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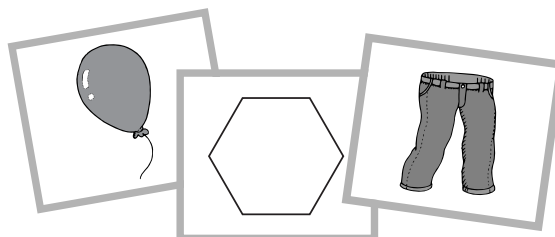
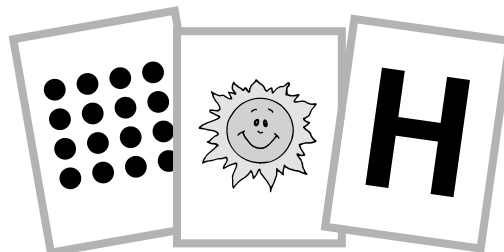
Basic Skills Cards

- Uppercase-Letter Cards (two sets)
- Lowercase-Letter Cards (two sets)
- Beginning-Sound Picture Cards

- Number Cards
- Dot Number Cards
- Number-Word Cards

- Color Cards
- Painted-Word Cards
- Printed-Word Cards
- Color Picture Cards

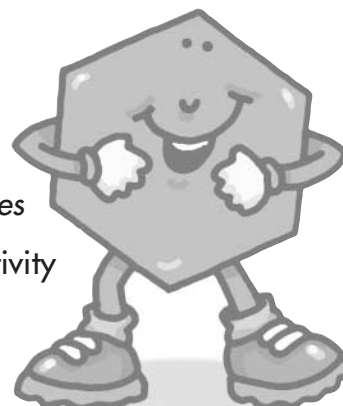
- Shape Cards
- Shape-Word Cards
- Shape Picture Cards





Introduction

Identifying and manipulating letters, numbers, colors, and shapes are basic skills that young children need to learn. In order for children to learn and internalize these skills, they need lots of exposure to them. *Letters, Numbers, Colors & Shapes Learning Centers* contains ready-to-use cards and simple activity ideas to provide children with valuable practice that is developmentally appropriate.



The cards are easy to store and can be used for whole-group lessons or as centers for independent or partner work. You don't need a lot of space for the centers, so they can be done anywhere! You can even send the centers home with children to provide more practice.

This resource also includes a Skills Checklist so you can keep track of each child's progress. A handy Class Assessment Form enables you to note skill mastery and easily identify the entire group's strengths and weaknesses. Use the form to devise the most effective lesson plans. You will also find reproducible certificates to present to children when they have mastered the letters, numbers, colors, or shapes.



Simply punch out the cards, and begin your centers today! Children will have fun as they master the basic skills.



How to Use This Book

Setting Up the Centers

Tear apart the cards. Place each set in a resealable plastic bag, and label the bag. For example, place all the Uppercase-Letter Cards in a bag, and label the bag *Uppercase Letters*. Then place all the plastic bags that correspond with the letter activities in a plastic container (the size of a shoe box) or a large manila envelope. Label the container *Letters Center*. Repeat the steps for the number, color, and shape activities; and label the containers accordingly.



Customizing the Centers

Choose the cards that are appropriate for your children and curriculum needs. You may not choose to use all of the cards for a particular skill. For instance, you may omit the pentagon and octagon from the shapes if you are working with very young children.

Individual or Partner Practice at Home or at School

Place the boxes at a center, and invite children to work with a partner to use the cards to practice the basic skills.

When you want a child to take a center home, place the plastic bags for that center in a manila envelope or in a small backpack. Make a copy of the corresponding activity ideas page (see pages 6–9), and place it in the envelope or backpack to let parents know what types of activities to do with their child.



Whole-Group Practice

Introduce each letter, number, color, or shape by showing the cards to the whole class. Or use the group activity ideas on page 10 to lead the entire class in games that will enhance their knowledge and identification skills.

More Extensions

The last page of the Number-Word Cards also includes the words *odd* and *even*, as well as plus, minus, and equal signs. Have children use these as flash cards to become familiar with their meanings and to practice the concept of odd and even numbers. Or have children construct simple equations to solve.

Assessment

Assess children when you feel it is appropriate to check their knowledge of letters, numbers, colors, and shapes. Make enough copies of the Skills Checklist (see page 11) so that you have one checklist per child. Write each child's name on a separate copy, and assess the children individually. Arrange the letter cards in the same order they appear on the Skills Checklist. Ask a child to identify letters as you point to them. Circle the letters on the Skills Checklist that the child does not know. Then use the corresponding cards to assess children's knowledge of numbers, colors, and shapes and their ability to read the words that represent the numbers, colors, and shapes. Make your own notations for the particular skill you are assessing. For example, show a child the Number Cards, and circle on the Skills Checklist the numbers that he or she does not know. Then show the child the Number-Word Cards and draw a box around the numbers that indicate the number words the child is unable to read.

When you have finished assessing the children, keep the checklists in a file; and a few weeks later, use them for reassessment. Look up the items that are marked on a child's checklist. Find the corresponding cards, and ask the child to identify those items. Repeat this reassessment procedure until the child can identify all of the items. The Skills Checklist is also a handy tool to use during a parent-teacher conference to let the parent know what his or her child has already mastered and what the child still needs to practice.

Make a copy of the Class Assessment Form reproducible (see page 12). Write children's names in the first column. When a child has mastered a skill, write the date in the corresponding column next to the child's name. Keep the form handy to keep track of which children still need more practice. Reassess children until they have mastered all the skills. This form will be useful when it comes time to complete progress reports as well as plan lessons.

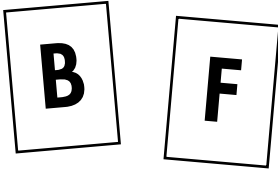
Certificates

Reward children when they have mastered a skill. Copy the certificate reproducible (see pages 13–16) on colored paper or construction paper. Give each child a certificate and a pencil or other small treat when he or she has mastered one of the basic skills centers (letters, numbers, colors, or shapes).

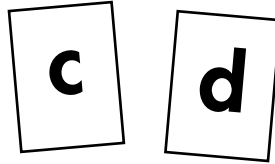
The image shows two sample assessment forms. The top form is a 'Skills Checklist' for a child named Kendra. It includes sections for Capital Letters (A-Z), Lowercase Letters (a-z), Numbers (1-30), and Colors (red, blue, yellow, green, orange, pink, white, brown, grey). The bottom form is a 'Class Assessment Form' for a class of 12 students. It has columns for each skill (Letters, Numbers, Colors, Shapes) and rows for each student's name. The students listed are: Carolyn, Seth, Mark, Alyssa, Kendra, Jose, Maria, Devon, Jasmine, Kendra, Bryan, Jennifer, Emily, Tim, Alexis, Kellars, Connor, Robert, and Michelle.

Letter Activities

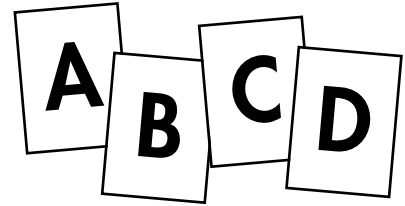
Have children use the Uppercase-Letter Cards as flash cards to practice letter recognition.



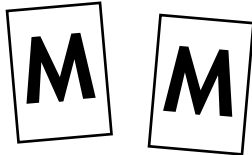
Have children use the Lowercase-Letter Cards as flash cards to practice letter recognition.



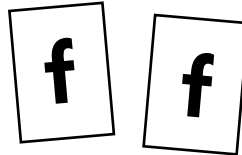
Tell children to place each set of letter cards in alphabetical order.



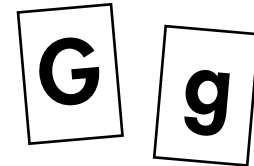
Have children use two sets of Uppercase-Letter Cards to match uppercase letters to uppercase letters. Ask children to say aloud each letter.



Have children use two sets of Lowercase-Letter Cards to match lowercase letters to lowercase letters. Ask children to say aloud each letter.



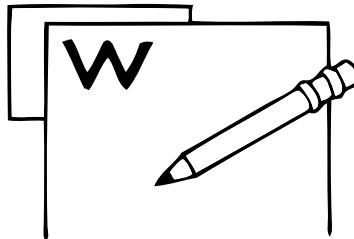
Ask children to match Uppercase-Letter Cards to Lowercase-Letter Cards.



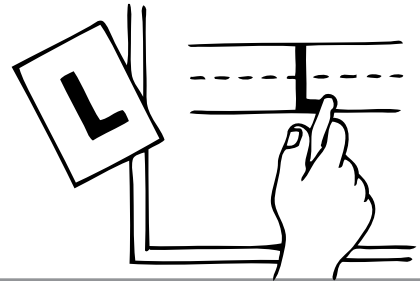
Tell children to match one set of letter cards to the correct Beginning-Sound Picture cards.



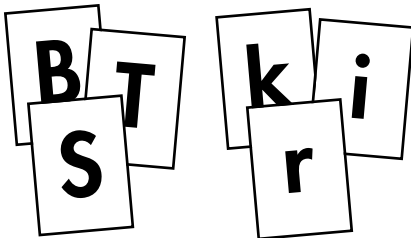
Invite children to place a piece of white paper over a card and trace the letter.



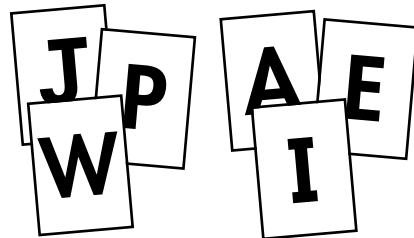
Ask children to look at a card and write the letter on the board.



Place all the letter cards together. Ask children to sort the cards into uppercase and lowercase letters.



Give children one set of letter cards. Have children sort the letter cards into consonants and vowels.

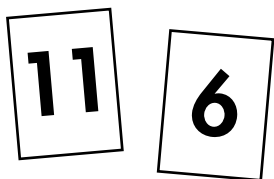


Have children choose a letter and look through a magazine and cut out that letter. Ask them to glue the cutouts onto a piece of paper to make a collage.

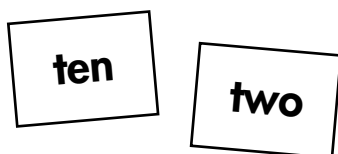


Number Activities

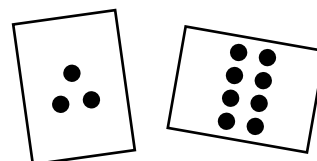
Have children use the Number Cards as flash cards to practice number recognition.



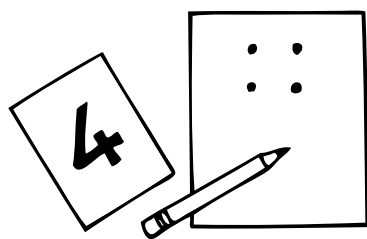
Have children use the Number-Word Cards as flash cards to practice reading number words.



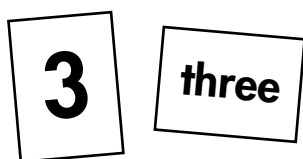
Tell children to practice counting the dots on the Dot Number Cards.



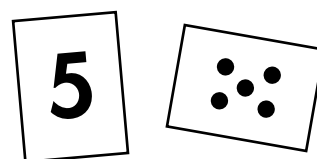
Ask children to pick a Number Card and draw that many dots on a piece of paper or a whiteboard.



Ask children to match the Number Cards to the Number-Word Cards.



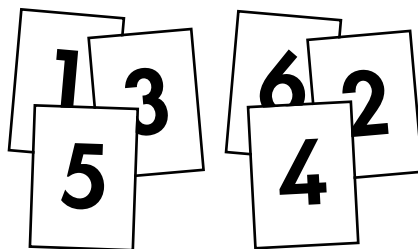
Have children match the Number Cards to the Dot Number Cards.



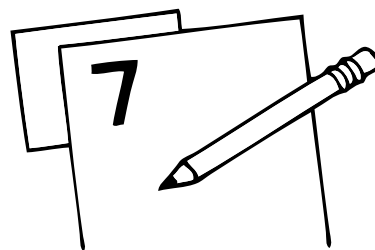
Invite children to place the Number Cards in numerical order beginning with 1.



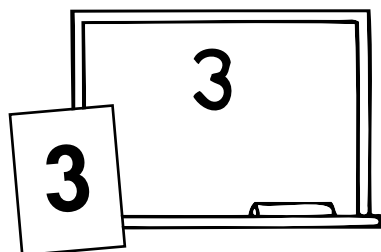
Give children the Number Cards or Dot Number Cards. Have them sort the cards into odd and even numbers.



Tell children to place a piece of white paper over a Number Card and trace the number.



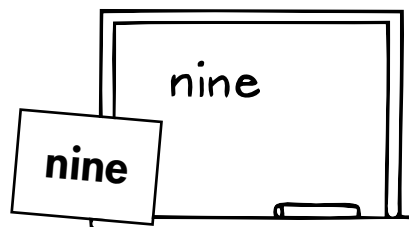
Invite children to look at a Number Card and write the number on the board.



Have children put the Number-Word Cards in numerical order beginning with one.

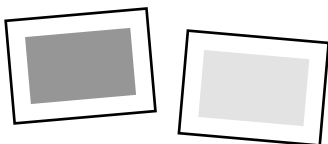


Ask children to look at a Number-Word Card, and have them write the word on the board.

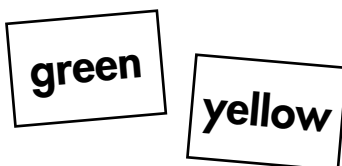


Color Activities

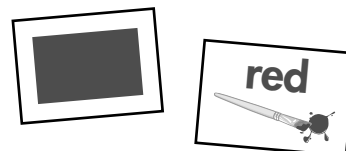
Have children use the Color Cards as flash cards to practice color recognition.



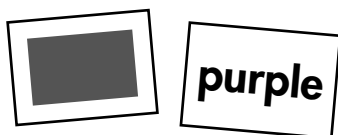
Have children use the Printed-Word Cards as flash cards to practice reading color words.



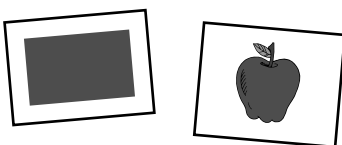
Ask children to match the Color Cards to the Painted-Word Cards.



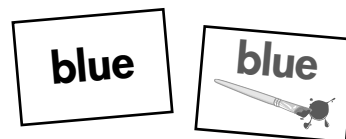
Ask children to match the Color Cards to the Printed-Word Cards.



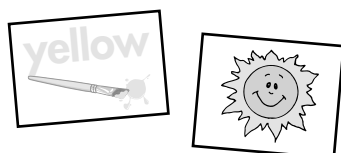
Tell children to match the Color Cards to the Color Picture Cards.



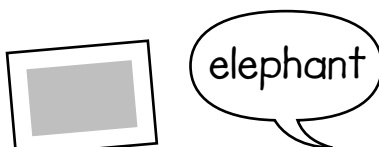
Have children match the Printed-Word Cards to the Painted-Word Cards.



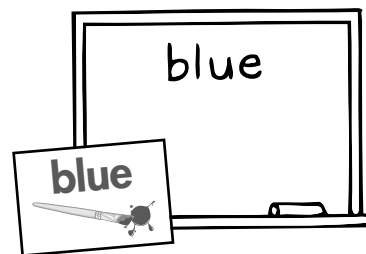
Have children match the Painted-Word Cards to the Color Picture Cards.



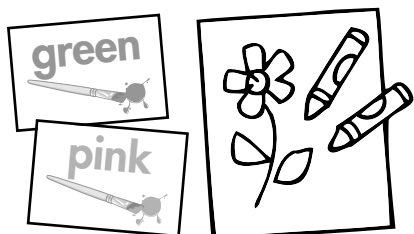
Invite children to pick a Color Card. Then have them name something that is that color.



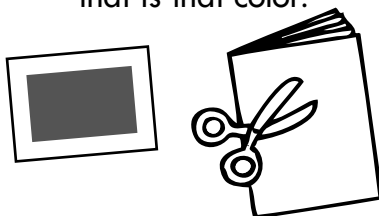
Invite children to look at a Painted-Word Card and write the word on the board.



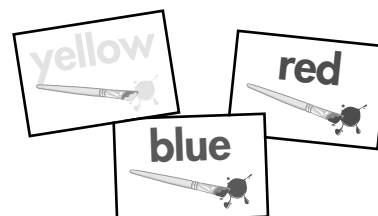
Have children choose two Painted-Word Cards. Ask them to draw a picture of something that has those two colors in it.



Invite children to choose a Color Card. Then ask them to look through a magazine and cut out a picture of something that is that color.

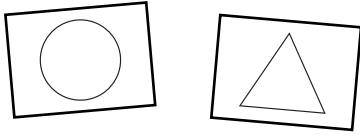


Ask children to sort the Color Cards or the Painted-Word Cards into primary and secondary colors.

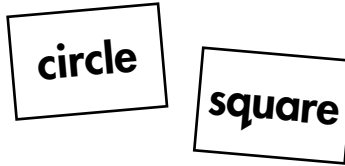


Shape Activities

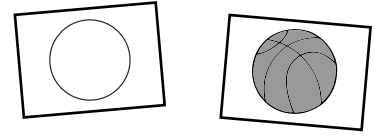
Have children use the Shape Cards as flash cards to practice shape recognition.



Have children use the Shape-Word Cards as flash cards to practice shape-word recognition.



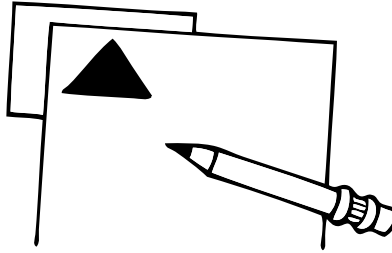
Ask children to match the Shape Cards to the Shape Picture Cards.



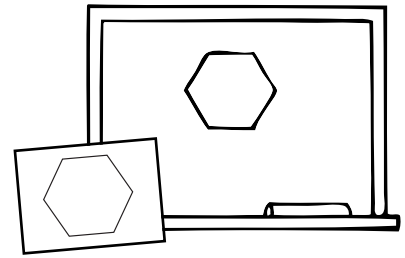
Tell children to match the Shape Cards to the Shape-Word Cards.



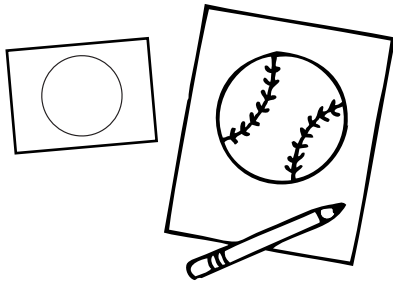
Invite children to choose a Shape Card and trace the shape on a piece of paper.



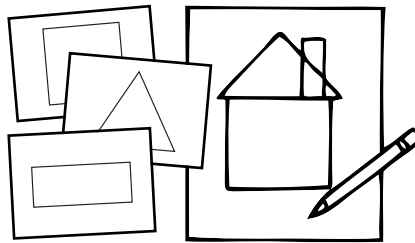
Have children pick a Shape Card and draw that shape on the board.



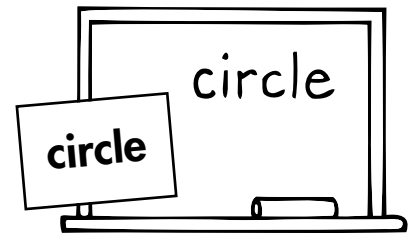
Have children pick a Shape Card. Ask them to draw something that has that shape.



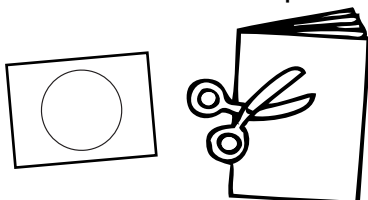
Ask children to choose three Shape Cards. Then invite them to draw a scene including items that have those three shapes.



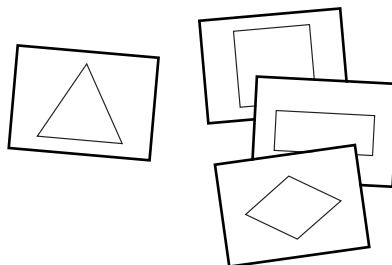
Ask children to look at a Shape-Word Card, and have them write the word on the board.



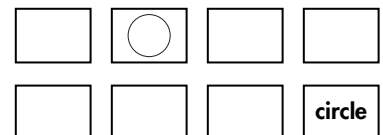
Invite children to choose a Shape Card. Then ask them to look through a magazine and cut out a picture of something that has that shape.



Tell children to sort the Shape Cards by the number of sides each shape has.



Use the Shape Cards and the Shape-Word Cards to play a memory game. Place the cards facedown, and have each child turn over two. If they match, the child keeps the cards.





Group Activities

Bingo

Draw a 5 x 5 grid on a piece of white paper. Make enough copies of the grid so each child can have one. Then ask children to write a different uppercase letter in each box. Tell them that this is their bingo card. Give children small manipulatives (e.g., beans, teddy bear counters) to use as markers to cover the spaces. Pick one Uppercase-Letter Card, say the letter aloud, and show children the card. Have children cover that space on their board. Repeat the procedure until a child has five spaces in a row covered. Repeat the activity with lowercase letters or numbers.

Clue

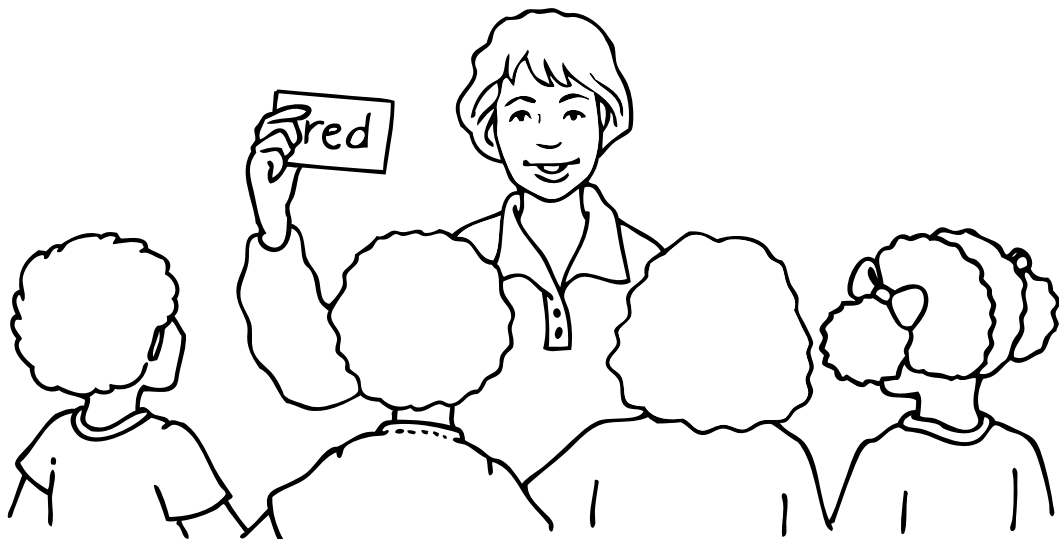
Lay out a set of cards. Give clues about one of the cards, and have children identify the card you are describing. For example, say *I am thinking of a number between 1 and 5. It is an even number that comes before 4. What number is it?* Children will choose the “2” card.

Relay Race

Lay a set of cards faceup on the floor or on a table. Divide the class into two teams. Have each team line up facing the floor or table. Say aloud a letter, number, color, or shape; and have the first child in each line search for the card. The first child to find the card picks it up. Repeat the procedure until all the cards are picked up. The team with the most cards wins.

Team Tic-Tac-Toe

Divide the class into two teams. Draw a large tic-tac-toe grid on the chalkboard. Show a card to one team. Have a volunteer from that team identify the card. If the volunteer is correct, have him or her place an x or o on the tic-tac-toe board. Repeat the procedure with the other team. Continue until a team has tic-tac-toe.



Name _____

Skills Checklist



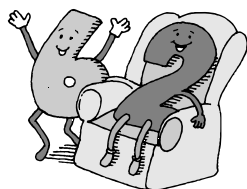
Uppercase Letters

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z



Lowercase Letters

a b c d e f g h i j k l m
n o p q r s t u v w x y z



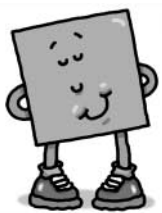
Numbers

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
16 17 18 19 20 21 22 23 24 25 26 27 28 29 30



Colors

red blue yellow green orange purple
black white brown pink gray



Shapes

circle square rectangle triangle hexagon oval
diamond heart star pentagon octagon trapezoid

Class Assessment Form

Name	
	Identifies uppercase letters
	Identifies lowercase letters
	Knows beginning sounds
	Counts 1-10
	Identifies numbers 1-10
	Identifies number words 1-10
	Counts 11-20
	Identifies numbers 11-20
	Identifies number words 11-20
	Counts 21-30
	Identifies numbers 21-30
	Identifies number words 21-30
	Identifies colors
	Identifies color words
	Matches colors to color pictures
	Identifies shapes
	Identifies shape words
	Matches shapes to shape pictures