

First week of school Ideas

EDU HOPE



NEH 2:18
LET US ARISE AND BUILD

GOOD MORNING

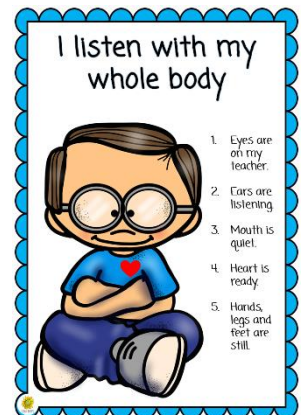
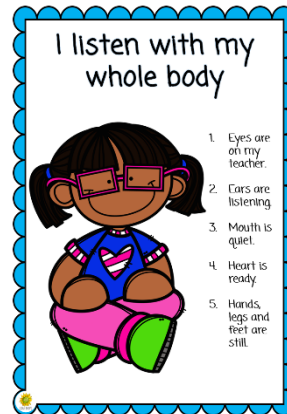
Good Morning

What do you need?

1. Morning Circle Board
2. Posters for Morning Circle.

What do you do?

1. Introduce the children to the Morning Circle Board.
2. Show them the month, date and day.
3. Discuss the weather pictures.
4. Discuss what it means to listen with your whole body
5. Display the picture.
 - ❖ Eyes are on my teacher.
 - ❖ Ears are listening.
 - ❖ Mouth is quiet.
 - ❖ Heart is ready.
 - ❖ Hands, legs and feet are still.
6. Introduce a new song – “Put your fingers in the air”



Put your Fingers...

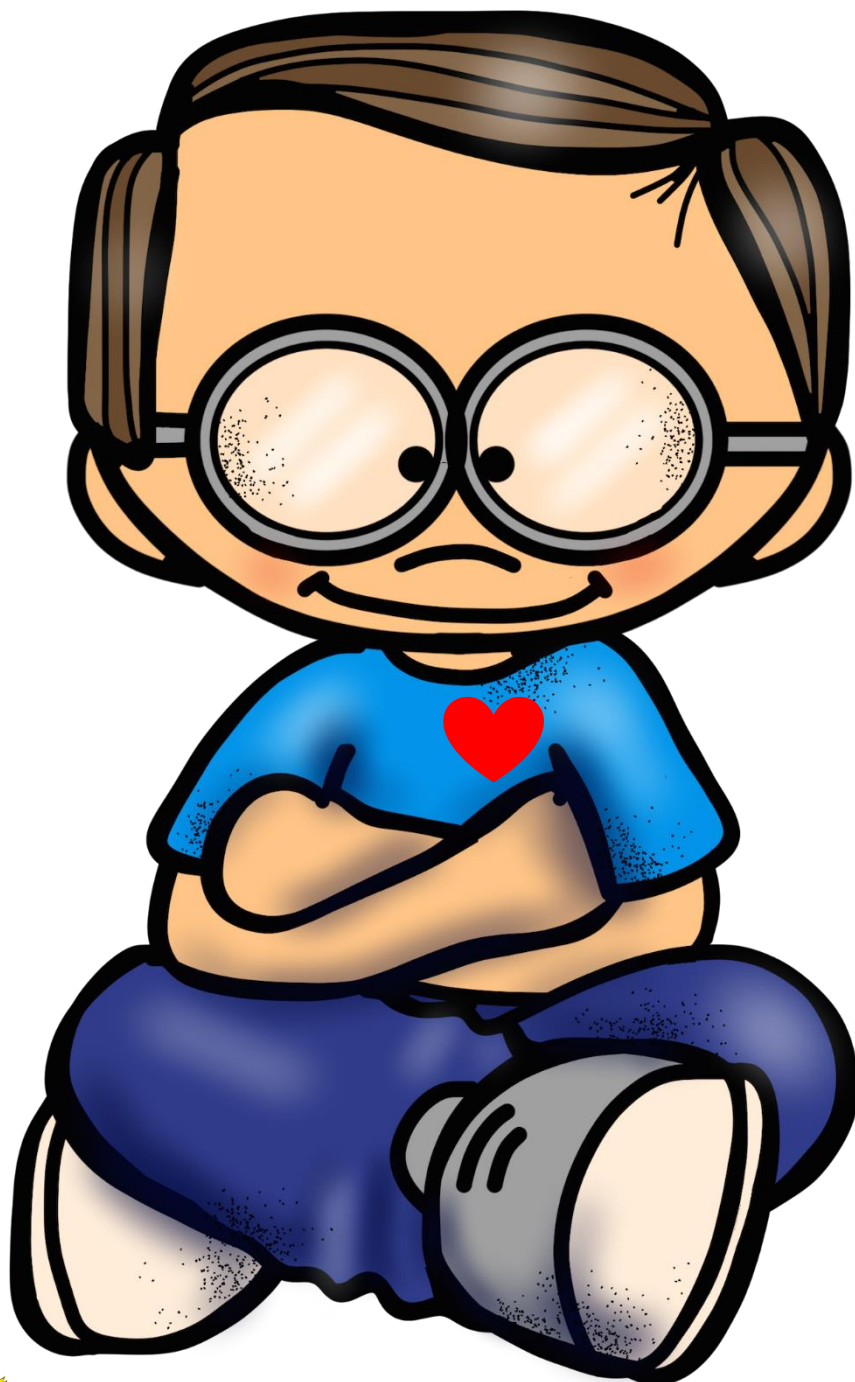
Put your fingers in the air, in the air
Put your fingers in the air, in the air
Put your fingers in the air, 'how's the weather way up there?'
Put your fingers in the air, in the air.

Put your fingers in your lap, in your lap
Put your fingers in your lap, in your lap
Put your fingers in your lap, and give a little clap
Put your fingers in your lap, in your lap.

Put your fingers on your lips, on your lips
Put your fingers on your lips, on your lips
Put your fingers on your lips and give a little zip
Put your fingers on your lips, on your lips.



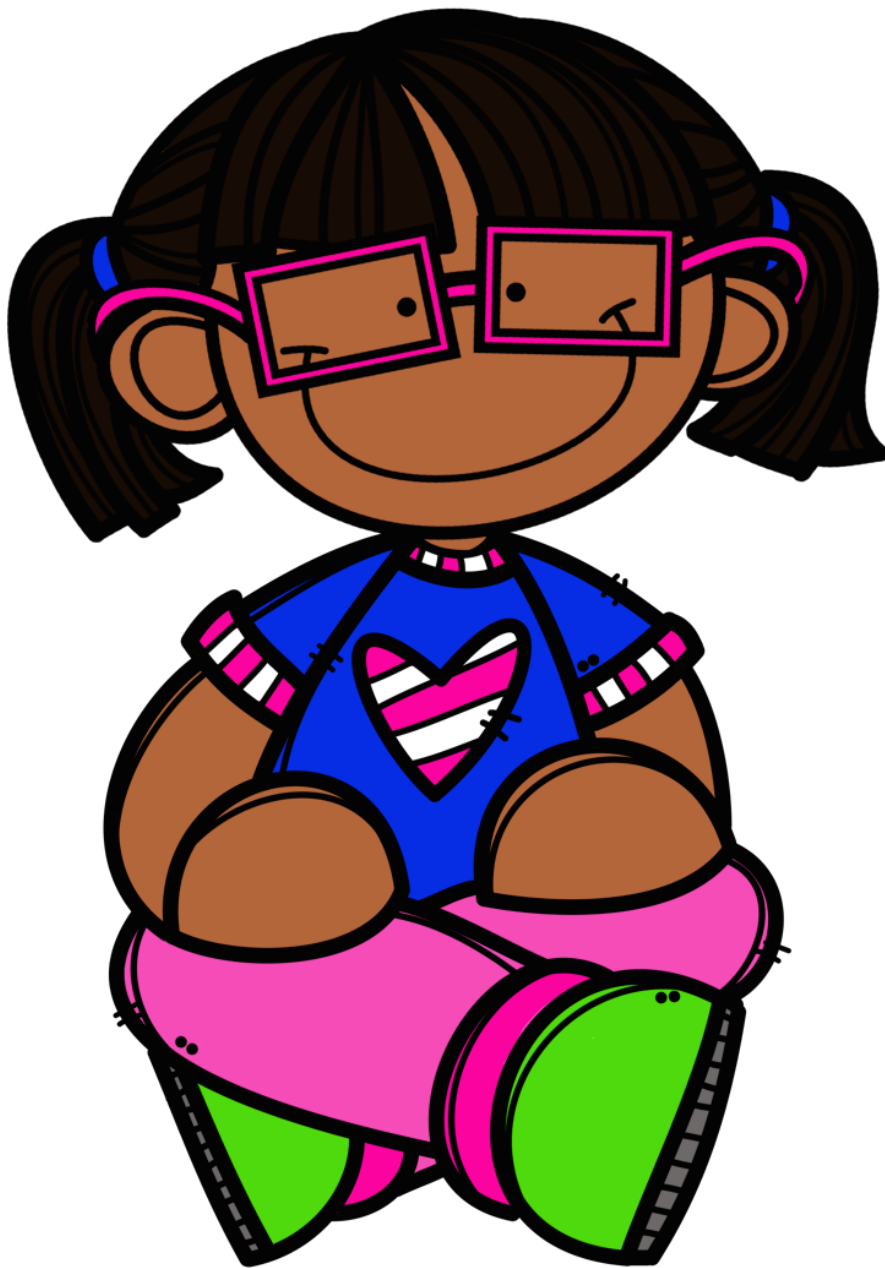
I listen with my whole body



1. Eyes are on my teacher.
2. Ears are listening.
3. Mouth is quiet.
4. Heart is ready.
5. Hands, legs and feet are still.



I listen with my whole body



1. Eyes are on my teacher.
2. Ears are listening.
3. Mouth is quiet.
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5. Hands, legs and feet are still.



NUMBER BAG

My Number line, numbers and counters Bag

What do you need?

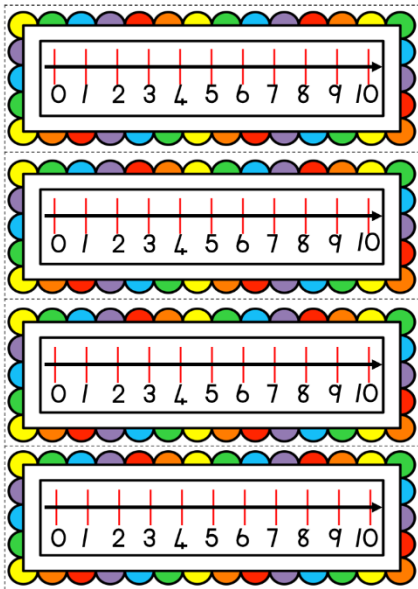
1. Numeracy Bag
 - ❖ Number line
 - ❖ Counters
 - ❖ Number cards

Prepare the week before:

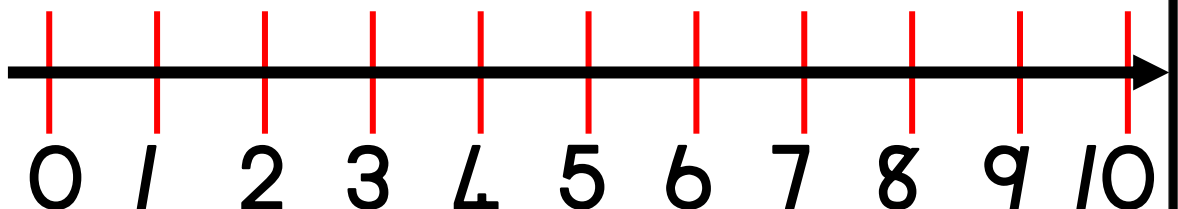
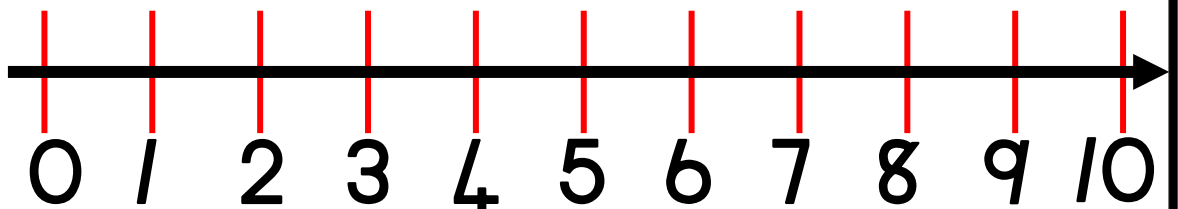
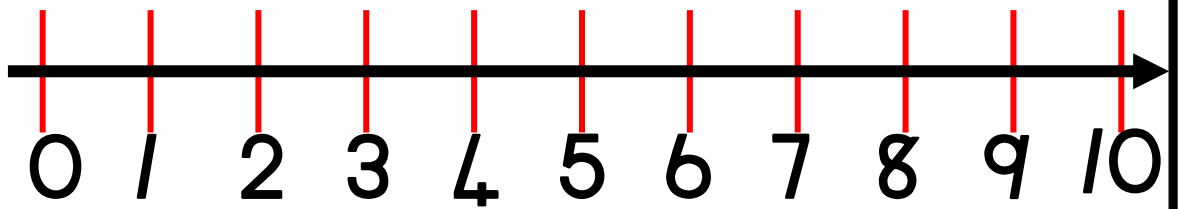
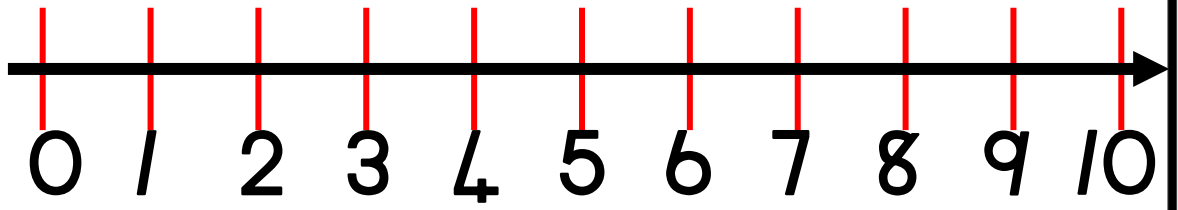
1. Print and laminate numbers and number lines.
2. Cut the number lines and numbers.
3. Put the number line and numbers in a Ziplock bag, or a pencil bag.
4. Add counters inside the bag.
5. Add a dice.

What do you do?

1. Let the children sit on their chairs.
2. Give each child their numeracy bag.
3. Explain to the children how to use their bag.
4. Let them do the following:
 - ❖ Pack their numbers from 1 to 10 to make sure the bag is complete.
 - ❖ Count their counters to make sure they have 10 counters.
 - ❖ Use their number line and count from 1 to 10.
 - ❖ Count the dots on the dice.



1	6	1	6
2	7	2	7
3	8	3	8
4	9	4	9
5	10	5	10



1

6

1

6

2

7

2

7

3

8

3

8

4

9

4

9

5

10

5

10

ART AND CENTERS

What happens during Art and how do we use the centers?

What do you need?

1. All art material.
2. Centers set up. (Set up the centers the week before)
3. If you are not sure about the centers read the attached file: "How to set up centers?"

What do you do?

1. Let the children sit on the carpet.
2. Explain to them how to use the art material. What to do and what not to do?
3. Introduce the children to the different centers/areas.
4. Explain to them that they are not allowed to take the toys in the areas to another area.
5. Explain to them what to do and what not to do in each center/area.
6. Talk about how to take care of the centers and how to put things away when they are all done playing.
7. This website, www.pocketofpreschool.com has great ideas of setting up and explain centers.

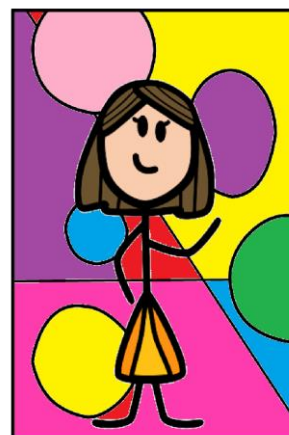
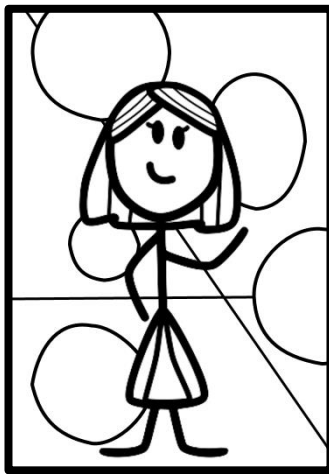
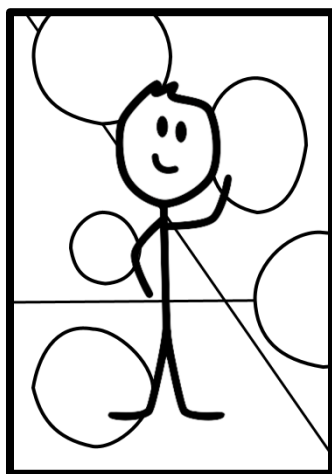
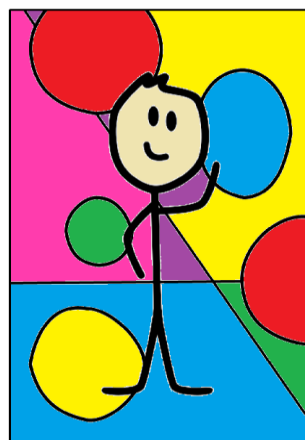
Let's colour

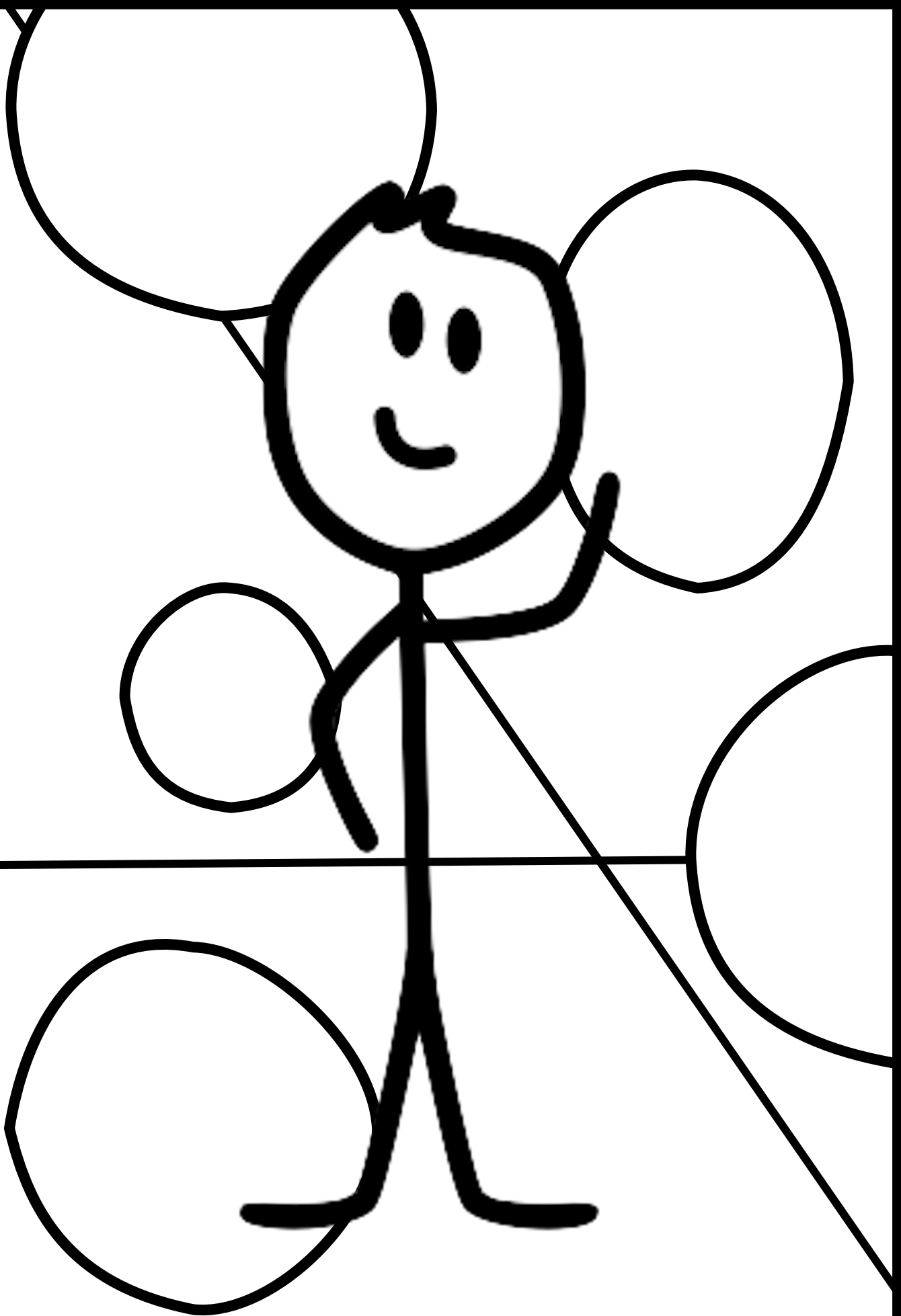
What do you need?

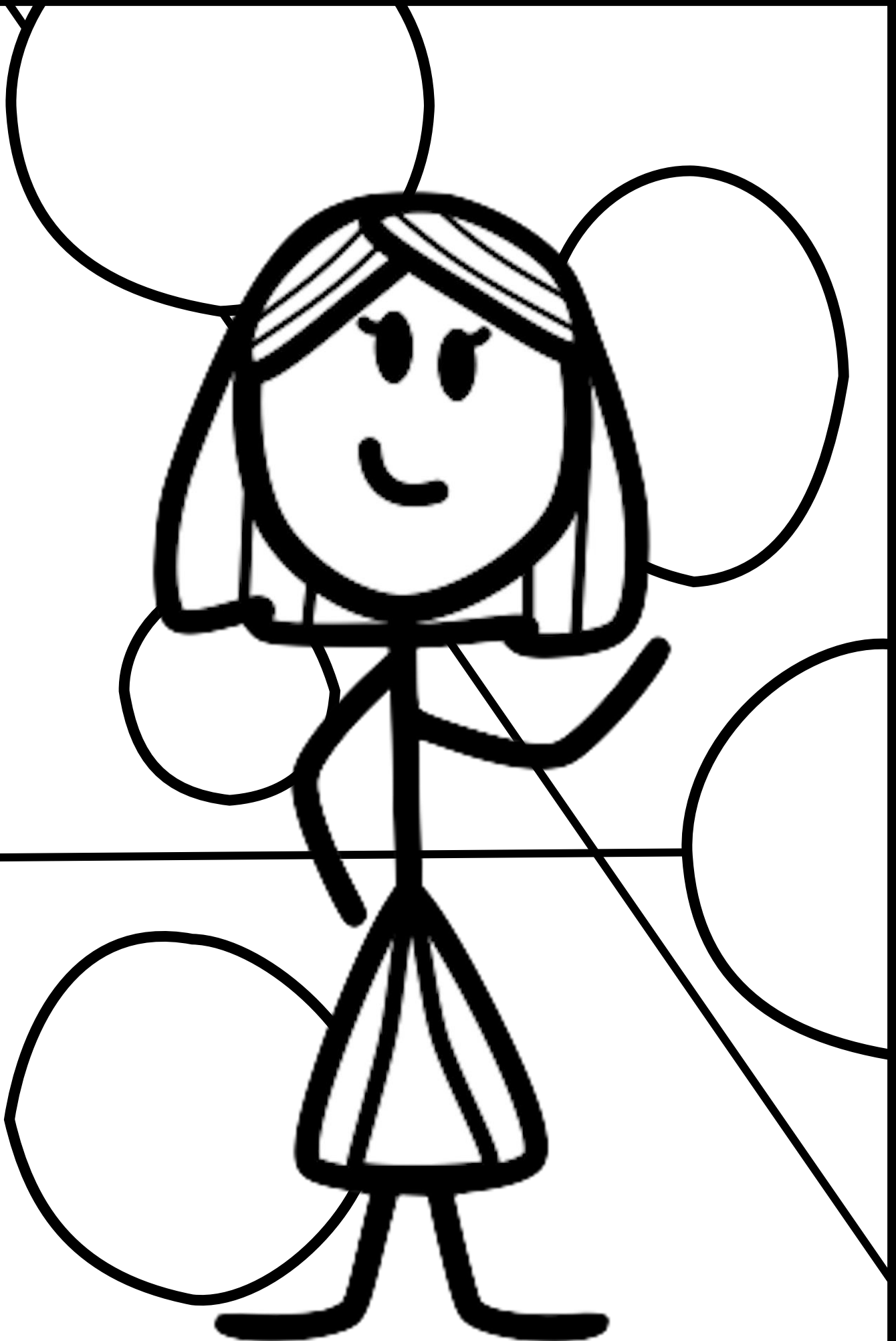
1. Copy of attached boy and girl picture.
2. Pastels

What do you do?

1. Explain to the children how to colour their picture.
2. Give each boy a boy picture and each girl a girl picture.
3. Let them colour their pictures.
4. Display their pictures in the classroom.







CLASSROOM RULES

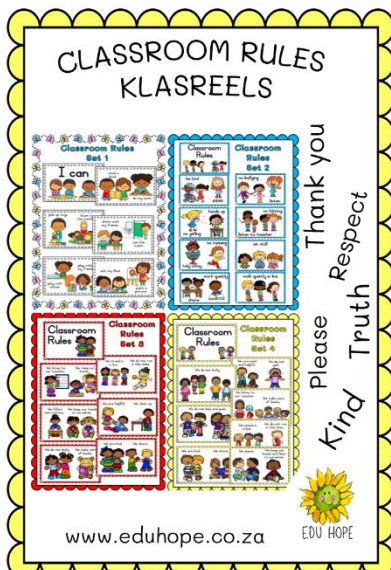
Classroom Rules

What do you need?

1. Classroom rules - posters

What do you do?

1. Display the pictures of the classroom rules.
2. Discuss each rule.
3. Make sure they understand the rules.
4. Explain to them what will happen if they do not obey the rule.
5. Let them act out the classroom rules.



Purchase and download on my website: www.eduhope.com

CORRECT PENCIL GRIP

Correct pencil grip

<https://www.todayparent.com/kids/preschool/pencil-grip/>

1. According to Lizette Alexander, an occupational therapist who runs Hand Skills for Children Toronto Occupational Therapy, at three years old, a child should be able to;
 - ❖ Draw horizontal and vertical lines
 - ❖ Cut with scissors and remove lids from small containers
2. Much of what a child does in the preschool years (scribbling, crafts, working with playdough) naturally develops their skills.
3. Even trying to colour within the lines is an important activity that builds strength and control in the forearm.
4. Many kids tend to do the fist grab," says Helen Mather-Oliver, a preschool and primary educator in Winnipeg—they'll wrap their fingers and thumb around the pencil and move their whole arm to draw. She recommends gently correcting them as young as age three, so they don't develop a bad habit.

Here's a good trick:

1. Try laying the crayon with the tip towards their hand and have them pick it up with their thumb and index finger (this is the pincer grip).
2. Then, when they flip the crayon over to start to draw, they will be pinching it, and the crayon will rest between their thumb and index finger, which is a proper pencil grasp (try it, it works!).
3. If this is hard for them, let them practise picking up small objects with their finger and thumb, or child-safe tweezers, to work on their pincer grip. You can break your pre-schooler's crayons into smaller pieces to encourage the proper grip early on.

The Sock Method

<https://happybrownhouse.com/6-tips-for-correcting-pencil-grip>

It may look silly, but the sock trick is really easy. Just take an old sock and cut two holes. Have your child put the sock on their hand, putting their thumb and index finger through the holes. The rest of the hand can curl up together and take a nap inside.



TAKE CARE OF BOOKS

Let's take care of books

<https://theempoweredprovider.com/teaching-kids-to-care-for-books/>

When kids know better, they do better. Some kids will take to this lesson quickly and will treat books like golden treasures, while others will take some coaching and develop these skills over time. Here are a few topics to cover:

Scribbling In a Book

- ❖ If you can, find a book that has scribbles on the inside cover.
- ❖ Pretend to get weepy here—acting out how sad it makes you when you see crayon scribbles on a page.
- ❖ I do a little dramatic scene that may go something like this: *“Oh kids...isn't this so sad? Look! Someone forgot that the best place to colour is on paper or in a colouring book... instead they coloured inside the book. Oh dear... I wonder if they were a little guy or gal who was still learning about how to care for books. Where would you colour instead?”*
- ❖ Finish your discussion by talking about where kids CAN colour!

2. Wear and Tear

- ❖ Talk about how all things wear out when we use them a lot.
- ❖ Assure them that it's *okay* to read one book repeatedly. Sometimes when a book *looks old*, it means it is very loved.
- ❖ Talk about ways they might be able to save a book and make it strong again.
- ❖ Introduce them to the “Book Ambulance”
- ❖ Set out a box that can act as a “ambulance” for books when they get “sick”. Add a red cross symbol on the front for extra fun. (Attached is a book ambulance poster that you can print and laminate to use.)
- ❖ Explain to them if they see a book that needs help to take them to the “Book Ambulance”

3. Where Do Books Go?

- ❖ Discuss what to do when they are done reading a book.
- ❖ Where does it go? Where is the safest place for our books?
- ❖ What should we do if we see a book lying on the floor?

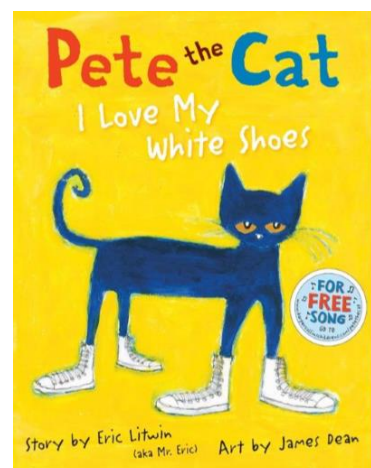
Pete the Cat: I love my white shoes

What do you need?

1. The story book: “Pete the cat: I love my white shoes” (You can order this book from Takealot)

What do you do?

1. Let the children sit on the carpet.
2. Show them the cover of the book.
3. Read the story



PETE THE CAT

Pete the cat

What do you need?

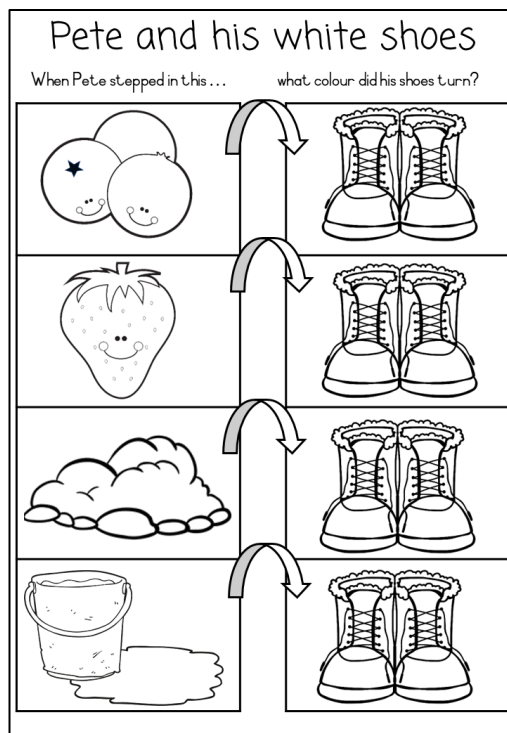
1. Pete the cat story.
2. Pete's shoes worksheet.
3. Wax crayons

What do you do?

1. Let the children sit on the carpet read the story – Pete the cat
2. Explain to them that they are going to colour what Pete stepped in and what happened to his shoes.
3. Let them go sit on their chairs.
4. Do this activity step by step:
 - ❖ Put your finger on the blueberries – what colour is a blueberry?
 - ❖ When Pete stepped into the blueberries his shoes turned? Yes, blue.
 - ❖ Show me a blue wax crayon – lets colour the blueberry blue and the shoes next to the blueberry.

 - ❖ Put your finger on the strawberry – what colour is a strawberry?
 - ❖ When Pete stepped into the strawberry his shoes turned? Yes, red.
 - ❖ Show me a red wax crayon – lets colour the strawberry red and the shoes next to the strawberry

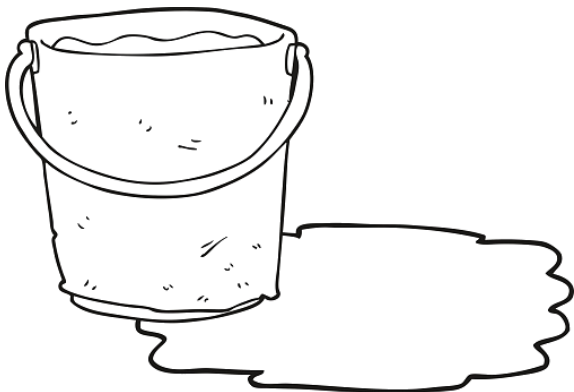
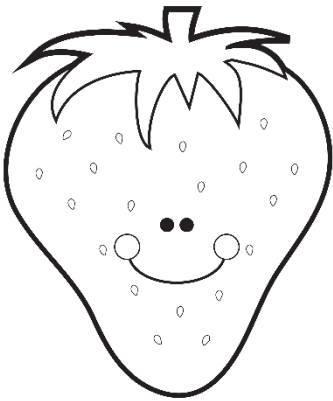
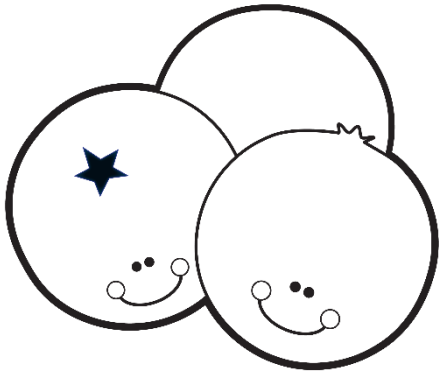
 - ❖ Do the same with the mud (brown) and the bucket with water.
5. File this in their portfolio files.



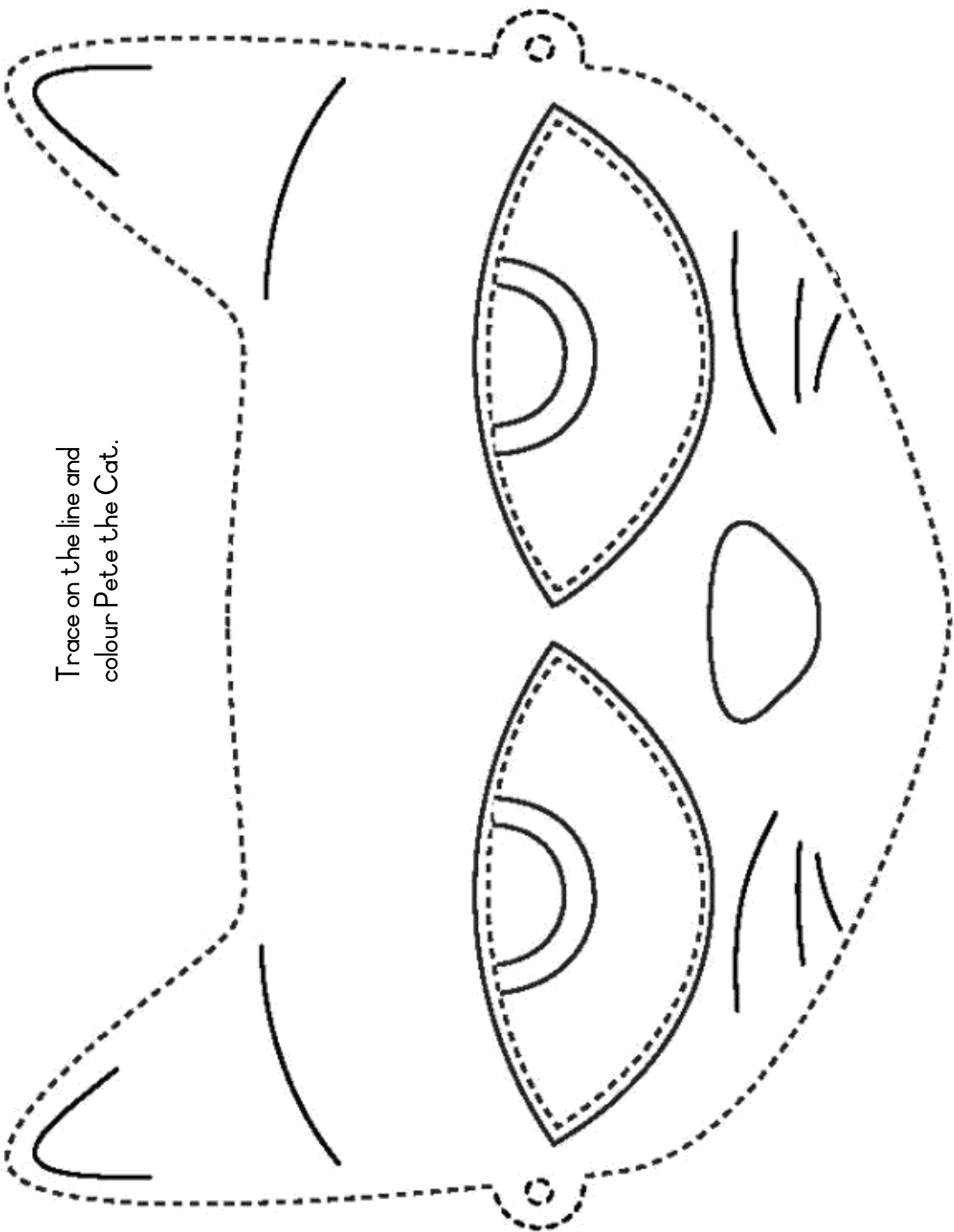
Pete and his white shoes

When Pete stepped in this...

what colour did his shoes turn?



Trace on the line and
colour Pete the Cat.



FOREST FRIENDS GO TO SCHOOL

Forest friends go to school

<https://www.kindergartenkindergarten.com/2011/08/teaching-rules-and-routines-taking-care-of-books.html>

What do you need?

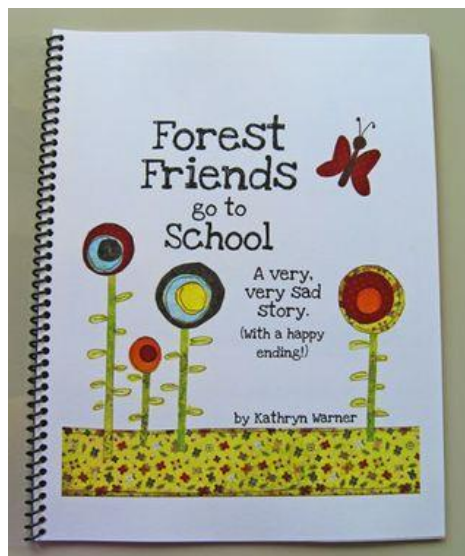
1. You can find this book on the link above.
2. Print and bind this book.

What do you do?

1. Let the children sit on the carpet.
2. Show them the cover of the book.
3. Read the story

Can you think of some ways to treat books nicely?

Talk about good choices and bad choices when reading a book.



CUTTING ACTIVITIES

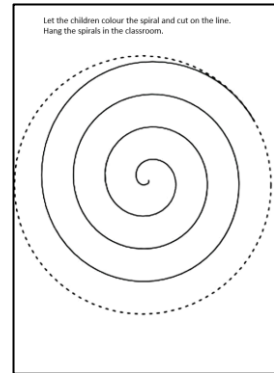
Let's cut

Keep these points in mind!

- ❖ Use age appropriate and **blunt-nosed scissors**, for the child's safety.
- ❖ Make sure your **left-handed child** uses left-handed scissors - this is very important!
Make sure the children use an **appropriate scissor grasp**.
- ❖ **Thumb** in one hole, and **middle finger** through the other.
- ❖ The **index finger** can rest on the outside of the scissors or be in the same hole as the middle finger.

What do you do?

1. Let the children sit at their table.
2. Show them how to hold the scissor.
3. Explain to them the rules of a scissor:
 - ❖ Do not cut your clothes.
 - ❖ Do not run with a scissor.
 - ❖ Do not cut your friends hair.
 - ❖ Do not put the scissor in your mouth.
4. Give them a spiral to decorate and cut.
5. Show them how to cut on the line and how to hold their paper.
6. Hang their spirals in the classroom.



Use shapes to make Pete the cat

What do you need?

1. Coloured construction paper
2. Glue
3. A3 paper

Prepare the day before:

1. Cut shapes for each child.
2. Put their shapes in a Ziplock bag.
3. Shapes:
 - ❖ 1 big rectangle - body
 - ❖ 5 small rectangles - legs and tail
 - ❖ Big circle – head
 - ❖ 2 small circles – eyes
 - ❖ 3 triangles – ears and end of tail
 - ❖ Different colours small squares – Pete the cat shoes



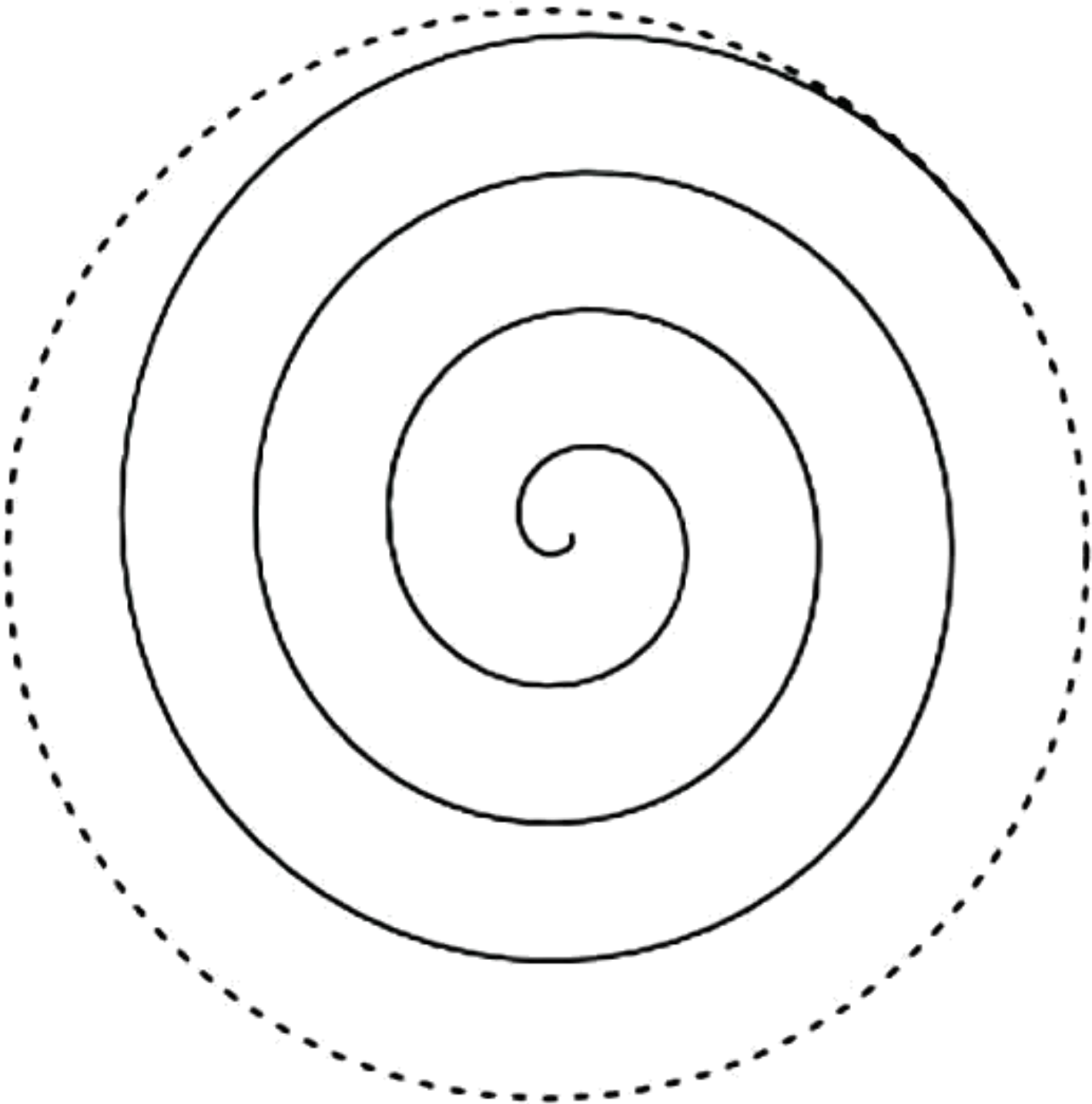
www.pinterest.com

What do you do?

1. Show the children how to put the shapes together to make a cat.
2. Work with 4 children at a time – the other children can play in the centers.
3. Let them use glue to paste the shapes onto an A3 paper.
4. Display their cats in the classroom.



Let the children colour the spiral and cut on the line.
Hang the spirals in the classroom.



HOW DO WE USE INSTRUMENTS?

How do we use instruments?

<https://mrsstouffersmusicroom.com/instrumentsforpreschoolkindergarten/>

1. Explain How To Use It
 - ❖ Before they get their hands on anything, explain how to use it.
 - ❖ Do not let the children pick an instrument that they do not know how to play yet.
2. Demonstrate
 - ❖ Demonstrate the proper way to hold, play and put away.
 - ❖ Let them understand that if they don't use it properly, they get it taken away.
 - ❖ They must know the rule and enforce it.
 - ❖ Sometimes, it's about making sure their classmates don't get hurt, as in with rhythm sticks.
3. Don't Let Mass Chaos Ensur
 - ❖ You TOTALLY already know this, but don't let mass chaos ensue.
 - ❖ Call the children up in groups of 3-4.
 - ❖ Pass them out yourself.
4. Put The Instruments Down
 - ❖ If everybody has an instrument, have them put it in front of them in their lap and put their hands behind their backs.
5. Let Them Try It Out
 - ❖ Let them try it out before they get going.
6. Enforce Consequences
 - ❖ Enforce consequences if rules are broken.

Tap your sticks

1. Download this song from YouTube — Hap Palmer — Tap your sticks
2. Give each child a set of rhythm sticks.
3. Listen to the song and tap your sticks



TAP YOUR STICKS

Tap your sticks

Tap your sticks in the air with a 1 2 3

Tap your sticks on the floor with a 1 2 3

Tap your sticks in the air with a 1 2 3

Tap your sticks on the floor with a 1 2 3

Tap your sticks to the right with a 1 2 3

Tap your sticks to the left with a 1 2 3

Tap your sticks to the right with a 1 2 3

Tap your sticks to the left with a 1 2 3

Rub your sticks together

Shake them high above you

Rub your sticks together

Pass them both behind you

Cross your sticks and tap your knees with a 1
2 3

Tap your sticks end to end with a 1 2 3

Cross your sticks and tap your knees with a 1
2 3

Tap your sticks end to end with a 1 2 3

Hammer left with the right with a 1 2 3

Hammer right with the left with a 1 2 3

Hammer left with the right with a 1 2 3

Hammer right with the left with a 1 2 3

Rub your sticks together

Shake them high above you

Rub your sticks together

Pass them both behind you



PUZZLES

Puzzles

What do you need?

1. Puzzles

What do you do?

1. Work with 5 children at a time.
2. The other children can play in the centers.
3. Give each child a puzzle.
4. Let them take out the puzzle pieces.
5. Ask them the following questions:
 - ❖ How many pieces do you have?
 - ❖ Count the pieces.
 - ❖ Look at the picture, what colours do you see in your picture.
 - ❖ What picture do you have?
 - ❖ Build your puzzle. (do not teach them to start with the sides first – let them choose how they want to build their puzzle.)
6. While they build their puzzle, talk about not throwing pieces on the floor, not to put a puzzle piece in their mouth, not to bend a puzzle piece.
7. When they done, let them count the puzzle pieces. Let them put it back into the box.
8. Take the next group.

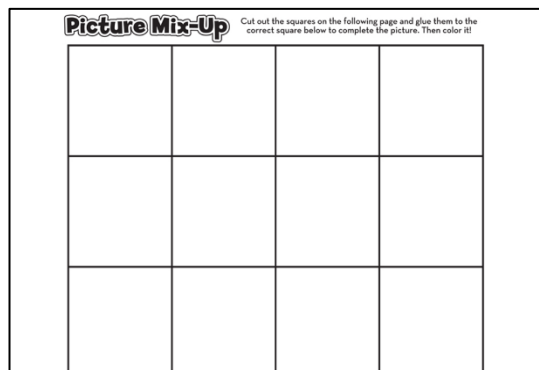
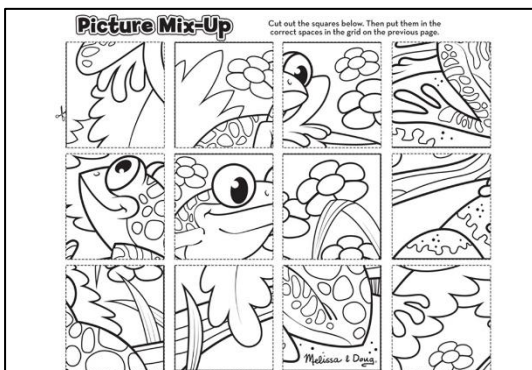
Frog puzzle

What do you need?

1. Puzzle pieces
2. Grid
3. Wax crayons

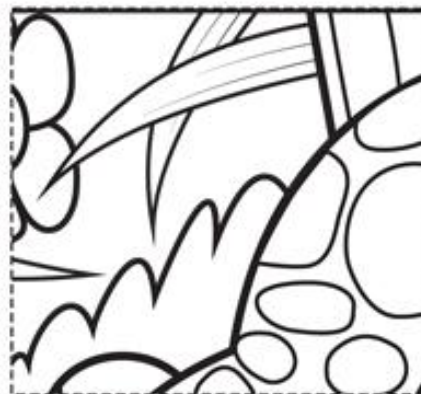
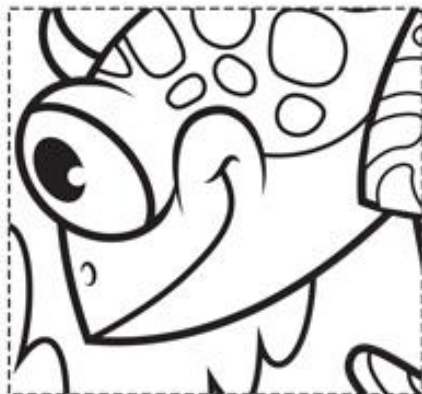
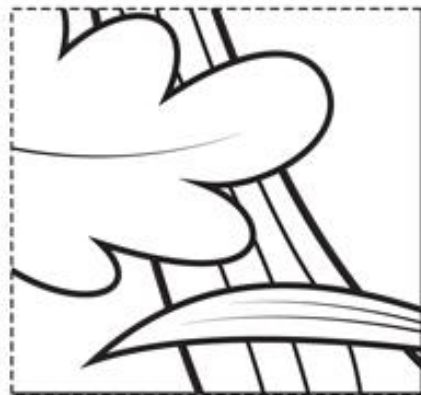
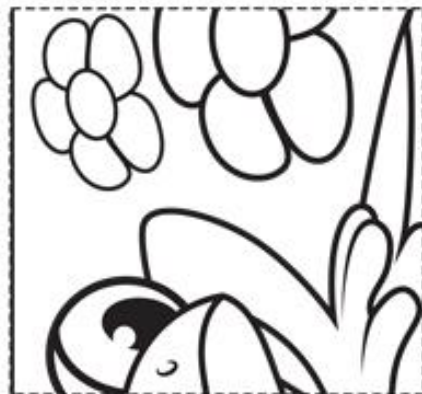
What do you do?

1. Give each child a copy of the grid and the puzzle pieces.
2. Let them cut the pieces and paste them in the correct spaces on the grid.
3. Let them colour their picture.



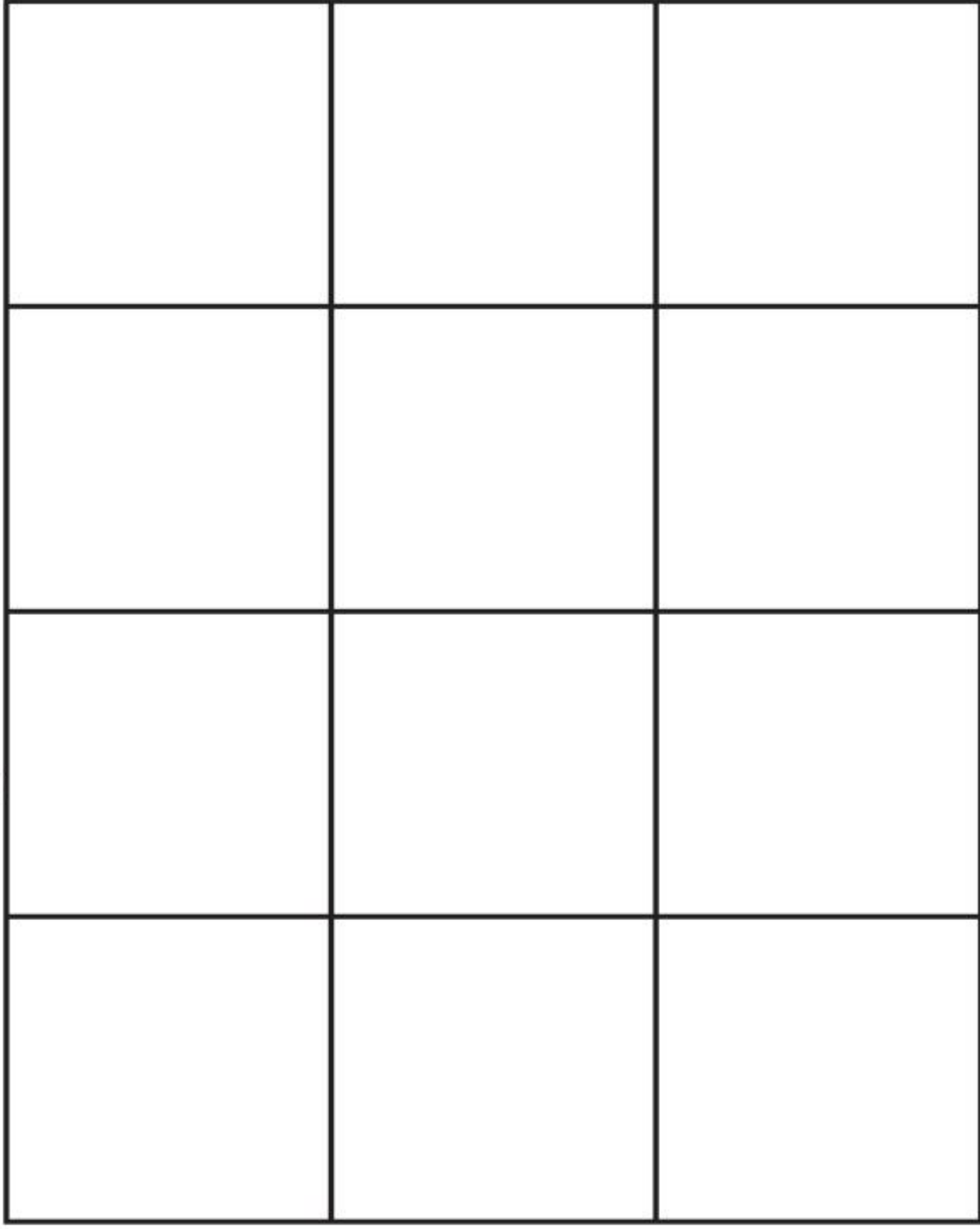
Picture Mix-Up

Cut out the squares below. Then put them in the correct spaces in the grid on the previous page.



Picture Mix-Up

Cut out the squares on the following page and glue them to the correct square below to complete the picture. Then color it!



CLASSROOM RULES OWL PUPPET

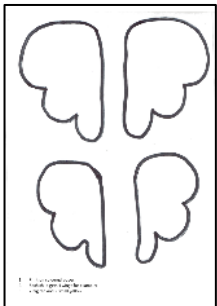
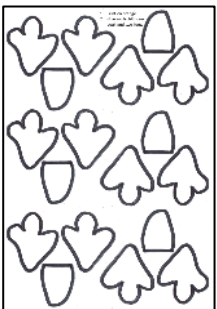
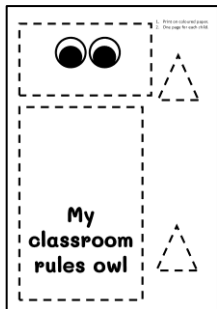
Owl Classroom Rules puppet

What do you need?

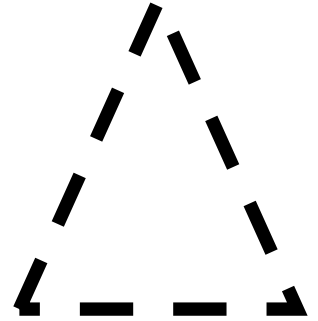
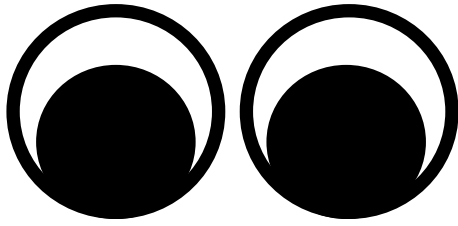
1. Coloured paper
2. Brown paper bags
3. Scissors
4. Glue
5. Attached pintables

What do you do?

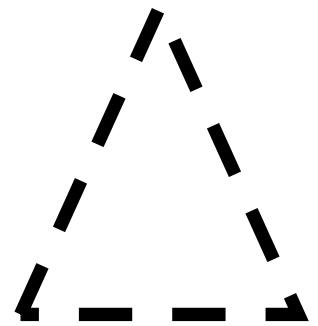
1. Print the owl shapes on coloured paper.
2. Give each child a set of the pintables.
3. Give them a brown paper bag.
4. Show them how to put the pieces together to make an owl puppet.
5. Let them paste the shapes to make the owl.
6. Do not cut the shapes for them they can cut it themselves.
7. Paste the owl on the brown paper bag, with the opening at the bottom.
8. Let the children make groups of 4.
9. Let them take the puppets and let the puppets discuss the classroom rules.

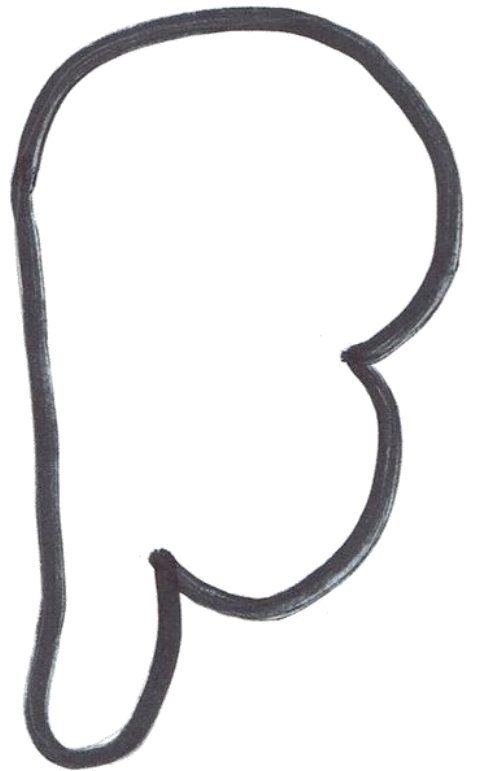
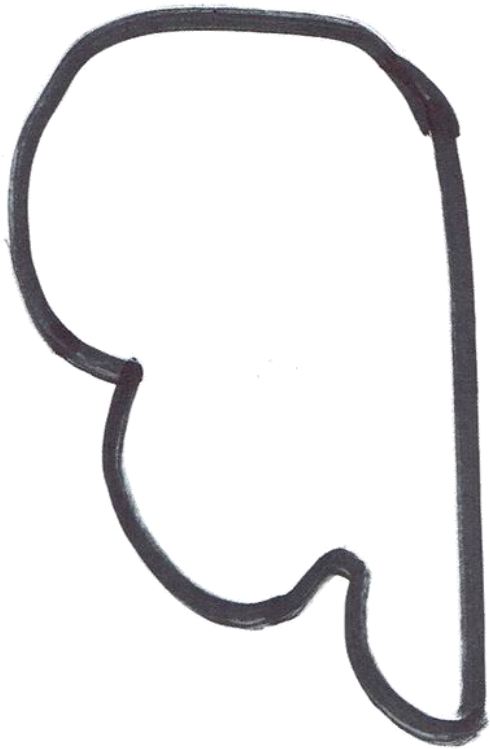
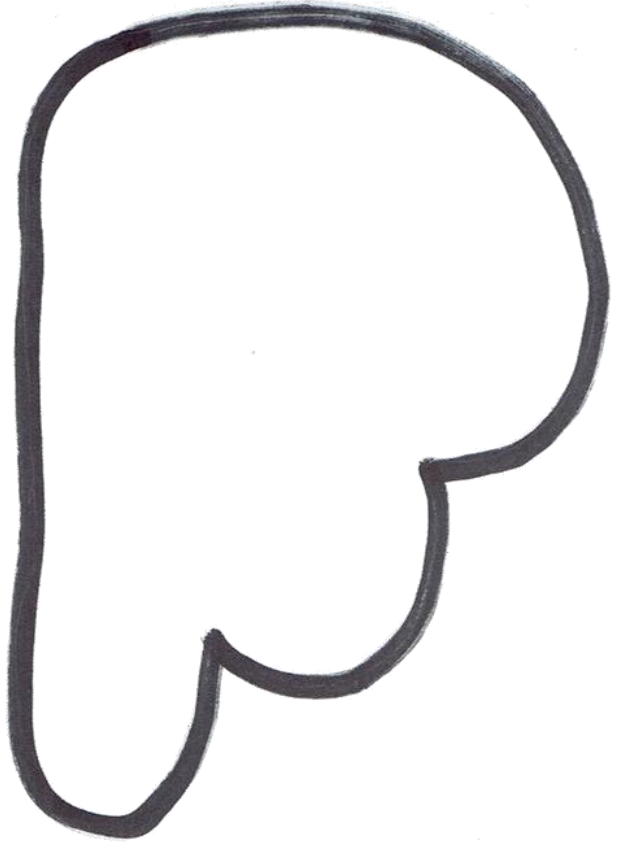
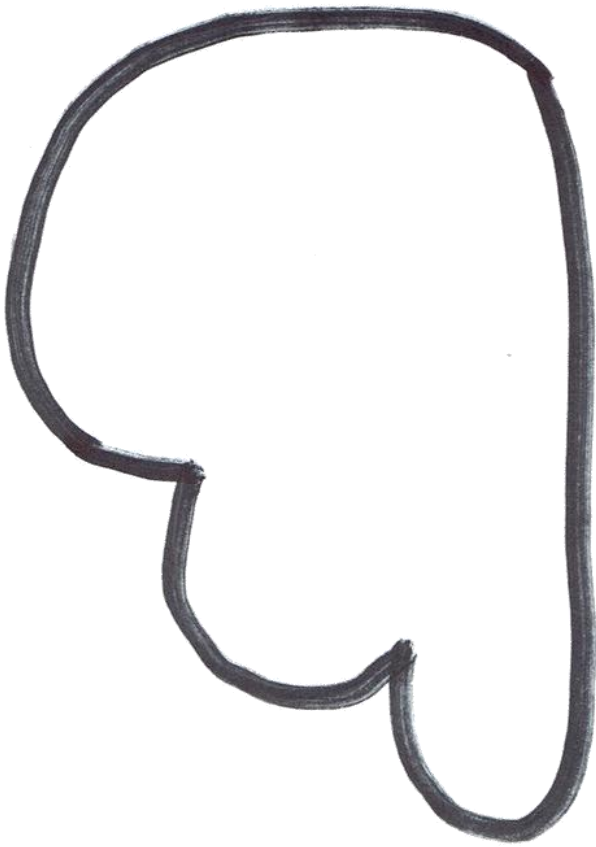


1. Print on coloured paper.
2. One page for each child.



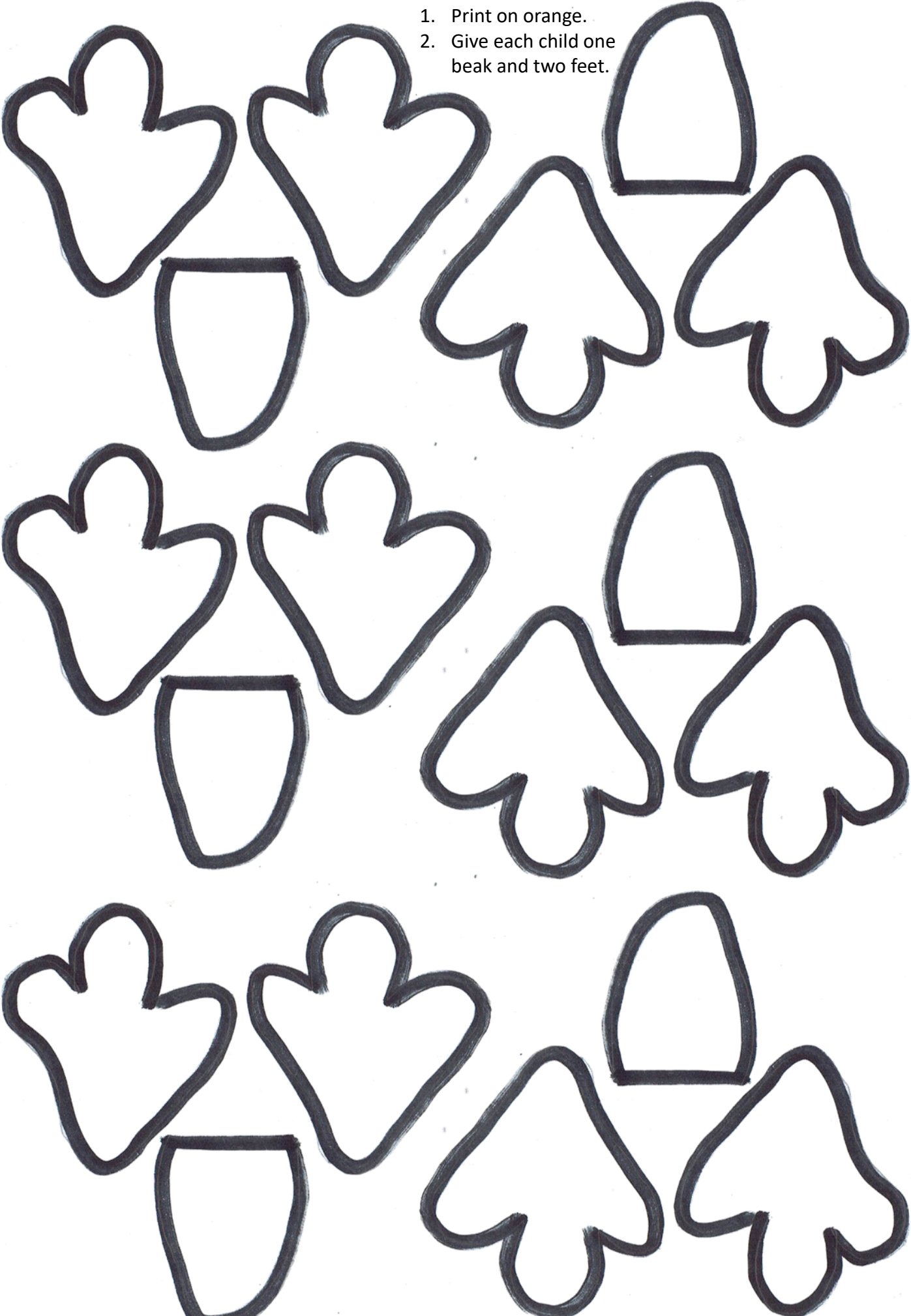
**My
classroom
rules owl**





1. Print on coloured paper.
2. Each child gets 4 wings for example:
3. 2 big red and 2 small yellow.

1. Print on orange.
2. Give each child one beak and two feet.



TOILET ROUTINE

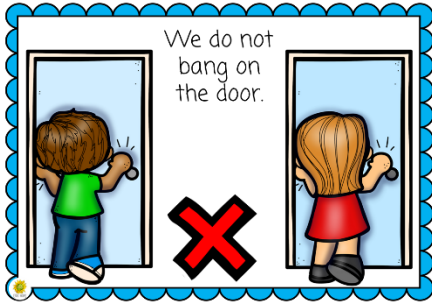
Toilet Routine

What do you need?

1. Print the pictures.
2. Laminate pictures.

What do you do?

1. Let the children sit on the carpet.
2. Display and discuss each picture.
3. Take the children to the toilet and show them:
 - ❖ We do not stand on the toilet.
 - ❖ We do not bang on the door.
 - ❖ We flush the toilet.
 - ❖ We wash our hands.



Colouring Picture

What do you need?

1. Colouring picture
2. Wax crayons

What do you do?

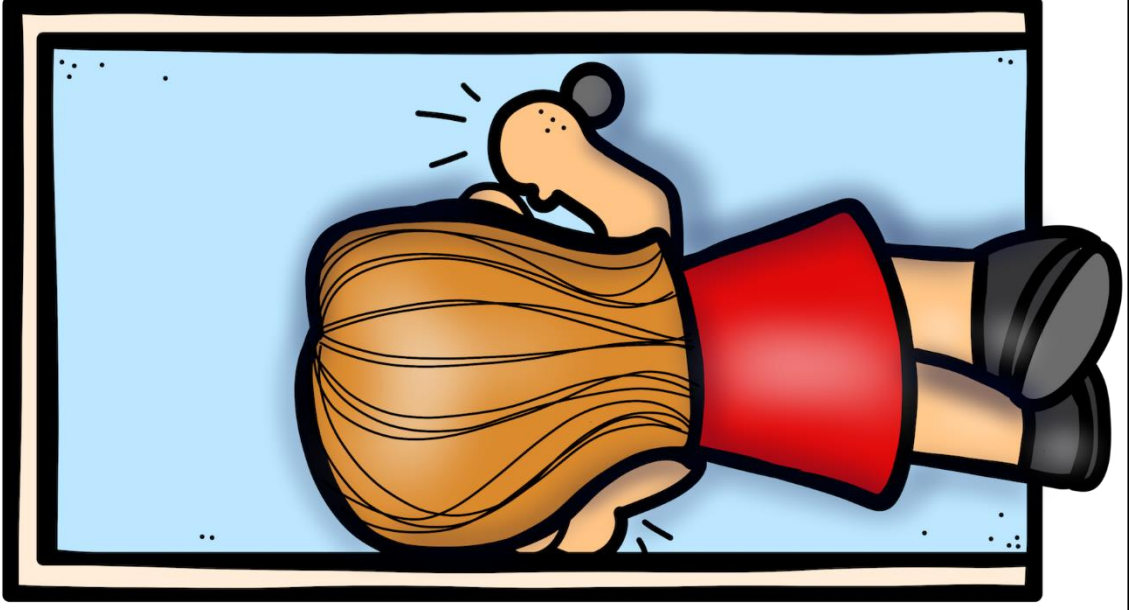
1. Let the children colour the toilet routine pictures.



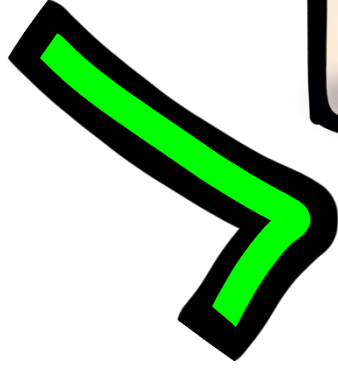
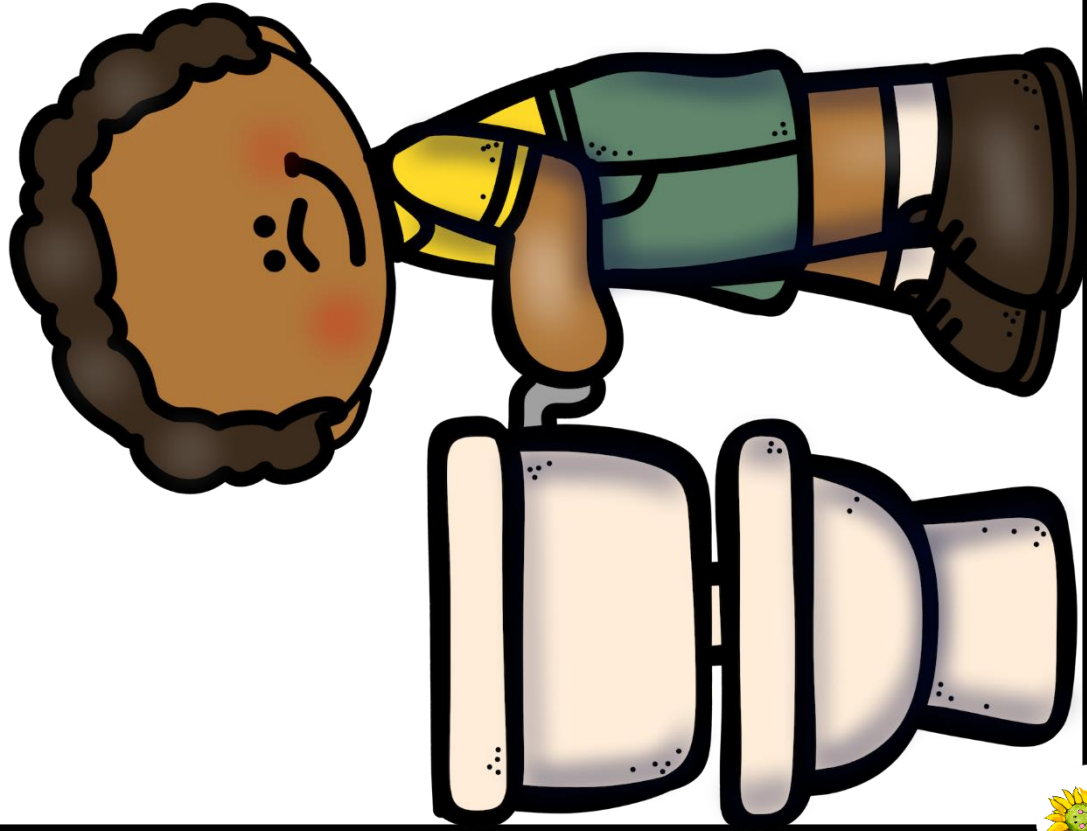
We do not stand
on the toilet.



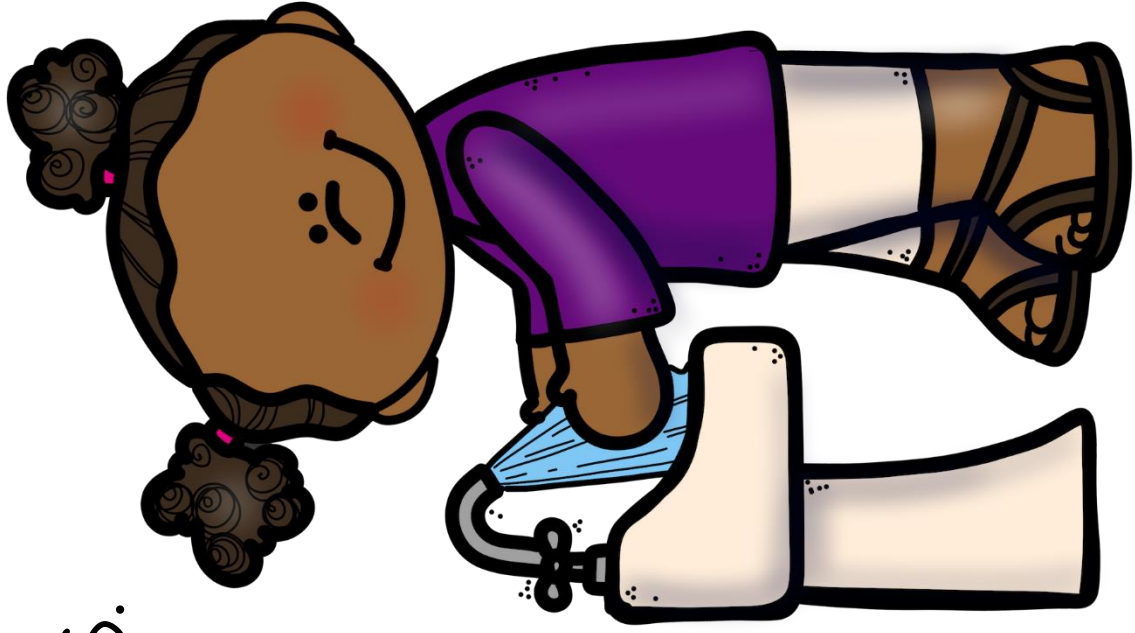
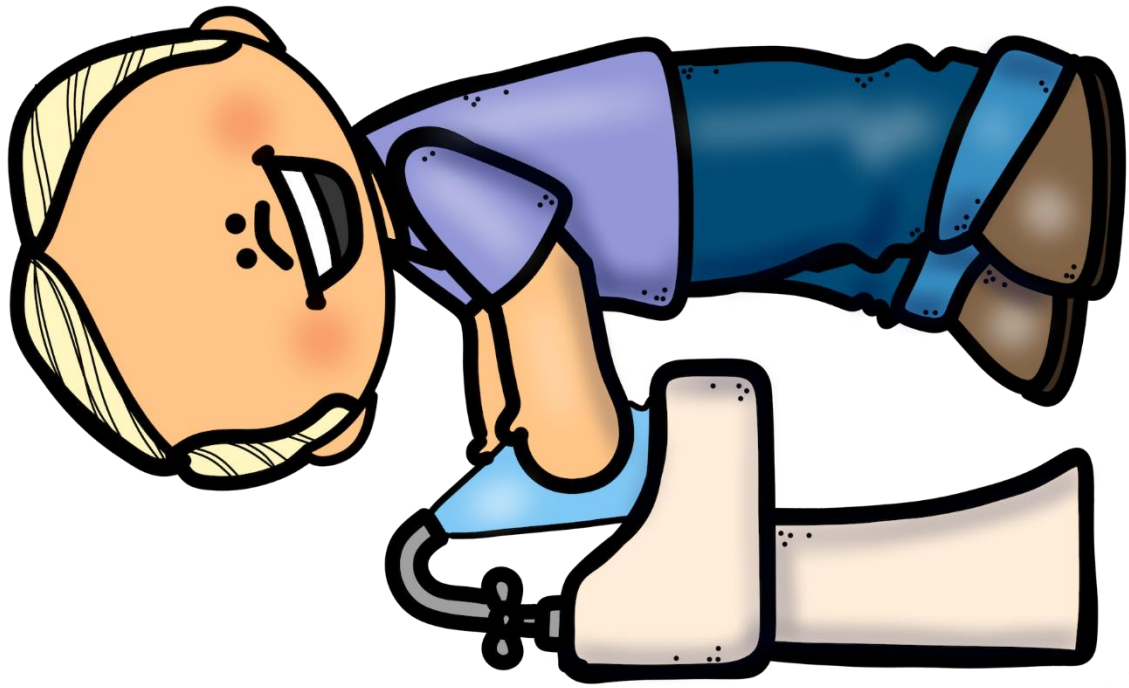
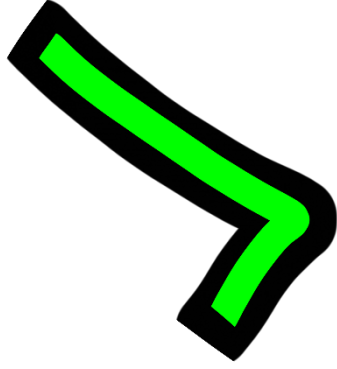
We do not
bang on
the door.



We flush the
toilet.



We wash
our hands.



We do not bang
on the door.



We do not stand
on the toilet.



We flush the
toilet.



We wash our
hands.



We do not bang
on the door.



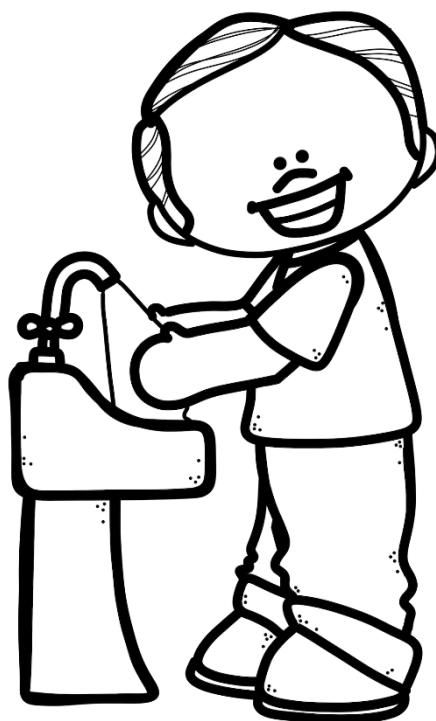
We do not stand
on the toilet.



We flush the
toilet.



We wash our
hands.



MUSIC AND MOVEMENT

Bean bag activities

<https://www.ot-mom-learning-activities.com/bean-bag-games.html>

What do you need?

1. Beanbags

What do you do?

1. Give each child a bean bag.
2. Let them find their own space not too close to their friend.
3. You can do this activity outside.

Bean bag toss

- ❖ Show the children how to toss a bean bag gently into the air and then catch again.

Bean bag relays

- ❖ Make groups of 5 or 6
- ❖ Let them stand in a line, one behind the other.
- ❖ Put a pile of beanbags in the front, and an empty bucket at the back.
- ❖ The child in front grabs a bean bag and passes it overhead to the child behind and so on, until the last child pops it in the bucket, and then runs to the front to repeat the bean bag relay.

Midline Crossing With Bean Bags

- ❖ Use the relay format as described above, but have the children sit with their legs crossed.
- ❖ Have them pass the beanbags to each other with both hands to cross the midline.

Balance a beanbag

- ❖ Have the children balance a bean bag on their head while walking along a balance beam, a length of rope, or along a line marked out on the ground.
- ❖ Increase the challenge by asking your kids to keep the bean bag on their heads while:
 - doing a heel-toe walk
 - walking around obstacles
 - lowering the body to touch an object on the ground!

Ball name game

What do you need?

1. A ball

What do you do?

1. Let the children sit in a circle.
2. Name a child's name and roll the ball to that child.
3. Only that child should reach for the ball.
4. That child then names a friend's name and rolls the ball to them.



MUSIC AND MOVEMENT

Objectives:

Children will develop language and listening skills.

Pete the cat song

What do you need?

1. Card to make shoes. White, red, blue, brown, wet.
2. Laminating sheets
3. Attached shoe template
4. Print the shoe template on coloured card, laminate the card.
5. Attached picture cards (Pete stepped in ...)



What do you do?

1. Let the children sit in a circle.
2. Explain to them that they are going to sing a song about Pete the cat.
3. Use the shoes to show while they sing the song.
 - ❖ I love my white shoes (show white shoe)
 - ❖ I love my red shoes (show red shoe)
 - ❖ I love my blue shoes (show blue shoe)
 - ❖ I love my brown shoes (show brown shoe)
 - ❖ I love my wet shoes (show wet shoe – draw raindrops on the shoe)
4. Use the picture cards – “Pete stepped in”
 - ❖ Pete stepped into a pile of strawberries (show the picture of the strawberries)
 - ❖ Pete stepped into a pile of blueberries (show the picture of the blueberries)
 - ❖ Pete stepped in a puddle of mud (show the picture of the puddle of mud)
 - ❖ Pete stepped in a bucket of water (show the picture of the bucket of water)
5. Encourage the children to sing Pete’s song and later say the teacher’s part with the teacher.
6. **The song is on the next page.**



You can go on PreKinders Website and Print the shoes

PETE THE CAT SONG

Children sing:

I love my white shoes.
I love my white shoes.
I love my white shoes.

Teacher:

Oh no! Pete stepped in a pile of strawberries!
It turned his shoes red.
Did he cry? Goodness, no!
He kept walking along and singing his song.

Children sing:

I love my red shoes.
I love my red shoes
I love my red shoes.

Teacher:

Oh no! Pete stepped in a large pile of blueberries.
It turned his shoes blue.
Did he cry? Goodness, no!
He kept walking along and singing his song.

Children sing:

I love my blue shoes.
I love my blue shoes.
I love my blue shoes.

Teacher:

Oh no! Pete stepped in a puddle of mud! It turned his shoes brown.
Did he cry? Goodness, no!
He kept walking along and singing his song.

Children sing:

I love my brown shoes.
I love my brown shoes.
I love my brown shoes.

Teacher:

Oh no! Pete stepped in a bucket of water.
All the red, blue, and brown were washed away.
His shoes were white again. But now they were wet.
Did he cry? Goodness, no! He kept walking along and singing his song.

Children sing:

I love my wet shoes.
I love my wet shoes.
I love my wet shoes.





CRAFTS

Wool balloon balls

<https://www.preschool-plan-it.com/balls-theme.html>

What do you need?

1. Small balloons
2. Watered down Glue
3. Wool
4. Brushes



What do you do?

1. The children brush glue on the balloon.
2. They wrap the wool around the balloon and brush more glue on it. (Optional: sprinkle glitter on them before they dry!)
3. Let dry.
4. Pop balloon and remove.
5. Hang the wool balls from the ceiling in the classroom.

Pete the cat hat

What do you need?

1. Coloured construction paper
2. Glue

Prepare the day before:

1. A large rectangle (headband) for each child
2. Two Blue triangles (ears) for each child
3. Yellow eyes with black and white circles to put inside the eyes
4. One white triangle (nose) for each child.
5. 6 black rectangles (whiskers)

What do you do?

1. Give each child their shapes.
2. Show them how to put the pieces together to make the cat hat.
3. When its dry staple the two ends together and let them go home with their cat hat.



CRAFTS

Foot painting Activity

<https://www.pre-kpages.com/retelling-pete-cat-i-love-my-white-shoes/>

What do you need?

1. 4 plastic bins (1 larger bin use a plastic baby pool)
2. washable red paint
3. washable blue paint
4. mud
5. water
6. old towels
7. easel paper (or large sheets of paper)

What do you do?

1. Set the four plastic bins in a line in a grassy area. In the first bin, pour in red paint. In the second bin, pour in blue paint.
2. Add some space in between the bins.
3. Next add a bin with mud. Lastly add the large bin filled with water.
4. Set a towel at the end of the line.
5. Place a long piece of paper underneath all four bins so that kids will walk with their painted feet onto the paper and create art!
6. Have the children walk along the line.
7. Start with the red bin and end with the water bin. Sing the song from the book while children walk through the line!
8. You may want to hold a child's hands in case the paint gets too slippery
9. When you are done, let the paint dry and hang up the feet-painted paper around the classroom.



SHAPE PLAYDOUGH MATS

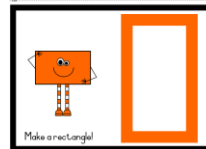
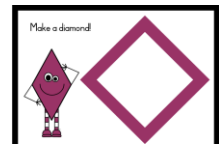
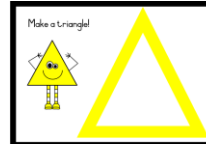
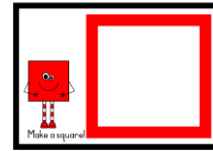
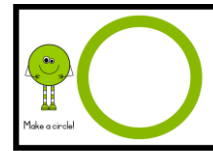
Shapes

What do you need?

1. Playdough
2. Playdough mats
3. Card
4. Laminating pouches

What do you do?

1. Print and laminate the shape playdough mats.
2. Give the children playdough and playdough mats.
3. Let them use the playdough mats to make shapes.



Make your own playdough

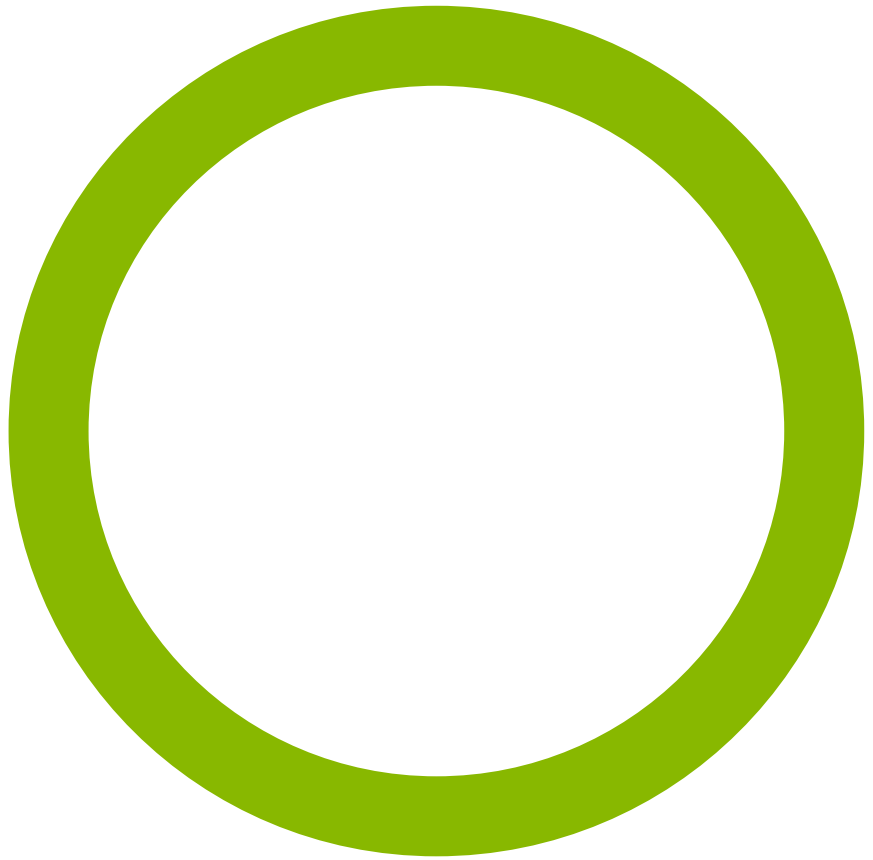
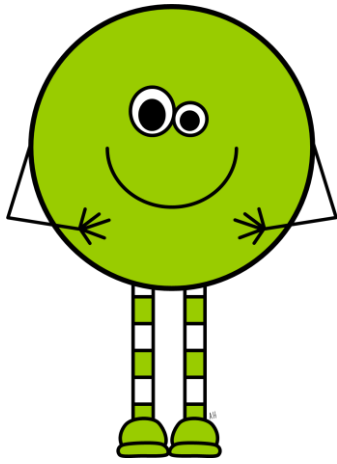
No-Cook Play Dough Recipe

What do you need?

- ❖ 2 cups plain flour (all purpose)
- ❖ 2 tablespoons vegetable oil (baby oil and coconut oil work too)
- ❖ 1/2 cup salt
- ❖ 2 tablespoons cream of tartar
- ❖ 1 to 1.5 cups boiling water (adding in increments until it feels just right)
- ❖ gel food colouring (optional)
- ❖ few drops glycerine (my secret ingredient for stretch and shine!)

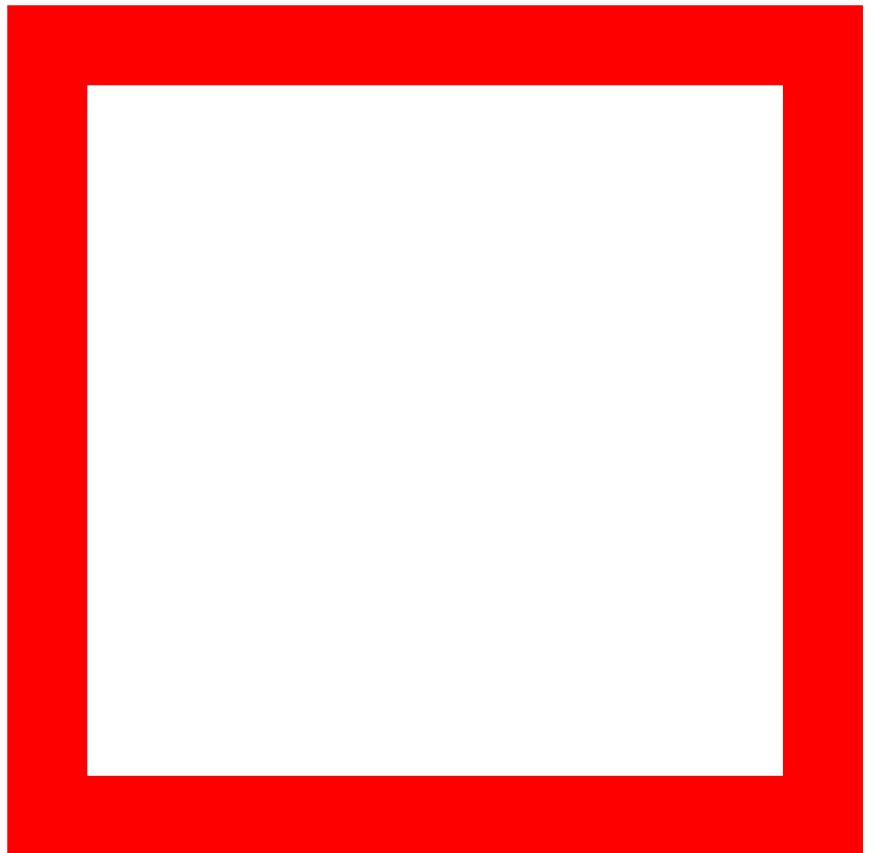
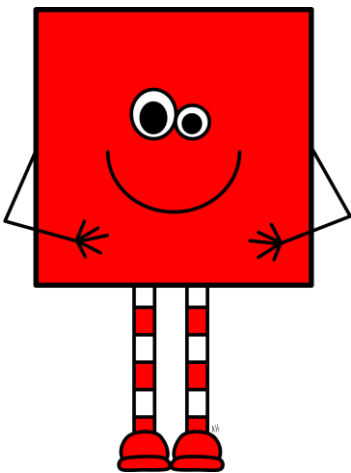
Method:

- ❖ Mix the flour, salt, cream of tartar and oil in a large mixing bowl
- ❖ Add food colouring TO the boiling water then into the dry ingredients
- ❖ Stir continuously until it becomes a sticky, combined dough
- ❖ Add the glycerine (optional)
- ❖ Allow it to cool down then take it out of the bowl and knead it vigorously for a couple of minutes until sticky, the stickiness has gone. * This is the most important part of the process, so keep at it until it's the perfect consistency!*
- ❖ If it remains a little sticky, then add a touch more flour until just right



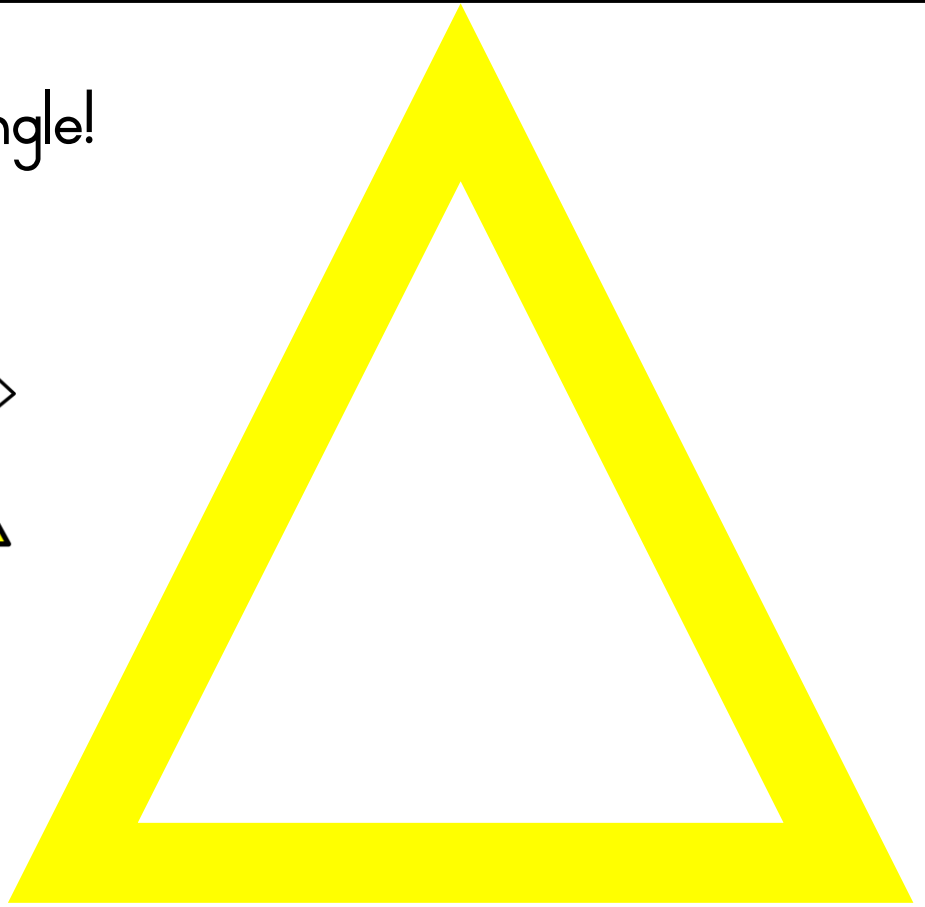
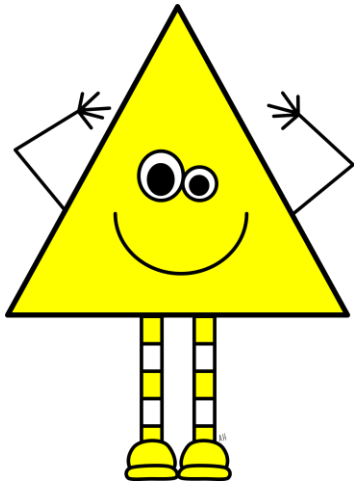
Make a circle!

cut

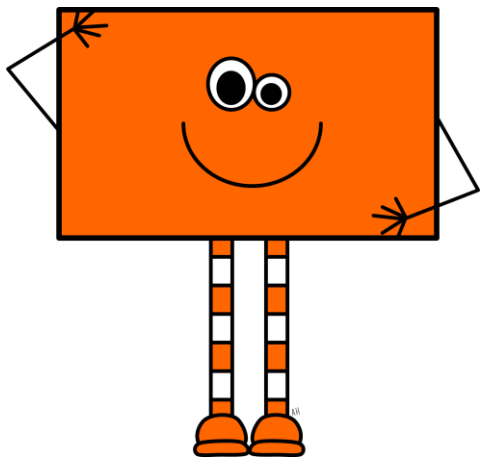


Make a square!

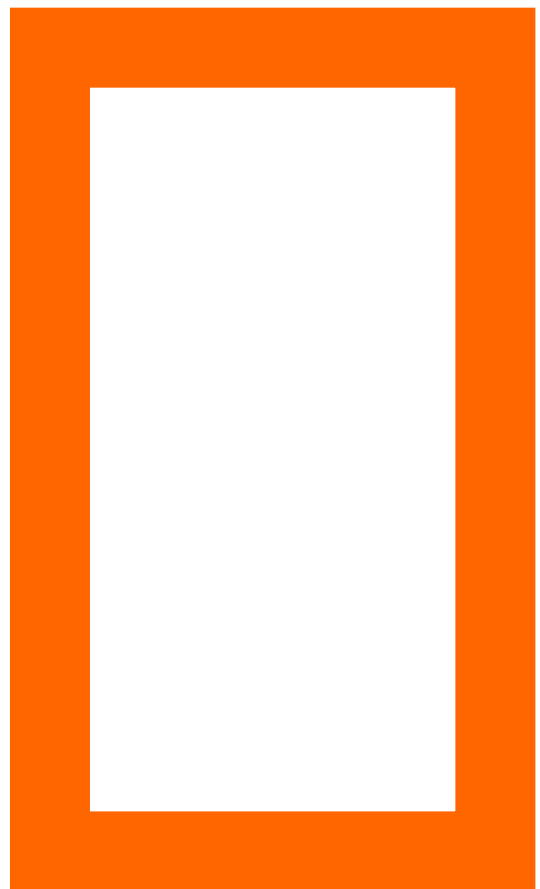
Make a triangle!



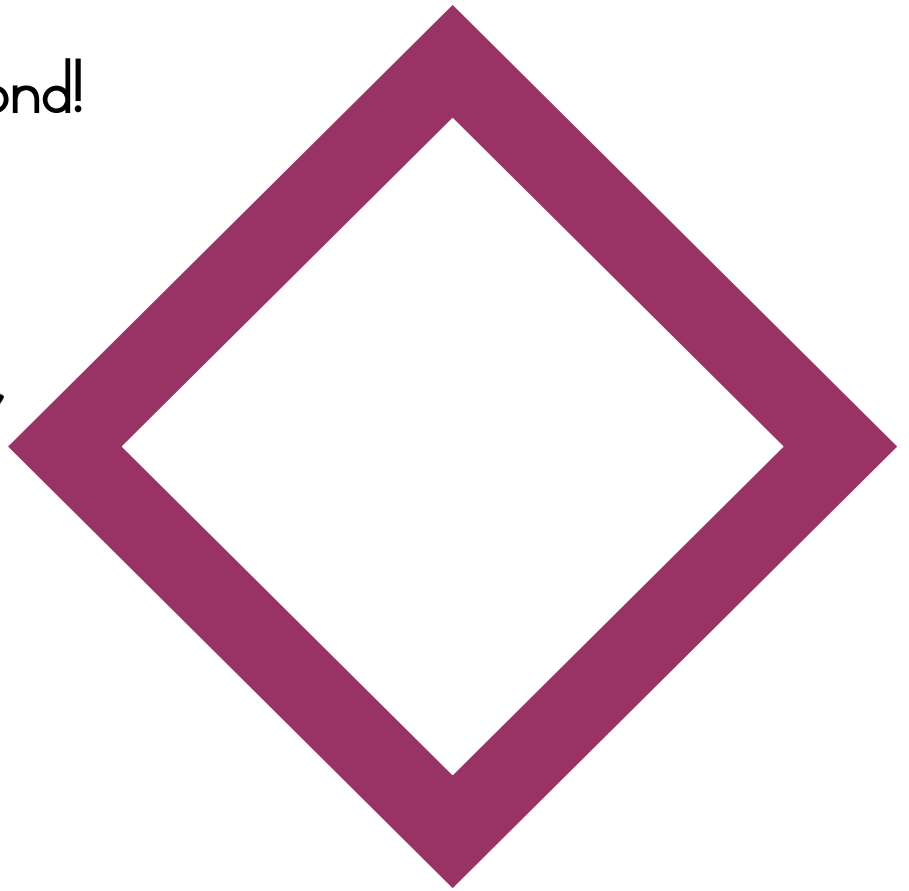
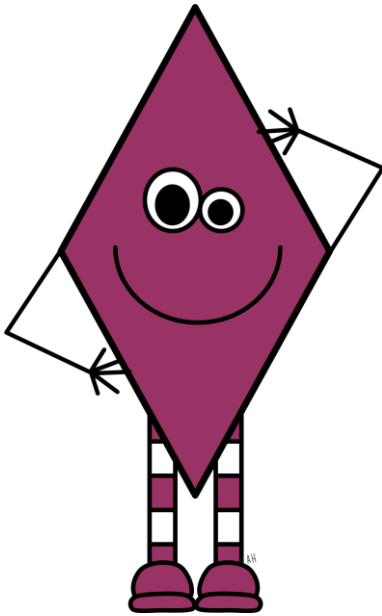
cut



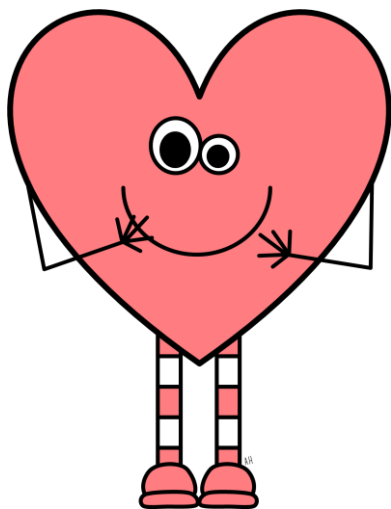
Make a rectangle!



Make a diamond!



cut



Make a heart!