

10 Math Centers Included

Number Recognition Center #1

A Beginning Math Concept

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 rainbow cards and god dolls.
- Students select a god doll from the pile and put it on the matching rainbow.
- Alternatively, post rainbow pictures on a bulletin board with a small piece of Velcro on each part. Place a Velcro dot on the back of yellow plastic discs and write numbers on each disc. Put the discs in a large bucket attached to the bulletin board. Students select a disc from the bucket, then attach it to the correct rainbow.



Counting Center #2

Number Sense

Counting is a key mathematical idea on which all other number concepts are based. It needs to be practiced daily and in a variety of meaningful ways.

Objectives:

- The students will demonstrate one-to-one correspondence.
- The students will count sets and make comparisons of objects to create each set.

Procedure:

- Print, laminate, and cut out the umbrellas and raindrops.
- Lay out the appropriate amount of umbrellas based on the abilities of your students. Provide a small pile with cut-out raindrops. Students select an umbrella, say the number, then place that many raindrops under the umbrella.
- Alternatively, create an interactive bulletin board by attaching a ten-frame with Velcro dots in each box next to each umbrella. Students place raindrops within the ten-frame dots to say number. (Similar example shown on our website.)



Color Matching Center #3

Visual Discrimination

Matching and sorting objects helps young children build visual perception and thinking skills.

Objective:

- The students will match items by color.

Procedure:

- Print, cut, and laminate locks and keys.
- Place locks in a pocket chart or on the table. Students select a key and match it with the matching colored lock.
- Alternatively, use real locks with colored string attached to the front. Use string tags for each key with matching colored circles for the locks. See our website for a similar example.



Computation Center #4

Addition to 10

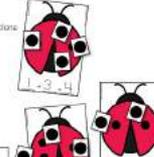
Developing an understanding of computation is an important skill for young learners. Building an early understanding of computation involves combining and separating groups of objects as a precursor to addition and subtraction.

Objective:

- The students will count sets to 5 and 10 and make combinations of objects to create each set.

Procedure:

- Print, laminate, and cut apart the ladybugs and dots.
- Students select a card, place corresponding dots on each side of the ladybug, then trace the addition sentence in the dotted pattern. Be sure to only use the level of cards appropriate for your students.
- Alternatively, use small black foam pins and provide large plastic tweezers for students to move each dot. You could also choose to leave the pages unprinted and students could use white and colored dot markers to add and subtract.



Number Sense Center #5

Ordinal Numbers & Sequency

Ordinal numbers and sequencing are a skill we use every day. Providing engaging interaction with real-life situations will help strengthen these skills.

Objective:

- The students will follow steps to complete a task.

Procedure:

- Print, cut, and laminate pictures. Display numbered steps and the poster.
- Attach a Velcro circle to each piece on the poster that a clothing item would be attached. Attach a Velcro dot to the back of each clothing item.
- The students select a paper doll and follow the numbered steps to put the appropriate clothing to the doll.
- Alternatively, bring in rain clothes such as raincoats, pants, hats, and boots. Students choose rainwear to follow numbered steps to dress for rain.



Graphing Center #6

Bar Graphs

Sorting and later plotting data is an important mathematical skill. Young students are naturally inquisitive and ask many questions. Graphing data and talking about what the data shows is a key step in early childhood mathematics.

Objectives:

- The students will collect information to answer questions.
- The students will use descriptive language to compare data.

Procedure:

- Print, laminate, and cut out the pictures.
- Set up pocket chart with five and labels. Place a variety of pictures in a brown paper bag. Take out different amounts of each picture. Students will put pictures from the bag and graph them on a pocket chart.
- Alternatively, set up a graph card using number markers. Draw a spring on top of the number cards. You can also use clothes or markers on the bottom. Just change the graph labels. Students select a duck and graph it accordingly. See our blog for additional graphing ideas: <http://www.playtolearnpreschool.com/2015/04/04/graphing-ideas/>



Days of the Week Center #7

Concept of Time

Concepts of time can be difficult for young children to understand. Knowing the days of the week can help children organize their activities and become aware of when events are going to happen.

Objective:

- The students will use appropriate vocabulary when describing days of the week.

Procedure:

- Print, cut, and laminate the poem and sentence strips.
- Post the "Days of the Week" sign and place each of the sentences to the pocket chart. Provide a pointer for students to point to each word and read the days of the week.
- Alternatively, students to cut the daily cards in the pocket chart by matching the words to poem.



Shapes Center #8

Geometry

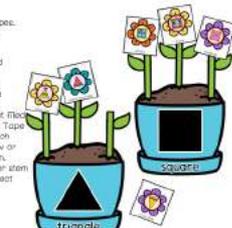
Being able to recognize, describe, and name shapes is an essential early math skill. Young learners need hands-on experience in order to build conceptual knowledge and vocabulary.

Objectives:

- The students will recognize and name shapes.
- The students will match and sort shapes.

Procedure:

- Print, cut, and laminate picture cards and flower pots.
- Students put out a picture card. Put the matching flower pot upside down, and place the picture card to the top of the stem.
- Alternatively, use a plastic flower pot filled with crepe paper or floral foam. Tape a pipe to the front of each pot. Attach flower pictures to the end of a straw or pipe. Students are challenged to create a stem. Girls select a flower stem plant. It in the correct



Patterns Center #9

Notice & Extend

Patterns are an exercise in prediction. When children begin to notice and extend patterns, they are making connections and building reasoning skills as to what comes next.

Objectives:

- The students will notice and extend simple patterns.
- The students will create complex patterns and designs.

Procedure:

- Print, cut, and laminate the butterfly pictures and individual picture cards. Students notice the pattern on each butterfly and place the correct picture in the blank box.
- Alternatively, attach a small circle of Velcro to the center of the back of the picture cards. Mount the butterfly pictures at eye level on a bulletin board. The students will attach the correct picture card to the blank boxes.



Position Center #10

Geometry

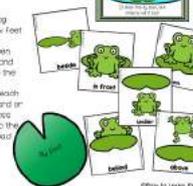
Positional words such as below, above, and under help students understand how things relate to one another. Having an understanding of position is an important part of a child's mathematical development.

Objective:

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

Procedure:

- Print, cut, and laminate the poem, positional frog cards, and fly pads. Lay positional cards a few feet away from the poem on the floor.
- Students recite the poem, then hop a small green bean bag on a card. Students hop to the card and position the fly pad on themselves according to the card.
- Alternatively, attach a circle of Velcro to each positional card and mount on a bulletin board or white board. Students can hop while poem-isms to attach to the cards, then position the fly pad accordingly.



Number Recognition

Beginning Math Concept

Math
Center
#1

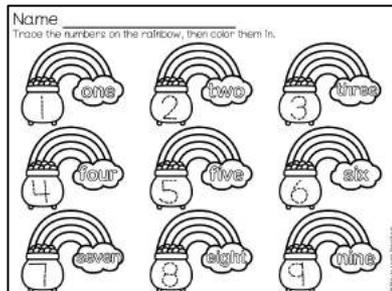
Recognizing numbers and developing a strong sense of number is an essential building block for early childhood mathematics. Playing with numbers will help strengthen a child's number sense.

Objective:

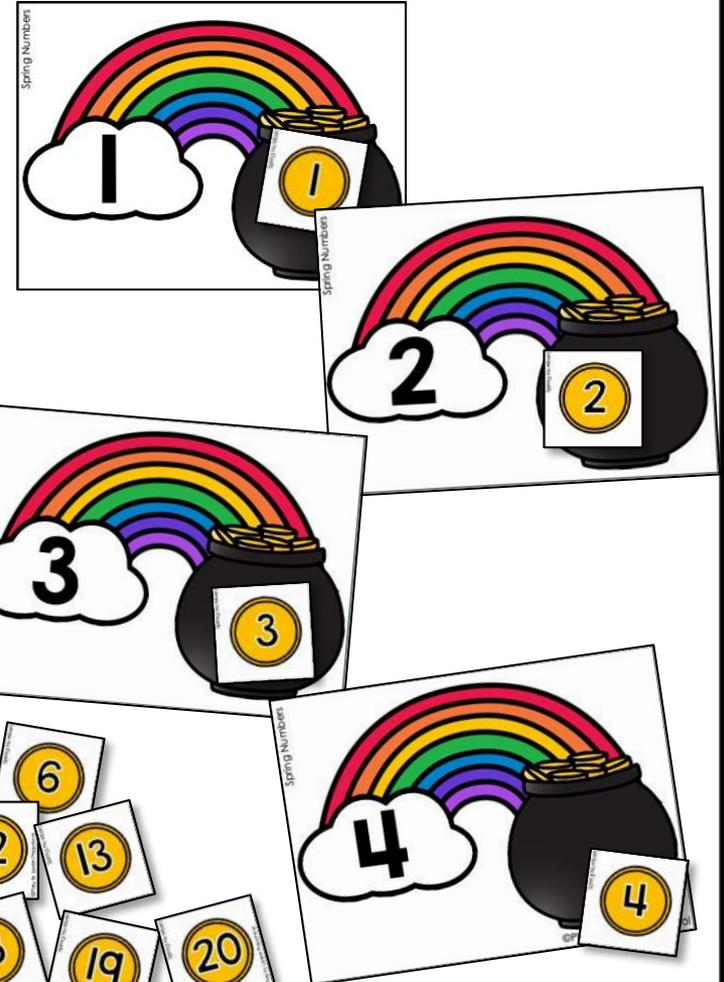
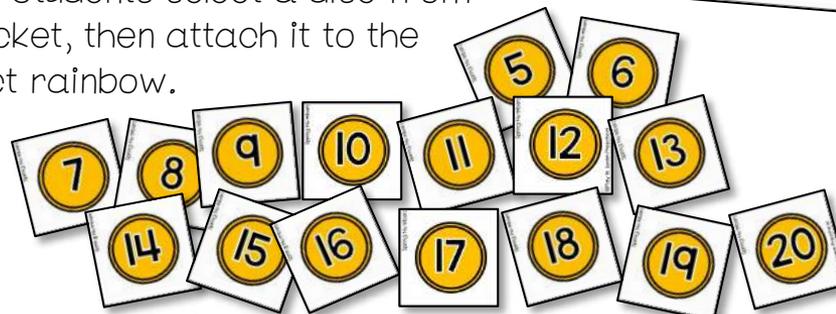
- The students will identify and match numbers.

Procedure:

- Print, laminate, and cut out the rainbow cards and gold coins.
- Students select a gold coin from the pile and put it on the matching rainbow.
 - Alternatively, post rainbow pictures on a bulletin board with a small piece of velcro on each pot. Place a velcro dot on the back of yellow plastic discs and write numbers on each disc. Put the discs in a black bucket attached to the bulletin board. Students select a disc from the bucket, then attach it to the correct rainbow.



Recording Sheet



Counting

Number Sense

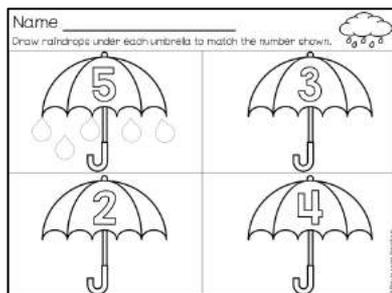
Counting is a key mathematical idea on which all other number concepts are based. Practice it in a variety of meaningful ways!

Objectives:

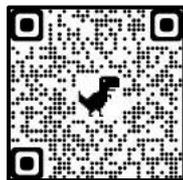
- The students will demonstrate one-to-one correspondence.
- The students will count sets and make combinations of objects to create each set.

Procedure:

1. Print, laminate, and cut out the umbrellas and raindrops.
2. Lay out the appropriate number of umbrellas based on the abilities of your students. Provide a small bin with cut-out raindrops. Students select an umbrella, say the number, then place that many raindrops under the umbrella.
 - Alternatively, create an interactive bulletin board by attaching a tens-frame with velcro dots in each box next to each umbrella. Students place raindrops within the tens-frame next to the umbrella. (Similar example shown below.)



Recording Sheet



<https://playtolearnpreschool.us/subitizing-with-preschoolers/>



Color Matching

Visual Discrimination

Math
Center
#3

Matching and sorting colors helps young children build visual perception and thinking skills.

Objective:

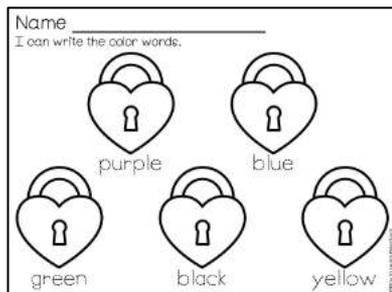
- The students will match items by color.

Procedure:

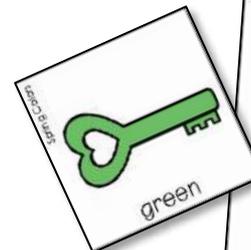
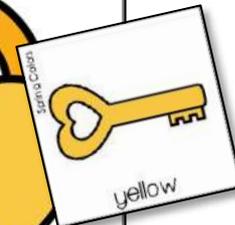
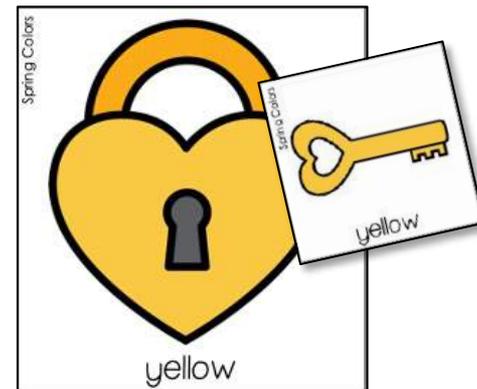
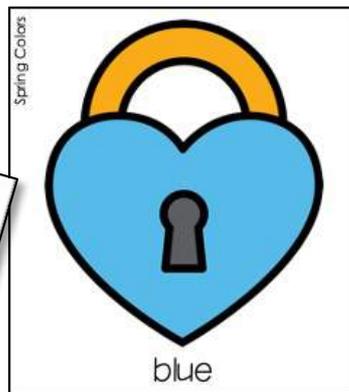
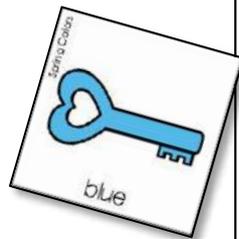
- Print, cut, and laminate locks and keys.
- Place locks in a pocket chart or on the table. Students select a key and match it with the matching colored lock.
 - Alternatively, use real locks with colored circle stickers displayed on the front. Use key-ring labels for each key with matching colored circles for the locks.

*See below for a similar example.

<https://playtolearnpreschool.us/lock-key-shape-matching-game/>



Recording Sheet



Computation

Addition to 10

Building on counting skills, computation involves combining and separating groups of objects as a precursor to addition and subtraction.

Objective:

- The students will count sets to 5 and 10 and make combinations to create each set.

Procedure:

- Print, laminate, and cut apart the ladybugs and dots.
- Students select a card, place corresponding dots on each side of the ladybug, then trace the addition sentence in dry-erase marker. Be sure to only use the level of cards appropriate for your students.
 - Alternatively, use small black pom-poms and provide large plastic tweezers for students to mark each dot. You could also choose to leave the pages unlined and students could

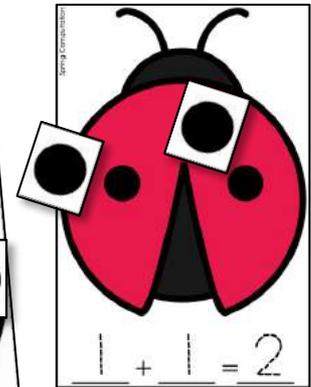
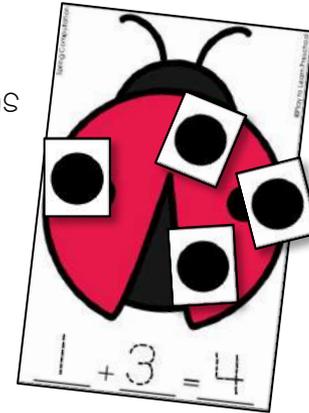
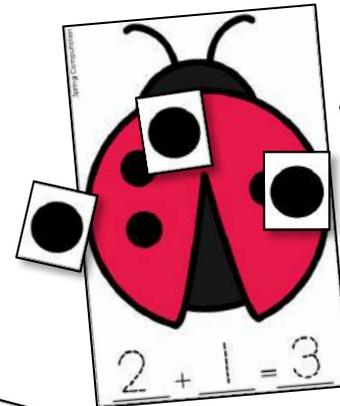
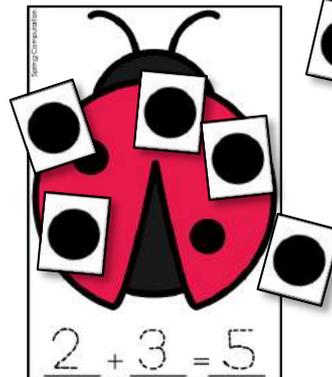
Name _____

Count the total number of dots on the ladybugs.
In each row, write the number on the line.

	+		=	<u>3</u>
	+		=	___
	+		=	___

Recording Sheet

use small stickers to mark each dot and a pencil to trace numbers. Pages could then be sent home.



Number Sense

Ordinal Numbers & Sequencing

Math
Center
#5

Ordinal numbers and sequencing are a skill we use every day. Providing engaging interaction with real-life situations will help strengthen these skills.

Objective:

- The students will follow steps to complete a task.

Procedure:

- Print, cut, and laminate pictures. Display numbered steps and title poster.
- Attach a velcro circle to each place on the paper doll that a clothing item would be attached. Attach a velcro dot to the back of each clothing item.
- The students select a paper doll and follow the numbered steps to add the appropriate clothing to the doll.
 - Alternatively, bring in rain clothes such as boots, hats, and coats.

Students can use real-life items to follow numbered directions and dress for rain.

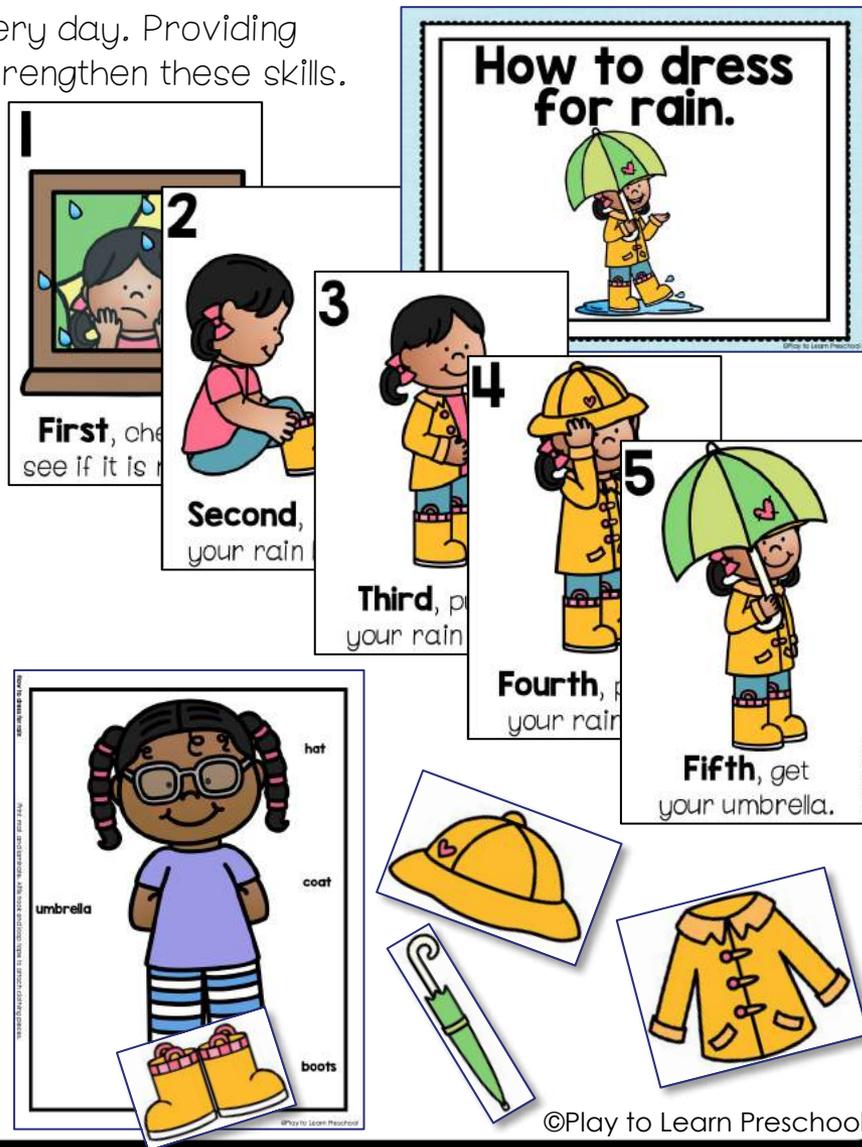
Name _____

Out cut the words below.
Label the picture of the child wearing their rain clothes.



boots coat
hat umbrella

Recording Sheet



How to dress for rain.

1
First, check the weather to see if it is raining.

2
Second, put on your boots.

3
Third, put on your raincoat.

4
Fourth, put on your hat.

5
Fifth, get your umbrella.

hat
coat
umbrella
boots

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Graphing

Bar Graphs

Graphing and interpreting data is an important mathematical skill. Young students are naturally inquisitive and ask many questions. Graphing data and talking about what the data shows is a key step in early childhood mathematics.

Objectives:

- The students will collect information to answer questions.
- The students will use descriptive language to compare data.

Procedure:

1. Print, laminate, and cut out the pictures.
2. Set up pocket chart with title and labels. Place a variety of pictures in a brown paper bag. Include different amounts of each picture. Students will pull pictures from the bag and graph them on a pocket chart.
 - Alternatively, set up a plastic duck pond using rubber duckies. Draw a spring animal on the bottom of each duck. You can also use shapes or numbers on the bottoms, just change the graph labels. Students

Name _____

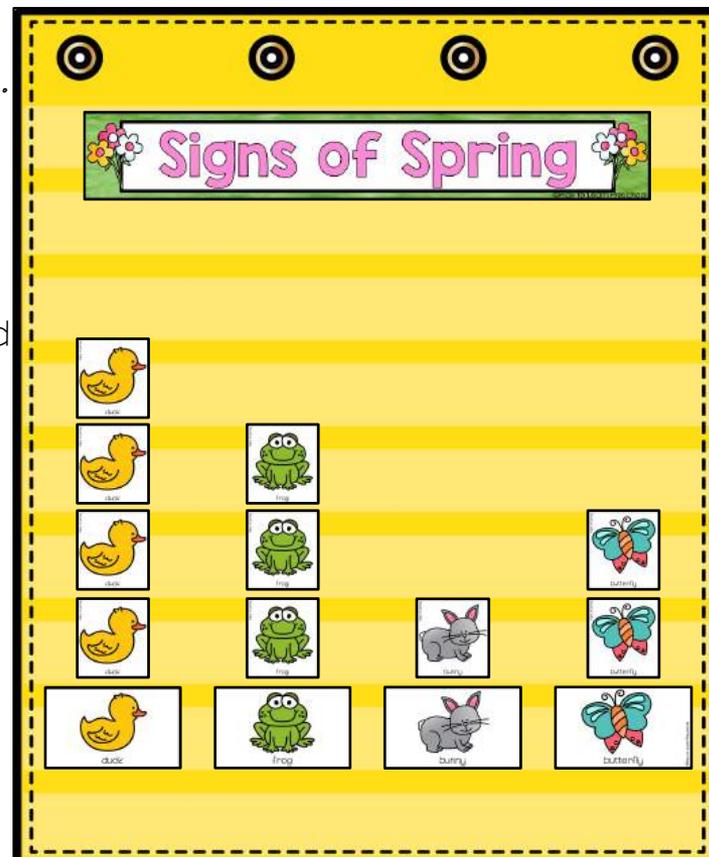
Color in the boxes to look like your graph. What do you notice?

duck frog bunny butterfly

©Play to Learn Preschool

Recording Sheet

select a duck and graph it accordingly. See our blog for additional graphing ideas! <https://playtolearnpreschool.us/bar-graphs-for-preschoolers/>



Days of the Week

Concept of Time

Math
Center
#7

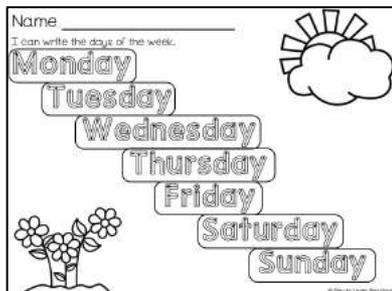
Concepts of time can be difficult for young children to understand. Knowing the days of the week can help children organize their schedules and become aware of when events are going to happen.

Objective:

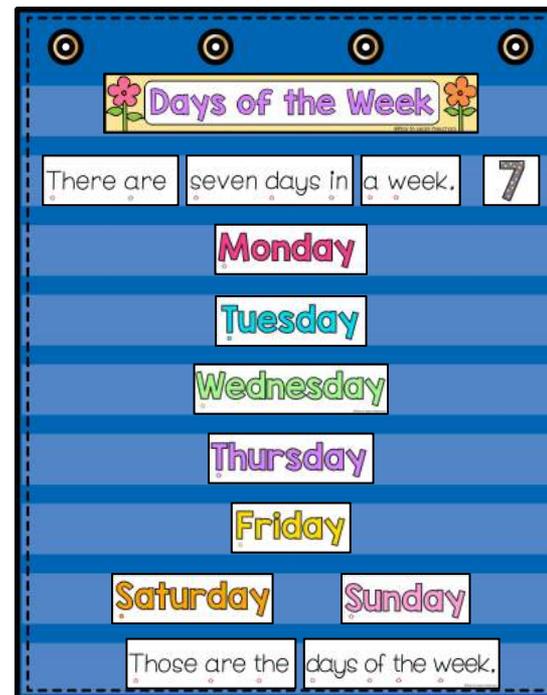
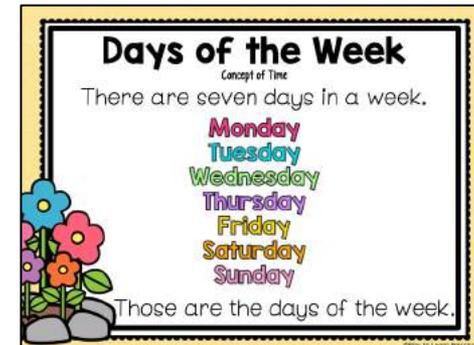
- The students will use appropriate vocabulary when describing days of the week.

Procedure:

- Print, cut, and laminate the poem and sentence strips.
- Post the “Days of the Week” sign and place each of the sentences to the pocket chart. Provide a pointer for students to point to each word and read the days of the week.
 - Alternatively, allow students to put the daily word cards in the pocket chart by matching the words to the poem.



Recording Sheet



Shapes

Geometry

Math
Center
#8

Being able to recognize, describe, and name shapes is an essential early math skill. Young learners need hands-on experience in order to build conceptual knowledge and vocabulary.

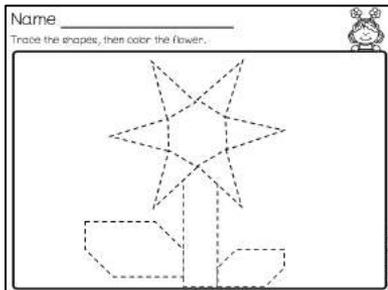
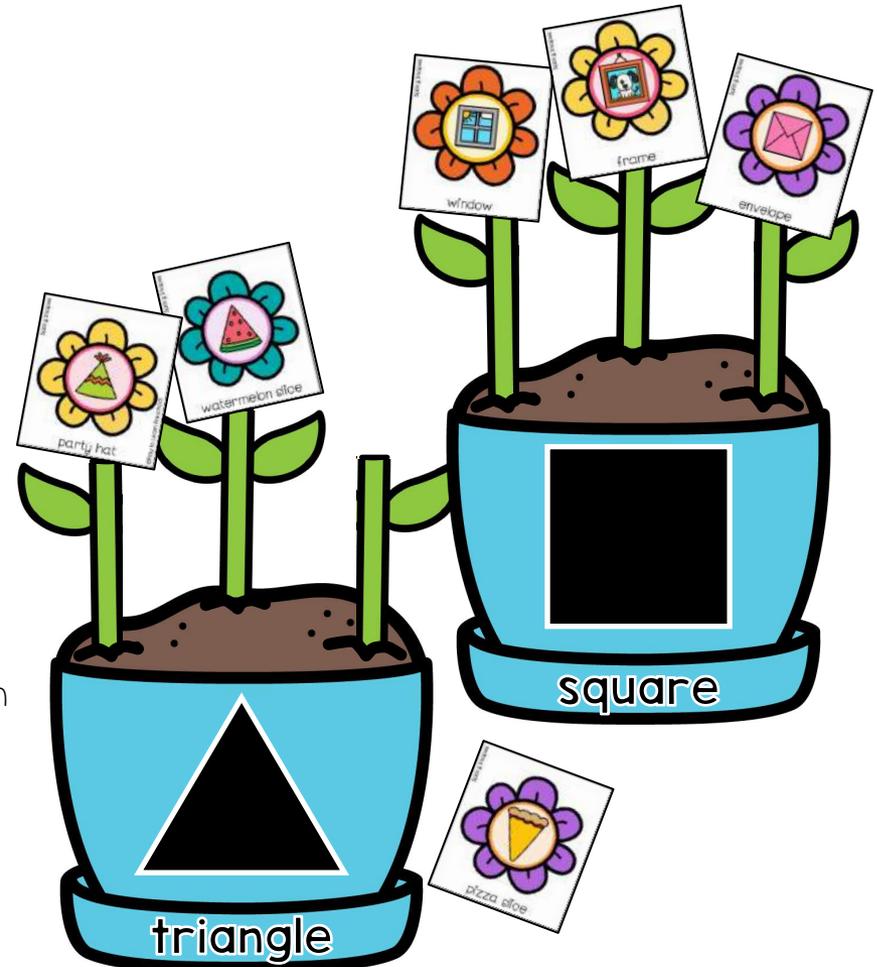
Objectives:

- The students will recognize and name shapes.
- The students will match and sort shapes.

Procedure:

1. Print, cut, and laminate picture cards and flower pots.
2. Students pull out a picture card, find the matching flower pot shape, and place the picture card to the top of the stem.
 - Alternatively, use a plastic flower pot filled with shredded paper or floral foam. Tape a shape to the front of each pot. Attach flower pictures to the end of a straw or small wooden dowel to create a stem.

Students select a flower stem and plant it in the correct pot.



Recording Sheet

Patterns

Notice & Extend

Patterns are an exercise in prediction. When children begin to notice and extend patterns, they are making connections and building reasoning skills as to what comes next.

Objectives:

- The students will notice and extend simple patterns.
- The students will create complex patterns and designs.

Procedure:

1. Print, cut, and laminate the butterfly pictures and individual picture cards. Students notice the left-to-right pattern on each butterfly and place the correct picture in the blank box.
 - Alternatively, attach a small circle of velcro to the center of the boxes on the butterfly and to the backs of the picture cards.

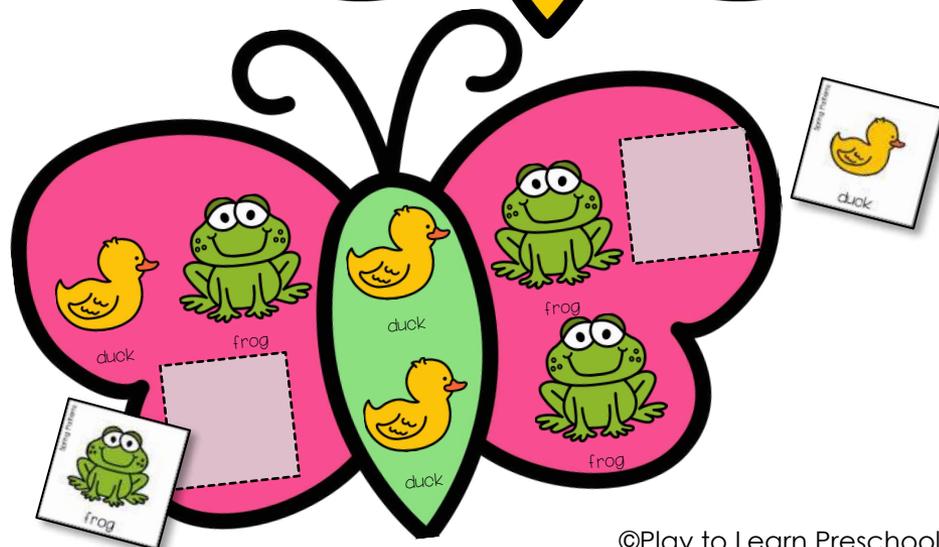
Name _____

Use these to complete the spring patterns.

Recording Sheet

the picture cards. Mount the butterfly pictures at eye level on a bulletin board. The students will attach the correct picture card to the blank boxes.



Position

Geometry

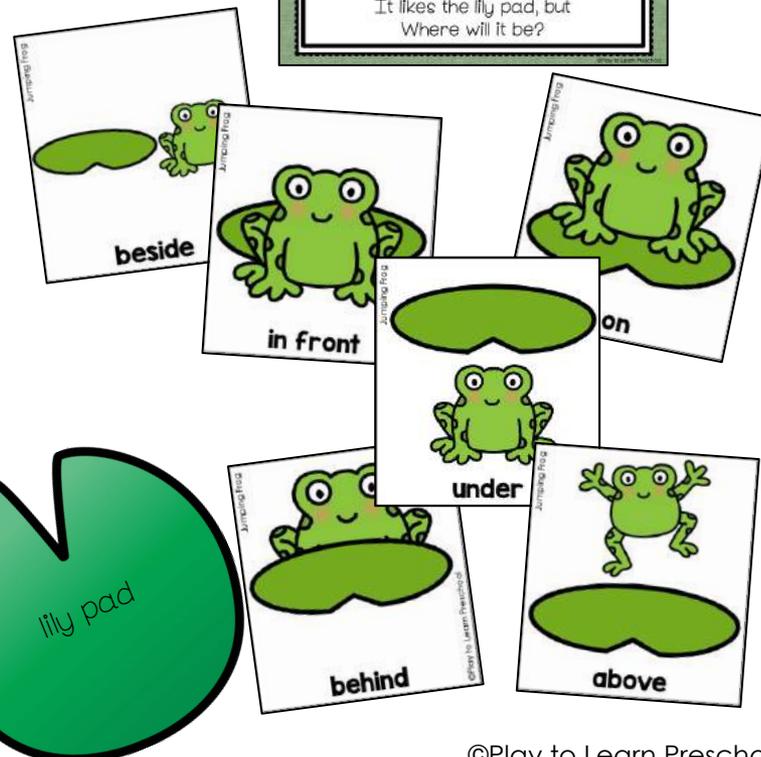
Position words such as beside, above, and under help students understand how things relate to one another. Having an understanding of position is an important part of a child's mathematical development.

Objective:

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

Procedure:

- Print, cut, and laminate the poem, positional frog cards, and lily pads. Lay positional cards a few feet away from the poem on the floor.
- Students recite the poem, then toss a small green bean bag on a card. Students hop to the card and position the lily pad on themselves according to the card.
 - Alternatively, attach a circle of velcro to each positional card and mount on a bulletin board or white board. Students can toss white pom-poms to attach to the cards, then position the lily pad accordingly.



Name _____
I can write position words.

in front	above
under 	behind
beside 	on

Recording Sheet

10 Literacy Centers Included

Spring Name Strips

Name Letter Matching

Children continue to understand that letters connect to printed words throughout the school year. Keep the student at the child's age level in the classroom. Matching letters is a great way to continue the concept of alphabetic principles.

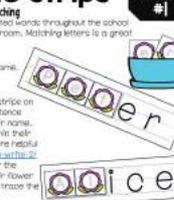
Objectives:

- Students will recognize letters of the alphabet in their name.
- The students will write their own names.

Procedure:

- Print, cut, and laminate the letter cards and sentence strips on cardstock paper. Write each student's name on a sentence strip. Give each student flowers with the letters of their name. If your student is not ready for lower case letters write their name. It is ok to do capital letters. This post has more helpful information: <https://www.preschoolworksheetsland.com/letter-to-write/>
- Lay the name strips and flower letters on the table for the students. Write the student's initials on the back of their flower letters. Have the student search for the letters of their name and use the student to trace the letters of their name on each flower.

Alternatively, gather large fake flower-pots and use a permanent marker to write the letters of the student's name on each pot. Put them in a sensory bin with plastic bugs and tweezers. Have the student search for the letters of their name and use the letter petals on their sentence strip.



Word Families

Letter - Sound Manipulation

Recognizing word families helps students learn patterns and rhymes. Learning about word families is an important step in emergent reading.

Objective:

- The students will identify words that rhyme.

Procedure:

- Print, laminate, and cut out the nets and butterflies. Attach the nets to baskets or containers. A cut card also made to the paper net and a baggie could be taped to the back to "catch" the butterflies as the students place them in the net.
- Students choose a butterfly and place it in the appropriate net.
- Alternatively, if red nets are available, place the butterflies around the room and have the students go on a scavenger hunt looking for the butterflies that go in their net. Use masking tape or a string to attach the net.



Syllables

Segmenting words

Being able to split words into syllables is one step in the phonological awareness progression. Daily practice and play with syllables strengthens a child's awareness of sounds and letters.

Objective:

- The students will begin to identify syllables.

Procedure:

- Print, cut, and laminate the cards. Attach each card to a basket. Place the word cards in a small bin next to the baskets.
- Students select a word card, clap out the syllables, then cut the card in the correctly clapped location.
 - Alternatively, attach two large red seeds (sun-pump or watermelon), spaced an inch or two apart on a piece of card stock. Place the card in front of the student and have them touch each seed when they hear a new syllable, then deposit the word card in the appropriate basket.



Letter Recognition

Uppercase to Lowercase Matching Game

Letter knowledge is essential to the start of reading and writing.

Objective:

- The students will recognize letters of the alphabet.

Procedure:

- Print, cut, mat, and laminate the flower cards and bumble bees. Mount capital letter flowers to a pop-it stick or pencil and place in a flower pot. Secure the sticks inside the flowerpot with floral foam or crumpled newspaper. Put red and blue tape on the back of the bumble bees and front of the flowers. Place bumble bees in a basket.
- Students catch a bumble bee and attach it to the matching flower.
- Alternatively, give student a handful of bumble bees and have them search for the letters in the classroom for the flowers that match.



Concept of Word

Sentence Puzzles

Developing a child's concept of word can happen by matching spoken words to print. Daily contact with reading and writing will help to develop this ability.

Objective:

- The students will demonstrate an understanding of print concepts.

Procedure:

- Print, cut, and laminate pictures. Place each set's sentence puzzle pieces in an envelope or zip-top baggie.
- Place large picture on a table with puzzle pieces. Have students assemble the sentence puzzle pieces and then read the sentence while pointing to each word.
- Alternatively, display large pictures on a magnetic white board. Attach magnetic tape to the back of each sentence puzzle piece. Students can then assemble and read the puzzle with the corresponding picture.



Word Recognition

Warm Words

Having sight word knowledge allows students to free up cognitive space so they can focus on comprehension and decoding more challenging words. Practice with high-frequency words is an important part of emergent literacy.

Objective:

- The students will read and produce high-frequency words.

Procedure:

- Print, cut, and laminate the word cards. Display them in a basket. Place 3" long pieces of pipe or brown yarn in a container labeled "worms". For added effect, dampen the yarn to feel more like worms. Students select a word card from the basket and store game pieces on the card to form the letters.
- Alternatively, students could use brown pipe cleaners, or brown-dry-erase markers on laminated words.



Rhyming

Rhyming Puzzles

Practicing phonological awareness through identifying rhyming words is a great way to build a student's reading ability.

Objective:

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

Procedure:

- Print, cut, and laminate the puzzle pieces. Choose a couple of puzzles to put on the table. Children sort out the words/pictures that rhyme and then assemble the puzzle pieces.
- Alternatively, collect plastic toys represented in the puzzle pieces and invite the student to group them by rhyming sound.



Writing

Letters in the Sand

Writing letters using a variety of materials can help students develop an understanding of the function of written language.

Objective:

- The students will write letters.

Procedure:

- Print, cut, and laminate the letter cards. Choose 4 or 5 cards appropriate for your students and place the cards in the bottom of a dry erase sand, salt, or shmir board material over the cards. Students will find the card under the sand and then trace the letters with their finger.
- Alternatively, draw the cards in a tray and spray shaving cream over the top. Have the students trace the letters. Make sure the edges of the laminated letters and avoid so shaving cream does not attach the paper letters.



Book Awareness

Spring Book

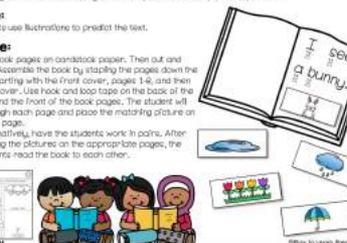
Showing how print is organized and giving opportunities to print to words on a page as they are read gives students the ability to match spoken words to print and pictures.

Objective:

- The students use illustrations to predict the text.

Procedure:

- Print the book pages on cardstock paper. Then cut and laminate. Assemble the book by stapling the pages down the left side starting with the front cover, pages 1-4, and then the back cover. Use hook and loop tape on the back of the pictures and the front of the book pages. The student will read through each page and place the matching picture on each book page.
- Alternatively, have the students work in pairs. After placing the pictures on the appropriate pages, the students read the book to each other.



I Spy

Words that begin with S and P

Providing varied forms of printed materials and games is an essential component to beginning reading and writing.

Objectives:

- The student will use illustrations to predict the text.
- The student will work on a task through completion.

Procedure:

- Print out the "I Spy" pages and laminate. Attach the page to a clipboard and provide a dry erase marker. Have the students walk around the room searching for each pictured item. They can mark the box when found. If the classroom does not have all of the items listed, print out the cards and have them walk around the room.
- Alternatively, have the students search with a buddy. They can either do the same page or each have their own letter.



Spring Name Strips

Name Letter Matching

Literacy
Center
#1

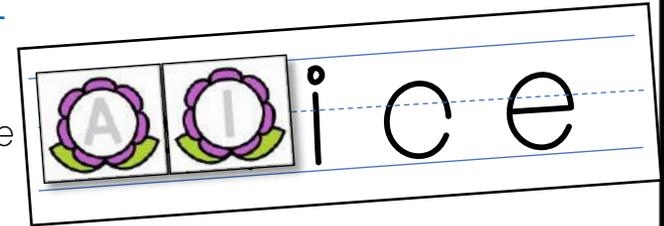
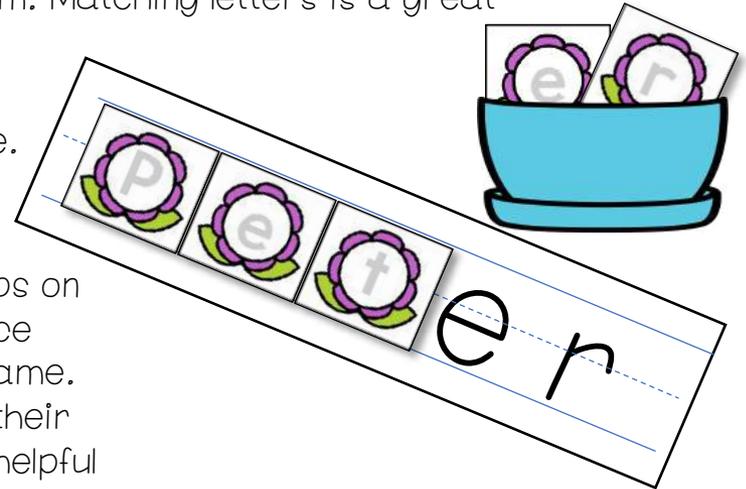
Children continue to understand that letters connect to printed words throughout the school year. Keep the alphabet at the child's eye level in the classroom. Matching letters is a great way to continue the concept of alphabetic principles.

Objectives:

- Students will recognize letters of the alphabet in their name.
- The students will write their own names.

Procedure:

1. Print, cut, and laminate the letter cards and sentence strips on cardstock paper. Write each student's name on a sentence strip. Give each student flowers with the letters of their name. If your student is not ready for lower case letters within their name, it is ok to do all capital letters. This post has more helpful information. <https://playtolearnpreschool.us/learning-to-write-2/>
2. Lay the name strips and flower letters on the table for the students. Write the student's initials on the back of their flower letters. Include a dry erase marker for the student to trace the letters of their name on each flower.



Name _____
Flowers begin to grow in the...
spring
Color and cut out the letters below and glue each letter to its match above. Color the spring flowers.
spring

Recording Sheet

- Alternatively, gather large fake flower petals and use a permanent marker to write the letters of the student's name on each petal. Put them in a sensory bin with plastic bugs and tweezers. Have the student search for the letters of their name and put the letter petals on their sentence strip.



Word Families

Letter— Sound Manipulation

Literacy
Center
#2

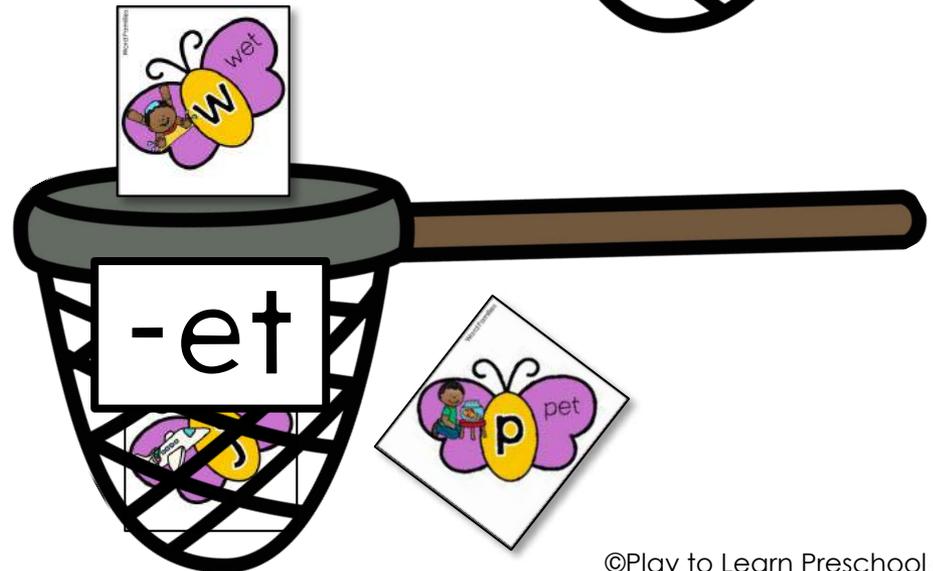
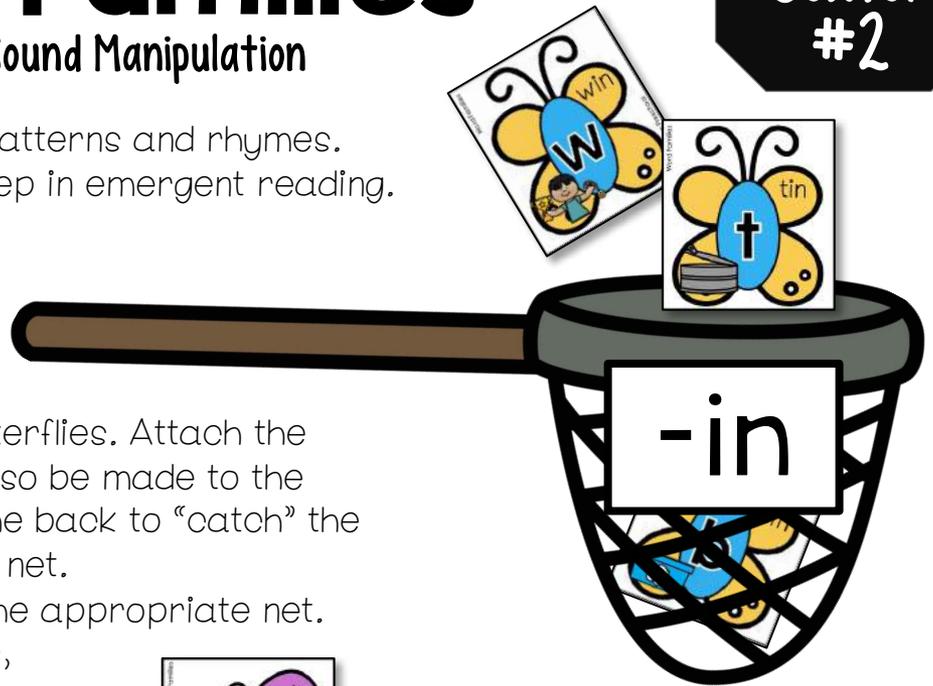
Recognizing word families helps students learn patterns and rhymes. Learning about word families is an important step in emergent reading.

Objective:

- The students will identify words that rhyme.

Procedure:

- Print, laminate, and cut out the nets and butterflies. Attach the nets to baskets or containers. A cut could also be made to the paper net and a baggie could be taped to the back to “catch” the butterflies as the students place them in the net.
- Students choose a butterfly and place it in the appropriate net.
 - Alternatively – If real nets are available, place the butterflies around the room and have the students go on a scavenger hunt looking for the butterflies that go in their net. Use masking tape or blue tape to label the net.



Name _____

Draw a line to connect the letters to make a word.

n	in 
b	et 
t	in 
ch	ed 

Recording Sheet

Syllables

Segmenting words

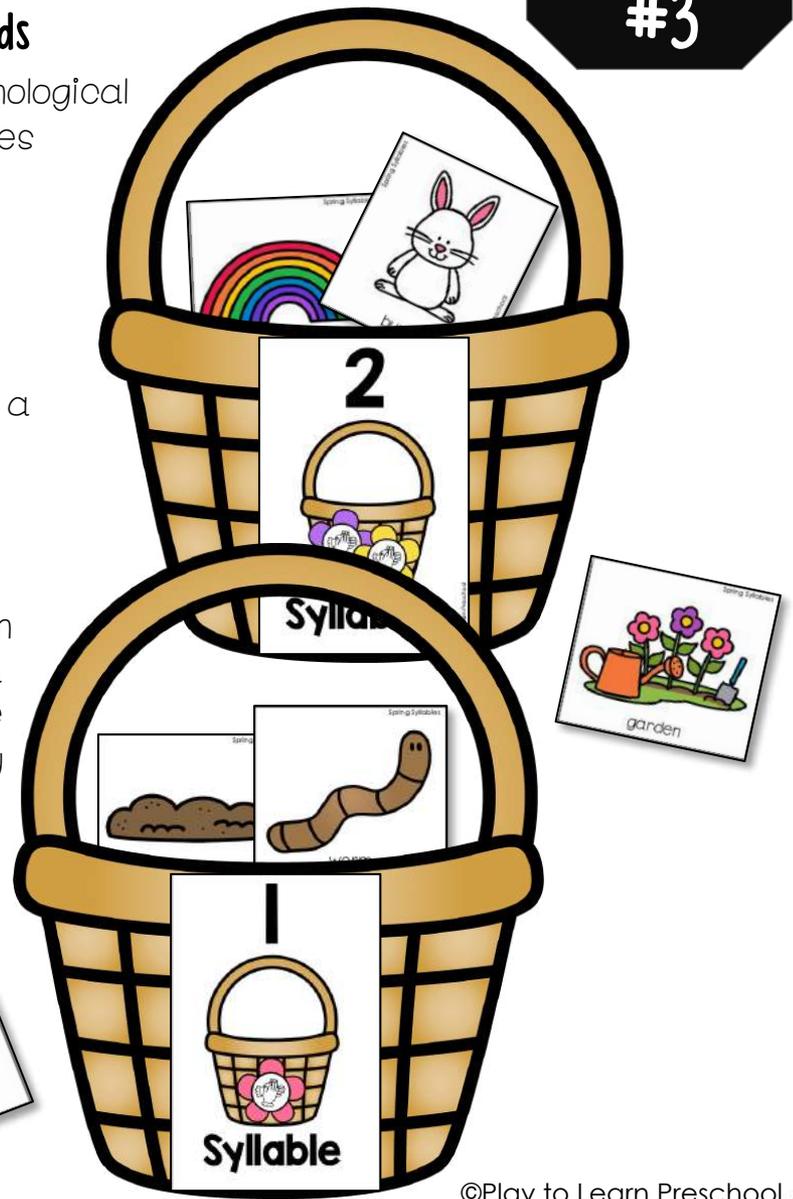
Being able to split words into syllables is one step in the phonological awareness progression. Daily practice and play with syllables strengthens a child's awareness of sounds and letters.

Objective:

- The students will begin to identify syllables.

Procedure:

- Print, cut, and laminate the cards. Attach each card to a basket. Place the word cards in a small bin next to the baskets.
- Students select a word card, clap out the syllables, then put the card in the correctly labeled basket.
 - Alternatively, attach two large real seeds (pumpkin or watermelon), spaced an inch or two apart on a piece of card stock. Place this card in front of the student and have them touch each seed when they hear a new syllable, then deposit the word card in the correct basket.



Name _____

Cut apart the pieces at the bottom of the page. Say each word and clap the syllables. Then, paste it in the correct column.

1 syllable	2 syllables








Recording Sheet

Letter Recognition

Uppercase to Lowercase Matching Game

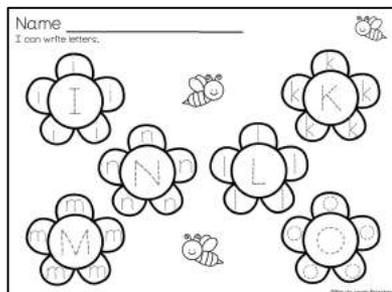
Letter knowledge is essential to the start of reading and writing.

Objective:

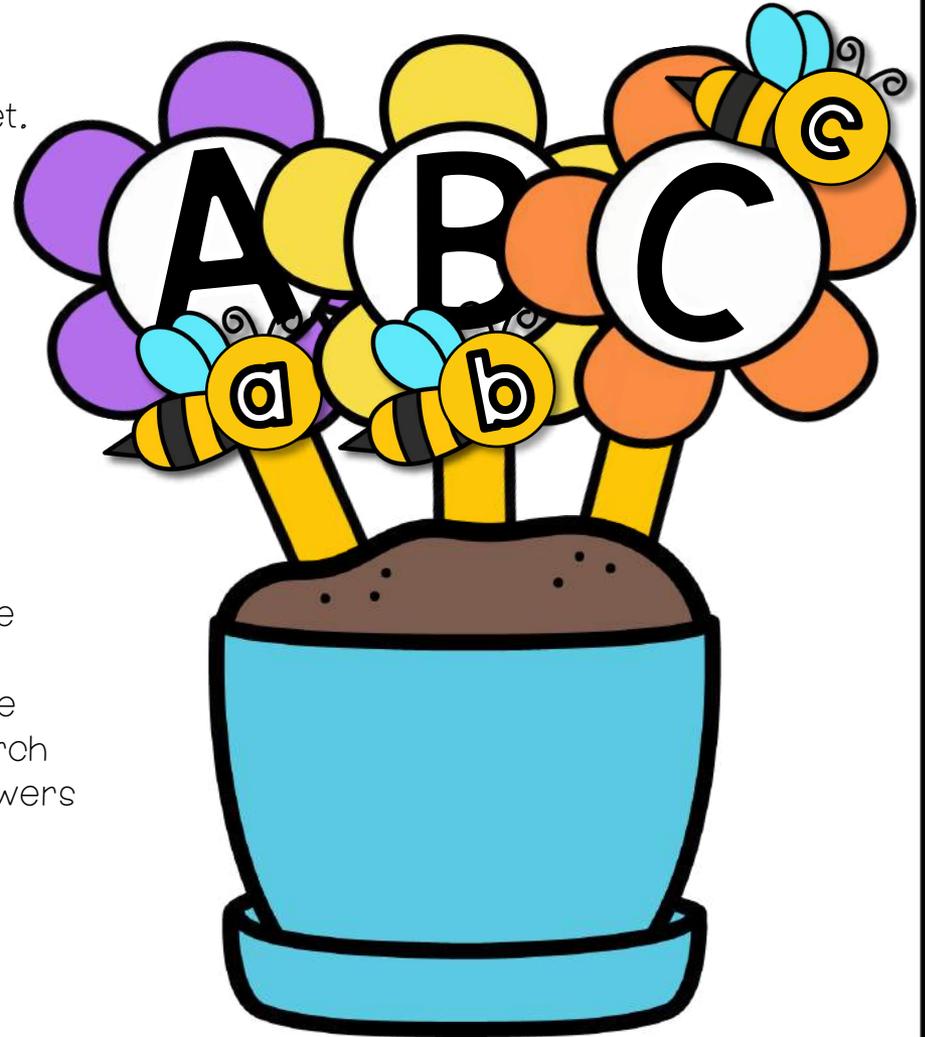
- The students will recognize letters of the alphabet.

Procedure:

- Print, cut, mat, and laminate the flower cards and bumble bees. Mount capital letter flowers to a popsicle stick or pencil and place in a flower pot. Secure the sticks inside the flowerpot with floral foam or crumpled newspaper. Put hook and loop tape on the back of the bumble bees and loop tape on the front of the flowers. Place bumble bees in a basket.
- Students select a bumble bee and attach it to the matching flower.
 - Alternatively, give student a handful of bumble bees and have them search the classroom for the flowers that match.



Recording Sheet



Concept of Word

Sentence Puzzles

Literacy
Center
#5

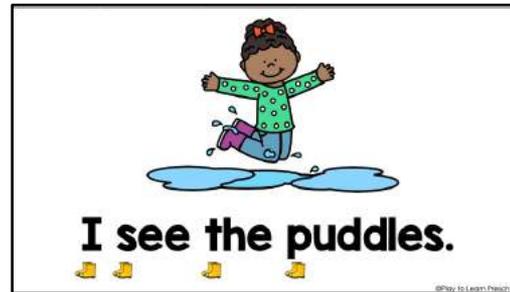
Developing a child's concept of word can happen by matching spoken words to print. Daily contact with reading and writing will help to develop this ability.

Objective:

- The students will demonstrate an understanding of print concepts.

Procedure:

- Print, cut, and laminate pictures. Place each set's sentence puzzle pieces in an envelope or zip-top baggie.
- Place large picture on a table with puzzle pieces. Have students assemble the sentence puzzle pieces and then read the sentence while pointing to each word.
 - Alternatively, display large pictures on a magnetic white board. Attach magnetic tape to the back of each sentence puzzle piece. Students can then assemble and read the puzzle with the corresponding picture.



Name _____

Draw a picture of something you see in the spring.
Then, complete the sentence below.

Recording Sheet

Word Recognition

Worm Words

Literacy
Center
#6

Having sight word knowledge allows students to free up cognitive space so they can focus on comprehension and decoding more challenging words. Practice with high-frequency words is an important part of emergent literacy.

Objective:

- The students will read and produce high-frequency words.

Procedure:

1. Print, cut, and laminate the word cards. Display them in a basket. Place 3" long pieces of pink or brown yarn in a container labeled "worms". For added effect, dampen the yarn to feel more like worms. Students select a word card from the basket and place yarn pieces on the card to form the letters.
 - Alternatively, students could use brown pipe cleaners, or brown dry erase markers on laminated words.

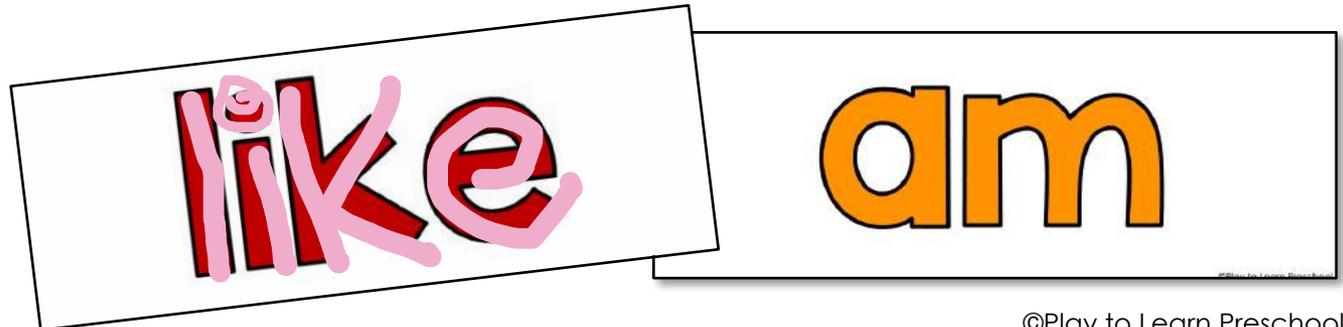


Name _____

Cut out the black letters at the bottom of the page and use them to spell the words.

	p	l	a	y
	b	i	g	
	r	u	n	
a	b	g	i	l
n	p	r	u	y

Recording Sheet



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Rhyming

Rhyming Puzzles

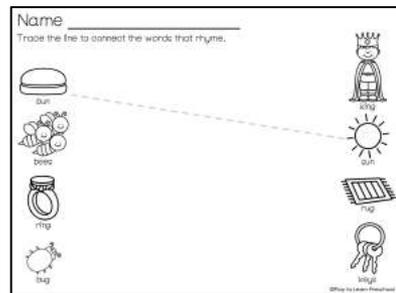
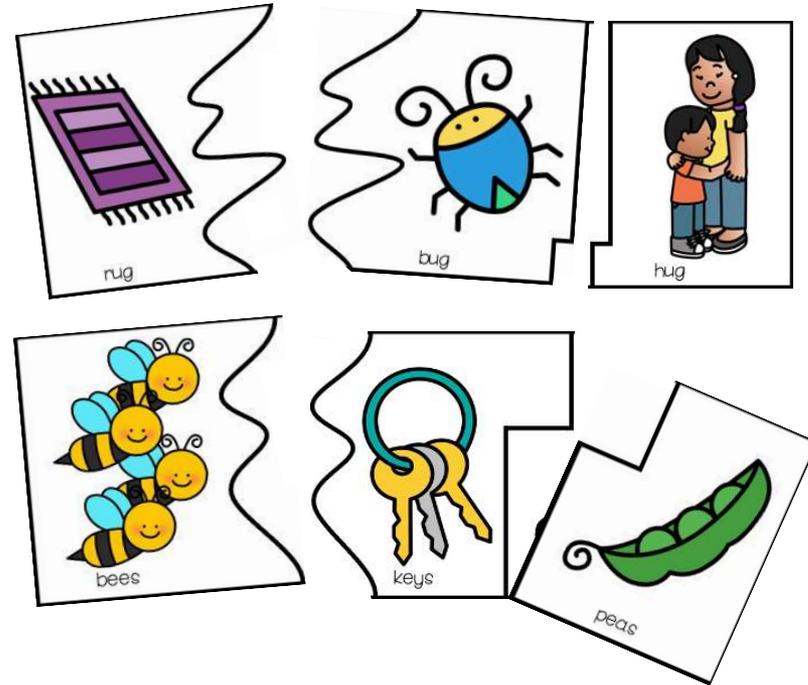
Practicing phonological awareness through identifying rhyming words is a great way to build a student's reading ability.

Objective:

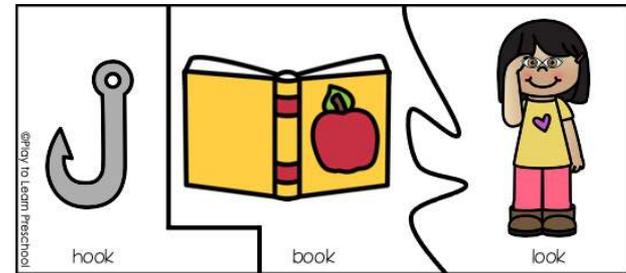
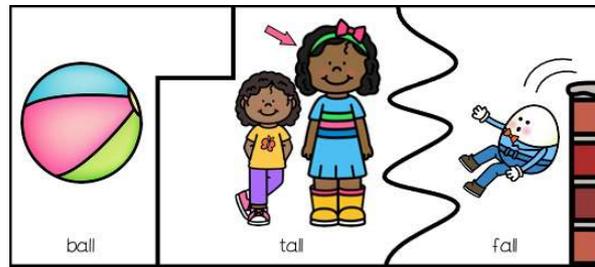
- The students will play with words, sounds, and rhymes.

Procedure:

- Print, cut, and laminate the puzzle pieces. Choose a couple of puzzles to put on the table. Children sort out the words/pictures that rhyme and then assemble the puzzle pieces.
 - Alternatively, collect plastic toys represented in the puzzle pieces and invite the student to group them by rhyming sound.



Recording Sheet



Writing

Letters in the Sand

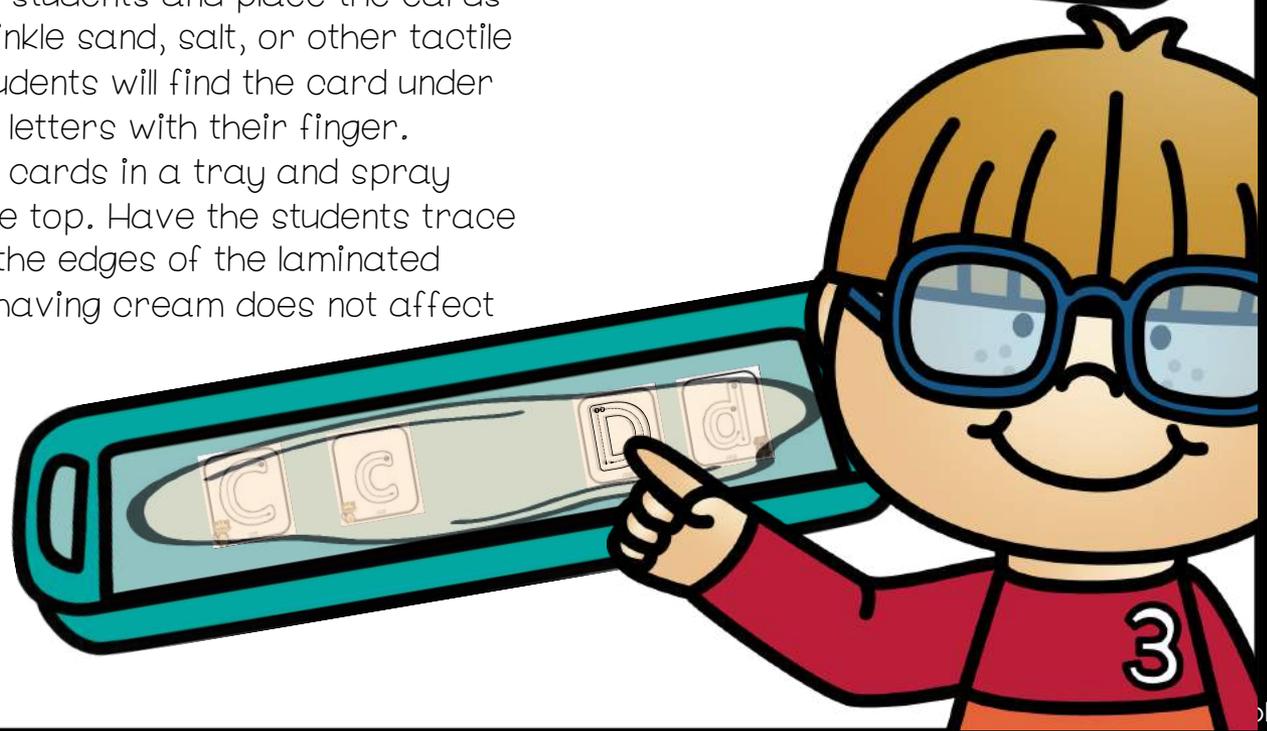
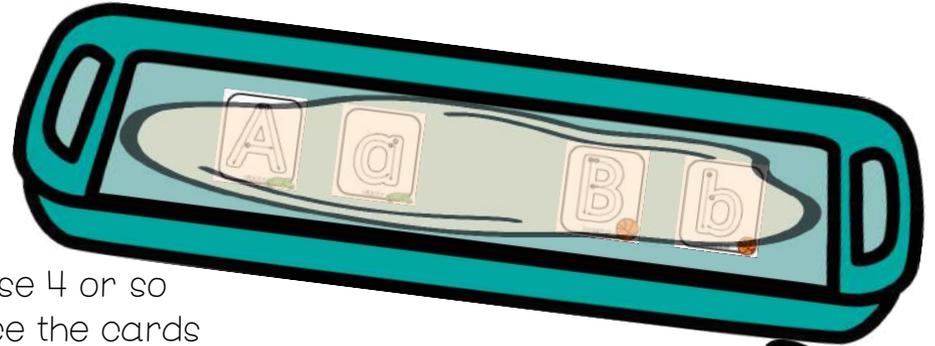
Writing letters using a variety of materials can help students develop an understanding of the function of written language.

Objective:

- The students will write letters.

Procedure:

- Print, cut, and laminate the letter cards. Choose 4 or so cards appropriate for your students and place the cards in the bottom of a tray. Sprinkle sand, salt, or other tactile material over the cards. Students will find the card under the sand and then trace the letters with their finger.
 - Alternatively, place the cards in a tray and spray shaving cream over the top. Have the students trace the letters. Make sure the edges of the laminated letters are sealed so shaving cream does not affect the paper inside.



Name _____

Trace each letter.
Then, practice writing it on your own!

Trace it!

s p r i n g

Try it!

--	--	--	--	--	--

Recording Sheet

Book Awareness

Spring Book

Literacy
Center
#9

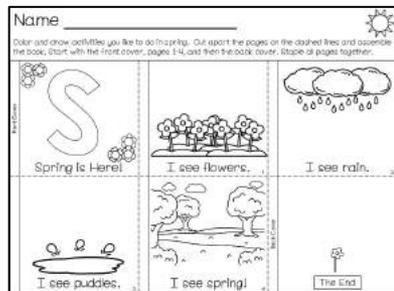
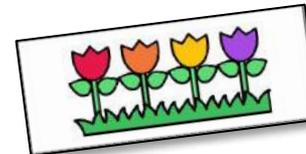
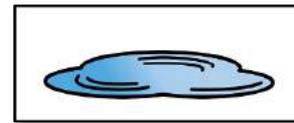
Showing how print is organized and giving opportunities to point to words on a page as they are read gives students the ability to match spoken words to print and pictures.

Objective:

- The students use illustrations to predict the text.

Procedure:

- Print the book pages on cardstock paper. Then cut and laminate. Assemble the book by stapling the pages down the left side starting with the front cover, pages 1-8, and then the back cover. Use hook and loop tape on the back of the pictures and the front of the book pages. The student will read through each page and place the matching picture on each book page.
 - Alternatively, have the students work in pairs. After placing the pictures on the appropriate pages, the students read the book to each other.



Recording Sheet



I Spy

Words that begin with S and P

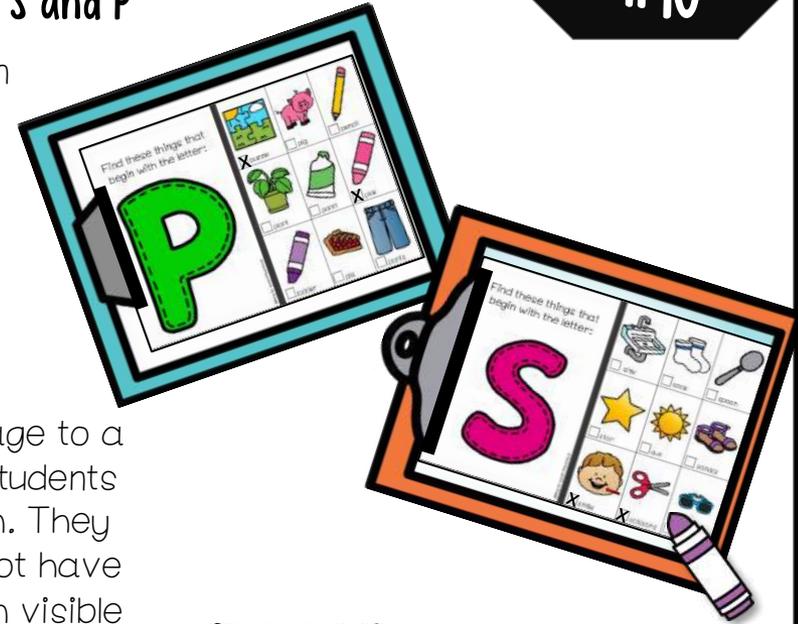
Providing varied forms of printed materials and props is an essential component to beginning reading and writing.

Objectives:

- The students will use illustrations to predict the text.
- The student will work on a task through completion.

Procedure:

1. Print out the "I Spy" pages and laminate. Attach the page to a clipboard and provide a dry erase marker. Have the students walk around the room searching for each pictured item. They can mark the box when found. If the classroom does not have all of the items listed, print out the cards and have them visible around the room.
 - Alternatively, have the students search with a buddy. They can either do the same page or each have their own letter.



Name _____

Look for these signs of spring outside with a grown-up and mark the box when you see them.

 <input type="checkbox"/> flower	 <input type="checkbox"/> nest	 <input type="checkbox"/> rain
 <input type="checkbox"/> puddle	 <input type="checkbox"/> butterfly	 <input type="checkbox"/> tree bud

Recording Sheet

