

10 Math Centers Included

Number Recognition

Math Center #1

Numbers 1 - 20

Number recognition is a foundational math skill. Children need multiple opportunities to discover and explore the correlation between numbers, number names, and counting.

Objective:

- The students will identify numbers.

Procedure:

- Print, cut, and laminate the game pieces. Place bubble bottles on the table or tape them to a small paper cup. Put out the numbers appropriate for your students. Place the words in an envelope or container.
- Students select a bubble word card from the pile and place it with the matching bubble bottle.

Alternatively, attach the bubble bottle caps to a bulletin board. Attach a piece of hook and loop tape to the front of the bubble bottle caps and attach the other side of the hook and loop tape to a ping pong ball. Write numbers on the ping pong ball to coordinate to the bottles. Place the balls in a bucket near the bulletin board and have the student match them up.

Counting

Math Center #2

Number Sense

Counting is a key mathematical task 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 identify numbers.

Procedure:

- Print on cardstock paper, cut out, and laminate the beach page, number cards, and the starfish pieces.
- Put the number cards in an envelope. Place the beach page on the table and put starfish in a beach bucket next to the cards.
- Students will choose a number card and place it on the beach page. The student then counts enough starfish to fill the beach with the number they chose. Use the number cards appropriate for your class.

Alternatively, slide the starfish in a tray of sand, and have the students search for them to use as counters.

Graphing/Data Collection

Math Center #3

Counting Skills

Graphing and interpreting data are important mathematics skills. 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.

Objective:

- The students will sort objects by color.

Procedure:

- Print on cardstock, cut, and laminate the graph and shell pieces.
- Place the graph on the table and the shell cards in a container or beach bucket. The student picks shells out of the bucket and puts them in the appropriate column on the graph.

Alternatively, bring in an assortment of shells. Allow the student to examine the shapes, color, and sizes. Have the student pick a category (size, color, or shape) and sort the shells accordingly.

Shapes

Math Center #4

Bees

Being able to recognize, describe, and name shapes is an essential early math skill. Young learners need hands-on experiences 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 the game pieces. Attach the beehive cards to small buckets and place the bee picture cards in a small bowl.
- The student pulls out a picture card, finds the matching beehive, and places the picture in the correct bucket.

Alternatively, create an interactive bulletin board by hanging the beehives on a bulletin board with small paper cups (cup ends underneath). Store the bee pictures in an envelope stapled to the bulletin board. Have the children take a card from the envelope and decide which beehive it goes in. They place it in the appropriate cup.

Position

Math Center #5

Space 4 Geometry

Traditional 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 spinner, castle, and flag. Assemble the arrow to the circle with a paper clip. The student turns the spinner and places the flag in position to the castle according to the spinner.
- The student continues spinning the spinner and placing the flag in different positions with the castle.

Alternatively, use a hula hoop in a sensory bin with small cups or tubes to make small castles. Have the children make castles in the sand and then spin the spinner. They then place a small plastic flag or other item in different positions around the castle.

Measurement

Math Center #6

Weight

Measurement provides children opportunities to strengthen number sense. Measuring play with non-traditional units of measure is an important part of early mathematics development.

Objectives:

- The students will understand and use measurement words.
- The students will recognize attributes of weight.

Procedure:

- Print, cut, and laminate the card cards. Copy and laminate the colored note-taking sheets and use with dry erase markers. The black and white copy could also be used with dry erase and then sent home. Display plastic bucket balances on a table. Gather summer materials, such as those shown on the table.
- Students will place items in either side of the balance scale to determine equivalent weight.

Alternatively, provide small summer-themed plastic counters, such as shells, fish, etc. Students will explore the concept of equivalent weights by experimenting with different objects using the balances.

Computation

Math Center #7

Adding

Developing an understanding of computation is an important skill for young learners. 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 of 5 and 10 and make combinations of objects to create each set.

Procedure:

- Print, laminate, cut, and sort apart the flamingo cards. Print and laminate the "My addition problem" page.
- Students select a card and color in that many flamingos on their addition sheet. The student will then select another card and color in that number of flamingos on the second row. Be sure to only use the level of cards appropriate for your students.
- Students will then count how many total flamingos they have and write the number on the bottom of the page.

Alternatively, set up the center with cards face-down ("concentration" style). Students play with a partner, each using their own sheet to color and write the addition problem. The students with the most flamingos "wins."

Patterns

Math Center #8

Sequences

Identifying and exploring simple patterns using A, B, and C (or colored ice cream scoops in this activity) helps build observational skills. Exposure to these skills is necessary in order to build higher-level math concepts.

Objectives:

- The students will arrange objects into a series.
- The students will notice and extend simple patterns.

Procedure:

- Print 2 or more copies of the ice cream scoop and cone pattern pages on cardstock, then cut, and laminate them. Place the cone pattern pages on the table and cut the scoops in a bowl.
- Students copy the pattern of the ice cream scoops in the column next to the stack of scoops. A blank sheet with cones is given for the teacher to make their own pattern.

Alternatively, place the cone rods in a piece of foam-foam and have the students make patterns with pony beads. See our website for similar bead patterning.

Comparing

Math Center #9

Size

Comparing in ways that are personally meaningful and challenging is an essential early math skill. Hands-on experience and practice in vocabulary are needed for children to be able to accurately compare sizes.

Objective:

- The students will compare objects.

Procedure:

- Print, cut, and laminate pictures. Place each set in an envelope or zip-top baggie.
- Place headings on a pocket chart. Students select an envelope and compare the size of the pictures from smallest to largest.

Alternatively, bring the cards in a shallow layer of sand in a plastic tub. Students search through the sand and place the cards from front smallest to largest.

Another option would be to create summer pictures out of felt pieces in various sizes. Students would line up the pictures from smallest to largest on a felt board instead of the pocket chart.

Color Matching

Math Center #10

Visual Discrimination

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 sort the snow cones along the gray dashed line.
- Place the snow cones in a pocket chart or on the table. Students select a snow cone top and match it with the correct bottom.

Alternatively, use real paper cone caps. Draw colored lines or dots on the caps. Provide matching colored large cone tops or crumple up colored sheets of paper into a spherical shape. Students will place the correctly colored pom into the paper cup.

Number Recognition

Numbers 1 - 20

Math
Center
#1

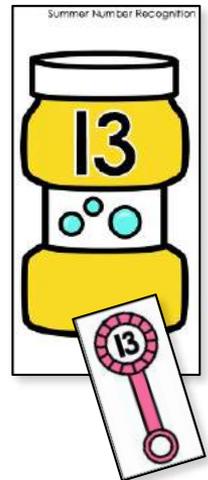
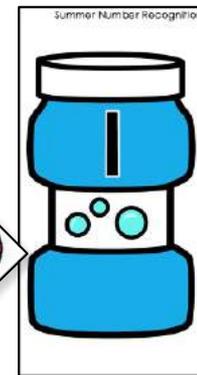
Number recognition is a foundational math skill. Children need multiple opportunities to discover and explore the correlation between numbers, number names, and counting.

Objective:

- The students will identify numbers.

Procedure:

- Print, cut, and laminate the game pieces. Place bubble bottles on the table or tape them to a small paper cup. Put out the numbers appropriate for your students. Place the wands in an envelope or container.
- Students select a bubble wand card from the pile and place it with the matching bubble bottle.
 - Alternatively, attach the bubble bottle cards to a bulletin board. Affix a piece of hook and loop tape to the front of the bubble bottle card and attach the other side of the hook and loop tape to a ping pong ball. Write numbers on the ping pong ball to coordinate to the bottles. Place the balls in a bucket near the bulletin board and have the student match them up.



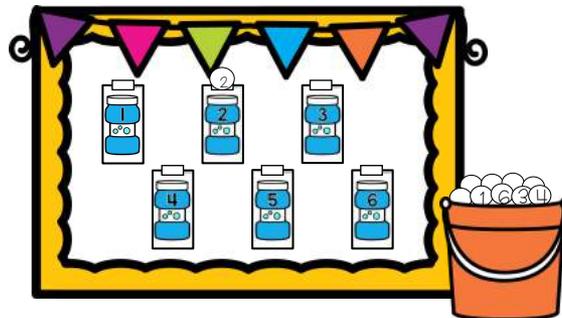
Name _____

I can write numbers.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

©The Learning Tree

Recording Sheet



Counting

Number Sense

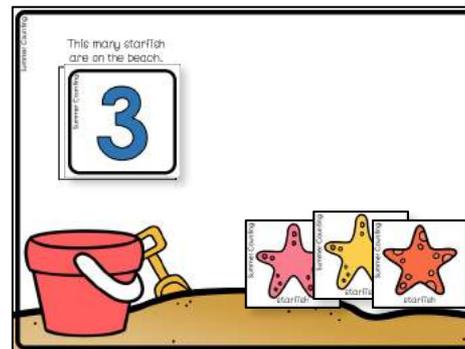
Counting is a key mathematical idea on which all other number concepts are based. It needs to be practiced daily and in a variety of meaningful ways.

Objectives:

- The students will demonstrate one-to-one correspondence.
- The students will identify numbers.

Procedure:

1. Print on cardstock paper, cut out, and laminate the beach page, number cards, and the starfish pieces.
2. Put the number cards in an envelope. Place the beach pages on the table and put starfish in a beach bucket next to the cards.
3. Students will choose a number card and place it on the beach page. The student then counts enough starfish to fill the beach with the number they chose. Use the number cards appropriate for your class.



- Alternatively – Hide the starfish in a tray of sand, and have the students search for them to use as counters.



Name _____

Count the number of pictures in each row.
Trace the correct number.

	7	4	9
	5	8	1
	6	3	2

Recording Sheet

Graphing/Data Collection

Math
Center
#3

Counting Shells

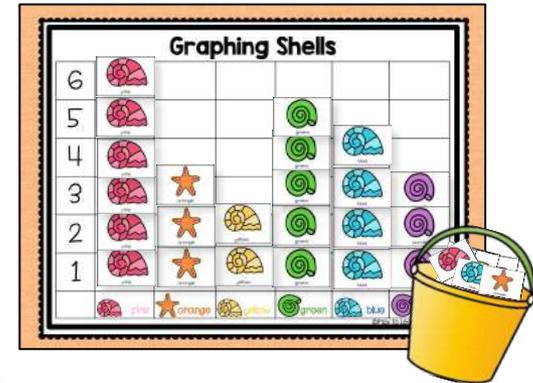
Graphing and interpreting data are important mathematical skills. Young students are naturally inquisitive and ask many questions. Graphing data and talking about what the data shows is a key step in early childhood mathematics.

Objective:

- The students will sort objects by color.

Procedure:

- Print on cardstock, cut, and laminate the graph and shell pieces.
- Place the graph on the table and the shell cards in a container or beach bucket. The student picks shells out of the bucket and puts them in the appropriate column on the graph.
 - Alternatively, bring in an assortment of shells. Allow the student to explore the shapes, color, and sizes. Have the student pick a category (size, color, or shape) and sort the shells accordingly.



Name _____

Ask your family and friends what they like to do in the summer and put a check mark under the picture. Which column has the most checks? Which column has the least?

go on a hike	play in the pool	play basketball	go camping	read books

Recording Sheet

Shapes

Beehive Shapes

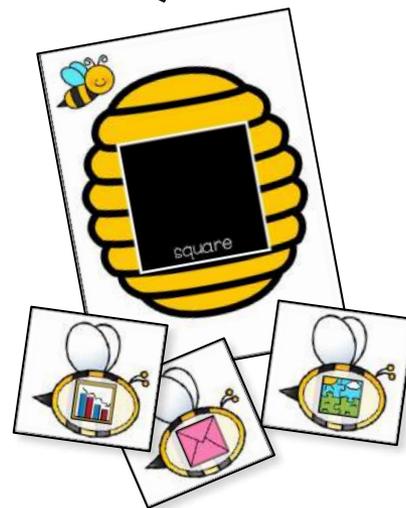
Being able to recognize, describe, and name shapes is an essential early math skill. Young learners need hands-on experience in order to build conceptual knowledge and vocabulary.

Objectives:

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

Procedure:

1. Print, cut, and laminate the game pieces. Attach the beehive cards to small buckets and place the bee picture cards in a small bowl.
2. The student pulls out a picture card, finds the matching beehive, and places the picture in the correct bucket.
 - Alternatively, create an interactive bulletin board by hanging the beehives on a bulletin board with small paper cups stapled underneath. Store the bee pictures in an envelope stapled to the bulletin board. Have the children take a card from the envelope and decide which beehive it goes in. They place it in the appropriate cup.

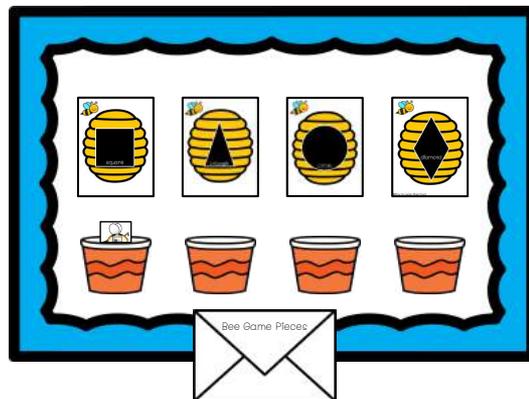


Name _____

I can draw the shapes.

heart	pentagon	triangle	trapezoid
hexagon	rectangle	diamond	oval

Recording Sheet



Position

Space & Geometry

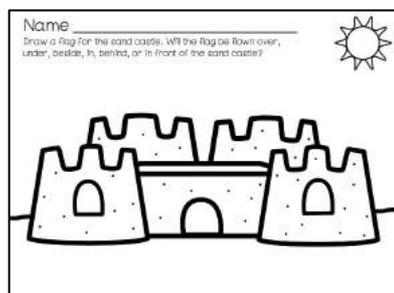
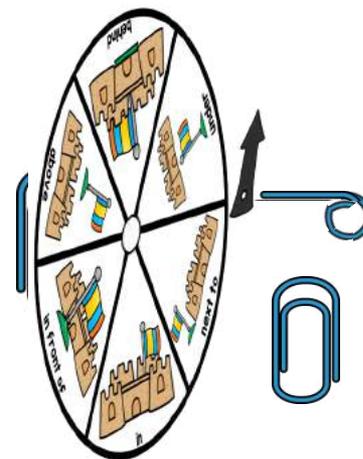
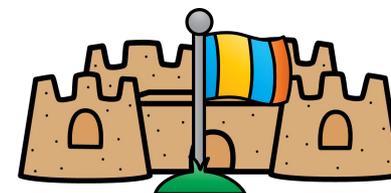
Positional words such as beside, above, and under help students understand how things relate to one another. Having an understanding of position is an important part of a child's mathematical development.

Objective:

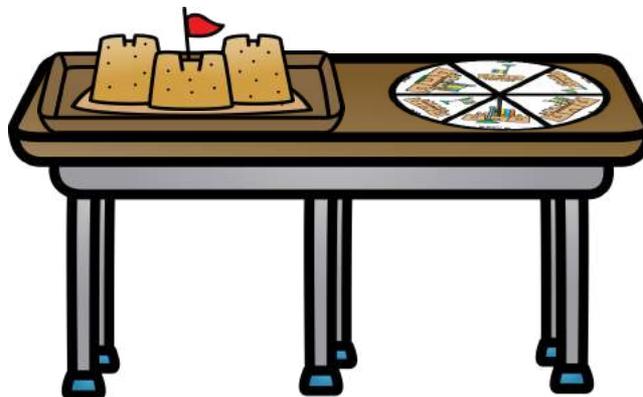
- The students will describe the position of objects in relation to other objects and themselves.

Procedure:

- Print, mat, and laminate the spinner set, castle, and flag. Assemble the arrow to the circle with a paper clip. The student turns the spinner and places the flag in position to the castle according to the spinner.
- The student continues spinning the spinner and placing the flag in different positions with the castle.
 - Alternatively – Use kinetic sand in a sensory bin with small cups or tubs to make sand castles. Have the children make castles in the sand and then spin the spinner. They then place a small plastic flag or other item in different positions around the castle.



Recording Sheet



Measurement

Weight

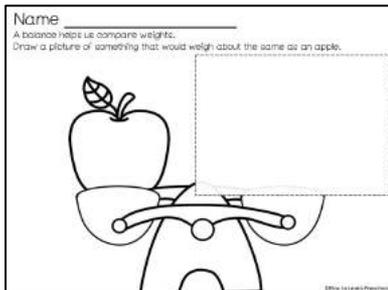
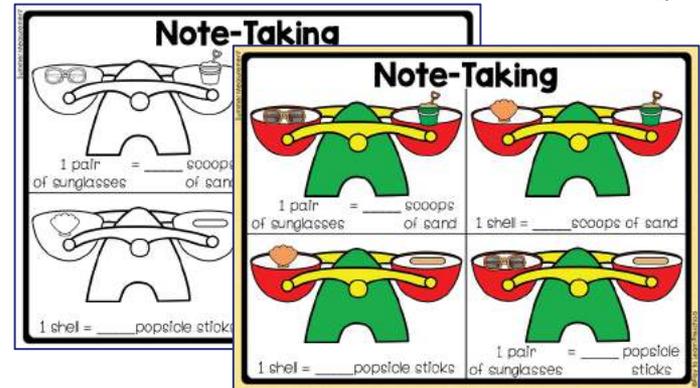
Measurement provides children opportunities to strengthen number sense. Meaningful play with non-traditional units of measure is an important part of early mathematic development.

Objectives:

- The students will understand and use measurement words.
- The students will recognize attributes of weight.

Procedure:

1. Print, cut, and laminate the label cards. Copy and laminate the colored note-taking sheets and use with dry erase markers. The black and white copy could also be used with crayons and then sent home. Display plastic bucket balances on a table. Gather summer materials, such as those shown on the labels.
2. Students will place items in either side of the balance scale to determine equivalent weight.
 - Alternatively, provide small summer-themed plastic counters, such as shells, fish, etc. Students will explore the concept of equivalent weights by experimenting with different objects using the balances.



Recording Sheet



Computation

Adding

Developing an understanding of computation is an important skill for young learners. 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 of 5 and 10 and make combinations of objects to create each set.

Procedure:

- Print, laminate, mat, and cut apart the flamingo cards. Print and laminate the "My addition problem" page.
- Students select a card and color in that many flamingos on their addition sheet. The student will then select another card and color in that number of flamingos on the second row. Be sure to only use the level of cards appropriate for your students.
- Students will then count how many total flamingos they have and write the addition problem at the bottom of the page.



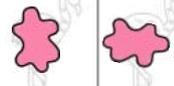
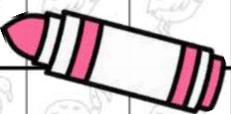
Name _____

Count the total number of flamingos on the beach.
Write the number on the line.

	+		=	<u>2</u>
	+		=	_____
	+		=	_____

Recording Sheet

- Alternatively, set up the center with cards face-down ("concentration" style). Students play with a partner, each using their own sheet to color and write the addition problem. The students with the most flamingos "wins."

My addition problem

2 flamingos + 1 flamingos =

3 total flamingos

©Play to Learn Preschool

Patterns

Sequence

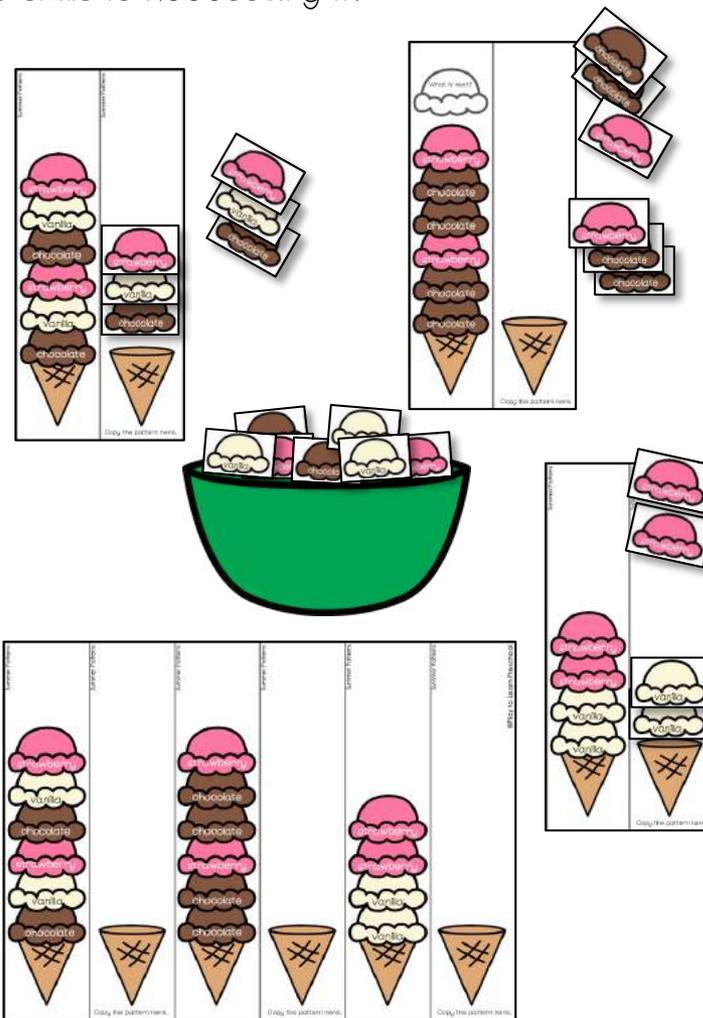
Identifying and exploring simple patterns using A,B, and C (or colored ice cream scoops in this activity) helps build observational skills. Exposure to these skills is necessary in order to build higher-level math concepts.

Objectives:

- The students will arrange objects into a series.
- The students will notice and extend simple patterns.

Procedure:

1. Print 2 or more copies of the ice cream scoop and cone pattern pages on cardstock, then cut, and laminate them. Place the cone pattern pages on the table and put the scoops in a bowl.
2. Students copy the pattern of the ice cream scoops in the column next to the stack of scoops. A blank sheet with cones is given for the teacher to make their own patterns.
 - Alternatively, stick thin dowel rods in a piece of flower foam and have the students make patterns with pony beads. See our website for similar bead patterning ideas.



Name _____

Use the pieces at the bottom of the page to complete the winter patterns.

<https://playtolearnpreschool.us/halloween-bead-towers/>



Comparing Size

Comparing in ways that are personally meaningful and challenging is an essential early math skill. Hands-on experience and practice in vocabulary are needed for children to be able to accurately compare sizes.

Objective:

- The students will compare objects.

Procedure:

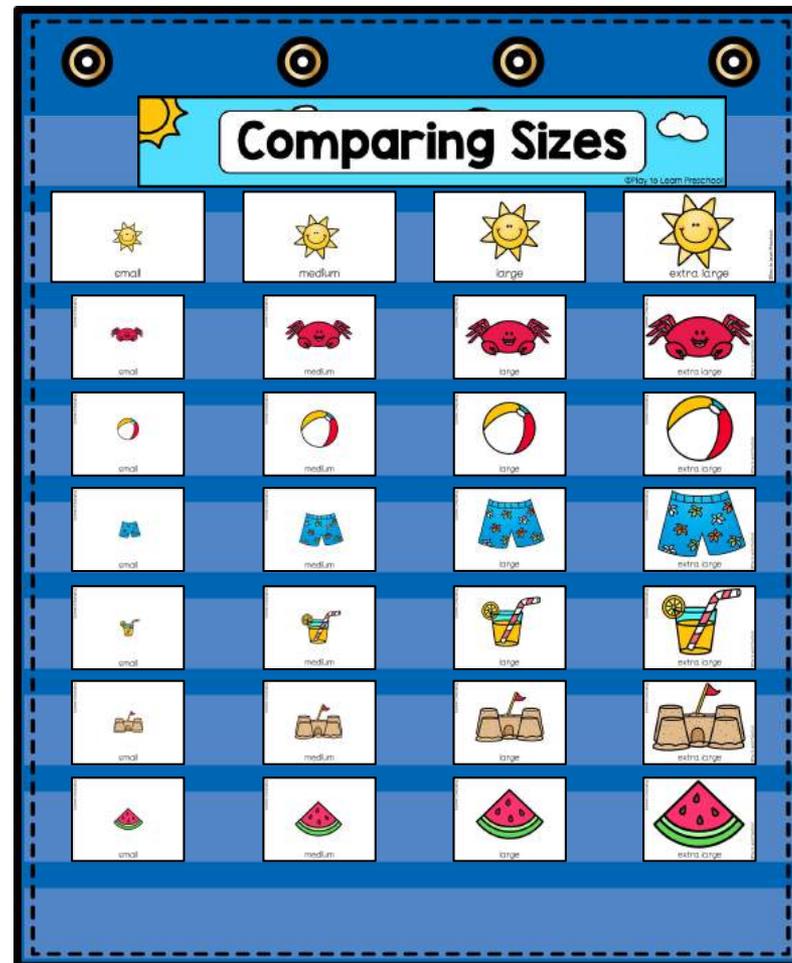
- Print, cut, and laminate pictures. Place each set in an envelope or zip-top baggie.
- Place headings on a pocket chart. Students select an envelope and compare the size of the pictures from smallest to largest.
 - Alternatively, bury the cards in a shallow layer of sand in a plastic tub. Students search through the sand and align the cards from from smallest to largest.

Name _____

Out cut the pictures below.
Put them in order from smallest to largest.

Recording Sheet

- Another option would be to create summer pictures out of felt pieces in various sizes. Students would line up the pictures from smallest to largest on a felt board instead of the pocket chart.



Color Matching

Visual Discrimination

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

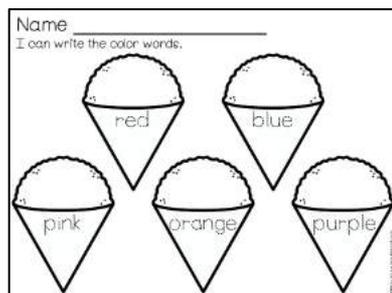
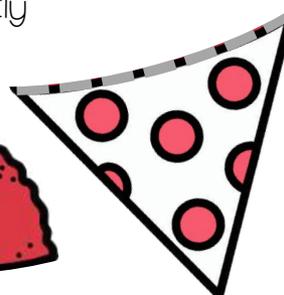
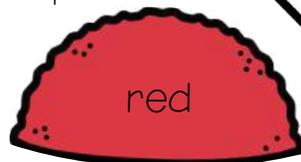
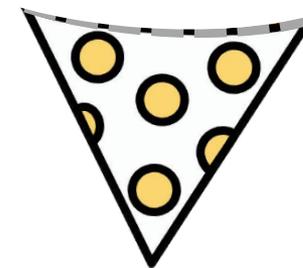
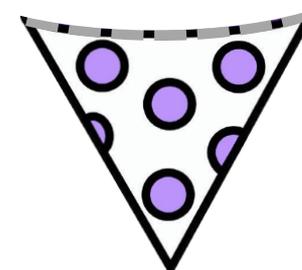
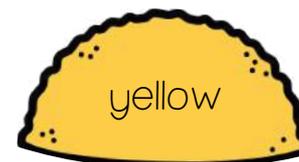
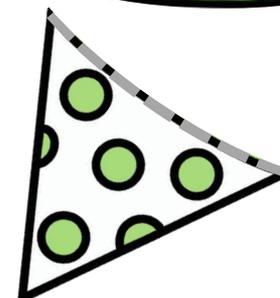
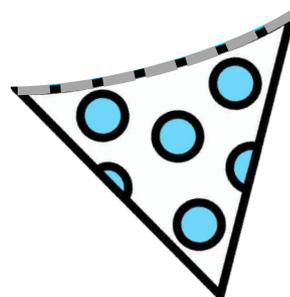
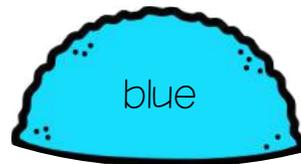
Objective:

- The students will match items by color.

Procedure:

- Print, mat, and cut the snow cones along the grey dotted line.
- Place the snow cones in a pocket chart or on the table. Students select a snow cone top and match it with the correct bottom.
 - Alternatively, use real paper cone cups. Draw colored lines or dots on the cups. Provide matching colored large pom poms or crumple up colored sheets of paper into a spherical shape. Students

will place the correctly colored pom into the paper cups.



Recording Sheet

10 Literacy Centers Included

Letter Recognition

Matching Game

Literacy Center #1

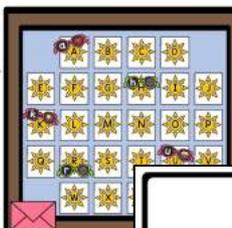
Letter knowledge is essential to the start of reading and writing.

Objective:

- The students will recognize letters of the alphabet.

Procedure:

- Print, cut, and laminate the cards. Mount the suns to a bulletin board or magnetic whiteboard. Place a small piece of magnetic tape or Velcro on the back of each pair of sunglasses and attach it in an open envelope on the board.
- Students select a pair of sunglasses and place them on the matching sun.
- Alternatively, provide student magnet files. Students match the magnet file to the correct sun picture.



Ready Set!

Rhyming

Puzzles

Literacy Center #2

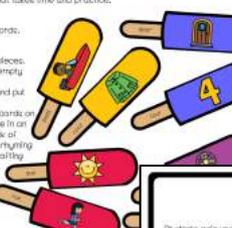
Rhyming is an integral part of developing phonemic awareness. Being able to recognize rhymes and create them independently is a skill that takes time and practice.

Objective:

- The students will recognize rhyming words.

Procedure:

- Print, cut, and laminate the popcake pieces. Put the pieces in a shallow bin or an empty popcake box.
- Students find the words that rhyme and put the puzzle pieces together.
- Alternatively, mount the picture cards on real-life popcake sticks and place in an empty popcake box. Using a stack of sanding foam, students find the rhyming pieces and mount them in the creating a rhyming match.



Ready Set!

Blends & Digraphs

Beginning Sounds

Literacy Center #3

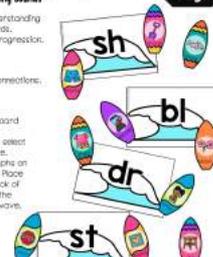
Letter knowledge is an indicator to children's understanding of the alphabet and the connection to printed words. Exposure and play with words is key to student progression.

Objective:

- The students will begin to make letter-sound connections.

Procedure:

- Print, cut, and laminate the wave and surf board pictures.
- Place the wave pictures on a table. Students select a surf board and place it on the correct wave.
- Alternatively, mount the blends and digraphs on a magnetic chalk board or white board. Place a small strip of magnetic tape on the back of the students will place the board on the correct wave.



Ready Set!

Writing Practice

Summer Words

Literacy Center #4

Young children's attempts at drawing and scribbling help them to understand writing as a means of communication. Using various materials to do this will help the student to progress.

Objective:

- The students will write letters.

Procedure:

- Print, cut, and laminate the summer word cards.
- Put the summer word cards in a beach bag or sandwich bucket. The students will select a card and write the word on the sand using a dry erase marker.
- Alternatively, mount the summer word cards on a bulletin board or other vertical space. Provide dry erase markers and allow students to write the words.



Ready Set!

Print Awareness

Summer Action Dice Game

Literacy Center #5

Students gain understanding of concepts of words through daily experience with reading. They learn that print shows meaning and illustrations help them to understand what the words mean.

Objective:

- The students will use illustrations to predict text.
- The students will understand the purpose of writing.

Procedure:

- Copy the dice pages, cut apart and cut up on a bulletin board. Staple an open folded tissue box to the board with a dice in it for the children to roll.
- The student will act out the number of the dice that was rolled. They can use the pictures to help them understand the text.
- Alternatively, cut up strips near the bulletin board display, such as blocks to make a "house" picture.



Ready Set!

Concept of Word

Poem

Literacy Center #6

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

Objective:

- The students will demonstrate an understanding of print concepts.

Procedure:

- Print, cut, and laminate the poem, sentence strips, and pictures. Place the pictures in a bucket or tub.
- Place the sentence strips in a pocket chart. Create a pelican puppet by attaching a coffee stir to the pelican card, following the directions attached.
- The students will use a pointer to read the poem aloud, then will use the puppet to reach in the bucket and select a food card.
- Alternatively, create a pelican puppet using a sock, white sock and felt pieces for details.



Ready Set!

Syllables

Segmenting words

Literacy Center #7

Being able to split words into syllables is one step in the phonological awareness progression. Playing 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 washed out ice cream tub. Place word cards in a small bin next to the tub.
- Students select a word card, clap out the syllables, then put the card in the correctly labeled tub.
- Alternatively, lay picture cards in half and prop them up on the table. Provide ice cream scoops and allow the cards into the



Ready Set!

Word Families

Patterns in Language

Literacy Center #8

Word families are groups of words that have a common pattern. Emergent readers need practice and exposure to recognize these letter combinations.

Objective:

- The students will recognize and create rhyming words.

Procedure:

- Print, cut, and laminate the watermelon and seed cards. Lay the watermelon cards face-up on a table.
- Students select a seed card, say the word, then put the card on the correct watermelon card.
- Alternatively, decorate a bucket with red and green construction paper to look like a watermelon. Write the word inside of the bucket. The students will select a seed, say the word, and place it in the bucket.



Ready Set!

Shells Name Strips

Name Letter Matching

Literacy Center #9

Place the alphabet at the child's eye level in the classroom as they begin to understand that letters connect to printed words. Matching letters is a great way to reinforce the alphabet.

Objectives:

- Students will recognize letters of the alphabet in their names.

Procedure:

- Write each student's name on a sentence strip. Print a set of shells with the letters of the student's name.
- Lay name strips and shell letters on the table for the students to match. Attach a small pocket or envelope to the back of the sentence strips to store the shell letters. (It's also a good idea to write the student's initials on the back of each shell in case they get mixed up.)
- Alternatively, use a small tub to create an individual container for the alphabet shells in the base with a shallow layer of sand. The student creates their name by searching the bin and arranging the letters accordingly.



Ready Set!

Word Recognition

Sand Letters

Literacy Center #10

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

Objective:

- The students will recognize letters of the alphabet.
- The students will read and produce high-frequency words.

Procedure:

- Print, cut, and laminate the cards. Place words cards in a small bin next to the sensory table.
- Fill a sensory table with white sand, plastic hand shovels, and letter cards. Students will select a word card, find the letters in the sensory bin, and press the letters in the sand to create the word.
- Alternatively, sensory learners may need a more scaffolded approach. Allow students to use the letters to represent the part and letters while searching for the letters in their name. Find more information about sensory learning on our website.



Ready Set!

Letter Recognition

Matching Game

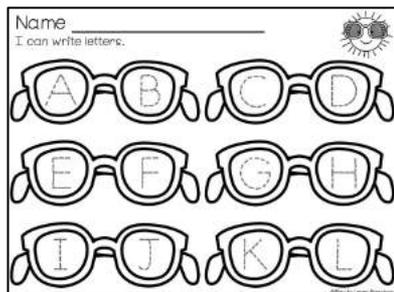
Letter knowledge is essential to the start of reading and writing.

Objective:

- The students will recognize letters of the alphabet.

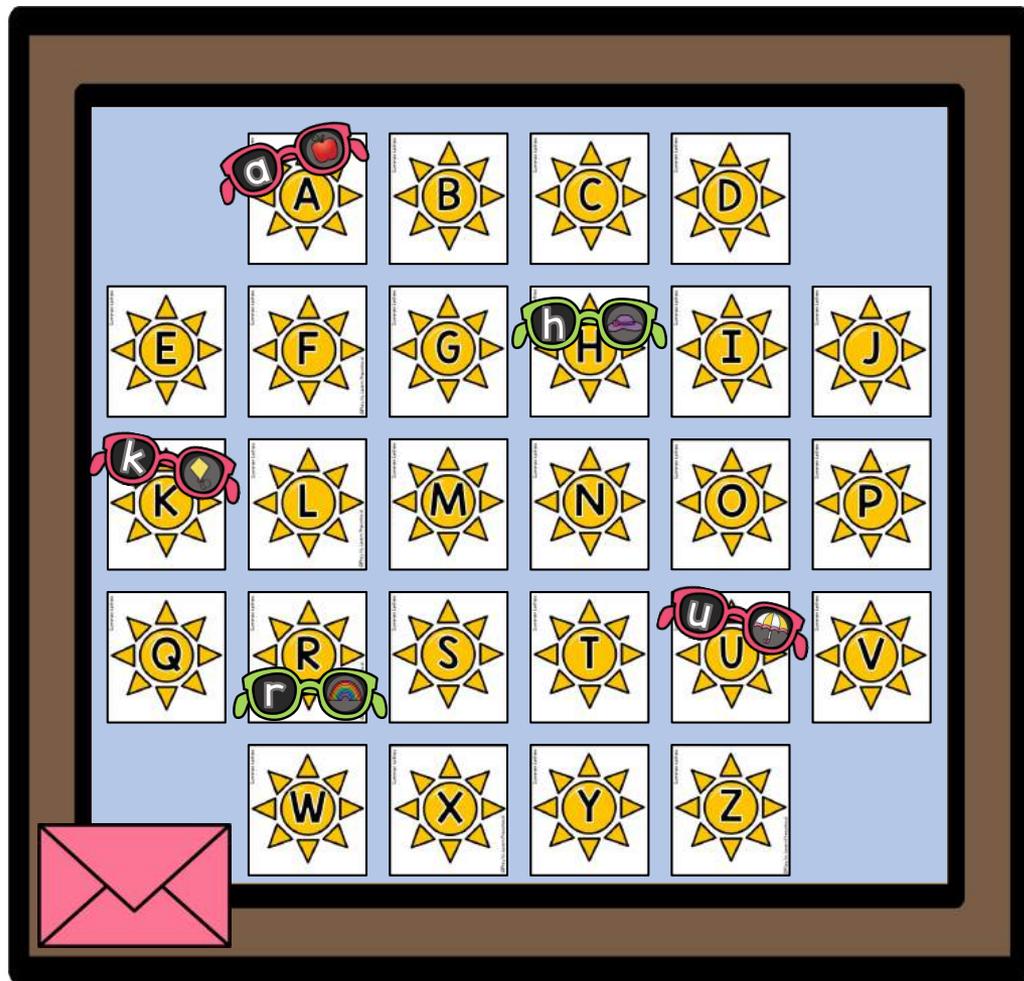
Procedure:

- Print, cut, mat, and laminate the cards. Mount the suns to a bulletin board or magnetic whiteboard. Place a small piece of magnetic tape or Velcro on the back of each pair of sunglasses and store in an open envelope on the board.
- Students select a pair of sunglasses and place them on the matching sun.
 - Alternatively, provide alphabet magnet tiles.



Recording Sheet

Students match the alphabet tile to the correct sun picture.



Rhyming Puzzles

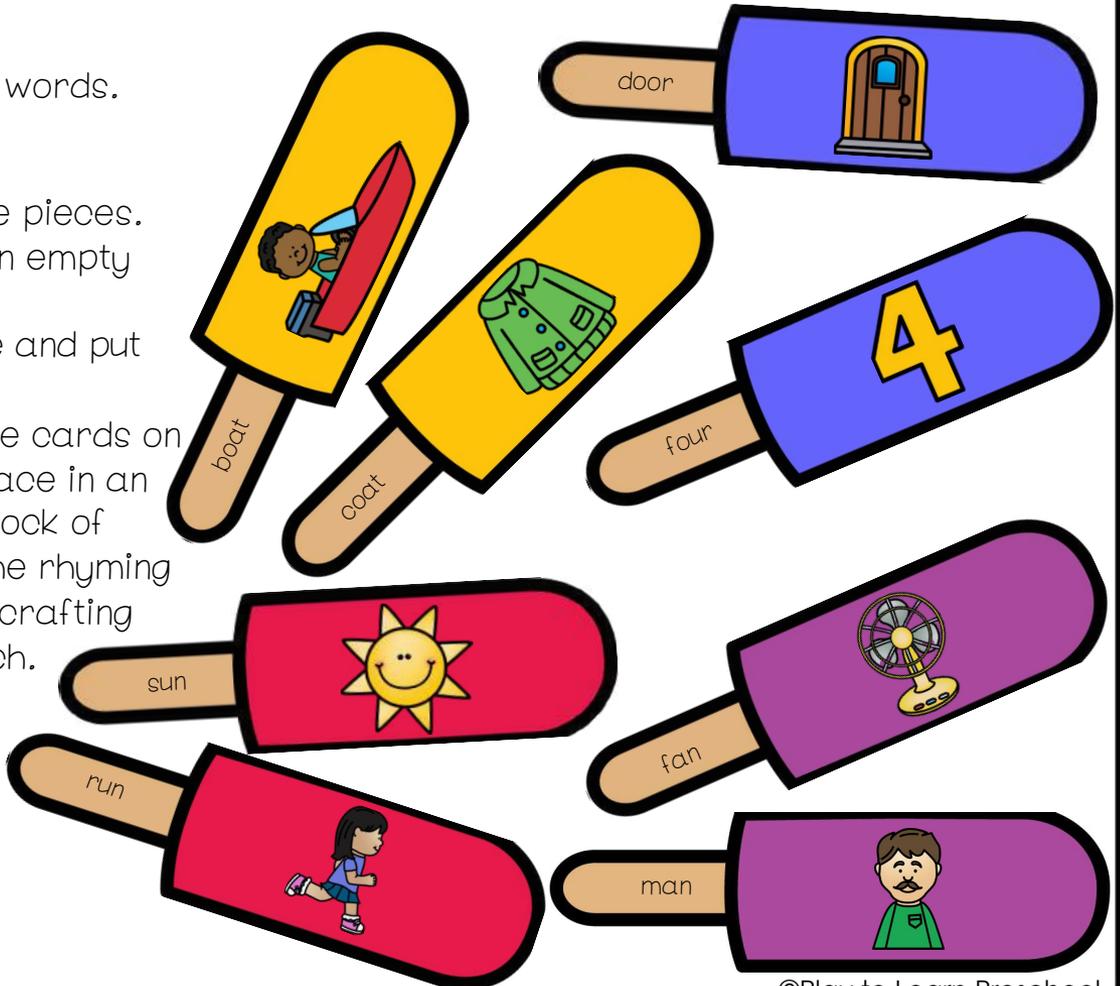
Rhyming is an integral part of developing phonemic awareness. Being able to recognize rhymes and create them independently is a skill that takes time and practice.

Objective:

- The students will recognize rhyming words.

Procedure:

- Print, cut, and laminate the popsicle pieces. Put the pieces in a shallow bin or an empty popsicle box.*
- Students find the words that rhyme and put the puzzle pieces together.
 - Alternatively, mount the picture cards on real-life popsicle sticks and place in an empty popsicle box. Using a block of crafting foam, students find the rhyming pieces and mount them in the crafting foam to make a rhyming match.



*Begin with just a few sets of rhyming words and add more as the needs of your students grow.

Name _____

Draw lines to connect the rhyming words.

Recording Sheet

Blends & Digraphs

Beginning Sounds

Letter knowledge is an indicator to children's understanding of the alphabet and the connection to printed words. Exposure and play with words is key to student progression.

Objective:

- The students will begin to make letter-sound connections.

Procedure:

- Print, cut, and laminate the waves and surf board pictures.
- Place the wave pictures on a table*. Students select a surf board and place it on the correct wave.
 - Alternatively, mount the blends and digraphs on a magnetic chalk board or white board. Place a small strip of magnetic tape on the back of each surfboard. The students will place the surfboard on the correct wave.

Name _____

Cut out the pictures on the right. Glue them next to the letters that shows its beginning sound.

sh			
dr			
bl			

Recording Sheet

*Begin with just a few sets and add more as the needs of your students grow.



Writing Practice

Summer Words

Literacy
Center
#4

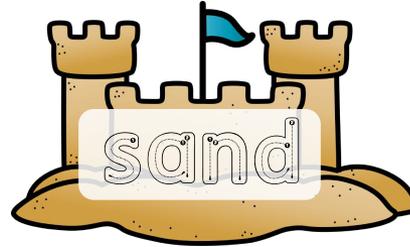
Young children's attempts at drawing and scribbling help them to understand writing as a means of communication. Using various materials to do this will help the student to progress.

Objective:

- The students will write letters.

Procedure:

- Print, cut, and laminate the summer word cards.
- Put the summer word cards in a beach bag or sandcastle bucket. The students will select a card and write the word on the card using a dry erase marker.
 - Alternatively, mount the summer word cards on a bulletin board or other vertical space. Provide dry erase markers and allow students to write the words.



Name _____

Use them to create each summer word.

s	u	m	m	e	r	
s	h	e	l	l		
r	e	e	l	s	s	
u	m	l	m	h		

Recording Sheet



©Play to Learn Preschool

Print Awareness

Summer Action Dice Game

Students gain understanding of concept of word through daily experience with reading. They learn that print shows meaning and illustrations help them to understand what the words mean.

Objectives:

- The students will use illustrations to predict text.
- The students will understand the purpose of writing.

Procedure:

1. Copy the dice pages, cut apart and put up on a bulletin board. Staple an open topped tissue box to the board with a dice in it for the children to roll.
2. The student will act out the number of the dice that was rolled. They can use the pictures to help them understand the text.
 - Alternatively, set up props near the bulletin board display, such as blocks

to build a "sand castle," small beach balls, a small boogie board, and plastic oars to allow students to more fully act out each activity.

Name _____

What is your favorite thing to do in the summer?
Draw a picture below.



.....

.....

Recording Sheet



Concept of Word

Poem

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

Objective:

- The students will demonstrate an understanding of print concepts.

Procedure:

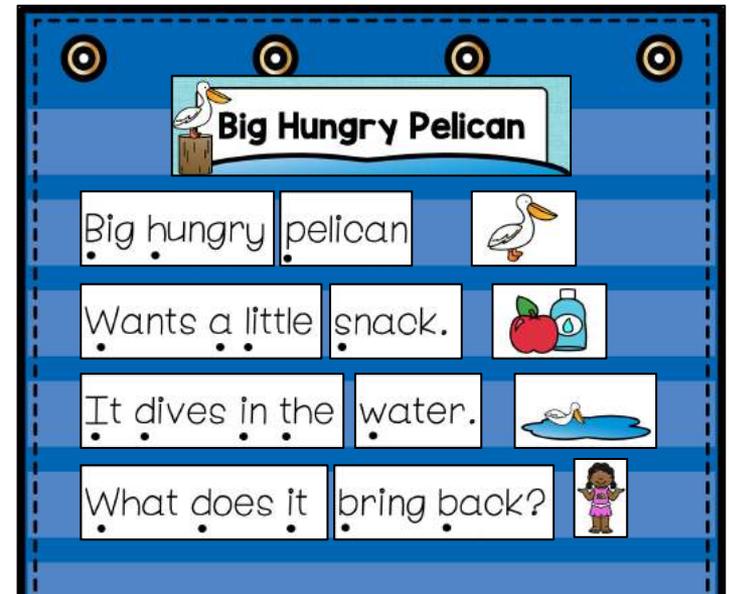
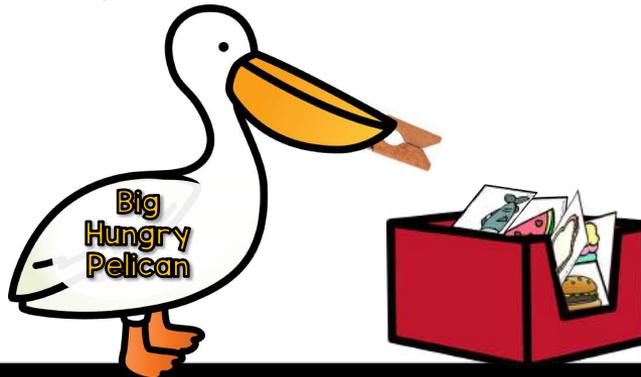
- Print, cut, and laminate the poem, sentence strips, and pictures. Place the pictures in a bucket or tub.
- Post the sentence strips in a pocket chart. Create a pelican puppet by attaching a clothes pin to the pelican card, following the directions attached.
- The students will use a pointer to read the poem aloud, then will use the puppet to reach in the bucket and select a food card.
 - Alternatively, create a pelican puppet using a clean white sock and felt pieces for details.



Name _____
Draw a picture of something you like to do in the summer.
Then, complete the sentence below.

I like _____

Recording Sheet



Syllables

Segmenting words

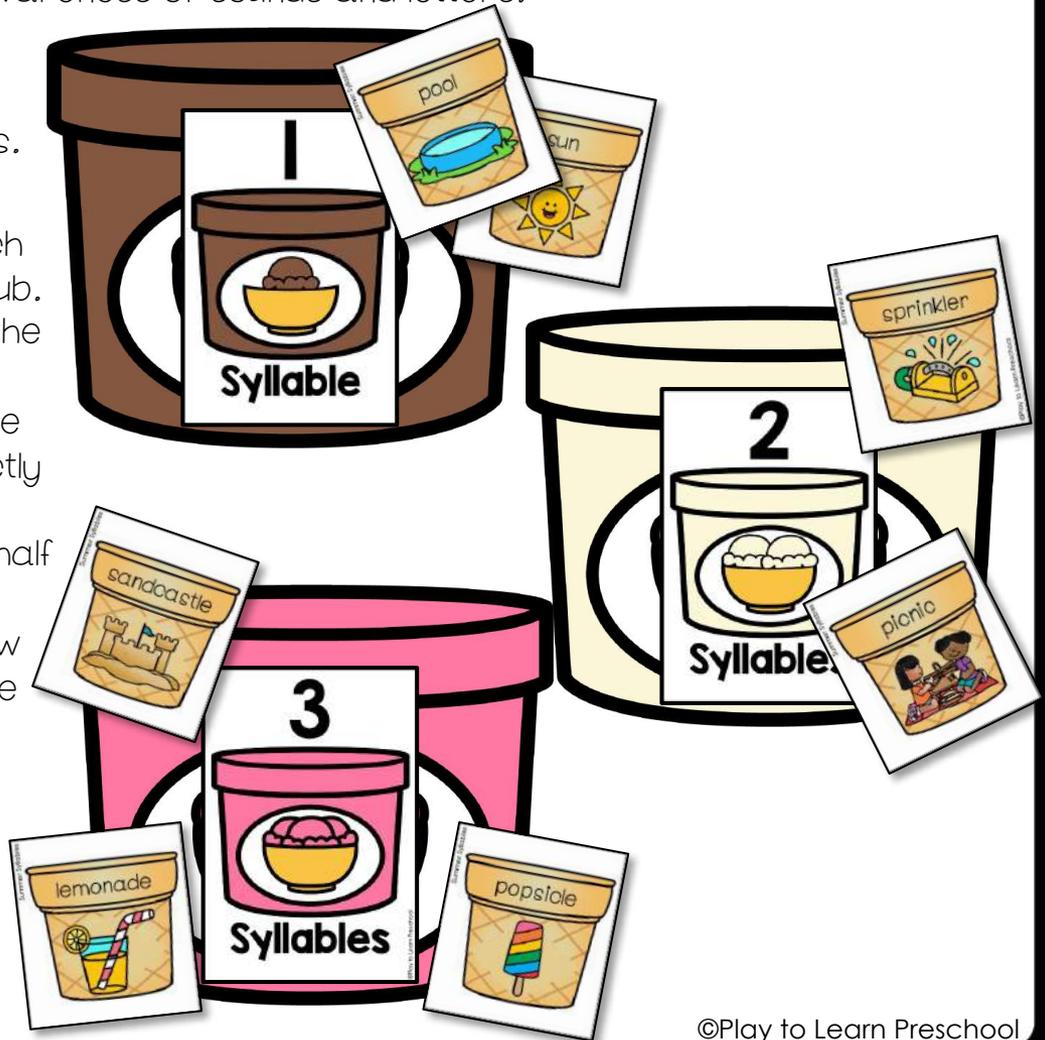
Being able to split words into syllables is one step in the phonological awareness progression. Playing with syllables strengthens a child's awareness of sounds and letters.

Objective:

- The students will begin to identify syllables.

Procedure:

- Print, cut, and laminate the cards. Attach each card to a washed out ice cream tub. Place word cards in a small bin next to the tubs*.
- Students select a word card, clap out the syllables, then put the card in the correctly labeled tub.
 - Alternatively, fold picture cards in half and prop them up on the table. Provide ice cream scoops and allow students to scoop the cards into the tub.



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	2	3
syllable	syllables	syllables

Illustrations at the bottom: shovel, sun, beach ball, umbrella, palm tree, motorcycle.

Recording Sheet

*Begin with one and two syllables and just a few cards. Add more as the needs of your students grow.

Word Families

Patterns in Language

Word families are groups of words that have a common pattern. Emergent readers need practice and exposure to recognize these letter combinations.

Objective:

- The students will recognize and create rhyming words.

Procedure:

- Print, cut, and laminate the watermelon and seed cards. Lay the watermelon cards face-up on a table*.
- Students select a seed card, say the word, then put the card on the correct watermelon card.
 - Alternatively, decorate a bucket with red and green construction paper to look like a watermelon. Write the word endings on the outside of the

buckets. The students will take a seed, say the word, and place it in the correct bucket.

**Begin with just a few cards and add more as the needs of your students grow.*

Name _____	
Cut apart the pieces at the bottom of the page. Sort them into word families.	
-an	-ing

©2014 by Linda Ward Beech, Scholastic Teaching Resources



Recording Sheet



Shells Name Strips

Name Letter Matching

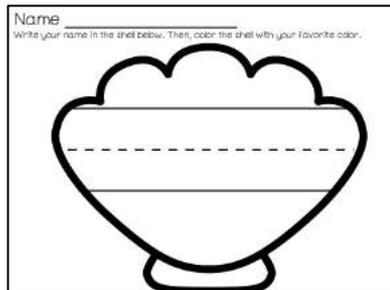
Place the alphabet at the child's eye level in the classroom as they begin to understand that letters connect to printed words. Matching letters is a great way to reinforce the alphabet.

Objectives:

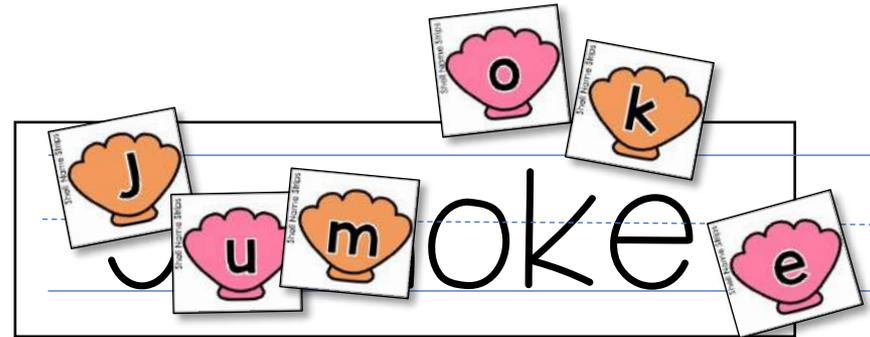
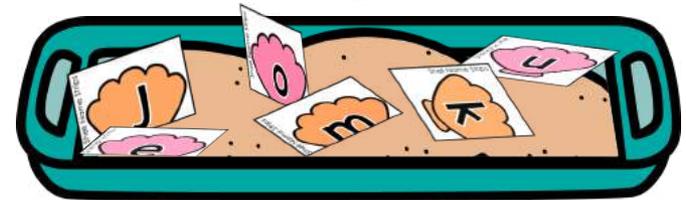
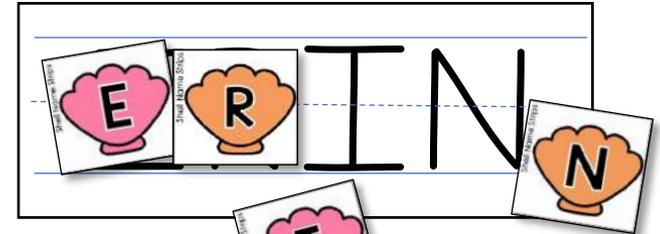
- Students will recognize letters of the alphabet in their name.

Procedure:

- Write each student's name on a sentence strip. Print a set of shells with the letters of the student's name.
- Lay name strips and shell letters on the table for the students to match. Attach a small pocket or envelope to the back of the sentence strip to store the shell letters. (It's also a good idea to write the student's initials on the back of each shell in case they get mixed up.)
 - Alternatively, use a small tub to create an individual sandbox. Put the alphabet shells in the box with a shallow layer of sand. The student creates their name by searching the bin and arranging the letters accordingly.



Recording Sheet



Word Recognition

Sand Letters

Literacy
Center
#10

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

Objective:

- The students will recognize letters of the alphabet.
- The students will read and produce high-frequency words.

Procedure:

1. Print, cut, and laminate the cards. Place words cards in a small bin next to the sensory table.
2. Fill a sensory table with kinetic sand, plastic hand shovels, and letter molds. Students will select a word card, find the letters in the sensory bin, and press the letters in the sand to create the word.
 - Alternatively, early learners may need a more scaffolded approach. Allow students

to explore the sand and letters while searching for the letters in their name. Find more information about sensory learning on our website.

<https://playtolearnpreschool.us/kinetic-sand-letter-molds/>



Name _____

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

Trace It!	Try It!
for	
in	
the	

Recording Sheet

