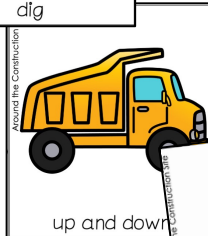
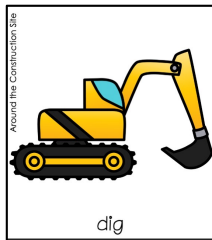
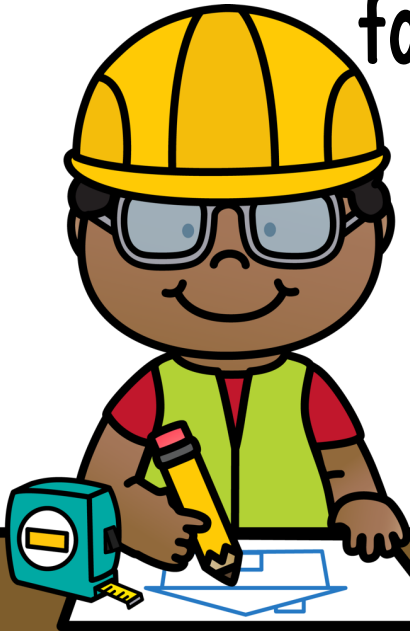


# Circle Time

# Construction Unit for Preschoolers



**Around the Construction Site**  
To the tune of "Wheels on the Bus"

The excavator goes dig, dig, dig  
Dig, dig, dig,  
Dig, dig, dig.

The excavator goes dig, dig, dig  
Through the mud.

Repeat verses with:  
and down  
pin  
reach up high

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# Circle Time Lessons

## Unit overview

### Day 1 Introduction - Construction

Introduce the new unit: **Construction**

Talk about how construction happens in our neighborhoods. Take a poll and play Simon Says.

**Introduction**  
Construction

Introduce the new unit, *Construction*, to the students. Explain that construction is manufacturing objects to make a new object. Ask a student to bring a pile of wood and making a house. Engage the students in a conversation about what things in the classroom can be used to make a new object (i.e., blocks to a tower, crayons to art, play dough to a bridge.)

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will answer questions.
- Students will follow oral directions.

**Activities:**

- Show the real photos of a construction site and a completed building. Ask students what differences and similarities they see.
- Take a poll, "Have you seen a construction site?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph.
- Play Simon Says using the picture cards.

**Extension Idea:** Bring enough blocks to draw time so there are students in the class to draw the houses. Have a block in the middle of the class circle. Invite a student to stand closer to the structure. The students will build one at a time until all blocks are placed. Have the class hold to describe the structure.

**Day 1 lesson plans**

### Day 2 Plan It

Look at the real pictures of architect plans. Sing a song and play a carpet game.

**Plan It**  
Sub-title

An architect is a person who designs buildings and helps to explain what the drawings, or plans, mean to the builders.

**Objectives:**

- The students will apply previous knowledge to new experiences.
- The students will use new vocabulary.
- The students will recognize shapes.

**Activities:**

- Bring a ruler, pencil, graph paper, and protractor (or similar drawing tools) to circle time. Show students how architects use the tools to create straight lines and shapes. Show the real photos of architecture plans.
- Sing the "I'm an Architect" song. Use the picture cards to create a shape.

**Extension Idea:** Bring enough blocks to draw time so there are students in the class to draw the houses. Have a block in the middle of the class circle. Invite a student to stand closer to the structure. The students will build one at a time until all blocks are placed. Have the class hold to describe the structure.

**Day 2 lesson plans**

### Day 3 Tools

Search for different tools in the real pictures. Sing a song and act out a funny poem.

**Tools**  
Things That Help Us Build

It is important to have the right tools when building something. A tool is something that is used to make or repair something. Carpenters, builders, and even scientists use many types of tools.

**Objectives:**

- The students will play with words, sounds, and rhymes.
- The students will take on pretend roles.

**Activities:**

- Sing a real-life tool or toy song (such as a poem) for safety purposes) to pass around the class. Ask students how they think each tool is used. Show the photographs and discuss as a class.
- Sing the song "This is the Way" Use the picture cards or tools to help with each verse.
- Recite the poem "Identify Hammer" with a steady beat. For each verse, students pretend to use the number of hammers in the poem. Begin by moving one hand like it has a hammer, then both hands, then move both hands and stomp one foot, then both feet, and finally both hands, feet, and stomp your head for five hammers.

**Extension Idea:** A tool memory they will work on construction and memory skills. Put in a small plastic tools on a tray. Remove the hammer, then the pliers, the saw, the wrench, etc. Have students look, touch, and remove one item. Students guess which item is missing.

**Day 3 lesson plans**

### Day 4 Building Materials

Examine pictures of construction materials. Play a sorting game and make patterns with houses.

**Building Materials**  
A Variety of Choices

Building materials are the things used in construction. They can be objects like bricks, steel, concrete, wood, stones, and even sand. Different materials are used based on the use of the building.

**Objectives:**

- The students will sort objects by property.
- The students will notice and extend simple patterns.

**Activities:**

- Look at the photos. Ask the students to point out some of the building material like in the photos.
- Bring in materials such as small pieces of wood blocks, bricks, etc. Allow students to explore and describe the materials using their senses (look like a square, feels heavy, etc.) Sort the objects into 2 categories - things that look like those that are not.

**Extension Idea:** Bring a small amount of blocks to draw time. Build a structure with one set of blocks. Challenge student (or students) to build the same structure using the other set of blocks.

**Day 4 lesson plans**

### Day 5 Let's Build

Check out the pictures of people in action. Sing a fun song and label the gear on the construction worker.

**Let's Build**  
Construction Jobs

It takes many people working together to construct a building. There are many jobs like builder, contractor, architect, and inspector.

**Objectives:**

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will demonstrate an understanding of print concepts.

**Activities:**

- Examine the real photos with the students. Bring in a hard hat if possible and pass it around the circle. Talk about why the workers have to wear a hard hat when on the job site.
- Sing the "Here Come the Workers" song. Use props (goggles, small shovel, clipboard, ruler, measuring tape, key hammer) and the picture cards to assist with each verse. Pass out the props for students to hold up during each verse.
- Point out the different parts of a construction worker. Label the pictures of the construction worker's clothes.

**Extension Idea:** Bring a small amount of blocks to draw time. Build a structure with one set of blocks. Challenge student (or students) to build the same structure using the other set of blocks.

**Day 5 lesson plans**



# Introduction

## Construction

Introduce the new unit, Construction, to the students. Explain that construction is manipulating objects to make a new object - like a builder taking a pile of wood and making a house. Engage the students in a conversation about what things in the classroom can be used to make a new object (i.e., blocks to a tower, crayons to art, play dough to a snake.)

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will answer questions.
- Students will follow oral directions.

### Activities:

1. Share the real photos of a construction site and a completed building. Ask students what differences and similarities they see.
2. Take a poll, "Have you seen a construction site?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph.
3. Play Simon Says using the picture cards.

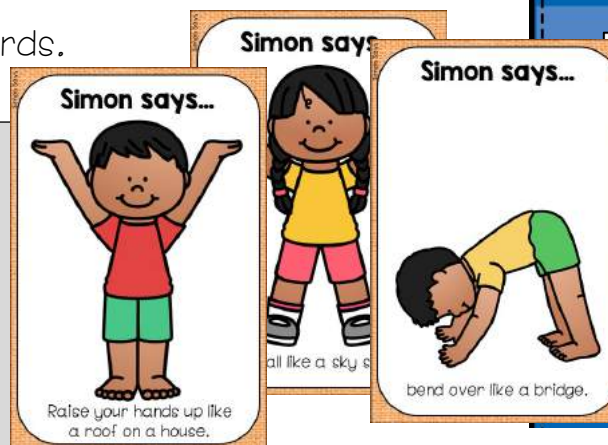


Have you seen a construction site?

yes	no
Bob	Lofty
Scoop	Roley
Wendy	Muck
	Dizzy

### Extension Idea:

Bring enough blocks to circle time as there are students in the class (+1 for the teacher). Place a block in the middle of the class circle. Invite a student to add another to the structure. The students add blocks one at a time until all blocks are placed. Have the class help to describe the structure.





**This building is under construction.**

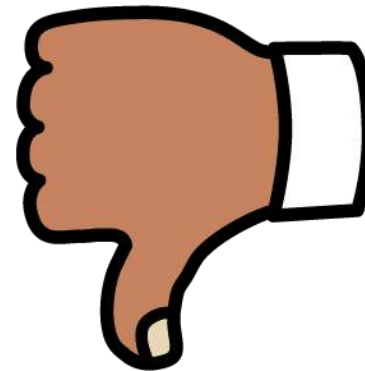


**This is the building completed after construction.**

# Have you seen a construction site?



yes



no

# Simon says...



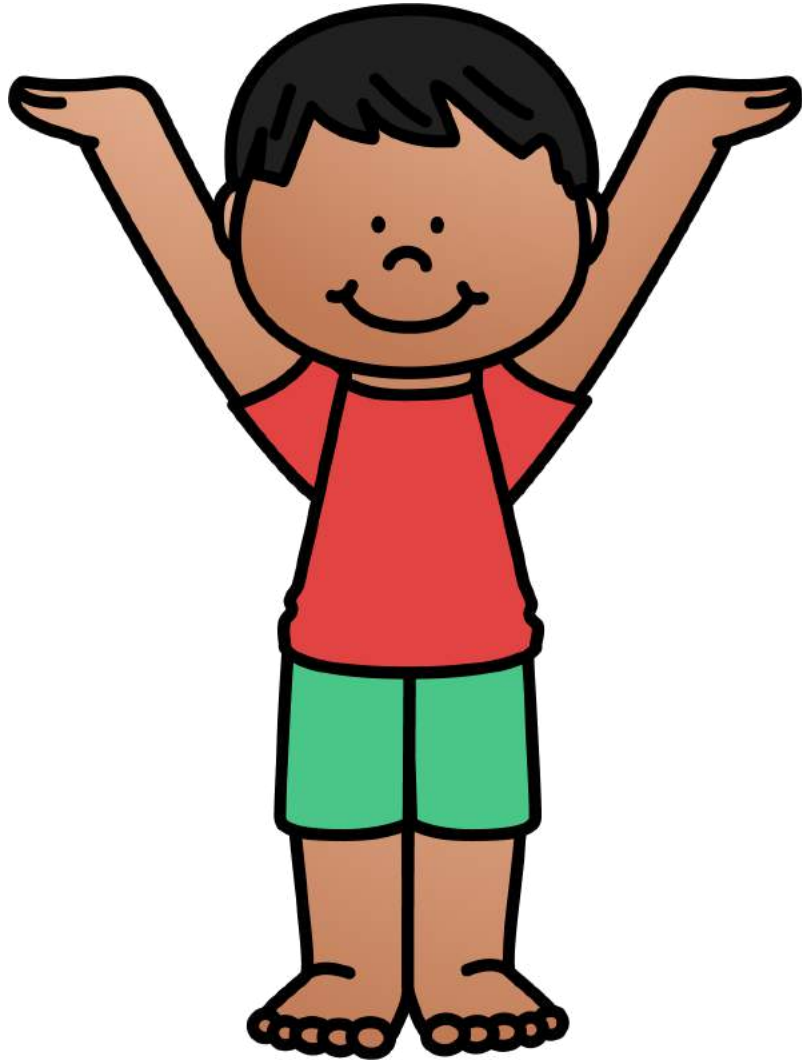
stand tall like a sky scraper.

# Simon says...



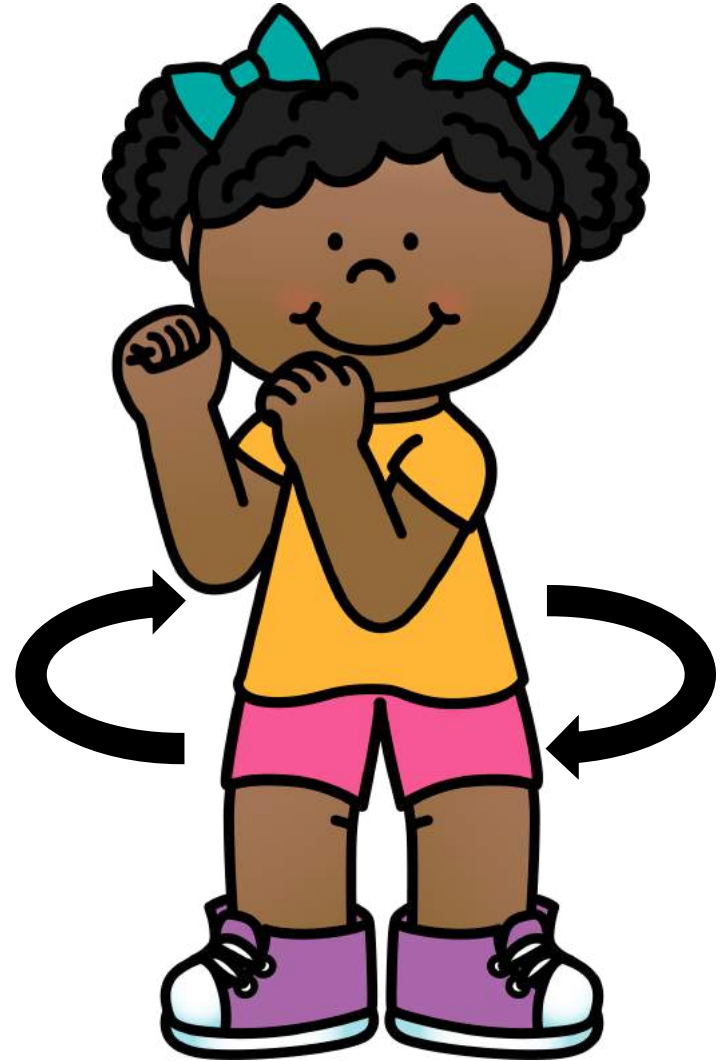
bend over like a bridge.

# Simon says...



Raise your hands up like  
a roof on a house.

# Simon says...



twist like a power drill.

# Simon says...



look closely like an inspector.

# Simon says...



go up and down like a dump truck.

# Plan It

## Think it Through!

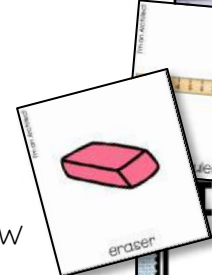
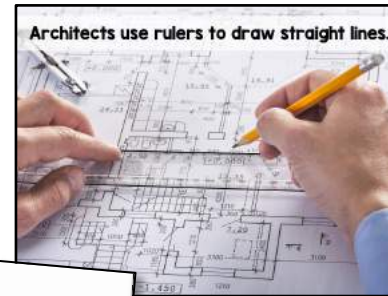
An architect is a person who designs buildings and helps to explain what the drawings, or plans, mean to the builders.

### Objectives:

- The students will apply previous knowledge to new experiences.
- The students will use new vocabulary.
- The students will recognize shapes.

### Activities:

1. Bring a ruler, pencil, graph paper, and protractor (or similar drawing tools) to circle time. Show students how architects use the tools to create straight lines and shapes. Share the real photos of architecture plans.
2. Sing the “I’m an Architect” song. Use the picture cards to assist with each verse.
3. Play the “Where Are My Drafting Tools?” carpet game. Line up the pictures of the blue prints. Identify the shapes together. Children hide their eyes while the drafting tools card is hidden under one of the blue prints cards. Recite the poem to find it. Children guess where the drafting tools are hiding by identifying the shape of the blue print.



### I'm an Architect

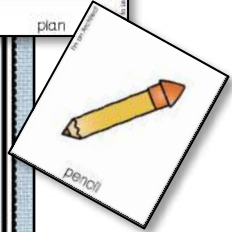
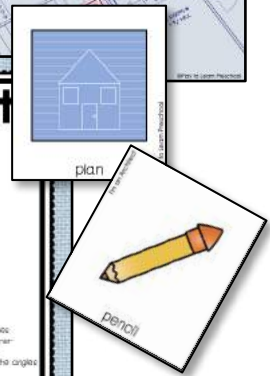
To the tune of "Wheels on the Bus"

I use my pencils  
To draw the lines,  
Draw the lines,  
Draw the lines.  
I use my pencils to  
Draw the lines.  
I'm an architect!

**Repeat the verses with:**

- ruler – to make straight lines
- T-square – to make a corner
- eraser – to wipe off lines
- protractor – to measure the angles

Start to build!

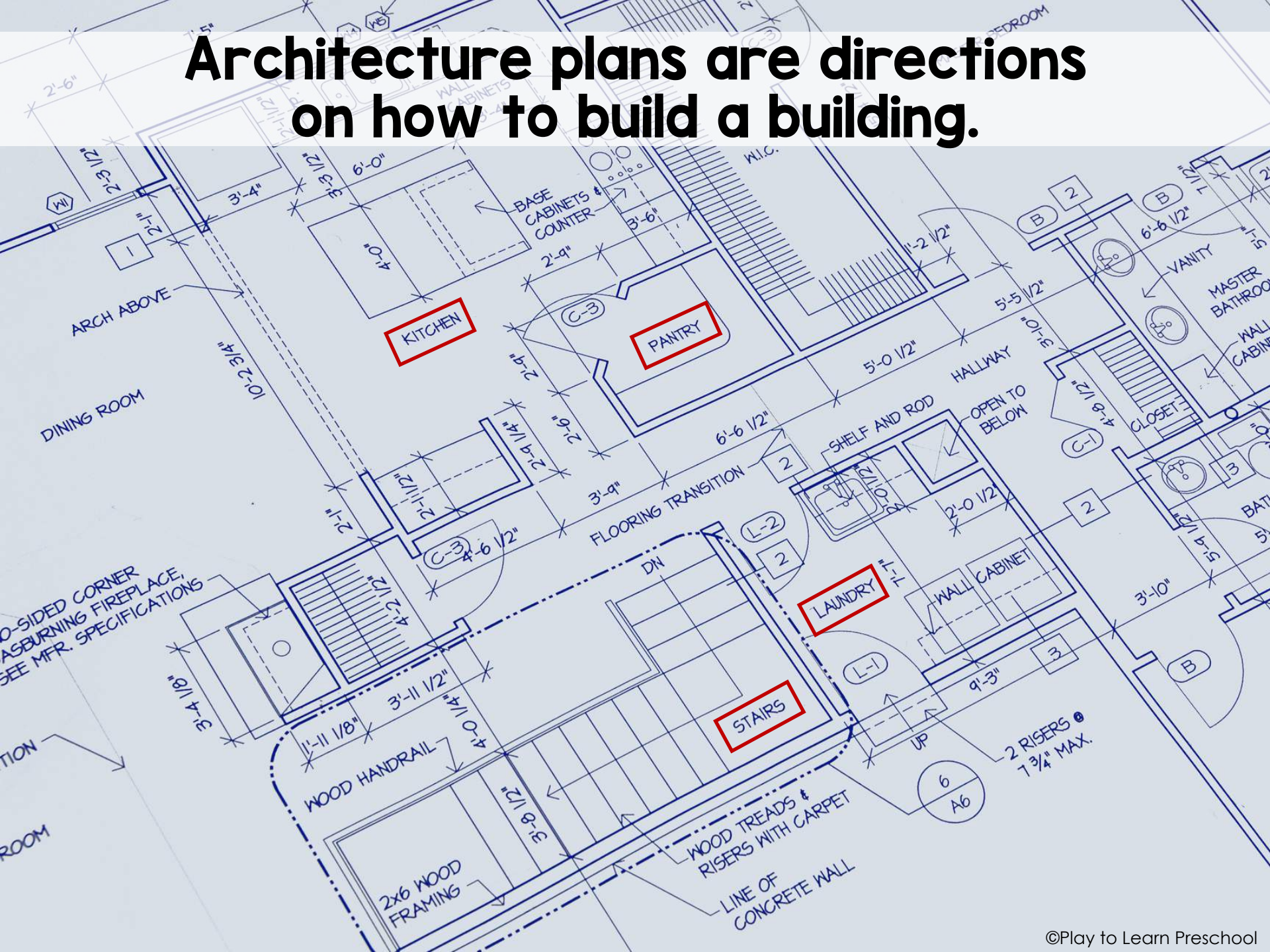


**Extension Idea:**  
Make blue print art with blue paper, white paint, and simple shaped cookie cutters. Dip the cookie cutters in the white paint and make house shapes on the blue paper.

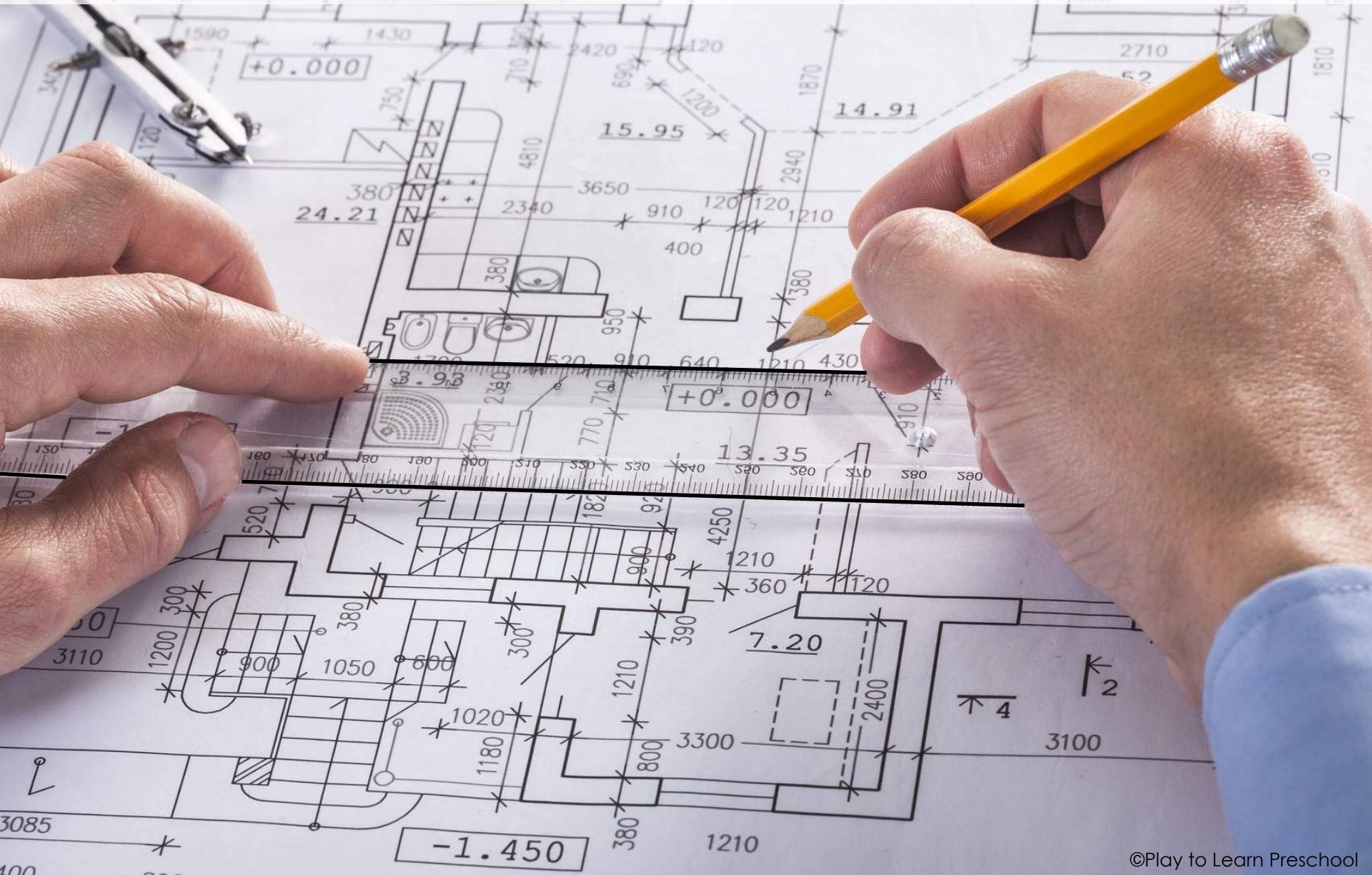
### Where Are My Drafting Tools?

Where are my drafting tools,  
Where could they be?

# Architecture plans are directions on how to build a building.



**Architects use rulers to draw straight lines.**



# I'm an Architect

To the tune of "Wheels on the Bus"

I use my pencils  
To draw the lines,  
Draw the lines,  
Draw the lines.

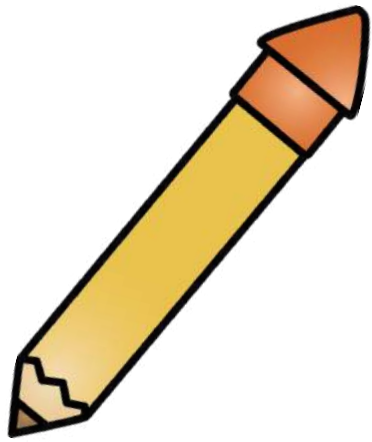
I use my pencils to  
Draw the lines.  
I'm an architect!



Repeat the versus with:

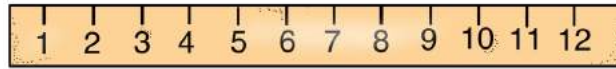
- ruler – to make straight lines
- T-square – to make a corner
- eraser – to wipe off lines
- protractor – to measure the angles
- plan – to start to build

I'm an Architect



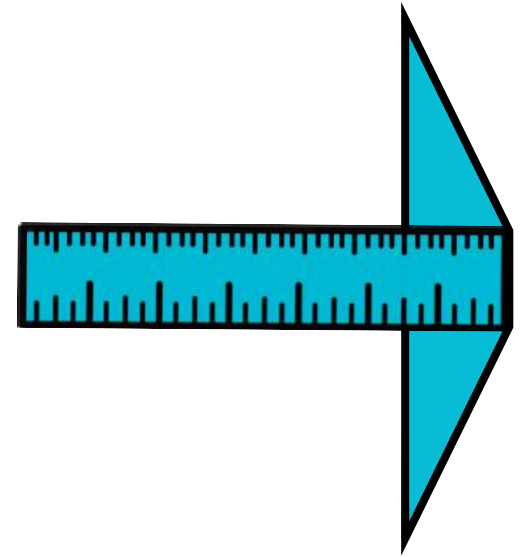
pencil

I'm an Architect



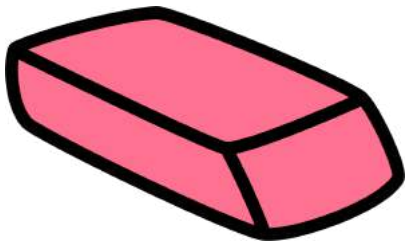
ruler

I'm an Architect



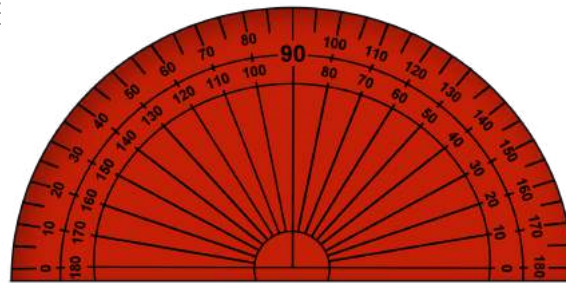
T-square

I'm an Architect



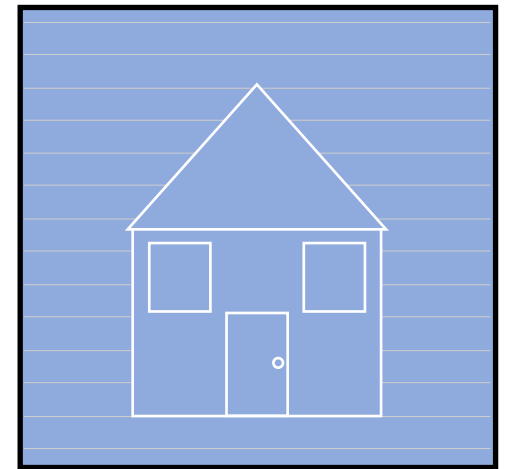
eraser

I'm an Architect



protractor

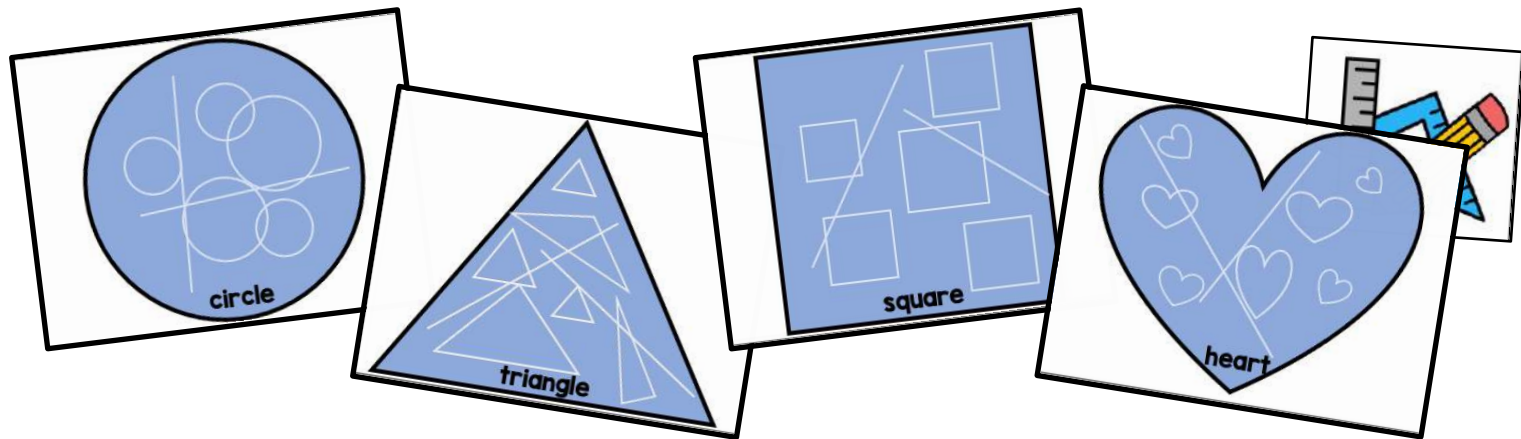
I'm an Architect



plan

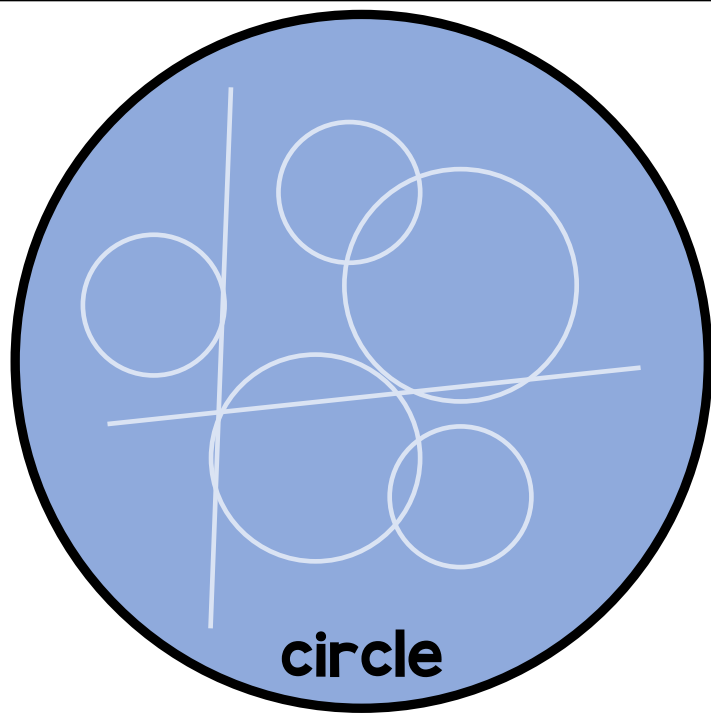
# Where Are My Drafting Tools?

Where are my drafting tools,  
Where could they be?

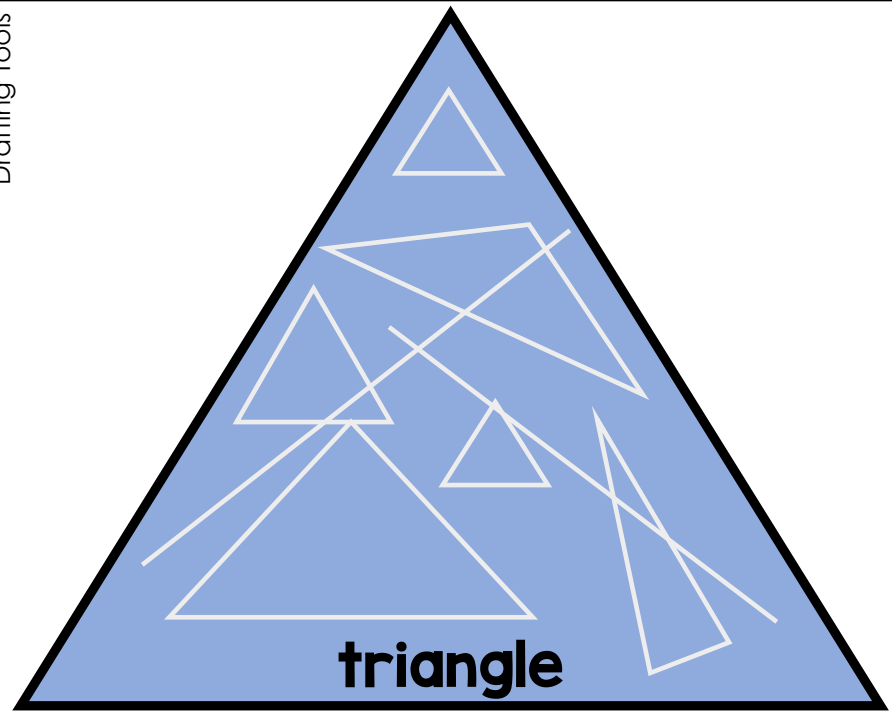


Pick a shape.  
Let's look and see.

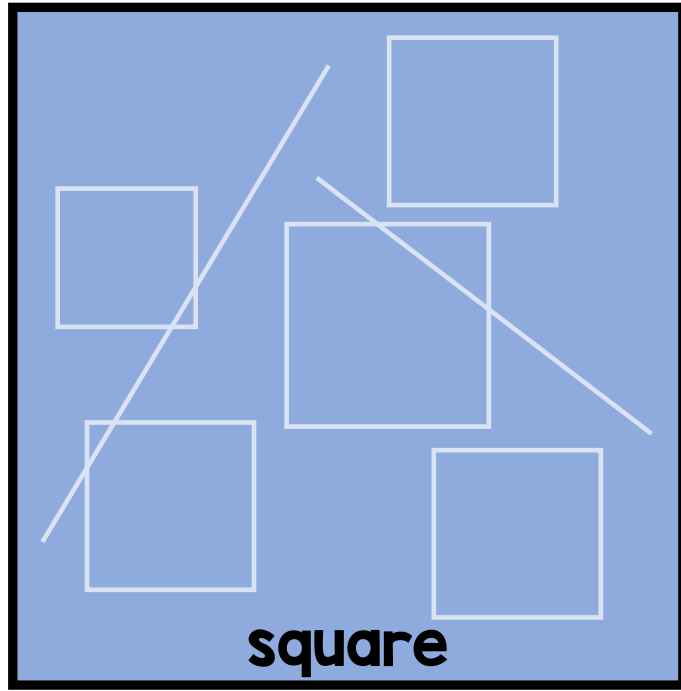
Drafting Tools



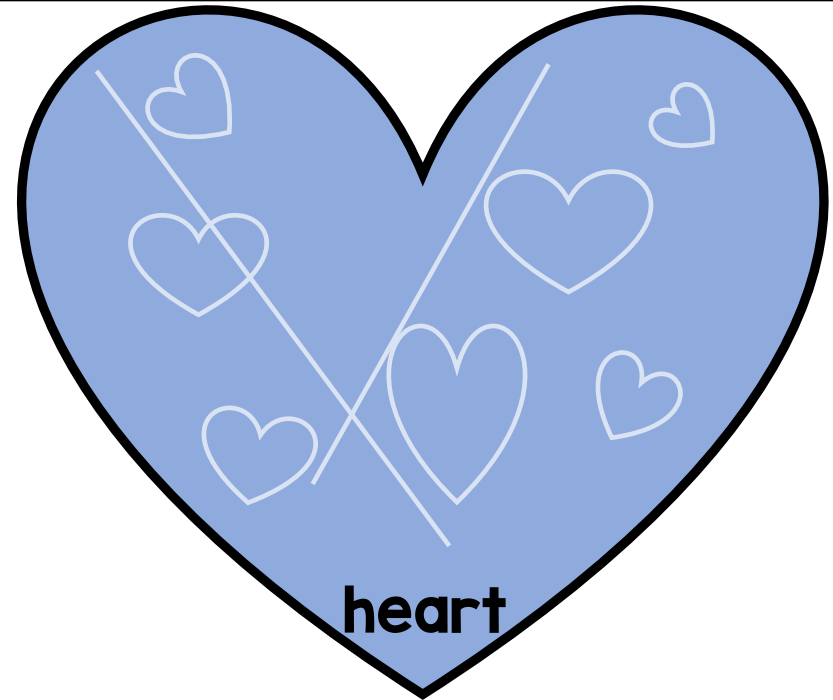
Drafting Tools

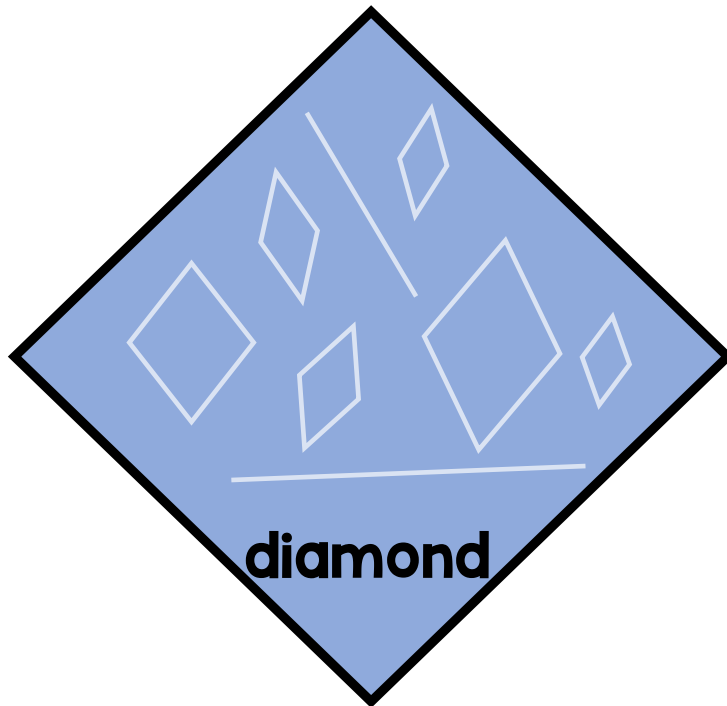
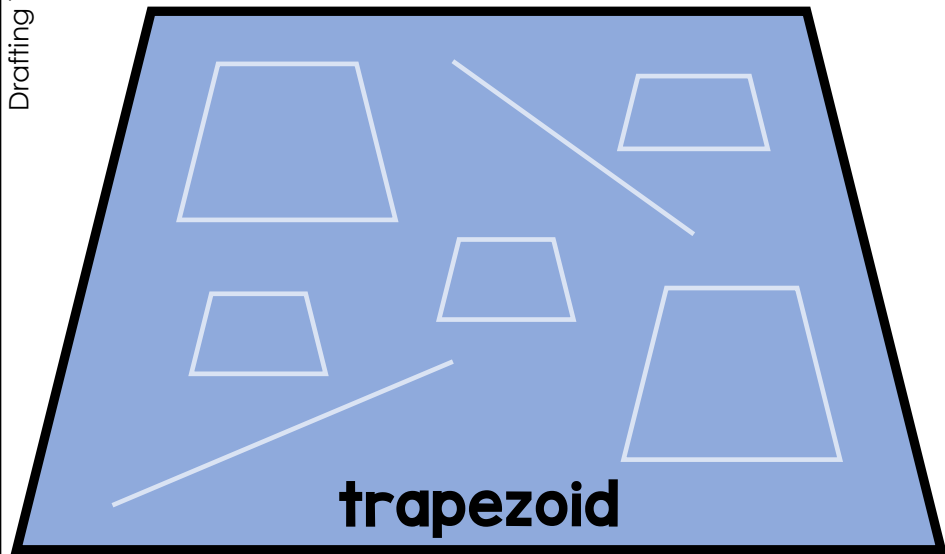
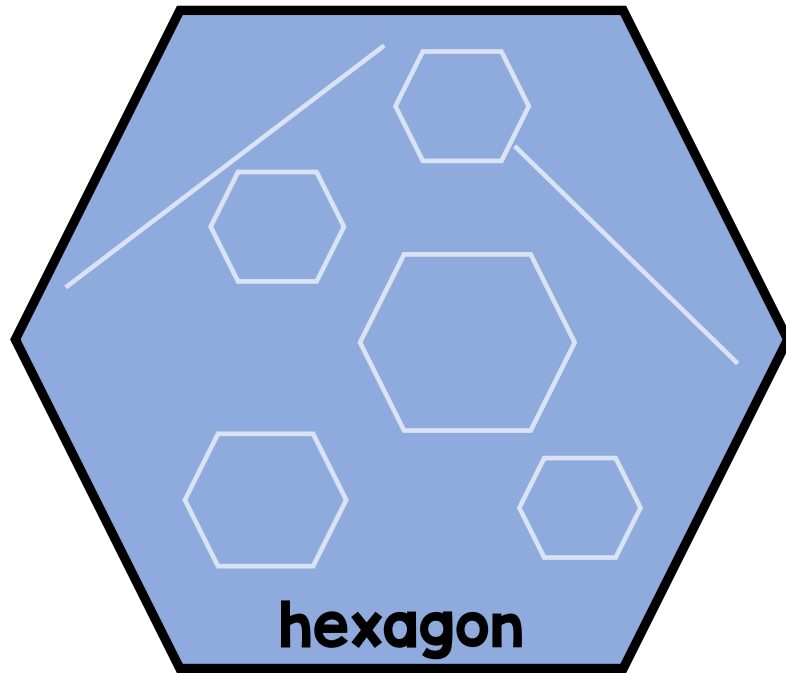
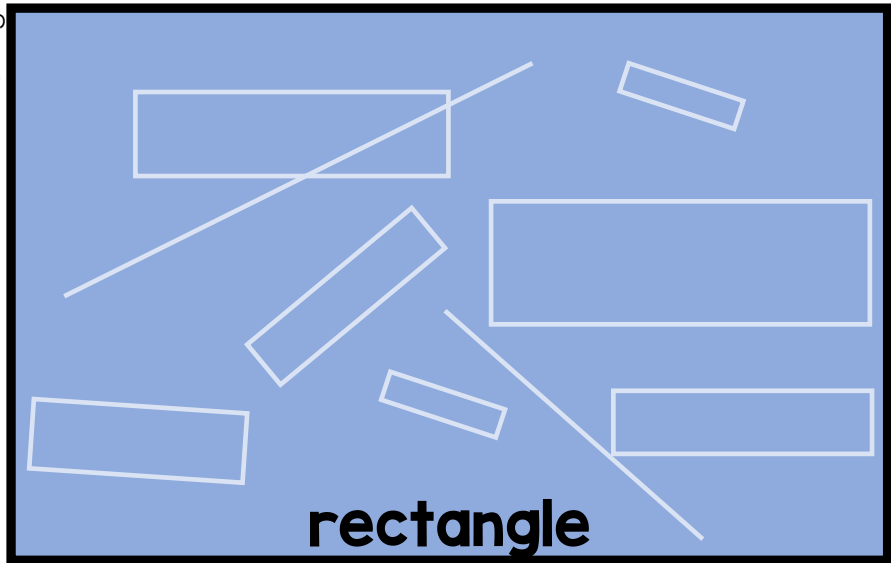


Drafting Tools



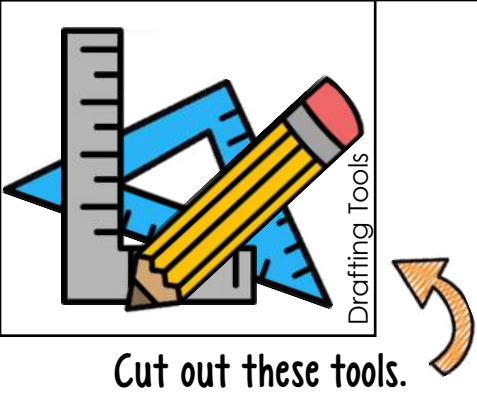
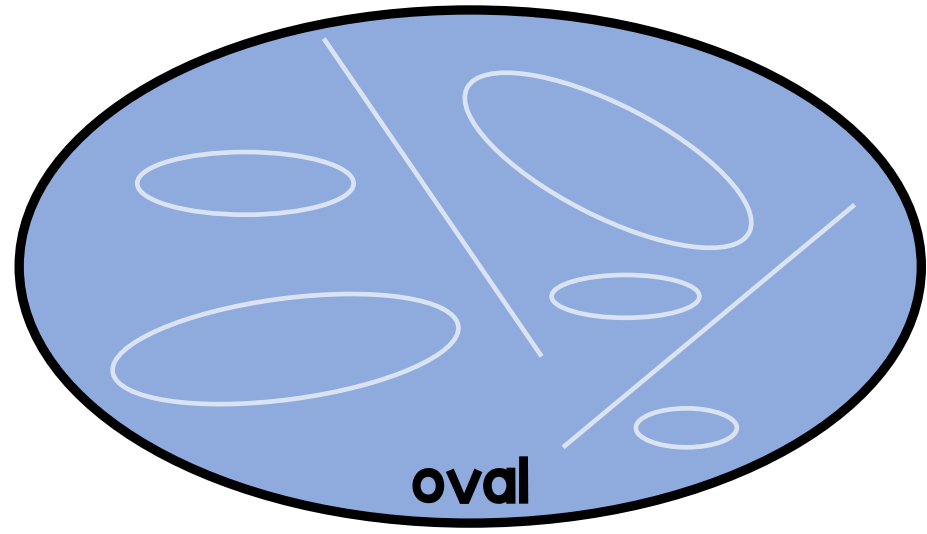
Drafting Tools







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# Tools

## Things That Help Us Build

It is important to have the right tools when building. A tool is used to make or repair something. Carpenters, builders, and even architects use many types of tools.

### Objectives:

- The students will play with words, sounds, and rhymes.
- The students will take on pretend roles.

### Activities:

1. Bring in real-life tools or toy tools (such as a plastic saw for safety purposes) to pass around the class. Ask students how they think each tool is used. Show the photographs and discuss as a class.
2. Sing the song "This is the Way." Use the picture cards or tools to help with each verse.
3. Recite the poem "Johnny Hammers" with a steady beat. For each verse, students pretend to use the number of hammers in the poem. Begin by moving one hand like it has a hammer, then both hands, then move both hands and stomp one foot, then both feet, and finally both hands, feet, and nod your head for five hammers.

#### Extension Idea:

A tool memory tray will work on concentration and memory skills. Put 4 – 6 small plastic tools on a tray. (screwdriver, hammer, level, pliers, safety goggles, etc.) Have students look away and remove one item. Students guess which item is missing.

Be sure to ask for help from a grown-up when using tools.



There are many different types of tools.

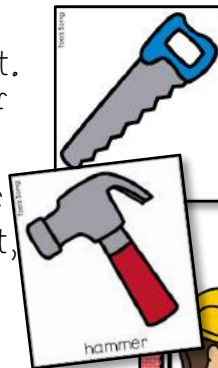
### Johnny Hammers

Preschool Song

Johnny hammers with 1 hammer  
One hammer  
One hammer.  
Johnny hammers with 1  
hammer,  
Then he uses 2.

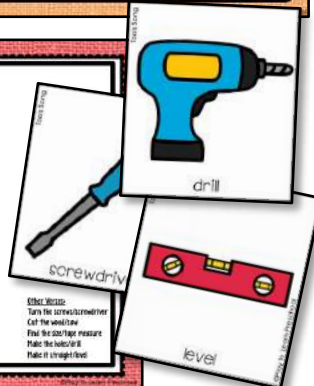
Continue verses up to 5

Johnny hammers with 5 hammers  
Five hammers  
Five hammers.  
Johnny hammers with 5  
hammers,  
Then he takes a nap.



### Tools

To the tune of "This is the Way"  
This is the way  
We hit the nails,  
Hit the nails,  
Hit the nails.  
This is the way  
We hit the nails,  
With a hammer!





**There are many different types of tools.**

**Be sure to ask a grown-up for help when using tools.**



# Tools

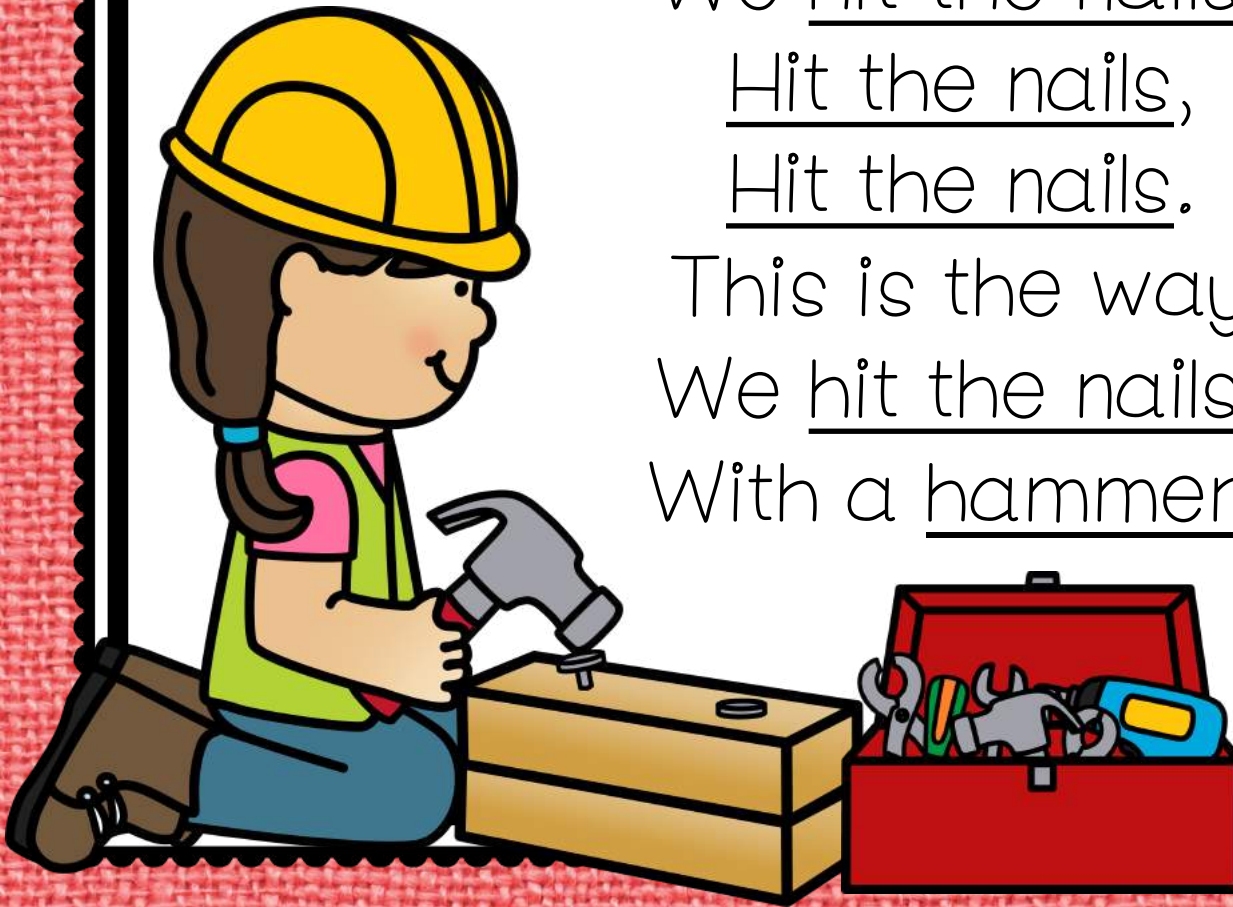
To the tune of "This is the Way"

This is the way  
We hit the nails,

Hit the nails,

Hit the nails.

This is the way  
We hit the nails,  
With a hammer!



Other Verses:

Turn the screws/screwdriver

Cut the wood/saw

Find the size/tape measure

Make the holes/drill

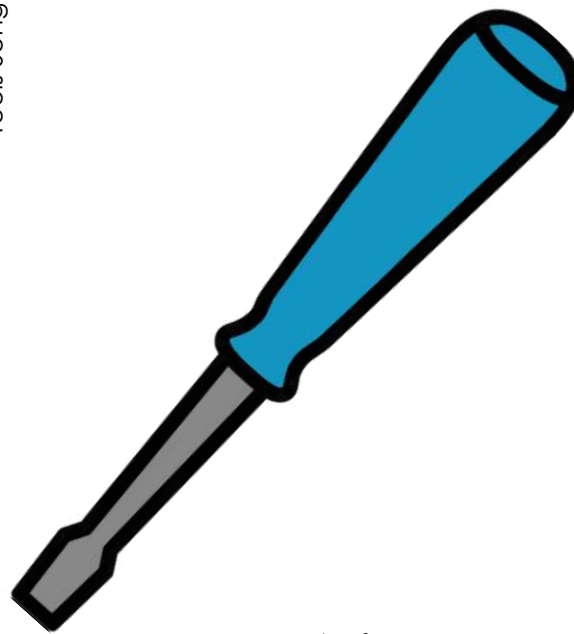
Make it straight/level

Tools Song



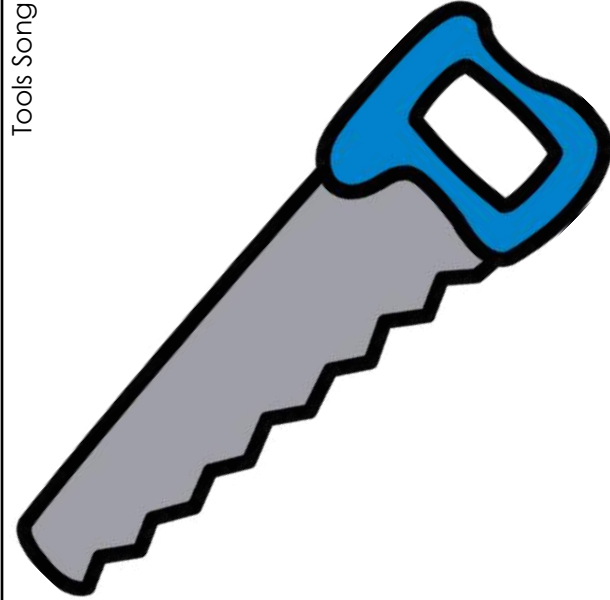
hammer

Tools Song



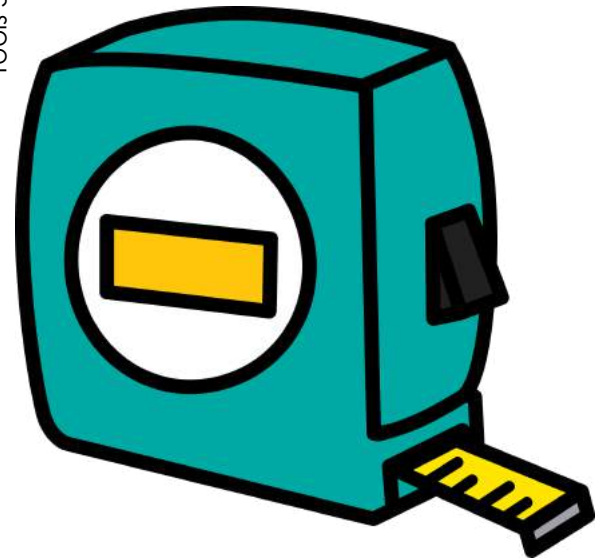
screwdriver

Tools Song



saw

Tools Song



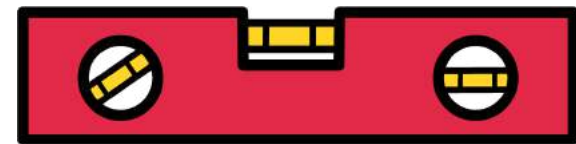
tape measure

Tools Song



drill

Tools Song



level

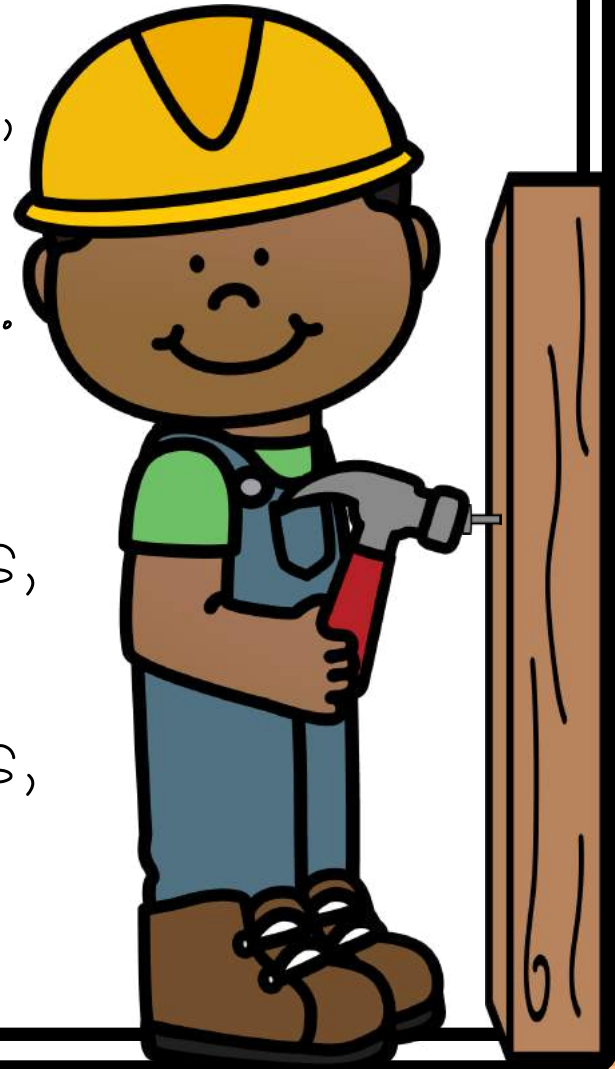
# Johnny Hammers

Movement Song

Johnny hammers with 1 hammer,  
One hammer,  
One hammer.  
Johnny hammers with 1 hammer.  
Then he uses 2.

Continue verses up to 5

Johnny hammers with 5 hammers,  
Five hammers,  
Five hammers.  
Johnny hammers with 5 hammers,  
Then he takes a nap.



# Building Materials

## A Variety of Choices

Day 4  
lesson  
plans

Building materials are the things used in construction. They can be objects like bricks, steel, concrete, wood, stones, and even sand! Different materials are used based on the use of the building.

### Objectives:

- The students will sort objects by property.
- The students will notice and extend simple patterns.

### Activities:

1. Look at the photos. Ask the students to point out some of the building materials in the photos.
2. Bring in materials such as small pieces of wood, blocks, bricks, etc. Allow students to explore and describe the materials using their senses (looks like a square, feels heavy, etc.) Sort objects into 2 categories – things that are strong building materials and those that are not strong.
3. Make an AB, AAB, or ABC patterns with the house cards. Ask students what comes next in the pattern.

#### Extension Idea:

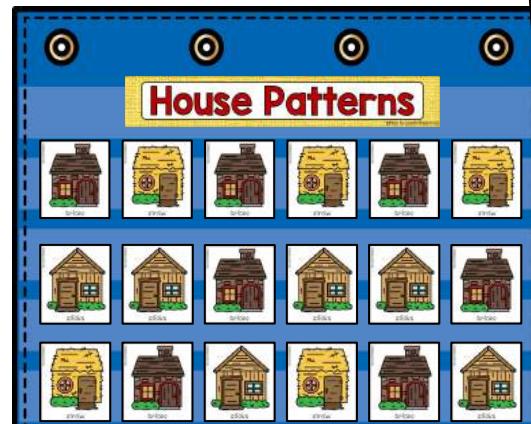
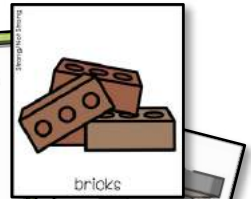
Provide different building materials, such as wooden blocks, cardboard pieces, and plastic cups in the block center. Students can use the materials to build their own structure, then use the recording sheet provided to draw a picture of it.



These things would be **STRONG**



building materials.



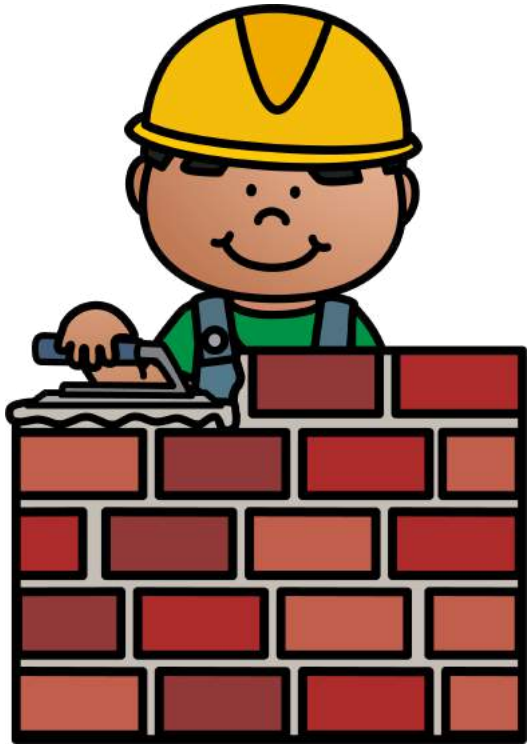
**This house is made of bricks and wood. The workers are putting shingles on the roof.**





**This building is made of concrete and steel.**

These things  
are  
**STRONG**



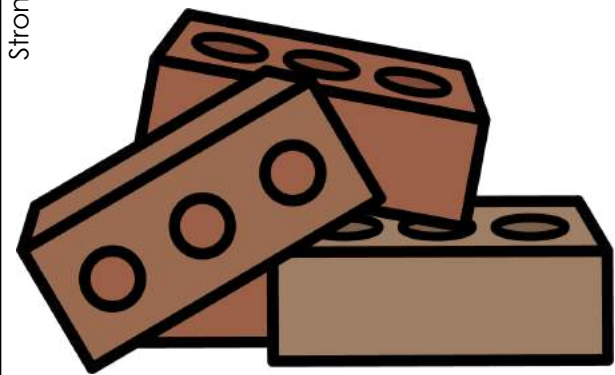
building materials.

These things  
are **NOT**  
**STRONG**



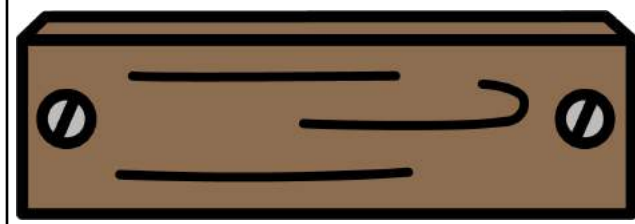
building materials.

Strong/Not Strong



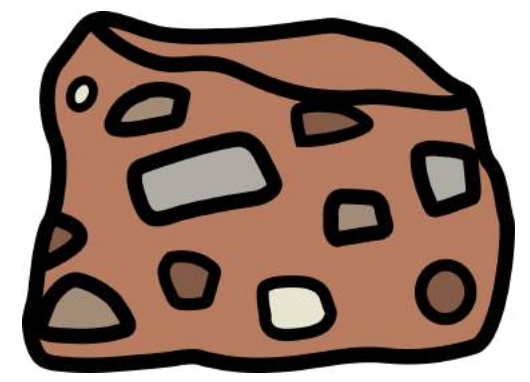
bricks

Strong/Not Strong



wood

Strong/Not Strong



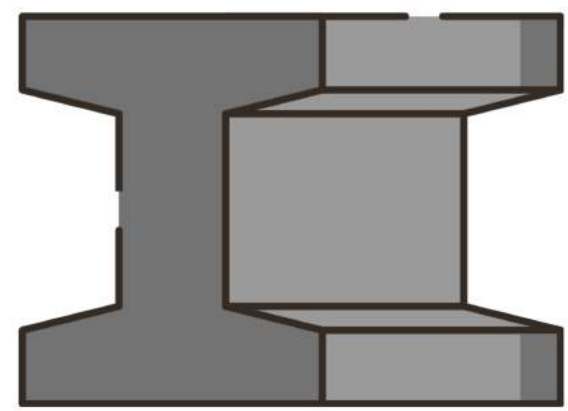
rocks

Strong/Not Strong



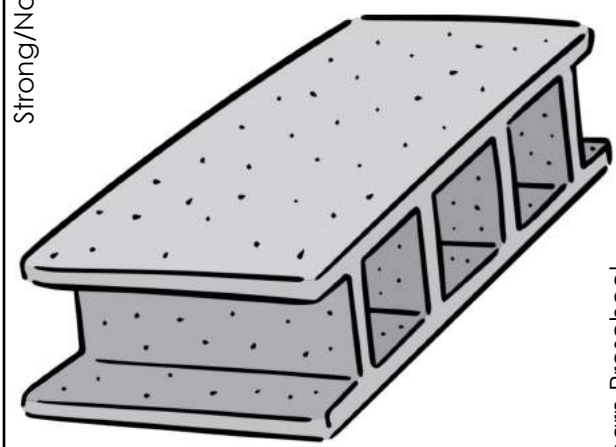
concrete

Strong/Not Strong



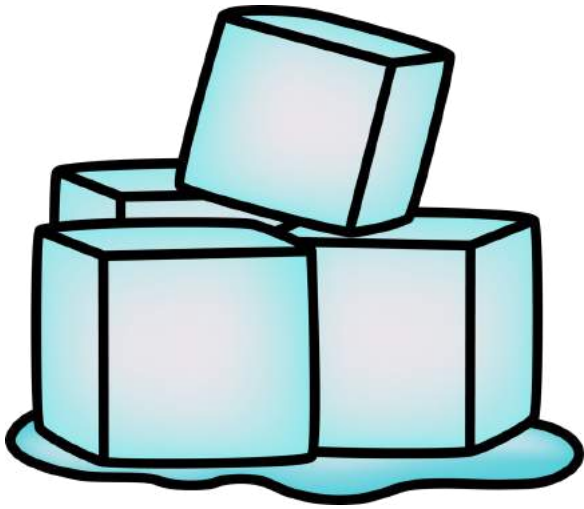
steel

Strong/Not Strong



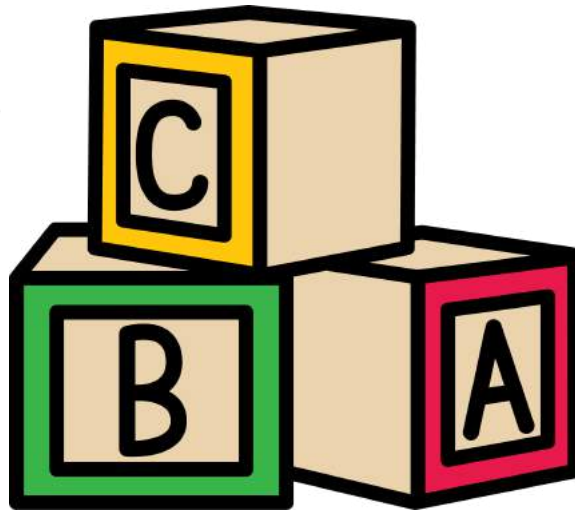
cinder blocks

Strong/Not Strong



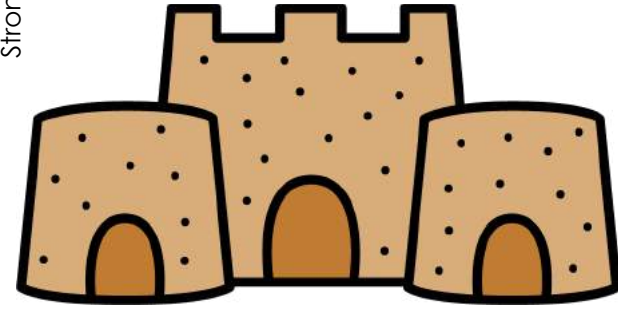
ice

Strong/Not Strong



blocks

Strong/Not Strong



sand

Strong/Not Strong



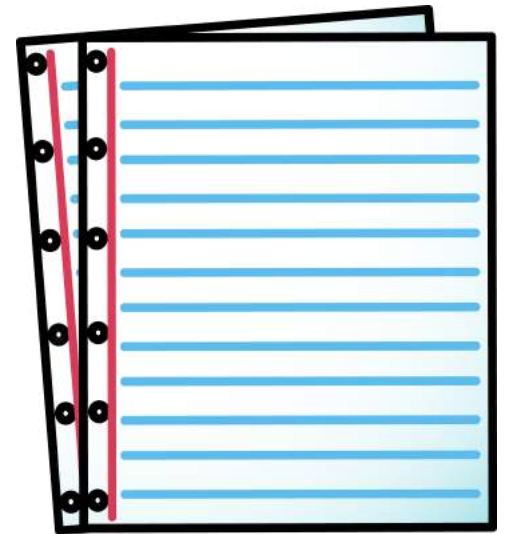
marshmallows

Strong/Not Strong



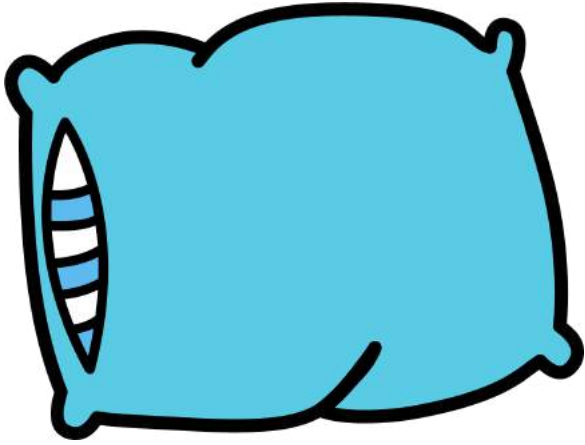
cards

Strong/Not Strong



paper

Strong/Not Strong



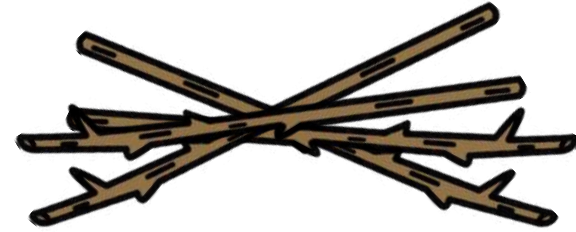
pillows

Strong/Not Strong



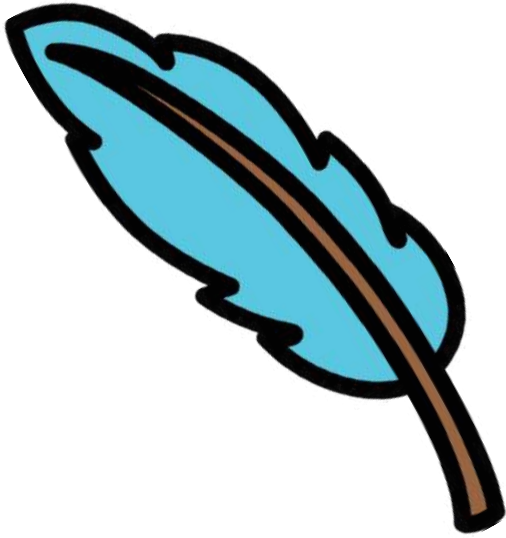
noodles

Strong/Not Strong



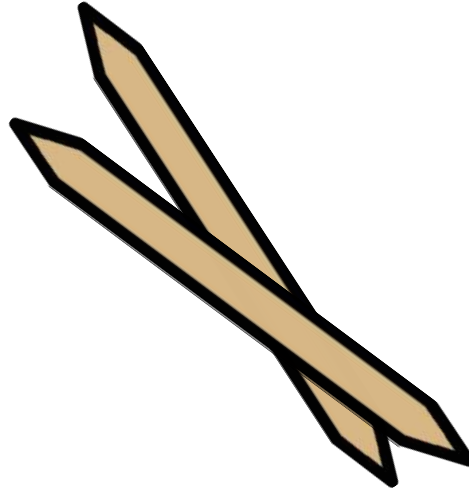
sticks

Strong/Not Strong



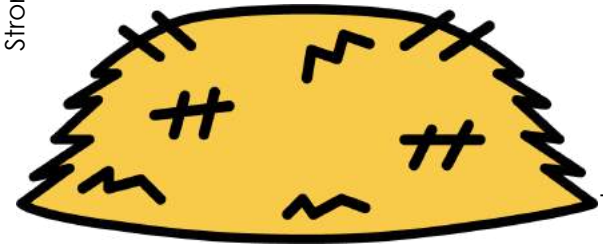
feathers

Strong/Not Strong



toothpicks

Strong/Not Strong



straw

# House Patterns

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brick



sticks



straw



bricks



bricks



bricks



bricks



bricks



bricks



sticks



sticks



sticks



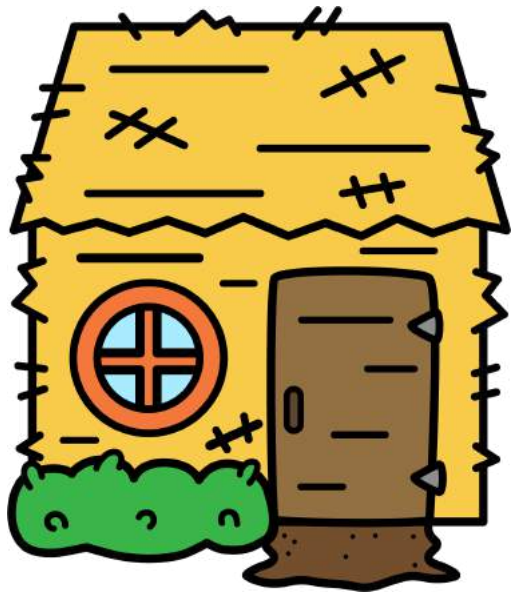
sticks



sticks



sticks



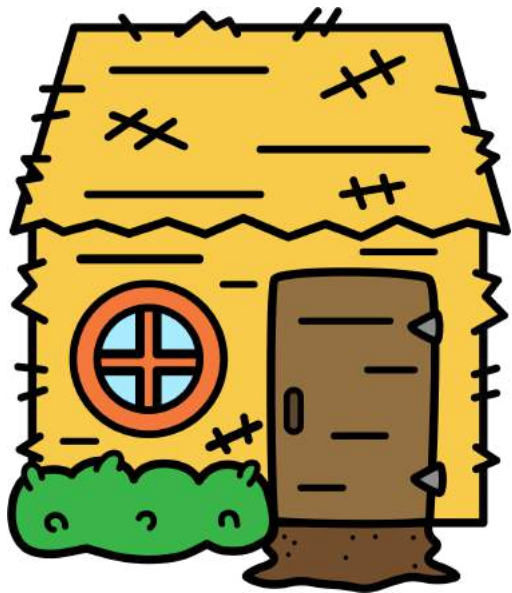
straw



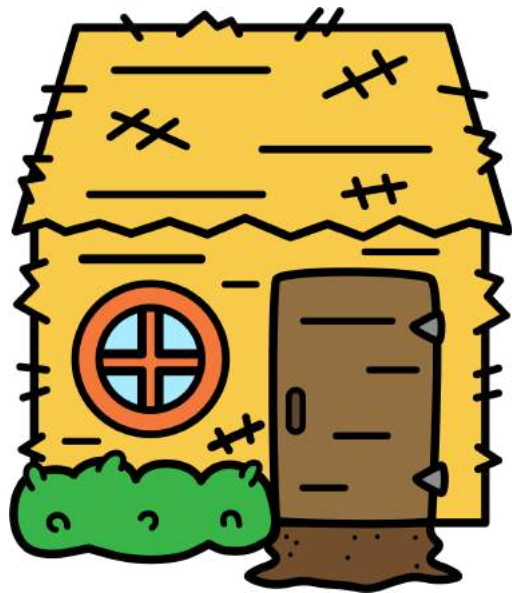
straw



straw



straw



straw



straw

Name \_\_\_\_\_

You can use many different types of materials to build a structure.  
Draw a picture of what you built today.



A large, empty rectangular box with a thick black border, intended for drawing a picture of a structure built today.

# Let's Build

## Construction Jobs

It takes many people working together to construct a building. There are many jobs like builder, contractor, architect, and inspector.

### Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will demonstrate an understanding of print concepts.

### Activities:

1. Examine the real photos with the students. Bring in a hard hat if possible and pass it around the circle. Talk about why the workers have to wear a hard hat when on the job site.
2. Sing the "Here Come the Workers" song. Use props (keys, small shovel, clipboard, ruler, magnifying glass, toy hammer) and the picture cards to assist with each verse. Pass out the props for students to hold up during each verse.
3. Point out the different parts of a construction worker. Label the picture of the construction worker's clothes.



Name \_\_\_\_\_

I can label construction site gear.

I can label construction site gear.

Hard hat

vest

tools

boots

©Play to Learn Preschool

#### Extension Idea:

Bring 2 identical sets of blocks to circle time. Build a structure with one set of blocks. Choose a student (or students) to build the same structure using the other set of blocks.

**Here Come the Workers!**  
To the tune of "Farmer in the Dell"

The builders go to work  
The builders go to work  
Hi-ho construction site  
The builders go to work!  
(repeat first verse on card)

1 The builders go to work, all in construction gear.  
2 The builders go to work, all in construction gear.  
3 The builders go to work, all in construction gear.  
4 Let's check the list, let's see what's on the list.



**Architects, contractors, and construction people work together to build the structures.**



**Construction workers assemble steel cables to support the tall building.**

# Here Come the Workers!

To the tune of "Farmer in the Dell"

The builders go to work  
The builders go to work  
Hi-ho construction site  
The builders go to work!

(repeat tune with verses on cards)



3



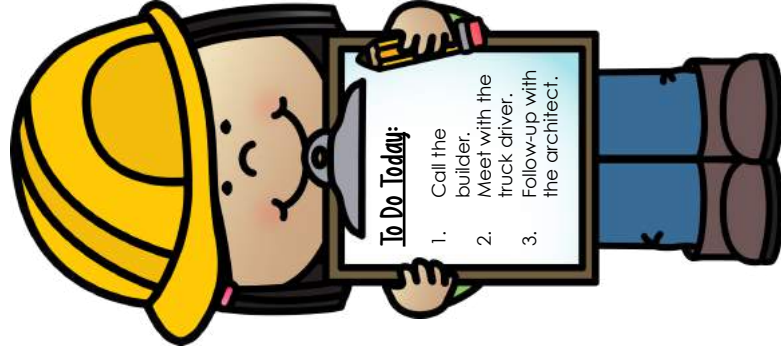
Time to dig the dirt.  
Hi-ho let's shovel now.



The builders go to work.  
Hi-ho construction site.

1

4

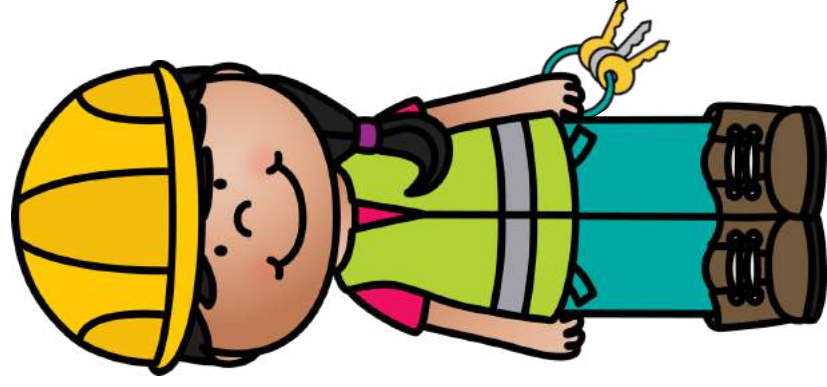


**To Do Today:**

1. Call the builder.
2. Meet with the truck driver.
3. Follow-up with the architect.

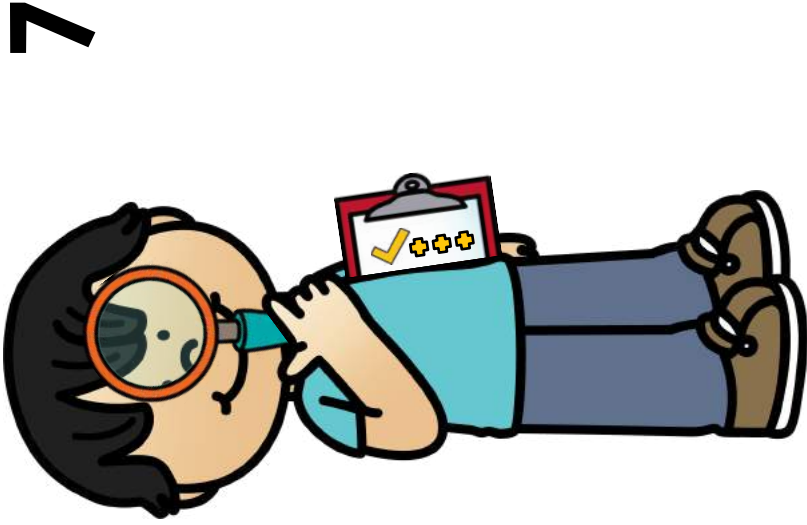
Let's check the list.  
Hi-ho there's things to do.

2



The driver drives the truck.  
Hi-ho There's dirt for you.

Here Come the Workers!



The inspector needs to check.  
Hi-ho check the site.

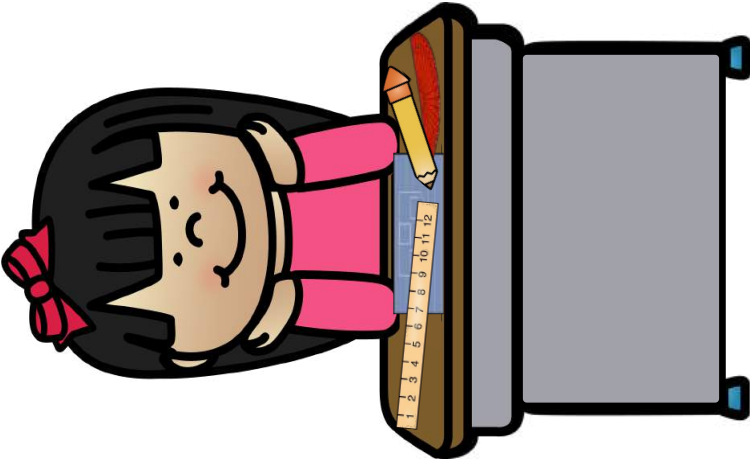
Here Come the Workers!



The work has all been done.  
Hi-ho it's time for home!

Here Come the Workers!

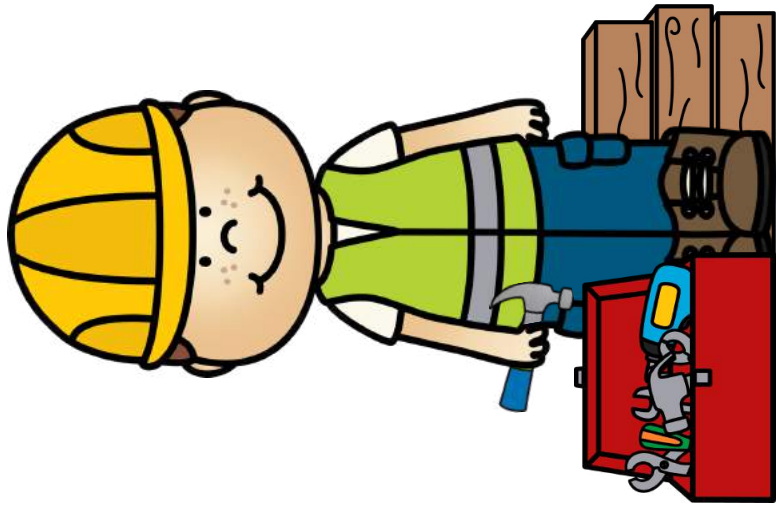
5



The architect has to plan.  
Hi-ho it's time to draw.

Here Come the Workers!

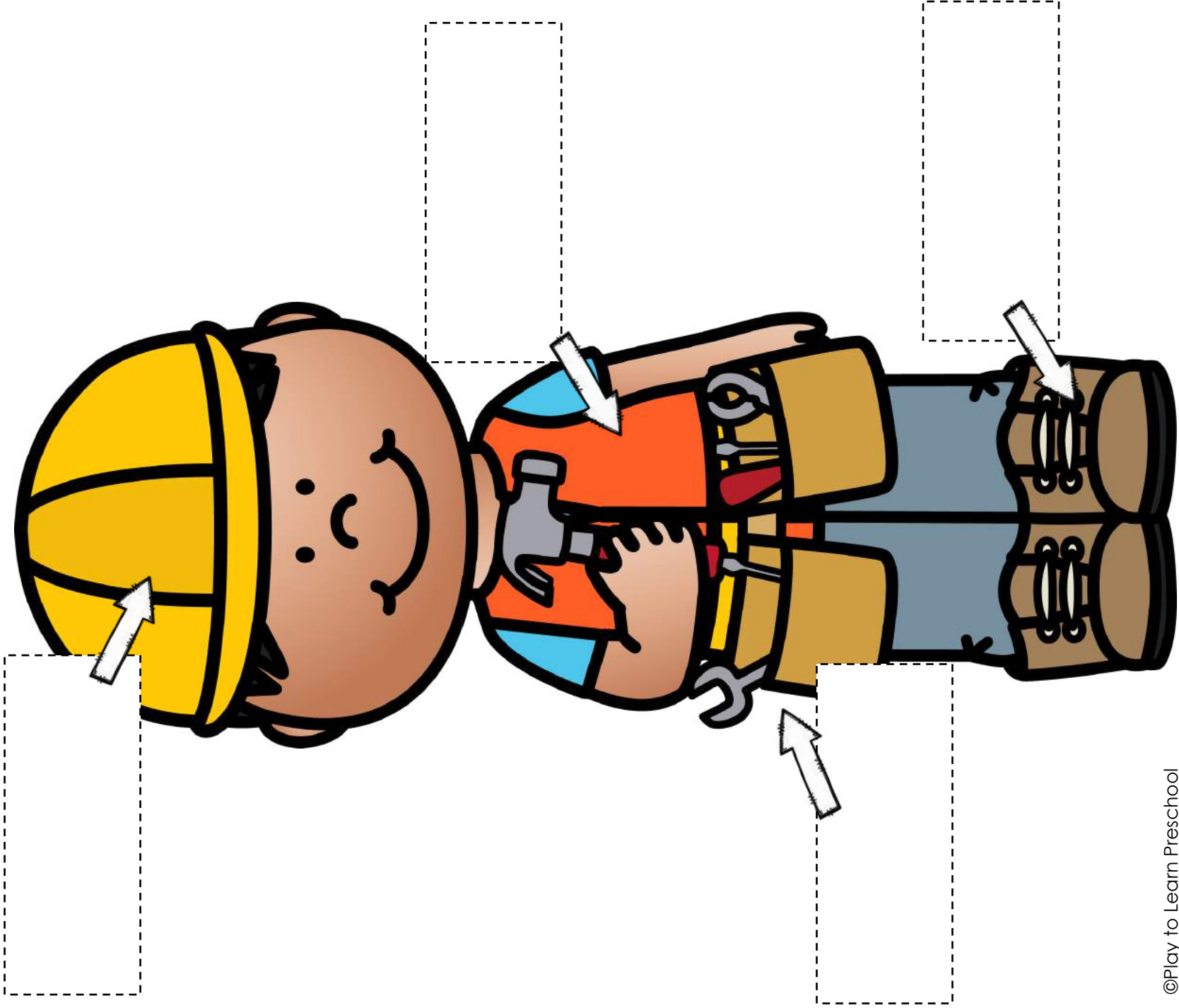
6



The builder starts to build.  
Hi-ho let's use some tools.

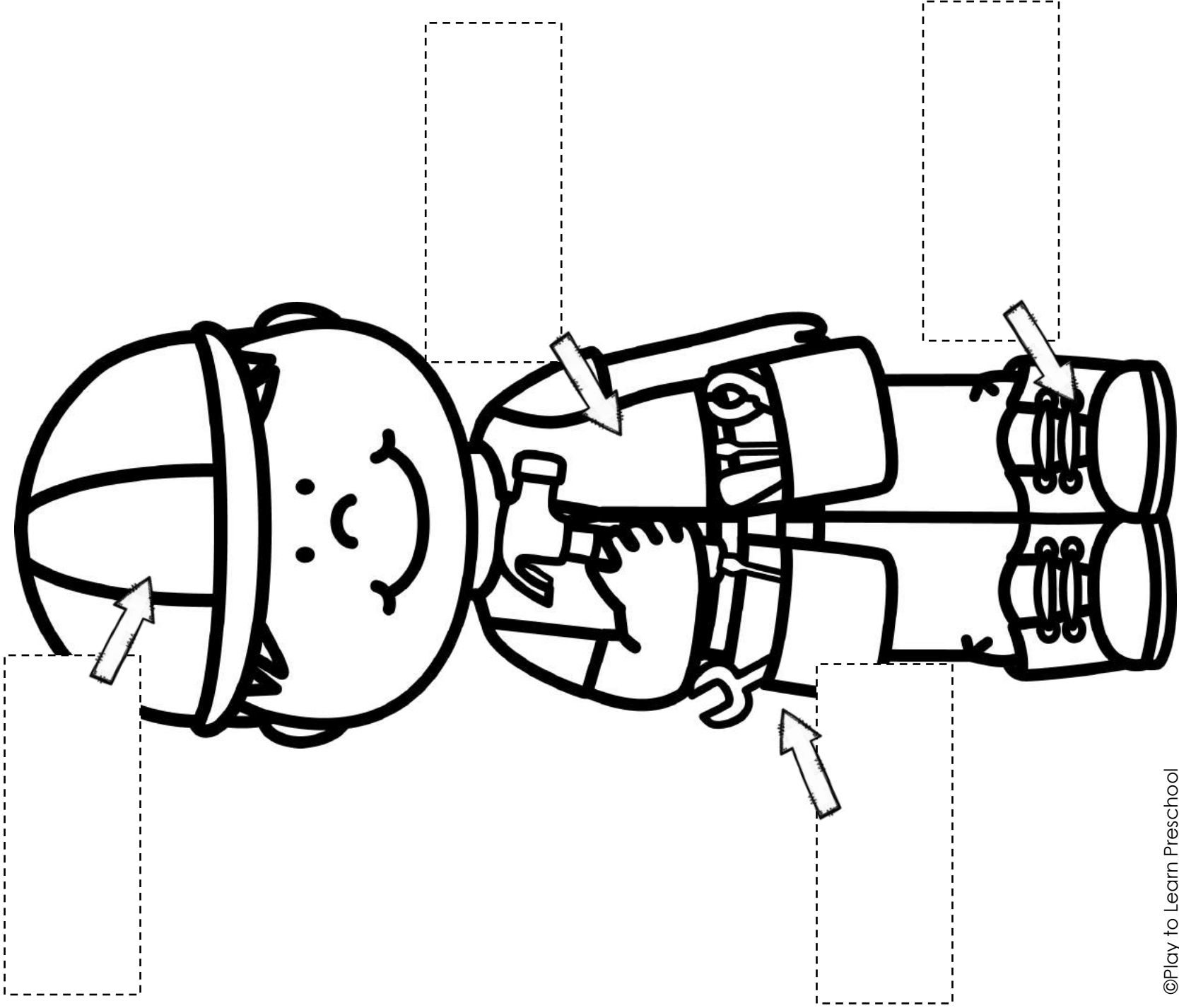
8

**I can label  
construction site gear.**



Name \_\_\_\_\_

**I can label construction site gear.**



Use these cards to label the construction site gear.

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**hard hat**

**vest**

**tools**

**boots**

**hard hat**

**vest**

**tools**

**boots**

**hard hat**

**vest**

**tools**

**boots**

**hard hat**

**vest**

**tools**

**boots**

**hard hat**

**vest**

**tools**

**boots**

**hard hat**

**vest**

**tools**

**boots**

**hard hat**

**vest**

**tools**

**boots**

# Trucks

## Heavy Lifters

Day 6  
lesson  
plans

There is lots of heavy lifting at a construction site. Vehicles such as bulldozers, excavators, dump trucks, cranes, and front-end loaders help move the earth and heavy supplies.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will play with words, sounds, and rhymes.
- The students will express themselves using words and sentences.

### Activities:

1. Show the real photos as well as toy trucks. Talk about the difference in size, shape, and purpose of what they do.
2. Sing "Around the Construction Site".
3. Play the Grid Game.

#### Extension Idea:

Paint with toy trucks at art time. Supplies needed: paper, paint, small construction vehicles.



Painting with Trucks

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

### To Play:

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



### Around the Construction

To the tune of "Wheels on the Bus"

The excavator goes dig, dig, dig,  
Dig, dig, dig,  
Dig, dig, dig.

The excavator goes dig, dig, dig,  
Through the mud.



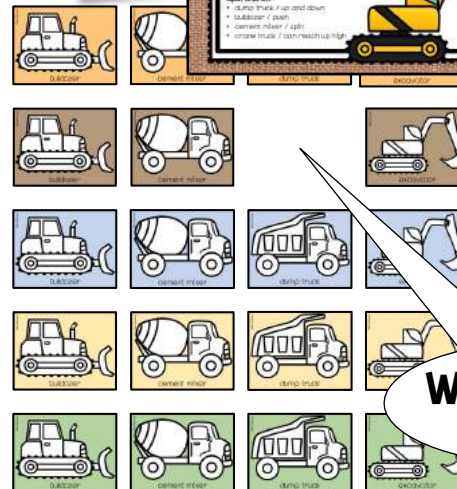
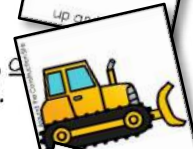
Start with:

• dump truck / up and down

• bulldozer / push

• cement mixer / spin

• crane truck / don't reach too high



Which one is missing?

**Bulldozers clean and level land.**





**Excavators move dirt around the construction site.**



**Dump trucks pick up and drop off dirt to construction sites.**

**Front-end loaders can move heavy rocks.**





**Cranes lift heavy supplies way up in the air.**

# Around the Construction Site

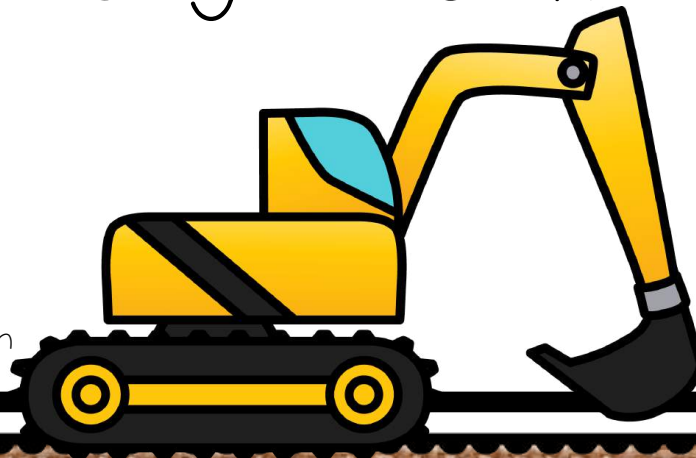
To the tune of "Wheels on the Bus"

The excavator goes dig, dig, dig  
Dig, dig, dig,  
Dig, dig, dig.

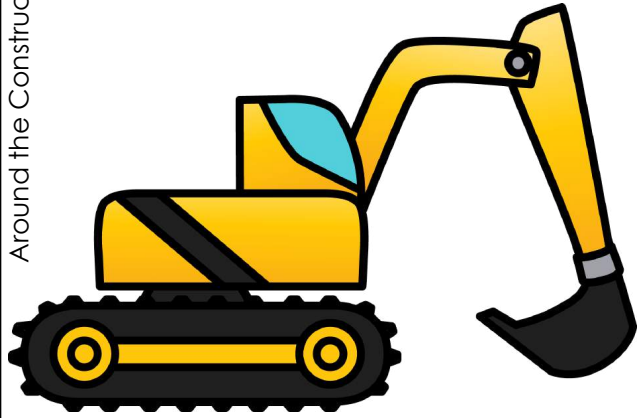
The excavator goes dig, dig, dig  
Through the mud.

Repeat verses with :

- dump truck / up and down
- bulldozer / push
- cement mixer / spin
- crane truck / can reach up high



Around the Construction Site



dig

Around the Construction Site



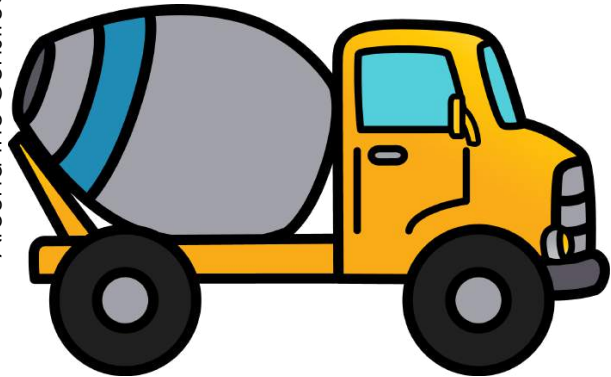
up and down

Around the Construction Site



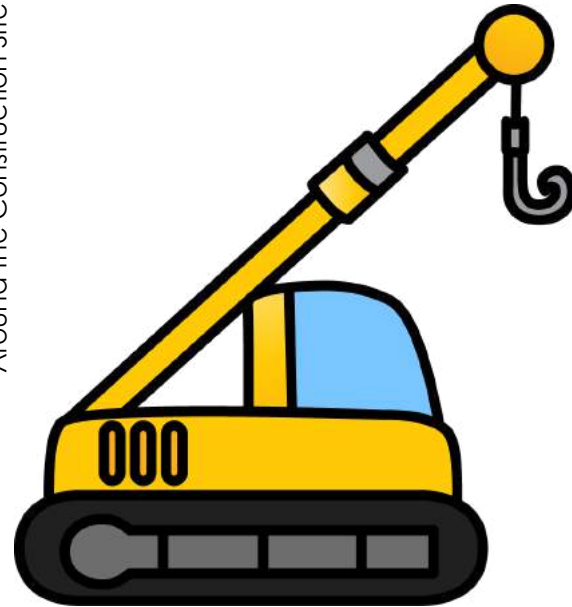
push

Around the Construction Site



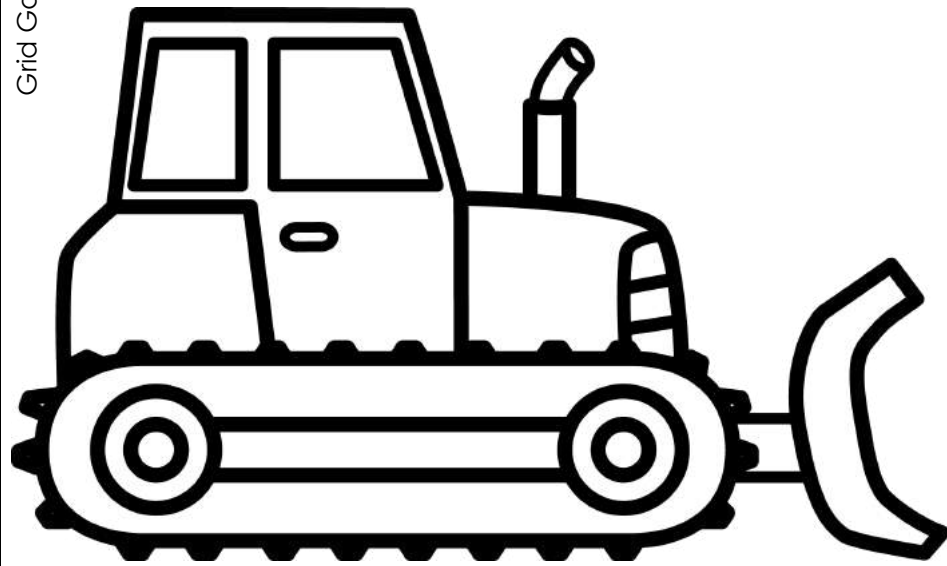
spin

Around the Construction Site

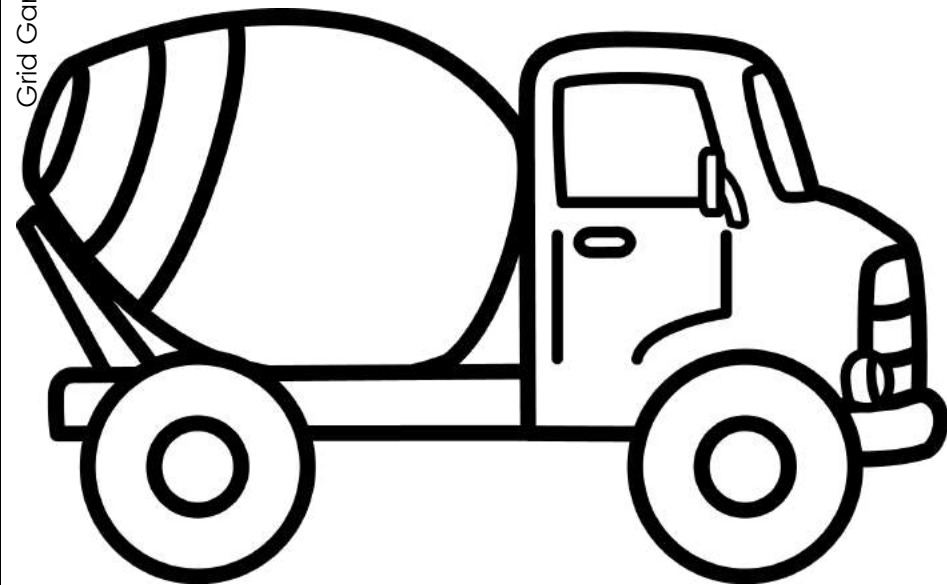


reach up high

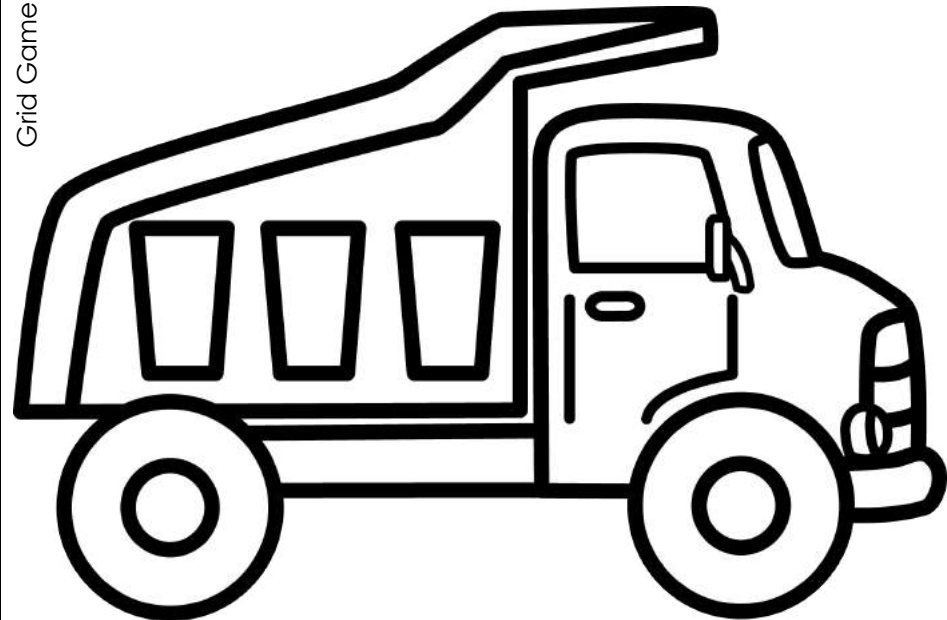
©Play to Learn Preschool



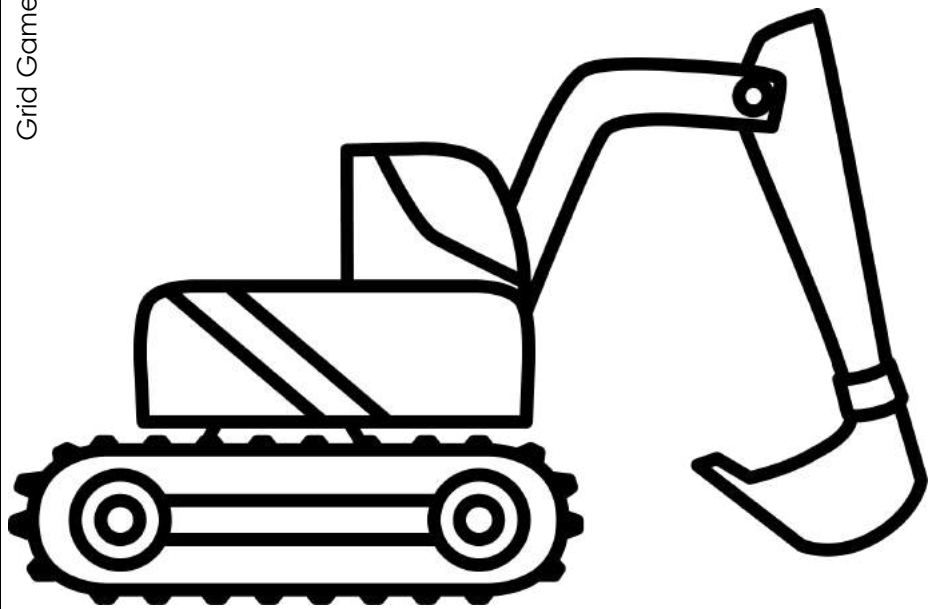
bulldozer



cement mixer



dump truck



excavator

# Construction Site

## Building

Day 7  
lesson  
plans

There are many things to see at a construction site. Not only are there people making things happen, but there are machines, supplies, signs, and tools.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will use new vocabulary.
- The students will demonstrate an understanding of print concepts.

### Activities:

1. Show the real pictures to the students and ask them if they know what is being built.
2. Sing "What Do You See?" Show the cue cards to help with each new verse.
3. Read the poem "I See." Add each of the sentences to a pocket chart. Use the picture cards to help emergent readers remember each line.



**I See!**

I see the truck.  
I see the cone.  
I see the sign.  
I see the worker.  
I see the hard hat.  
I see the tools.  
I see the building!

**I See!**

I see the truck.

I see the cone.

I see the sign.

I see the worker.

I see the hard hat.

I see the tools.

I see the building.

### Extension Idea:

Fill the sensory bin with play sand, construction vehicles, and rocks. The students can create their own construction site.

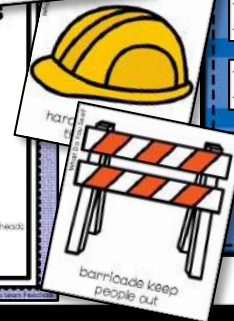


**What Do You See?**

To the tune of "Wuffin' Plan"  
What do you see at a construction site?  
A construction site, a construction site.  
What do you see at a construction site,  
When you look around?  
I see the workers move around.  
Move around, move around.  
I see the workers move around.  
At the construction site.

Repeat the verses with:

- hard hats to protect their heads
- excavators dig up dirt
- drill twist the concrete
- barricade keep people out
- sign give directions



**The workers at this site are building with wood, concrete, and bricks.**



**Construction sites have tall cranes, lots of supplies, and many workers.**



# What Do You See?

To the tune of "Muffin Man"

What do you see at a construction site?

A construction site, a construction site.

What do you see at a construction site,

When you look around?

I see the workers move around,

Move around, move around.

I see the workers move around,

At the construction site.



Repeat the versus with:

- hard hats to protect their heads
- excavators dig up dirt
- drill twist the screw
- barricade keep people out
- sign give directions

What Do You See?



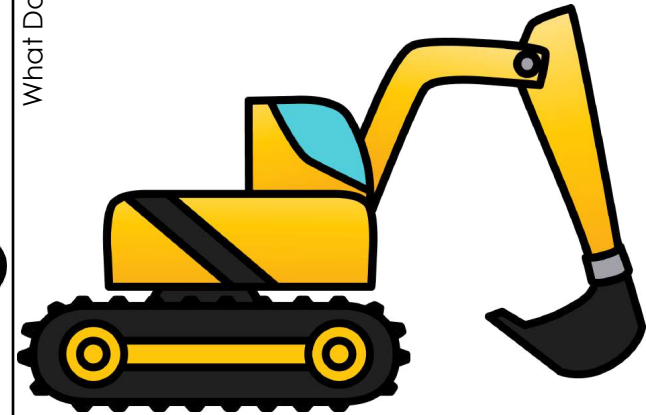
workers move around

What Do You See?



hard hats to protect their heads

What Do You See?



excavators dig up dirt

What Do You See?



drill twist the screw

What Do You See?



barricade keep people out

What Do You See?



sign give directions

# I See!

I see the truck.

I see the cone.

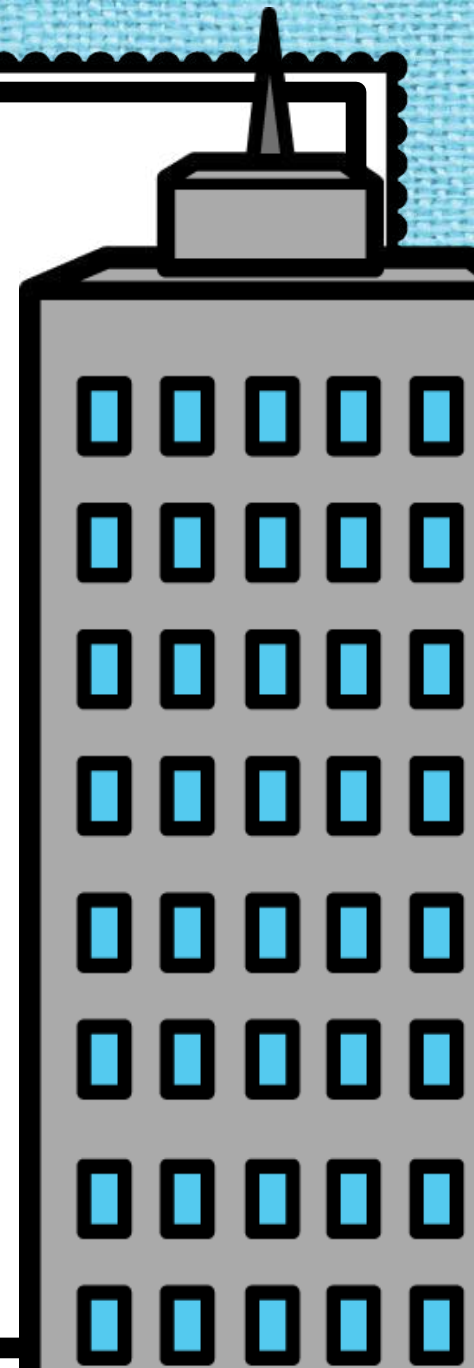
I see the sign.

I see the worker.

I see the hard hat.

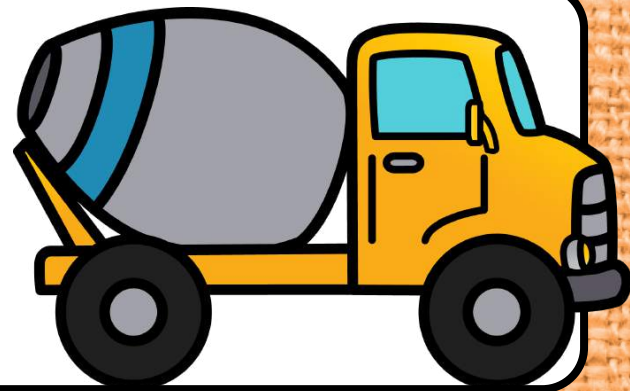
I see the tools.

I see the building!





I See!



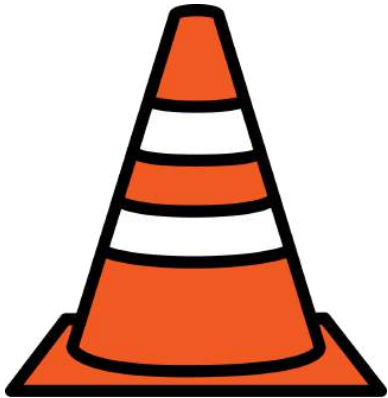
©Play to Learn Preschool

I see the

truck.

I see the

cone.



cone



I see the

sign.



sign

I see the  
worker.



worker

I see the

hard hat.



hard hat

I see the

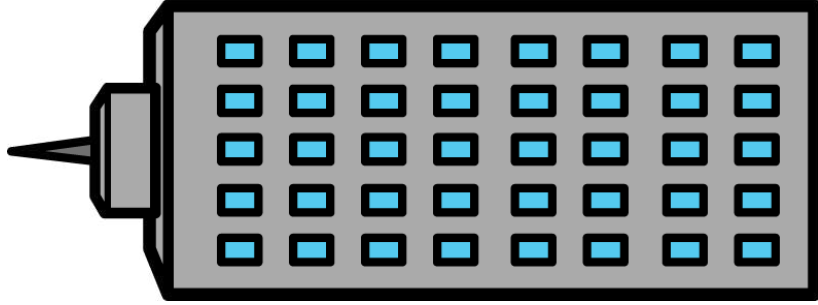
tools.



tools

I see the

building.



building

# Types of Houses

Wood, Brick, Metal


Day 8  
lesson  
plans

A house is a structure that is lived in by a family or small group of people. Houses can be made with brick, stone, wood, stucco, and vinyl siding as well as many other materials depending on the climate of the area.

## Objectives:

- The students will notice similarities and differences and ask questions.
- The students will work on a task through completion.
- The students will play with words sounds, and rhymes.

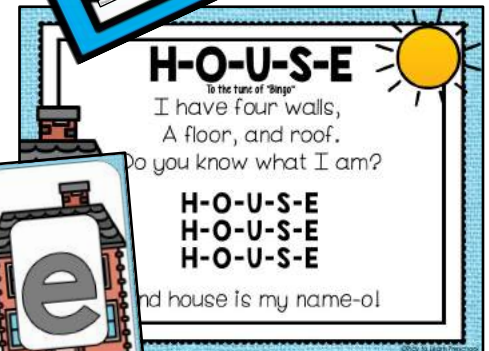
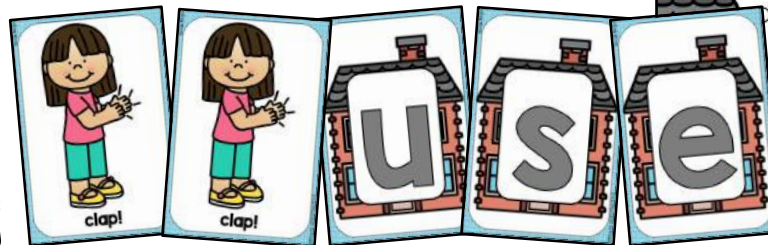
## Activities:

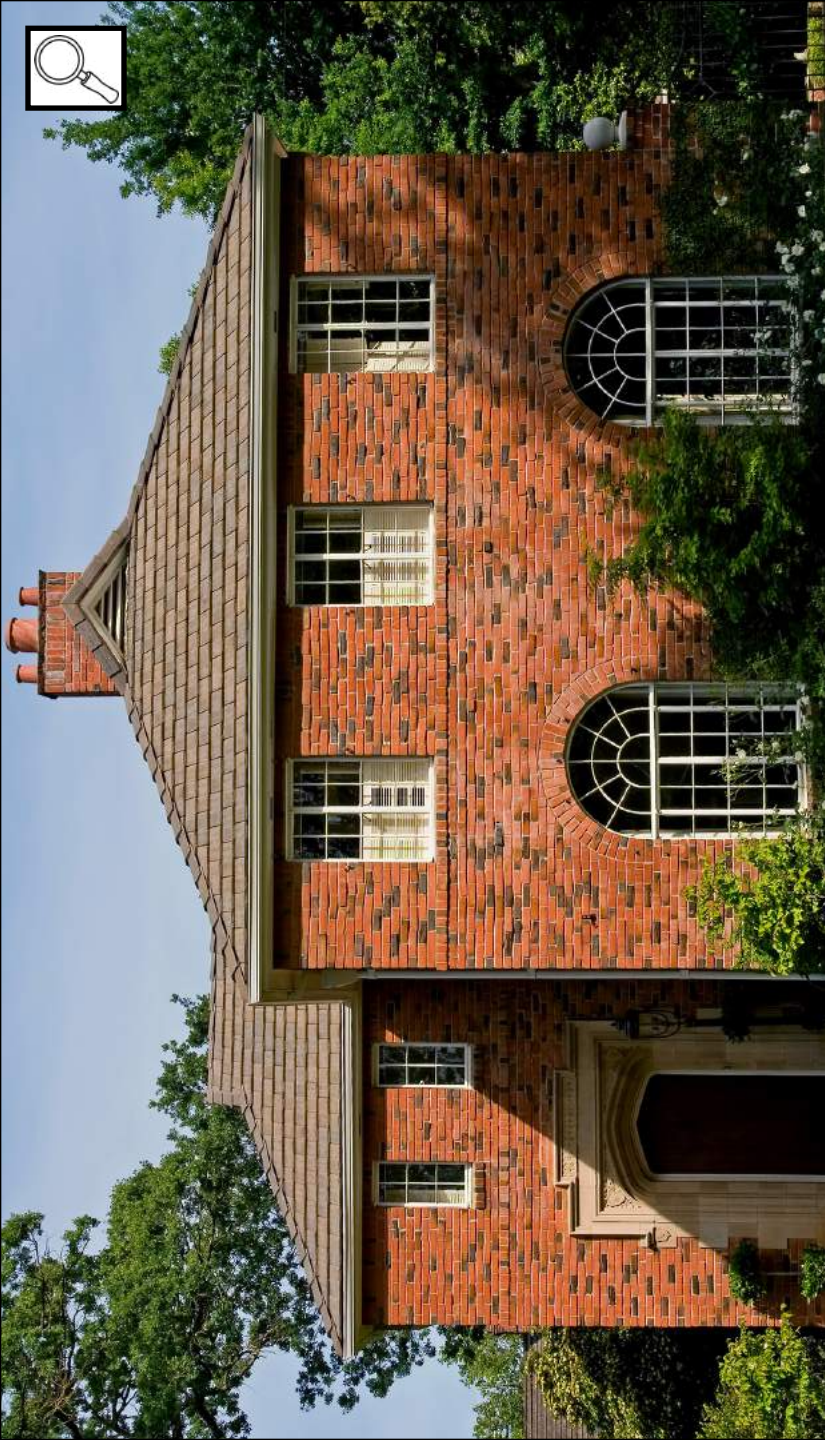
1. Observe the real pictures of the different types of houses with the students. Talk about the different materials used to make the structures.
2. Scavenger hunt – pick out the real pictures of houses with the  magnifying glass icon in upper right corner. Place them at eye level around the room. Students check off the list as the house is found.
3. Print and cut apart the house cards and “clap” cards. Attach a “clap” card to the back of each house card. Display the letters H-O-U-S-E and sing the song. After singing the first verse, flip the H card over to show the “clap” card. Sing the second verse as “clap, O-U-S-E.”



### Extension Idea:

Teach the ASL sign for home. Put fingers together with your thumb and touch to your mouth and then to your ear.





**This house is built with bricks.**

©Play to Learn Preschool



**This house is being built with wood.**

©Play to Learn Preschool



**This house is made from straw.**

©Play to Learn Preschool



**These tall apartments are made of metal, concrete, and wood.**

©Play to Learn Preschool

**Korean hanoks can be made from wood, straw, dirt, stones, and bricks.**

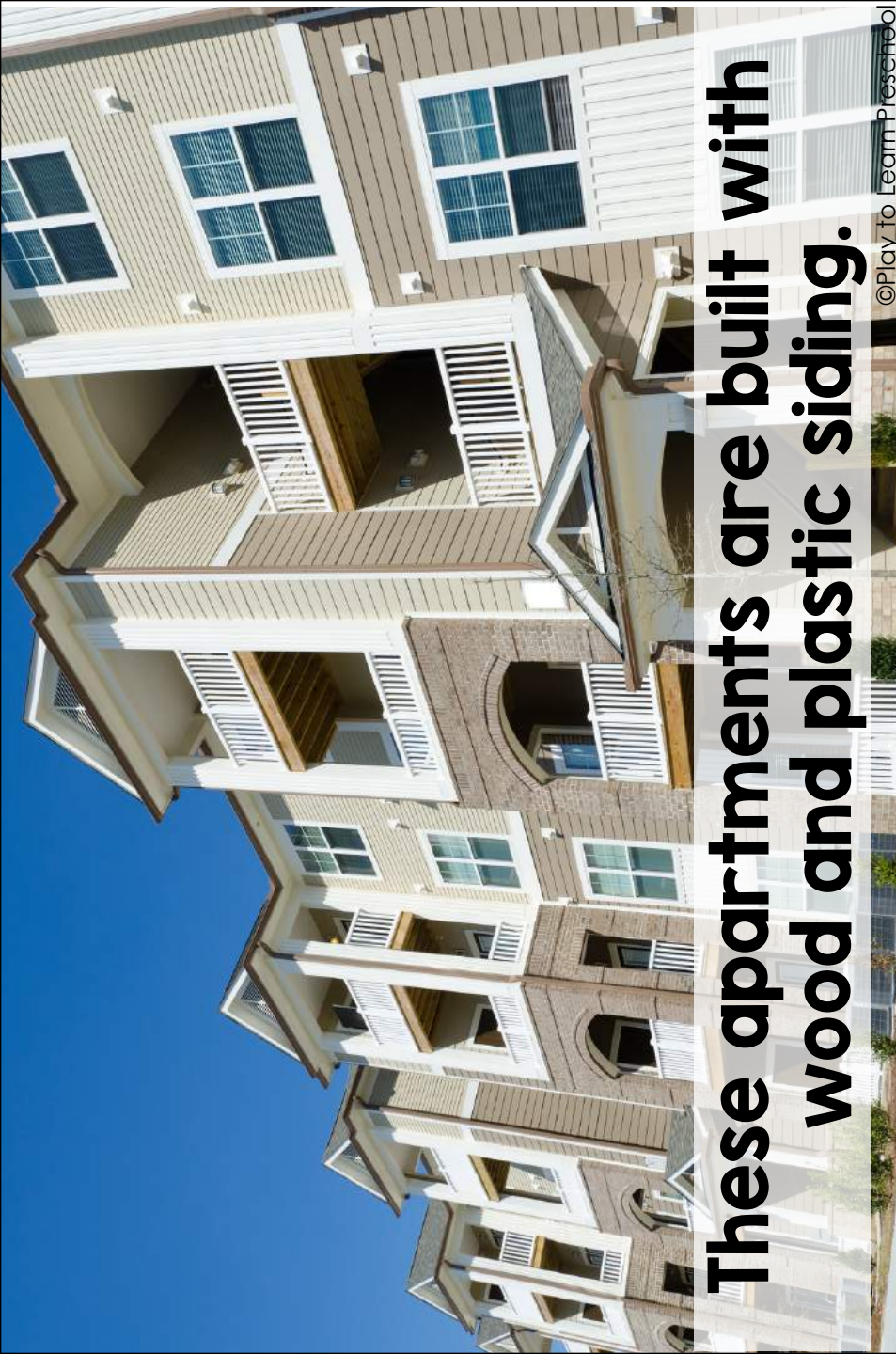


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**Yurts are moveable structures made by covering wood frames with fabric.**



©Play to Learn Preschool



**These apartments are built with wood and plastic siding.**

©Play to Learn Preschool



**This trailer home is built with metal and plastic siding.**

©Play to Learn Preschool



**Igloos are temporary shelters made from icy snow blocks.**

©Play to Learn Preschool



**Palafitos are houses built on stilts to protect them from water.**

©Play to Learn Preschool



**The Navajo people built hogans with wood, dirt, and mud.**

©Play to Learn Preschool



**Moroccan riads are made with tadelakt, a water proof plaster material.**

©Play to Learn Preschool



**An Italian trullo is made from stone  
and has a cone-shaped roof.**

©Play to Learn Preschool



**Japanese minkas stand out because of  
their high pitched roof shape.**

©Play to Learn Preschool

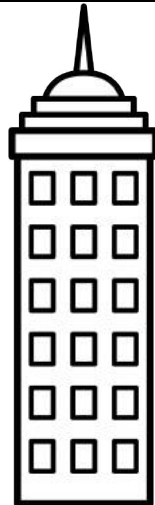
Name \_\_\_\_\_



# House Scavenger Hunt



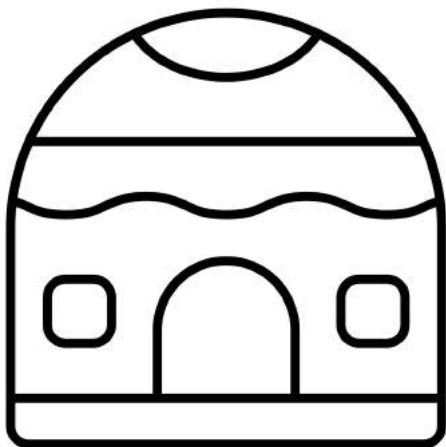
wood house



apartment homes



straw house



yurt



brick house



hanok

Place the real pictures around the room at student's eye level. Place this sheet on a clipboard and provide a crayon or other marking tool.

# H-O-U-S-E

To the tune of "Bingo"

I have four walls,  
A floor, and roof.

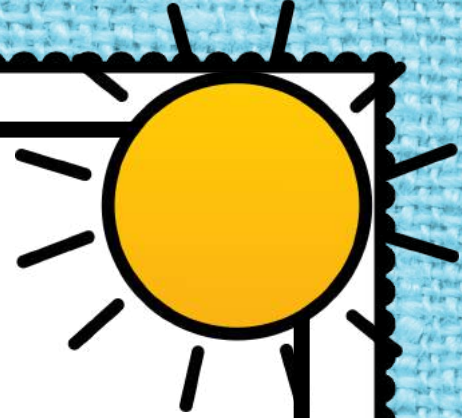
Do you know what I am?

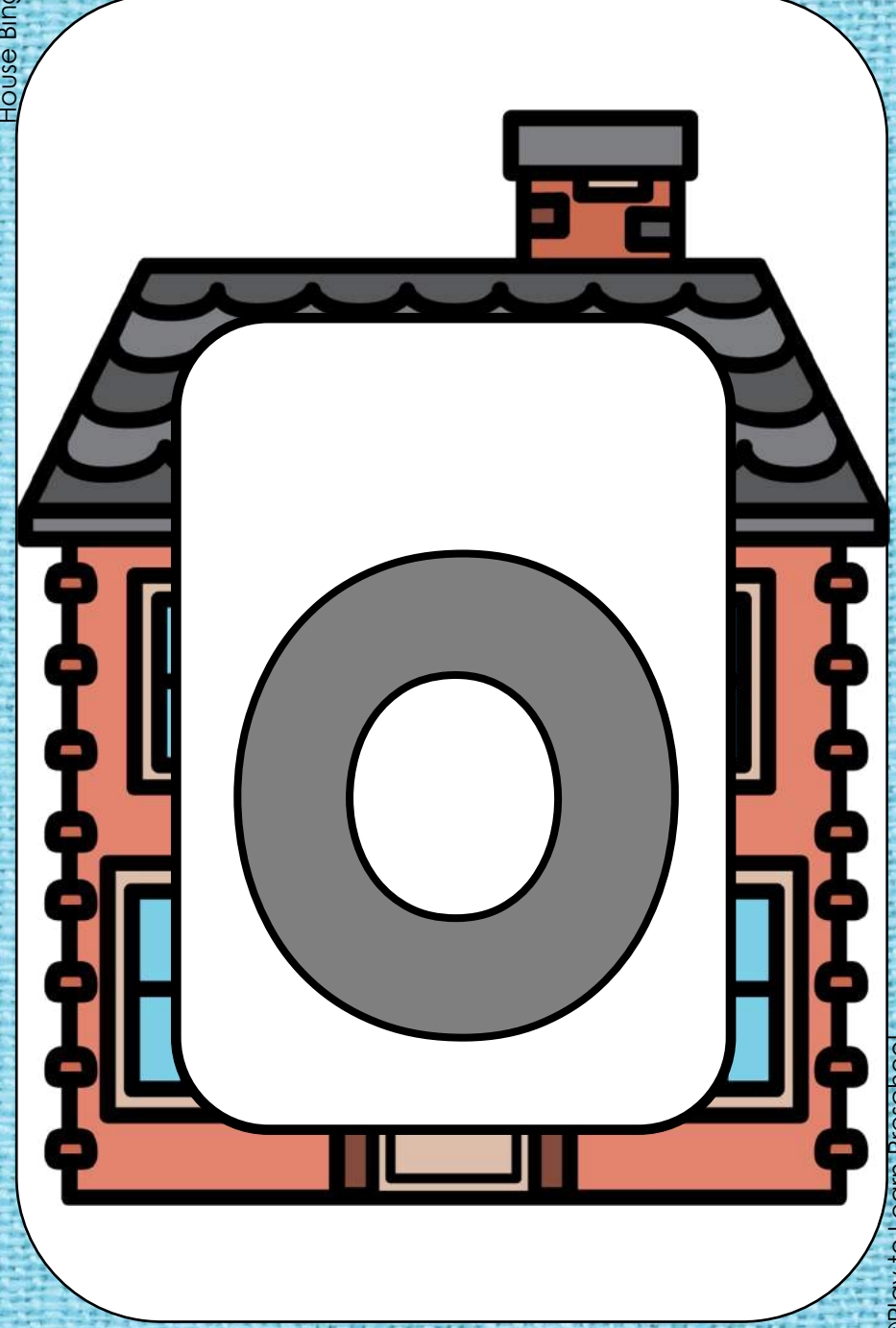
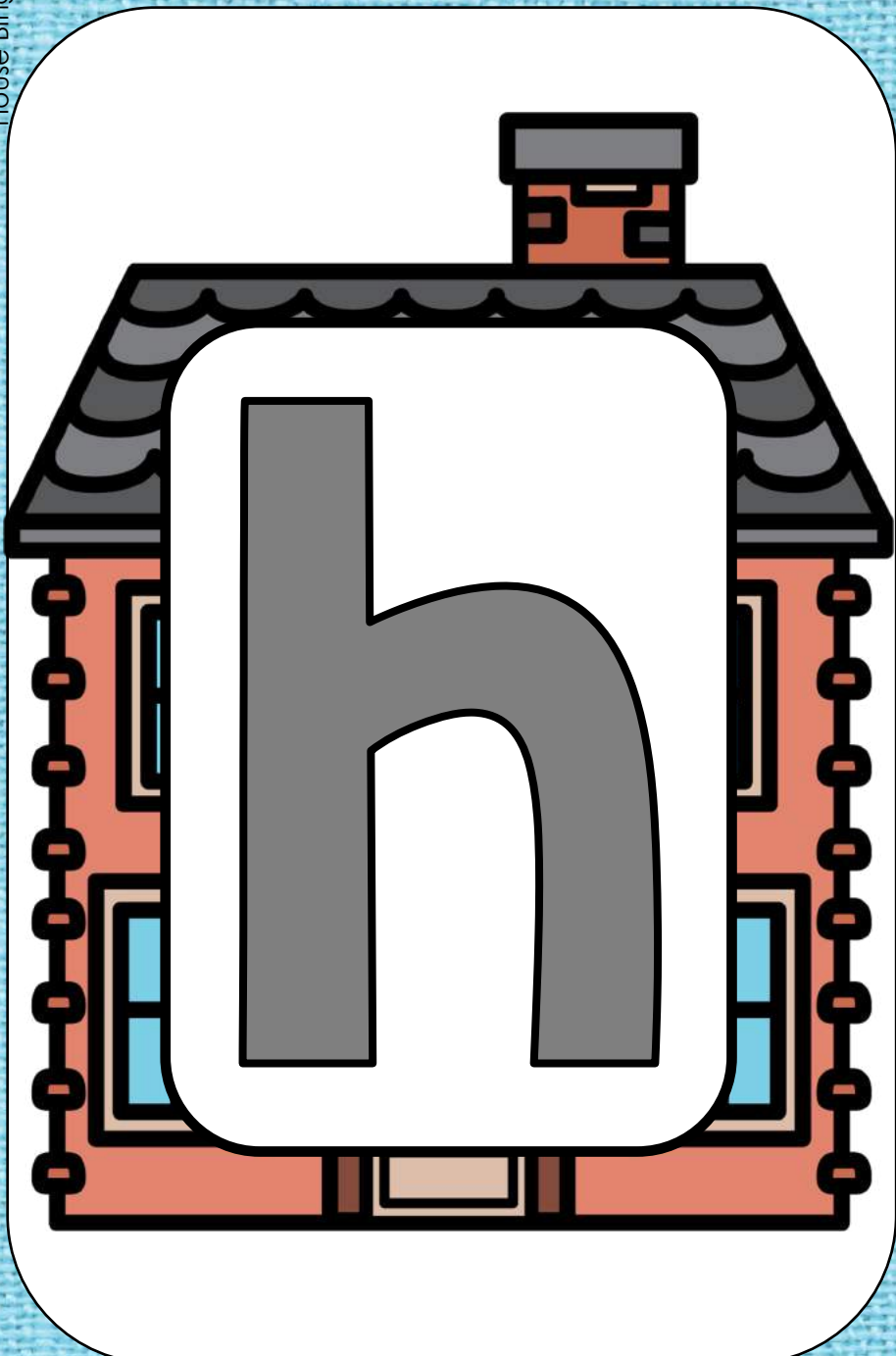
H-O-U-S-E

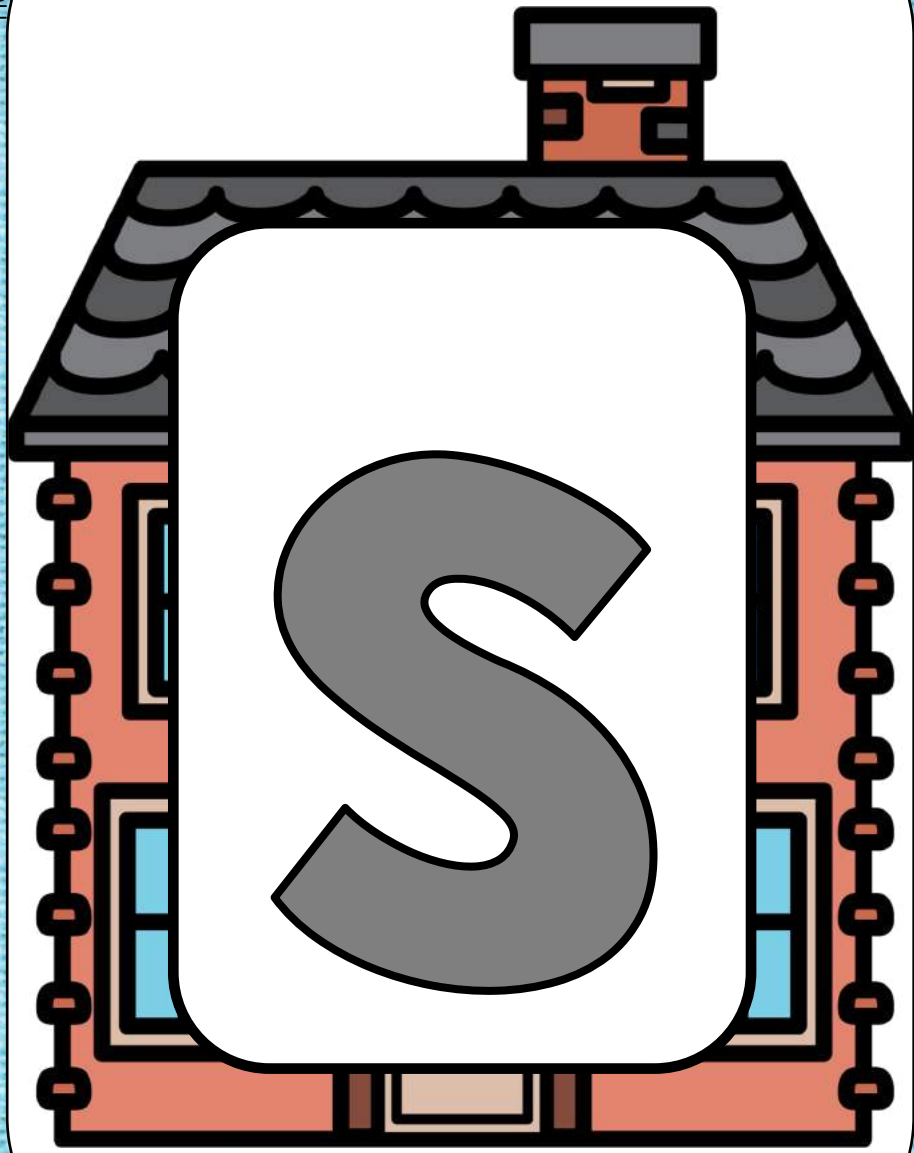
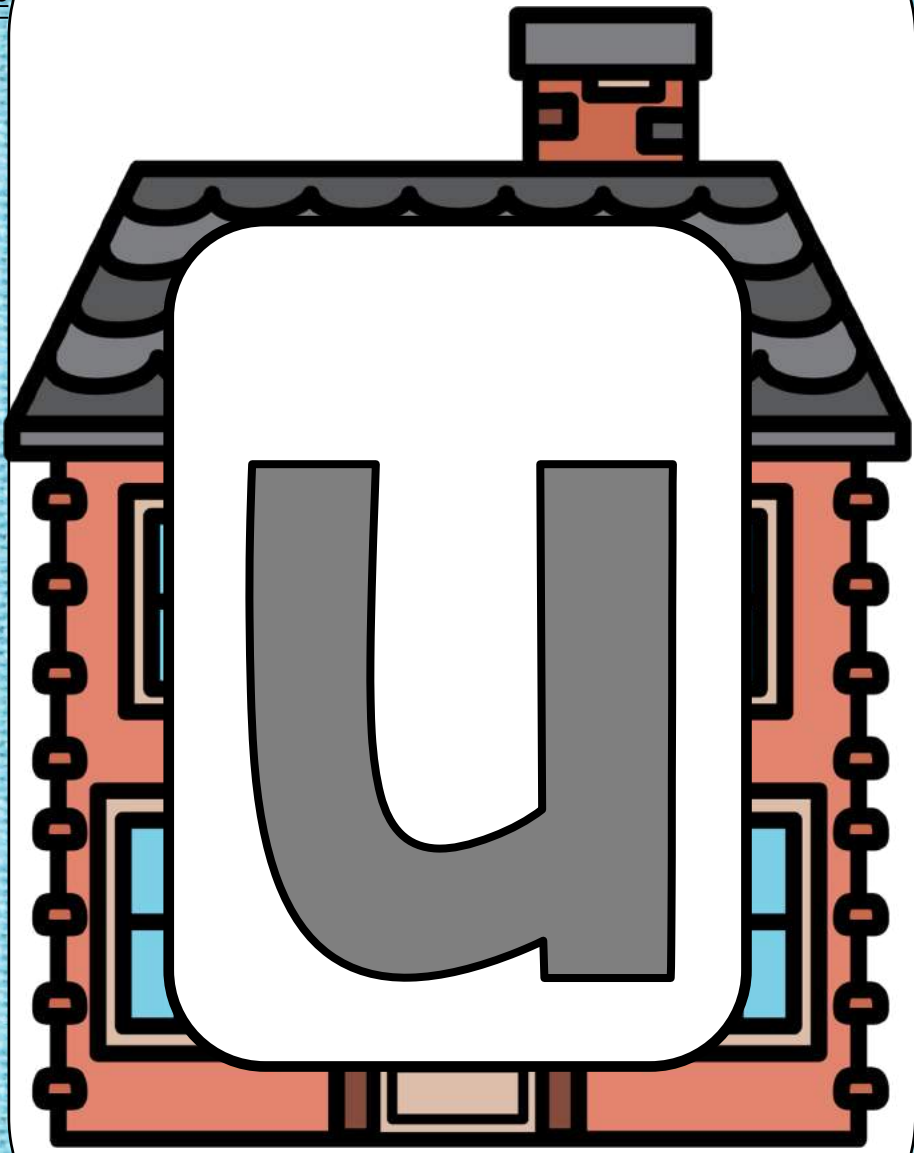
H-O-U-S-E

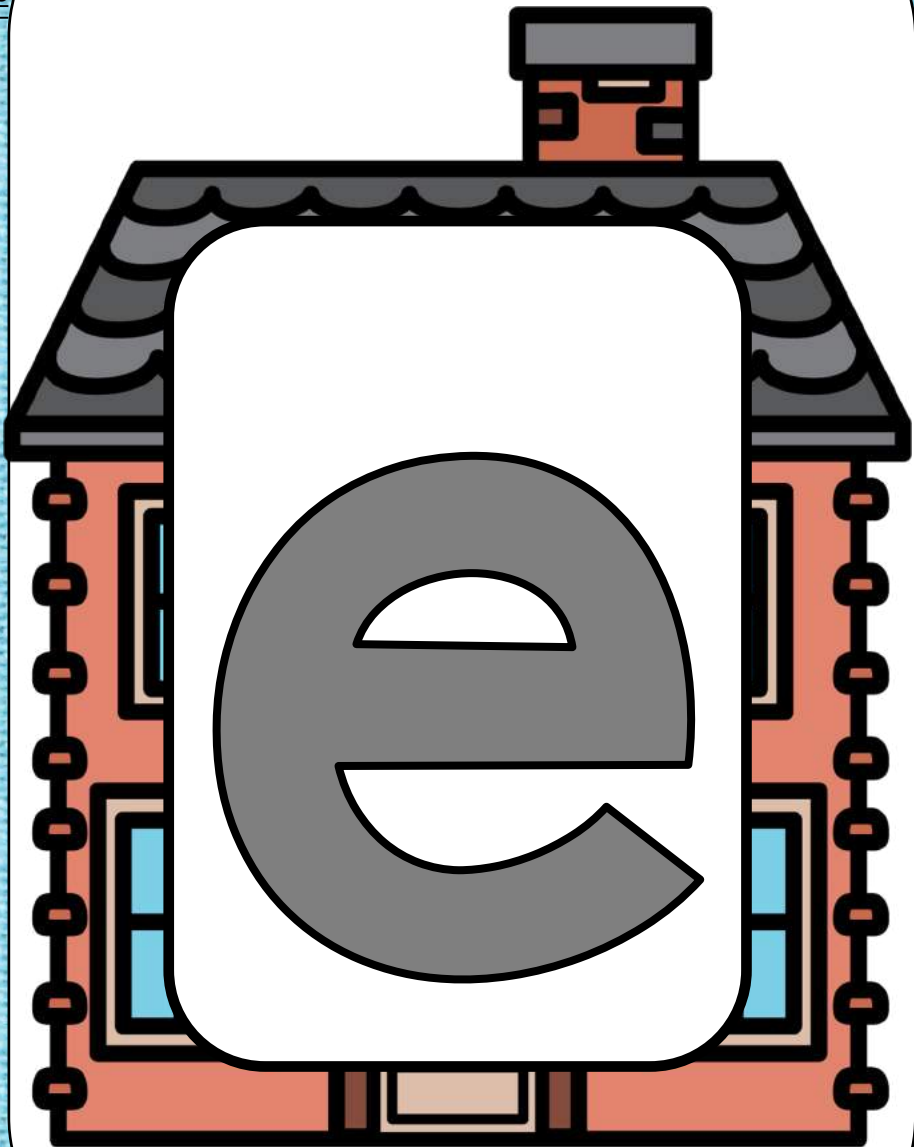
H-O-U-S-E

And house is my name-o!









**clap!**



**clap!**



**clap!**



**clap!**



**clap!**

# Bridges

## Getting You from Here to There

Bridges help people walk or drive from one place to another. A bridge can cross a body of water such as a river or lake, while other times it goes across a canyon, valley, or other road.

### Objectives:

- The students will learn and use new vocabulary.
- The students will recognize rhyming words.
- The students will identify numbers.

### Activities:

1. Look at the photos. Ask the students to point out similarities and differences between the bridges.
2. Print the rhyming cards and cut apart on the dotted line. Pass out the left section of each of the bridges to the students. Hold up the right section of the bridge and say the word. The student with the matching rhyme jumps up and completes the bridge.
3. Play the "Cross the Bridge" carpet game.

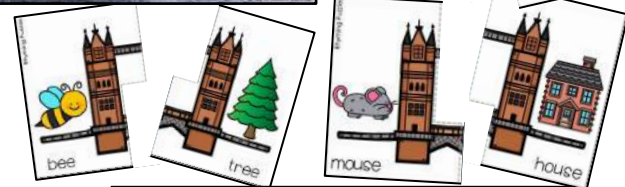
A bridge helps people and vehicles move across things like a river, a valley, or even other roads.



There are many types of bridges. A beam bridge has supports underneath.



A drawbridge opens upwards to allow tall ships to pass underneath.



#### Extension Idea:

Show the students a short video of how a drawbridge works.

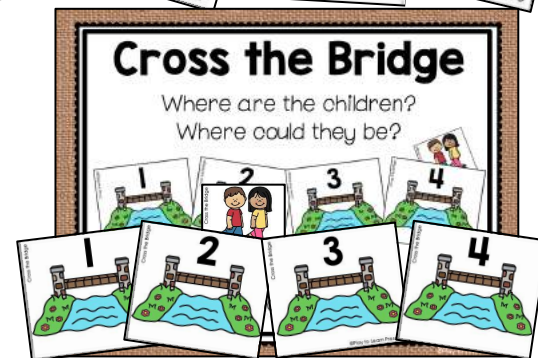
<https://www.youtube.com/watch?v=o2VAF0LDp-o>



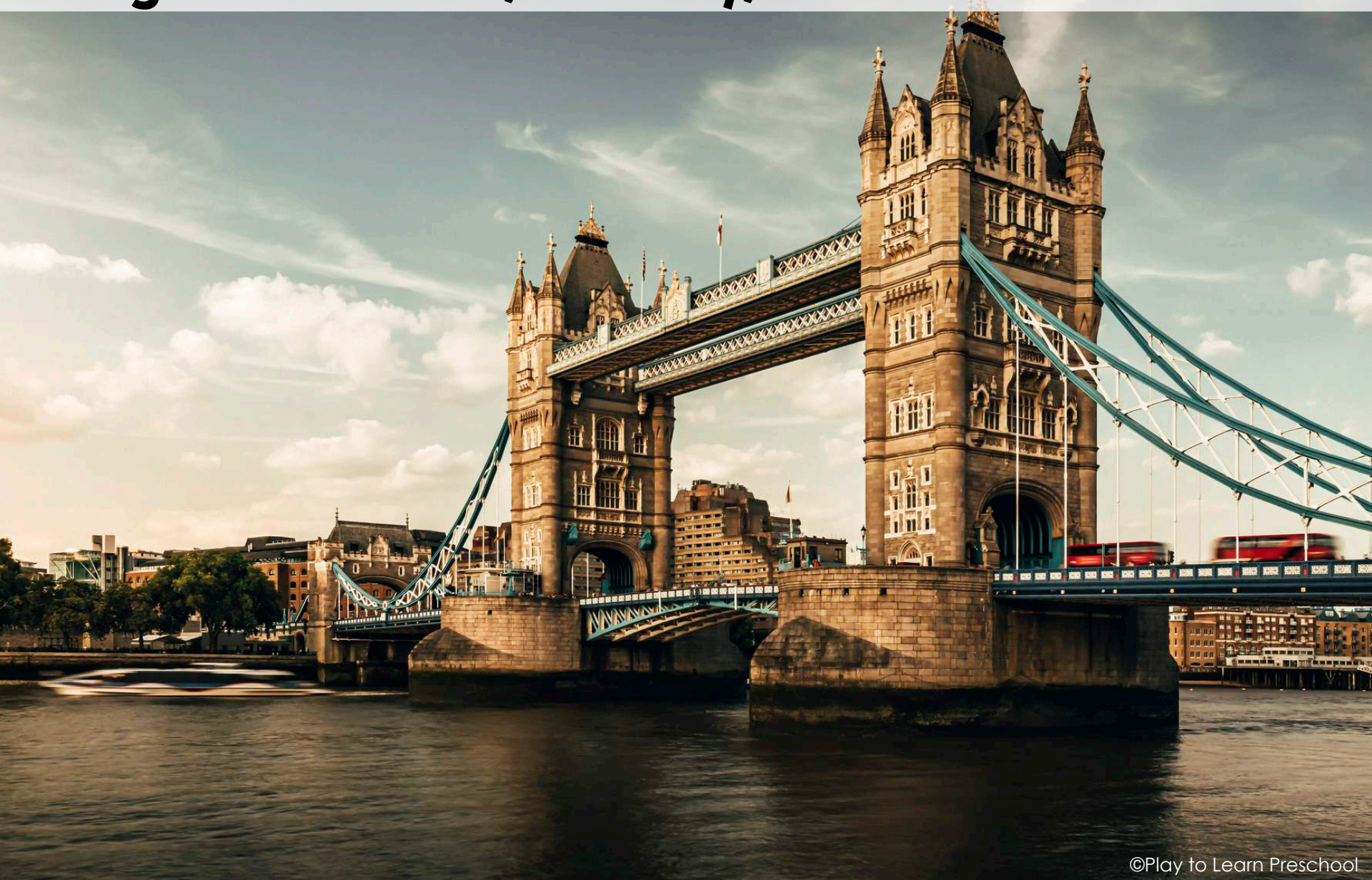
Drawbridge Video

### To Play the Game:

- Line up the bridge cards. Pick the right number of cards for your students. Identify the numbers together.
- Hide the "children" card under one of the bridges and recite the poem to find them.
- Students guess where the "children" card is hiding by identifying the number.



**A bridge helps people and vehicles move across things like a river, a valley, or even other roads.**



**There are many types of bridges. A beam bridge is flat and has supports underneath.**





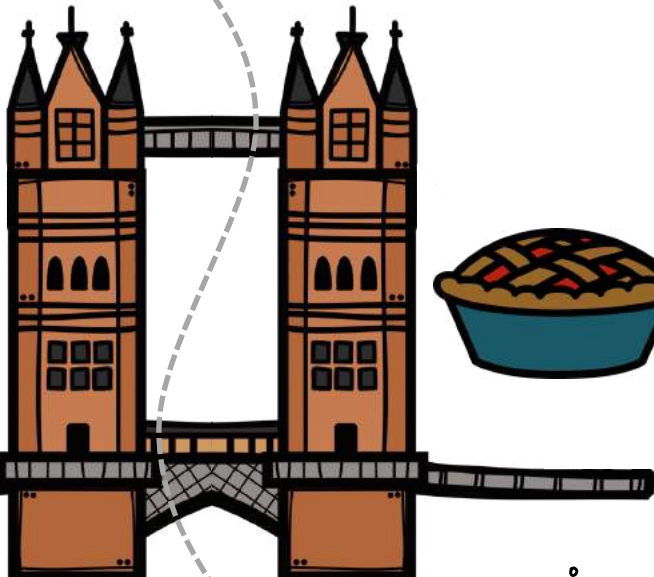
**A drawbridge opens upwards  
to allow tall ships to pass underneath.**

**Lots of supplies and construction vehicles are needed to build a bridge.**

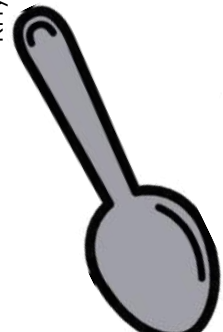




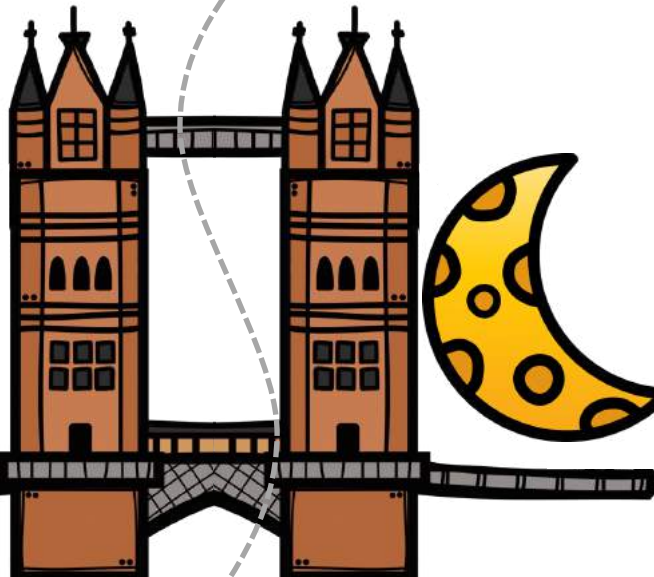
eye



pie



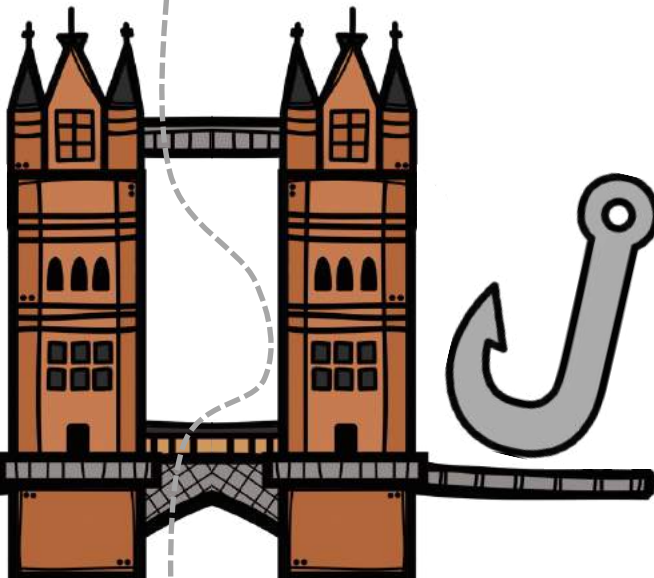
spoon



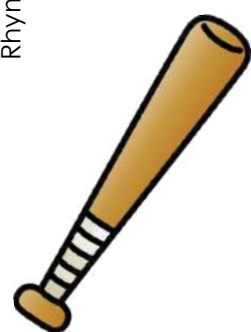
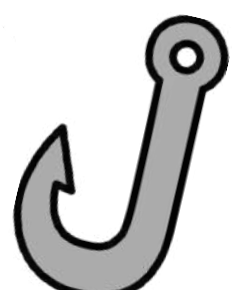
moon



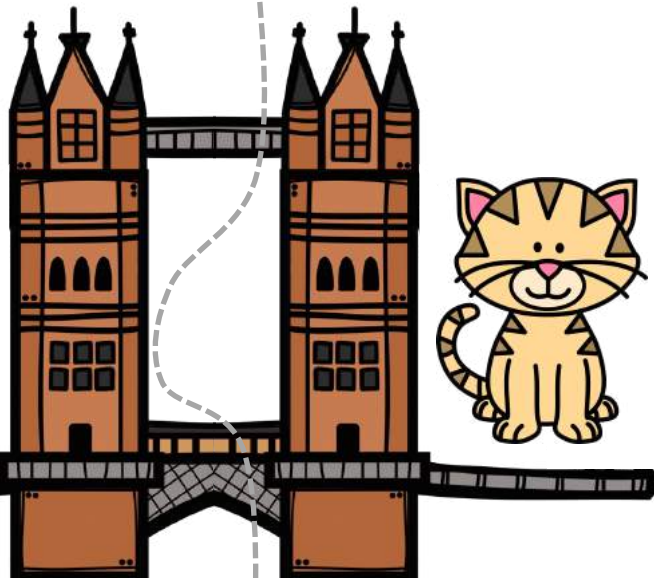
book



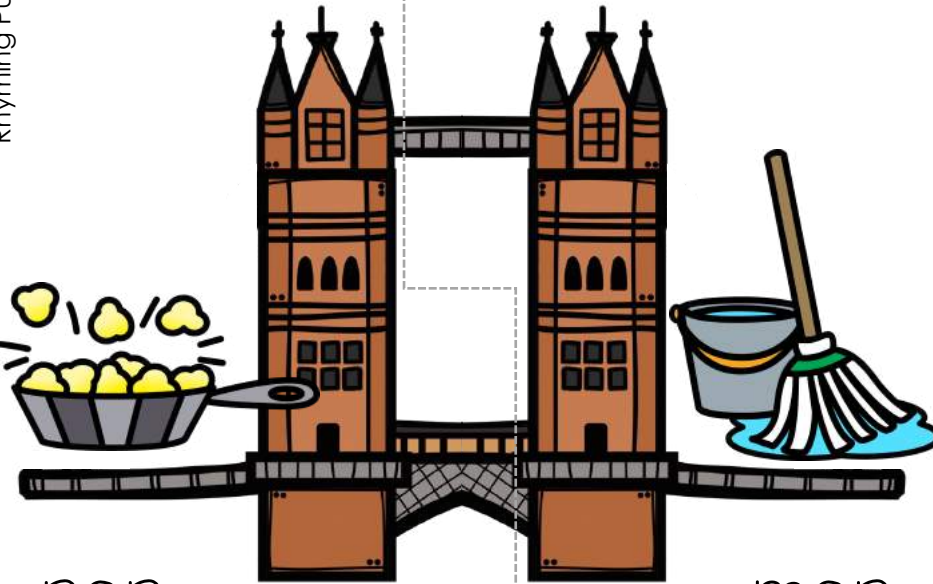
hook



bat

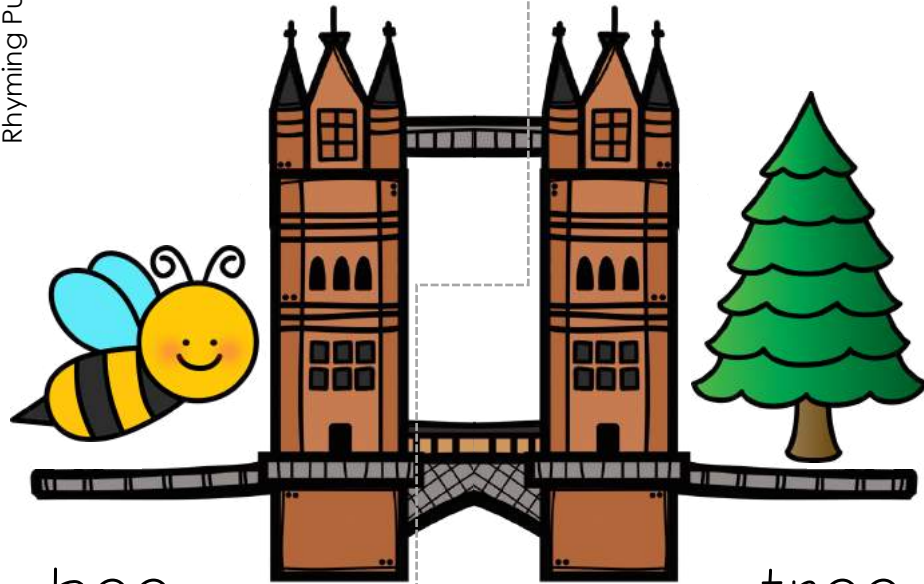


cat



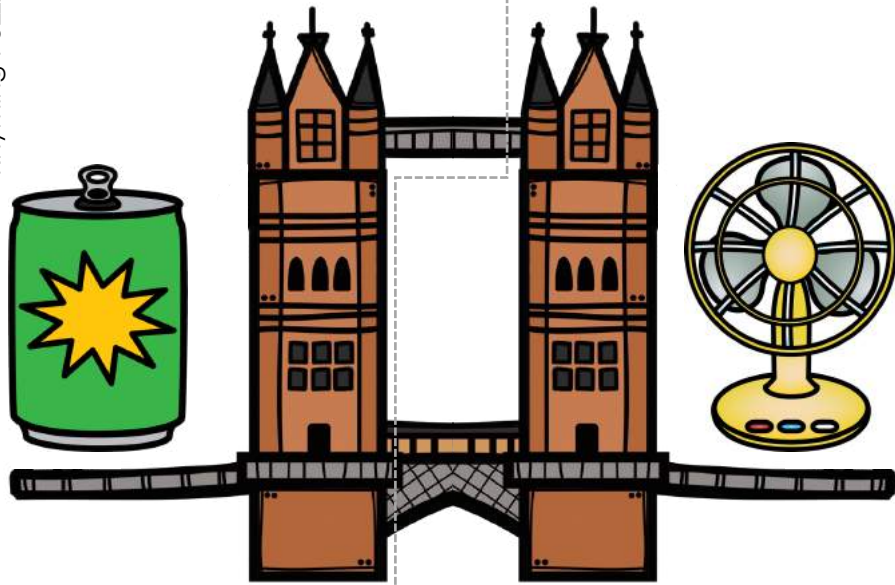
pop

mop



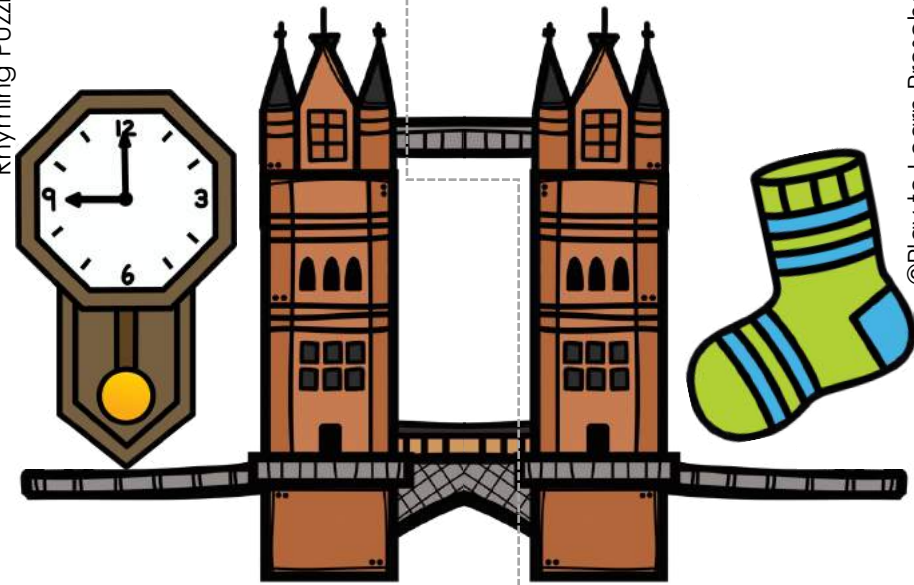
bee

tree



can

fan



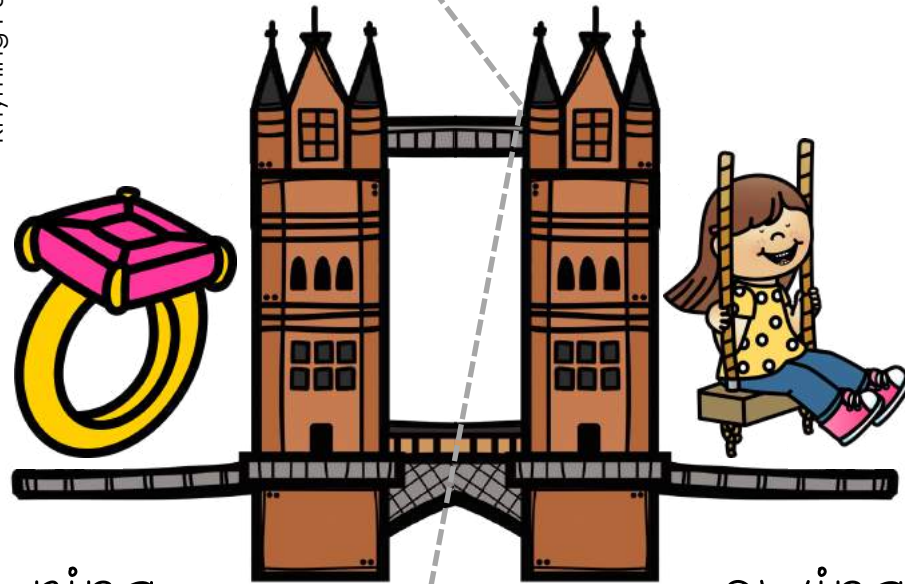
clock

sock



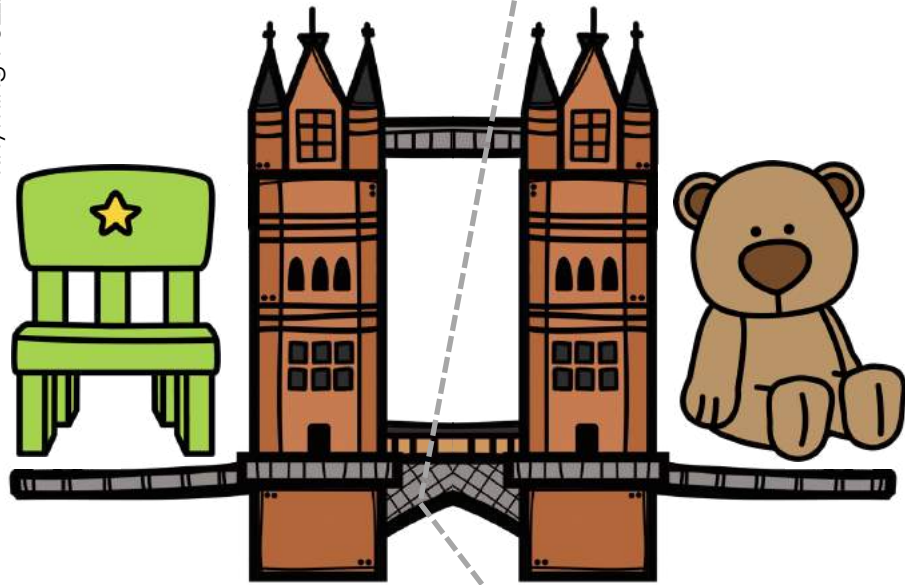
cane

rain



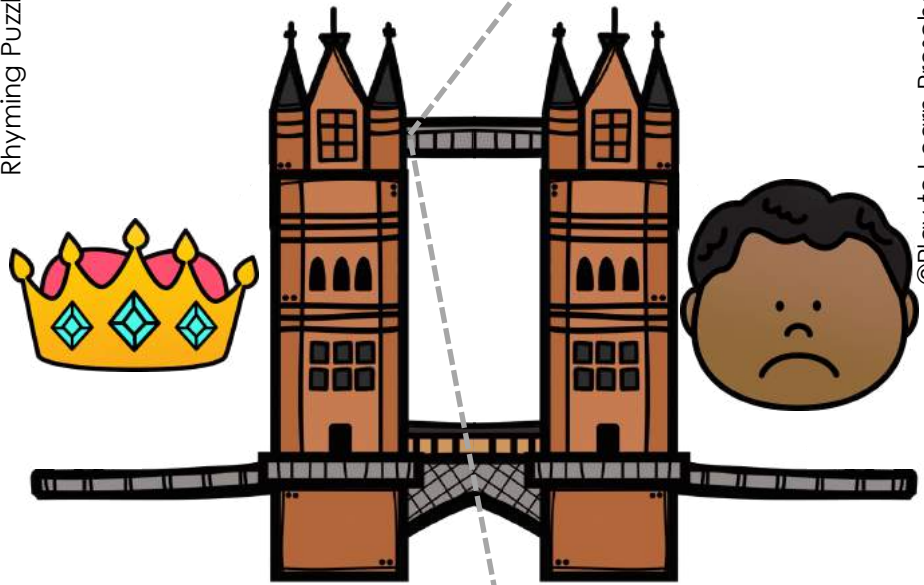
ring

swing



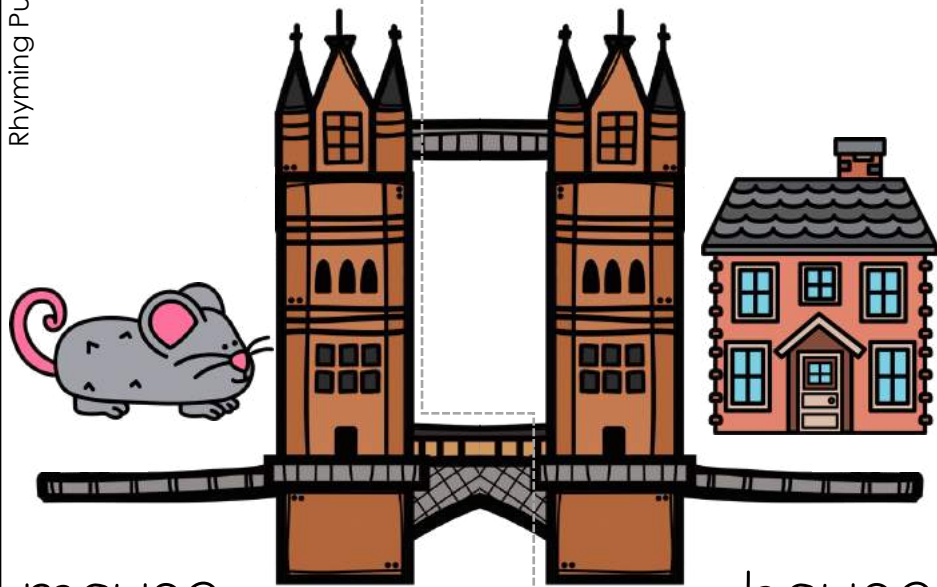
chair

bear



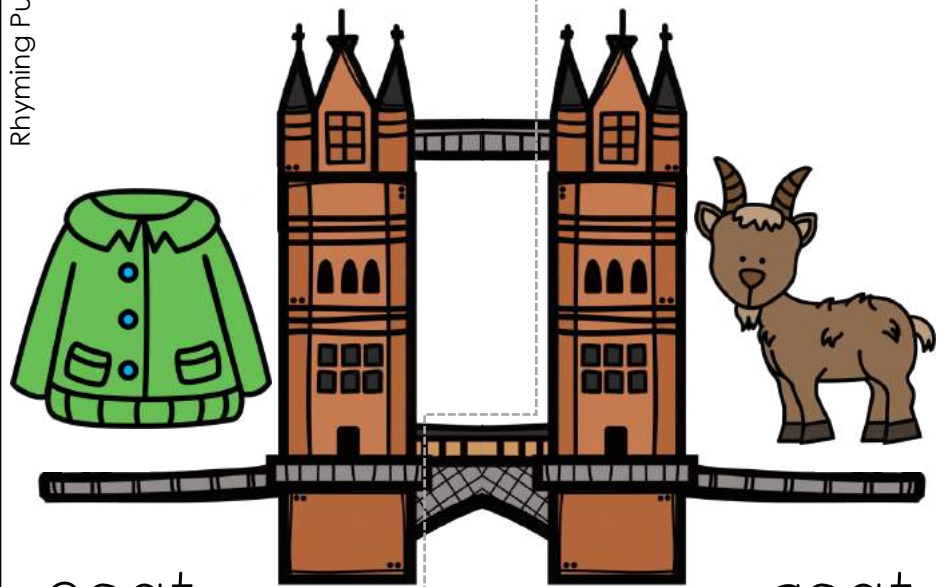
crown

frown



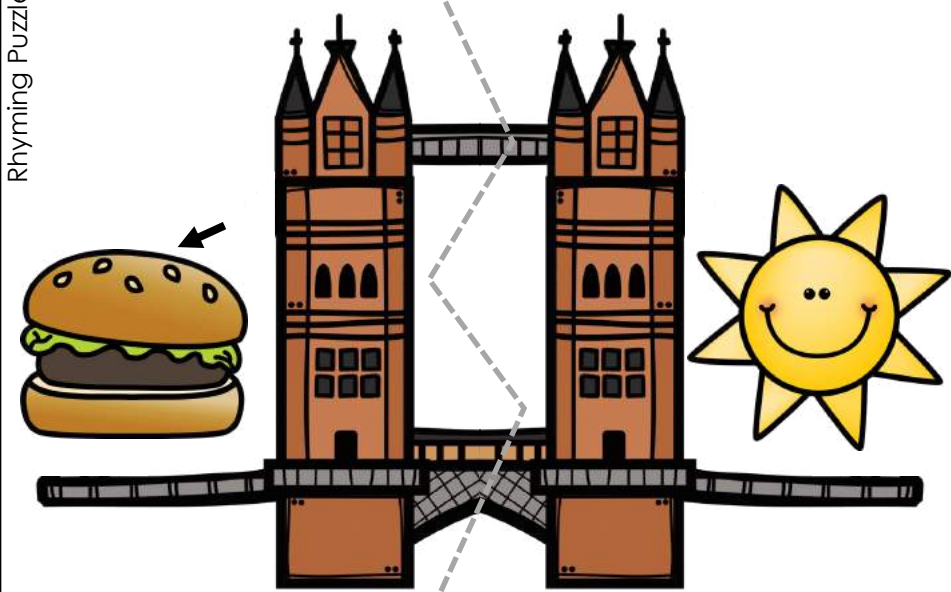
mouse

house



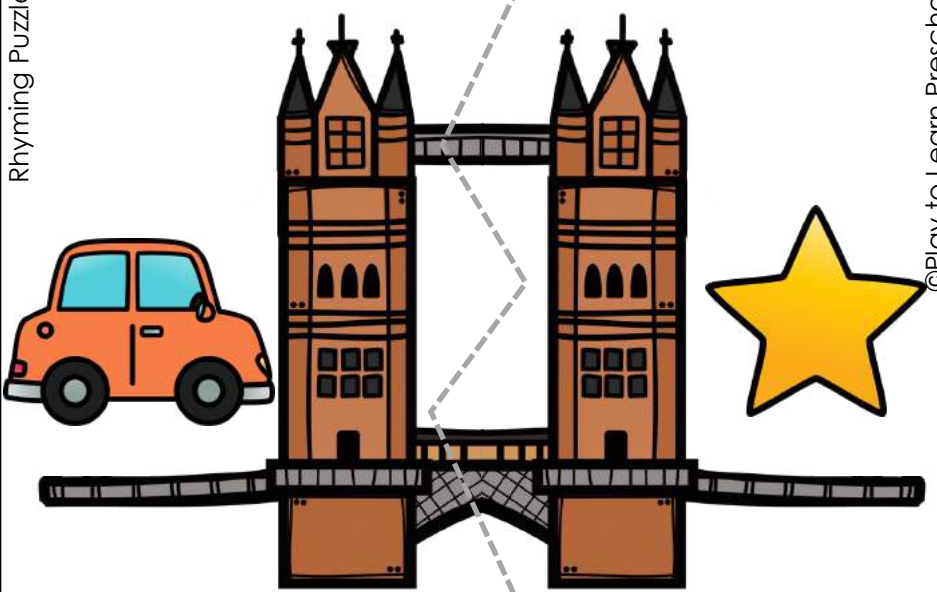
coat

goat



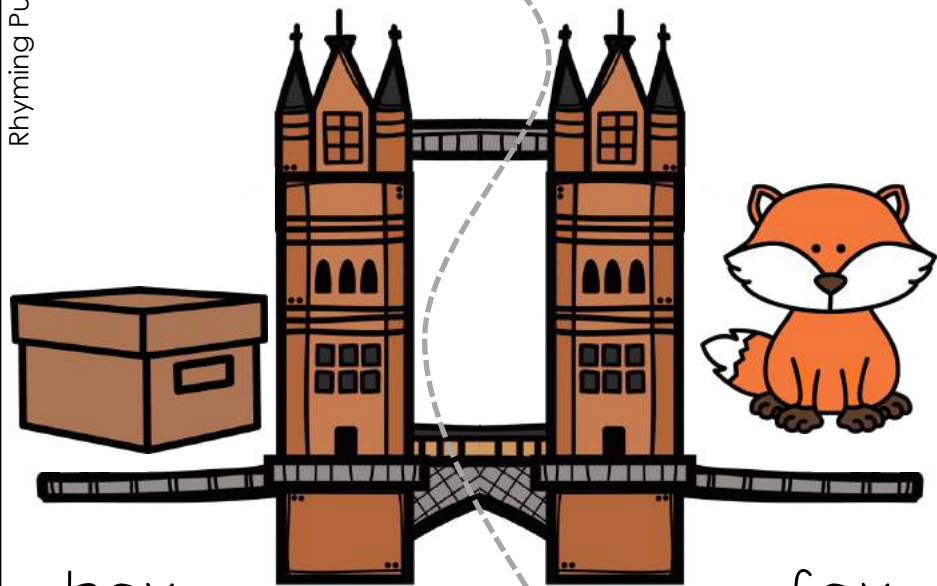
bun

sun



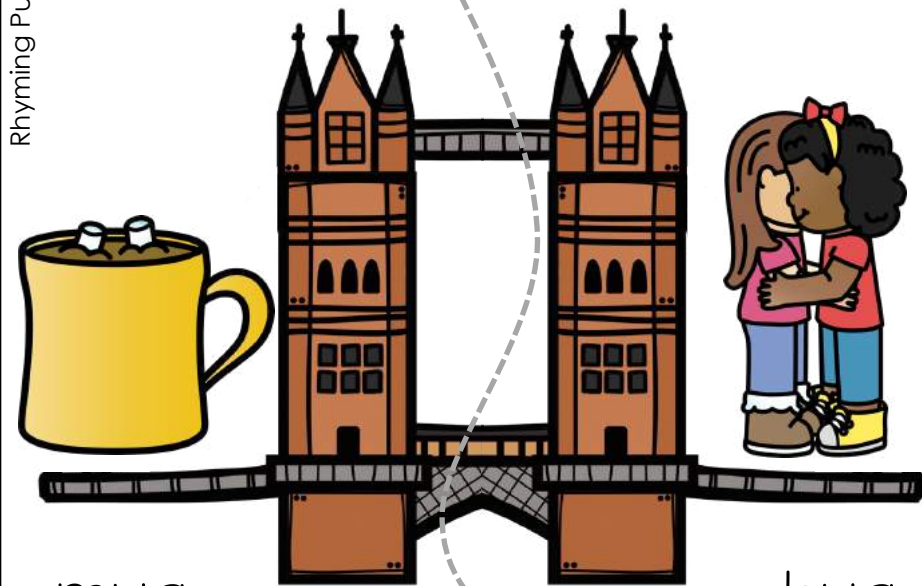
car

star



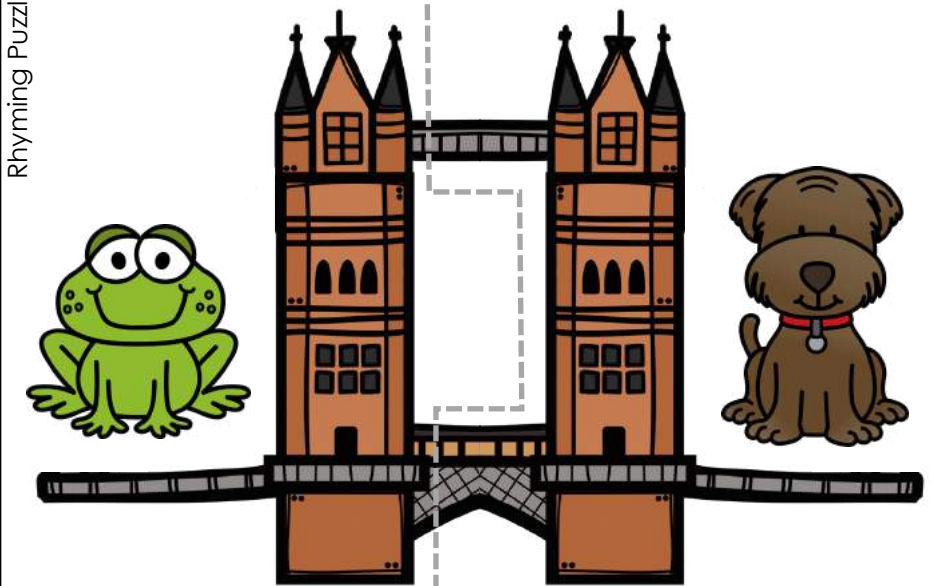
box

fox



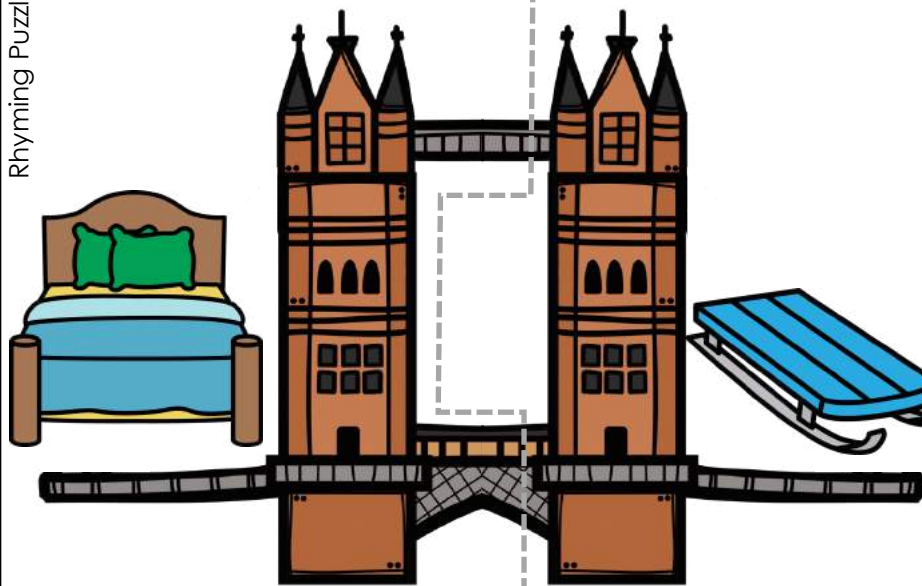
mug

hug



frog

dog

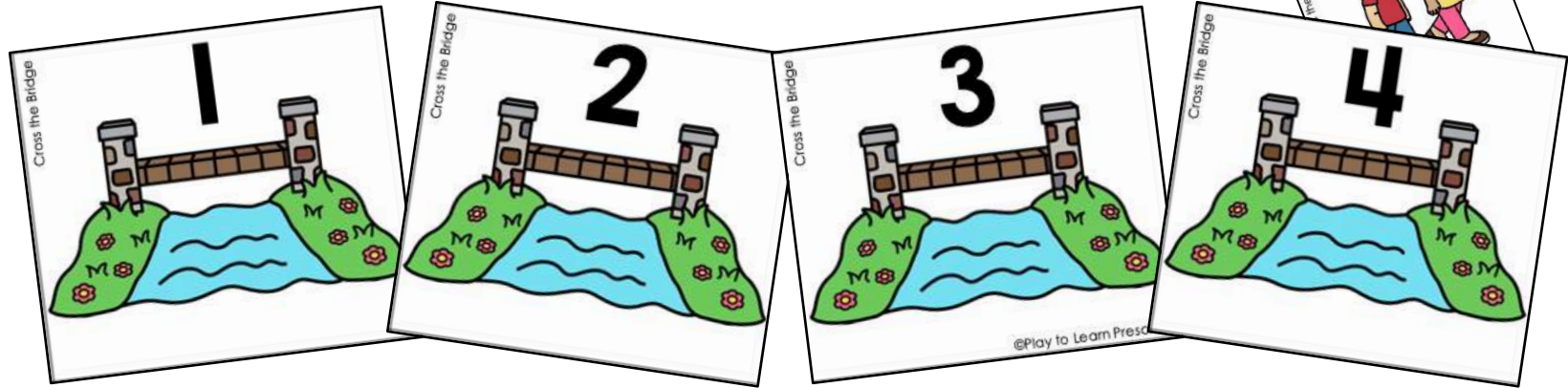


bed

sled

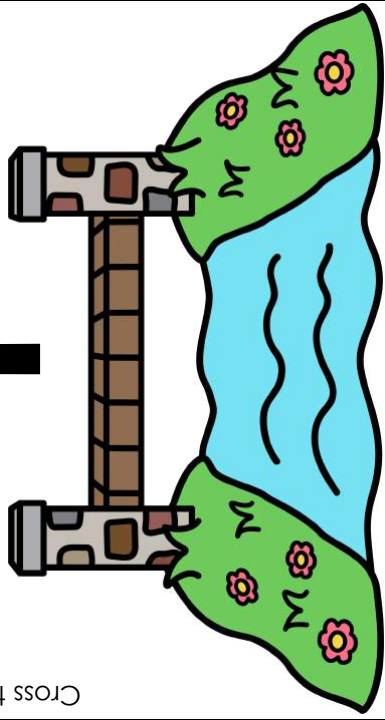
# Cross the Bridge

Where are the children?  
Where could they be?



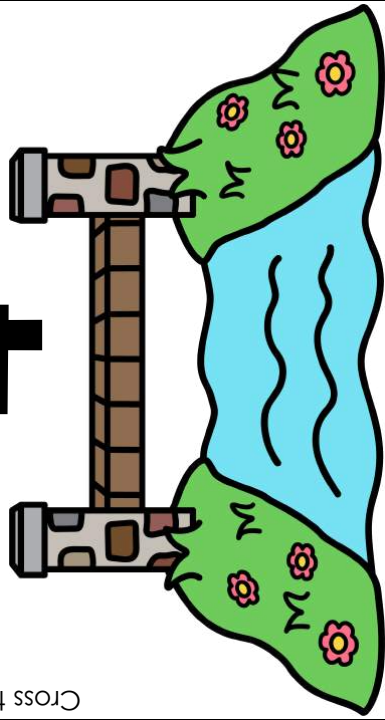
Pick a number.  
Let's look and see!

1



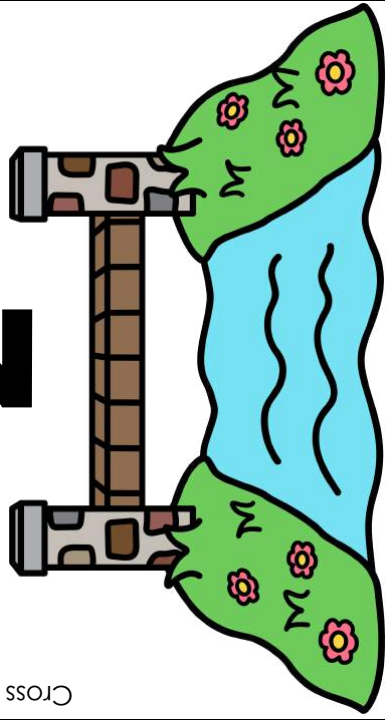
Cross the Bridge

4



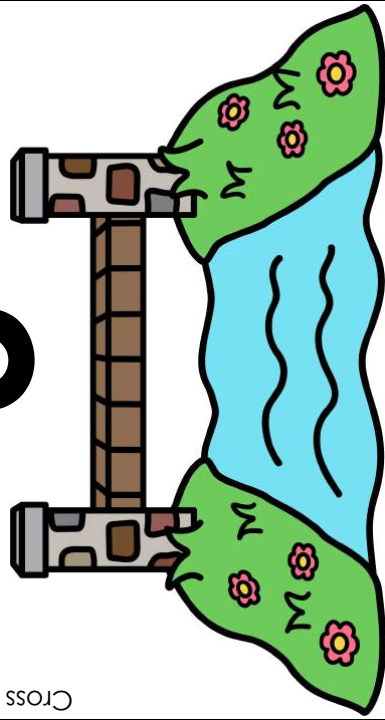
Cross the Bridge

2



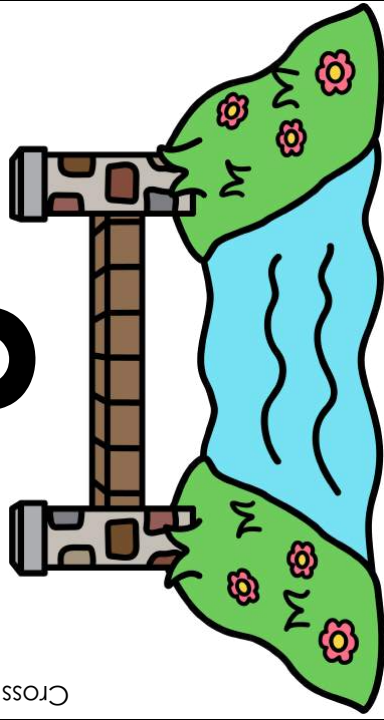
Cross the Bridge

5



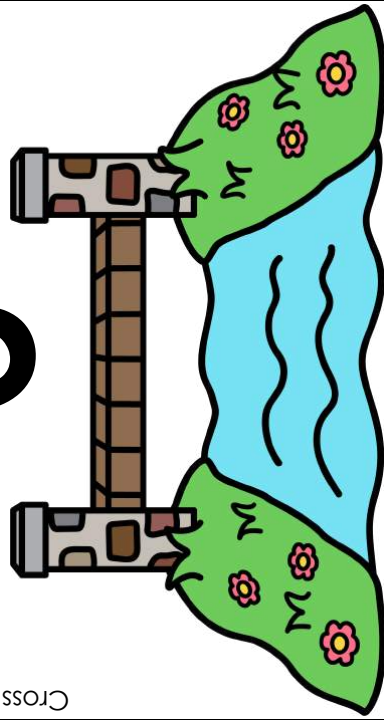
Cross the Bridge

3



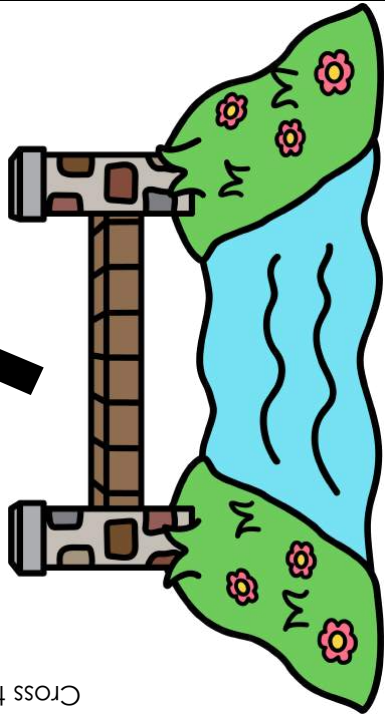
Cross the Bridge

6



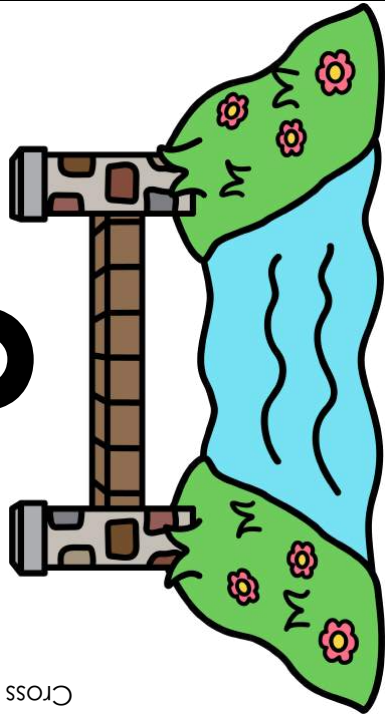
Cross the Bridge

7



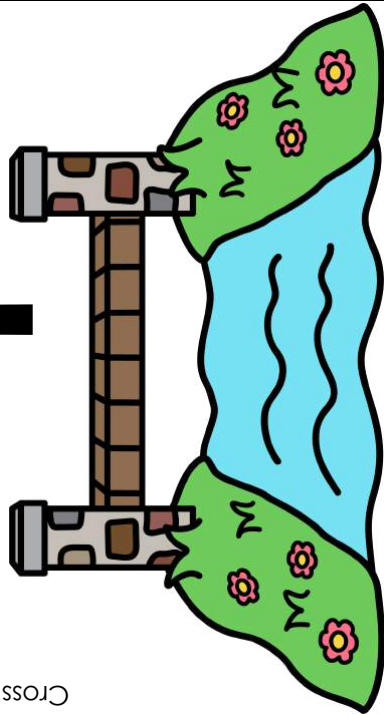
Cross the Bridge

8



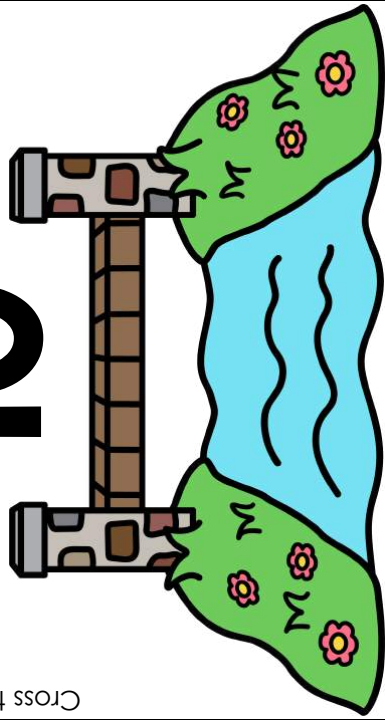
Cross the Bridge

9



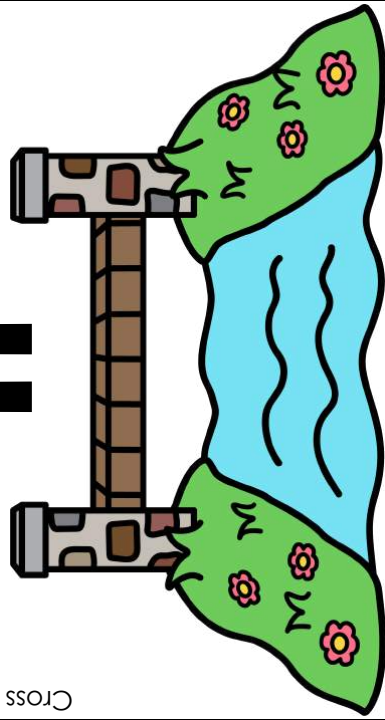
Cross the Bridge

10



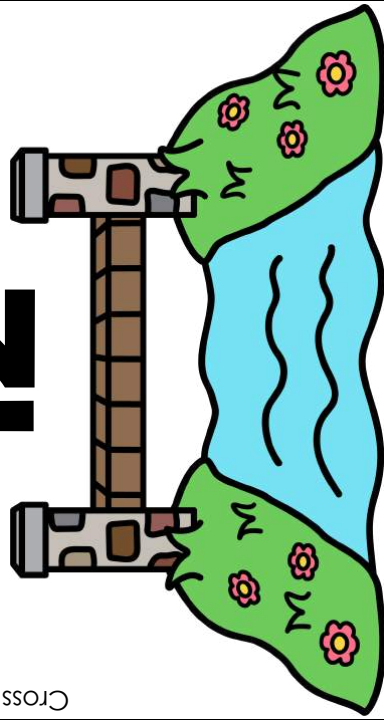
Cross the Bridge

11



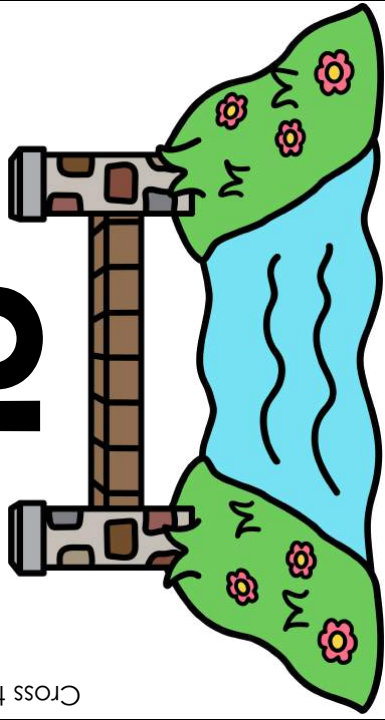
Cross the Bridge

12



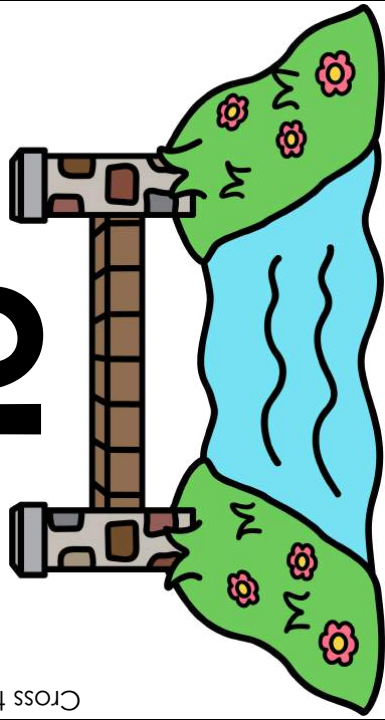
Cross the Bridge

13



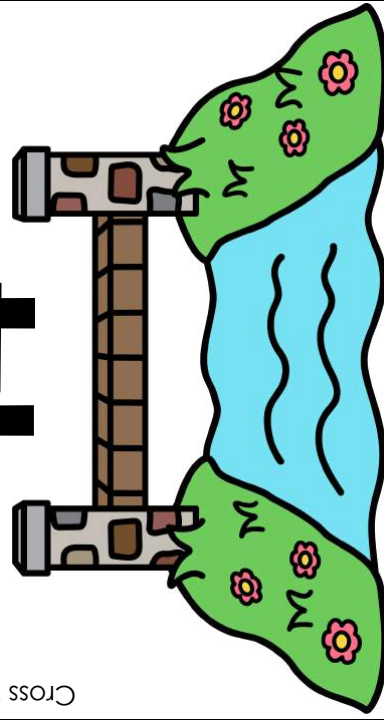
Cross the Bridge

16



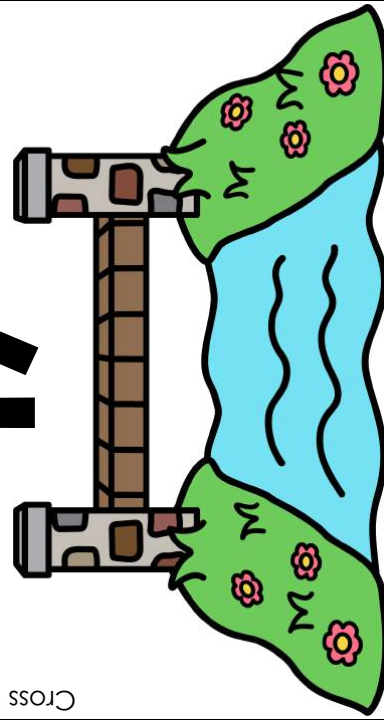
Cross the Bridge

14



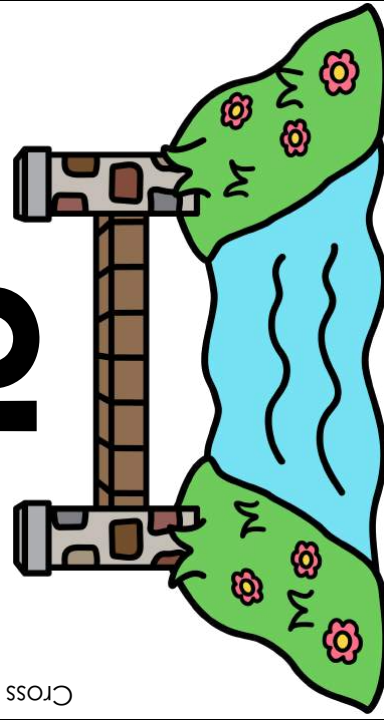
Cross the Bridge

17



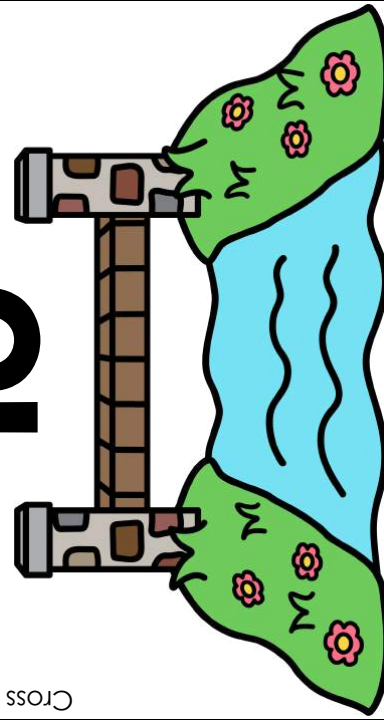
Cross the Bridge

15



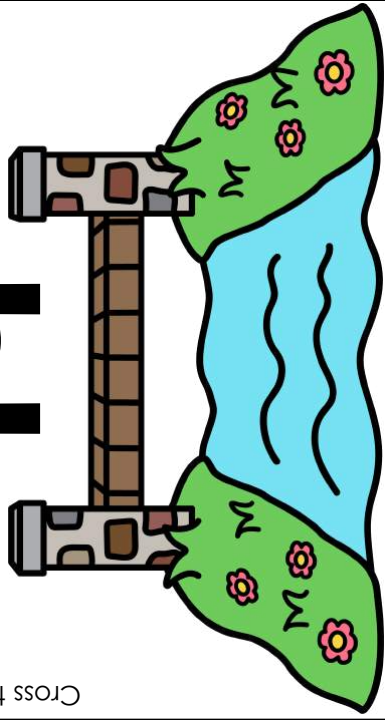
Cross the Bridge

18



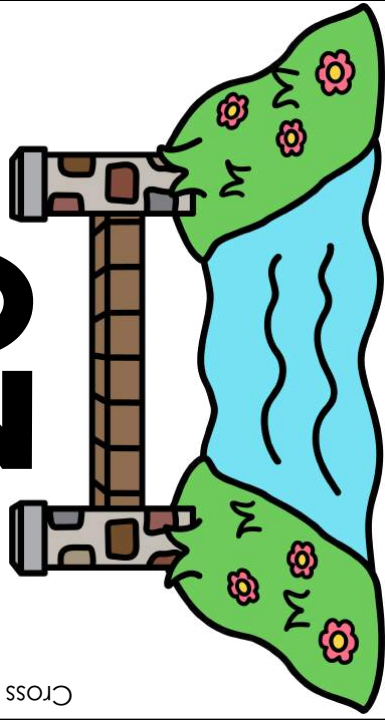
Cross the Bridge

19



Cross the Bridge

20



Cross the Bridge

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Cut out this card.

Cross the Bridge



children

# Conclusion

## Unit Conclusion

Day 10  
lesson  
plans

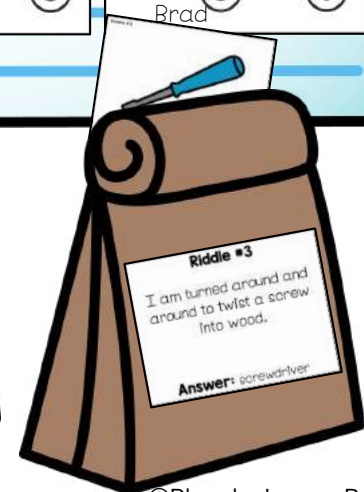
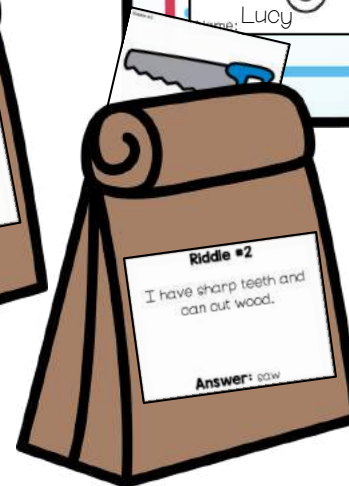
To conclude the unit, ask the students to describe what they have learned about construction.

### Objectives:

- The students will draw and imitate the act of writing.
- The students will actively participate in conversations.

### Activities:

1. Ask the students what they have learned about construction. Students can draw a picture, or teachers can transcribe their responses on the attached recording sheets.
2. Create riddle bags. Place small coordinating plastic toys inside each bag and attach the riddle. (As an alternative, you can print the pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. Students which item in the bag and, then check inside.



**What I Have Learned**

What I've learned: Yurts are moveable tents. Name: John	What I've learned: Hard hats protect our heads. Name: Susan
What I've learned: A saw cuts wood. Name: Lucy	What I've learned: Architects draw house plans. Name: Brad

## Riddle #1

I have a handle and a metal top. I am used to tap nails into boards.

**Answer:** hammer

## Riddle #2

I have sharp teeth and can cut wood.

**Answer:** saw

## Riddle #3

I am turned around and around to twist a screw into wood.

**Answer:** screwdriver

## Riddle #4

I have 4 walls and a roof. People live in me.

**Answer:** house

## Riddle #5

I am a road on tall legs  
that crosses over rivers  
and valleys.

**Answer:** bridge

## Riddle #6

I have 4 wheels and carry  
large piles of gravel, dirt,  
and rocks from one place  
to another.

**Answer:** dump truck

## Riddle #7

I am usually yellow and  
protect a person's head  
while they work at the  
construction site.

**Answer:** hard hat

## Riddle #8

I am flat and have lines all  
over me. I tell the  
construction  
workers what to build.

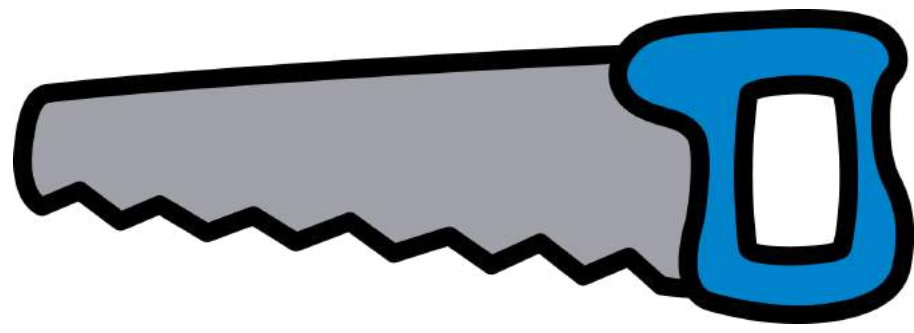
**Answer:** plans

Riddle #1



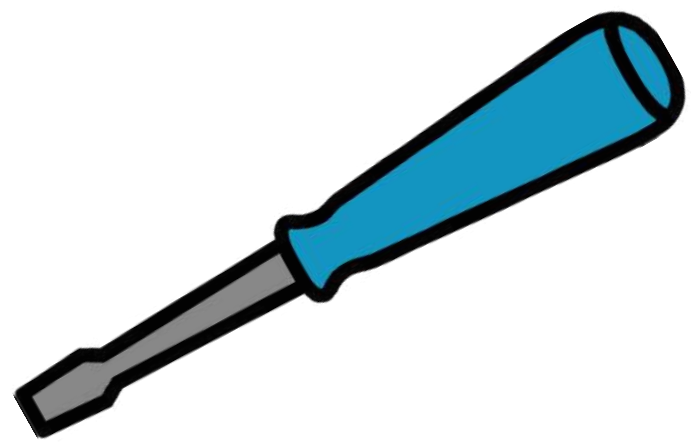
hammer

Riddle #2



saw

Riddle #3



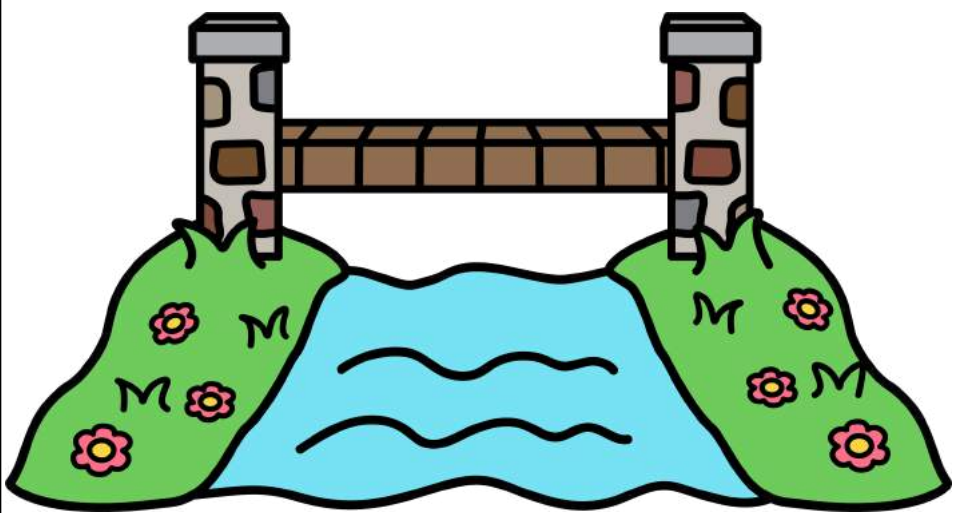
screwdriver

Riddle #4



house

Riddle #5



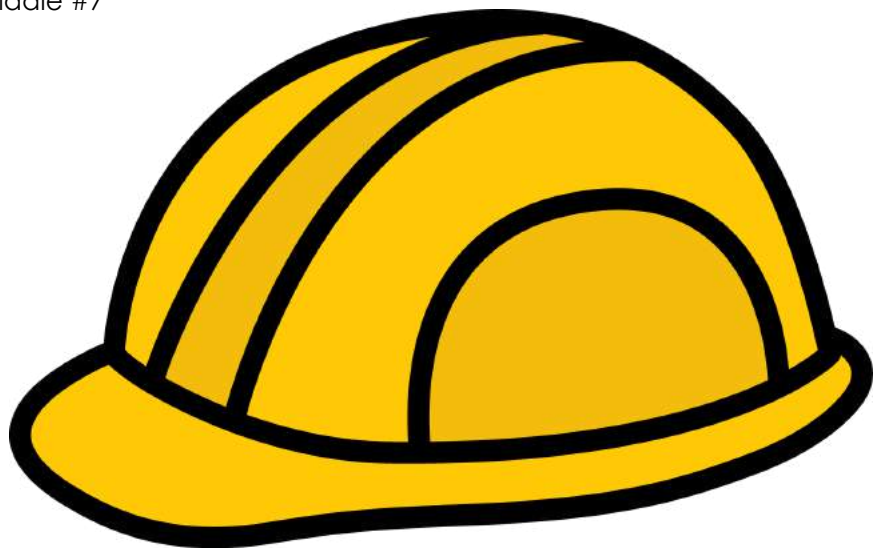
bridge

Riddle #6



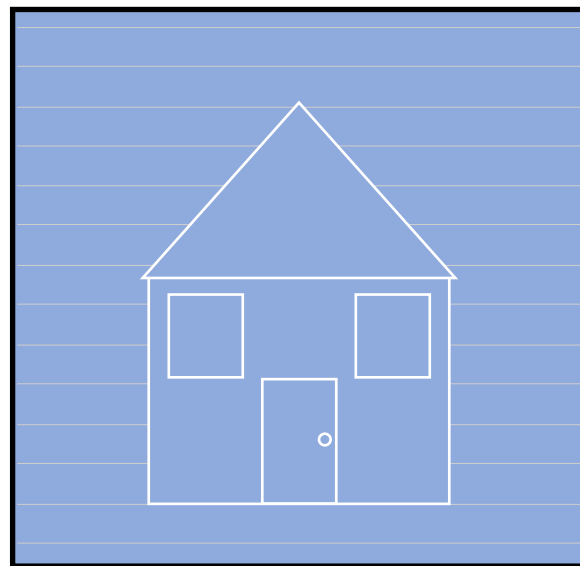
dump truck

Riddle #7



hard hat

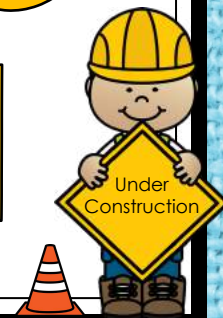
Riddle #8



plans



# What I Have Learned



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What I've learned:



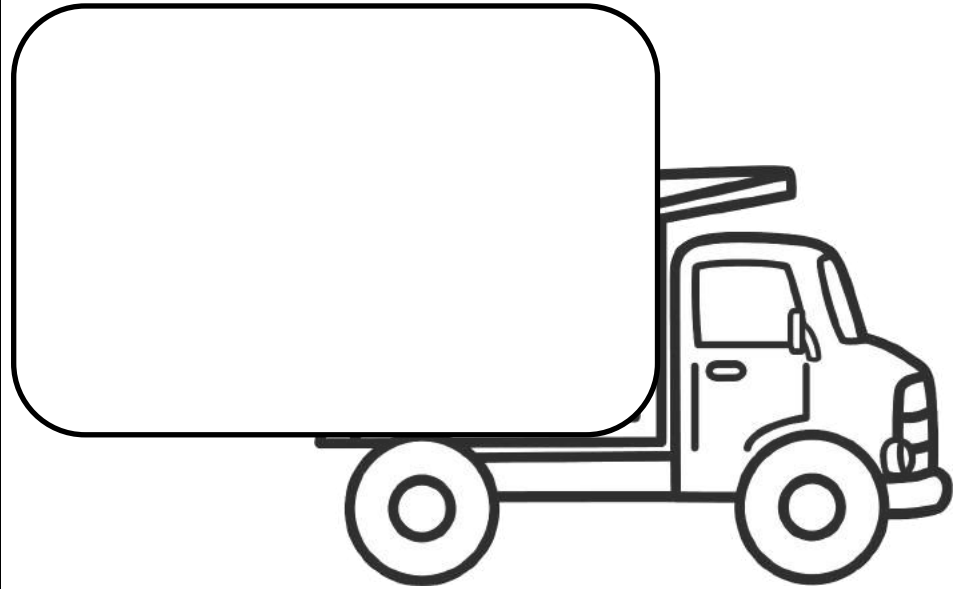
Name:

What I've learned:



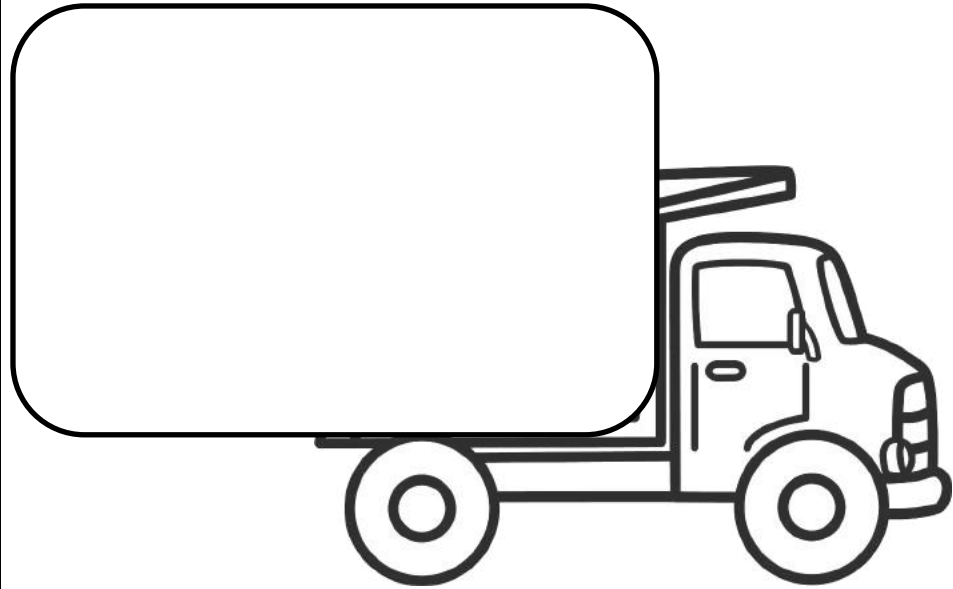
Name:

What I've learned:



Name:

What I've learned:



Name:

What I've learned:



Name:

What I've learned:



Name:

# Centers

- Line Tracing
- Cutting Practice
- Visual Discrimination
- Number Recognition
- Construction Patterns
- Counting
- Writing Practice
- Count and Clip Cards
- Categorization
- Beginning Sound Sort

### Line Tracing

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

### Cutting Practice

**Objective:** The students coordinate eye-hand movement and control the small muscles in their hands.

### Visual Discrimination

**Objective:** The students will compare objects.  
**Preparation:** Print the cards and cut out separately.  
**Procedure:** Students place a mini eraser or other counter on the picture that is different.

"Which One is Different?"

### Number Recognition

**Objective:** The students will recognize numbers.  
**Preparation:** Print, mat, laminate, and cut both the small and large number cards.

### Construction Patterns

**Objective:** The students will identify and extend simple patterns.  
**Preparation:** Print the pattern cards and pieces, mat, laminate and cut apart.  
**Procedure:** Students identify the pattern and extend it by placing the next correct piece.

### Counting

**Objective:** The students will count and recognize numbers.  
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.  
**Procedure:** Students will count and choose the correct number.

Counting File Folder Game

### Count and Clip Cards

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

### Categorization

**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.

Construction Categorization

### Writing Practice

**Objective:** The students will write letters.  
**Preparation:** Copy each page and place into a plastic sleeve (or laminate).  
**Procedure:** Students use a dry erase marker to trace the word.

truck  
plan  
worker

### Beginning Sound Sort

**Objective:** 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. Out and laminate the smaller pictures.  
**Procedure:** Students sort the pictures by their beginning sound.

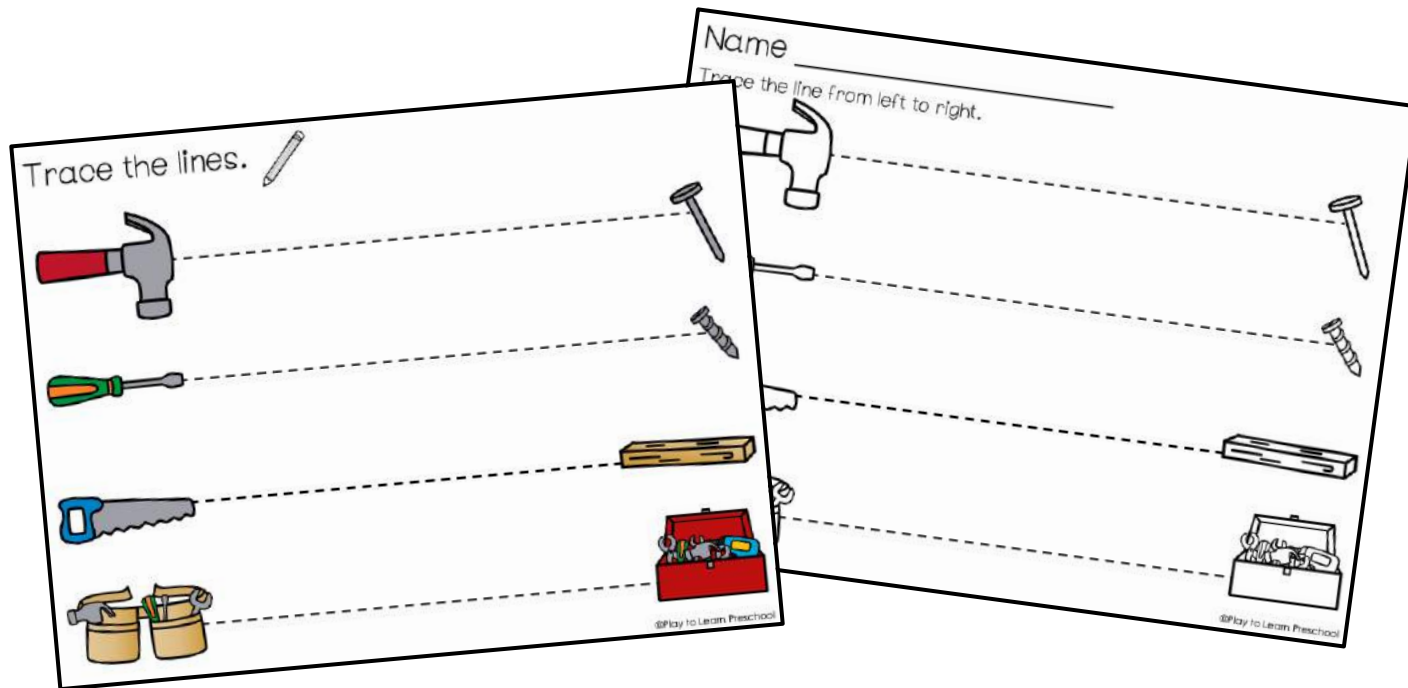
Beginning Sound Sort

B is for building  
H is for house

# Line Tracing

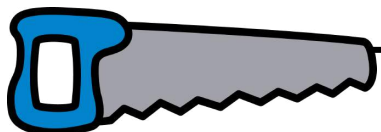
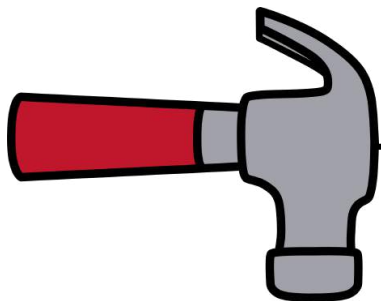
**Objective:** The students will understand the purpose of writing.

**Preparation:** Print and laminate the 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!)

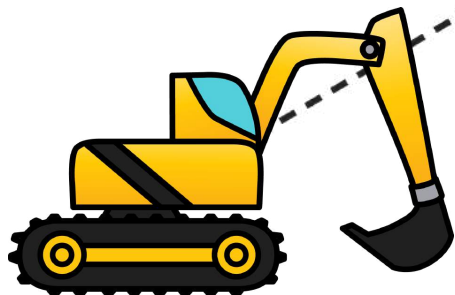
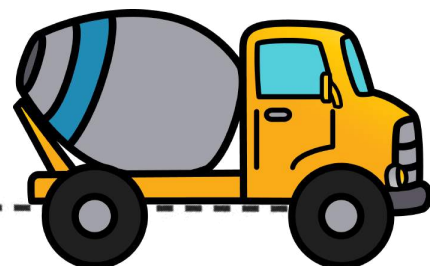
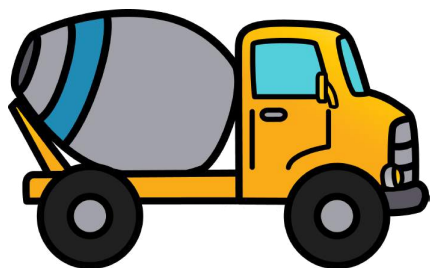
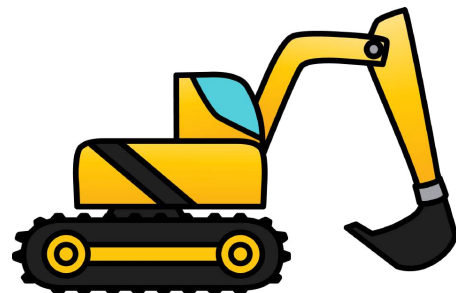


**Procedure:** The students will trace the dotted lines from left to right to practice fine motor skills.

Trace the lines.



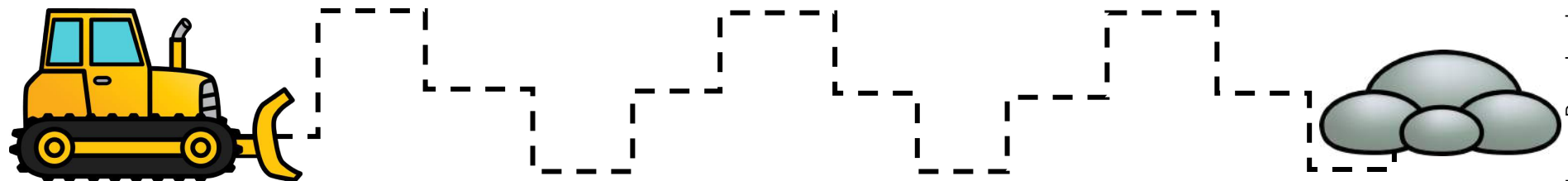
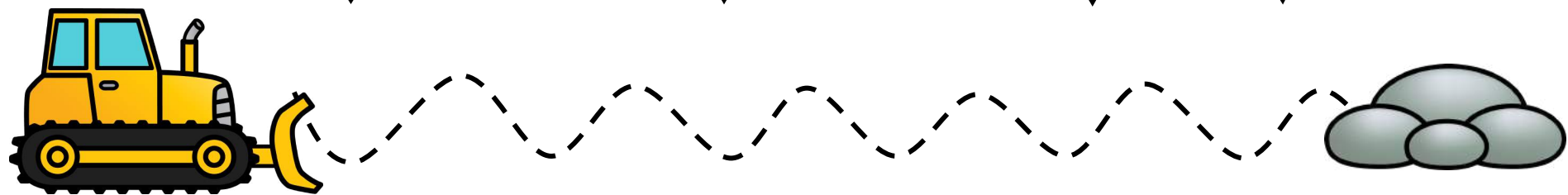
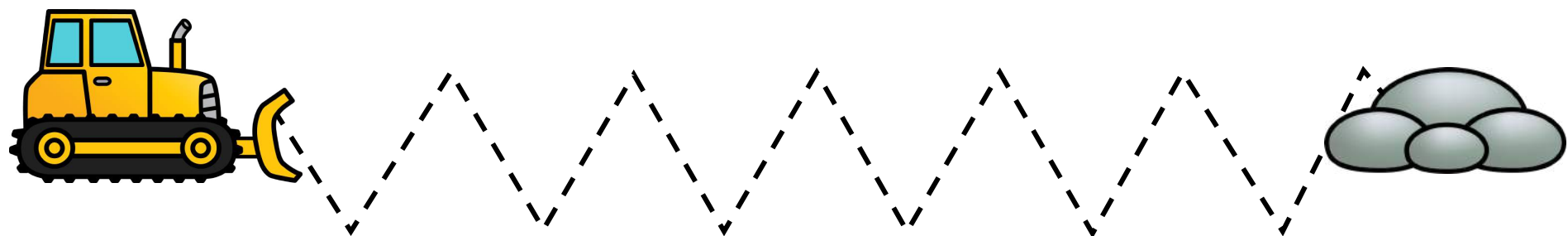
Trace the lines.



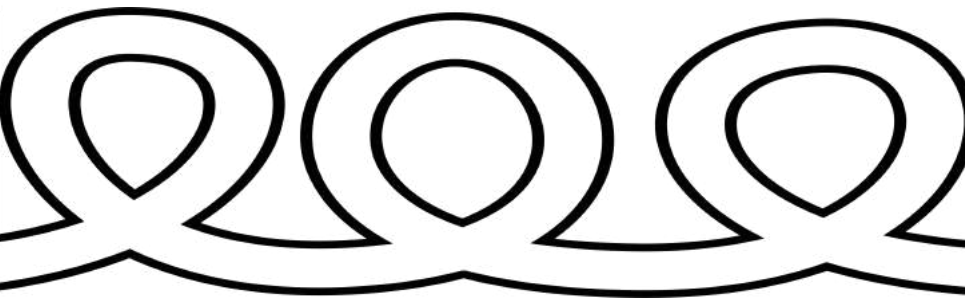
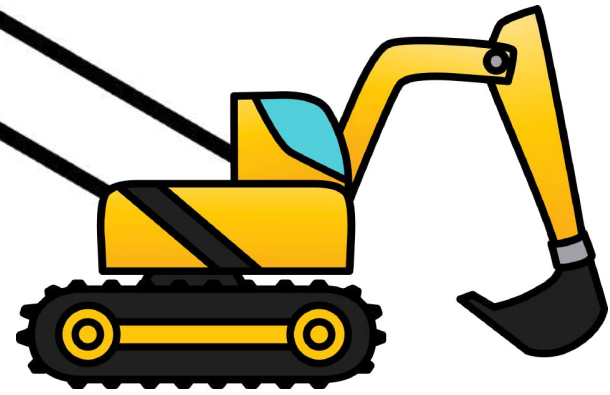
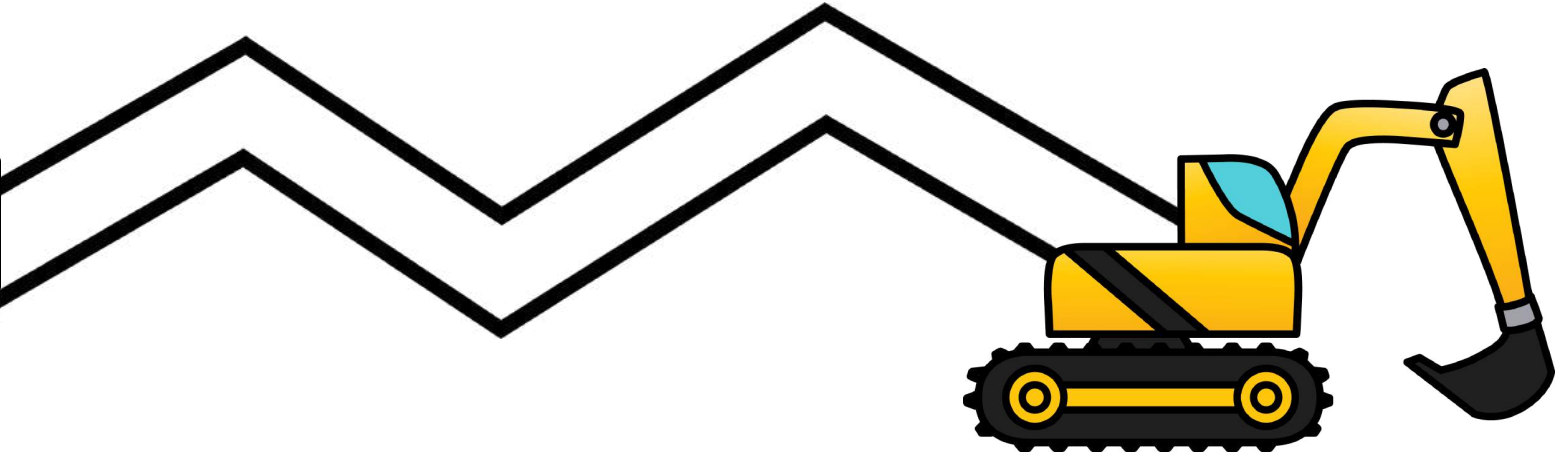
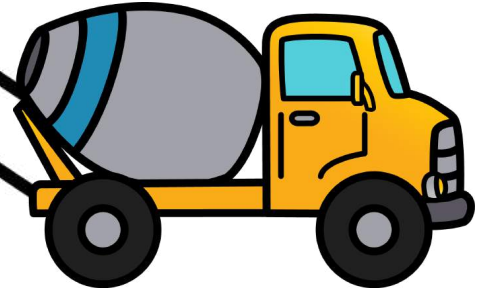
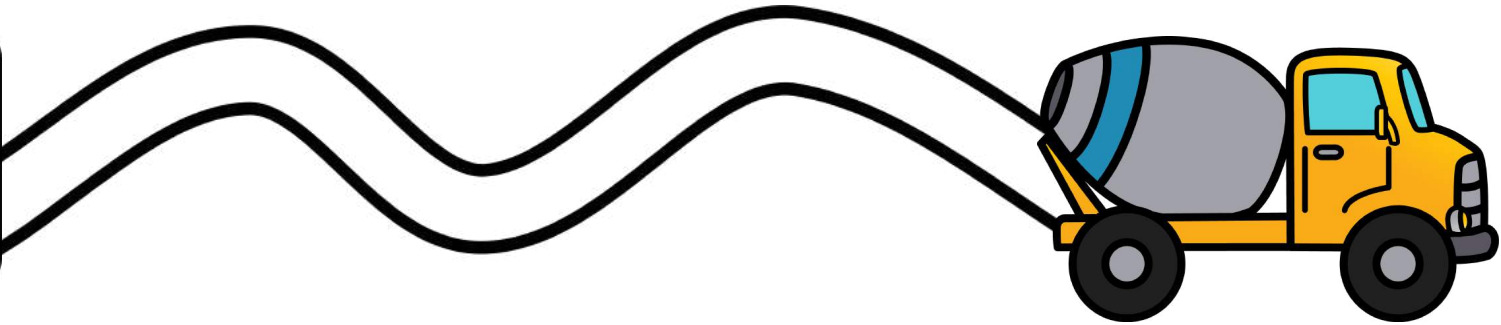
Trace the lines. 



Trace the lines. 

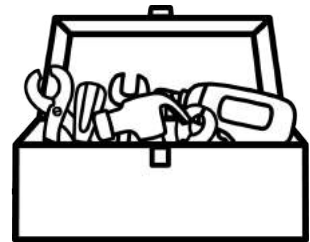
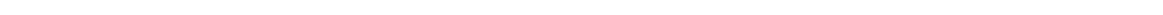
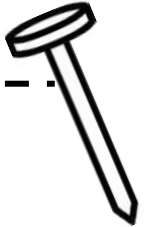
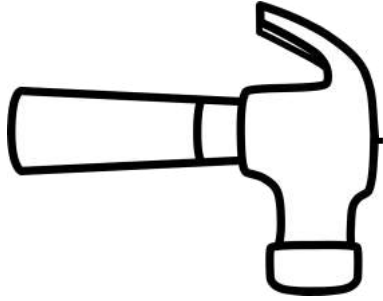


Trace the lines.



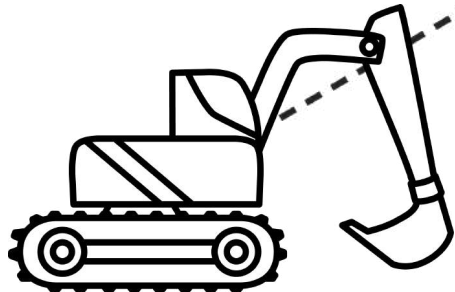
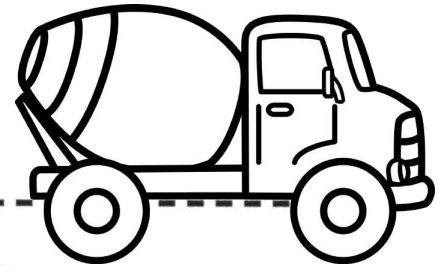
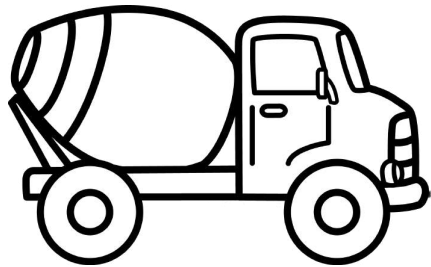
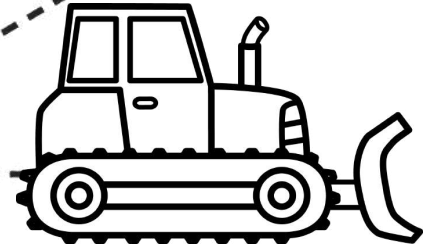
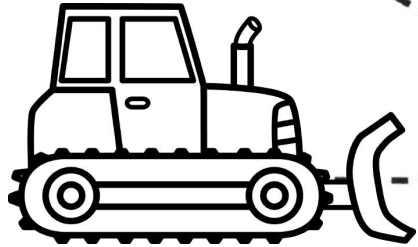
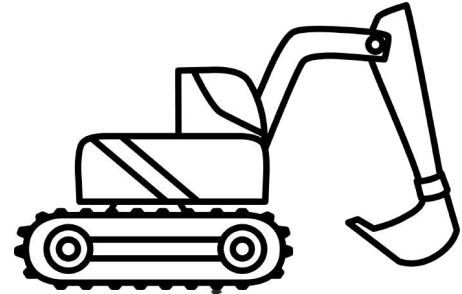
Name \_\_\_\_\_

Trace the line from left to right.



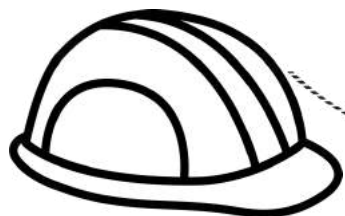
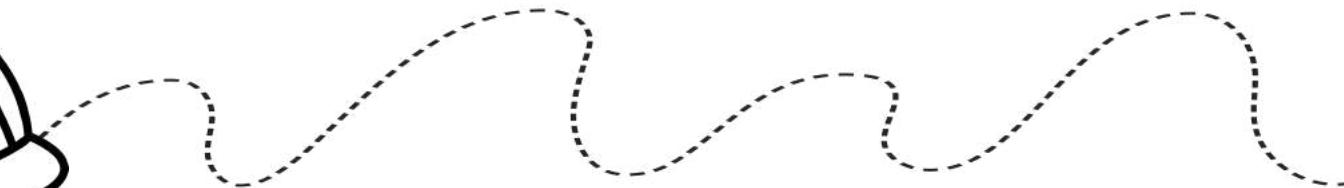
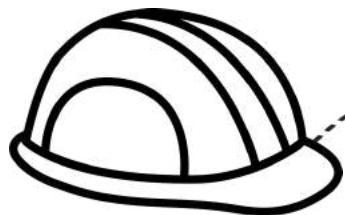
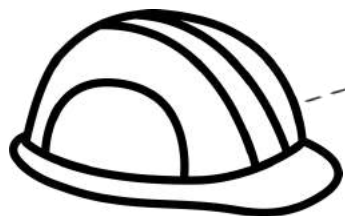
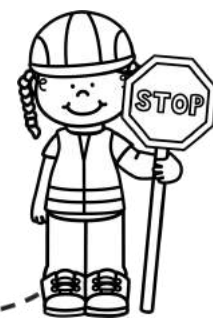
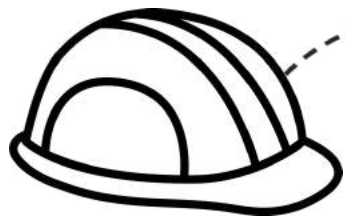
Name \_\_\_\_\_

Trace the line from left to right.



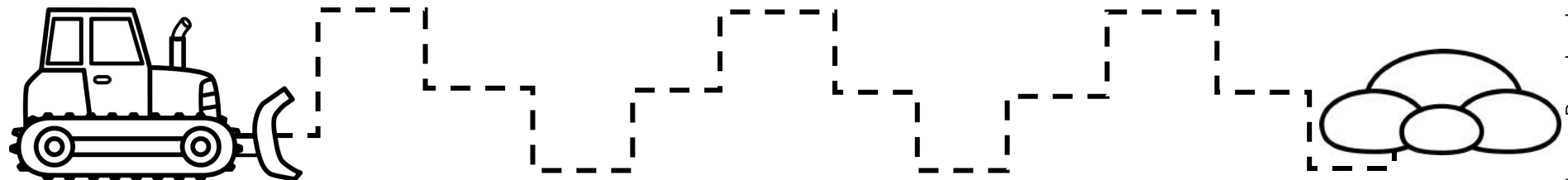
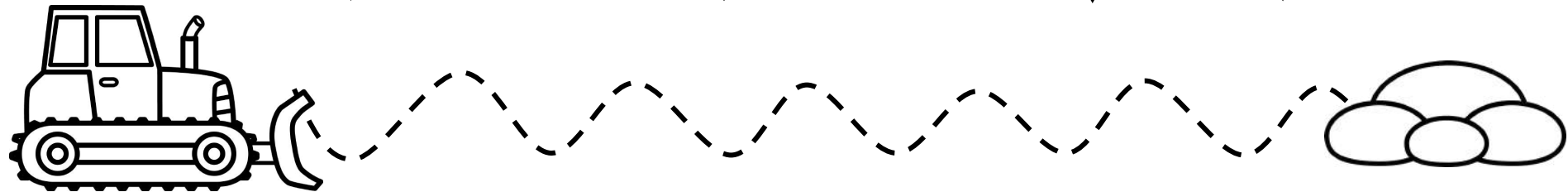
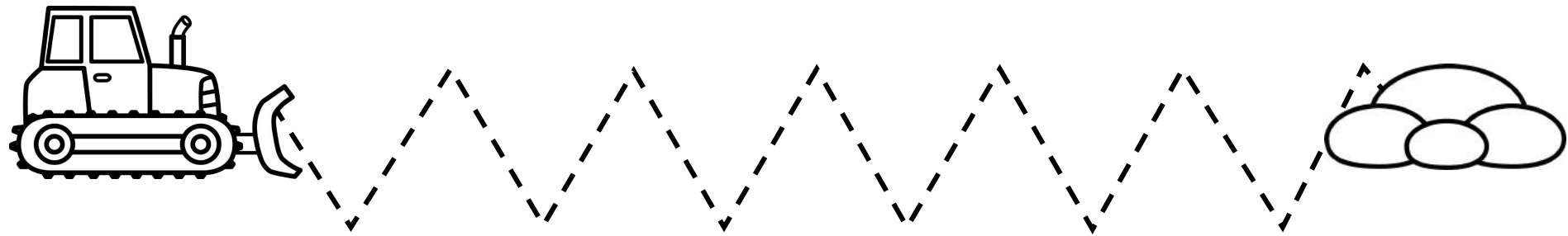
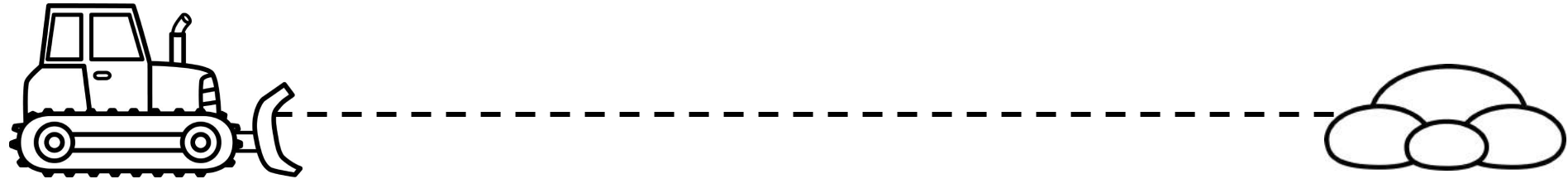
Name \_\_\_\_\_

Trace the line from left to right.



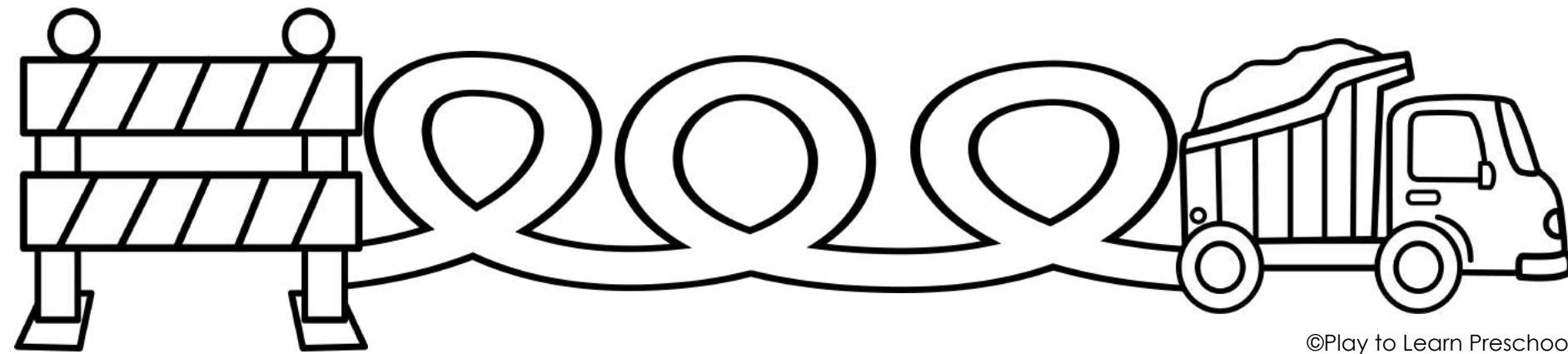
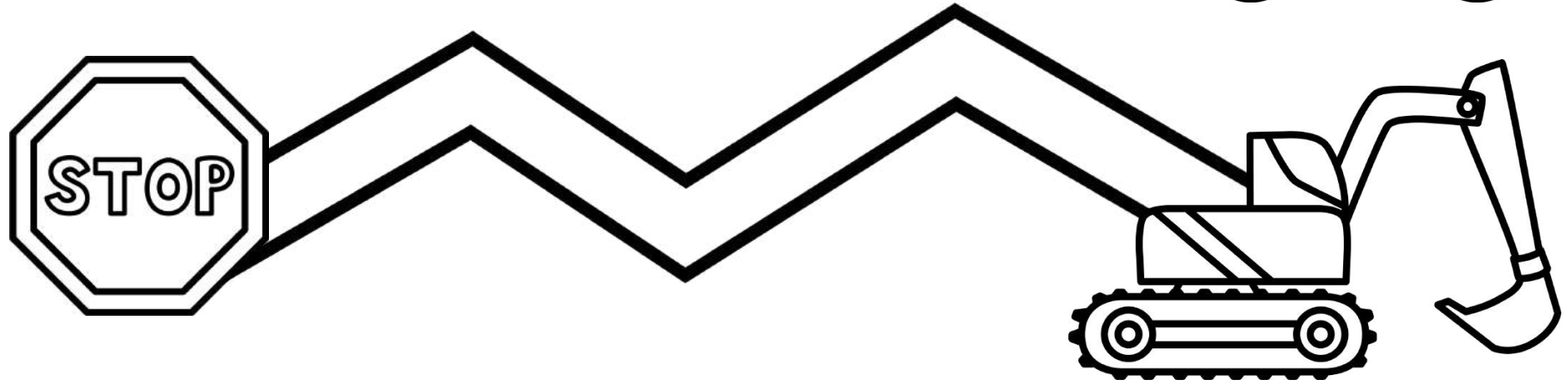
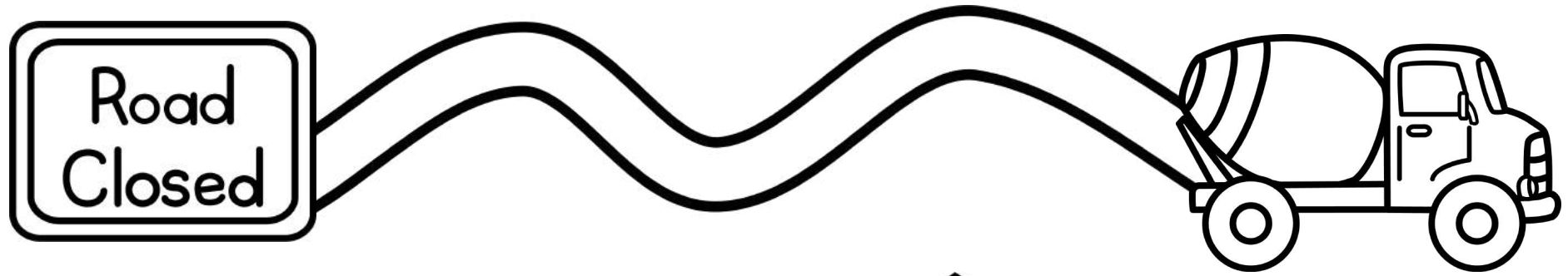
Name \_\_\_\_\_

Trace the line from left to right.



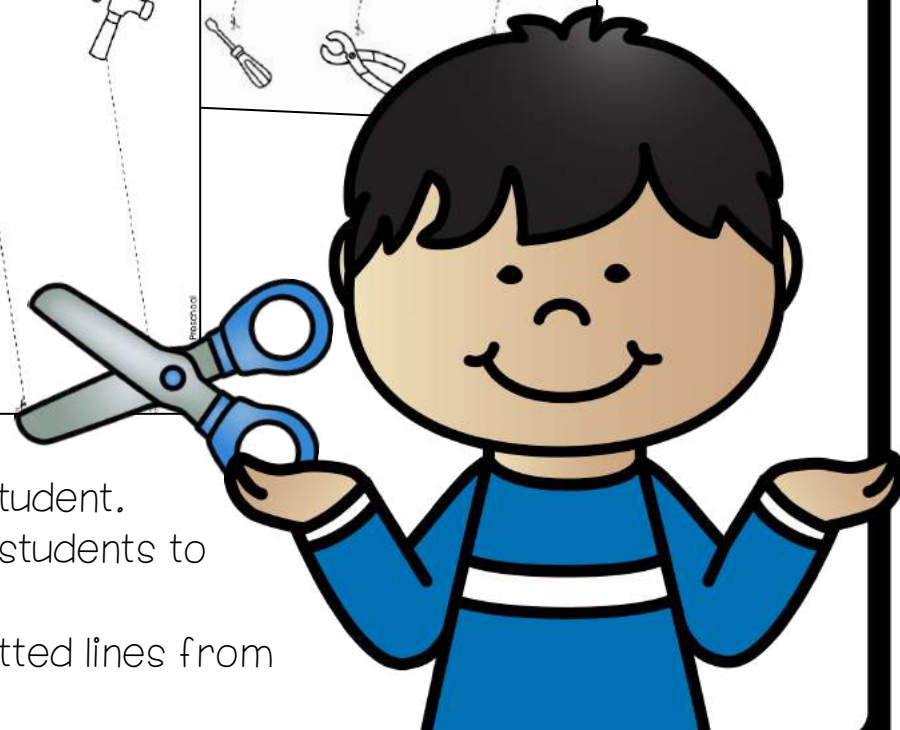
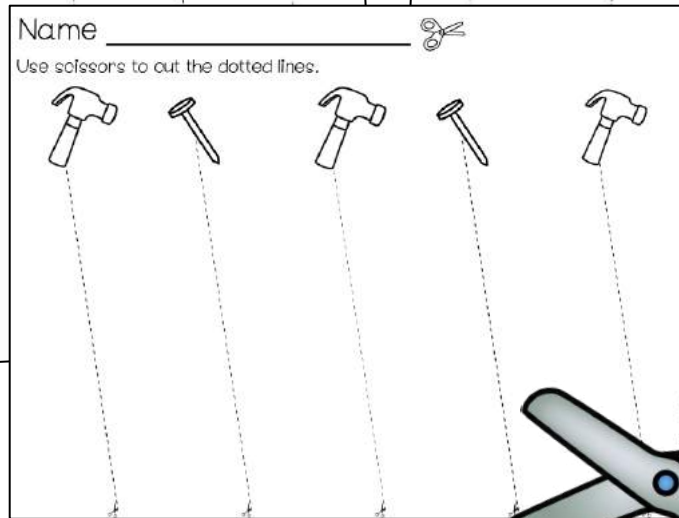
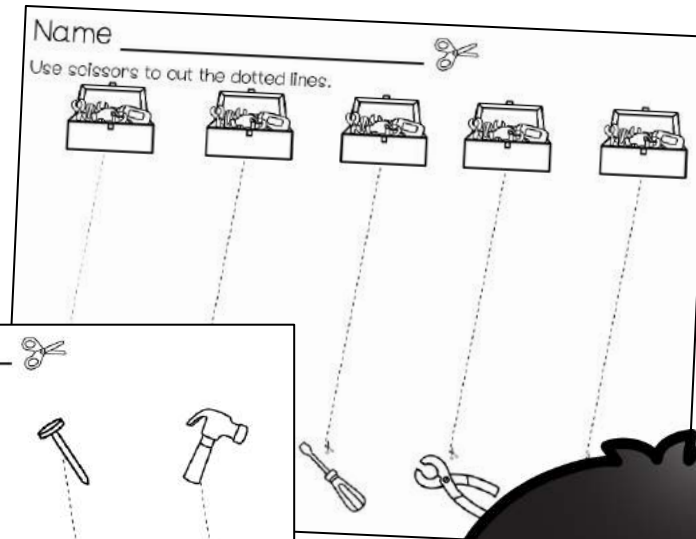
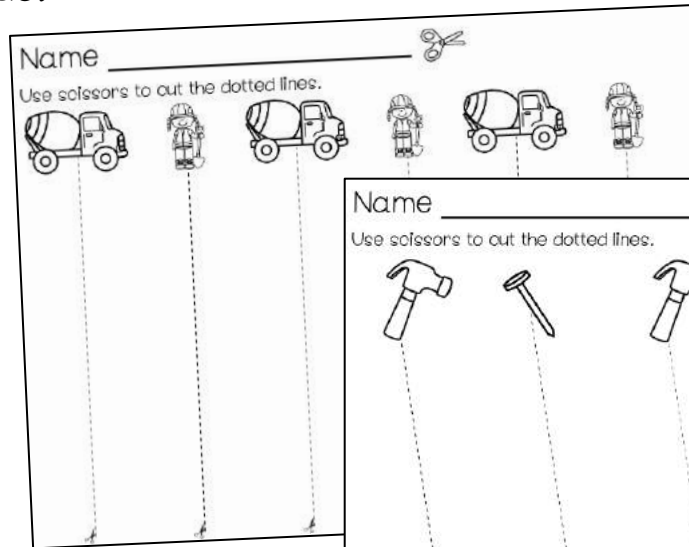
Name \_\_\_\_\_

Trace the line from left to right.



# Cutting Practice

**Objective:** The students will coordinate eye-hand movement and control the small muscles in their hands.



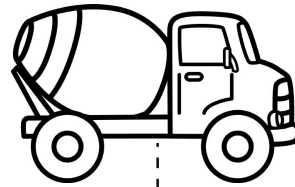
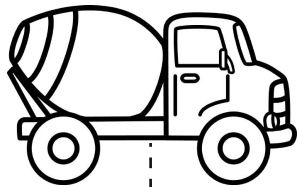
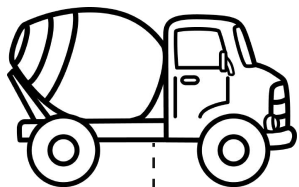
**Preparation:** Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

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

Name \_\_\_\_\_



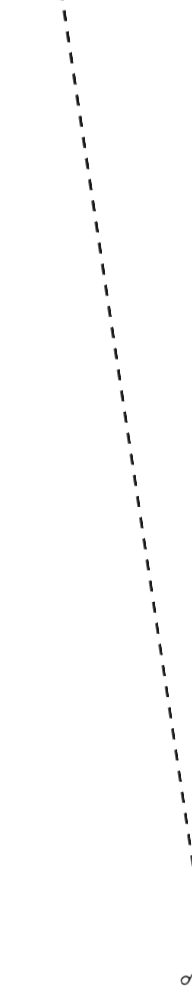
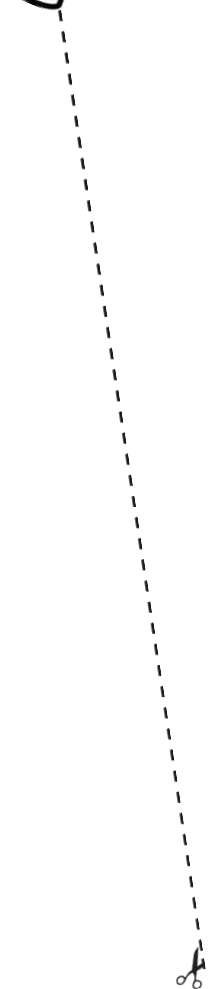
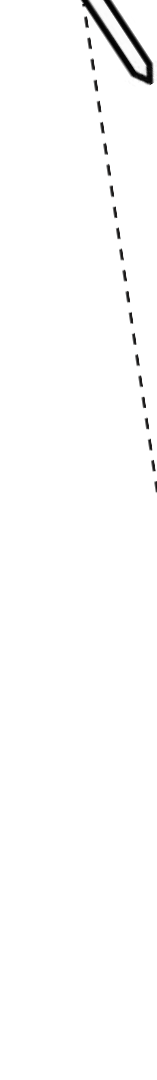
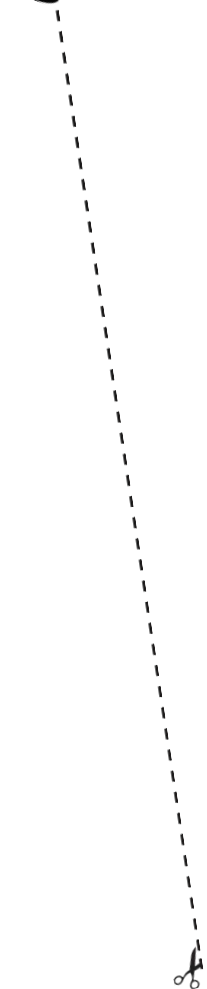
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



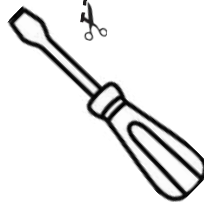
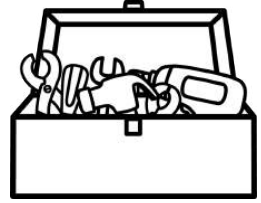
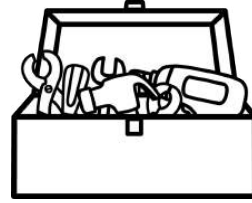
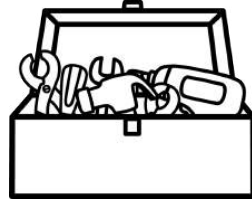
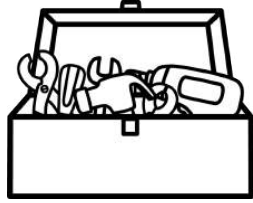
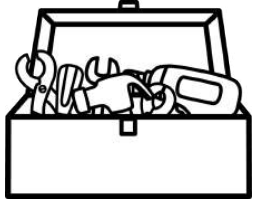
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



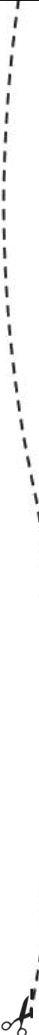
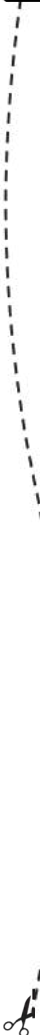
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



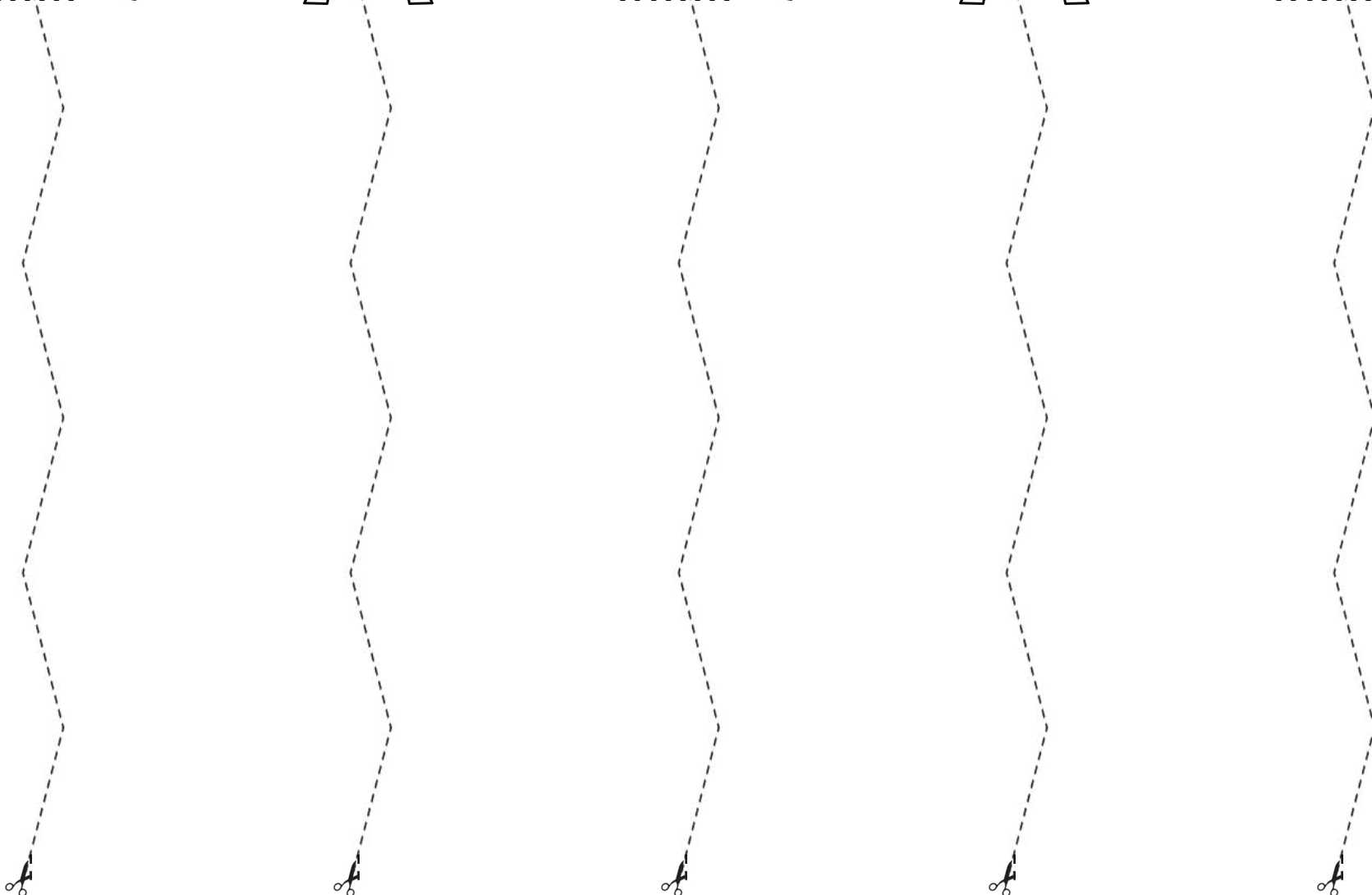
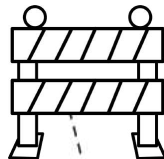
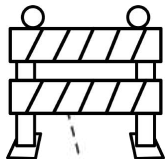
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



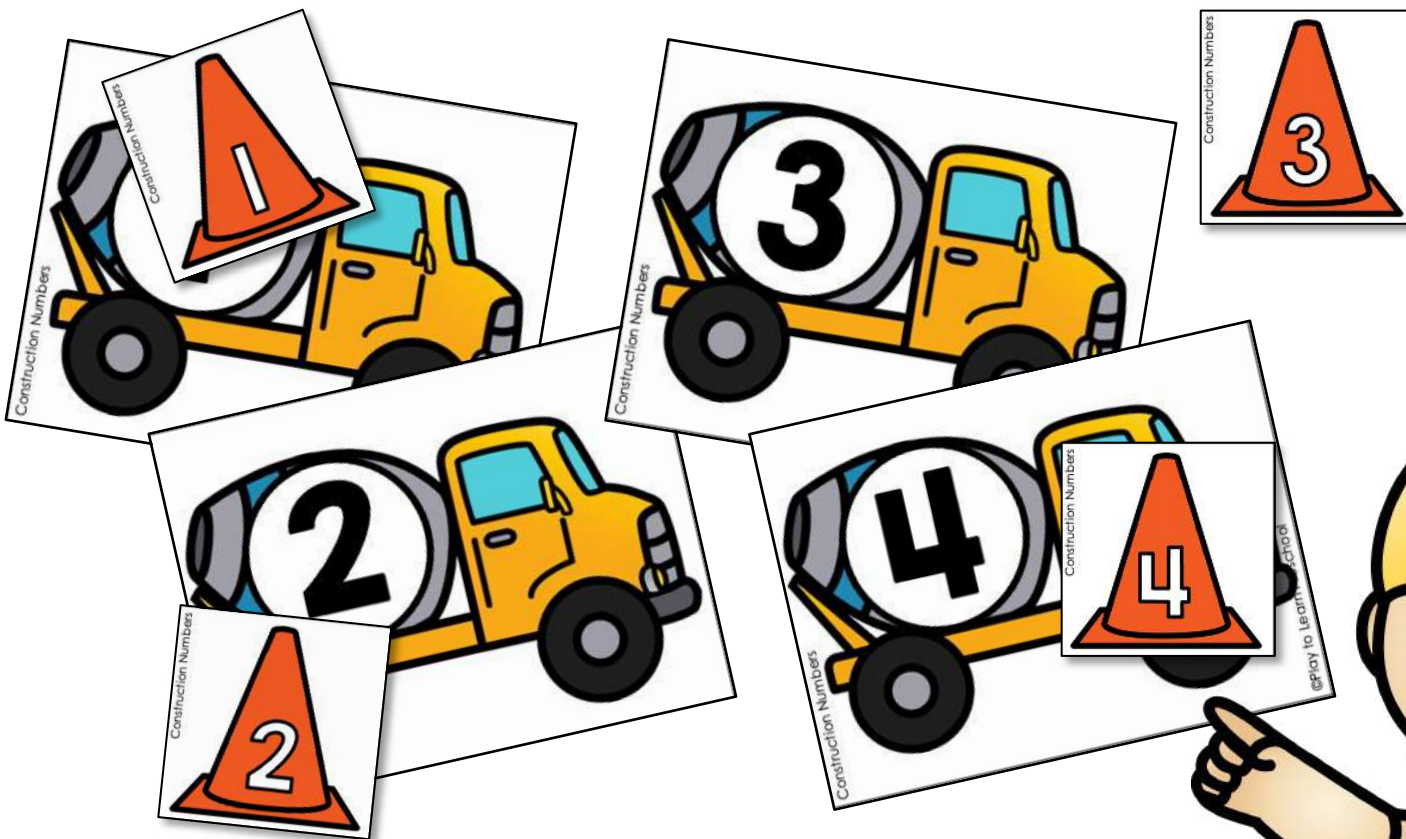
Use scissors to cut the dotted lines.



# Number Recognition

**Objective:** The students will recognize numbers.

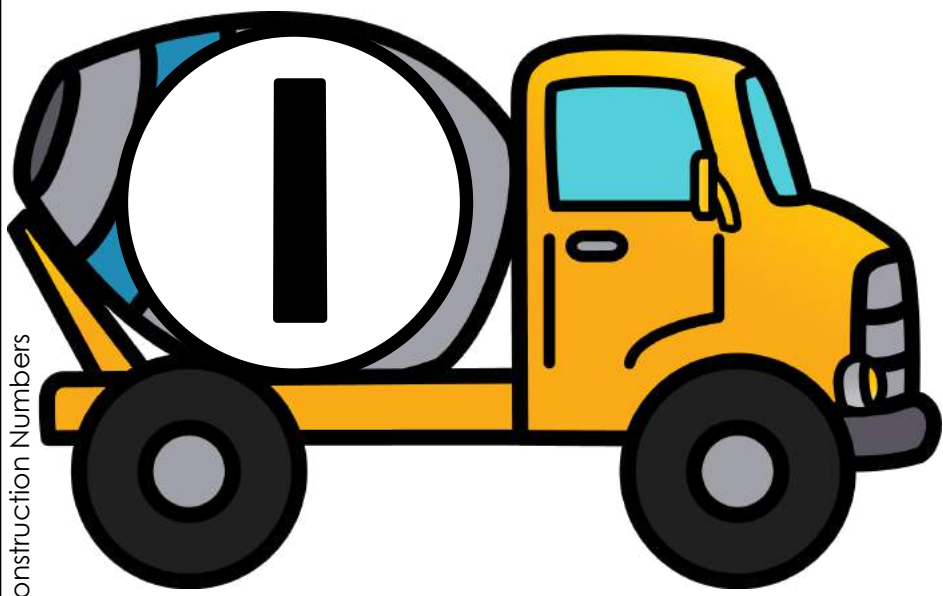
**Preparation:** Print, mat, laminate, and cut both the small and large number cards.



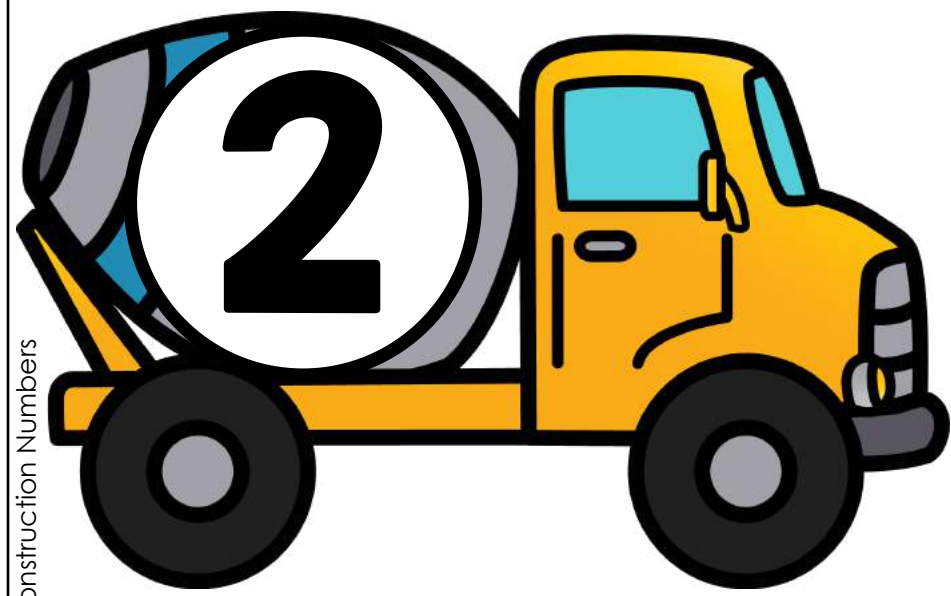
**Procedure:** The students will select a small number card and match it to the larger number card accordingly.



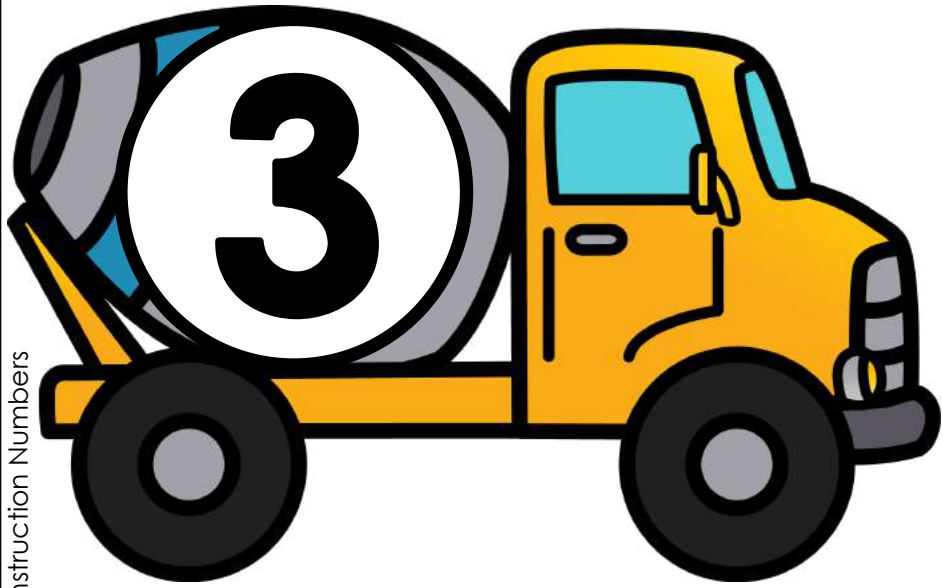
Construction Numbers



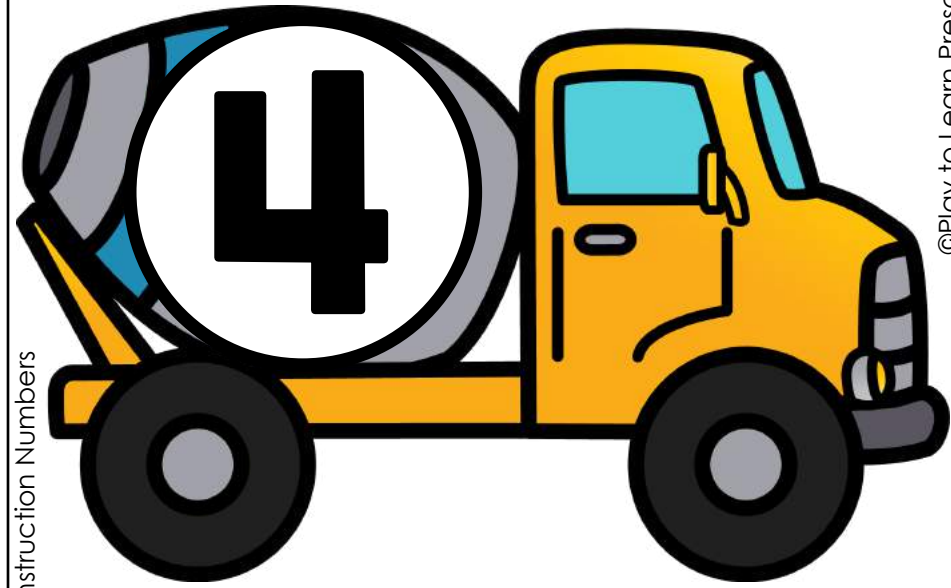
Construction Numbers



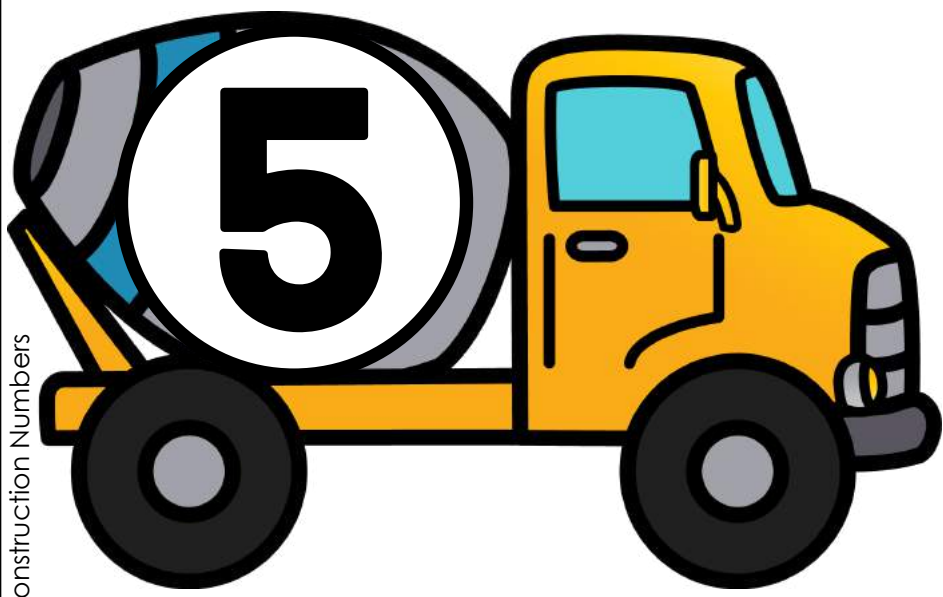
Construction Numbers



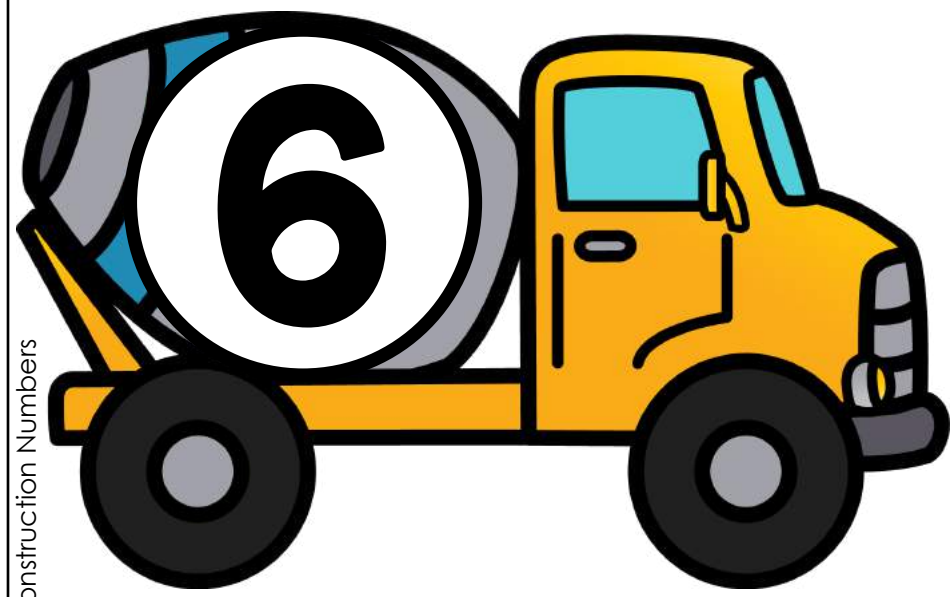
Construction Numbers



Construction Numbers



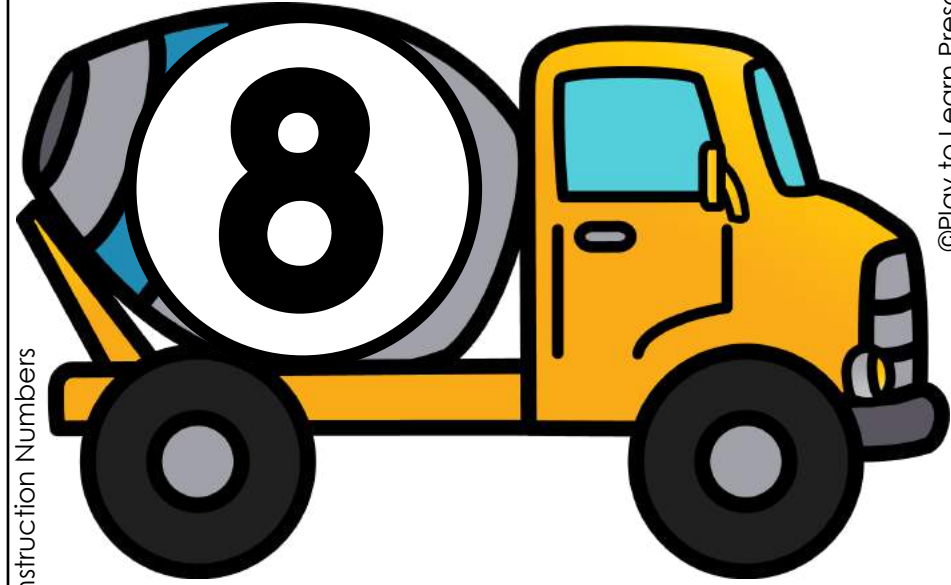
Construction Numbers



Construction Numbers



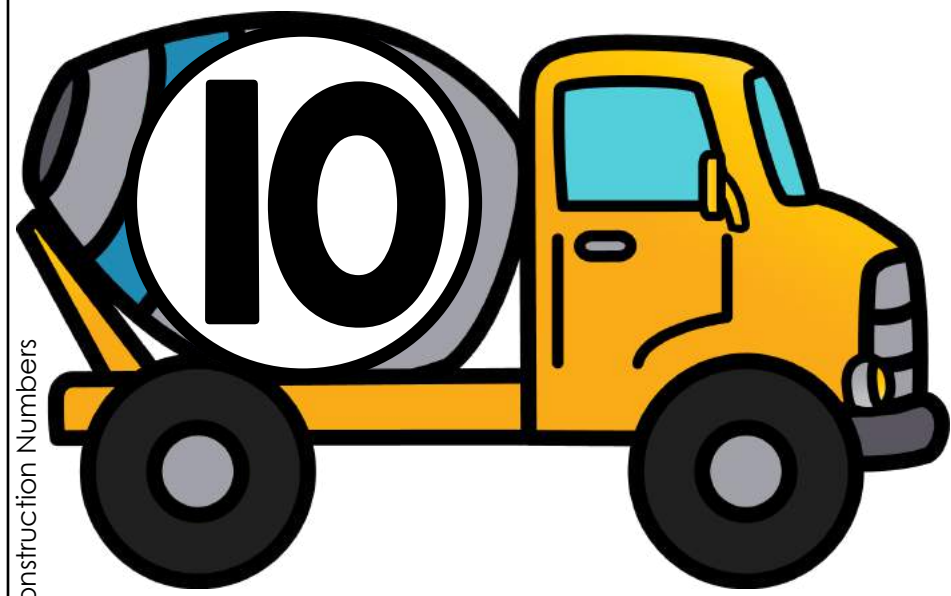
Construction Numbers



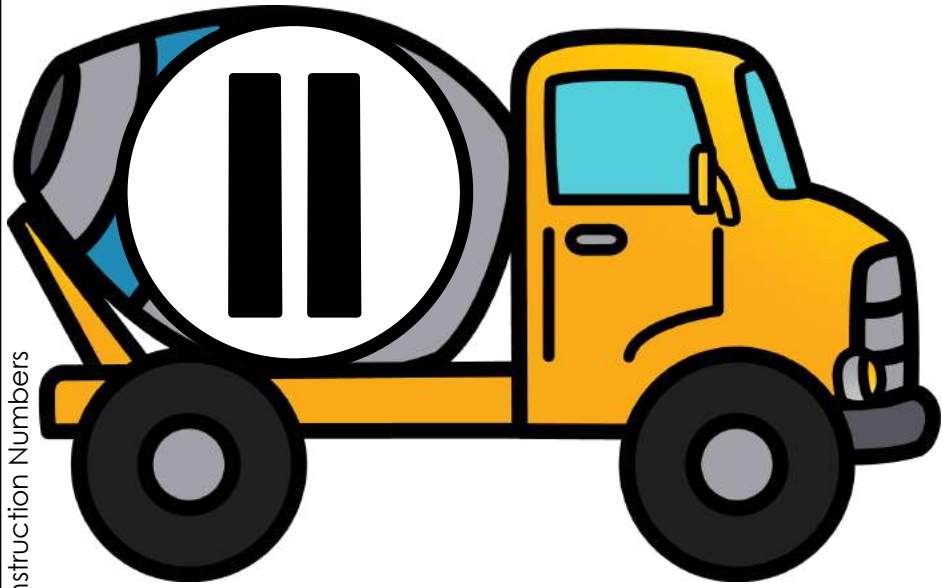
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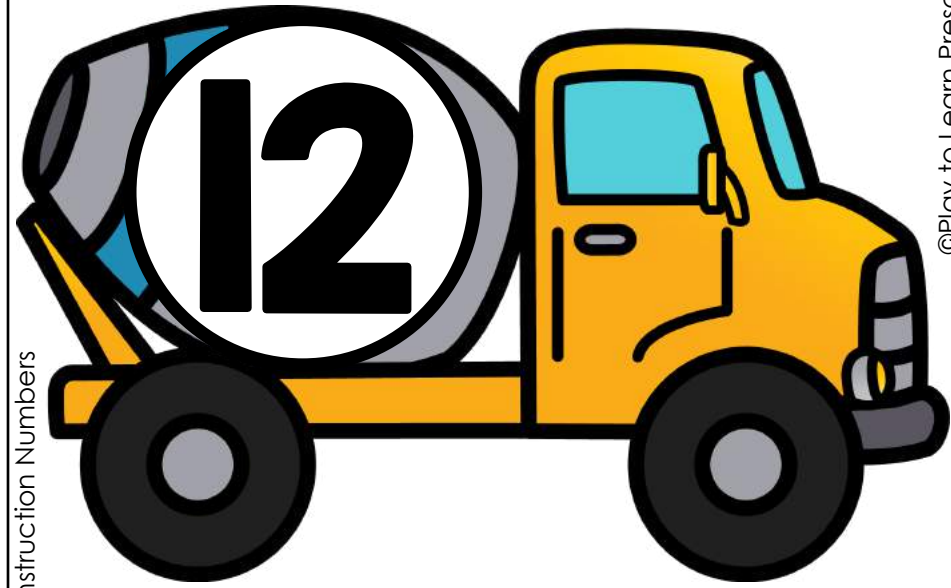
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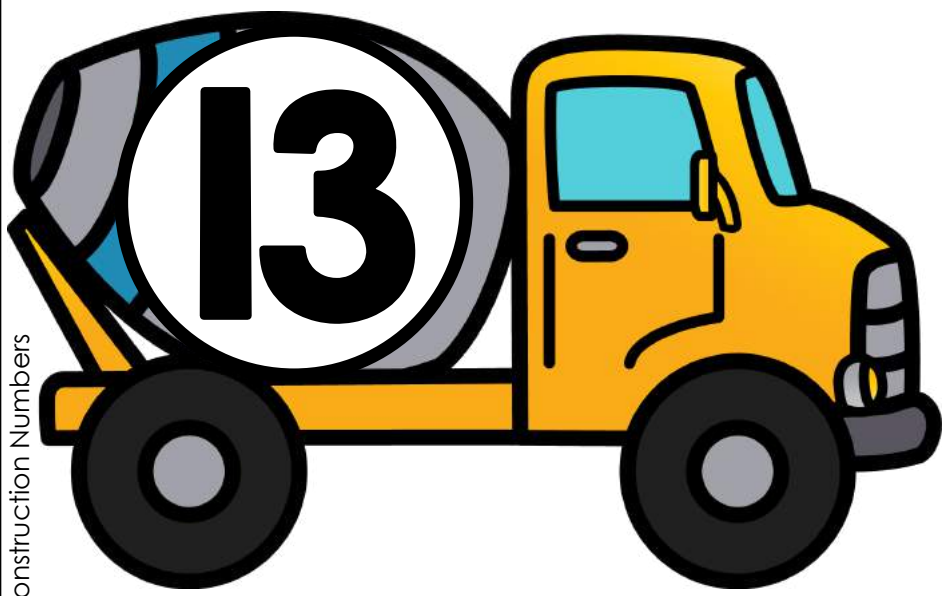
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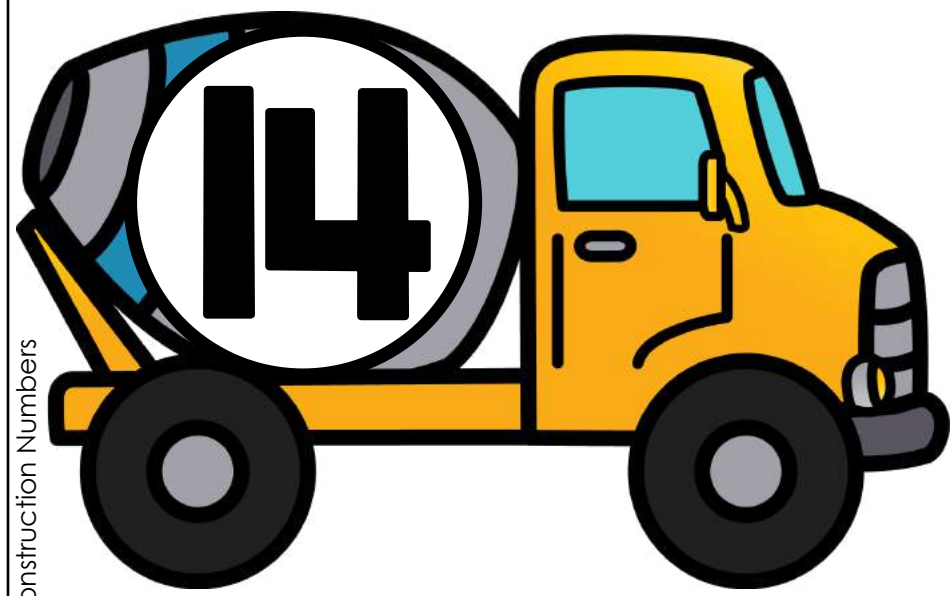
Construction Numbers



Construction Numbers



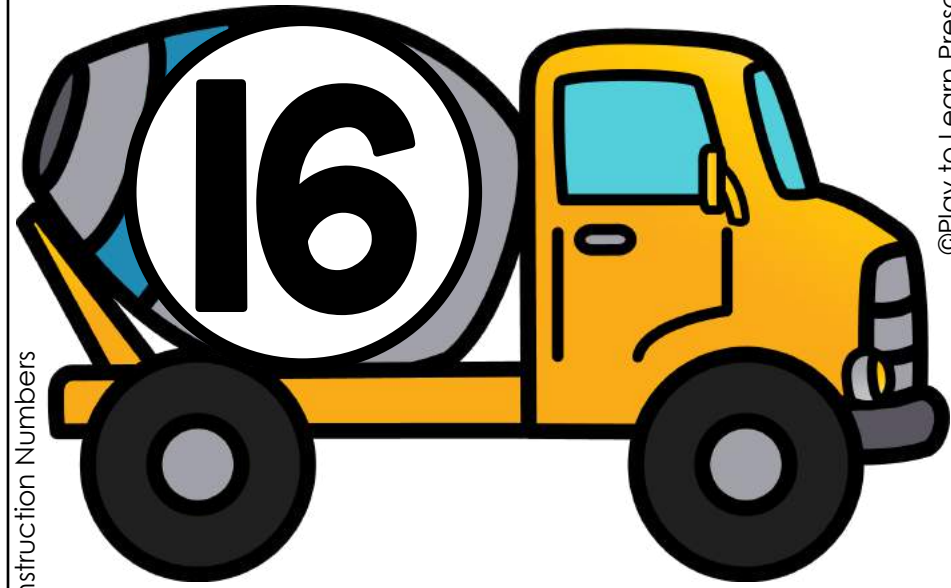
Construction Numbers



Construction Numbers



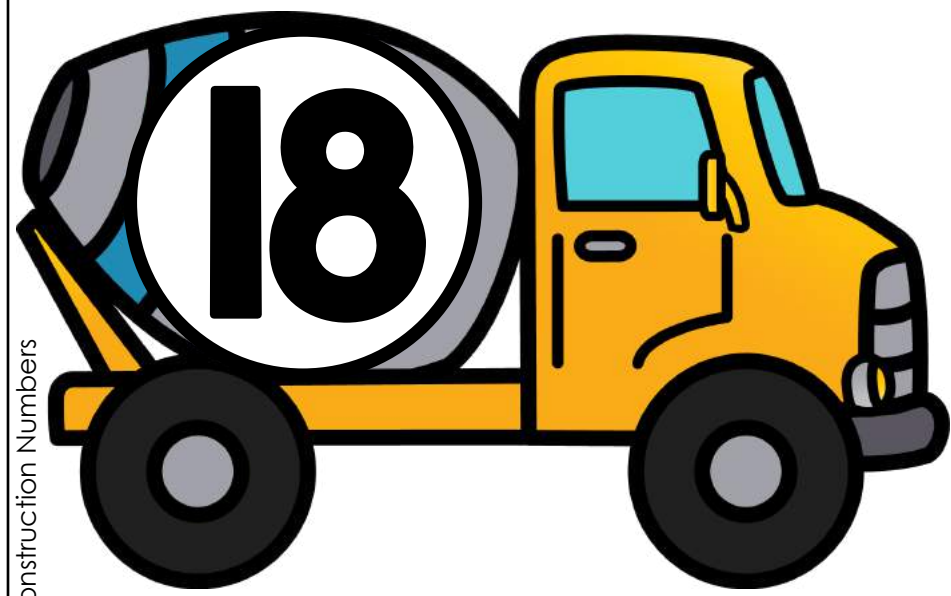
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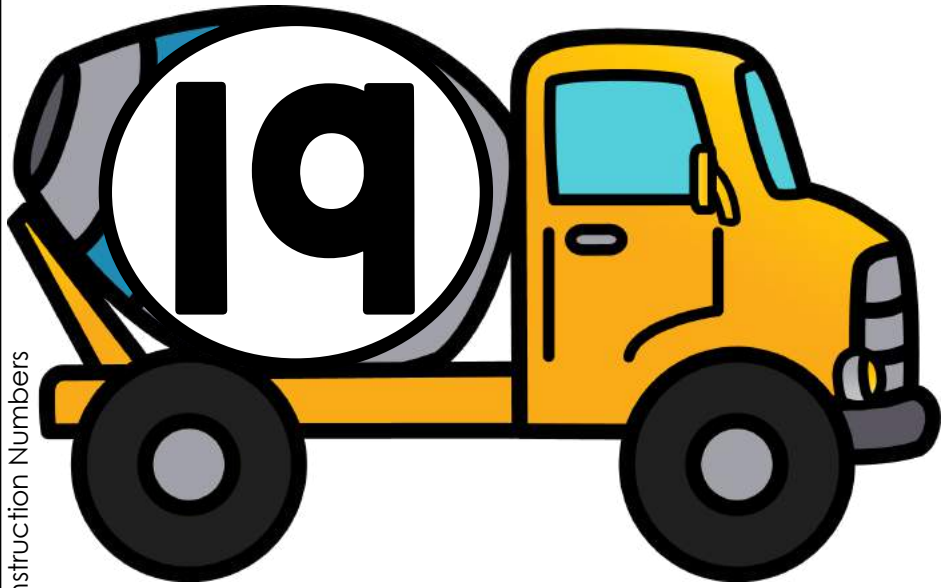
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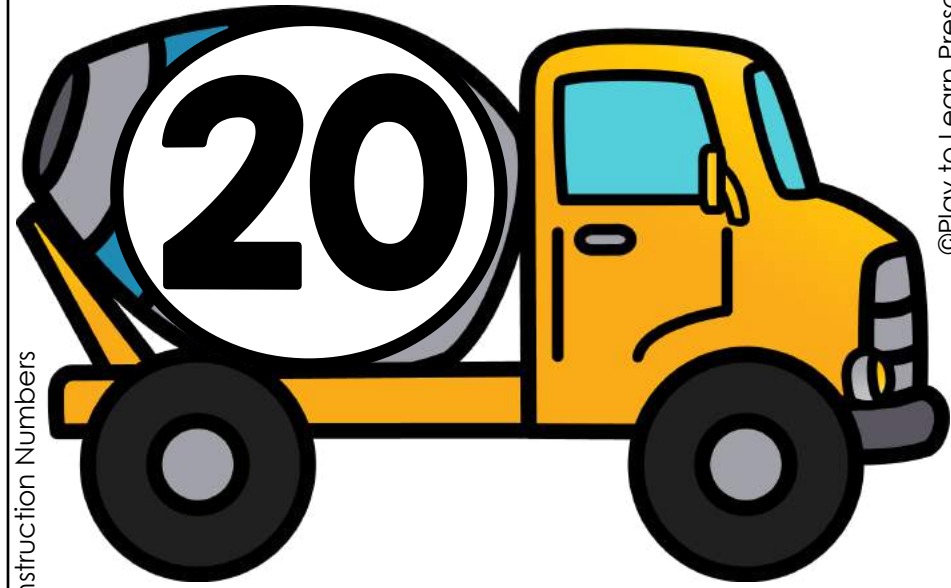
Construction Numbers

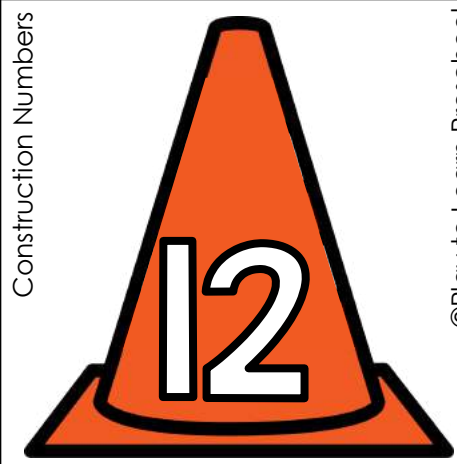
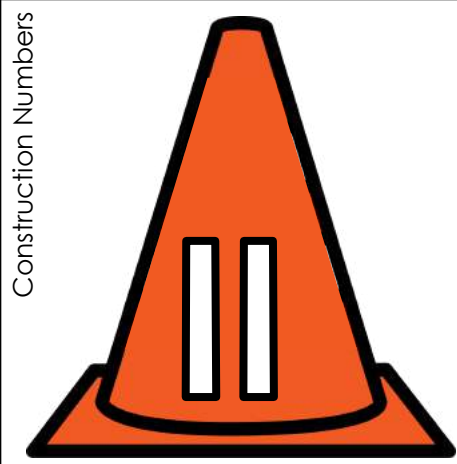
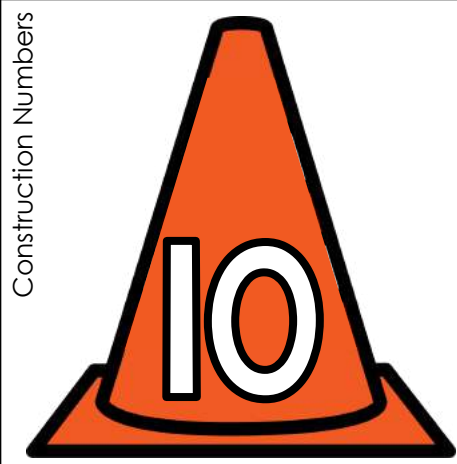
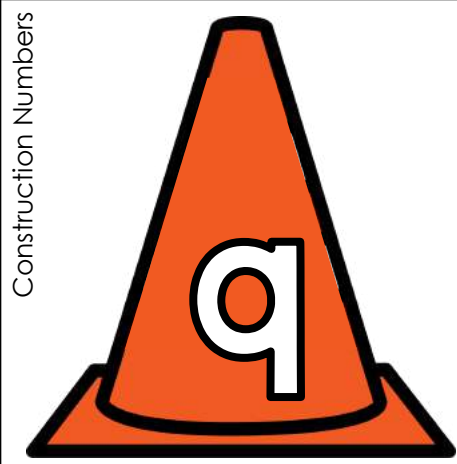
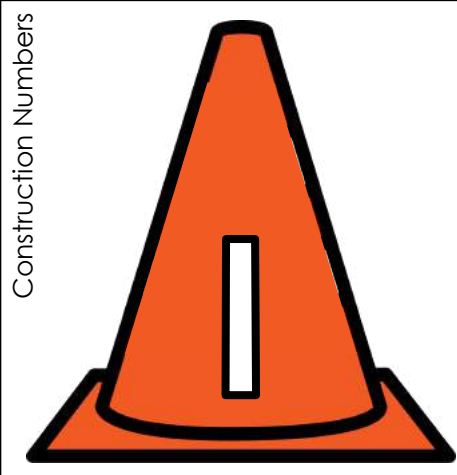


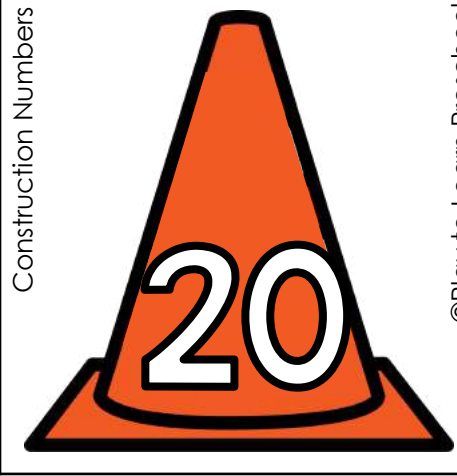
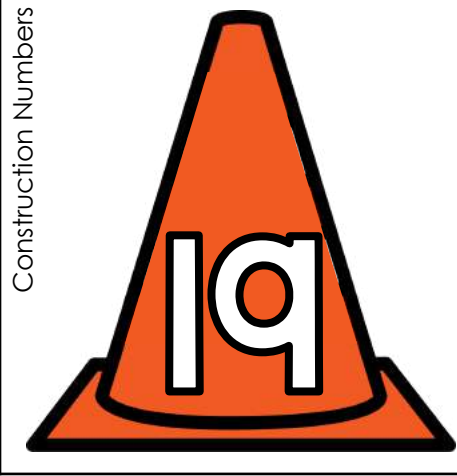
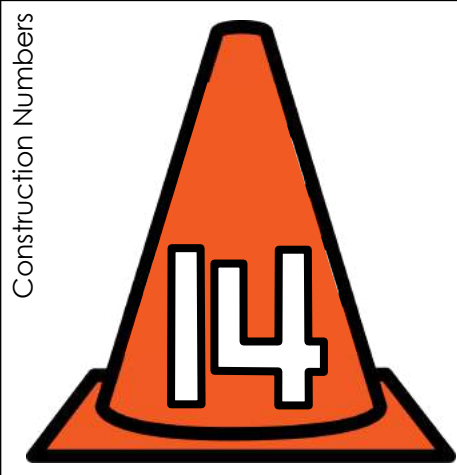
Construction Numbers



Construction Numbers







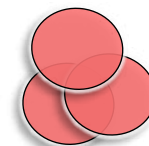
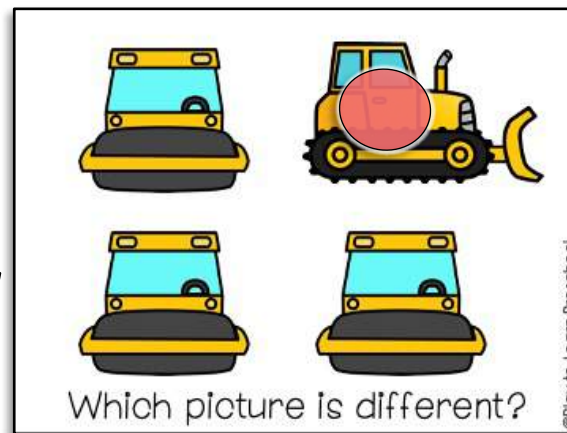
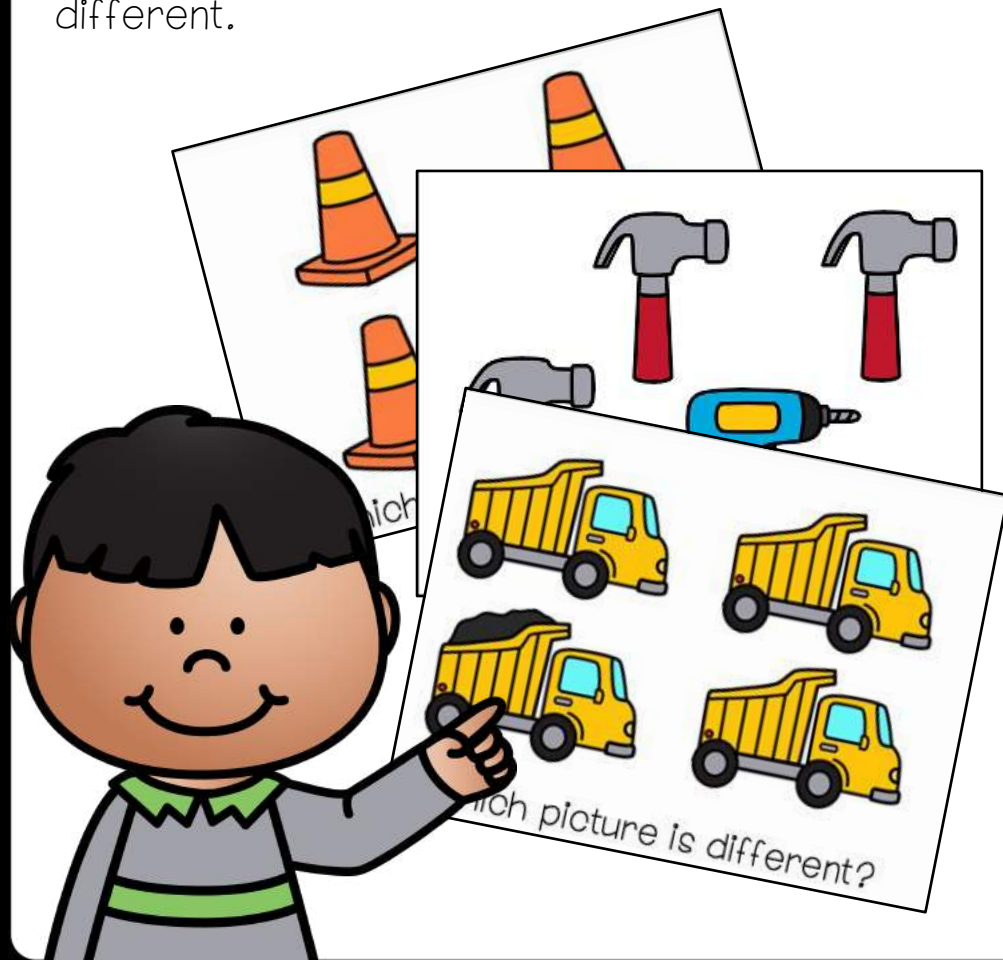
# Visual Discrimination

“Which One is Different?”

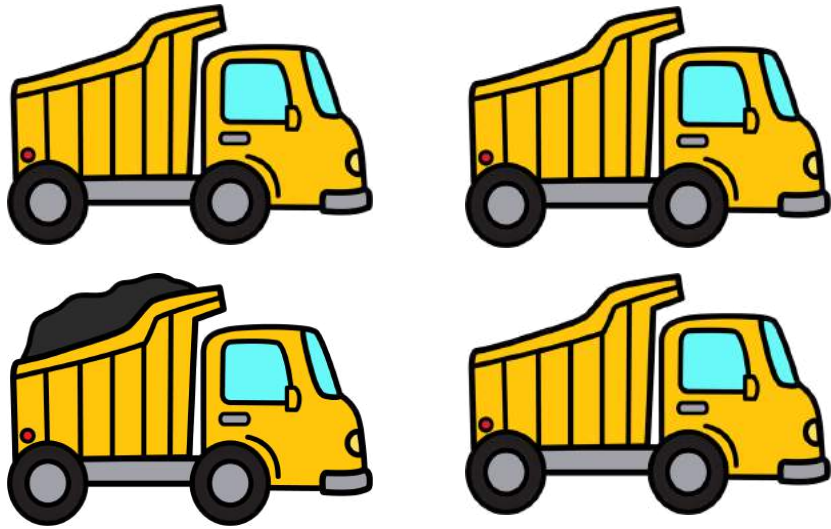
**Objective:** The students will compare objects.

**Preparation:** Print the cards and cut to separate.

**Procedure:** Students place a mini eraser or other counter on the picture that is different.

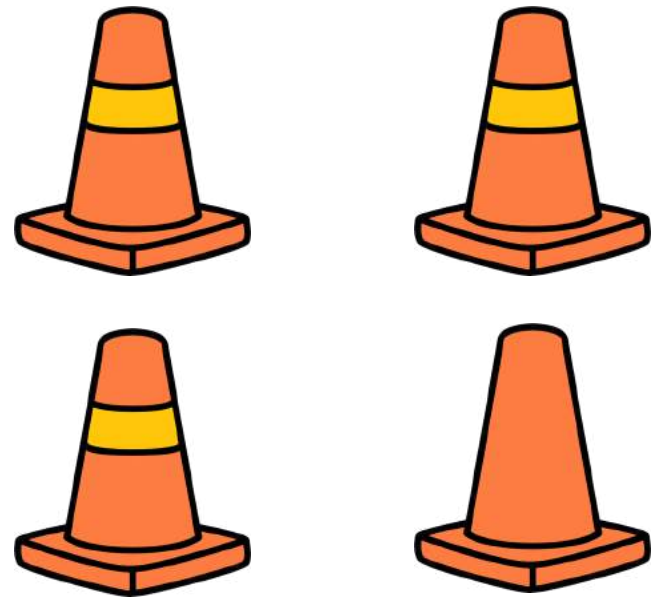


Visual Discrimination



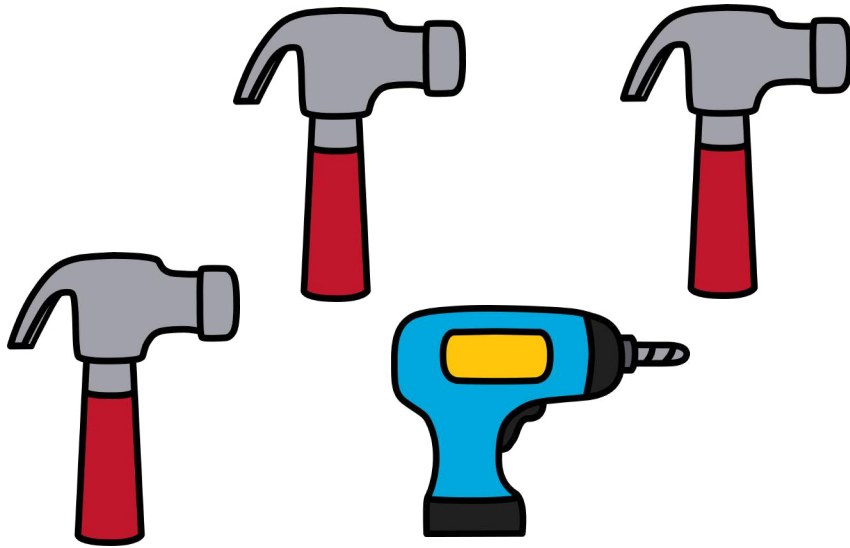
Which picture is different?

Visual Discrimination



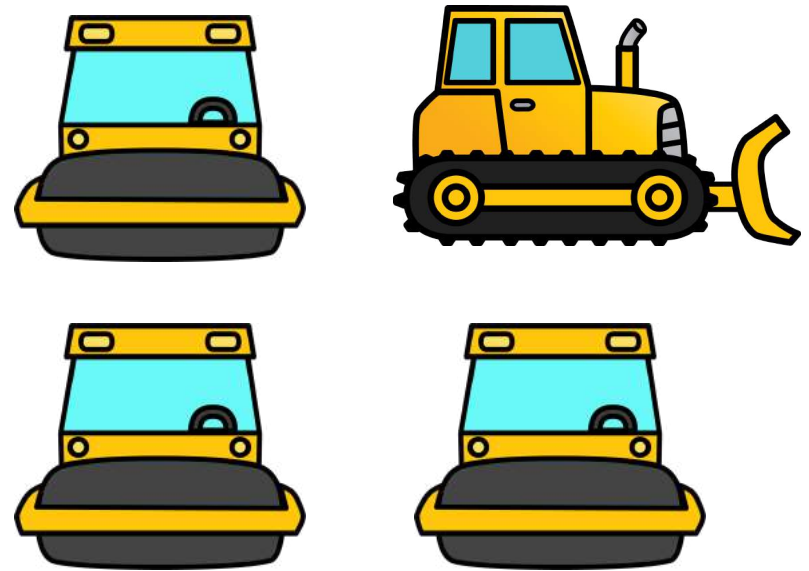
Which picture is different?

Visual Discrimination



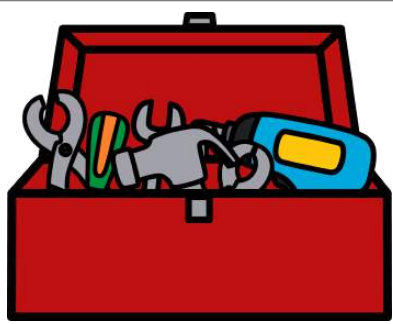
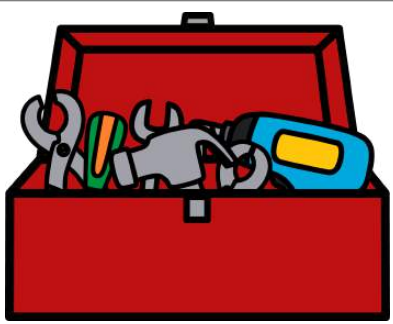
Which picture is different?

Visual Discrimination



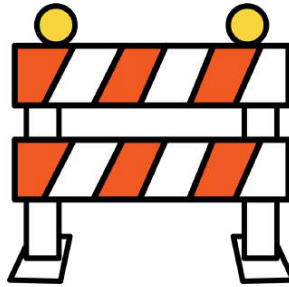
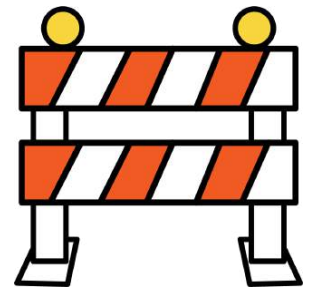
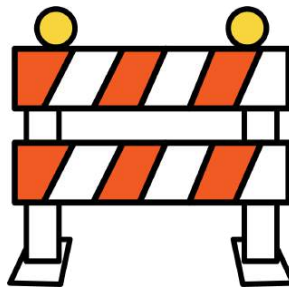
Which picture is different?

Visual Discrimination



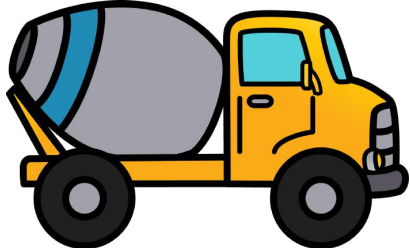
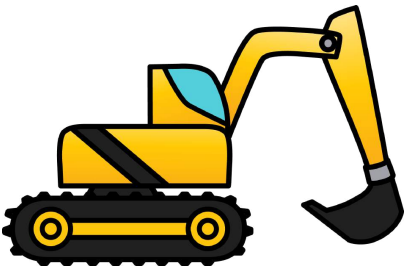
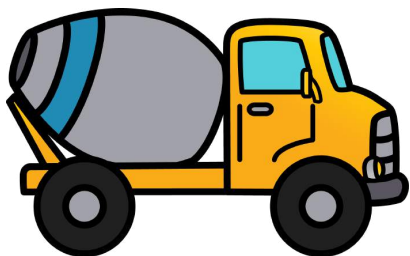
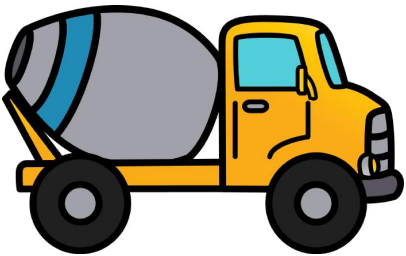
Which picture is different?

Visual Discrimination



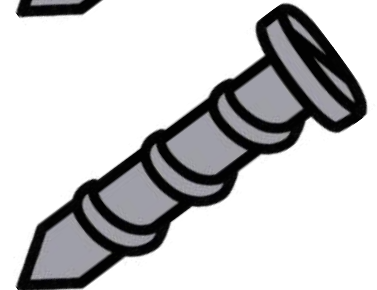
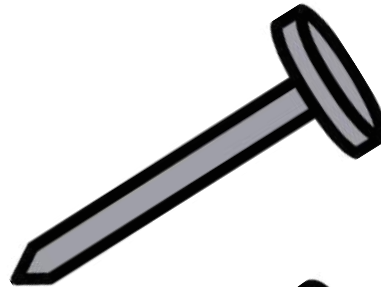
Which picture is different?

Visual Discrimination



Which picture is different?

Visual Discrimination



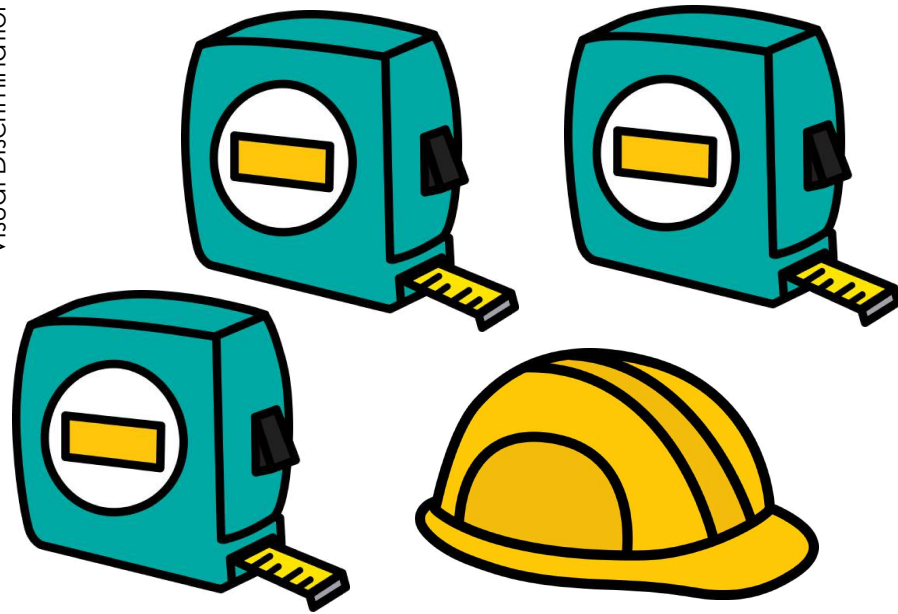
Which picture is different?

Visual Discrimination



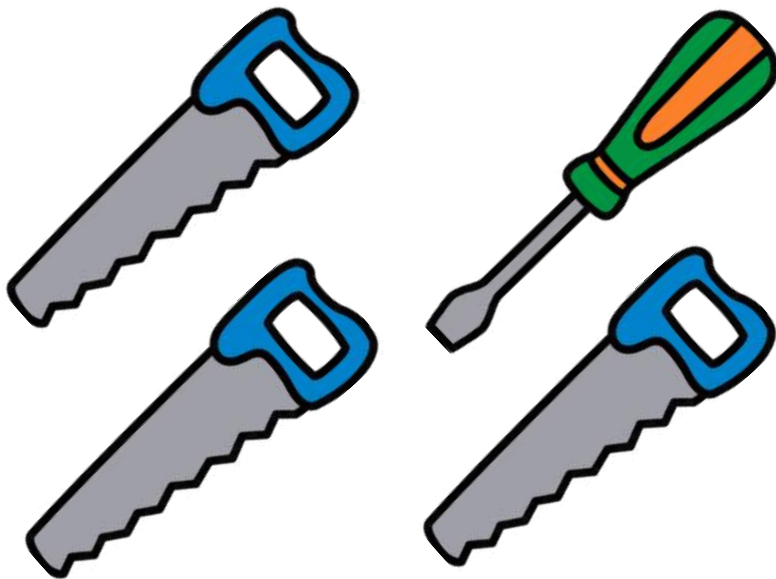
Which picture is different?

Visual Discrimination



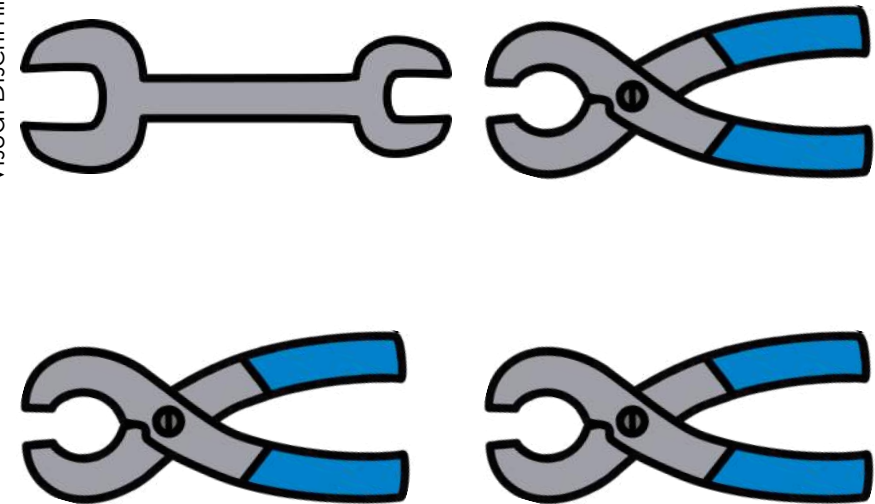
Which picture is different?

Visual Discrimination



Which picture is different?

Visual Discrimination



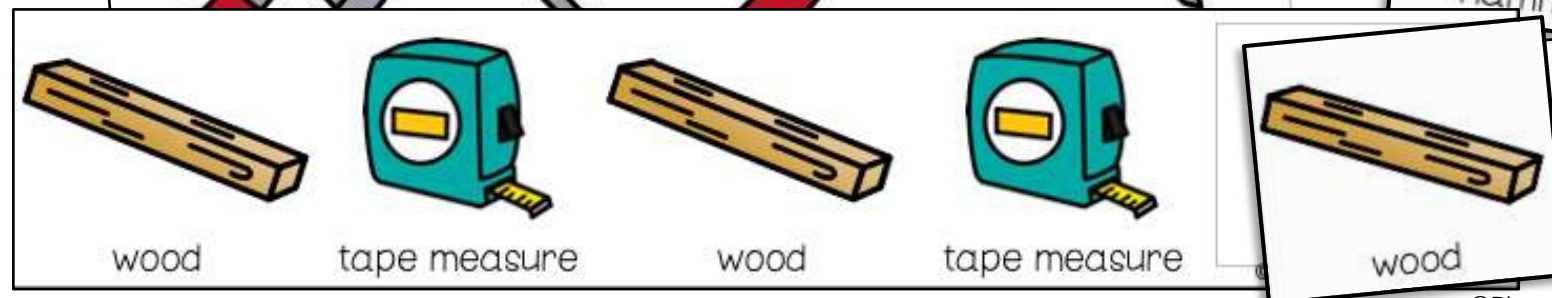
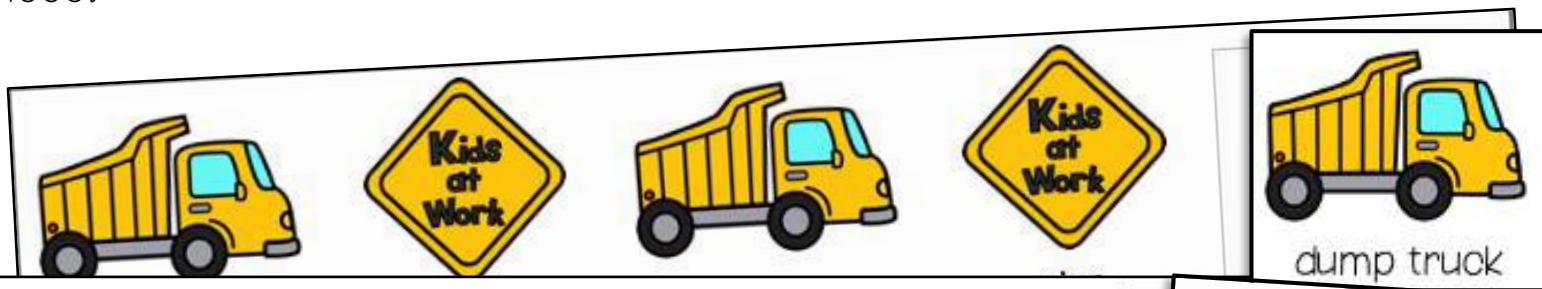
Which picture is different?

# Construction Patterns

**Objective:** The students will identify and extend simple patterns.

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

**Procedure:** Students identify the pattern and extend it by placing the next correct piece.





dump truck



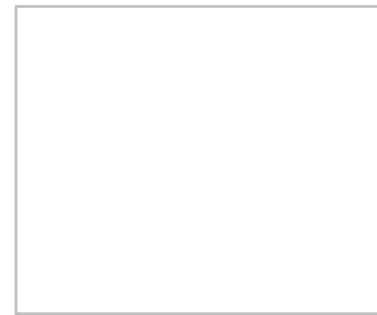
sign



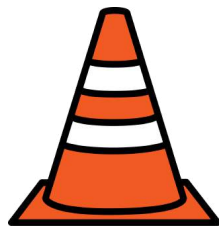
dump truck



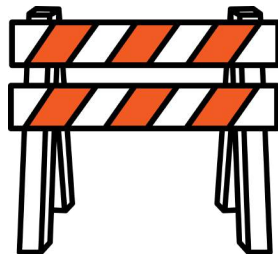
sign



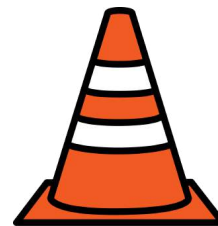
barricade



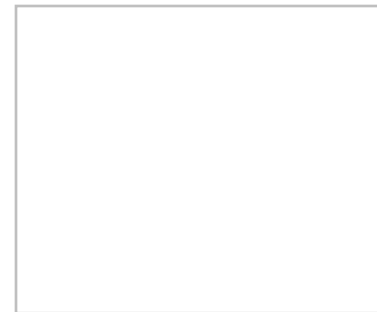
cone



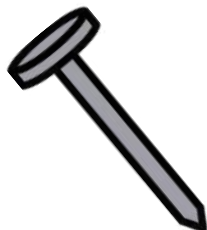
barricade



cone



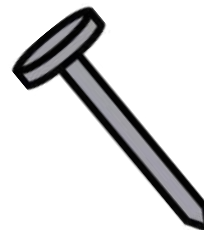
hammer



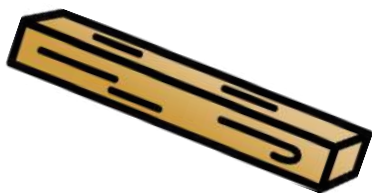
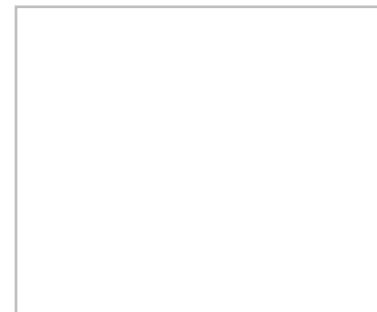
nail



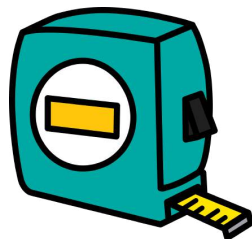
hammer



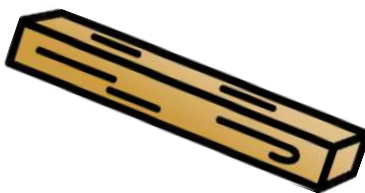
nail



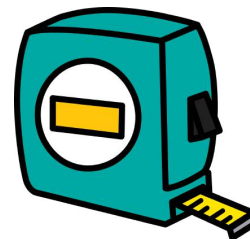
wood



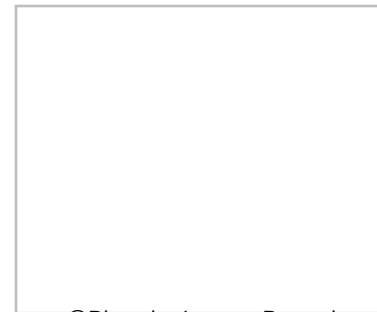
tape measure



wood



tape measure





drill



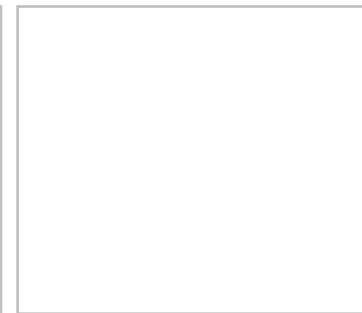
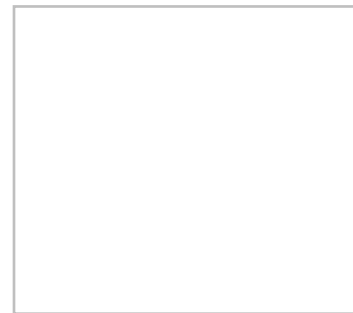
screw



drill



screw



child



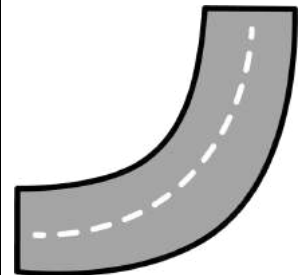
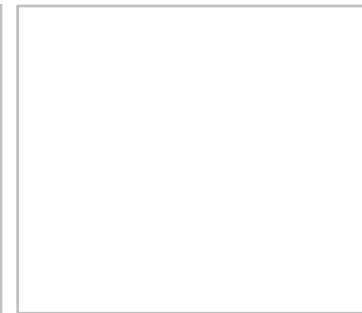
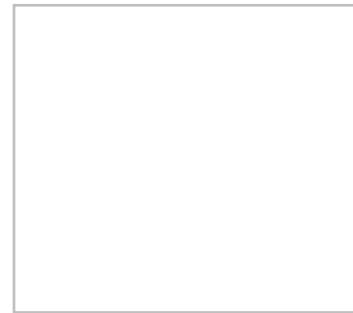
sign



child



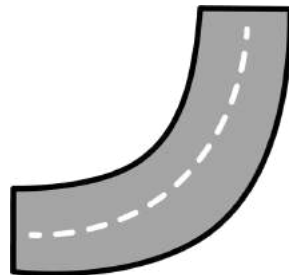
sign



road



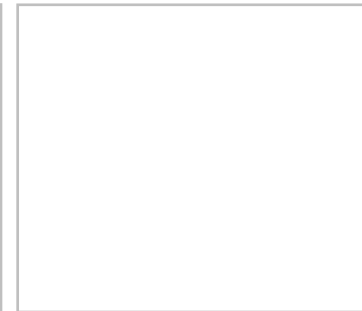
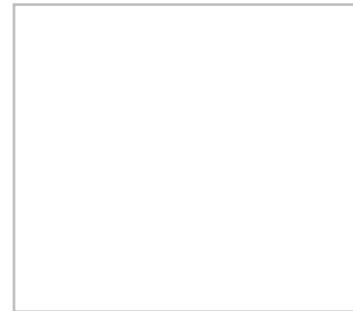
cone



road



cone



tool belt



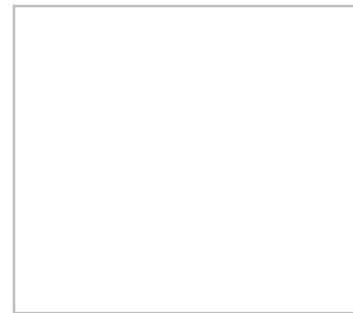
pliers



tool belt



pliers





toolbox



hard hat



toolbox



hard hat



saw



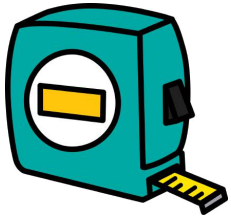
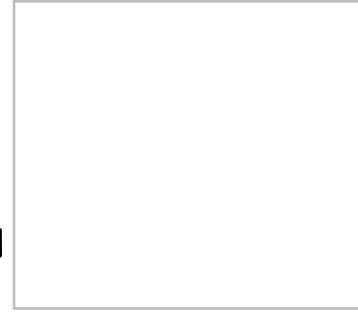
sawing



saw



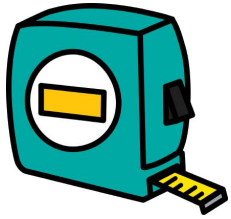
sawing



tape  
measure



measuring



tape  
measure



measuring



bulldozer



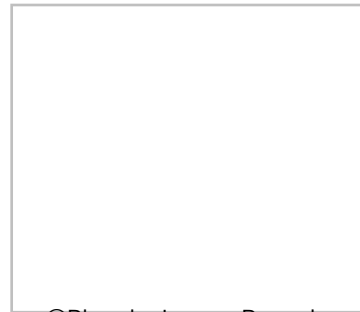
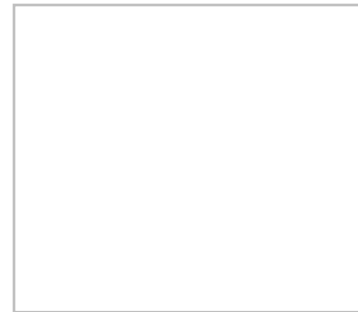
boulder



bulldozer



boulder



# Construction Patterns - Moveable Pieces



dump truck



drill



screw



tool box



hard hat



barricade



child



sign



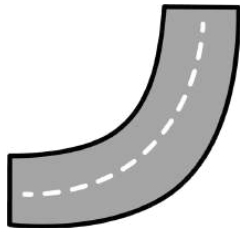
saw



sawing



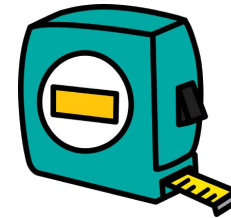
hammer



road



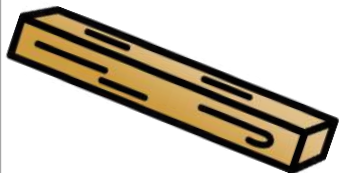
cone



tape measure



measuring



wood



tool belt



pliers



bulldozer



boulder

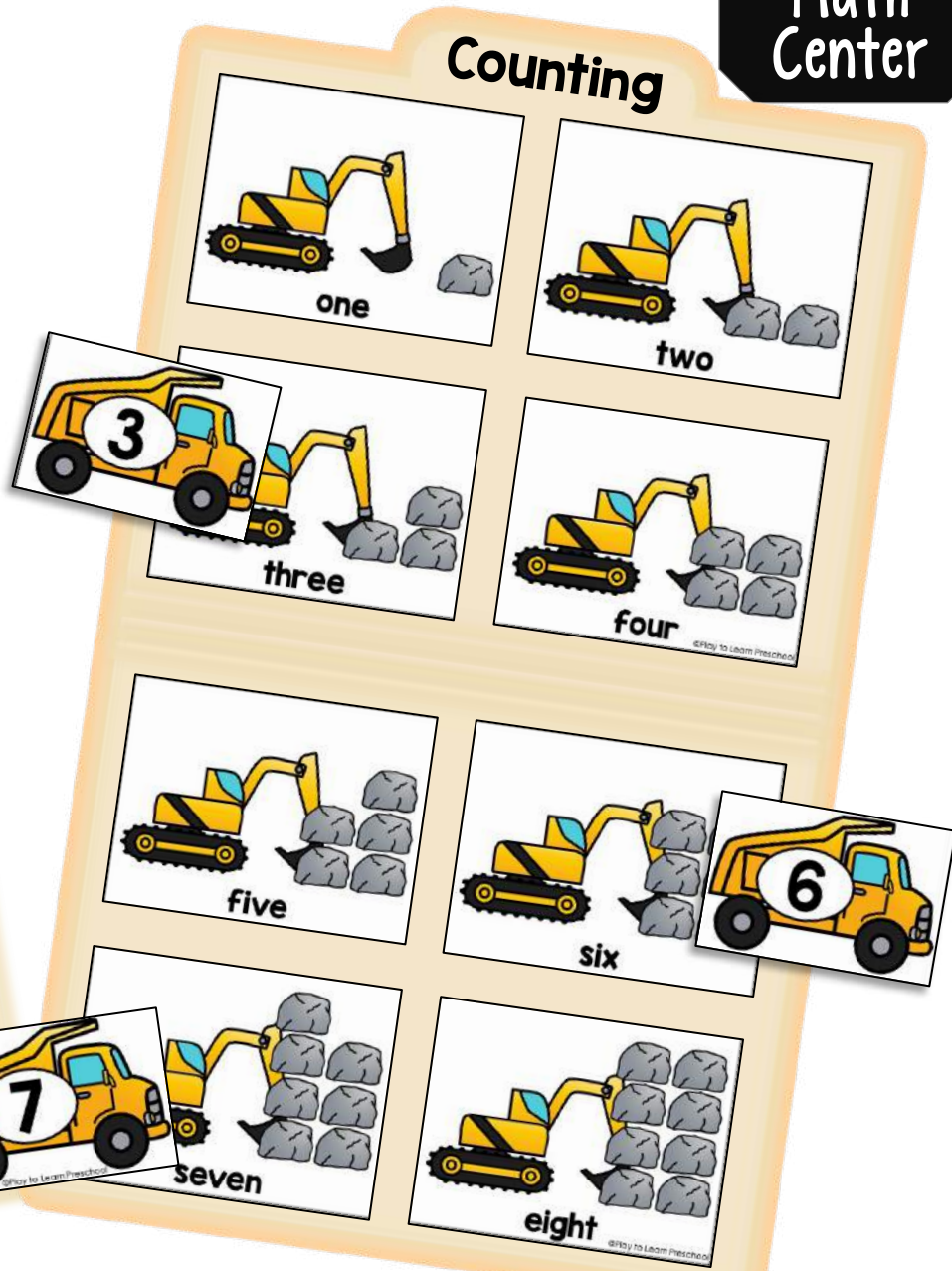
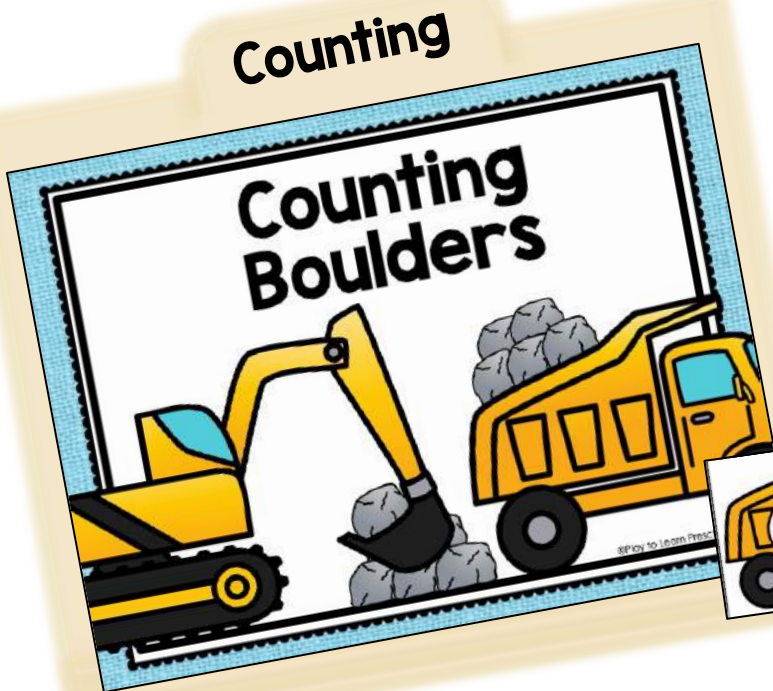
# Counting

## File Folder Game

**Objective:** The students will count and recognize numbers.

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

**Procedure:** Students will count and choose the correct number.

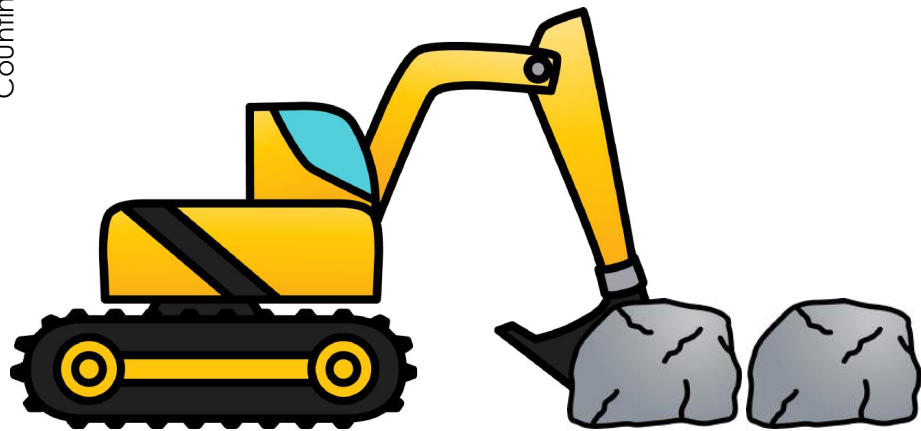


# Counting Boulders





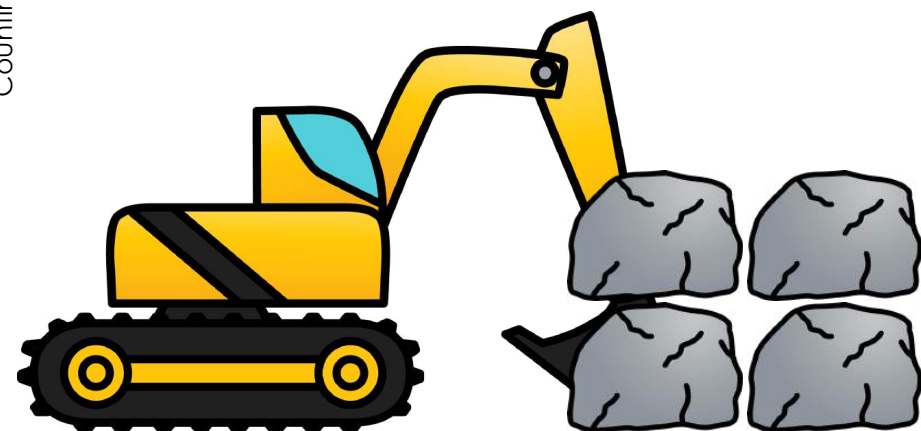
**one**



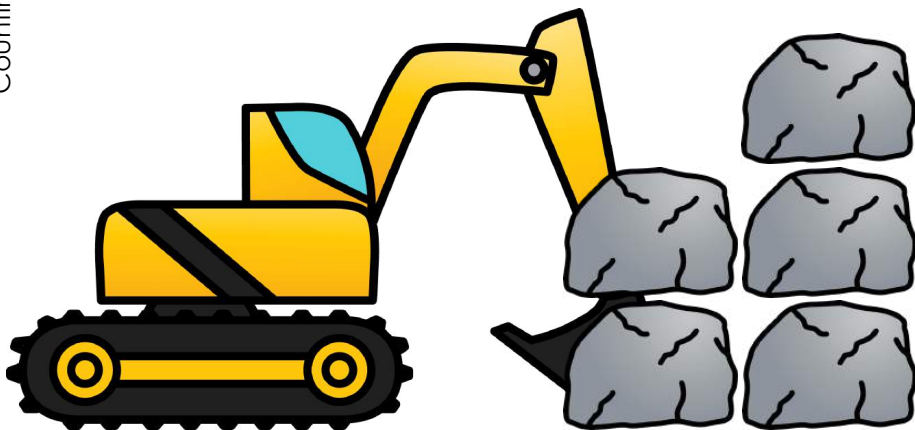
**two**



**three**



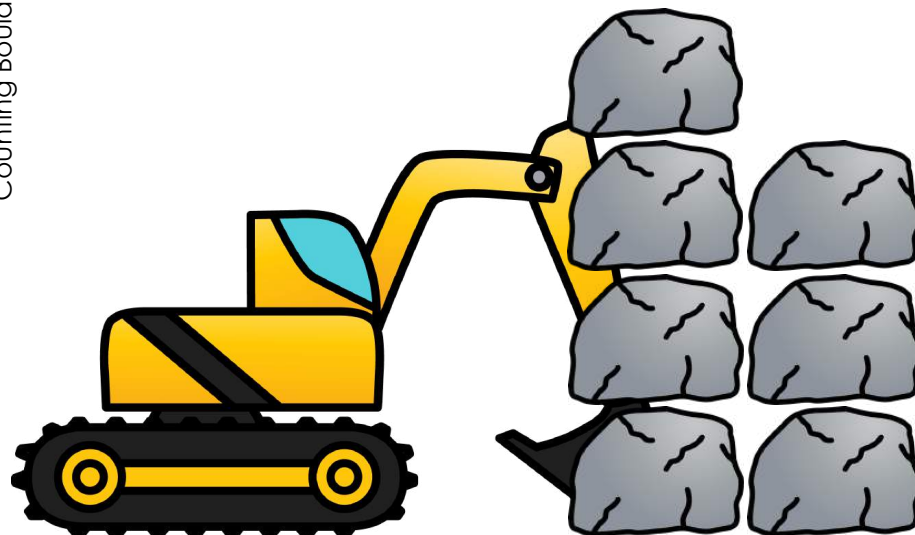
**four**



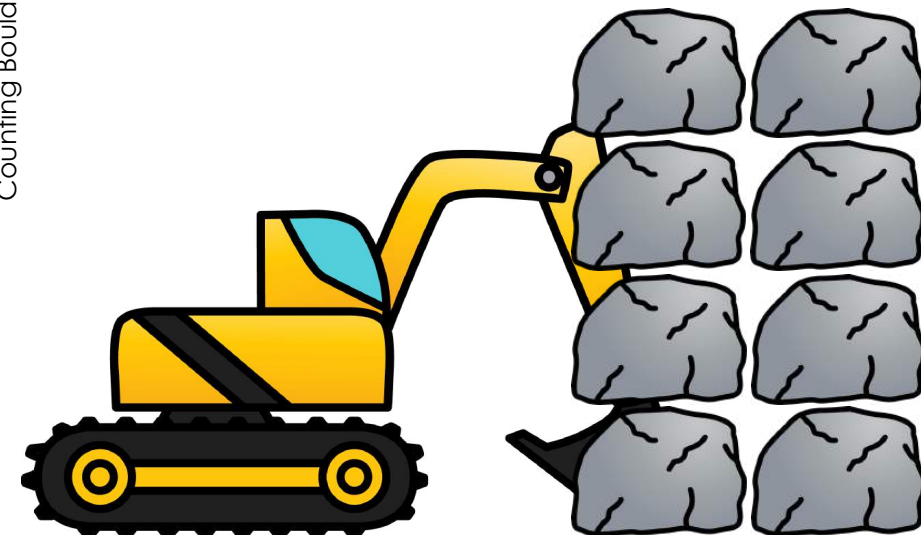
**five**



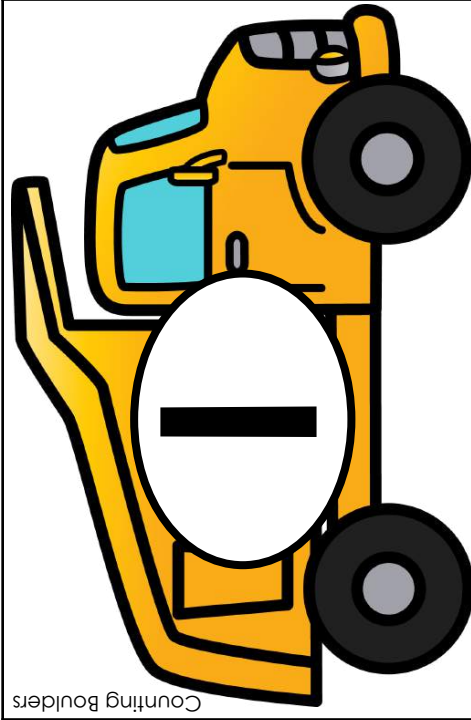
**six**



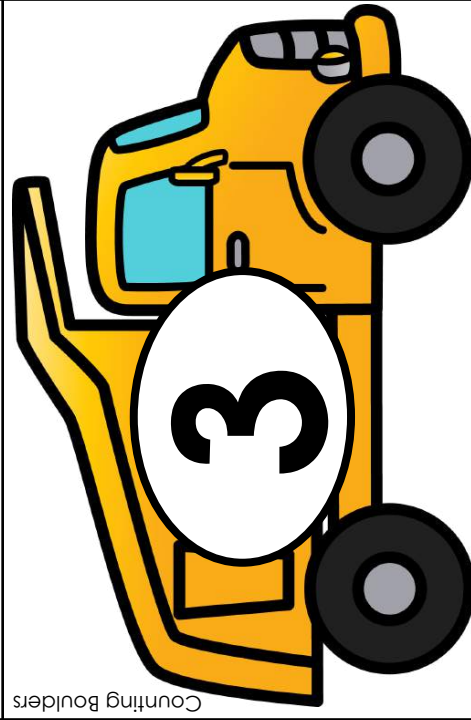
**seven**



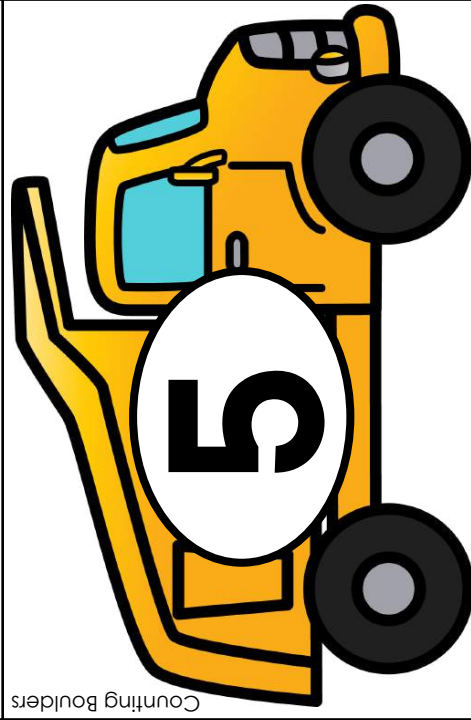
**eight**



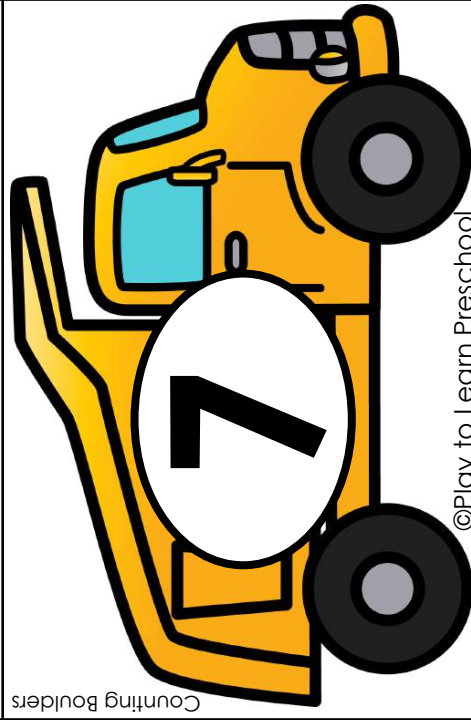
Counting Borders



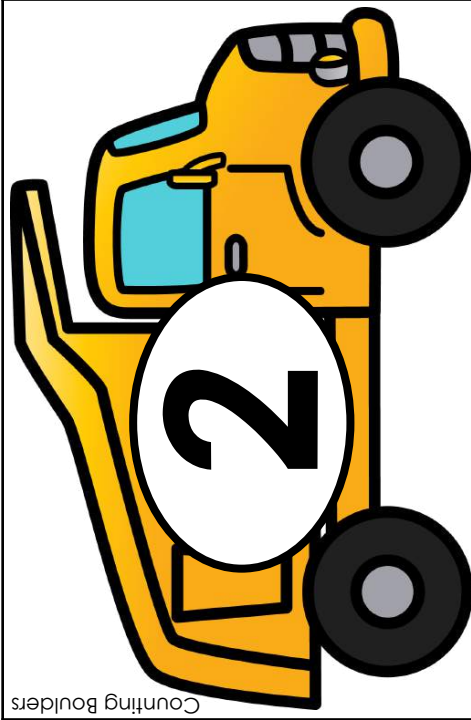
Counting Borders



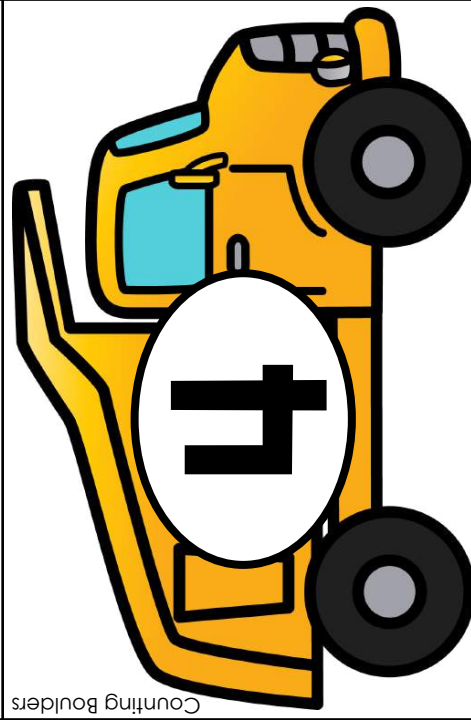
Counting Borders



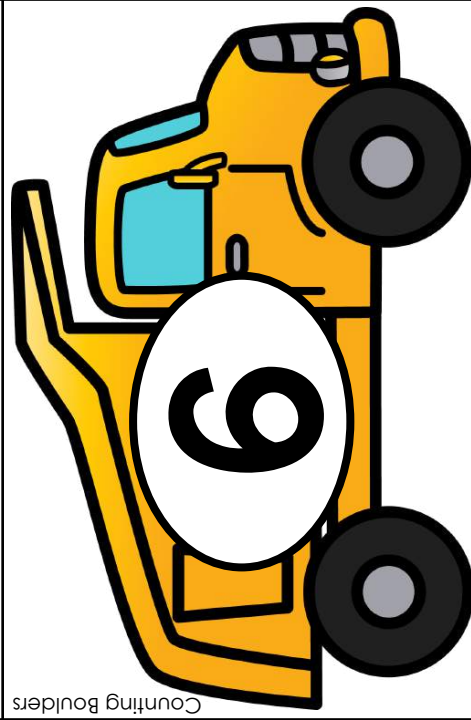
Counting Borders



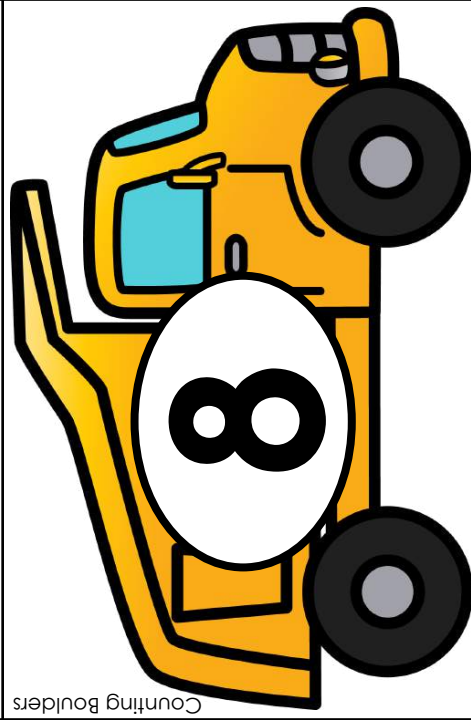
Counting Borders



Counting Borders



Counting Borders



Counting Borders

# Writing Practice

**Objective:** The students will write letters.

**Preparation:** Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

**Procedure:** Students use a dry erase marker to trace the word.



truck

plan

worker

Name \_\_\_\_\_

Trace the letters and color the pictures.

h hammer	n nail
w worker	c cone



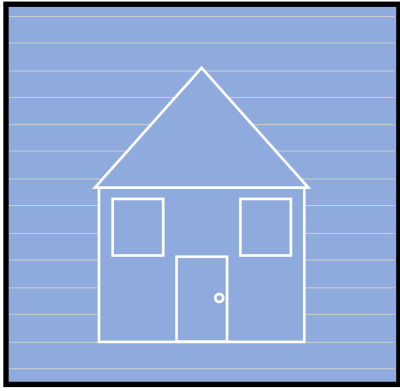
t o o l b o x



h a m m e r



d r i l l



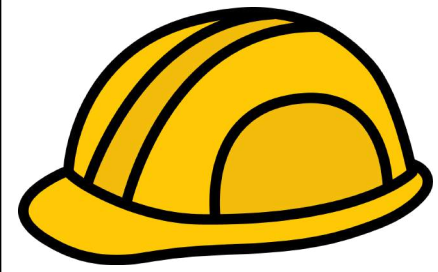
p l a n



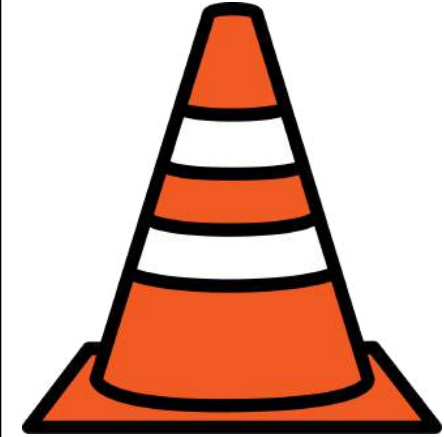
t r u c k



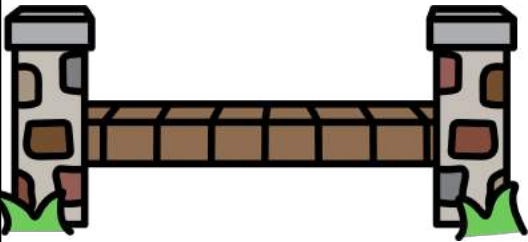
w o r k e r



h a r d h a t



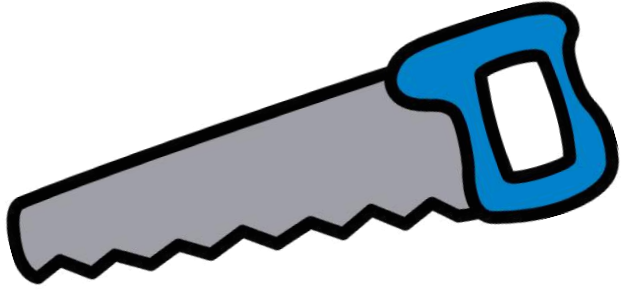
c o n e



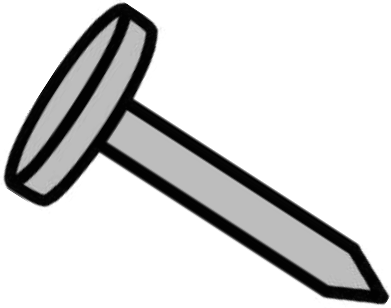
b r i d g e



h o u s e



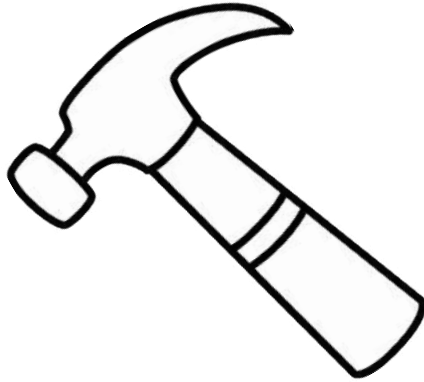
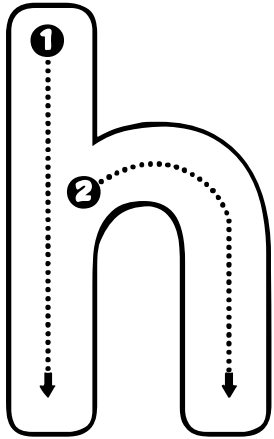
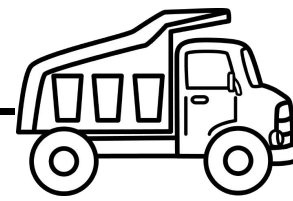
s a w



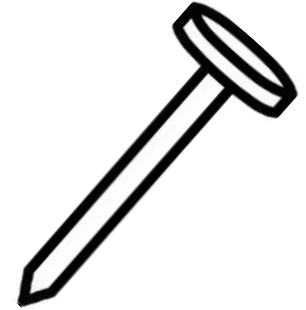
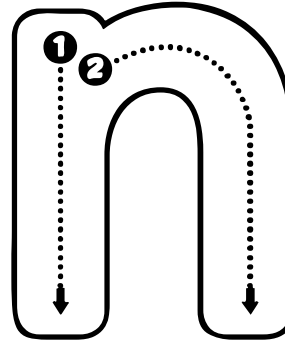
n a i l

Name \_\_\_\_\_

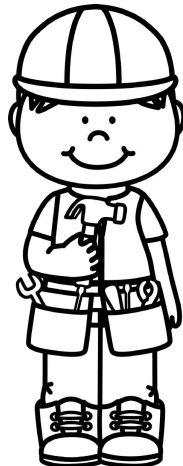
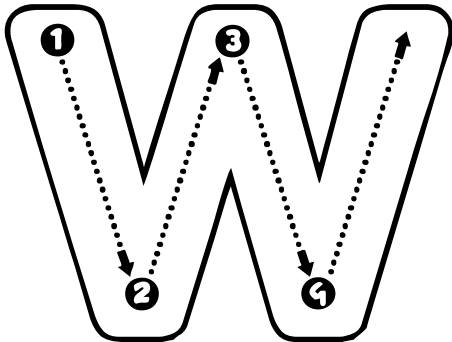
Trace the letters and color the pictures.



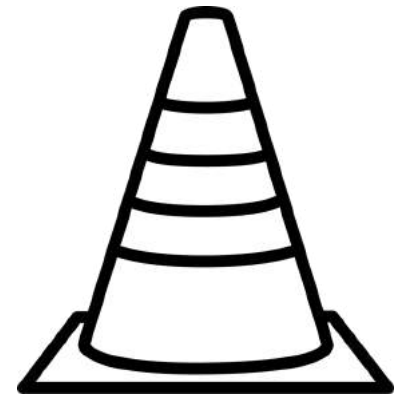
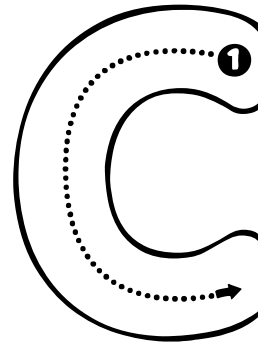
hammer



nail



worker



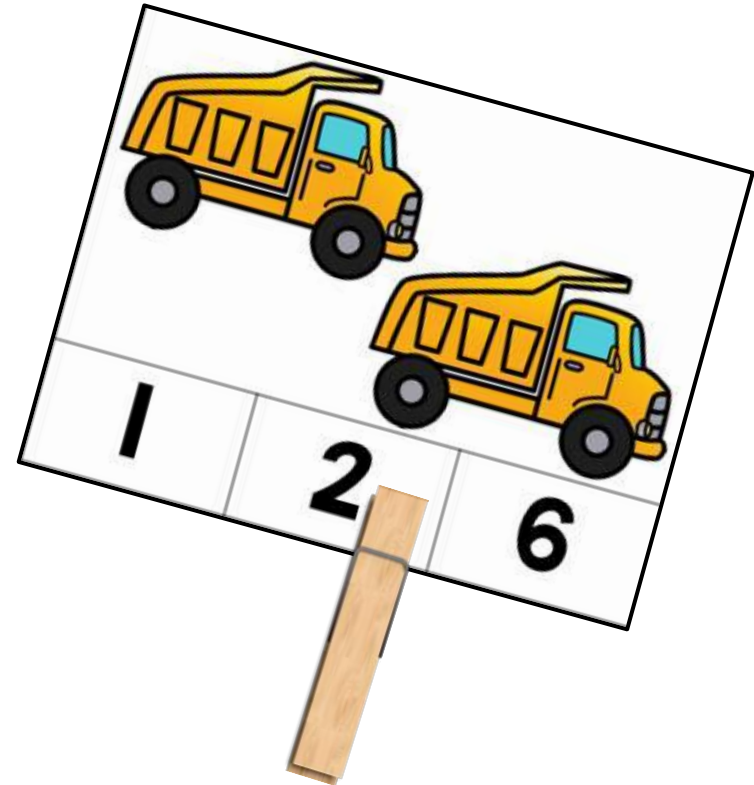
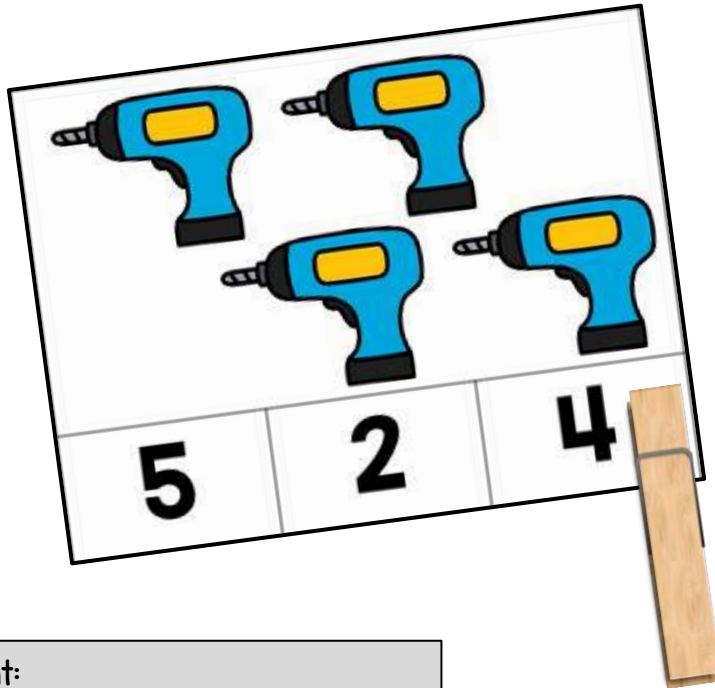
cone

# Count and Clip Cards

**Objective:** The students will practice one-to-one correspondence and number recognition to 12.

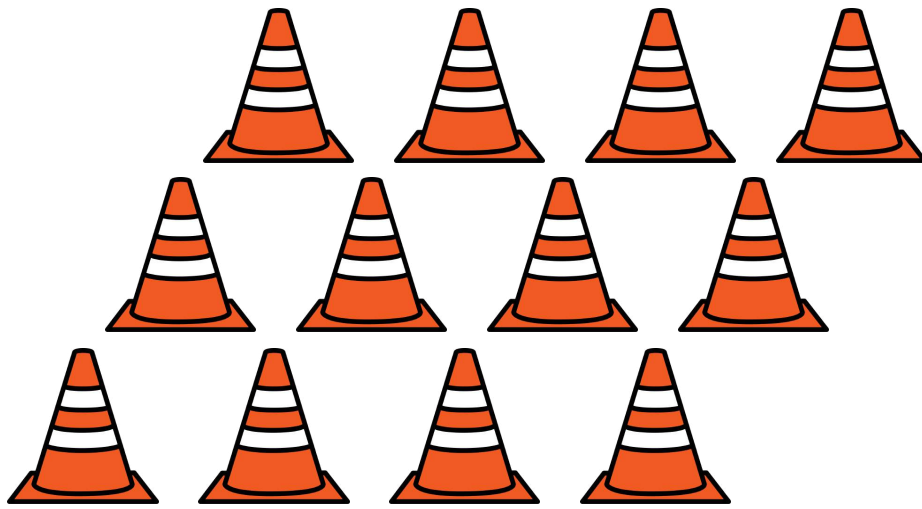
**Preparation:** Print the cards, mat, laminate and cut apart.

**Procedure:** Students count the pictures on each card and mark the correct 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.



12

8

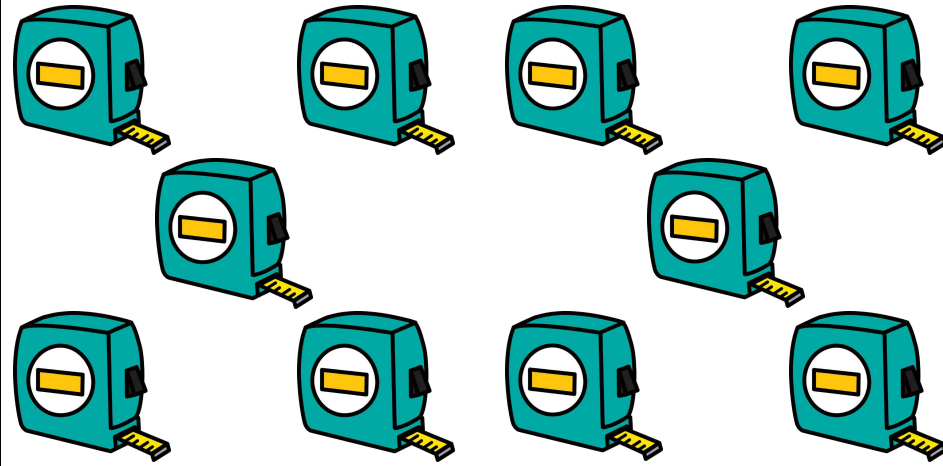
9



4

11

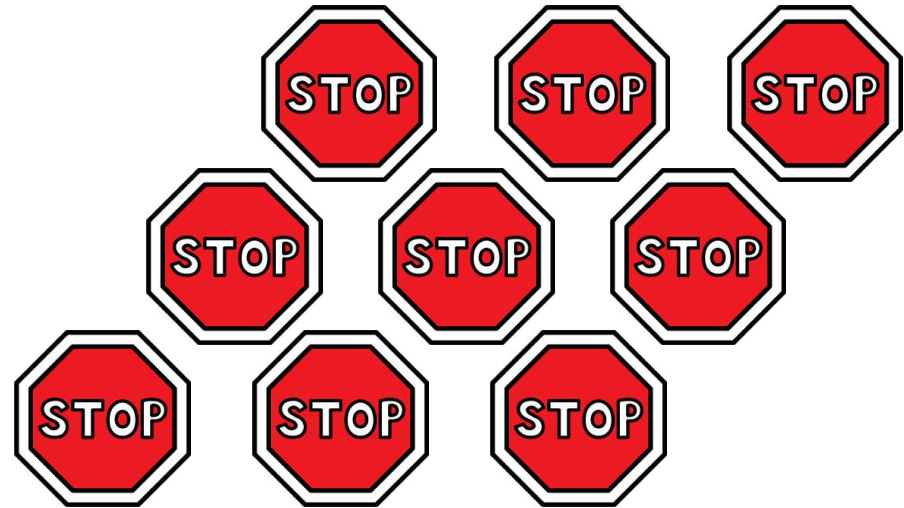
10



8

6

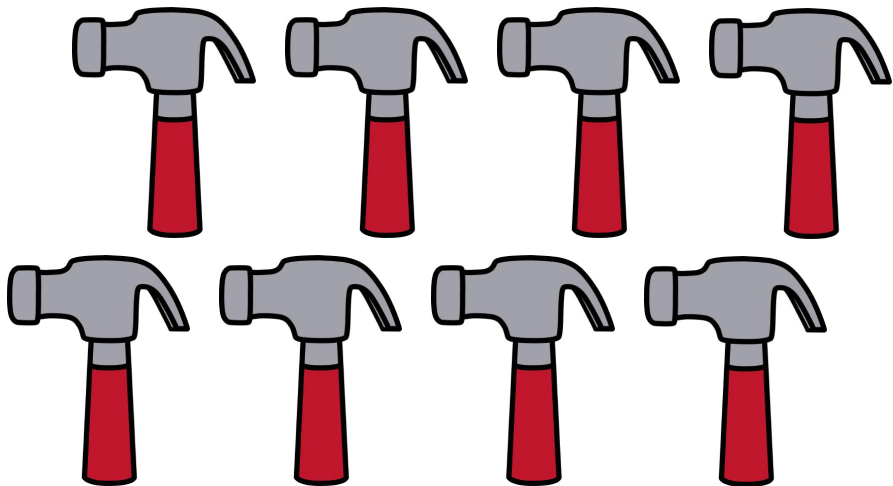
10



9

6

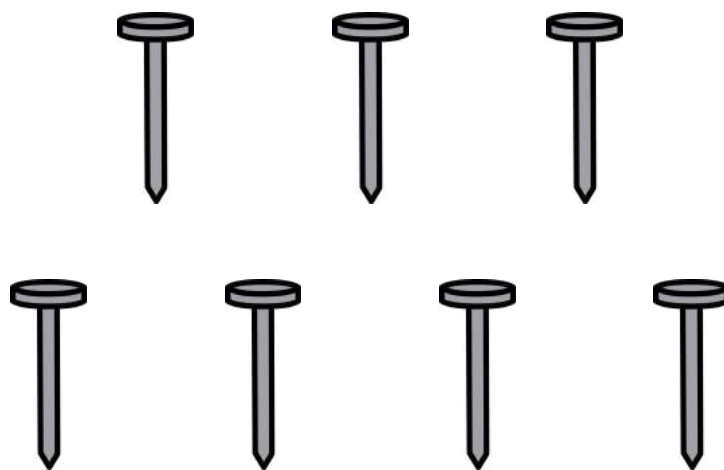
5



7

9

8



5

4

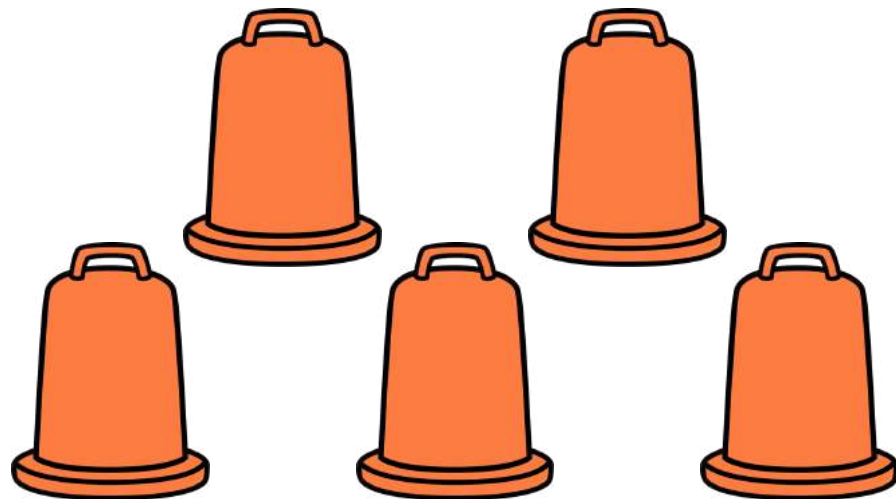
7



1

3

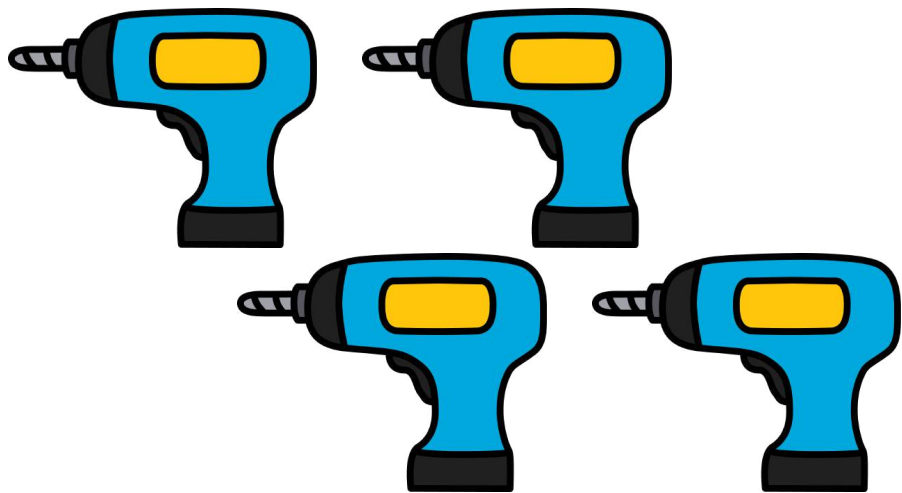
6



10

2

5



5

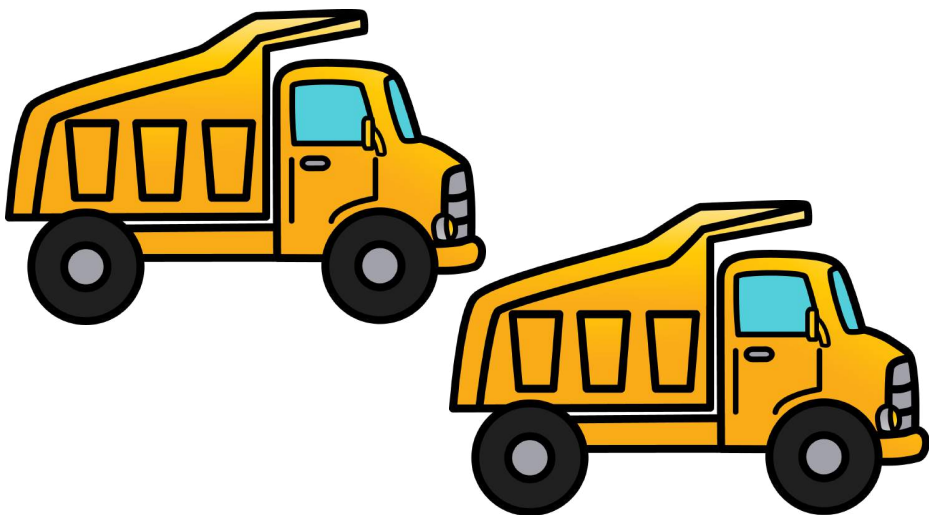
2

4

3

7

8



1

2

6

9

5

1

# 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.



# Construction

## Categorization

Which one doesn't belong?

Which one doesn't belong?

Which one doesn't belong?

Which one doesn't belong?

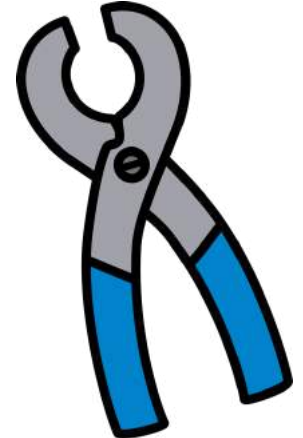
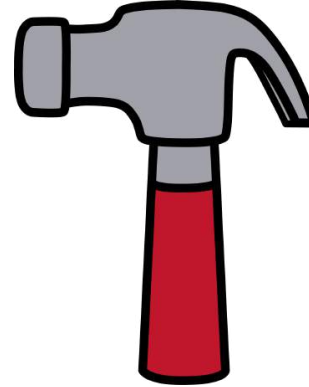
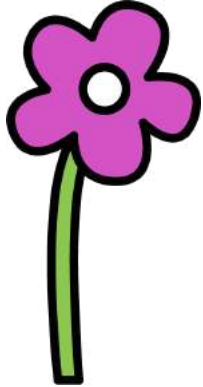
Which one doesn't belong?

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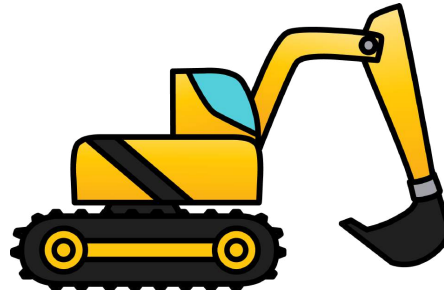
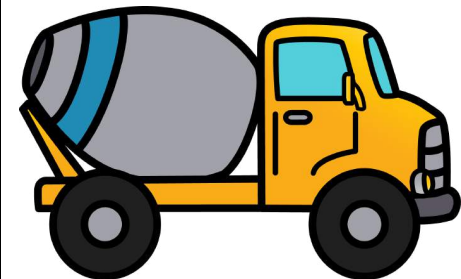
Which one does not belong?



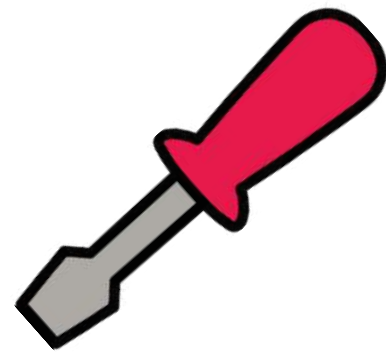
Which one does not belong?



Which one does not belong?



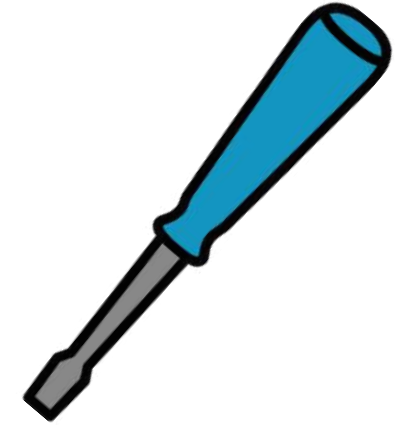
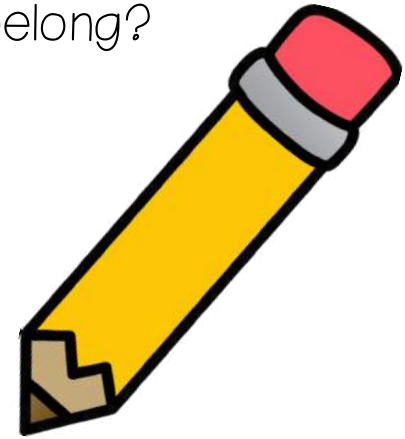
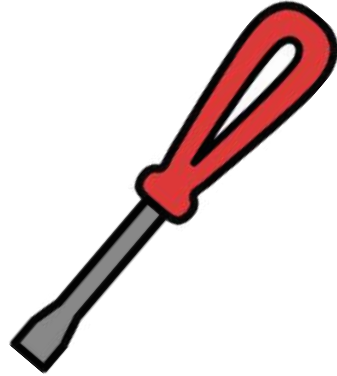
Which one does not belong?



Which one does not belong?



Which one does not belong?



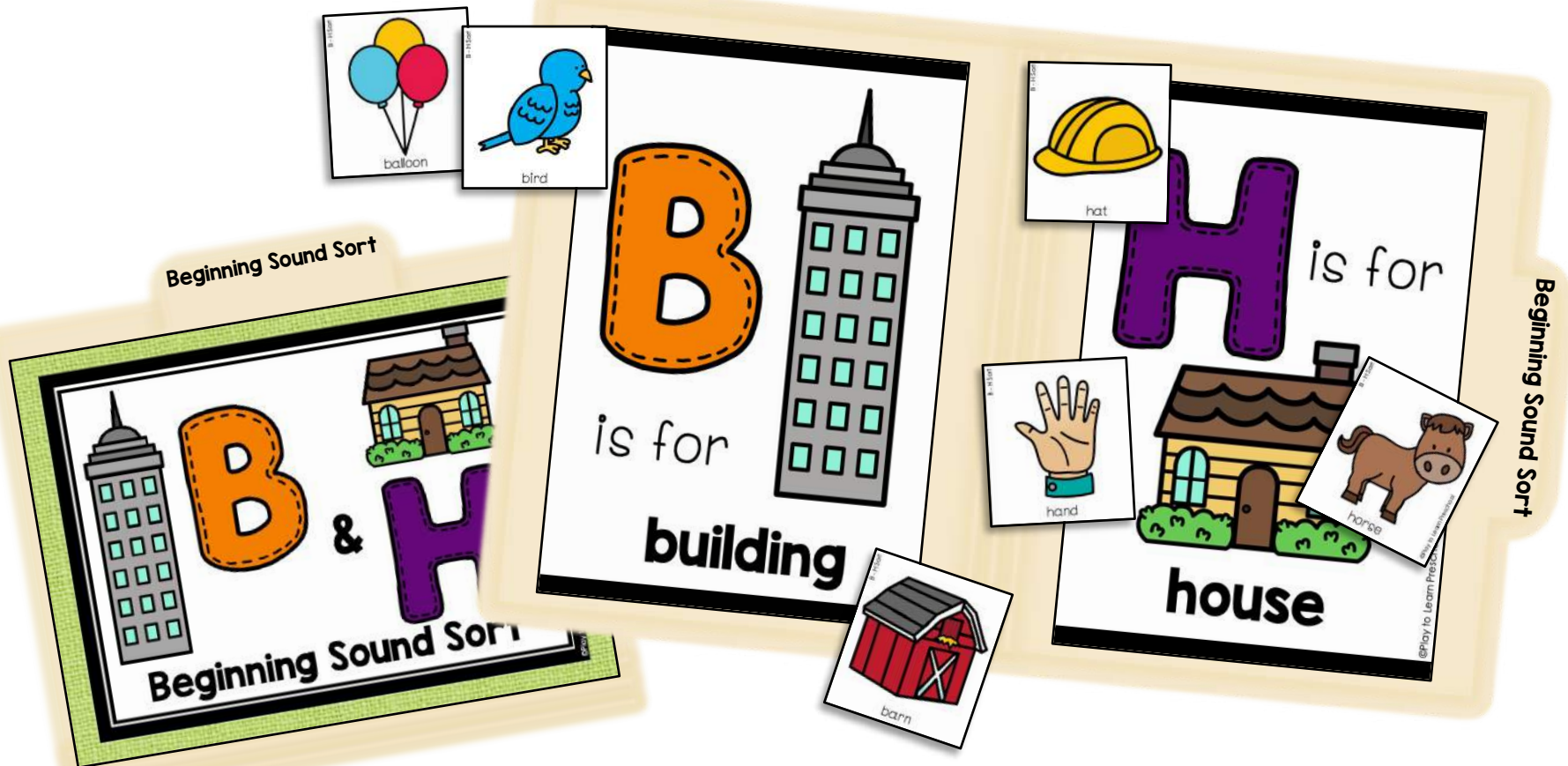
# Beginning Sound Sort

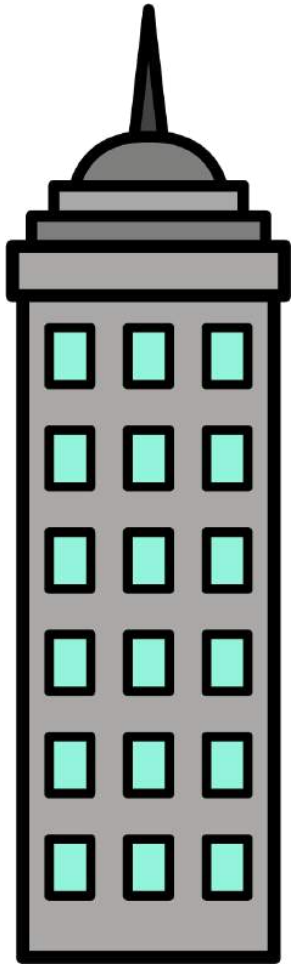
## File Folder Game

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

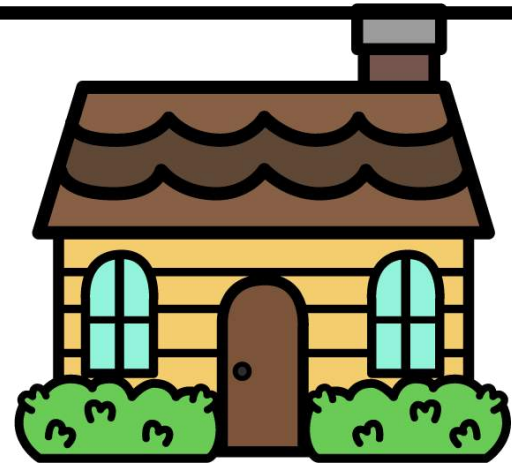
**Preparation:** Copy the picture cards. Glue the cover on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.

**Procedure:** Students sort the pictures by their beginning sound.





B

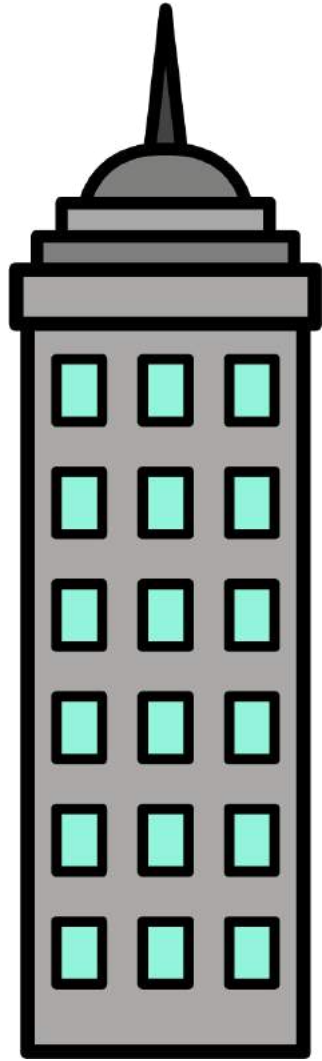


&

H

**Beginning Sound Sort**

B



is for

**building**

H

is for



**house**

B - H Sort



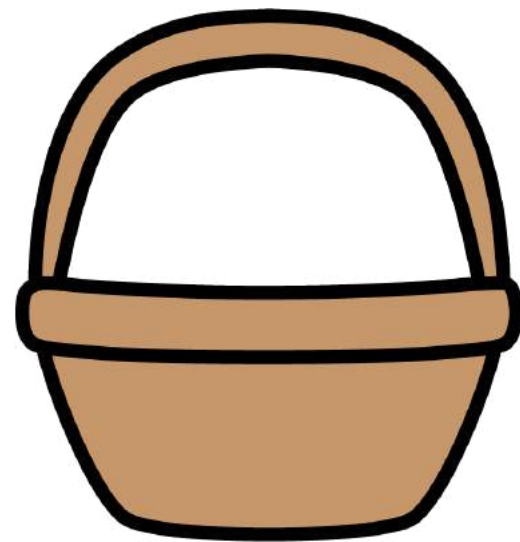
bee

B - H Sort



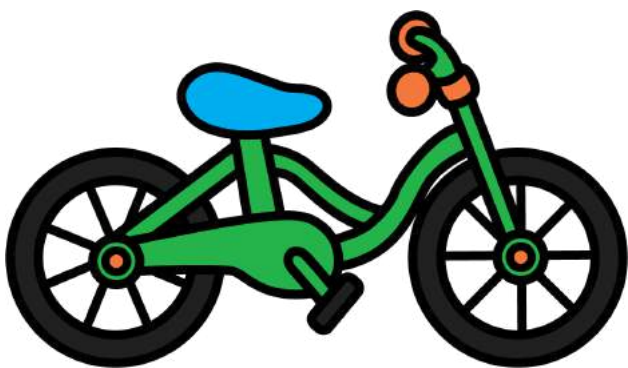
bear

B - H Sort



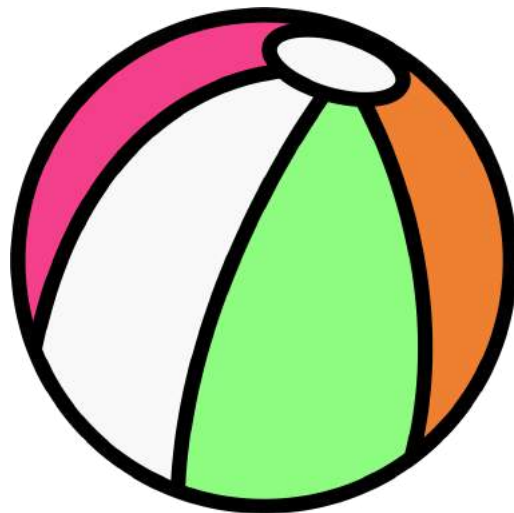
basket

B - H Sort



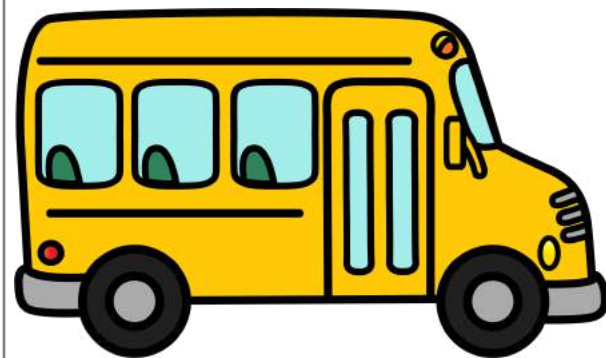
bike

B - H Sort



ball

B - H Sort



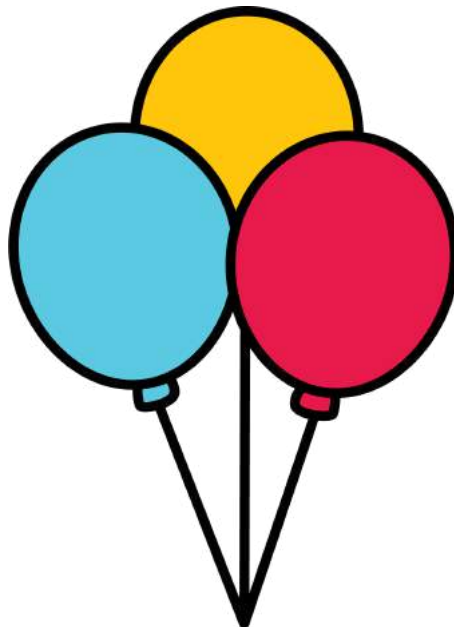
bus

B - H Sort



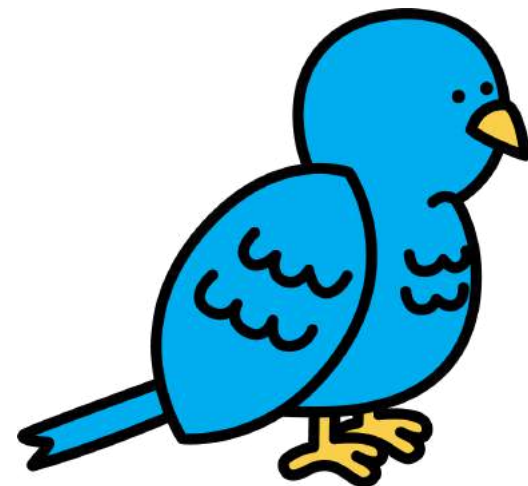
barn

B - H Sort



balloon

B - H Sort



bird

B - H Sort



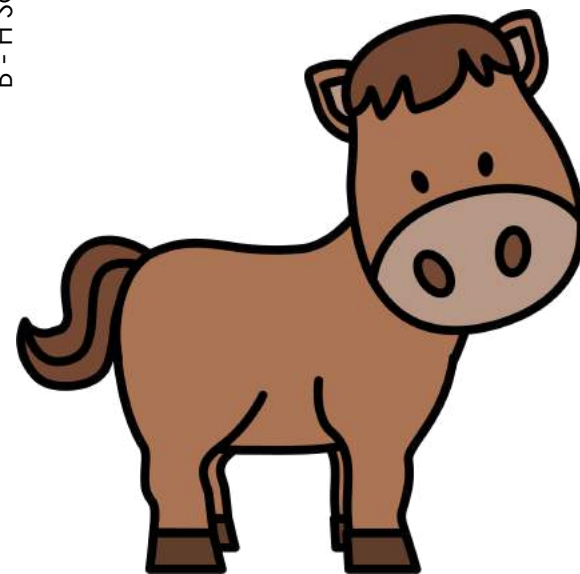
hat

B - H Sort



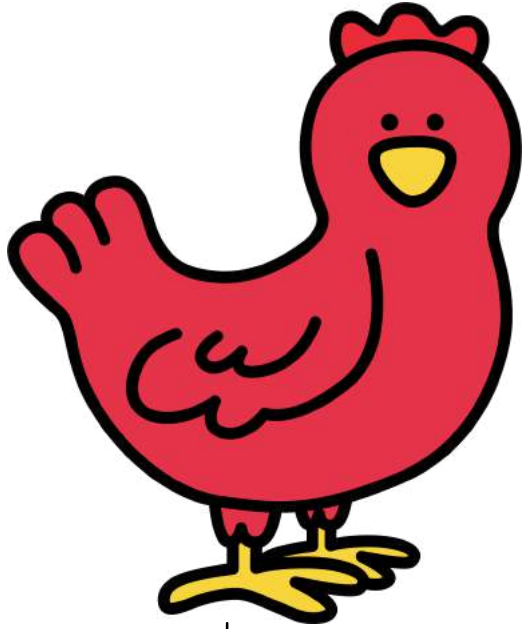
hand

B - H Sort



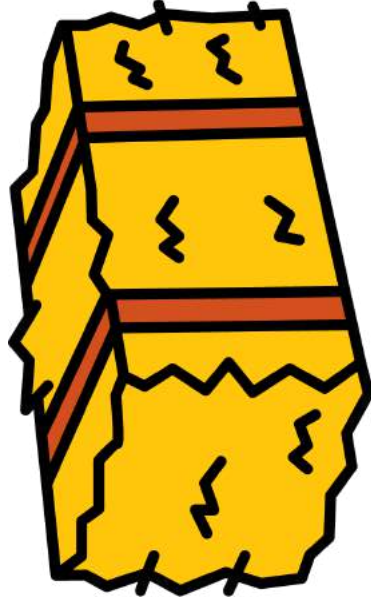
horse

B - H Sort



hen

B - H Sort



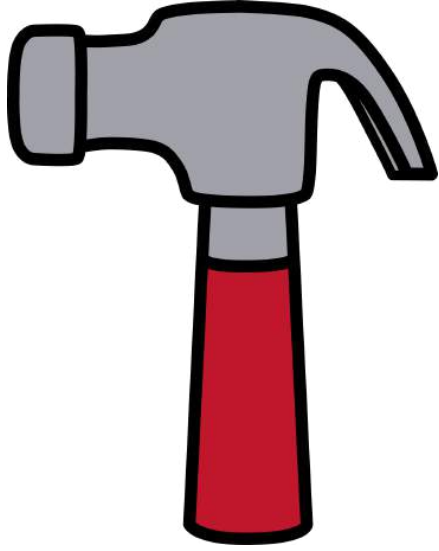
hay

B - H Sort



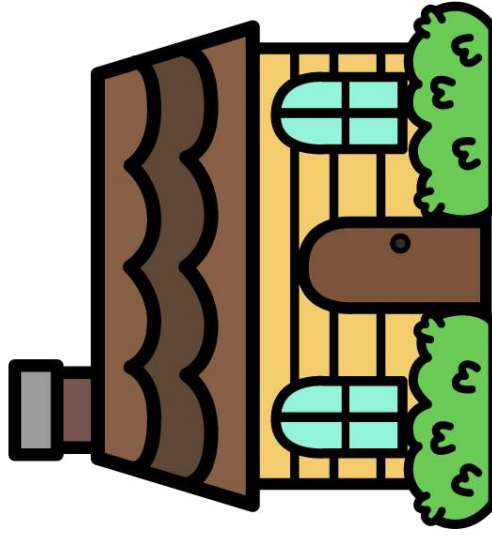
heart

B - H Sort



hammer

B - H Sort



house

B - H Sort



honey

# More resources

for preschool and Pre-K learners:

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## Resource Bundle

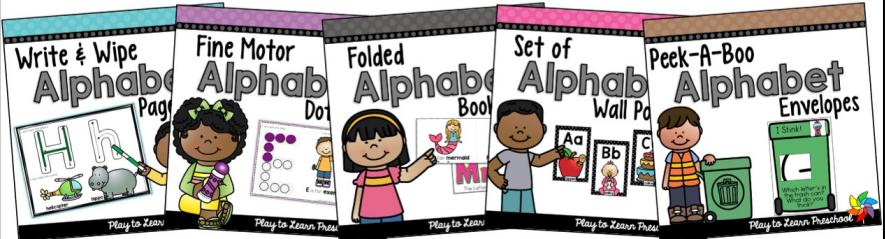
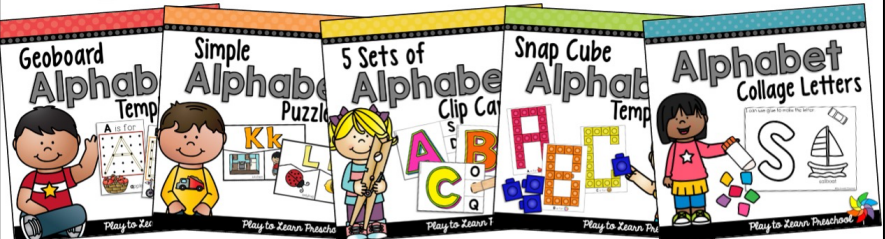


Credit:

These talented artists made this possible.



# Alphabet Activities



## for Preschoolers

Play to Learn Preschool



These alphabet activities will help your young learner learn the letters of the alphabet!

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