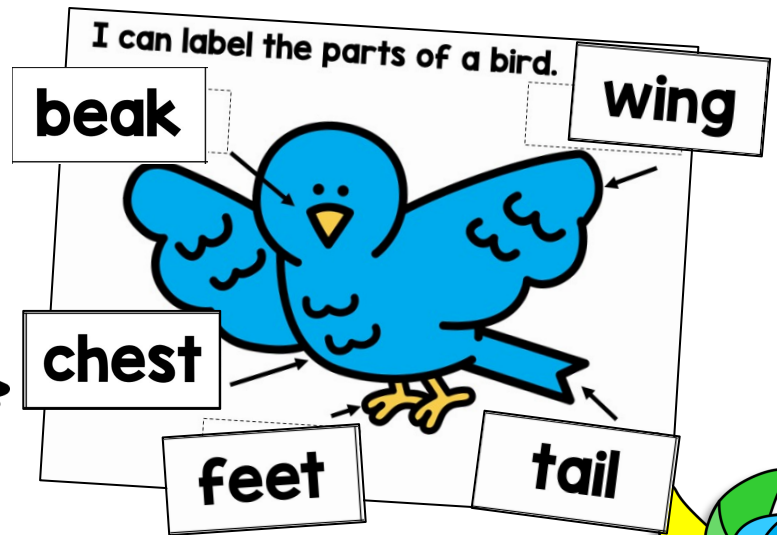
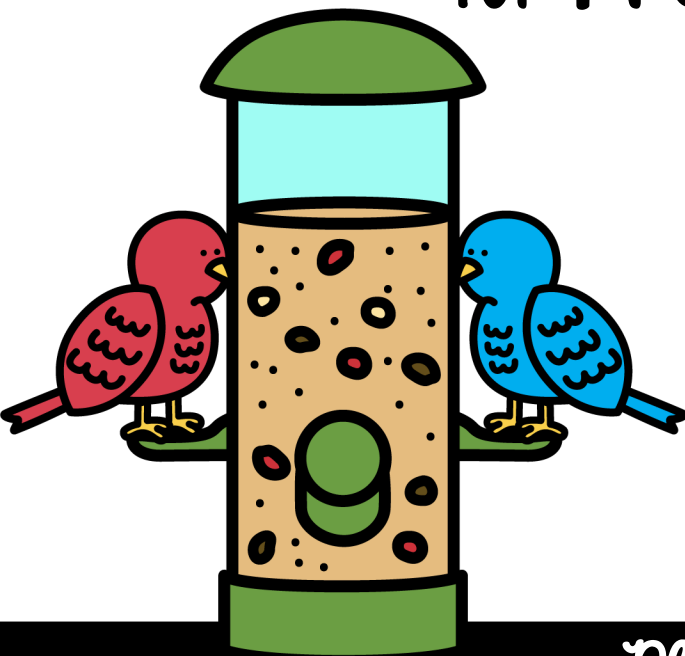


# Circle Time

# Birds

## Unit

### for Preschoolers

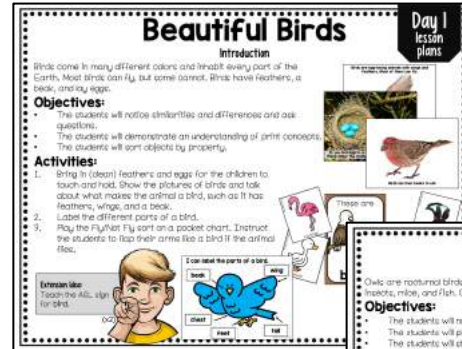


# Circle Time Lessons

## Unit overview

### Day 1 Introduction

Introduce the new unit: **Beautiful Birds**  
Talk about what makes a bird a bird.  
Sort pictures into 2 groups.



**Beautiful Birds**  
Introduction  
Birds come in many different colors and inhabit every part of the earth. Most birds can fly, but some cannot. Birds have feathers, a beak, and lay eggs.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will demonstrate an understanding of print concepts.
- The students will sort objects by property.

**Activities:**

- Bring in (don't) feathers and eggs for the children to touch and hold. Show the pictures of birds and talk about what makes the animal a bird, such as it has feathers, wings, and a beak.
- Label the different parts of a bird.
- Play the Fly/Not Fly sort on a pocket chart. Instruct the students to flap their arms like a bird if the animal flies.

**Extension Idea:** Teach the ABCs for birds.

**Day 1 lesson plans**

### Day 2 Owls

Look at the real pictures of owls. Recite the rhyming poem then identify colors in a game.



**Owls**  
Night Birds  
Owls are nocturnal birds which means that they are active at night. They live to eat insects, mice, and fish. Owls have large eyes and a flat face.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will play with words, sounds, and rhymes.
- The students will trace and take turns with others.

**Activities:**

- Show the pictures of the owls to the students and ask if they think it would be hard to see at night. If your students are so with it, turn the lights out and pretend to be owls.
- Recite the 5 Little Owls poem. Show a different card each time the poem is read and have the children say the word that rhymes with "moo".
- Play the color identification game "Barn Owl". Line the barns of the barns. The students take turns to be the owl in London.

**Extension Idea:** Teach the ABCs for birds.

**Day 2 lesson plans**

### Day 3 Peacocks

Study the real pictures of peacocks.  
Play "I Spy." Count the peacock feathers.



**Peacocks**  
Beautiful Feathers  
Peacocks are beautiful birds. The male is called a peacock, the female is called a peahen, and the babies are called peachicks. Peacocks have peacock feathers that can be fanned out to impress the peahen. The peacock cannot fly very far, but it can run fast.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will rote count.

**Activities:**

- Try to locate a peacock feather to bring into class. Show the pictures of the peacock and have the children point out the differences between the male and female.
- Print and laminate the "I Spy" feather page and cards. Place the cards around the room. Put out the white clothes on the feathers and use the feathers as "I spy" glasses. As the teacher reads the clue, students look through the "I spy" glass to find the answer card. (i.e., "Birds use this to fly through the air." The students look through the hole of the peacock feather around the room to find the barn - "I spy a wing".)
- Recite the peacock poem and cast a feather each time it's read.

**Extension Idea:** Ask peacock chicks of water colors.

**Day 3 lesson plans**

### Day 4 Parrots

Examine the real pictures of parrots.  
Play a chip clip BINGO game. Name things that begin with "P."



**Parrots**  
Talking Birds  
Parrots are brightly colored birds that mostly live in tropical (hot) areas. They are very smart and can copy a human's vocal sounds.

**Objectives:**

- The students will notice similarities and differences.
- The students will follow oral directions.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Examine the real photos and have the students say what colors they see. Ask if they have ever heard a parrot talk.
- Recite the chip clip poem "Parrots in a Tree" counting down from five and having the students recite the number with the word "squawk".
- Bring the Polly Parrot poem with the students. Read a poem to read and say all of it.

**Extension Idea:** Try to find a parrot in a picture book and have the students say what colors they see. Ask if they have ever heard a parrot talk.

**Day 4 lesson plans**

### Day 5 Chickens

Look at the real pictures of chickens.  
Find rhyming pairs and count chicks.



**Chickens**  
Farm Birds  
Chickens are the most common bird on earth. They usually live on farms. Hens (female chickens) lay eggs, and the rooster (male chicken) wakes the farm up with a cock-a-boodle-do every morning.

**Objectives:**

- The students will use new vocabulary.
- The students will identify numbers.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Bring an egg to class first and ask the students where it may have come from. Look at the real pictures of the chicken and rooster. Ask if anyone has seen a real chicken.
- Print, laminate, and cut out the chicks. Place different amounts of chicks in colored plastic eggs. Have the students take turns picking a colored egg and place the chicks on the chart. Ask the chicks with the students and have them find the matching numbered hen house. Place the house at the end of the main sentence.
- Display one of the chicken pairs. If the pictures rhyme, tell the students to say "Cluck, cluck!" If the pictures do not rhyme, students quietly flap their arms like chickens.

**Extension Idea:** Teach ABC for chickens by placing your pointer finger and index finger together with the real picture of a chicken. Close and place the two fingers like a mouth.

**Day 5 lesson plans**

# Circle Time Lessons

## Unit overview

### Day 6 Backyard Birds

Look at the real pictures of backyard birds. Play the grid game. Identify shapes.

### Day 7 Birds of Prey

Examine the real pictures of the eagle and hawk. Sing the EAGLE song to the tune of Bingo.

### Day 8 Flamingos

Play a bird action game. Read the "Goodnight Flamingo" and predict what will come next in the story.

### Day 9 Flightless Birds

Observe the real pictures of penguins and the emu. Take a poll and sing an action song.

### Day 10 Conclusion

Practice active listening skills by solving riddles about birds. Practice concept of word with a bird story.

### Backyard Birds

Birds Close Up

Birds can be seen in most backyards. Backyard birds come in many different colors and sizes. They like to eat bugs and seeds.

**Objectives:**

- The students will apply previous knowledge to new experiences.
- The students will identify shapes and table items.
- The students will express themselves using words and sentences.

**Activities:**

- View birds outside with the students. Talk about the different colors and sizes of the birds they see. Real photos have also been provided.

**Extension Idea:** Have students make bird feeders by taking the same size and cutting out the same size and putting in the same color. Place the feeders and materials at the table.

**To Play:**

- Only remove one card at a time.
- Place a card where you can see it.
- Students take turns being the caller.
- Students use their knowledge of colors to guess the color of the bird.

**Bird Nest**

Which one is missing?

### Birds of Prey

Eagles and Hawks

Birds of prey are birds that eat animals. They use their "rusted" beaks and talons (jaws feet) to catch their food. Hawks and eagles make big (2 feet wide) nests in the very tops of trees.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will engage in elaborate and sustained role play.

**Activities:**

- Examine the real photos and have the students notice the beaks and wings of the large birds.
- Sing the E-A-G-L-E song to the tune of "Bingo." Display the letters E-A-G-L-E and sing the song. After the first round cover the E with a "Whoosh" card. Sing the second verse as "Sawatch, A-G-L-E."
- Place a large piece of fabric or sheet on the floor to create a nest for the birds. Have the students sit on the edge of the nest. Read the "Hawks in a Nest" story.

**Hawks in a Nest**

E-A-G-L-E

### Flamingos

Pink

Flamingos are pink birds that also come in red, orange, and white. They have long legs and long necks. Flamingos can often be seen standing on one leg. This helps them balance and stay warm. They use their upper beak to scoop up their food.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will use illustrations to guide the text.
- The students will demonstrate basic locomotor skills.

**Activities:**

- Show the children the real photos and then have the students stand up and try to balance on one foot just like the flamingos.
- Print out the story and cards. Read the story and use the cards to help the students figure out what comes next.
- Play Flamingo by spinning the spinner on heavy construction or task to coordinate. Make and assemble the "falcon spinner." Open up a paper clip, push one end through the arrow and from the spinner. Cut the end of the paperclip down the back and secure with tape. Hold the other end and ensure the arrow does not fall off. (See diagram)

**Extension Idea:** Create a STEM activity at a table by adding aluminum and hot/cold. In a tray, seal how the students create their Flamingo.

**Goodnight My Flamingo**

### Flightless Birds

Emus and Ostriches

Some birds have wings, but they cannot fly. Flightless birds, like the penguin, can't fly, but can swim. Ostriches and emus are the largest birds in the world and can run very fast.

**Objectives:**

- The students will use new vocabulary.
- The student will follow oral directions.
- The students will express themselves using words and sentences.

**Activities:**

- Look at the picture of the ostrich and the penguin. What differences do the students notice?
- Sing the "Ostrich Wagon" and show the cards as each part is sung.
- Take a poll "Which bird is your favorite?" Students use some cards or paper 2 notes to show their answer on a table. They can make a physical and the different headings.

**Ostrich Wagon**

Sam	Austin	Eben	Lib
Jesse	Ben	Sherry	

Which bird is your favorite?

### Conclusion

Unit Conclusion

To conclude the unit, read what the children have learned about birds.

**Objectives:**

- The students will interact and participate in circle time.
- The students will demonstrate an understanding of print concepts.

**Activities:**

- Create riddle bags by placing small toy birds inside each bag and attach the riddle. (As an alternative, you can print the bird pictures on cut them inside the bag.)
- Read the "My Bird Can" story. Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line. Take turns pointing to each word as it is read. (The Polly Parrot riddle could be reused.)

**Extension Idea:** Make a sensory bin filled with bird-related items and read aloud. Use the picture cards to help emergent readers remember each line. Take turns pointing to each word as it is read. (The Polly Parrot riddle could be reused.)

**My Bird Can**

# Beautiful Birds

Day 1  
Lesson  
Plans

## Introduction

Birds come in many different colors and inhabit every part of the Earth. Most birds can fly, but some cannot. Birds have feathers, a beak, and lay eggs.

## Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate an understanding of print concepts.
- The students will sort objects by property.

## Activities:

1. Bring in (clean) feathers and eggs for the children to touch and hold. Show the pictures of birds and talk about what makes the animal a bird, such as it has feathers, wings, and a beak.
2. Label the different parts of a bird.
3. Play the Fly/Not Fly sort on a pocket chart. Instruct the students to flap their arms like a bird if the animal flies.

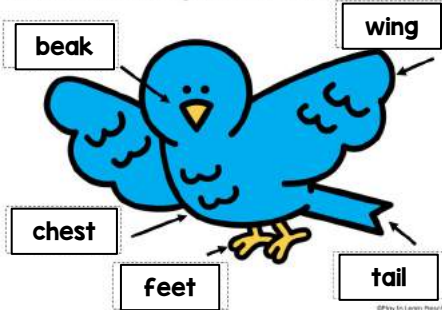
### Extension Idea:

Teach the ASL sign for bird.

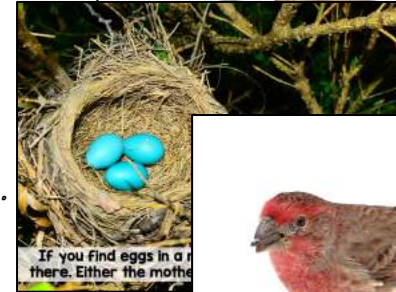
(x2)



I can label the parts of a bird.



Birds are egg-laying animals with wings and feathers. Most of them can fly.



If you find eggs in a nest, either the mother bird is there.



Birds use their beaks to eat.



flamingo



duck



These are

NOT



birds



people

**Birds are egg-laying animals with wings and feathers. Most of them can fly.**





**Tail feathers help a bird fly up and down.**

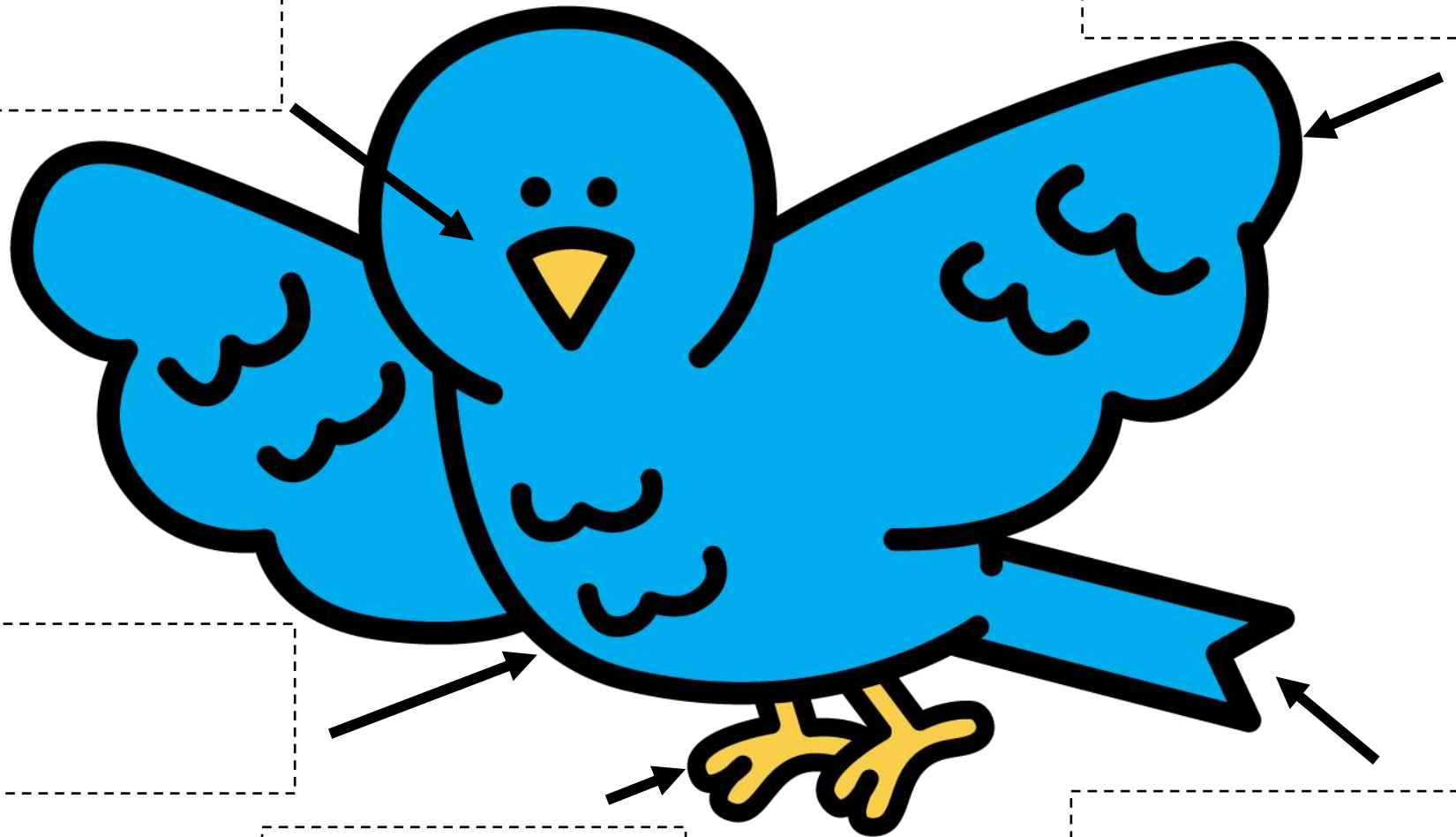


**Birds use their beaks to eat.**



**If you find eggs in a nest, be sure to leave them there. Either the mother or father will return soon.**

I can label the parts of a bird.

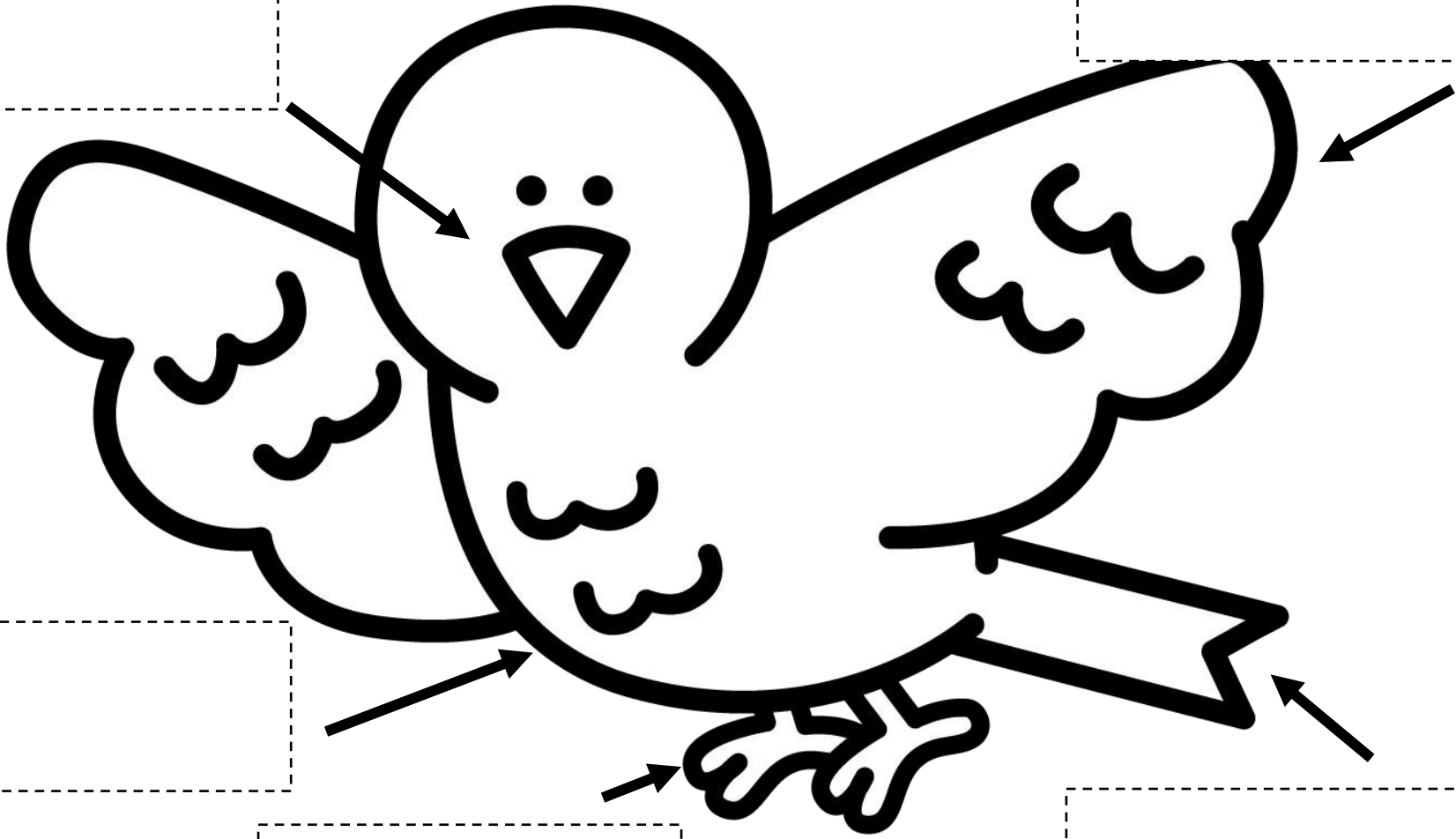


Name \_\_\_\_\_

**I can label the parts of a bird.**

[Empty dashed box for labeling]

[Empty dashed box for labeling]



[Empty dashed box for labeling]

[Empty dashed box for labeling]

[Empty dashed box for labeling]

Use these cards to label the parts of a bird.

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**beak**

**chest**

**feet**

**tail**

**wing**

**beak**

**chest**

**feet**

**tail**

**wing**

**beak**

**chest**

**feet**

**tail**

**wing**

**beak**

**chest**

**feet**

**tail**

**wing**

**beak**

**chest**

**feet**

**tail**

**wing**

**beak**

**chest**

**feet**

**tail**

**wing**

**beak**

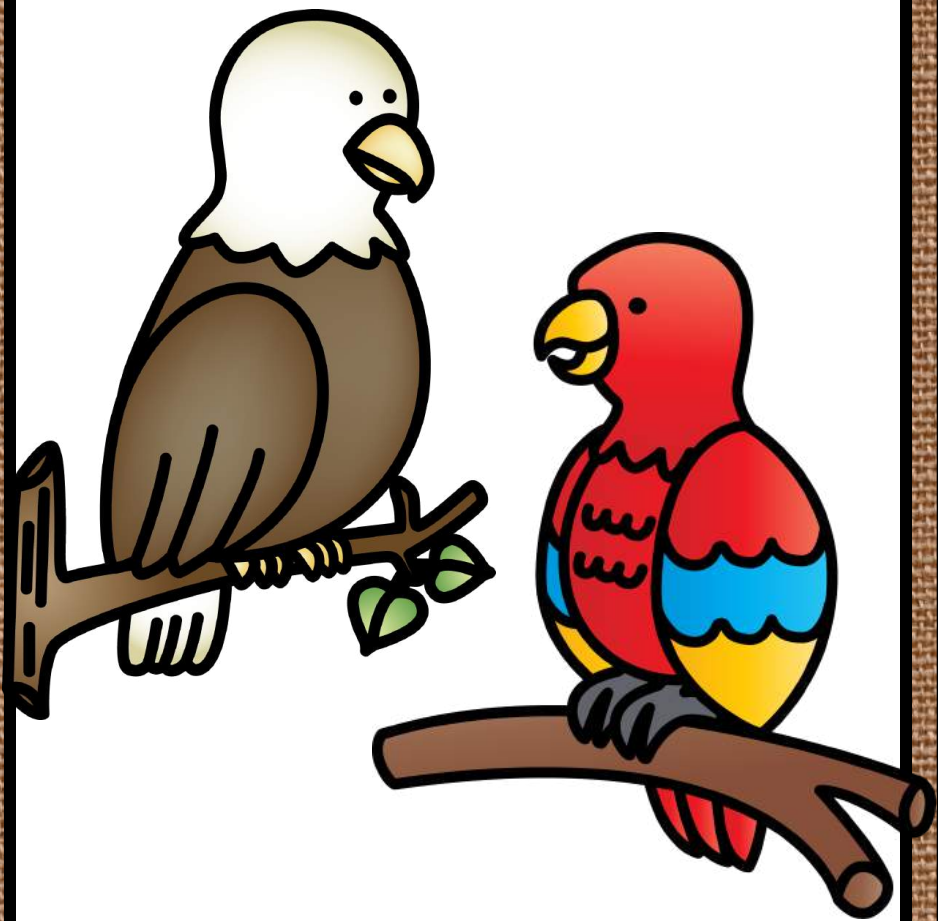
**chest**

**feet**

**tail**

**wing**

These are



**birds**

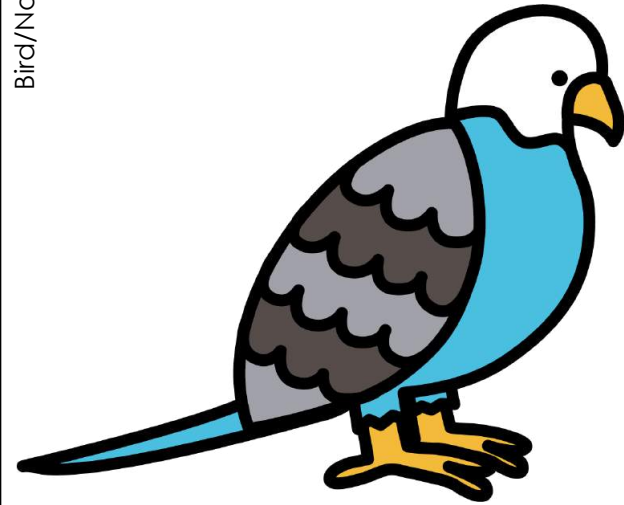
These are

**NOT**



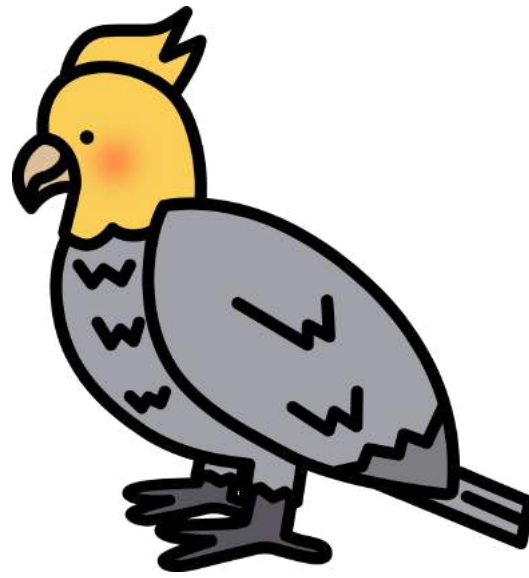
**birds**

Bird/Not Bird Sort



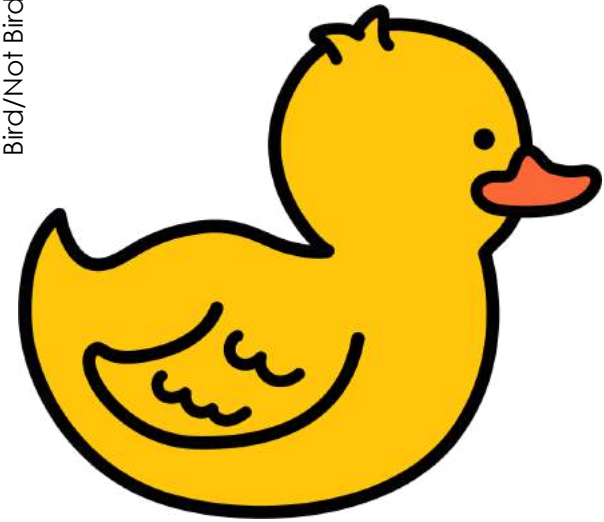
budgie

Bird/Not Bird Sort



cockatiel

Bird/Not Bird Sort



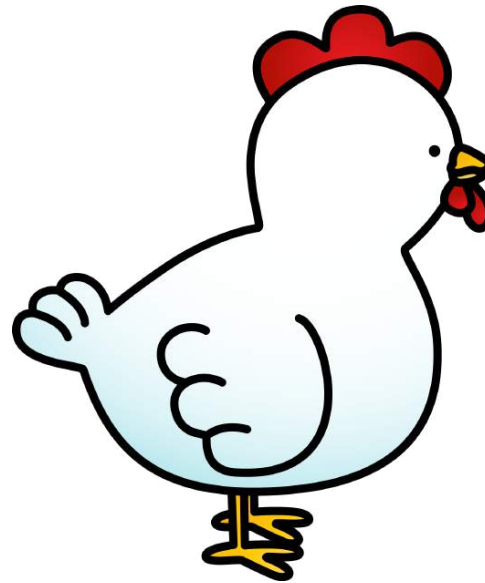
duck

Bird/Not Bird Sort



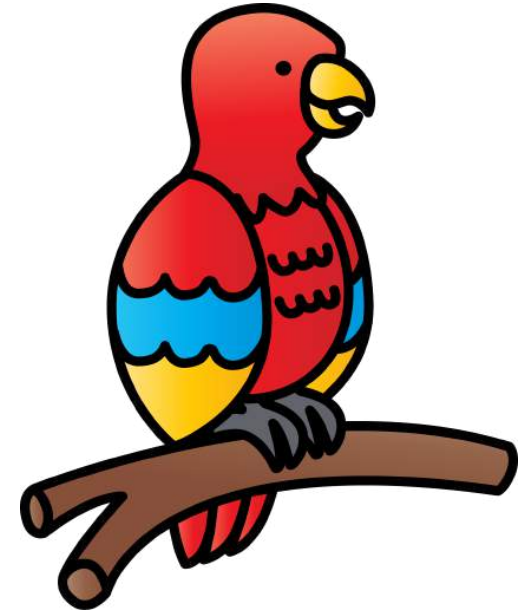
flamingo

Bird/Not Bird Sort



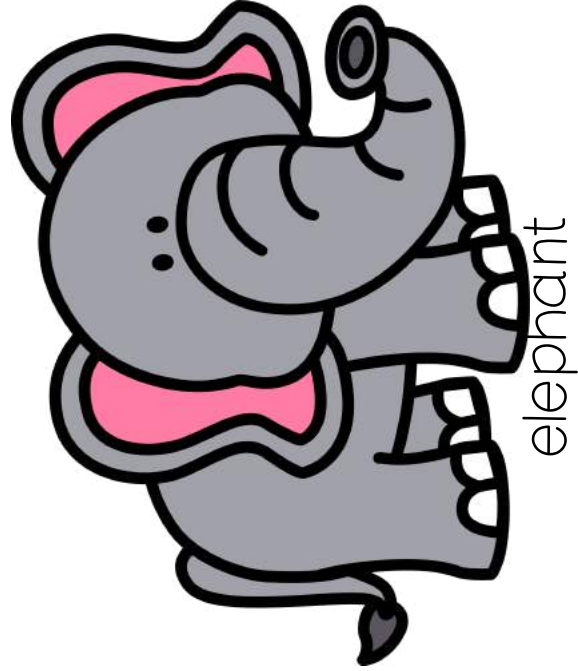
chicken

Bird/Not Bird Sort



parrot

Bird/Not Bird Sort



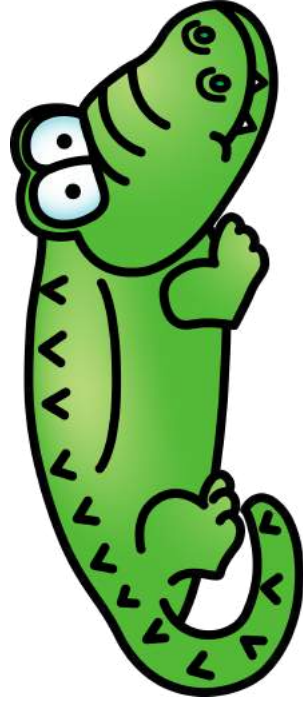
elephant

Bird/Not Bird Sort



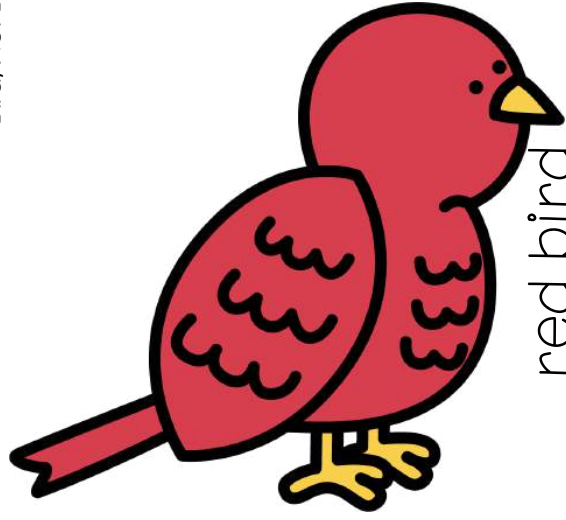
eagle

Bird/Not Bird Sort



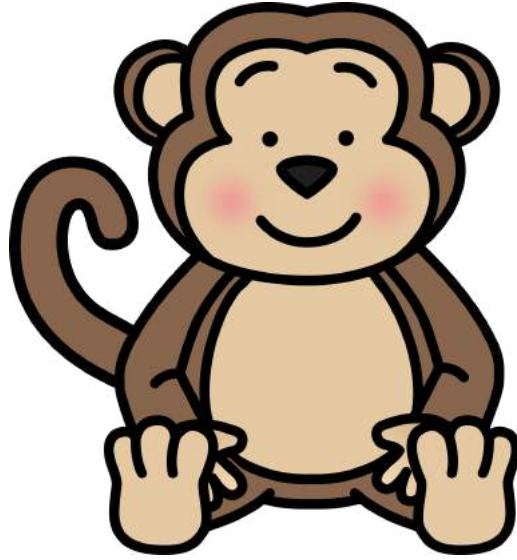
alligator

Bird/Not Bird Sort



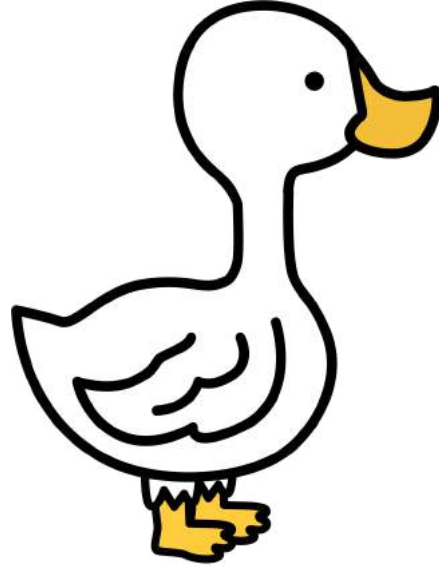
red bird

Bird/Not Bird Sort



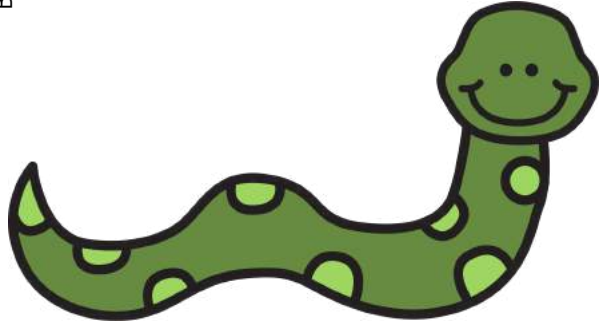
monkey

Bird/Not Bird Sort



goose

Bird/Not Bird Sort



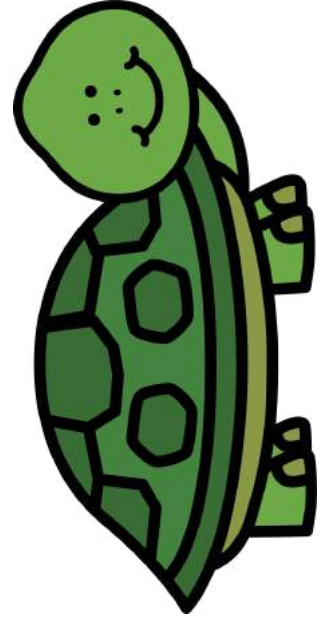
snake

Bird/Not Bird Sort



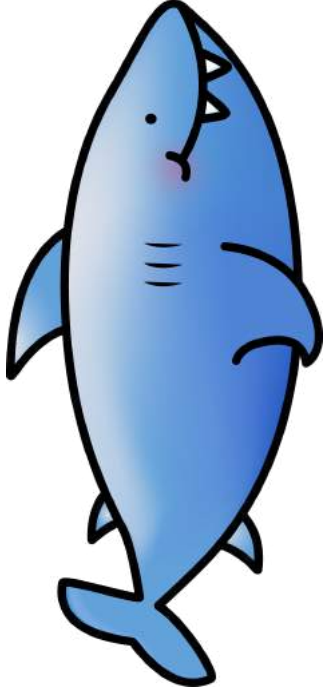
bear

Bird/Not Bird Sort



turtle

Bird/Not Bird Sort



shark

Bird/Not Bird Sort



people

Bird/Not Bird Sort



skunk

# Owls

## Night Birds

Day 2  
lesson  
plans

Owls are nocturnal birds which means that they are active at night. They love to eat insects, mice, and fish. Owls have large eyes and a flat face.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will play with words, sounds, and rhymes.
- The students will share and take turns with others.

### Activities:

1. Show the pictures of the owls to the students and ask if they think it would be hard to see at night. If your students are ok with it, turn the lights out and pretend to be owls.
2. Recite the 5 Little Owls poem. Show a different card each time the poem is read and have the children say the word that rhymes with "who".
3. Play the color identification game "Barn Owl." Line the barns up and tell the students to close their eyes while the owl is hidden underneath one of the barns. The students take turns guessing which barn the owl is under.



feathery tufts at the top of its head that is a common type of owl in North America.

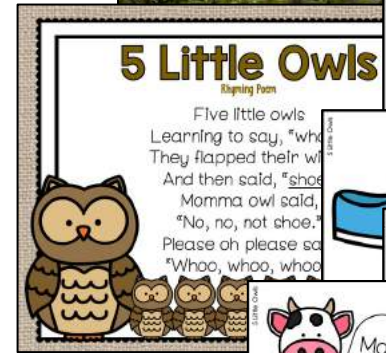
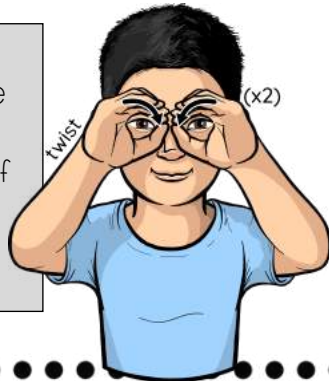


Barn owls hunt at night because they are awake at night.



Owl feathers are soft and light like fur. That makes owls very quiet hunters. No one can hear them coming!

**Extension Idea:** Teach the ASL sign for **owl**. Shape your hands into circles and hold them in front of your eyes. Twist your hands inward and outward.





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**The Great Horned Owl has feathery tufts at the top of its head that look like horns. It is the most common type of owl in North America.**



**Barn owls hunt at night because they are nocturnal. That means they are awake at night and sleep during the day.**

**Owl feathers are soft and light like fur. That makes owls very quiet hunters. No one can hear them coming!**



# 5 Little Owls

Rhyming Poem

Five little owls  
Learning to say, “whoo!”  
They flapped their wings  
And then said, “shoe.”  
Momma owl said,  
“No, no, not shoe.”  
Please oh please say,  
“Whoo, whoo, whoo!”

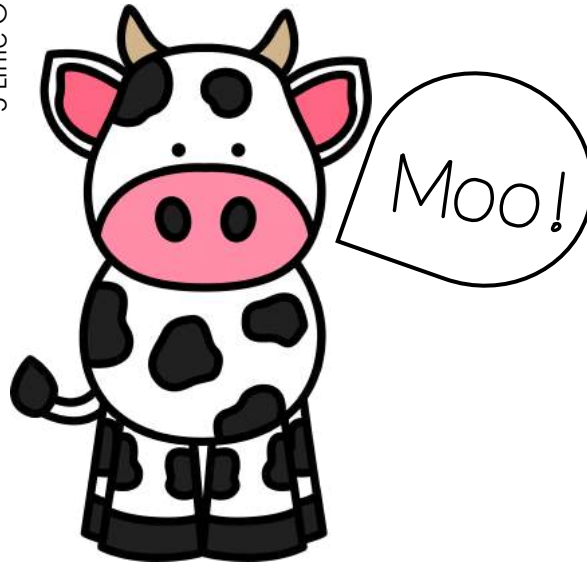
Repeat with  
rhyming words:

moo  
glue  
two  
zoo  
blue





shoe



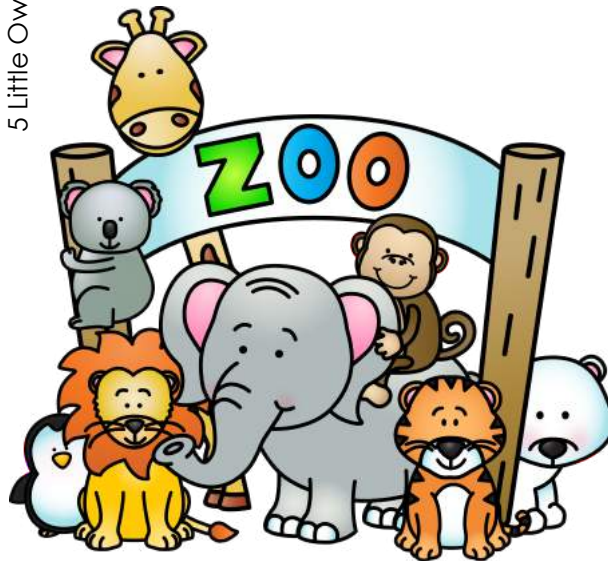
moo



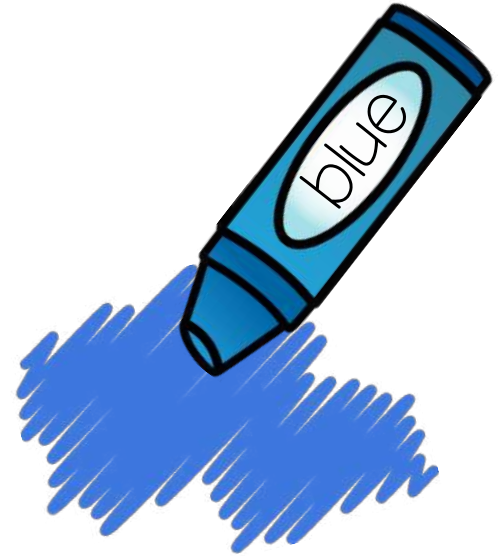
glue



two



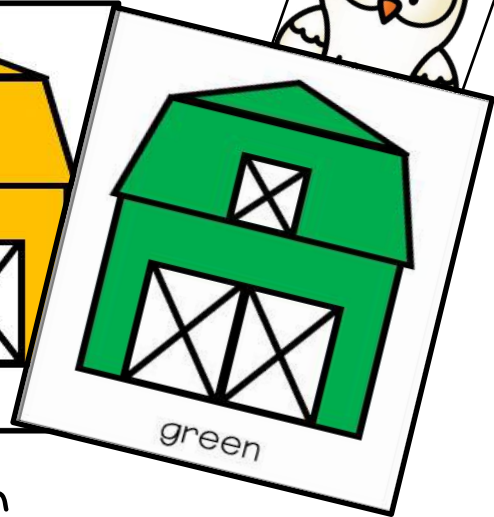
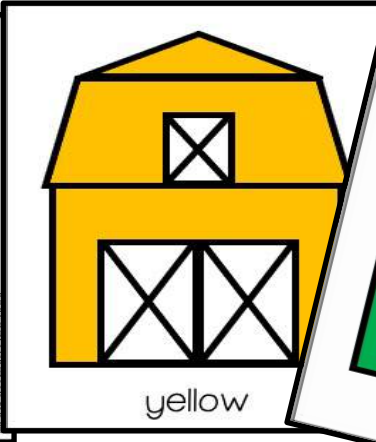
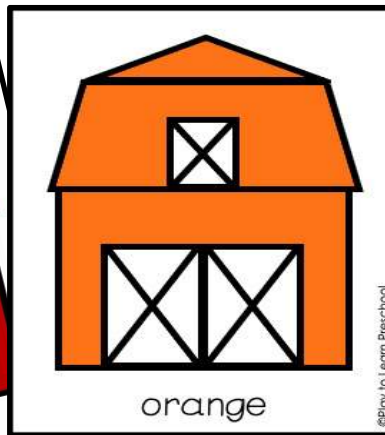
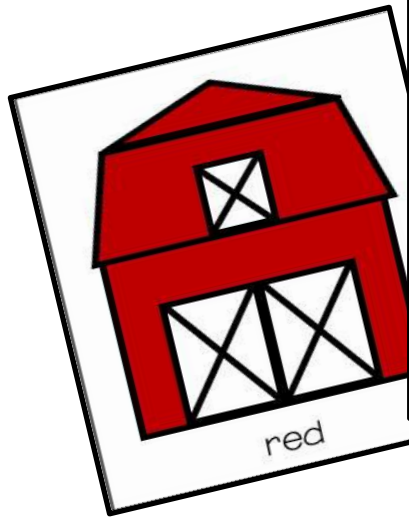
zoo



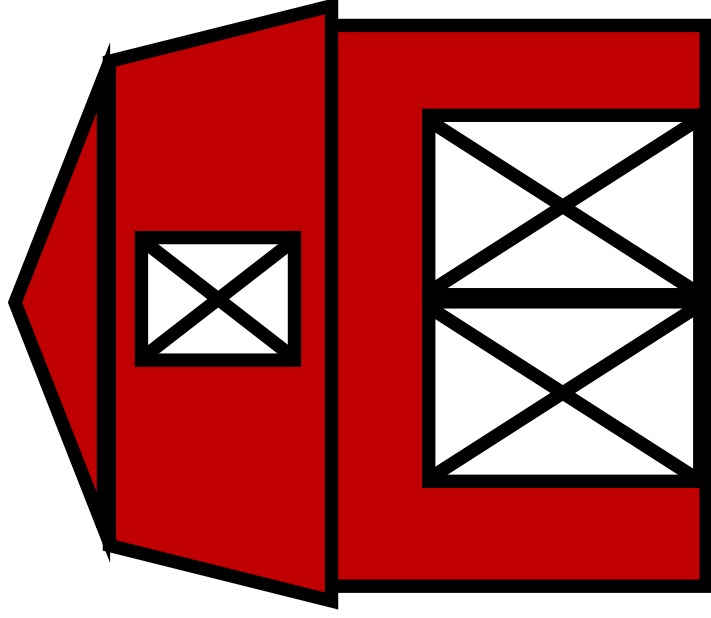
blue

# Barn Owl

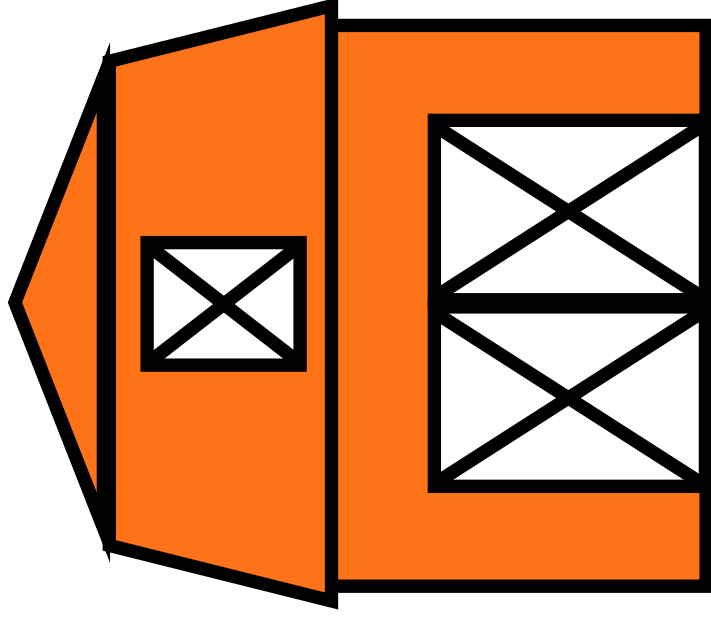
Sleepy little owl.  
Where can it be?



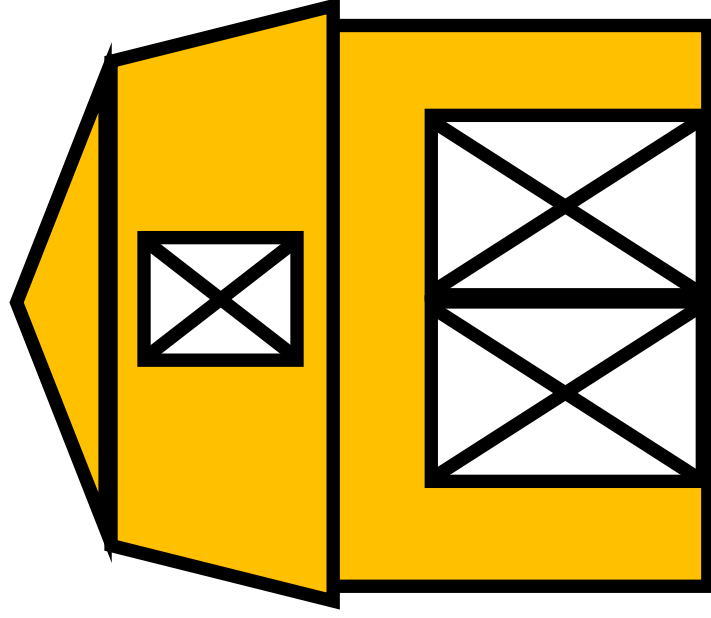
Pick a color.  
Let's look and see.



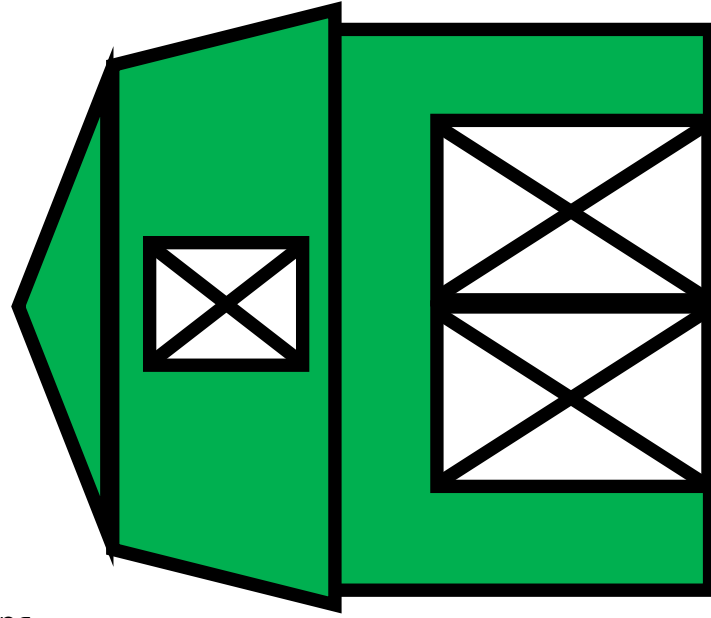
red



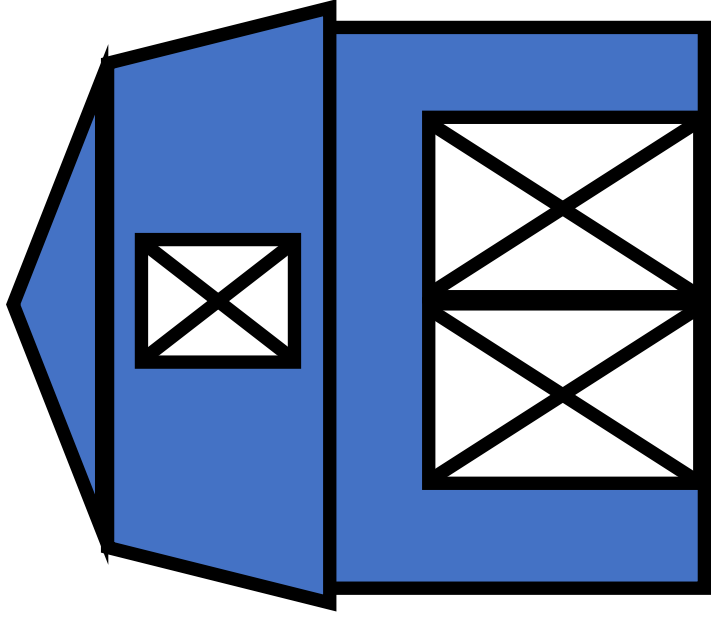
orange



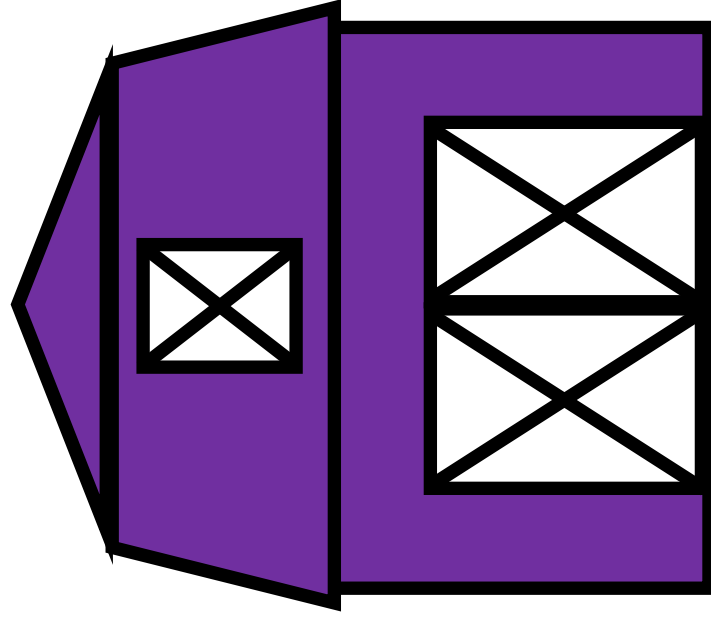
yellow



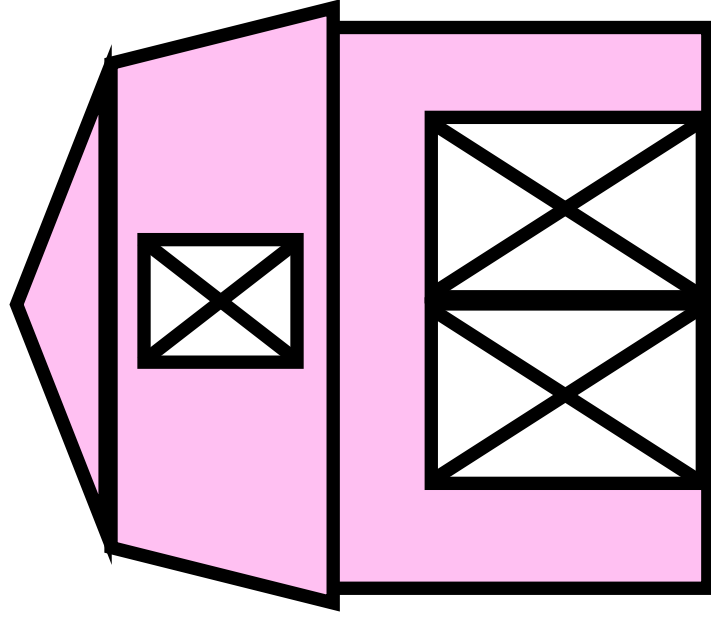
green



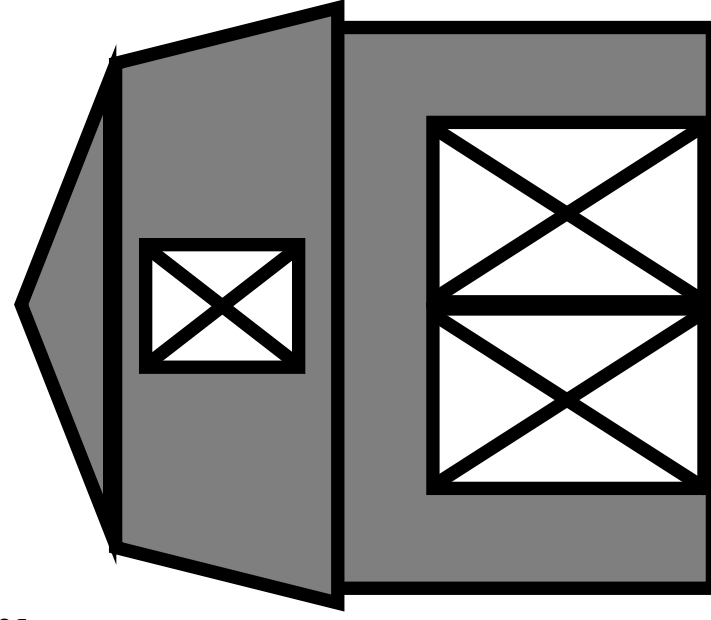
blue



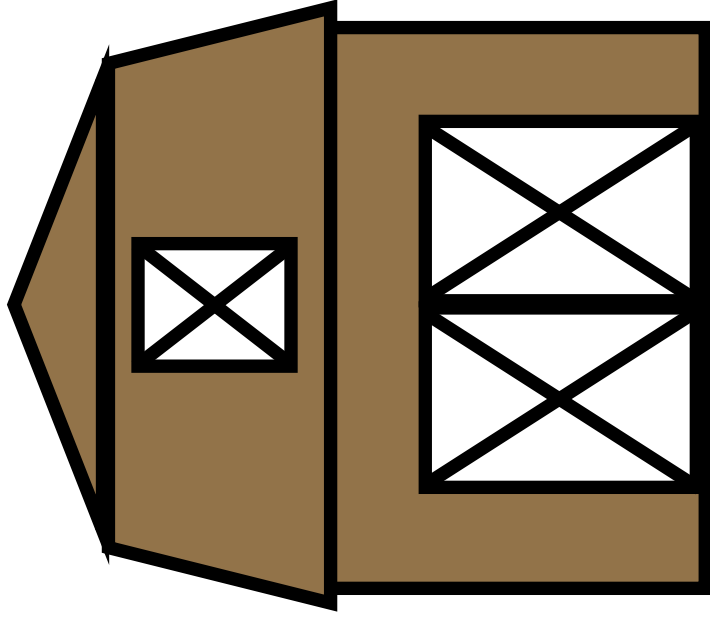
purple



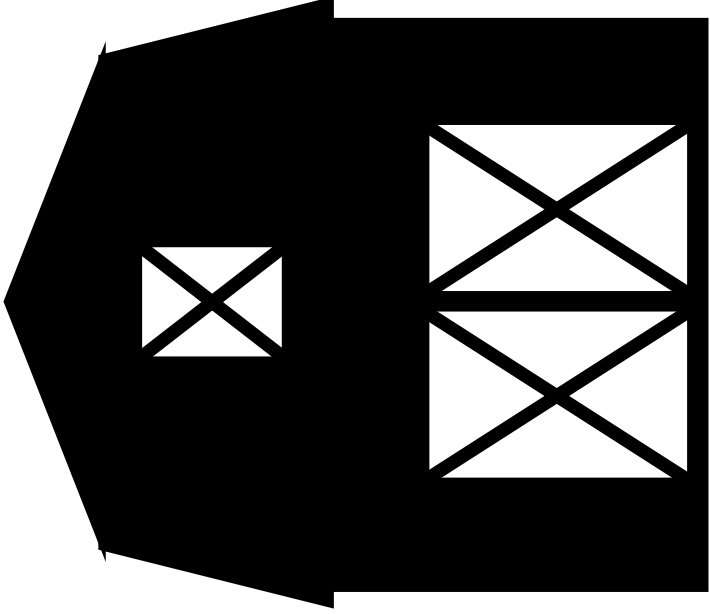
pink



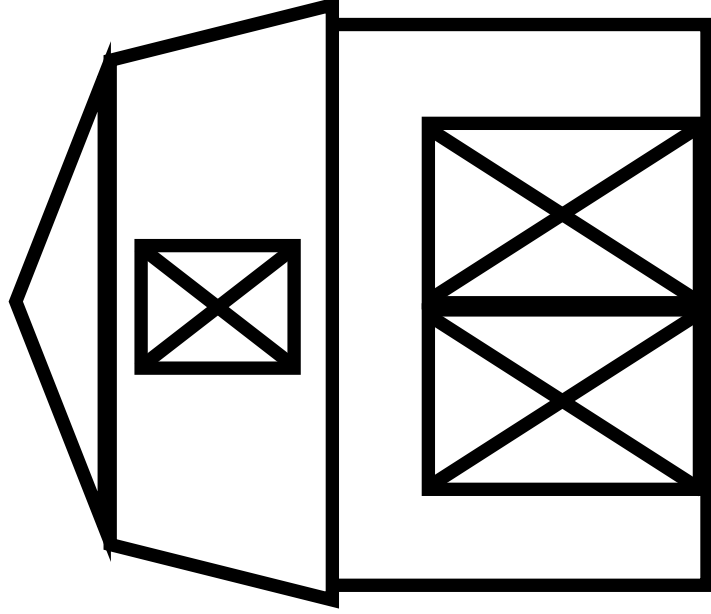
grey



brown

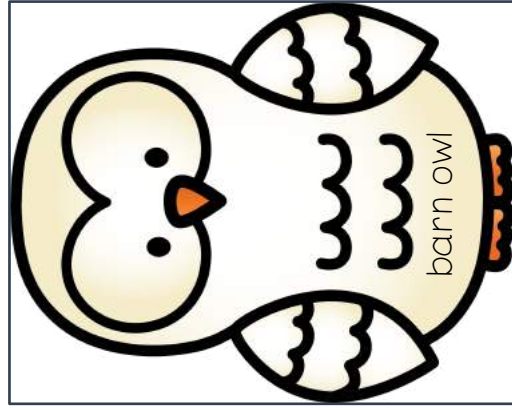


black



white

Cut out this owl.



# Peacocks

## Beautiful Feathers

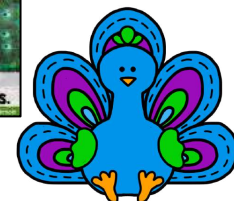
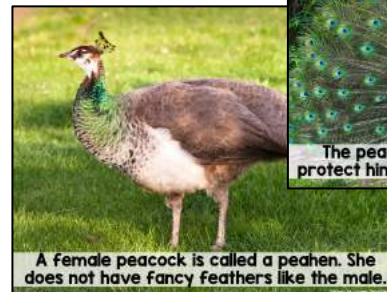
Peafowls are beautiful birds. The male is called a peacock, the female is called a peahen, and the babies are called peachicks. Peacocks have spectacular feathers that can be fanned out to impress the peahen. The peacock cannot fly very far, but it can run fast.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will rote count.

### Activities:

1. Try to locate a peacock feather to bring into class. Show the pictures of the peafowl and have the children point out the differences between the males and females.
2. Print and laminate the "I Spy" feather page and cards. Place the cards around the room. Cut out the white circles on the feathers and use the feathers as "I spy" glasses. As the teacher reads the clue, students look through the "I spy" glass to find the answer card. i.e. "Birds use this to fly through the air." The students look through the hole of the peacock feather around the room to find the item – "I spy a wing!"
3. Recite the peacock poem and add a feather each time it's read.









**Mr. Peacock**  
Counting Poem

Fine Mr. Peacock looks all around,  
Lifts his tail up off the ground.  
Add a feather along with me.  
How many feathers do you see?  
(add one feather repeat poem)

Fancy Mr. Peacock struts around  
Shakes his feathers to make a sound.  
The little birds all run away  
but fancy Mr. Peacock just wants to play.

**I Spy with my Peacock Eye**  
A searching game

I spy with my peacock eye  
Something that covers birds and is blue.   
I spy with my peacock eye  
Something that birds sit in.   
I spy with my peacock eye  
Something that birds use to eat their food.   
I spy with my peacock eye  
Something that birds use to fly.   
I spy with my peacock eye  
Something birds use to grab their food.   
I spy with my peacock eye  
Something peacocks like to fan up in the air. 

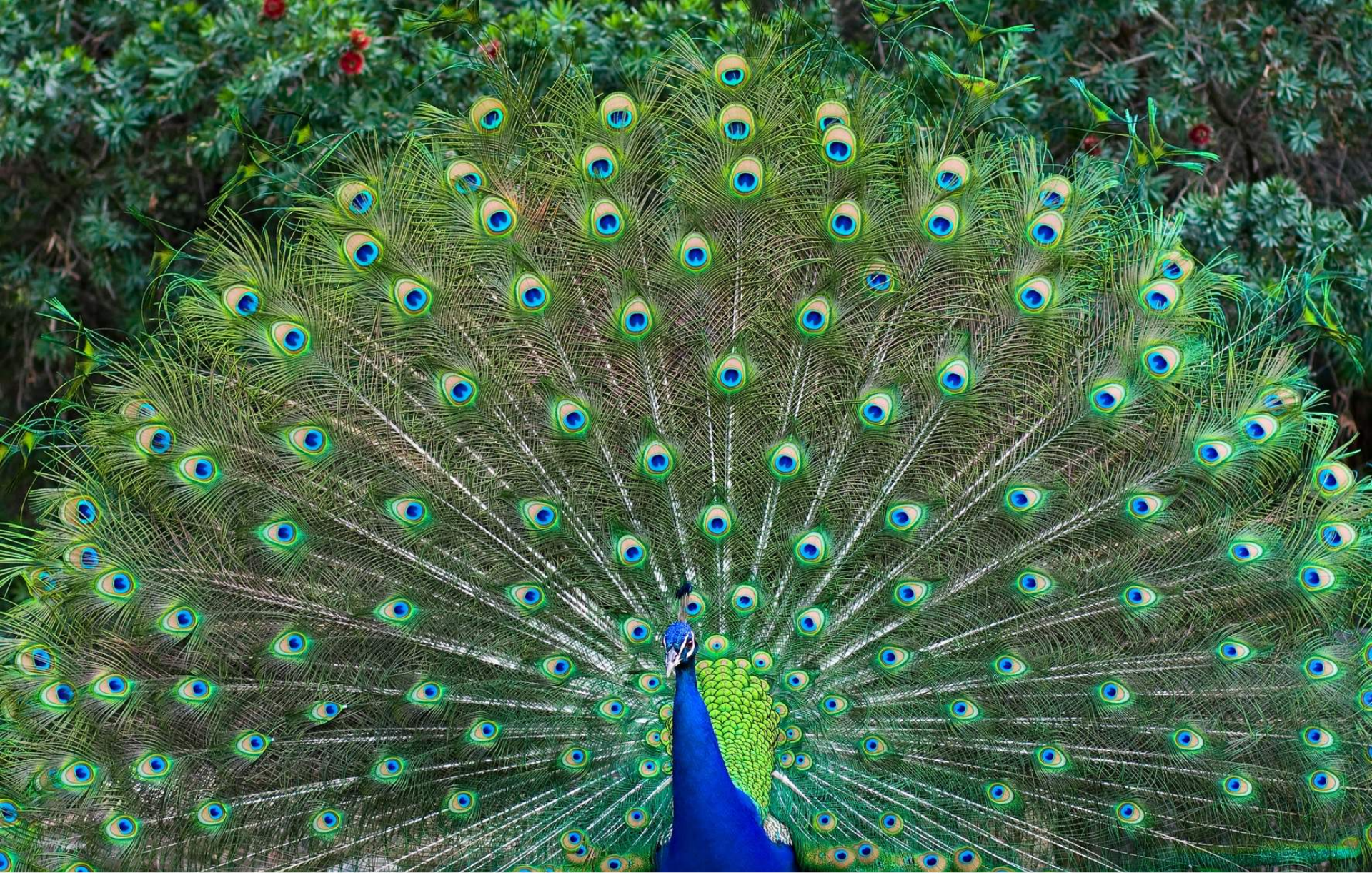
**Extension Idea:** Add peacock shades of water colors in several cups of vinegar. Fill a pan with baking soda and have the students use pipettes to spread the color over the mixture.

<https://playtolearnpreschool.us/unicorn-fizz/>





**The male peacock has beautiful, colored feathers.**



**The peacock opens his tail feathers to protect himself and to impress the peahens.**



**A female peacock is called a peahen. She does not have fancy feathers like the male.**

# I Spy with my Peacock Eye

A searching game

I spy with my peacock eye  
Something that covers birds and is blue.



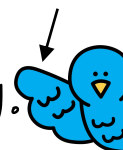
I spy with my peacock eye  
Something that birds sit in.



I spy with my peacock eye  
Something that birds use to eat their food.



I spy with my peacock eye  
Something that birds use to fly.

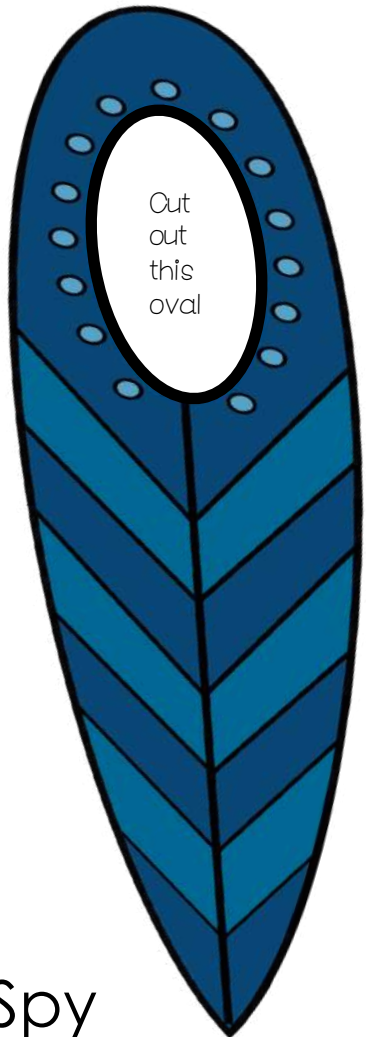


I spy with my peacock eye  
Something birds use to grab their food.

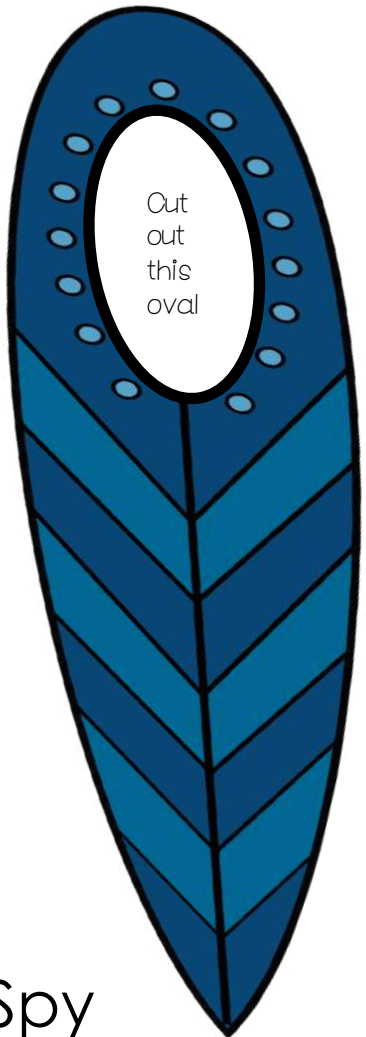


I spy with my peacock eye  
Something peacocks like to fan up in the air.

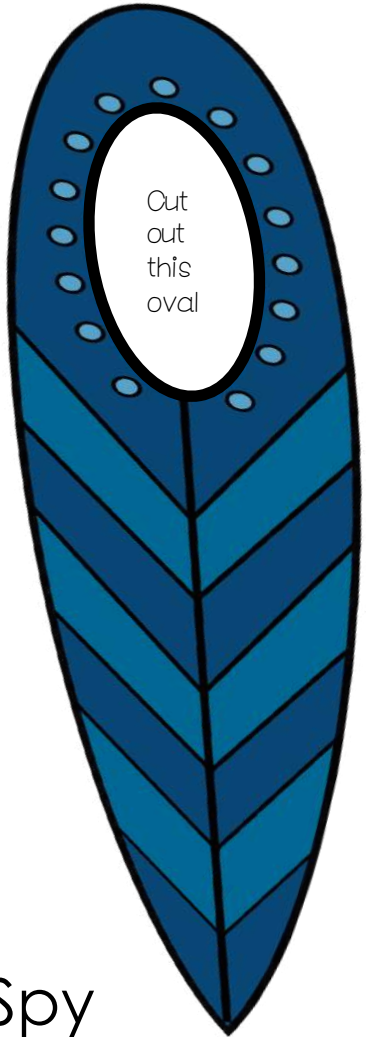




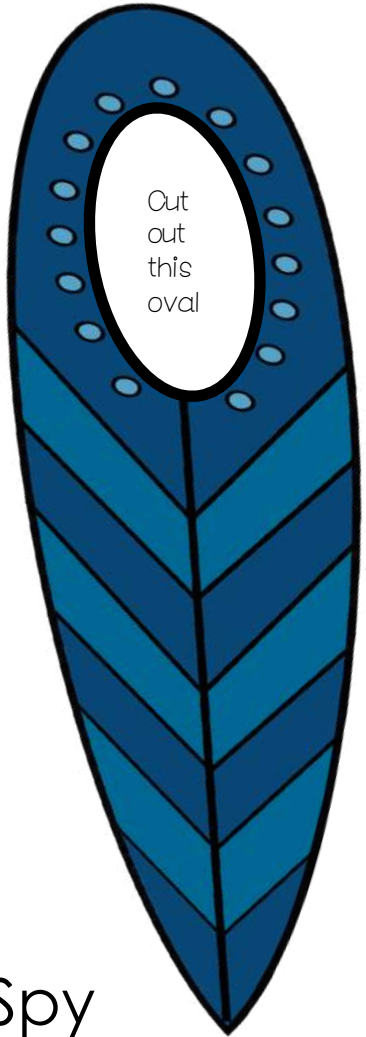
I Spy



I Spy



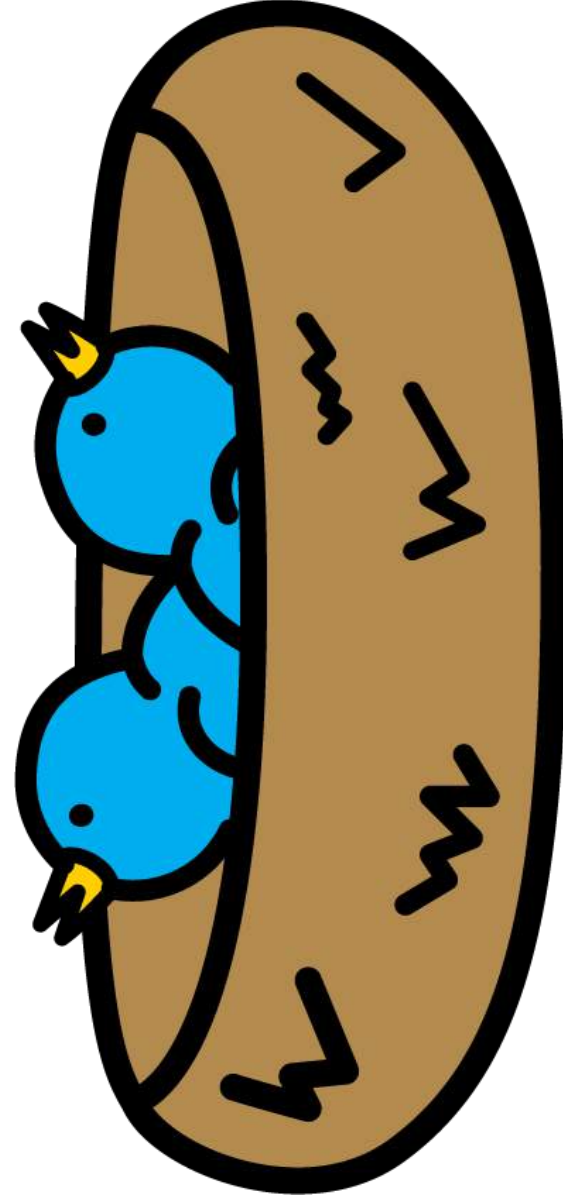
I Spy



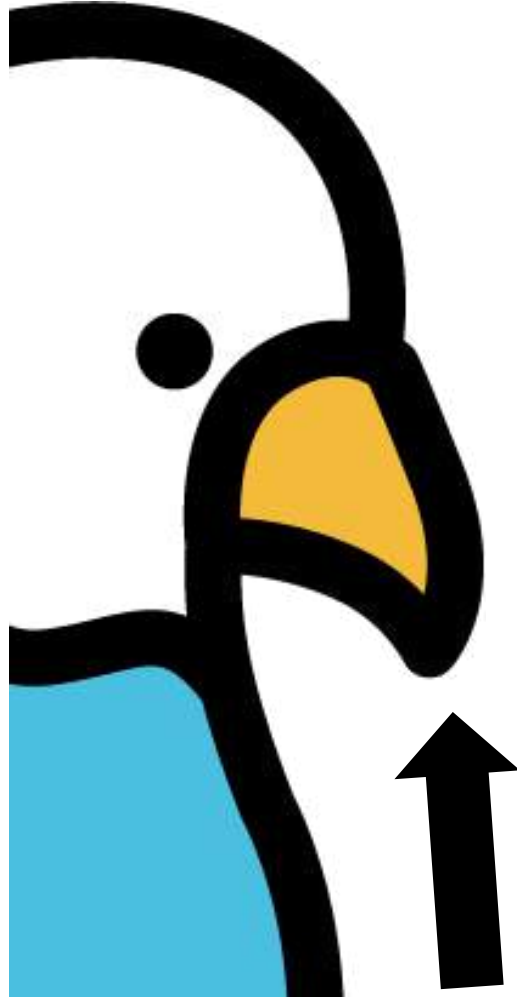
I Spy



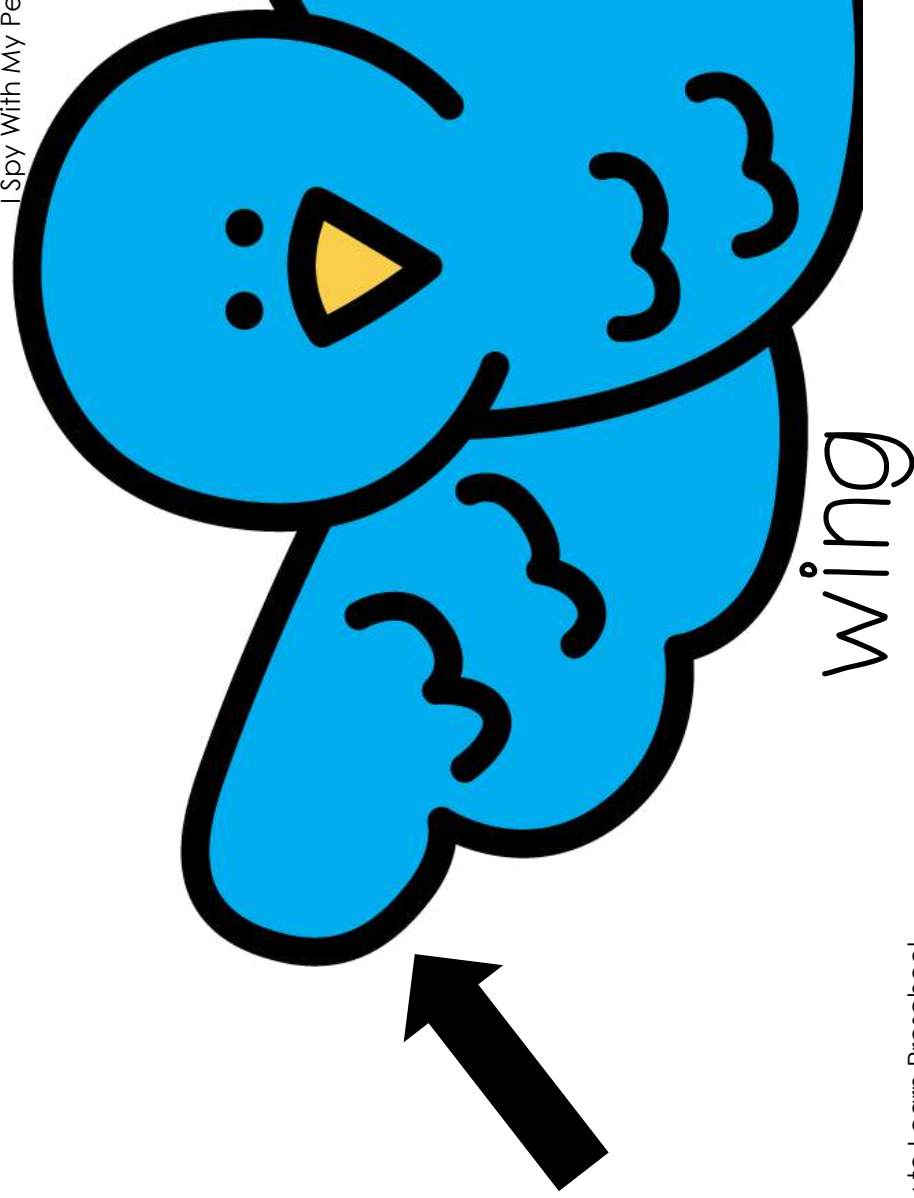
feathers



nest



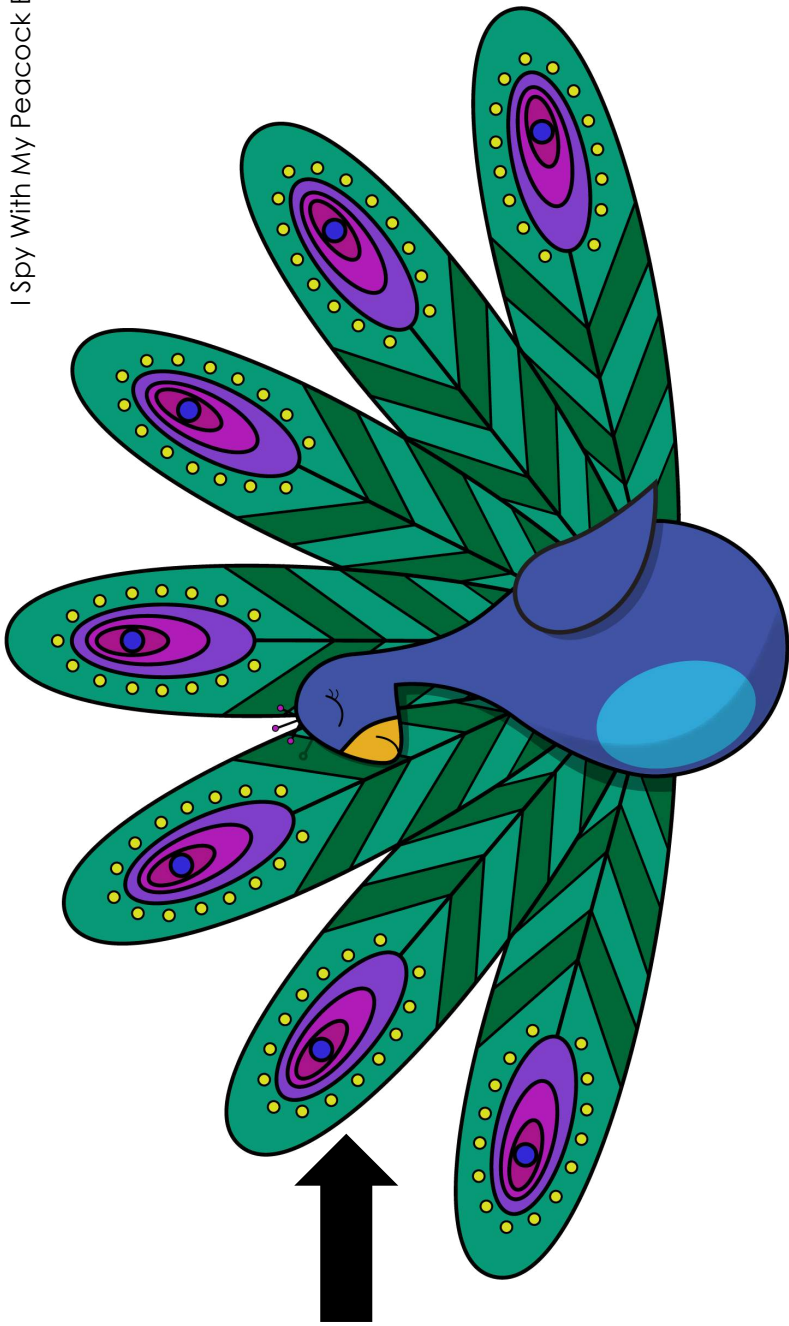
beak



wing



talon



tail

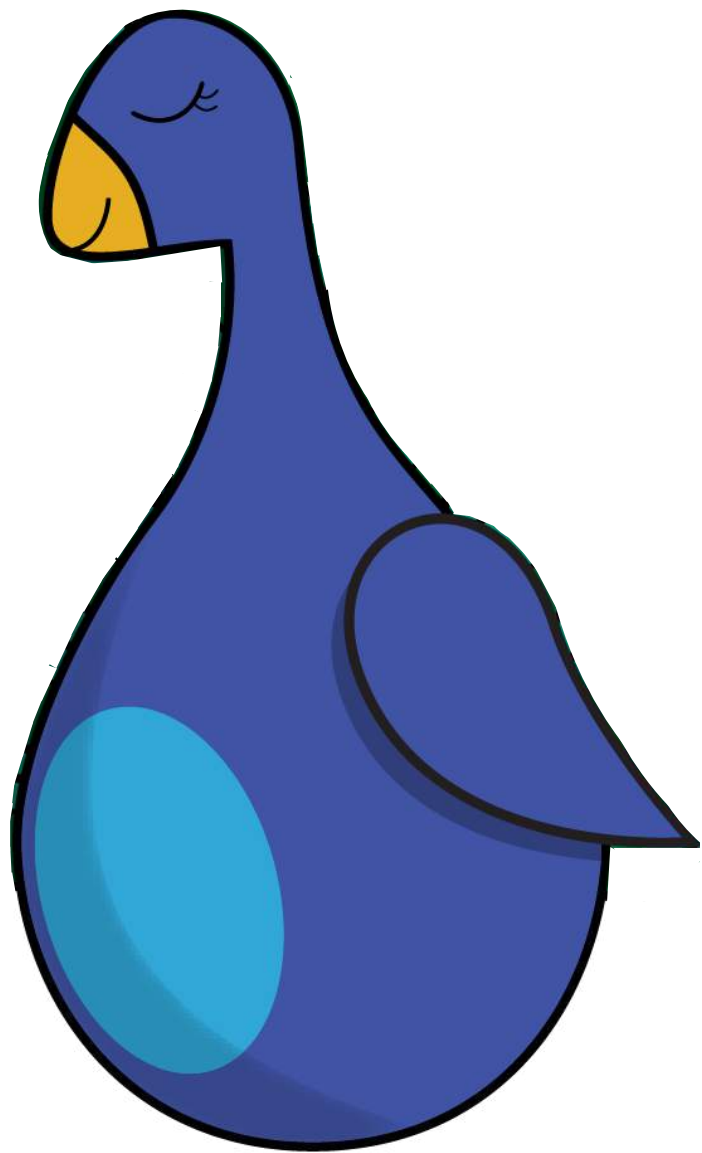
# Mr. Peacock

## Counting Poem

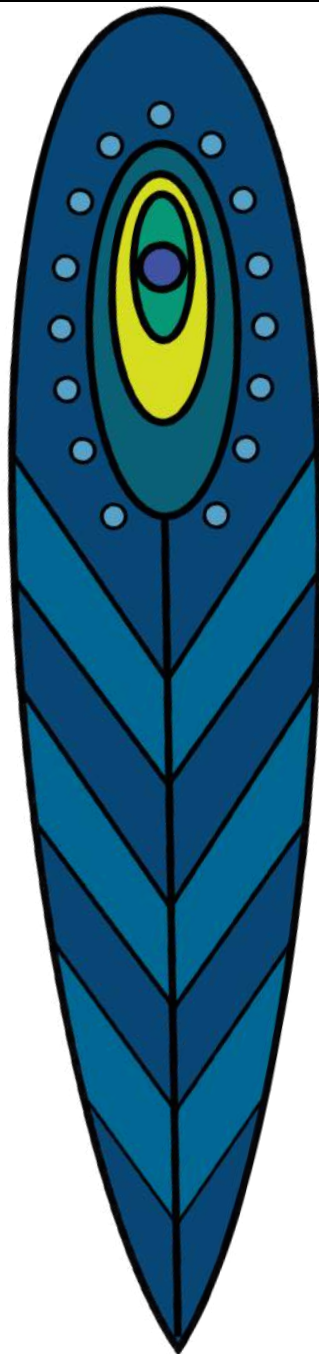
Fine Mr. Peacock looks all around.  
Lifts his tail up off the ground.  
Add a feather along with me.  
How many feathers do you see?

*(add one feather repeat poem)*

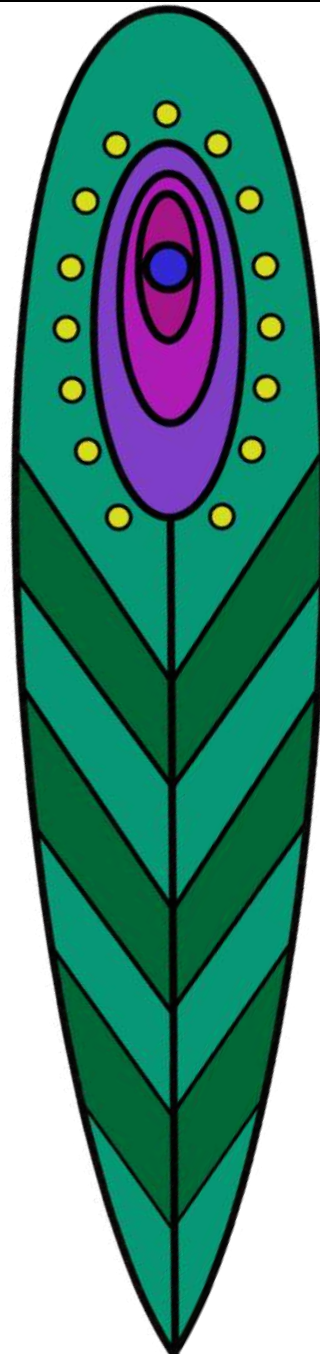
Fancy Mr. Peacock struts around  
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The little birds all run away  
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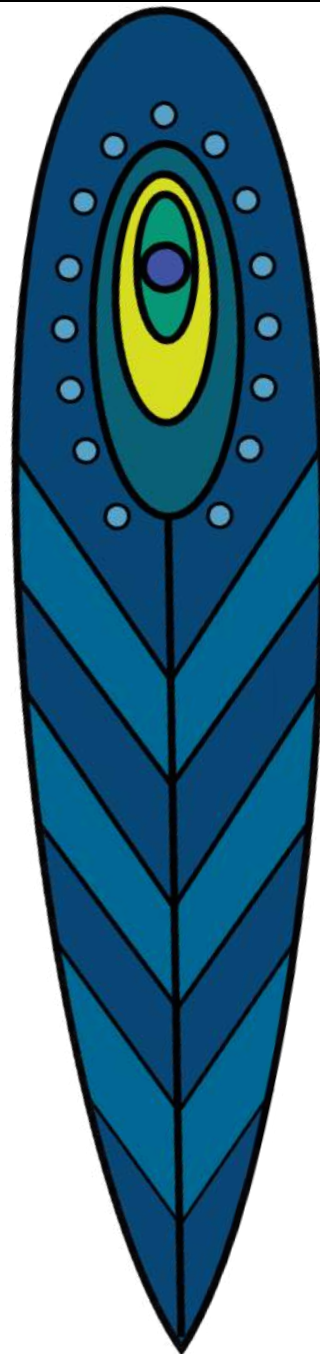
peacock



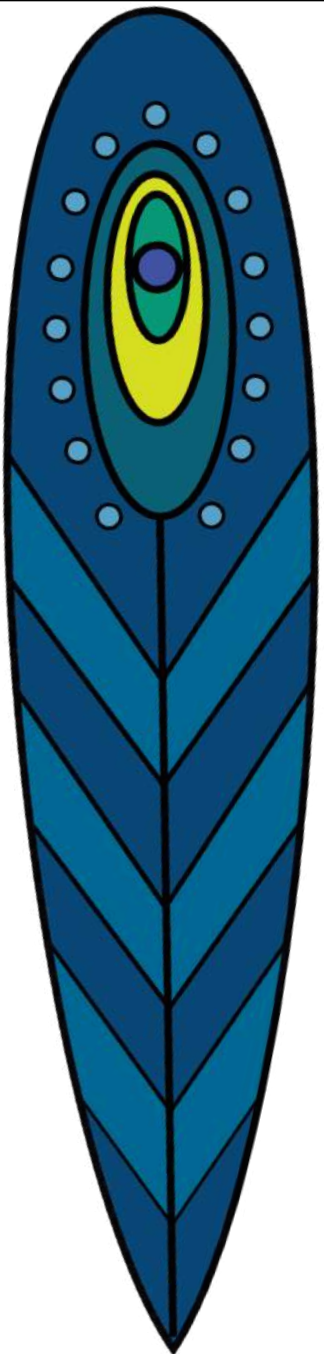
feather



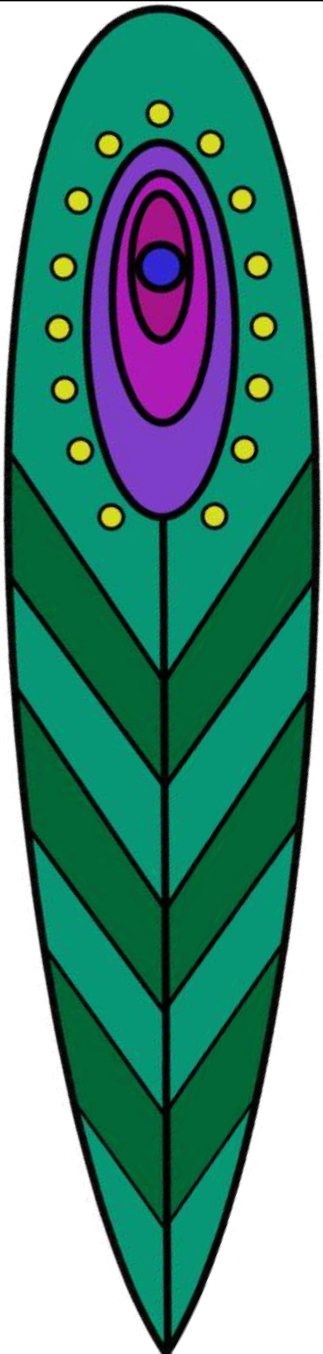
feather



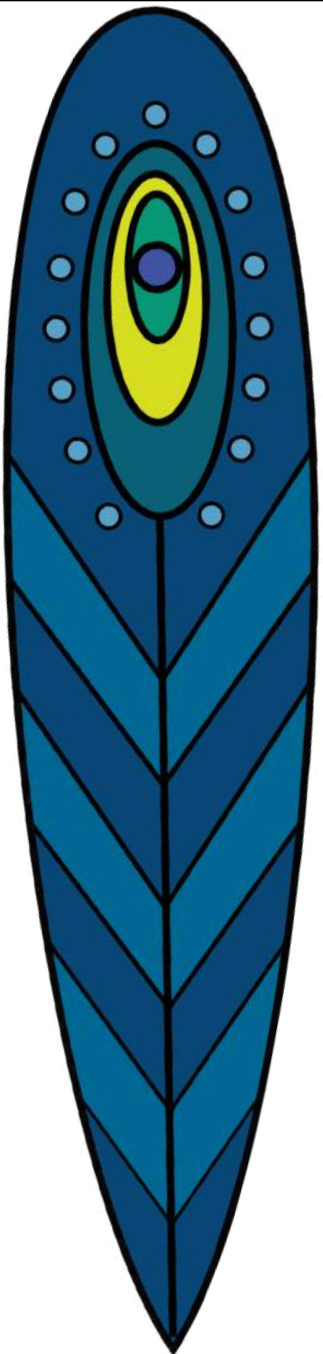
feather



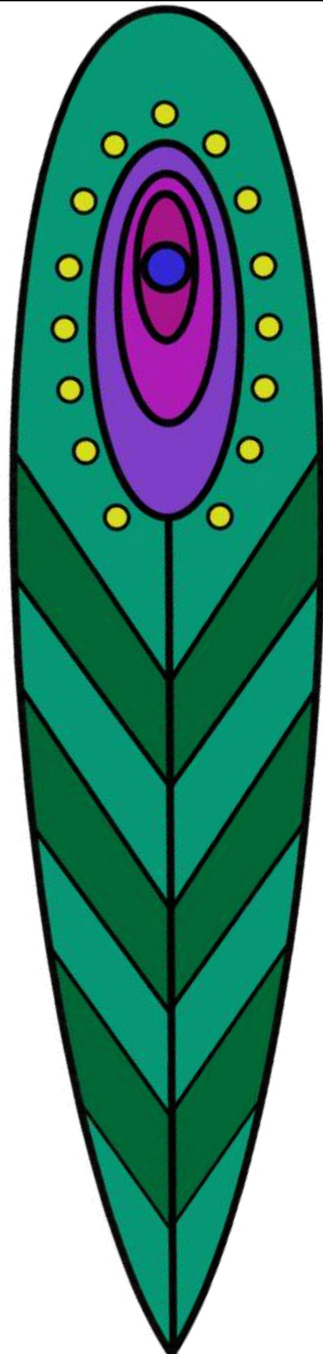
feather



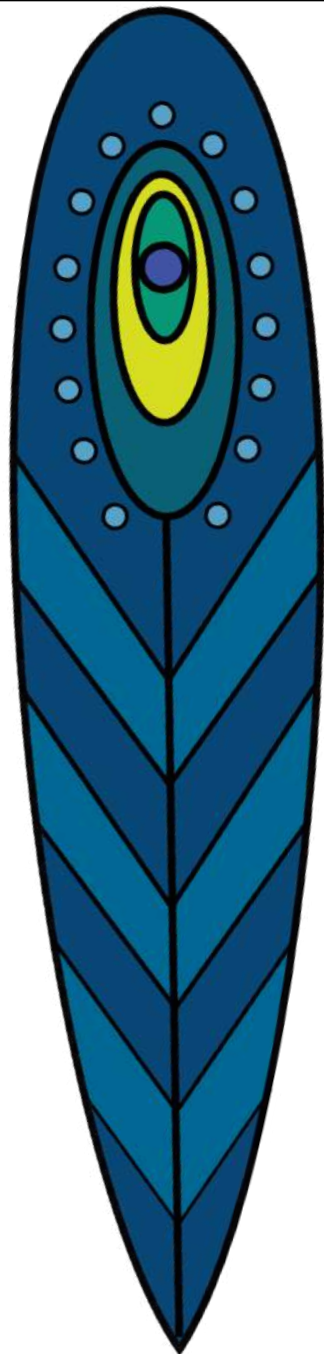
feather



feather



feather



feather

# Parrots

## Talking Birds

Day 4  
lesson  
plans

Parrots are brightly colored birds that mostly live in tropical (hot) areas. They are very smart and can copy a human's voice!

### Objectives:

- The students will notice similarities and differences.
- The students will follow oral directions.
- The students will play with words, sounds, and rhymes.

### Activities:

1. Examine the real photos and have the students say what colors they see. Ask if they have ever heard a parrot talk.
2. Recite the chip clip poem "Parrots in a Tree" counting down from five and having the students replace the number with the word "squawk".
3. Echo the Polly Parrot poem with the students. Read a "P" card and have the students repeat the word. Add a new "P" word each time the poem is read and say all of the words together.



Begins with P

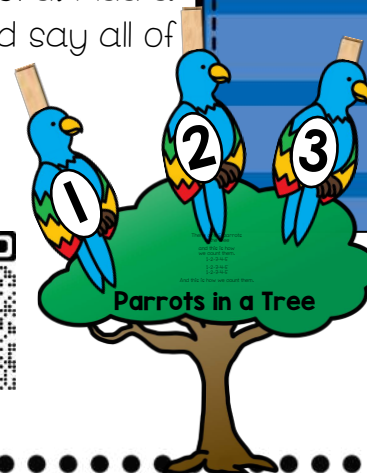
police, popsicle, peanut butter, pop, popcorn

**Polly Parrot**  
Pocket Chart Echo poem to "Frere Jacques"  
I'm a parrot - I'm a parrot  
In a tree - In a tree  
Everything I echo - Everything I echo  
Repeat after me - Repeat after me

Begin with "P":  
police,  
popsicle,  
peanut butter,  
pop, pop,  
popcorn.

**Extension Idea:** Create a memory game by filling a tray with 4-5 small toys for example a toy bird, a nest, a tree, etc. Identify each object with the students. Have the students close their eyes. Place a bandana over the tray and remove one item. Have the students open their eyes and guess which item is missing.

<https://playtolearnpreschool.us/memory-trays/>





**Scarlet Macaws have brightly colored feathers.  
These beautiful birds live in the rainforest.**



**African grey parrots are very smart. They can mimic a human's voice.**

# Parrots in a Tree

To the tune of "Bingo"

There are 5 parrots  
in the tree  
and this is how  
we count them.

1-2-3-4-5

1-2-3-4-5

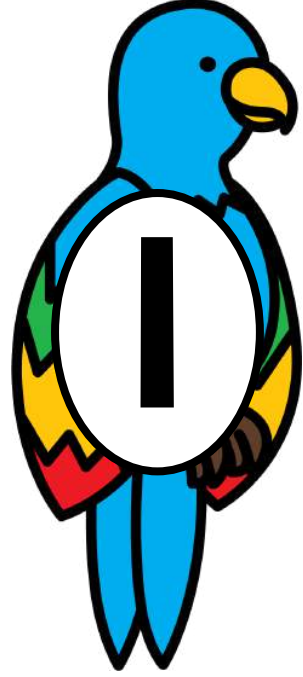
1-2-3-4-5

And this is how we count them.

(Take away one parrot each time and say "squawk" in place of the number.)



Parrots in a Tree



Parrots in a Tree



Parrots in a Tree



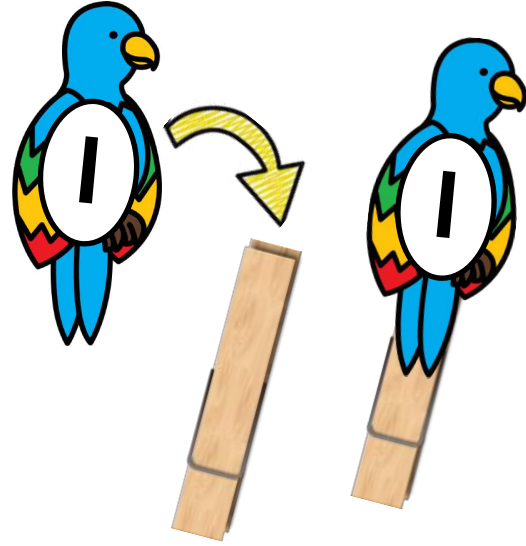
Parrots in a Tree



Parrots in a Tree



Parrots in a Tree



There are 5 parrots  
in the tree  
and this is how  
we count them.

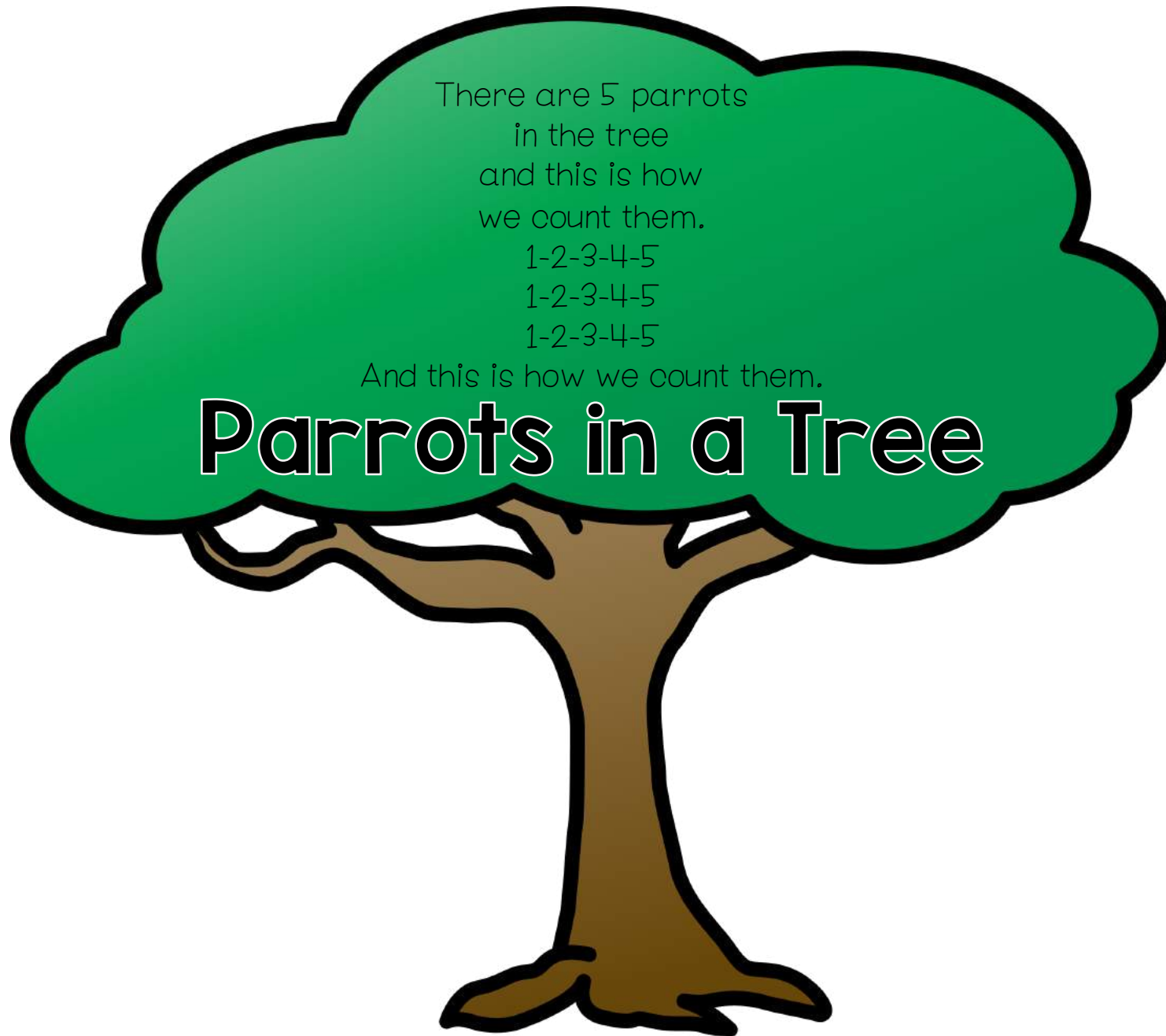
1-2-3-4-5

1-2-3-4-5

1-2-3-4-5

And this is how we count them.

# Parrots in a Tree



# Polly Parrot

Pocket Chart Echo poem to "Frere Jacques"

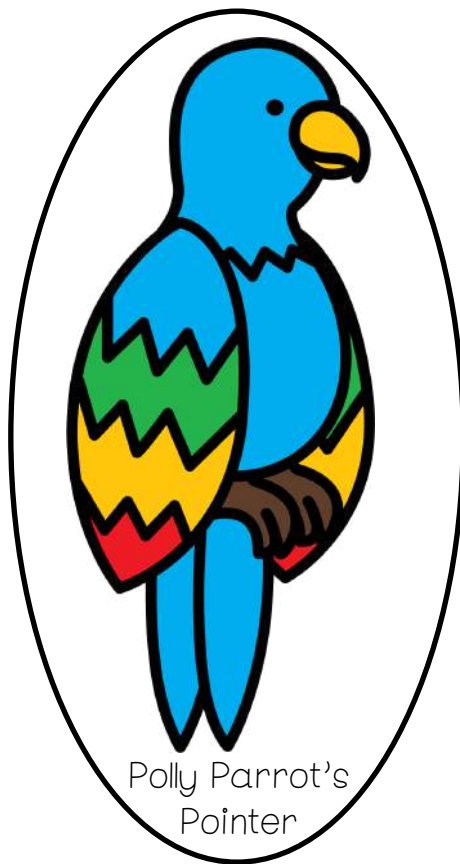
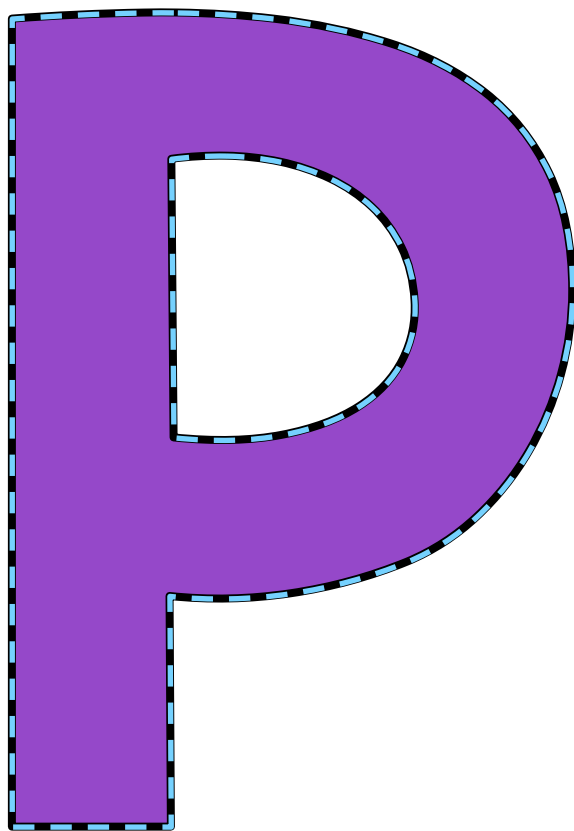
I'm a parrot - I'm a parrot  
In a tree - In a tree  
Everything I echo - Everything I echo  
Repeat after me - Repeat after me

Begins with "P":

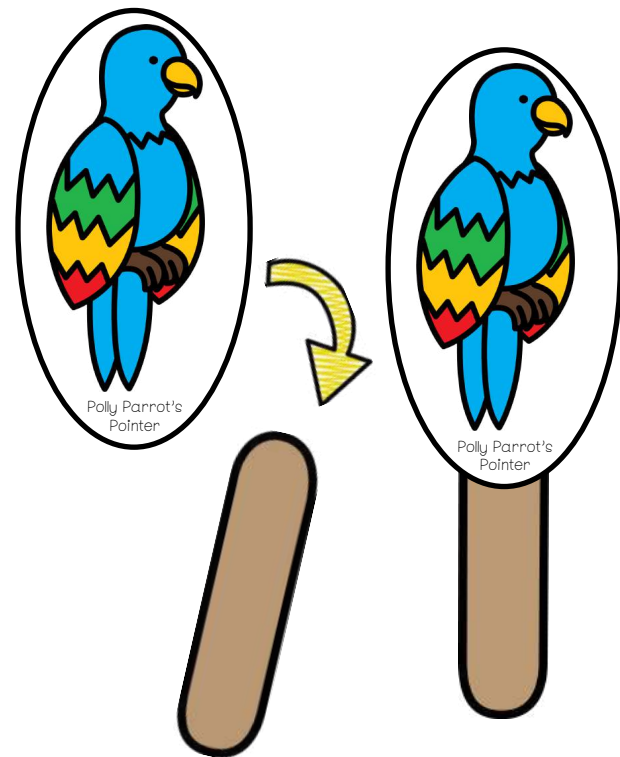
police,  
pizza,  
popsicle,  
peanut butter,  
play dough,  
popcorn



# Begins with

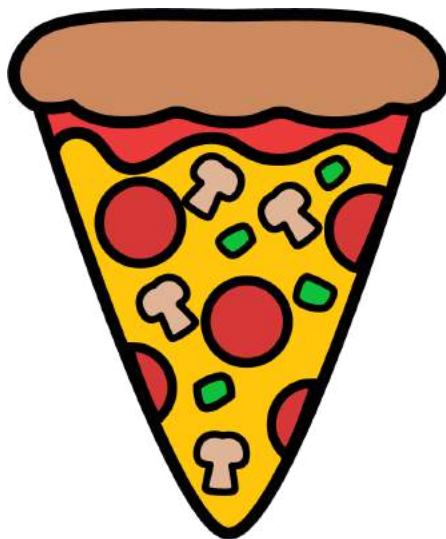


Cut out oval and attach to a ruler or craft stick.

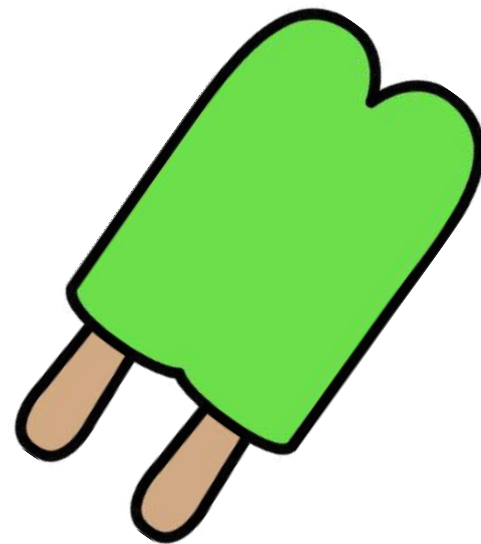




police



pizza



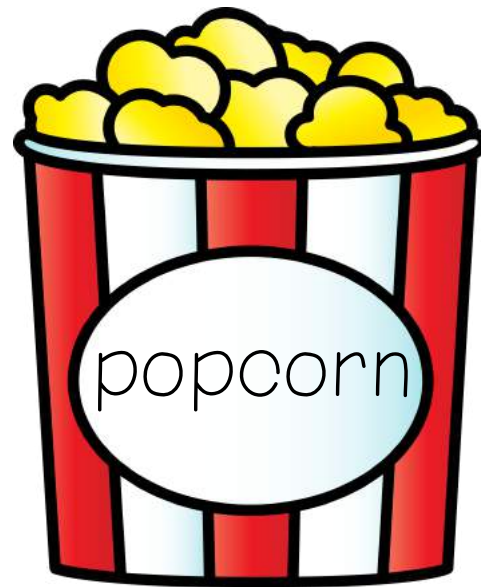
popsicle



peanut butter



play dough



popcorn

# Chickens

## Farm Birds

Day 5  
lesson  
plans

Chickens are the most common bird on earth. They usually live on farms. Hens (female chickens) lay eggs, and the rooster (male chicken) wakes the farm up with a cock-a-doodle-do every morning.

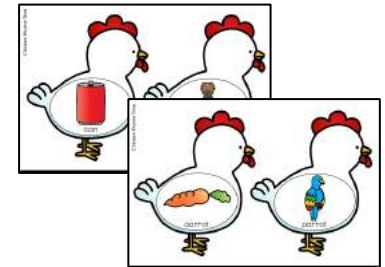
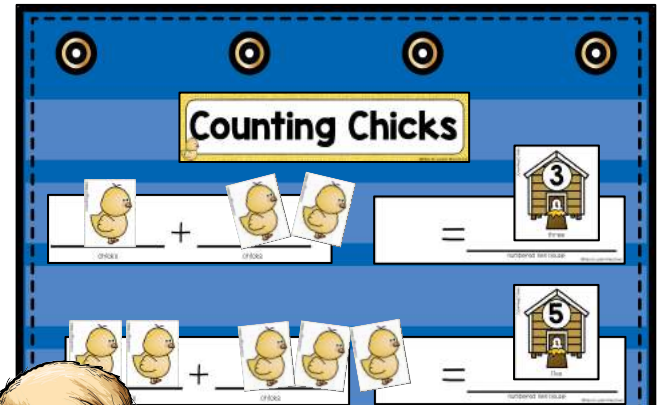
### Objectives:

- The students will use new vocabulary.
- The students will identify numbers.
- The students will play with words, sounds, and rhymes.

### Activities:

1. Bring an egg to circle time and ask the students where it may have come from. Look at the real pictures of the chicken and rooster. Ask if anyone has seen a real chicken.
2. Print, laminate, and cut out the chicks. Place different amounts of chicks in colored plastic eggs. Have the students take turns picking a colored egg and place the chicks on the chart. Add the chicks with the students and have them find the matching numbered hen house. Place the house at the end of the math sentence.
3. Display one of the chicken pairs. If the pictures rhyme, tell the students to say "Cluck, cluck!" If the pictures do not rhyme, students quietly flap their arms like chickens.

**Extension Idea:** Teach ASL for chicken by pinching your pointer finger and thumb together with the rest of your fingers in a fist. Open and close the two fingers like a mouth.





**Baby chicks hatch out of eggs. They have a little “egg tooth” on their beak that helps them break the eggshell.**

**A female chicken is called a hen. Hens come in lots of different colors and lay eggs.**





**A male chicken is called a rooster. He has a bright-colored comb on top of his head and colorful tail feathers.**







one



two



three



four



five



six



seven



eight



nine



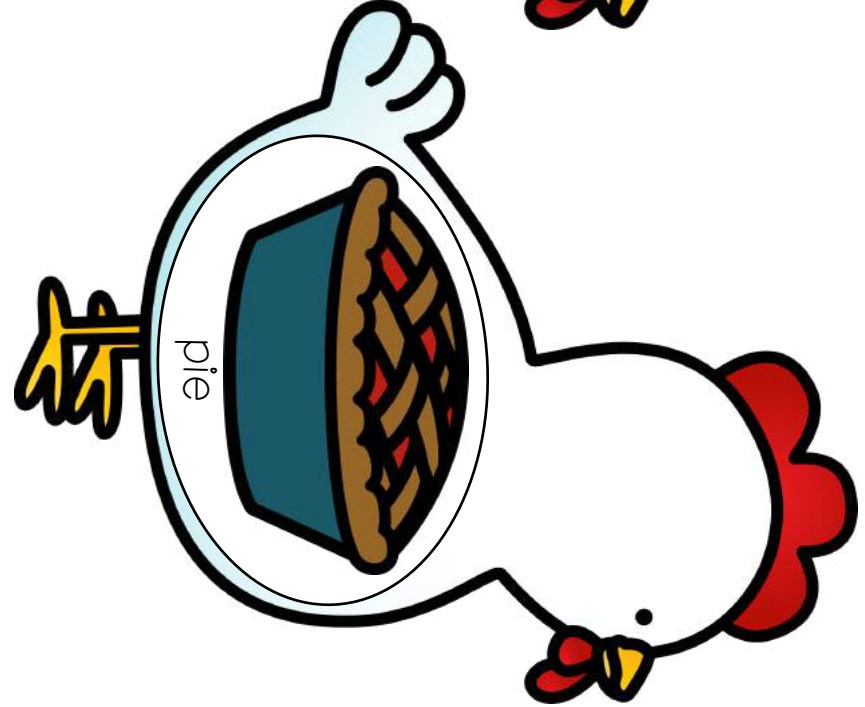
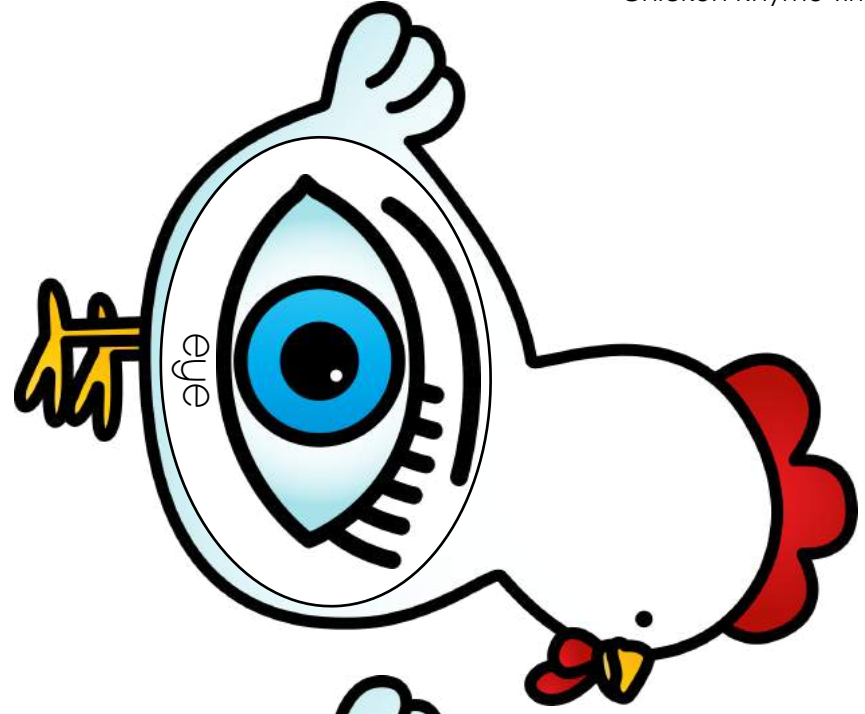
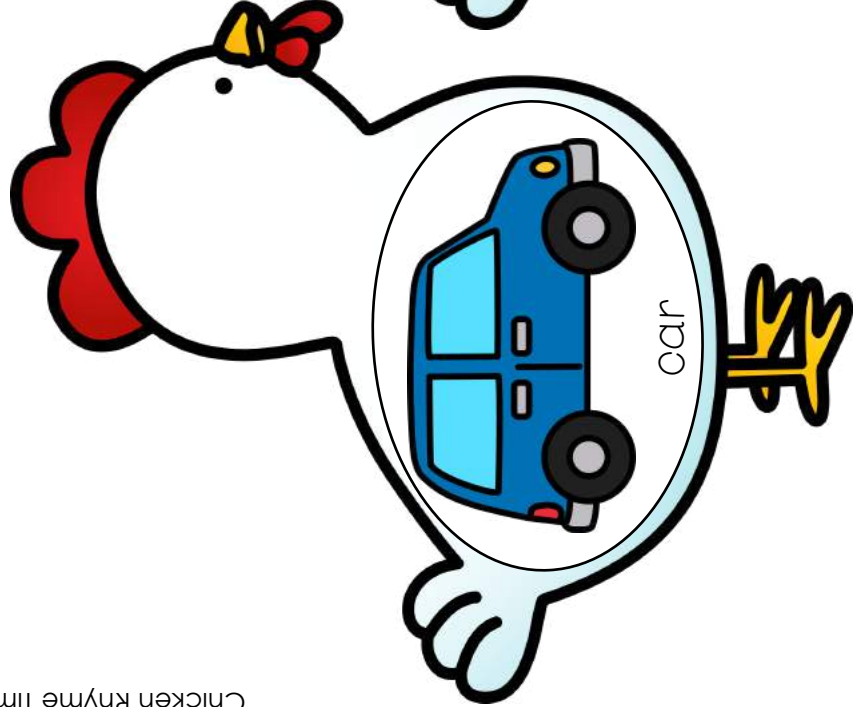
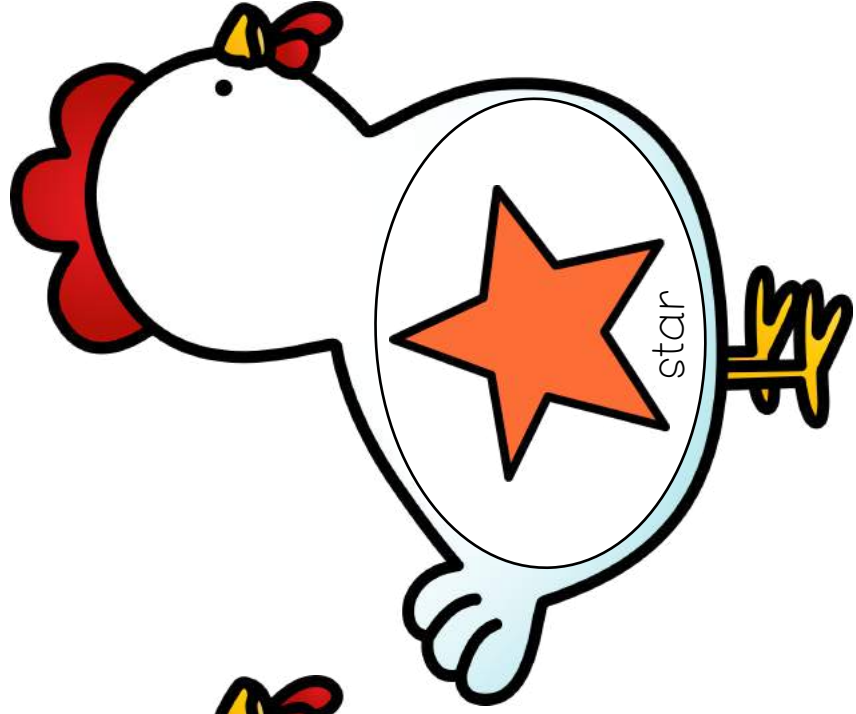
ten

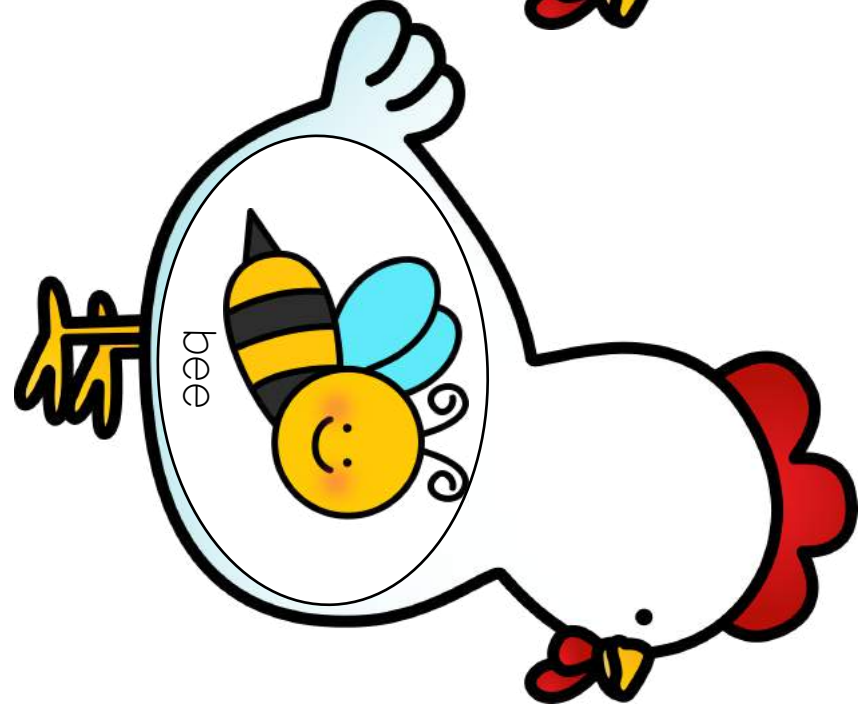
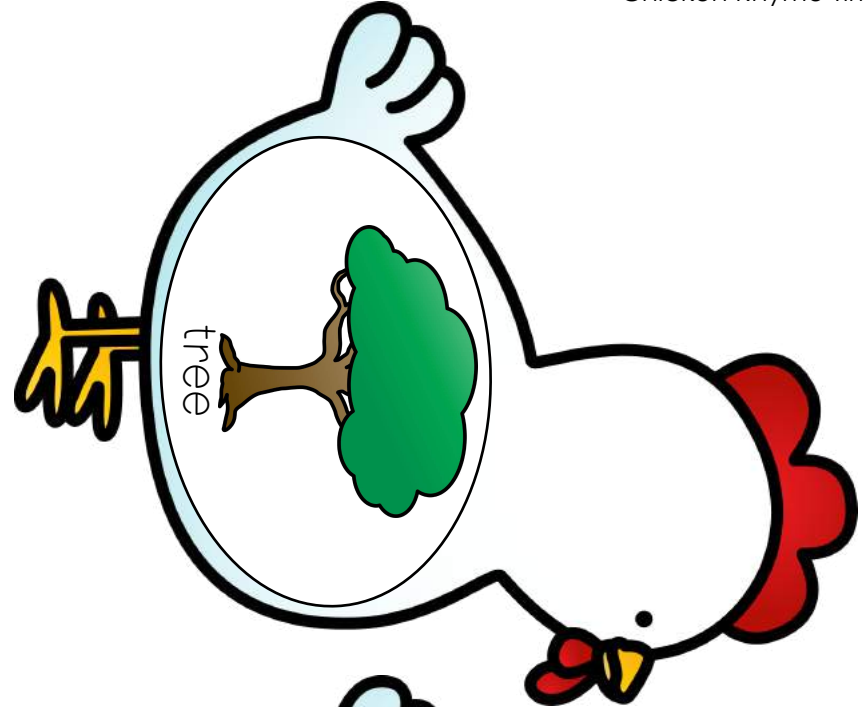
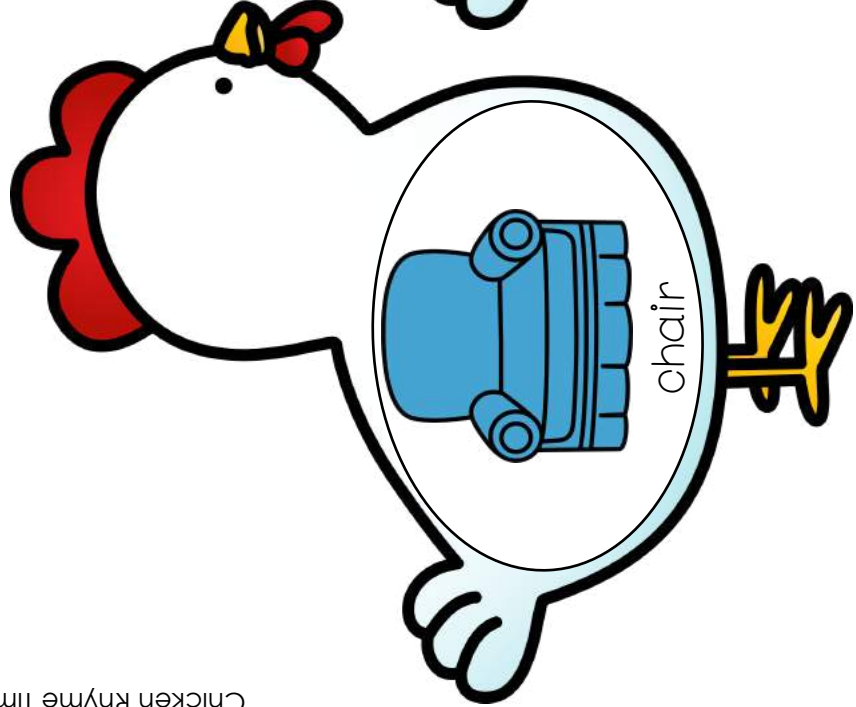
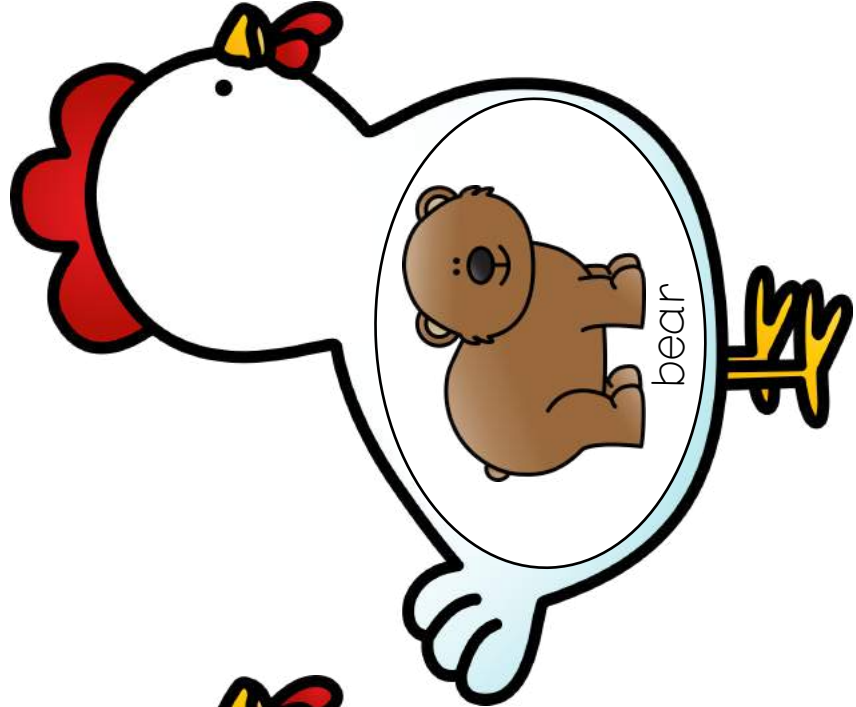


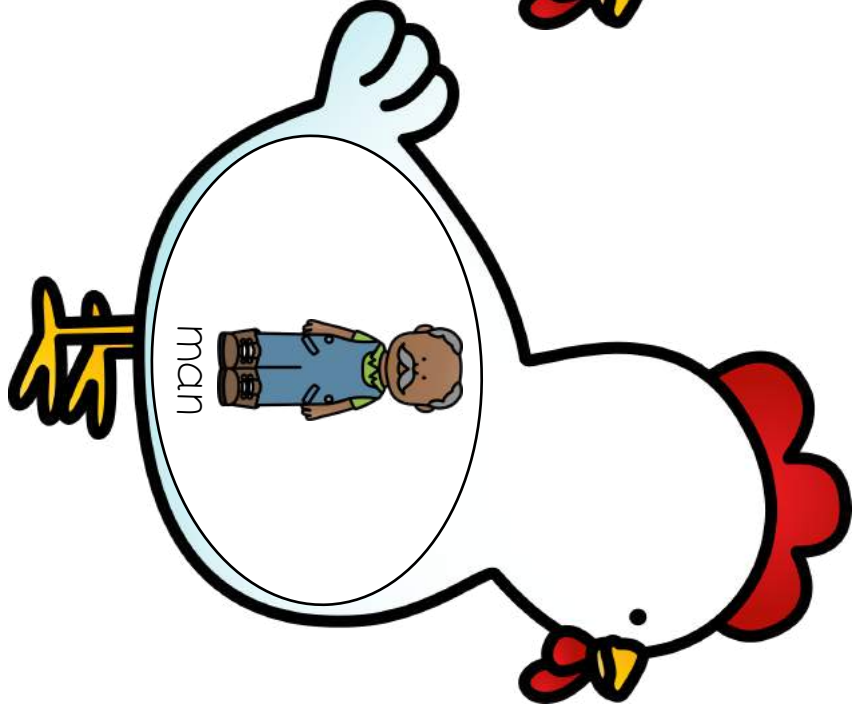
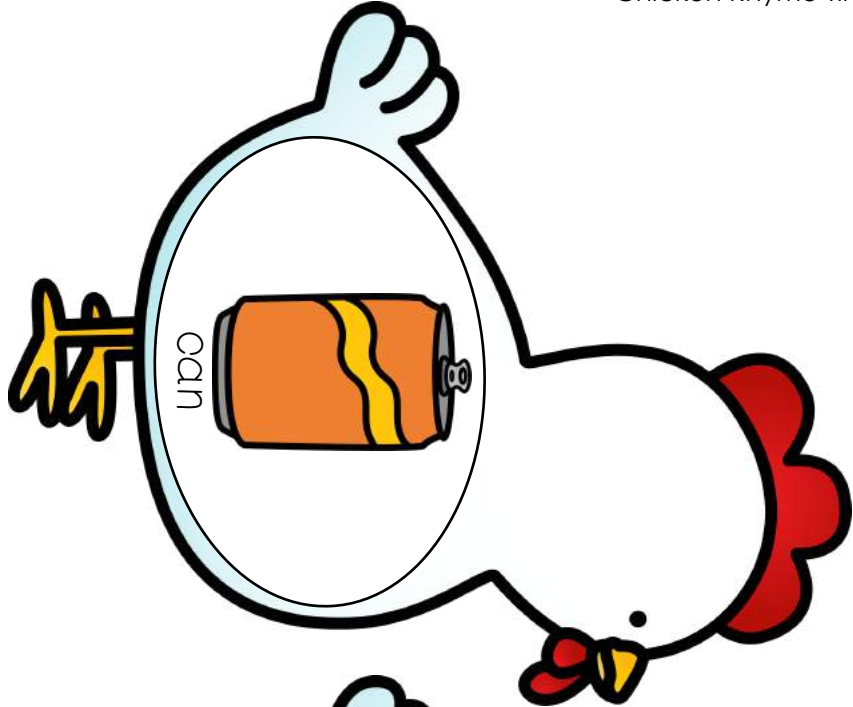
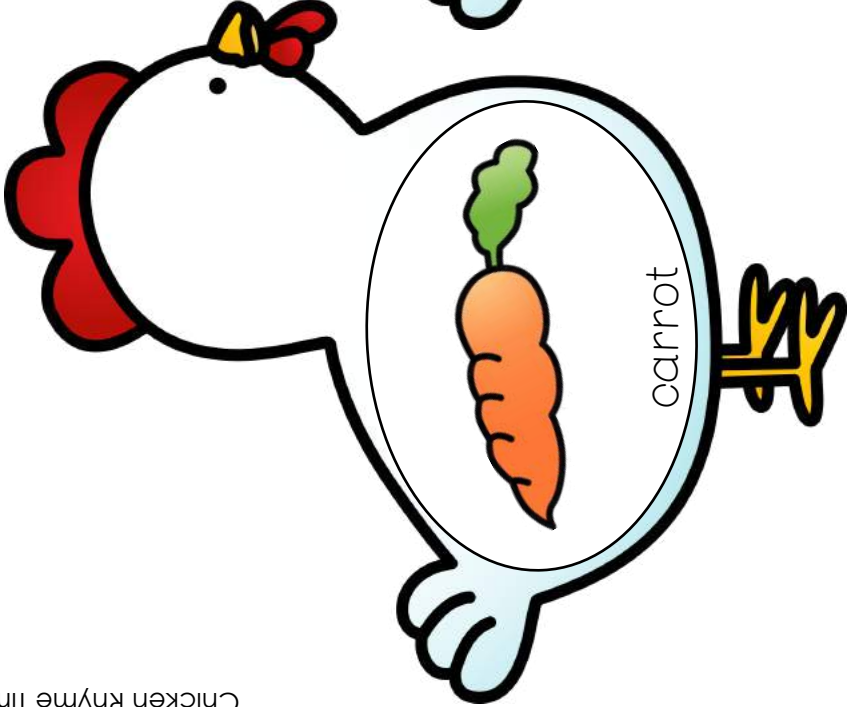
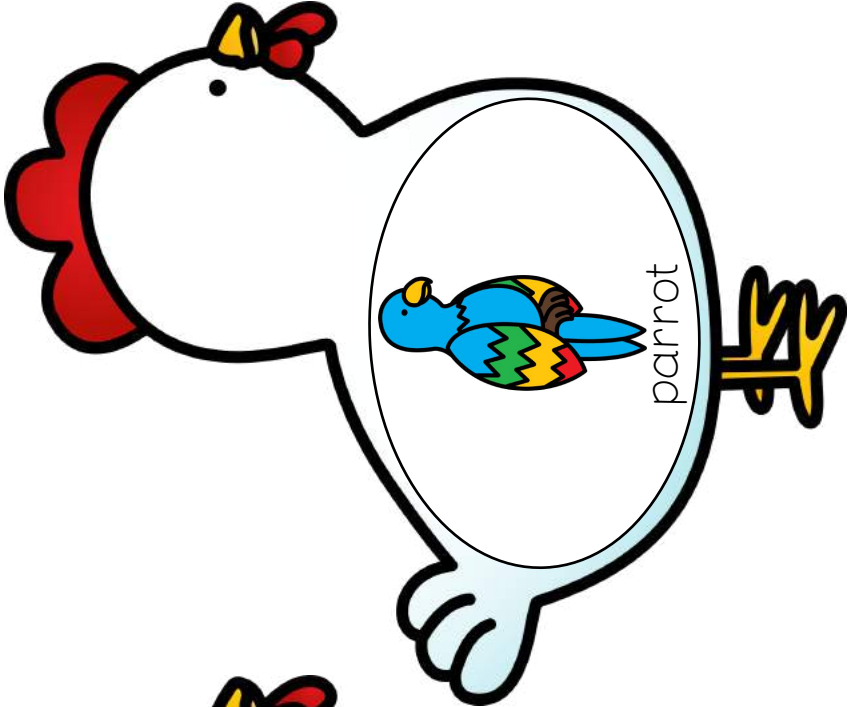
eleven

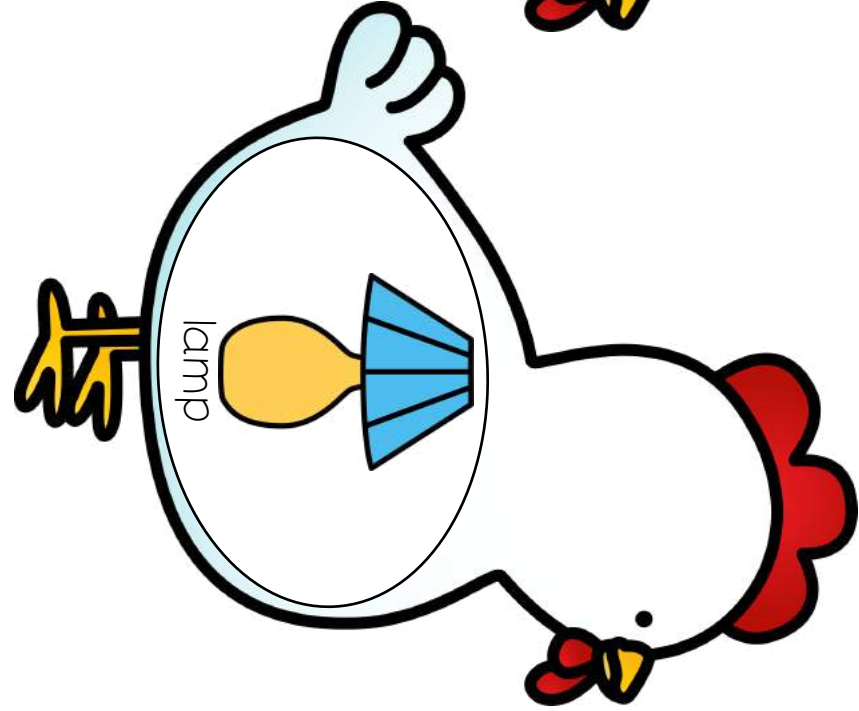
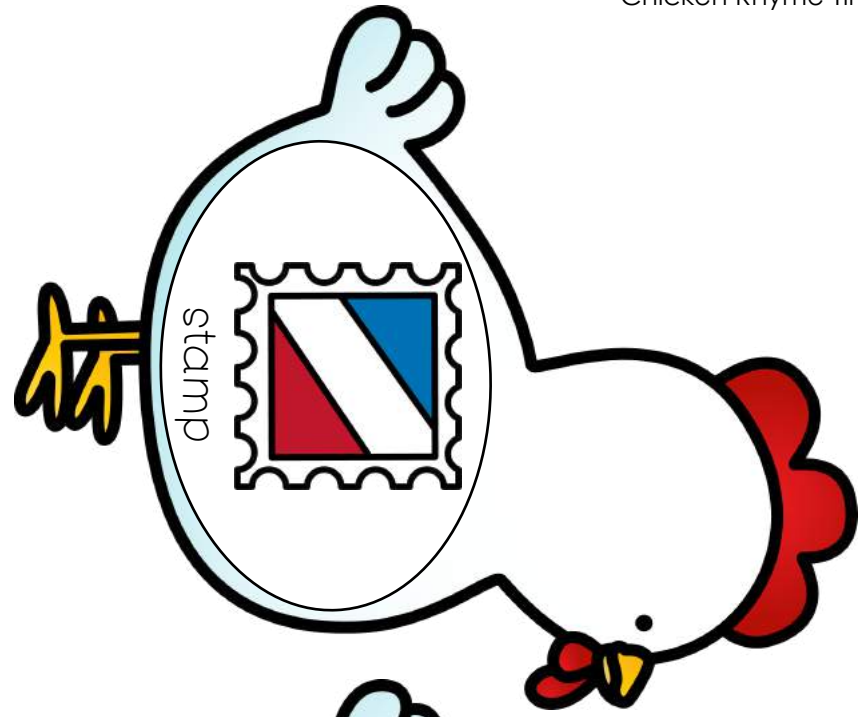
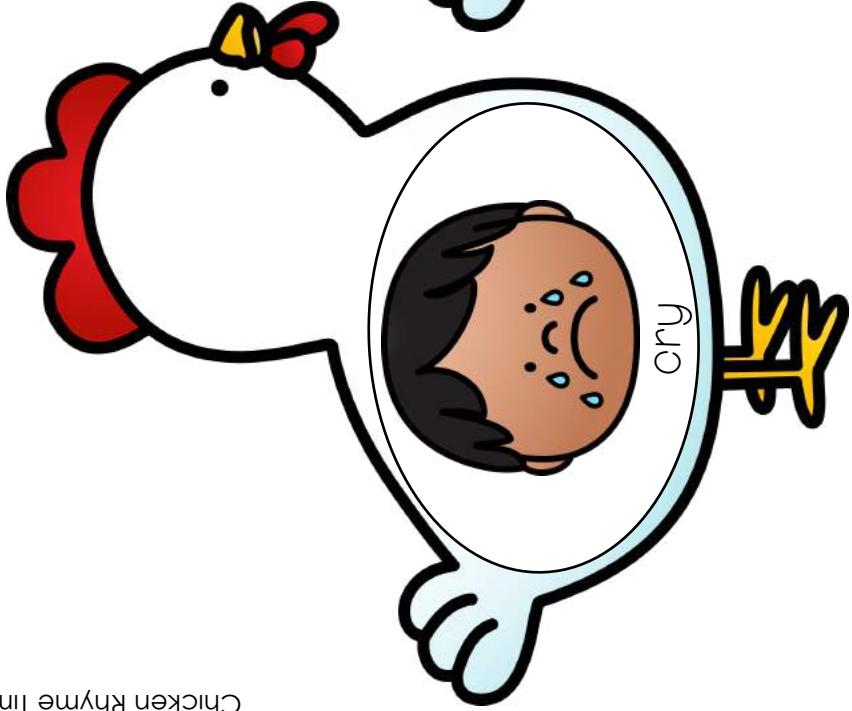
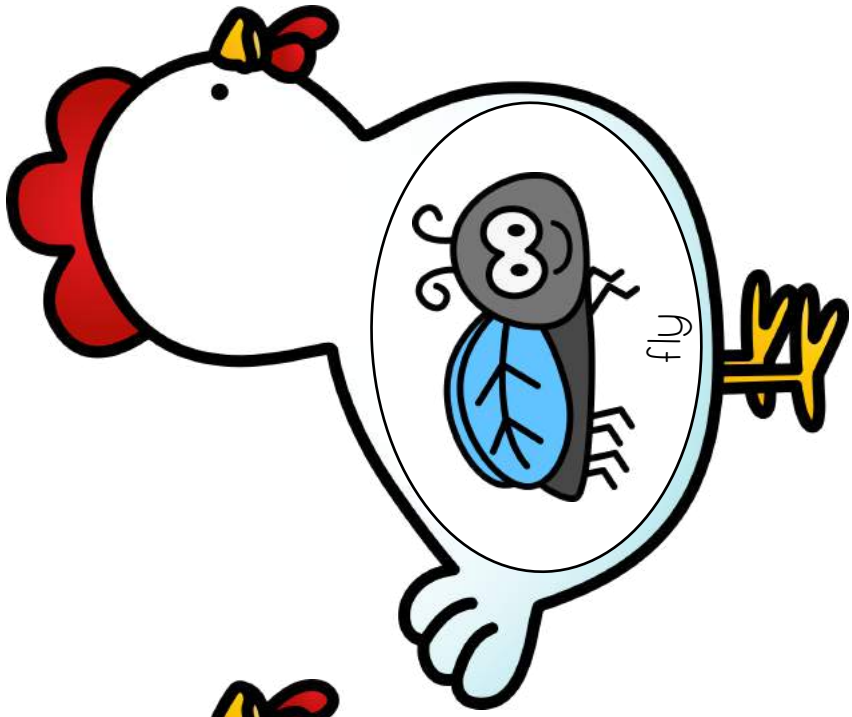


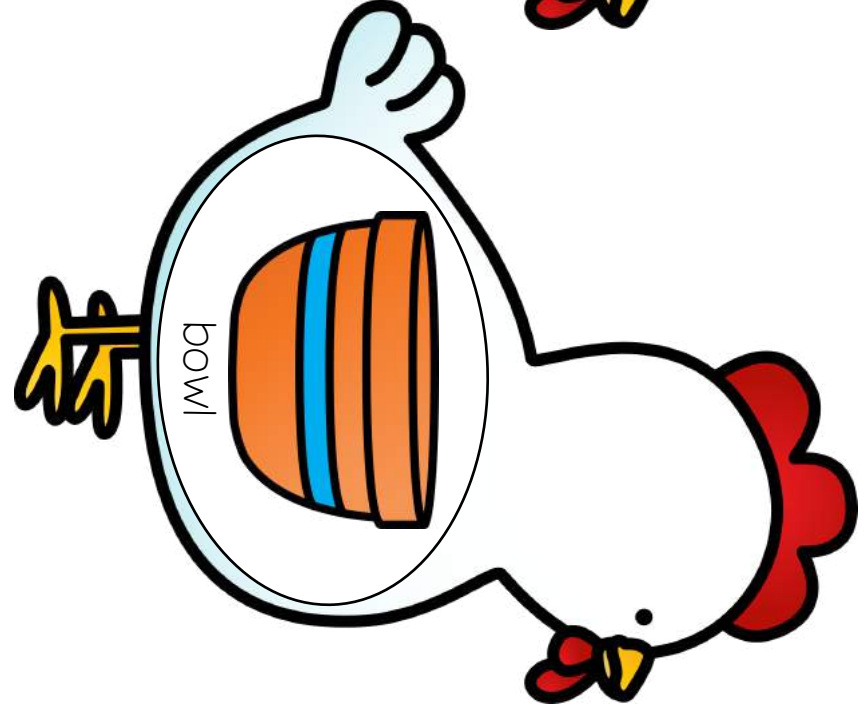
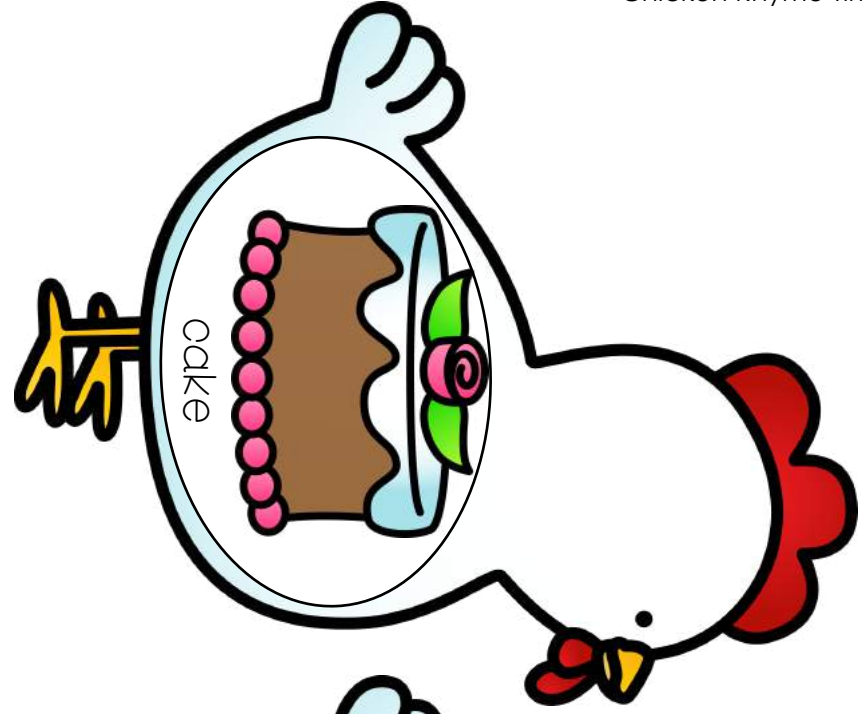
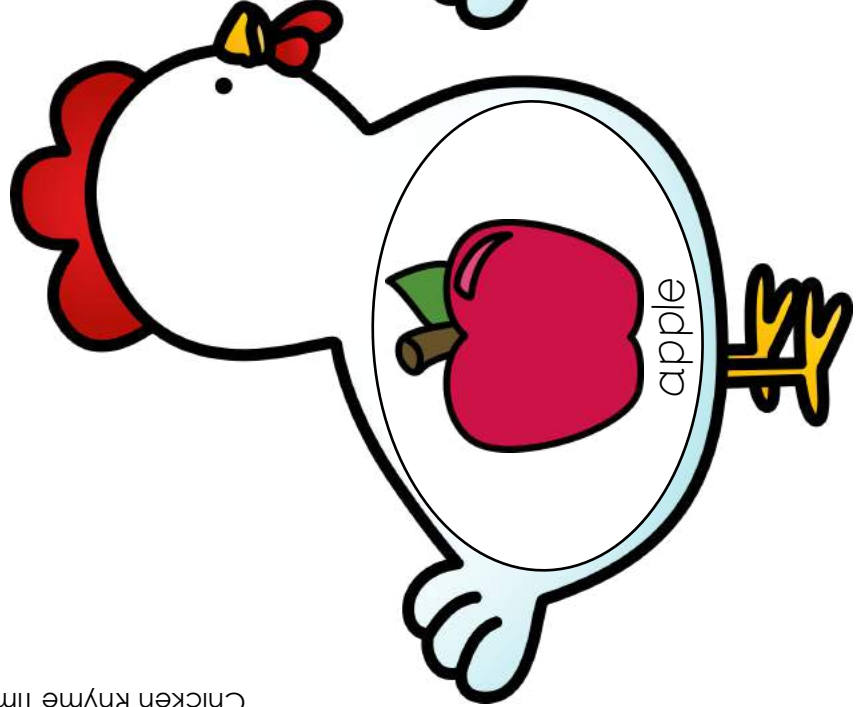
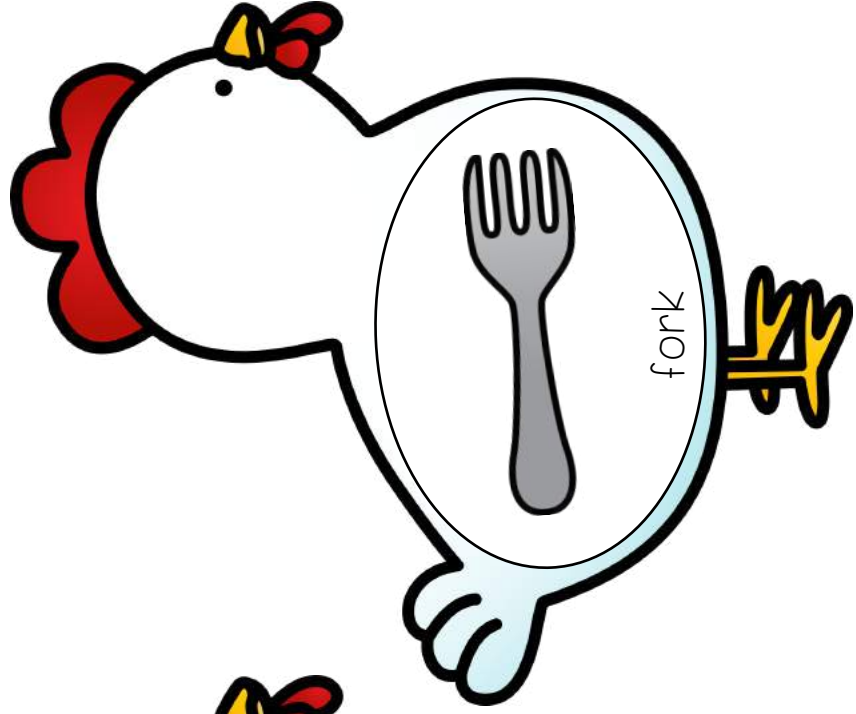
twelve

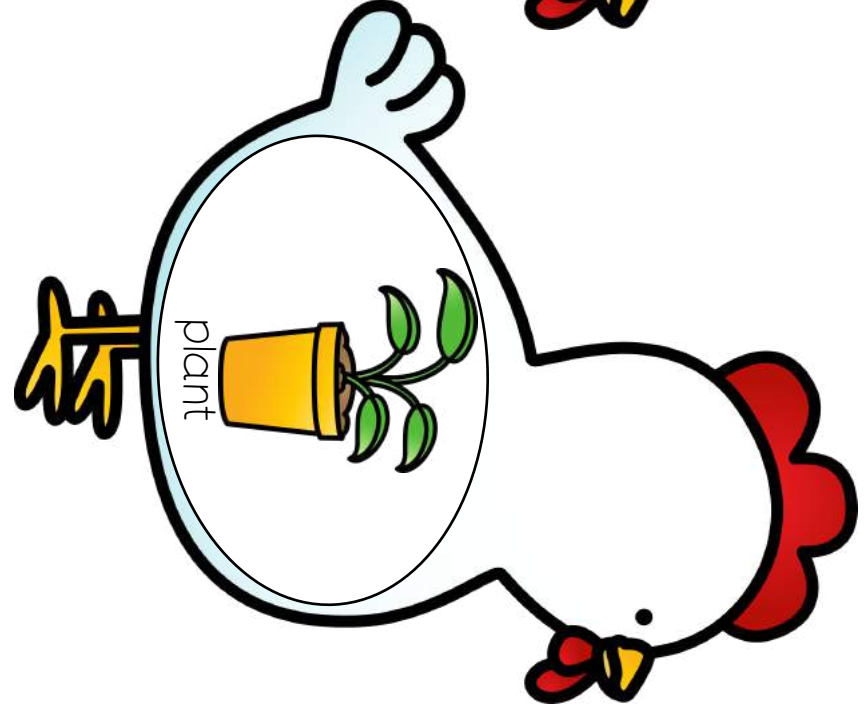
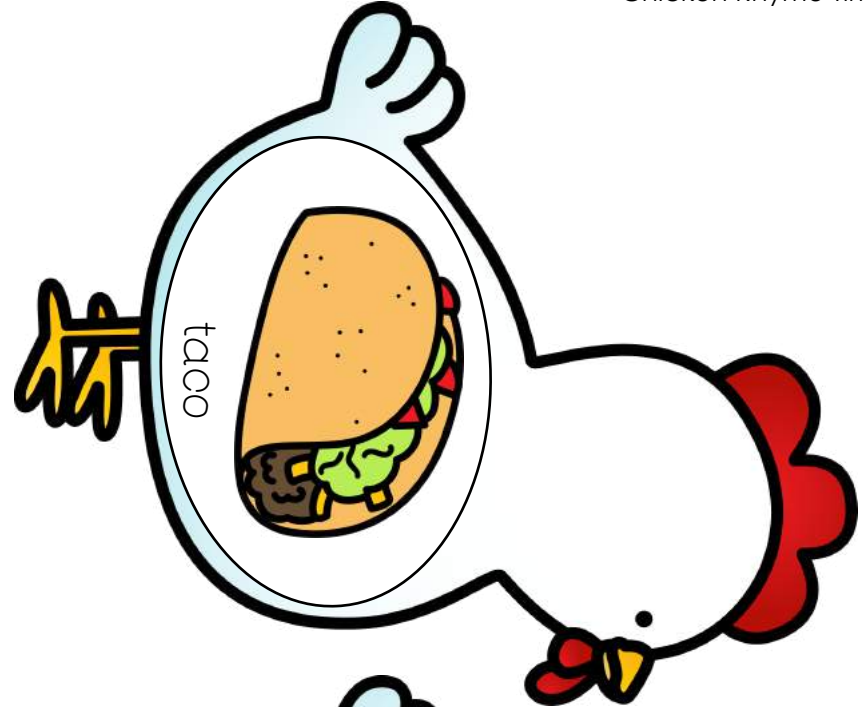
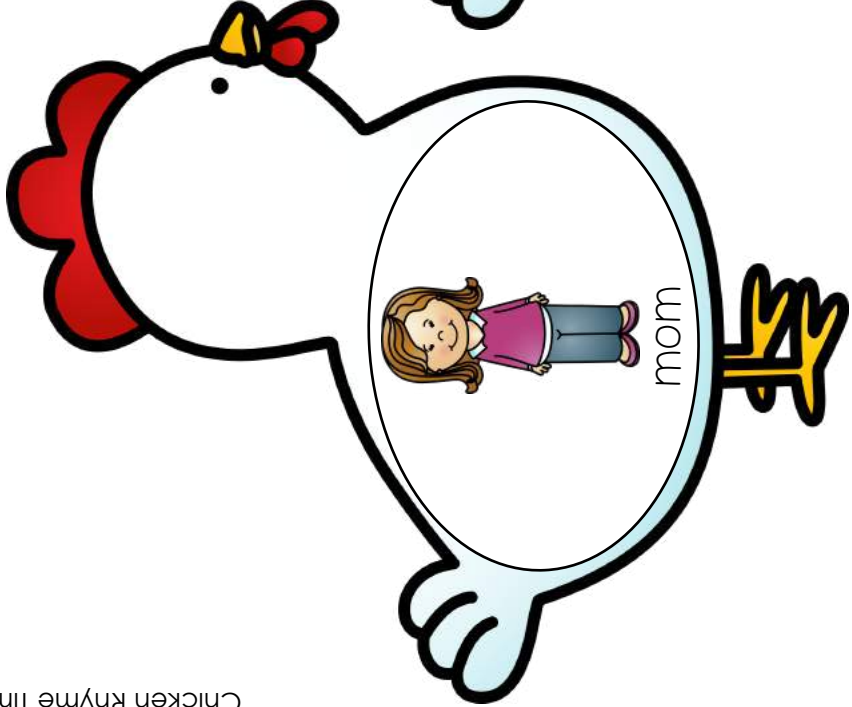
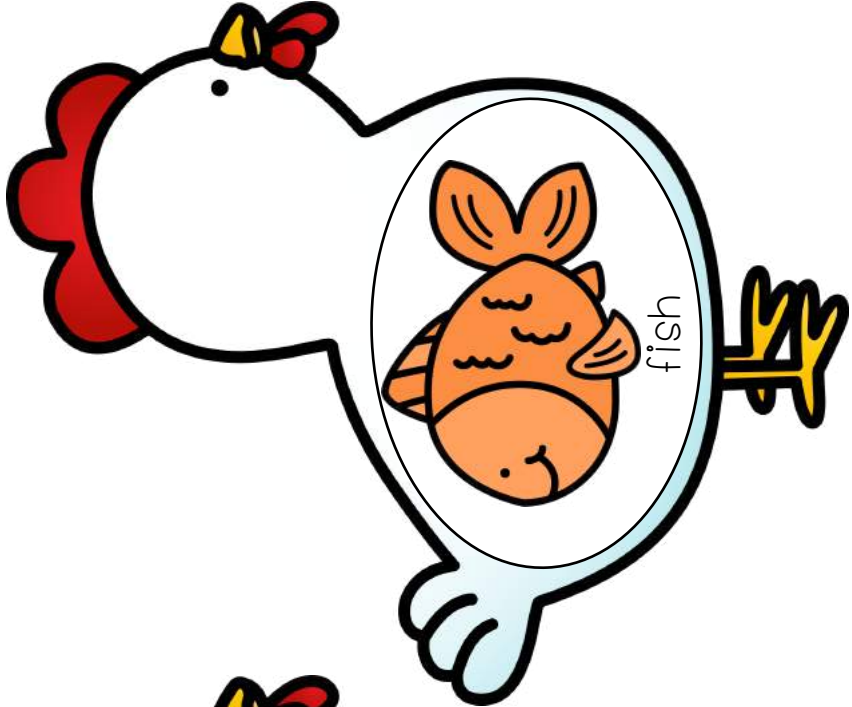


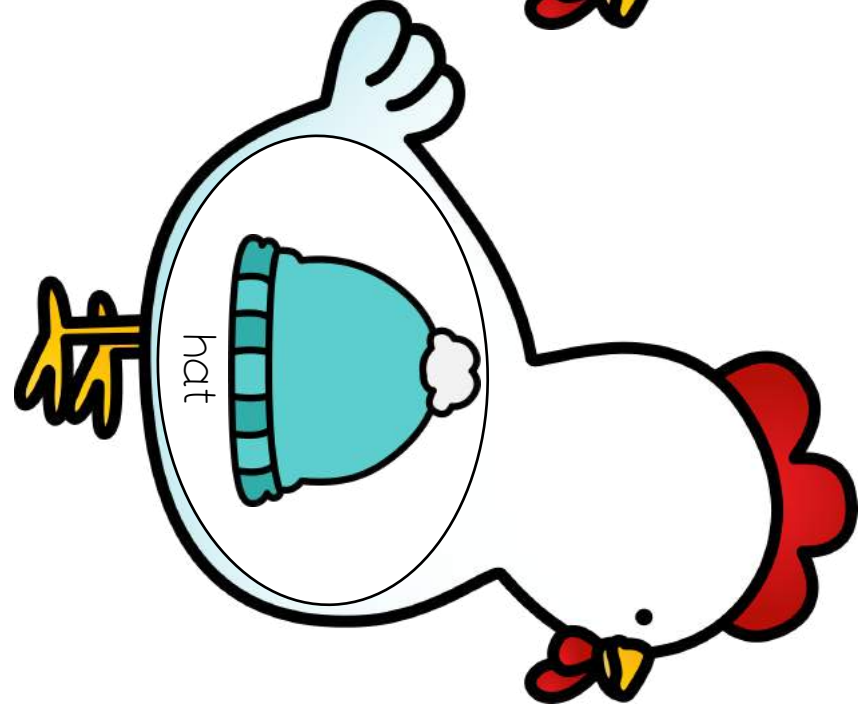
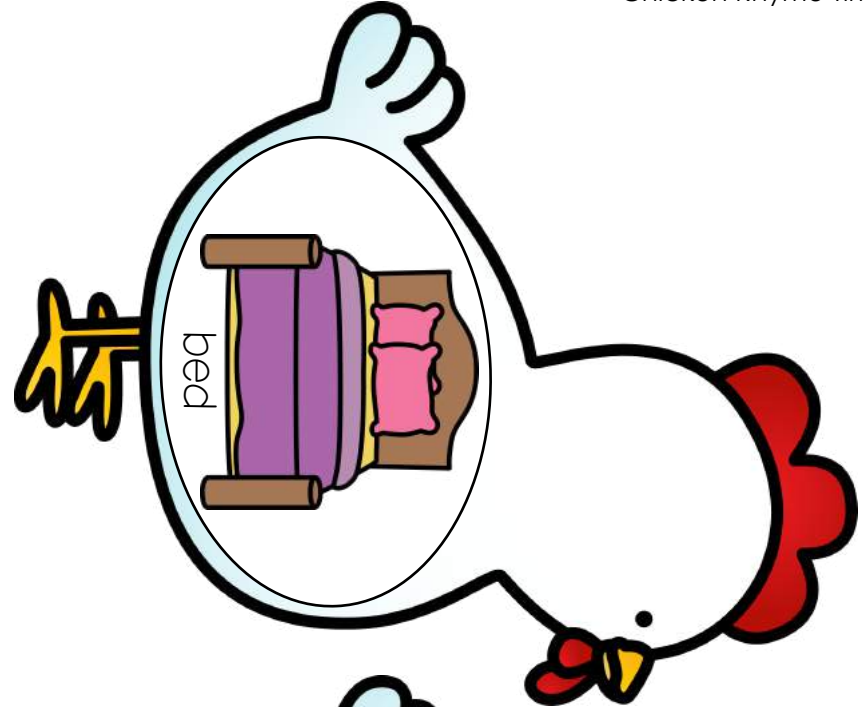
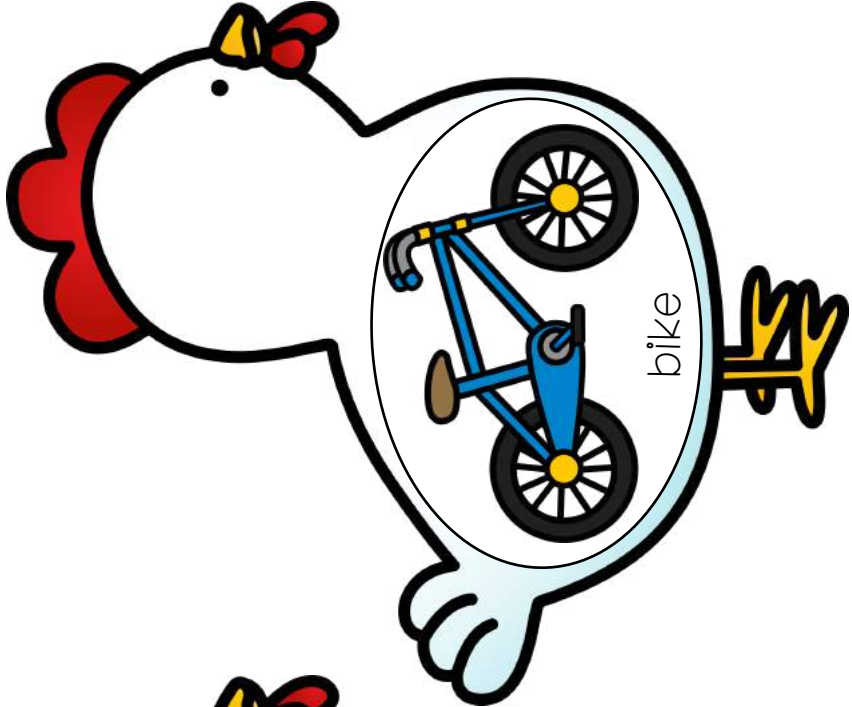












# Backyard Birds

Birds Close By

Day 6  
lesson  
plans

Birds can be seen in most backyards. Backyard birds come in many different colors and sizes. They like to eat bugs and seeds.

## Objectives:

- The students will apply previous knowledge to new experiences.
- The students will identify shapes and take turns.
- The students will express themselves using words and sentences.


## Activities:

1. View birds outside with the students. Talk about the different colors and sizes of the birds they see. Real photos have also been provided.
2. Play the "Bird Nest" shape identification game. Copy, laminate, and cut out the nests and egg. Students will take turns guessing which shape the egg is under.
3. Play the Backyard Bird Grid Game.



Which one is missing?

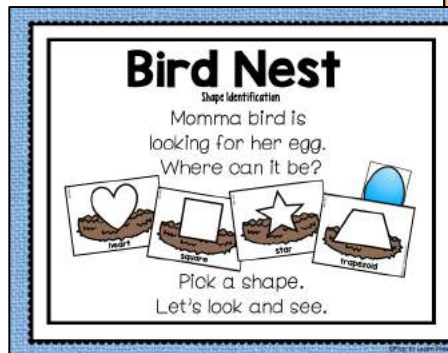
### Extension Idea:



Make binoculars for bird watching by gluing or taping two empty toilet paper rolls together. The students can then look through the two tubes searching for birds outside.

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



**Mourning doves are strong fliers and  
can go as fast as 55mph!**





**The bright color of the goldfinch comes from the food it eats.  
It has a cone-shaped beak used for cracking open seeds.**



**The Eastern Bluebird loves to eat gnats, mosquitoes, and other bugs.**

**Woodpeckers use their sharp beaks to peck holes in trees to make nests for their eggs.**



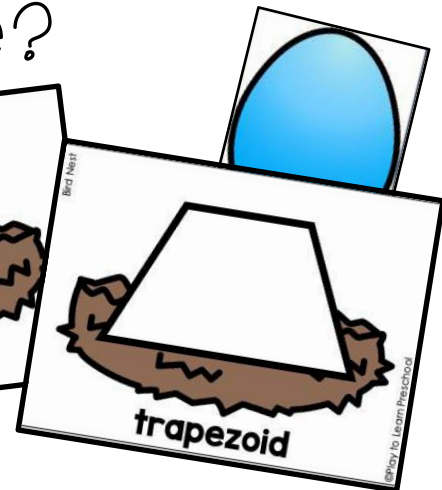
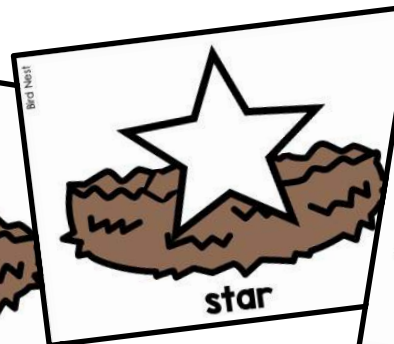
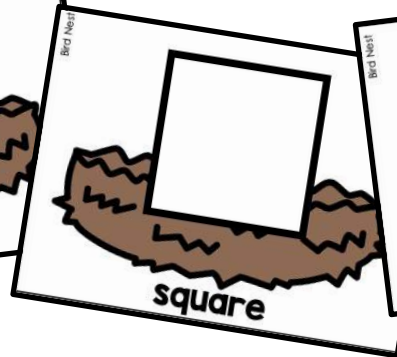
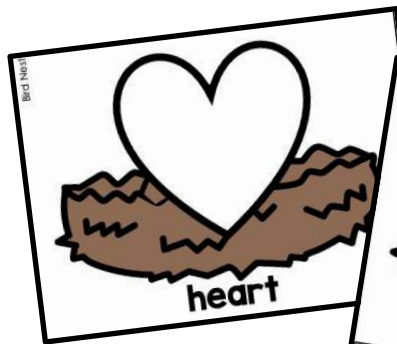


**Hummingbirds get their name from the sound their wings make from flapping so fast. Humming birds can fly backward!**

# Bird Nest

## Shape Identification

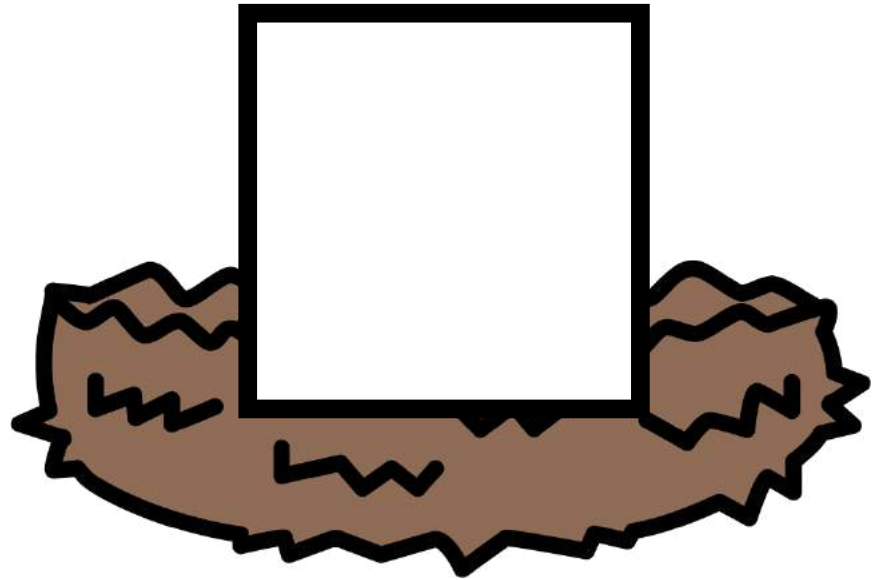
Momma bird is  
looking for her egg.  
Where can it be?



Pick a shape.  
Let's look and see.



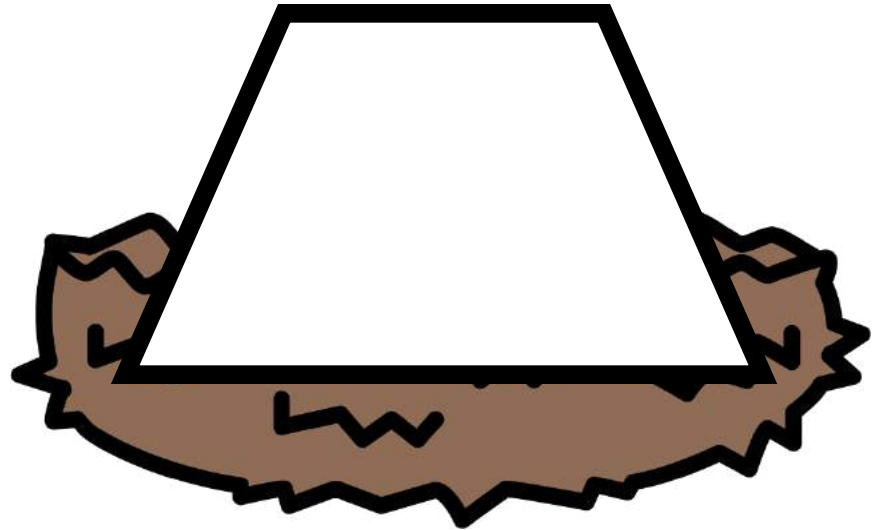
**heart**



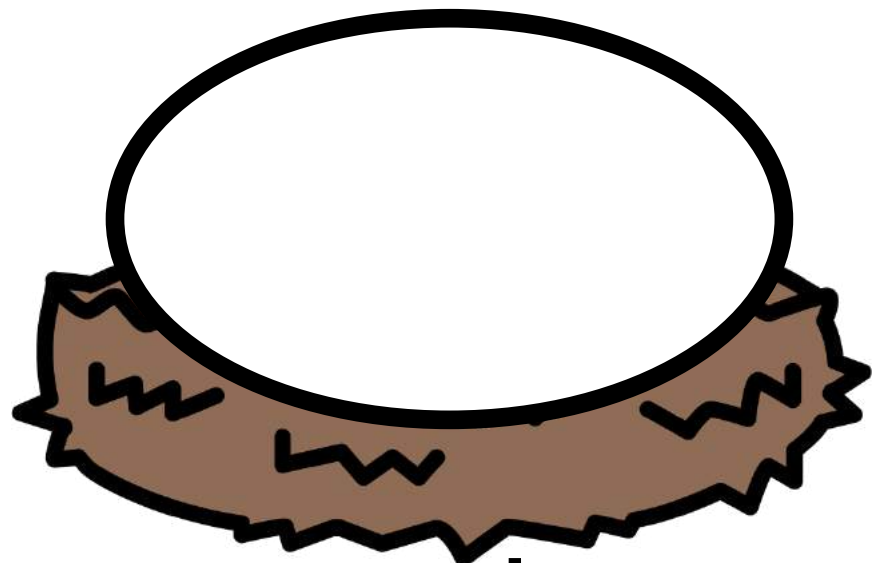
**square**



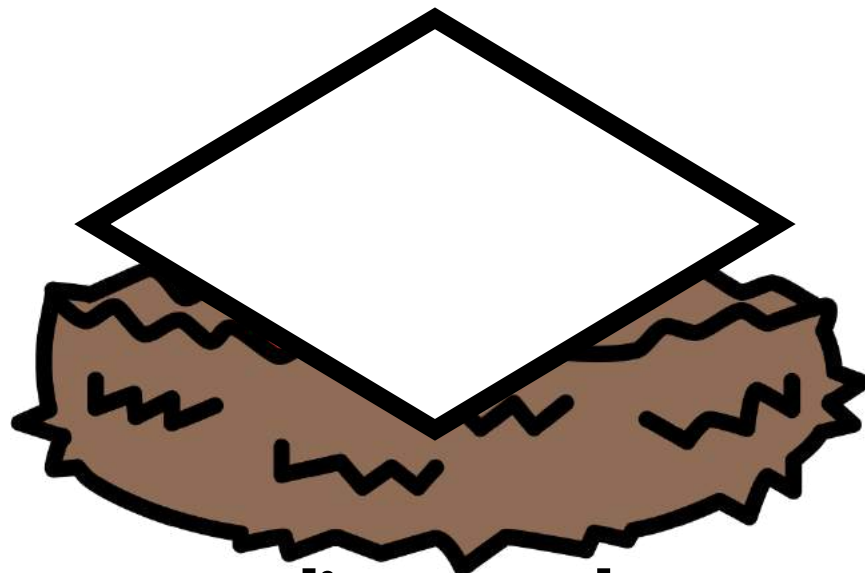
**star**



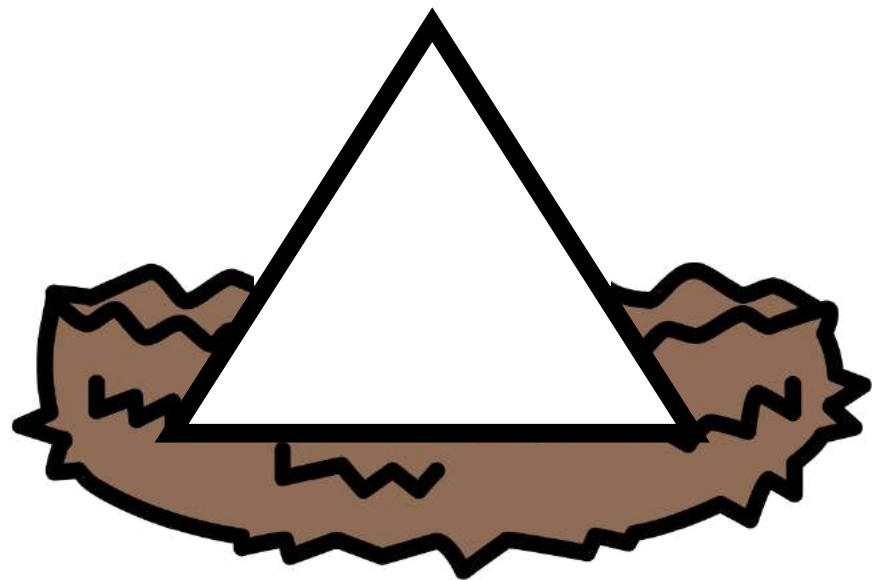
**trapezoid**



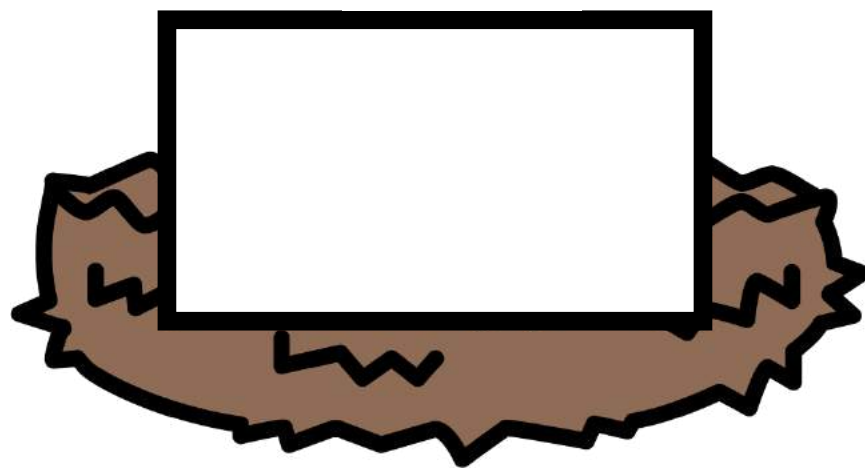
**oval**



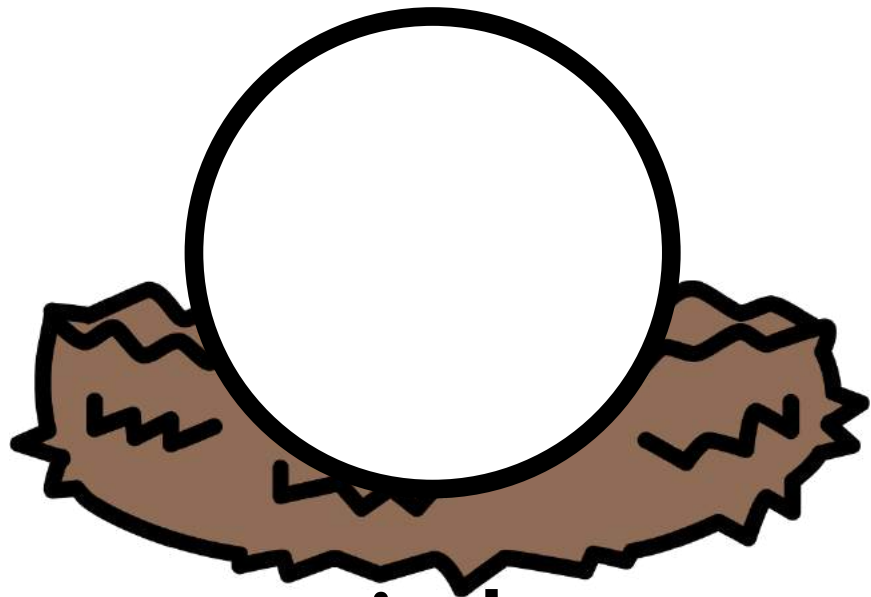
**diamond**



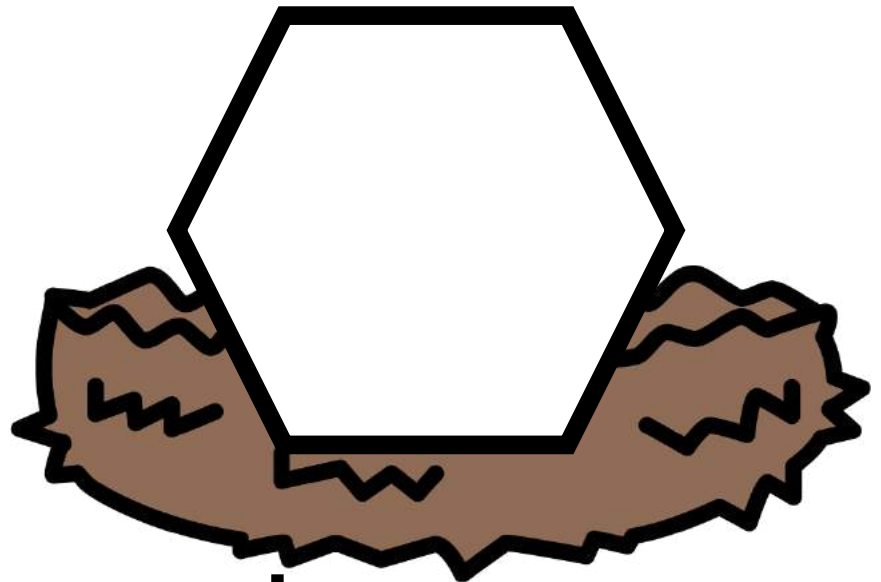
**triangle**



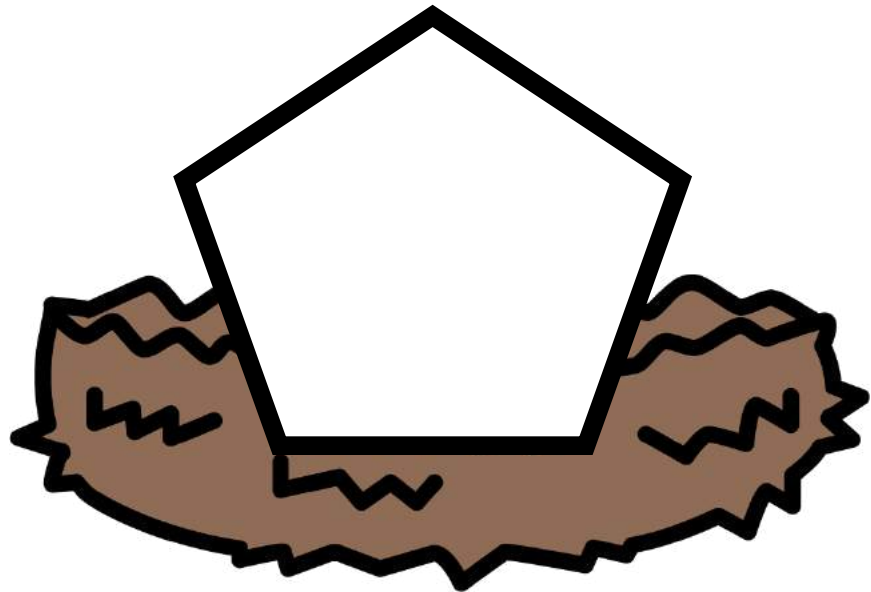
**rectangle**



**circle**

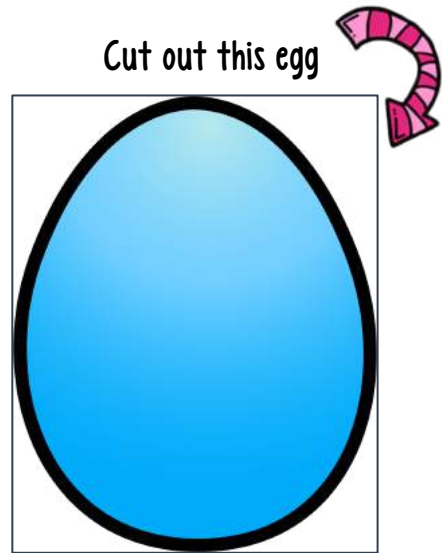


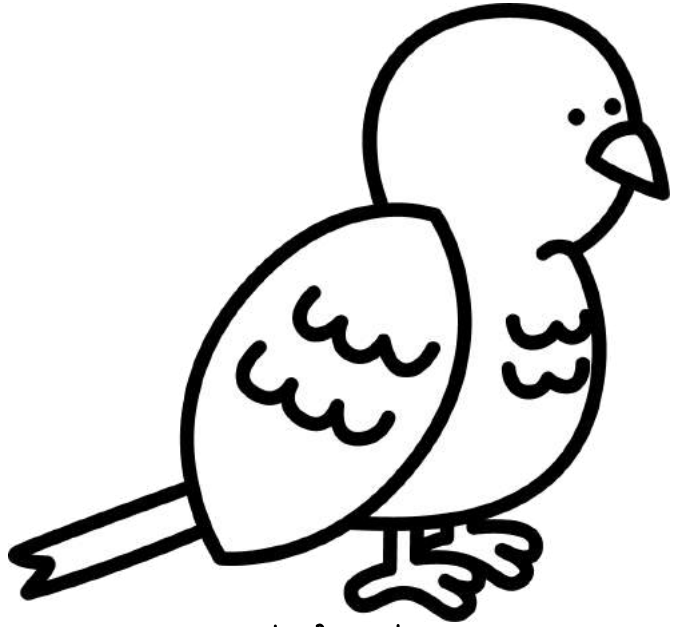
**hexagon**



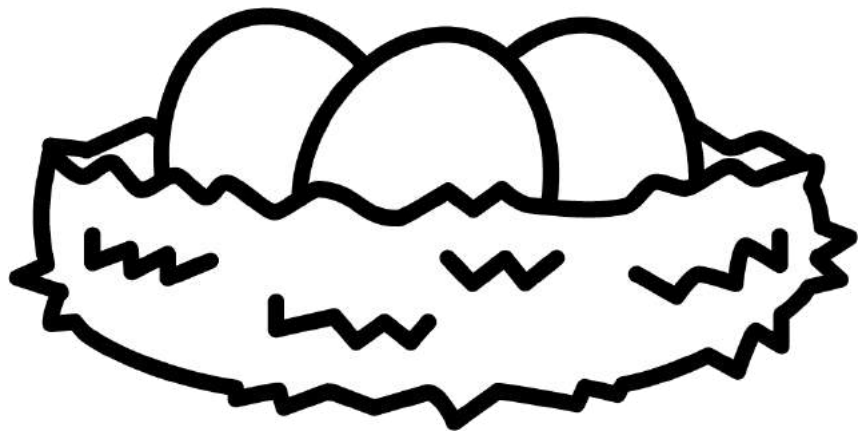
**pentagon**

Cut out this egg

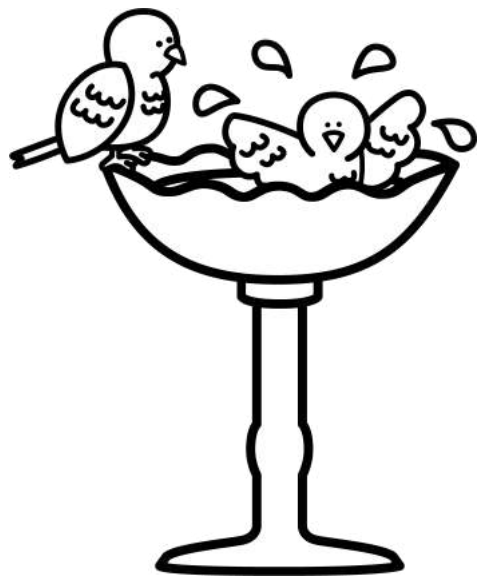




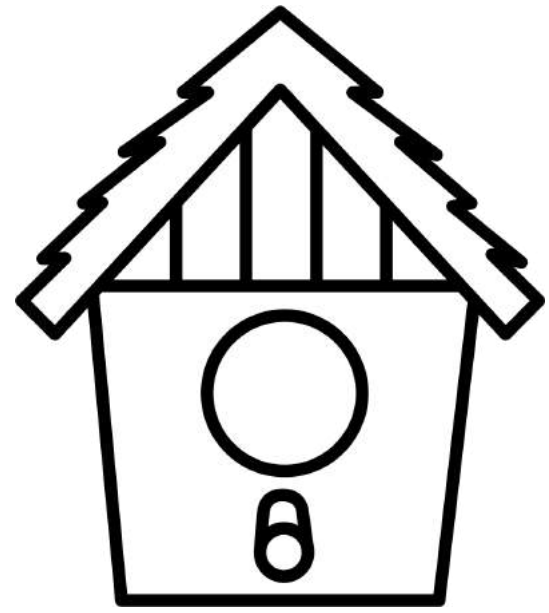
bird



nest



birdbath



birdhouse

# Birds of Prey

## Eagles and Hawks

Day 7  
Lesson  
Plans

Birds of prey are birds that eat animals. They use their hooked beaks and talons (claw feet) to catch their food. Hawks and eagles make big (3 feet wide!) nests in the very tops of trees.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will engage in elaborate and sustained role play.

### Activities:

1. Examine the real photos and have the students notice the beaks and wings of the large birds.
2. Sing the E-A-G-L-E song to the tune of "Bingo." Display the letters E-A-G-L-E and sing the song. After the first round, cover the E with a "Swoosh!" card. Sing the second verse as "Swoosh, A-G-L-E."
3. Place a large piece of fabric or sheet on the floor to create a nest for circle time. Have the children sit on the edge of the nest. Read the "Hawks in a Nest" story and have the students take turns telling the group what they found or picked up in the brook (stream.)



**Extension Idea:** Set up a sensory bin with colored dry chick peas and tongs or tweezers. Include colored bowls and have the children put the eggs (chick peas) in the corresponding colored bowl using the tweezers.



**Eagles are large birds with hooked beaks (mouth) and strong talons (feet).**





**Hawks have great eyesight and hearing.  
They make nests that are three feet wide!**



# E-A-G-L-E

(To the Tune of "Bingo")

I see a bird up in the tree  
And it's about to fly!

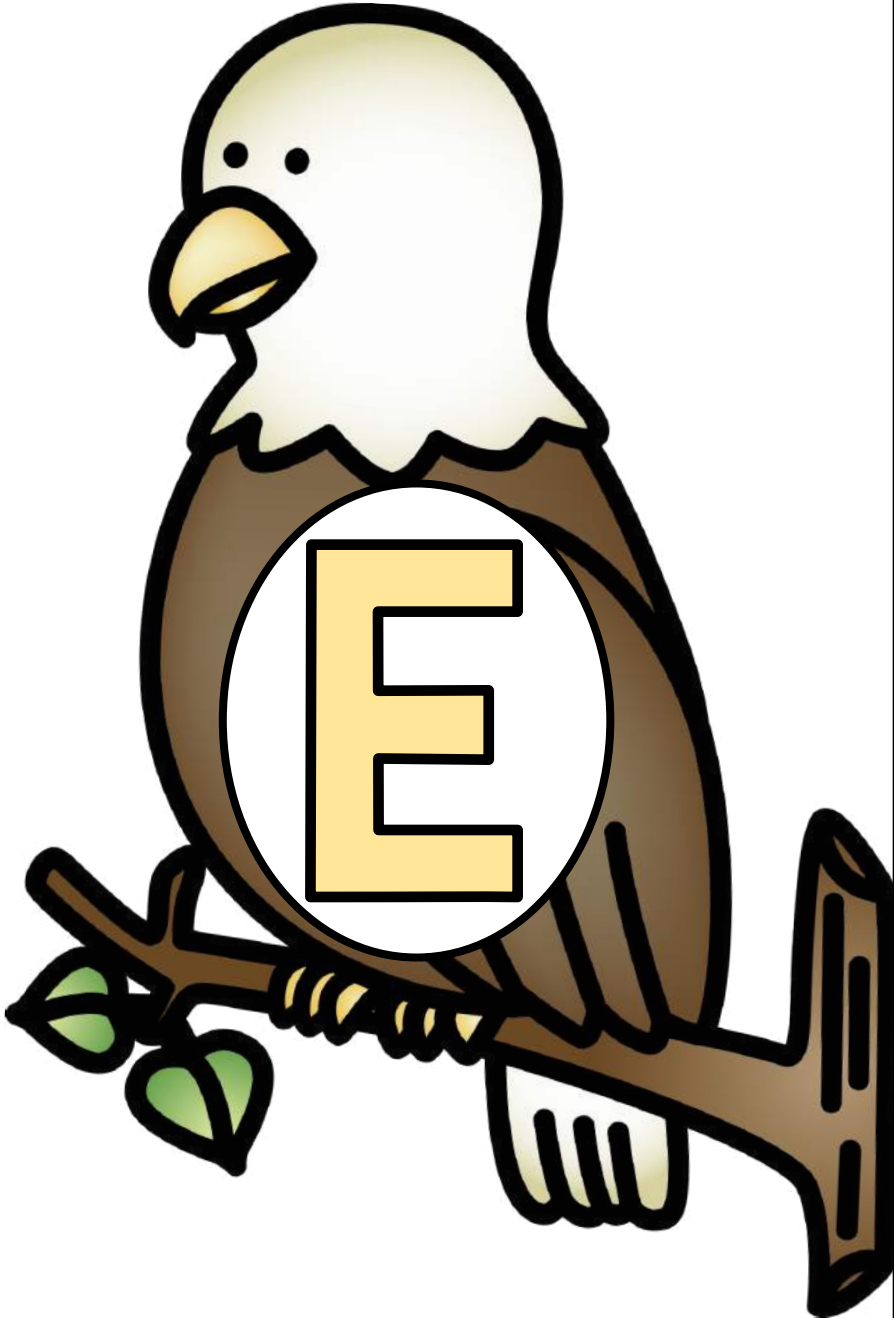
E-A-G-L-E

E-A-G-L-E

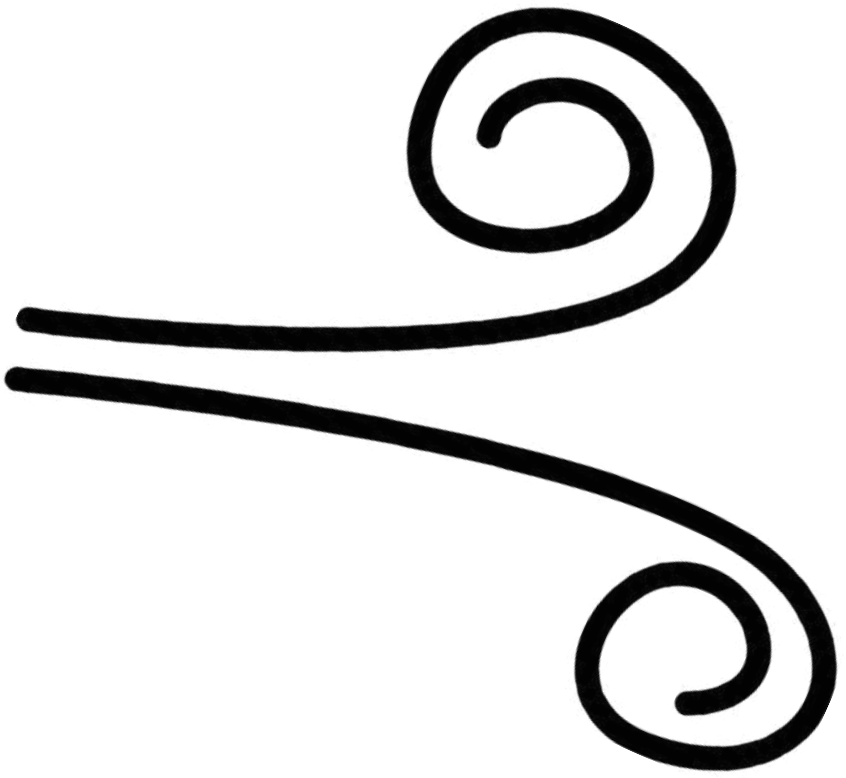
E-A-G-L-E

And eagle is its name-o!



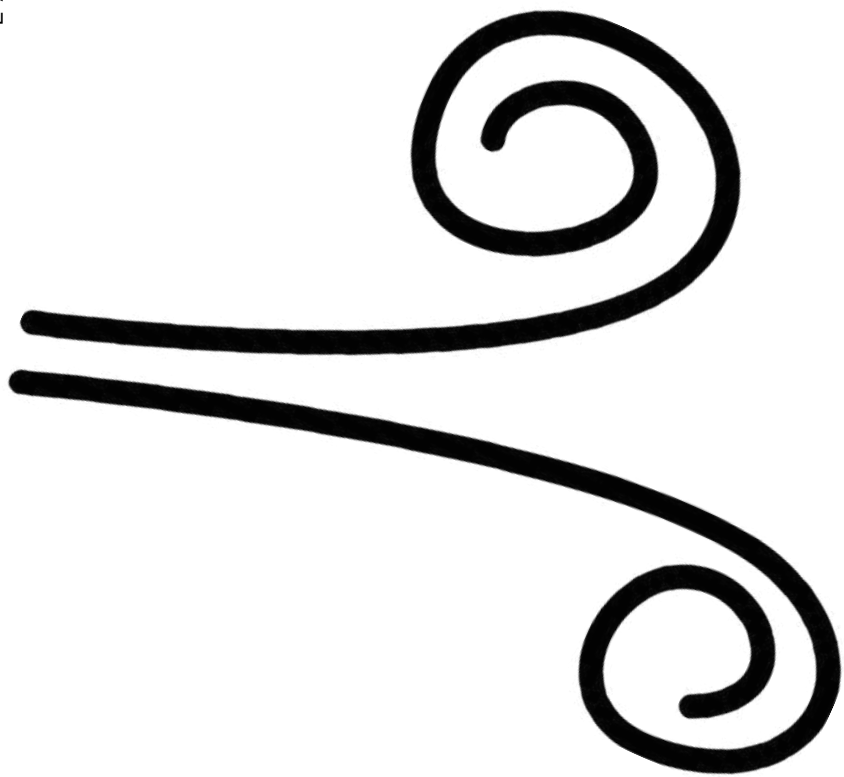






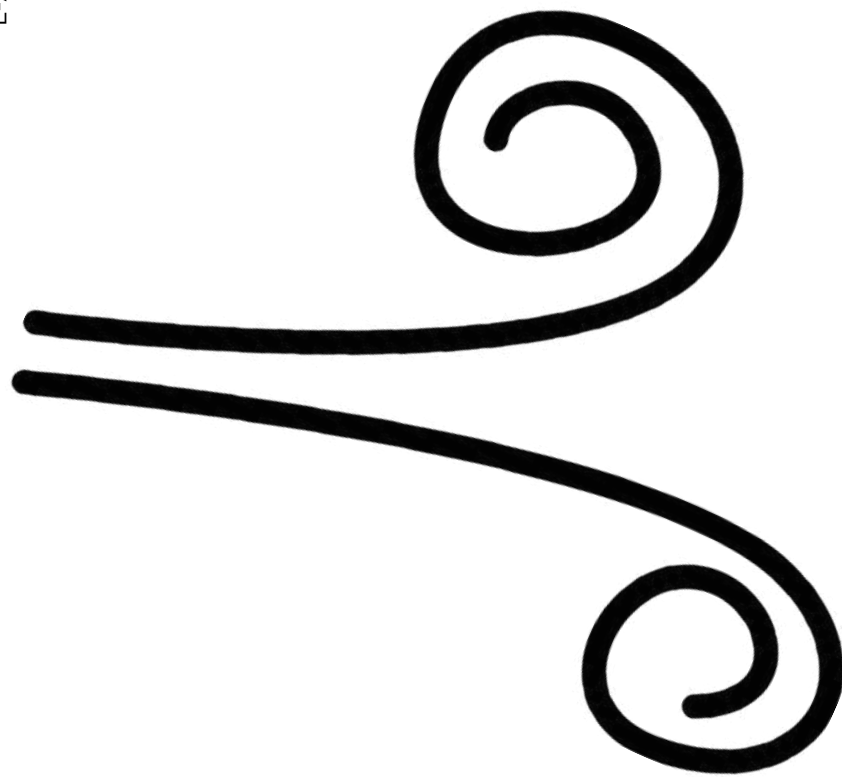
**Swoosh!**

E-A-G-L-E



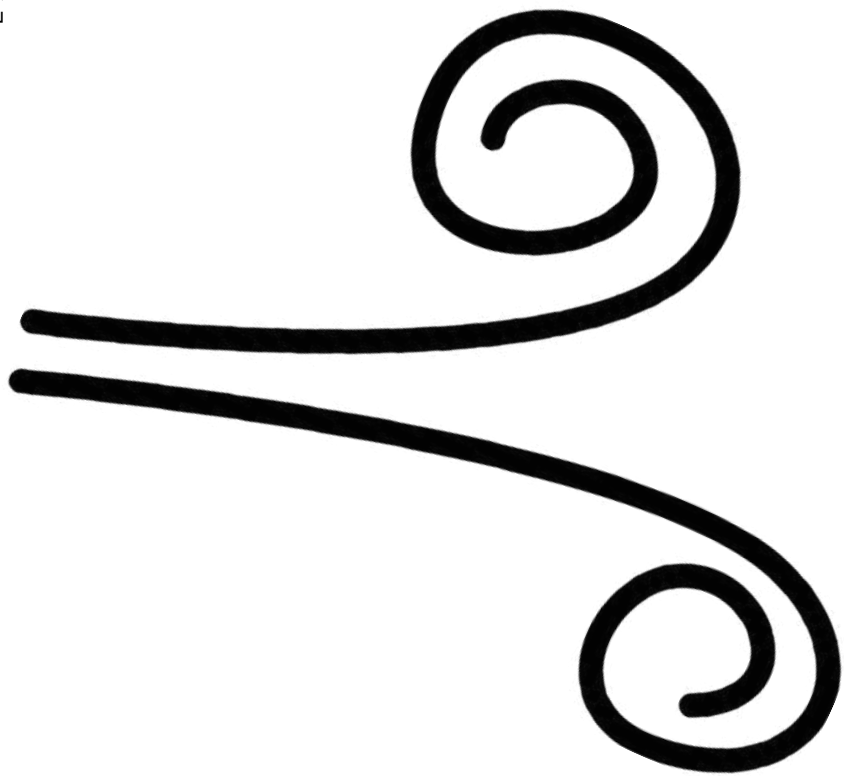
**Swoosh!**

E-A-G-L-E



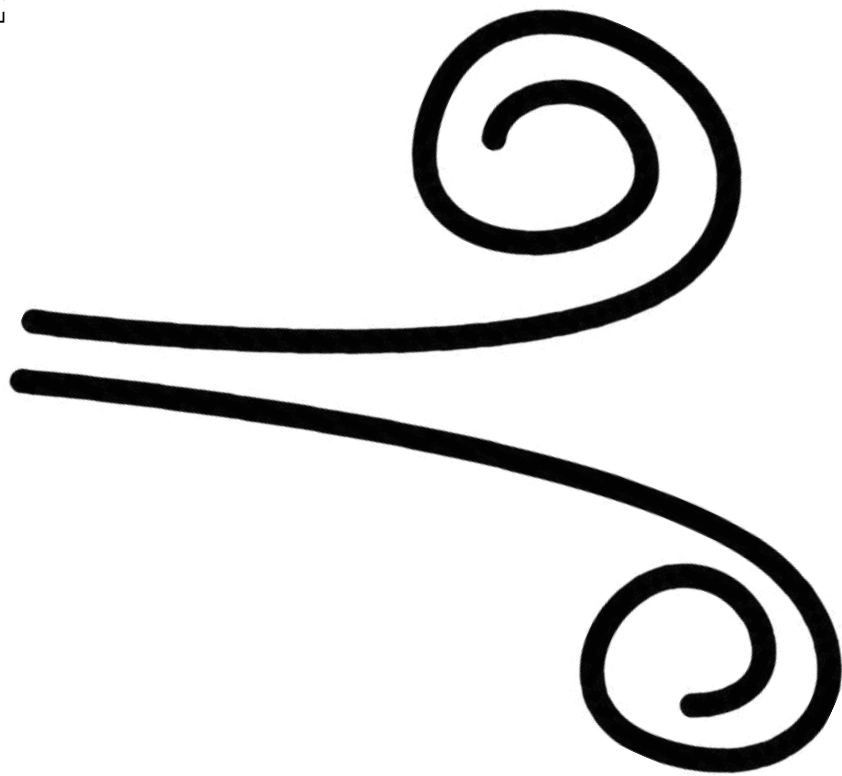
**Swoosh!**

E-A-G-L-E



**Swoosh!**


E-A-G-L-E



**Swoosh!**

# Hawks in a Nest

Creating a Story



Mama hawk says  
it's time to fly.

Prepare your wings and  
Go up high.

Soar down low to  
Look in the brook.

Bring something back and  
we'll take a look.

# Flamingos

## Pretty in Pink

Day 8  
lesson  
plans

Flamingos are pink birds that also come in red, orange, and white. They have long legs and long necks. Flamingos can often be seen standing on one leg. This helps them balance and stay warm. They use their upper beak to scoop up their food.



Flamingos get their pink color from the algae and shrimp they eat.



Flamingos stand on one leg for comfort and warmth.

### Objectives:



- The students will notice similarities and differences and ask questions.
- The students will use illustrations to guess the text.
- The students will demonstrate basic locomotor skills.

### Activities:


1. Show the children the real photos and then have the students stand up and try to balance on one foot just like the flamingos.
2. Print out the story and cards. Read the story and use the cards to help the students figure out what comes next.
3. Play Busy Birds by printing the spinner on heavy cardstock or back to cardboard. Make and assemble the "action spinner." Open up a paper clip, push one end through the arrow and then the spinner. Fold the end of the paperclip down the back and secure with tape. Twist the other end to ensure the arrow does not fall off. (see diagram)

**Goodnight Mr. Flamingo**  
Story and picture cards


Mr. Flamingo gives a **wink**.  
His feathers are handsome  
In the color **pink**.  
His head atop his neck so long.  
Listen to him warble His silly **song**.  
His long pink legs stand so tall.  
Things in the water below look small.  
His hooked beak with **power**.



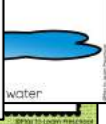
song



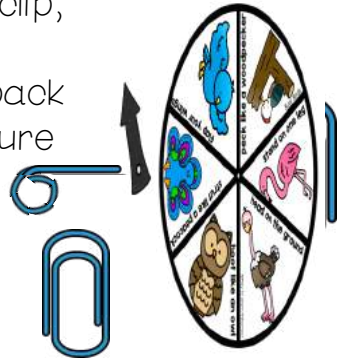
pink



wink



water



**Extension Idea:** Create a STEM activity at a table by putting gumdrops and toothpicks in a tray and have the students create leggy flamingos.

**Busy Birds**  
Action Spinner Game

Listen for the word.  
What have you heard?  
Spin the wheel,  
Let's act like a bird.





**Flamingos get their pink color from the food they eat, like algae, shrimp, and larvae.**



**Flamingos stand on one leg for balance and warmth.**

# Goodnight Mr. Flamingo

## Story and picture cards

Mr. Flamingo gives a wink. 

His feathers so handsome  
in the color pink. 

His head atop his neck so long.

Listen to him warble his silly song. 

His long pink legs stand so tall.


Things in the water below look small. 

His hooked beak with a curved black tip. 

Help him drink with a slurpy sip.

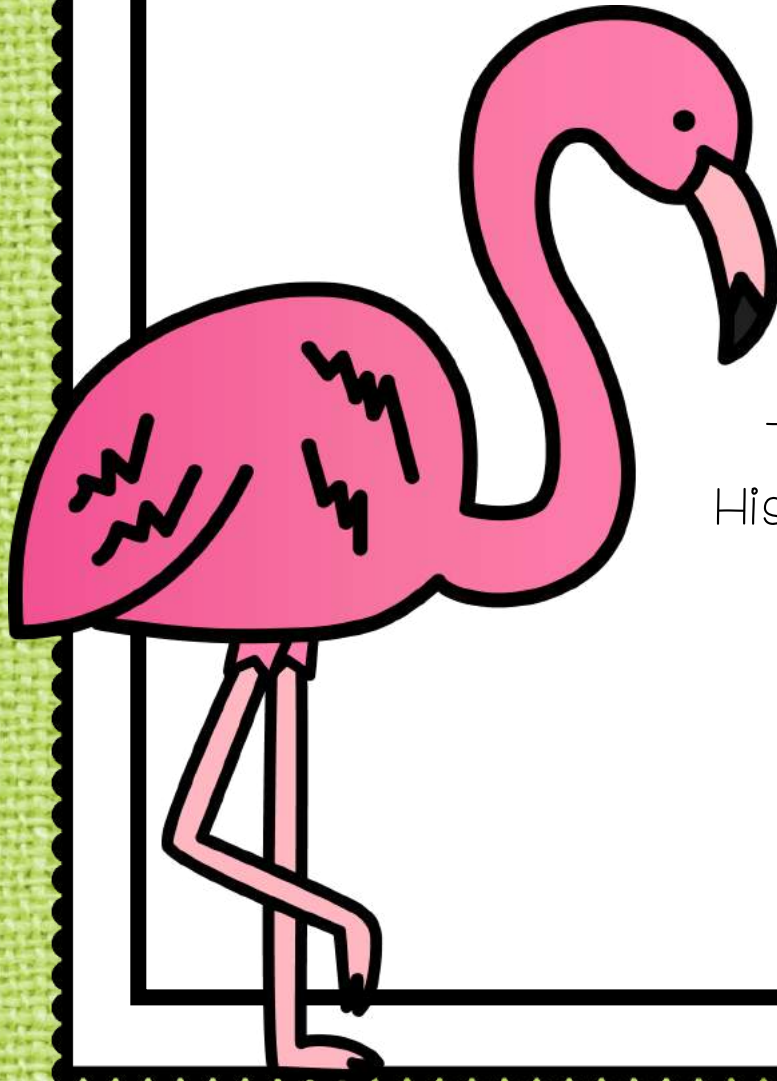
Mr. Flamingo gives a wink.

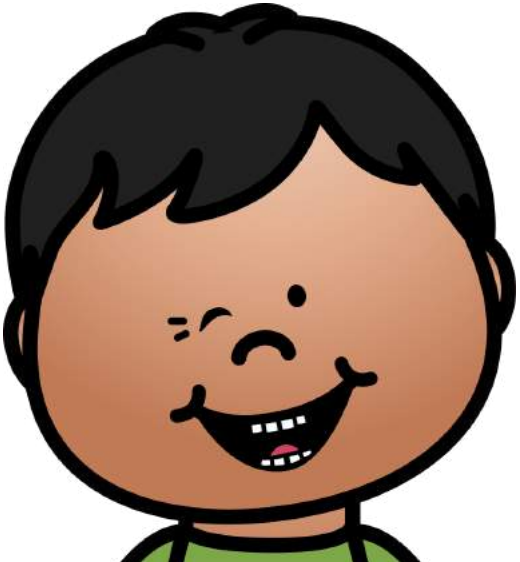
His feathers so handsome  
in the color pink.

Now he knows it's time to rest. 

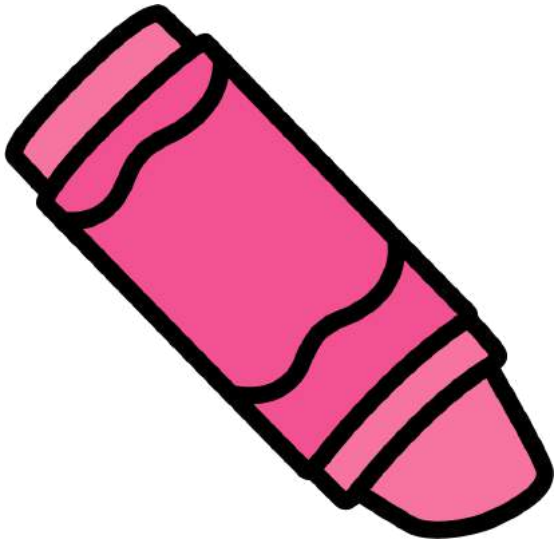
So he tucks a foot up by his chest. 

Good night Mr. Flamingo!





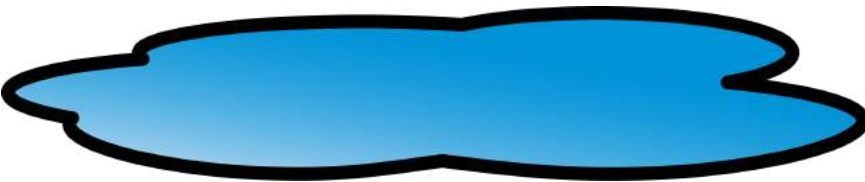
wink



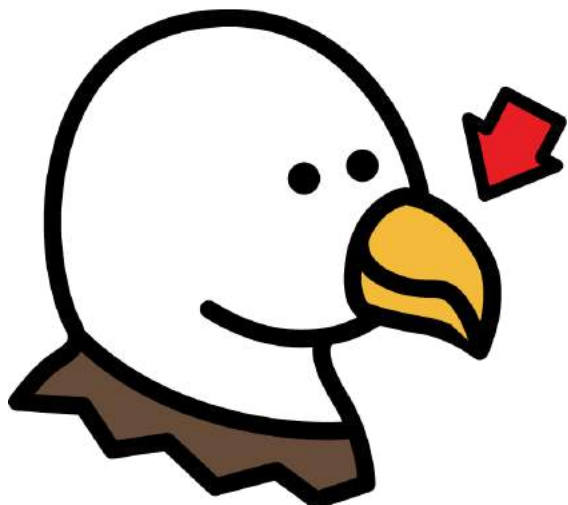
pink



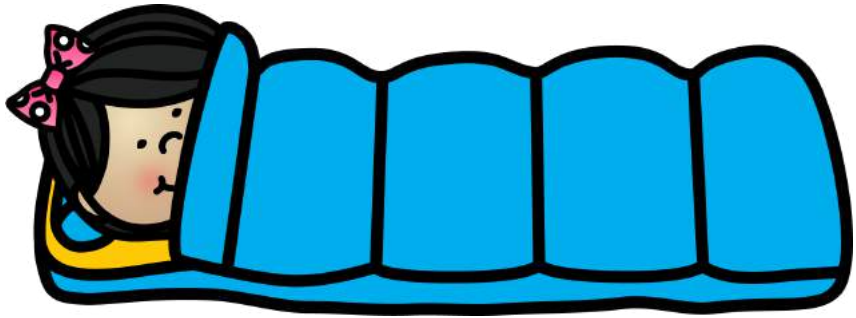
song



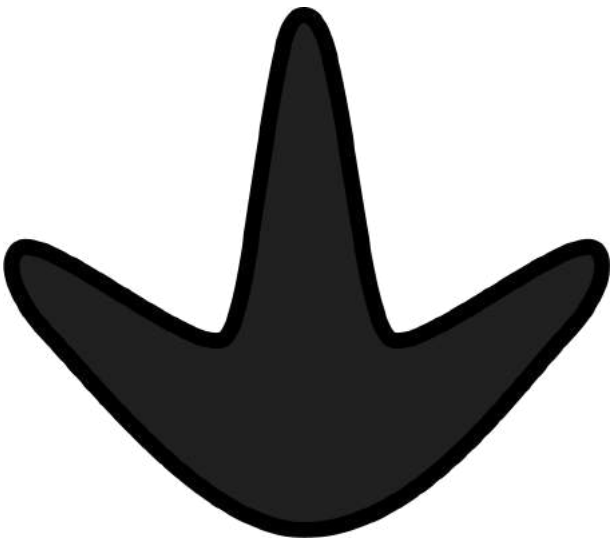
water



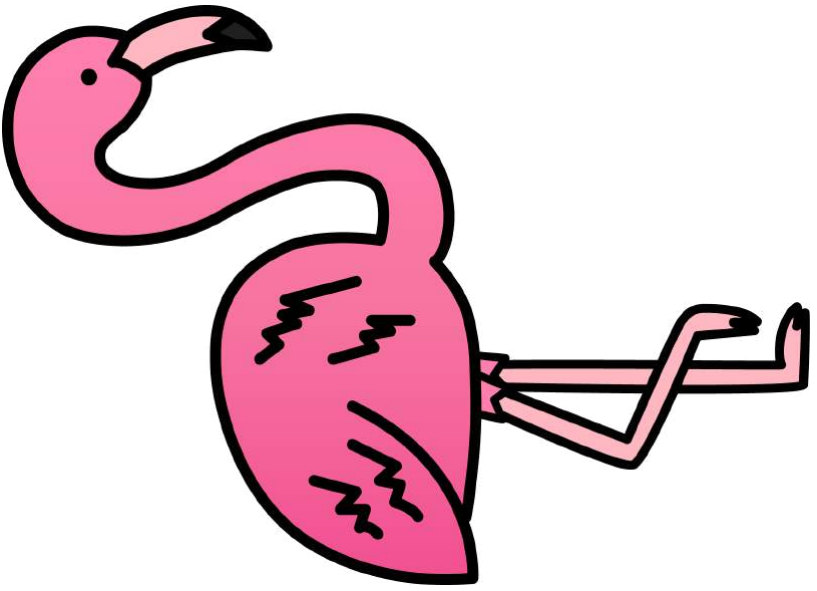
beak



rest

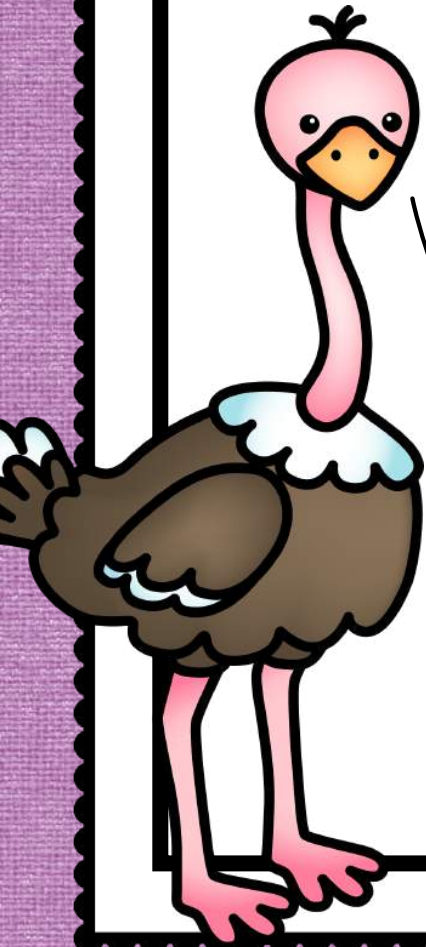
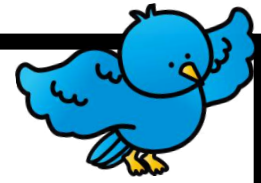


foot



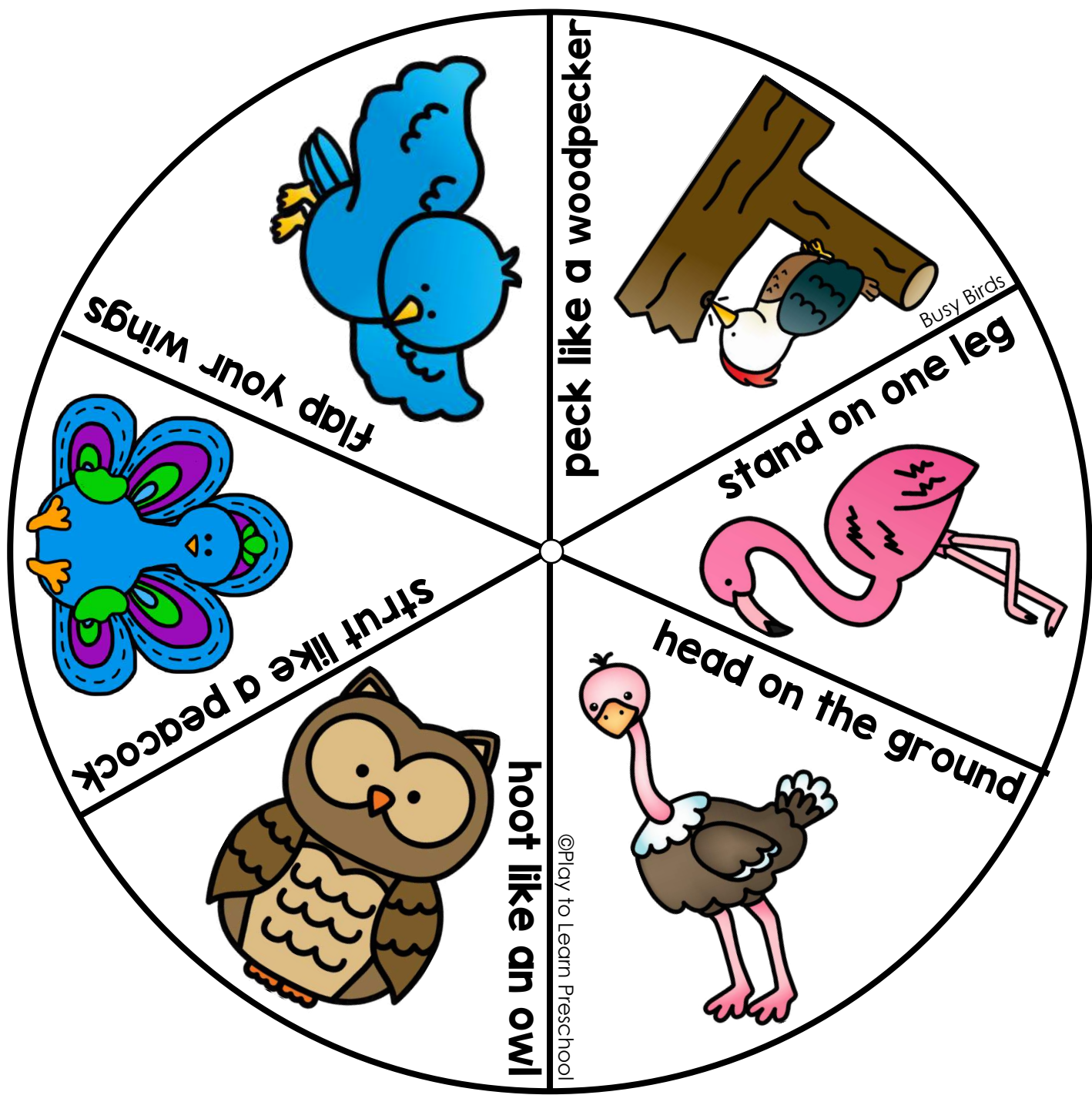
# Busy Birds

Action Spinner Game



Listen for the word.  
What have you heard?  
Spin the wheel,  
Let's act like a bird.





# Flightless Birds

## Emus and Ostriches

Day 9  
lesson  
plans

Some birds have wings, but they cannot fly. Flightless birds, like the penguin, can't fly but can swim. Ostriches and emus are the largest birds in the world and can run very fast.

### Objectives:

- The students will use new vocabulary.
- The student will follow oral directions.
- The students will express themselves using words and sentences.

### Activities:





1. Look at the picture of the ostrich and the penguins. What differences do the students notice?
2. Sing the "Ostrich Wiggle" and show the cards as each part is sung.
3. Take a poll "Which bird is your favorite?" Students use name cards or post-it notes to show their answer on a bar graph. Alternatively, they can make a physical graph by lining up behind the different headings.



**Extension Idea:** Create a paint sensory center using feathers, sticks, paint, and paper at the art easel.



**Which bird is your favorite?**

 eagle	 chicken	 ostrich	 flamingo
Sam	Austin	Ellen	Liz
Janet	Ron	Jerry	

**Ostriches are the biggest birds in the world.  
They cannot fly but can run 45mph!**



**Penguins have wings, but they use them to swim instead of fly.**



# Ostrich Wiggle

To the tune of the *Hokey Pokey*

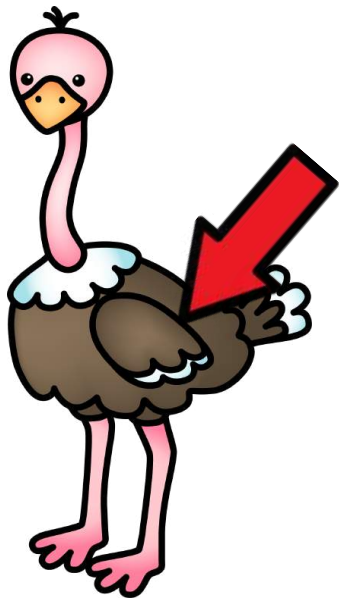
You put your wing in.  
You put your wing out.  
You put your wing in  
And you shake it all about.  
You do the ostrich wiggle,  
And you turn yourself around.  
That's what it's all about.

Repeat verse with:

leg  
chest  
tail feathers  
beak  
toes

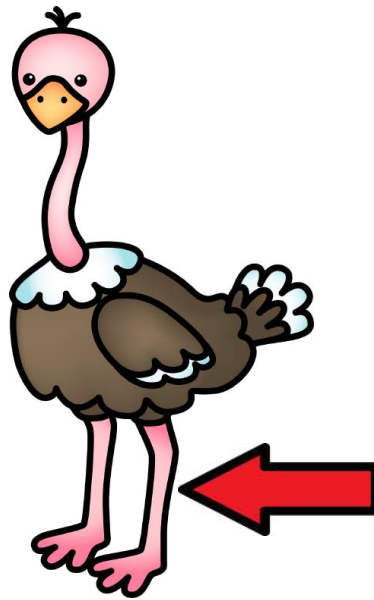


Ostrich Wiggle



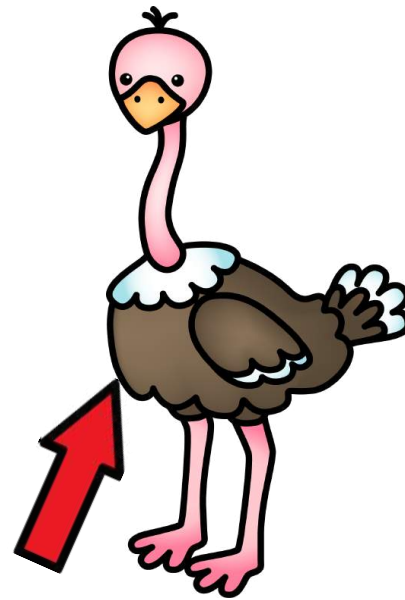
wing

Ostrich Wiggle



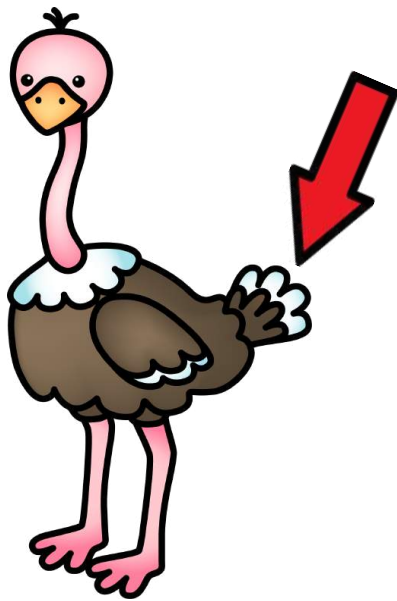
leg

Ostrich Wiggle



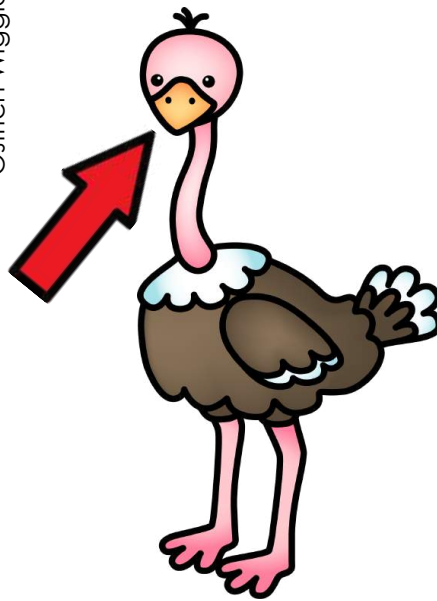
chest

Ostrich Wiggle



tail feathers

Ostrich Wiggle



beak

Ostrich Wiggle



toes

# Which bird is your favorite?

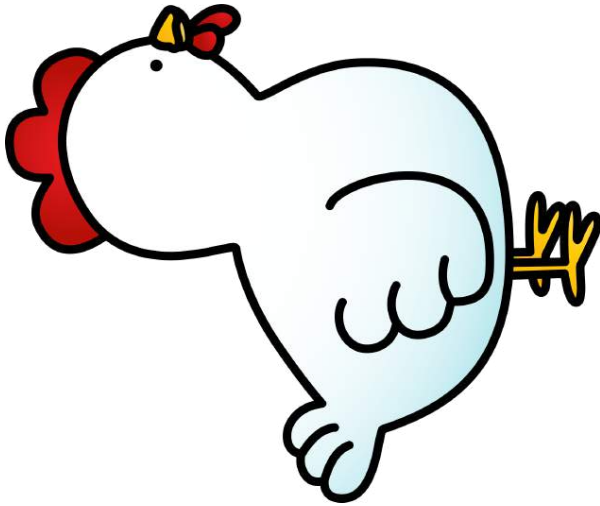
©Play to Learn Preschool



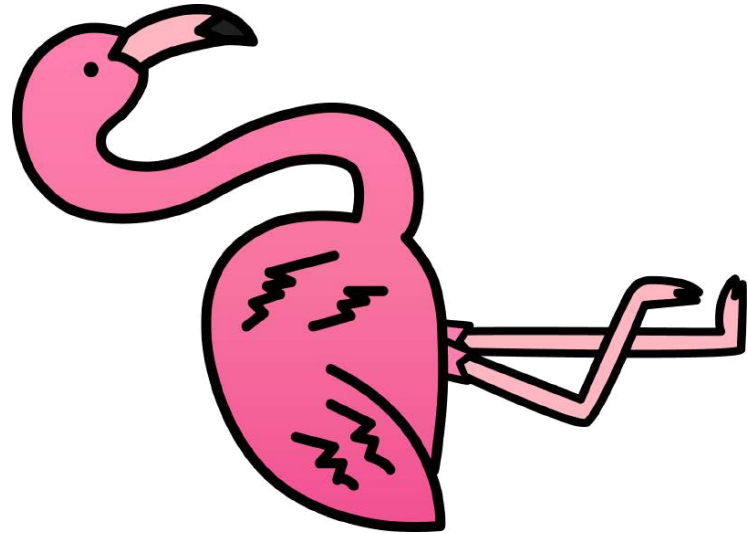
eagle



ostrich



chicken



flamingo

# Conclusion

## Unit Conclusion

Day 10  
lesson  
plans

To conclude the unit, find out what the children have learned about birds.

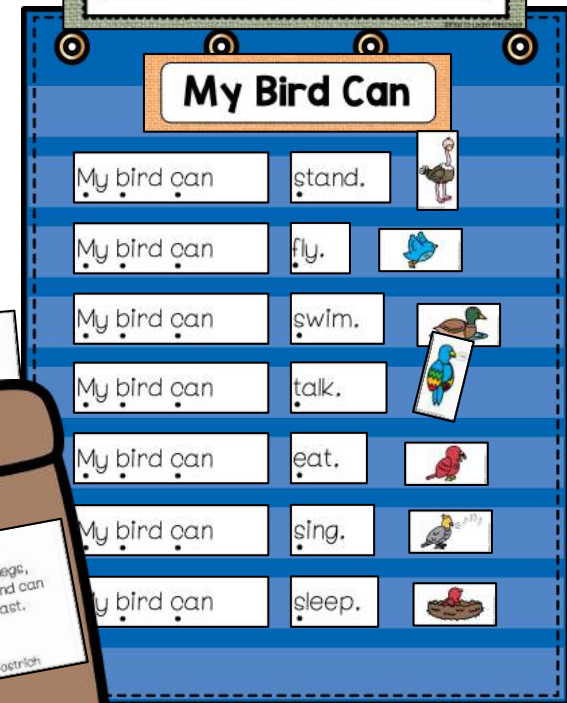
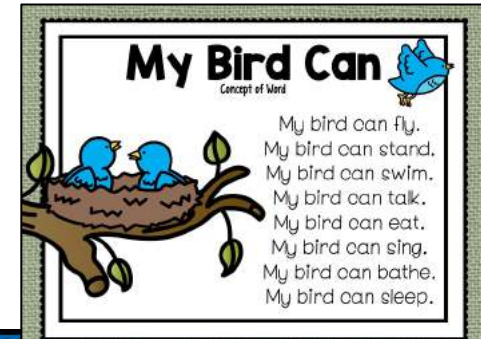
### Objectives:

- The students will interact and participate in circle time.
- The students will demonstrate an understanding of print concepts.

### Activities:

1. Create riddle bags by placing small toy birds inside each bag and attach the riddle. (As an alternative, you can print the bird pictures and put them inside the bags.)
2. Read the "My Bird Can" story. Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line. Take turns pointing to each word as it is read. (The Polly Parrot Pointer from page 45 could be reused.)

**Extension Idea:** Make a sensory bin filled with birdseed and add scoops, plastic birds, tiny cups, feathers, and sticks.



## Riddle #1

I am a bird with  
big, round eyes.  
I am awake at night!

**Answer:** owl

## Riddle #2

I lay eggs on a farm and  
the farmer sells them at  
market.

**Answer:** chicken

## Riddle #3

I have long legs,  
a long neck, and can  
run very fast.

**Answer:** ostrich

## Riddle #4

I have bright pink  
feathers.

**Answer:** flamingo

## Riddle #5

I make my nests in the top of tall trees or on cliffs.  
I have a hooked beak and strong talons.

**Answer:** eagle

## Riddle #6

I peck at trees to find bugs to eat.

**Answer:** woodpecker

## Riddle #7

I am a tropical bird with bright colors. I can make noises that sound like a human voice.

**Answer:** parrot

## Riddle #8

I have gorgeous tail feathers that I use to scare prey away.

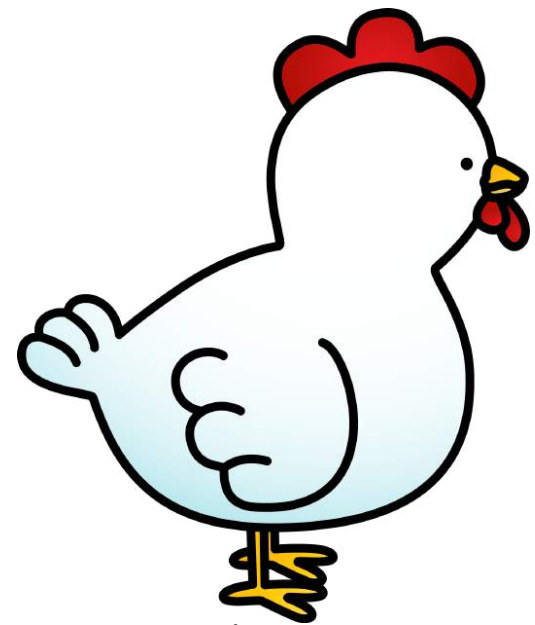
**Answer:** peacock

Riddle #1



owl

Riddle #2



chicken

Riddle #3



ostrich

Riddle #4



flamingo

Riddle #5



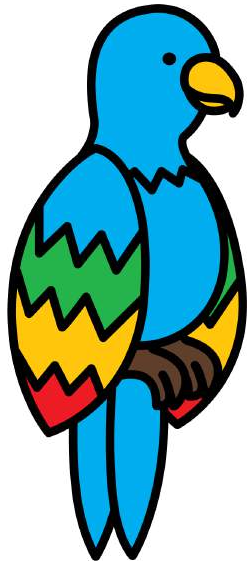
eagle

Riddle #6



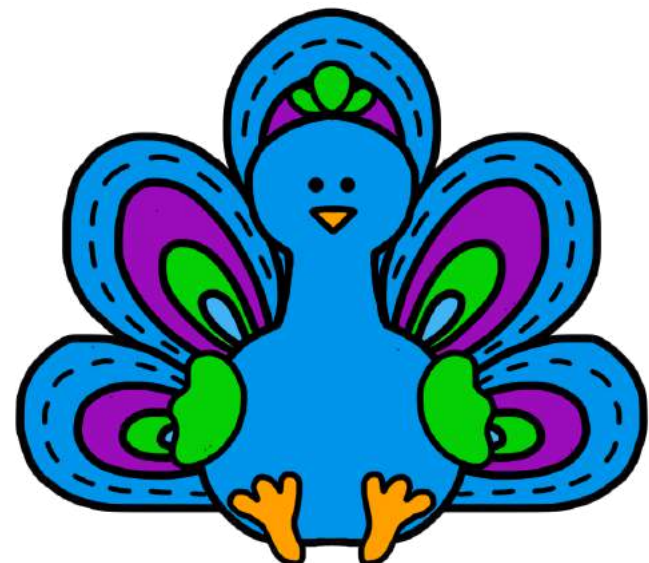
woodpecker

Riddle #7



parrot

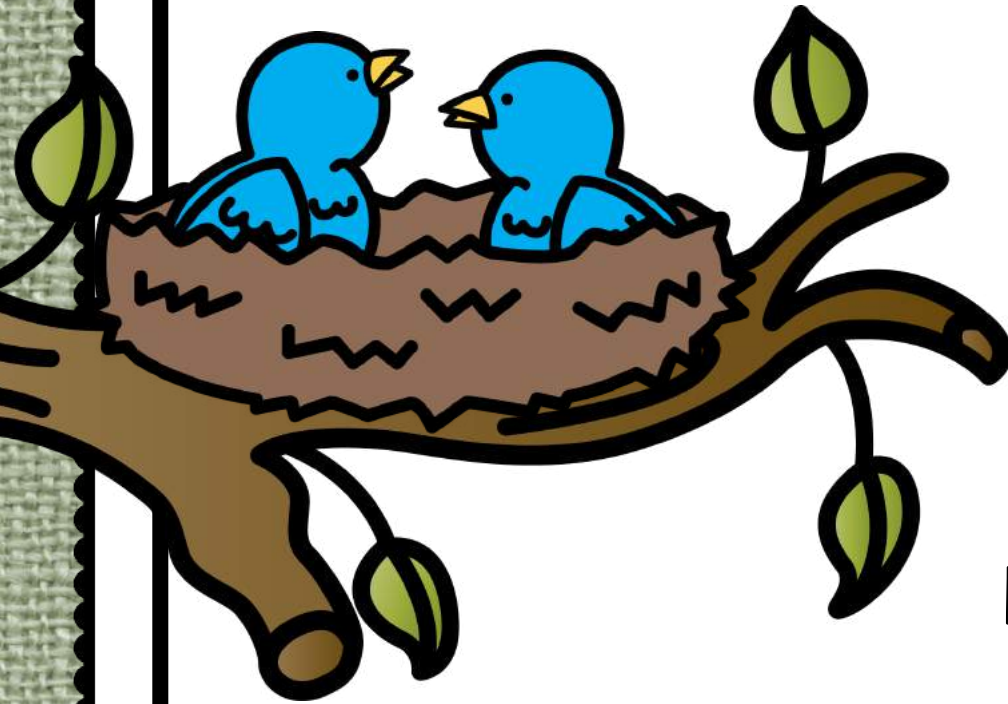
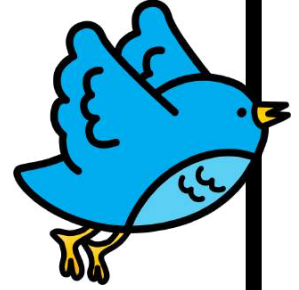
Riddle #8



peacock

# My Bird Can

Concept of Word



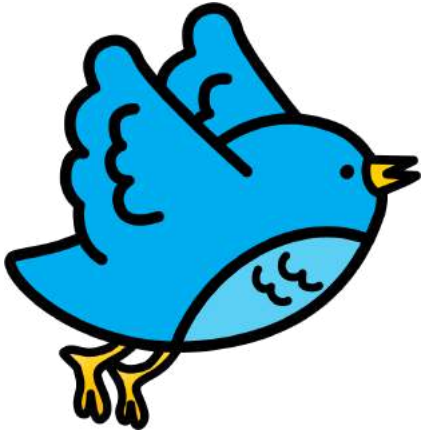
My bird can fly.  
My bird can stand.  
My bird can swim.  
My bird can talk.  
My bird can eat.  
My bird can sing.  
My bird can bathe.  
My bird can sleep.

# My Bird Can

@Play to Learn Preschool

My bird can

fly.



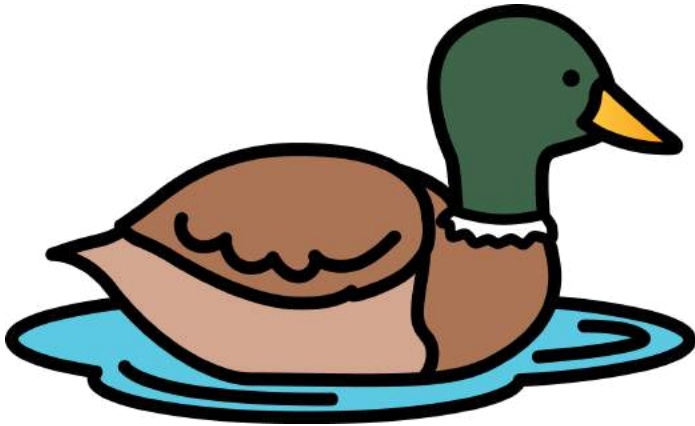
My bird can

stand.



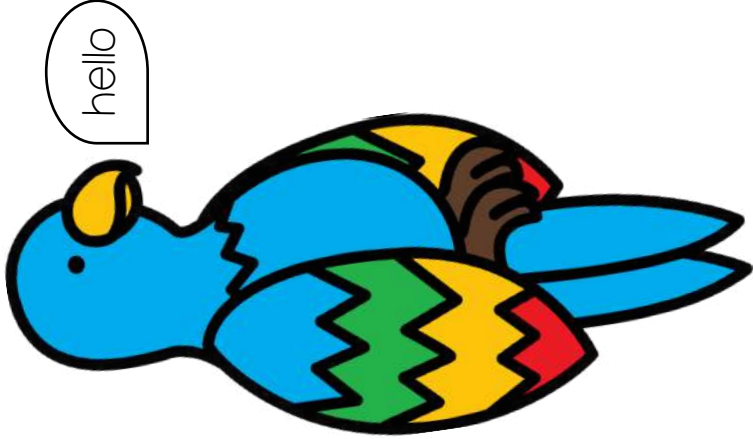
My bird can

swim.



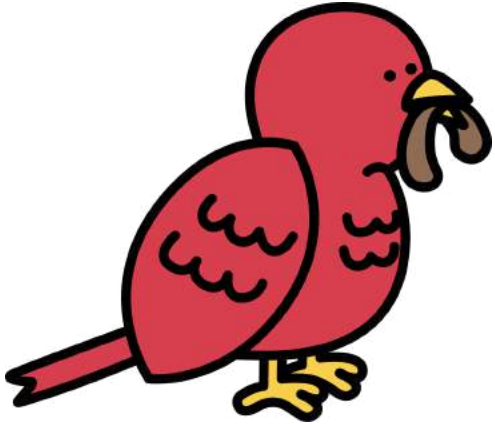
My bird can

talk.



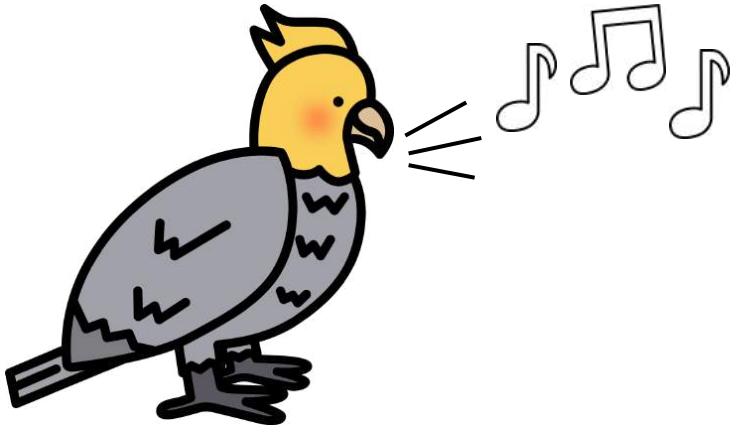
My bird can

eat.



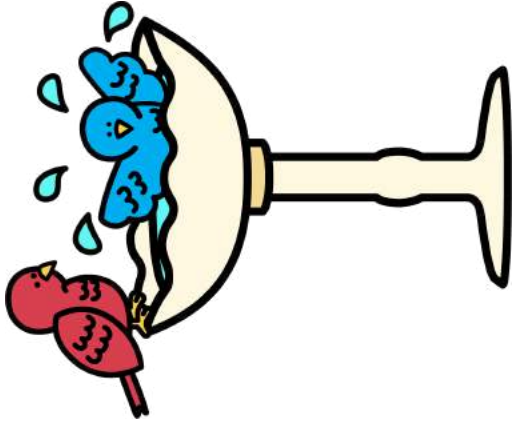
My bird can

sing.



My bird can

bathe.



My bird can

sleep.



# Center Activities

# Centers

- Cutting Practice
- Line Tracing
- Word Wall Cards
- Writing Practice
- Counting
- Categorization
- Beginning Sound Sort
- Count and Clip Cards
- Beginning Sound Clips
- Concentration
- Book List (recommendations)

### Cutting Practice

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

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

**Procedure:** The students will cut along the dotted lines.

*Fine Motor Center*

### 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.)

*Literacy Center*

### Word Wall Cards

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

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

*Literacy Center*

### Writing Practice

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

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

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

*Literacy Center*

### 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.

*Math Center*

### 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.

*Literacy Center*

### 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 pictures on the inside. Cut and laminate the smaller pieces.

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

*Literacy Center*

### Count and Clip Cards

**Math Center**

**Objective:** Students will practice one-to-one correspondence and number recognition to 10.

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

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

**Helpful Hint:** For easy self-checking, cut a clothes pin on the back that will match the clothes pin if the answer is correct.

### Beginning Sound Clips

**Math Center**

**Objective:** Students will identify the first sound of each picture and locate the beginning letter.

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

**Procedure:** Students say the picture and letter for the first sound. Then they push the pin to the matching letter.

**Helpful Hint:** For easy self-checking, put a clothes pin on the back that will match the clothes pin when the answer is correct.

*Literacy Center*

### Concentration

**Working memory**

**Objective:** The students will use visual discrimination (matching) skills to identify two identical objects.

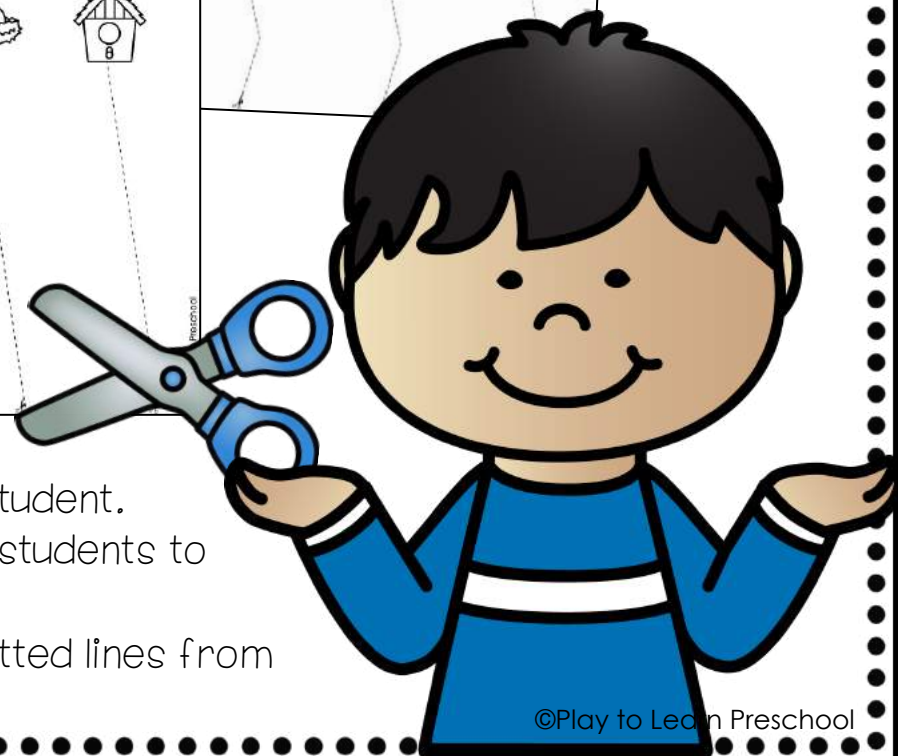
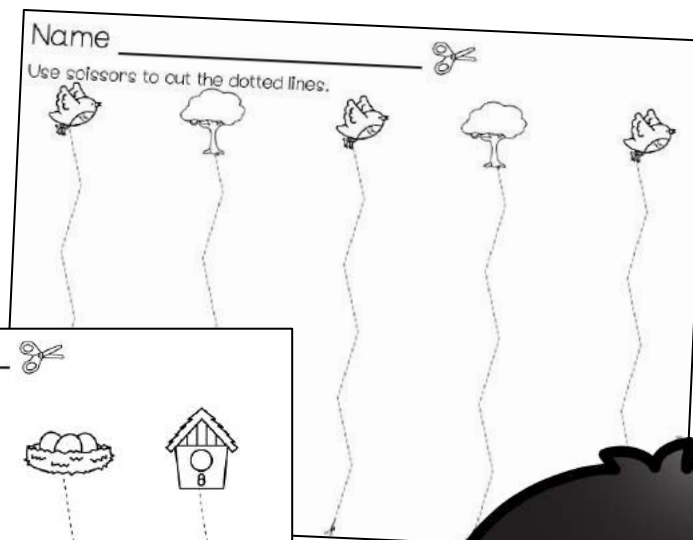
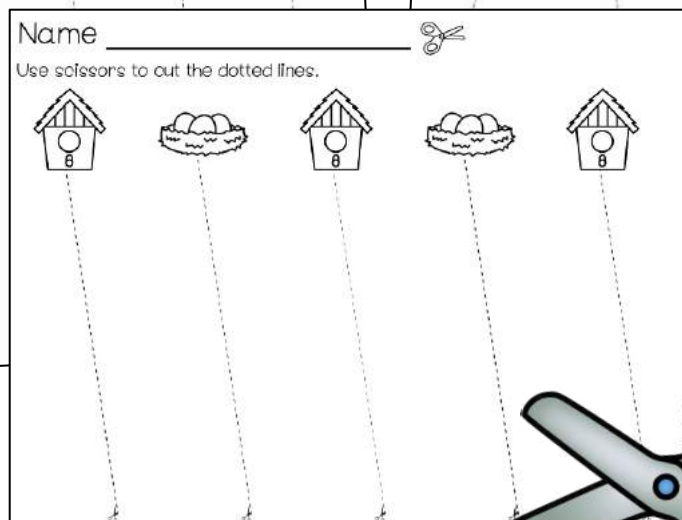
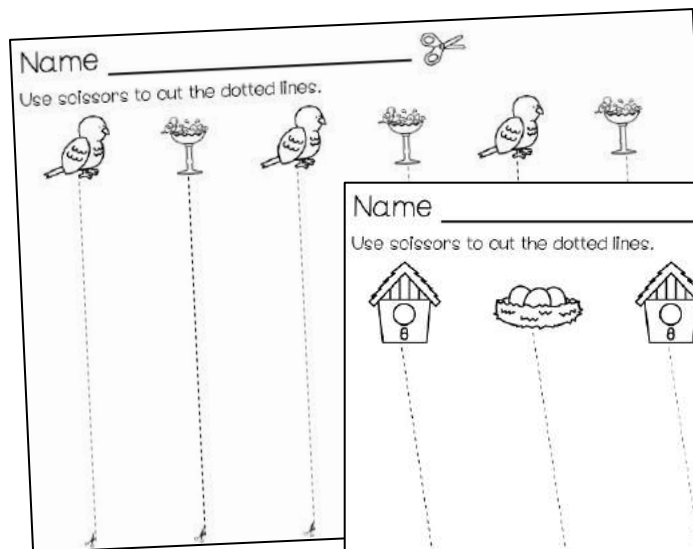
**Preparation:** Print the picture cards. Mat on cardstock and/or laminate as desired. Cut apart.

**Procedure:** Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.

*Literacy Center*

# Cutting Practice

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



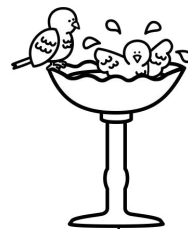
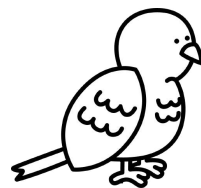
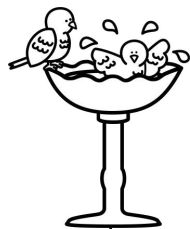
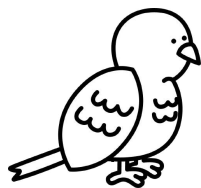
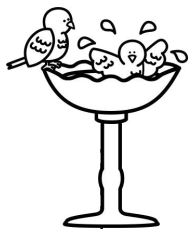
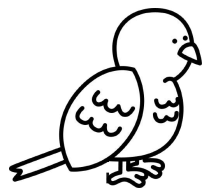
**Preparation:** Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

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

Name \_\_\_\_\_



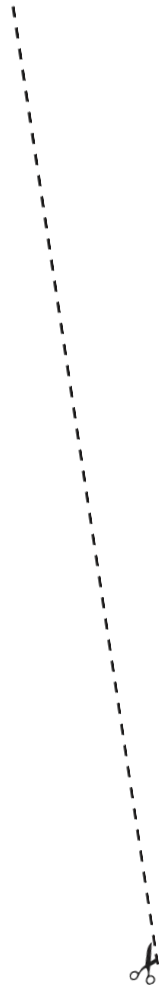
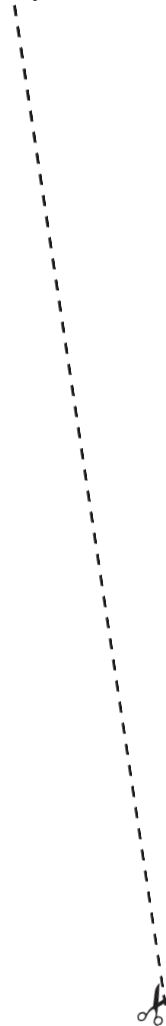
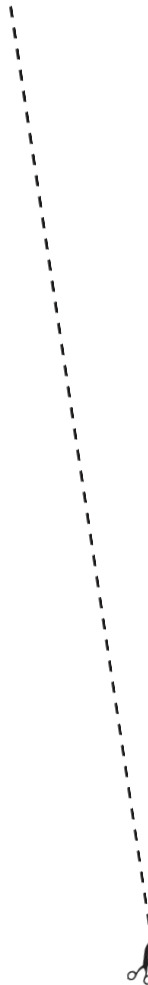
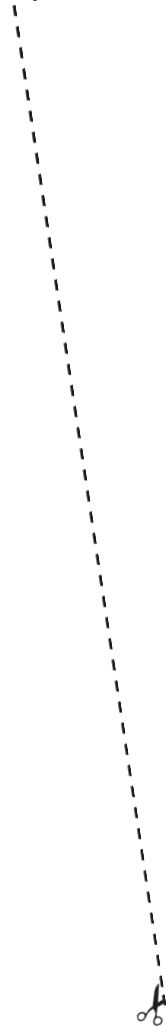
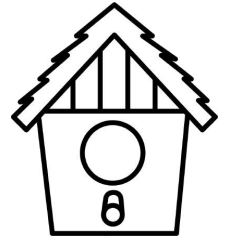
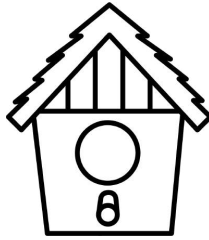
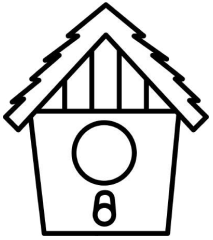
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



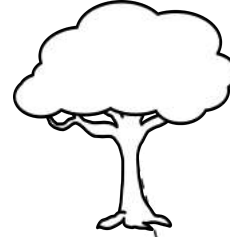
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



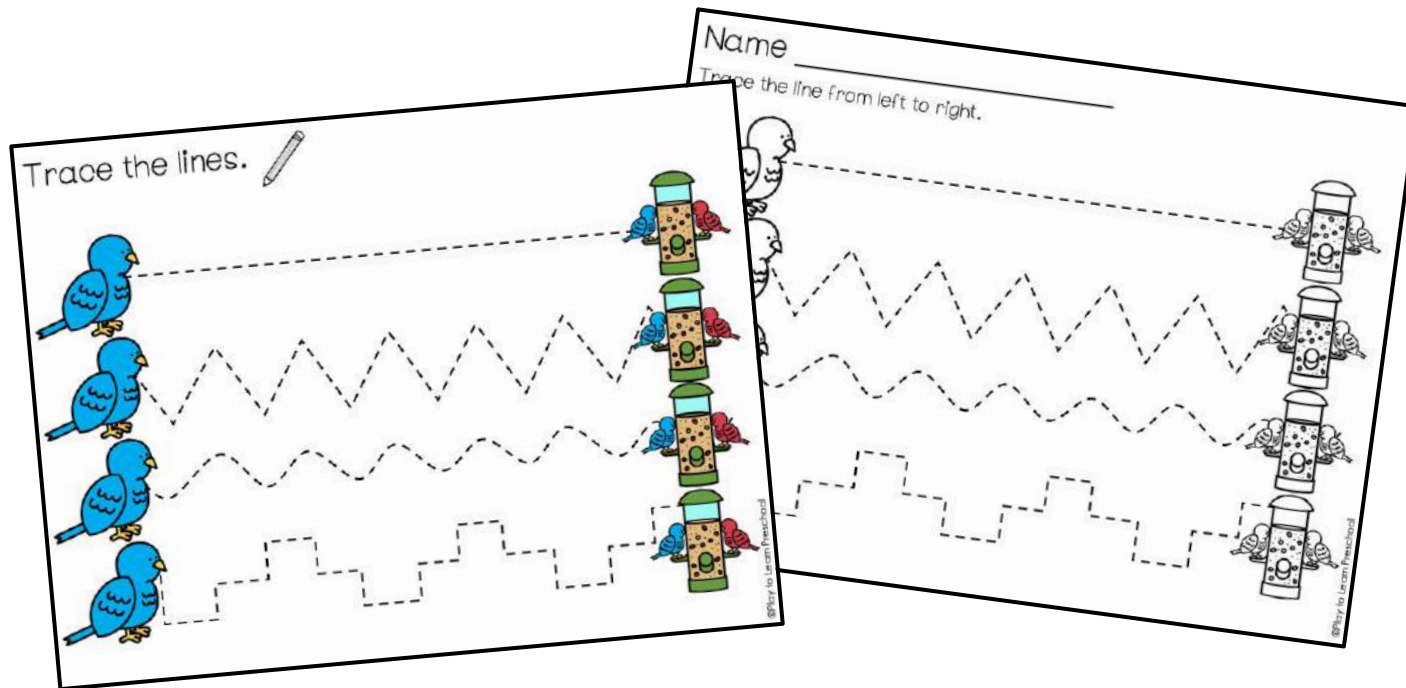
Use scissors to cut the dotted lines.



# Line Tracing

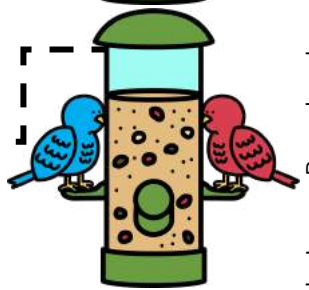
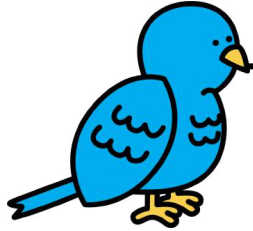
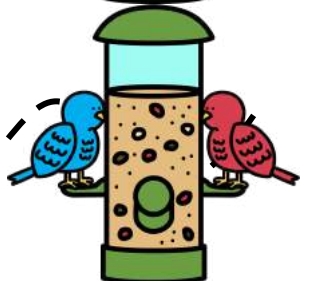
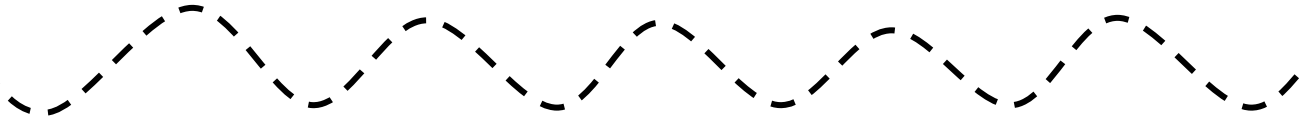
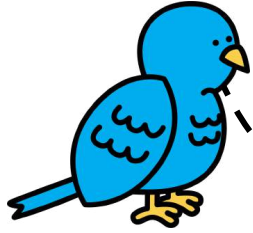
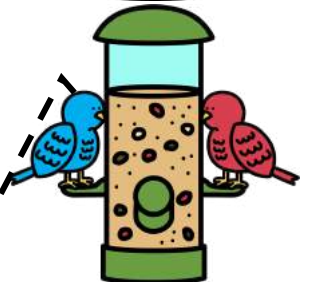
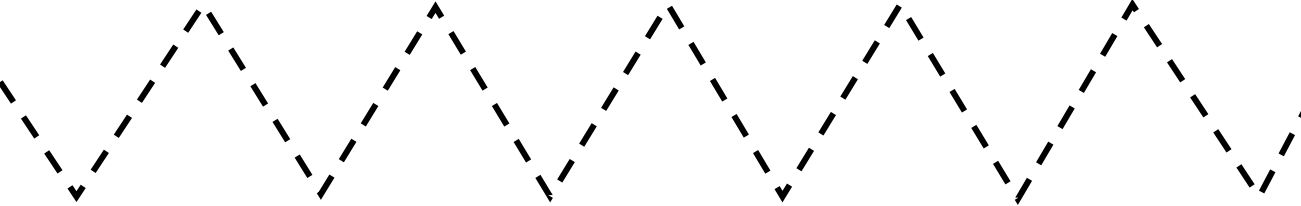
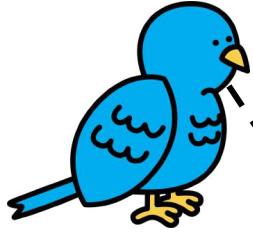
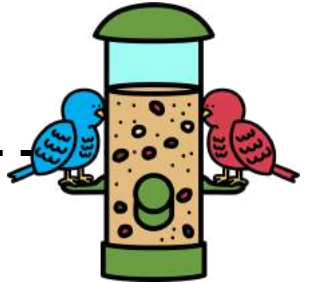
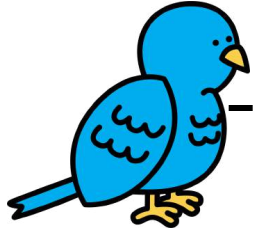
**Objective:** The students will understand the purpose of writing.

**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!)

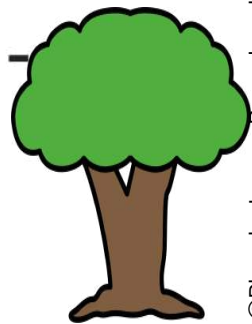
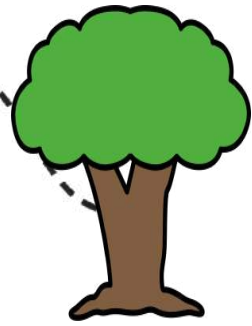
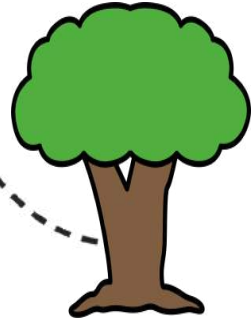
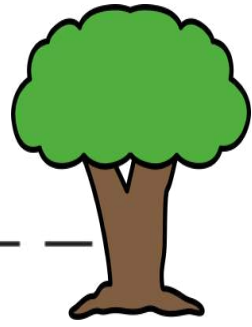


**Procedure:** The students will trace the dotted lines from left to right to practice fine motor skills.

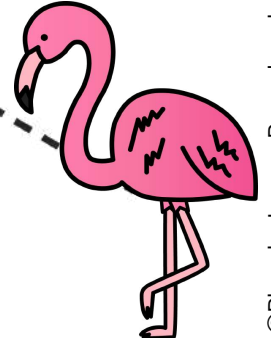
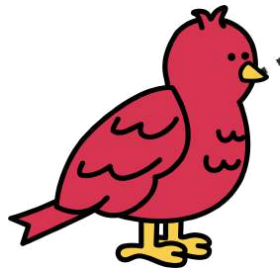
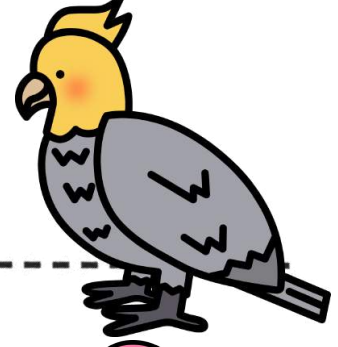
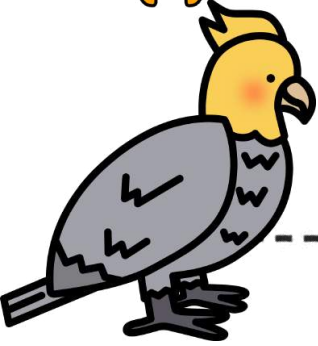
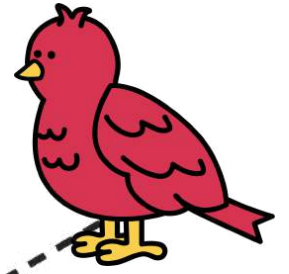
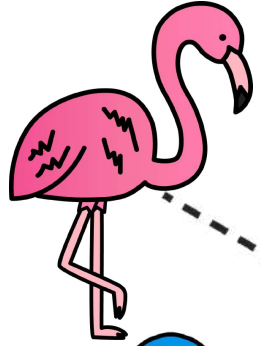
Trace the lines. 



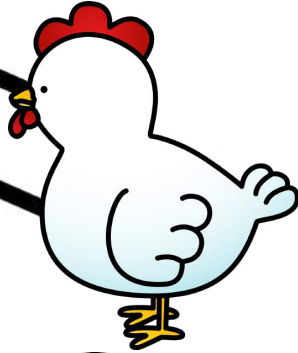
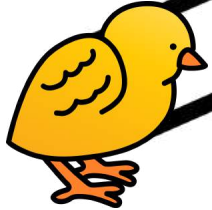
Trace the lines.



Trace the lines. 

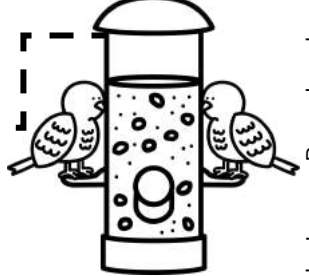
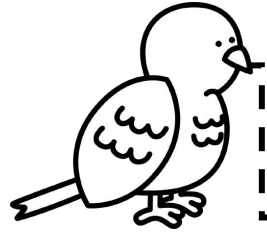
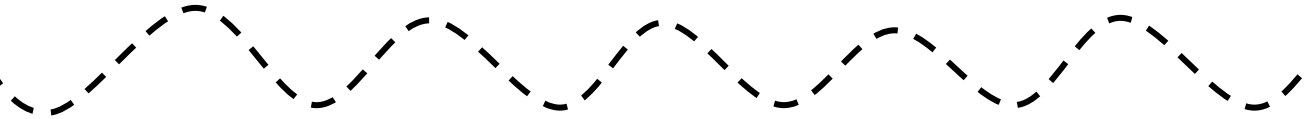
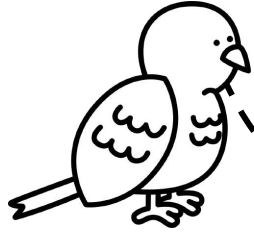
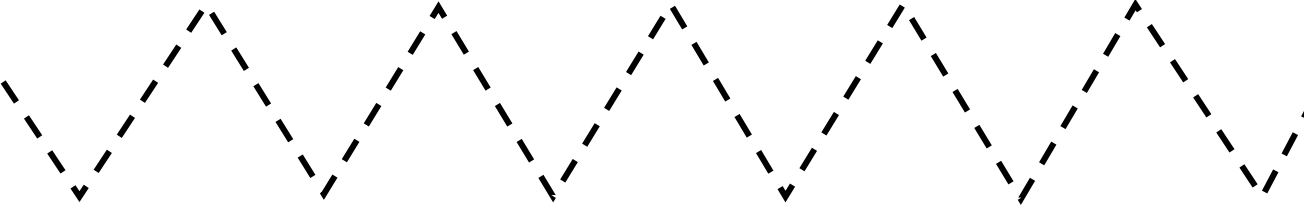
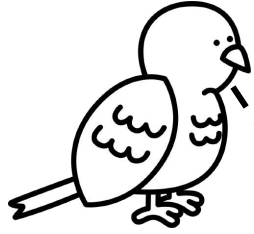
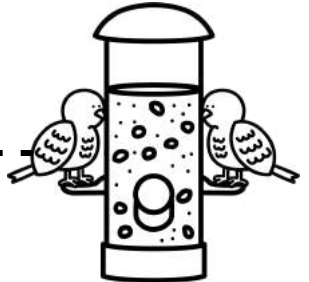
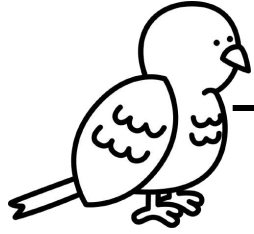


Trace the lines.



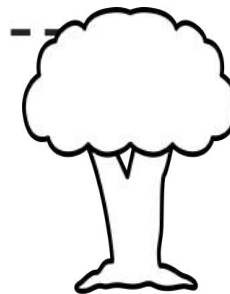
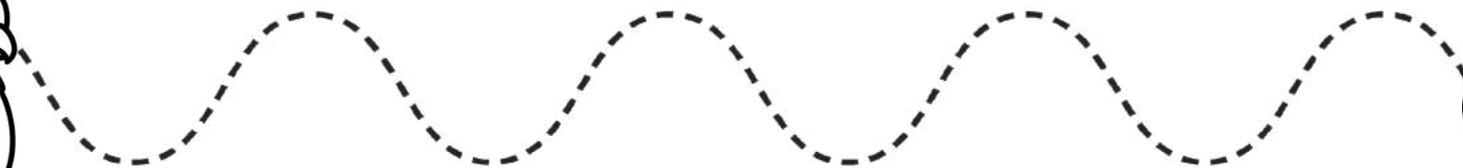
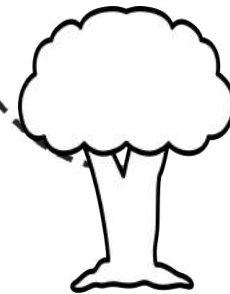
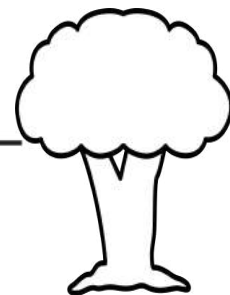
Name \_\_\_\_\_

Trace the line from left to right.



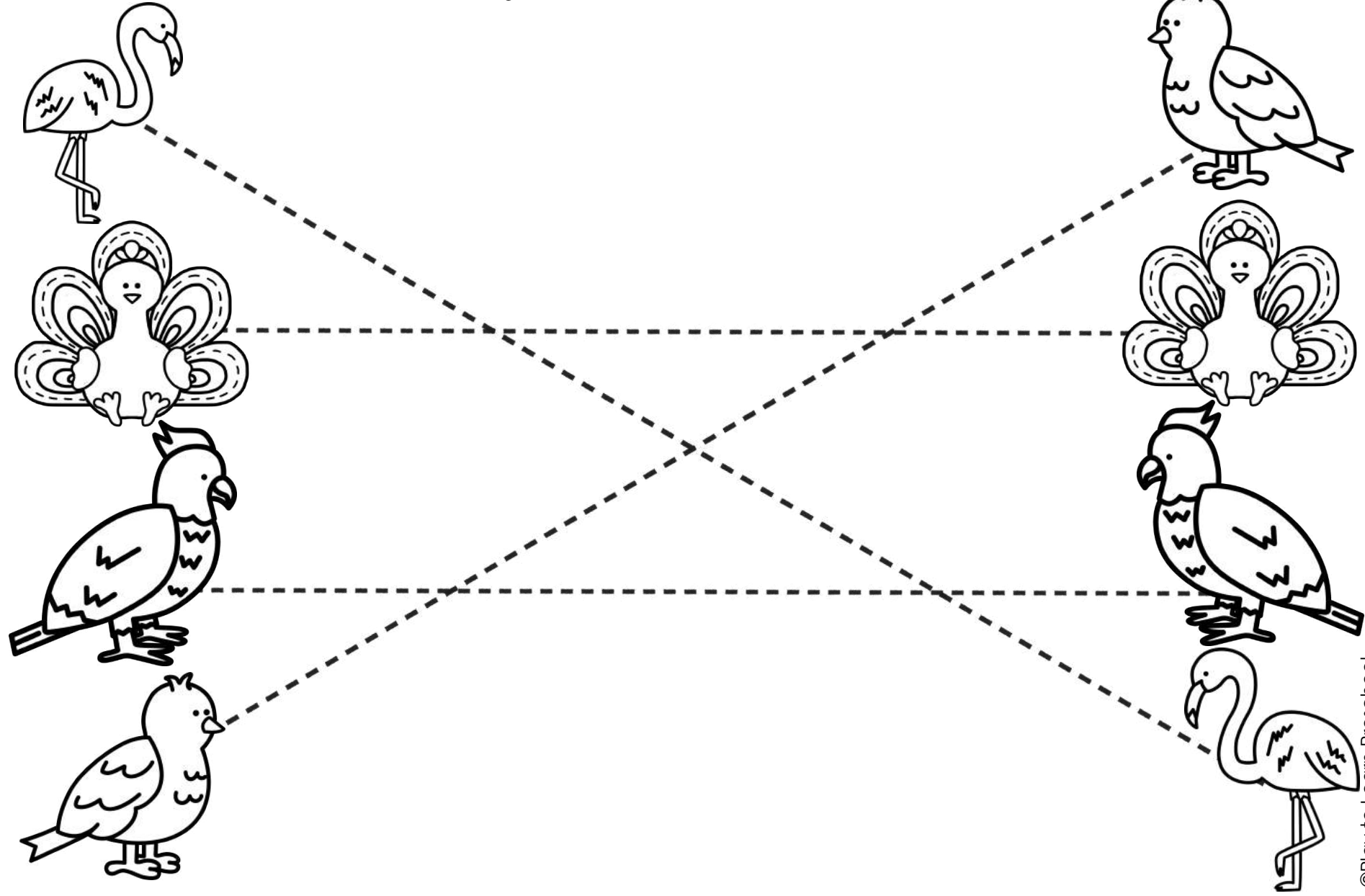
Name \_\_\_\_\_

Trace the line from left to right.



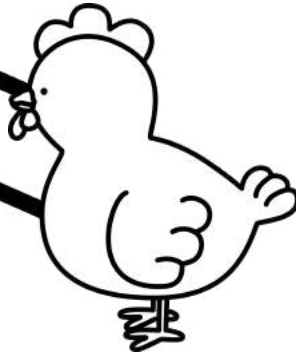
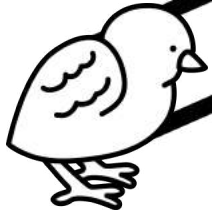
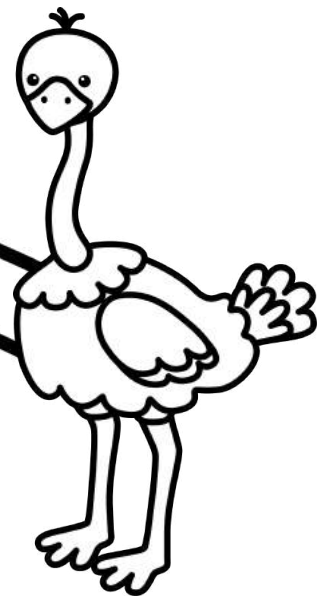
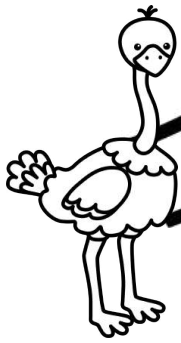
Name \_\_\_\_\_

Trace the line from left to right.



Name \_\_\_\_\_

Trace the line from left to right.



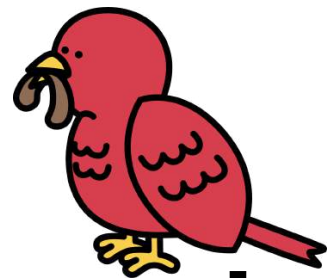
# Word Wall Cards

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

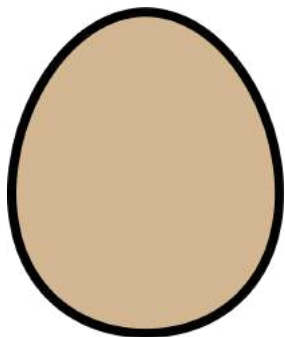
Provide pencils, crayons, paper, markers, etc. in the writing center and encourage the students to write letters and words from the wall.



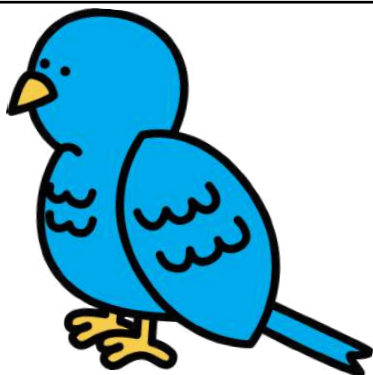
# Bird



words



egg



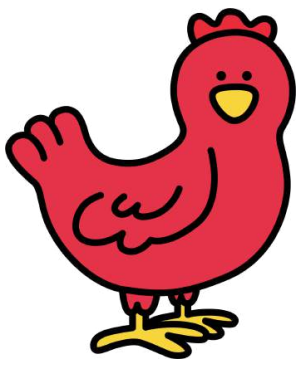
bird



eagle



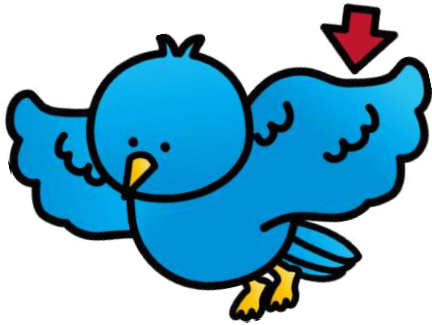
nest



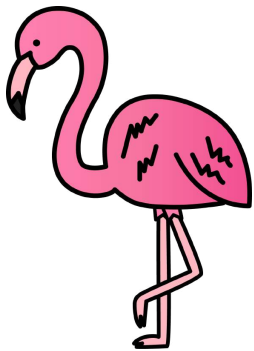
hen



birdhouse



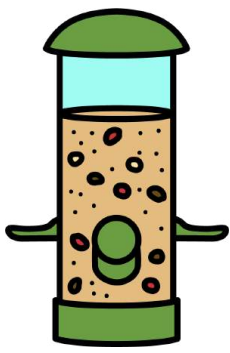
wing



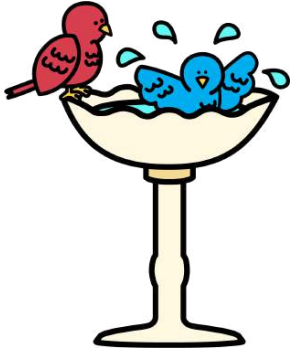
flamingo



penguin



feeder



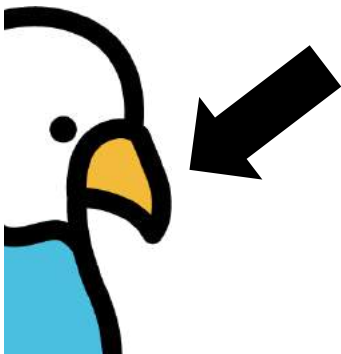
bird bath



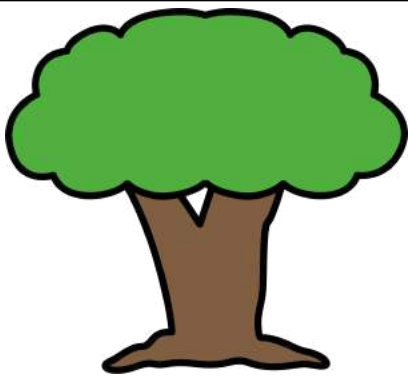
owl



peacock



beak



tree



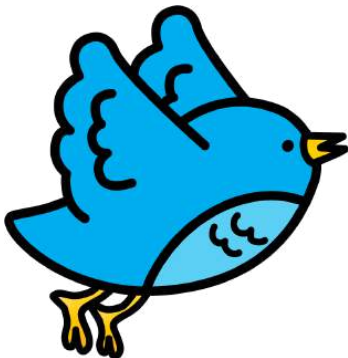
parrot



ostrich



woodpecker



fly

# Writing Practice

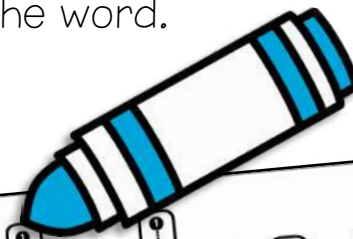
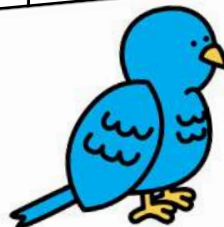
**Objectives:** The students will write letters.

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

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



eagle



blue



ostrich



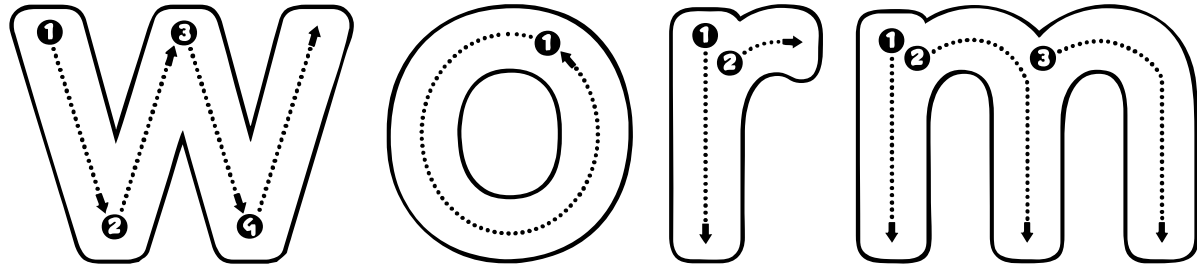
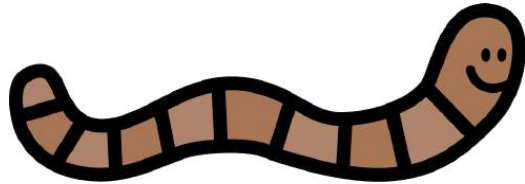
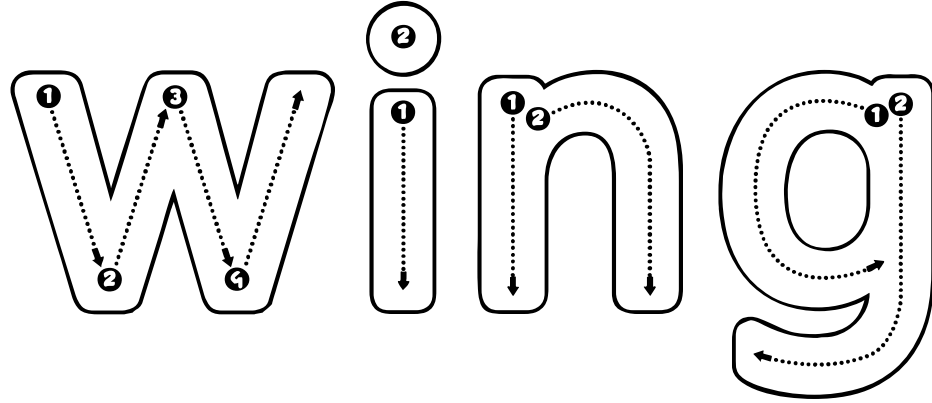
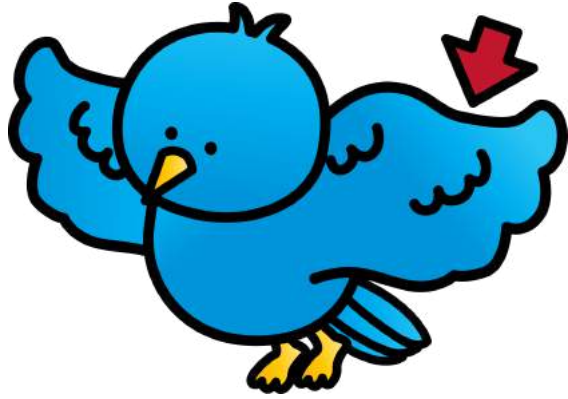
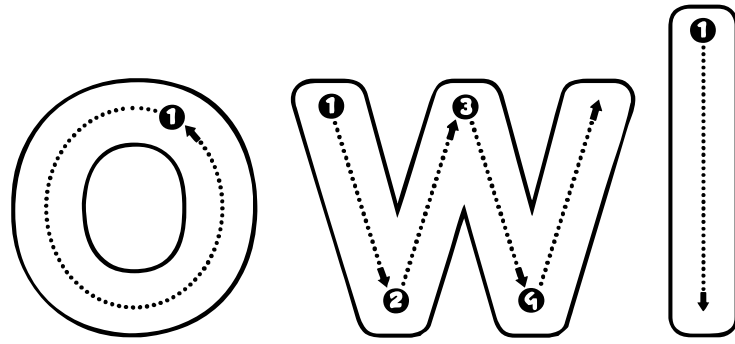
red

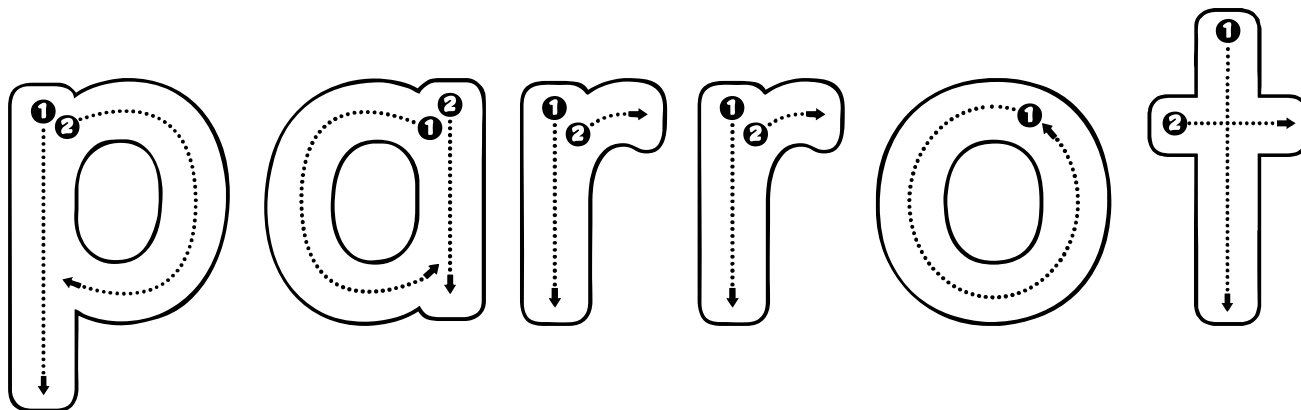
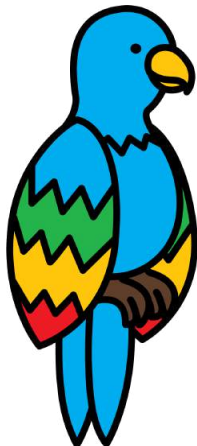
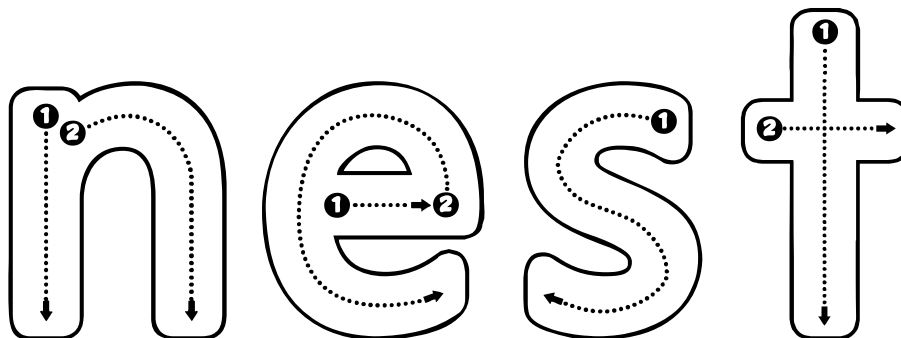
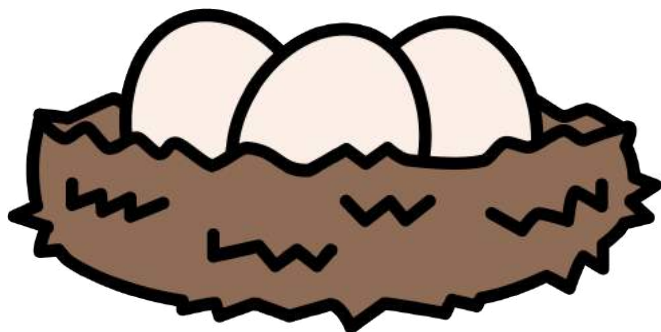
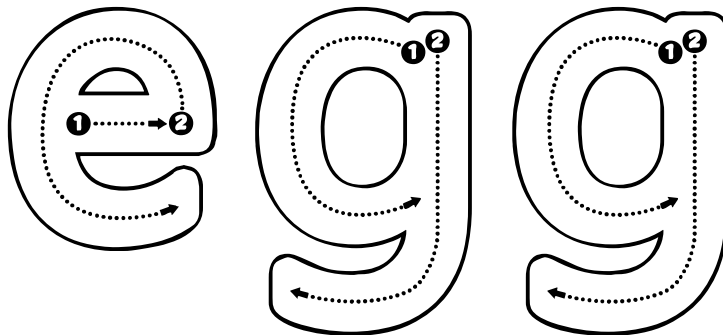
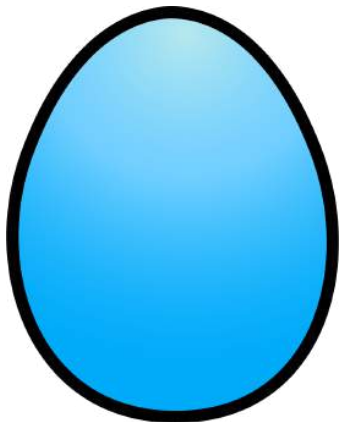


hen



yellow



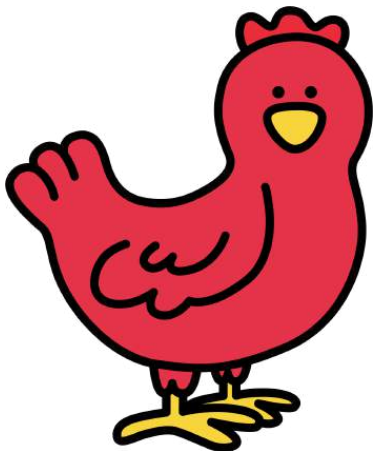




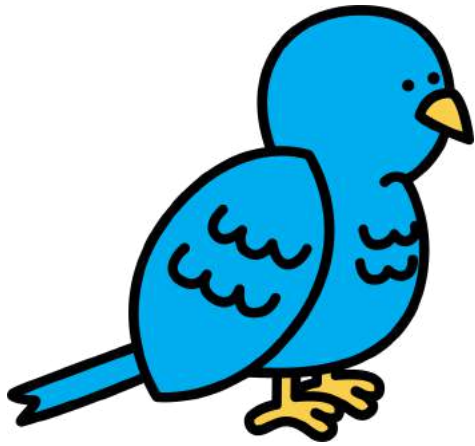
eagle



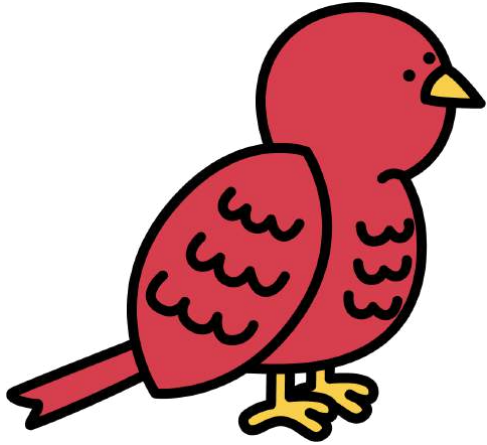
ostrich



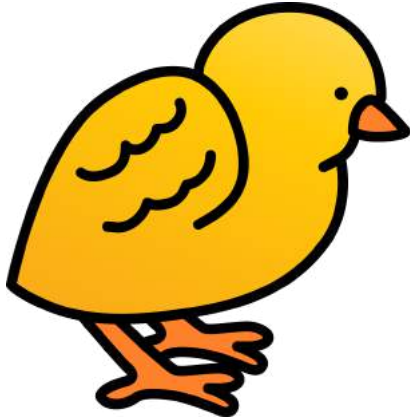
hen



b l u e



r e d



y e l l o w

# Counting

## File Folder Game

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

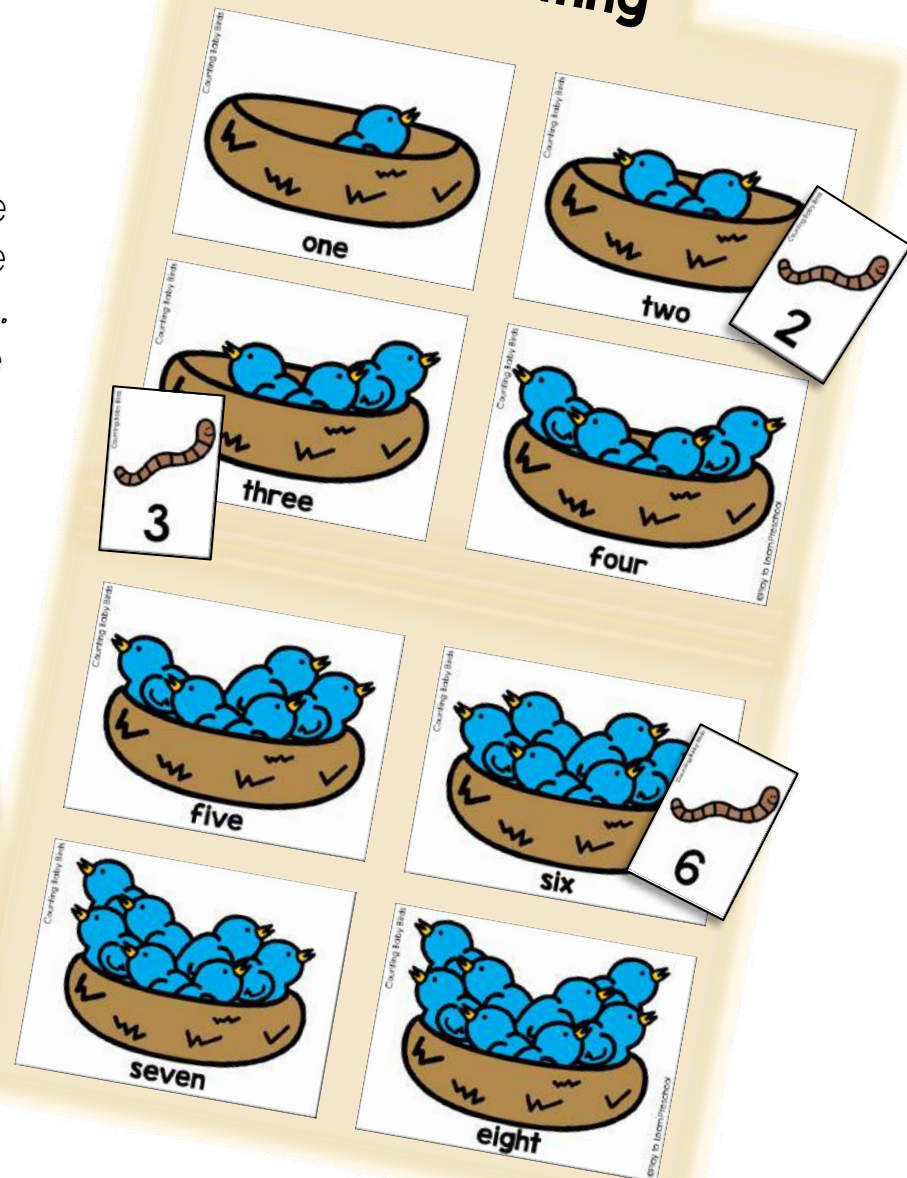
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

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

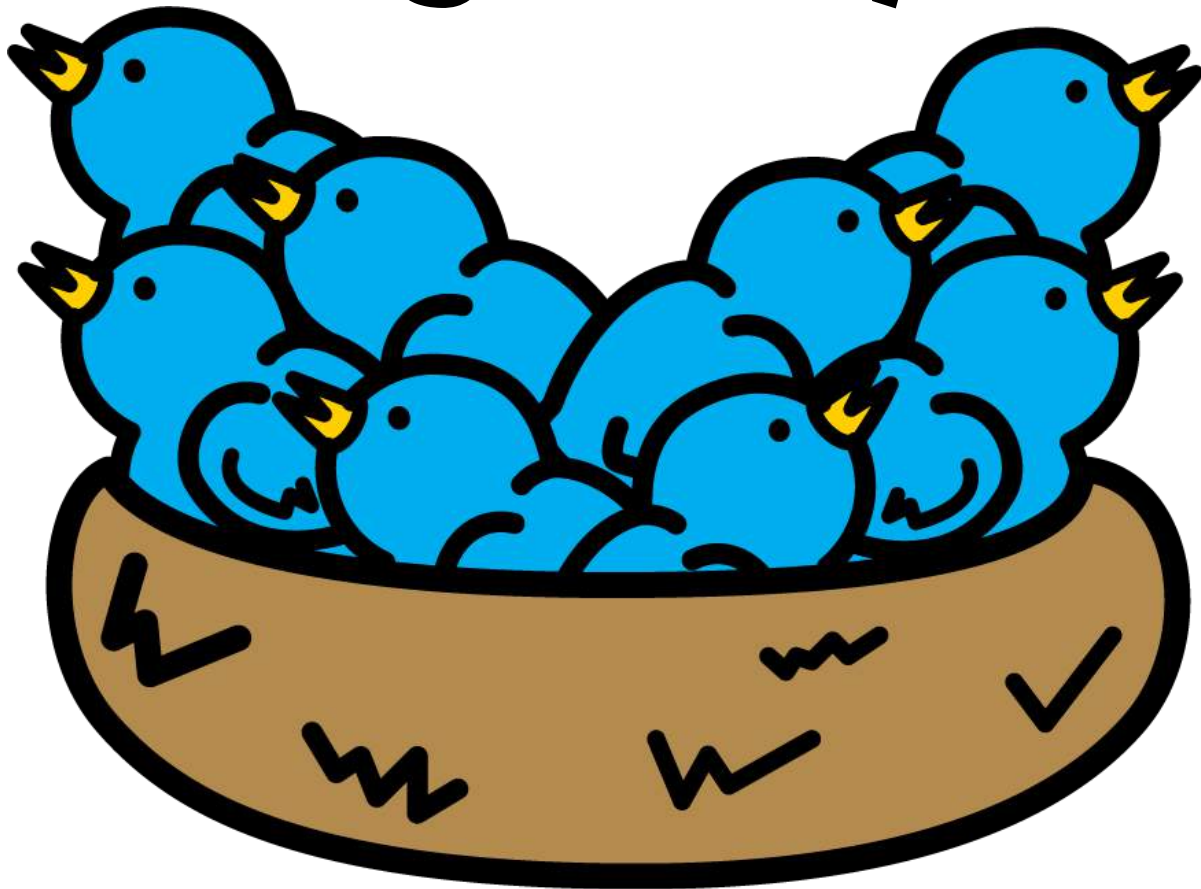
## Counting



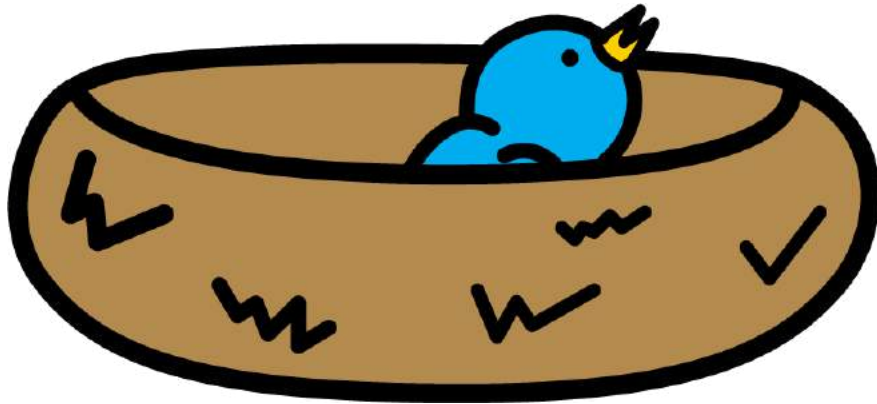
## Counting



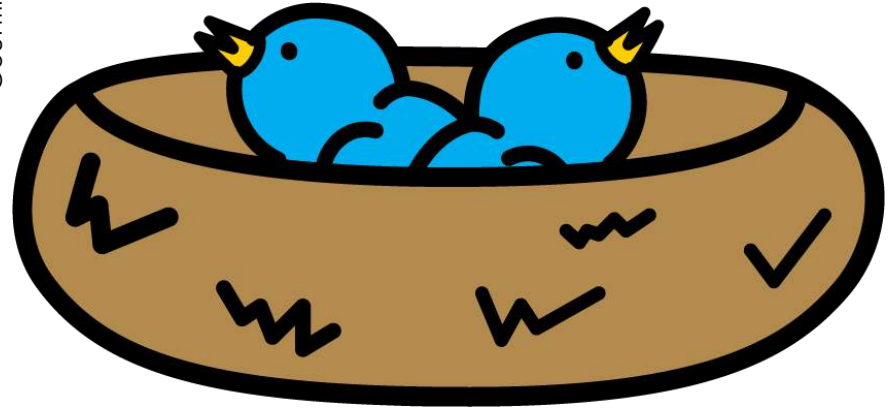
# Counting Baby Birds



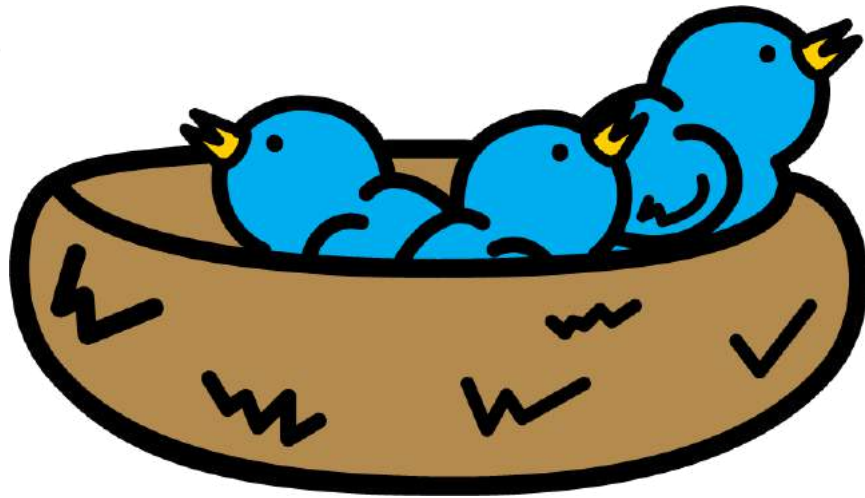
Numbers 1-8



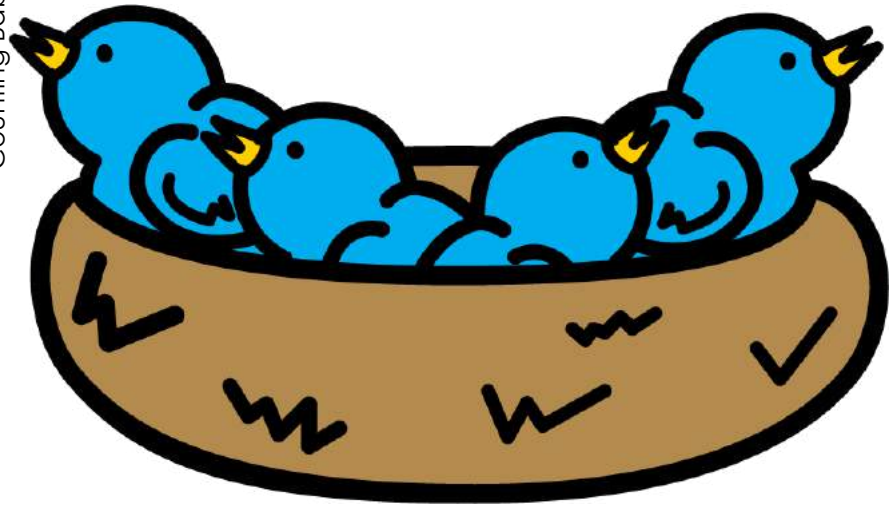
**one**



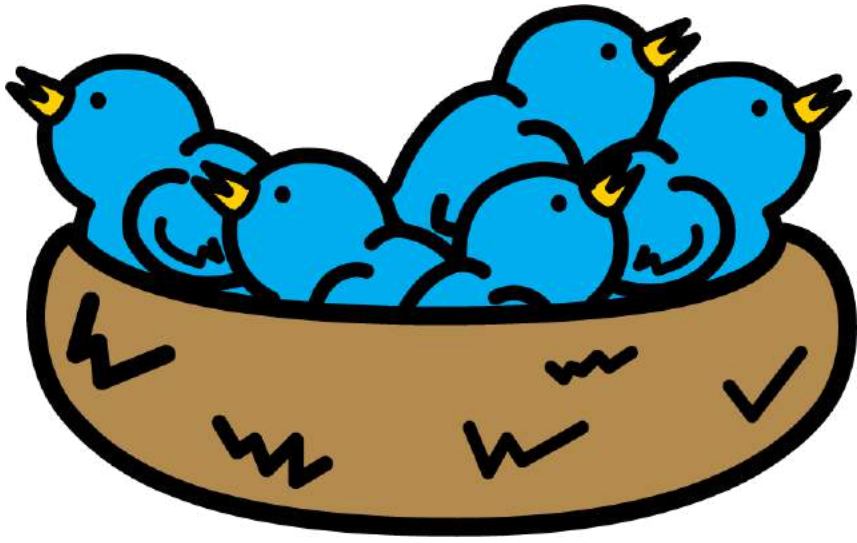
**two**



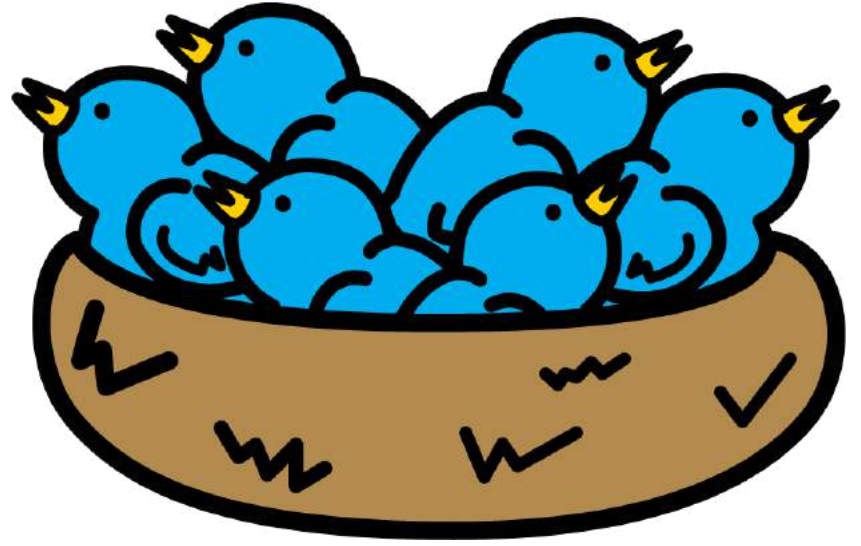
**three**



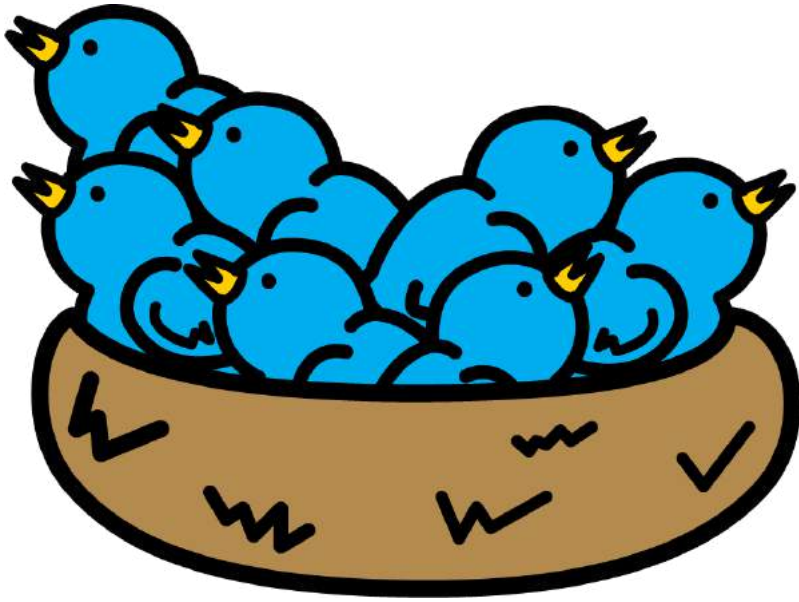
**four**



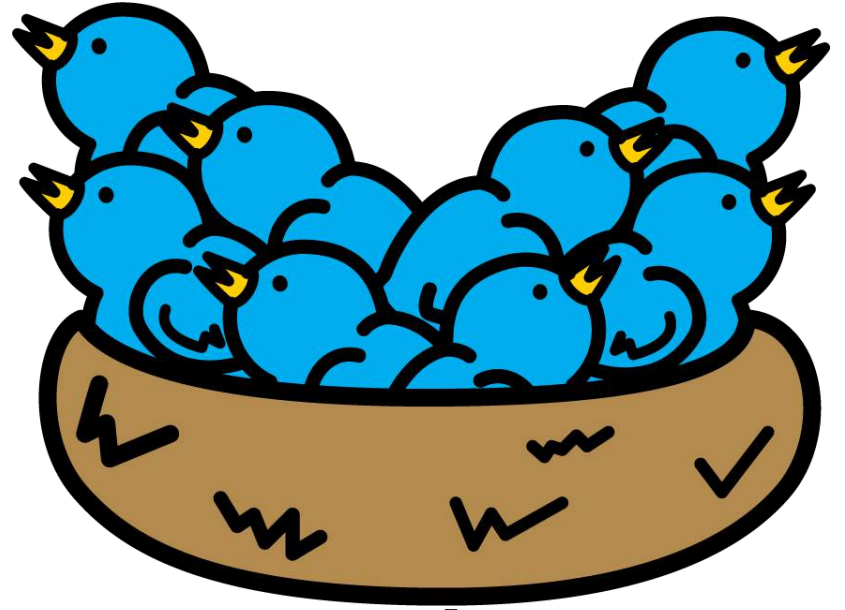
**five**



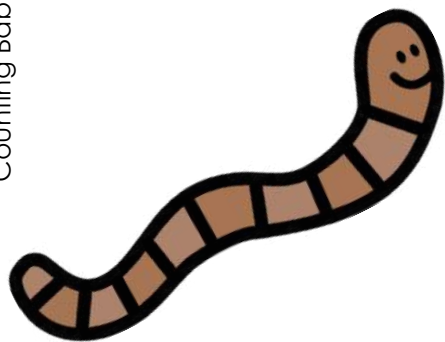
**six**



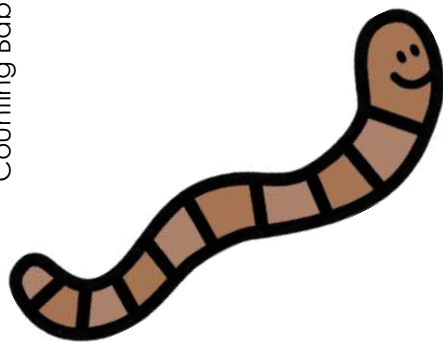
**seven**



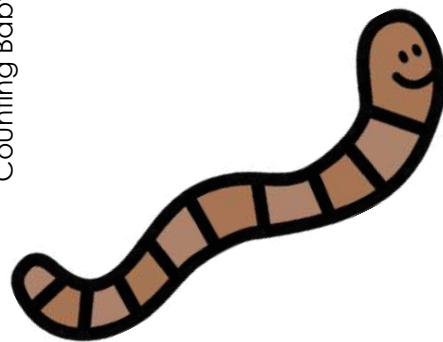
**eight**



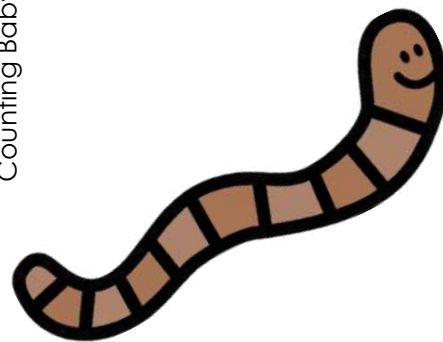
1



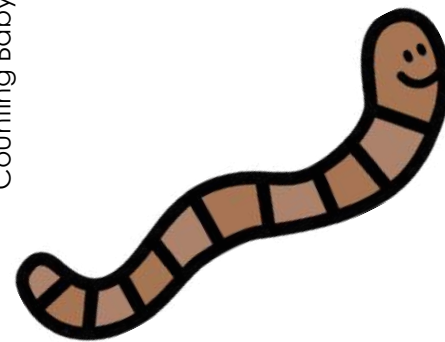
2



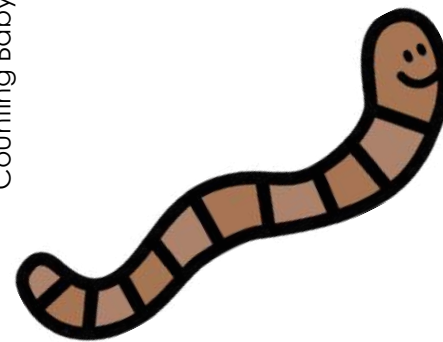
3



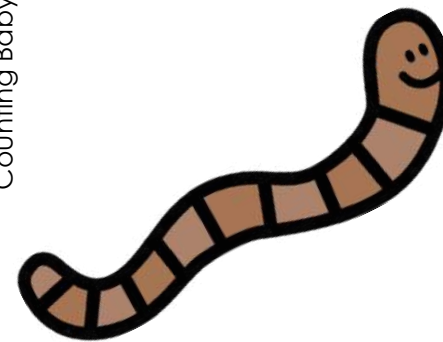
4



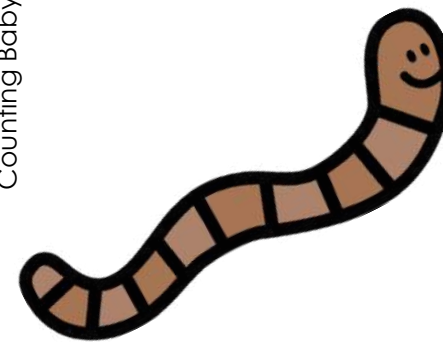
5



6



7



8

# 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.

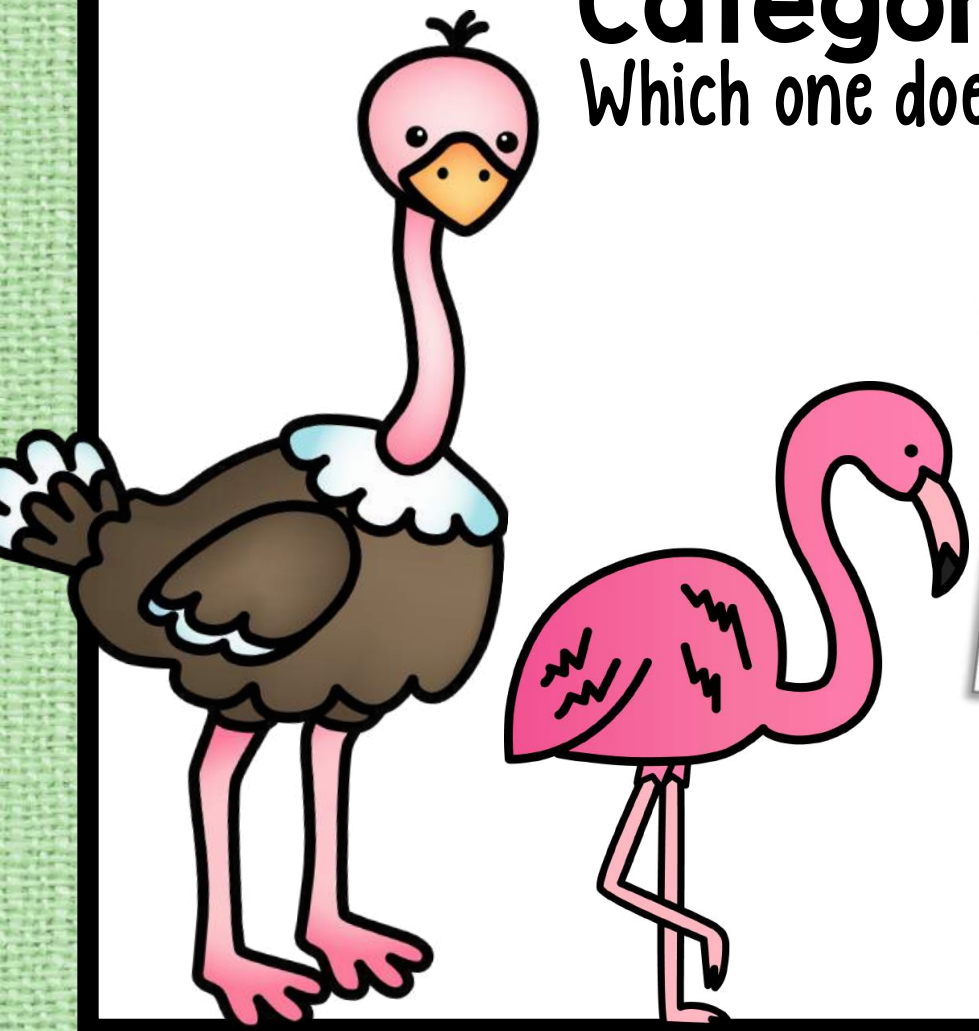
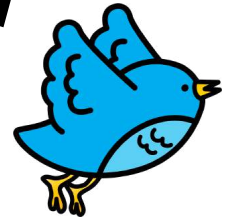
**Procedure:** Students use plastic chips, counters, or other small objects to mark the one in each row that does not belong.



# Things that Fly

## Categorization

Which one doesn't belong?



Which one doesn't belong?

Which one doesn't belong?

Which one doesn't belong?

Which one doesn't belong?

Which one doesn't belong?

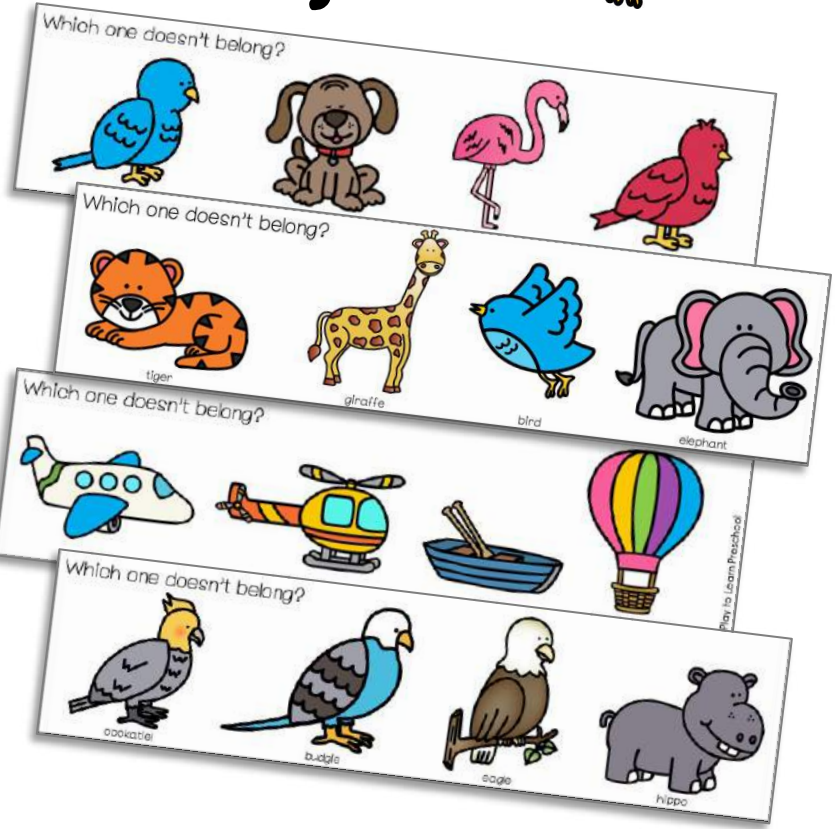
©oxford

badger

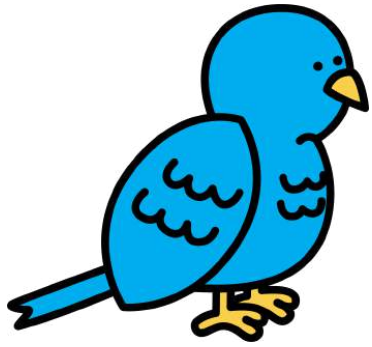
eagle

hippo

Play to Learn Preschool



Which one doesn't belong?



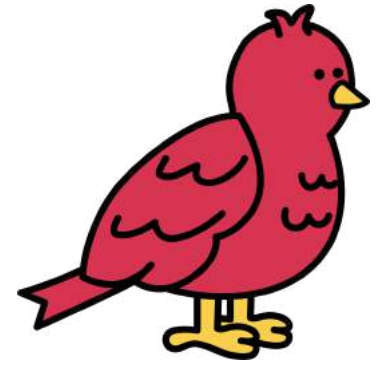
blue bird



dog



flamingo

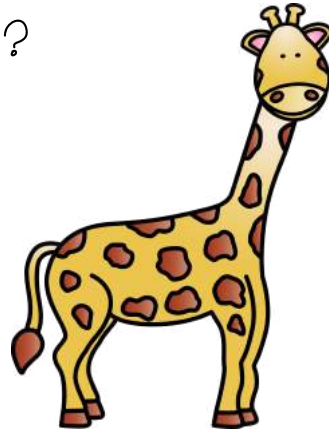


cardinal

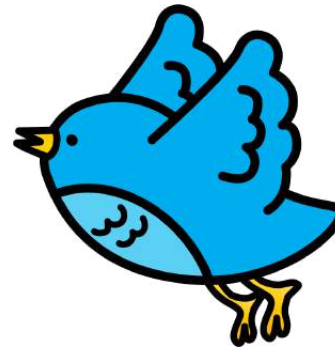
Which one doesn't belong?



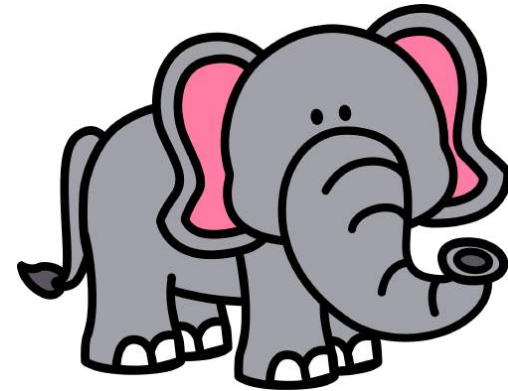
tiger



giraffe

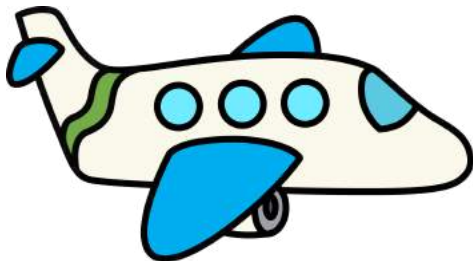


bird

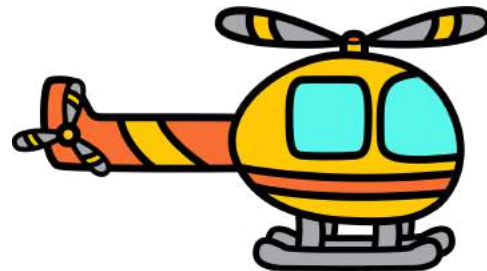


elephant

Which one doesn't belong?



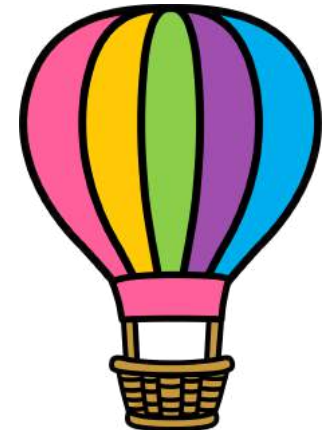
plane



helicopter

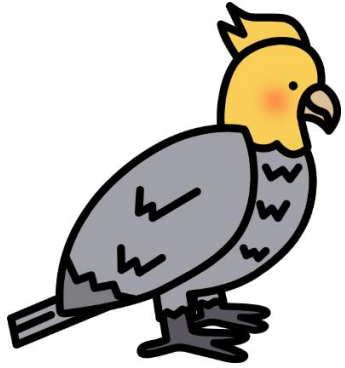


boat

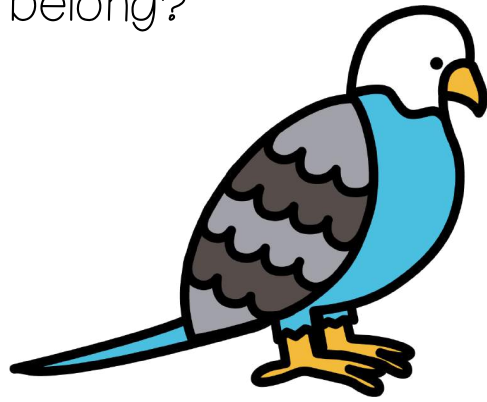


hot air balloon

Which one doesn't belong?



cockatiel



budgie

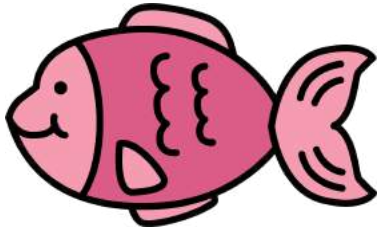


eagle

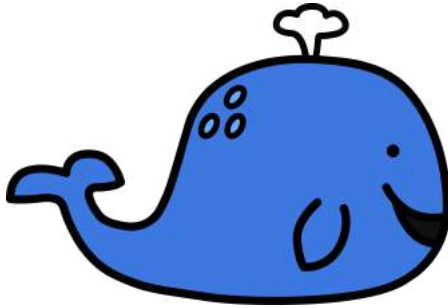


hippo

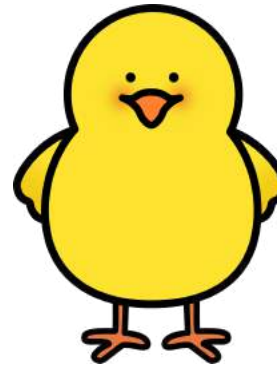
Which one doesn't belong?



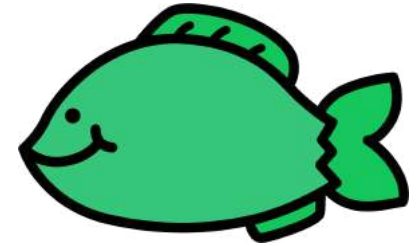
pink fish



whale

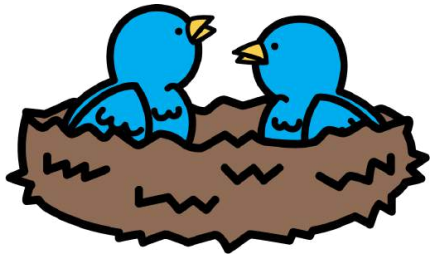


chick



green fish

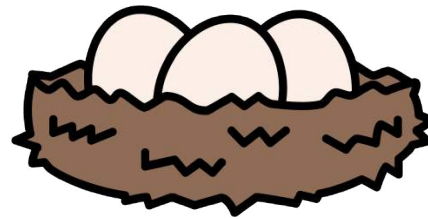
Which one doesn't belong?



blue birds in a nest



bear in a cave

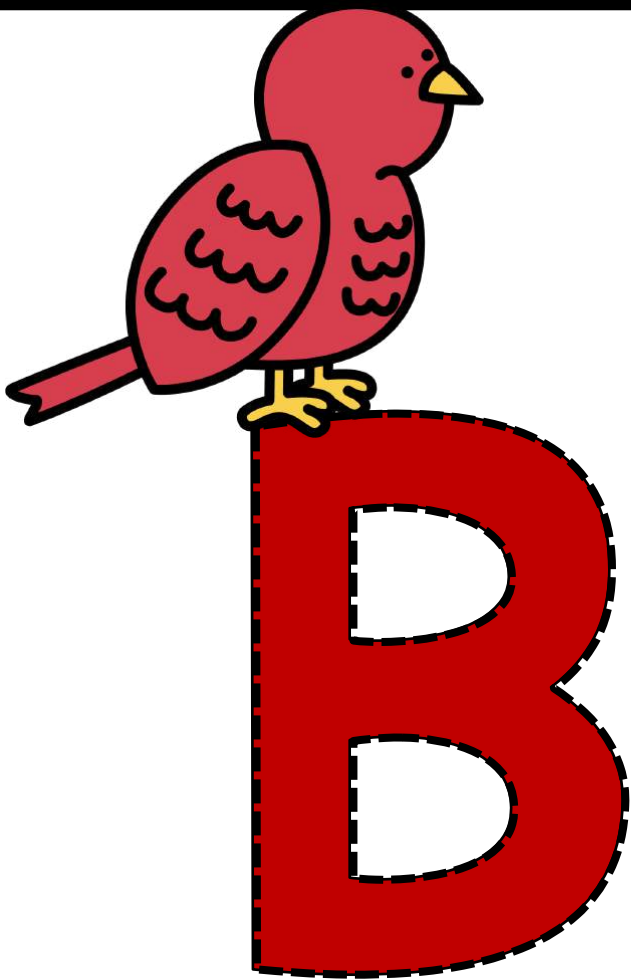


eggs in a nest

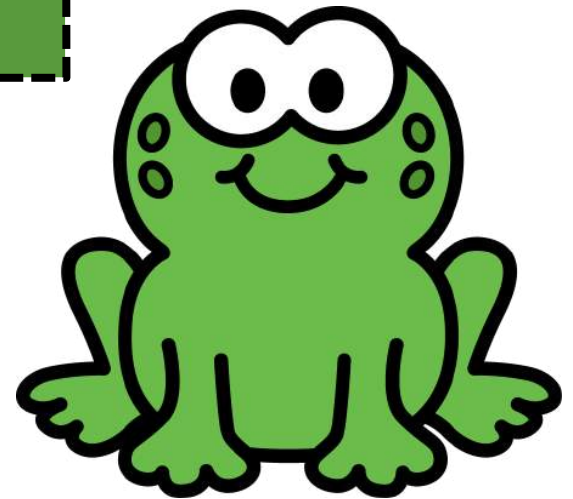
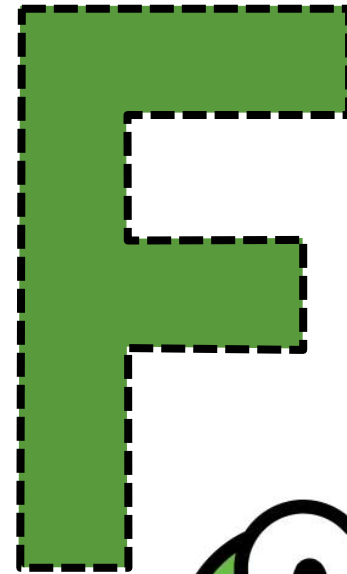


red bird in a nest





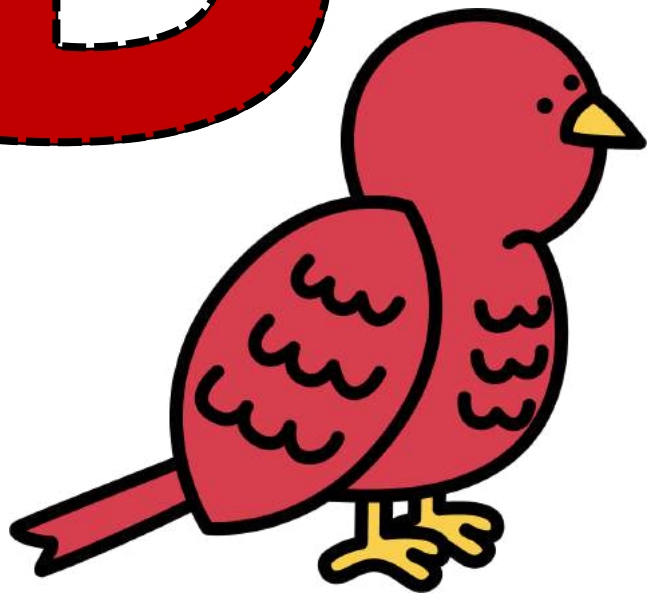
&



**Beginning Sound Sort**

B

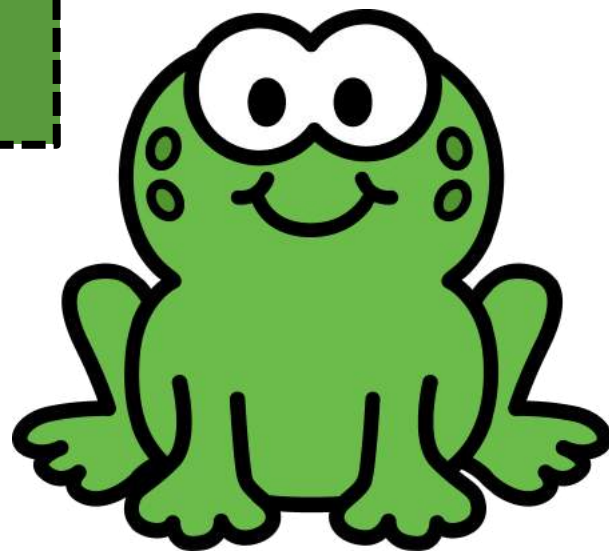
is for



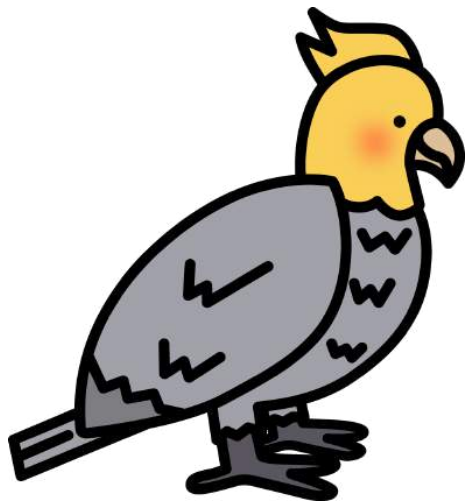
**bird**

F

is for



**frog**



bird



bat



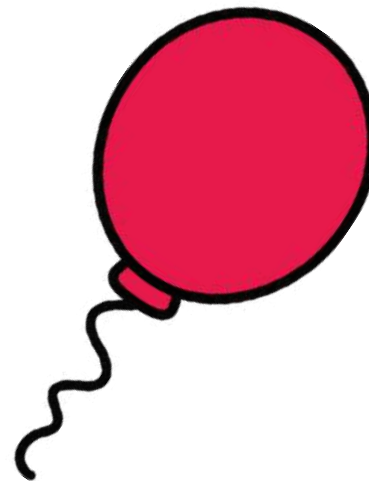
butterfly



baker

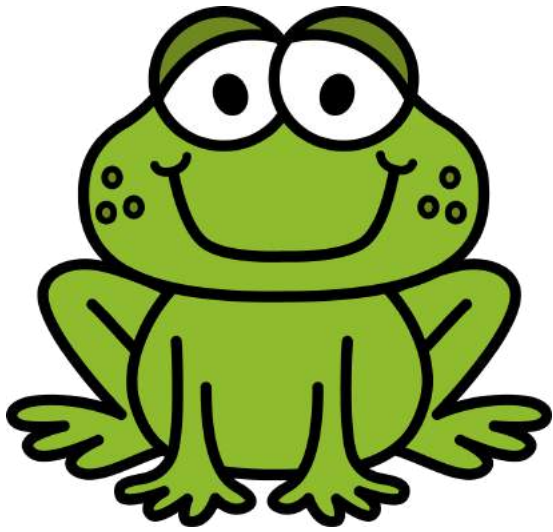


bear



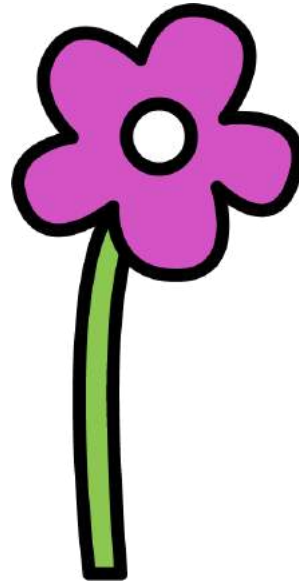
balloon

B - F Sort



frog

B - F Sort



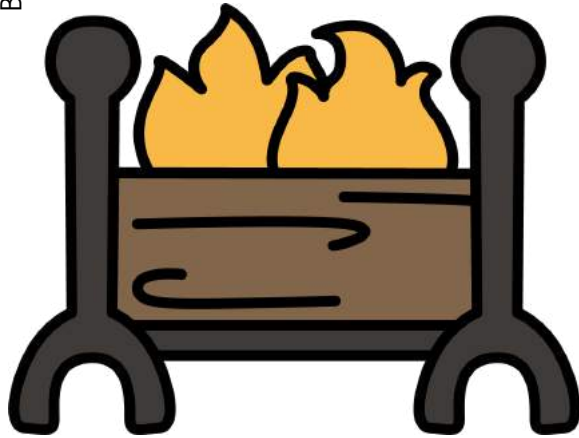
flower

B - F Sort



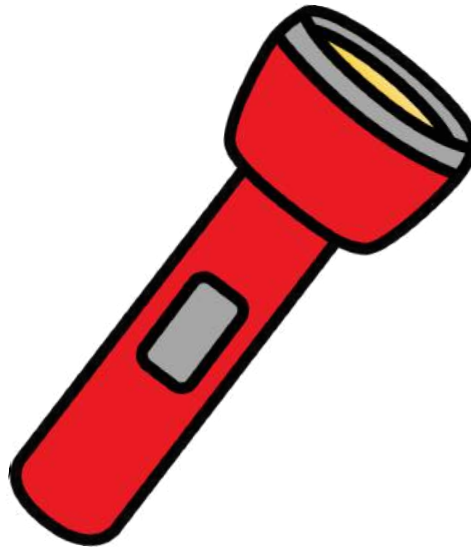
floss

B - F Sort



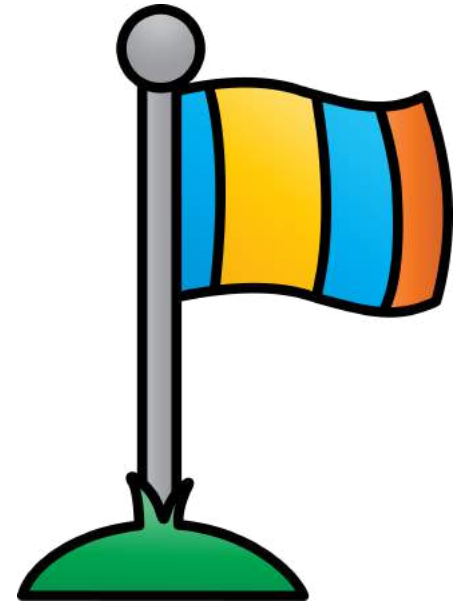
fire

B - F Sort



flashlight

B - F Sort



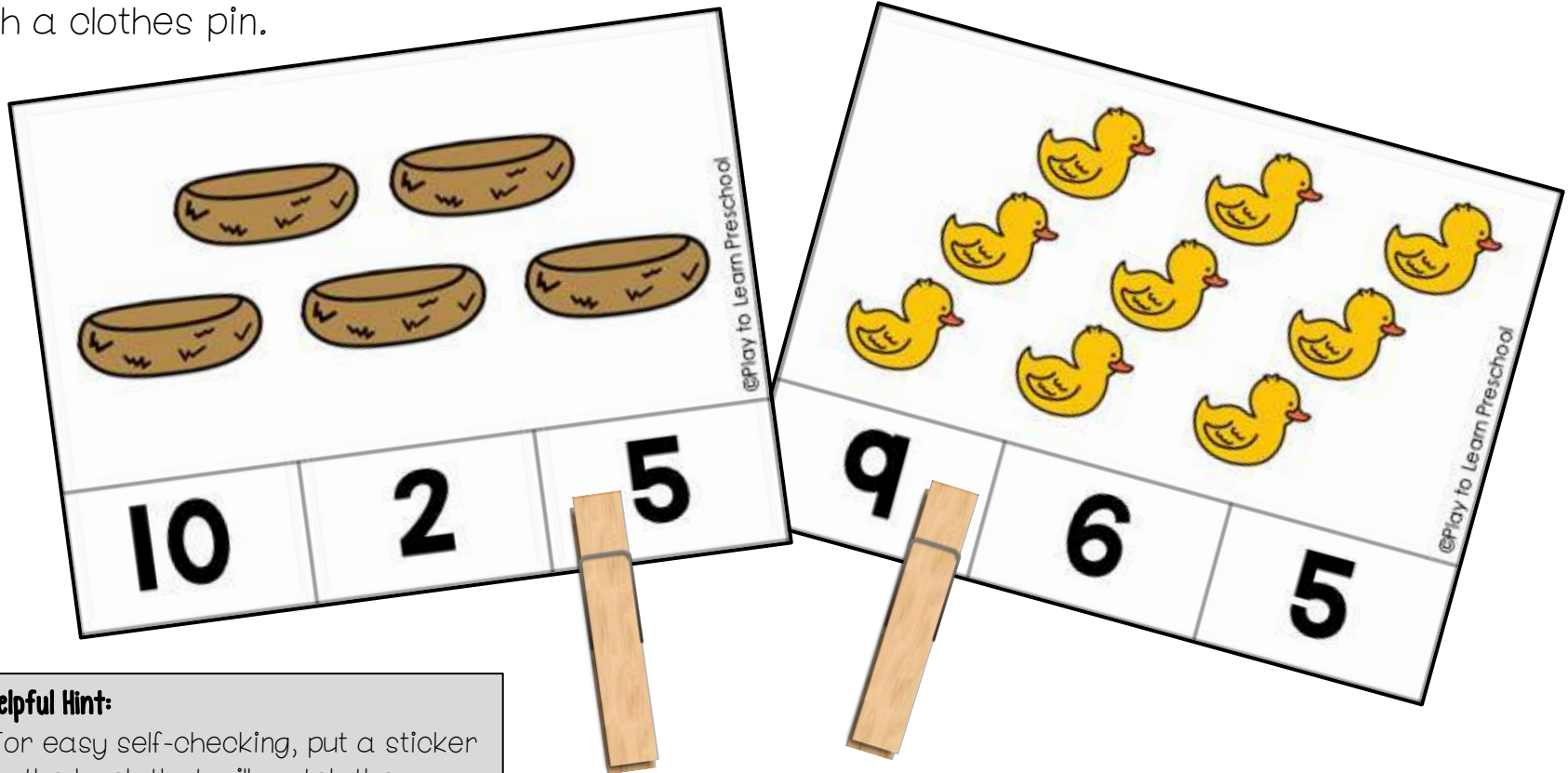
flag

# Count and Clip Cards

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

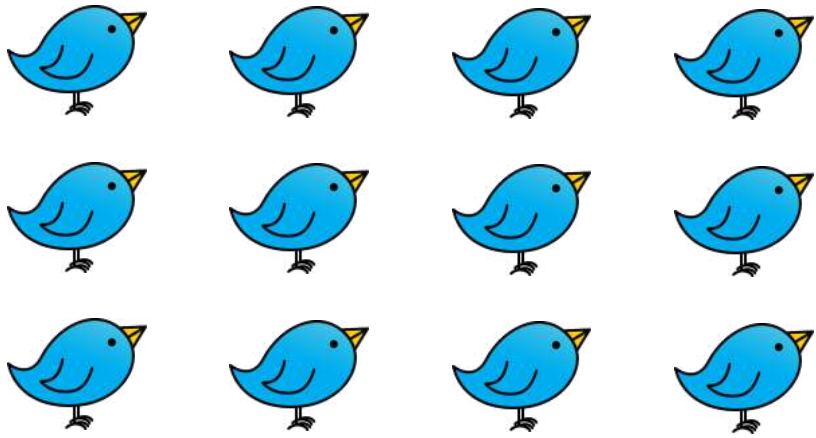
**Preparation:** Print the cards, mat, laminate and cut apart.

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



## Helpful Hint:

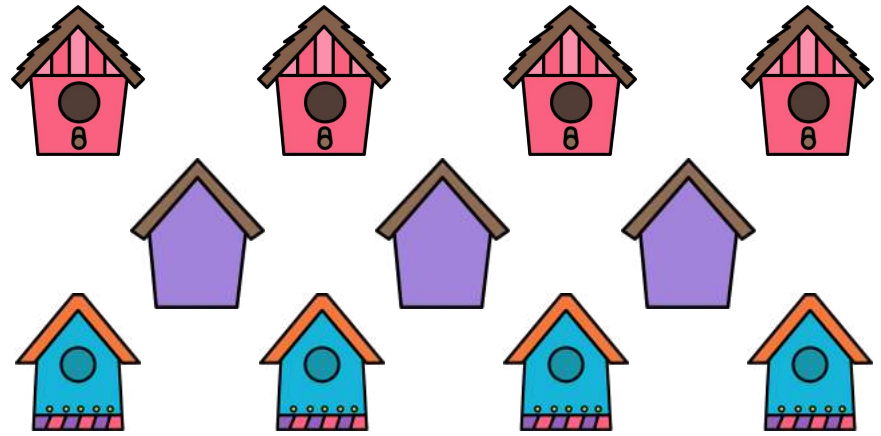
For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



12

8

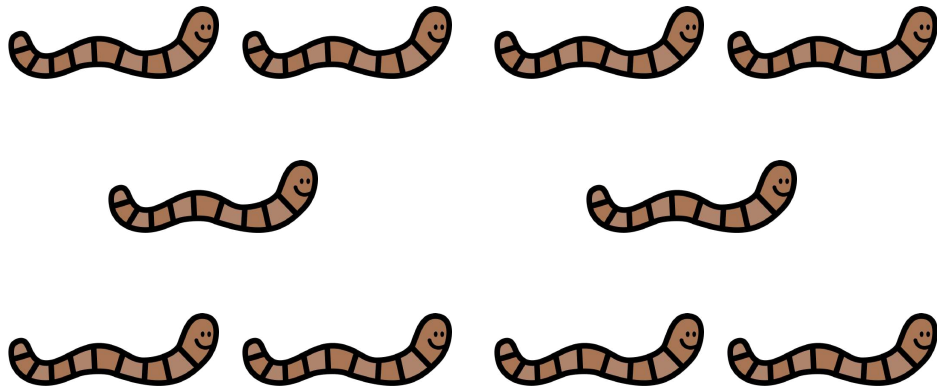
9



4

11

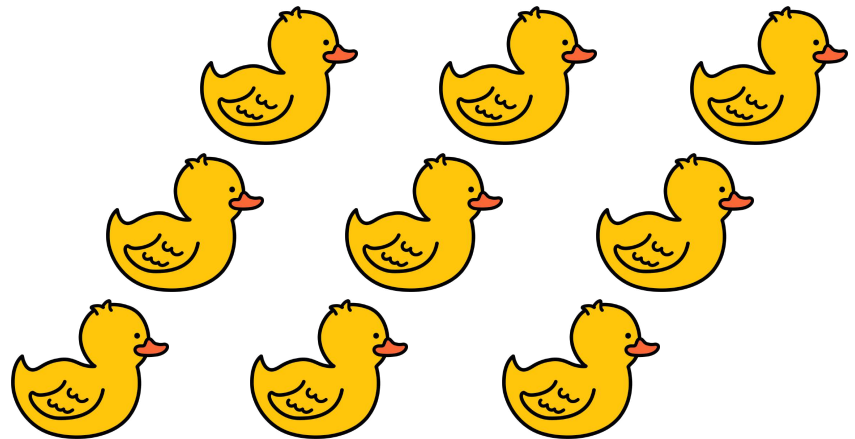
10



8

6

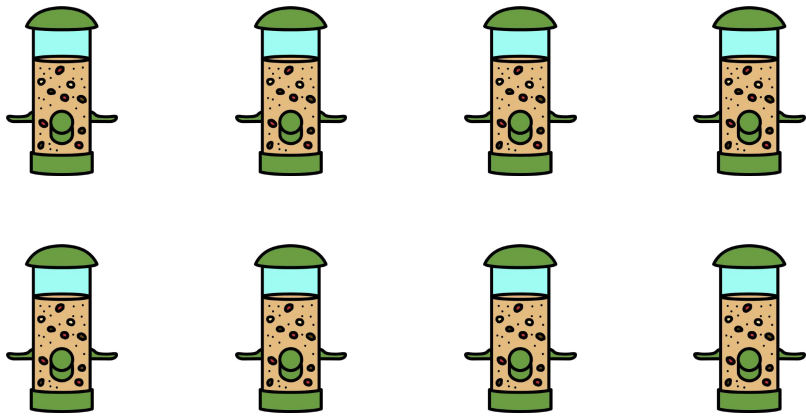
10



9

6

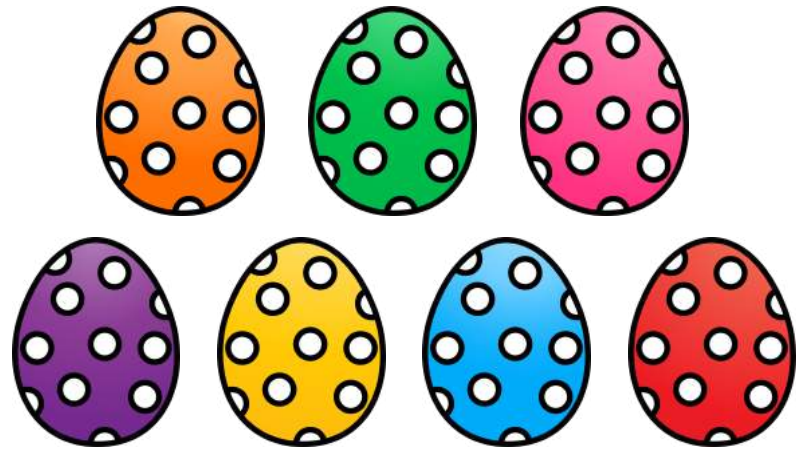
5



7

9

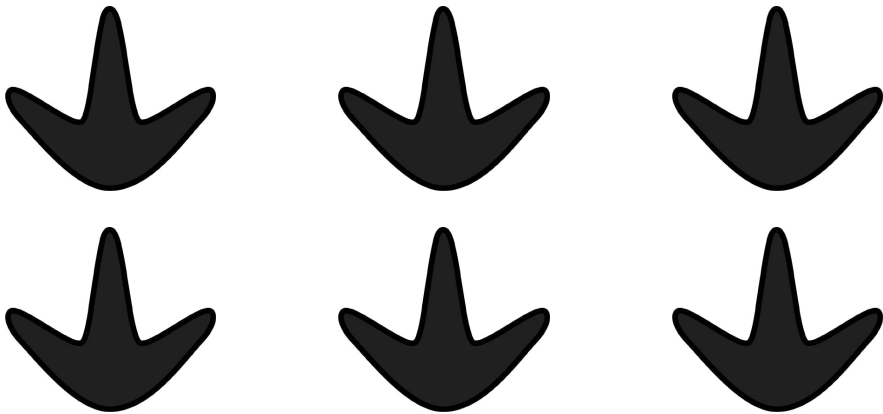
8



5

4

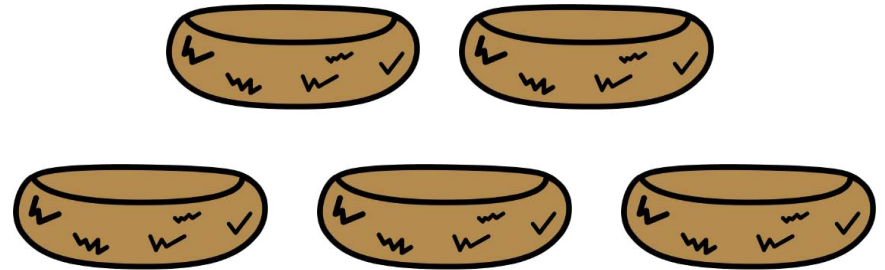
7



1

3

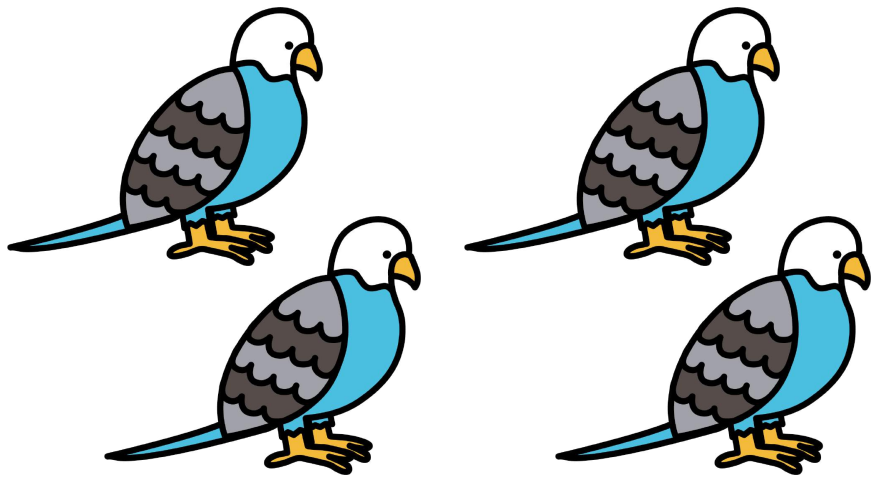
6



10

2

5



5

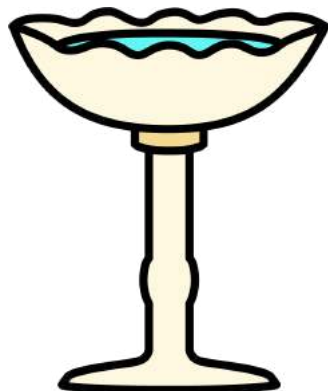
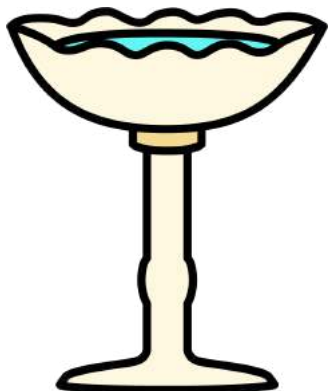
2

4

3

7

8



1

2

6

9

5

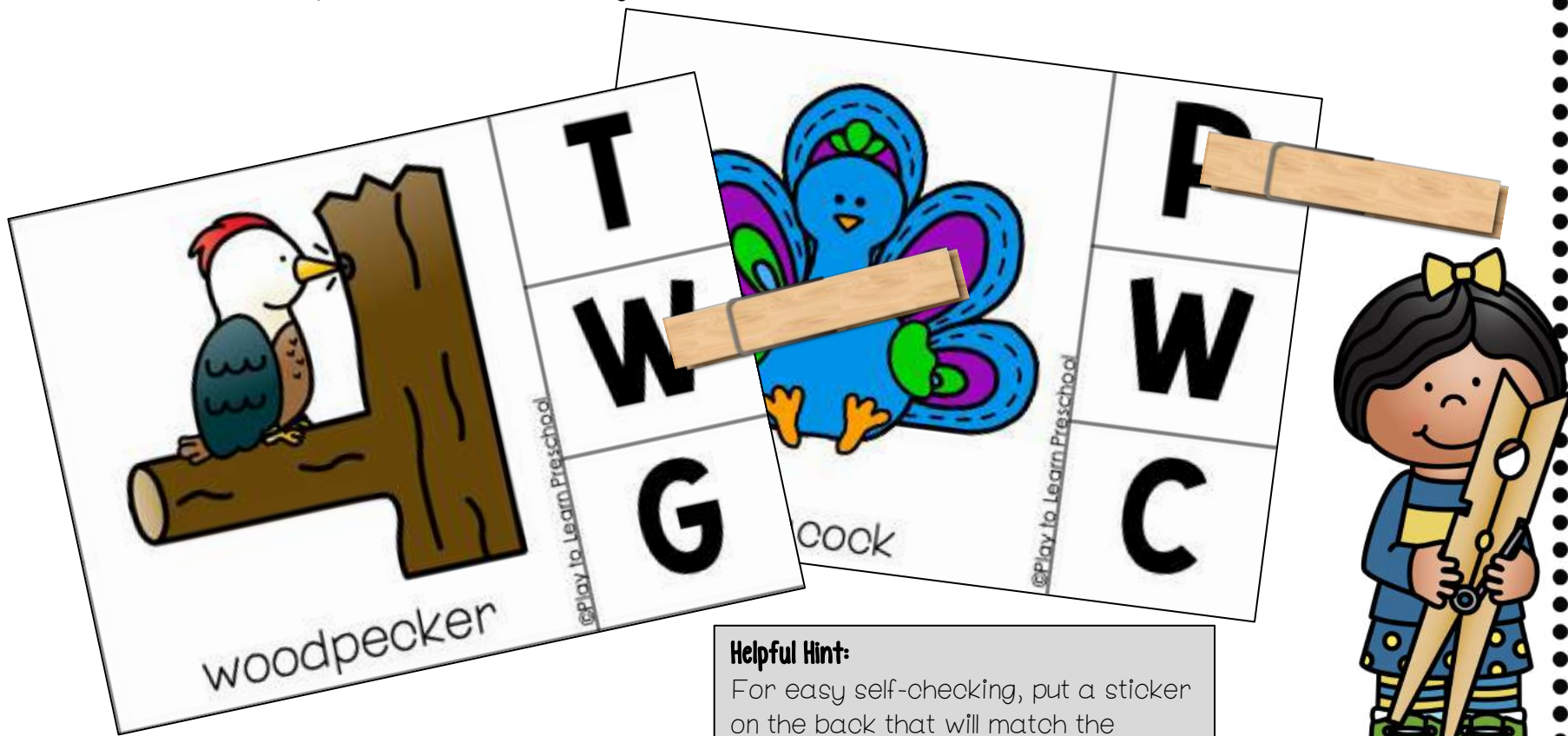
1

# Beginning Sound Clips

**Objective:** Students will identify the first sound of each picture and locate the corresponding letter.

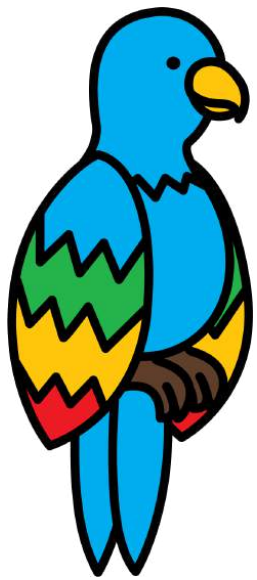
**Preparation:** Print the cards, mat, laminate and cut apart.

**Procedure:** Students say the picture and listen for the first sound. Then they attach a clothes pin to the matching letter.



## Helpful Hint:

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

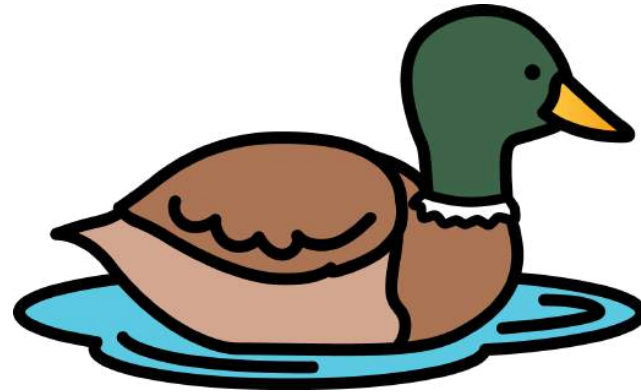


parrot

C

M

P

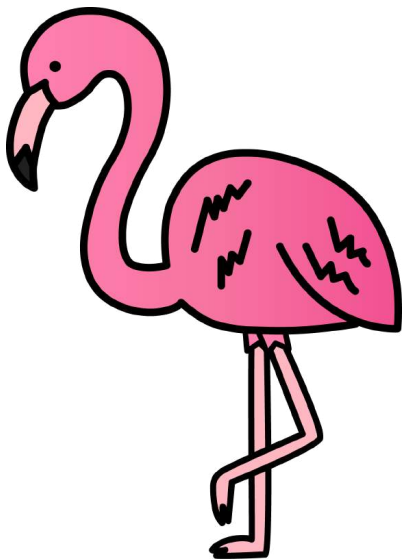


duck

D

E

S



flamingo

F

B

S

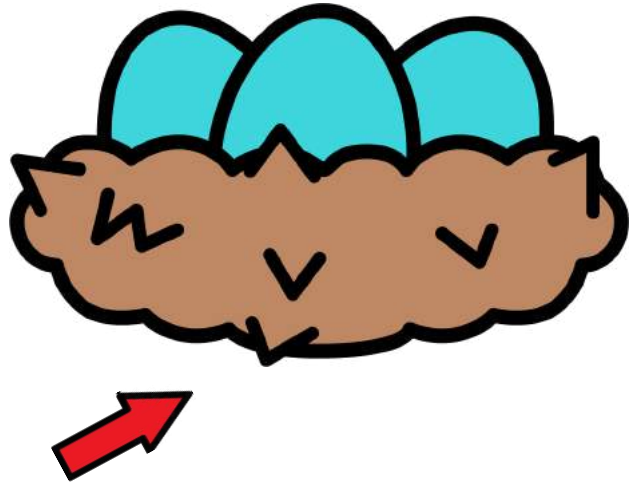


woodpecker

T

W

G

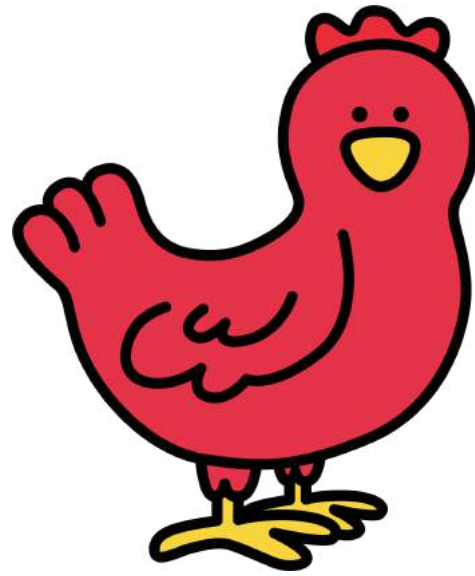


nest

T

N

J



hen

M

Z

H



ostrich

O

D

R

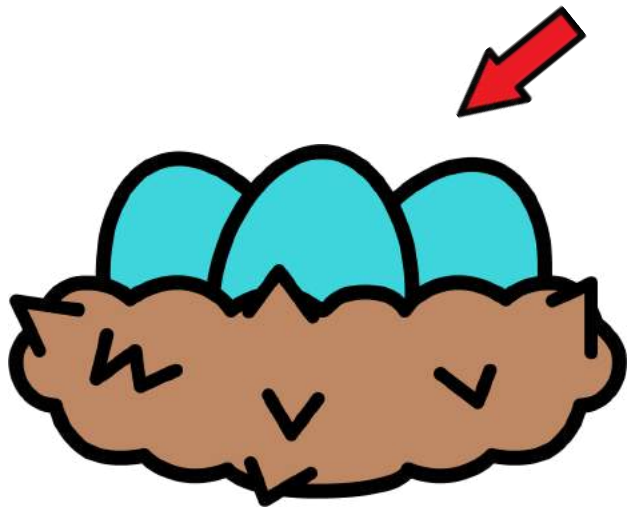


penguin

B

F

P

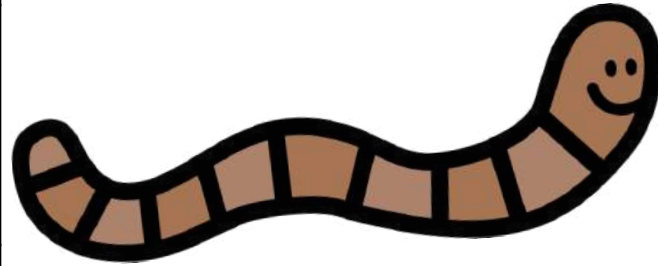


eggs

E

M

P

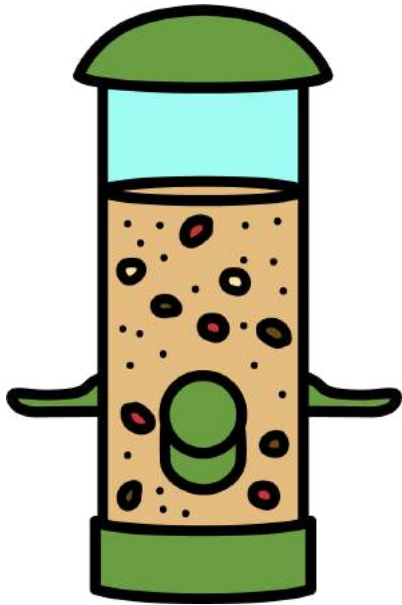


worm

D

W

S



feeder

N

F

S



peacock

P

W

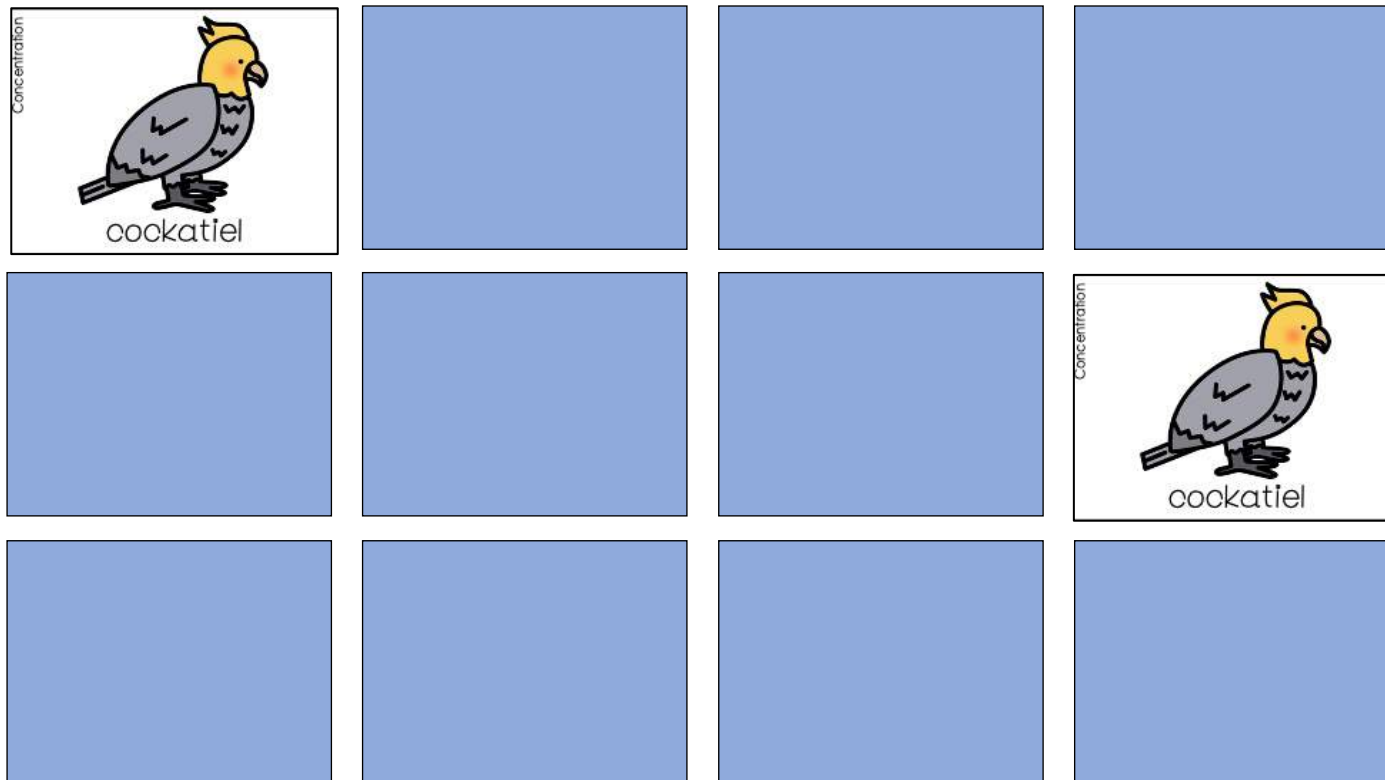
C

# Concentration

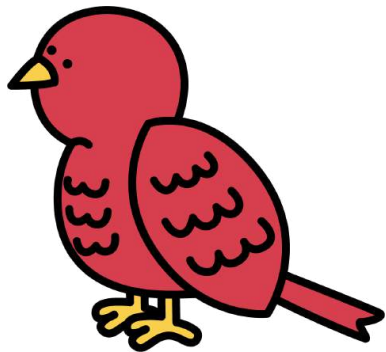
**Objectives:** The students will use visual discrimination (matching) skills to identify two identical objects.

**Preparation:** Print the picture cards. Mat onto cardstock and/or laminate as desired. Cut apart.

**Procedure:** Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.



Concentration



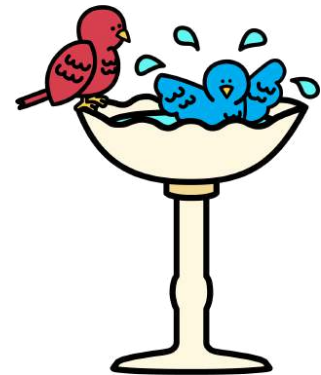
red bird

Concentration



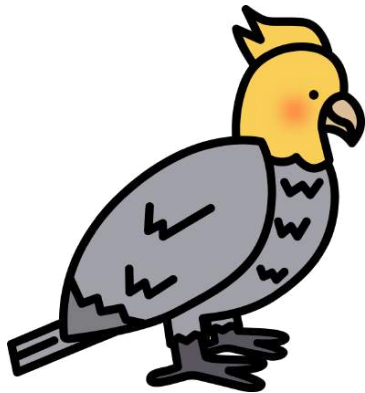
birdhouse

Concentration



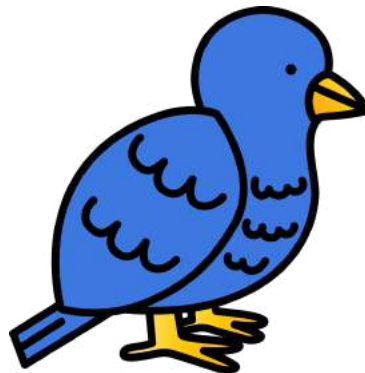
birdbath

Concentration



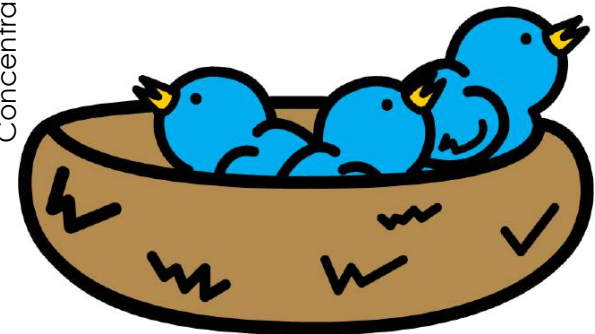
cockatiel

Concentration



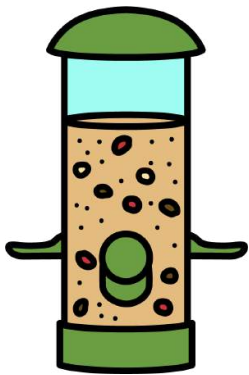
blue bird

Concentration



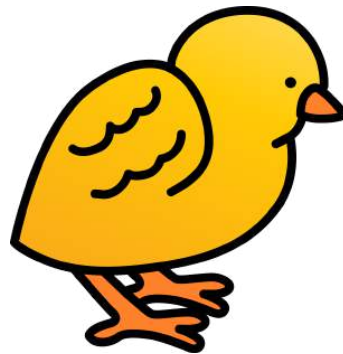
nest

Concentration



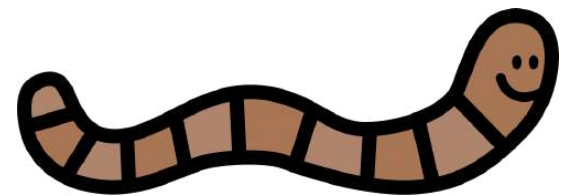
bird feeder

Concentration



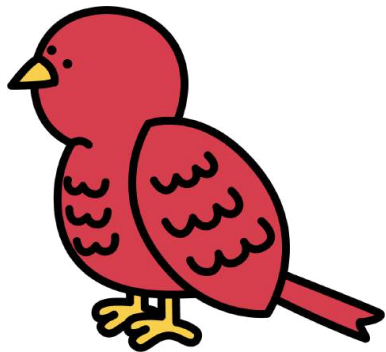
chick

Concentration



worm

Concentration



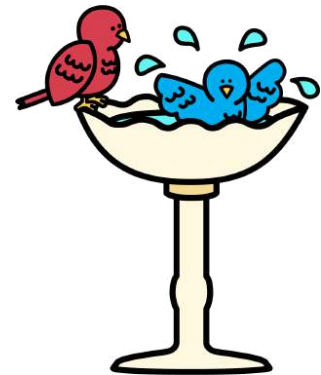
red bird

Concentration



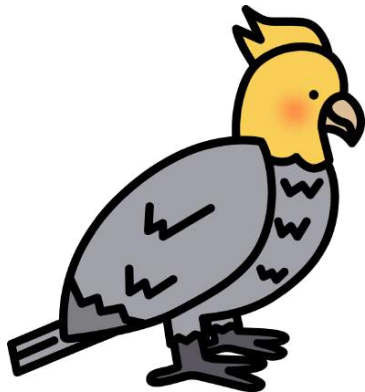
birdhouse

Concentration



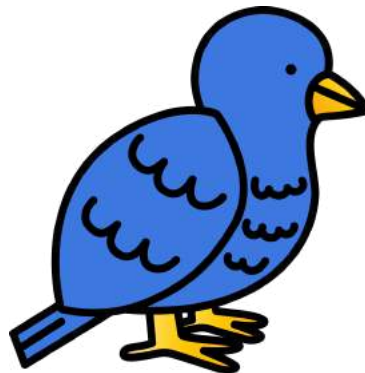
birdbath

Concentration



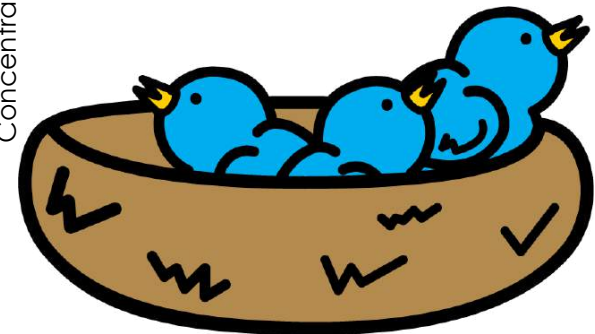
cockatiel

Concentration



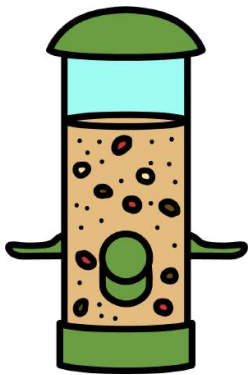
blue bird

Concentration



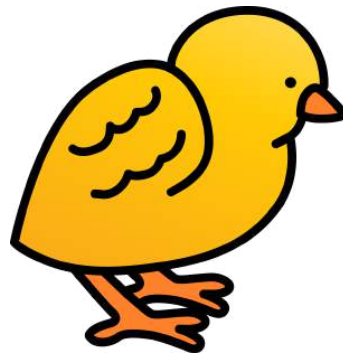
nest

Concentration



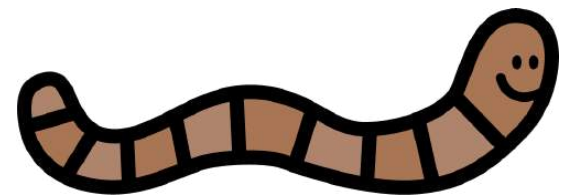
bird feeder

Concentration



chick

Concentration



worm



# Bird Books

## for Preschoolers



### Birds

- *Three Hens and a Peacock* by Lester L. Laminack
- *Birds* by Jill McDonald
- *A Nest Full of Eggs* by Priscilla Belz Jenkins
- *Feathers: Not Just for Flying* by Melissa Stewart
- *Edward the Emu* by Sheena Knowles
- *Hooray for Birds!* by Lucy Cousins
- *Birds* by Carme Lemniscates
- *Ruby's Birds* by Mya Thompson
- *Bring on the Birds* by Susan Stockdale

### Backyard Birds

- *Black Bird Yellow Sun* by Steve Light
- *Birds* by Kevin Henkes
- *Baby Bird's First Nest* by Frank Asch
- *Wild Birds* by Joanne Ryder
- *Little Green* by Keith Baker

### Owls

- *Cock-A-Doodle-Hooooooooo!* by Mick Manning
- *This is Owl* by Libby Walden and Jacqui Lee
- *Owl Bat Bat Owl* by Marie-Louise Fitzpatrick
- *Fly!* by Mark Teague
- *Owl Babies* by Martin Waddell
- *Wow! Said the Owl* by Tim Hopgood
- *Owls* by Gail Gibbons
- *The Littlest Owl* by Caroline Pitcher
- *I'm Not Sleepy!* by Jonathan Allen

### Chickens

- *Hattie Peck* by Emma Levey
- *Cock-a-Moo-Moo* by Juliet Dallas-Conté
- *Big Chickens* by Leslie Helakoski
- *Rooster's off to See the World* by Eric Carle
- *Click, Clack, Peep!* by Doreen Cronin and Betsy Lewin

### Tropical Birds

- *If You Were a Parrot* by Katherine Rawson
- *Bird Paradise* by Terry Jennings
- *Sylvie the Colorful Flamingo* by Jennifer Sattler

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for preschool and Pre-K learners:

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Printable Resources for

# Preschool Learners

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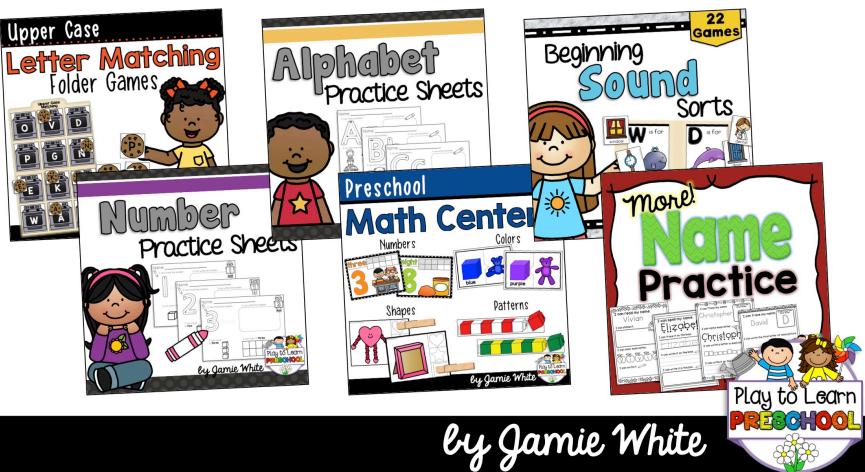
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By Jamie White



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