

Circle Time

5
LESSONS

LIGHTS & SHADOWS

Preschool Unit



A collection of educational cards. At the top is a red flashlight with a yellow beam. Below it are three color cards: blue, green, and yellow, each with a small square icon. In the center is a card titled "Light" with a sun icon. The text on the "Light" card reads: "To the tune of Twinkle, Twinkle Little Star. Sun, sun helps me see. Helps my eyes see you and me. When it's dark, it's hard to see, Sun makes things So bright for me. Sun, sun helps me see, Helps my eyes see you and me. Replace italicized word with another source of light." Below the "Light" card are three more cards: "headlights" with a car icon, "sun" with a sun icon, and "streetlight" with a streetlight icon.

A blue bulletin board with a question and names. The question is: "Would you prefer to play outside during the day or night?" Below the question are two columns of names. The left column has "Abe", "Buffy", and "Robert". The right column has "Edward", "Selene", and "Blair". Each name is on a white card. There are also two small pictures of a playground, one labeled "day" and one labeled "night".



What is Light?

Light helps us see.

Day 1
lesson
plans

Light helps us see the world around us. When there is light, our eyes can see people, objects, and colors. When there is no light, it is dark, and it is hard to see objects. Light can come from many places, like the sun, lamps, and flashlights.

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will play with words, sounds, and rhymes.
- The students will share and take turns with others.

Activities:

1. Show the real pictures, then turn off the lights. Discuss how the room looks different with and without light.
2. Sing the “L-I-G-H-T” song to the tune of “Bingo”. Display the letters and sing the song. Sing the first verse, then cover up the letter L with a picture of the light switch. Sing the second verse as “click, I-G-H-T”. Have students tap their middle finger and thumb while saying “click.”
3. Play the “Flashlight Peek” game per instructions on the page.



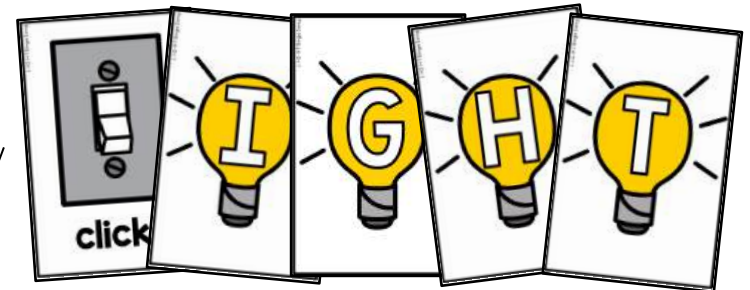
The sun gives us light during the day so we can see.



We can use a flashlight at night to see better in the dark.



A lamp gives us light.



Extension Idea: Help students learn how a flashlight works with this [STEM activity](#) blog.





**The sun gives us light during
the day so we can see.**



A lamp gives us light.



**We can use a flashlight at night
to see better in the dark.**



Sun



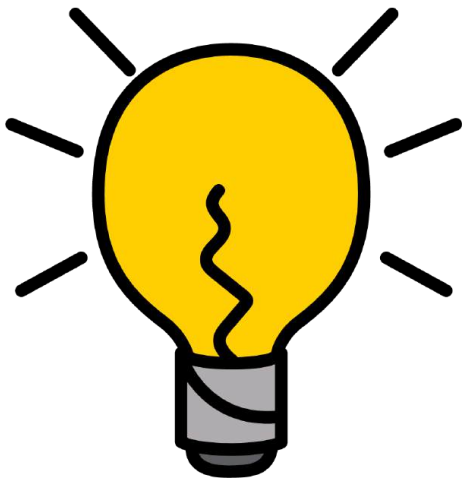
Use the entire hand to make the letter "C." Start at the corner of the eye and move the "C" up into the sky.

Note the difference between the ASL sign for sun and moon is the hand. Use the whole hand for signing sun, and just the thumb and pointer finger for signing moon.

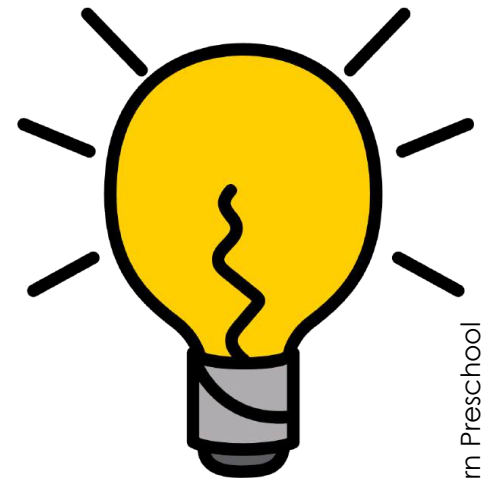
L-I-G-H-T

(To the Tune of "Bingo")

There's something bright
that helps me see
and light is what it's called-o!

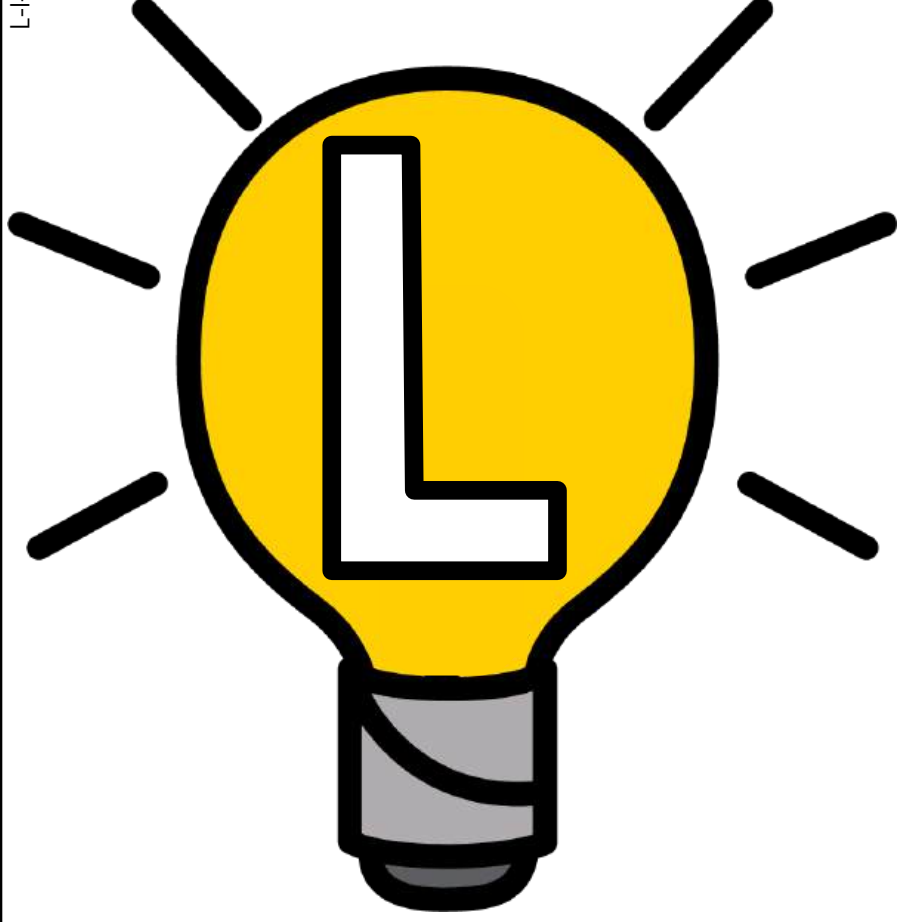


L-I-G-H-T
L-I-G-H-T
L-I-G-H-T

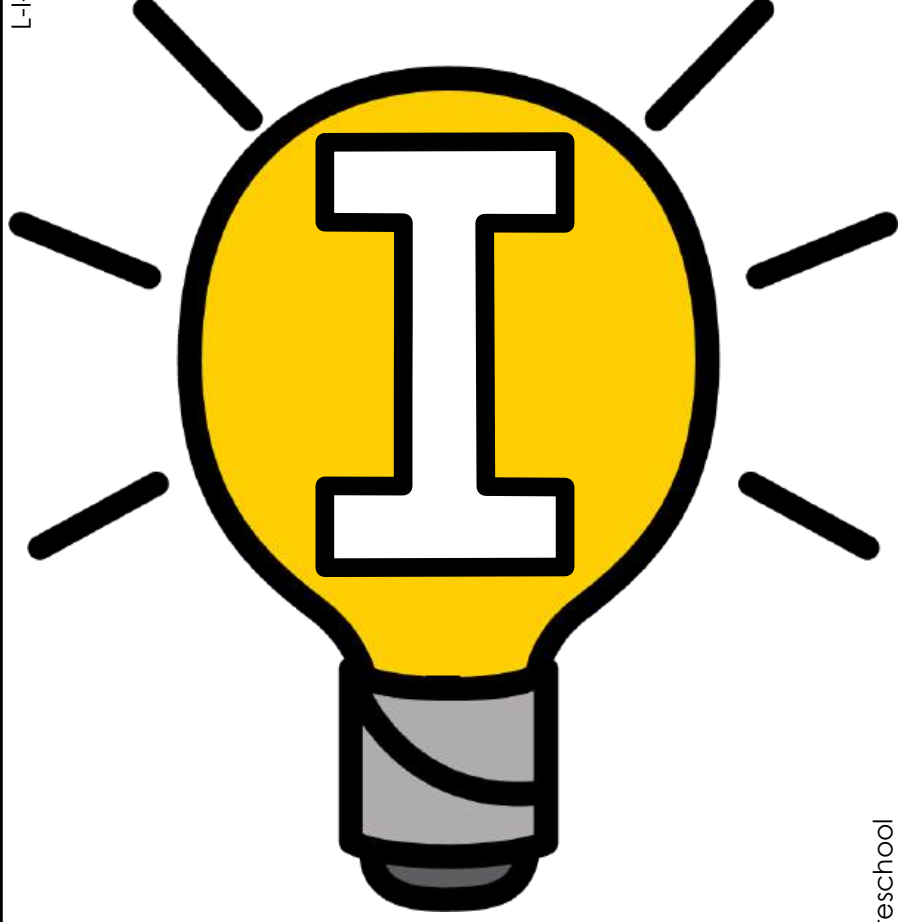


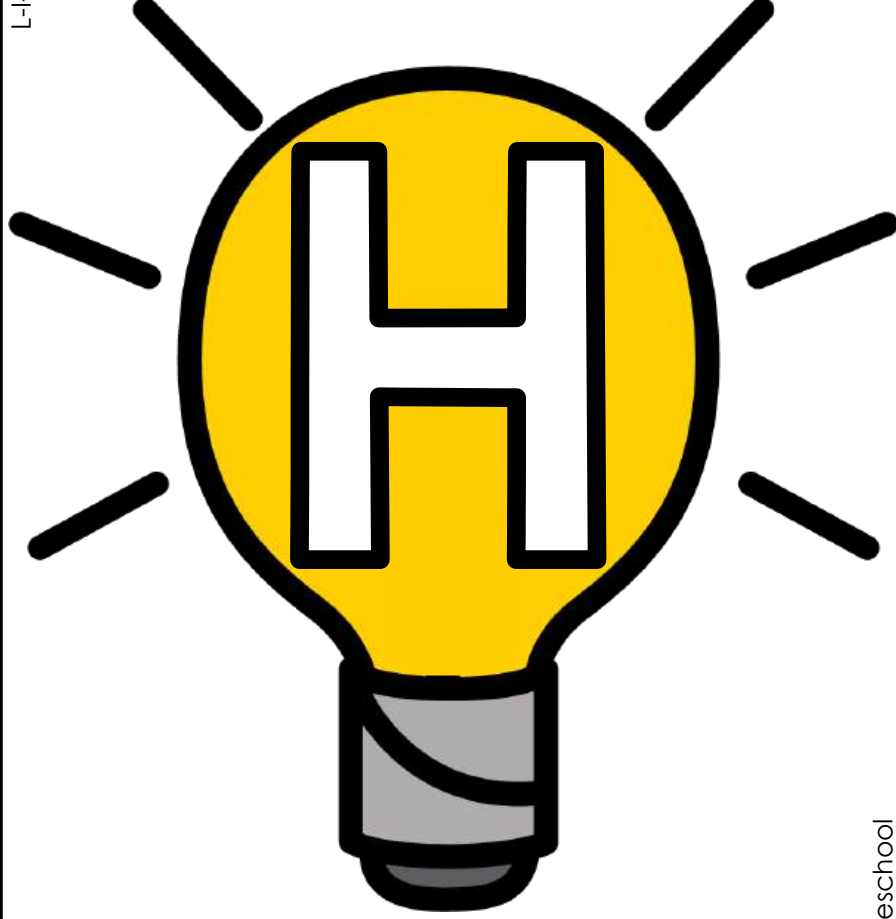
And light is what it's called-o!

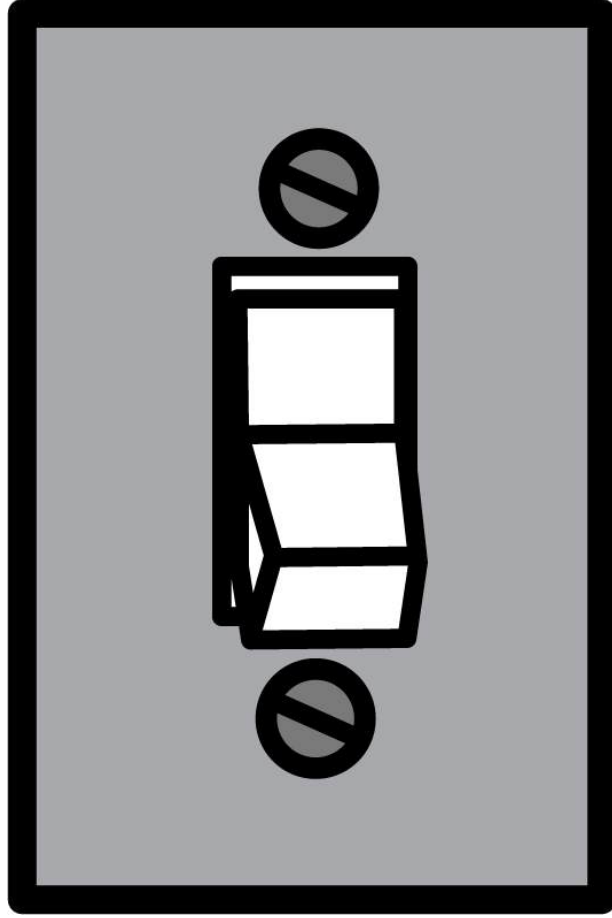
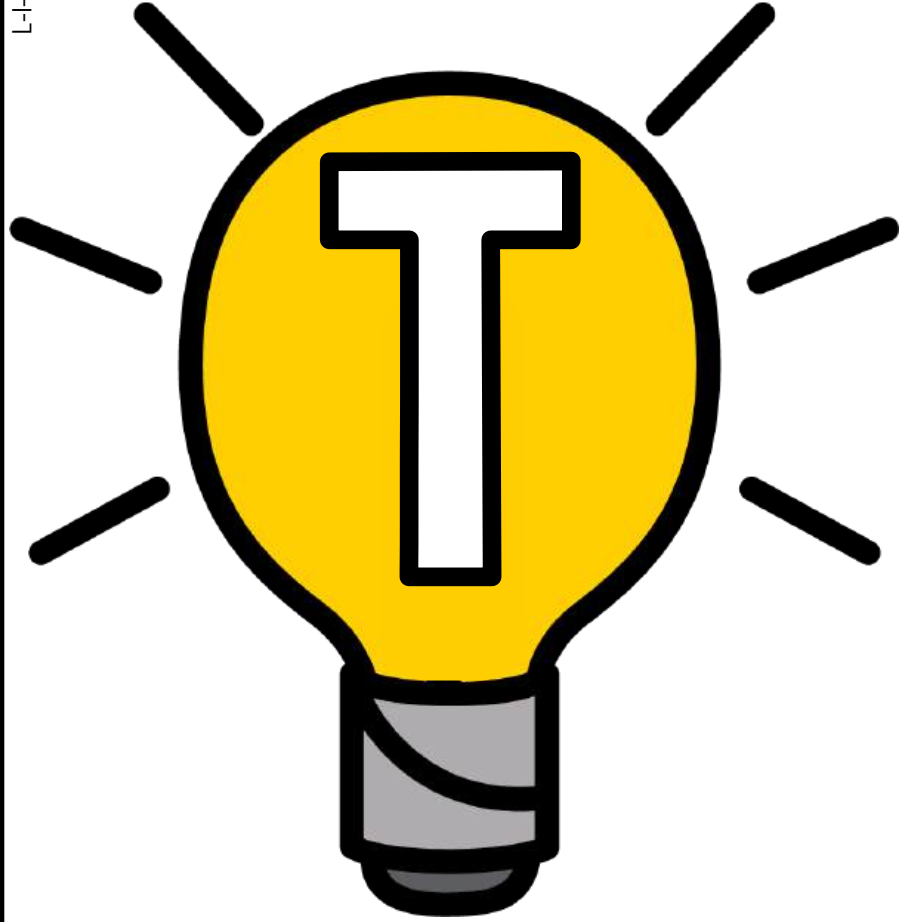
L-I-G-H-T Bingo Song



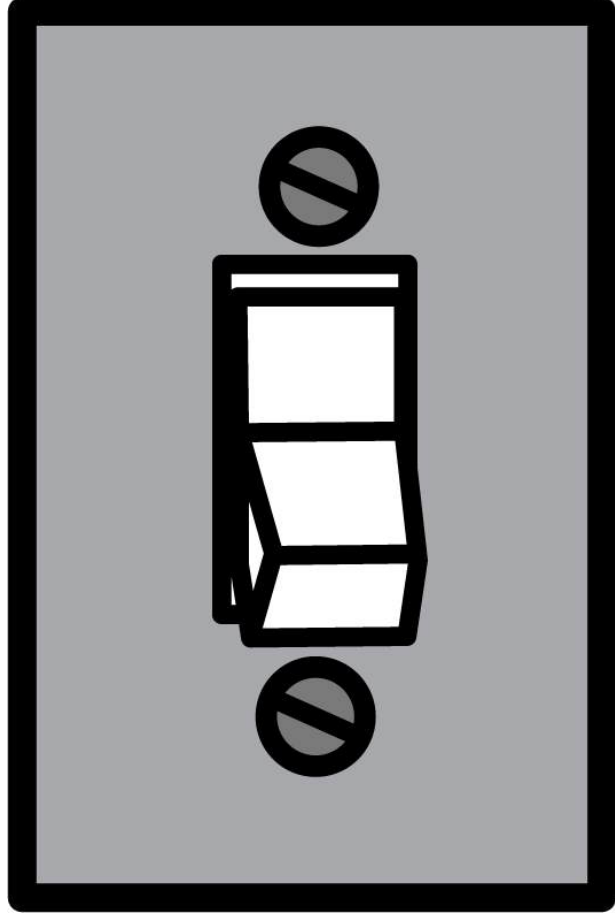
L-I-G-H-T Bingo Song



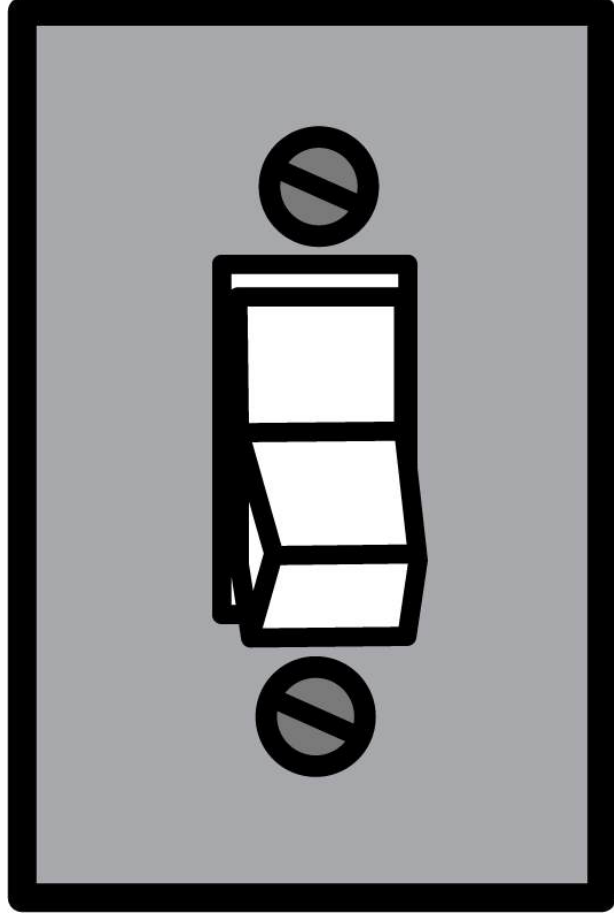




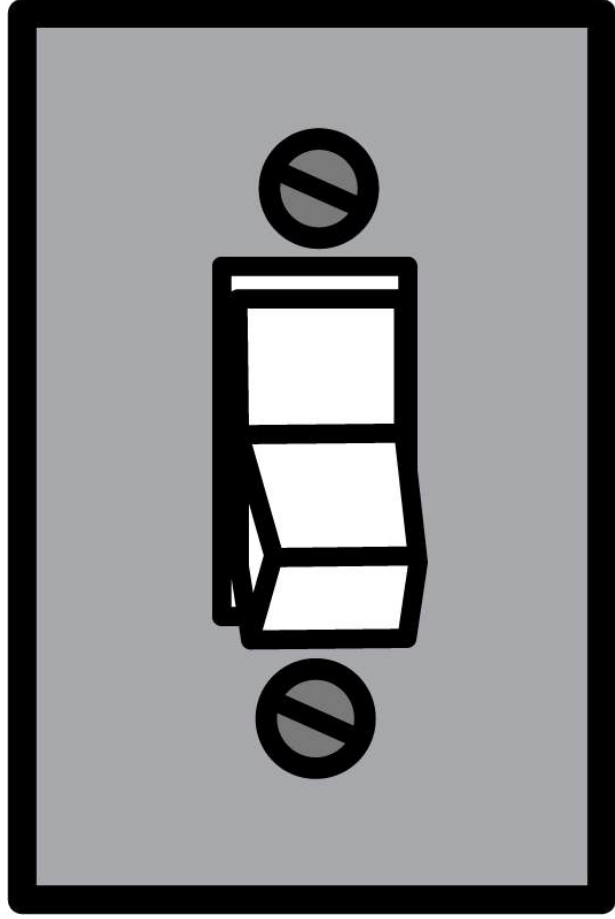
click!



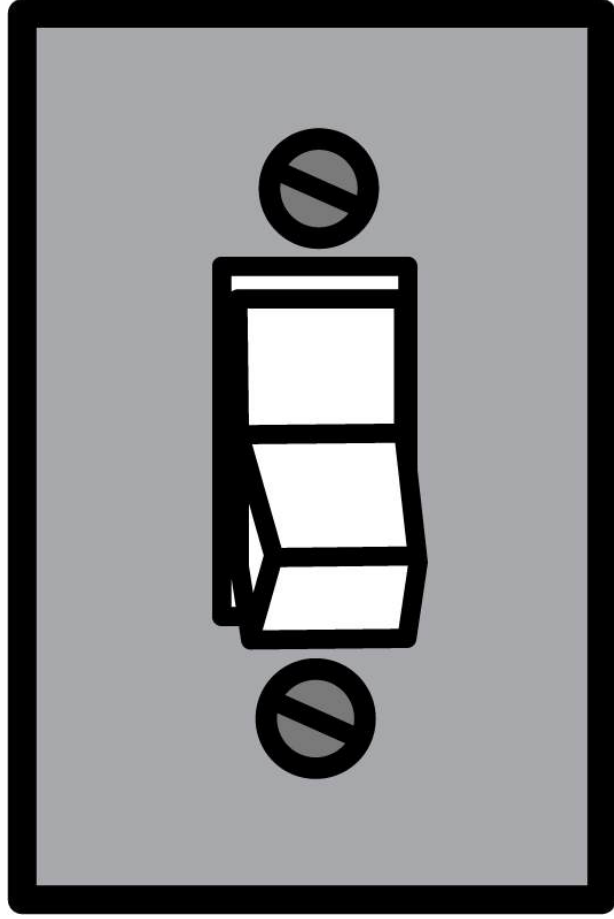
click!



click!



click!



click!

Flashlight Peek

Poem

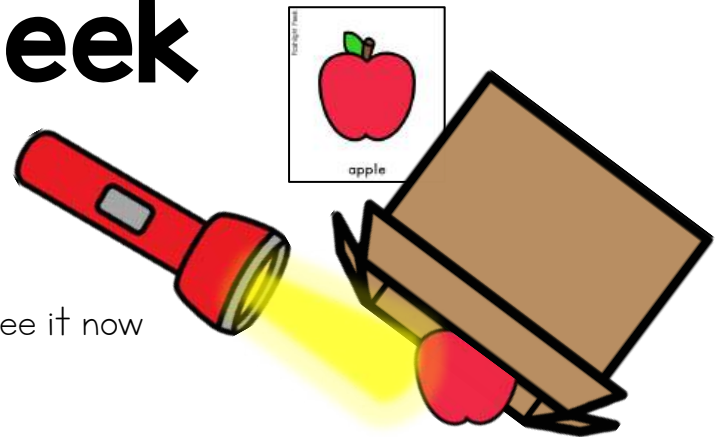
Peek in the dark.
What could it be?
Shine the light.
Now can you see?

©Play to Learn Preschool

Flashlight Peek

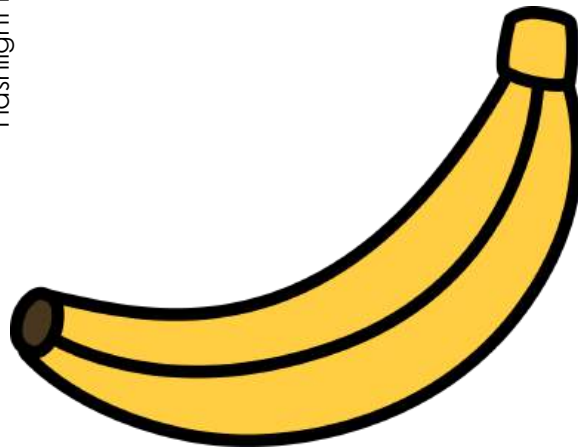
Procedure:

1. Turn off the lights and hide an item under a box.
2. Lift the box a little bit and call on a student to tell you what is under the box. (It should be difficult since it is dark.)
3. Give the student a flashlight and chant the poem.
4. Now ask them what is under the box. (They should be able to see it now because of the light.)
5. Ask them to find the matching card, then repeat the process.

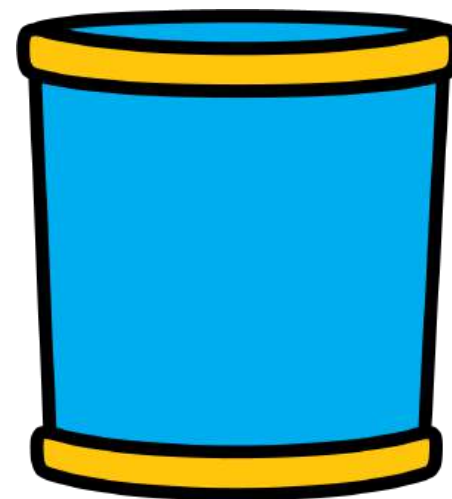




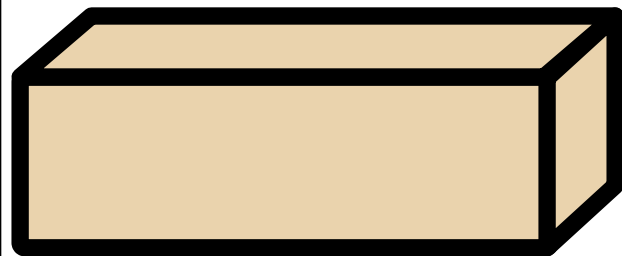
toy car



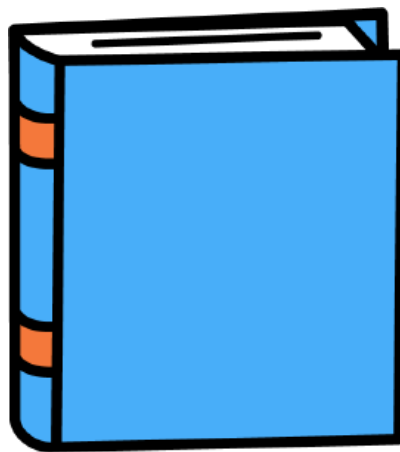
banana



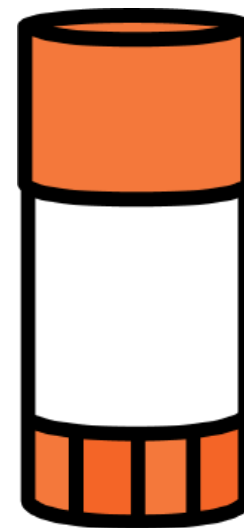
cup



block

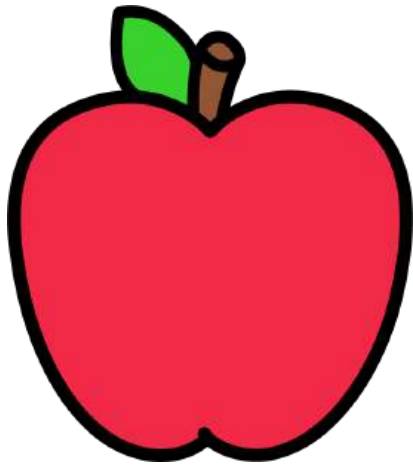


book



glue stick

Flashlight Peek



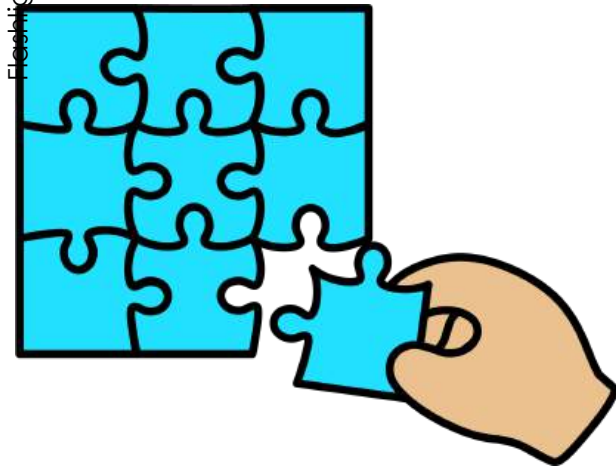
apple

Flashlight Peek



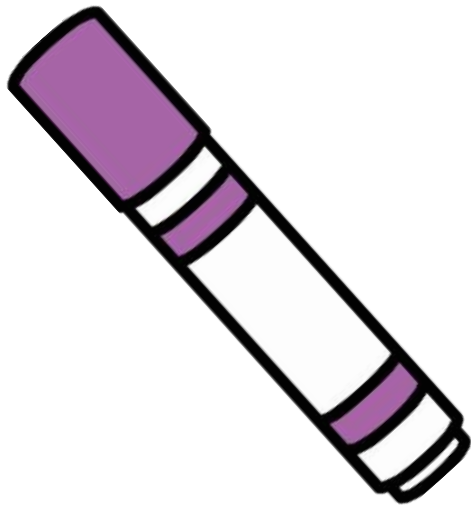
doll

Flashlight Peek



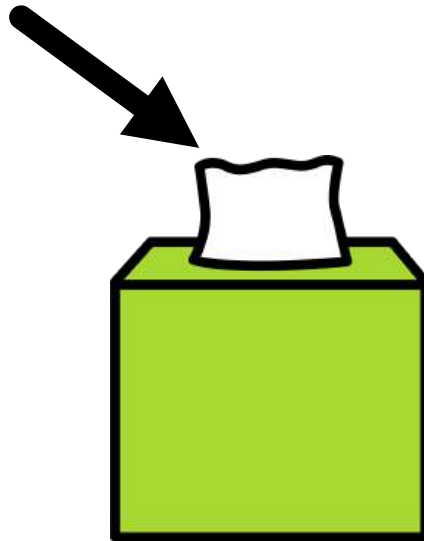
puzzle piece

Flashlight Peek



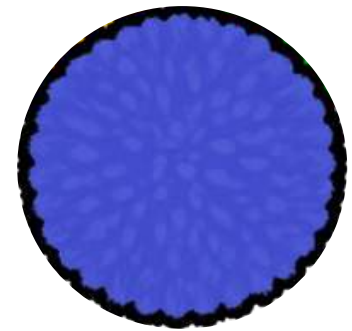
marker

Flashlight Peek



tissue

Flashlight Peek



pom-pom

Sources of Light

Natural & Man-made

Day 2
lesson
plans

Light comes from many places and helps us see in the dark. The sun makes light, and people use lights such as lamps and flashlights. The moon does not make light. It reflects the sun's light.

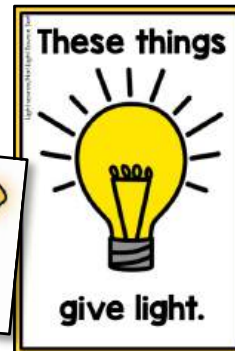
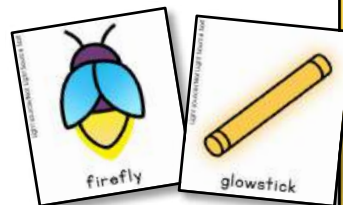
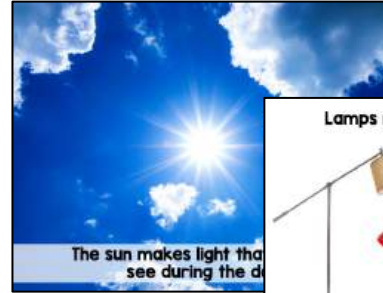
Objectives:

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

Activities:

1. Look at the pictures of sources of light. Discuss which ones are man-made and which ones are natural.
2. Sing the "Light" song. Use the picture cards to assist with each verse.
3. Bring in a variety of objects to sort into two groups: give light and do not give light. Picture cards are also included. **Remind students that candles are for grown-ups, not for children.**

Extension Idea: Light dance - students move or dance when the lights are on, then freeze when the lights are turned off.



A bright sun is shining in a clear blue sky, surrounded by scattered white clouds. The sun is positioned in the center-left of the frame, creating a starburst effect with rays of light. The clouds are fluffy and white, scattered across the sky. The overall scene is bright and clear, representing a sunny day.

**The sun makes light that helps us
see during the day.**

**Lightning is a bright light
we see during storms.**



Lamps make light to help us see.



floor lamp



elbow lamp



table lamp



Light



To the tune of Twinkle, Twinkle Little Star

Sun, sun helps me see,

Helps my eyes see you and me.

When it's dark, it's hard to see,

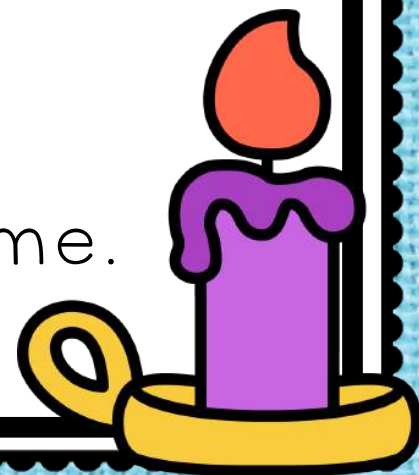
Sun makes things

So bright for me.

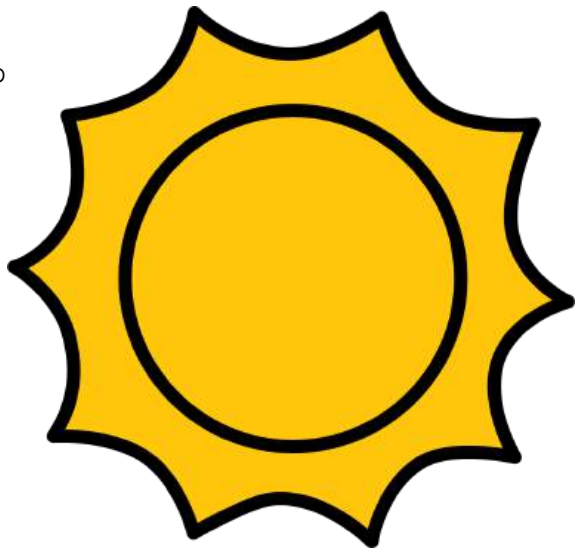
Sun, sun helps me see,

Helps my eyes see you and me.

Replace bold word with another source of light.

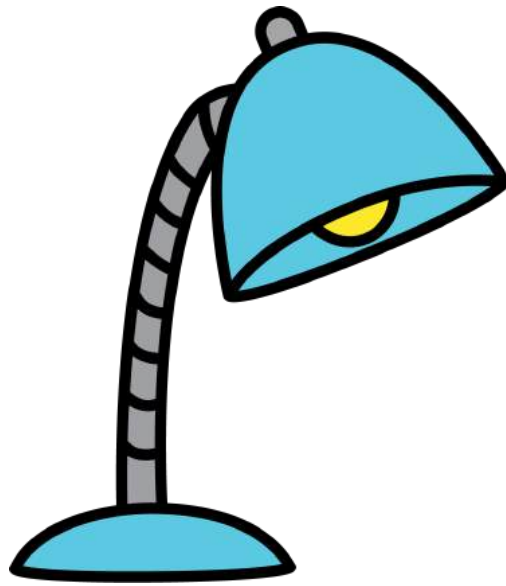


Light Song



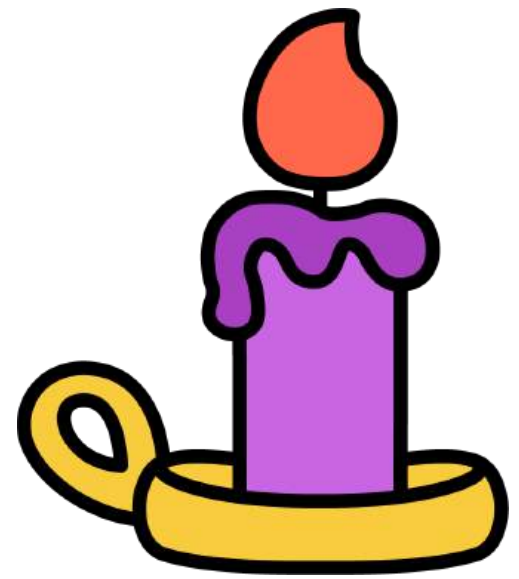
sun

Light Song



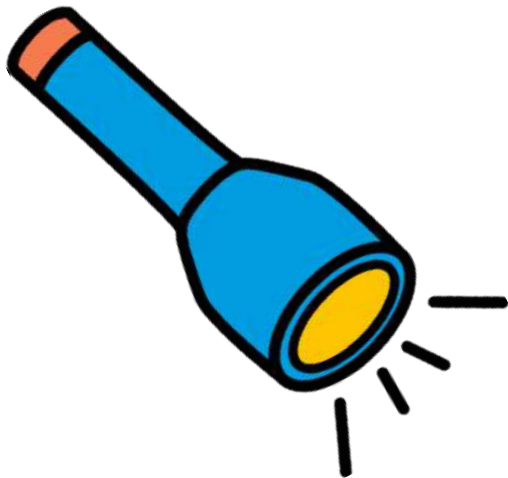
lamp

Light Song



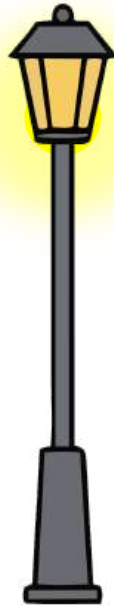
candle

Light Song



flashlight

Light Song



streetlight

Light Song



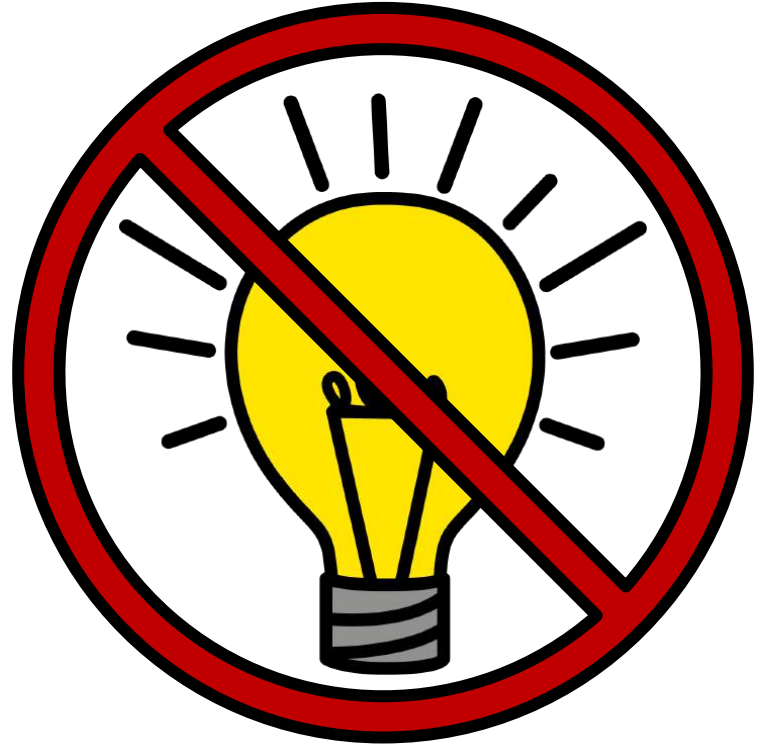
headlights

These things



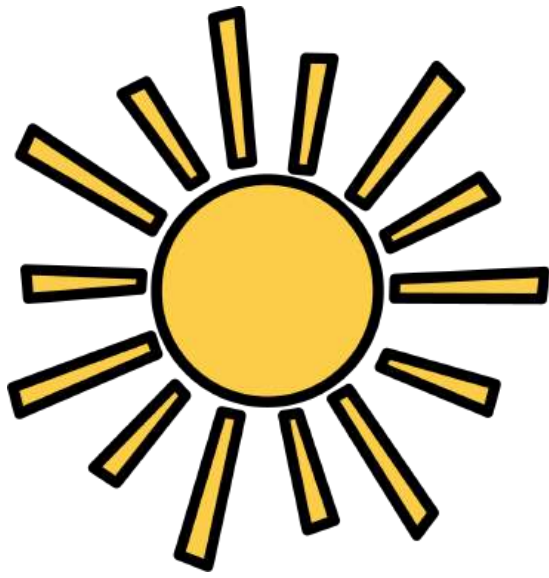
give light.

These things



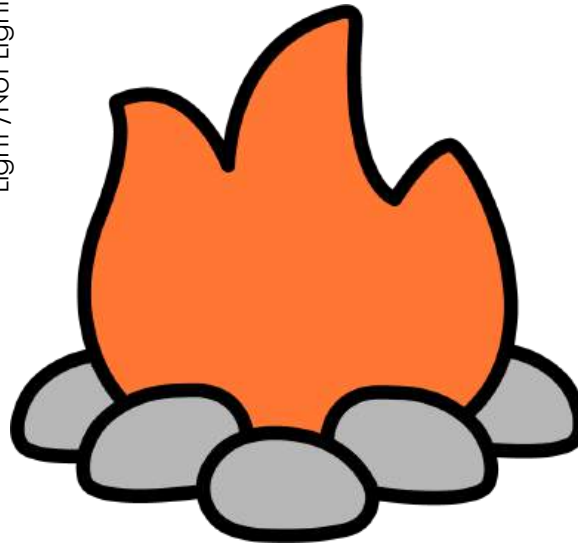
**do NOT
give light.**

Light /Not Light Sort



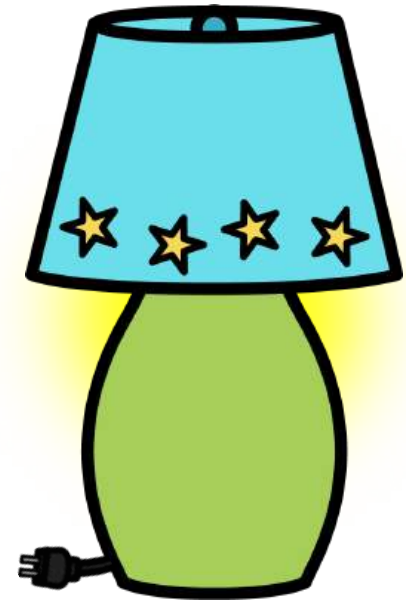
sun

Light /Not Light Sort



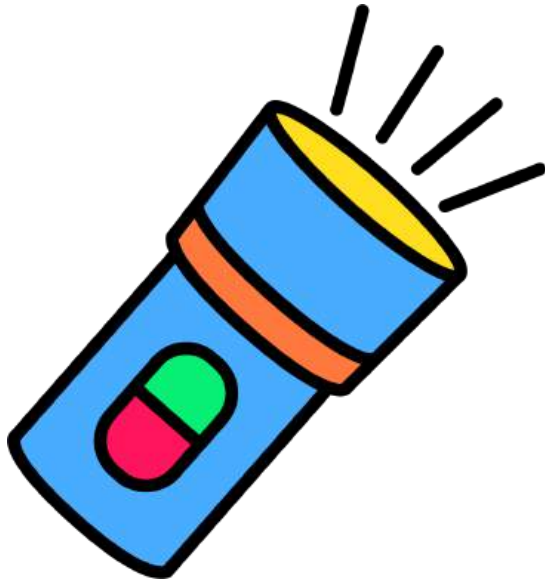
fire

Light /Not Light Sort



lamp

Light /Not Light Sort



flashlight

Light /Not Light Sort



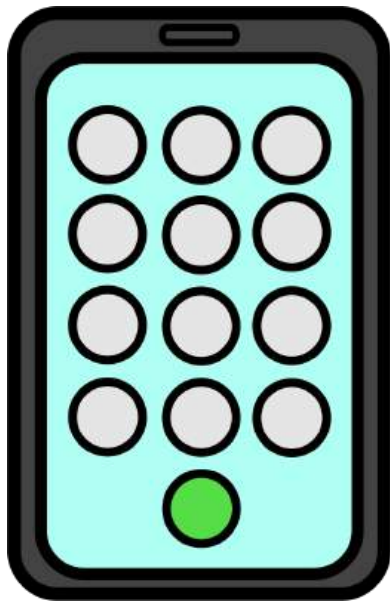
headlamp

Light /Not Light Sort



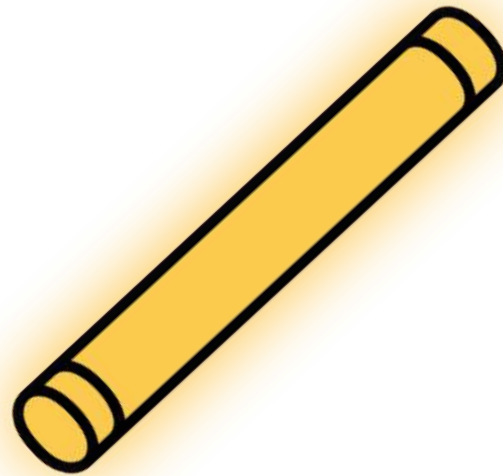
lightning

Light /Not Light Sort



phone

Light /Not Light Sort



glowstick

Light /Not Light Sort



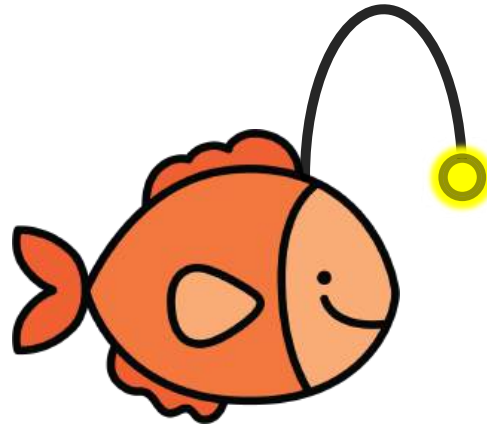
headlights

Light /Not Light Sort



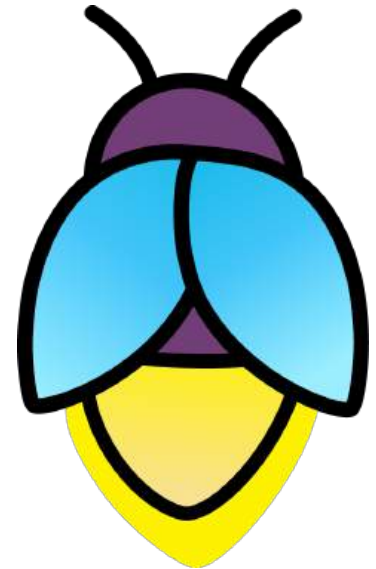
candle

Light /Not Light Sort



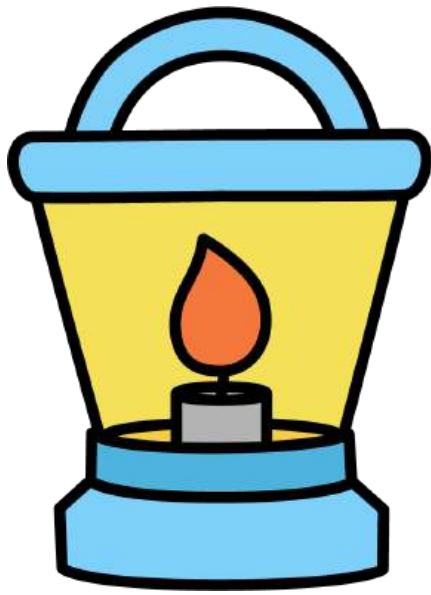
anglerfish

Light /Not Light Sort



firefly

Light /Not Light Sort



lantern

Light /Not Light Sort



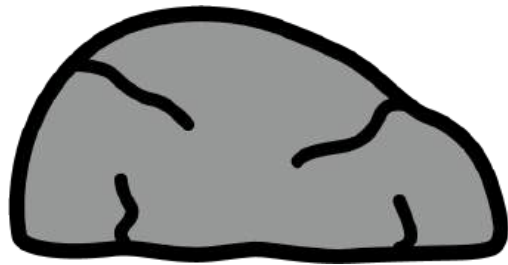
star

Light /Not Light Sort



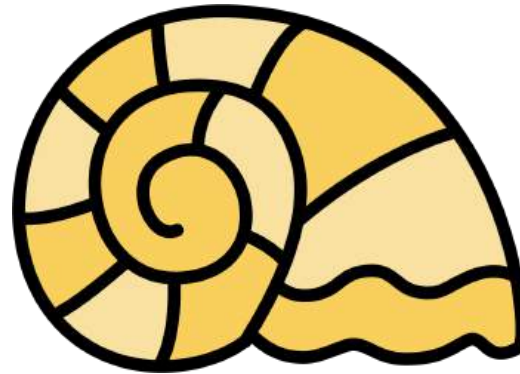
streetlight

Light /Not Light Sort



rock

Light /Not Light Sort



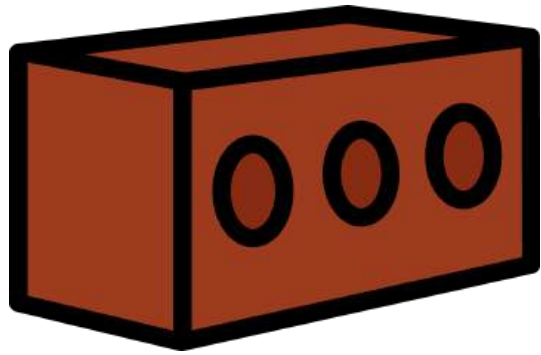
shell

Light /Not Light Sort



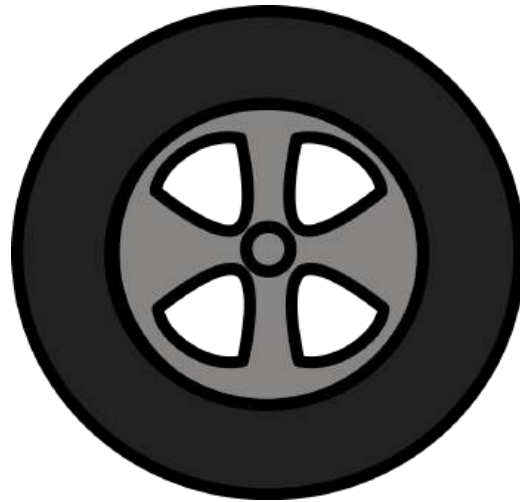
flower

Light /Not Light Sort



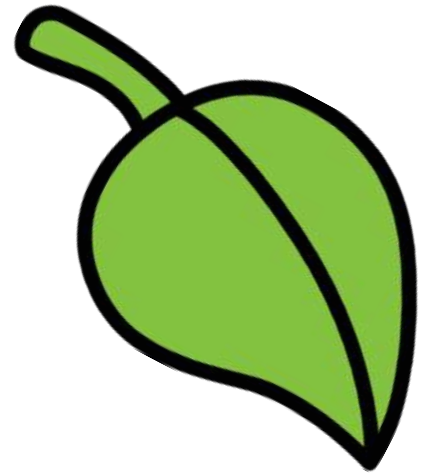
brick

Light /Not Light Sort



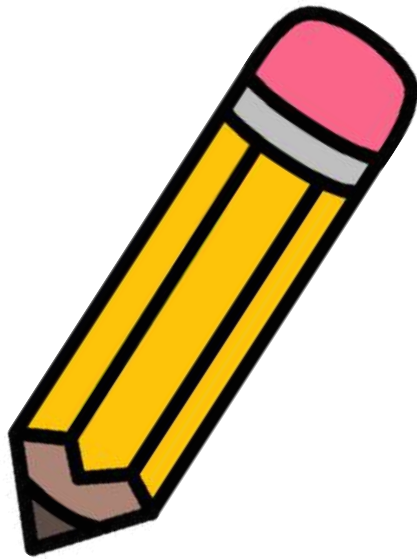
tire

Light /Not Light Sort



leaf

Light /Not Light Sort



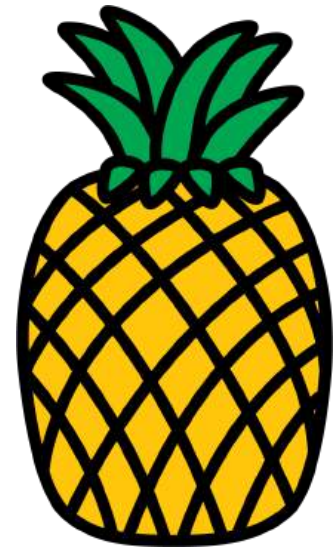
pencil

Light /Not Light Sort



dog

Light /Not Light Sort



pineapple

Light Makes Shadows

Where light comes from.

Day 3
lesson
plans

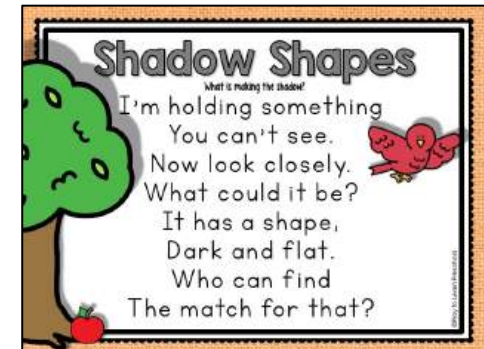
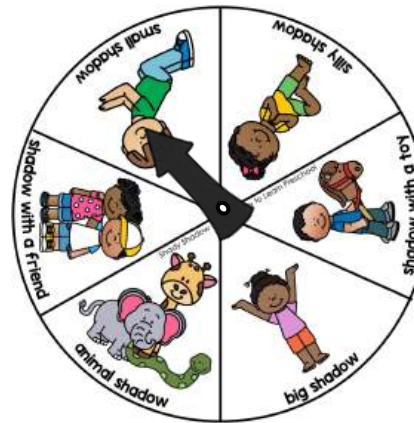
Shadows happen when something blocks light. When light shines on an object, it makes a shadow on the ground or on a wall. Shadows can look bigger or smaller, and they can change shape when the object or the light moves.

Objectives:

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

Activities:

1. Show the pictures of shadows. Use a flashlight to make shadows, then let children take turns making shadows.
2. Read the "Shady Shadow" poem, then spin the wheel and make the shadow.
3. Play the "Shadow Shapes" game. See directions on the game page.



Extension Idea: Set up toys outside on the sidewalk. Children draw the outline of the shadows using chalk. Children can also draw each other's shadows.

We see shadows on the playground.



**The trees block the sunlight and
make shadows on the snow.**





We can make shadows with our hands.

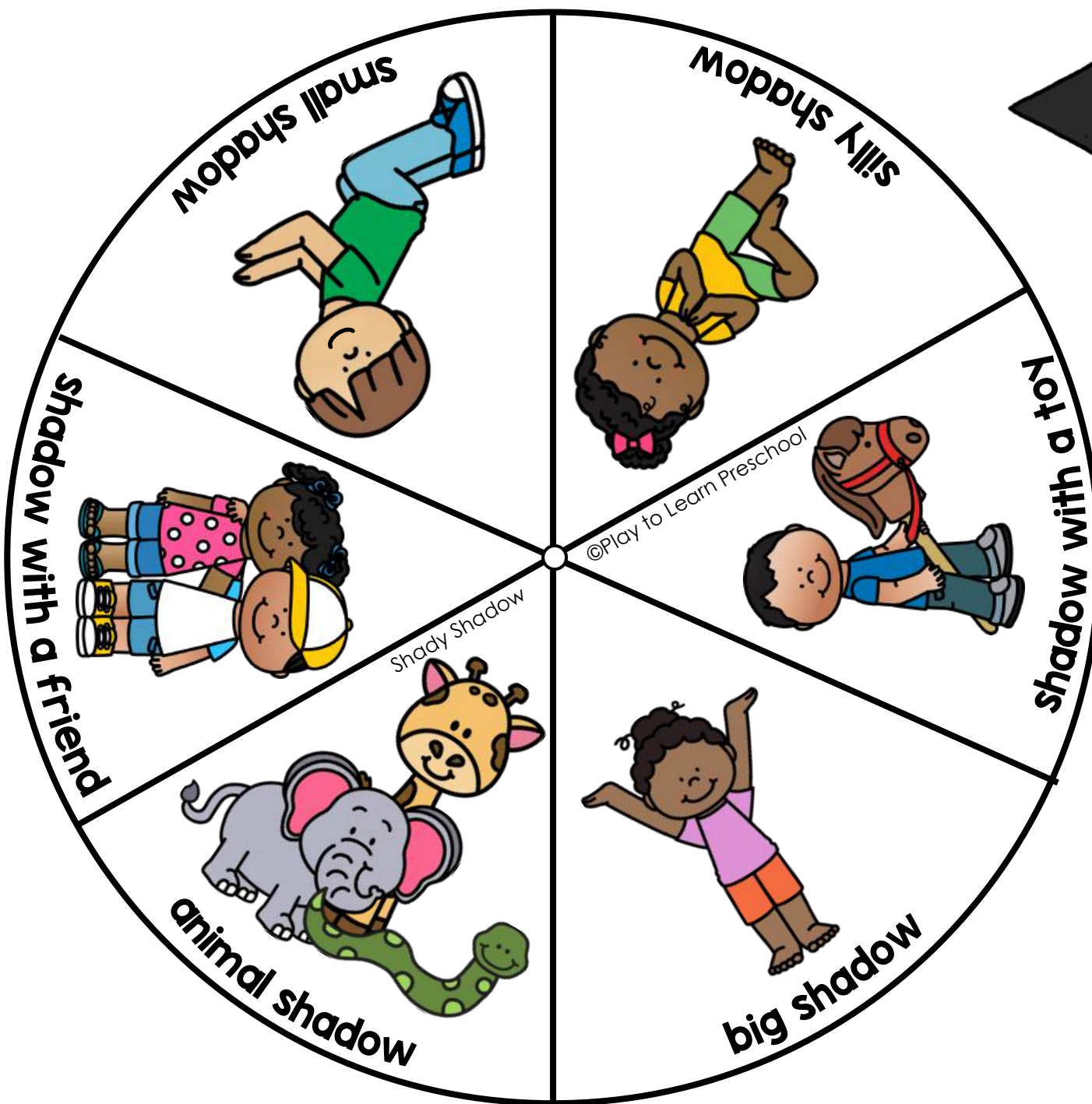
Shady Shadow

Spinner Game

Spin the spinner.
What will it show?
Spin the spinner.
Ready, set, go!

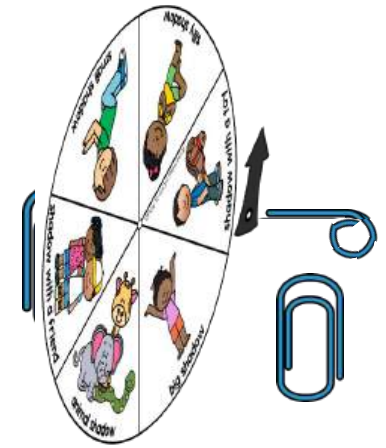


To play this game, turn off the lights in the classroom and prop a bright flashlight up to shine on a blank wall.



To Assemble:

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



Shadow Shapes

What is making the shadow?

I'm holding something

You can't see.

Now look closely.

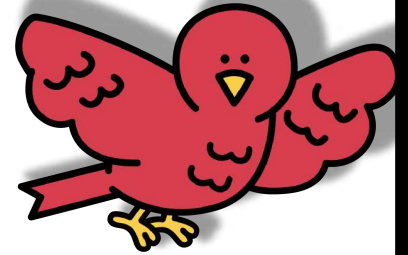
What could it be?

It has a shape,

Dark and flat.

Who can find

The match for that?





star



heart

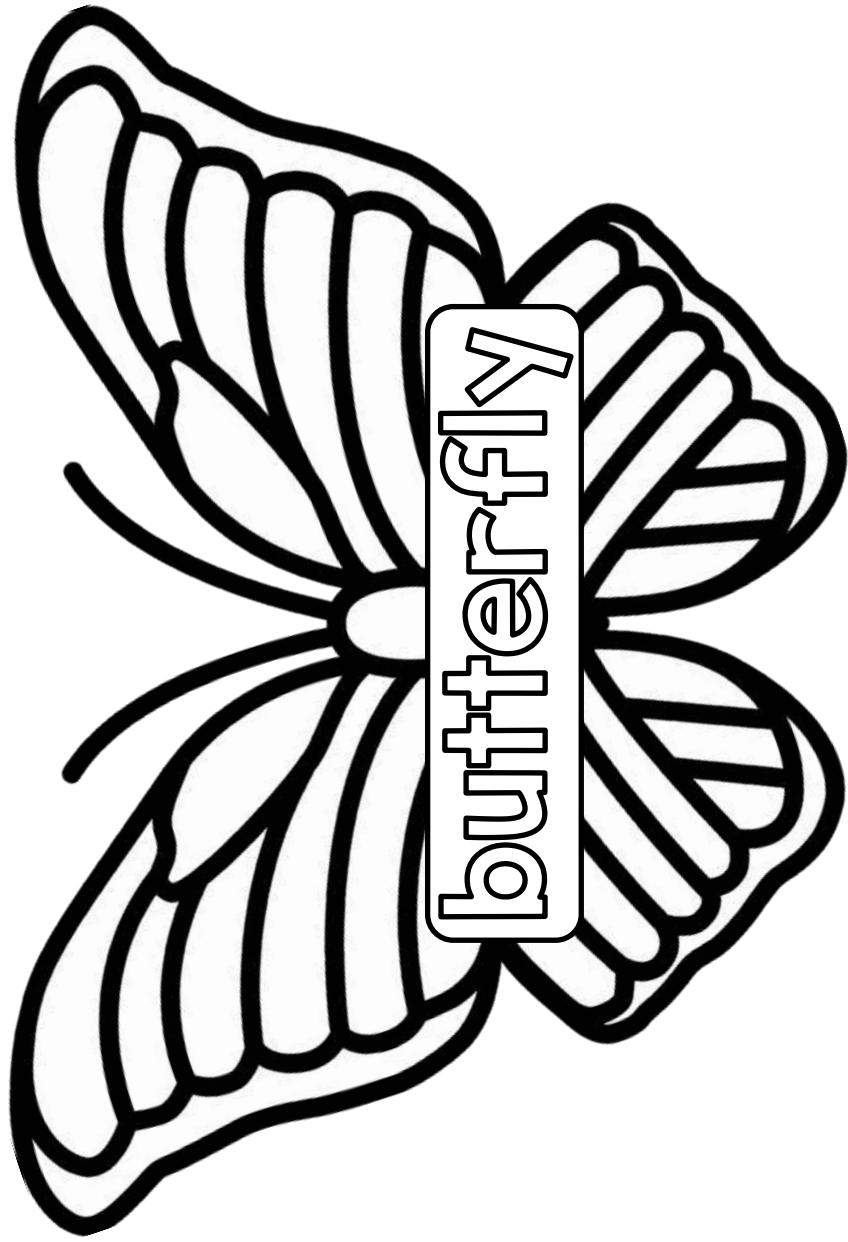
©Play to Learn Preschool

Procedure:

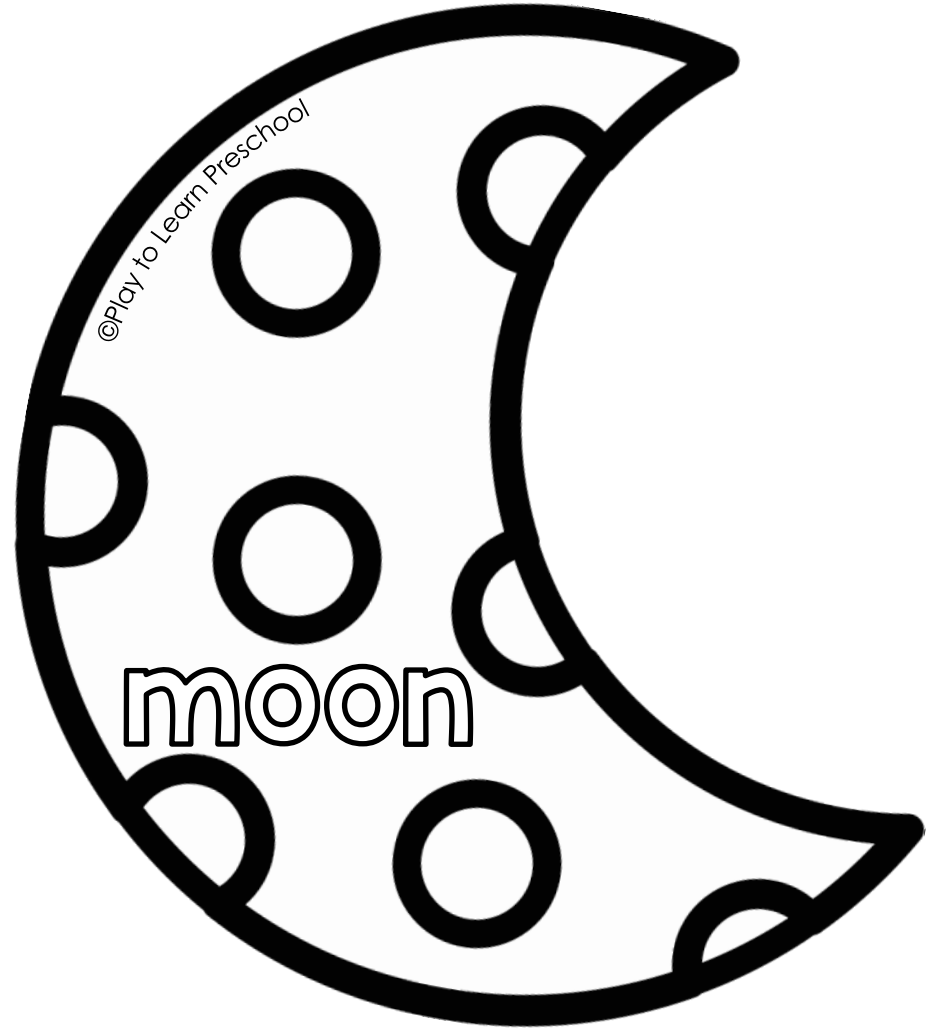
1. Print the black and white pictures on cardstock and cut out. Pass out a colored card to each student.
2. Hold up a black and white cutout shape in front of the flashlight, not visible to the students, with the shadow showing on a wall or light surface. Students look at their card to see if they have the match.
3. Student with the match says, "Shadow match!"

Shadow Shapes



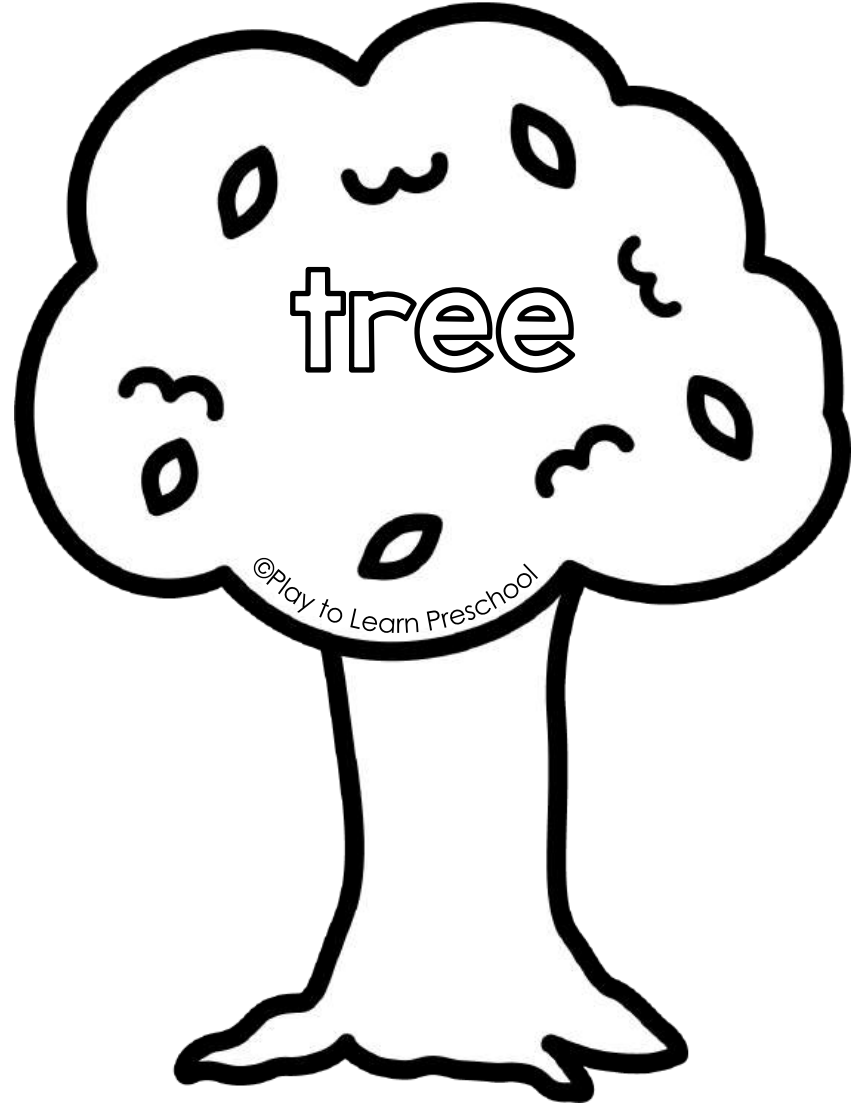
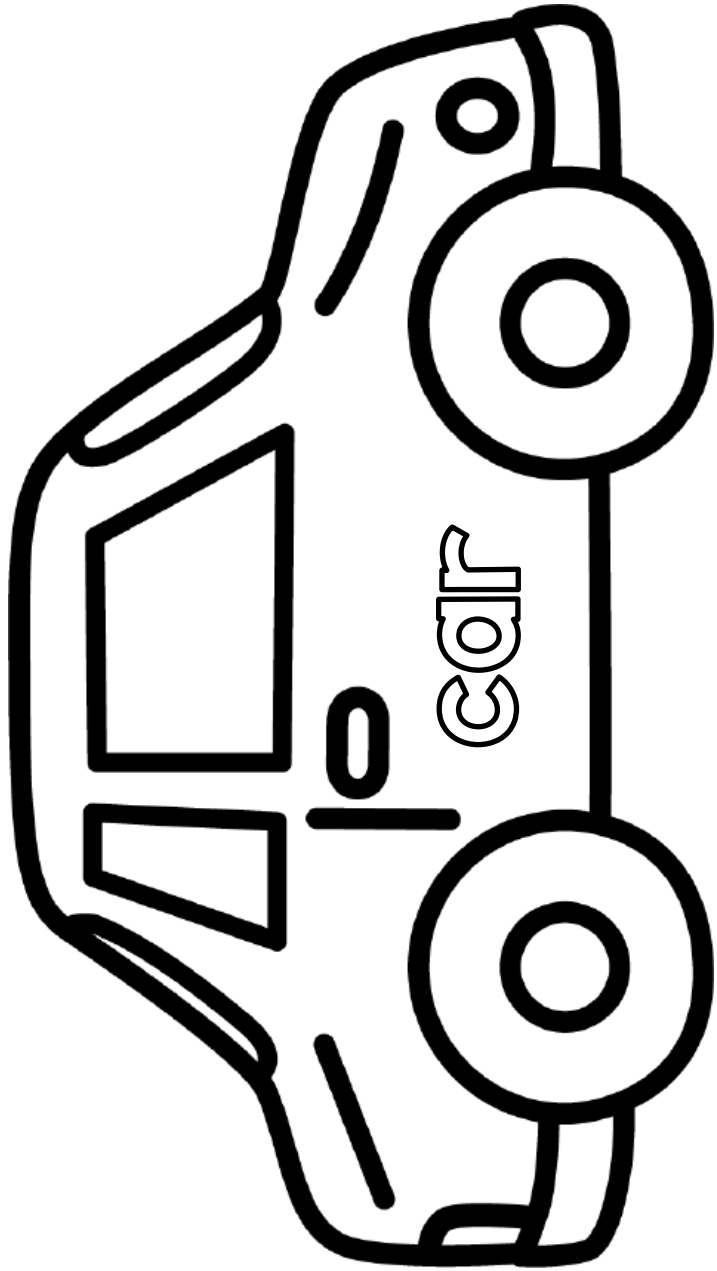


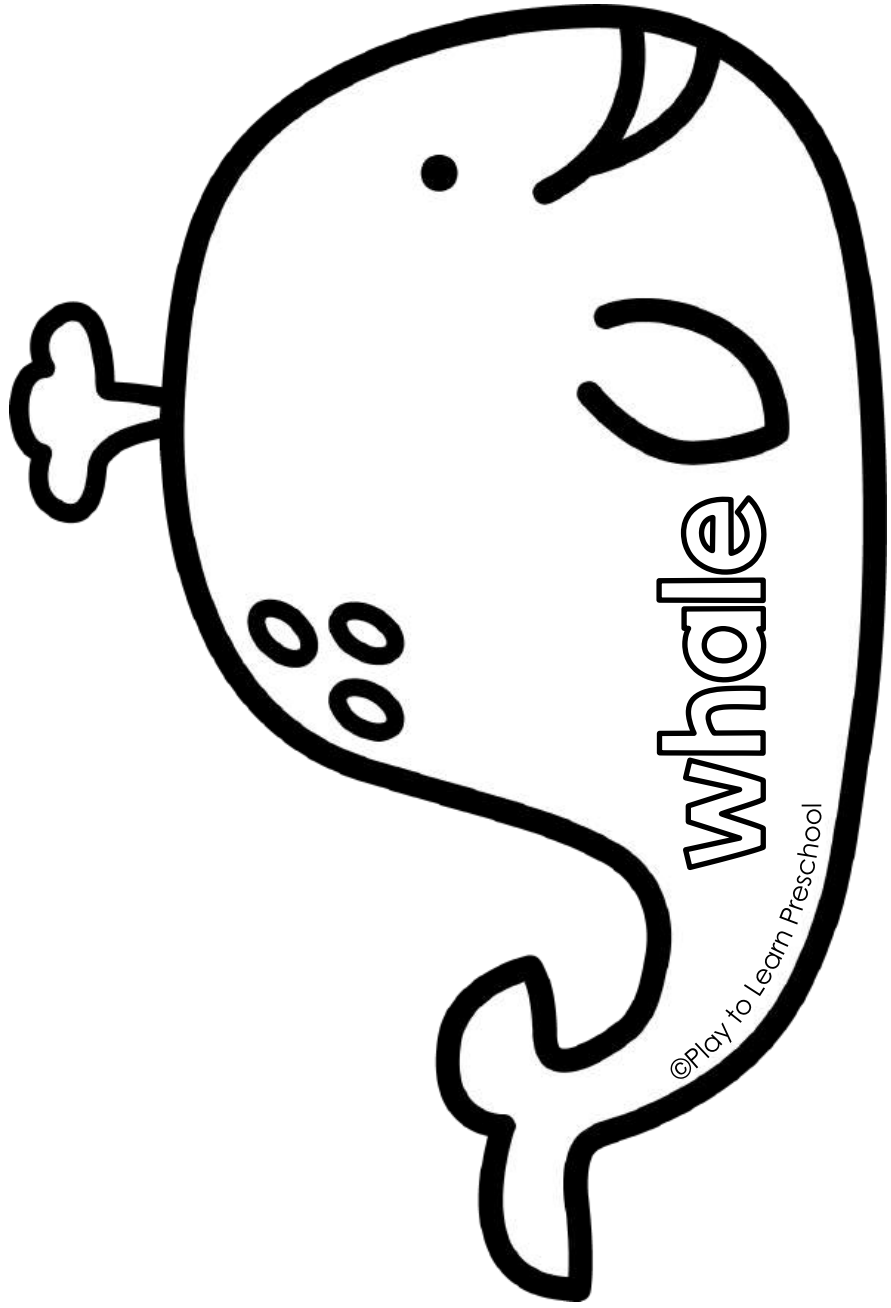
butterfly



©Play to Learn Preschool

moon

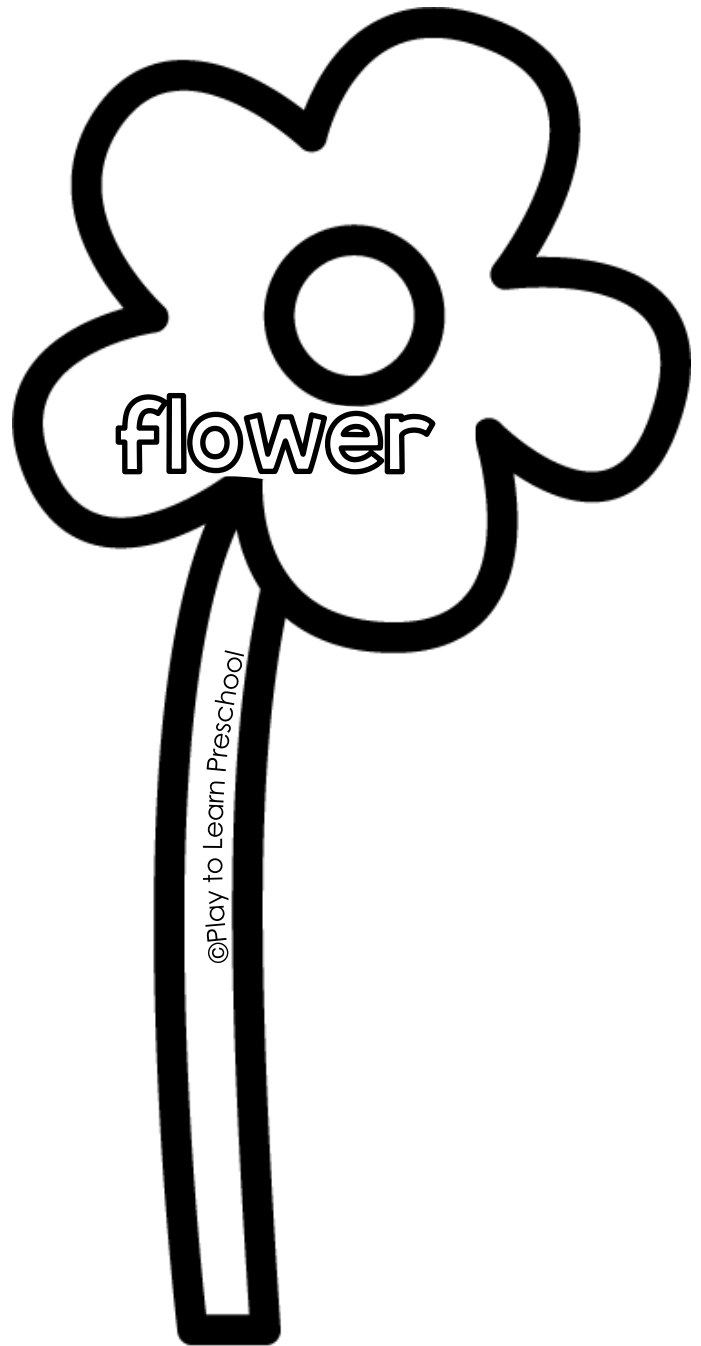




square

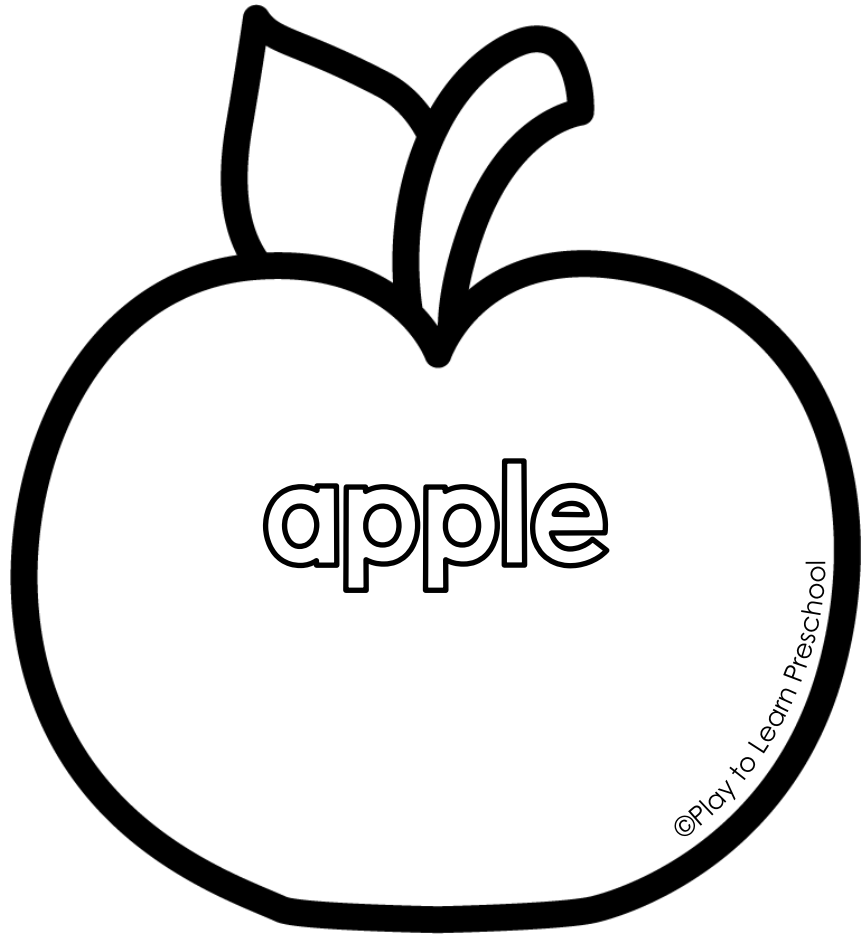
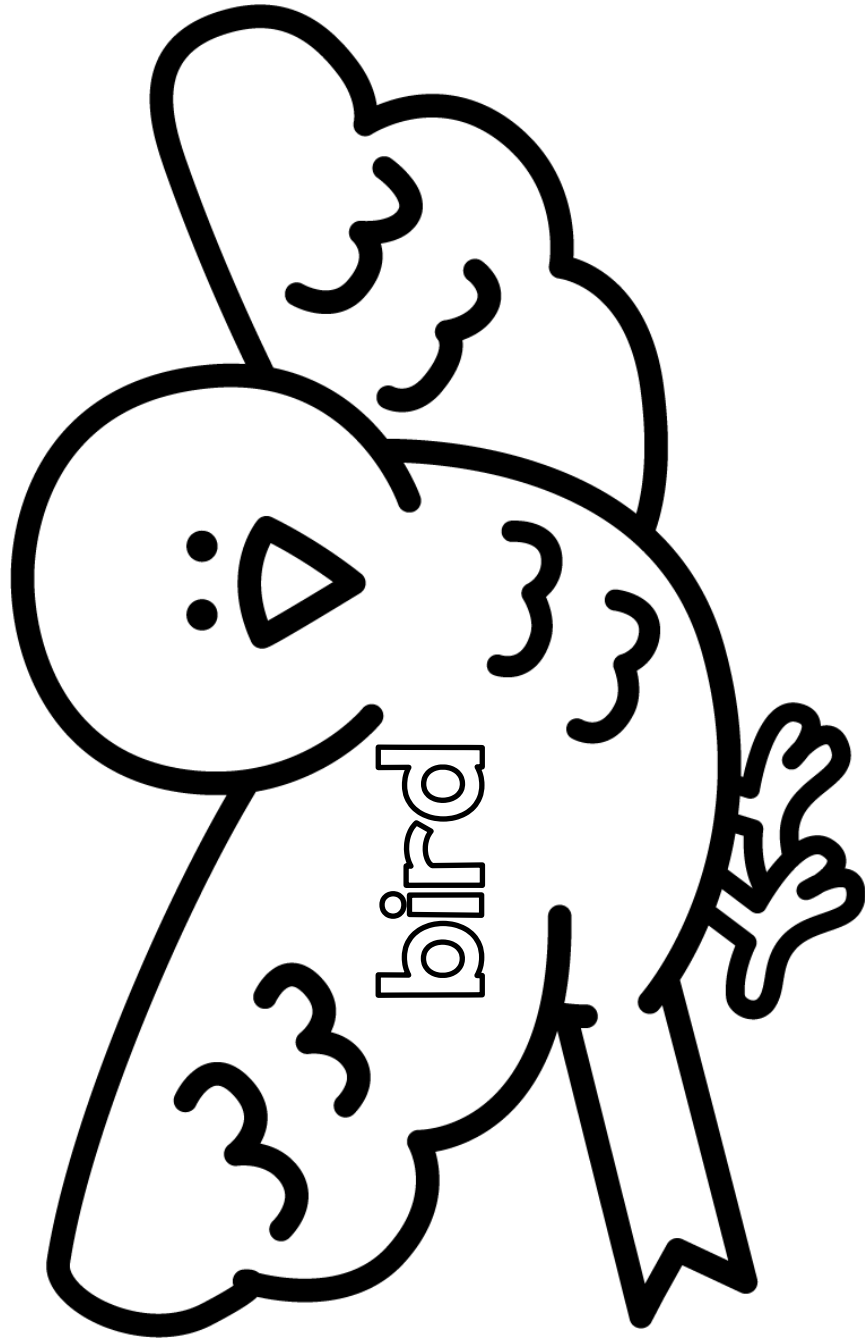


giraffe

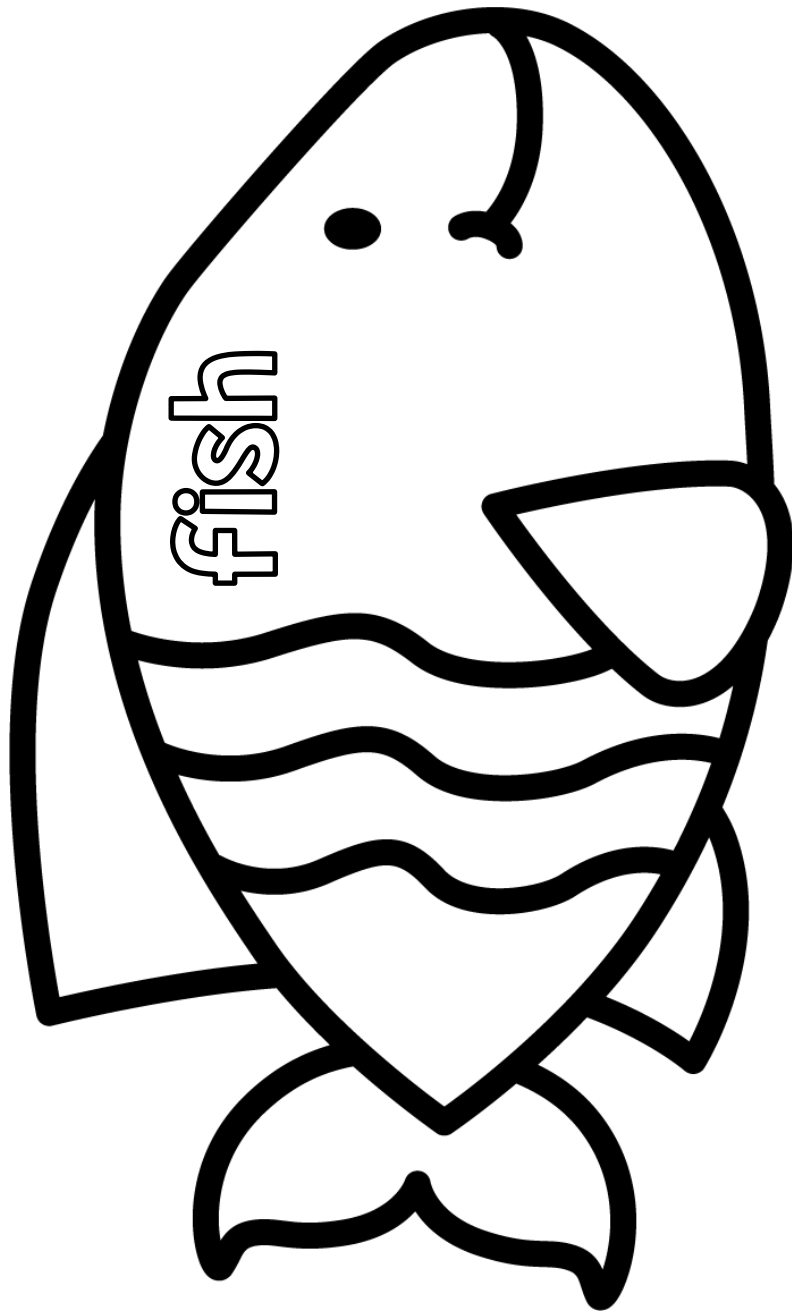


flower

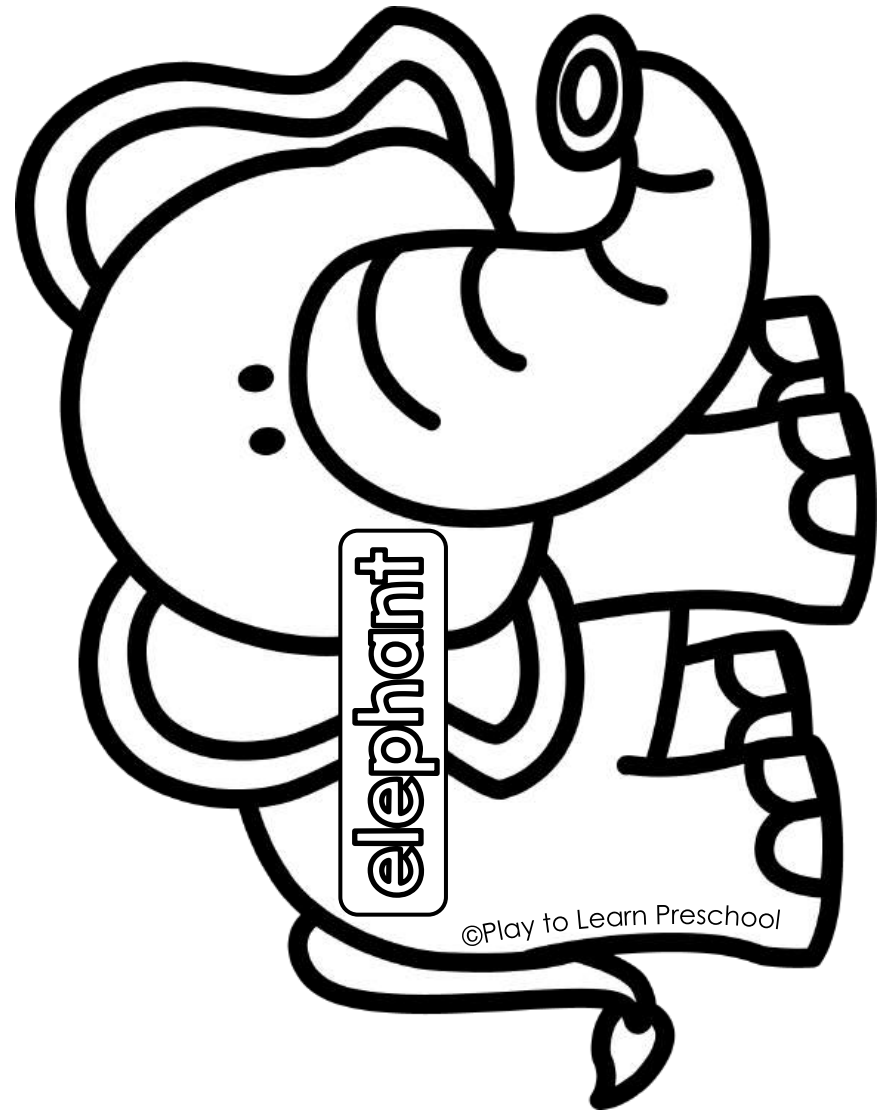
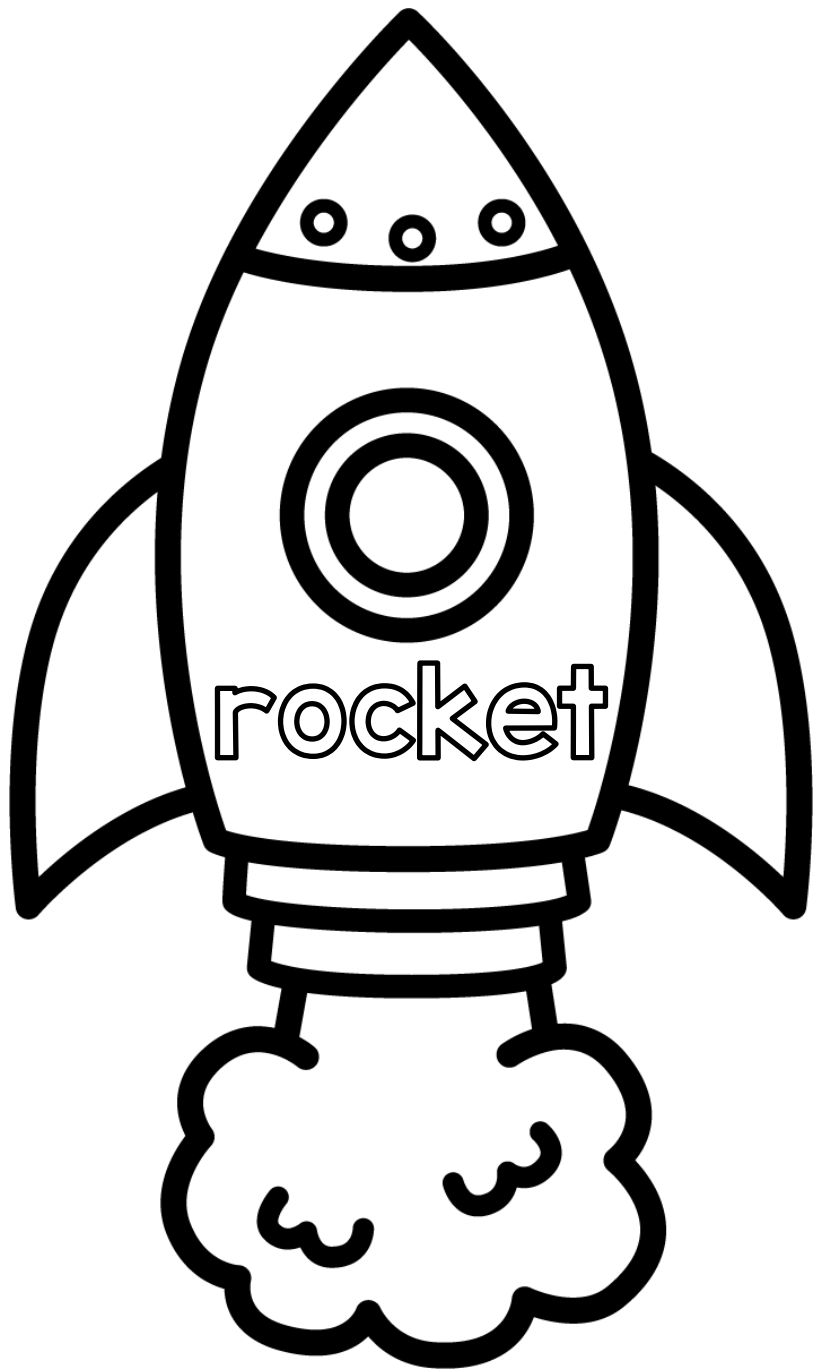
©Play to Learn Preschool



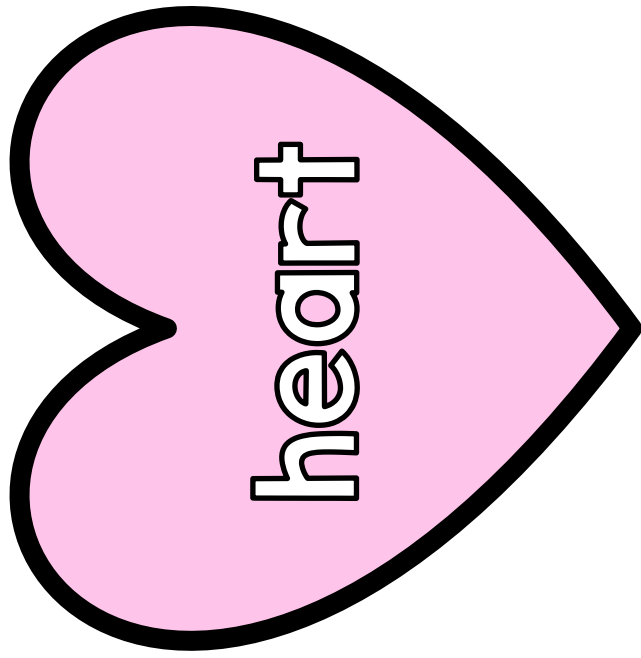
©Play to Learn Preschool



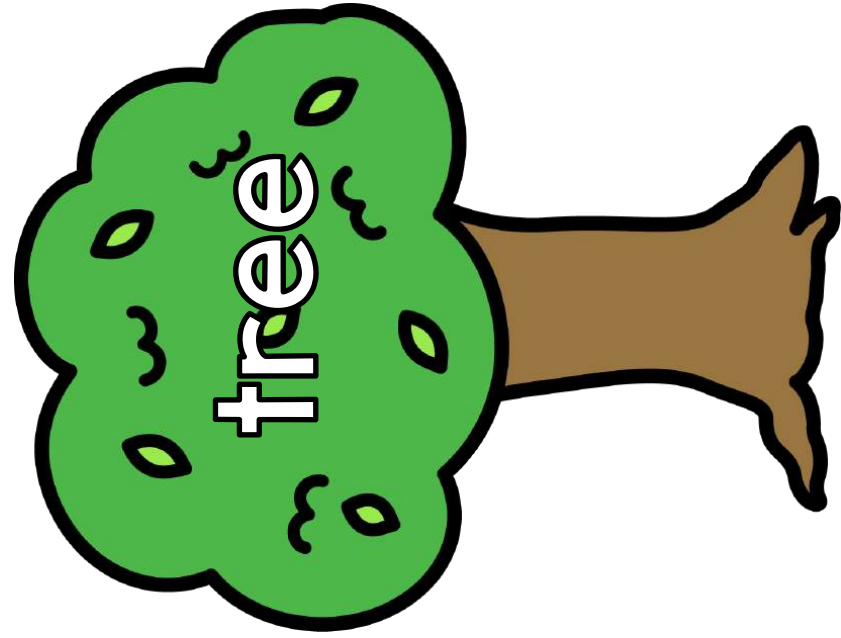
©Play to Learn Preschool



©Play to Learn Preschool



Shadow Shapes



Shadow Shapes

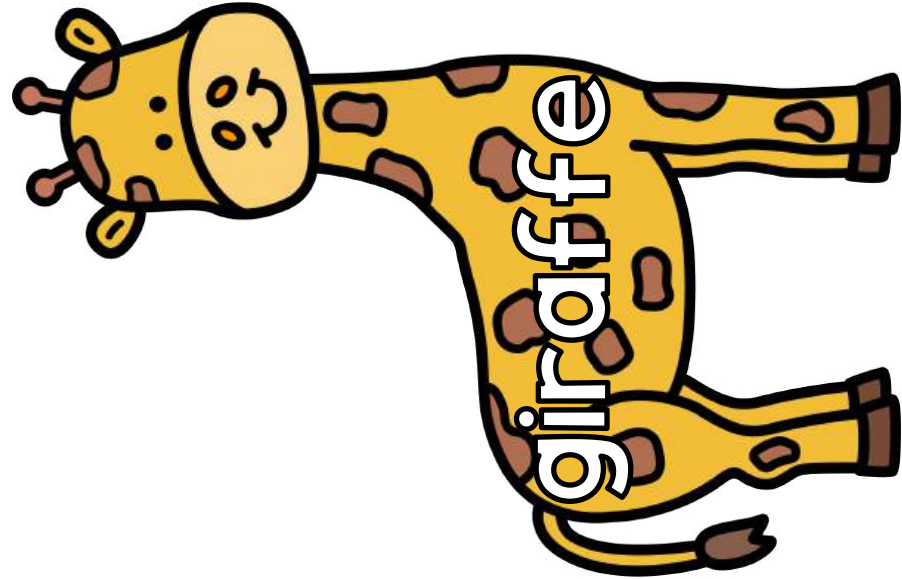
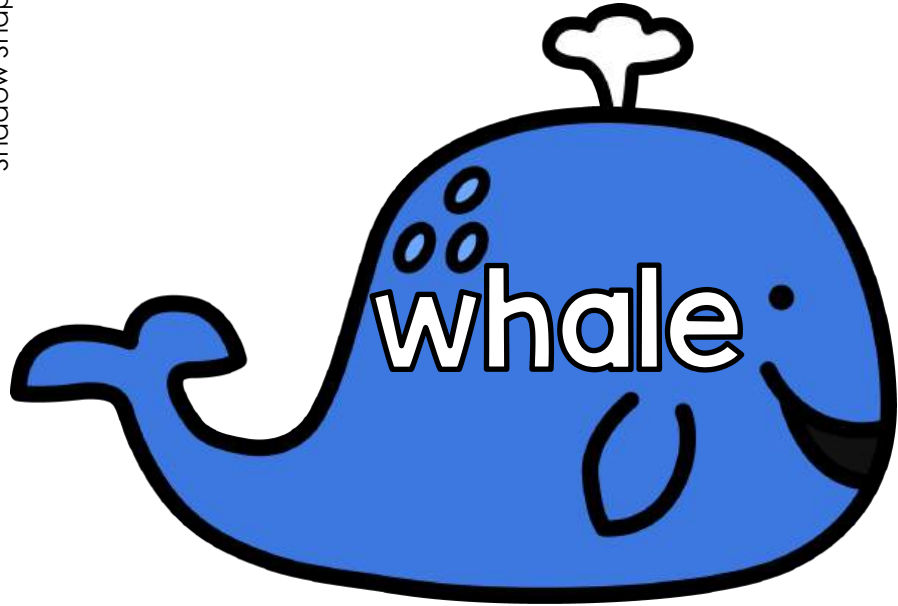
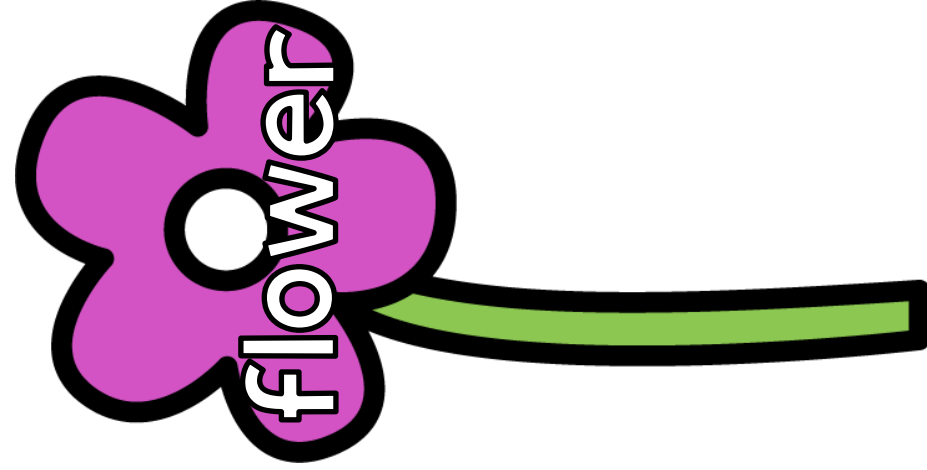


Shadow Shapes



Shadow Shapes

square

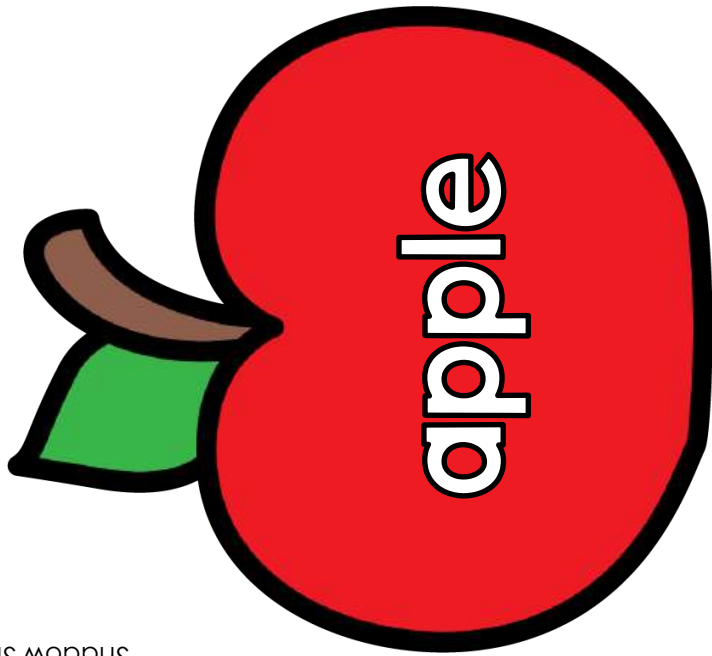


Shadow Shapes

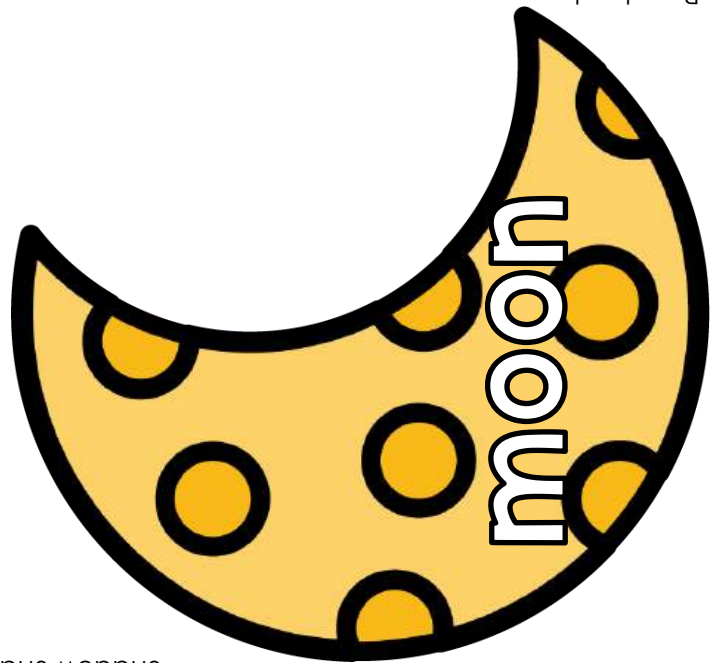
Shadow Shapes

Shadow Shapes

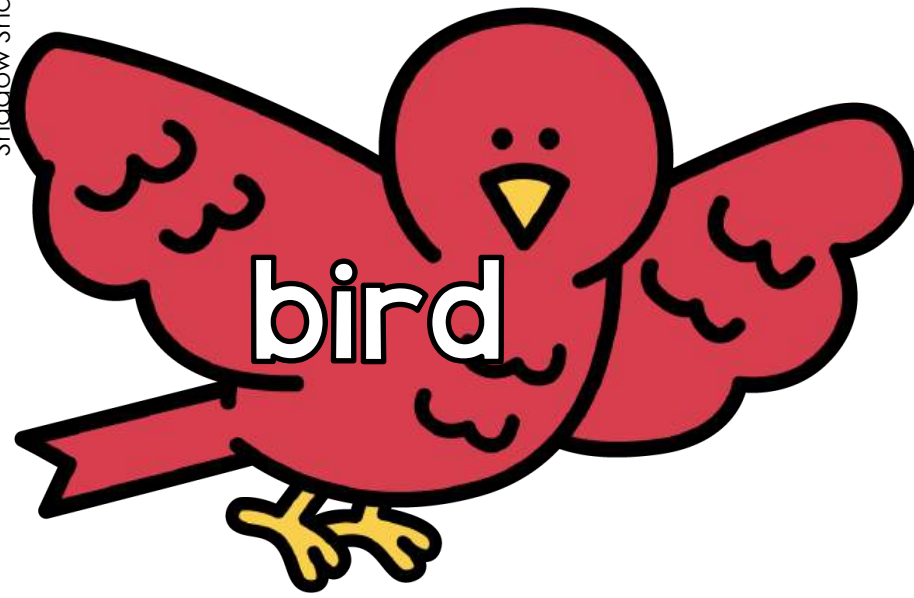
Shadow Shapes



Shadow Shapes



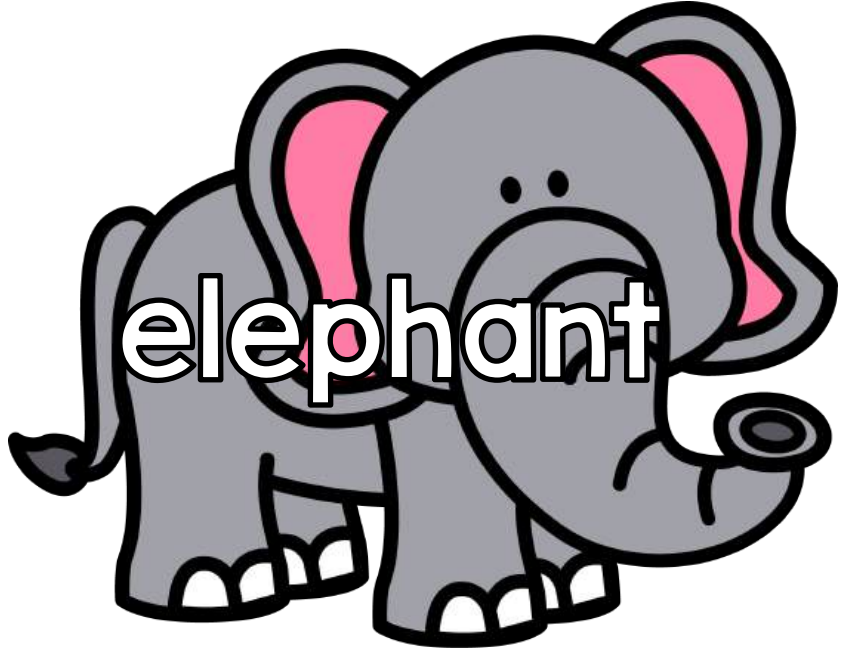
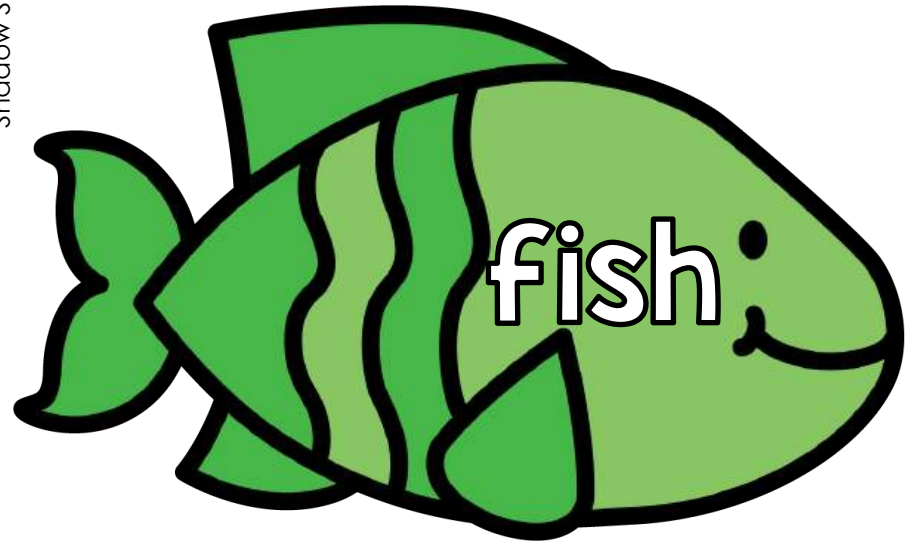
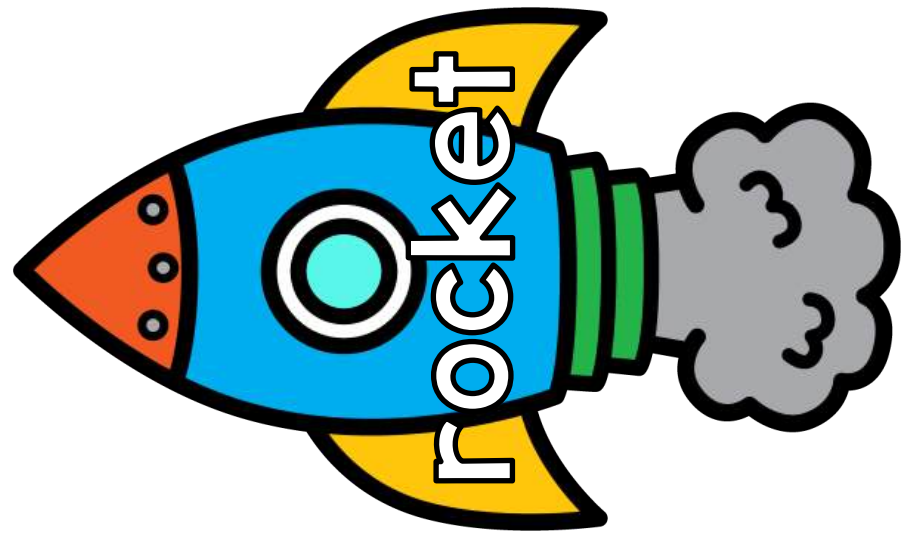
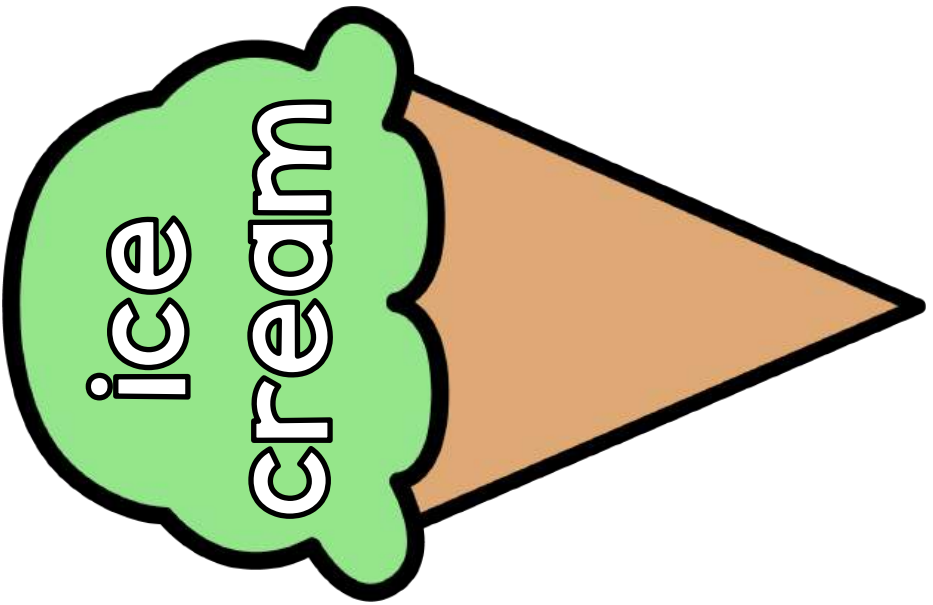
Shadow Shapes



Shadow Shapes



Shadow Shapes



Shadow Shapes

Shadow Shapes

Shadow Shapes

Shadow Shapes

Light and Color

Light helps us see color.

Day 4
lesson
plans

Light helps our eyes see colors. When it is bright, colors look clear and easy to see, but when it is dark, colors can look dull or hard to notice.

Objectives:

- The students will sort objects by property.
- The students will share and take turns with others.

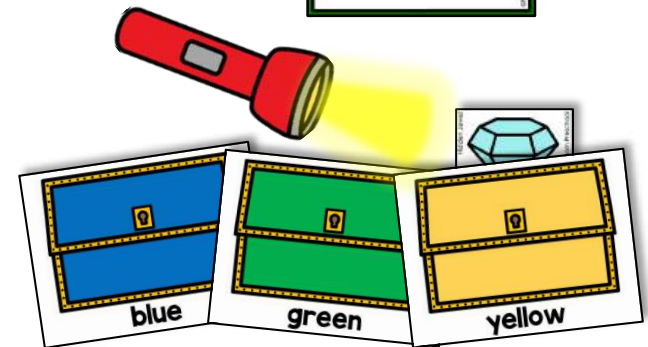
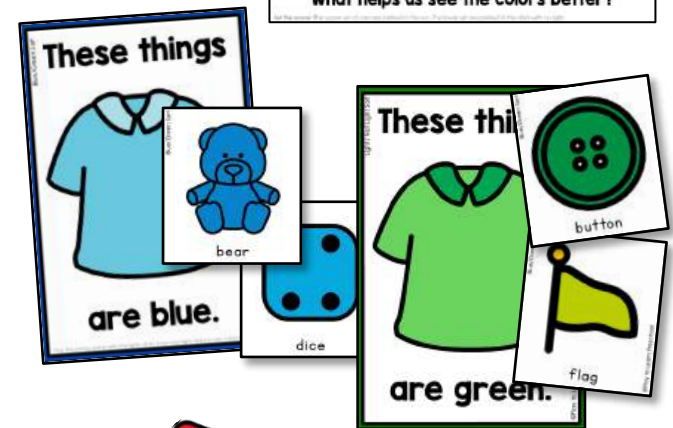
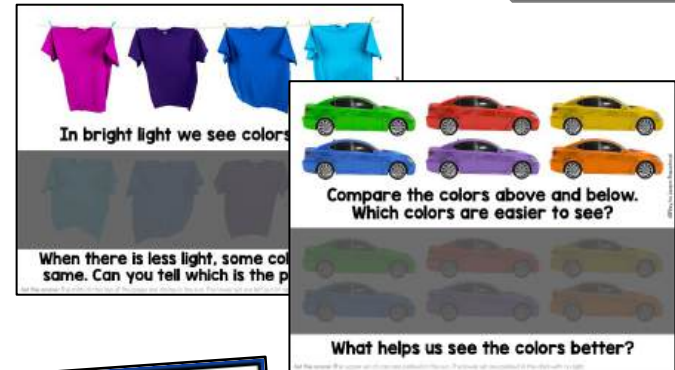
Activities:

1. Show the real pictures and be sure to read the "Set the scene" descriptions at the bottom of the page for help.
2. Bring similar colored items to circle time to sort. Turn off the lights and have students sort the items. Turn the lights on and see if the items are sorted correctly. Cards also provided for a "Blue/Green Sort" in the dark.
3. Play the "Where's the Hidden Jewel" Carpet Game.

Extension Idea: Place translucent manipulatives on the light table and let students explore the colors with the table light on and off as well as the classroom lights on and off. When are the colors brightest? Darkest?

To Play the Game:

- Line up the pictures of the treasure chests. Identify the colors together.
- *Turn off the lights* and hide the jewel under one of the chests. Recite the poem to find it.
- Children guess where the jewel is hiding by shining the flashlight on a treasure chest and identifying the color of the chest.





In bright light we see colors clearly.



When there is less light, some colors look the same. Can you tell which shirt is purple?

Set the scene: The shirts at the top of the page are drying in the sun. The lower set are left out at night in the dark.



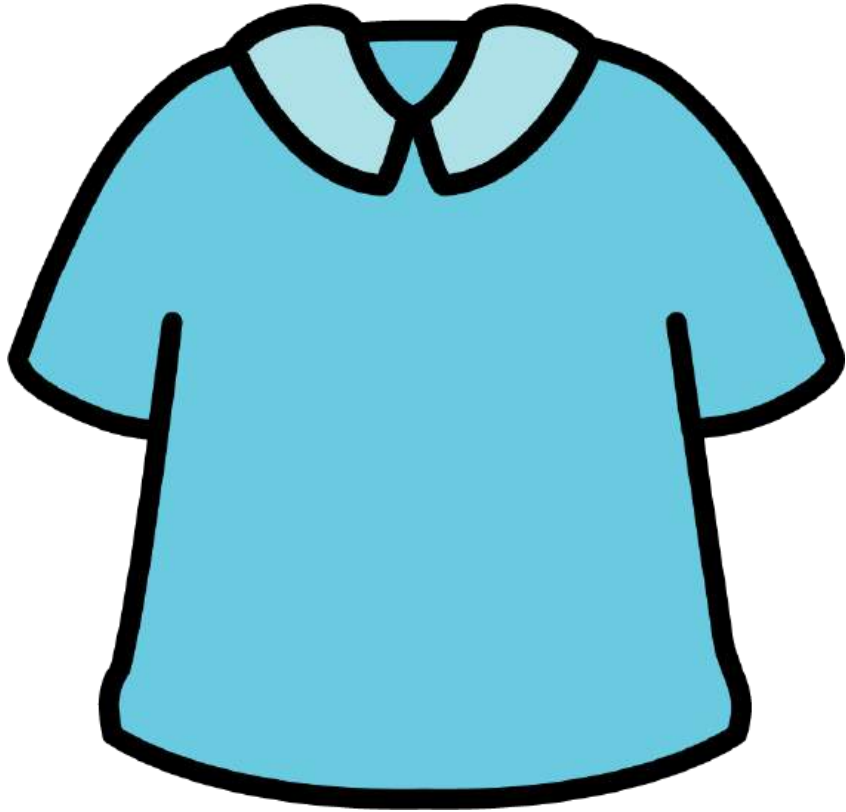
**Compare the colors above and below.
Which colors are easier to see?**



What helps us see the colors better?

Set the scene: The upper set of cars are parked in the sun. The lower set are parked in the dark with no light.

These things



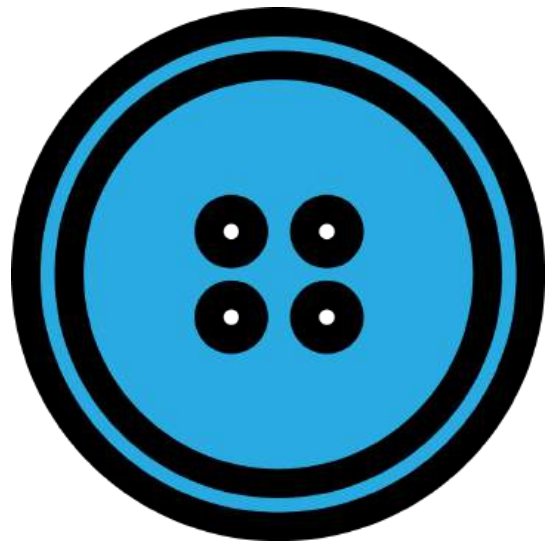
are blue.

Play this sorting game with the lights off to show how light helps us see colors better.

These things



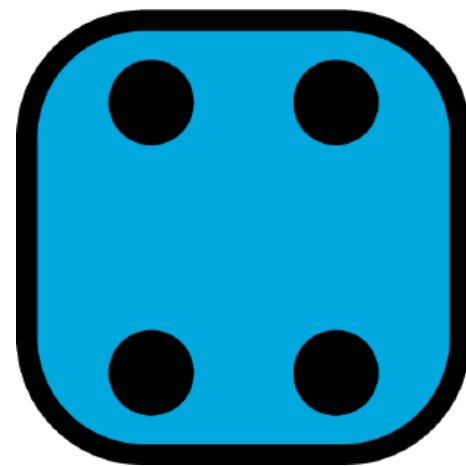
are green.



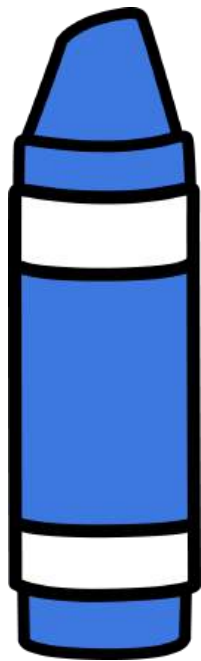
button



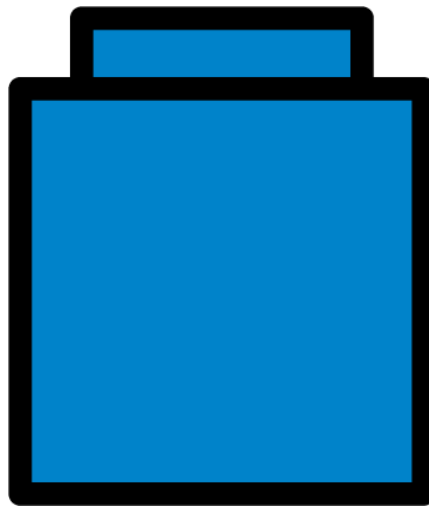
bear



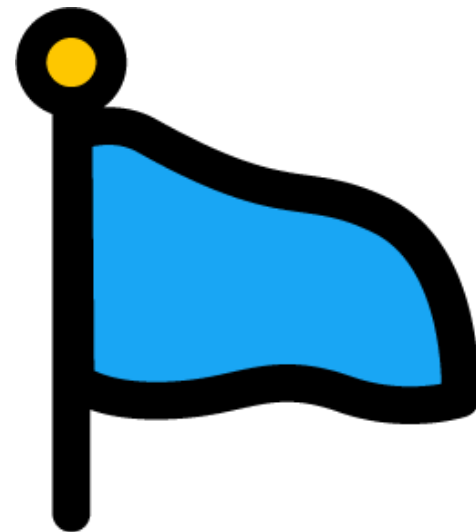
dice



crayon

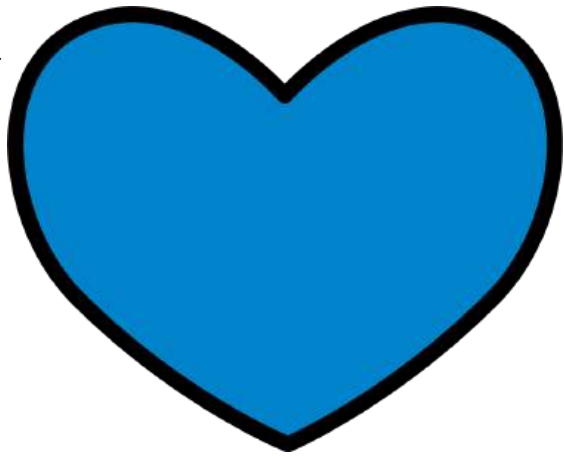


math cube



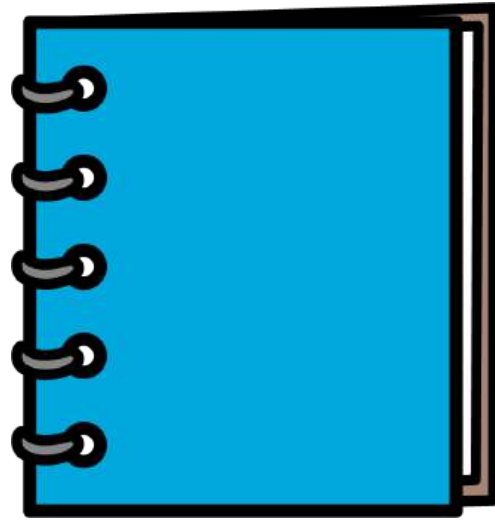
flag

Blue/Green Sort



heart

Blue/Green Sort



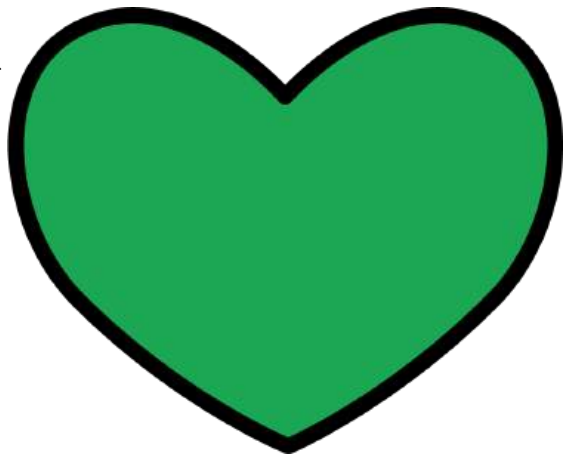
notebook

Blue/Green Sort



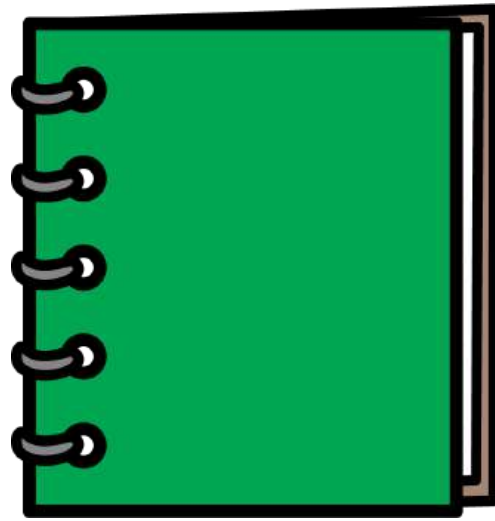
bus

Blue/Green Sort



heart

Blue/Green Sort

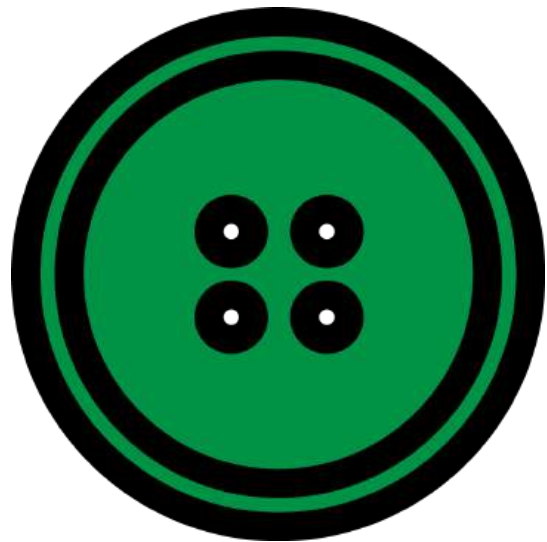


notebook

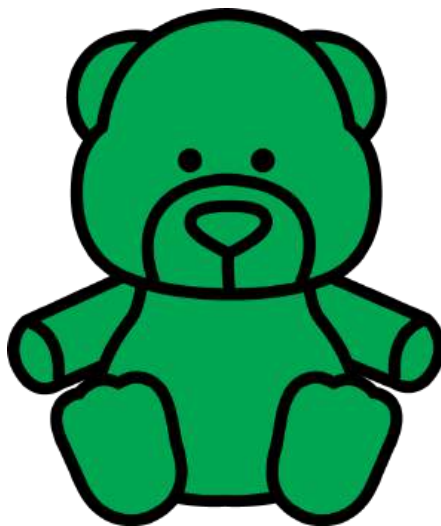
Blue/Green Sort



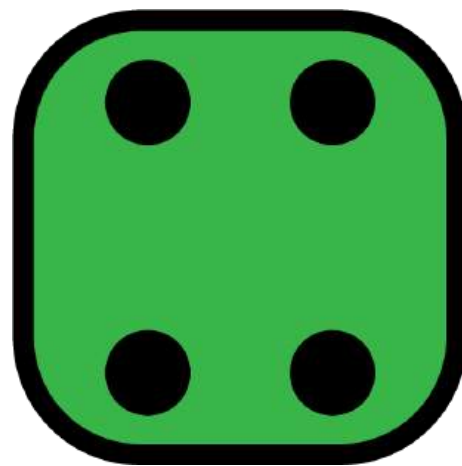
bus



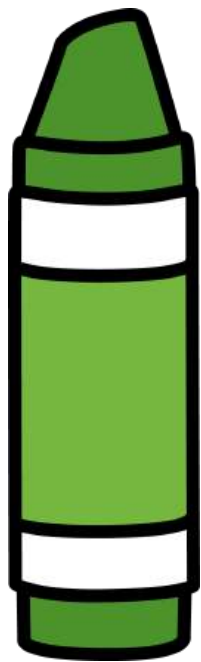
button



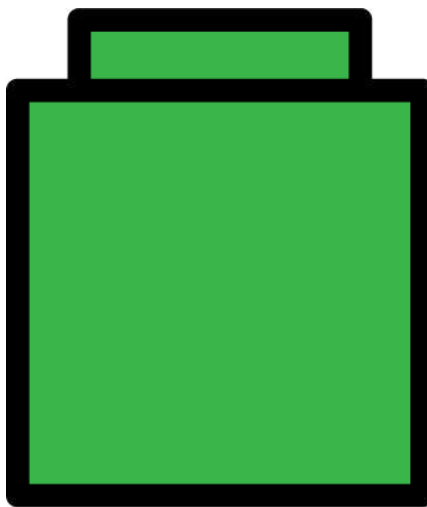
bear



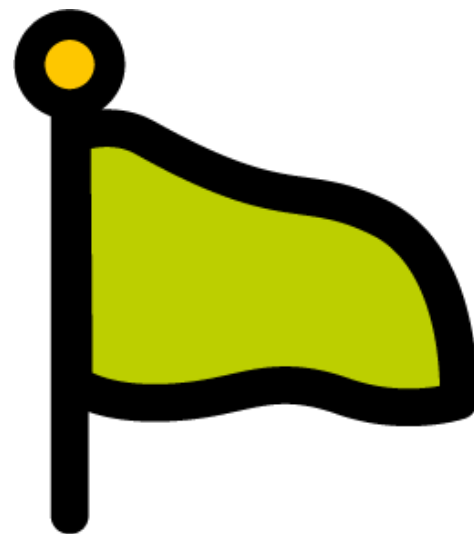
dice



crayon



math cube

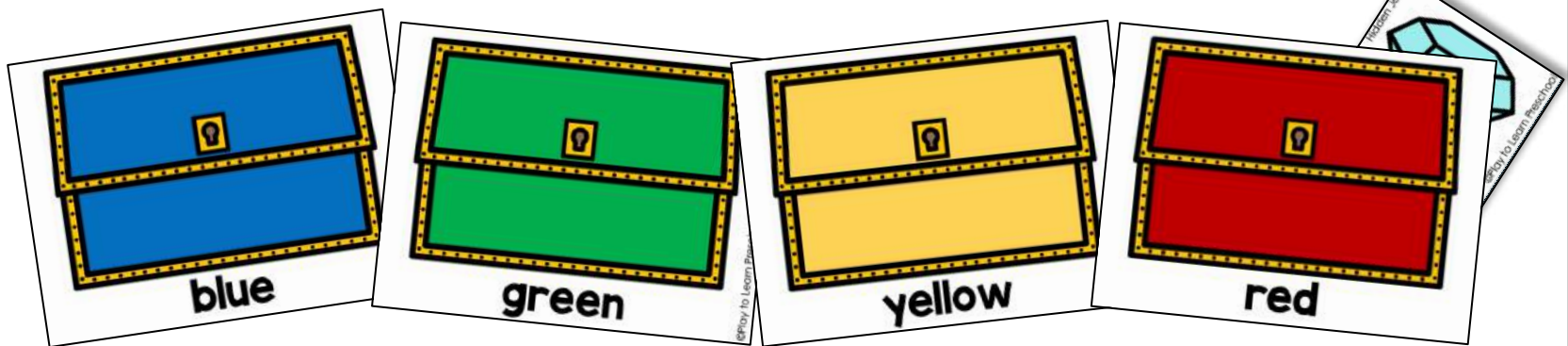


flag

Hidden Jewel

Carpet Game

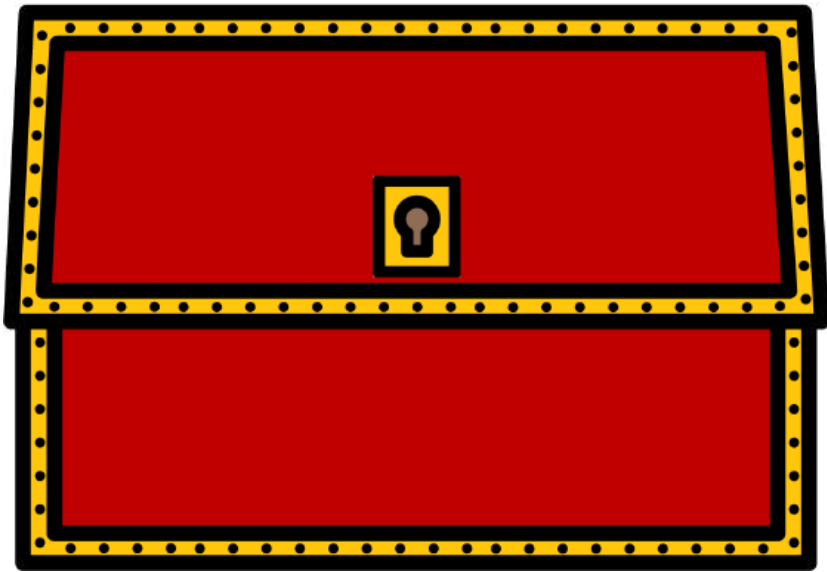
Jewel, jewel, hide and seek
Under a color, what a sneak!



Pick a color, quick as can be.
Where's the jewel?
Let's look and see.

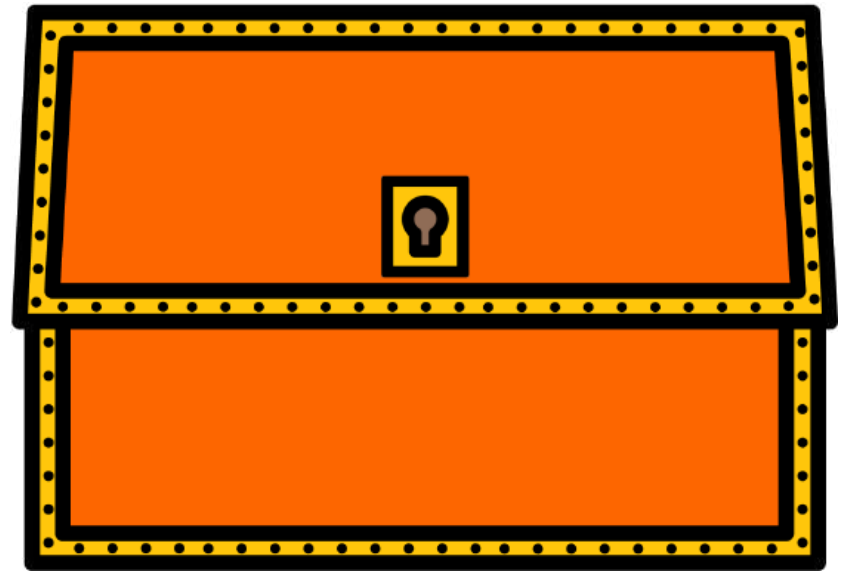
Play this game in the dark. The student chooses where the jewel is hidden by shining the flashlight on the treasure chest and naming the color.

Hidden Jewel



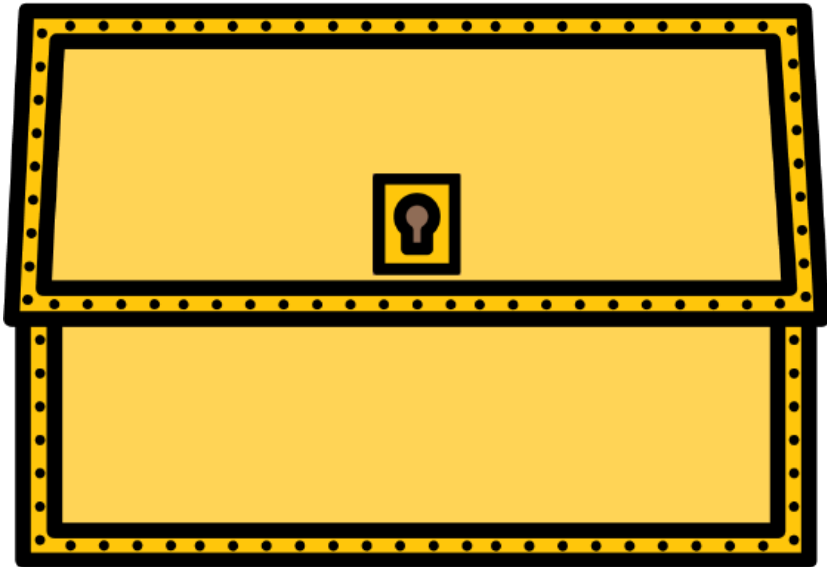
red

Hidden Jewel



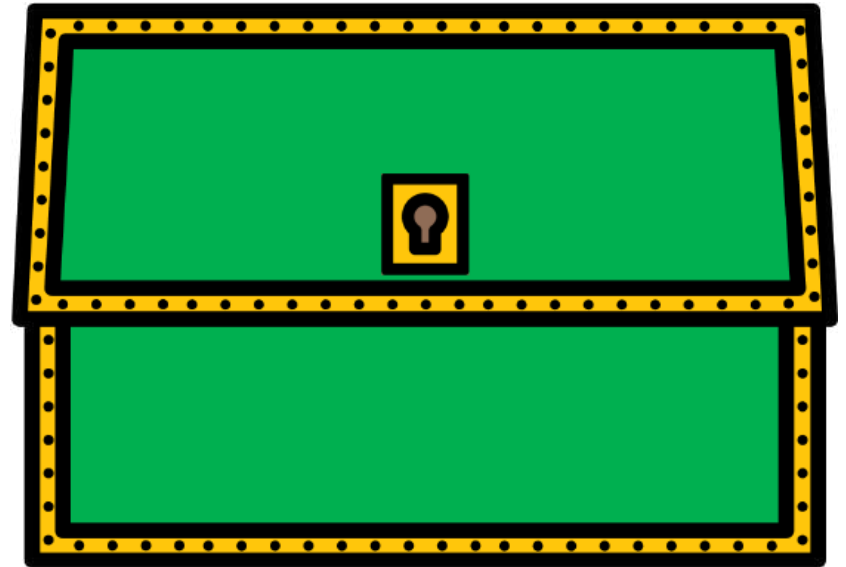
orange

Hidden Jewel



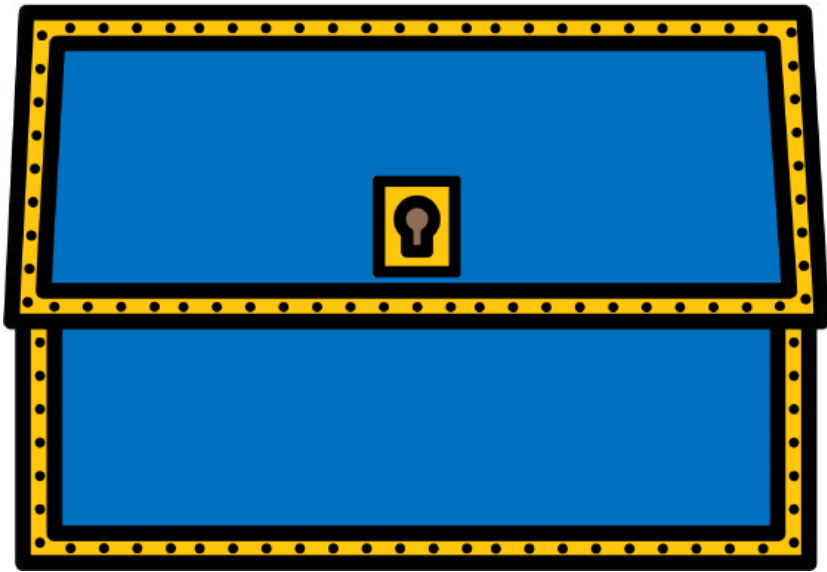
yellow

Hidden Jewel



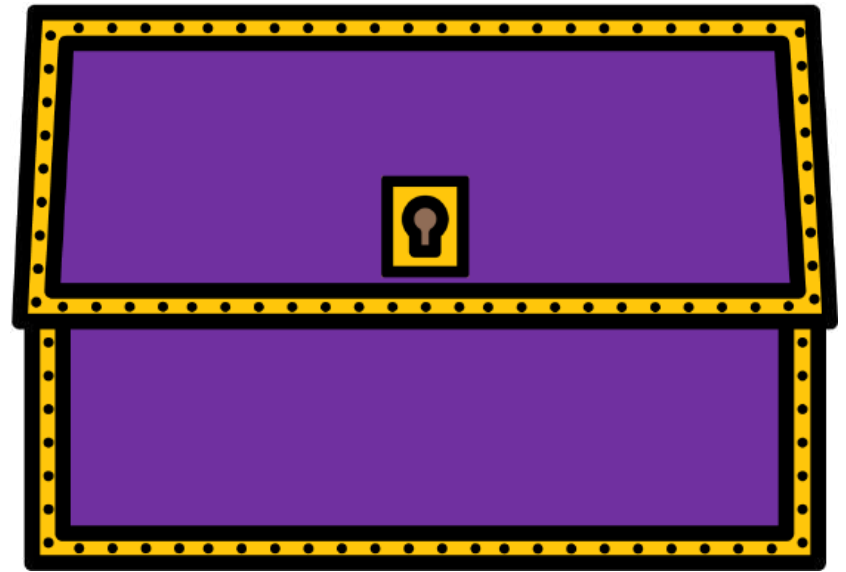
green

Hidden Jewel



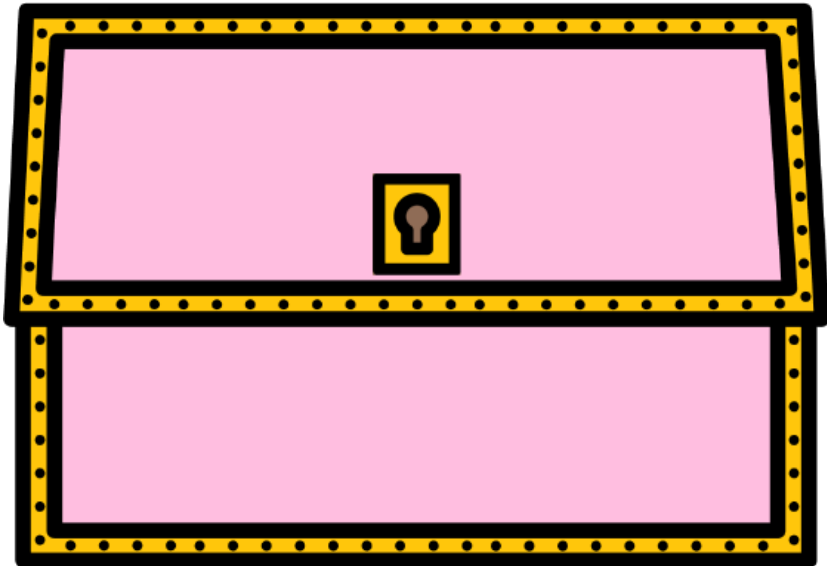
blue

Hidden Jewel



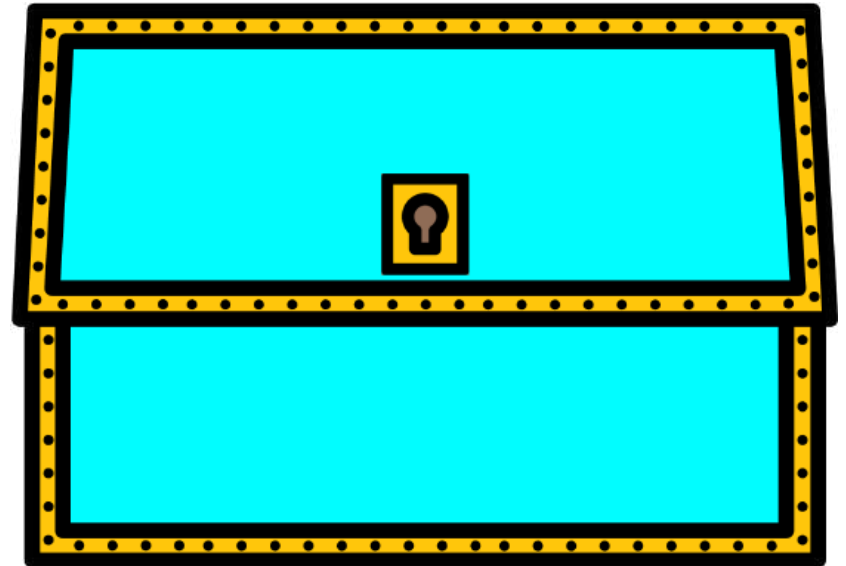
purple

Hidden Jewel



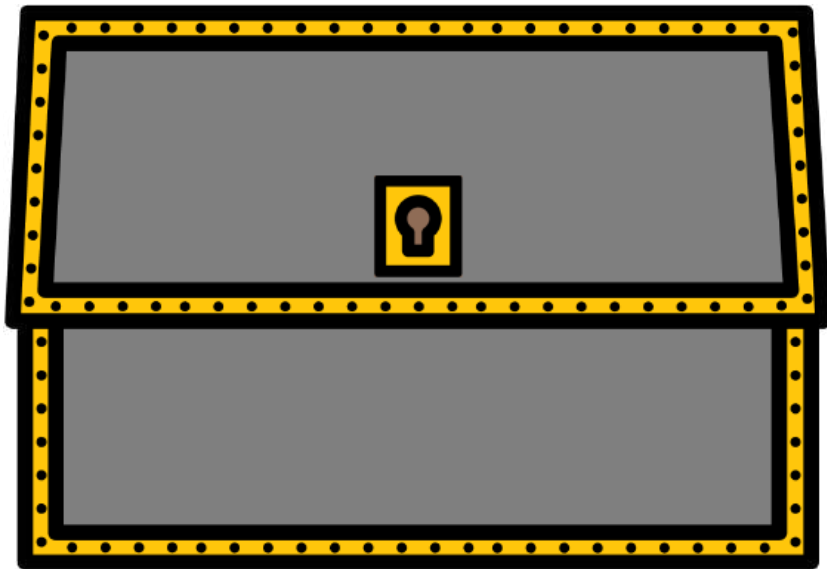
pink

Hidden Jewel



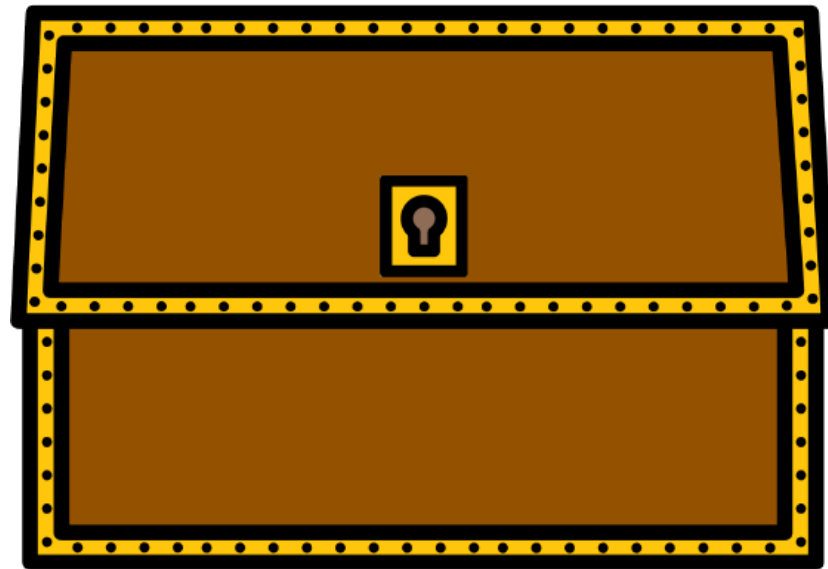
turquoise

Hidden Jewel



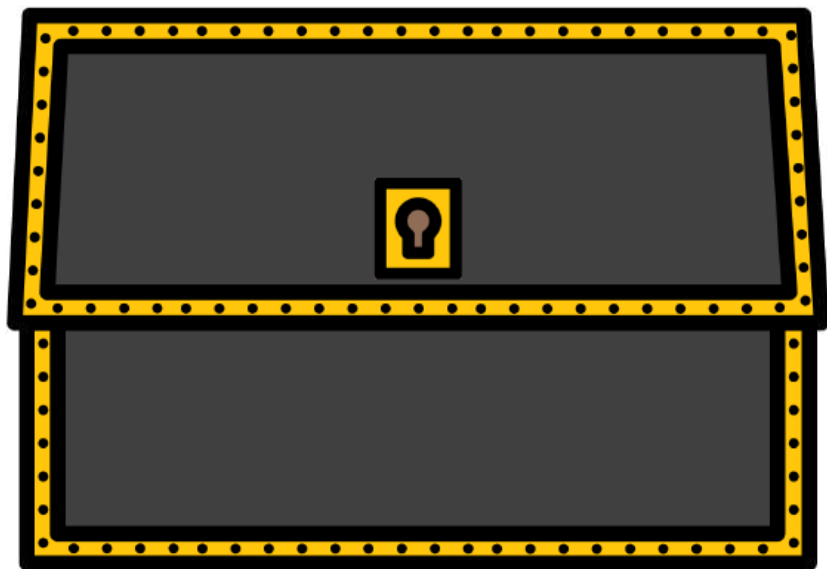
gray

Hidden Jewel



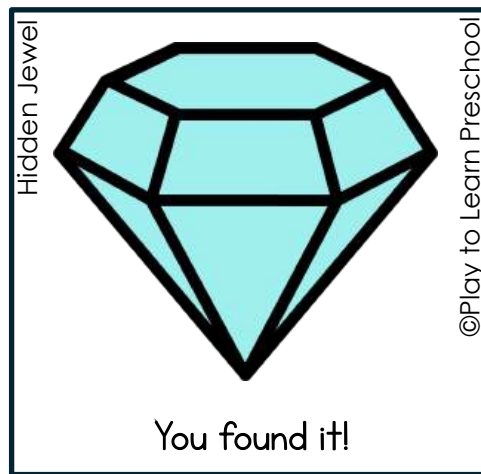
brown

Hidden Jewel



black

©Play to Learn Preschool



Hidden Jewel

©Play to Learn Preschool

You found it!

Day and Night

Light changes throughout the day.

During the day, the sun gives us sunlight, and the world looks bright. At night, the sun goes away, and it is much darker. We may need lamps or other lights to help us see. Many of our daily routines change depending on whether it is day or night.

Objectives:

- The students will answer questions.
- The students will take on pretend rolls.

Activities:

1. Look at the real pictures of day and night activities. Ask students to share their nighttime routines.
2. Take a poll, "Would you rather play during the day or night?" Students use sticky notes or name cards to respond on a pocket chart or bar graph.
3. Play charades. Student picks a card and the class acts it out together.

Extension Idea: Host a Pajama Day to extend learning about nighttime routines. Children compare daily patterns and make connections to day and night routines.



Would you prefer to play outside during the day or night?

day	night
Abe	Edward
Buffy	Selene
rt	Blade



We play outside during the day.





We sleep at night when it is dark outside.

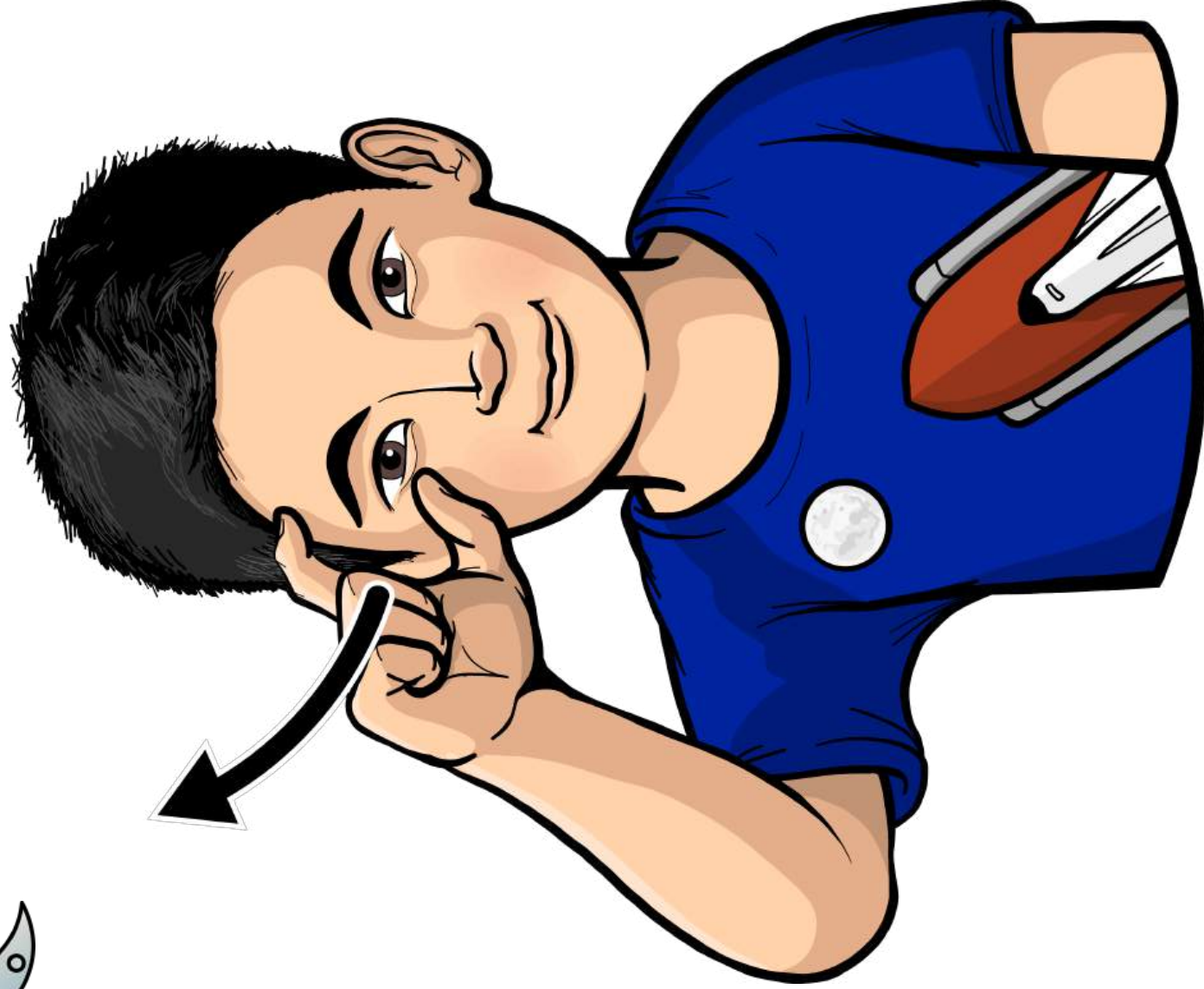


Would you rather play during the day or night? Which way is safer?



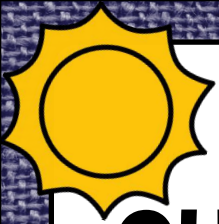


Moon



Use the thumb and index finger to make the letter "C." Start at the corner of the eye and move the "C" up into the sky.

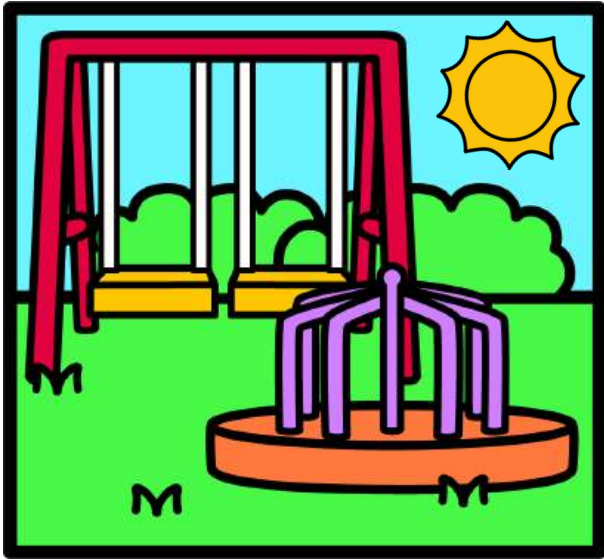
Note the difference between the ASL sign for sun and moon is the hand. Use the whole hand for signing sun, and just the thumb and pointer finger for signing moon.



Would you prefer to play outside during the day or night?



Day/Night Poll



day

Day/Night Poll



night

Play Outside Day or Night Conversation Starters

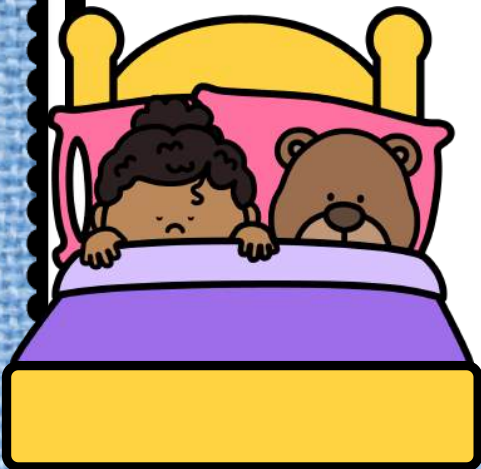
- Can we see better outside when it is day or night?
- What helps us see our friends during the day when we play outside?
- What happens if we cannot see very well outside?
- Does it feel warmer during the day or night? Why?
- If we want to collect leaves or bugs, would we see them better during the day or night?
- If we go outside and it is very dark, what would we need to help us see better?

Day or Night?

Charades

Day or night.
What will it be?
Choose a card.
Let's look and see.

Student chooses a card and the class acts it out together, then decides if it is a day or night activity.





yawning



brushing



putting on pajamas



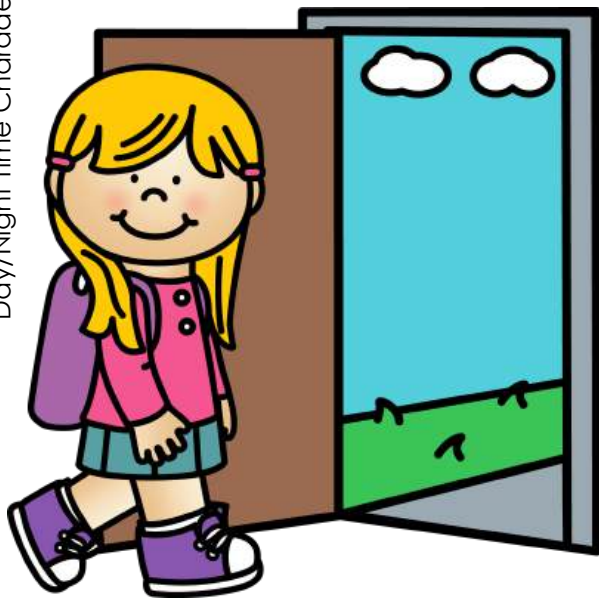
turning on a lamp



reading
bedtime story



sleeping



going to school



playing basketball
outside



swimming



eating breakfast



riding a scooter



putting on
sunscreen

Centers

- Line Tracing
- Shape Sorting
- Writing Practice
- Visual Discrimination
- Scavenger Hunt

Line Tracing

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

Preparation: Print and laminate these tracing cards. Alternatively, 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.

Shape Sorting

Objective: The students will sort objects by property.

Preparation: Print, laminate and cut out all pieces.

Procedure: Students choose a shape and match it to the corresponding shape shadow.

Visual Discrimination

Objective: The students will compare objects.

Preparation: Print out the cards and cut to separate.

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

"Which One is Different?"

Writing Practice

Objective: The students will write letters.

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

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

Scavenger Hunt

Objective: The students will observe objects with curiosity.

Preparation:

1. Print the scavenger hunt pages and laminate if desired to be used with a dry erase marker.
2. Post the colored 1/2 pages around the room within eye level of the students.

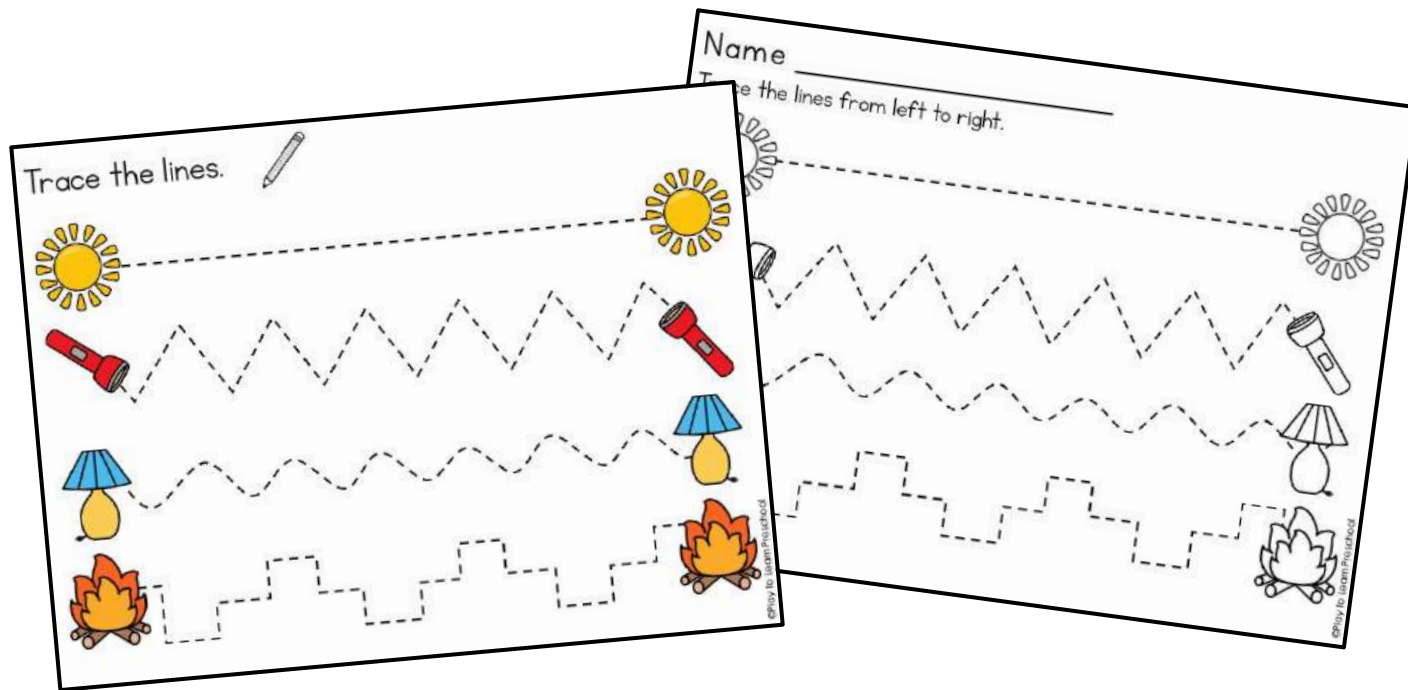
Procedure: Students pair up with a friend and search the room. They check off each item as it is found. (Smaller paper-saver pages available as well.)

Shadow Scavenger Hunt

Line Tracing

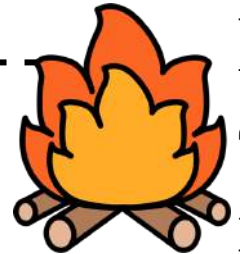
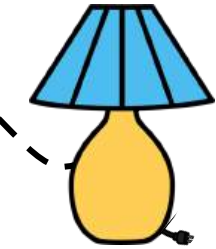
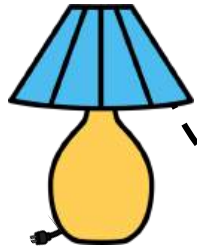
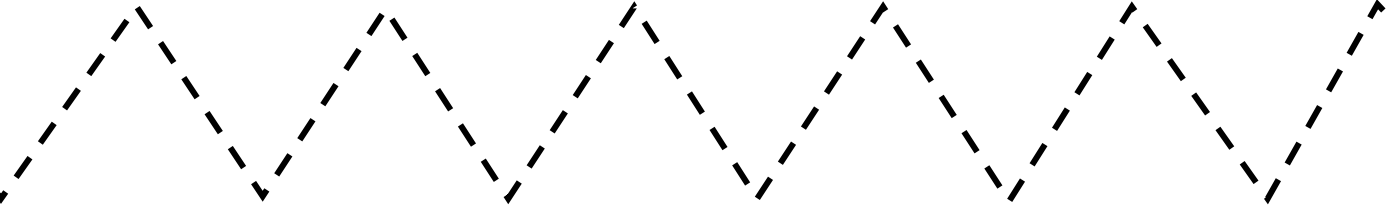
Objective: The students will use tools for writing and drawing.

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

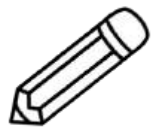


Procedure: The students will trace the dotted lines from left to right to practice fine motor skills.

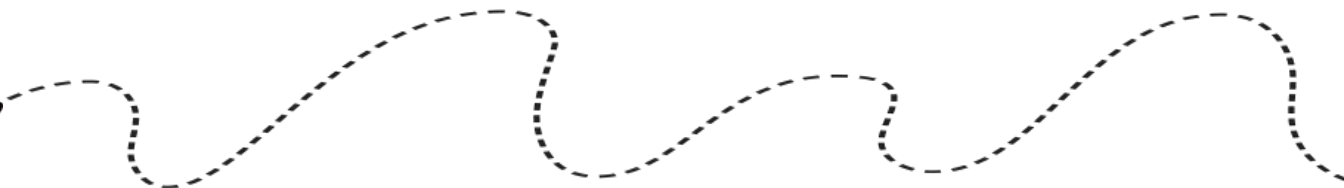
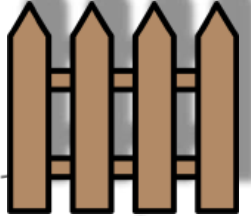
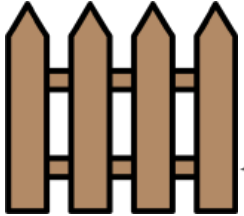
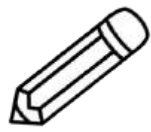
Trace the lines.



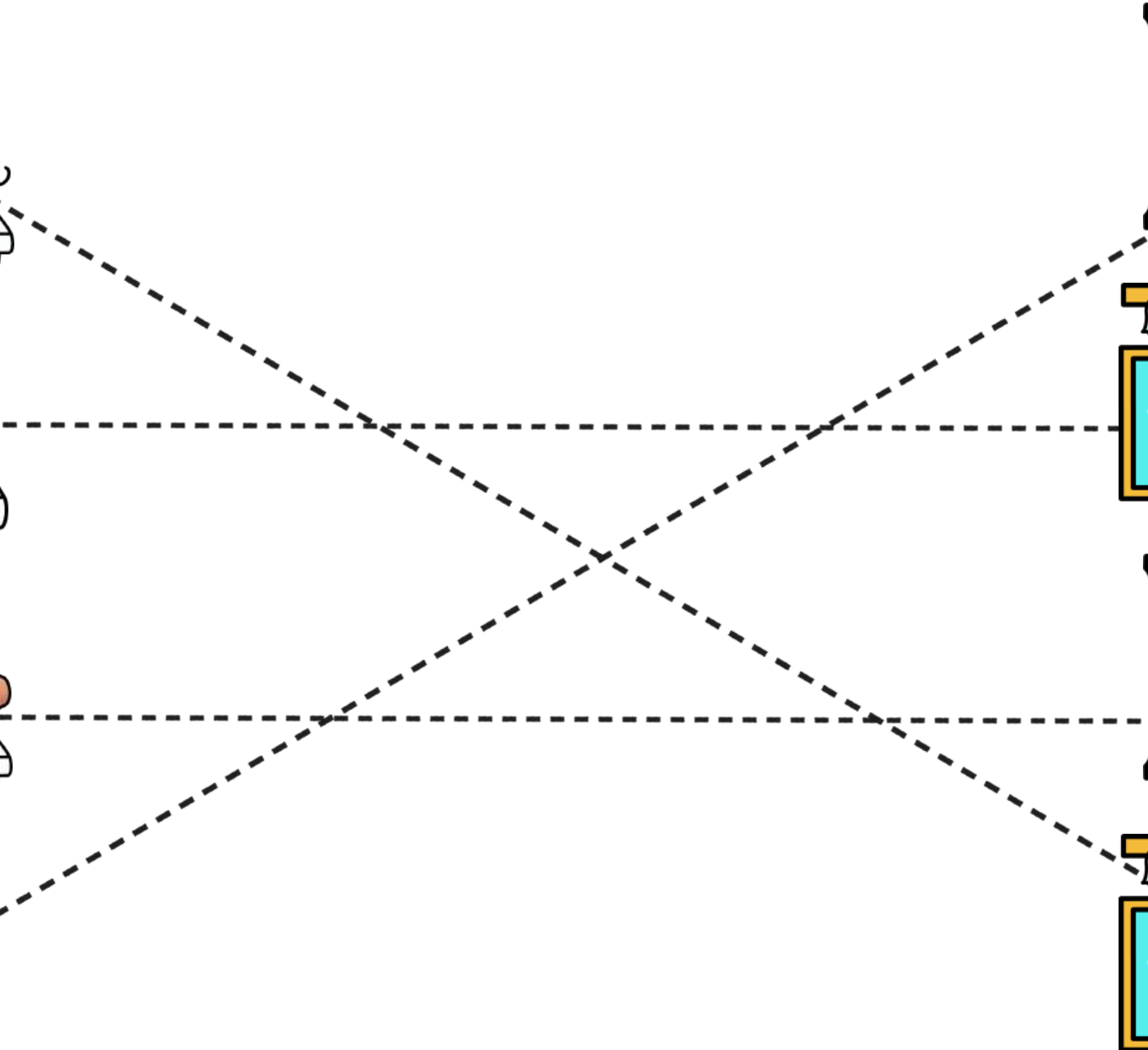
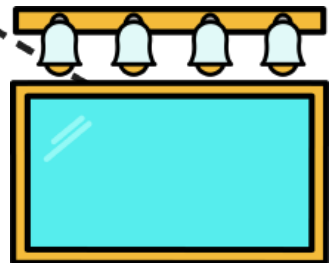
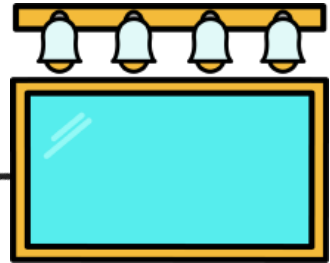
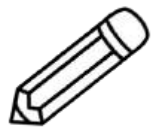
Trace the lines.



Trace the lines.

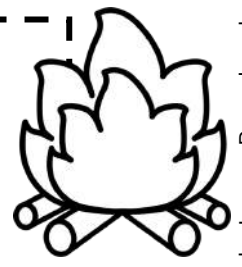
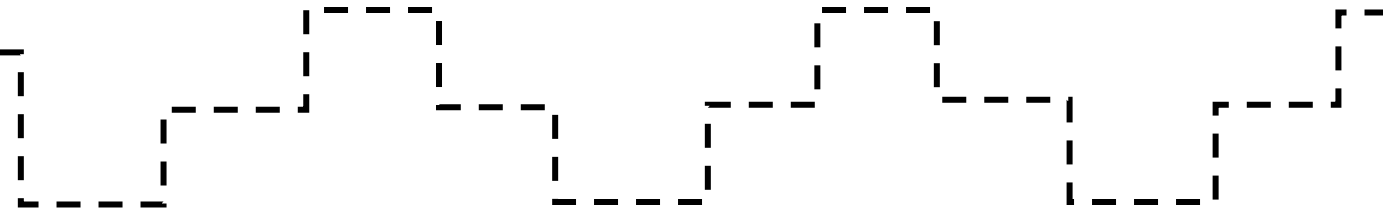
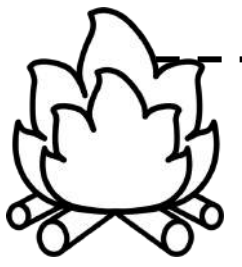
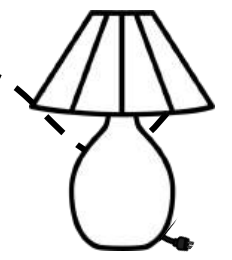
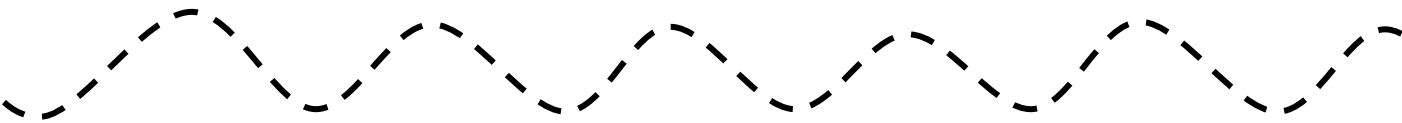
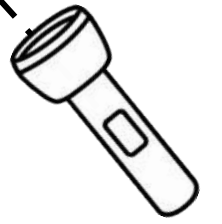
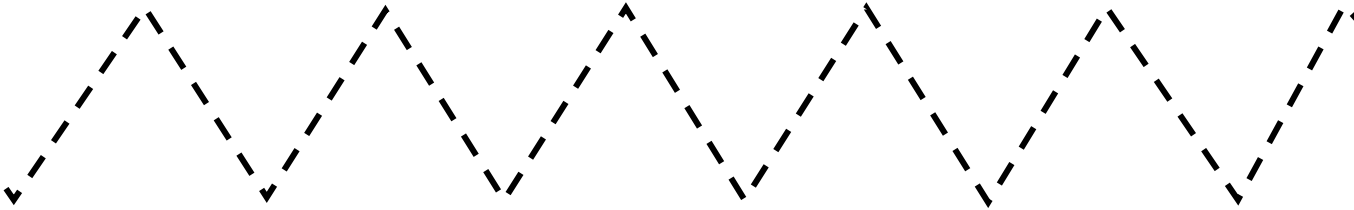
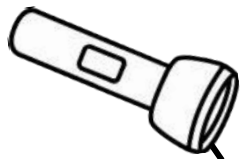
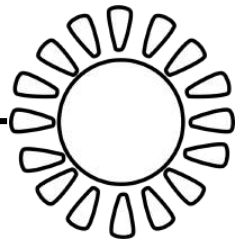
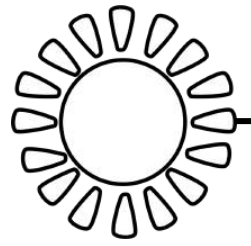


Trace the lines.



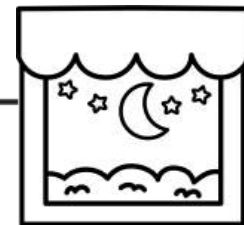
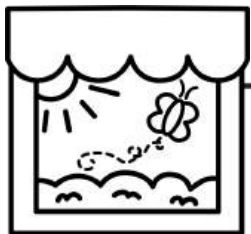
Name _____

Trace the lines from left to right.



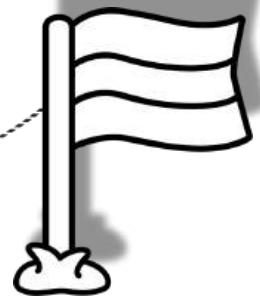
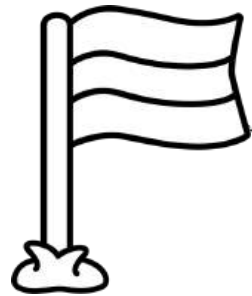
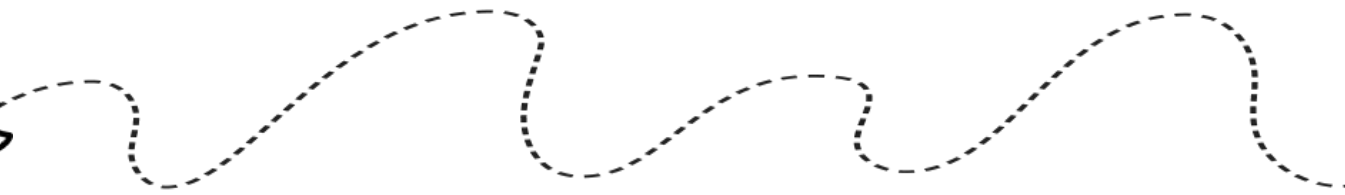
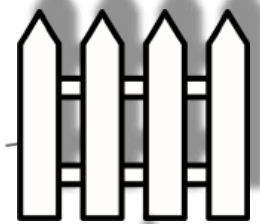
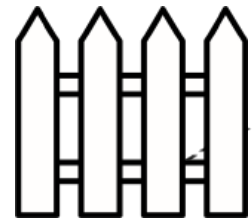
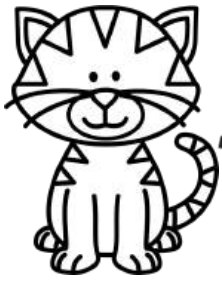
Name _____

Trace the lines from left to right.



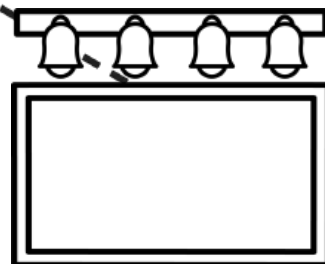
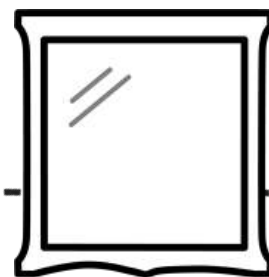
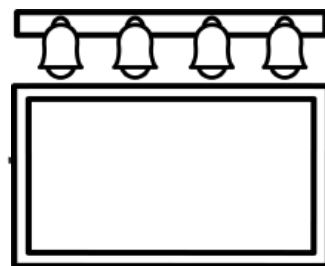
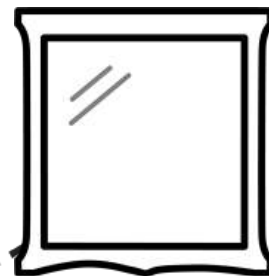
Name _____

Trace the lines from left to right.



Name _____

Trace the lines from left to right.



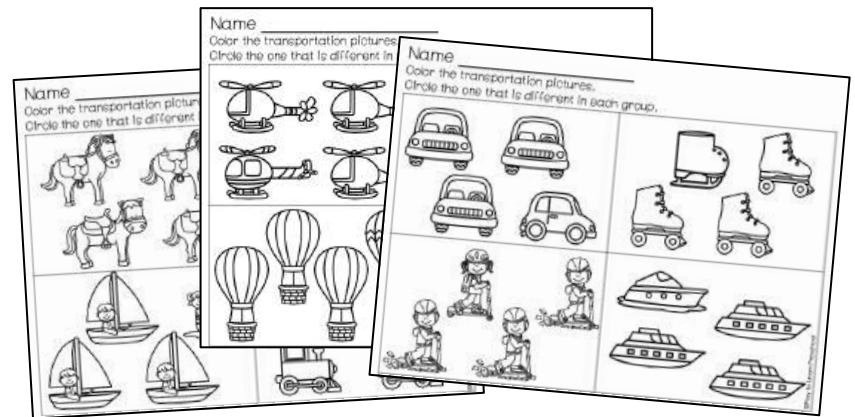
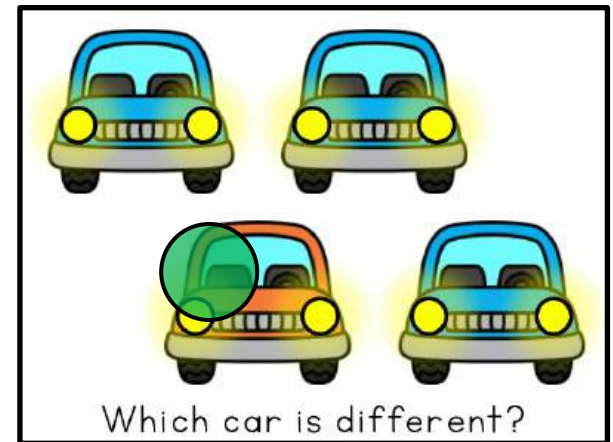
Visual Discrimination

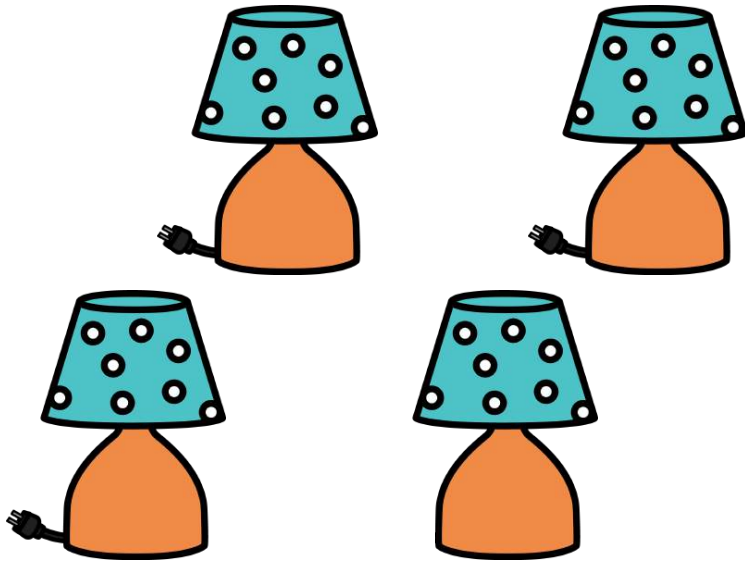
“Which One is Different?”

Objective: The students will compare objects.

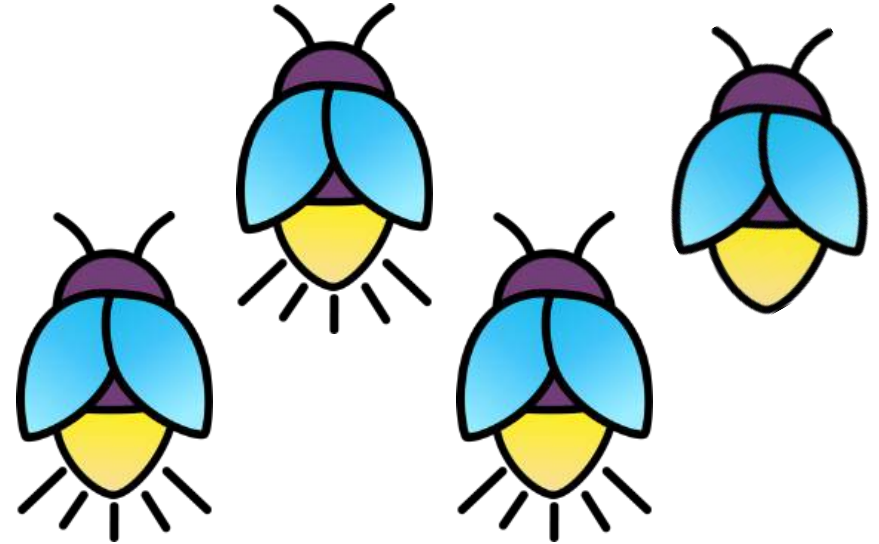
Preparation: Print out the cards and cut to separate.

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

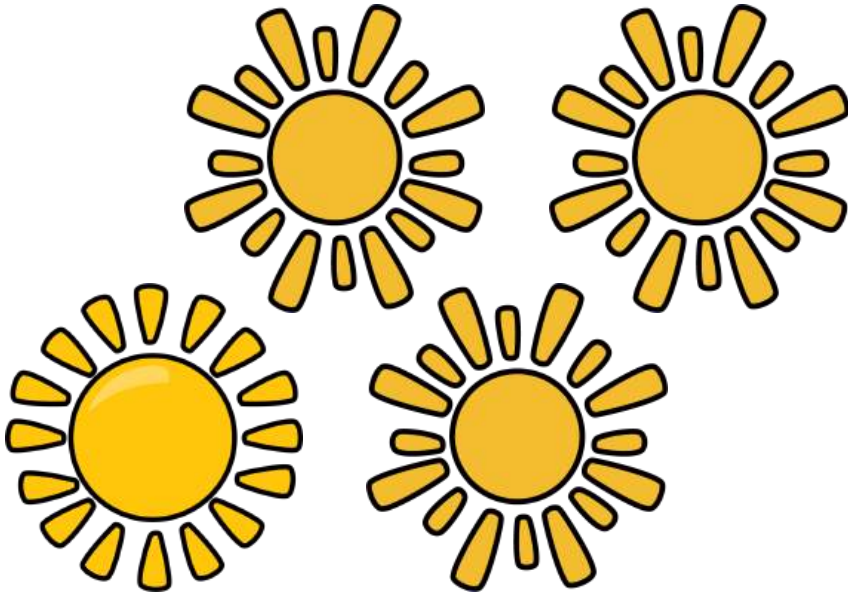




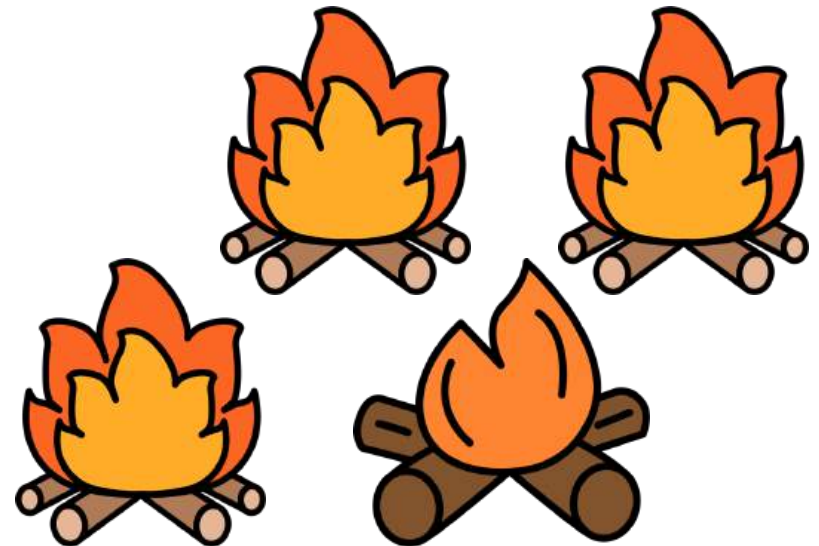
Which lamp is different?



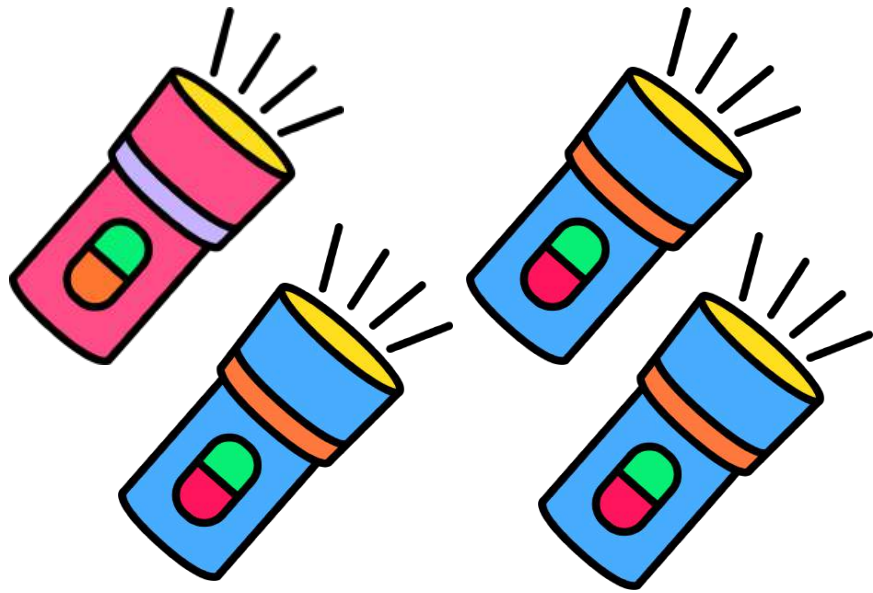
Which firefly is different?



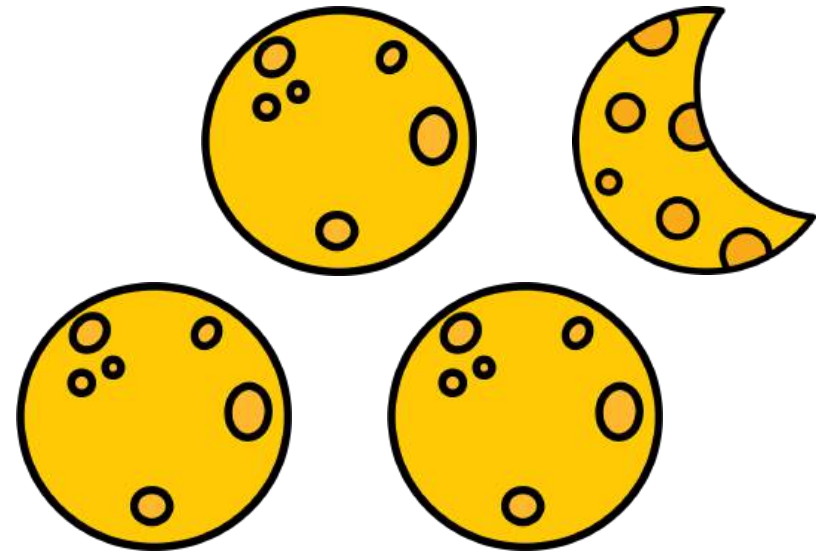
Which sun is different?



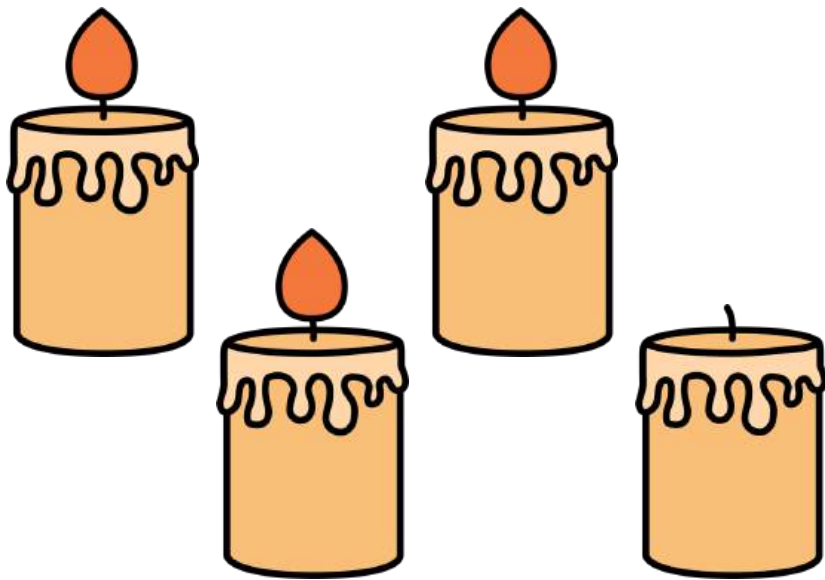
Which campfire is different?



Which flashlight is different?



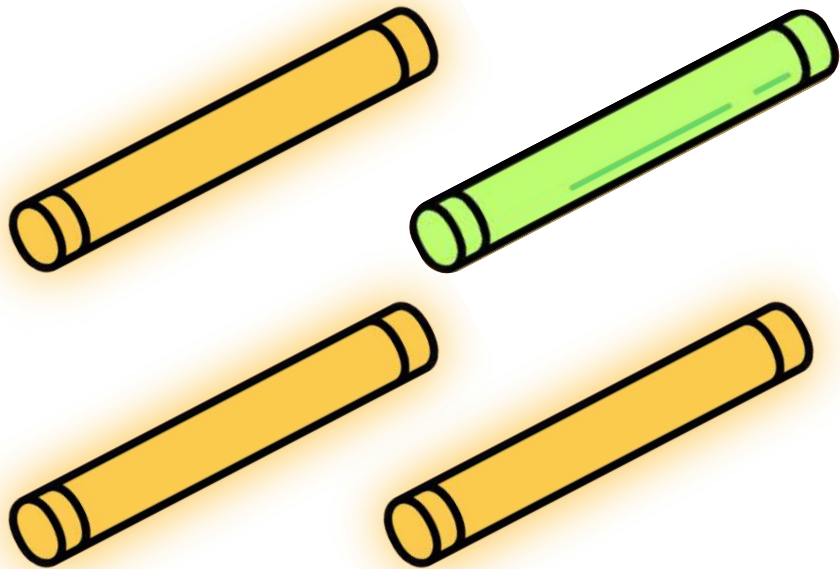
Which moon is different?



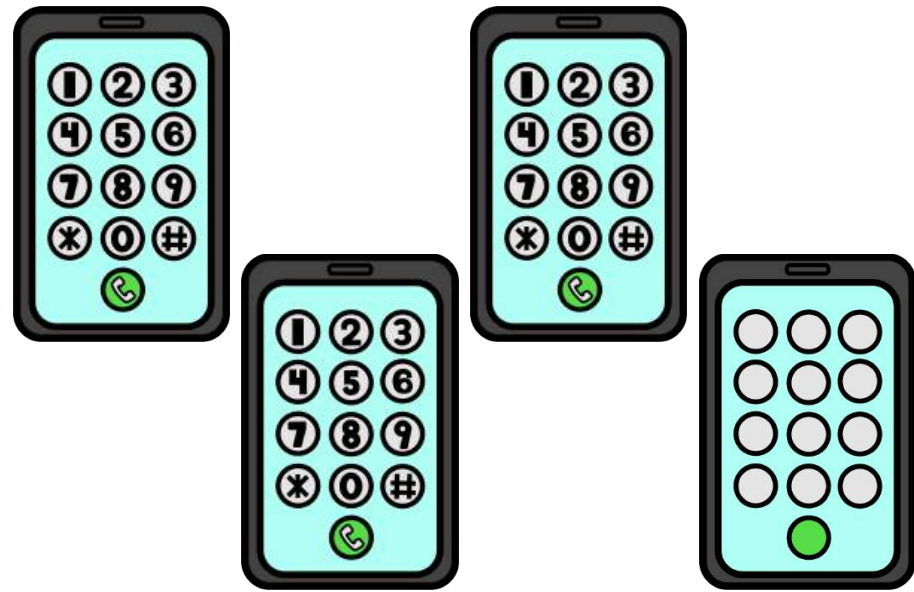
Which candle is different?



Which screen is different?



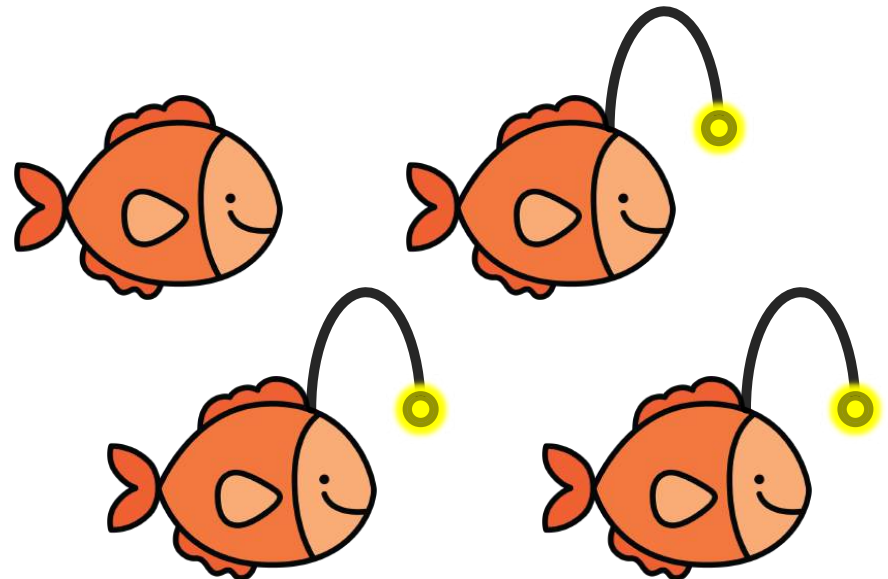
Which glowstick is different?



Which phone is different?



Which car is different?

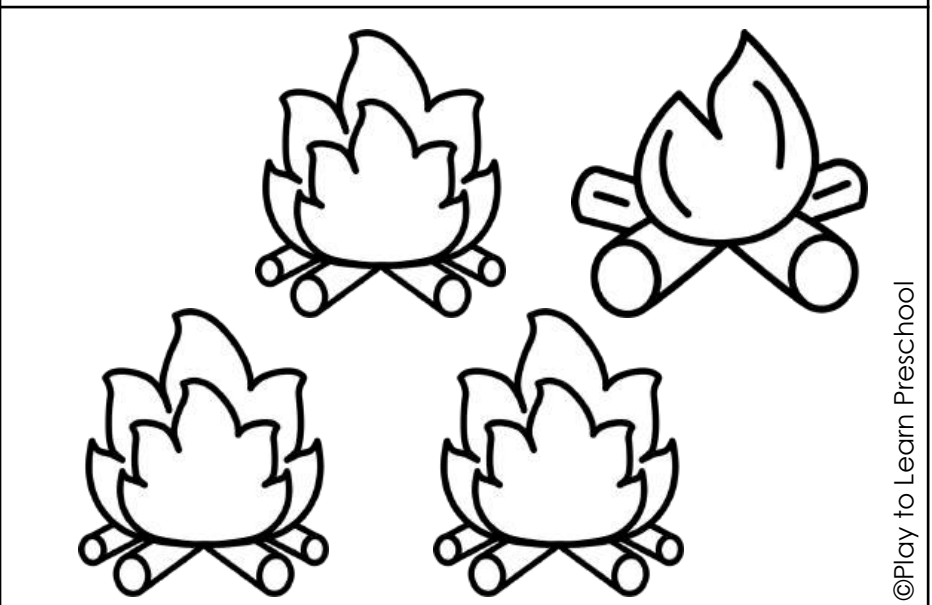
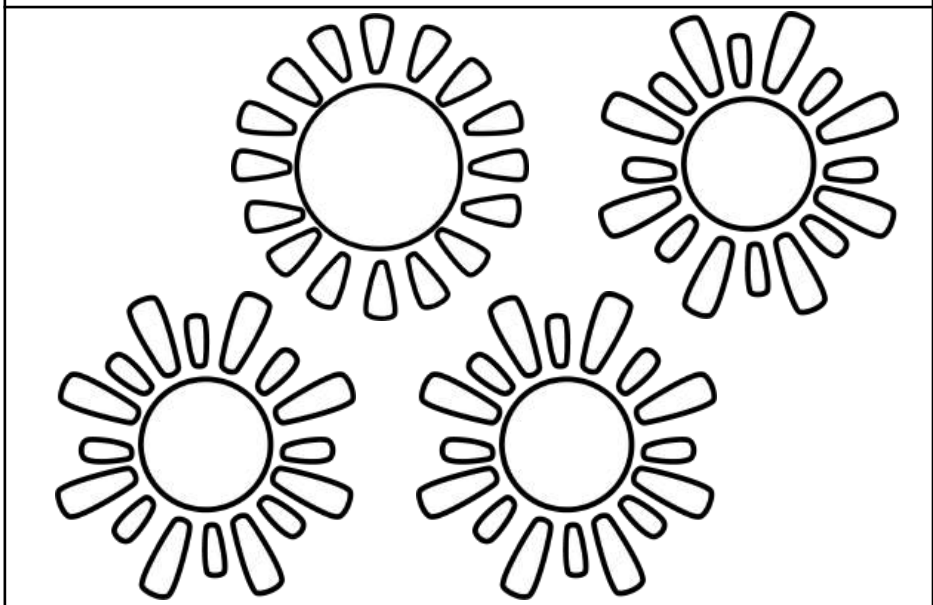
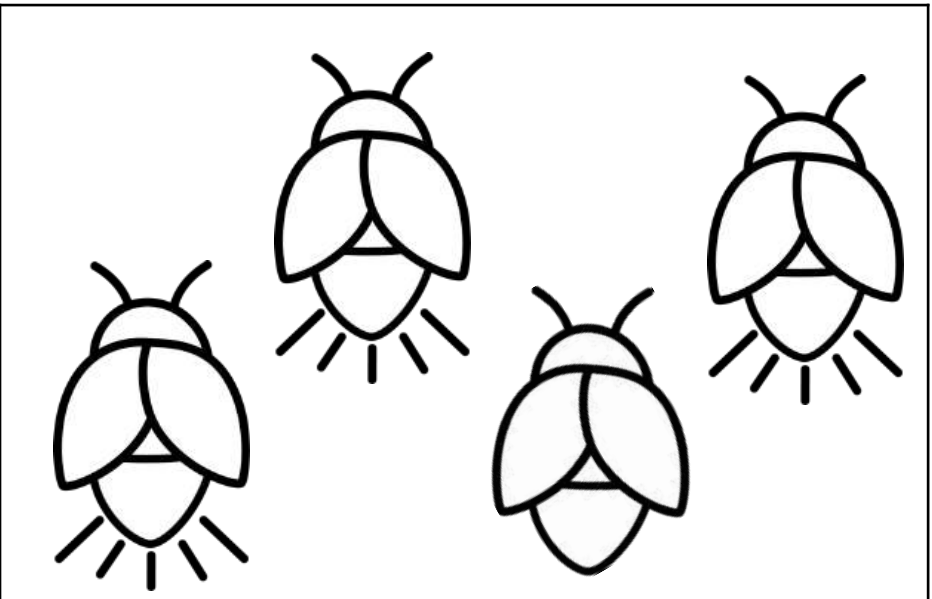
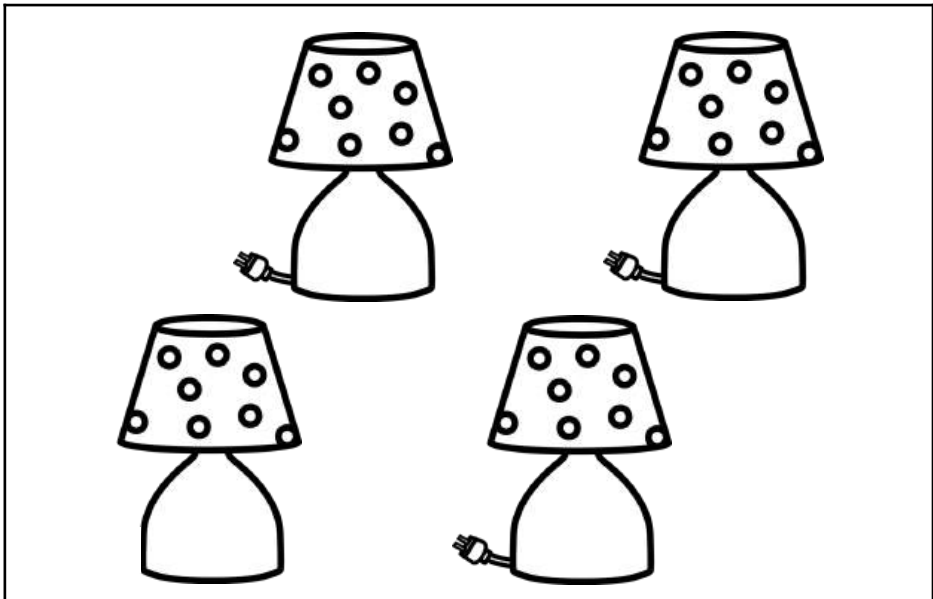


Which fish is different?

Name _____

Color the pictures.

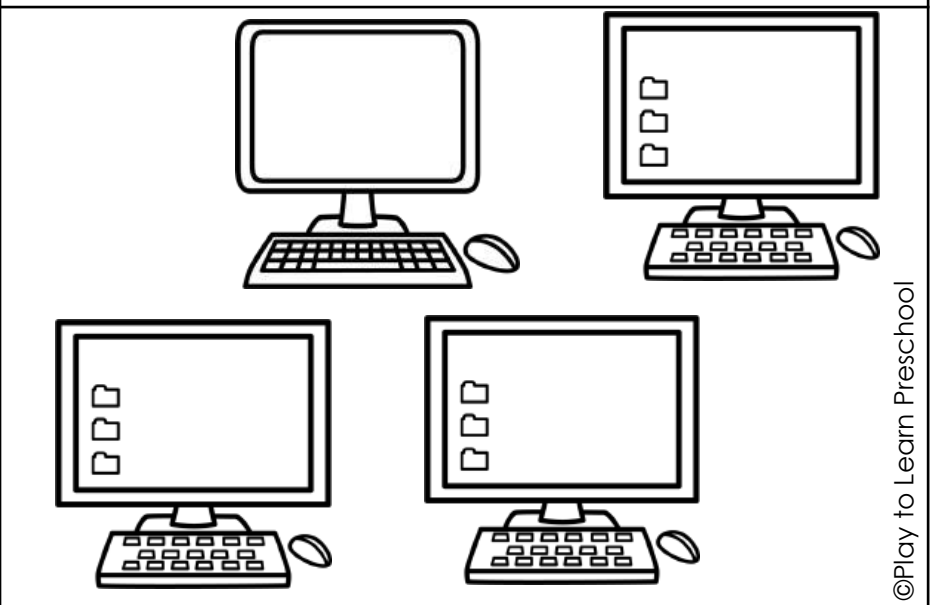
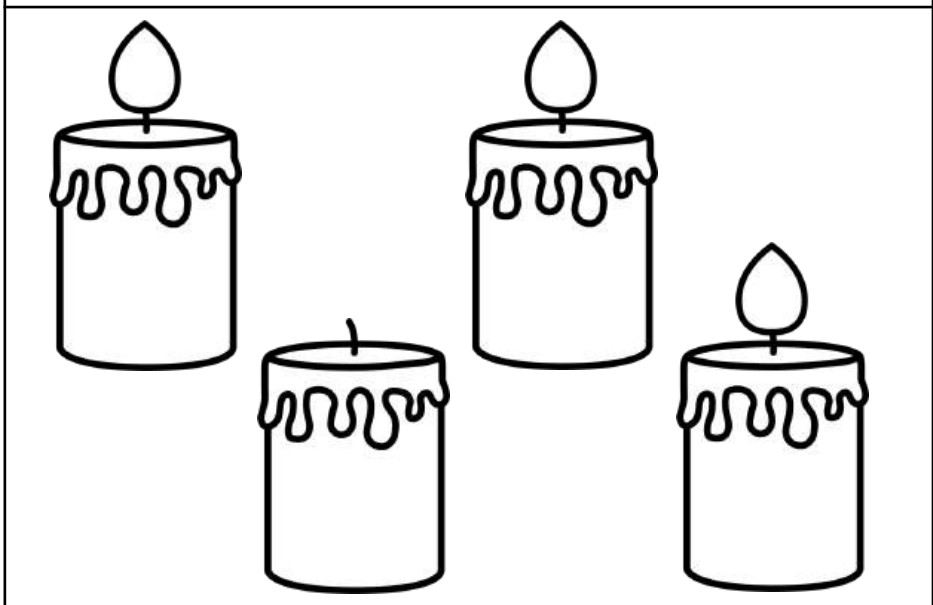
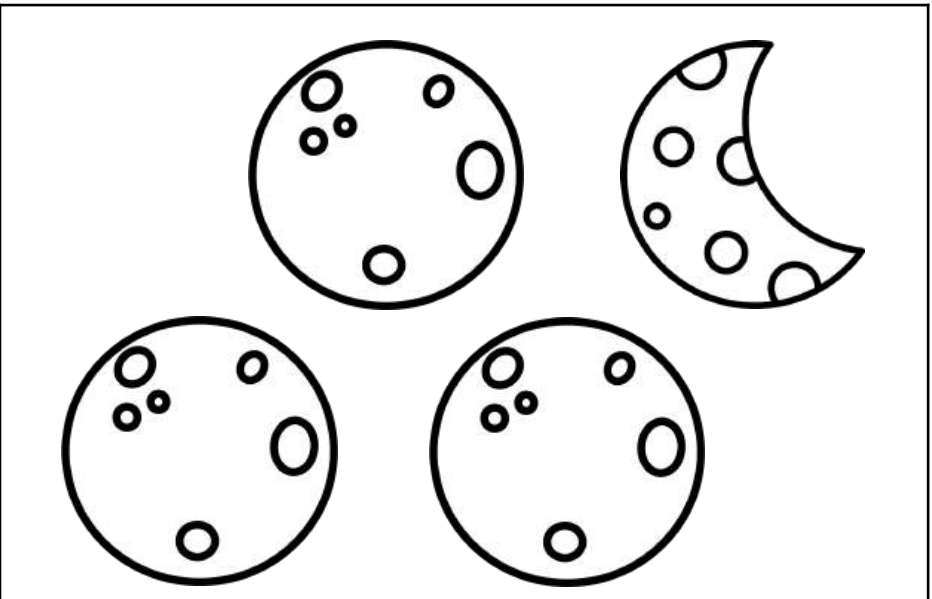
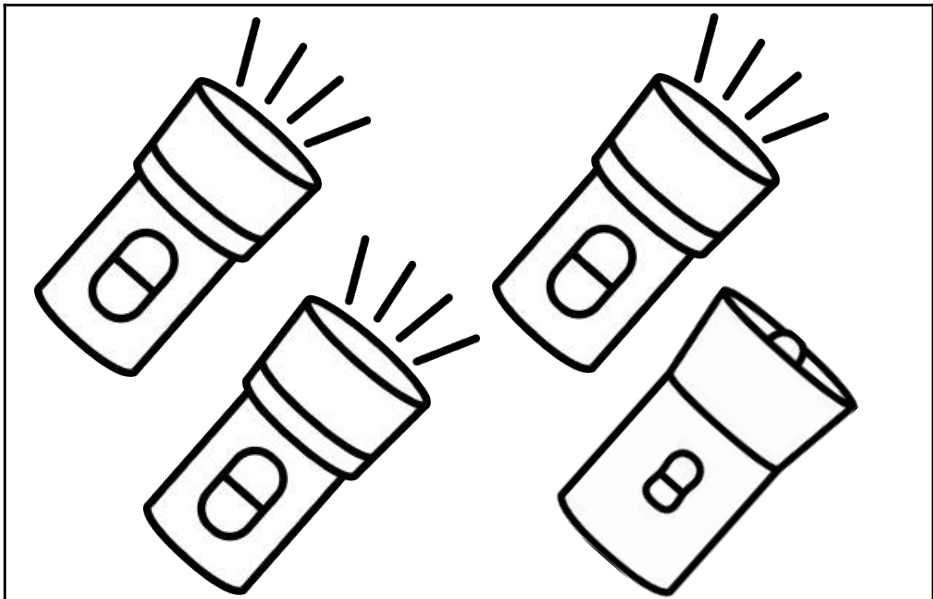
Circle the one that is different in each group.



Name _____

Color the pictures.

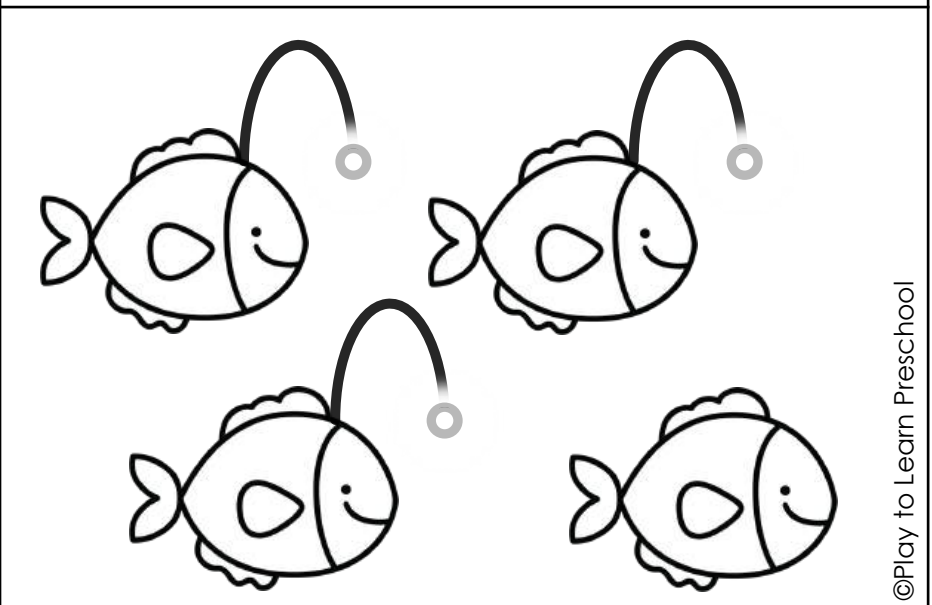
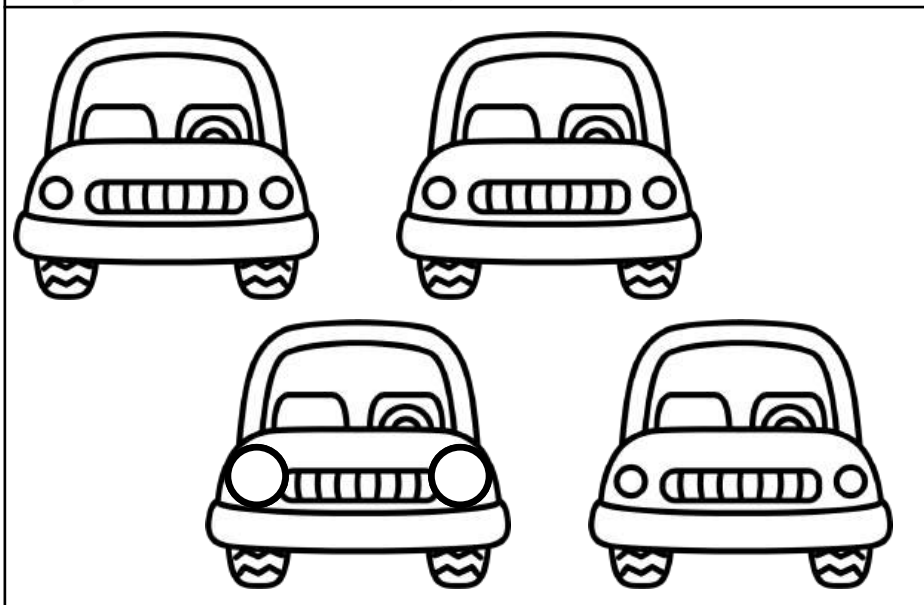
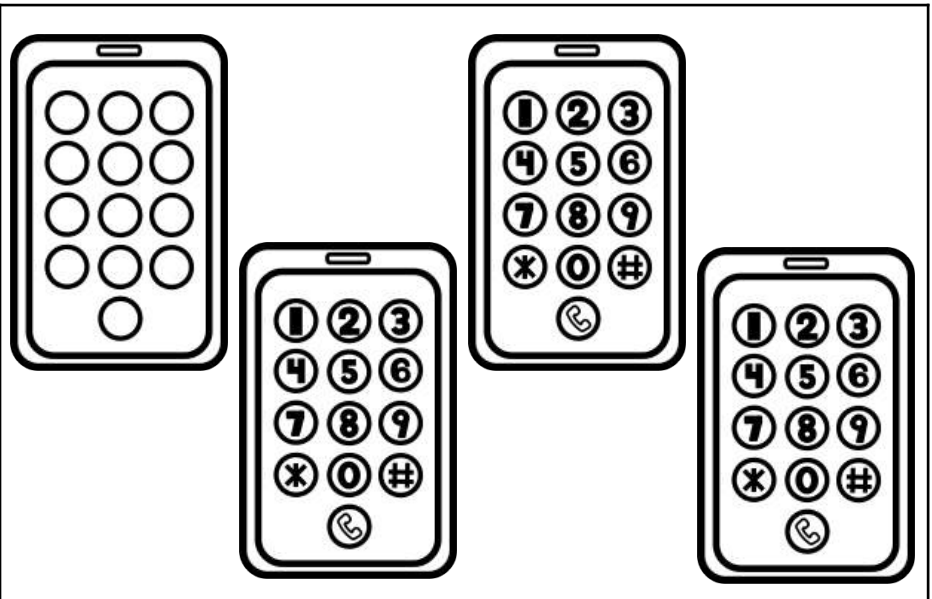
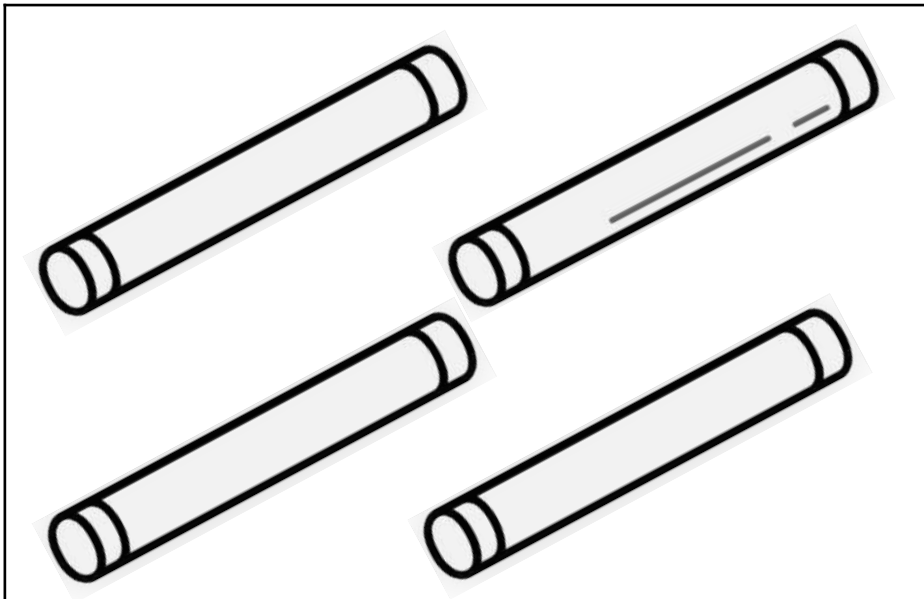
Circle the one that is different in each group.



Name _____

Color the pictures.

Circle the one that is different in each group.



Writing Practice

Objective: The students will write letters.

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

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

sun







flashlight

firefly

candle

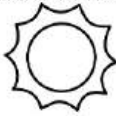


Name _____

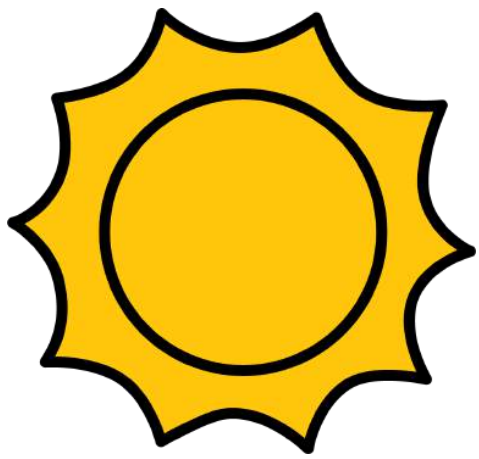
Trace the letters and color the pictures.

S			
	sun		lamp
C			
	cand		

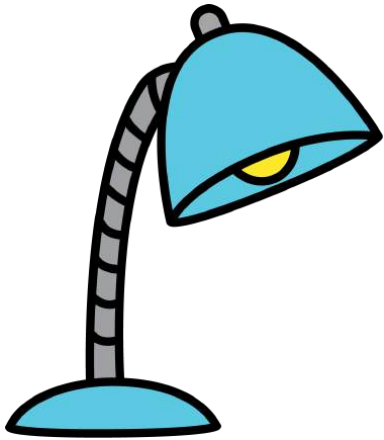
Name _____

I can write words.

	sun	<input type="text"/>
	lamp	<input type="text"/>
	fire	<input type="text"/>



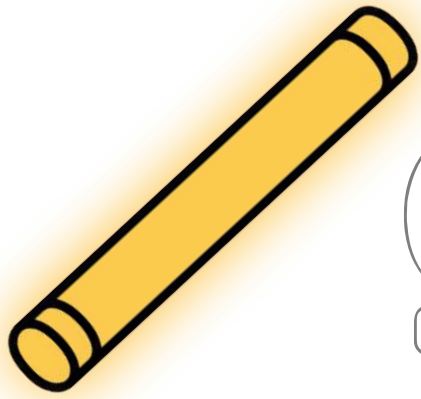
s u n



l a m p



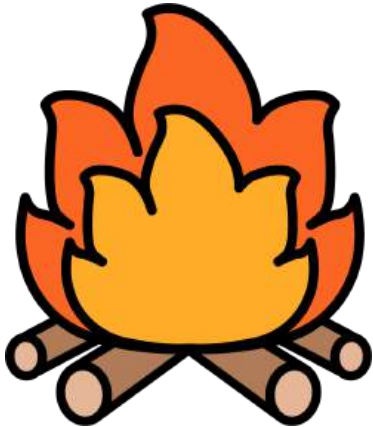
f l a s h l i g h t



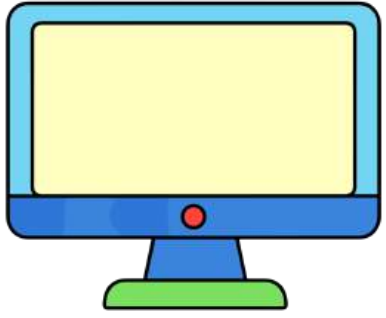
g l o w s t i c k



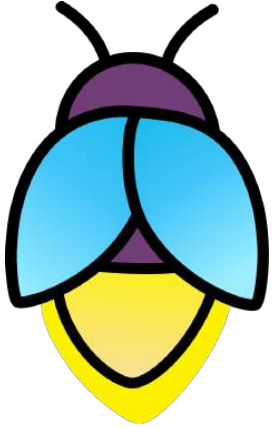
c a n d l e



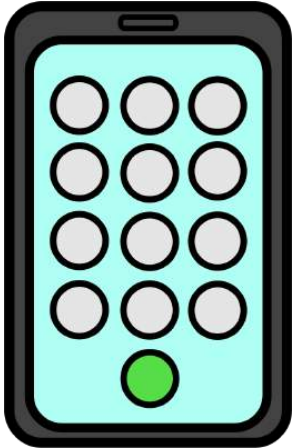
f i r e



s c r e e n



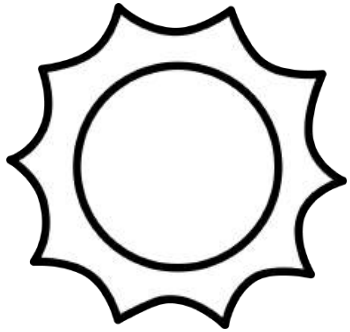
f i r e f l y



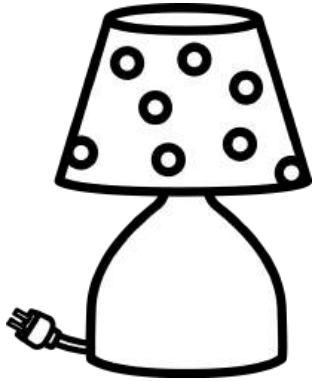
p h o n e

Name _____

I can write words.



sun



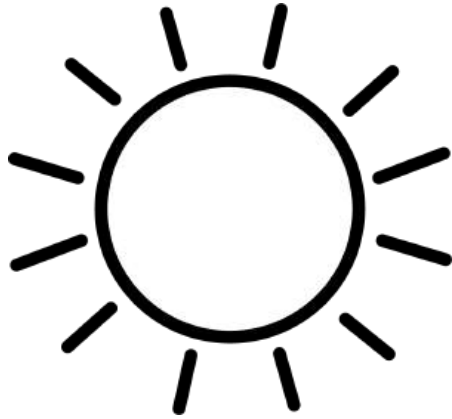
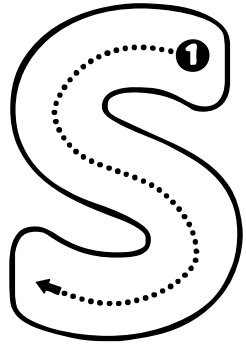
lamp



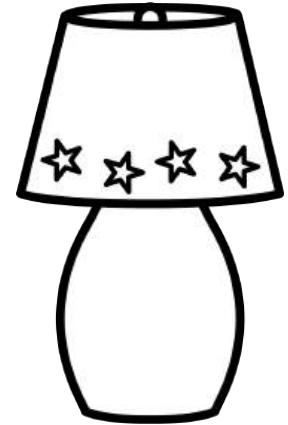
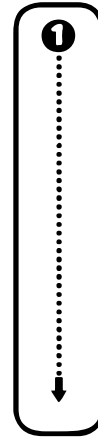
fire

Name _____

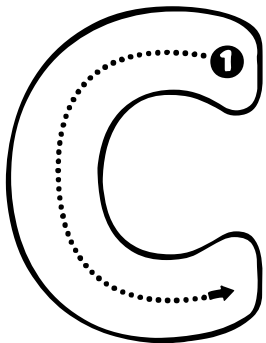
Trace the letters and color the pictures.



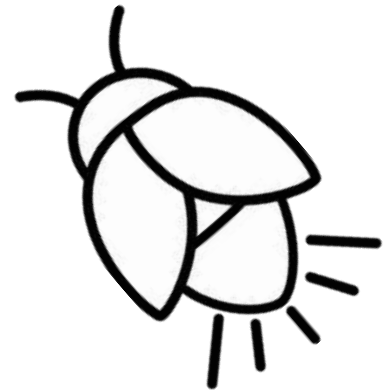
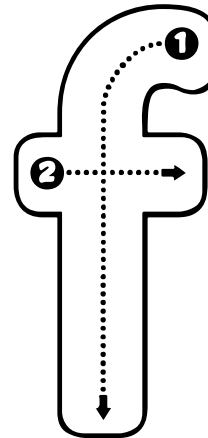
sun



lamp



candle



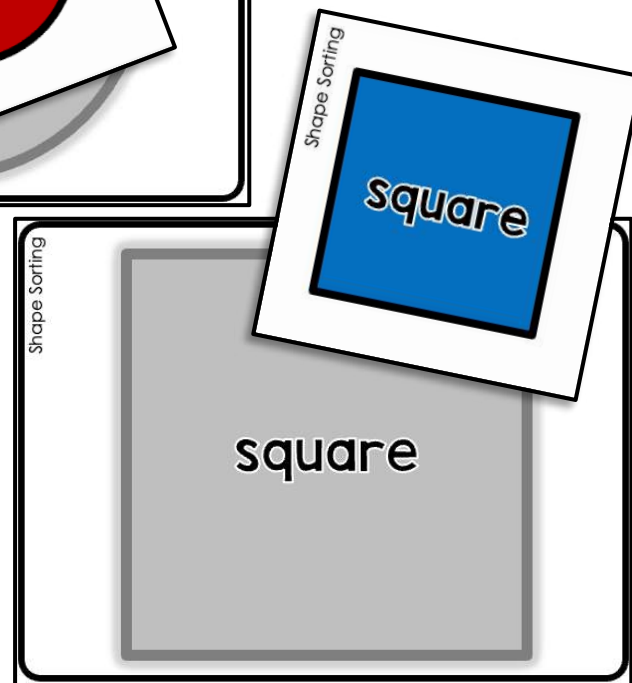
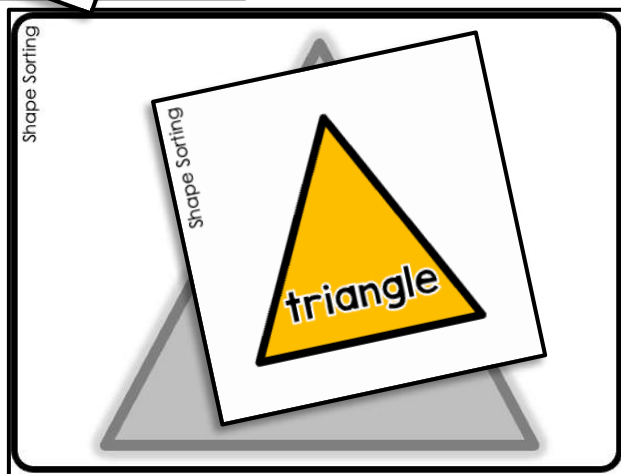
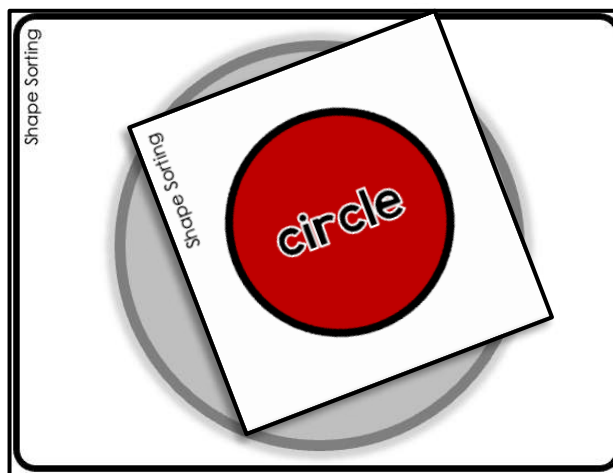
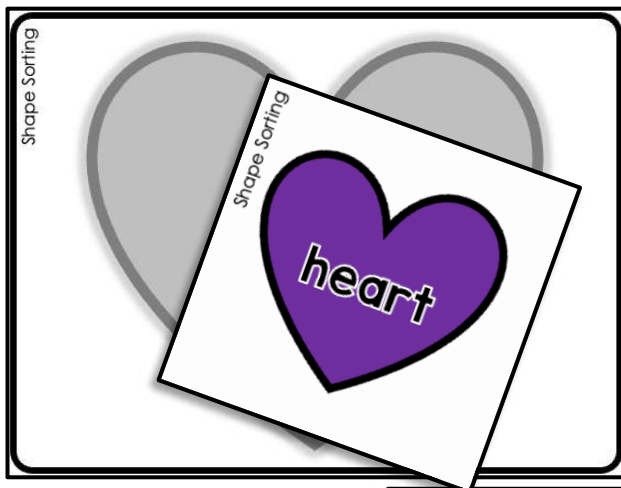
firefly

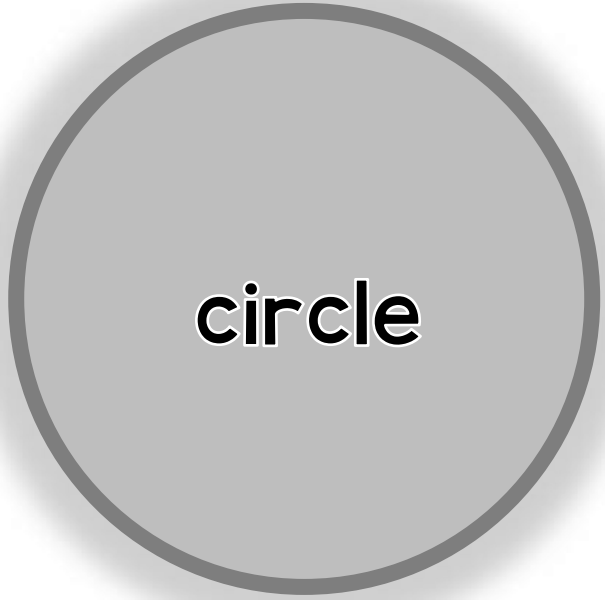
Shape Sorting

Objective: The students will sort objects by property.

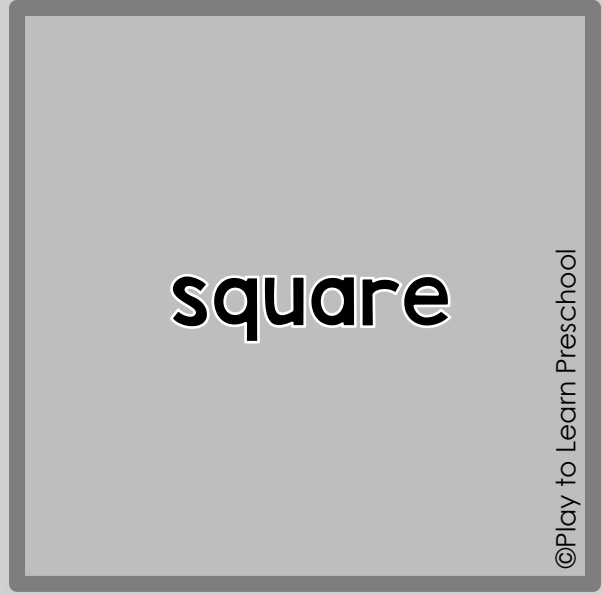
Preparation: Print, laminate, and cut out the pieces.

Procedure: Students choose a shape and match it to the corresponding shape shadow.



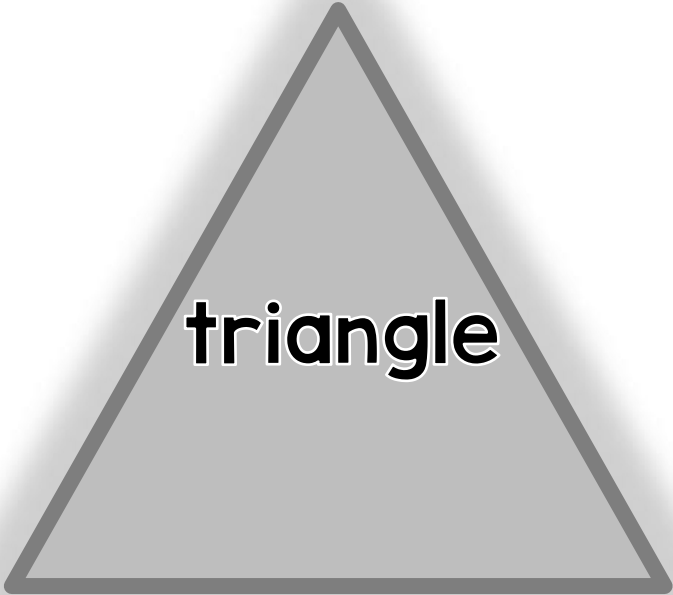


circle



square

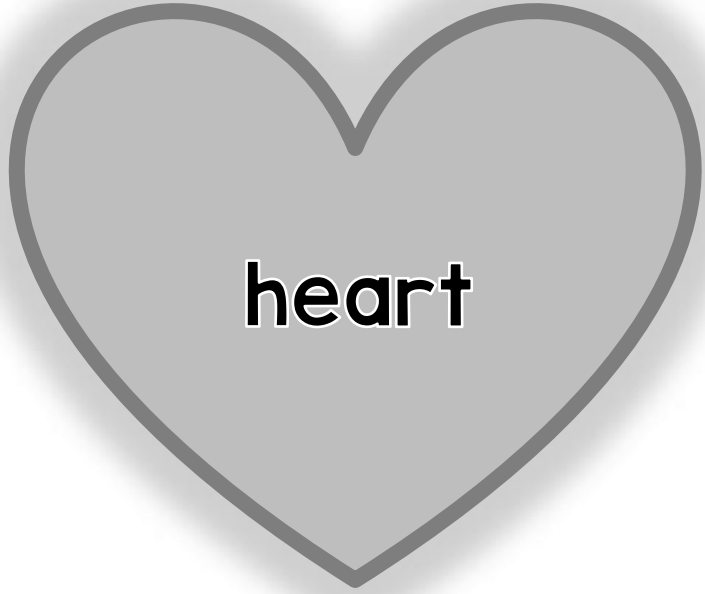
©Play to Learn Preschool



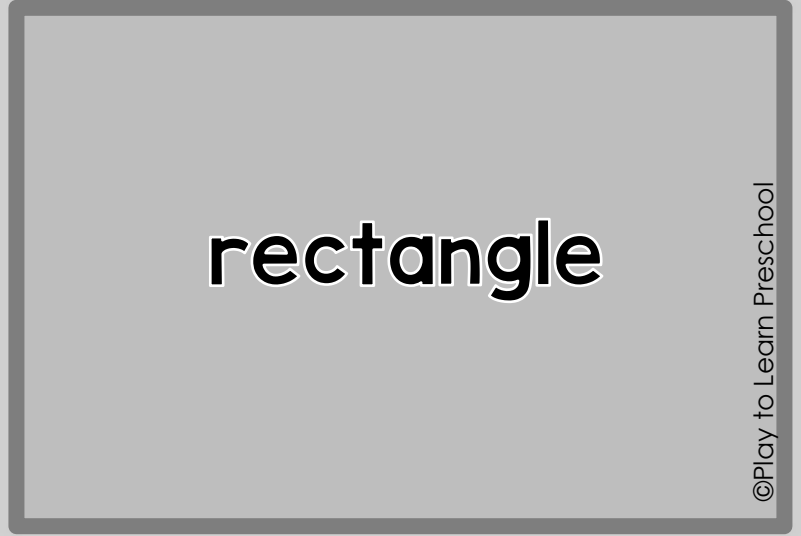
triangle



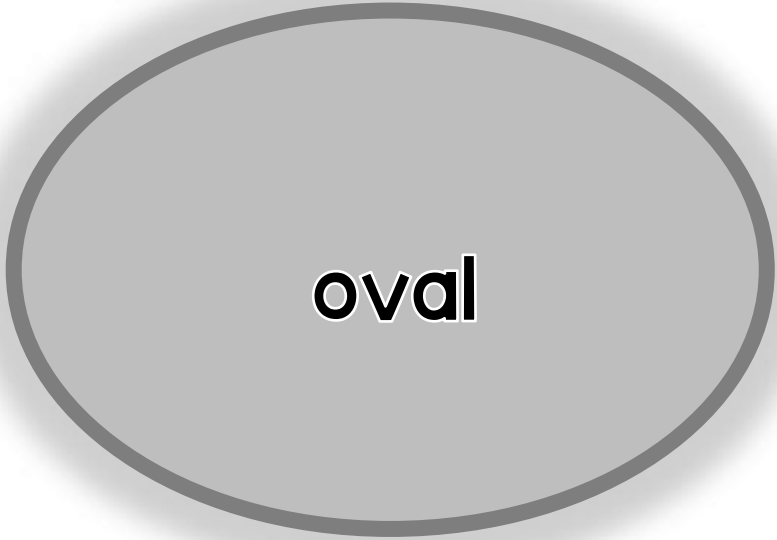
pentagon



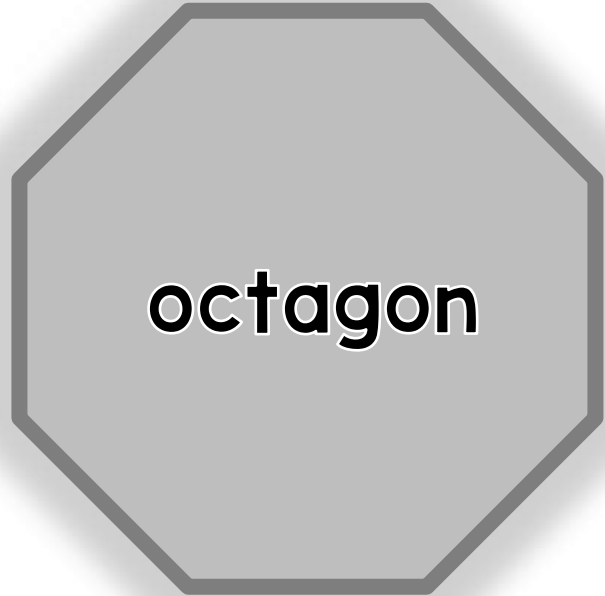
heart



rectangle



oval



octagon

diamond

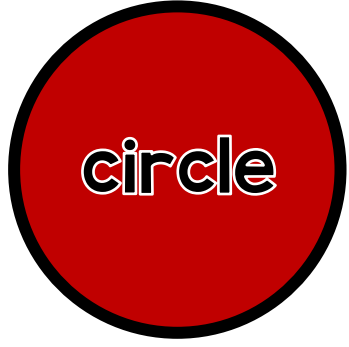
©Play to Learn Preschool

parallelogram

hexagon

star

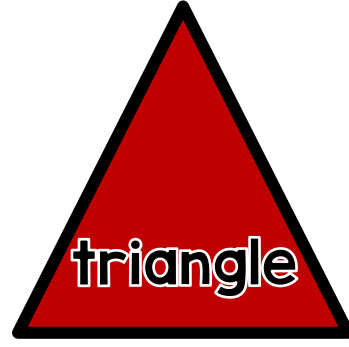
Shape Sorting



Shape Sorting



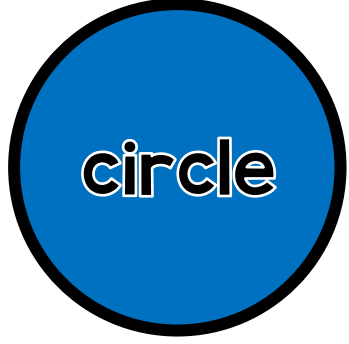
Shape Sorting



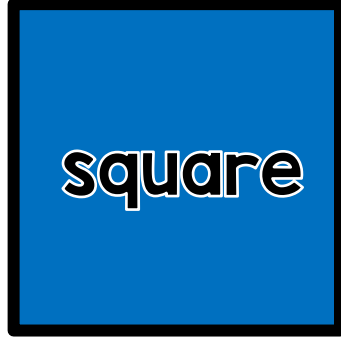
Shape Sorting



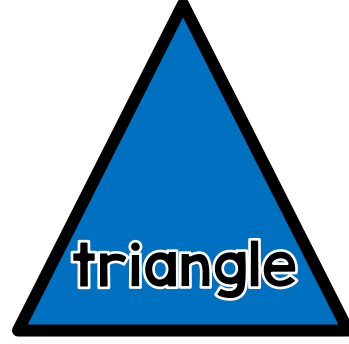
Shape Sorting



Shape Sorting



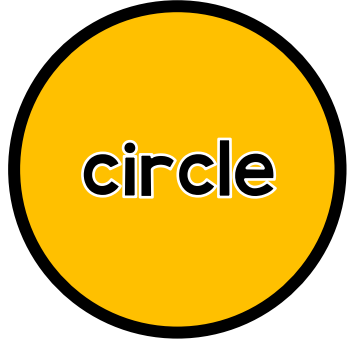
Shape Sorting



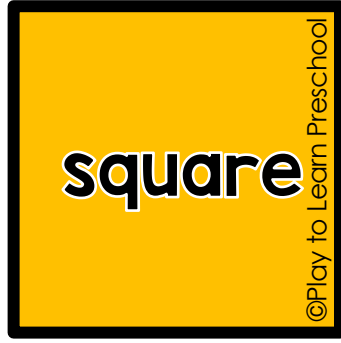
Shape Sorting



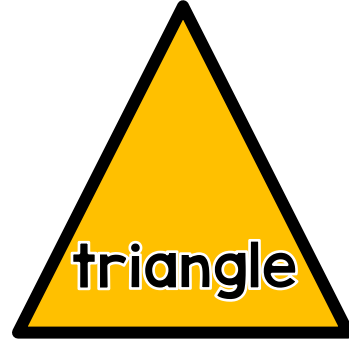
Shape Sorting



Shape Sorting



Shape Sorting



Shape Sorting



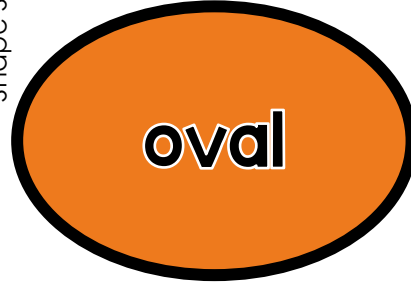
Shape Sorting



Shape Sorting



Shape Sorting



Shape Sorting



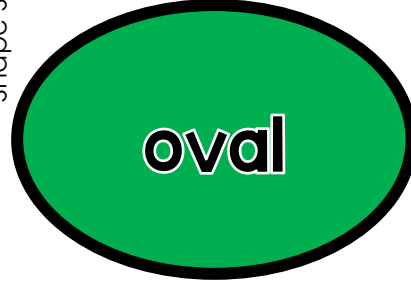
Shape Sorting



Shape Sorting



Shape Sorting



Shape Sorting



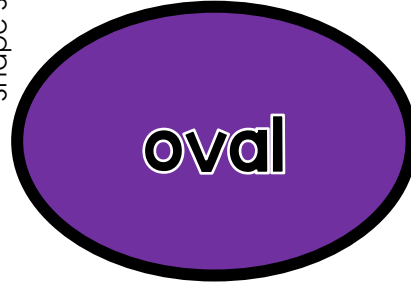
Shape Sorting



Shape Sorting



Shape Sorting



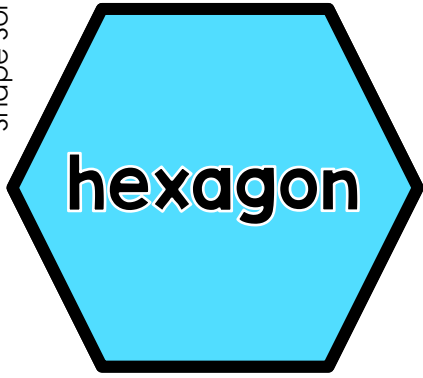
Shape Sorting



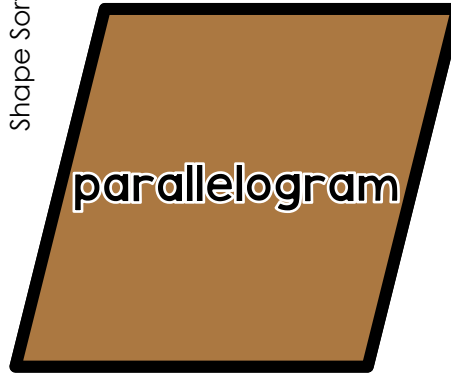
Shape Sorting



Shape Sorting



Shape Sorting



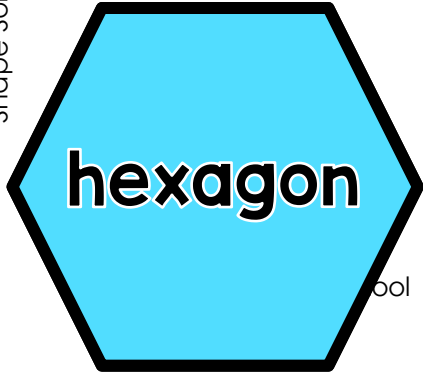
Shape Sorting



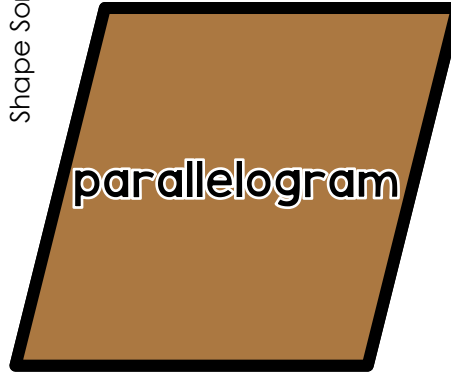
Shape Sorting



Shape Sorting



Shape Sorting



Shape Sorting



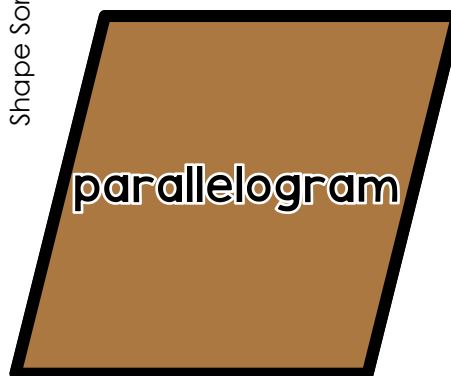
Shape Sorting



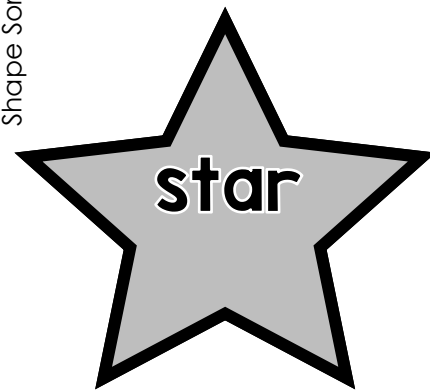
Shape Sorting



Shape Sorting

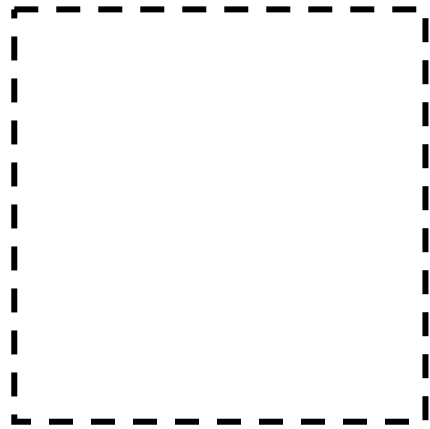


Shape Sorting

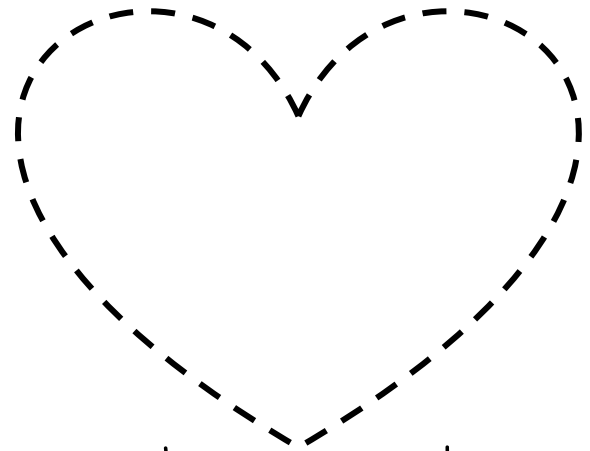


Name _____

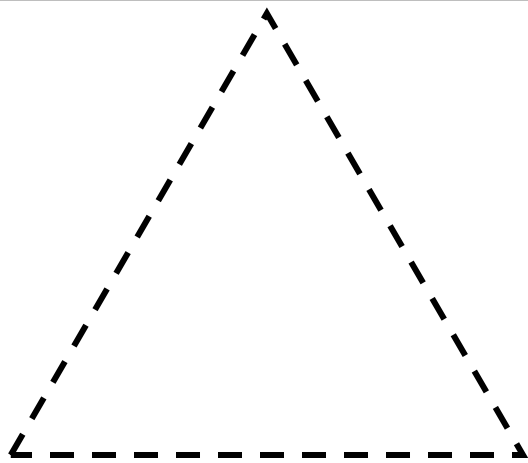
I can draw the shapes.



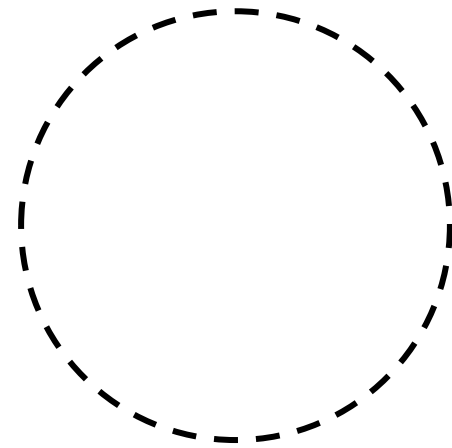
square



heart



triangle



circle

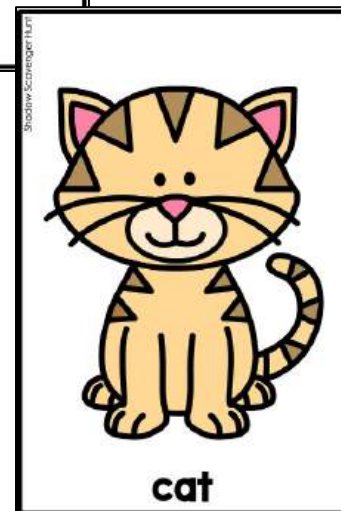
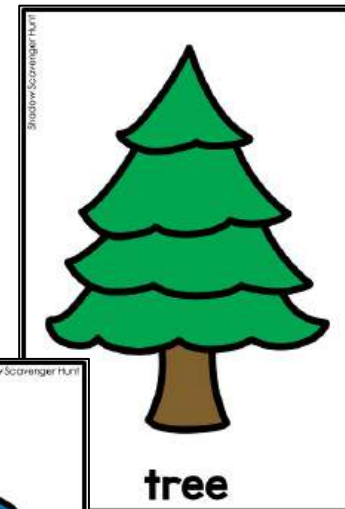
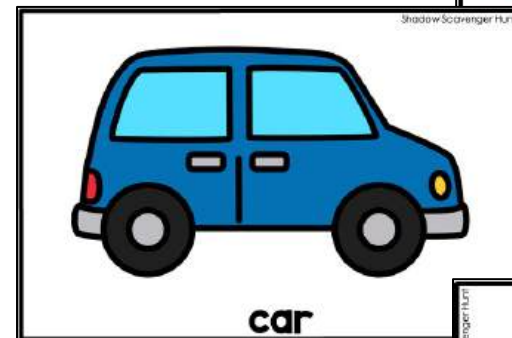
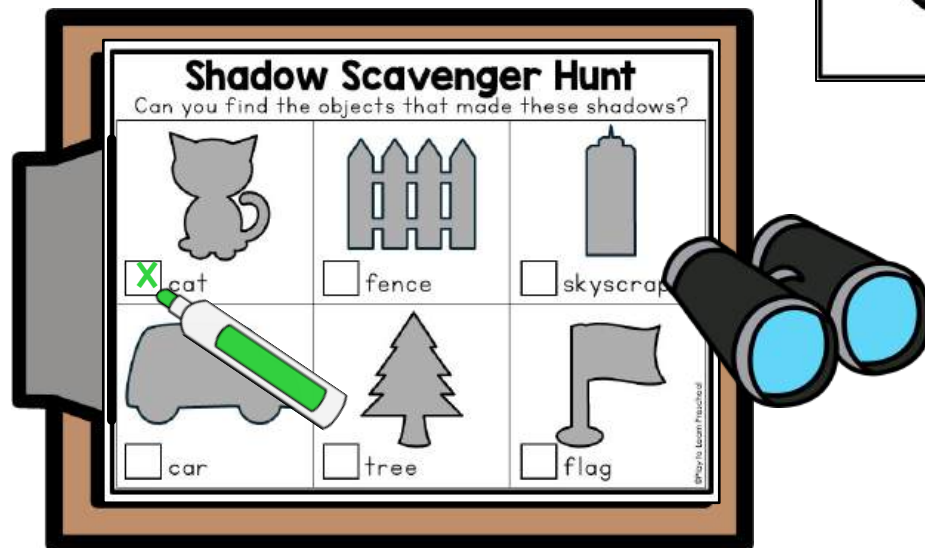
Scavenger Hunt

Objective: The students will observe objects with curiosity.

Preparation:

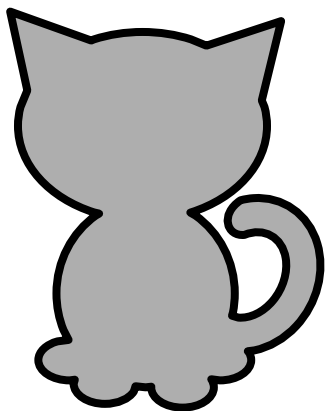
1. Print the scavenger hunt pages and laminate if desired to be used with a dry erase marker.
2. Post the colored $\frac{1}{2}$ pages around the room within eye level of the students.

Procedure: Students pair up with a friend and search the room. They check off each item as it is found. (Smaller paper-saver pages available as well.)



Shadow Scavenger Hunt

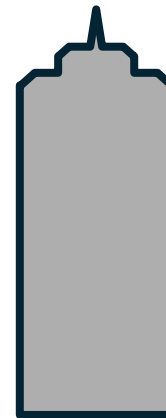
Can you find the objects that made these shadows?



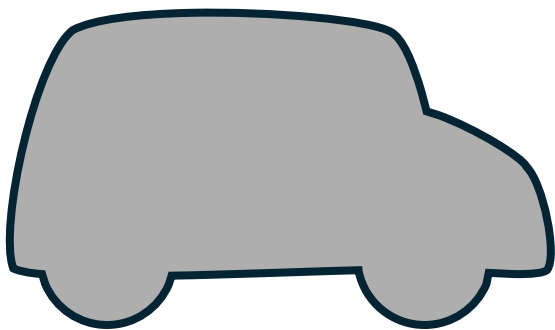
cat



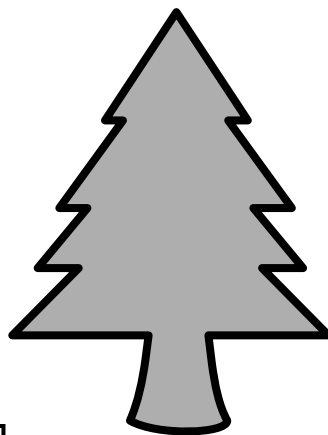
fence



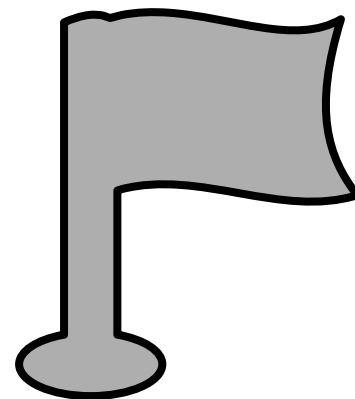
skyscraper



car



tree

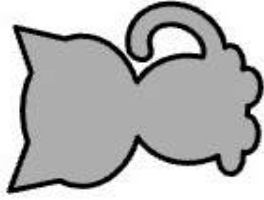


flag

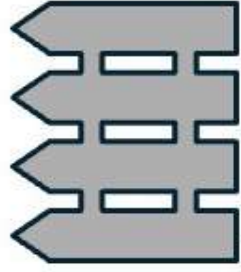
Name _____

Shadow Scavenger Hunt

Can you find the objects that made these shadows?



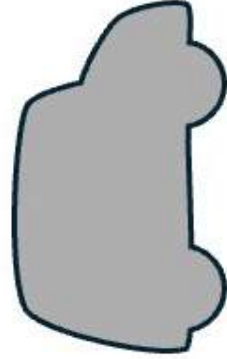
cat



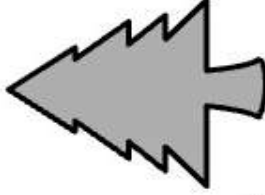
fence



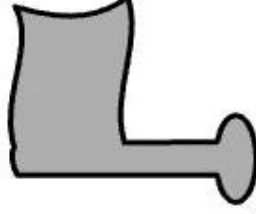
skyscraper



car



tree



flag

©Play to Learn Preschool

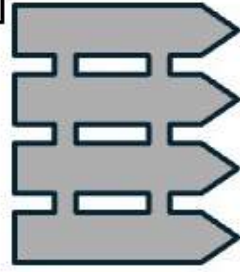
Name _____

Shadow Scavenger Hunt

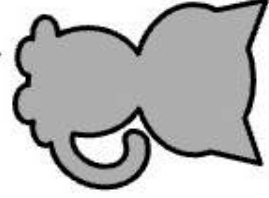
Can you find the objects that made these shadows?



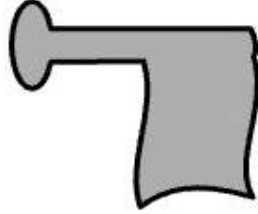
skyscraper



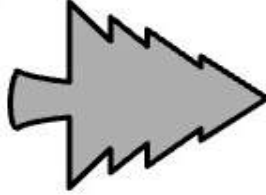
fence



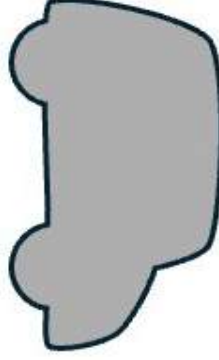
cat



flag

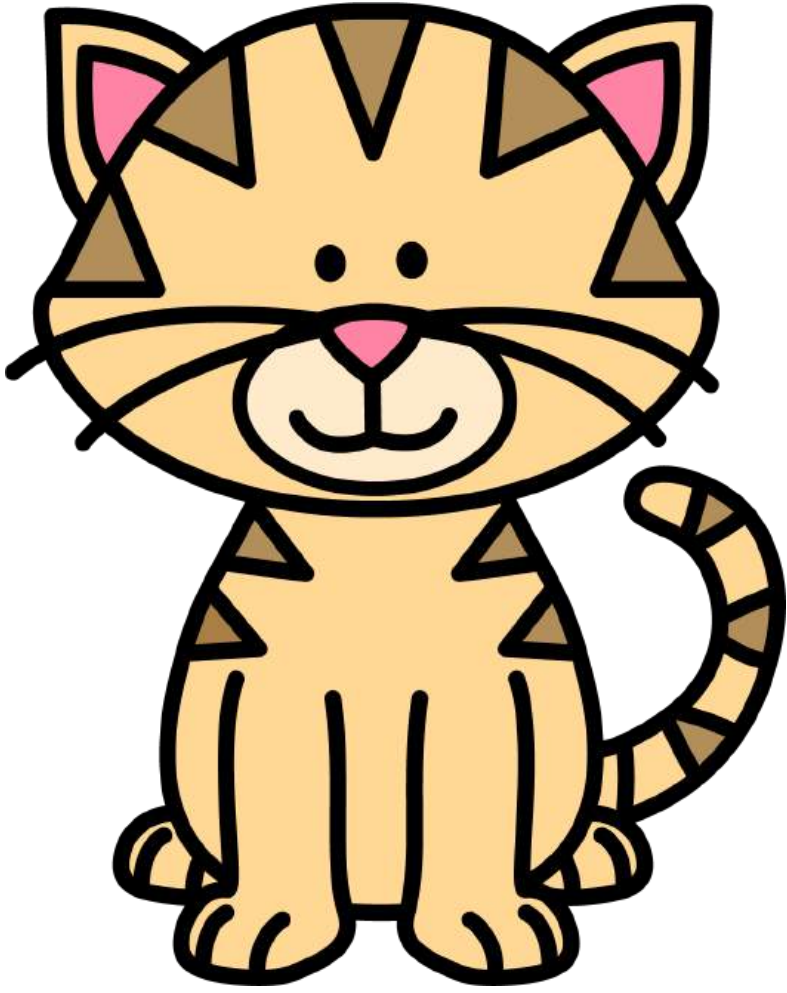


tree

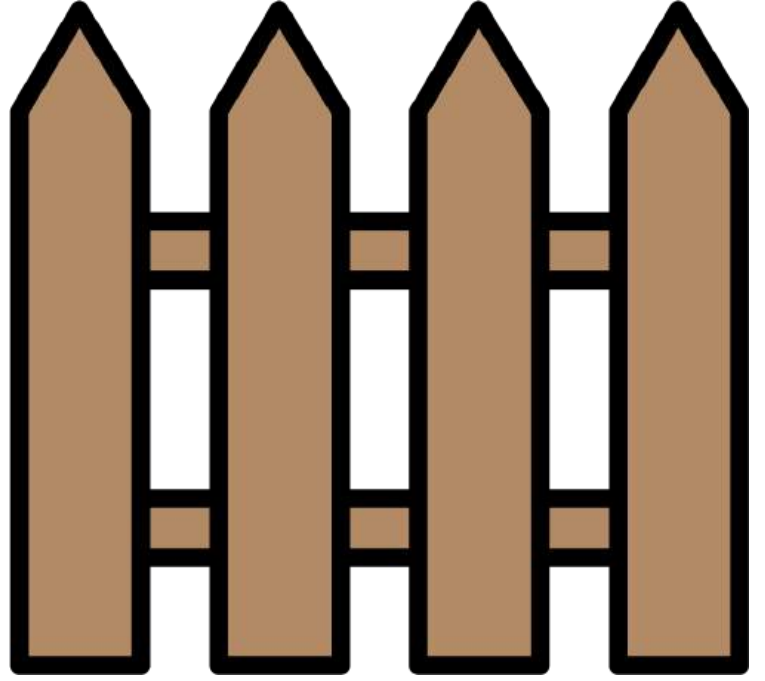


car

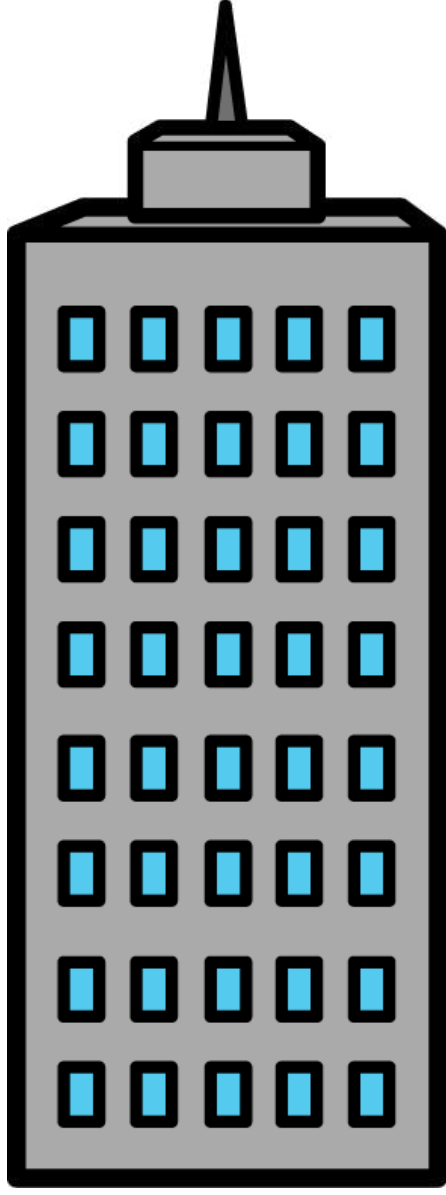
©Play to Learn Preschool



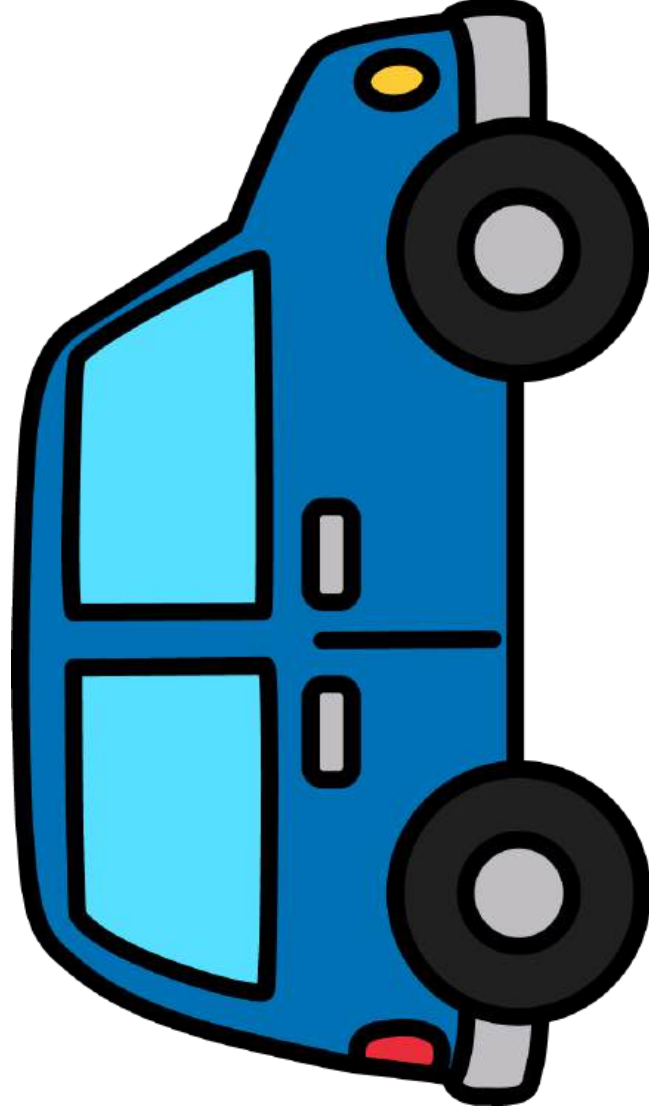
cat



fence



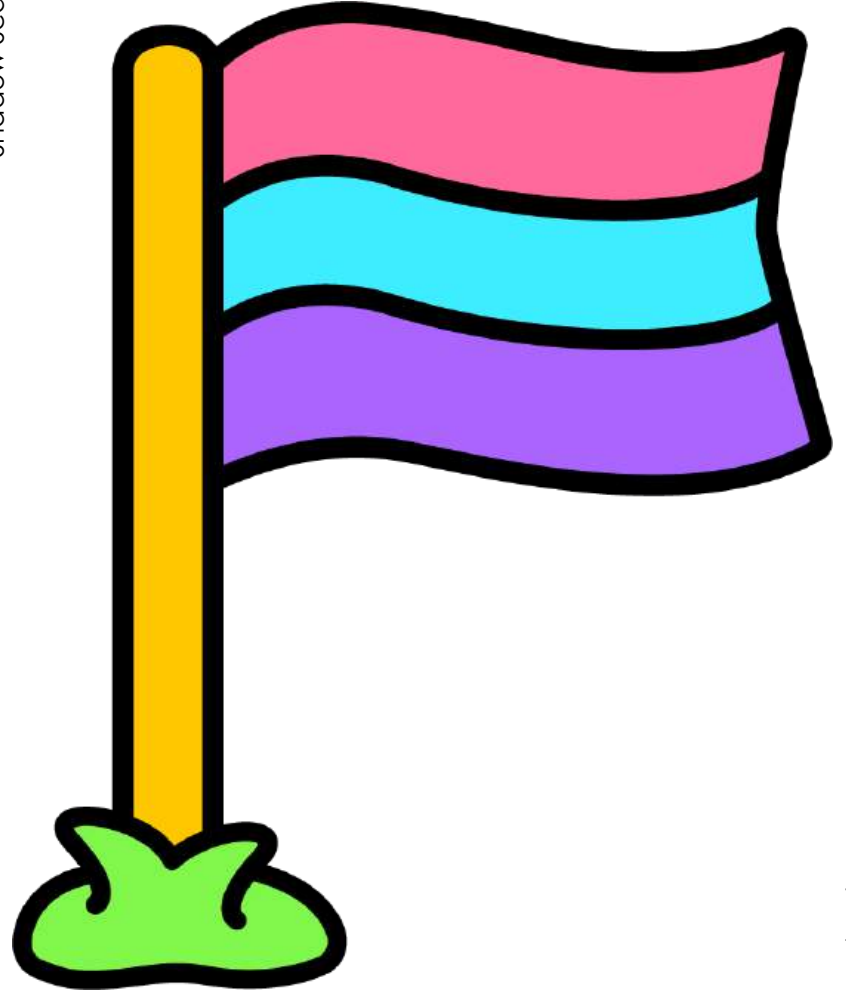
skyscraper



car



tree



flag

More activities for preschool and Pre-K learners:

Connect:

[Facebook](#)

[Instagram](#)

[Blog](#)

[Pinterest](#)



PLAY TO LEARN
PRESCHOOL

Credit:

These talented artists made this possible.



EARTH DAY PRESCHOOL ACTIVITIES

Terms of Use:

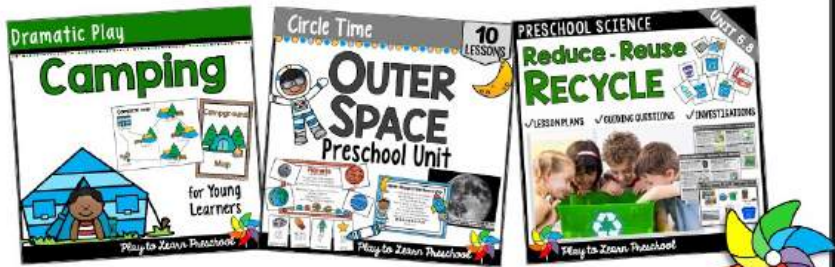
Play to Learn resources are for personal classroom and home use only. They may not be used commercially.

YES:

- You may use this resource at home with your own children or in your classroom with your own students.
- You may print copies for your own children or students.
- You may send printed copies home with your students.
- You may use these lessons yourself to provide virtual teaching videos for your own students who might be learning at home.

NO:

- You may NOT post this file to any file sharing website. (DropBox, Google Drive, Facebook, Amazon, SeeSaw, etc.)
- You may NOT resell these resources.
- You may NOT send these PDFs via email for students to print at home.
- You may NOT share these PDFs with colleagues via email or otherwise.
- You may not claim these resources or ideas as your own.
- You may NOT use these resources to teach lessons that you **sell** online. (Teaching your own students – great. Selling these lessons, even if you do them yourself, online – not permitted.) This includes OutSchool and similar platforms.



Play to Learn Preschool

These Earth Day activities target a variety of emergent literacy and math skills!