

*Math Center Ideas for Kindergarten  
From 2006 Elementary CORE Academy Participants*

\*Note: The presenter tried to write down word for word what everyone submitted. She did take a few liberties here and there to add titles to distinguish between the ideas submitted. Several participants made little drawings to aid their ideas. The presenter tried to recreate the visuals on the computer, and it is hoped that she did them justice and that each idea is understand.

**NUMERAL PUNCHES**

Costco sells alphabet and numeral punches for scrapbooking that I use for math and literacy centers. I use the letters for kids to punch high frequency (Word Wall) words. The numerals could be used to record addition and subtraction problems.

*Submitted by Mary Tipton*

*Jordan School District*

**TRANSPARENCY SPINNERS**

Tape a blank transparency spinner on the outside of a CD case. Easy to switch out spinners that you can create to match your theme (they just slide inside the case). I use it for graphing everything (numbers, sight words, etc.).

*Submitted by Betsy Shaw*

*West Clinton Elementary, Davis County School District*

**WORKSHEET CENTERS**

Go through your files and turn your worksheets into a center by copying onto cardstock and laminating.

*Submitted by Deanne Ashworth*

*Saratoga Springs Elementary, Alpine School District*

**SEA SHELLS**

I place a big basket of sea shells at a center. We read, "A Home For Hermit Crab" during group read aloud. Students make science connections by looking at patterns of nature. Students count shells, add and subtract with shells, and learn one-to-one skills. "Which group has more, less or equal numbers?"

*Submitted by Karen Erickson*

*Uintah School District*

**COOKIE MATH**

- Large brown construction paper cookies
- Number cards 1-12
- Chocolate chips (or paper ones)

Draw a number card and place on top of one of the cookies. Then count out that number of chocolate chips to correspond with the number. (Optional: Use a chef hat, spatula and aprons as they make chocolate chip cookies.)

*Submitted by Gaylene Dobish*

*Salina Elementary, Sevier School District*

## **COUNTING / NUMBER RECOGNITION / ONE-TO-ONE CORRESPONDANCE / MATCHING**

Spring: Kites with numbers written on with rope at end. Take clothespins and clip on the tail to match. Can use for adding and subtracting.

St. Patrick's Day: Pot of Gold with number written on the pot, put that many pieces of gold coins, counters, etc. to match number. Can be adapted for addition and subtraction.

*Submitted by Tracy Stewart and Geri Hardy  
Panorama Elementary, Washington County School District*

## **ICE CUBE TRAY GAME**

- 1 die
- 1 ice cube tray
- mini erasers for 2 students (I like to use erasers that match the season or theme)

The students sit across from each other with the tray between them. The object is to be the first person to fill their side of the tray. Each person rolls the die and puts that many erasers on their side of the tray. Take turns and continue until someone wins. Repeat.

*Submitted by Heather VanLeeuwen  
Terra Linda Elementary, Jordan School District*

## **NUMBER RECOGNITION**

The kids work alone with a die. They shake the die and then write the number they roll on a practice sheet. Very simple but the transfer skill is important.

*Submitted by Gloria Wilson  
Jordan District*

## **REPTILE UNIT**

1st Day – make patterns down a laminated snake back-using pattern blocks and making several patterns.

2nd Day – make their own snake pattern using paper snake with paper pattern block shapes and gluing them on.

*Submitted by Loraine Elder  
Rose Creek Elementary, Jordan School District*

## **PATTERNING**

I make pattern strips with computer: R B R B R B R B

I cut them apart and give to child to copy with unifix cubes-after they do it correctly-I give them blank pattern strip to color to match.

*Submitted by Ann Widmer  
Dee Elementary, Ogden City School District*

## **STORY PROBLEM ADDITION**

Create story problems that students can read. Ex. "I see 5 fish. I see 2 more fish. How many fish do I see altogether?" Model and do together. Students track words as they read. After reading the first sentence, students illustrate it. Then continue reading and illustrate second sentence. After all illustrating is done, read story problem together and students write answer in numerals.

*Submitted by BreAnn Clark  
Manti Elementary, South Sanpete District*

### PASTA ADDITION

Buy two bags of large pasta (i.e. Rigotoni and bow tie). Mix together in a bowl. Students take out a small handful and count how many of each to make addition problems using either drawing or numerals to record.

*Submitted by Janet Craven*

*Foothills Elementary, Jordan School District*

### DOMINO ADDITION

Take a large sheet of black construction paper (18X9)-have children draw a line through the middle with white chalk-using white paint and circle sponges, they make up their own addition equation using the circles they paint. The answer goes on the back or on a separate sheet of paper stapled to the back.

*Submitted by Andrea Ewing*

*West Clinton Elementary, Davis County School District*

### EASTER EGG ADDITION

- Easter Basket
- several plastic break apart eggs
- different shapes mini erasers
- grid with five spaces

Put various amounts of two different shapes erasers in each egg. Students "crack" open an egg, sort the sets of erasers and record the amount in each set written as an addition sentence. Replace erasers in egg and repeat with all eggs.

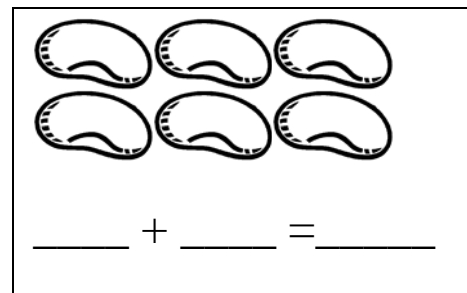
*Submitted by ShaRee Fotheringham*

*Eaglecrest Elementary, Alpine School District*

5	+	2	=	7
3	+	3	=	6
1	+	5	=	6

### GHOST AND PUMPKIN "SPILL THE BEANS"

Use spray painted beans (orange on one side and white on the other for ghosts and pumpkins). Put 6 beans in a paper cup - pour onto mat - record with crayons - orange for pumpkins - leave white and outline in black for ghosts on recording sheet.



### LADYBUG ADDITION

Use ladybug manipulatives that have varying numbers of dots on them. Students pick out 2 ladybugs and draw the dots and then write the addition sentence.

*Submitted by Jodi Larson*

*Upland Terrace Elementary, Granite District*

### EASTER ADDITION

Put a number 1-5 (or 1-10) in a plastic Easter egg. Children choose 2 eggs. Add numbers together and record on Easter Egg sheet. Can also be done with dots.

*Submitted by Mary Contreras*

*Washington School District*

### **FROOT LOOP ON A STICK PRETZEL**

Have addition cards ready. Child gets a pretzel stick and puts the correct amount of Froot Loops on the pretzel. Ex.  $3+1$  – put on 3 Froot Loops then add one more.

*Submitted by Kelly Thayer*

*Daybreak Elementary, Jordan District*

### **HONEYCOMB ADDITION**

- small cup of Honeycomb cereal for each child
- addition cards
- blank sheets of paper

Child picks a number sentence. Child makes number sentence with cereal on sheet.

Child writes number sentence on sheet. Eat honeycombs!

*Submitted by Melissa Jones*

*Orchard Elementary, Alpine School District*

### **HALLOWEEN ADDITION**

- plastic spiders
- spider web (glued on black paper)
- 1 die

Hand out 10 spiders. Roll die and put recorded number of spiders on mat. Continue until all the spiders are on the mat. Child cannot add any more spiders until specific number is rolled- teaches patience. Can be played individually or in pairs.

*Submitted by S. Egli*

*Escalante Elementary, Salt Lake District*

### **SEASONAL ADDITION AND SUBTRACTION**

- math mat - use seasonal note pad (like Christmas, apples, etc.) and paste one on construction paper and laminate.
- dice – one or two players
- manipulatives (bugs, farm animals, etc.)

Using a mat, put a number of manipulatives on it, roll the dice and take away the number of manipulatives. Kids take turns rolling the dice. The winner is the one who runs out of manipulatives first. It can be used for addition by rolling the dice and adding the manipulatives on his/her mat. The first to get the number of manipulatives assigned to the student wins.

### **PEOPLE MATH**

I use "People Math" as part of our daily activities. This is great for transition time, lining up or when you have just a few spare minutes. I start with groups up to ten and increase as the year progresses. Example: Let's have these three friends line up. Let's add these four friends. How many total are there in line now? What if we add these three more to our line- count reads  $3+4=7$   $7+3=10$ . Can easily do the same thing with subtraction. As time permits you can create other problems until everyone is lined up, sitting down, etc. Kids love this and all are actively engaged in the math problem.

*Submitted by Jill*

*Copperview Elementary, Jordan District*

### PLUS/MINUS GAME

- a cup with 20 poker chips (10 for each child)
- a die with plus and minus signs

Each student starts with 10 chips. They take turns rolling the dice. For minus, they put a chip in the cup, for plus they can take one out. Someone wins when they have all 20 chips.

*Submitted by Gina Campbell*

*Red Rock Elementary, Grand School District*

### THEMATIC EQUATIONS

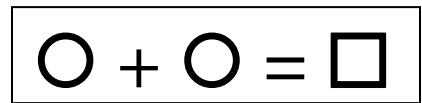
- cards with equations on front and answers on back
- manipulatives to correlate

Students match manipulatives to equations. Count their answers. Turn cards over to check. (flowerpots – flowers / ladybugs – beans (spots) / snowmen – buttons)

### GENERIC MATS

Make poster board mats (approximately 6" X 18")

Use with any manipulatives (bears, cubes, counters of any kind)



Roll a dice – put that number of objects in the first circle.

Roll a dice – put that number of objects in the second circle.

Push all objects to the square and count all.

Make a sheet for children to write their problems on. They can write numbers or draw circles to represent how many. (Note: You can use the same mat for subtraction, just turn the mat over.)

*Submitted by Margaret Nuckles*

*LaVerkin Elementary, Washington County School District*

### LITTLE QUACK

I use the book "Little Quack". The mother duck calls five ducklings out of their nest into the pond. I have little cardstock ducklings that a small wooden cube is glued on the back to make them stand up and put them on a blue fabric pond. You can subtract from the nest or add to the pond.

*Submitted by Sonya Gibson*

*Davis District*

### ELEVATOR MAGIC

Read the book "Elevator Magic". Put 10 large circles cut out of colored butcher paper in a vertical row on the floor for group practice. These should be numbered 1-10. They represent floors on an elevator. Make a large die out of wood cube and write +1, +2, +3, -1, -2, -3 etc. on each side of the cube. Have children take turns standing on a circle. Roll the die. Children move up or down depending on what they roll. So 2nd floor + 3 would be 5th floor. Do the opposite if they roll -2. So 3rd floor - 2 = 1st floor. For center practice, give each child the elevator floors printed on a lengthwise half sheet of paper. Give them their own small wood cube die to practice in the center. They can also write the number sentences when they get comfortable.

*Submitted by Kathy Godfrey (an idea from Kerri Neu)*

*Arcadia Elementary, Granite School District*

### APPLE SUBTRACTION

Make file folders with an apple tree on them. Use small apples to place on the tree. Have subtraction sentences on cards. Students place first number of apples on tree and then remove second number of apples. Students record equation in written form.

*Submitted by Patricia Schena  
Millard, Utah*

### POND SUBTRACTION

Blue pond mat with plastic frogs — 5 or 6. Cover some of them with a lily pad and write an equation.

6 (frogs in the pond) – 2 (covered by lily pad) = 4 (frogs left in pond)

*Submitted by Roopa Hashimoto  
Woodstock Elementary, Granite School District*

### GRAB BAG SUBTRACTION

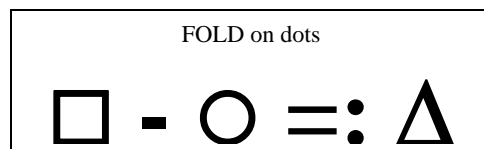
Put unifix cubes in a bag. Put the number of cubes on the outside of bag. Child reaches in and takes out a handful of cubes. Decides how many are left in bag. Can dump out and check answer. Can record problem.

*Submitted by Mary Stewart  
Wasatch Elementary, Provo District*

### GENERIC SUBTRACTION MAT

Placing manipulatives on square-remove some to circle. Fold triangle back over circle to conceal those removed. Count what is left.

*Submitted by Diane Nay*



### COUNTERS IN A CUP

Students work in pairs. Each pair has a small cup with counters (amount depends on level of students). One child hides some counters in cup then they both record how many counters outside the cup and then “guess” and check how many are inside the cup and record on a sheet of paper.

*Submitted by Kristi Bell  
Rose Creek Elementary, Jordan School District  
LaVerkin Elementary, Washington County School District*

### GRAB BAG SUBTRACTION

Choose a number to work with that day. For example, if 7 is the number, put 7 objects in a lunch sack. The child reaches into the bag and pulls out a few objects. He then checks to see how many objects are left in the bag. Then he writes the subtraction equation.

*Submitted by Coral Werner  
Wasatch Elementary, Provo District*

### **SUBTRACTION BOWLING**

Kids roll ball to knock over pins and write the subtraction sentence on the recording sheet.

*Submitted by Ann Bigelow*

*Rock Canyon Elementary, Provo District*

10 - _ = _
10 - _ = _
10 - _ = _
10 - _ = _

### **EGG CARTON SUBTRACTION**

I cut an egg carton in half so there are six spaces. I give each student an egg carton and 6 plastic Easter eggs. The record sheet has  $6 - \_ = \_$  all the way down the page. They roll a dice to see how many eggs to take away and write the number. Then they see how many eggs are left in the carton and write the answer.

*Submitted by Betsy Shaw*

*West Clinton Elementary, Davis County School District*

### **THE BOWL GAME**

- number cubes
- bowls

Partner up students. Each partnership needs a set number of cubes (I use 5 to start) and a bowl. One child puts some cubes under the bowl and the remainder on top of the bowl. The other child needs to figure out how many are underneath the bowl. Extensions: Say or write the number sentences to go along with each problem.

*Submitted by Melinda LaMont*

*Lincoln Elementary, Cache School District*