

# Circle Time



# Butterfly

## Mini-Unit

### for Preschoolers



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

Little caterpillar  
On the ground  
It has no wings  
To fly around.

It spins a chrysalis  
And grows inside.  
A butterfly emerges  
Wings open wide!



# Circle Time Lessons

**Day 1 Introduction - Butterflies**  
 Introduce the new unit: **Butterflies**  
 Label a picture and practice patterning with a grid game.

**Day 2 Caterpillars**  
 Look at real-life photographs. Play a numbers carpet game and sing a caterpillar movement song.

**Day 3 Wings**  
 Look at real-life photographs. Sort items that have wings vs. don't have wings and sing a W-I-N-G-S bingo song.

**Day 4 What Do Butterflies Eat?**  
 Look at real-life photographs. Play a counting chip-clip game and fun song.

**Day 5 Conclusion**  
 Review what was learned in the unit using an emergent writing activity. Practice rhyming words with a butterfly theme.

**Introduction**  
 What are Butterflies?

Butterflies are an insect that moves through four stages of life – egg, larva (caterpillar), pupa (chrysalis) and adult (butterfly). With over 17,500 species of butterflies in the world, these insects are incredible flying works of art.

**Objectives:**

- The students will actively participate in conversations.
- The students will demonstrate an understanding of print concepts.
- The students will notice and extend simple patterns.

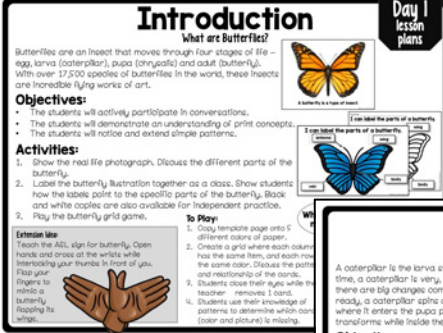
**Activities:**

- Show the real life photograph. Discuss the different parts of the butterfly.
- Label the butterfly illustration together as a class. Show students how the labels point to the specific parts of the butterfly. Black and white copies are also available for independent practice.
- Play the butterfly grid game.

**Extension Idea:** Teach the ABCs for butterflies. Open hands and arms at the wrists while interlocking your thumbs in front of you. Flip your fingers to mimic a butterfly flapping its wings.

**To Play:**

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



**Caterpillars**  
 The 2nd Phase of Life

A caterpillar is the larva stage of a butterfly's life. During this time, a caterpillar is very, very hungry! It must eat a lot because there are big changes coming in the next few weeks. Once it is ready, a caterpillar spins a chrysalis, or protective covering, where it enters the pupa phase of life. The caterpillar transforms, while inside the chrysalis and emerges as a butterfly.

**Objectives:**

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

**Activities:**

- Show real photos and discuss the differences between the caterpillars and the butterflies.

As you progress through this unit with the students as shown picture cards can be posted with independently practice game.

Created by Eric Gagne, Project by Mrs. HEBE. [www.kidsactivities.com](http://www.kidsactivities.com)



**Butterfly Wings**  
 Works of Art

A butterfly's wings are a flying work of art. Besides just being pretty, they are extremely lightweight and strong, allowing a butterfly to fly almost 100 miles a day!

**Objectives:**

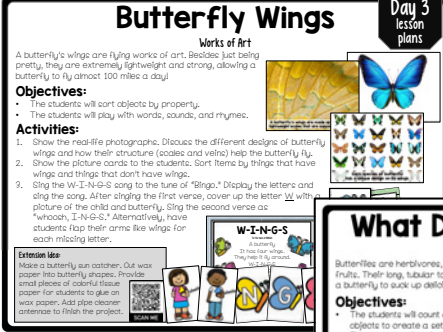
- The students will sort objects by property.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Show the real-life photographs. Discuss the different designs of butterfly wings and how their structure (scales and veins) help the butterfly fly.
- Show the picture cards to the students. Sort items by things that have wings and things that don't have wings.
- Sing the W-I-N-G-S song to the tune of "Bingo." Display the letters and sing the song. After singing the first verse, cover up the letter "I" with pictures of the child and butterfly. Sing the second verse as "whoosh, I-N-G-S." Alternatively, have students flap their arms like wings for each missing letter.

**Extension Idea:** Make a butterfly art poster. Cut wax paper into butterfly shapes. Provide small pieces of colorful tissue paper for students to glue on wax paper. Add pipe cleaner antennae to finish the project.

**W-I-N-G-S**



**What Do Butterflies Eat?**  
 Herbivores

Butterflies are herbivores, eating primarily nectar from flowers or (hulls). Their long, tubular tongue, called a proboscis, extends to allow a butterfly to suck up delicious nectar.

**Objectives:**

- The students will count a set to 5 and make combinations of objects to create a set.
- The students will notice and extend simple patterns.

**Activities:**

- Show the real life photographs. Discuss how butterflies use their legs to feel, and taste, the world around them. Their tongue uncurls to help them sip nectar from flowers.
- Recite the "I-Hungry Butterflies" chip clip poem. As you recite, remove a butterfly from the jar.

"I-Hungry Butterflies" Students can flap high, sit down like they are on a chip some nectar with.

Flutter, Flutter Butterflies  
 garden eat, nectar from a flower the part, ants can take the butterflies.



**Conclusion**  
 What Weve Learned

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

**Objectives:**

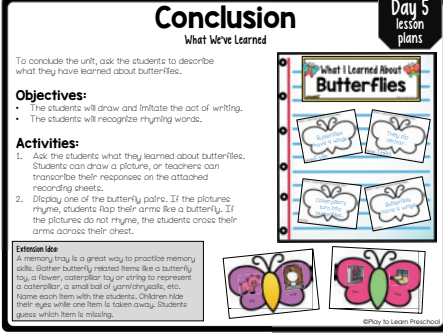
- The students will draw and imitate the act of writing.
- The students will recognize rhyming words.

**Activities:**

- Ask the students what they learned about butterflies. Students can draw a picture, or teachers can transcribe their responses on the attached recording sheets.
- Display one of the butterfly pairs. If the pictures rhyme, students flap their arms like a butterfly. If the pictures do not rhyme, the students cross their arms across their chest.

**Extension Idea:** A memory tray is a great way to practice memory skills. Gather butterfly related items like a butterfly toy, a flower, caterpillar toy, or string to represent a caterpillar, a small ball of pom-pom yarn, etc. Name each item with the students. Children hide their eyes while one item is taken away. Students guess which item is missing.

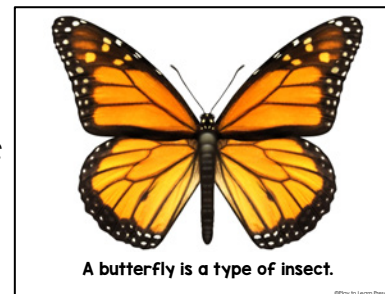
**What I Learned About Butterflies**



# Introduction

## What are Butterflies?

Butterflies are an insect that moves through four stages of life – egg, larva (caterpillar), pupa (chrysalis) and adult (butterfly). With over 17,500 species of butterflies in the world, these insects are incredible flying works of art.

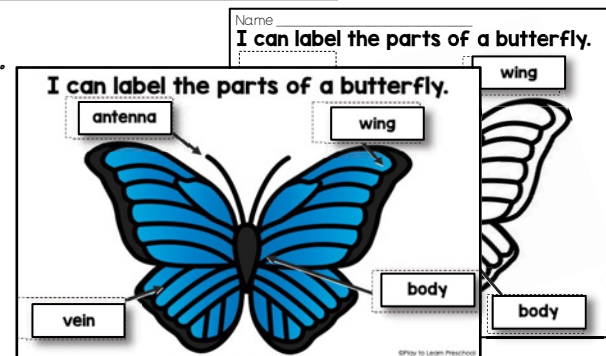


## Objectives:

- The students will actively participate in conversations.
- The students will demonstrate an understanding of print concepts.
- The students will notice and extend simple patterns.

## Activities:

1. Show the real life photograph. Discuss the different parts of the butterfly.
2. Label the butterfly illustration together as a class. Show students how the labels point to the specific parts of the butterfly. Black and white copies are also available for independent practice.
3. Play the butterfly grid game.



### Extension Idea:

Teach the ASL sign for butterfly. Open hands and cross at the wrists while interlocking your thumbs in front of you. Flap your fingers to mimic a butterfly flapping its wings.



### 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.

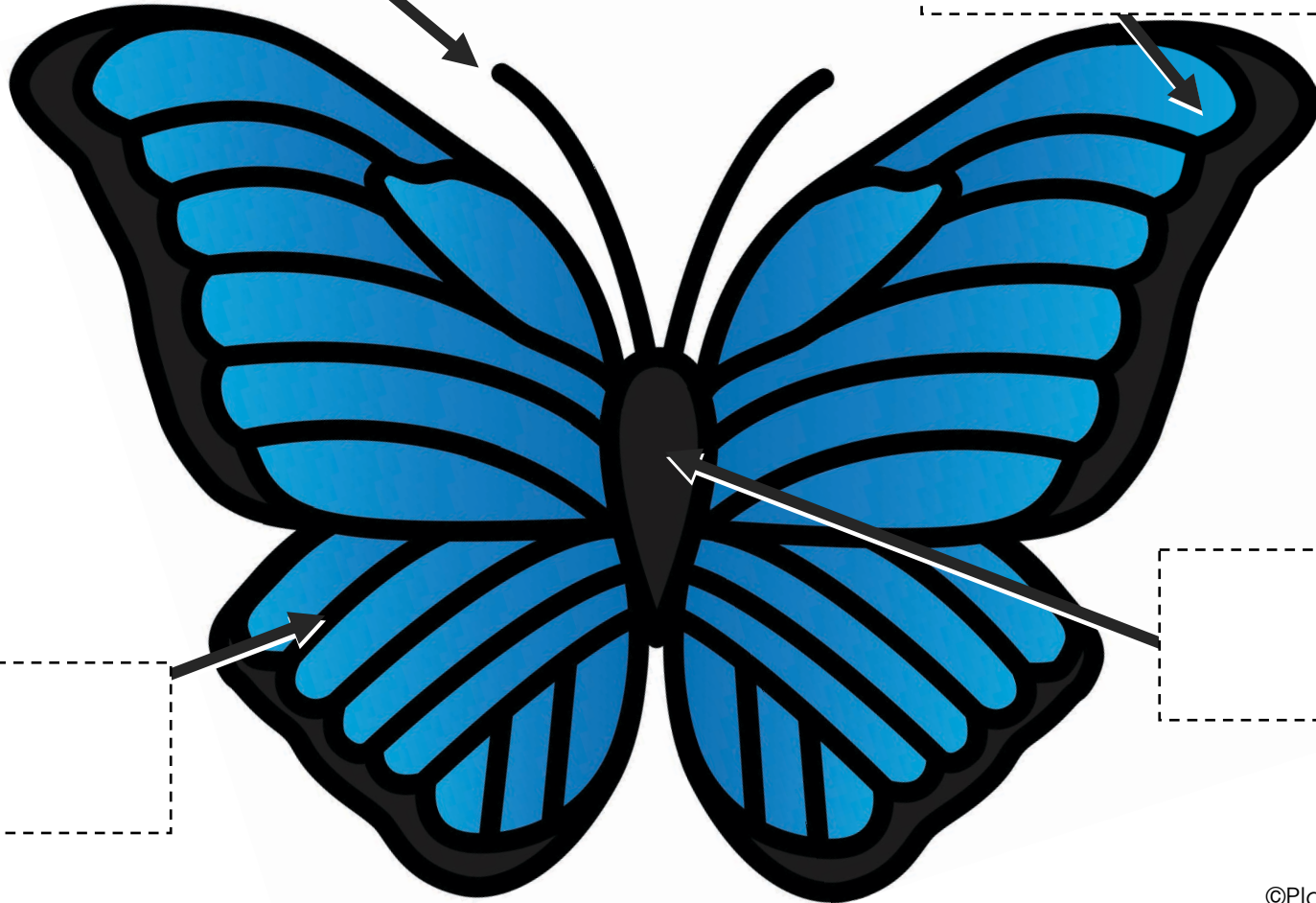
Which one is missing?





**A butterfly is a type of insect.**

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



**antenna**

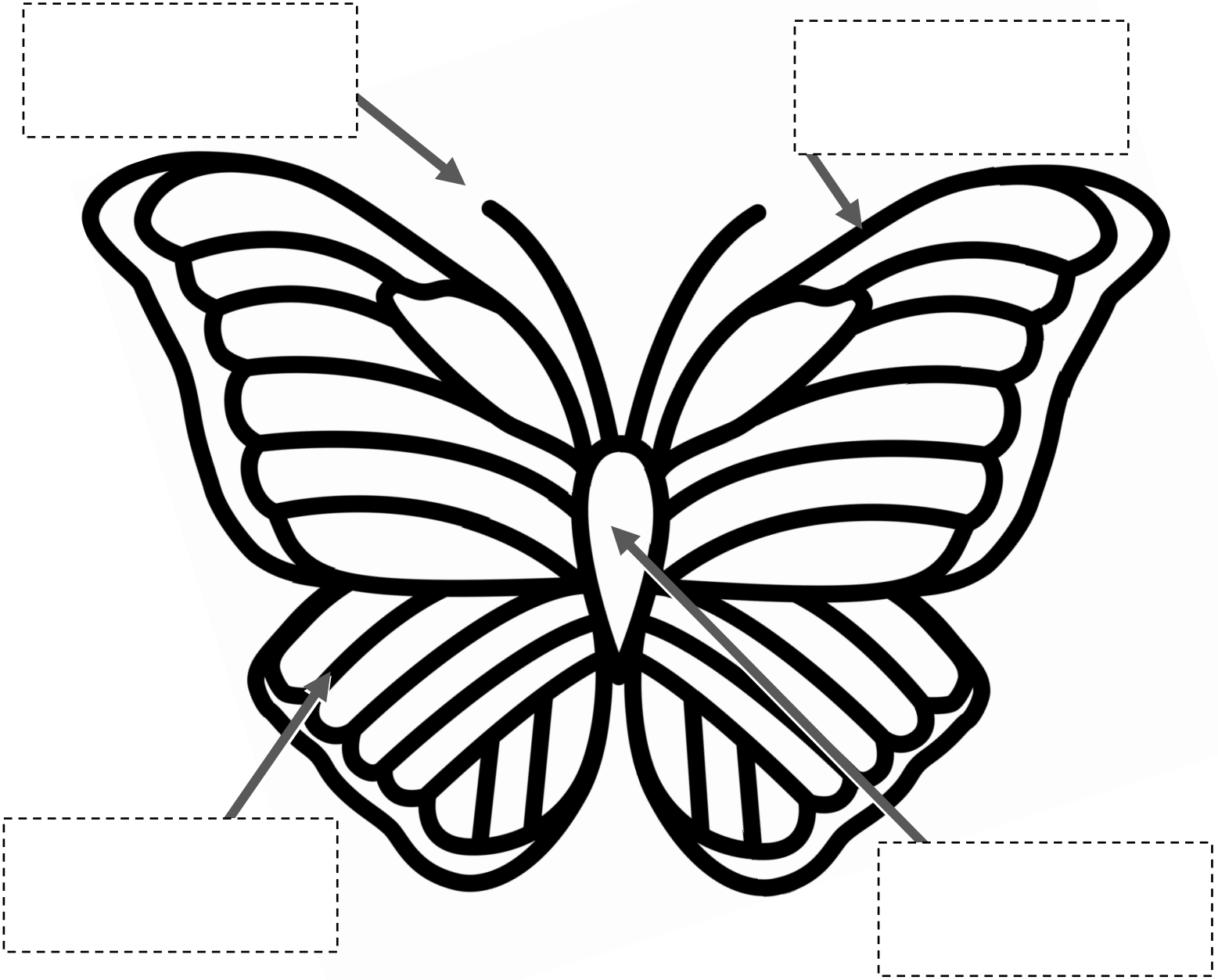
**wing**

**body**

**vein**

Name \_\_\_\_\_

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

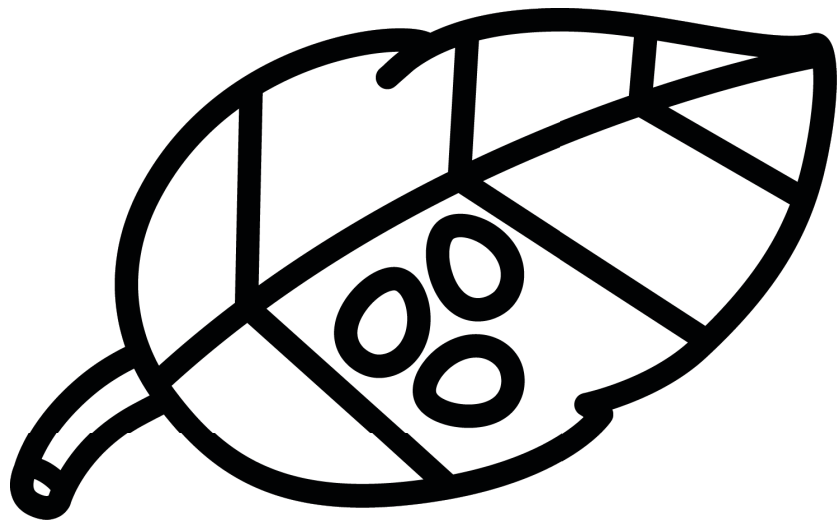


vein

body

wing

antenna



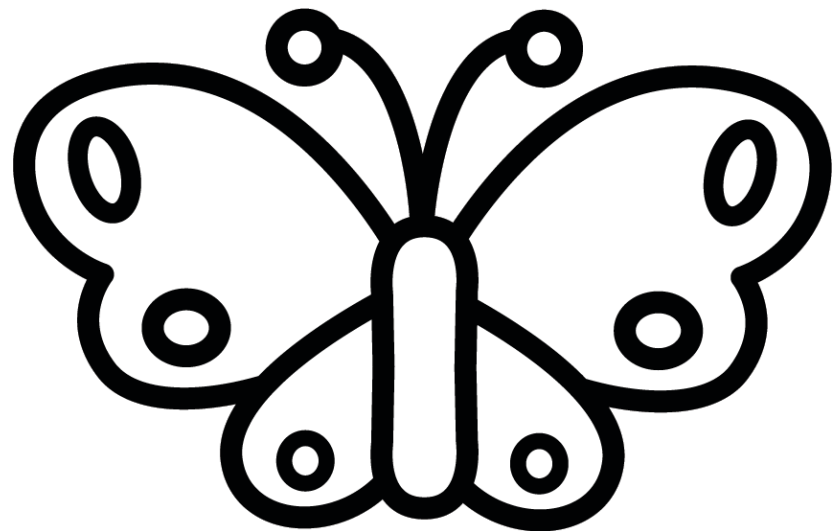
eggs



caterpillar



chrysalis



butterfly

# Caterpillars

## The 2<sup>nd</sup> Phase of Life

Day 2  
lesson  
plans

A caterpillar is the larva stage of a butterfly's life. During this time, a caterpillar is very, very hungry! It must eat a lot because there are big changes coming in the next few weeks. Once it is ready, a caterpillar spins a chrysalis, or protective covering, where it enters the pupa phase of life. The caterpillar transforms while inside the chrysalis and emerges as a butterfly.



### Objectives:

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

### Activities:

1. Show the real photos and discuss the differences between the caterpillars and the butterflies.
2. Sing the "Little Caterpillar" song. As you progress through each verse, act out the motions with the students as shown on the picture cards. The picture cards can be posted with the song for students to independently practice.
3. Play the caterpillar carpet game.

**Little Caterpillar**

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

Little caterpillar  
On the ground  
It has no wings  
To fly around.

It spins a chrysalis  
And grows inside.  
A butterfly emerges  
Wings open wide!

### Extension Idea:

Read the book The Very Hungry Caterpillar by Eric Carle.

Then, create caterpillar name art projects by writing each letter of a student's name on a colored circle of paper. Connect the circles to form a caterpillar. Read more [HERE](https://playtolearnpreschool.us/caterpillar-names/).

<https://playtolearnpreschool.us/caterpillar-names/>





**Caterpillars eat a lot of food to gain energy.**



caterpillar

butterfly

chrysalis

**A caterpillar is an insect.  
It is the larva stage of a butterfly.**

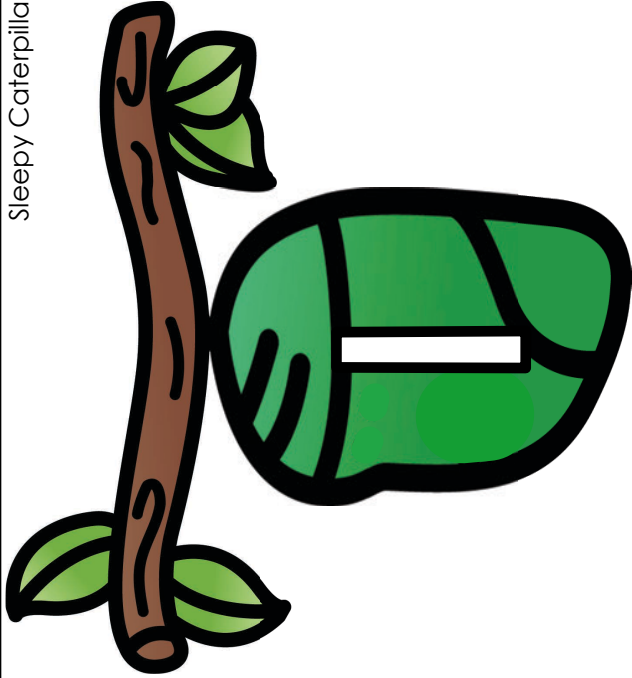
# Sleepy Caterpillar

Sleepy little caterpillar,  
Not making a sound.

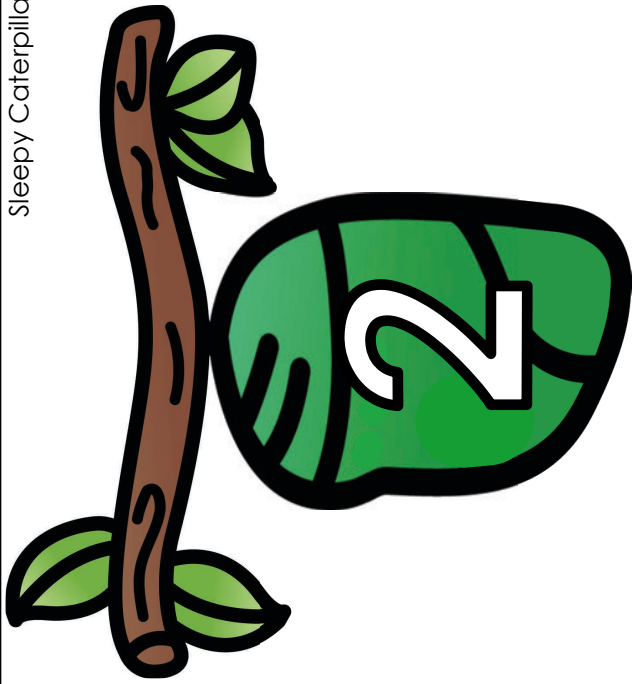


Under which number,  
Can it be found?

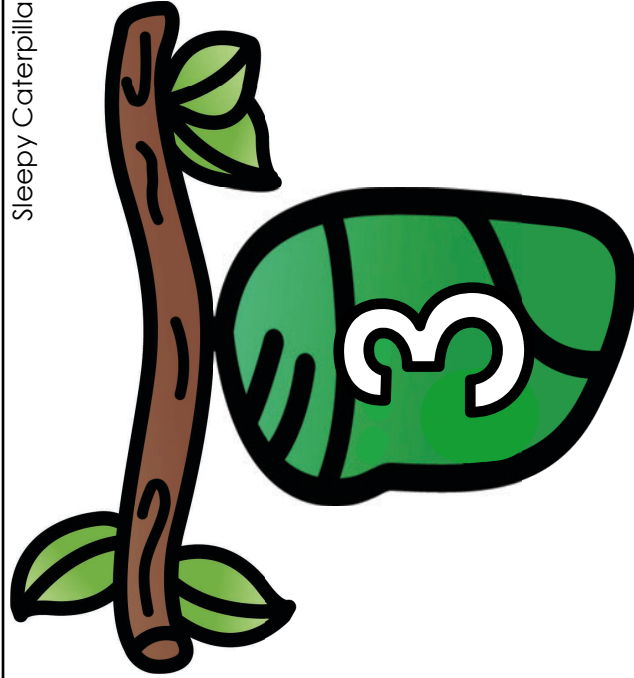
Sleepy Caterpillar



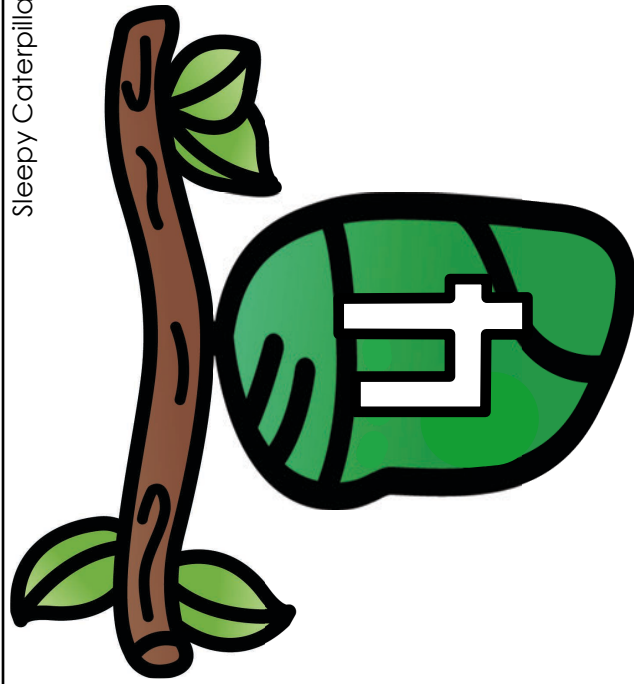
Sleepy Caterpillar



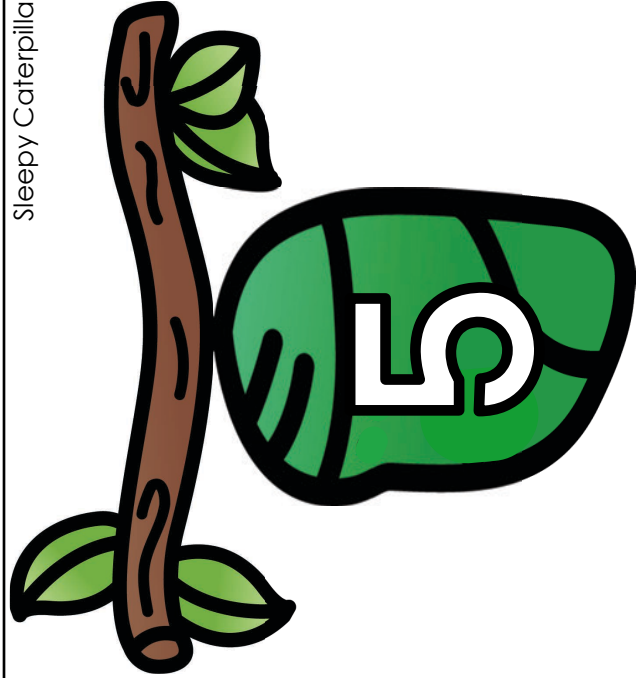
Sleepy Caterpillar



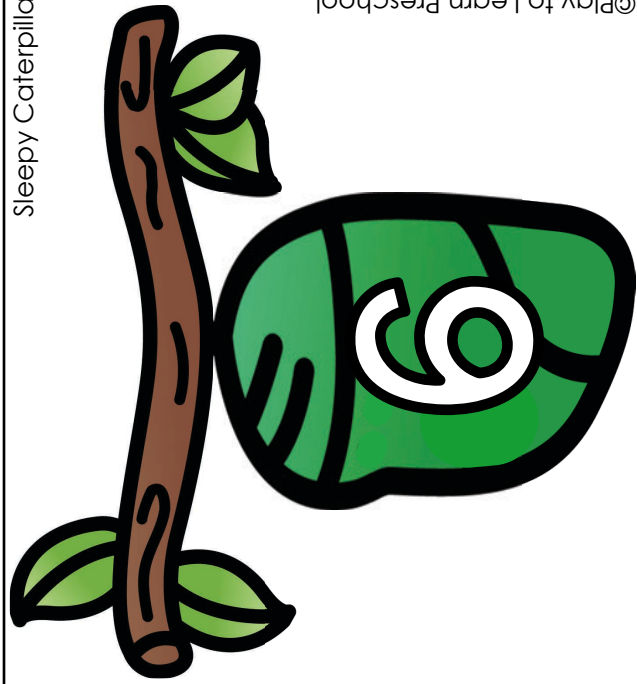
Sleepy Caterpillar



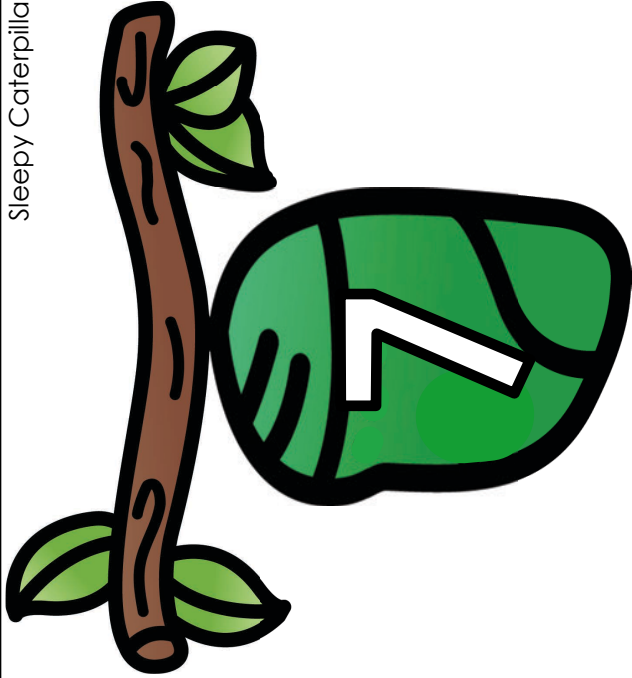
Sleepy Caterpillar



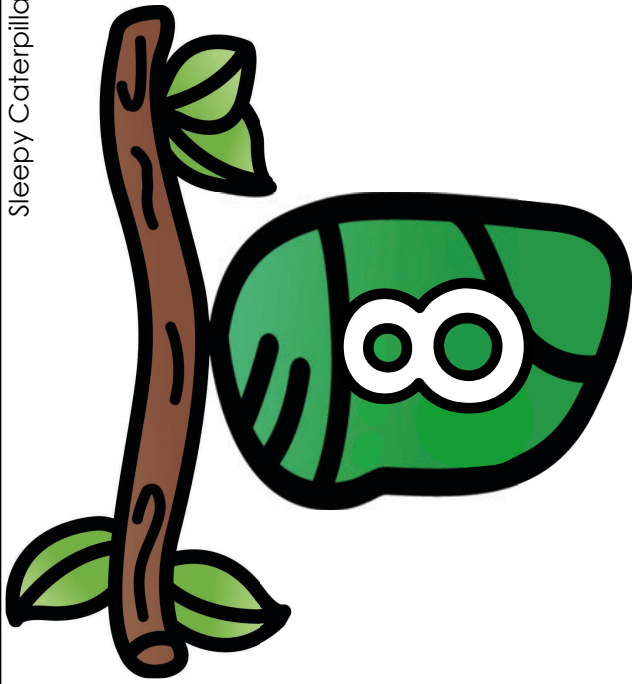
Sleepy Caterpillar



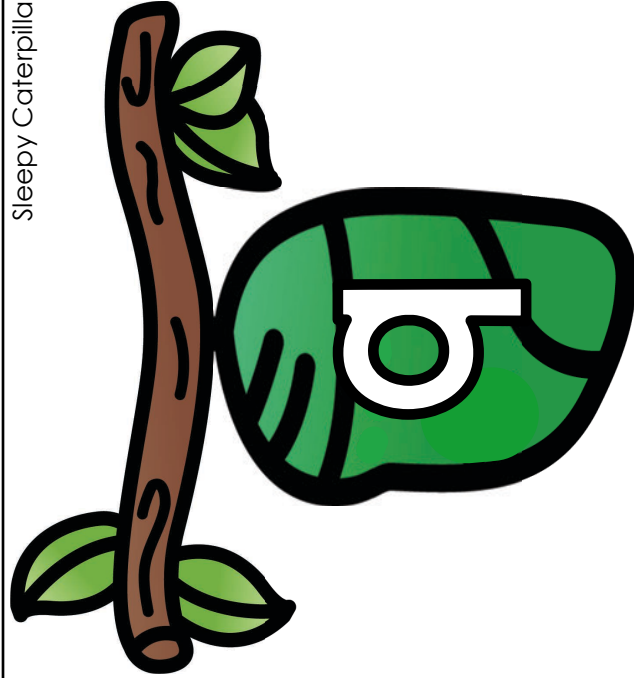
Sleepy Caterpillar



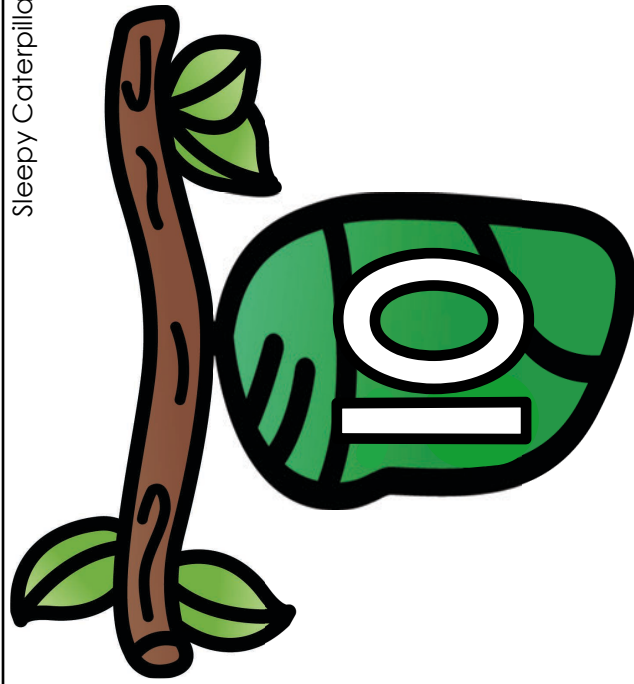
Sleepy Caterpillar



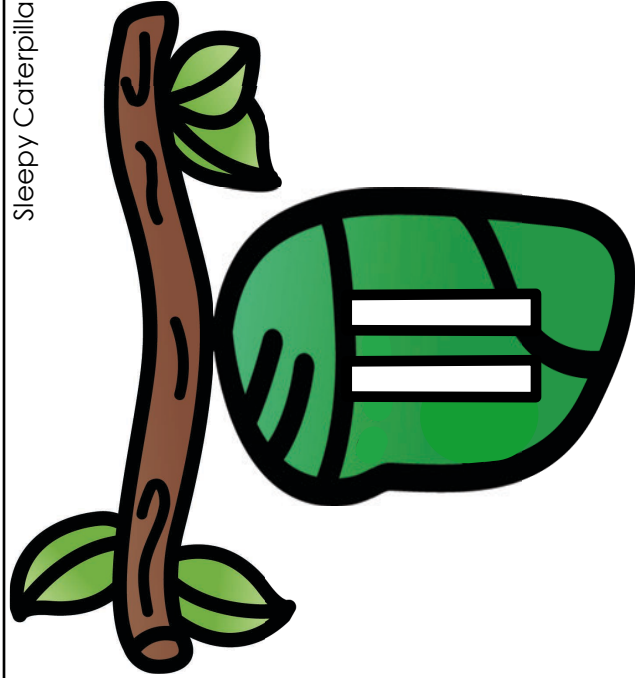
Sleepy Caterpillar



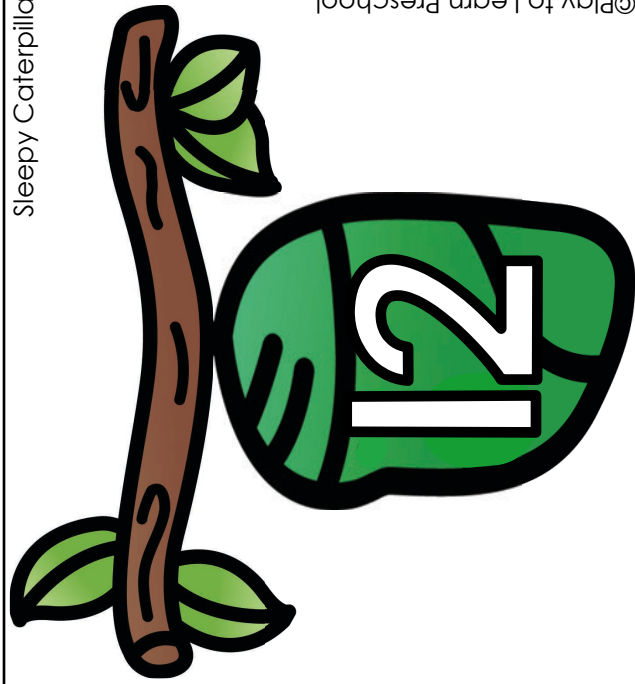
Sleepy Caterpillar



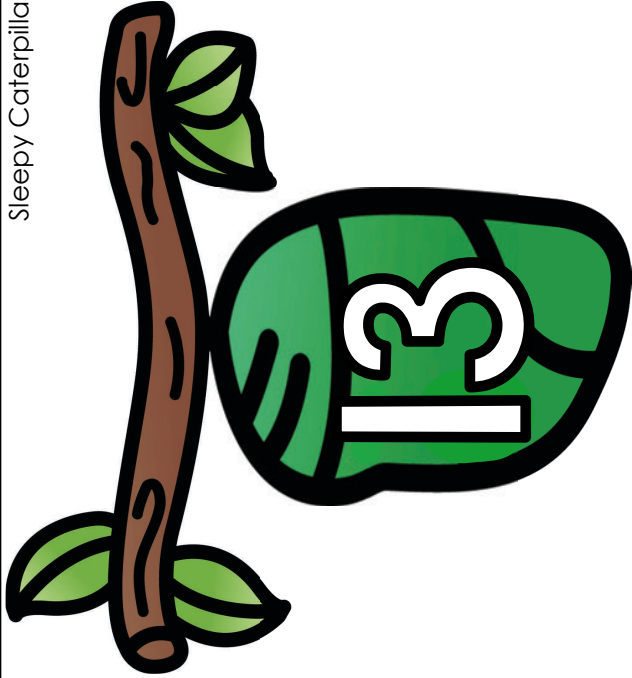
Sleepy Caterpillar



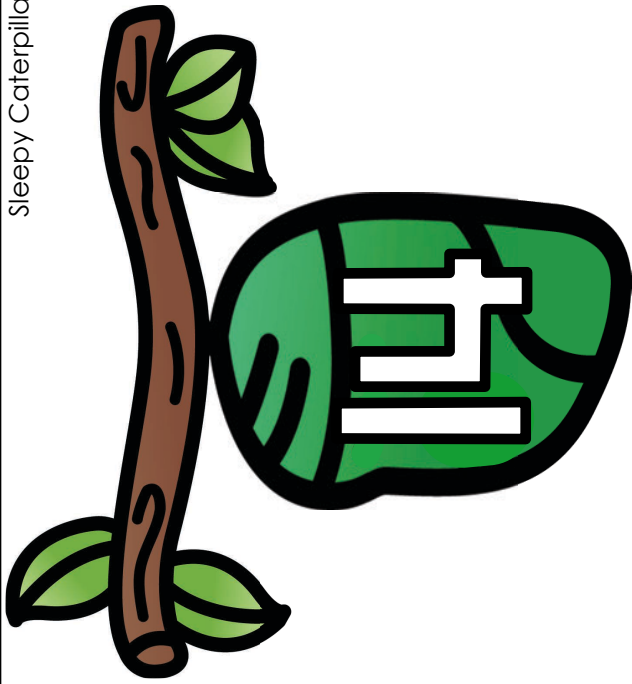
Sleepy Caterpillar



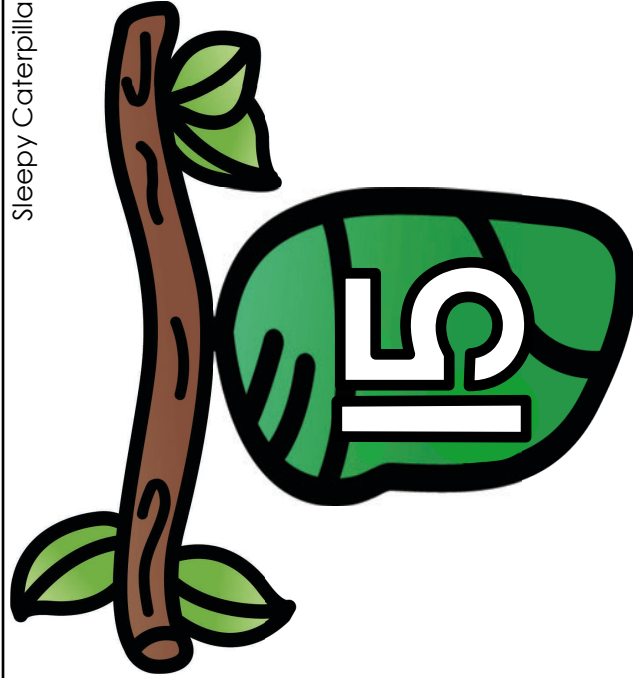
Sleepy Caterpillar



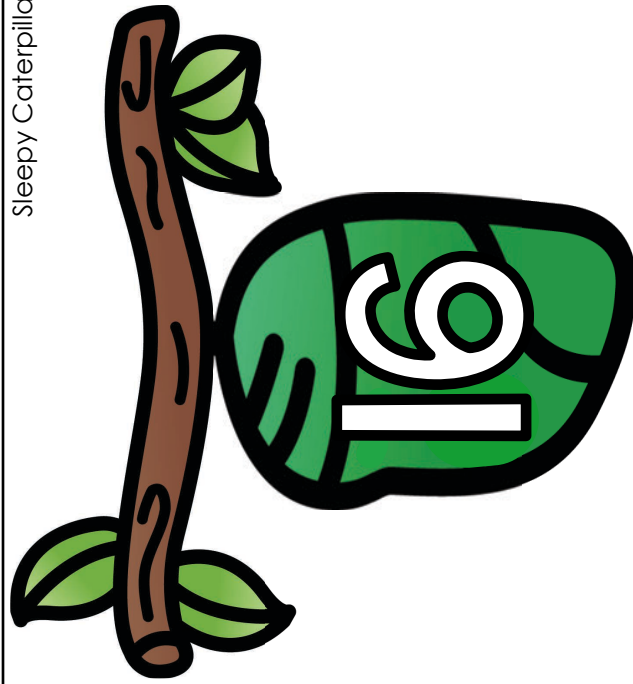
Sleepy Caterpillar



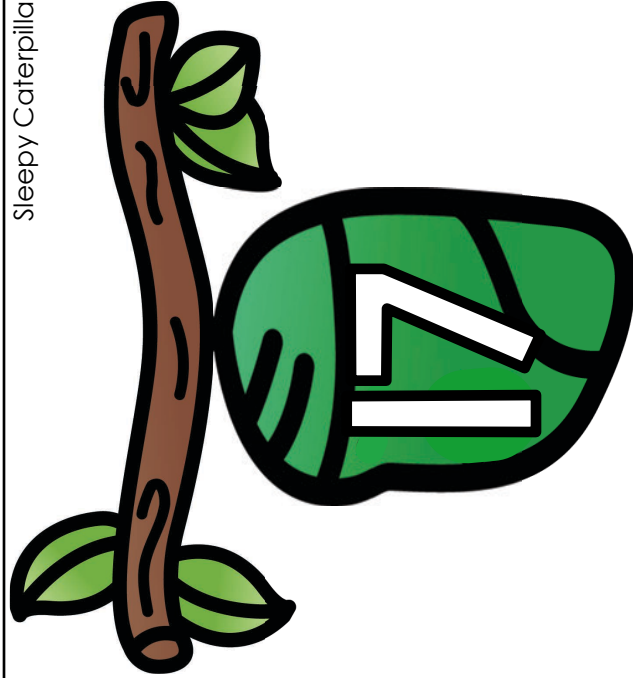
Sleepy Caterpillar



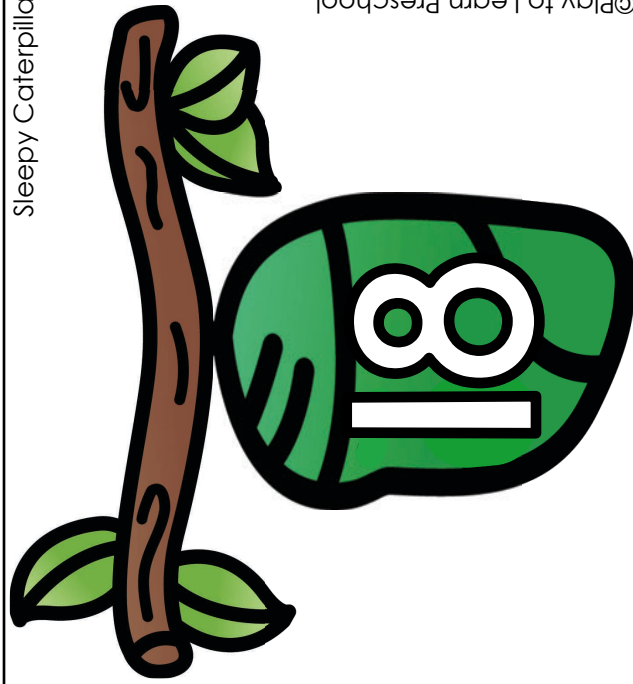
Sleepy Caterpillar

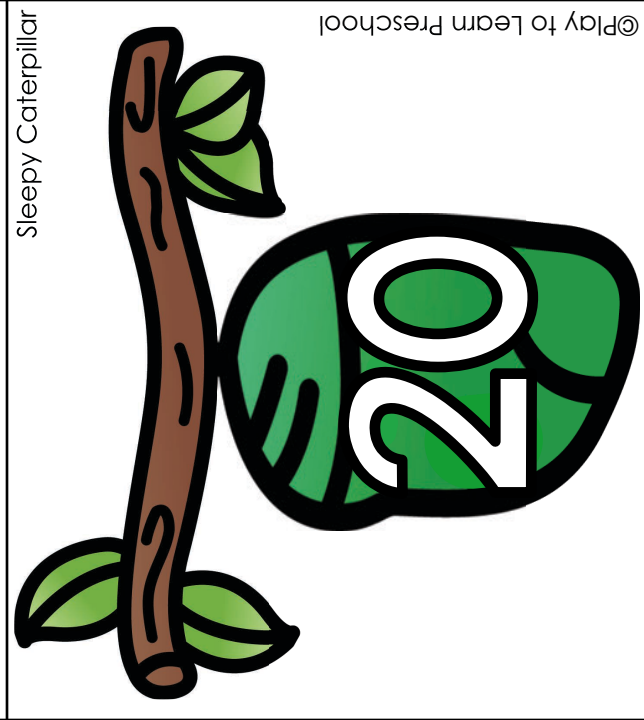
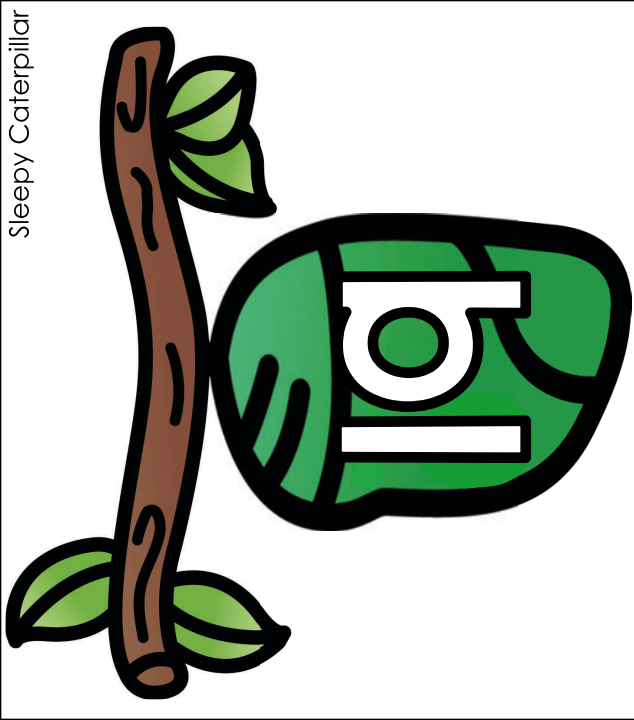


Sleepy Caterpillar



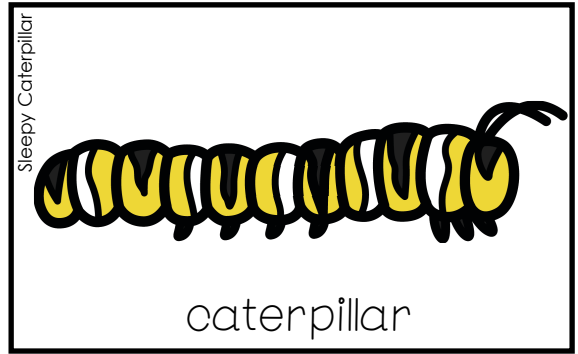
Sleepy Caterpillar





©Play to Learn Preschool

Cut out the caterpillar.



### To Play the Game:

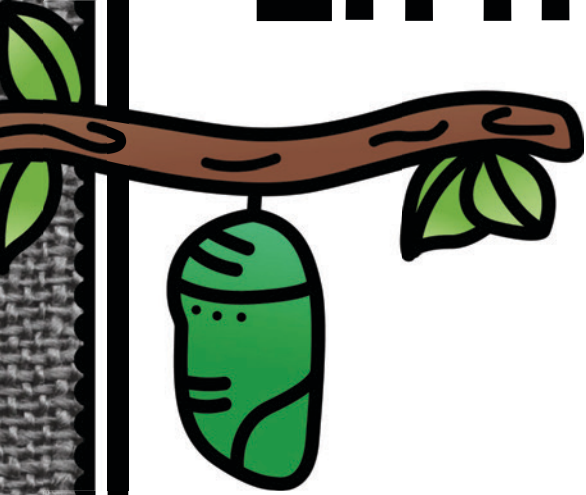
- Line up the pictures of the chrysalises. Pick the right number of cards for your students. Identify the numbers together.
- Hide the caterpillar under one of the chrysalises and recite the poem to find it.
- Children guess where the caterpillar is hiding by identifying the number.

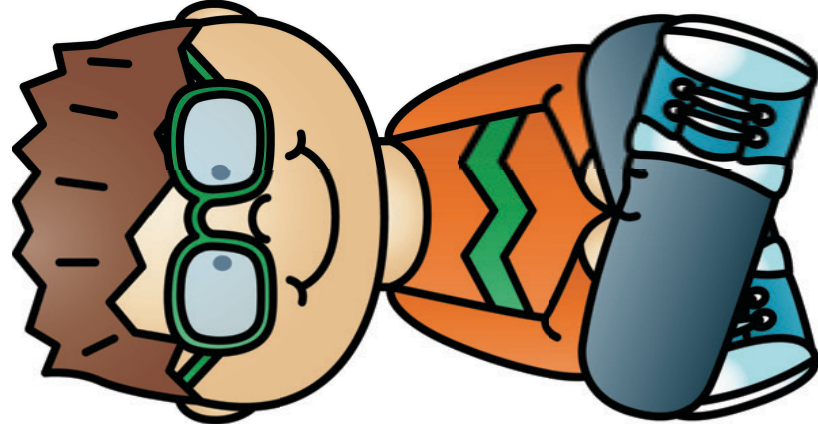
# Little Caterpillar

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

Little caterpillar  
On the ground  
It has no wings  
To fly around.

It spins a chrysalis  
And grows inside.  
A butterfly emerges  
Wings open wide!

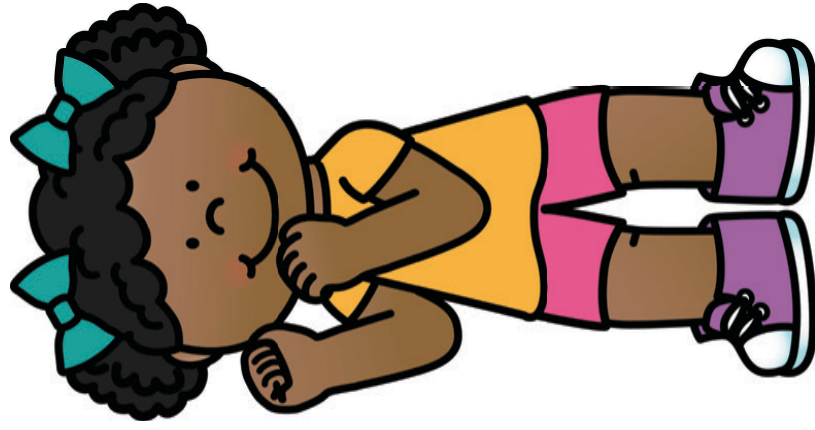




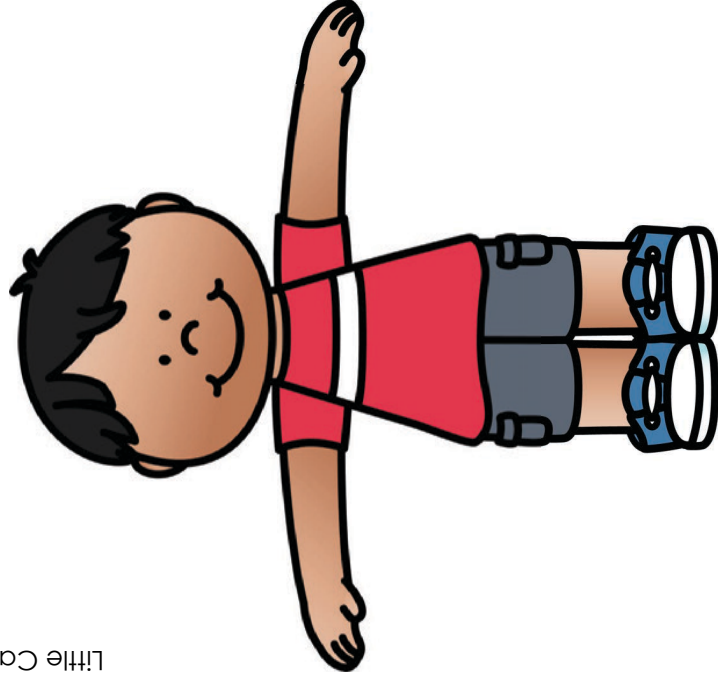
on the ground



fly around



spins a chrysalis



wings open wide

# Butterfly Wings

Day 3  
lesson  
plans

## Works of Art

A butterfly's wings are flying works of art. Besides just being pretty, they are extremely lightweight and strong, allowing a butterfly to fly almost 100 miles a day!

## Objectives:

- The students will sort objects by property.
- The students will play with words, sounds, and rhymes.

## Activities:

1. Show the real-life photographs. Discuss the different designs of butterfly wings and how their structure (scales and veins) help the butterfly fly.
2. Show the picture cards to the students. Sort items by things that have wings and things that don't have wings.
3. Sing the W-I-N-G-S song to the tune of "Bingo." Display the letters and sing the song. After singing the first verse, cover up the letter W with a picture of the child and butterfly. Sing the second verse as "whoosh, I-N-G-S." Alternatively, have students flap their arms like wings for each missing letter.



A butterfly's wings are made up of lightweight scales that are suppo



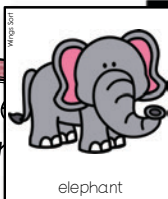
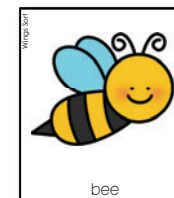
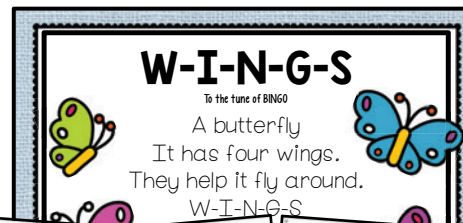
Each species of butterfly has a unique design on its wings.

### Extension Idea:

Make a butterfly sun catcher. Cut wax paper into butterfly shapes. Provide small pieces of colorful tissue paper for students to glue on wax paper. Add pipe cleaner antennae to finish the project.

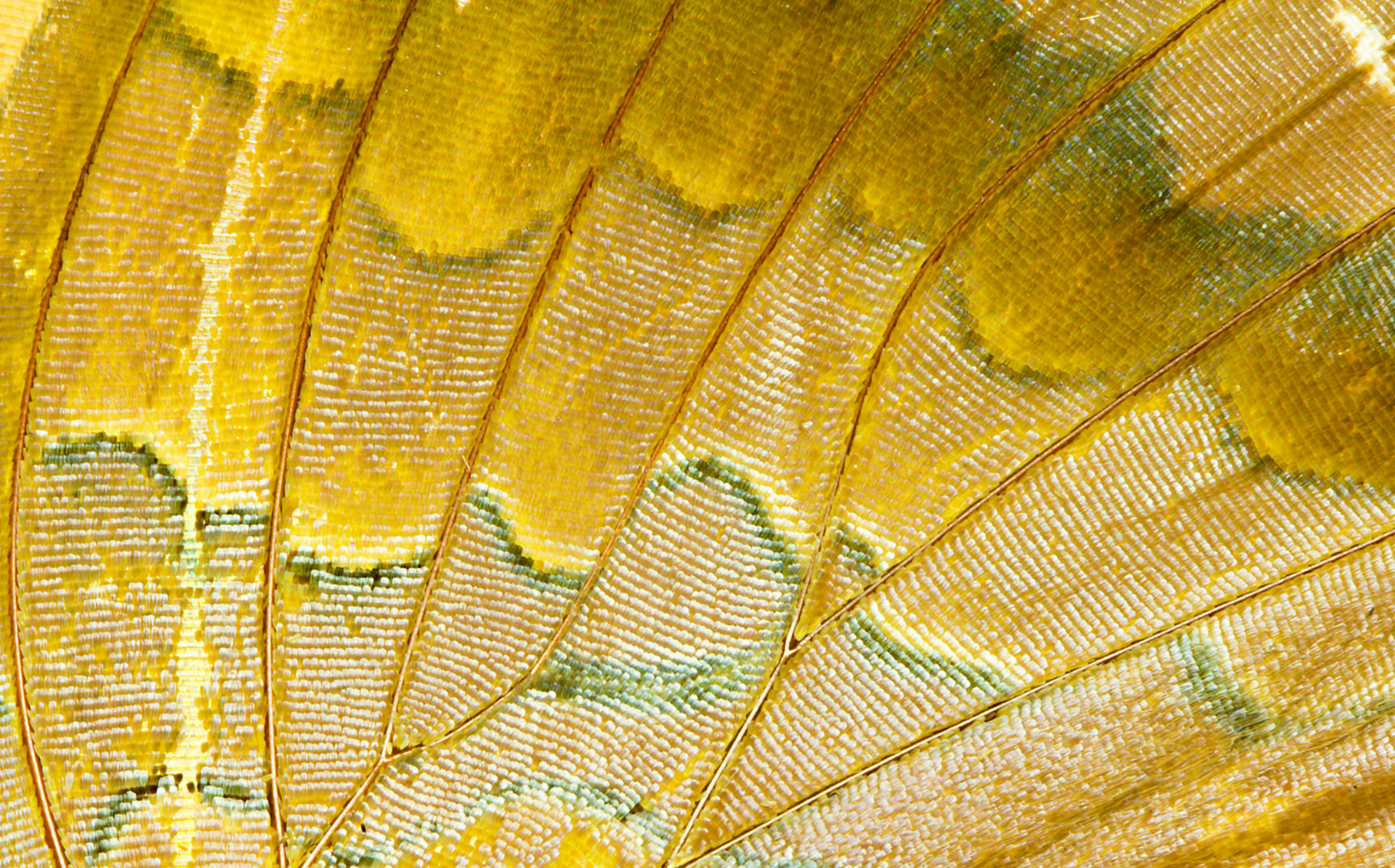


SCAN ME





**Every butterfly has 4 wings.**

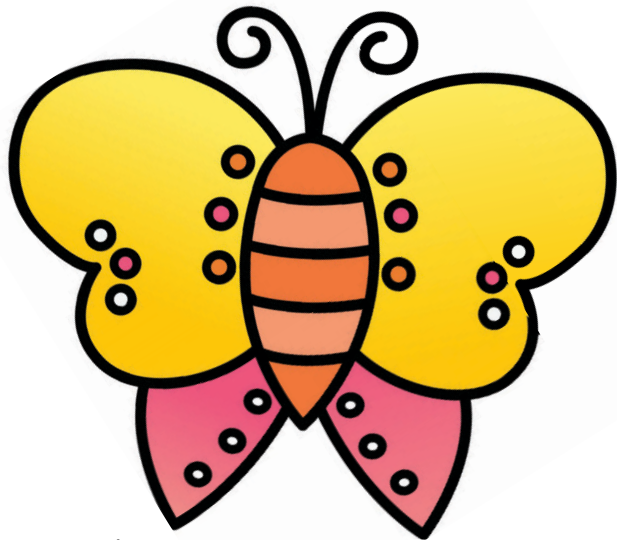


**A butterfly's wings are made up of very tiny, lightweight scales that are supported by veins.**



**Each species of butterfly has a unique design on its wings.**

These  
things



have  
**wings**

These  
things



do NOT have  
**wings**

Wings Sort



butterfly

Wings Sort



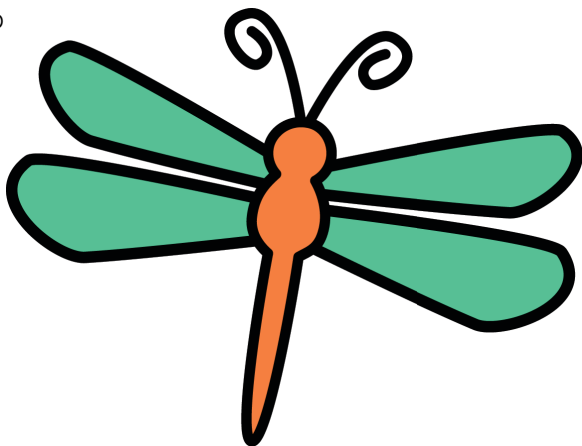
parrot

Wings Sort



flamingo

Wings Sort



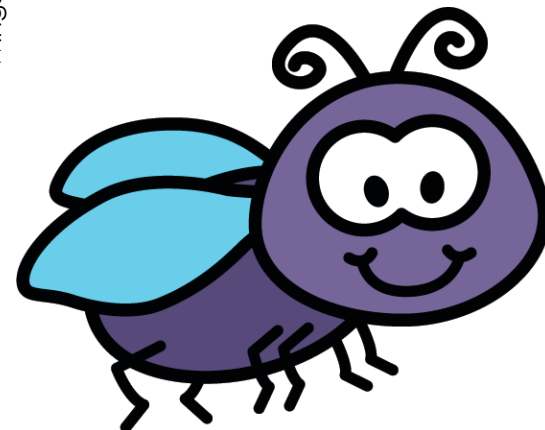
dragonfly

Wings Sort



bee

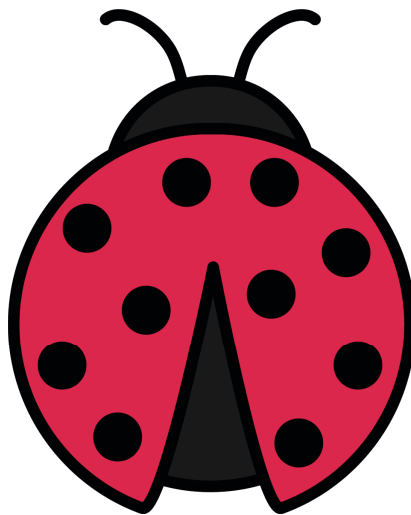
Wings Sort



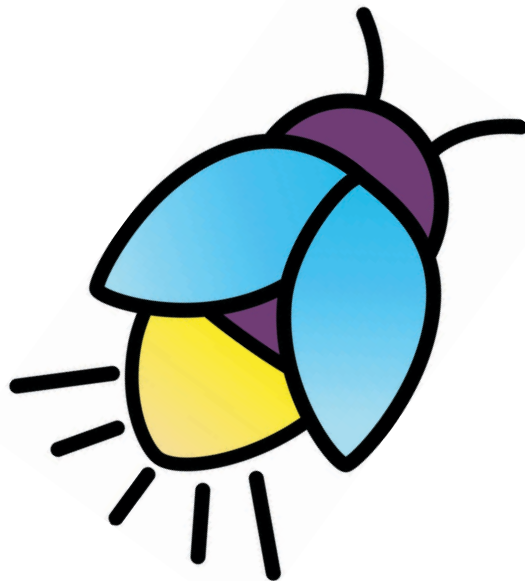
fly



bat



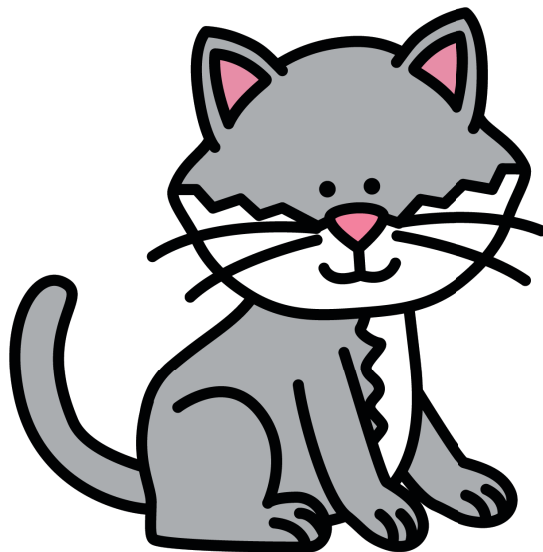
ladybug



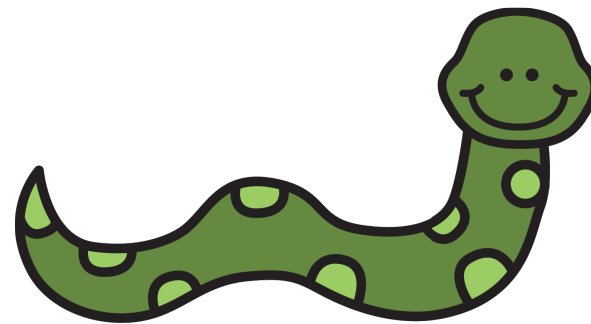
firefly



dog

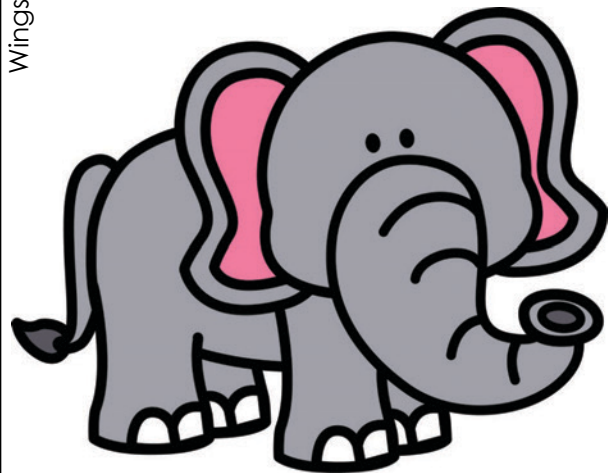


cat



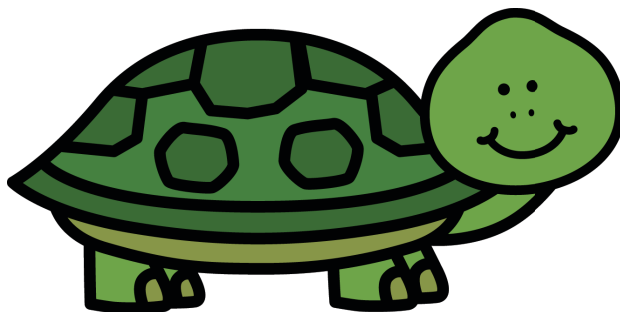
snake

Wings Sort



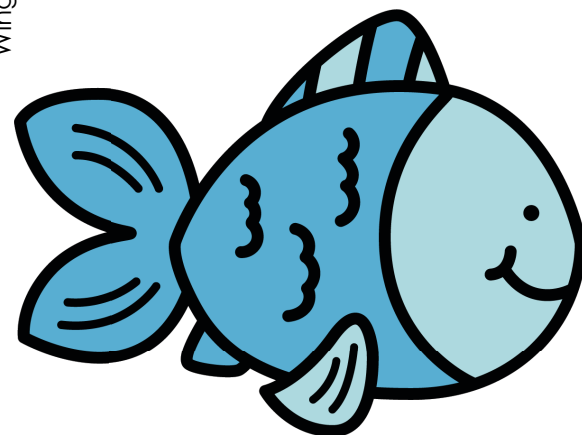
elephant

Wings Sort



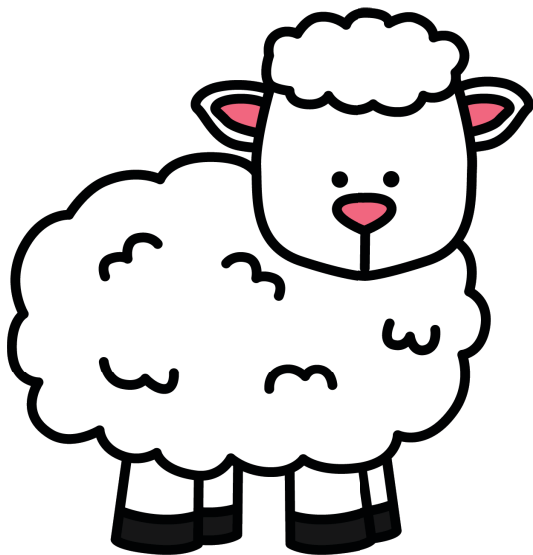
turtle

Wings Sort



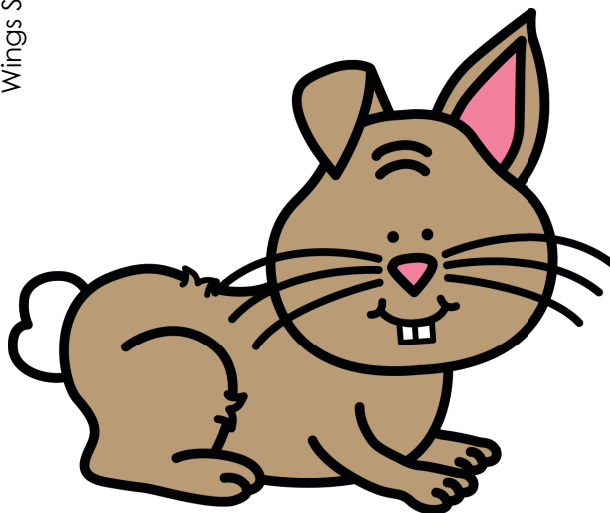
fish

Wings Sort



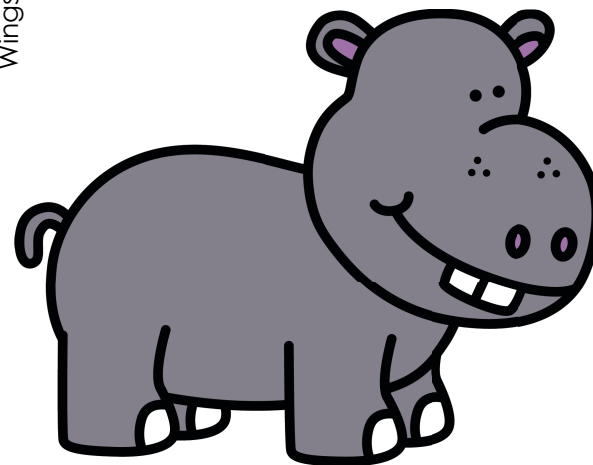
sheep

Wings Sort



bunny

Wings Sort



hippopotamus

# W-I-N-G-S

To the tune of BINGO

A butterfly

It has four wings.

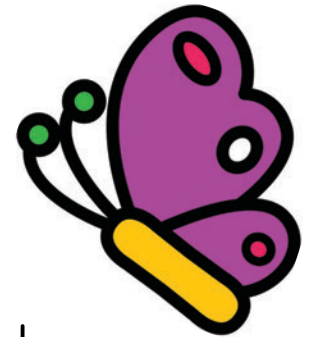
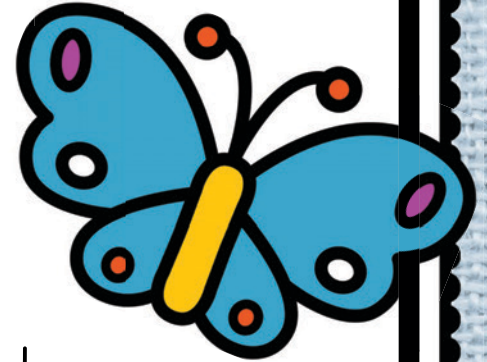
They help it fly around.

W-I-N-G-S

W-I-N-G-S

W-I-N-G-S

A butterfly has wings, yeah!









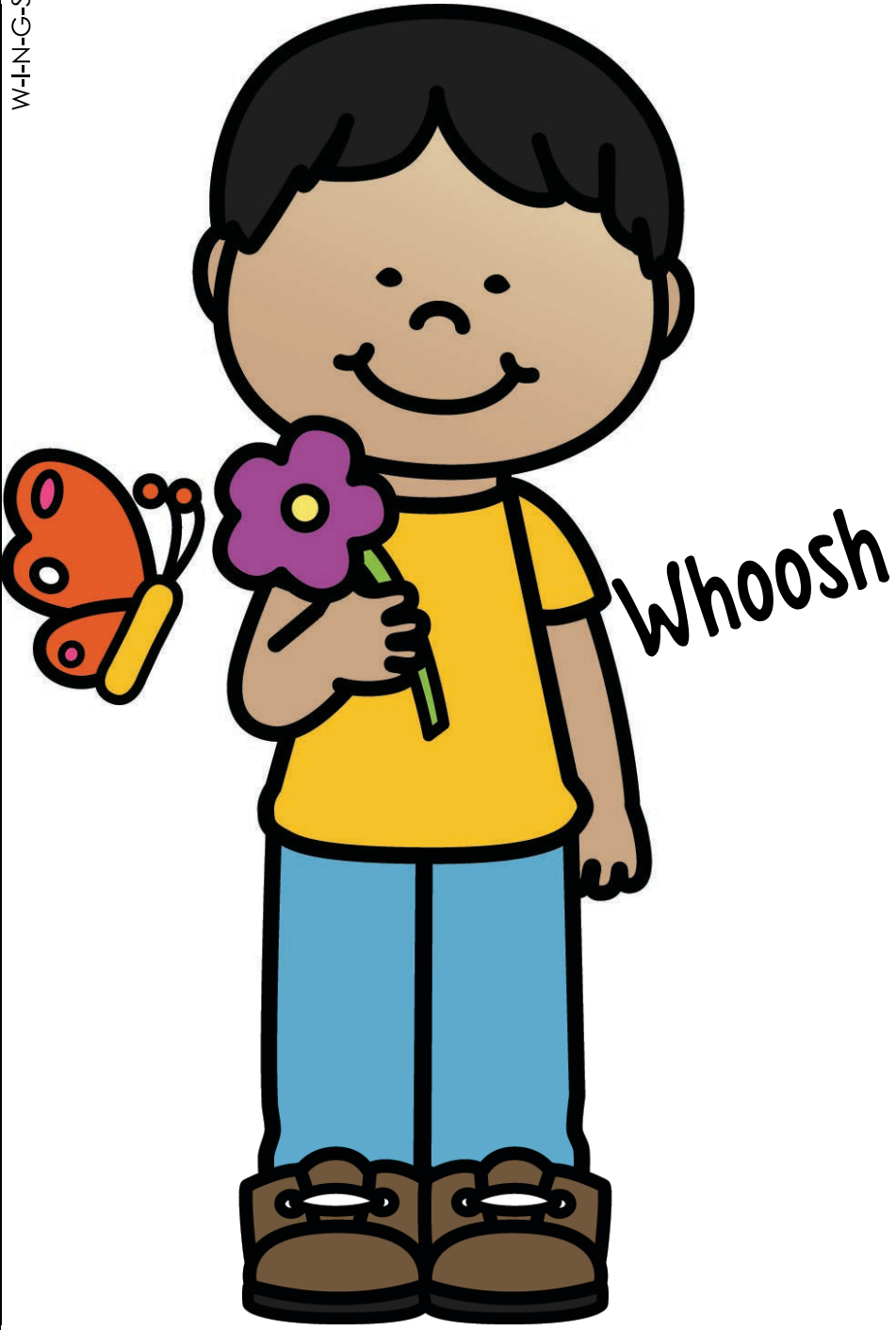
Whoosh



Whoosh



Whoosh



# What Do Butterflies Eat?

Day 4  
Lesson  
Plans

## Herbivores

Butterflies are herbivores, eating primarily nectar from flowers or fruits. Their long, tubular tongue, called a proboscis, extends to allow a butterfly to suck up delicious nectar.

### Objectives:

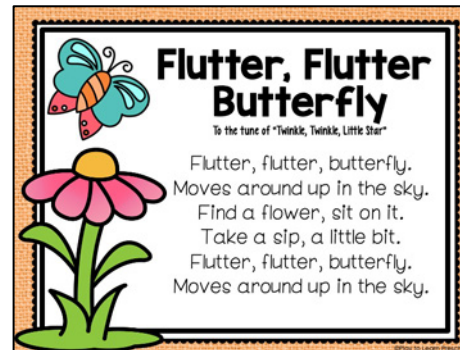
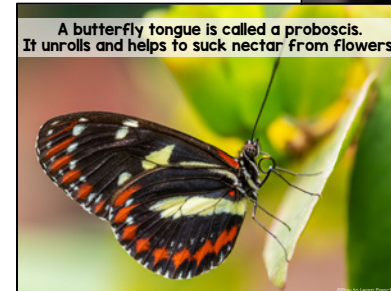
- The students will count a set to 5 and make combinations of objects to create a set.
- The students will notice and extend simple patterns.

### Activities:

1. Show the real life photographs. Discuss how butterflies use their legs to feel, and taste, the world around them. Their tongue uncurls to help them sip nectar from flowers.
2. Recite the "5 Hungry Butterflies" chip clip poem. As you progress through each verse, remove a butterfly from the bucket of flowers.
3. Sing the song "Flutter, Flutter Butterfly." Students can flap their arms like butterfly wings, sit down like they are on a flower, and then pretend to sip some nectar before standing up to fly away.

#### Extension Idea:

Gather small plastic pots, organic garden soil, plastic shovels, and a variety of flowers from a garden shop. Invite students to decorate the pot, then plant a flower in the soil. Students can take the pot home to place outside for the butterflies.



#### 5 Hungry Butterflies

Five hungry butterflies,  
Sipping nectar happily,  
One flies away,  
Now how many do you see?

Four hungry butterflies,  
Sipping nectar happily,  
One flies away,  
Now how many do you see?

Continue counting backwards.

All the little butterflies  
Have now flown away,  
They'll come back to eat  
On another day!



**Butterflies taste their food through their legs.**

**A butterfly tongue is called a proboscis.  
It unrolls and helps to suck nectar from flowers.**



# 5 Hungry Butterflies

## Chip Clip Poem

Five hungry butterflies,  
Sipping nectar happily.

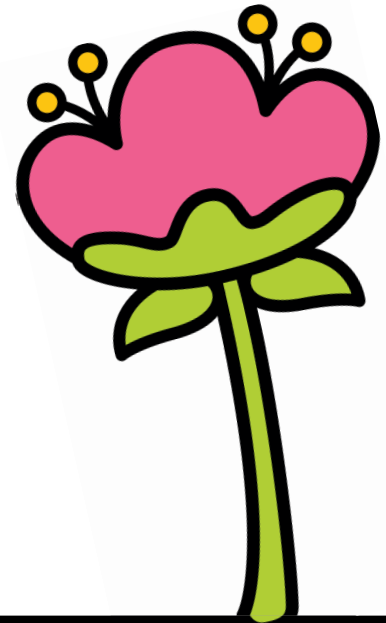
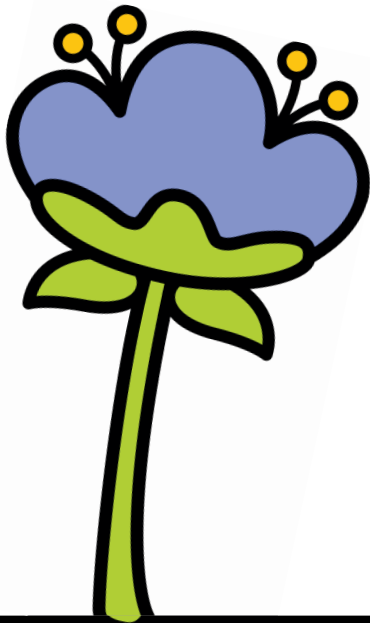
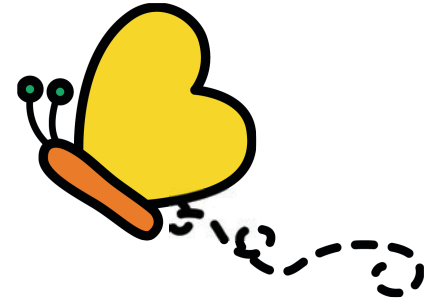
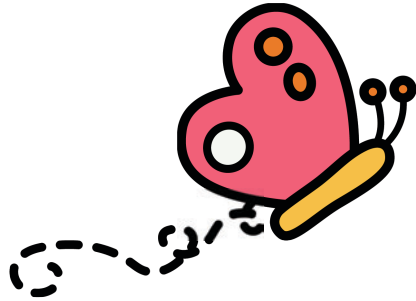
One flies away,  
Now how many do you see?

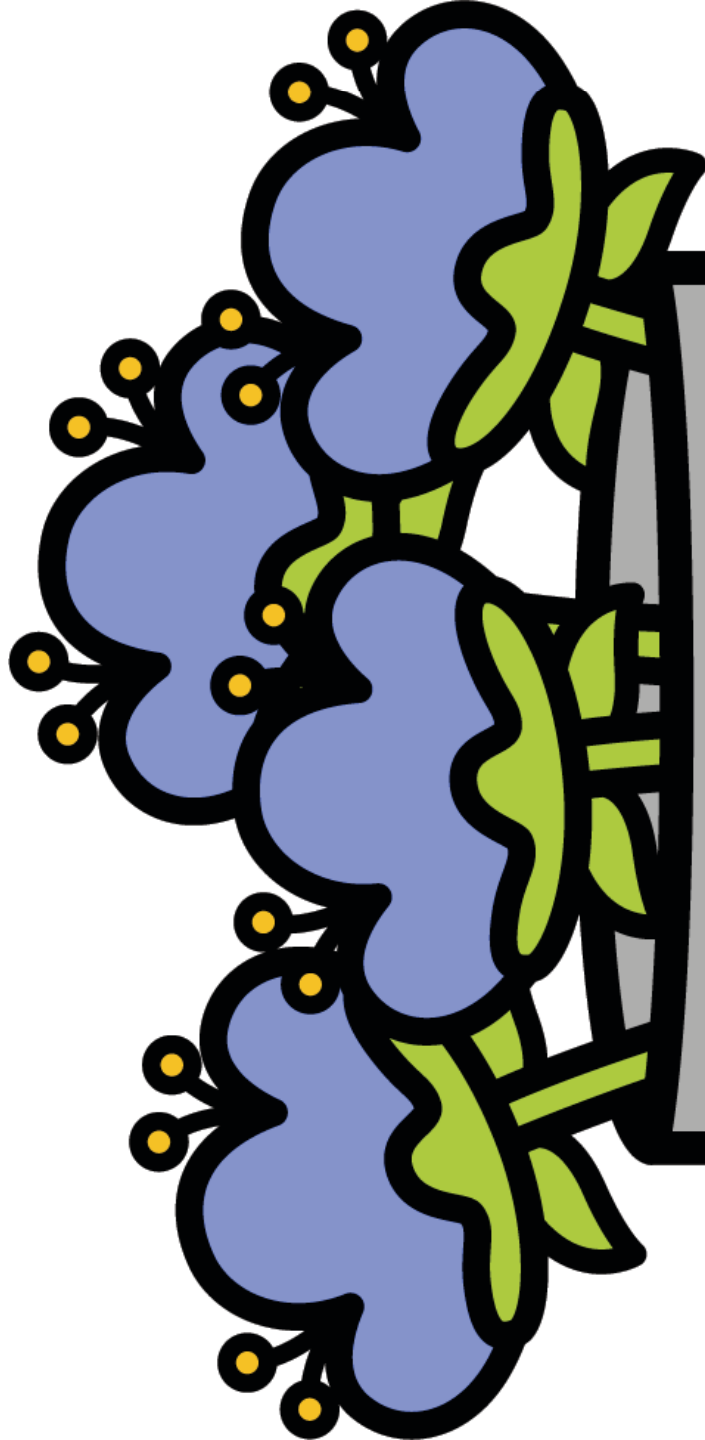
Four hungry butterflies,  
Sipping nectar happily.

One flies away,  
Now how many do you see?

**Continue counting backwards.**

All the hungry butterflies  
Have now flown away.  
They'll come back to eat  
On another day!





## 5 Hungry Butterflies

Five hungry butterflies,  
Sipping nectar happily.

One flies away,  
Now how many do you see?

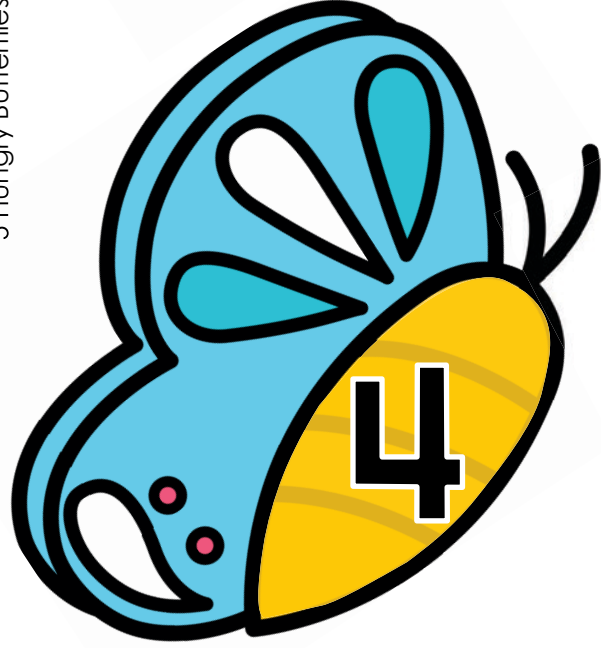
Four hungry butterflies,  
Sipping nectar happily.

One flies away,  
Now how many do you see?

*Continue counting backwards.*

All the little butterflies  
Have now flown away.  
They'll come back to eat  
On another day!

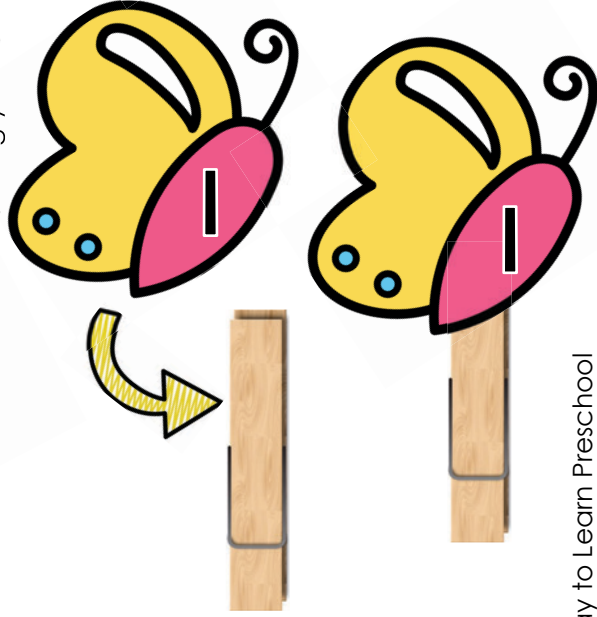
5 Hungry Butterflies



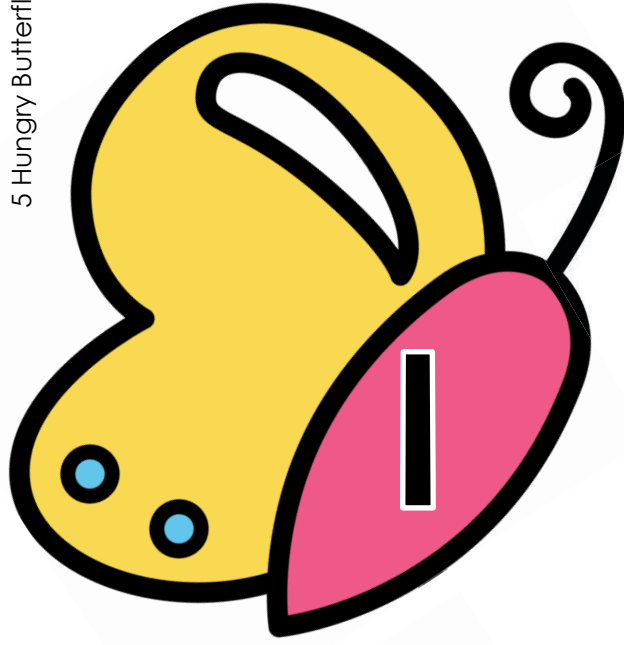
5 Hungry Butterflies



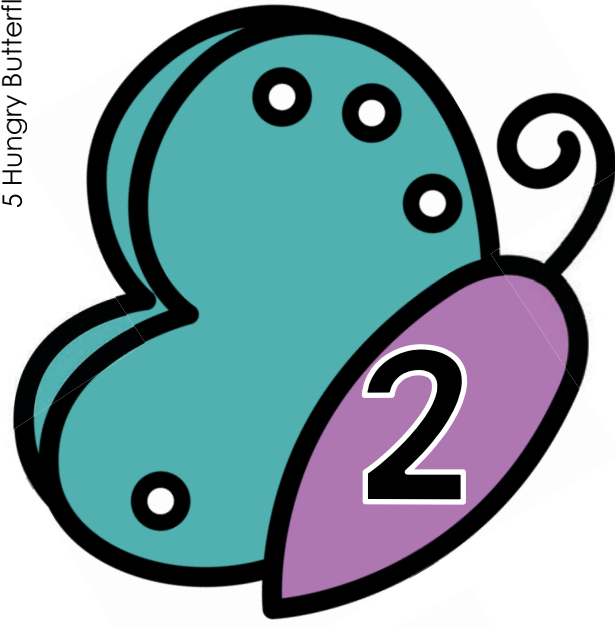
5 Hungry Butterflies



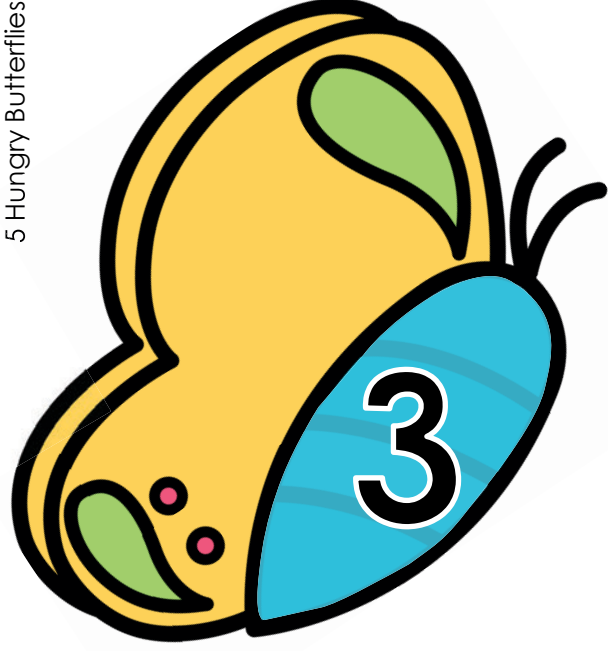
5 Hungry Butterflies



5 Hungry Butterflies



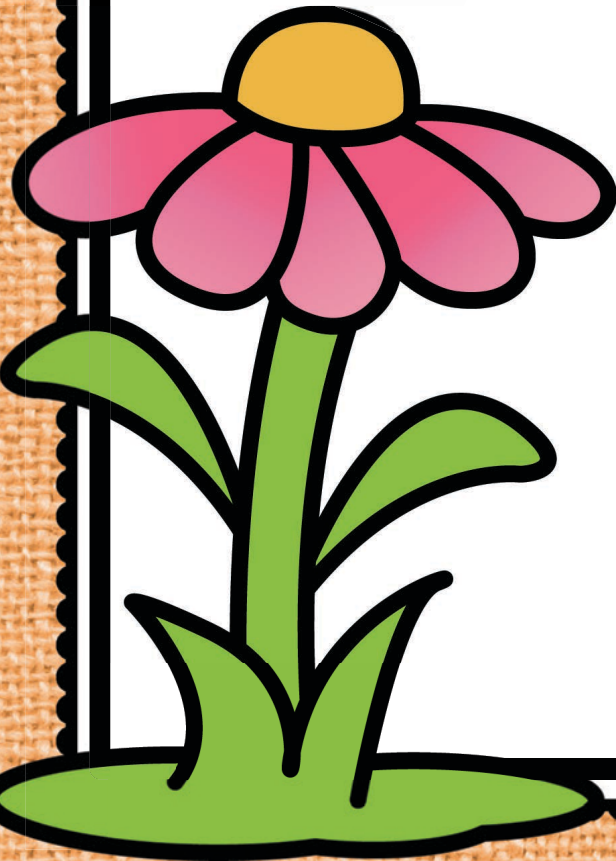
5 Hungry Butterflies





# Flutter, Flutter Butterfly

To the tune of "Twinkle, Twinkle, Little Star"



Flutter, flutter, butterfly.  
Moves around up in the sky.  
Find a flower, sit on it.  
Take a sip, a little bit.  
Flutter, flutter, butterfly.  
Moves around up in the sky.

# Conclusion

## What We've Learned

Day 5  
lesson  
plans

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

### Objectives:

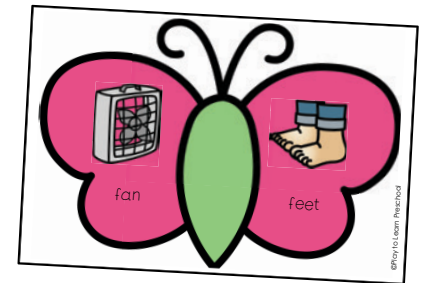
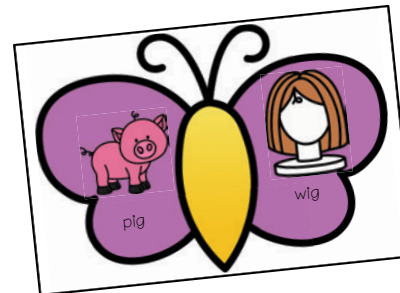
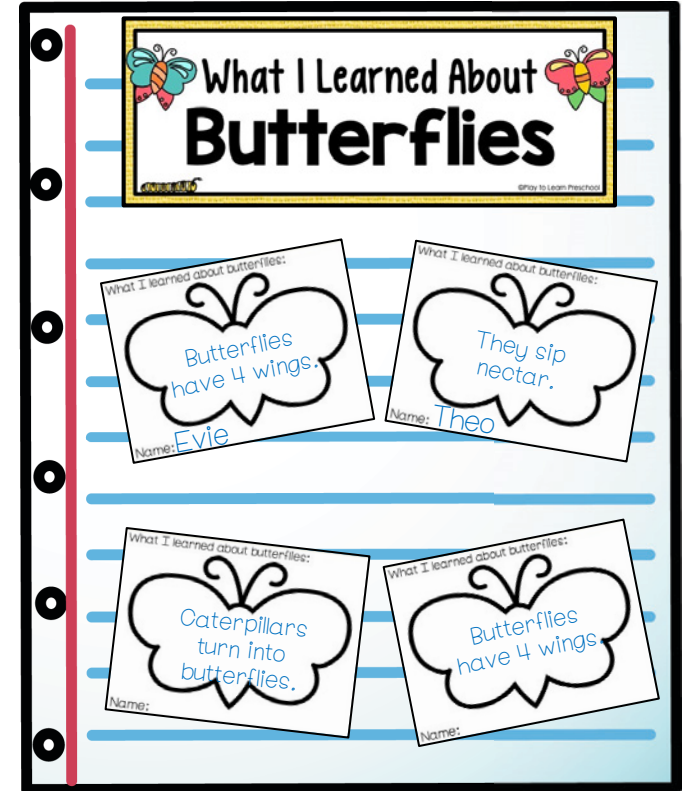
- The students will draw and imitate the act of writing.
- The students will recognize rhyming words.

### Activities:

1. Ask the students what they learned about butterflies. Students can draw a picture, or teachers can transcribe their responses on the attached recording sheets.
2. Display one of the butterfly pairs. If the pictures rhyme, students flap their arms like a butterfly. If the pictures do not rhyme, the students cross their arms across their chest.

#### Extension Idea:

A memory tray is a great way to practice memory skills. Gather butterfly related items like a butterfly toy, a flower, caterpillar toy or string to represent a caterpillar, a small ball of yarn/chrysalis, etc. Name each item with the students. Children hide their eyes while one item is taken away. Students guess which item is missing.



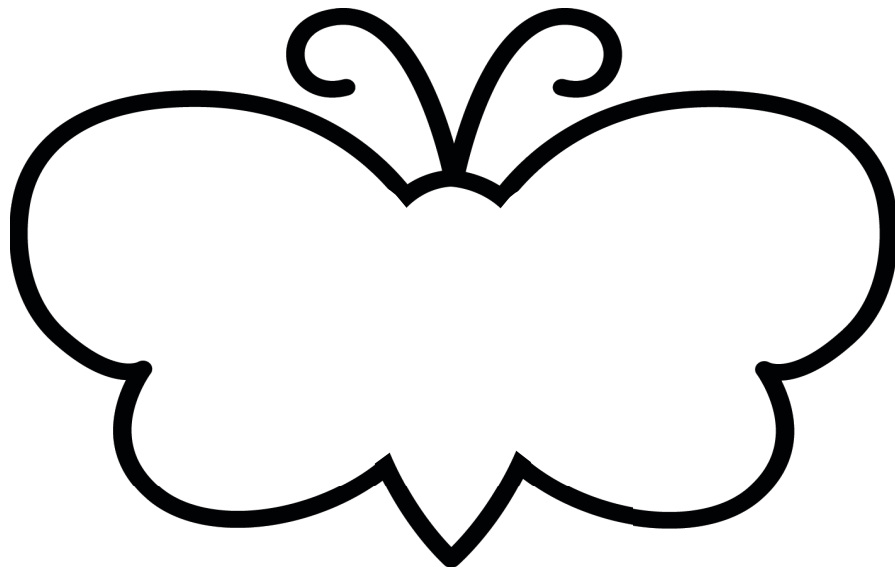


# What I Learned About Butterflies



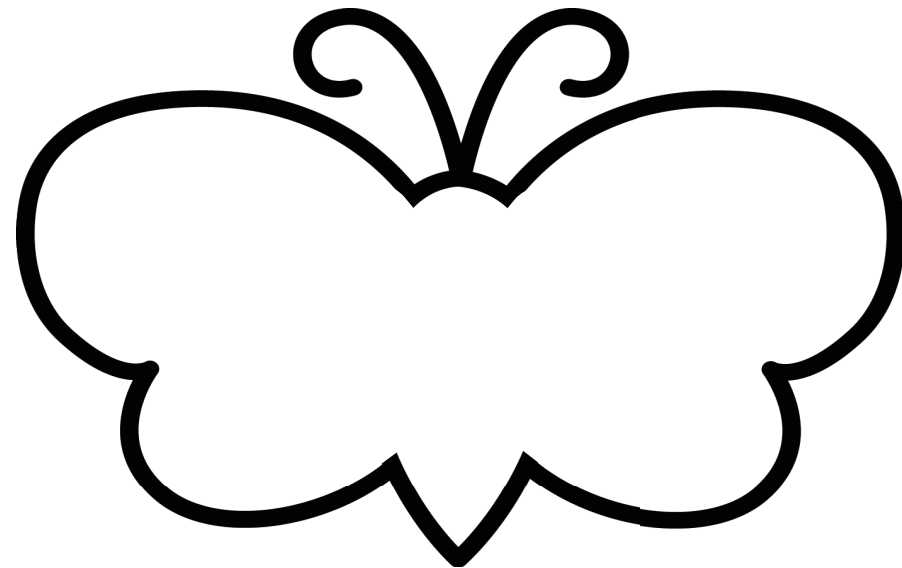
©Play to Learn Preschool

What I learned about butterflies:



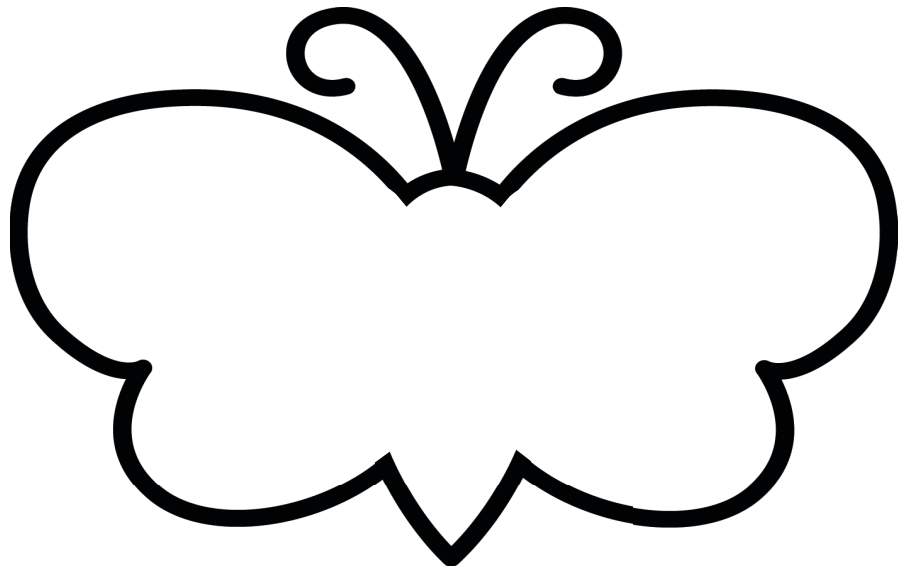
Name:

What I learned about butterflies:



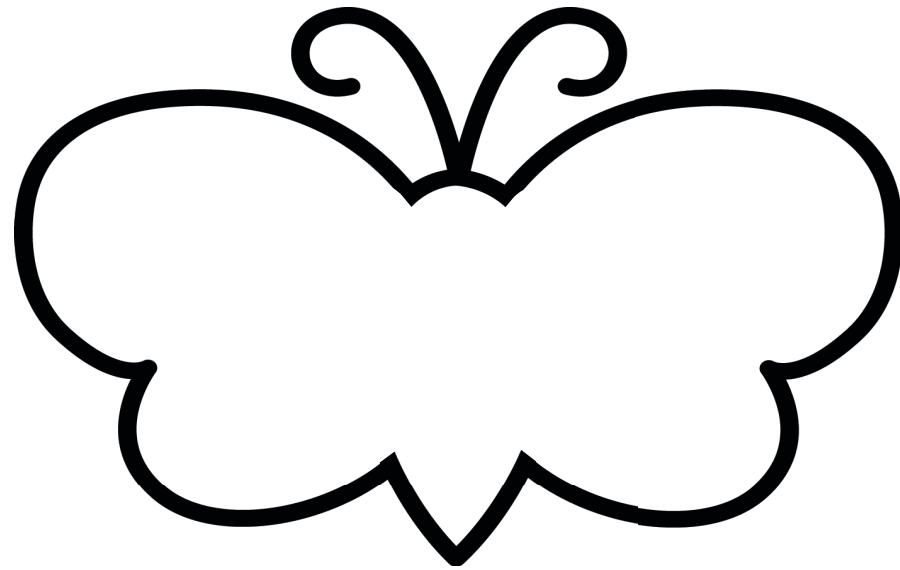
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What I learned about butterflies:



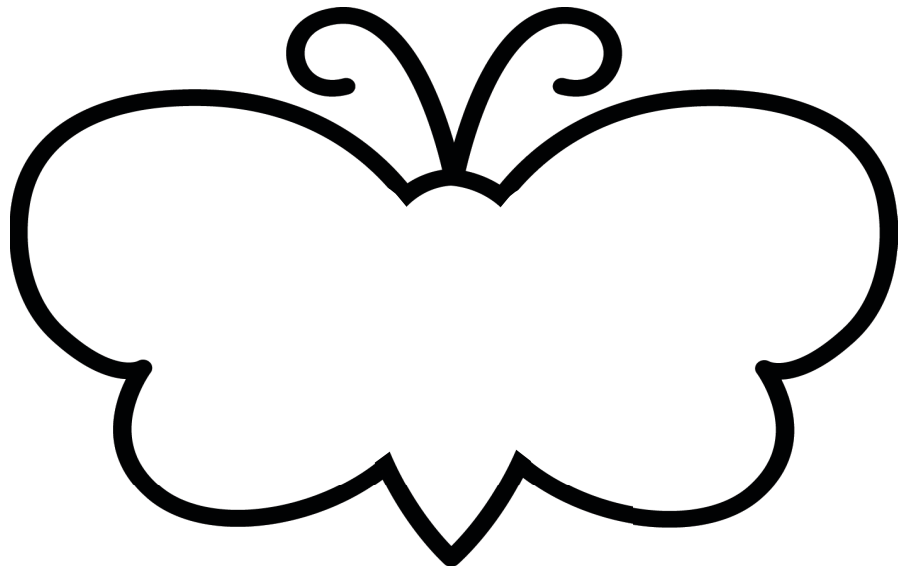
Name:

What I learned about butterflies:



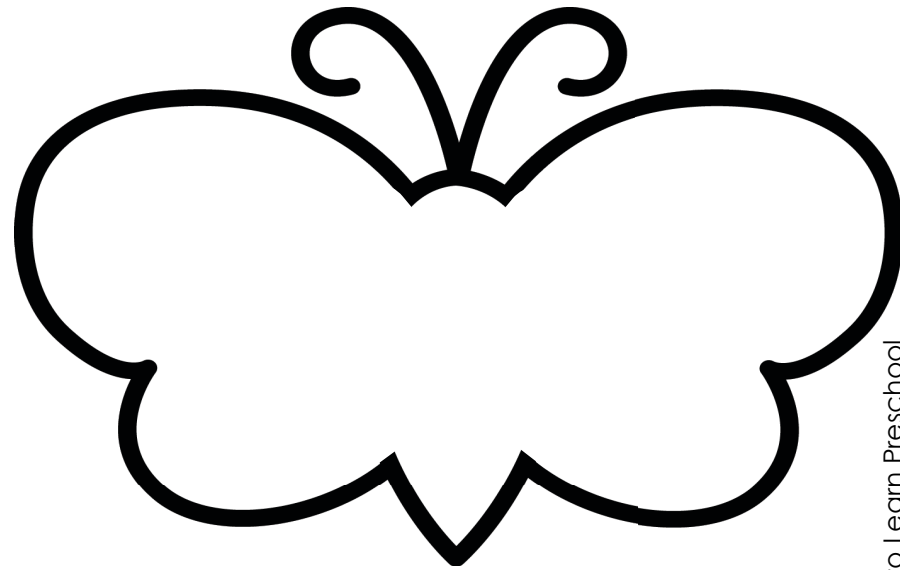
Name:

What I learned about butterflies:



Name:

What I learned about butterflies:



Name:



top



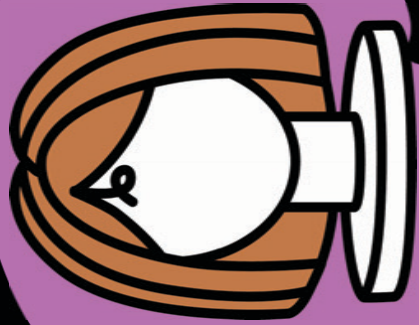
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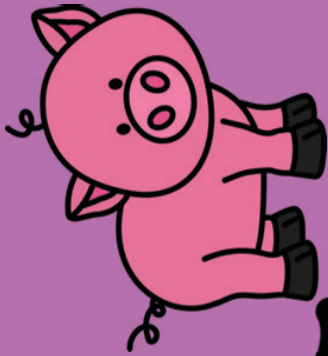
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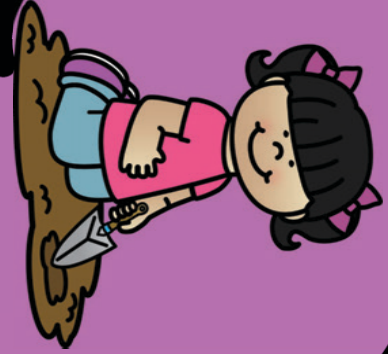
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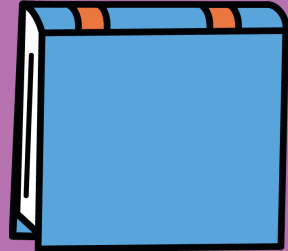
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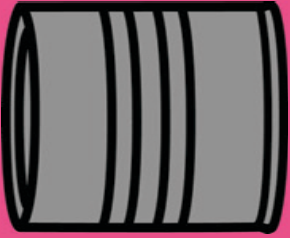
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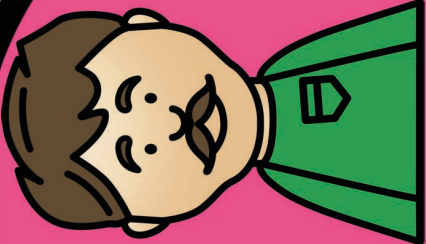
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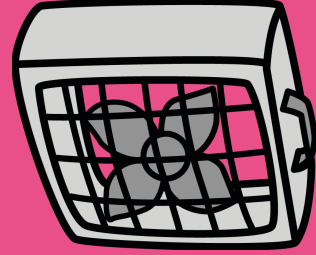
book



can



man



fan



feet



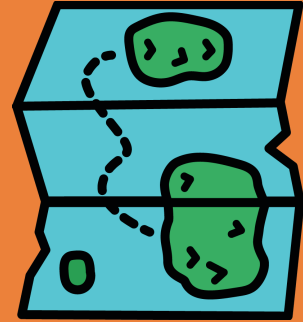
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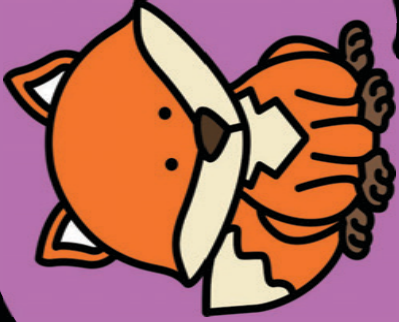
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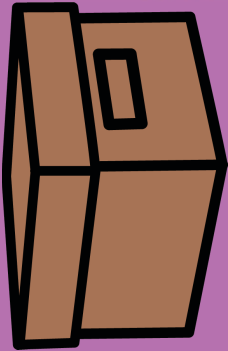
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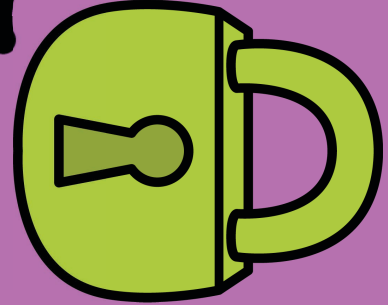
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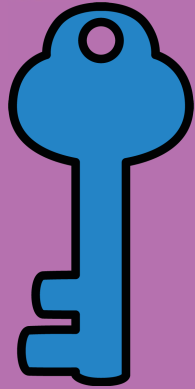
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box



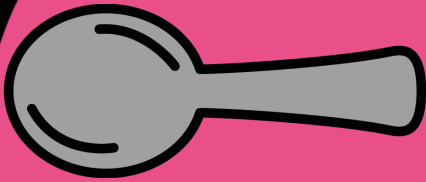
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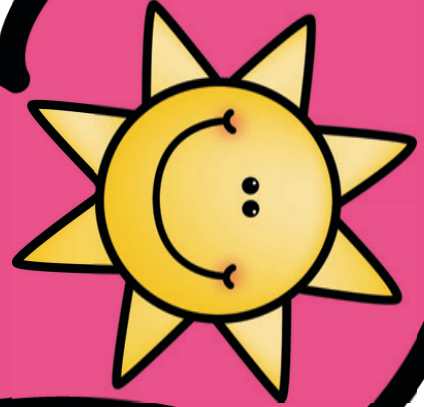
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moon



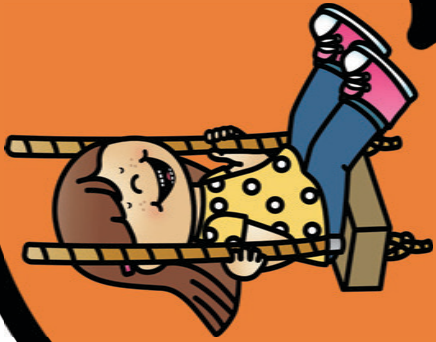
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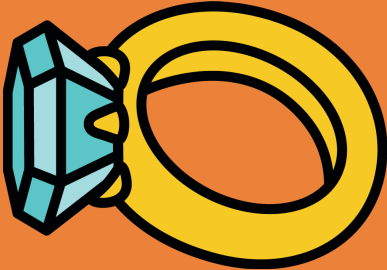
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kite



swing



ring



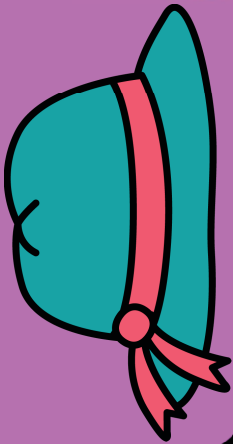
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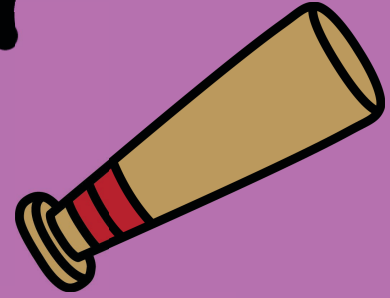
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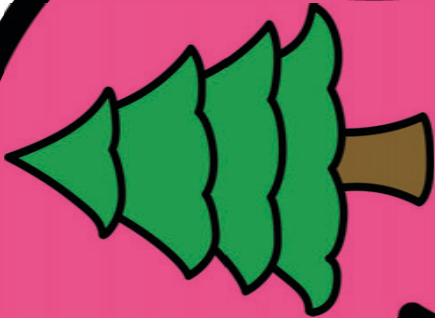
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ball



bee



tree



ski



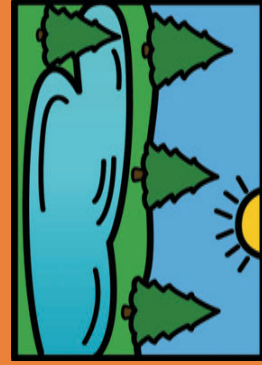
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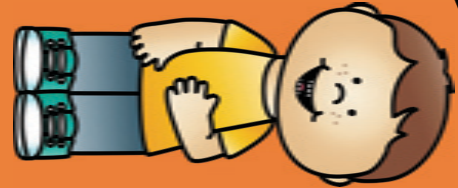
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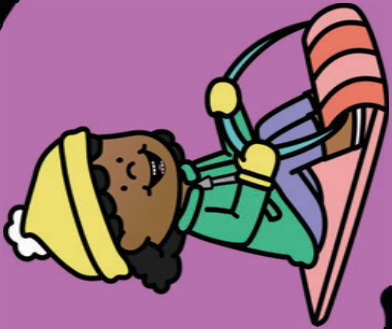
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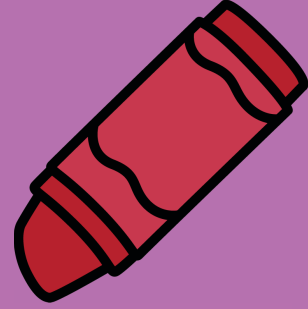
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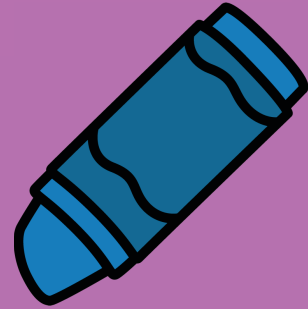
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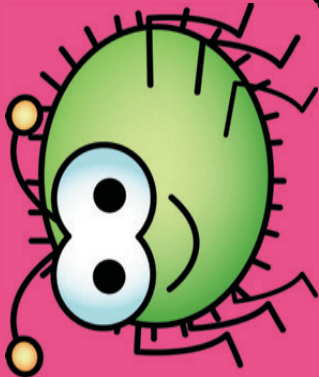
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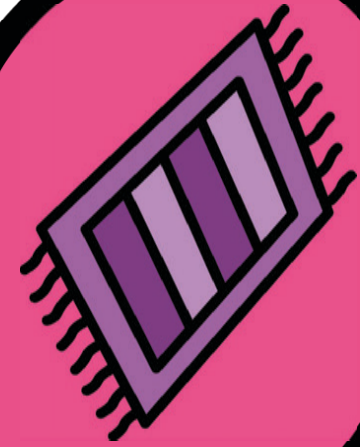
blue



bug



mug



rug



bus

# Centers

- Number Order
- Concentration
- Number Recognition
- Beginning Sound Sort
- Visual Discrimination

## Math Center

### Number Order

**Objective:** The students will identify numbers.  
**Preparation:** Copy the pictures and cut them apart on the dotted line. Provide a number line for additional support.  
**Procedure:** The students will identify the missing number and locate the correct number.

## Working memory

### Concentration

**Objective:** The students will use visual discrimination (matching) skills to identify two identical objects.  
**Preparation:** Print the picture cards and mat onto cardstock. Cut apart and laminate as desired.  
**Procedure:** Place the 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

### Beginning Sound Sort

File Folder Game

**Objective:** The students will identify the beginning sound of each word.  
**Preparation:** Copy the picture cards. Glue the cover on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.  
**Procedure:** Students sort the pictures by their beginning sound.

### Number Recognition

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

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

## Literacy Center

### Visual Discrimination

"Which One is Different?"

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

**Extend the Learning**  
 Make copies of the included practice page to send home with students.

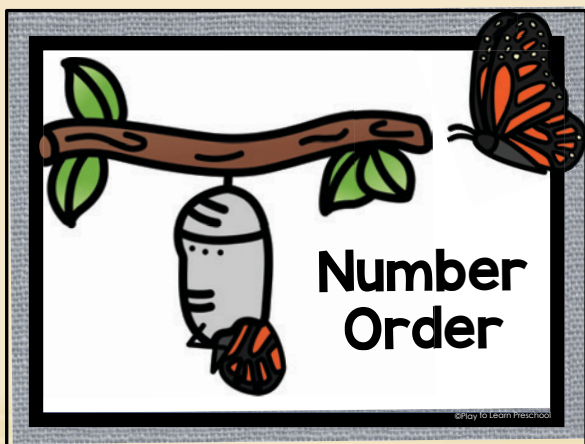
# Number Order

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

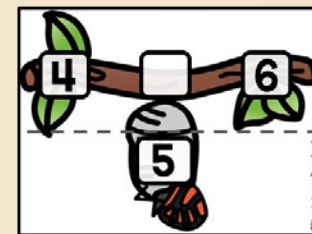
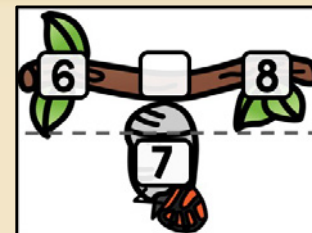
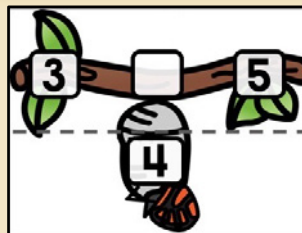
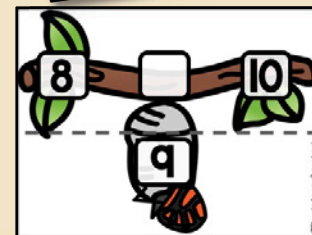
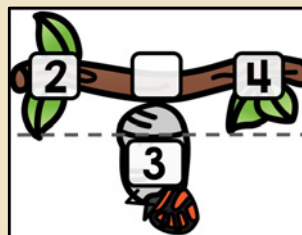
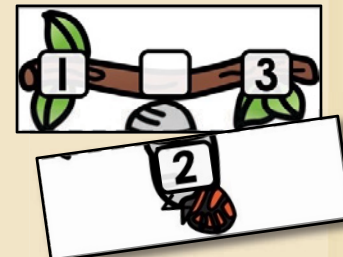
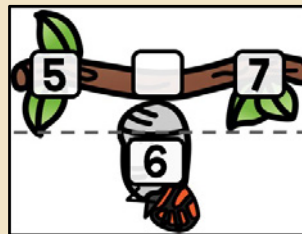
**Preparation:** Copy the pictures and cut them apart on the dotted line. Provide a number line for additional support.

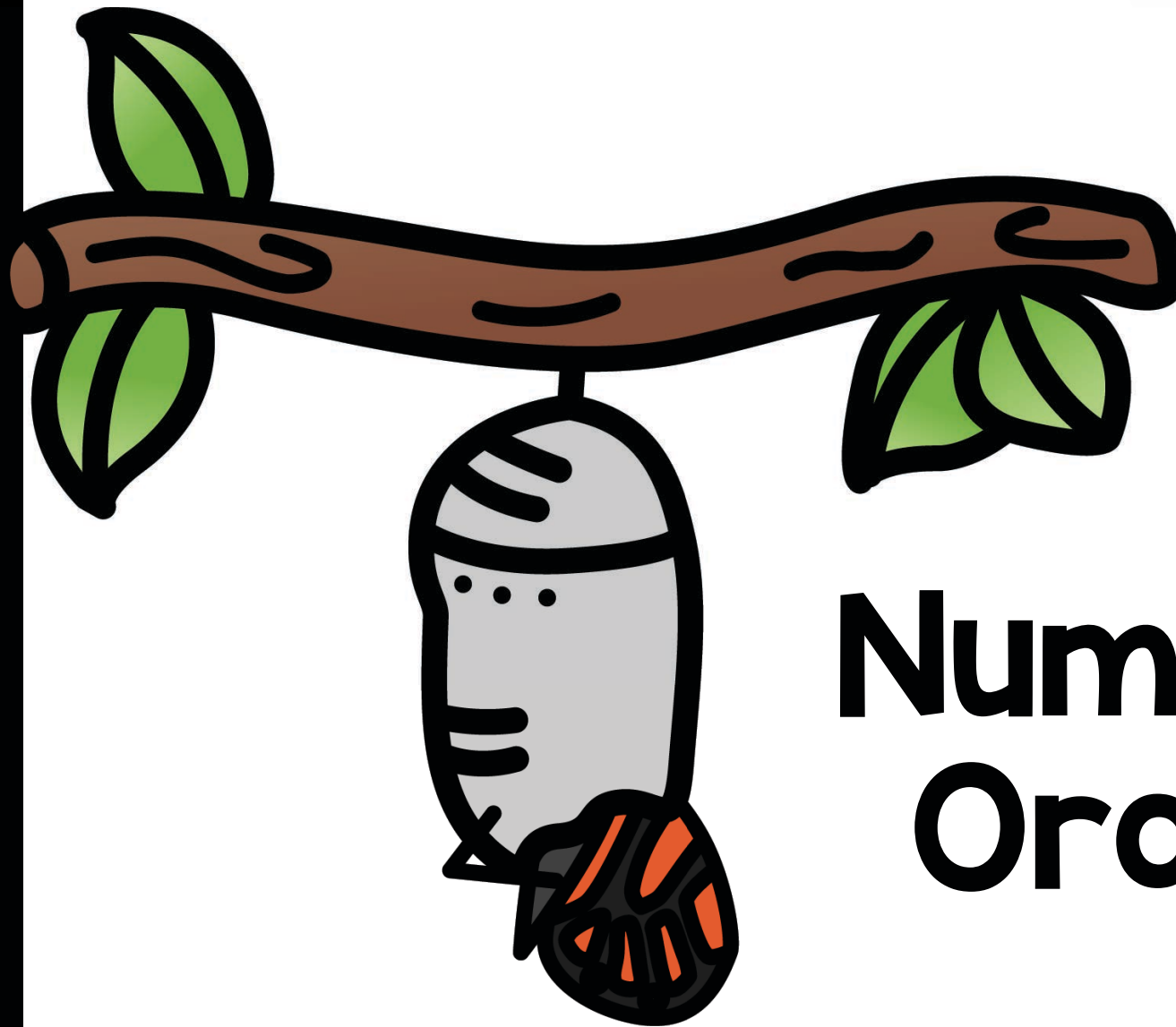
**Procedure:** The students will identify the missing number and locate the correct number.

## Number Order

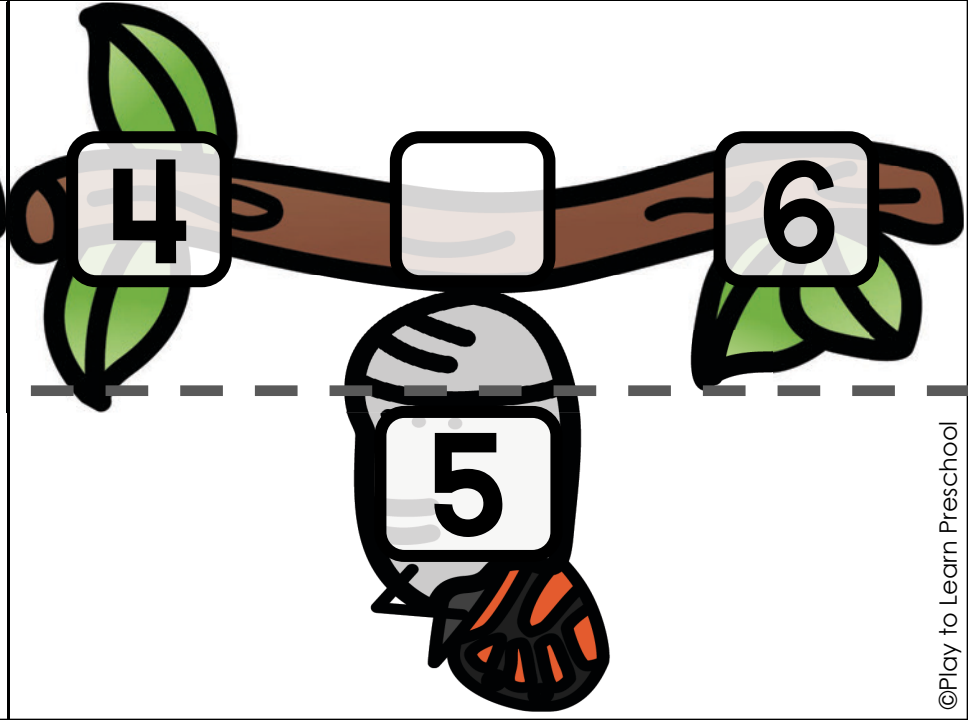
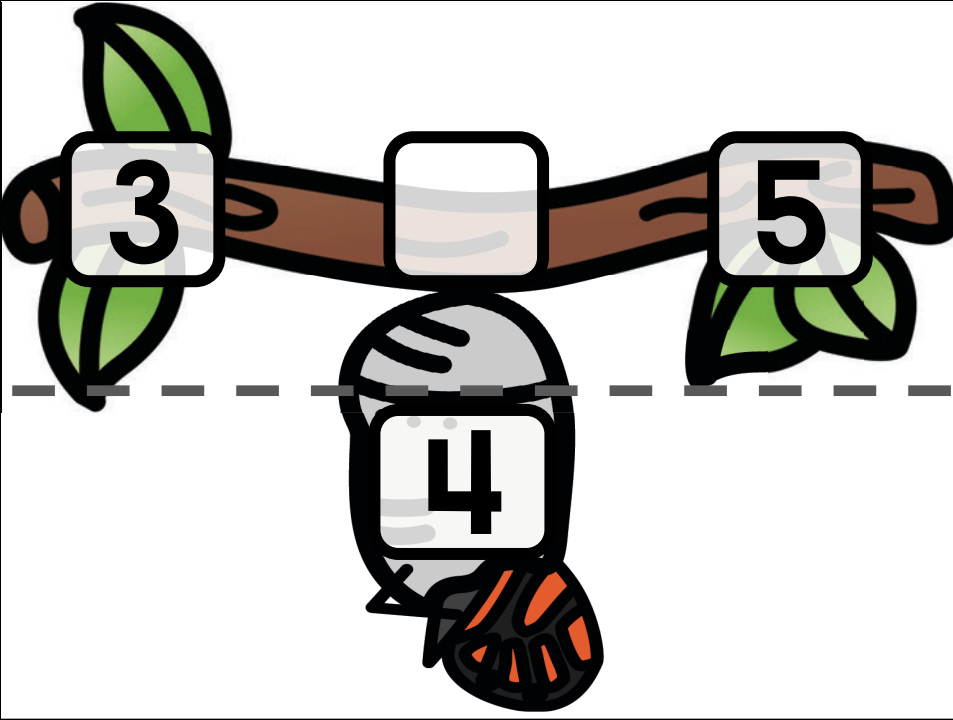
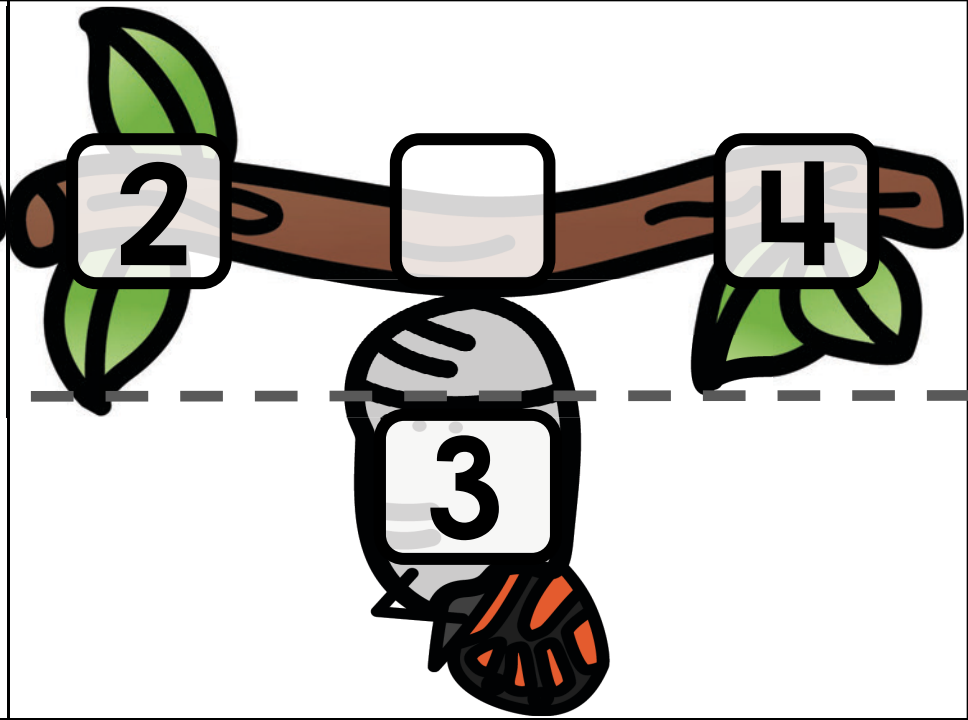
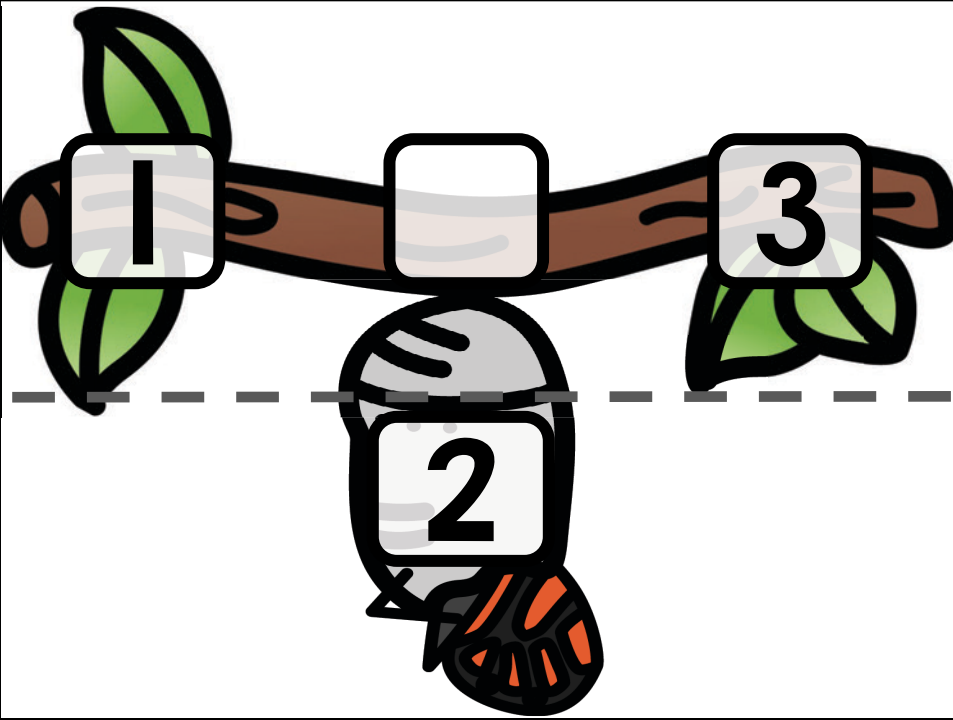


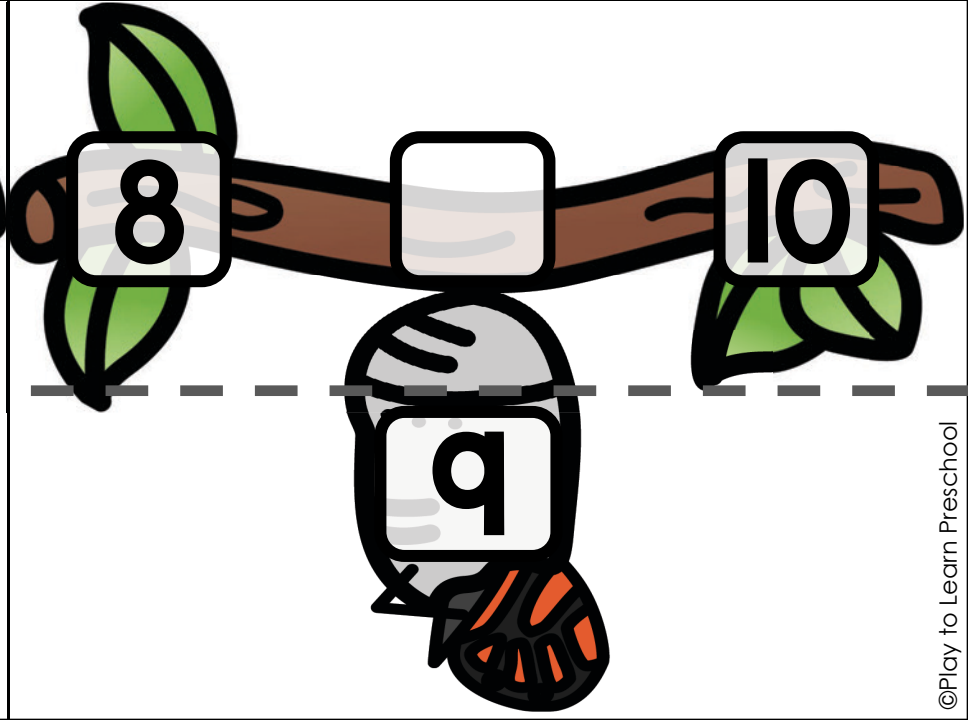
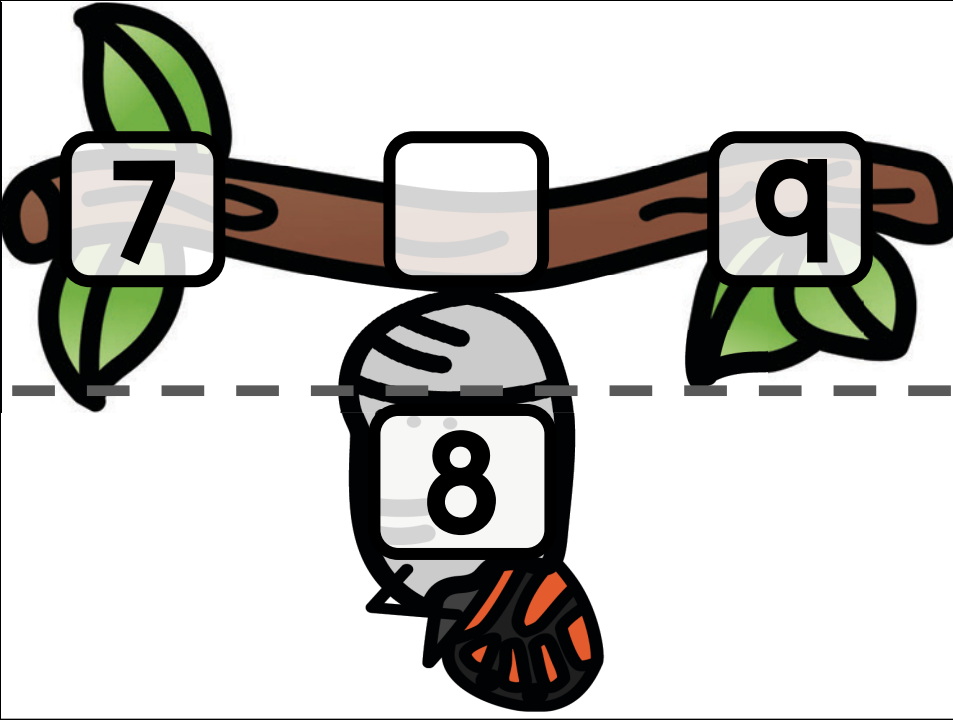
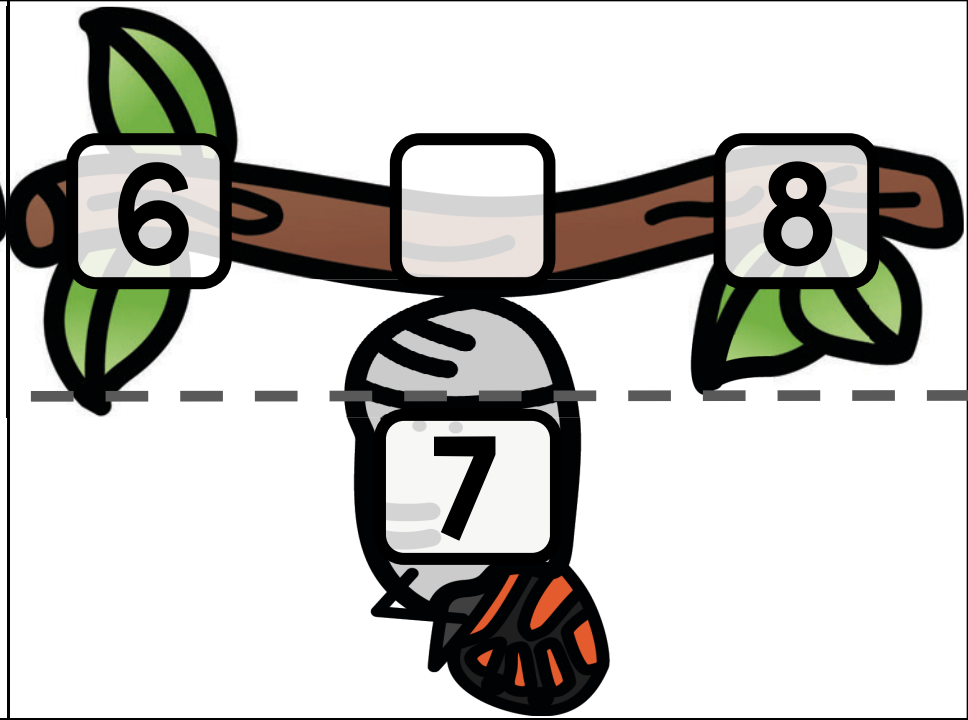
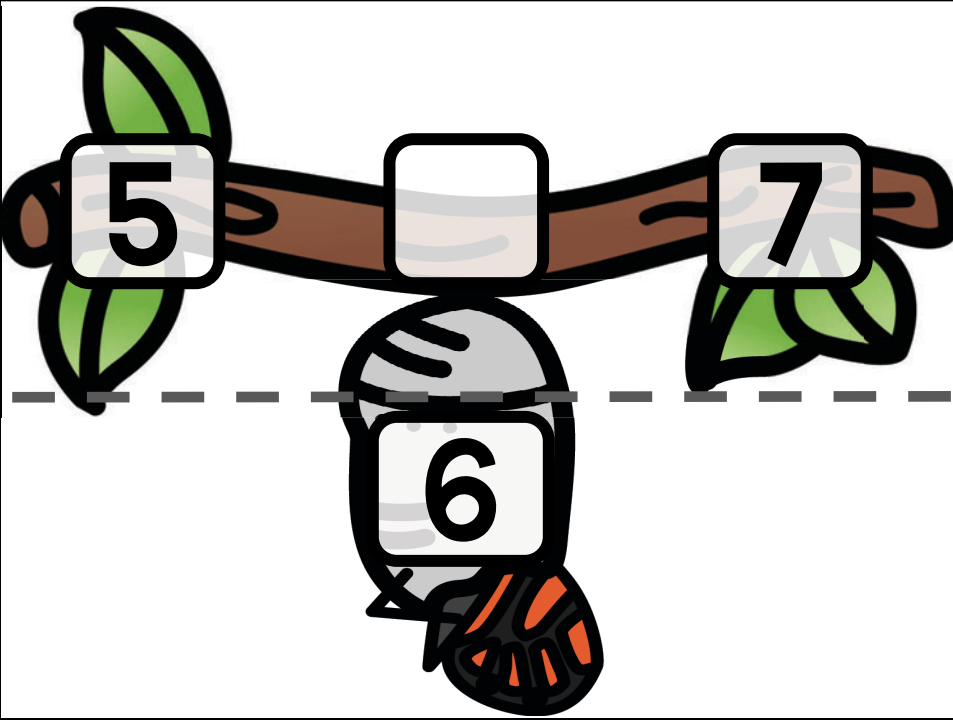
## Number Order





# Number Order



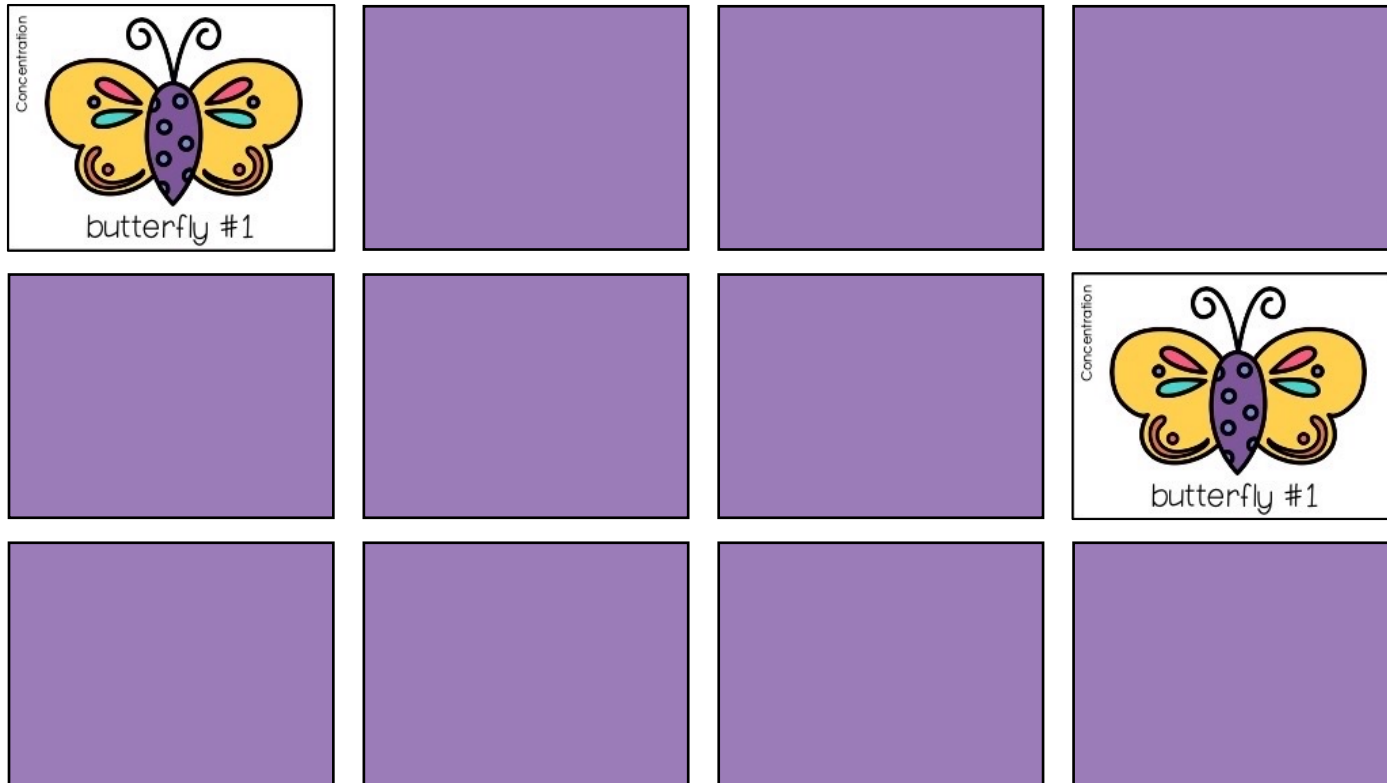


# Concentration

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

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

**Procedure:** Place the 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.

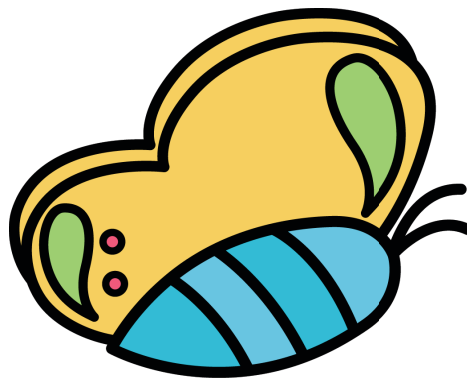


Concentration



butterfly #1

Concentration



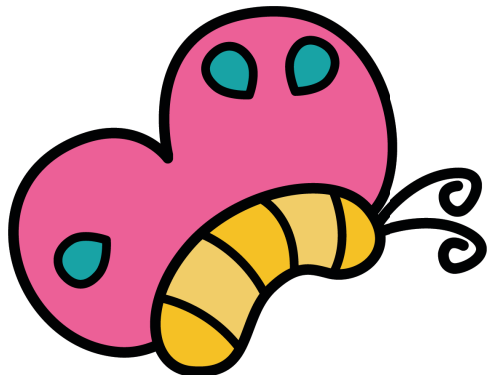
butterfly #2

Concentration



butterfly #3

Concentration



butterfly #4

Concentration



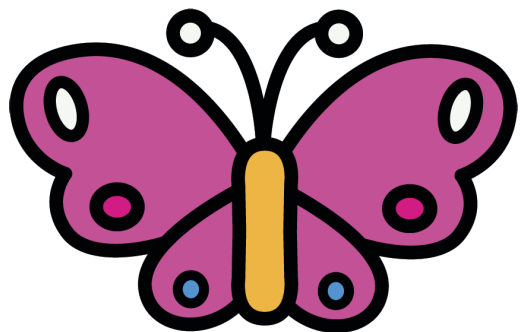
butterfly #5

Concentration



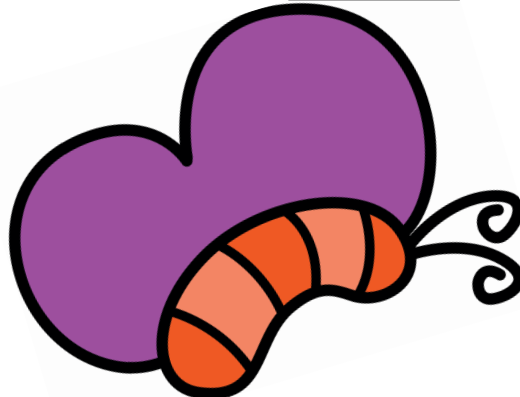
butterfly #6

Concentration



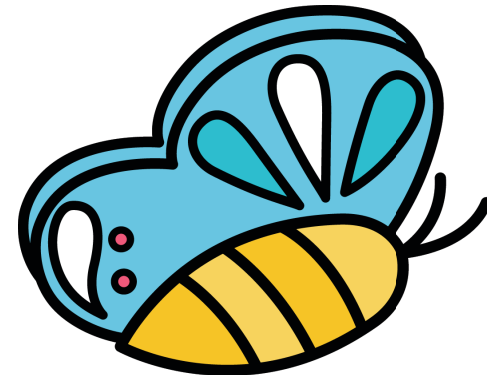
butterfly #7

Concentration



butterfly #8

Concentration



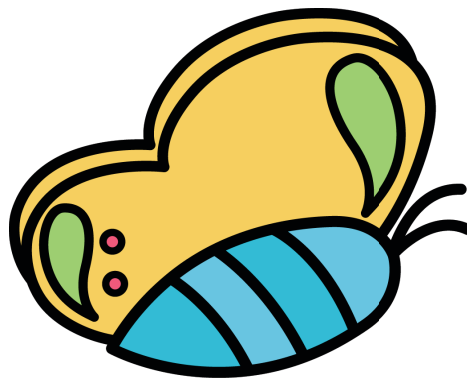
butterfly #9

Concentration



butterfly #1

Concentration



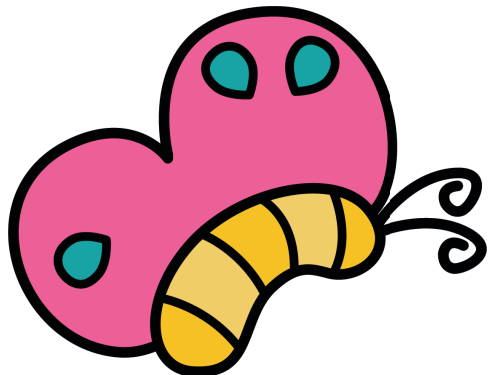
butterfly #2

Concentration



butterfly #3

Concentration



butterfly #4

Concentration



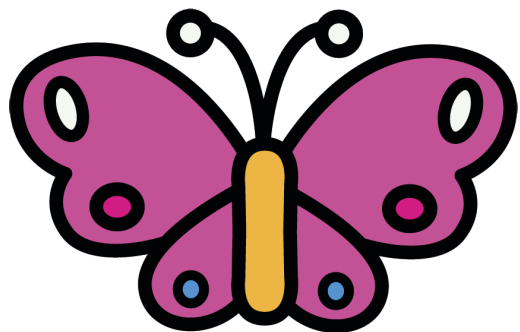
butterfly #5

Concentration



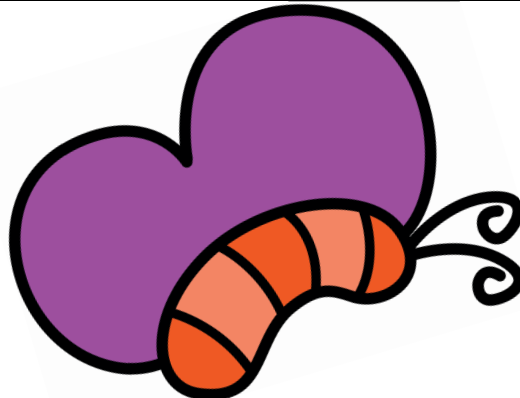
butterfly #6

Concentration



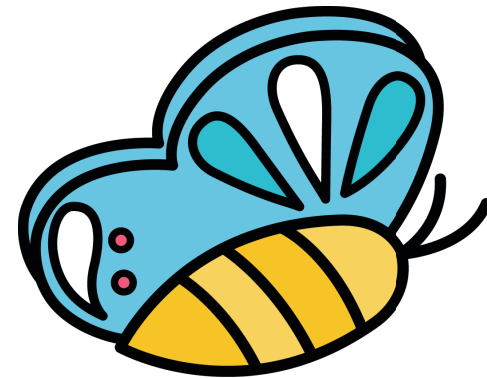
butterfly #7

Concentration



butterfly #8

Concentration

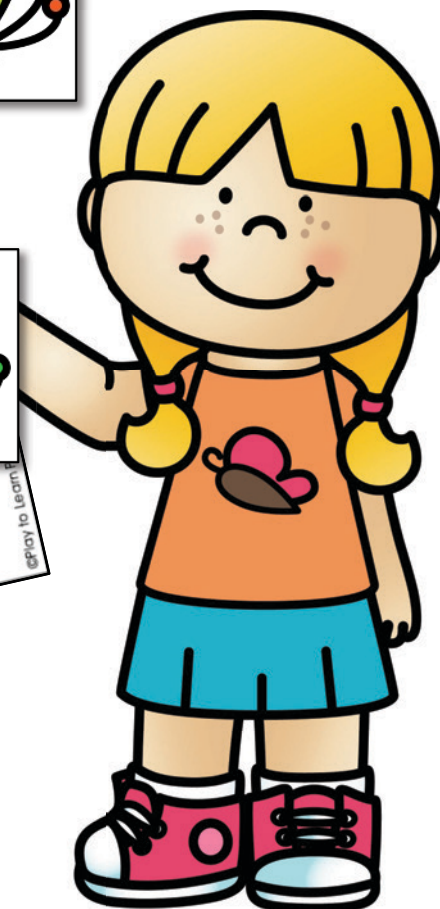
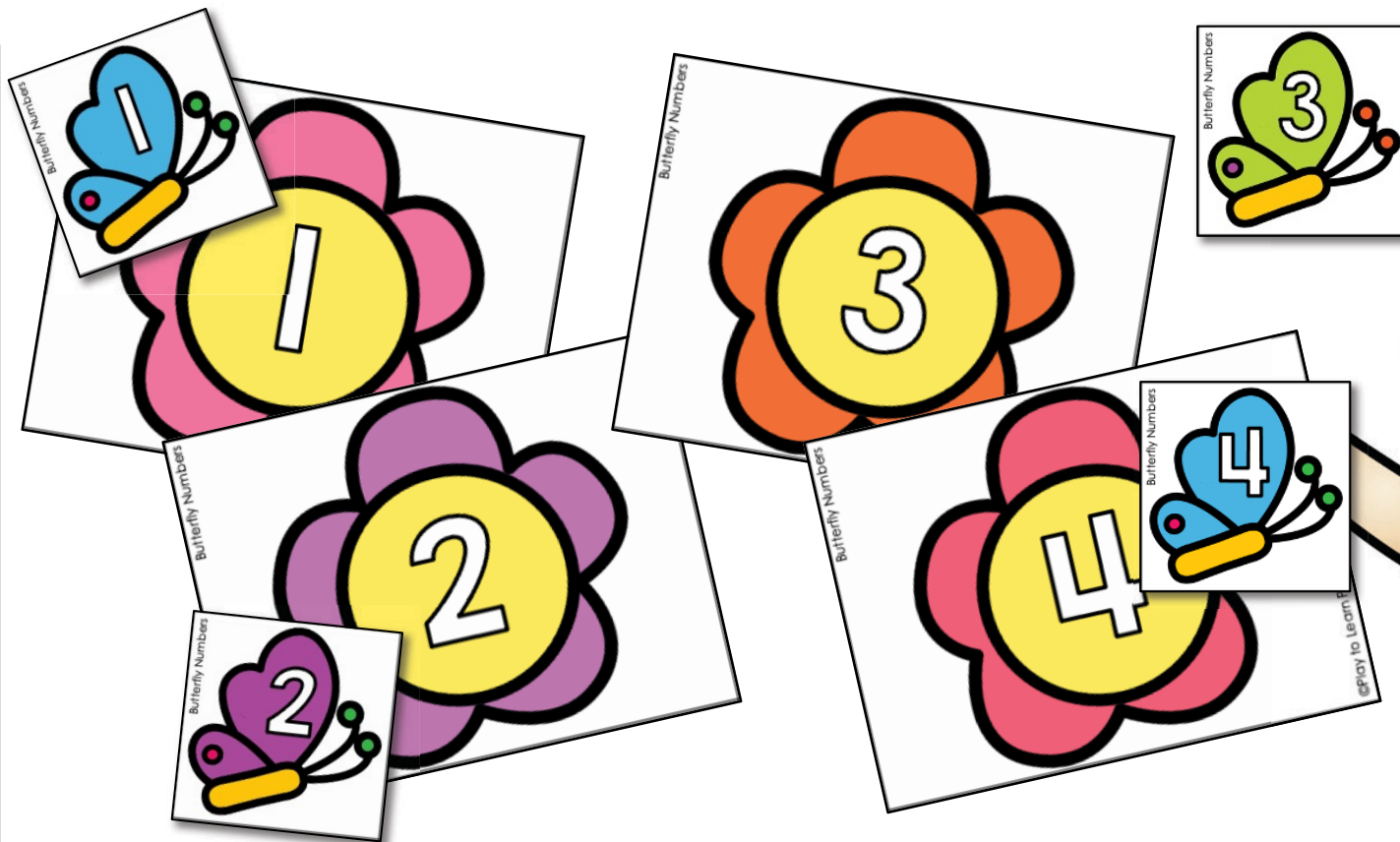


butterfly #9

# Number Recognition

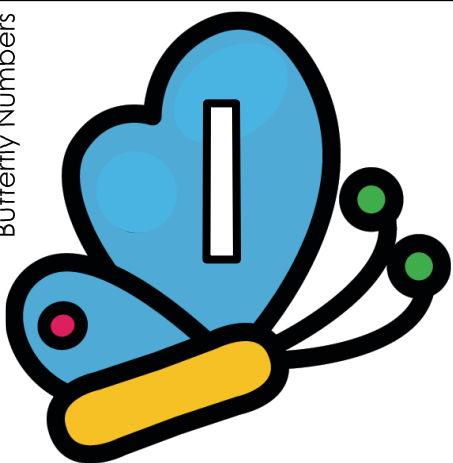
**Objective:** The students will recognize numbers.

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

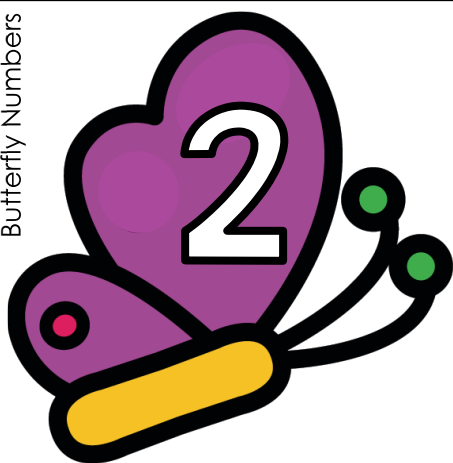


**Procedure:** The students will select a small card and match it to the larger card by matching the numbers.

Butterfly Numbers



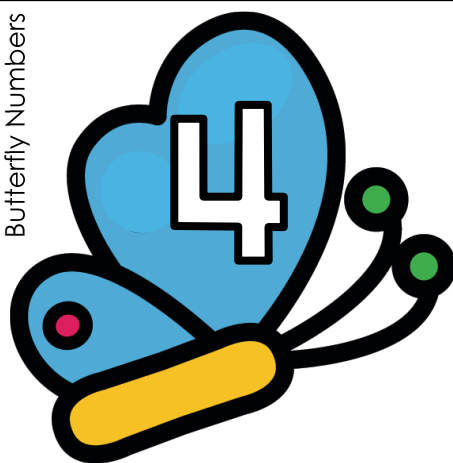
Butterfly Numbers



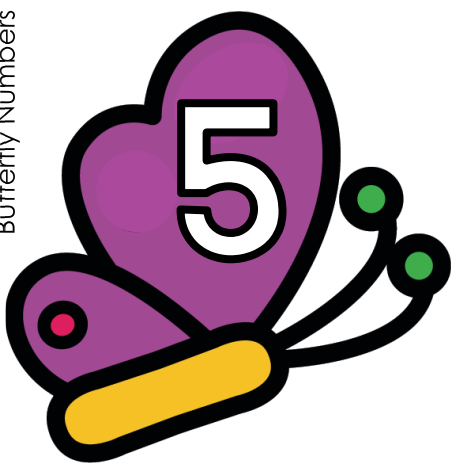
Butterfly Numbers



Butterfly Numbers



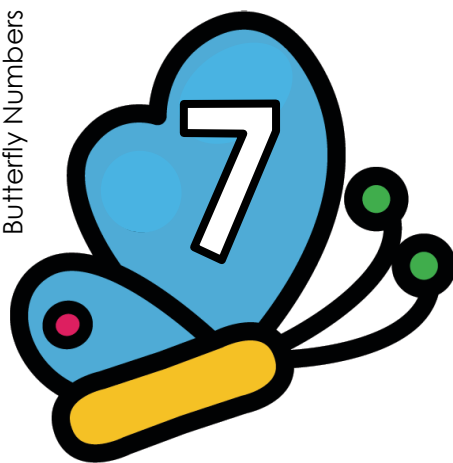
Butterfly Numbers



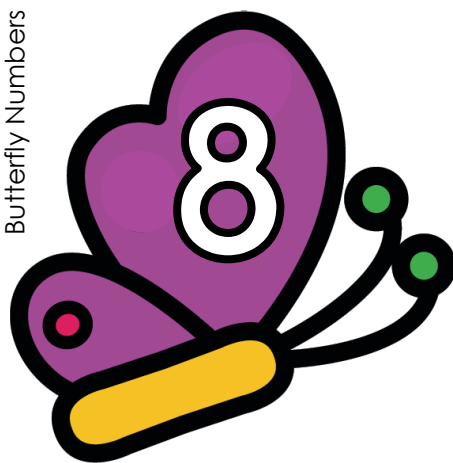
Butterfly Numbers



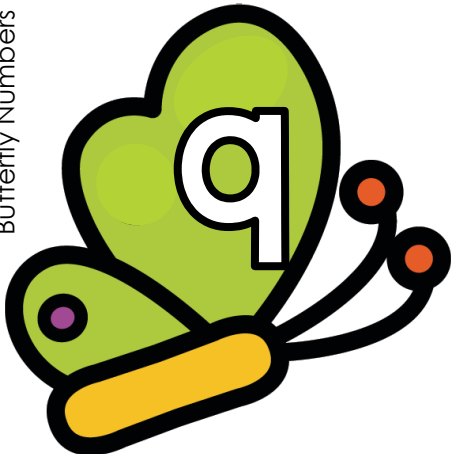
Butterfly Numbers



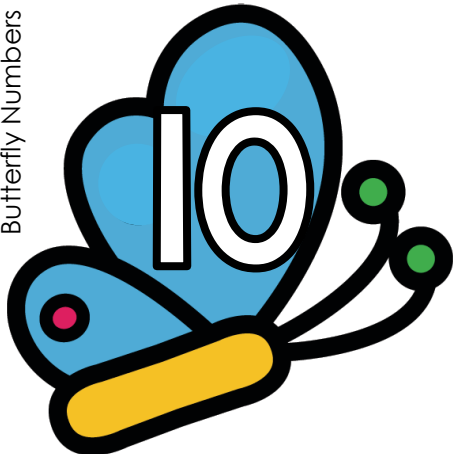
Butterfly Numbers



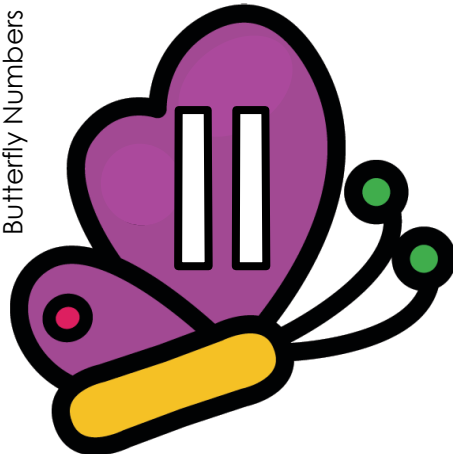
Butterfly Numbers



Butterfly Numbers

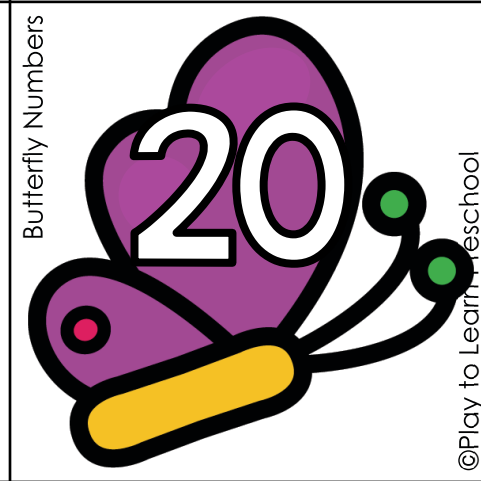
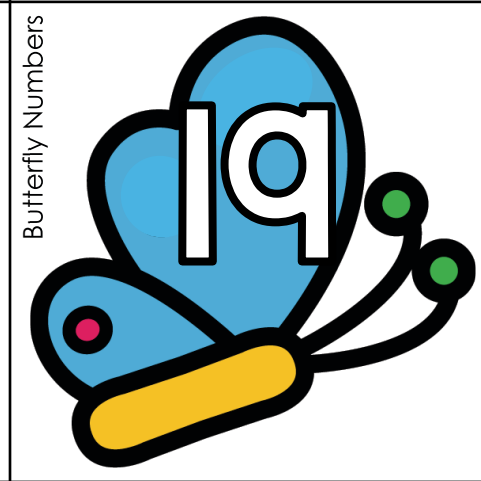
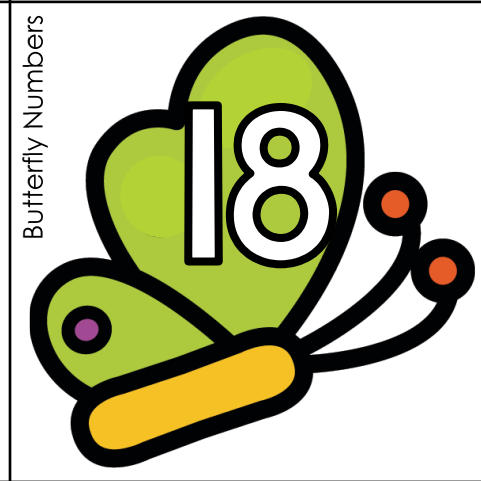
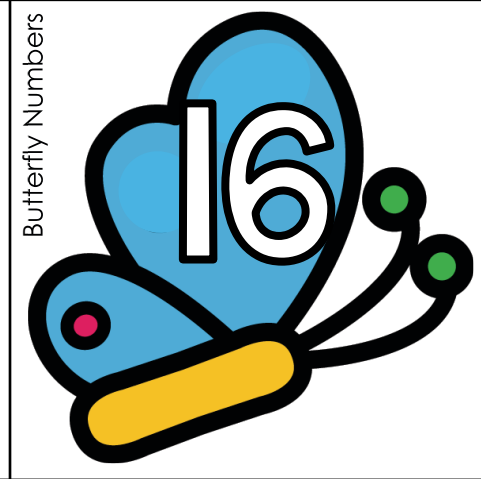
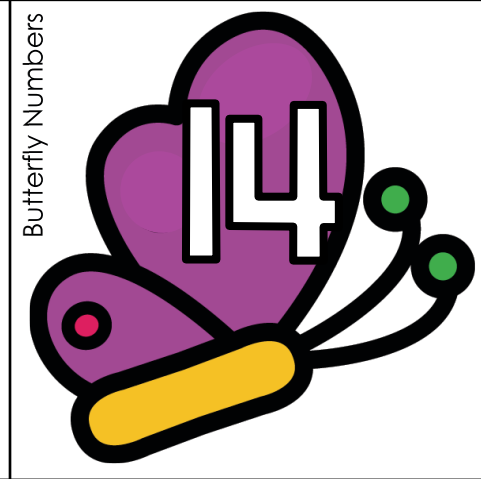
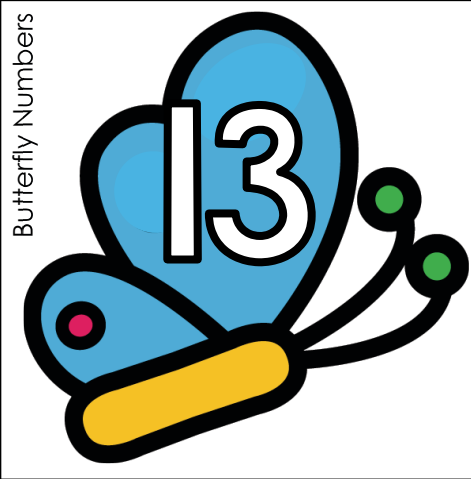


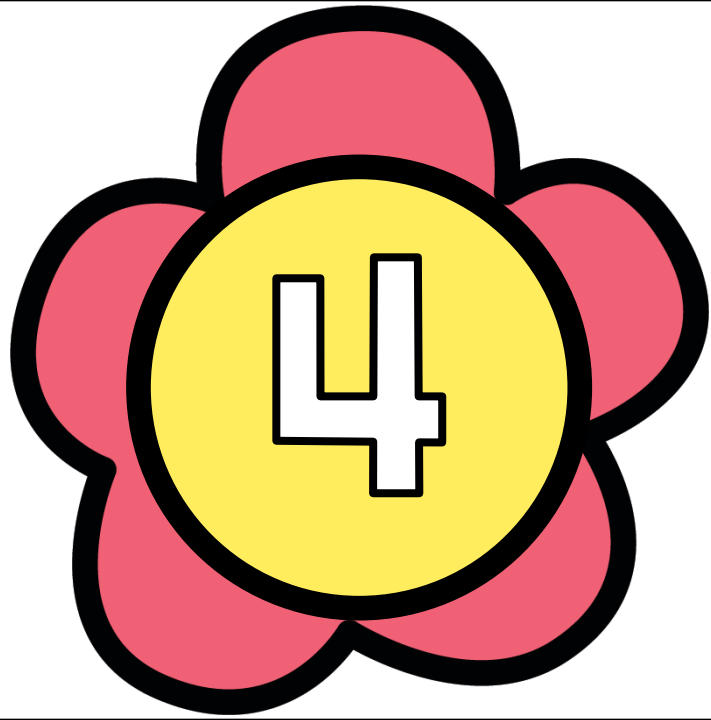
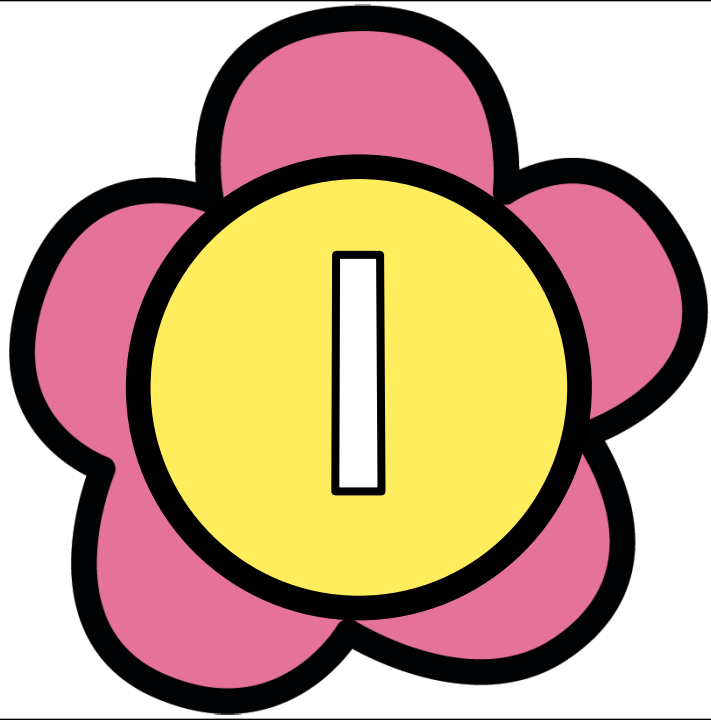
Butterfly Numbers



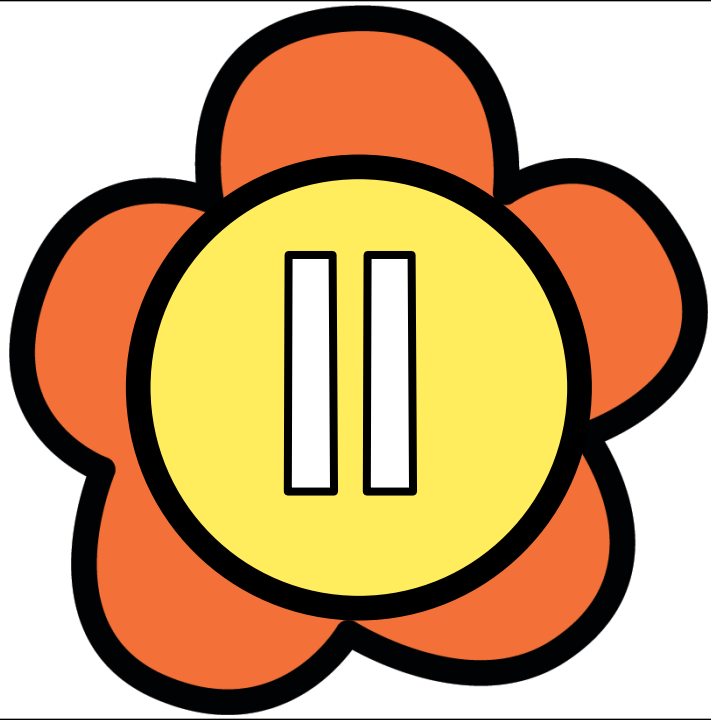
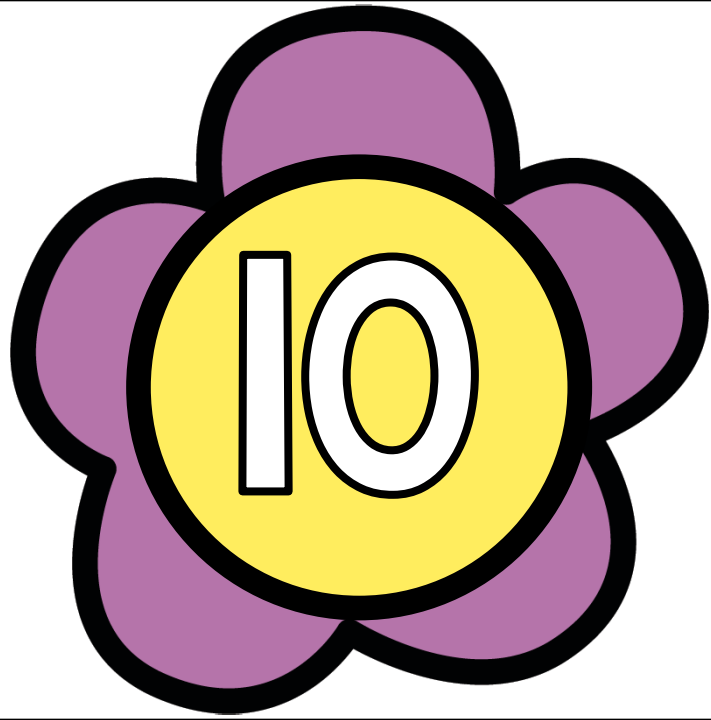
Butterfly Numbers



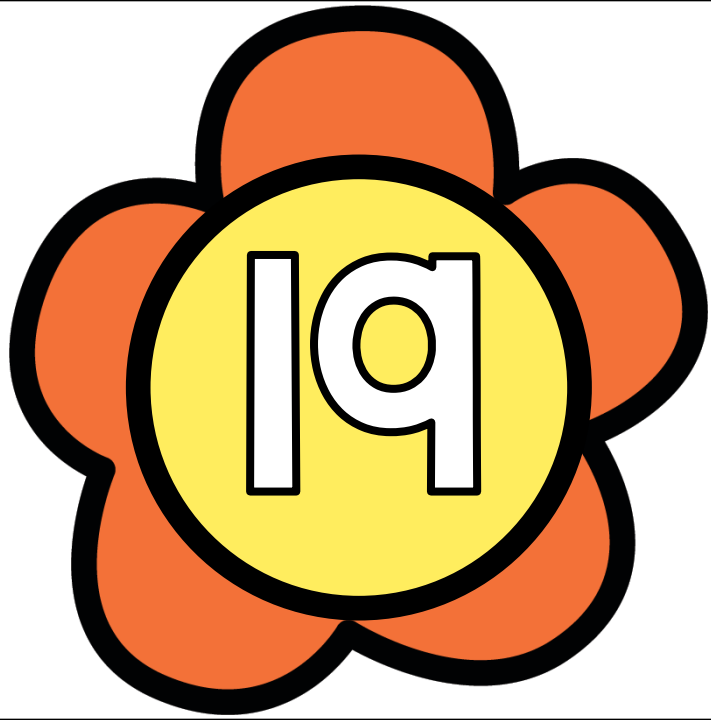












# Beginning Sound Sort

Literacy  
Center

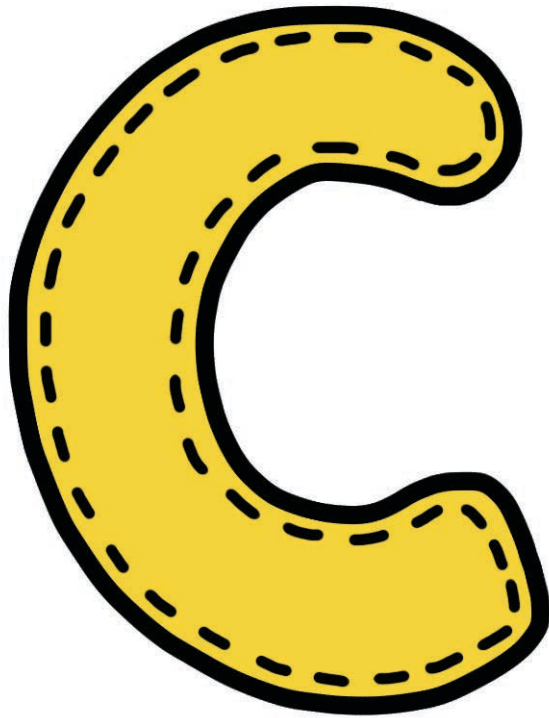
## File Folder Game

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

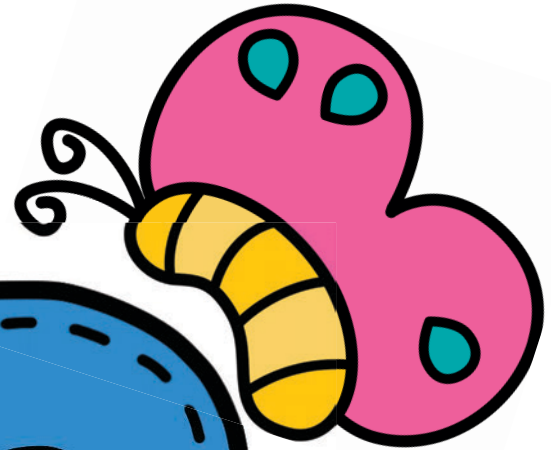
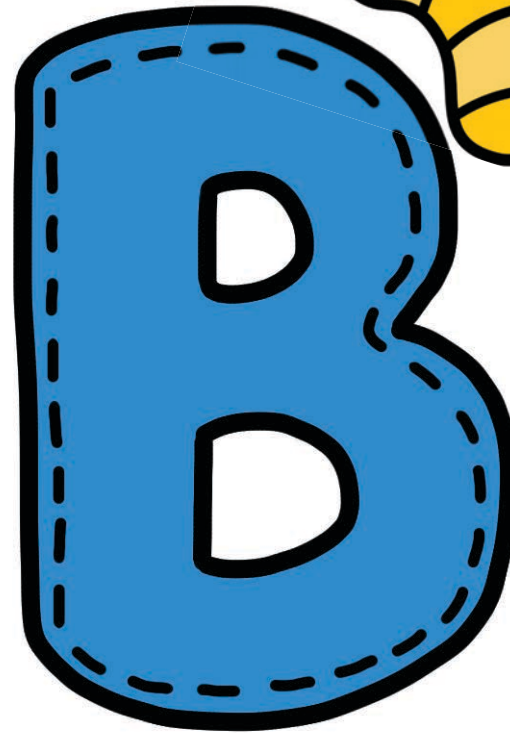
**Preparation:** Copy the picture cards. Glue the cover on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.

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

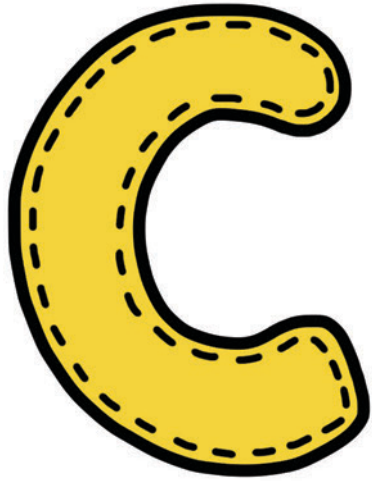




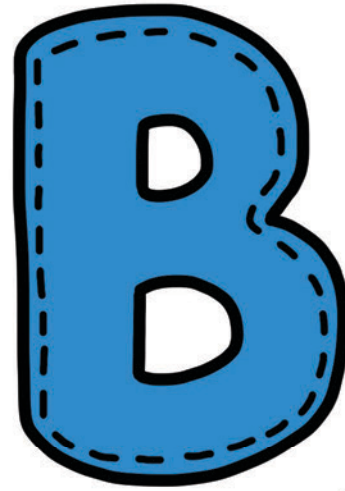
&



# Beginning Sound Sort



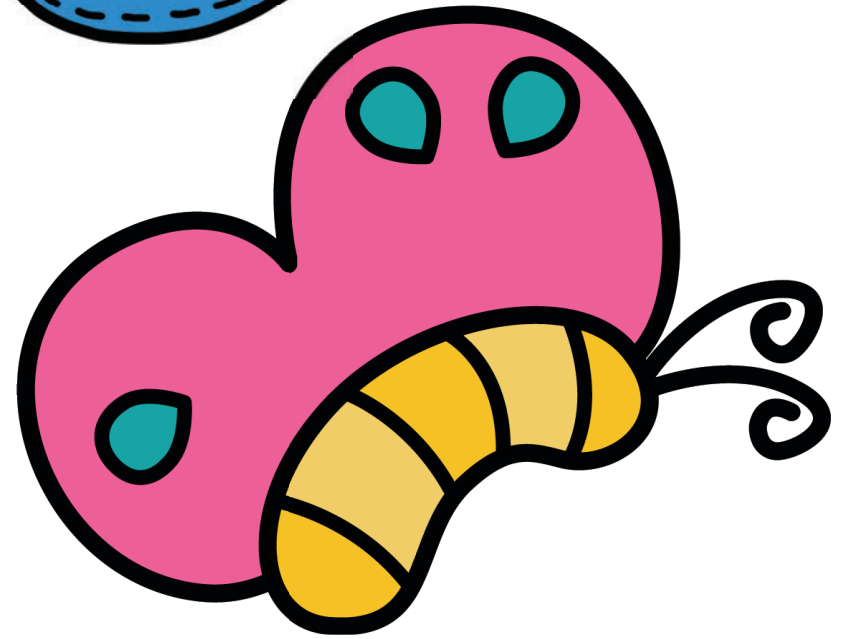
is for



is for

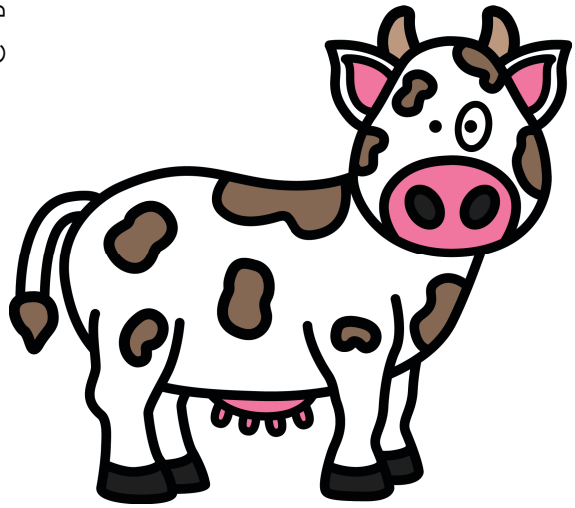


**caterpillar**



**butterfly**

C - B Sort



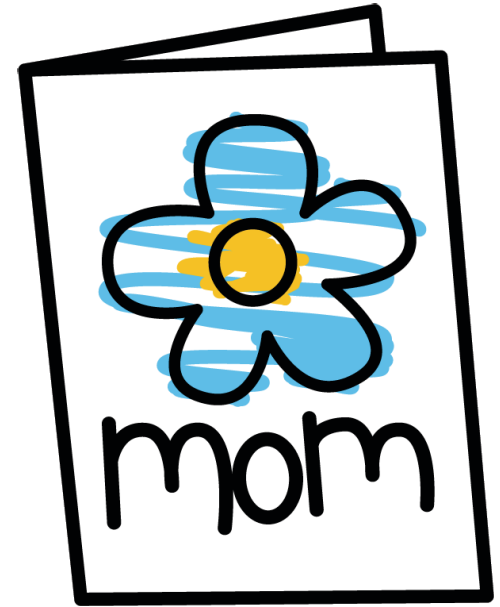
cow

C - B Sort



cake

C - B Sort



card

C - B Sort



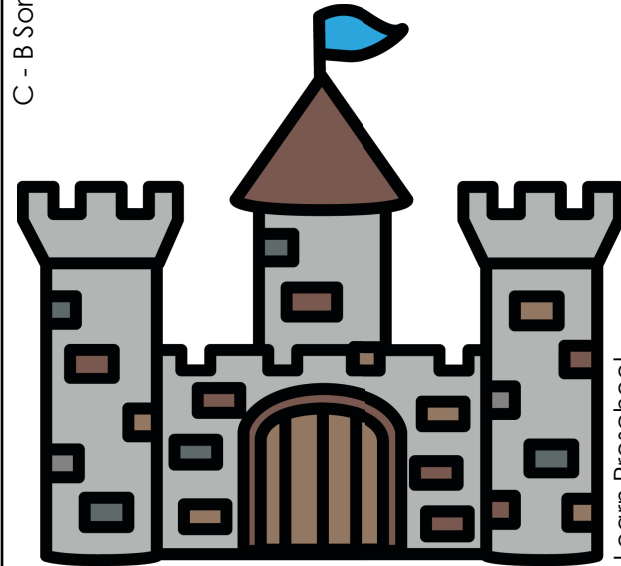
cart

C - B Sort

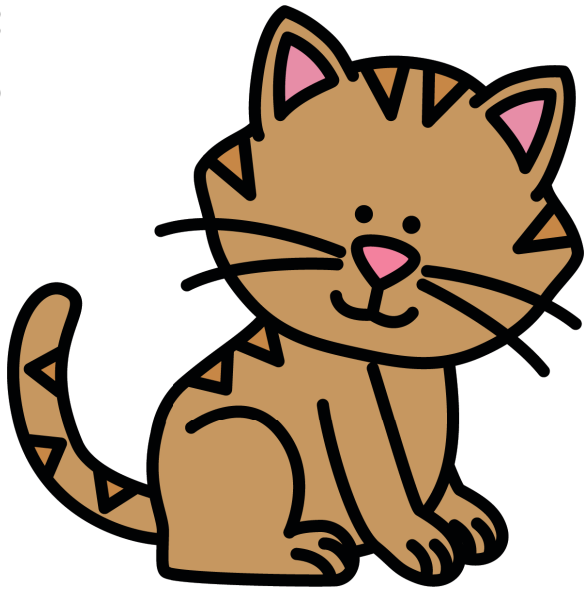


car

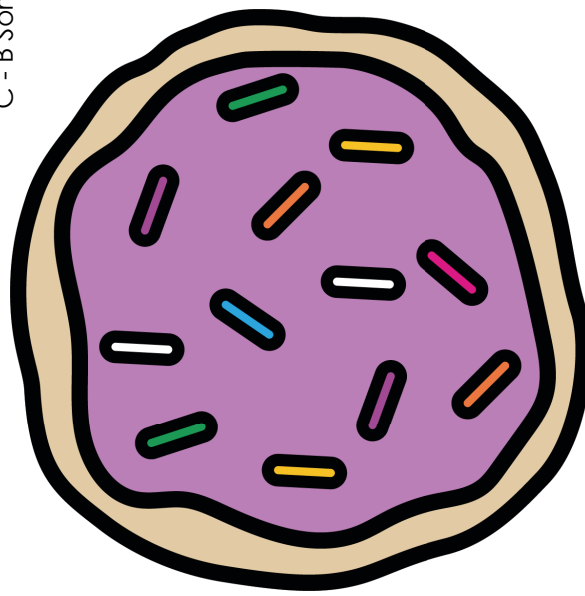
C - B Sort



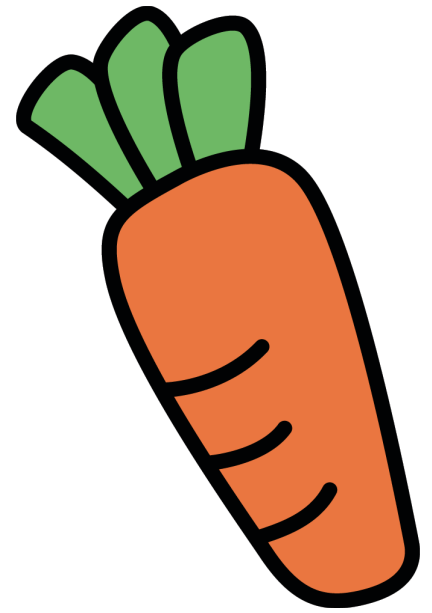
castle



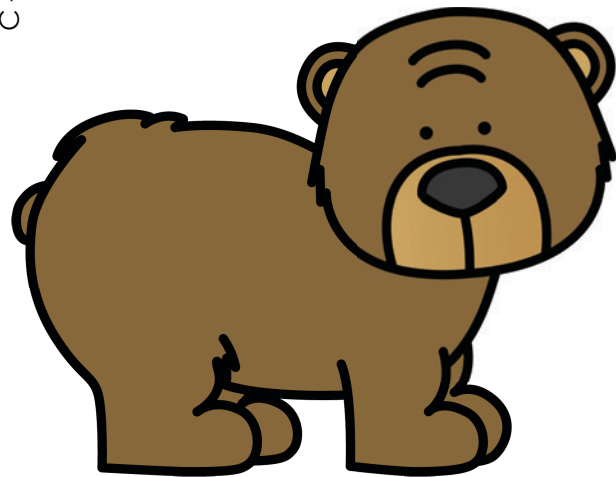
cat



cookie



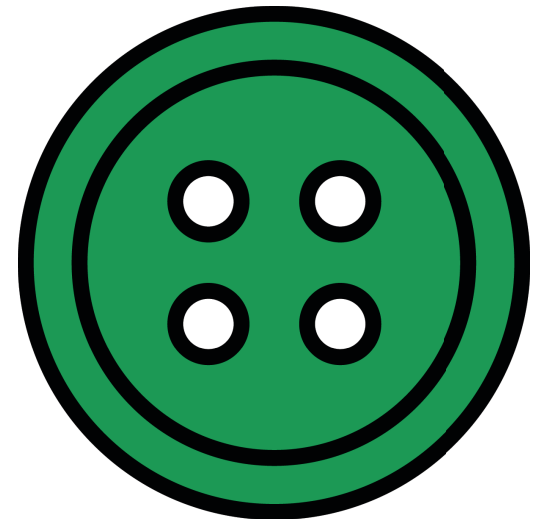
carrot



bear

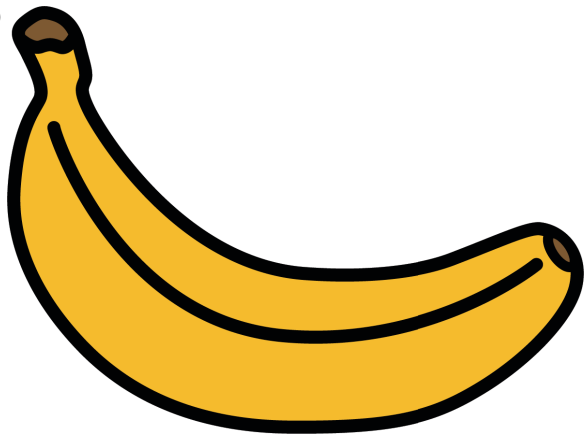


bat



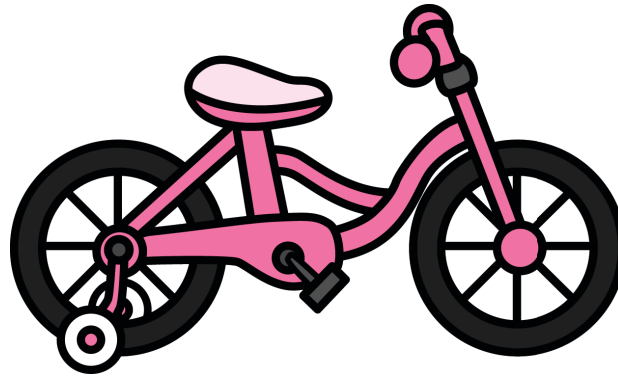
button

C - B Sort



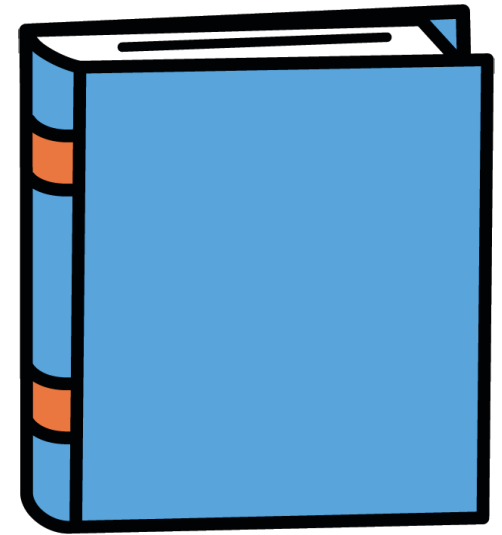
banana

C - B Sort



bicycle

C - B Sort



book

C - B Sort



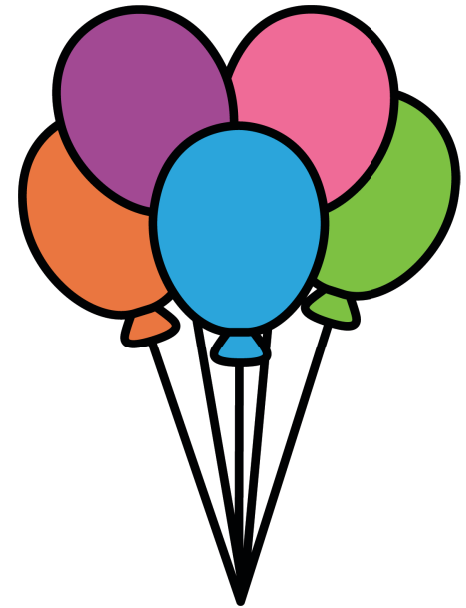
ball

C - B Sort



bus

C - B Sort



balloons

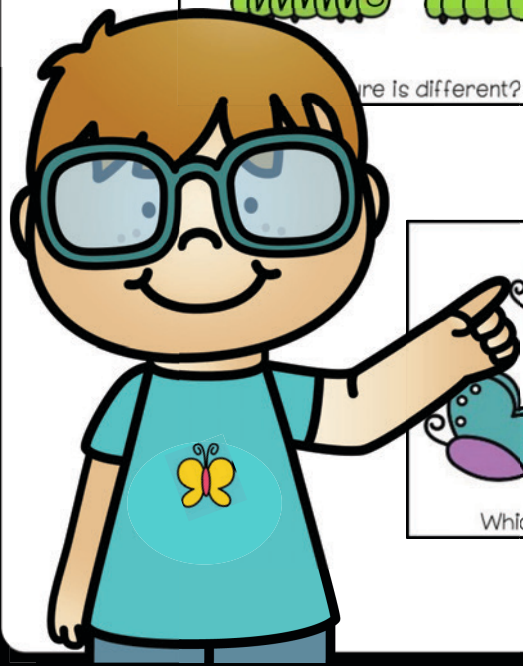
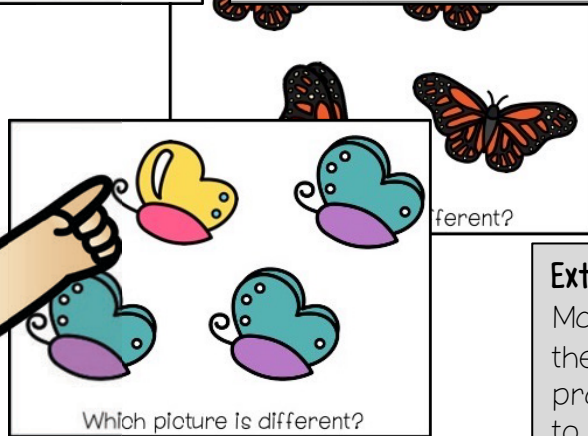
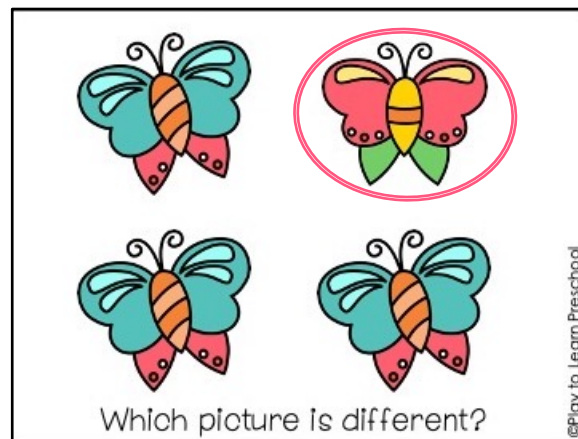
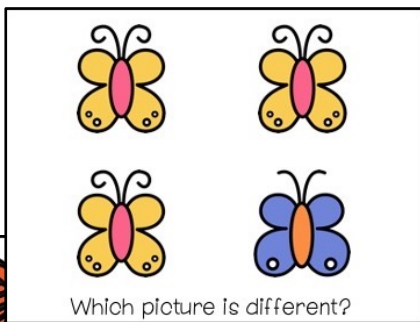
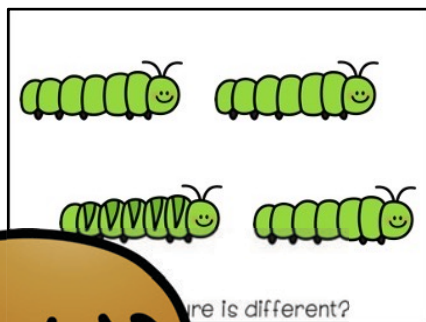
# Visual Discrimination

“Which One is Different?”

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

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

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

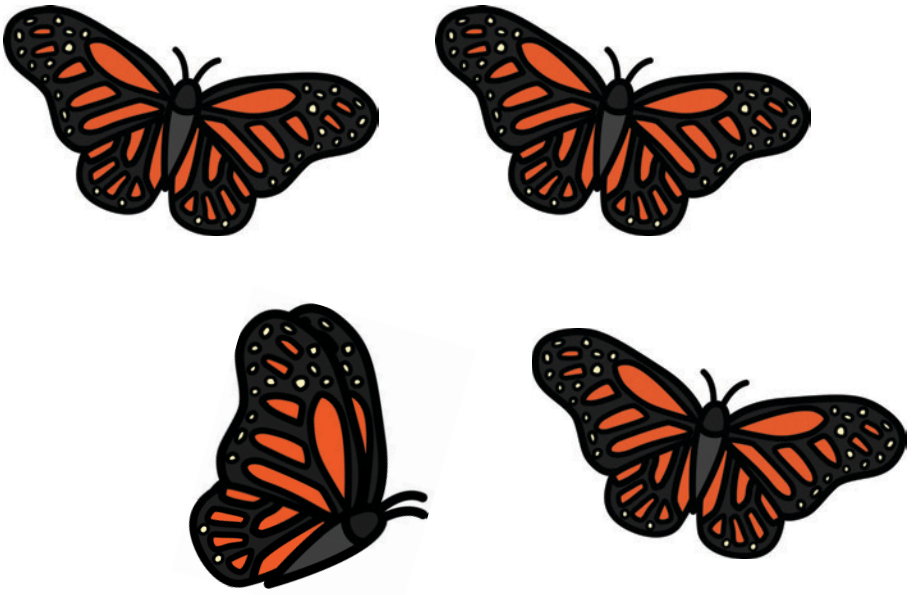


### Extend the Learning:

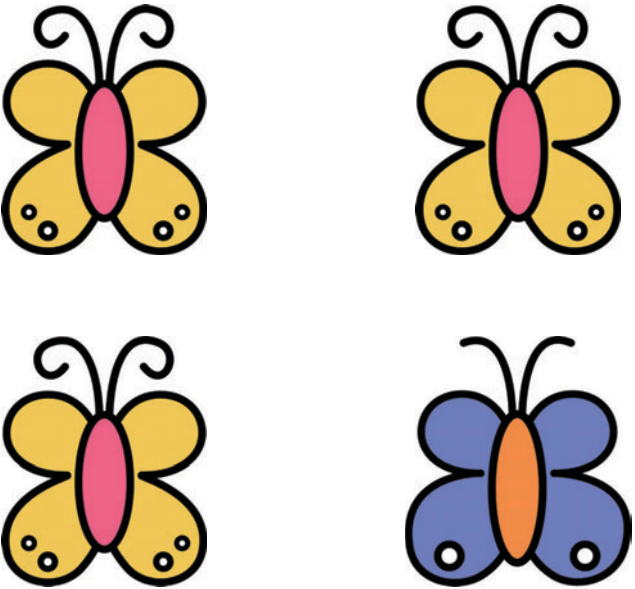
Make copies of the included practice page to send home with students.

Name \_\_\_\_\_

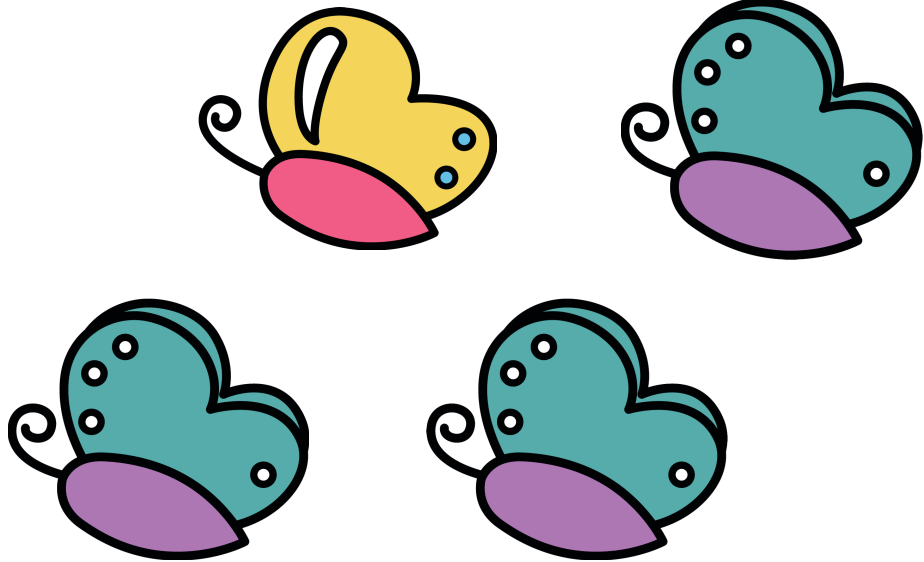
Color the pictures.  
Circle the one that is different in each group.

Which picture is different?



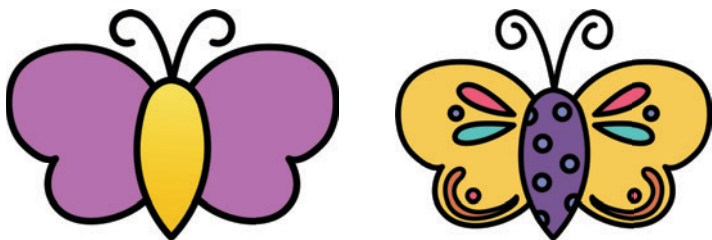
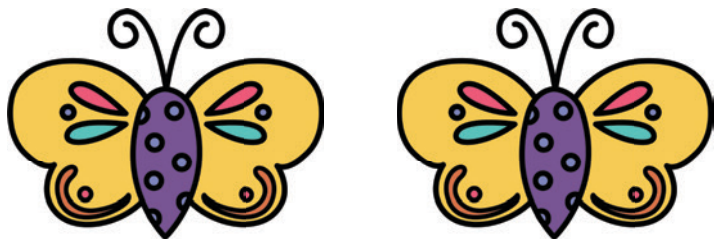
Which picture is different?



Which picture is different?



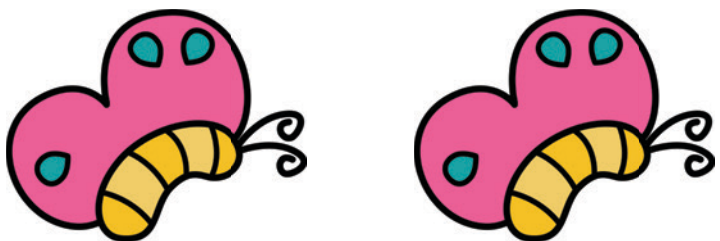
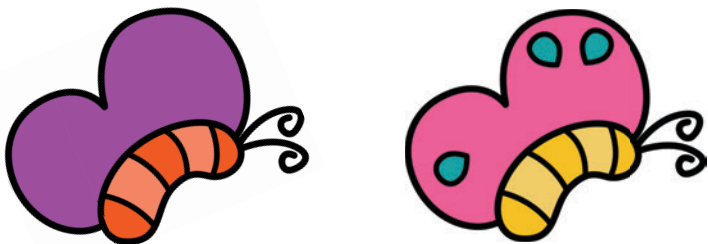
Which picture is different?



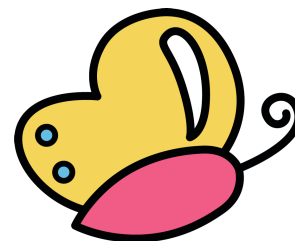
Which picture is different?



Which picture is different?



Which picture is different?



Which picture is different?



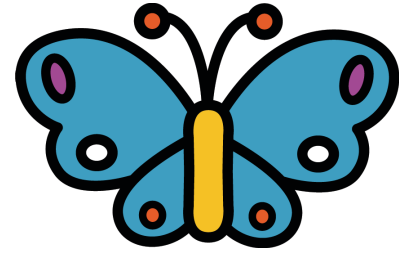
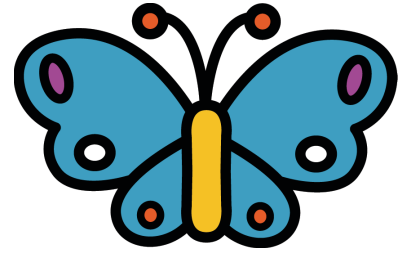
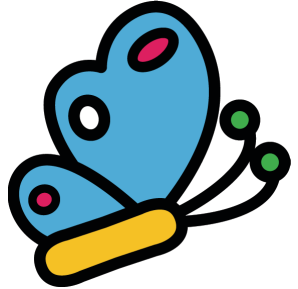
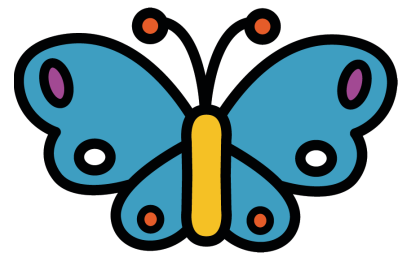
Which picture is different?



Which picture is different?

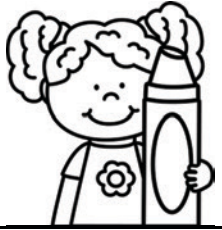


Which picture is different?



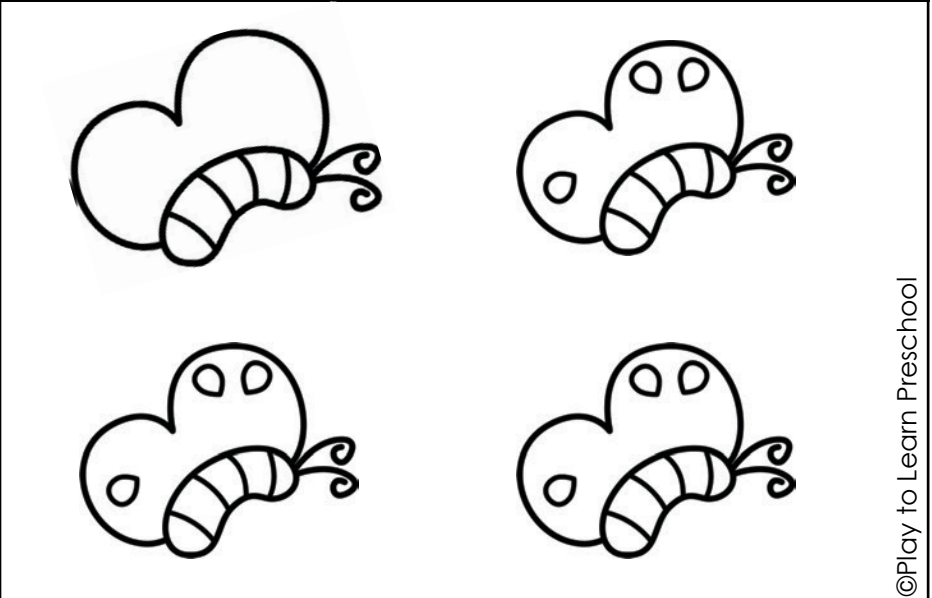
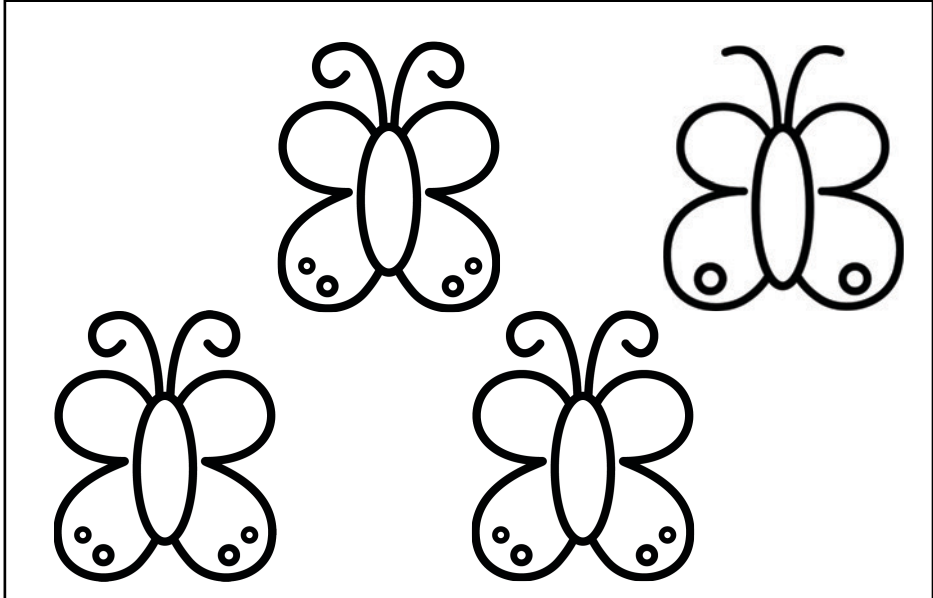
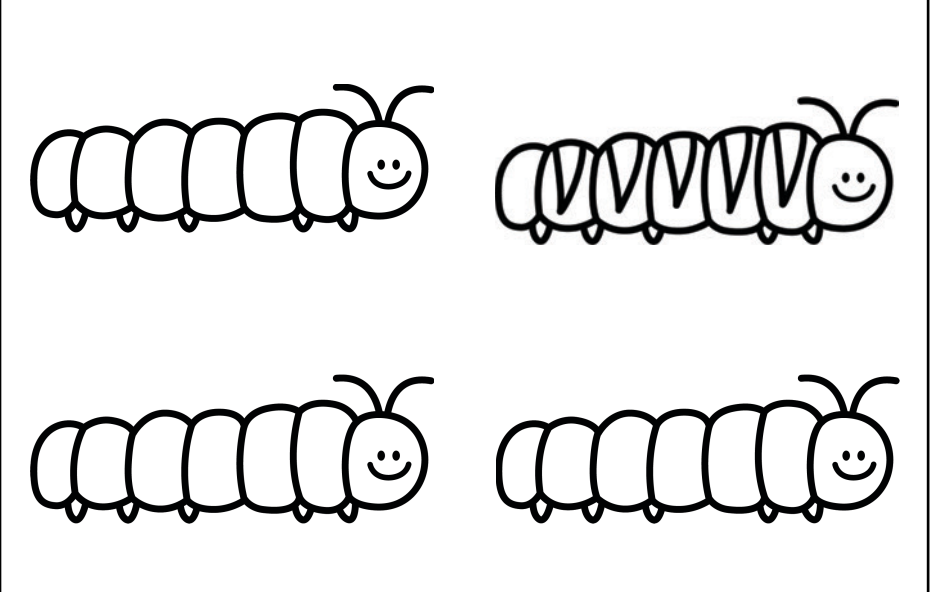
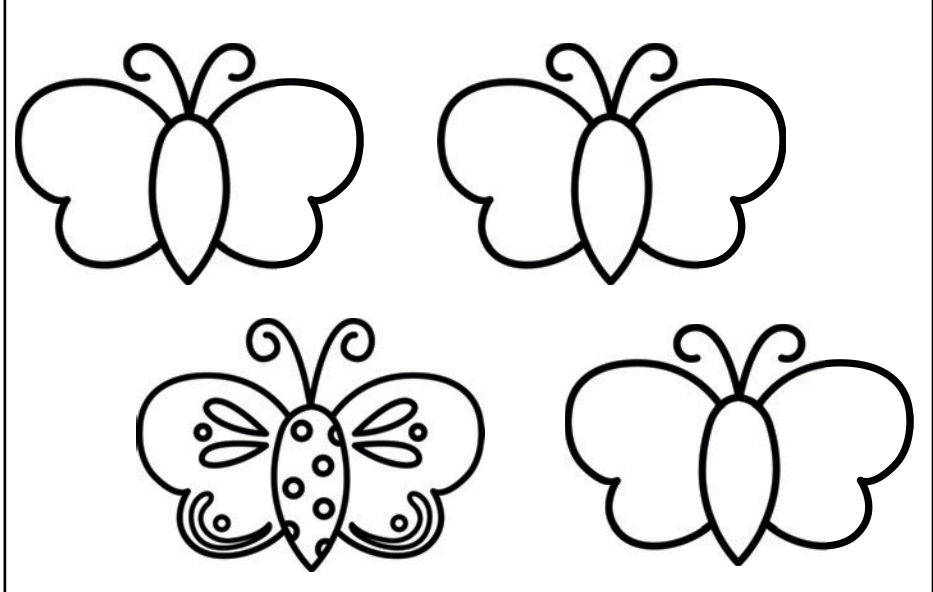
Which picture is different?

Name \_\_\_\_\_



Color the pictures.

Circle the one that is different in each group.



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Printable Resources for

# Preschool Learners

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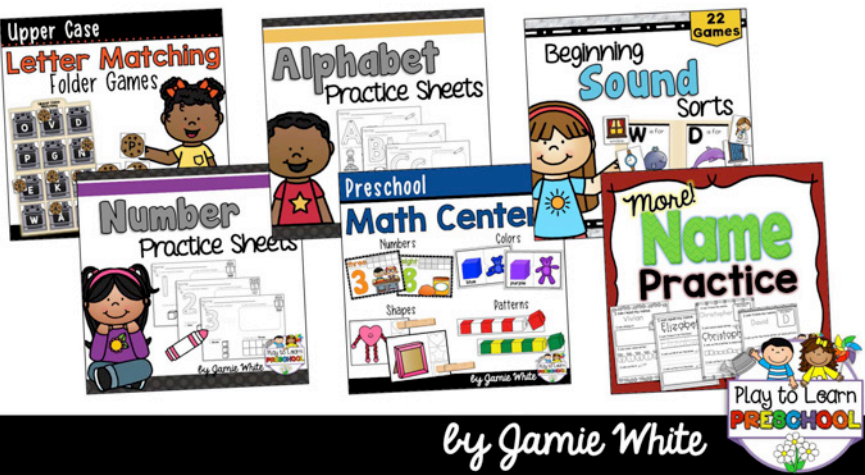
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