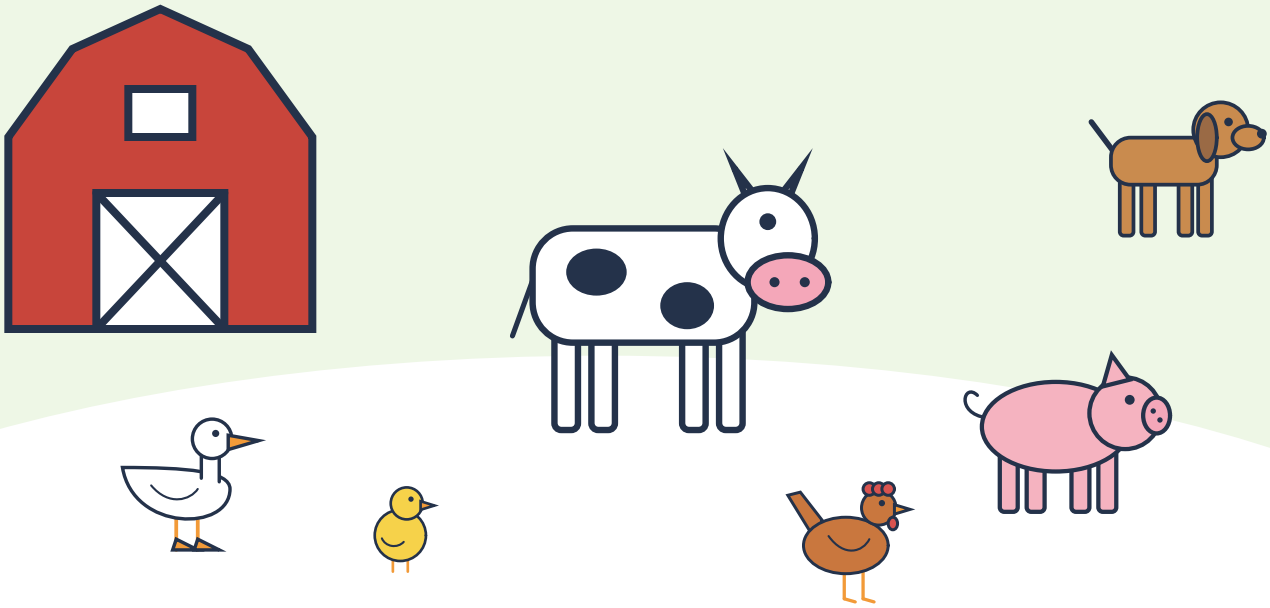
A ONE-WEEK LEARNING PACK FOR AGES 3–5

Animal Friends Week

5 days of circle time, centers, art, and movement for home daycares and small child care programs



Counting 1–10 · Animal homes · AB patterns · Color + ink-saver

28 pages · US Letter · Full color · © 2026 Jackson Miller

EDUCATOR GUIDE

Welcome, How to Use & Contents

Animal Friends Week is a complete five-day plan for mixed groups of children ages 3 to 5. Children count paper paw prints, match animals to their homes, make animal sound patterns, follow an egg as it hatches, sort animals by how many legs they have, hear the first sounds /d/ and /h/, and build a paper cat with shapes. No live animals, pet visits, or farm trip are needed.

A typical day

- **Circle time**, 10–15 min: a short read-aloud story and talk prompts
- **Math center**, 10–15 min: hands-on counting, comparing, or sorting
- **Literacy center**, 10 min: oral vocabulary and sound games
- **Art & fine motor**, 15–20 min: low-cost paper projects
- **Movement**, 5 min: a short movement game with seated options

Mixed ages

Each day plan has a **Simpler** idea (often right for younger 3s) and an **Extension** (often right for older 4s and 5s). Choose by what each child is ready for, not by age alone. Printed pages are tools for play and talk, not tests.

Printing

Print on US Letter paper at **100% / Actual size**. The color and ink-saver files have the same pages and page numbers. Send the family letter (p. 27) home on Day 1.

What is inside

- 5 educator day plans and a week-at-a-glance
- 5 original read-aloud stories + 1 counting rhyme
- 12 vocabulary cards · 10 number cards · 6 movement cards
- Counting mat, 16 paw print counters, animal homes match
- Pattern strips, egg-to-chick sequence, 2 sorts
- Cat shape builder, farm count, optional tracing, letter, keys

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EDUCATOR GUIDE

Pick and choose; every activity is optional

Week at a Glance

	DAY 1 Hello, Animal Friends	DAY 2 Who Lives Here?	DAY 3 Moo, Oink, Quack Patterns	DAY 4 From Egg to Chick	DAY 5 Two Legs, Four Legs
Words	cow, pig, duck, hen, sheep, puppy	home, nest, hive, burrow, barn, doghouse	pattern, again, next, moo, oink, quack	egg, crack, hatch, chick, first, last	legs, two, four, count, same, different
Circle time	Pepper Says Hello + counting rhyme	Where Do You Live, Little Bird?	The Barnyard Band	Hatching Day	Count the Feet
Math	Animals in the Barn	Animal Homes Match	Animal Pattern Strips	Egg to Chick	Two Legs or Four Legs?
Literacy	Animal Sounds Game	Home Words	Sound Pattern Chant	Dd and Hh Sound Sort	Animal Riddles
Art & fine motor	Paw Print Picture	Build a Nest Picture	My Pattern Snake	Fluffy Chick	Cat Shape Builder
Movement	Duck Waddle	Bunny Hop	Horse Gallop	Hen Peck	Elephant Stomp
Big idea	Counting 1–5; naming farm animals	Matching animals to their homes	Copying and extending AB and AAB patterns	Ordering 4 steps; first, next, then, last	Sorting by number of legs; counting a collection

Before the week starts

- Read the day plans (pp. 6–10) and stories (pp. 11–12). Skim the safety notes (p. 5).
- Print and cut using the prep list (p. 4). Adults pre-cut for children not yet using scissors.
- Copy the family letter (p. 27) for each family and fill in your program name.
- Ask families quietly about any animal fears or allergies before the week starts.

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EDUCATOR GUIDE

Educator plan

Day 1: Hello, Animal Friends

Today's words: cow · pig · duck · hen · sheep · puppy

Prep today: Cut the number cards (p. 15) and 16 paw print counters per child at the center (p. 17). Print the mat (p. 16). Plain paper for art.

Circle time

10–15 min

- Read **Pepper Says Hello** (p. 11).
- Ask: "Who did Pepper meet?" Hold up a finger for each friend and count to five.
- Show the **cow**, **pig**, **duck**, **hen**, and **sheep** cards (pp. 13–14). Children make each animal's sound.
- Say **Five Little Ducks Went Out** (p. 12), adding one finger for each verse.
- Transition: children walk like their favorite animal to a center.

Math: Animals in the Barn

Pages 15, 16, 17

1. Child picks a number card 1–5.
2. Touch and count the paw prints on the card, one touch for each.
3. Place the same number of paper paw prints in the top row of the mat, starting at the left.
4. Count again and say the total: "Four paws, four paw prints."

Literacy: Animal Sounds Game

Vocabulary cards, pp. 13–14

Hide one card behind your back and make its sound. Children guess the animal. Then a child takes a turn making a sound. Accept different sounds; animals "say" different things in different languages.

Movement: Duck Waddle

Card on p. 26

Hands on hips, elbows out like wings. Waddle in a line, side to side. Quack softly.

Art: Paw Print Picture

Paper, crayons

Children draw a path of paw prints across the page (a big oval and four small ovals). At the end of the path, they draw the animal that made them. Count the prints together.

Simpler

emerging / younger 3s

Use cards 1–3 only. Count aloud while the child touches each paw. Name 2 animals.

Extension

ready / older 4s & 5s

Use cards 6–10 and fill both rows of the mat. Ask: "How many more to make 10?"

Look for

informal notes

One touch for each object. Says the last number to tell how many. Names 3 or more animals.

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CIRCLE TIME

Read slowly; pause for children to predict and act it out

Read-Aloud Stories, Days 1-3

Day 1: Pepper Says Hello

original story, about 1–2 min

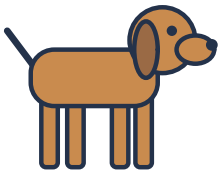
Pepper the puppy woke up early. “I want to say hello to everyone on the farm!” She trotted out the door, wagging her tail.

First she met Cow in the field. “Moo!” said Cow. “Hello, Cow!” said Pepper. That made one friend.

Next she met Pig in the mud. “Oink, oink!” said Pig. Then Duck by the pond. “Quack!” That made three friends.

Then Hen clucked from the fence, and Sheep said “Baa!” from the grass. Pepper counted on her paws: one, two, three, four, five!

At the end of the day, Pepper curled up in her doghouse. “Five new friends,” she yawned. “Woof. Good night.”



Pause & ask: *Who did Pepper meet first? How many friends did she count?*

Day 2: Where Do You Live, Little Bird?

original story, about 1–2 min

Little Bird flew over the farm, looking for a home. She saw a big red barn. “Can I live here?” “This is my home,” mooed Cow.

She saw a round hive buzzing in a tree. “Can I live here?” “Bzzz, this is our home,” said the bees.

She saw a hole under the grass. Rabbit popped out. “This burrow is my home. It is cozy and dark.”

Little Bird felt tired. Then she saw twigs and soft grass on a branch. She tucked them together, round and round.

“A nest!” she sang. “This is just right for me.” And she settled in for a nap.



Pause & ask: *Where does a cow live? A bee? What did Little Bird build?*

Day 3: The Barnyard Band

original story, about 1–2 min

One morning, the animals decided to make a band. “I will start,” said Cow. “Moo!” Then Pig said, “Oink!”

“Moo, oink, moo, oink,” they sang together. “That is a pattern!” said Duck. “It goes again and again.”

Duck wanted a turn. “Quack, quack, cluck! Quack, quack, cluck!” Hen joined in with the cluck each time.

Little Chick tapped a drum: tap, tap, BOOM, tap, tap, BOOM. Everyone stomped along.

When the band was done, the animals bowed. The farmer clapped: clap, clap, clap. “What a happy pattern song!”



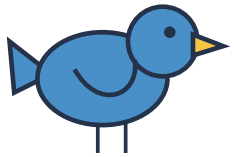
Pause & ask: *What came after moo? Can you make an animal sound pattern?*

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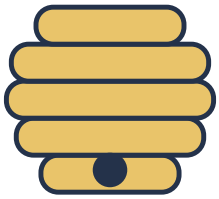
LITERACY

Find each animal's home. Lay the pairs side by side.

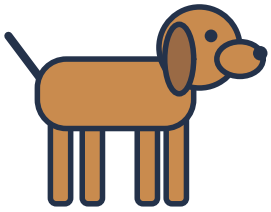
Who Lives Here? Animal Homes Match



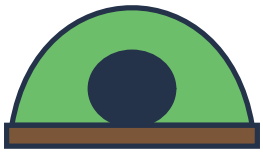
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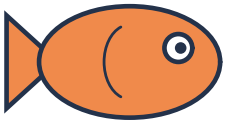
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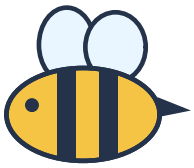
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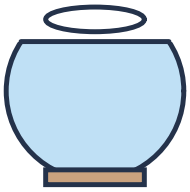
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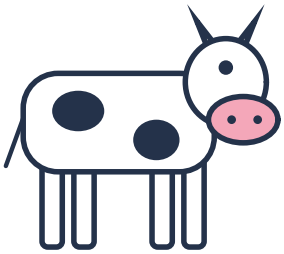
H



I



J



K



L

✂ *Cut on the dashed lines. Small letters are for the answer key only.*

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