

# AMERICA

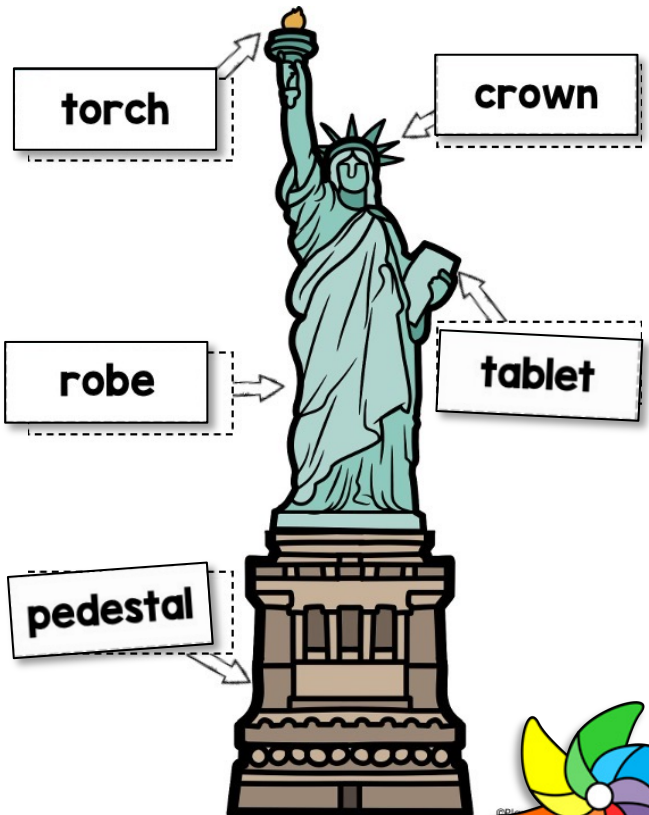
## PRESCHOOL UNIT



This is the flag of the United States of America.



The U.S. Capitol building is in Washington D.C. Many people work here.



# Circle Time Lessons

## Day 1 Introduction

Introduce the unit by looking at real-life pictures of places in the U.S.A, singing a song and playing a places grid game.

**Introduction**  
What is America?

The United States of America (U.S.A.) is a country made up of many different people and places. It includes a variety of environments, such as cities, towns, farms, and natural areas. These places may look different, but they are all part of the USA.

**Objectives:**

- The students will play with words, sounds, and rhymes.
- The students will notice and extend simple patterns.

**Activities:**

- Show the real-life photographs of different places in the United States. Discuss the similarities and differences.
- Sing the "We Can Travel" song while adding simple movements for each verse. Picture cards are included.
- Play the places in America grid game.

**Extension Idea:**  
Teach the ABC sign for America! Have the children hold up their fingers and make a circular motion with their hands in front of your body.

**To Play:**

- Give students a grid with 5 different colors of paper.
- Draw a grid where each column has 4 dots and each row is the same color. Use the same number of dots in each row.
- Students close their eyes while the teacher calls out a color.
- Students use their knowledge of patterns to guess the color of the dot.

## Day 2 American Symbols

Explore American symbols by looking at photos, labeling a picture of the Statue of Liberty, and playing a number carpet game.

**American Symbols**  
Pictures 4 Objects We Recognize

American symbols are pictures and objects that represent ideas connected to America. They are widely seen and recognized by many people.

**Objectives:**

- The students will demonstrate an understanding of print concepts.
- The students will identify numbers.

**Activities:**

- Look at the real-life photographs. Discuss where the symbols may be seen in your community and what the students notice about each.
- Statue of Liberty Label provides students with a complete set of labels.

**The Game:**  
A picture of the Statue of Liberty is shown. Students are to identify one of the stars and make the game to find a path where the stars take by identifying the number.

## Day 3 Places in America

Learn about special places in America by looking at photos, singing a song, and taking a class poll.

**Places in America**  
Special 4 Shared Places

Some places in America help people work together, some protect nature and others help people travel from one place to another. Exploring how different places are used supports early observation and language skills.

**Objectives:**

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

**Activities:**

- Look at the real-life photos. Discuss the importance of each place and how people use it.
- Sing the "I-Love-C-C" song. Display the letter cards and sing the song. After singing the first verse, cover up the letter "I" with a picture of the oblong hands. Sing the second verse as "oblong I-Love-C-C".
- Take a poll. "Which place would you most like to travel?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph.

**Extension Idea:** Create a "Where to Visit" map. Ask students to draw a picture of a place they would like to visit. Talk about what they did there or what they would like to do there.

## Day 4 People in America

Talk about people in America by looking at photos, singing a song, and reciting a poem.

**People**  
Families 4 Helping Jobs

People in America live and work in many different ways. Families and jobs can look different from one another. Learning about people helps children notice similarities and differences in everyday life.

**Objectives:**

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

**Activities:**

- Show the real-life photos. Discuss the similarities and differences seen in the photos.
- Sing the "Time Together" song. Use the picture cards to discuss what they do.

**Busy Worker:**  
A busy worker poem. As you read the poem, use the picture cards to discuss what they do.

## Day 5 Communities in America

Explore communities in America by looking at photos, identifying rhyming words, and playing a carpet game.

**Communities**  
Living 4 Working Together

In America, people live and work in communities where spaces are shared and enjoyed. Exploring communities helps children notice how people live and work together.

**Objectives:**

- The students will recognize rhyming words.
- The students will identify and name colors.

**Activities:**

- Look at the real-life photos. Discuss the different types of communities. Be specific to the types.
- Display one of the duplex pairs. If the pictures rhyme, students clap their hands. If the pictures do not rhyme, they say "Clap no".
- Play the "In the Neighborhood" carpet game.

**Extension Idea:**  
Teach the ABC sign for HOME. Have the children hold up their fingers and make a circular motion with their hands in front of your body.

**To Play the Game:**

- Line up the picture of the duplex pairs for your students.
- Identify the colors together.
- Hide the picture under one of the houses and recite the poem to build.
- Children guess where the picture is hidden by identifying the color of the house.

# Introduction

## What is America?

The United States of America (U.S.A.) is a country made up of many different people and places. It includes a variety of environments, such as cities, towns, farms, and natural areas. These places may look different, but they are all part of the U.S.A.



## Objectives:

- The students will play with words, sounds, and rhymes.
- The students will notice and extend simple patterns.

## Activities:

1. Show the real-life photographs of different places in the United States. Discuss the similarities and differences.
2. Sing the “We Can Travel” song while adding simple movements for each verse. Picture cards are included.
3. Play the Places in America grid game.



### Extension Idea:

Teach the ASL sign for **America**. Interlace your fingers and make a circular motion with your hands in front of your body.



### To Play:

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

Which one is missing?



**There are big cities in  
the United States of America.**



**There are mountains in  
the United States of America.**



**There are beaches and oceans in  
the United States of America.**





**There are wide open spaces and farms in the United States of America.**

# We Can Travel

To the Tune of "If You're Happy and You Know It"

We can travel through America,

Look and see!

We can travel through America,

Look and see!

With the cities and the towns,

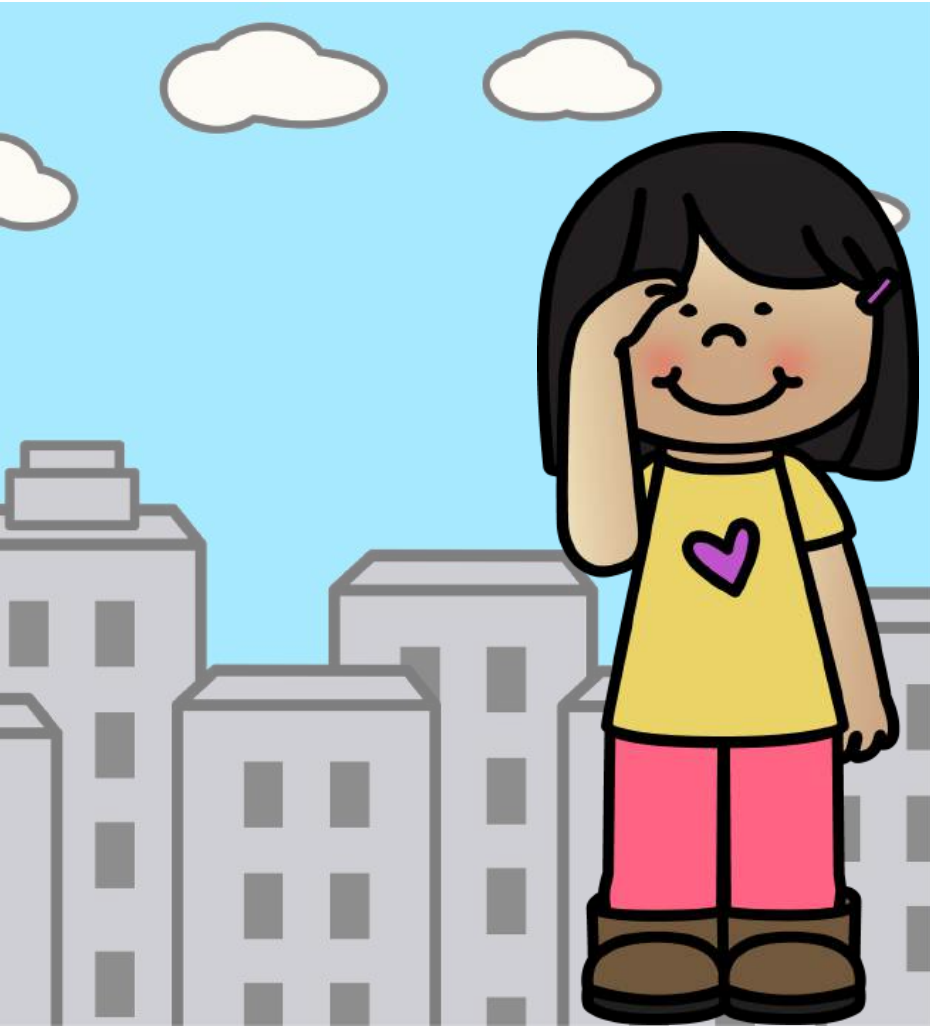
And the buildings all around,

We can travel through America,

Look and see!



# Look and see!



With the cities and the towns,  
And the buildings all around...

## Look and see!

# Climb up high!



There are mountains tall and wide  
Reaching up into the sky...

## Climb up high!

# Sway side to side!



There are beaches by the sea,  
With the waves so big and wide...

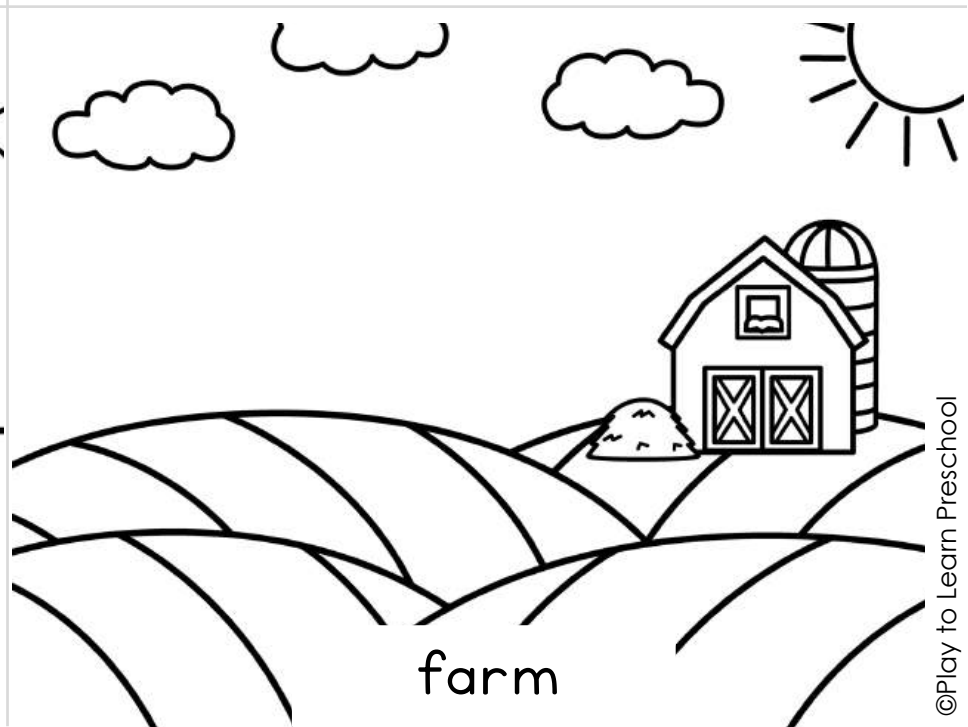
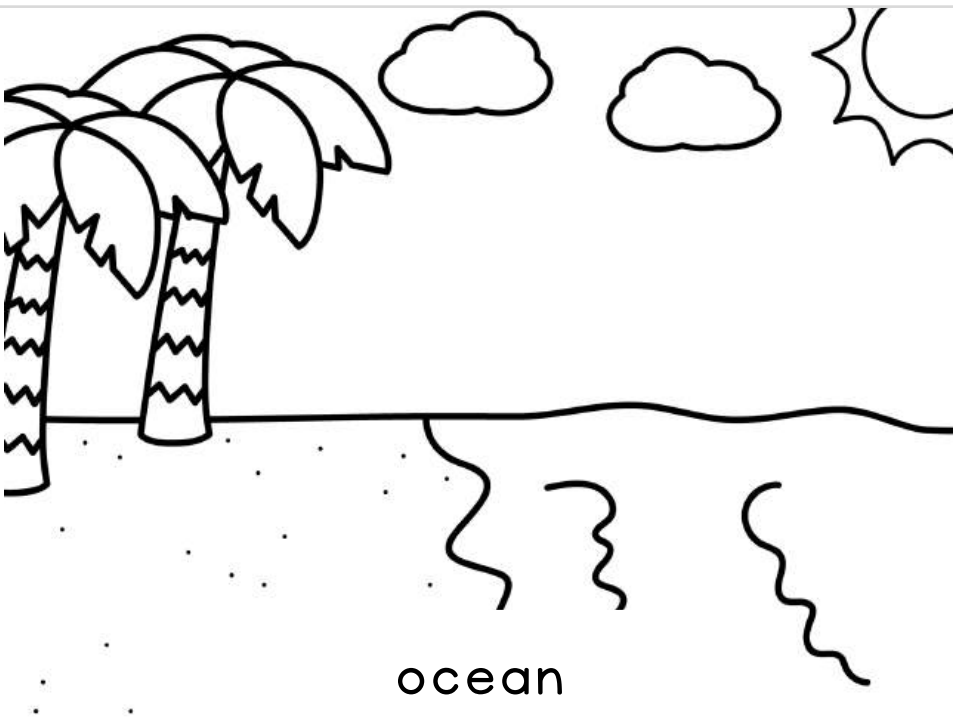
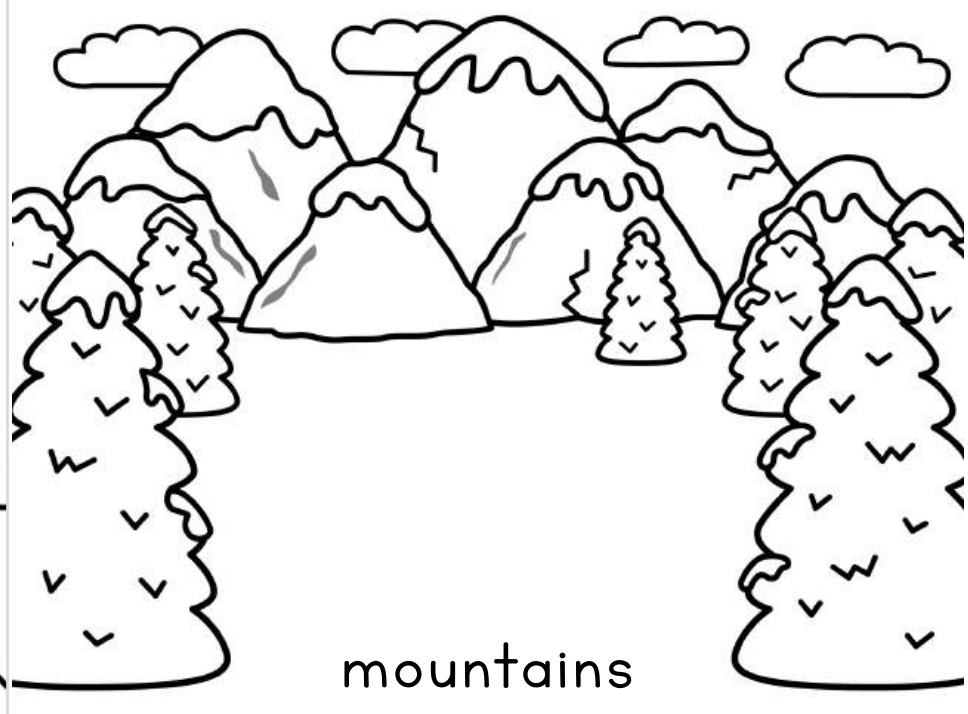
# Sway side to side!

# Move really slow!

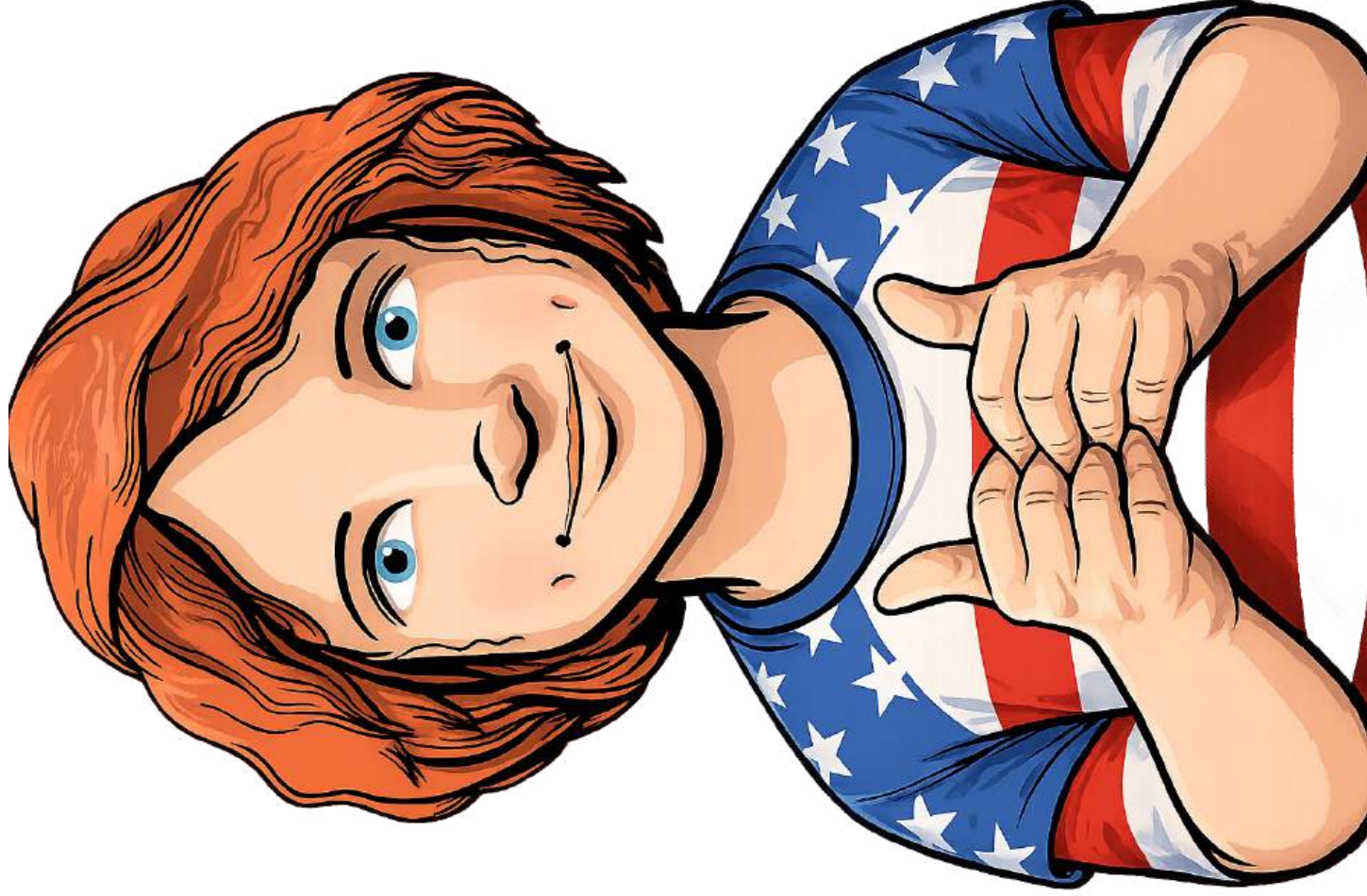


On a farm or country road,  
Take our time and take it slow...

# Move really slow!



# America



Interlace your fingers and make a circular motion  
with your hands in front of your body.

# American Symbols

## Pictures & Objects We Recognize

Day 2  
lesson  
plans

American symbols are pictures and objects that represent ideas connected to America. They are widely seen and recognized by many people.

### Objectives:

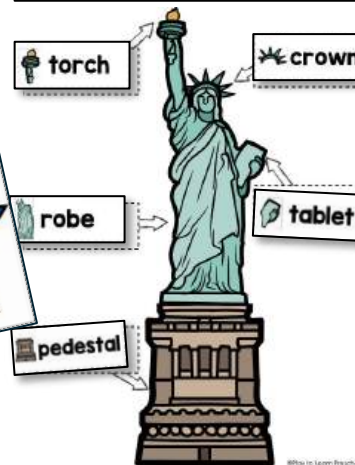
- The students will demonstrate an understanding of print concepts.
- The students will identify numbers.

### Activities:

1. Look at the real-life photographs. Discuss where the symbols may be seen in your community and what the students notice about each.
2. Point out the different parts of the Statue of Liberty. Label the picture as a class together, then provide students with a black and white copy of the page to complete at home.
3. Play the American Flag carpet game.



I can label the parts of the Statue of Liberty.



#### Extension Idea:

Teach the ASL sign for **freedom**. Cross your fists in front of your body, then move fists away from body, wrists turned out.



#### To Play the Game:

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





**This is the flag of  
the United States of America.**



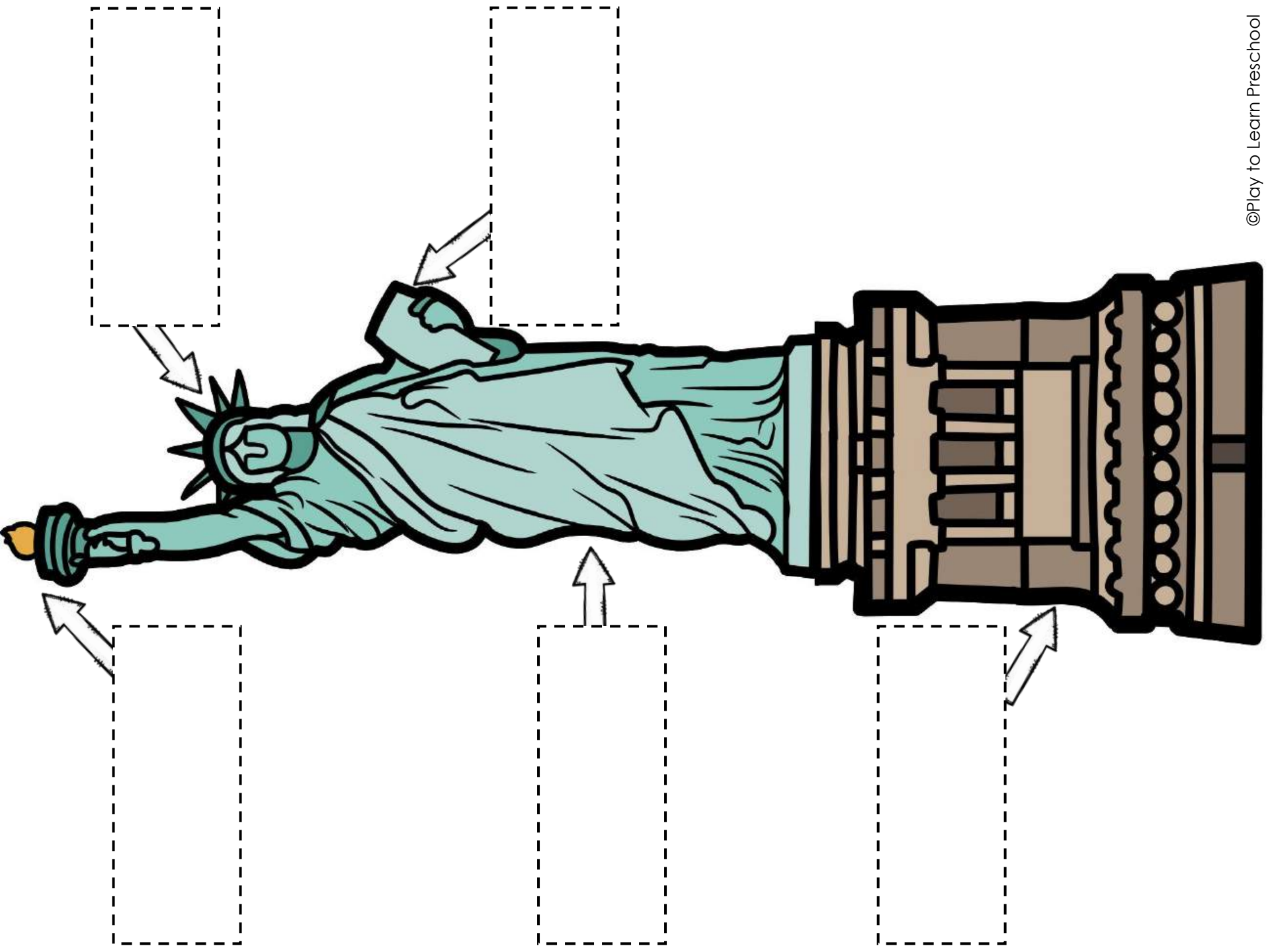
**The Statue of Liberty  
welcomes people to the United States.**



**The Liberty Bell stands for freedom.**



**The bald eagle is the national bird of the U.S.A.**



I can label the parts of  
the Statue of Liberty.

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torch



crown



tablet



robe



pedestal



**torch**



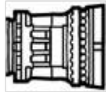
**crown**



**tablet**



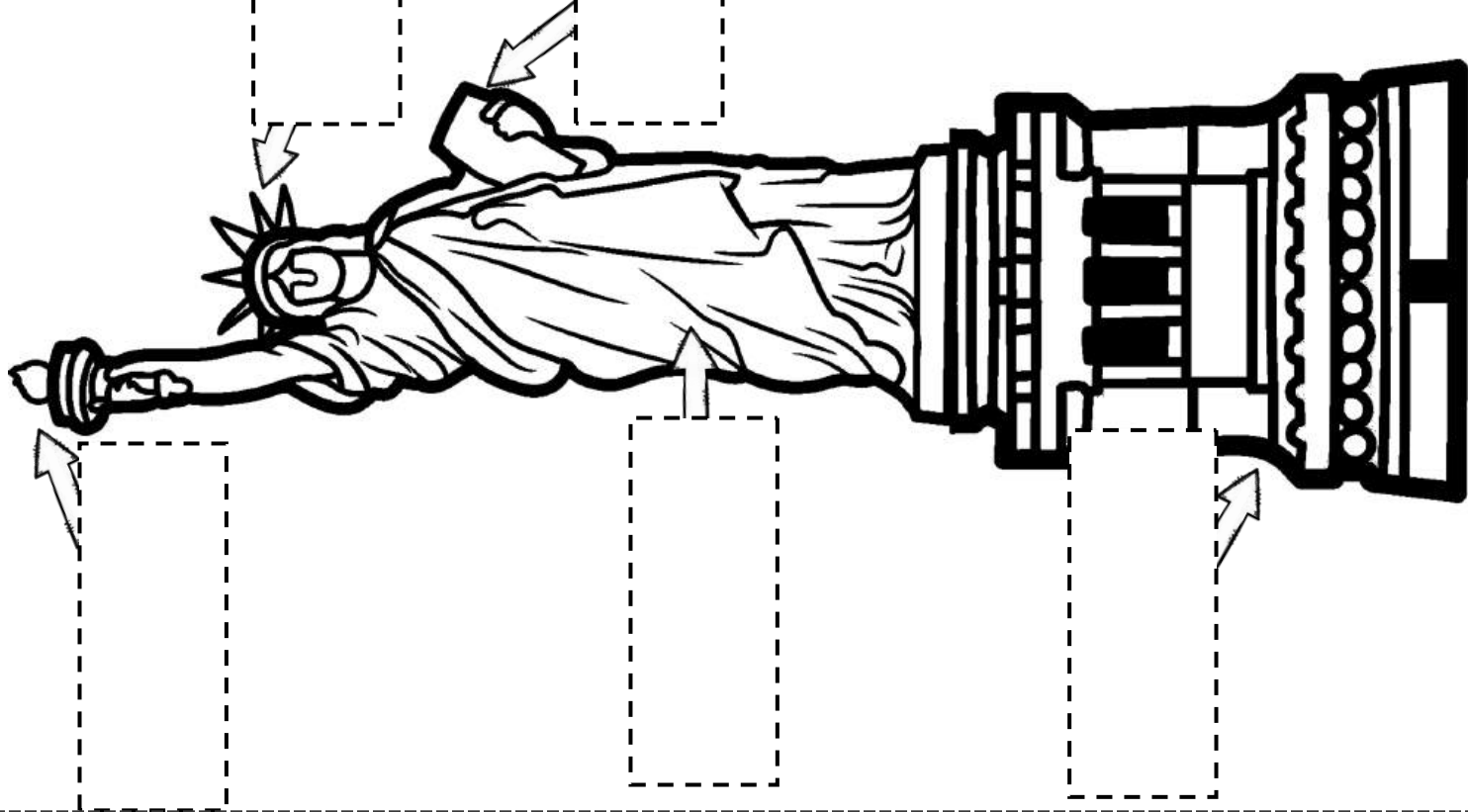
**robe**



**pedestal**

Name \_\_\_\_\_

**I can label the parts of  
the Statue of Liberty.**



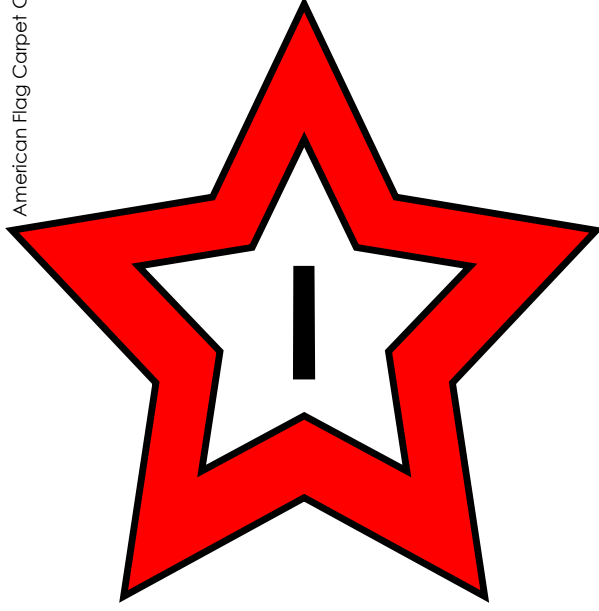
# American Flag

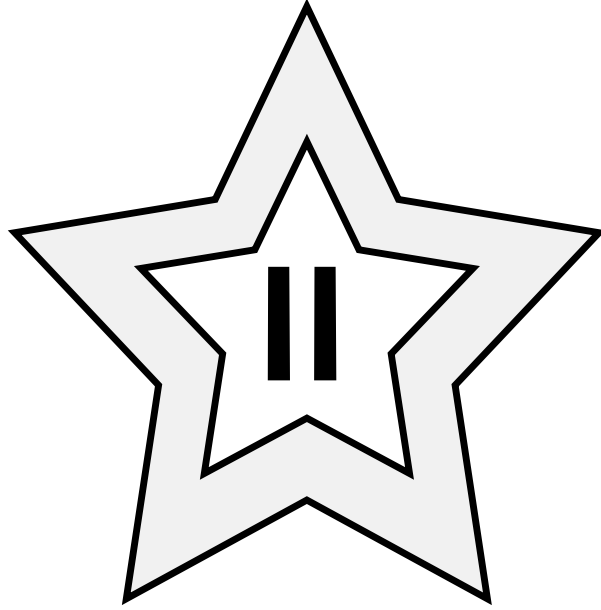
Carpet Game

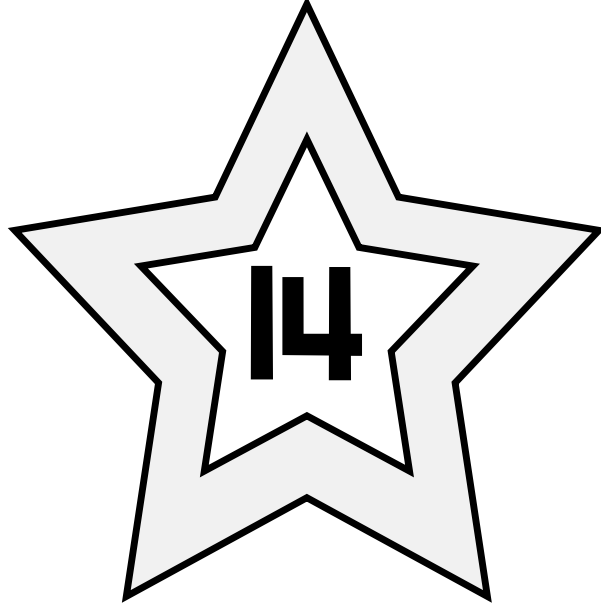
American flag,  
Where can it be?




Pick a number,  
Let's look and see!

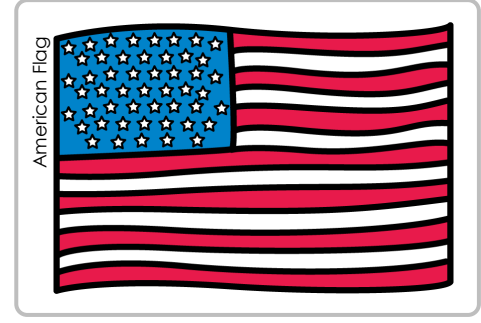




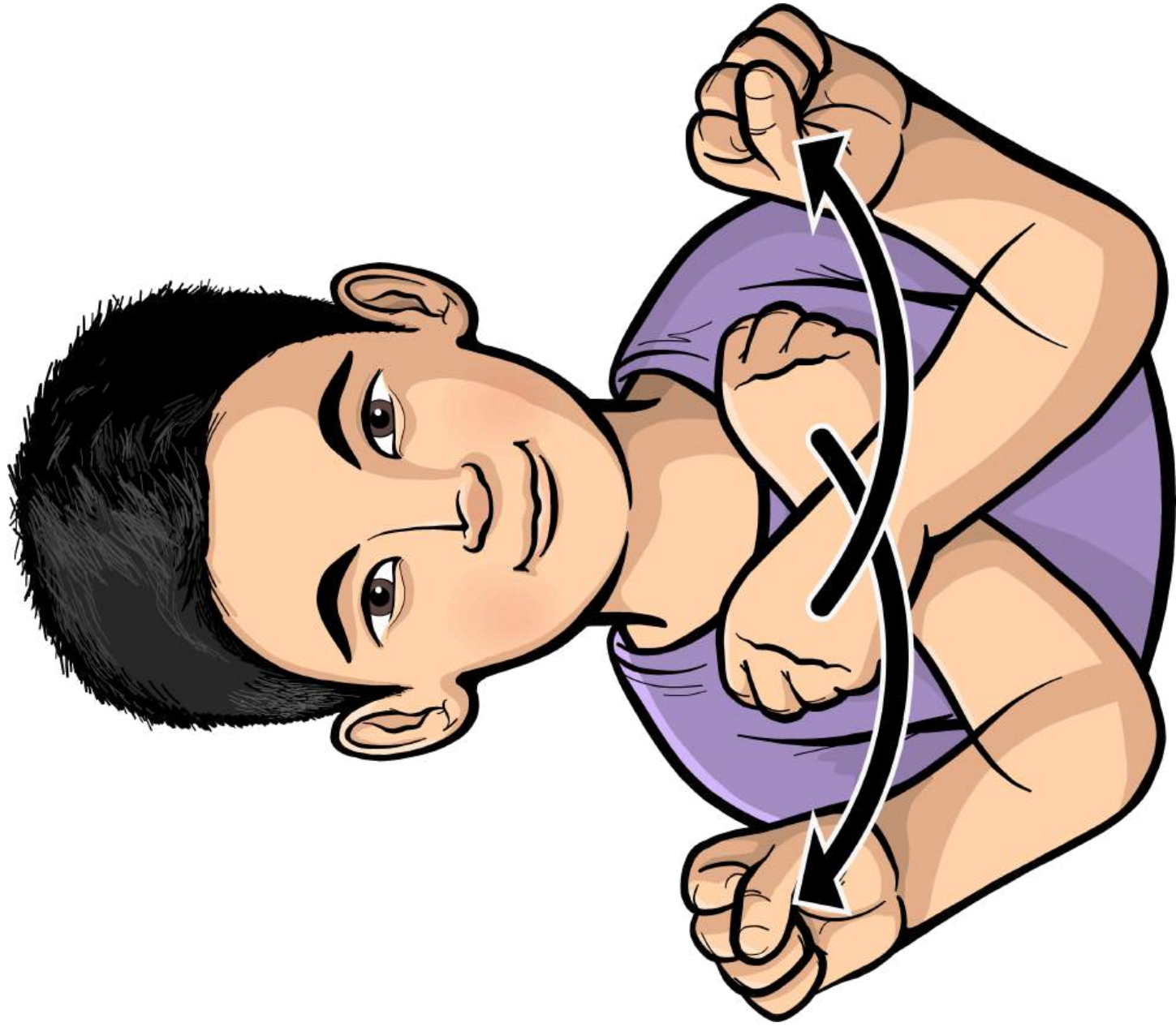




Cut out the flag. 



# Freedom



Cross your fists in front of your body, then move  
fists away from body, wrists turned out.

# Places in America

Day 3  
lesson  
plans

## Special & Shared Places

Some places in America help people work together, some protect nature, and others help people travel from one place to another. Exploring how different places are used supports early observation and language skills.

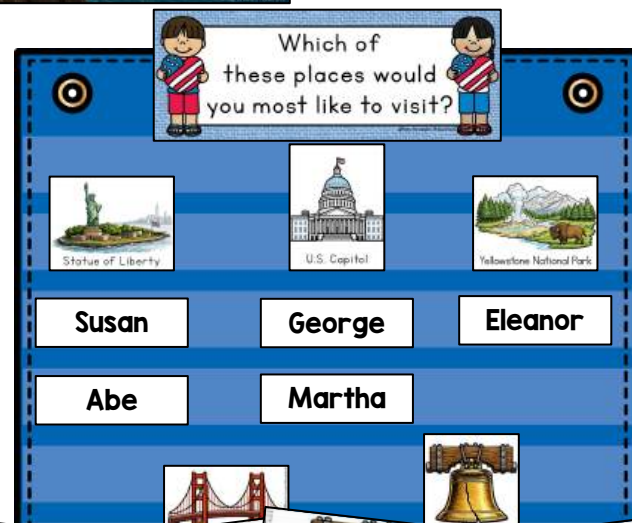
### Objectives:

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

### Activities:

1. Look at the real-life photos. Discuss the importance of each place and how people use it.
2. Sing the "P-L-A-C-E" song. Display the letters and sing the song. After singing the first verse, cover up the letter P with a picture of the clapping hands. Sing the second verse as "*clap* -L-A-C-E."
3. Take a poll, "Which place would you most like to travel?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph.

**Extension Idea:** Conduct a vacation "Tell or Wish". Ask each student to bring in a picture of a place they have traveled or a picture of a place they would like to travel. Talk about what they did there or what they would like to do there..





**The U.S. Capitol building is in Washington D.C.  
Many people work here.**



**Yellowstone National Park is a place where animals and plants are protected.**



**The Golden Gate Bridge is in California.  
It helps people travel across the water.**

# P-L-A-C-E

To the Tune of B-I-N-G-O

There are some places,

That we know,

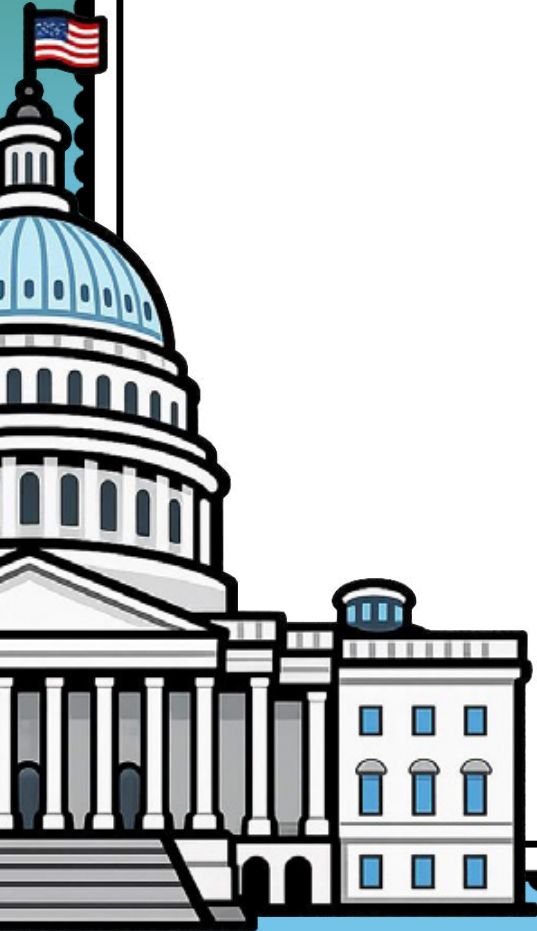
In America-a!

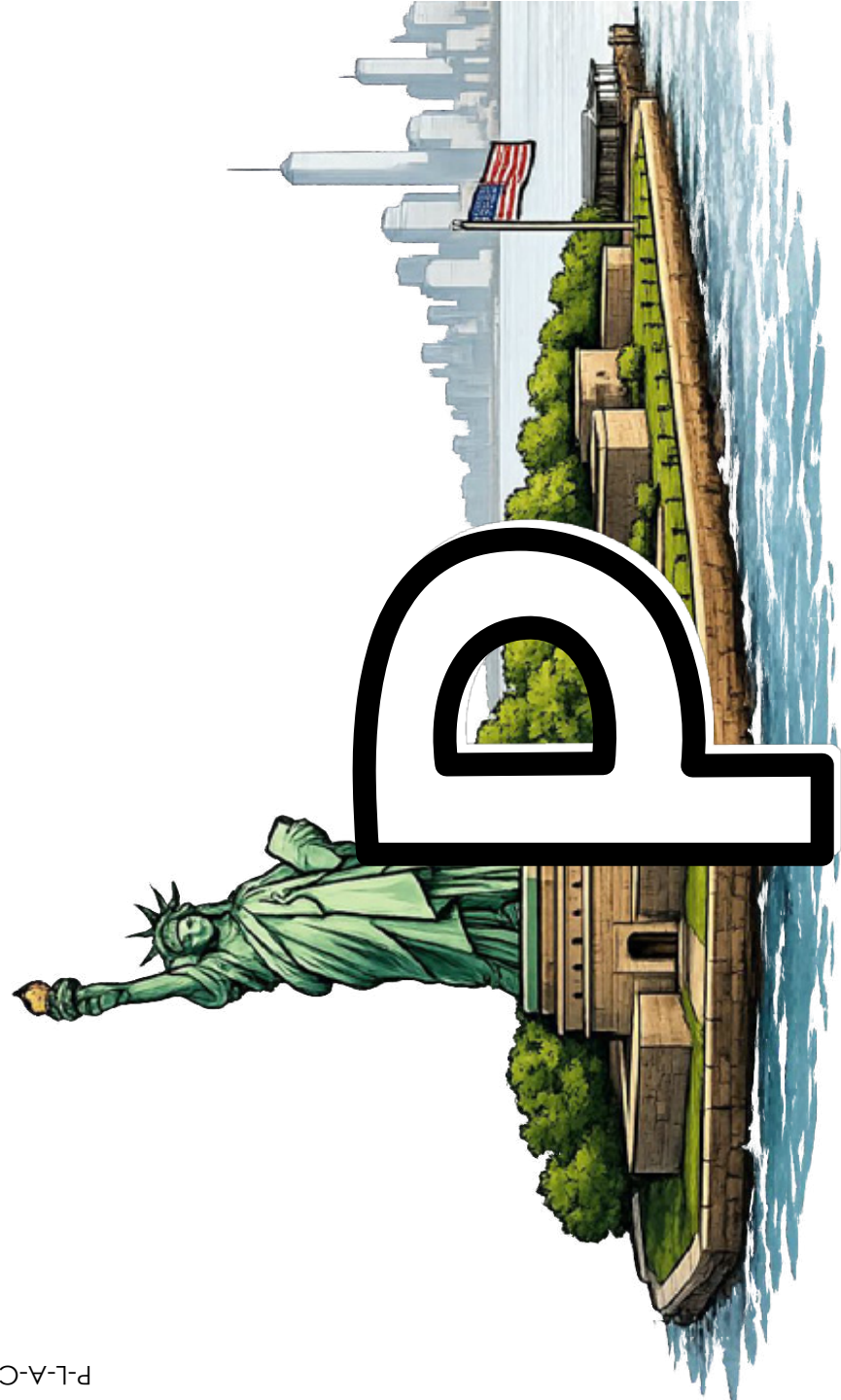
**P-L-A-C-E**

**P-L-A-C-E**

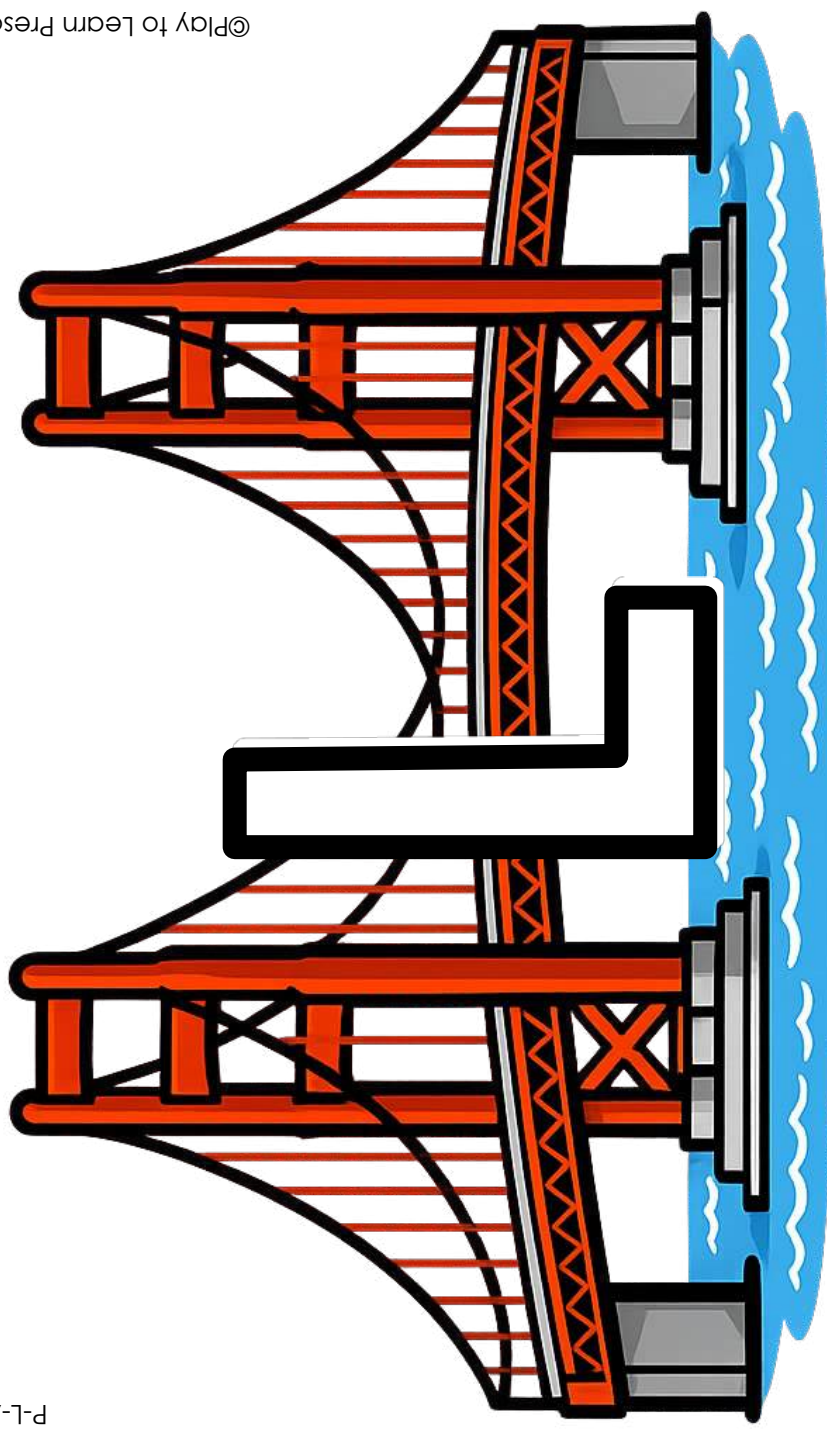
**P-L-A-C-E**

Places that we know-o!





Statue of Liberty - New York Harbor



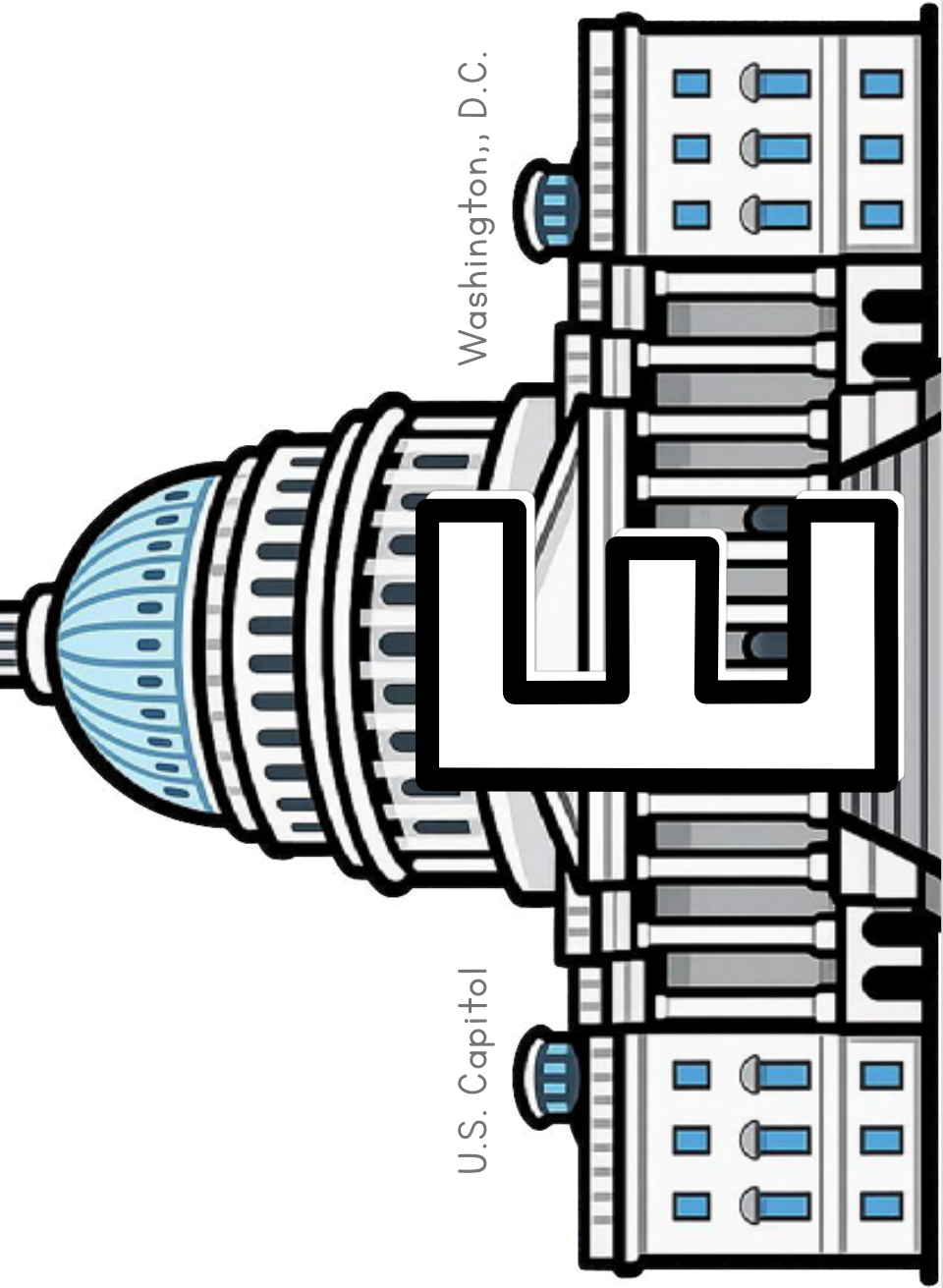
Golden Gate Bridge - San Francisco, CA



Yellowstone National Park - Wyoming



Liberty Bell Philadelphia, PA



U.S. Capitol

Washington,, D.C.

Clap!





Clap!



Clap!

Clap!



Clap!

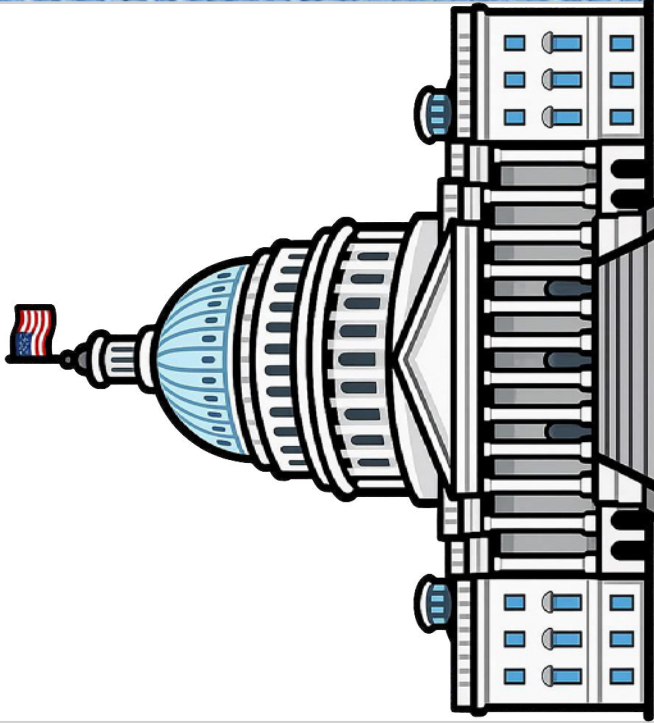




Which of  
these places would  
you most like to visit?



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U.S. Capitol



Liberty Bell



Yellowstone National Park



Golden Gate Bridge



Statue of Liberty

# People

## Families & Helping Jobs

People in America live and work in many different ways. Families and jobs can look different from one another. Learning about people helps children notice similarities and differences in everyday life.

### Objectives:

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

### Activities:

1. Show the real-life photos. Discuss the similarities and differences seen in the photos.
2. Sing the "Time Together" song. Use the picture cards to assist with subsequent verses, or ask students what they like to do together and make up your own verse.
3. Recite the "5 Busy Workers" chip clip poem. As you progress through each verse, remove a person from the room.

#### Extension Idea:

Teach the ASL sign for **family**. Start with index fingers and thumbs touching in front of you, then circle your hands so the pinkie fingers touch.



Some people help others for their jobs.



Some people deliver things for their jobs.



### Time Together

To the Tune of London Bridge

Families spend time together,  
Together, together.  
Families spend time together,  
In many different ways.



Some families like to play  
To play games, to play  
Some families like to play  
When they are together.



take walks



### 5 Busy Workers

Chip Clip Poem

Five busy workers  
around the house,  
Now they can be found  
in many different ways.



**Families in America are all unique.**



**Families spend time together  
in many different ways.**



**Some people help others for their jobs.**



**Some people deliver things for their jobs.**

# Time Together

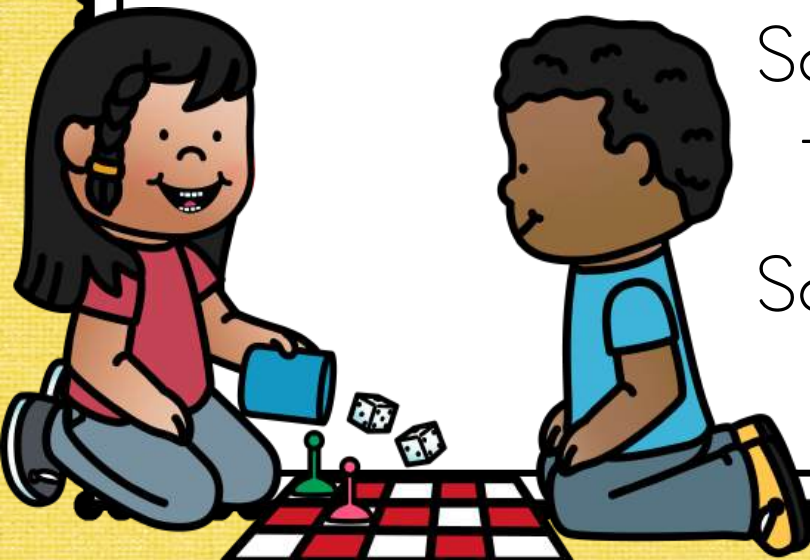
To the Tune of "London Bridge"

Families spend time together,  
Together, together.

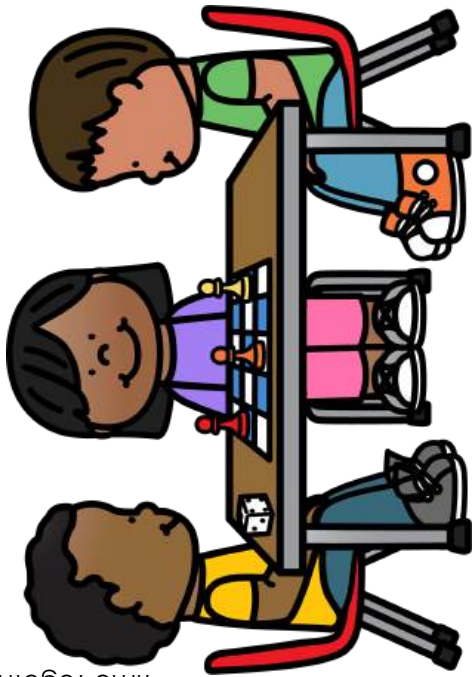
Families spend time together,  
In many different ways.

Some families like to play games,  
To play games, to play games.

Some families like to play games,  
When they are together!



Time Together



play games

Time Together



read books

Time Together



cook meals

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Time Together



take walks

Time Together



watch T.V.

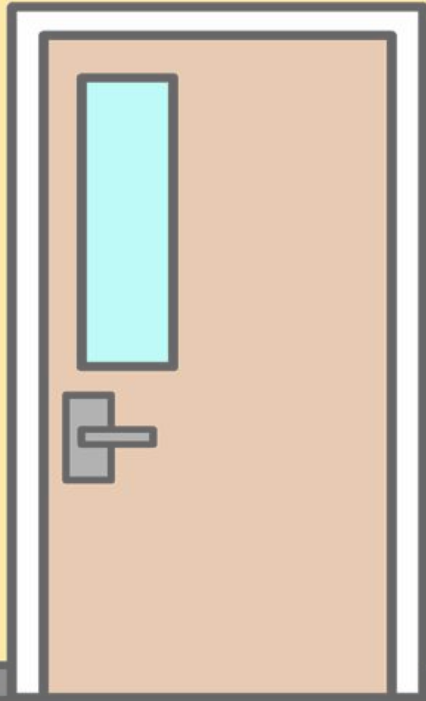
Time Together



play outside

# 5 Busy Workers

Chip Clip Poem



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Five busy workers

Moving all around.

One goes home,

Now how many can be found?

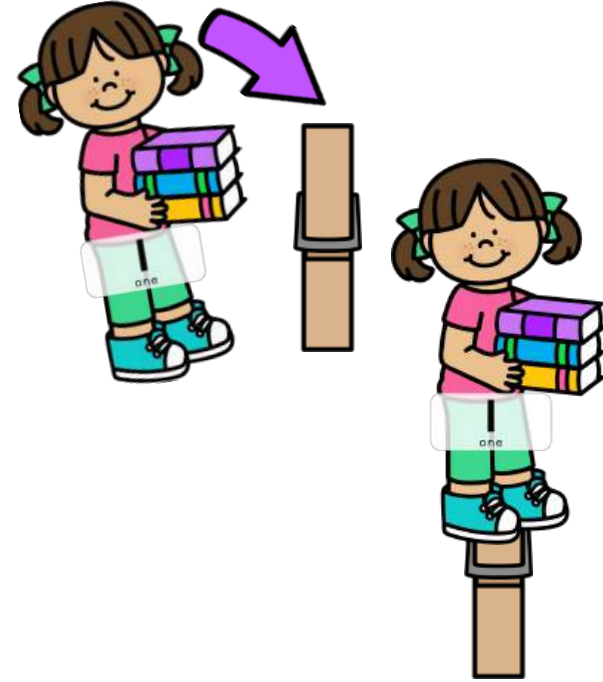
Repeat, taking  
a person away  
for each verse

All the busy workers,

Have gone home for the day.

No one is here,

Work is done, hooray!





# Family



Start with index fingers and thumbs touching in front of you, then circle your hands so the pinkie fingers touch.

# Communities

Day 5  
lesson  
plans

## Living & Working Together

In America, people live and work in communities where spaces are shared and enjoyed. Exploring communities helps children notice how people live and work together.

### Objectives:

- The students will recognize rhyming words.
- The students will identify and name colors.

### Activities:

1. Look at the real-life photos. Discuss the different types of communities the students live in.
2. Display one of the duplex pairs. If the pictures rhyme, students clap their hands. If the pictures do not rhyme, they say "Oh, no!"
3. Play the "In the Neighborhood" carpet game.

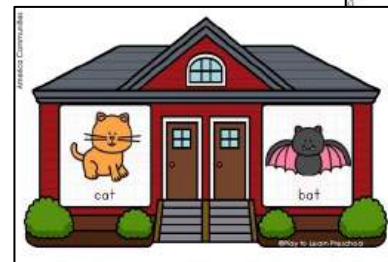
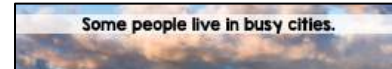
#### Extension Idea:

Teach the ASL sign for **house**. Hold open hands flat in front of you with fingers touching, then move down and out to show the outline of a house.



### To Play the Game:

- Line up the pictures of the houses. Identify the colors together.
- Hide the people under one of the houses and recite the poem to find it.
- Children guess where the people are hiding by identifying the color of the house.





**People live in many different kinds of communities.**

**Some people live in busy cities.**





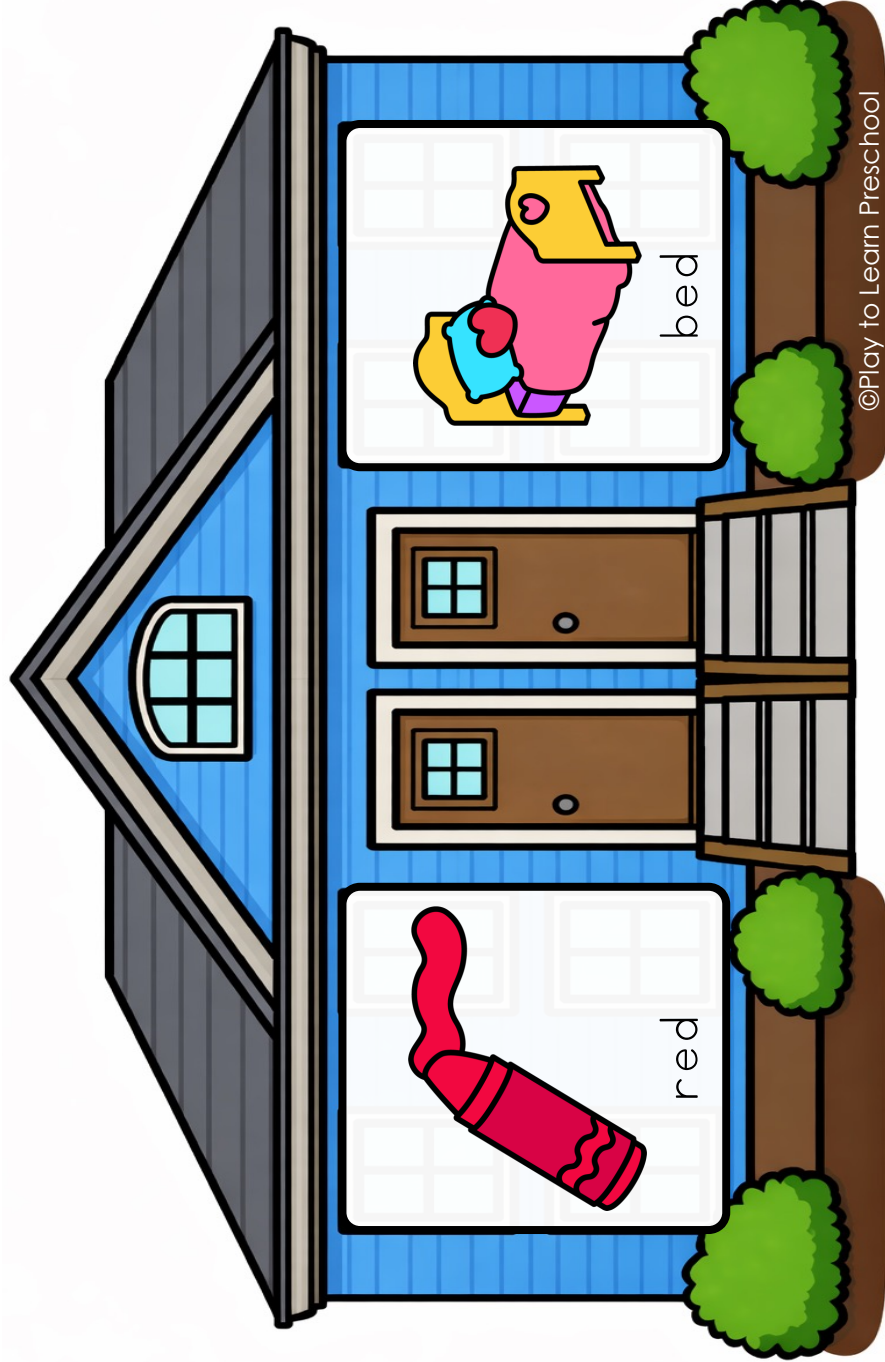
**Some people live in small towns.**

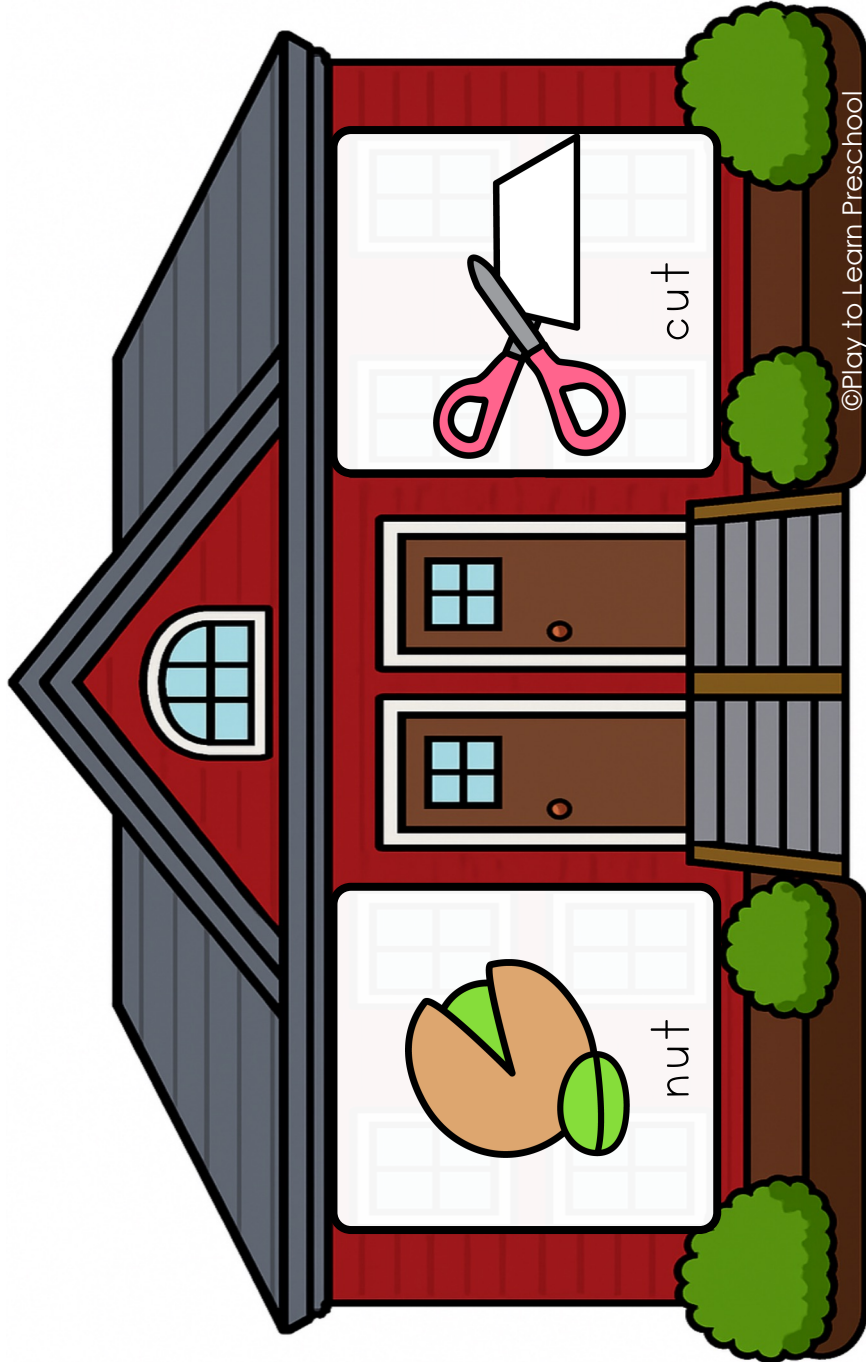


**Some people live in neighborhoods with homes close together.**

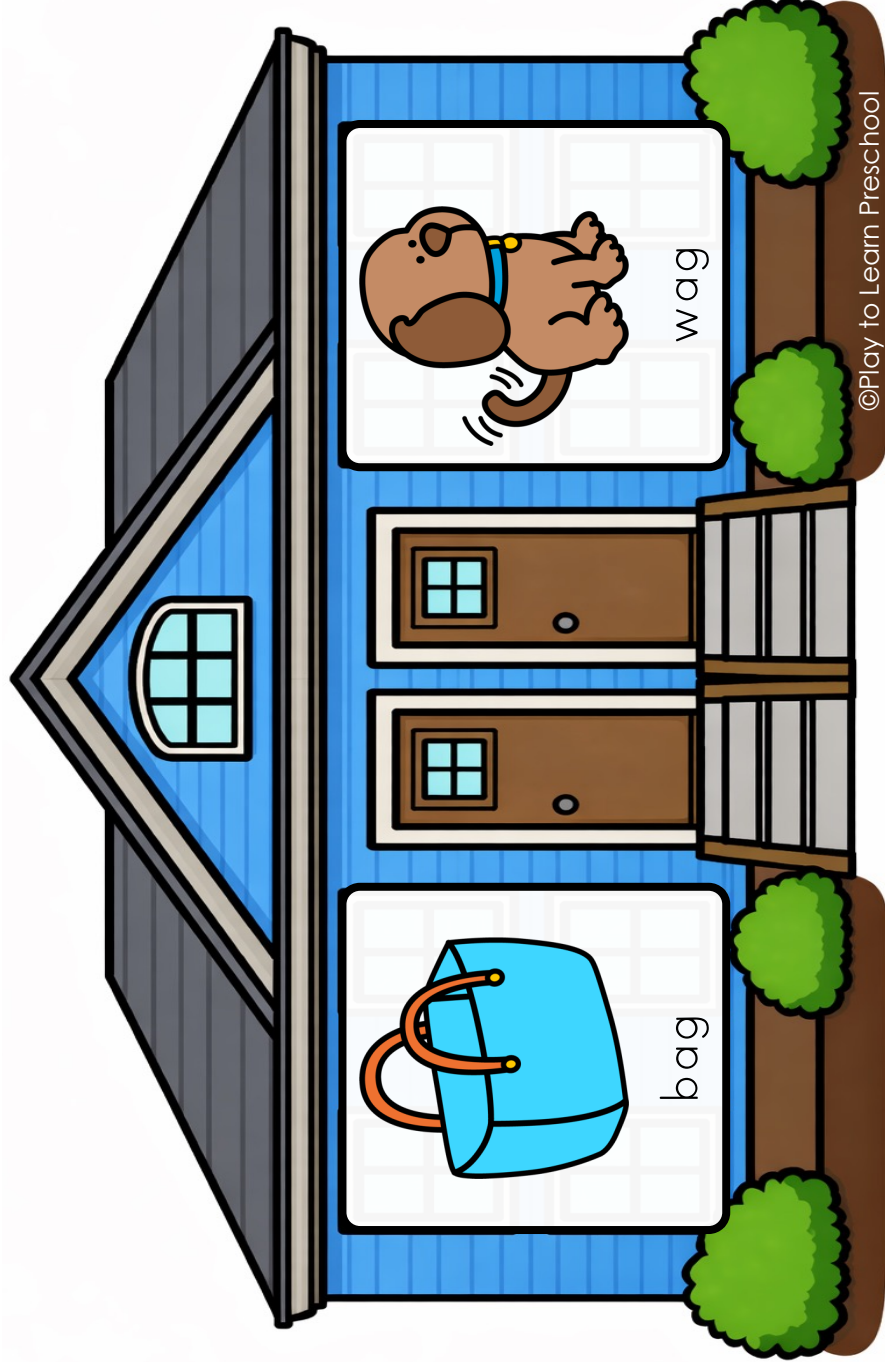


**Some people live in houses  
far away from each other.**

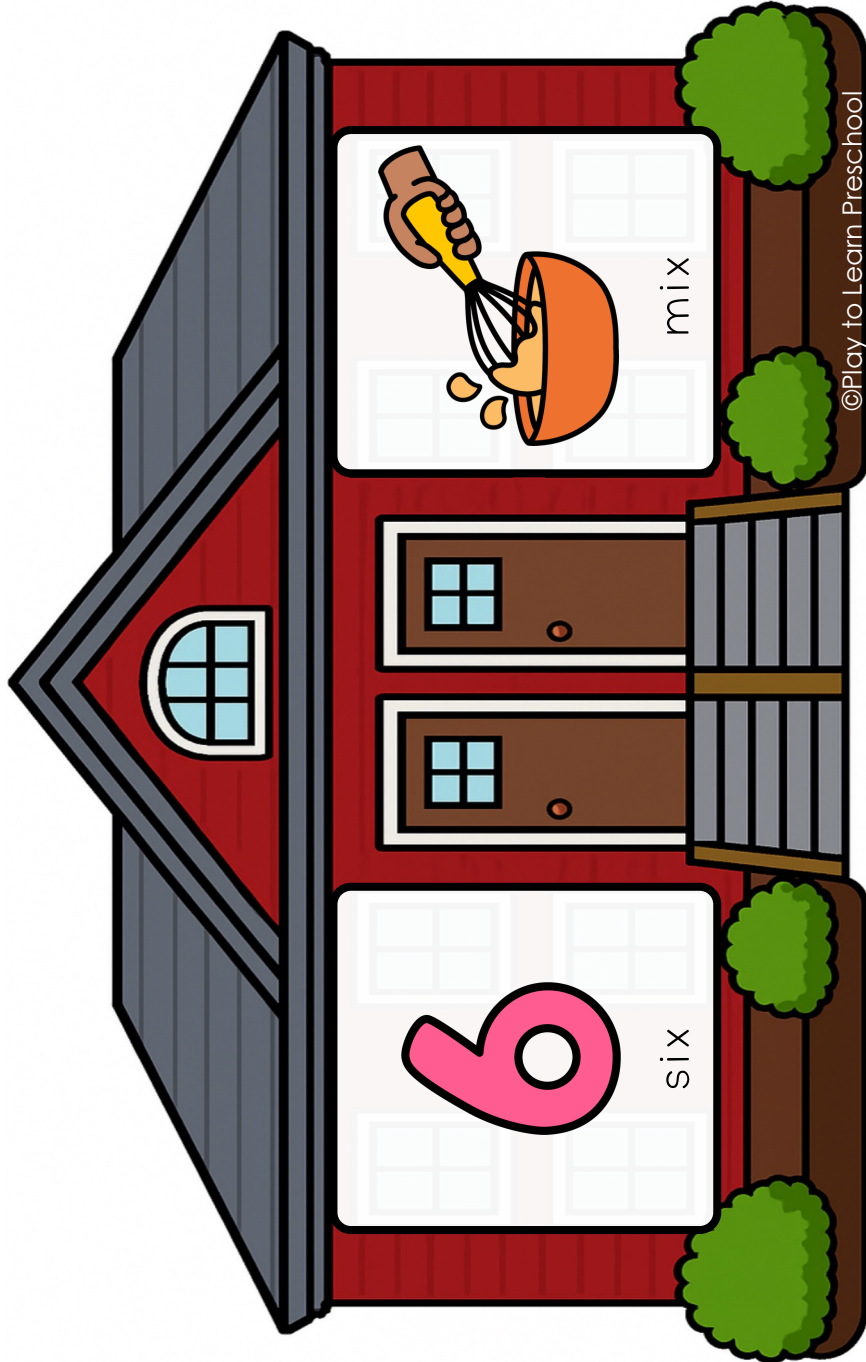


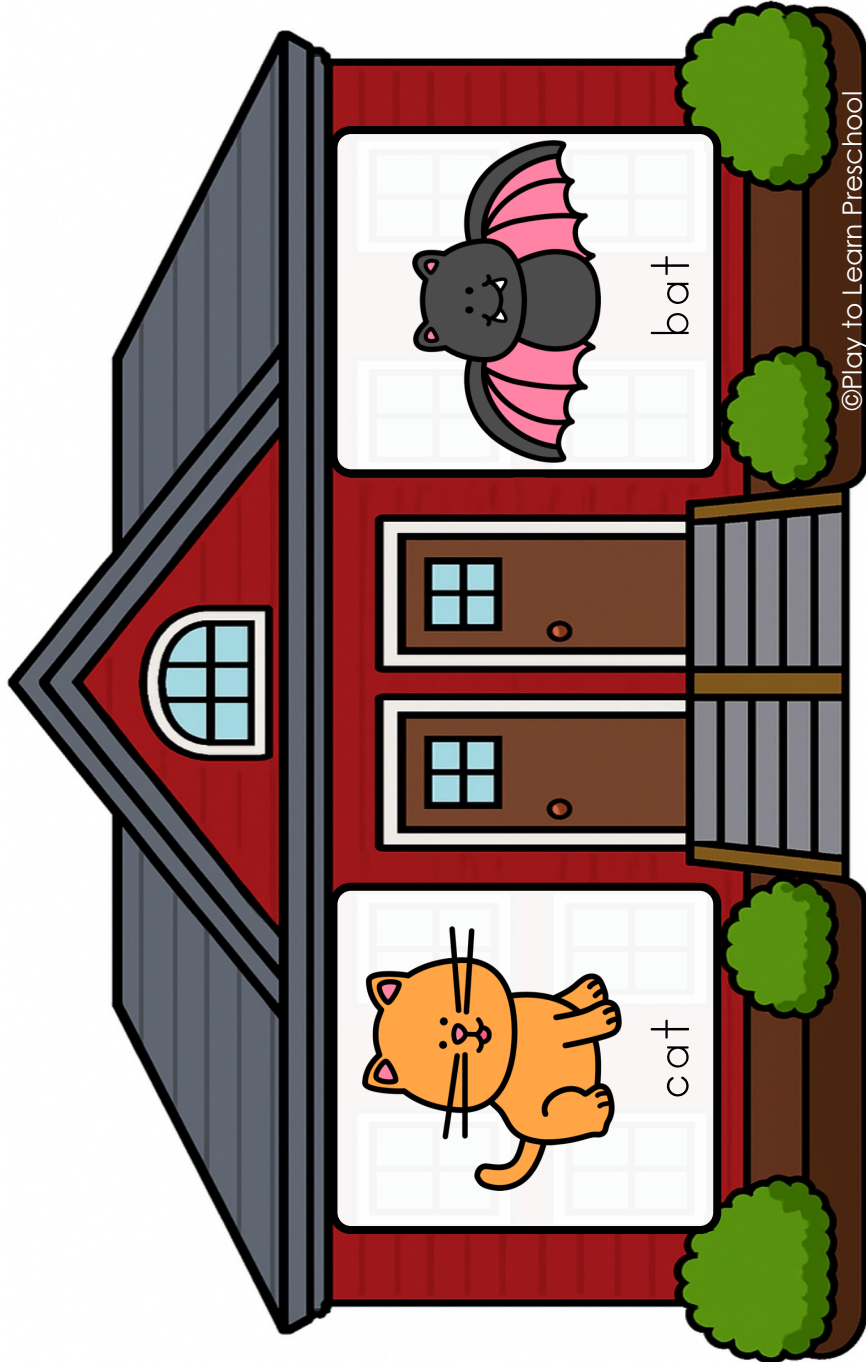


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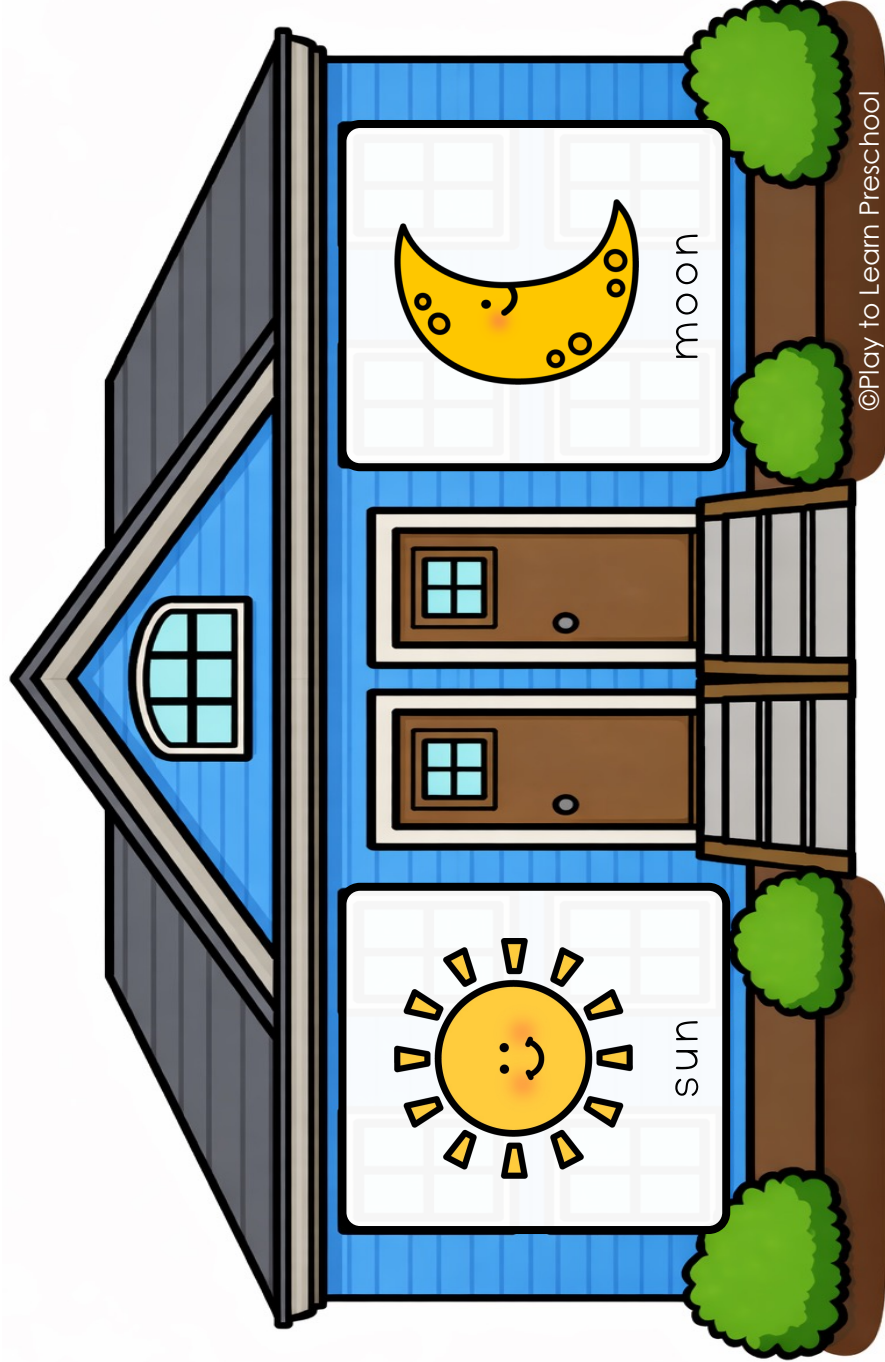
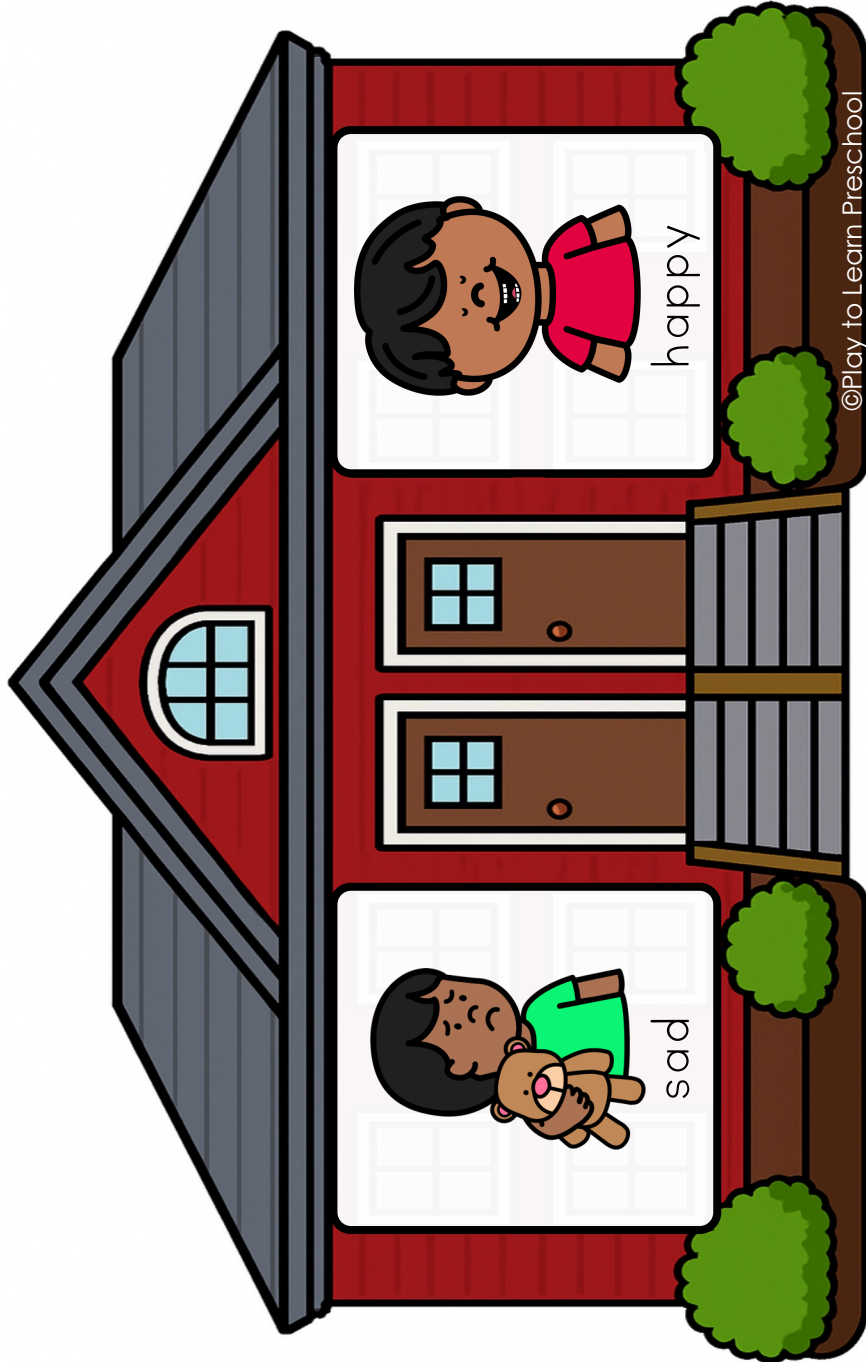


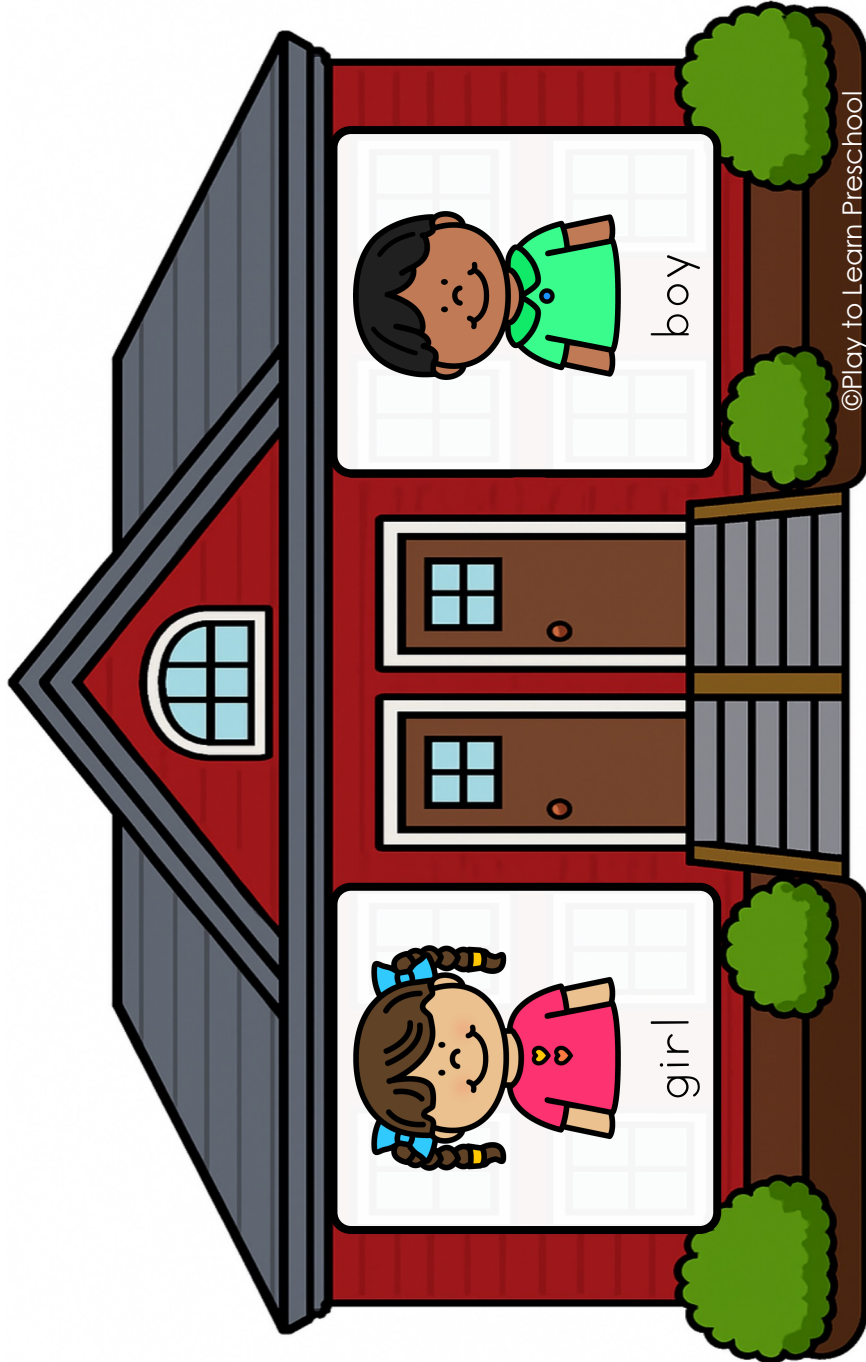


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# In the Neighborhood

Carpet Game

People in the neighborhood,  
Where can they be?



Pick a house,  
Let's look and see!

In the Neighborhood



red

In the Neighborhood



orange

In the Neighborhood



yellow

In the Neighborhood



green

In the Neighborhood



blue

In the Neighborhood



purple

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In the Neighborhood



pink

In the Neighborhood



grey

In the Neighborhood



brown

In the Neighborhood



black

In the Neighborhood



rainbow

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Cut out the picture below.

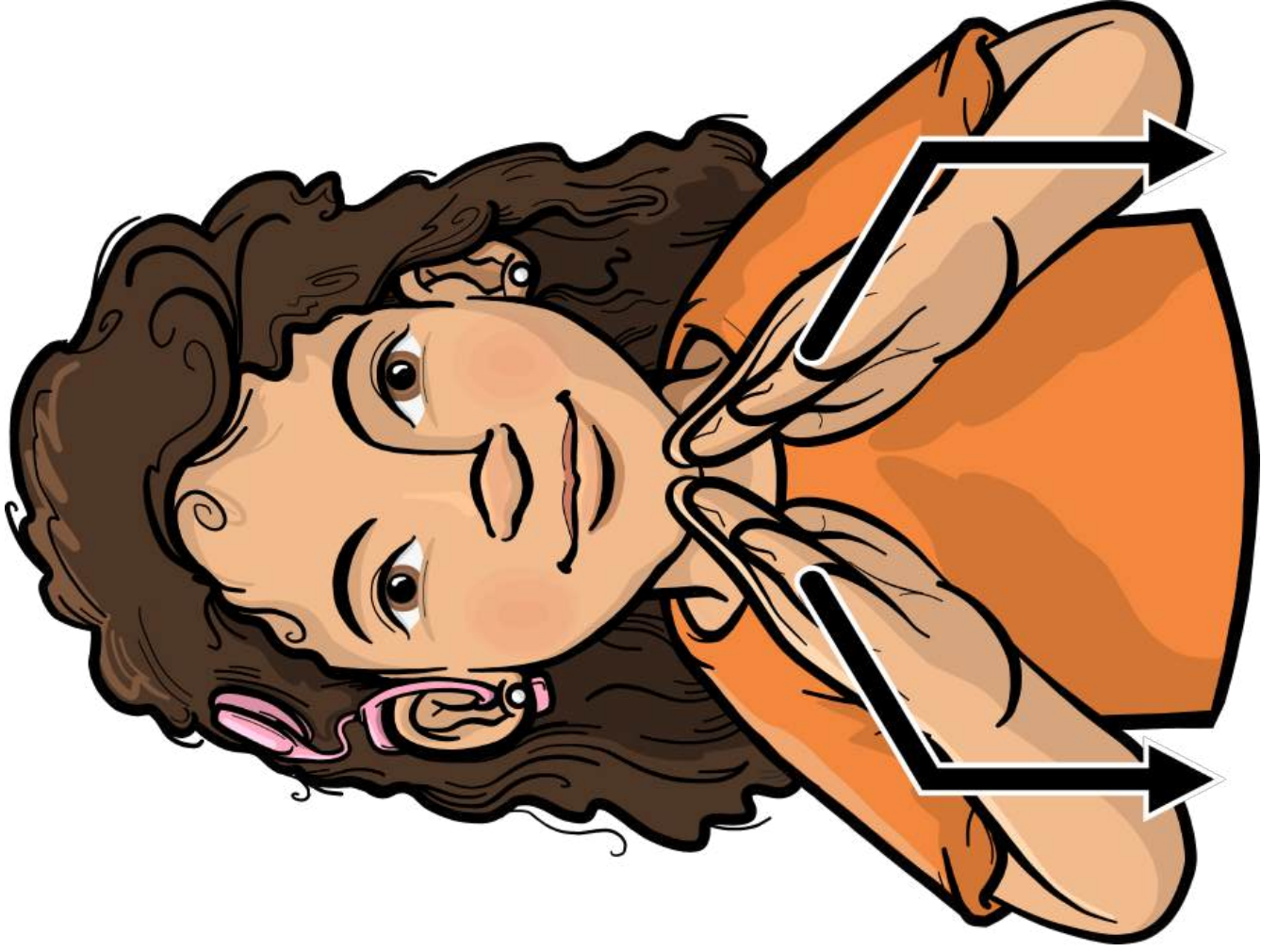


You found them!





# House



Hold open hands flat in front of you with fingers touching, then move down and out to show the outline of a house.

# Centers

- Visual Discrimination
- Push Pin Letters
- Count & Clip Cards
- Picture Puzzles
- Cutting Practice

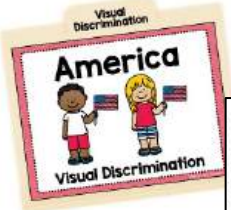
### Visual Discrimination

**File Folder Game**

**Objective:** The students will use visual discrimination skills to match the items.

**Preparation:** Copy the picture cards. Glue the larger pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures. Affix the folder cover to the outside.

**Procedure:** Students place matching pictures together.



### Push Pin Letters

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

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

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

### Picture Puzzles

**Objective:** The students will use hand-eye coordination and fine motor skills to assemble a puzzle.

**Preparation:** Copy each page, mat, and laminate as desired.

**Procedure:** Students match the puzzle pieces together.

### Count & Clip Cards

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

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

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

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

### Cutting Practice

**Objective:** The students will use hand-eye coordination and control the small muscles of their hands.

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

**Procedure:** Students cut along the dotted lines from the bottom of the page to the top.

# Visual Discrimination

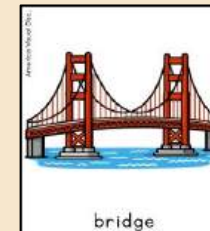
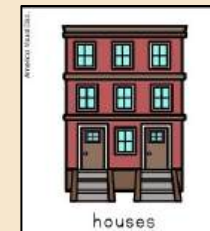
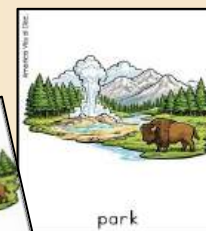
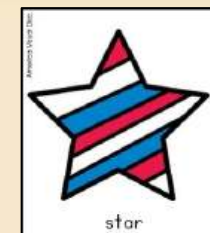
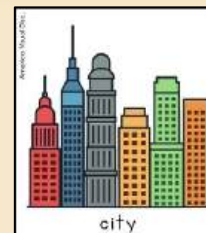
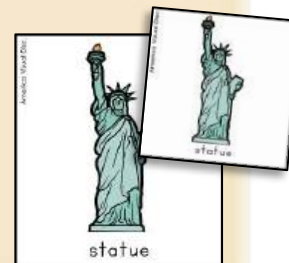
## File Folder Game

**Objective:** The students will use visual discrimination skills to match the items.

**Preparation:** Copy the picture cards. Glue the larger pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures. Affix the folder cover to the outside.

**Procedure:** Students place matching pictures together.

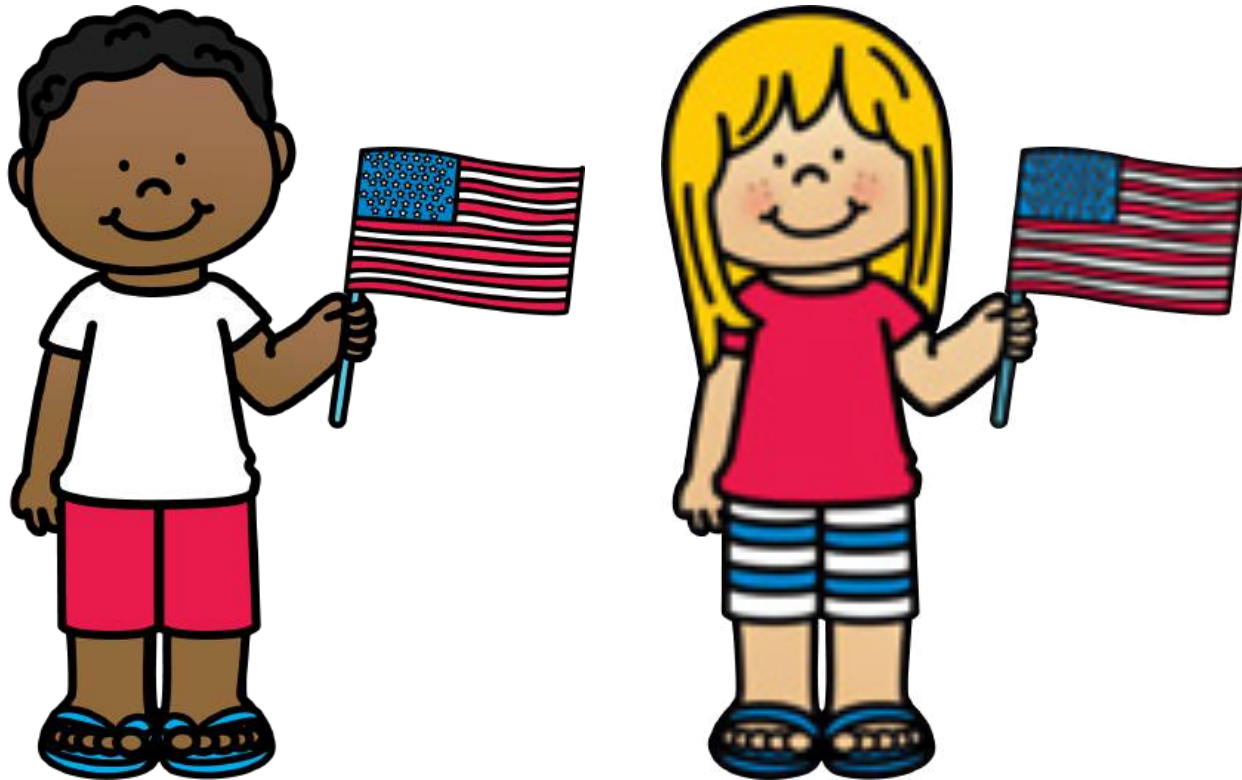
## Visual Discrimination



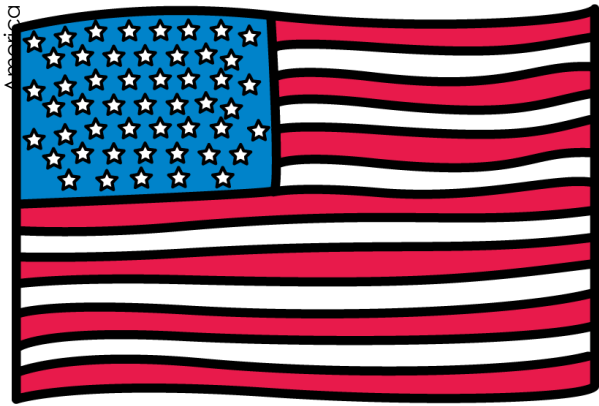
## Visual Discrimination



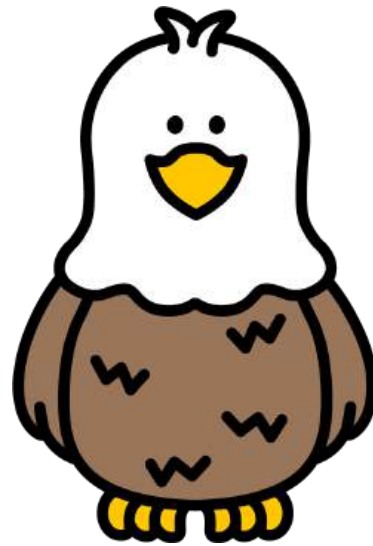
# America



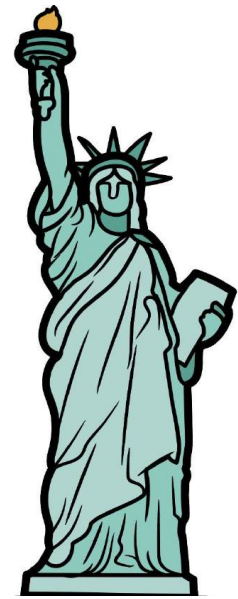
## Visual Discrimination



flag



eagle



statue



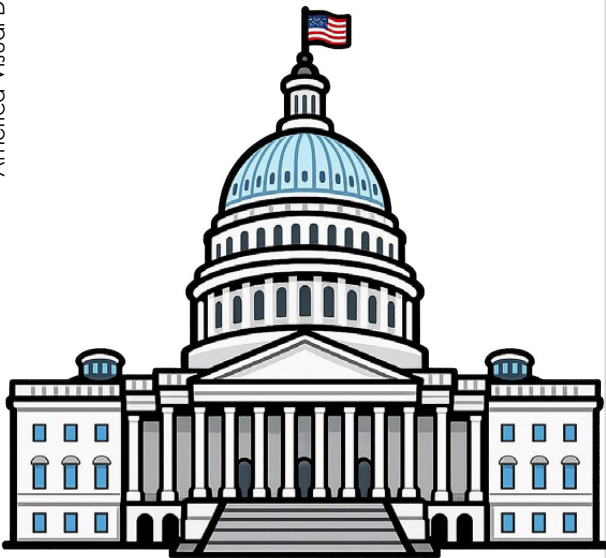
bell



bridge



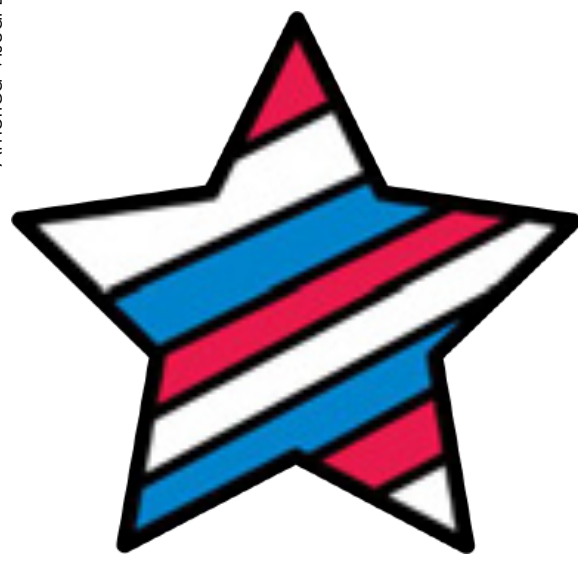
park



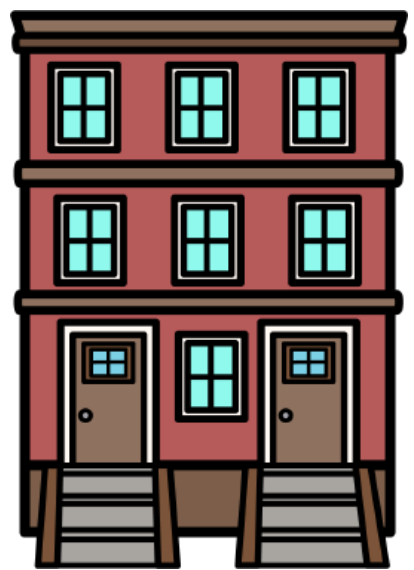
Capitol building



family



star



houses

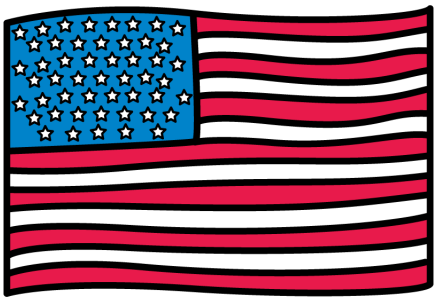


city



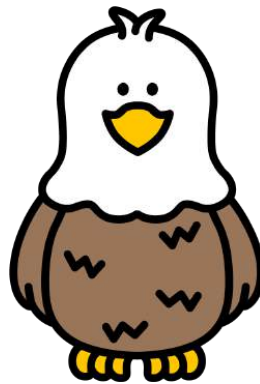
farm

America Visual Disc.



flag

America Visual Disc.



eagle

America Visual Disc.



statue

America Visual Disc.



bell

America Visual Disc.



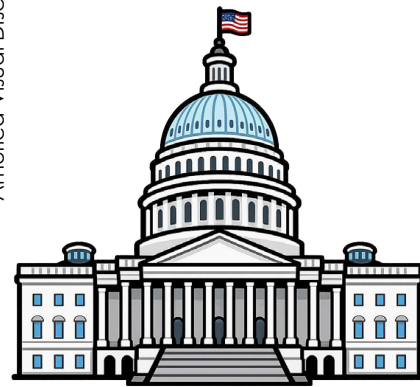
bridge

America Visual Disc.



park

America Visual Disc.



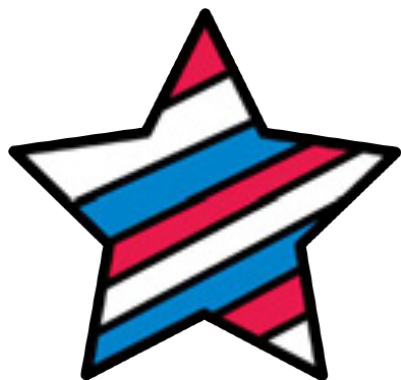
Capitol building

America Visual Disc.



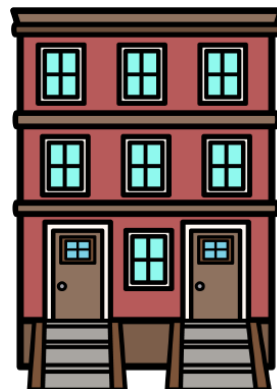
family

America Visual Disc.



star

America Visual Disc.



houses

America Visual Disc.



city

America Visual Disc.



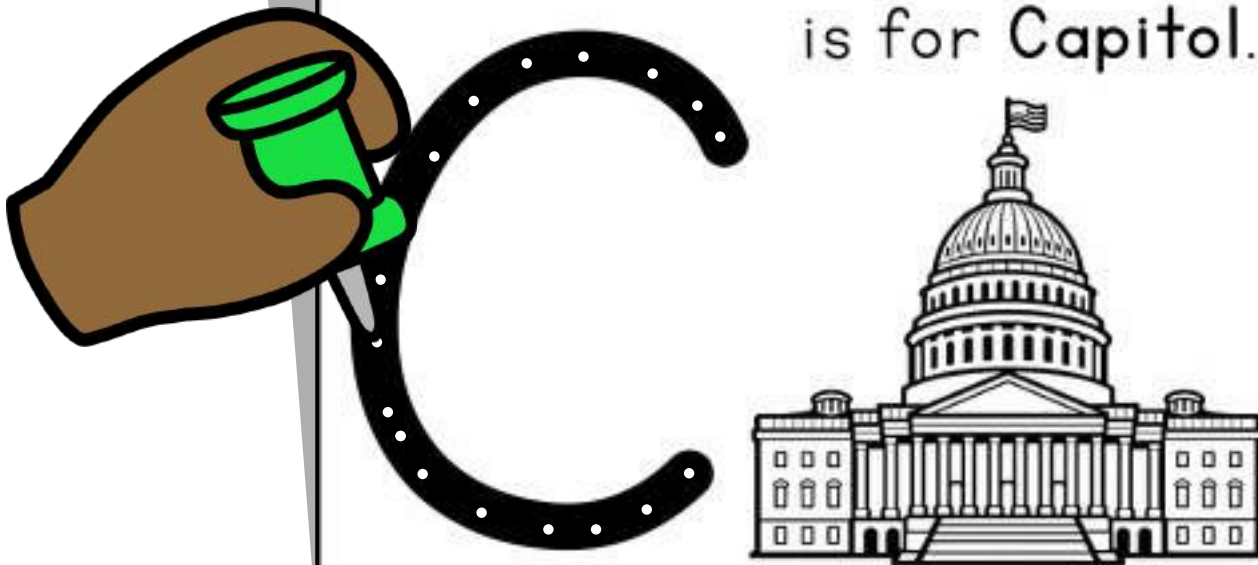
farm

# Push Pin Letters

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

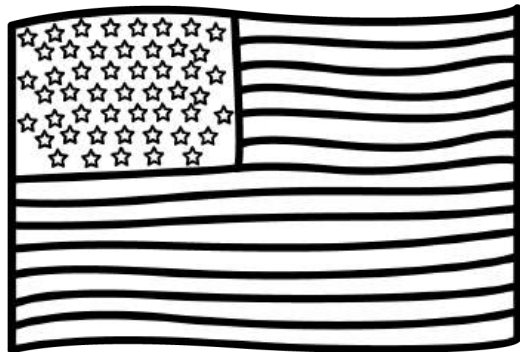
**Preparation:** Copy each page onto cardstock. Provide push pins (\*\*Supervise students appropriately.\*\*\*) and a carpet square or foam mat to place underneath.

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



F

is for flag.



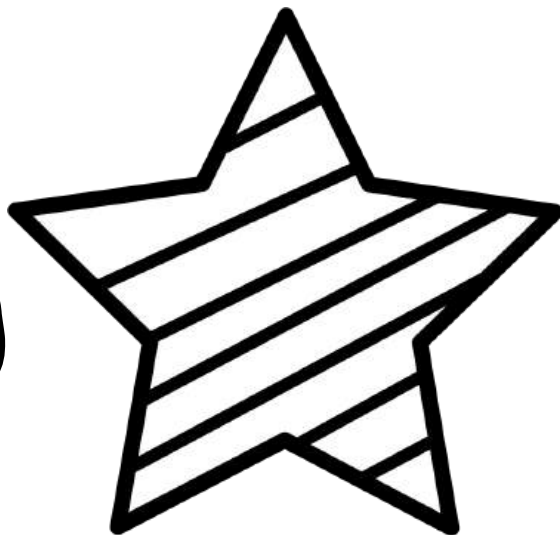
B

is for bell.



S

is for star.



P

is for park.



# T

is for town.



# R

is for road.



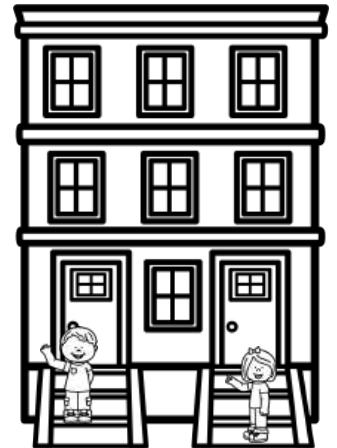
# F

is for farm.



# N

is for  
neighbor.



# H

is for house.



# C

is for Capitol.



# M

is for  
mountain.



# J

is for job.



# Count & Clip Cards

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

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

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

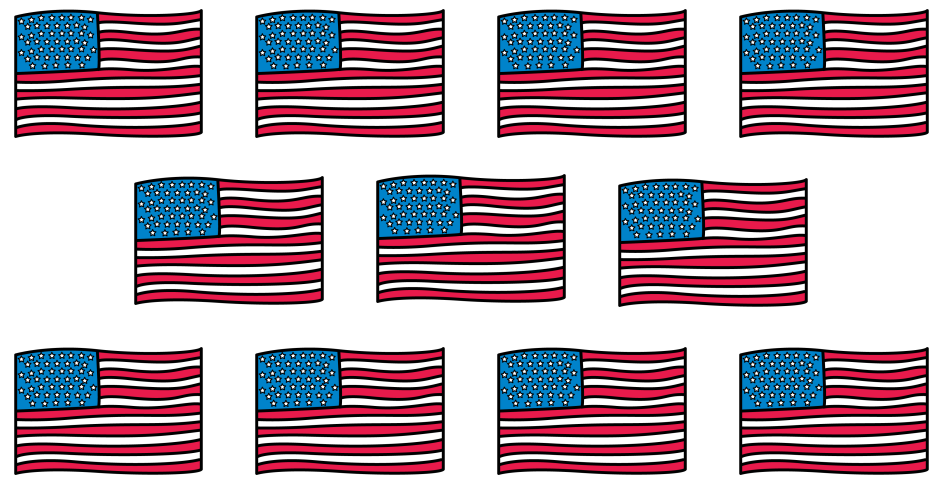
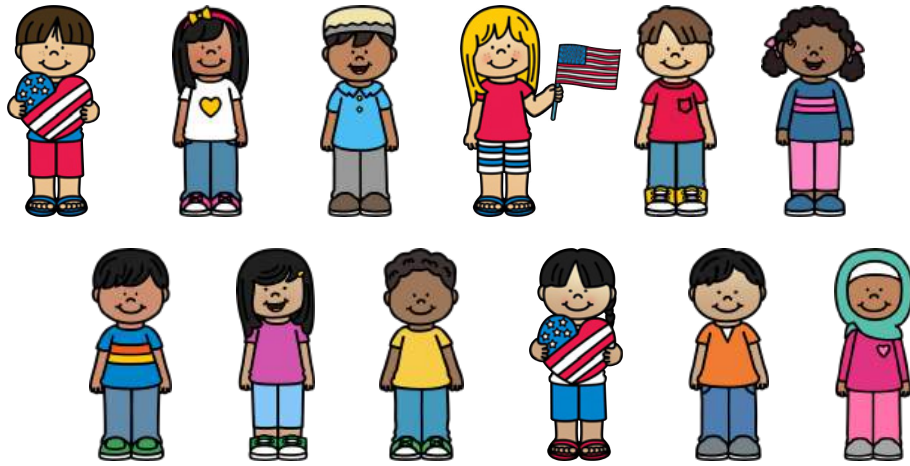
4	1	9

6	1	4

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**Helpful Hint:**

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



2

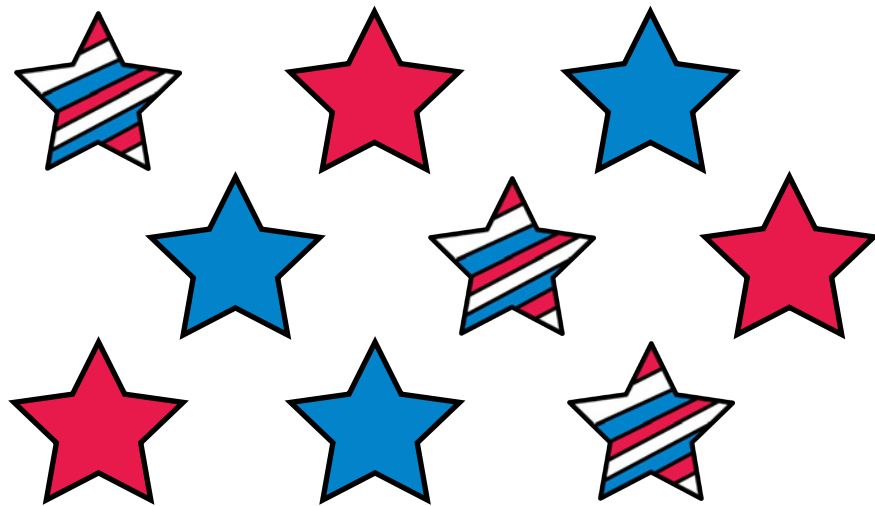
8

12

5

11

6



10

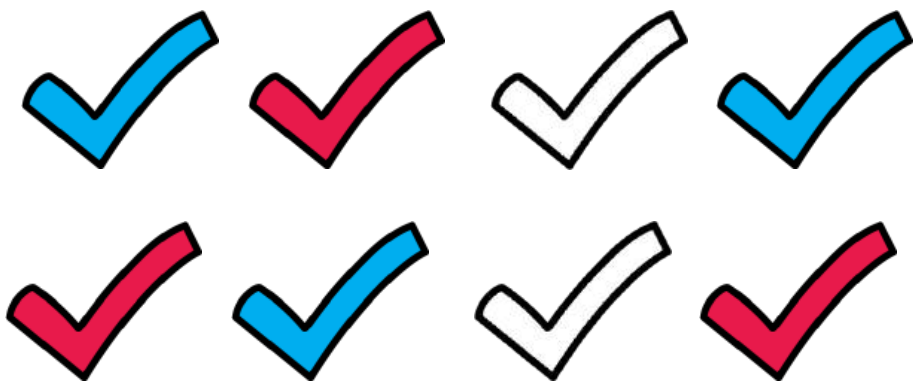
7

3

4

1

9



11

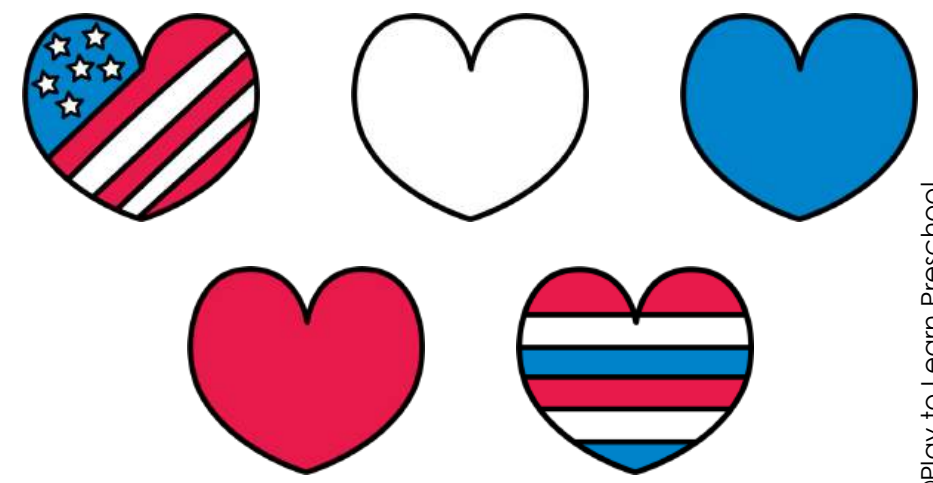
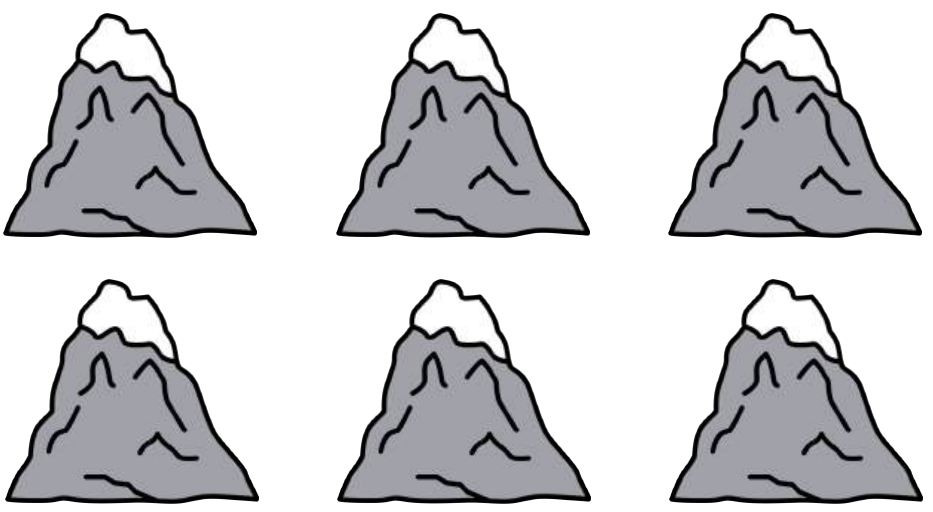
7

8

3

7

9



6

3

10

1

5

2



10

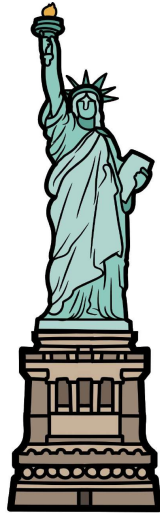
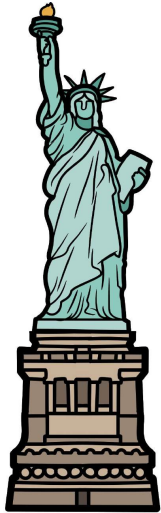
2

4

7

3

8



2

9

5

6

1

4

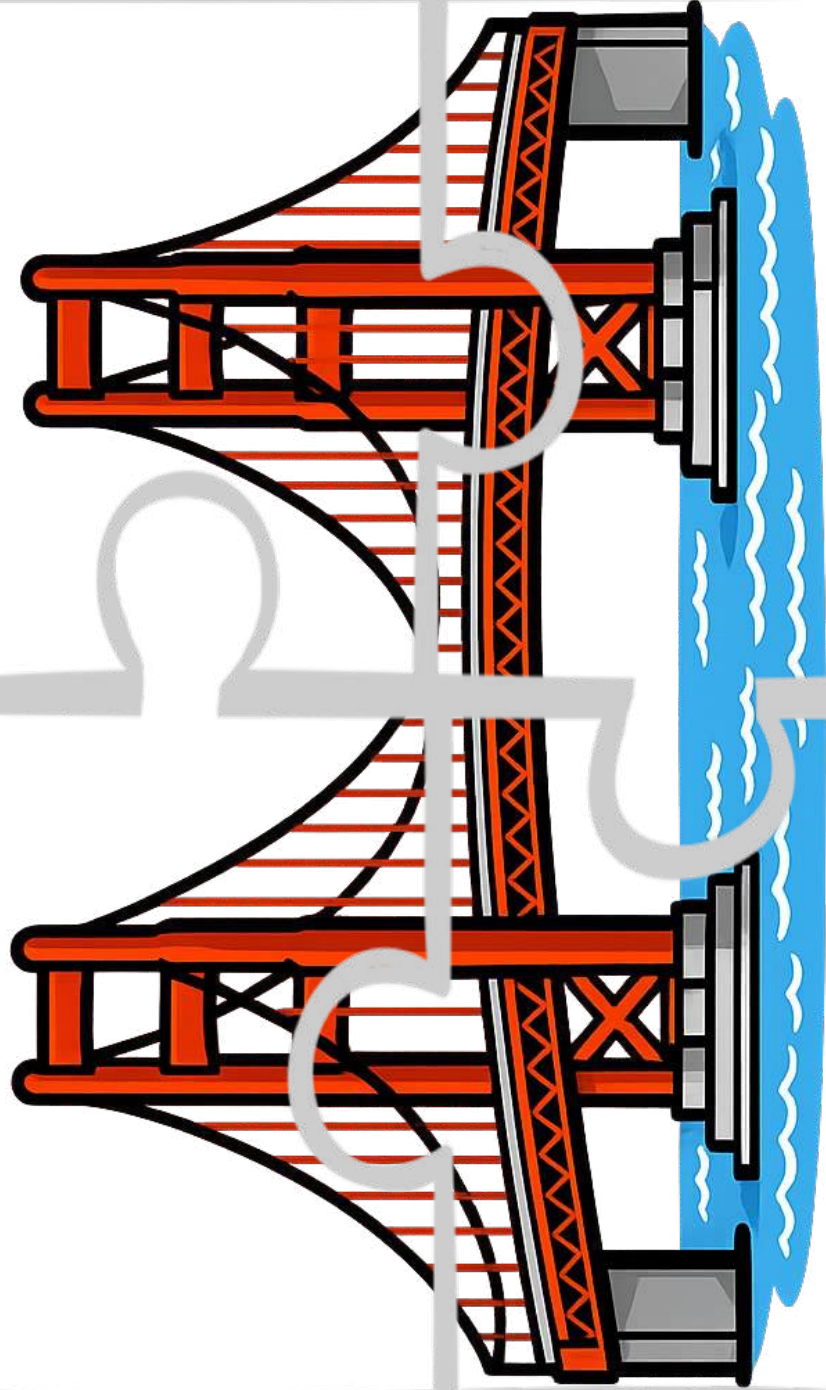
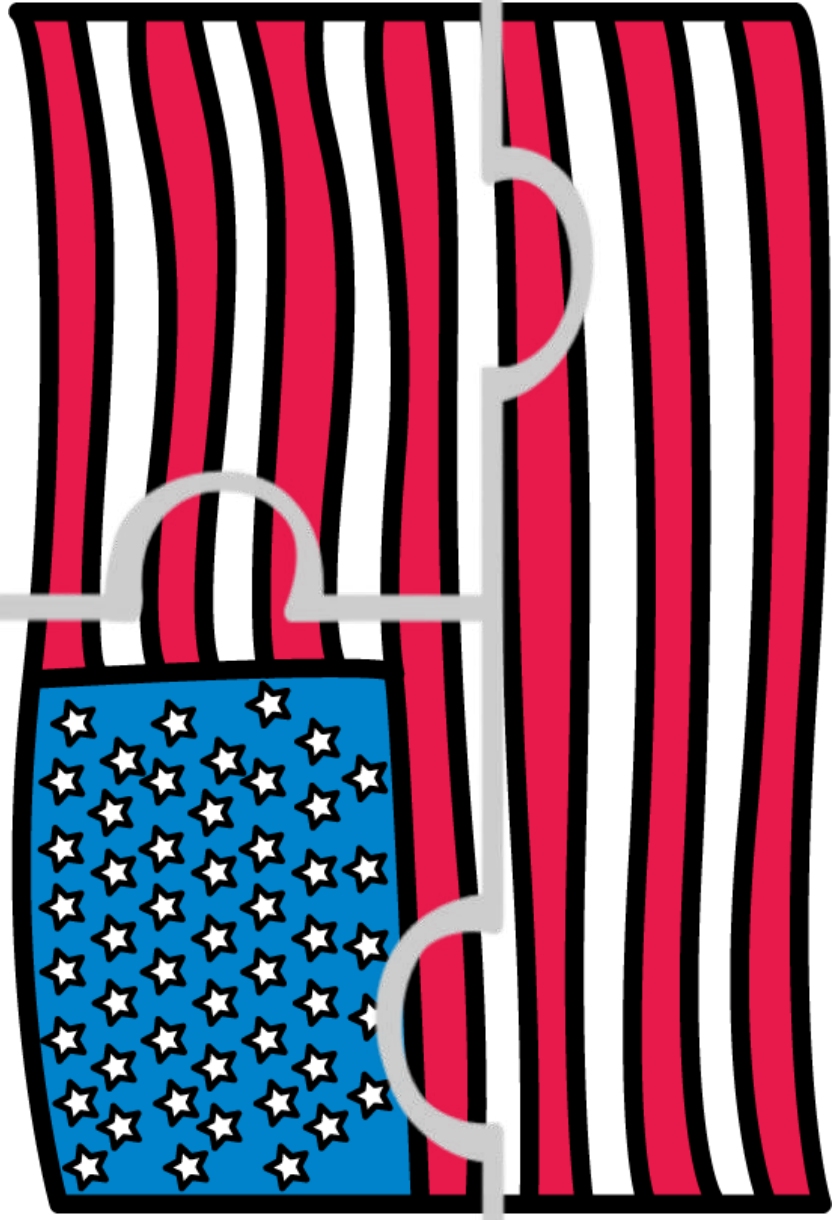
# Picture Puzzles

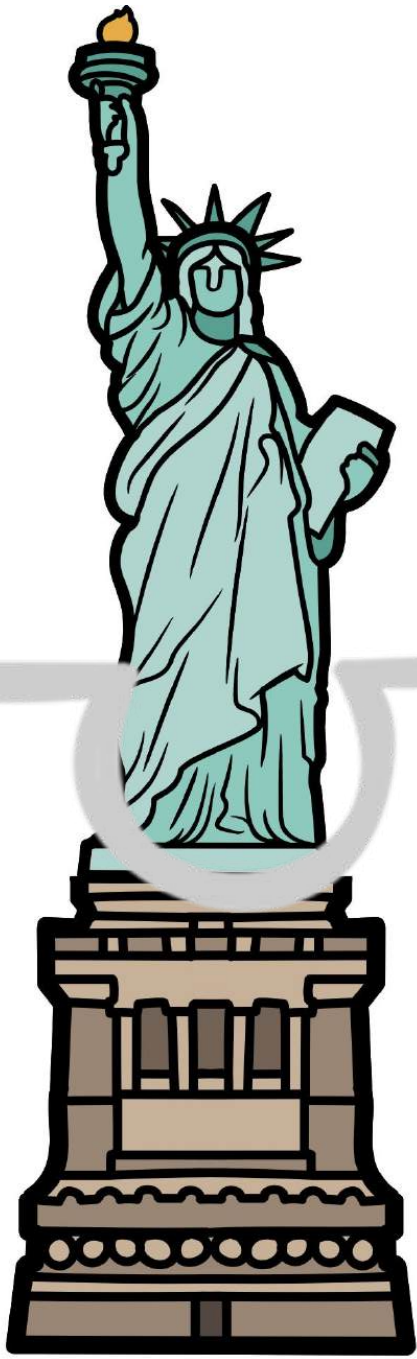
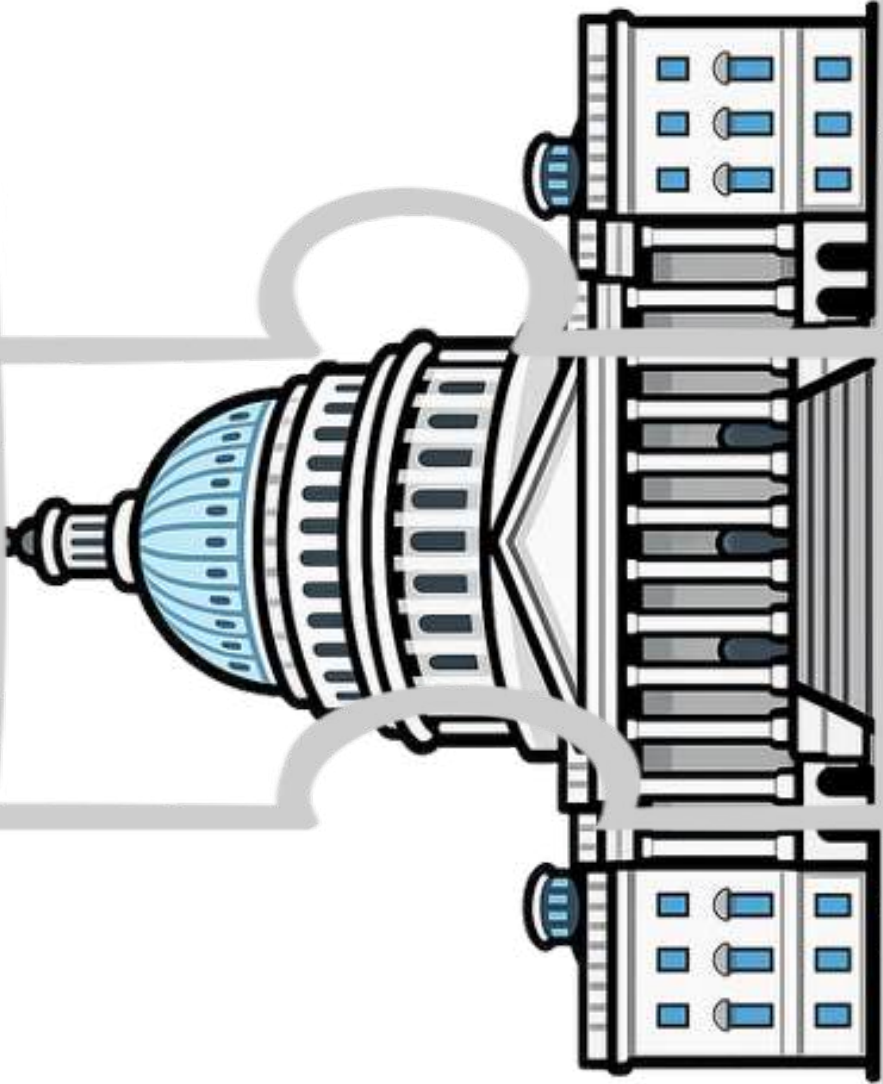
**Objective:** The students will use hand-eye coordination and fine motor skills to assemble a puzzle.

**Preparation:** Copy each page, mat, and laminate as desired.

**Procedure:** Students match the puzzle pieces together.







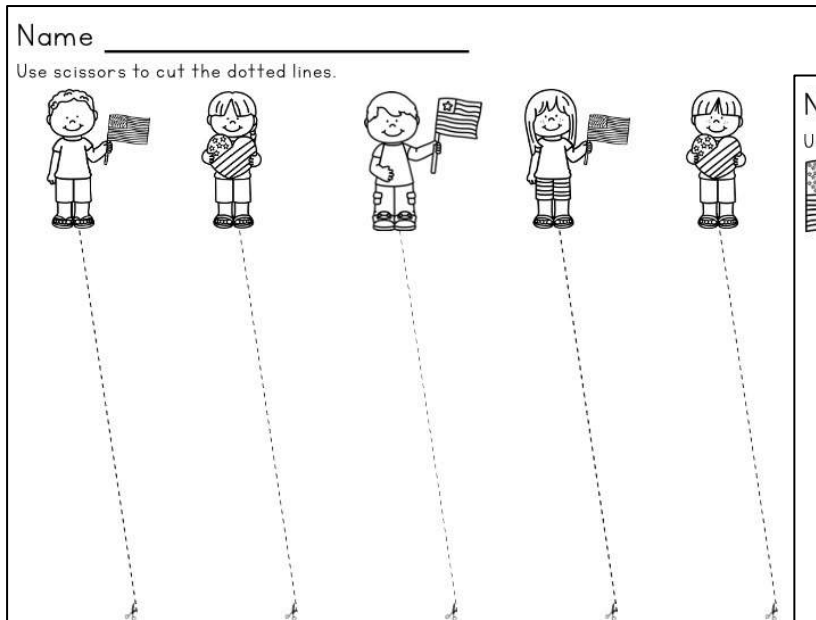


# Cutting Practice

**Objective:** The students will use hand-eye coordination and control the small muscles of their hands.

Name \_\_\_\_\_

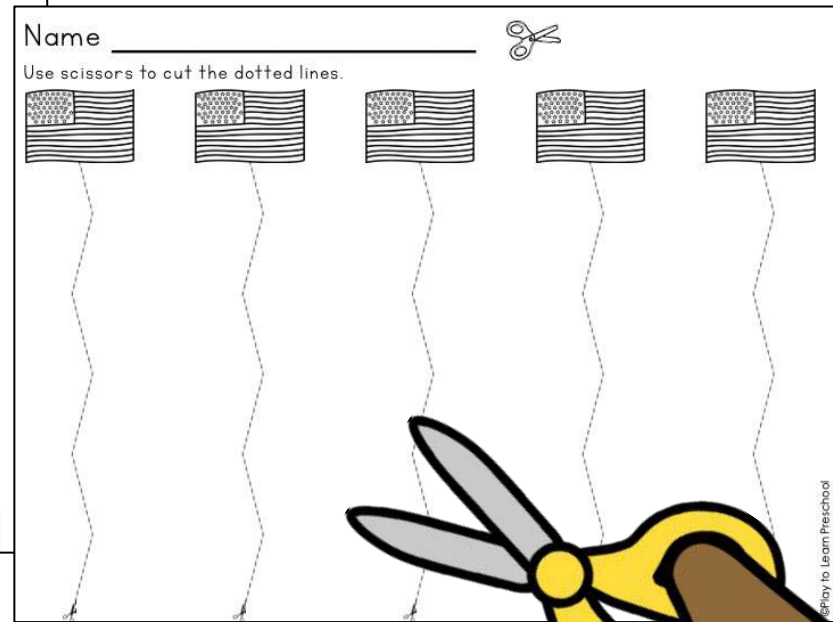
Use scissors to cut the dotted lines.



This worksheet features five cartoon children, each holding a flag. From each child, a vertical dotted line extends down to the bottom of the page, intended for cutting practice.

Name \_\_\_\_\_

Use scissors to cut the dotted lines.



This worksheet features five flags at the top. From each flag, a vertical dotted line extends down to the bottom of the page. A small scissors icon is located in the top right corner. In the bottom right corner, there is a large illustration of a hand holding a pair of yellow scissors.

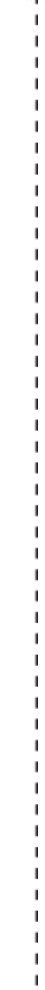
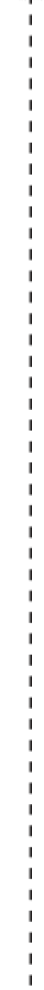
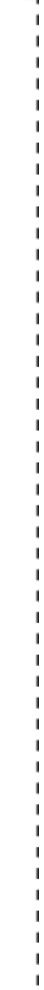
**Preparation:** Print a cutting page for each student. Demonstrate proper scissors usage and guide student to cut along the lines from the bottom to the top.

**Procedure:** Students cut along the dotted lines from the bottom of the page to the top.

Name \_\_\_\_\_

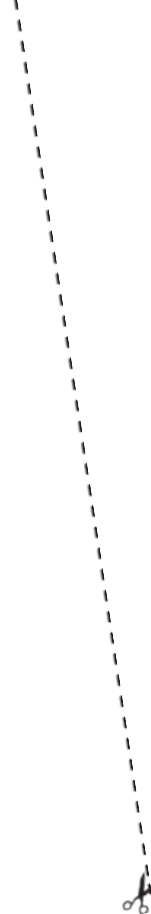
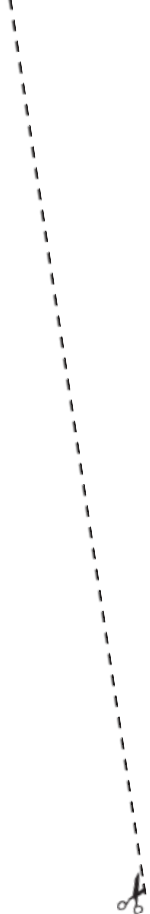


Use scissors to cut the dotted lines.



Name \_\_\_\_\_

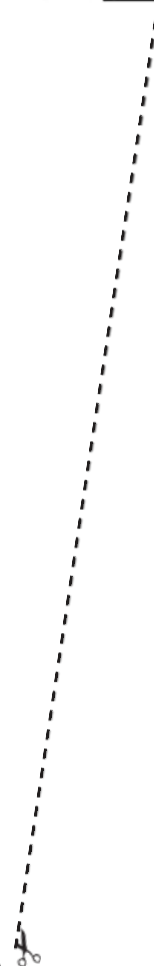
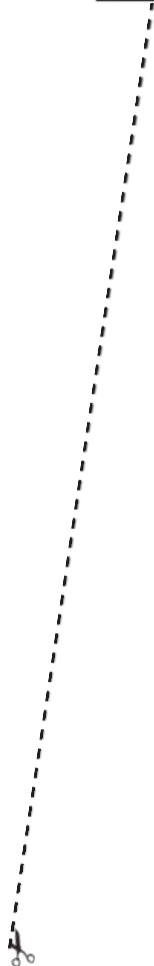
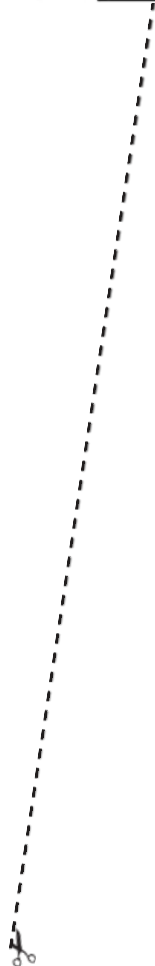
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



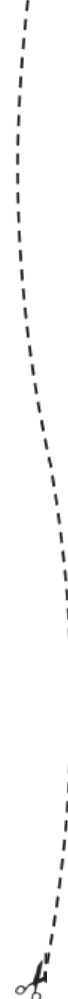
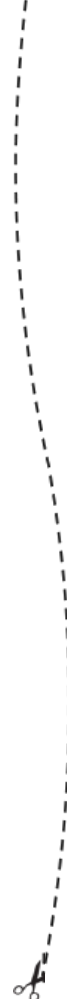
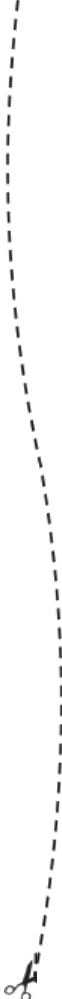
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



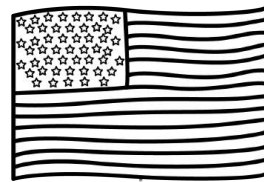
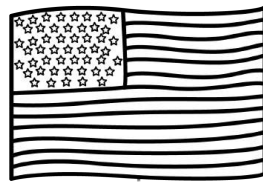
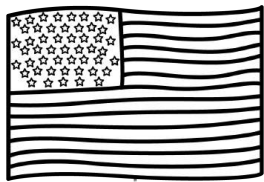
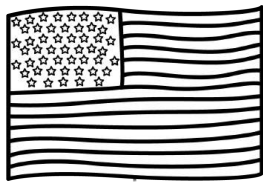
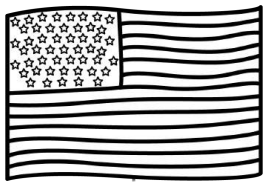
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



Use scissors to cut the dotted lines.



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