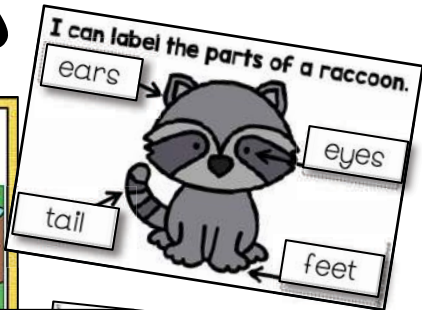


# Circle Time

5  
LESSONS

# Nocturnal Animals

## Mini-Unit for Preschoolers



Play to Learn Preschool

# Circle Time Lessons

## Unit overview

### Day 1 Introduction - Nocturnal Animals

Introduce the new unit: **Nocturnal Animals**. What do you know about these animals? Sort animals by nocturnal/diurnal.

### Day 2 Raccoons

Look at the real pictures of raccoons. Sing and dance to the "Smart Raccoon" song. Label a raccoon.

### Day 3 Skunks

Look at the real pictures of skunks. Sing the "Skunk Pokey" action song. Sing the "Stinky S-K-U-N-K" Bingo song.

### Day 4 Foxes

Look at the real pictures of the foxes. Play a chip clip game. Play a "Little Fox" carpet game

### Day 5 Conclusion

Conclude the unit by playing a riddle game and a grid game.

**Introduction**  
Nocturnal Animals

Nocturnal animals come out at night and sleep during the day. These animals have a strong sense of smell and hearing to adapt to the darkness of night. Some nocturnal animals also have a unique ability to see at night. This night vision helps them find food and avoid predators.

**Objectives:**

- The students will use new vocabulary.
- The students will sort objects by property (size, shape, color, use)

**Activities:**

- Show the real-life pictures to the students. Ask if they have seen any of the animals before. Post the "Nocturnal Animals" poster for students to observe.
- Bring in a variety of plastic toy animals to sort into two groups: nocturnal and diurnal. Picture cards are included, if needed.

**Extension Idea:** Have the kids sign for night. Have your non-dominant arm horizontal with the palm facing down. Make a motion with your dominant hand over the other arm with fingers pointing down.

Day 1 lesson plans

**Raccoons**  
Scavengers

Raccoons are omnivores, meaning they eat meat and vegetables. They will eat whatever they can find, including nuts, fish, berries, worms, insects, and trash. They will also eat pet food that is left outside!

**Objectives:**

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

**Activities:**

- Examine the real-life pictures of the raccoons and ask questions: What do you notice about the raccoon's body? Have you ever seen a raccoon?
- Sing the song, "Smart Raccoon" to the tune of "This is the Way," a card with each verse.

**Smart Raccoon**

I can label the parts of a raccoon.

eyes, feet, tail, ears

Day 2 lesson plans

**Skunks**  
Stinky Sprayers!

Skunks are black and white funny animals that sometimes come out during the day. They will spray predators with a stinky liquid to protect themselves. It is very hard to wash the smell away. Skunks live eating mice, birds, bees, worms, nuts, and fruits.

**Objectives:**

- The students will engage in a discussion.
- The students will follow oral directions.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Show the real-life pictures of the skunk and ask questions: Have you ever seen a skunk? Do you know someone (or a pet) that has been sprayed by a skunk?
- Sing the song, "Stinky Pokey." Students act out the different motions with each verse.
- Sing the **SKUNK** song to the tune of "Bingo." Display the letters and sing the song. After singing the first verse, cover-up the letter **S** with a picture of the skunk holding their nose. Sing the second verse as "Sew, K-U-N-K."

**Stinky Skunk**

S-K-U-N-K

S-K-U-N-K

S-K-U-N-K

S-K-U-N-K

**Skunk Pokey**

Day 3 lesson plans

**Foxes**  
Sneaky Fox

A fox is a small, dog-like wild animal with pointy ears and a bushy tail. They live alone and hunt for food at night. Foxes can move over 100 different sounds!

**Objectives:**

- The students will express themselves using words and sentences.
- The students will count sets to 5 and make combinations of objects to create each set.
- The students will identify numbers and take turns with others.

**Activities:**

- Examine the real-life pictures of the foxes. What color is their fur? Have you ever heard a fox?
- Recite the "Animals at Night" chime poem. As you recite the chime poem, ask an animal to the

**Animals at Night**

**Little Fox**

Little fox is sneaky, Little fox is sneaky, Little fox is sneaky, Little fox is sneaky, Little fox is sneaky, Little fox is sneaky, Little fox is sneaky, Little fox is sneaky, Little fox is sneaky, Little fox is sneaky.

Day 4 lesson plans

**Conclusion**  
Night Time Animals

To conclude the unit about nocturnal animals, ask the students what they had best. Did they have a favorite animal? Assess what they remember about the animals with the riddle bags game.

**Objectives:**

- The students will actively participate in conversations.
- The students will notice and extend simple patterns.

**Activities:**

- 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.
- Play the Nocturnal Animals Grid Game.

**Extension Idea:** Play a nocturnal animal game. Temperament of the students: Identifying, turn-off the lights and have the students pretend they are nocturnal animals while sitting in their seats. They can tap their right leg once or twice or pretend to wash their face like a raccoon. Turn on the lights and everyone pretends like to sleep with their eyes closed and head tilted to the side. Turn off the lights and repeat.

**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 pattern and relationship of the cards.
- Students close their eyes while the teacher removes 1 card.
- Students use their knowledge of patterns to determine which card color and picture is missing.

Which one is missing?

Day 5 lesson plans

# Introduction

## Nocturnal Animals

Day 1  
lesson  
plans

Nocturnal animals come out at night and sleep during the day. These animals have a strong sense of smell and hearing to adapt to the darkness of night. Some nocturnal animals also have a unique ability to see at night. This night vision helps them find food and avoid predators.

### Objectives:

- The students will use new vocabulary.
- The students will sort objects by property. (size, shape, color, use)

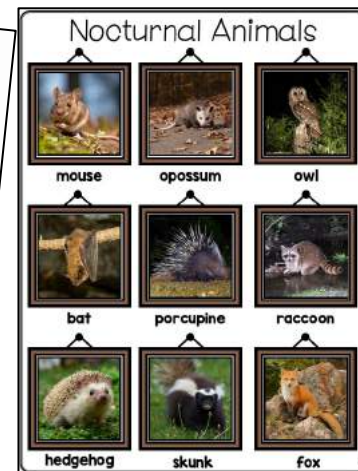
### Activities:

1. Show the real-life pictures to the students. Ask if they have seen any of the animals before. Post the "Nocturnal Animals" poster for students to observe.
2. Bring in a variety of plastic toy animals to sort into two groups: nocturnal and diurnal. Picture cards are included, if needed.



### Extension Idea:

Teach the ASL sign for **night**. Hold your non-dominant arm horizontally with the palm facing down. Make a motion with your dominant hand over the other arm with fingers pointing down.



# Nocturnal Animals



mouse



opossum



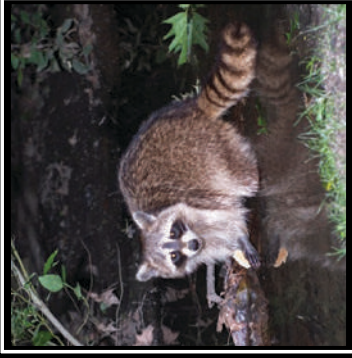
owl



bat



porcupine



raccoon



hedgehog



skunk



fox



**Porcupines look for food at night. They have thousands of quills to defend themselves from predators.**

**A mouse will come out at night so they won't be seen by predators.**





**Hedgehogs do not have good eyesight. They use their sense of hearing and smell to get around at night.**



**Opossums have 5 toes on each foot. They use their hairless tail to grip onto branches.**

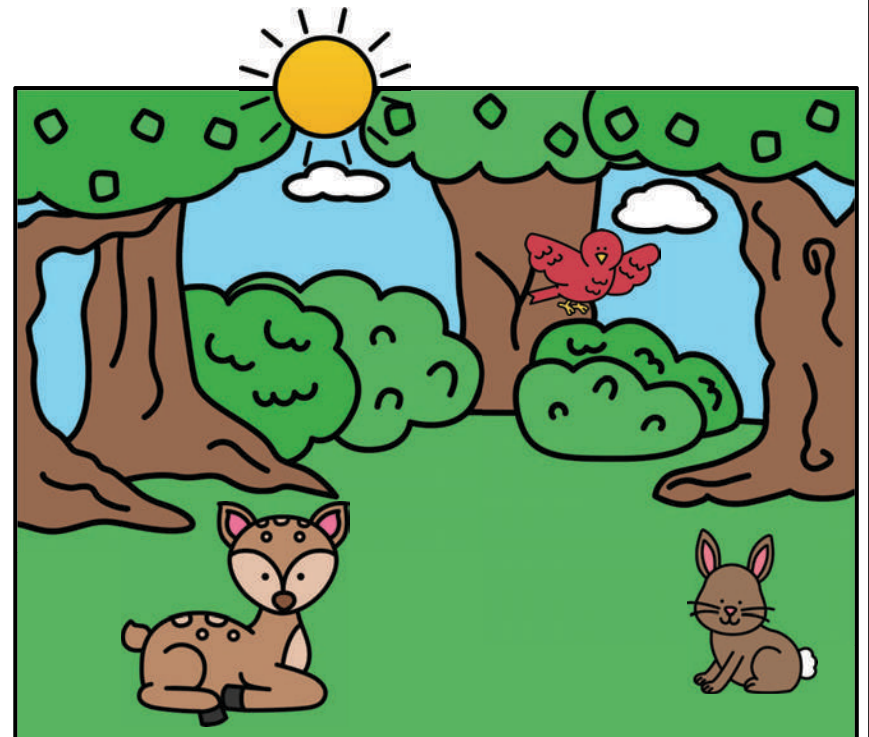
These animals  
are:



**nocturnal**

(out during the night)

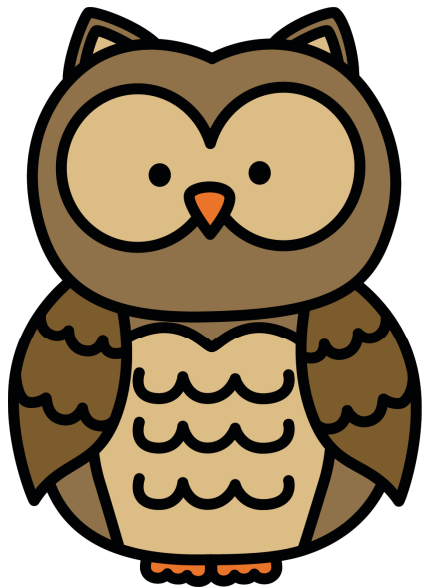
These animals  
are:



**diurnal**

(out during the day)

Nocturnal Animal Sort – Nocturnal



owl

Nocturnal Animal Sort – Nocturnal



raccoon

Nocturnal Animal Sort – Nocturnal



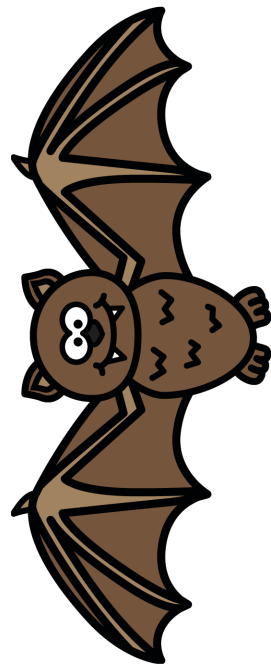
porcupine

Nocturnal Animal Sort – Nocturnal



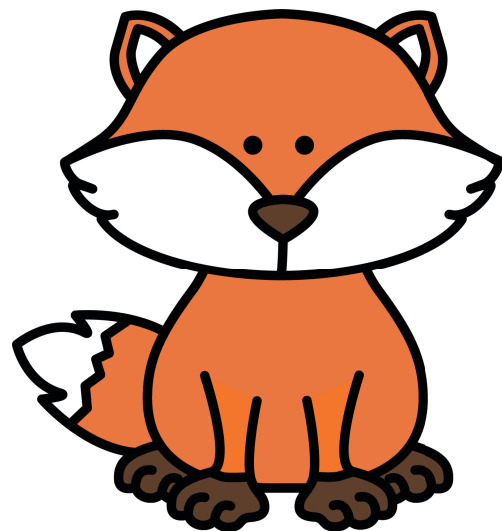
skunk

Nocturnal Animal Sort – Nocturnal



bat

Nocturnal Animal Sort – Nocturnal



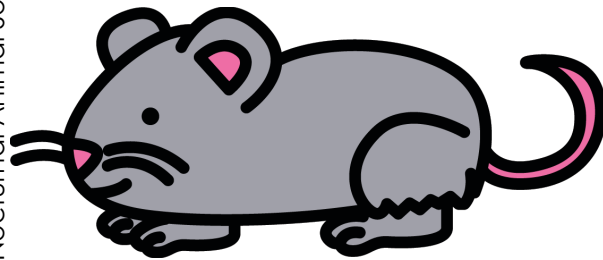
fox

Nocturnal Animal Sort – Nocturnal



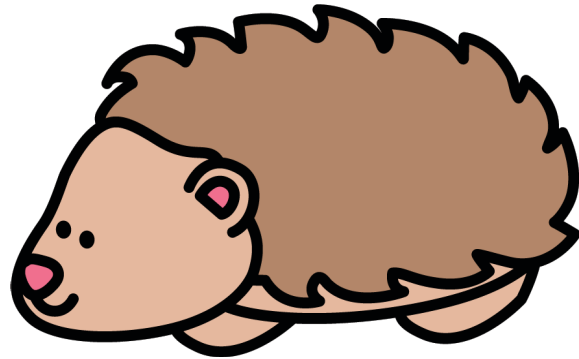
wolf

Nocturnal Animal Sort – Nocturnal



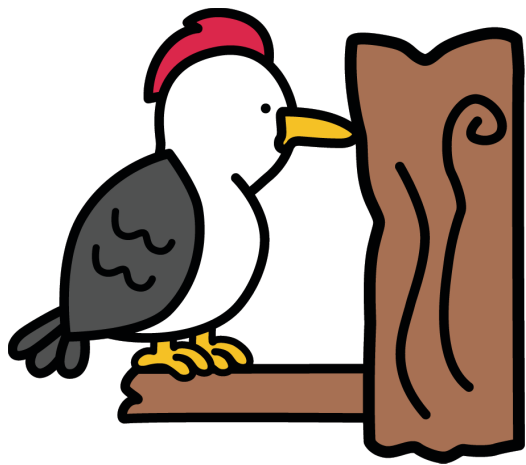
mouse

Nocturnal Animal Sort – Nocturnal



hedgehog

Nocturnal Animal Sort – Diurnal



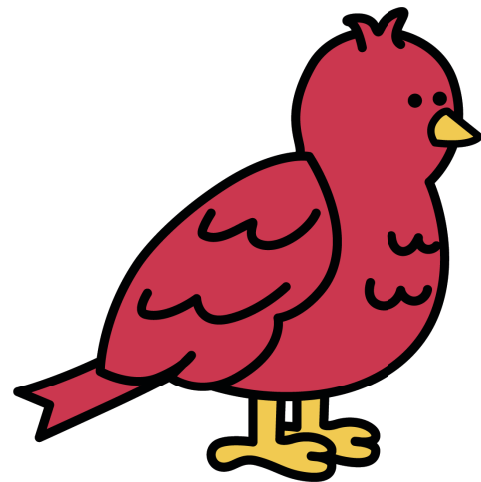
woodpecker

Nocturnal Animal Sort – Diurnal

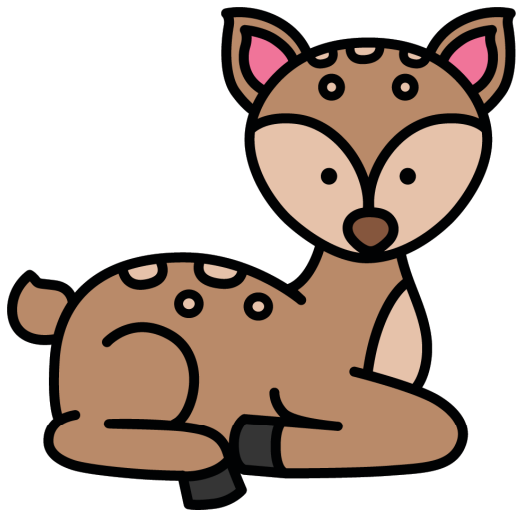


squirrel

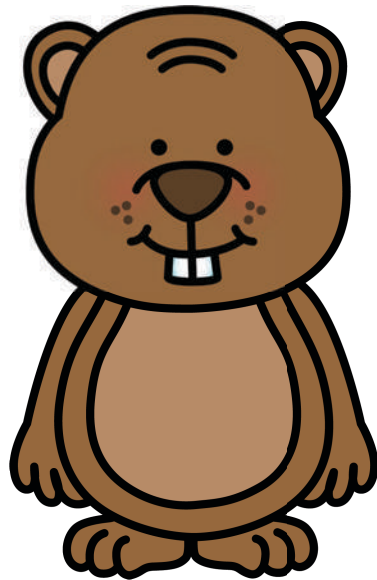
Nocturnal Animal Sort – Diurnal



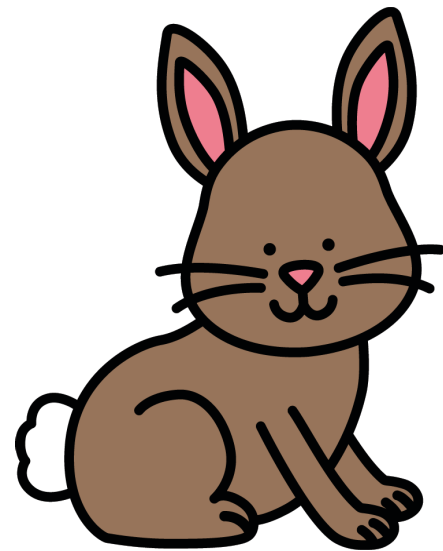
bird



deer



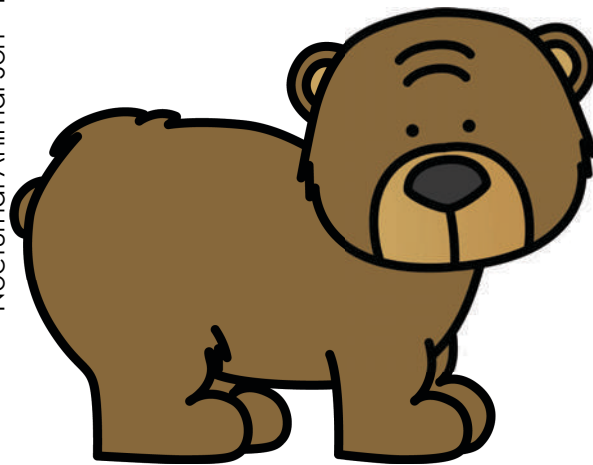
groundhog



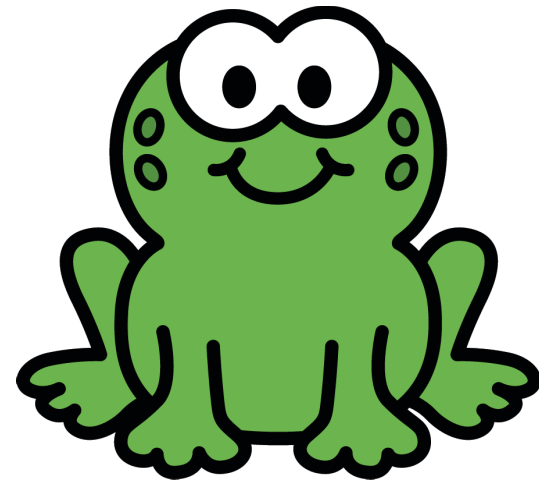
rabbit



people



bear



frog

# Raccoons

## Scavengers

Day 2  
lesson  
plans

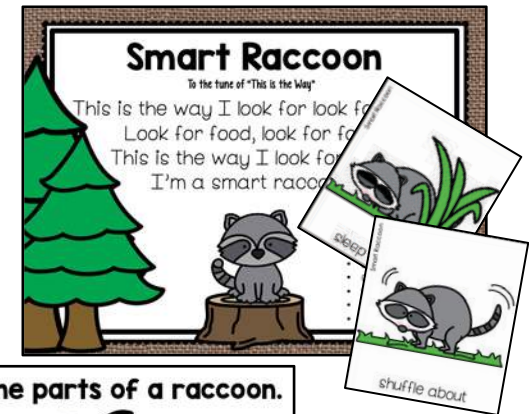
Raccoons are omnivores, meaning they eat meat and vegetables. They will eat whatever they can find, including nuts, fish, berries, acorns, insects, and trash. They will also eat pet food that is left outside!

### Objectives:

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

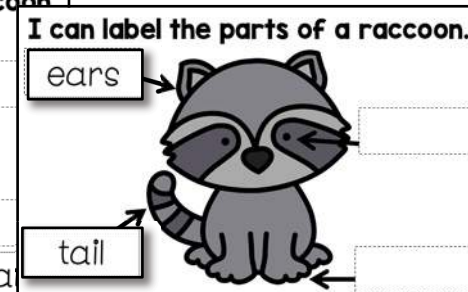
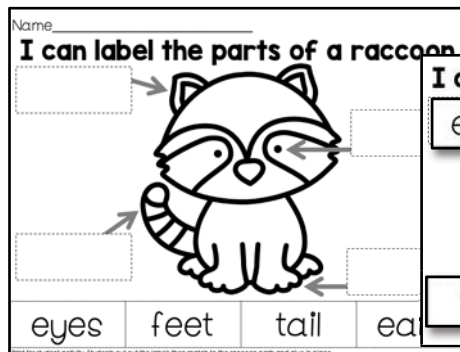
### Activities:

1. Examine the real-life pictures of the raccoons and ask questions. What do you notice about the raccoon's body? Have you ever seen a raccoon?
2. Sing the song, "Smart Raccoon" to the tune of "This is the Way." Use the picture cards to assist with each verse.
3. Point out the different parts of the raccoon. Label the different parts of the raccoon.



#### Extension Idea:

Create a memory tray by identifying and placing small plastic animal toys on a tray. (Examples include: raccoon, fox, bat, owl, etc.) Have students hide their eyes while the teacher removes an animal. Students take turns guessing which animal is missing.



eyes  
feet

**Raccoons have paws that look like human hands. They use their "fingers" to gather food and open trash cans.**



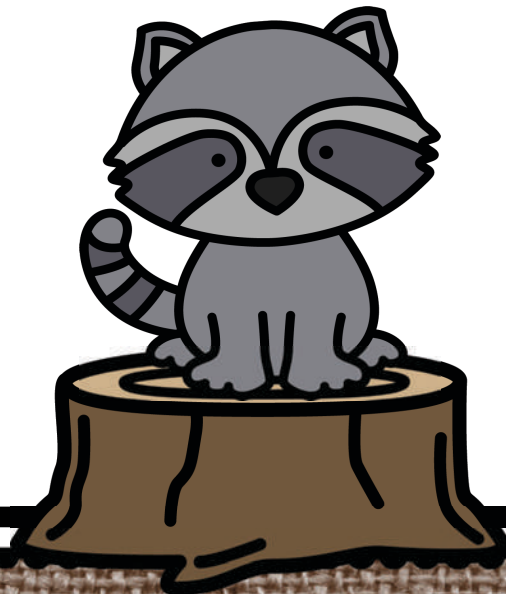
**Raccoons use their front paws to feel for food under water. It looks like they're cleaning the food before eating it!**



# Smart Raccoon

To the tune of "This is the Way"

This is the way I look for food,  
Look for food, look for food.  
This is the way I look for food.  
I'm a smart raccoon!



Repeat verses with :

- climb a tree
- swim and swim
- wash my food
- shuffle about
- sleep all day

Smart Raccoon



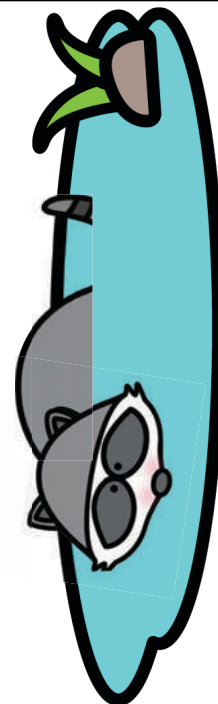
look for food

Smart Raccoon



climb a tree

Smart Raccoon



swim and swim

Smart Raccoon



wash my food

Smart Raccoon



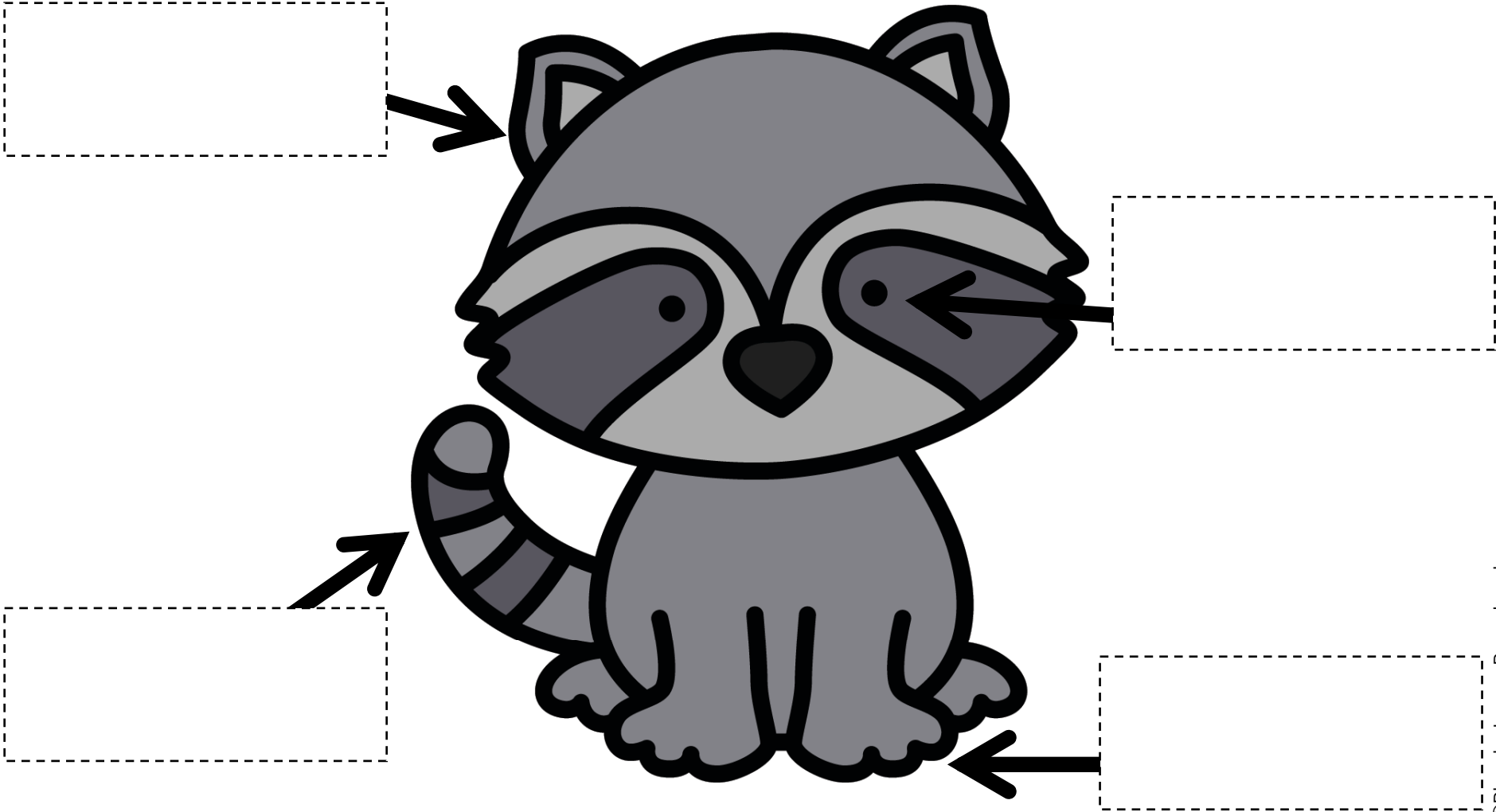
shuffle about

Smart Raccoon



sleep all day

# I can label the parts of a raccoon.



eyes

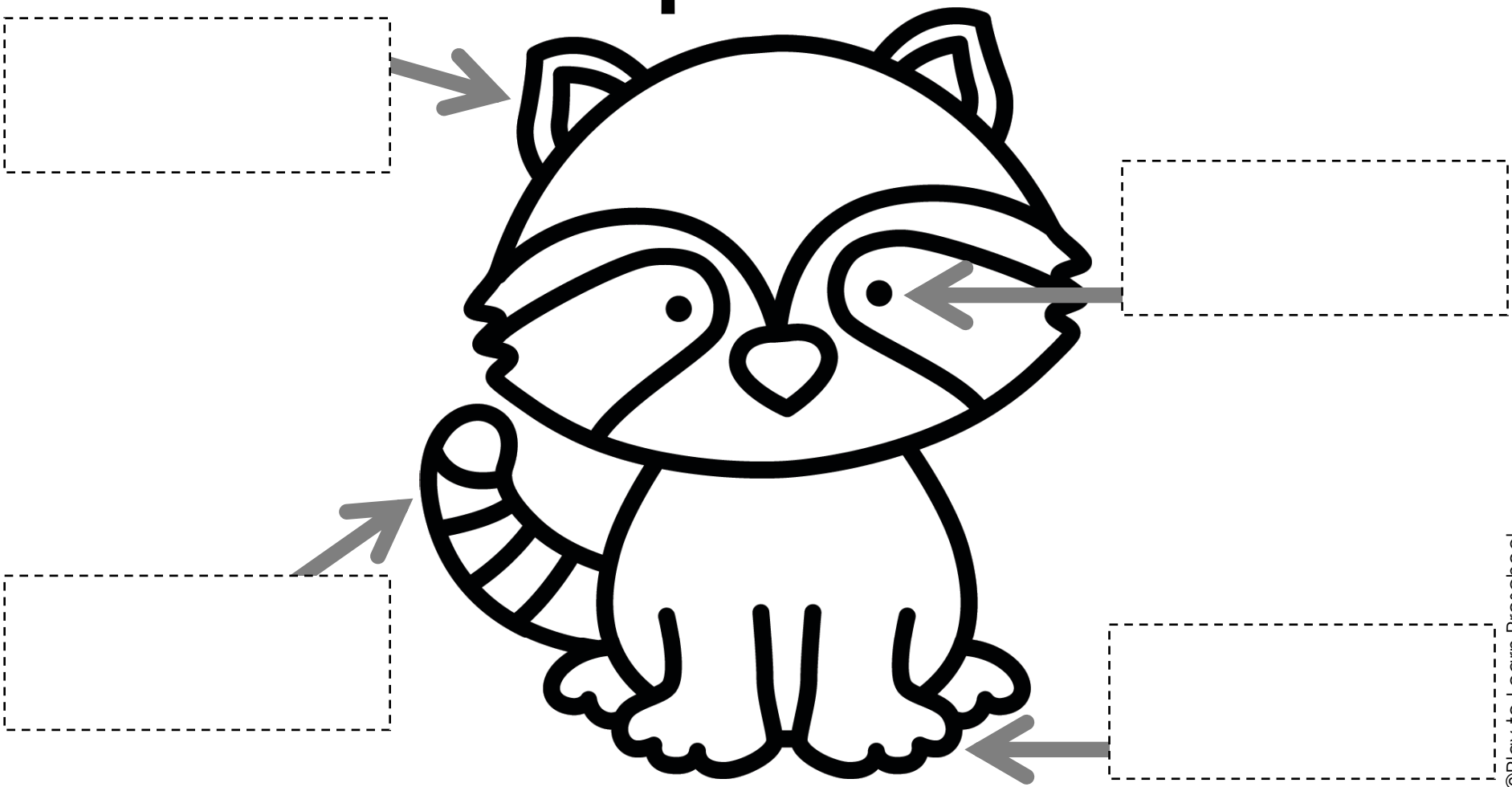
feet

tail

ears

Name \_\_\_\_\_

# I can label the parts of a raccoon.



eyes

feet

tail

ears

# Skunks

## Stinky Sprayers!

Day 3  
lesson  
plans

Skunks are black and white furry animals that sometimes come out during the day. They will spray predators with a stinky liquid to protect themselves! It is very hard to wash the smell away. Skunks like eating mice, birds, bees, wasps, nuts, and fruits.

### Objectives:

- The students will engage in a discussion.
- The students will follow oral directions.
- The students will play with words, sounds, and rhymes.

### Activities:

1. Show the real-life pictures of the skunks and ask questions. Have you ever seen a skunk? Do you know someone (or a pet) that has been sprayed by a skunk?
2. Sing the song, "Skunk Pokey." Students act out the different motions with each verse.
3. Sing the **S-K-U-N-K** song to the tune of "Bingo." Display the letters and sing the song. After singing the first verse, cover up the letter **S** with a picture of the child holding their nose. Sing the second verse as "Ew, K-U-N-K."




### Skunk Pokey

Song to the tune of "Hokey Pokey"

You put your fluffy tail in,  
you put your fluffy tail out,  
you put your fluffy tail in,  
and you shake it all about.

You do the skunk pokey  
and you turn yourself around.  
That's what it's all about.

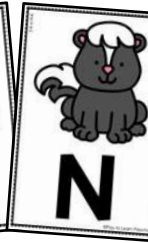


Follow with different verses -  
webbed toes, pointed snout, little ears, striped body.

### Stinky Skunk

To the tune of "Bingo"

I'm really cute, but  
What could be my  
**S-K-U-N-K**  
**S-K-U-N-K**  
**S-K-U-N-K**  
And skunk  
My name-o



#### Extension Idea:

Black and white are opposite colors. Read books about opposites like those found in this blog: *The Best Opposites Books for Preschoolers* found at: <https://playtolearnpreschool.us/opposites-books/>

**Skunks use a smelly spray to protect themselves from predators.**





**Skunks usually have black fur with a white stripe that runs down its back.**

# Skunk Pokey

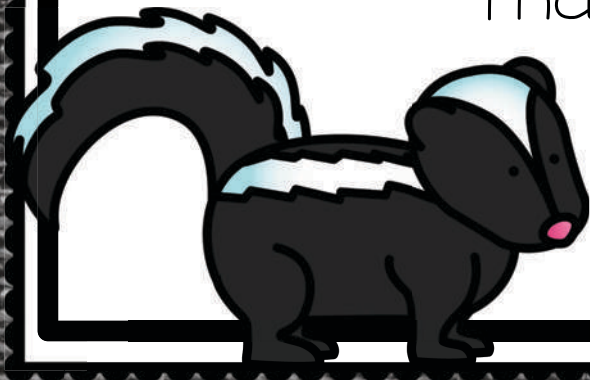
Song to the tune of "Hokey Pokey"

You put your fluffy tail in,  
you put your fluffy tail out,  
you put your fluffy tail in,  
and you shake it all about.

You do the skunk pokey  
and you turn yourself around.  
That's what it's all about.

**Follow with different verses -**

webbed toes, pointed snout, little  
ears, striped body



# Stinky Skunk

To the tune of "Bingo"

I'm really cute, but smell so bad.  
What could be my name-o?

**S-K-U-N-K**

**S-K-U-N-K**

**S-K-U-N-K**

And skunk is  
My name-o!



S-K-U-N-K



S

S-K-U-N-K



K

S-K-U-N-K



U

S-K-U-N-K



N

S-K-U-N-K



K

S-K-U-N-K



Ew!

S-K-U-N-K



**Ew!**

S-K-U-N-K



**Ew!**

S-K-U-N-K



**Ew!**

S-K-U-N-K



**Ew!**

# Foxes

## Sneaky Fox

Day 4  
lesson  
plans

A fox is a small, dog-like wild animal with pointy ears and a bushy tail. They live alone and hunt for food at night. Foxes can make over 40 different sounds!

### Objectives:

- The students will express themselves using words and sentences.
- The students will count sets to 5 and make combinations of objects to create each set.
- The students will identify numbers and take turns with others.

### Activities:

1. Examine the real-life pictures of the foxes. What color is their fur? Have you ever heard a fox?
2. Recite the “Animals at Night” chip clip poem. As you progress through each verse, add an animal to the night-time scene.
3. Play the “Little Fox” game.

#### Extension Idea:

Foxes can make so many sounds. Some even sound like a child yelling! Play animal sounds at circle time and have students guess which animal they hear.

Foxes have an excellent sense of hearing and smell. They use these senses to look for food.



Foxes are solitary animals. They prefer to sleep and hunt for food alone.



### To Play the Game:

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



**Foxes have an excellent sense of hearing and smell. They use these senses to look for food.**



**Foxes are solitary animals. They prefer to sleep and hunt alone for food.**





# Animals at Night

1 little animal in  
The dark of night  
Out and about in the  
Pale moonlight.

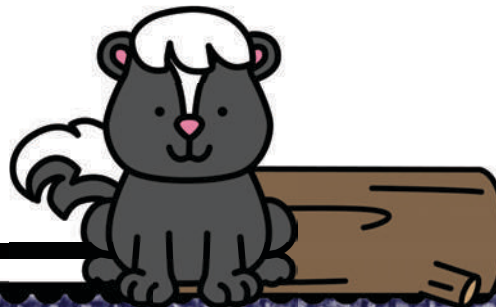
2 little animals in  
The dark of night

Out and about in the pale moonlight.

(count up to 5)

5 little animals have been out to play.

Time to go home and sleep all day.



# Animals at Night

1 little animal in the dark of night.  
Out and about in the pale moonlight.  
2 little animals in the dark of night  
Out and about in the pale moonlight.

(count up to 5)

5 little animals have been out to play.  
Time to go home and sleep all day.



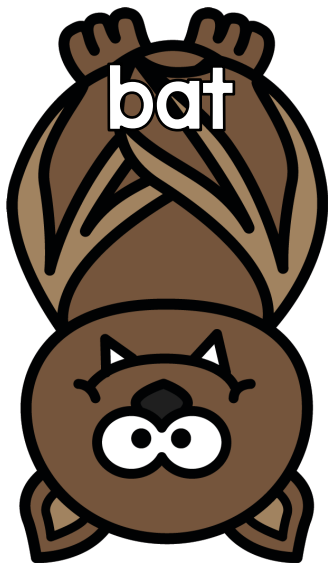
bat

raccoon

fox

owl

skunk



bat

○  
clothes  
pin side



owl

○  
clothes  
pin side



fox

©Play to Learn Preschool

○  
clothes  
pin side



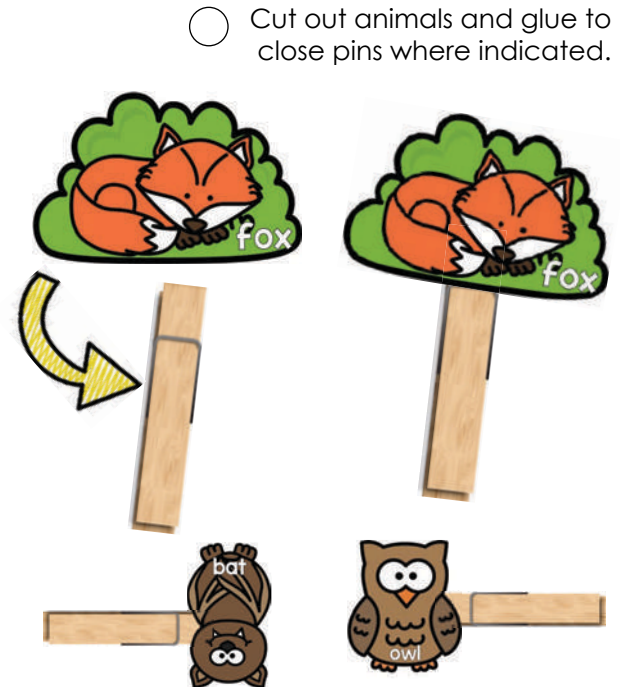
raccoon

○  
clothes  
pin side



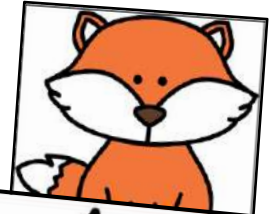
skunk

○  
clothes  
pin side

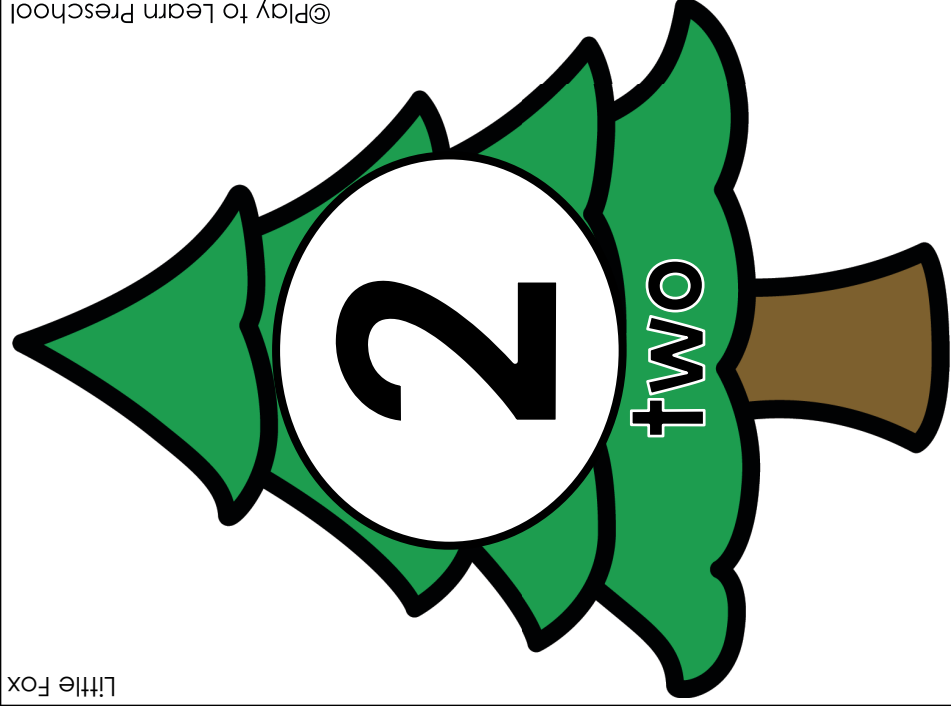


# Little Fox

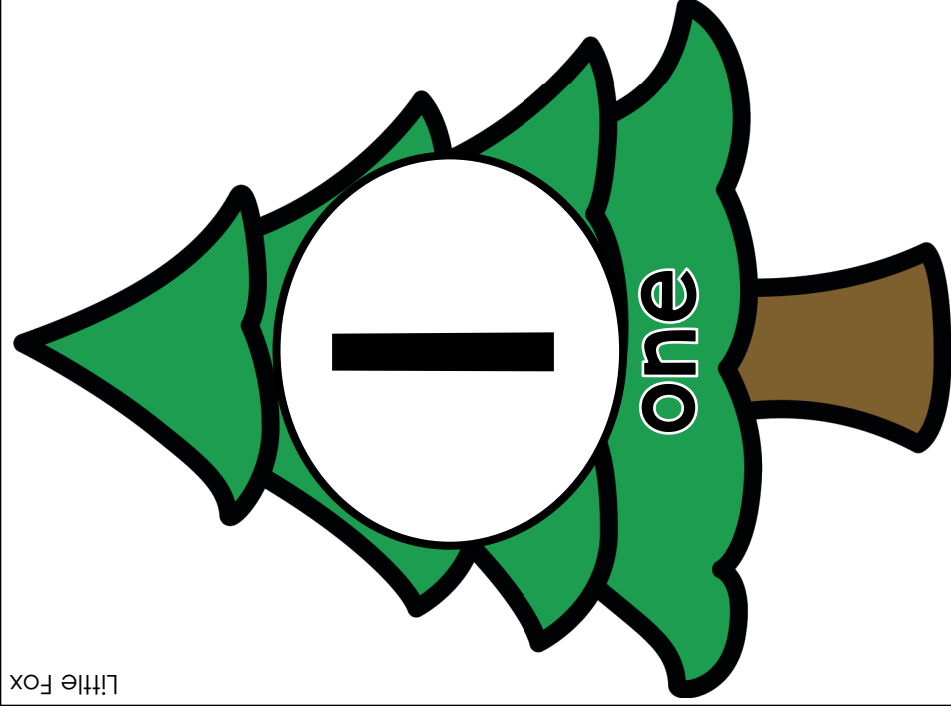
Little fox is hiding,  
Where could he be?



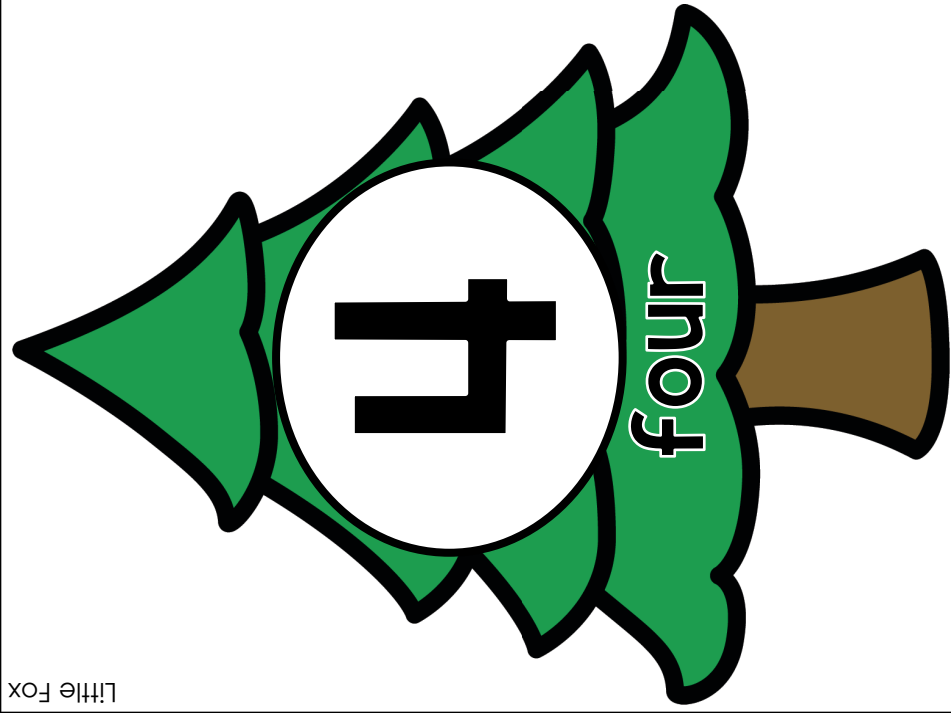
Pick a tree?  
Let's look and see.



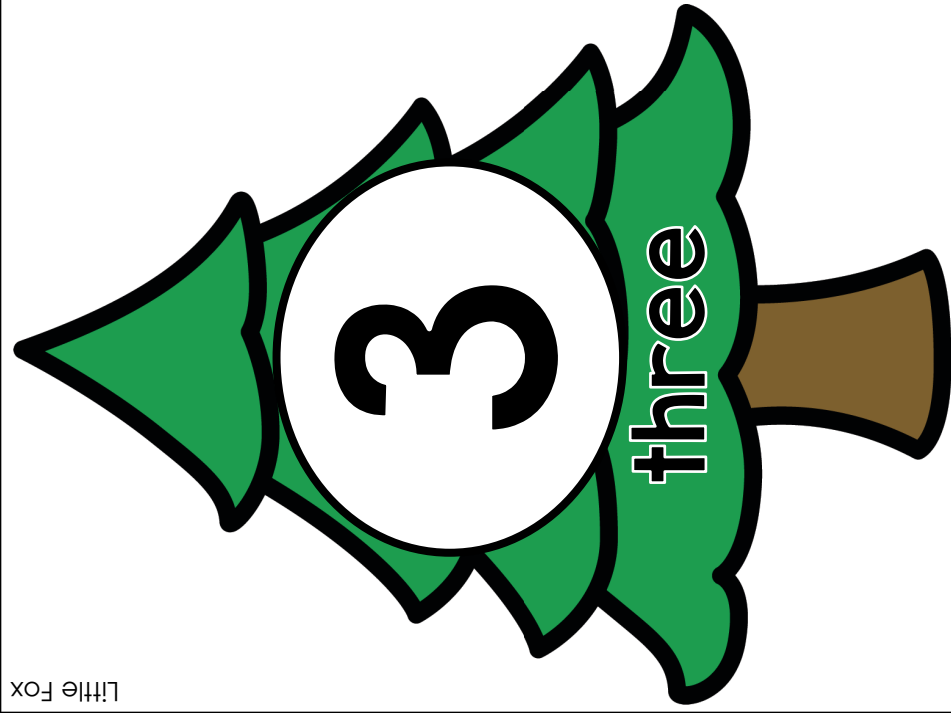
Little Fox



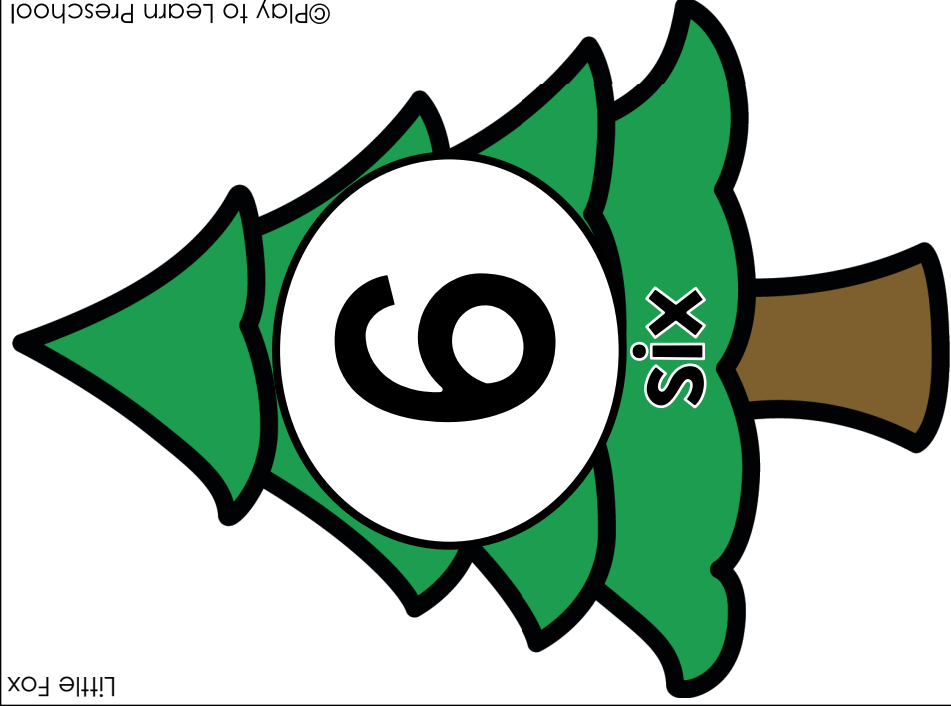
Little Fox



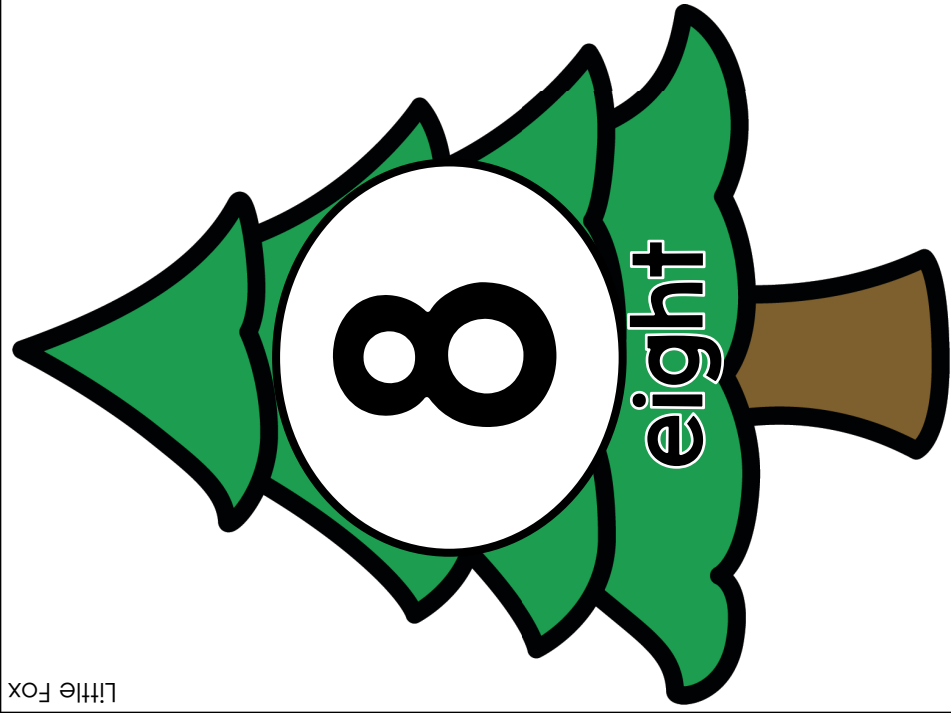
Little Fox



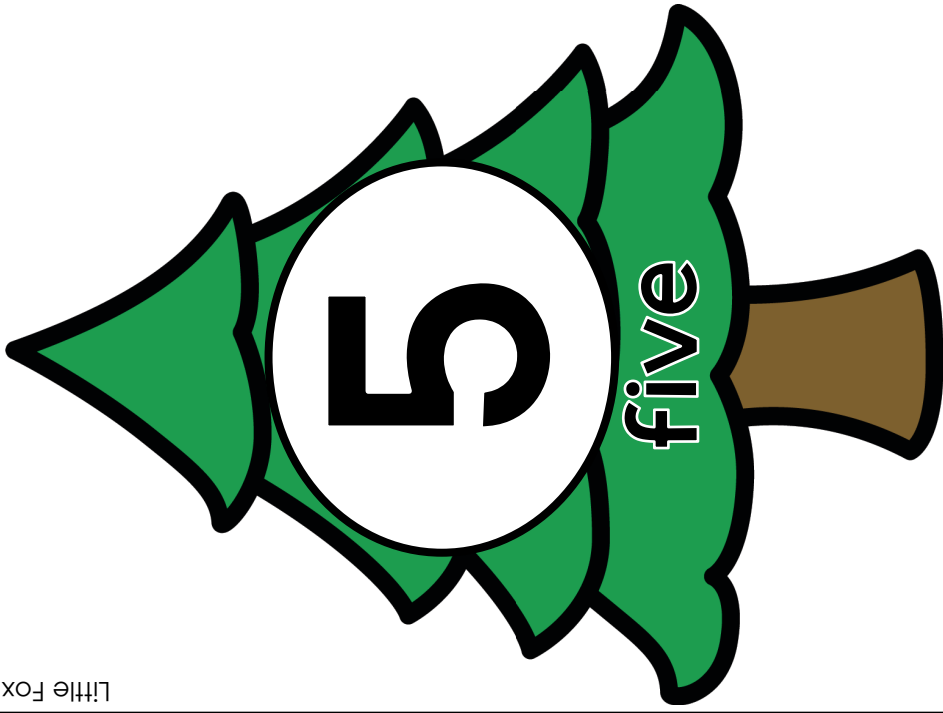
Little Fox



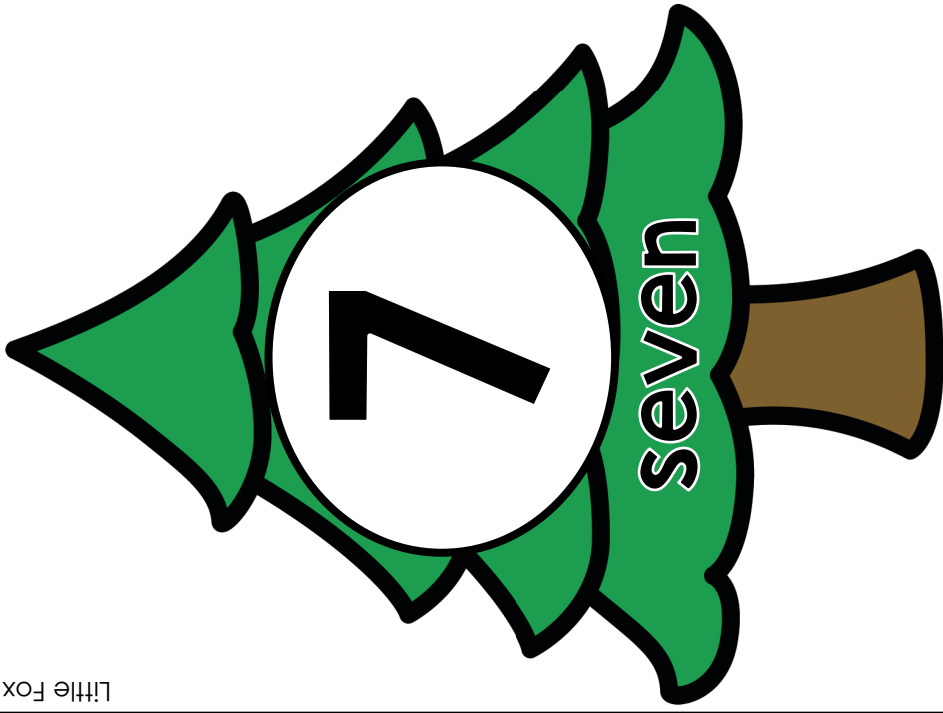
Little Fox



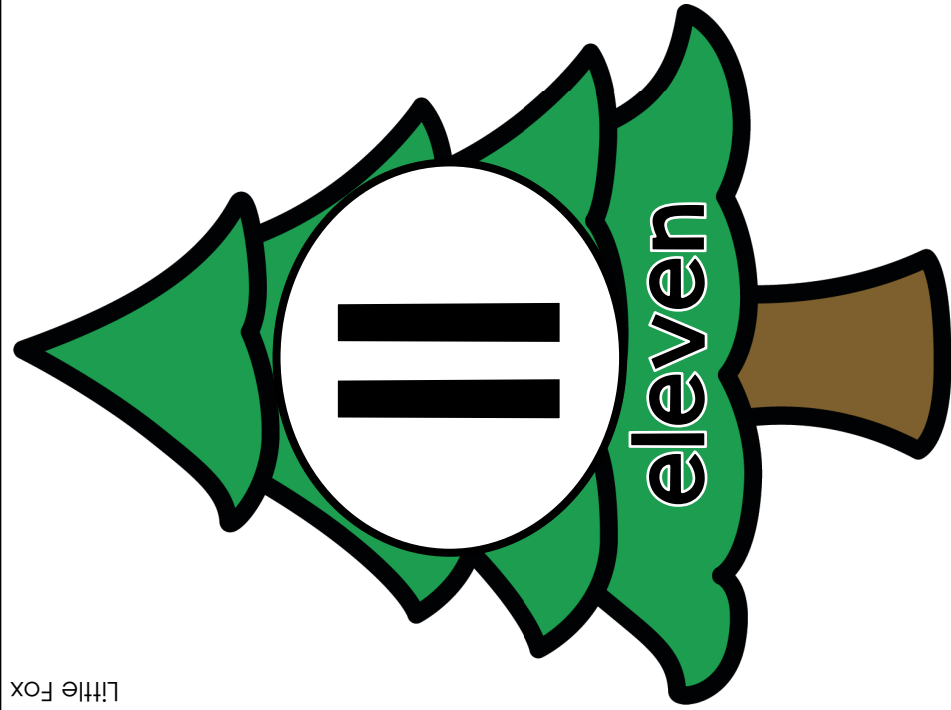
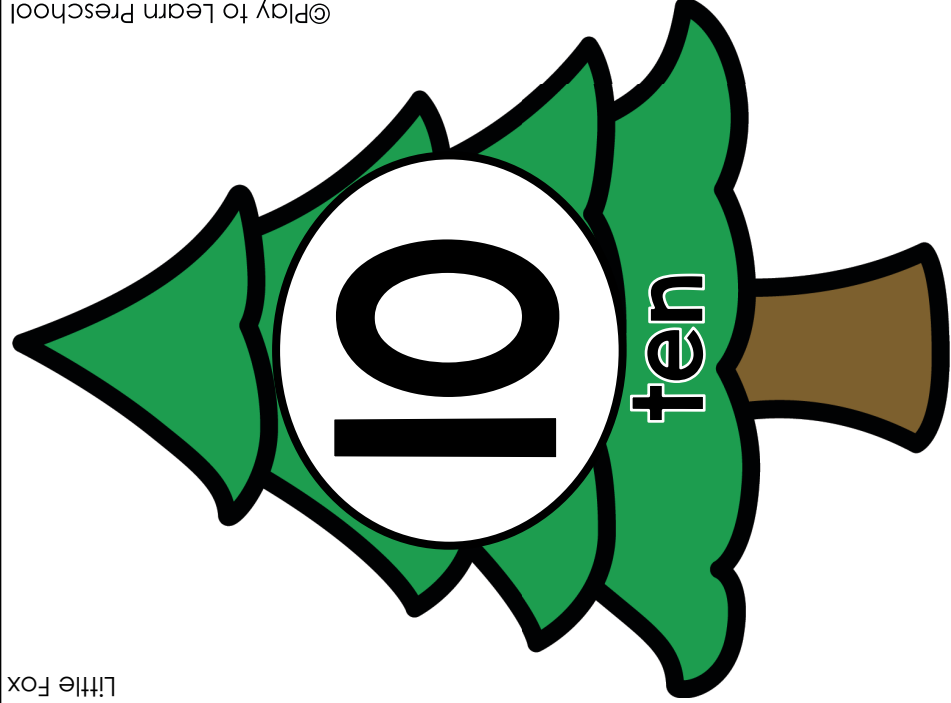
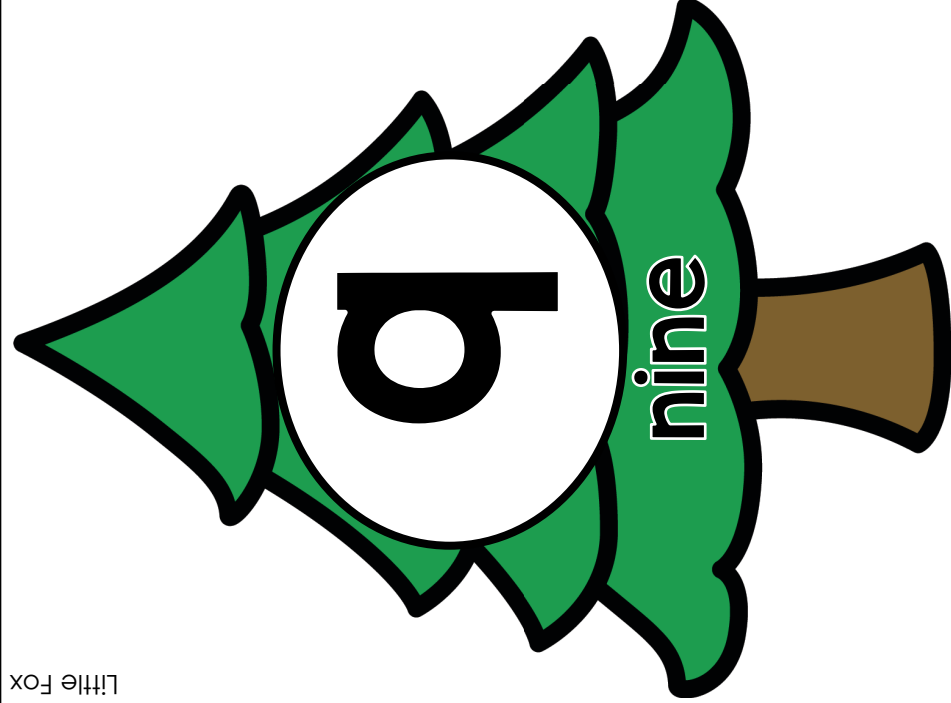
Little Fox

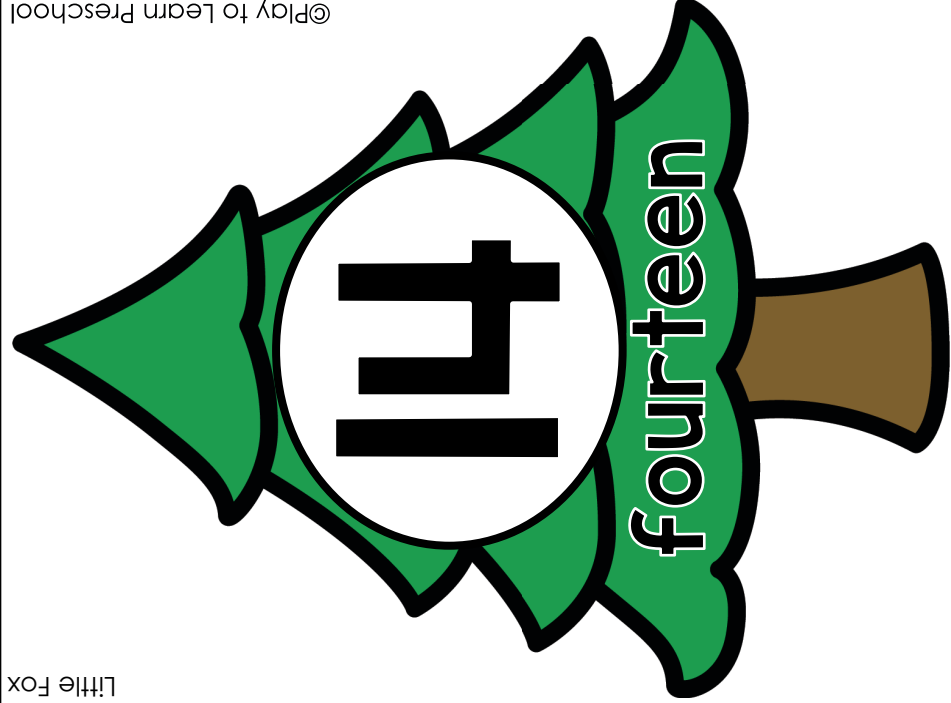
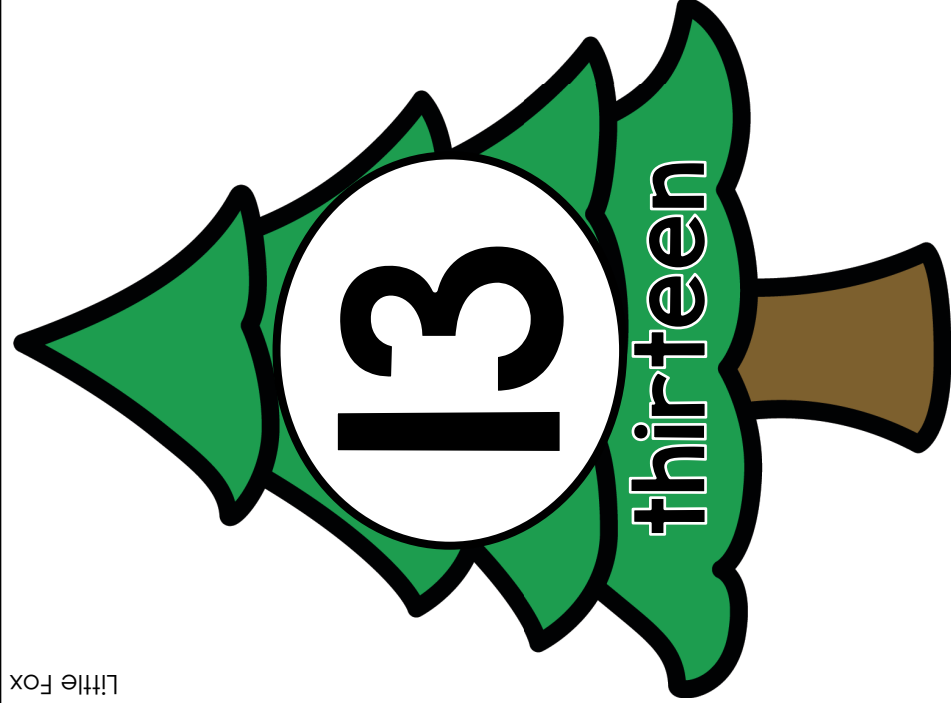


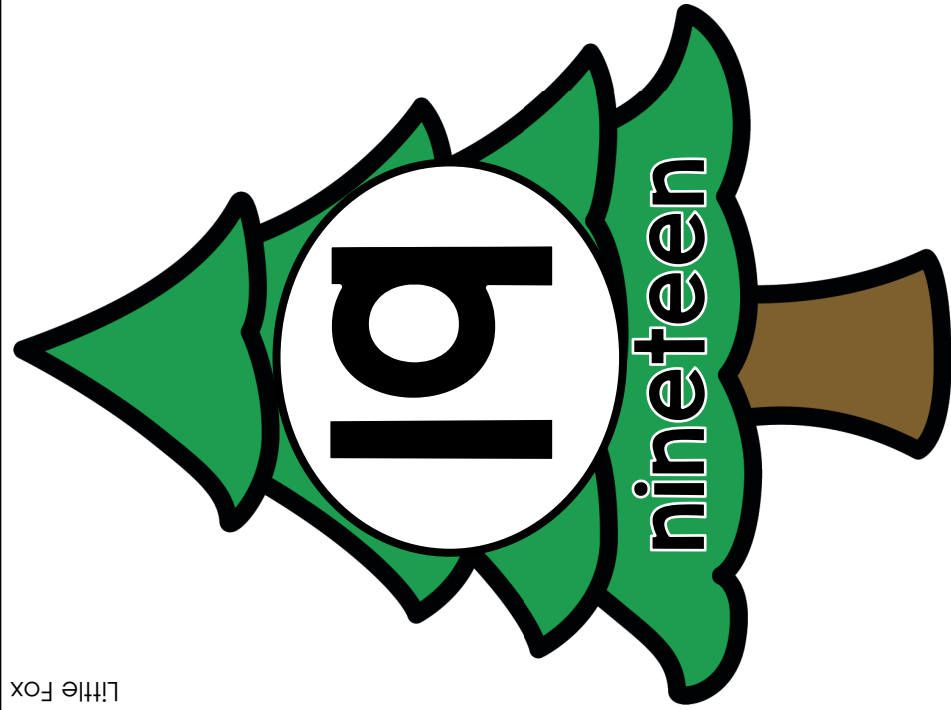
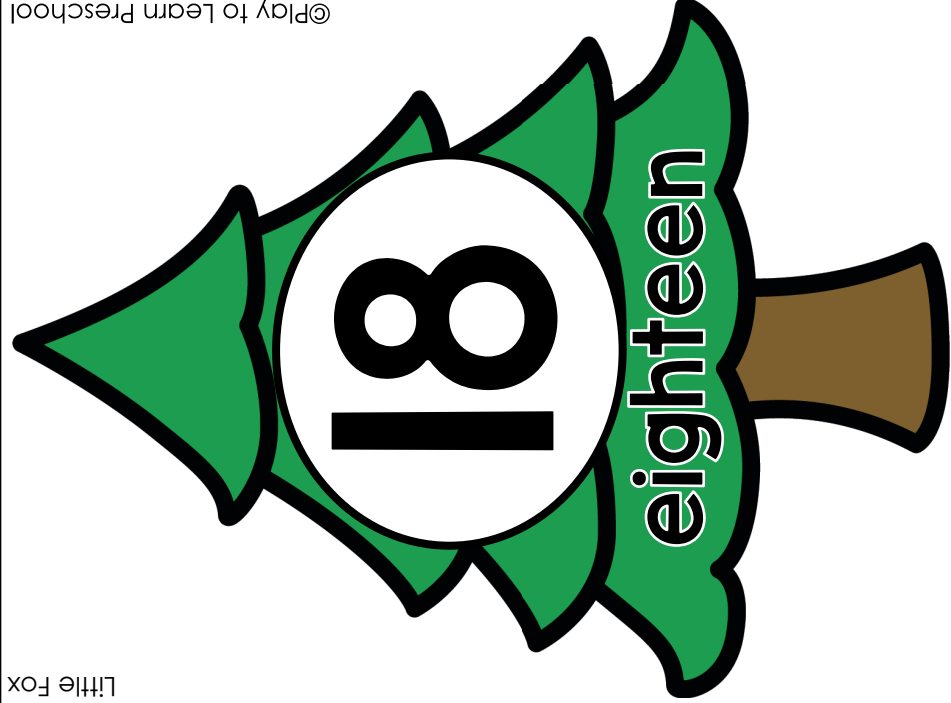
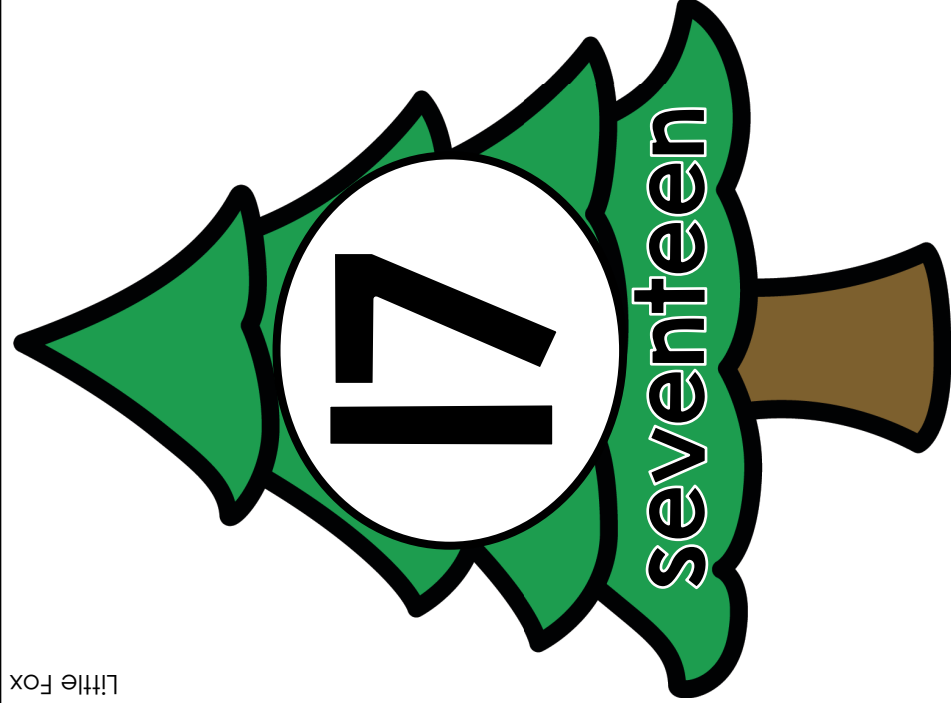
Little Fox



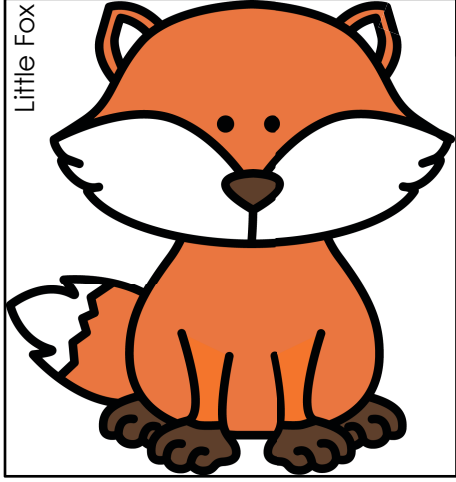
Little Fox







Cut out this fox



# Conclusion

## Night Time Animals

Day 5  
lesson  
plans

To conclude the unit about nocturnal animals, ask the students what they liked best. Did they have a favorite animal? Assess what they remember about the animals with the riddle bags game.

### Objectives:

- The students will actively participate in conversations.
- The students will notice and extend simple patterns.

### 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. Play the Nocturnal Animals Grid Game.



Which one is missing?

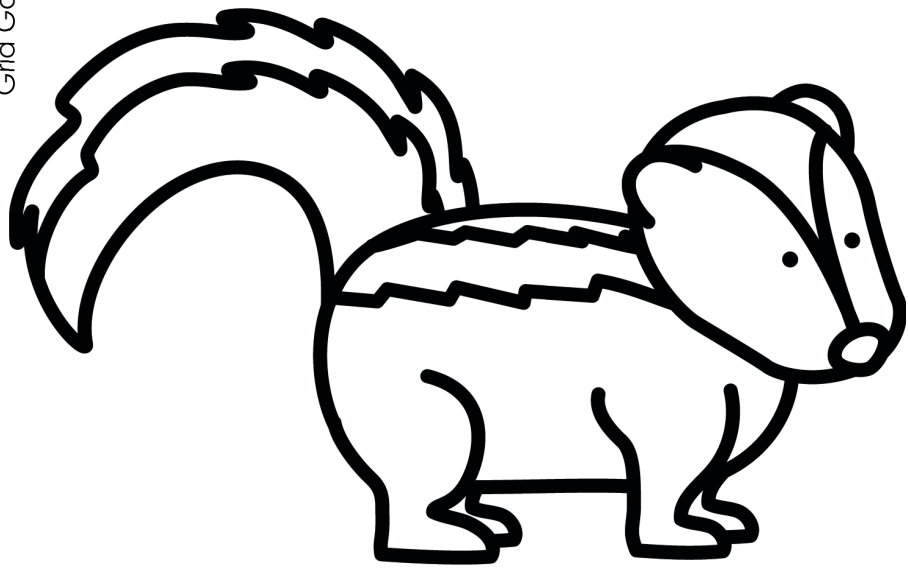
### Extension Idea:

Play a nocturnal animal game. Temperament of the students permitting, turn off the lights and have the students pretend they are nocturnal animals while sitting in their spot. They can flap their wings like an owl or bat or pretend to wash their food like a raccoon. Turn on the lights and everyone pretends to sleep with their eyes closed and head tilted to the side. Turn off the lights and repeat.

### 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.

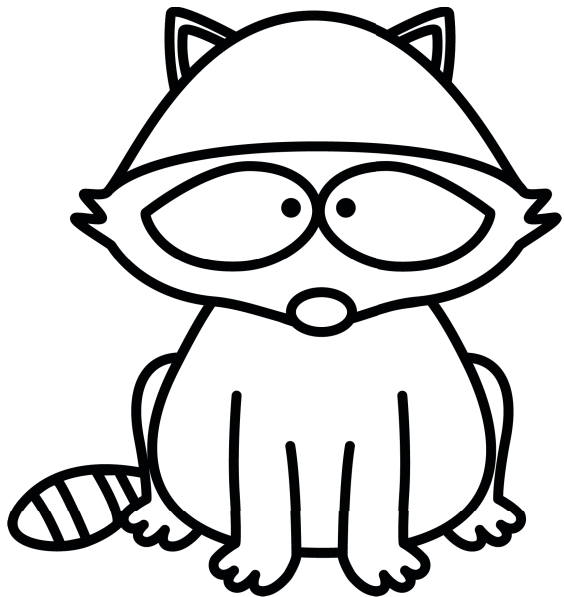




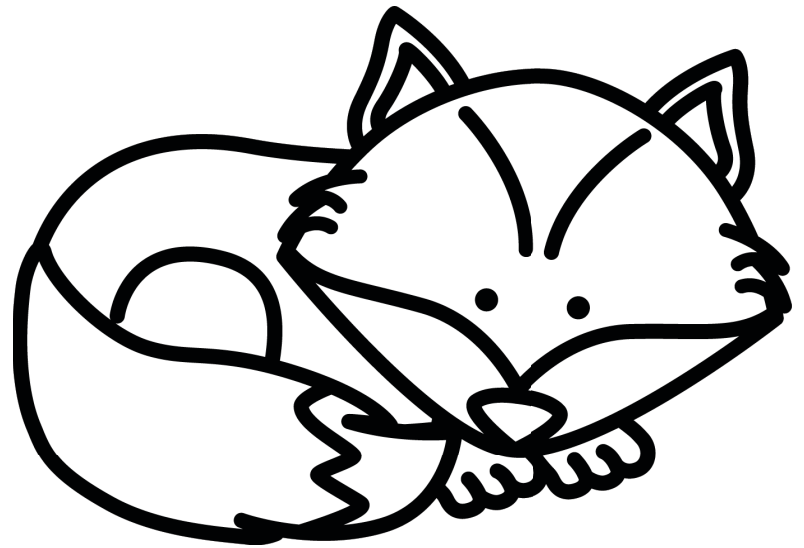
skunk



porcupine



raccoon



fox

## Riddle #1

My paws look like human hands. Sometimes it looks like I wash my food in the stream before I eat it.

**Answer:** raccoon

## Riddle #2

I am black and white. If I am afraid of you, I will spray you with stinky liquid to make you go away.

**Answer:** skunk

## Riddle #3

I use my great senses of smell and hearing to find my food. I also have a bushy tail!

**Answer:** fox

## Riddle #4

I fly at night, but I do not have feathers!

**Answer:** bat

## Riddle #5

Watch out for my quills!  
I use these prickly needles  
to protect myself from  
predators.

**Answer:** porcupine

## Riddle #6

I fly at night and say,  
“Hoot, hoot,” to talk to  
other animals.

**Answer:** owl

## Riddle #7

I am tiny and have a long  
tail. I come out at night so  
predators won't see me.

**Answer:** mouse

## Riddle #8

I am called this because  
I build my home  
near *hedges* (bushes).

**Answer:** hedgehog

Riddle #1



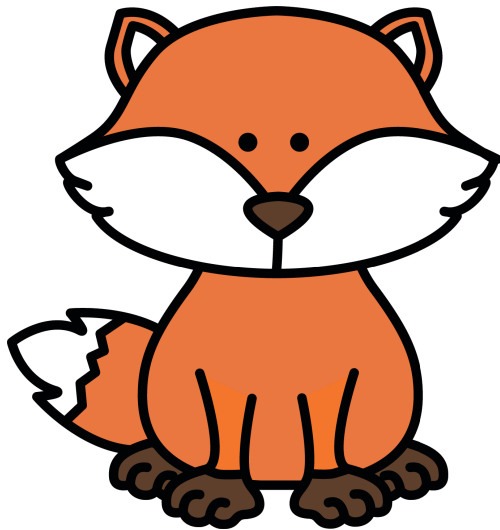
raccoon

Riddle #2



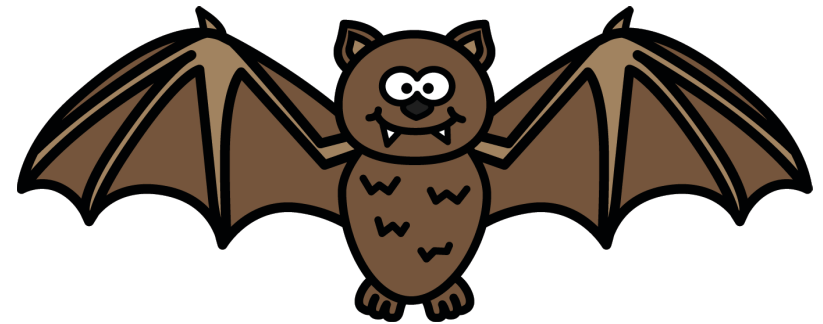
skunk

Riddle #3



fox

Riddle #4



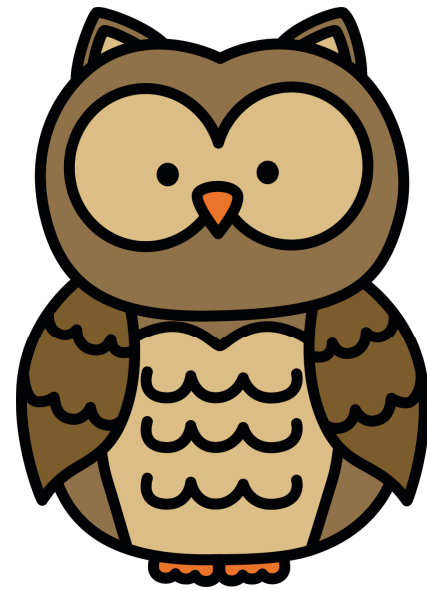
bat

Riddle #5



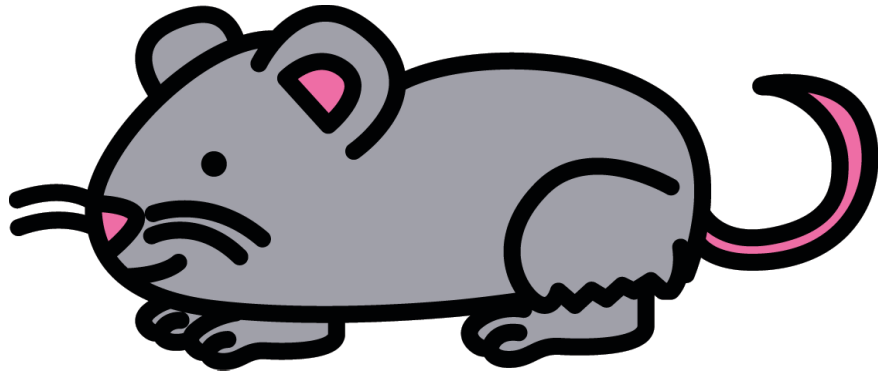
porcupine

Riddle #6



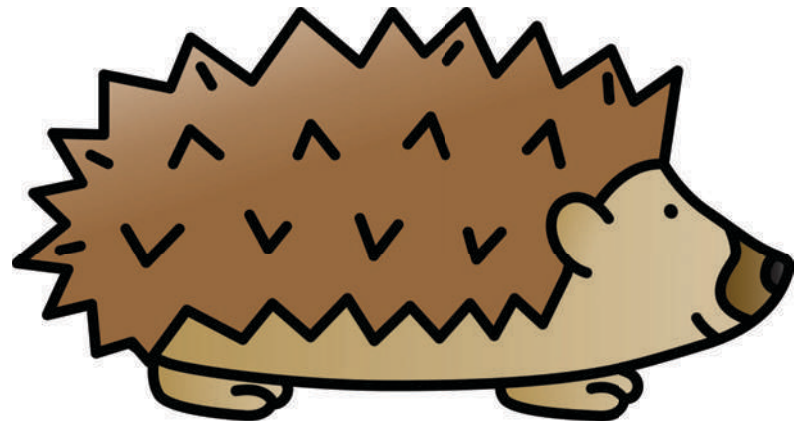
owl

Riddle #7



mouse

Riddle #8



hedgehog

# Centers

- Push Pin Letters
- Nocturnal Animals Game
- Count & Clip Cards
- Animal Name Strips
- Line Tracing
- Book Recommendations

### Push Pin Letters

**Literacy Center**

**Objective:** The students will manipulate objects with hands.  
**Preparation:** Copy each page onto cardstock. Provide push pins (\*\*Supervise students appropriately\*\*) and a carpet square or foam mat to place underneath.  
**Procedure:** The students strengthen their fine motor skills and alphabet knowledge by perforating the letters using a push pin (or golf tee or toothpick).

### Nocturnal Animals Game

**Math Center**

**Objective:** Students will share and take turns with others.  
**Preparation:** Print the small cards, dice, and game mat. Cut apart the cards and laminate as desired. Cut out the dice and glue tabs in place.  
**Procedure:** Children take turns rolling the die, adding each animal to the night scene as it is rolled. If the animal is already on the mat, pass the die to the other player.

### Line Tracing

**Literacy Center**

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

Trace the lines.

Name \_\_\_\_\_

Write the letters with a bright.

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

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### Animal Name Strips

**Literacy Center**

Students will recognize letters of the alphabet.  
 Print the animal name strips and letters then cut apart.  
 Students will match the letters to the animal name strip.

**Helpful Hint:**  
 Attach a small pocket or envelope to the back of the sentence strip to store the letters.

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### Count and Clip Cards

**Math Center**

**Objective:** Students will practice one-to-one correspondence and number 1 to 12.  
**Preparation:** Print the cards, mat, cut apart, and laminate as desired.  
**Procedure:** Students count the pictures on each card and mark the correct answer with a pin.

**Helpful Hint:**  
 When counting, put a sticker on the back that clothes pin if the answer is correct.

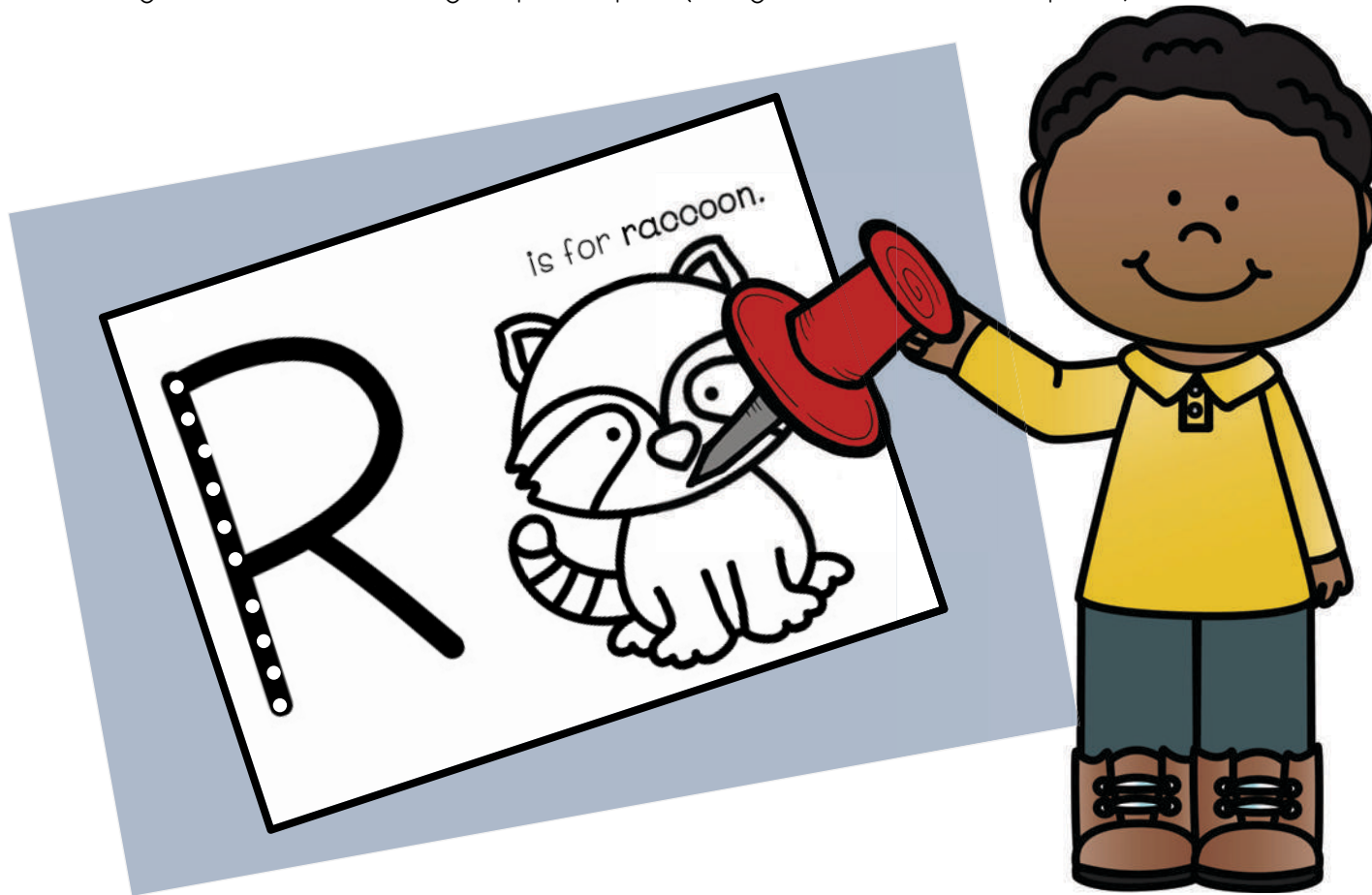
©Play to Learn Preschool

# Push Pin Letters

**Objective:** The students will manipulate objects with hands.

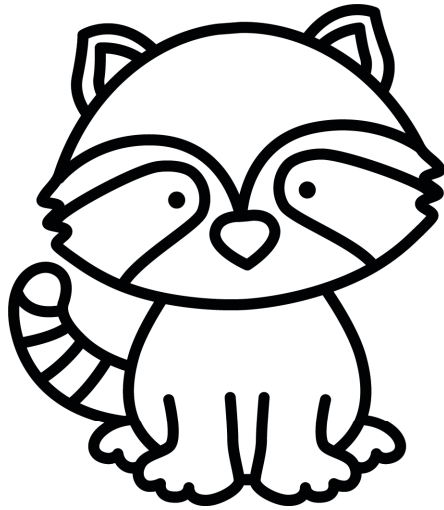
**Preparation:** Copy each page onto cardstock. Provide push pins (\*\*Supervise students appropriately.\*\*\*) and a carpet square or foam mat to place underneath.

**Procedure:** The students strengthen their fine motor skills and alphabet knowledge by perforating the letters using a push pin (or golf tee or toothpick).



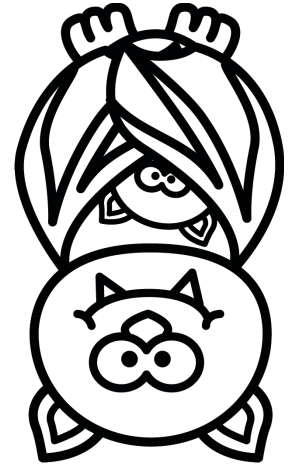
R

is for raccoon.



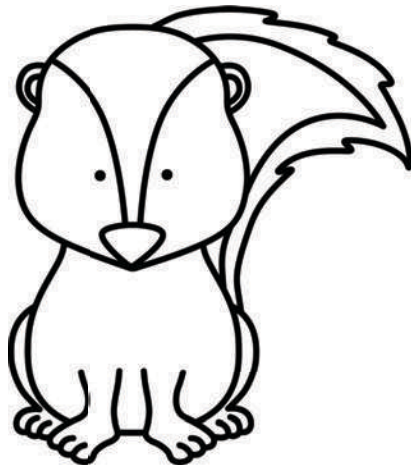
B

is for bat.



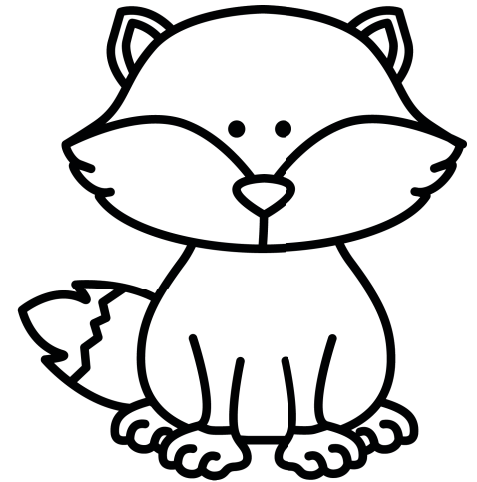
S

is for skunk.



F

is for fox.



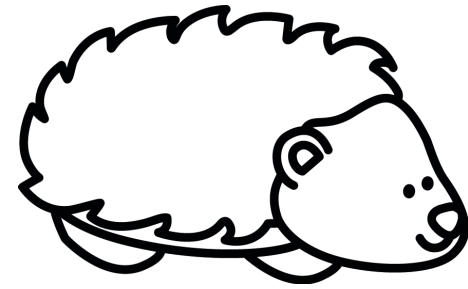
P

is for porcupine.



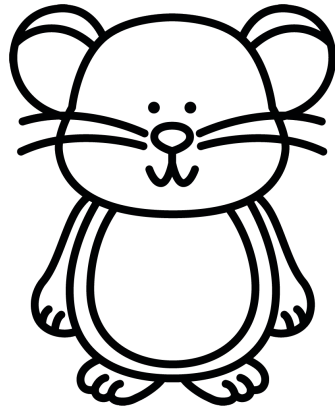
H

is for hedgehog.



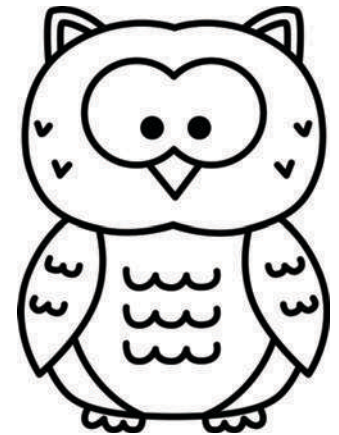
M

is for mouse.



O

is for owl.

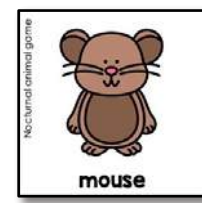
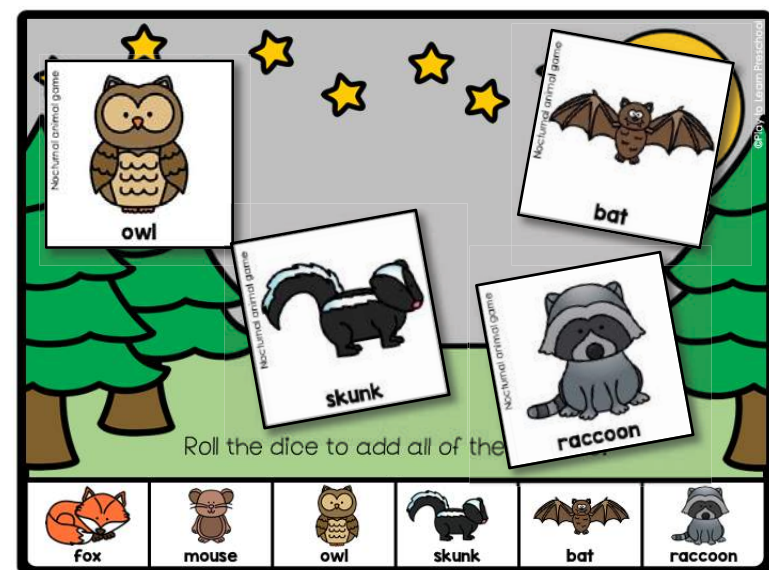
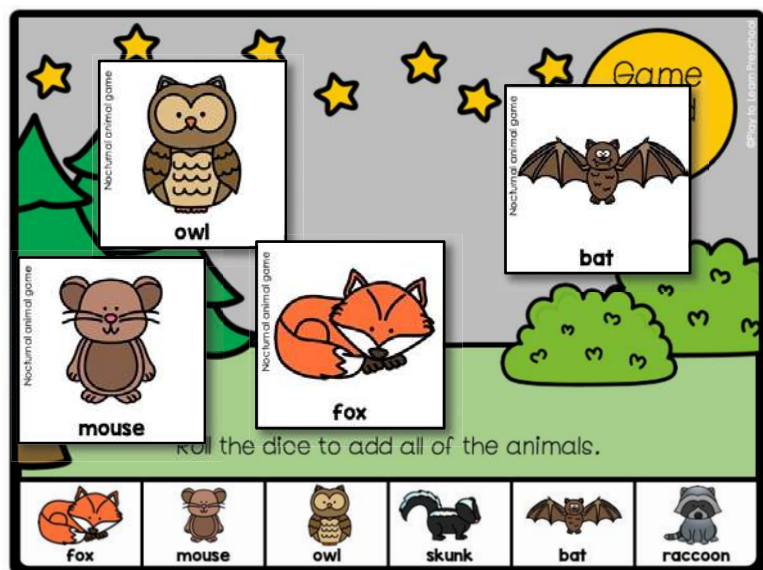


# Nocturnal Animals Game

**Objective:** Students will share and take turns with others.

**Preparation:** Print the small cards, dice, and game mats. Cut apart the cards and laminate as desired. Cut out the dice and glue tabs in place.

**Procedure:** Children take turns rolling the die, adding each animal to the night scene as it is rolled. If the animal is already on the mat, pass the die to the other player. The first player to add all of the animals to their mat is the winner.



Game Card #1



Roll the die to add all of the animals.



fox



mouse



owl



skunk



bat



raccoon

Game Card #2

Roll the die to add all of the animals.



fox



mouse



owl



skunk



bat



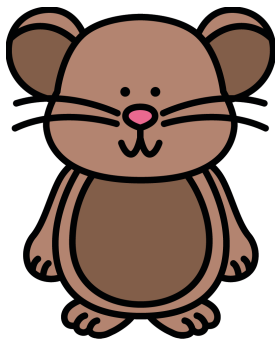
raccoon

Nocturnal animals game



**fox**

Nocturnal animals game



**mouse**

Nocturnal animals game



**owl**

Nocturnal animals game



**skunk**

Nocturnal animals game



**bat**

Nocturnal animals game



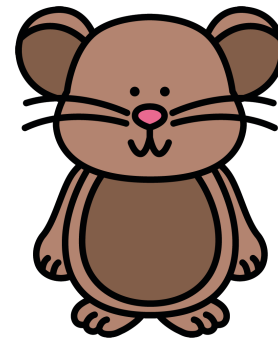
**raccoon**

Nocturnal animals game



**fox**

Nocturnal animals game



**mouse**

Nocturnal animals game



**owl**

Nocturnal animals game



**skunk**

Nocturnal animals game



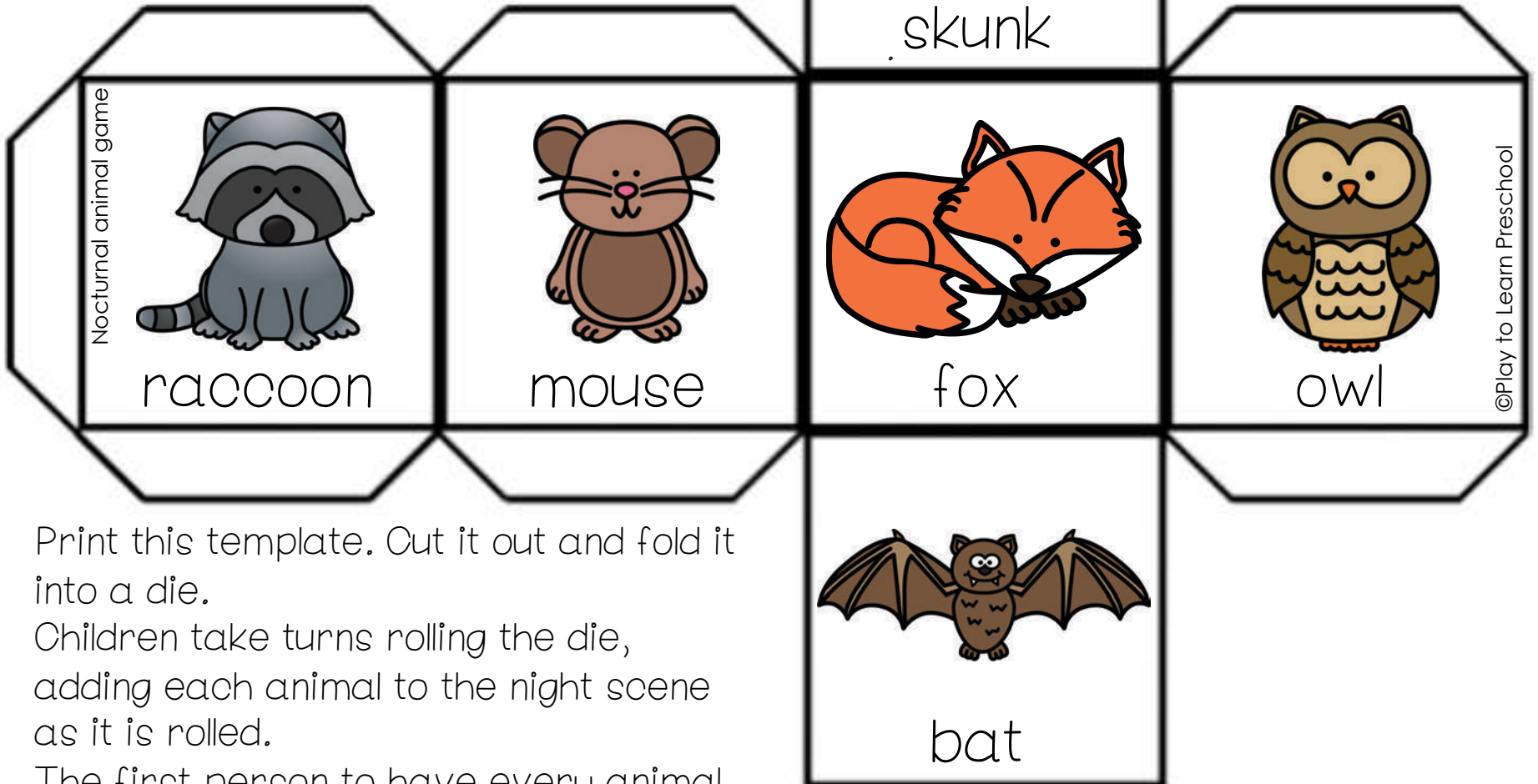
**bat**

Nocturnal animals game



**raccoon**

# Nocturnal Animals



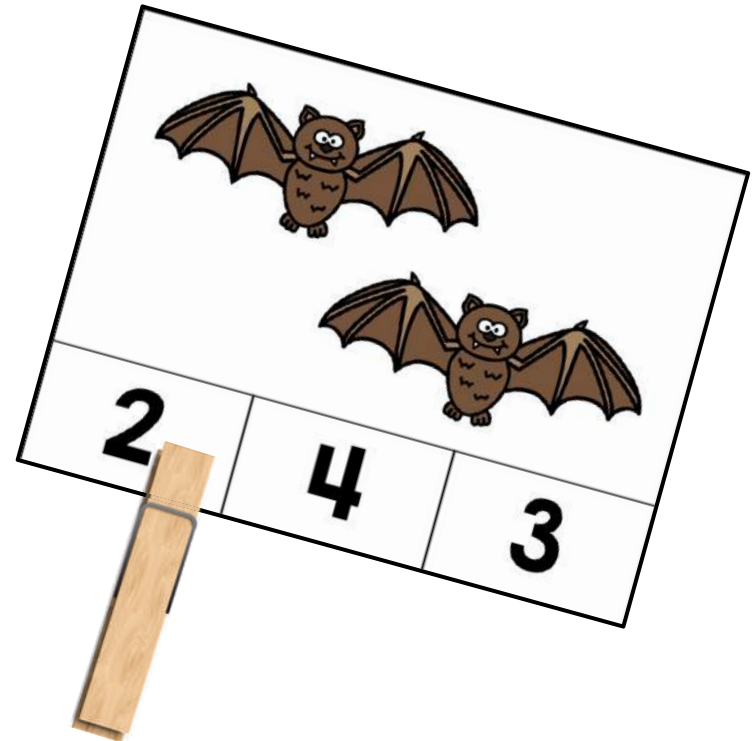
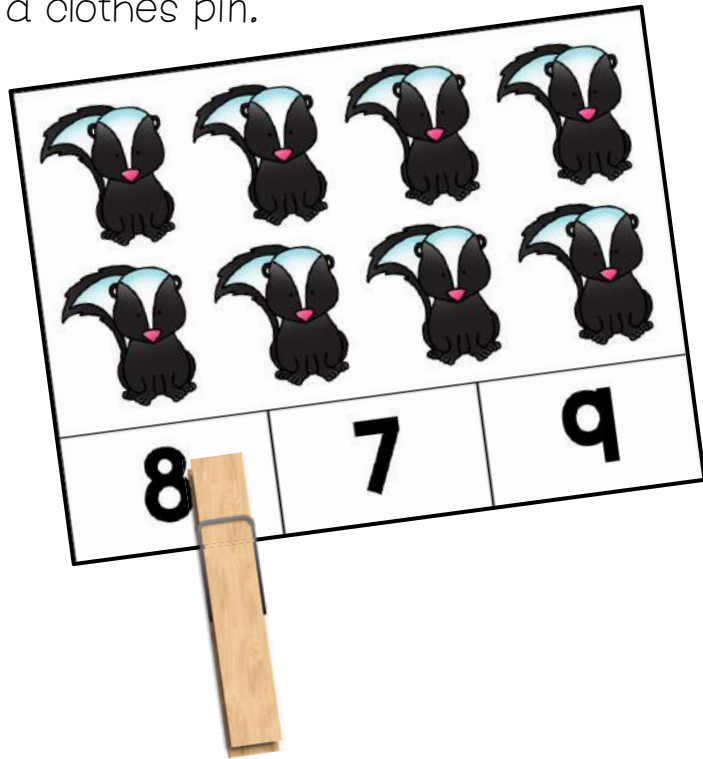
- Print this template. Cut it out and fold it into a die.
- Children take turns rolling the die, adding each animal to the night scene as it is rolled.
- The first person to have every animal on their board completes the game.

# Count and Clip Cards

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

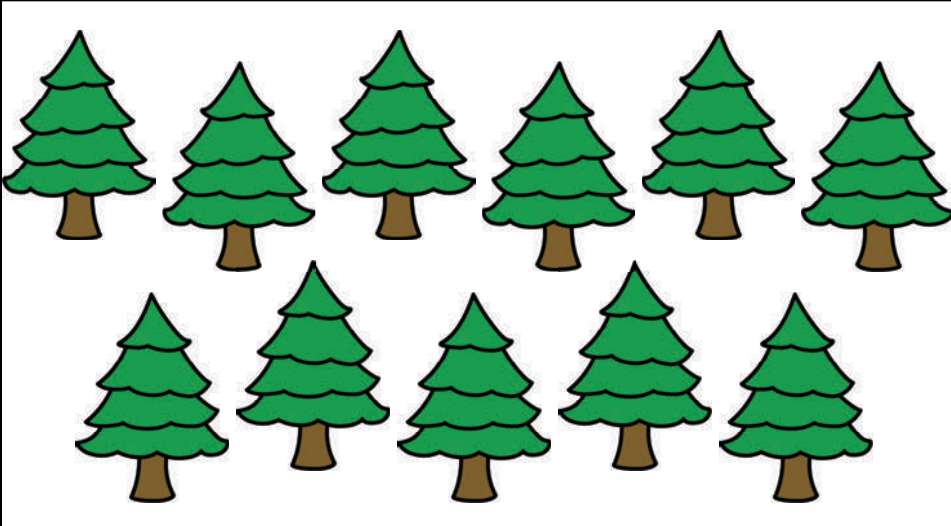
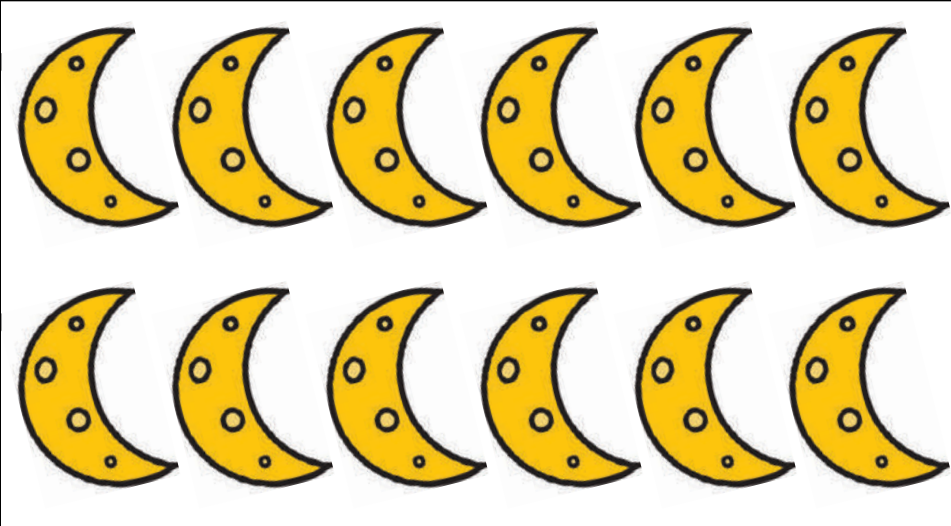
**Preparation:** Print the cards, mat, cut apart, and laminate as desired.

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



**Helpful Hint:**

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



8

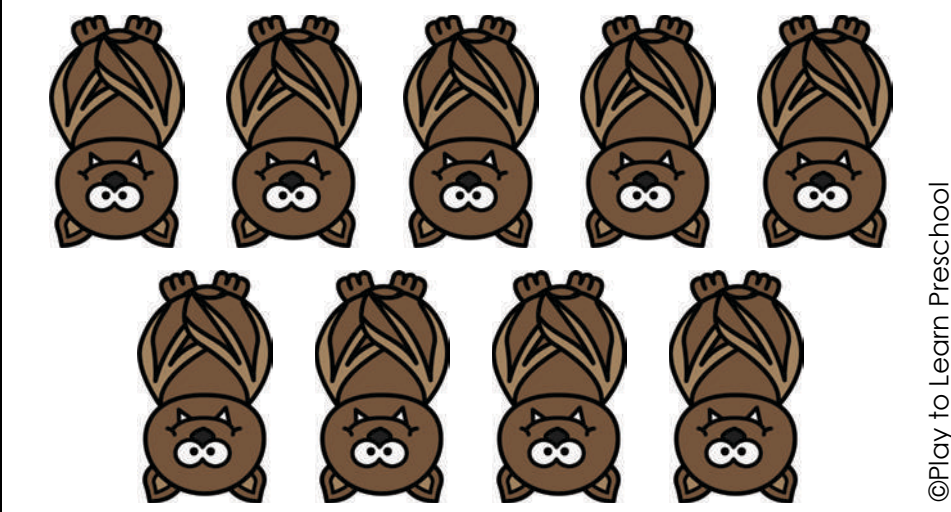
12

9

11

10

4



8

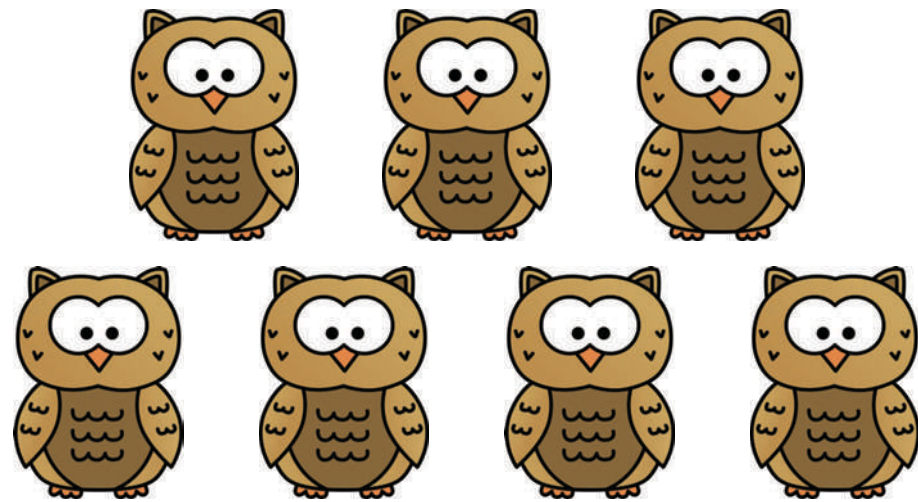
10

6

5

6

9



8

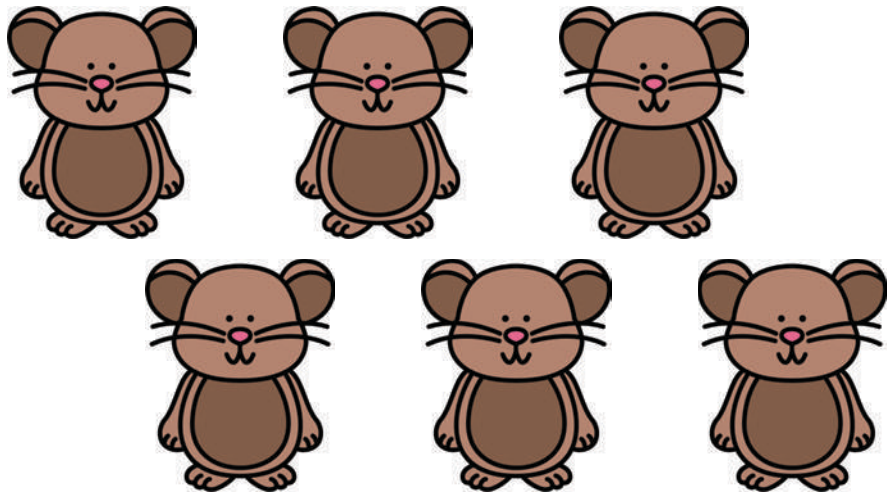
7

9

5

4

7



3

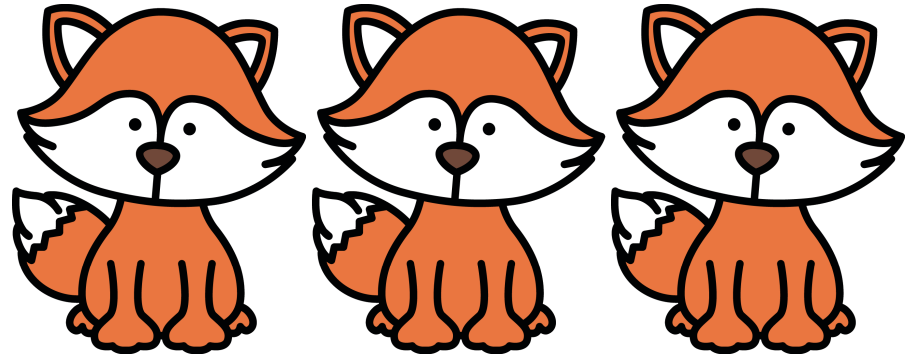
6

1

4

3

5



4

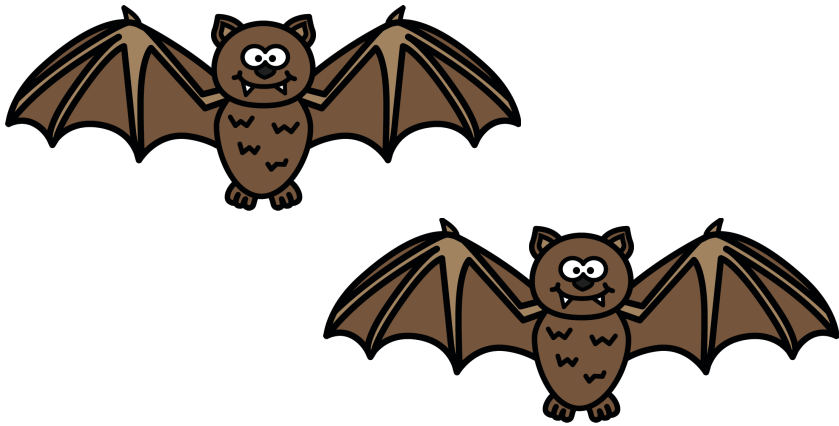
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5

6

7

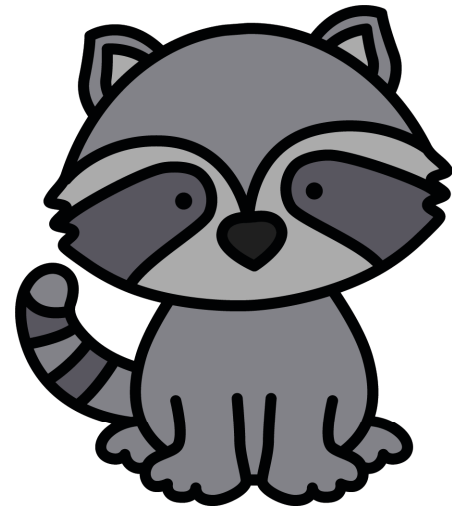
3



2

4

3



5

1

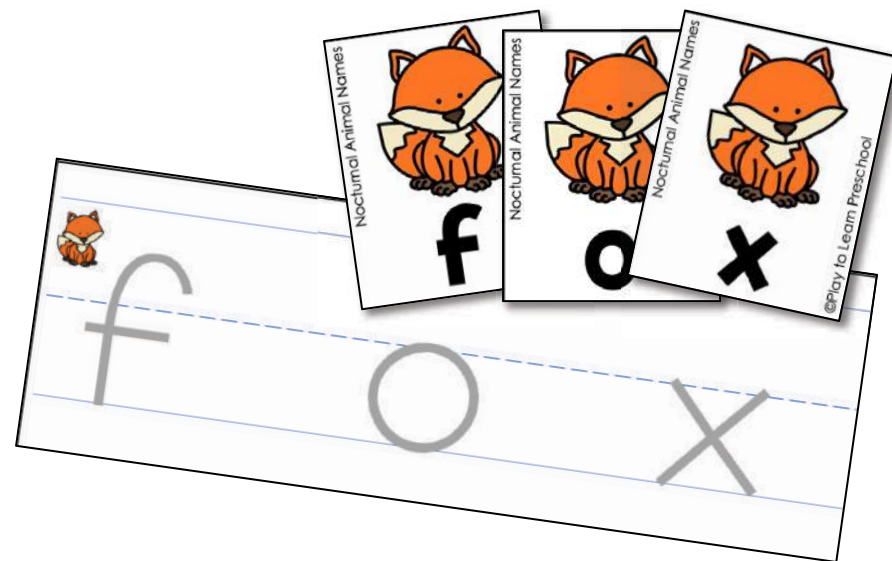
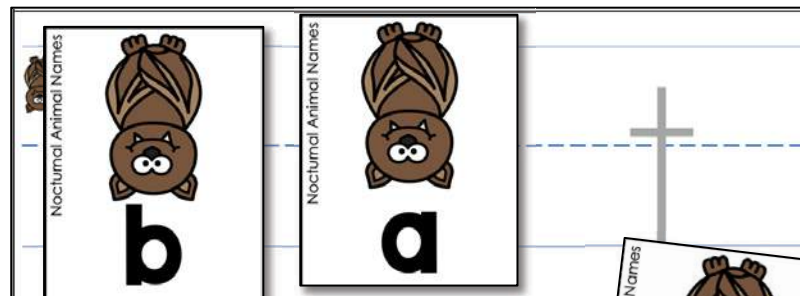
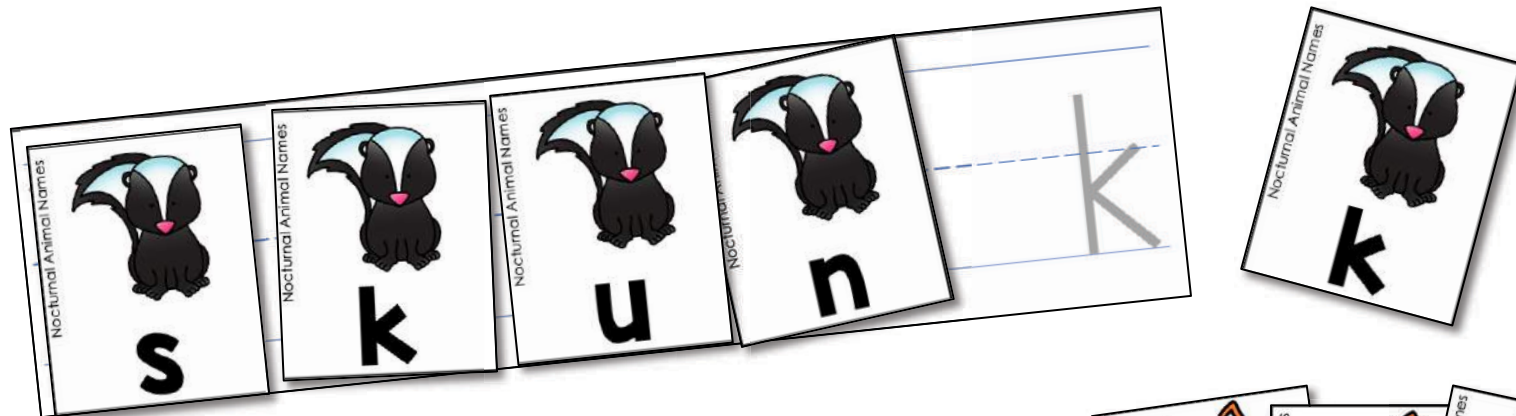
2

# Animal Name Strips

**Objective:** The students will recognize letters of the alphabet.

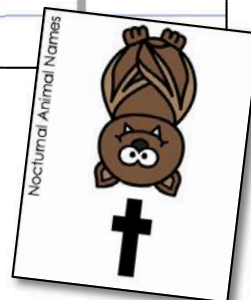
**Preparation:** Print the animal name strips and letters, then cut apart.

**Procedure:** Students will match the letters to the animal name strip.



**Helpful Hint:**

Attach a small pocket or envelope to the back of the sentence strip to store the letters.





r a c c o o n



s k u n k



o w l



m o u s e



b a t




f o x

Nocturnal Animal Names




**r**

Nocturnal Animal Names




**a**

Nocturnal Animal Names




**c**

Nocturnal Animal Names




**c**

Nocturnal Animal Names




**o**

Nocturnal Animal Names



**o**

Nocturnal Animal Names




**n**

Nocturnal Animal Names




**s**

Nocturnal Animal Names




**k**

Nocturnal Animal Names




**u**

Nocturnal Animal Names




**n**

Nocturnal Animal Names



**k**

Nocturnal Animal Names




**o**

Nocturnal Animal Names



**w**

Nocturnal Animal Names



**i**

Nocturnal Animal Names



**f**

Nocturnal Animal Names



**b**

Nocturnal Animal Names



**m**

Nocturnal Animal Names



**o**

Nocturnal Animal Names



**a**

Nocturnal Animal Names



**o**

Nocturnal Animal Names



**x**

Nocturnal Animal Names



**t**

Nocturnal Animal Names



**u**

Nocturnal Animal Names



**s**

Nocturnal Animal Names

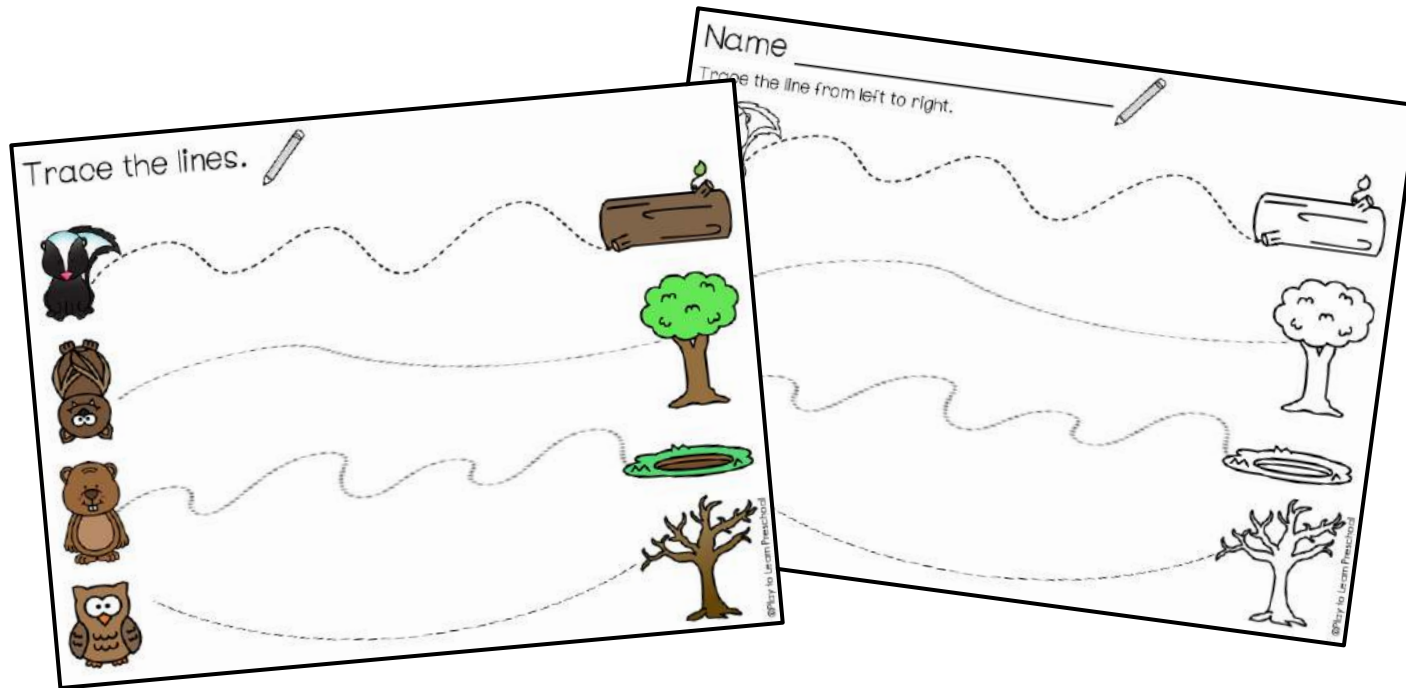


**e**

# Line Tracing

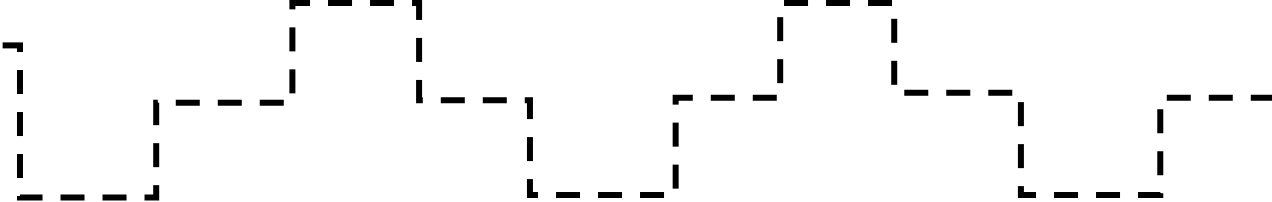
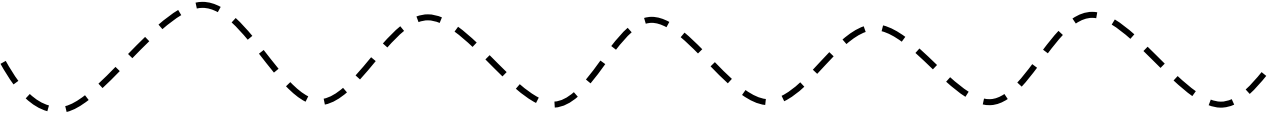
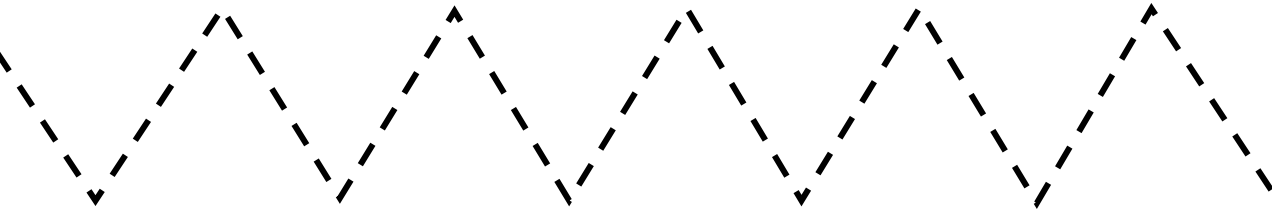
**Objective:** The students will understand the purpose of writing.

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

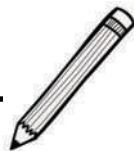


**Procedure:** The students will trace the dotted lines from left to right to practice fine motor skills.

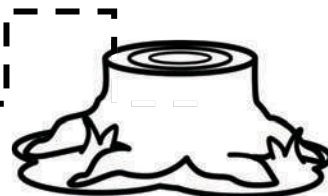
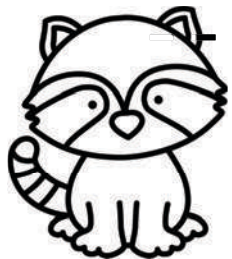
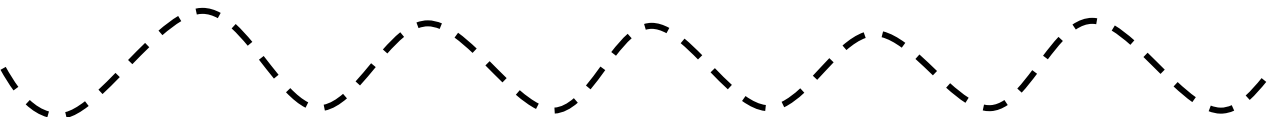
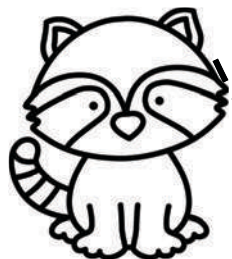
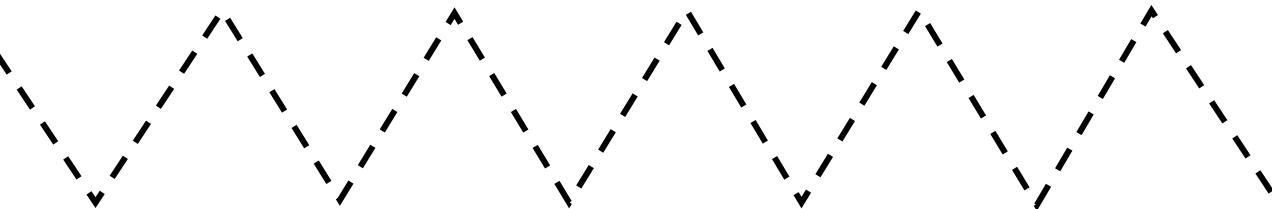
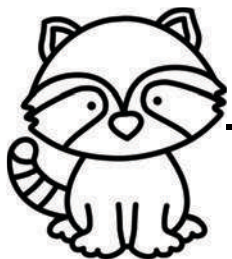
Trace the lines. 



Name \_\_\_\_\_



Trace the lines from left to right.



Trace the lines. 



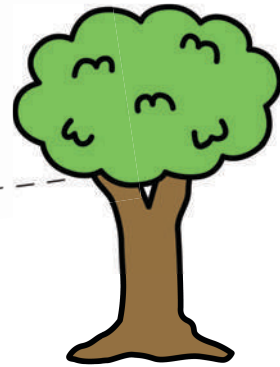
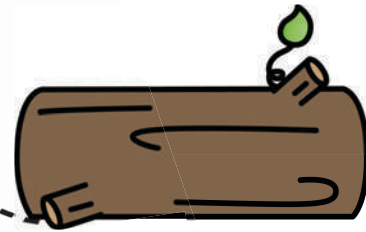
Name \_\_\_\_\_



Trace the lines from left to right.



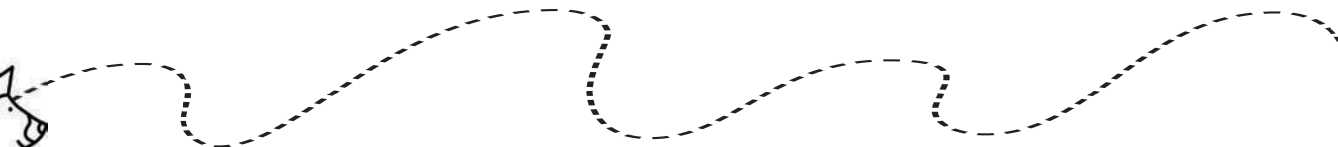
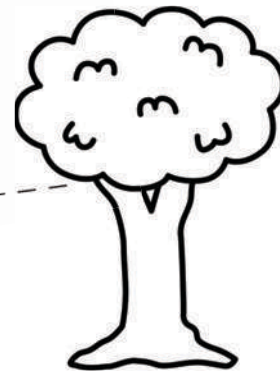
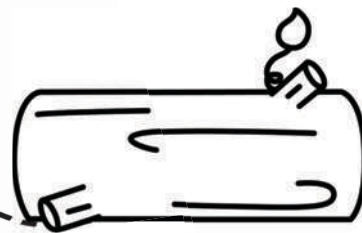
Trace the lines. 



Name \_\_\_\_\_



Trace the lines from left to right.



# Thematic Units

Lesson Plans Done for You!

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Credit:

These talented artists made this possible.



# All Themes Growing Bundle

70 CIRCLE TIME UNITS

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- You may send printed copies home with your students.
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Complete circle time lesson plans for each thematic unit, including literacy, math, and more!