

Circle Time

Food Around the World Unit for Preschoolers



Dulce de Leche Country Of Argentina
Dulce de Leche is a sweet dish made by slowly heating milk and sugar for a few hours. The resulting sauce is like caramel and poured over desserts like ice cream.
Ingredients:
• cream
• bananas
• dates
• brownies
• walnuts
• shereenade
Book Recommendation:
Dulce de Leche by Maria M. Pineda

Falafel Country Of Egypt
Falafels are made from ground chickpeas or fava beans and spices. They are rolled into a ball, fried, then placed in a pita with sauce and salad.
Ingredients:
• chickpeas
• onion
• garlic
• cumin
• salt
• olive oil
Book Recommendation:
Falafel by Sarah M. Pineda

Pretzel Country Of Germany
Pretzels are made from long strips of dough, twisted together, and baked until golden brown. Salt is a common topping.
Ingredients:
• cheese
• mustard
• cinnamon sugar
• parmesan
• cheddar
• caramel
Book Recommendation:
Pretzels by Sarah M. Pineda

Bi-Bim-Bap Country Of Korea
Bibimbab is a Korean dish with steamed white rice, vegetables, and meat.
Ingredients May Include:
• Rice
• Bean Sprouts
• Spinach
• Carrots
• Eggs
• Beef
• Peppers
Book Recommendation:
Bibimbab by Linda Lee Park
Park is an adorable story of a child helping her mother shop and prepare for their favorite meal.

Which food do you like best?

 pizza - Italy	 pretzels - Germany	 rice - Korea	 sandwiches with apple - Canada
Sandy	Danny	Frenchy	Frankie
	Rizzo	Jan	
	Marty		



Circle Time Lessons

Unit overview

Day 1 Introduction - Food Around the World

Introduce the new unit:

Food Around the World.

Talk about different foods and places.
Chant the favorite food song.

Day 2 Bread Around the World

View different types of bread. Take a "Favorite Bread" poll and play a grid game.

Day 3 Korea

Look at the real pictures of food. Sing a song. Read a concept of word poem.

Day 4 Canada

Examine the pictures and sing a song.
Play a carpet game.

Day 5 Mexico

Inspect the real pictures of taco toppings. Sing a song. Sort pictures into 2 groups.

Introduction

Trying New Things

Introducing children to a variety of foods encourages them to try new things. Expanding their palate through food of different cultures helps to boost confidence while exploring their senses. Looking at a map of where the food came from is a great way to introduce the concept of map reading.

Objectives:

- The students will use new vocabulary.
- The students will answer questions.
- The students will play with words, sounds, and rhymes.

Activities:

- Bring a map or the provided poster to circle time. Show the students the map and explain that a map shows where things are. Make sure show a classroom, town, country, or the world. (The provided poster shows markers where the foods covered in this unit are from.)
- Take a poll, "Which food do you like best?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph. Alternatively, the students can line up behind the card of their favorite food.
- Chant the "Favorite Food" poem while taking turns with each student. Students have the option to choose from prompt cards.

Extreme Use:

Have the students help create a map of the classroom that shows where things are like books, chairs, centers, and so on (see the link).

Day 1 lesson plans

Bread Around the World

Different Shapes & Sizes

Bread is a staple in cultures all over the world. It is an important source of fiber and energy in our diets.

Objectives:

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

Activities:

- Bring bread, and classroom supplies permit, bring different types of bread for students to use and taste. Show the picture of different kinds of bread.
- Take a poll, "What is your favorite bread?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph. Alternatively, the students can line up behind the picture of their favorite bread.

Extreme Use:

Bring 12 breads, and classroom supplies permit, bring different types of bread for students to use and taste. Show the picture of different kinds of bread.
- Take a poll, "What is your favorite bread?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph. Alternatively, the students can line up behind the picture of their favorite bread.

Day 2 lesson plans

Korea

Bibimbap

Bibimbap is a popular Korean dish filled with rice and delicious ingredients like vegetables and meat. Learning about this dish is a great opportunity to introduce and try new vegetables.

Objectives:

- Students will use new vocabulary.
- Students will play with words, sounds, and rhymes.
- The students will demonstrate an understanding of print concepts.

Activities:

- Bring chopsticks to circle time. Show how they are used by picking up cotton balls or other small items. Show the pictures of a rice plant and the bibimbap bowl. Talk about the colors and different foods in the bowl.
- Sing the "Kummy Bow" song using the bowl cards.
- Read the poem "Bib-Bim-Bop." Add each of the sentences to a pocket chart. Use the picture cards to help emergent readers remember each line.

Extreme Use:

Make vegetable and chicken bibimbap. Use the pictures to help emergent readers remember each line.

Day 3 lesson plans

Canada

Sticky Situation

Most maple syrup comes from Canada. It takes about 40 gallons of maple tree sap to make 1 gallon of maple syrup. This sticky condiment tastes delicious on pancakes and is a great sugar substitute.

Objectives:

- The students will use new vocabulary.
- The students will follow oral directions.
- The students will identify numbers.

Activities:

- Bring a bottle of maple syrup (or any syrup) to circle time and, food allergies and sensitivities permitting, give a drop to each student to taste and feel. (Have hand wipes at the ready.) Show the real pictures and discuss how the syrup comes from trees. Have the students write acting out the motions.

Extreme Use:

Make maple syrup pancakes. Use the pictures to help emergent readers remember each line.

Day 4 lesson plans

Mexico

Spicy Snack!

Tacos are soft or fried tortillas folded in half and filled with meats and vegetables. This day-time food is believed to have come from Mexico.

Objectives:

- The students will apply previous knowledge to new experiences.
- The students will play with words, sounds, and rhymes.
- The students will sort objects by property (size, shape, color, etc.).

Activities:

- Show the real-life photographs. Discuss the different foods that can be put in a taco.
- Sing the "Make a Taco" song. Use the picture cards to assist with each verse.
- Bring in a variety of objects to sort into two groups: spicy and not spicy. Picture cards are also included, if needed.

Extreme Use:

Make the "Bib-Bim-Bop" poem rhyme to go with the song.

- Chop 3/4 tomatoes and 3/4 hot onion.
- Add a 1/2 cup shredded cheese and the juice of one lime.
- Mix and season with salt and pepper.
- Serve with tortilla chips and enjoy!

Day 5 lesson plans

Canada

Sticky Situation

Most maple syrup comes from Canada. It takes about 40 gallons of maple tree sap to make 1 gallon of maple syrup. This sticky condiment tastes delicious on pancakes and is a great sugar substitute.

Objectives:

- The students will use new vocabulary.
- The students will follow oral directions.
- The students will identify numbers.

Activities:

- Bring a bottle of maple syrup (or any syrup) to circle time and, food allergies and sensitivities permitting, give a drop to each student to taste and feel. (Have hand wipes at the ready.) Show the real pictures and discuss how the syrup comes from trees. Have the students write acting out the motions.

Extreme Use:

Make maple syrup pancakes. Use the pictures to help emergent readers remember each line.

Day 4 lesson plans

Circle Time Lessons

Unit overview

Day 6 Italy

Examine the real pictures of pizzas and sing 2 songs.

Italy

Sub-title

Pizza was first made in Italy. One story tells that the very first pizza was made with tomatoes, mozzarella, and basil to represent the national colors of Italy.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.

Activities:

- Show the real-life photograph.
- Sing the "I Like Pizza" song. Cut the strips out of felt and use them on a felt board or print the provided pieces to use with the song.
- Print the poem and cards. Cut apart the cards and mix the letter cards back to back with the "Mummy" cards. Sing the PIZZA BINGO song to the tune of "Bingo." Display the letters and sing the song. After singing the first verse, flip over the letter "P" to show the "Mummy" card. Sing the second verse as "Mummy 1-2-2-4."

Extension: Have a drawing of a pizza. Give the pizza slices to the students. Have the students, in pairs, draw a pizza. Students draw their slice while the teacher reads the poem. The students figure out what the drawing means.

Like Pizza!

Day 6 lesson plans

Day 7 Germany

Look at the real picture of pretzels. Sing a song and play a carpet game.

Germany

Twisty Treat

Pretzels are a treat that was brought to North America by German immigrants. Whether salty or sweet, they are a delicious snack loved by many people.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate basic locomotor skills.
- The students will identify numbers.

Activities:

- If the class attention and sensitivities permit, bring in some pretzels to share time. Let the students taste the pretzels. Discuss the properties of the pretzels - salty or sweet, crunchy or soft, etc. Show the real-life photograph.

Extension: Have a drawing of a pretzel. Give the pretzel to the students. Have the students, in pairs, draw a pretzel. Students draw their pretzel while the teacher reads the poem. The students figure out what the drawing means.

Pretzel Twist!

Day 7 lesson plans

Day 8 Egypt

Inspect the real picture of falafels in a pita. Play an action dice game and a chip clip game.

Egypt

Fabulous Falafels

Falafels are deep-fried balls or patties made from chickpeas or fava beans with onions and herbs. It can be eaten as a side dish or served as a condiment in pita bread with veggies and tahini sauce.

Objectives:

- Students will notice similarities and differences and ask questions.
- The students will count down from 5 and make combinations of objects to create the set.
- The students will follow and directions.

Activities:

- Show the real-life photograph. Count the falafel balls inside the pita. Ask the students what else is in the pita.
- Recite the "5 Mummy Falafels" chip clip poem. As you progress through each verse, remove a falafel from the pita.
- Take turns rolling the die with students placing their "falafel" ball in position to themselves.

Extension: Make a number rod out of one yard and have the students help you make the number before counting items from one.

Falafel Ball!

Day 8 lesson plans

Day 9 Argentina

Look at the real pictures of dulce de leche. Sort items into 2 groups then play a carpet game.

Argentina

Dulce de Leche

Dulce de leche is a caramelized milk dessert. It is made from Latin America and is prepared by slowly heating milk and sugar over a period of several hours.

Objectives:

- The students will use new vocabulary.
- The students will sort objects by property.
- The students will recognize letters of the alphabet.

Activities:

- Show the real-life photographs. Ask if anyone has had caramel before, explain that dulce de leche is similar to that treat.
- Bring in a variety of objects to sort into two groups: food that has milk and food that does not have milk. Picture cards are also included. If needed, use the real-life photographs.

Extension: Have a drawing of dulce de leche. Give the dulce de leche to the students. Have the students, in pairs, draw dulce de leche. Students draw their dulce de leche while the teacher reads the poem. The students figure out what the drawing means.

Day 9 lesson plans

Day 10 Conclusion

Practice writing skills while answering a question and use active listening skills to solve riddles about food.

Conclusion

Unit Conclusion

To conclude the unit, ask the students to describe what they have learned about food from different countries.

Objectives:

- The students will draw and imitate the act of writing.
- The students will actively participate in conversations.

Activities:

- Ask the students, "What is your favorite food?" Students can draw a picture, or teachers can transcribe their responses on the attached recording sheets.
- Create riddle bags. Place small plastic toys inside each bag and attach the riddle. Alternatively, 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.

What is your favorite Food?

Day 10 lesson plans

Introduction

Trying New Things!

Day 1
lesson
plans

Introducing children to a variety of foods encourages them to try new things. Expanding their palate through food of different cultures helps to boost confidence while exploring their senses. Looking at a map of where the food comes from is a great way to introduce the concept of map reading.

Objectives:

- The students will use new vocabulary.
- The students will answer questions.
- The students will play with words, sounds, and rhymes.

Activities:

1. Bring a map or the provided poster to circle time. Show the students the map and explain that a map shows where things are. Maps can show a classroom, town, country, or the world. *(The provided map has markers where the foods covered in this unit are from.)*
2. Take a poll, "Which food do you like best?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph. Alternatively, the students can line up behind the card of their favorite food.
3. Chant the "Favorite Food" Poem while taking turns with each student. Students have the option to choose from prompt cards.



Do you like best?

Sandy	Danny	Frenchy	Frankie
Rizzo		Jan	
Marty			

Extension Idea:

Have the students help create a map of the classroom that shows where things are like tables, chairs, centers, and a circle time rug.



What's Your Favorite Food?
from

When you feel your tummy rumble.
When you're tired and in a mood.
What do you reach for?
What's your favorite food?

Choose a student to pick a food
_____(student's name)____ likes _____(name of food)____!
That's what they chose.
When they eat _____(name of food)____,
Their smile really shows!

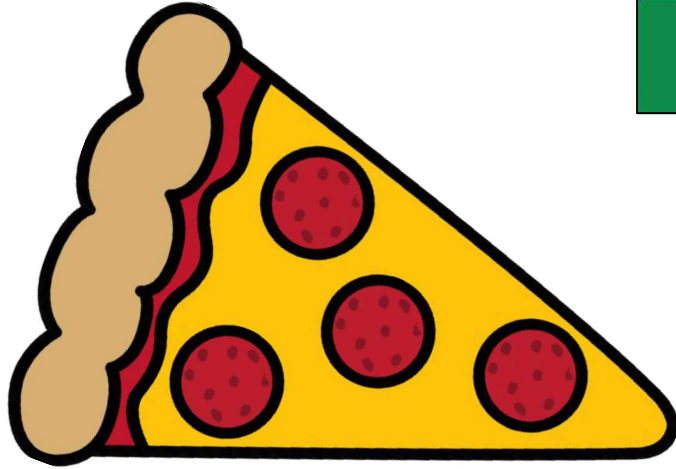


**A map is a drawing of the Earth's surface.
It shows where land and oceans are.**

Which food do you like best?



Which Food Do You Like Best Poll



pizza - Italy

Which Food Do You Like Best Poll



pretzels - Germany

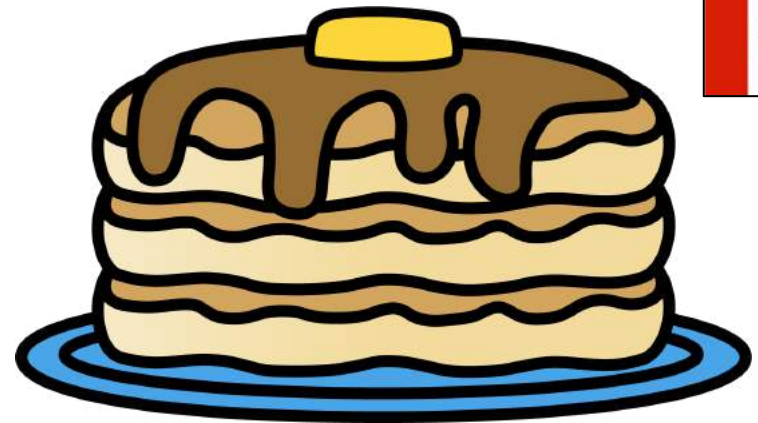
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Which Food Do You Like Best Poll



rice - Korea

Which Food Do You Like Best Poll



pancakes with syrup - Canada

What's Your Favorite Food?

Poem

When you feel your tummy rumble.

When you're tired and in a mood.

What do you reach for?

What's your favorite food?

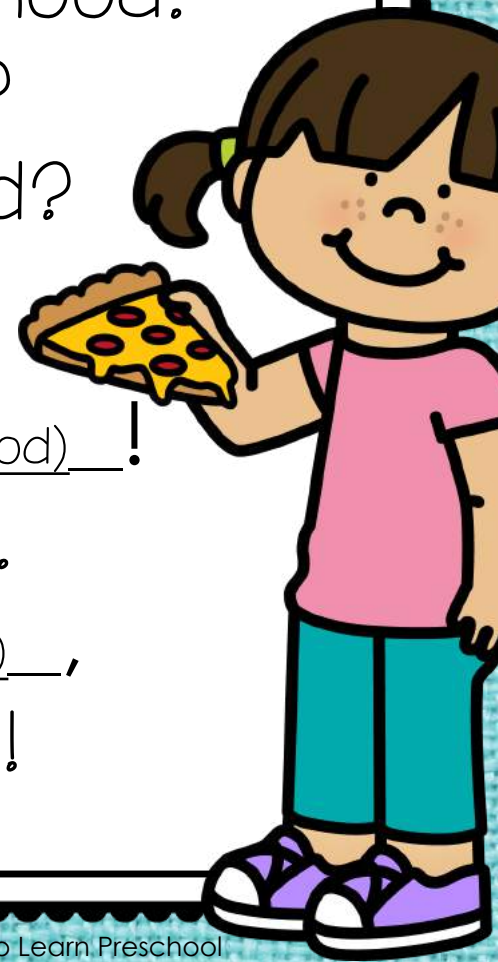
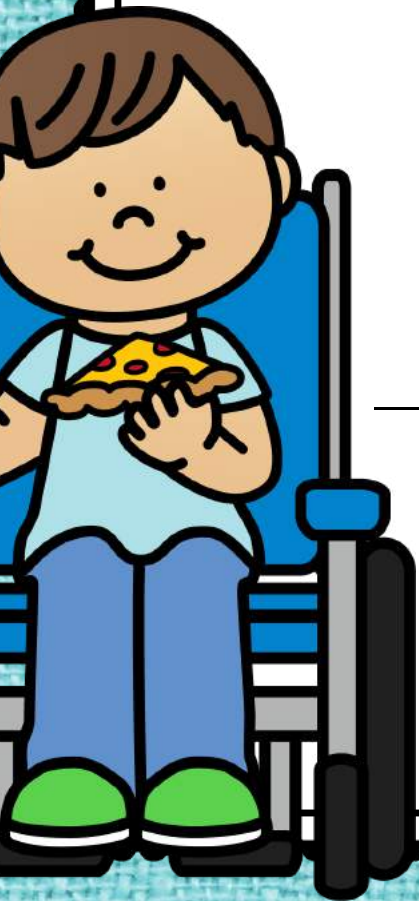
Choose a student to pick a food

___(student's name)___ likes ___(name of food)___!

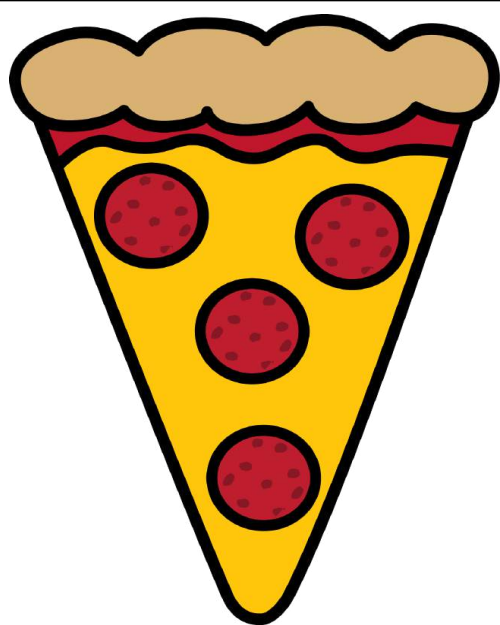
That's what they chose.

When they eat ___(name of food)___,

Their smile really shows!

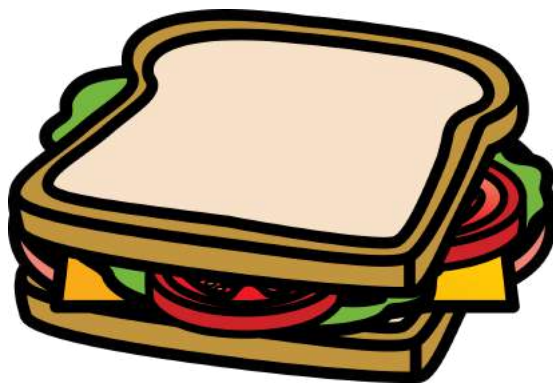


What's Your Favorite Food?



pepperoni pizza

What's Your Favorite Food?



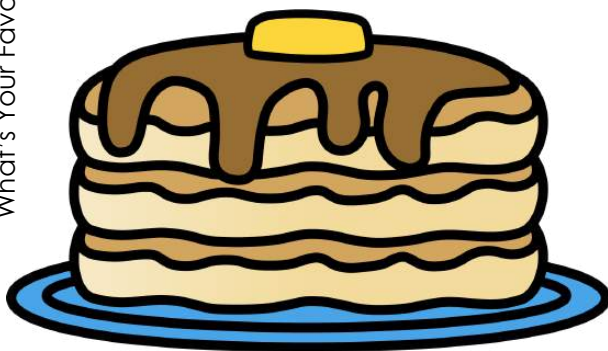
sandwich

What's Your Favorite Food?



taco

What's Your Favorite Food?



pancakes
with syrup

What's Your Favorite Food?



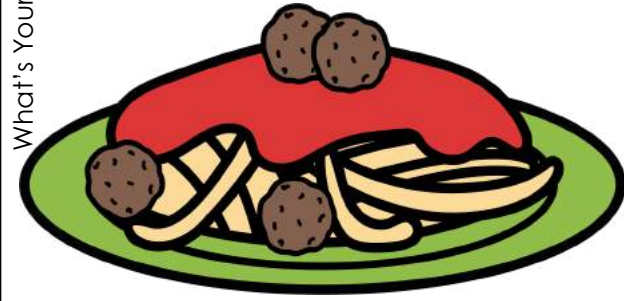
broccoli

What's Your Favorite Food?



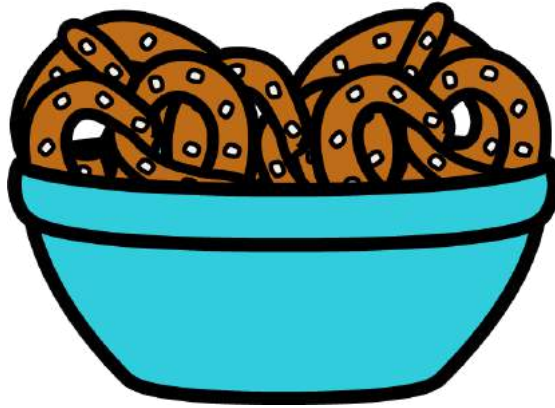
cereal with milk

What's Your Favorite Food?



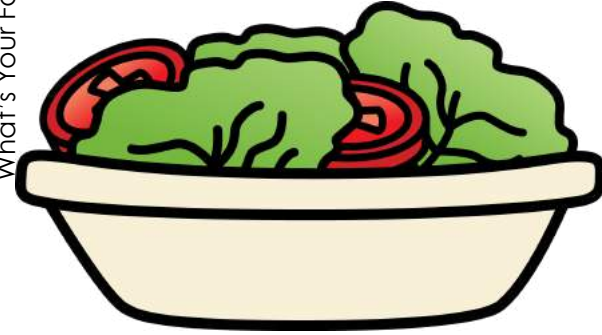
spaghetti and
meatballs

What's Your Favorite Food?



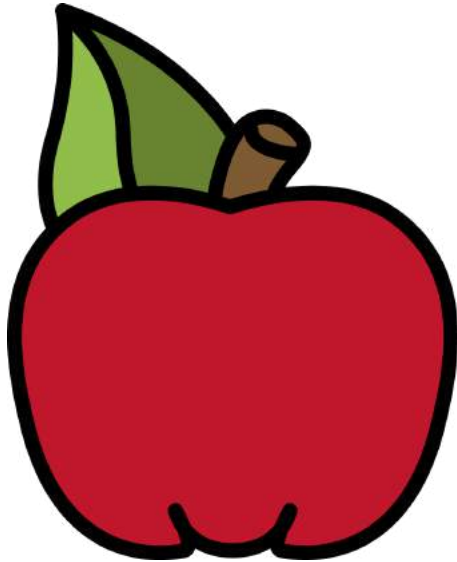
pretzels

What's Your Favorite Food?



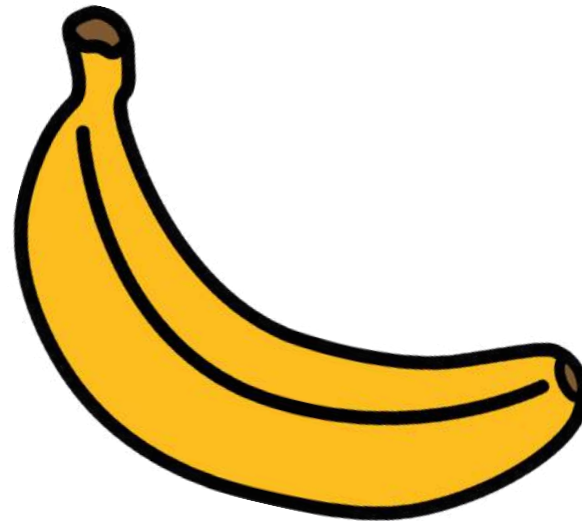
salad

What's Your Favorite Food?



apple

What's Your Favorite Food?



banana

What's Your Favorite Food?



rice

Bread Around the World

Different Shapes & Sizes

Day 2
lesson
plans

Bread is a staple in cultures all over the world. It is an important source of fiber and energy in our diets.

Objectives:

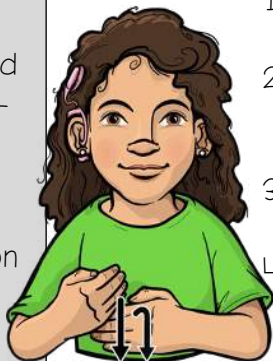
- The students will notice similarities and differences and ask questions.
- The students will answer questions.
- The students will notice and extend simple patterns.

Activities:

1. When possible, and if classroom allergies permit, bring different types of bread for students to see and taste. Share the picture of different kinds of bread.
2. Take a poll, "What is your favorite bread?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph. Alternatively, the students can line up behind the card of their favorite bread.
3. Play the Bread Grid Game.

Extension Idea:

Teach ASL for bread by holding up the non-dominant hand with the palm facing the body. Use the other hand to "cut" slices on the "loaf" or other hand.



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.



Bread is made by mixing flour and water together, then baking it in the oven.

What is your favorite bread?

baguette

pita

croissant

tortilla

Elizabeth

Mary

Margaret

Phillip

Charles

Which one is missing?

bread

cracker

egg

pretzel

bread

cracker

egg

pretzel

bread

cracker

egg

pretzel

bread

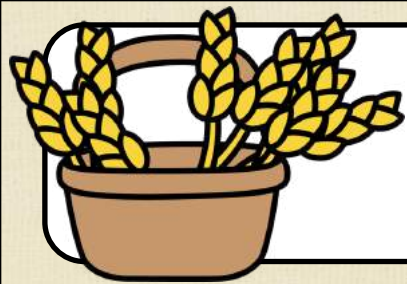
cracker

egg

pretzel



Bread is made by mixing flour and water together, then baking it in the oven.

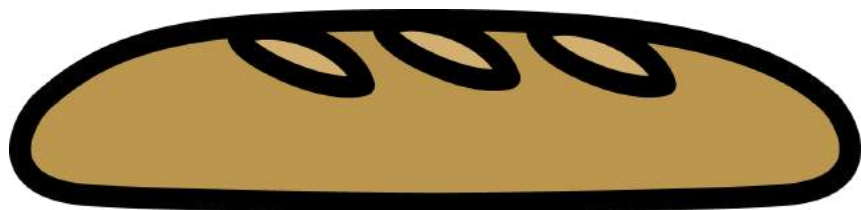


What is your favorite bread?



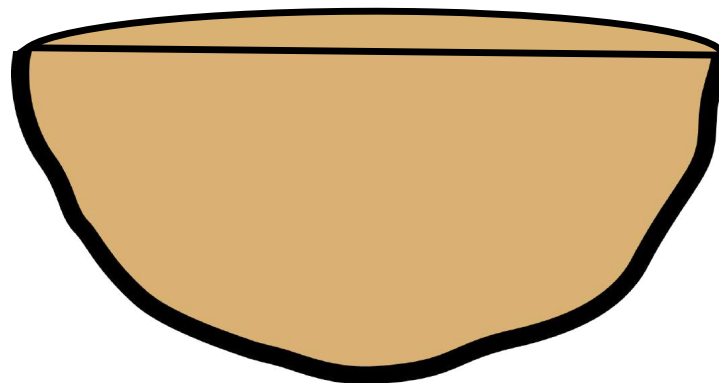
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What is Your Favorite Bread Poll



baguette

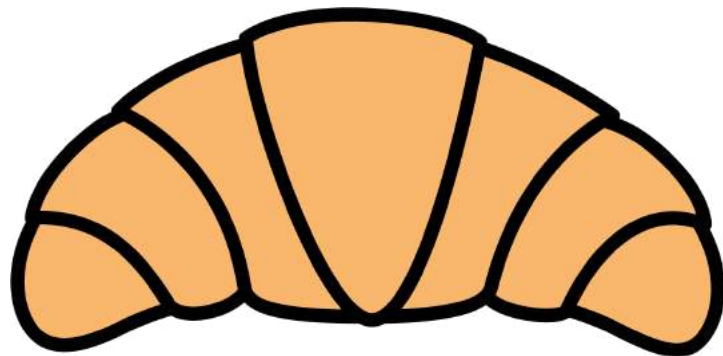
What is Your Favorite Bread Poll



pita

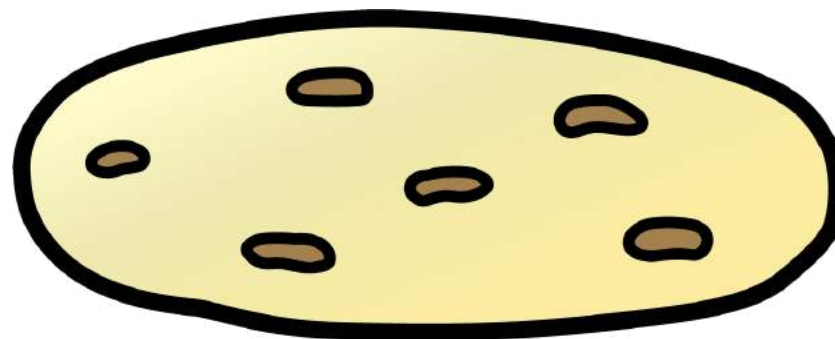
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What is Your Favorite Bread Poll

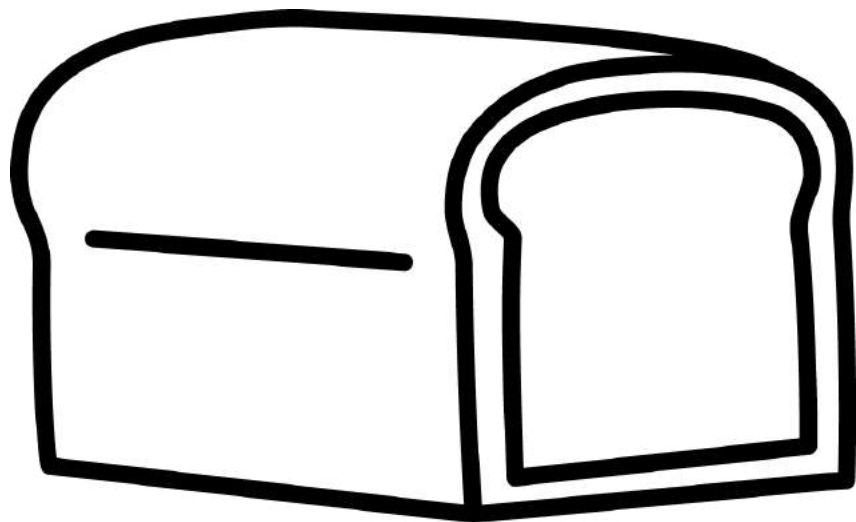


croissant

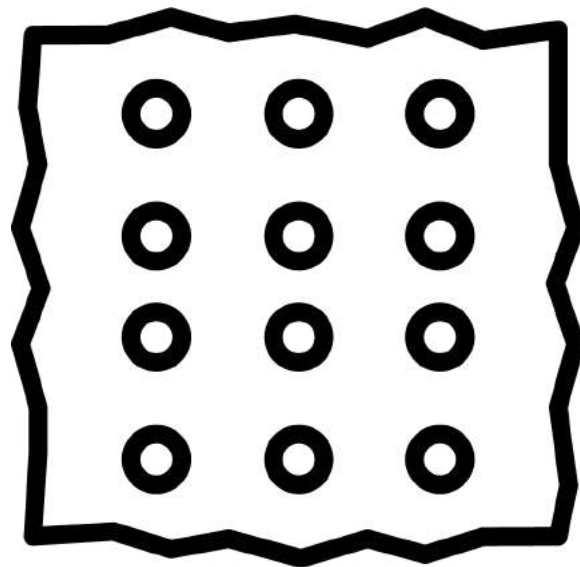
What is Your Favorite Bread Poll



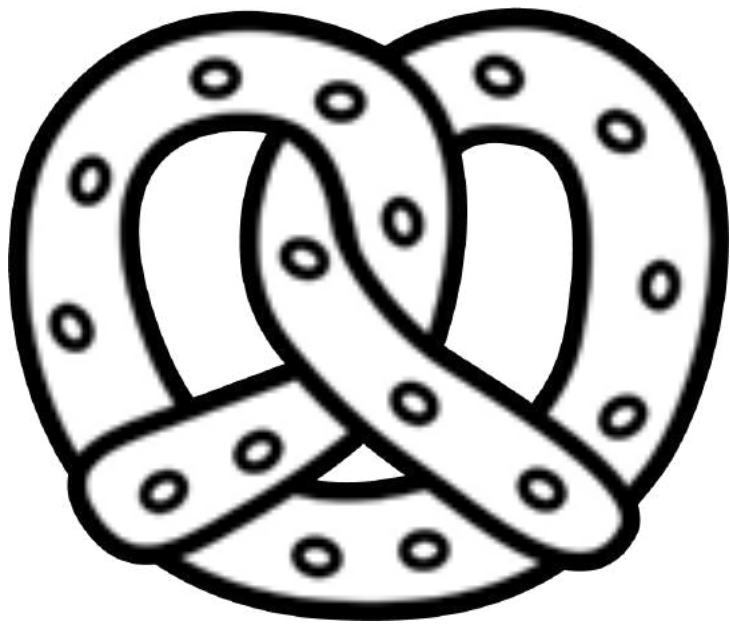
tortilla



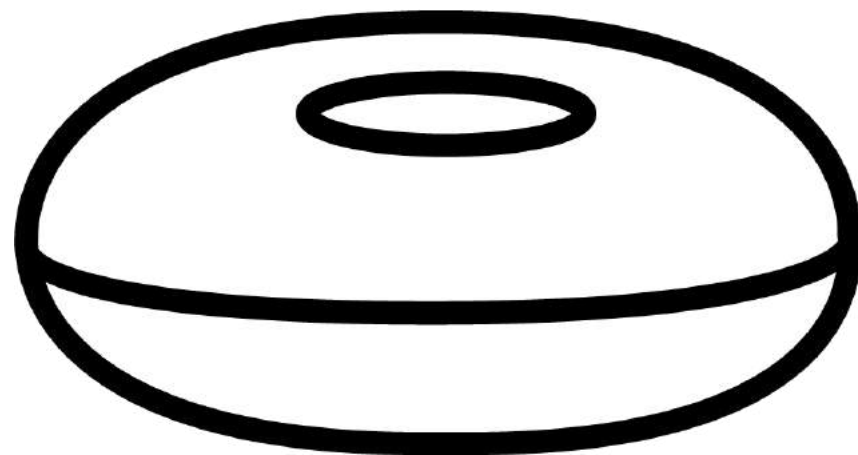
sandwich bread



cracker



pretzel



bagel

Korea

Bibimbap

Day 3
lesson
plans

Bibimbap is a popular Korean dish filled with rice and delicious ingredients like vegetables and meat. Learning about this dish is a great opportunity to introduce and try new vegetables.

Objectives:

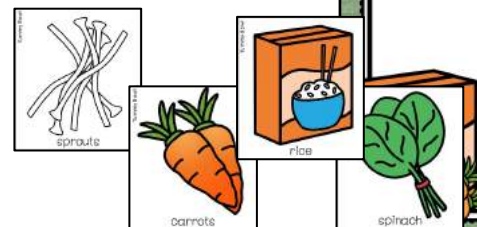
- Students will use new vocabulary.
- Students will play with words, sounds, and rhymes.
- The students will demonstrate an understanding of print concepts.

Activities:

1. Bring chopsticks to circle time. Show how they are used by picking up cotton balls or other small items. Show the pictures of a rice plant and the bibimbap bowl. Talk about the colors and different foods in the bowl.
2. Sing the "Yummy Bowl" song using the cue cards.
3. Read the poem "Bi-Bim-Bap." Add each of the sentences to a pocket chart. Use the picture cards to help emergent readers remember each line.

Extension Idea:

Place chopsticks and cotton balls at the art center for fine-motor fun! Supply paper, paint, and chopsticks. The students pick up the cotton using chopsticks. They dip the cotton in paint and apply it to their paper.




Bi-Bim-Bap!

I like rice.
I like carrots.
I like sprouts.
I like spinach.
I like meat.
Mix it up!
Bi-bim-bap!

Bi-Bim-Bap!

I like rice. 

I like sprouts. 

I like carrots. 

I like spinach. 

meat. 

pp! 

pap!

Bi-Bim-Bap

/bee-BIM-bop/

Country
Of
Korea

Bibimbap is a Korean dish with steamed white rice, vegetables, and meat.

Ingredients May Include:

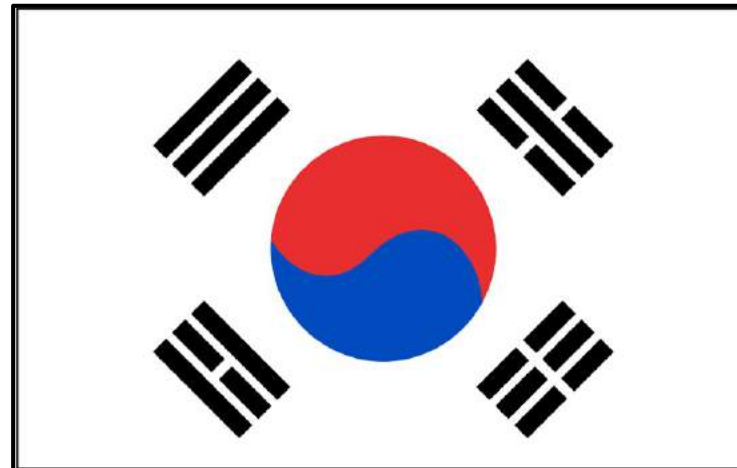
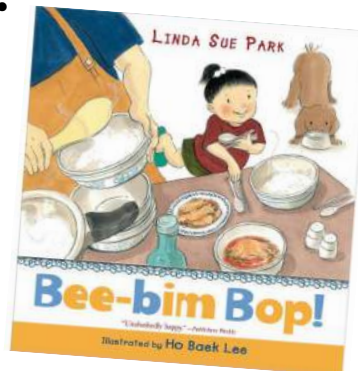
- rice
- bean sprouts
- spinach
- carrots
- eggs
- beef
- peppers



Language Spoken: Korean
Approx. Population: 52 million

Book Recommendation:

Bee-bim Bop! by Linda Sue Park is an adorable story of a child helping her mother shop and prepare for their favorite meal.





**Rice is the seed of a plant.
You can eat rice in many different ways.**



**Chopsticks are an eating tool.
You pick foods up with chopsticks.**

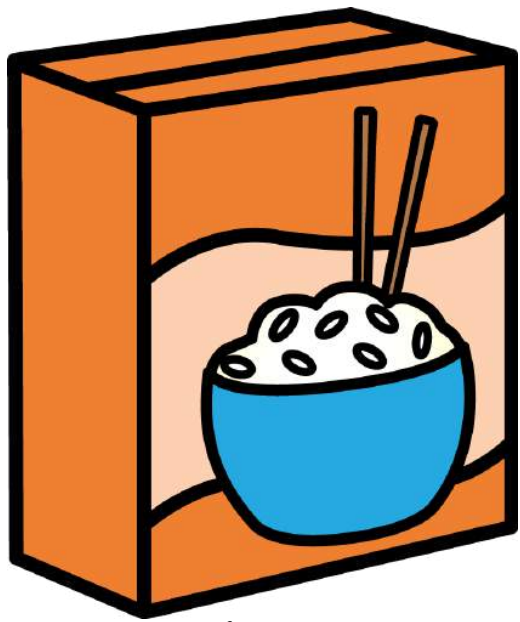
Yummy Bowl

To the tune of "The Itsy Bitsy Spider"

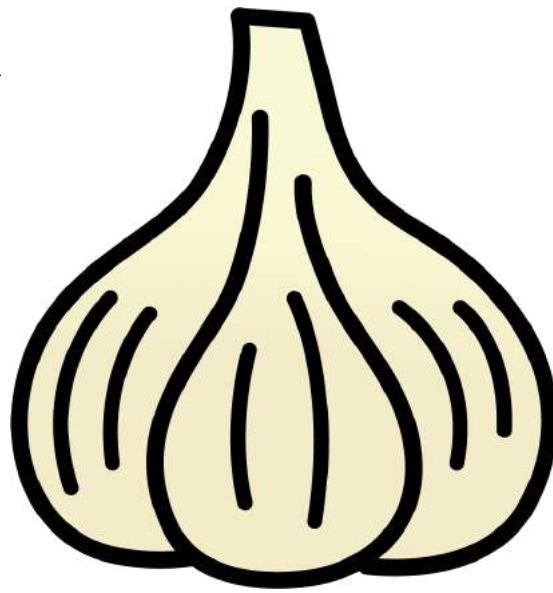
The oh-so-yummy bowl
Is going to taste so fine!
First, we put the rice in,
Going to make it mine.

Do we want some veggies?
Or maybe some yummy meat.
Which of these ingredients
Do you want to eat?





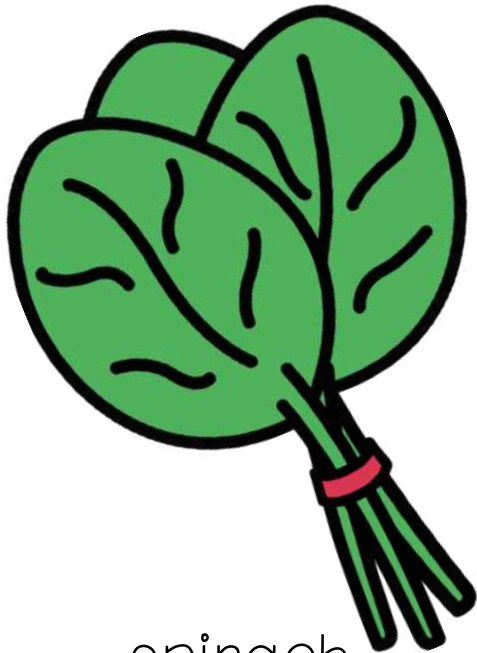
rice



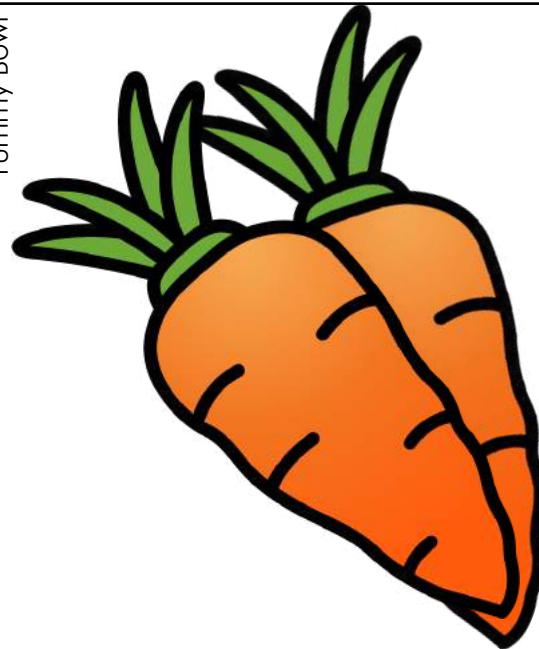
garlic



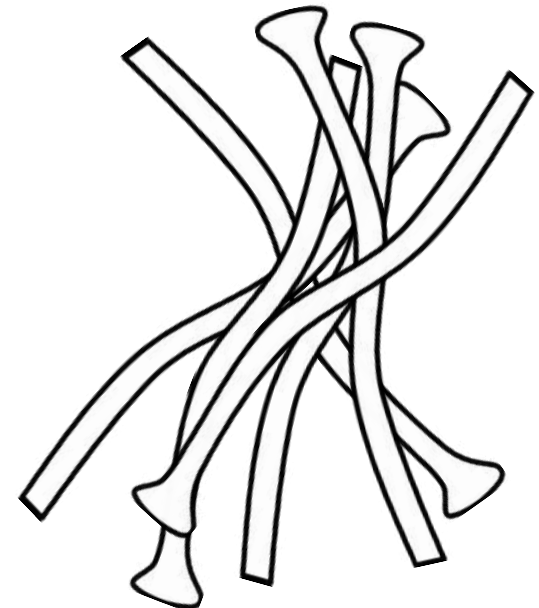
meat



spinach



carrots



sprouts

Bi-Bim-Bap!

I like rice.

I like carrots.

I like sprouts.

I like spinach.

I like meat.

Mix it up!

Bi-bim-bap!



Bi-Bim-Bap!



Mix it up!



bi-bim-bap bowl

Bi bim bap!

I like

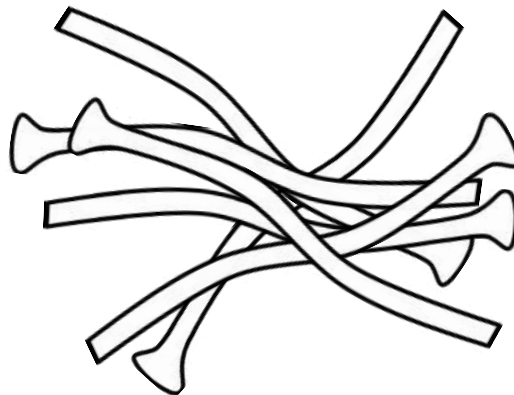
I like

rice.

sprouts.



rice



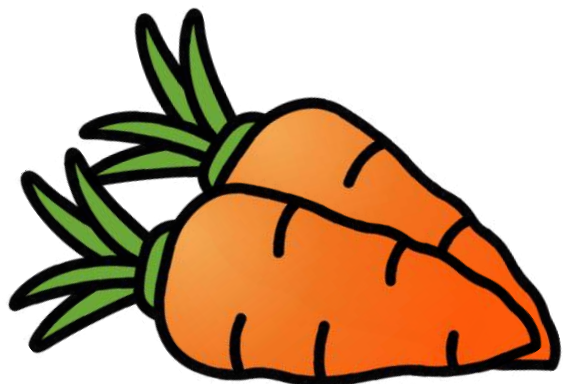
sprouts

I like

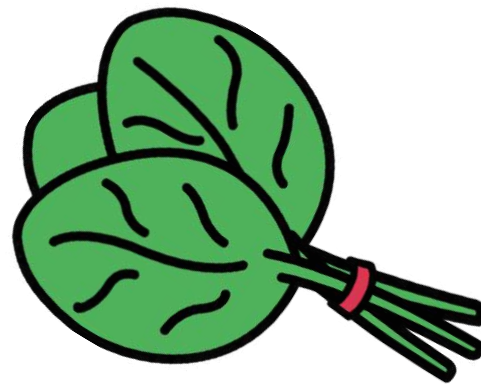
I like

carrots.

spinach.



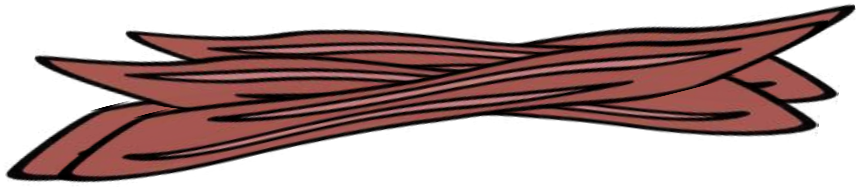
carrots



spinach

I like

meat.



meat

Canada

Sticky Situation

Day 4
lesson
plans

Most maple syrup comes from Canada. It takes about 40 gallons of maple tree sap to make 1 gallon of maple syrup. This sticky condiment tastes delicious on pancakes and is a great sugar substitute.

Objectives:

- The students will use new vocabulary
- The students will follow oral directions.
- The students will identify numbers.

Activities:

1. Bring a bottle of maple syrup to circle time and, food allergies and sensitivities permitting, give a drop to each student to taste and feel. (Have hand wipes at the ready!) Show the real pictures and discuss how the syrup comes from trees.
2. Sing "Sticky, Sticky Maple Syrup" while acting out the motions. Use provided cue cards if needed.
3. Play the "Tasty Pancake" numbers carpet game.



Extension Idea:

Make some wonderful smelling maple play dough and place it at the sensory table with maple leaf cookie cutters and rolling pins. (recipe provided)



To Play the Game:

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



Maple Syrup

Country
Of
Canada

Maple syrup comes from maple trees that are over 30 years old. It takes 40 gallons of sap to produce one gallon of syrup. Quebec, Canada, makes $\frac{3}{4}$ of the world's maple syrup. It is often poured over pancakes, waffles, and French toast.

Other pancake toppings:

- bananas
- fresh berries
- chocolate chips
- Nuts
- whipped cream

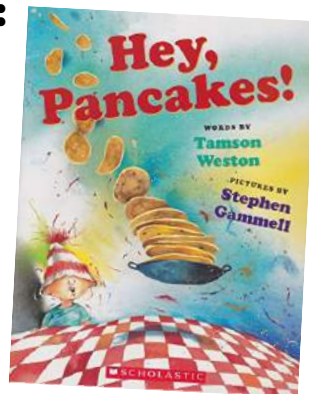


Language Spoken: French & English

Approx. Population: 38 million

Book Recommendation:

Hey Pancakes! by Tamson Weston is a story about three children and their dog having some pancake fun in the kitchen.





Maple syrup comes from the sap of a maple tree.



**After the syrup is cooked, it is delicious
poured on top of pancakes!**

Sticky, Sticky Maple Syrup

To the tune of "Sticky, Sticky Bubble Gum"

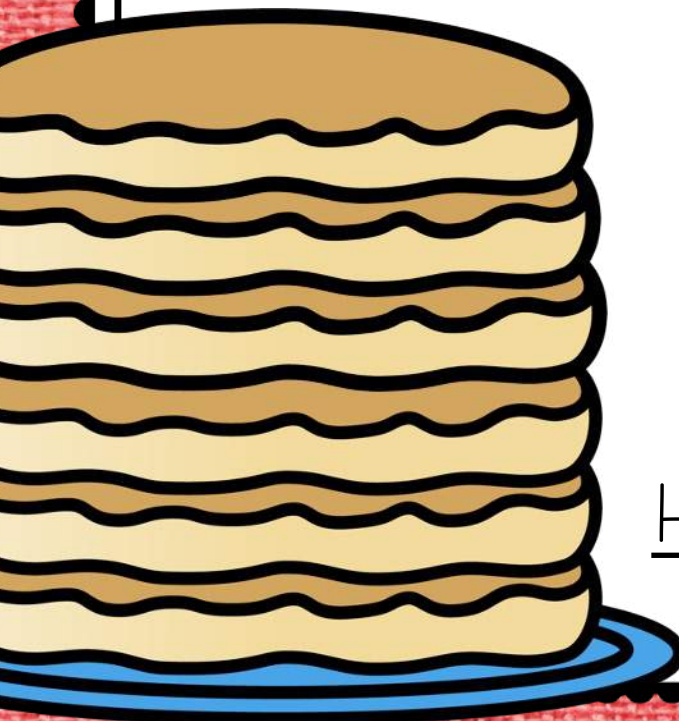
Sticky, sticky
Maple syrup,
Maple syrup,
Maple syrup.

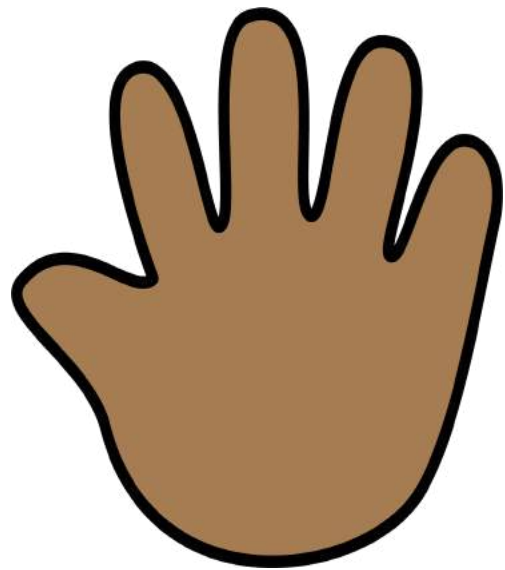
Sticky, sticky
Maple syrup,
Sticking our
Hands together.



Repeat with new verses:

- feet
- elbows
- knees
- toes
- hand in hair





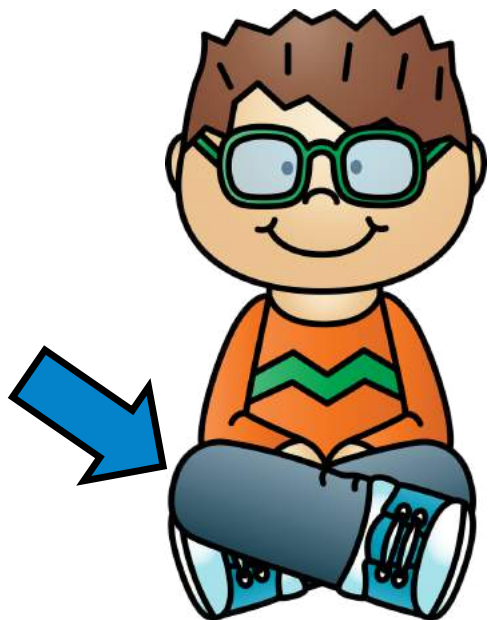
hands



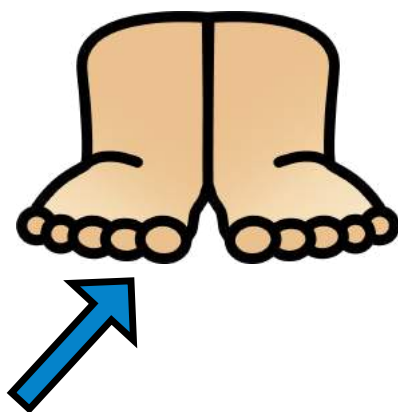
feet



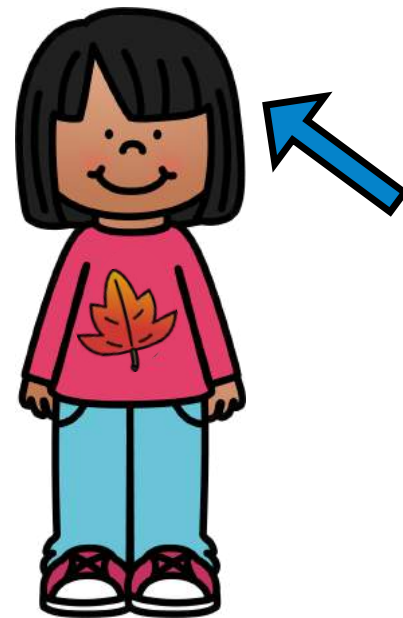
elbows



knees



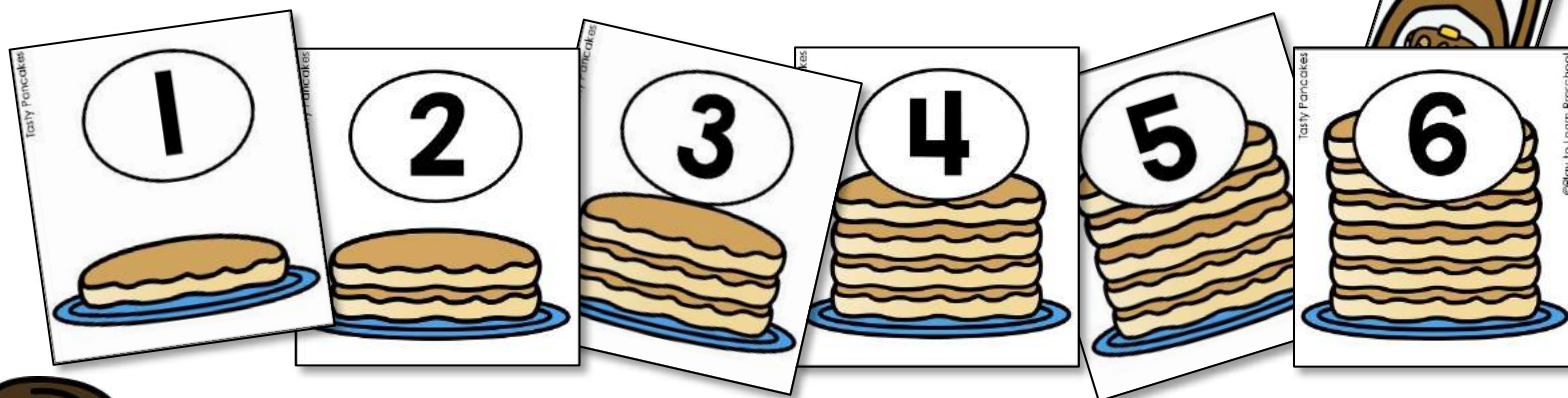
toes



hand in hair

Tasty Pancakes

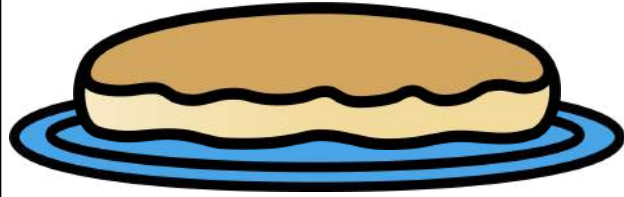
Pancakes so tasty,
Your lips will smack.



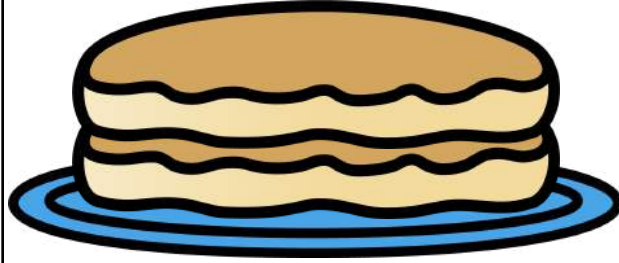
Want some syrup?
Then choose a stack.



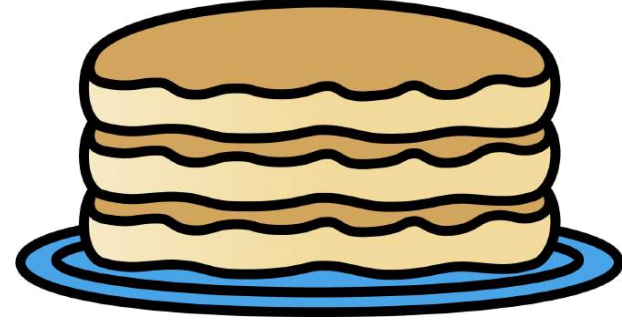
1



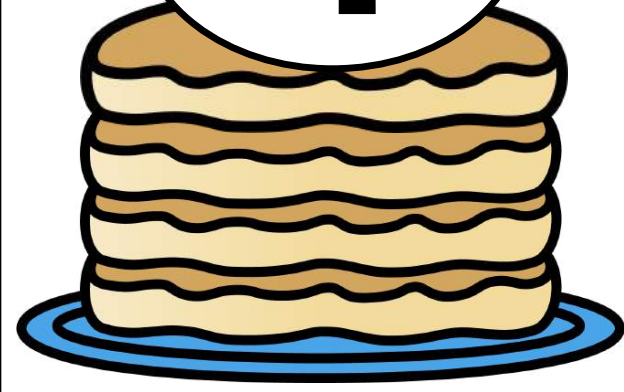
2



3



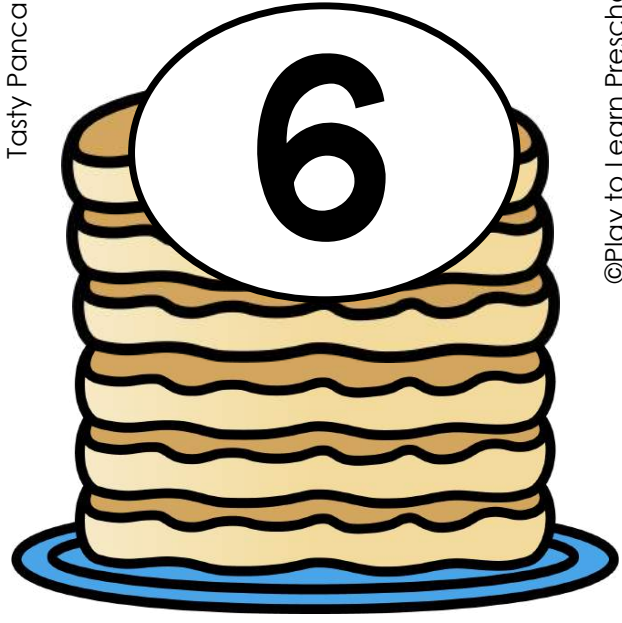
4

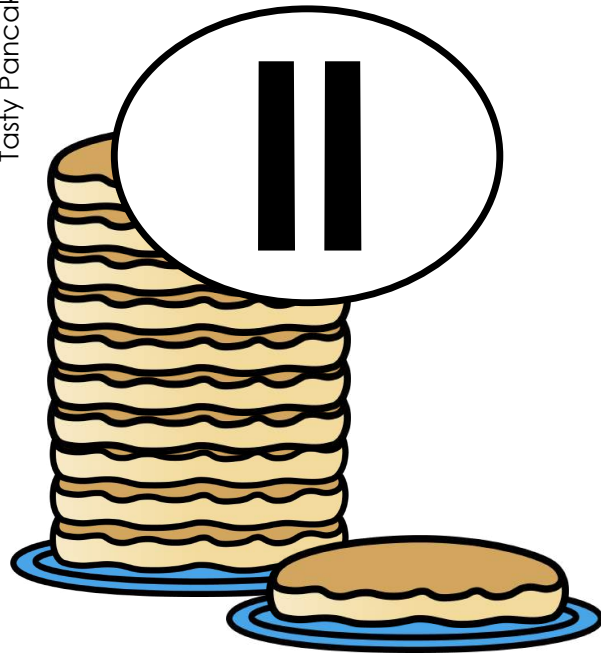
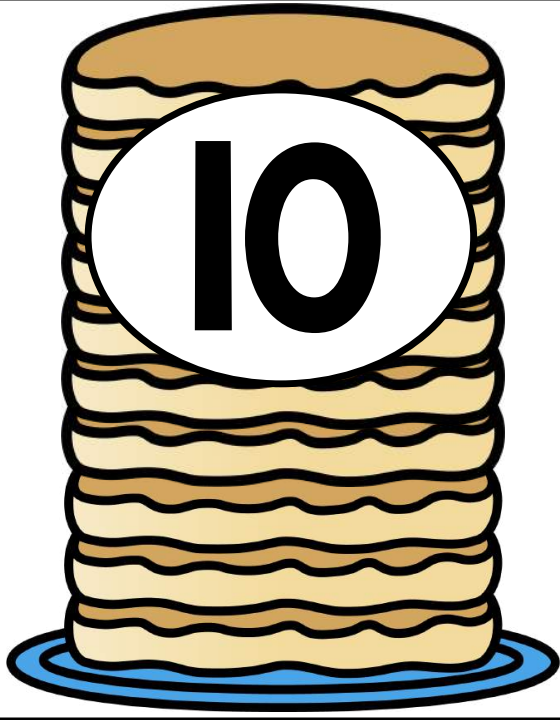
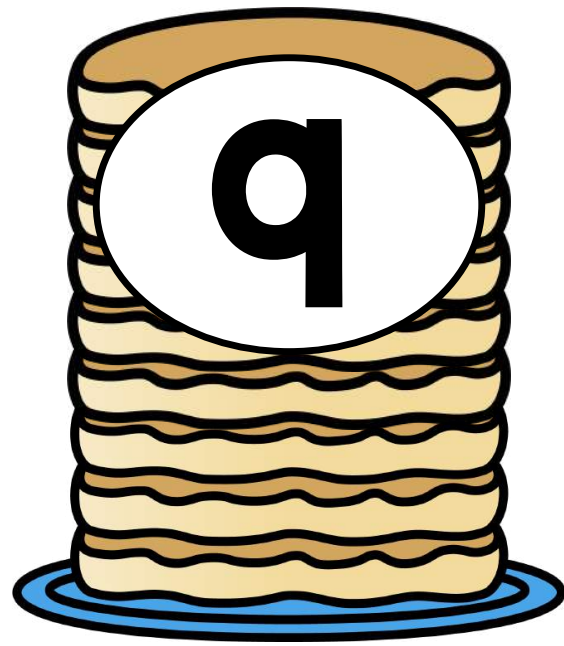
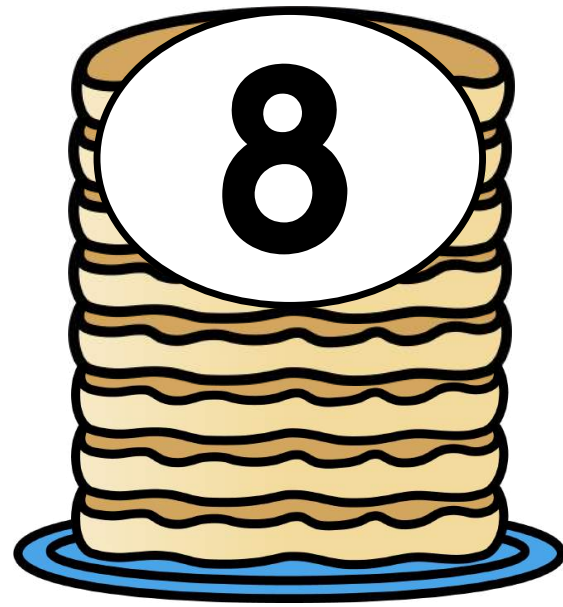


5



6





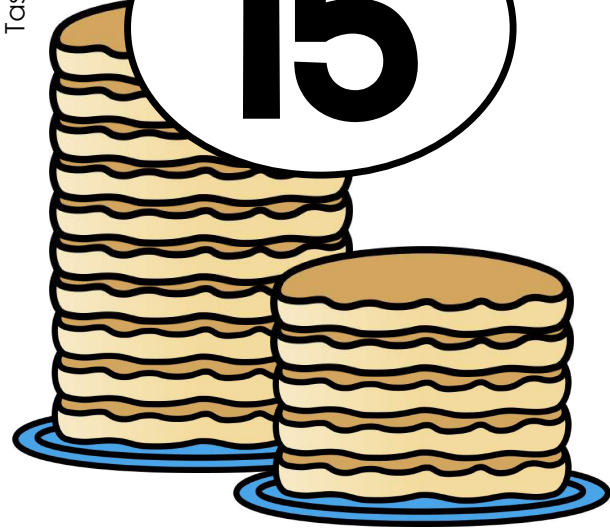
13



14



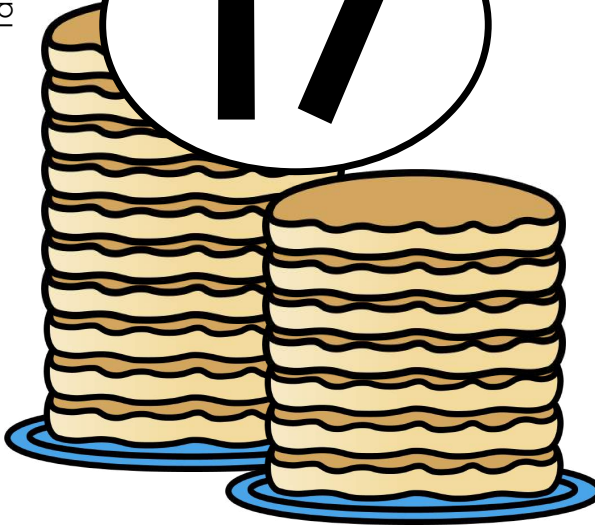
15



16

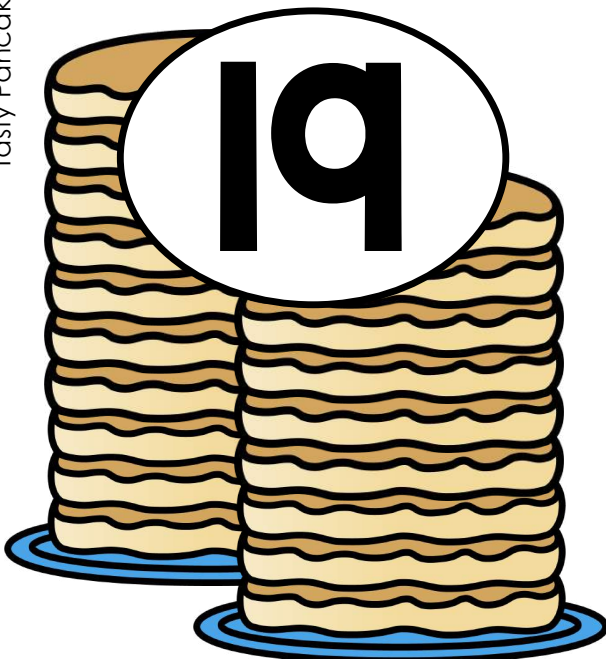


17



18





Cut out the bottle of syrup.



Maple Play Dough

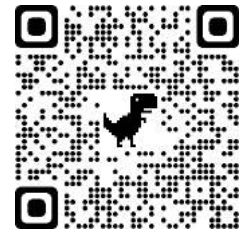
- 1 c. flour
- 1 Tbsp. cream of tartar
- ½ c. salt
- 1 c. water
- 2 Tbsp. oil
- 2 Tbsp. maple extract*



Mix all ingredients in a saucepan and cook over medium heat, stirring constantly. When the dough forms and pulls away from the sides of the pan, remove it from the heat.



Allow the dough to cool and knead until smooth.



* ¼ c. maple syrup can be substituted. You must refrigerate dough if syrup is used.

Mexico

Spicy Snack!

Day 5
lesson
plans

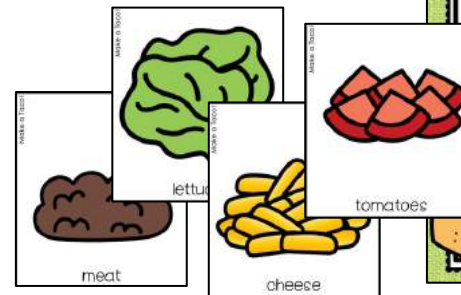
Tacos are soft or fried tortillas folded in half and filled with meats and vegetables. This any-time food is believed to have come from Mexico.

Objectives:

- The students will apply previous knowledge to new experiences.
- The students will play with words, sounds, and rhymes.
- The students will sort objects by property. (size, shape, color, use)

Activities:

1. Show the real-life photograph. Discuss the different foods that can be put in a taco. When possible, bring taco shells or mini tacos for the students to taste.
2. Sing the "Make a Taco!" song. Use the picture cards to assist with each verse.
3. Bring in a variety of objects to sort into two groups: spicy and not spicy. Picture cards are also included, if needed.



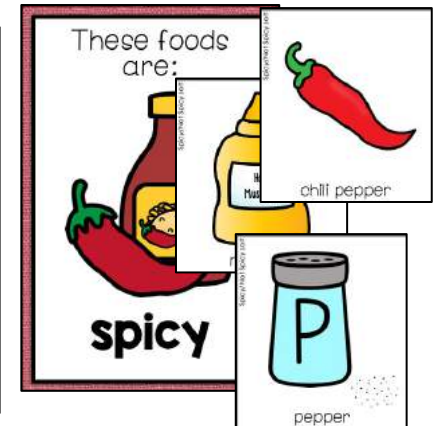
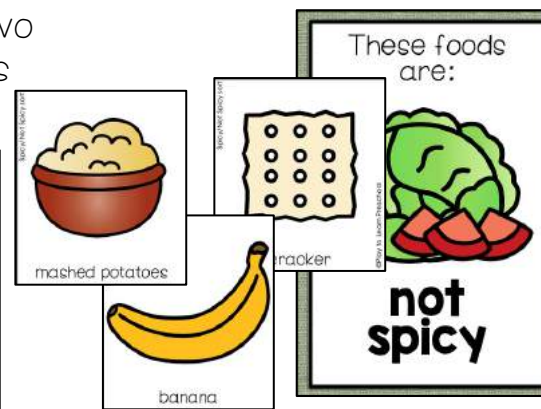
Make a Taco!

To the tune of "The Farmer in the Dell"

The meat goes in the shell.
The meat goes in the shell.
Hi-ho-the derry-o,
The meat goes in the shell!

Repeat with new verses:

- beans
- cheese
- tomatoes
- lettuce
- onion
- avocado
- jalapeño
- salsa



Extension Idea:

Make this "Not-So-Spicy" salsa recipe to go with chips:

- Chop 2-3 tomatoes and 1/2 red onion.
- Add a 1/2 cup chopped cilantro and the juice of one lime.
- Mix and season with salt and pepper.
- Serve with tortilla chips and enjoy!

Tacos

Country
Of
Mexico

Tacos are a traditional food from Mexico. They are made by wrapping a tortilla around filling like lettuce, tomato, meats, and salsa.

Ingredients may include:

- corn
- cheese
- avocado
- sour cream
- onions
- beans



Language Spoken: Spanish

Approx. Population: 128.9 million

Book Recommendation:

Dragons Love Tacos by Adam Rubin is a funny story about new friends and perfect snacks!





A taco can have many different toppings.

Make a Taco!

To the tune of "The Farmer in the Dell?"

The meat goes
in the shell.

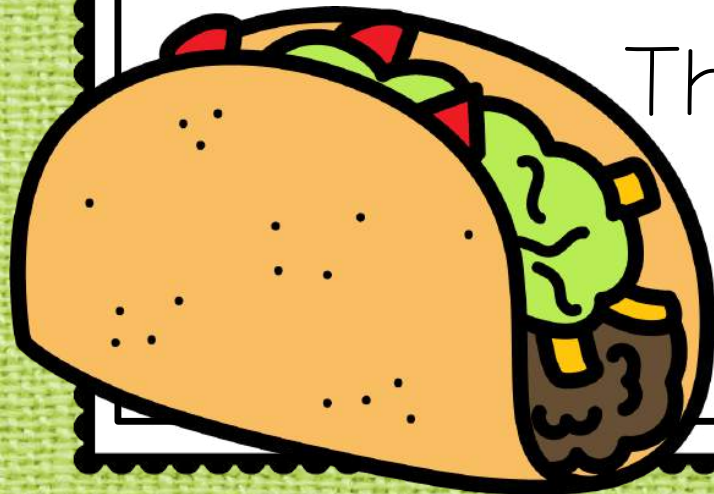
The meat goes
in the shell.

Hi-ho-the derry-o,

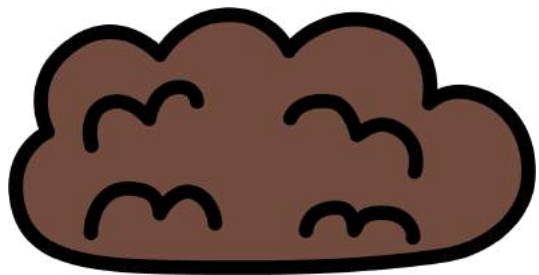
The meat goes
in the shell!

Repeat with new verses:

- beans
- cheese
- tomatoes
- lettuce
- onion
- avocado
- jalapeños
- salsa

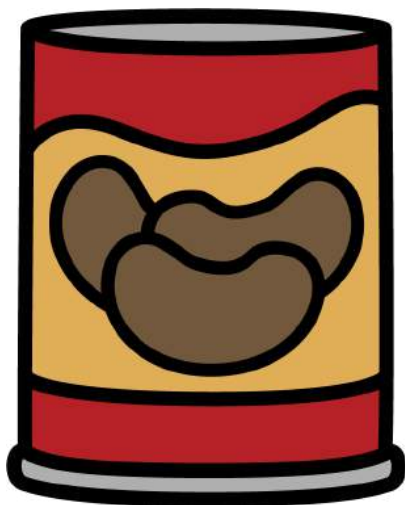


Make a Taco!



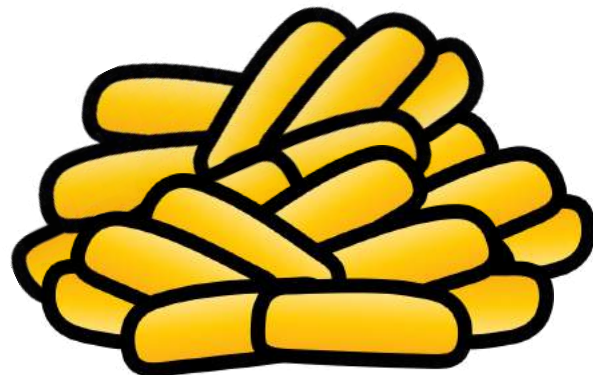
meat

Make a Taco!



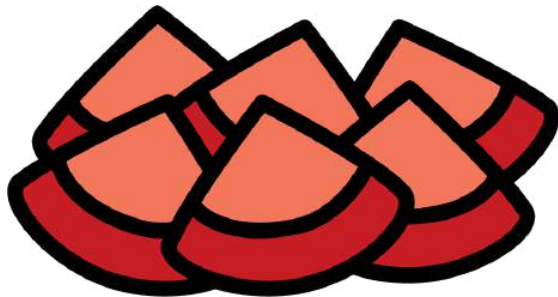
beans

Make a Taco!



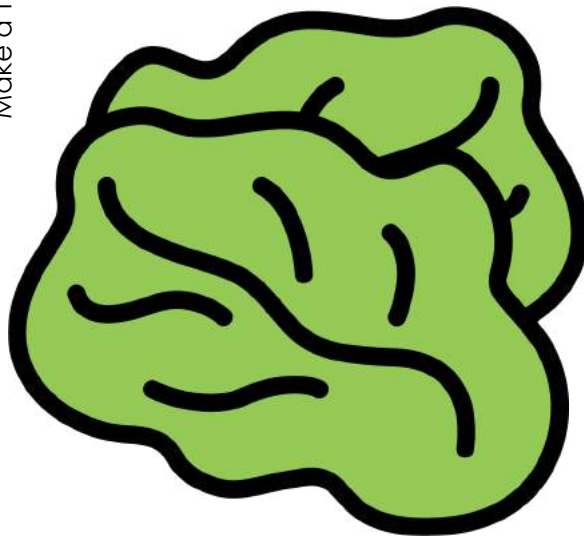
cheese

Make a Taco!



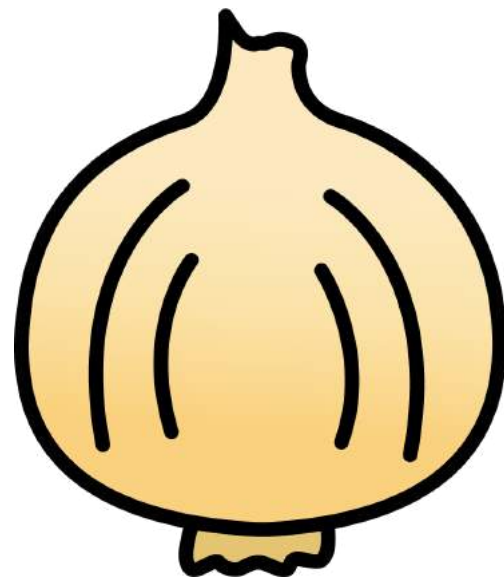
tomatoes

Make a Taco!



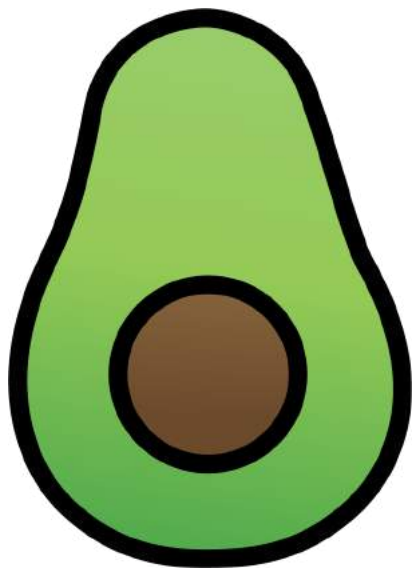
lettuce

Make a Taco!



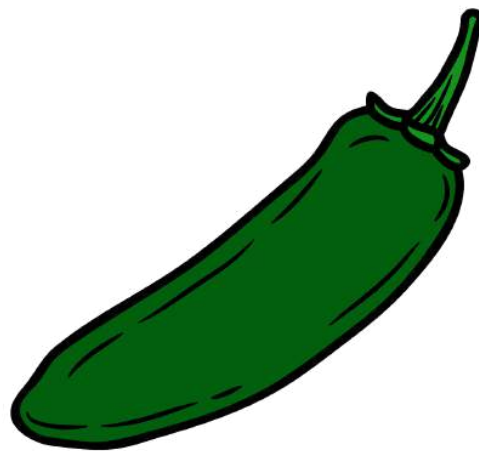
onion

Make a Taco!



avocado

Make a Taco!



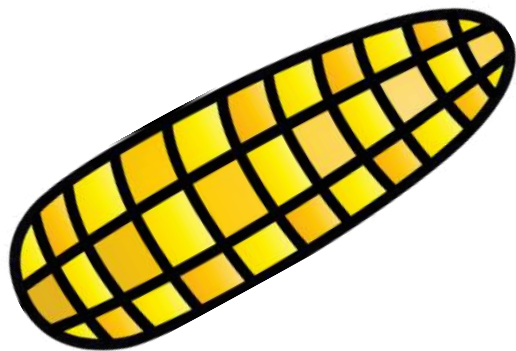
jalapeños

Make a Taco!



salsa

Make a Taco!



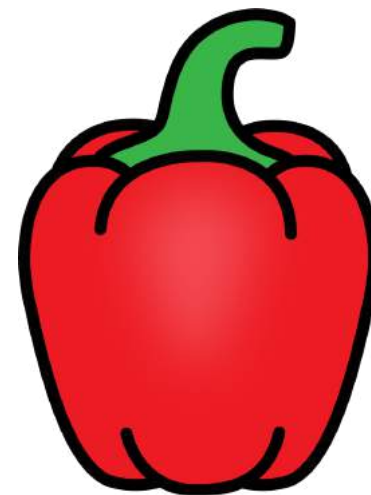
corn

Make a Taco!



sour cream

Make a Taco!



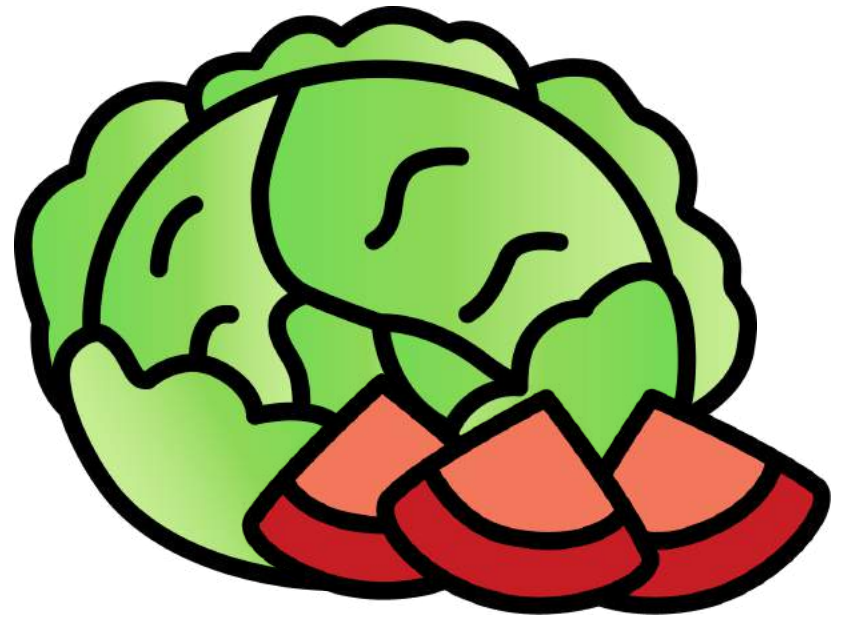
bell pepper

These foods
are:



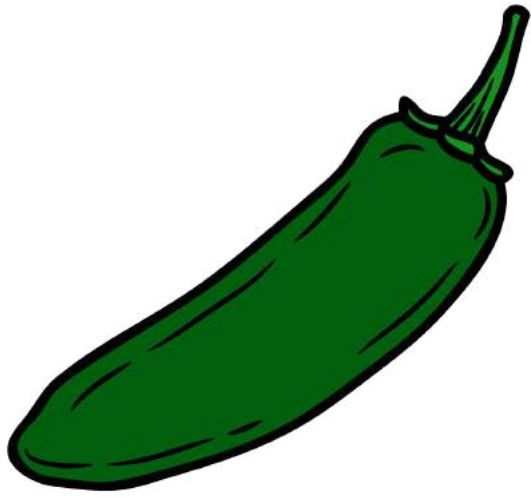
spicy

These foods
are:



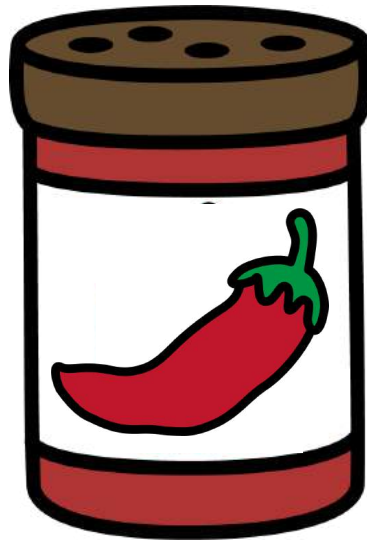
**not
spicy**

Spicy/Not Spicy sort



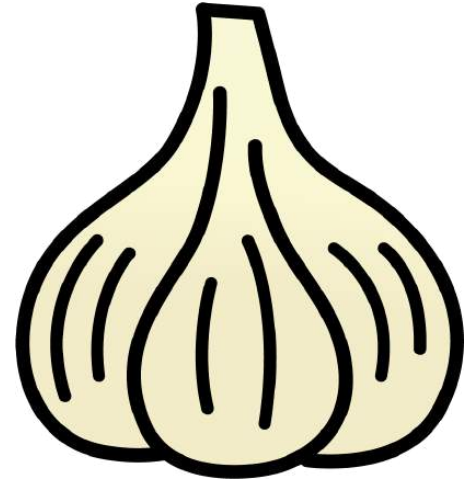
jalapeño pepper

Spicy/Not Spicy sort



chili powder

Spicy/Not Spicy sort



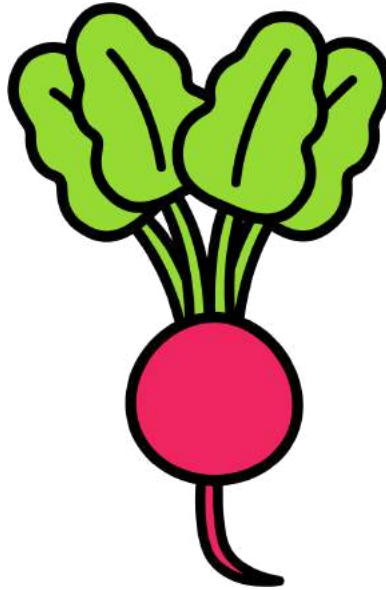
garlic

Spicy/Not Spicy sort



ginger

Spicy/Not Spicy sort



radish

Spicy/Not Spicy sort



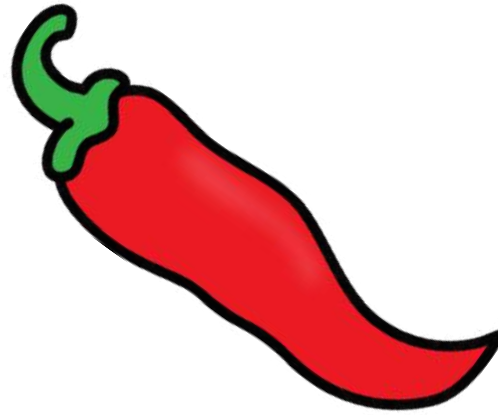
salsa

Spicy/Not Spicy sort



pepper

Spicy/Not Spicy sort



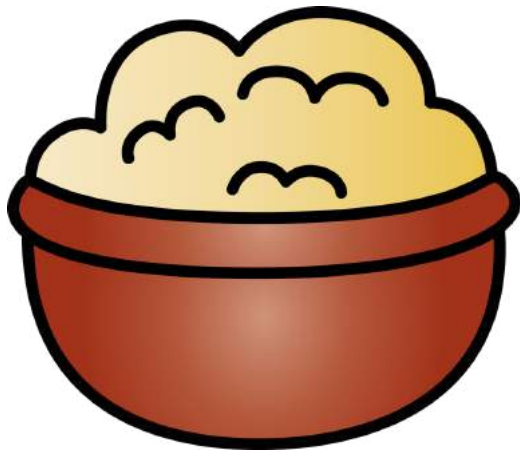
chili pepper

Spicy/Not Spicy sort



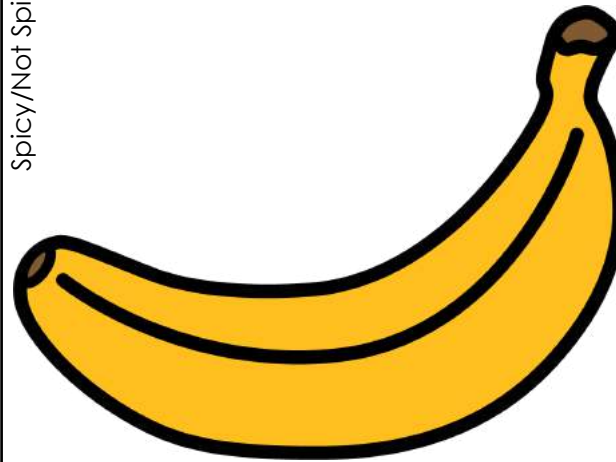
mustard

Spicy/Not Spicy sort



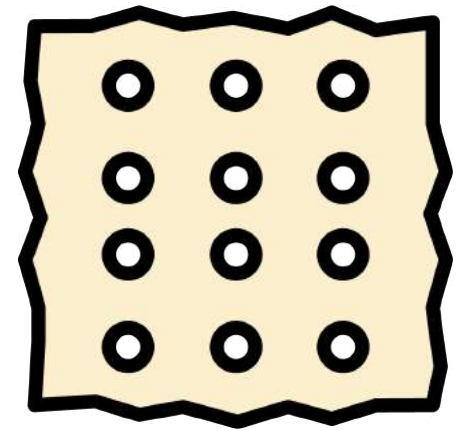
mashed potatoes

Spicy/Not Spicy sort



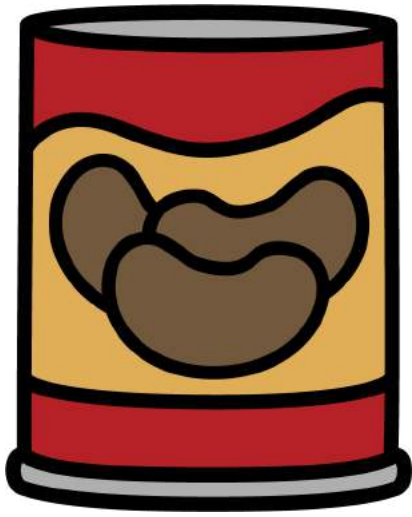
banana

Spicy/Not Spicy sort



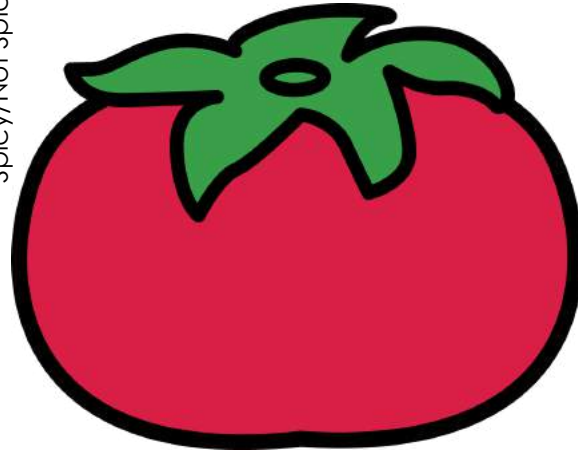
cracker

Spicy/Not Spicy sort



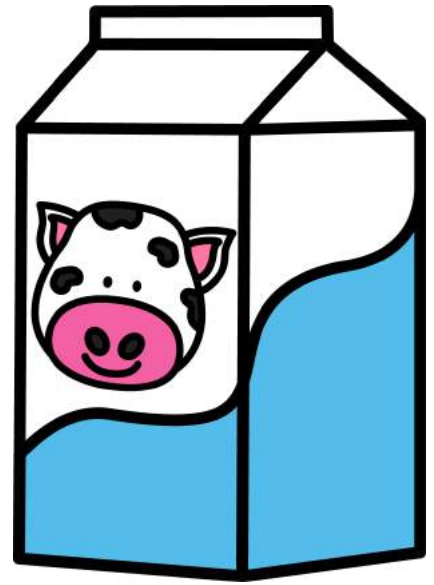
beans

Spicy/Not Spicy sort



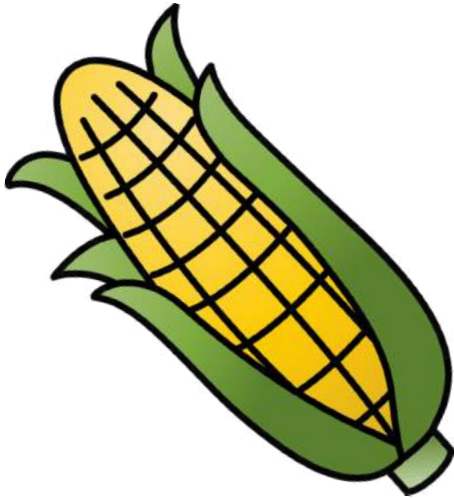
tomato

Spicy/Not Spicy sort



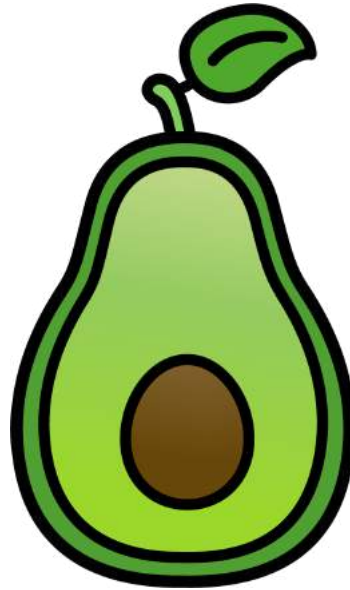
milk

Spicy/Not Spicy sort



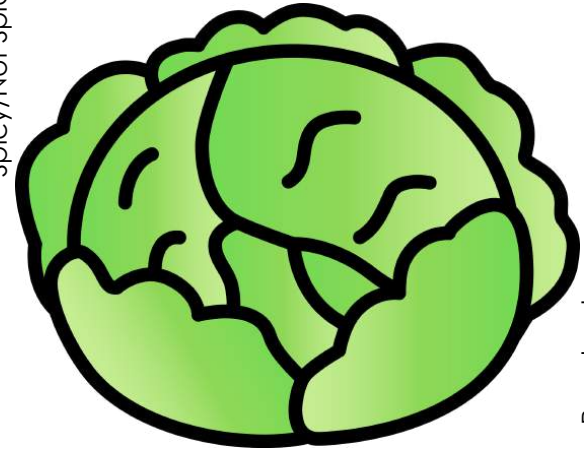
corn

Spicy/Not Spicy sort



avocado

Spicy/Not Spicy sort



lettuce

Italy

Day 6
lesson
plans

Pizza was first made in Italy. One story tells that the very first pizza was made with tomatoes, mozzarella, and basil to represent the national colors of Italy.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.

Activities:

1. Show the real-life photographs. Serve pizza for lunch or a snack when possible!
2. Sing the "I Like Pizza" song. Cut the props out of felt and use them on a felt board or print the provided pieces to use with the song.
3. Print the poem and cards. Cut apart the cards and mat the letter cards back to back with the "Yum!" cards. Sing the PIZZA Bingo song to the tune of "Bingo." Display the letters and sing the song. After singing the first verse, flip over the letter "P" to show the 'Yum!' side. Sing the second verse as "Yum!, I-Z-Z-A."



Pizza
You can put more



Pizza dough is kneaded, then rolled, stretched, or even tossed in the air to make a circle shape.



I Like Pizza!

To the tune of "Where is Thumbkin?"

I like pizza!
I like pizza!
Yes, I do!
Yes, I do!

First, we make the crust.
First, we make the crust.
Can you do it too?
Can

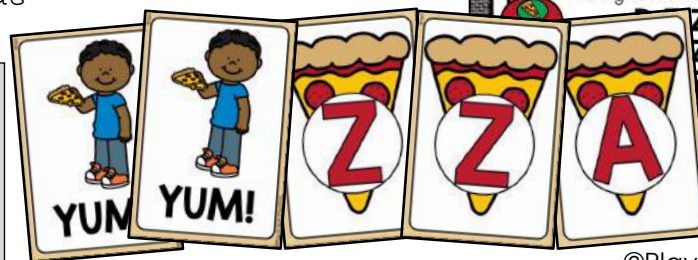


P-I-Z-Z-A

To the tune of "Bingo"

I have a crust, sauce,
toppings, and cheese.
Do you know what I am?

Z-Z-A
Z-Z-A
Z-Z-A
PIZZA is
me-oh



Extension Idea:

Make a memory tray using felt pizza slices with toppings like pepperoni, mushroom, onion, etc. Students hide their eyes while the teacher takes a slice away. The students figure out which slice is missing.

Pizza

Country
Of
Italy

Pizza is a type of food that was originally made in Italy. It is made by putting toppings over sauce-covered bread or pizza crust. Toppings can be meat, vegetables, herbs, and cheese, and the sauce can be tomato or butter based.

Toppings may include:

- pepperoni
- sausage
- ham
- mushrooms
- onions
- peppers

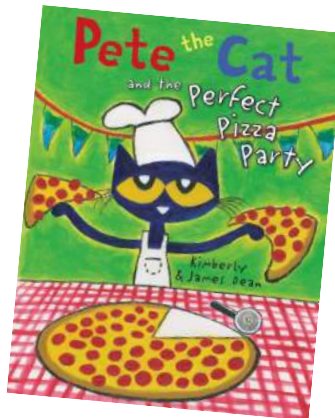


Language Spoken: Italian

Approx. Population: 59.5 million

Book Recommendation:

Pete the Cat and the Perfect Pizza Party by Kimberly and James Dean... the best kind of pizza is the one that you share with friends!





Pizza dough is kneaded, then rolled, stretched, or even tossed in the air to make a circle shape.



**Pizza was created in Italy.
You can put many different toppings on a pizza.**

I Like Pizza!

To the tune of "Where is Thumkin?"

I like pizza!

I like pizza!

Yes, I do!

Yes, I do!

First, we make the crust.

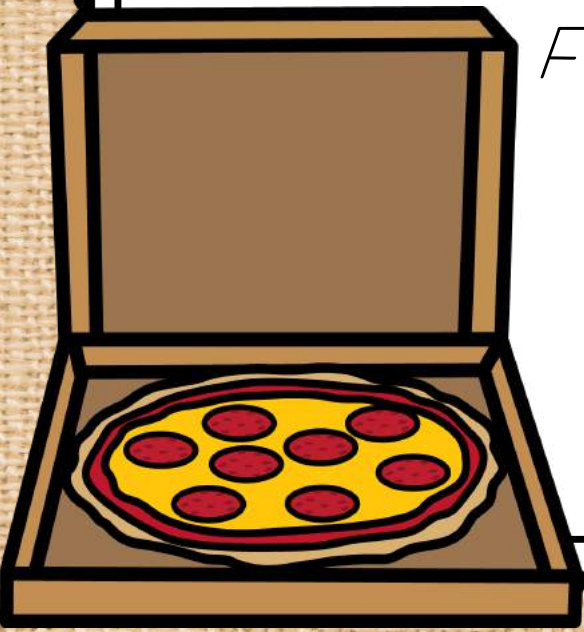
First, we make the crust.

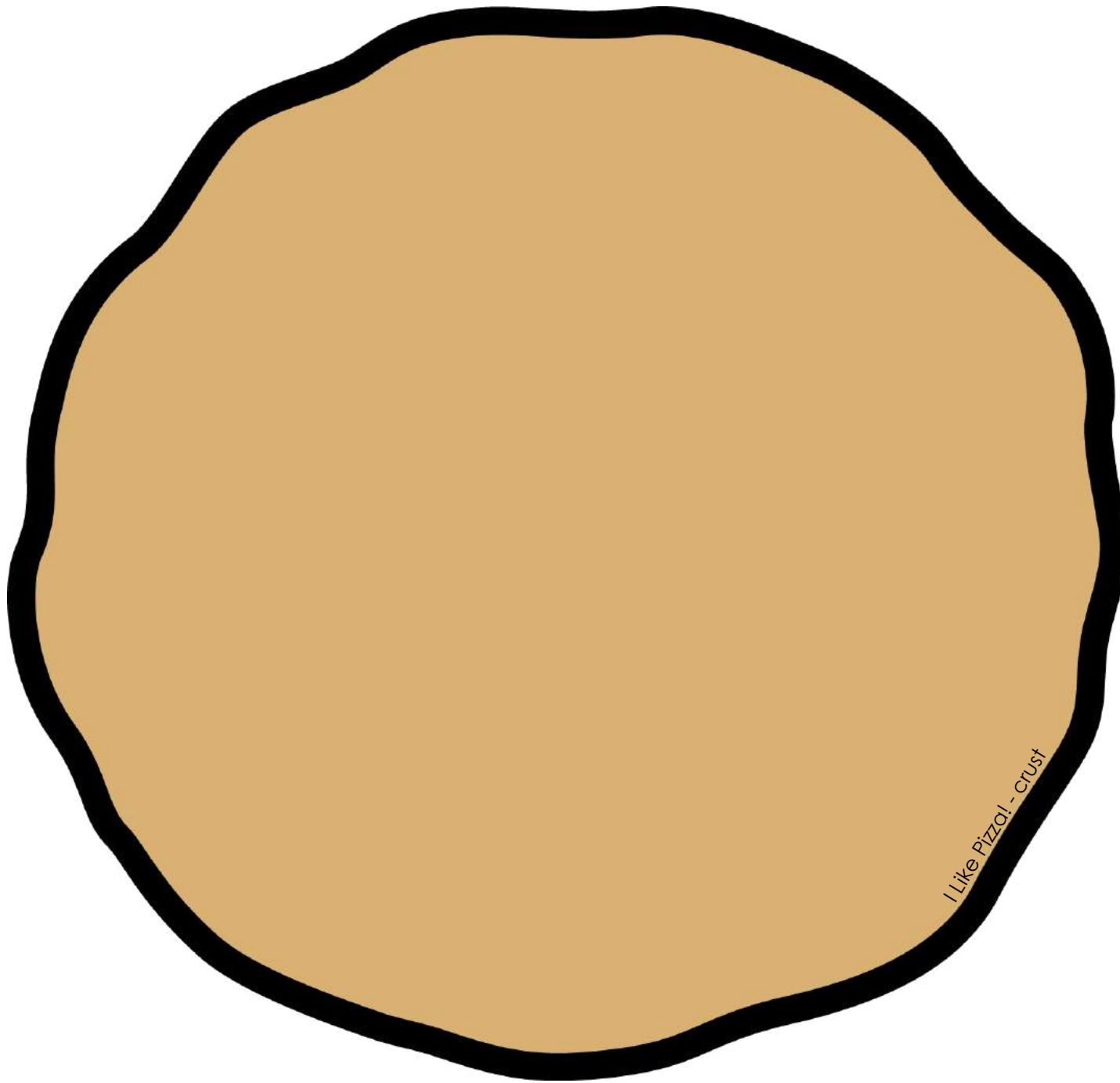
Can you do it too?

Can you do it too?

Repeat with new verses:

- Next, we spread the sauce.
- Then, we sprinkle cheese.
- Next, we place the toppings.
- Then, we put it in the oven.
- Last, we'll eat the pizza.





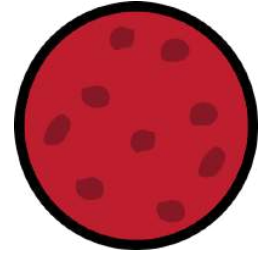
I Like Pizza! - crust

I Like Pizza!



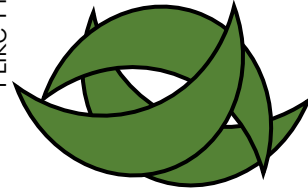
olives

I Like Pizza!



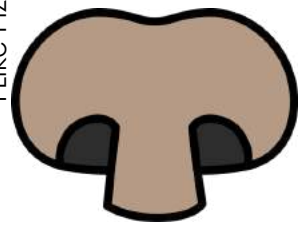
pepperoni

I Like Pizza!

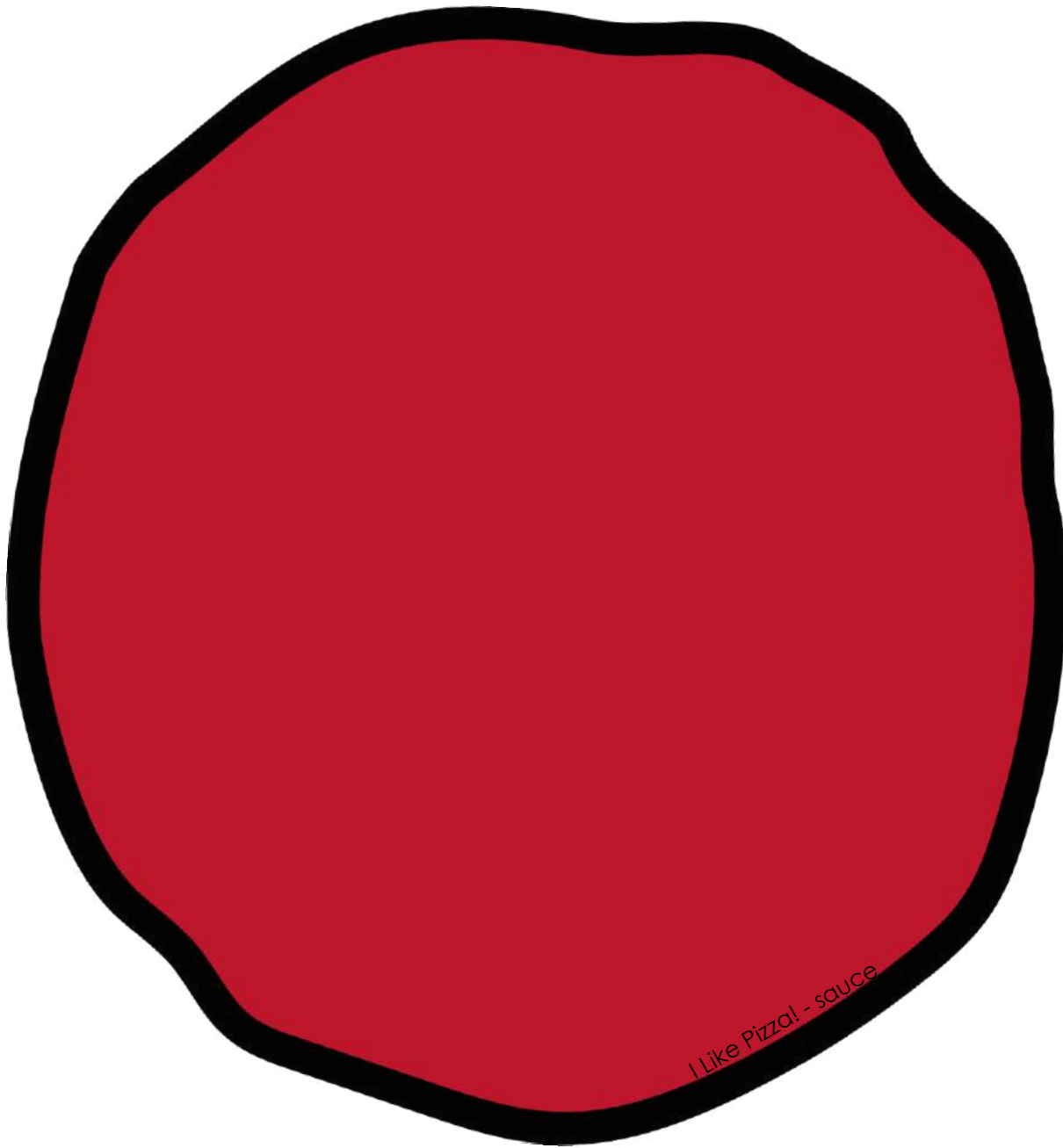


green peppers

I Like Pizza!



mushroom



I Like Pizza! - sauce

I Like Pizza!



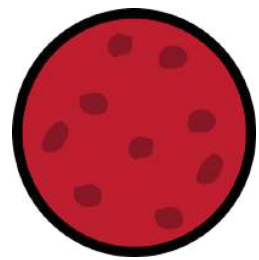
olives

I Like Pizza!



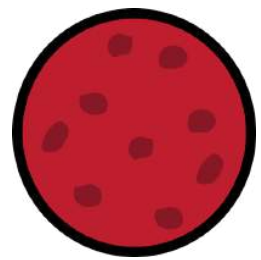
olives

I Like Pizza!



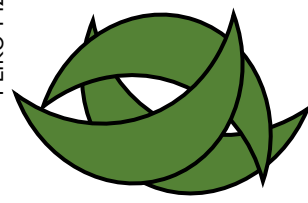
pepperoni

I Like Pizza!



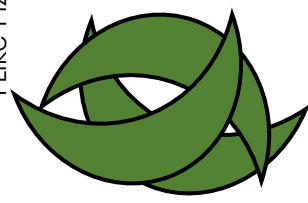
pepperoni

I Like Pizza!



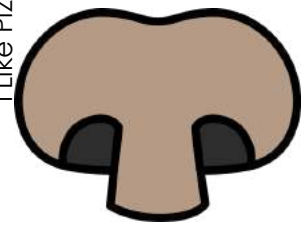
green peppers

I Like Pizza!



green peppers

I Like Pizza!

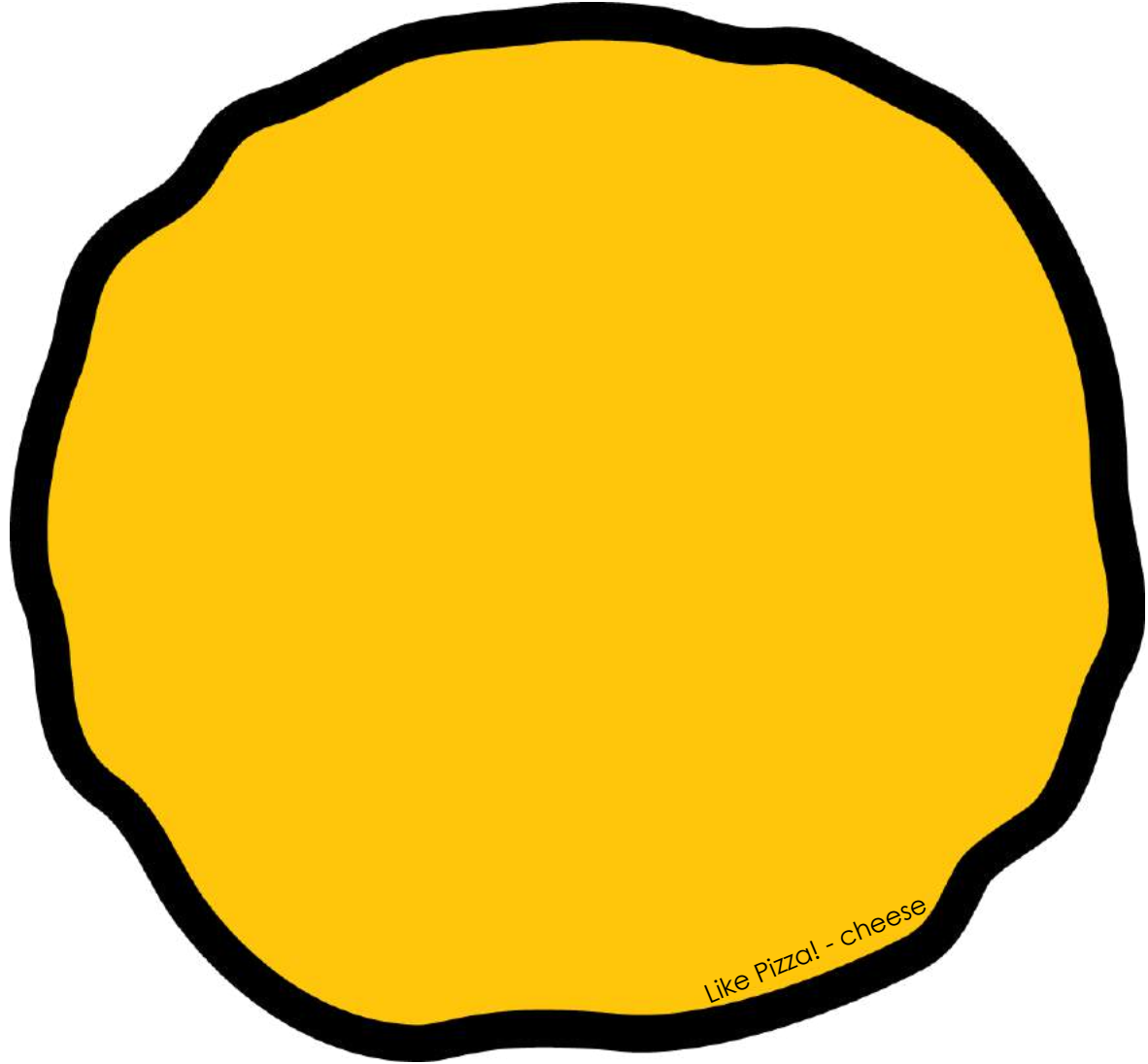


mushroom

I Like Pizza!



mushroom



Like Pizza! - cheese

I Like Pizza!



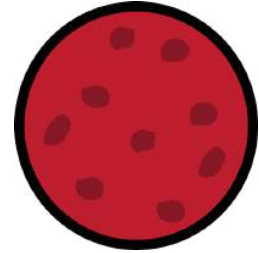
olives

I Like Pizza!



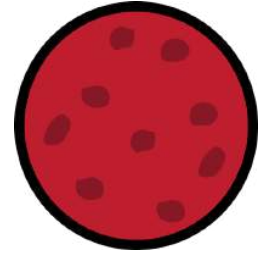
olives

I Like Pizza!



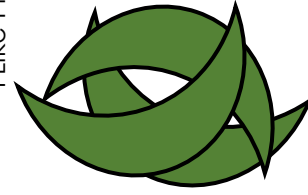
pepperoni

I Like Pizza!



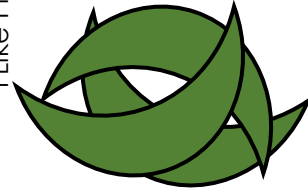
pepperoni

I Like Pizza!



green peppers

I Like Pizza!



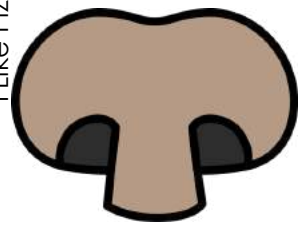
green peppers

I Like Pizza!



mushroom

I Like Pizza!



mushroom

P-I-Z-Z-A

To the Tune of "Bingo"

I have a crust, sauce,
toppings, and cheese.
Do you know what I am?



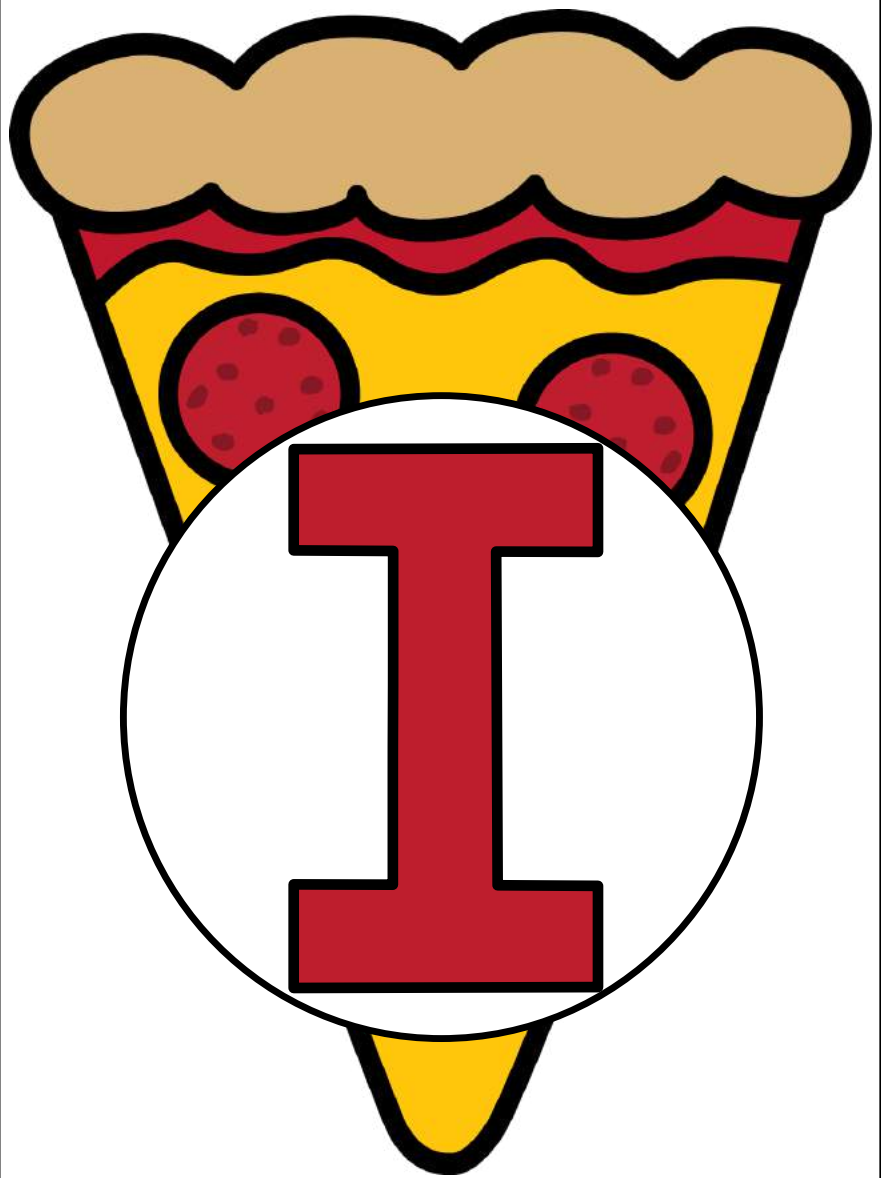
P-I-Z-Z-A

P-I-Z-Z-A

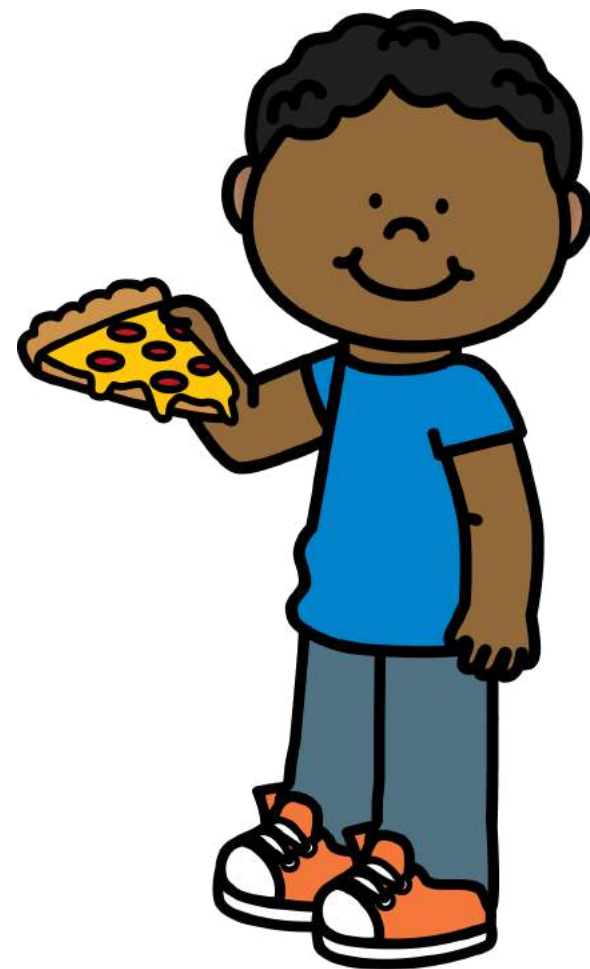
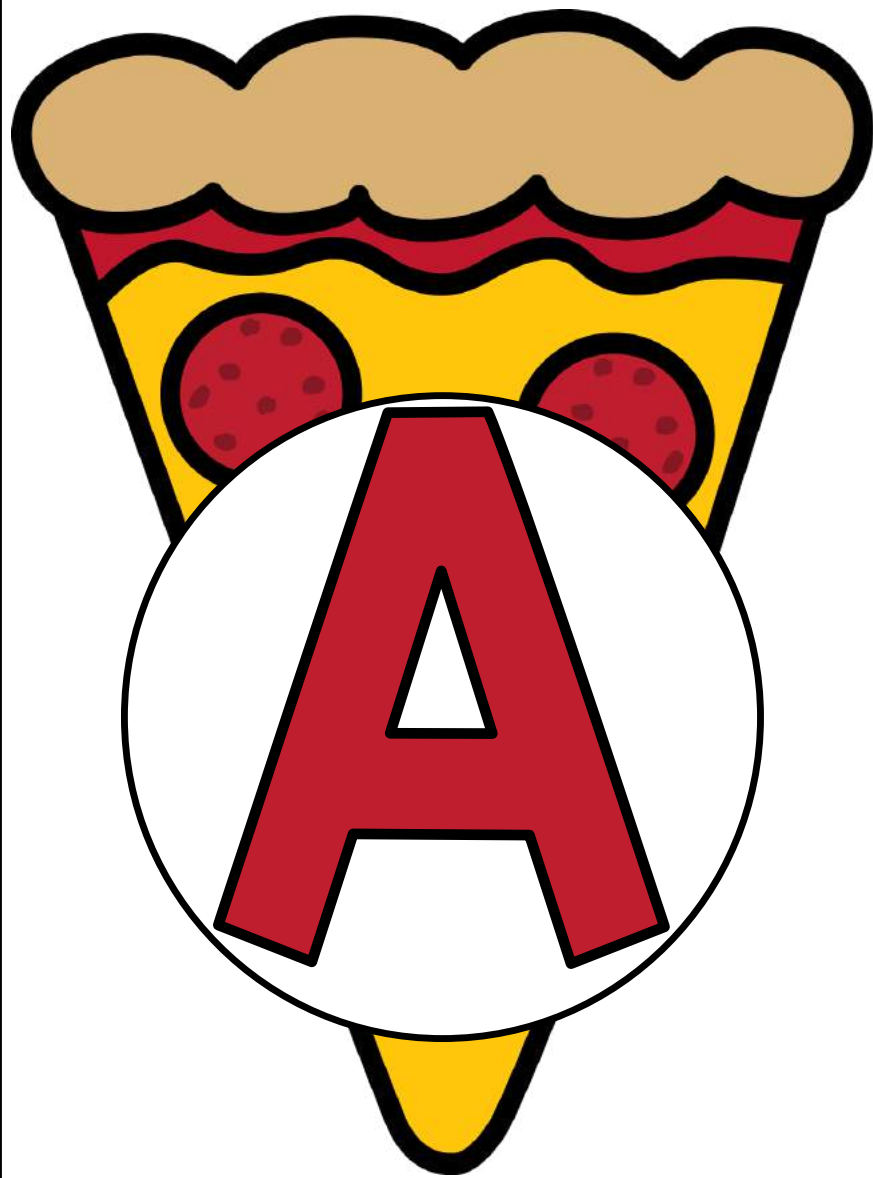
P-I-Z-Z-A

And PIZZA is
my name-o!

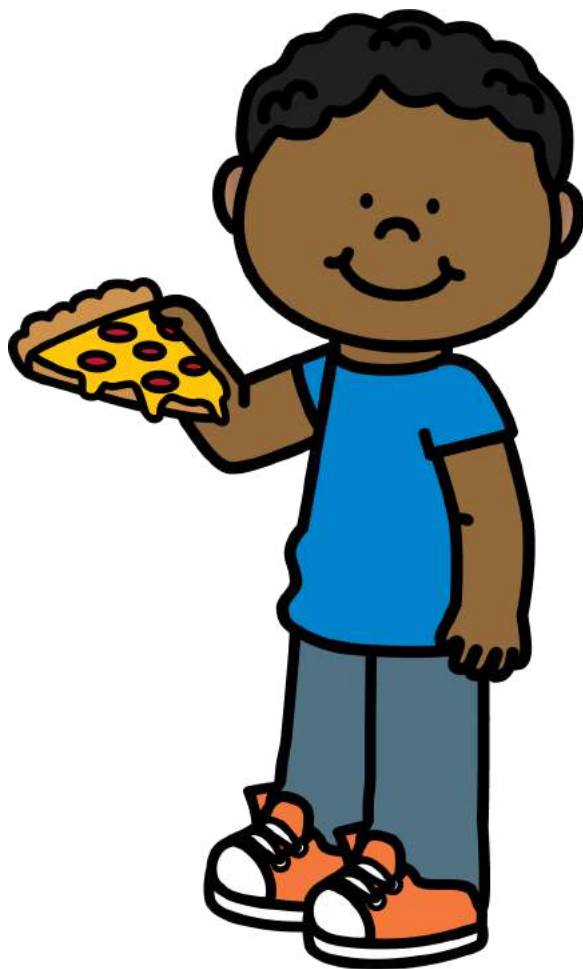




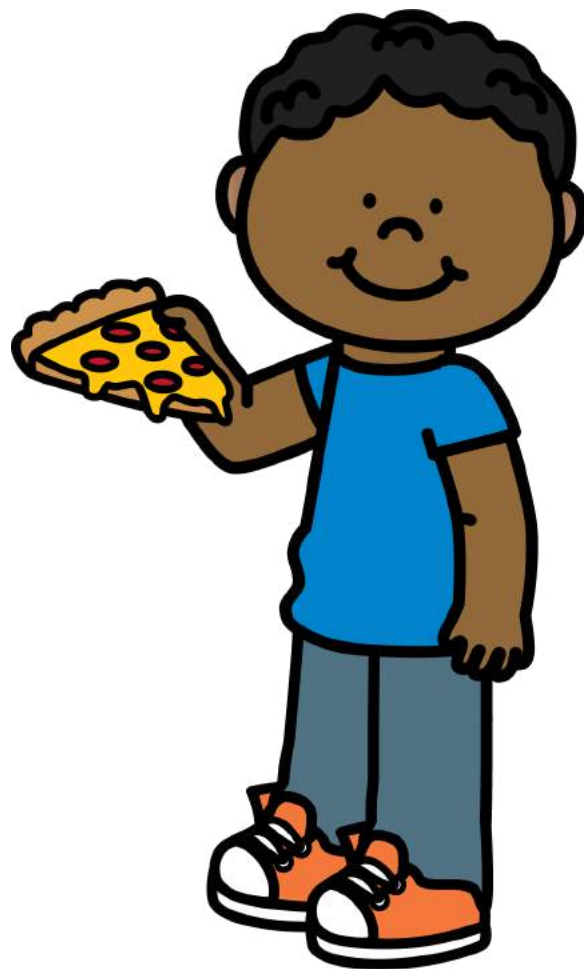




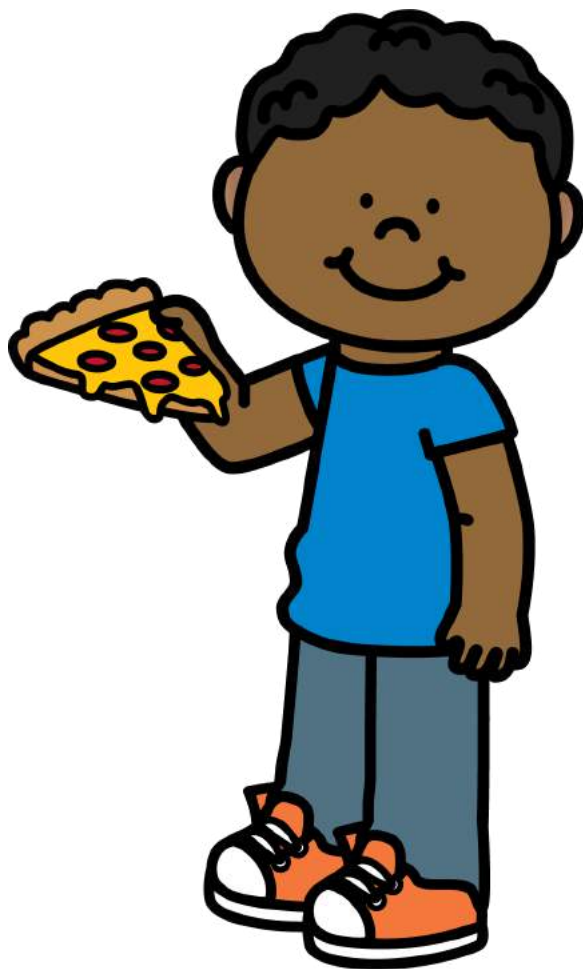
YUM!



YUM!



YUM!



YUM!



YUM!

Germany

Twisty Treat

Day 7
Lesson
Plans

Pretzels are a treat that were brought to North America by German immigrants. Whether salty or sweet, they are a delicious snack loved by many people.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will demonstrate basic locomotor skills.
- The students will identify numbers.

Activities:

1. If the class allergies and sensitivities permit, bring in some pretzels to circle time. Let the students taste the pretzels. Discuss the properties of the pretzels - sweet or salty, crunchy or soft, etc. Show the real life photograph.
2. Sing the "Pretzel Twist" song. Use the picture cards to assist with the motions of each verse.
3. Play the "Pretzel, Pretzel" shapes carpet game

Extension Idea:

Make an extra copy of the Pretzel Shapes carpet game, laminate them and use them as play dough mats during centers.

To Play the Game:

- Line up the pictures of the pretzels. (Numbers 1-20 are included. Pick the right number of cards for your students.) Identify the shapes together.
- Hide the mustard under one of the pretzels and recite the poem to find it.
- Children guess where the mustard is hiding by identifying the pretzel shape.

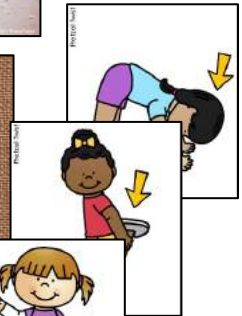
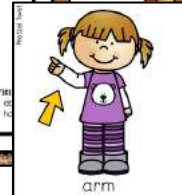
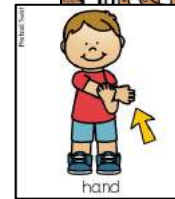


Pretzel Twist

To the Tune of "Hokey Pokey"

You put your arm in.
You put your arm out.
You put your arm in, and
you shake it all about.
You do the pretzel twist, and
you twist yourself around.
That's what it's all about!

Repeat with new verse:
• foot • eye
• head • hair
• knee

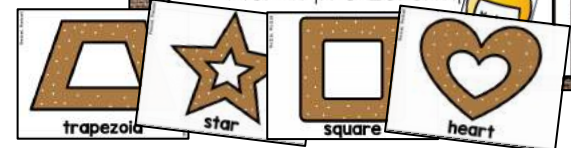


Pretzel, Pretzel!

Spicy, yellow mustard.
Where can you be?



Pick a pretzel shape



Pretzel

Country
Of
Germany

Pretzels are made from long strips of dough, twisted together, and baked until golden brown. Salt is a common topping.

Toppings may include:

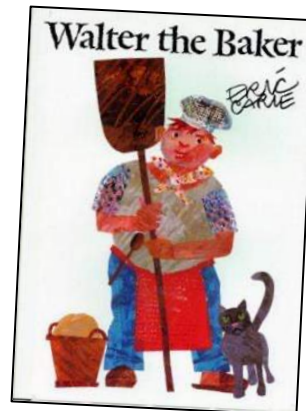
- cheese
- mustard
- cinnamon sugar
- parmesan cheese
- caramel



Language Spoken: German
Approx. Population: 83.2 million

Book Recommendation:

Walter the Baker by Eric Carle is a wonderful story about Walter who thinks outside the box to make some special dough requests for the Duke.



A pretzel is a baked bread made from dough most commonly shaped into a twisted knot.



Pretzel Twist

To the Tune of "Hokie Pokie"

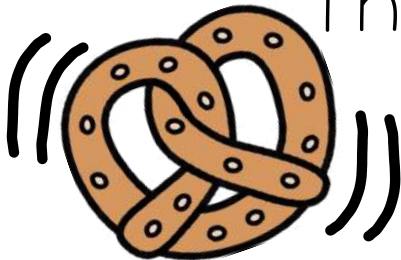
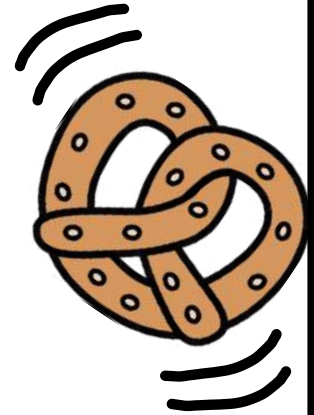
You put your arm in.

You put your arm out.

You put your arm in, and
you shake it all about.

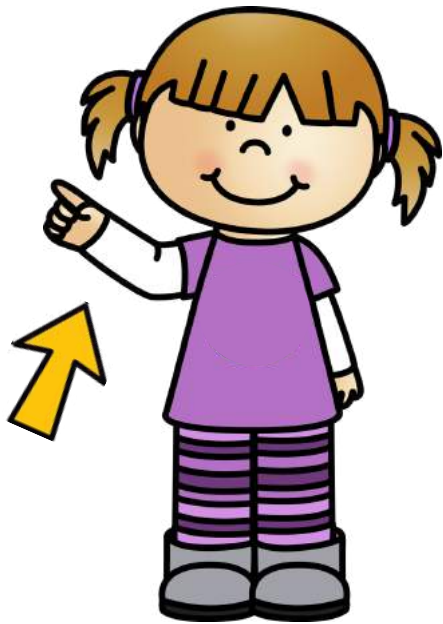
You do the pretzel twist, and
you twist yourself around.

That's what it's all about!



Repeat with new verses:

- foot
- elbow
- head
- hand
- knee



arm



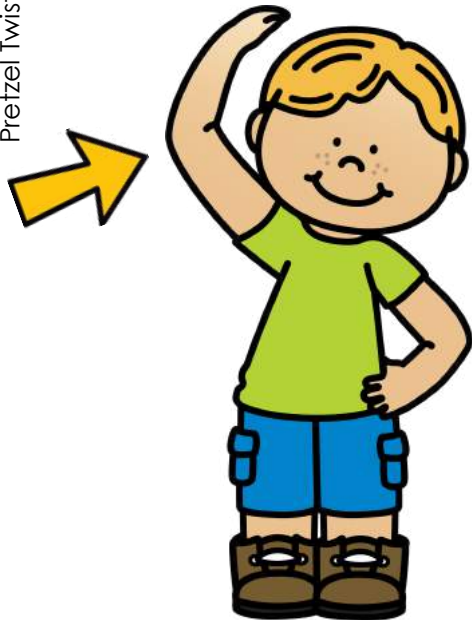
foot



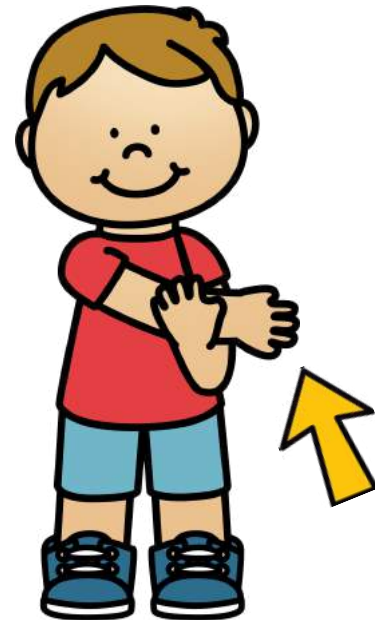
head



knee



elbow

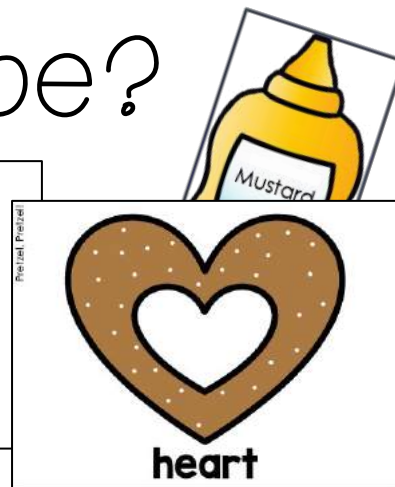
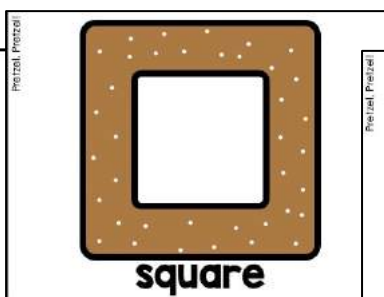
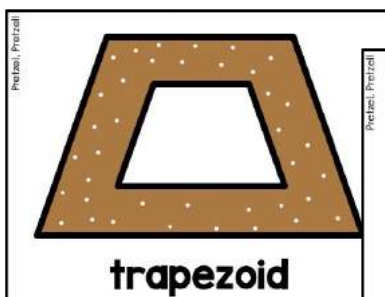


hand

Pretzel, Pretzel!

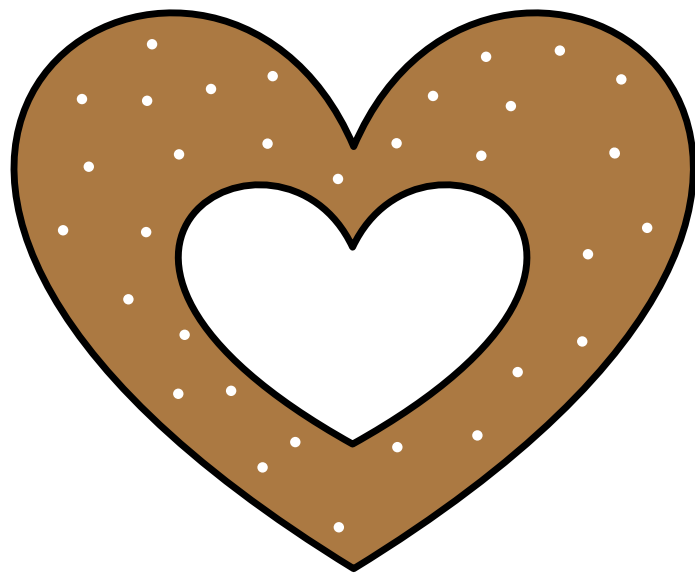
Spicy, yellow mustard.

Where can you be?

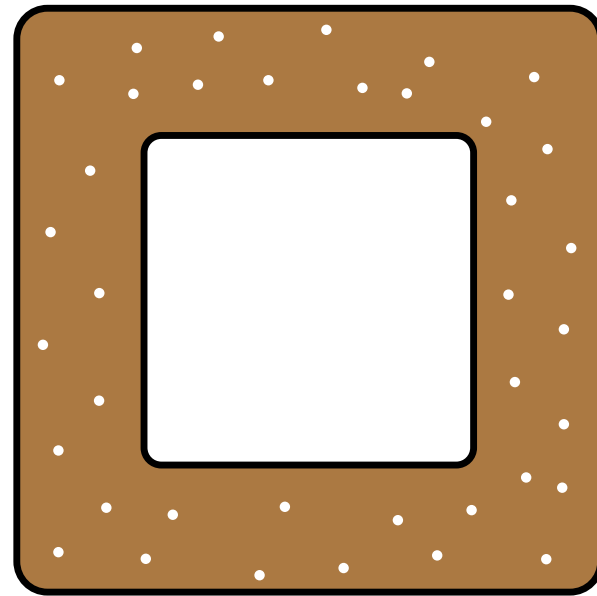


Pick a pretzel shape.

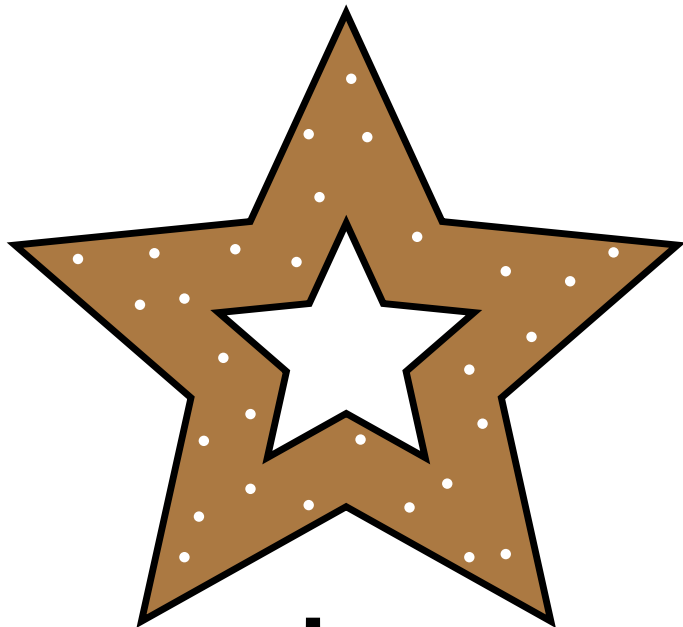
Let's look and see.



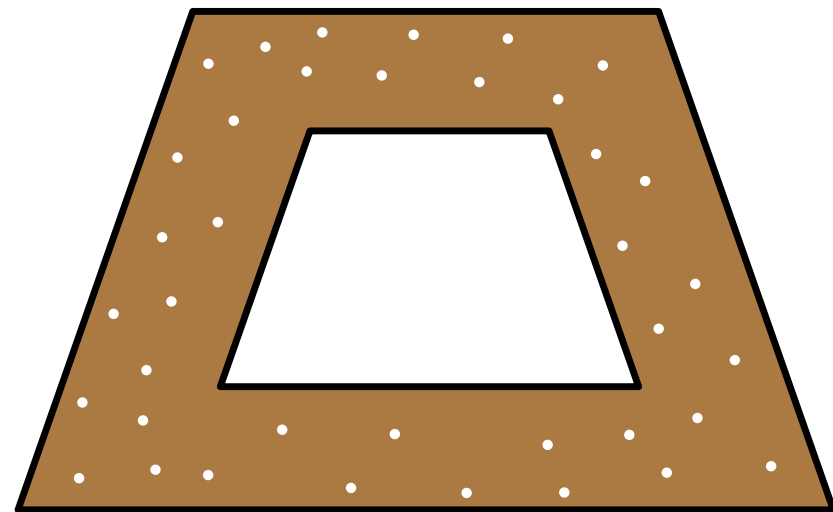
heart



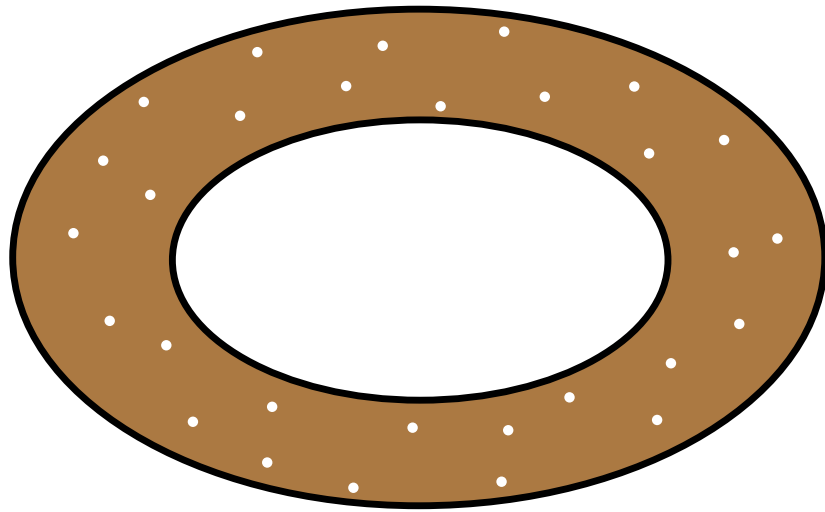
square



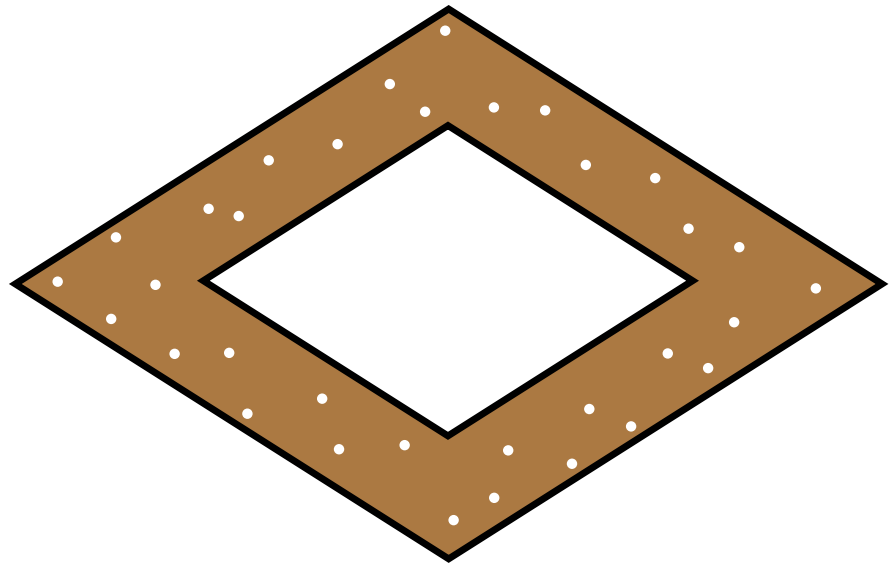
star



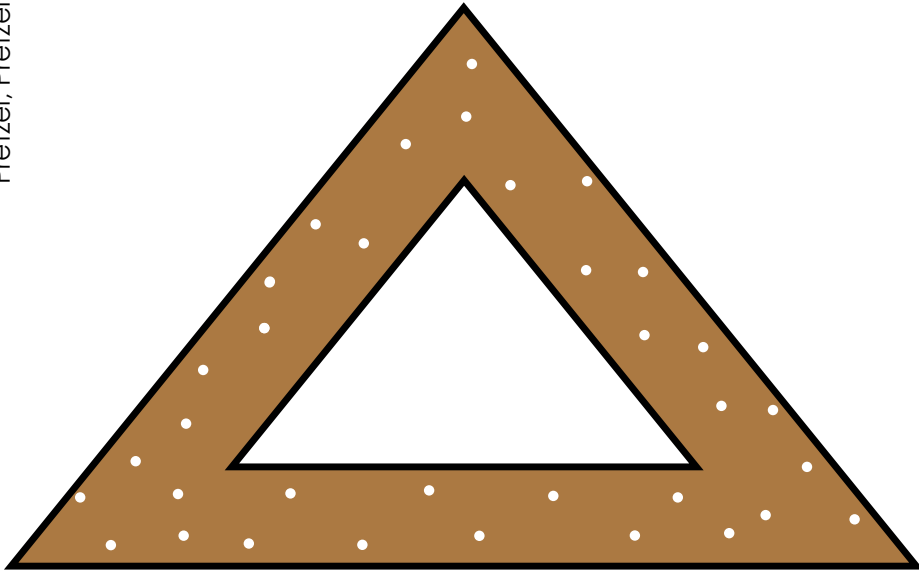
trapezoid



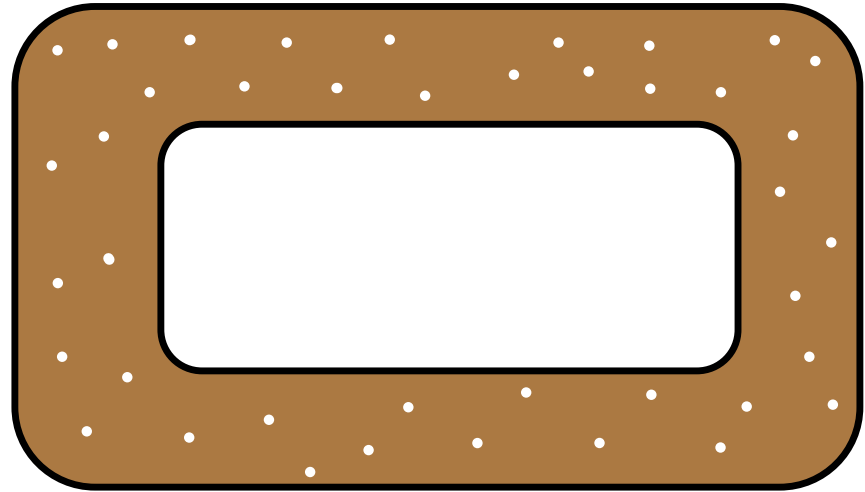
oval



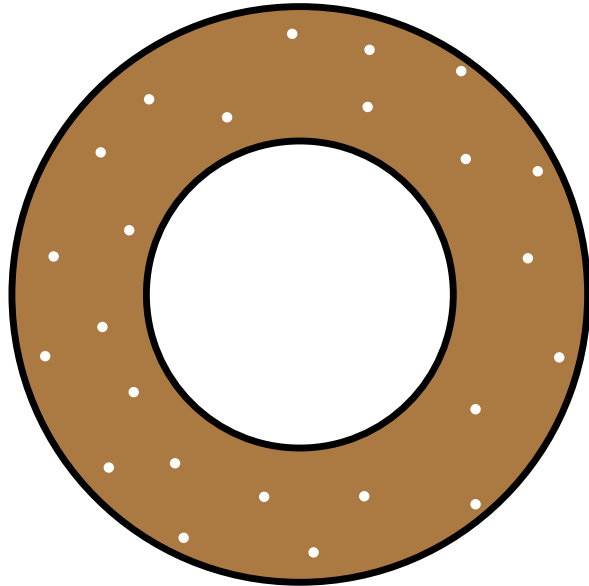
diamond



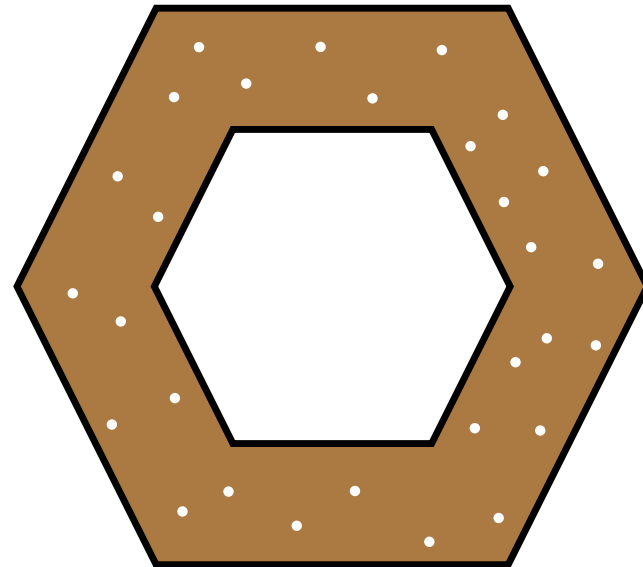
triangle



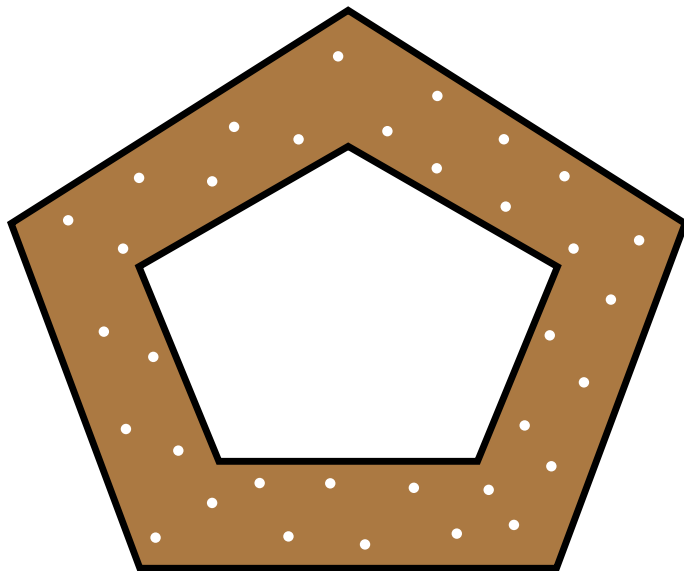
rectangle



circle



hexagon



pentagon

Cut out the mustard.



Egypt

Fabulous Falafels

Falafels are deep-fried balls or patties made from chickpeas or fava beans with spices and herbs. It can be eaten as a side dish or served as a sandwich in pita bread with veggies and tahini sauce.

Objectives:

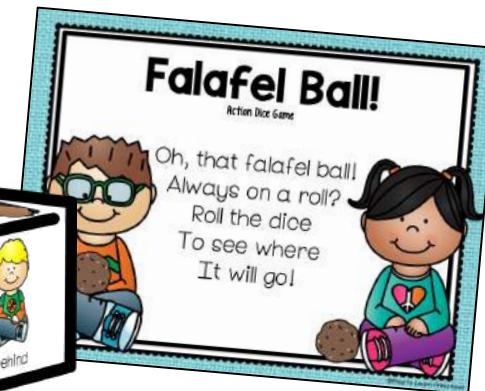
- Students will notice similarities and differences ask questions.
- The students will count down from 5 and make combinations of objects to create the set.
- The students will follow oral directions.



Falafels are mashed chickpeas, spices and vegetables formed into a ball and fried.

Activities:

1. Show the real-life photograph. Count the falafel balls inside the pita. Ask the students what else is in the pita.
2. Recite the “5 Yummy Falafels” chip clip poem. As you progress through each verse, remove a falafel from the plate.
2. Take turns rolling the die with students placing their “falafel” ball in position to themselves.



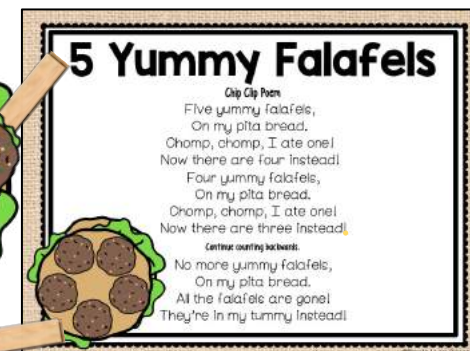
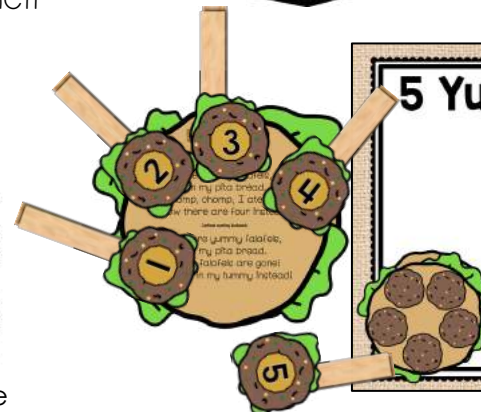
Extension Idea:

Make a falafel recipe ahead of time and have the students help you shape them into patties before baking them in an oven.

<https://www.healthylittlefoodies.com/baked-falafel/>



Falafel Recipe



Falafel

Country
Of
Egypt

Falafels are made from ground chickpeas or fava beans and spices. They are rolled into a ball, fried, then placed in a pita with sauce and salad.

Toppings may include:

- diced tomatoes
- cucumbers
- onions
- tahini sauce



Language Spoken: Arabic
Approx. Population: 102.3 million

Book Recommendation:

My Food, Your Food, Our Food by Emma Carlson Berne. Brightly colored pages show the different types of food that we eat to keep us strong no matter where we come from.





Falafels are mashed chickpeas, spices, and vegetables formed into a ball and fried.

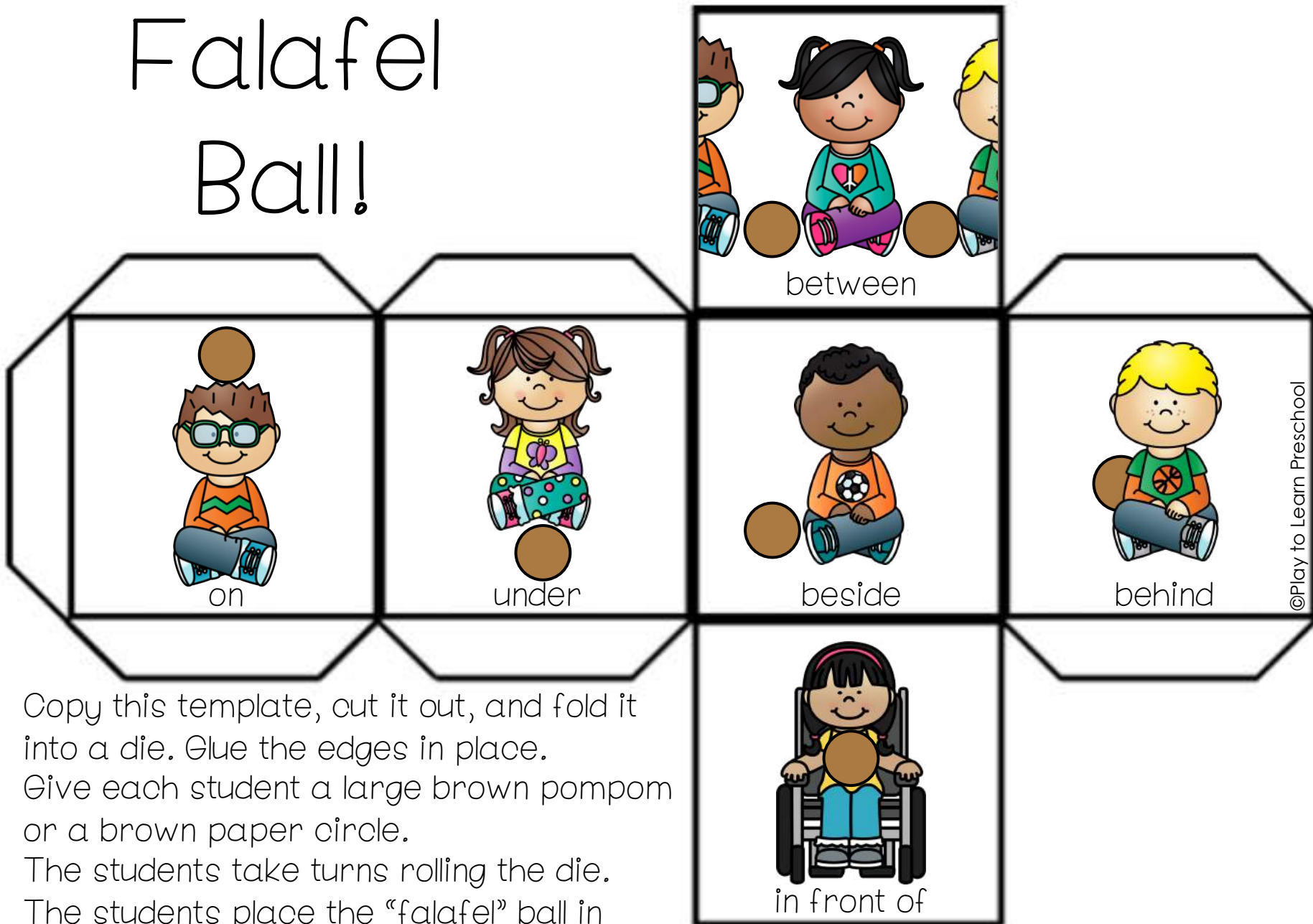
Falafel Ball!

Action Dice Game

Oh, that falafel ball!
Always on a roll?
Roll the dice
To see where
It will go!



Falafel Ball!



- Copy this template, cut it out, and fold it into a die. Glue the edges in place.
- Give each student a large brown pompom or a brown paper circle.
- The students take turns rolling the die.
- The students place the “falafel” ball in position to themselves according to the roll of the die.

5 Yummy Falafels

Chip Clip Poem

Five yummy falafels,
On my pita bread.

Chomp, chomp, I ate one!
Now there are four instead!

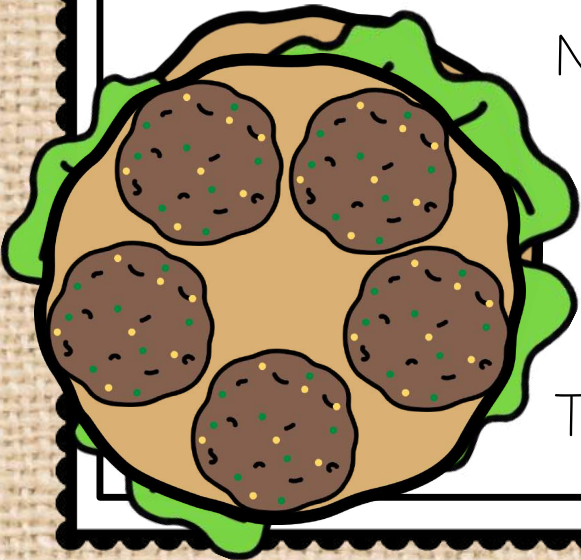
Four yummy falafels,
On my pita bread.

Chomp, chomp, I ate one!
Now there are three instead!

Continue counting backwards.

No more yummy falafels,
On my pita bread.

All the falafels are gone!
They're in my tummy instead!



5 Yummy Falafels



5 Yummy Falafels



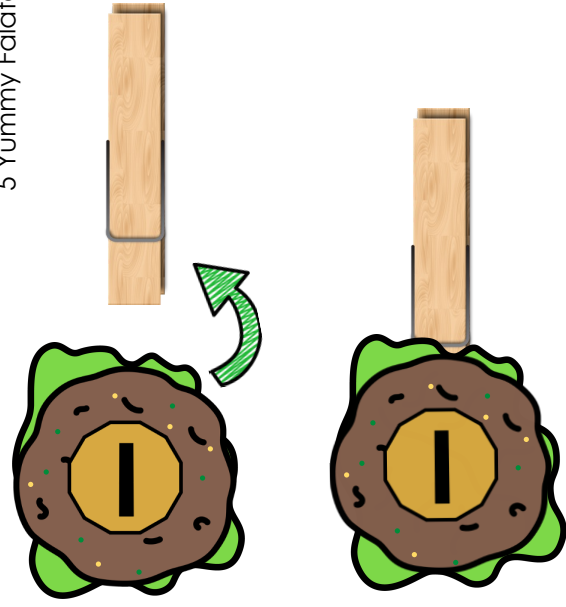
5 Yummy Falafels



5 Yummy Falafels



5 Yummy Falafels



5 Yummy Falafels



5 Yummy Falafels!

Five yummy falafels,
On my pita bread.
Chomp, chomp, I ate one!
Now there are four instead!

Continue counting backwards.

No more yummy falafels,
On my pita bread.
All the falafels are gone!
They're in my tummy instead!

Argentina

Dulce de Leche

Day 9
lesson
plans

Dulce de leche is a caramelized milk dessert. It is a recipe from Latin America and is prepared by slowly heating milk and sugar over a period of several hours.

Objectives:

- The students will use new vocabulary.
- The students will sort objects by property.
- The students will recognize letters of the alphabet.

Activities:

1. Show the real-life photographs. Ask if anyone has had caramel before, explain that dulce de leche is similar to that treat.
2. Bring in a variety of objects to sort into two groups: food that has milk and food that does not have milk. Picture cards are also included, if needed.
3. Play the "Sprinkles!" carpet game.



Extension Idea:

Make [this easy dulce de leche recipe](#) at home and bring it in for students to try with different foods like apples, graham crackers, or ice cream!



Dulce de
Leche
Recipe
Video

To Play the Game:

- Line up the pictures of the ice cream sundaes. Pick the right number of cards for your students. Identify the letters together.
- Hide the sprinkles under one of the ice cream sundaes and recite the poem to find it.
- Children guess where the sprinkles are hiding by identifying the letter on the ice cream sundae.



Dulce de Leche

Country
Of
Argentina

Dulce de leche is a sweet dish made by slowly heating milk and sugar for a few hours. The resulting sauce is like caramel and poured over desserts like ice cream.

Topping also goes great with:

- churros
- bananas
- cakes
- brownies
- waffles
- cheesecake



Language Spoken: Spanish
Approx. Population: 45.4 million

Book Recommendation:

Anita and Grandma's Dulce de Leche by Pilar Vélez is a sweet story of family love as Grandma Rosa teaches her granddaughter the family's recipe for dulce de leche.



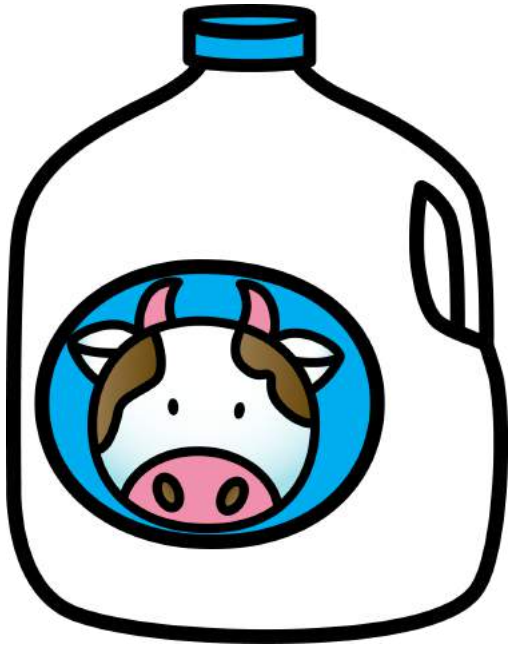


**Dulce de leche is a thick,
rich caramel sauce from Latin America.**



Dulce de leche is made by heating sugar and milk for several hours.

These foods



have
milk.

These foods



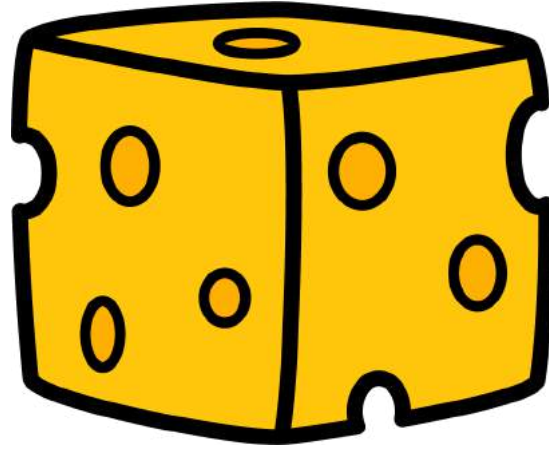
do not have
milk.

Milk/No Milk Sort



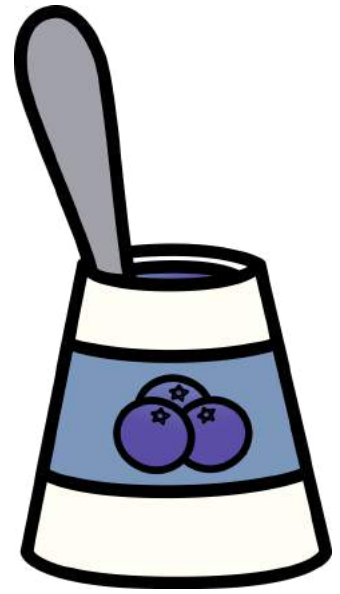
ice cream

Milk/No Milk Sort



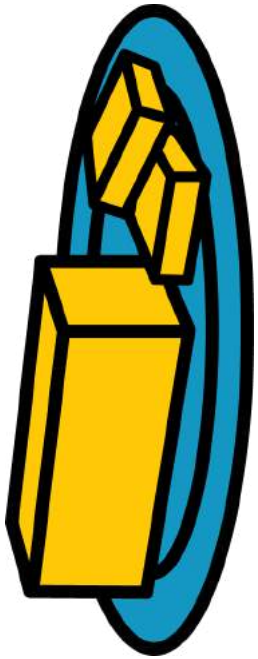
cheese

Milk/No Milk Sort



yogurt

Milk/No Milk Sort



butter

Milk/No Milk Sort



whipped cream

Milk/No Milk Sort



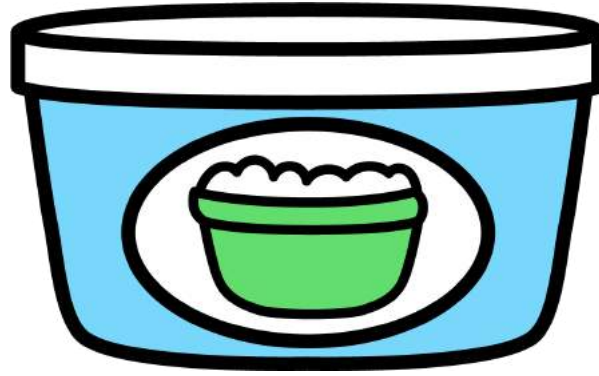
sour cream

Milk/No Milk Sort



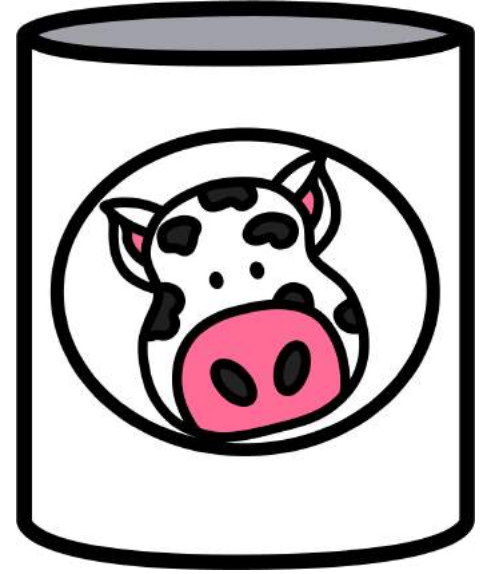
milkshake

Milk/No Milk Sort



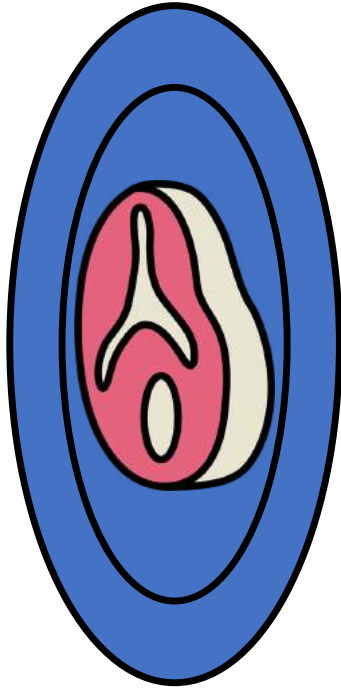
cottage cheese

Milk/No Milk Sort



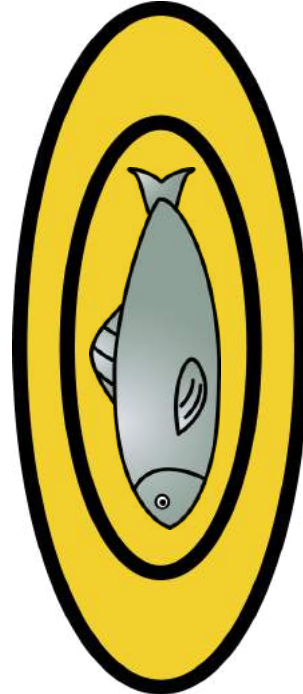
sweetened condensed milk

Milk/No Milk Sort



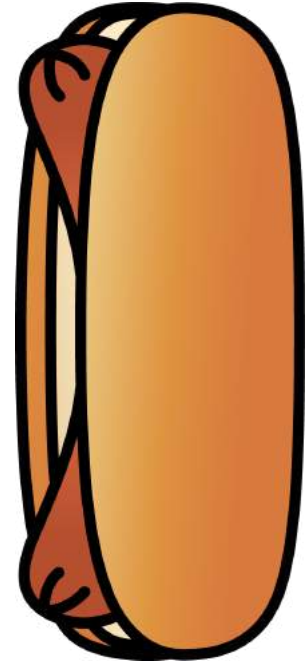
steak

Milk/No Milk Sort



fish

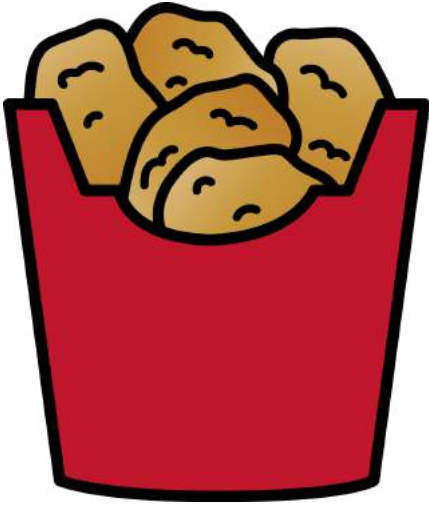
Milk/No Milk Sort



hotdog

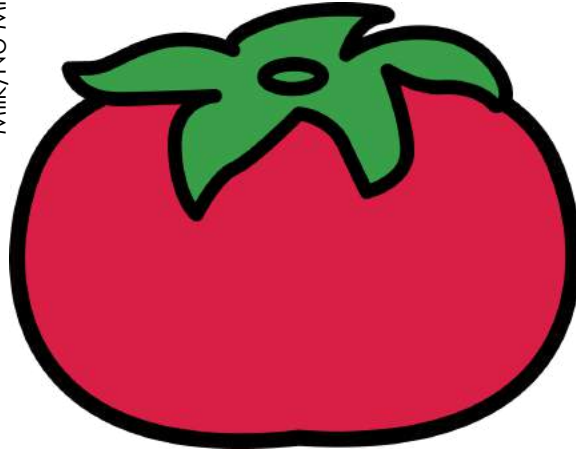
©Play to Learn Preschool

Milk/No Milk Sort



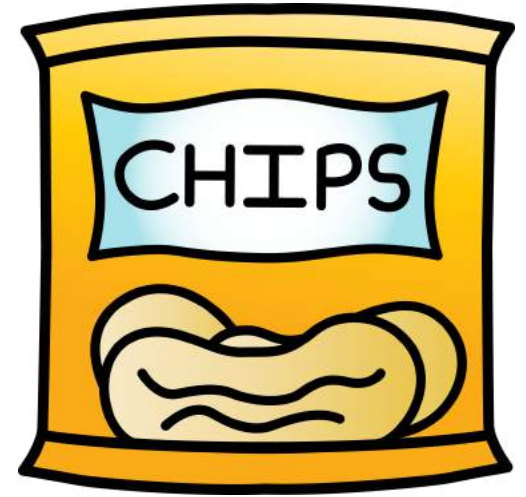
chicken nuggets

Milk/No Milk Sort



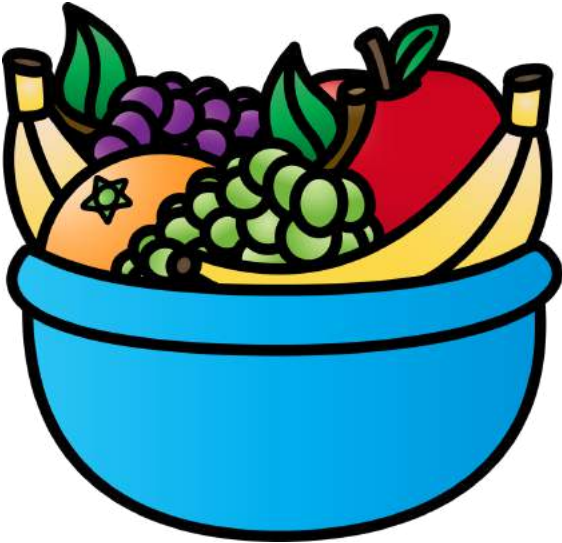
tomato

Milk/No Milk Sort



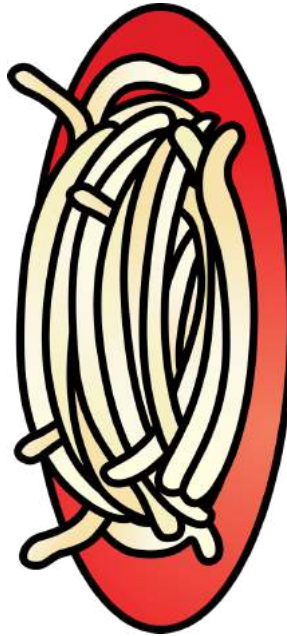
potato chips

Milk/No Milk Sort



fruit

Milk/No Milk Sort



pasta

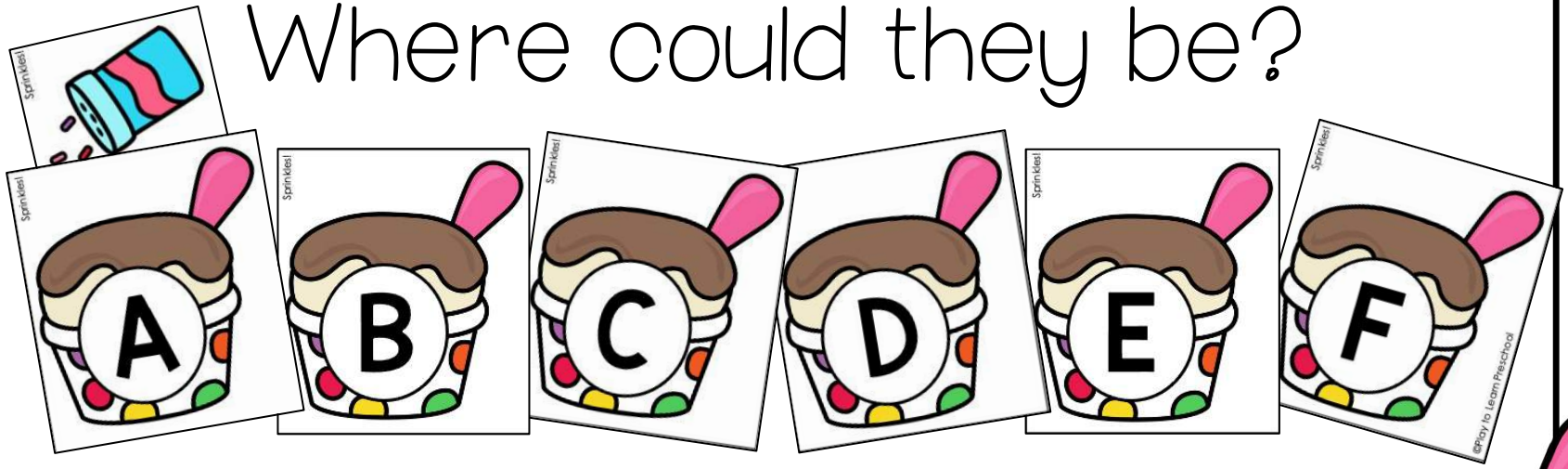
Milk/No Milk Sort



peanut butter

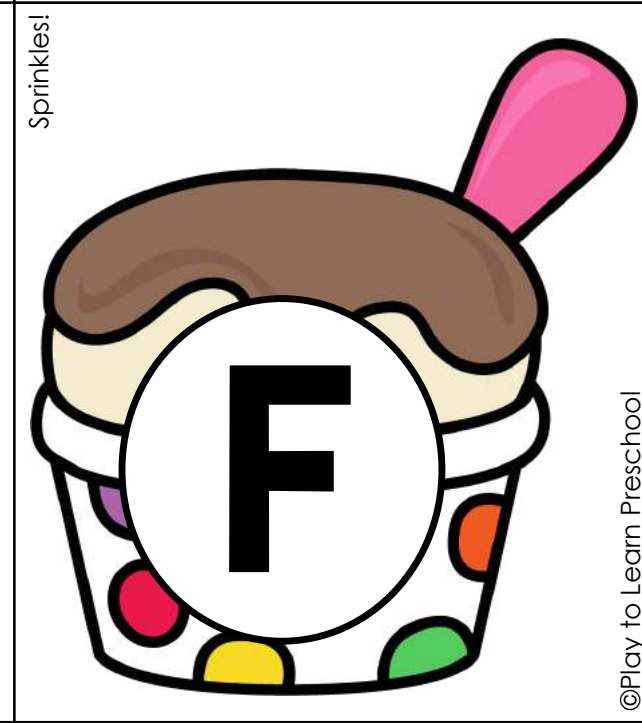
Sprinkles!

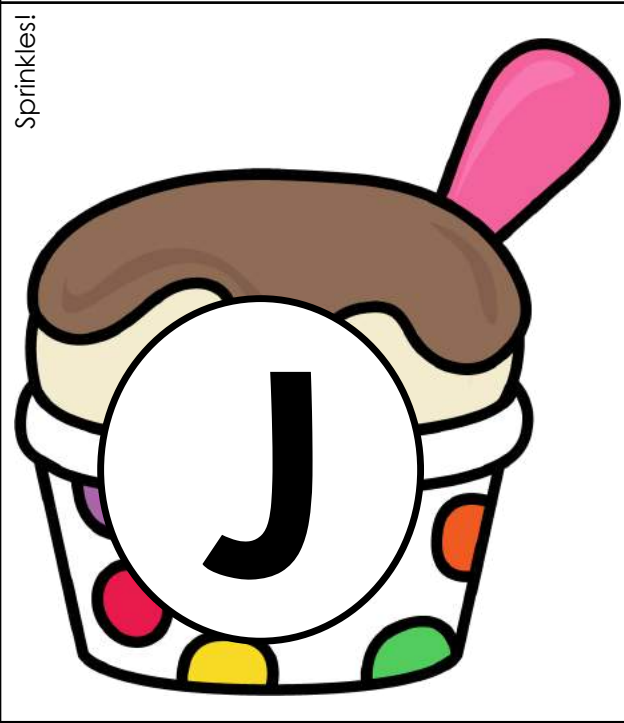
Looking for the sprinkles.
Where could they be?



Pick a letter.
Let's look and see!







Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!





Sprinkles!

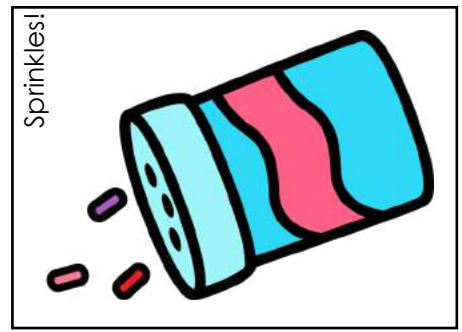


Sprinkles!



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Cut out the sprinkles.



Sprinkles!



Sprinkles!



Sprinkles!



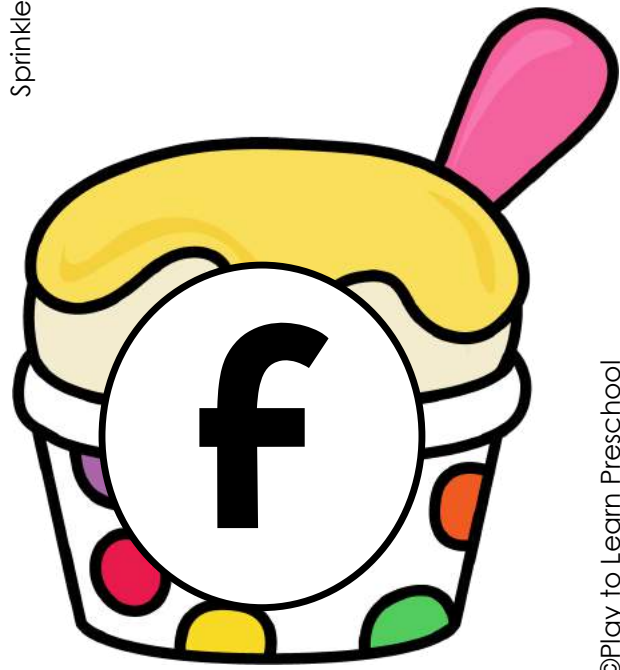
Sprinkles!



Sprinkles!



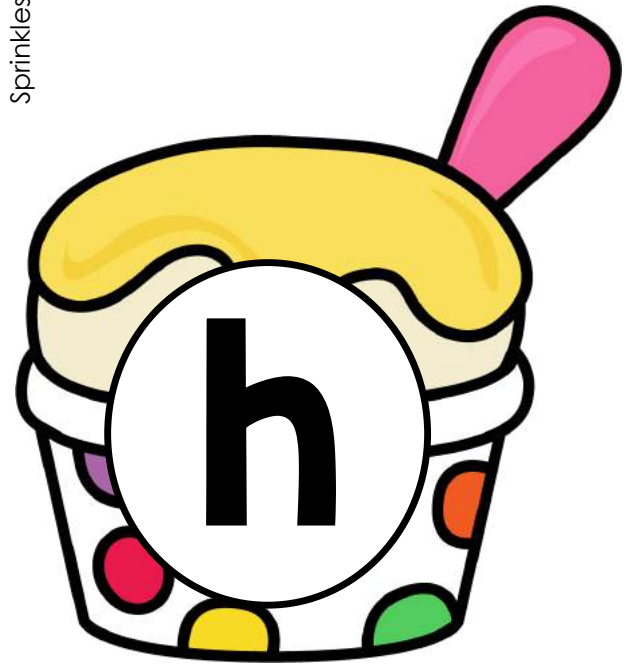
Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



Sprinkles!



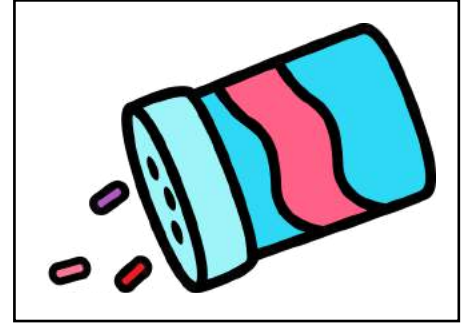
Sprinkles!



Sprinkles!

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Cut out the sprinkles.



Conclusion

Unit Conclusion

Day 10
lesson
plans

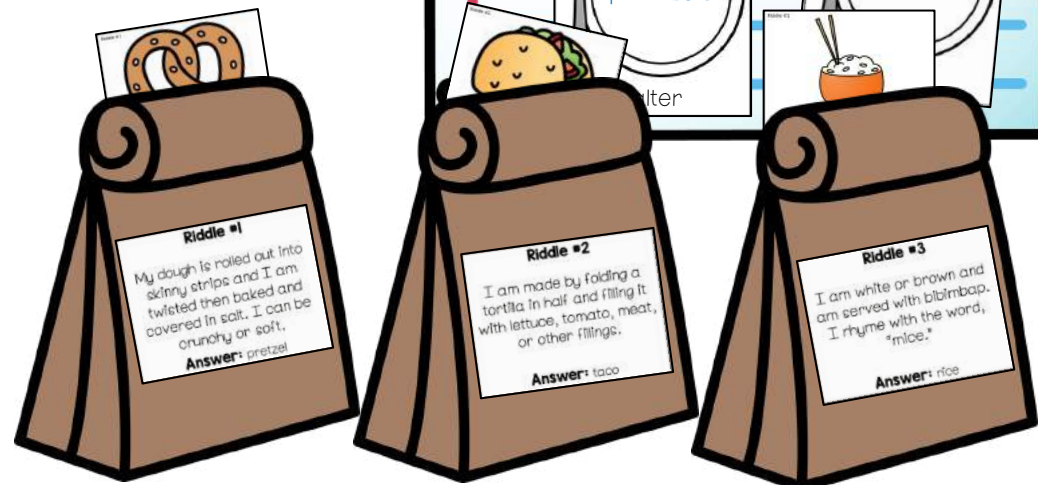
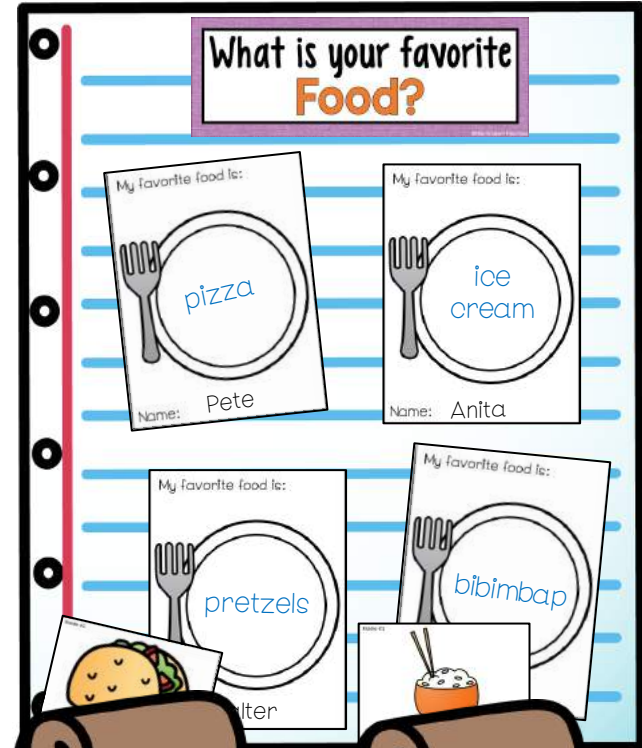
To conclude the unit, ask the students to describe what they have learned about food from different countries.

Objectives:

- The students will draw and imitate the act of writing.
- The students will actively participate in conversations.

Activities:

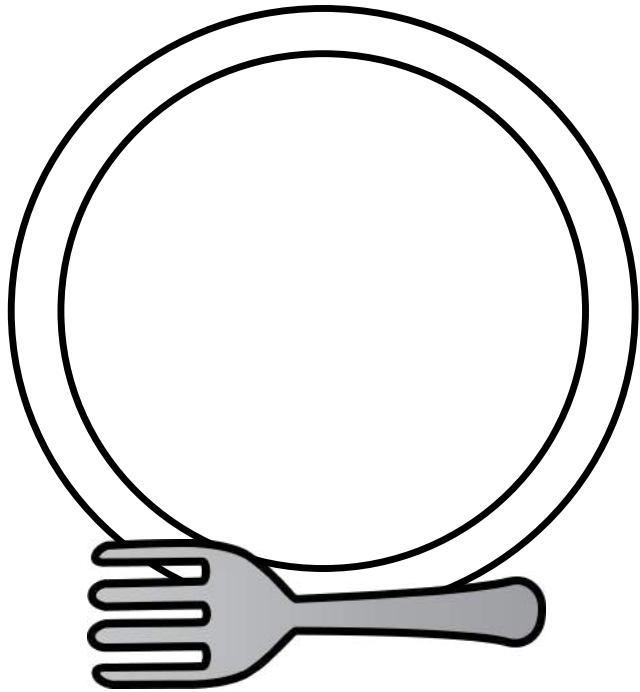
1. Ask the students, "What is your favorite food?" Students can draw a picture, or teachers can transcribe their responses on the attached recording sheets.
2. Create riddle bags. Place small plastic toys inside each bag and attach the riddle. (Alternatively, you can print the pictures and put them inside 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.



What is your favorite Food?

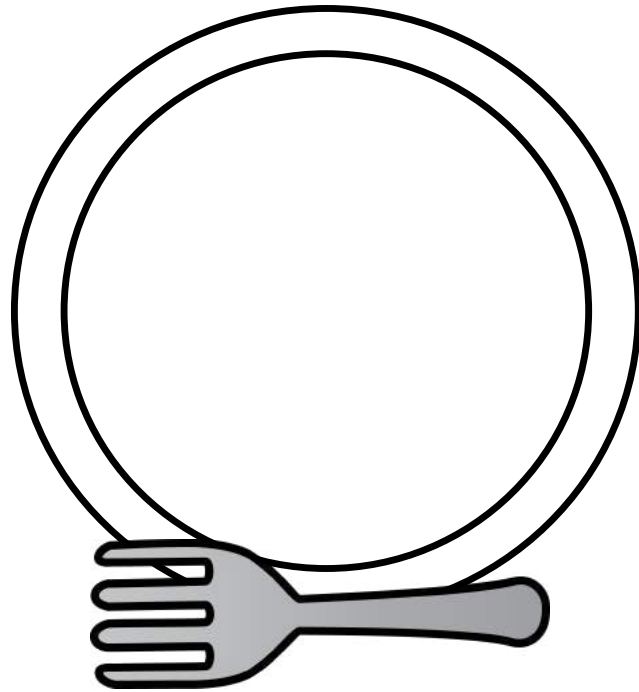
©Play to Learn Preschool

My favorite food is:



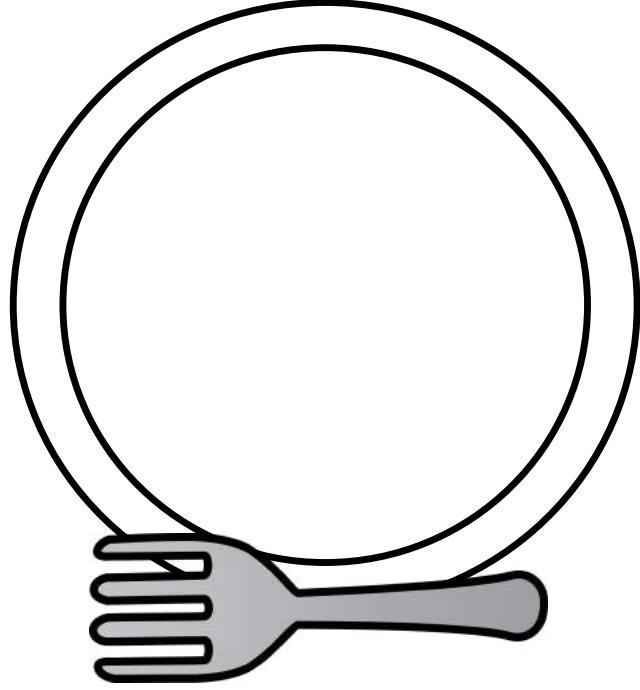
Name:

My favorite food is:



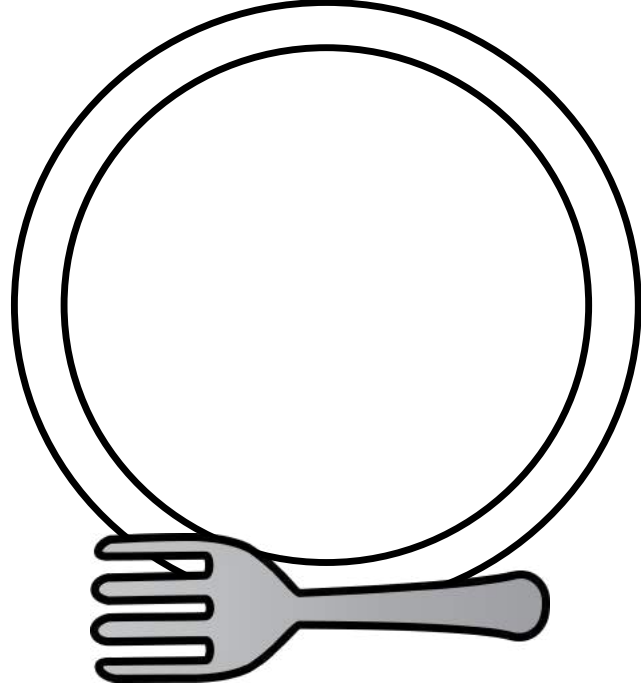
Name:

My favorite food is:



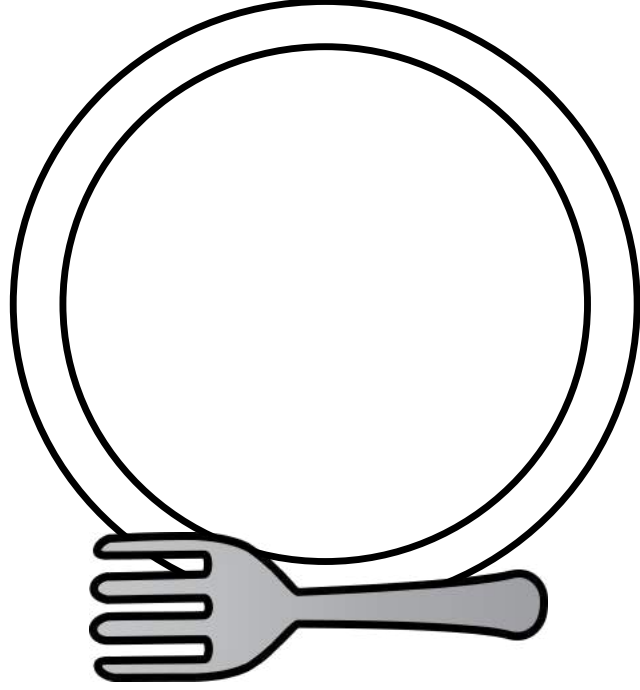
Name:

My favorite food is:



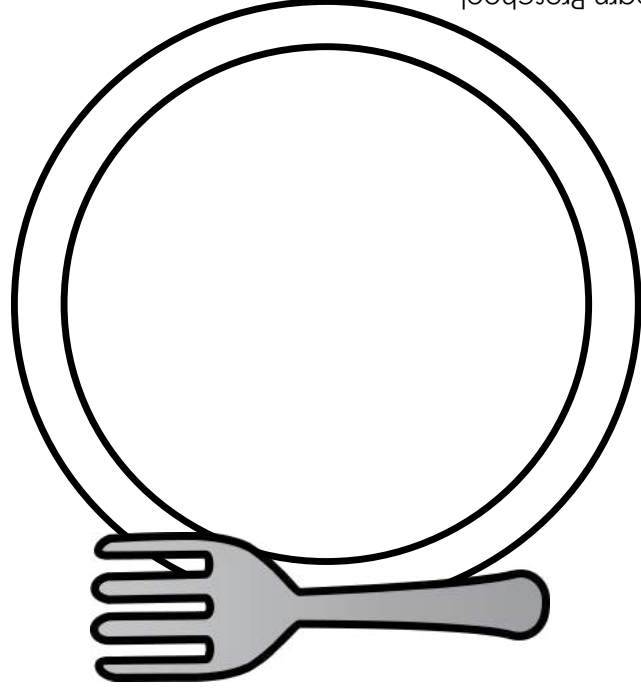
Name:

My favorite food is:



Name:

My favorite food is:



Name:

Riddle #1

My dough is rolled out into skinny strips, and I am twisted, then baked, and covered in salt. I can be crunchy or soft.

Answer: pretzel

Riddle #2

I am made by folding a tortilla in half and filling it with lettuce, tomato, meat, or other fillings.

Answer: taco

Riddle #3

I am white or brown and am served with bibimbap. I rhyme with the word "mice."

Answer: rice

Riddle #4

I am made with flour and water. People make sandwiches with me. I rhyme with the word "head."

Answer: bread

Riddle #5

I am round and made with sauce, cheese, and toppings. I am served by the slice.

Answer: pizza

Riddle #6

I come from a cow, and people like to pour me over cereal and drink me with cookies.

Answer: milk

Riddle #7

I am brown and sticky and am usually poured over pancakes.

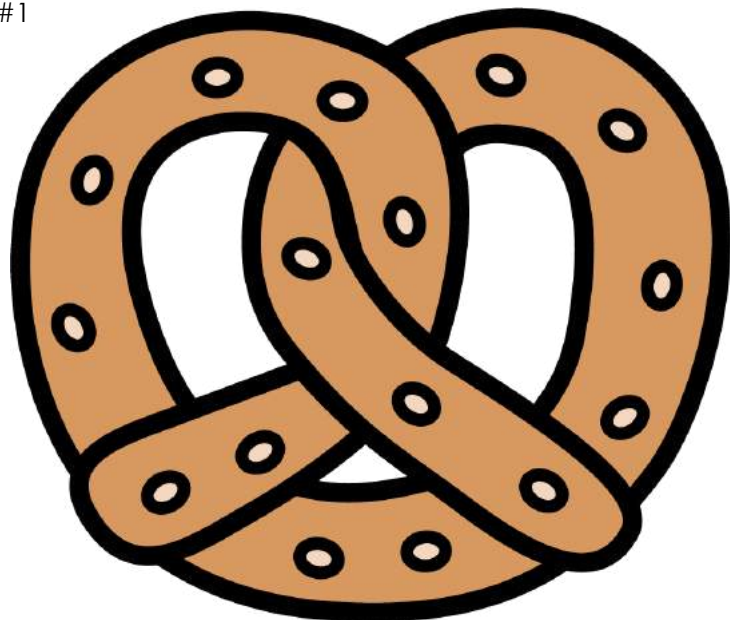
Answer: syrup

Riddle #8

I am round and baked on a griddle. People like to pour syrup over me and top me with fruit and chocolate chips.

Answer: pancake

Riddle #1



pretzel

Riddle #2



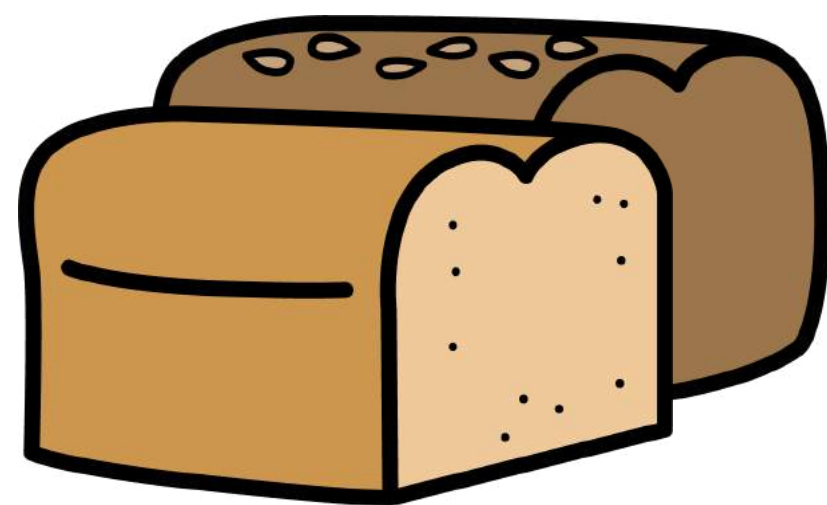
taco

Riddle #3



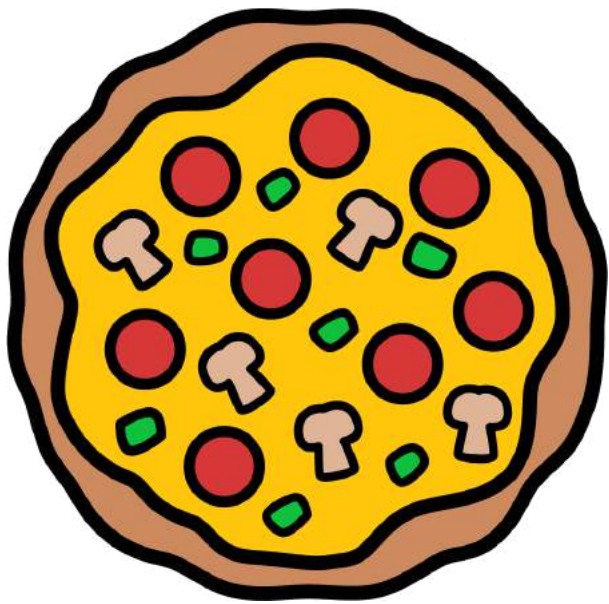
rice

Riddle #4



bread

Riddle #5



pizza

Riddle #6



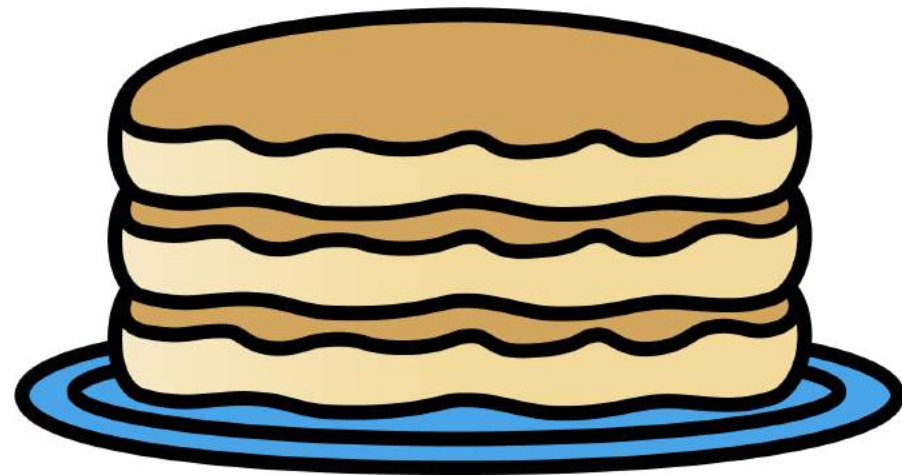
milk

Riddle #7



syrup

Riddle #8



pancake

Center Activities

Centers

- Line Tracing
- Cutting Practice
- Counting
- Beginning Sound Sort
- Writing Practice
- Journaling
- Counting
- Concentration
- Push Pin Letters
- Matching

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 top of the marker for the students to use as an eraser.)

Procedure: The students will trace the dotted lines.

Cutting Practice

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

Counting

File Folder Game

Objective: The students will count and recognize numbers.
Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.
Procedure: Students will count and choose the correct number.

Beginning Sound Sort

File Folder Game

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

Writing Practice

Objectives: The students will write letters.
Preparation: Copy each page and place into a plastic sleeve and laminate.
Procedure: Students use a dry erase marker to trace.

Journaling

Objective: The students will understand the purpose of writing.
Preparation: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.

Counting

Objectives:

- The students will demonstrate one-to-one correspondence.
- The students will count sets and make combinations of objects to create each set.

Preparation: Print, cut out, and laminate the pretzels and number cards. Use a classroom tray to place the pretzels or print the tray/counting mat provided.

Procedure: The students will choose a number from the pile and place that many pretzels on the tray.

Concentration

Objective: The students will use visual discrimination (matching) skills to identify two identical objects.
Preparation: Print the picture cards. Mat onto cardstock and/or laminate as desired. Cut apart.
Procedure: Place cards face-down. Students take turns flipping over cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.

Push Pin Letters

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

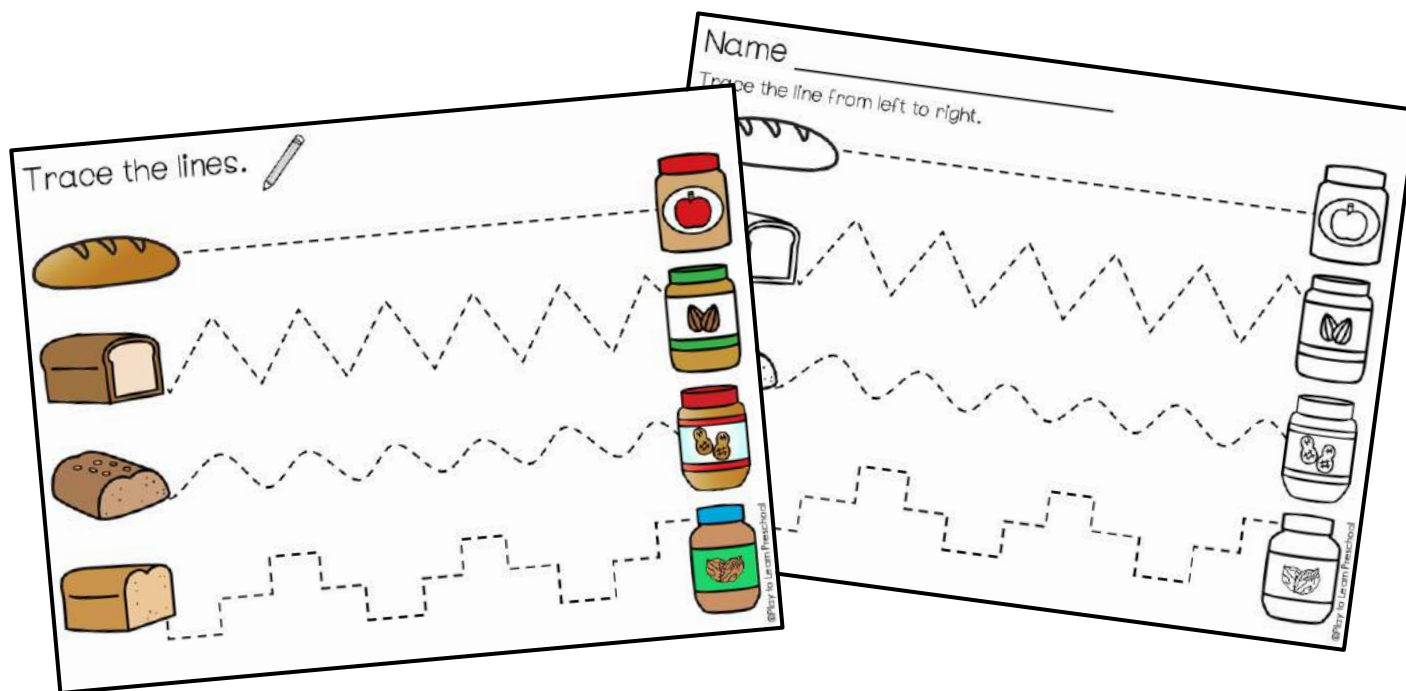
Matching

Objective: The students will compare objects.
Preparation: Copy each puzzle, laminate, and cut apart.
Procedure: Students match the pictures and assemble the 2-piece puzzles.

Line Tracing

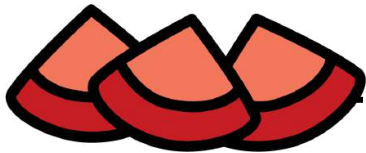
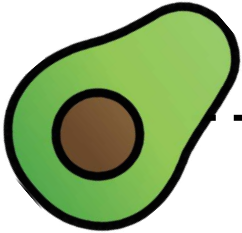
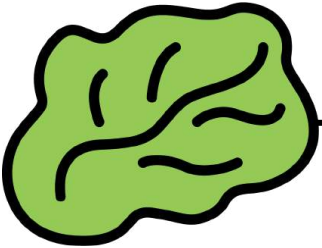
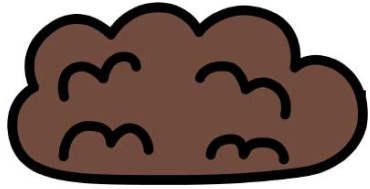
Objective: The students will understand the purpose of writing.

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

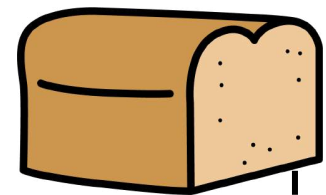
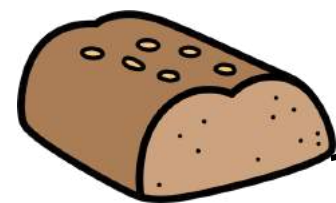
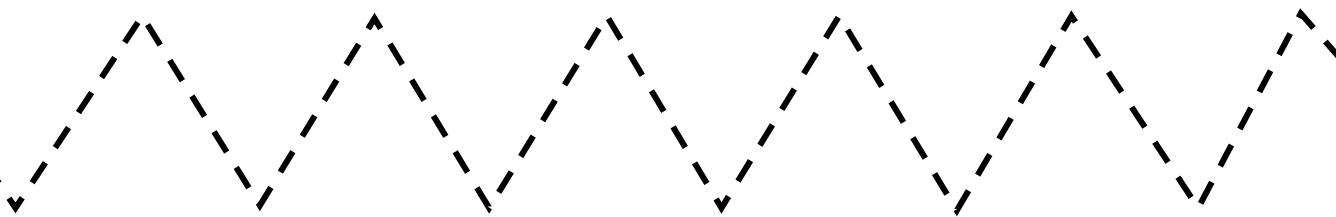
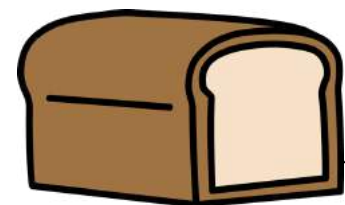
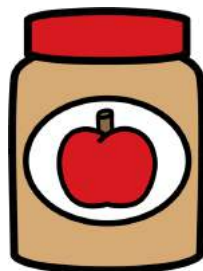


Procedure: The students will trace the dotted lines from left to right to practice fine motor skills.

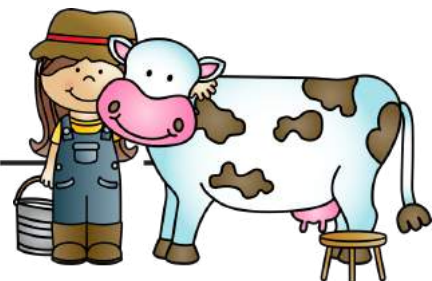
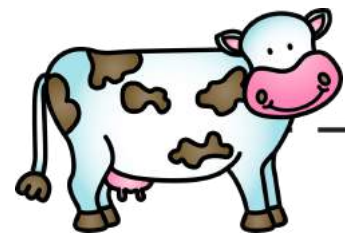
Trace the lines.



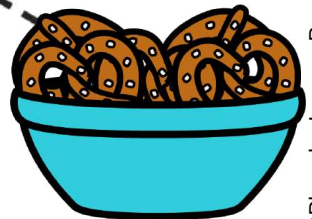
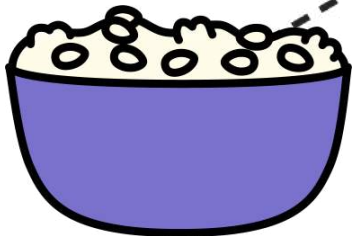
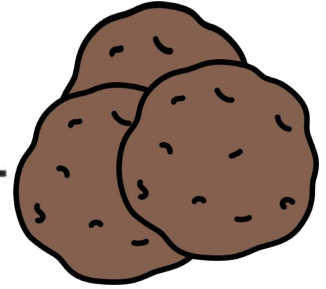
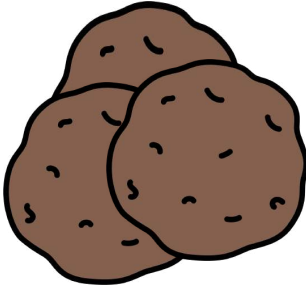
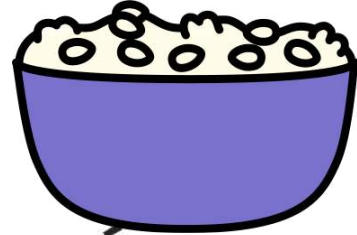
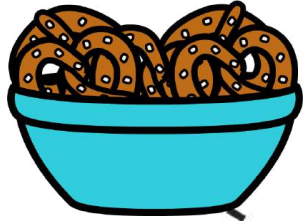
Trace the lines. 



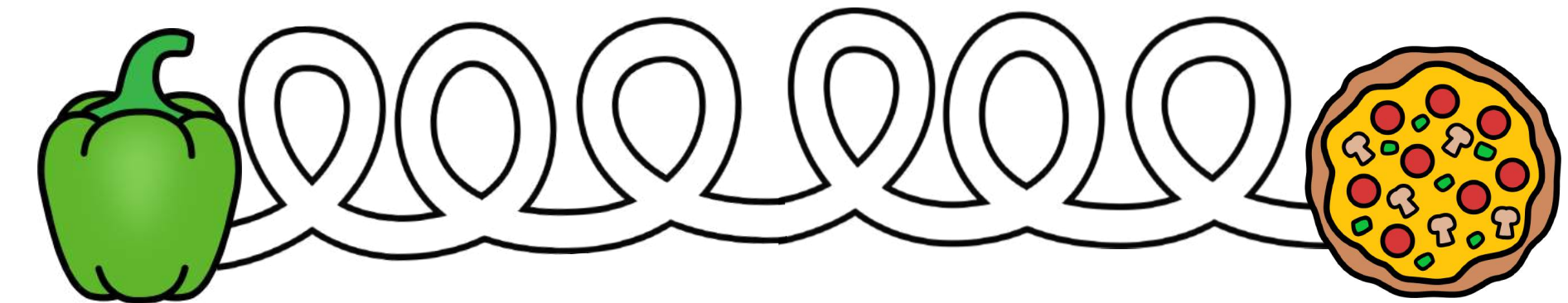
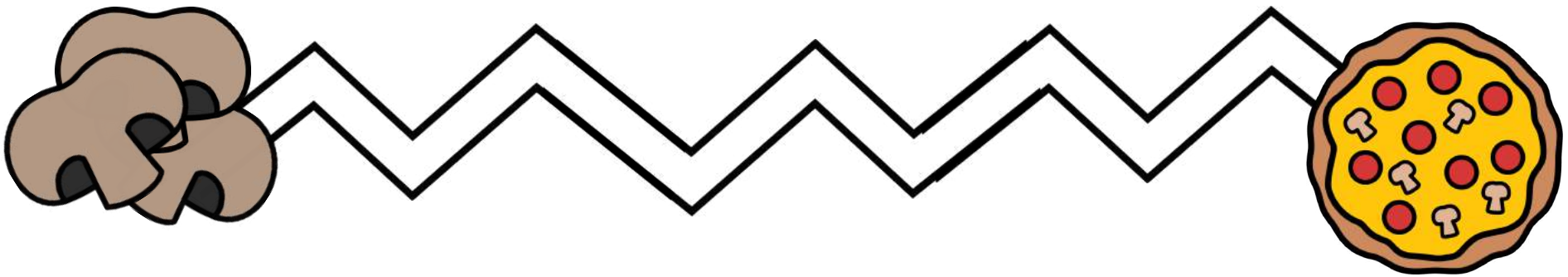
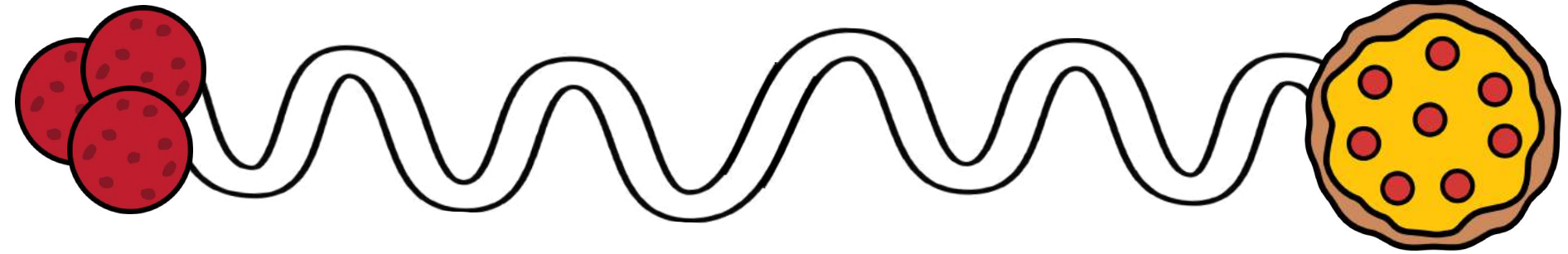
Trace the lines. 



Trace the lines.

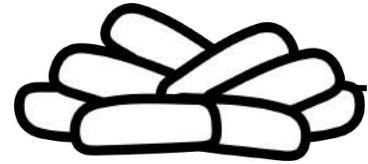
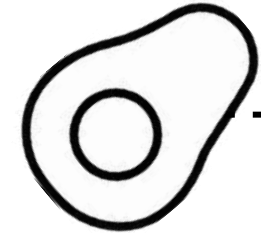
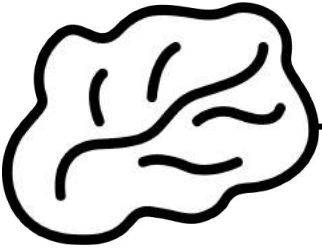
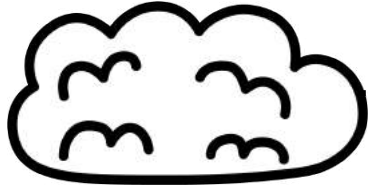


Trace the lines.



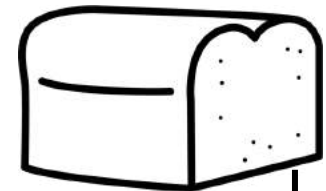
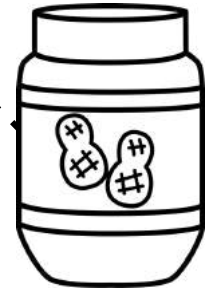
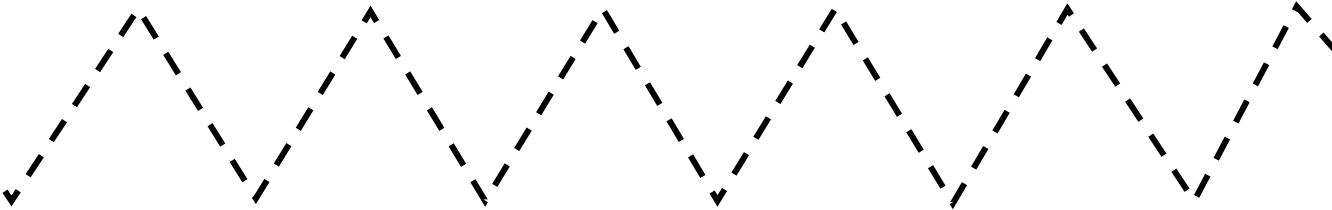
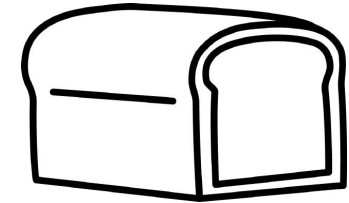
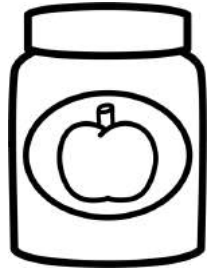
Name _____

Trace the lines from left to right.



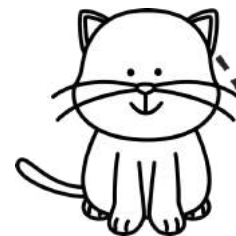
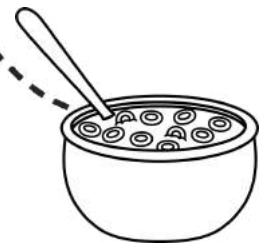
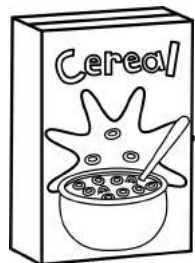
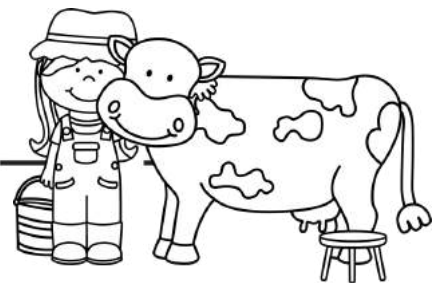
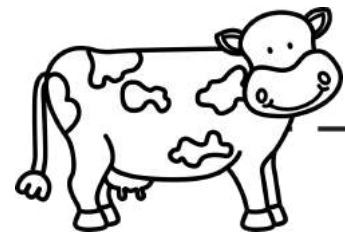
Name _____

Trace the lines from left to right.



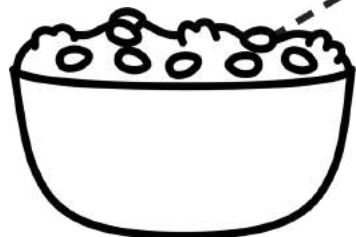
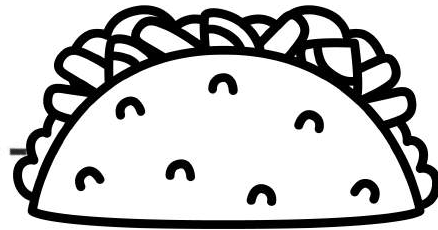
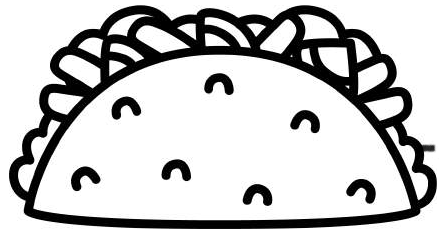
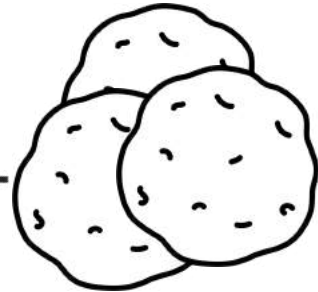
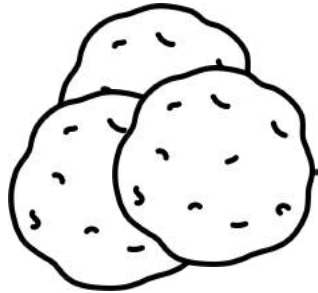
Name _____

Trace the lines from left to right.



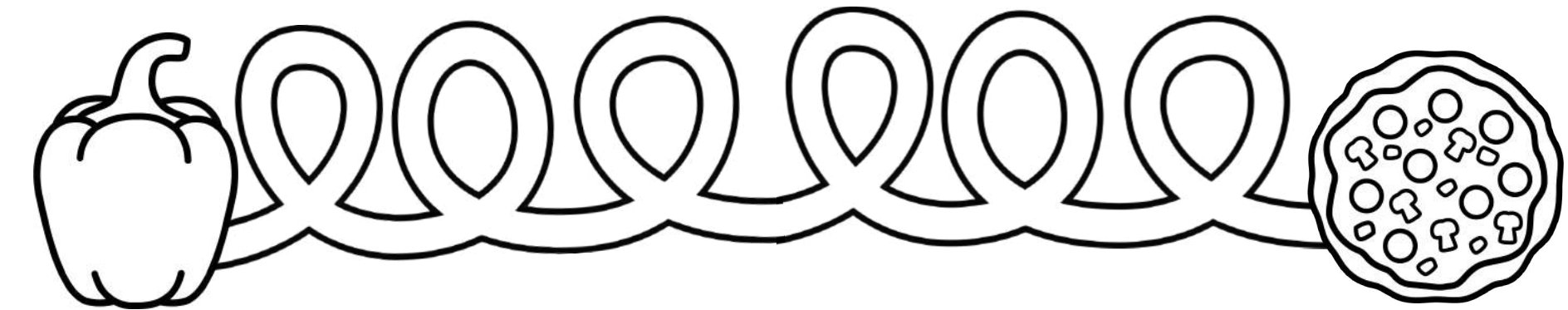
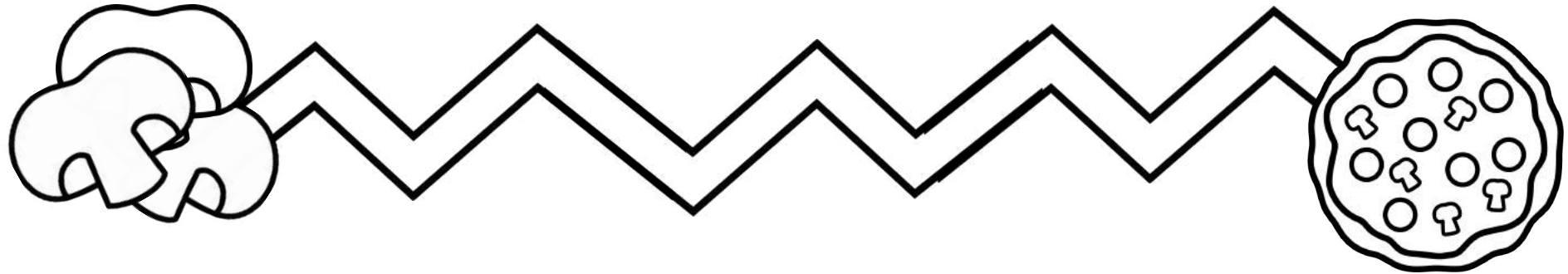
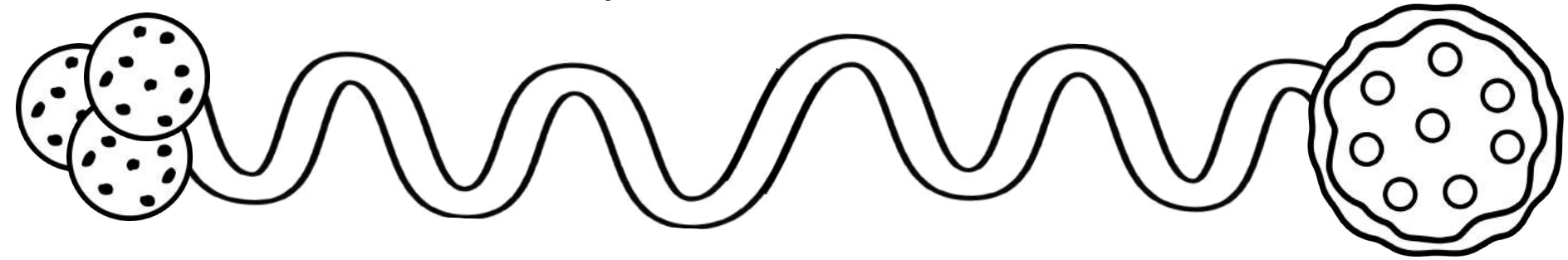
Name _____

Trace the lines from left to right.



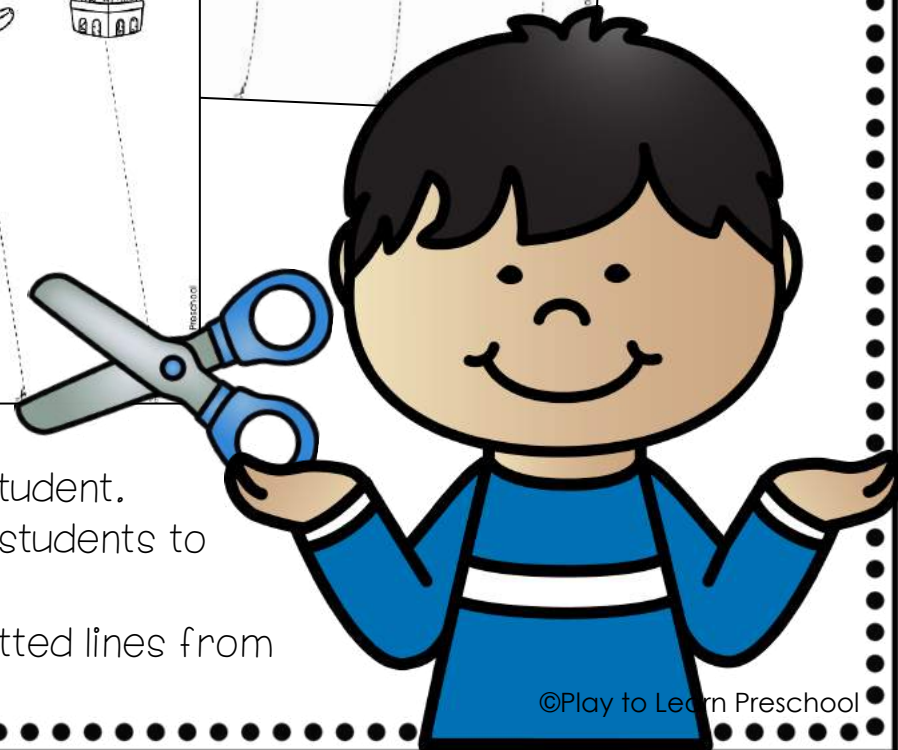
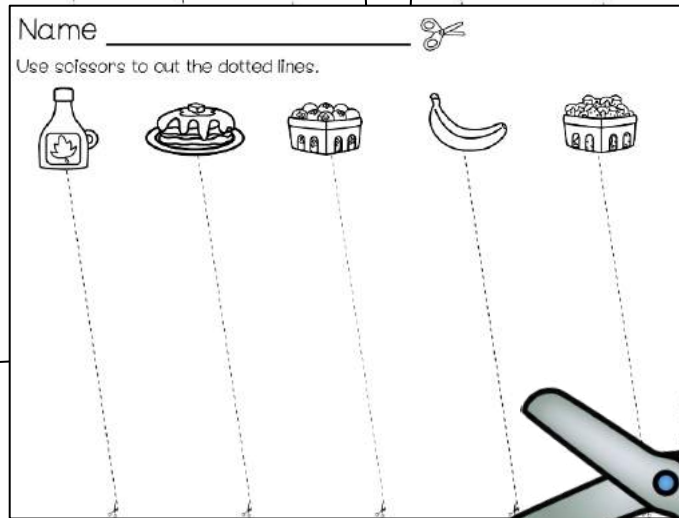
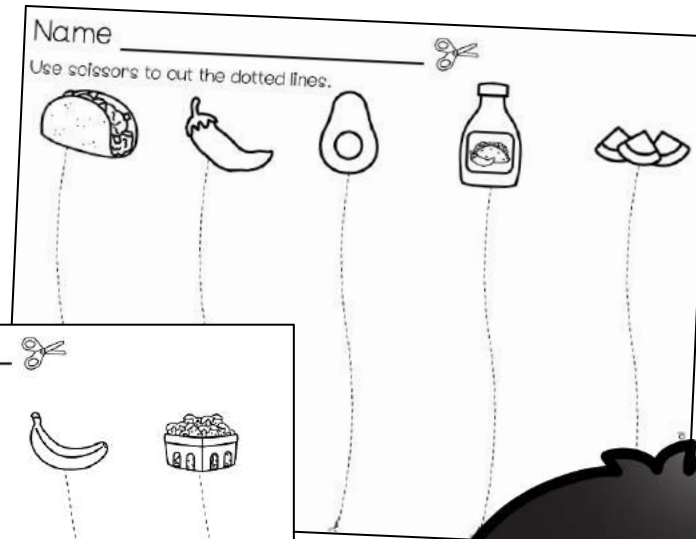
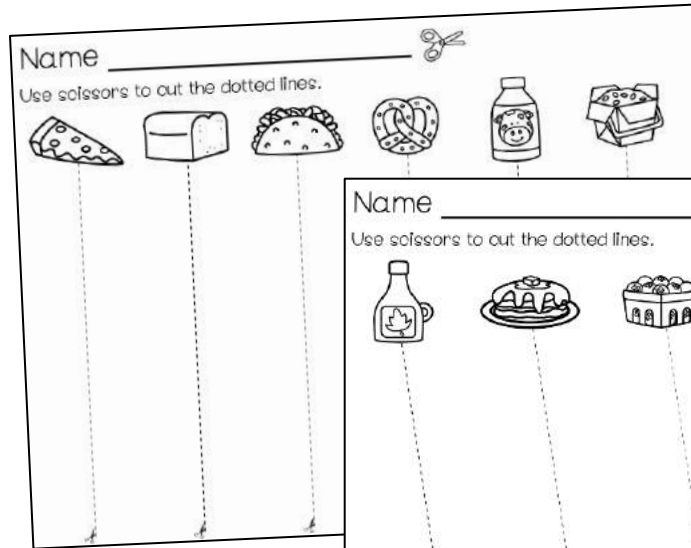
Name _____

Trace the lines from left to right.



Cutting Practice

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



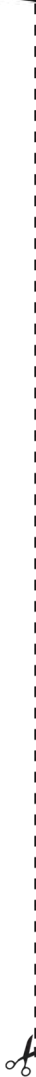
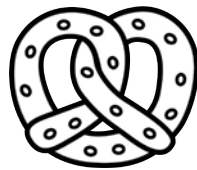
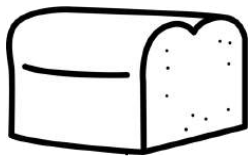
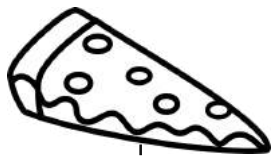
Preparation: Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

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

Name _____



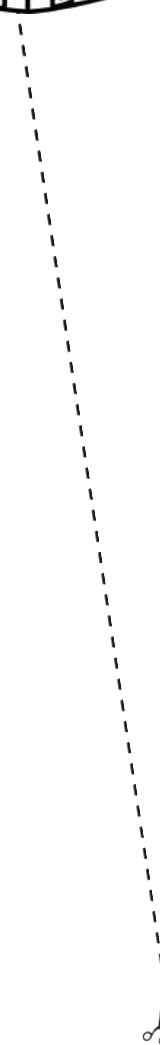
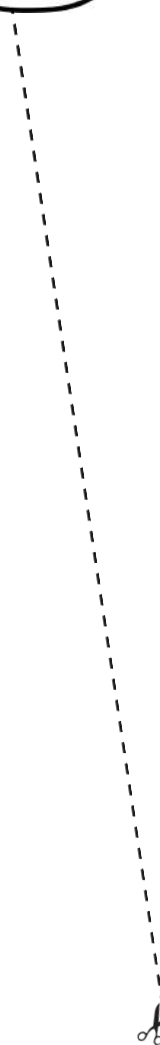
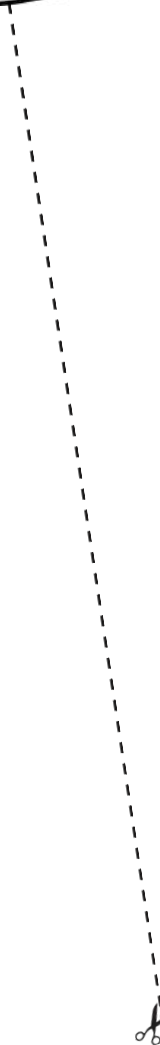
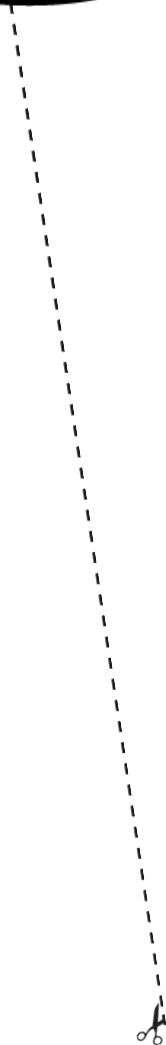
Use scissors to cut the dotted lines.



Name _____



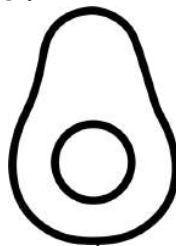
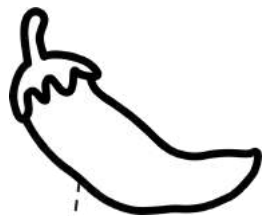
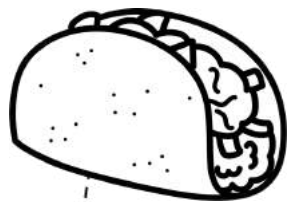
Use scissors to cut the dotted lines.



Name _____



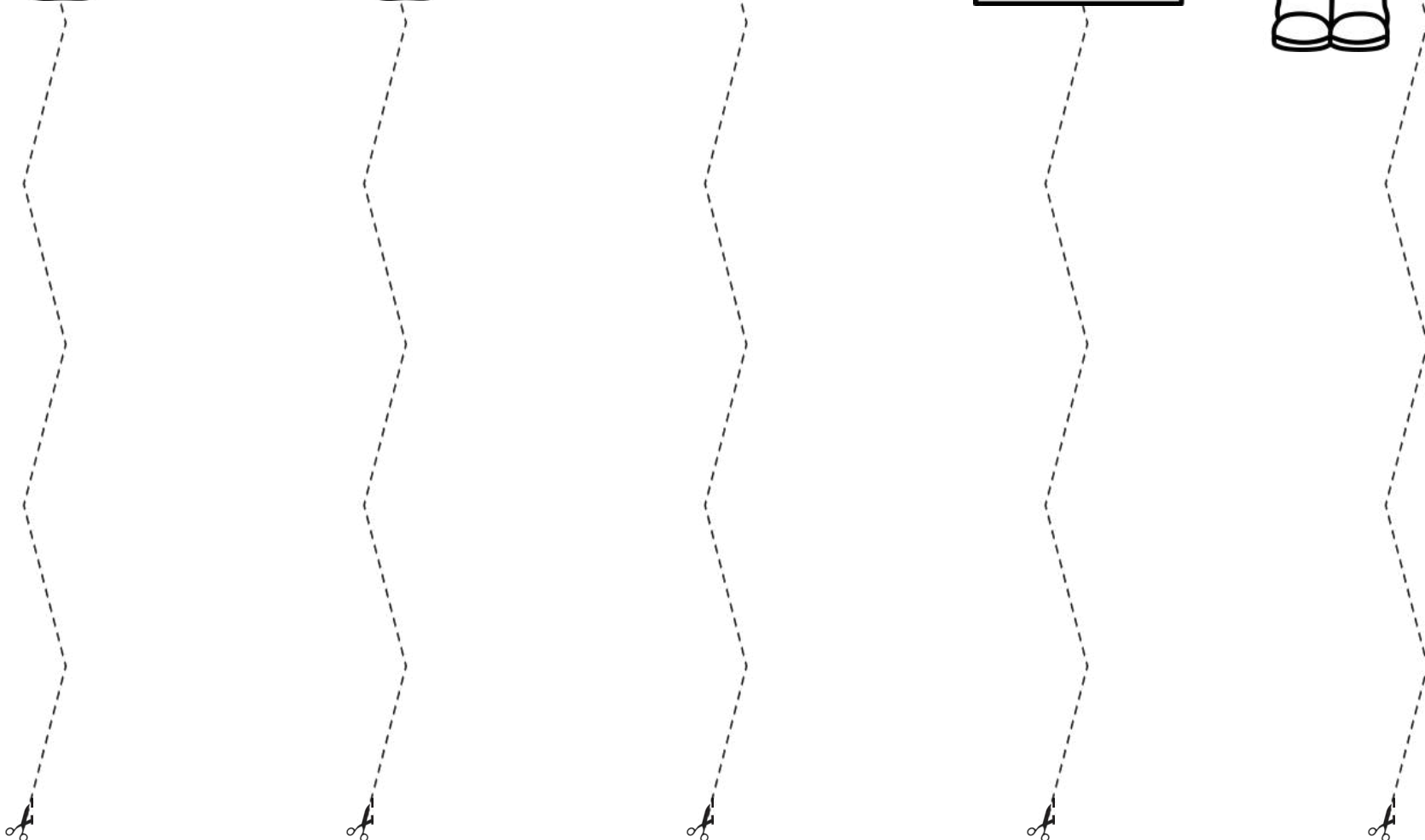
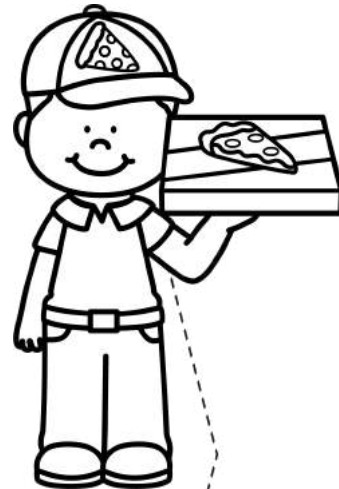
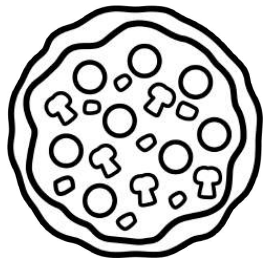
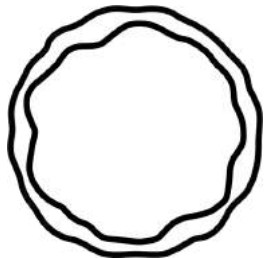
Use scissors to cut the dotted lines.



Name _____



Use scissors to cut the dotted lines.

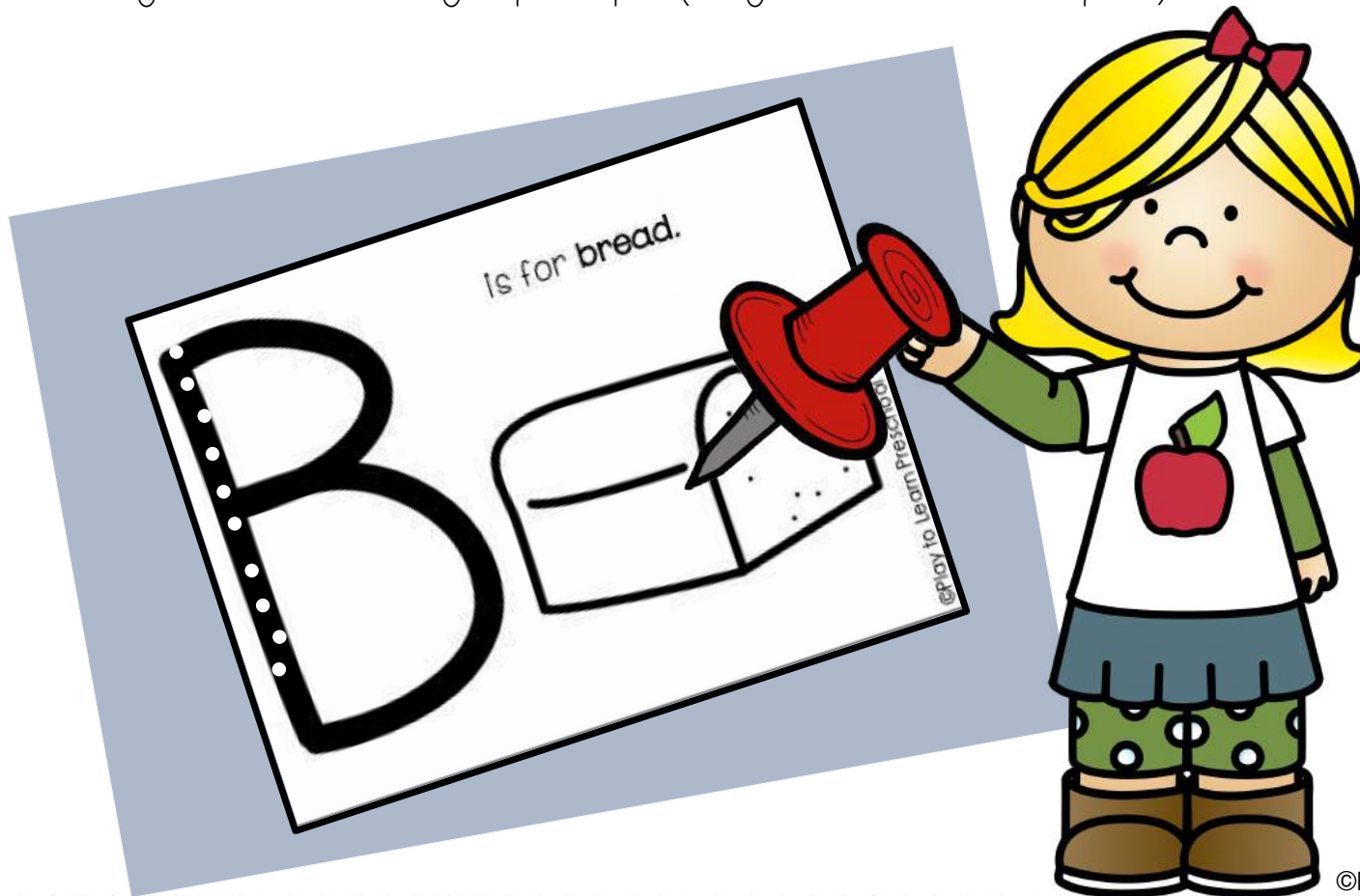


Push Pin Letters

Objective: The students will manipulate objects with their hands.

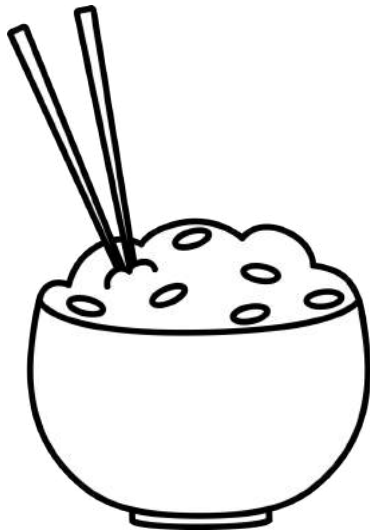
Preparation: Copy each page onto cardstock. Provide push pins (**Supervise students appropriately.***) and a carpet square or foam mat to place underneath.

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



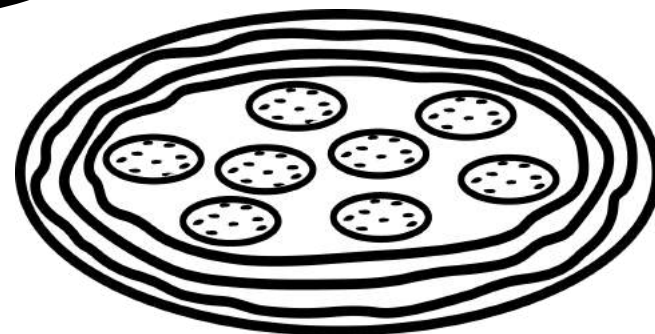
R

is for rice.



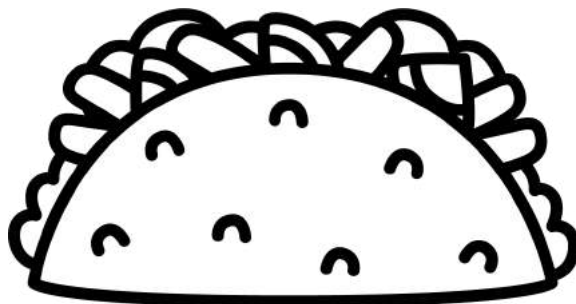
P

is for pizza.



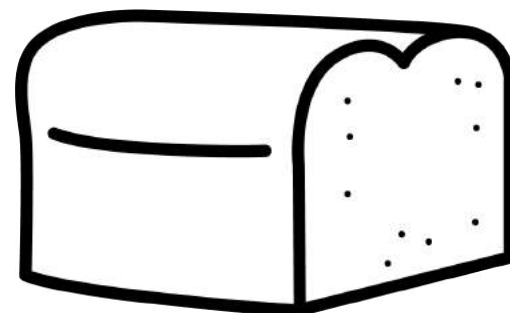
T

is for taco.



B

is for bread.



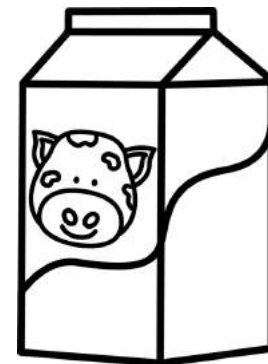
S

is for syrup.



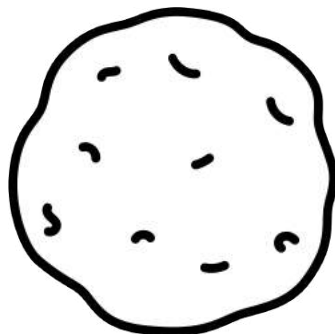
M

is for milk.



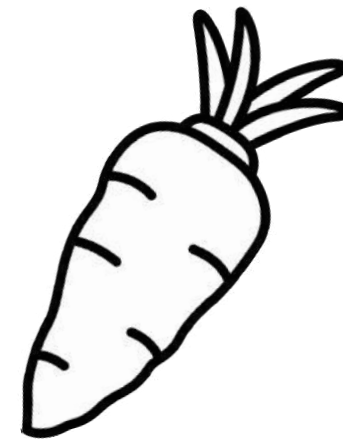
F

is for falafel.



C

is for carrot.



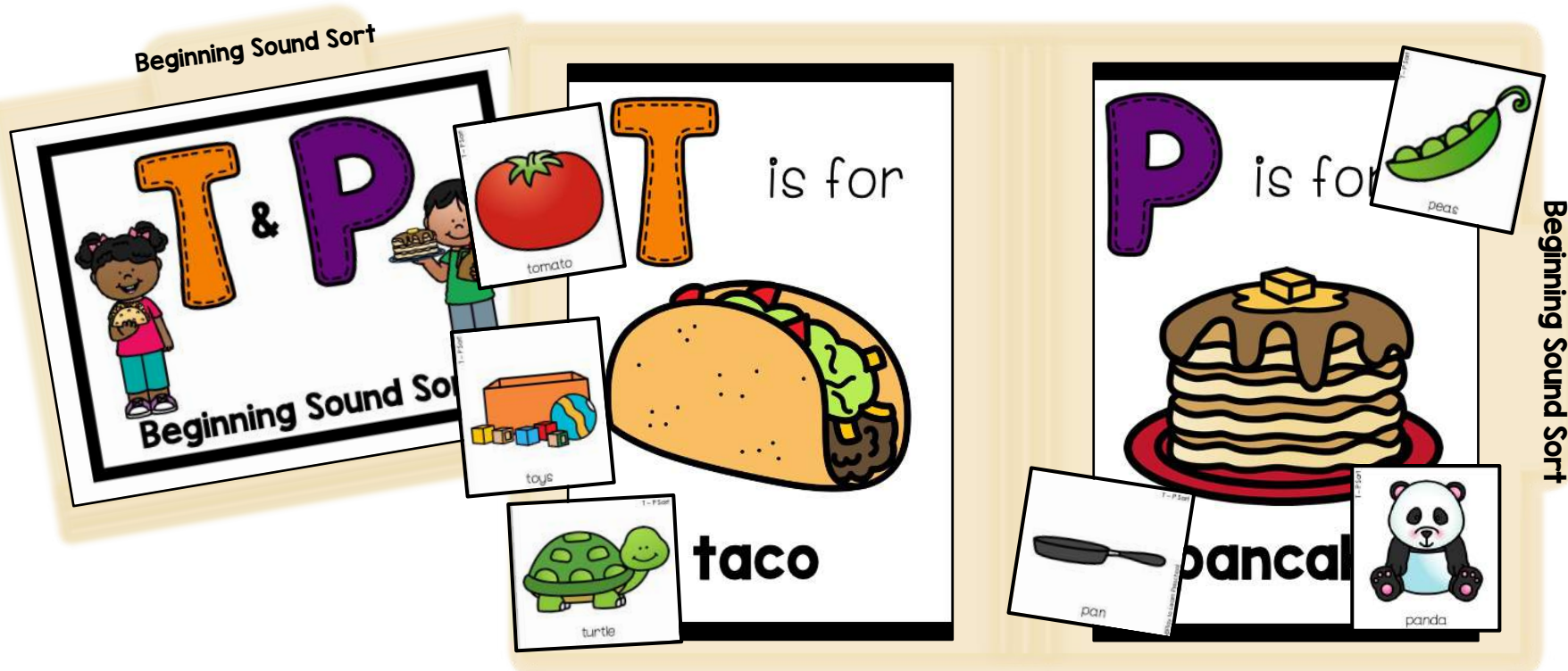
Beginning Sound Sort

File Folder Game

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

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

Procedure: Students sort the pictures by their beginning sound.





T

&

P



Beginning Sound Sort

T

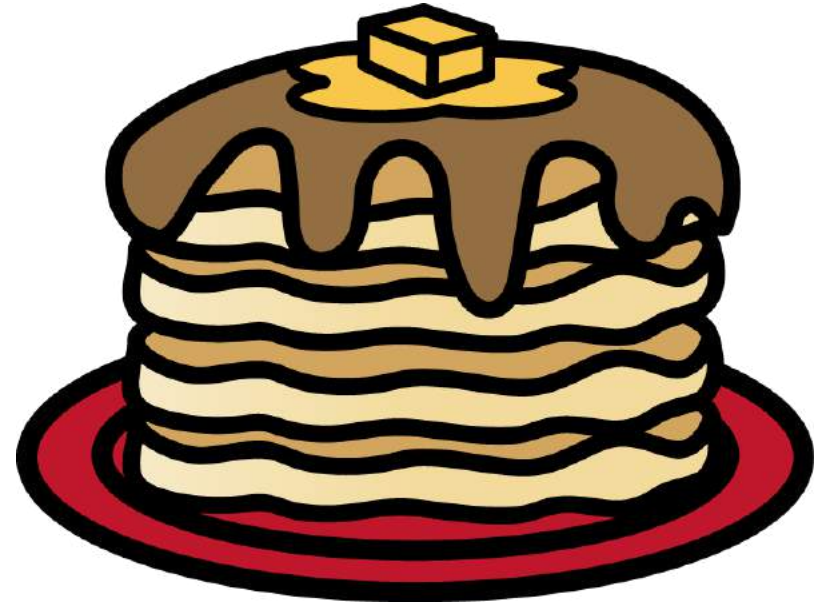
is for



taco

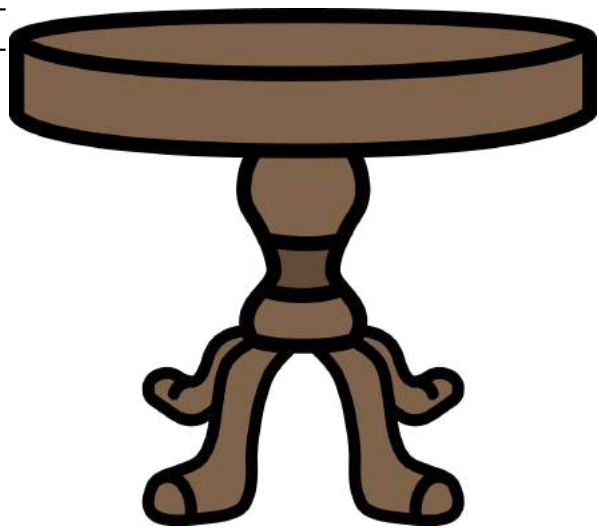
P

is for



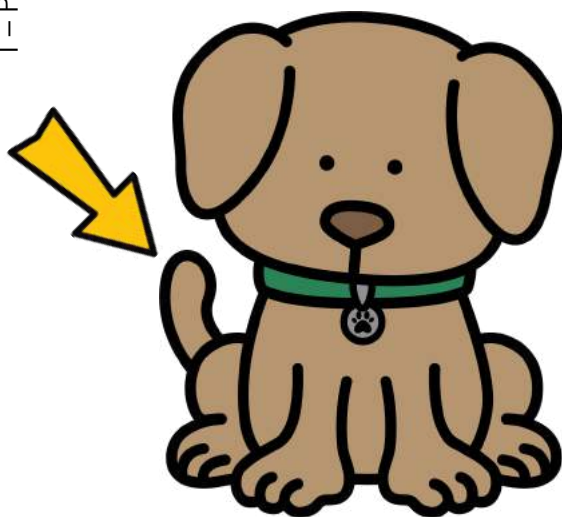
pancake

T - P Sort



table

T - P Sort



tail

T - P Sort



teacher

T - P Sort



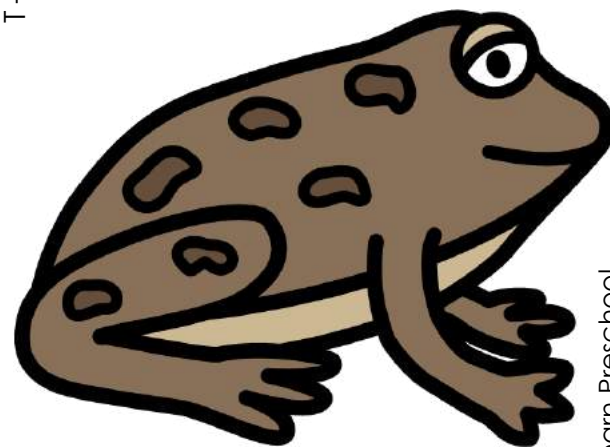
toe

T - P Sort



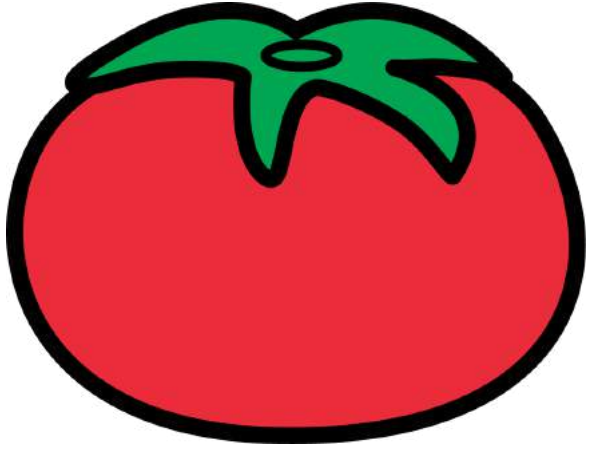
tiger

T - P Sort



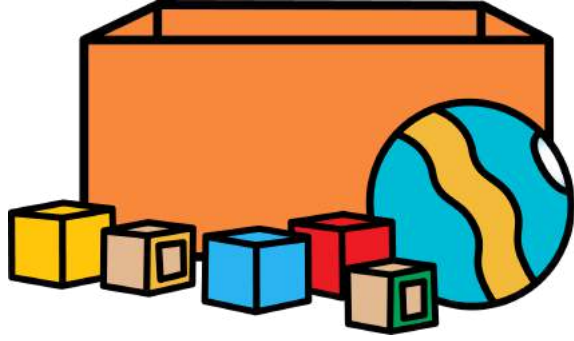
toad

T - P Sort



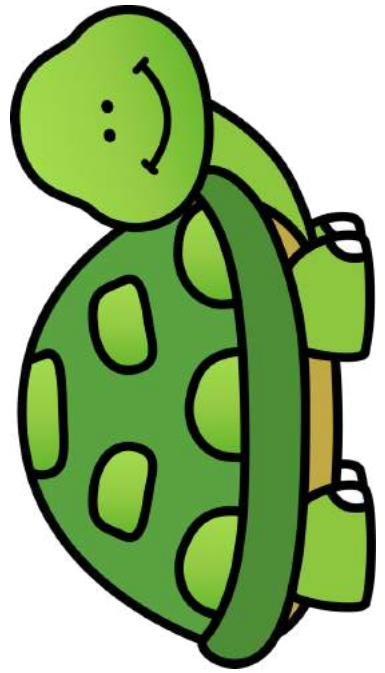
tomato

T - P Sort



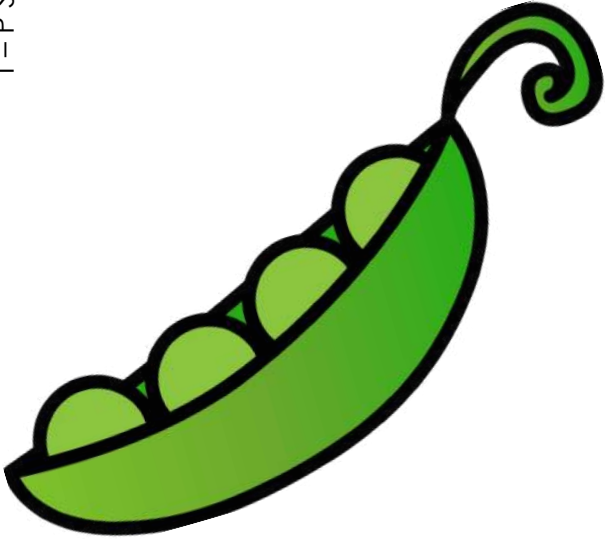
toys

T - P Sort



turtle

T - P Sort



peas

T - P Sort



panda

T - P Sort



pan

T - P Sort



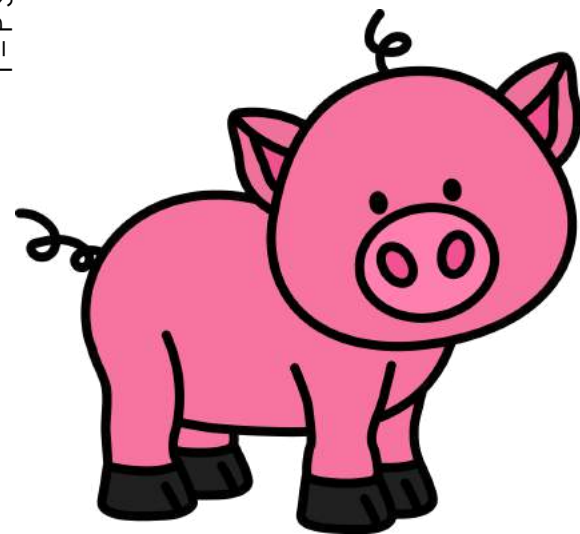
pen

T - P Sort



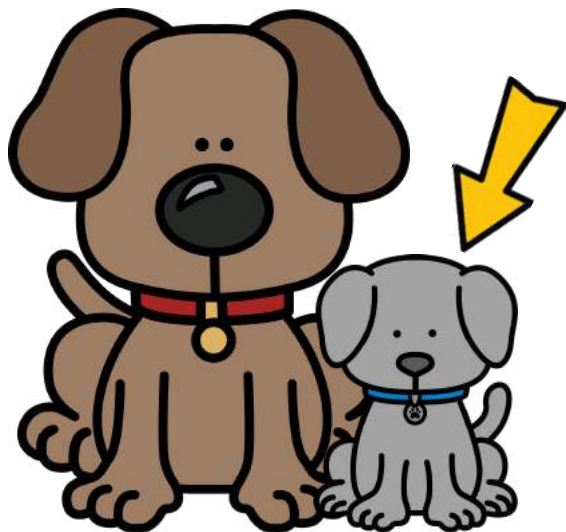
pet

T - P Sort



pig

T - P Sort



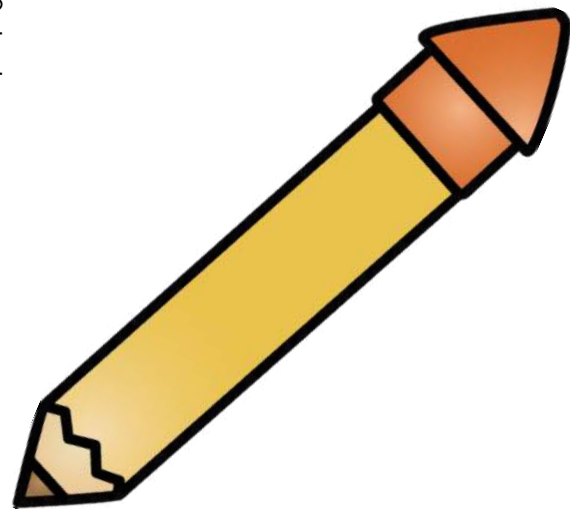
puppy

T - P Sort



pot

T - P Sort



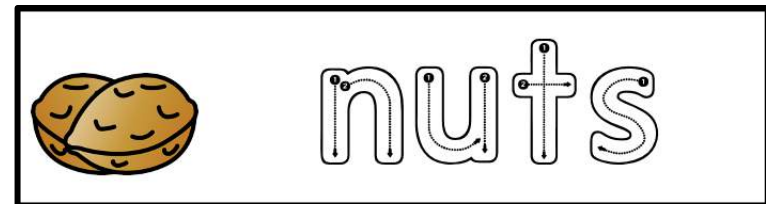
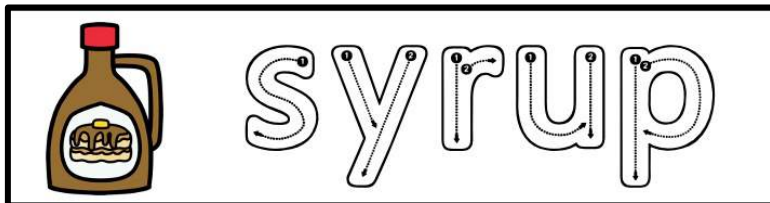
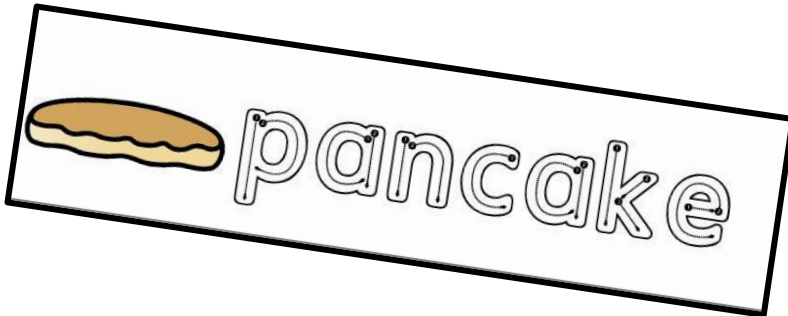
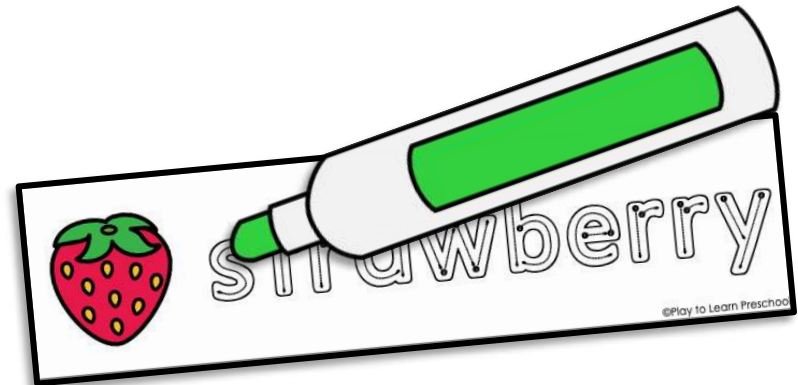
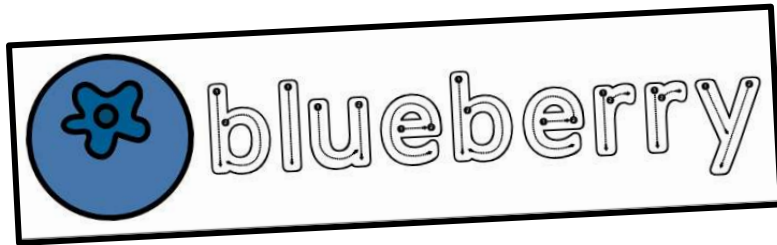
pencil

Writing Practice

Objectives: The students will write letters.

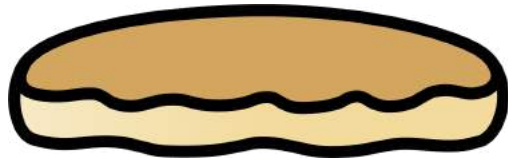
Preparation: Copy each page and place it into a plastic sleeve (or print on cardstock and laminate).

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

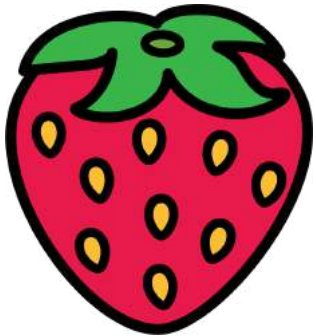




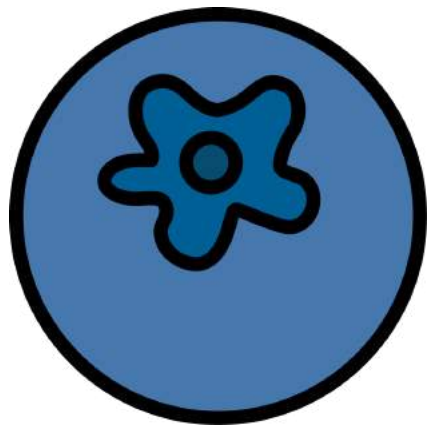
syrup



pancake



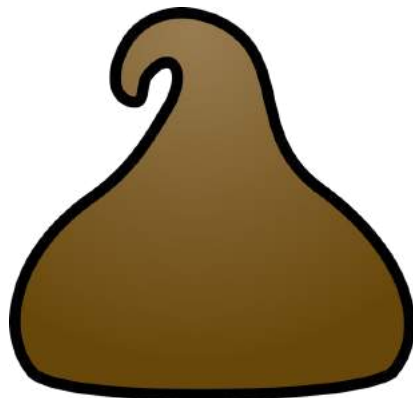
strawberry



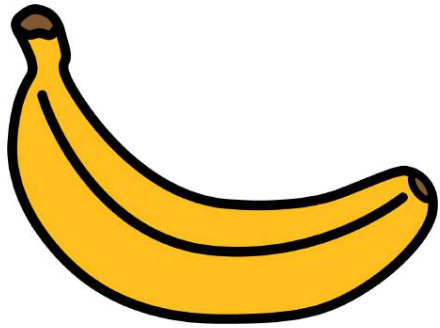
b l u e b e r r y



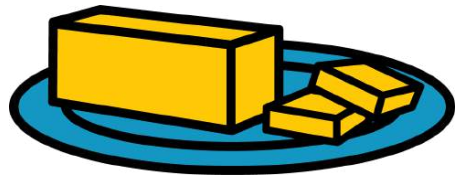
n u t s



c h o c o l a t e
c h i p s



b a n a n a



b u t t e r

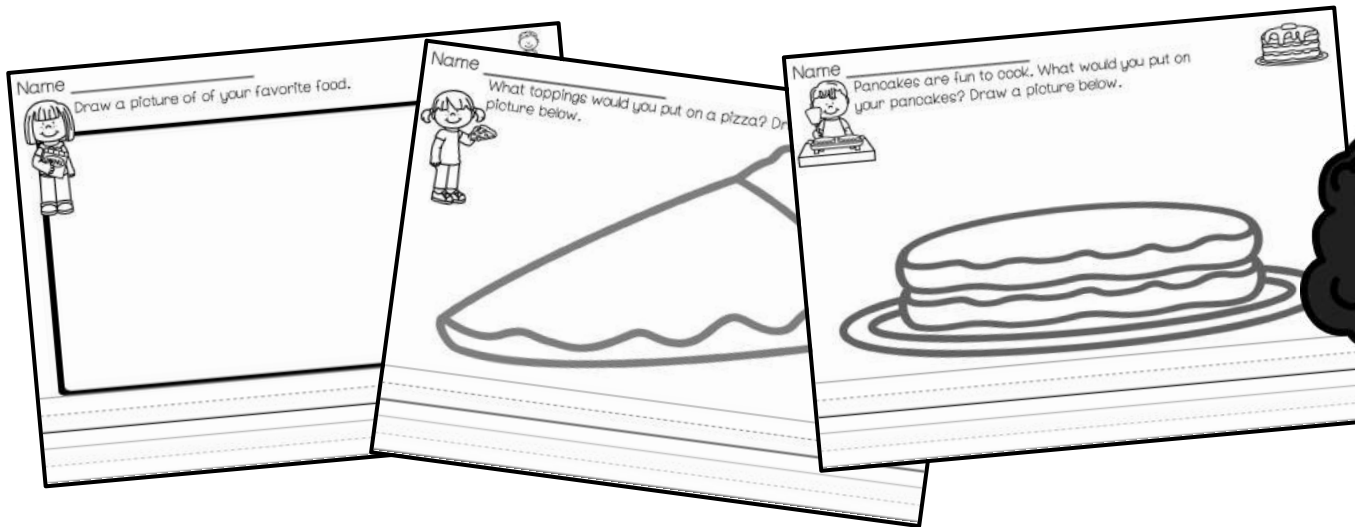


s p r i n k l e s

Journaling

Objective: The students will understand the purpose of writing.

Procedure: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.



Learning to draw and write is a developmental process. Young children need lots of time and opportunities to scribble, draw, and write. This is called "emergent literacy." The following is a very *general* guide to how children progress:

Early (ages 3-4)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture. It's okay if it is not yet a recognizable shape or image.
- Ask the child to tell about the picture. "Can you tell me about your picture?"
- Repeat what they say and write down your child's dictation on the lines. Be sure to date it!

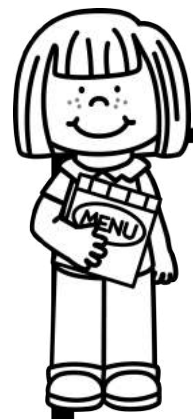
Intermediate (ages 4-5)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture.
- Ask the child to tell about the picture. "Can you tell me about your picture?"
- Encourage the child to write about it on the lines. (The child will likely make scribbles or letter-like formations.)
- Ask your child if they want you to write their dictation on the lines as well.

Advanced (ages 5-6)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture and label it.
- Model for your child how to say a word, stretch it out, and listen for the sounds that they hear.
- For example, if they draw a bear, say "bear." Listen for the B sound and write the letter B to match. Can they hear any other sounds? Maybe they can also hear and write the letter R.
- Children may ask for you to write words for them to copy on the lines. This is fine as long as you also encourage them to write the letters and sounds that they hear.

Name _____



Draw a picture of of your favorite food.

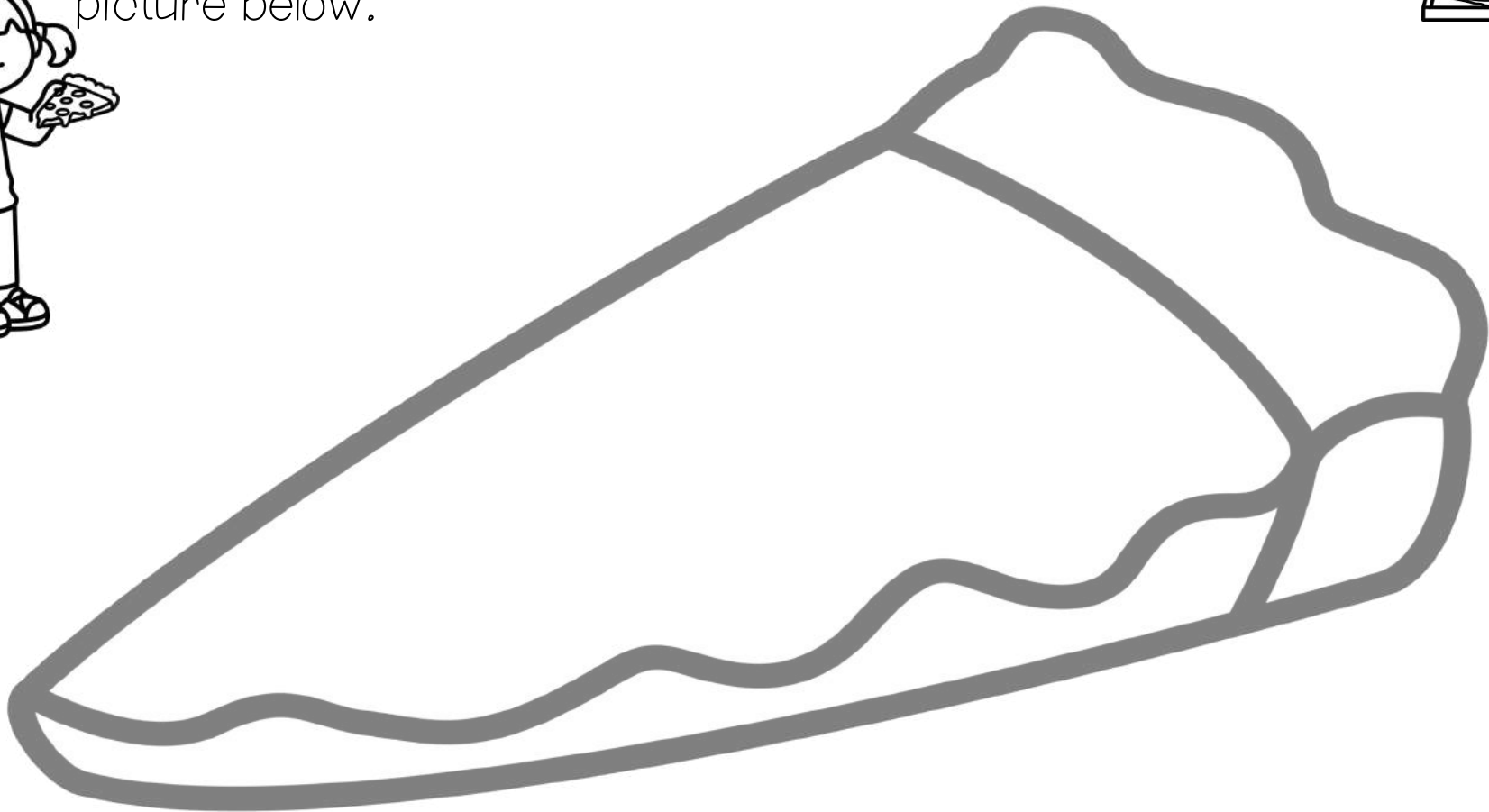


A large, empty rectangular box with a thick black border, intended for drawing a picture of a favorite food.

Two sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name _____

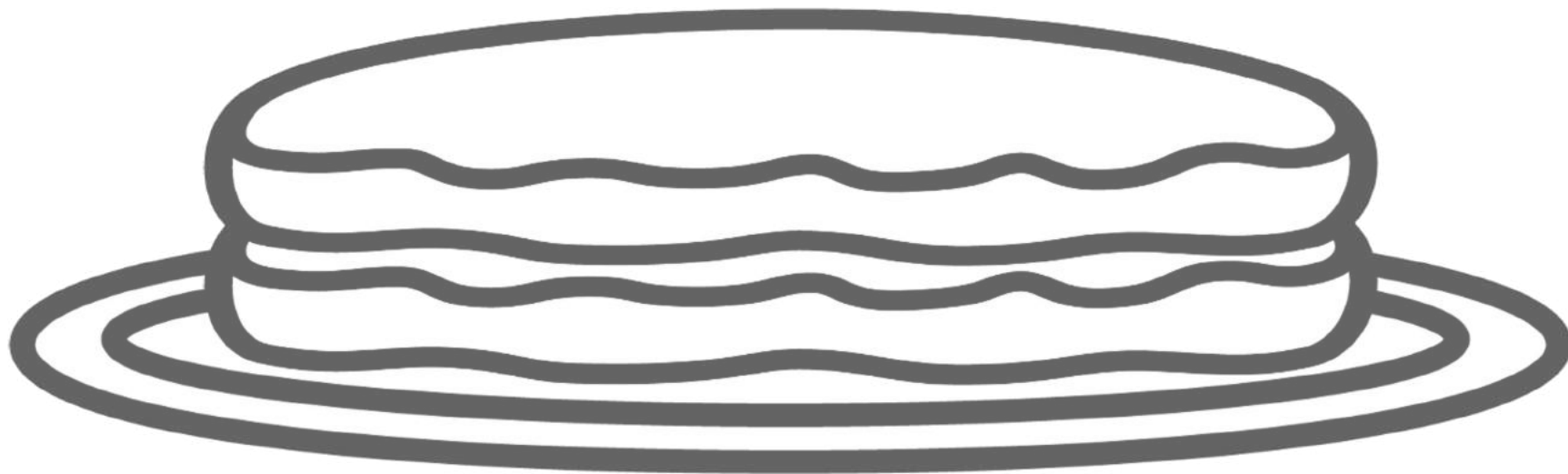
What toppings would you put on a pizza? Draw a picture below.



Name _____



Pancakes are fun to cook. What would you put on your pancakes? Draw a picture below.



Counting

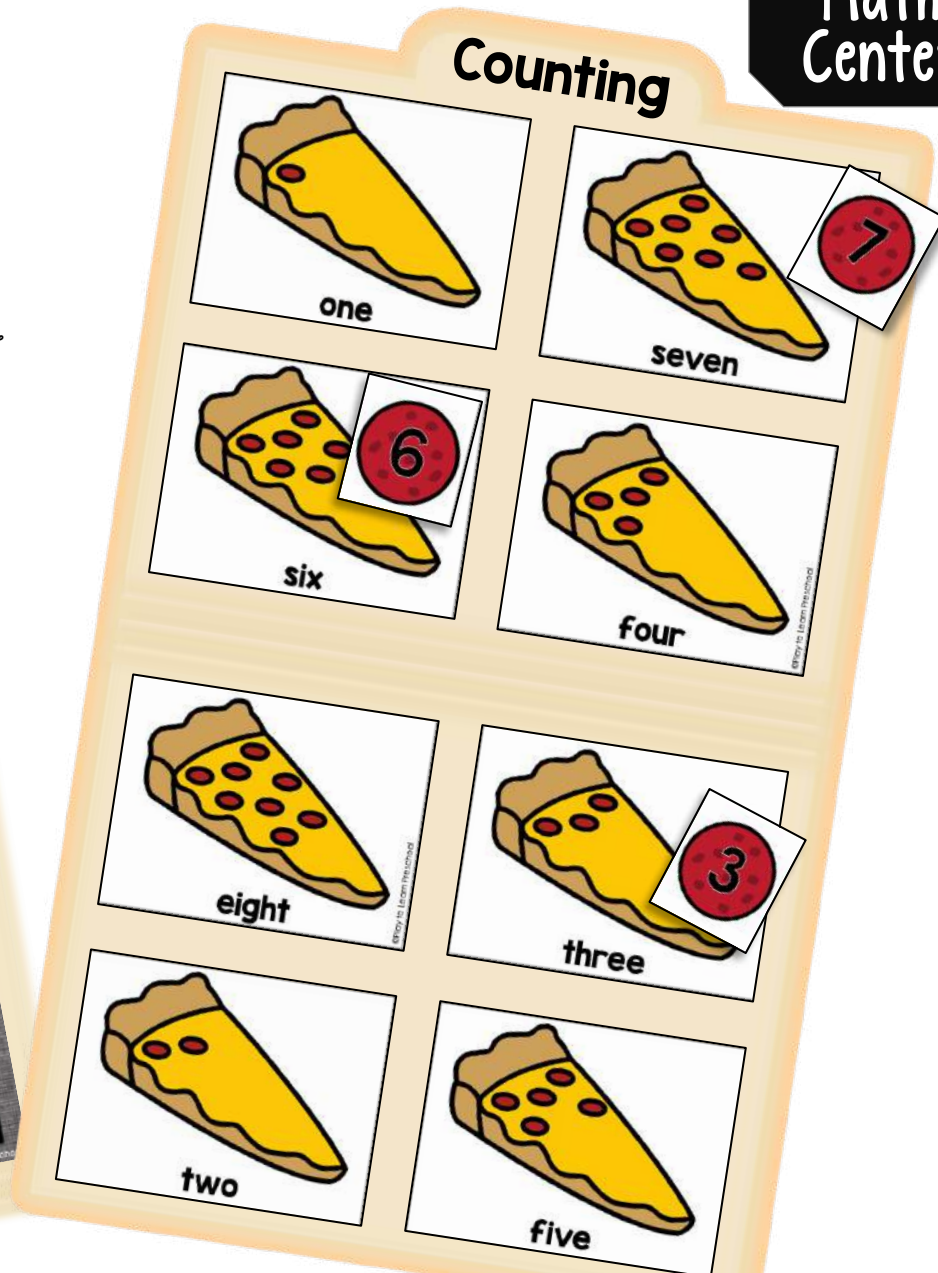
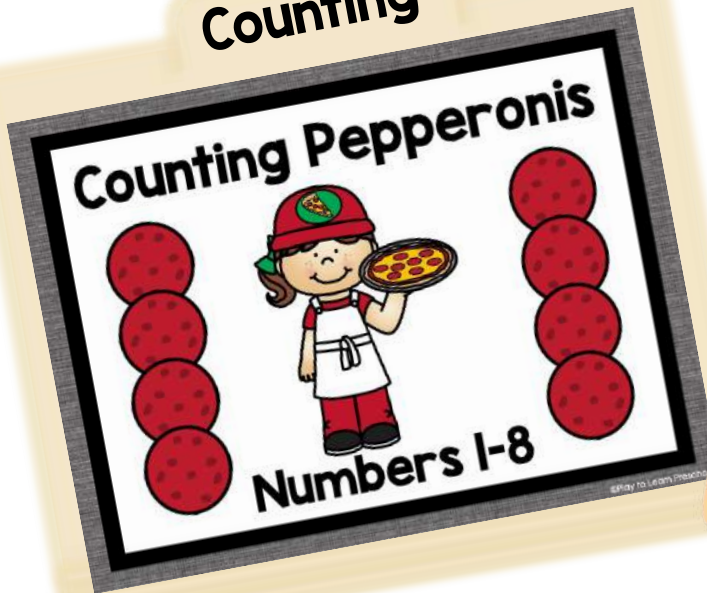
File Folder Game

Objective: The students will count and recognize numbers.

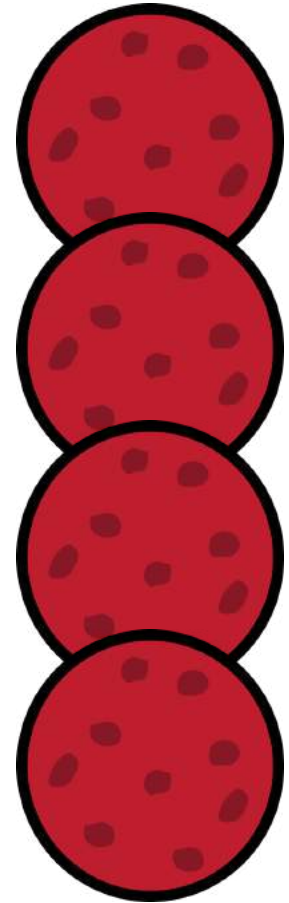
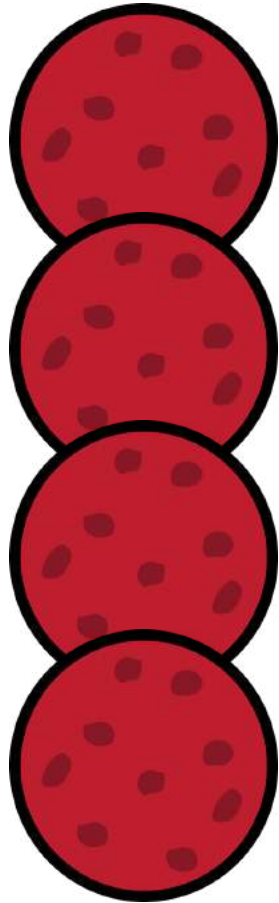
Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

Procedure: Students will count and choose the correct number.

Counting

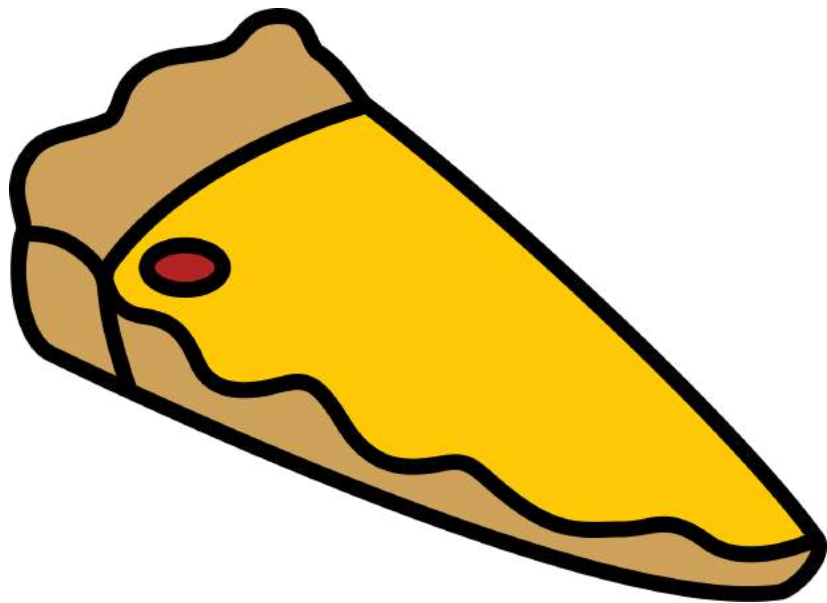


Counting Pepperonis



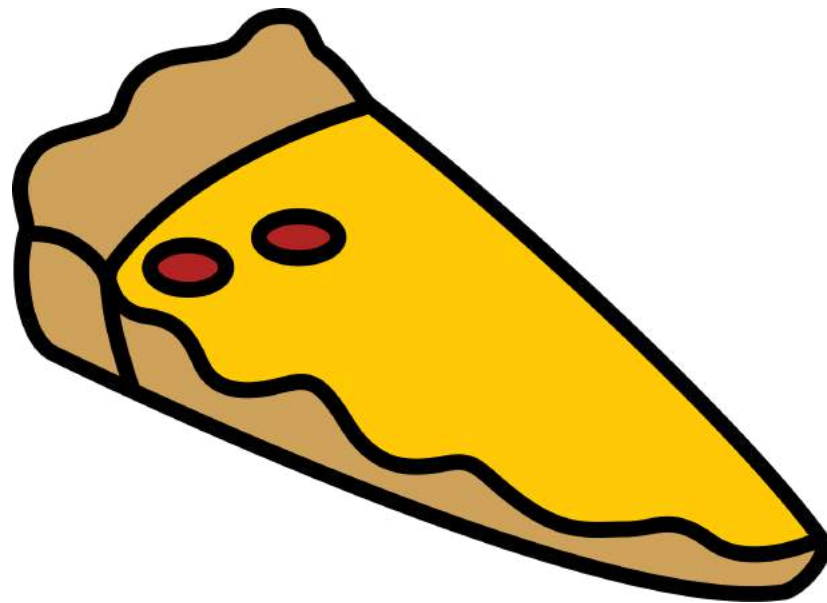
Numbers 1-8

Counting Pepperonis



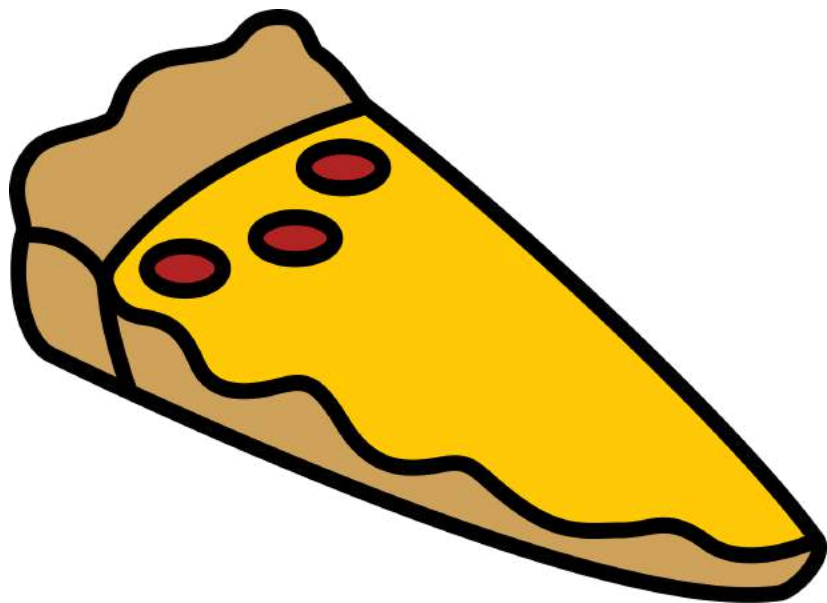
one

Counting Pepperonis



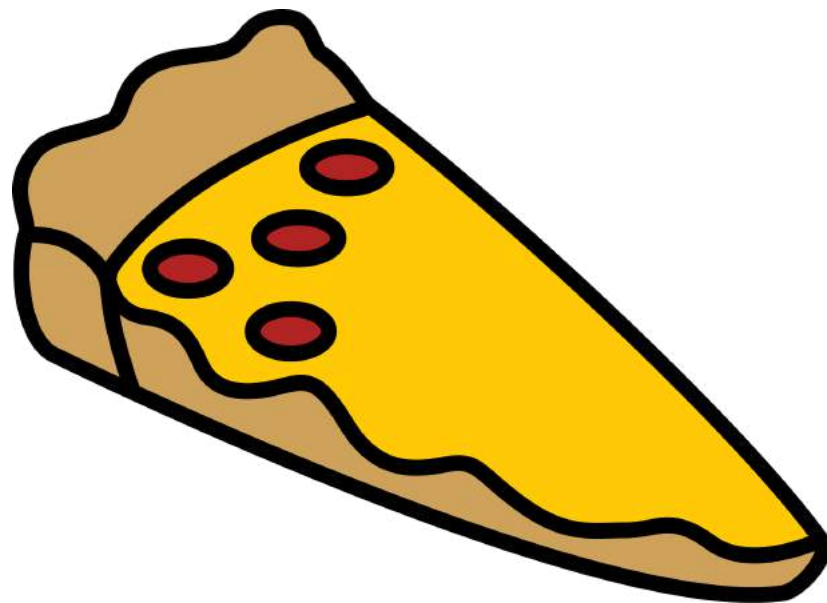
two

Counting Pepperonis

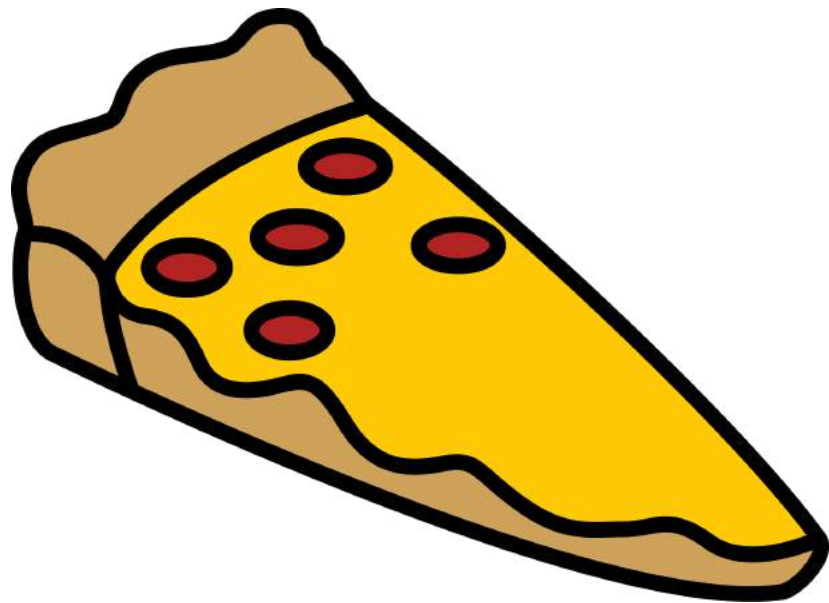


three

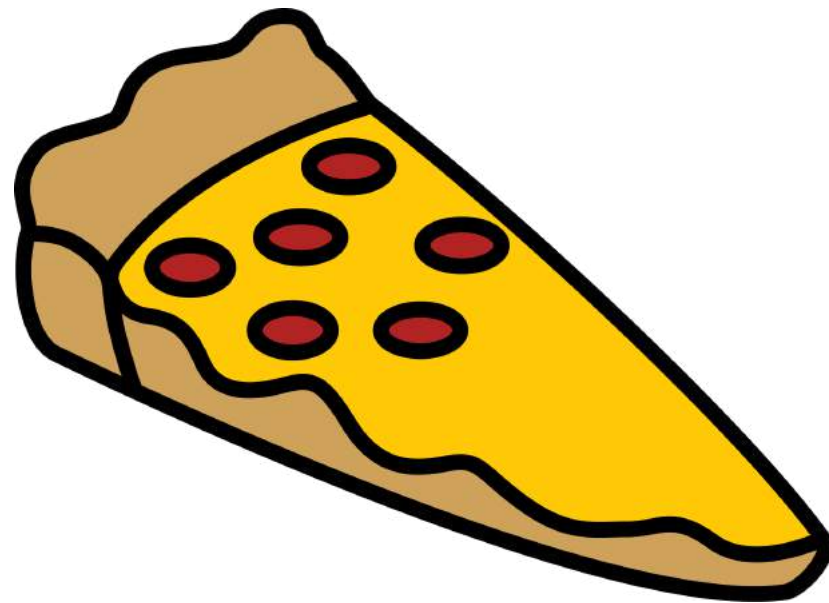
Counting Pepperonis



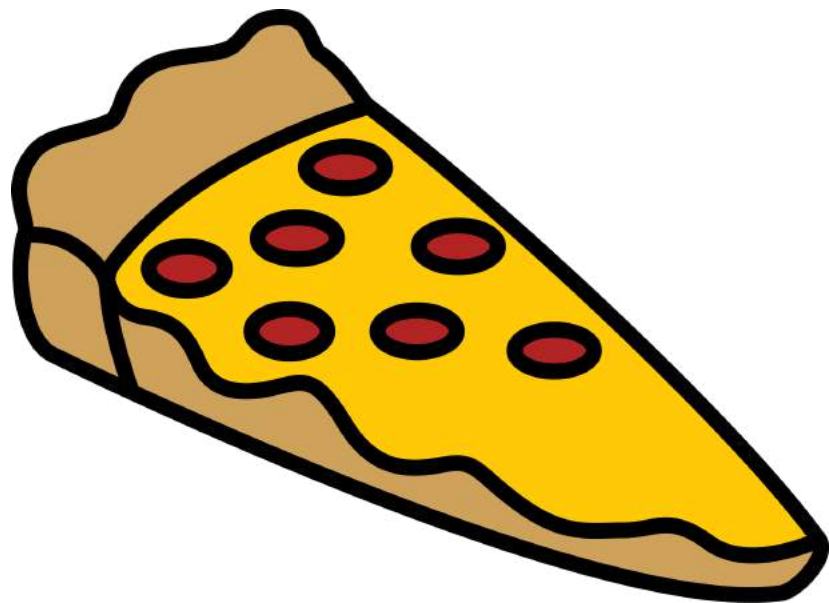
four



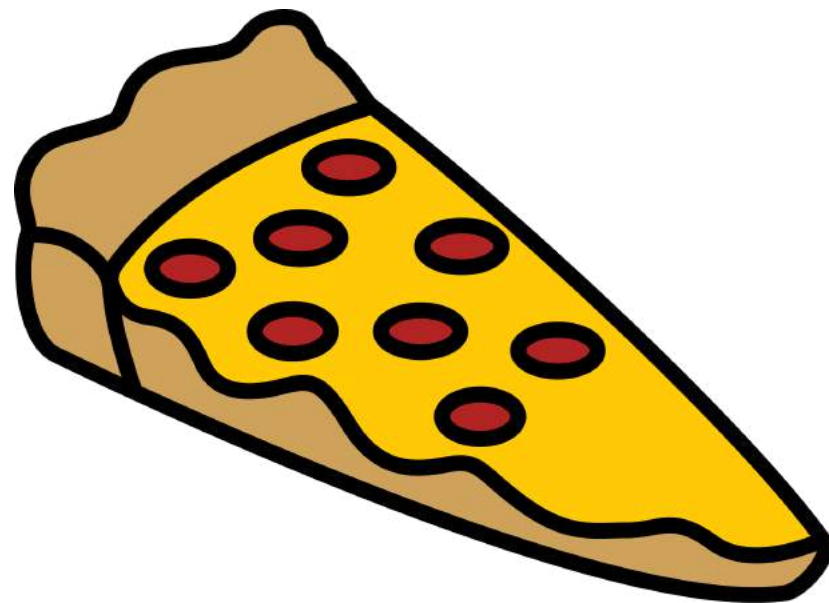
five



six



seven



eight

Counting Pepperonis



Counting Pepperonis



Counting Pepperonis



Counting Pepperonis



Counting Pepperonis



Counting Pepperonis



Counting Pepperonis



Counting Pepperonis

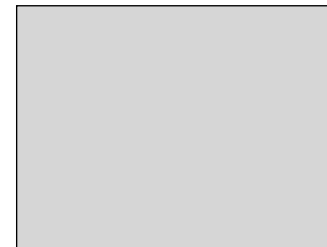
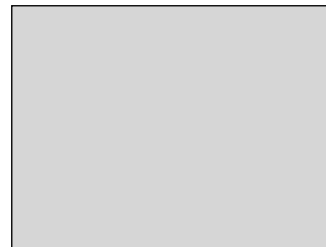
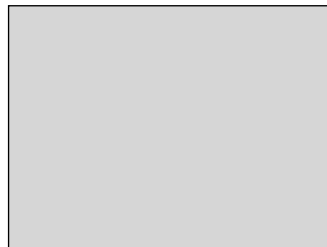
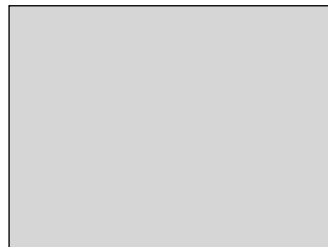
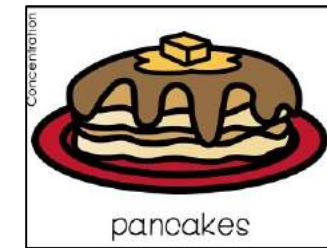
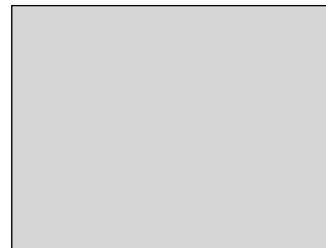
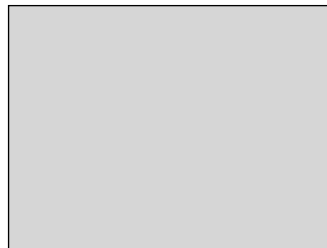
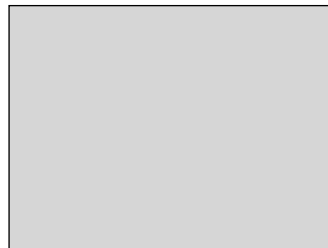
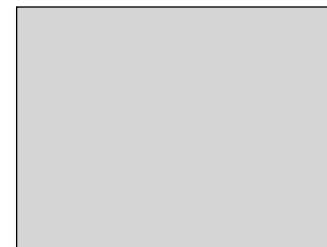
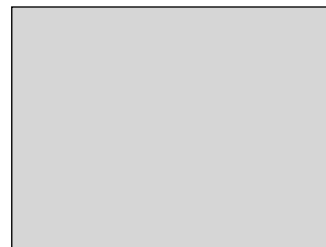
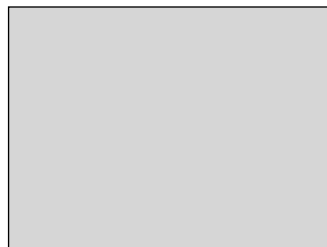
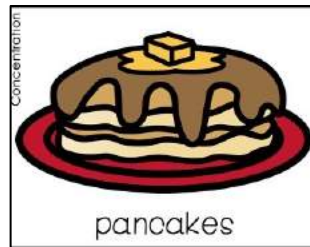


Concentration

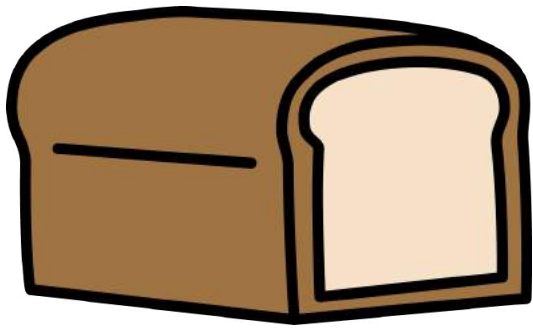
Objective: The students will use visual discrimination (matching) skills to identify two identical objects.

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

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

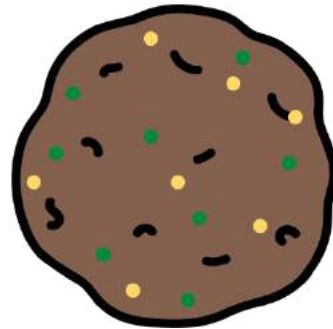


Concentration



bread

Concentration



falafel

Concentration



taco

Concentration



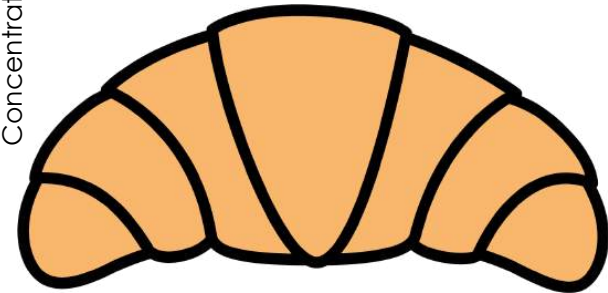
rice

Concentration



pretzel

Concentration



croissant

Concentration



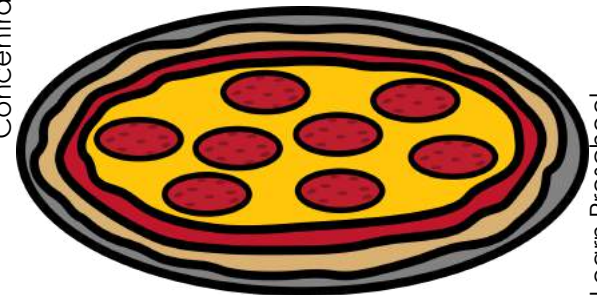
syrop

Concentration



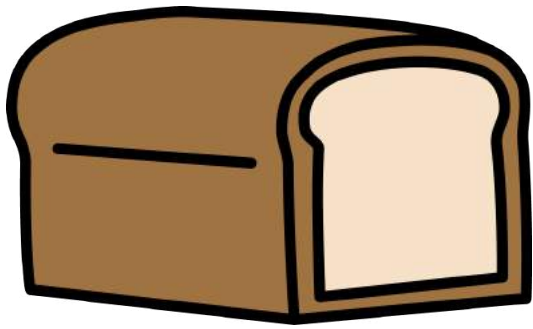
pancakes

Concentration



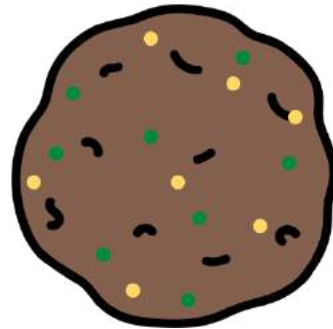
pizza

Concentration



bread

Concentration



falafel

Concentration



taco

Concentration



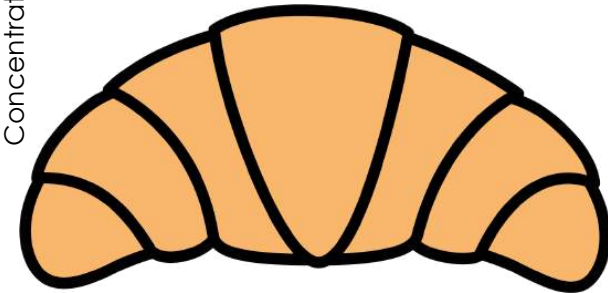
rice

Concentration



pretzel

Concentration



croissant

Concentration



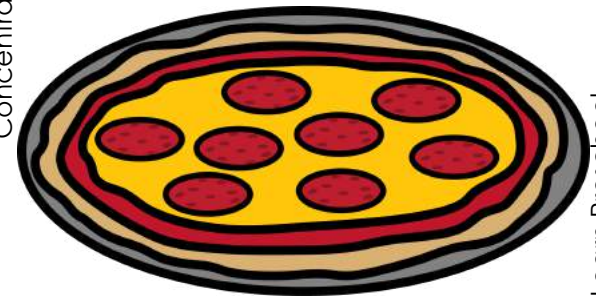
syrup

Concentration



pancakes

Concentration



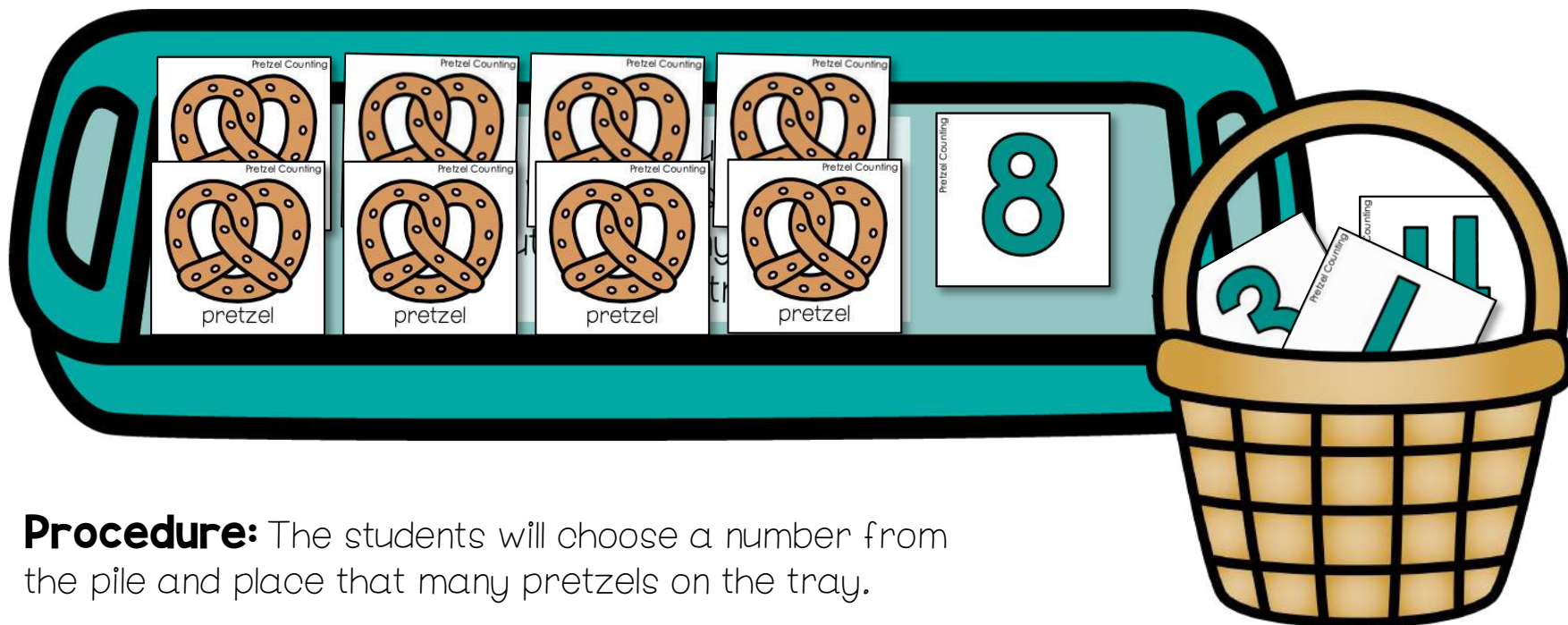
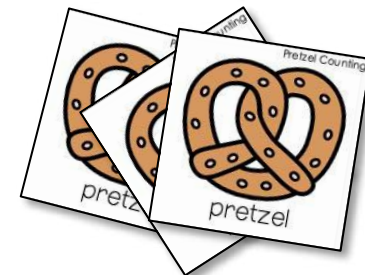
pizza

Pretzel Counting

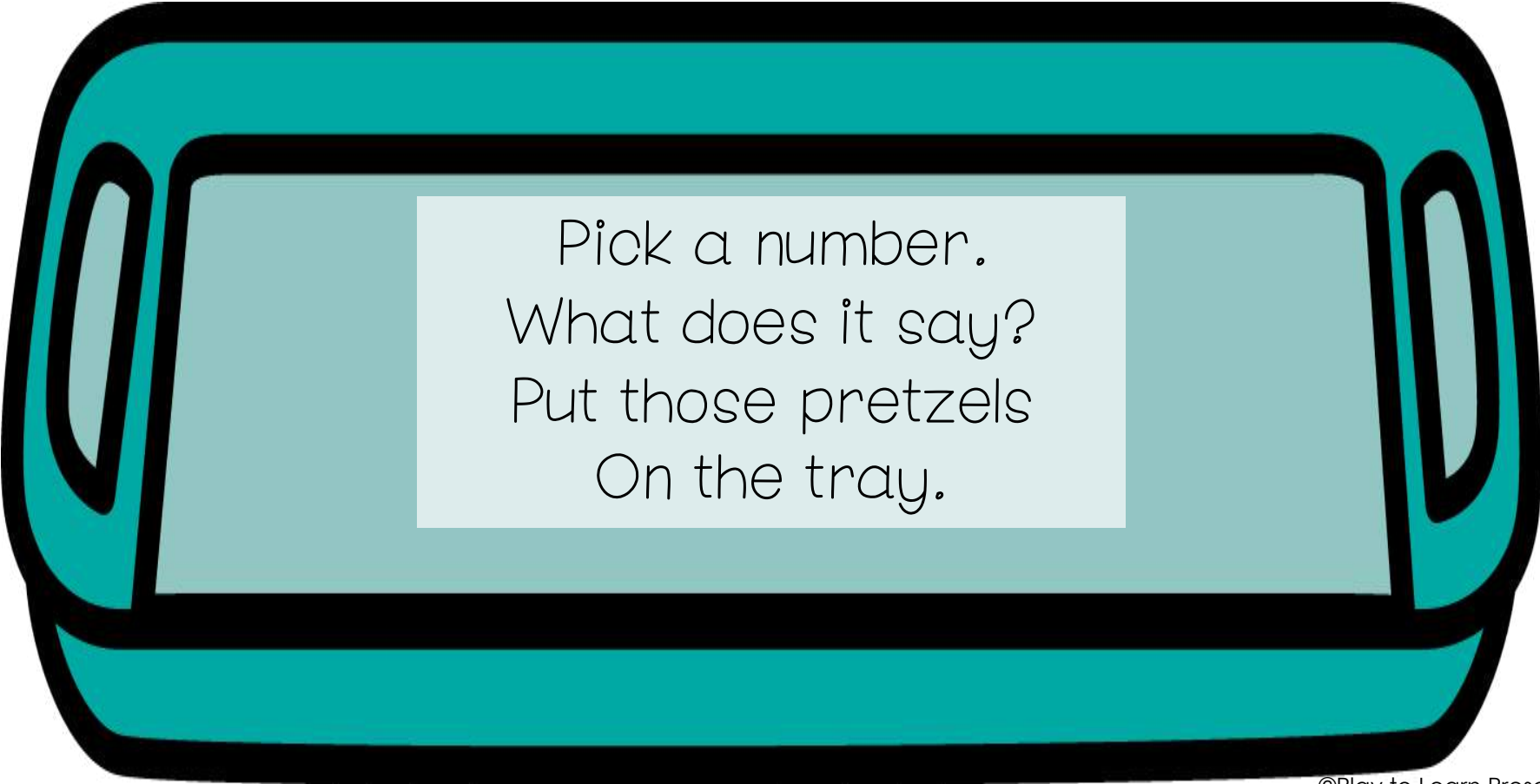
Objectives:

- The students will demonstrate one-to-one correspondence.
- The students will count sets and make combinations of objects to create each set.

Preparation: Print, mat, cut out, and laminate the pretzels and number cards. Use a classroom tray to place the pretzels or print the tray/counting mat provided.



Procedure: The students will choose a number from the pile and place that many pretzels on the tray.



Pick a number.
What does it say?
Put those pretzels
On the tray.



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



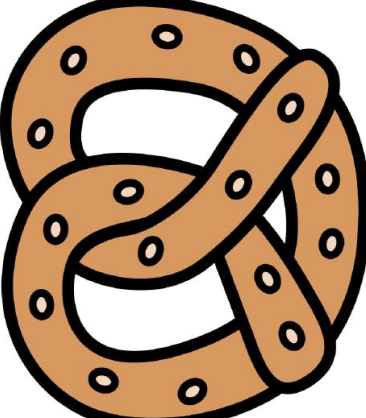
pretzel

Pretzel Counting



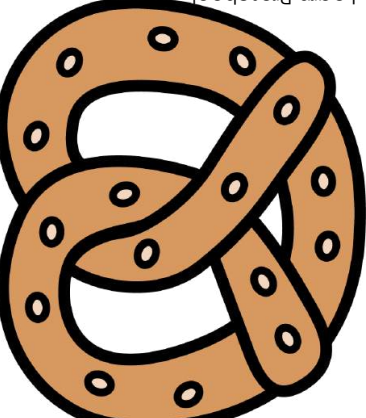
pretzel

Pretzel Counting



pretzel

Pretzel Counting



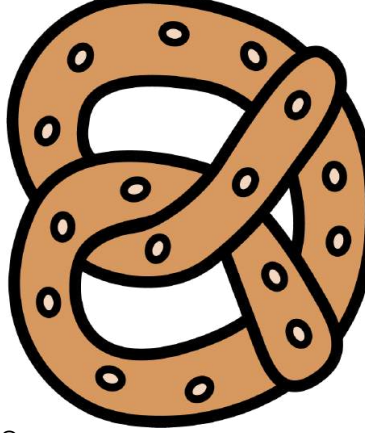
pretzel

Pretzel Counting



pretzel

Pretzel Counting



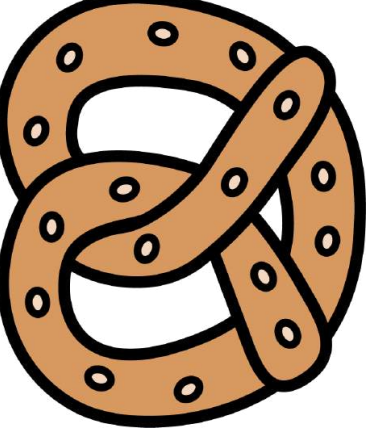
pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting



pretzel

Pretzel Counting

Pretzel Counting

9

Pretzel Counting

5

Pretzel Counting

1

Pretzel Counting

10

Pretzel Counting

6

Pretzel Counting

2

Pretzel Counting

11

Pretzel Counting

7

Pretzel Counting

3

Pretzel Counting

12

Pretzel Counting

8

Pretzel Counting

4

Pretzel Counting

17

Pretzel Counting

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18

Pretzel Counting

14

Pretzel Counting

19

Pretzel Counting

15

Pretzel Counting

20

Pretzel Counting

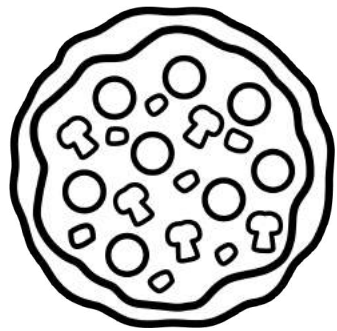
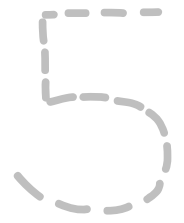
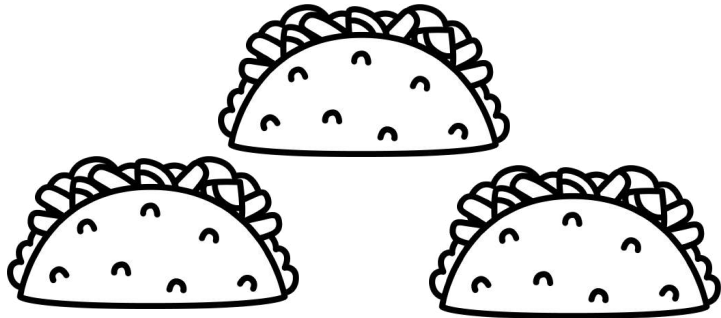
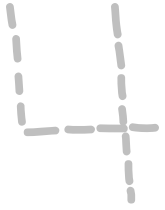
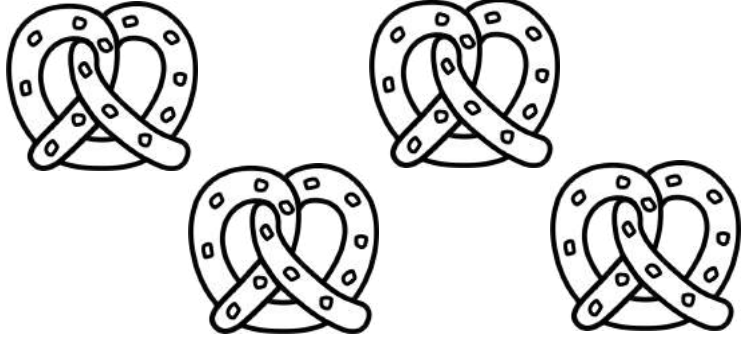
16

Name _____



Count the number of pictures in each row.

Trace the correct number.

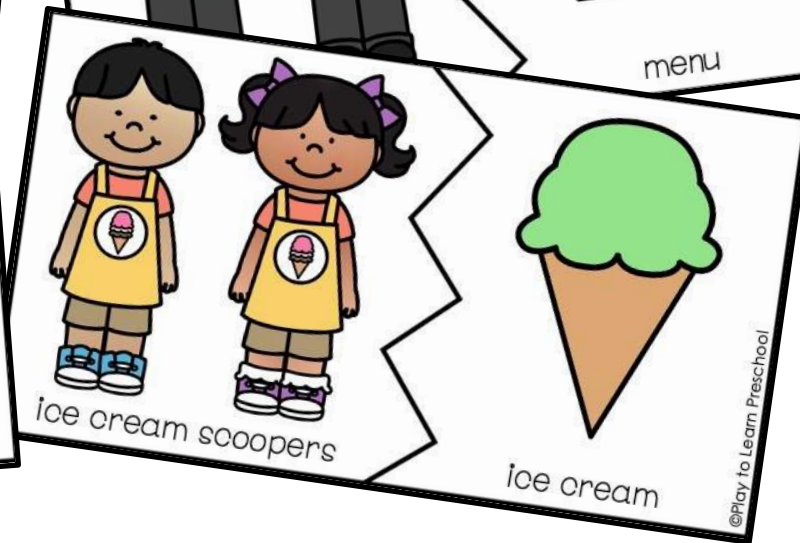
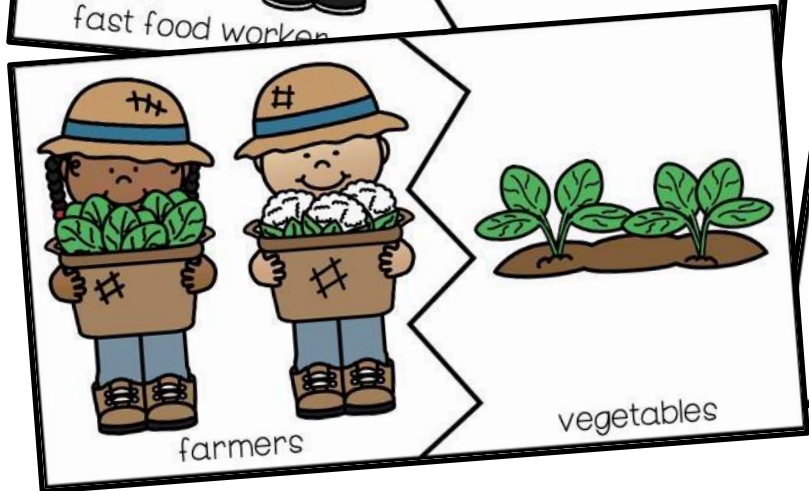
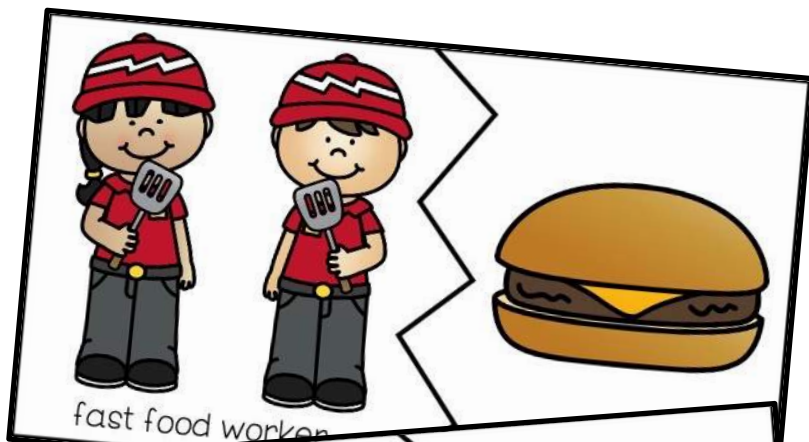


Matching

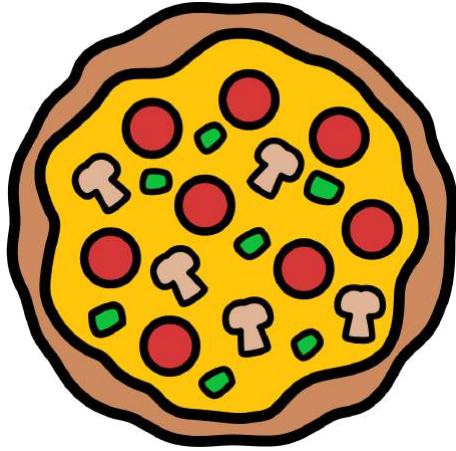
Objective: The students will compare objects.

Preparation: Copy each puzzle, laminate, and cut apart.

Procedure: Students match the pictures and assemble the 2-piece puzzles.



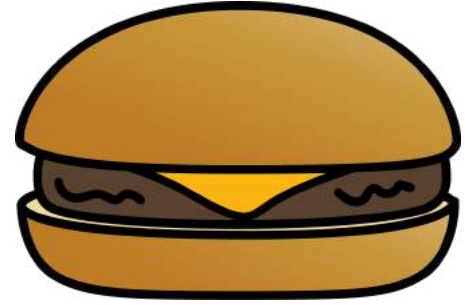
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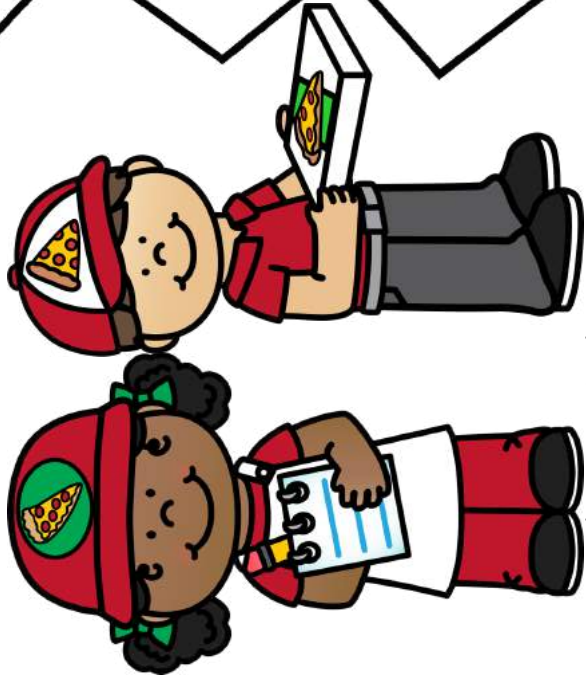
pizza



fast food worker



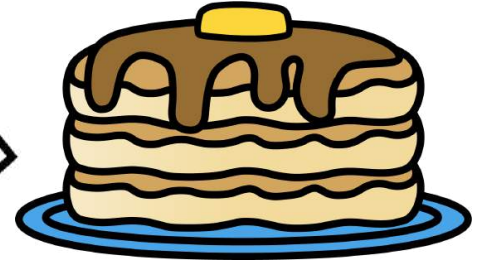
hamburger



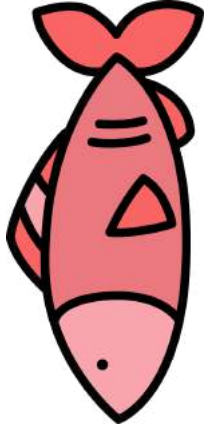
pizza deliverer



pancake flipper



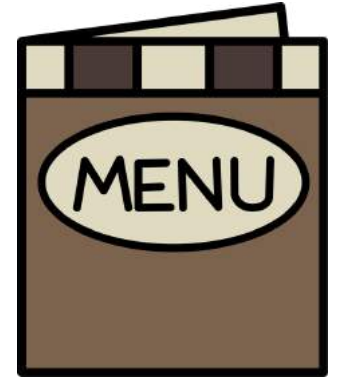
pancakes



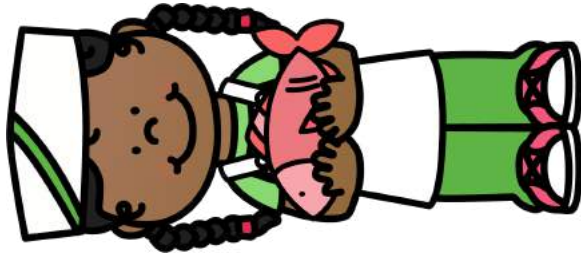
fish



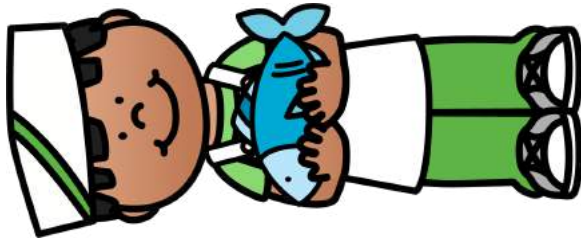
wait staff



menu



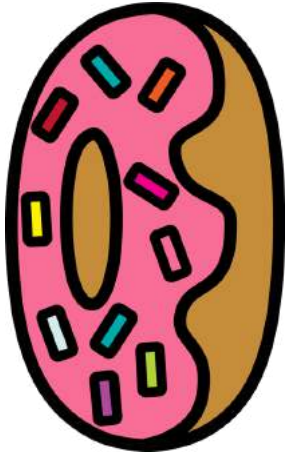
fish fryer



lemonade makers



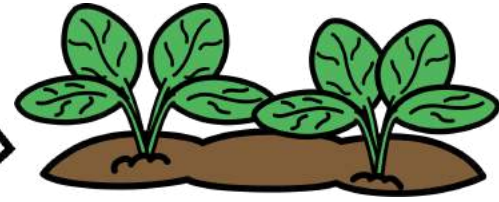
lemonade



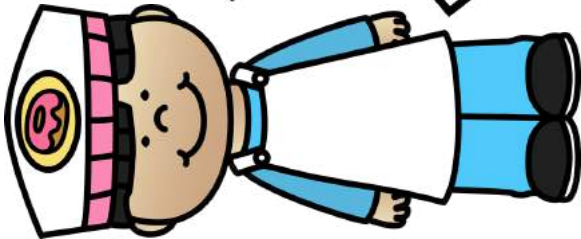
donut



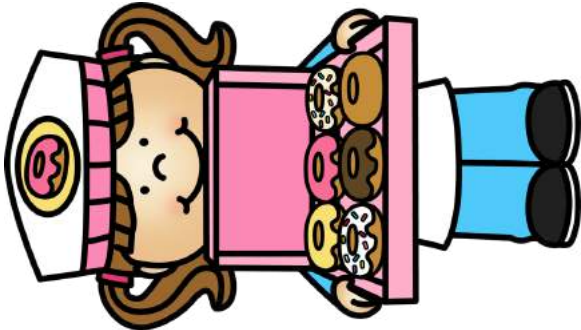
farmers



vegetables



bakers



ice cream scoopers



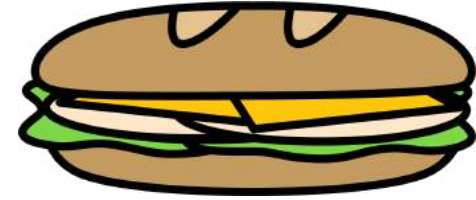
ice cream



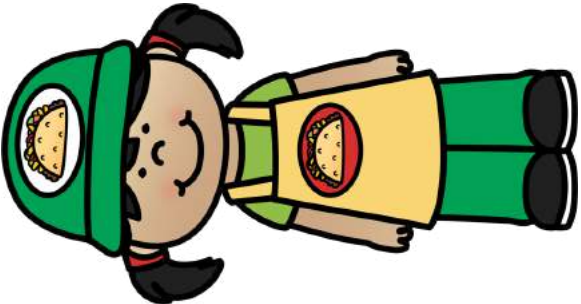
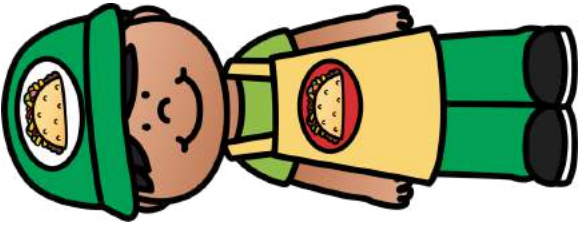
taco



sub shop workers



sub sandwich



taco makers



strawberry pickers



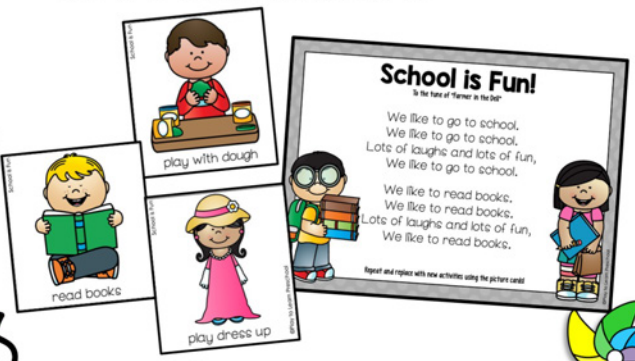
strawberries

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for preschool and Pre-K learners:

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