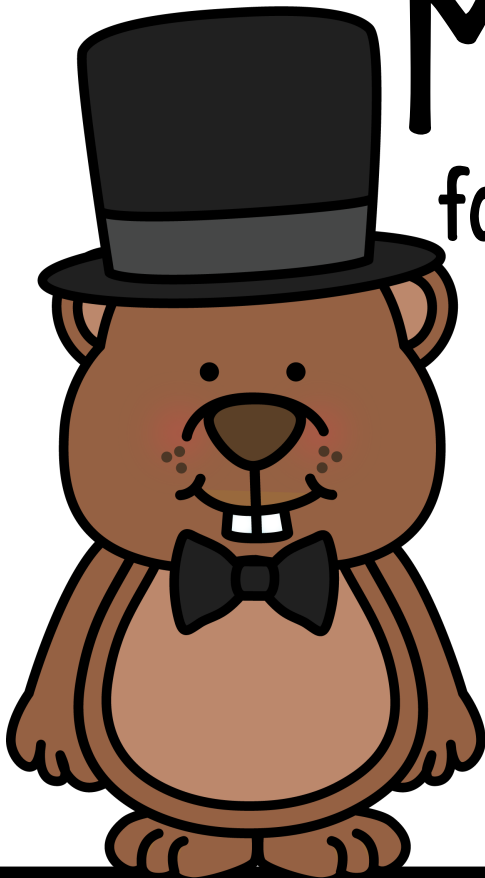


Circle Time

Groundhog

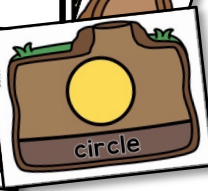
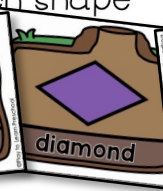
Mini-Unit for Preschoolers



Sleepy Groundhog
Sleepy little groundhog,
Hiding underground.



Under which shape



Groundhog Mini Unit

Unit overview

Day 1 Introduction - Groundhog

Introduce the new unit: **Groundhog**
Talk about groundhogs. Take a poll and sing an action song.

Introduction
Groundhogs

Groundhogs are small creatures with long sharp teeth used for gnawing or chewing. They are sometimes called woodchucks and are related to squirrels.

Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will answer questions.
- The students will play with words, sounds and rhymes.

Activities:

- Examine the real picture of the groundhog. Ask students what they already know about groundhogs. What do you notice in the photograph? (Tail, paws, ears...)
- Take a poll. Students use name cards or post-it notes to display their answers on a bar graph. "Have you seen a groundhog?"
- Out out enough black holes for each student. Sing the song, "I'm a Little Groundhog." The students place the black hole over their head. "I live in a hole under the ground." During the second verse, students jump up and bring the hole down by their side.

Day 1 lesson plans

Day 2 A Groundhog's Habitat

Look at the real pictures of groundhogs and where they live. Play a carpet game and rhyming game.

A Groundhog's Habitat
Great Digger

Groundhogs can be found near forests, meadows, and water. They have detailed burrows, or holes, with lots of tunnels that can be 6-16 feet long. Some burrows can have many entrances and rooms as well as a bathroom.

Objectives:

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

Activities:

- Show the real life photographs. Ask students what they see in the background of each picture (grass, trees, water, burrow, etc.)
- Display one of the groundhog cards and read the words to the class. If the pictures rhyme, students clap their hands. If the pictures do not rhyme, they shake their heads.

To Play the Game:

- Line up the pictures of the burrows.
- Place the right number of cards for your students. Identify the colors and shapes together.
- Hide the groundhog under one of the burrows and invite the plant to find it.
- Children guess where the groundhog is hiding by identifying the shape and/or color.

Sleepy Groundhog
Sleepy time groundhog, sleepy time groundhog!

Day 2 lesson plans

Day 3 Groundhog Body

Inspect the real picture. Play along with the action card game. Recite the groundhog chip clip poem.

Groundhog Body
Brown and Fuzzy

Groundhogs, also known as whistle pigs and woodchucks, are brown, fuzzy creatures related to the squirrel. They can weigh up to 13 pounds and be as long as 20 inches.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate an understanding of print concepts.
- The students will play with words, sounds, and rhymes.

Activities:

- Show the real picture of the groundhog and ask the students what they see. (Eyes, ears, nose, claws, tail...)
- Print the groundhog color cards and cut apart. Display one card and read the corresponding poem. Students will cut out the middle with each card.
- Recite the chip clip poem, "I Little Groundhog." Add a groundhog to the garden after each verse.

Extension Idea: "I am a Groundhog" using the included center activity. Then use the file folder out during centers for further exploration.

Day 3 lesson plans

Day 4 Groundhog Food

Compare groundhog food to what humans eat. Sing PLANT bingo song and play a sorting game.

Groundhog Food
Healthy Eaters

Groundhogs are herbivores, or plant eaters. They live to eat cornmeal, apples, lettuce, and corn as well as other vegetables. They also love grasses, clover, alfalfa, and dandelion.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will play with words, sounds, and rhymes.
- The students will sort objects by type.

Activities:

- Examine the real pictures of what a groundhog eats. Discuss if those are foods a human might eat. (Groundhogs are healthy eaters!)
- Display the PLANT bingo song to the tune of "If You're a Plant, You're a Plant." Display the PLANT bingo song. After singing the song, sing the PLANT bingo song with a picture of the plant.
- Group: "PLANT" bingo song. Group: Food groundhog eat but NOT eat.

Day 4 lesson plans

Day 5 Conclusion

Record what we learned about groundhogs and play the groundhog grid game.

Conclusion
What We Learned

To conclude the unit, ask the students what they liked best while learning about groundhogs. What did they learn and what did they already know?

Objectives:

- The students will draw and imitate the act of writing.
- The students will notice and extend simple patterns.

Activities:

- Ask the students what they liked about groundhogs. Students can draw a picture or teachers can transcribe their responses on the attached recording sheets.
- Play the Groundhog Grid Game.

To Play:

- Copy template page onto 6 different colors of paper.
- Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the items.
- Students close their eyes while the teacher removes 1 card.
- Students use their knowledge of patterns to determine which card (color and picture) is missing.

Extension Idea: Make a yummy groundhog snack by combining little bits of grapes, apples, celery, and raisins. Double-check student allergies before serving.

Which one is missing?

Day 5 lesson plans

Introduction

Groundhogs

Day 1
Lesson
Plans

Groundhogs are small creatures with long sharp teeth used for gnawing or chewing. They are sometimes called woodchucks and are related to squirrels.

Objectives:

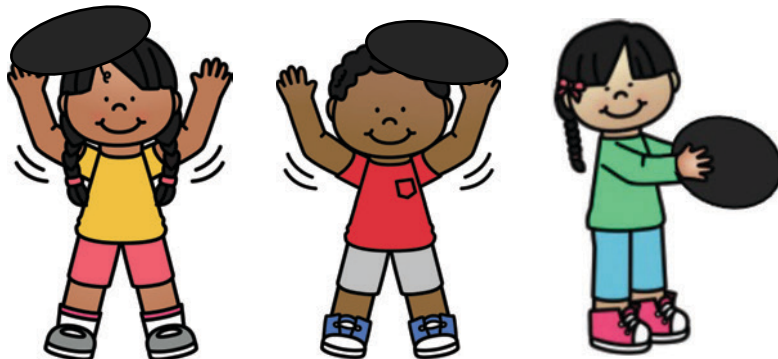
- The students will demonstrate an understanding of print concepts.
- The students will answer questions.
- The students will play with words, sounds and rhymes.

Activities:


1. Examine the real picture of the groundhog. Ask students what they already know about groundhogs. What do you notice in the photograph? (Tail, paws, ears...)
2. Take a poll. Students use name cards or post-it notes to display their answers on a bar graph. "Have you seen a groundhog?"
3. Cut out enough black holes for each student. Sing the song, "I'm a Little Groundhog." The students place the black hole over their head - "I live in a hole under the ground." During the second verse, students jump up and bring the hole down by their side.




Have you seen a groundhog?	
 Yes, I have.	 No, not yet.
Adley	Gemma
Kristavia	Logan
mie	Ryan
	Becky



I'm a Little Groundhog
To the tune of "I'm a Little Teapot"

 I'm a little groundhog
Short & brown.
I live in a hole
Under the ground.

When the winter's over
My sleeping is done.
I pop my head up to
See the bright sun!





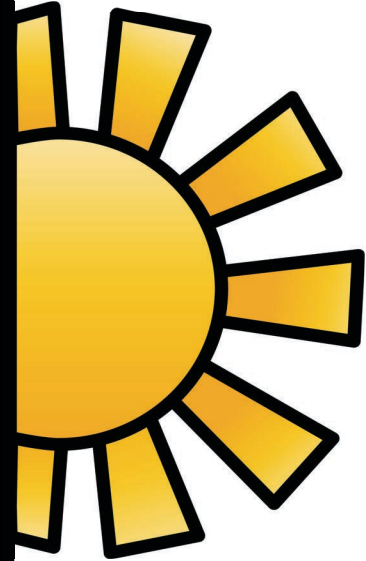
Groundhogs are large fuzzy rodents related to the squirrel.

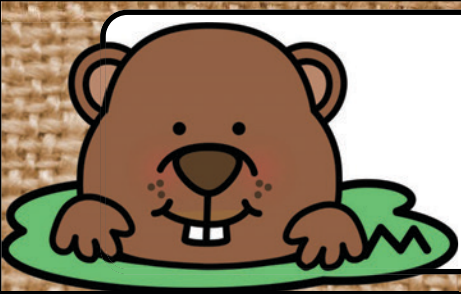
I'm a Little Groundhog

To the tune of "I'm a Little Teapot"

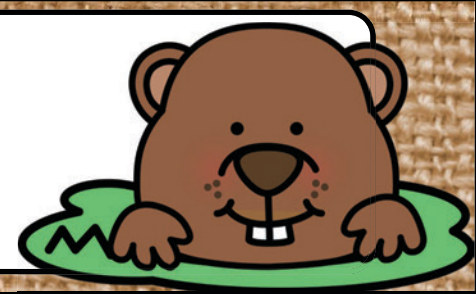
I'm a little groundhog
Short & brown.
I live in a hole
Under the ground.

When the winter's over
My sleeping is done.
I pop my head up to
See the bright sun!

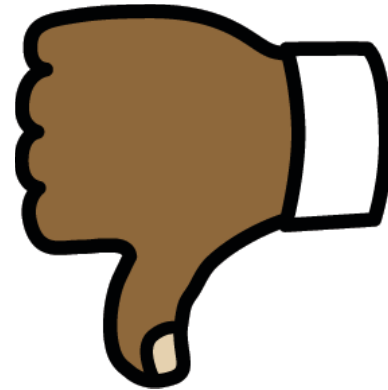




Have you seen
a groundhog?



Yes, I have.



No, not yet.

A Groundhog's Habitat

Great Diggers!

Day 2
lesson
plans

Groundhogs can be found near forests, meadows, and water. They have detailed burrows, or holes, with lots of tunnels that can be 8–66 feet long. Some burrows can have many entrances and rooms as well as a bathroom!

Objectives:

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

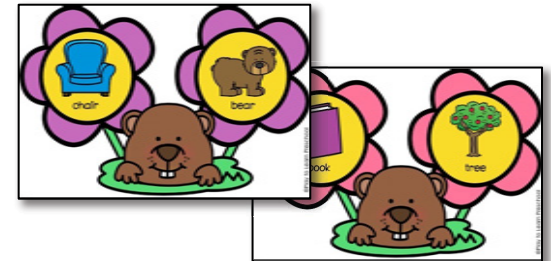
Activities:

1. Show the real life photographs. Ask students what they see in the background of each picture (grasses, trees, water, burrow, etc.)
2. Display one of the groundhog cards and read the words to the class. If the pictures rhyme, students clap their hands. If the pictures do not rhyme, students cover their eyes with their hands.
3. Play the "Sleepy Groundhog" game.

Extension Idea: Play a groundhog burrow game by placing groundhog-themed toys inside a brown paper bag (i.e., small toy groundhog, plastic fruits and vegetables, a shovel (*groundhogs are diggers*), etc.) Select an item and describe it. Students try to guess what it is before it's pulled out of the bag.

To Play the Game:

- Line up the pictures of the burrows. Pick the right number of cards for your students. Identify the colors and shapes together.
- Hide the groundhog under one of the burrows and recite the poem to find it.
- Children guess where the groundhog is hiding by identifying the shape and/or color.



**Groundhogs live near forests, meadows,
open fields, and water.**

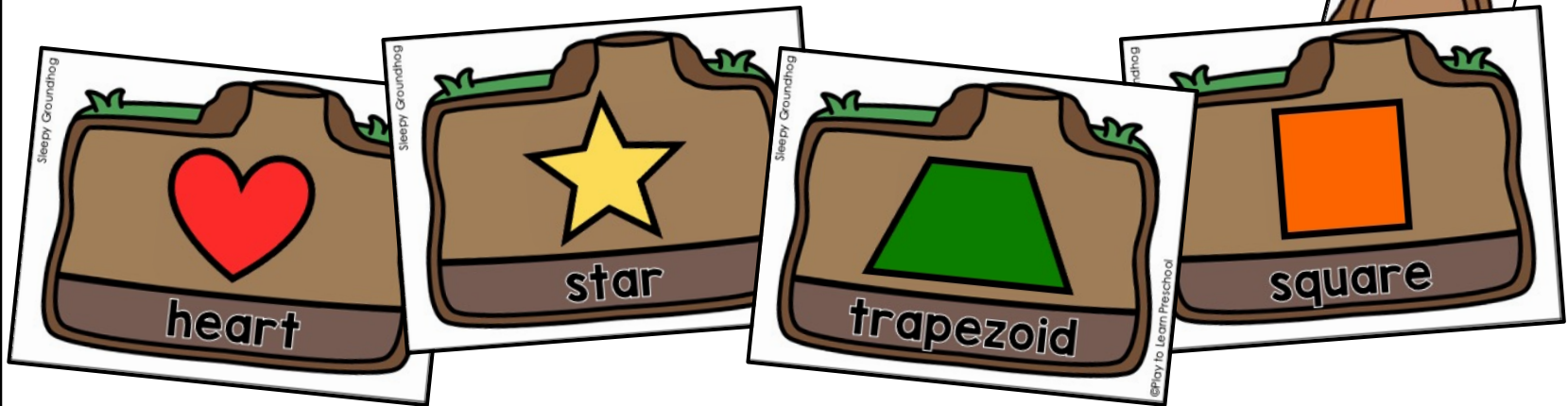


Groundhogs sleep and hibernate in burrows they dig underground.



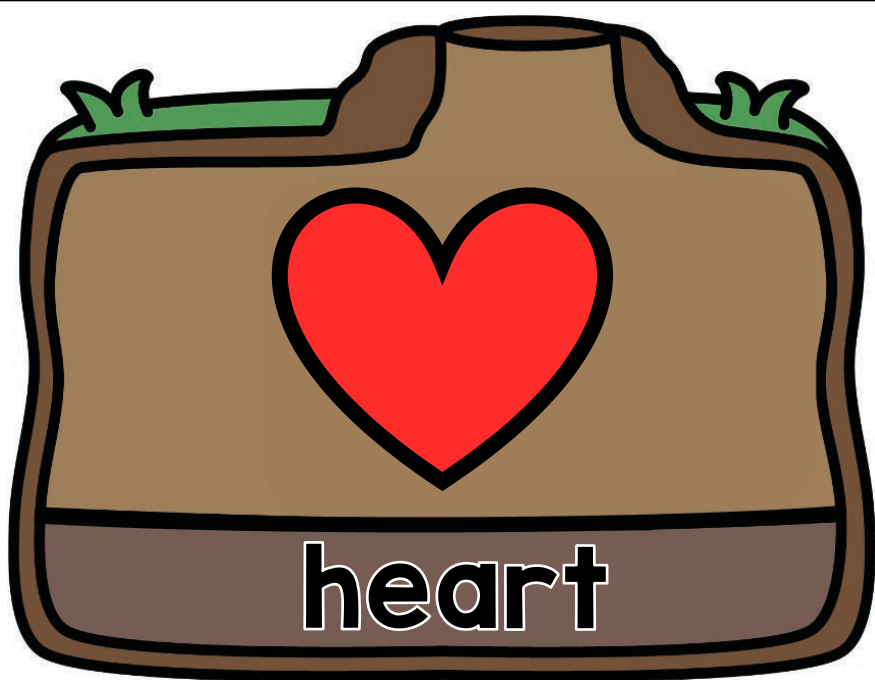
Sleepy Groundhog

Sleepy little groundhog,
Hiding underground.



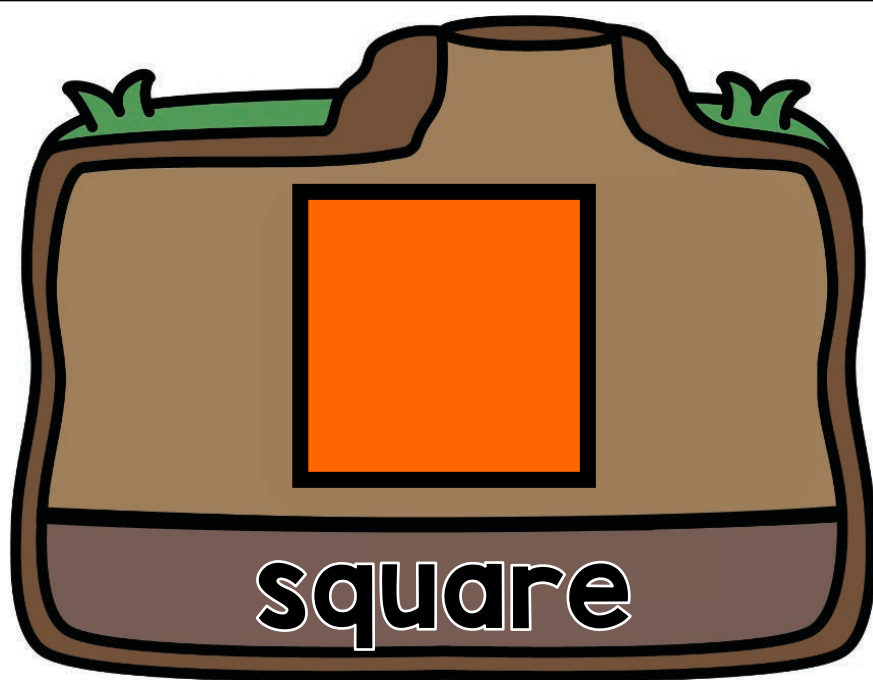
Under which shape
Can it be found?

Sleepy Groundhog



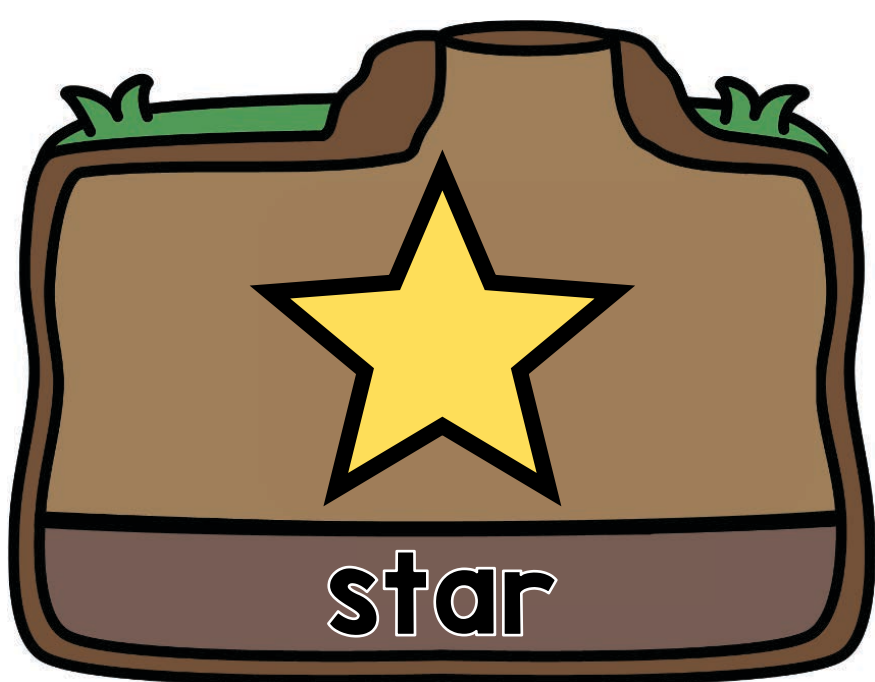
heart

Sleepy Groundhog



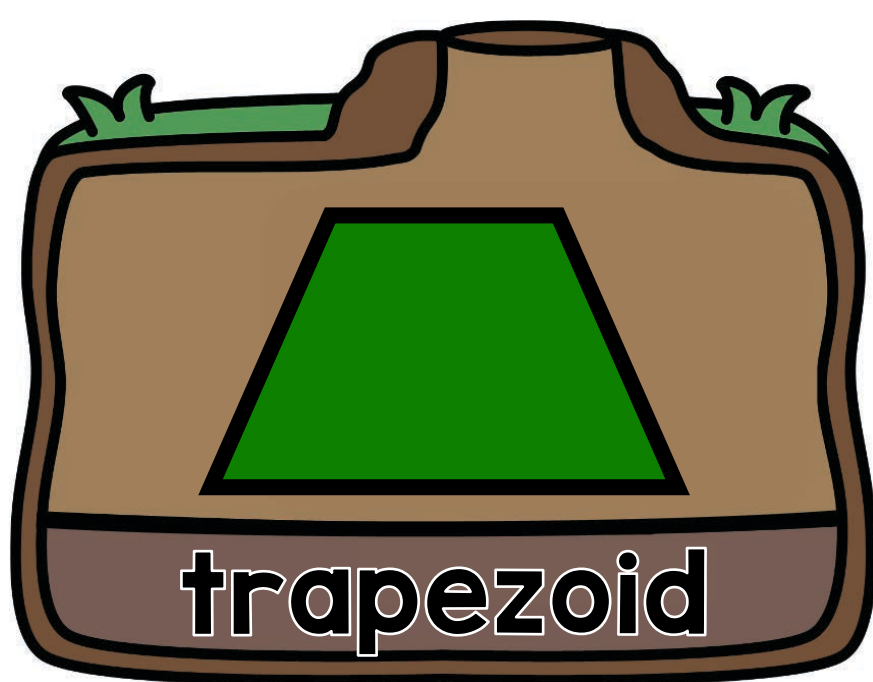
square

Sleepy Groundhog



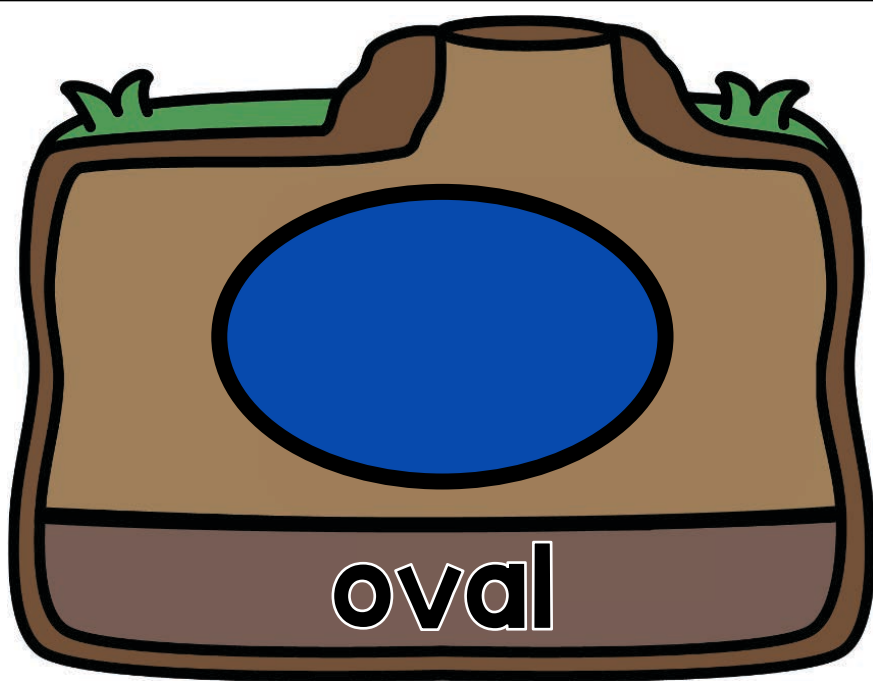
star

Sleepy Groundhog



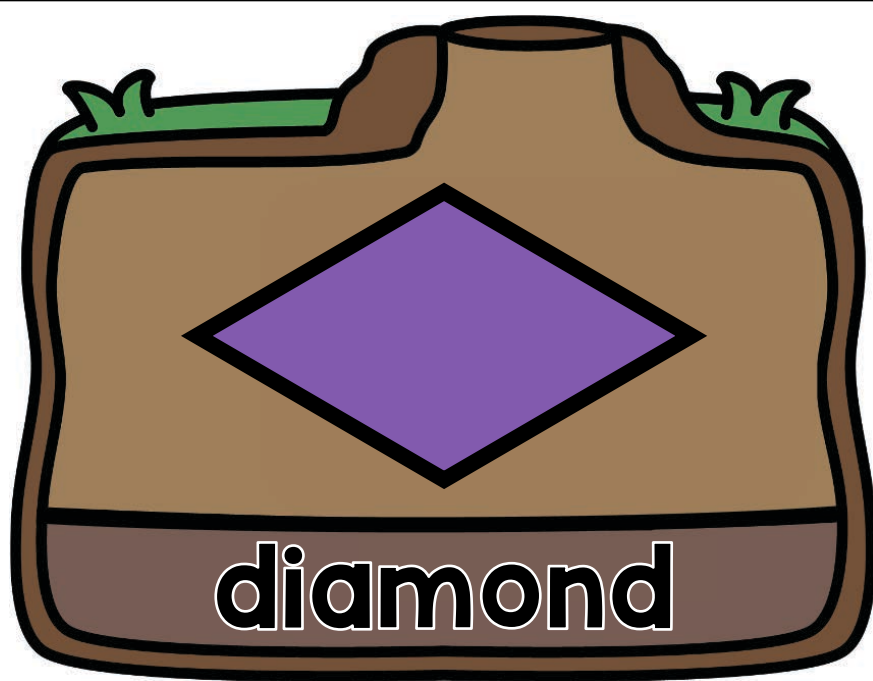
trapezoid

Sleepy Groundhog



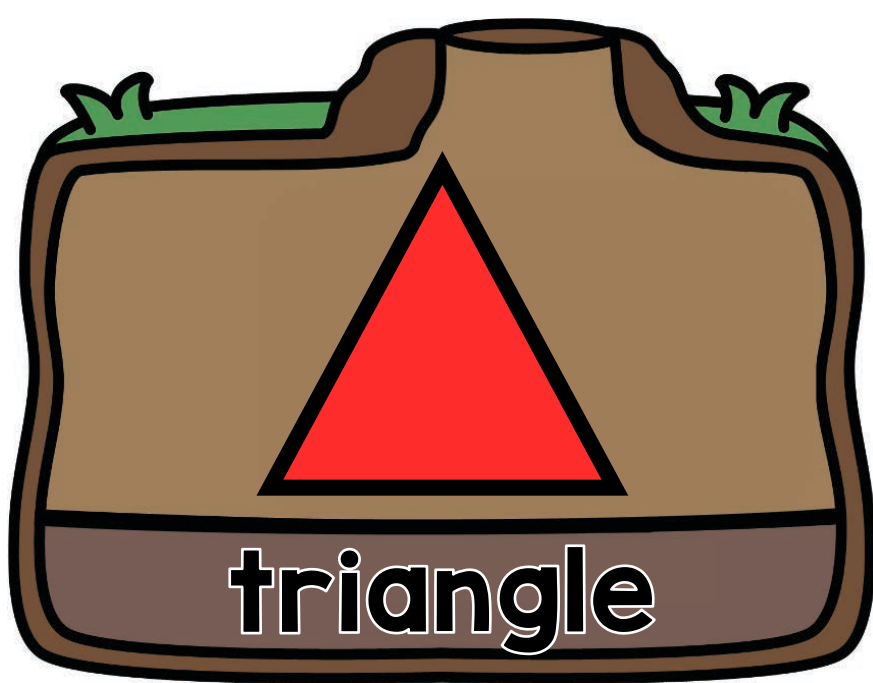
oval

Sleepy Groundhog



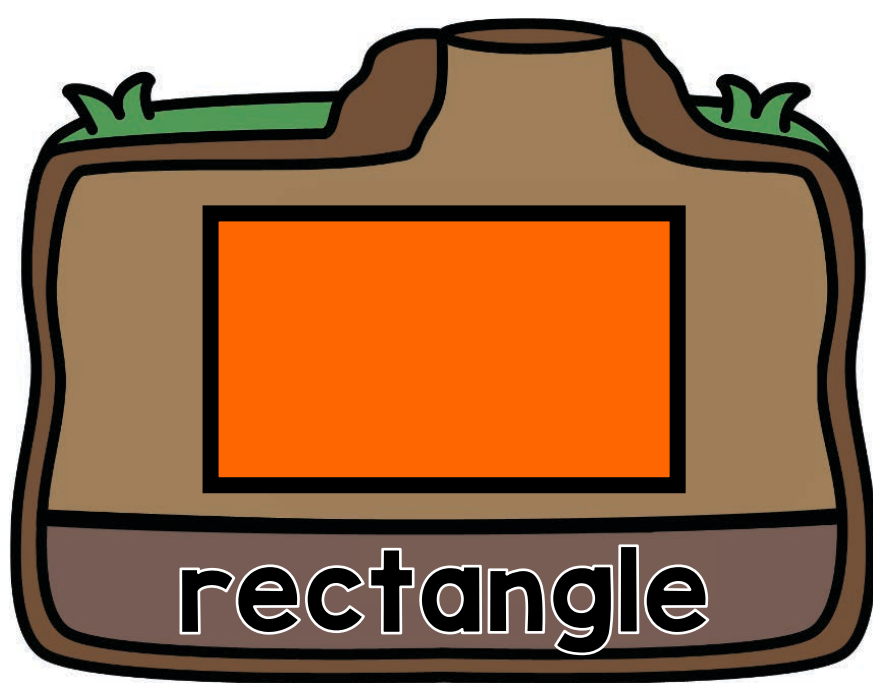
diamond

Sleepy Groundhog



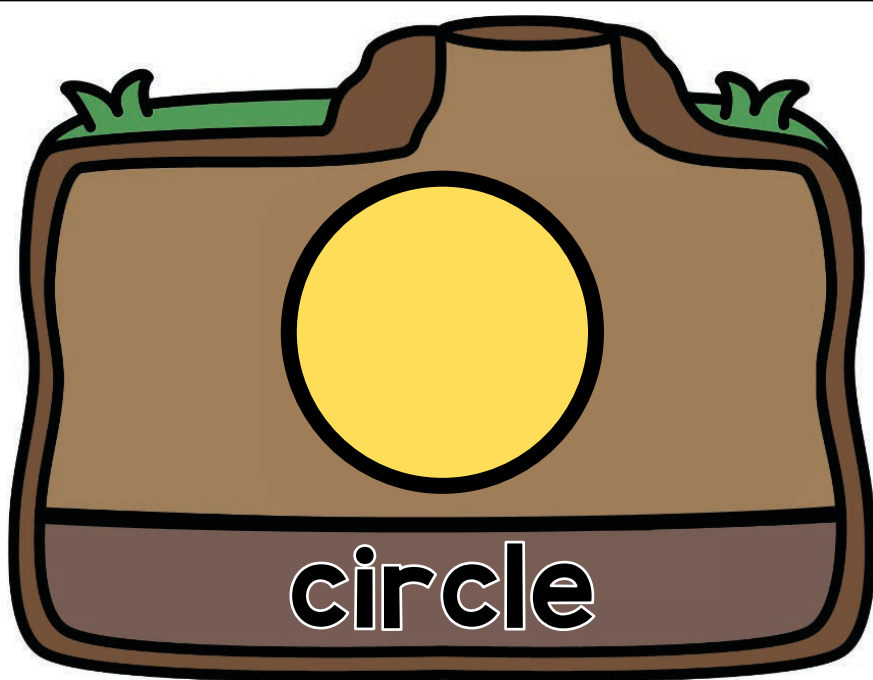
triangle

Sleepy Groundhog

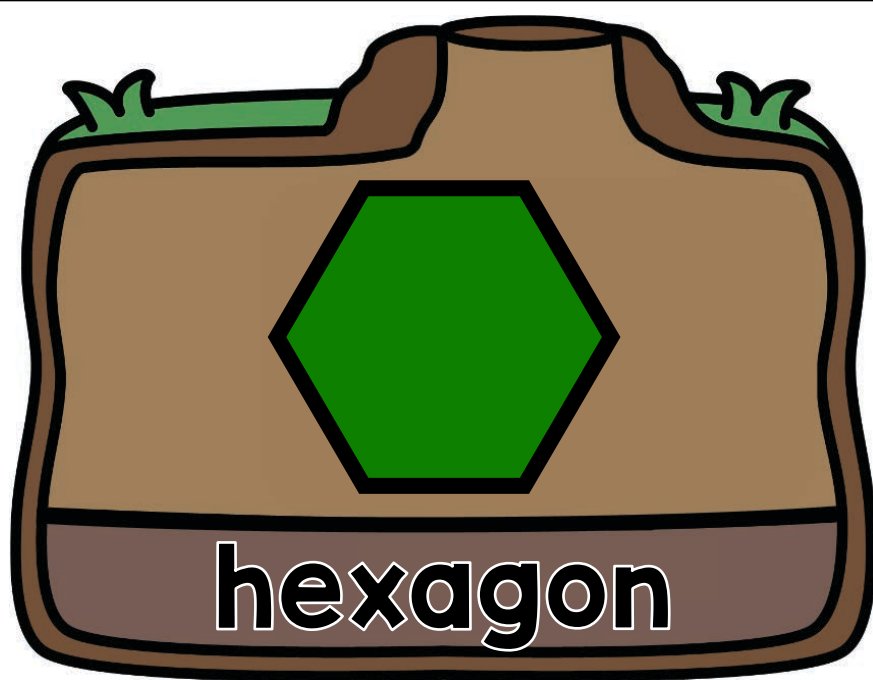


rectangle

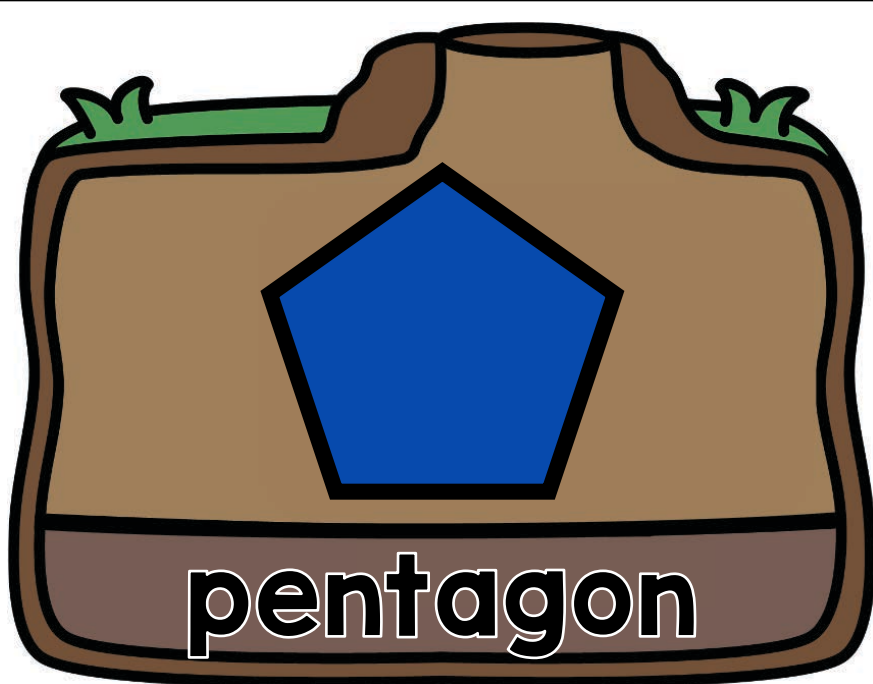
Sleepy Groundhog



Sleepy Groundhog

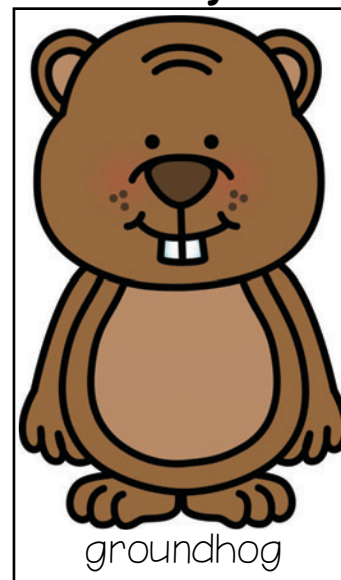


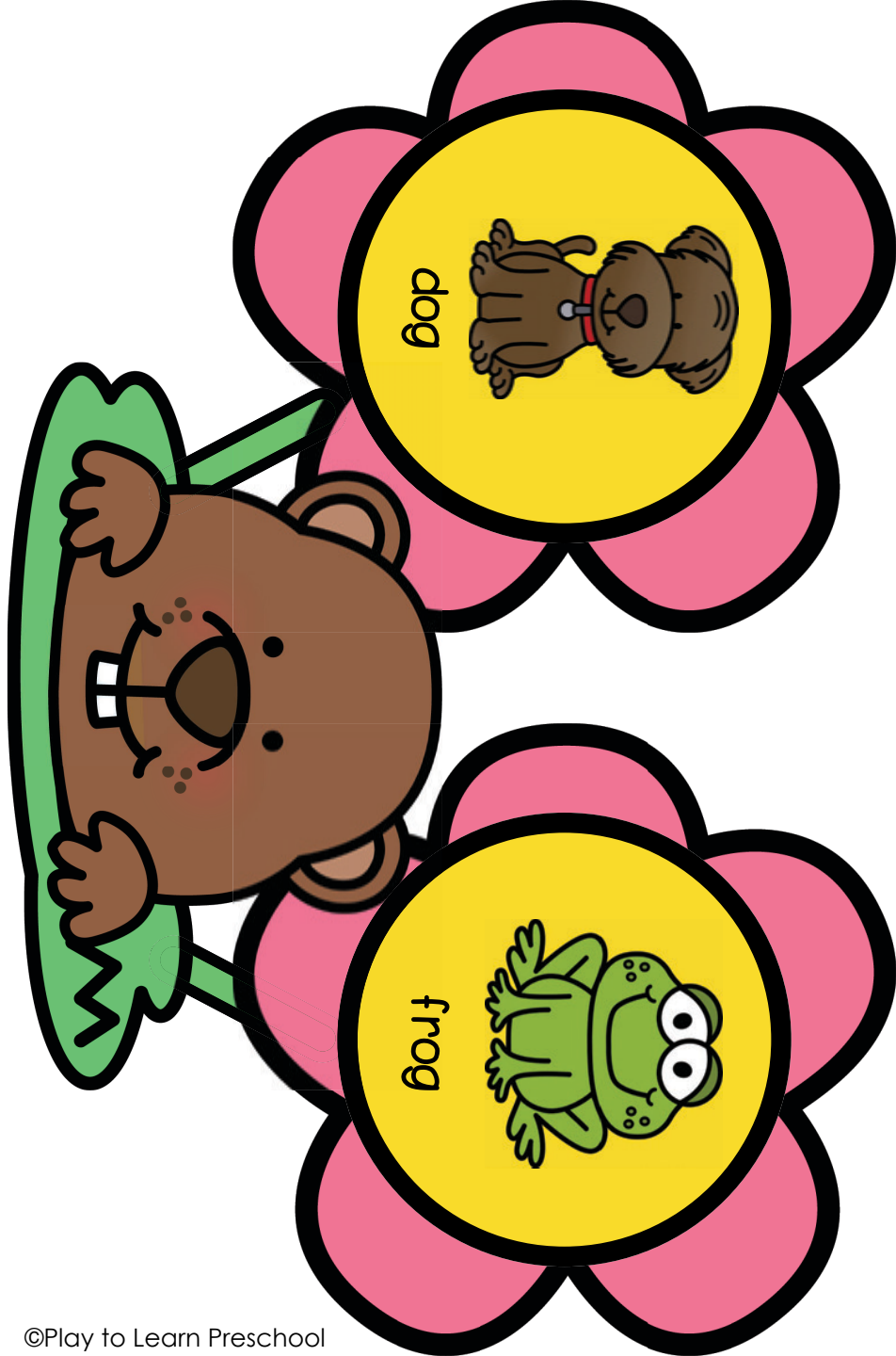
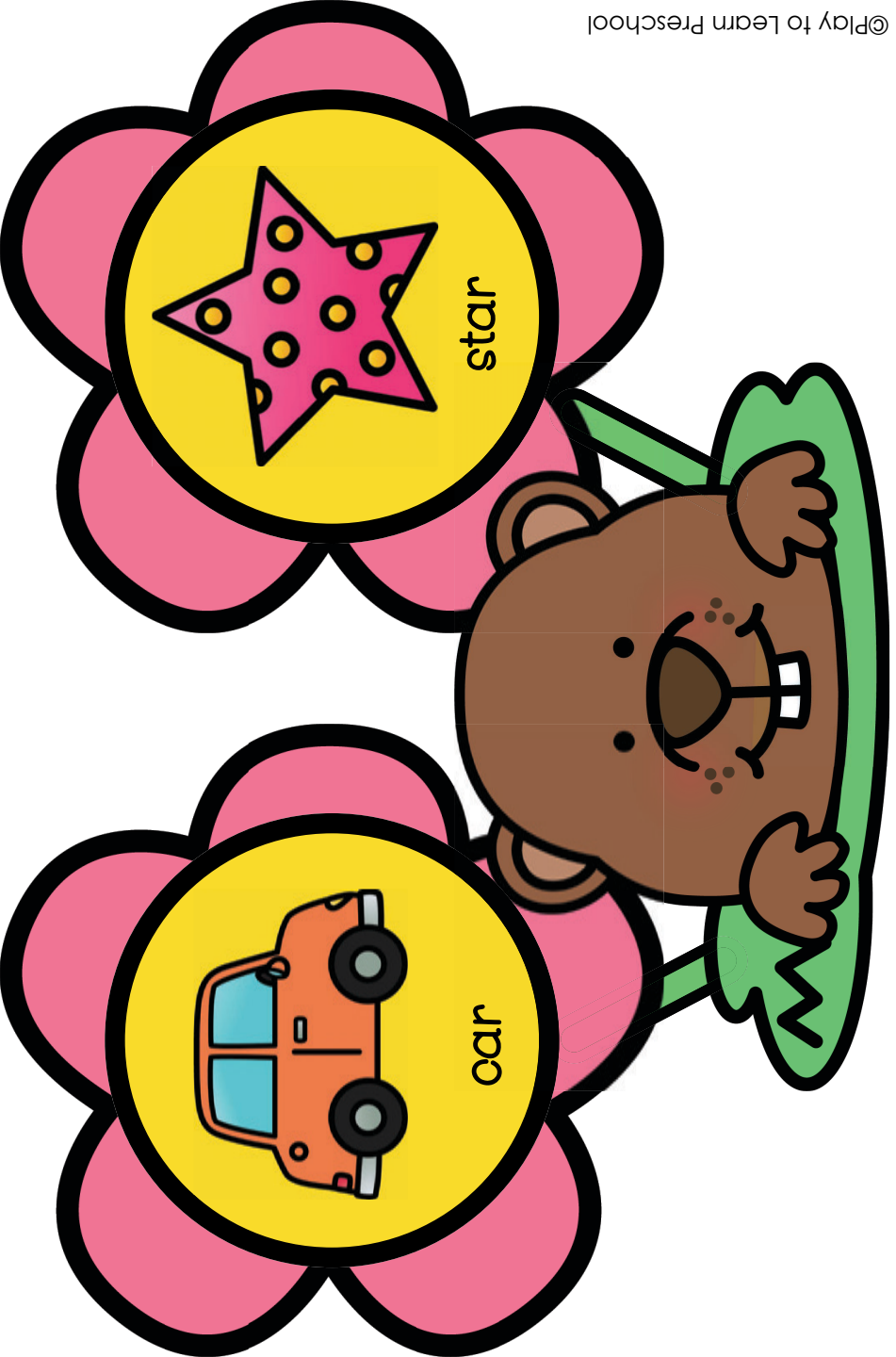
Sleepy Groundhog

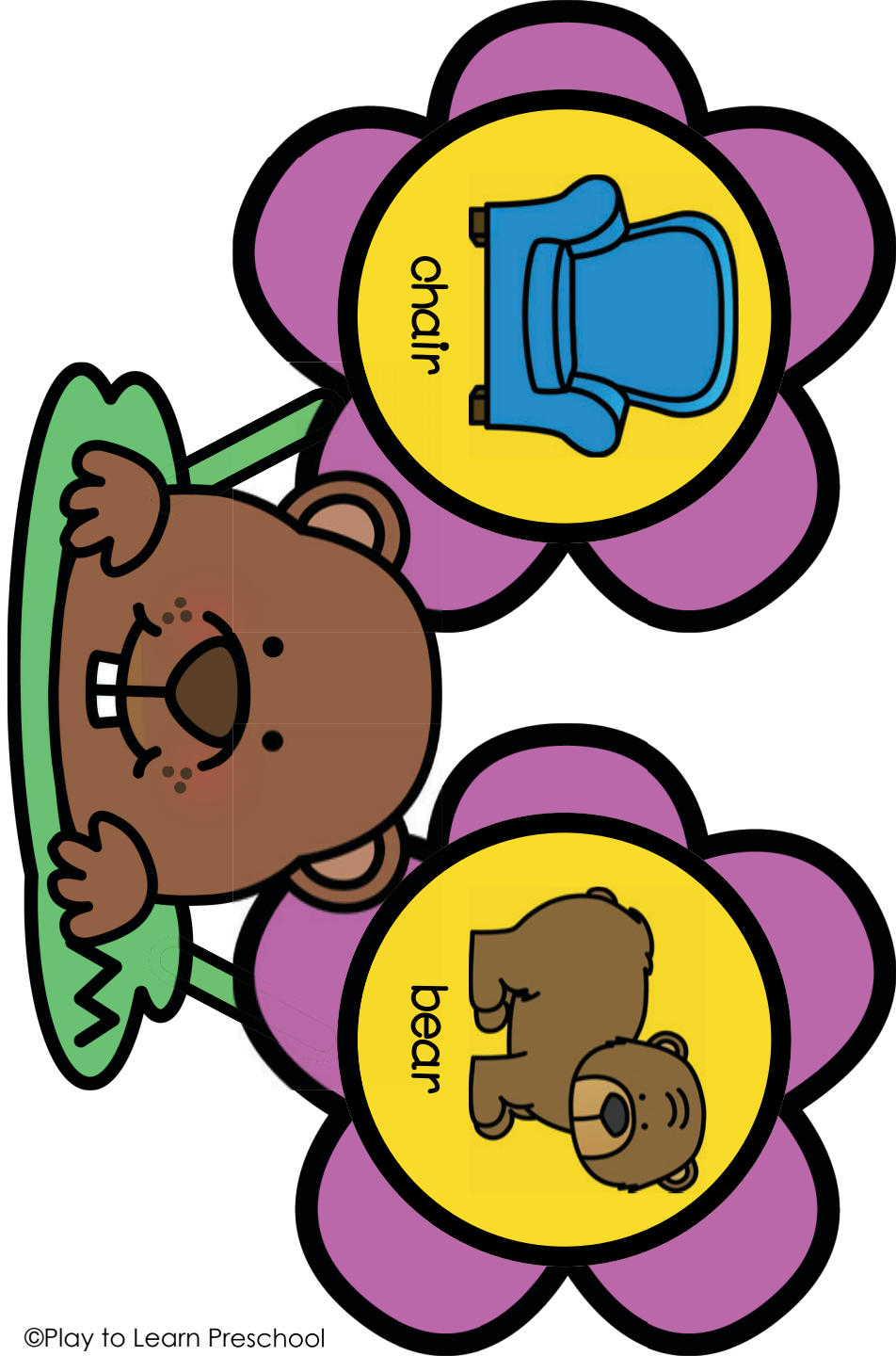
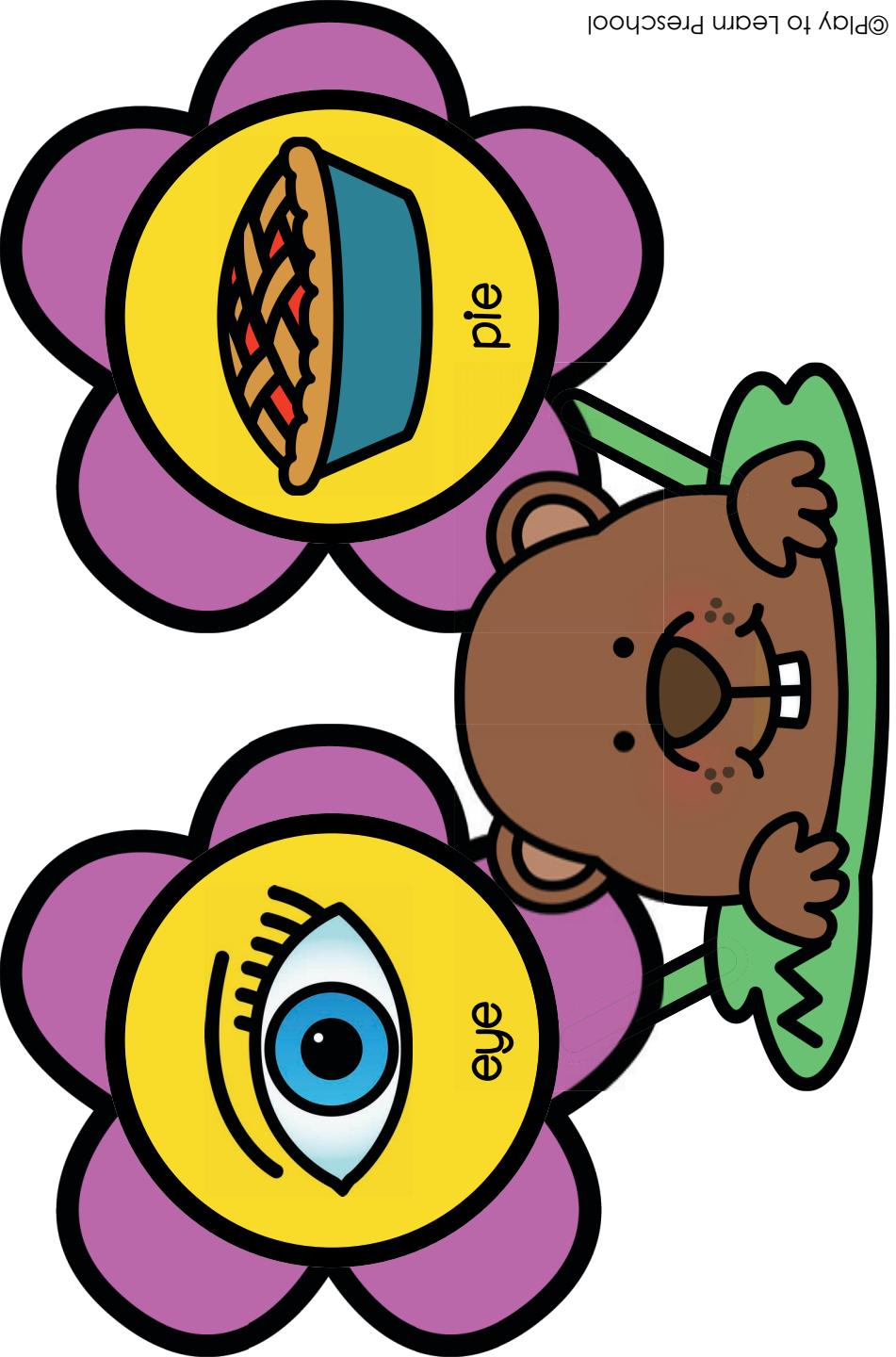


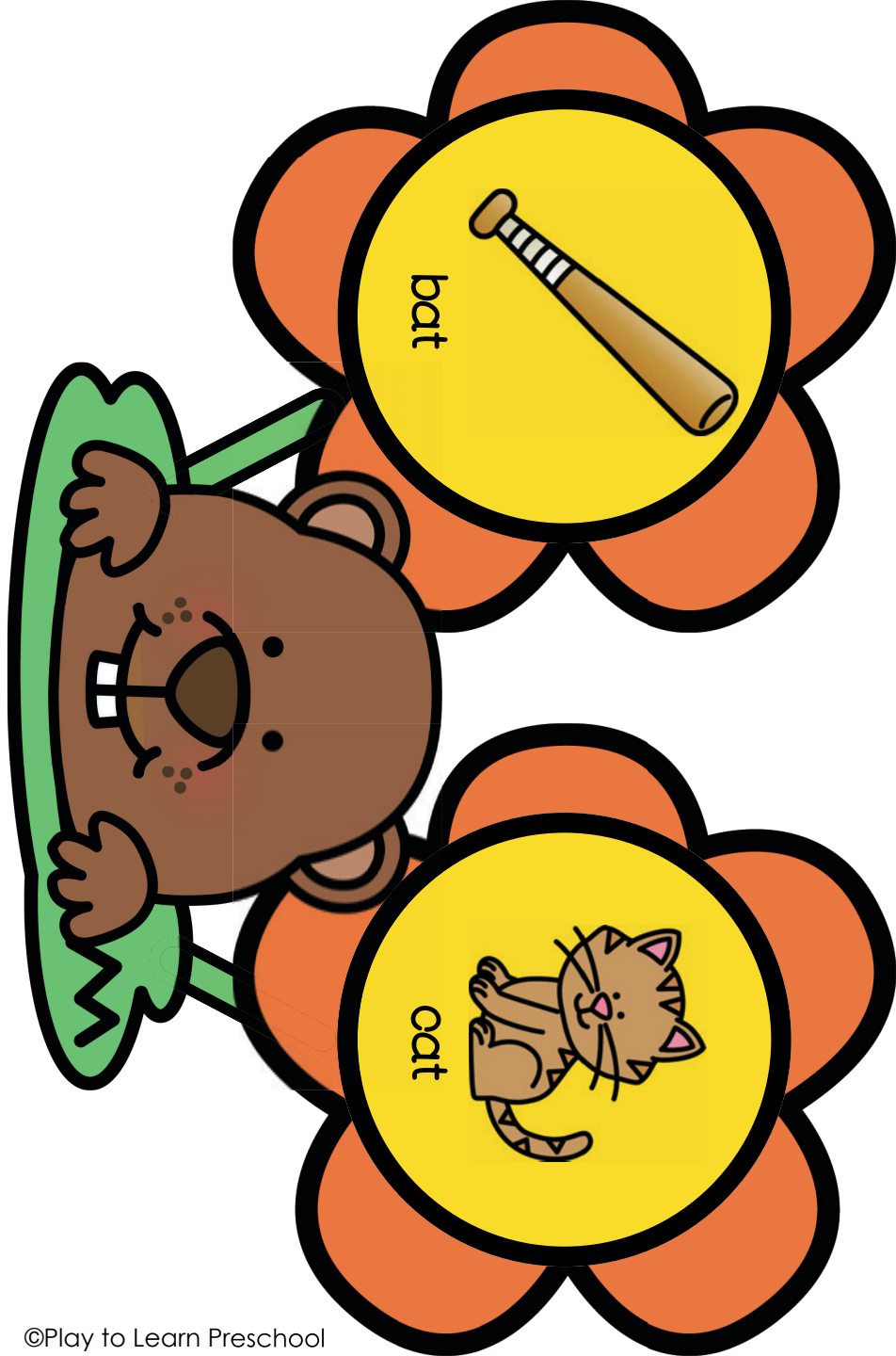
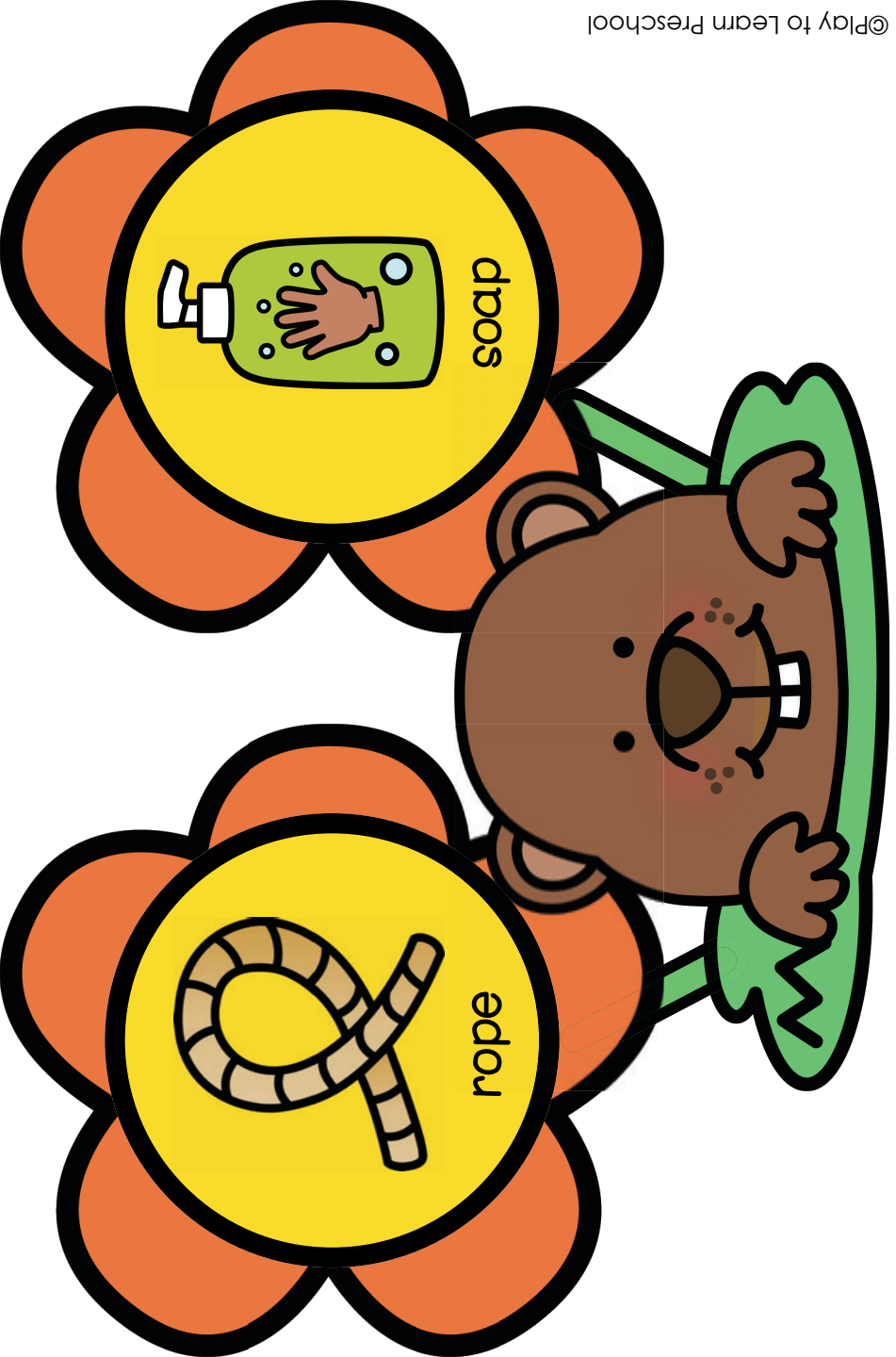
Sleepy Groundhog

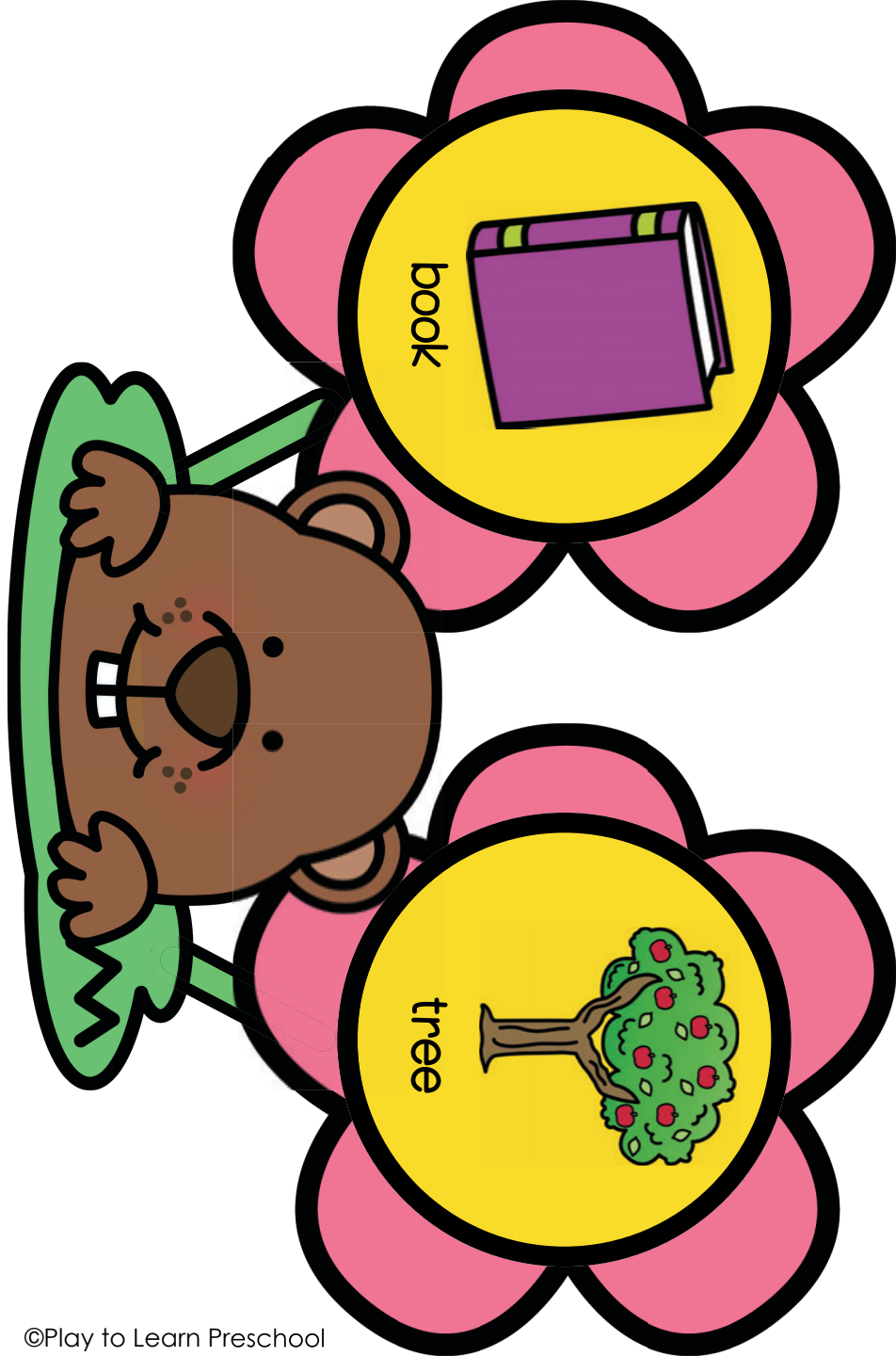
Cut out this groundhog.

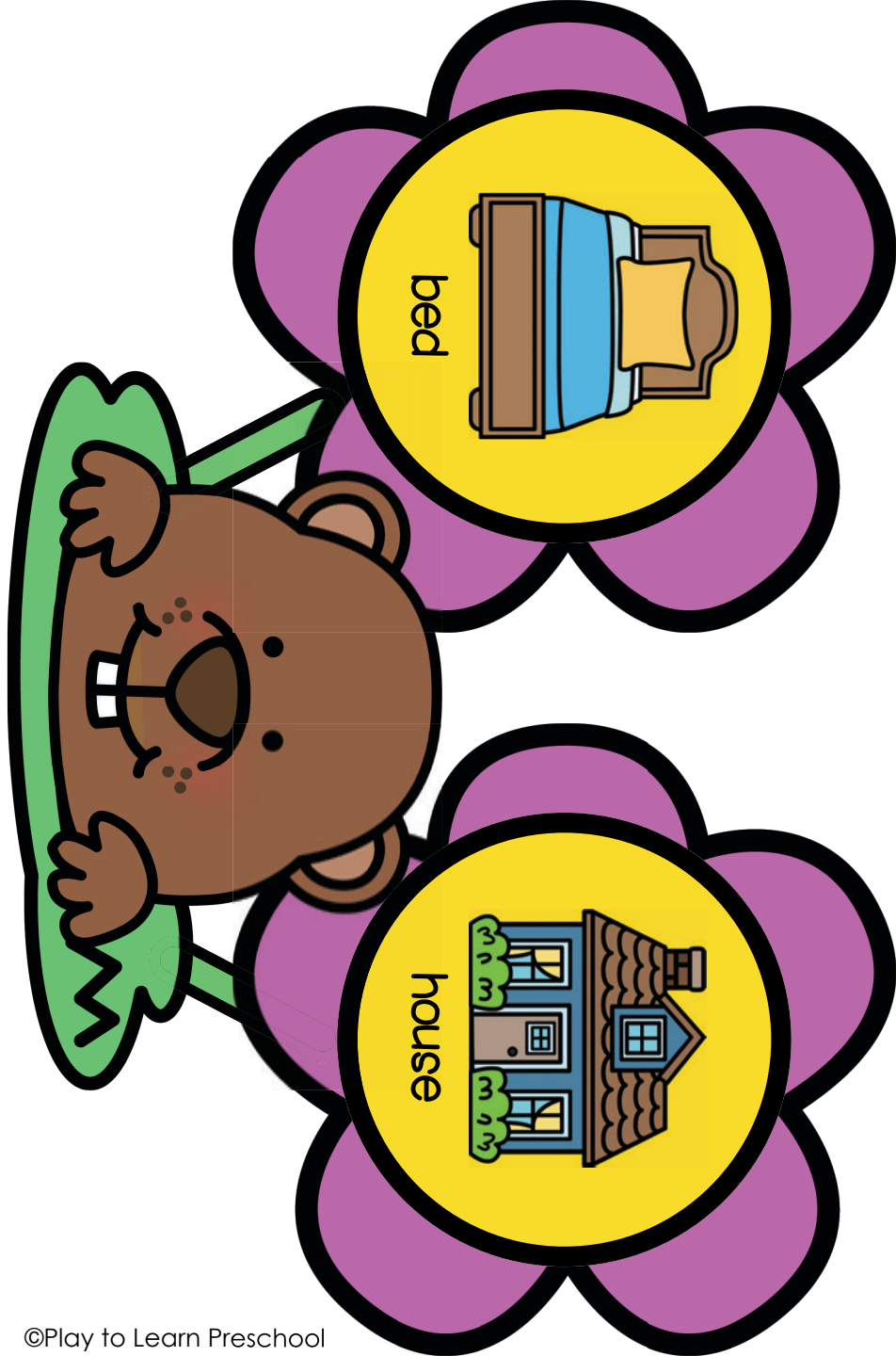
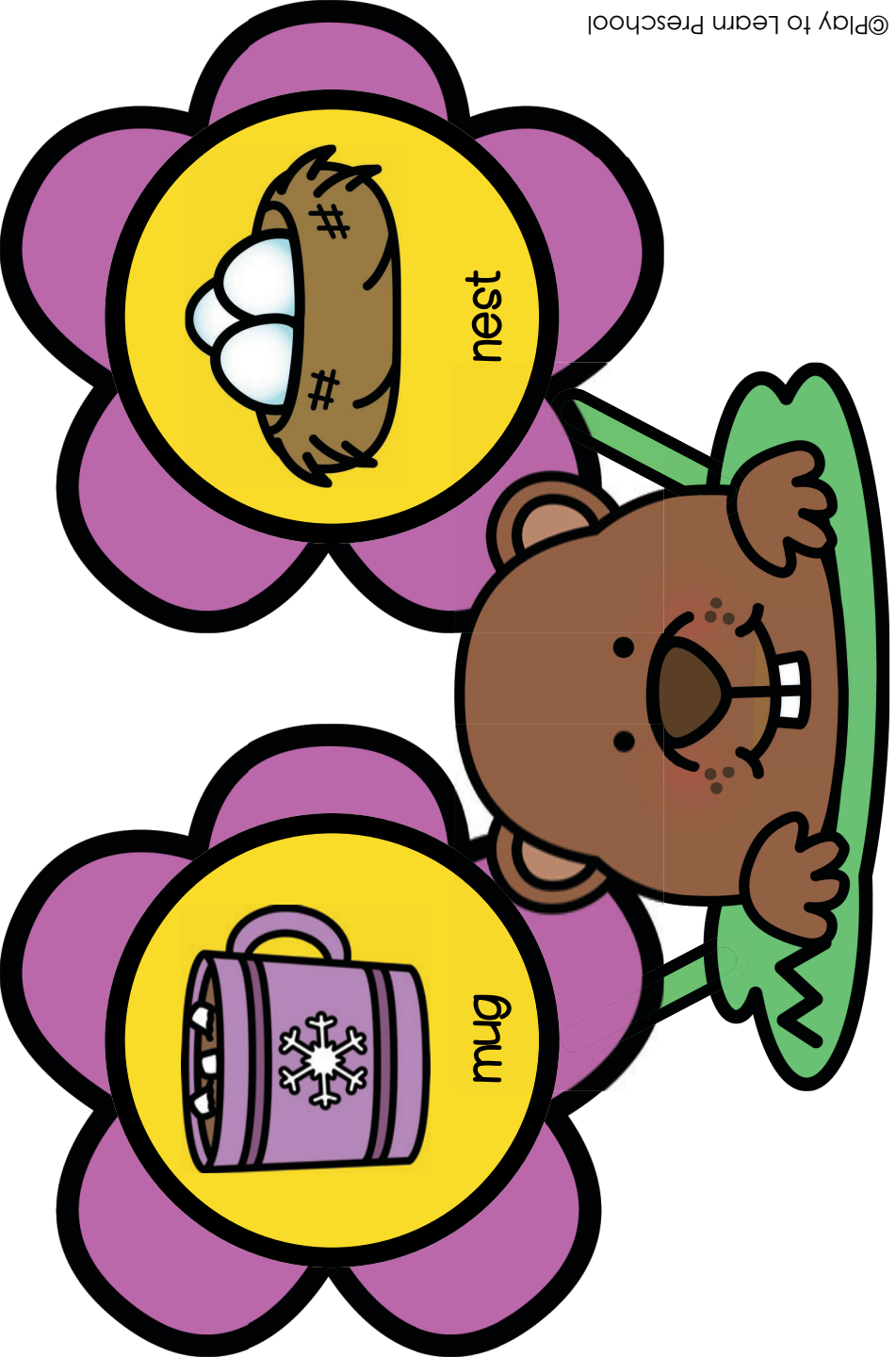


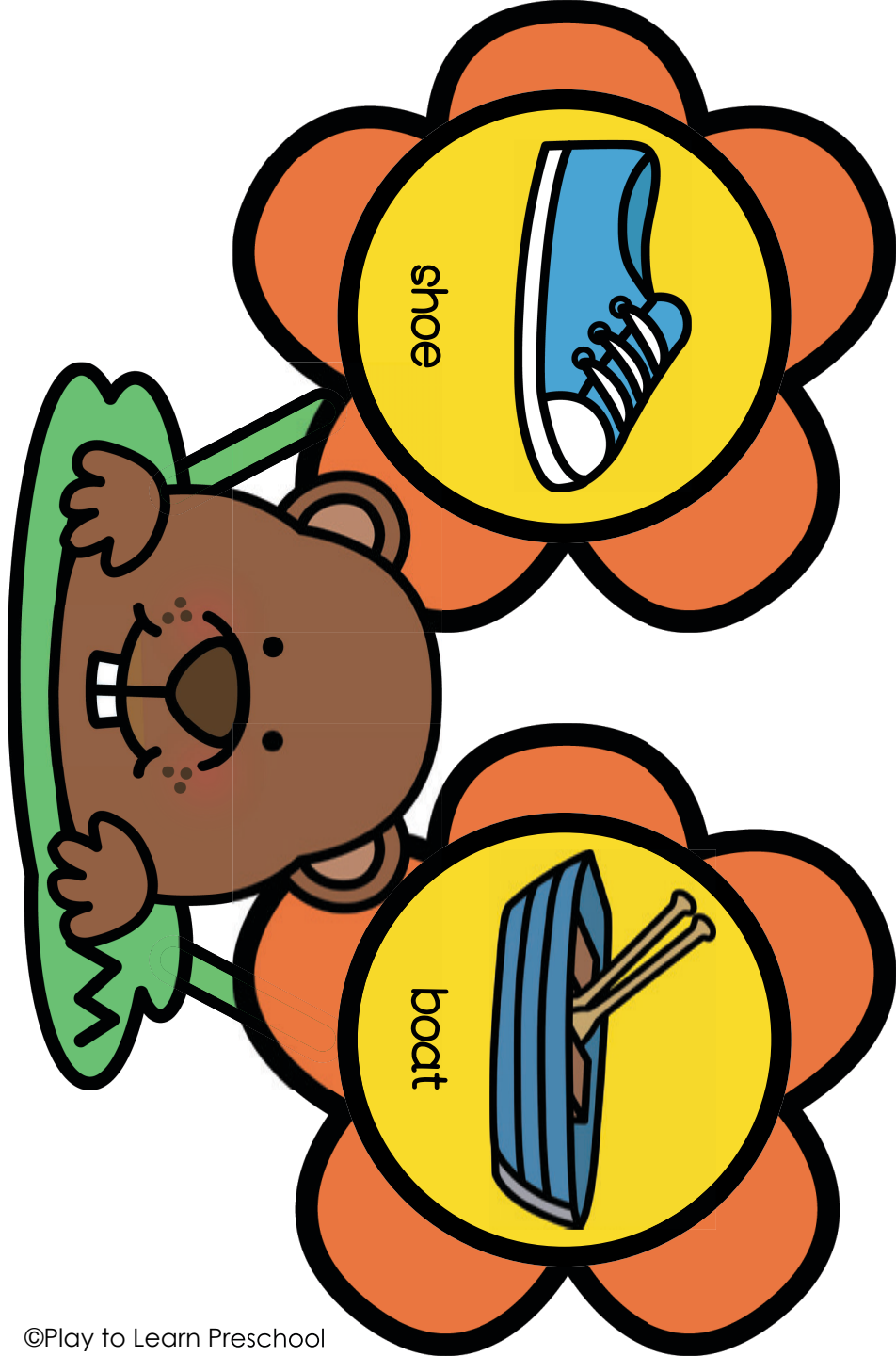
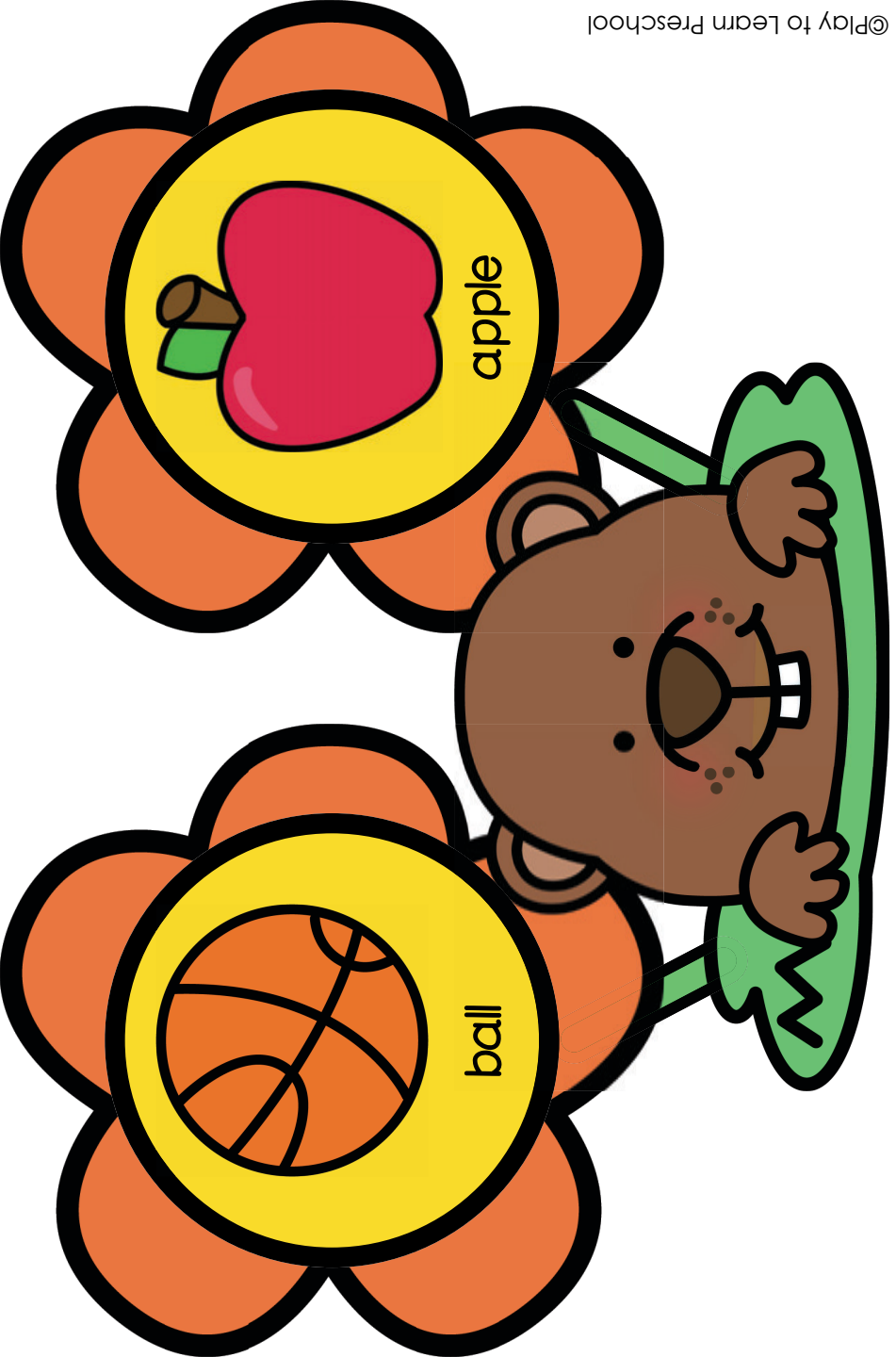












Groundhog Body

Brown and Fuzzy

Day 3
Lesson
Plans

Groundhogs, also known as whistle pigs and woodchucks, are brown, fuzzy creatures related to the squirrel. They can weigh up to 13 pounds and be as long as 20 inches.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate an understanding of print concepts.
- The students will play with words, sounds, and rhymes.

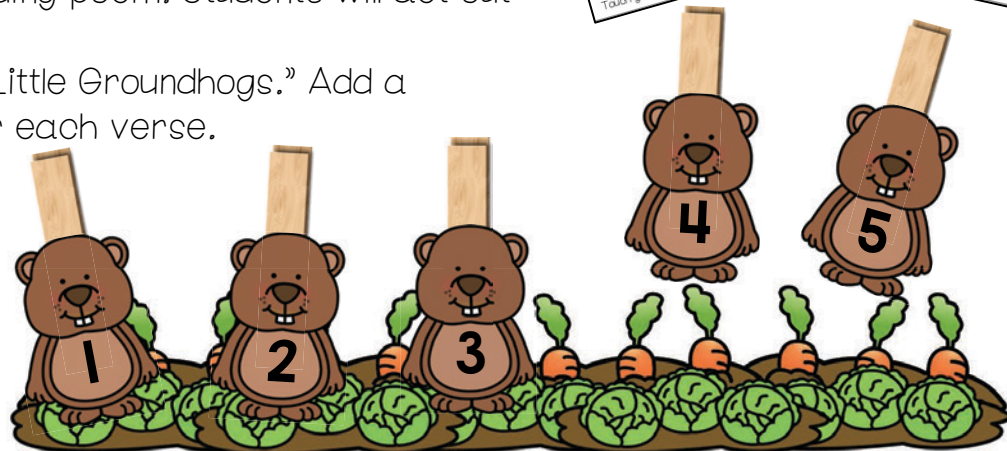


Activities:

1. Show the real picture of the groundhog and ask the students what they see. (eyes, ears, nose, claws, tail...)
2. Print the groundhog color cards and cut apart. Display one card and read the corresponding poem. Students will act out the motions with each card.
3. Recite the chip clip poem, "5 Little Groundhogs." Add a groundhog to the garden after each verse.

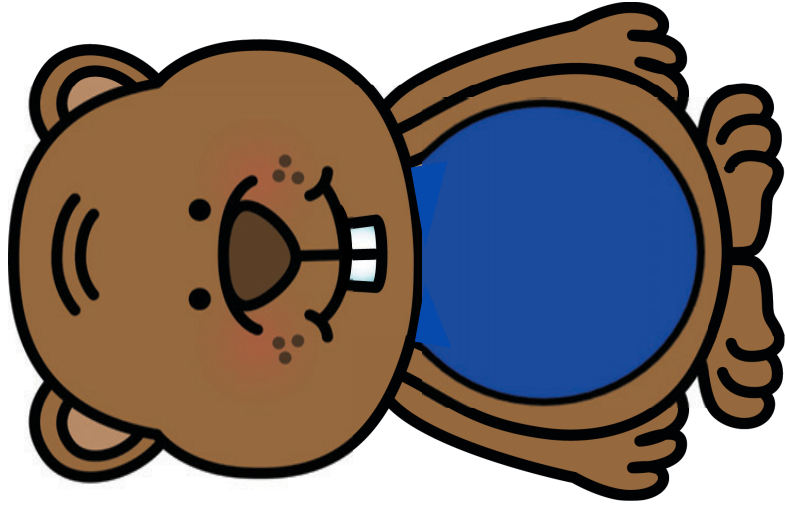


Extension Idea: "Label a Groundhog" using the included center activity then set the file folder out during centers for further exploration.

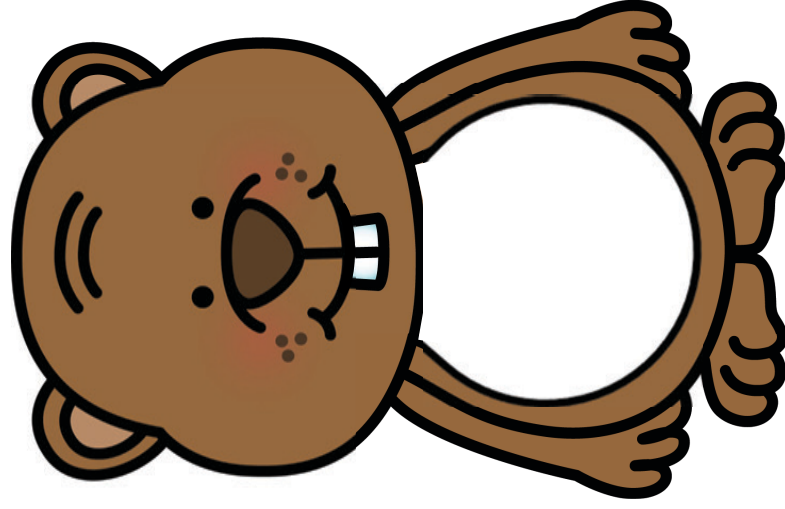




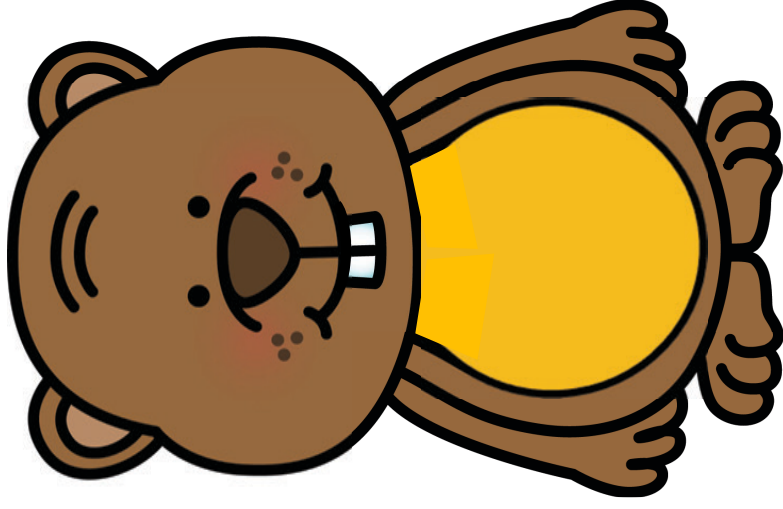
Groundhogs are fuzzy brown creatures with sharp teeth, a tail, and long claws for digging.



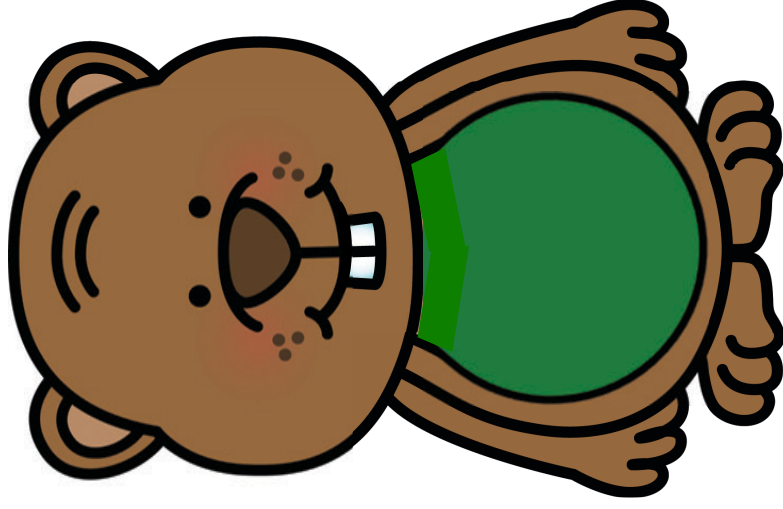
Groundhog, groundhog, tummy so **BLUE**
Stomp your feet and touch your shoe.



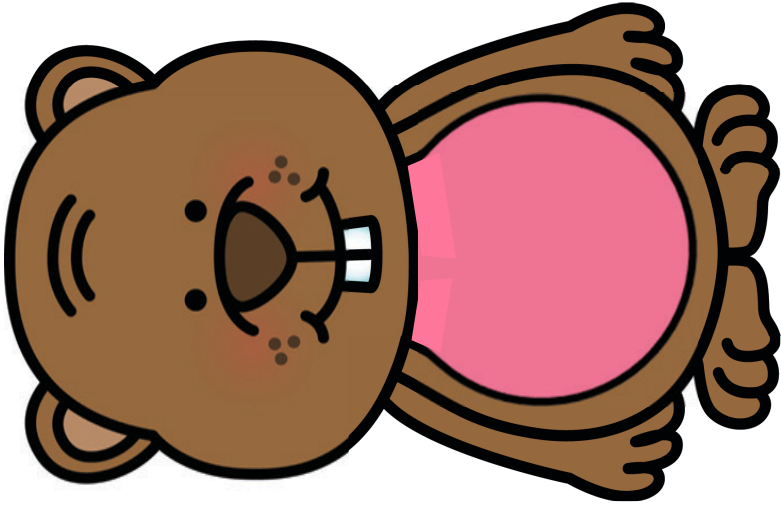
Groundhog, groundhog, tummy so **WHITE**
Clap to your left, now clap to your right.



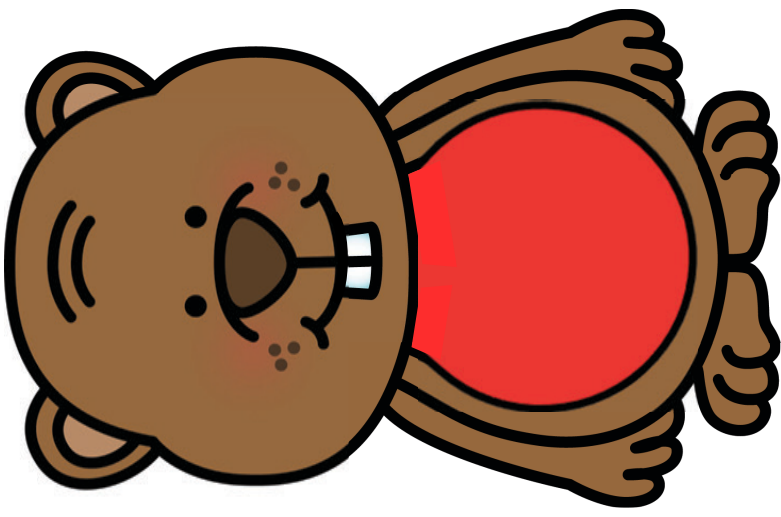
Groundhog, groundhog, tummy so **YELLOW**
Smile real big, then say "HELLO!"



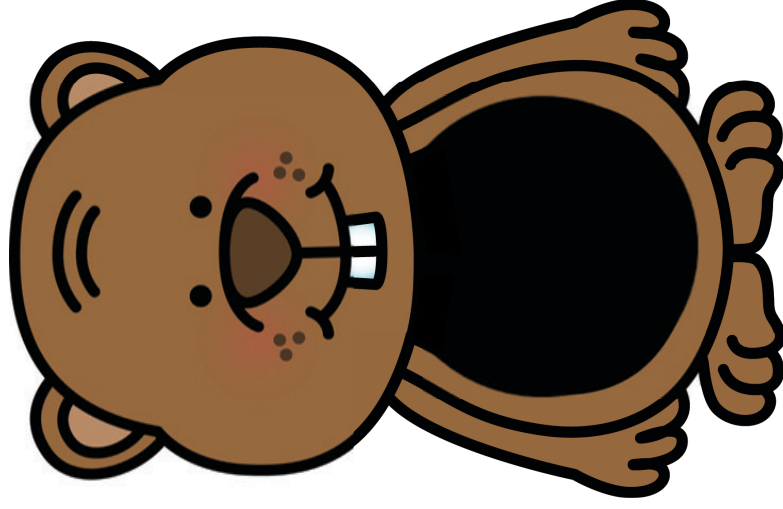
Groundhog, groundhog, tummy so **GREEN**
Hide your eyes and don't be seen.



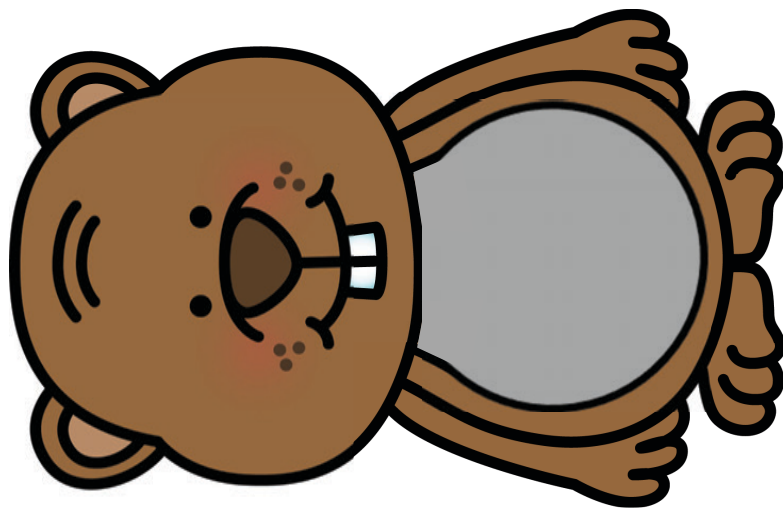
Groundhog, groundhog, tummy so **PINK**
Open your eyes, now blink! Blink! Blink!



Groundhog, groundhog, tummy so **RED**
Touch your knee, then touch your head.



Groundhog, groundhog, tummy so **BLACK**
Step forward then step right back!



Groundhog, groundhog, tummy so **GREY**
Wave your hands and shout "HOORAY!"



5

Little Groundhogs

Chip Clip Poem

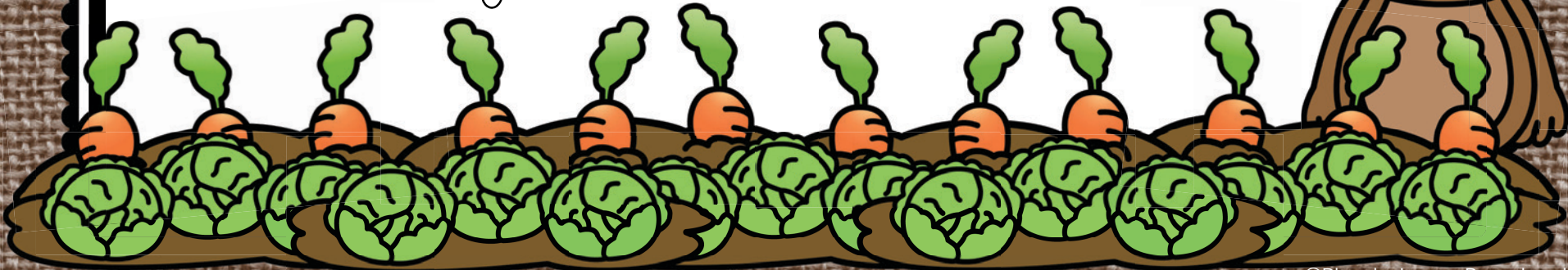
One little groundhog having lots of fun,
Eating and playing in the winter sun.

Along came a friend and asked to play,
Of course you can! You're a-okay!

Add a groundhog with each new verse.

5 little groundhogs having lots of fun,
Eating and playing in the winter sun.

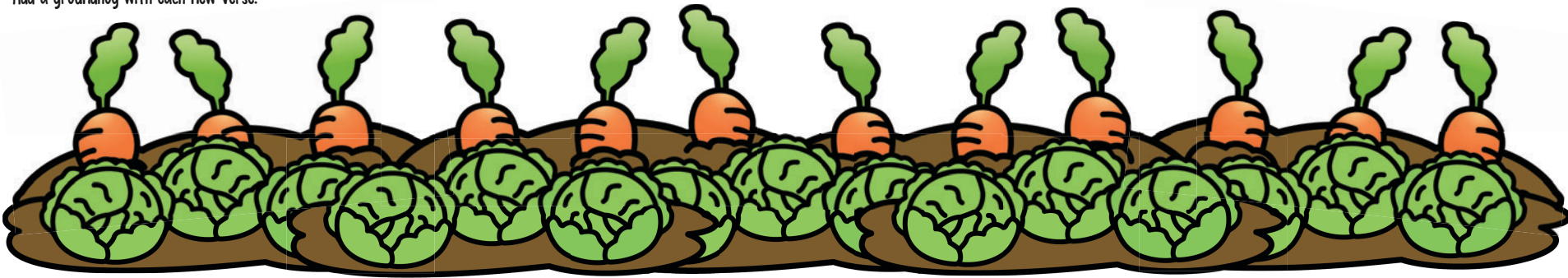
They ate and played until they were done.
Then they went home and there were none.



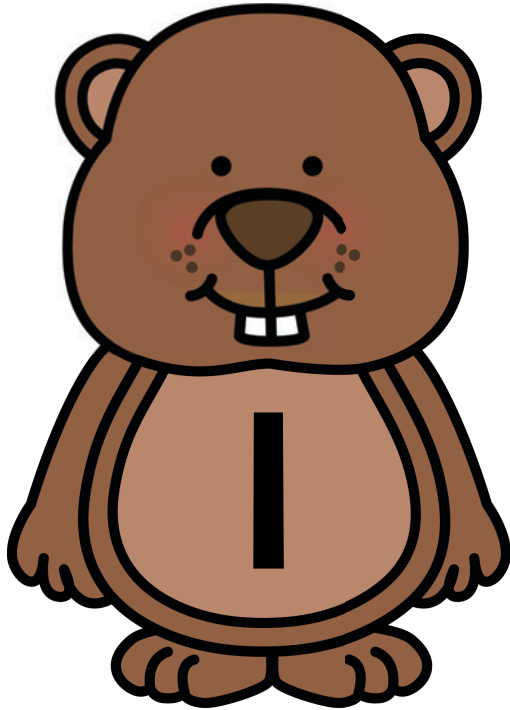
5 Little Groundhogs

One little groundhog having lots of fun,
Eating and playing in the winter sun.
Along came a friend and asked to play,
Of course you can! You're a-okay!
Add a groundhog with each new verse.

5 little groundhogs having lots of fun,
Eating and playing in the winter sun.
They ate and played until they were done.
Then they went home and there were none.



5 Little Groundhogs



5 Little Groundhogs

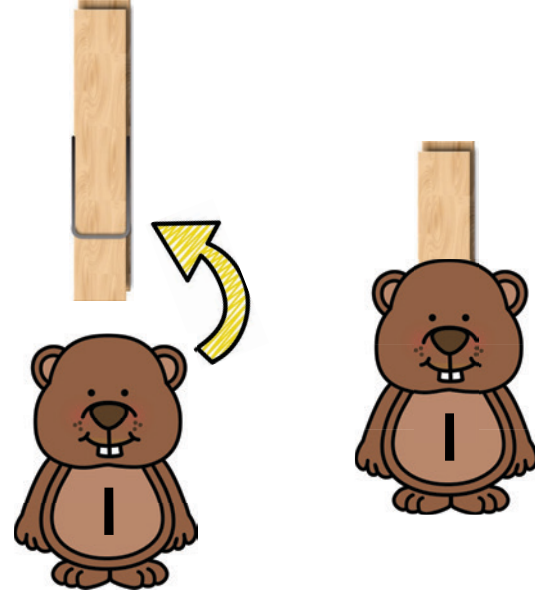


5 Little Groundhogs



©Play to Learn Preschool

Cut the garden strip and affix to a ruler for stability. Clip the groundhogs to the ruler.



Groundhogs love vegetables like carrots.



Groundhogs love to eat fruit like apples.



PLANT

To the tune of "Bingo"

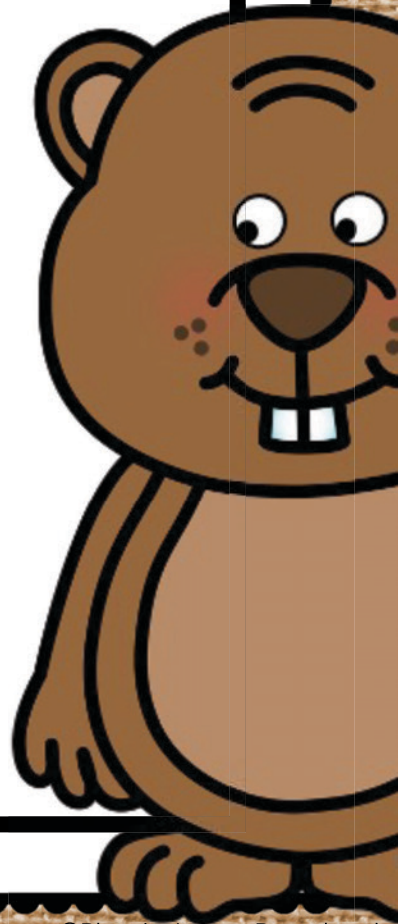
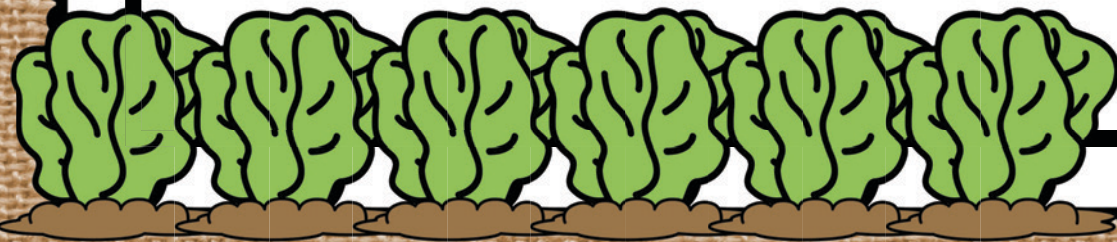
Fuzzy groundhog loves to eat.
Do you know its favorite?

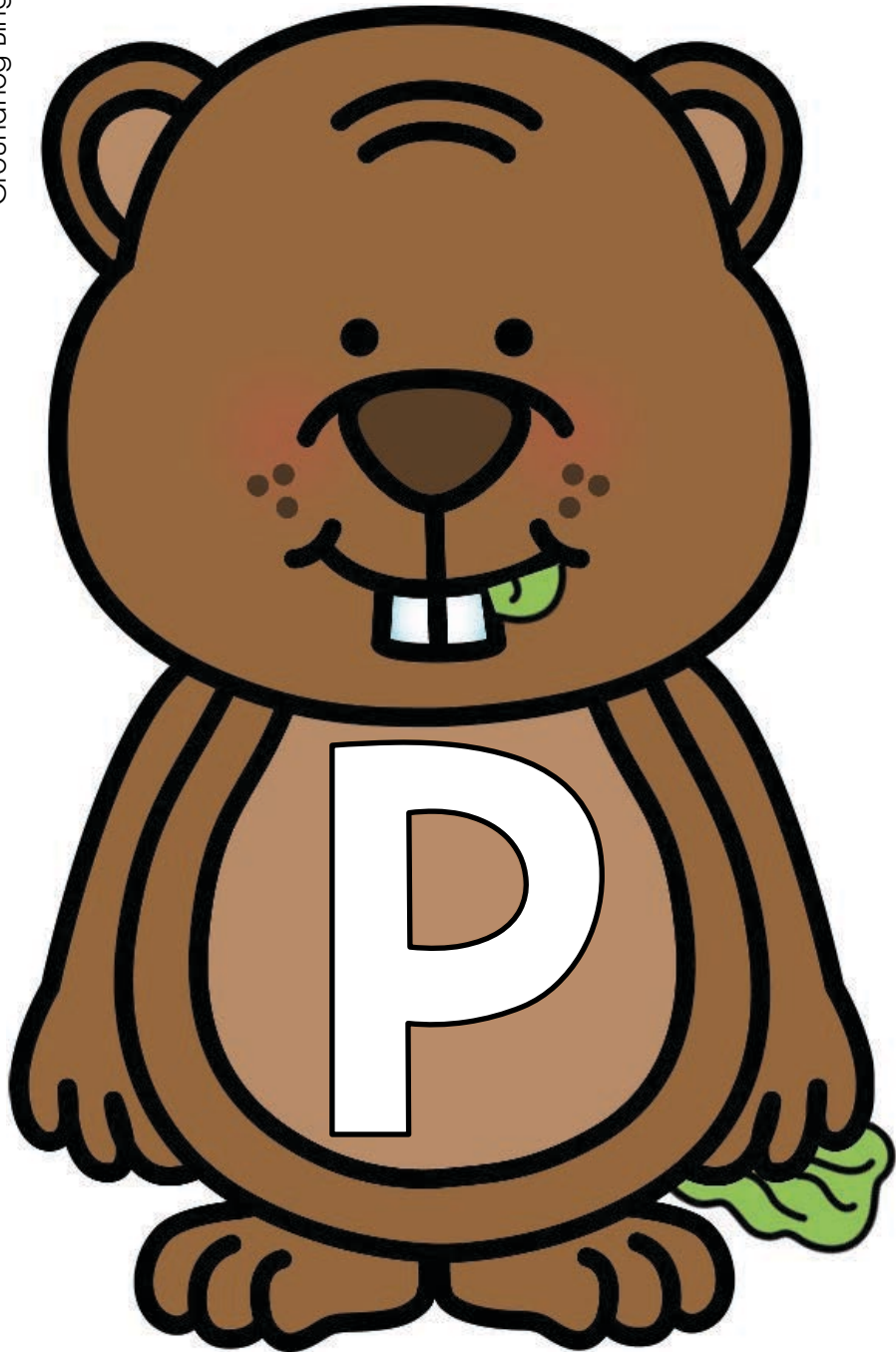
P-L-A-N-T

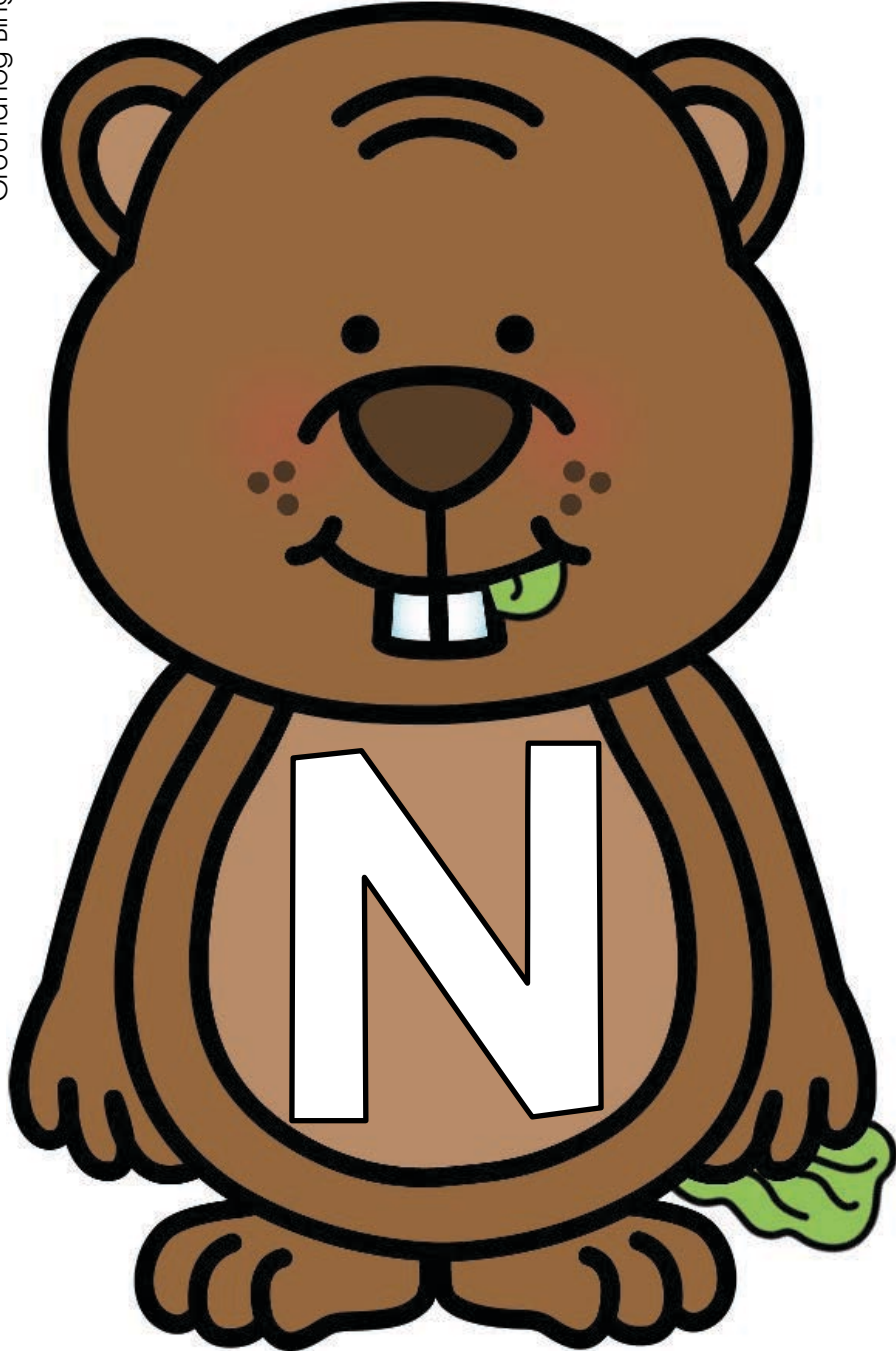
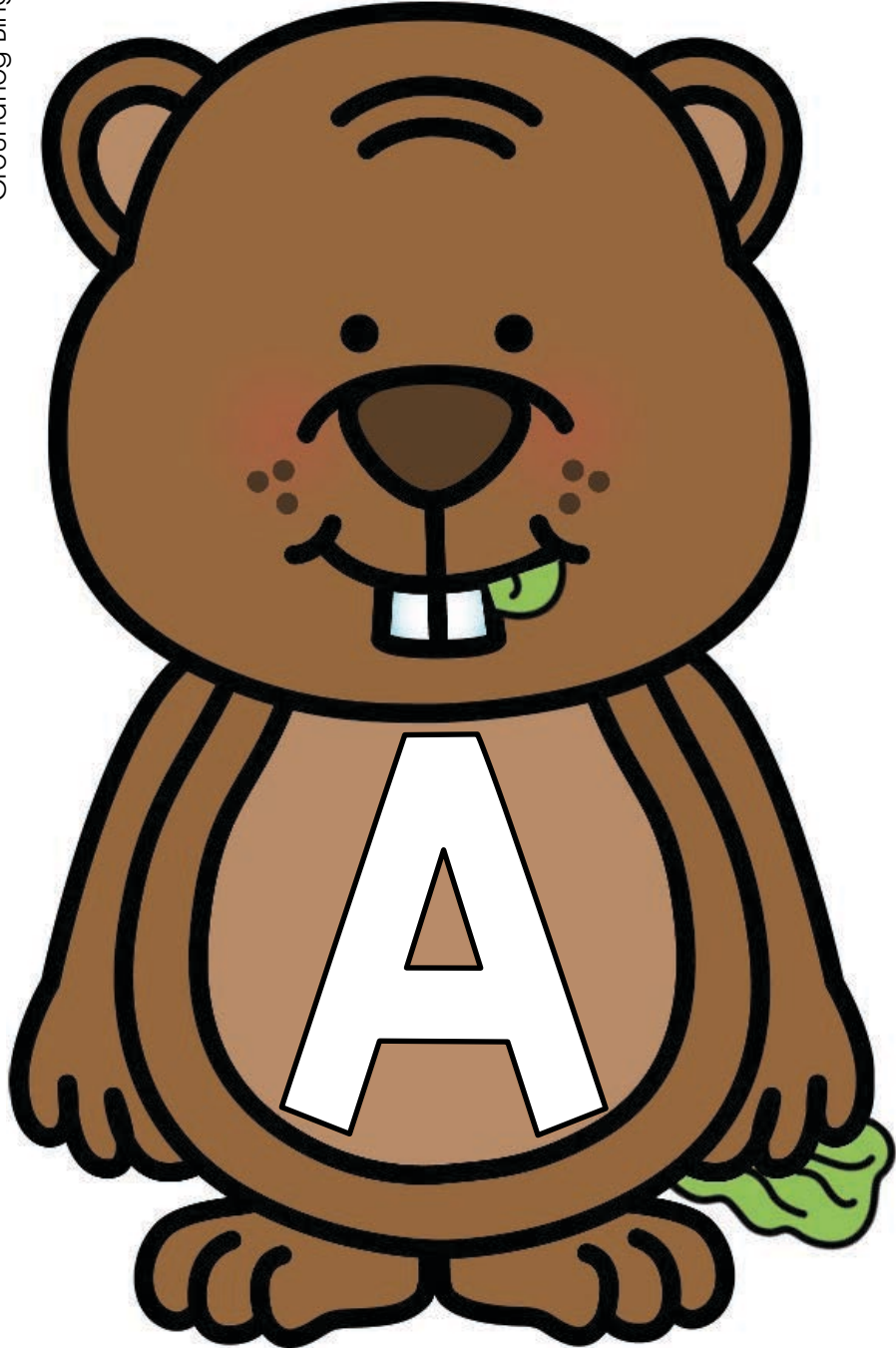
P-L-A-N-T

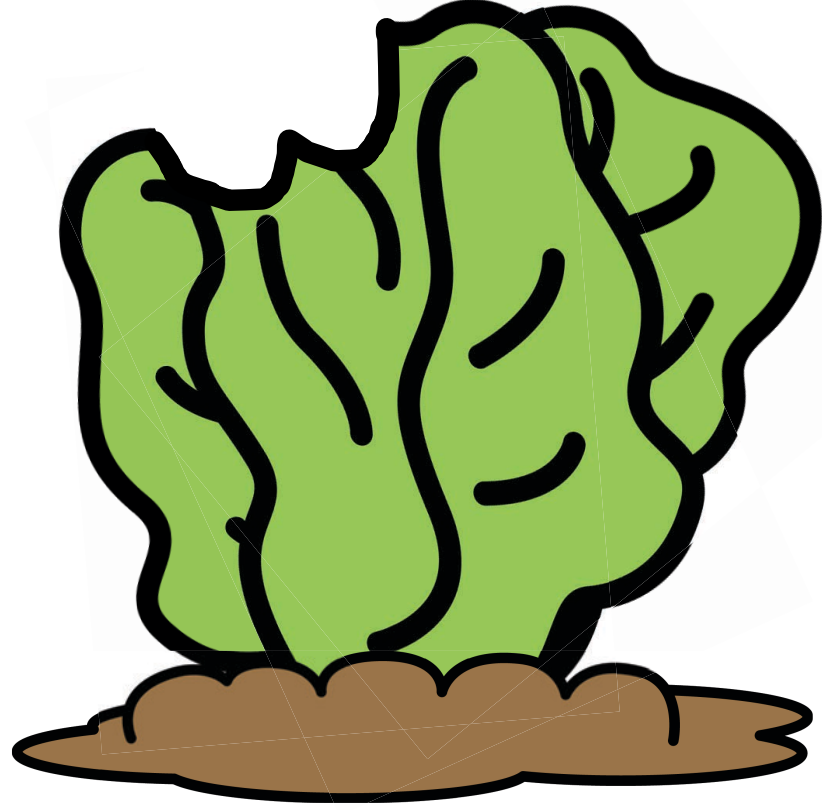
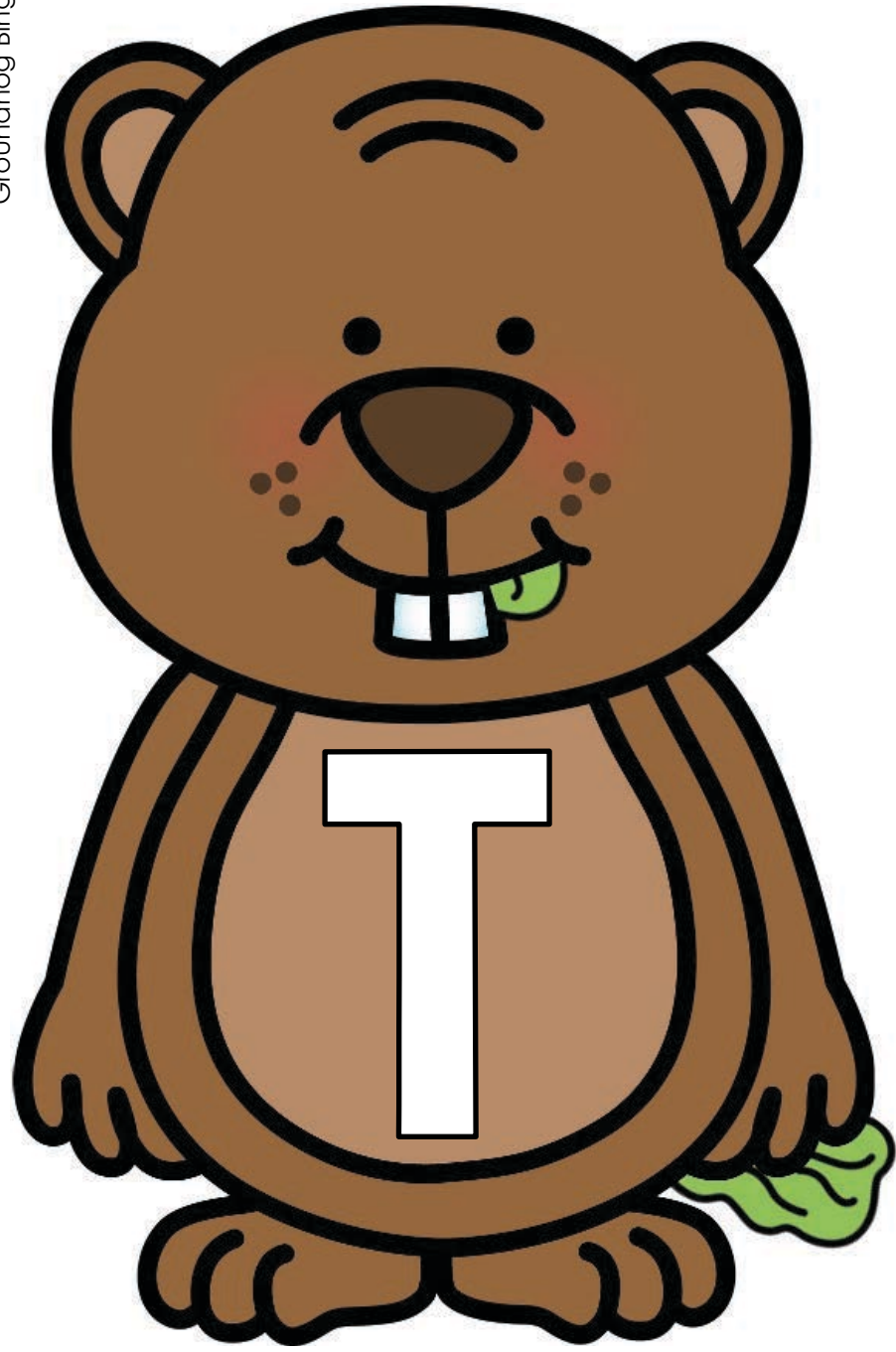
P-L-A-N-T

A plant is its favorite!





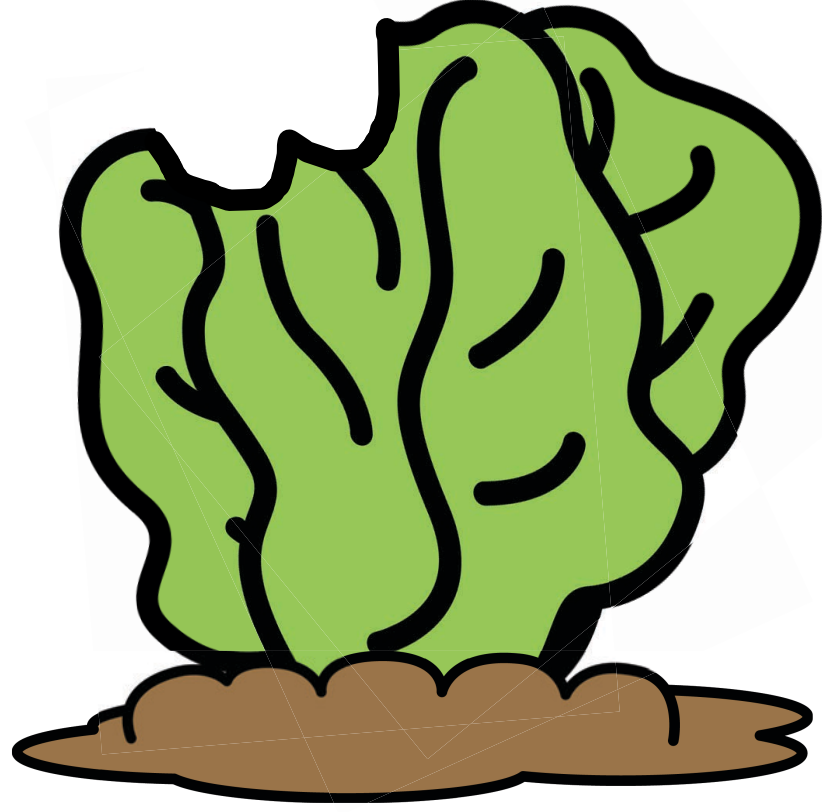




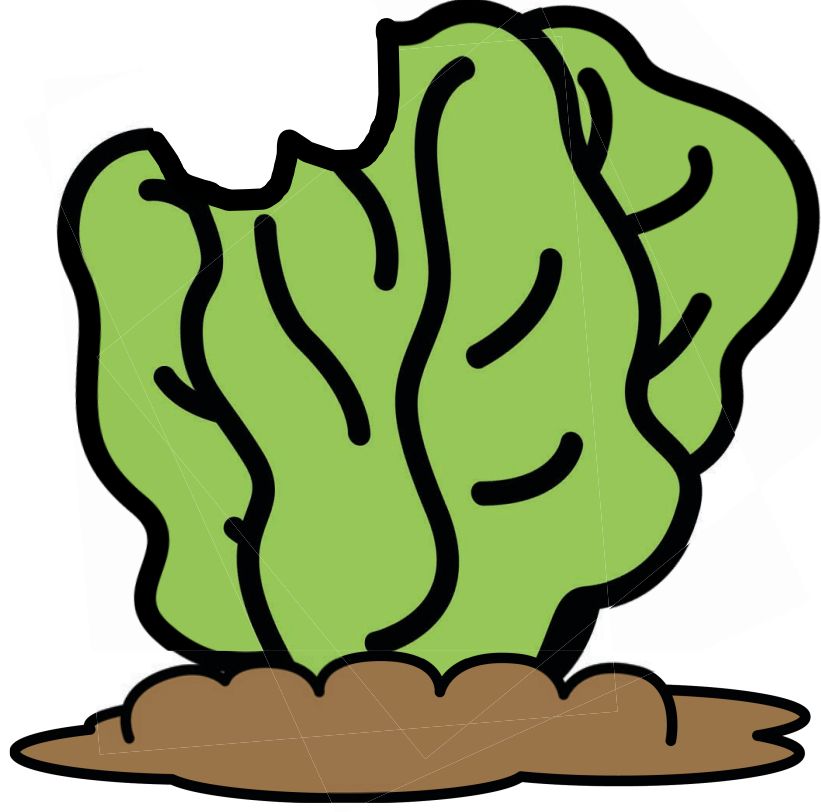
munch!



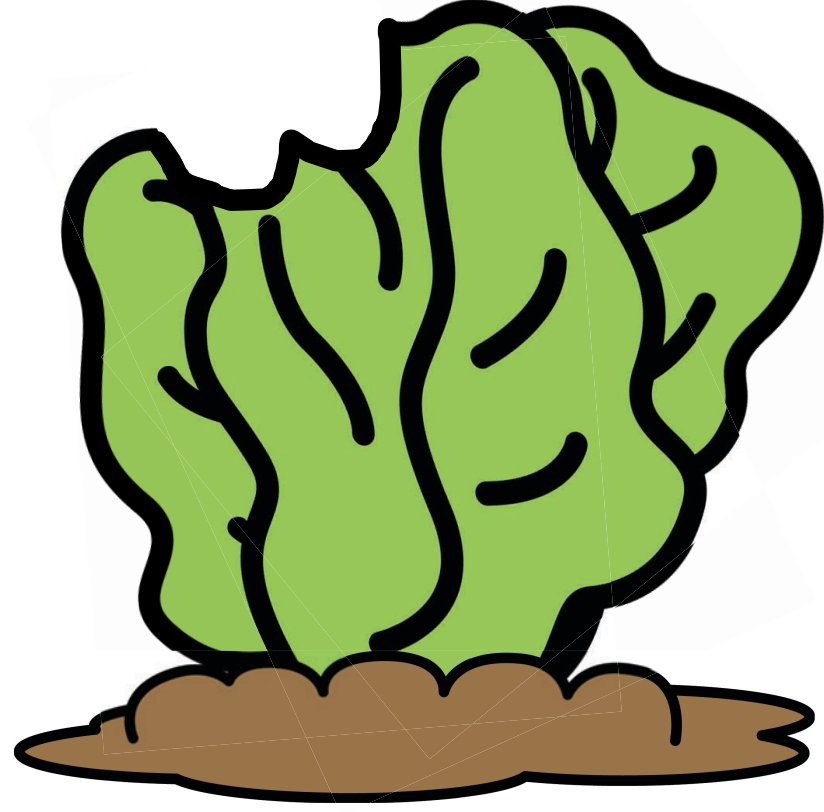
munch!



munch!

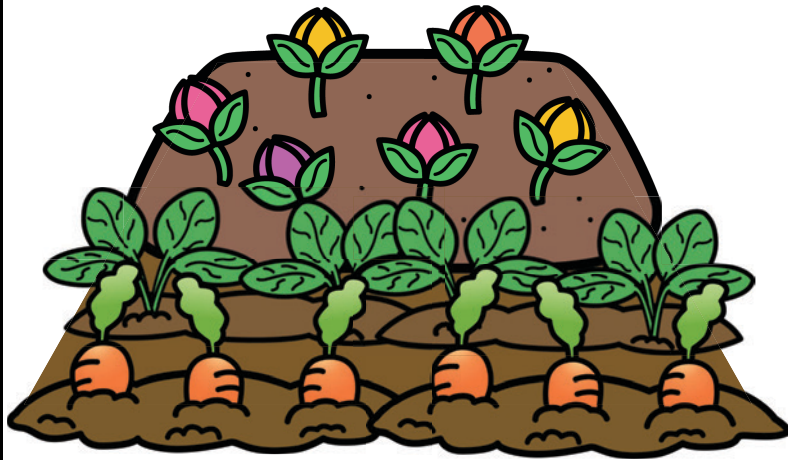


munch!



munch!

Groundhogs



eat these
foods.

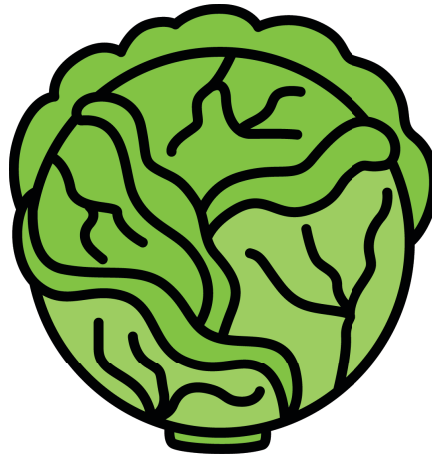
Groundhogs



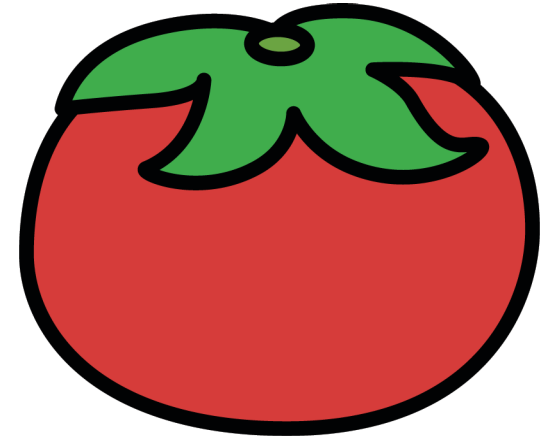
do NOT eat
these things.



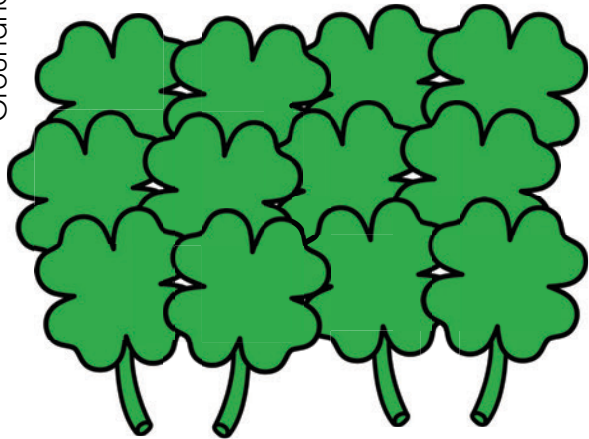
flowers



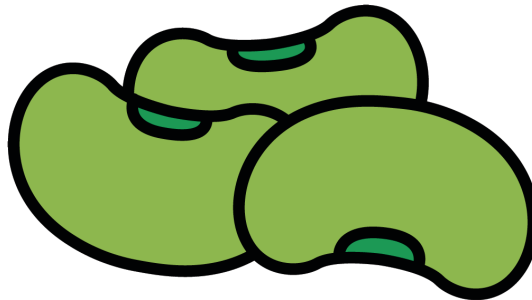
lettuce



tomato



clover

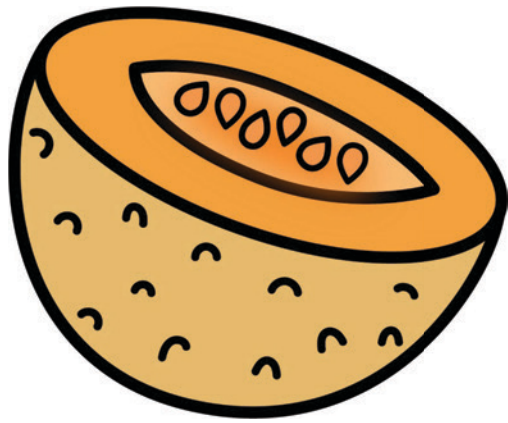


beans



broccoli

Groundhog Sort



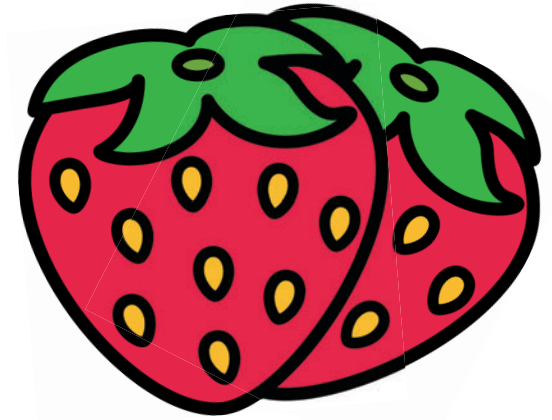
cantaloupe

Groundhog Sort



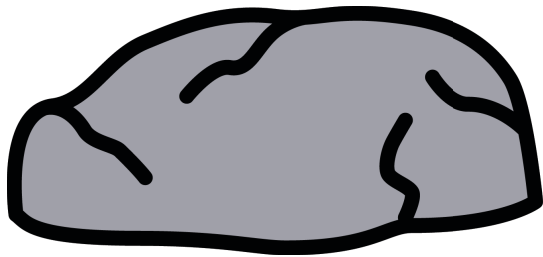
corn

Groundhog Sort



strawberries

Groundhog Sort



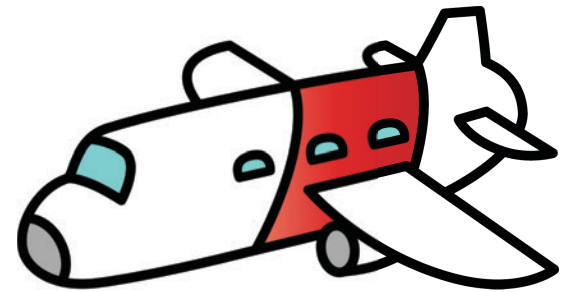
rock

Groundhog Sort



car

Groundhog Sort



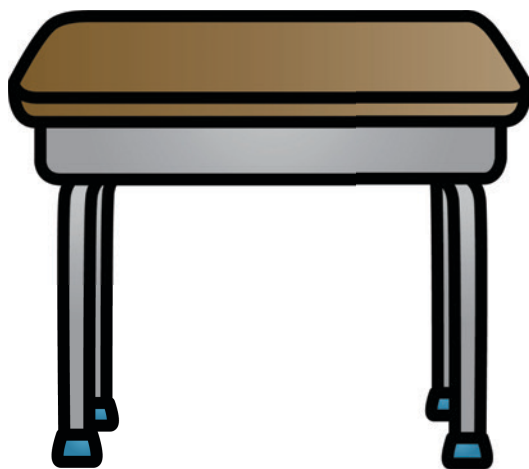
airplane

Groundhog Sort



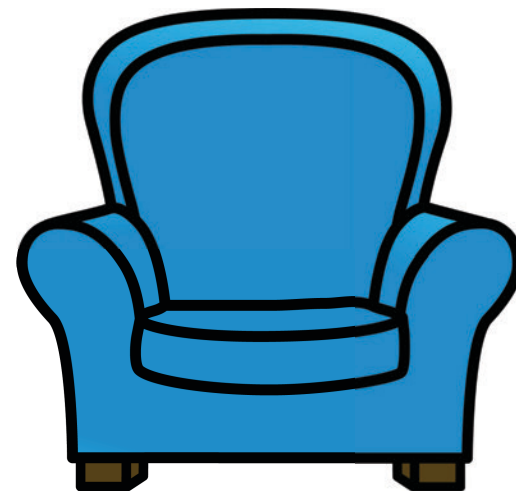
house

Groundhog Sort



desk

Groundhog Sort



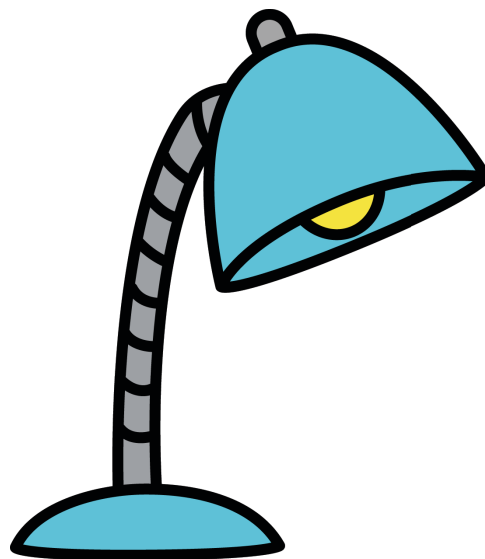
chair

Groundhog Sort



can

Groundhog Sort



lamp

Groundhog Sort



french fries

Conclusion

What We Learned

Day 5
lesson
plans

To conclude the unit, ask the students what they liked best while learning about groundhogs. What did they learn and what did they already know?

Objectives:

- The students will draw and imitate the act of writing.
- The students will notice and extend simple patterns.

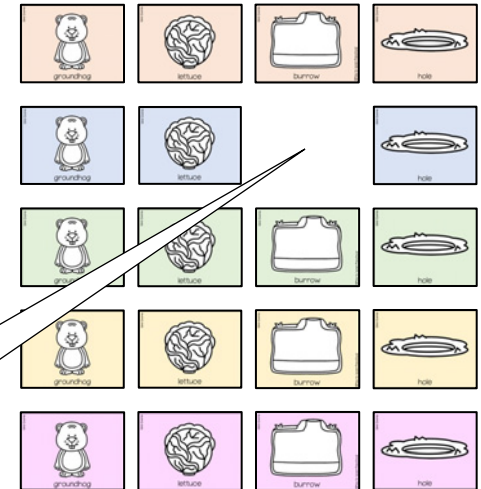
Activities:

1. Ask the students what they liked about groundhogs. Students can draw a picture or teachers can transcribe their responses on the attached recording sheets.
2. Play the Groundhog Grid Game.



To Play:

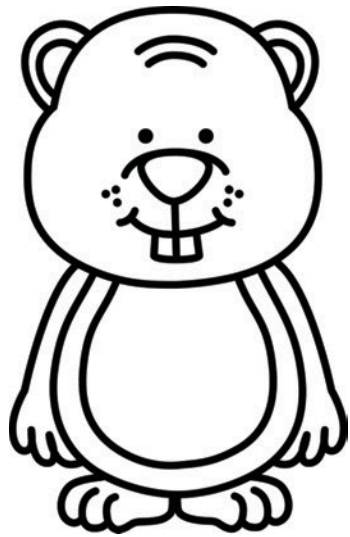
1. Copy template page onto 5 different colors of paper.
2. Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to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



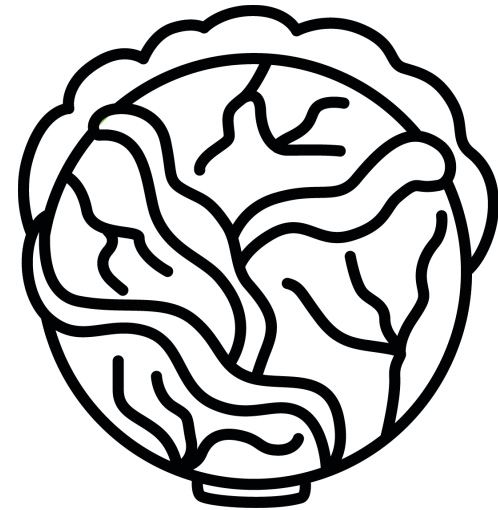
Which one is missing?

Extension Idea:

Make a yummy groundhog snack by combining bite-size nuggets of apples, celery, and raisins. Double-check student allergies before serving.



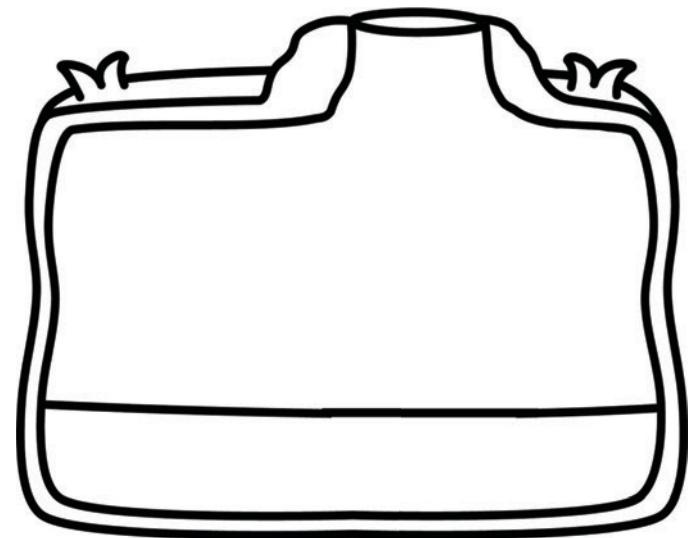
groundhog



lettuce



hole



burrow



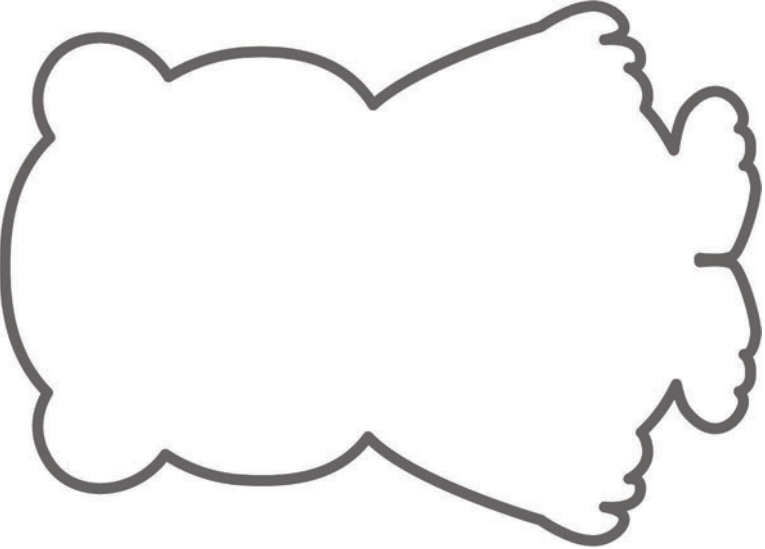
What I love about

Groundhogs



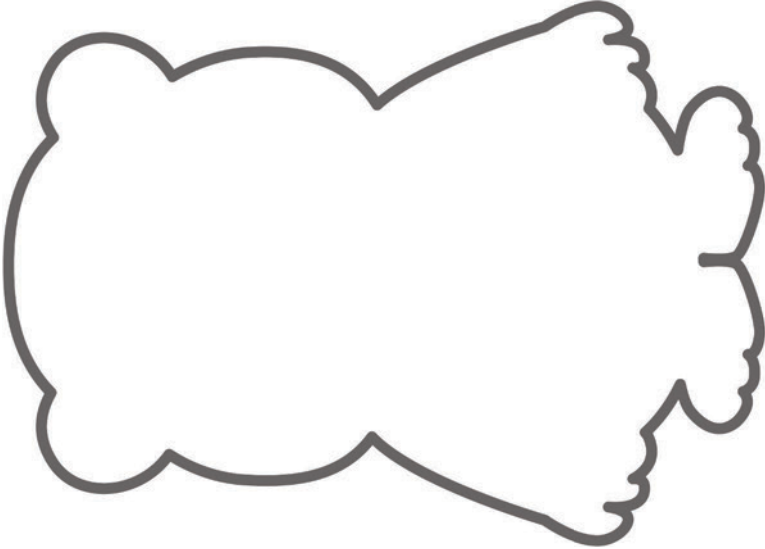
©Play to Learn Preschool

What I love about groundhogs:



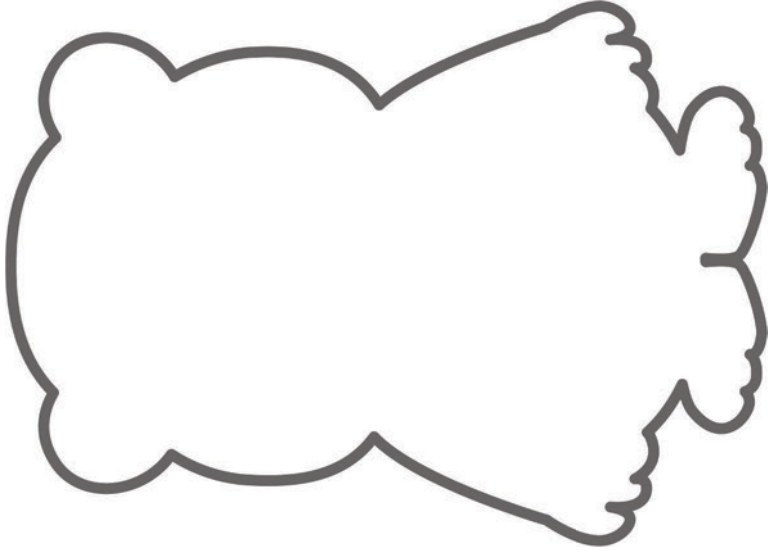
Name:

What I love about groundhogs:



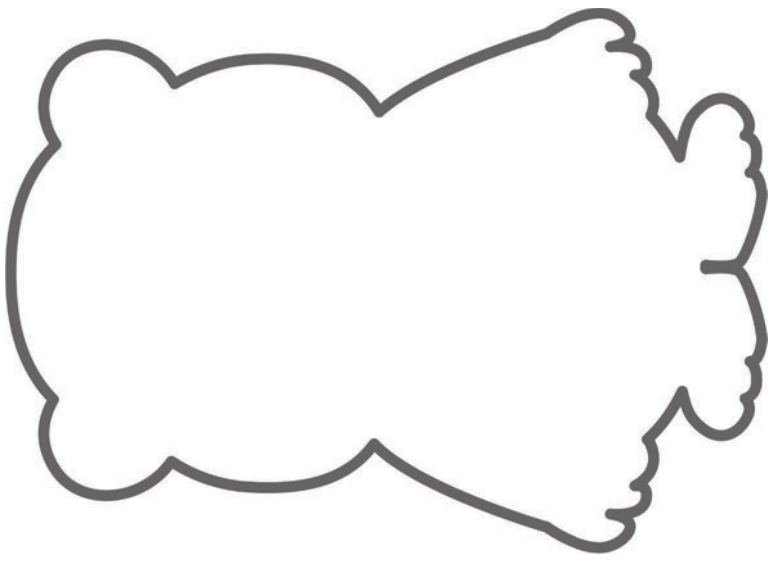
Name:

What I love about groundhogs:



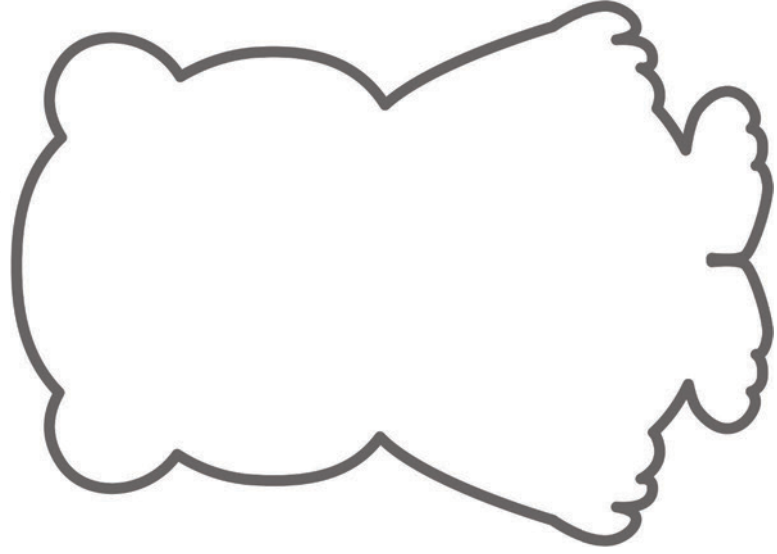
Name:

What I love about groundhogs:



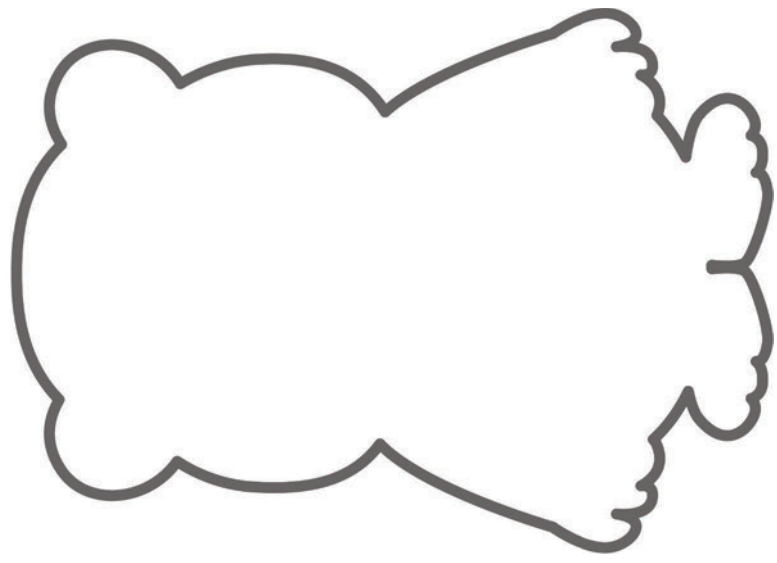
Name:

What I love about groundhogs:



Name:

What I love about groundhogs:



Name:

CENTERS

Centers

- Cutting Practice
- Number Recognition
- Count & Clip Cards
- Labeling
- Concentration

Cutting Practice

Fine Motor Center

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

Preparation: Print a cutting practice sheet. Demonstrate proper scissor use and cut along the lines from the top to the bottom of the page to separate the cards.

Procedure: The students will use scissors to cut along the lines on the cards.

Number Recognition

Math Center

File Folder Game

Objective: The students will identify numbers 1-12.

Preparation: Print each page. Attach the cover to the front of a file folder. Attach the tree pieces to the inside of the file folder. Laminate and cut the leaf pieces and place in a baggie attached to the back of the folder.

Procedure: Students choose a leaf and find the match in the folder. They then place the piece on the matching tree and repeat.

Count and Clip Cards

Math Center

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.

Labeling

Literacy Center

File Folder Game

Objective: The students will demonstrate an understanding of print concepts.

Preparation: Copy, cut, and laminate the pages and labels then affix to the file folder. Apply hook and loop closure dots to the "labels" page and the back of the folder. Store the labels on their space on the left side of the folder when not in use.

Procedure: Students read the label using the picture clues then attach the label to the appropriate place on the groundhog picture.

Concentration

Working Memory

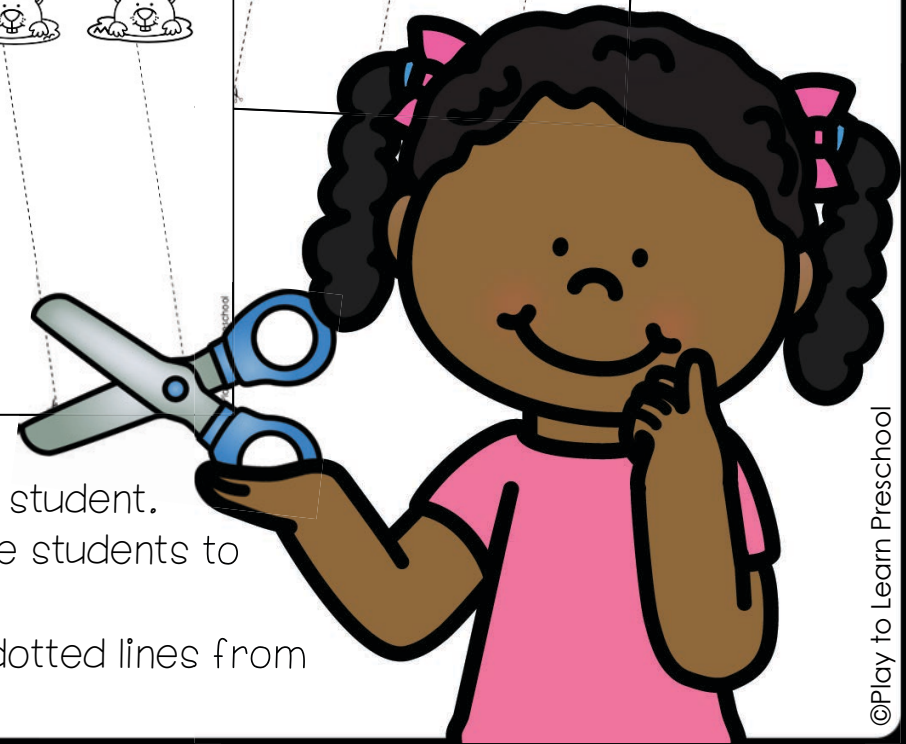
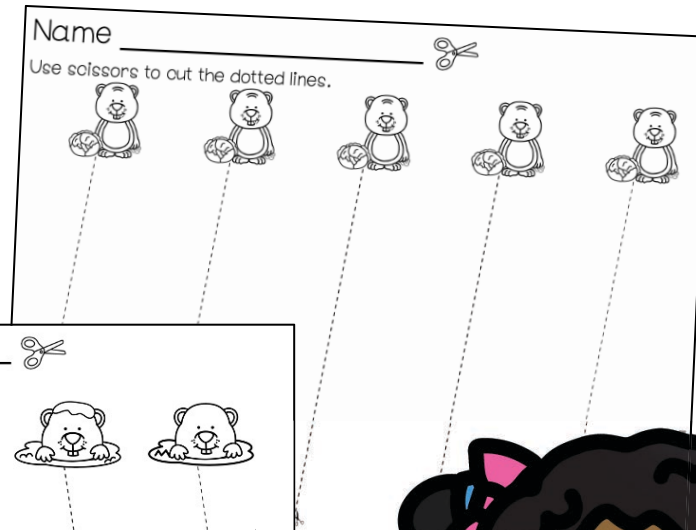
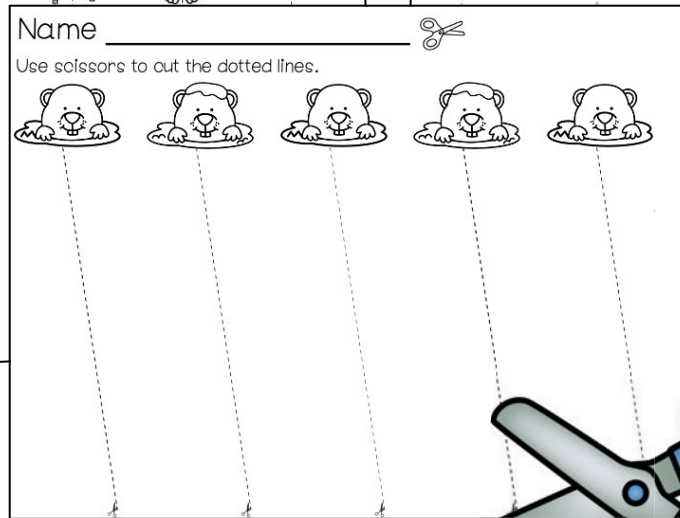
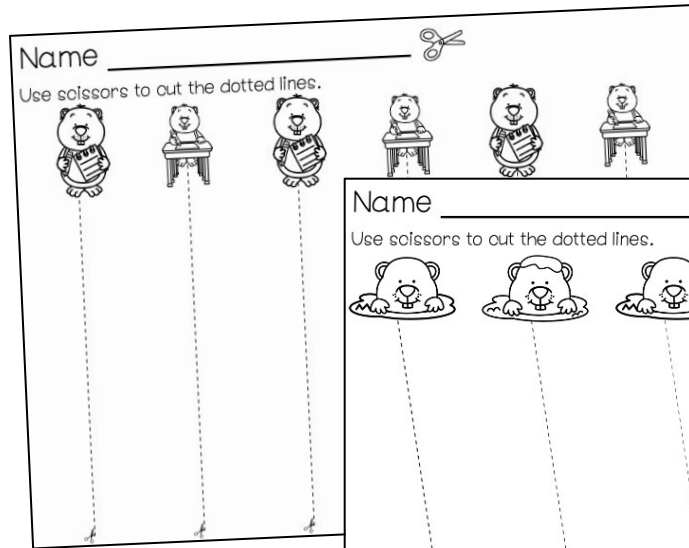
Objective: The students will use visual discrimination (matching) skills to identify identical objects.

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

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

Cutting Practice

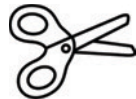
Objective: The students will coordinate eye-hand movement and control the small muscles in their hands.



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

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

Name _____



Use scissors to cut the dotted lines.



Name _____



Use scissors to cut the dotted lines.



Name _____



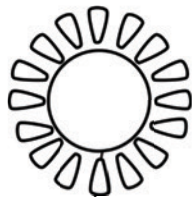
Use scissors to cut the dotted lines.



Name _____



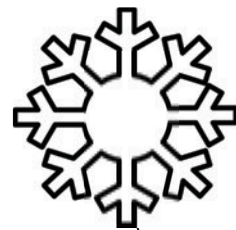
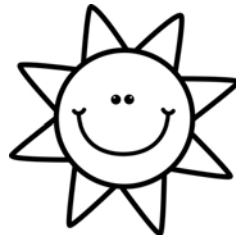
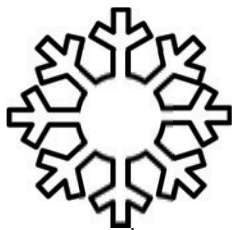
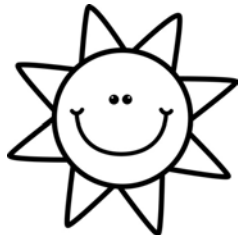
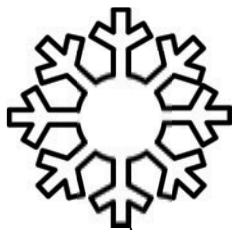
Use scissors to cut the dotted lines.



Name _____



Use scissors to cut the dotted lines.



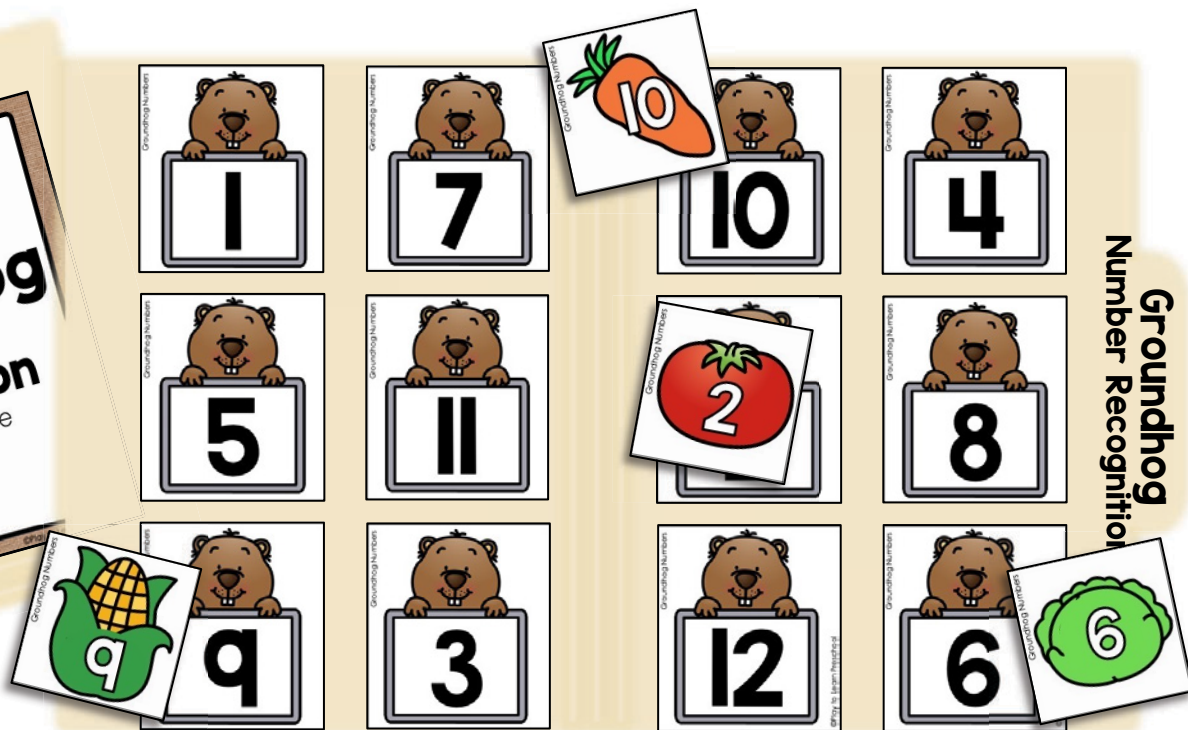
Number Recognition

File Folder Game

Objective: The students will identify numbers 1-12.

Preparation: Print each page. Attach the cover to the front of a file folder. Attach the groundhogs to the inside of the file folder. Laminate and cut the vegetable cards and place in a baggie attached to the back of the folder.

Procedure: Students choose a vegetable and find the matching number in the folder. They place the card on the matching groundhog and repeat.

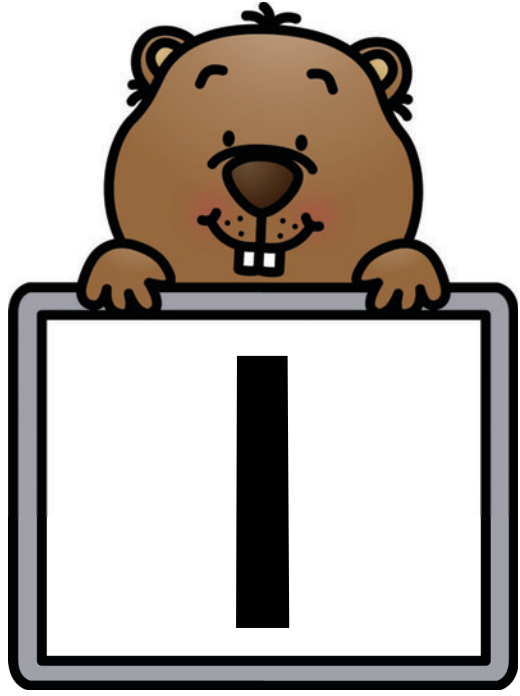




Groundhog Number Recognition

File Folder Game

Groundhog Numbers



Groundhog Numbers



Groundhog Numbers



Groundhog Numbers



Groundhog Numbers



Groundhog Numbers



Groundhog Numbers



Groundhog Numbers



Groundhog Numbers



Groundhog Numbers

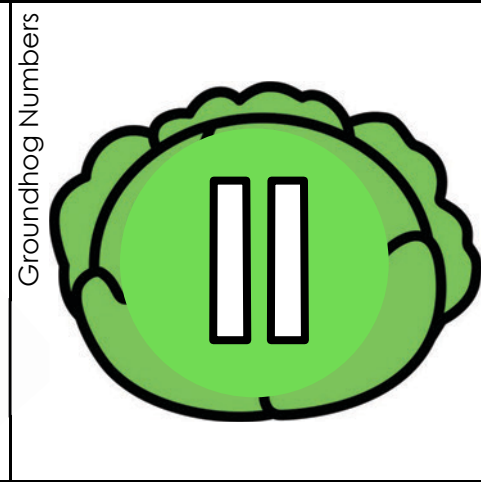
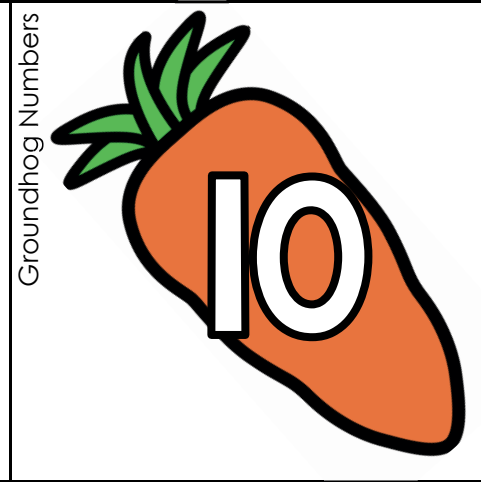
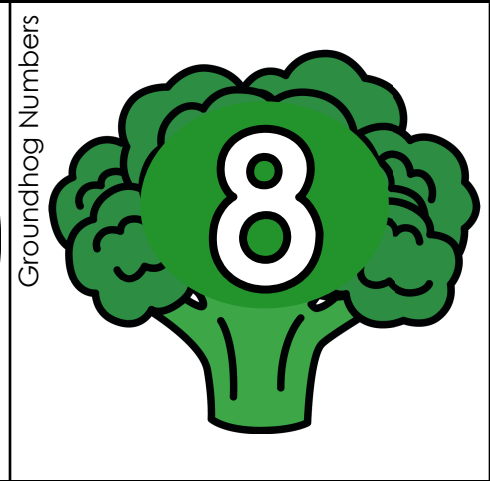
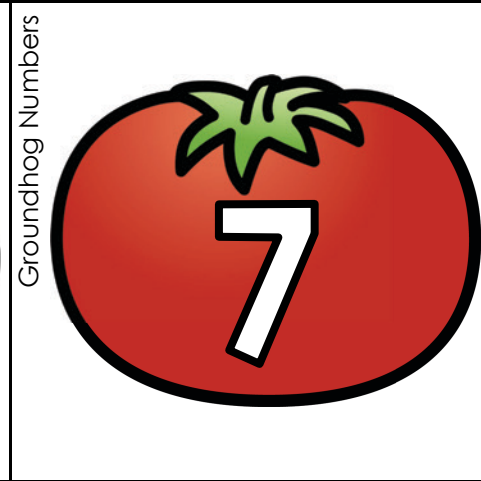
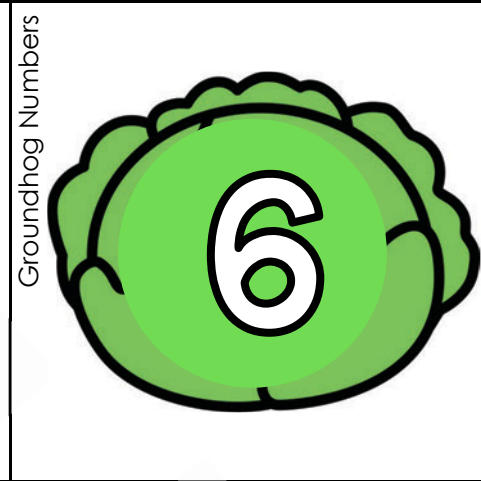
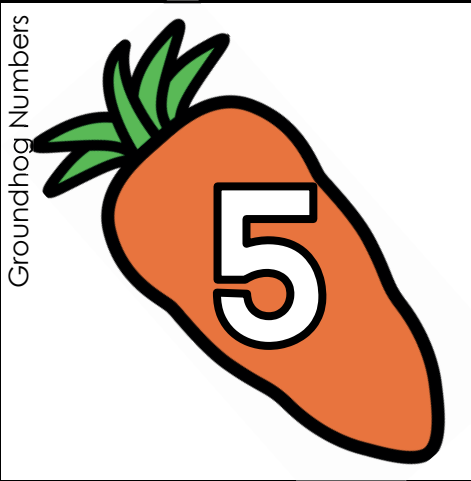
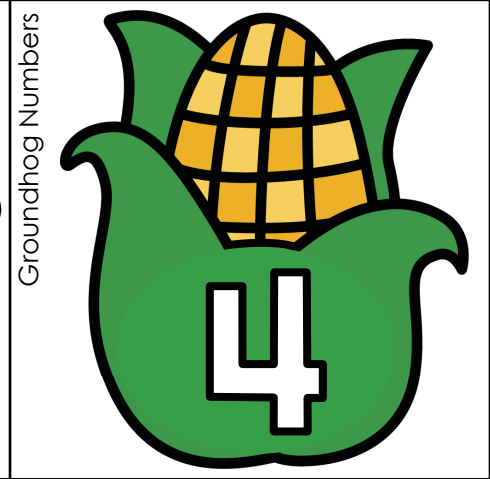
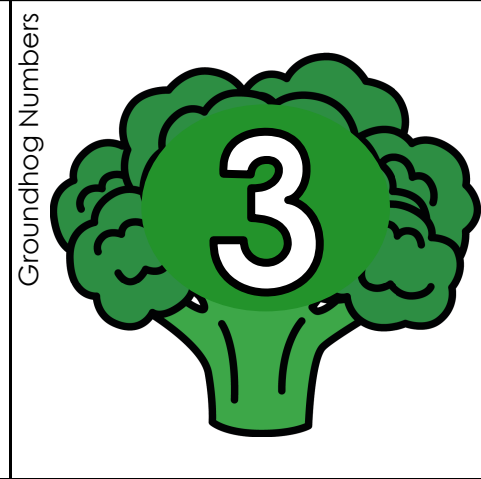
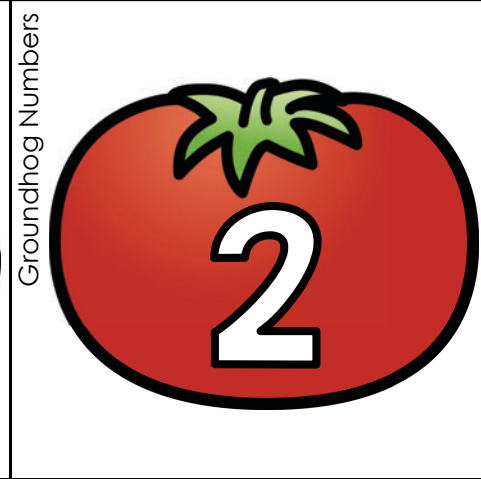
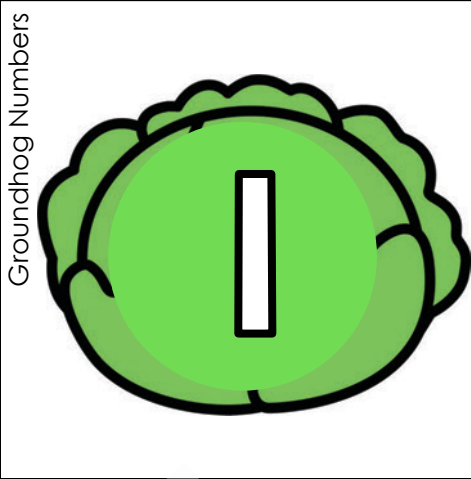


Groundhog Numbers



Groundhog Numbers



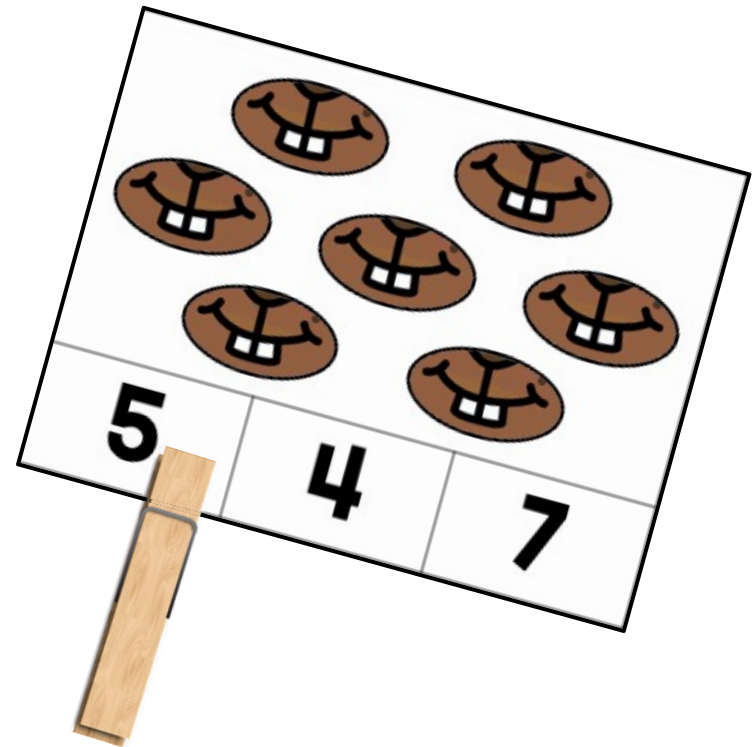
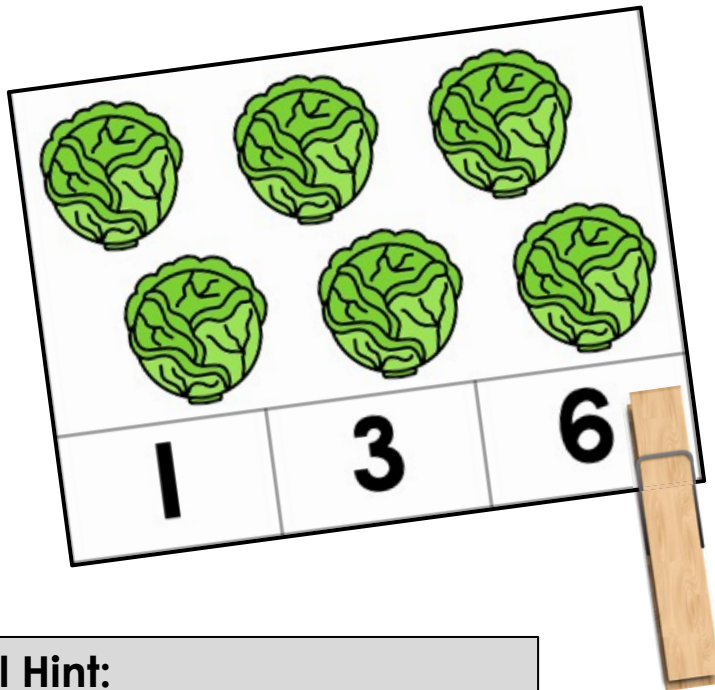


Count and Clip Cards

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

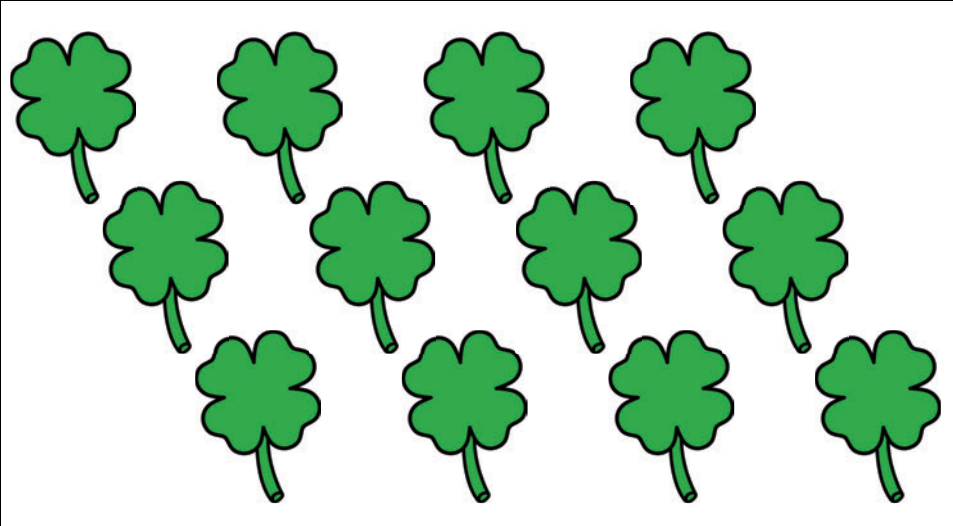
Preparation: Print the cards, mat, laminate and cut apart.

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



Helpful Hint:

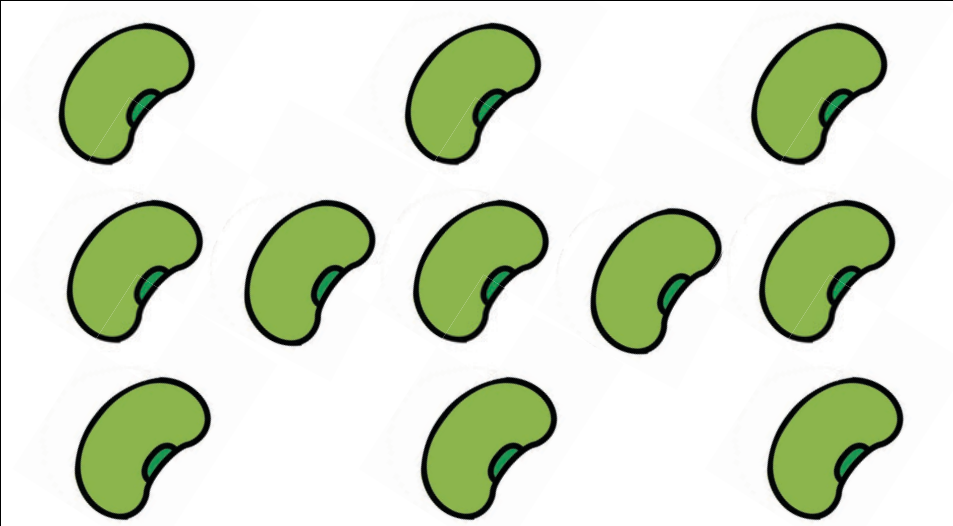
For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



12

8

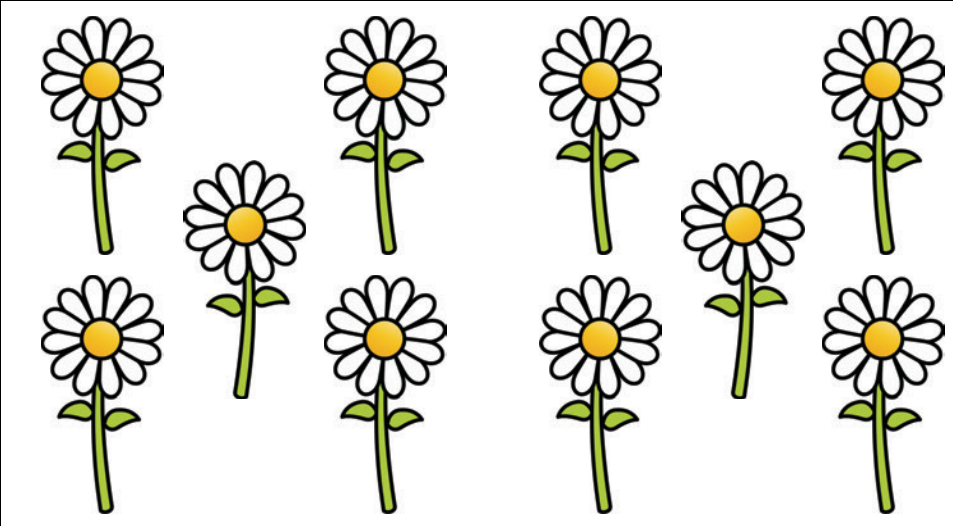
9



4

11

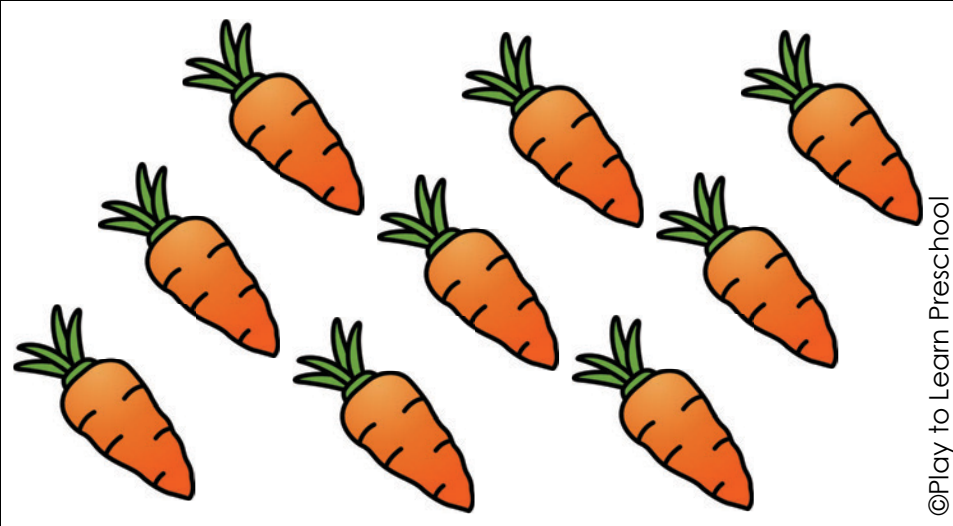
10



8

6

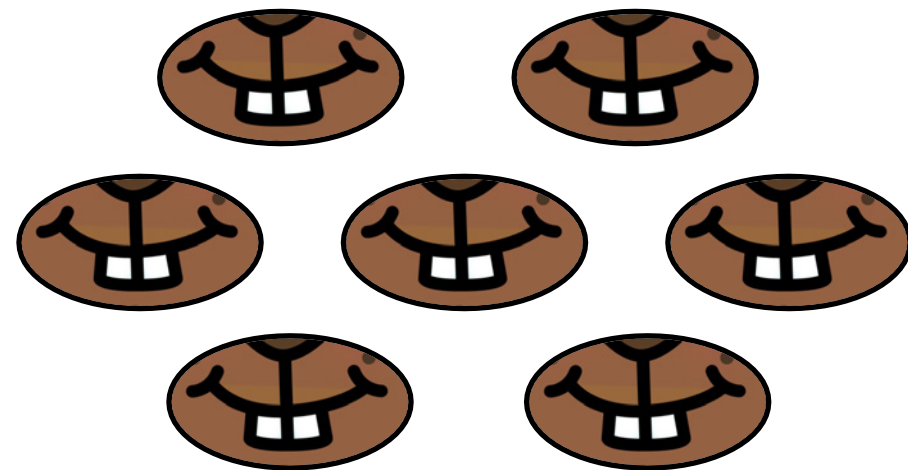
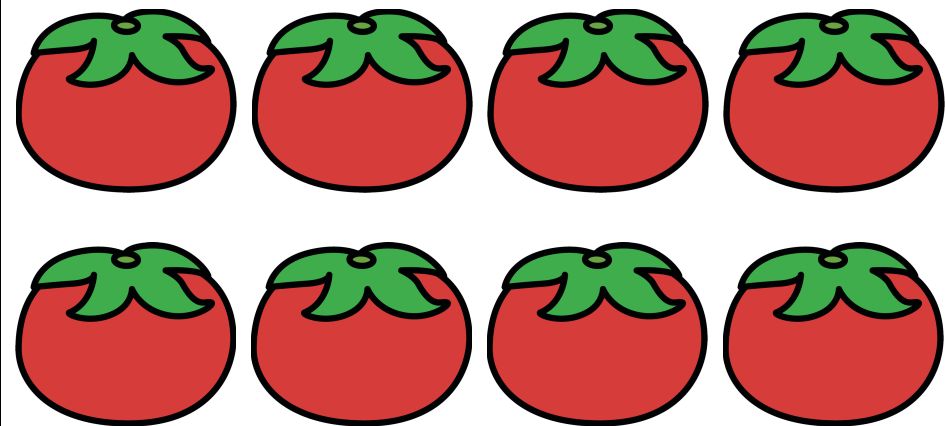
10



9

6

5



7

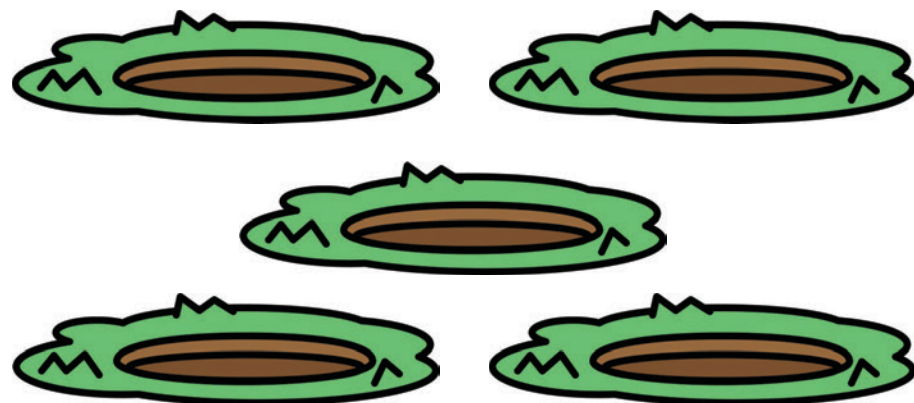
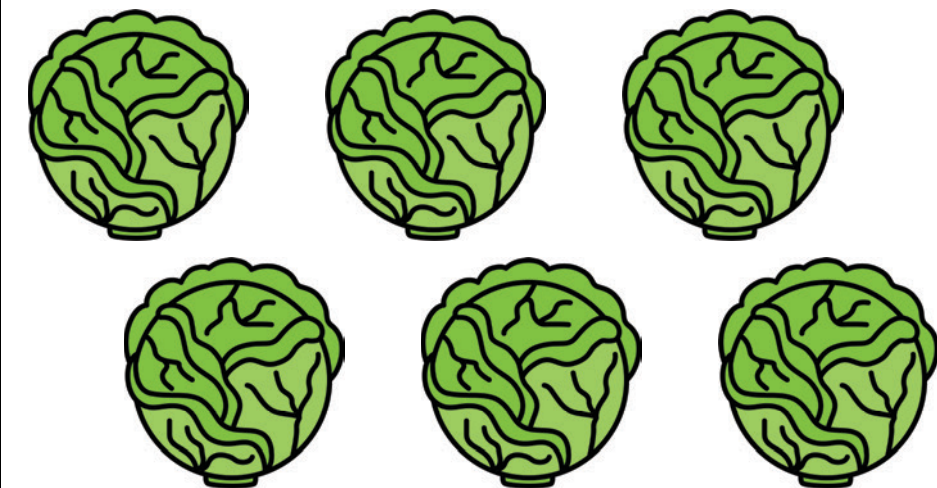
9

8

5

4

7



1

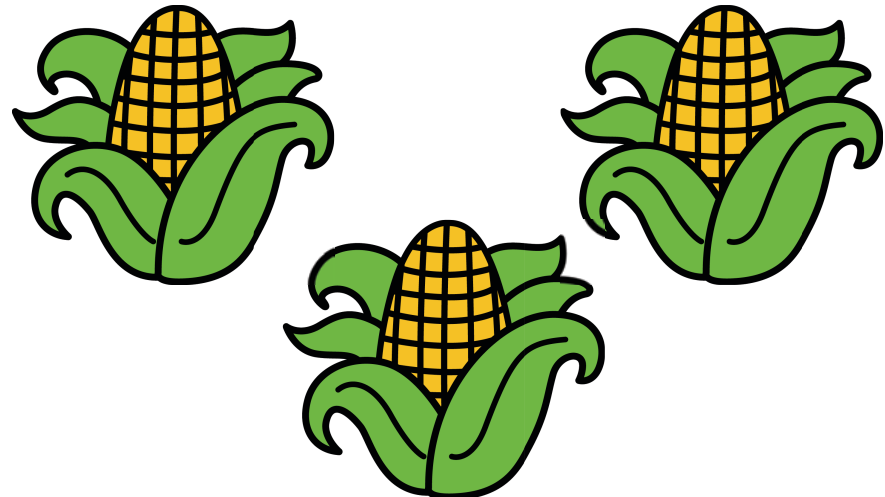
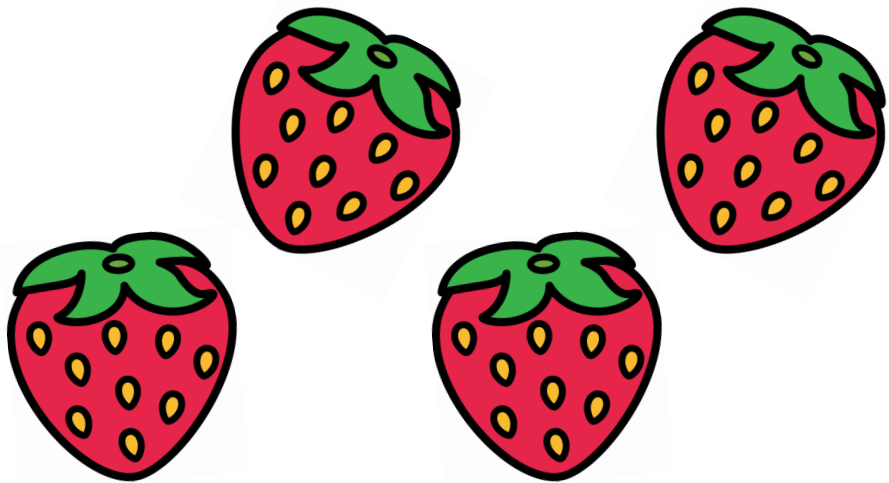
3

6

10

2

5



5

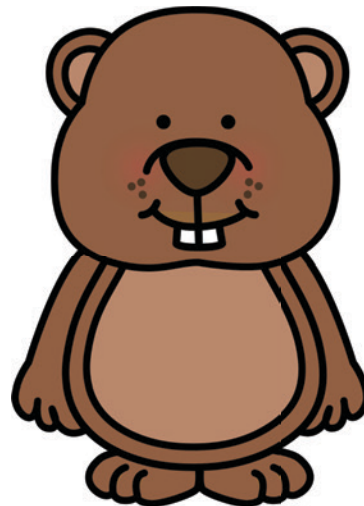
2

4

3

7

8



1

2

6

9

5

1

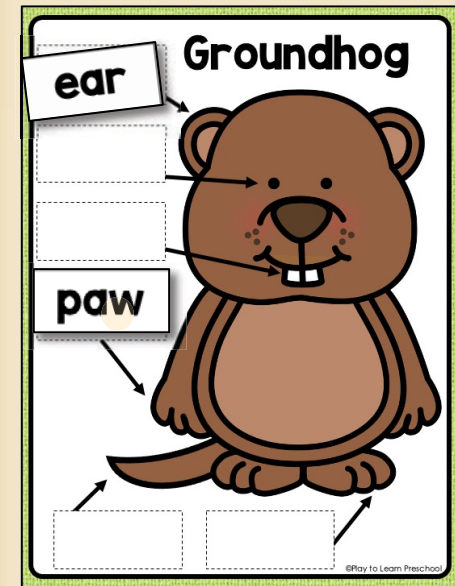
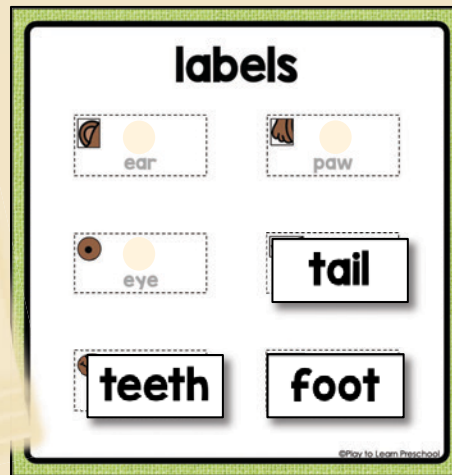
Labeling

File Folder Game

Objective: The students will demonstrate an understanding of print concepts.

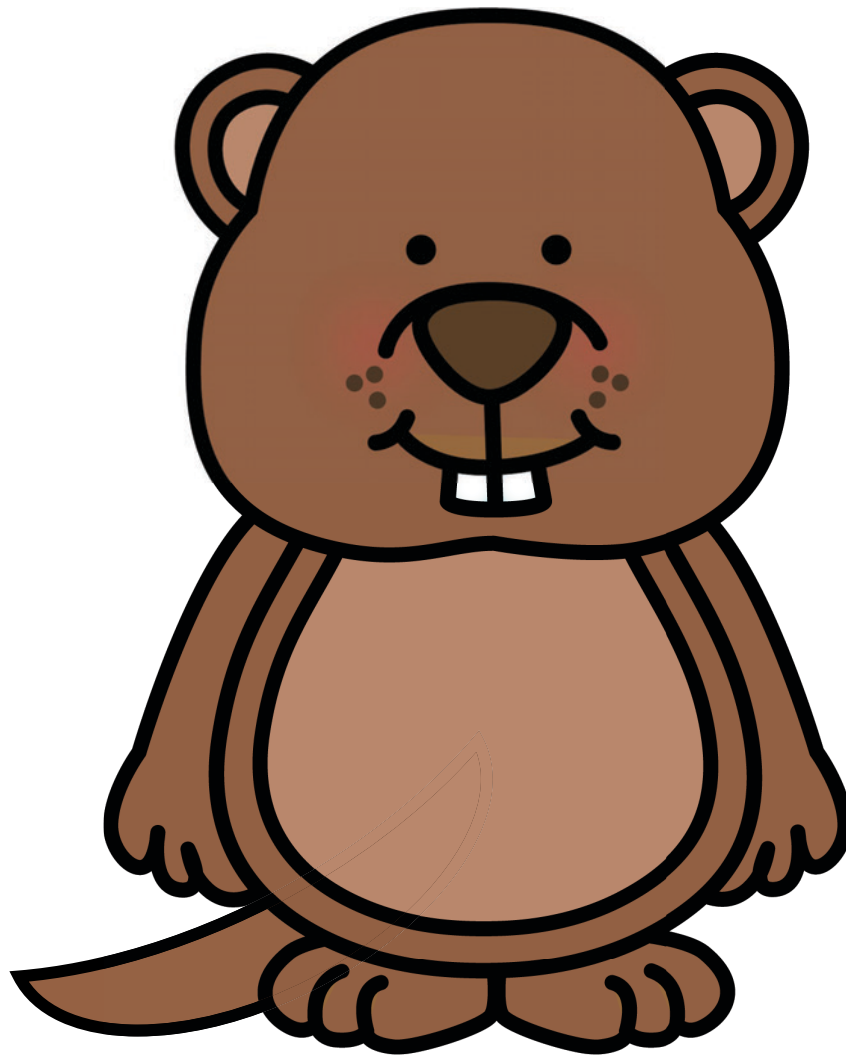
Preparation: Copy, cut, and laminate the pages and labels then affix to the file folder. Apply hook and loop circle dots to the "labels" page and the back of the labels. Store the labels on the left side of the folder when not in use.

Procedure: Students read the label using the picture clues then attach the label to the appropriate place on the groundhog picture.

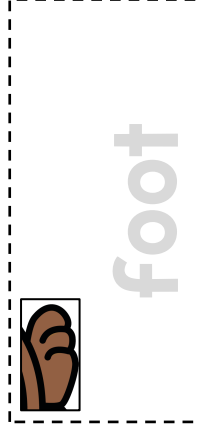
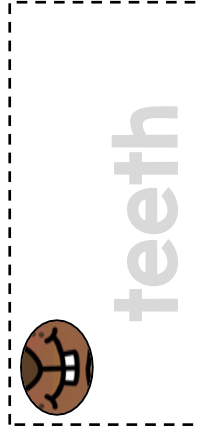
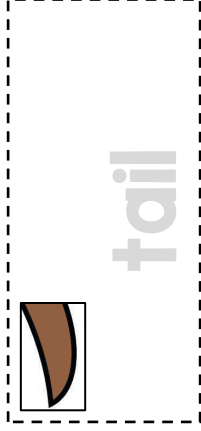
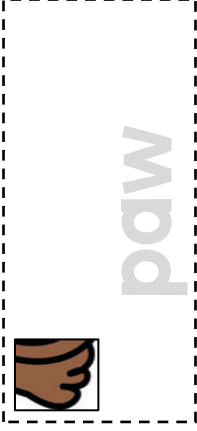


Labeling

Label a Groundhog



labels



ear

eye

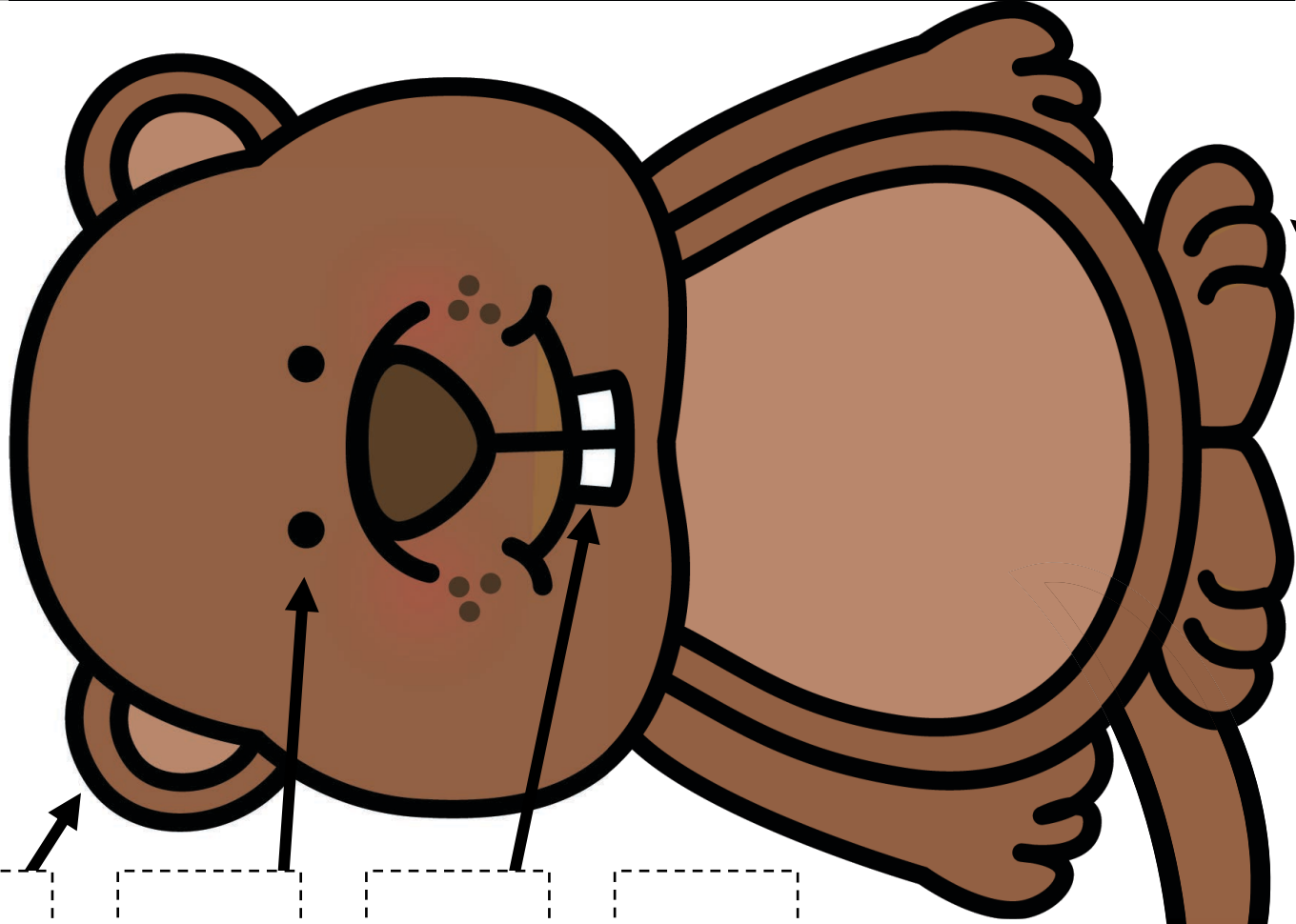
teeth

paw

tail

foot

Groundhog



[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]

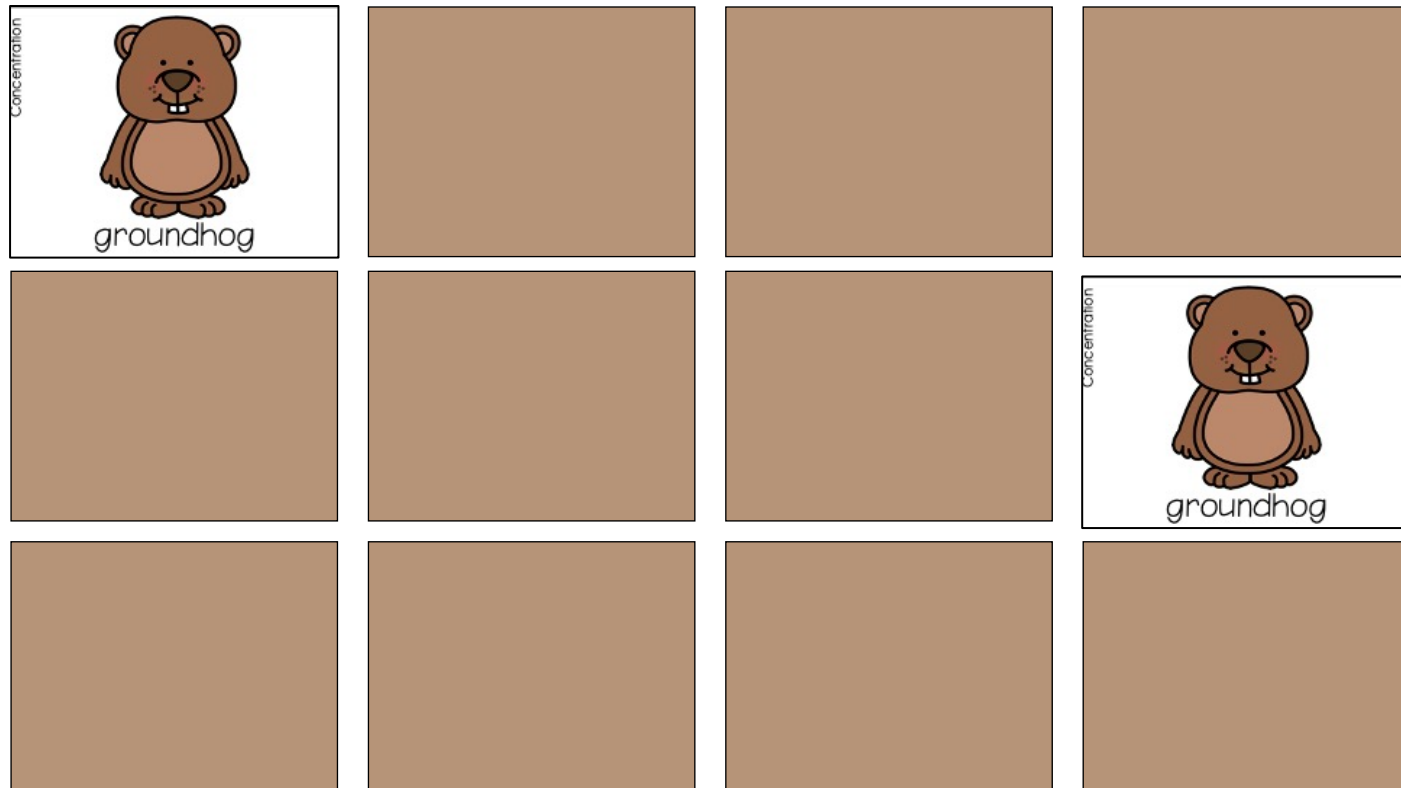
[Empty dashed box for labeling]

Concentration

Objective: 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 keeps the pair. If they don't match, they return them to the face-down position and try again.

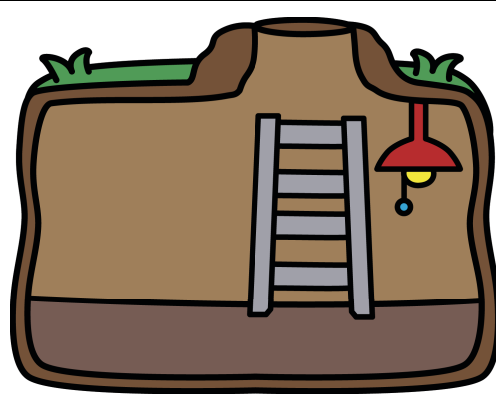


Concentration



groundhog

Concentration



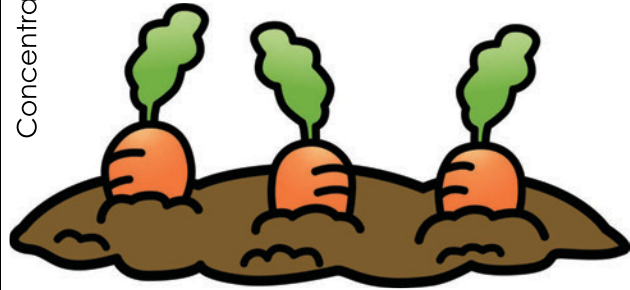
burrow

Concentration



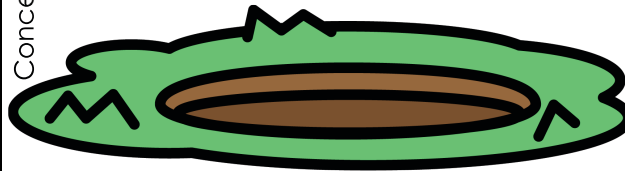
flowers

Concentration



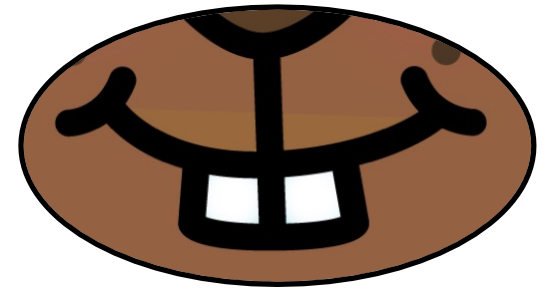
carrots

Concentration



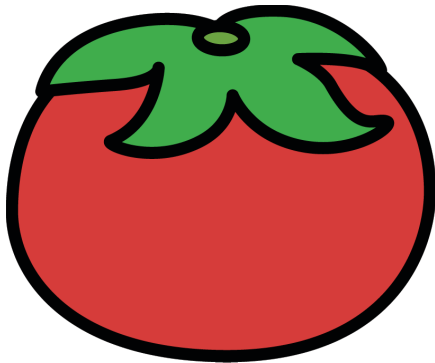
hole

Concentration



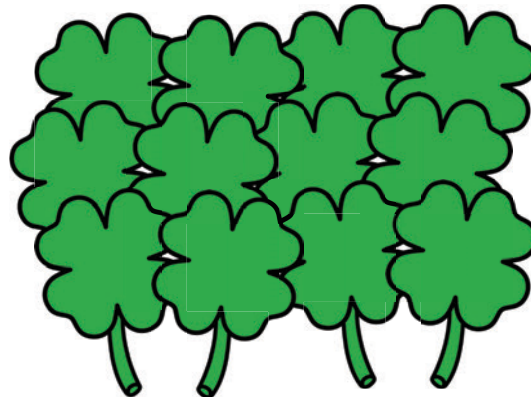
teeth

Concentration



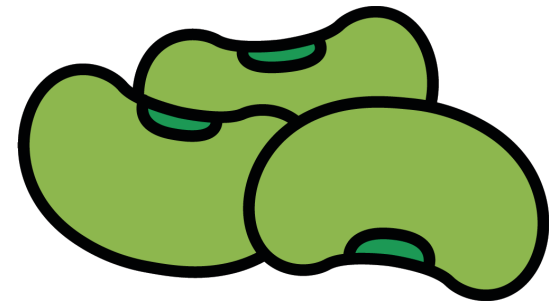
tomatoes

Concentration



clover

Concentration



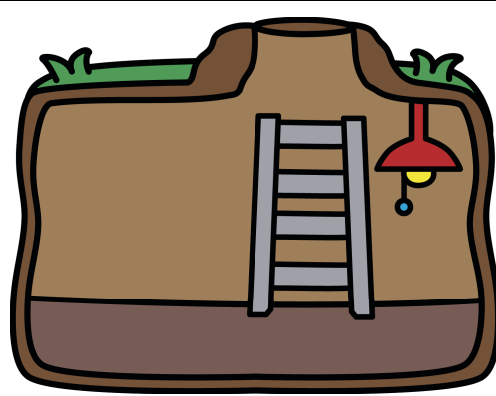
beans

Concentration



groundhog

Concentration



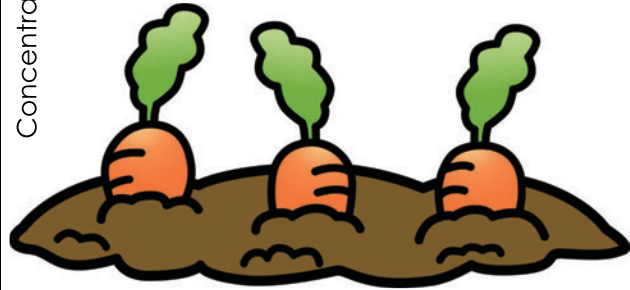
burrow

Concentration



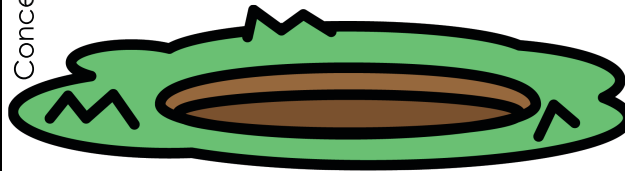
flowers

Concentration



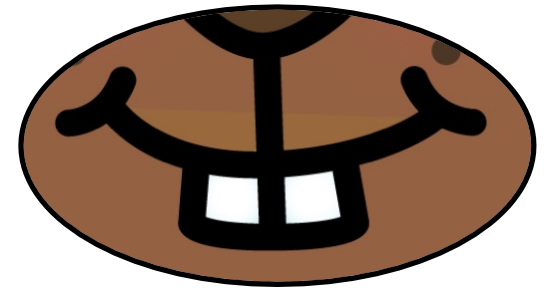
carrots

Concentration



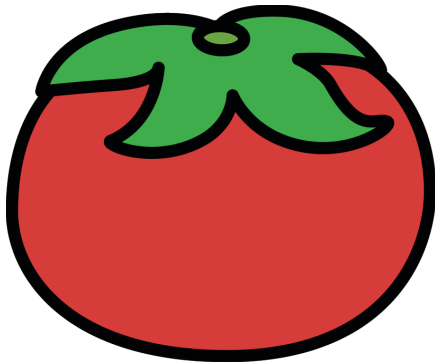
hole

Concentration



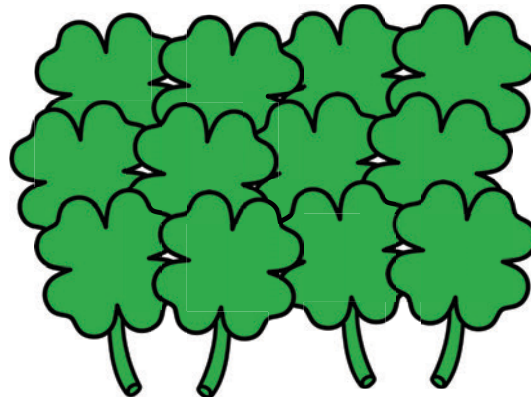
teeth

Concentration



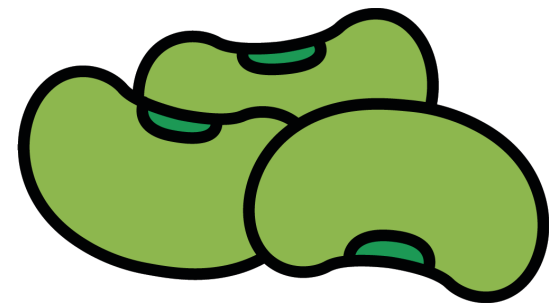
tomatoes

Concentration



clover

Concentration



beans

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