

10 Math Centers Included

Number Recognition

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 pictures. Place snowman pictures on the table or attach the snowman pictures to the front of a bucket.
- Students select a snowball card from the pile and place it with the matching snowman.

 - Alternatively, write numbers on white ping pong balls to create "snowballs". Students select a "snowball" number and toss it into the correct bucket.

Counting

Number Sense

Counting is a key mathematical skill on which other number concepts are based. It needs to be practiced 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 candy jars, number cards, and the peppermint pieces.
- Put the number cards in an envelope or small container. Place candy jars on a table and put peppermints in a bowl next to the cards.
- Students will choose a number card and place it on the candy jar card. The student then counts enough peppermint candies to fill the jar with the number they chose. Use the number mats appropriate for your class.

Alternatively, use small counters or non-counts to represent the candy pieces and student will use tweezers to drop them in a bowl or candy jar.

Comparing

Size

Comparing objects 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 objects.

Objective:

- The students will compare objects.

Procedure:

- Print, cut, and laminate the 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 in an assortment of snow boots, coats, hats, etc. Allow student to explore the sizes of the clothes by comparing them to each other's clothes items, such as their own coats or hats. Which is larger? How do you know? What are some things that are smaller than your coat or hat?

Strategy & Design

1st-2nd

Being able to strategize and create a pattern that follows a rule, such as a line of three, helps build conversational skills. Exposure to these skills is necessary in order to build higher-level math concepts.

Objectives:

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

Procedure:

- Print, laminate, and cut apart the game pieces, pattern pages, and the game board.
- Students reproduce the design of the pattern page on their game board using the game pieces.
 - Alternatively, create an interactive bulletin board by hanging the game board and attaching magnets or hooks and use tape to the game pieces. Students can play to-to-toe against a partner. There are many different ways to create to-to-toe within the classroom as well. Go online for additional ideas.

Graphing

Data Collection

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.

Objectives:

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

Procedure:

- Print, mat, and laminate the snowball graph. Fill a bucket or container with colorful pom poms (snowballs) or use the included colored circles.
- Students pick one pom pom and place it in the correct color column. Continue until all of the pom poms are graphed.
- Students count to see which color has the most pom poms and which color has the least.
 - Alternatively - the students could use buttons or bean counters on the table-top graph. A large graph could also be made with masking tape on the floor for the students to place tape by color themselves based on the color of their shirt.
 - Find more graphing ideas at the URL: <https://www.twinkl.com/primary/resources/primary/primary-graphs-for-early-learning/>

Shapes

Snow People

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 the picture cards. Attach snow people shapes to an oversized mitten or winter hat.
- Students put out a picture card, find the matching snowman shape, and place the picture card in the mitten/hat.
 - Alternatively, attach snow people shapes to a bulletin board and staple an open topped envelope under each snowman.

Have the shape cards in a basket. Students take a shape card from the basket, match the shape to the snowman, and place it in the envelope.

Measurement

Non-standard units

Measurement provides children opportunities to strengthen number sense understanding at the same time. Meaningful play with non-traditional units of measure is an important part of early mathematics development.

Objectives:

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

Procedure:

- Print, mat, cut, and laminate the snow fort cards and snow blocks. Place the snow block and fort cards in a small basket.
- Students select a snow fort and place snow blocks with the fort. The student will then count how many snow blocks are on the fort without overlapping. Circle the correct number with a dry erase marker. Dominoes can also be used instead of the dry erase blocks.
 - Alternatively, explore capacity by emptying toilet water (e.g., snowballs) and different-sized containers. Students can count how many snowballs it holds.
 - Area = the space inside a flat shape.
 - Capacity = the space inside a 3D shape.

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.

Objectives:

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

Procedure:

- Print, cut, laminate, and assemble the dice using double sided tape or glue on the tabs. Make snow people by cutting 7 white circles from felt or white cardstock paper and glue them together. Use a black permanent marker to make eyes and a mouth. Attach pipe cleaner arms and glue an pom pom nose from orange felt. Make a scarf from a strip of colored felt. Print out the poem.
- Students make the poem as they roll the dice. The students read the dice and put the scarf in position on the snow person.
 - Alternatively, make a snowman from large foam pipe or Styrofoam balls. Make a small snow with felt strips. Students place the scarf, arms, and mouth on front of the snow person, adding the dice.

Time

What Can You Do in One Minute?

Using personal experience to help children understand time concepts is an effective way to begin this mathematical concept.

Objective:

- The students will demonstrate an understanding of time concepts.

Procedure:

- Print, cut, and laminate the poem. Make multiple copies of the recording sheet.
- Provide a one-minute timer, white ping-pong balls or dry white pom-poms, a stopwatch or tweezers, and a small bowl. Students start the timer, remove the stopwatch to check the "snowballs" and put them in the tub. When time is up, students count how many snowballs they were able to put in the tub in one minute. They write the number on the recording sheet.
 - Alternatively, create a class chart to show the number of snowballs collected by each student in one minute. As a class, discuss the chart results at the end of the week. Did one person shovel a lot more than others? Was there a strategy involved?

Computation

Grades 1-3

Developing an understanding of computation is an important skill for young learners. Building on addition and subtraction.

Objective:

- The students will recognize a change in a group when objects are taken away from the group.

Procedure:

- Print, mat, laminate, and cut out the poem, bear strips, and covers.
- Cut the dashed line on the cover. Insert a bear strip into the cover, hiding one or more of the bears.
- Students will read the poem and determine how many bears are in the cave and write the correct number in the box. This student can then put the bear picture-strip out of the cave to check the answer.
 - Alternatively, use bear counters and a bowl as a cave. Students will work in partner-pairs. Starting with five bears, one student hides some under the bowl. The group will read the poem, guess how many bears are under the bowl, then remove the bowl to reveal the hidden bears.

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:

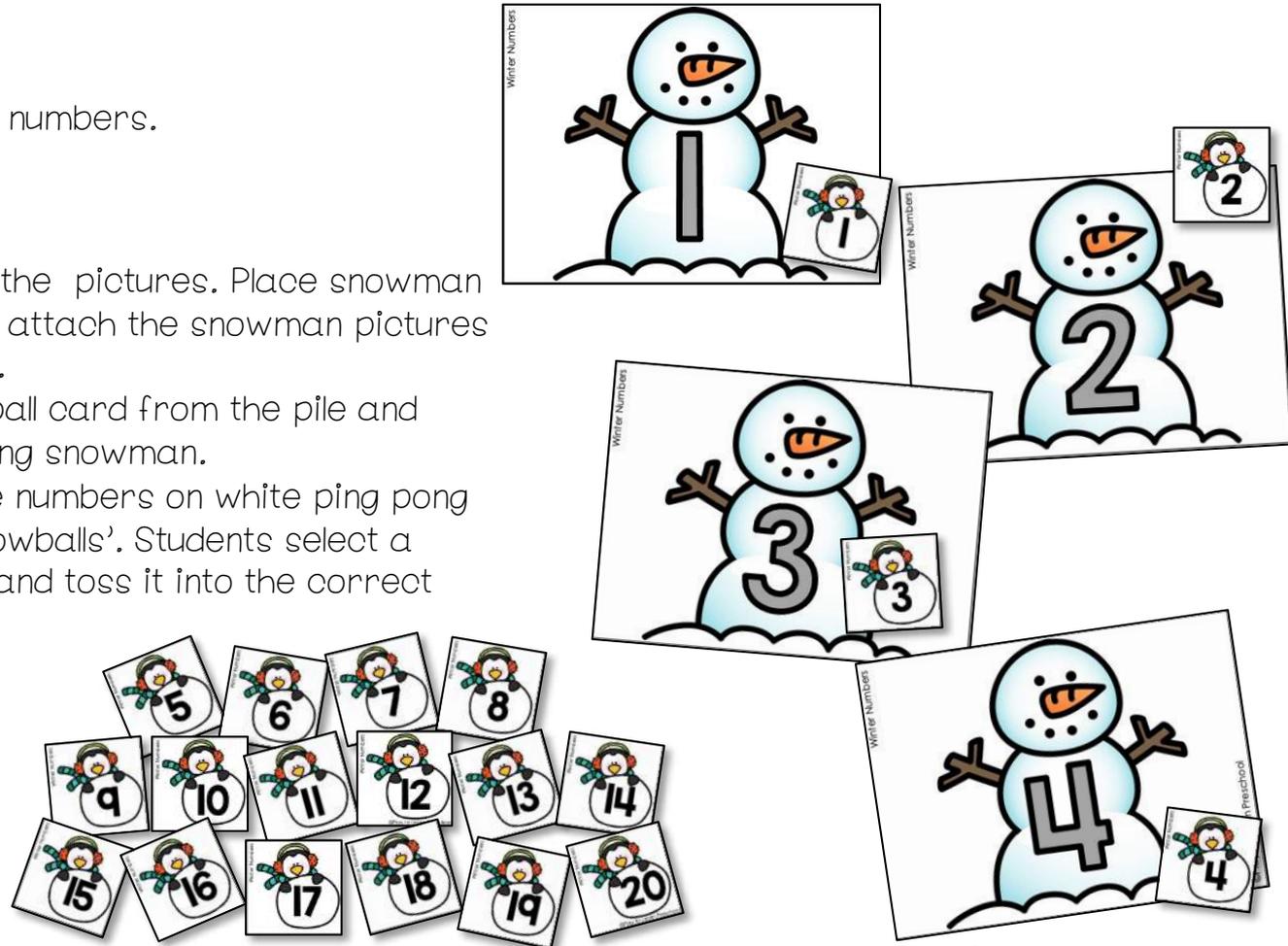
- The students will identify numbers.

Procedure:

- Print, cut, and laminate the pictures. Place snowman pictures on the table or attach the snowman pictures to the front of a bucket.
- Students select a snowball card from the pile and place it with the matching snowman.
 - Alternatively, write numbers on white ping pong balls to create 'snowballs'. Students select a 'snowball' number and toss it into the correct bucket.

Name _____				
I can write numbers.				
1	2	3	4	
5	6	7	8	
9	10	11	12	
13	14	15	16	

Recording Sheet



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Counting

Number Sense

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

Objectives:

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

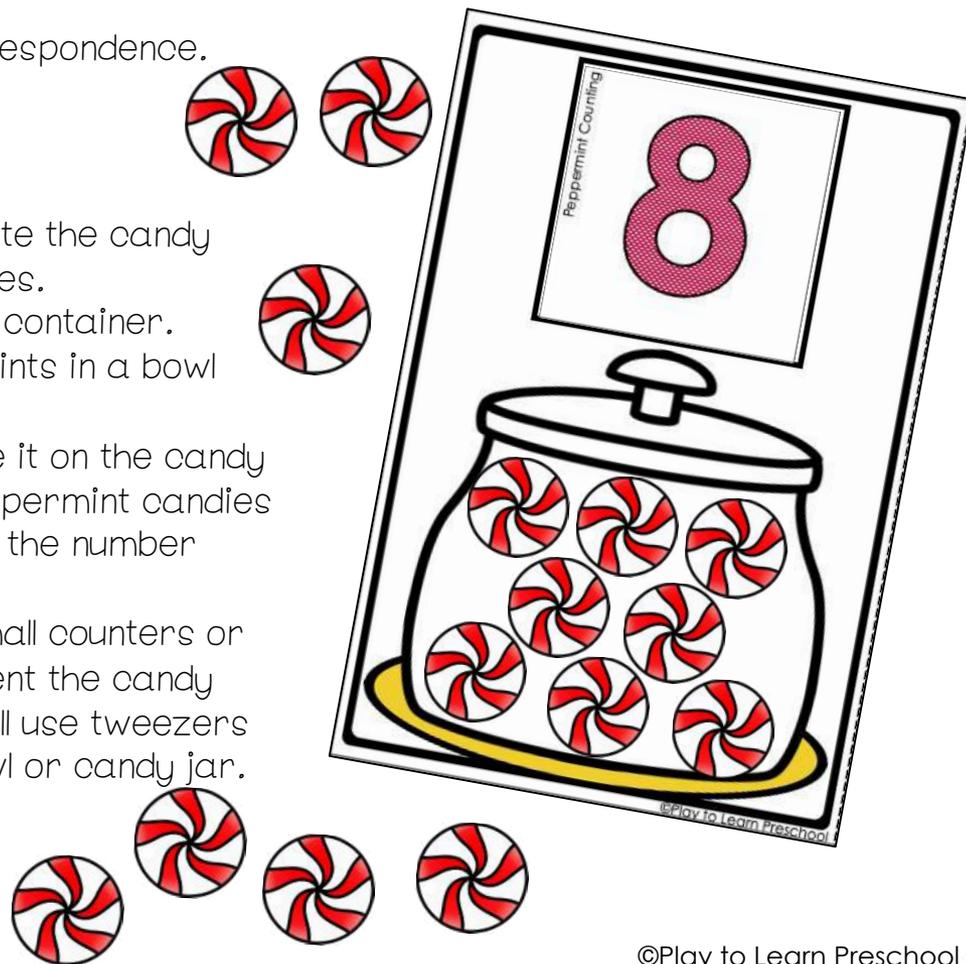
Procedure:

1. Print on cardstock paper, cut out, and laminate the candy jars, number cards, and the peppermint pieces.
2. Put the number cards in an envelope or small container. Place candy jars on a table and put peppermints in a bowl next to the cards.
3. Students will choose a number card and place it on the candy jar card. The student then counts enough peppermint candies to fill the jar with the number they chose. Use the number mats appropriate for your class.

- Alternatively - Use small counters or pom-poms to represent the candy pieces and student will use tweezers to drop them in a bowl or candy jar.

Name _____			
Count the number of pictures in each row. Trace the correct number.			
	5	4	1
	8	2	5
	3	1	6

Recording Sheet



Comparing Size

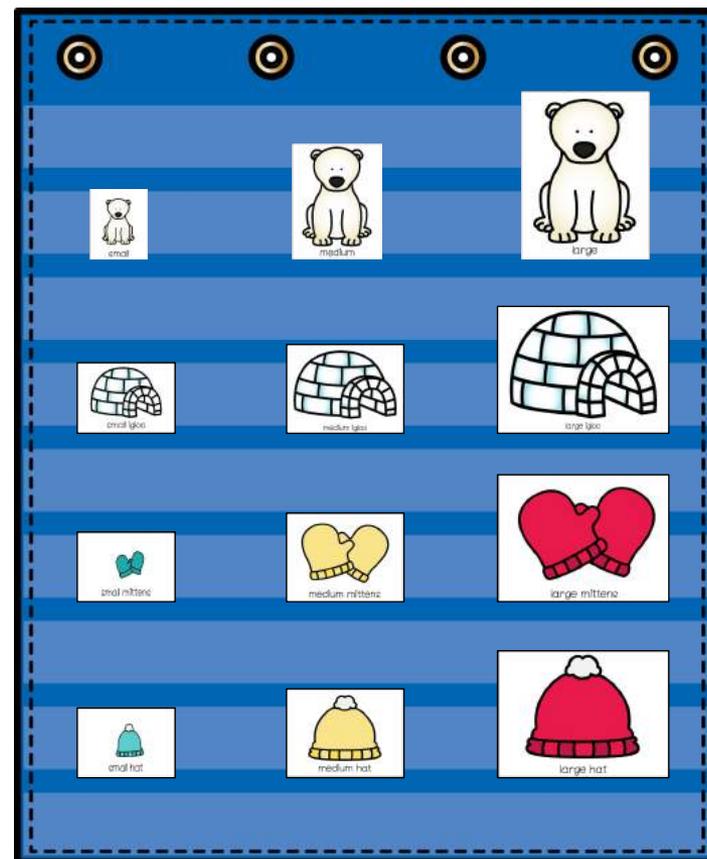
Comparing objects in ways that are personally meaningful and challenging is an essential early math skill. Hands-on experience and practice in vocabulary are needed for children to be able to accurately compare sizes.

Objective:

- The students will compare objects.

Procedure:

- Print, cut, and laminate the 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 in an assortment of snow boots, coats, hats, etc. Allow student to explore the sizes of the clothes by comparing them to each other or other items, such as their own



Name _____

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

--	--	--	--	--

smallest → largest

Put the pictures in order from smallest to largest.

--	--	--	--	--

Recording Sheet

- shoes or hats. Which is bigger? How do you know? What are some things that are smaller than your boot or hat?

Strategy & Design

Tic-Tac-Toe

Math
Center
#4

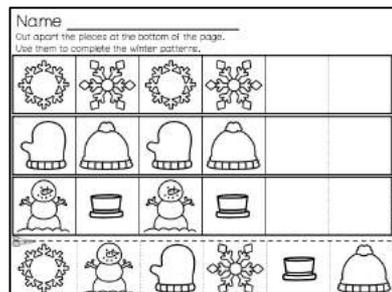
Being able to strategize and create a pattern that follows a rule, such as a line of three, helps build observational skills. Exposure to these skills is necessary in order to build higher-level math concepts.

Objectives:

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

Procedure:

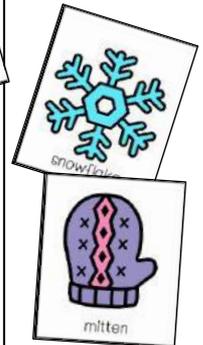
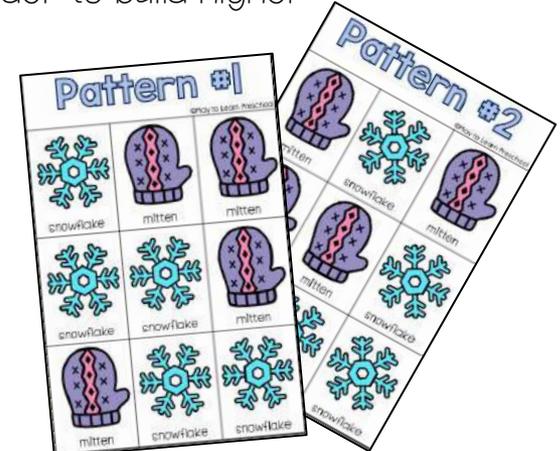
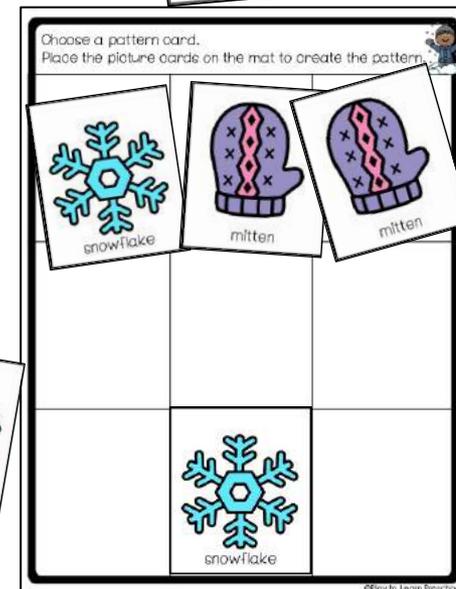
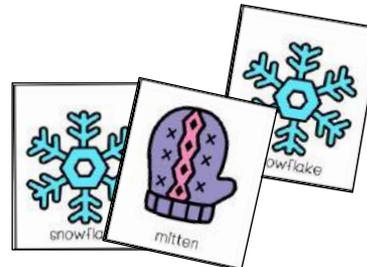
1. Print, laminate, and cut apart the game pieces, pattern pages, and the game board.
2. Students recreate the design of the pattern page on their game board using the game pieces.
 - Alternatively, create an interactive bulletin board by hanging the game board and attaching magnets or hook and loop tape to the game pieces. Students can play tic-tac-toe against a partner. There are many different ways to create tic-tac-toe within the classroom as well. Go online for additional ideas. <https://playtolearnpreschool.us/tic-tac-toe/>



Recording Sheet



Scan



Graphing

Data Collection

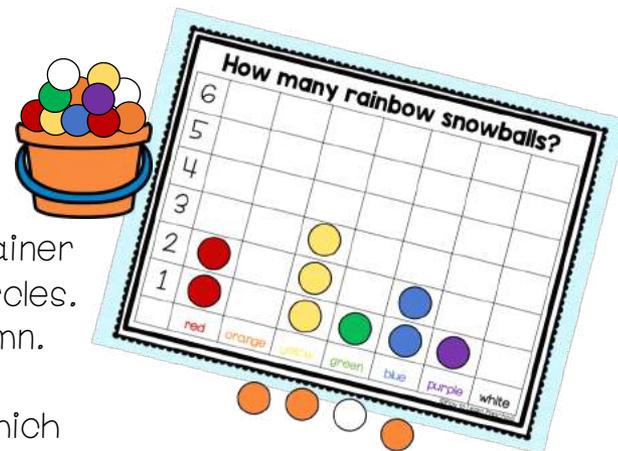
Graphing and interpreting data are important mathematical skills. Young students are naturally inquisitive and ask many questions. Graphing data and talking about what the data shows is a key step in early childhood mathematics.

Objectives:

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

Procedure:

1. Print, mat, and laminate the snowball graph. Fill a bucket or container with colorful pom poms (snowballs) or use the included colored circles.
2. Students pick one pom pom and place it in the correct color column.
3. Students count to see which color has the most pom poms and which color has the least.
 - Alternatively – the students could use buttons or bear counters on the table-top graph. A large graph could also be made with masking tape on the floor for the students to place toys by color or themselves based on the color of their shirt.



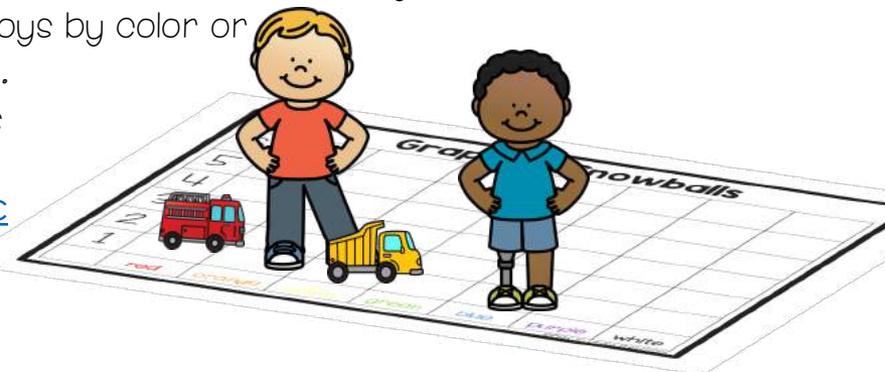
Name: _____

Ask your family and friends what they like to do in winter. Put a check mark under the picture. What activity do people like to do the most?

				
building a snowman	ice skating	reading	playing a game	reading a book

Recording Sheet

- Find more graphing ideas on the PTL website.
<https://playtolearnpreschool.us/bar-graphs-for-preschoolers/>



Shapes

Snow People

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 picture cards. Attach snow people shapes to an oversized mitten or winter hat.
2. Students pull out a picture card, find the matching snowperson shape, and place the picture card in the mitten/hat.
 - Alternatively, attach snow people shapes to a bulletin board and staple an open topped envelope under each snowperson.

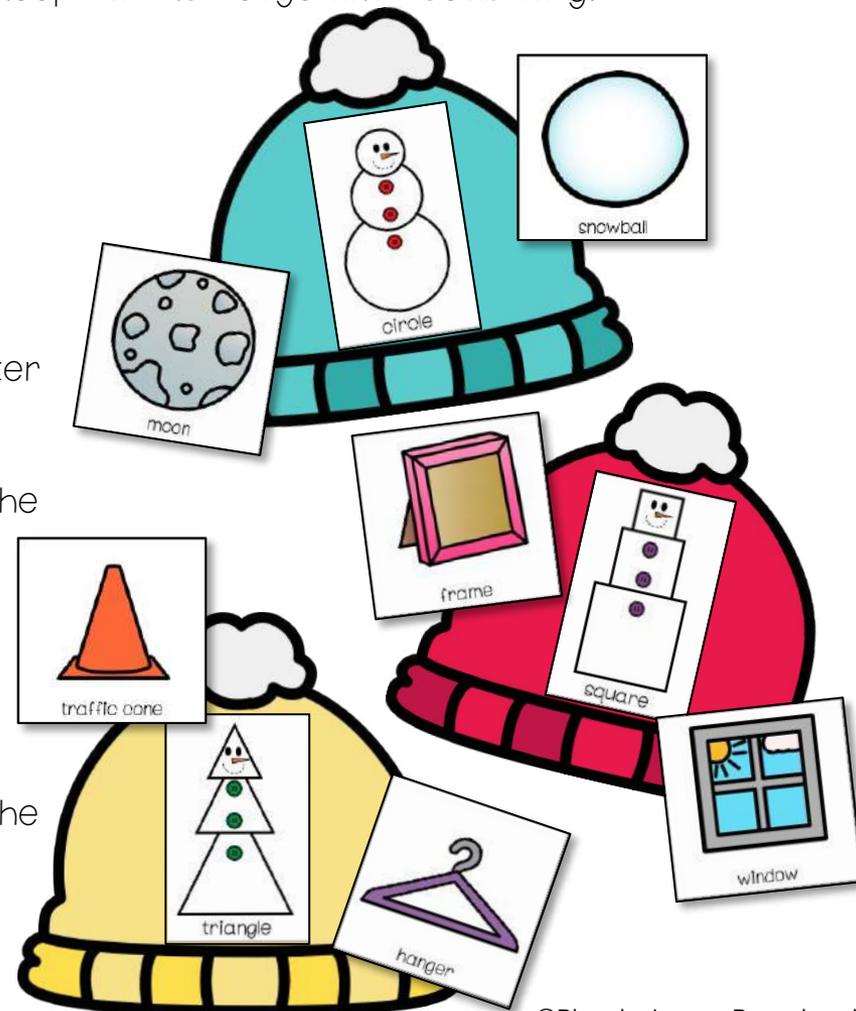
Name _____

I can draw the shapes.

		
circle	square	triangle
		
hexagon	rectangle	diamond

Recording Sheet

Have the shape cards in a basket. Students take a shape card from the basket, match the shape to the snowperson, and place it in the envelope.



Measurement

Non-standard units

Measurement provides children opportunities to strengthen number sense understanding at the same time. 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 area.

Procedure:

1. Print, mat, cut, and laminate the snow fort cards and snow blocks. Place the snow block and fort cards in a small basket.
2. Students select a snow fort and place snow blocks within the fort. The student will then count how many snow blocks are on the fort without overlapping. Circle the correct number with a dry erase marker. Dominos can also be used instead of the paper snow blocks.
 - Alternatively, explore capacity by providing cotton balls (a.k.a. snowballs) and different-sized containers. Students fill the container, then count how many

Name _____

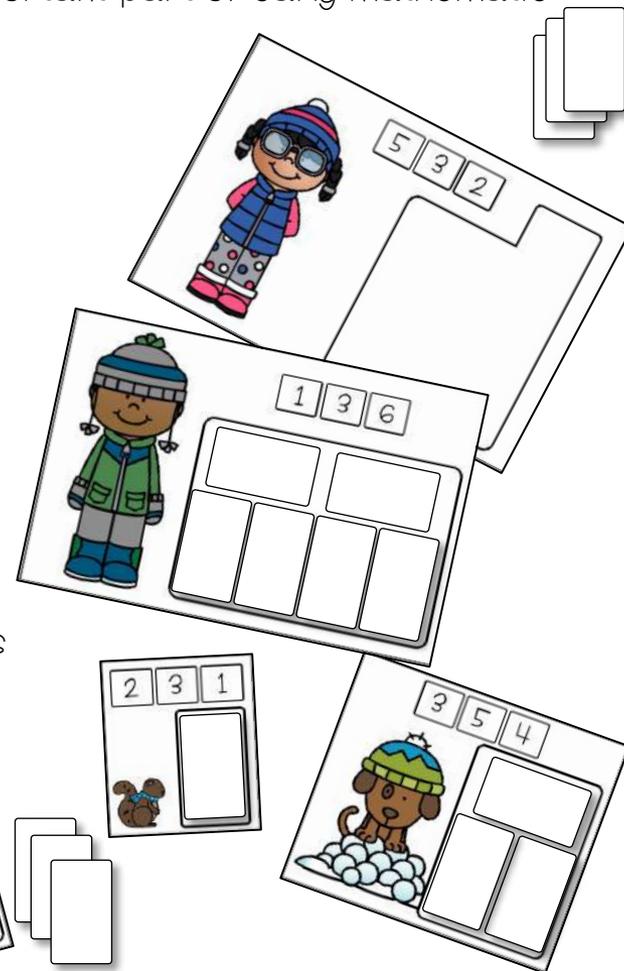
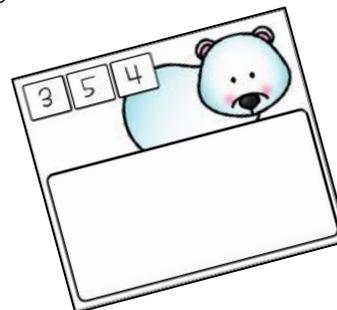
Use cotton balls, cups, and or bowls. Use cotton balls to measure the capacity of the containers. How many cotton balls fit in each container? Count the cotton balls and write the number in the boxes.

 large bowl	 medium bowl	 small bowl
 large cup	 medium cup	 small cup

Recording Sheet

snowballs it held.

*Area = the space inside a flat shape.
**Capacity = the space inside a 3D space



Position

Geometry

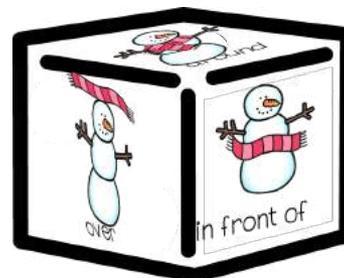
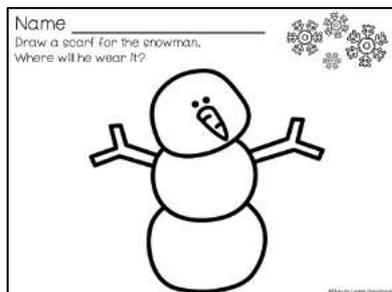
Position words such as beside, above, and under help students understand how things relate to one another. Having an understanding of position is an important part of a child's mathematical development.

Objective:

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

Procedure:

- Print, cut, laminate, and assemble the dice using double sided tape or glue on the tabs. Make snow people by cutting 3 white circles from felt or white cardstock paper and glue them together. Use a black permanent marker to make eyes and a mouth. Attach pipe cleaner arms and glue on a carrot nose from orange felt. Make a scarf from a strip of colored felt. Print out the poem.
- Students recite the poem as they roll the dice. The students read the dice and put the scarf in position on the snow person.
 - Alternatively, make a snowperson from large pom poms or Styrofoam balls. Make a small scarf with a felt strip. Students place the scarf on/beside/behind/in front of the snow person, as they take turns rolling the dice.



Time

What Can You Do in One Minute?

Using personal experiences to help children understand time concepts is an effective way to begin this mathematical concept.

Objective:

- The students will demonstrate an understanding of time concepts.

Procedure:

- Print, cut, and laminate the poem. Make multiple copies of the recording sheet.
- Provide a one-minute timer, white pony beads or tiny white pom-poms, a clothespin or tweezers, and a small bowl. Students start the timer, then use the clothespin to pinch the 'snowballs' and put them in the tub. When time is up, students count how many snowballs they were able to put in the tub in one minute. They write the number on the recording half sheet.
 - Alternatively, create a class chart to show the number of snowballs collected by each student in one minute. As a class, discuss the chart results at the end of the week. Did one person shovel a lot more than others? Was there a strategy involved?



Name _____

Set a timer for 1 minute.
How many of the following things can you do in 1 minute?

I can do ___ jumping jacks in 1 minute.

I can clap ___ times in 1 minute.

I can march in place ___ times in 1 minute.

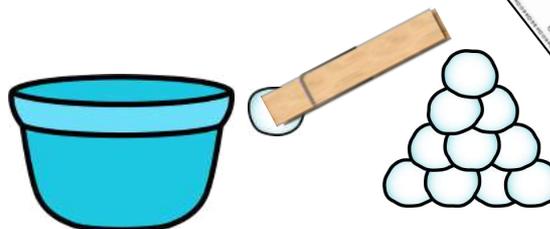
Recording Sheet

Shoveling Snowballs			
0 1 2 3 4	5 6 7 8	9 10 11 12	13 14 15
Jack	Trina	Shay	Lina
	Nico	Lilly	Uvi
		Dani	Ben
		Zack	
		Raka	

Name **Jorge**

I shoveled **14** snowballs in one minute!

This is a picture of me putting snowballs in one minute!



Computation

Groups of 5

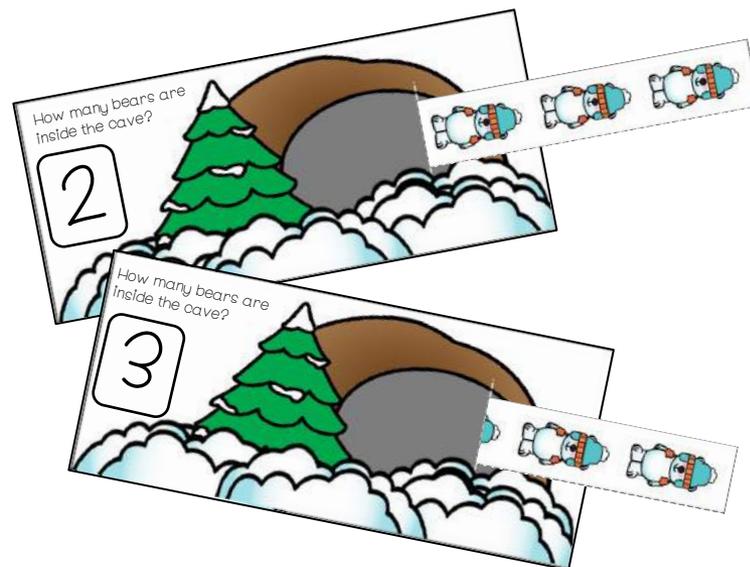
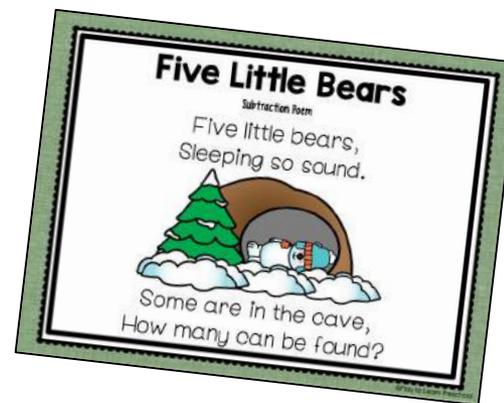
Developing an understanding of computation is an important skill for young learners. Building on counting skills, computation involves combining and separating groups of objects as a precursor to addition and subtraction.

Objective:

- The students will recognize a change in a group when objects are taken away from the group.

Procedure:

- Print, mat, laminate, and cut out the poem, bear strips, and caves.
- Cut the dotted line on the cave. Insert a bear strip into the cave, hiding one or more of the bears.
- Students will read the poem and determine how many bears are in the cave and write the correct number in the box. The student can then pull the bear picture-strip out of the cave to check the answer.
 - Alternatively, use bear counters and a bowl as a cave. Students will work in partner-pairs. Starting with five bears, one student hides some under the bowl. The group will read the poem, guess how many bears are under the bowl, then remove the bowl to reveal the hidden bears.



Name _____

Count the number of pictures in each row, then draw additional pictures to add up to five total pictures in each row.

Recording Sheet

10 Literacy Centers Included

Oral Language

Colorful Snowmen

Literacy Center #1

Oral language skills build a solid foundation in early reading and writing. Daily language play and exposure to repeated songs and stories help form this foundation.

Objective:

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

Procedure:

- Print, cut, and laminate the pictures. Attach the snowman pictures at eye level on a bulletin board or bookshelf.
- Students move to each card, recite the poem, and act out the motions.
- Alternatively, place colored buttons in a jar and have students pull one out. Then, students move to that color snowman card, recite the poem, and perform the action.



Reading List

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 letters and snowflakes. Attach snowflakes to a whiteboard or bulletin board. Place a small magnetic strip on the back of each letter.
- Students choose a letter and match it to a branch of the correct word family snowflake.
- Alternatively - Attach word family letters to a bucket and letter cards to a piece of white foam board to create a snowball. Students toss letters.



Syllables

Segmenting words

Literacy Center #3

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 winter snow ball. Place words cards in a small bin next to the balls.
- Students select a word card, tap out the syllables, then put the card in the correctly labeled bin.
- Alternatively, allow students to use a small plastic bucket and shovel to tap out the syllables of each word.



Reading List

Letter Recognition

Matching Game

Literacy Center #4

Letter knowledge is essential to the start of reading and writing. Being able to match upper and lower case letters is a key skills in the process.

Objective:

- The students will recognize letters of the alphabet.

Procedure:

- Print, cut, mat, and laminate the cards. Attach snowman to a bulletin board or magnetic whiteboard. Drape string or cord above each row of snowman.
- Students select a top hat and clip it to the matching snowman using a clothes pin.
- Alternatively, cut snowman in one half and top half in another. Students match the hats to the snowman on the floor or a table.



Reading List

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 help to develop this ability.

Objective:

- The students will demonstrate an understanding of print concepts.

Procedure:

- Print, cut, and laminate pictures. Place each set in an envelope or zip-top baggie.
- Post pictures on a bulletin board or around the classroom. Put envelopes with puzzle pieces in a bin or bucket for students to access. Students select an envelope, go to the corresponding picture, then assemble and read the sentence.
- Alternatively, display pictures on a magnetic whiteboard. Attach magnetic tape to the back of each puzzle piece. Students can then assemble and read the puzzle with the corresponding picture.



Reading List

Word Recognition

Marshmallow Creations

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 at an early age 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 word cards. Display them in an empty, clean cocoa jar. Place small white pom-poms or marshmallows in a bowl next to the jar. Place on a table and students of first emerge when writing/pulling letters in the pom-poms.
- Students select a word card from the jar and place pom-poms on the card to form the letters.
- Alternatively, allow students to use large plastic tweezers for an added challenge.



Reading List

Beginning Sounds

What does it start with?

Literacy Center #7

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 progress.

Objective:

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

Procedure:

- Print, cut, and laminate the bear and fish pictures.
- Place the bears and fish pictures in a bin or on the center table. Students select a fish and place it on the correct bear.
- Alternatively, provide 'foss' made from a wooden dowel with string attached. Attach a magnet to the end of the string. On each fish, place a magnetic paper their mouth. Students go for a picture, then go to the corresponding bear picture.



Reading List

Rhyming

Puzzles

Literacy Center #8

Rhyming is an integral part of developing phonemic awareness. Being able to recognize rhymes and create them independently is a skill that needs to be modeled and practiced daily.

Objective:

- The students will recognize rhyming words.

Procedure:

- Print, cut, and laminate puzzle pieces. Put pieces in a shallow bin filled with cotton balls or white padding foam to mimic snow.
- Students find the words that rhyme and put the puzzle pieces together.
- Alternatively, display one piece of the puzzle on felt boards. Attach a small piece of velcro to the back of the corresponding piece. Students find the rhyme and assemble the puzzle on the felt board.



Reading List

Vocabulary

"I Spy" Game

Literacy Center #9

When children explore and interact with the world around them, it is easier for them to express new information, ideas, and vocabulary. Classroom labels, word scavenger hunts, and games are a great way to introduce and reinforce vocabulary.

Objective:

- The students will participate in activities that build vocabulary.

Procedure:

- Print, cut, and laminate the pictures. Display 4 word pictures around the center area prior to students using the center. Place color worksheets on a clipboard with a dry erase marker and cloth eraser.
- Students select a color worksheet and find the words around the room. They may check off the words on their sheet, or trace the word underneath each picture.
- Alternatively, display non-file items throughout the center to match the color matching sheets.



Reading List

Writing Practice

Snow Dough

Literacy Center #10

Using children's attempts at drawing and sorting 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 describe the position of objects in relation to other objects and themselves.

Procedure:

- Print, cut, and laminate the winter word cards.
- Mix together equal parts corn starch and milk conditioner to create 'snow dough.' Set out letter blocks, letter cookie cutters, and rolling pins. Students roll or press out dough, then press letters in it to create the winter words.
- Alternatively, allow students to mold the dough into letters to form the winter words on a plastic tray on the table.



Reading List

Oral Language

Colorful Snowmen

Literacy
Center
#1

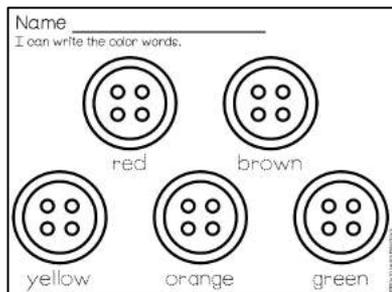
Oral language skills build a solid foundation in early reading and writing. Daily language play and exposure to repeated songs and stories help form this foundation.

Objective:

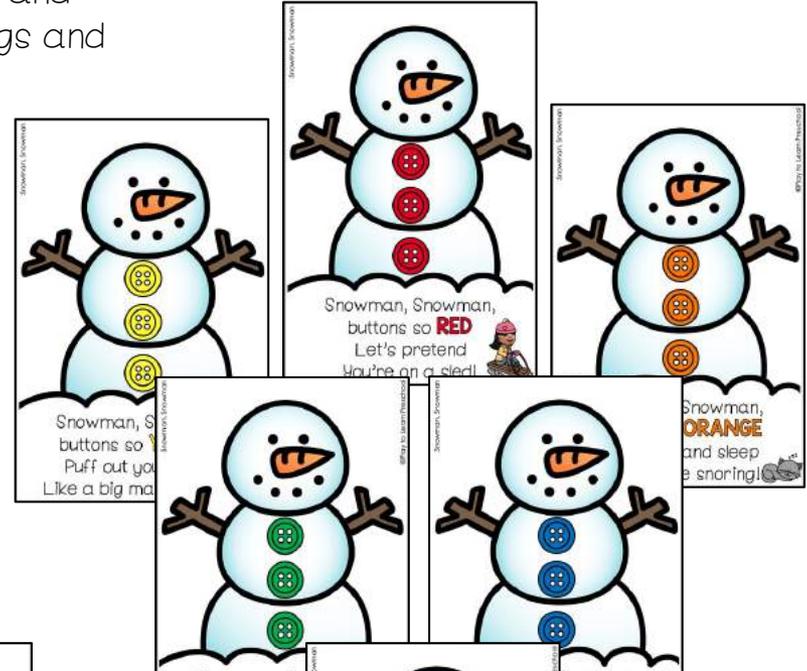
- The students will play with words, sounds, and rhymes.

Procedure:

- Print, cut, and laminate the pictures. Attach the snowman pictures at eye level on a bulletin board or bookshelf.
- Students move to each card, recite the poem, and act out the motions.
 - Alternatively, place colored buttons in a jar and have students pull one out. Then, students move to that color snowman card, read the poem, and perform the action.



Recording Sheet



Word Families

Letter— Sound Manipulation

Literacy
Center
#2

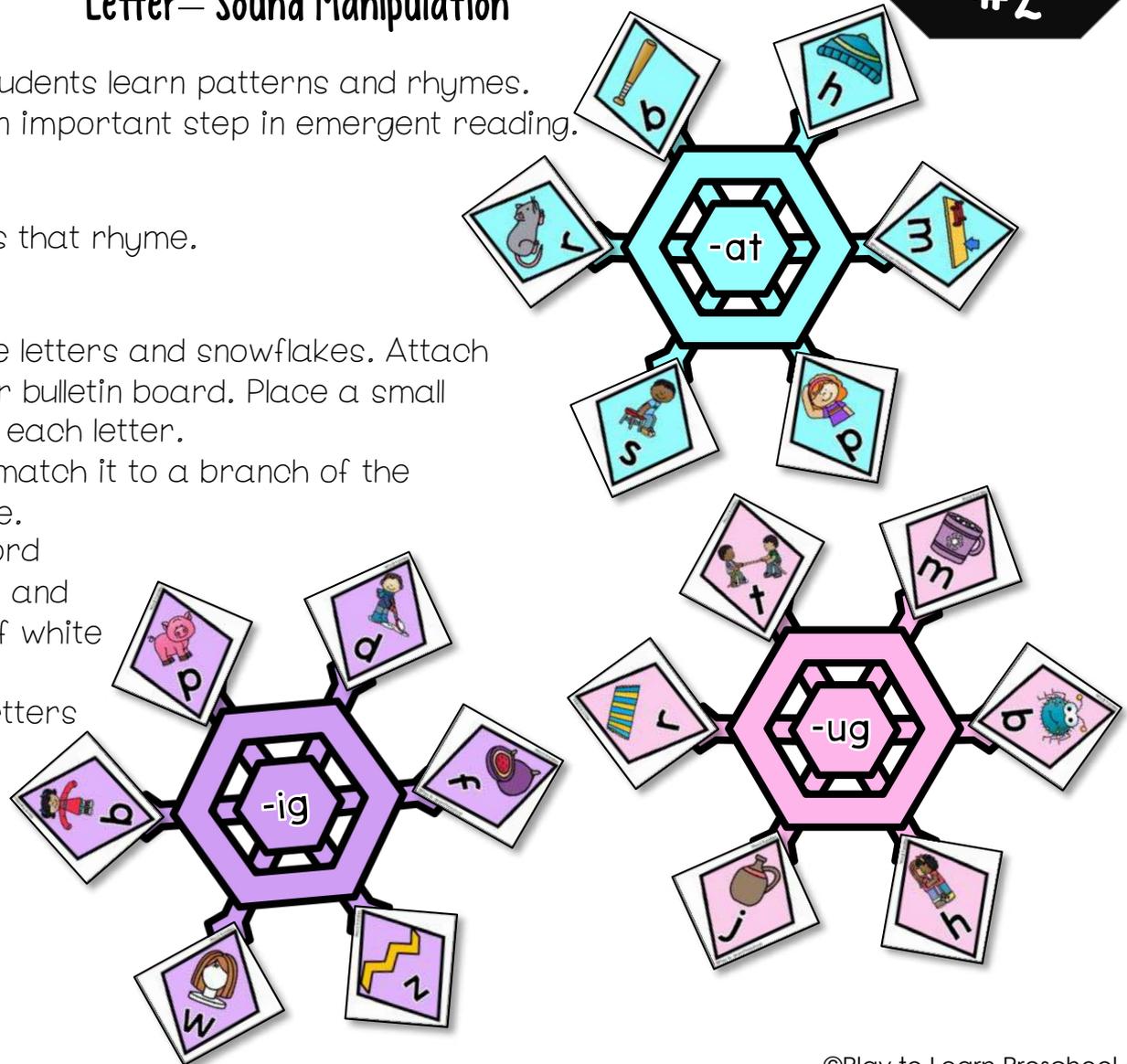
Recognizing word families helps students learn patterns and rhymes. Learning about word families is an important step in emergent reading.

Objective:

- The students will identify words that rhyme.

Procedure:

- Print, laminate, and cut out the letters and snowflakes. Attach snowflakes to a whiteboard or bulletin board. Place a small magnetic strip on the back of each letter.
- Students choose a letter and match it to a branch of the correct word family snowflake.
 - Alternatively – Attach word family letters to a bucket and letter cards to a circle of white foam board to create a snowball. Students toss letters into the correct bucket.



Name _____

Cut apart the pieces at the bottom of the page.
Sort them into word families.

-at	-ug

Recording Sheet

Syllables

Segmenting words

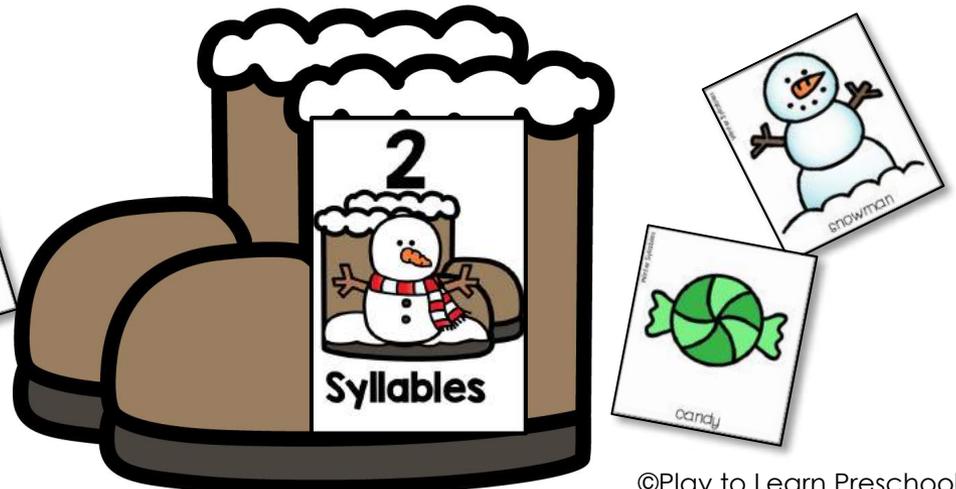
Being able to split words into syllables is one step in the phonological awareness progression. Daily practice and play with syllables strengthens a child's awareness of sounds and letters.

Objective:

- The students will begin to identify syllables.

Procedure:

- Print, cut, and laminate the cards. Attach each card to a winter snow boot. Place words cards in a small bin next to the boots.
- Students select a word card, clap out the syllables, then put the card in the correctly labeled boot.
 - Alternatively, allow students to use a small plastic bucket and shovel to tap out the syllables of each word.



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

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Recording Sheet

Letter Recognition

Matching Game

Literacy
Center
#4

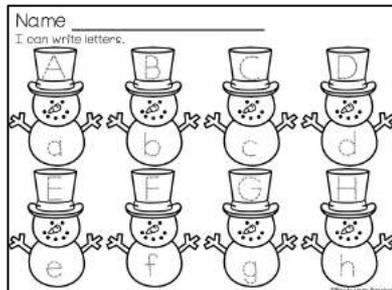
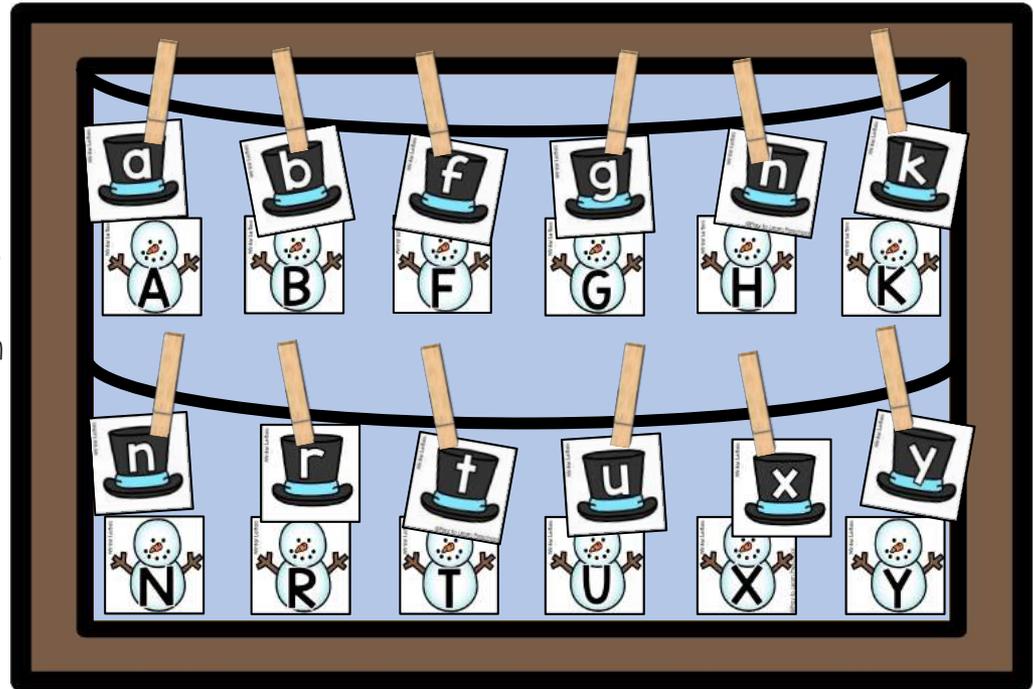
Letter knowledge is essential to the start of reading and writing. Being able to match upper and lower case letters is a key skills in the process!

Objective:

- The students will recognize letters of the alphabet.

Procedure:

- Print, cut, mat, and laminate the cards. Mount snowmen to a bulletin board or magnetic whiteboard. Drape string or cord above each row of snowmen.
- Students select a top hat and clip it to the matching snowman using a clothes pin.
 - Alternatively, put snowman in one bin and top hats in another. Students match the hats to the snowmen on the floor or a table.



Recording Sheet

Concept of Word

Sentence Puzzles

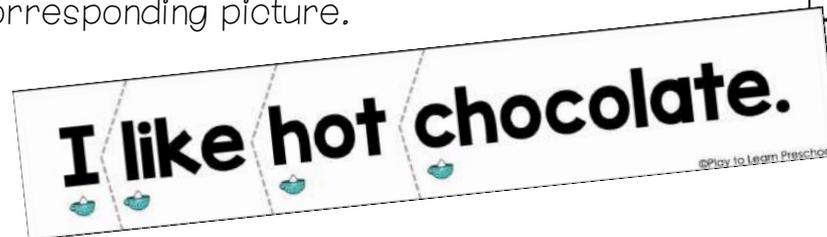
Developing a child's concept of word can happen by matching spoken words to print. Daily contact with reading and writing help to develop this ability.

Objective:

- The students will demonstrate an understanding of print concepts.

Procedure:

- Print, out, and laminate pictures. Place each set in an envelope or zip-top baggie.
- Post pictures on a bulletin board or around the classroom. Put envelopes with puzzle pieces in a bin or bucket for students to access. Students select an envelope, go to the corresponding picture, then assemble and read the sentence.
 - Alternatively, display pictures on a magnetic white board. Attach magnetic tape to the back of each puzzle piece. Students can then assemble and read the puzzle with the corresponding picture.



Name _____

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

I like _____

Recording Sheet

Word Recognition

Marshmallow Creations

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 at an early age with high-frequency words is an important part of emergent literacy.

Objective:

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

Procedure:

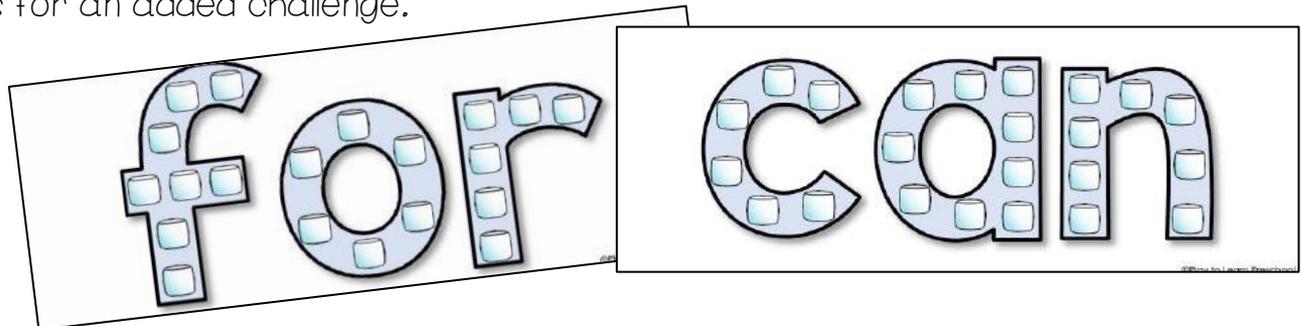
- Print, cut, and laminate word cards. Display them in an empty, clean cocoa jar. Place small white pom-poms or marshmallows in a bowl next to the jar. (**Please be cautious and aware of food allergies when using anything edible in the classroom.**)
- Students select a word card from the jar and place pom-poms on the card to form the letters.
 - Alternatively, allow students to use large plastic tweezers for an added challenge.



Name _____

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

Trace It!	Try It!
can	
the	
me	



Recording Sheet

©Play to Learn Preschool

Beginning Sounds

What does it start with?

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 bear and fish pictures.
- Place the bears and fish pictures in a bin or on the center table. Students select a fish and place it on the correct bear.
 - Alternatively, provide 'rods' made from a wooden dowel with string attached. Attach a magnet to the end of the string. On each fish, clip a paperclip near their mouth. Students go

fishing for a picture, then place it on the corresponding polar bear picture.



Name _____

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

h			
g			
b			

Recording Sheet

Rhyming

Puzzles

Rhyming is an integral part of developing phonemic awareness. Being able to recognize rhymes and create them independently is a skill that needs to be modeled and practiced daily.

Objective:

- The students will recognize rhyming words.

Procedure:

- Print, cut, and laminate puzzle pieces. Put pieces in a shallow bin filled with cotton balls or white packing foam to mimic snow.
- Students find the words that rhyme and put the puzzle pieces together.
 - Alternatively, display one piece of the puzzle on a felt board. Attach a small piece of Velcro to the back of the corresponding piece. Students find the rhyme and assemble the puzzle on the felt board.



Name _____

Draw lines to connect the rhyming words.

	
oat	bat
	
bat	star
	
oag	oat
	
oar	

Recording Sheet

Vocabulary

"I Spy" Game

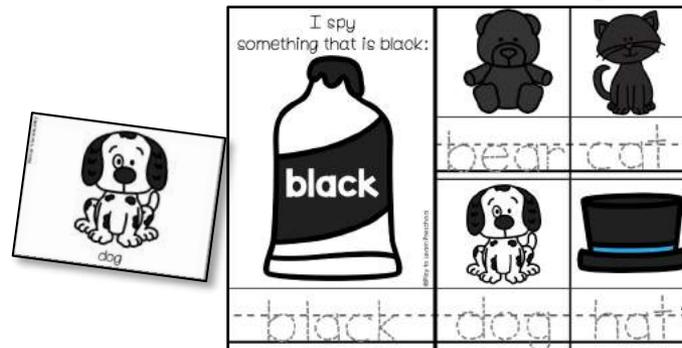
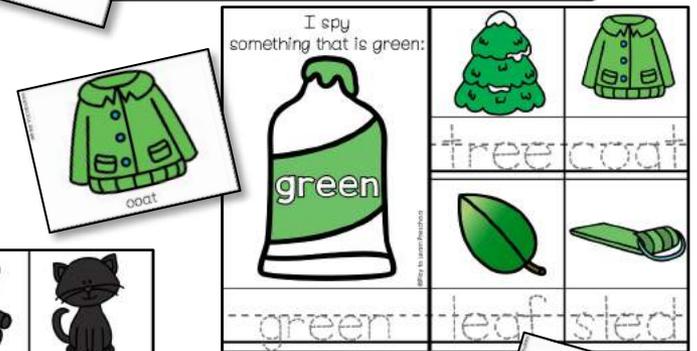
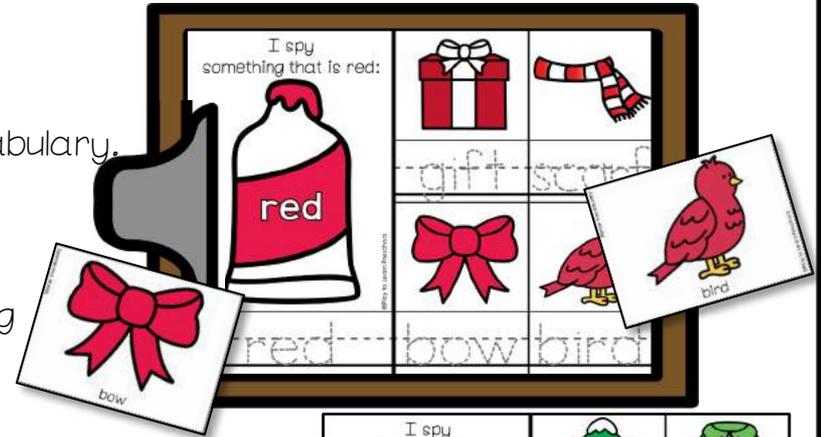
When children explore and interact with the world around them, it is easier for them to express new information, ideas, and vocabulary. Classroom labels, word scavenger hunts, and games are a great way to introduce and reinforce vocabulary.

Objective:

- The students will participate in activities that build vocabulary.

Procedure:

- Print, out, and laminate the pictures. Display ¼ card pictures around the center area prior to students using the center. Place color worksheets on a clipboard with a dry erase marker and cloth eraser.
- Students select a color worksheet and find the words around the room. They may check off the word on their sheet, or trace the word underneath each picture.
 - Alternatively, display real-life items throughout the center to match the color recording sheets.



Name _____

My favorite color is...

This is a picture of something that is my favorite color.



I can write the color word.

Recording Sheet

Writing Practice

Snow Dough

Literacy
Center
#10

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 describe the position of objects in relation to other objects and themselves.

Procedure:

- Print, cut, and laminate the winter word cards.
- Mix together equal parts corn starch and hair conditioner to create 'snow dough.' Set out letter blocks, letter cookie cutters, and rolling pins. Students roll or press out dough, then press letters in it to create the winter words.
 - Alternatively, allow students to mold the dough into letters to form the winter words on a plastic tray or the table.



winter

Name _____					
Cut apart the letters at the bottom of the page. Use them to create each winter word.					
w	i	n	t	e	r
b	o	o	t	s	
r	i	n	t	w	e
o	o	t	s	b	

Recording Sheet



<https://playtolearnpreschool.us/cloud-dough/>

