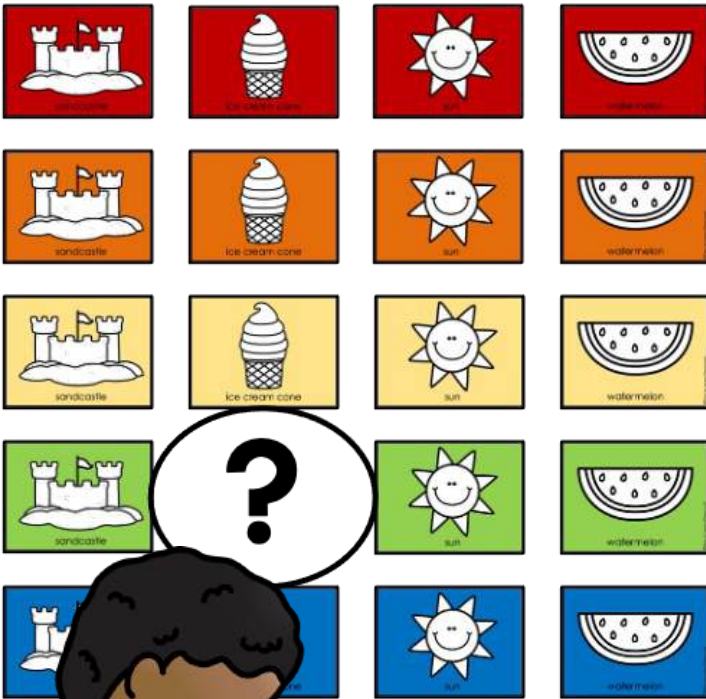


# SUMMER PRESCHOOL UNIT



**Summer Fun**  
(To the Tune of "Farmer in the Hat")

In the summer it is hot!  
In the summer it is hot!  
When it's hot I \_\_\_\_\_ a lot.  
In the summer it is hot!

Use picture clues for students who need the support.



**Watermelons are delicious:**

See	Hear	Taste	Touch	Smell



# Circle Time Lessons

## Unit overview

### Day 1 Introduction - Summer Fun

Using the photographs as prompts, discuss with students what they like to do in the summer. Sing the "Summer Fun" song and fill in the blank to make new verses with the students' ideas.

**Summer Fun**  
Activate Background Knowledge

Introduce the new unit (summer) to the students. Bring in a few things that can be used in the summer: sunglasses, swimfloat, goggles, and a hat. Engage in discussion questions.

**Objective:**

- The students will look at real objects that are used in the summertime.
- The students will look at real pictures of things to do in the summer.
- The students will sing a song all about summer (oral language practice).

**Activities:**

- Show the real life objects and summertime fun photographs. Ask students what they like to do in the summertime.
- Sing the song "Summer Fun" to learn about all of the different things you can do in the summer.

**Extension Idea:** A summer memory tray will work on concentration and memory skills. Put 4-6 summer time objects on a tray. Cover the tray with bananas and remove 3 items. Students take turns guessing what is missing.

### Day 2 Ice Cream

Show photos of ice cream. Recite the ice cream poem and build a tall ice cream cone.

**Ice Cream**  
All about ice cream

Do you like to eat ice cream? There are so many yummy flavors to choose from.

**Objective:**

- The students will discuss what they know about ice cream.
- The students will recite a poem (oral language) and counting skills.
- The students will identify colors words.

**Activities:**

- Show photographs of ice cream. Ask students if they know where ice cream comes from.
- Take a poll. Students use name cards or post-it notes to "vote" for their answer on a bar graph. What is your favorite flavor of ice cream.

poem and build the cone as you add

Which ice cream flavor?	
Strawberry	Vanilla
Chocolate	Vanilla
Vanilla	Vanilla
Vanilla	Vanilla
Vanilla	Vanilla
Vanilla	Vanilla
Vanilla	Vanilla
Vanilla	Vanilla
Vanilla	Vanilla
Vanilla	Vanilla

### Day 3 Water Play

Sing the "Water" song and sort activities into 2 groups: Activities that do need water and activities that do not need water.

**Water Play**  
Activities with water

When it's hot outside during the summer, we can cool off by playing in water.

**Objectives:**

- The students will sing a song (oral language).
- The students will sort pictures into 2 groups (concept sort).

**Activities:**

- Look at photographs of water activities. Discuss different things that we can do with water.
- Sing the W-A-T-E-R song in the tune of "Bingo".
  - Display the letters W-A-T-E-R and sing the song.
  - After singing the song for the first time, cover up the letter W with a picture of child splashing. Sing second verse as "plash-A-T-E-R".
- Sort the pictures into 2 groups: Activities to need water and activities that do not need water.

**Extension Idea:** Teach the ABC sign for water. Make the letter W with 3 fingers. Bring it to your mouth twice.

### Day 4 Watermelons

Watermelons are a delicious juicy snack. Explore watermelons using real pictures. Sing a funny rhyming song about watermelons.

**Watermelons**  
Exploring watermelons

Have you ever tasted watermelon? Let's use our senses to explore the outside and the inside of a watermelon.

**Objective:**

- The students will describe existing knowledge of watermelons.
- The students will sing a song (oral language practice).
- The students will use their senses to explore a watermelon.

**Activities:**

- Sing the song "Down by the Bay". Switch the different rhymes to change the words in this hilarious song.
- Cut open a watermelon. Use all senses to describe the watermelon. What describing words can be used to describe the findings. Write describing words on felt.

### Day 5 Camp-out

Camping is a great way to enjoy the outdoors in the summer. Take a poll: Have you ever been camping? Sing a song all about having fun on a camping trip.

**Camp-Out**  
All about the adventures of camping

Sleeping outside in a tent is a fun thing to do in the summer time. Have you ever gone on a camp out?

**Objective:**

- The students will activate background knowledge about camping.
- The students will sing a song all about camping (oral language practice).

**Activities:**

- Show the photograph posters of camping.
- Ask the students the questions:
  - What do you do when you go camping?
- Take a poll. Students use name cards or post-it notes to "vote" for their answer on a bar graph. Have you ever been camping?
- Sing the song "Camp-Out" and have students act out the actions.

**Extension Idea:** Teach the ABC sign for tent. See illustration for details.

Have you ever been camping?	
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

# Circle Time Lessons

## Unit overview

### Day 6 Hot & Cold

Students sort pictures into 2 groups– Things that are Hot and Things that are Cold. Play a logic “Grid Game” with hot and cold pictures.

**Hot & Cold**  
Comparing opposites  
Day 6 lesson plans

Opposites are a pair of words that have different meanings. Hot and cold are great examples of comparing the different words.

**Objective:**

- The students will identify opposites (concept only).
- The students use logical thinking skills.

**Activities:**

- Engage student in a discussion about items that are hot and items that are cold. These are opposites. Fill 2 cups with water: one warm (not too hot) and one cold. Let the students feel the opposites.
- Sort different pictures into 2 different groups: Things that are hot and things that are cold.
- Play the grid game:

**To Play:**

- Copy the summer page into 4 different colors of paper.
- Divide the page into four sections. The same picture area are included in all of them.
- Students color their page with the picture markers. Color.
- Students use their knowledge of patterns to determine which items are hot and which are cold.

**Extension Idea:**  
Make ice cubes. Invite students to touch the ice. What happens when it gets warm? Experiment with different ways to make the ice melt.

### Day 7 Celebrate Summer

Fireworks are used to celebrate an event. Sing the song to help reinforce color recognition. (Alternatively: Recite the poem “Five Bright Fireflies” to practice subtraction.)

**Celebrate Summer**  
Fun ways to celebrate summer  
Day 7 lesson plans

In the summertime, the nights are warm and the days are long. What's your favorite thing to do on a warm summer night. This lesson has 2 options: fireworks or fireflies.

**Objective:**

- The students will recite a rhyme (color identification and oral language).
- The students will recite a poem (math, subtraction practice).

**Activities:**

- Show the photograph poster of fireworks or fireflies.
- Recite either the rhyme “5 Bright Fireworks” for color identification practice or the poem “5 Bright Fireflies” for practice with subtraction.

**5 Bright Fireworks**  
5 bright fireworks lighting the sky  
2 bright fireworks lighting the sky  
3 bright fireworks lighting the sky  
2 bright fireworks lighting the sky  
1 bright firework lighting the sky  
0 bright fireworks lighting the sky

**5 Bright Fireflies**  
5 bright fireflies lighting the night  
4 bright fireflies lighting the night  
3 bright fireflies lighting the night  
2 bright fireflies lighting the night  
1 bright firefly lighting the night  
0 bright fireflies lighting the night

### Day 8 Lemonade

This cute song about making lemonade teaches sequencing.

**Lemonade**  
All about lemons  
Day 8 lesson plans

Making lemonade is something that all children love to do in the summertime. Have you ever tasted a lemon? Have you ever made lemonade?

**Objective:**

- The students will describe what they know about making lemonade.
- The students will use their sense of taste.
- The students will sing a song for oral language and sequencing practice.

**Activities:**

- Show the photographs of lemons. Have you ever made lemonade? How do you make lemonade? Have you ever made lemonade?
- Cut up a lemon and investigate. Give each child a slice to try. What did it taste like?
- Sing the song “Lemonade”. A fun way to practice sequencing.

**Extension Idea:**  
Teach the ABCs for lemon. Make the letter L bring it to your cheek and feel it forward.

### Day 9 Summer Safety

Discuss how to stay safe in the summer using real pictures. Sing the Summer Safety song.

**Summer Safety**  
All about safety  
Day 9 lesson plans

It is important to be safe and healthy in the summer. Wearing hats and using sunscreen are a few ways to keep our body safe.

**Objective:**

- The students will recite what they know about keeping their bodies safe in the summertime.

**Activities:**

- Show the safety posters.
- Ask the students the questions:  
“What can you do to keep safe in the summer?”  
“Why is it important to wear a helmet when riding a bike?”  
“What does a fireguard do?” etc.
- Sing the song “Summer Safety”. Show the enclosed picture during any other ways to keep yourself safe in the summer.

**Extension Idea:**  
Use the pictures to create a safety poster.

### Day 10 Summertime - Conclusion

Conclude your Summer unit by creating a lemon chart. Each child contributes 1-2 ideas or facts that they learned about summertime. Take a poll: What is your favorite thing to do in the summer?

**Summertime**  
Unit conclusion  
Day 10 lesson plans

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

**Objective:**

- The students will discuss the things that they have learned about summer.
- The students will take a vote.

**Activities:**

- Invite students to list the things they have learned about the summertime. Write each idea on a lemon cutout.
- Create a chart or poster using the included headers and lemon pictures.
- Create a poll – what is your favorite thing to do in the summer.

**Summer Bucket List**

- 
- 
- 
- 

**We know about Summer**

- I can go camping in a tent - tent
- You can eat watermelon - watermelon
- Ice cream is cold - ice cream
- Watermelons grow in a vine - watermelon

# Summer Fun

Day 1  
lesson  
plans

## Activate Background Knowledge

Introduce the new unit (summer) to the students. Bring in a few things that can be used in the summer: sunglasses, swimsuit, goggles, and a hat. Engage in discussion questions.

## Objectives:

- The students will look at real objects that are common in the summertime.
- The students will look at real pictures of things to do in the summer.
- The students will sing a song all about summer (oral language practice).

## Activities:

1. Show the real life objects and summertime fun photographs. Ask students what they like to do in the summertime.
2. Sing the song "Summer Fun" to learn about all of the different things you can do in the summer.

**Extension Idea:** A summer memory tray will work on concentration and memory skills. Put 4-6 summer time objects on a tray. Cover the tray with a bandana and remove 1 item. Students take turns guessing what is missing.





**Summer is a time to investigate  
things around you!**



**Swings are fun in the summer!**



**Camping is a great way to spend time outside  
in the summer!**



**Explore the world outside in the summer.**

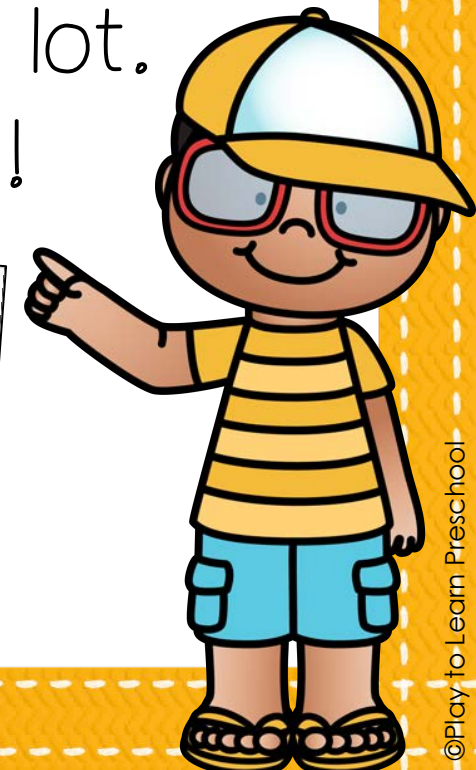
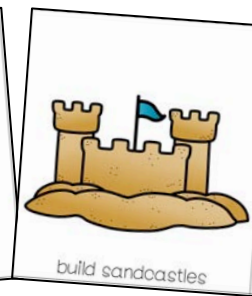
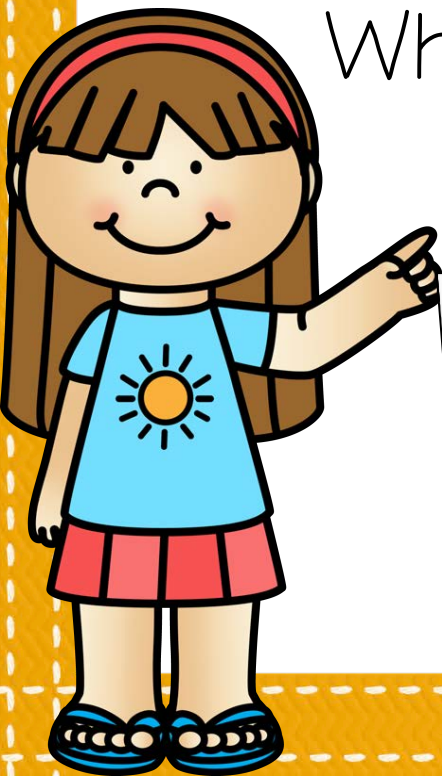
# Summer Fun

(To the Tune of "Farmer in the Dell")



In the summer it is hot!  
In the summer it is hot!

When it's hot I \_\_\_\_\_ a lot.  
In the summer it is hot!



Use picture clues for students who need the support.



eat ice cream



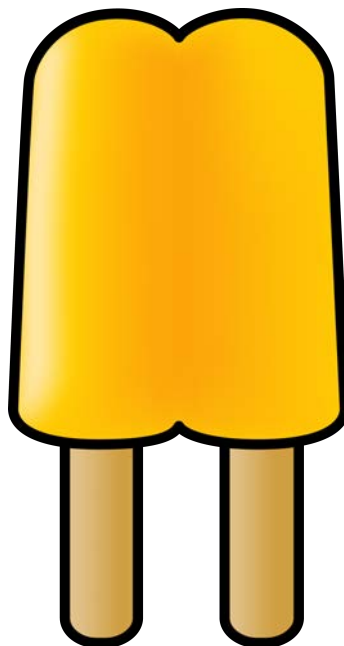
build sandcastles



find seashells



wear bathing suits



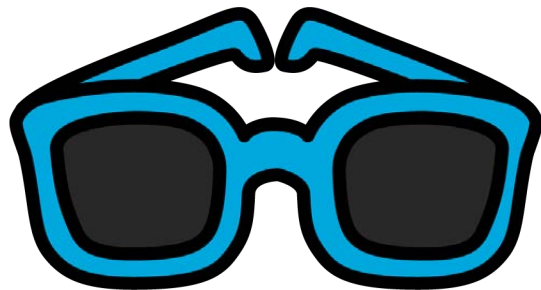
eat popsicles



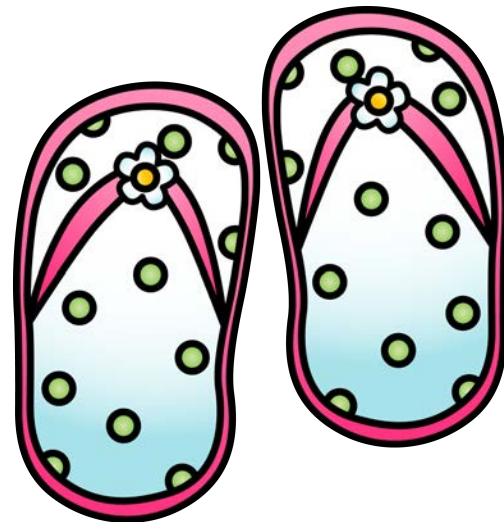
drink lemonade



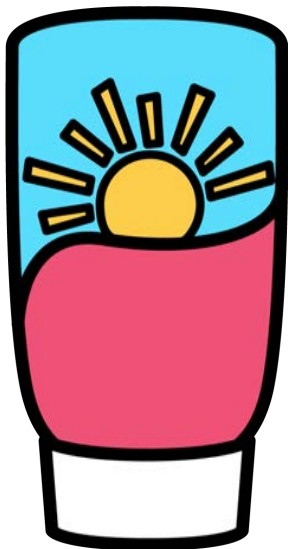
go surfing



wear sunglasses



wear flip flops



put on sun screen



eat watermelon



go swimming



sweat



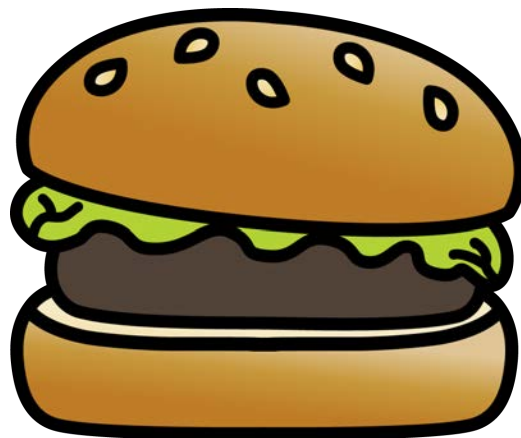
go to the beach



swim in the ocean



dig in the sand



eat hamburgers



watch fireworks

Name \_\_\_\_\_

Draw a picture of something you like to do in the summer.



In the summer, I like to

\_\_\_\_\_

-----

\_\_\_\_\_

# Ice Cream

All about ice cream

Do you like to eat ice cream? There are so many yummy flavors to choose from.

## Objectives:

- The students will discuss what they know about ice cream.
- The students will recite a poem (oral language and counting skills).
- The students will identify color words.



## Activities:

1. Show photographs of ice cream. Ask students if they know where ice cream comes from.
2. Take a poll. Students use name cards or post-it notes to “vote” for their answer on a bar graph. What is your favorite flavor of ice cream?
3. Recite the “Ice Cream” poem and build the cone as you add each scoop.

Which is your favorite flavor?

Vanilla to my favorite flavor.	Chocolate to my favorite flavor.	Strawberry to my favorite flavor.	Mint to my favorite flavor.
Trinity	Carter	Deondre	Kora
Frank	Landon	Mitch	
Abby	Bella		
	Julie		

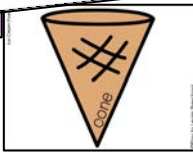
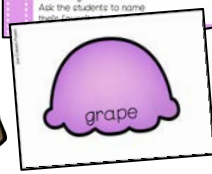
**Ice Cream**

I scream,  
You scream,  
We all scream for  
Ice cream!  
Add a scoop of chocolate  
to the top!

Repeat the verses and replace  
chocolate with new flavors:

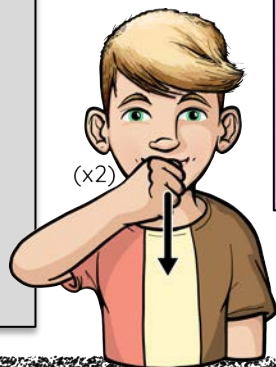
- vanilla
- strawberry
- white
- lemon
- blueberry

How many scoops  
Before we stop?



### Extension Idea:

Teach the ASL sign for **ice cream**. Make a fist and bring down from your mouth, as if eating an ice cream cone.



**The milk from a cow is used to make ice cream.**





**A machine is used to mix the ingredients into ice cream.**

**Ice cream comes in many delicious flavors.**



Which is your favorite flavor?



**Vanilla**  
is my favorite  
flavor.



**Chocolate**  
is my favorite  
flavor.



**Strawberry**  
is my favorite  
flavor.



**Mint**  
is my favorite  
flavor.



# Ice Cream

I scream,  
You scream,  
We all scream for  
Ice cream!

Add a scoop of chocolate  
to the top!

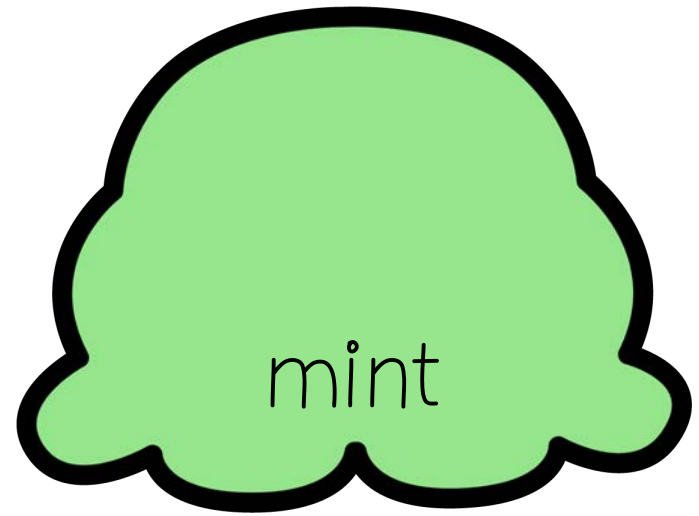
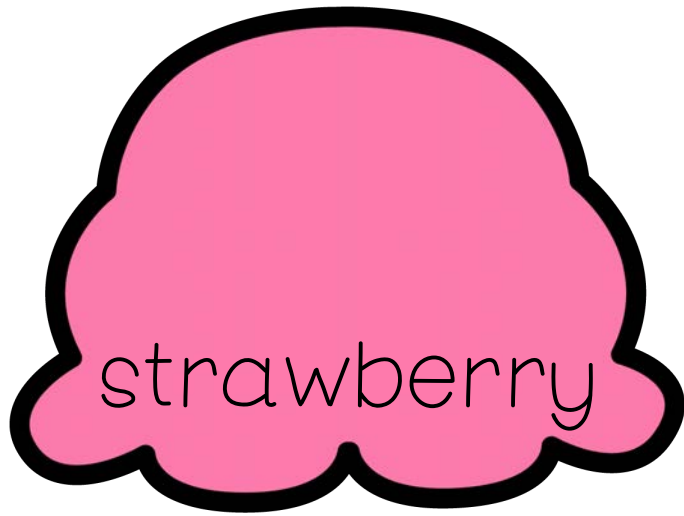
How many scoops  
Before we stop?

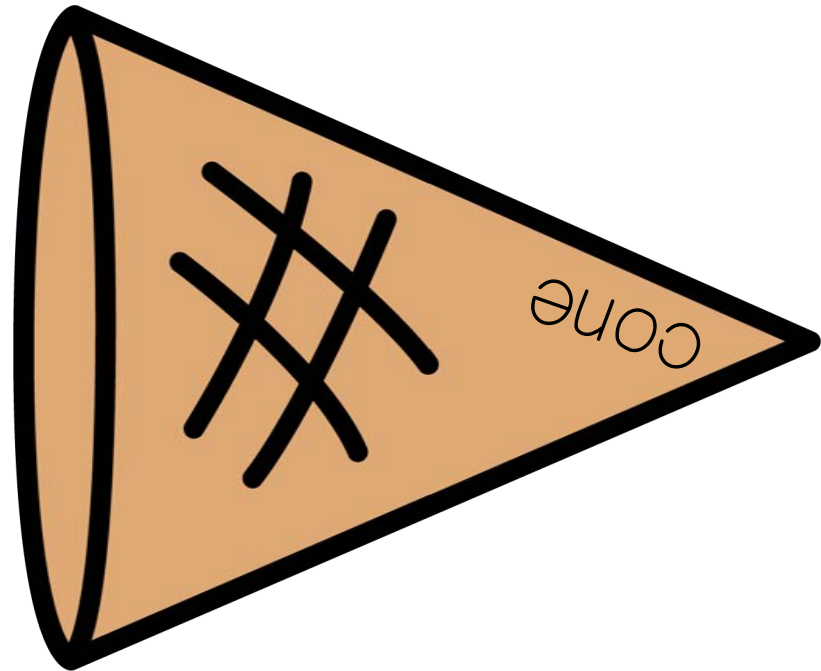
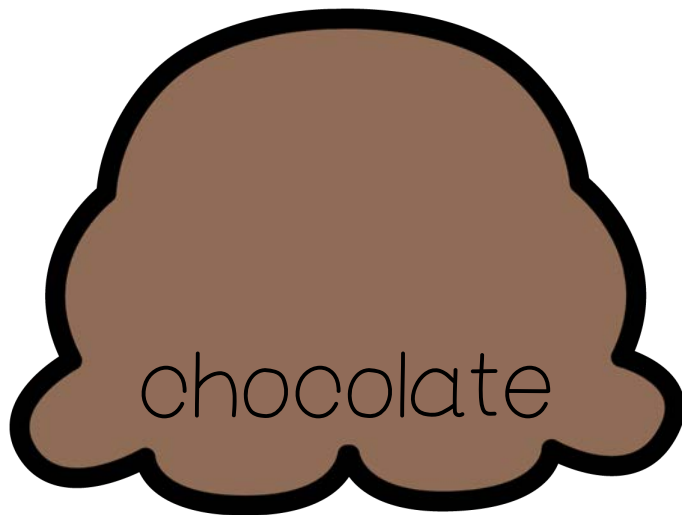
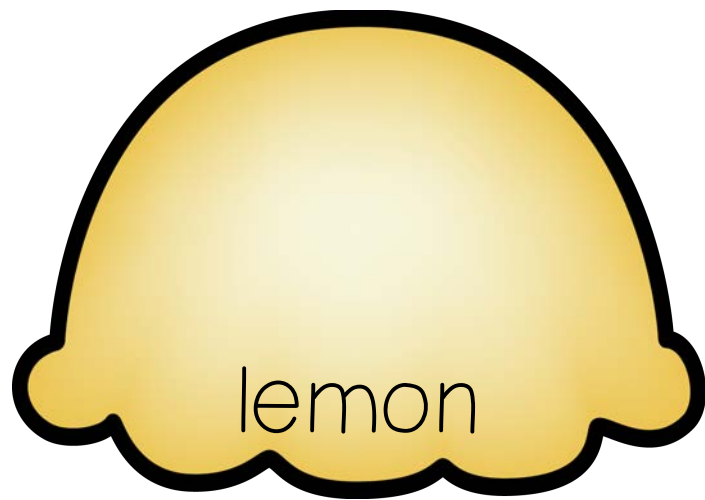
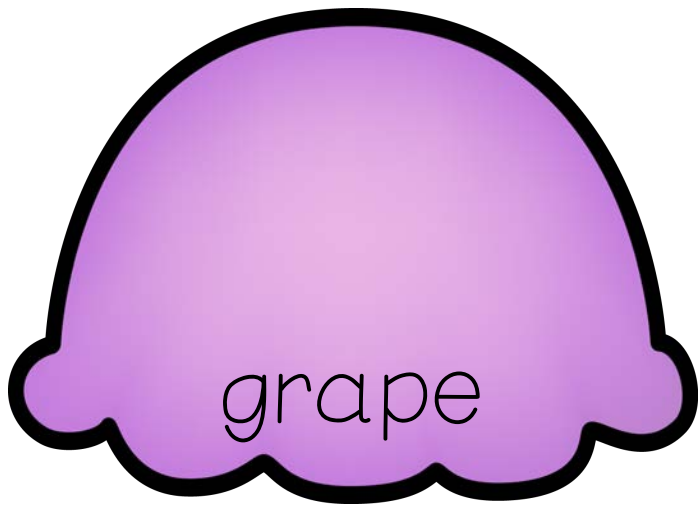
Repeat the verses and replace  
**chocolate** with new flavors:

- vanilla
- strawberry
- mint
- lemon
- blueberry

Ask the students to name their  
favorite flavors!







Name \_\_\_\_\_

Choose 3 flavors of ice cream. Color the scoops.

Take a survey. Ask people what their favorite flavor is.

Write their name under their favorite flavor.



## What is your favorite flavor?



# Water Play

## Activities with water

Day 3  
lesson  
plans

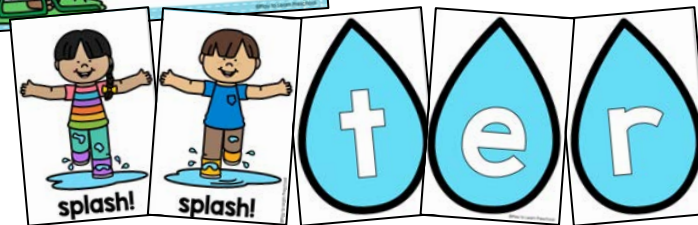
When it's hot outside during the summer, we can cool off by playing in water.

### Objectives:

- The students will sing a song (oral language).
- The students will sort pictures into 2 groups (concept sort).

### Activities:

1. Look at photographs of water activities. Discuss different things that we can do with water.
2. Sing the W-A-T-E-R song in the tune of "Bingo".
  - a. Display the letters W-A-T-E-R and sing the song.
  - b. After singing the song for the first time, cover up the letter W with a picture of child splashing. Sing second verse as "splash-A-T-E-R".
3. Sort the pictures into 2 groups: Activities that need water and activities that do not need water.



### Extension Idea:

Teach the ASL sign for **water**. Make the letter **W** with 3 fingers. Bring it to your mouth twice.





**Splashing in fountains is so much fun when it is hot!**



**Boating is a great way to  
enjoy the summer sun!**

# Water

(To the Tune of "Bingo")

We're going to have  
some fun today!

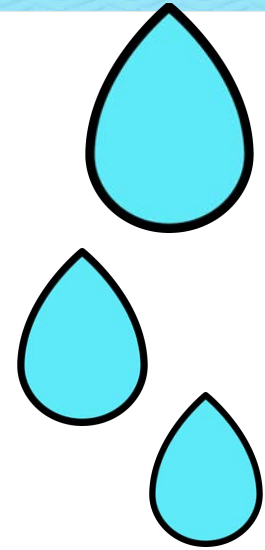
We're going to play  
with water.

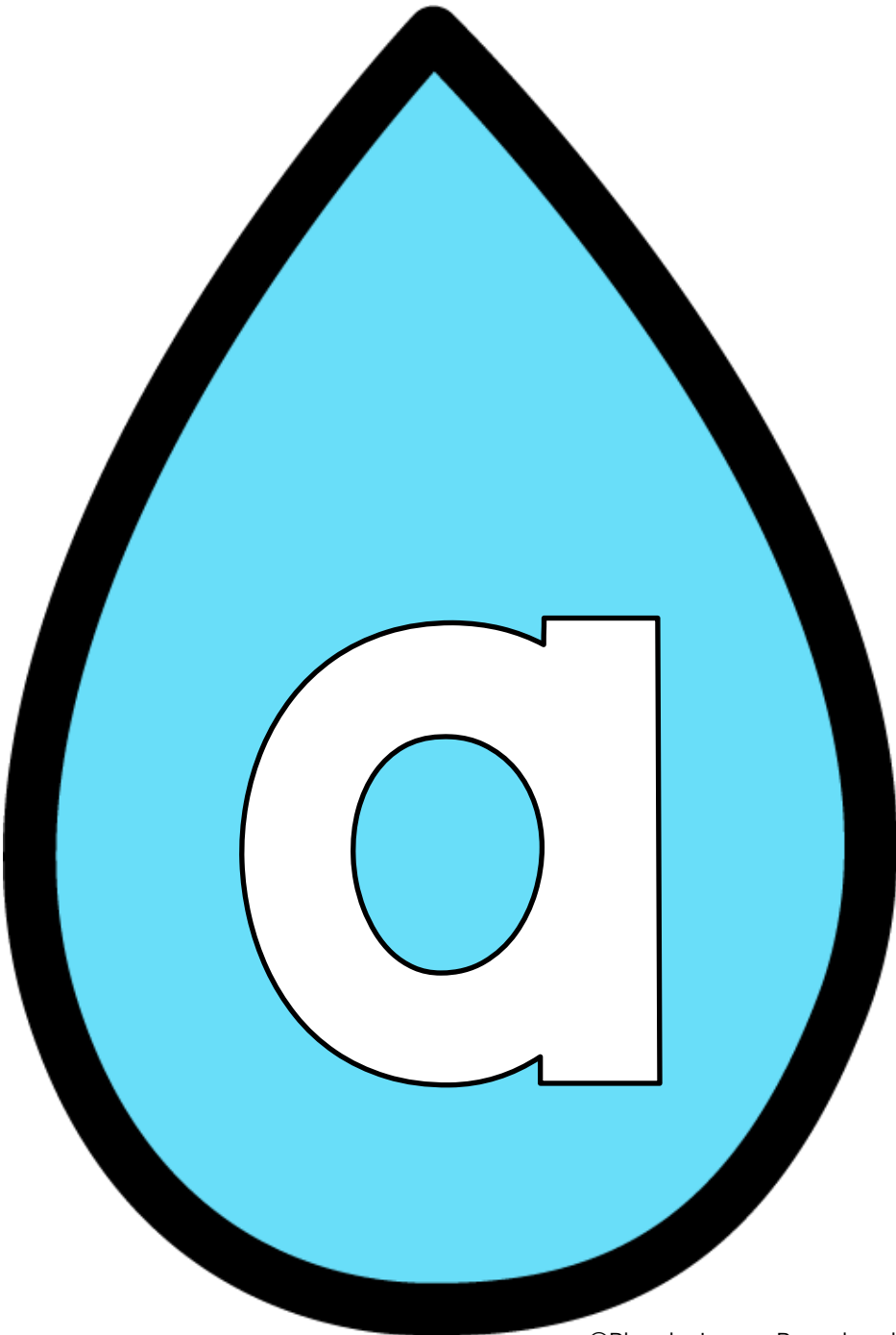
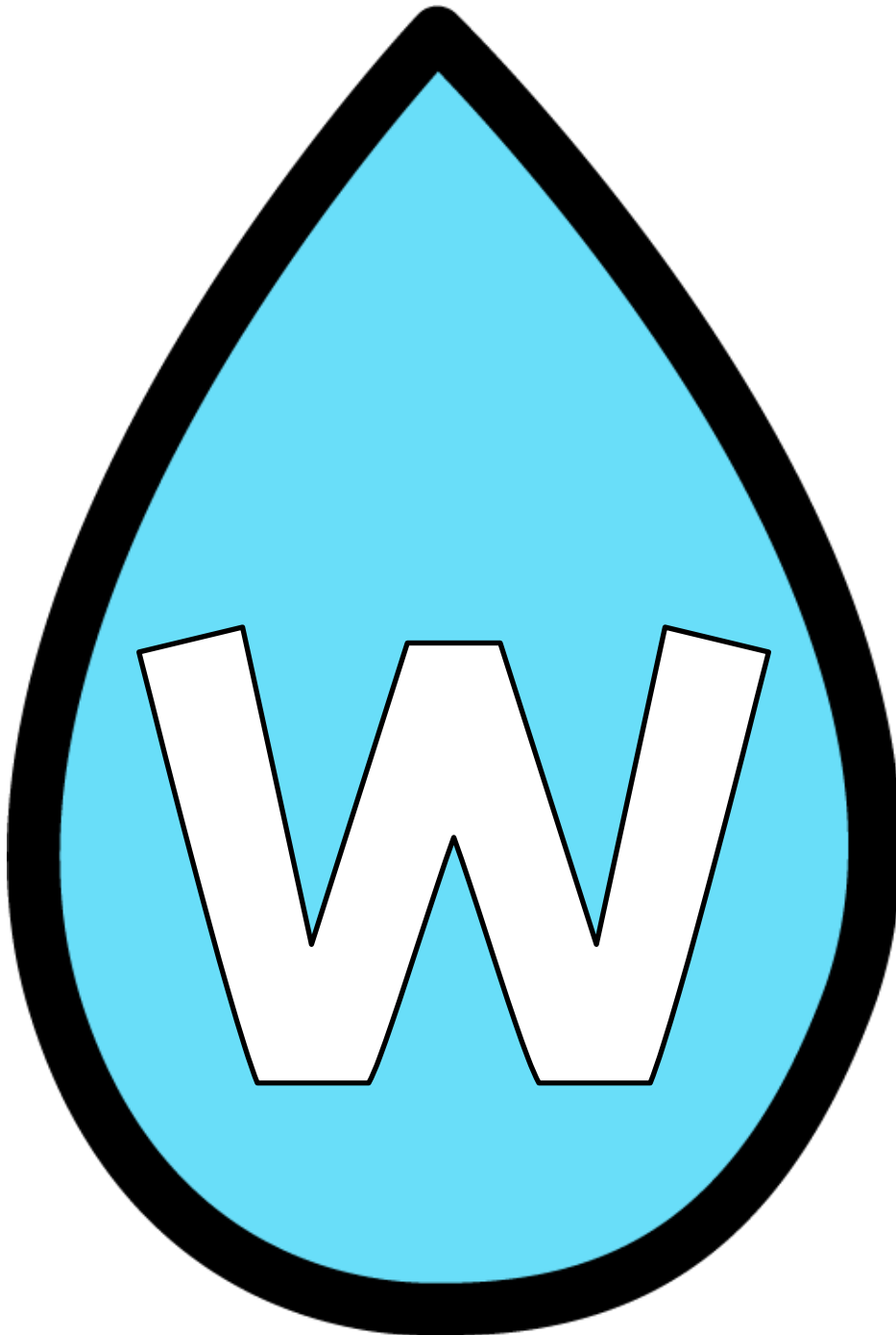
**W-A-T-E-R**

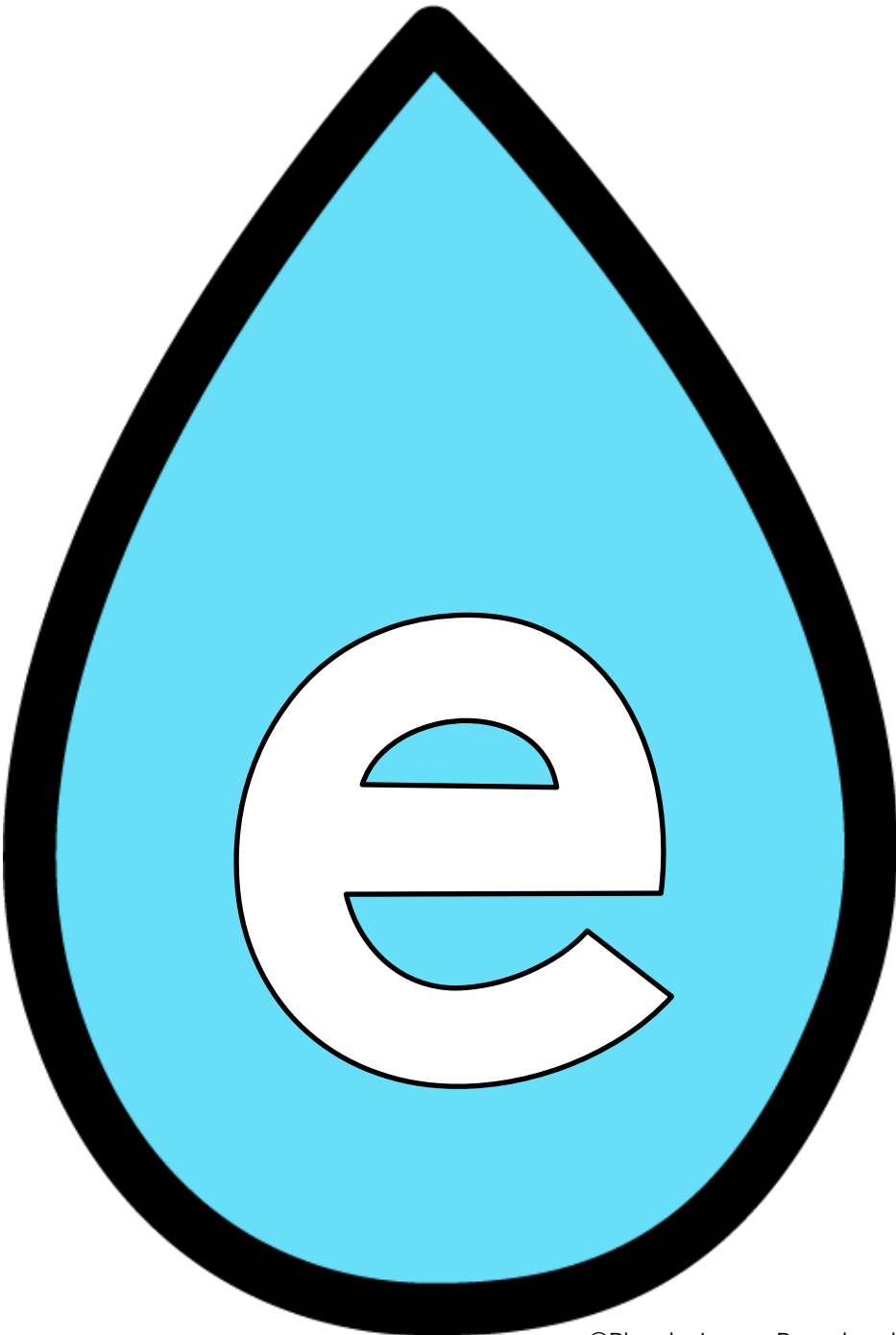
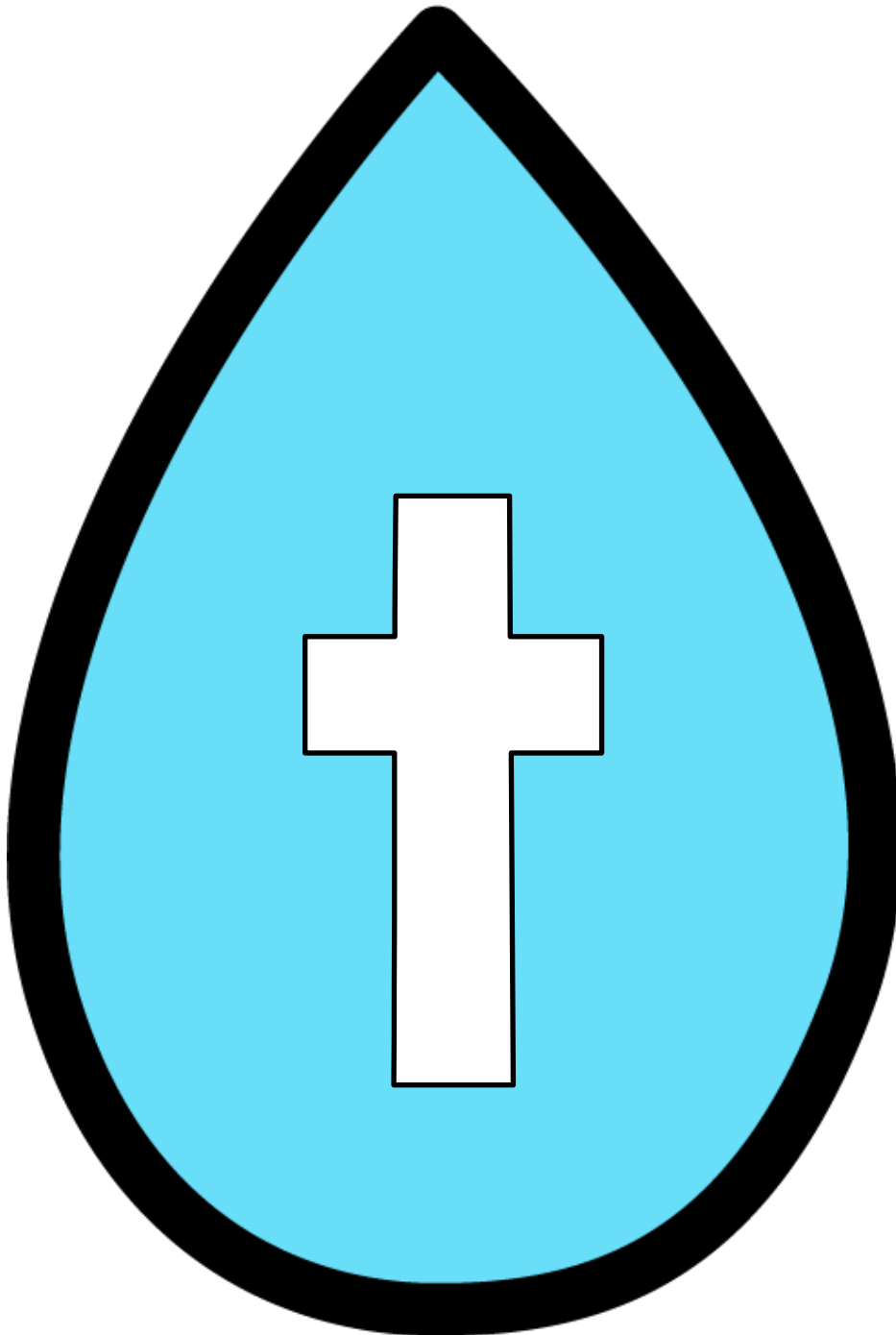
**W-A-T-E-R**

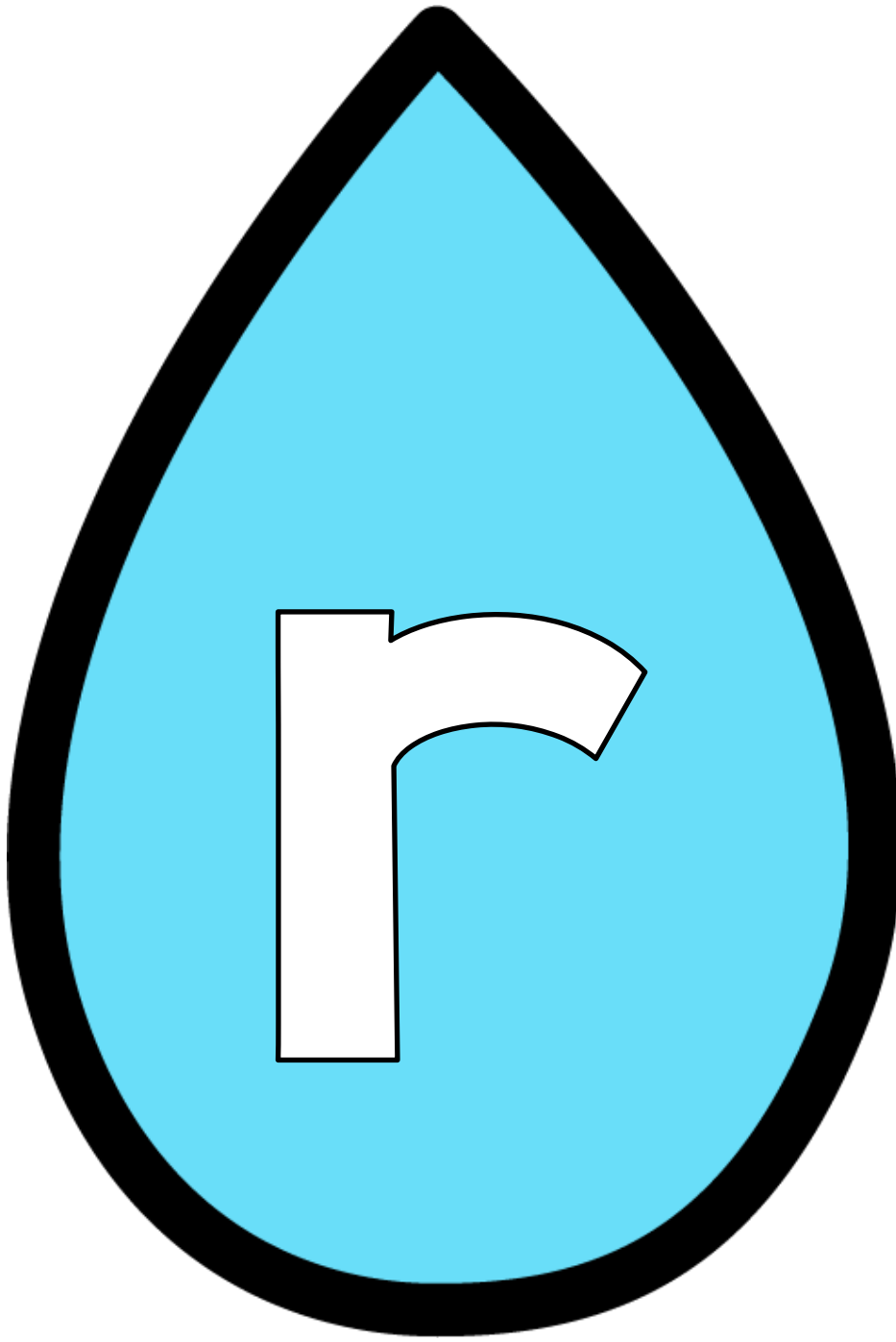
**W-A-T-E-R**

We're going to play  
with water.









R

# Water

TO THE TUNE OF "BINGO"

We're going to have some fun today!

We're going to play with water.

W - A - T - E - R

W - A - T - E - R

W - A - T - E - R

We're going to play with water.



PLAY TO LEARN PRESCHOOL



**splash!**



**splash!**



**splash!**



**splash!**



**splash!**

Activities that  
**do** need water:



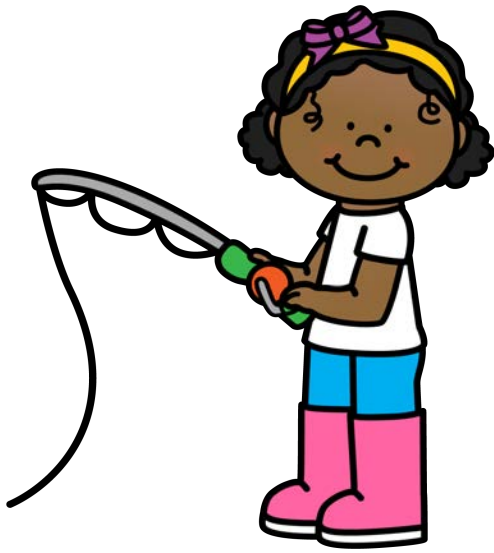
**Yes!**

Activities that  
**do not** need  
water:



**No.**

Activities with and without water



fishing

Activities with and without water



swimming

Activities with and without water



kayaking

Activities with and without water



sprinklers

Activities with and without water



car wash

Activities with and without water



sailing

Activities with and without water



biking

Activities with and without water



tennis

Activities with and without water



running

Activities with and without water



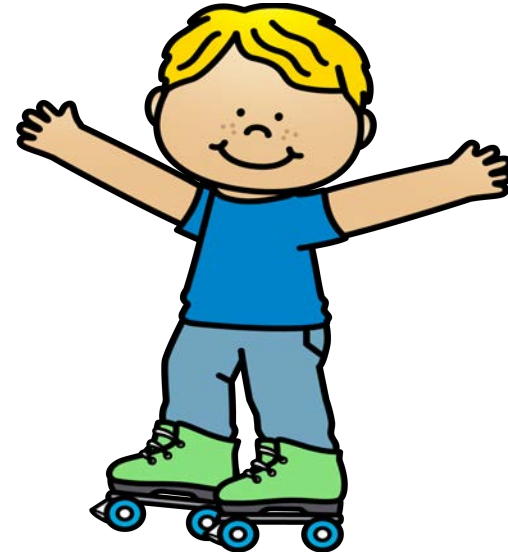
soccer

Activities with and without water



bowling

Activities with and without water



roller skating

# Watermelons

## Exploring watermelons

Day 4  
lesson  
plans

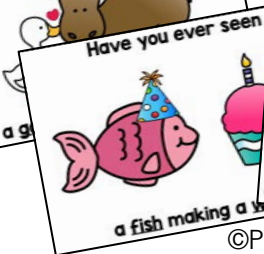
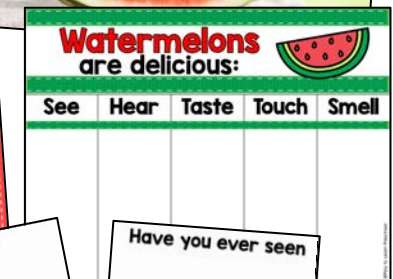
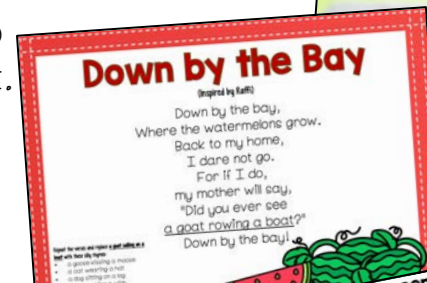
Have you ever tasted watermelon? Let's use our senses to explore the outside and the inside of a watermelon.

### Objective:

- The students will describe existing knowledge of watermelons.
- The students will sing a song (oral language practice).
- The students will use their senses to explore a watermelon.

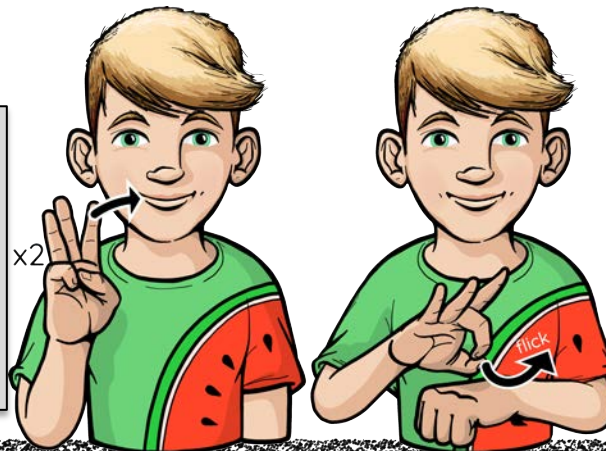
### Activities:

1. Sing the song "Down by the Bay". Switch the different rhymes to change the words in this hilarious song.
2. Cut open a watermelon. Use all senses to describe the watermelon. What describing words can be used to describe the findings? Write describing words on list.



### Extension Idea:

Teach the ASL sign for **watermelon**. First, sign **water**, then flick your wrist to sign **melon**.



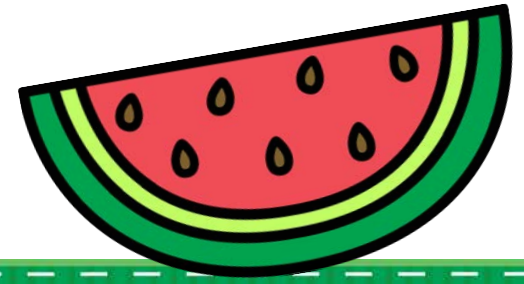
**Watermelon is a delicious  
summer treat!**



Watermelons grow on a vine.



**Watermelons**  
are delicious:



**See**

**Hear**

**Taste**

**Touch**

**Smell**

# Down by the Bay

(Inspired by Raffi)

Down by the bay,  
Where the watermelons grow.

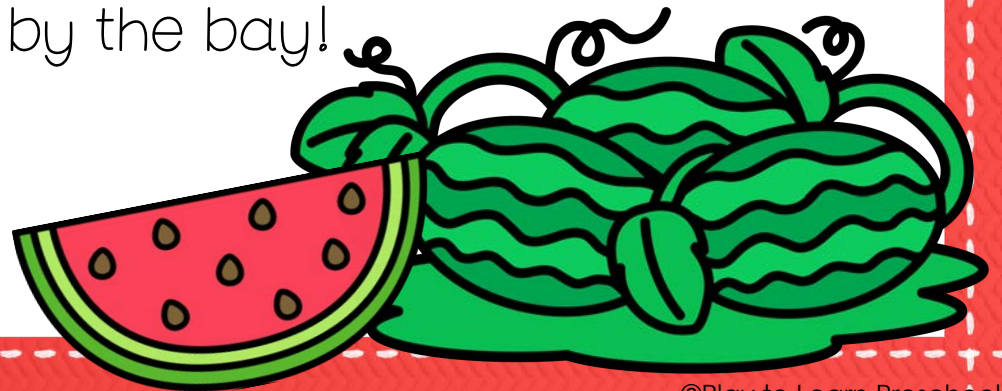
Back to my home,  
I dare not go.

For if I do,  
my mother will say,  
"Did you ever see  
a goat rowing a boat?"

Down by the bay!

Repeat the verses and replace a goat rowing a boat with these silly rhymes:

- a goose kissing a moose
- a cat wearing a hat
- a dog sitting on a log
- a fish making a wish
- a fly wearing a tie
- a bear sitting in a chair
- a duck riding in a truck.

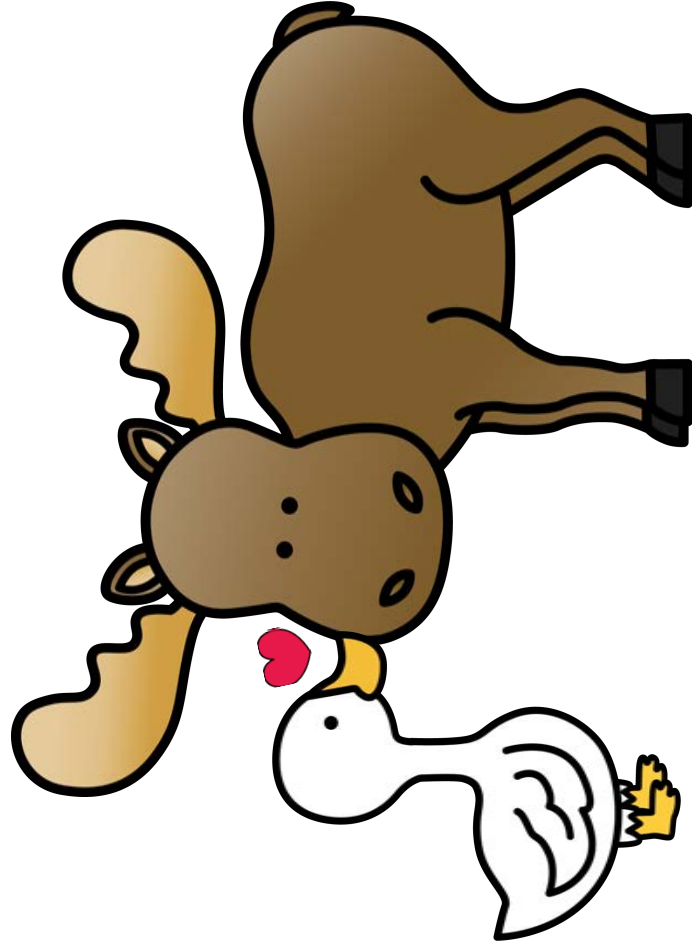


Have you ever seen



a goat rowing a boat?

Have you ever seen



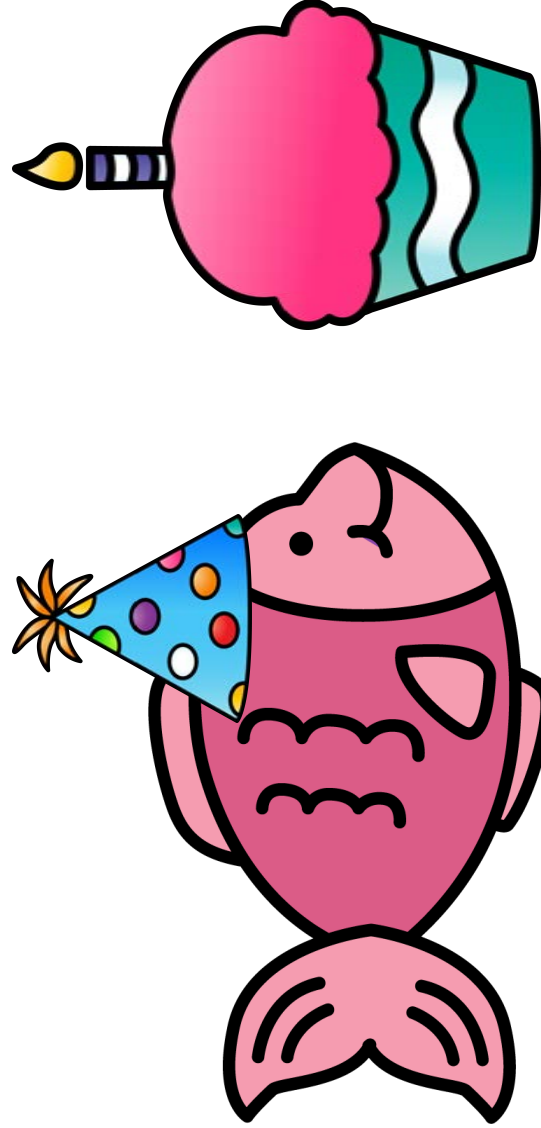
a goose kissing a moose?

Have you ever seen



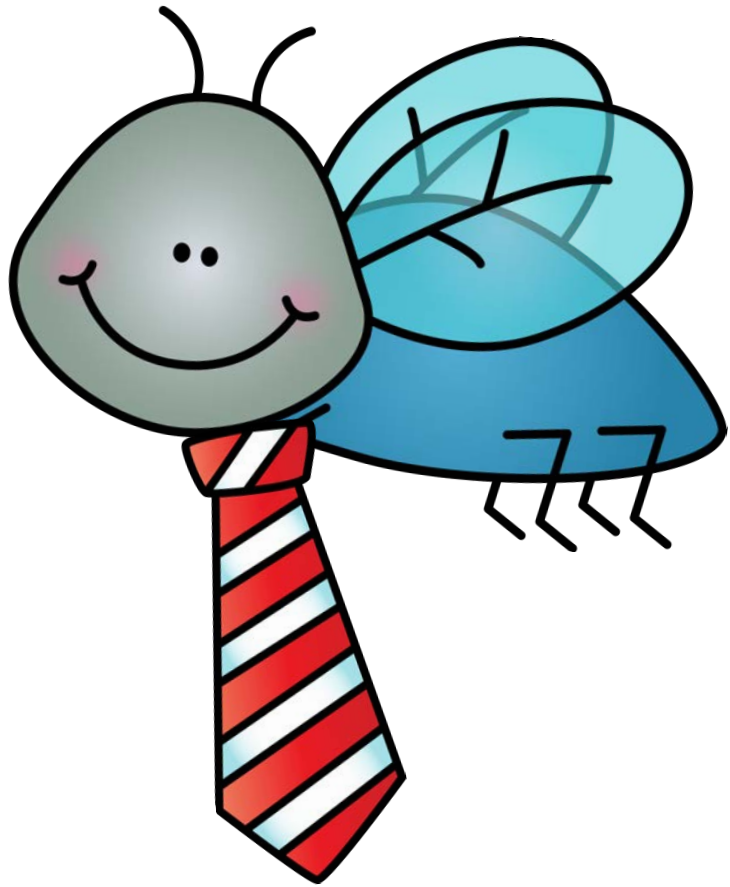
a dog sitting on a log?

Have you ever seen



a fish making a wish?

Have you ever seen



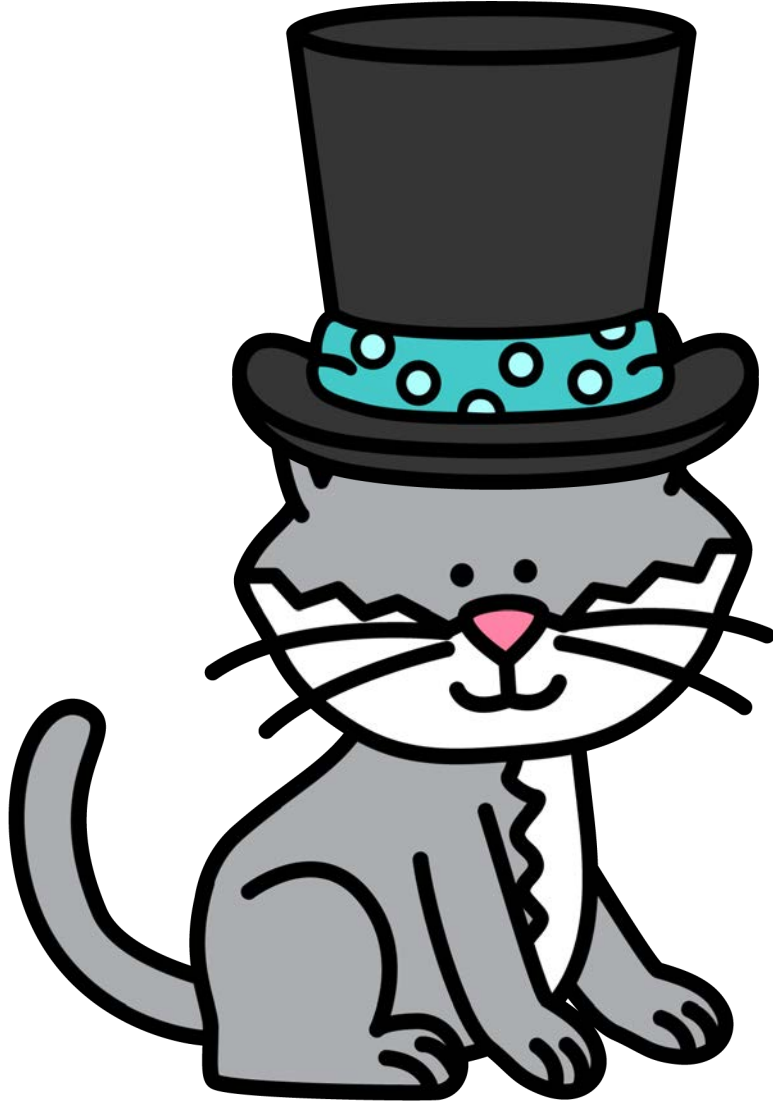
a fly wearing a tie?

Have you ever seen



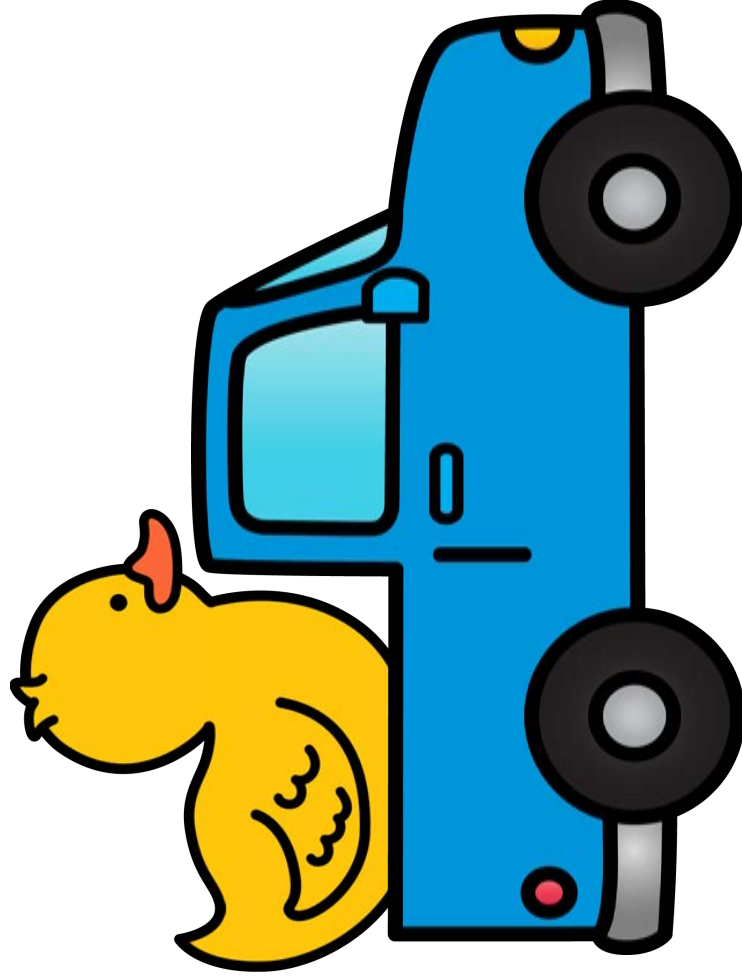
a bear sitting in a chair?

Have you ever seen



a cat wearing a hat?

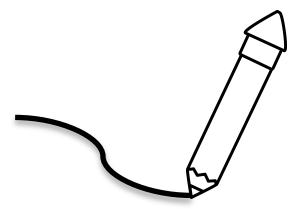
Have you ever seen



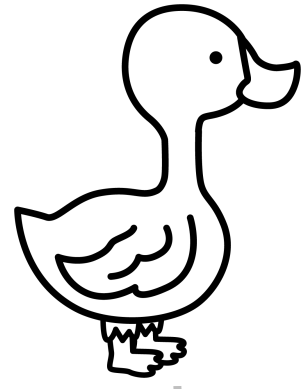
a duck riding in a truck?

Name \_\_\_\_\_

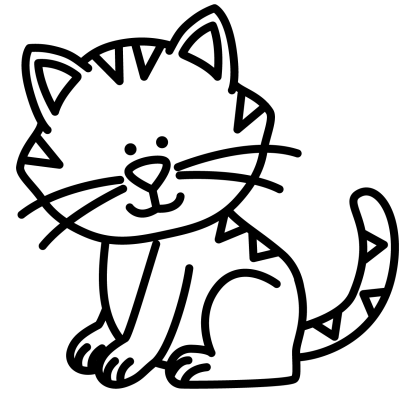
I can draw a line to match the rhyming words.



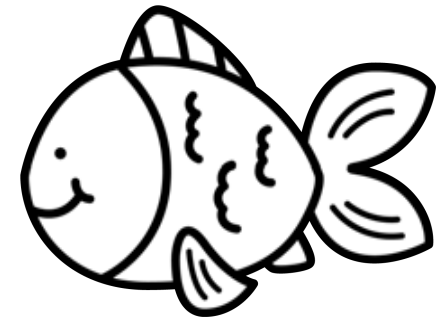
goose



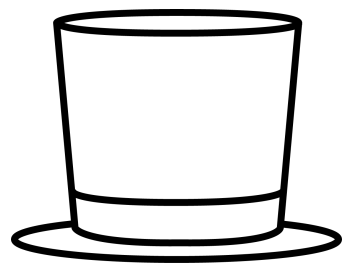
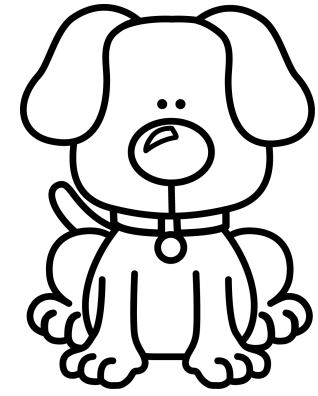
cat



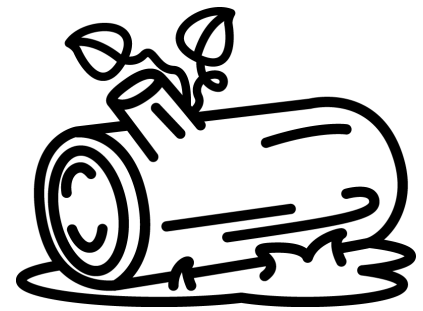
fish



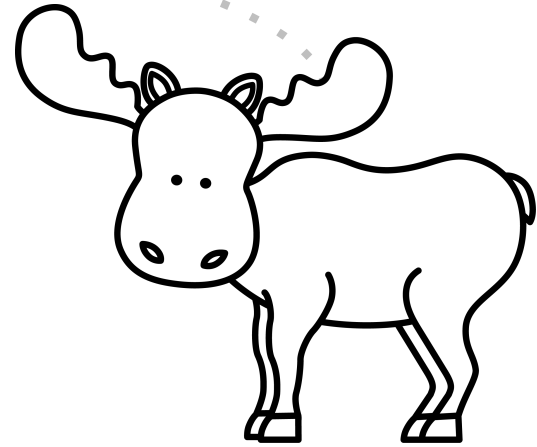
dog



hat



log



moose



wish



# Camp-Out

All about the adventures of camping

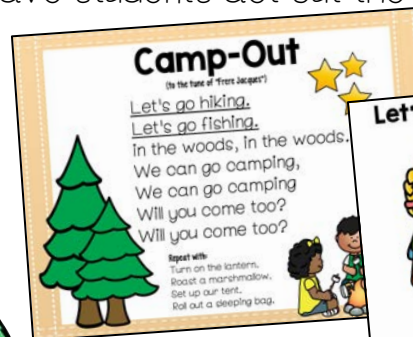
Sleeping outside in a tent is a fun thing to do in the summer time. Have you ever gone on a camp out?

## Objectives:

- The students will use background knowledge about camping to have a discussion.
- The students will sing a song all about camping (oral language practice).

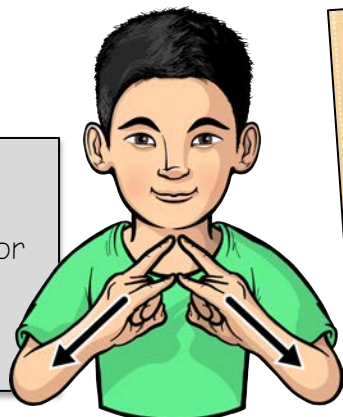
## Activities:

1. Show the photograph posters of camping.
2. Ask the students the question:  
"What do you do when you go camping?"
3. Take a poll: Students use name cards or post-it notes to "vote" for their answer on a bar graph. Have you ever been camping?
4. Sing the song "Camp-Out" and have students act out the actions.



### Extension Idea:

Teach the ASL sign for **tent**. See illustration for details.





**A tent will keep you dry and safe when you go camping.**



**Roasted marshmallows make a delicious snack.**



# Have you ever been camping?



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**Yes,  
I have.**

**No,  
not yet.**



# Camp-Out

(to the tune of "Frere Jacques")



Let's go hiking.

Let's go fishing.

in the woods, in the woods.

We can go camping,

We can go camping

Will you come too?

Will you come too?



**Repeat with:**

Turn on the lantern.

Roast a marshmallow.

Set up our tent.

Roll out a sleeping bag.

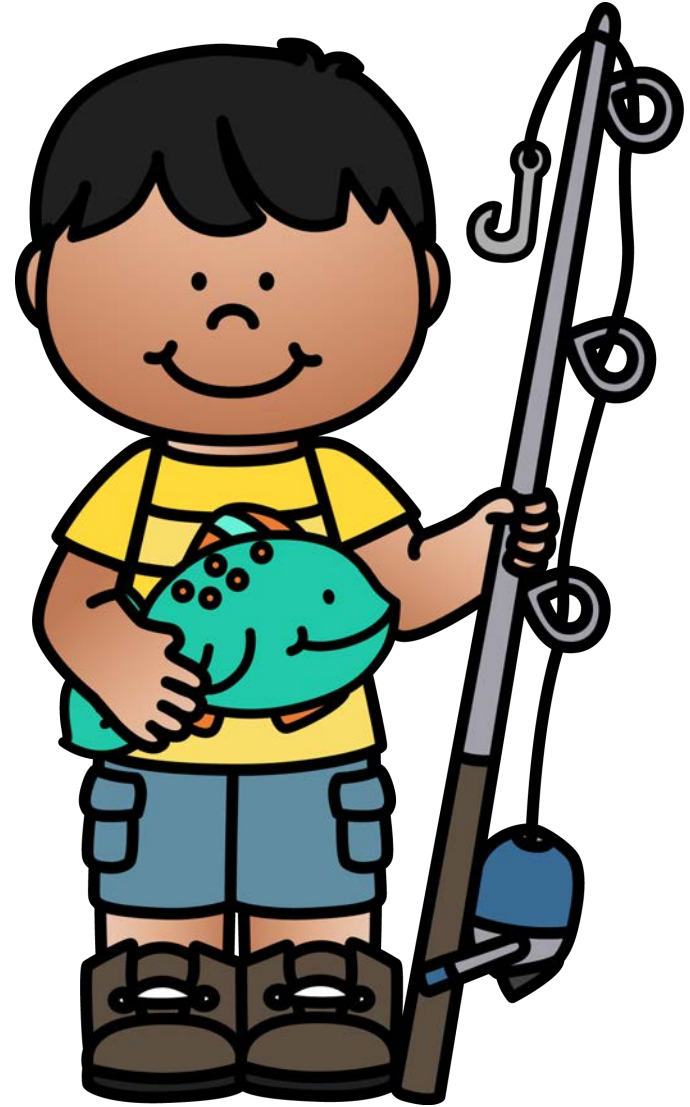


**Let's go hiking**



**in the woods!**

**Let's go fishing**



**in the woods!**

**Turn on the lantern** **Roast a marshmallow**



**in the woods!**



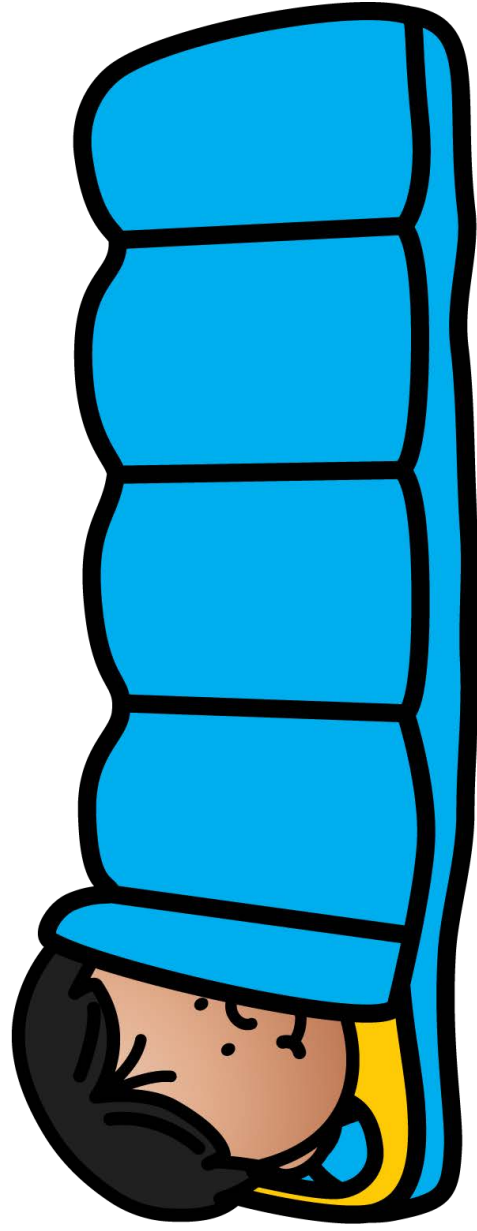
**in the woods!**

**Set up our tent**



**in the woods!**

**Roll out the sleeping bag**



**in the woods!**

# Hot & Cold

## Comparing opposites

Opposites are a pair of words that have different meanings. Hot and cold are great examples of comparing the different words.

### Objectives:

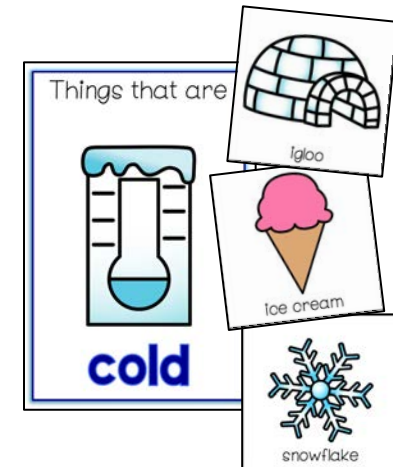
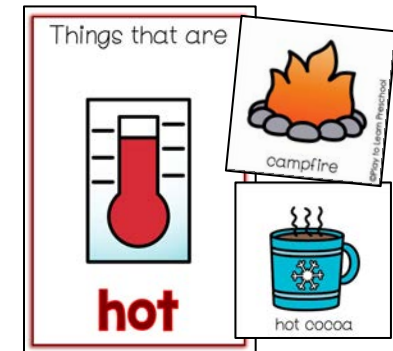
- The students will identify opposites (concept sort).
- The students use logical thinking skills.

### Activities:

1. Engage students in a discussion about items that are hot and items that are cold. These are opposites. Fill 2 cups with water: one warm (not too hot) and one cold. Let the students feel the opposites.
2. Sort pictures into 2 different groups: Things that are hot and things that are cold.
3. Play the Grid Game:

#### To Play:

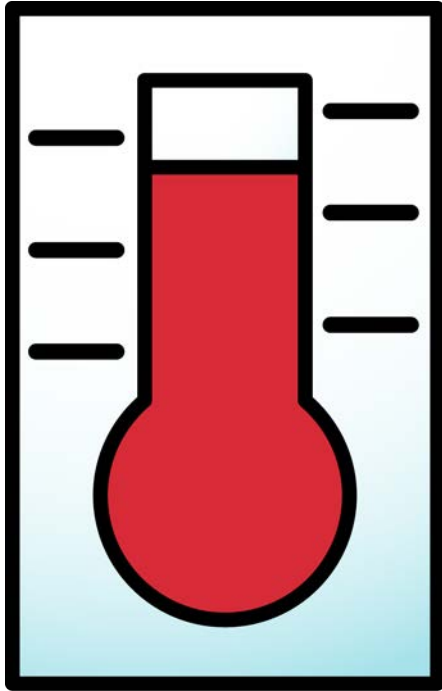
- Copy the attached page onto 4-5 different colors of paper.
- Create a grid where each column has the same picture and each row is the same color. Discuss the pattern and relationship of the cards.
- Students close their eyes while the teacher removes 1 card.
- Students use their knowledge of patterns to determine which card (color and picture) is missing.



#### Extension Idea:

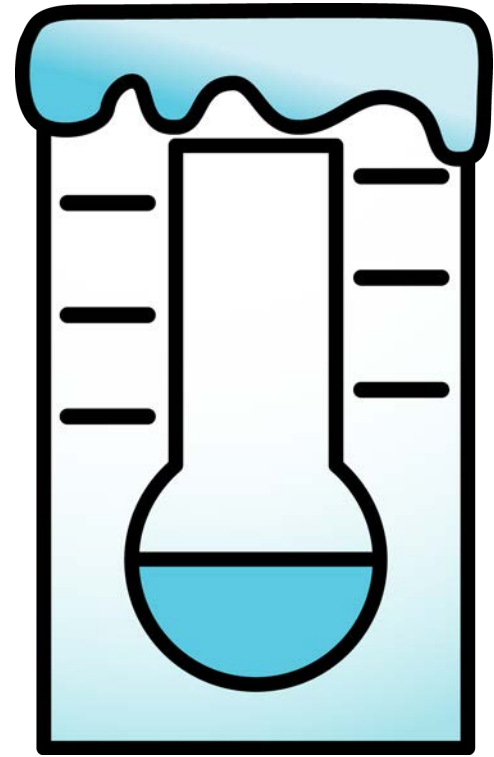
Make ice cubes. Invite students to touch the ice. What happens when it gets warm? Experiment with different ways to make the ice melt.

Things that are



**hot**

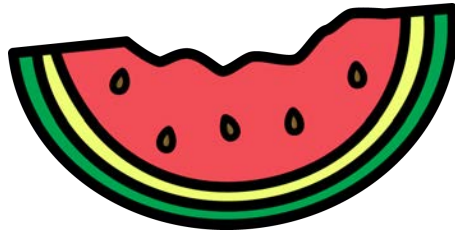
Things that are



**cold**



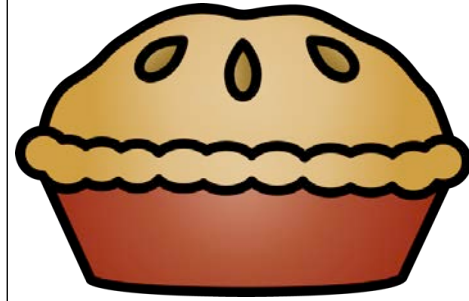
snowflake



watermelon



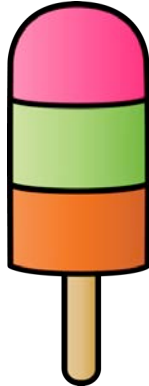
hot cocoa



pie



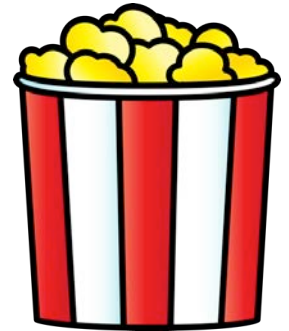
ice cream



popsicle



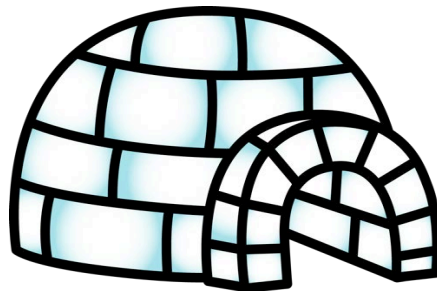
candle



popcorn



snowman



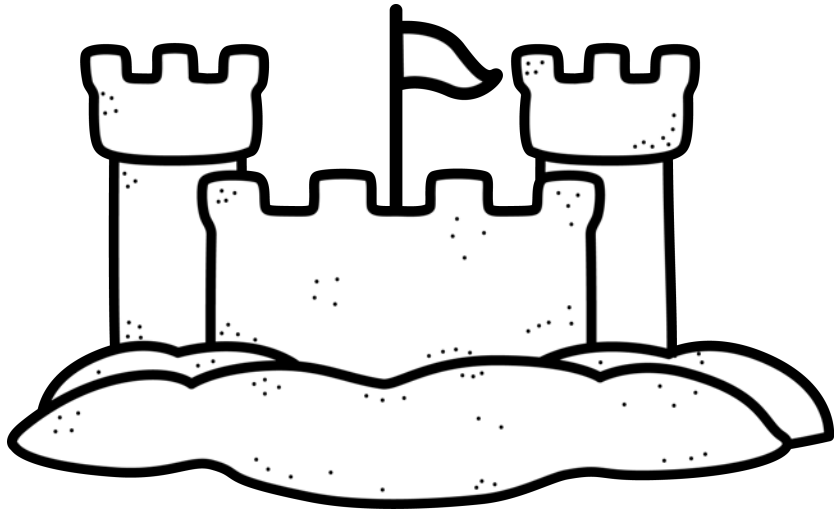
igloo



fireplace



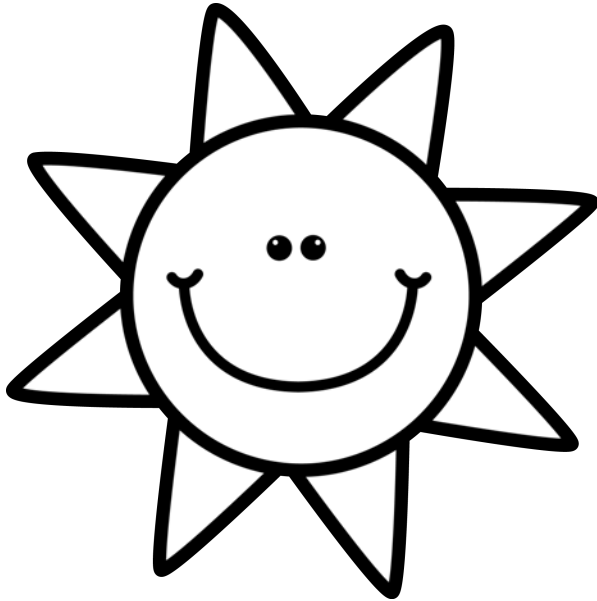
campfire



sandcastle



ice cream cone



sun



watermelon

# Celebrate Summer

Day 7  
lesson  
plans

Fun ways to celebrate summer

In the summertime, the nights are warm and the days are long. What's your favorite thing to do on a warm summer night? This lesson has 2 options: fireworks or fireflies.

## Objective:

- The students will recite a rhyme. (color identification, counting, and oral language)

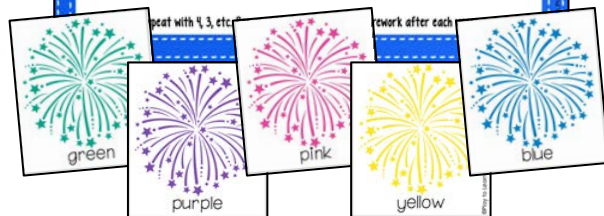
## Activities:

- Show the photograph poster of fireworks or fireflies.
- Recite either the rhyme "5 Bright Fireworks" for color identification practice or the poem "5 Bright Fireflies" for practice with subtraction.



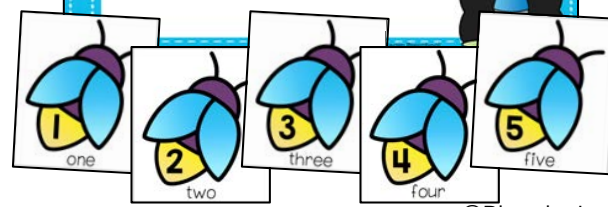
**5 Bright Fireworks**  
(To the Tune of "5 Little Monkeys")

Five Bright Fireworks bursting in the sky,  
The blue one flew up and went so high!  
The girls said, "Oooh!" and  
The boys said, "Oh my!"  
And the bright blue firework fell from the sky.



**5 Bright Fireflies**  
(Counting Poem)

5 Bright fireflies flying in the night  
1 Files off into the moonlight.  
4 Bright fireflies flying in the night  
1 Files off into the moonlight.  
(Continue counting backwards.)  
No bright fireflies flying in the night.  
Time to go to bed.  
Good-night, good-night!



### Extension Idea:

Use a fork dipped in paint to create some beautiful firework art.



**Fireworks are many different colors. They light up the sky with a loud boom!**



# 5 Bright Fireworks

(To the Tune of "5 Little Monkeys")

Five Bright Fireworks bursting in the sky,  
The blue one flew up and went so high!  
The girls said, "Oooh!" and  
The boys said, "Oh my!"  
And the bright blue firework fell from the sky.

Repeat with 4, 3, etc. Remove the matching colored firework after each verse.



green



blue



pink



red



purple

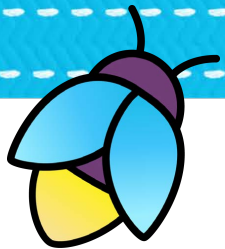


yellow



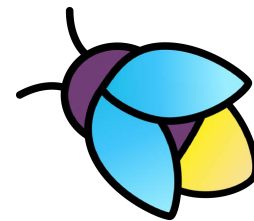
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**Fireflies are also called lightning bugs!**



# 5 Bright Fireflies

(Counting Poem)



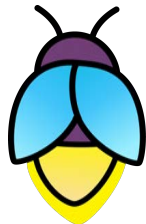
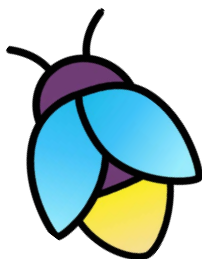
5 Bright fireflies flying in the night  
1 Flies off into the moonlight.

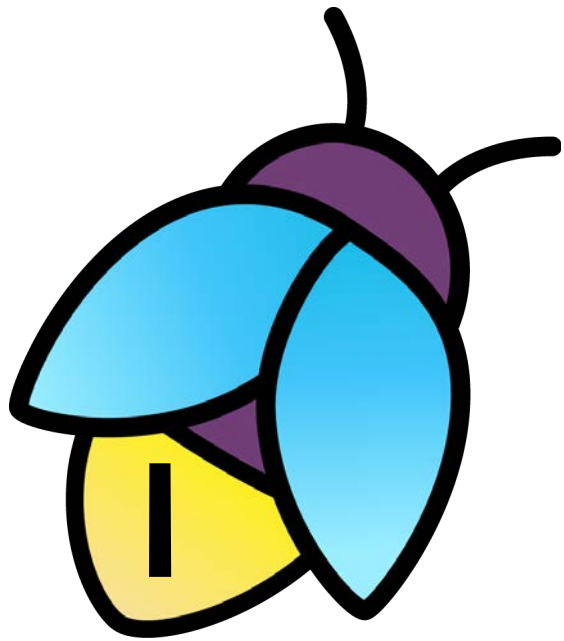
4 Bright fireflies flying in the night  
1 Flies off into the moonlight.

(Continue counting backwards.)

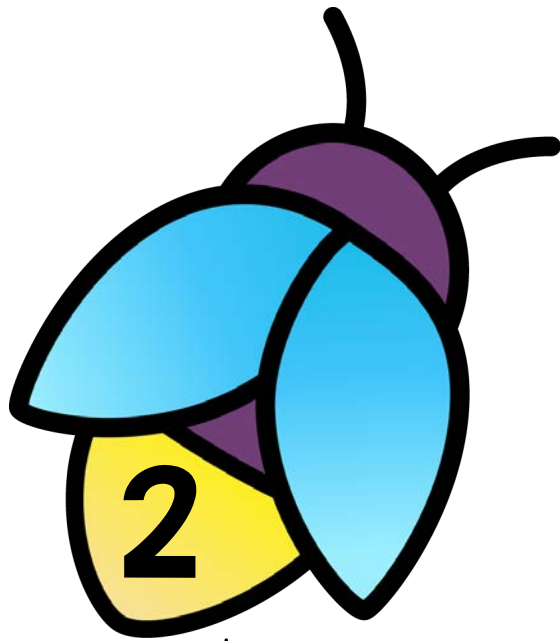
No bright fireflies flying in the night.  
Time to go to bed.

Good-night, good-night!

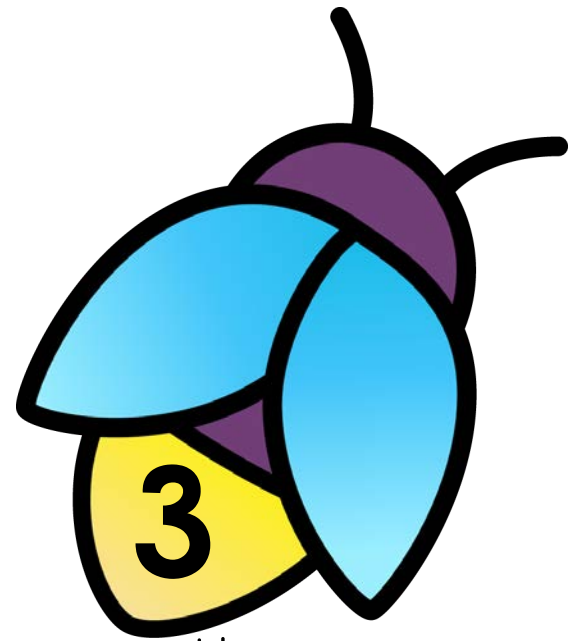




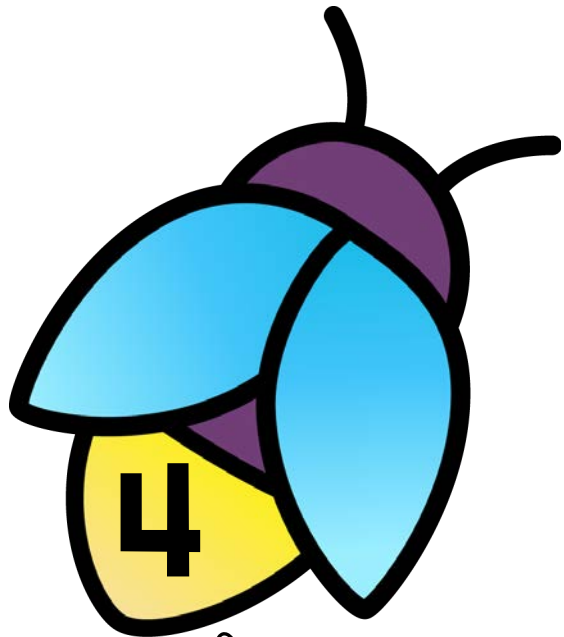
one



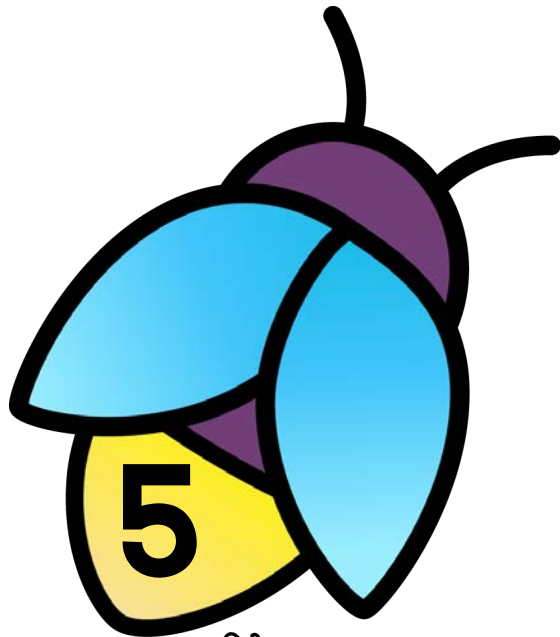
two



three



four



five

# Lemonade

## All about lemons

Making lemonade is something that all children love to do in the summertime. Have you ever tasted a lemon? Have you ever made lemonade?

### Objective:

- The students will describe what they know about making lemonade.
- The students will use their sense of taste.
- The students will sing a song for oral language and sequencing practice.

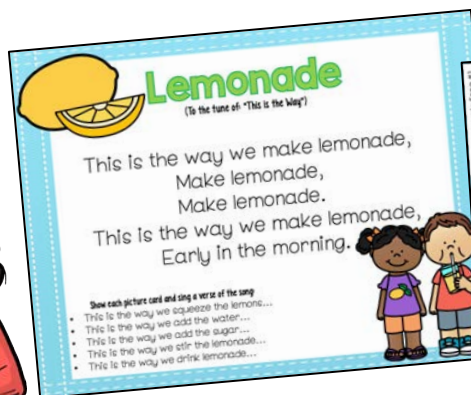
### Activities:

1. Show the photographs of lemons. Have you ever made lemonade? How do you make lemonade?
2. Cut up a lemon and investigate. Give each child a slice to try. What does it taste like?
3. Sing the song "Lemonade". This is a fun way to practice sequencing.



### Extension Idea:

Teach the ASL sign for **lemon**. Make the letter **L**. Bring it to your cheek and twist it forward.





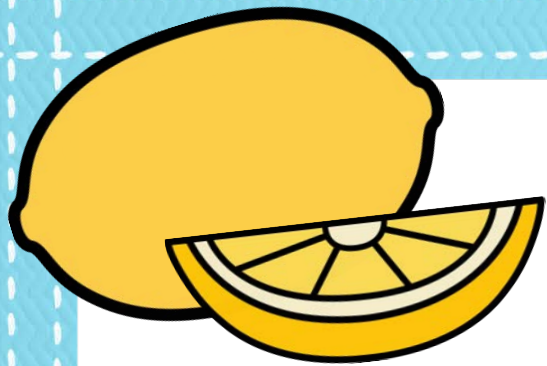
**Lemons are a bright yellow fruit.  
They are very sour.**



**Lemonade is a tasty drink to enjoy on a summer day.**



**Sharing lemonade with neighbors  
is so much fun.**



# Lemonade

(To the tune of: "This is the Way")

This is the way we make lemonade,  
Make lemonade,  
Make lemonade.

This is the way we make lemonade,  
Early in the morning.

**Show each picture card and sing a verse of the song:**

- This is the way we squeeze the lemons...
- This is the way we add the water...
- This is the way we add the sugar...
- This is the way we stir the lemonade...
- This is the way we drink lemonade...





make lemonade



squeeze



add water



add sugar



stir



drink

# Summer Safety

All about safety

Day 9  
lesson  
plans

It is important to be safe and healthy in the summer.  
Wearing hats and using sunscreen are a few ways to keep us safe.

## Objective:

- The students will recall what they know about keeping their bodies safe in the summertime.

## Activities:

- Show the safety posters.
- Ask the students the questions:
  - “What can you do to keep safe in the summer?”
  - “Why is it important to wear a helmet when riding a bike?”
  - “What does a lifeguard do?” etc.
- Sing the song “Summer Safety.” Show the enclosed picture during each verse. Are there any other ways to keep yourself safe in the summer?





**Always wear a helmet when riding a bike.**



**Sunglasses protect your eyes from the sun.**

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**Lifeguards keep us safe at the pool  
and at the beach.**



**Wearing sunscreen will protect  
our skin from the sun.**



# Summer Safety

(To the tune of: "The Wheels on the Bus")

The lifeguards at the pool  
Keep us safe  
Keep us safe  
Keep us safe.

The lifeguards at the pool  
Keep us safe,  
All summer long.



**Show each picture card and sing a verse of the song:**

- Sunscreen protects our skin from the sun...
- A baseball cap keeps us cool...
- A bike helmet protects our head...
- Sunglasses protect our eyes from the sun...
- Drinking water keeps us hydrated...



Summer safety song



lifeguard

Summer safety song



use sunscreen

Summer safety song



wear a hat

Summer safety song



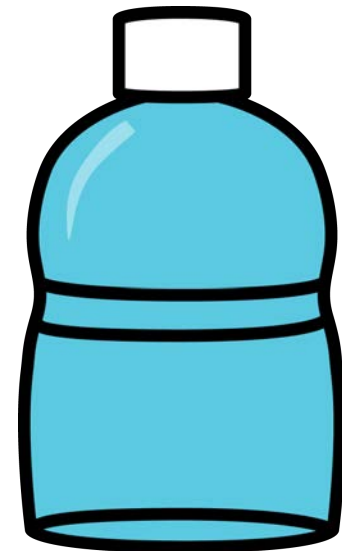
wear a helmet

Summer safety song



wear sunglasses

Summer safety song



drink water

# Summertime

Unit conclusion

Day 10  
lesson  
plans


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

## Objective:

- The students will discuss the things that they have learned about summer.
- The students will take a vote.

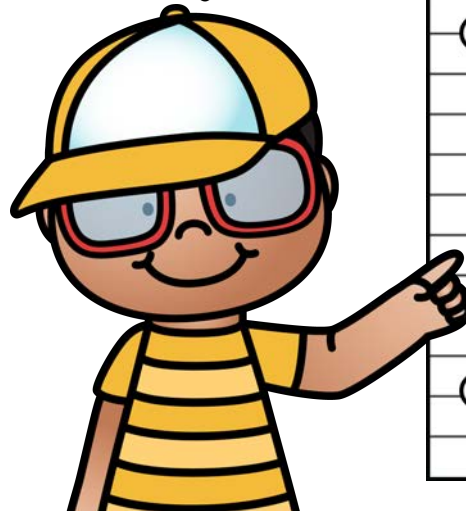
## Activities:

1. Invite students to list the things they have learned about the summertime. Write each idea on a lemon cutout.
2. Create a chart or poster using the included headers and lemon pictures.
3. Create a poll – what is your favorite thing to do in the summer?

The \_\_\_\_\_ Family's  
**Summer Bucket List** 

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

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**We know about Summer** 

I learned that:  
I can go camping in a tent  
- Darla

I learned that:  
You can eat watermelon.  
- Jamel

I learned that:  
Ice cream is cold.  
- Anna

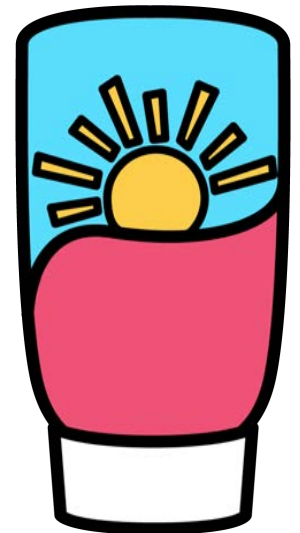
I learned that:  
Wear sunscreen every day.  
- Walter

I learned that:  
Watermelons grow on a vine.  
- Bennett

# We know about Summer



This is what I learned:



Cut out a lemon for each child.

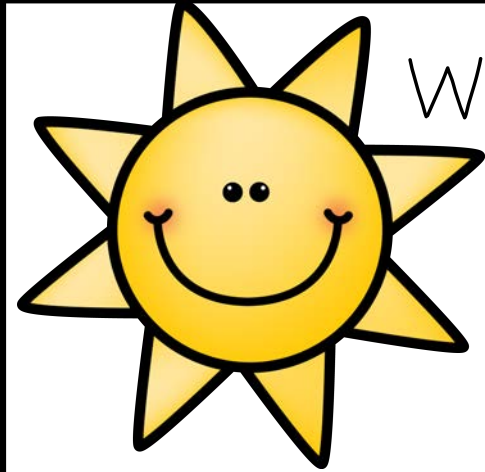
Allow them to draw a picture of what they learned, or write down their dictated words.

I learned that:

I learned that:

I learned that:

I learned that:



What is your favorite thing to do in the

**Summer?**

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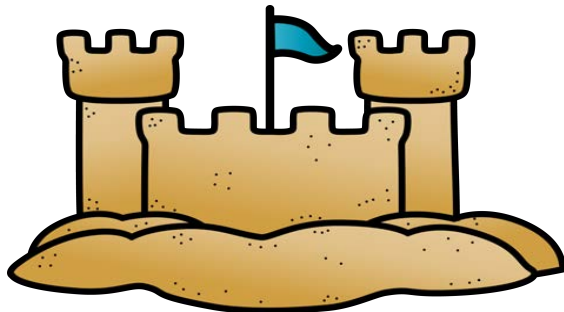
**I like to eat ice cream.**



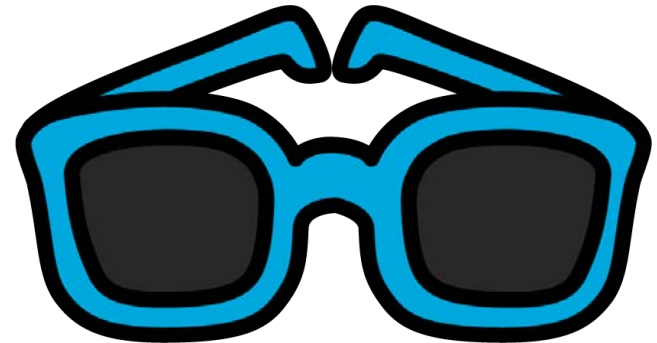
**I like to go swimming.**



**I like to build sand castles.**

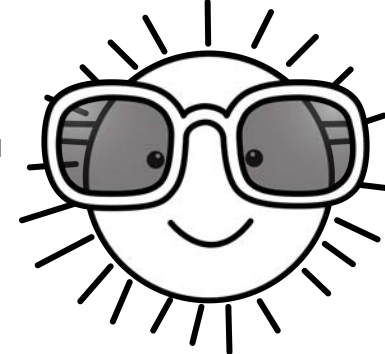


**I like to wear sunglasses.**





The \_\_\_\_\_ Family's  
**Summer Bucket List**

 \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

# Centers

## Center Activities

- Line Tracing
- Cutting Practice
- Visual Discrimination
- Word Wall Cards
- Beginning Sound Sort
- Rhyming Sort
- Rhyming Pairs
- Missing Numbers
- Count & Clip Cards
- Shape Sorting
- Book List (recommendations)

### Line Tracing

**Objective:** The students will trace the dotted lines from left to right to practice important pre-writing skills.

Name: \_\_\_\_\_

Tracing the lines.

### Cutting Practice

**Objective:** 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.

### Visual Discrimination

**Objectives:** The students will determine which picture is different from the others.

**Procedure:** Print a card and cut to separate. Students place a mini eraser or other counter on the picture that is different.

Another option is to use a pom-pom onto color and black-and-white pictures.

Which picture is different?

### Word Wall Cards

Use the cards in a pocket chart to make a Summer word wall.

Provide pencils, crayons, paper, markers, etc. in the writing center and encourage the students to write words from the wall.

swim

fishing

Summer Words

- sun
- ice cream
- fireworks

### Beginning Sound Sort

**Objective:** The students will identify the beginning sounds of each ice cream picture to the letter on the cone. To make this more challenging, the students will match the lower case letter on the cherry to the ice cream cone.

**Preparation:** Print, laminate and cut cones, scoops and cherries.

**Procedure:** Students say the name of the picture on the ice cream scoop. They locate the beginning sound of a cone and match them. Add the lower case cherry on top!

### Rhyming

**Objectives:** The students will identify words that rhyme with red, white and blue.

**Preparation:** Print, laminate and cut sorting mats and picture cards.

**Procedure:** Students say the name of the picture on the card. They decide whether it rhymes with red, white or blue and then place it on the correct sorting mat.

Rhymes with

Rhymes with

Rhymes with

Answer Key  
**RED:** bed, bread, thread  
**WHITE:** bite, night, kite  
**BLUE:** two, blue, shoe

### Rhyming Pairs

**Objectives:** The students will identify rhyming pairs.

**Preparation:** Print, laminate and cut sunglasses. Print header cards.

**Procedure:** Students name the two pictures on the pair of sunglasses. If they rhyme, place them under the header "Words that Rhyme." If they do not rhyme, place them under the header "Words that Do Not Rhyme."

Words that Rhyme

Words that Do Not Rhyme

Additional Practice  
 The additional page can be used for individual practice or as an assessment.

### Missing Numbers

**Objective:** The students will identify the missing numbers from 1-10 and 1-20.

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

**Procedure:** Students trace the numbers provided and fill in the missing number blanks. (The shovels and buckets are easier than the balloons!)

Additional Practice  
 Two reproductions are included for students who need extra practice.

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

### Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 16.

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

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

12 15 13

1 2 6

### Shape Sorting

**Objective:** The students will identify triangles, hexagons, circles and squares and sort by shape.

**Preparation:** Print, laminate and cut all pieces.

**Procedure:** Students choose a shovel and identify the shape. They match it to a corresponding pail.

circles

triangles


hexagons

squares

# Line Tracing












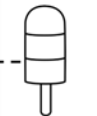
**Objective:** The students will trace the dotted lines from left to right to practice important pre-writing skills.

Name \_\_\_\_\_  
Trace each line.






---

Name \_\_\_\_\_  
Trace each line.
























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Trace the lines. 




---

Trace the lines. 

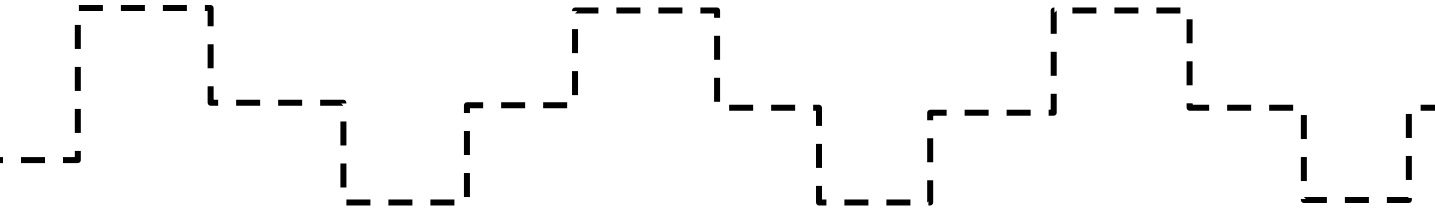
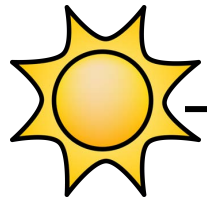
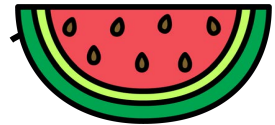
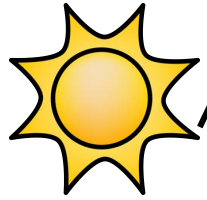
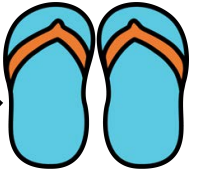
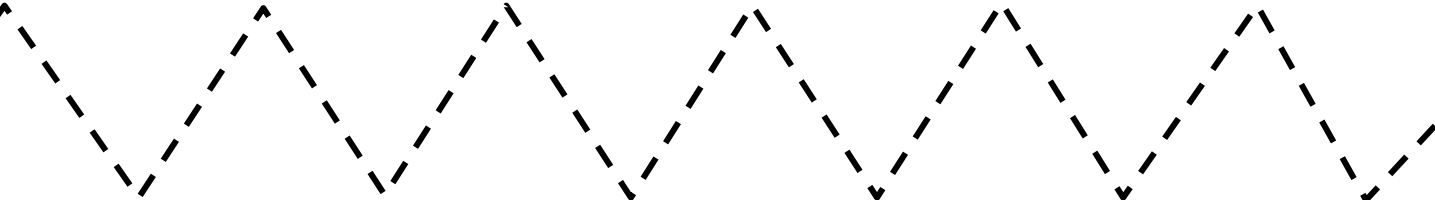
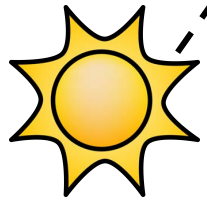
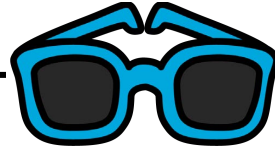
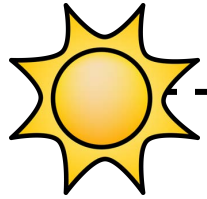










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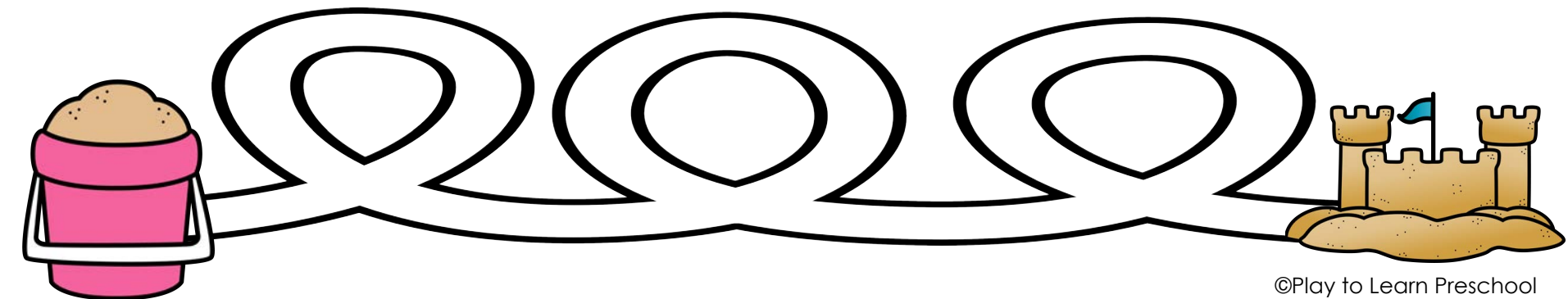
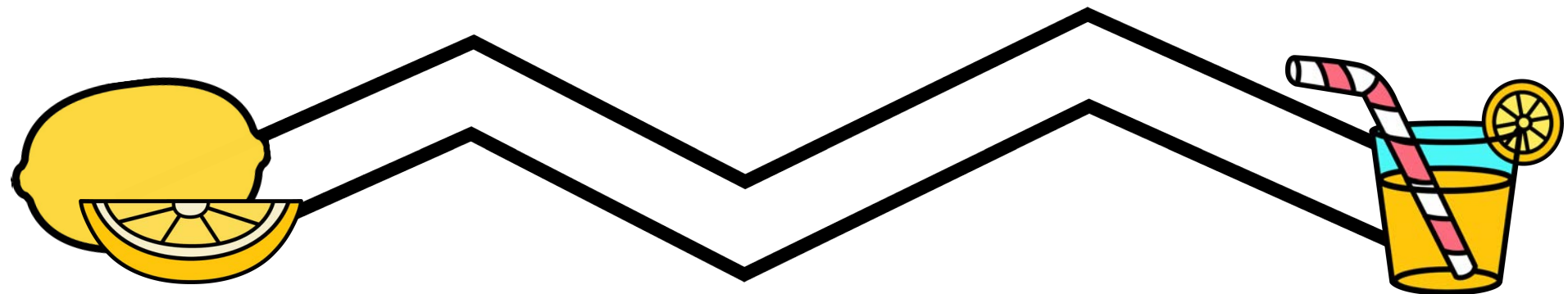
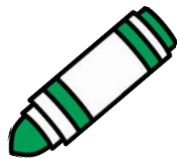
**Procedure:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!) Both full color and black-and-white, printer-friendly versions are included.

Name \_\_\_\_\_

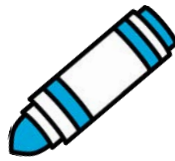
Trace each line.



Trace the lines.

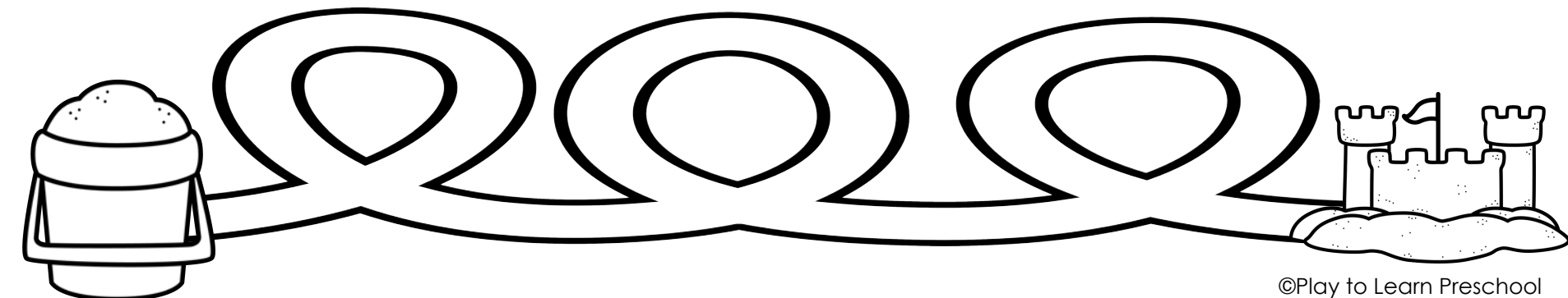
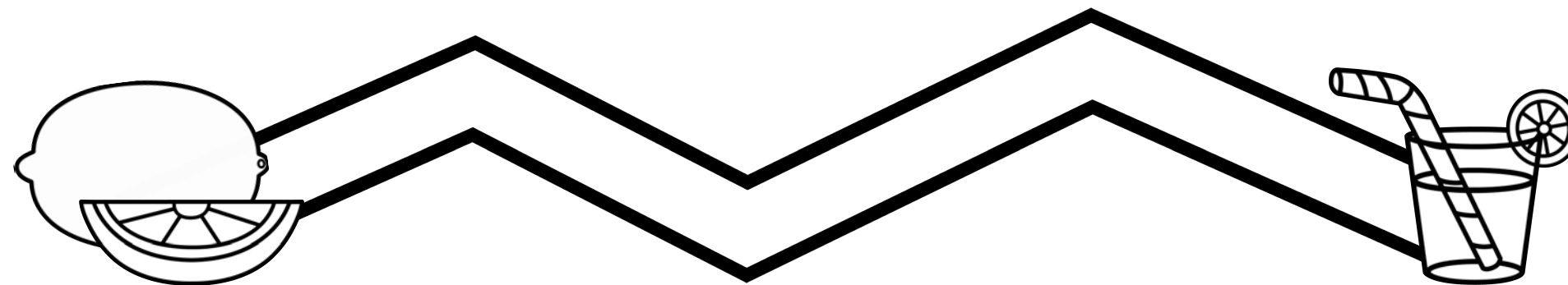
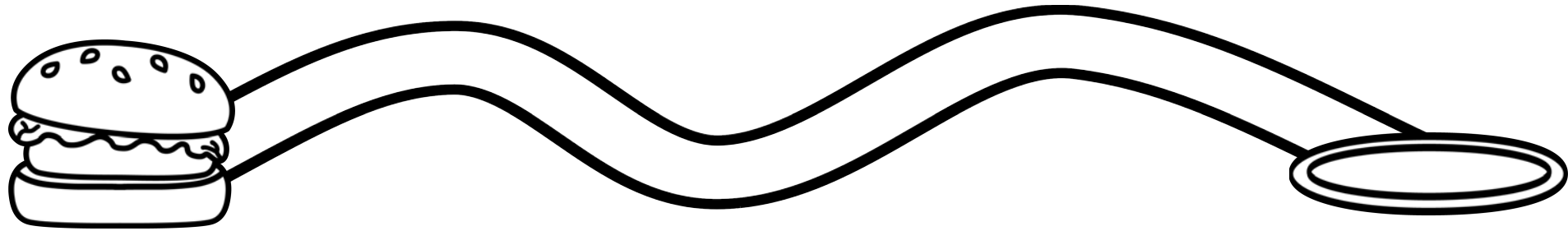
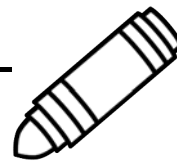


Trace the lines.



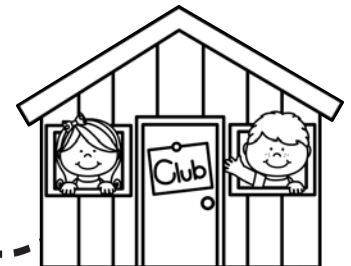
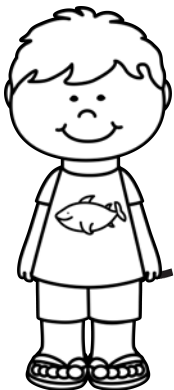
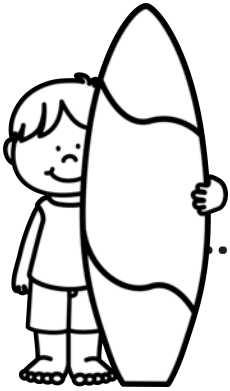
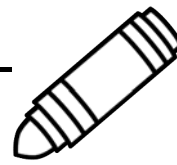
Name \_\_\_\_\_

Trace each line.



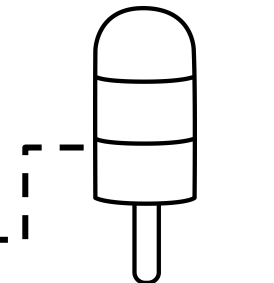
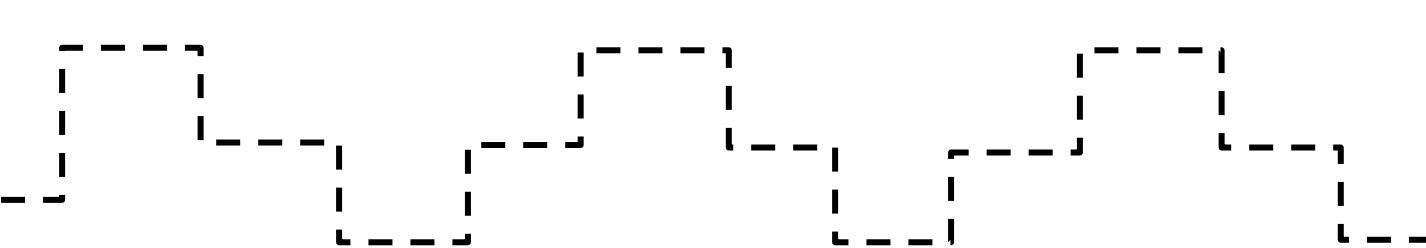
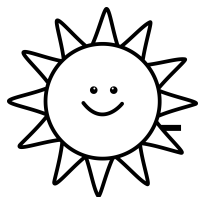
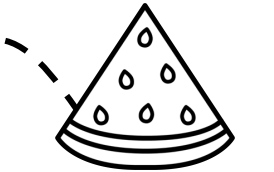
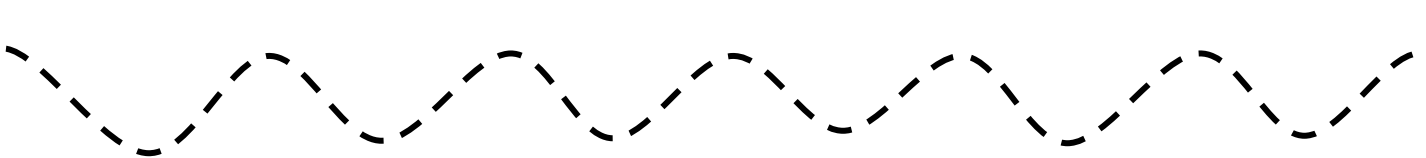
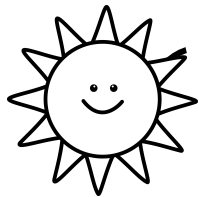
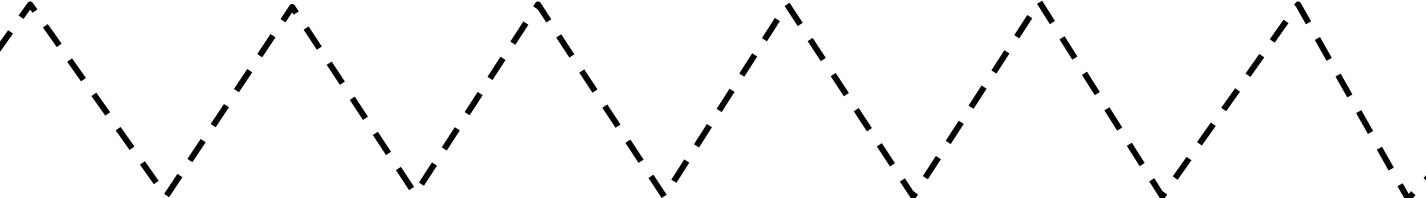
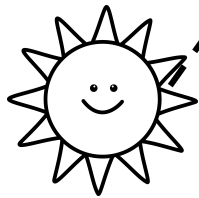
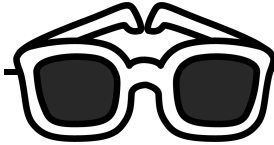
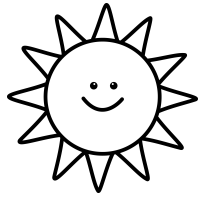
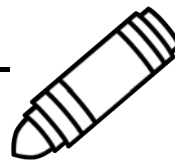
Name \_\_\_\_\_

Trace each line.



Name \_\_\_\_\_

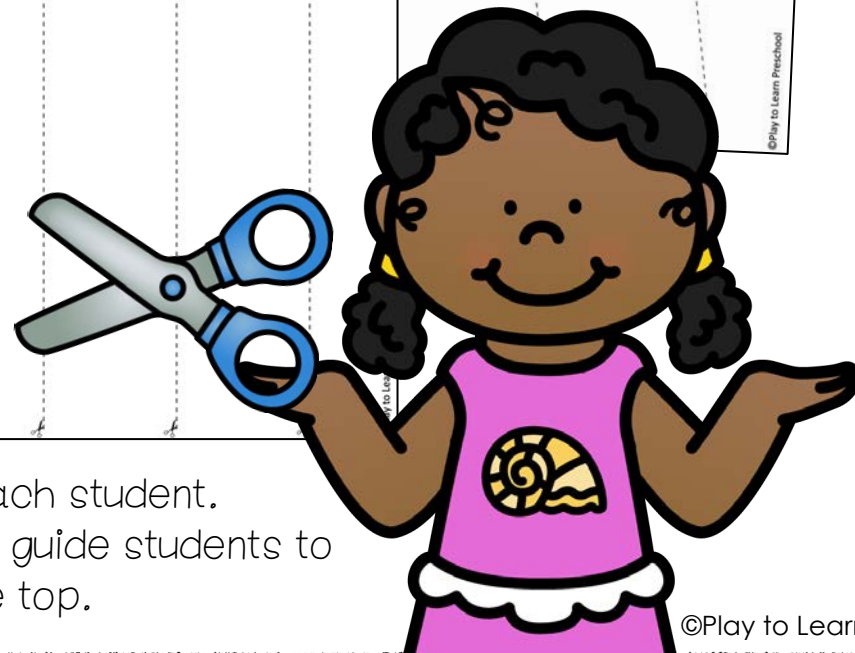
Trace each line.



# Cutting Practice

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

Three overlapping cutting practice worksheets are shown. Each worksheet has a 'Name' line and the instruction 'Use scissors to cut the dotted lines.' with a scissors icon. The top worksheet features a tractor, lemons, and lemonade. The middle worksheet features sailboats and children. The bottom worksheet features ice cream cones and lemonade. Each worksheet has a dotted line for cutting from the bottom to the top.

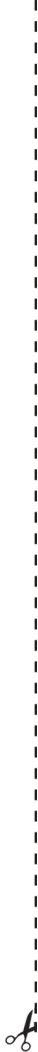
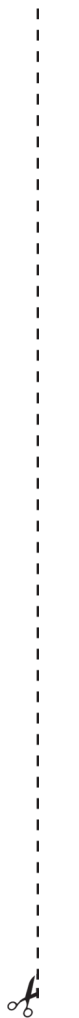
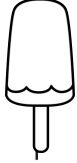
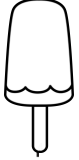


**Procedure:** Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

Name \_\_\_\_\_



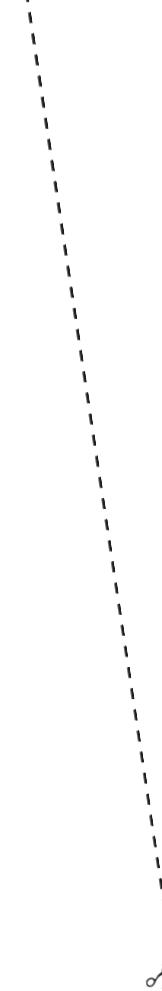
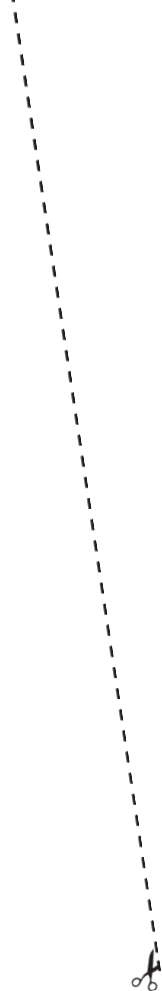
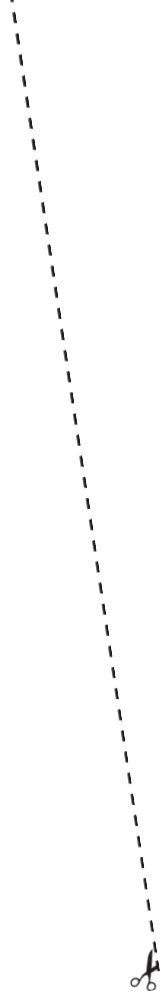
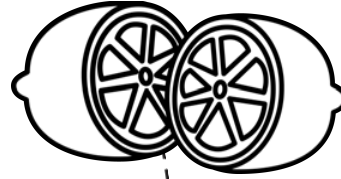
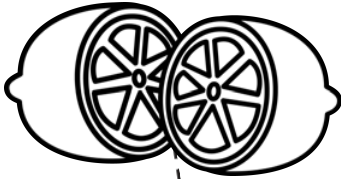
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



Use scissors to cut the dotted lines.



Name \_\_\_\_\_



Use scissors to cut the dotted lines.

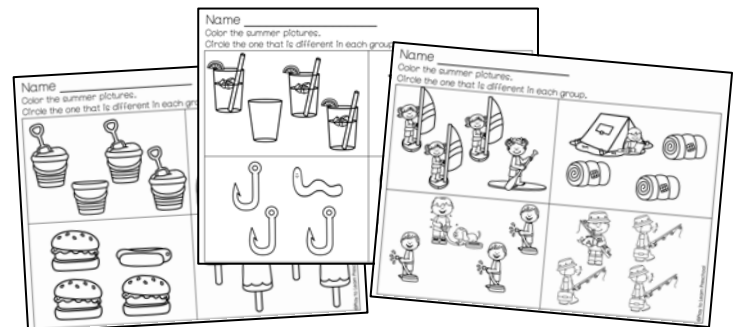
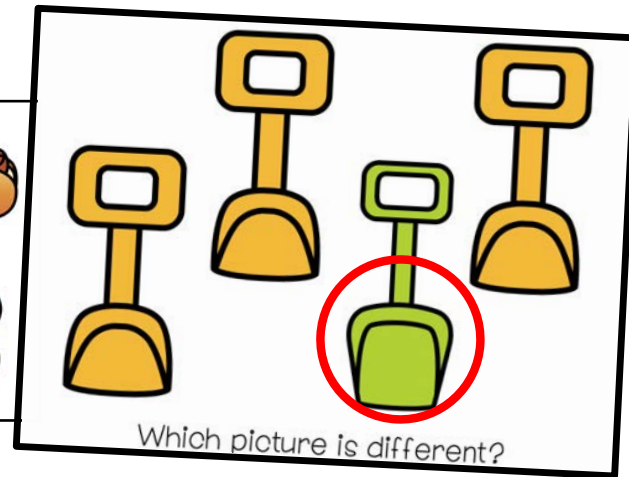
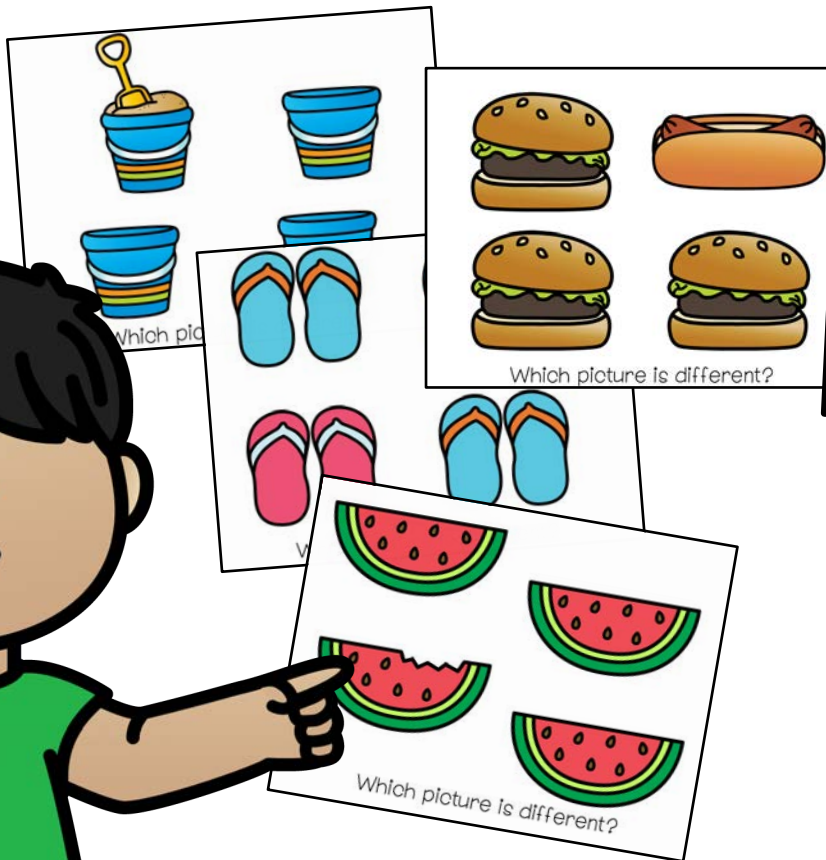
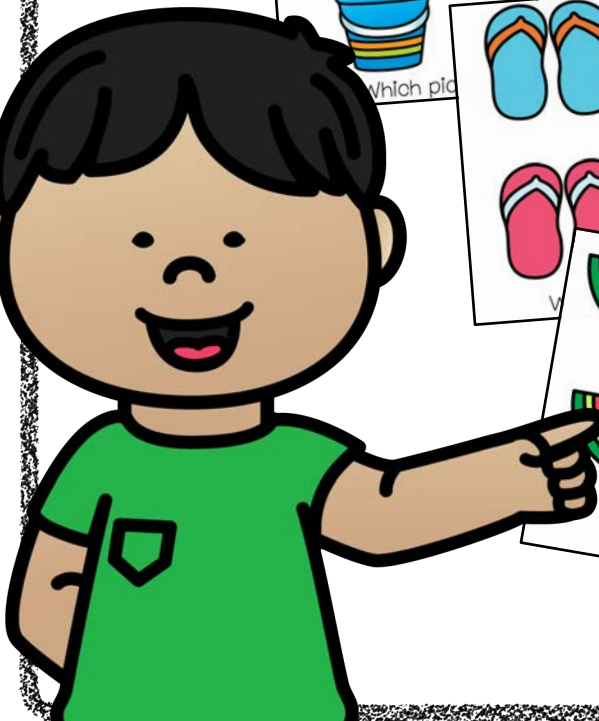


# Visual Discrimination

“Which One is Different?”

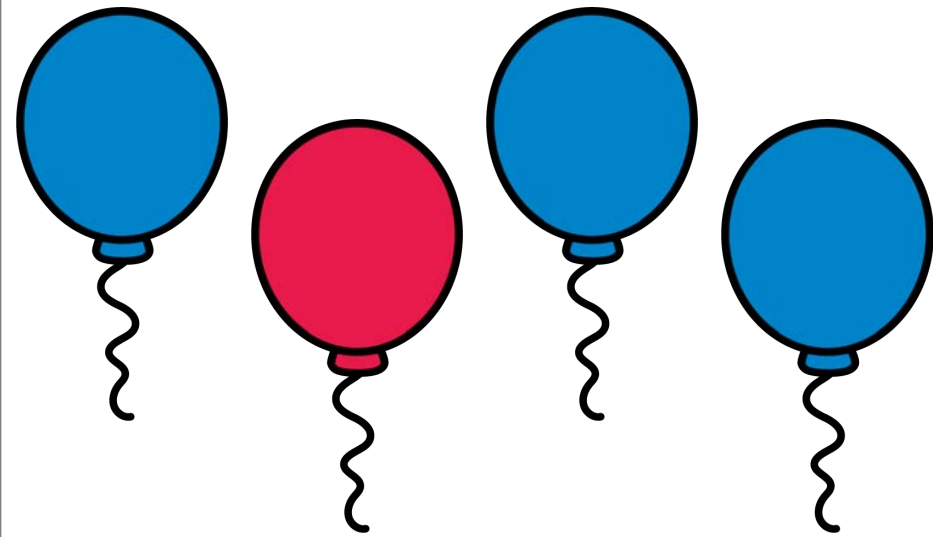
**Objectives:** The students will determine which picture is different from the others.

**Procedure:** Print out the cards and cut to separate. Students place a mini eraser or other counter on the picture that is different.

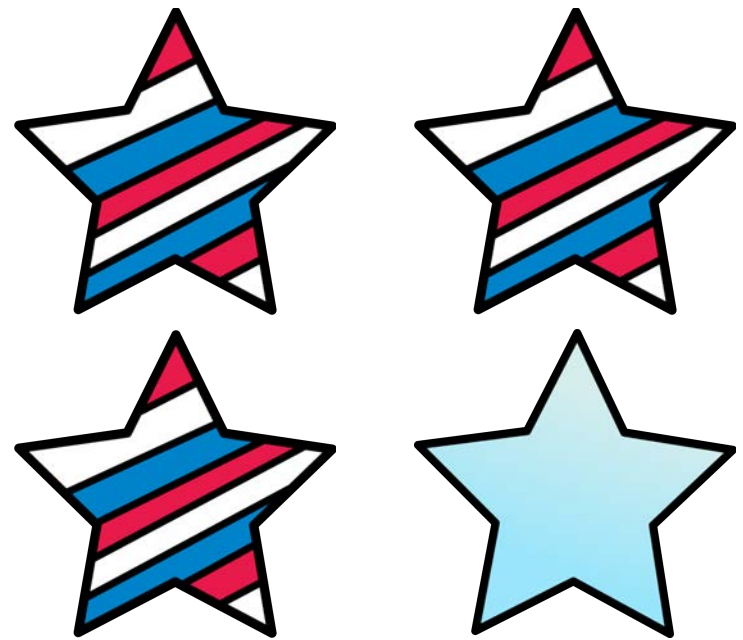


## Additional Practice

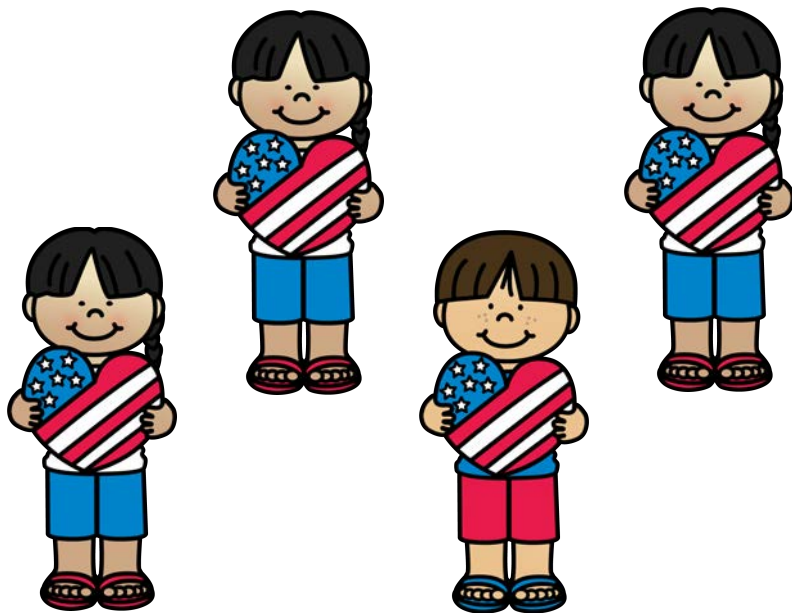
Three additional pages are provided for students who need additional practice.



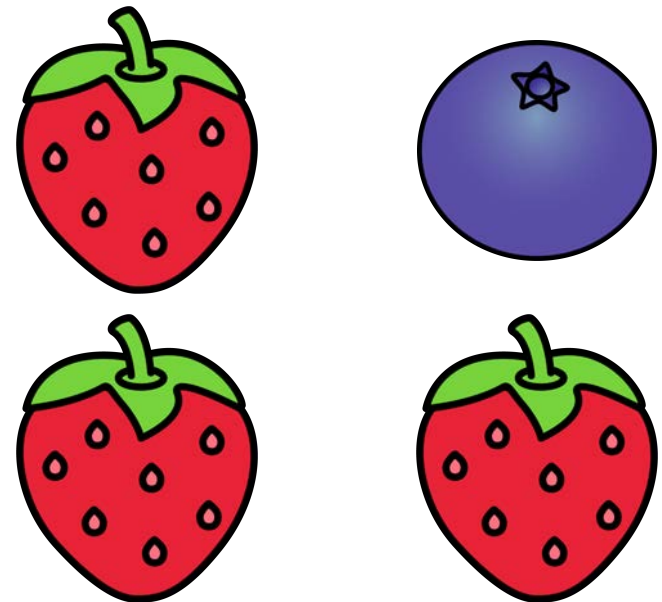
Which picture is different?



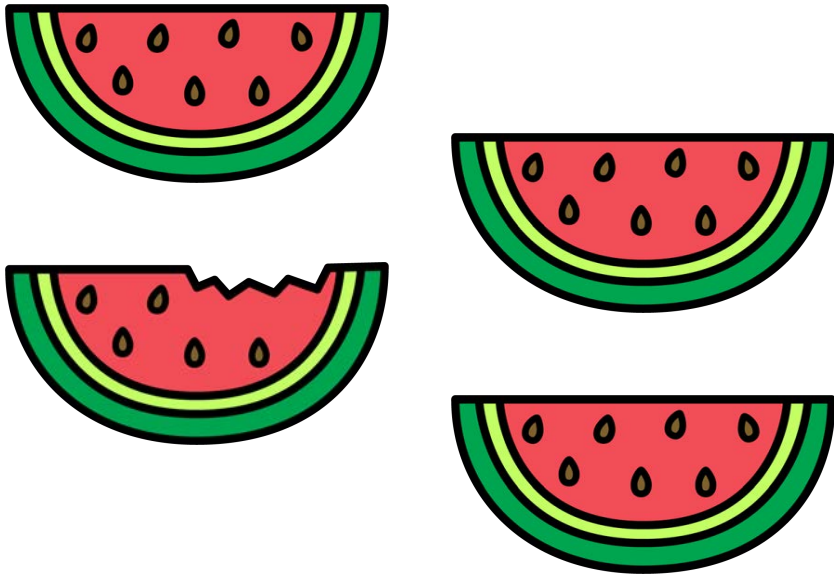
Which picture is different?



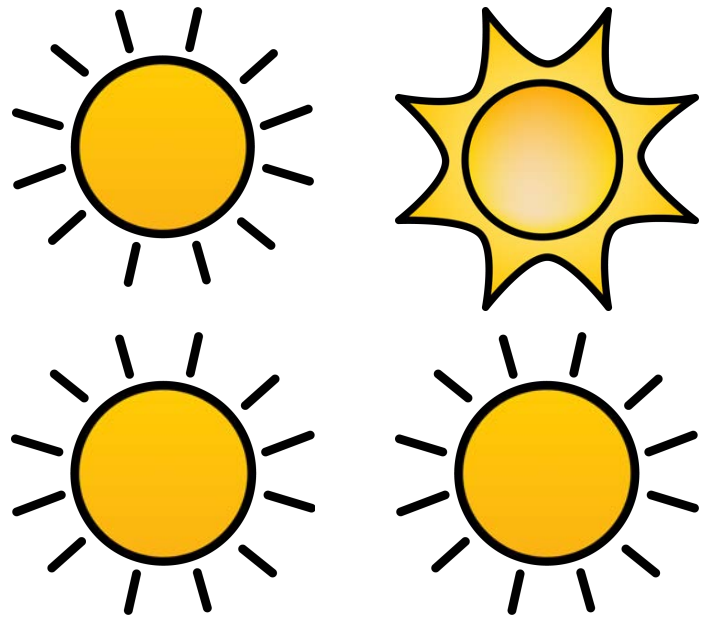
Which picture is different?



Which picture is different?



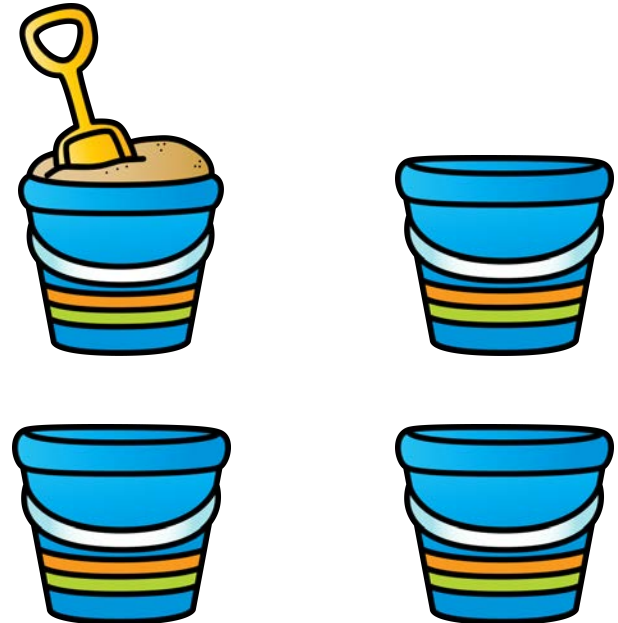
Which picture is different?



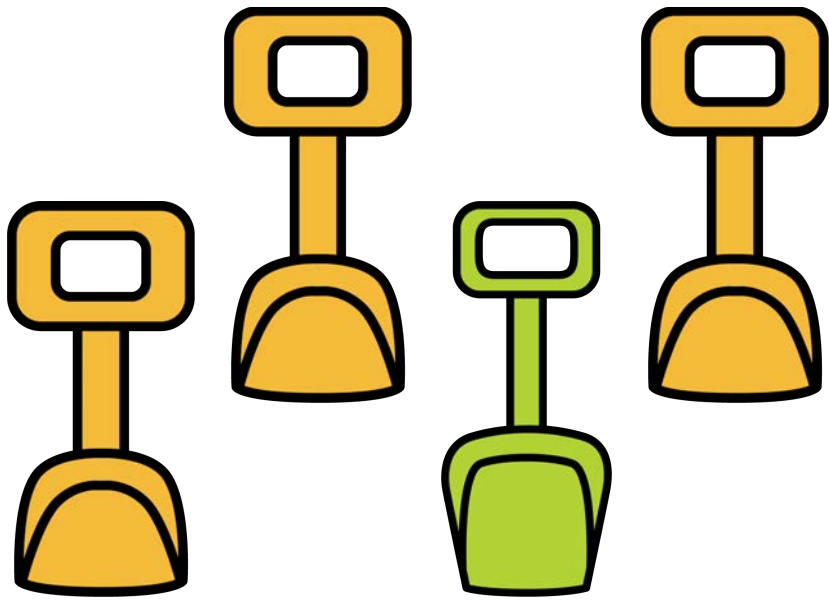
Which picture is different?



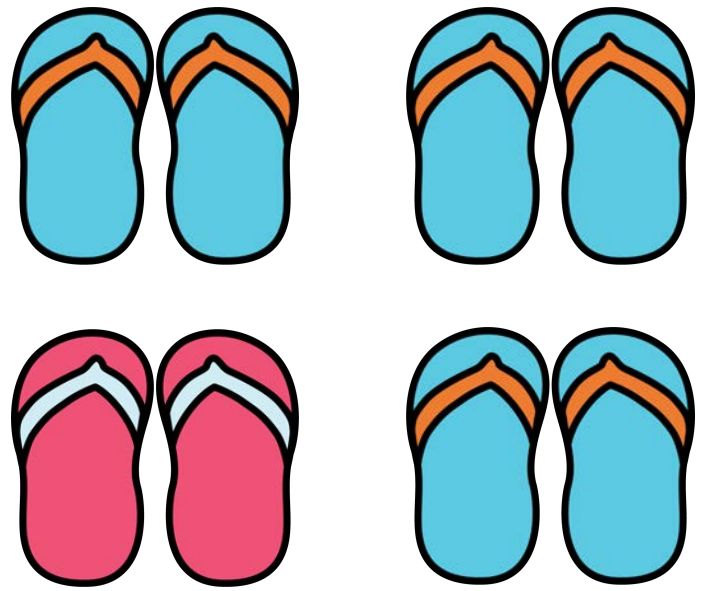
Which picture is different?



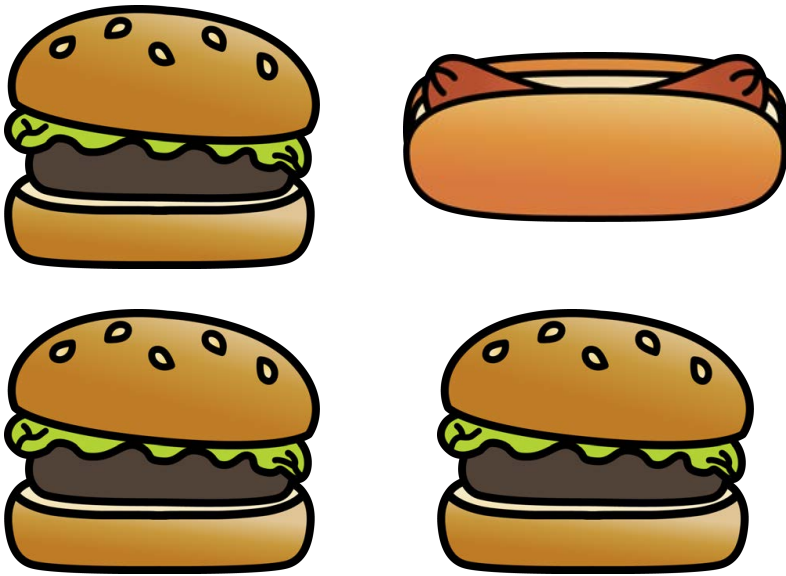
Which picture is different?



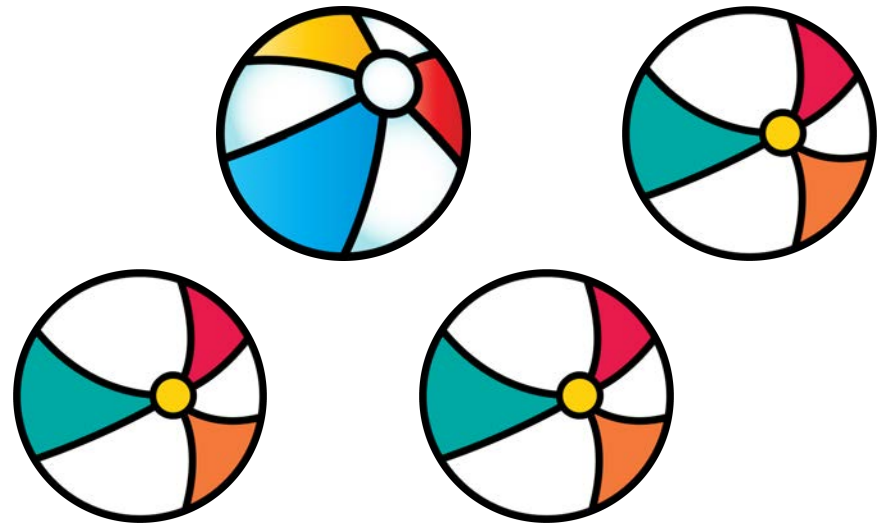
Which picture is different?



Which picture is different?



Which picture is different?

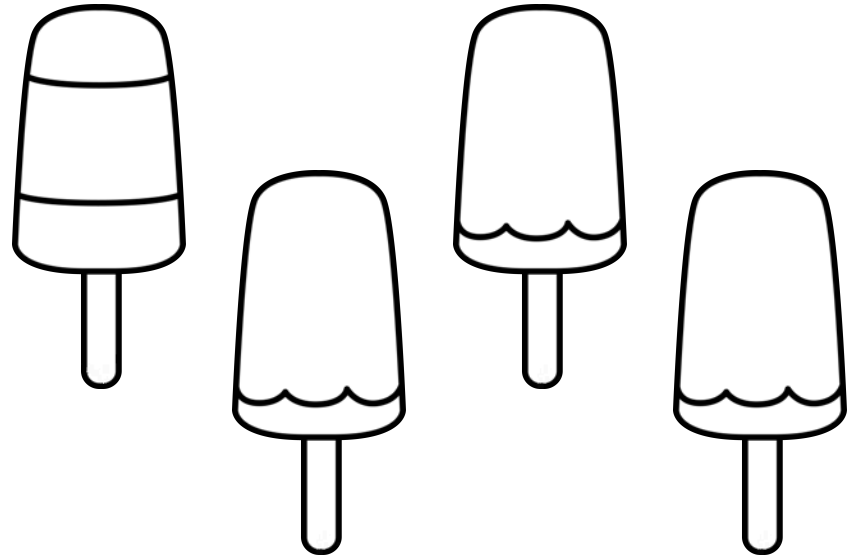
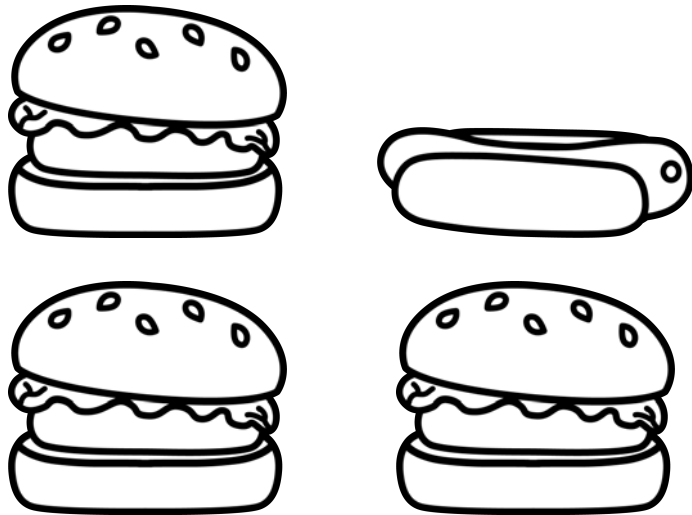
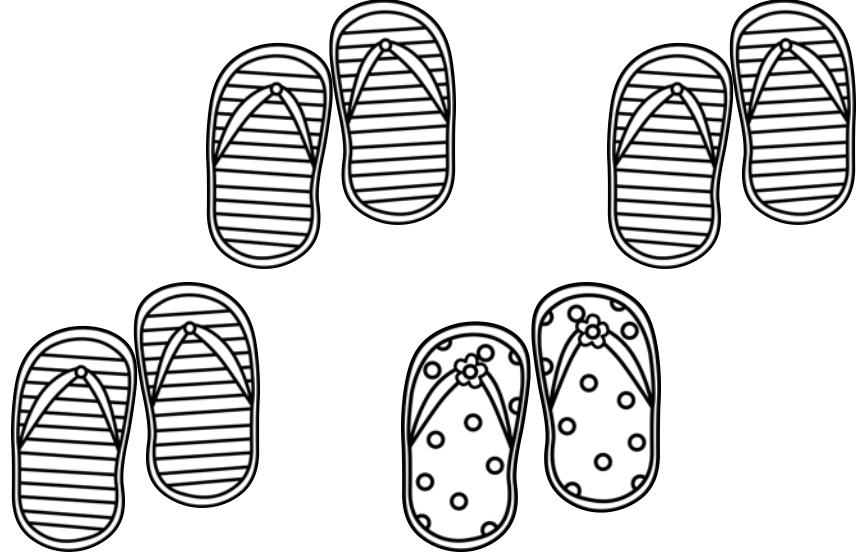


Which picture is different?

Name \_\_\_\_\_

Color the summer pictures.

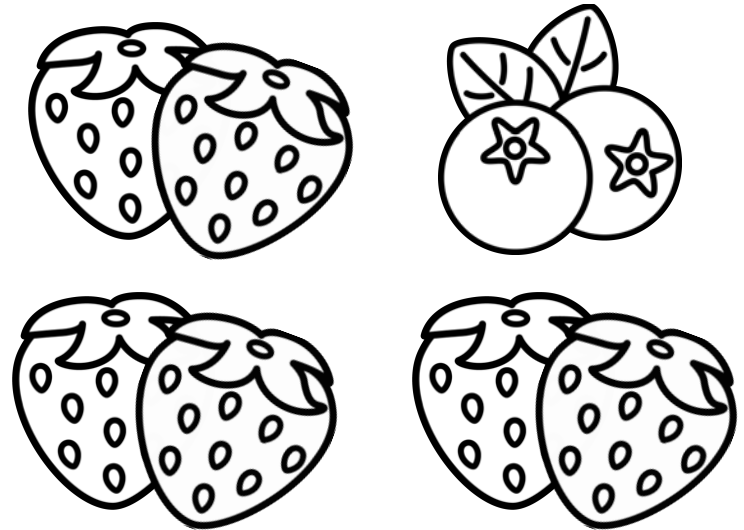
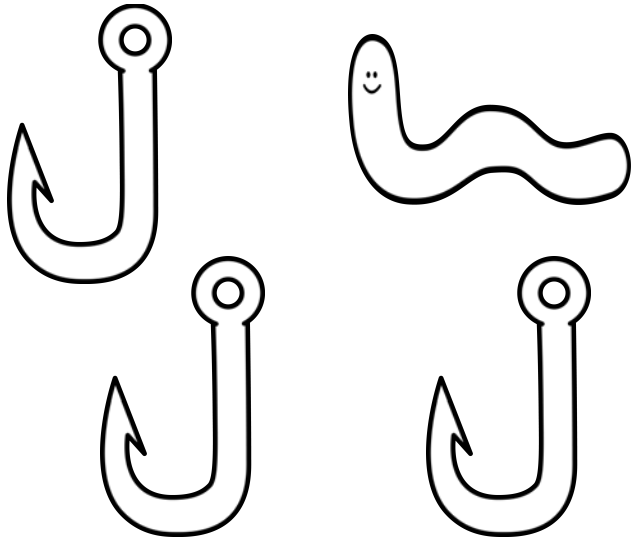
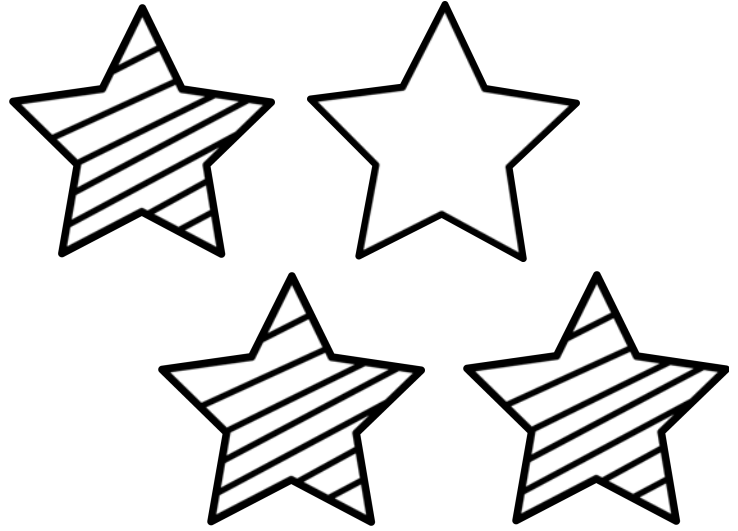
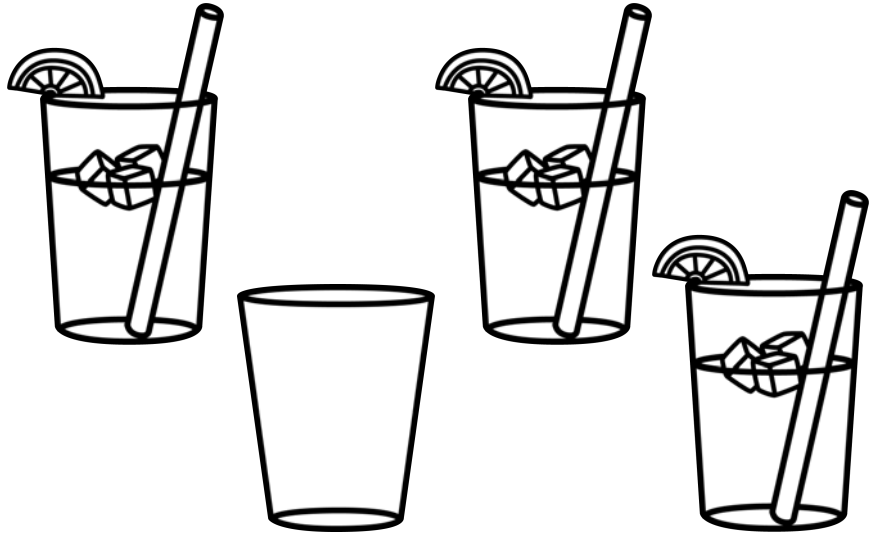
Circle the one that is different in each group.



Name \_\_\_\_\_

Color the summer pictures.

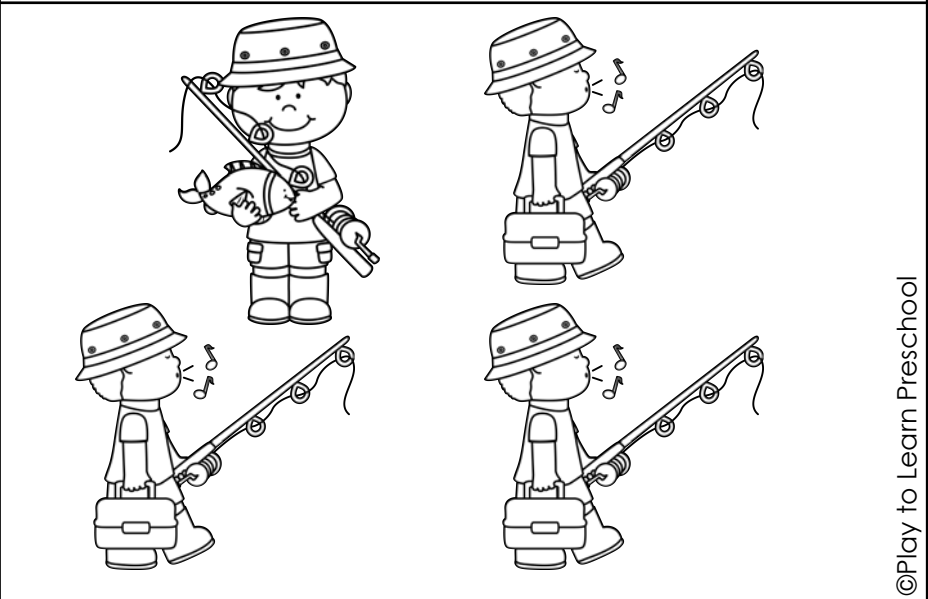
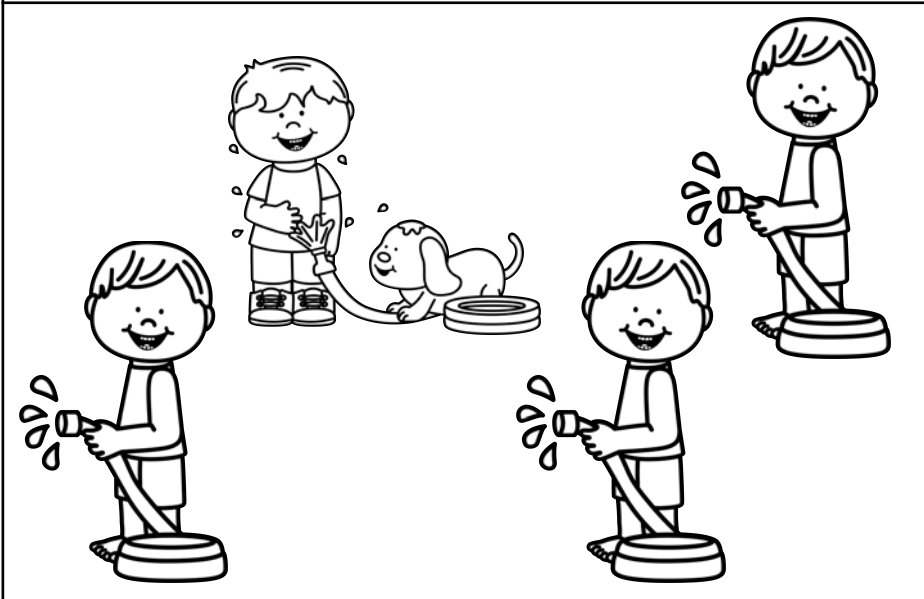
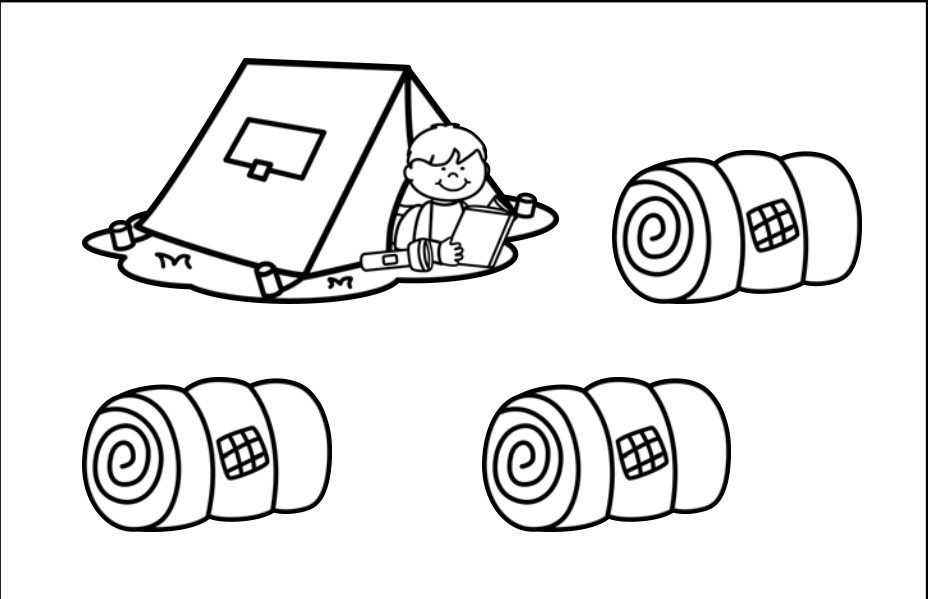
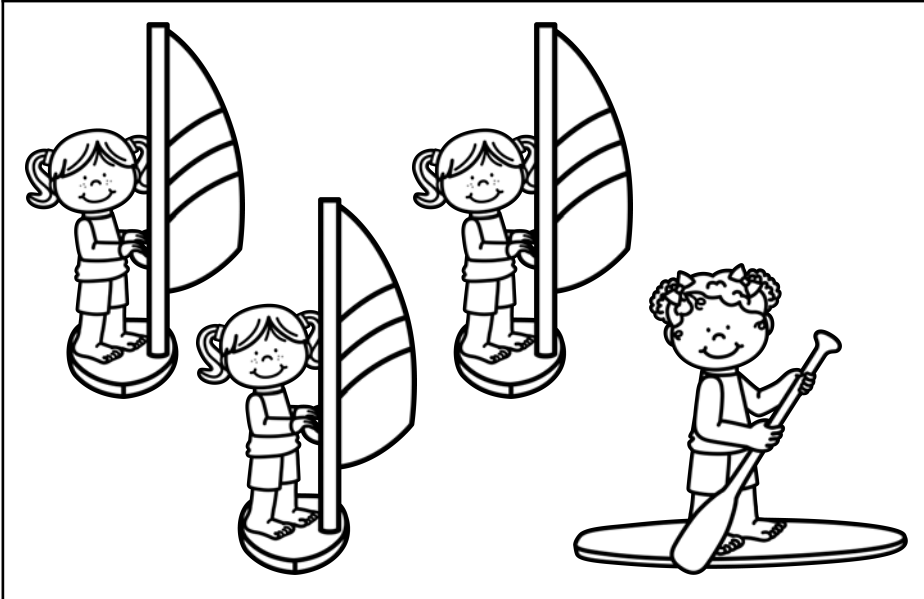
Circle the one that is different in each group.



Name \_\_\_\_\_

Color the summer pictures.

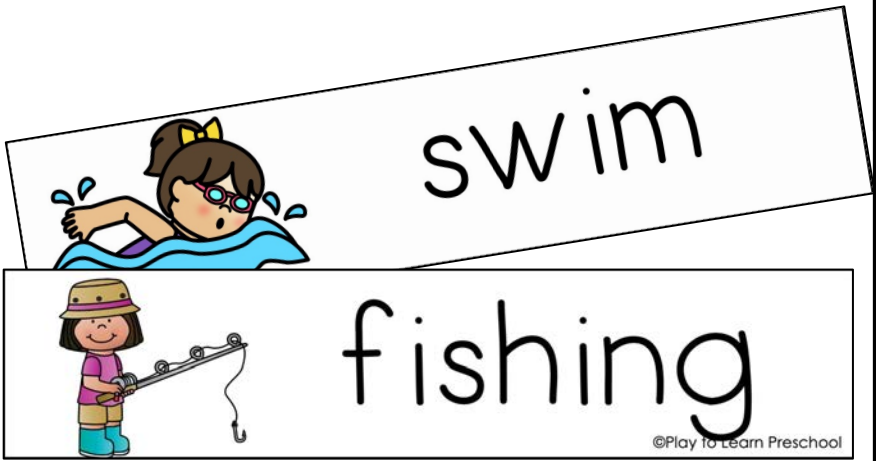
Circle the one that is different in each group.



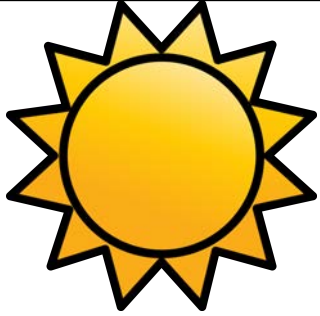
# Word Wall Cards

Use the cards in a pocket chart to make a Summer word wall.

Provide pencils, crayons, paper, markers, etc. in the writing center and encourage the students to write letters and words from the wall.



# Summer Words



sun



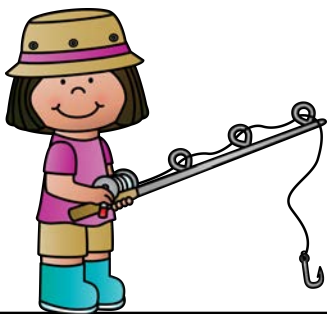
ice cream



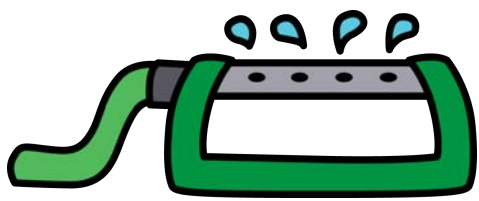
swim



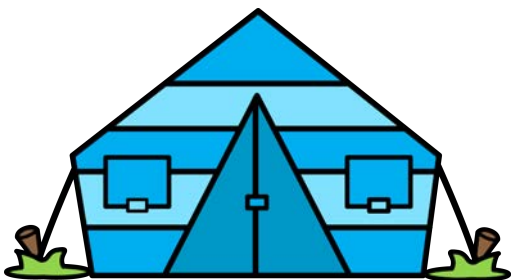
fireworks



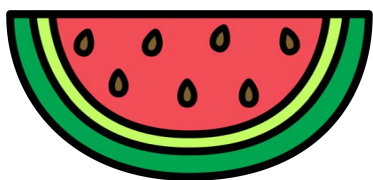
fishing



sprinkler



tent



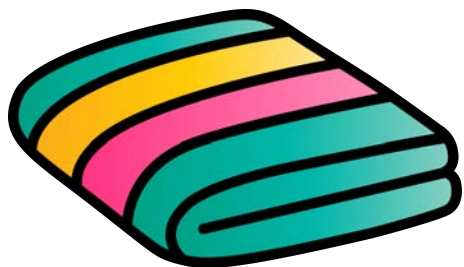
watermelon



lemon



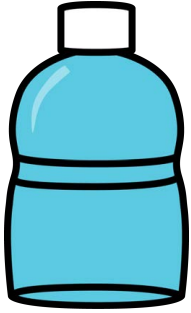
helmet



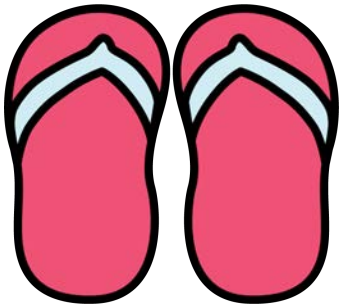
towel



lifeguard



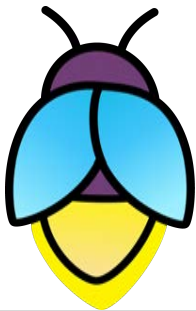
water



flip flops



fish



firefly



lemonade



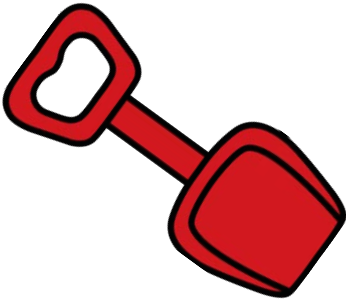
marshmallow



bike



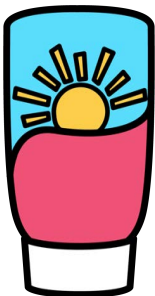
popsicle



shovel



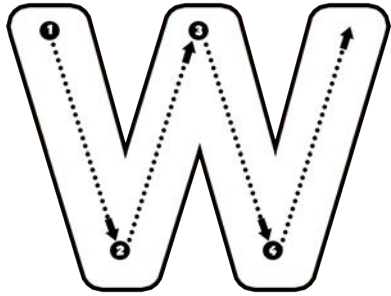
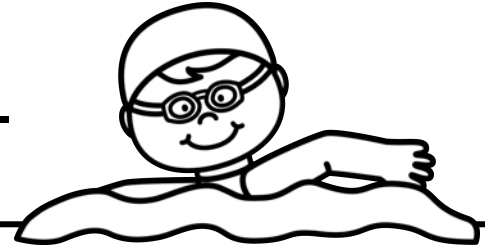
sunglasses



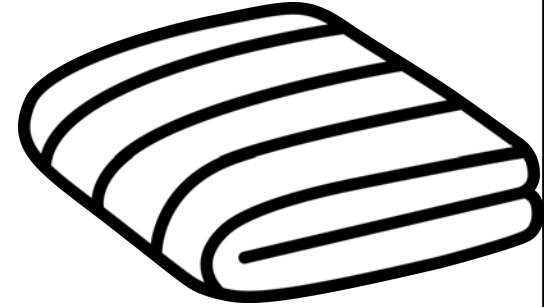
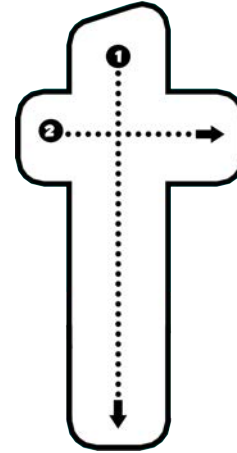
sunscreen

Name \_\_\_\_\_

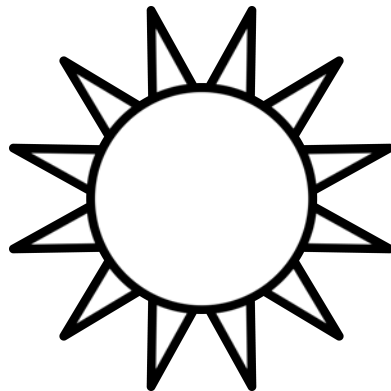
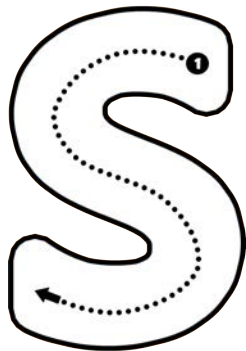
Trace the letters and color the pictures.



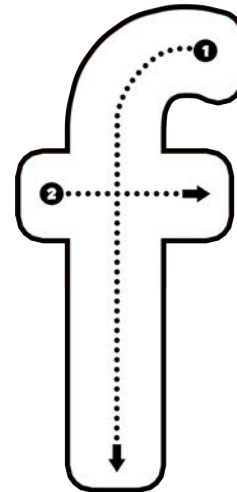
watermelon



towel



sun



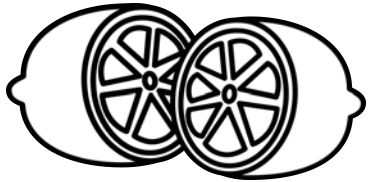
flip flops

Name \_\_\_\_\_

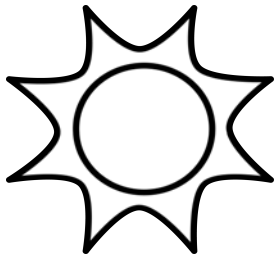
I can write the summer words.



kayak



lemon



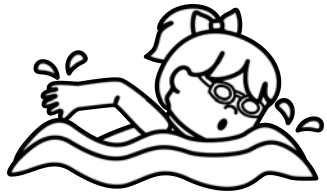
sun

Name \_\_\_\_\_

I can write the summer words.



ice cream



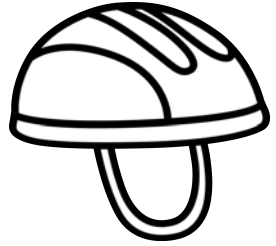
swim



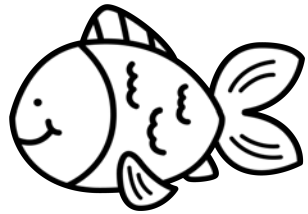
lifeguard

Name \_\_\_\_\_

I can write the summer words.



helmet



fish



firework

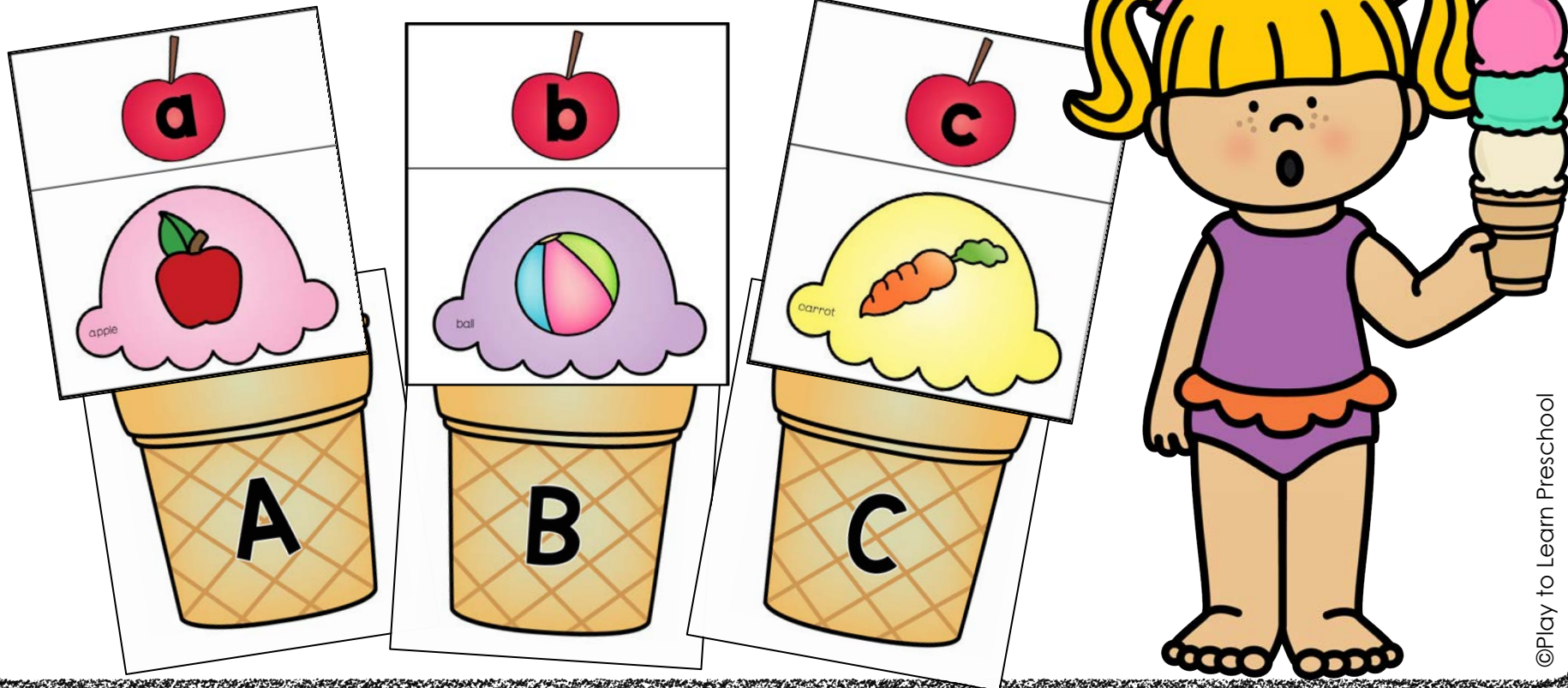
# Beginning Sound Sort

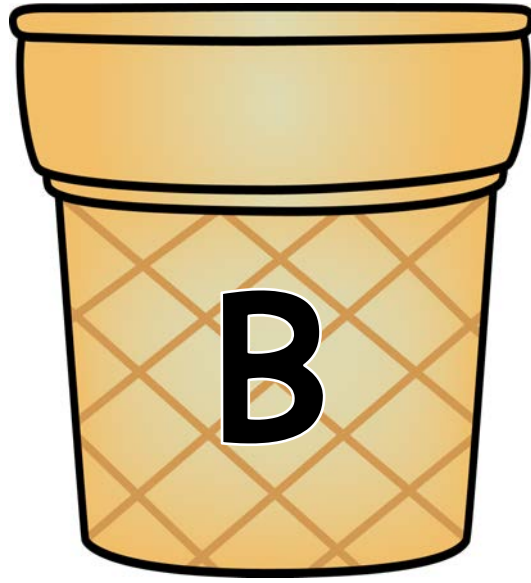
**Objective:** The students will identify letters and beginning sounds.

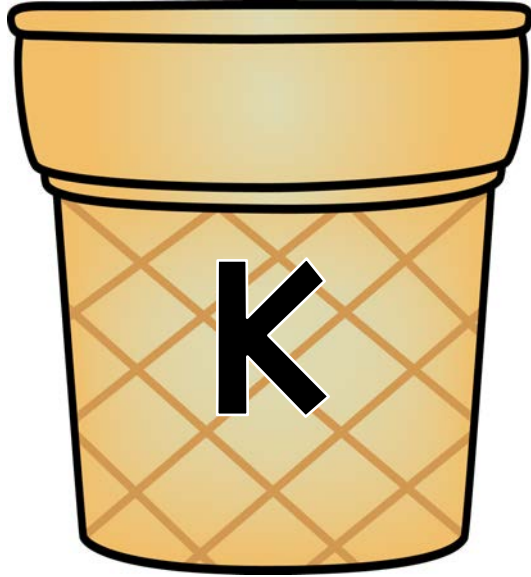
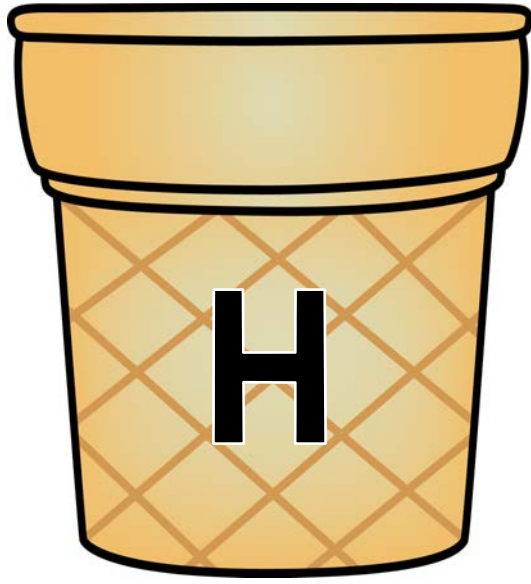
**Preparation:** Print, laminate and cut cones, scoops and cherries.

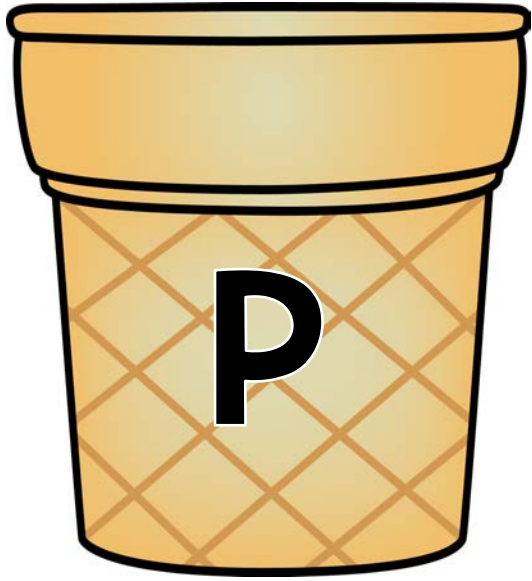
**Procedure:**

Students say the name of the picture on the ice cream scoop. They locate the beginning sound of a cone and match them. Add the lower case cherry on top!





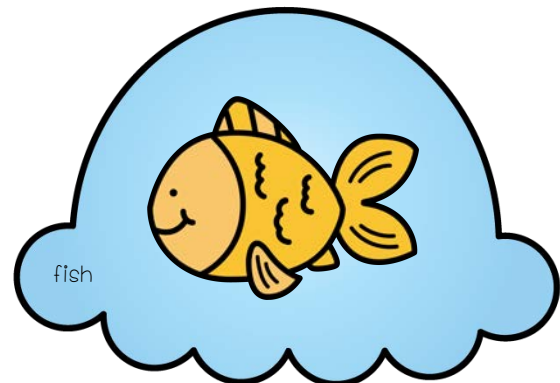
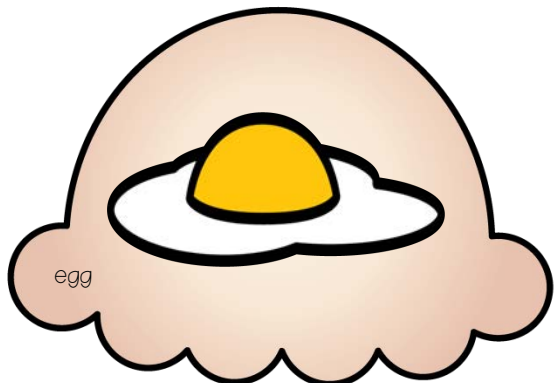
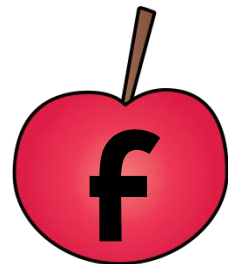
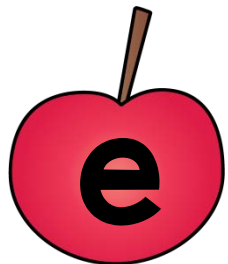
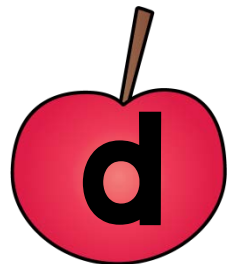
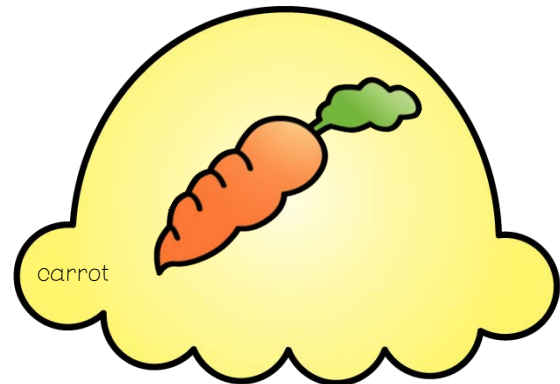
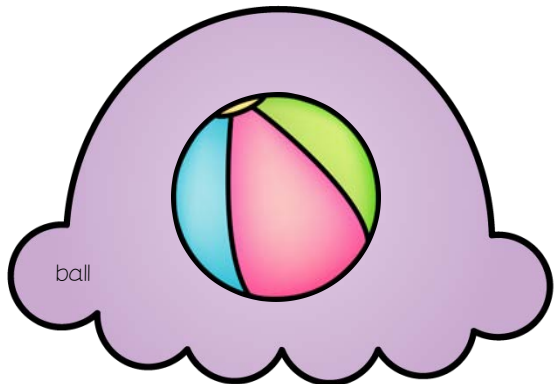
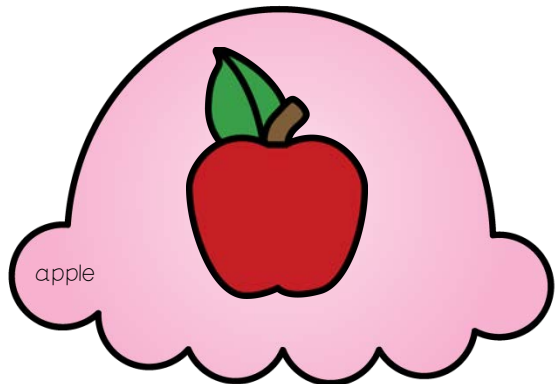
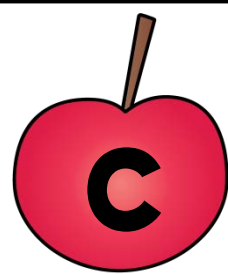
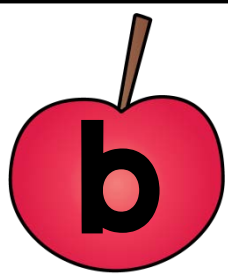
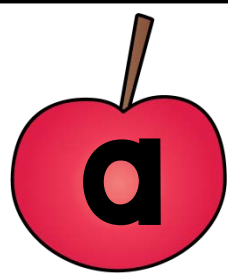


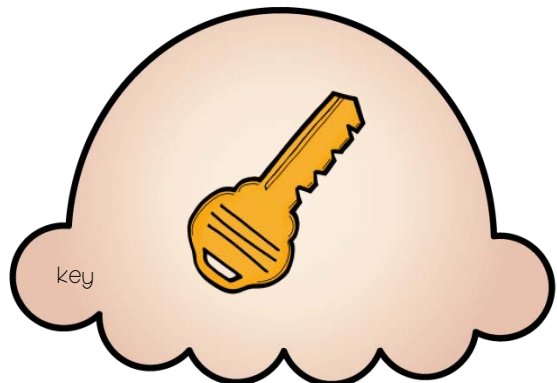
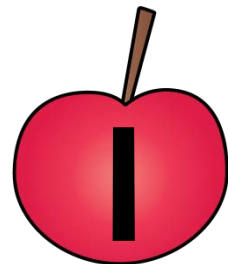
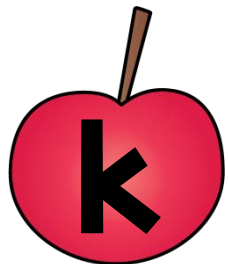
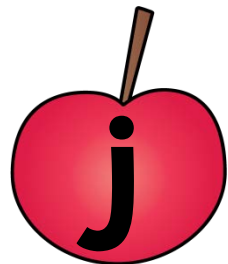
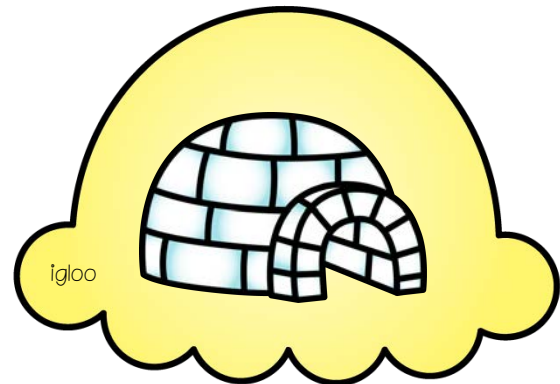
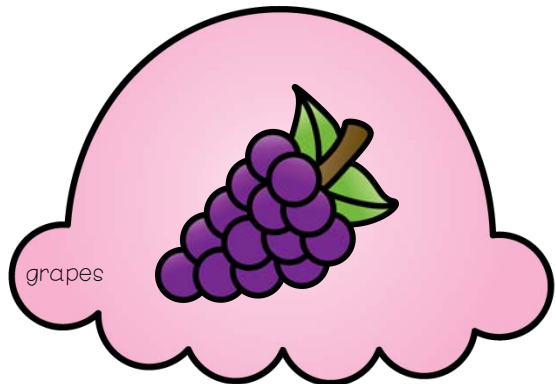
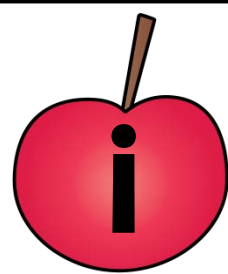
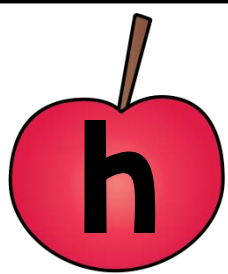


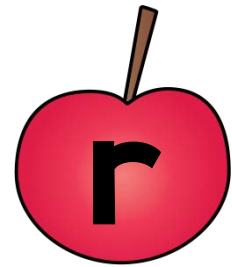
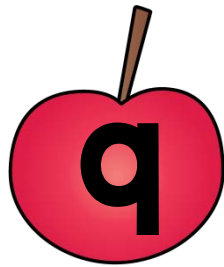
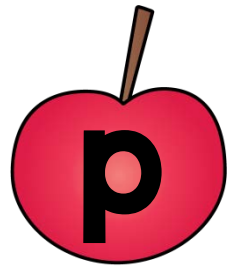
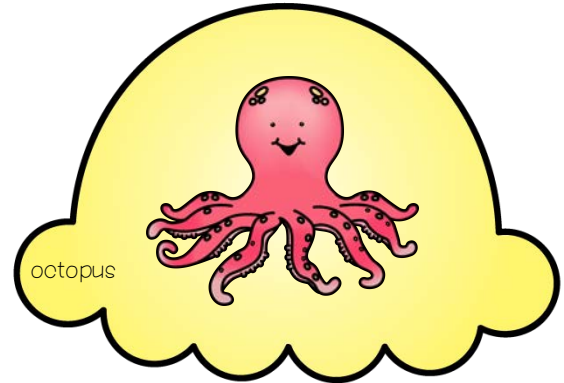
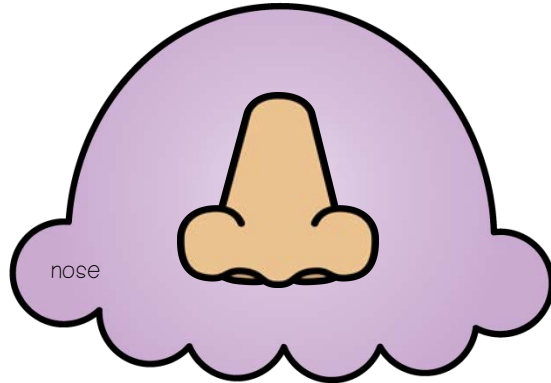
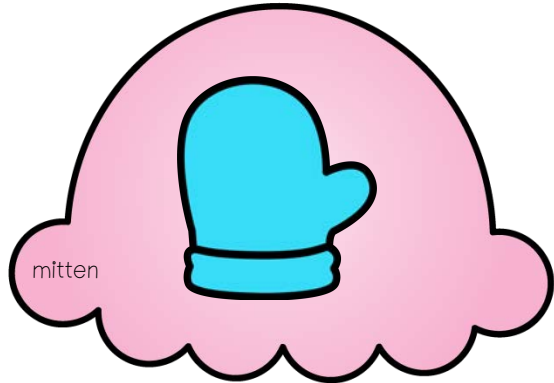
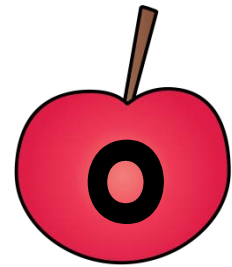
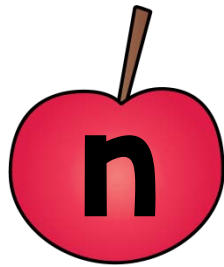
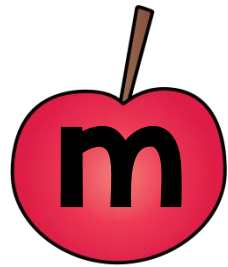


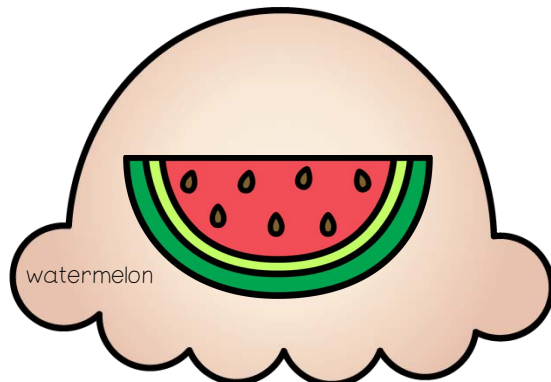
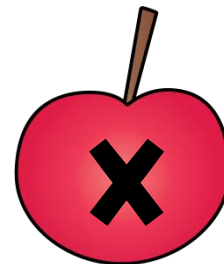
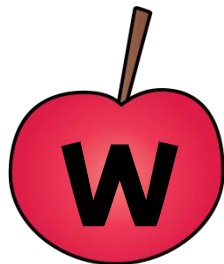
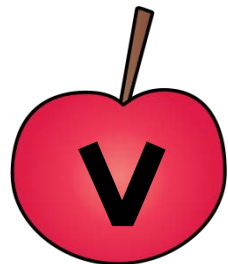
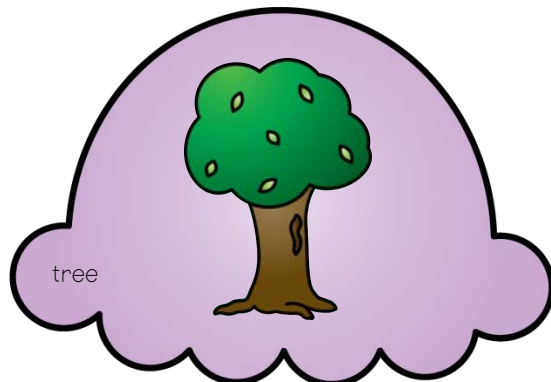
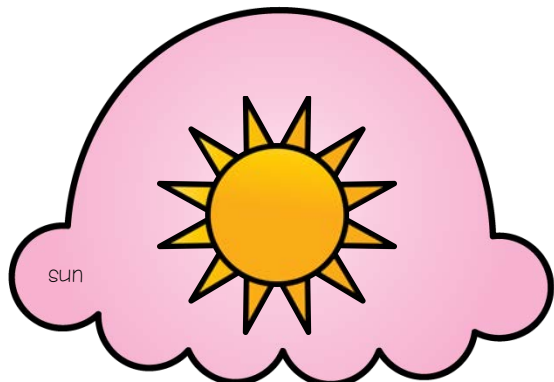
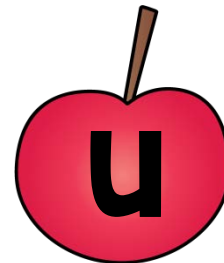
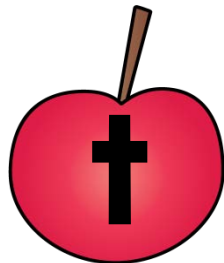
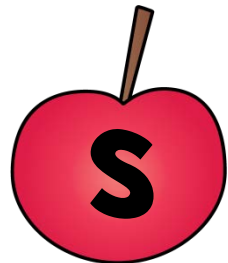


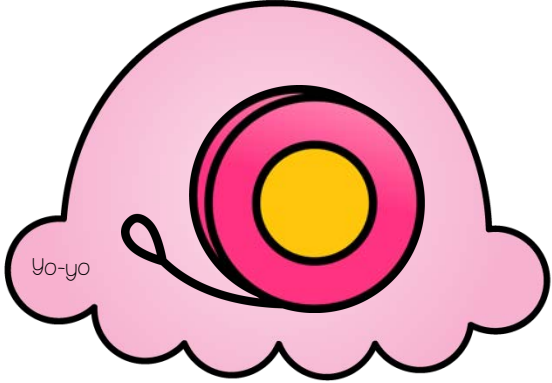
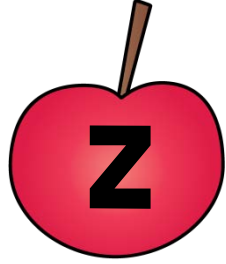
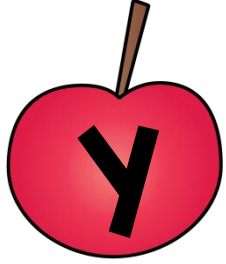
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# Rhyming

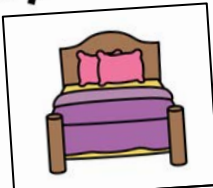
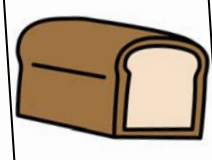

**Objectives:** The students will identify words that rhyme with red, white and blue.

**Preparation:** Print, laminate and cut sorting mats and picture cards.

**Procedure:**

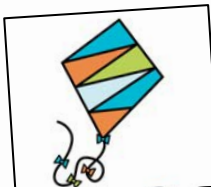
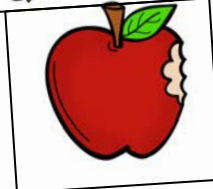

Students say the name of the picture on the card. They decide whether it rhymes with red, white or blue and then place it on the correct sorting mat.

**Rhymes with**




**RED**

**Rhymes with**

**WHITE**

**Rhymes with**

**BLUE**

**Answer Key**

**RED:** bed, bread, thread

**WHITE:** bite, night, kite

**BLUE:** two, glue, shoe

Rhymes with

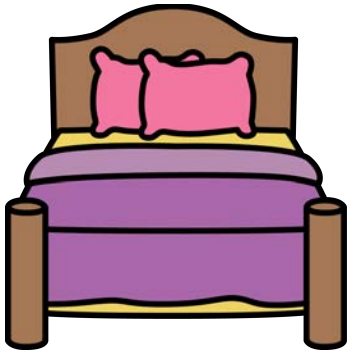
**RED**

Rhymes with

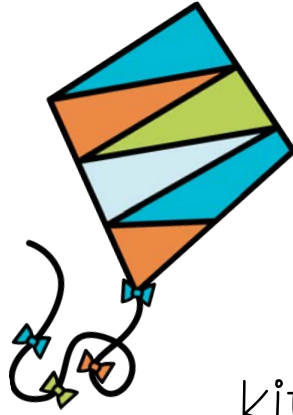
**WHITE**

Rhymes with

**BLUE**



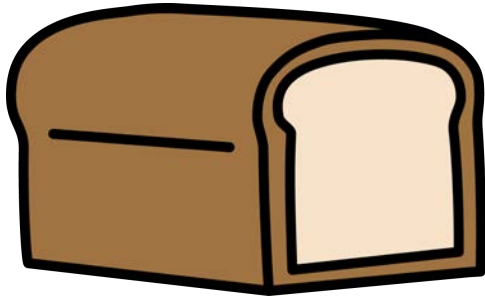
bed



kite



shoe



bread



bite



thread



night



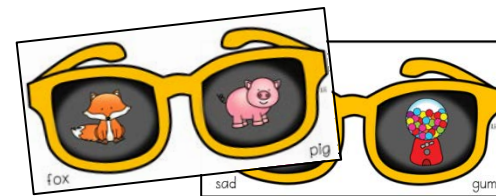
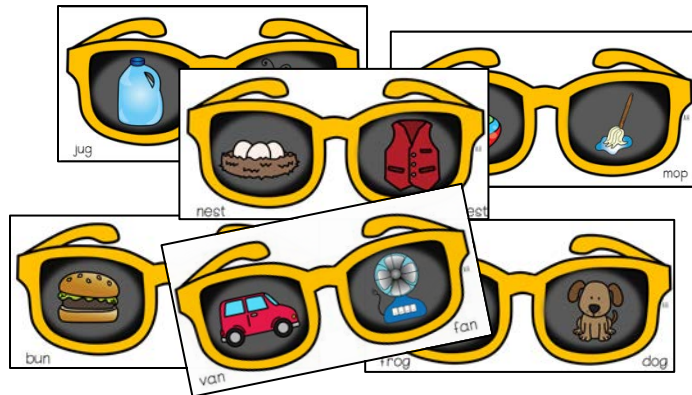
two

# Rhyming Pairs

**Objectives:** The students will identify rhyming pairs.

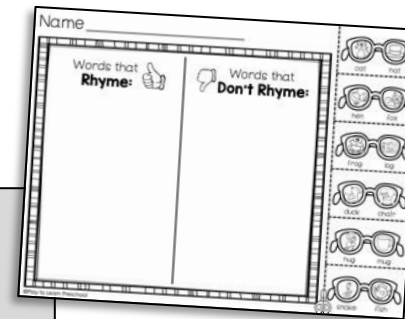
**Preparation:** Print, laminate and cut sunglasses. Print header cards.

**Procedure:** Students name the two pictures on the pair of sunglasses. If they rhyme, place them under the header "Words that Rhyme." If they do not rhyme, place them under the header "Words that Do Not Rhyme."



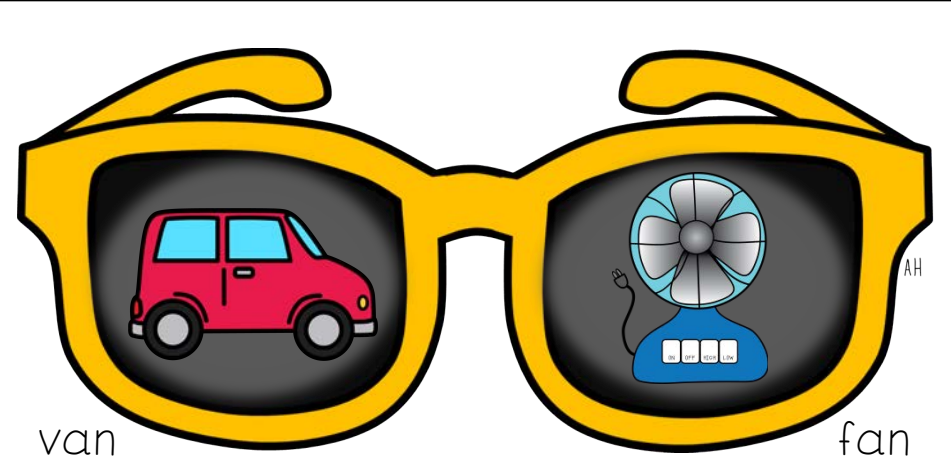
## Additional Practice

The additional page can be used for individual practice or as an assessment.



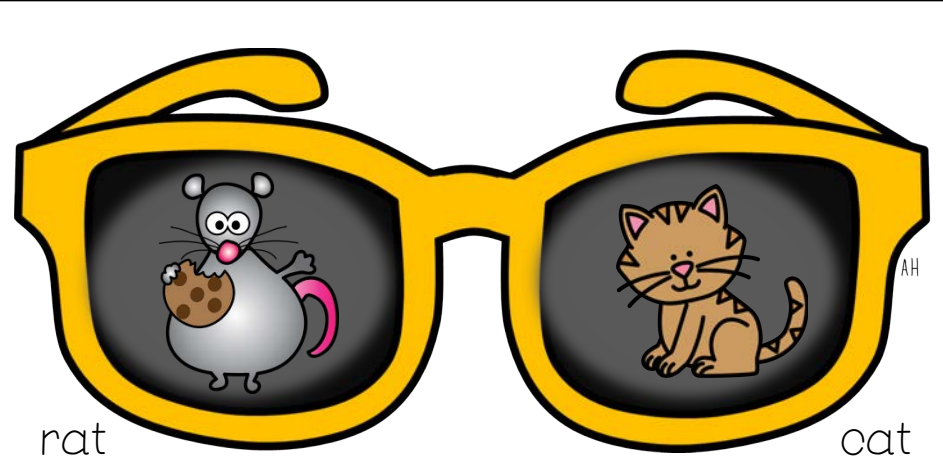
Words that  
 **Rhyme** 

Words that  
 **Do Not Rhyme** 



van

fan



rat

cat



jet

wet



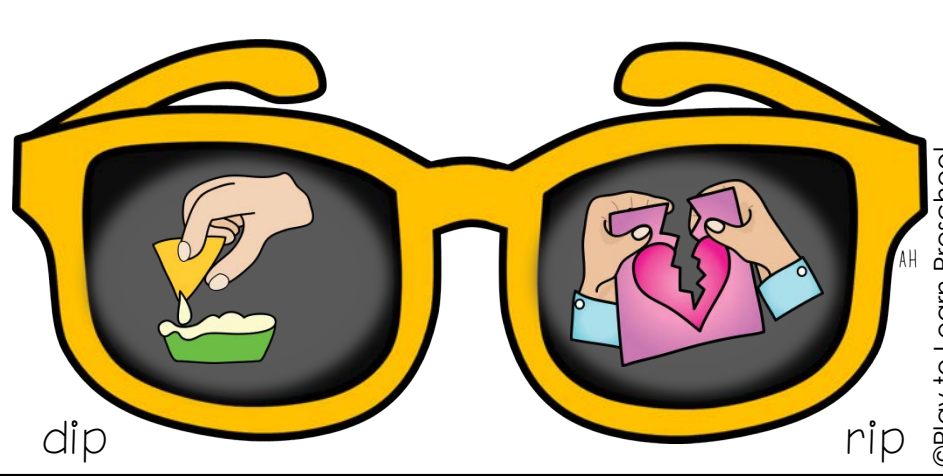
nest

vest



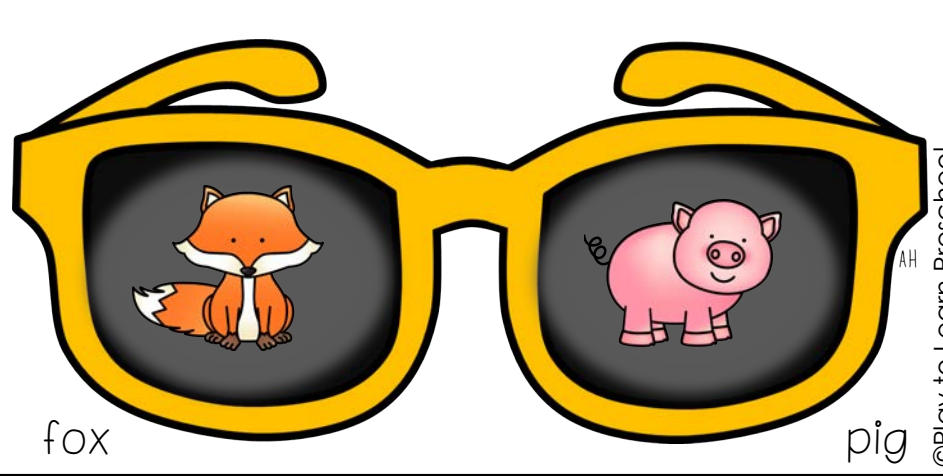
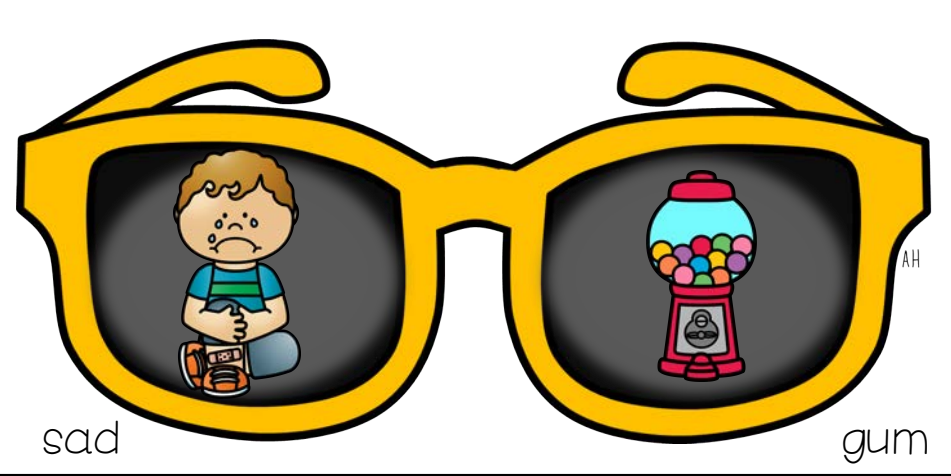
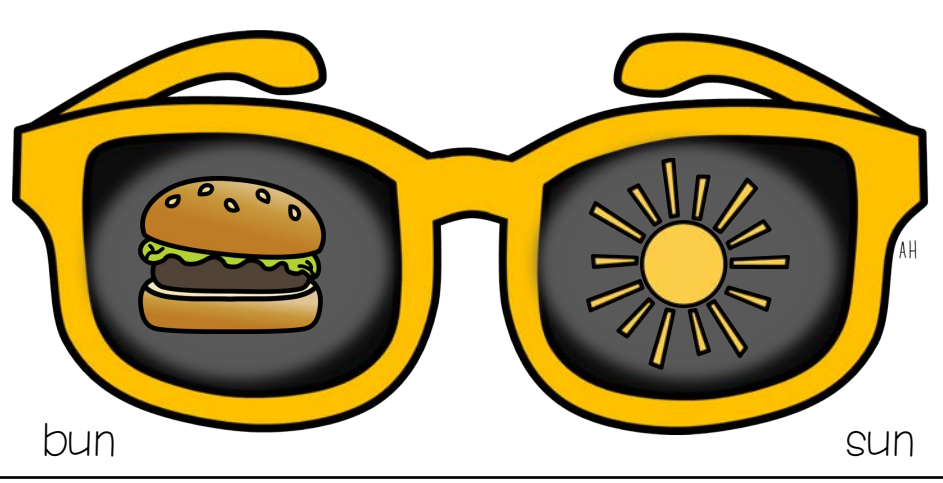
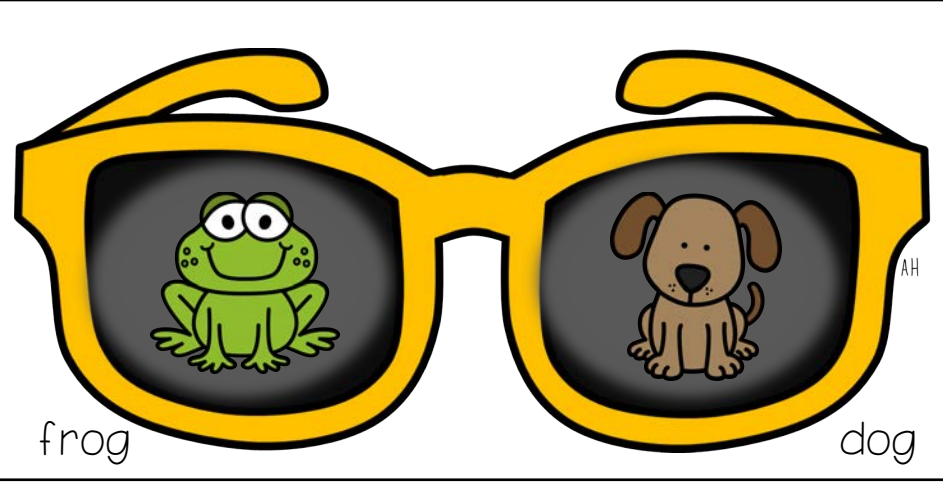
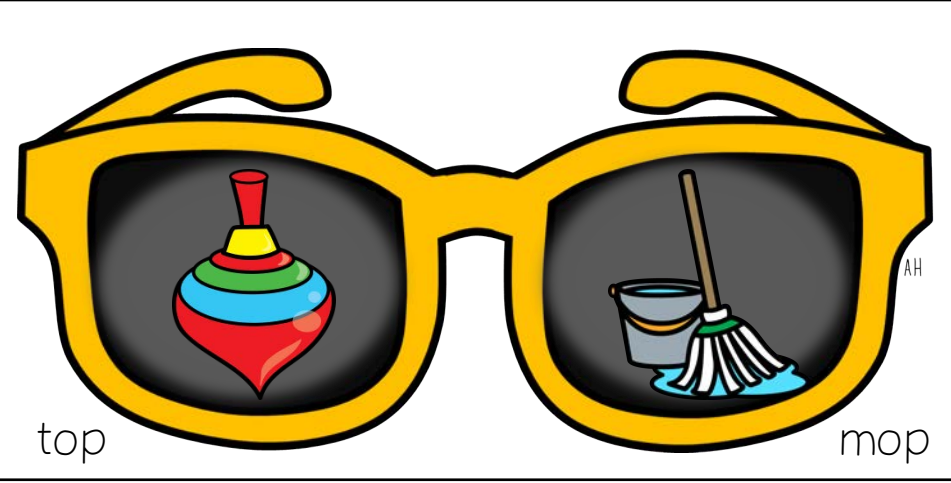
kit

hit



dip

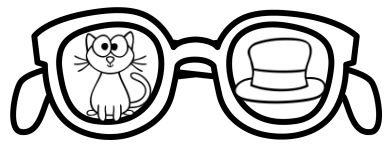
rip



Name \_\_\_\_\_

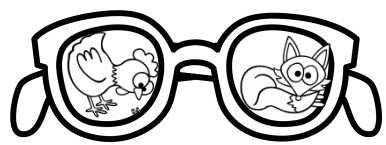
Words that  
**Rhyme:** 

 Words that  
**Don't Rhyme:**



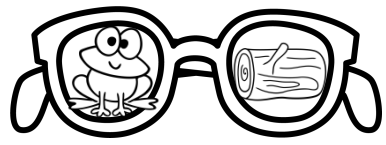
cat

hat



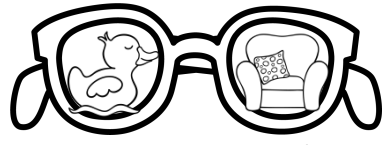
hen

fox



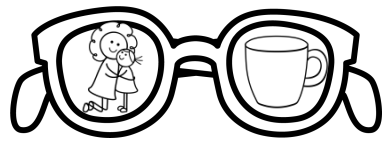
frog

log



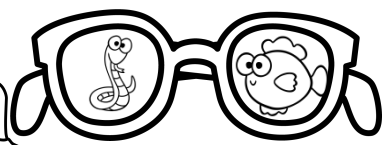
duck

chair



hug

mug



snake

fish

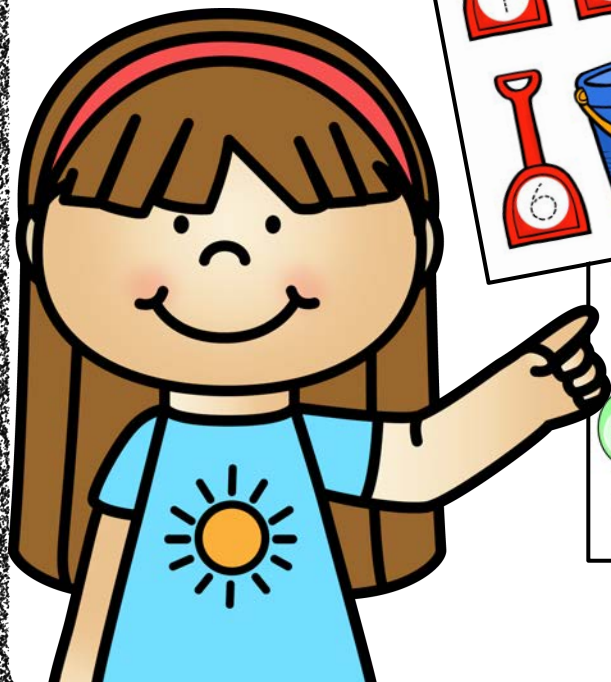


# Missing Numbers

**Objective:** The students will identify the missing numbers from 1-10 and 1-20.

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

**Procedure:** Students trace the numbers provided and fill in the missing numbers in the blanks. (The shovels and buckets are easier than the balloons!)



Trace the numbers. Fill in the missing numbers.

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Trace the numbers. Fill in the missing numbers.

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**Additional Practice:**  
Two reproducible sheets are included for students who need extra practice.

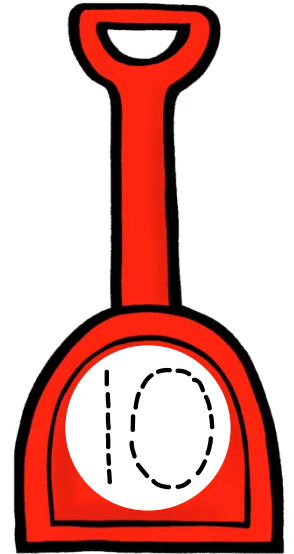
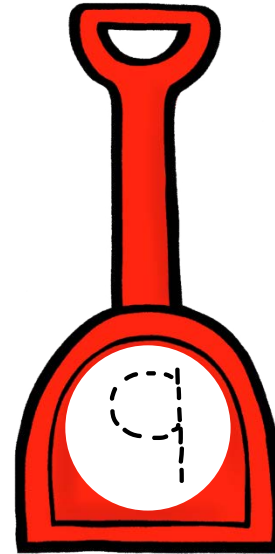
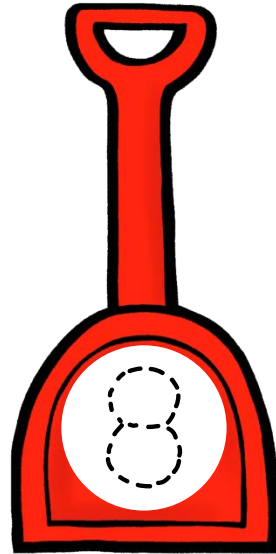
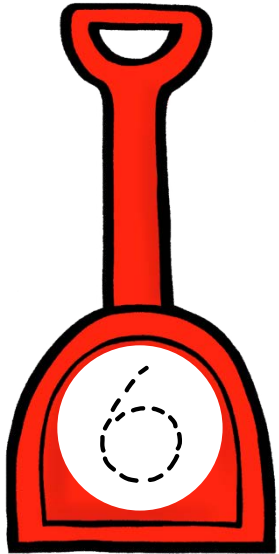
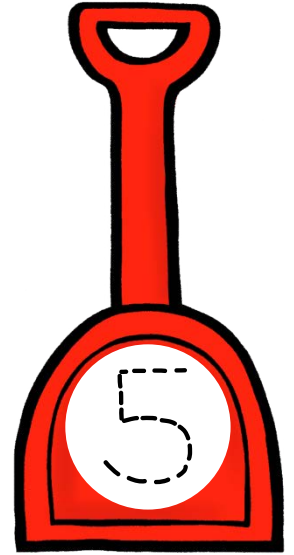
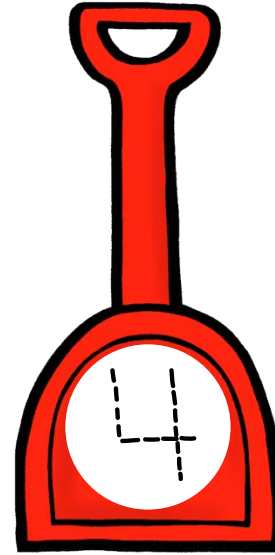
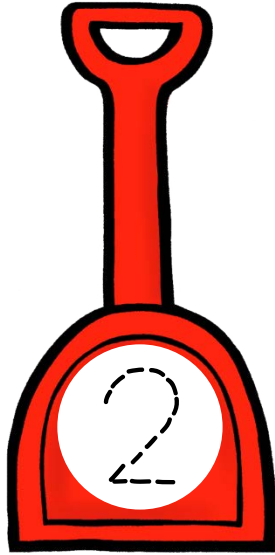
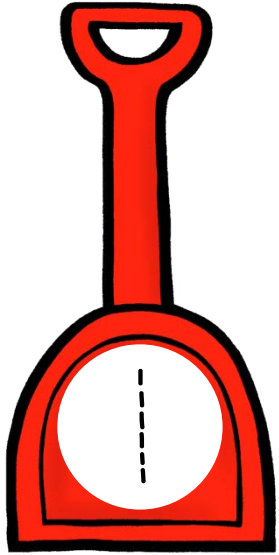
Name \_\_\_\_\_

Trace each number and fill in the missing numbers.

Trace the numbers. Fill in the missing numbers.

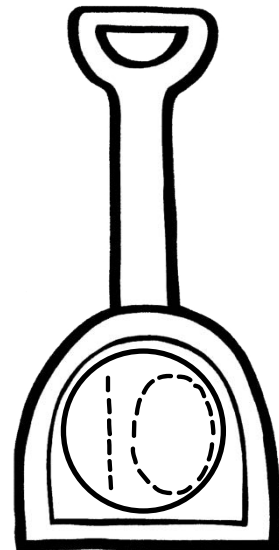
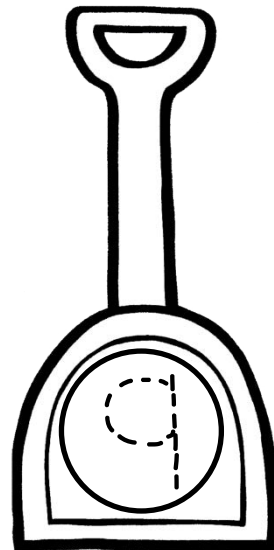
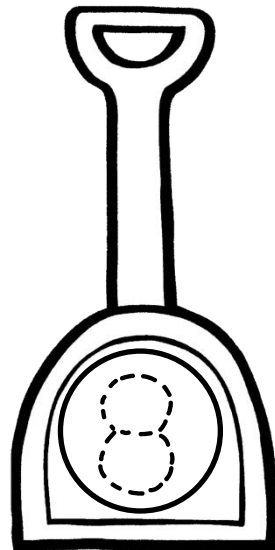
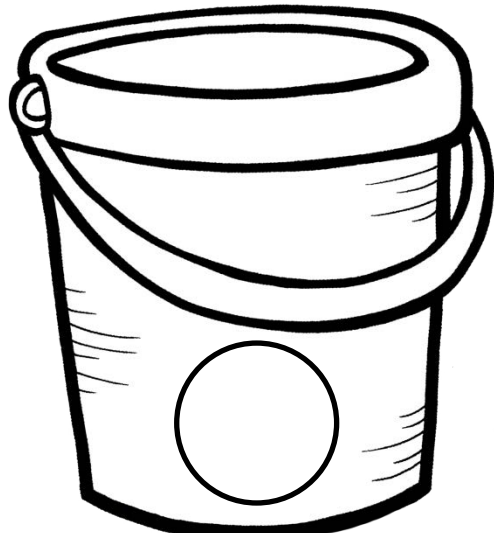
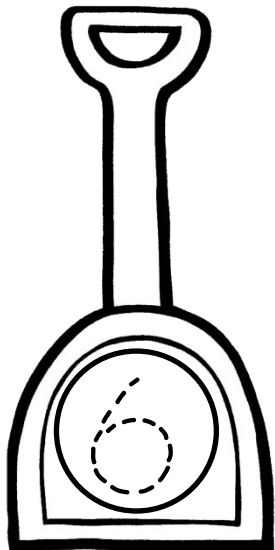
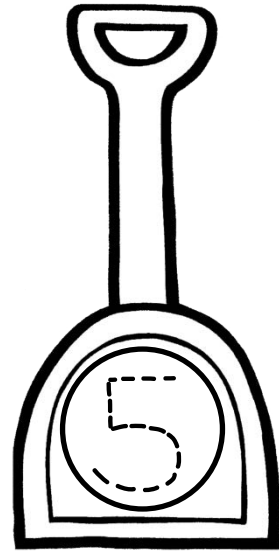
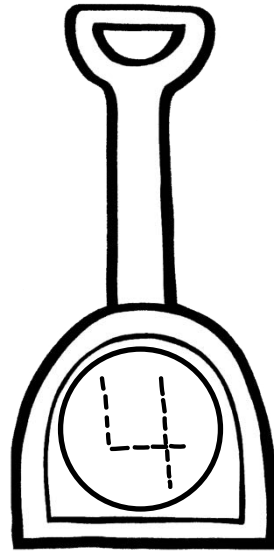
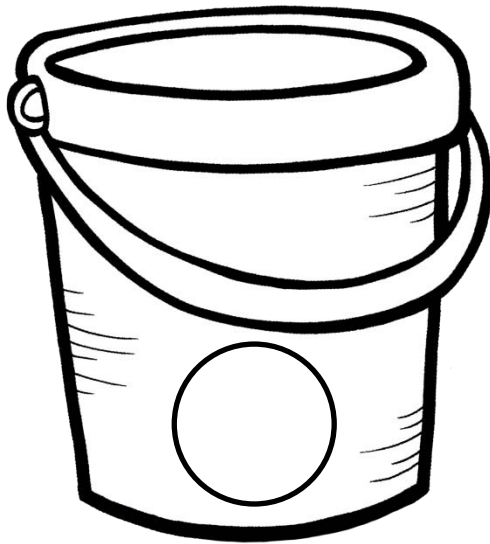
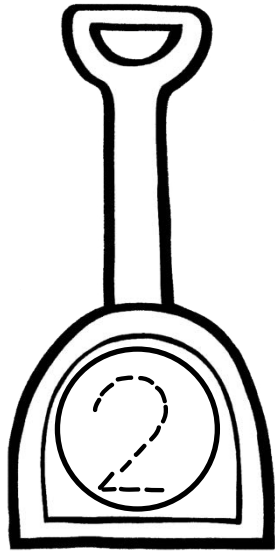
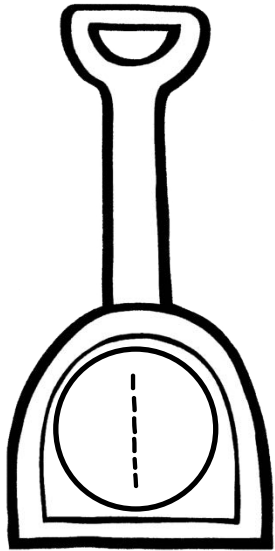
©Play to Learn Preschool

Trace the numbers. Fill in the missing numbers.

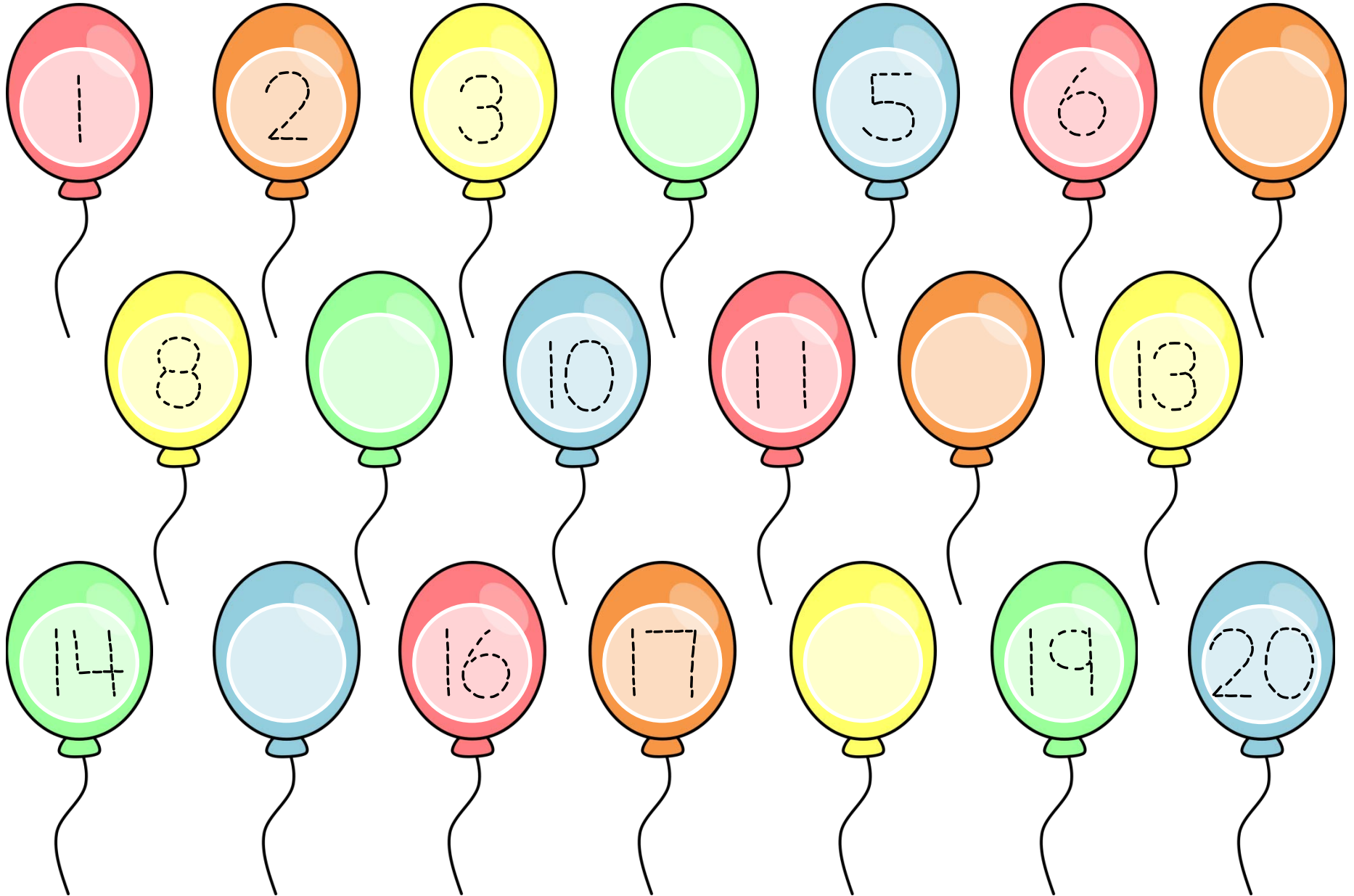


Name \_\_\_\_\_

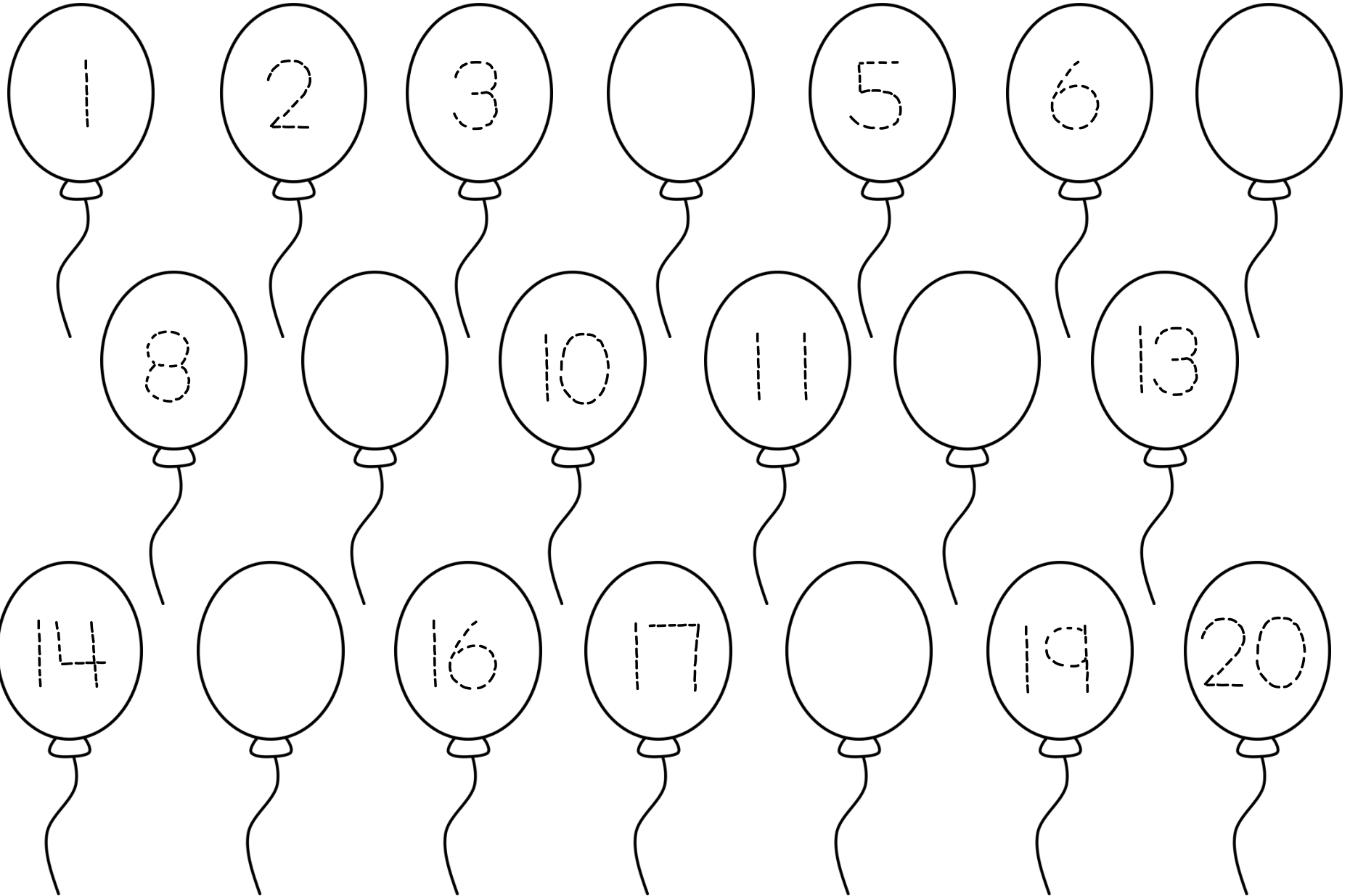
Trace each number and fill in the missing numbers.



Trace the numbers. Fill in the missing numbers.



**Trace the numbers. Fill in the missing numbers.**

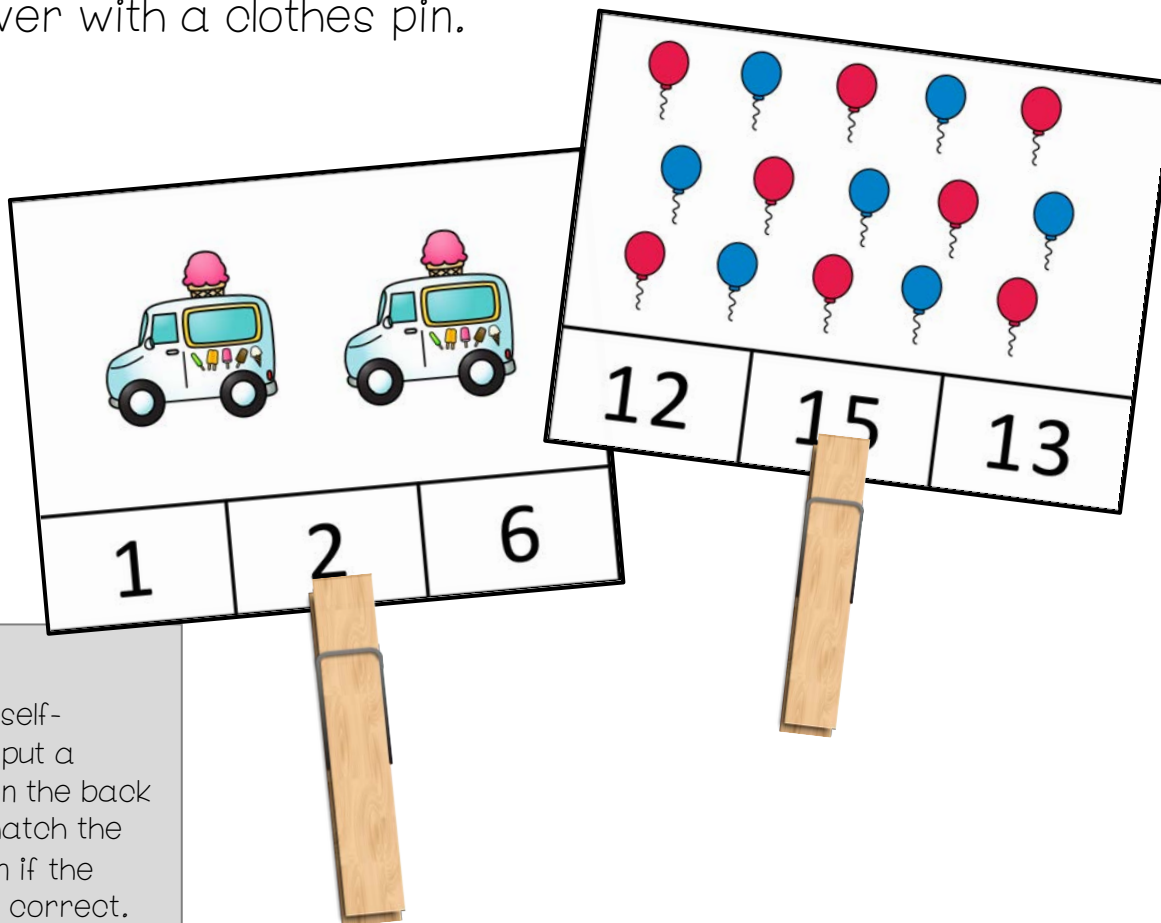


# Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 16.

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

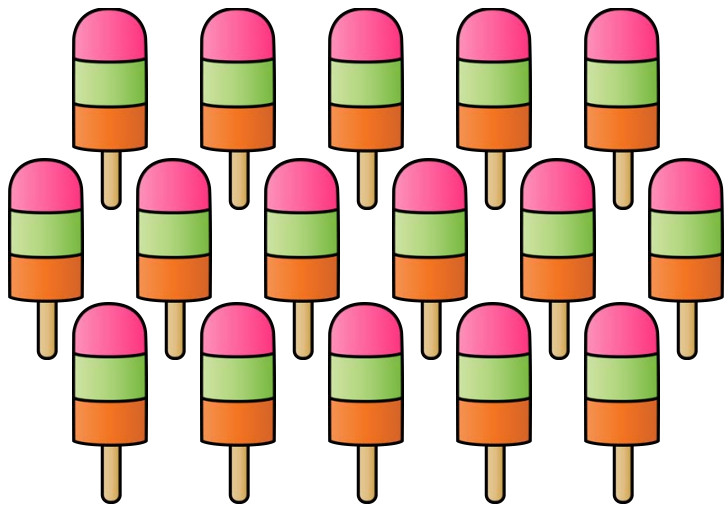
**Procedure:** Students count the food on each card and mark the correct answer with a clothes pin.



## Helpful Hint:

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

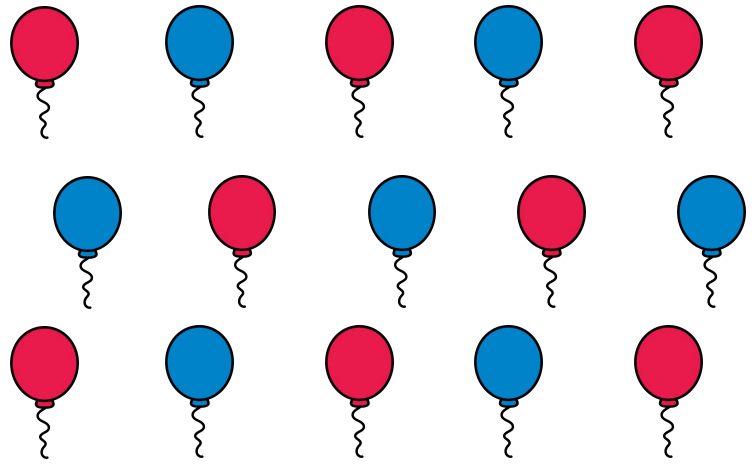




11

16

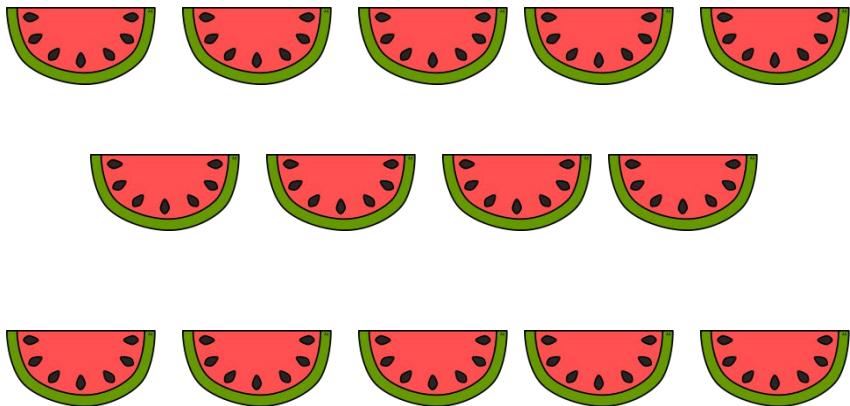
14



12

15

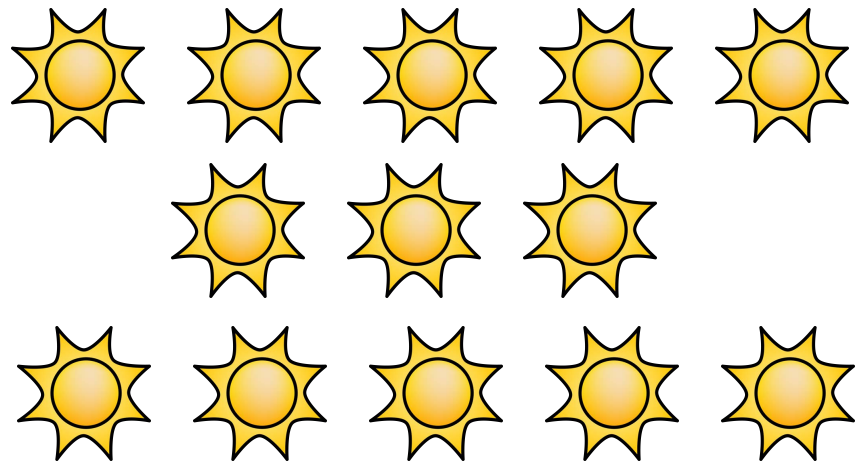
13



14

10

11



16

12

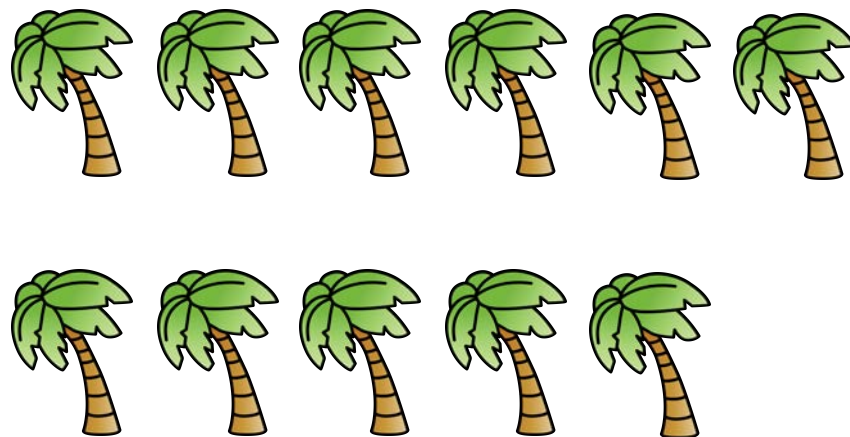
13



12

8

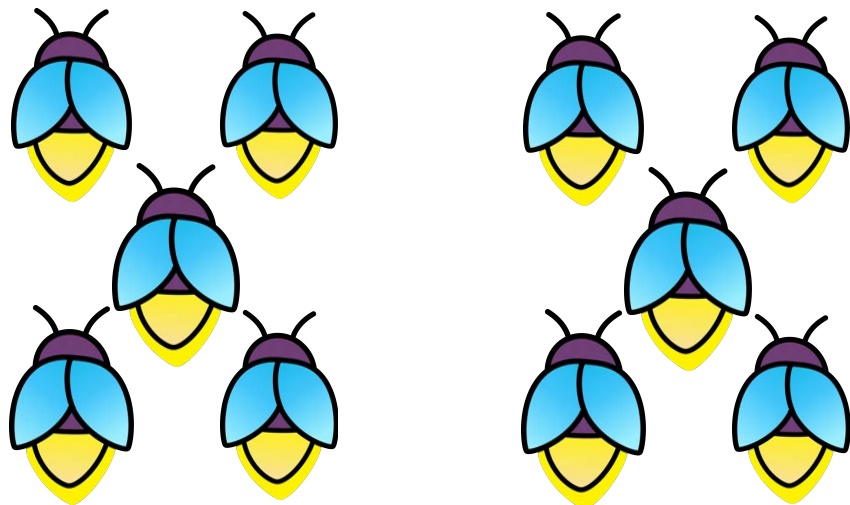
9



4

11

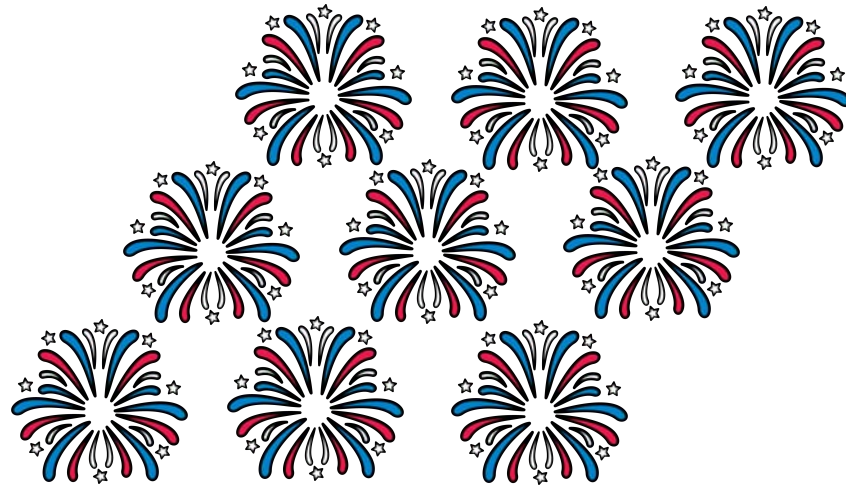
10



8

6

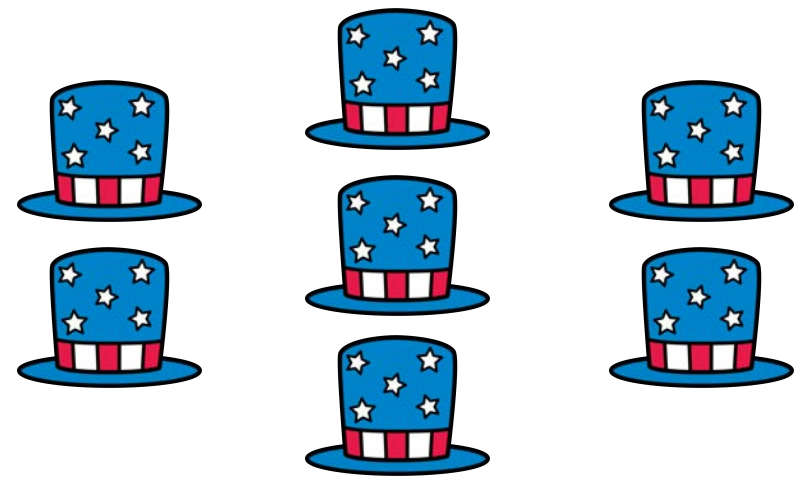
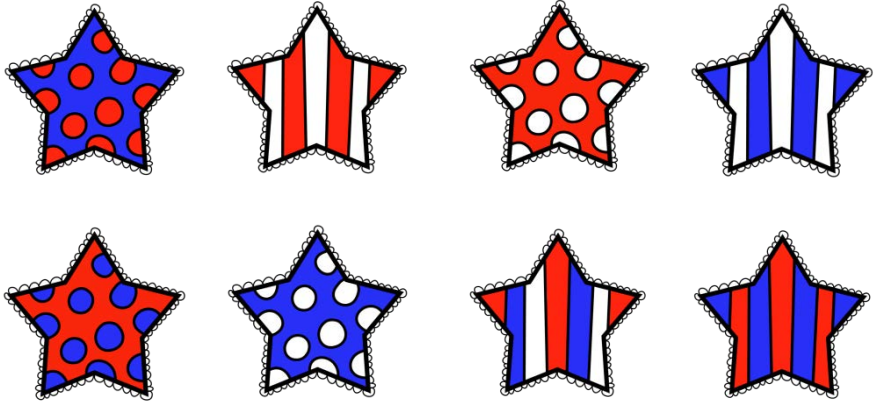
10



9

6

5



7

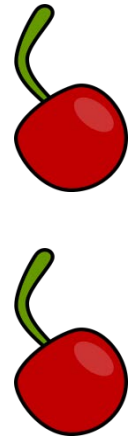
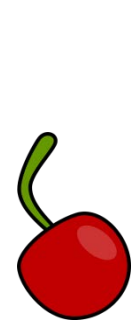
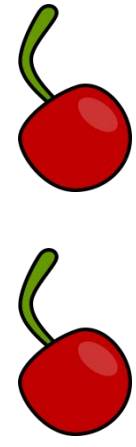
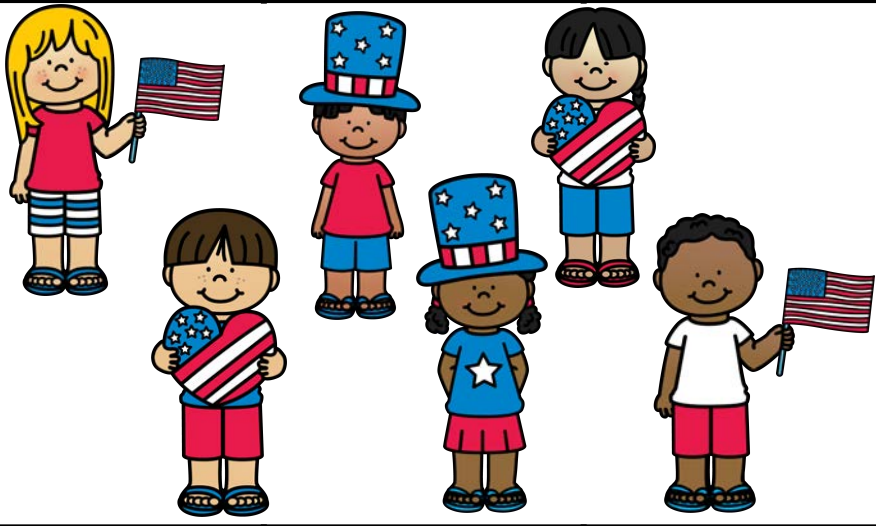
9

8

5

4

7



1

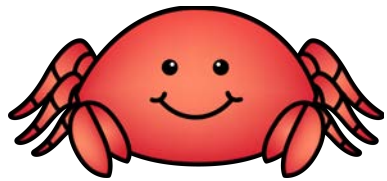
3

6

10

2

5



5

2

4

3

7

8



1

2

6

9

5

1

Name \_\_\_\_\_

Count the number of scoops in each ice cream cone.  
Write the number.

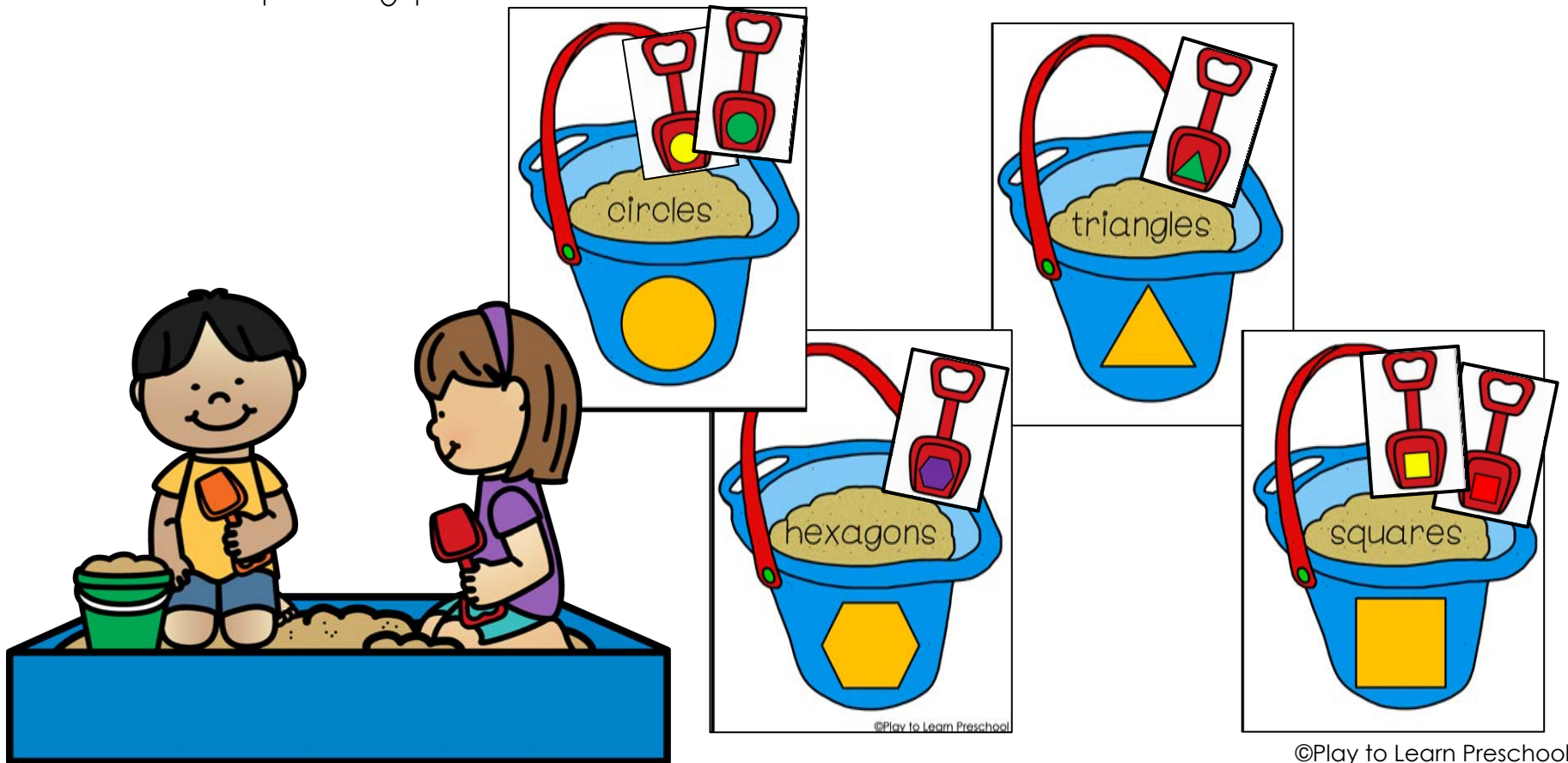


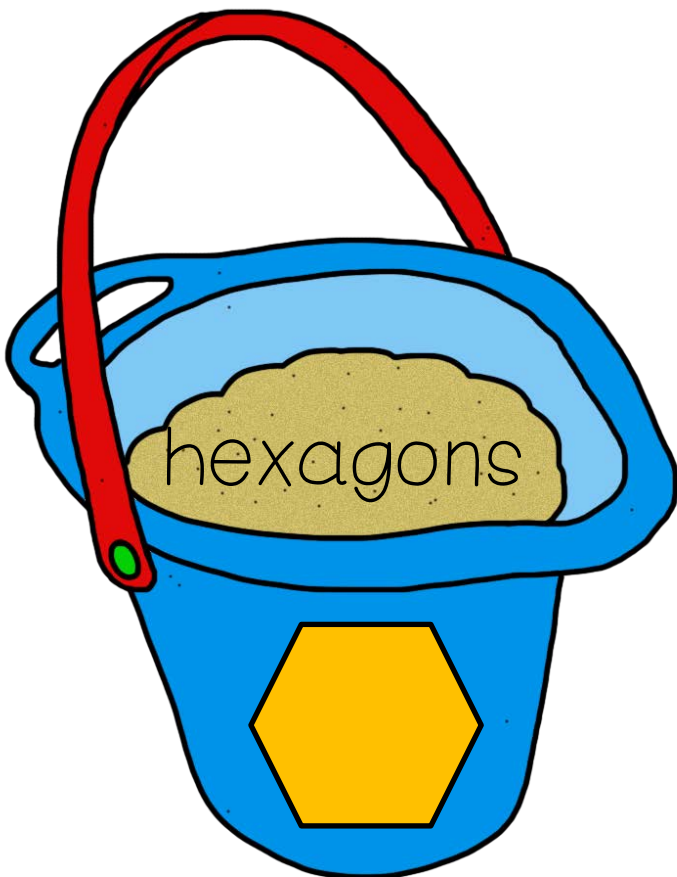
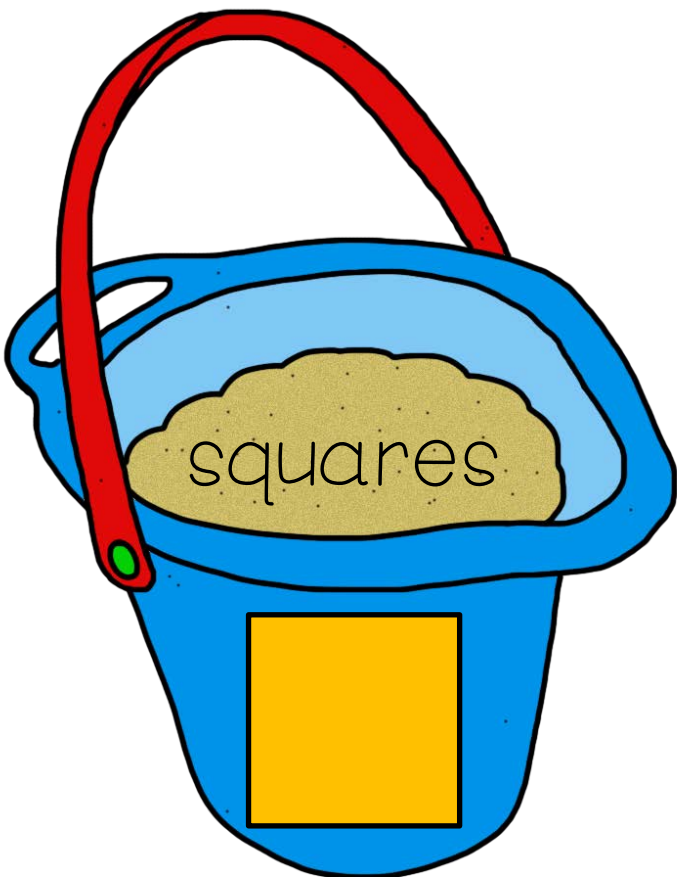
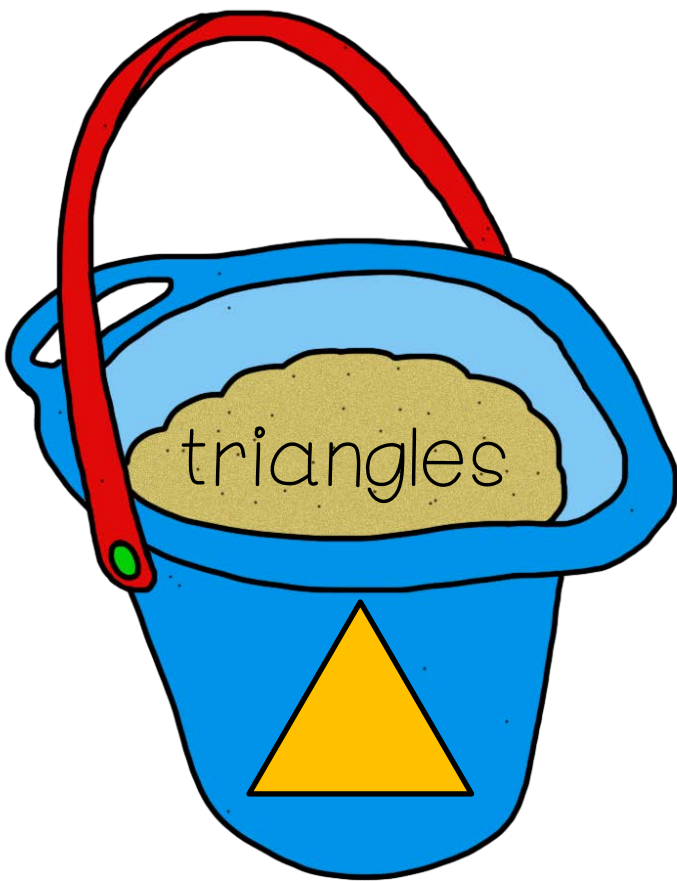
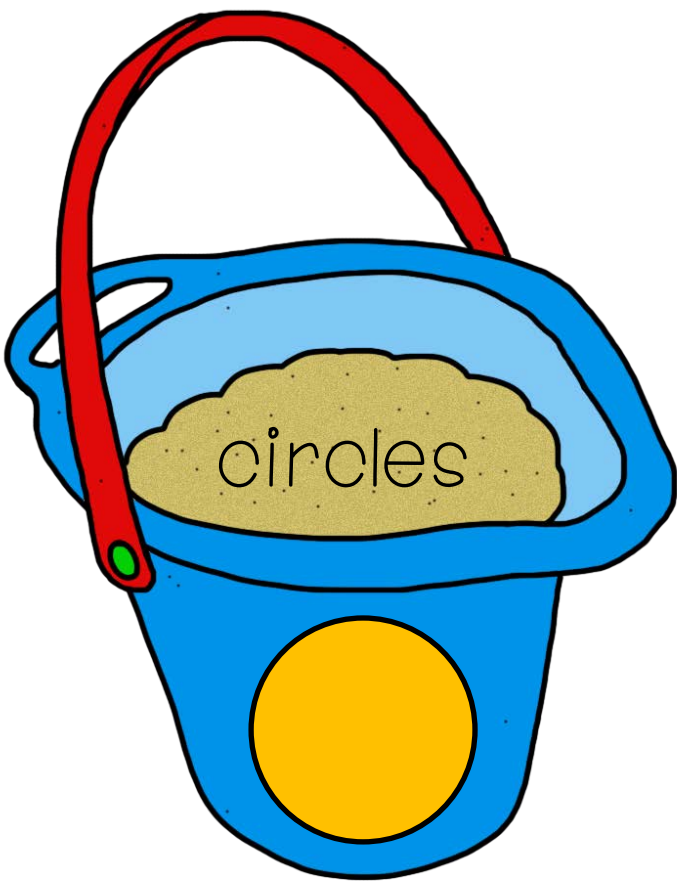
# Shape Sorting

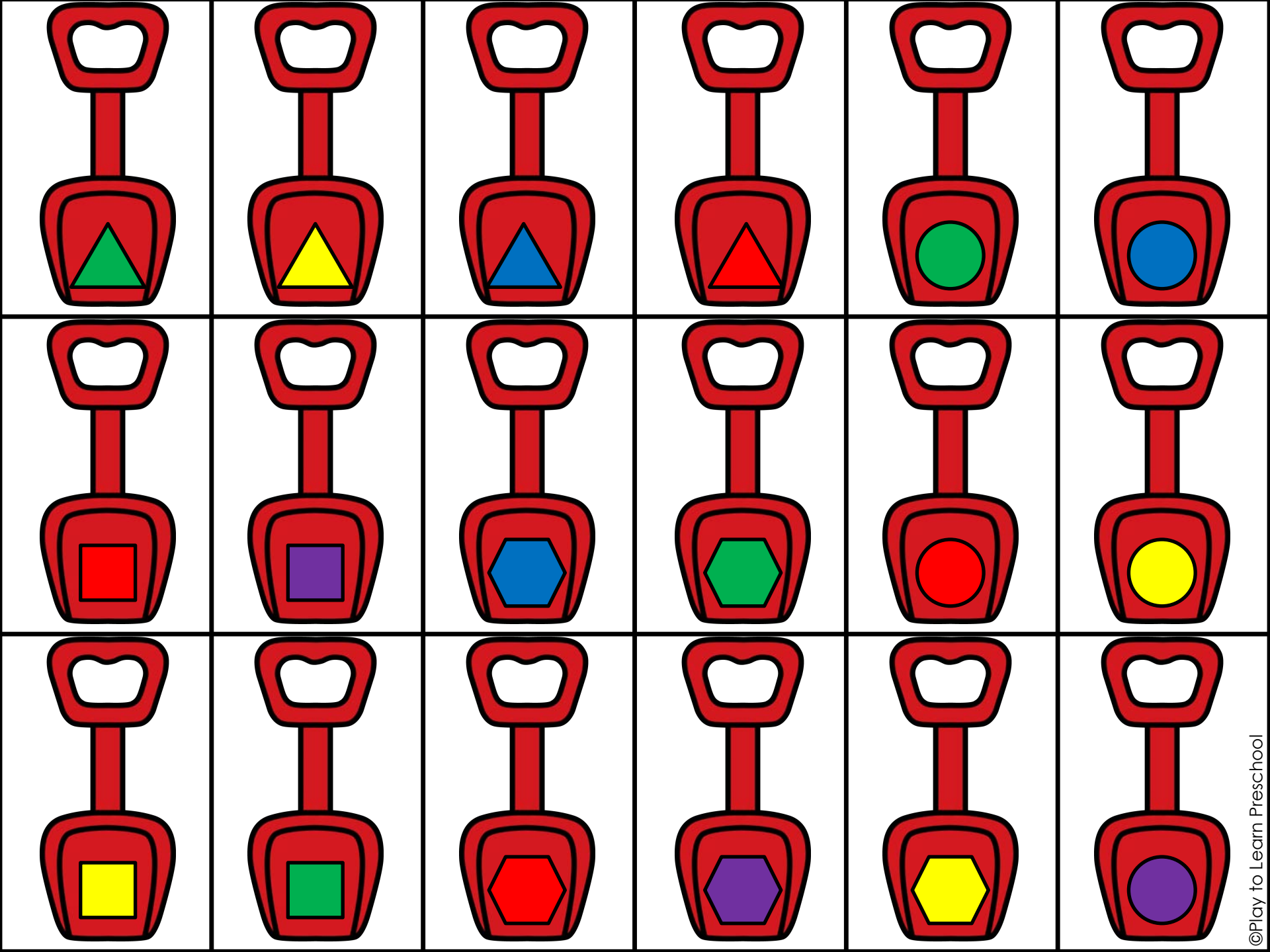
**Objective:** The students will identify triangles, hexagons, circles and squares and sort by shape.

**Preparation:** Print, laminate and cut all pieces.

**Procedure:** Students choose a shovel and identify the shape. They match it to a corresponding pail.

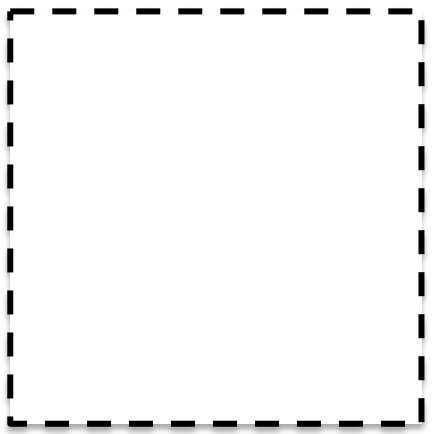
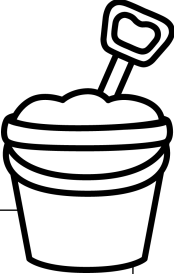




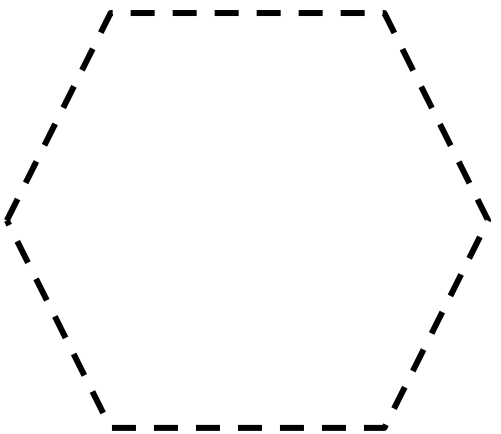


Name \_\_\_\_\_

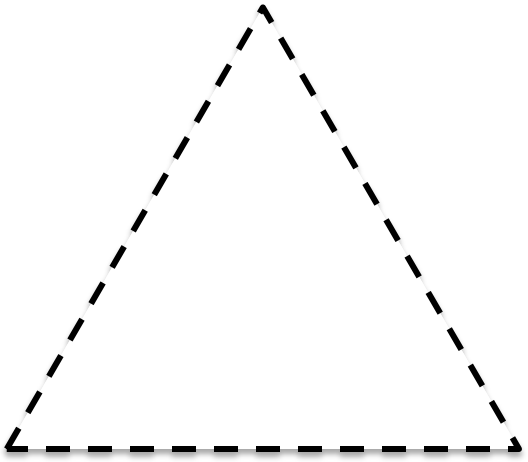
I can draw the shapes.



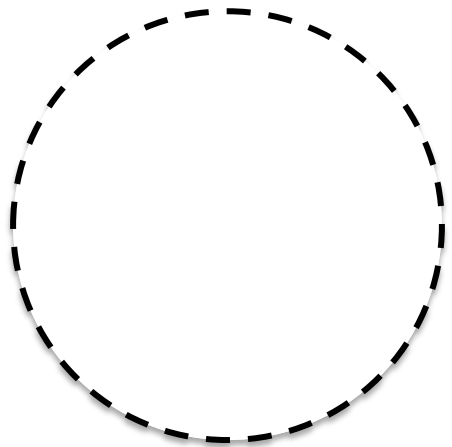
square



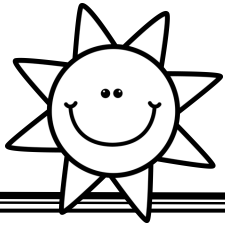
hexagon



triangle



circle



# Summer Books

for Preschoolers



## Summer

- *And then Comes Summer* by Tom Brenner
- *Summer Days and Nights* by Wong Herbert Yee
- *Let it Shine* by Maryanne Cocca-Leffler
- *Summer Color* by Diane Murray
- *I See Summer* by Charles Ghigna
- *Mouse's First Summer* by Lauren Thompson

## Watermelon

- *The Watermelon Seed* by Greg Pizzol
- *One Watermelon Seed* by Celia Lottridge
- *Watermelon Day* by Kathi Appelt
- *Chasing Watermelons* by Kevin White
- *Watermelon for Everything* by Martha Rose Woodward

## Camping

- *Ruby's Sleepover* by Kathryn White
- *Piggy and Daddy Go Fishing* by David Martin
- *We're Going on a Nature Hunt* by Steve Metzger
- *Tiny T-Rez and the Very Dark Dark* by Jonathon Stutzman
- *Camp Rex* by Molly Idle
- *Maisy Goes Camping* by Lucy Cousins
- *Boris Goes Camping* by Carrie Weston

## Ice Cream

- *Gorilla Loves Vanilla* by Chae Strathie
- *Splat the Cat: I Scream for Ice Cream* by Rob Scotton
- *Wemberly's Ice Cream Star* by Kevin Henkes
- *The Ice Cream King* by Steve Metzger
- *Just One More* by Jennifer Hansen Rolli
- *Is it Warm Enough for Ice Cream?* By DK
- *Groovy Joe Ice Cream and Dinosaurs* by Eric Litwin

## Pool

- *Jabari Jumps* by Gaia Cornwall
- *Pool Party!* by Doreen Cronin and Betsy Lewin
- *Maisy Learns to Swim* by Lucy Cousins
- *The Whale in my Swimming Pool* by Joyce Wan

## Lemonade

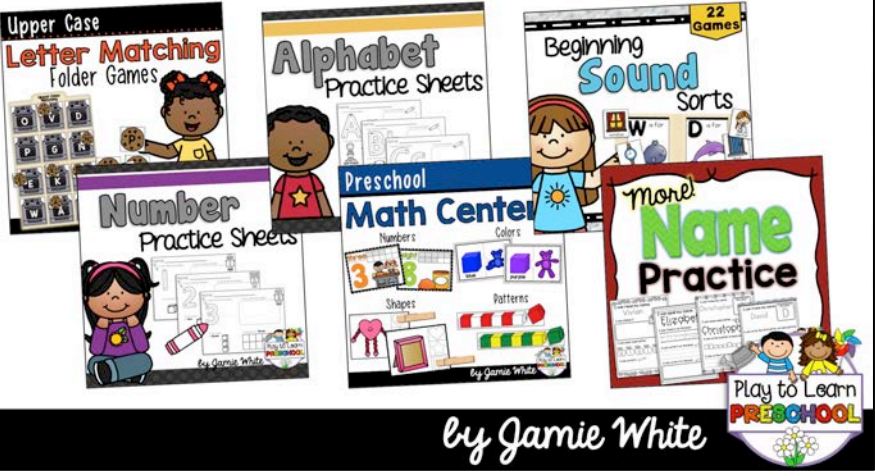
- *When Grandma Gives you a Lemonade Tree* by Jamie L.B Dennihan
- *Splat the Cat and the Lemonade Stand* by Rob Scotton

# More resources

for preschool and Pre-K learners:

## Printable Resources for

# Preschool Learners



Find literacy, math, name practice, dramatic play, and unit lesson plans for preschool students.

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