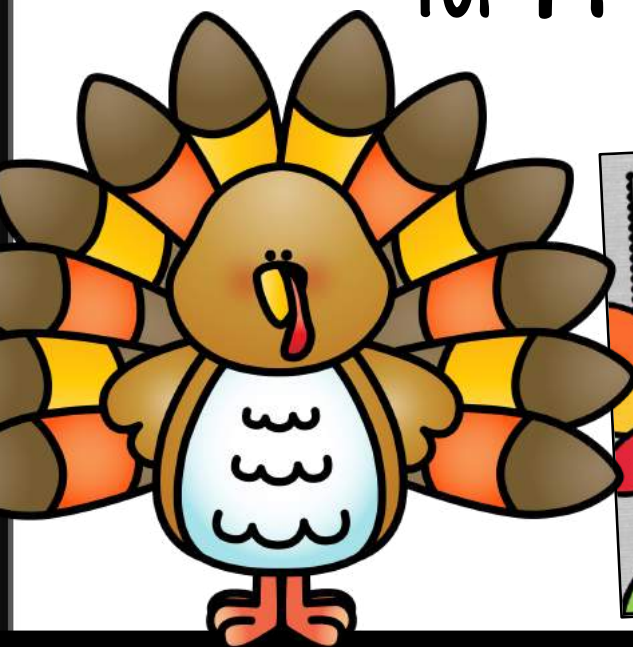


Turkeys

Mini-Unit for Preschoolers




Turkey Pokey.

To the tune of "Hokey Pokey"

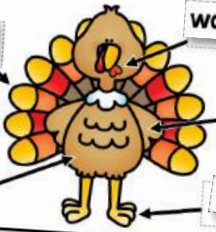
You put your right wing in.
You put your right wing out.
You put your right wing in,
And you shake it all about.
You do the Turkey Pokey,
And you turn yourself around.
That's what it's all about!

Repeat verses with

- left wing
- right and left foot
- wattle
- tail
- head

A small cartoon turkey illustration on a sign, standing on a green patch of grass. It has a brown body, a red wattle, and a tail of orange and yellow feathers.

I can label the parts of a turkey.

A cartoon turkey with labels pointing to its parts: feathers, wattle, wing, foot, and body.

feathers

wattle

wing

foot

body

A cartoon turkey head with a red wattle.

wattle (neck)



Turkey Circle Time Lessons

Unit overview

Day 1 Introduction - Turkeys

Introduce the new unit: **Turkeys**

Look at the real picture of a turkey.
Play the TURKEY grid game and take a poll.

Introduction
What is a Turkey?
Turkeys are very large birds with a small head, long neck, and long legs. They have wings, but have a hard time flying due to their bodies being so big. Wild turkeys live near wooded areas and domestic turkeys are raised on farms.

Objectives:

- The students will observe objects with curiosity.
- The students will answer questions.
- The students will notice and extend simple patterns.

Activities:

- Show the real life photograph of a turkey. Discuss the characteristics: its wings, long legs, wattle, and feathers. Bring turkey feathers to class time for children to describe.
- Take a poll, "Have you ever seen a live turkey?" Students can use post-it notes or name cards to respond on a poster chart on their group.
- Play the T-U-R-K-E-Y Grid Game.

Extension Idea: Have students create a turkey using different colors of paper depending on the abilities of the students.

To Play: Create a grid where each column has the same letter, and each row is the same color. Display the pattern and read the words of the cards.

Day 1 lesson plans

Day 2 Turkey Body

Examine the real pictures of turkeys then label a turkey and sing the "Turkey Pokey."

Turkey Body
Winged Creatures
Wild turkeys have large bodies, which makes it difficult to fly. They can fly short distances, however, and like to roost at the base of trees to stay away from danger. Their heads and necks change colors depending on their mood. They can be white, blue, or red.

Objectives:

- The students will actively participate in conversation.
- The students will demonstrate basic locomotor skills.
- The students will display understanding of print concepts.

Activities:

- Show real pictures of turkeys. Ideas for discussion - their heads can turn different colors depending on their mood, they're not great flyers because their bodies are too big for their wings.

Day 2 lesson plans

Day 3 Where Do Turkeys Live?

View the real picture of where turkeys sleep then play an action spinner game and a carpet game.

Where Do Turkeys Live?
Woodland Area
Wild turkeys live in wooded areas while domestic turkeys live on farms tended by farmers. Wild turkeys spend most of their time on the ground. They fly to escape danger or to the tops of trees to sleep. They lay their eggs in nests on the ground in wooded areas hidden from predators.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate basic locomotor skills.
- The students will recognize shapes.

Activities:

- Cut brown construction paper into 11" strips to use as branches. One end of each strip will be attached to a string. Students will use the branches to "trap" an owl. Read the "Turkey in the Tree" outline poem, then spin the wheel. Students position themselves on their branch according to the spin.
- Play the "Owl's Choice" board game.

Extension Idea: A sensory bin with paper bag nests, colored plastic eggs, and crickets. Nests can be made from sandwiched up brown paper bags and colored paper folded into nests. Use ping-pong balls and yellow felt balls. Students cut the crickets to use in the sensory bin.

To Play the Game: Live up the picture of the nests. (Choose a shape space appropriate for your students.) Identify the shape. Together hide the crickets under the nests and make the nests to find it.

Day 3 lesson plans

Day 4 What Do Turkeys Eat?

Check out the real picture of what turkeys eat then play a matching game and a carpet game.

What Do Turkeys Eat?
Nuts and Fruit
Turkeys are omnivores, meaning they eat plants and animals. They have gizzards inside them that grind up hard things like nuts. They also eat bugs, berries, seeds, grass, leaves, and some small reptiles.

Objectives:

- The students will share and take turns with others.
- The students will compare objects.

Activities:

- Show the real picture of things turkeys like to eat and ask if turkeys eat the same things.
- Play the "Feed the Turkey" matching game. Use directions on the turkey page to assemble the game. Pass one card to each student. Then create a card deck with the other set. Teacher takes a card from the deck and reads the poem looking for the match. Then the student reads the food, then takes the turkey target game. Print the cards then glue it to the colored turkey cards. Laminated then a student chooses a color and to food turkey eat, all of the students problem solver. "If it's not a food on their finger and tail, they won't!"

Extension Idea: Make turkey feeders by cutting circles of brown construction paper for the turkey and paper feathers. Students glue the feathers using small sticks or straws. Turn or rotate the feeders together to the size of the student's head.

Day 4 lesson plans

Day 5 Conclusion

Finish up the unit with a riddle game and a concept of word activity.

Conclusion
What do we know?
To conclude the unit, play a riddle game about turkeys and read a concept of word together.

Objectives:

- The students will actively participate in conversation.
- The students will demonstrate an understanding of print concepts.

Activities:

- Choose the riddle bags. Place small plastic toys inside each bag and attach the riddle. (As an alternative, you can print the pictures and put them inside the bags.) Repeat the riddle while the students practice their active reading skills. Students guess which item is in the bag and then check the riddle.
- Read the poem "I See a Turkey." Add each of the sentences to a poster chart. Use the picture cards to help emergent readers remember each line. Consider using a long turkey feather as a pointer for the reader.

Extension Idea: Make turkey feeders by cutting circles of brown construction paper for the turkey and paper feathers. Students glue the feathers using small sticks or straws. Turn or rotate the feeders together to the size of the student's head.

Day 5 lesson plans

Introduction

What is a Turkey?

Day 1
lesson
plans

Turkeys are very large birds with a small head, long neck and long legs. They have wings, but have a hard time flying due to their bodies being so big. Wild turkeys live near wooded areas and domestic turkeys are raised on farms.

Objectives:

- The students will answer questions.
- The students will notice and extend simple patterns.

Activities:

1. Show the real-life photograph of a turkey. Discuss the characteristics like wings, long legs, wattle, and feathers. Bring turkey feathers to circle time for children to examine.
2. Take a poll, "Have you ever seen a live turkey?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph.
3. Play the T-U-R-K-E-Y Grid Game. **To Play:**



A turkey family includes gobblers, hens, jakes, and jennies.

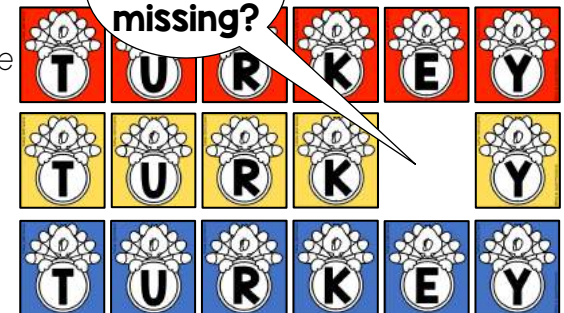


turkey is a type of bird.

Have you ever seen a live turkey?

yes	no
Reggie	Bradford
Jake	Myles
Broadbeak	Wild
	Cold

Which one is missing?



Extension Idea:

Make [brown play dough](#) and place at the sensory center with turkey feathers for students to make their own turkeys.



Best Play
Dough Recipe

1. Copy the template page onto 3 or more different colors of paper depending on the abilities of the students.
1. Create a grid where each column has the same letter, and each row is the same color. Discuss the pattern and relationship of the cards.
2. Students close their eyes while the teacher removes one card.
3. Students use their knowledge of patterns to determine which card (color and letter) is missing.

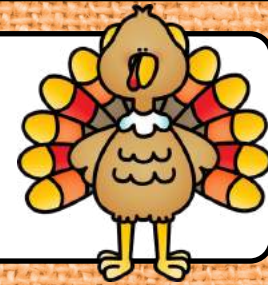
A turkey is a type of bird.





**A turkey family includes
gobblers, hens, jakes, and jennies.**

Have you ever seen a live turkey?



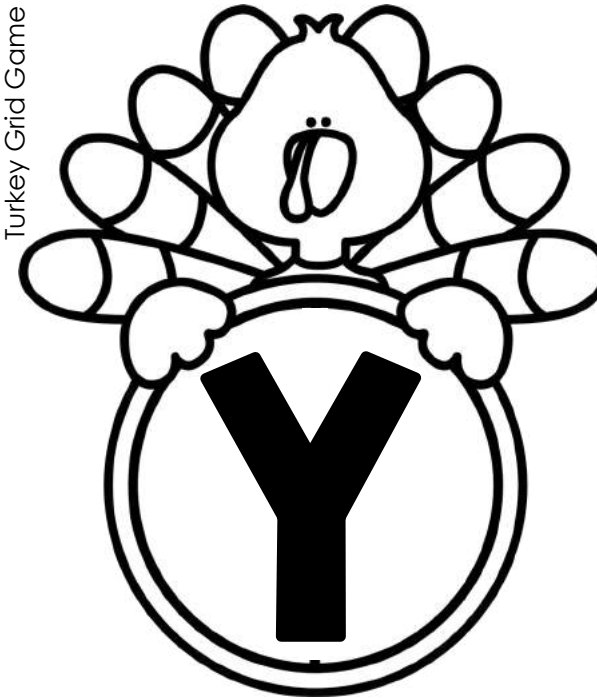
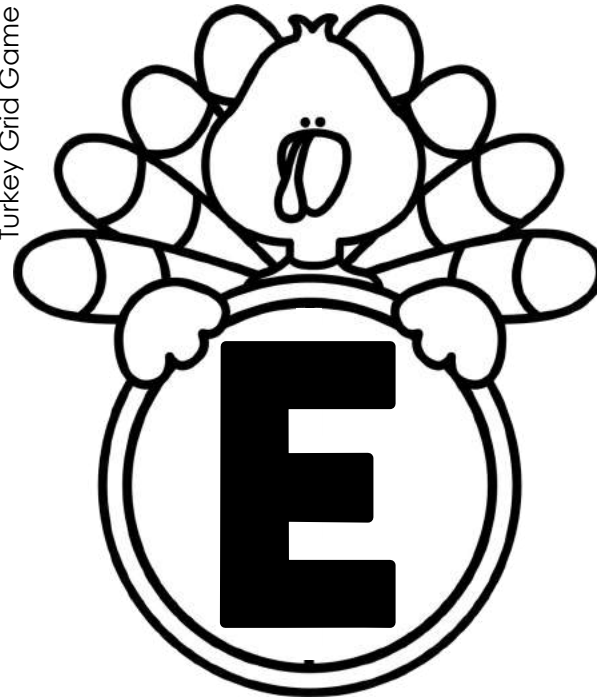
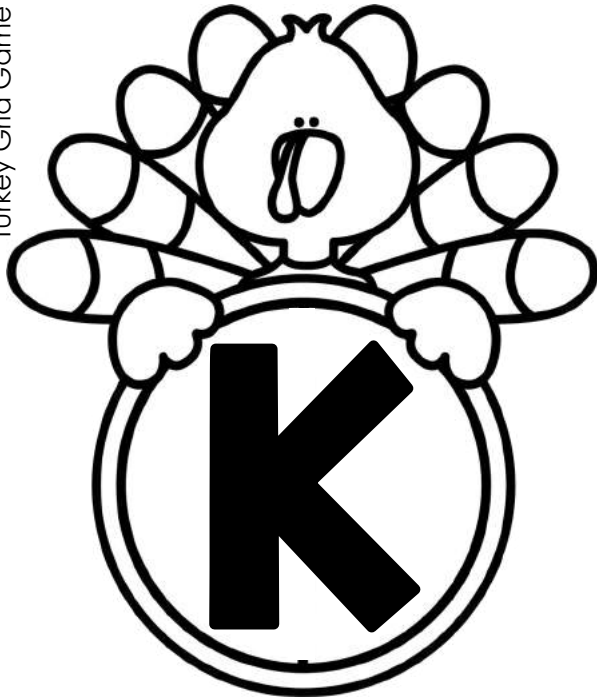
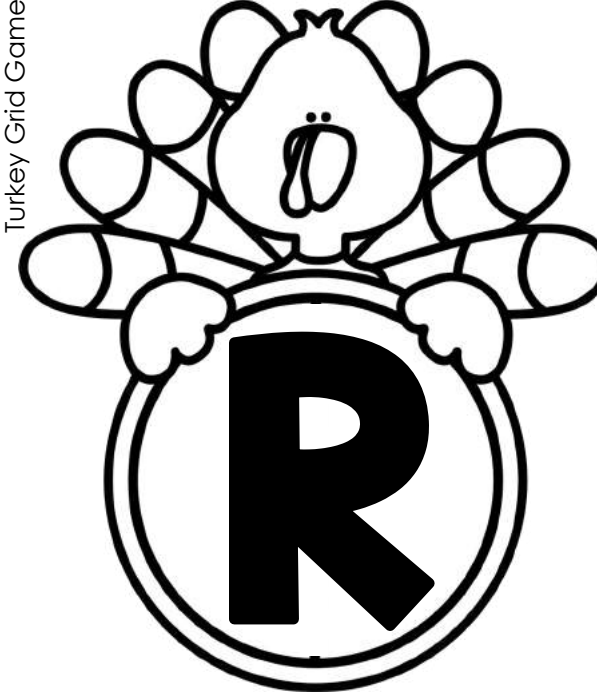
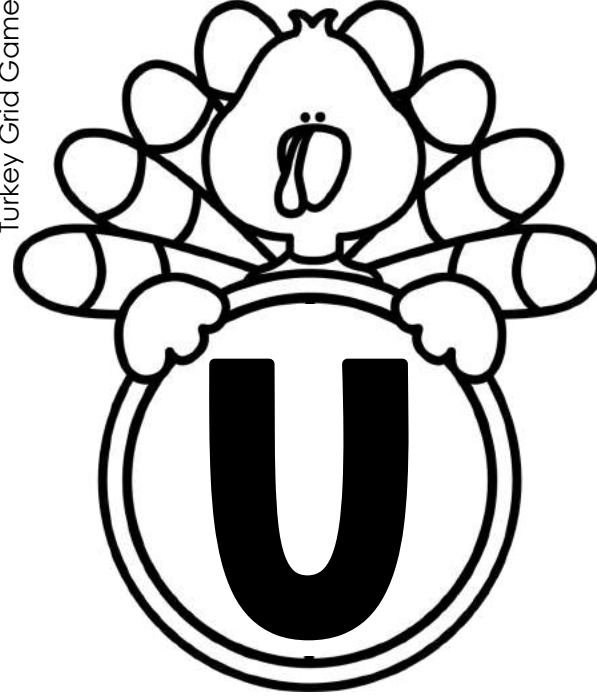
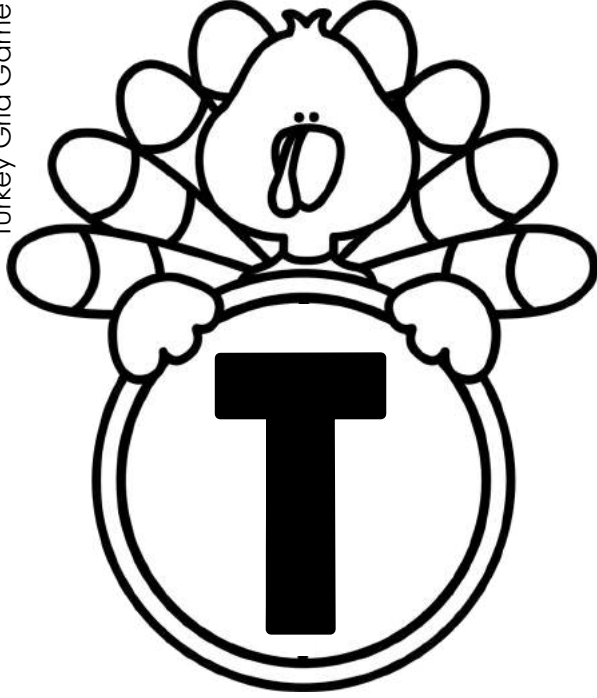
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yes



no



Turkey Body

Winged Creatures

Day 2
lesson
plans

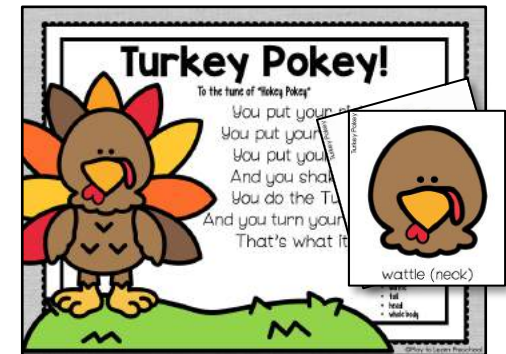
Wild turkeys can only fly short distances because they have large bodies. They can fly to the tops of trees to roost and avoid danger. Their heads and neck change colors like white blue, and red depending on their mood. The wattle, or dangly part below their beak, helps to keep them cool.

Objectives:

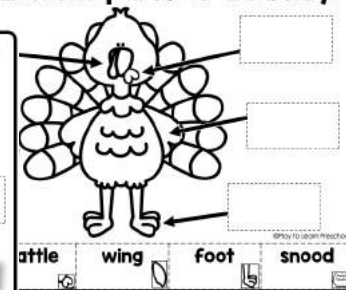
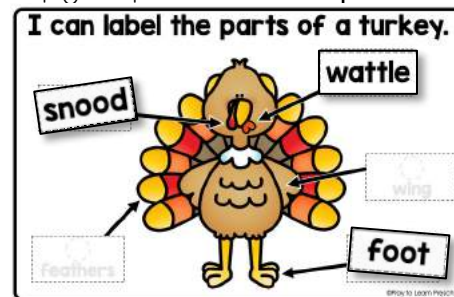
- The students will actively participate in conversations.
- The students will demonstrate basic locomotor skills.
- The students will display an understanding of print concepts.

Activities:

1. Show real pictures of turkeys. Ideas for discussion - their heads can turn different colors depending on their mood; they're not great flyers because their bodies are too big for their wings.
2. Sing the "Turkey Pokey!" song to the tune of "Hokey Pokey." Use the visual cue cards to show what body part is next.
3. Point out the different parts of a turkey. Label the picture of the turkey on the colored copy. A black and white copy is provided to send home or use in the classroom.



Name _____
Color the turkey, then cut out and glue the labels to the turkey picture.
I can label the parts of a turkey.



Extension Idea: Lay out paper, paint, and turkey feathers at the art center. Students paint using the feathers.





©Play to Learn Preschool

A wild turkey's head can change colors depending on its mood!



Wild turkeys can fly short distances.

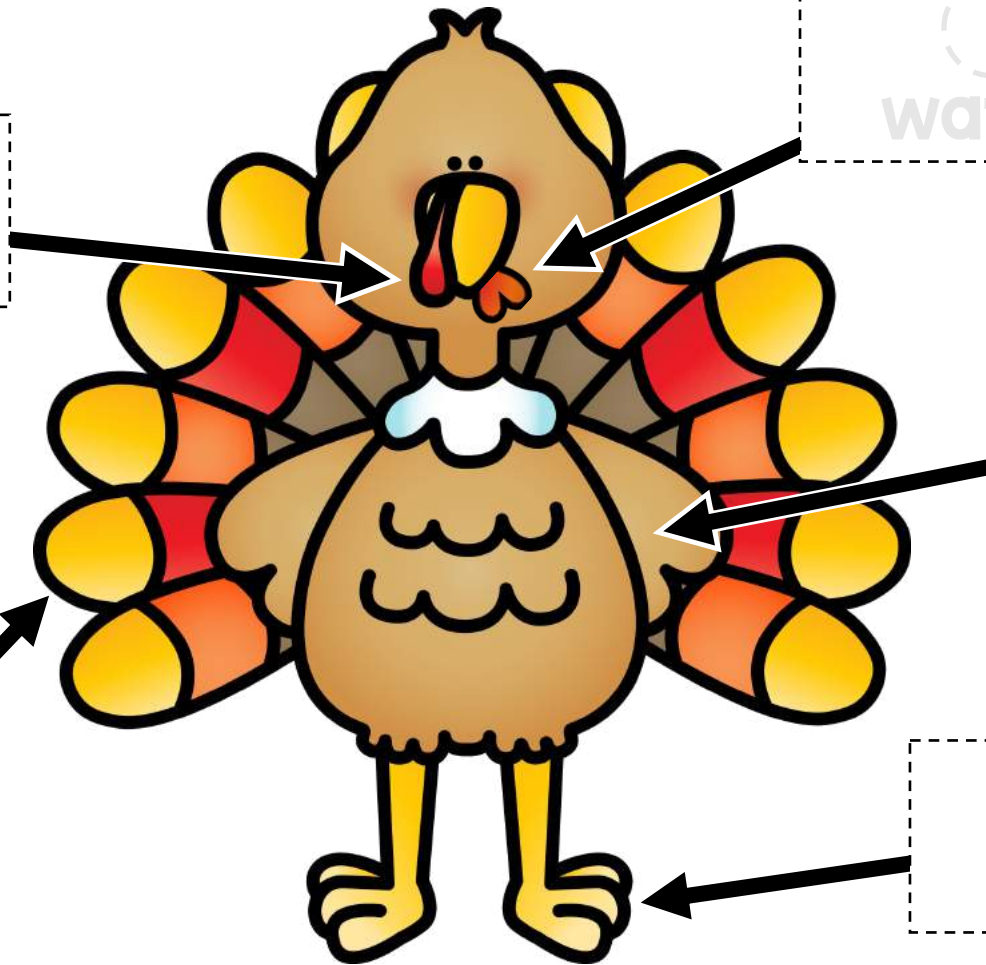


Turkey snoods and wattles help keep the turkey cool.

I can label the parts of a turkey.

snood

wattle



wing

feathers

foot

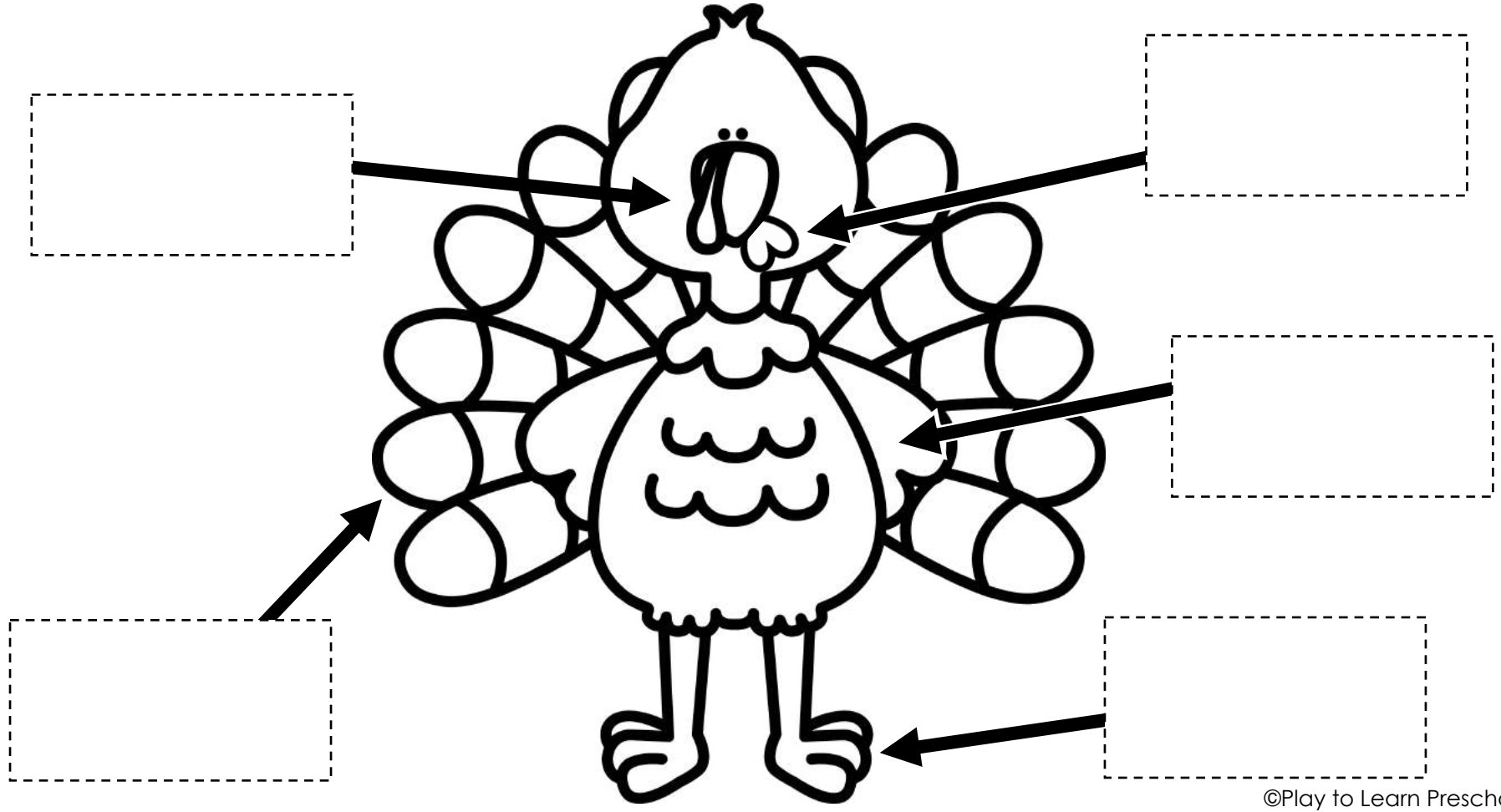
©Play to Learn Preschool

feathers wattle wing foot snood

Name _____

Color the turkey, then cut and glue the labels to the turkey picture.

I can label the parts of a turkey.



©Play to Learn Preschool

feathers


wattle

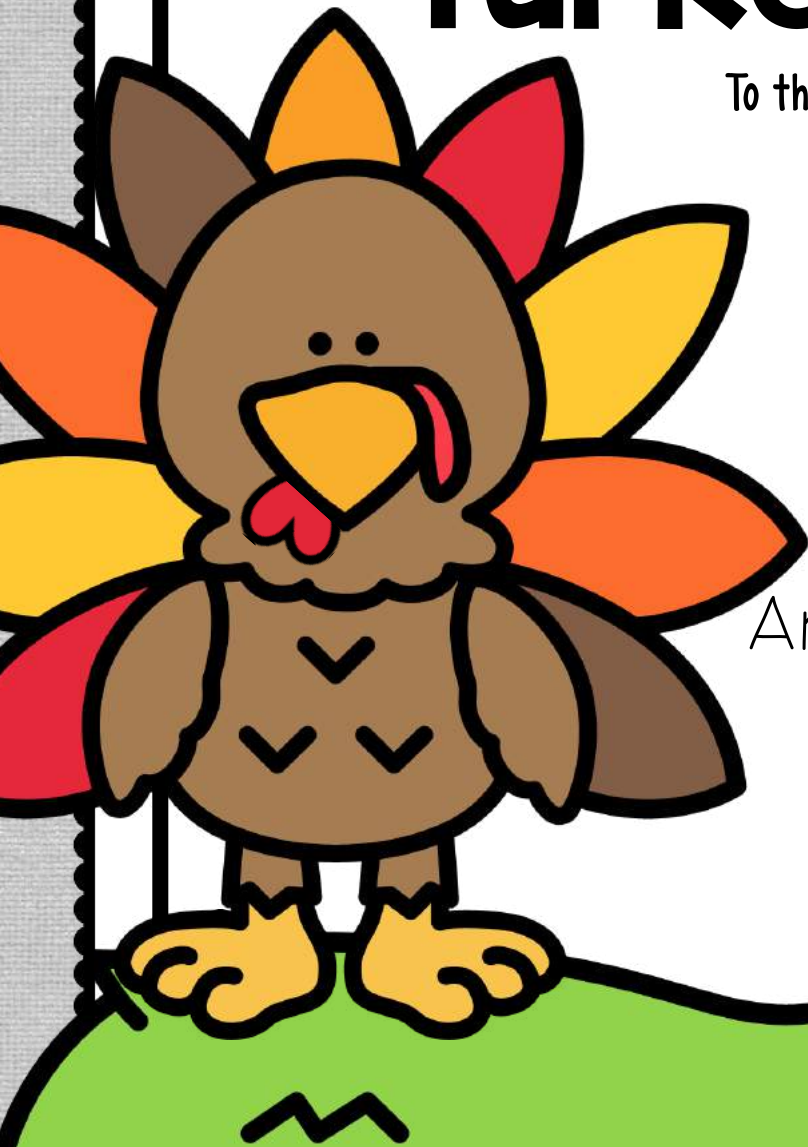

wing


foot


snood


Turkey Pokey!

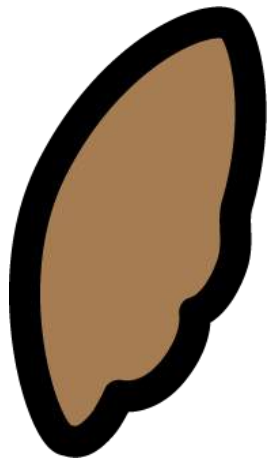
To the tune of "Hokey Pokey"



You put your right wing in.
You put your right wing out.
You put your right wing in,
And you shake it all about.
You do the Turkey Pokey,
And you turn yourself around.
That's what it's all about!

Repeat verses with:

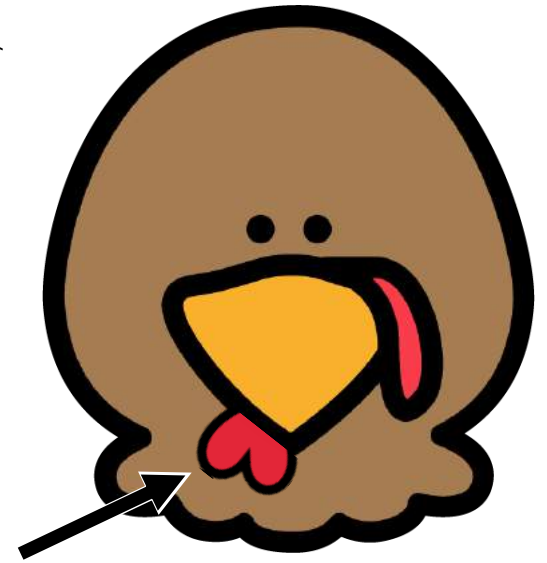
- left wing
- feet
- wattle (neck/chin)
- tail
- head
- whole body



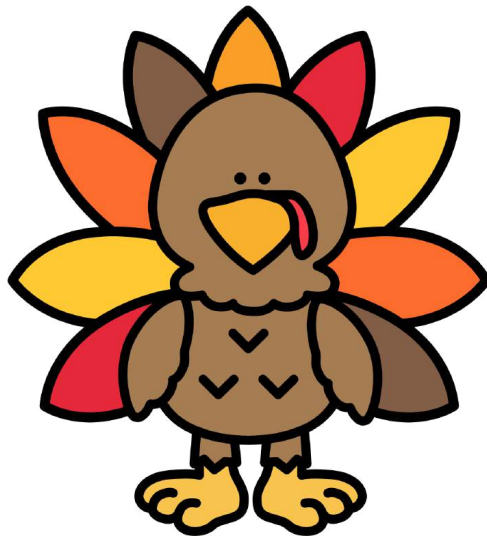
wing



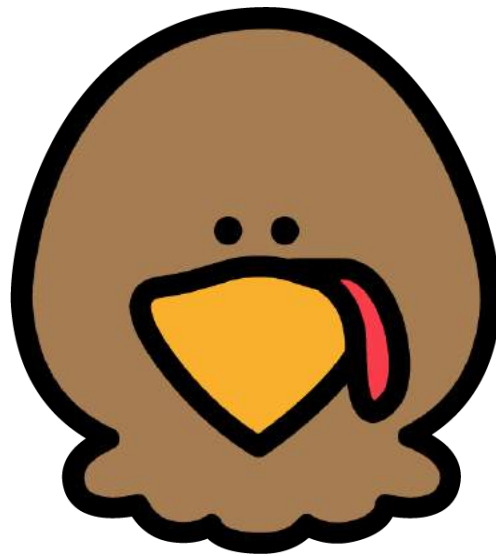
feet



wattle (neck/chin)



whole body



head



tail feathers

Where Do Turkeys Live?

Woodland Areas

Day 3
Lesson
Plans

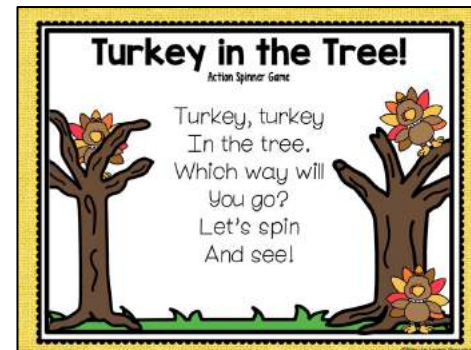
Wild turkeys live in wooded areas, while domestic turkeys live on farms tended by farmers. Wild turkeys spend most of their time on the ground. They fly to escape danger or to the tops of trees to sleep. They lay their eggs in nests on the ground in wooded areas hidden from predators.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate basic locomotor skills.
- The students will recognize shapes.

Activities:

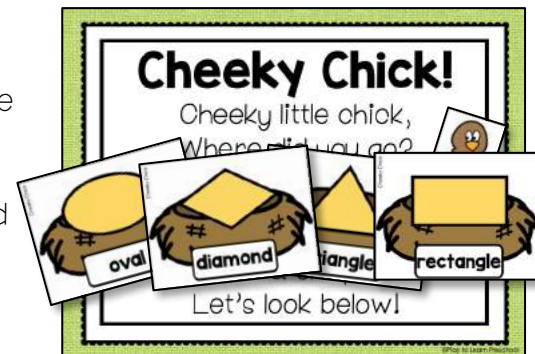
1. Cut brown construction paper into 4" strips to use as branches. (One foot sections of pool noodles could also be used.) Students will use the branches to "roost" on. Read the "Turkey in the Tree" actions poem, then spin the wheel. Students position themselves on their branch according to the spin.
2. Play the "Cheeky Chick!" carpet game:



Extension Idea: Fill a sensory bin with paper bag nests, colored plastic eggs, and chicks. Nests can be made from crumpled up brown paper bags and chicks can be colored pom-poms (to match the eggs) glued together with googly eyes and yellow felt beaks. Students put the chick inside its matching colored egg.

To Play the Game:

- Line up the pictures of the nests. (Choose shape cards appropriate for your students.) Identify the shapes together.
- Hide the chick under one of the nests and recite the poem to find it.
- Children guess where the chick is hiding by identifying the shape on the nest.



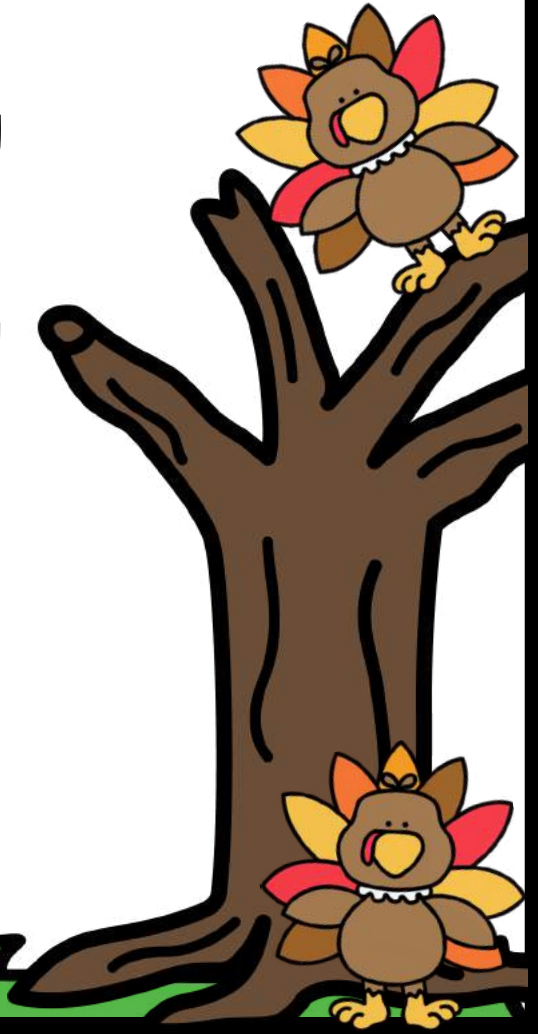
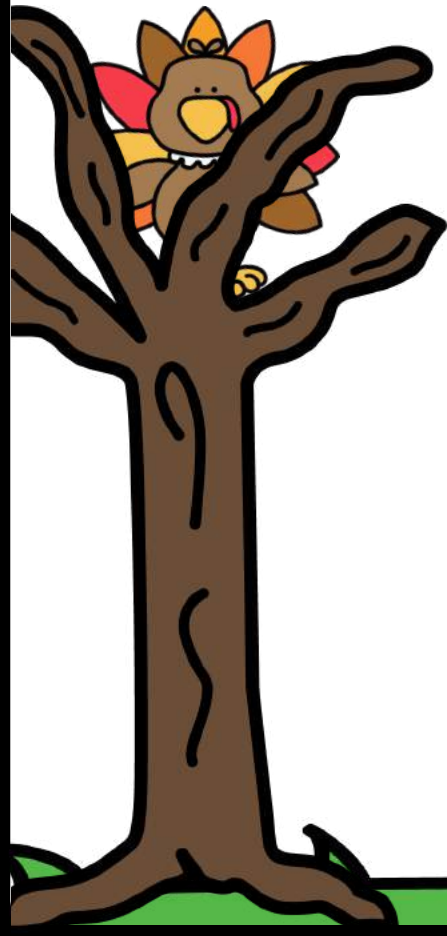
Turkeys like to sleep at the tops of trees.

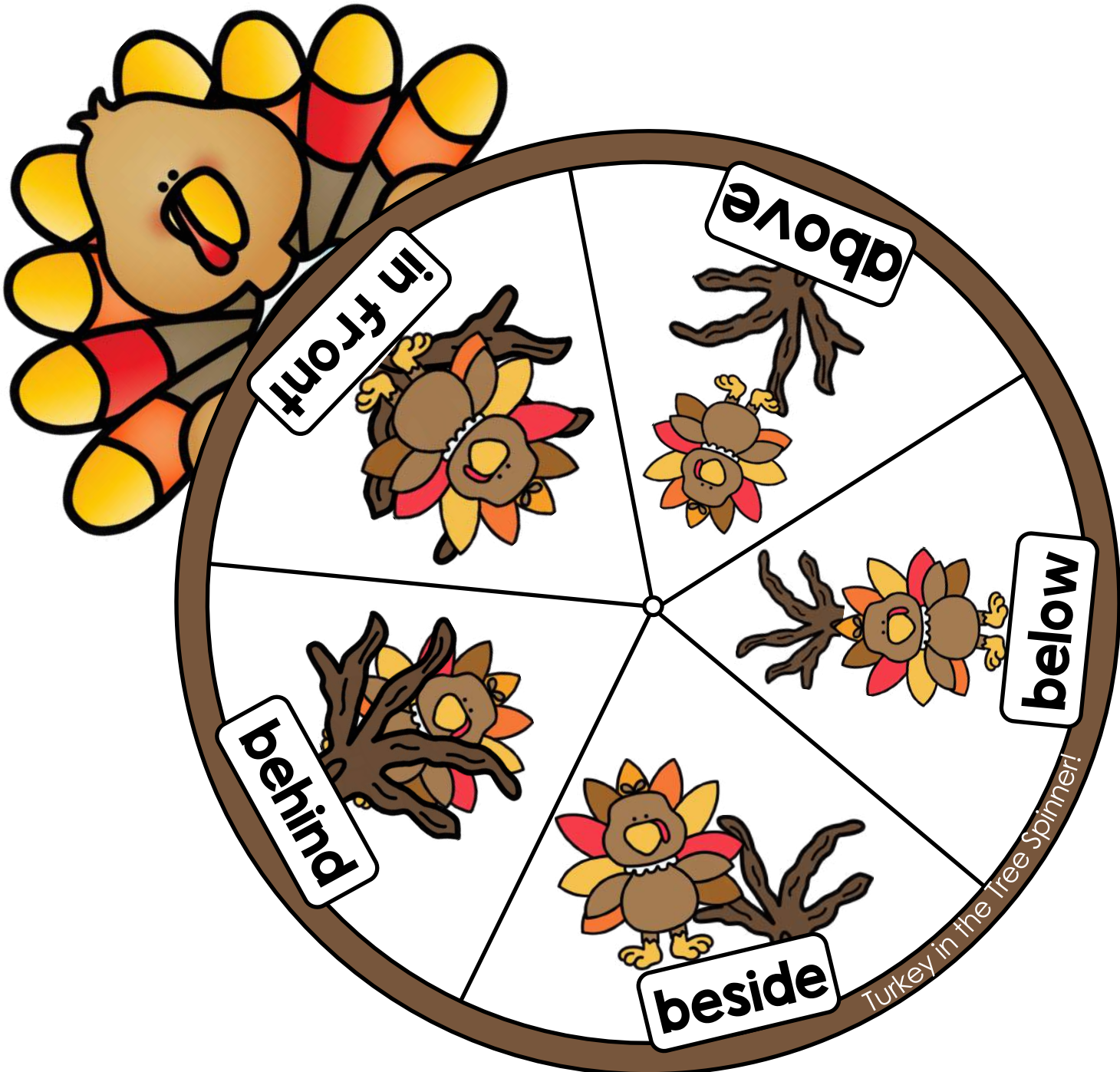


Turkey in the Tree!

Action Spinner Game

Turkey, turkey
In the tree.
Which way will
You go?
Let's spin
And see!





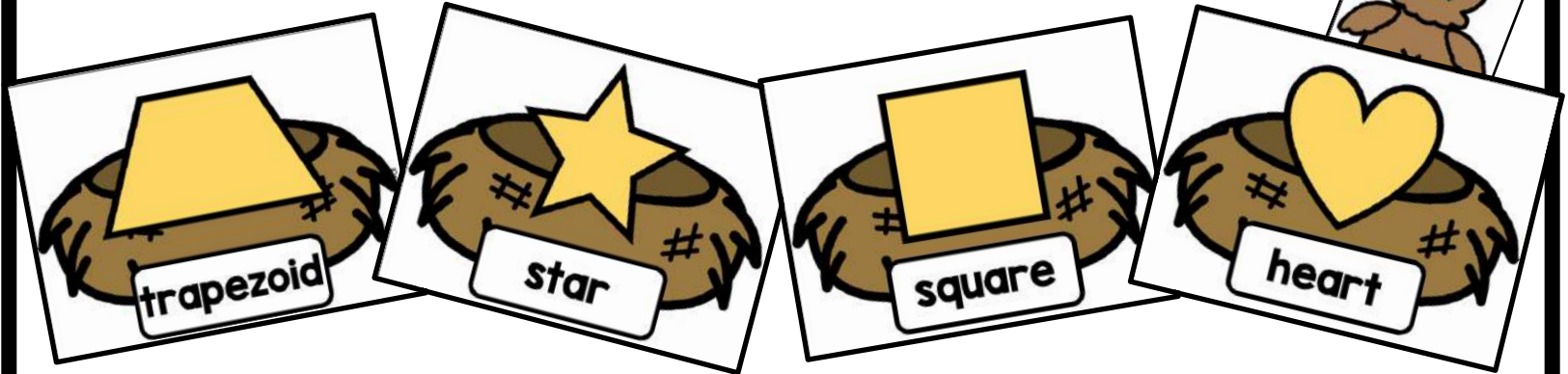
To Assemble:

Print the spinner on heavy cardstock or back to cardboard. Make and assemble the "action spinner." Use a brad fastener or open up a paper clip, push one end through the arrow and then the spinner. Fold the end of the paperclip down the back and secure with tape. Twist the other end to ensure the arrow does not fall off. (see diagram below)

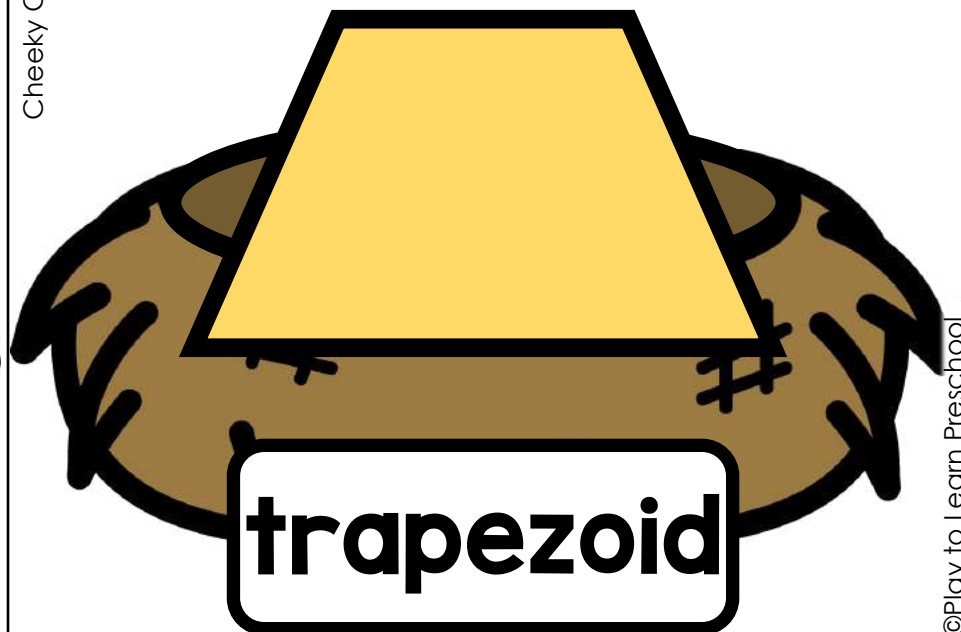
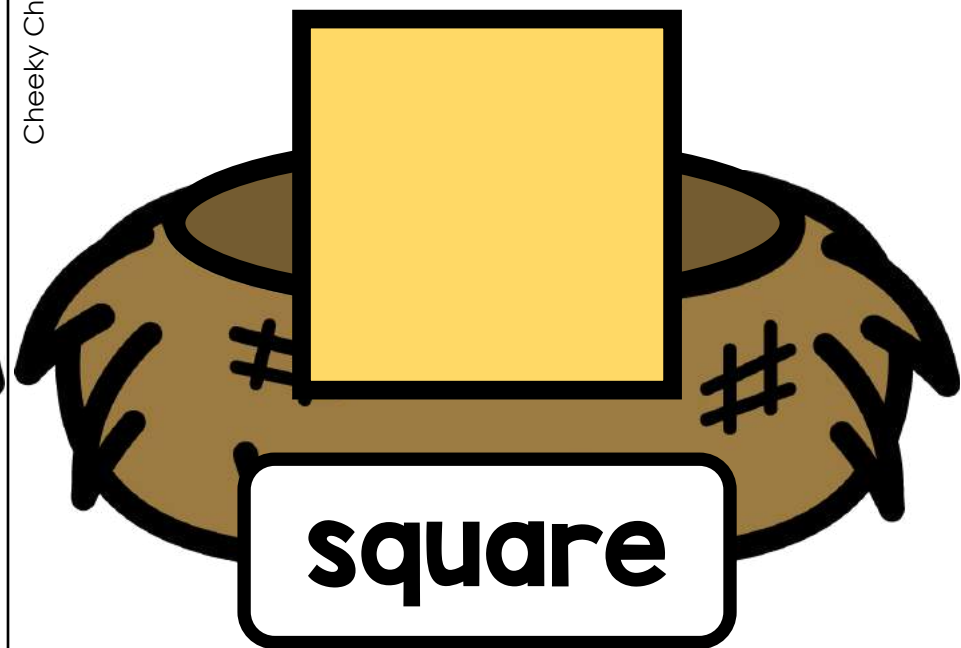
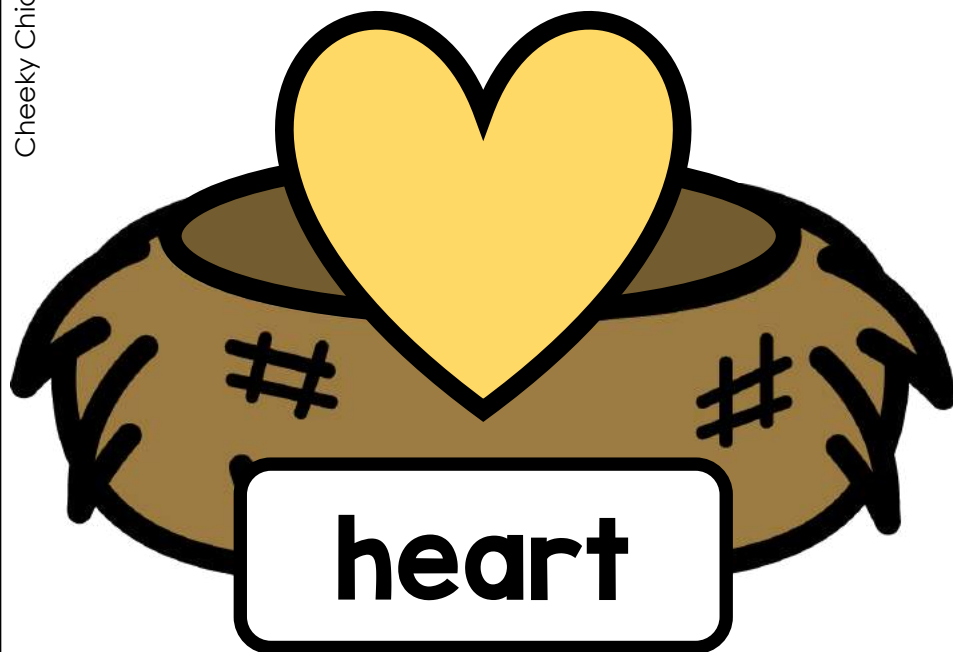


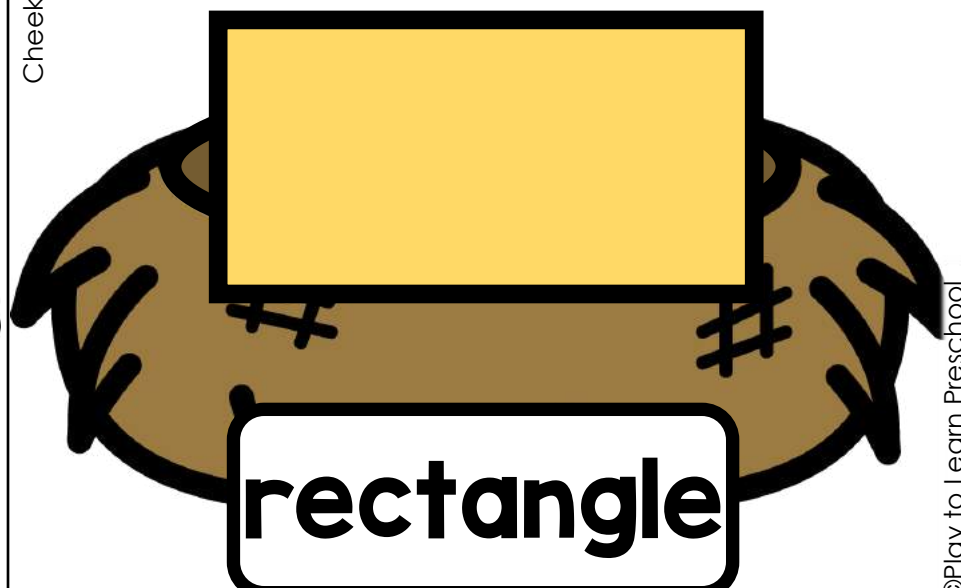
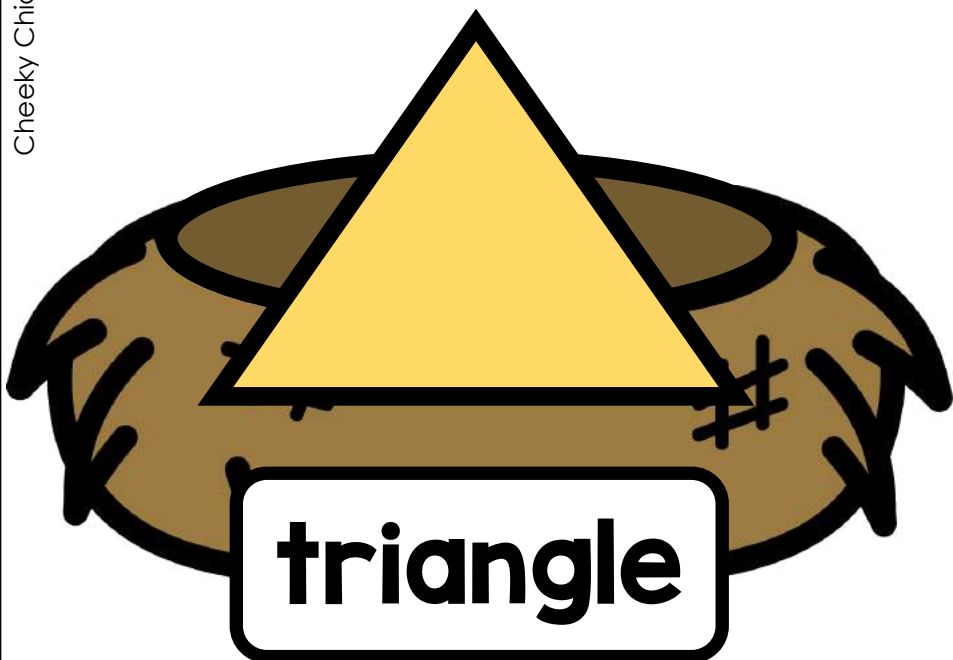
Cheeky Chick!

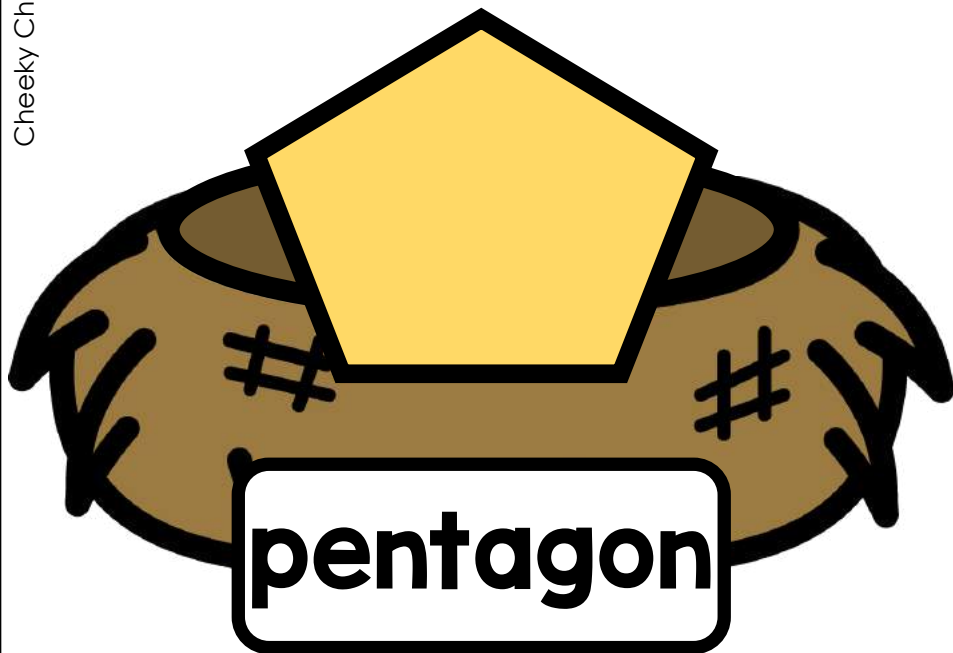
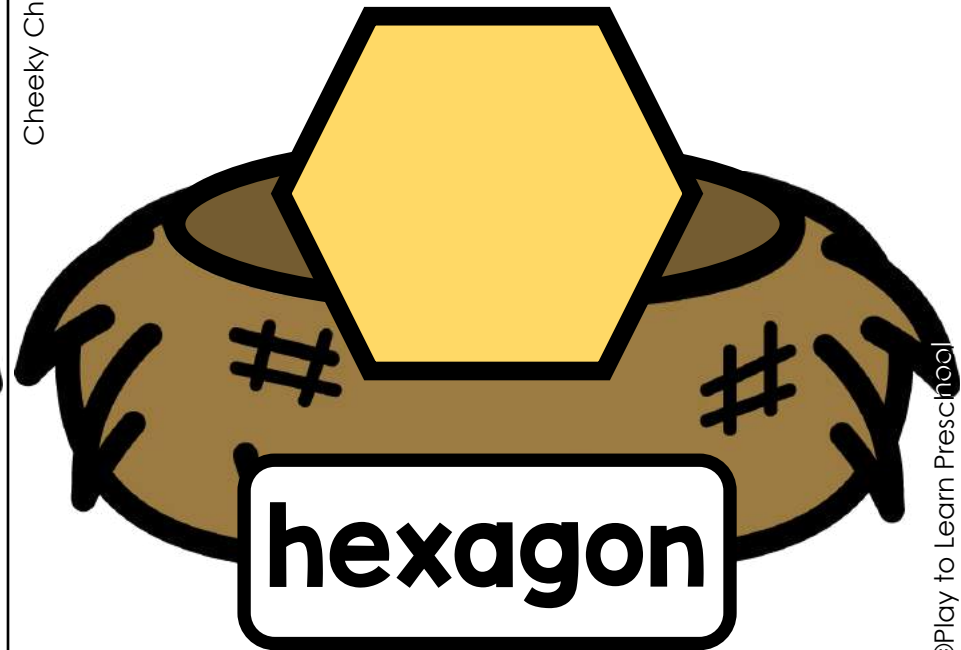
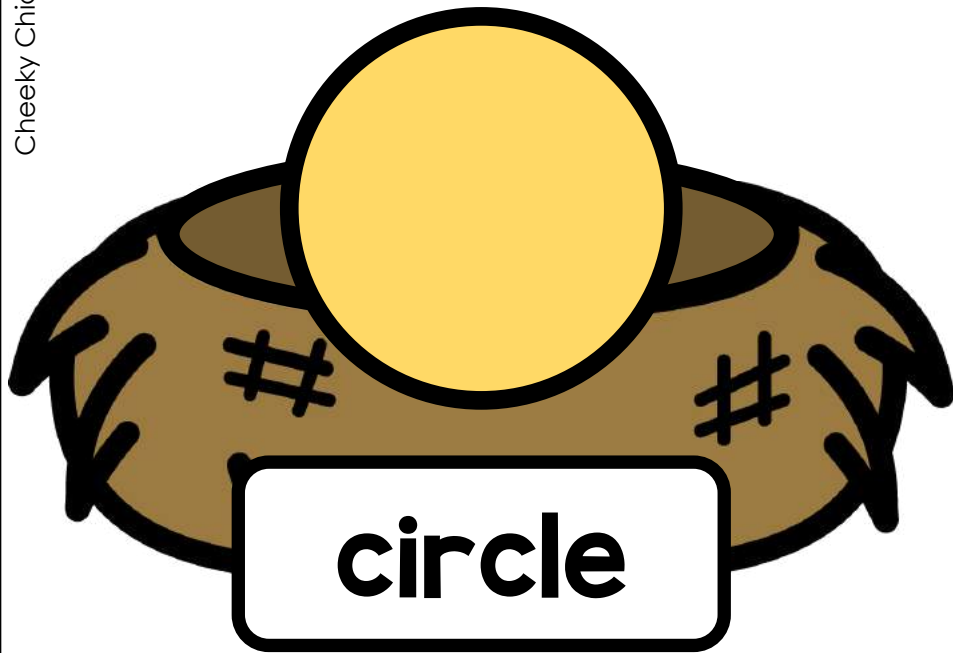
Cheeky little chick,
Where did you go?



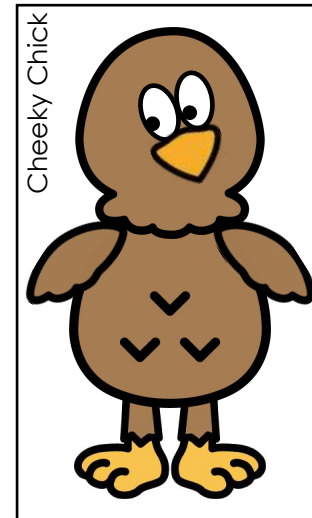
Pick a shape.
Let's look below!







Cut out this chick



What Do Turkeys Eat?

Insects and Fruit

Day 4
lesson
plans

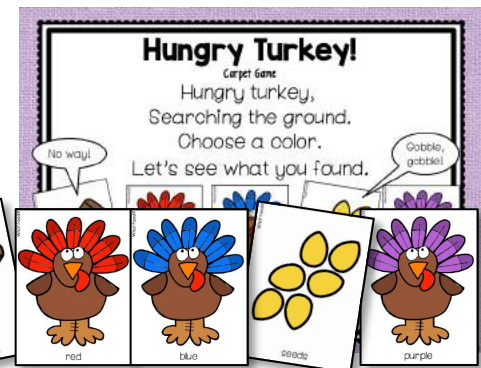
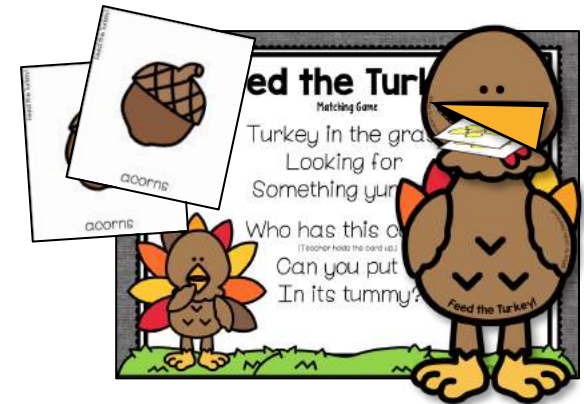
Turkeys are omnivores, meaning they eat plants and animals. They have gizzards inside them that grind up hard things like nuts. They also eat bugs, berries, seeds, grass, leaves, and some small reptiles.

Objectives:

- The students will share and take turns with others.
- The students will compare objects.

Activities:

1. Show the real picture of things turkeys like to eat and ask if humans eat the same things.
2. Play the "Feed the Turkey" matching game. Use directions on the turkey page to assemble the game. Pass one card to each student then create a card deck with the other set. Teacher takes a card from the deck and reads the poem looking for the match. The student with the matching cards reads the food, then takes both cards and "feeds" the turkey.
3. Play the "Hungry Turkey" game. Print the cards then glue the food cards to the back of the colored turkey cards. Laminate if desired. Read the poem, then a student chooses a color and flips the card over. If it is a food turkeys eat, all of the students flap their arms and say, "Gobble, gobble." If it is not a food turkeys eat, students shake their finger and say, "No way!"



Extension Idea: Create a turkey food memory tray with 5-8 items. Label each item as they are placed on a tray. Plastic toy fruit, bugs, frogs, and caterpillars can be used. Students cover their eyes as one item is taken away. The students open their eyes and take turns guessing which item is missing.

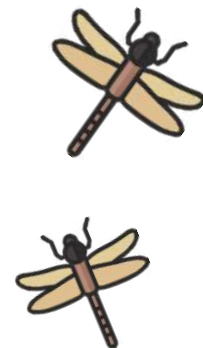
Turkeys eat a variety of foods such as bugs, nuts, fruit, grass, and leaves.



Feed the Turkey!

Matching Game

Turkey in the grass
Looking for
Something yummy.

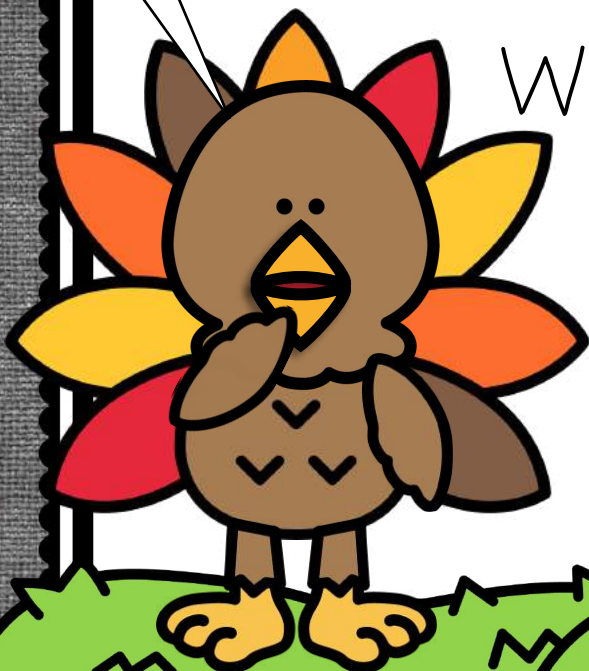


Feed
me!

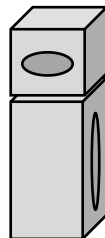
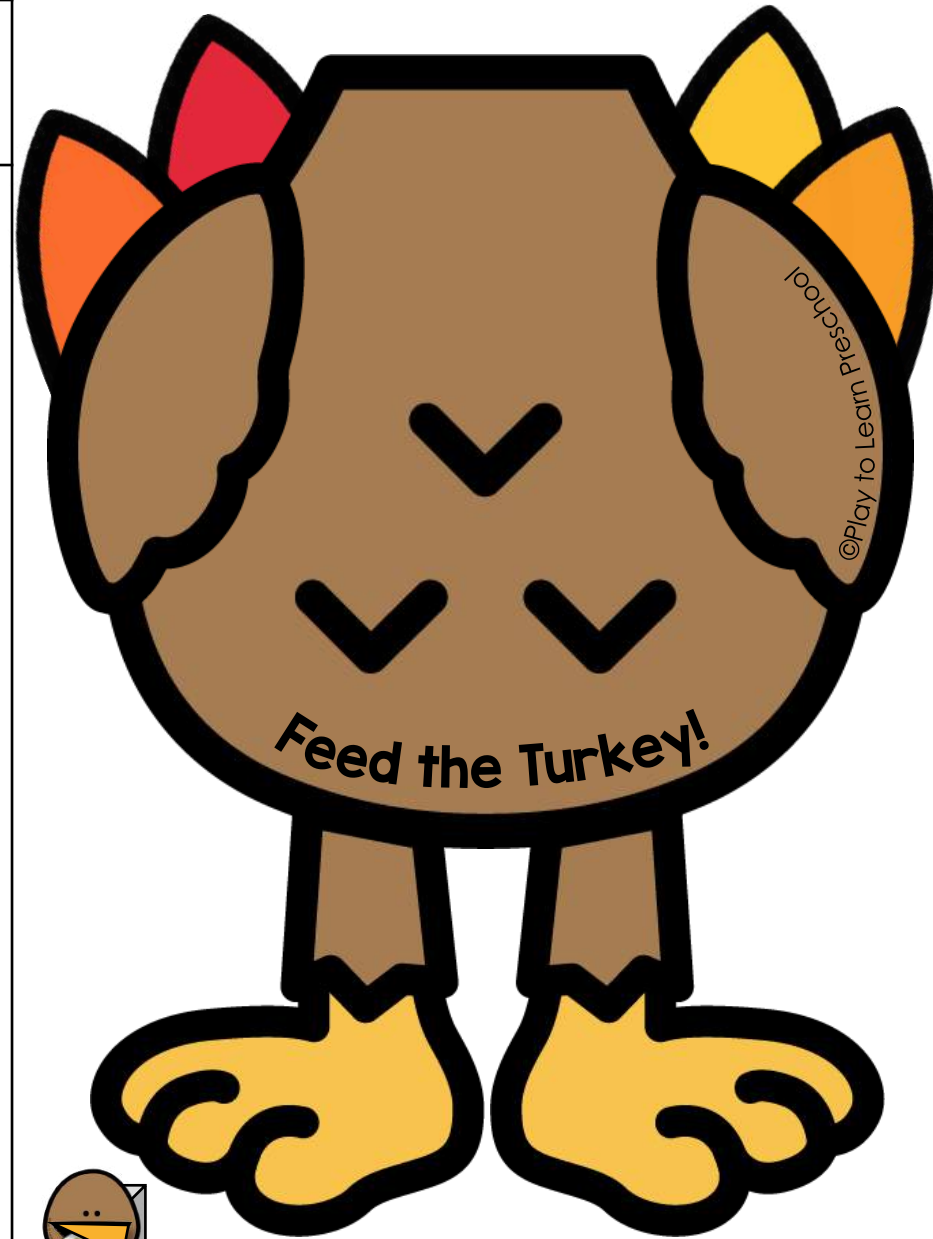
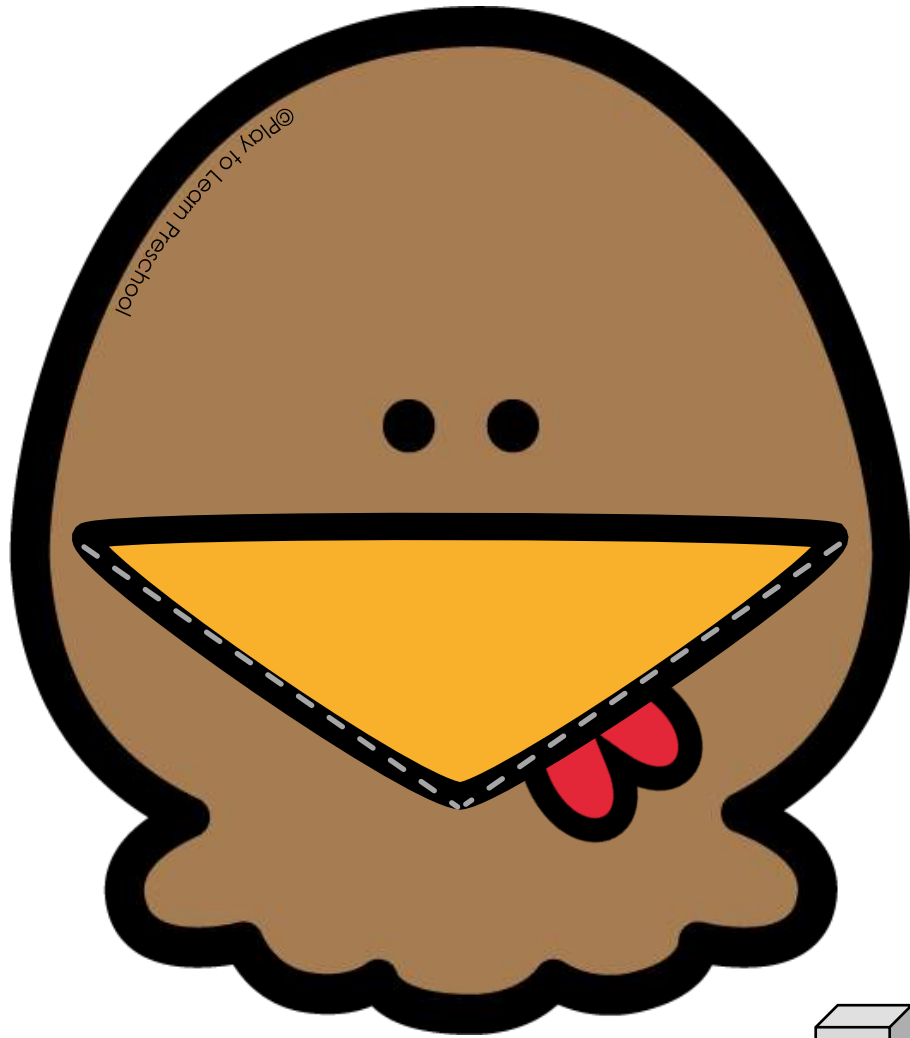
Who has this card?

(Teacher holds the card up.)

Can you put it
In its tummy?



Feed the Turkey!



Mounted to
tissue boxes.

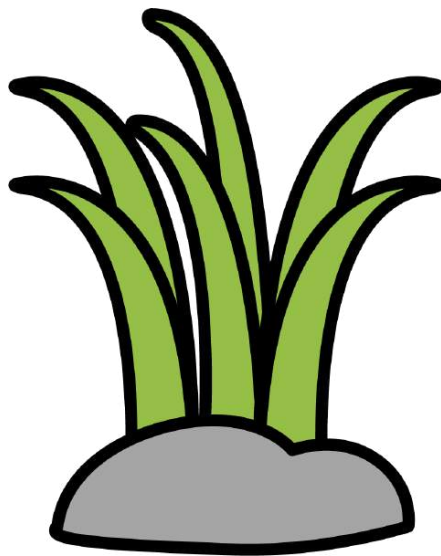
Print, mat, laminate, and cut the picture cards as desired. Print the turkey face and body on cardstock then cut out face, body, and lines for beak. Glue empty square and rectangular tissue boxes together. Line up the turkey mouth to the oval opening of the square tissue box and glue in place. Affix turkey body to the long side of the rectangular tissue box.

Feed the Turkey!



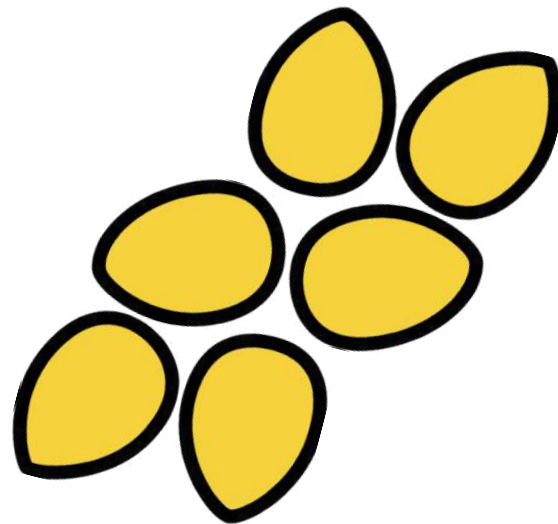
leaves

Feed the Turkey!



grass

Feed the Turkey!



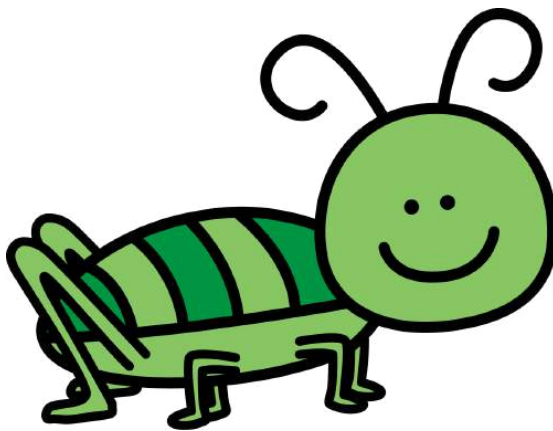
seeds

Feed the Turkey!



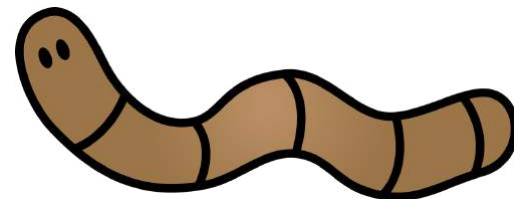
blueberries

Feed the Turkey!



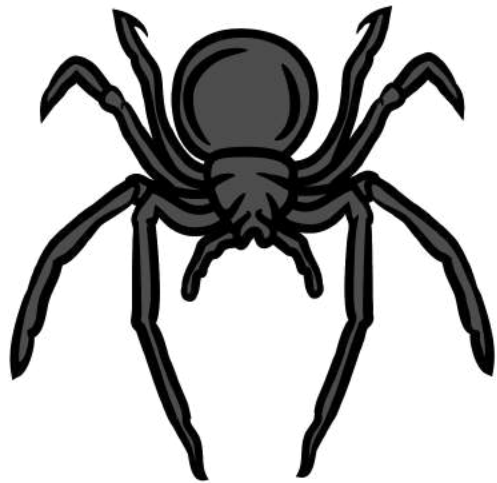
grasshopper

Feed the Turkey!



worm

Feed the Turkey!



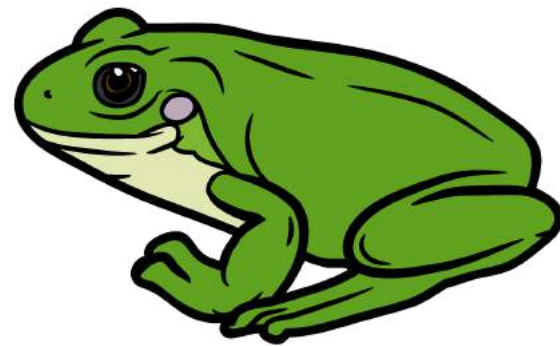
spider

Feed the Turkey!



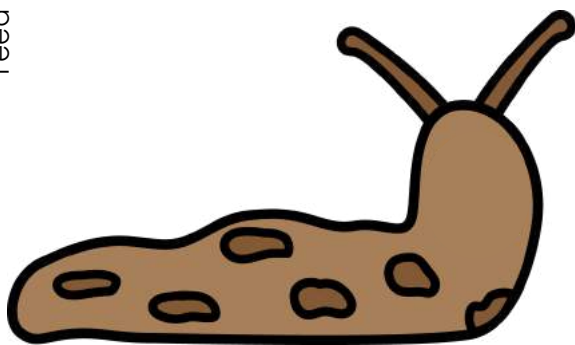
acorns

Feed the Turkey!



frog

Feed the Turkey!



slug

Feed the Turkey!



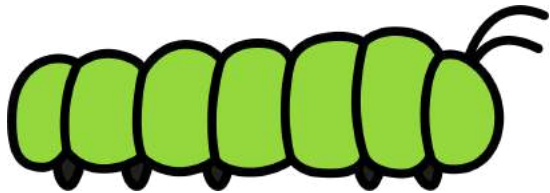
beetle

Feed the Turkey!



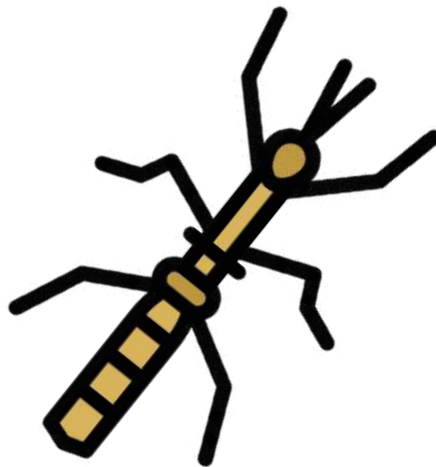
snail

Feed the Turkey!



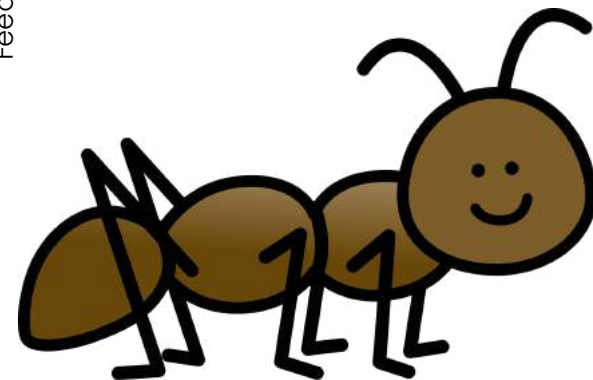
caterpillar

Feed the Turkey!



walking-stick

Feed the Turkey!



ant

Feed the Turkey!



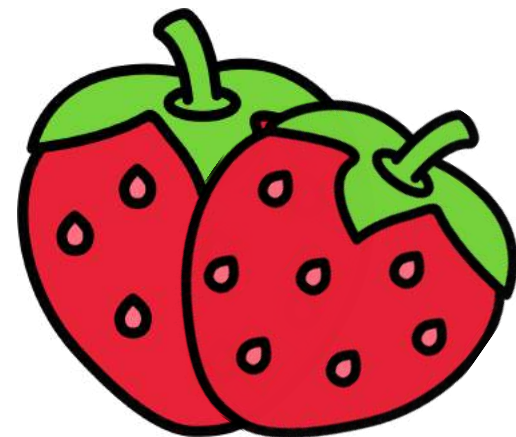
nuts

Feed the Turkey!



dragonfly

Feed the Turkey!



strawberries

Hungry Turkey!

Interactive poem

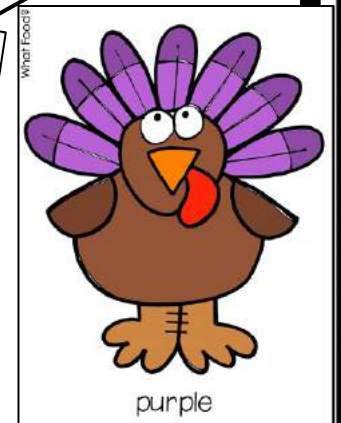
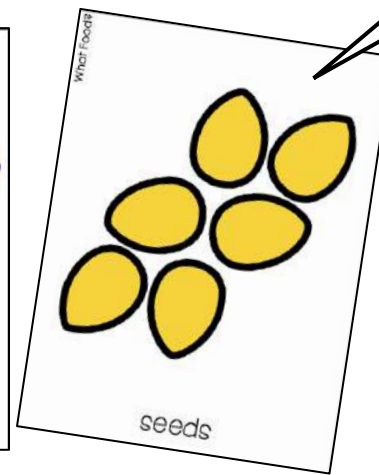
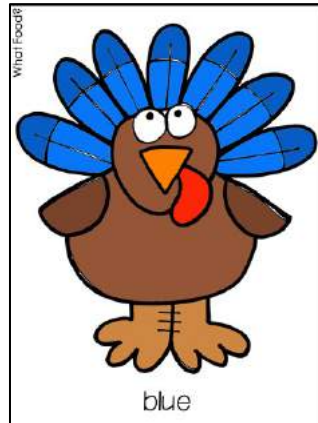
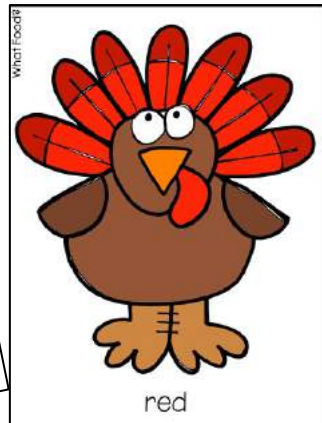
Hungry turkey,
Searching the ground.

Choose a color.

Let's see what you found.

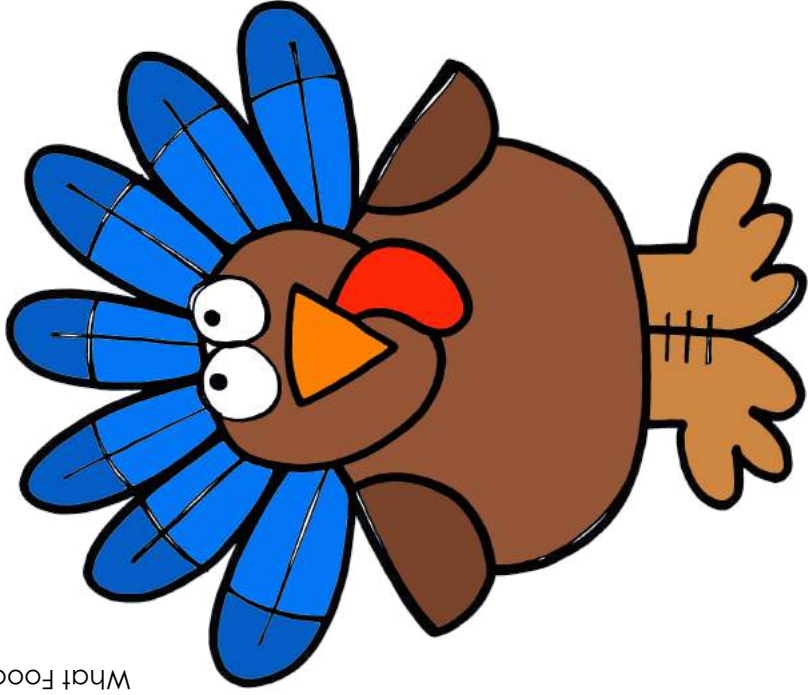
No way!

Gobble,
gobble!

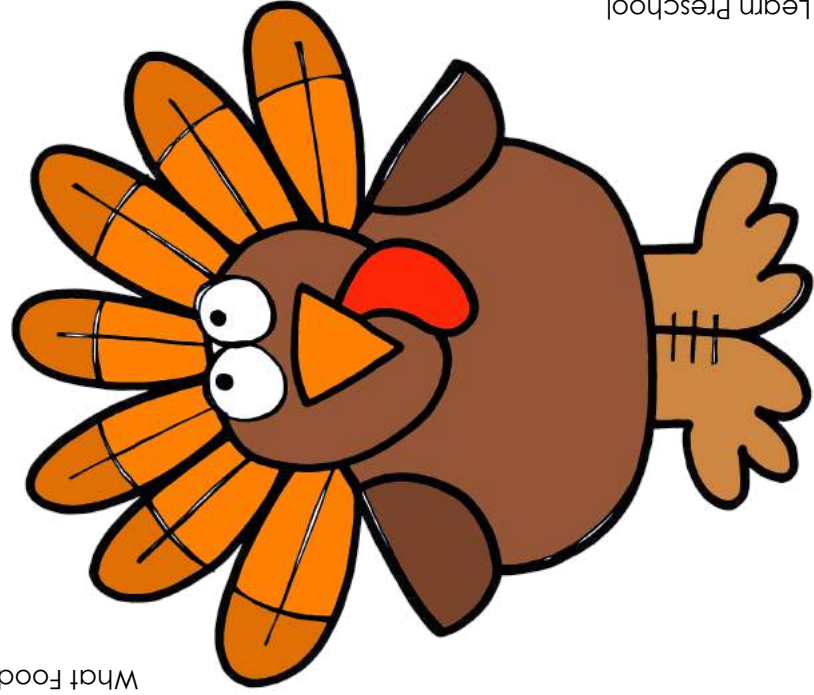


Will the turkey eat it?

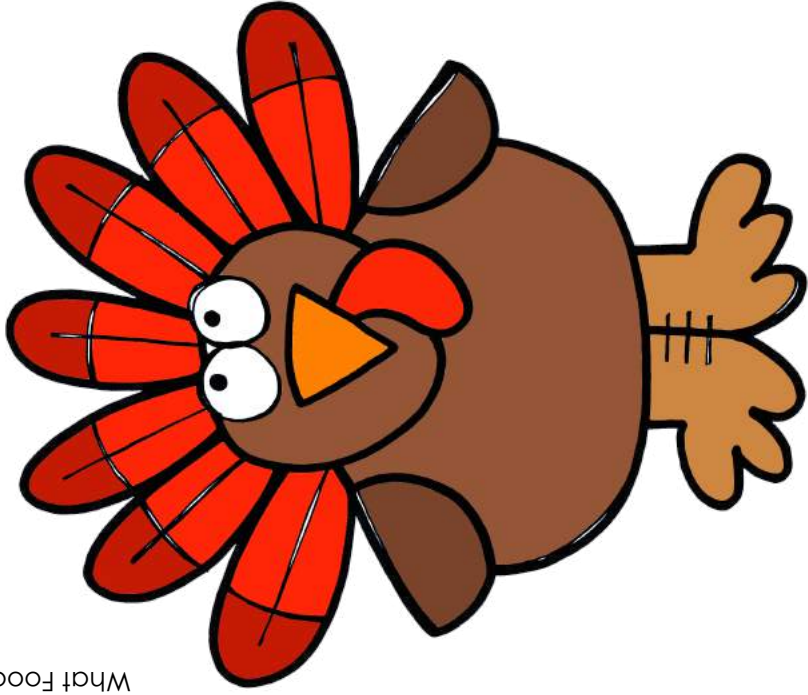
(Yes – flap your wings and say “Gobble, gobble!” No – wag your finger and say “No way!”)



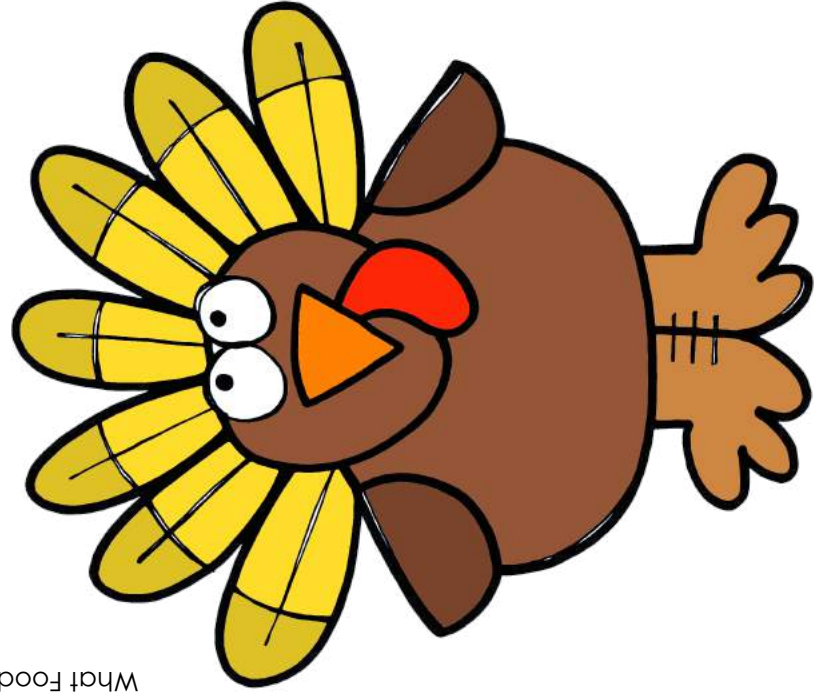
blue



orange



red



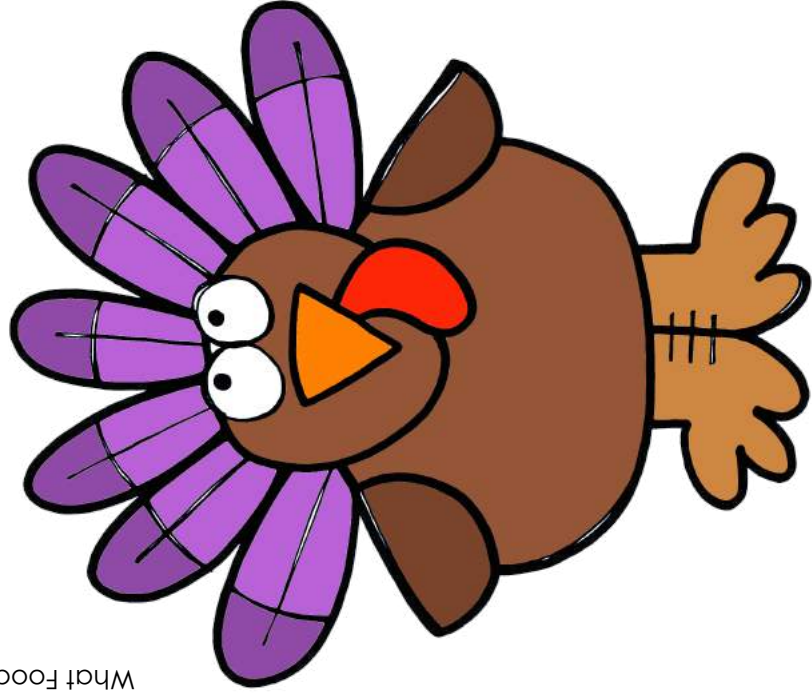
yellow

What Food?

What Food?

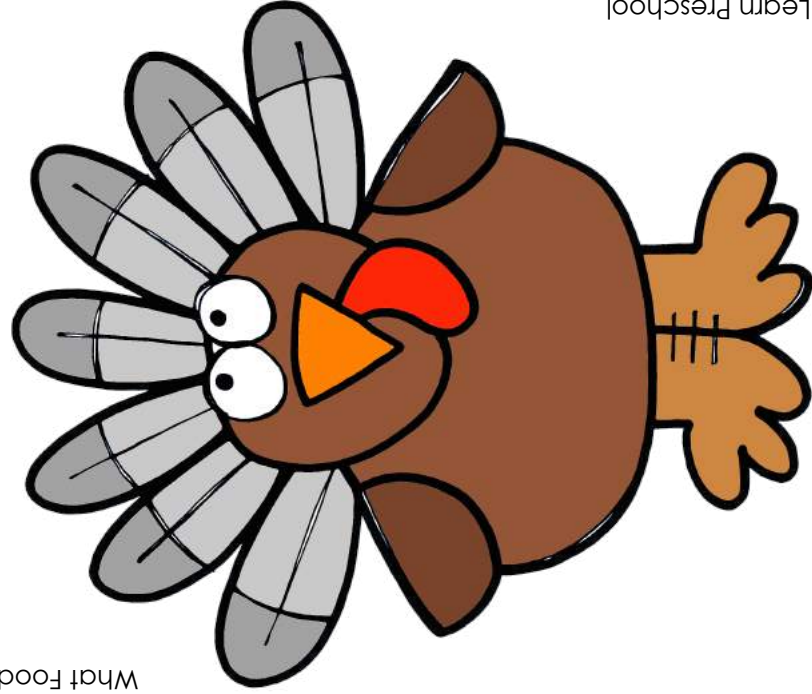
What Food?

What Food?



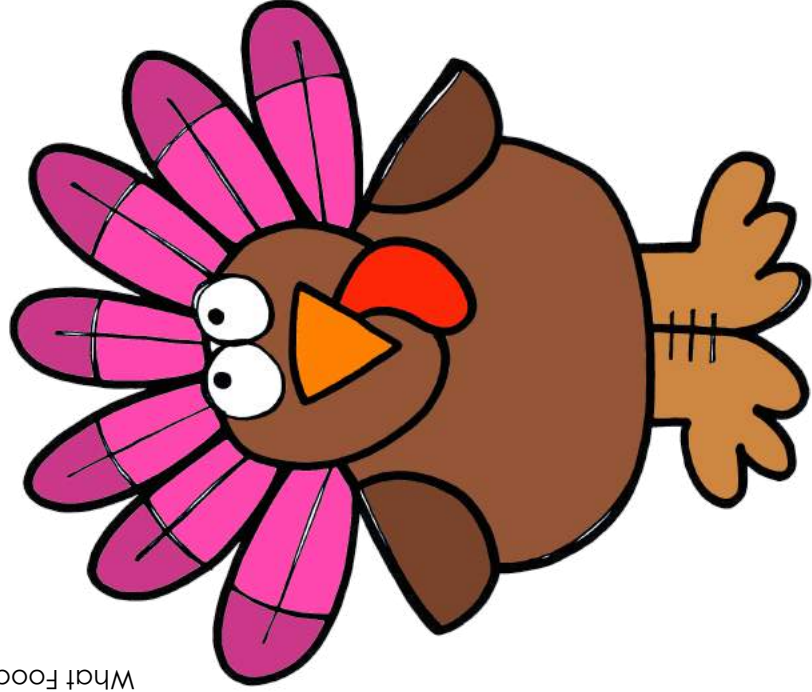
purple

What Food?



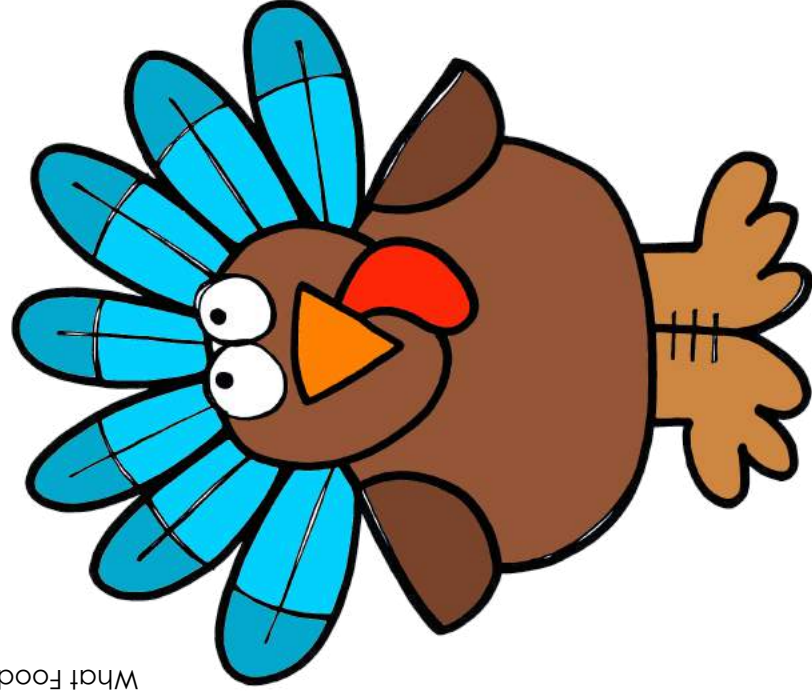
grey

What Food?



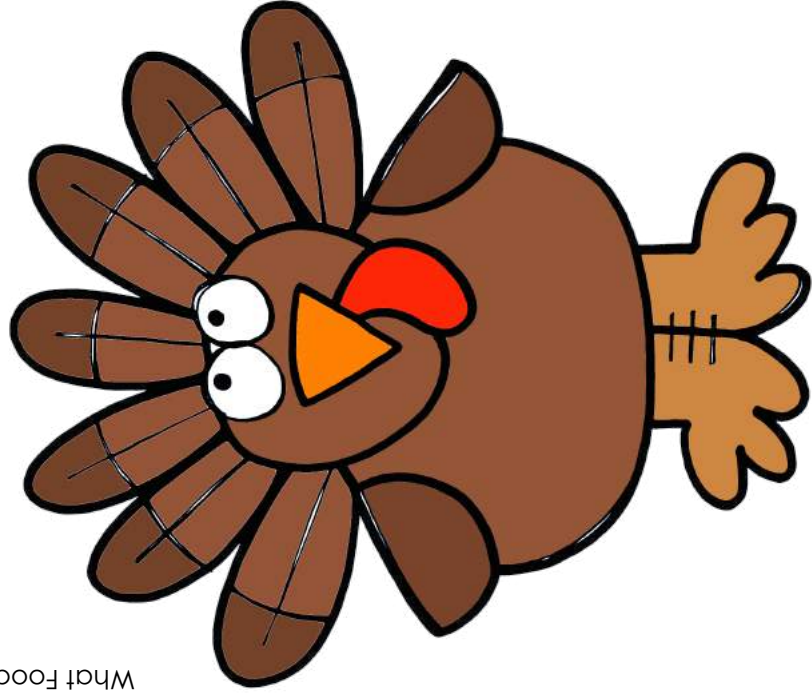
pink

What Food?



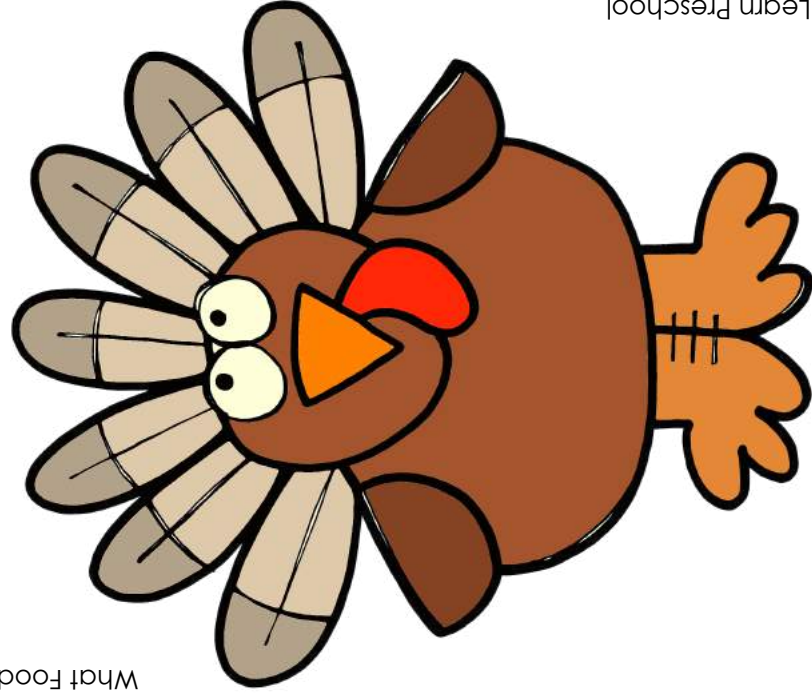
turquoise

What Food?



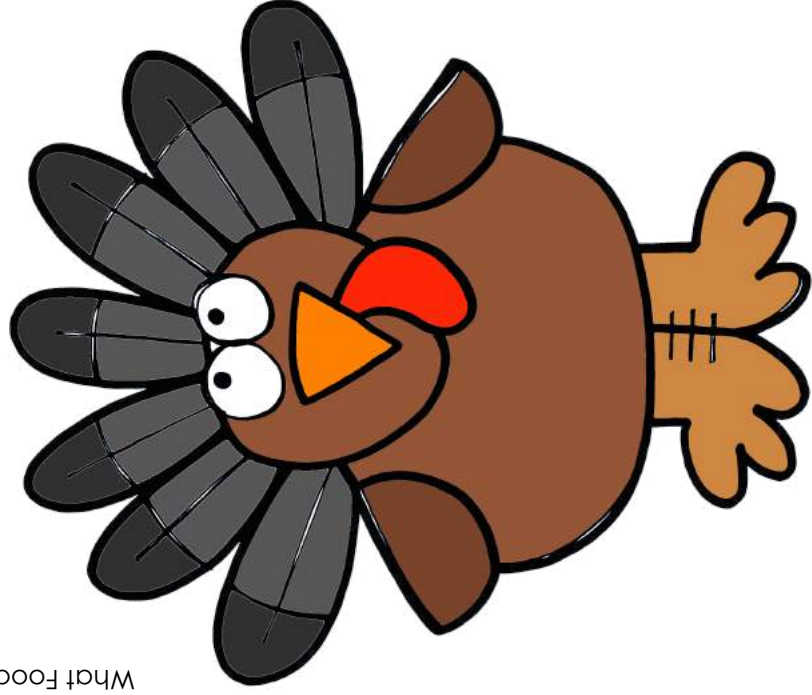
brown

What Food?



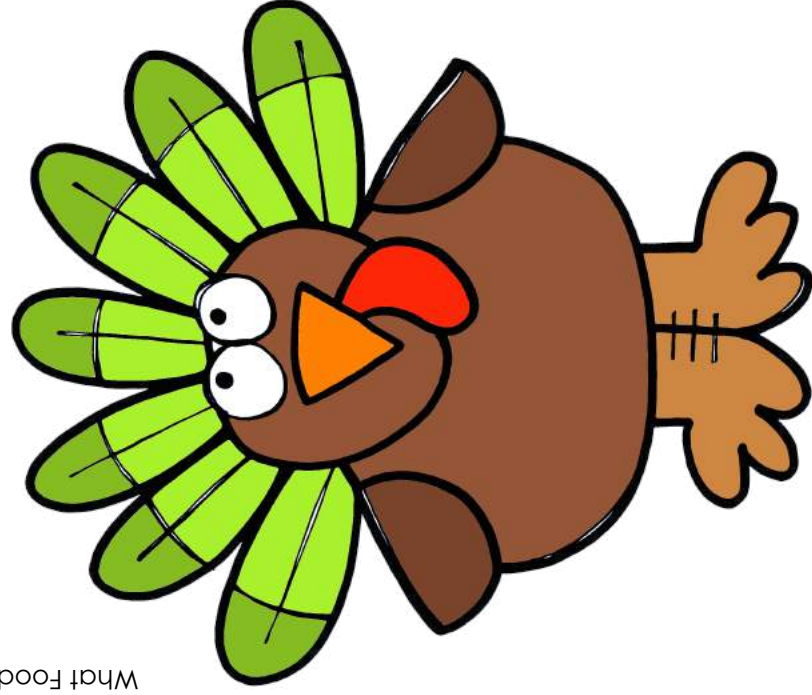
tan

What Food?



black

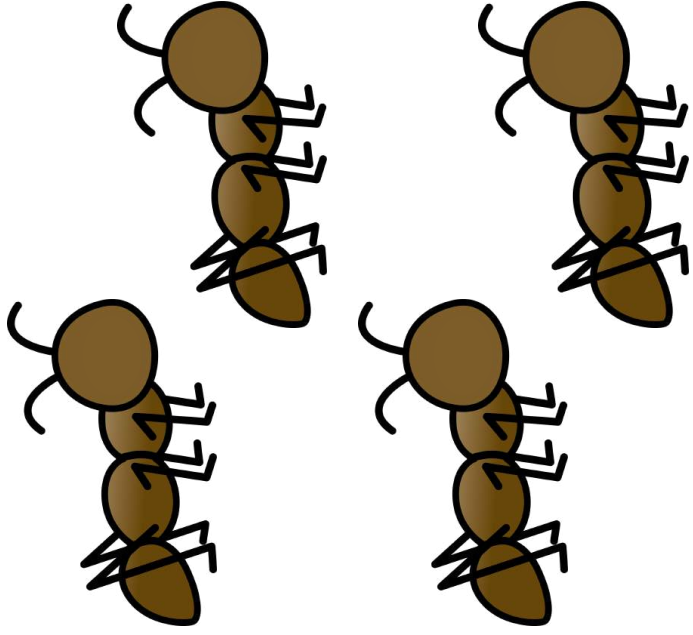
What Food?



green

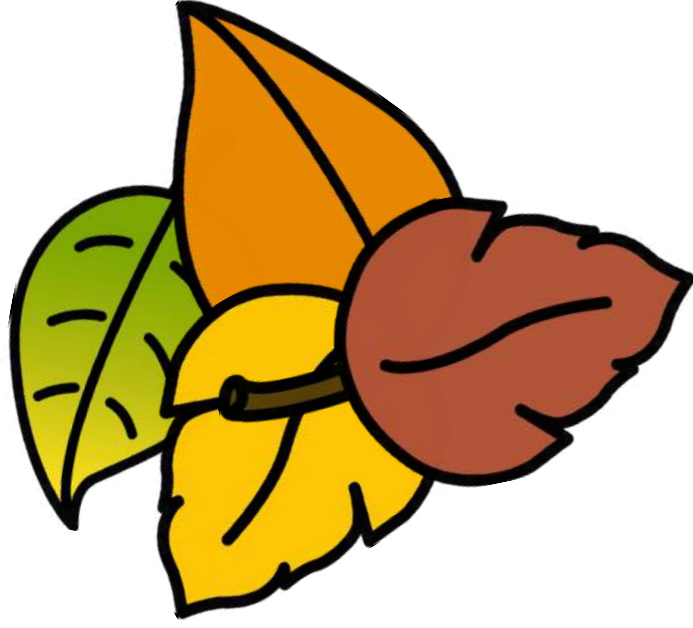
What Food?

What Food?



ants

What Food?



leaves

What Food?



worms

What Food?



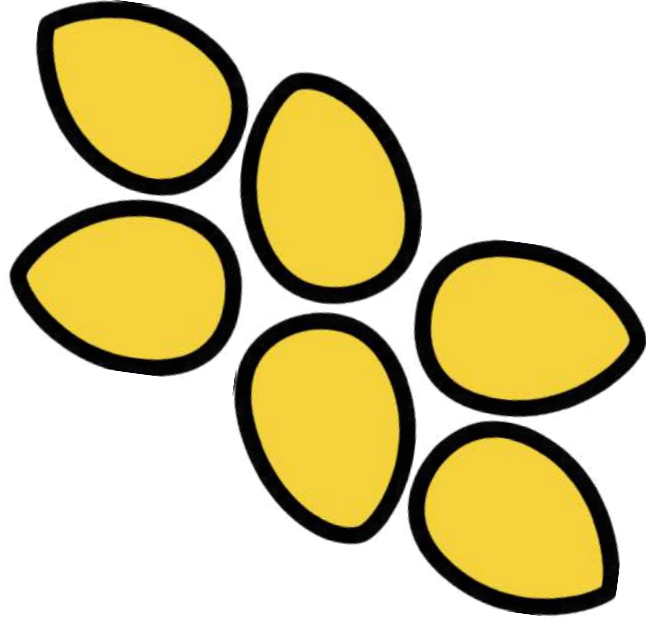
candy bars

What Food?



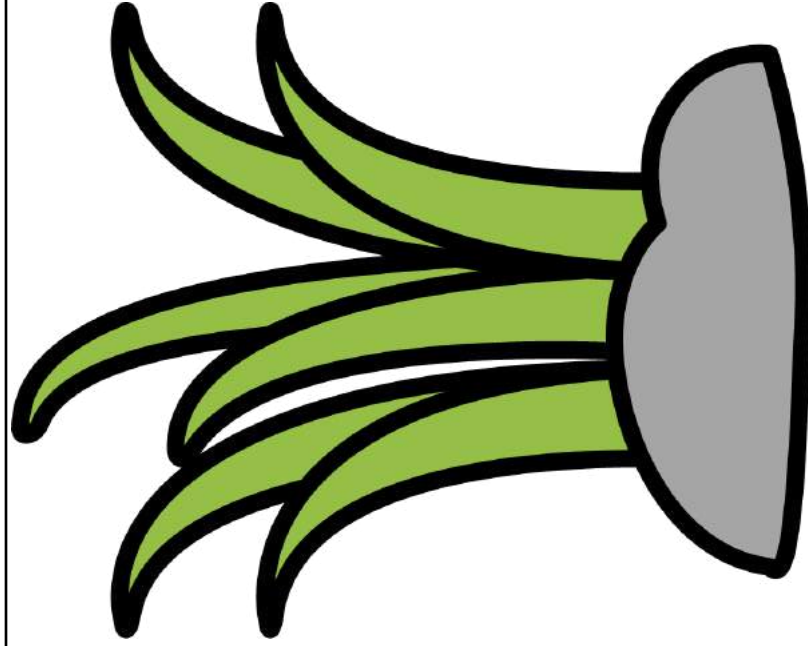
cake

What Food?



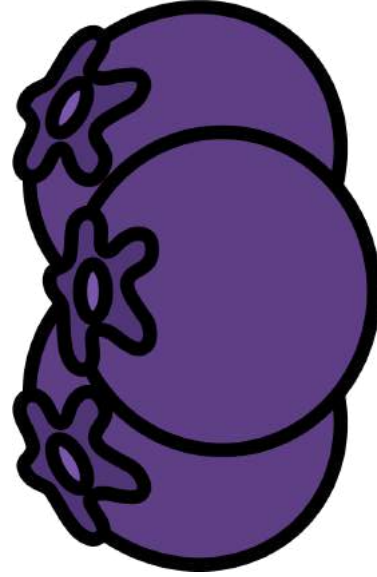
seeds

What Food?



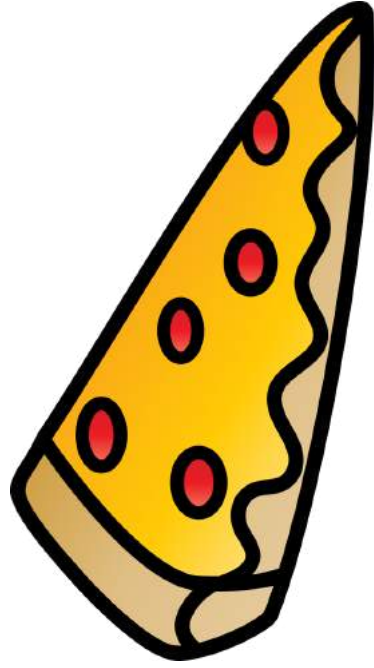
grass

What Food?



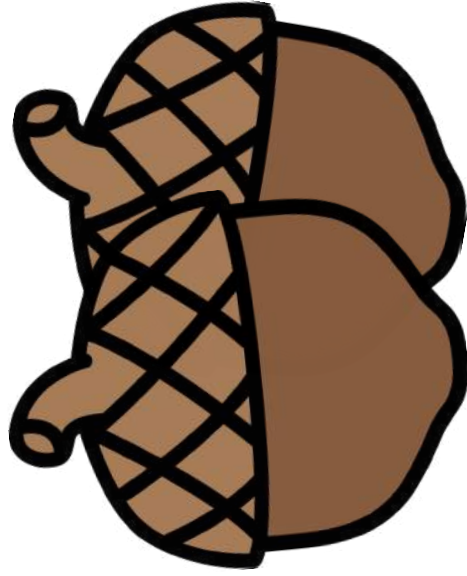
blueberries

What Food?



pizza

What Food?



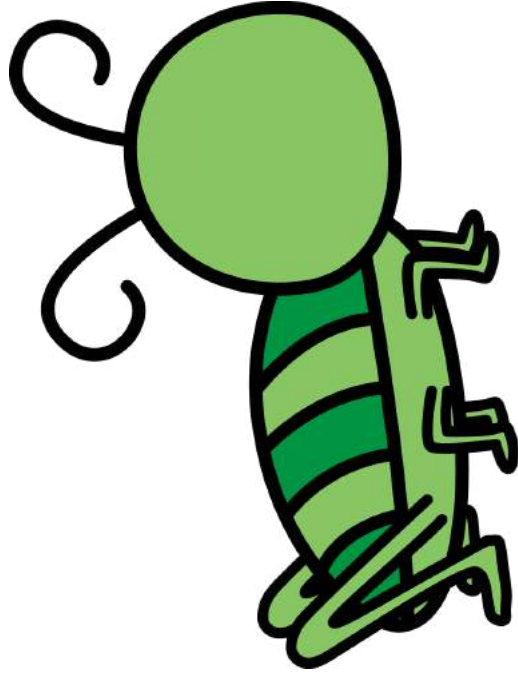
acorns

What Food?



nachos

What Food?



grasshopper

Conclusion

What do we know?

Day 5
lesson
plans

To conclude the unit, play a riddle game about turkeys and read a concept of word poem together.

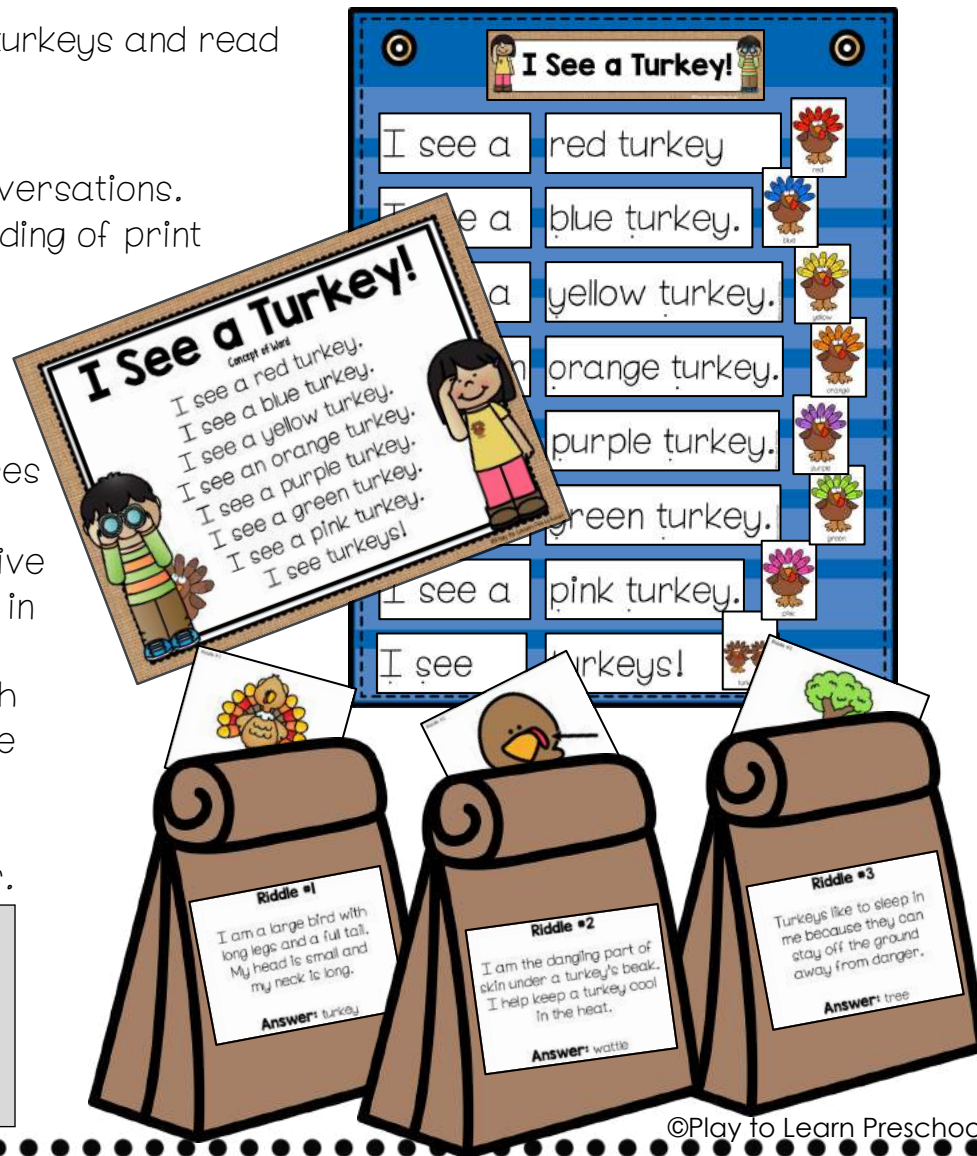
Objectives:

- The students will actively participate in conversations.
- The students will demonstrate an understanding of print concepts.

Activities:

1. Create the riddle bags. Place small plastic toys inside each bag and attach the riddle. (As an alternative, you can print the pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. Students guess which item is in the bag and then check inside.
2. Read the poem "I See a Turkey!" Add each of the sentences to a pocket chart. Use the picture cards to help emergent readers remember each line. Consider using a long turkey feather as a pointer for the reader.

Extension Idea: Make turkey headbands by cutting strips of brown construction paper (+/- 16"x2") and paper feathers. Students fringe the feathers using small cuts with scissors. Tape or staple the headband together to the size of the student's head.



Riddle #1

I am a large bird with long legs and a full tail. My head is small and my neck is long.

Answer: turkey

Riddle #2

I am the dangling part of skin under a turkey's beak. I help keep a turkey cool in the heat.

Answer: wattle

Riddle #3

Turkeys like to sleep in me because they can stay off the ground, away from danger.

Answer: tree

Riddle #4

We are crawling, flying things that turkeys like to eat.

Answer: bugs

Riddle #5

We are on the sides of turkeys and can turkeys fly short distances.

Answer: wings

Riddle #6

Turkeys like to eat this green plant because it is easy to reach on the ground.

Answer: grass

Riddle #7

Turkeys are covered in these things. They can be red, green, copper and gold.

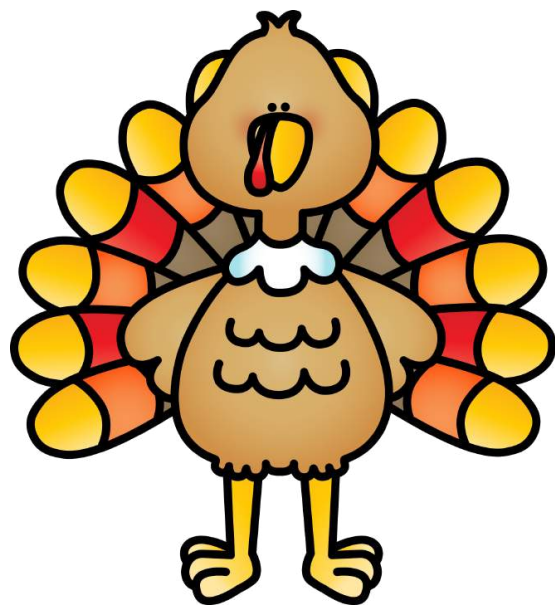
Answer: feathers

Riddle #8

Oak trees drop these to the ground and turkeys gobble them up!

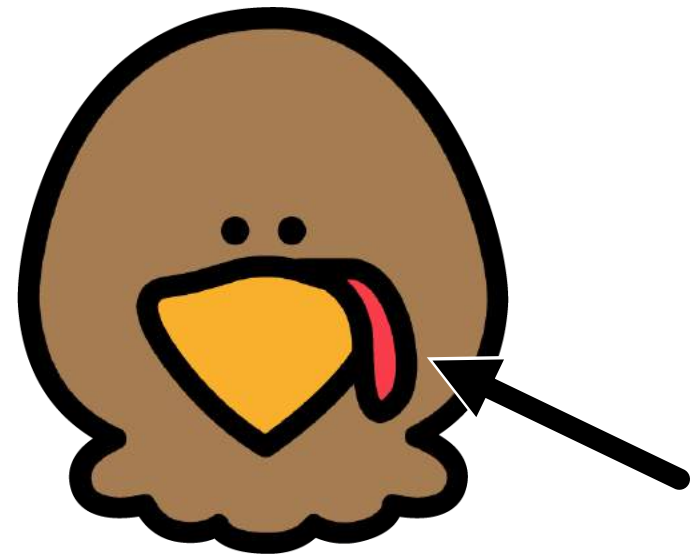
Answer: acorns

Riddle #1



turkey

Riddle #2



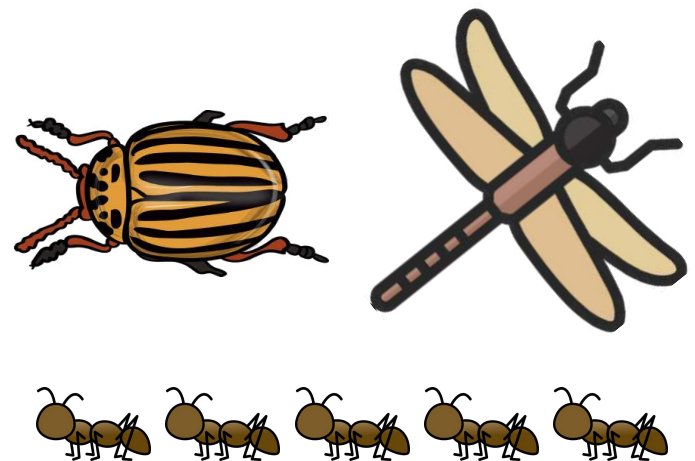
wattle

Riddle #3



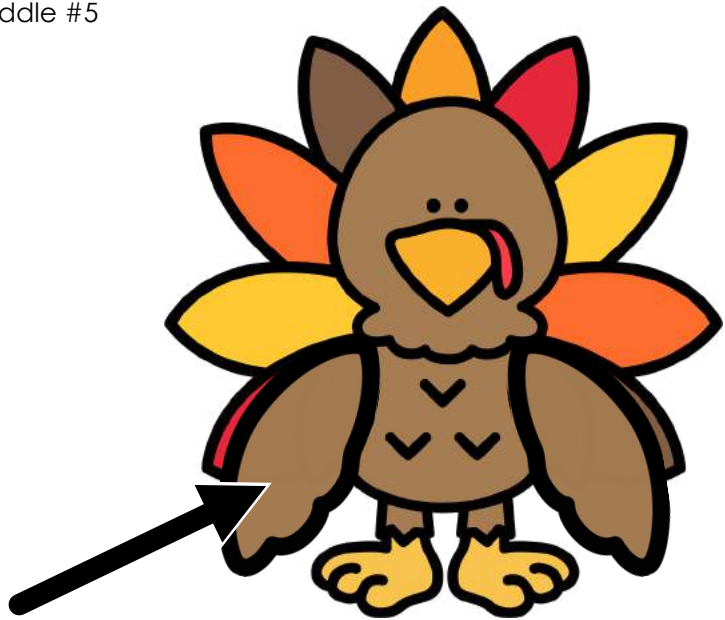
tree

Riddle #4



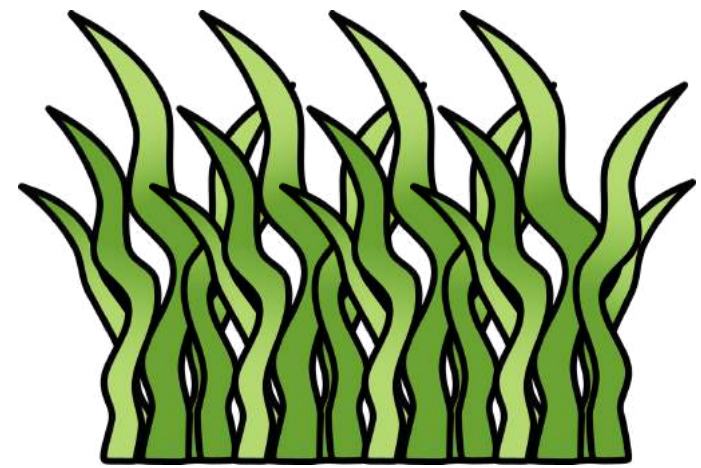
bugs

Riddle #5



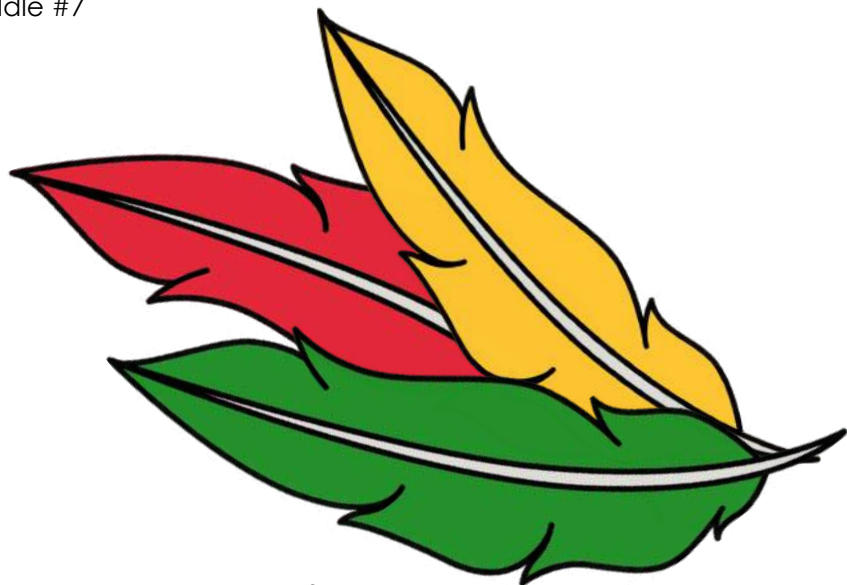
wings

Riddle #6



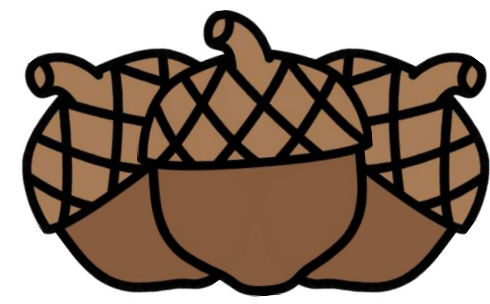
grass

Riddle #7



feathers

Riddle #8



acorns

I See a Turkey!

Concept of Word

I see a red turkey.

I see a blue turkey.

I see a yellow turkey.

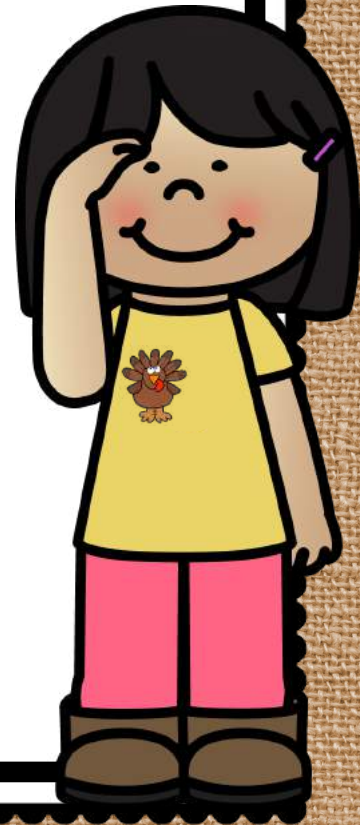
I see an orange turkey.

I see a purple turkey.

I see a green turkey.

I see a pink turkey.

I see turkeys!



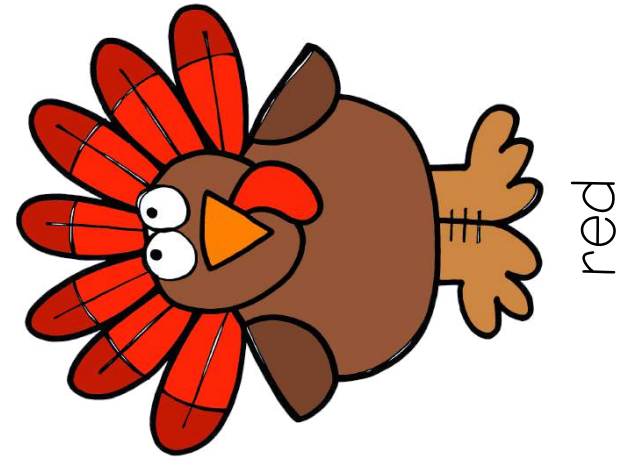


I See a Turkey!



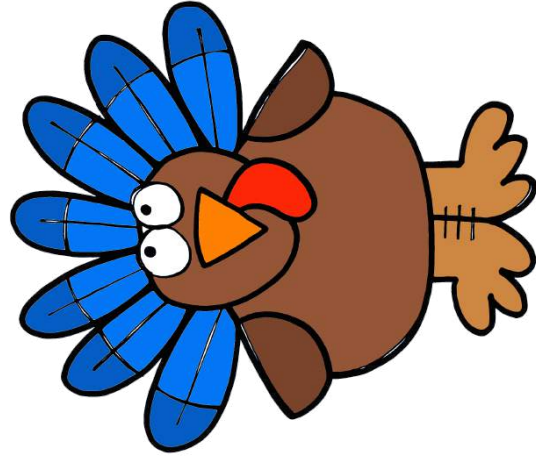
©Play To Learn Preschool

I see a



red turkey.

I see a

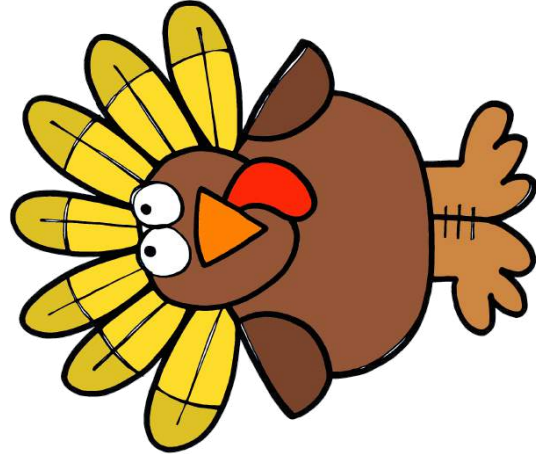


blue

blue turkey.

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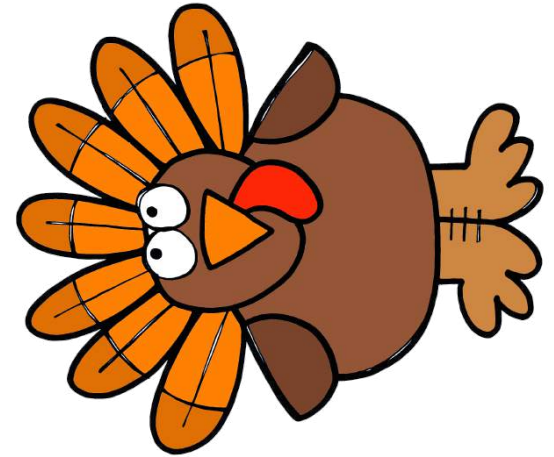
I see a



yellow

yellow turkey.

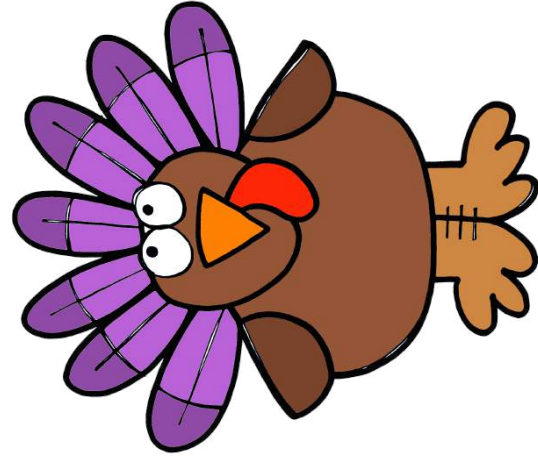
I see an



orange

orange turkey.

I see a

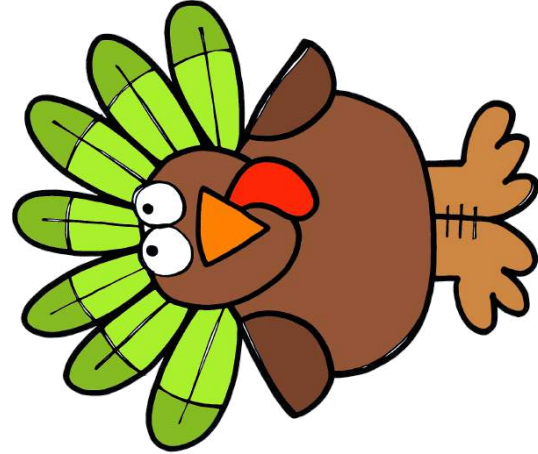


purple

purple turkey.

©Play to Learn Preschool

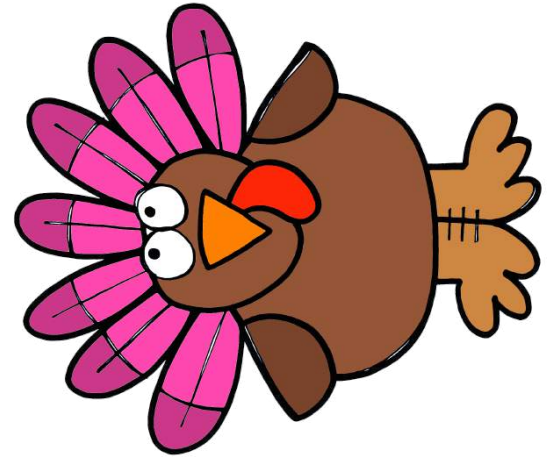
I see a



green

green turkey.

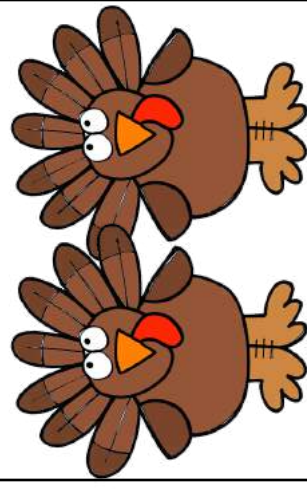
I see a



pink

pink turkey.

I see



turkeys

turkeys!

Centers

- Line Tracing
- Cutting Practice
- Visual Discrimination
- Feather Counting
- Color Matching

Line Tracing

Literacy Center

Objective: The students will use tools for writing and drawing.

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

Trace the lines.

Name: _____

Use scissors to cut the dotted lines.

Cutting Practice

Fine Motor Center

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

Preparation: Print and laminate these cutting practice pages. Provide safety scissors.

Name: _____

Use scissors to cut the dotted lines.

Visual Discrimination

Literacy Center

Objectives: The students will compare objects.

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

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

"Which One is Different?"

Which picture is different?

Color Matching

Math Center

File Folder Game

Objective: The students will observe and recognize colors.

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

Procedure: Students will place the colored egg to the matching colored turkey.

Color Matching

red blue yellow green purple orange pink turquoise

Feather Counting

Math Center

Objectives: The students will identify numbers.

Preparation: Copy the pictures and cut apart on the dotted line. Glue down the top part of the card inside a file folder. Laminate the lower half of the cards. Provide a number line for additional support.

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

Number Order

Turkey Feathers

Number Order

Line Tracing

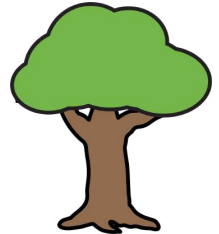
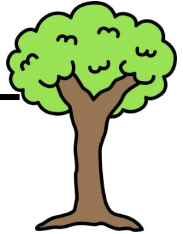
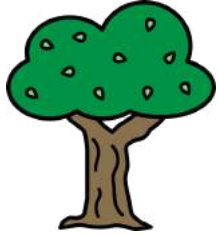
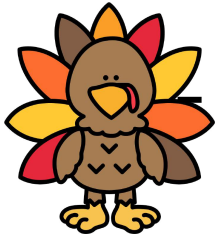
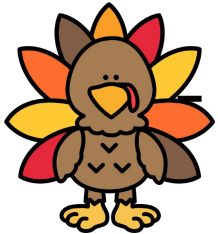
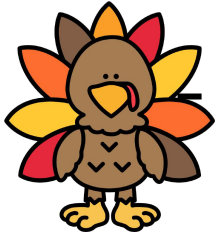
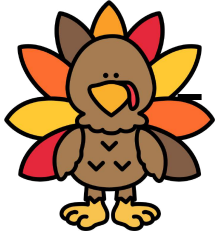
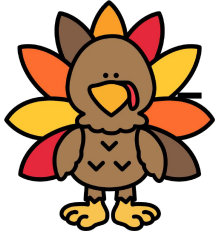
Objective: The students will use tools for writing and drawing.

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

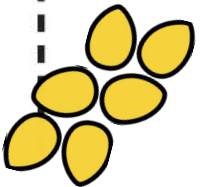
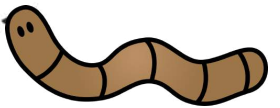
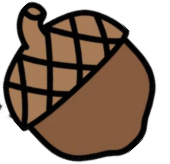
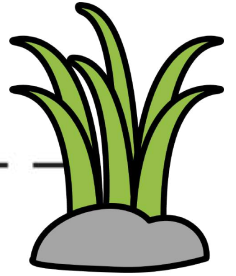


Procedure: The students will trace the dotted lines from left to right to practice fine motor skills.

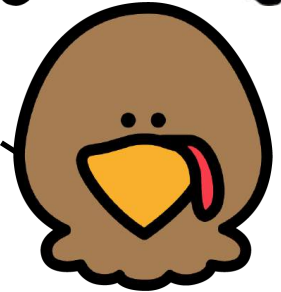
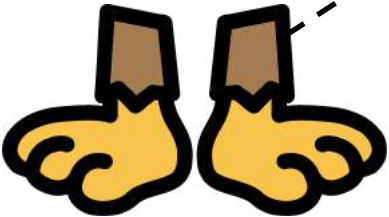
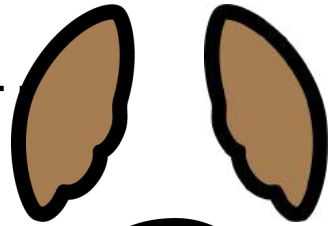
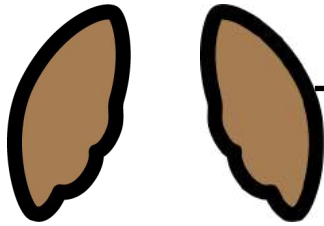
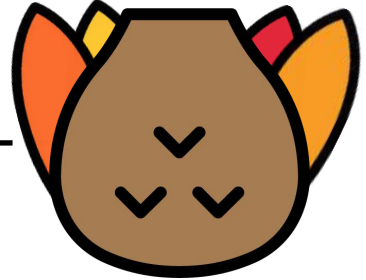
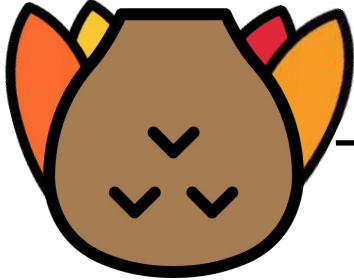
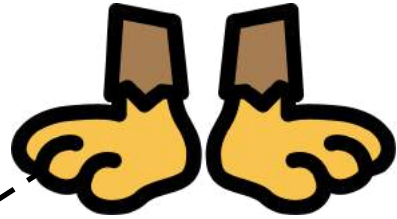
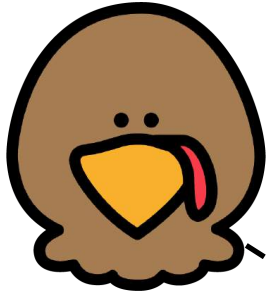
Trace the lines.



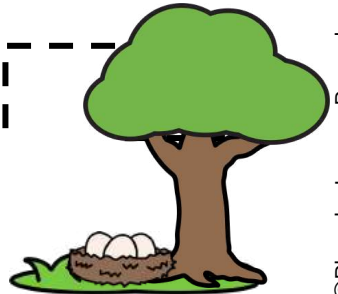
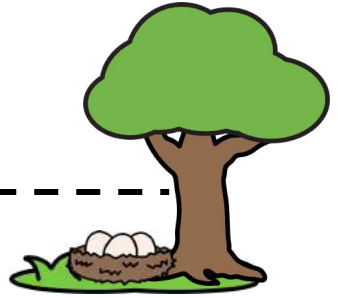
Trace the lines. 



Trace the lines. 



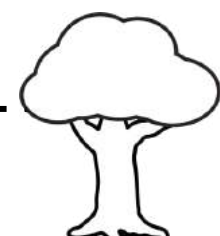
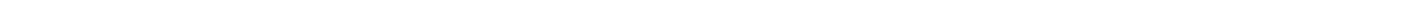
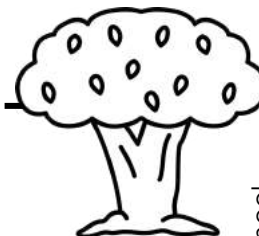
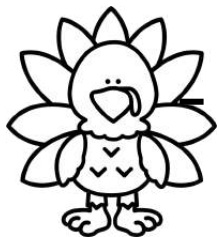
Trace the lines. 



Name _____



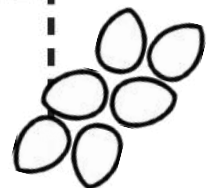
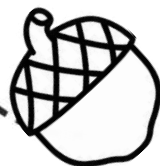
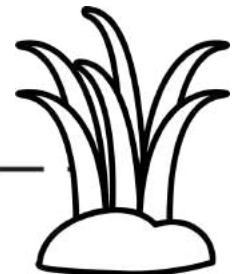
Trace the lines from left to right.



Name _____



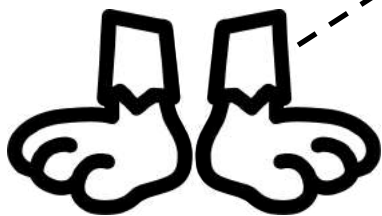
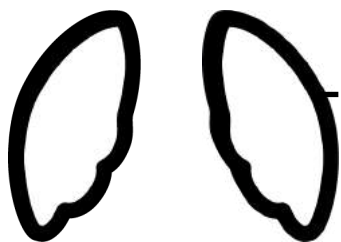
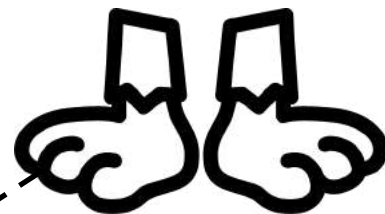
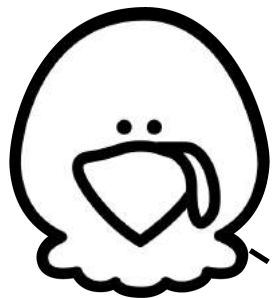
Trace the lines from left to right.



Name _____



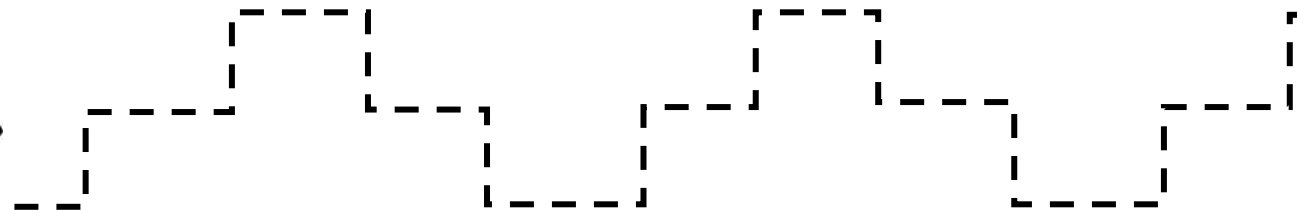
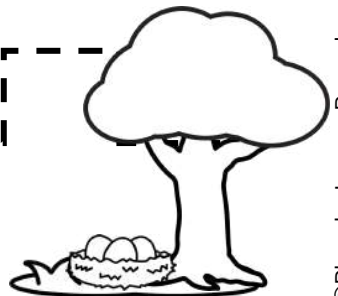
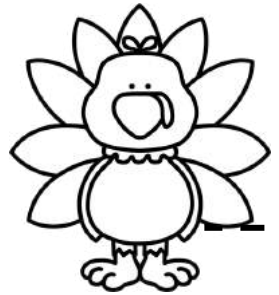
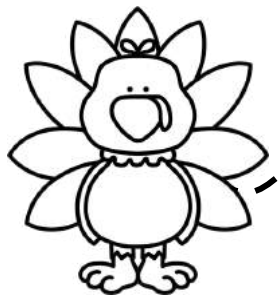
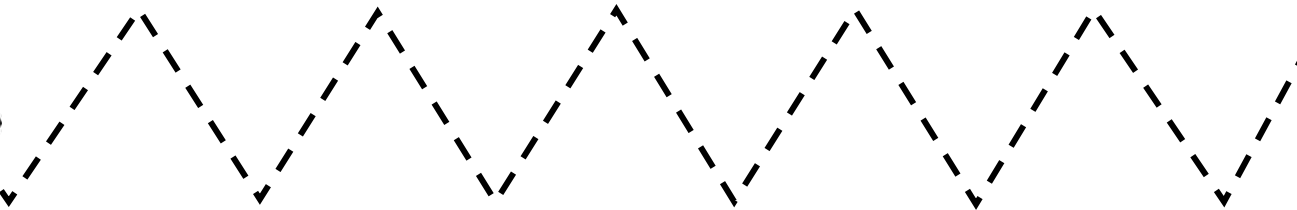
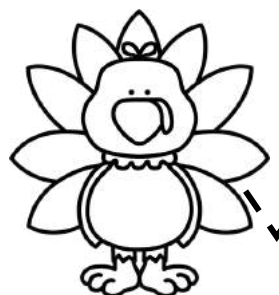
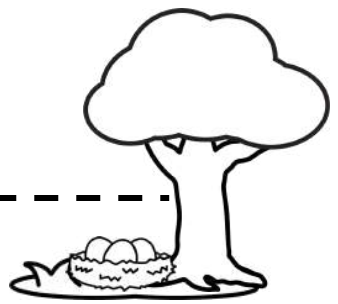
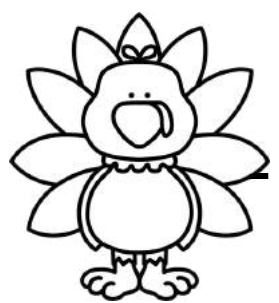
Trace the lines from left to right.



Name _____

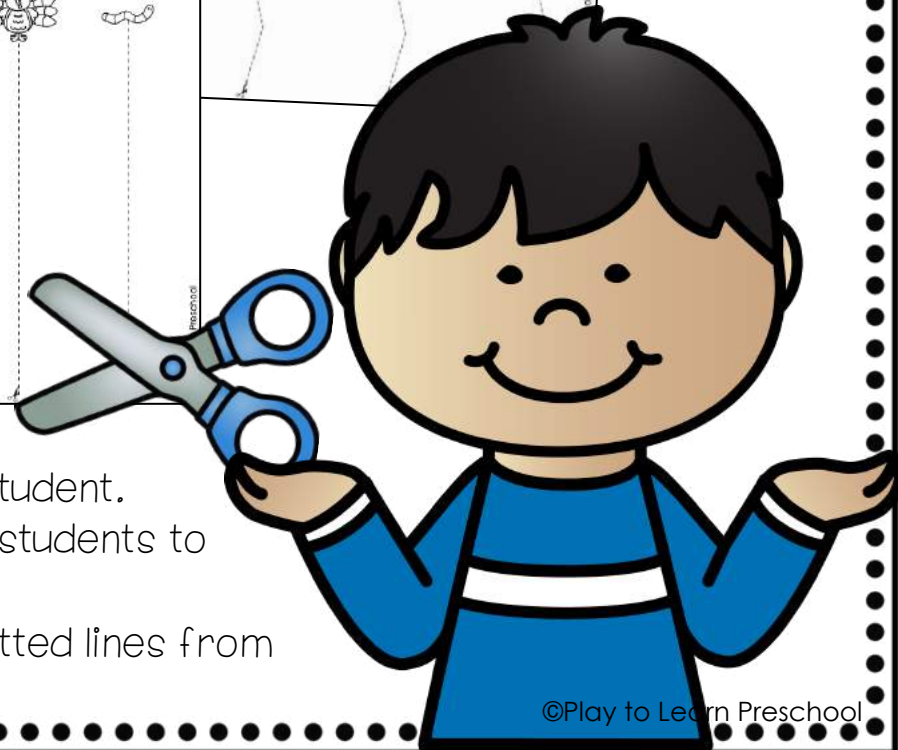
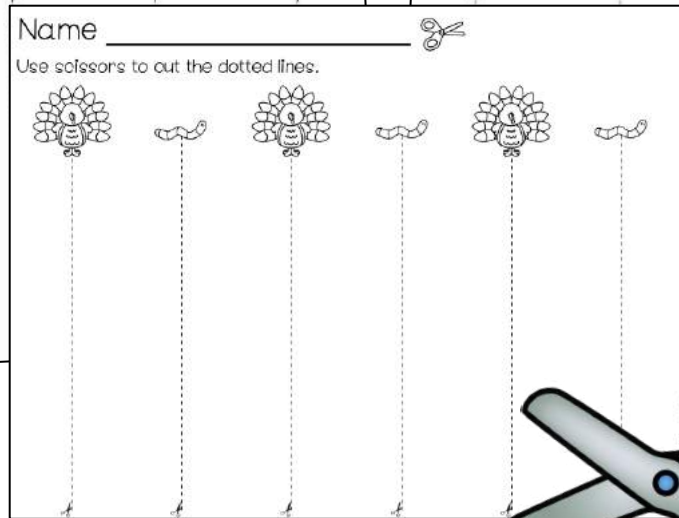
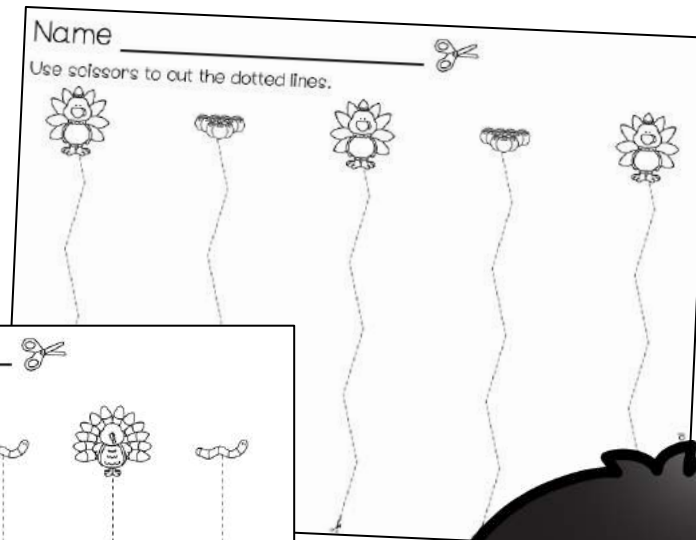
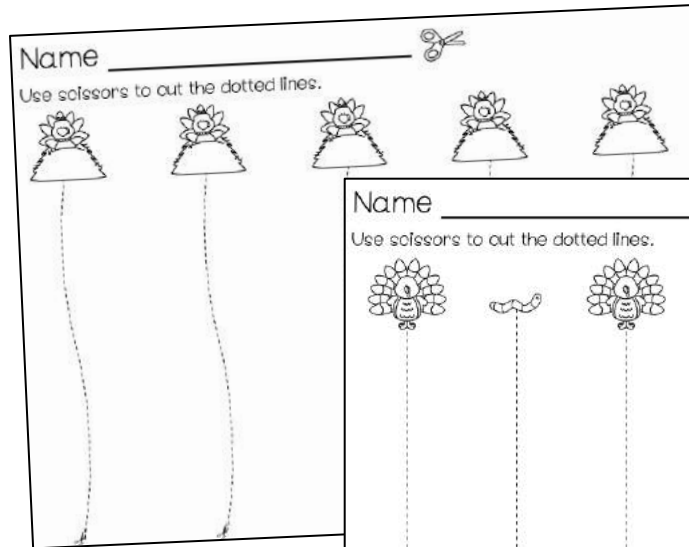


Trace the lines from left to right.



Cutting Practice

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



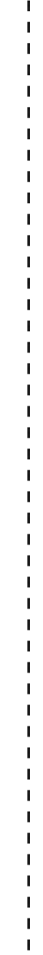
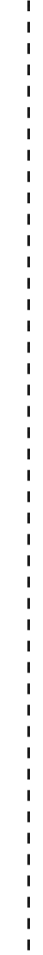
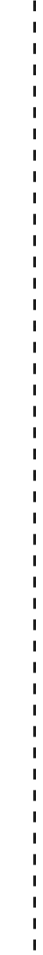
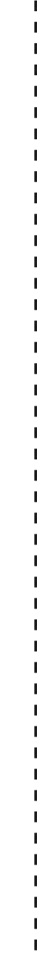
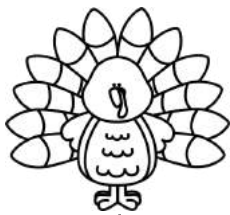
Preparation: Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

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

Name _____



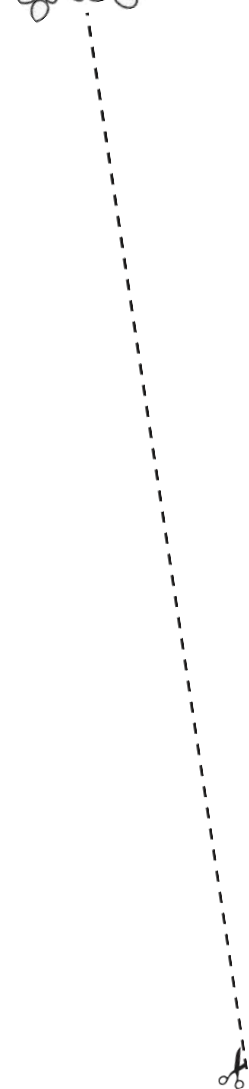
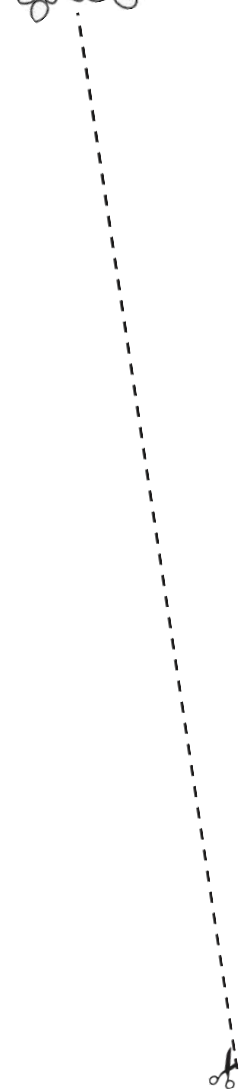
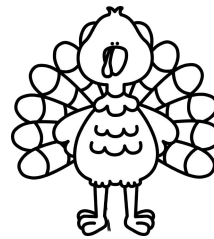
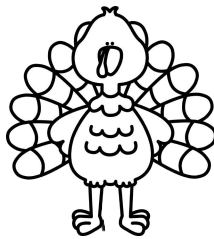
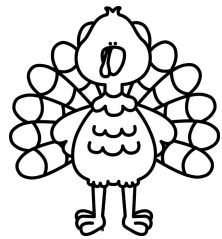
Use scissors to cut the dotted lines.



Name _____



Use scissors to cut the dotted lines.



Name _____



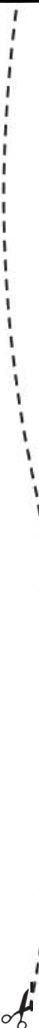
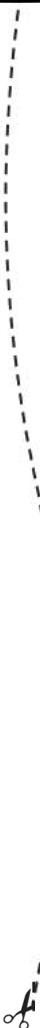
Use scissors to cut the dotted lines.

A worksheet for cutting practice. It features five vertical columns. Each column contains a pair of scissors icon at the top and a turkey illustration at the bottom. A dashed line runs vertically from the turkey to the scissors in each column, indicating where to cut.

Name _____



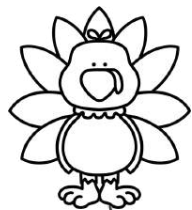
Use scissors to cut the dotted lines.



Name _____



Use scissors to cut the dotted lines.



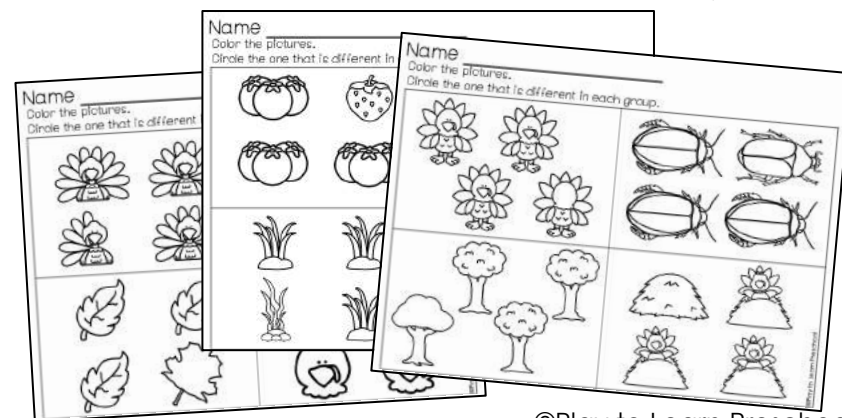
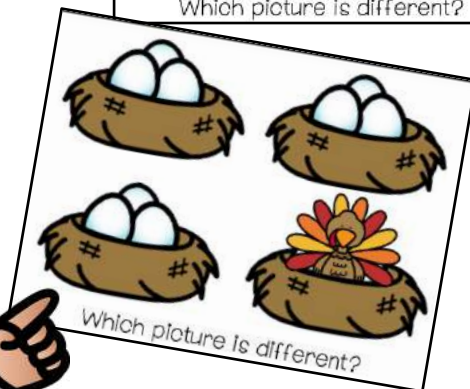
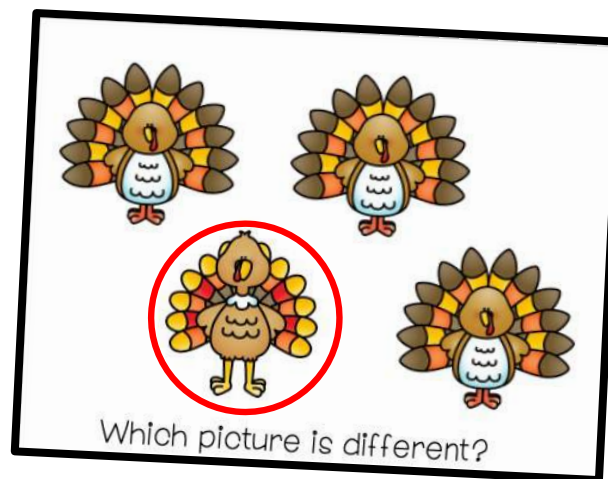
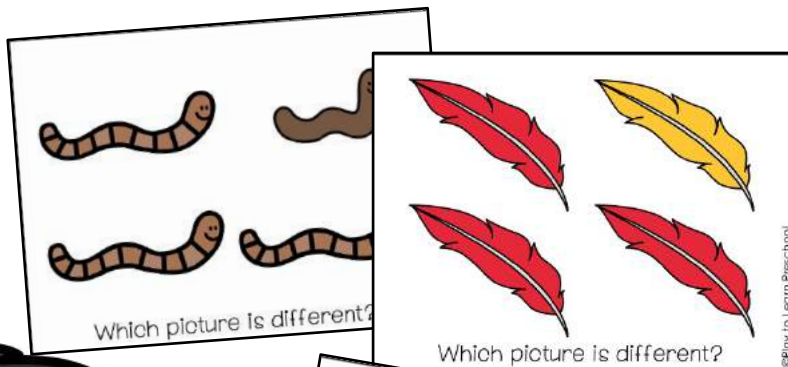
Visual Discrimination

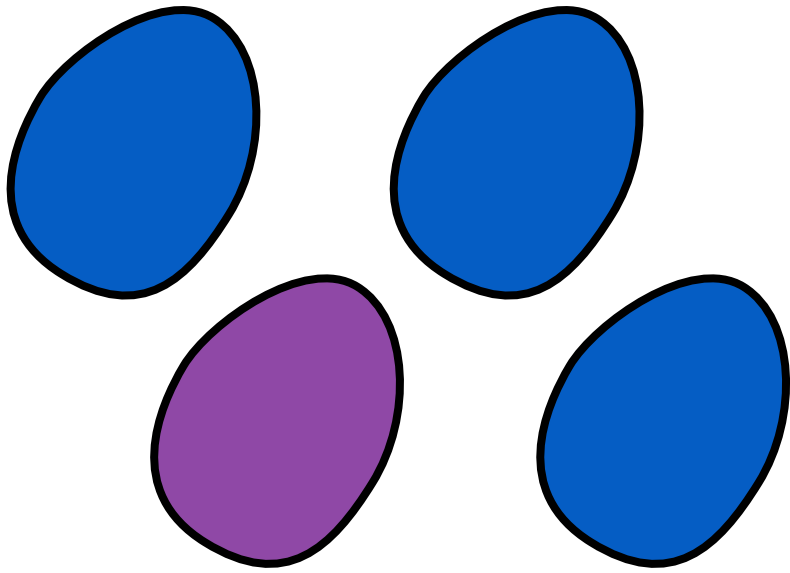
“Which One is Different?”

Objectives: The students will compare objects.

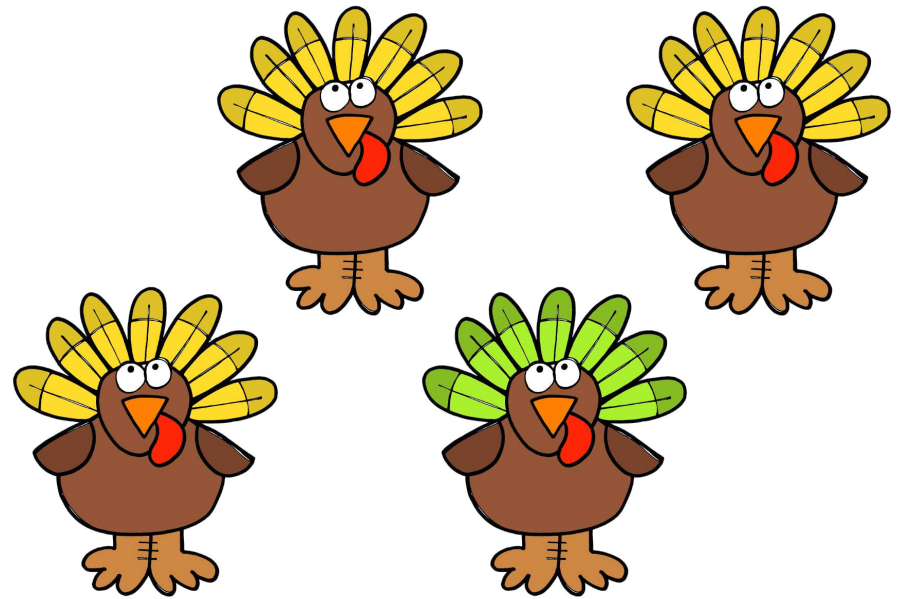
Preparation: Print out the cards and cut to separate.

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

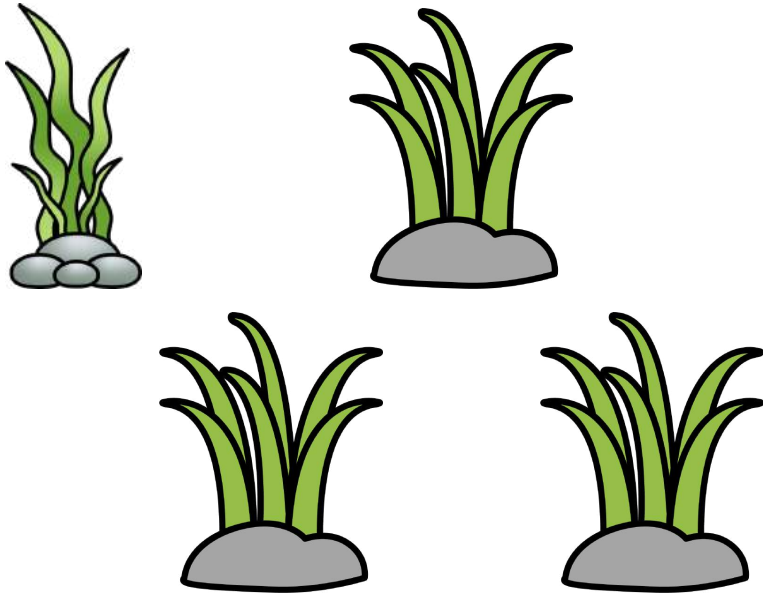




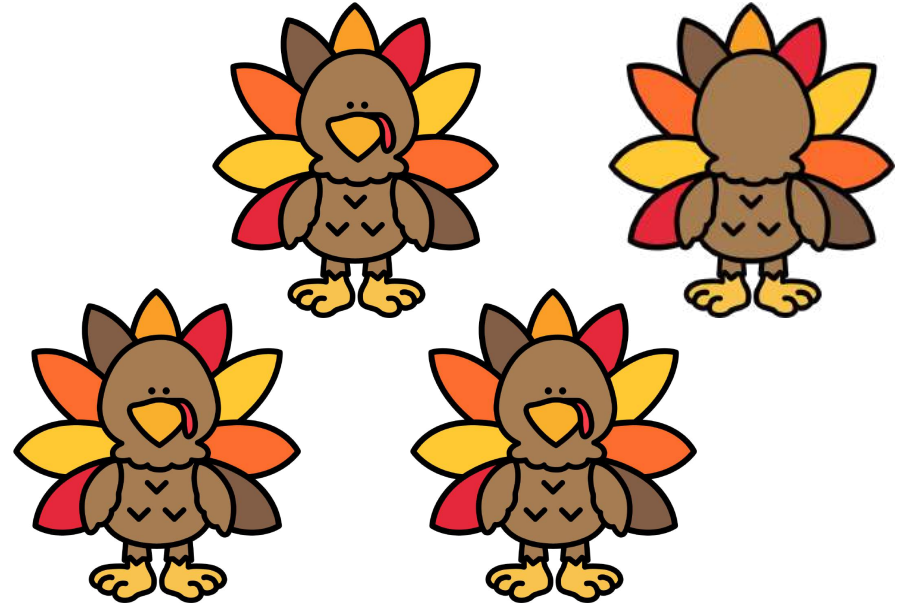
Which picture is different?



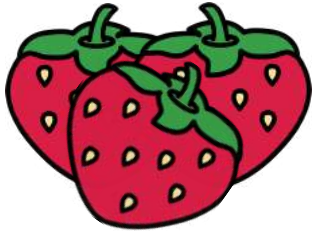
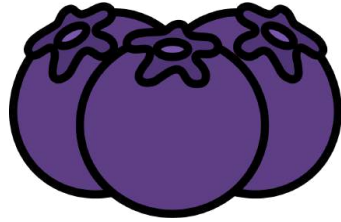
Which picture is different?



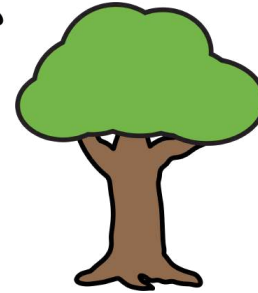
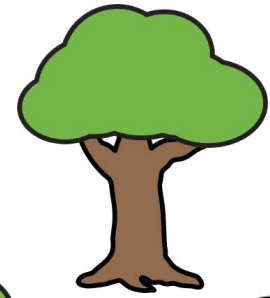
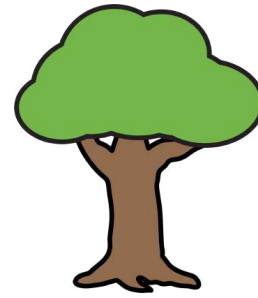
Which picture is different?



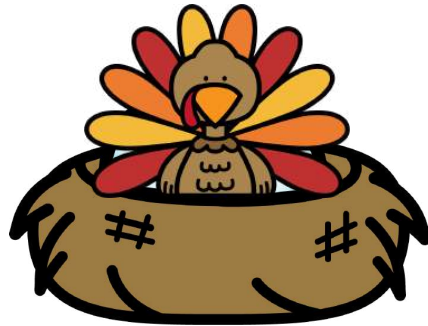
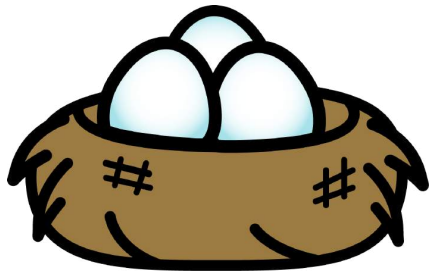
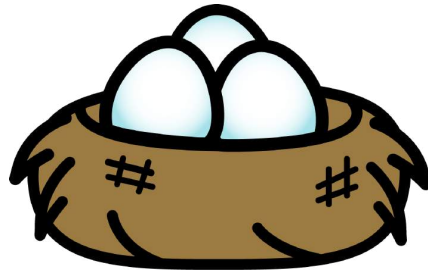
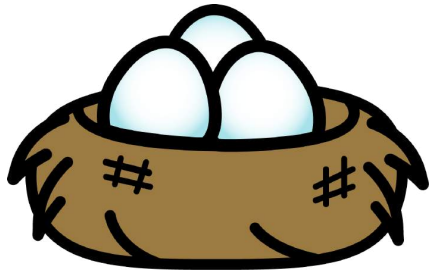
Which picture is different?



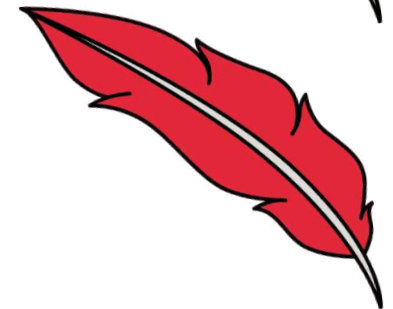
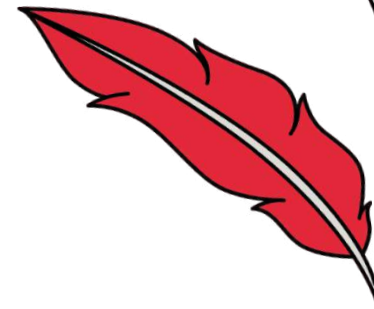
Which picture is different?



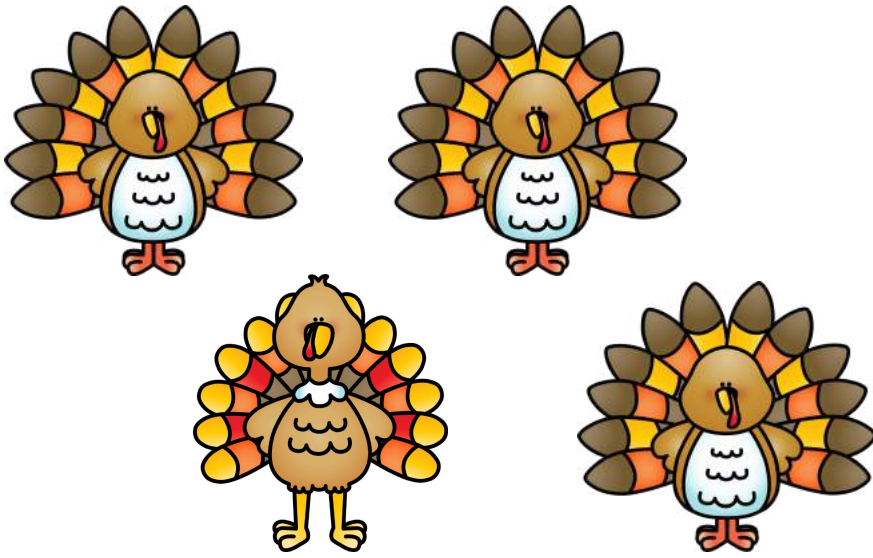
Which picture is different?



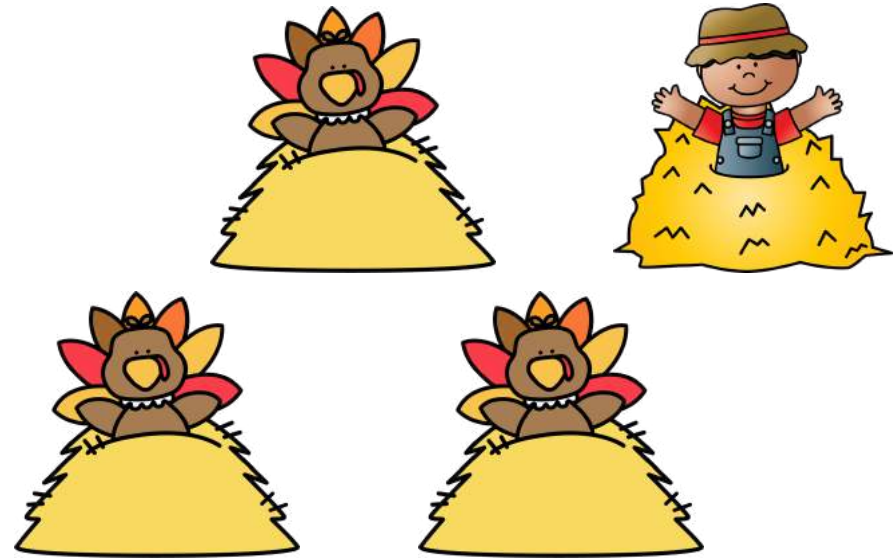
Which picture is different?



Which picture is different?



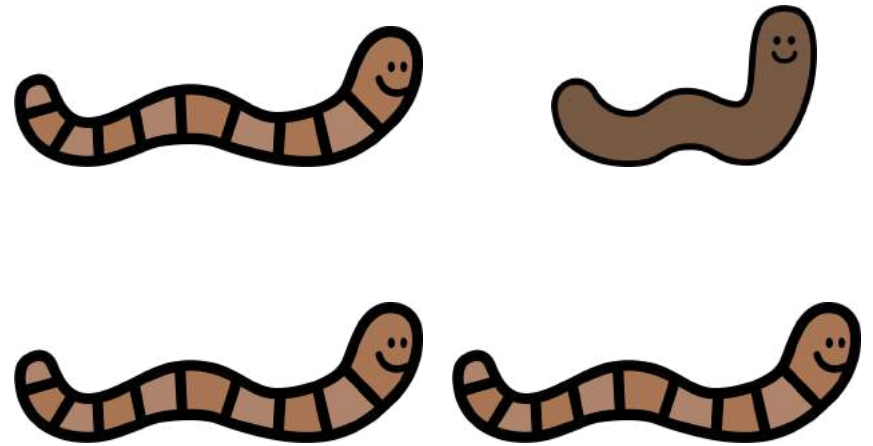
Which picture is different?



Which picture is different?



Which picture is different?

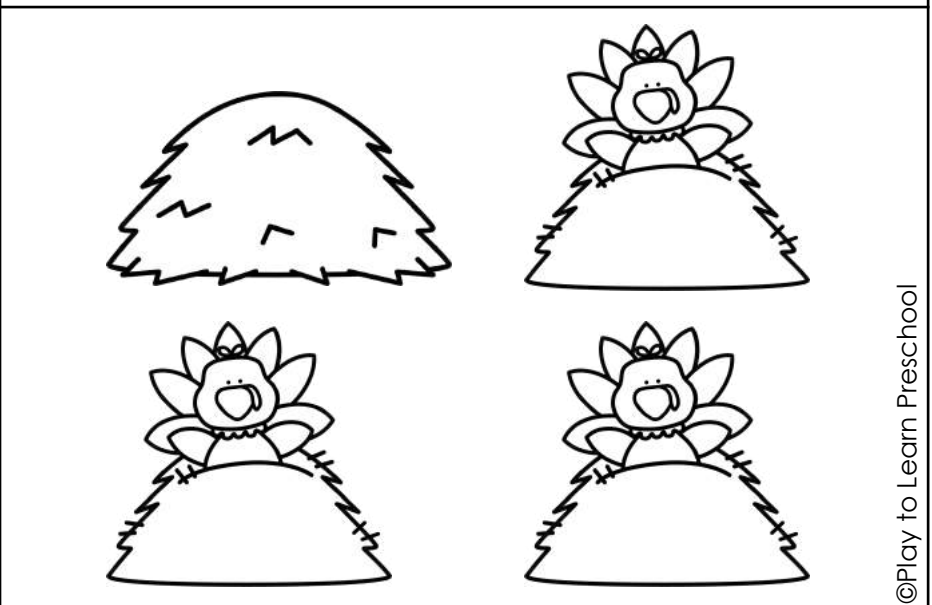
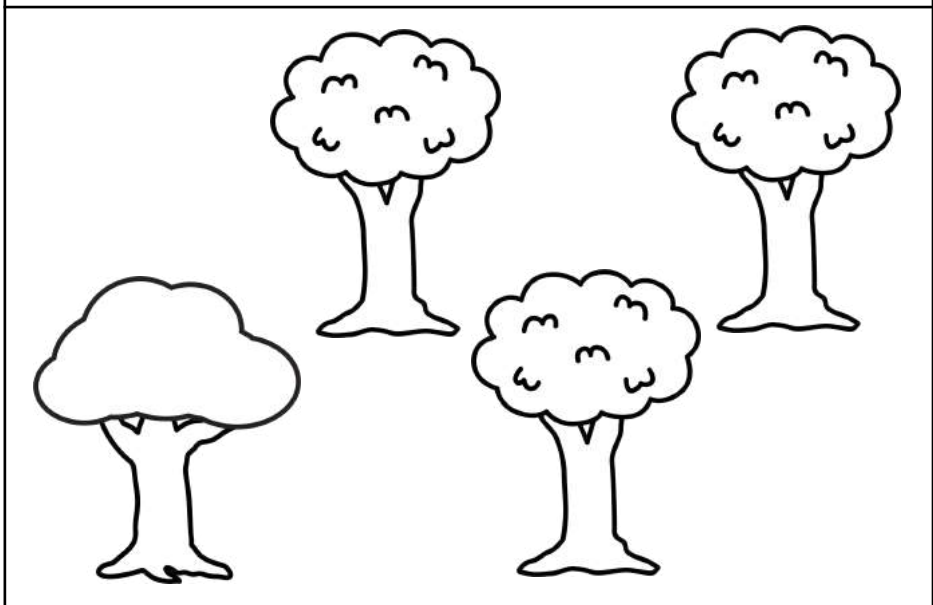
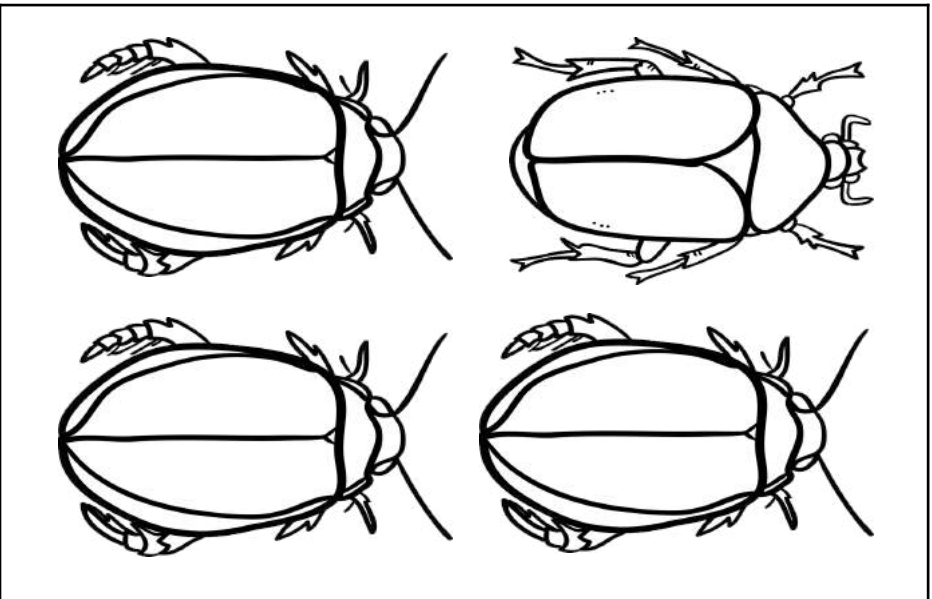
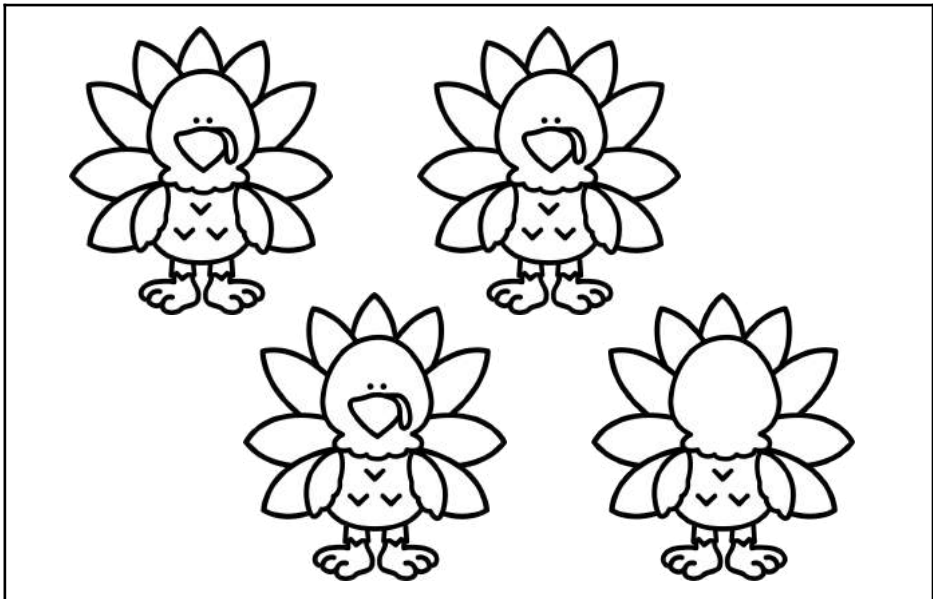


Which picture is different?

Name _____

Color the pictures.


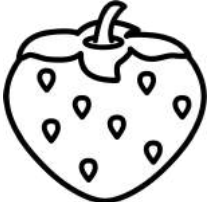






Circle the one that is different in each group.











Name _____

Color the pictures.

Circle the one that is different in each group.

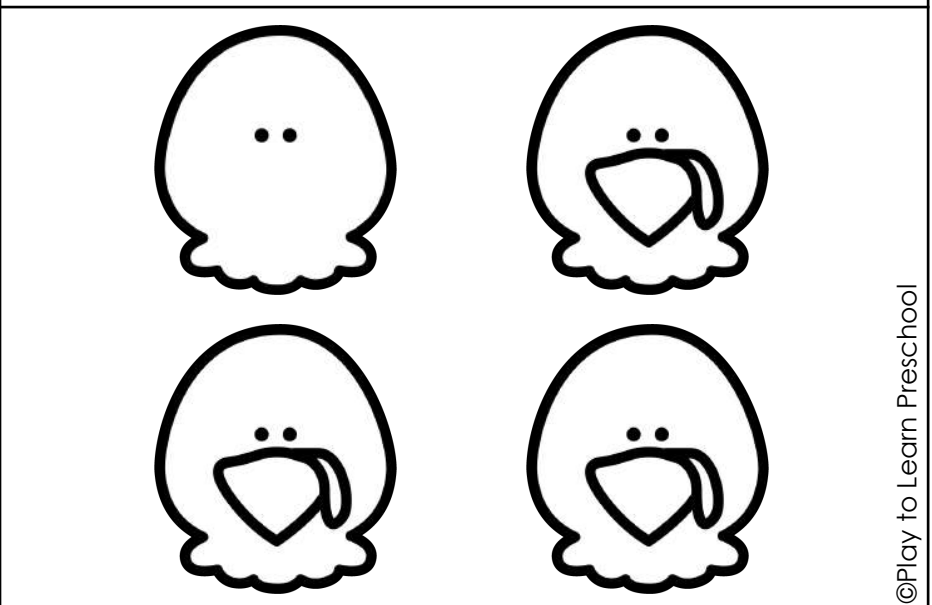
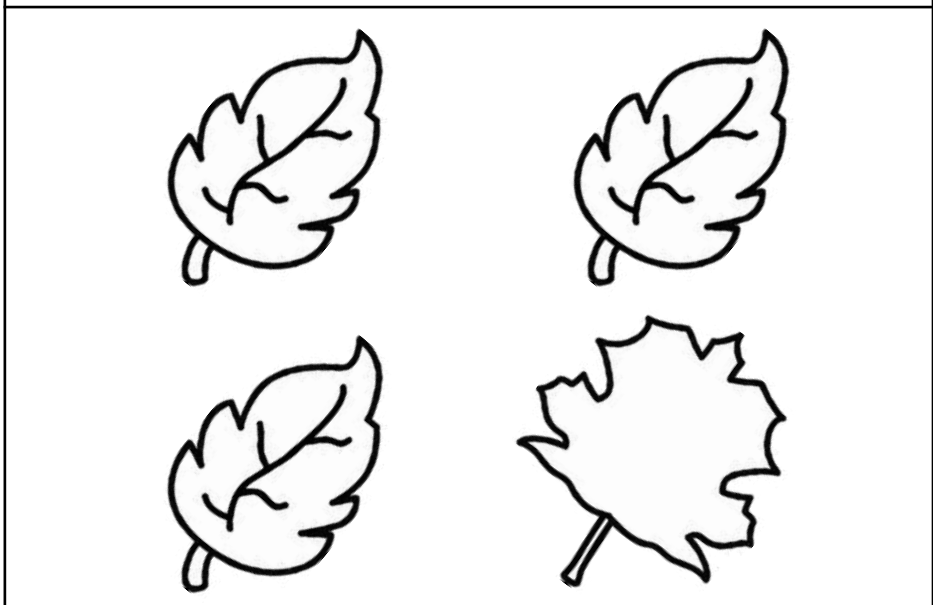
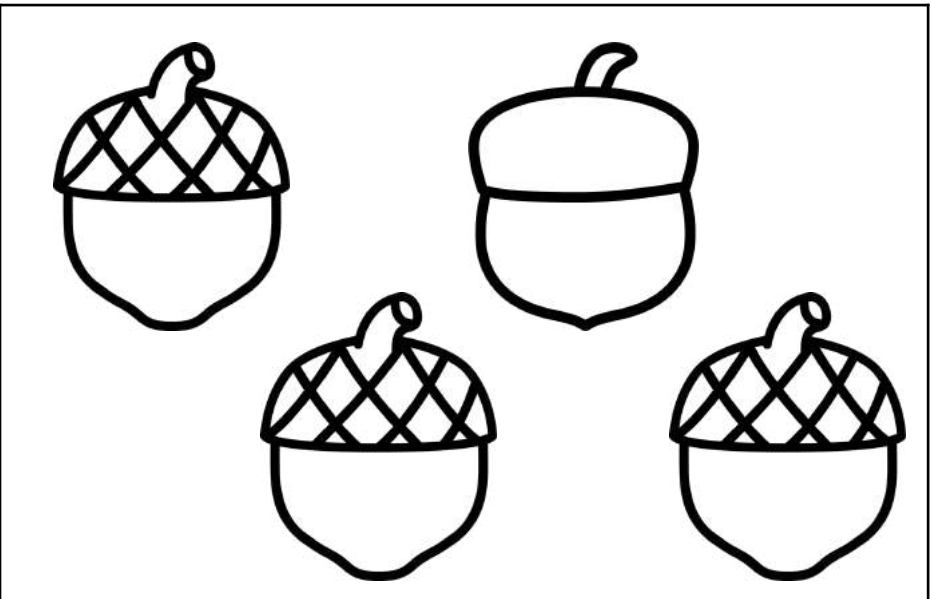
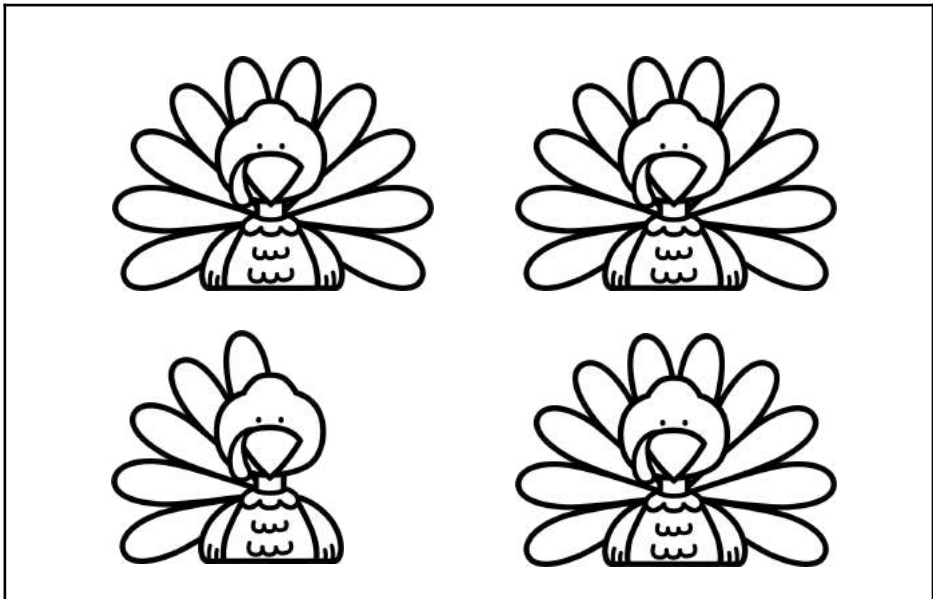
			
			

Name _____

Color the pictures.

Circle the one that is different in each group.



Feather Counting

Number Order

Objectives: The students will identify numbers.

Preparation: Copy the pictures and cut apart on the dotted line. Glue down the top part of the card inside a file folder. Laminate the lower half of the cards. Provide a number line for additional support.

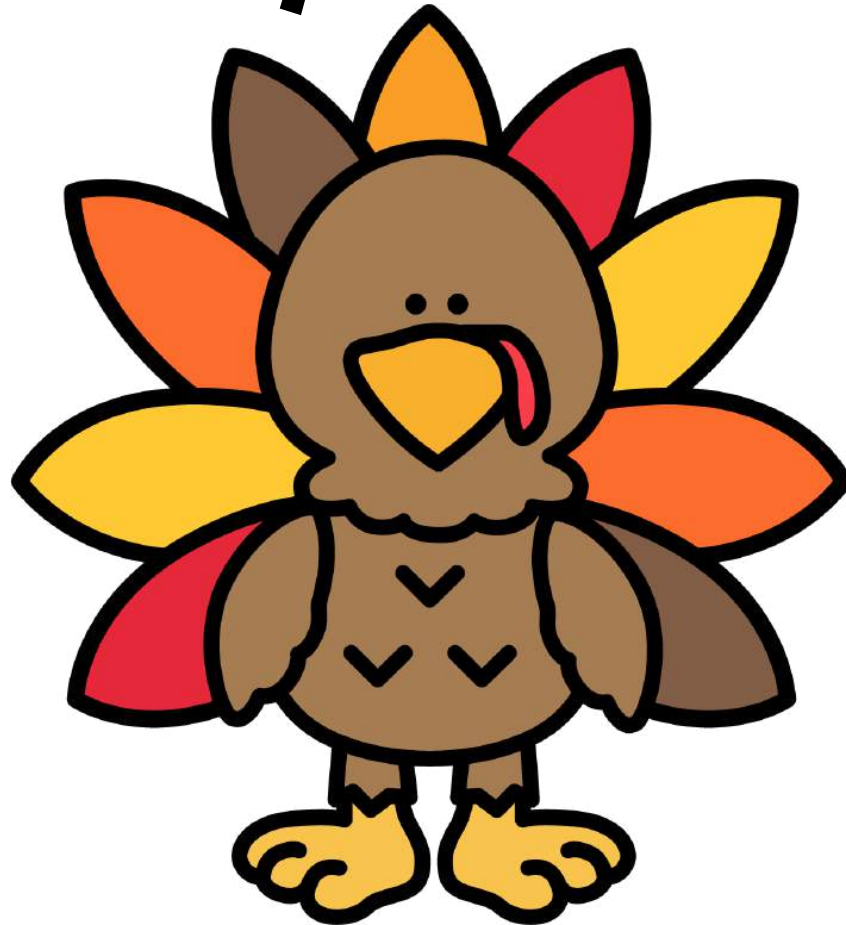
Procedure: The students will identify the missing number and locate the correct number.

Number Order

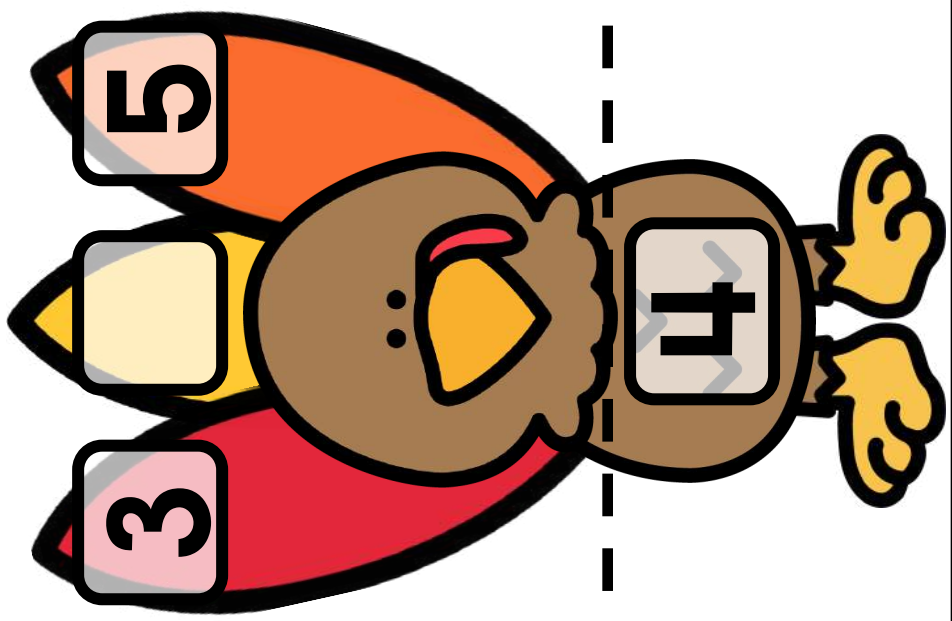


Number Order

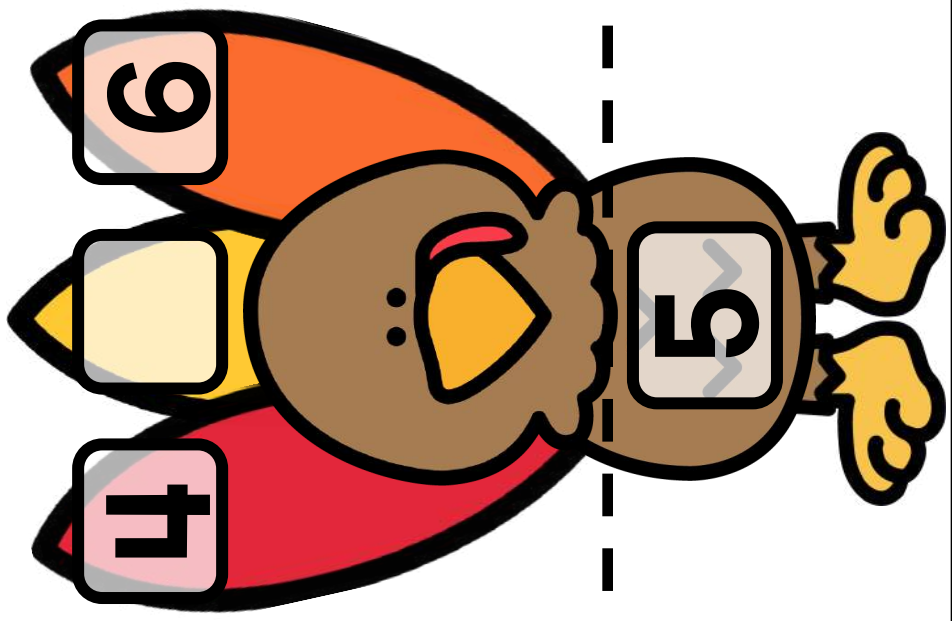
Turkey Feathers



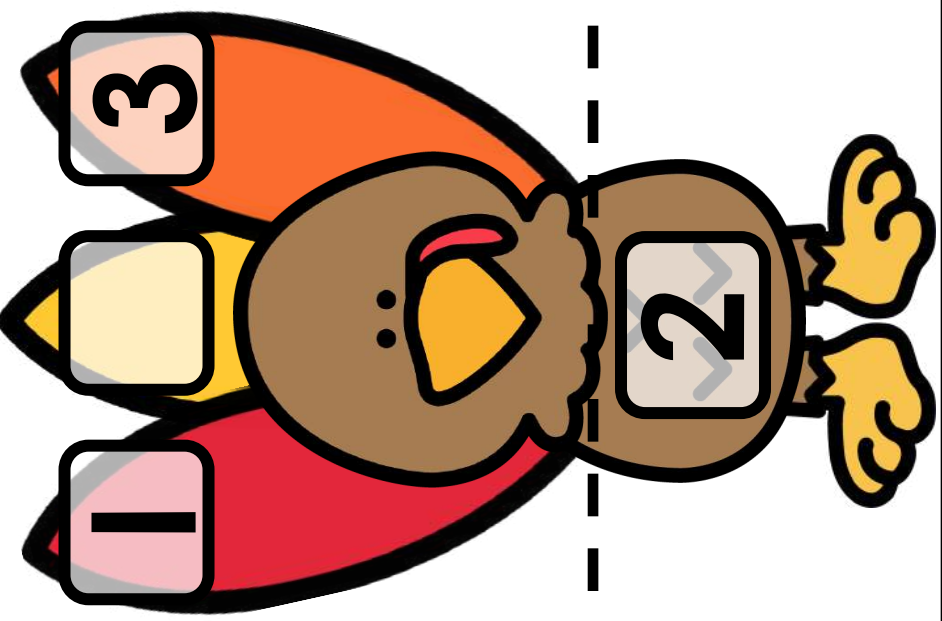
Number Order



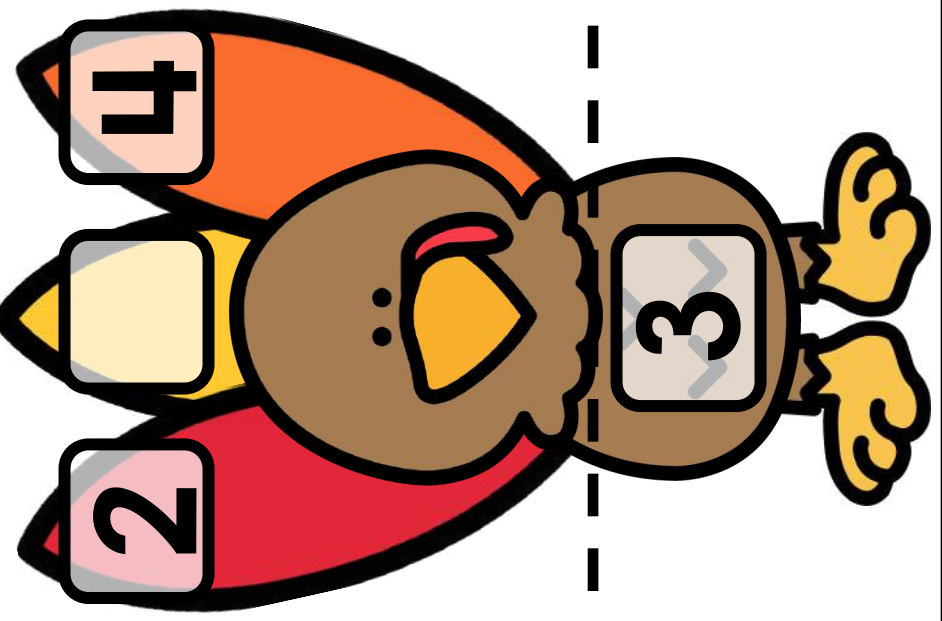
Number Order



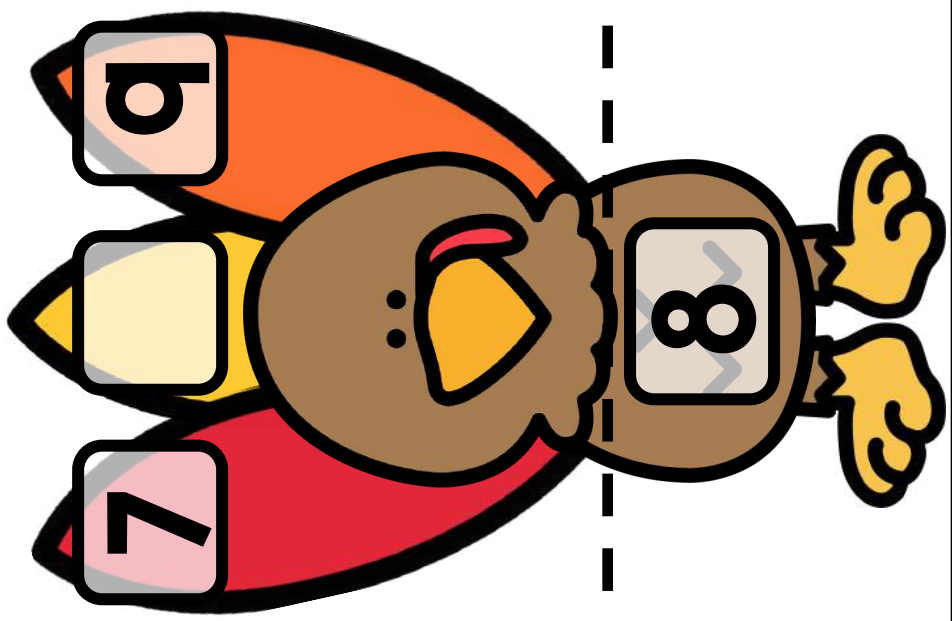
Number Order



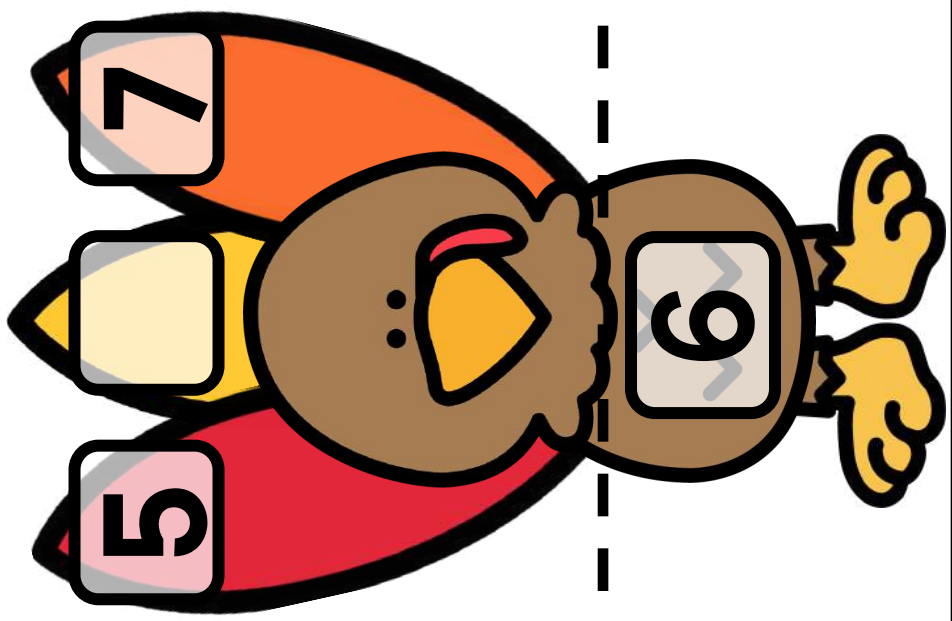
Number Order



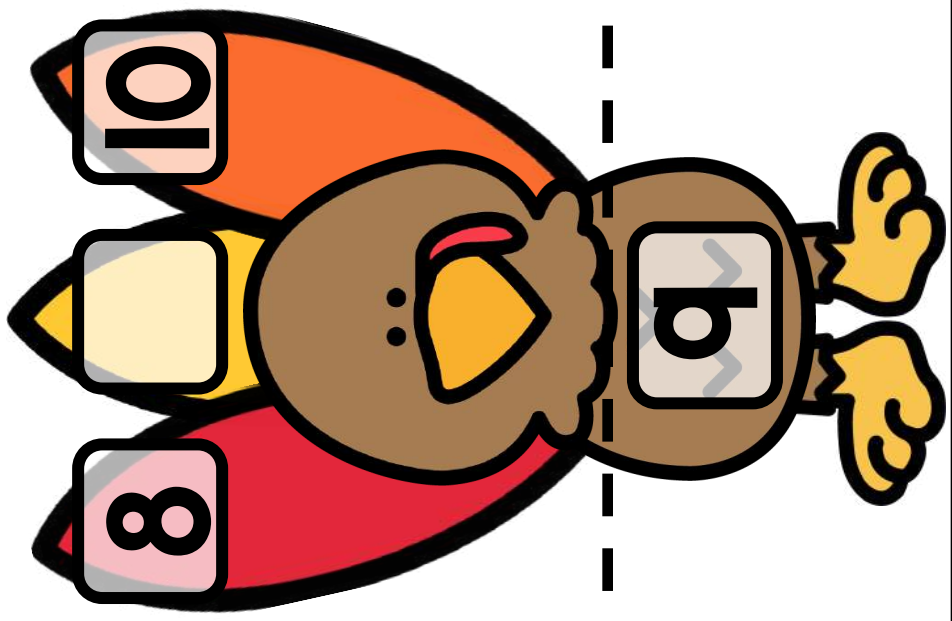
Number Order



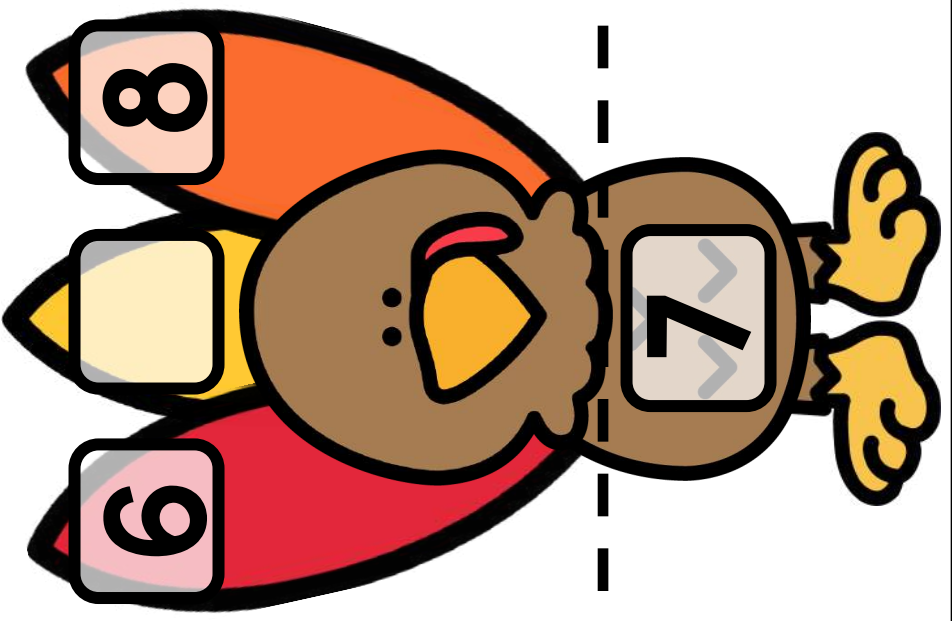
Number Order



Number Order



Number Order



Number Order

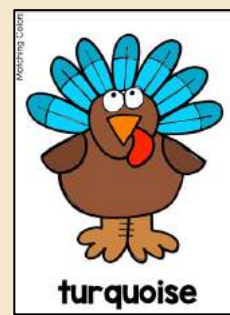
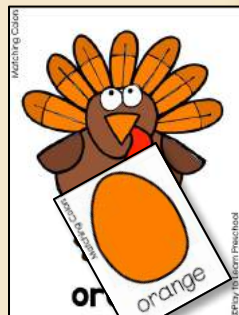
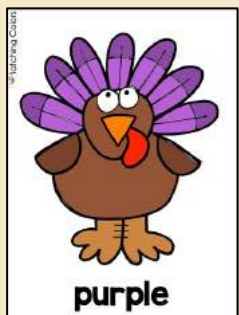
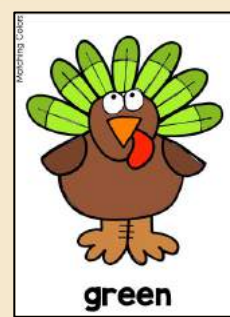
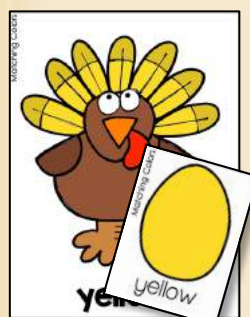
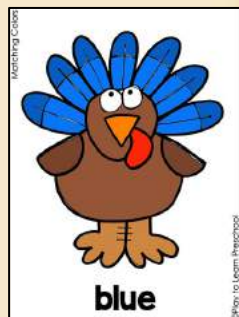
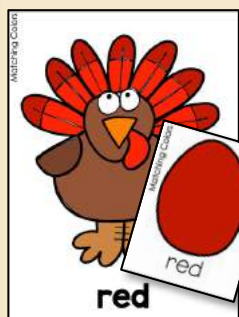
Color Matching

File Folder Game

Objective: The students will observe and recognize colors.

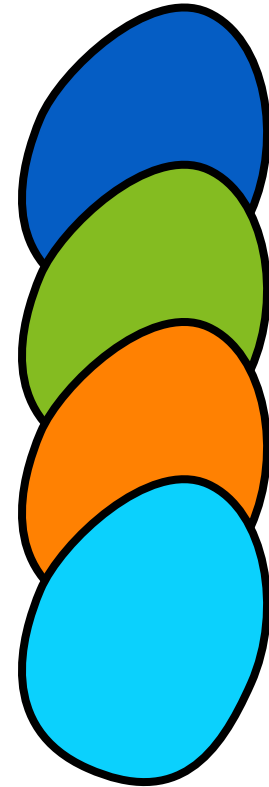
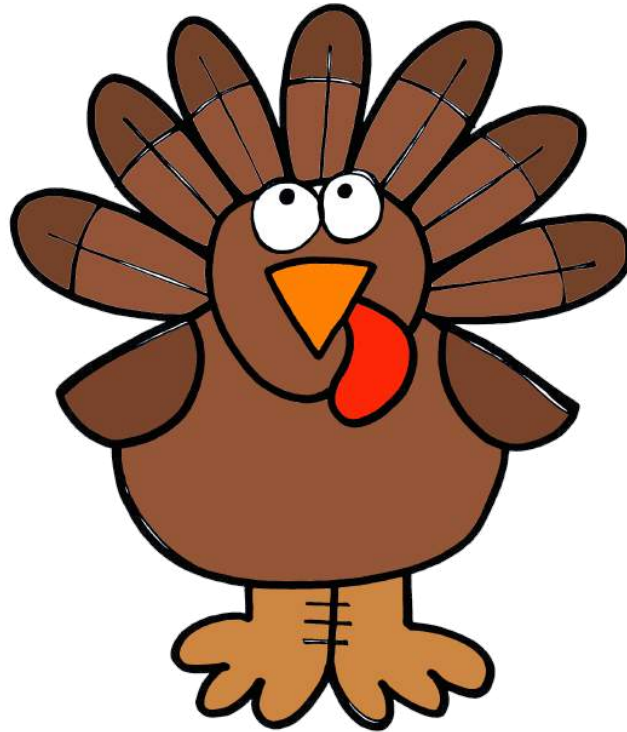
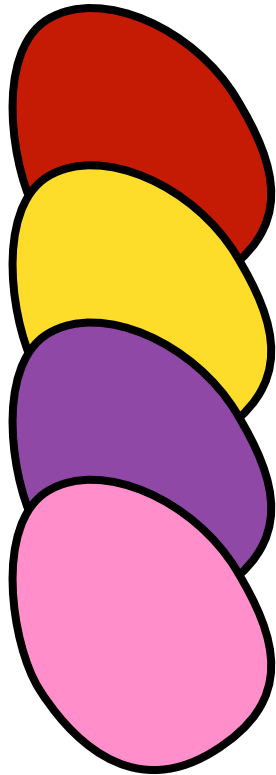
Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

Procedure: Students will place the colored egg to the matching colored turkey.

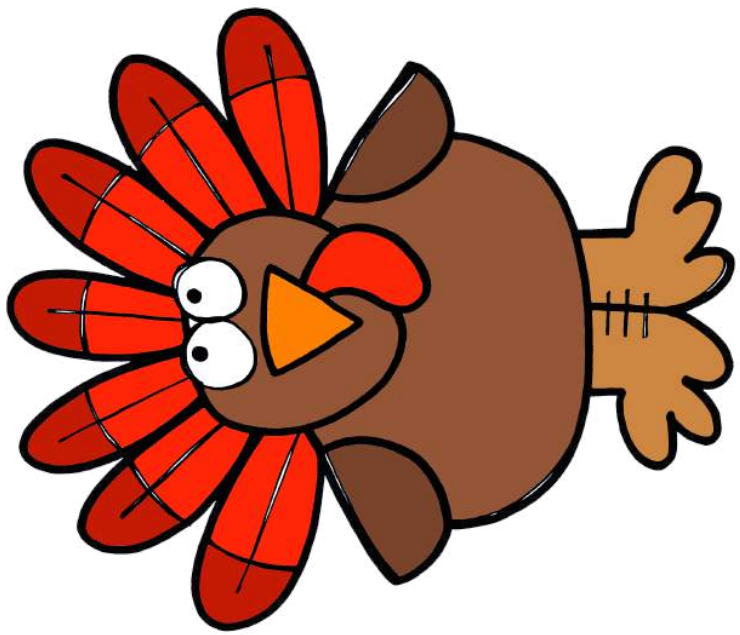


Color
Matching

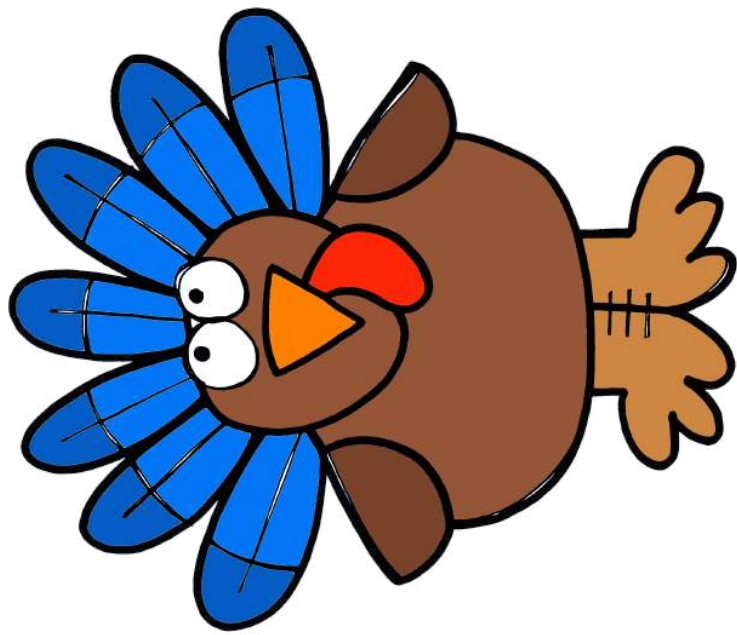
Matching Colors



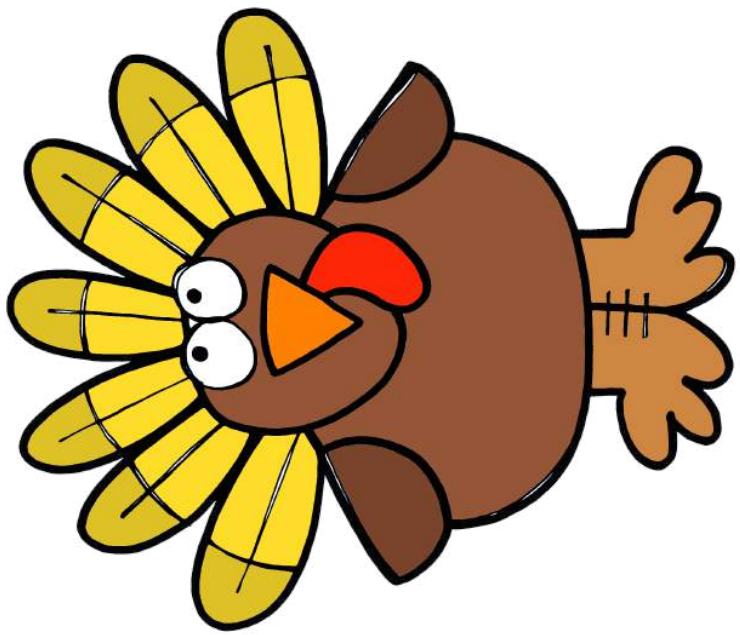
Turkeys and Eggs



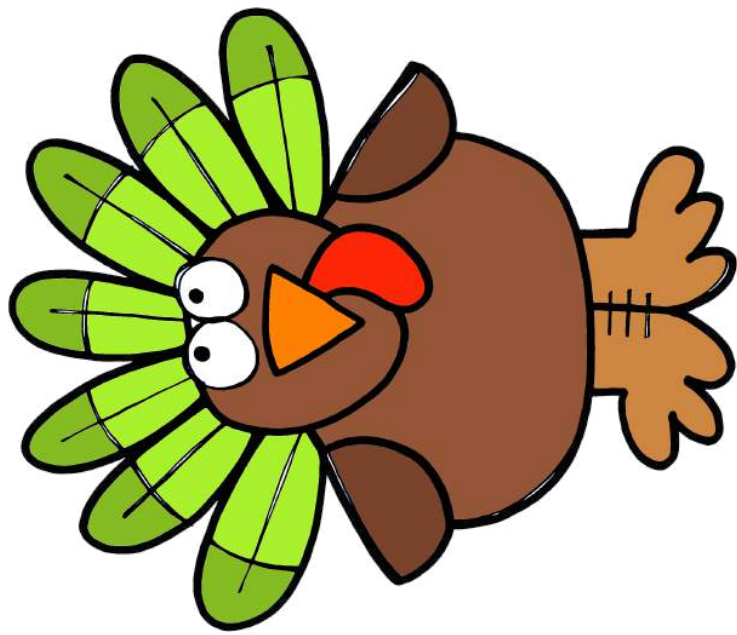
red



blue



yellow



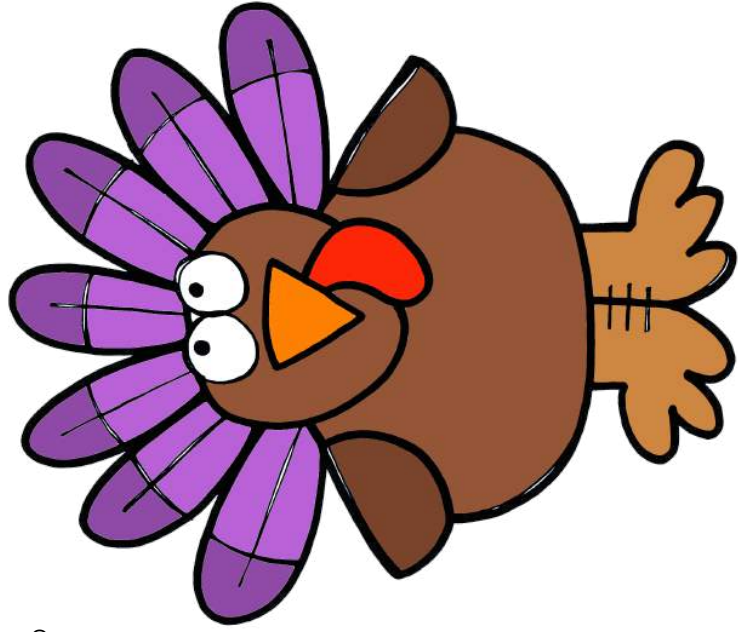
green

Matching Colors

Matching Colors

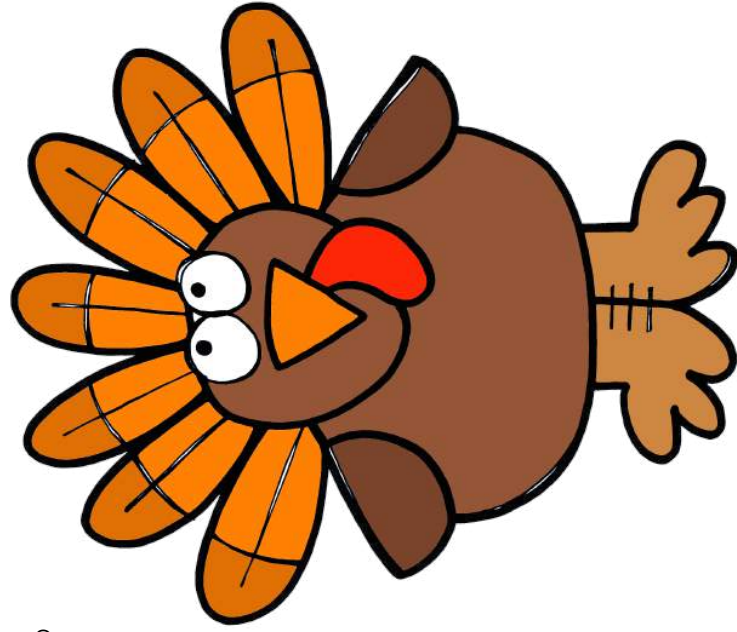
Matching Colors

Matching Colors



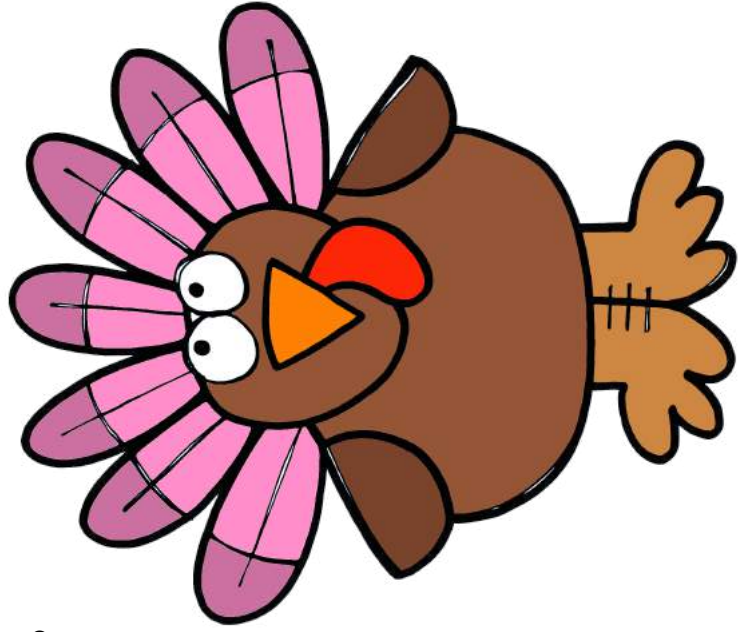
purple

Matching Colors



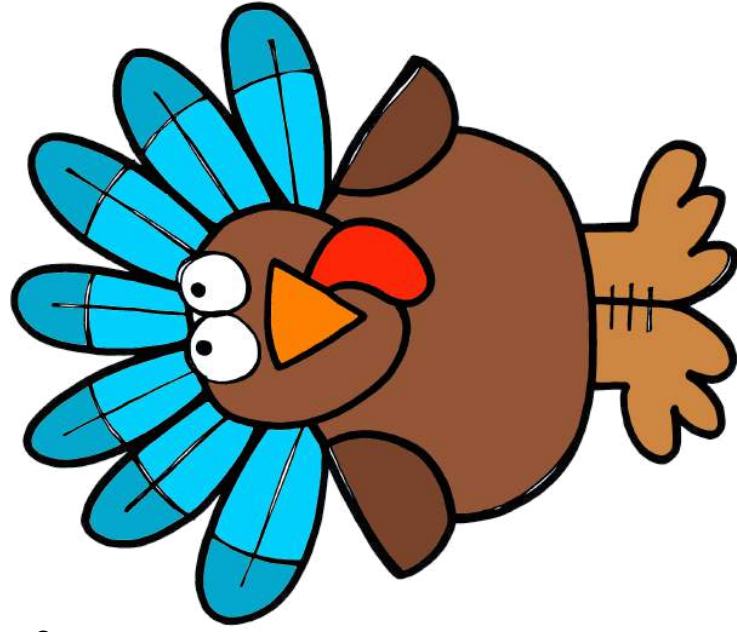
orange

Matching Colors



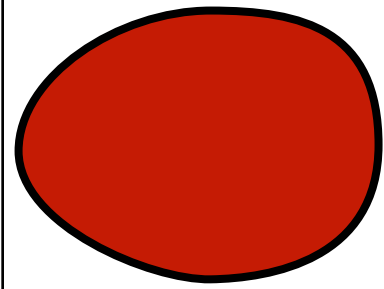
pink

Matching Colors



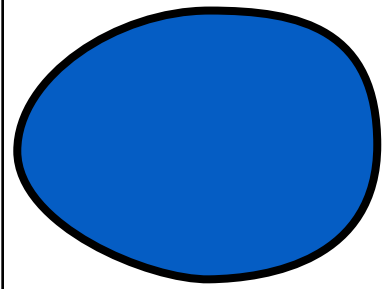
turquoise

Matching Colors



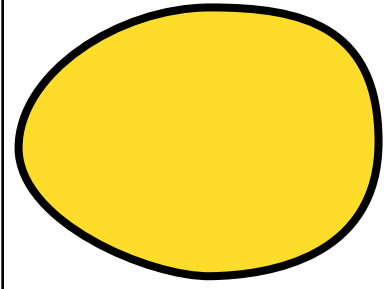
red

Matching Colors



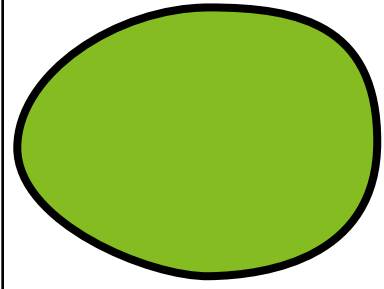
blue

Matching Colors



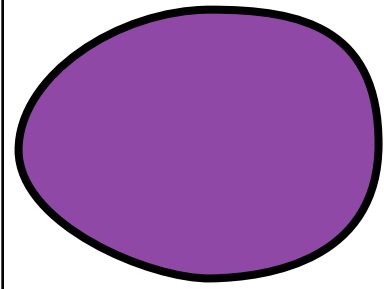
yellow

Matching Colors



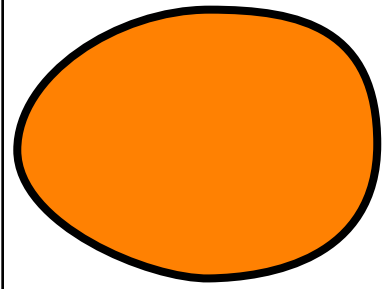
green

Matching Colors



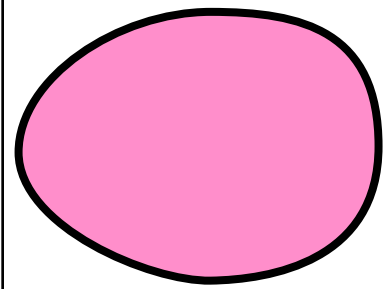
purple

Matching Colors



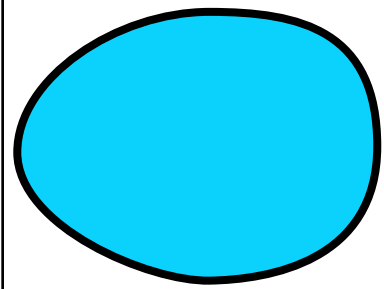
orange

Matching Colors



pink

Matching Colors



turquoise

Matching Colors

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70 CIRCLE TIME UNITS

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