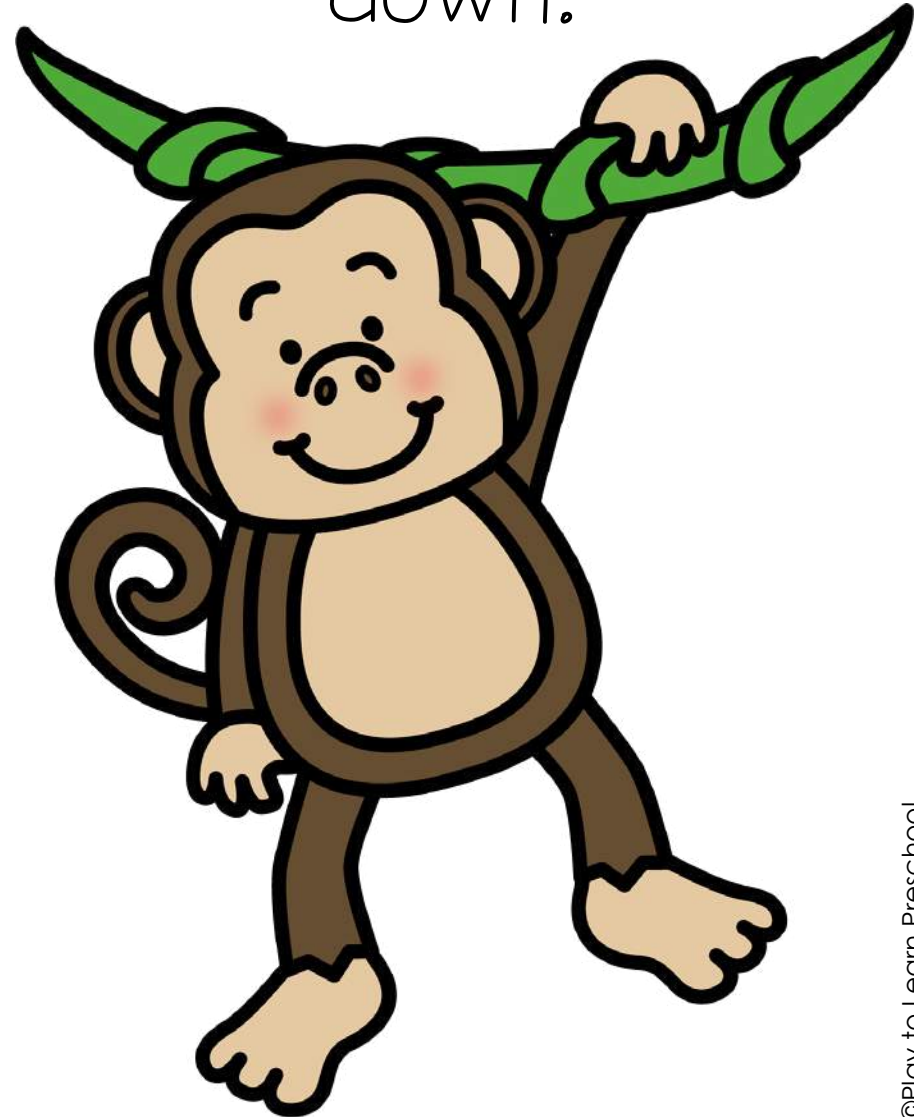


jeans

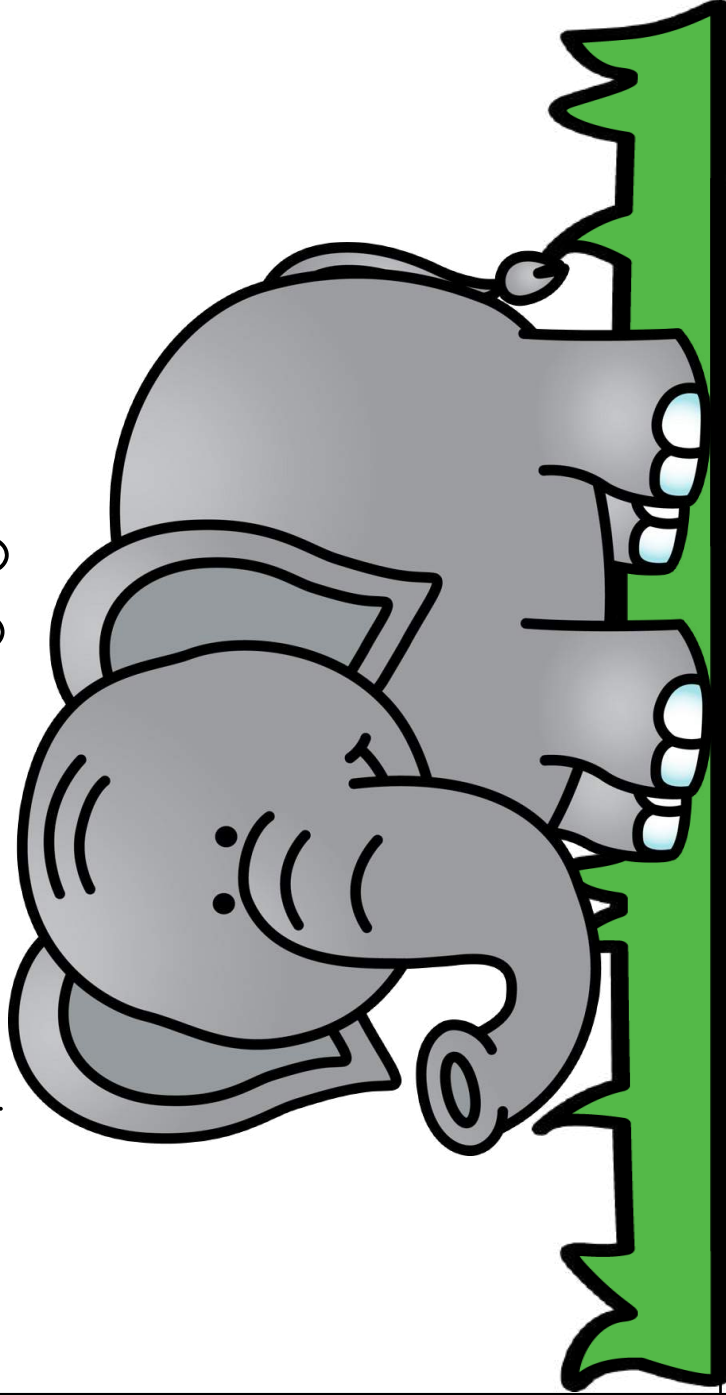
If you want to be a kangaroo bounce up and down.



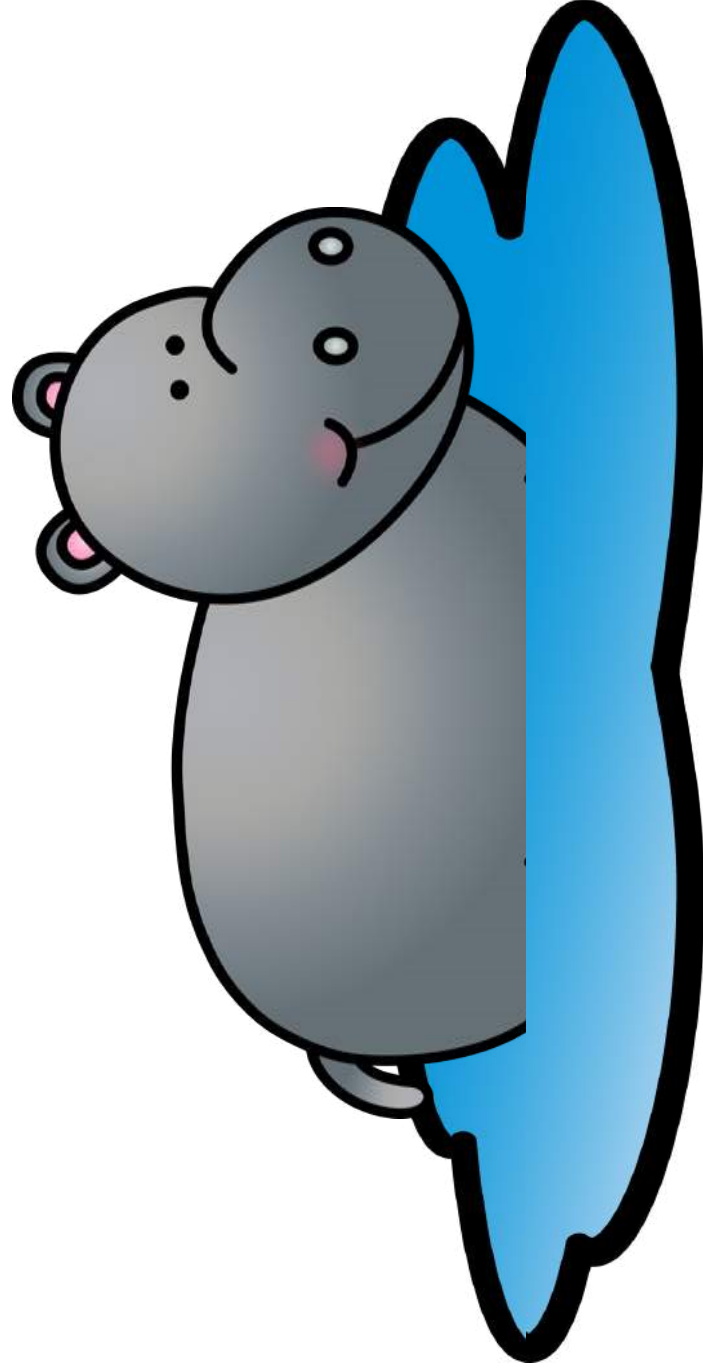
If you want to be a monkey climb up and down.



If you want to be an  
elephant swing your trunk.



If you want to be a hippo  
swim around.



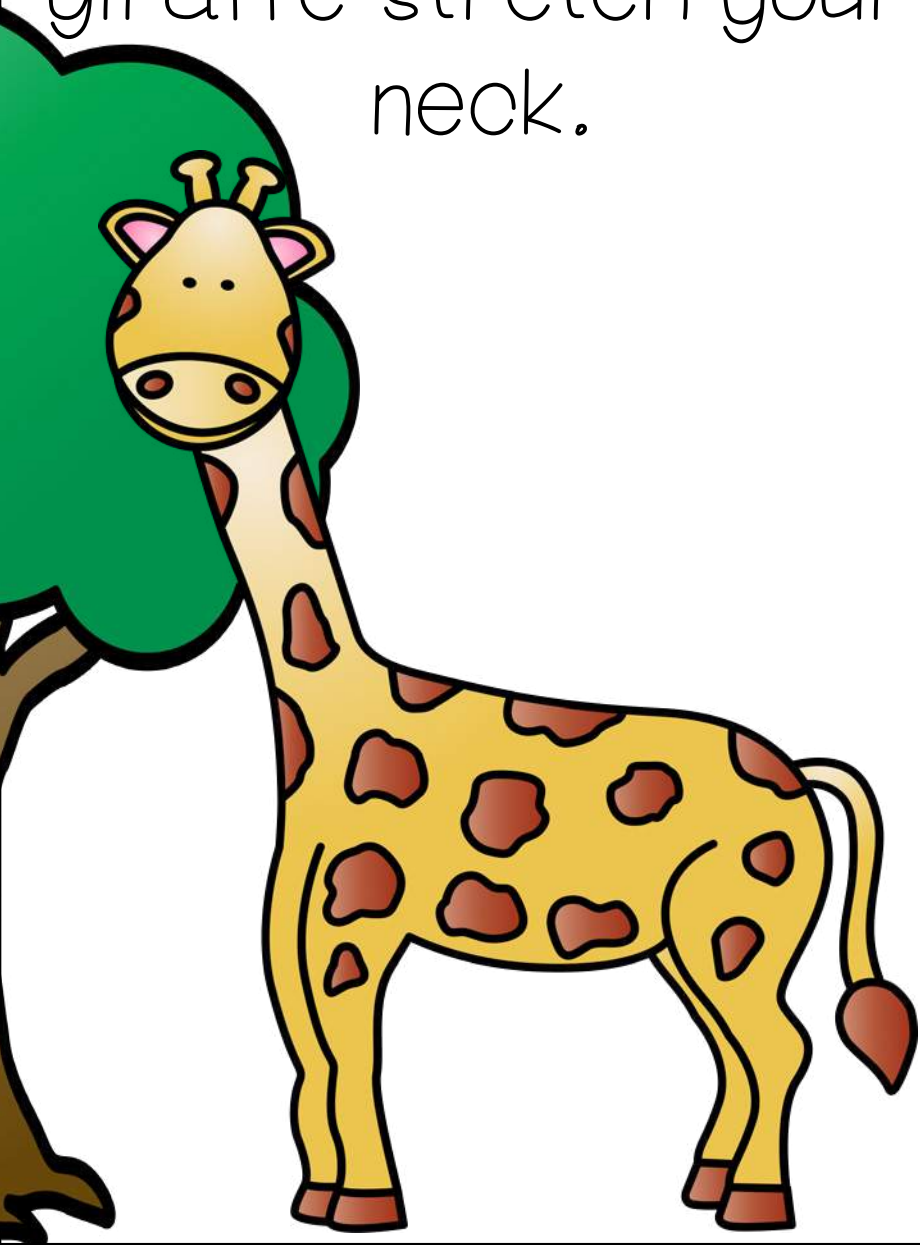
If you want to be a  
sloth move real  
slow.



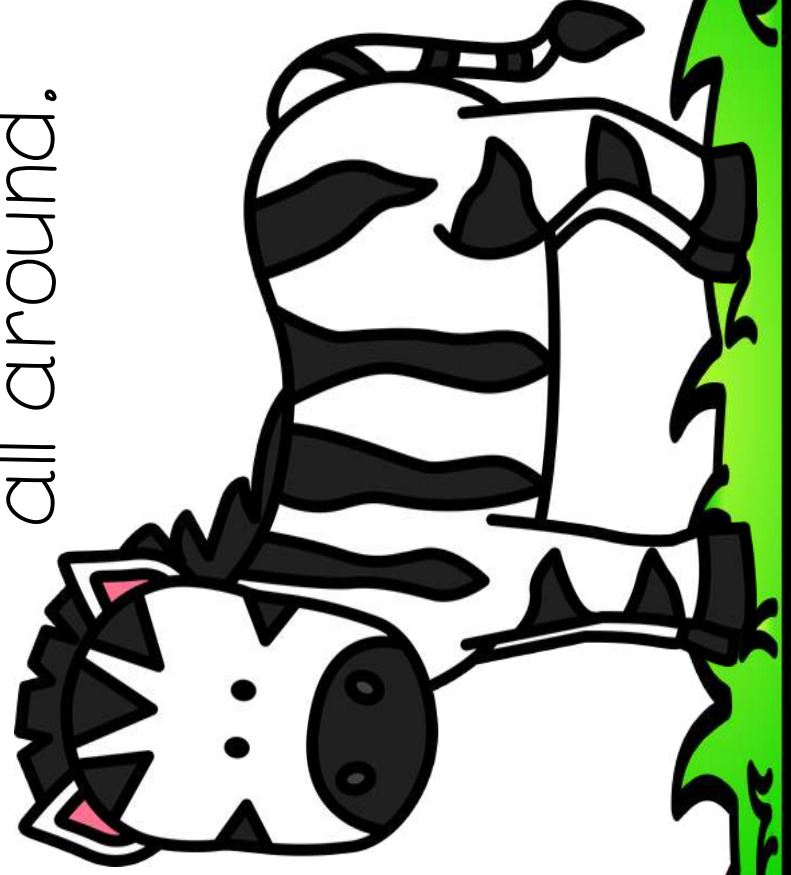
If you want to be a  
lion roar out loud.



If you want to be a giraffe stretch your neck.



If you want to be a zebra gallop all around.



# Sloths

Live in the rain forest

Sloths live in tropical rain forests. They are considered to be the slowest moving animal. They stay mostly in the trees eating leaves, but they do love to swim.

## Objectives:

- The students will examine the real picture and respond to comments and questions.
- The students will play with words and sounds.
- The students will follow oral directions.

## Activities:

1. Examine the real pictures of the sloth. Engage in discussion questions. Why does the sloth move so slowly? Why do sloths live in forests?
2. Sing the S-L-O-T-H song in the tune of "Bingo."
3. Display the letters S-L-O-T-H and sing the song. After singing the song for the first time, cover up the letter S with a picture of the sloth yawning. Sing the second verse as "yawn, L-O-T-H."
4. Play a version of red light/green light. Move slow like a sloth and fast like a lion. Hold up each card one at a time while students move slow and fast.



Sloths spe  
leaf



sloths h



Sloths are the slowest animals on earth, however they are excellent swimmers.



### Extension Idea:

Most sloths are vegetarians - that means they only eat plants and leaves. Bring in a variety of different vegetables for a taste test.



**Sloths spend most of their time in trees. They eat leaves, fruit, and sometimes insects.**



**Sloths have long claws which they use to hold onto tree branches.**



**Sloths are the slowest animals on earth, but they are excellent swimmers.**

S-L-O-T-H

(To the Tune of "Bingo")

I hang in trees and move very slowly,  
do you know what my name is?

S-L-O-T-H

S-L-O-T-H

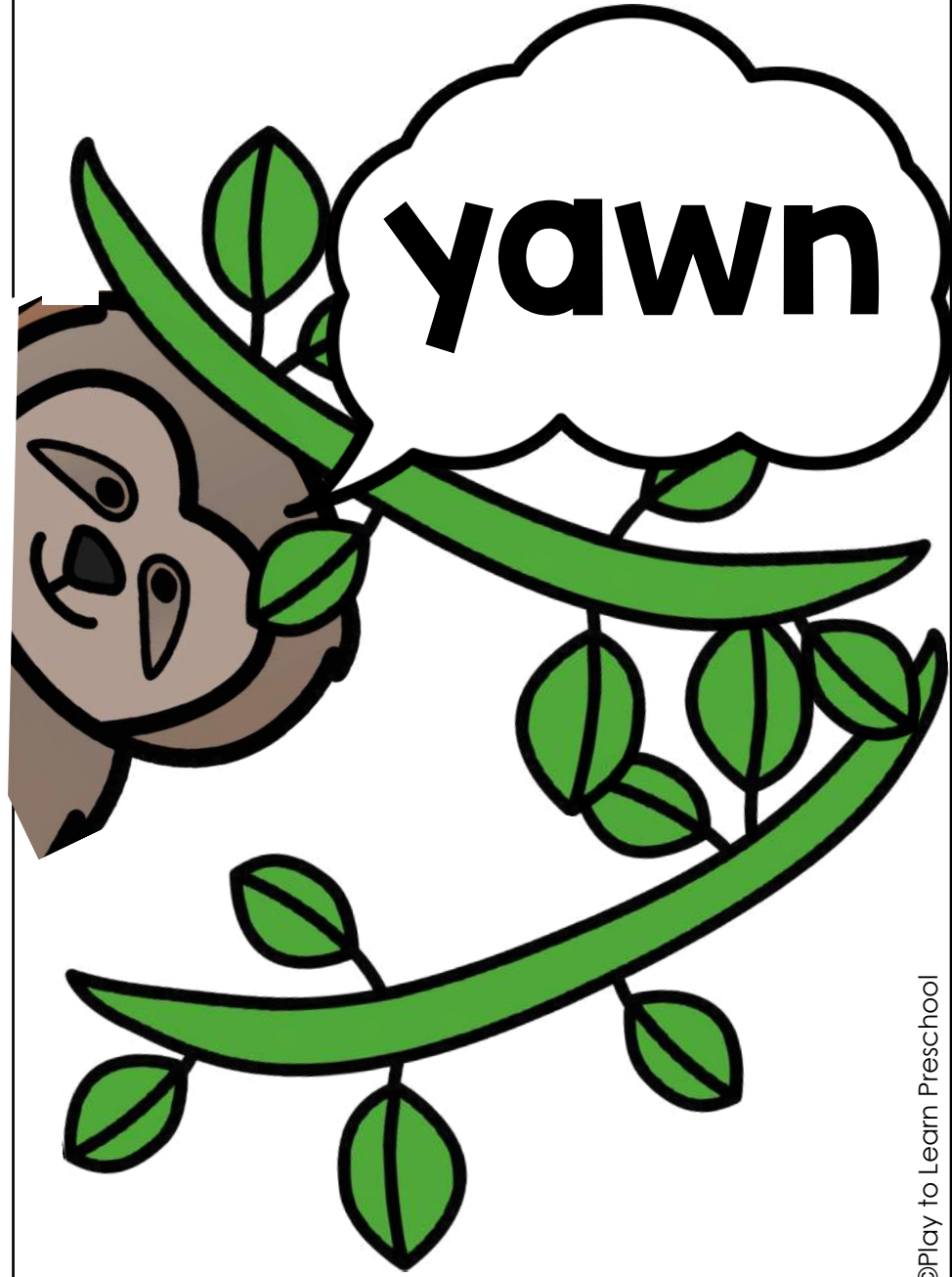
S-L-O-T-H

And sloth is my name-o!











yawn



yawn

A cartoon illustration of a brown sloth hanging from a green vine with several green leaves. A white thought bubble with a black outline is positioned above the sloth's head, containing the word "yawn" in a bold, black, sans-serif font.

**yawn**

A cartoon illustration of a brown sloth hanging from a green vine with several green leaves. A white thought bubble with a black outline is positioned above the sloth's head, containing the word "yawn" in a bold, black, sans-serif font.

**yawn**

Move fast  
like a



**lion**

Move slowly  
like a



**sloth**

# Giraffes

Live on the African savannah

Giraffes are the tallest animals on earth. They eat the leaves at the top of the trees. Each giraffe has its own unique pattern. Giraffes sleep standing up!

## Objective:

- The students will use new vocabulary.
- The students will notice similarities and differences between two groups of pictures.

## Activity:

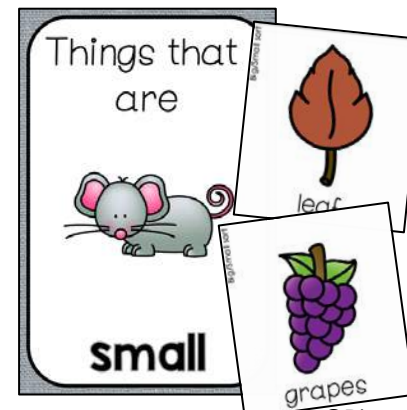
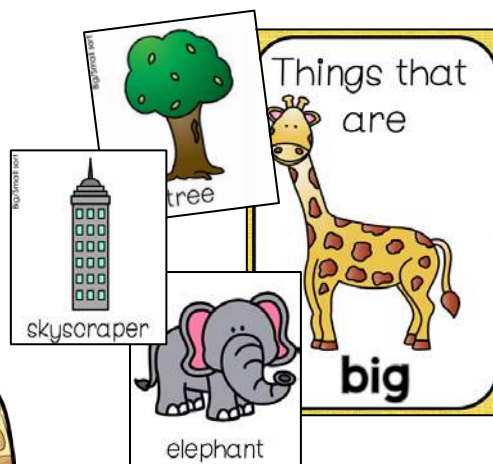
1. Look at the real pictures and discuss with students what they know about giraffes. Engage in discussion questions. Why does a giraffe have such a long neck? How do giraffes run so fast?
2. Sort pictures into two groups: Things that are big and things that are small.



### Extension Idea:

Teach the ASL sign for **giraffe**.

Start with your hand at the base of your neck and move it upwards, like a long giraffe neck.





**Giraffes are able to use their long necks to eat the leaves at the top of the trees.**

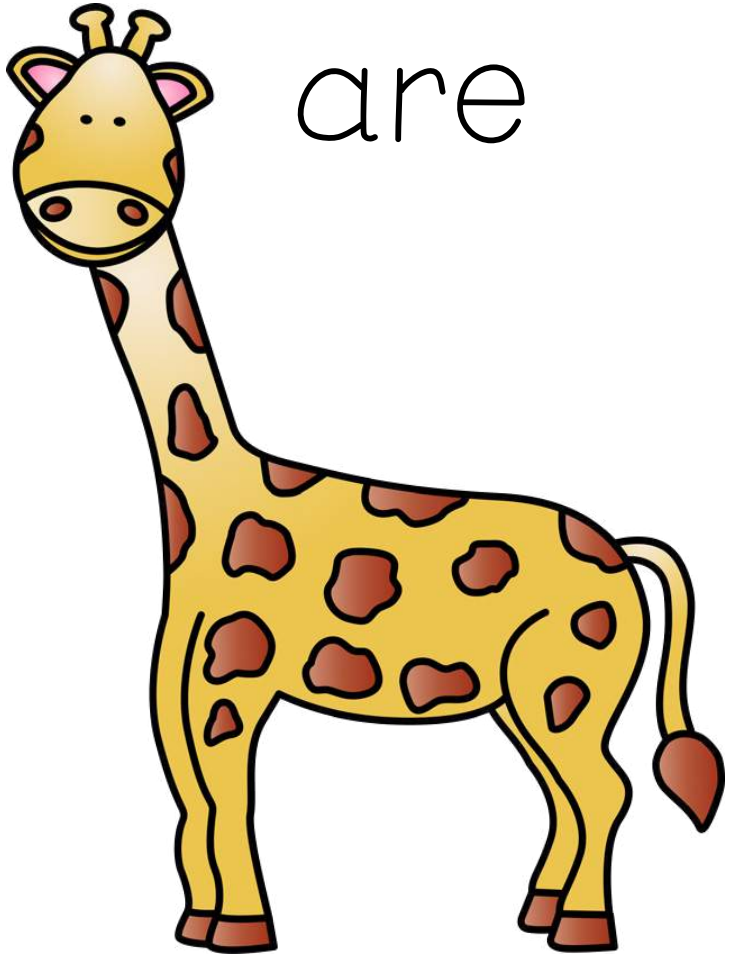


**Giraffes can run very fast, even faster than horses!**



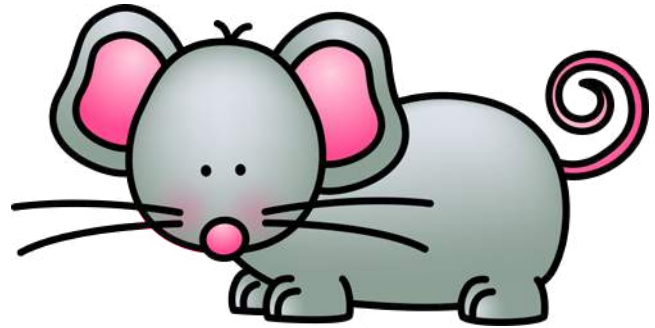
**Giraffes like to be together. A group of giraffes is called a tower because of their great height.**

Things that  
are



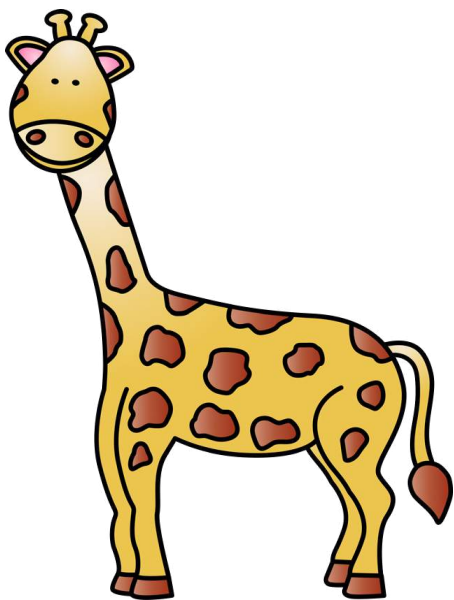
**big**

Things that  
are



**small**

Big/Small sort



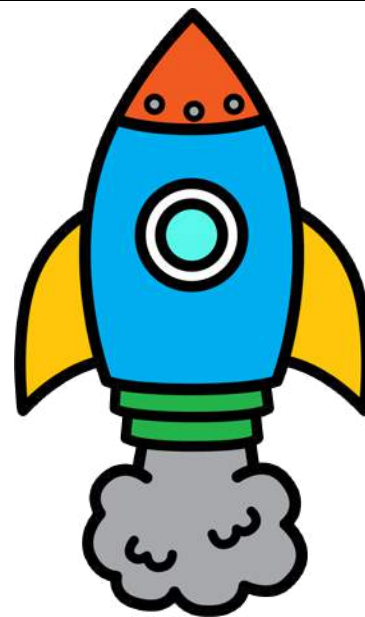
giraffe

Big/Small sort



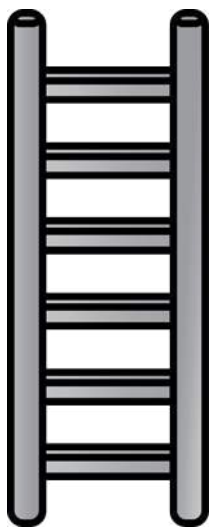
tree

Big/Small sort



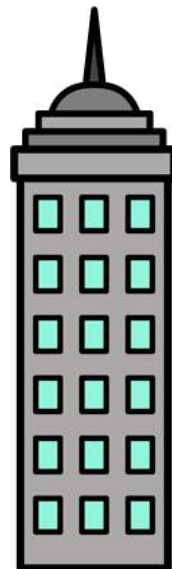
rocket

Big/Small sort



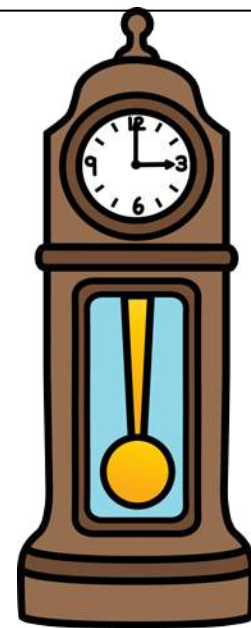
ladder

Big/Small sort



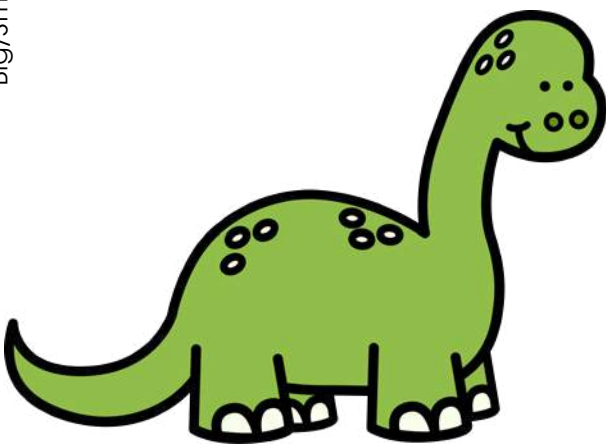
skyscraper

Big/Small sort



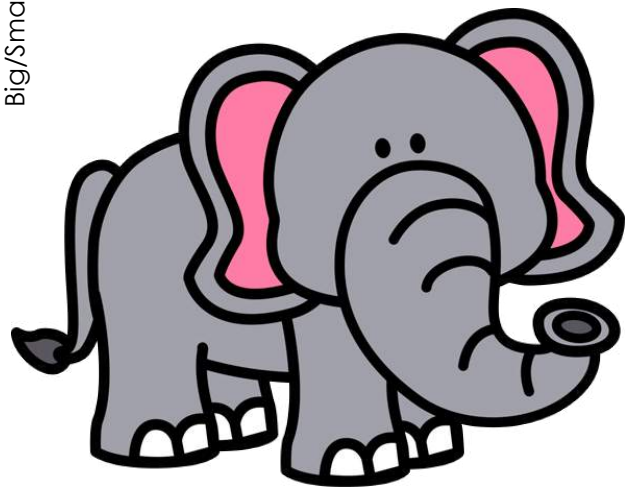
clock

Big/Small sort



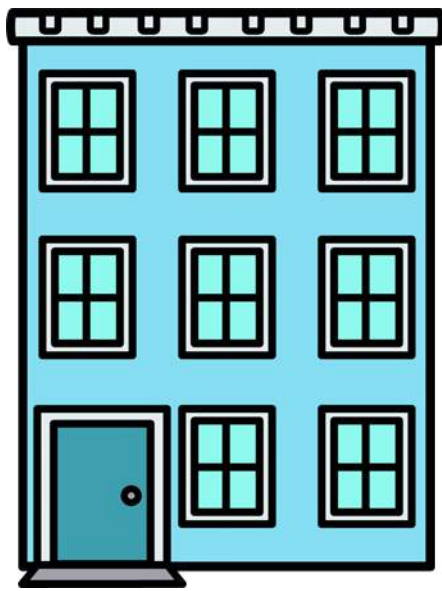
dinosaur

Big/Small sort



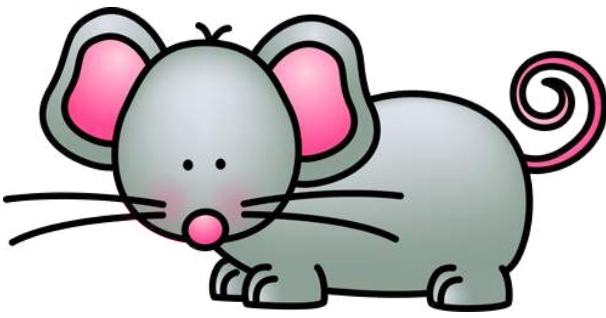
elephant

Big/Small sort



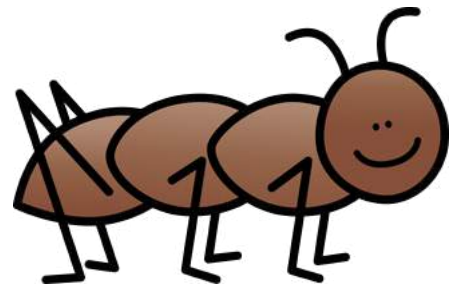
building

Big/Small sort



mouse

Big/Small sort



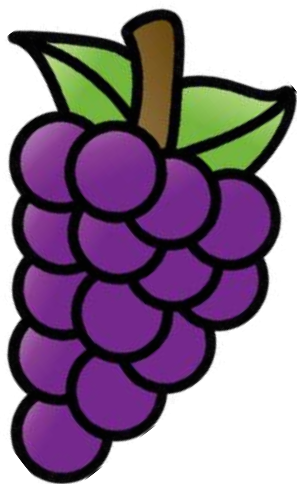
ant

Big/Small sort



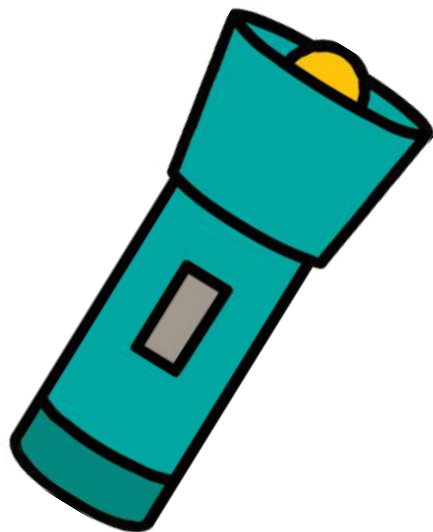
baseball

Big/Small sort



grapes

Big/Small sort



flashlight

Big/Small sort



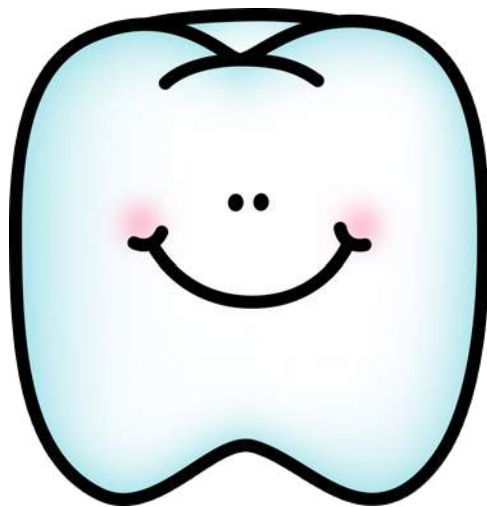
butterfly

Big/Small sort



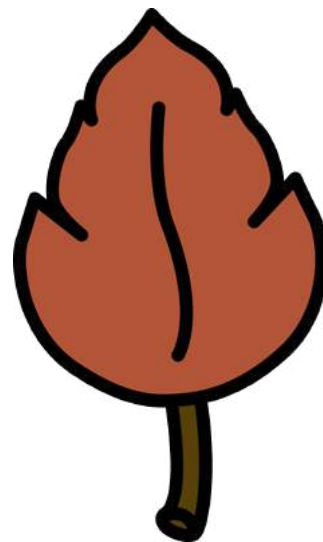
cupcake

Big/Small sort



tooth

Big/Small sort



leaf

# Big Cats

## Lions and Tigers

Big cats include lions, tigers, jaguars, leopards, and cheetahs. Lions, leopards, and cheetahs live in the savannah. Tigers live in Asia. Jaguars live in the rain forest. The tiger is the biggest of all of the cats.

### Objectives:

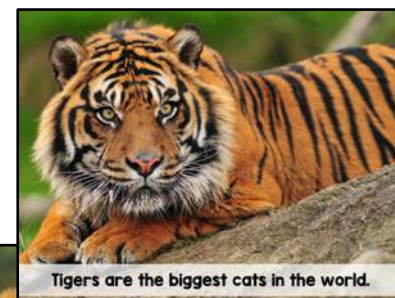
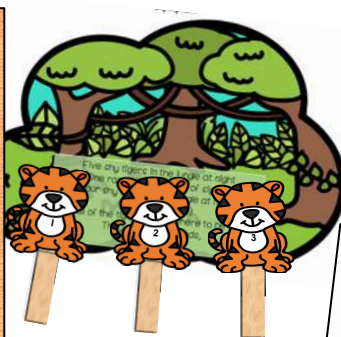
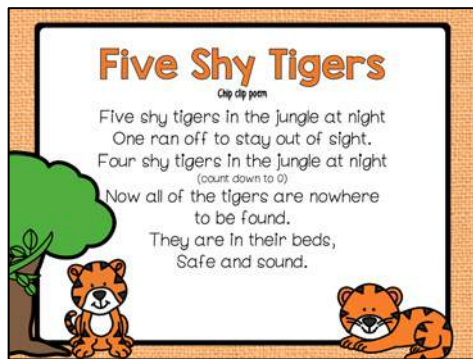
- The students will notice similarities and differences and ask questions.
- The students will identify shapes.
- The students will recognize and label their own preference.
- The students will count from 1-5 and manipulate objects with their hands.

### Activities:

1. Examine the real pictures of the lions and tigers. Discuss the differences between the two different types of cats.
2. Play the shape identification game called "Lion Fun."
3. Take a poll. What is your favorite Big Cat?
4. Recite the chip clip poem, "Five Shy Tigers." Remove a clip from the jungle as the poem counts down.

Which is your favorite big cat?

 I like lions.	 I like tigers.
Meredith	Derek
Christina	Bailey
Alex	George
	Izzy





**Tigers are the biggest cats in the world.**



**Most cats do not like water,  
but tigers love to swim!**



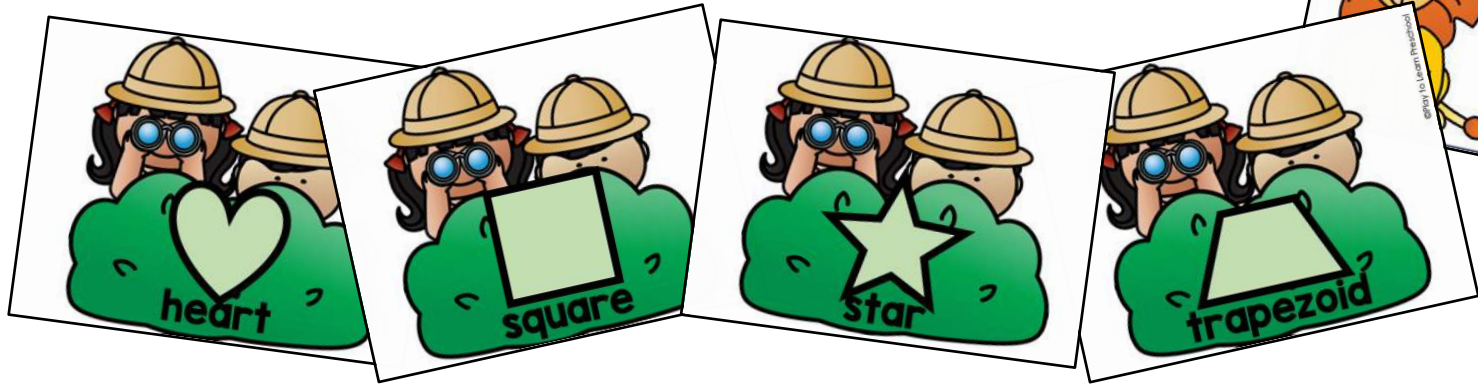
**Male lions have a beautiful orange mane.**



**Lions live in family groups called prides.**

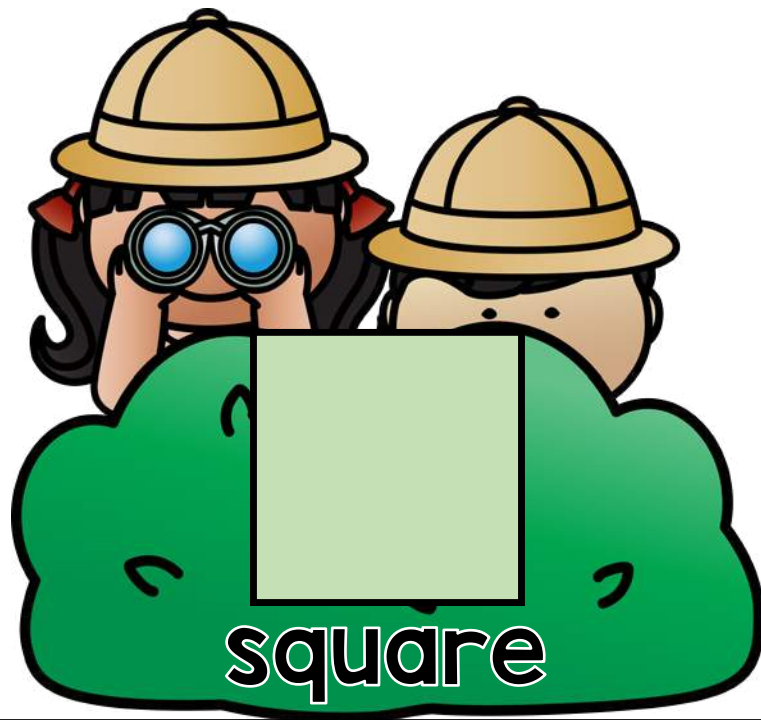
# Lion Fun

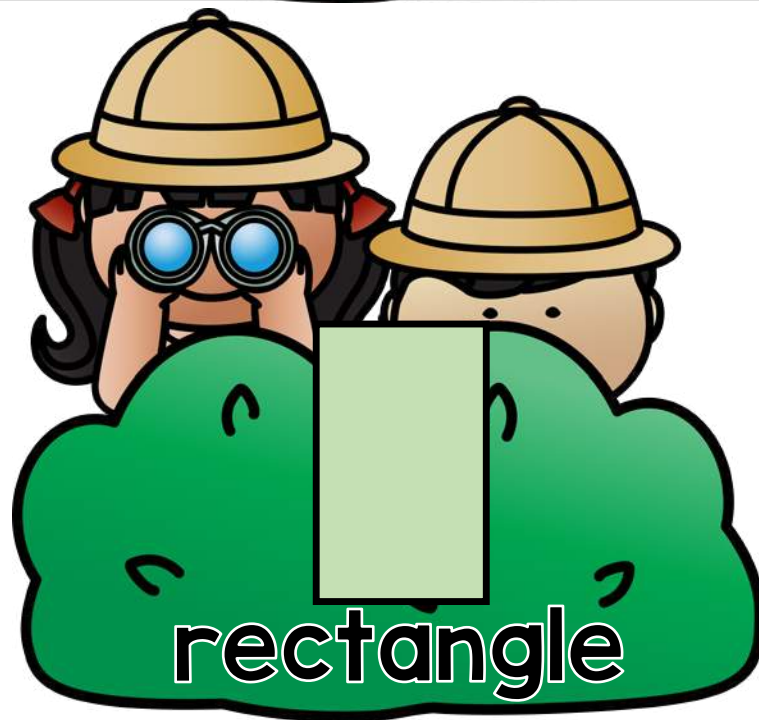
Looking, looking  
All around.

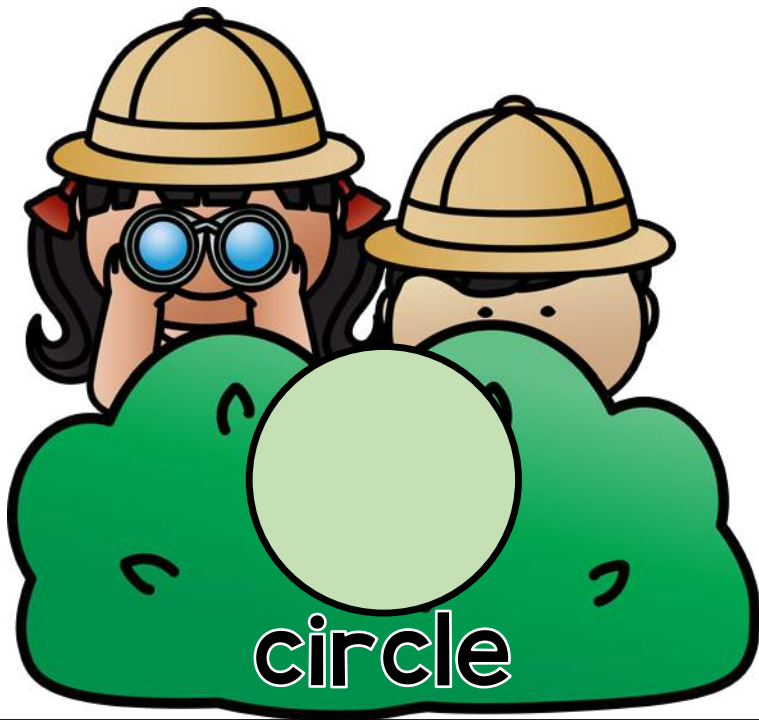


Oh, Mr. Lion, where can  
you be found?

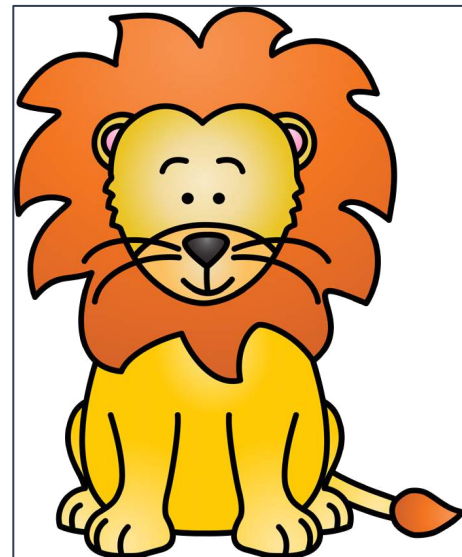








Cut out this lion.



# Which is your favorite big cat?



I like **tigers**.



I like **lions**.

# Five Shy Tigers

Chip clip poem

Five shy tigers in the jungle at night,  
One ran off to stay out of sight.

Four shy tigers in the jungle at night  
(count down to 0)

Now all of the tigers are nowhere  
to be found.

They are in their beds,  
Safe and sound.





tiger #1



tiger #2



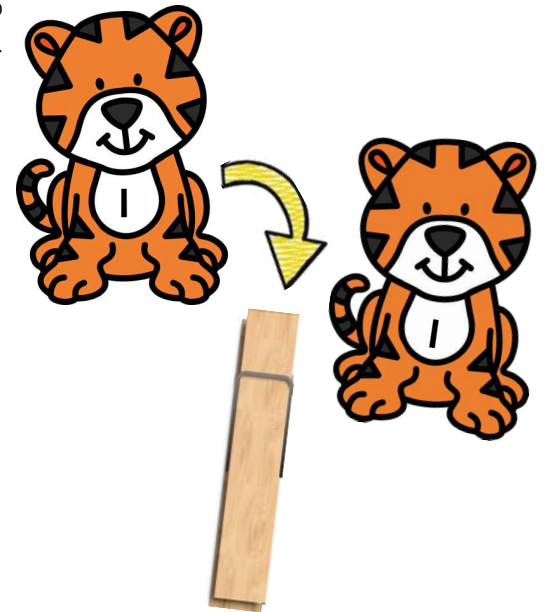
tiger #3



tiger #4

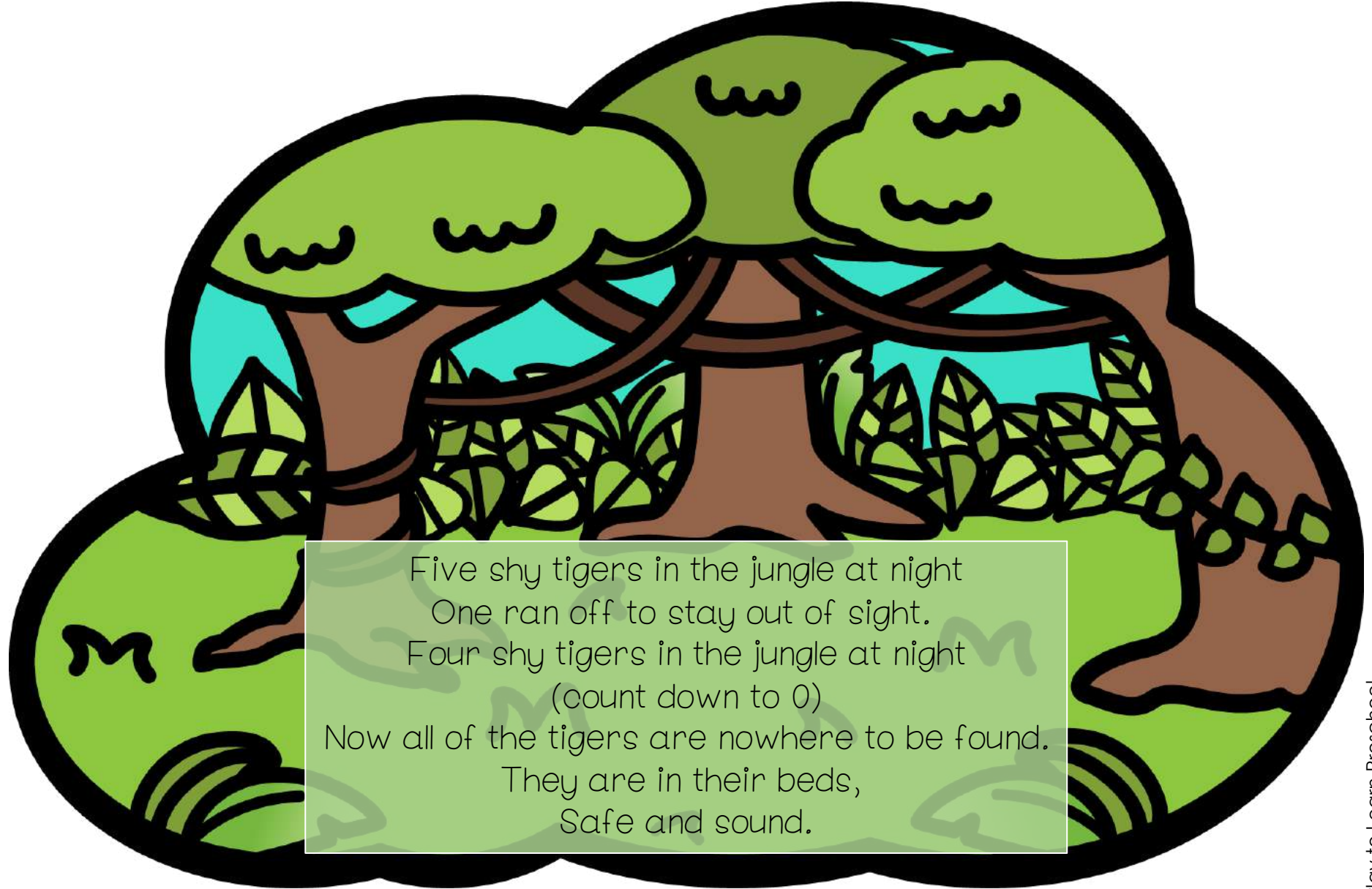


tiger #5



# Five Shy Tigers

Chip Clip Poem



Five shy tigers in the jungle at night  
One ran off to stay out of sight.  
Four shy tigers in the jungle at night  
(count down to 0)  
Now all of the tigers are nowhere to be found.  
They are in their beds,  
Safe and sound.

# Going on a Safari

All about animals

Day 9  
lesson  
plans

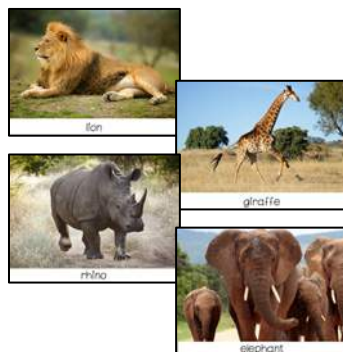
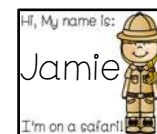
A safari is a way to observe animals in their natural habitat. People can drive in vehicles around the African plains to see animals.

## Objectives:

- The students will use new vocabulary.
- The students will demonstrate an understanding of print concepts.

## Activities:

1. Examine the real pictures and engage in discussion questions. What animals would you see on a safari? Could other vehicles be used on a safari? Why would that be a good way to see animals?
2. Go on a safari in the classroom. Hide the real pictures of savannah animals around the room. Give each child a recording sheet. Circle or color each animal as it is "found."



### Extension Idea:

Make binoculars with 2 toilet paper tubes. Glue them together and attach a string. Use the binoculars to go on a safari to look for animals.



**Safari tours let people safely watch the animals from a vehicle.**



**You can search for animals on a safari.**



**Binoculars are perfect for a safari.  
They are a great way to see things far away.**

Hi, My name is:



I'm on a safari!

Hi, My name is:



I'm on a safari!

Hi, My name is:



I'm on a safari!

Hi, My name is:



I'm on a safari!

Hi, My name is:



I'm on a safari!

Hi, My name is:



I'm on a safari!

Hi, My name is:

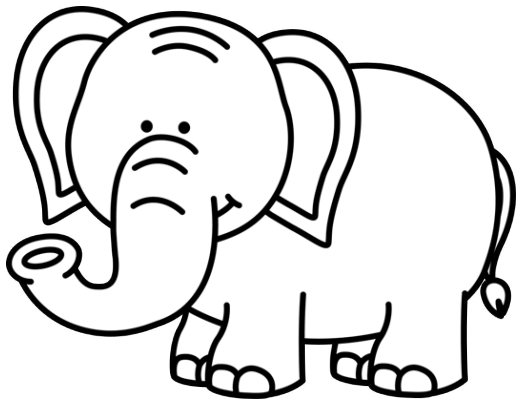


I'm on a safari!

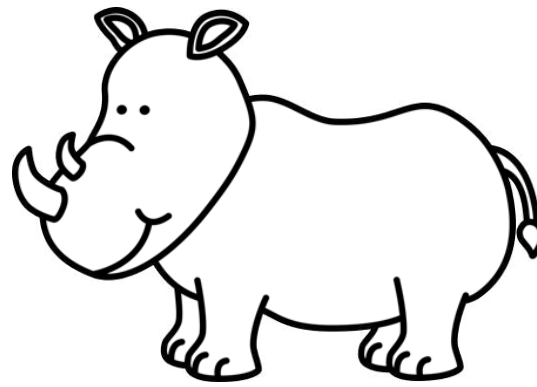
Hi, My name is:



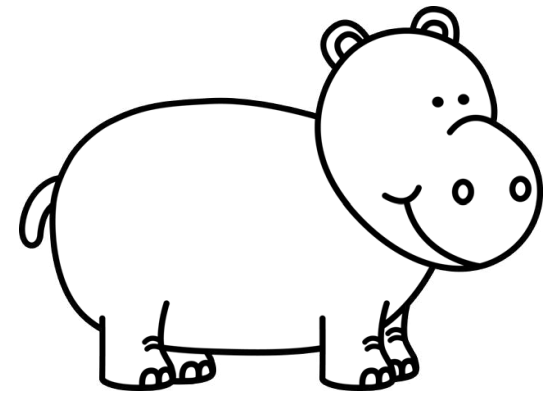
I'm on a safari!



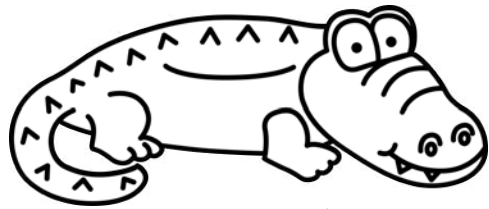
elephant



rhino

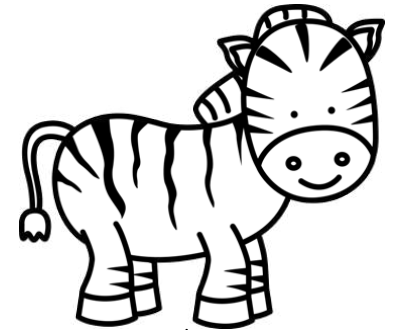


hippo

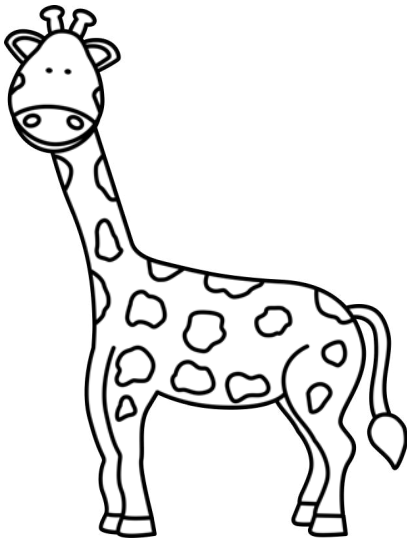


crocodile

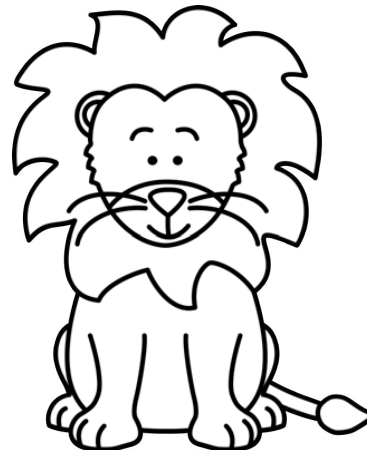
# Safari Field Journal



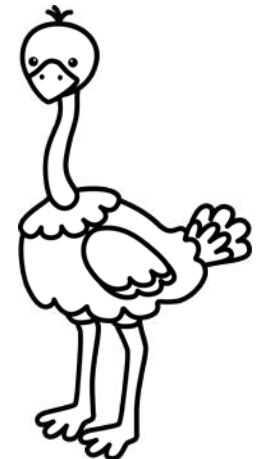
zebra



giraffe



lion



ostrich



elephant



rhino



hippo



crocodile



zebra



giraffe



lion



ostrich

# Conclusion

## Unit Conclusion

Day 10  
lesson  
plans

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

### Objectives:

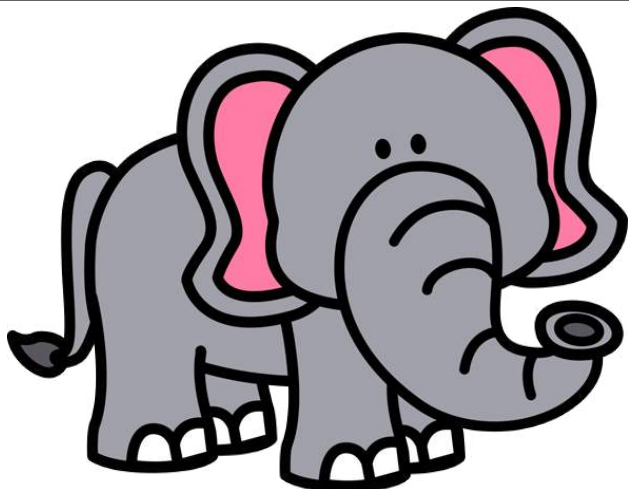
- The students will express themselves using words and sentences.
- The students will actively participate in conversations.

### Activities:

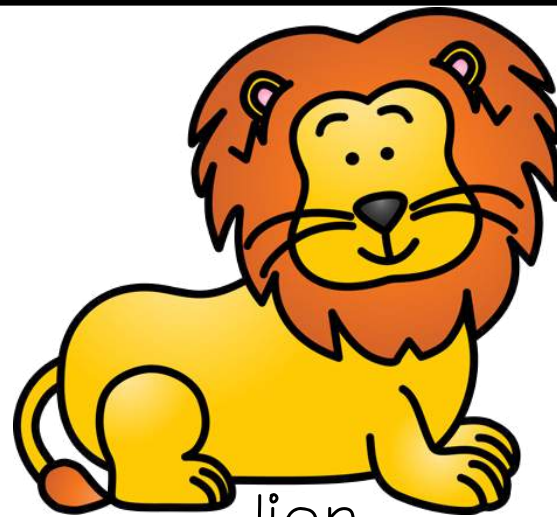
1. Take a poll. What is your favorite animal?
  - Students use name cards or post-it notes to show their answers on a bar graph.
  - Alternatively, they can make a physical graph by lining up behind the different headings.
2. Create riddle bags. Place small plastic toys inside each bag and attach the riddle. (As an alternative, you can print the animal pictures and put them inside the bags.)
3. Read the riddle while the students practice their active listening skills. They guess an animal, then check inside!



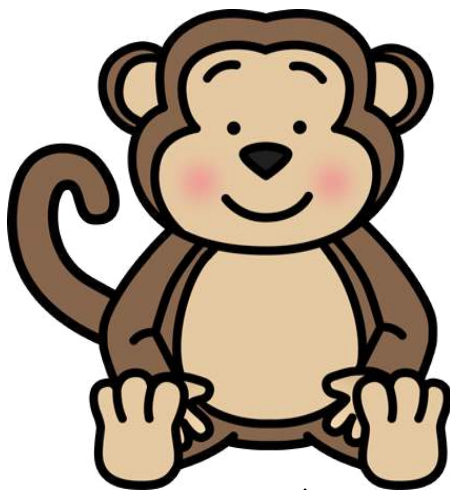
# Which is your favorite animal?



elephant



lion



monkey



zebra

## Riddle #1

I have short legs and a big body. I like to spend my days wallowing in water. I make my own sunscreen.

**Answer:** hippo

## Riddle #2

I move so slowly that algae grows on my fur. I spend my day eating leaves.

**Answer:** sloth

## Riddle #3

I have very powerful legs and love to bounce. I take care of my baby joey in a pouch.

**Answer:** kangaroo

## Riddle #4

I have a very loud roar. I can run fast but only for a few seconds. My family is called a pride.

**Answer:** lion

## Riddle #5

I am furry. I live in a group called a tribe or troop. I love swinging through the trees.

**Answer:** monkey

## Riddle #6

I am black with white stripes. I look like a horse wearing pajamas! I live in a group called a dazzle.

**Answer:** zebra

## Riddle #7

I am the tallest animal on earth. I use my long neck to reach the leaves at the top of trees.

**Answer:** giraffe

## Riddle #8

I am almost as large as an elephant. I have two horns on my head. I only eat plants.

**Answer:** rhino

## Riddle #9

I am the largest animal on land. I have a long nose called a trunk and big ears. I live in a family group called a herd.

**Answer:** elephant

## Riddle #10

I am a big orange cat with black stripes. I have large padded feet to help me sneak up on my prey.

**Answer:** tiger

## Riddle #11

I am normally gray and have big fluffy ears. My favorite food is eucalyptus leaves. I live in Australia.

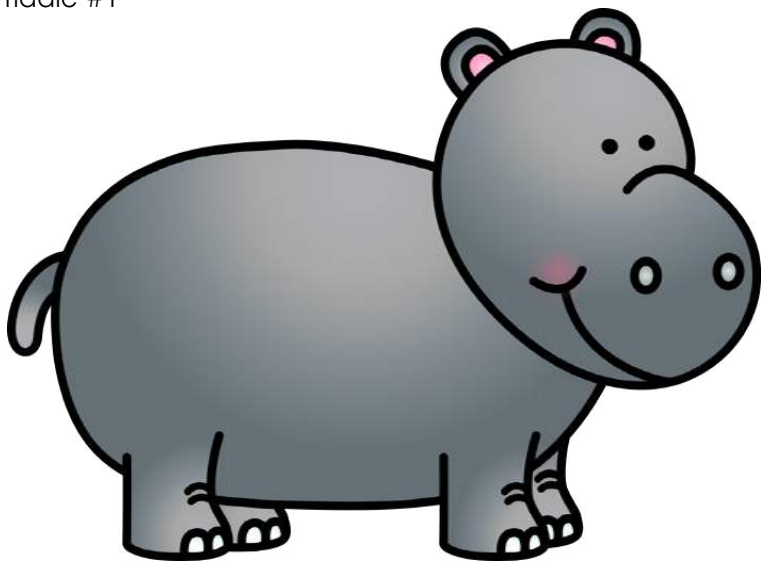
**Answer:** koala

## Riddle #12

I live in very hot places like deserts. I have a hump on my back. I may look slow, but I can run very fast.

**Answer:** camel

Animal riddle #1



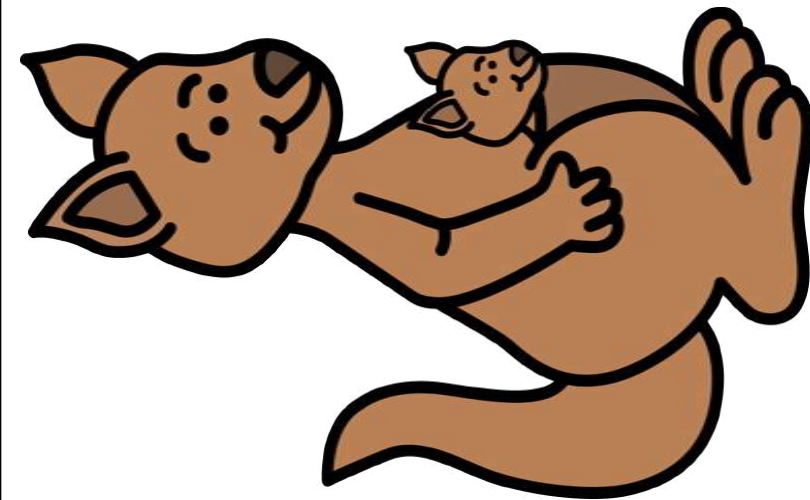
hippo

Animal riddle #2



sloth

Animal riddle #3



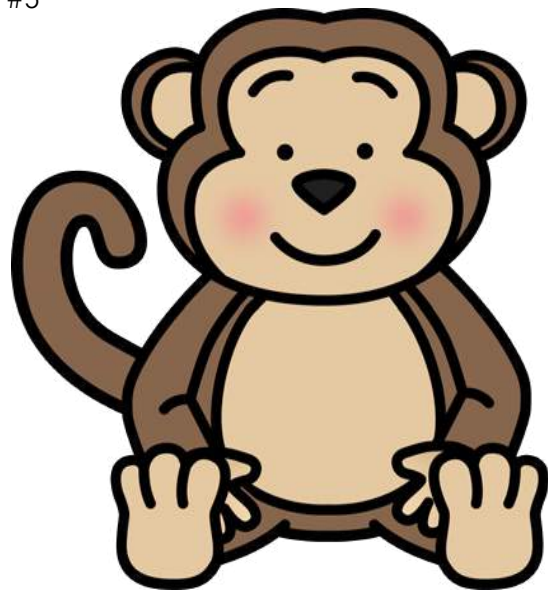
kangaroo

Animal riddle #4



lion

Animal riddle #5



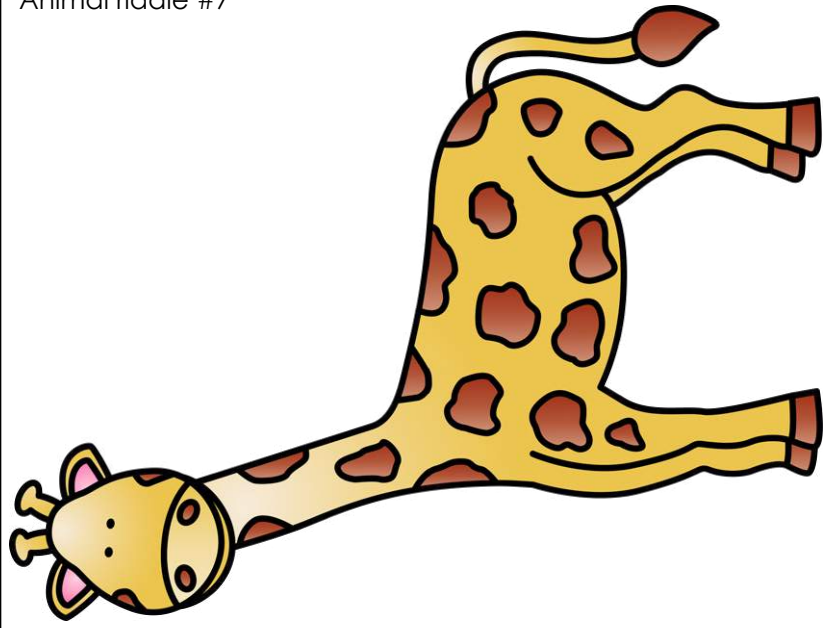
monkey

Animal riddle #6



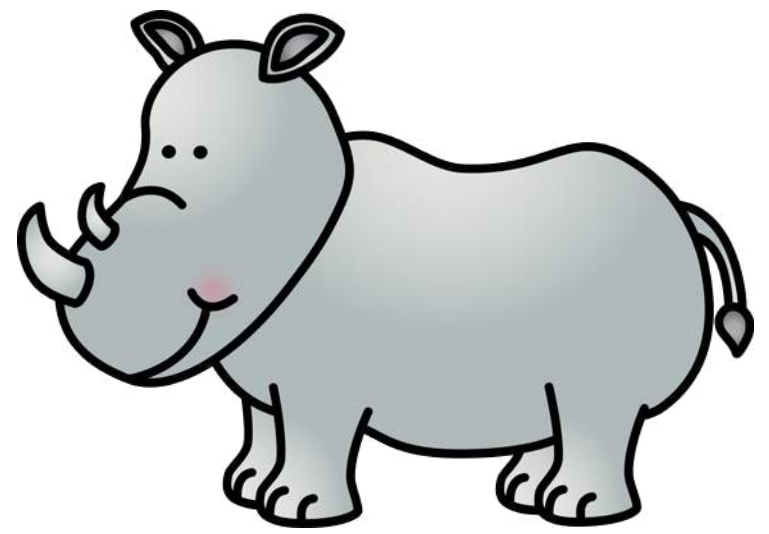
zebra

Animal riddle #7



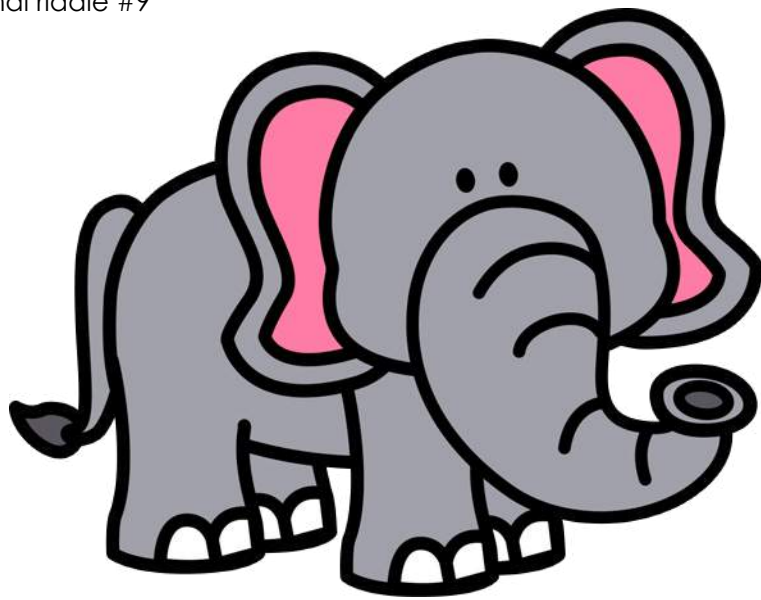
giraffe

Animal riddle #8



rhinoceros

Animal riddle #9



elephant

Animal riddle #10



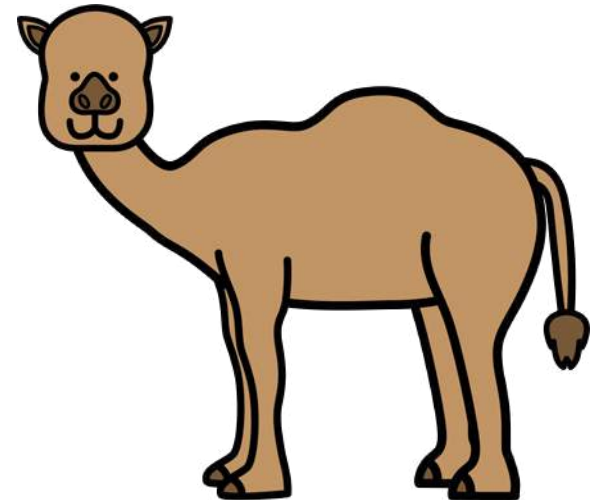
tiger

Animal riddle #11



koala

Animal riddle #12



camel

# Center Activities

# Centers

- Cutting Practice
- Line Tracing
- Word Wall Cards
- Writing Practice
- Counting Leaves
- Categorization
- Beginning Sound Sort
- Push Pin Letters
- Count & Clip Cards
- Book List (recommendations)

### Cutting Practice

**Fine Motor Center**

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

Name \_\_\_\_\_

**Procedure:** Print a cutting page for each student. Demonstrate proper scissors usage and guide students.

### Line Tracing

**Literacy Center**

**Objective:** The students will trace the dotted lines from left to right to practice fine motor skills.

Name \_\_\_\_\_

**Procedure:** Print a tracing page for each student. Demonstrate proper pencil usage and guide students.

### Word Wall Cards

**Literacy Center**

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

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

Animals

- zebra
- giraffe
- crocodile
- sloth
- kangaroo

### Writing Practice

**Literacy Center**

**Objectives:** The students will trace the word.

**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 word.

zebra

giraffe

elephant

### Counting Leaves

**Math Center**

**File Folder Game**

**Objective:** The students will use visual discrimination skills to match the friends.

**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

**Procedure:** Students place matching pictures together.

Counting

Numbers 1-8

### Beginning Sound Sort

**Literacy Center**

**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 sorting mats on the inside. Cut and laminate the smaller pieces.

**Procedure:** Students sort the pictures by their beginning sound—either M or B.

Beginning Sound Sort

H is for

K is for

### Categorization

**Literacy Center**

**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.

Animal Categorization

### ABC Puzzles

**Literacy Center**

**Identify Beginning Sounds**

**Objective:** The students will use their knowledge of the alphabet and beginning sounds to match the animal to the letter.

**Preparation:** Copy the puzzles, mat and laminate. Cut them apart on the zigzag lines.

alligator

crab

### Push Pin Letters

**Literacy Center**

**Objective:** The students strengthen their fine motor skills and alphabet knowledge by using push pins to match the letters to the animal.

**Preparation:** Copy each page onto cardstock. Provide push pins (1 push pin per letter) and a carpet square or foam mat to place underneath.

E is for elephant.

### Count and Clip Cards

**Math Center**

**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 items on each card and mark the correct answer with a clothes pin.

9 5 1

5 2 4

# 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.

Name \_\_\_\_\_  
Use scissors to cut the dotted lines.

Name \_\_\_\_\_  
Use scissors to cut the dotted lines.

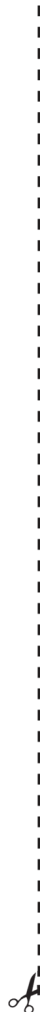
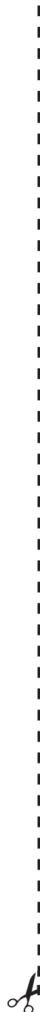
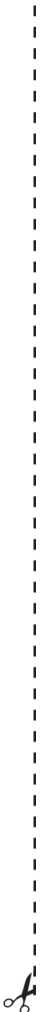
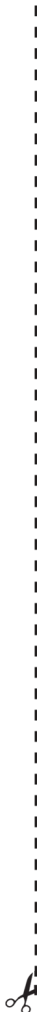
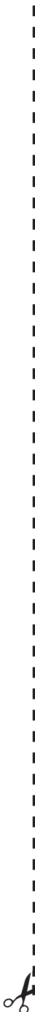
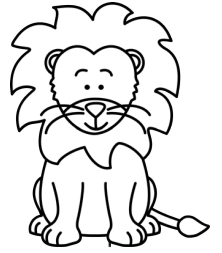
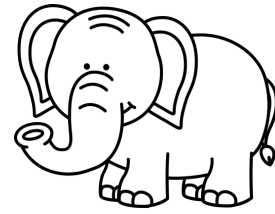
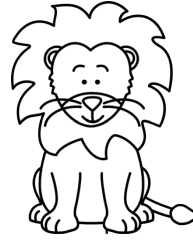
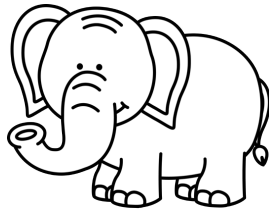
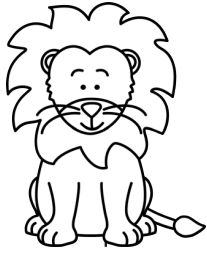
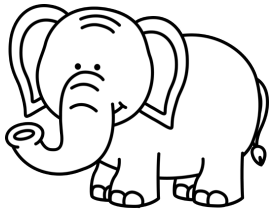
©Play to Learn Preschool

**Procedure:** Print a cutting page for each student. Demonstrate proper scissors usage and guide student cut along the lines from the bottom to the top.

Name \_\_\_\_\_



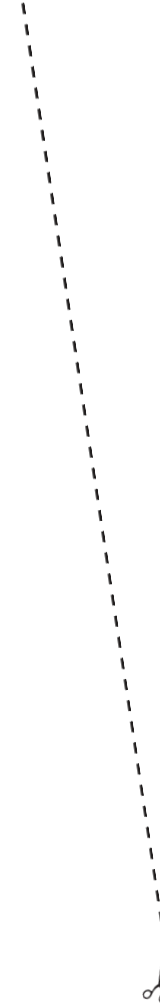
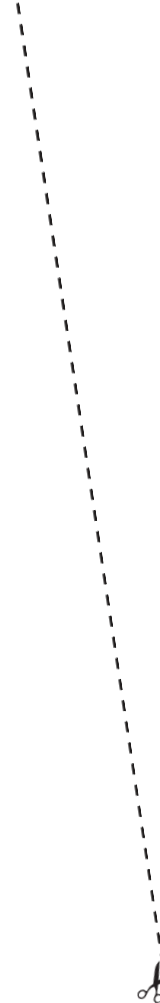
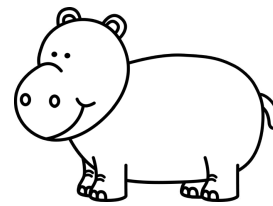
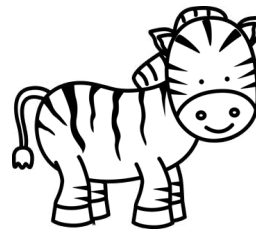
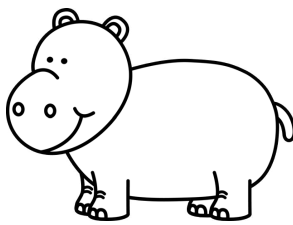
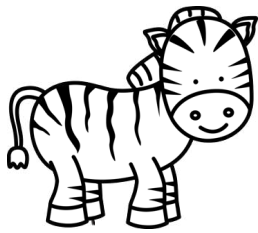
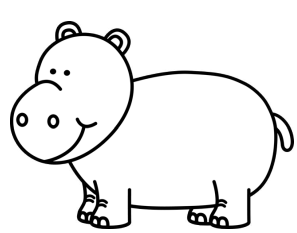
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



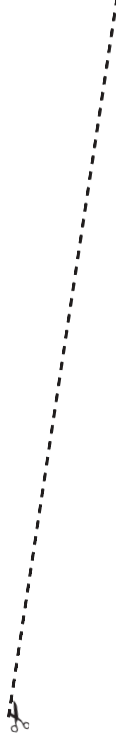
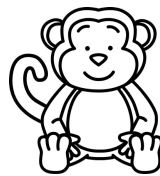
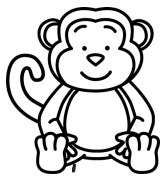
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



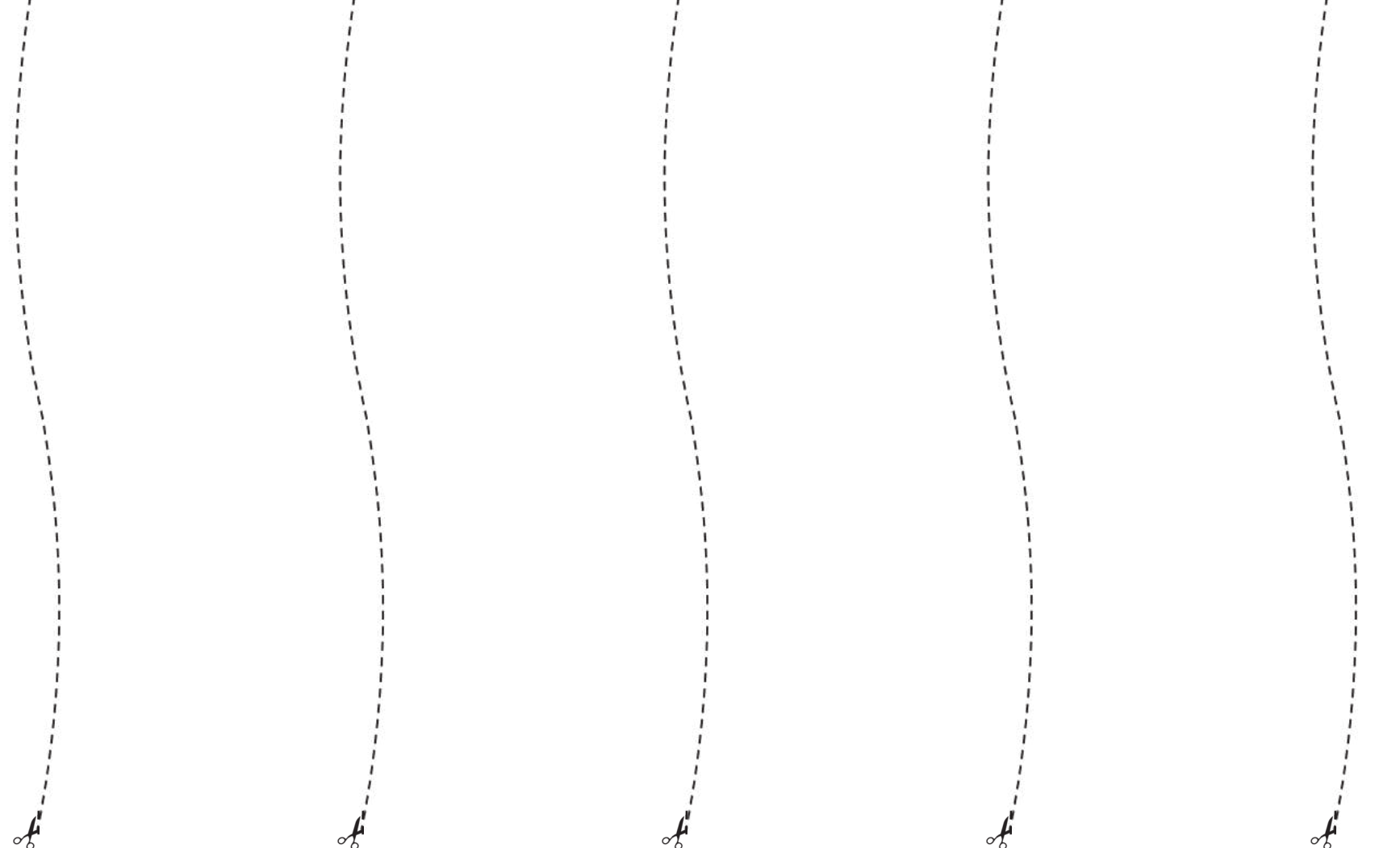
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



Use scissors to cut the dotted lines.



Name \_\_\_\_\_

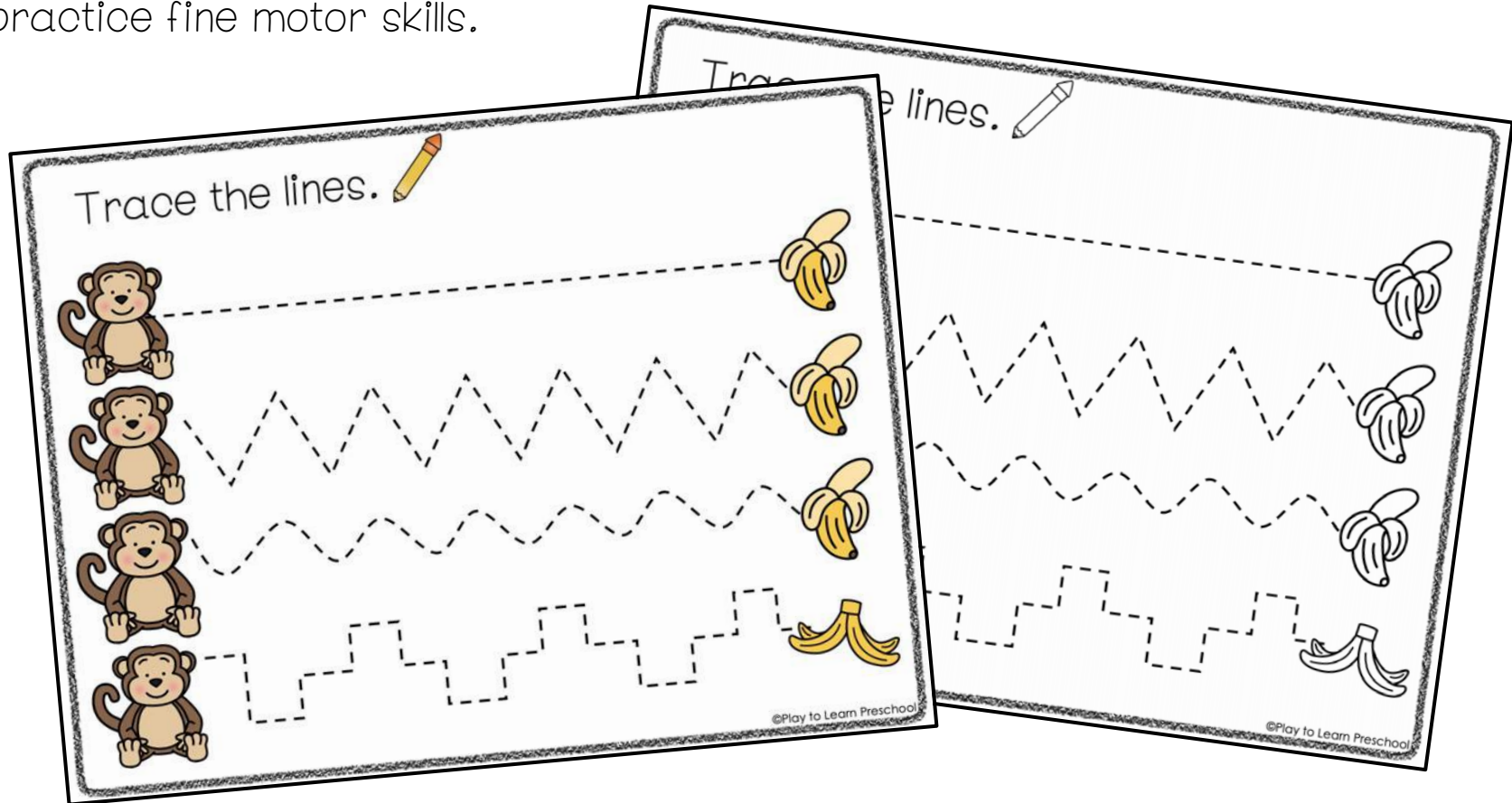


Use scissors to cut the dotted lines.



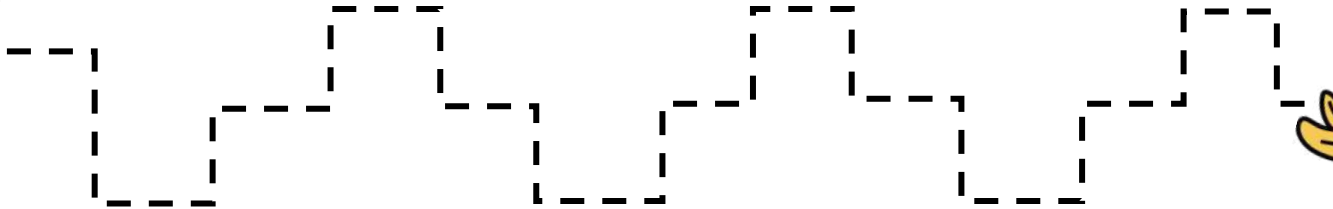
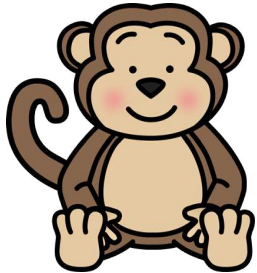
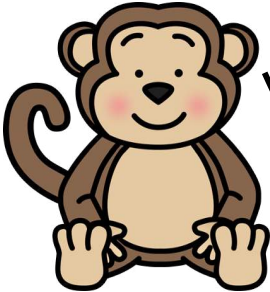
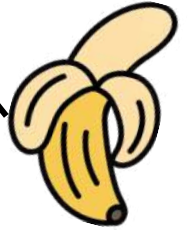
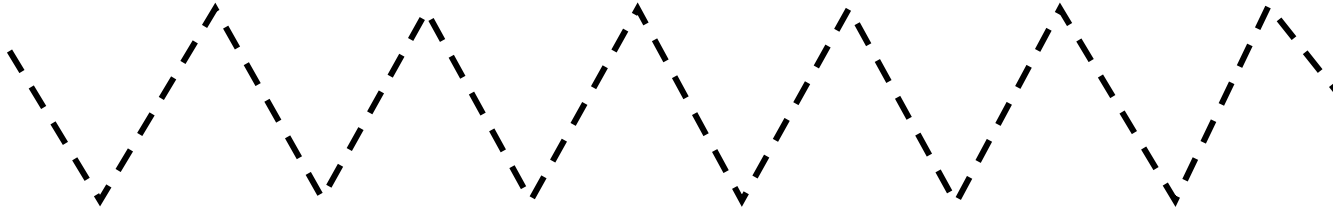
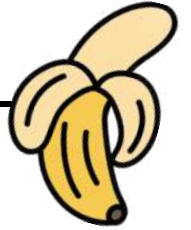
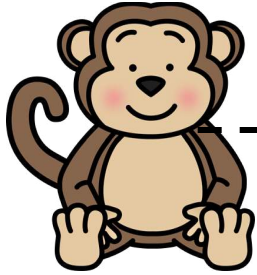
# Line Tracing

**Objective:** The students will trace the dotted lines from left to right to practice fine motor skills.

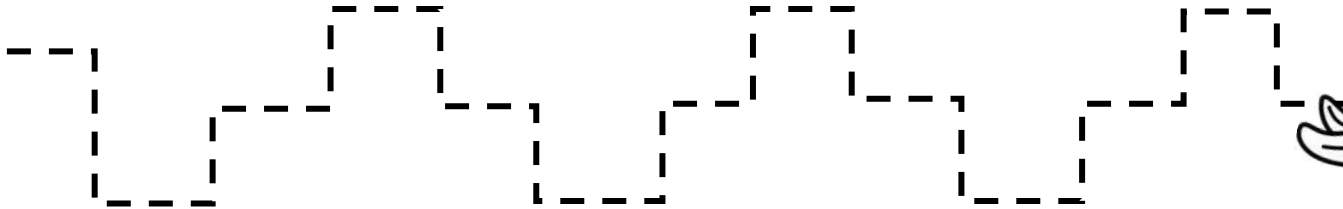
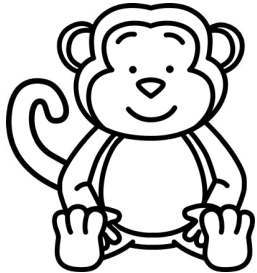
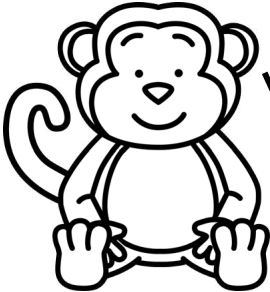
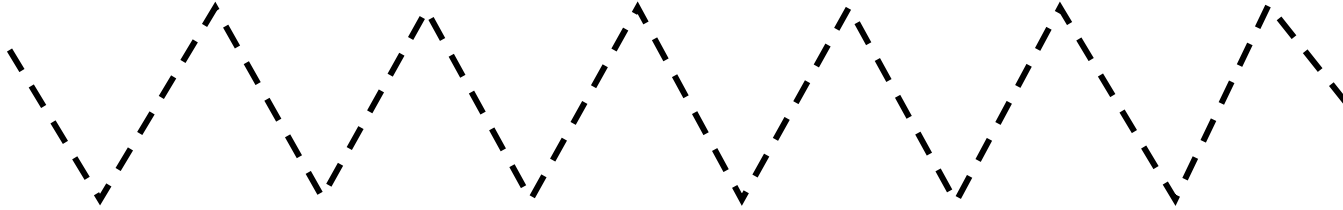
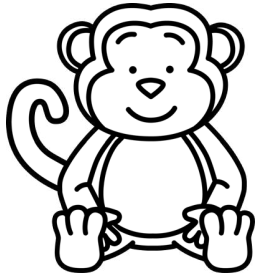
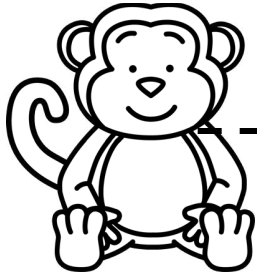


**Procedure:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)

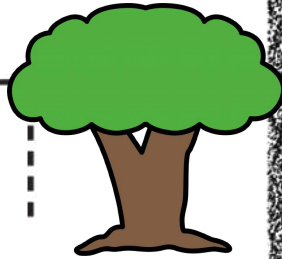
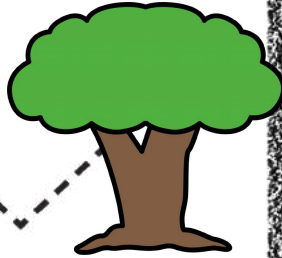
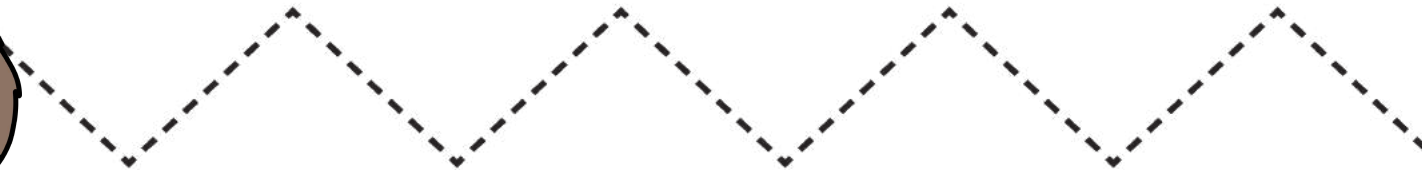
Trace the lines.



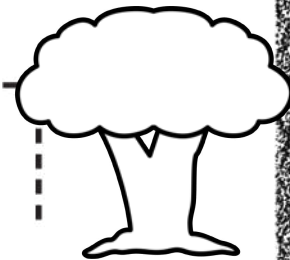
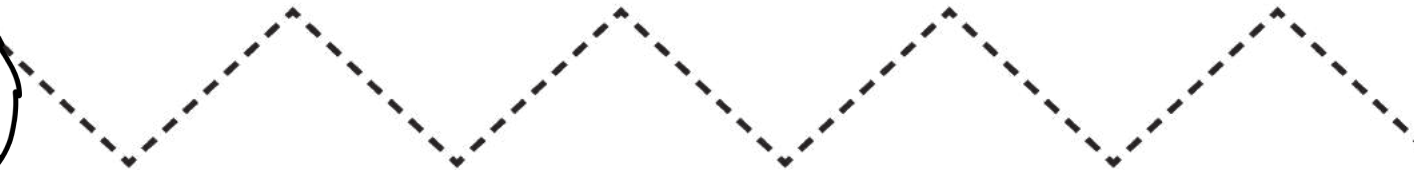
Trace the lines.



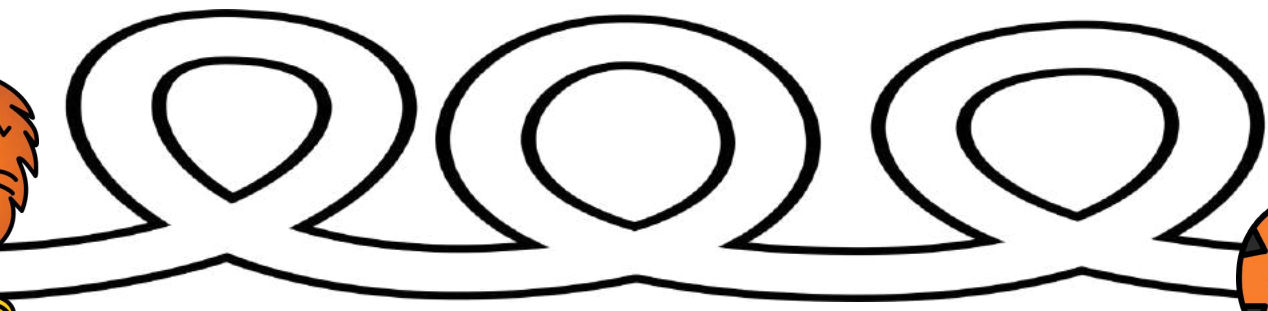
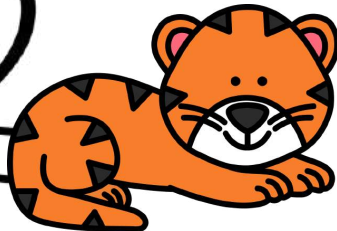
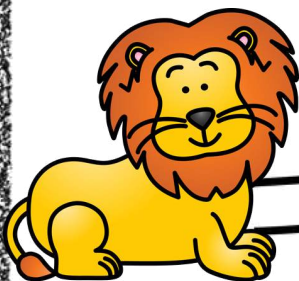
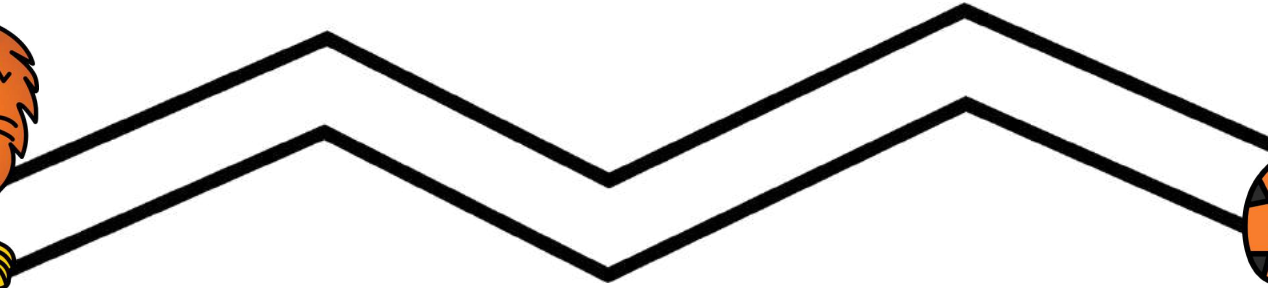
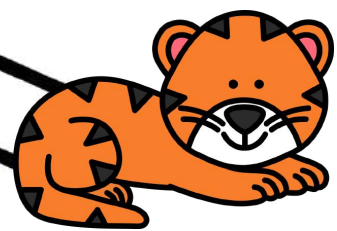
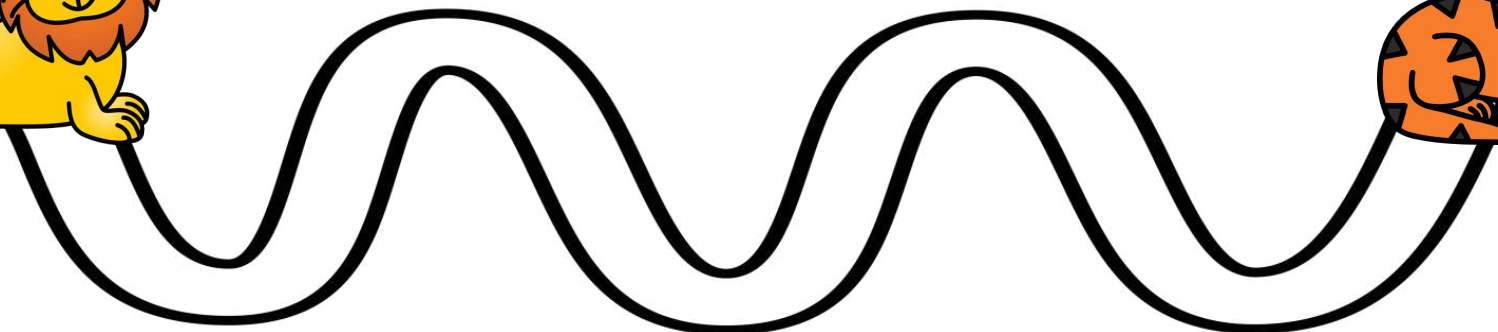
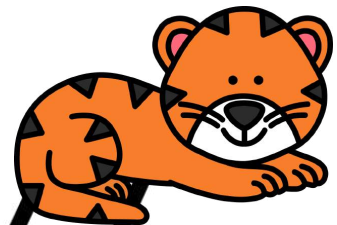
Trace the lines.



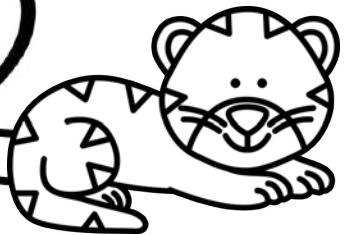
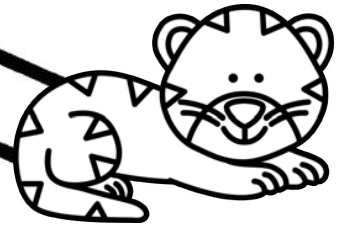
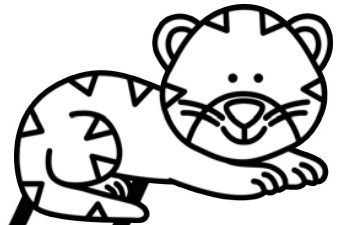
Trace the lines.



Follow the maze. 



Follow the maze. 



# Word Wall Cards

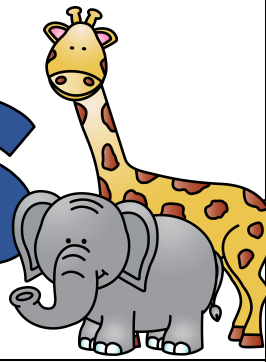
Use the cards in a pocket chart to make an animal word wall.

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

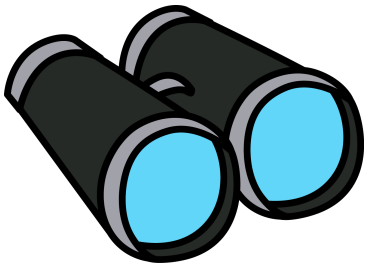




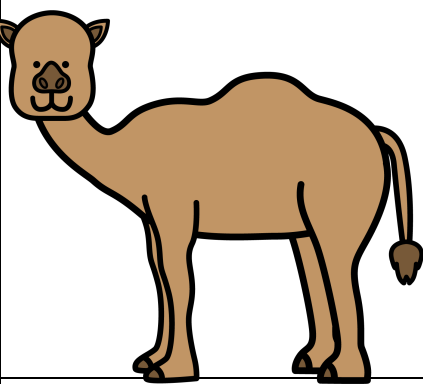
# Animals



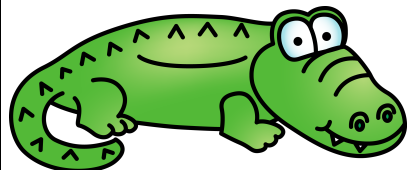
bear



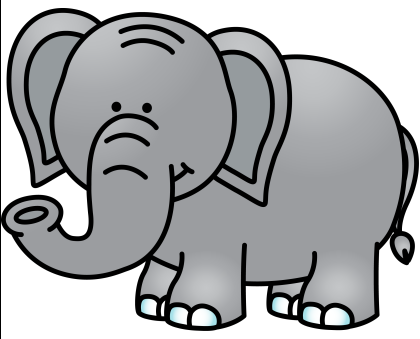
binoculars



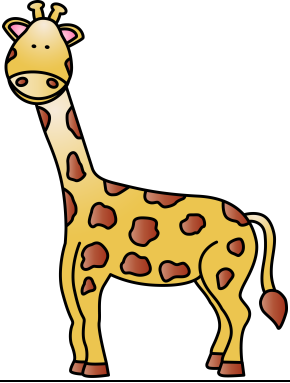
camel



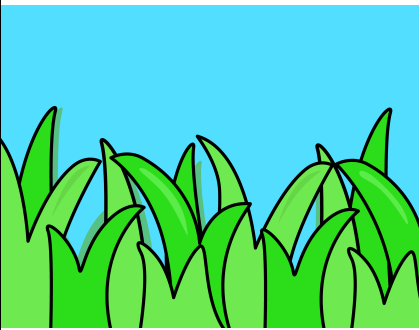
crocodile



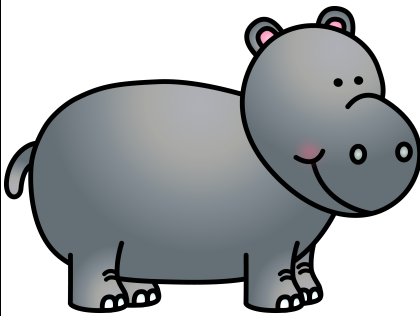
elephant



giraffe



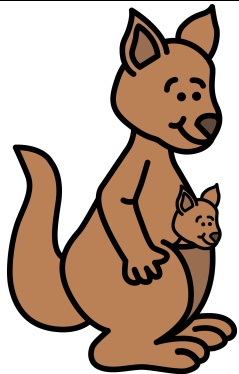
grass



hippo



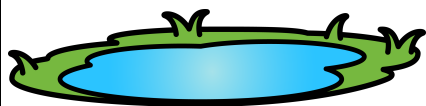
jeep



kangaroo



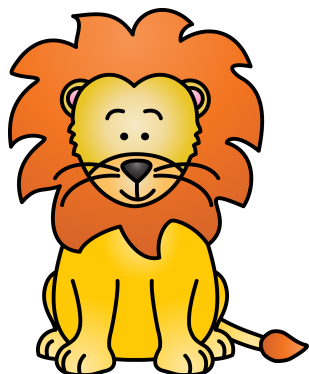
koala



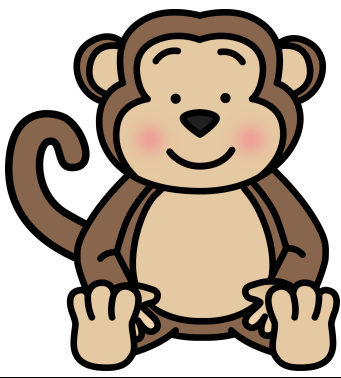
lake



leaves



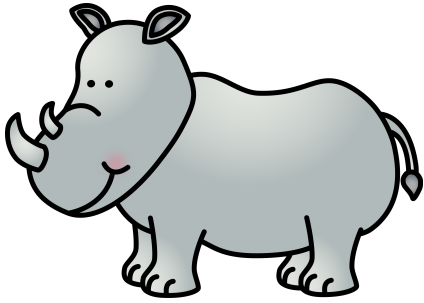
lion



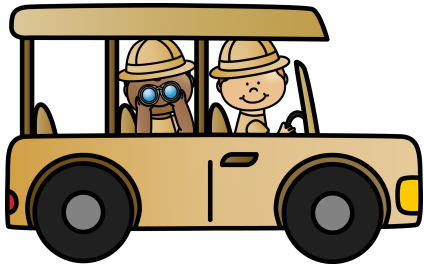
monkey



ostrich



rhino



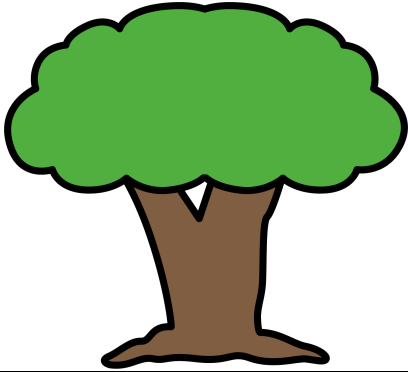
safari



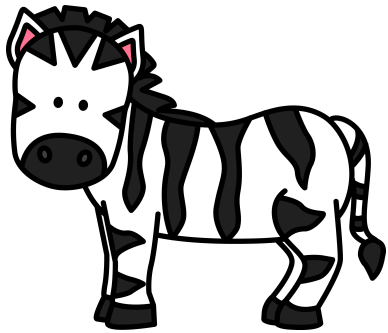
sloth



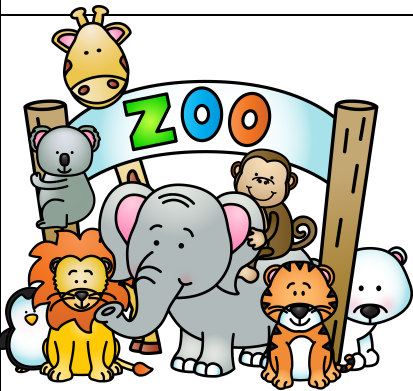
tiger



tree



zebra



zoo



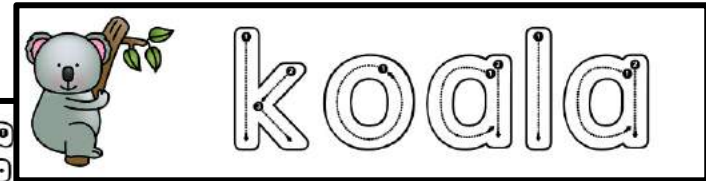
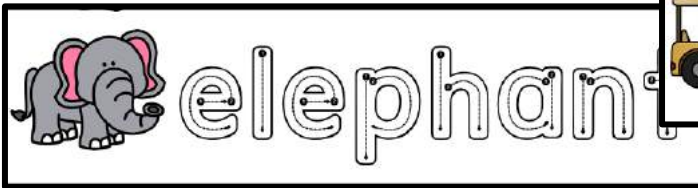
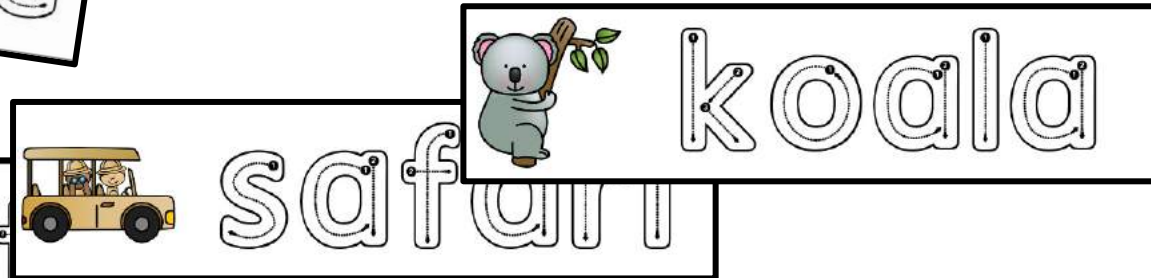
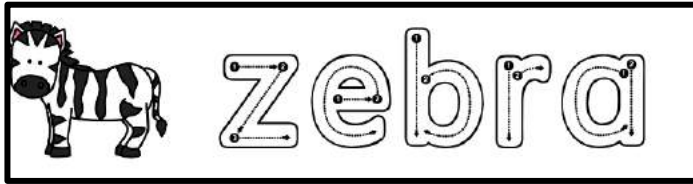
zookeeper

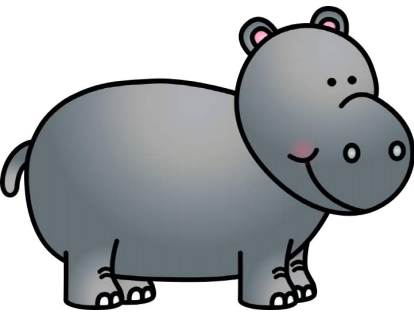
# Writing Practice

**Objectives:** The students will trace the word.

**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 word.





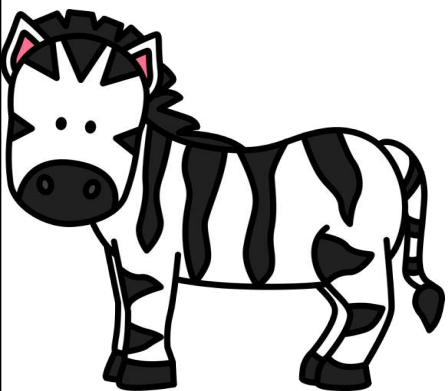
h i p p o



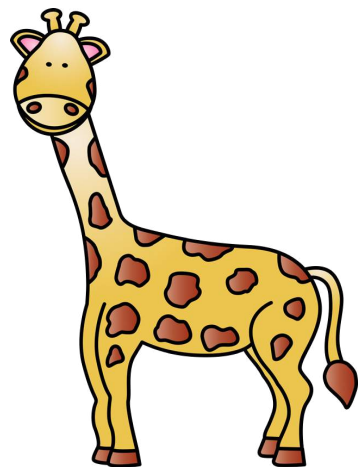
s l o t h



i i o n



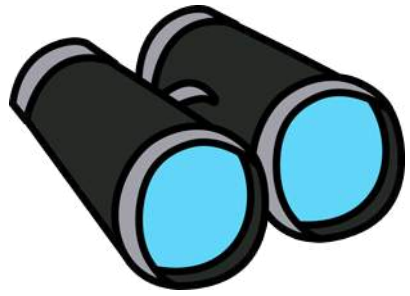
z e b r a



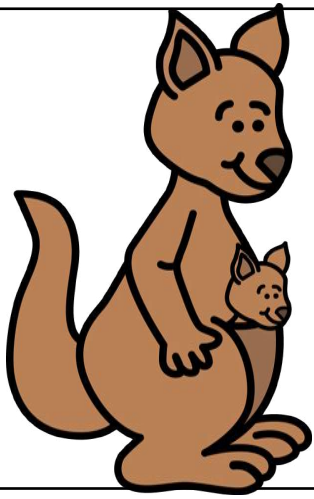
g i r a f f e



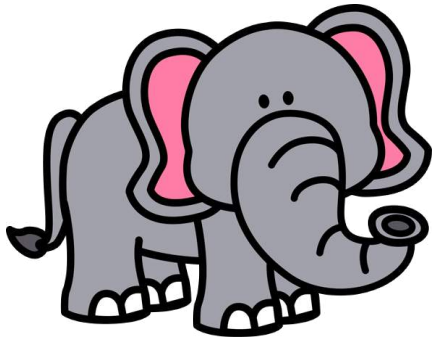
t i g e r



b i n o c u l a r s



k a n g a r o o



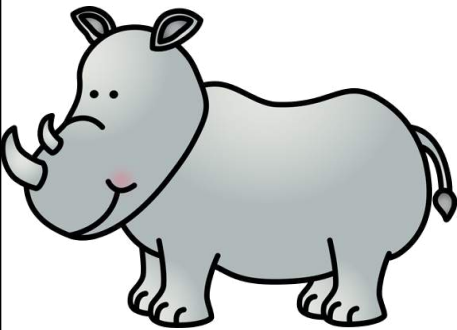
e l e p h a n t



s a f a r i



k o a l a



r h i n o

# Counting Leaves

## File Folder Game

Math  
Center

**Objective:** The students will use visual discrimination skills to match the friends.

**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

**Procedure:** Students place matching pictures together.

## Counting



one



two



three



four



five



six



seven



eight

## Counting

## Counting Leaves



Numbers 1-8

3

6

7

# Counting Leaves



**Numbers 1-8**



**one**



**two**



**three**



**four**



**five**



**six**



**seven**



**eight**



# Beginning Sound Sort

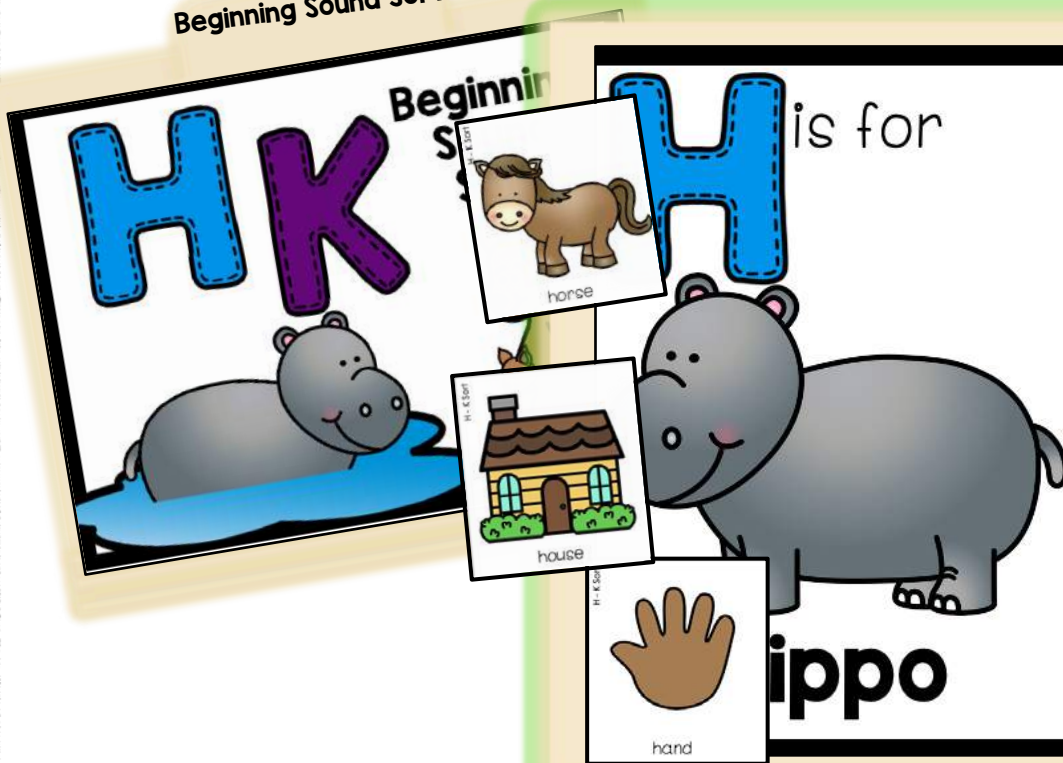
## File Folder Game

**Objectives:** The students will identify the beginning sound of each word.

**Preparation:** Copy the picture cards. Glue the cover on the front and the sorting mats on the inside. Cut and laminate the smaller pieces.

**Procedure:** Students sort the pictures by their beginning sound— either H or K.

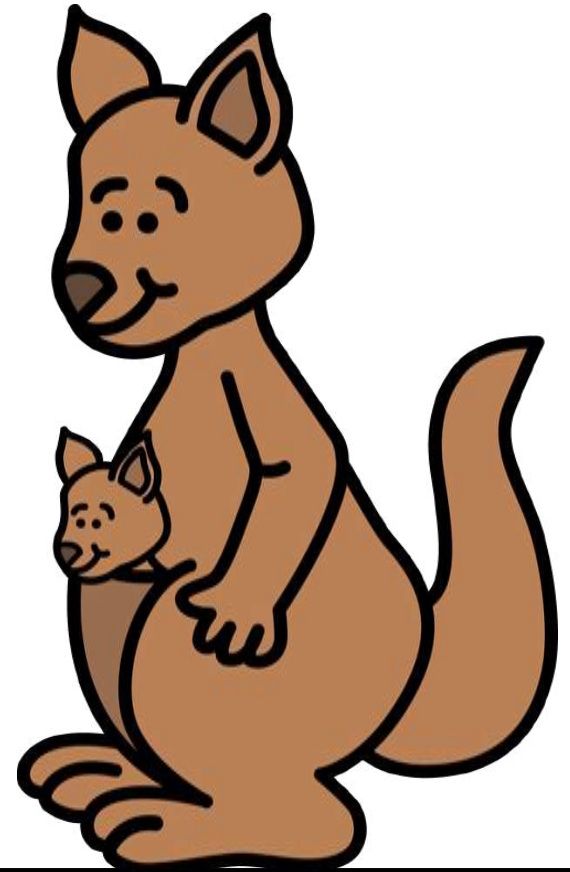
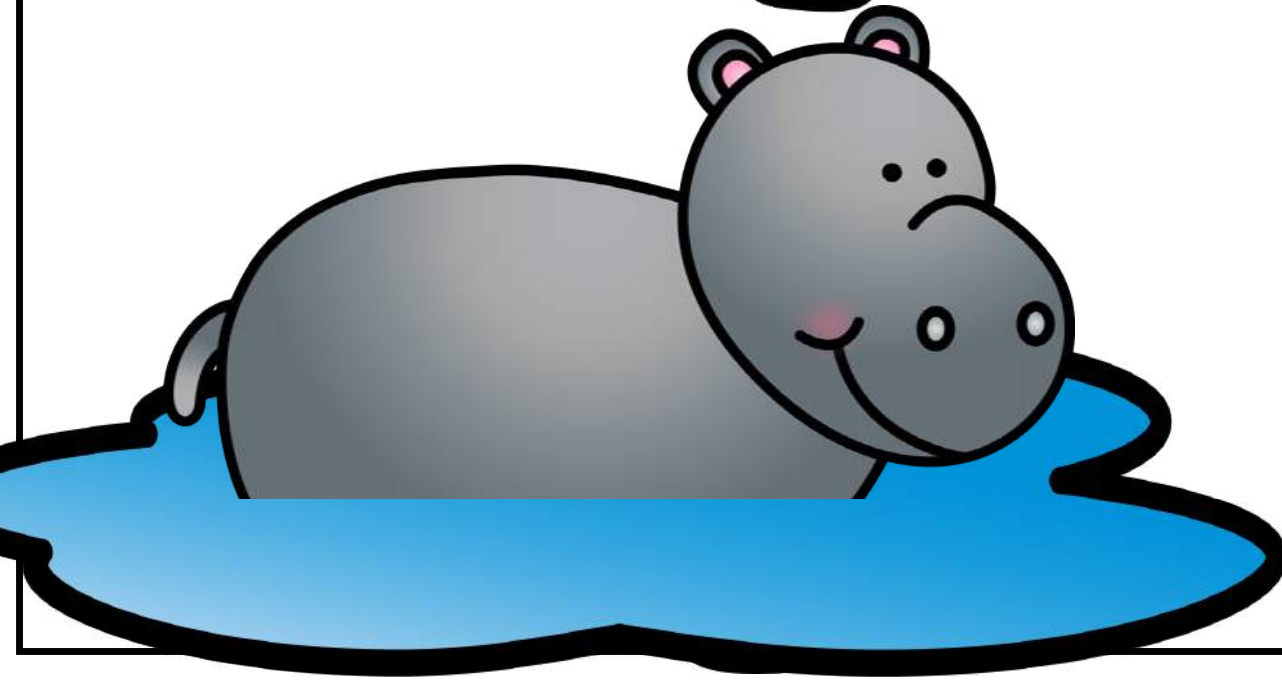
Beginning Sound Sort



H

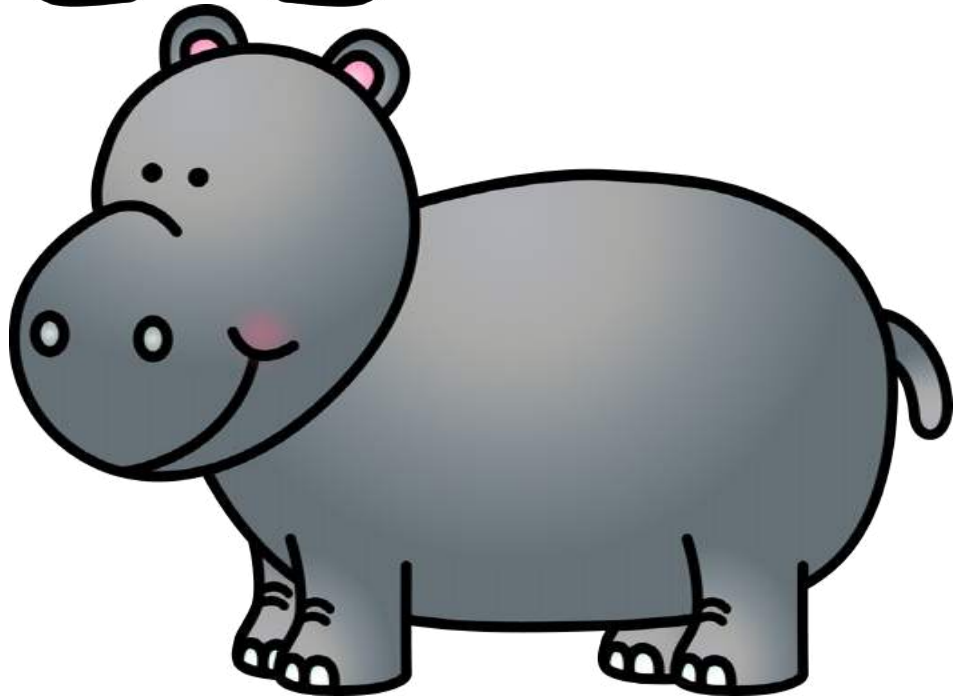
K

# Beginning Sound Sort



H

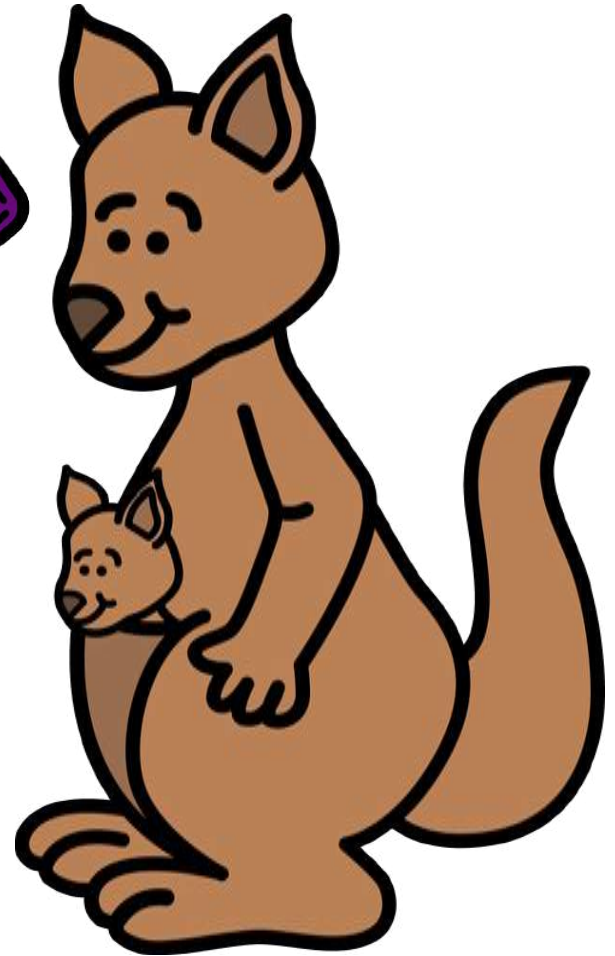
is for



hippo

K

is for



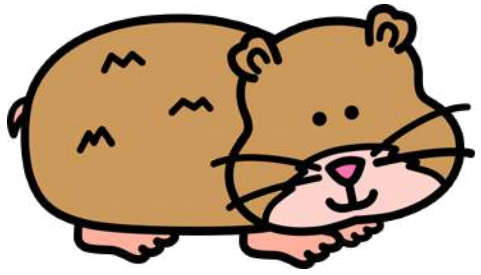
kangaroo

H - K Sort



horse

H - K Sort



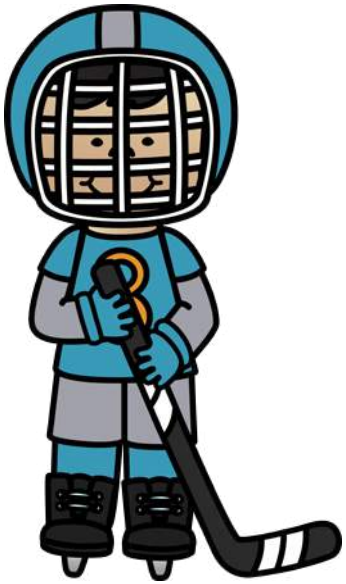
hamster

H - K Sort



heart

H - K Sort



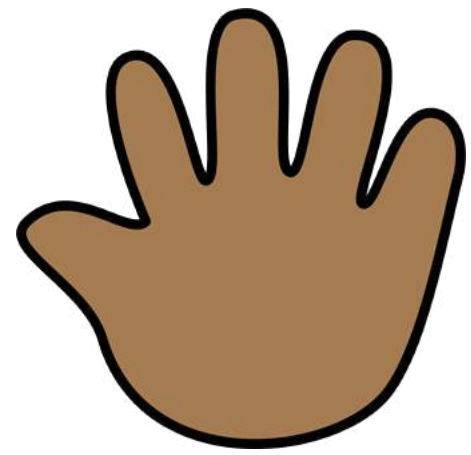
hockey

H - K Sort

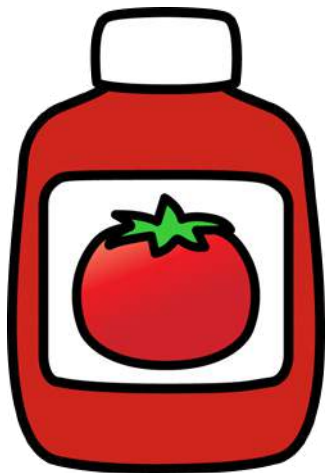


house

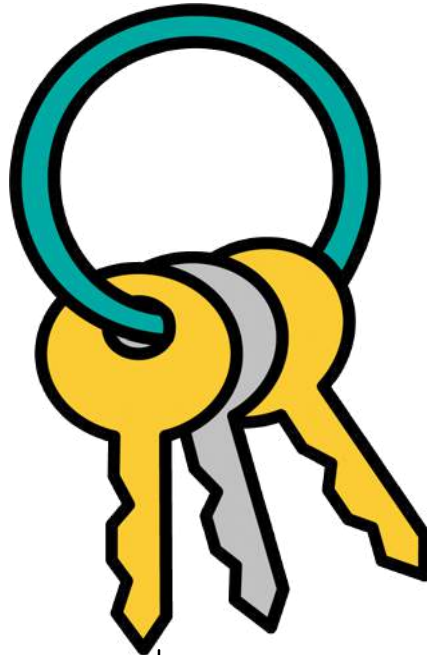
H - K Sort



hand



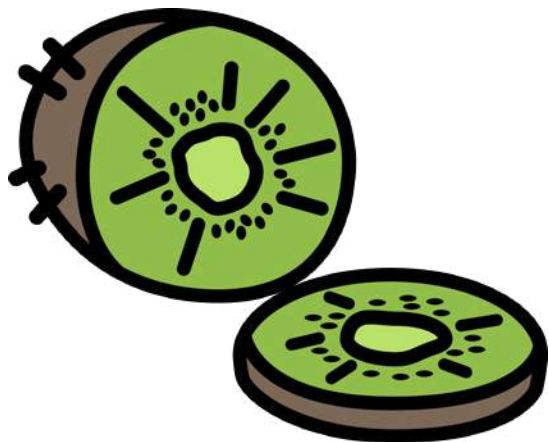
ketchup



keys



king



kiwi



kayak



karate

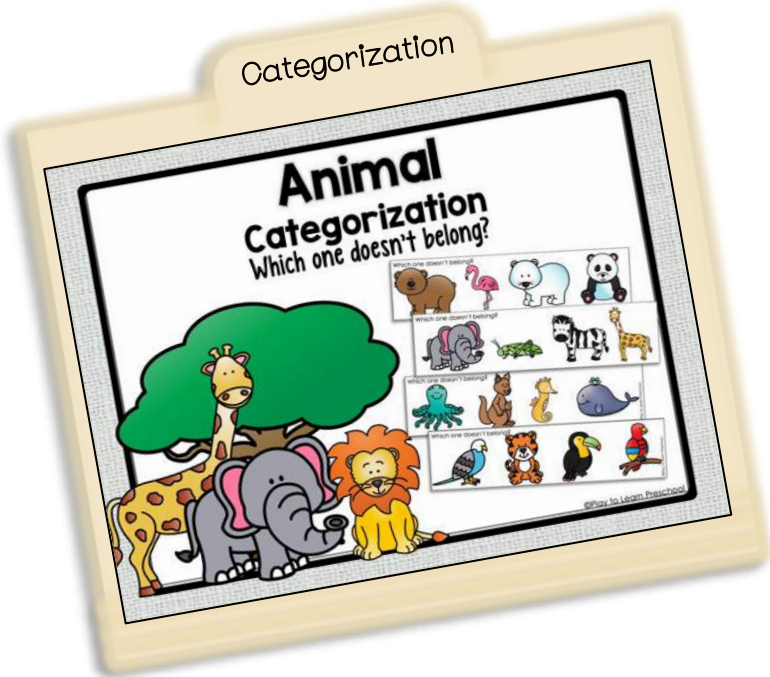
# Categorization

## 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.



# Animal

## Categorization

Which one doesn't belong?



Which one doesn't belong?

Which one doesn't belong?

Which one doesn't belong?

Which one doesn't belong?

Which one doesn't belong?

©Play to Learn Preschool

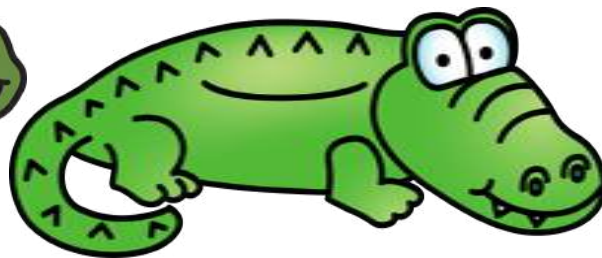
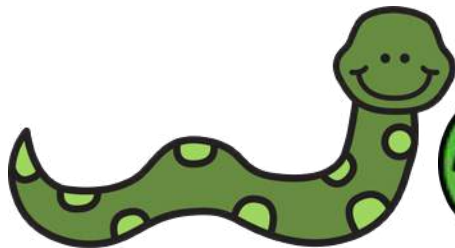
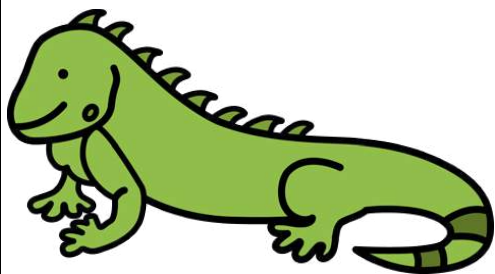
©Play to Learn Preschool

The complex block contains four overlapping cards, each with the question "Which one doesn't belong?".  
- Card 1: A brown bear, a pink flamingo, a white polar bear, and a black and white panda.  
- Card 2: A grey elephant, a green grasshopper, a black and white zebra, and a yellow giraffe with brown spots.  
- Card 3: A blue octopus, a brown kangaroo, a yellow seahorse, and a blue whale.  
- Card 4: A blue and grey parrot, an orange and black tiger, a black and yellow toucan, and a red, blue, and yellow parrot on a branch.

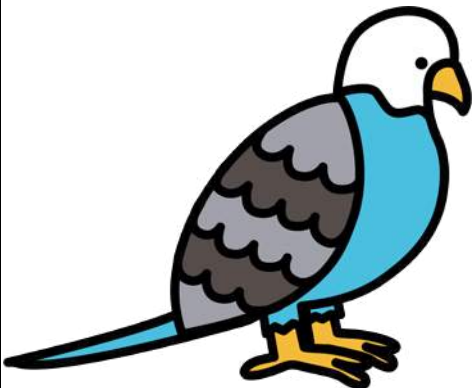
Which one doesn't belong?



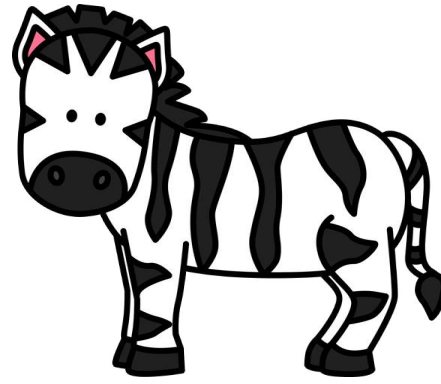
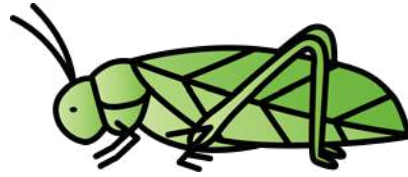
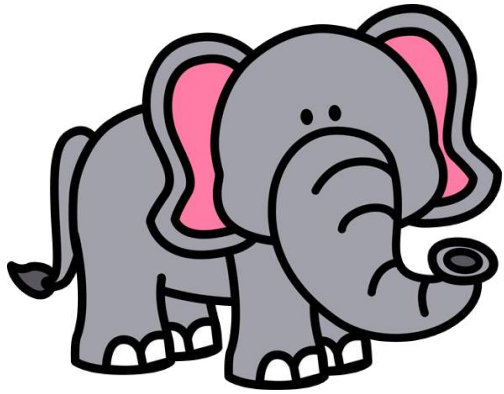
Which one doesn't belong?



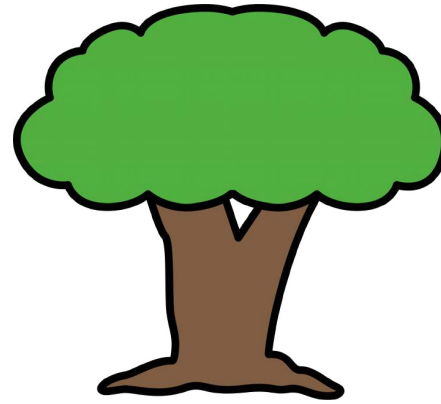
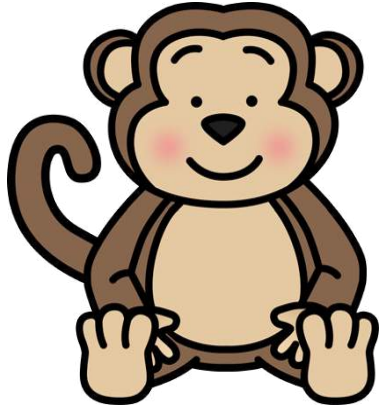
Which one doesn't belong?



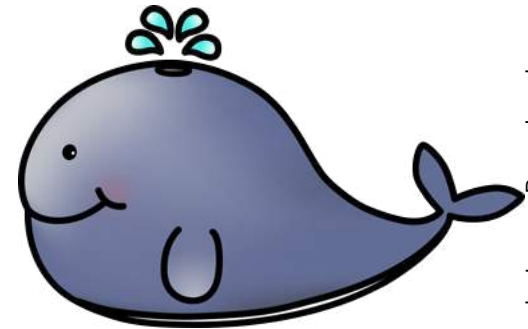
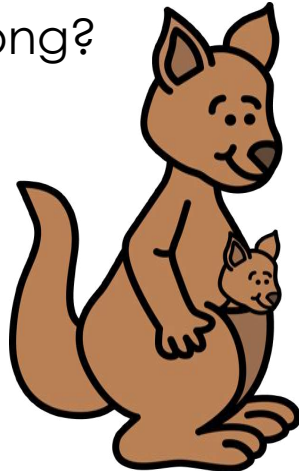
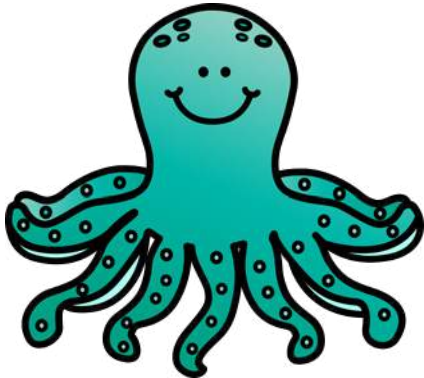
Which one doesn't belong?



Which one doesn't belong?



Which one doesn't belong?

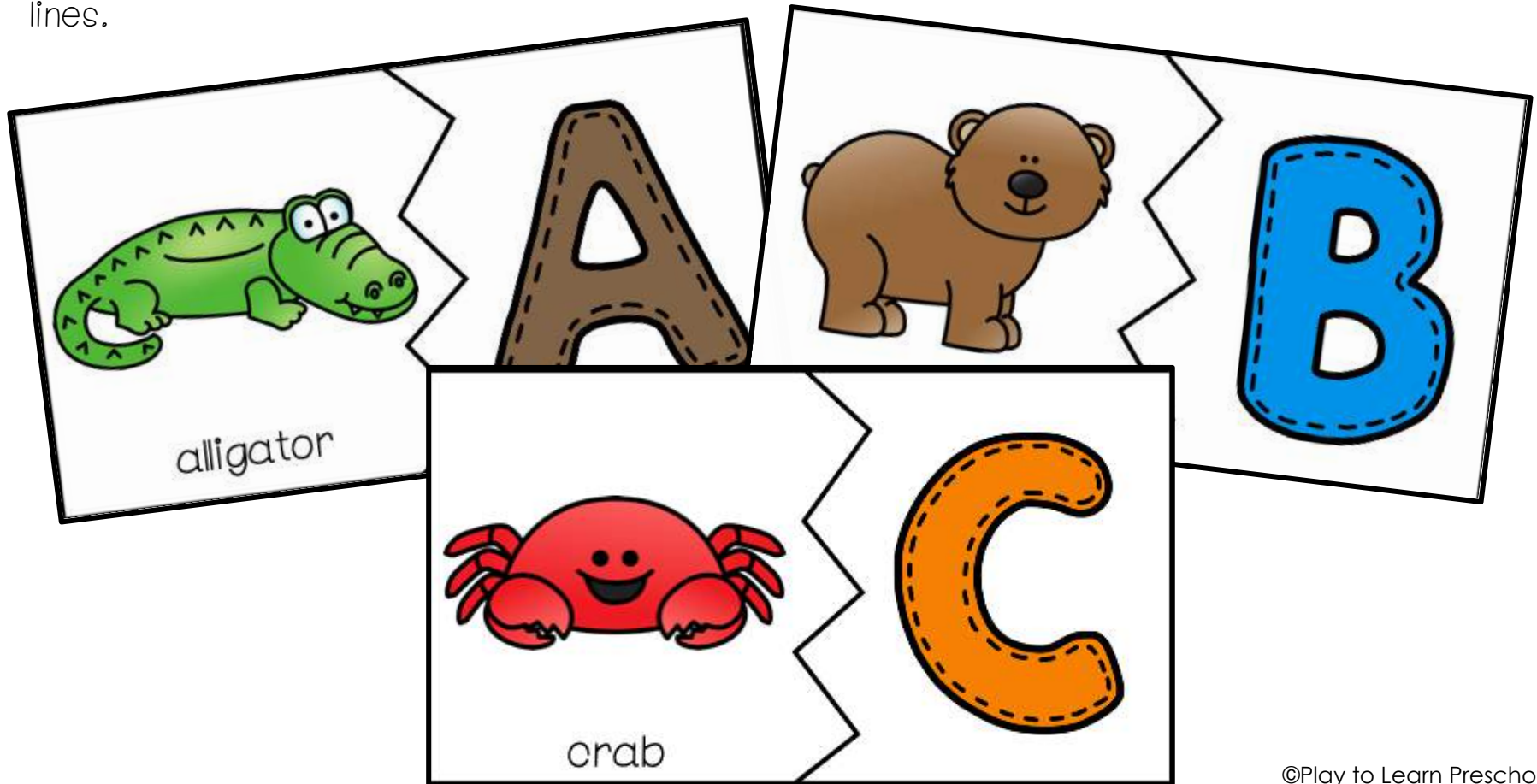


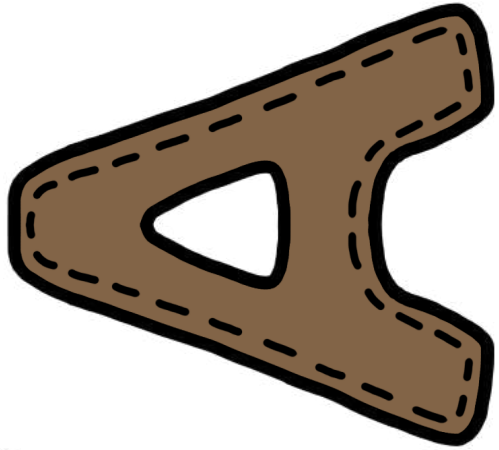
# ABC Puzzles

## Identify Beginning Sounds

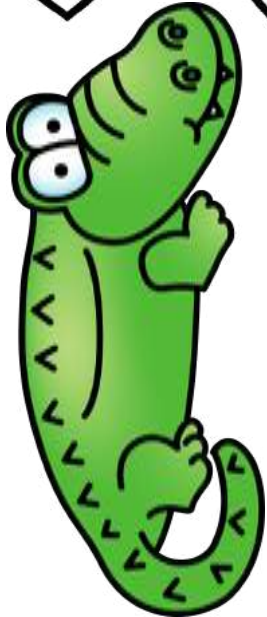
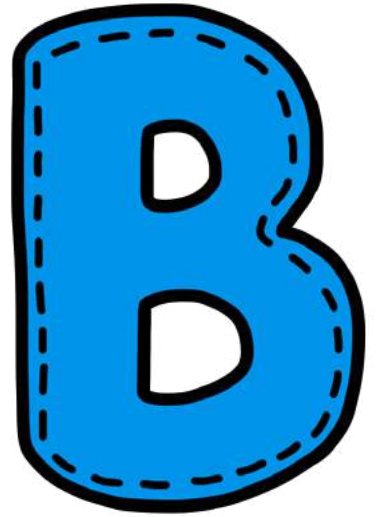
**Objective:** The students will use their knowledge of the alphabet and beginning sounds to match the animal to the letter.

**Preparation:** Copy the puzzles, mat and laminate. Cut them apart on the zigzag lines.

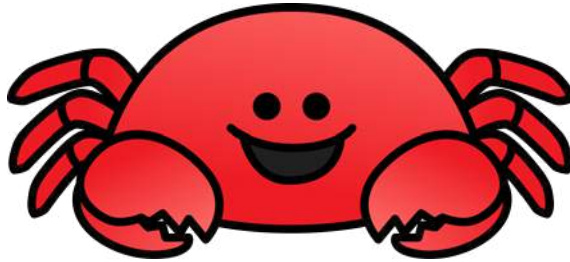




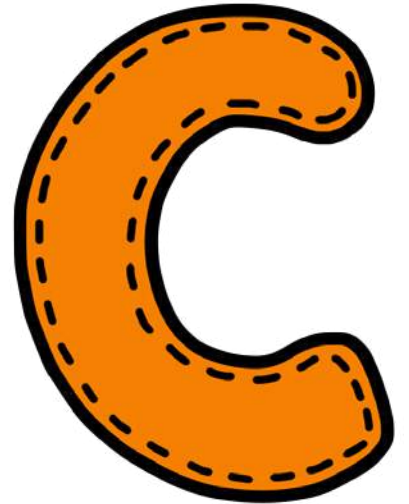
bear

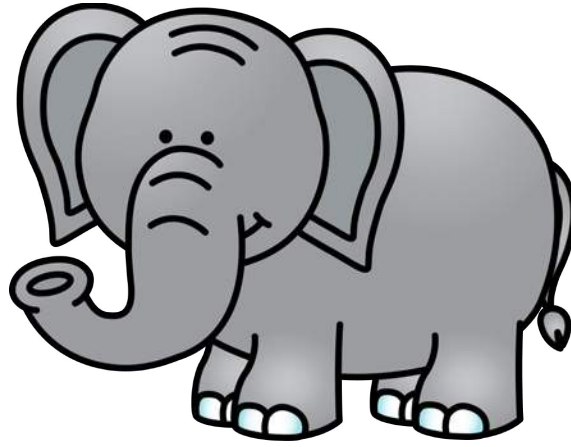
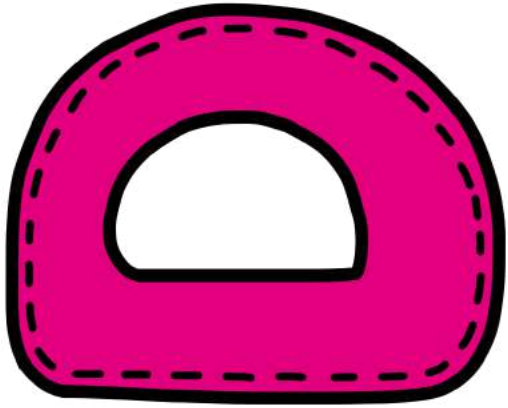


alligator

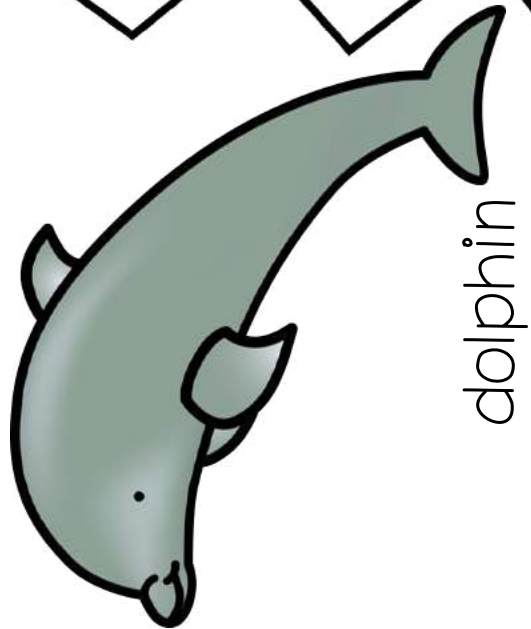
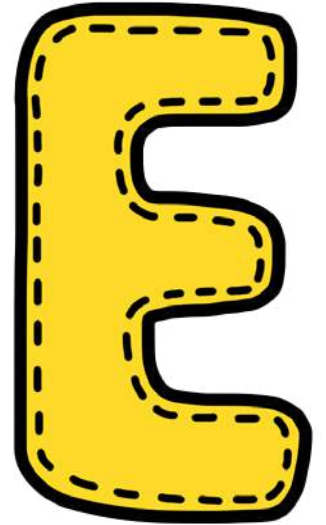


crab





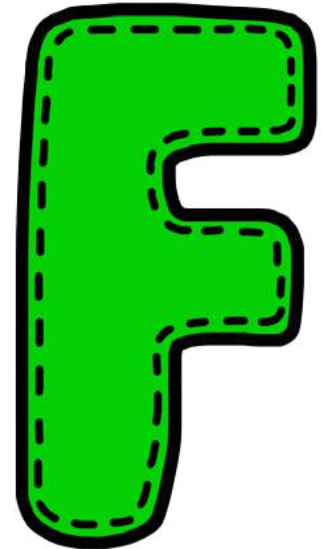
elephant

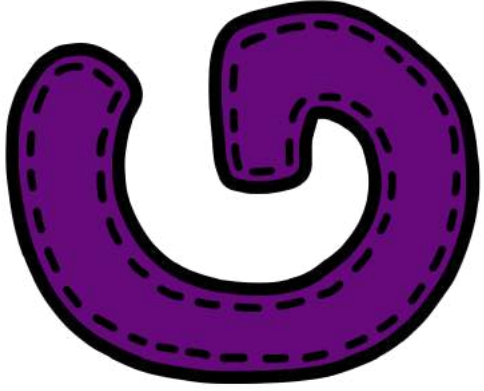


dolphin

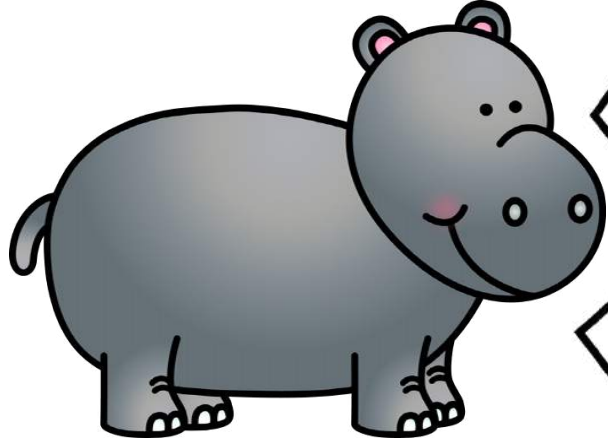


flamingo

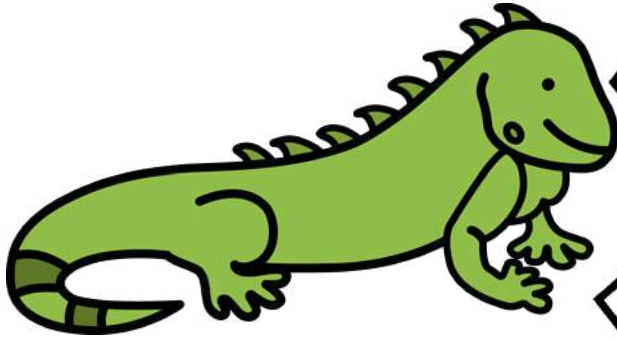
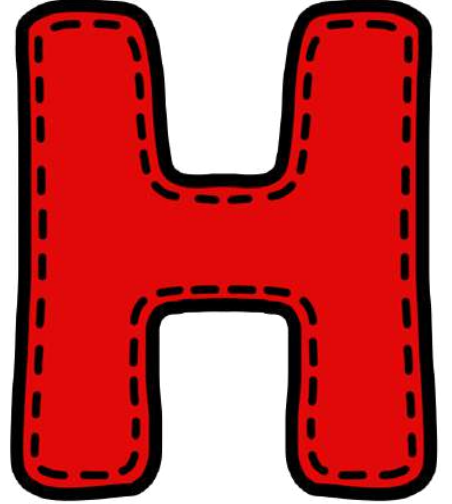




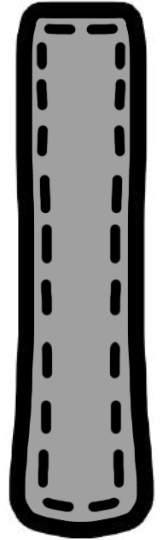
gorilla

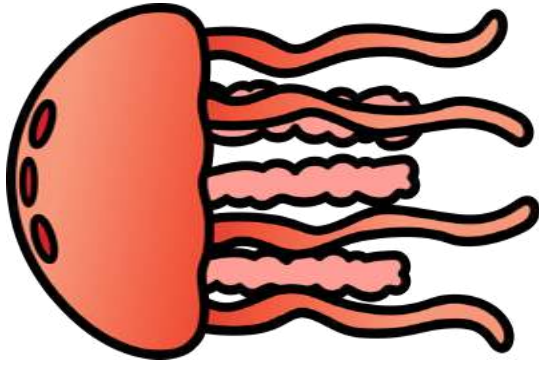
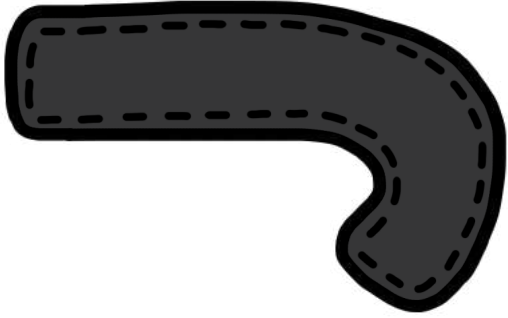


hippo

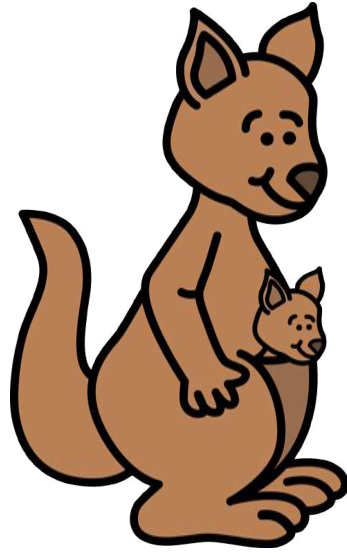


iguana

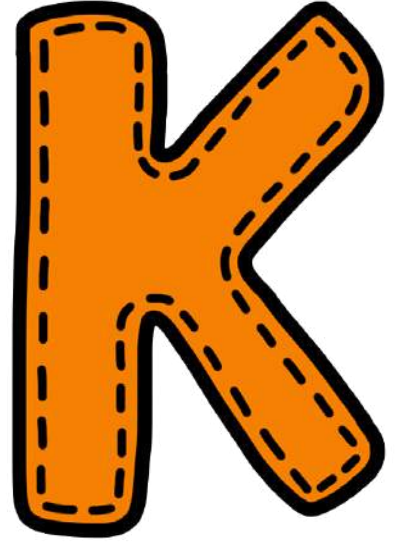




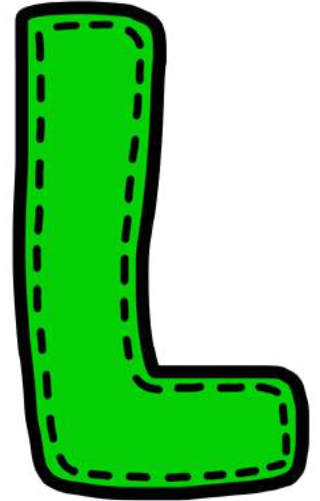
jellyfish

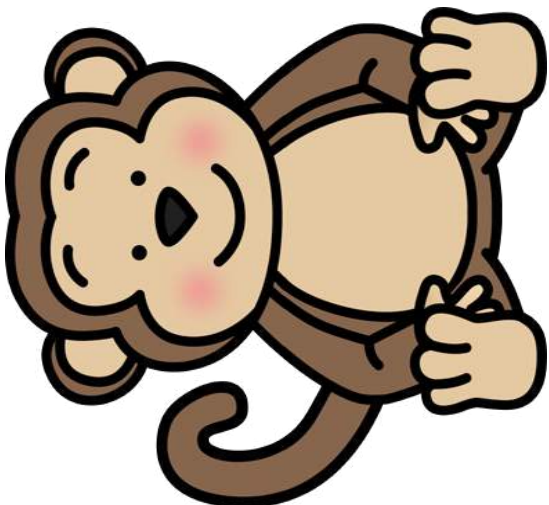
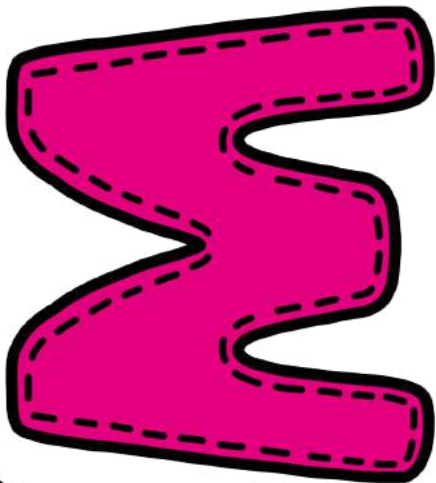


kangaroo

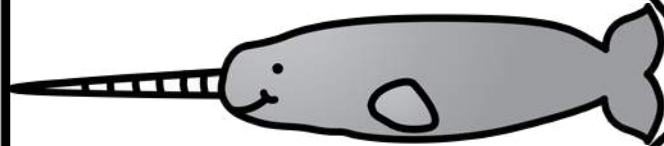


lion

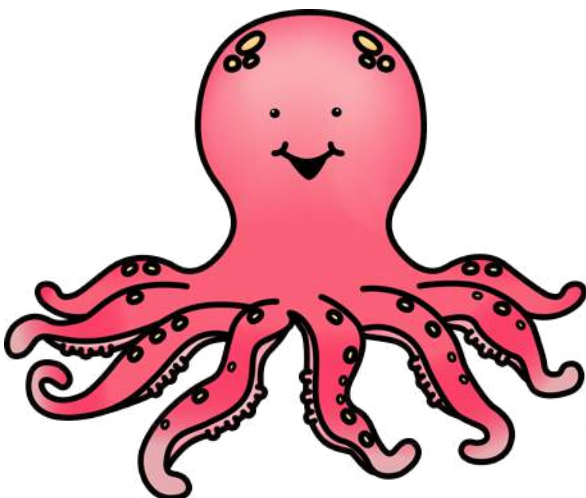
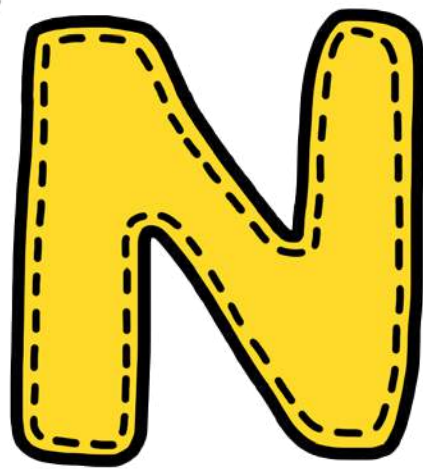




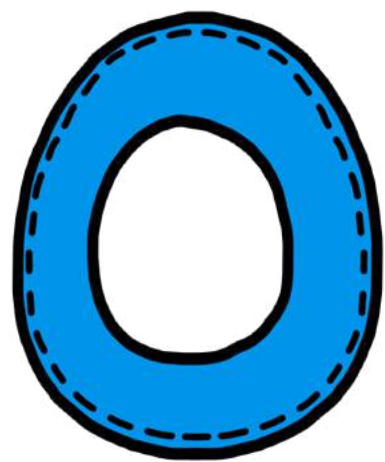
monkey

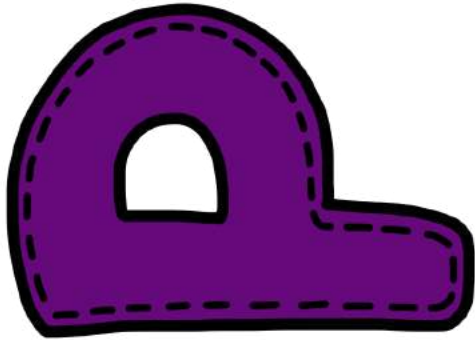


narwhal

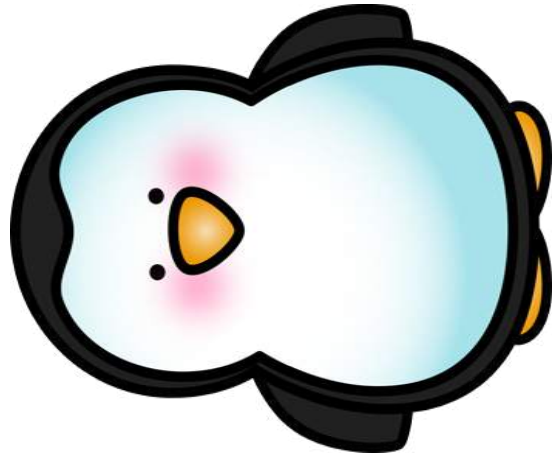
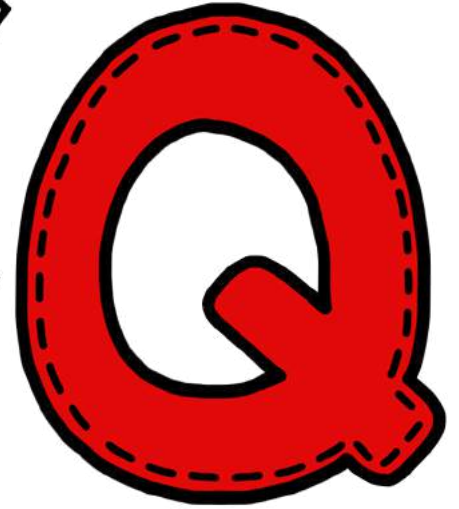


octopus

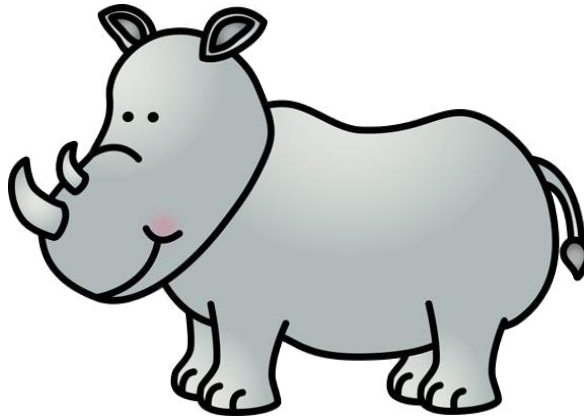




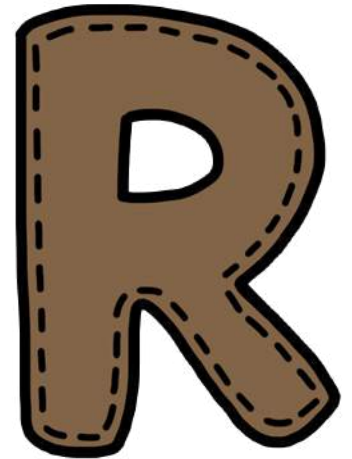
quail

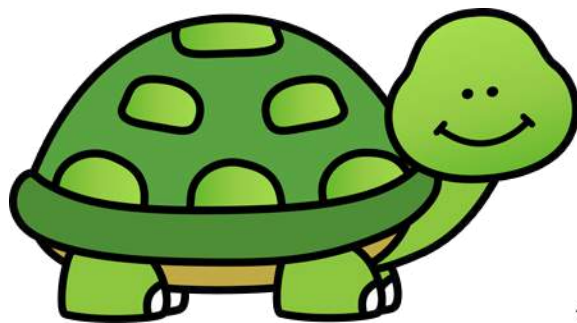
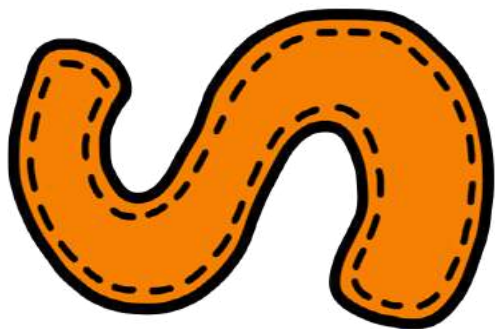


penguin

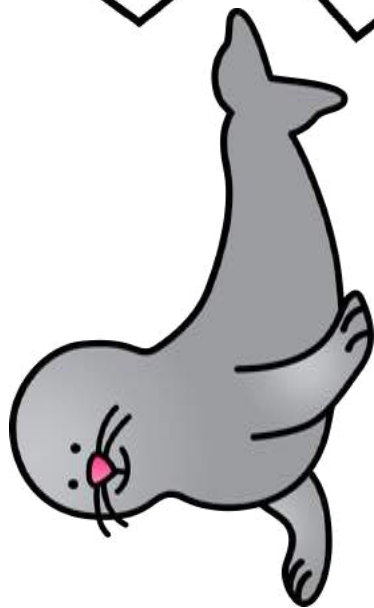
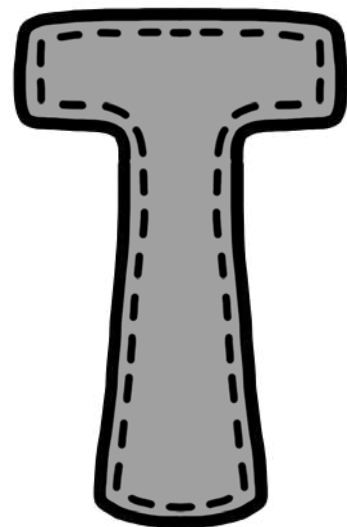


rhinoceros





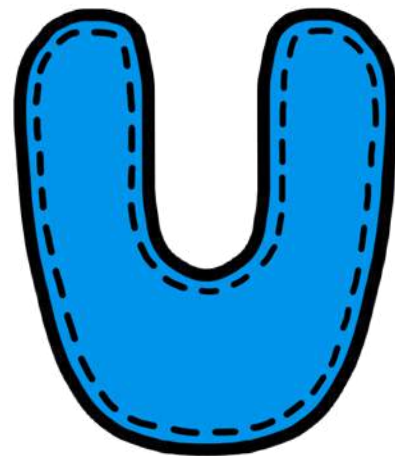
turtle

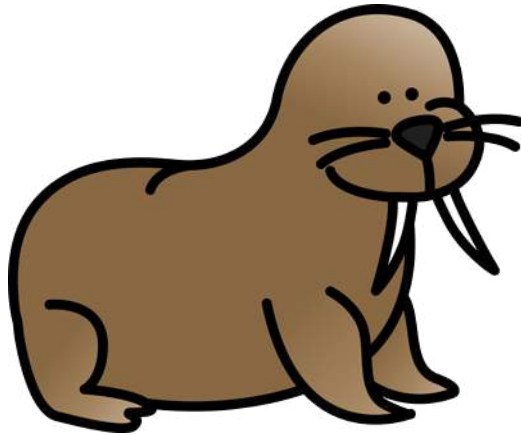
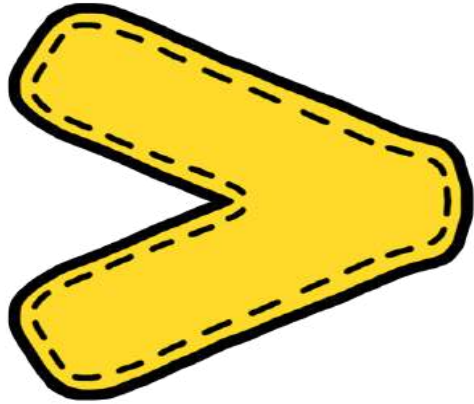


seal



unicorn

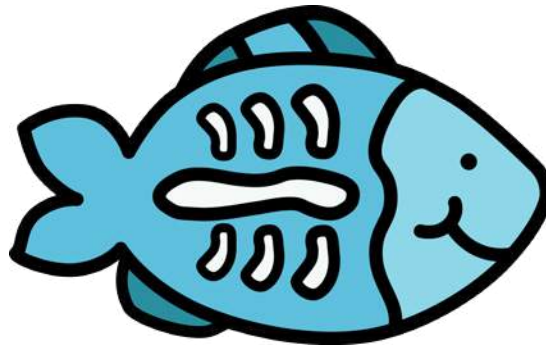




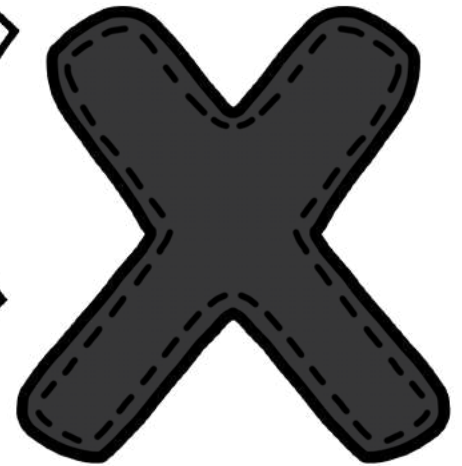
walrus



vulture

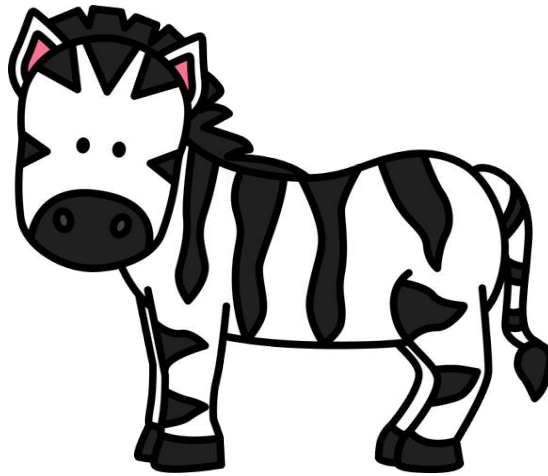
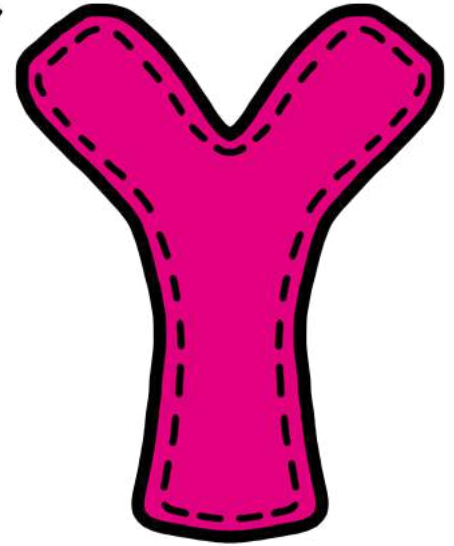


x-ray fish





yak



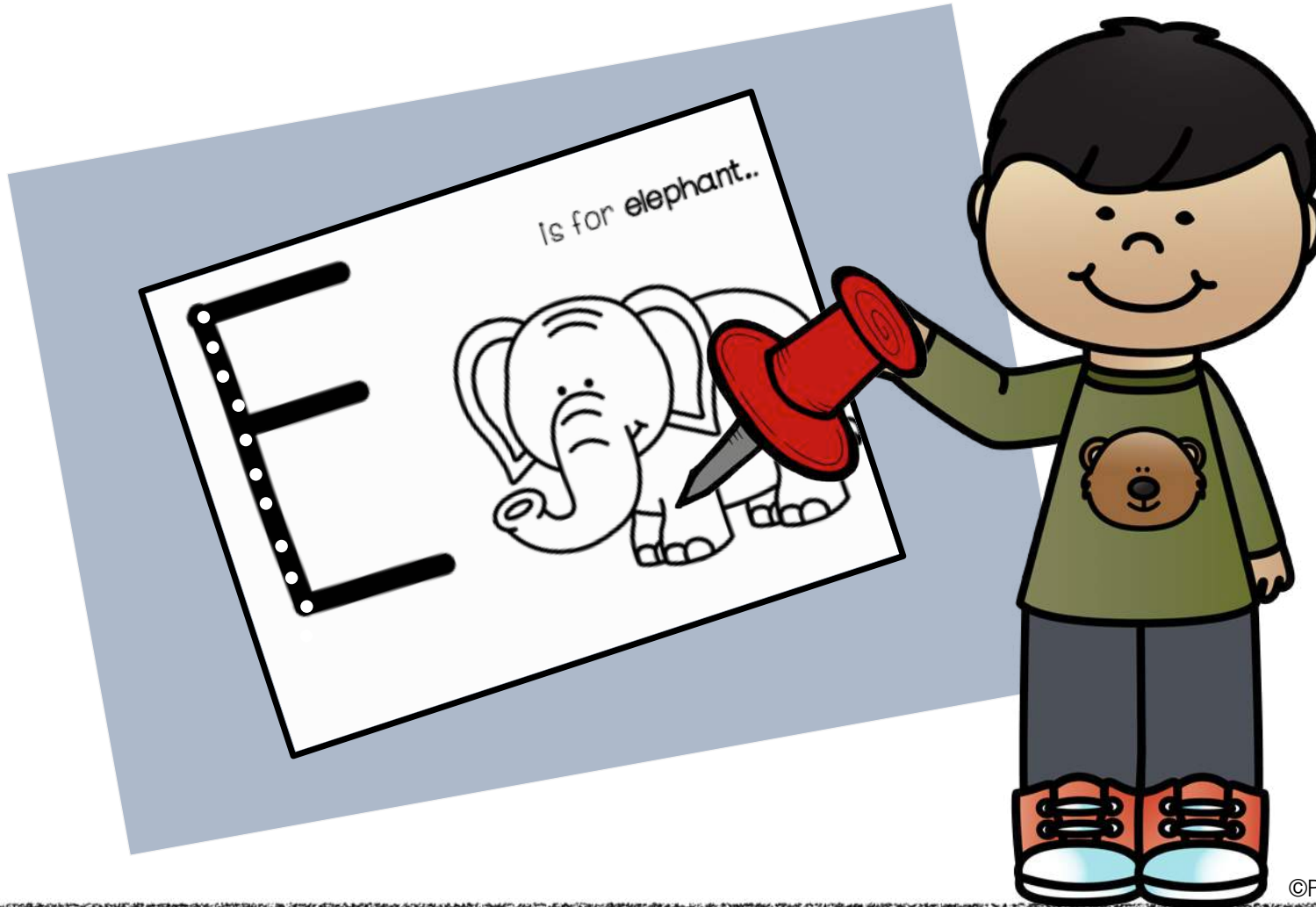
zebra



# Push Pin Letters

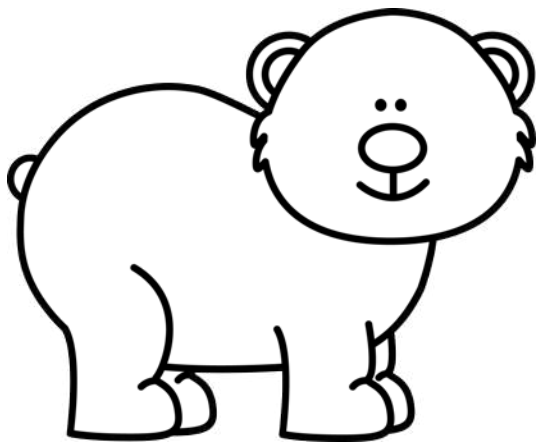
**Objective:** The students strengthen their fine motor skills and alphabet knowledge by perforating the letters using a push pin (or golf tee or a toothpick).

**Preparation:** Copy each page onto cardstock. Provide push pins (\*\*Supervise students appropriately.\*\*\*) and a carpet square or foam mat to place underneath.



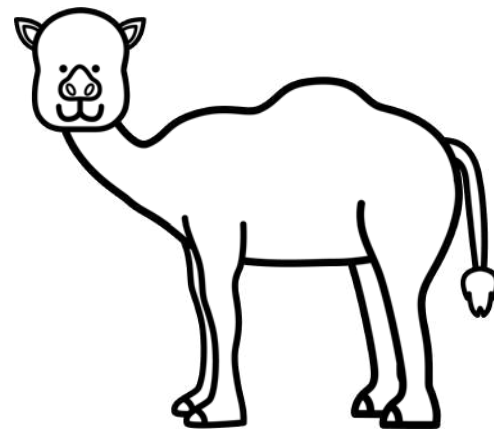
B

is for bear.



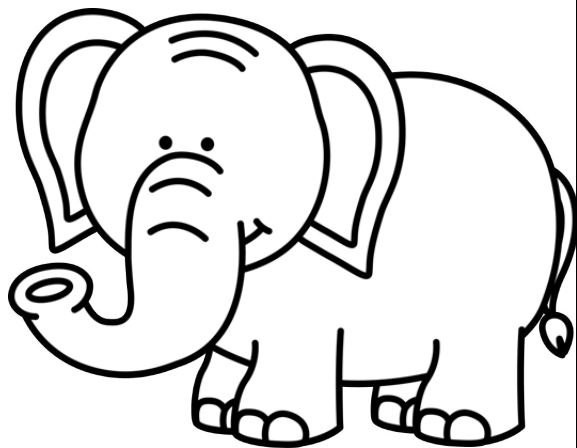
C

is for camel.



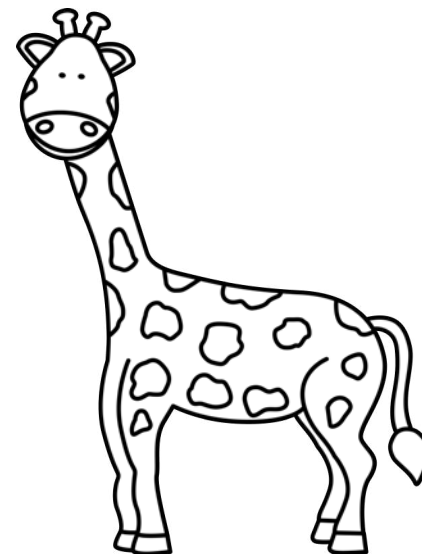
E

is for elephant.



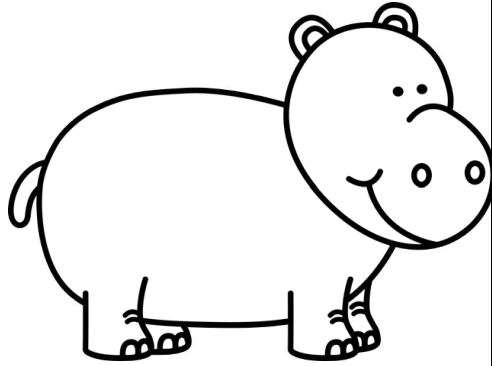
G

is for giraffe.



H

is for hippo.



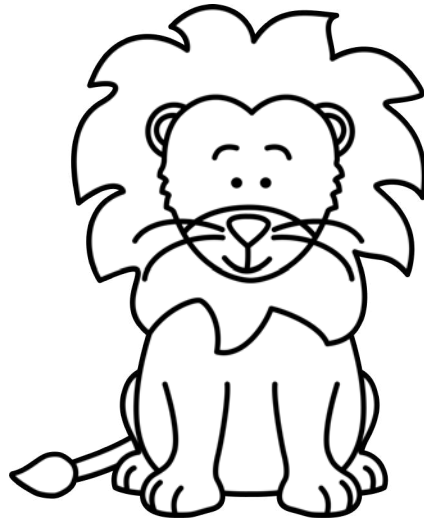
K

is for koala.



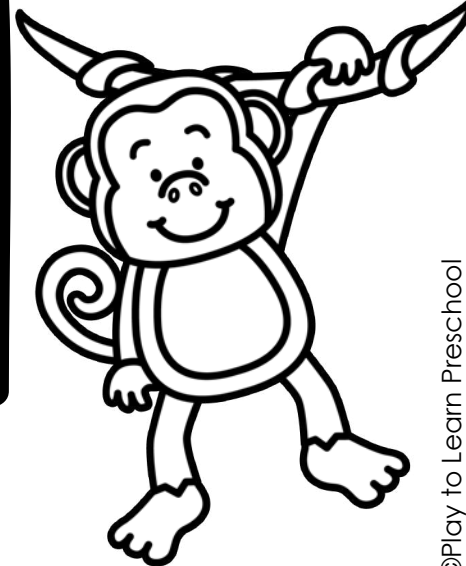
L

is for lion.



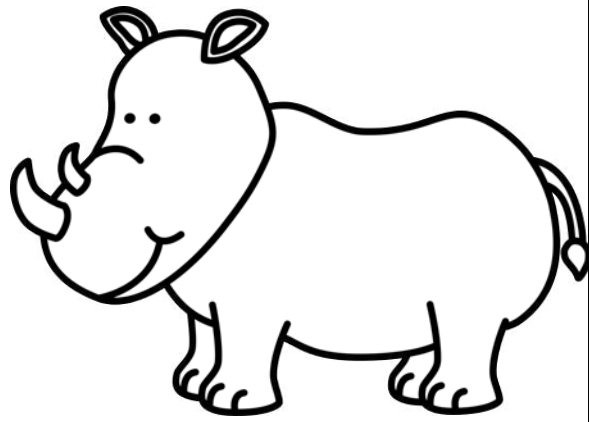
M

is for monkey.



R

is for rhino.



S

is for sloth.



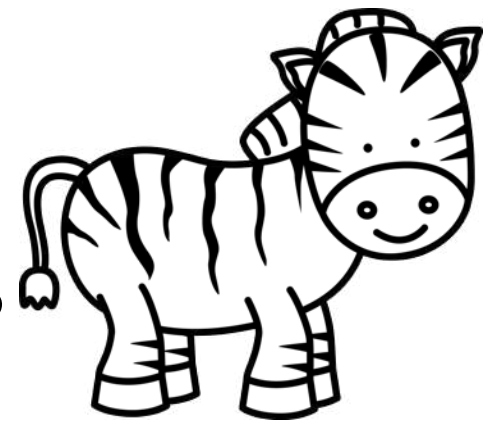
T

is for tiger.



Z

is for zebra.

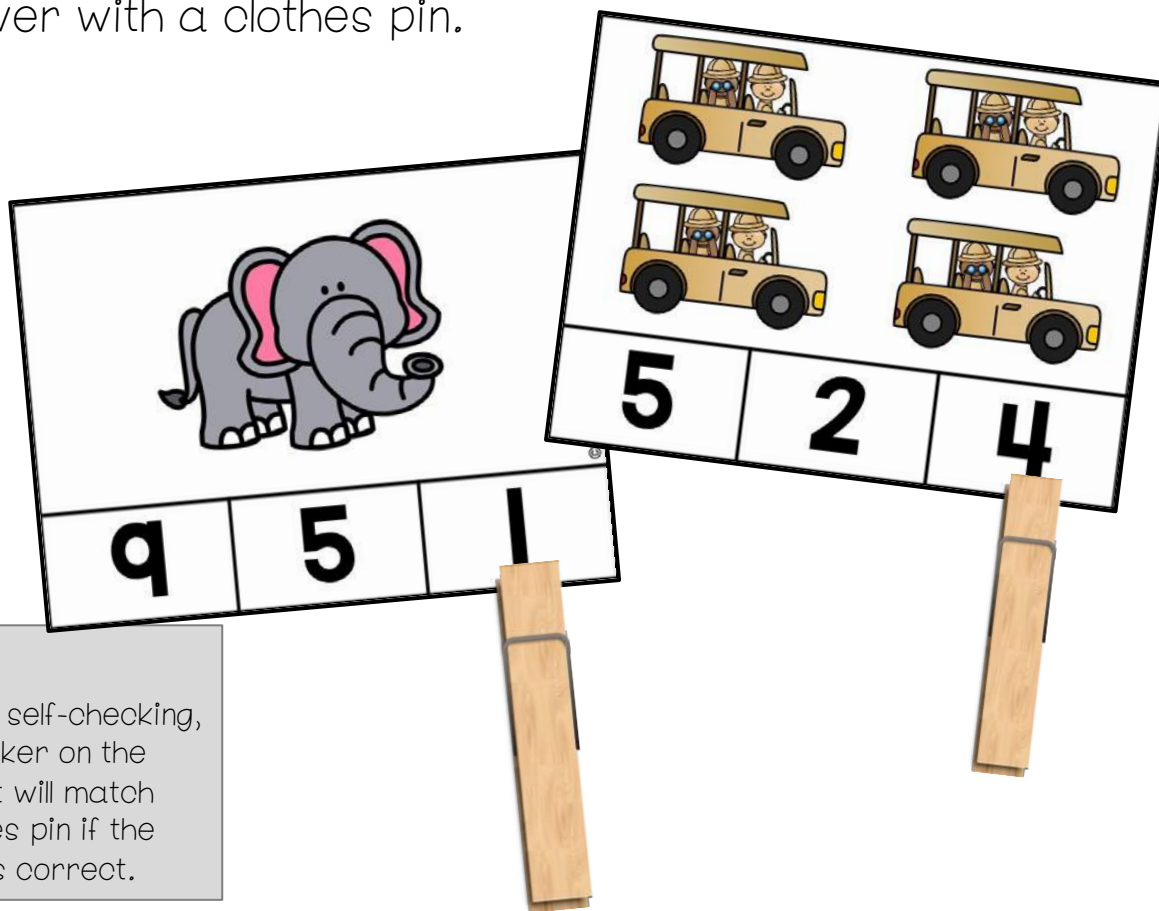


# Count and Clip Cards

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

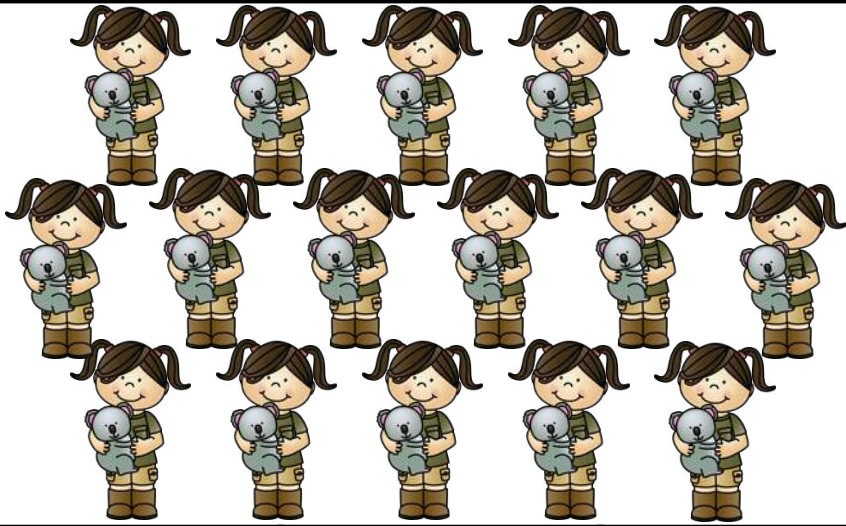
**Preparation:** Print the cards, mat, laminate and cut apart.

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



**Helpful Hint:**

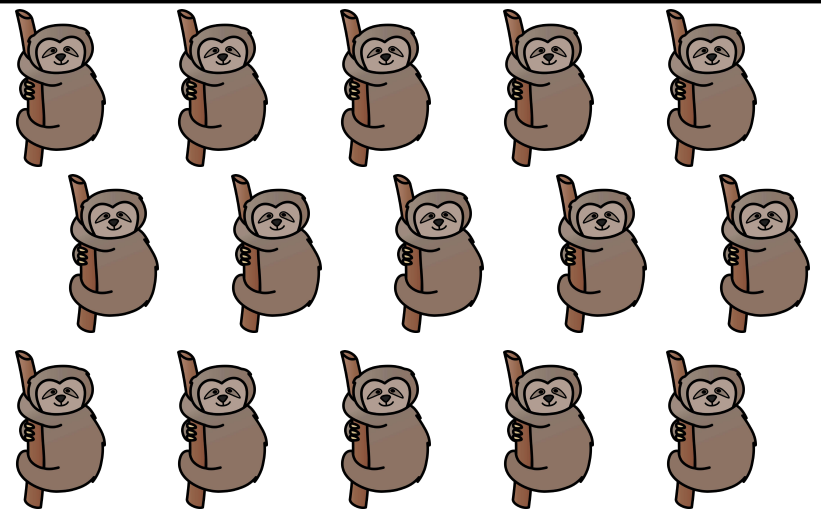
For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



11

16

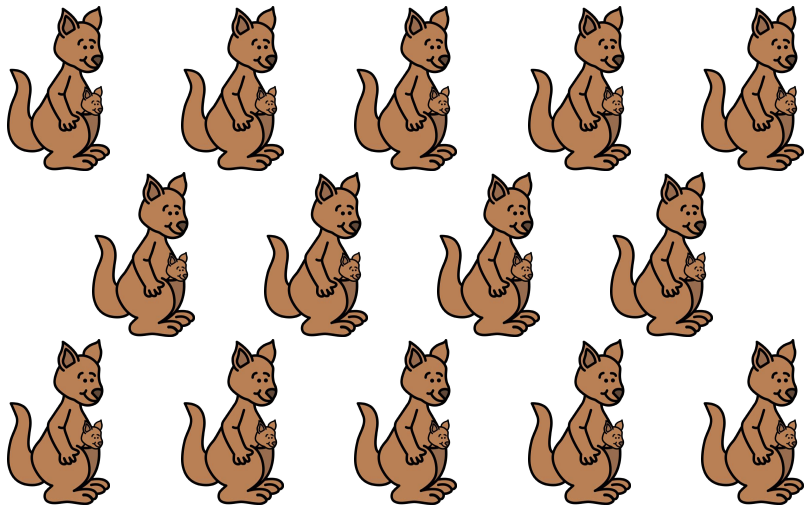
14



12

15

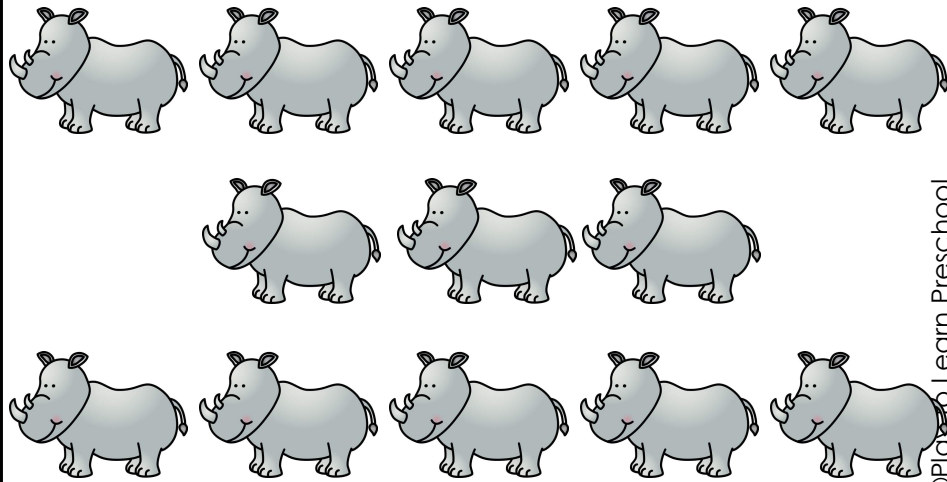
13



14

10

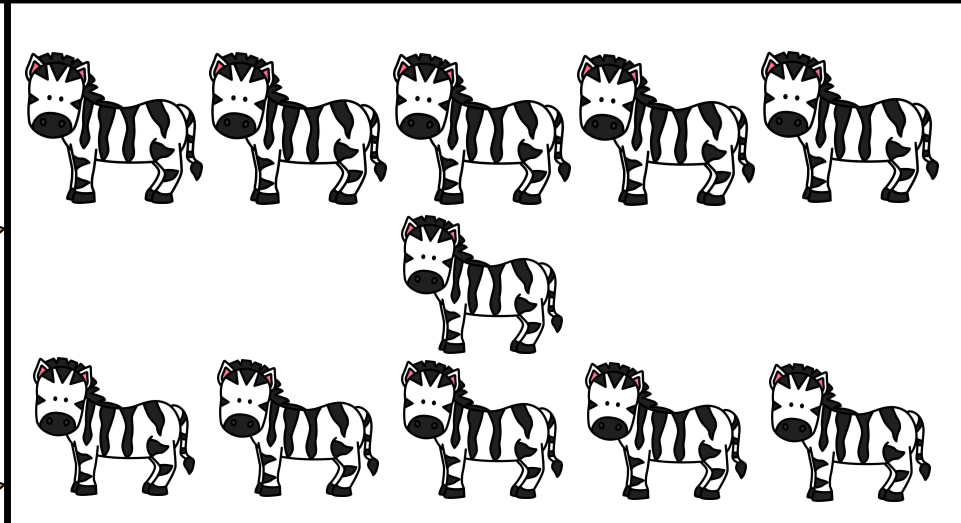
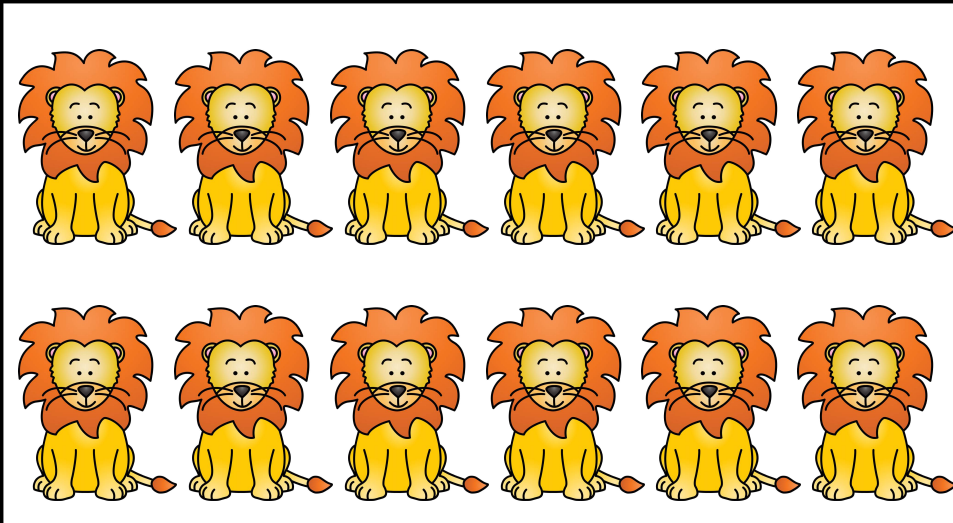
11



16

12

13



12

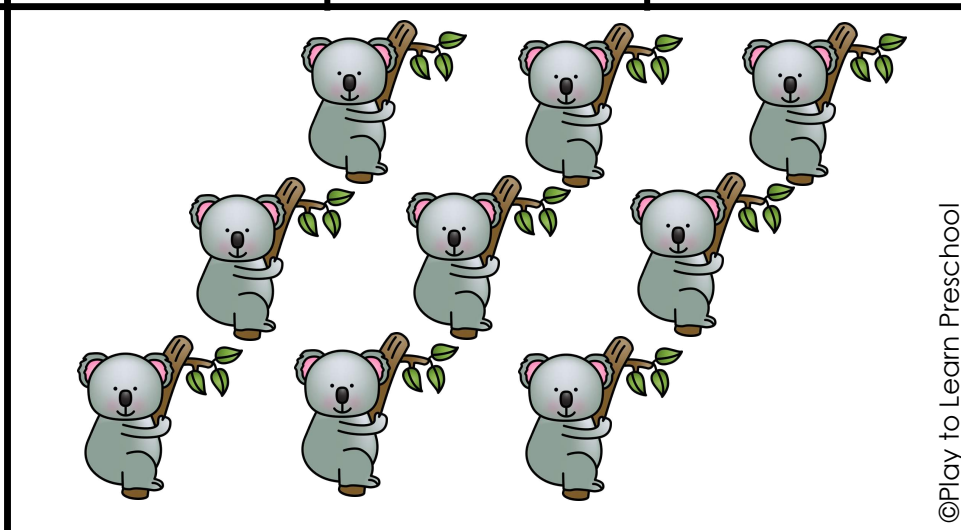
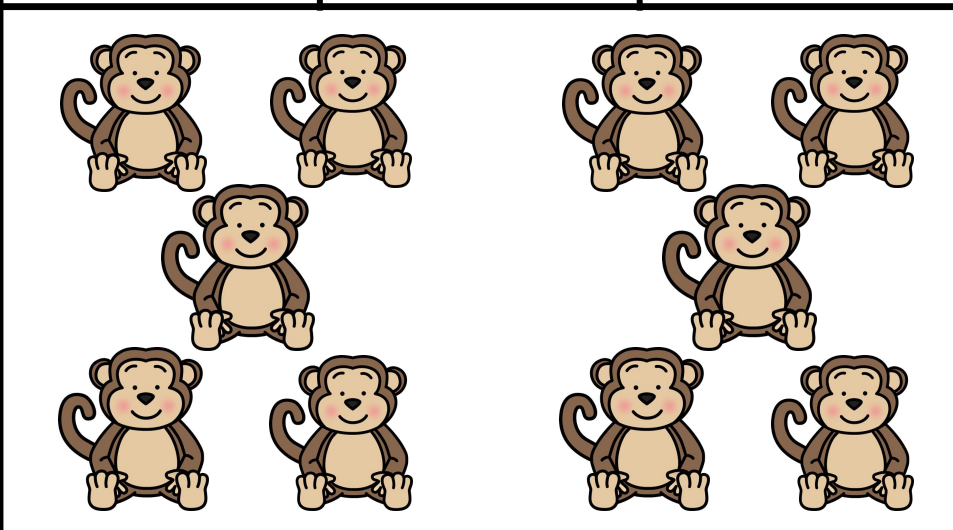
8

9

4

11

10



8

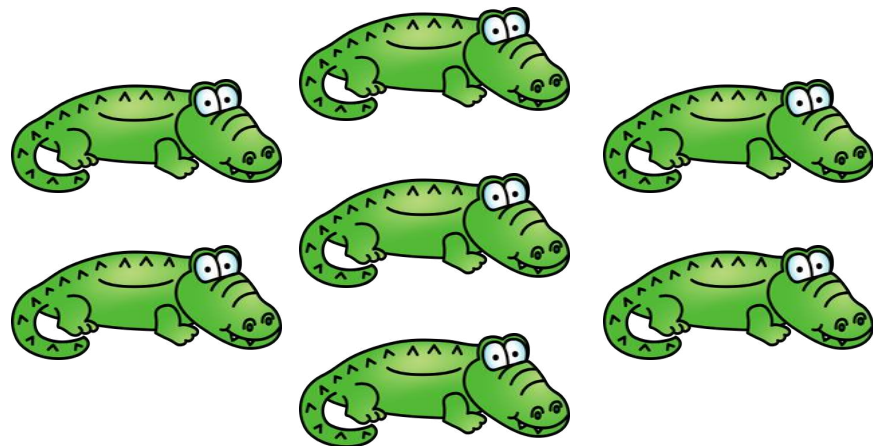
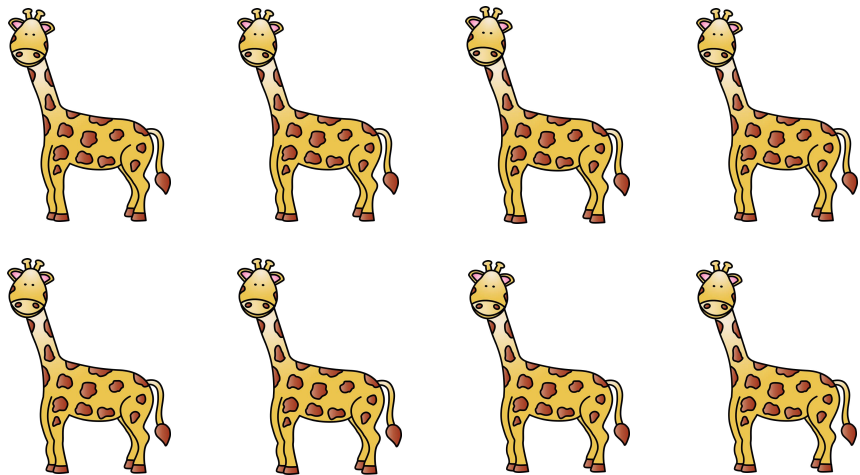
6

10

9

6

5



7

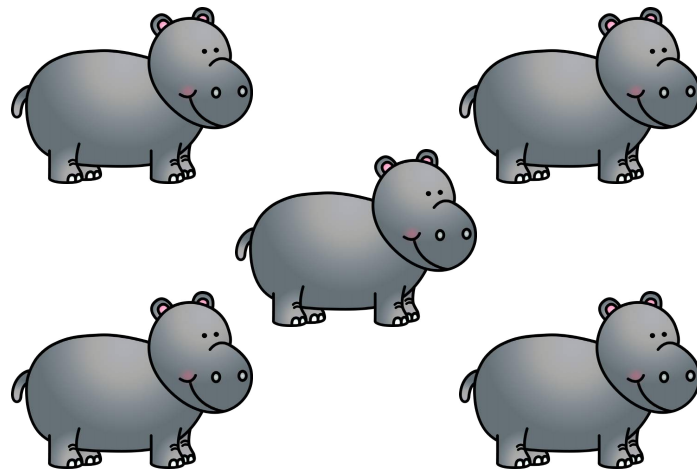
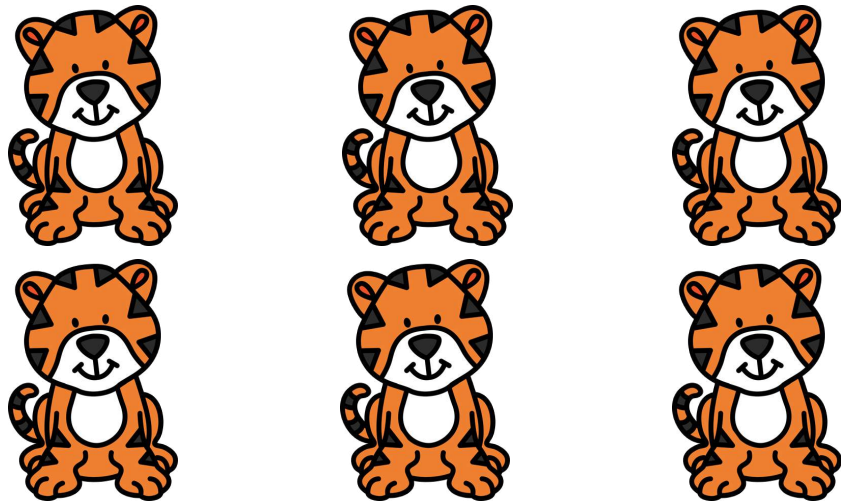
9

8

5

4

7



1

3

6

10

2

5



5

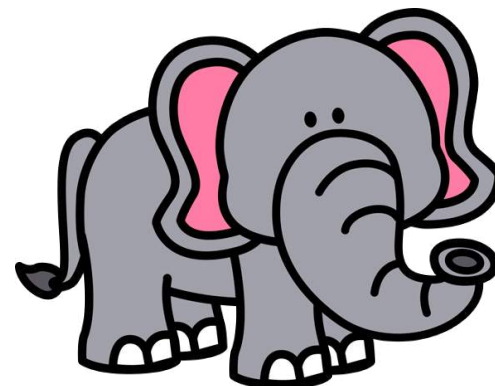
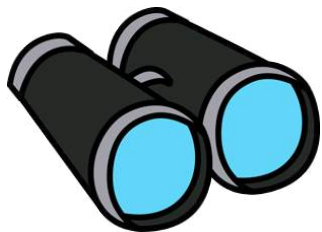
2

4

3

7

8



1

2

6

9

5

1



# Animal Books

for Preschoolers



## Kangaroos

- *Pouch* by David Ezra Stein
- *Welcome to the World of Kangaroos* by Diane Swanson
- *If I Were a Kangaroo* by Mylisa Larsen
- *Does a Kangaroo Have a Mother Too?* by Eric Carle

## Elephants

- *Strictly No Elephants* by Lisa Mantchev
- *My Mom and Dad Make me Laugh* by Nick Sharratt
- *A Parade of Elephants* by Kevin Henkes
- *Ellie the Elephant* by Mike Wu
- *Wakey, Wakey, Elephant* by Linda Ravin Lodding
- *Elmer* by David McKee

## Monkeys

- *Five Little Monkeys Jumping on the Bed* by Eileen Christelow
- *The Chimpanzee* by Aaron Zenz
- *Spunky Little Monkey* by Bill Martin and Michael Sampson
- *Leyla* by Galia Bernstein
- *Grumpy Monkey* by Suzanne Lang

## Hippos

- *Hilda Must Be Dancing* by Karma Wilson
- *Huggapotamus* by Steve Metzger
- *The Hippo Hop* by Steve Smallman
- *Mouse and Hippo* by Mike Twohy
- *Fiona the Hippo* by Richard Cowdry

## Animals

- *Going to the Zoo* by Tom Paxton
- *My School's a Zoo* by Stu Smith
- *Chameleon's Colors* by Chisato Tashiro
- *Just a Little Bit* by Ann Tompert
- *Never, Ever Shout in a Zoo* by Karma Wilson
- *Giraffes Can't Dance* by Giles Andreae
- *Wild Animal Babies* by Katie T. Christiansen
- *Inside the Zoo in a City* by Alyssa Satin Capucilli
- *Snuggle Up, Sleepy Ones* by Claire Freedman
- *Animal Strike at the Zoo* by Karma Wilson
- *Guess Who's Fast* by Camilla de la Bedoyere and Fiona Hajee
- *Ernest, the Moose Who Didn't Fit* by Catherine Rayner
- *Giraffe Problems* by Jory John
- *Sloths Don't Run* by Tori McGee
- *"Slowly, Slowly, Slowly," said the Sloth* by Eric Carle
- *The Very Sleepy Sloth* by Audrey Murray
- *Hello, Hello* by Brendan Wenzel

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for preschool and Pre-K learners:

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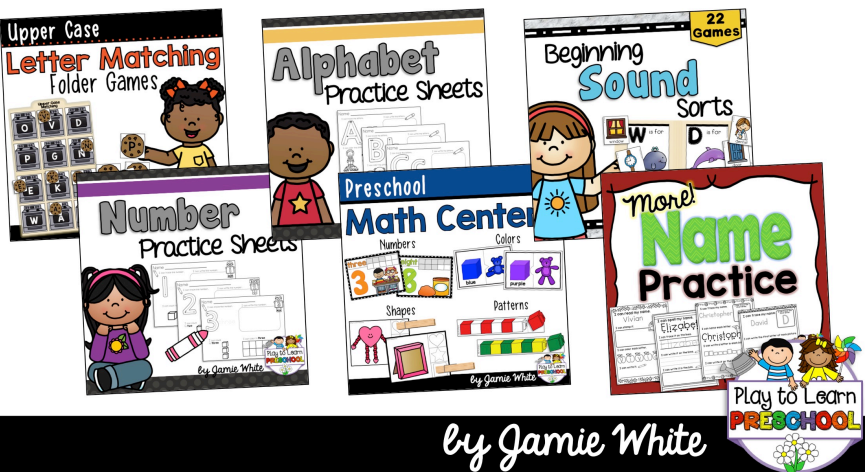
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By Jamie White



Find literacy, math, name practice, dramatic play, and unit lesson plans for preschool students.