

# 5 Groundhog Day Centers Included

## 2 math centers

### Number Recognition

Groundhog Numbers to 20

Math Center

Recognizing numbers and developing a strong sense of number is an essential building block for early childhood mathematics. Daily practice and playing with numbers will help strengthen a child's number sense.

**Objective:**

- The students will identify numbers.

**Procedure:**

- Print, laminate, and cut out the groundhog and hats. Lay them face up on a table.
- Students select a hat from the pile and put it on the matching groundhog. Begin with just a few numbers and add more as the weeks of your students grow.
  - Alternatively, wrap black paper over a small bucket. Cut a hole large enough for the student's hand to reach in. Pose the hats inside the bucket. The student reaches in the "groundhog's hole" and pulls out a hat and matches it with the groundhog.

Recording Sheet

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### Position

Where's the Groundhog's Shadow?

Math Center

Position words such as beside, above, and under help students understand how things relate to one another. Having an understanding of position is an important part of a child's mathematical development.

**Objective:**

- The students will describe the position of objects in relation to other objects and themselves.

**Procedure:**

- Print on cardstock, cut, and laminate the groundhog, groundhog's shadow, dice, and poem. Fold, assemble, and glue the dice together.
- The student recites the poem then rolls the dice and positions the shadow near the groundhog according to the dice.
  - Alternatively, the student pretends to be the groundhog and places the shadow on themselves according to the dice.

Recording Sheet

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## 2 literacy centers

### Line Tracing

Writing

Literacy Center

It is important for children to understand the functions of written language. Giving the students experiences to practice early writing is key.

**Objectives:**

- Students will understand the purpose of writing.

**Procedure:**

- Print and laminate the tracing cards. Another option is to slide the printed pages into a plastic sleeve.
- Provide a dry erase marker. Glue a pom-pom onto the lid of the marker for the student's to use as an eraser.
- The student will trace the lines from left to right to practice fine motor skills.

Alternatively, laminate the cards and place them in a sensory bin filled with sand or brown paper grass. The student searches for the cards and traces the lines with their finger.

Recording Sheet

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### Sequencing Strips

What comes next?

Literacy Center

Students can make predictions about what will happen in a story or sequence based on pictures and print. Sequencing strips can help a student to practice their prediction skills.

**Objectives:**

- The student will predict story events.

**Procedure:**

- Print the sequencing strip puzzles on cardstock, laminate, and cut them apart.
- Students will look at the different puzzle pieces and guess where each piece goes based on the sequence of the story, told by the pictures and text.

Alternatively, this center could be set up with props such as a bucket with a cover for the groundhog's hole, a toy groundhog, cotton balls for clouds, and a flashlight for the sun. The student follows the sequence cards using the props.

Recording Sheet

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## 1 fine motor center

### Dough Rolling

Beginning Sounds

Fine Motor Center

Fine Motor refers to the small muscles in our bodies – fingers, hands, toes, lips, tongue, and even eyes! In preschool, young children need to practice these essential fine motor skills that are crucial to their reading and writing success in school later on.

**Objectives:**

- The students will control the small muscles of their hands.

**Procedure:**

- Roll each letter page, mat, and laminate.
- Make play dough (recipe here: <http://playtolearnpreschool.com/best-diy-dough-recipe/>) and put out the letter mats for the students. Show the students how to roll "snakes" with play dough and then lay the strips on the letters.
- Alternatively, the students roll 1" balls (little groundhogs) and place those in the letters.

Recording Sheet

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# Number Recognition

## Groundhog Numbers to 20

Math  
Center

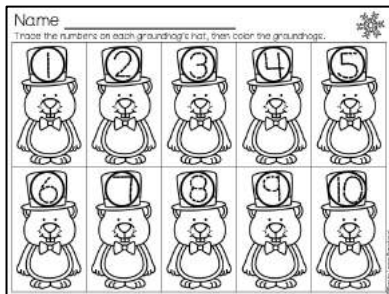
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### Objective:

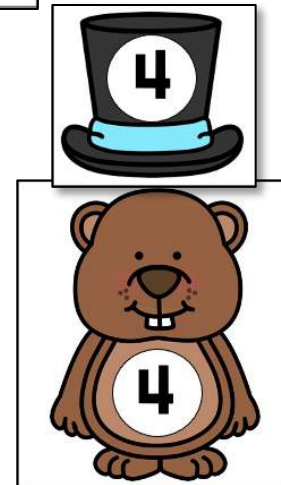
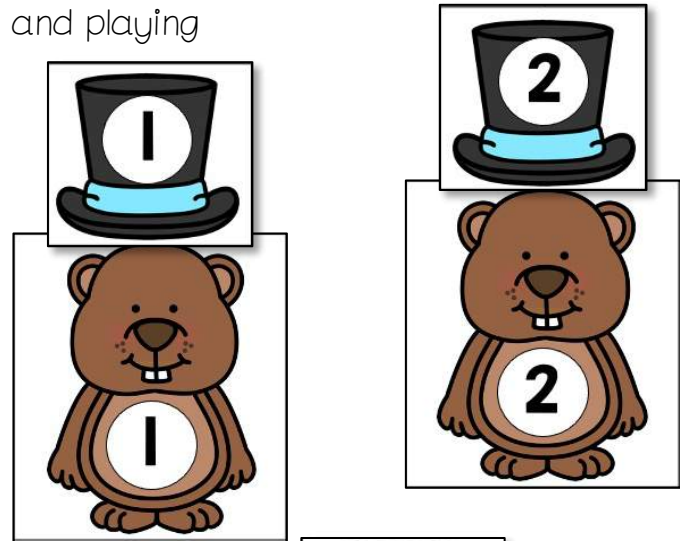
- The students will identify numbers.

### Procedure:

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Recording Sheet



# Position

## Where's the Groundhog's Shadow?

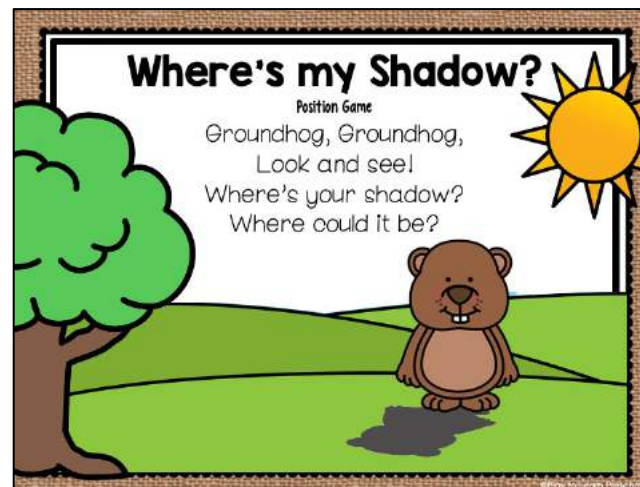
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  - The student recites the poem, then rolls the dice and positions the shadow near the groundhog according to the dice.
- Alternatively, the student pretends to be the groundhog and places the shadow on themselves according to the dice.



Name _____	
I can write position words. Where is the groundhog's shadow?	
 in front	 above
 under	 behind
 beside	 on top

Recording Sheet



# Line Tracing

## Writing

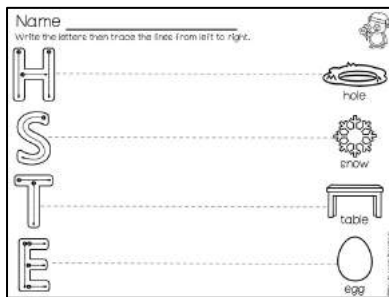
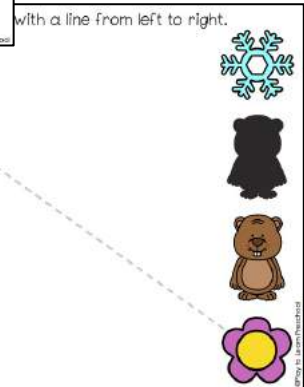
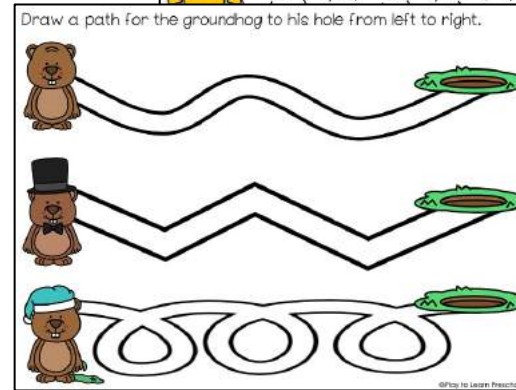
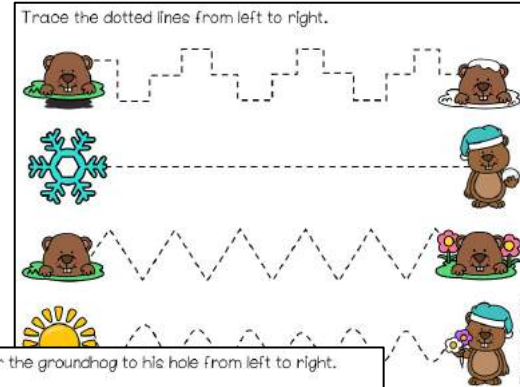
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- Alternatively, laminate the cards and place them in a sensory bin filled with sand or brown paper grass. The students search for the cards and trace the lines with their fingers.

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- Students will look at the different puzzle pieces and guess where each piece goes based on the sequence of the story told by the pictures and text.

- Alternatively, this center could be set up with props such as a bucket with a cover for the groundhog's hole, a toy groundhog, cotton balls for clouds, and a flashlight for the sun. The student follows the sequence cards using the props.



Name \_\_\_\_\_

Cut apart the pieces at the bottom of the page. Use them to complete the sequences.

1  wake up!	2  shadow	3 
1  wake up!	2  no shadow	3 

Did the groundhog see its shadow?  
 Yes? More winter!  
 No? Early spring!

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# Dough Rolling

## Beginning Sounds

Fine Motor  
Center

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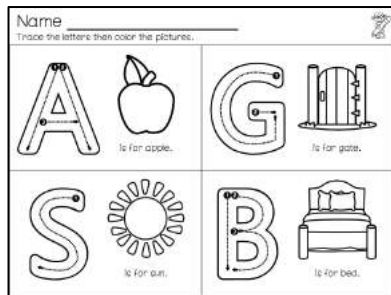
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