



PRESCHOOL

ULTIMATE SKILL BUILDER

Teacher
Approved!

Answer
Keys!

Activities
with
Numbers,
Shapes
& Sizes,
Letters,
Colors,
and More!



The Ultimate Way to Build Skills and Learning Confidence!



Dear Parent,

Mastering any kind of learning, whether it's math or language, takes practice. And the more regular the practice, the more quickly a child usually progresses. This Skill Builder workbook covers a range of topics normally presented during the school year. The activities emphasize the key building blocks for academic success.

Is this book appropriate for my child?

If you work with your child at home and regularly speak with his or her teacher, you're aware of strengths and weaknesses in various learning areas and probably have a good idea of exactly where your child needs help. The skill notes at the bottom of each page will help you locate pages that provide practice on particular topics.

How can this book help my child?

It can provide more practice on skills already introduced in school, and it can be used to review material necessary for mastery of the subject. If the book is used in either of these ways, the child may need a little help on some pages but should be able to complete most without assistance.

The book can also be used to introduce new skills. If you use the book in this way, you may need to take time to help your child understand the new information. Remember that your encouragement and support will go a long way toward ensuring success.

How can I foster successful practice sessions?

- ★ Set aside a quiet, comfortable work area.
- ★ Provide necessary materials, such as sharp pencils, erasers, crayons, and scissors.
- ★ Keep work times short, frequent, and fun! Do no more than 1 or 2 pages per session.
- ★ Review completed pages as soon as possible after the child has finished them. Praise success. But if errors have been made, offer help in a positive way. Remember: Making mistakes is a part of learning!

Congratulations on choosing to take this important step in fostering your child's learning success!

Sincerely,
Your Friends at Learning Horizons



AN AMERICAN GREETINGS COMPANY

Table of Contents

Numbers I 2

These pages help the child learn and recognize numbers 1-5. They include practice activities for tracing and writing numerals, counting, matching numerals with the correct number of objects, understanding numerical order, and identifying "more" and "less."

Numbers II 32

This section helps the child learn and recognize numbers 6-10. Activities include tracing and writing numerals, counting, matching numerals with the correct number of objects, and understanding numerical order.

Shapes and Sizes 62

Continue to build the child's early math skills with this section, which includes activities for identifying and tracing basic shapes as well as an introduction to sizes and size words.

Letters I 92

These pages help the child learn and recognize letters Aa-Oo. Practice activities focus on matching capital and lowercase letter partners and tracing and writing letters.

Letters II 128

With these pages, the child learns and recognizes letters Pp-Zz by matching capital and lowercase letter partners and tracing and writing letters.

Beginning Letter Sounds 164

This section introduces and teaches sounds for consonants and vowels at the beginning of words.

Get Ready to Read 197

These pages help prepare the child for reading with activities that include recognizing differences in direction, classifying objects, and identifying objects that go together.

Get Ready to Write 229

In this section, the child practices tracing lines to complete pictures, tracing letters, and solving mazes. These skills are necessary for a child who is learning how to write.

Colors 257

A variety of activities help the child identify colors and color words in this section. The child is also introduced to names for people, places, and things, as well as opposites.

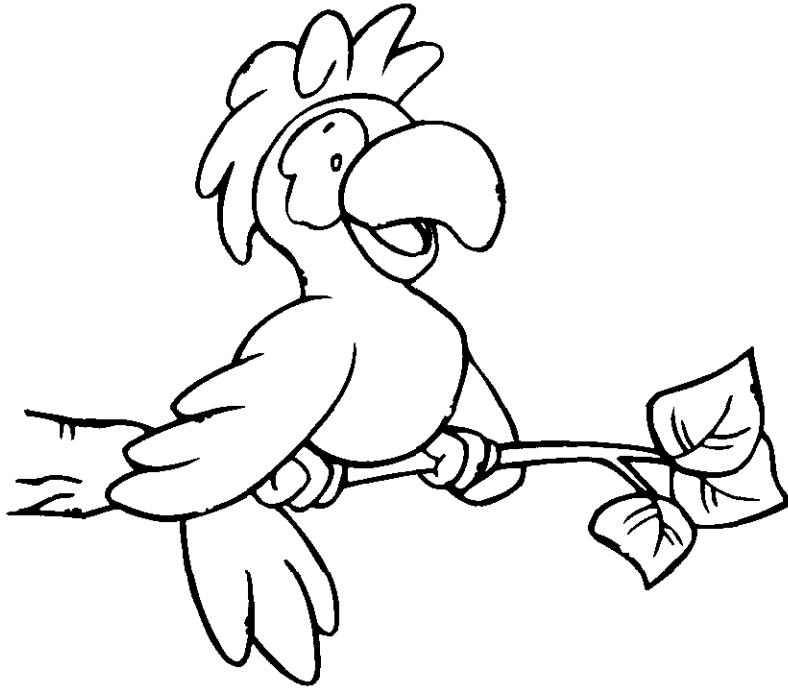
Beginning Reading 289

These pages include practice for early reading skills. The activities are geared toward recognizing sight words, drawing conclusions, and making predictions.

Point to and say the numeral. Ask the child to count and color the bird at the top of the page. Then ask him or her to count and circle one bird at the bottom.

Counting 1

Count and color **1**.



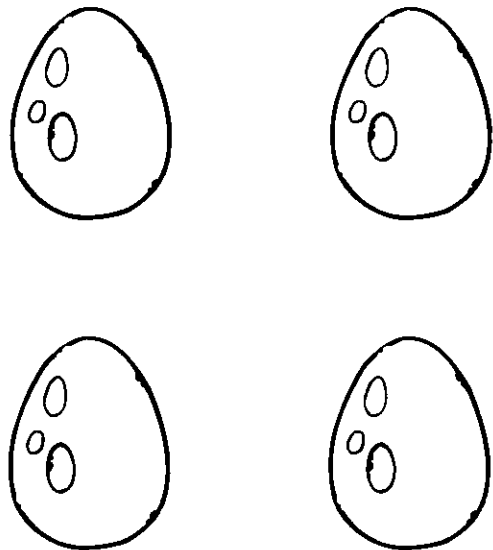
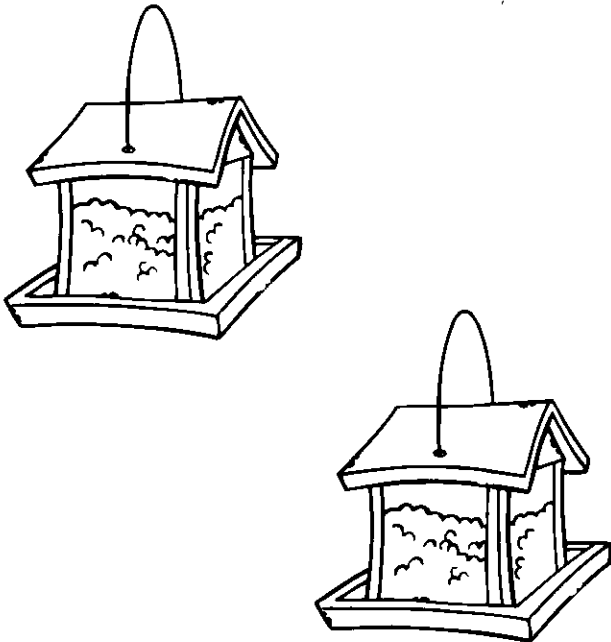
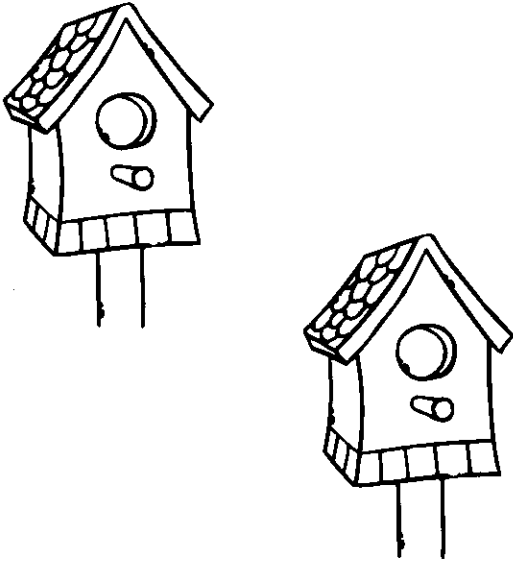
Count and circle **1**.



Ask the child to count and color one item in each group.

Showing 1

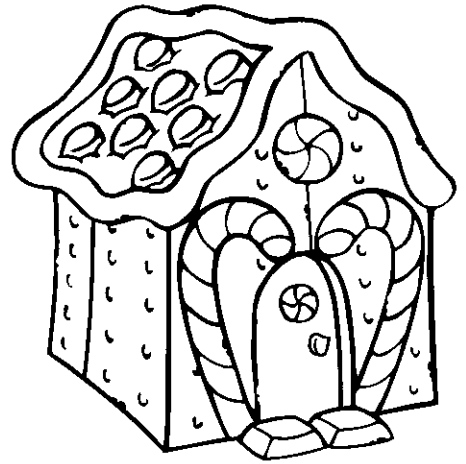
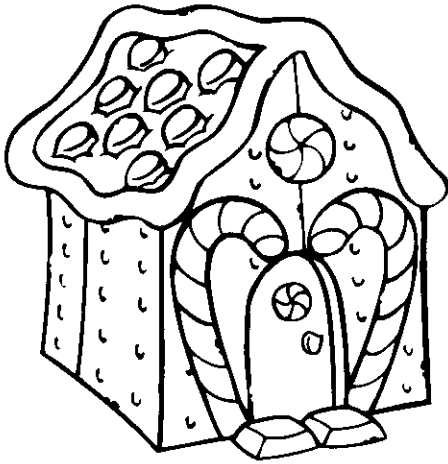
Count and color **1** in each group.



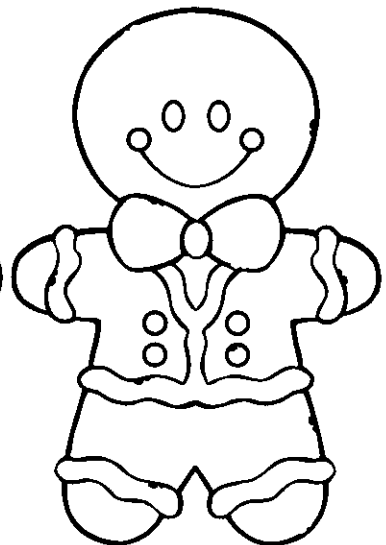
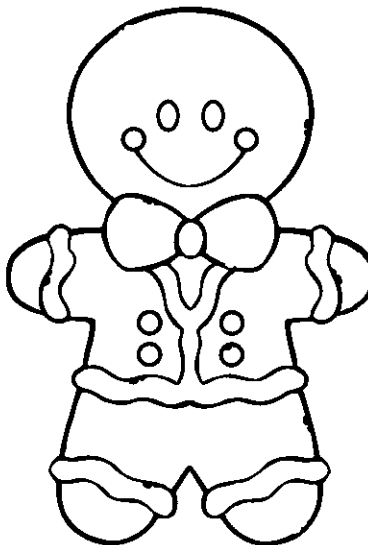
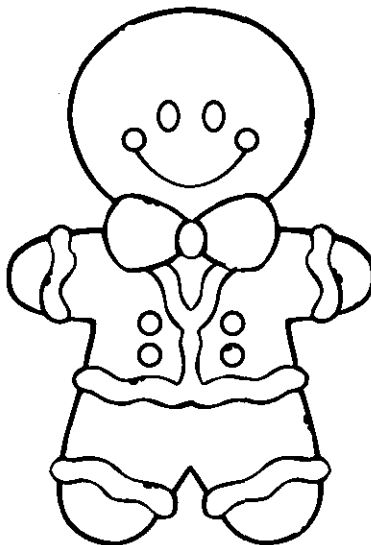
Point to and say the numeral. Ask the child to count and color the gingerbread houses at the top of the page. Then ask him or her to count and circle two gingerbread men at the bottom.

Counting 2

Count and color **2**.



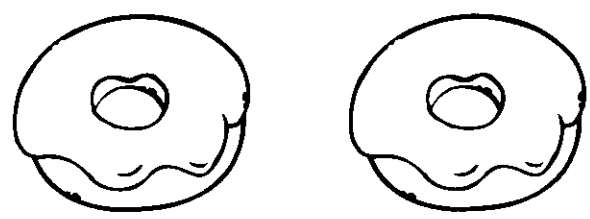
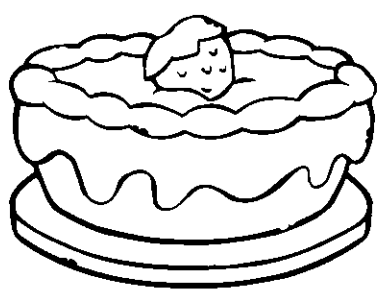
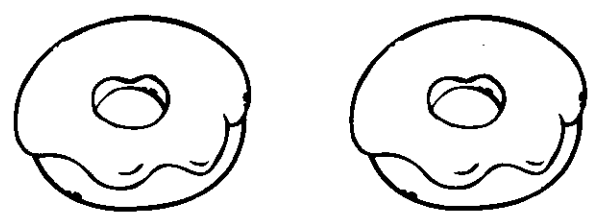
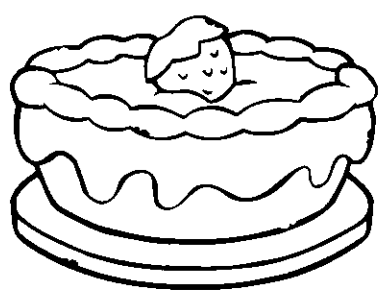
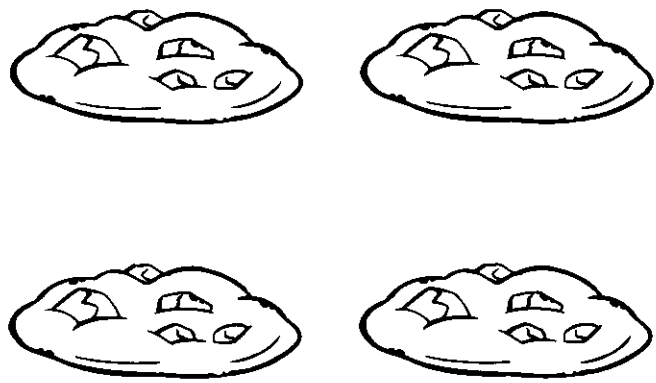
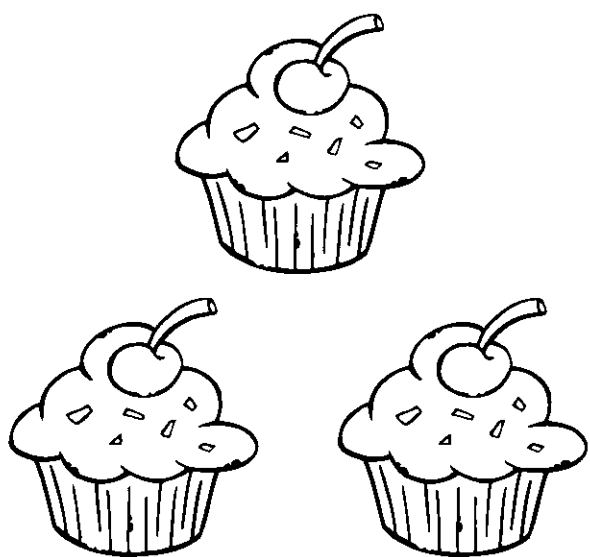
Count and circle **2**.



Ask the child to count and color two items in each group.

Showing 2

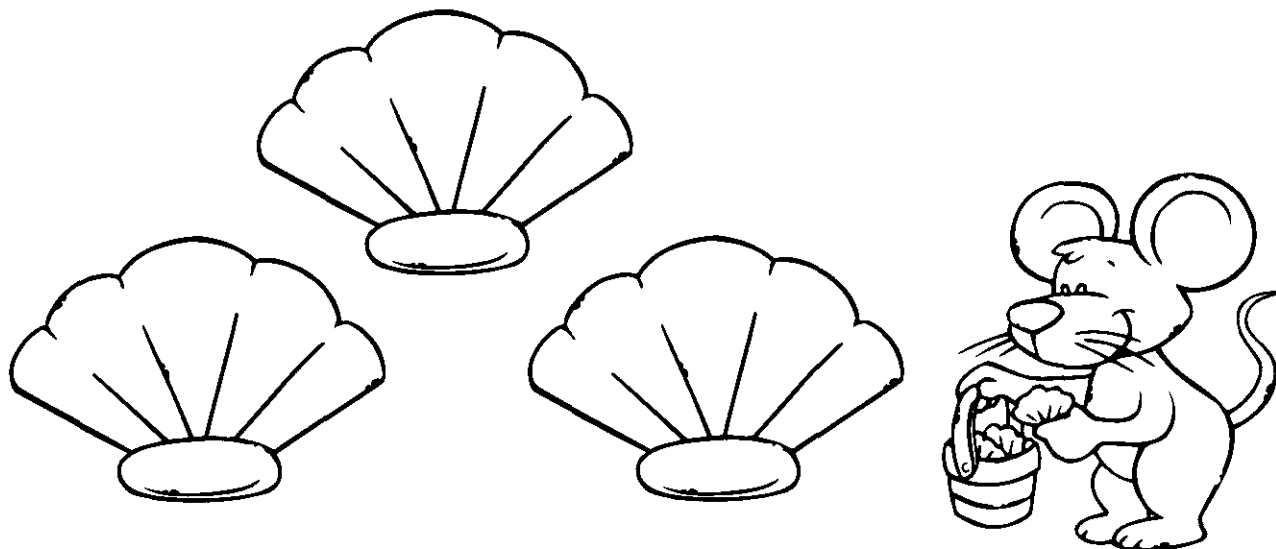
Count and color **2** in each group.



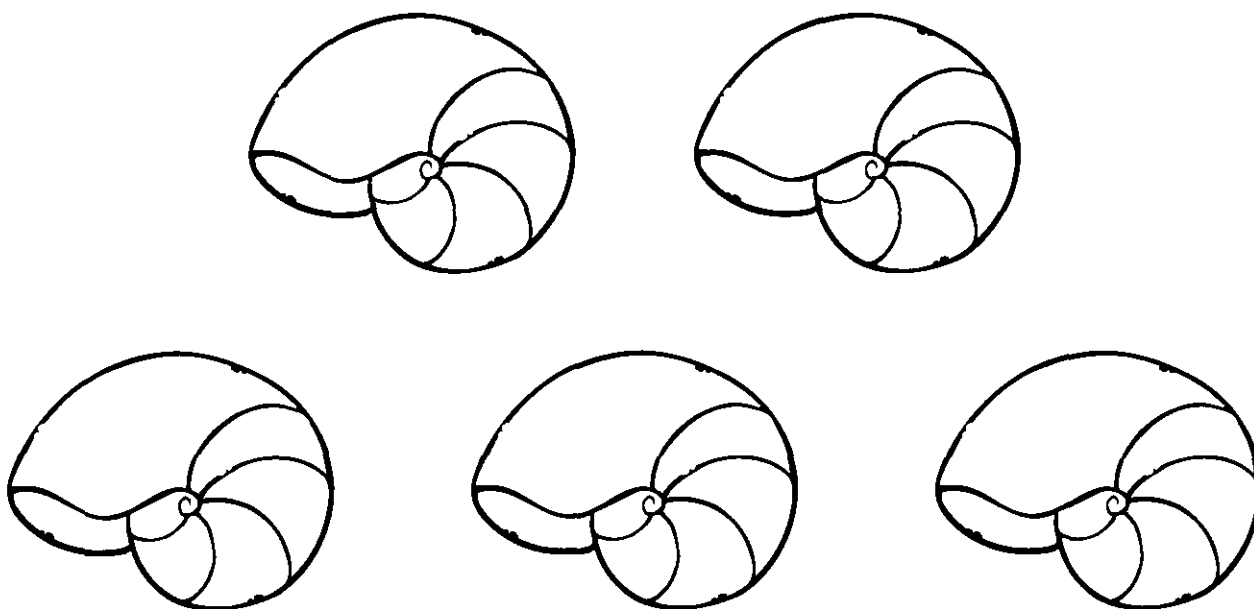
Point to and say the numeral. Ask the child to count and color the shells at the top of the page. Then ask him or her to count and circle three shells at the bottom.

Counting 3

Count and color **3**.



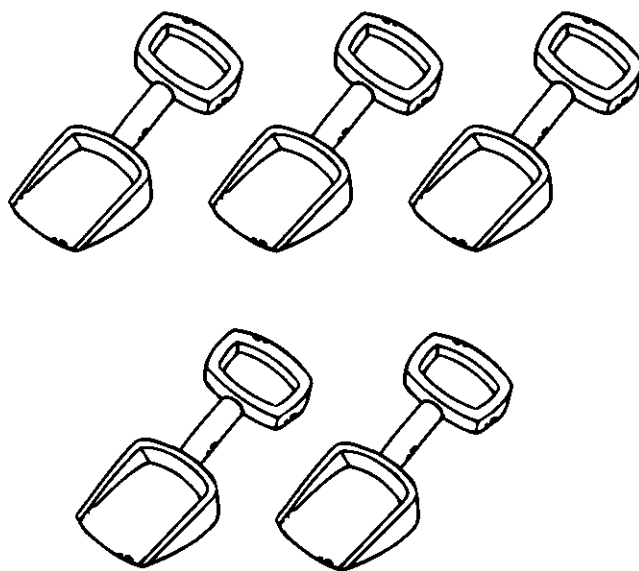
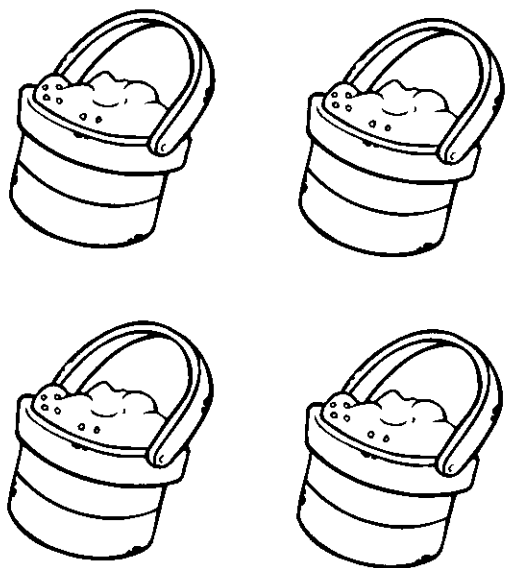
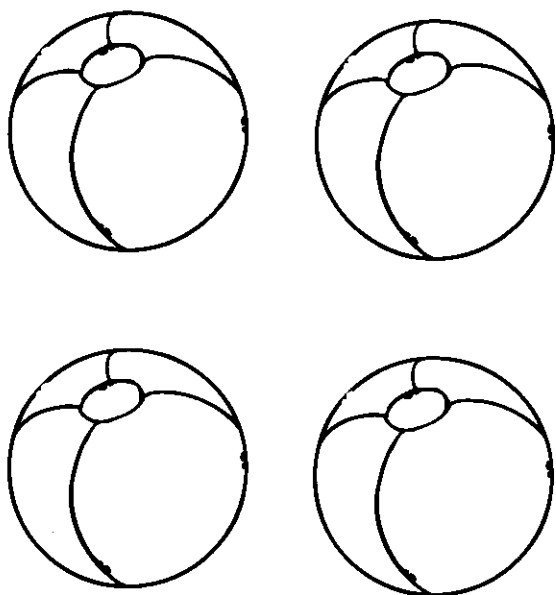
Count and circle **3**.



Ask the child to count and color three items in each group.

Showing 3

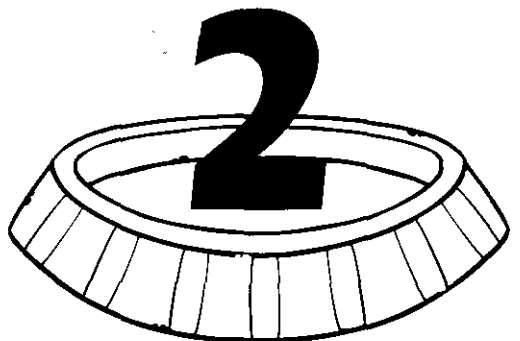
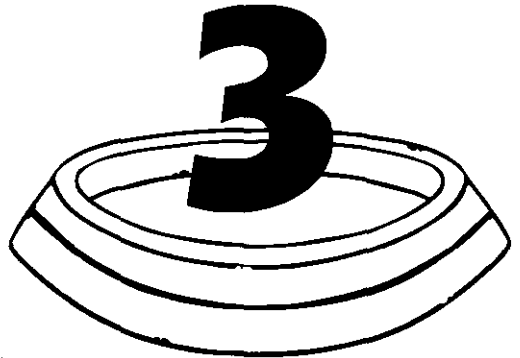
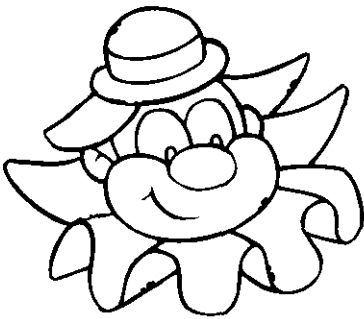
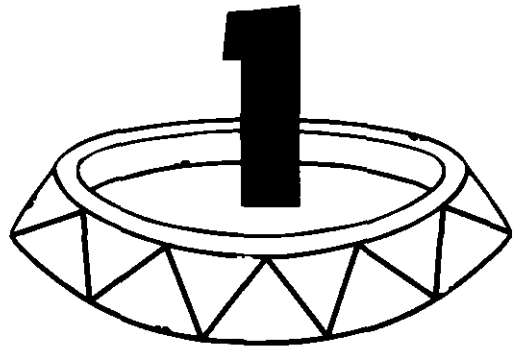
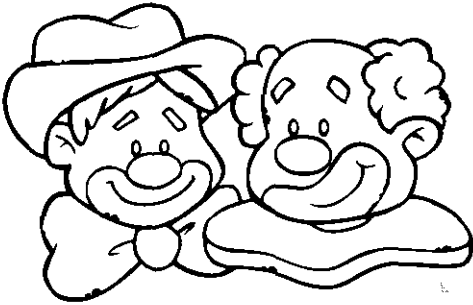
Count and color **3** in each group.



Ask the child to count the number of clowns in each group. Then have him or her draw a line to the number that shows how many there are.

Circus Fun

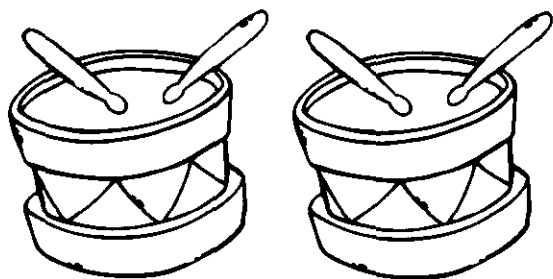
Draw a line to the correct number.



Ask the child to count the number of instruments in each group. Then have him or her circle the number that shows how many there are.

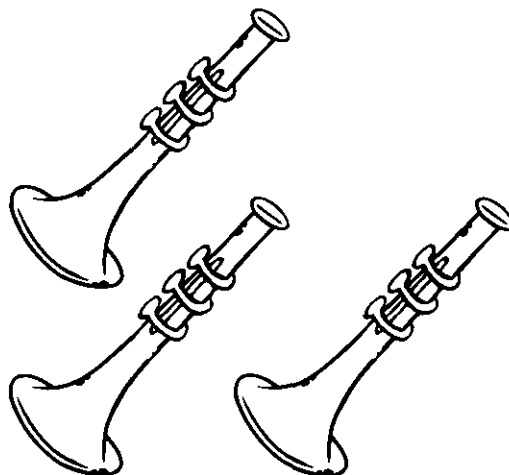
Music Fun

Circle the correct number.



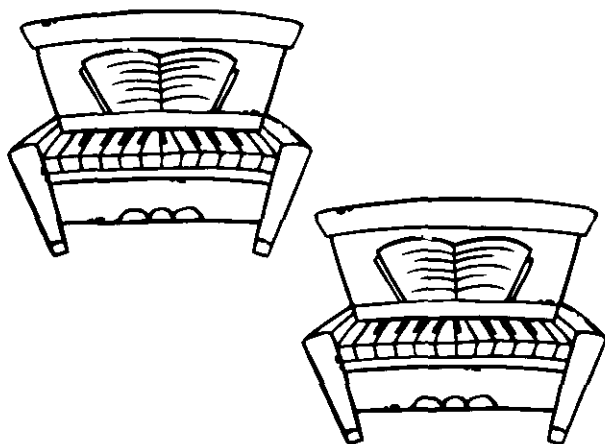
1

2



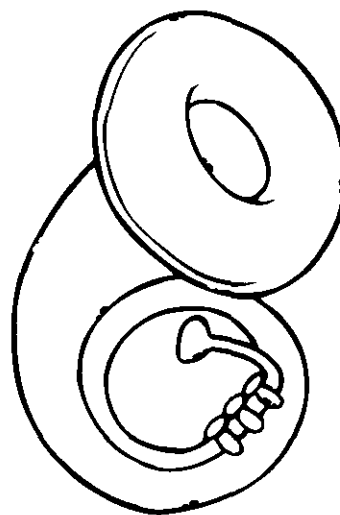
3

2



2

3



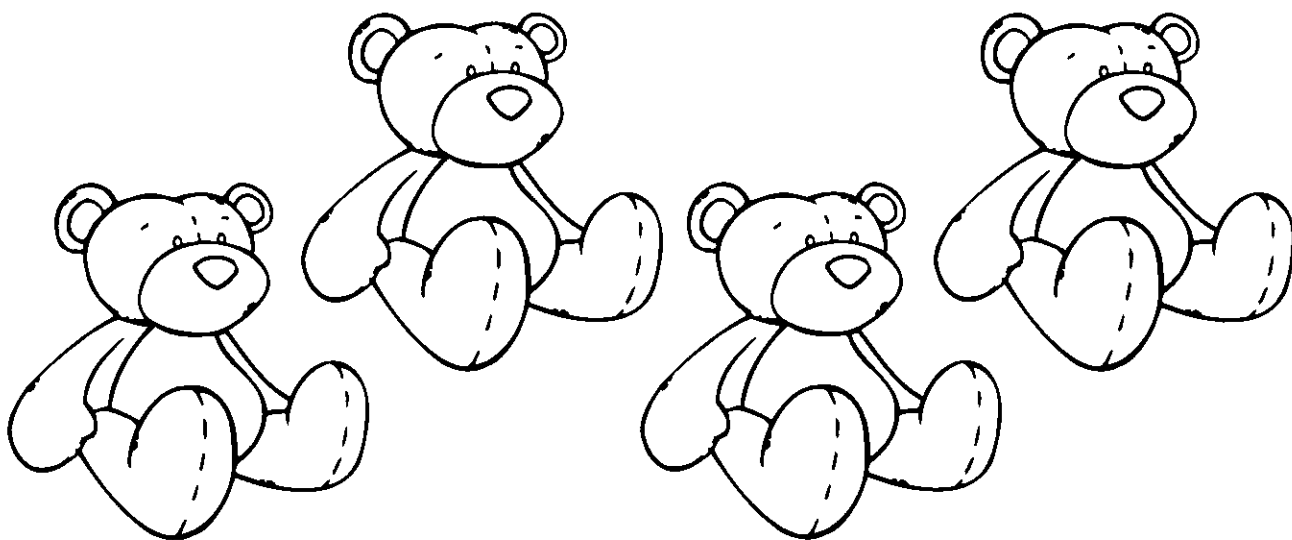
3

1

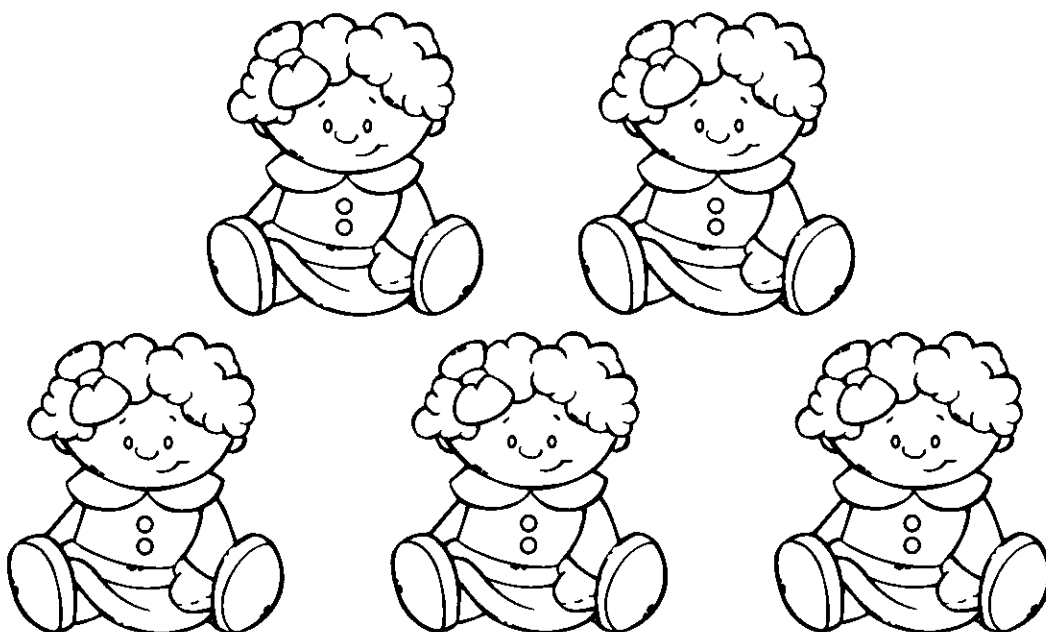
Point to and say the numeral. Ask the child to count and color the bears at the top of the page. Then ask him or her to count and circle four dolls at the bottom.

Counting 4

Count and color **4**.



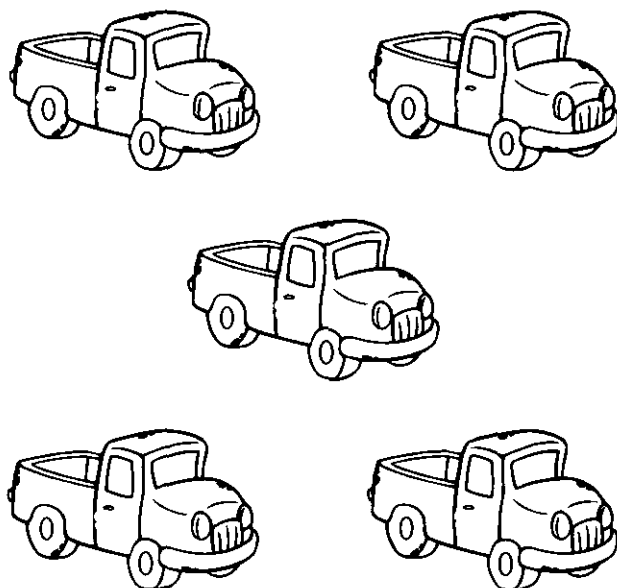
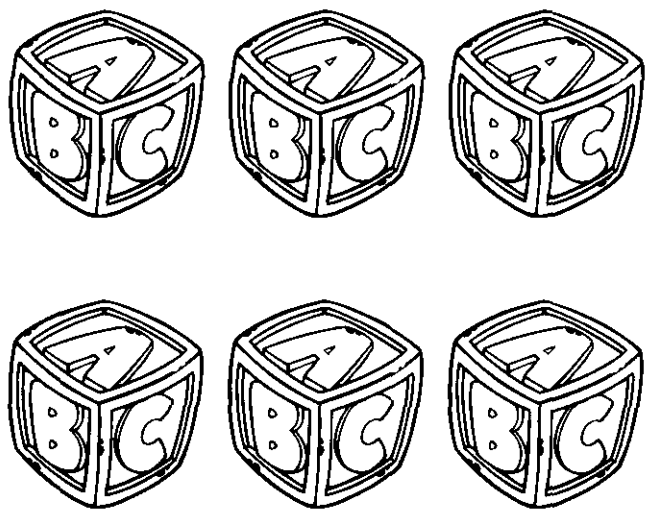
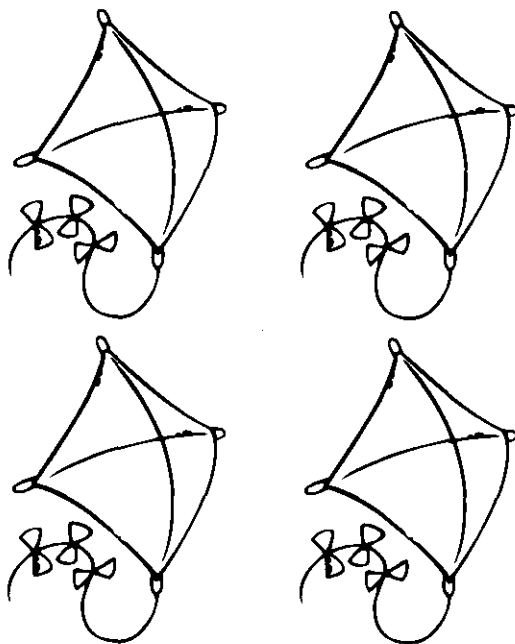
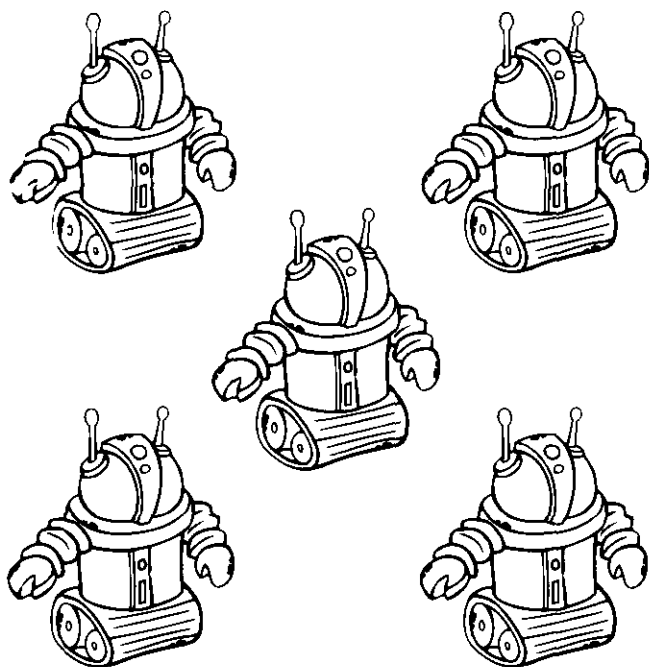
Count and circle **4**.



Ask the child to count and color four items in each group.

Showing 4

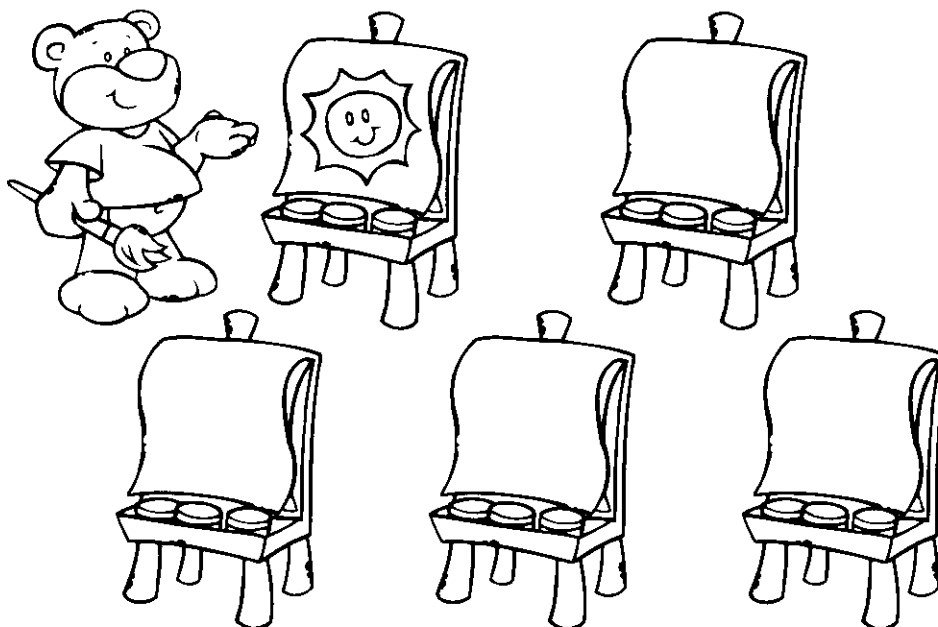
Count and color **4** in each group.



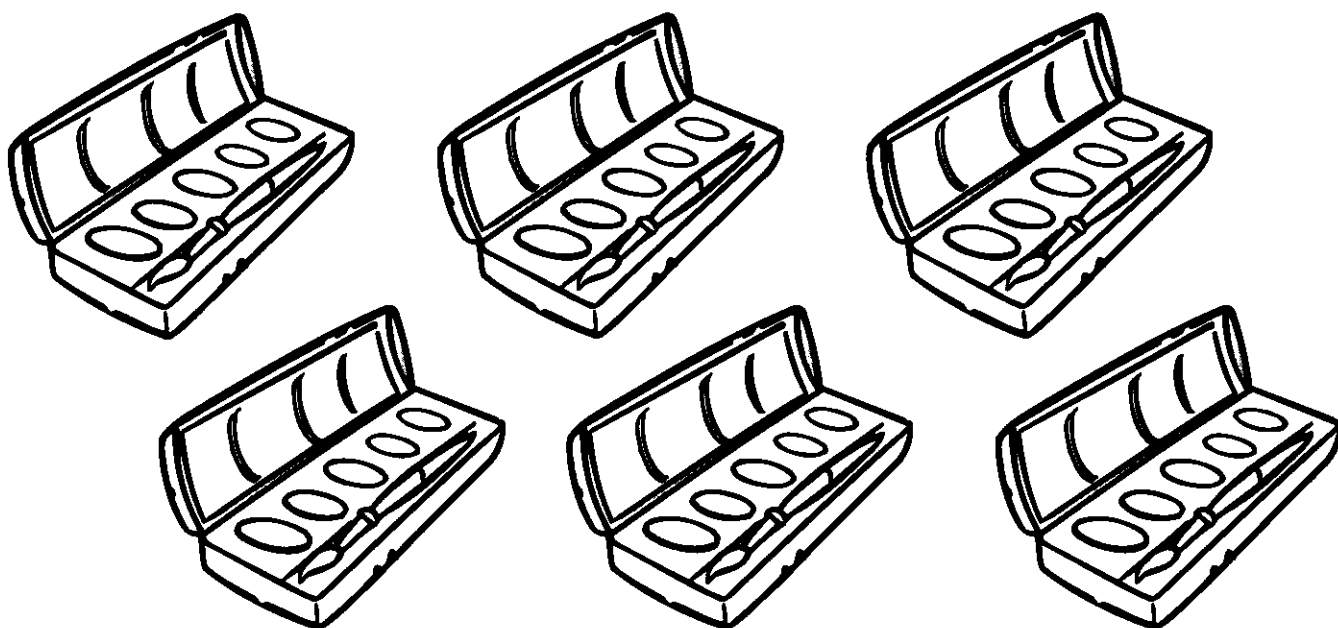
Point to and say the numeral. Ask the child to count and color the easels at the top of the page. Then ask him or her to count and circle five paint trays at the bottom.

Counting 5

Count and color **5**.



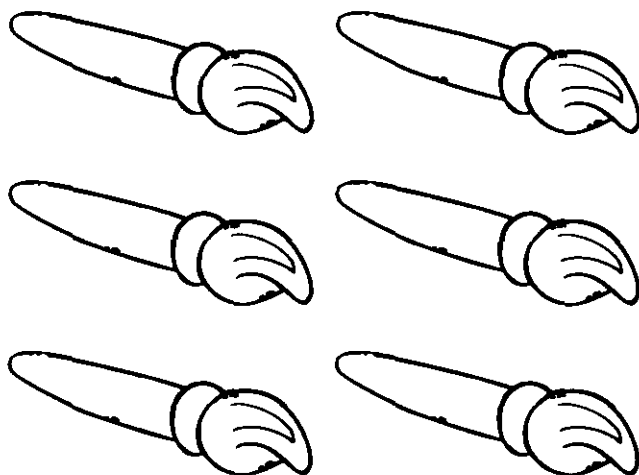
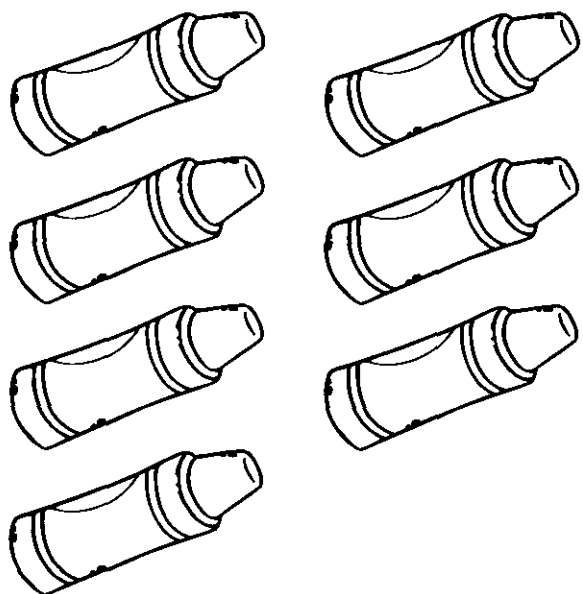
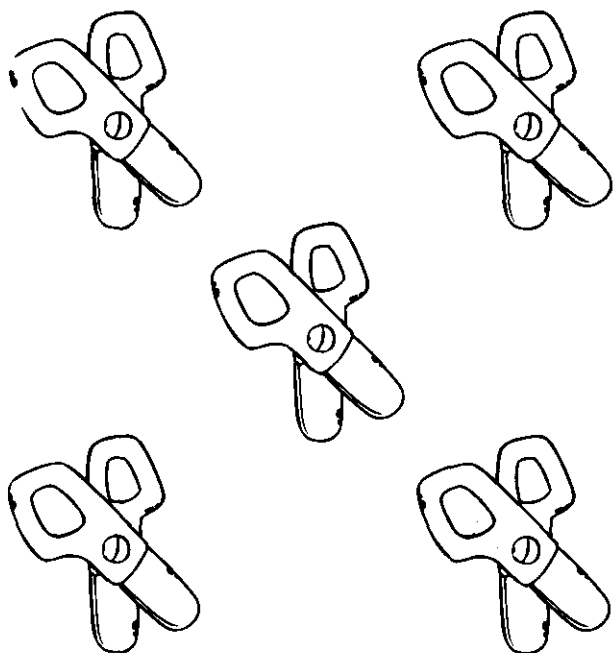
Count and circle **5**.



Ask the child to count and color five items in each group.

Showing 5

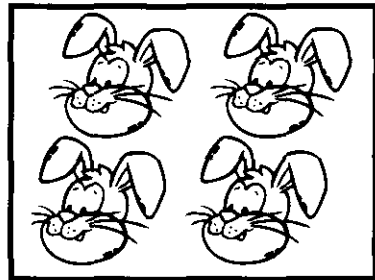
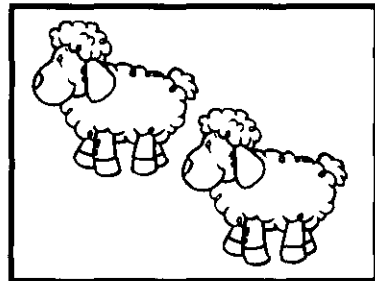
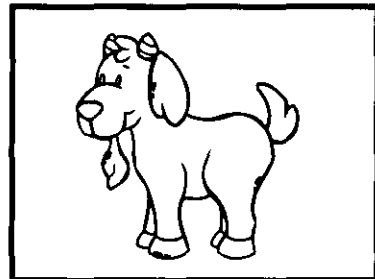
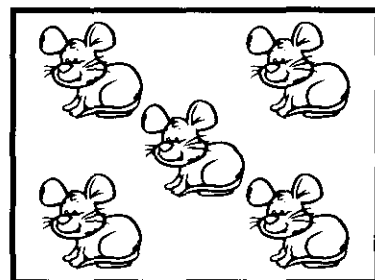
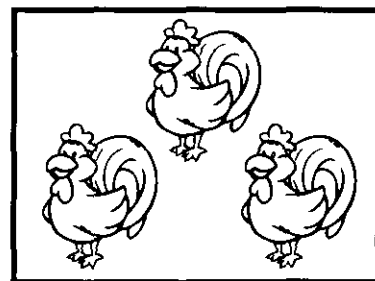
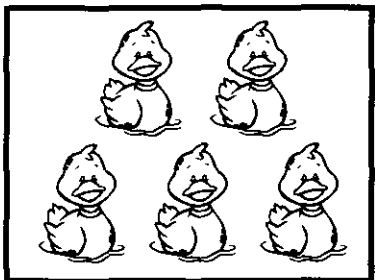
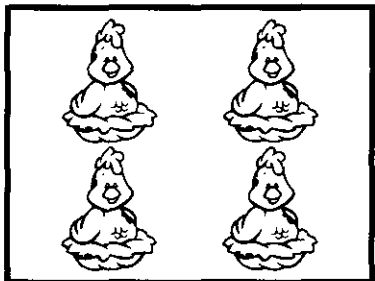
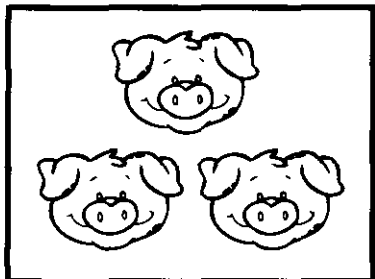
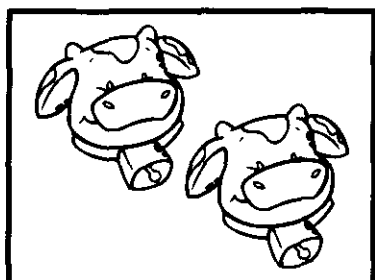
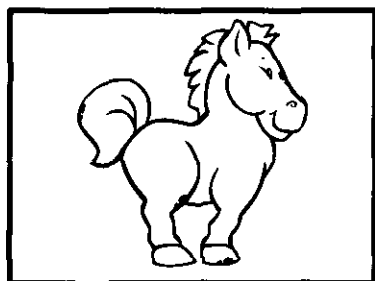
Count and color **5** in each group.



Ask the child to count the number of animals in each box. Then have him or her draw a line between the groups with the same number.

On the Farm

Match.



Ask the child to read the numeral at the beginning of each row. Then have him or her color that number of animals in the row.

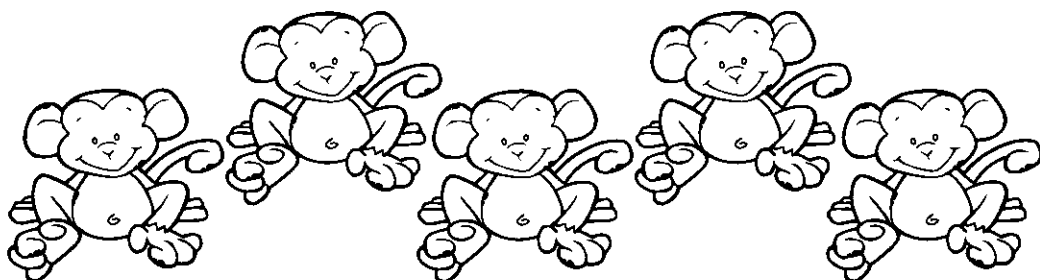
At the Zoo

Color the correct number.

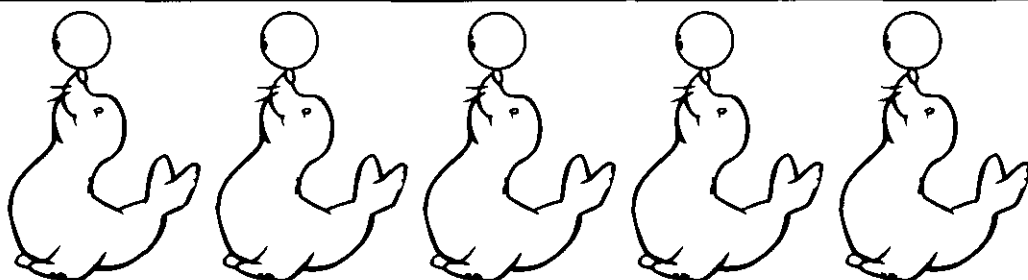
1



2



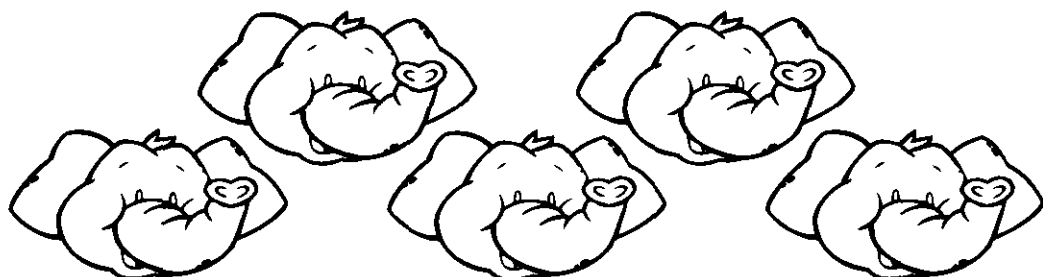
3



4



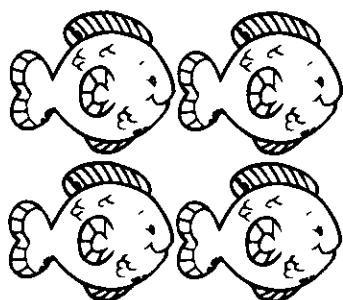
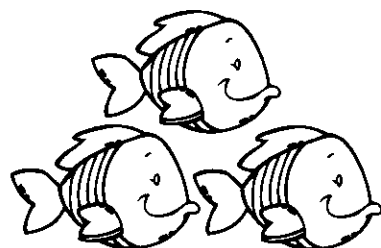
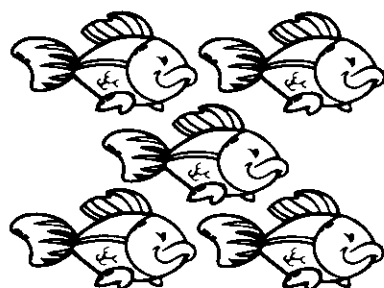
5



Ask the child to count the fish in each group. Then have him or her draw a line to the matching numeral on the right.

Gone Fishing

Match.



1

2

3

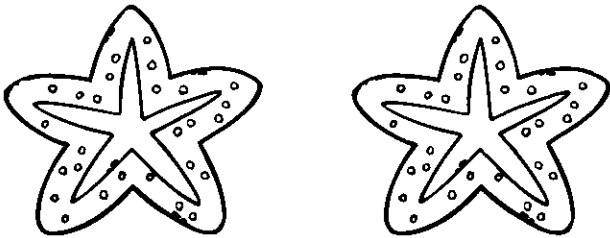
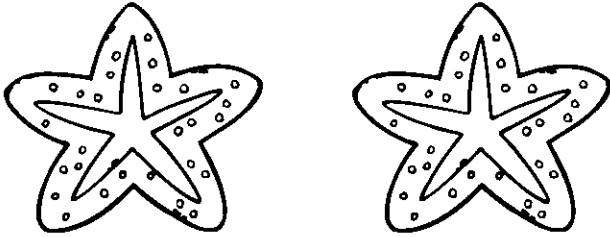
4

5

Ask the child to count the number of sea creatures in each group. Then have him or her circle the number that shows how many there are.

Under the Sea

Circle the correct number.



2

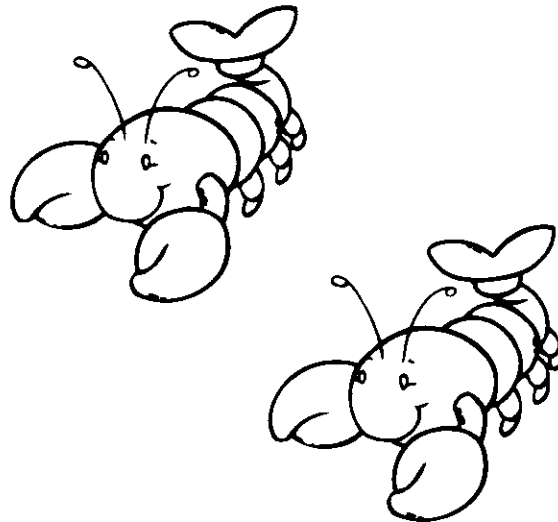
4

1

3

2

5



1

3

5

3

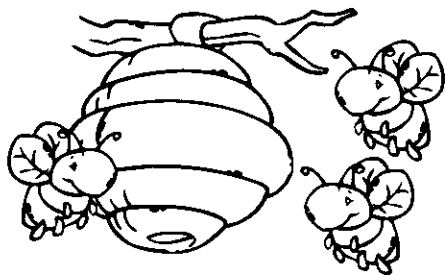
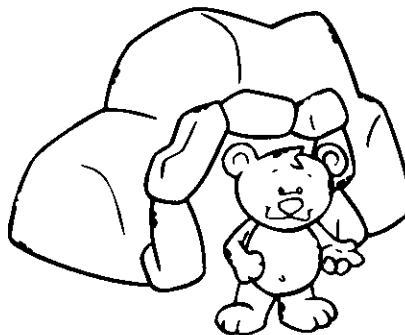
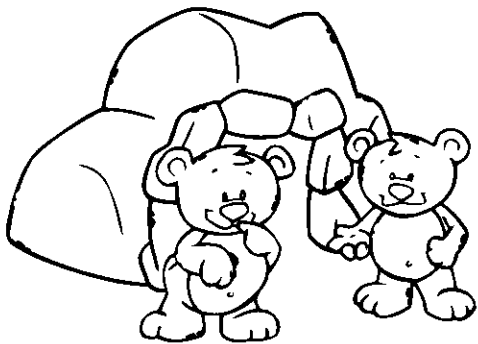
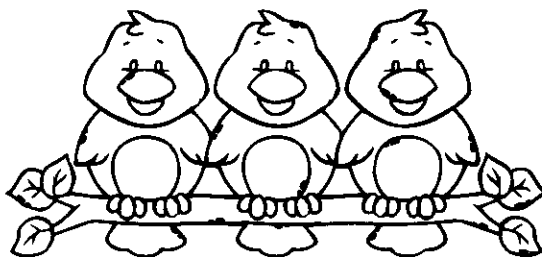
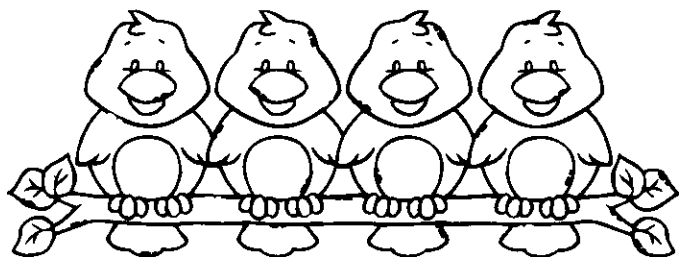
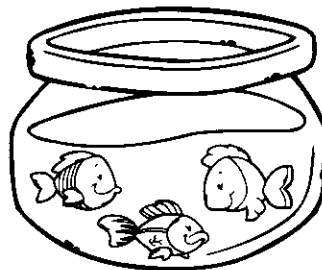
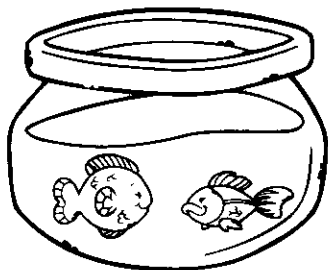
2

1

Ask the child to count the number of objects in each group. Then have him or her circle the group with more in each row.

More

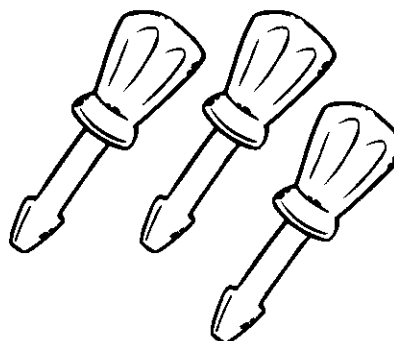
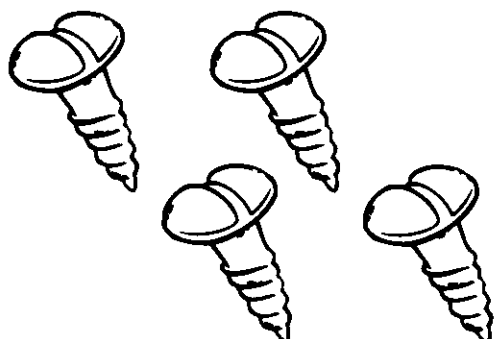
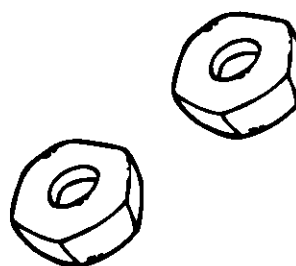
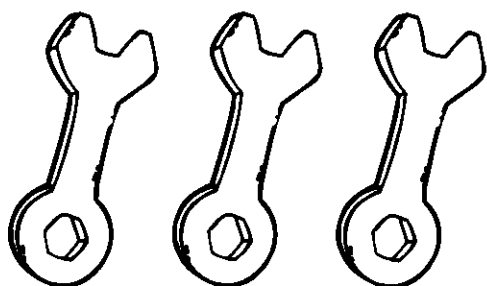
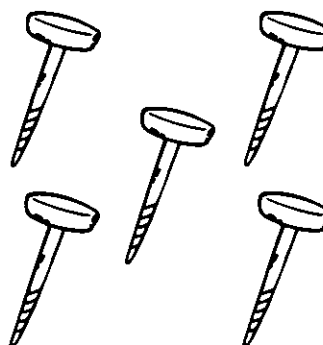
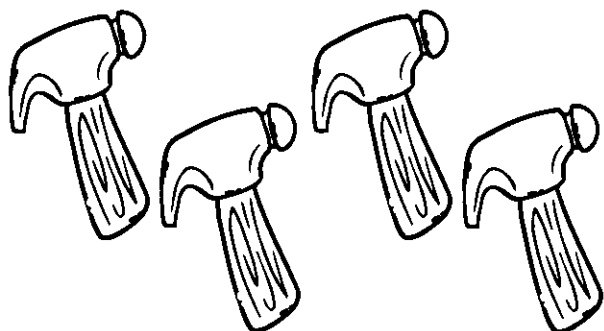
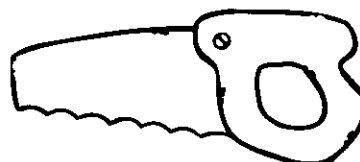
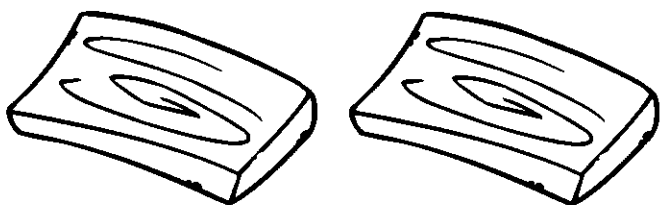
Circle the group with more.



Ask the child to count the number of objects in each group. Then have him or her circle the group with less in each row.

Less

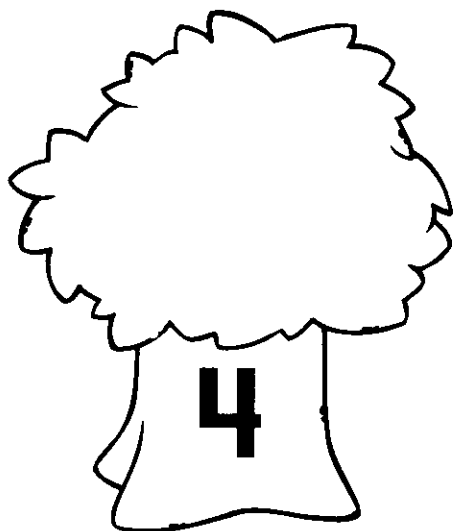
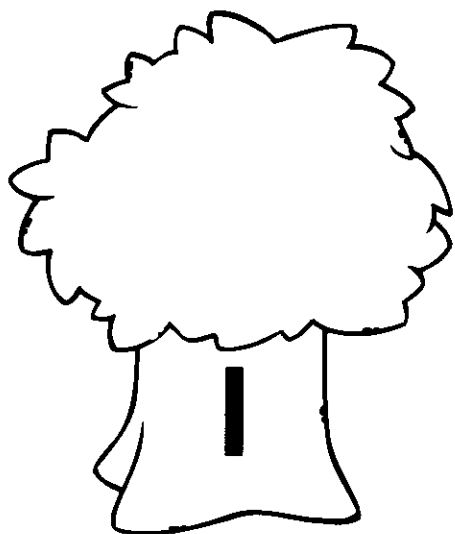
Circle the group with less.



Ask the child to read the numeral on each tree trunk. Then have him or her draw that number of apples on the trees.

Apple Trees

Draw  s on the .








Ask the child to count and color the picnic baskets, cats, clouds, ants, and trees in the picture. Then have him or her circle the number that he or she counted for each.

The Cats' Picnic



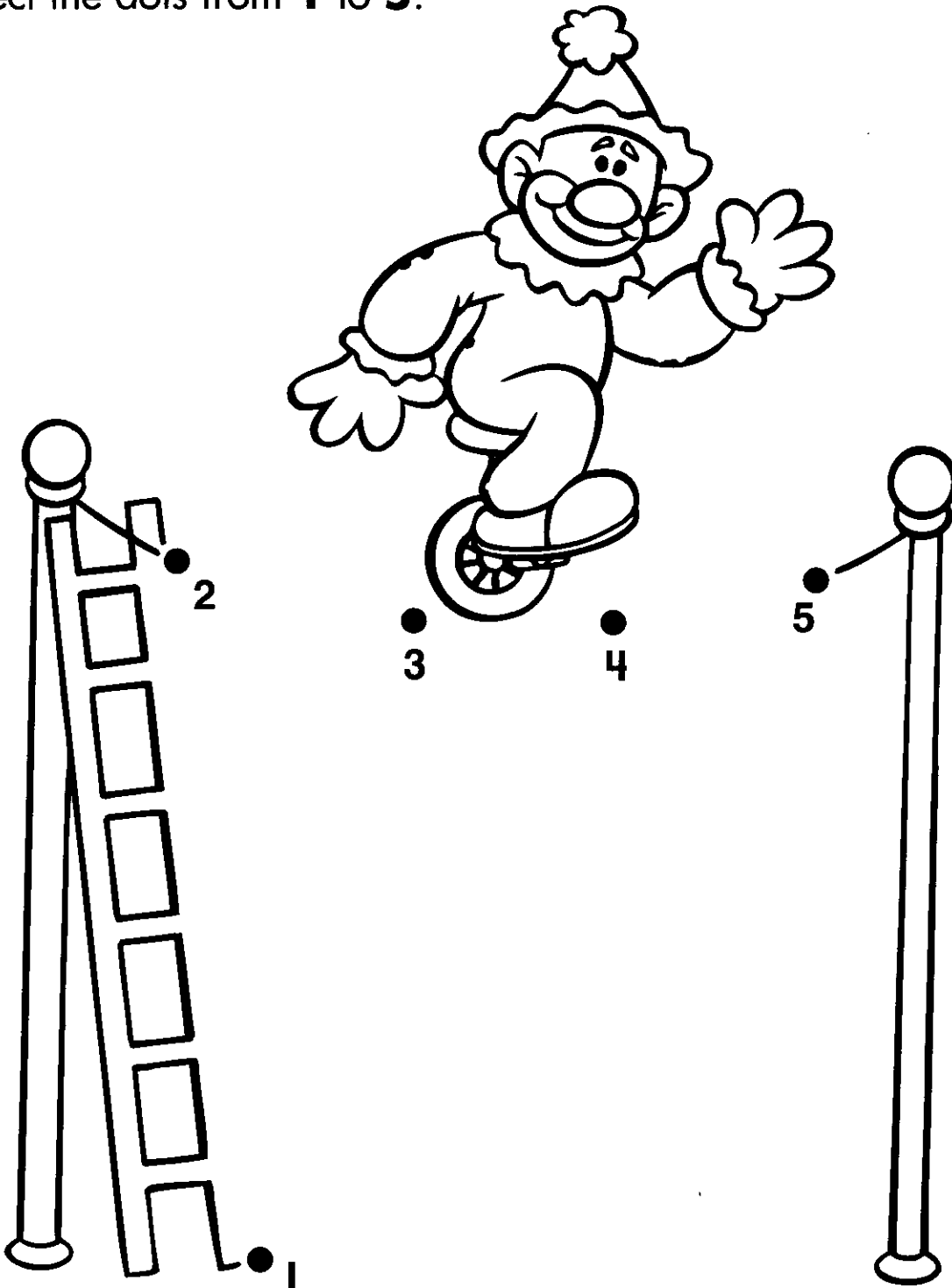
Count and color. Circle how many.

	1 2		3 4		2 3
	3 4		4 5		

Ask the child to predict what the picture will show when completed. Then have him or her connect the dots in numerical order and color the picture.

High Wire Dot-to-Dot

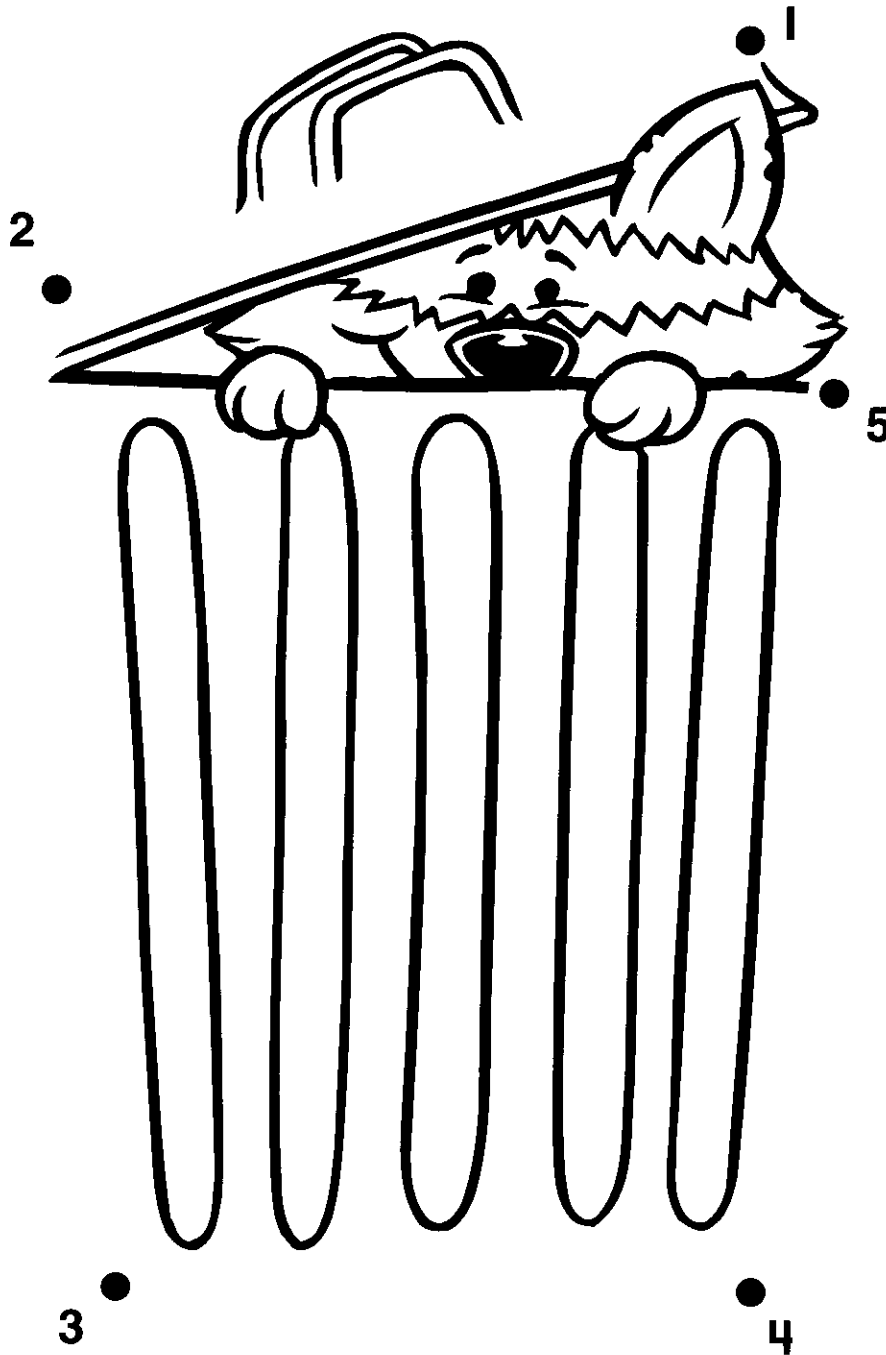
Connect the dots from **1** to **5**.



Ask the child to predict what the picture will show when completed. Then have him or her connect the dots in numerical order and color the picture.

Raccoon Dot-to-Dot

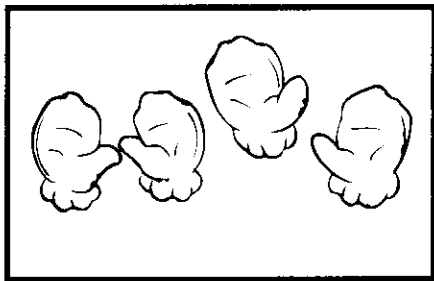
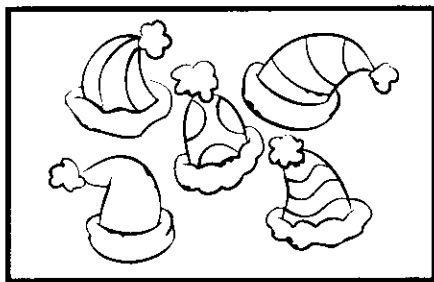
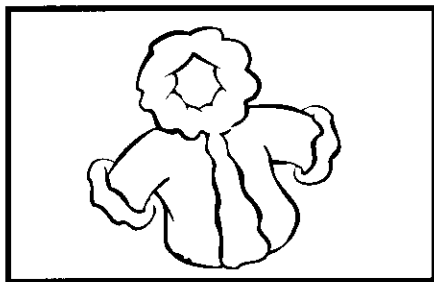
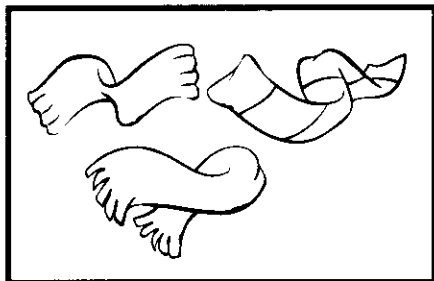
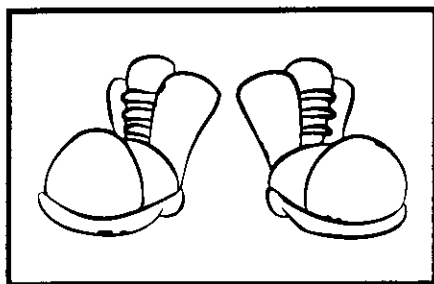
Connect the dots from **1** to **5**.



Ask the child to count the items in each box. Then have him or her draw a line to the number that shows how many there are.

Brrrr! It's Cold Out!

Match.



1

2

3

4

5

Help the child identify the color of each crayon. Then point to and say the numeral on each dinosaur. Ask the child to use the code to color the dinosaurs.

Color by Number

Use the code to color the dinosaurs.

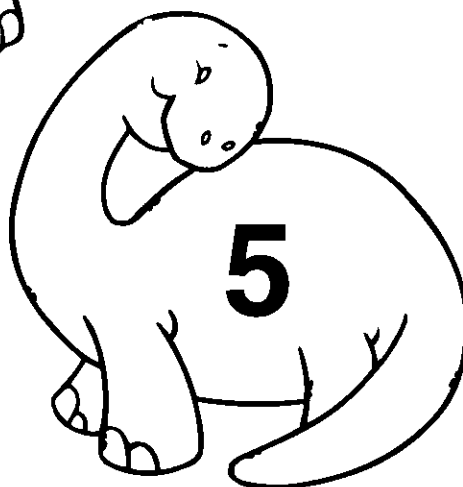
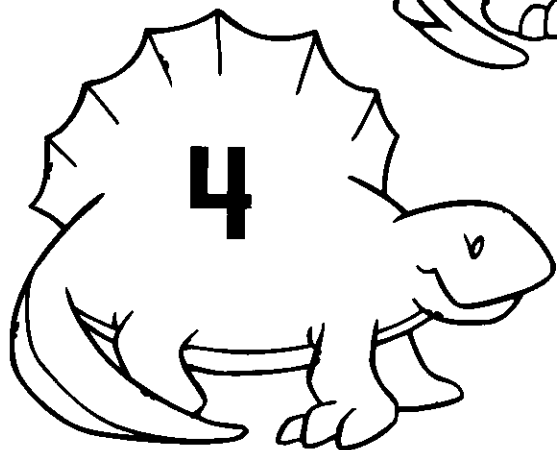
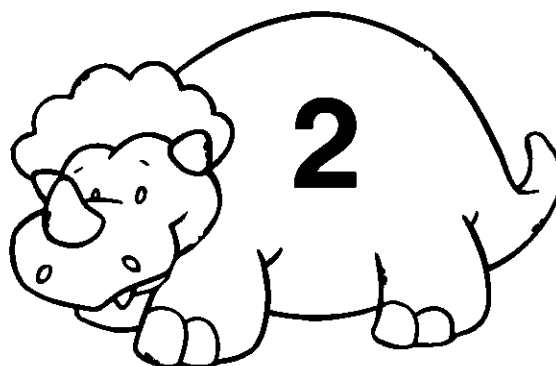
1 = 

2 = 

3 = 

4 = 

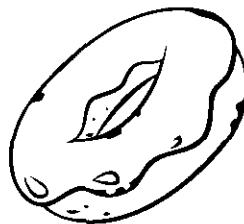
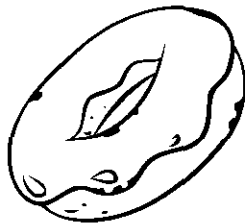
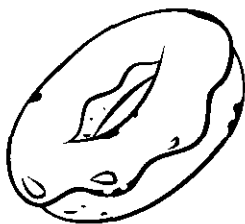
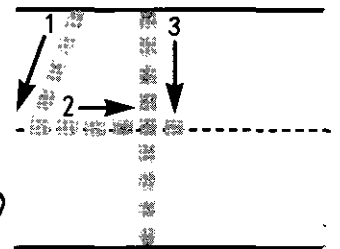
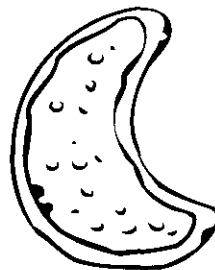
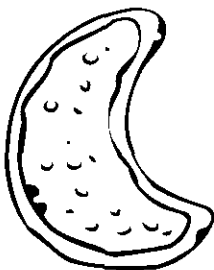
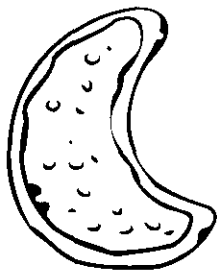
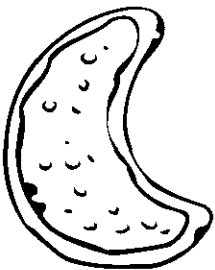
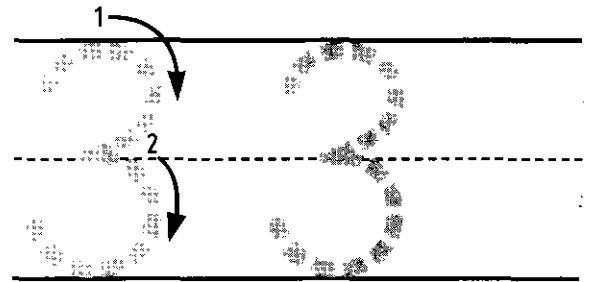
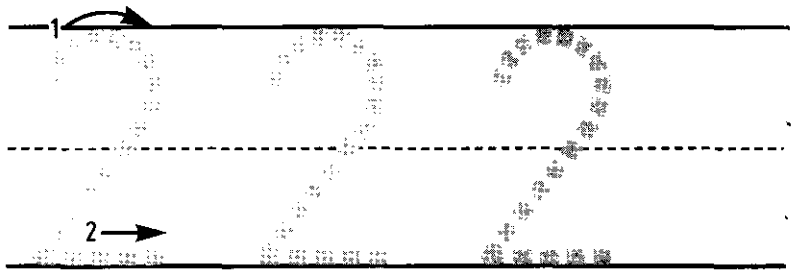
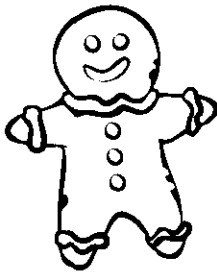
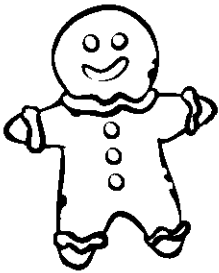
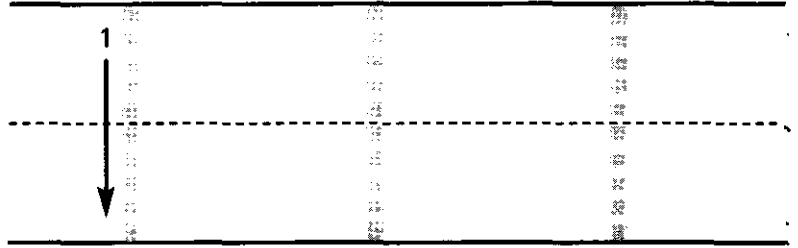
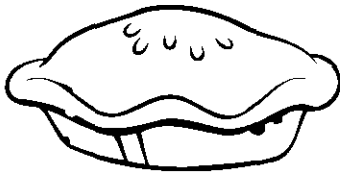
5 = 



Ask the child to count the items in each row. Then have him or her trace the numerals.

Bake Shop

Trace the numerals.



1 1 1 1 1 1

1 1 1 1 1 1

1 1 1 1 1 1

1 1 1 1 1 1

1 1 1 1 1 1

1 1 1 1 1 1

2 2 2 2 2 2

2 2 2 2 2 2

2 2 2 2 2 2

2 2 2 2 2 2

2 2 2 2 2 2

2 2 2 2 2 2

3 3 3 3 3 3

3 3 3 3 3 3

3 3 3 3 3 3

3 3 3 3 3 3

3 3 3 3 3 3

3 3 3 3 3 3

4 4 4 4 4 4

4 4 4 4 4 4

4 4 4 4 4 4

4 4 4 4 4 4

4 4 4 4 4 4

4 4 4 4 4 4

5 5 5 5 5 5

5 5 5 5 5 5

5 5 5 5 5 5

5 5 5 5 5 5

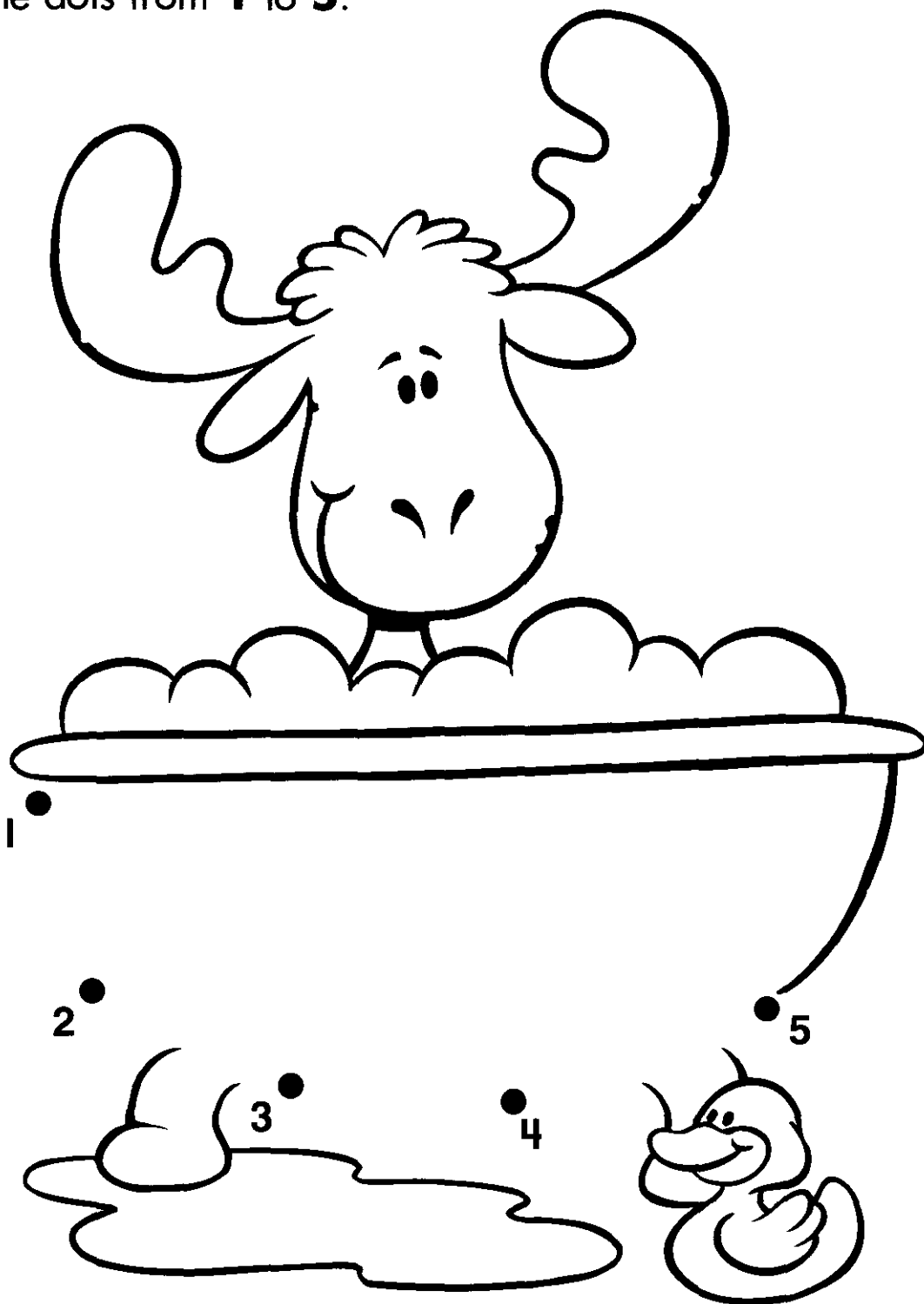
5 5 5 5 5 5

5 5 5 5 5 5

Ask the child to predict what the picture will show when completed. Then have him or her connect the dots in numerical order and color the picture.

Bubble Bath Dot-to-Dot

Connect the dots from **1** to **5**.



Answer Key

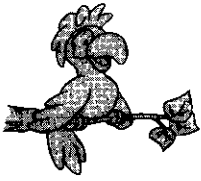
As the child completes the pages in this section, review his or her answers. When you take the time to correct the work and explain mistakes, you're showing your child that you feel learning is important.

page 2

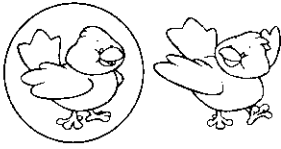
Point to and say the number. Ask the child to count and color the birds at the top of the page. Then ask him or her to count and circle one bird in the bottom.

Counting 1

Count and color 1.



Count and circle 1.



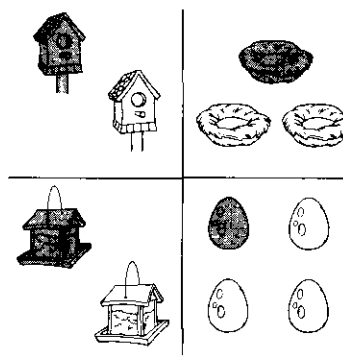
Understanding numbers: identifying a set of one

page 3

Ask the child to count and color one item in each group.

Showing 1

Count and color 1 in each group.



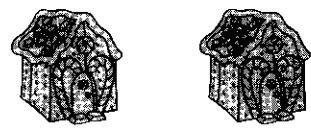
Understanding numbers: identifying a set of one

page 4


Point to and say the number. Ask the child to count and color the gingerbread houses at the top of the page. Then ask him or her to count and circle two gingerbread men at the bottom.

Counting 2

Count and color 2.



Count and circle 2.



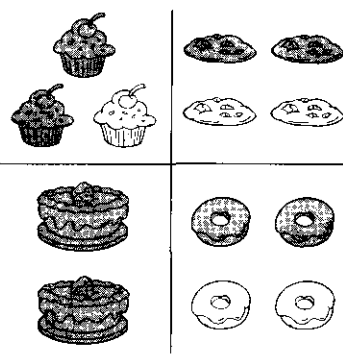
Understanding numbers: identifying a set of two

page 5

Ask the child to count and color two items in each group.

Showing 2

Count and color 2 in each group.




Understanding numbers: identifying a set of two

page 6

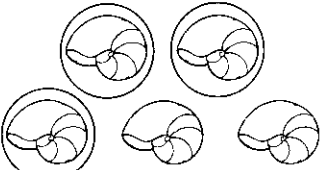
Point to and say the number. Ask the child to count and color the shells at the top of the page. Then ask him or her to count and circle three shells at the bottom.

Counting 3

Count and color 3.



Count and circle 3.



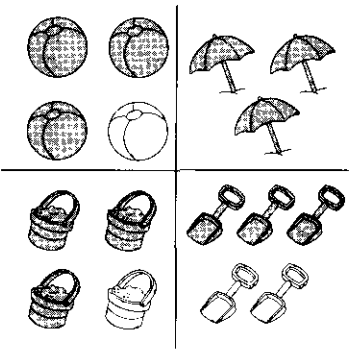
Understanding numbers: identifying a set of three

page 7

Ask the child to count and color three items in each group.

Showing 3

Count and color 3 in each group.



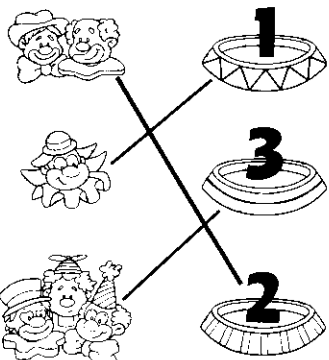
Understanding numbers: identifying a set of three

page 8

Ask the child to count the number of items in each group. Then have him or her draw a line to the number that shows how many there are.

Circus Fun

Draw a line to the correct number.



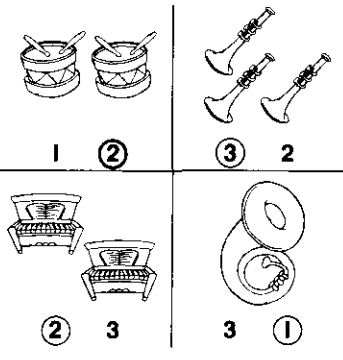
Understanding numbers: matching groups of objects and numerals 1-3

page 9

Ask the child to count the number of instruments in each group. Then have him or her circle the number that shows how many there are.

Music Fun

Circle the correct number.



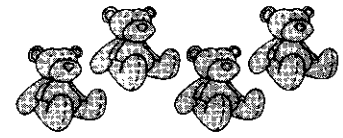
Understanding numbers: matching groups of objects and numerals 1-3

page 10

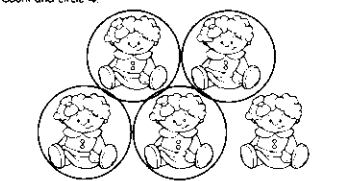
Point to and say the number. Ask the child to count and color the bears at the top of the page. Then ask him or her to count and circle four dolls at the bottom.

Counting 4

Count and color 4.



Count and circle 4.



Understanding numbers: identifying a set of four

Ask the child to count and color four items in each group.

Showing 4

Count and color 4 in each group.

Understanding numbers: identifying a set of four

Point to and say the numeral. Ask the child to count and color the groups of the top of the page. Then ask him or her to count and circle the past toys at the bottom.

Counting 5

Count and color 5.

Count and circle 5.

Understanding numbers: identifying a set of five

Ask the child to count and color five items in each group.

Showing 5

Count and color 5 in each group.

Understanding numbers: identifying a set of five

Ask the child to count the number of animals in each box. Then have him or her draw a line between the groups with the same number.

On the Farm

Match.

Understanding numbers: matching sets of 1-5

Ask the child to read the numeral at the beginning of each row. Then have him or her color that number of animals in the row.

At the Zoo

Color the correct number.

Counting to 5: matching numerals with the correct number of objects

Ask the child to count the fish in each group. Then have him or her draw a line to the matching numeral on the right.

Gone Fishing

Match.

Counting to 5: matching numerals with the correct number of objects

Ask the child to count the number of sea creatures in each group. Then have him or her circle the number that shows how many there are.

Under the Sea

Circle the correct number.

Counting to 5: matching groups of objects and numerals

Ask the child to count the number of objects in each group. Then have him or her circle the group with more in each row.

More

Circle the group with more.

Understanding more and less

Ask the child to count the number of objects in each group. Then have him or her circle the group with less in each row.

Less

Circle the group with less.

Understanding more and less

page 20

Ask the child to read the numeral on each tree trunk. Then have him or her draw that number of apples on the trees.

Apple Trees

Draw 1 on the

Counting to 5, recognizing numerals, drawing to show numbers

20

page 21

Ask the child to count and color the picnic basket, cats, clouds, ants, and trees in the picture. Then have him or her circle the number that he or she counted for each.

The Cats' Picnic

Count and color. Circle how many.

	1 2		3 4		2 3
	3 4		4 5		

Counting to 5, recognizing numerals

21

page 22

Ask the child to predict what the picture will show when completed. Then have him or her connect the dots in numerical order and color the picture.

High Wire Dot-to-Dot

Connect the dots from 1 to 5.

Understanding numerical order, developing fine motor control

22

page 23

Ask the child to predict what the picture will show when completed. Then have him or her connect the dots in numerical order and color the picture.

Raccoon Dot-to-Dot

Connect the dots from 1 to 5.

Understanding numerical order, developing fine motor control

23

page 24

Ask the child to count the items in each box. Then have him or her draw a line to the number that shows how many items there are.

Brrrr! It's Cold Out!

Match.

	<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div>

Counting to 5, matching numerals with the correct number of objects

24

page 25

Help the child identify the color of each crayon. Then point to each crayon and say the numeral on each dinosaur. Ask the child to use the code to color the dinosaurs.

Color by Number

Use the code to color the dinosaurs.

1 = 2 =
3 = 4 = 5 =

Recognizing numerals, following directions

25

page 26

Ask the child to count the items in each row. Then have him or her trace the numerals.

Bake Shop

Trace the numerals.

Understanding numbers, counting objects and tracing numerals

26

page 27

Ask the child to count the items in each row. Then have him or her trace the numerals.

Counting and Tracing

Understanding numbers, counting objects and tracing numerals

27

page 28

Ask the child to predict what the picture will show when completed. Then have him or her connect the dots in numerical order and color the picture.

Bubble Bath Dot-to-Dot

Connect the dots from 1 to 5.

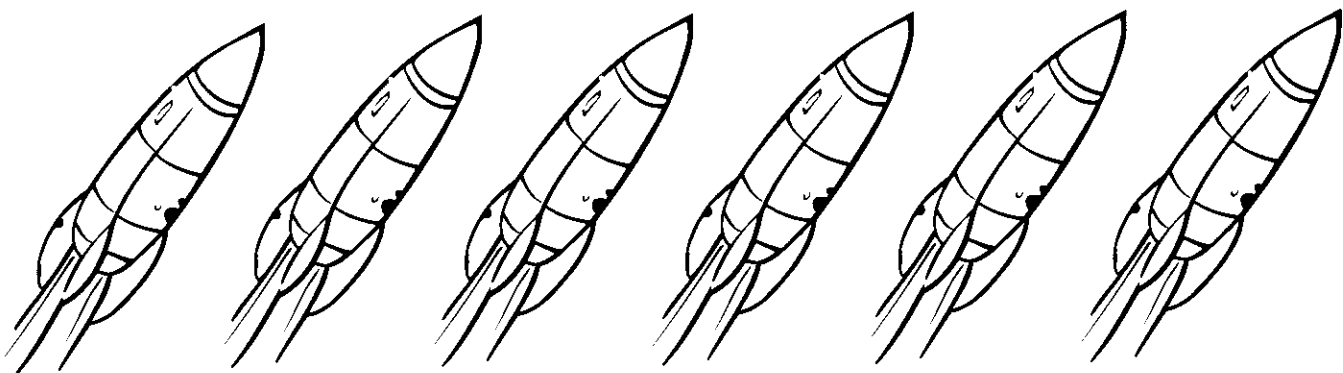
Understanding numerical order, developing fine motor control

28

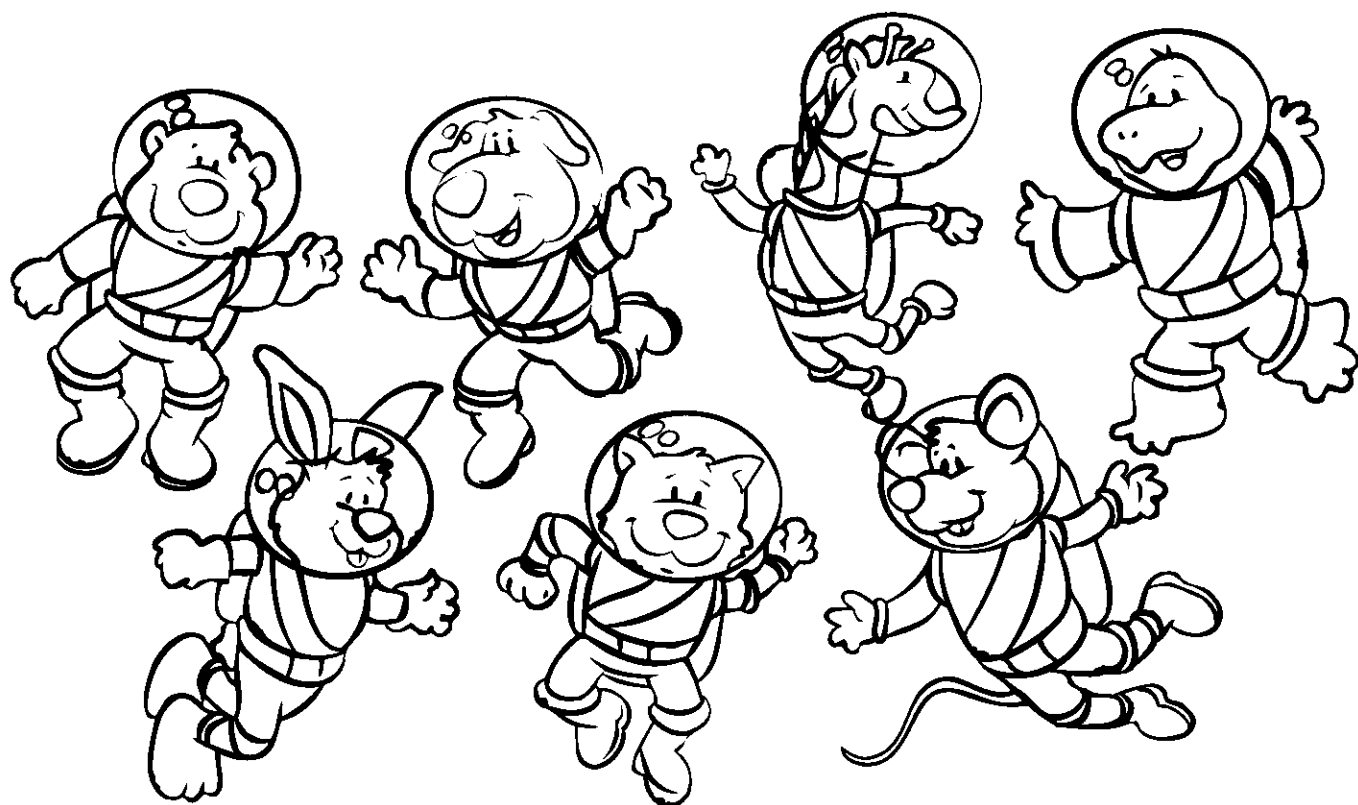
Point to and say the numeral. Ask the child to count and color the rockets at the top of the page. Then ask him or her to count and circle six astronauts at the bottom.

Counting 6

Count and color **6**.



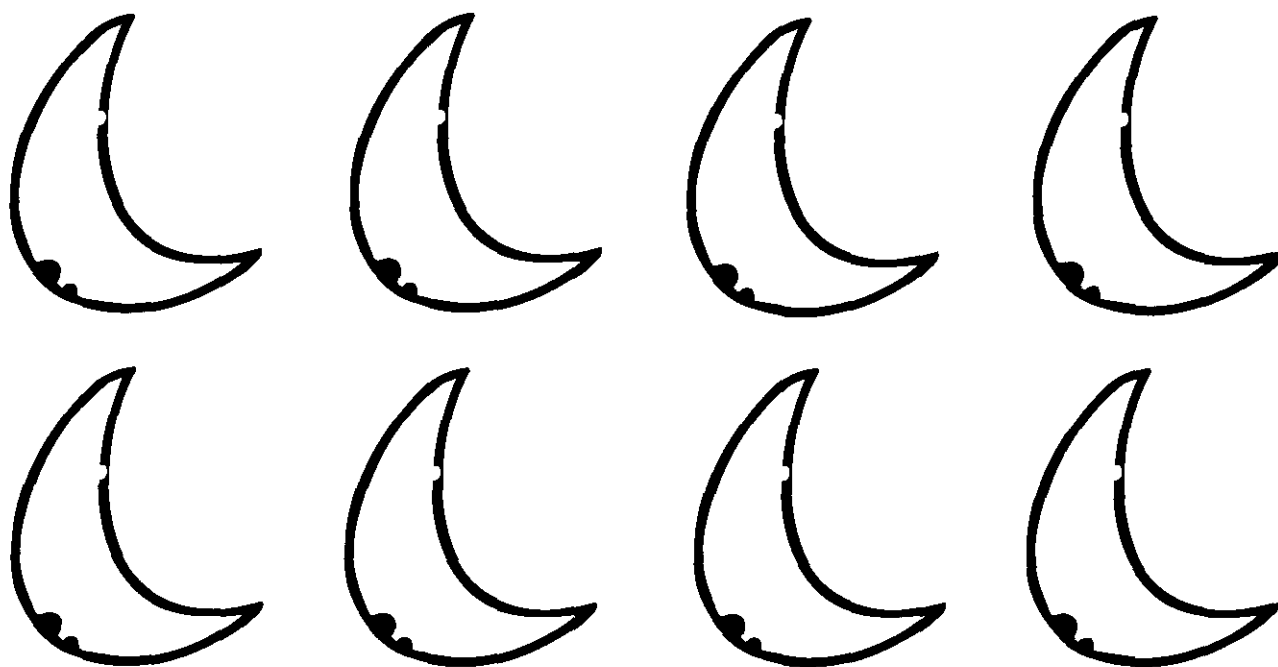
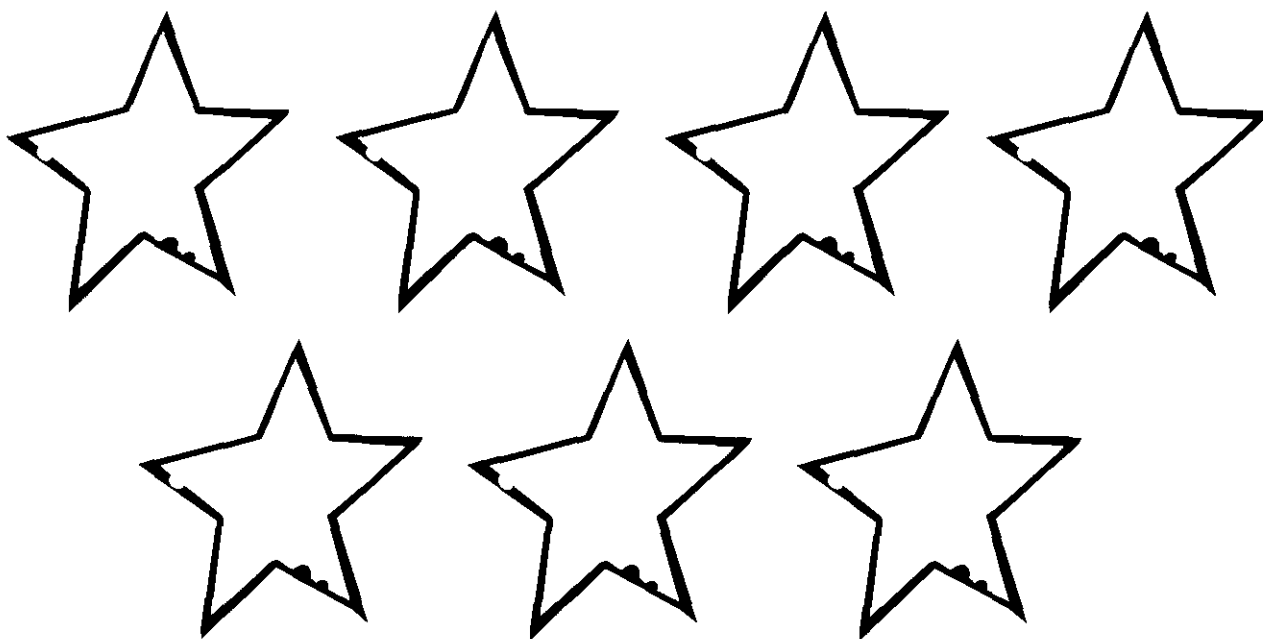
Count and circle **6**.



Ask the child to count and color six pictures in each group.

Showing 6

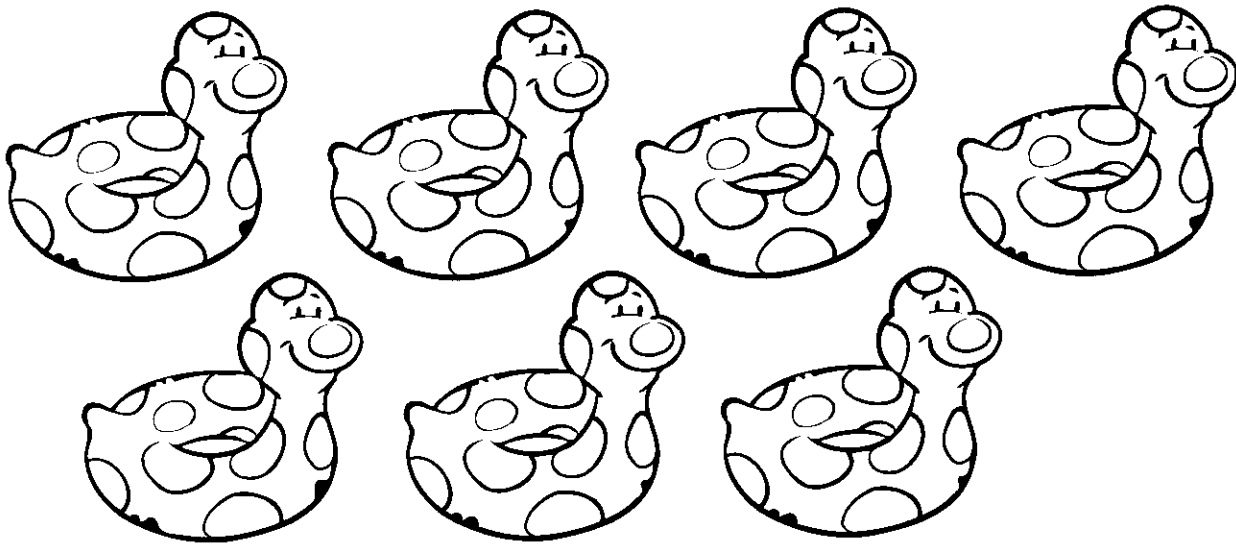
Count and color **6** in each group.



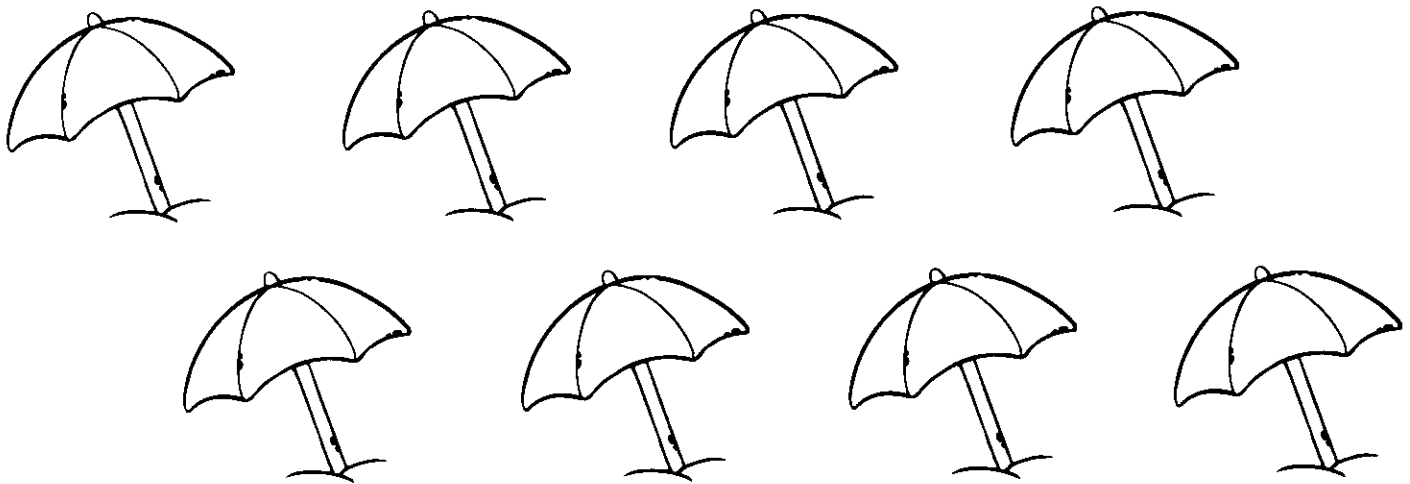
Point to and say the numeral. Ask the child to count and color the tubes at the top of the page. Then ask him or her to count and circle seven umbrellas at the bottom.

Counting 7

Count and color **7**.



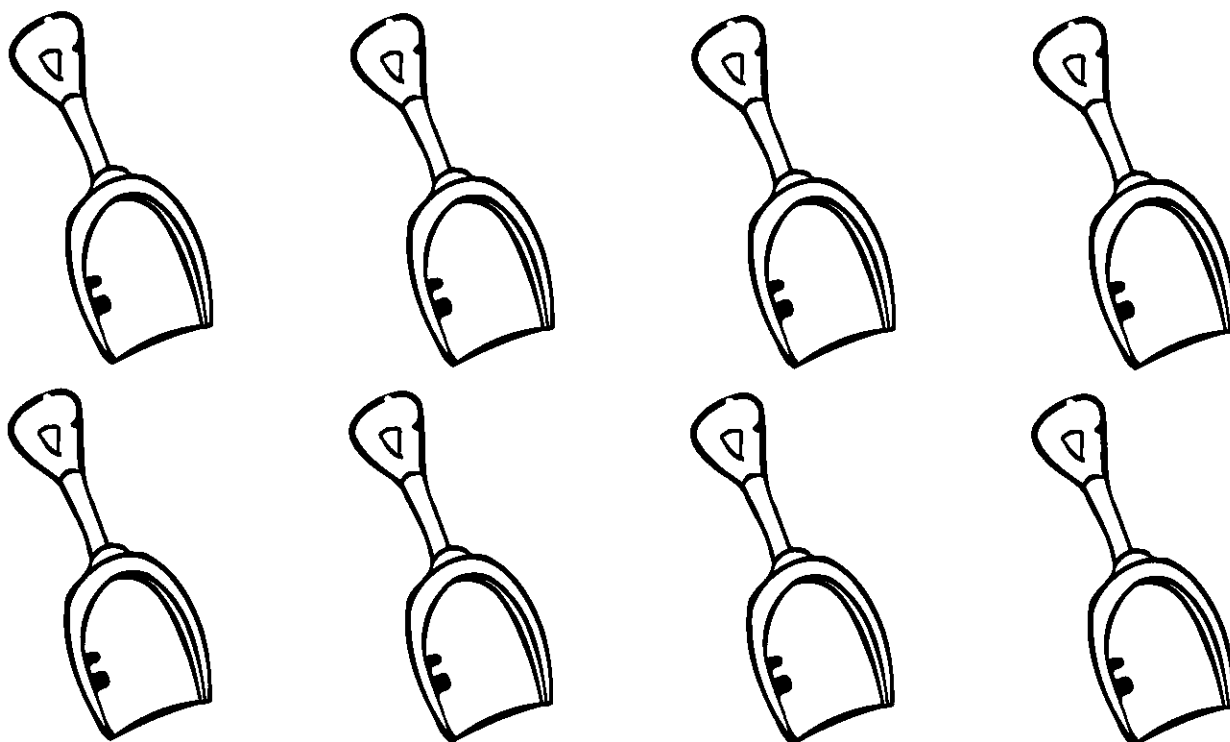
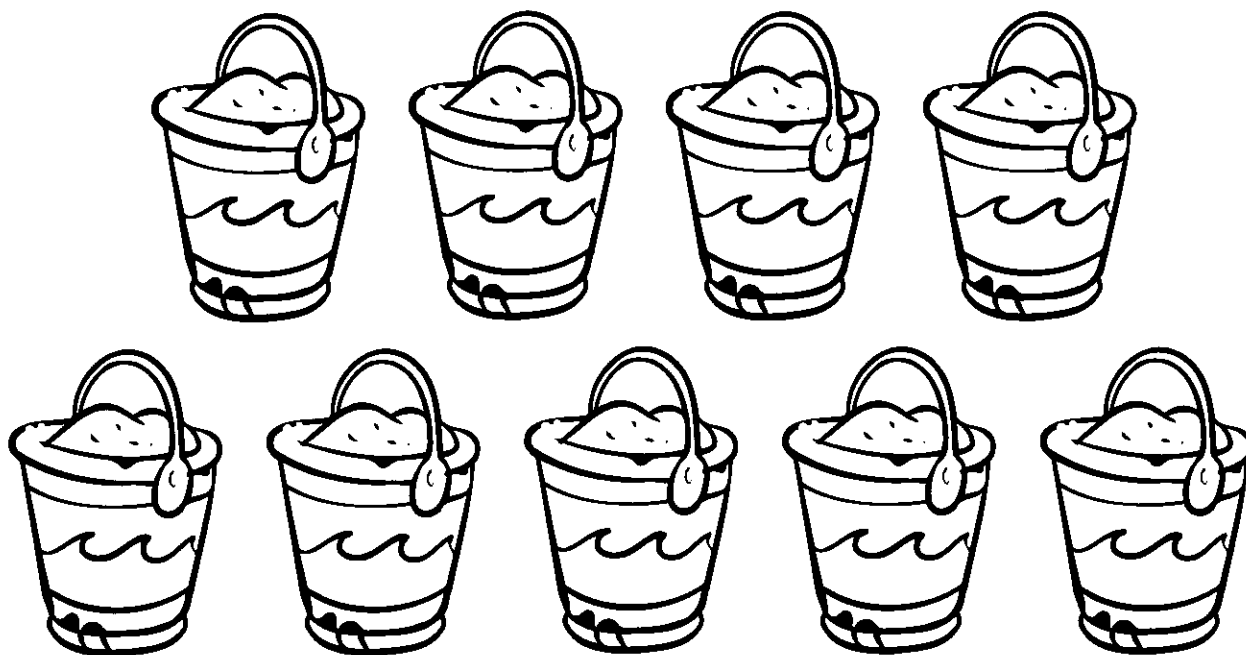
Count and circle **7**.



Ask the child to count and color seven items in each group.

Showing 7

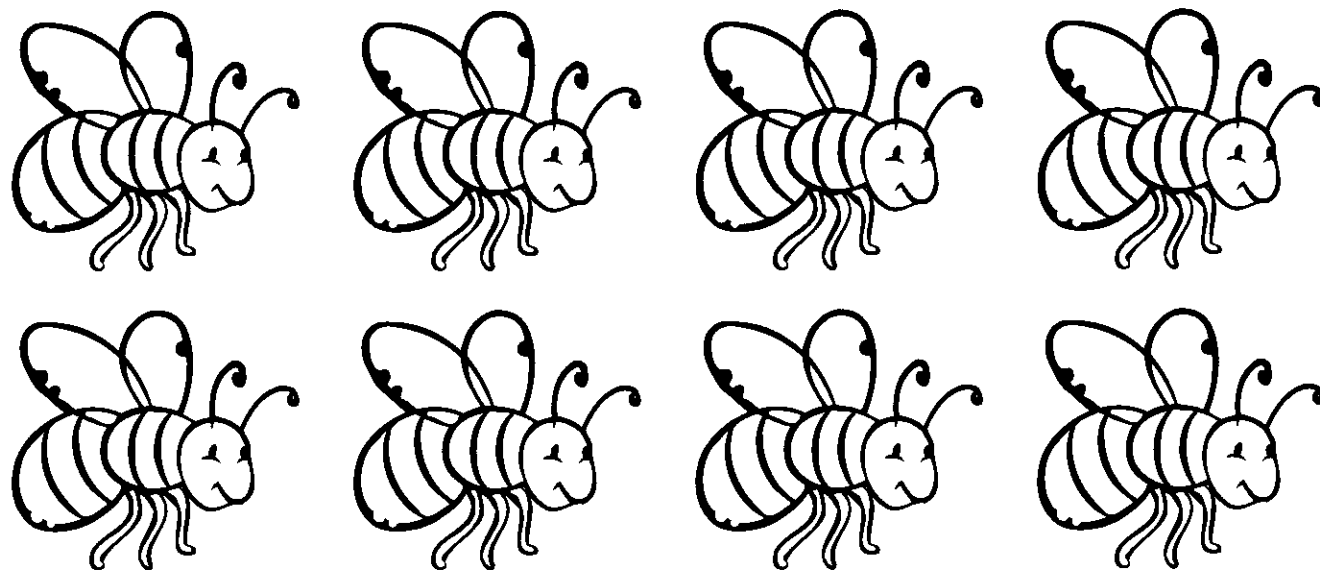
Count and color **7** in each group.



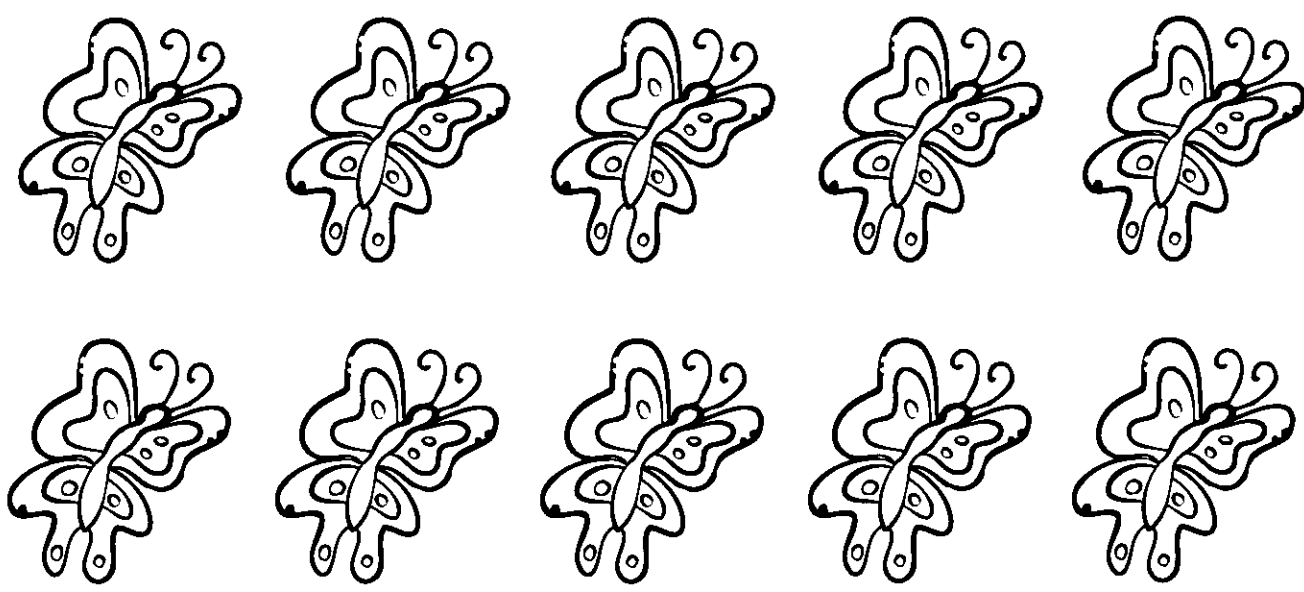
Point to and say the numeral. Ask the child to count and color the bees at the top of the page. Then ask him or her to count and circle eight butterflies at the bottom.

Counting 8

Count and color **8**.



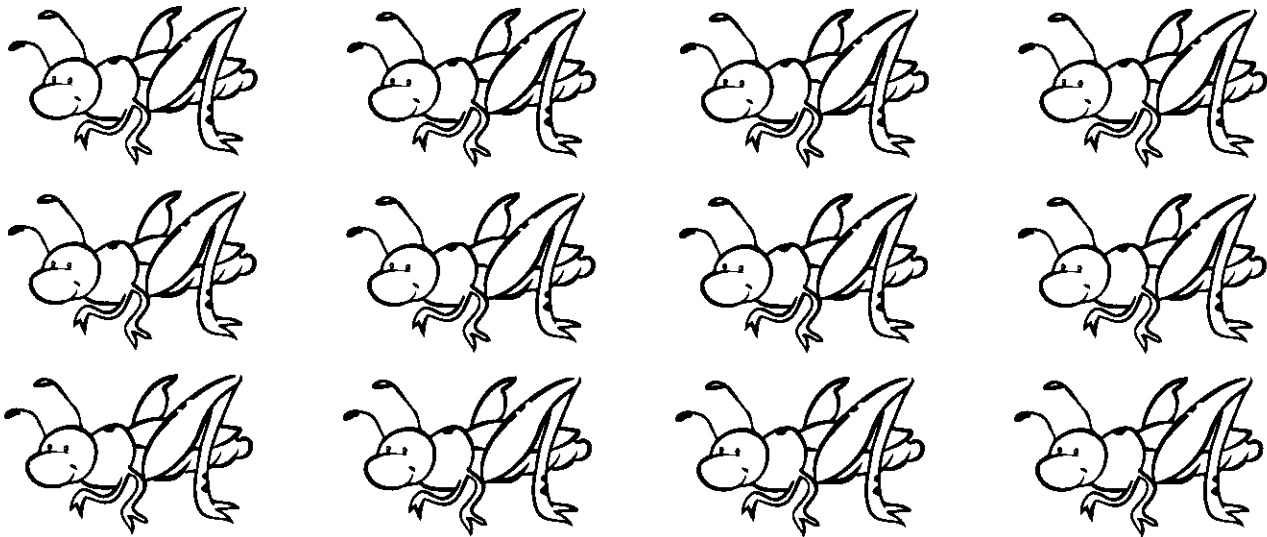
Count and circle **8**.



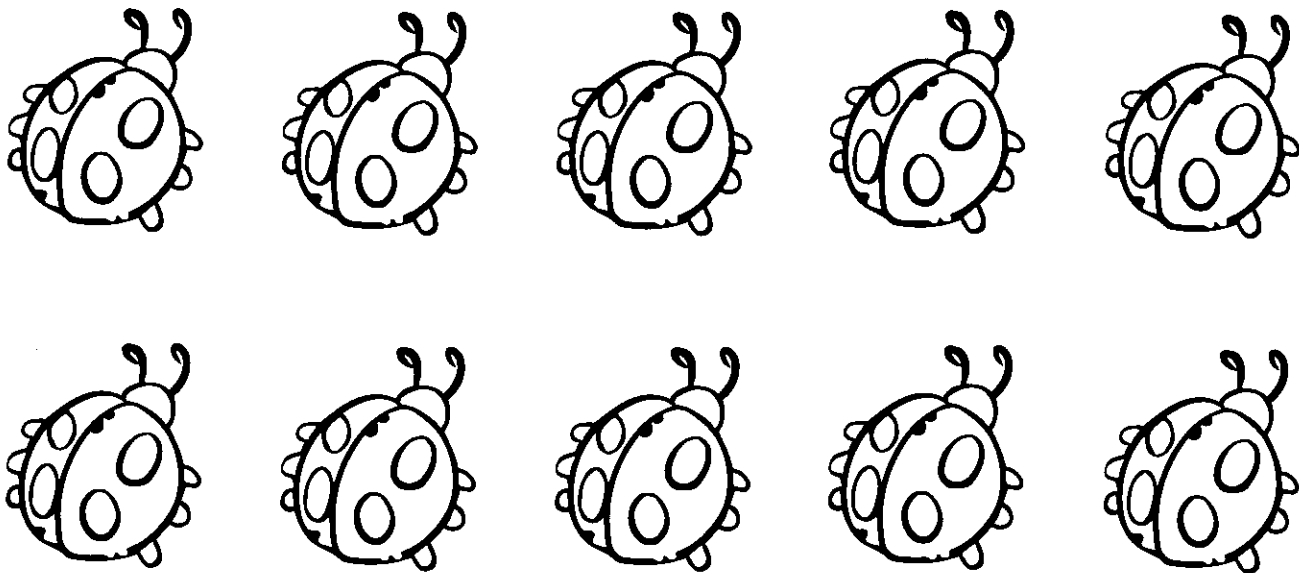
Ask the child to count and color eight bugs in each group.

Showing 8

Count and color **8** in each group.



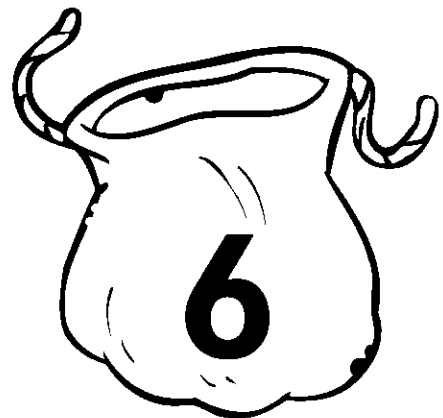
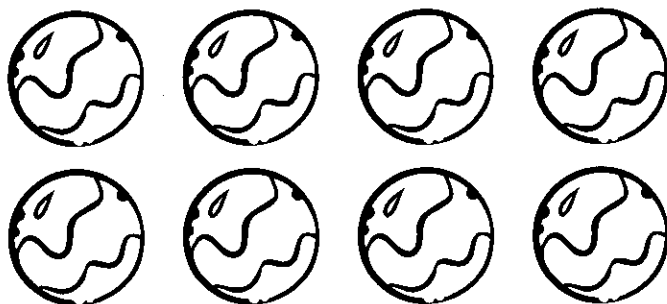
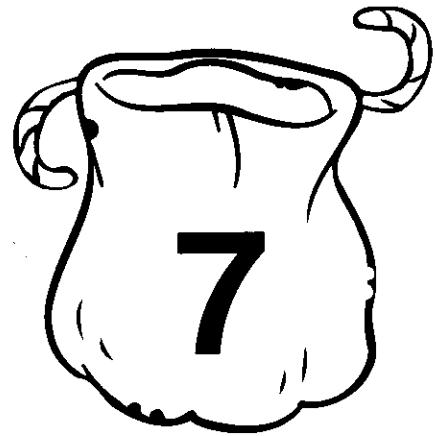
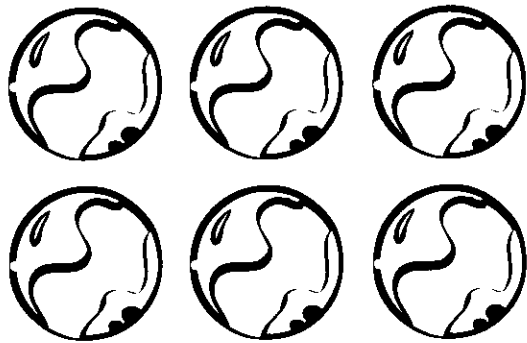
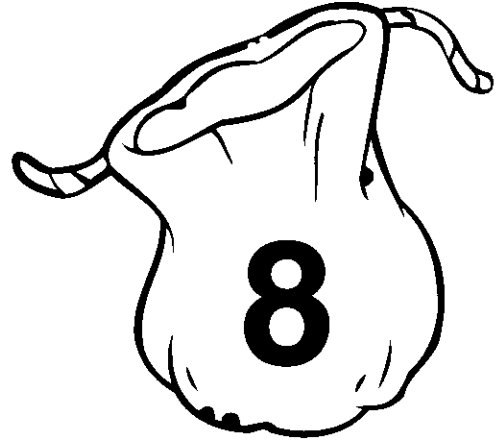
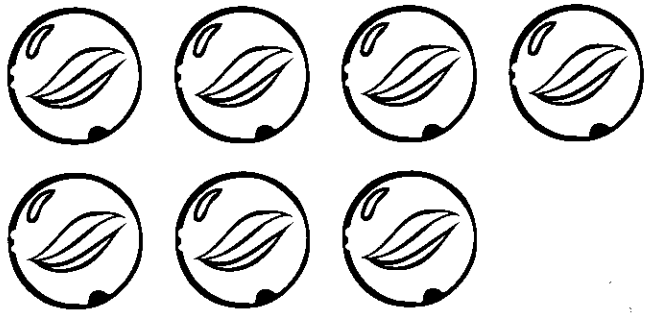
Numbers II



Ask the child to count the marbles in each group. Then have him or her draw a line to the number that shows how many there are.

Let's Play Marbles

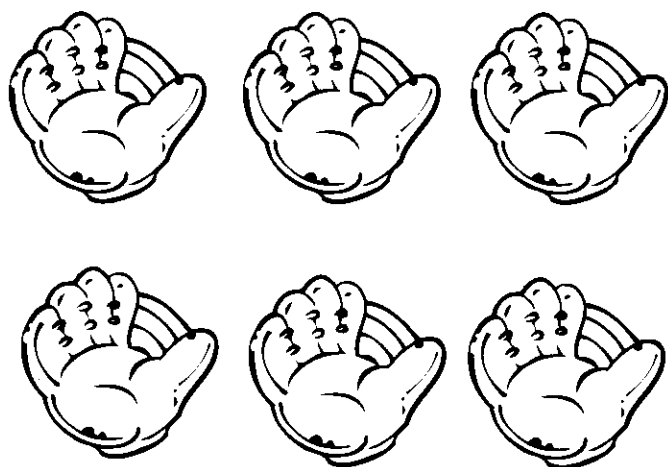
Draw a line to the correct number.



Ask the child to count the number of items in each group. Then have him or her circle the number that shows how many there are.

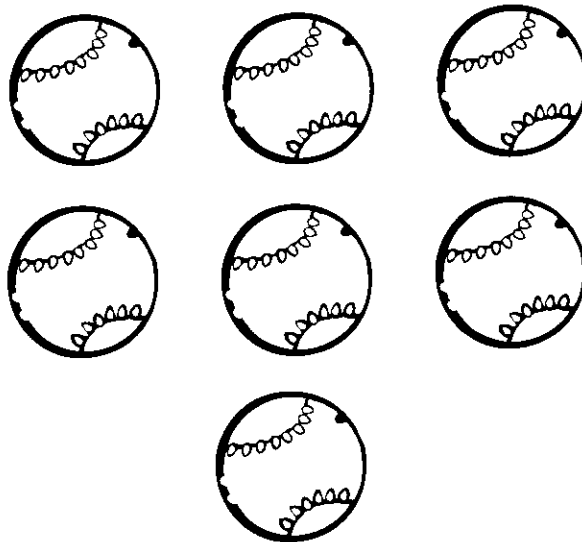
Music Fun

Circle the correct number.



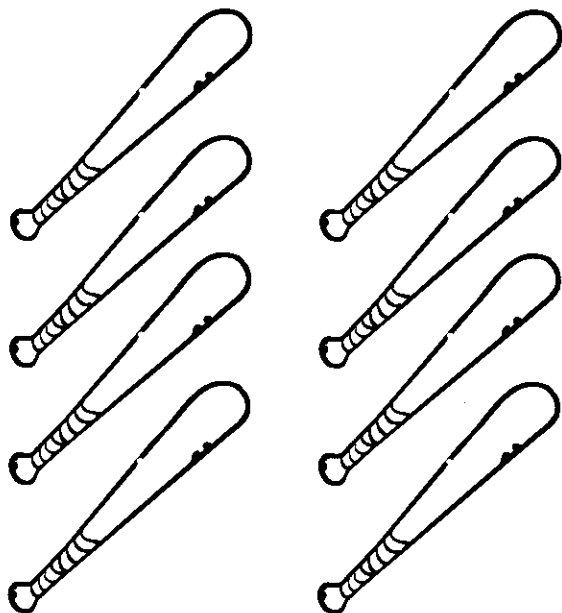
6

7



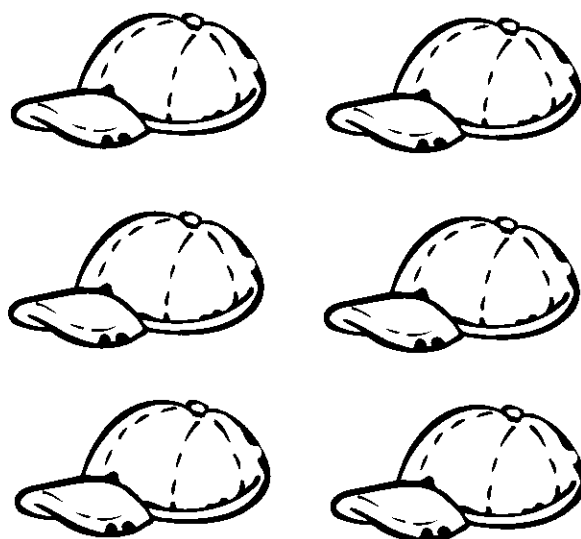
7

8



6

8



6

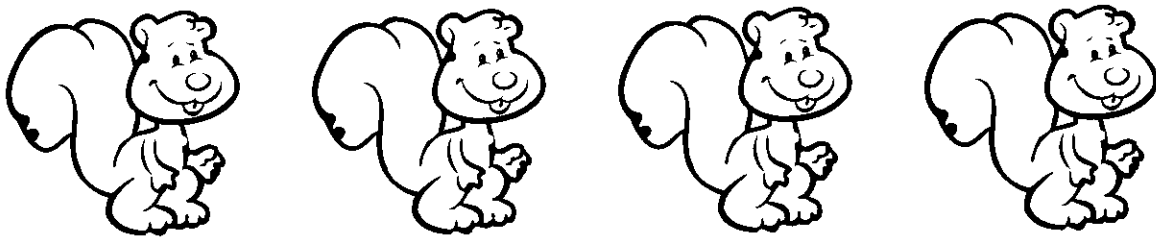
7

Numbers II

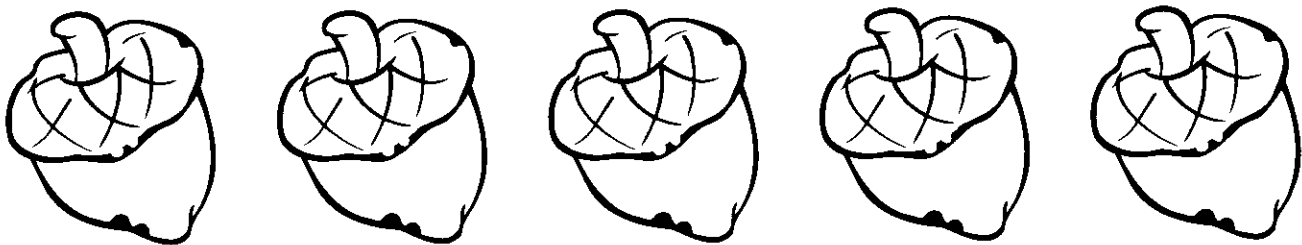
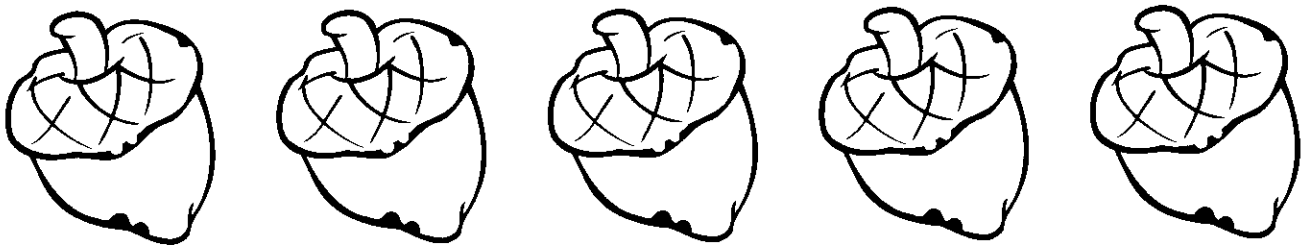
Point to and say the numeral. Ask the child to count and color the squirrels at the top of the page. Then ask him or her to count and circle nine acorns at the bottom.

Counting 9

Count and color 9.



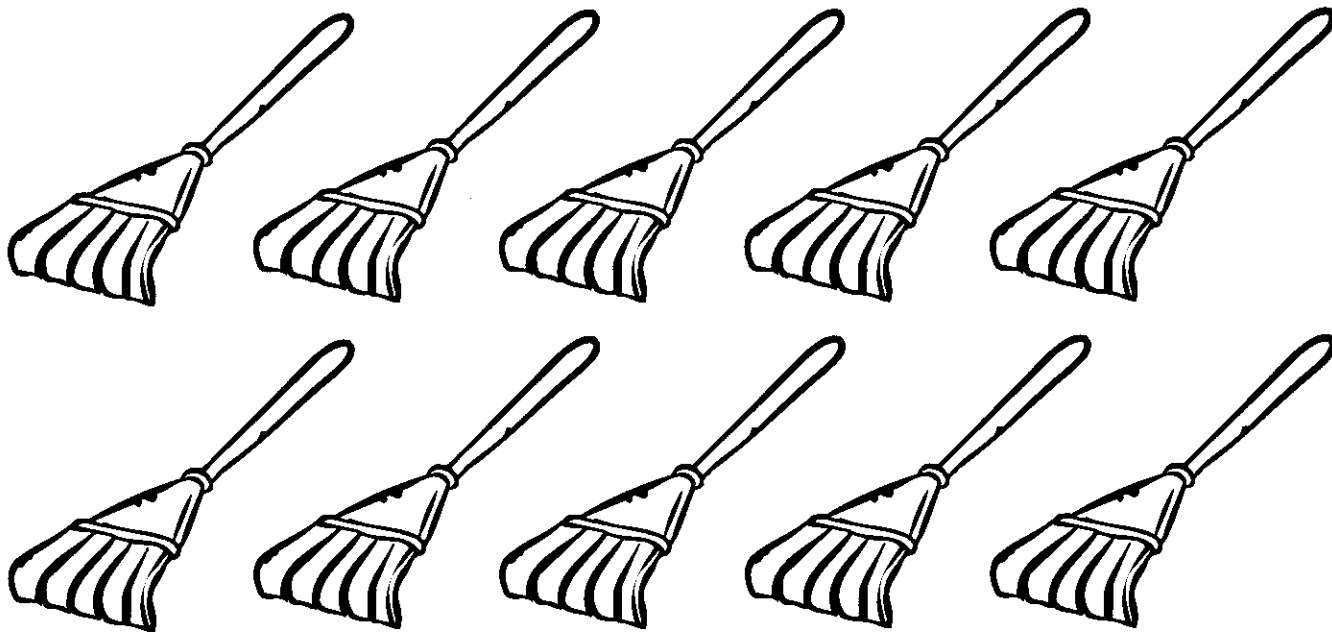
Count and circle 9.



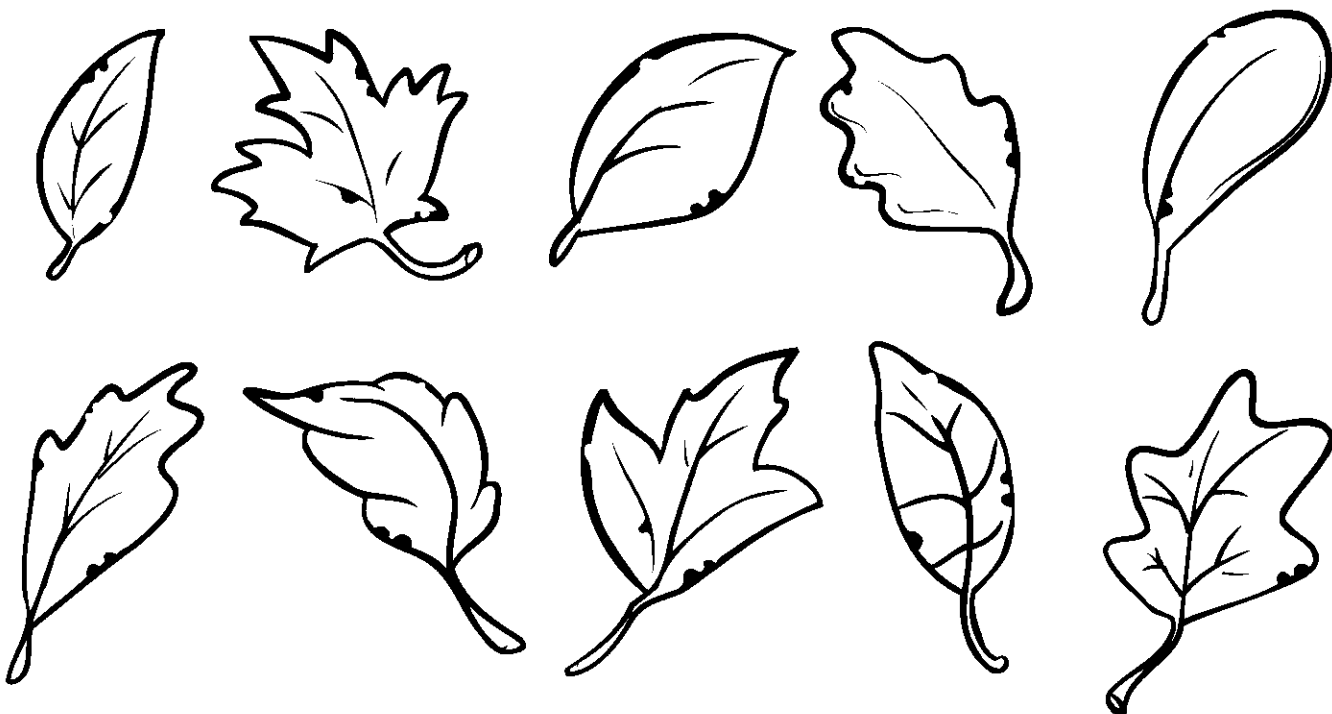
Ask the child to count and color nine items in each group.

Showing 9

Count and color 9 in each group.



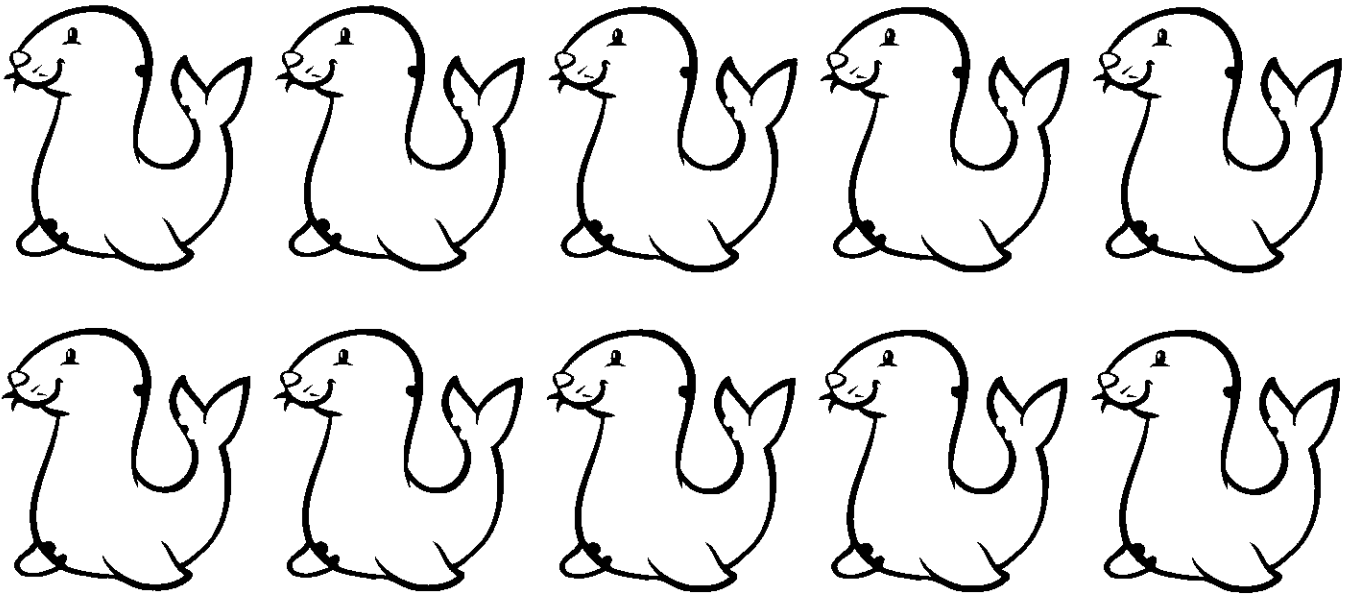
Numbers 11



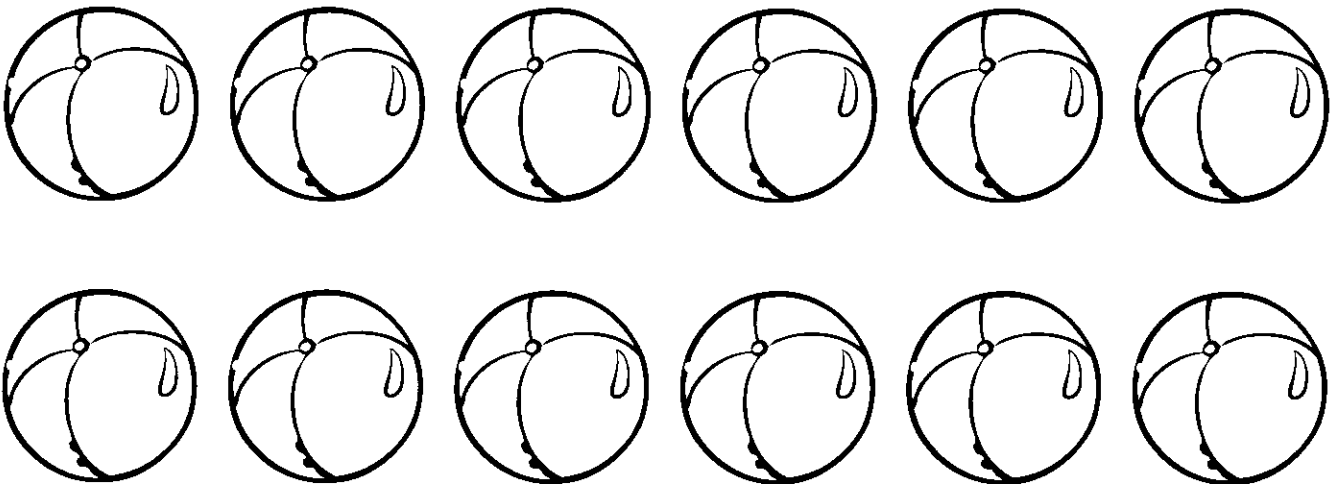
Point to and say the numeral. Ask the child to count and color the seals at the top of the page. Then ask him or her to count and circle ten balls at the bottom.

Counting 10

Count and color **10**.



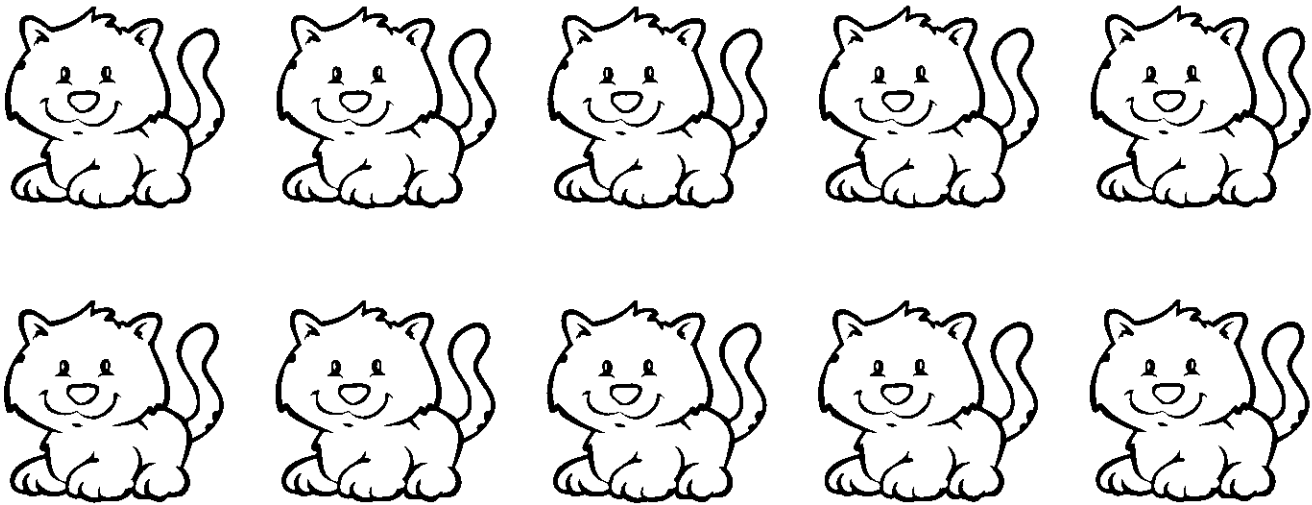
Count and circle **10**.



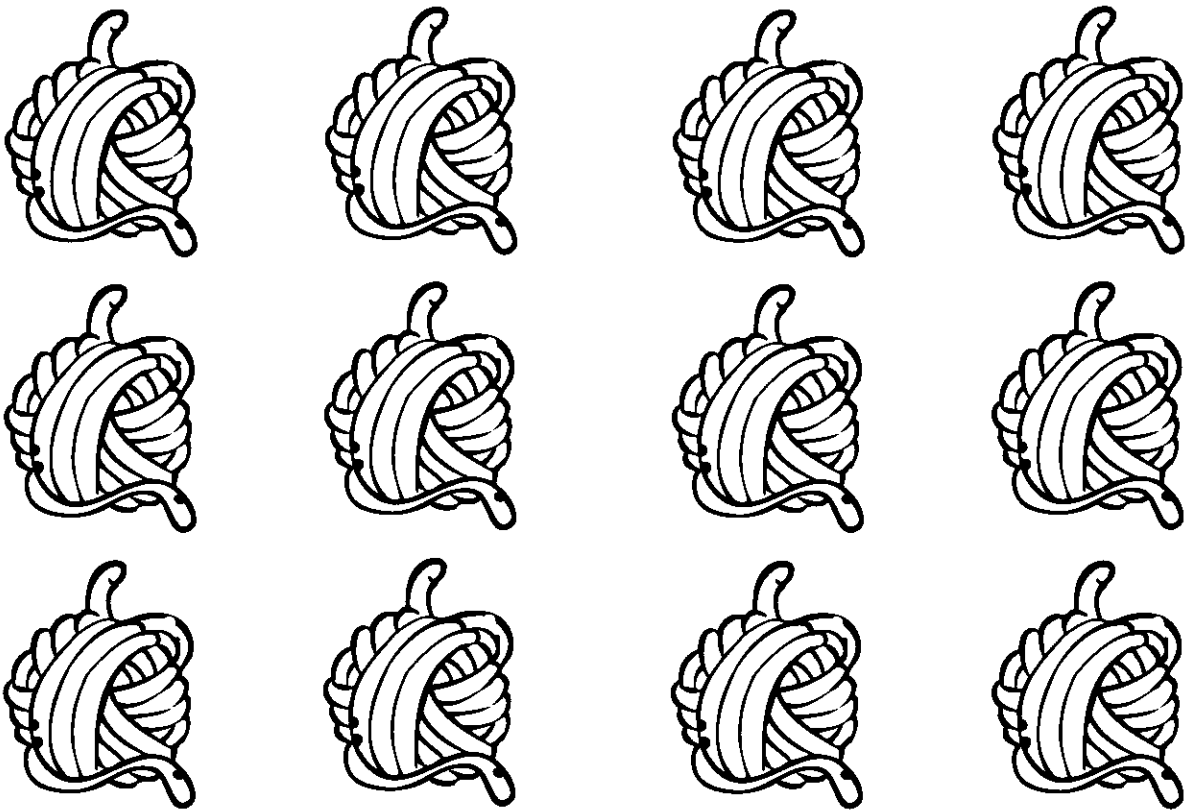
Ask the child to count and color ten pictures in each group.

Showing 10

Count and color **10** in each group.



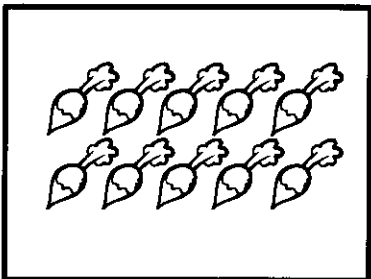
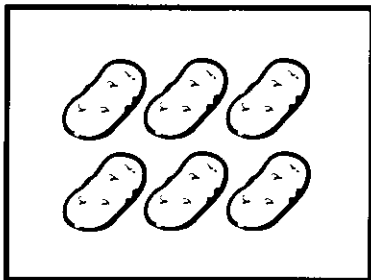
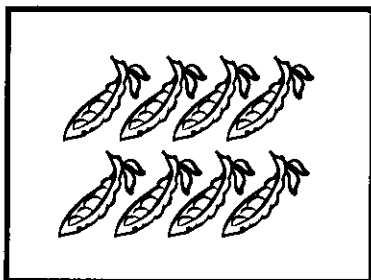
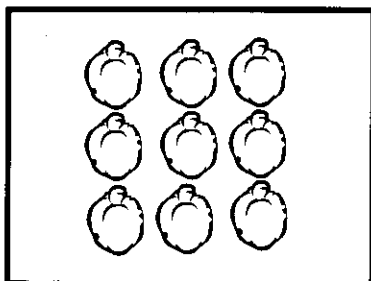
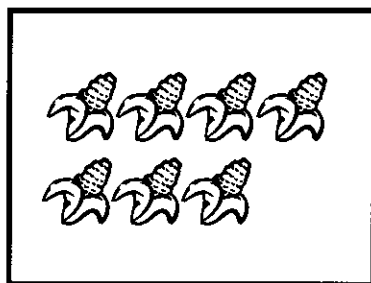
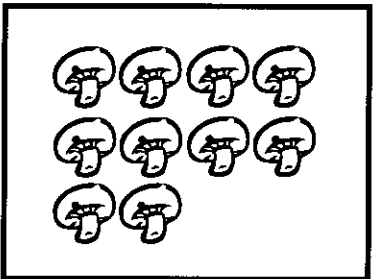
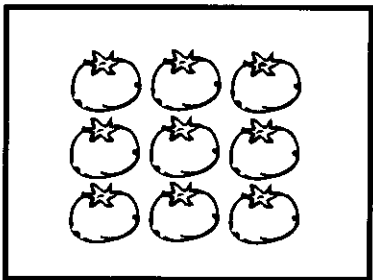
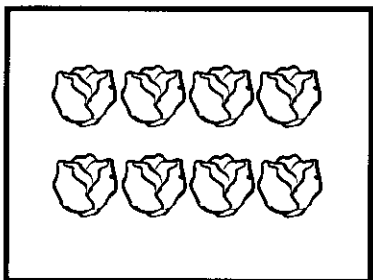
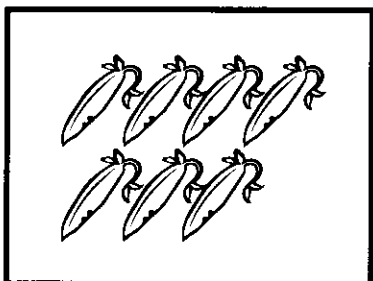
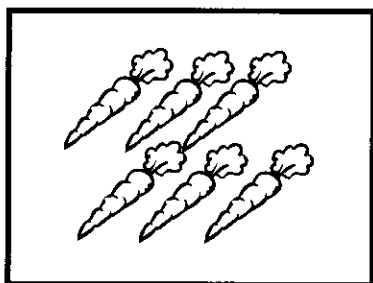
Numbers 11



Ask the child to count the number of vegetables in each box. Then have him or her draw a line between the groups with the same number.

Vegetable Patch



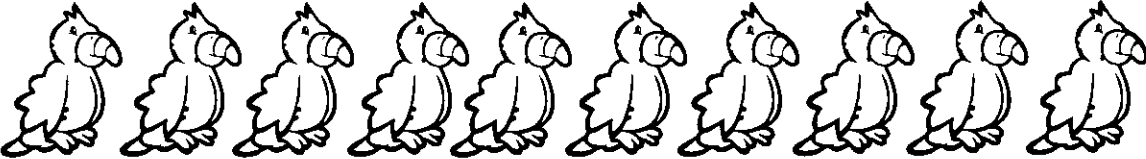
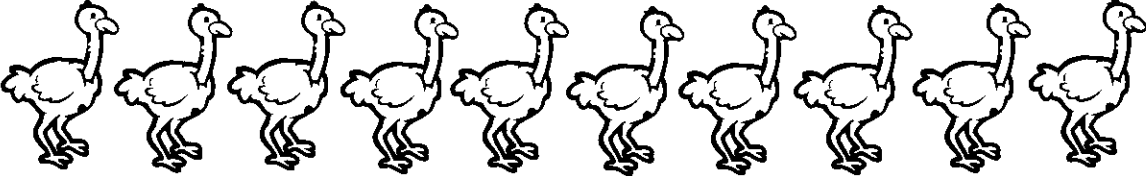
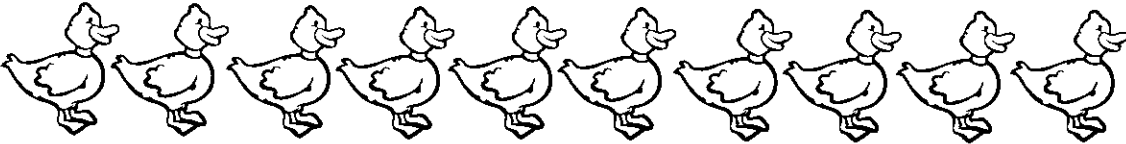
Match.



Ask the child to read the numeral at the beginning of each row. Then have him or her color that number of birds in the row.

Feathered Friends

Color the correct number.

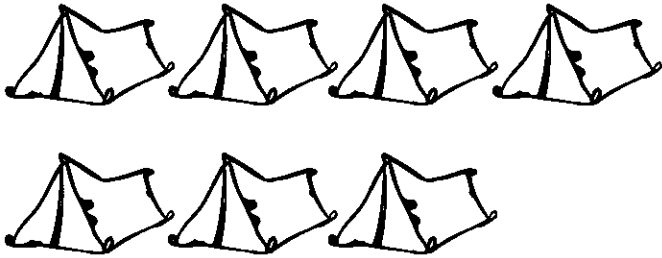
6	
7	
8	
9	
10	

Numbers 11

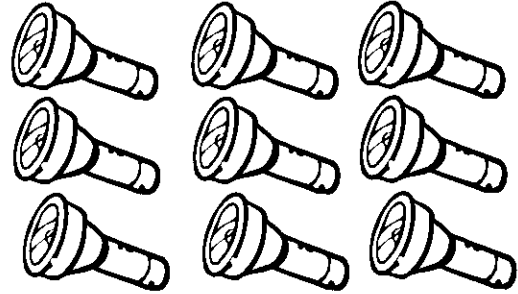
Ask the child to count the number of items in each group. Then have him or her circle the number that shows how many there are.

Camping Out

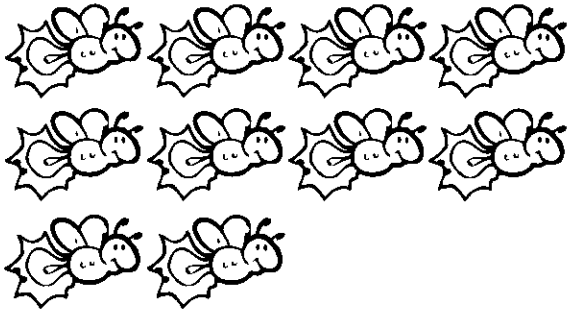
Circle the correct number.



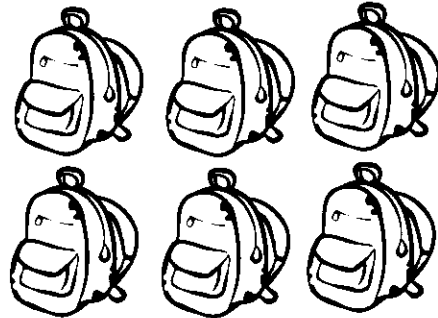
6 7 8



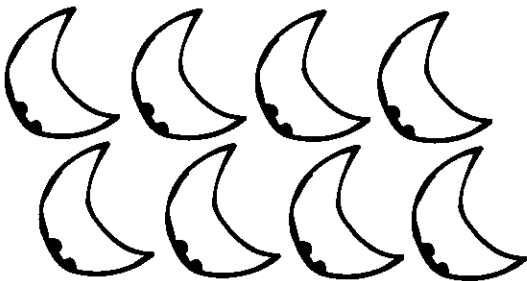
7 8 9



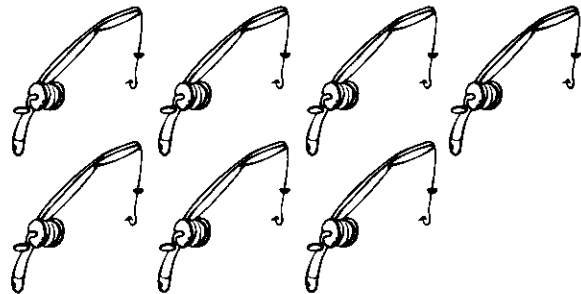
8 9 10



6 8 9



7 8 10

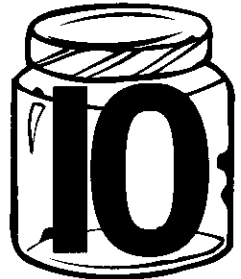
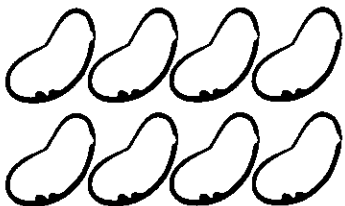
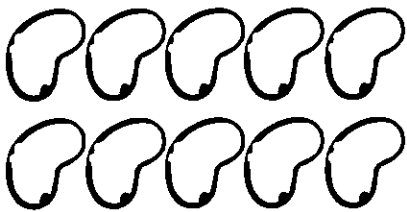
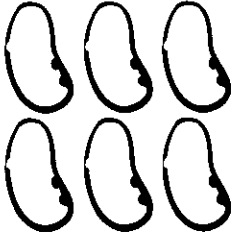
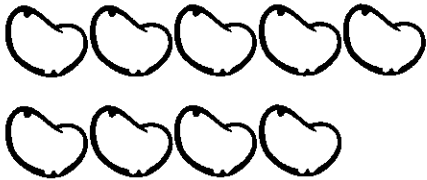
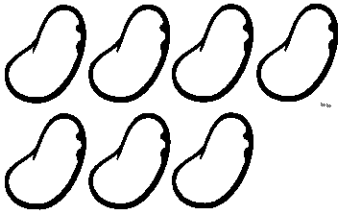


6 7 9

Ask the child to count the jellybeans in each group. Then have him or her draw a line to that number on the right.

Jellybean Jars

Match.

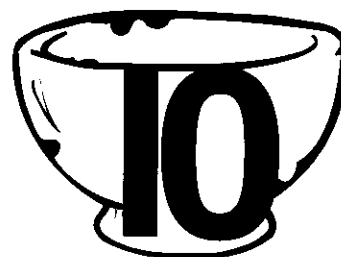
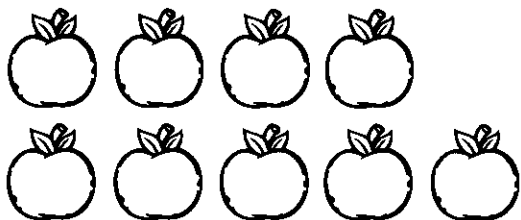
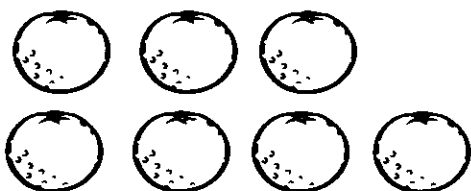
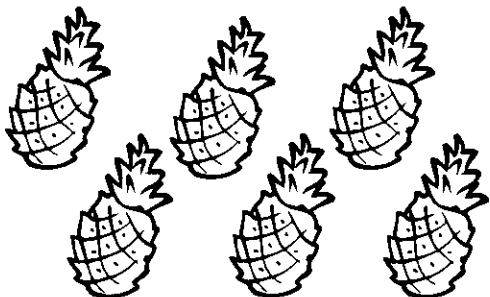
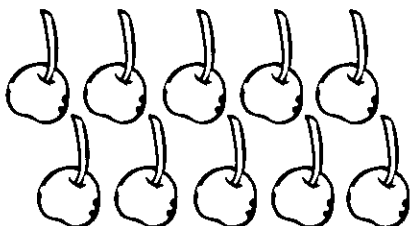
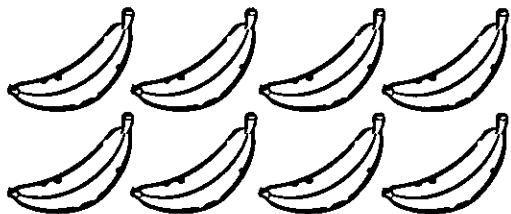


Numbers 11

Ask the child to count the fruit in each group. Then have him or her draw a line to that number on the right.

Fruit Bowls

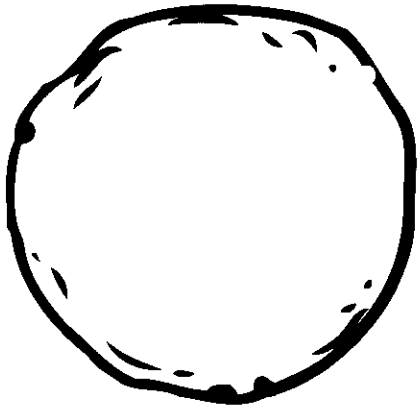
Match.



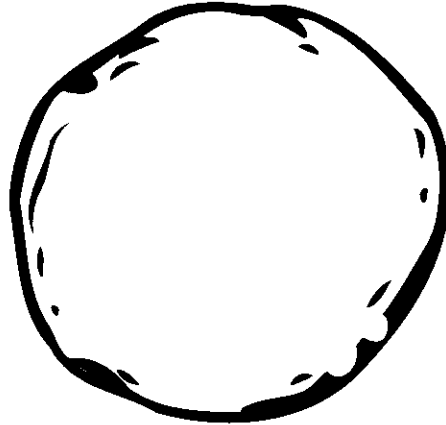
Ask the child to read the numeral next to each cookie. Then have him or her draw that number of chocolate chips on the cookies.

Chocolate Chip Cookies

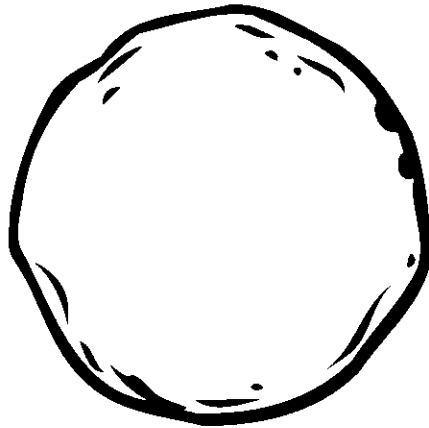
Draw s on the .



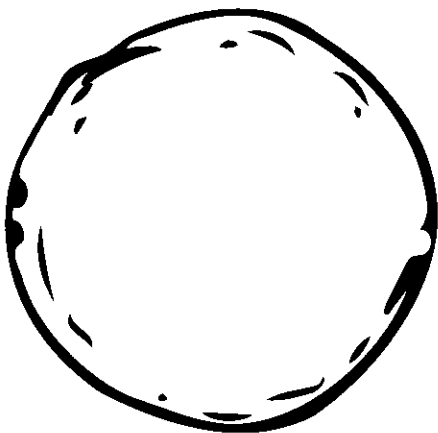
6



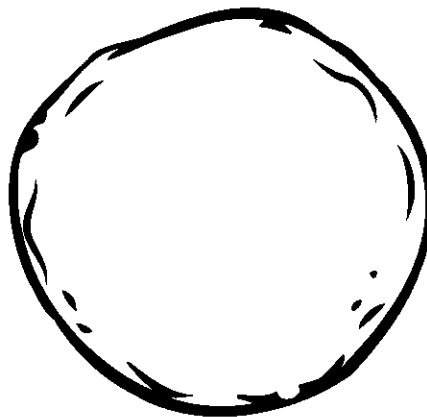
7



8



9



10

Number 1

Ask the child to count and color the scarecrows, pigs, pitchforks, cows, sheep, pieces of corn, trees, chickens, haystacks, and cornstalks in the picture on page 51. Then have him or her circle the number that he or she counted for each.

On the Farm

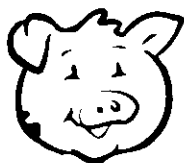
Count and color. Circle how many.



1 2



9 10



8 9



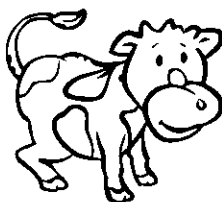
3 4



2 3



5 6



4 5



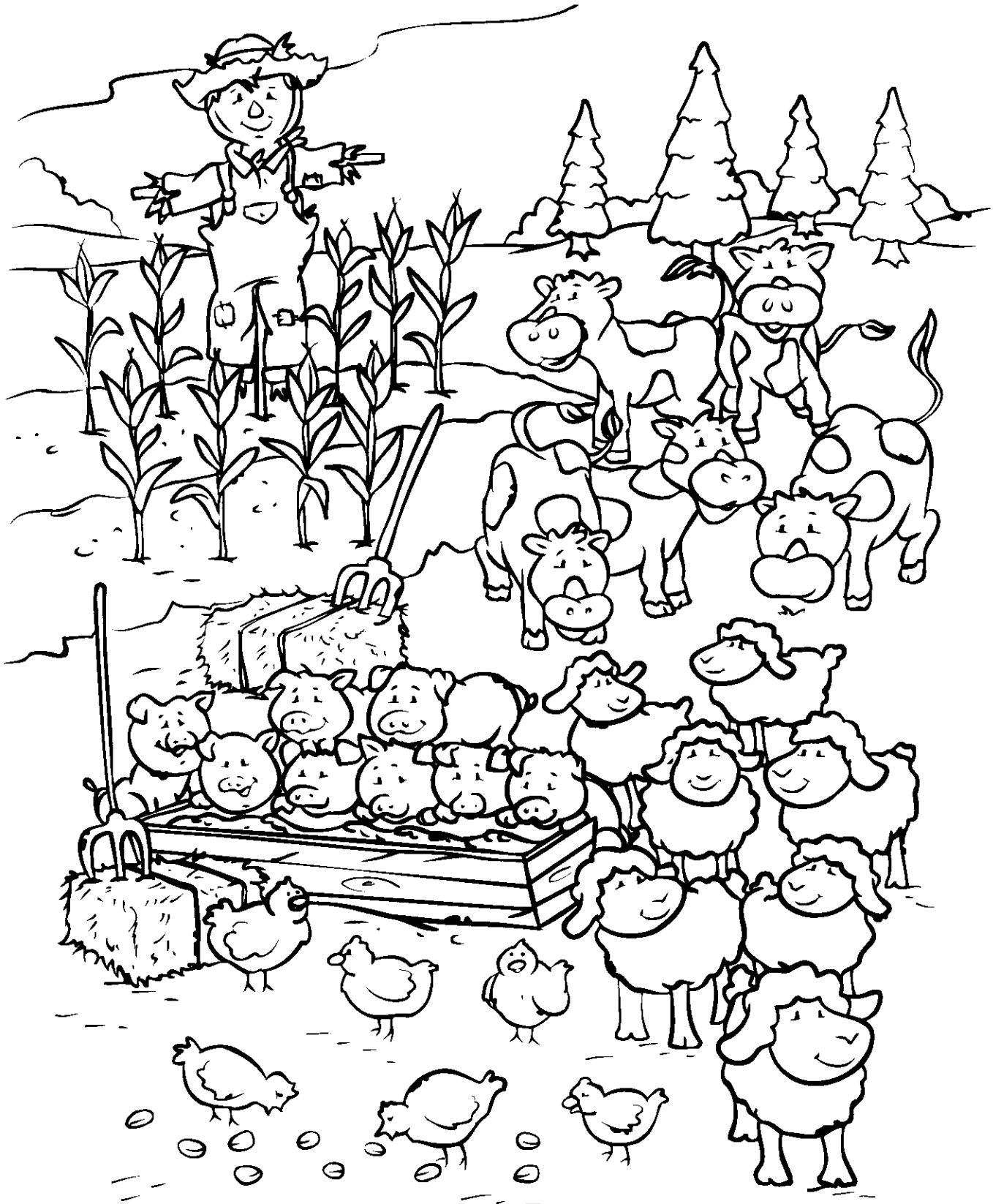
2 3



6 7



9 10



Ask the child to predict what the picture will show when completed. Then have him or her connect the dots in numerical order and color the picture.




Splashing Dot-to-Dot

Connect the dots from **1** to **10**.



Numbers

Use the code to color the picture.

8 =  9 =  10 = 



Ask the child to predict what the picture will show when completed. Then have him or her connect the dots in numerical order and color the picture.

Splashing Dot-to-Dot

Connect the dots from **1** to **10**.



Ask the child to read the numeral next to each crayon. Then help him or her identify the crayon color. Ask the child to use the code to color the picture.

Go Fly a Kite

Use the code to color the picture.

6 = yellow

7 = blue

8 = red

9 = green

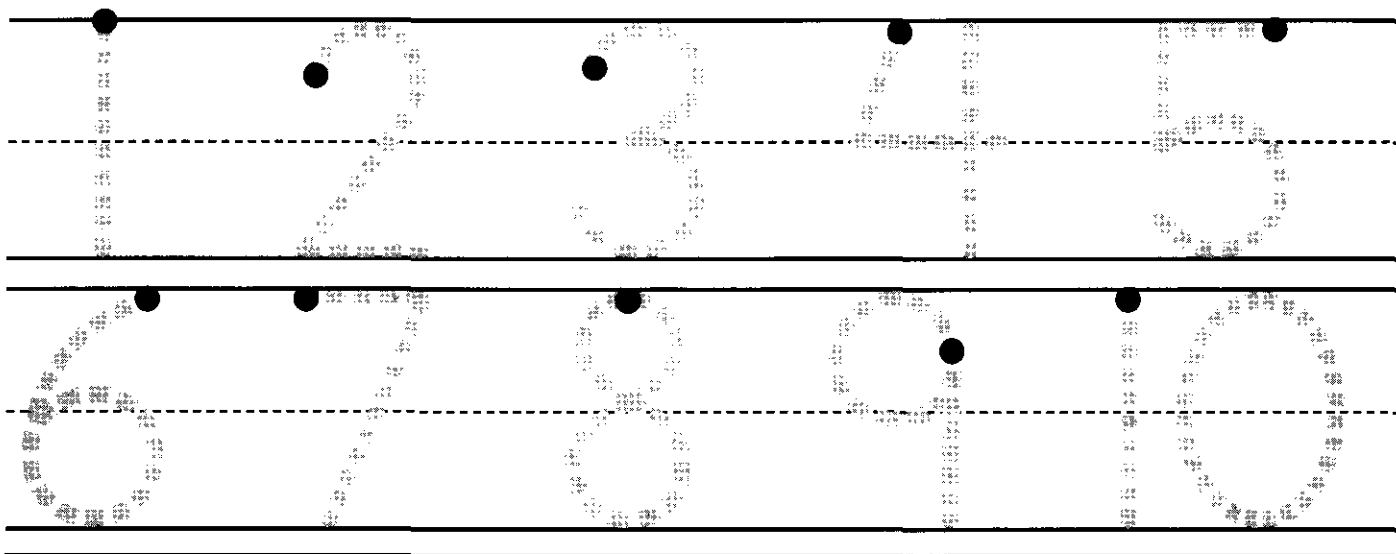
10 = brown



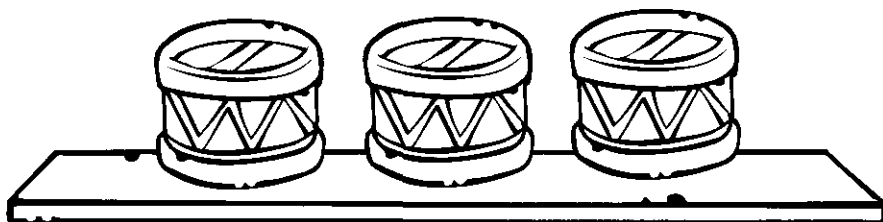
Have the child trace the numerals at the top of the page. Then ask him or her to count the items in each row and write the number that shows how many there are.

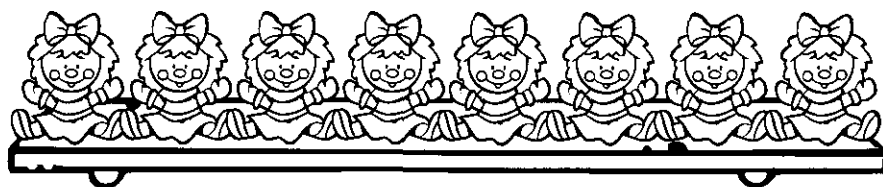
Toy Count

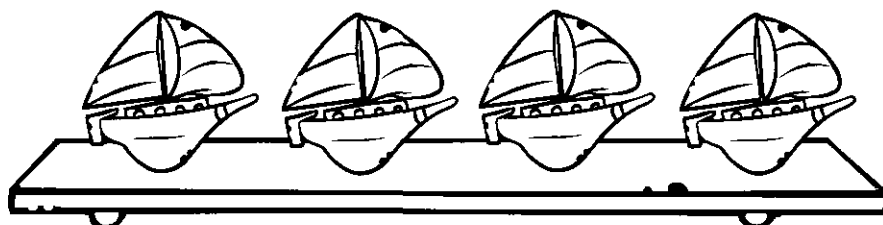
Trace the numerals.

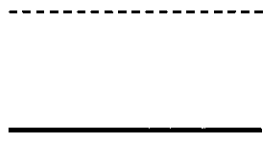
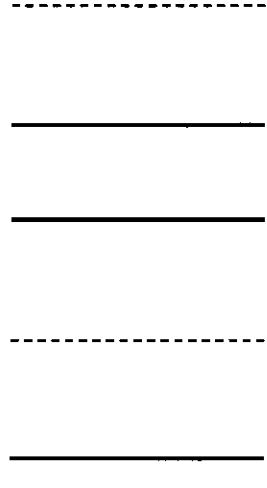
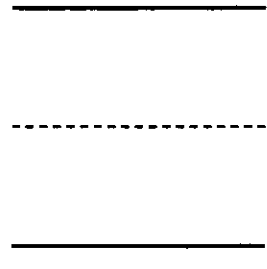


Count the toys and write the number.









NOTES

Point to the animals at the top of the page. Ask the child to count them in order from one to ten. Then have him or her write the missing numbers in the activity below.

What's Missing?



Write the missing numbers.

1 3

7 9

6 8

4 6

3 5

8 10

Answer Key


As the child completes the pages in this section, review his or her answers. When you take the time to correct the work and explain mistakes, you're showing your child that you feel learning is important.

page 32

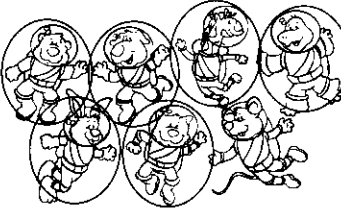
Point to and say the numeral. Ask the child to count and color the rabbits at the top of the page. Then ask him or her to count and circle six rabbits at the bottom.

Counting 6

Count and color 6.



Count and circle 6.





32 Understanding numbers: identifying a set of six

page 33

Ask the child to count and color six pictures in each group.

Showing 6

Count and color 6 in each group.


33 Understanding numbers: identifying a set of six

page 34

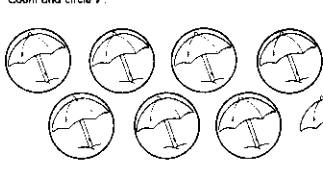
Point to and say the numeral. Ask the child to count and color the turtles at the top of the page. Then ask him or her to count and circle seven turtles at the bottom.

Counting 7

Count and color 7.



Count and circle 7.



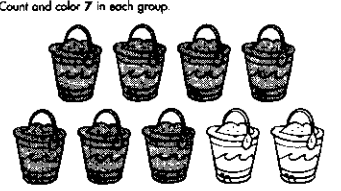
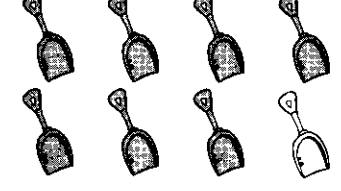
34 Understanding numbers: identifying a set of seven

page 35

Ask the child to count and color seven items in each group.

Showing 7

Count and color 7 in each group.

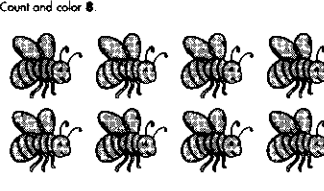
35 Understanding numbers: identifying a set of seven

page 36

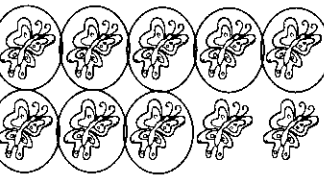
Point to and say the numeral. Ask the child to count and color the bees at the top of the page. Then ask him or her to count and circle eight bees at the bottom.

Counting 8

Count and color 8.



Count and circle 8.



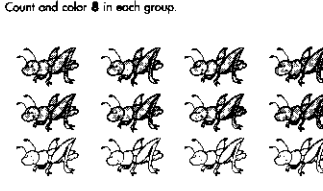
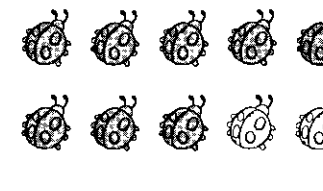
36 Understanding numbers: identifying a set of eight

page 37

Ask the child to count and color eight bugs in each group.

Showing 8

Count and color 8 in each group.

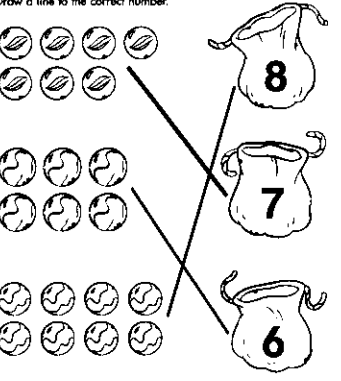
37 Understanding numbers: identifying a set of eight

page 38

Ask the child to count the marbles in each group. Then have him or her draw a line to the number that shows how many there are.

Let's Play Marbles

Draw a line to the correct number.



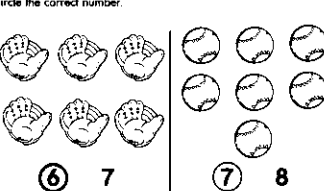
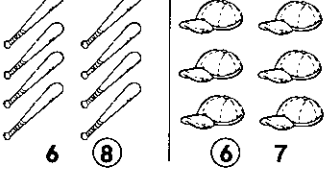
38 Understanding numbers: matching groups of objects and numerals 6-8

page 39

Ask the child to count the number of items in each group. Then have him or her circle the number that shows how many there are.

Music Fun

Circle the correct number.

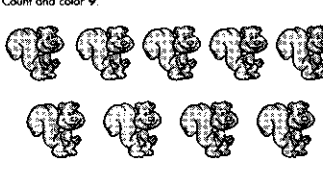
39 Understanding numbers: matching groups of objects and numerals 6-8

page 40

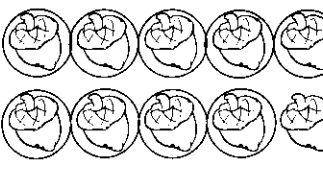
Point to and say the numeral. Ask the child to count and color the animals at the top of the page. Then ask him or her to count and circle nine animals at the bottom.

Counting 9

Count and color 9.



Count and circle 9.



40 Understanding numbers: identifying a set of nine

Ask the child to count and color nine items in each group.

Showing 9

Count and color 9 in each group.

Understanding numbers: identifying a set of ten

41

There is one egg for the number. Ask the child to count and color the eggs of the egg of the page. Then ask her to count and circle ten eggs of the basket.

Counting 10

Count and color 10.

Count and circle 10.

Understanding numbers: identifying a set of ten

42

Ask the child to count and color ten items in each group.

Showing 10

Count and color 10 in each group.

Understanding numbers: identifying a set of ten

43

Ask the child to count the number of vegetables in each box. Then have her or her draw a line between the groups with the same number.

Vegetable Patch

Match.

Understanding numbers: matching sets of 10

44

Ask the child to count the number on the beginning of each row. Then have her or her color the number of birds in the row.

Feathered Friends

Color the correct number.

Counting 5 to 10: matching numbers with the correct number of objects

45

Ask the child to count the number of items in each group. Then have her or her circle the number that shows how many items are.

Camping Out

Circle the correct number.

Understanding numbers: counting 5 to 10

46

Ask the child to count the jellybeans in each group. Then have her or her draw a line to the number on the right.

Jellybean Jars

Match.

Counting 5 to 10: matching numbers with the correct number of objects

47

Ask the child to count the fruit in each group. Then have her or her draw a line to the number on the right.

Fruit Bowls

Match.

Counting 5 to 10: matching numbers with the correct number of objects

48

Ask the child to count the number of chips on each cookie. Then have her or her draw the number of chocolate chips on the cookie.

Chocolate Chip Cookies

Draw chips on the

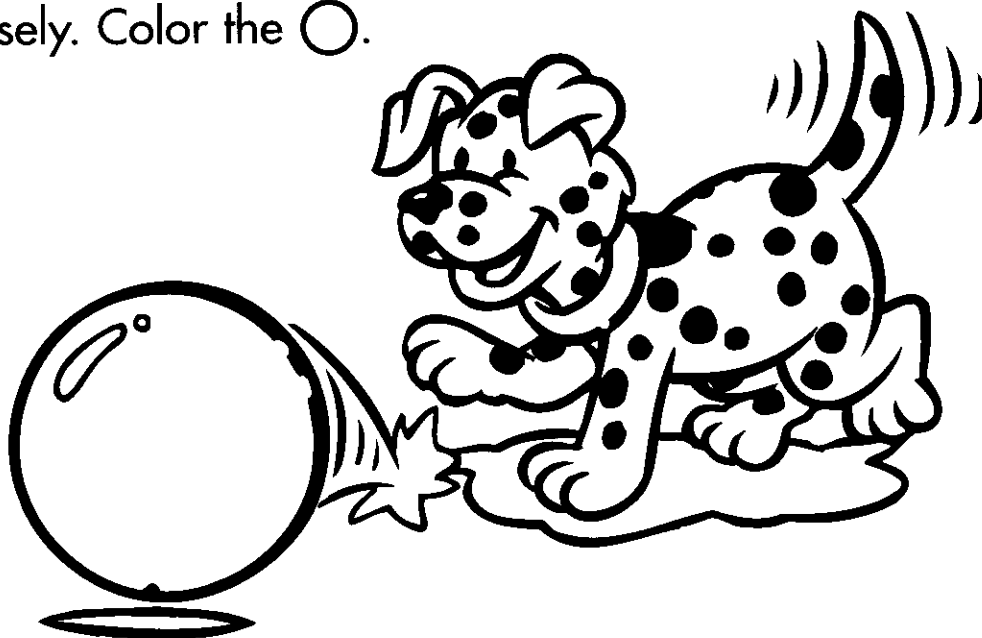
Counting 5 to 10: matching numbers: drawing a given number

49

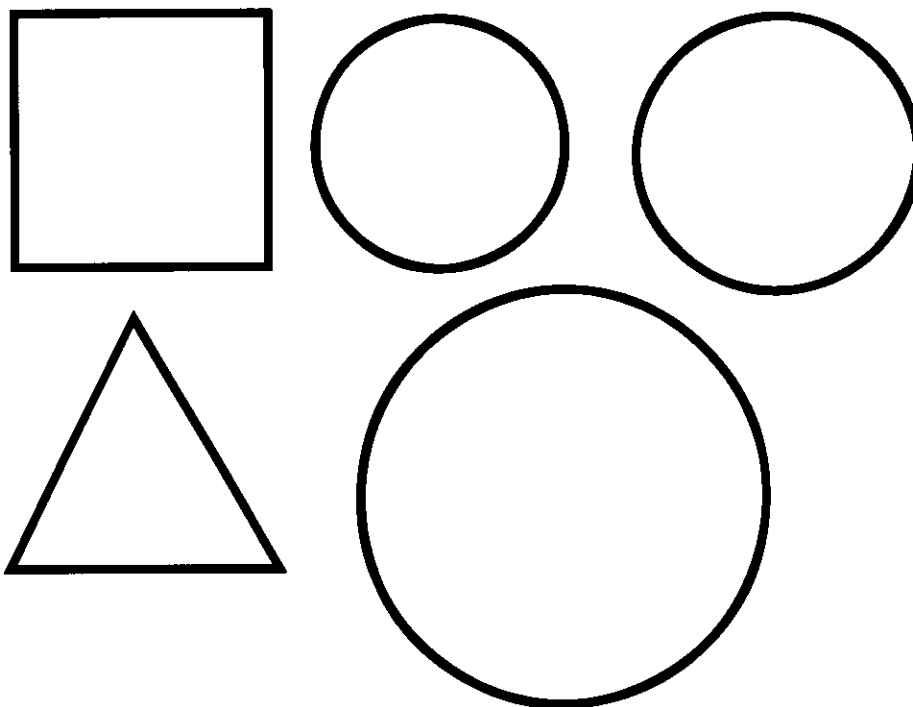
Point to the circle in the picture at the top of the page. Say the shape and trace it with your finger. Have the child color the circle. Then ask the child to color all the circles at the bottom.

Circle

Look closely. Color the ○.



Color the ○s.



Ask the child to find and color all the circles in the picture.

Circle Search

Look closely. Color the ○s.



Shapes & Sizes

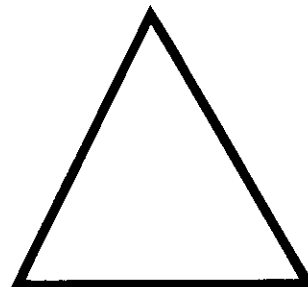
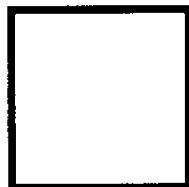
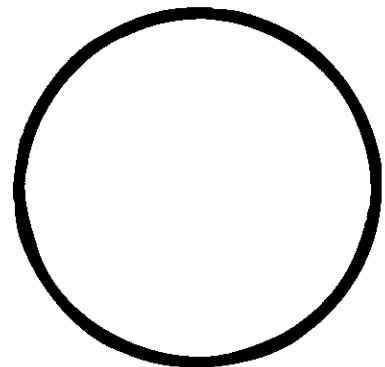
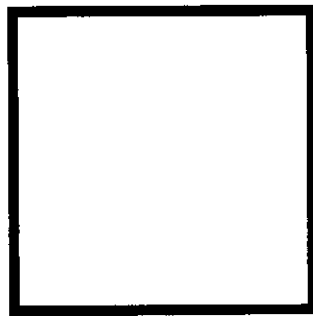
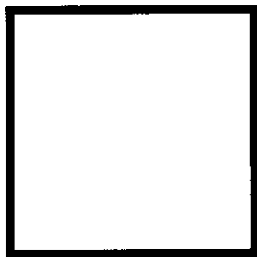
Point to the square in the picture at the top of the page. Say the shape and trace it with your finger. Have the child color the square. Then ask the child to color all the squares at the bottom.

Square

Look closely. Color the .



Color the s.



Ask the child to find and color all the squares in the picture.

Square Search

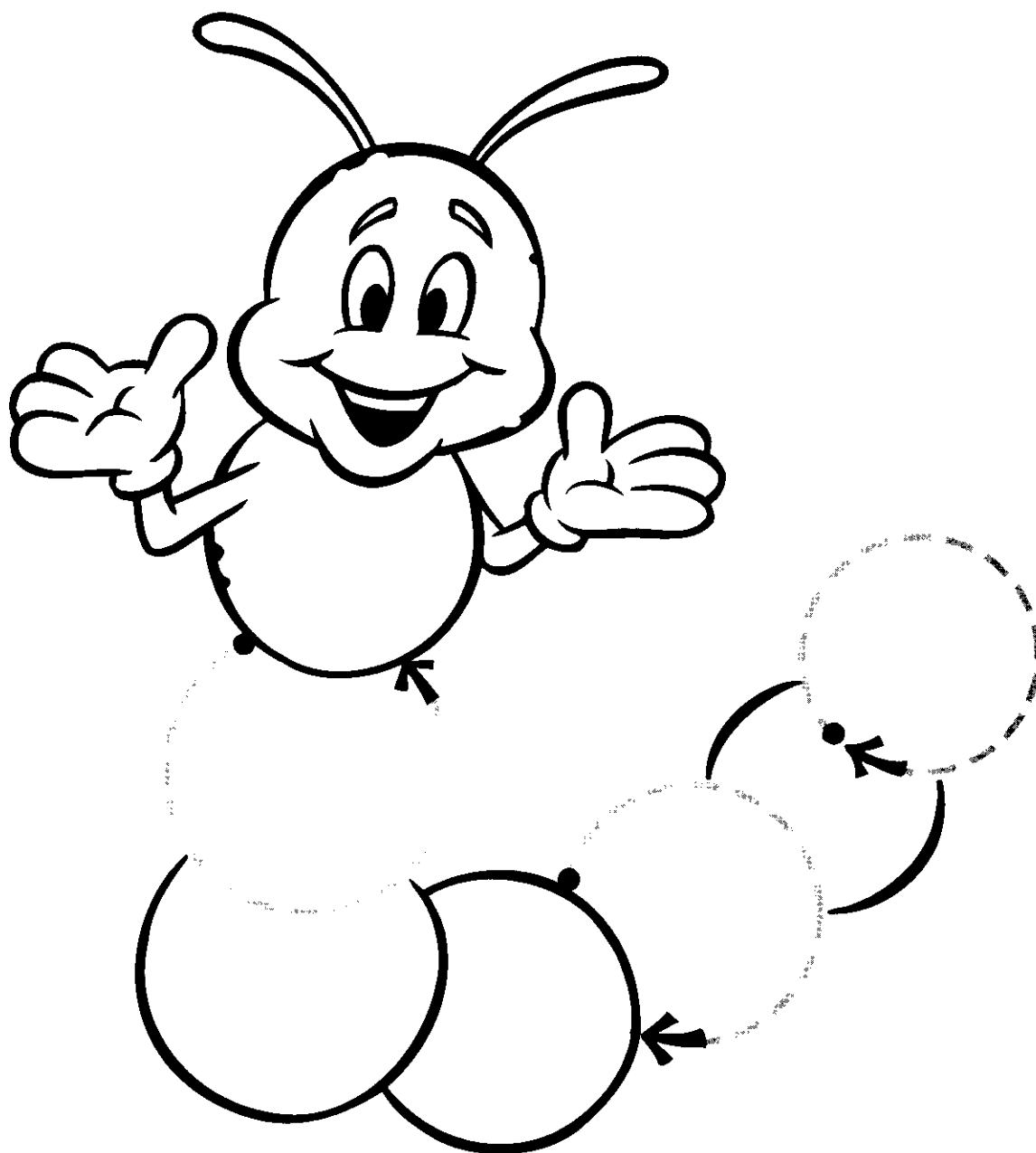
Look closely. Color the ☐s.



Have the child trace the circles on the caterpillar with his or her finger. Then have him or her trace the circles with a crayon and color the caterpillar.

Trace Circles

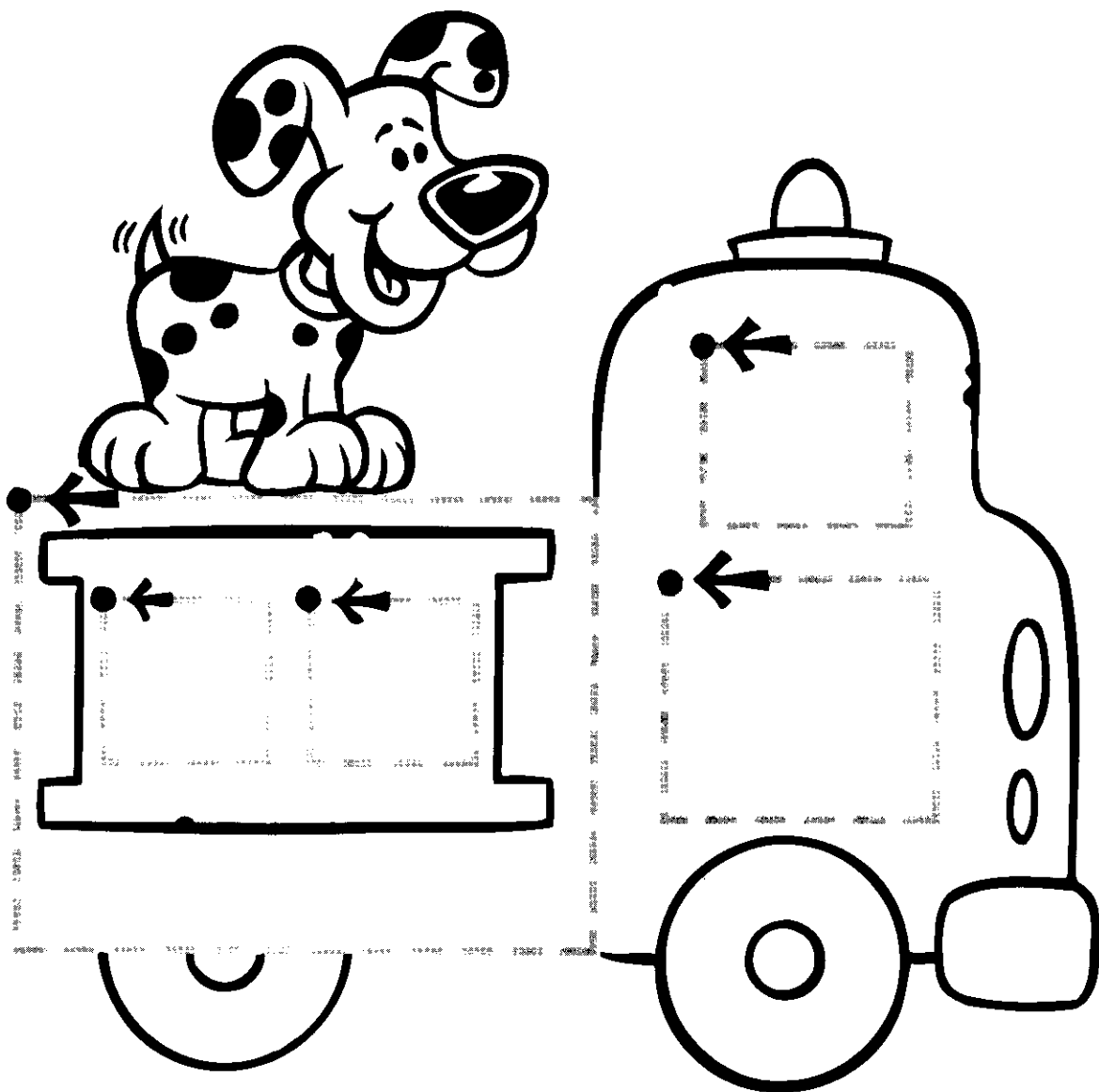
Trace the ○s. Color the caterpillar.



Have the child trace the squares on the fire truck with his or her finger. Then have him or her trace the squares with a crayon and color the fire truck.

Trace Squares

Trace the □s. Color the fire truck.

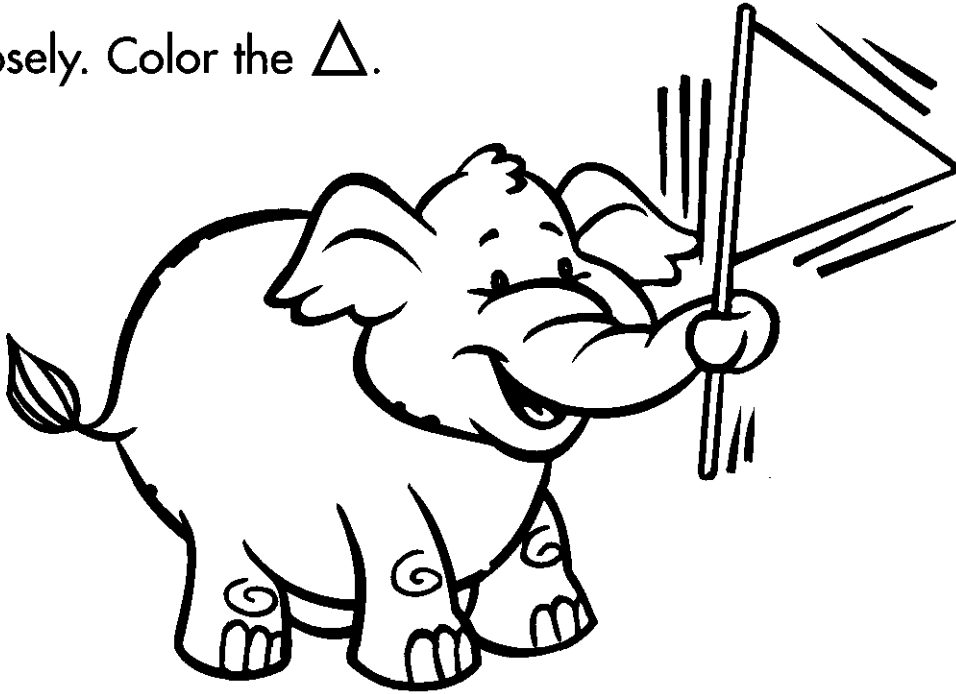


Steps & Start

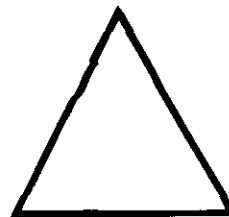
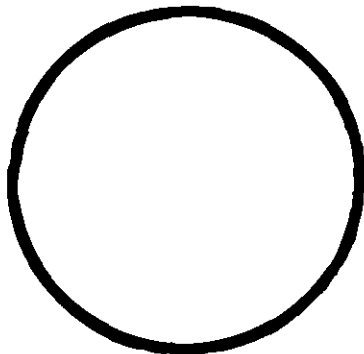
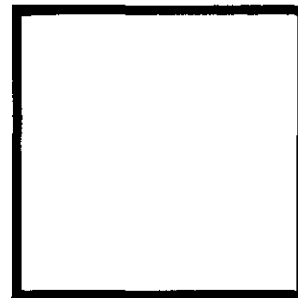
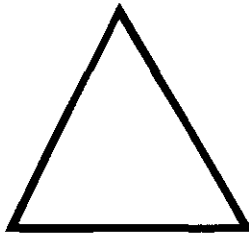
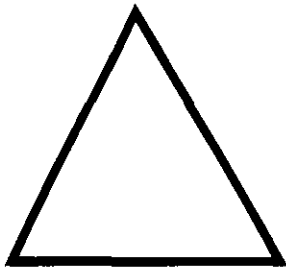
Point to the triangle in the picture at the top of the page. Say the shape and trace it with your finger. Have the child color the triangle. Then ask the child to color all the triangles at the bottom.

Triangle

Look closely. Color the \triangle .



Color the \triangle s.



Ask the child to find and color all the triangles in the picture.

Triangle Search

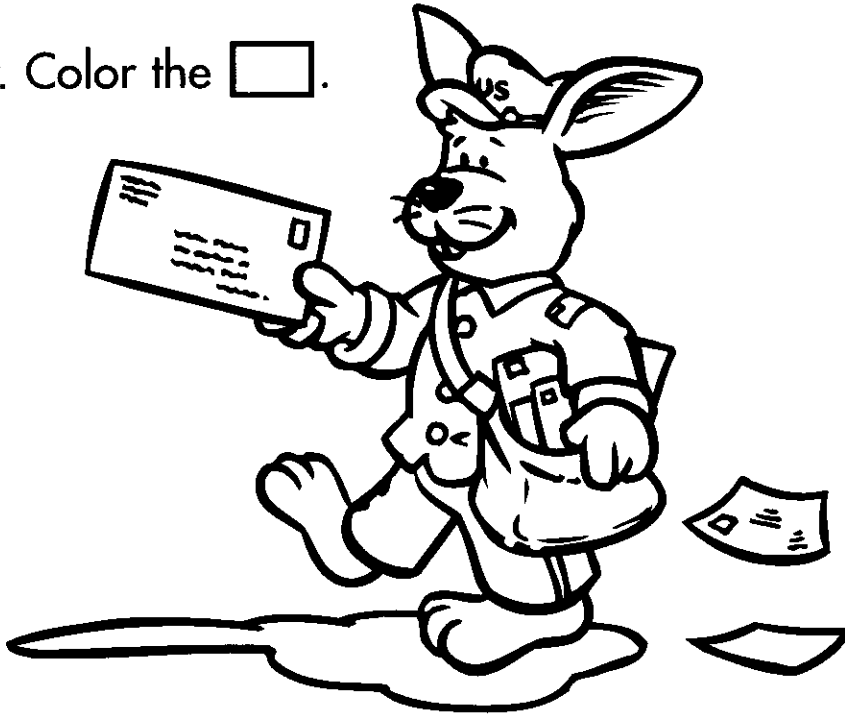
Look closely. Color the \triangle s.



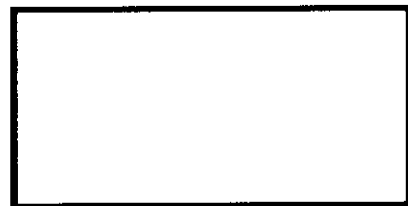
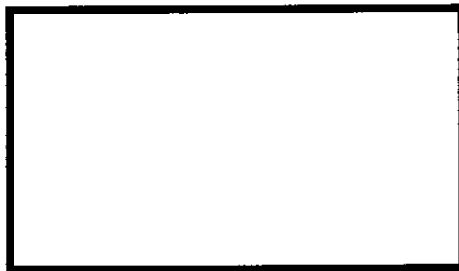
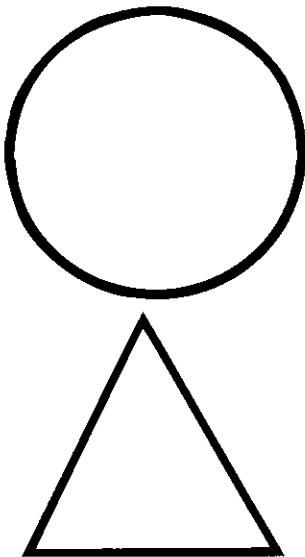
Point to the rectangle in the picture at the top of the page. Say the shape and trace it with your finger. Have the child color the rectangle. Then ask the child to color all the rectangles at the bottom.

Rectangle

Look closely. Color the .



Color the s.



Ask the child to find and color all the rectangles in the picture.

Rectangle Search

Look closely. Color the ☐s.

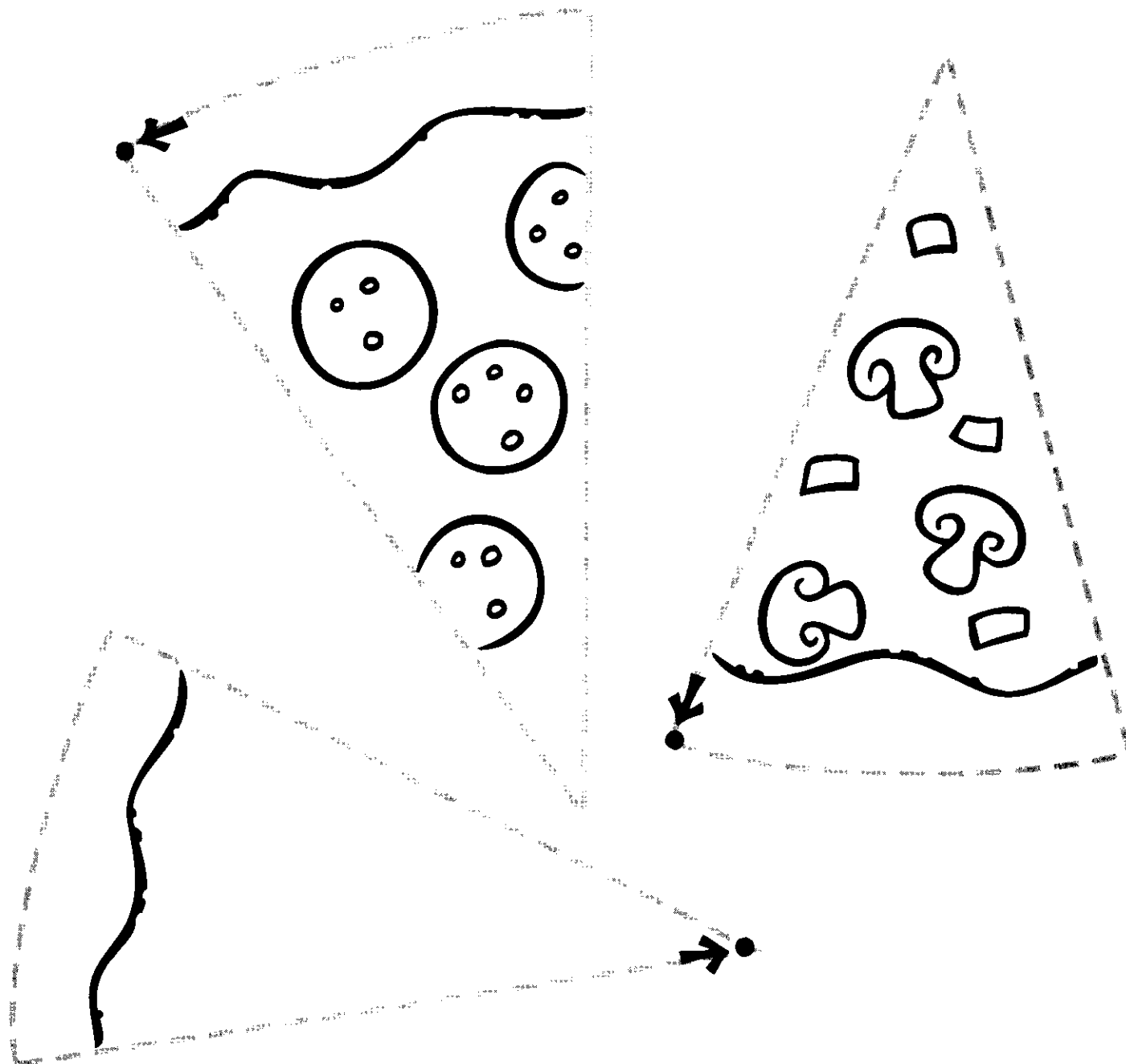


Shapes & Sizes

Have the child trace the triangle-shaped slices of pizza with his or her finger. Then have him or her trace the triangles with a crayon and color the pizza. Ask the child to color the blank slice like his or her favorite kind of pizza.


Trace Triangles

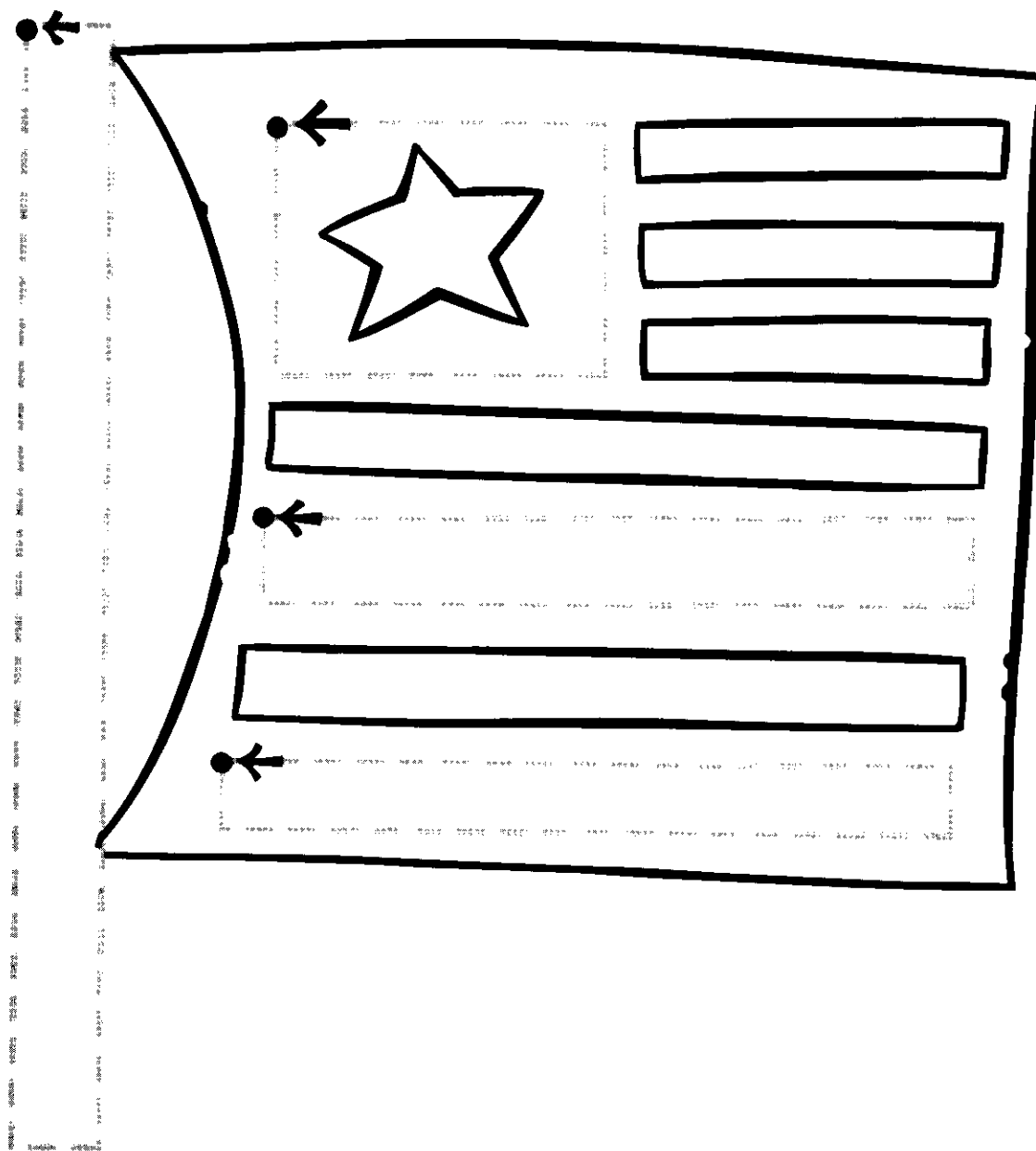
Trace the \triangle s. Color the pizza.



Have the child trace the rectangles on the flag with his or her finger. Then have him or her trace the rectangles with a crayon and color the flag.

Trace Rectangles

Trace the s. Color the flag.

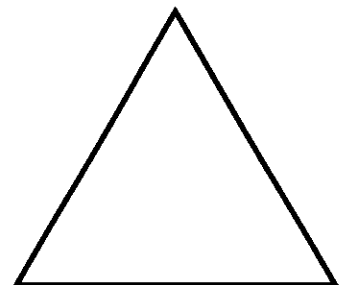
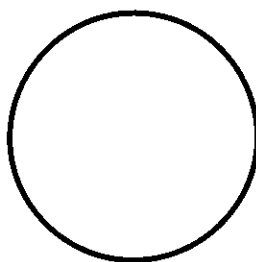
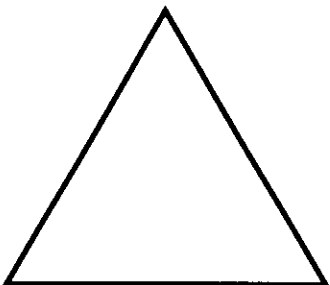
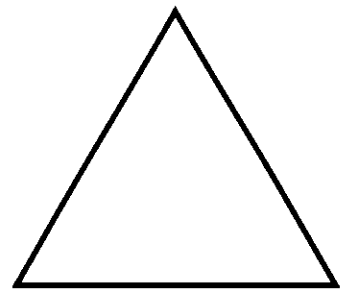
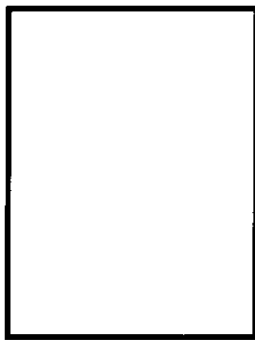
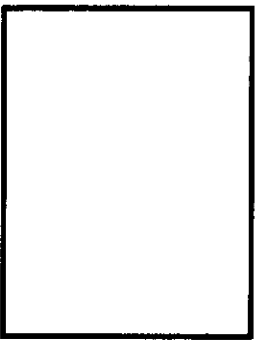
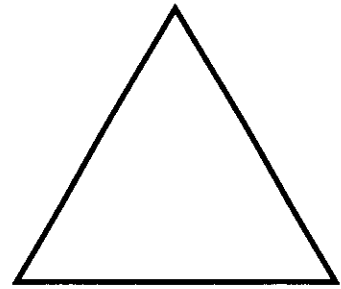
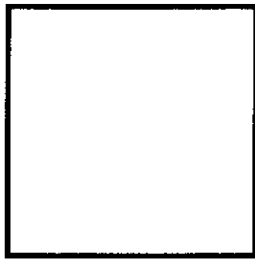
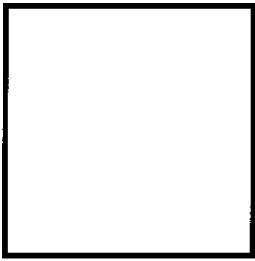
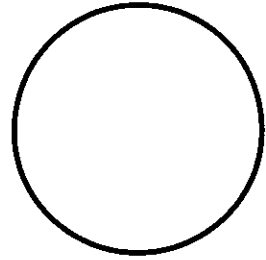
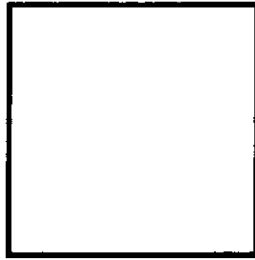
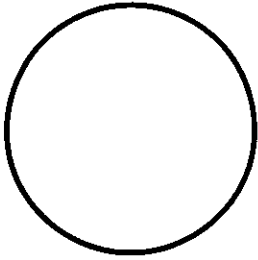


Shapes & Stars

Ask the child to color the shapes in each row that are the same. Then have him or her name the shapes.

Shapes in a Row

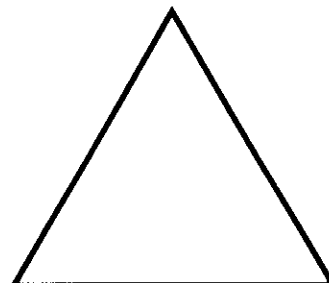
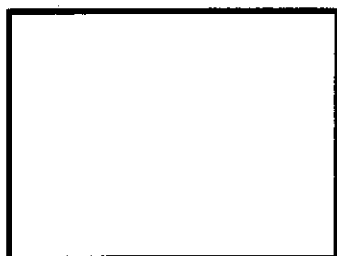
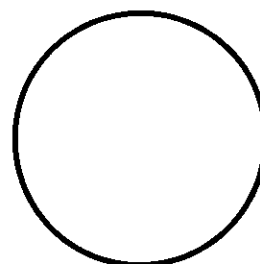
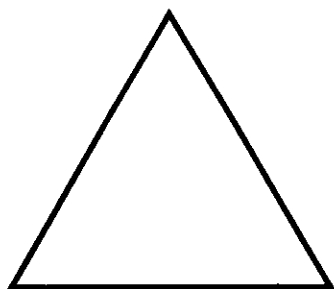
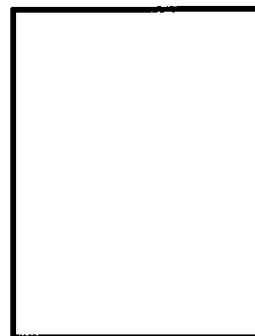
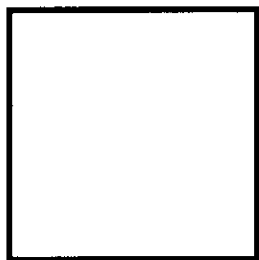
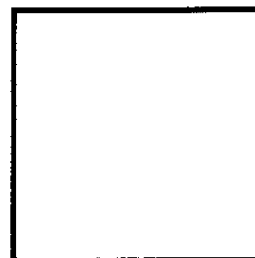
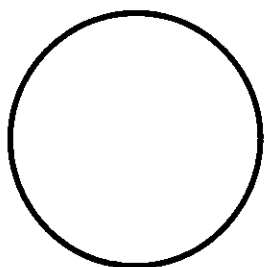
Color the shapes that are the same.



Point to and name each shape. Have the child draw a line between the shapes that are the same.

Shape Match

Match.

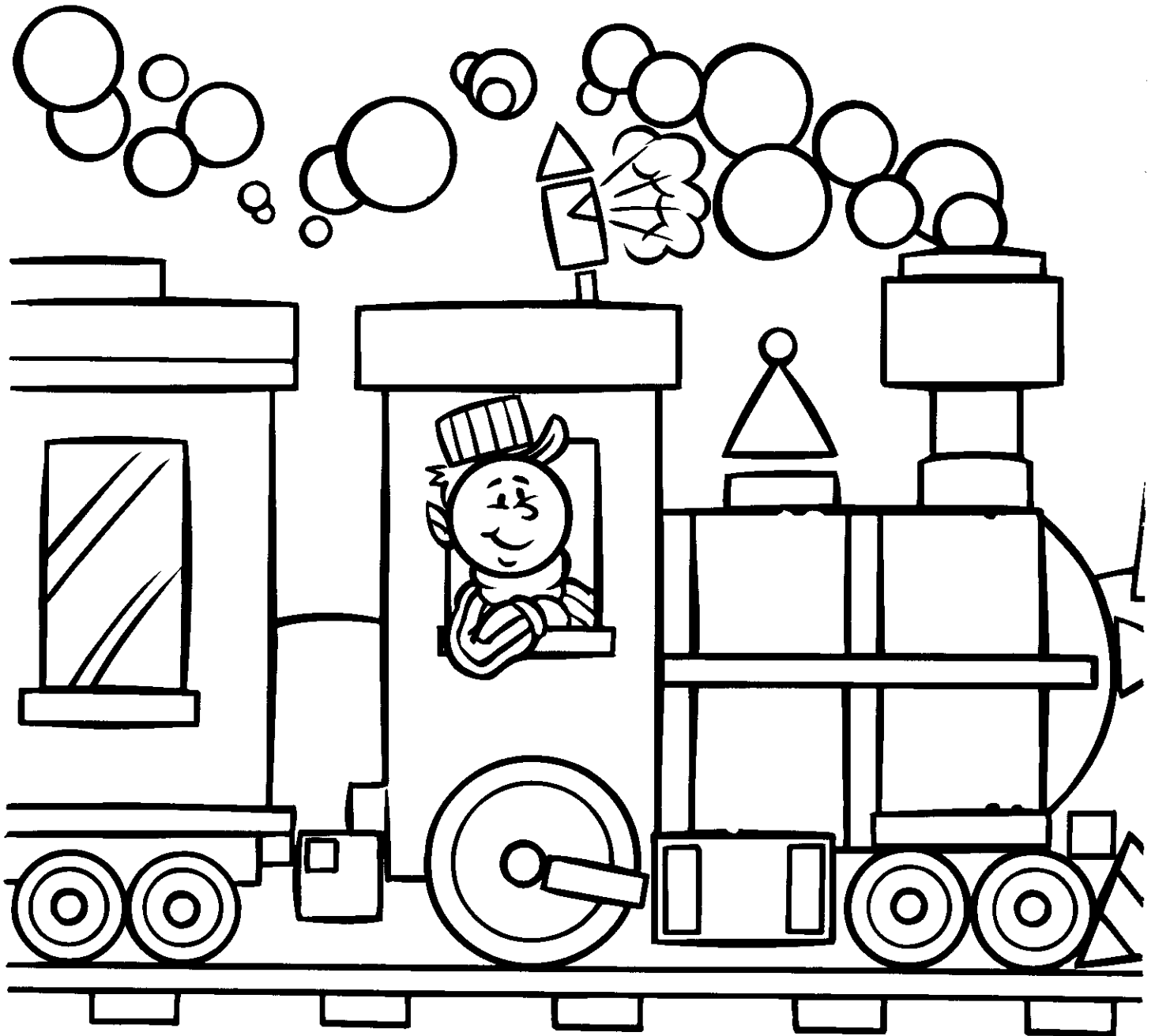
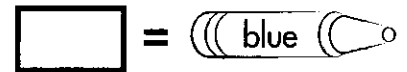
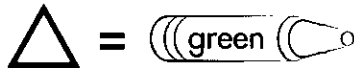
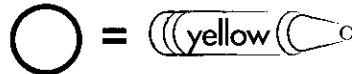
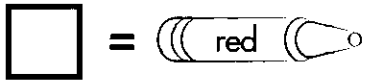


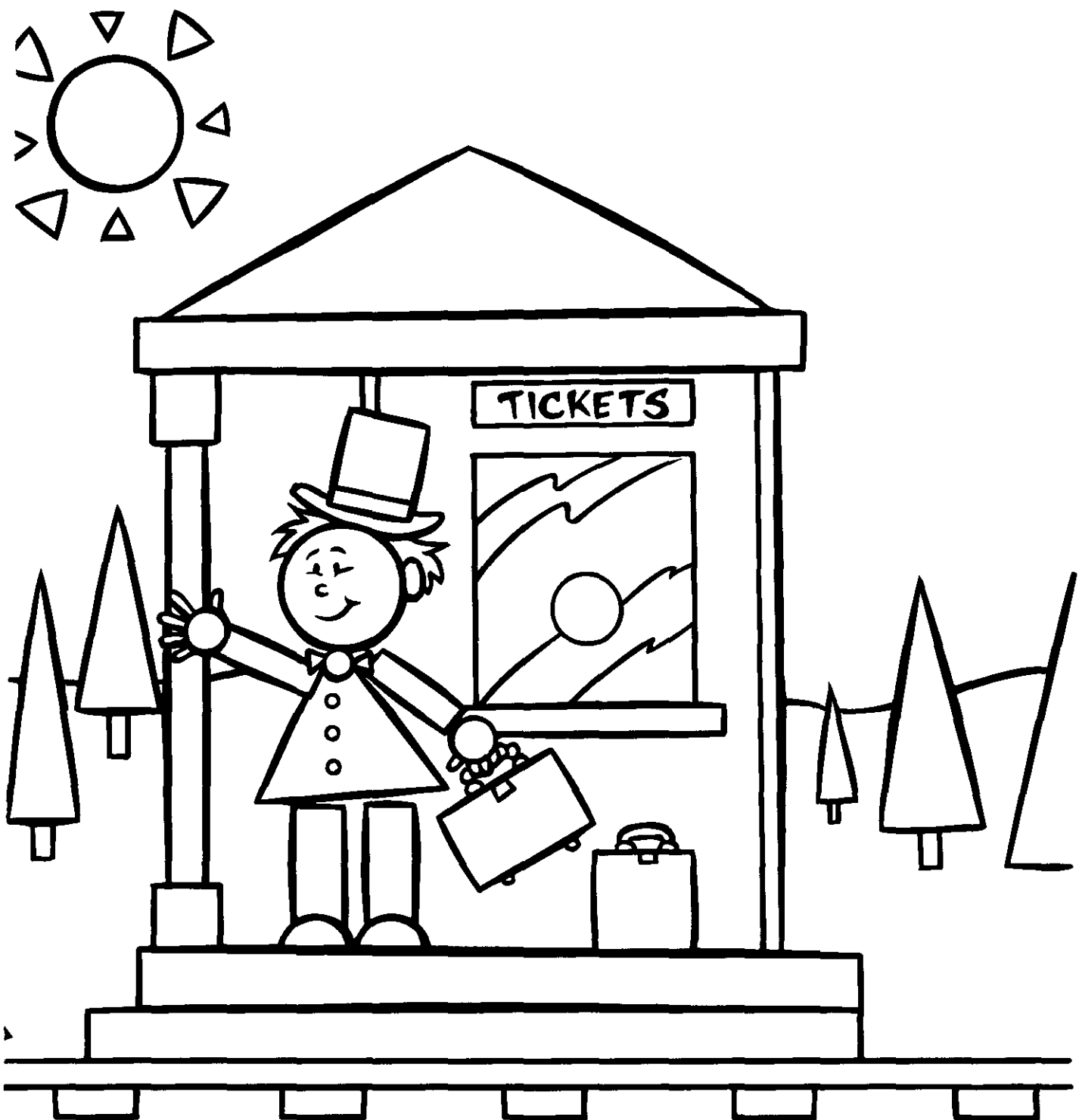
Shapes & Sizes

Help the child identify each shape in the code and the color of each crayon. Then have him or her color the shapes in the picture using the code.

All Aboard!

Use the code to color the picture.

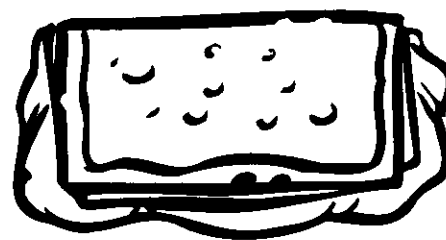
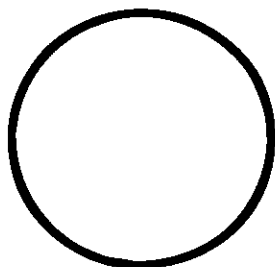
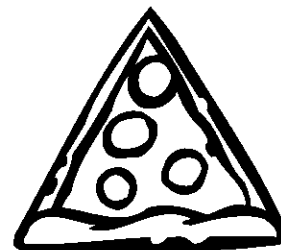
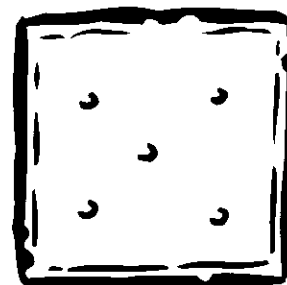
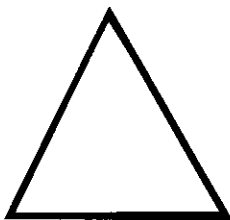
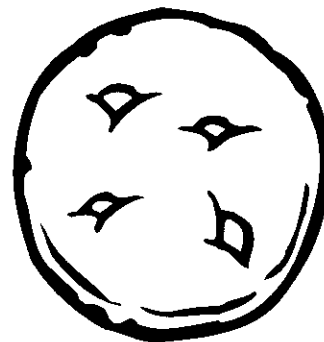
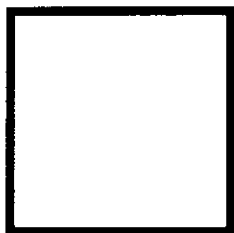




Point to and name each shape. Then have the child draw a line between the shapes that are the same.

Snack Time

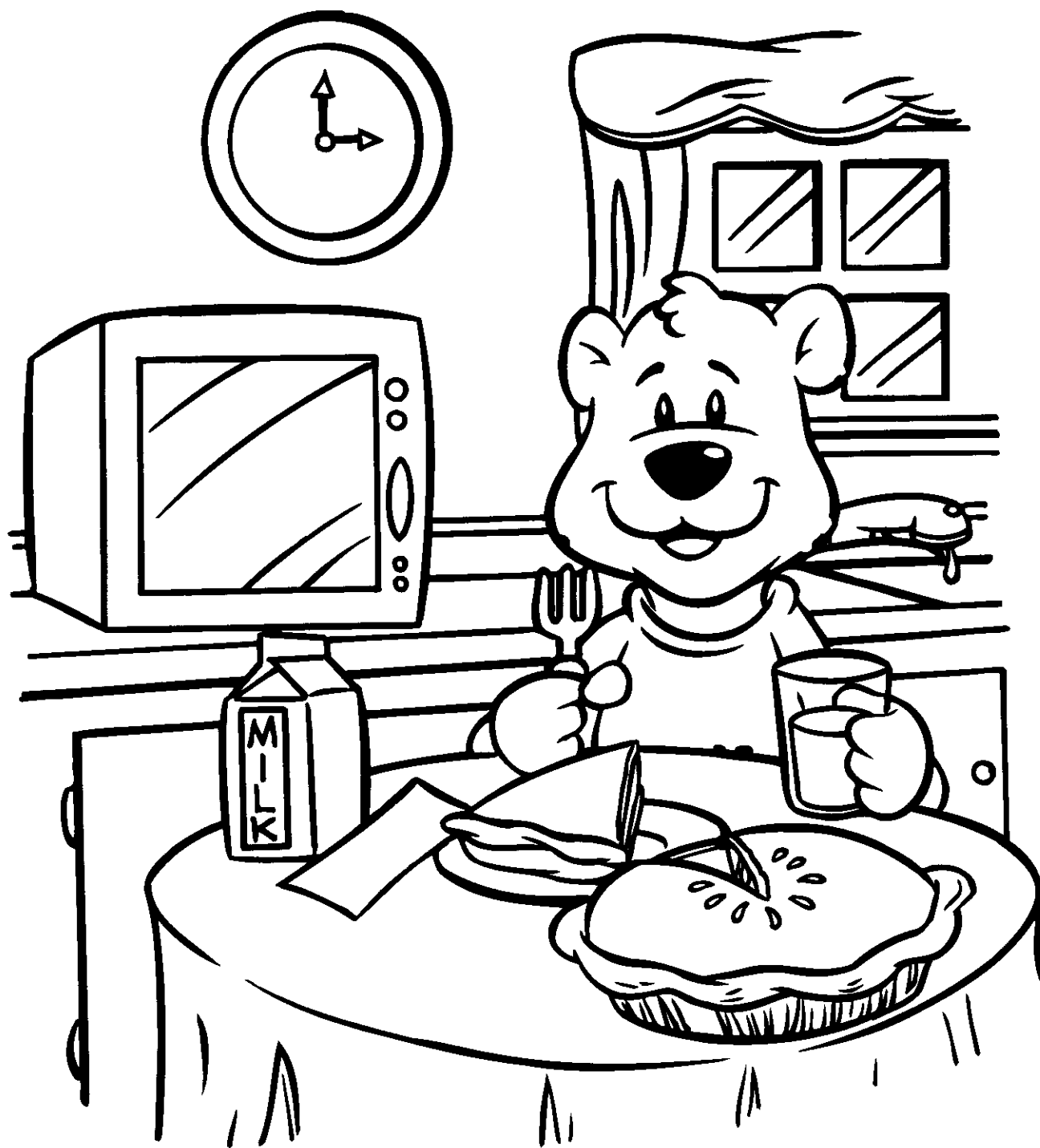
Match.



Ask the child to find and color the circles, squares, triangles, and rectangles hidden in the picture.

In the Kitchen

Look closely. Color the ○s, □s, △s, and ▭s.

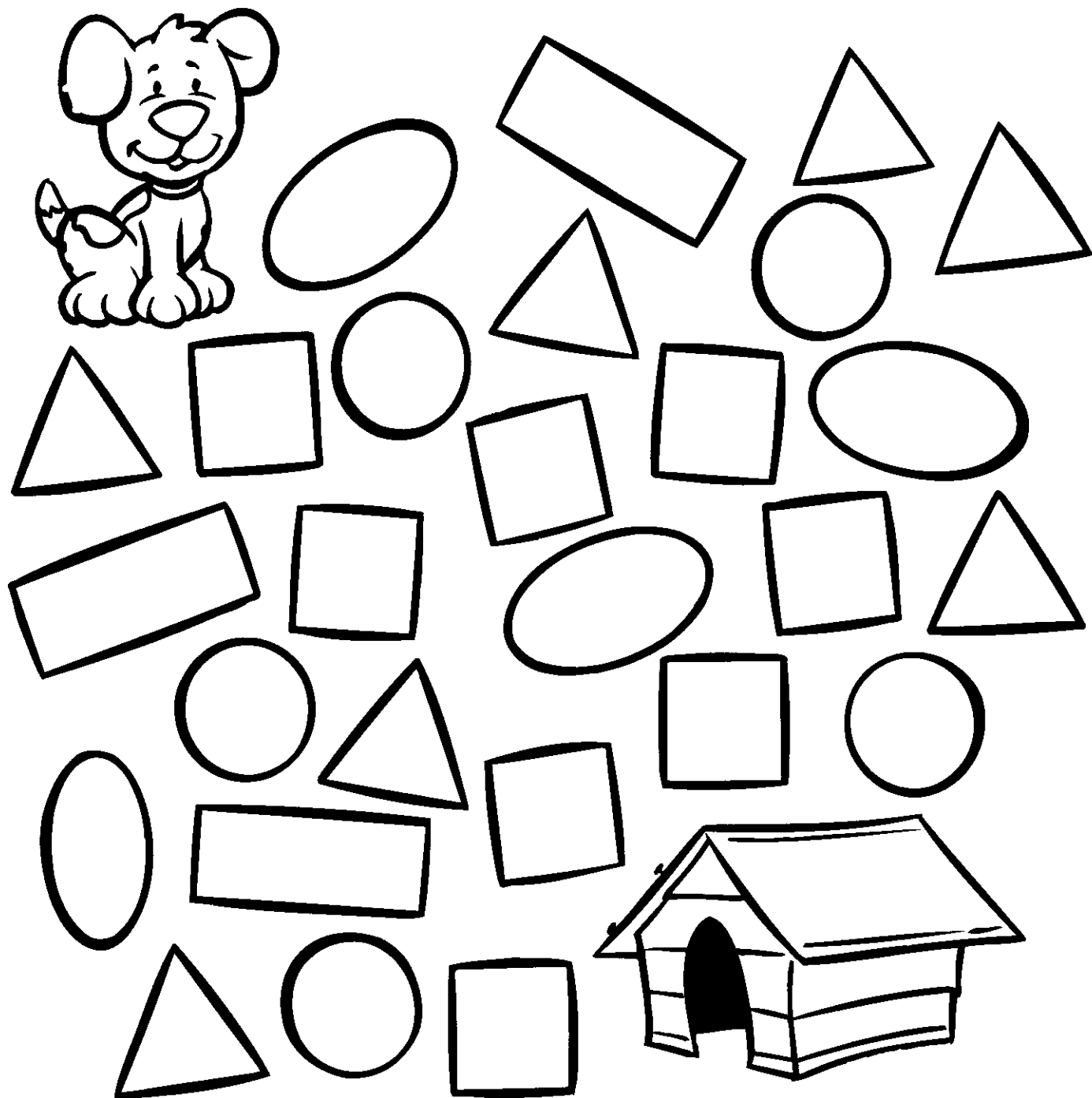


Shapes & Sizes

Ask the child to identify the different shapes on the page. Then have him or her color all the squares to make a path from the dog to the doghouse.

A-maze-ing

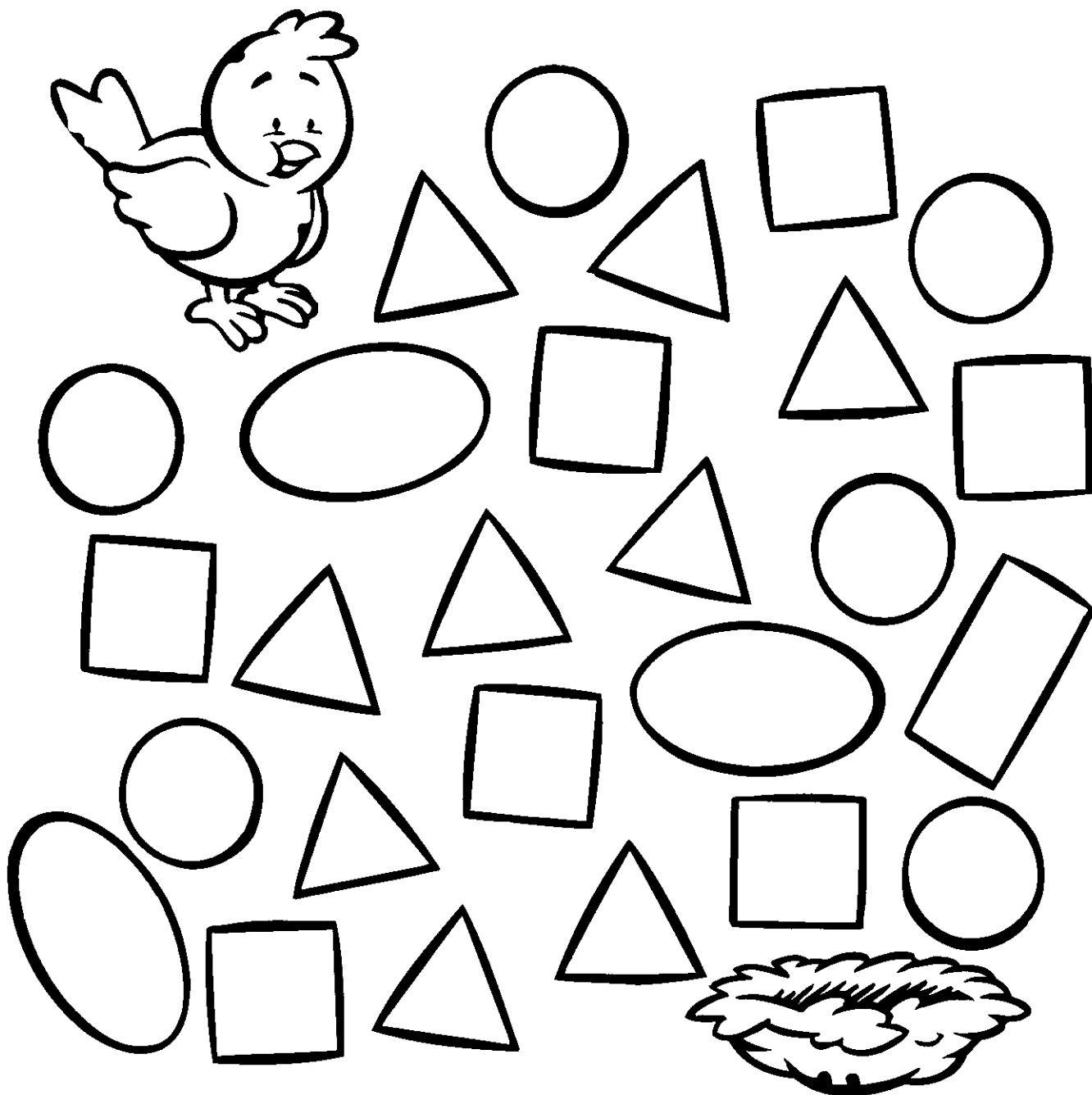
Color the s.



Ask the child to identify the different shapes on the page. Then have him or her color all the triangles to make a path from the bird to the nest.

Home Sweet Home

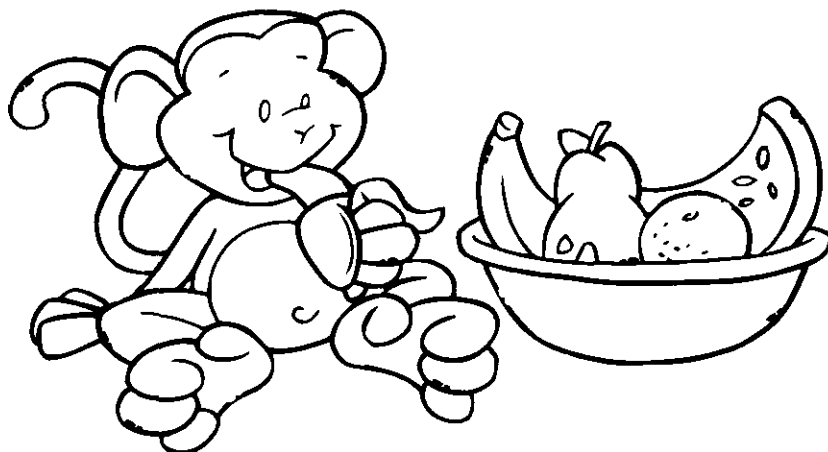
Color the s.



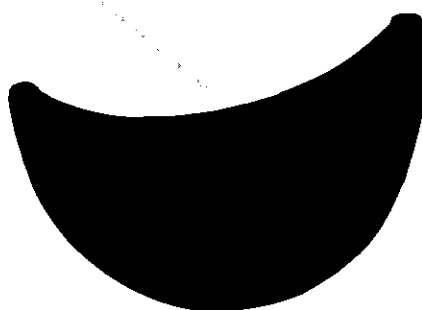
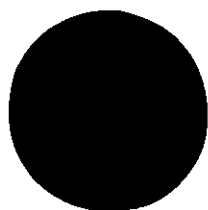
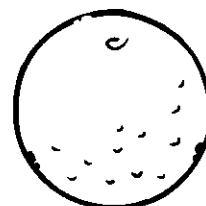
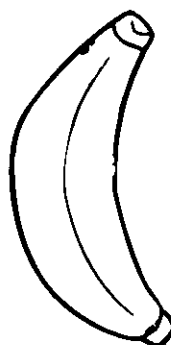
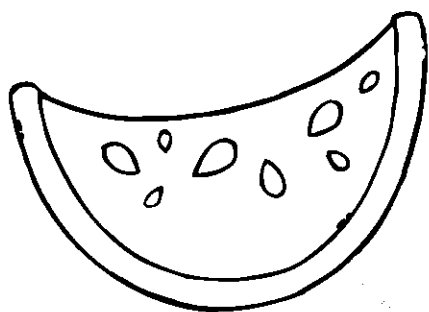
Shapes & Sizes

Ask the child to look closely at the fruit and trace the shape of each picture with his or her finger. Then have him or her draw a line between the shapes that are the same.

Fruit Bowl

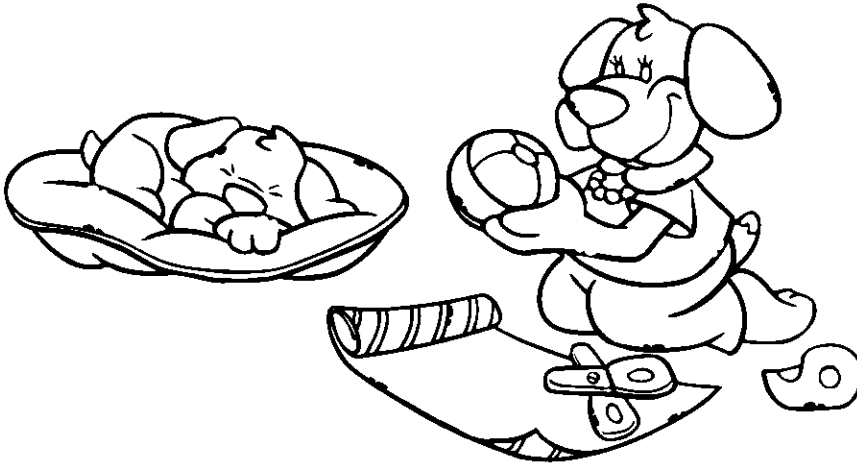


Match.

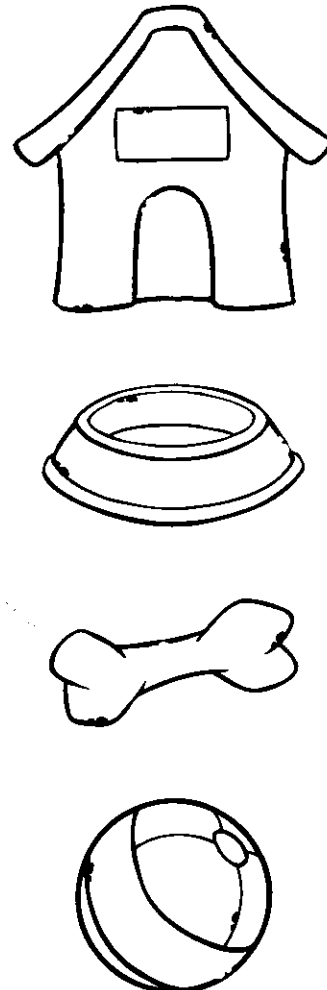
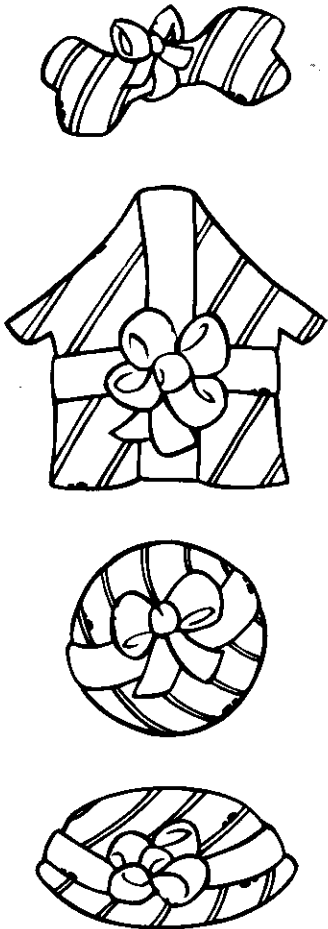


Ask the child to look closely at the presents and trace the shape of each picture with his or her finger. Then have him or her draw a line between the shapes that are the same.

A Present for You



Match.

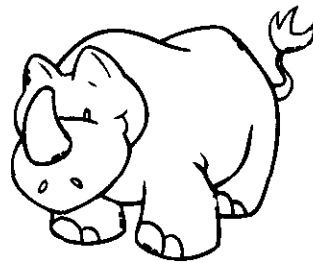
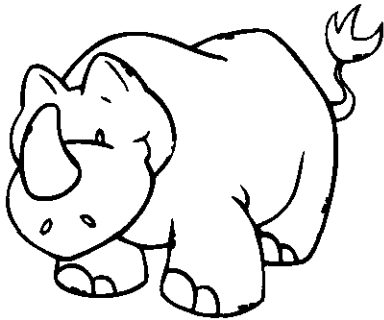


Shapes & Sizes

Point to the big lion and then to the little lion. Ask the child to color the big animal and circle the little animal in each row.

Big and Little

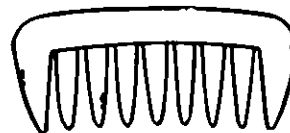
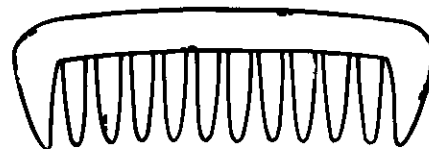
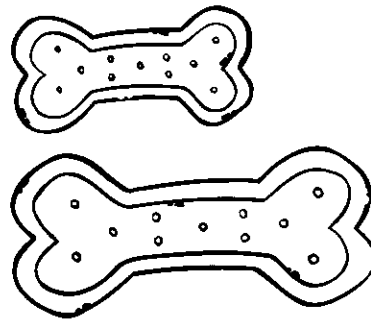
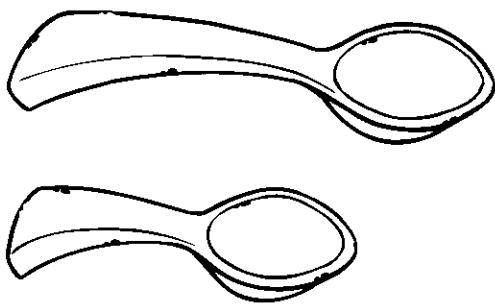
Color the big animal. Circle the little animal.



Point to the long ribbon and then to the short ribbon. Ask the child to color the long object in each group red and the short object in each group blue.

Long and Short

Color the long ones red. Color the short ones blue.

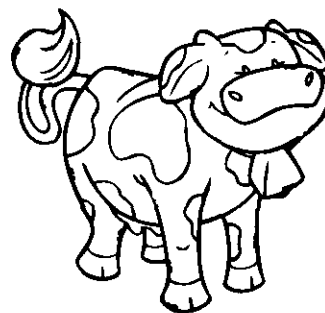
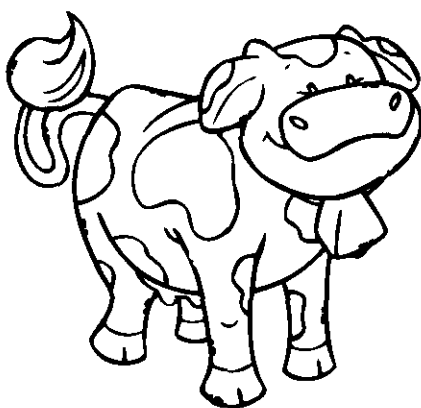
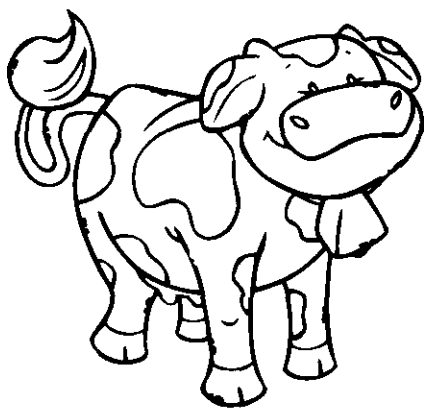


Point to the two turkeys and explain that they are the same size. Then ask the child to circle the cows and sheep that are the same size.

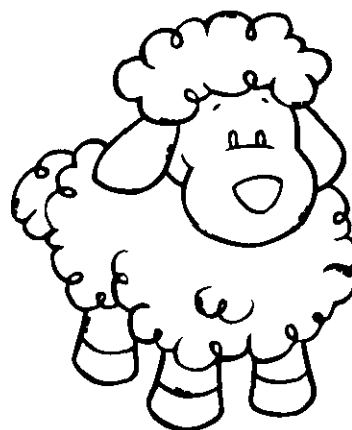
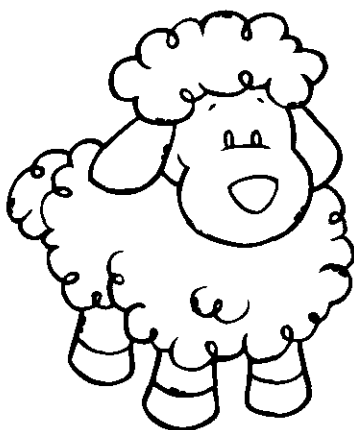
Same Size



Circle the cows that are the same size.



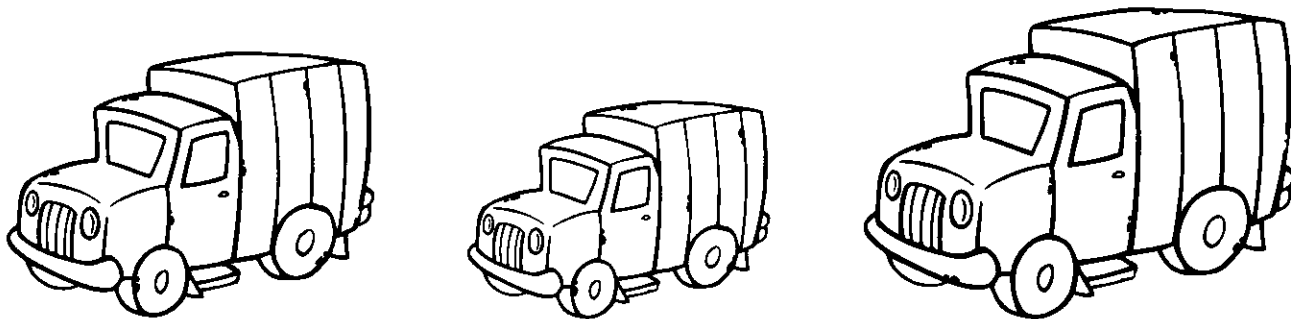
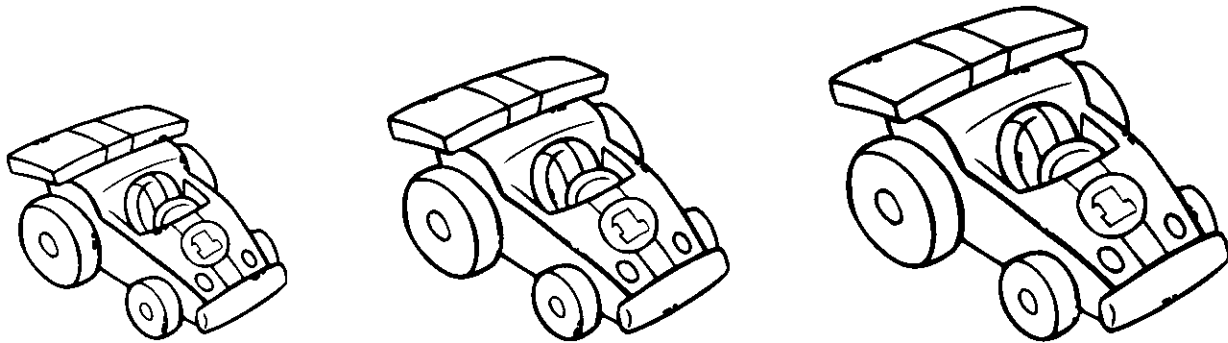
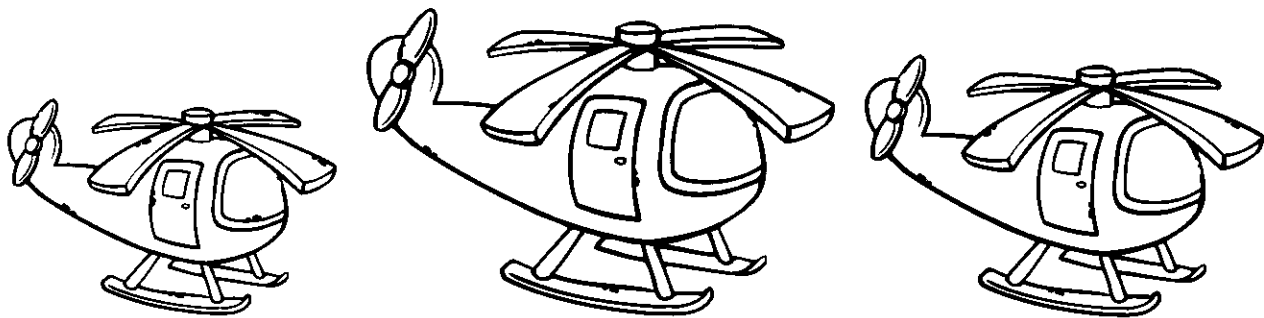
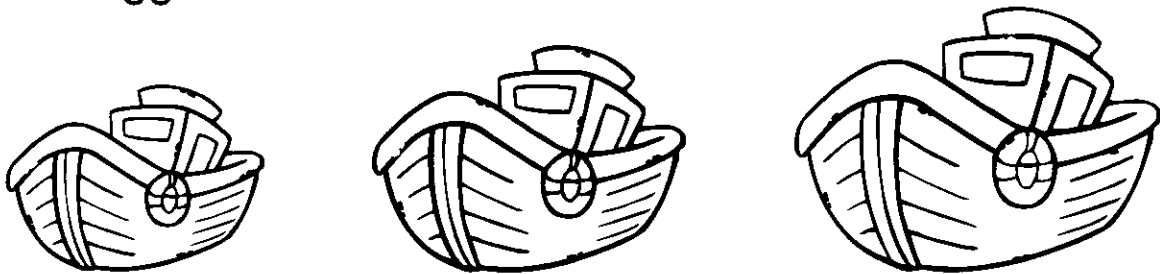
Circle the sheep that are the same size.



Point to the littlest boat and then to the biggest boat. Ask the child to color the biggest vehicle and circle the littlest vehicle in each row.

Littlest and Biggest

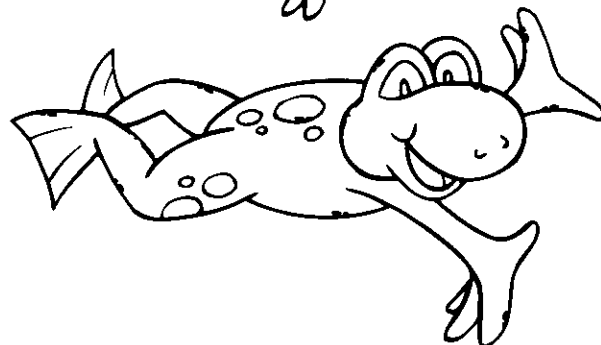
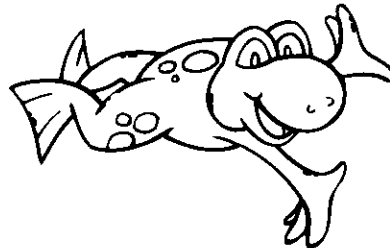
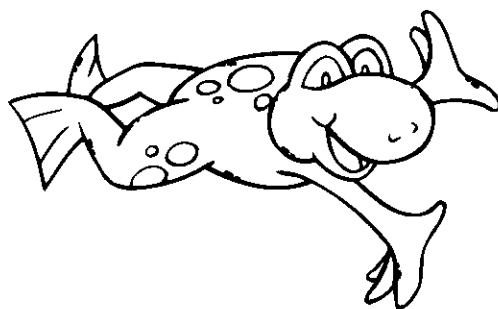
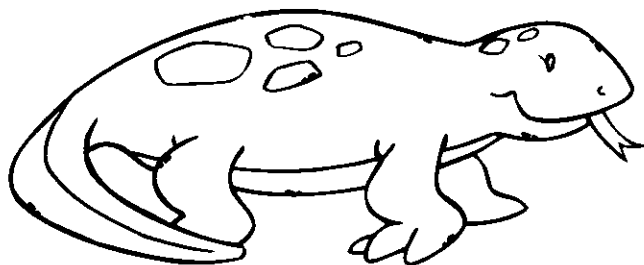
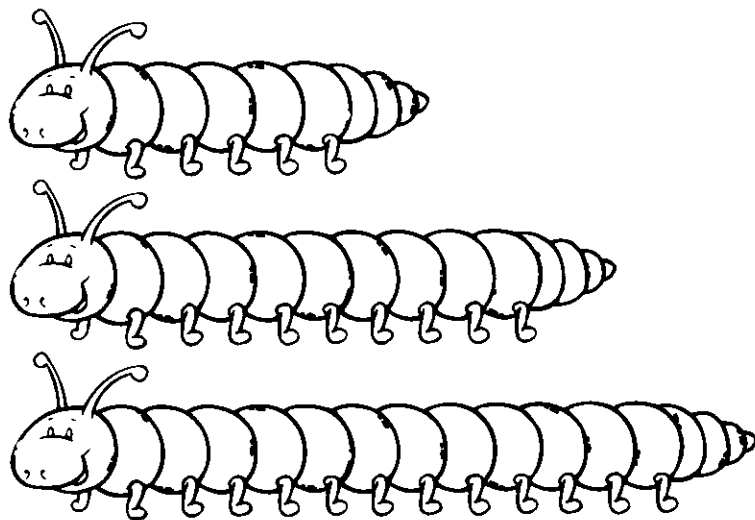
Color the biggest. Circle the littlest.



Point to the longest caterpillar and then to the shortest caterpillar. Ask the child to color the longest animal in each group yellow and the shortest animal in each group green.

Longest and Shortest

Color the longest ones yellow. Color the shortest ones green.



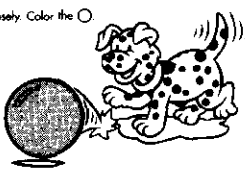
Answer Key

As the child completes the pages in this section, review his or her answers. When you take the time to correct the work and explain mistakes, you're showing your child that you feel learning is important.

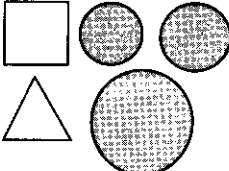
page 62

Point to the circle in the picture at the top of the page. Say the shape and trace it with your finger. Have the child color the circle. Then ask the child to color all the circles in the picture.

Circle
Look closely. Color the ○.



Color the ○s.

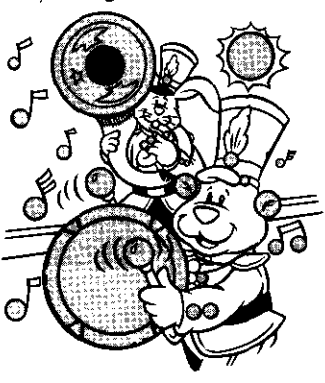


62 Understanding shapes: recognizing shape names

page 63

Ask the child to find and color all the circles in the picture.

Circle Search
Look closely. Color the ○s.

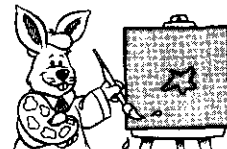


63 Understanding shapes: recognizing shape names

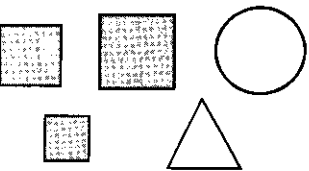
page 64

Point to the square in the picture at the top of the page. Say the shape and trace it with your finger. Have the child color the square. Then ask the child to color all the squares in the picture.

Square
Look closely. Color the □.



Color the □s.

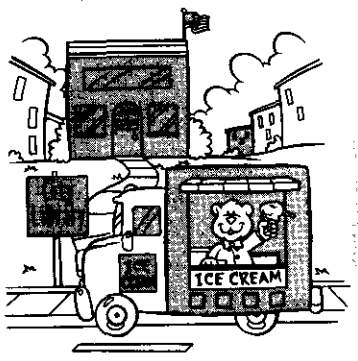


64 Understanding shapes: recognizing shape names

page 65

Ask the child to find and color all the squares in the picture.

Square Search
Look closely. Color the □s.

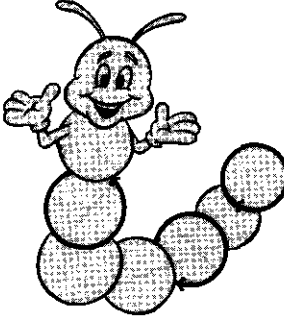


65 Understanding shapes: recognizing shape names

page 66

Have the child trace the circles on the caterpillar with his or her finger. Then have him or her trace the circles with a crayon and color the caterpillar.

Trace Circles
Trace the ○s. Color the caterpillar.

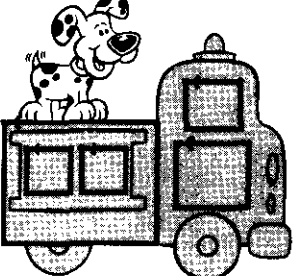


66 Tracing lines to make circles

page 67

Have the child trace the squares on the fire truck with his or her finger. Then have him or her trace the squares with a crayon and color the fire truck.

Trace Squares
Trace the □s. Color the fire truck.

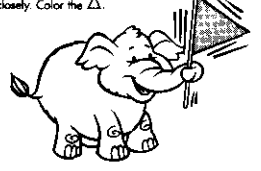


67 Tracing lines to make squares

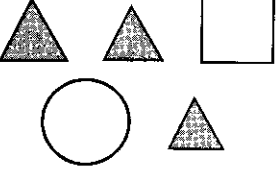
page 68

Point to the triangle in the picture at the top of the page. Say the shape and trace it with your finger. Have the child color the triangle. Then ask the child to color all the triangles in the picture.

Triangle
Look closely. Color the △.



Color the △s.




68 Understanding shapes: recognizing shape names

page 69

Ask the child to find and color all the triangles in the picture.

Triangle Search
Look closely. Color the △s.




69 Understanding shapes: recognizing shape names

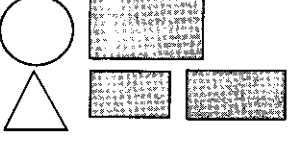
page 70

Point to the rectangle in the picture at the top of the page. Say the shape and trace it with your finger. Have the child color the rectangle. Then ask the child to color all the rectangles in the picture.

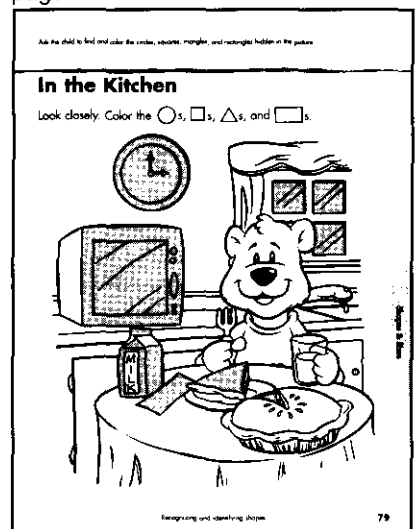
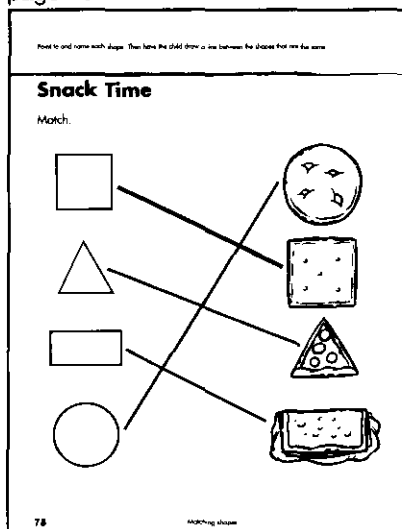
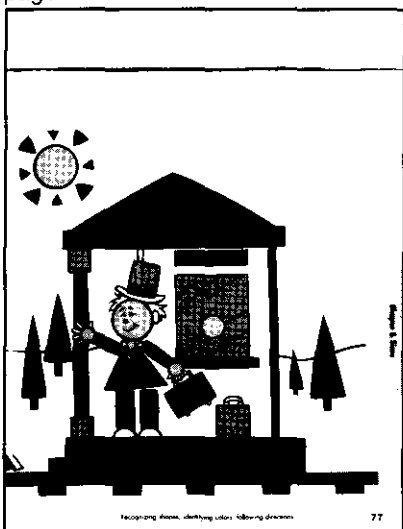
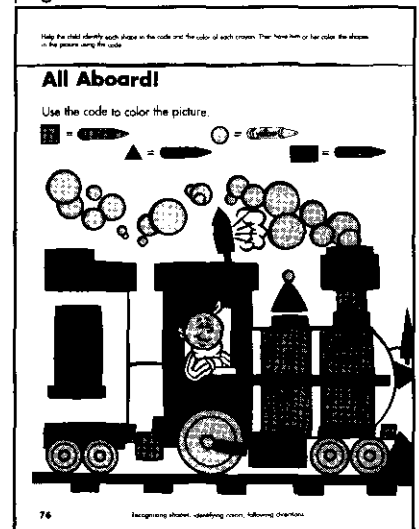
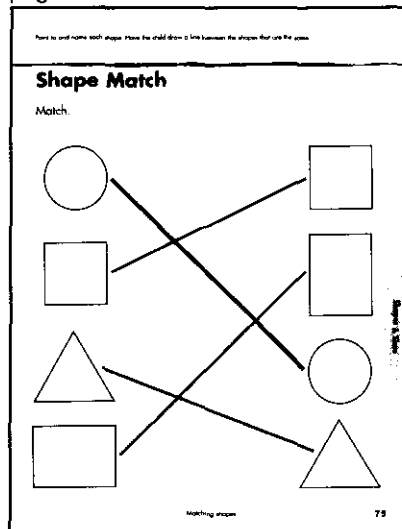
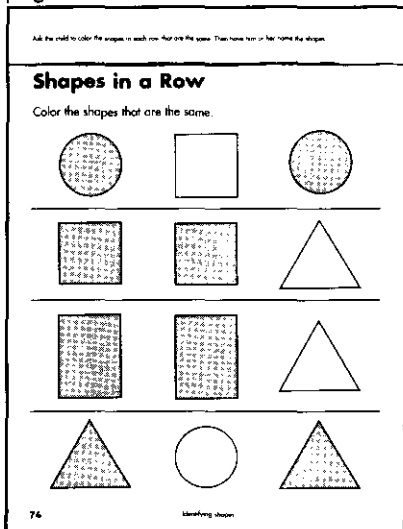
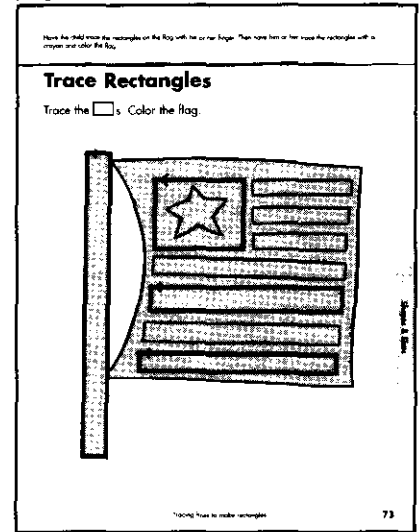
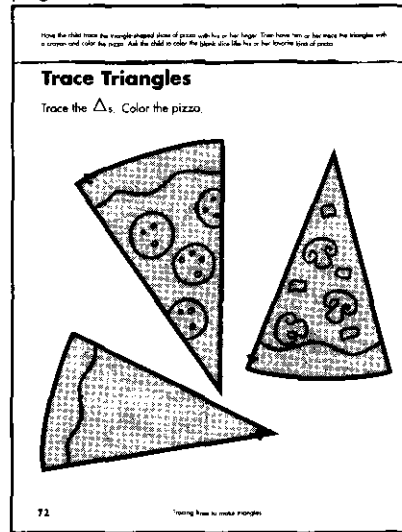
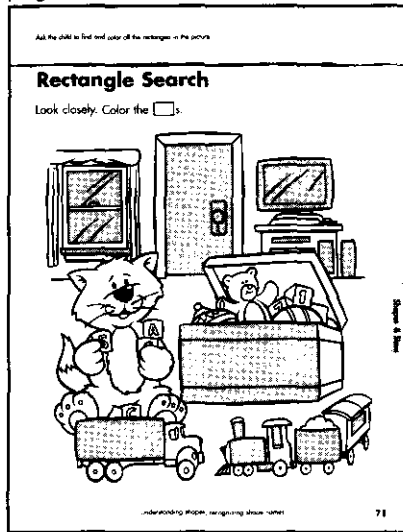
Rectangle
Look closely. Color the □.



Color the □s.



70 Understanding shapes: recognizing shape names



Ask the child to identify the different shapes on the page. Then have him or her color all the squares to make a path from the dog to the doghouse.

A-maze-ing

Color the □s.

80 Identifying shapes

Ask the child to identify the different shapes on the page. Then have him or her color all the triangles to make a path from the bird to the nest.

Home Sweet Home

Color the △s.

81 Identifying shapes

Ask the child to look closely at the fruit and trace the shapes of each picture with his or her finger. Then have him or her draw a line between the shapes that are the same.

Fruit Bowl

Match.

82 Matching objects to their shapes

Ask the child to look closely at the presents and trace the shapes of each picture with his or her finger. Then have him or her draw a line between the shapes that are the same.

A Present for You

Match.

83 Matching objects to their shapes

Point to the long hair and then to the little hair. Ask the child to color the big animal and circle the little animal.

Big and Little

Color the big animal. Circle the little animal.

84 Understanding size and size words

Point to the long ribbon and then to the short ribbon. Ask the child to color the long object in each group red and the short object in each group blue.

Long and Short

Color the long ones. Color the short ones blue.

85 Understanding size and size words

Point to the two snakes and explain that they are the same size. Then ask the child to circle the cows and sheep that are the same size.

Same Size

Circle the cows that are the same size.

Circle the sheep that are the same size.

86 Understanding size and size words

Point to the biggest boat and then to the smallest boat. Ask the child to color the biggest vehicle and circle the smallest vehicle in each row.

Littlest and Biggest

Color the biggest. Circle the littlest.

87 Understanding size and size words

Point to the longest caterpillar and then to the shortest caterpillar. Ask the child to color the longest animal in each group yellow and the shortest animal in each group green.

Longest and Shortest

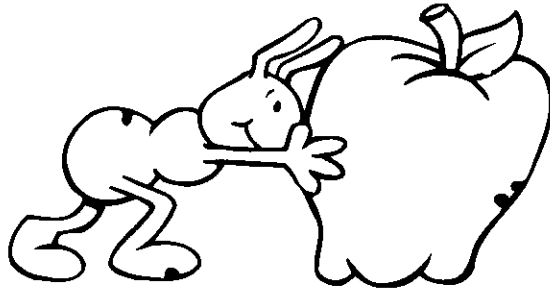
Color the longest ones yellow. Color the shortest ones green.

88 Understanding size and size words

Point to and say the capital and lowercase letters **A** and **a** at the top of the page. Ask the child to find and circle all the letters **A** and **a** on the anthill.

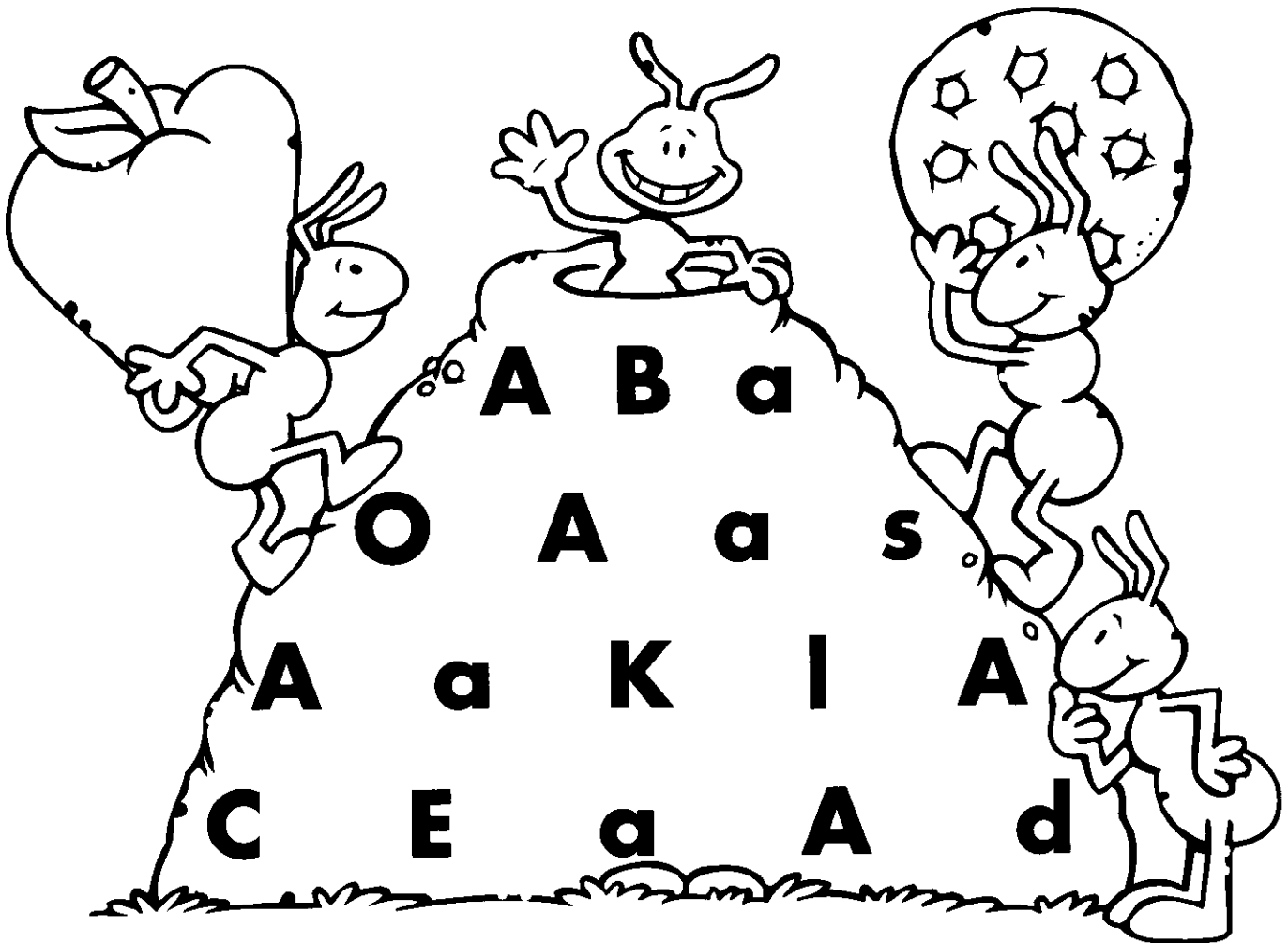
The Letters A and a

A



a

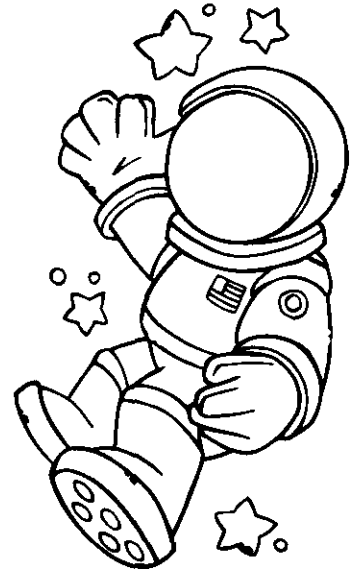
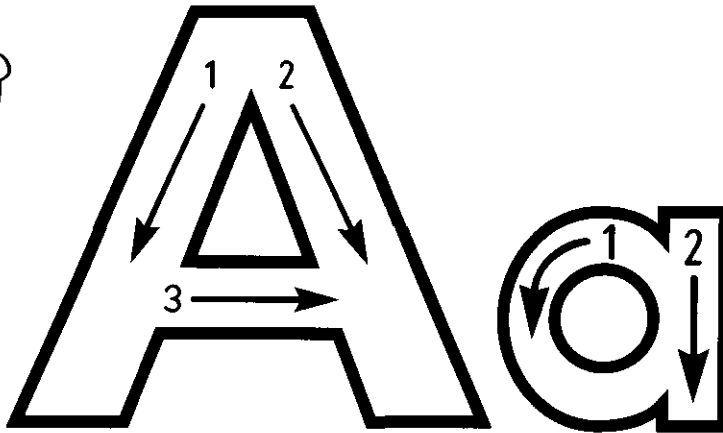
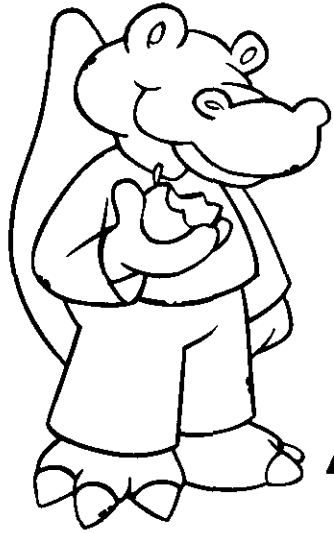
Circle the letters **A** and **a**.



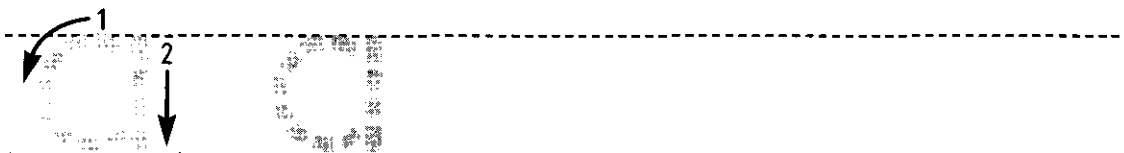
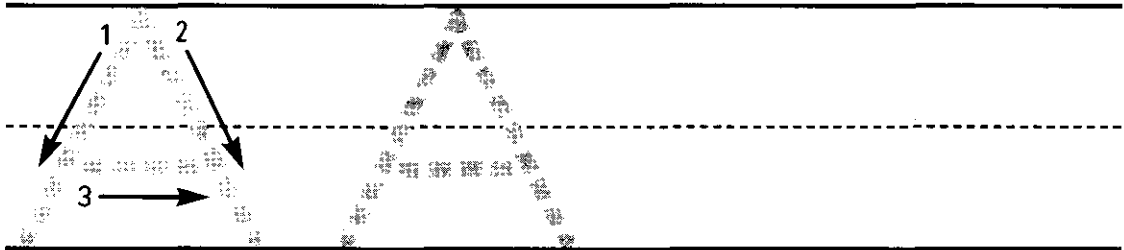
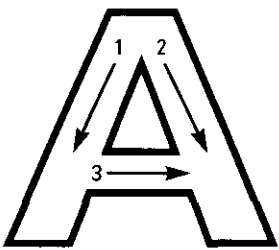
Name the pictures at the top of the page that begin with the letter **Aa**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Aa

Color the letters.

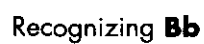


Trace and write the letters.



Letters 1

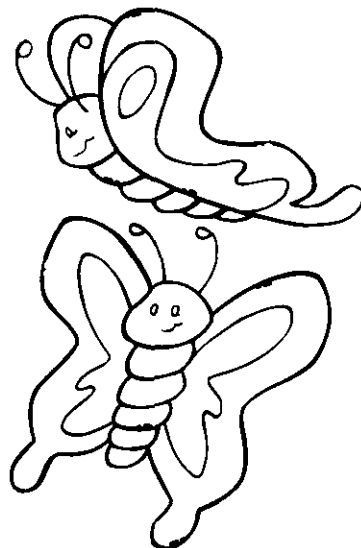
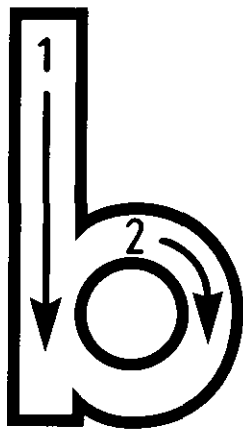
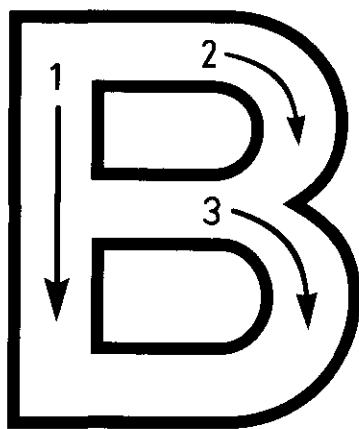
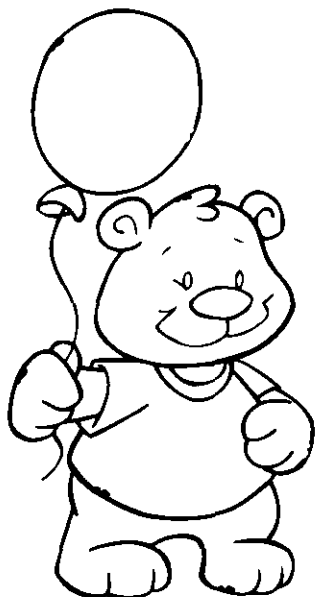
The Letters B and b



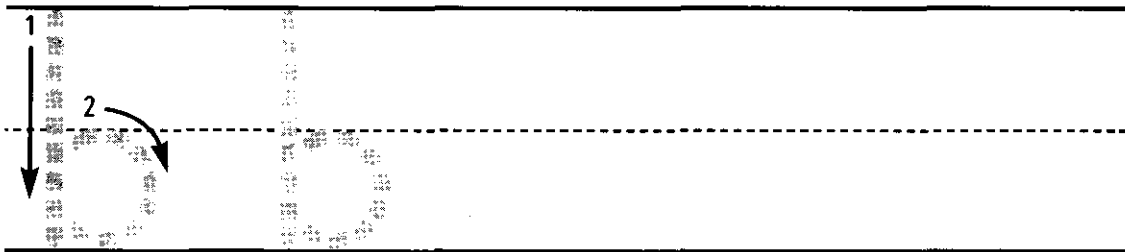
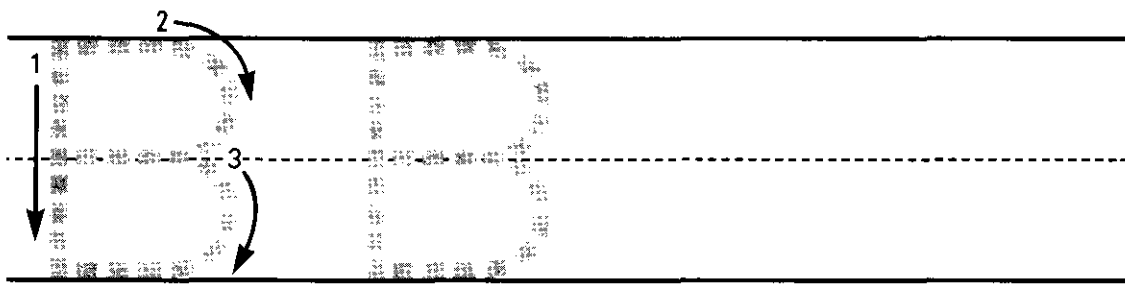
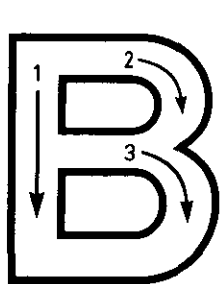
Name the pictures at the top of the page that begin with the letter **Bb**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Bb

Color the letters.

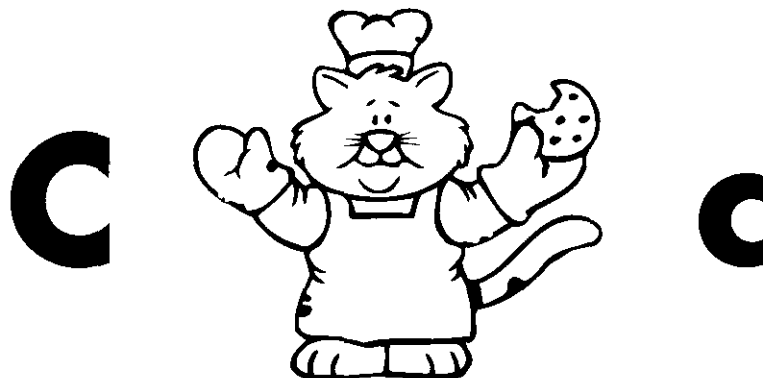


Trace and write the letters.

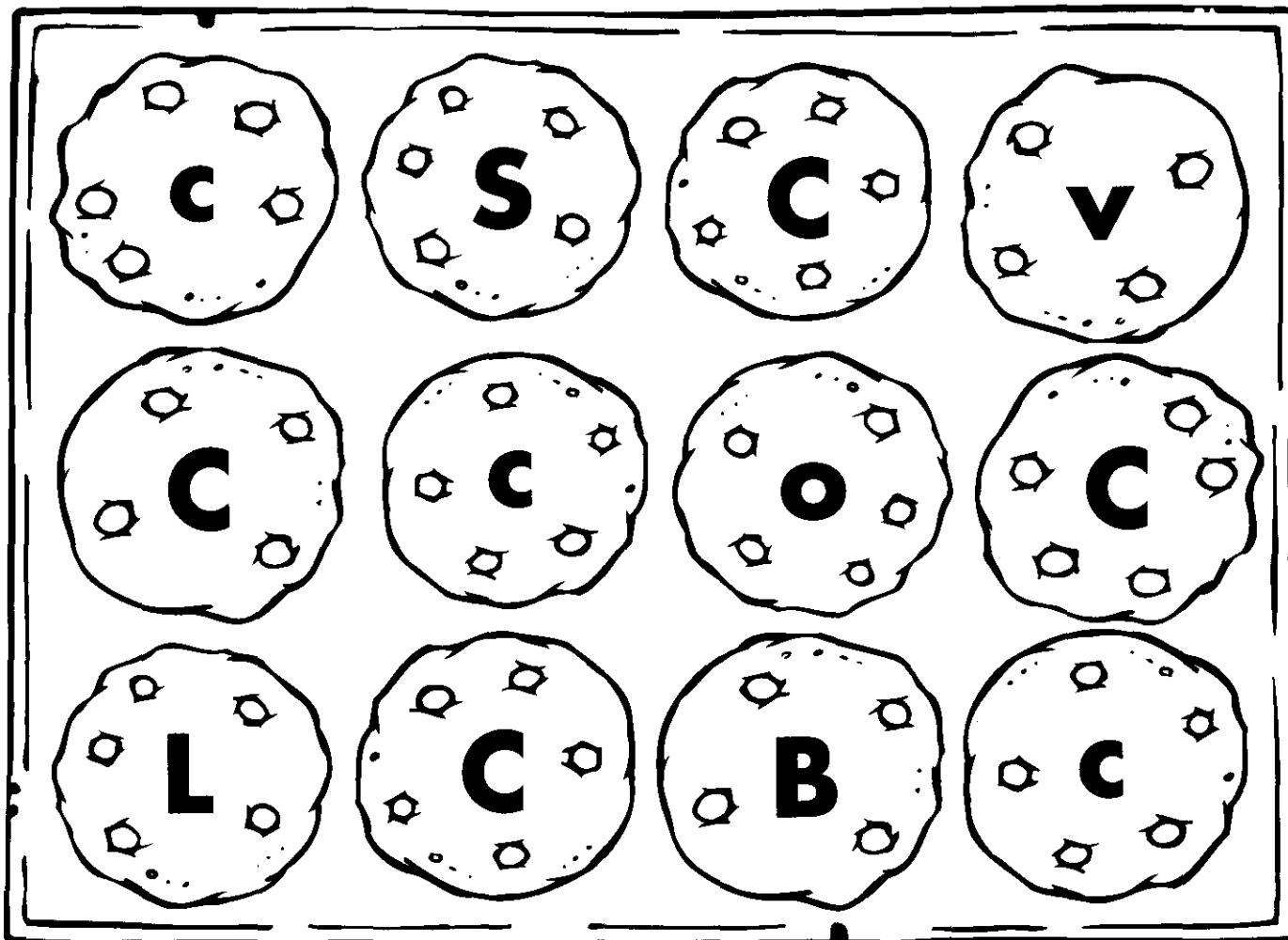


Point to and say the capital and lowercase letters **C** and **c** at the top of the page. Ask the child to find and color the cookies with the letters **C** or **c**.

The Letters **C** and **c**



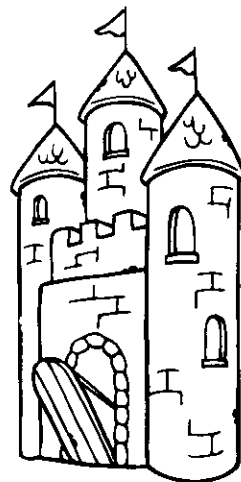
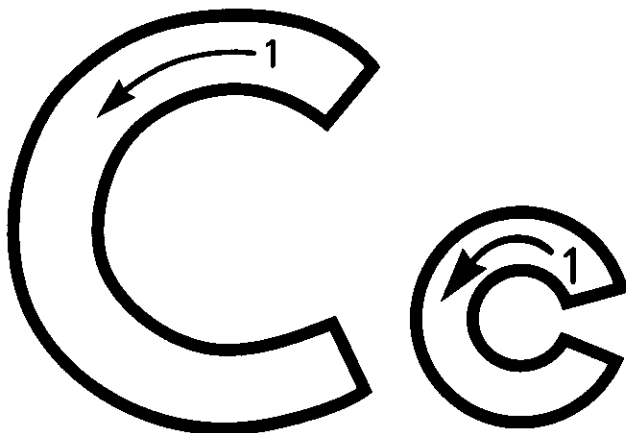
Color the s with **C** or **c**.



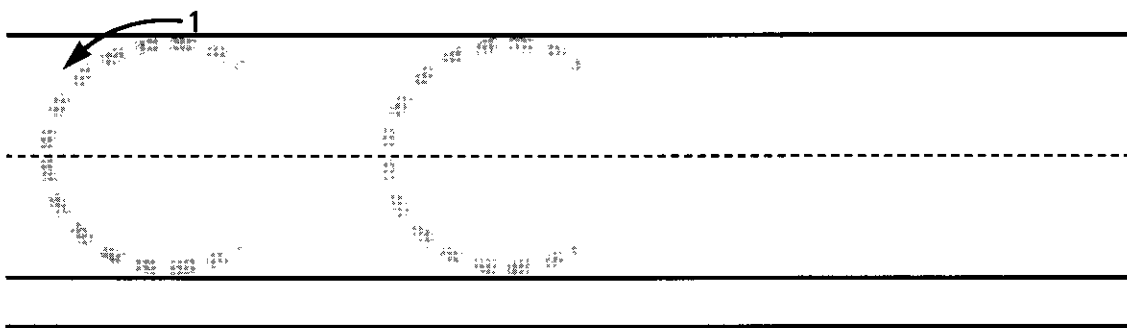
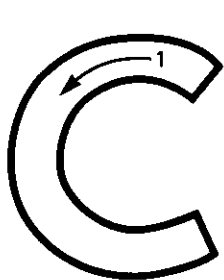
Name the pictures at the top of the page that begin with the letter **Cc**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Cc

Color the letters.



Trace and write the letters.

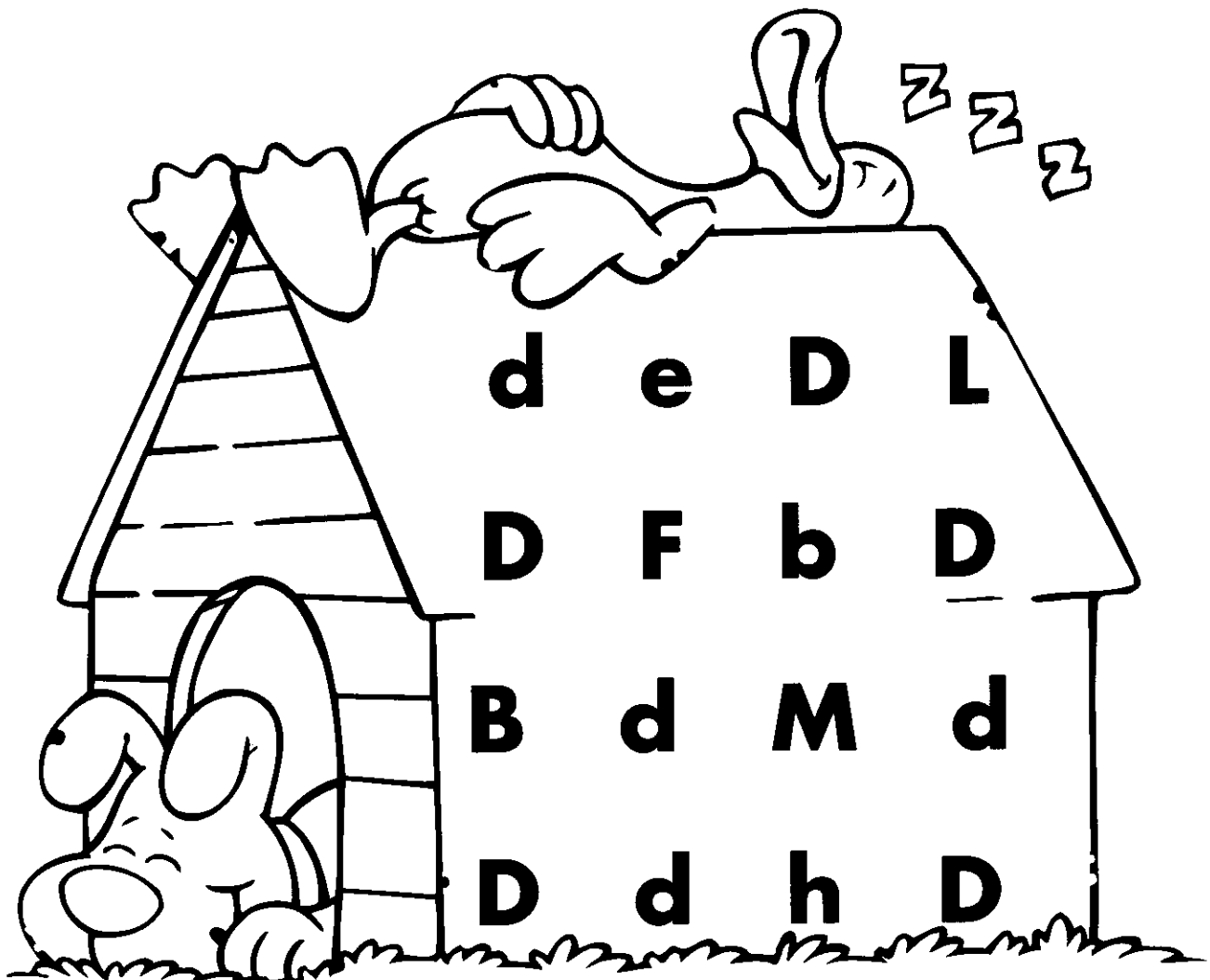


Point to and say the capital and lowercase letters **D** and **d** at the top of the page. Ask the child to find and circle all the letters **D** and **d** on the doghouse.

The Letters **D** and **d**



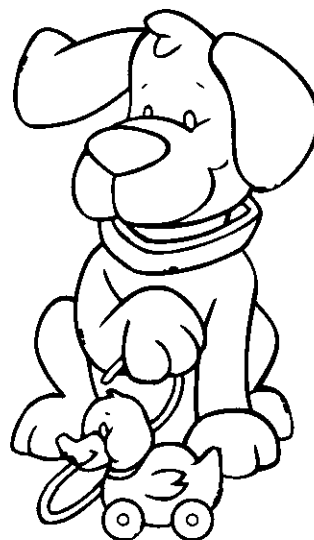
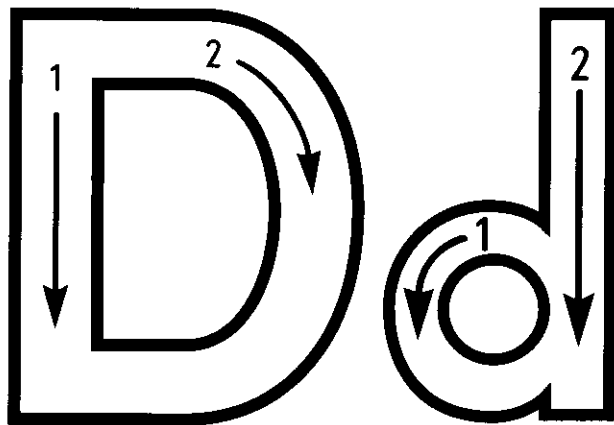
Circle the letters **D** and **d**.



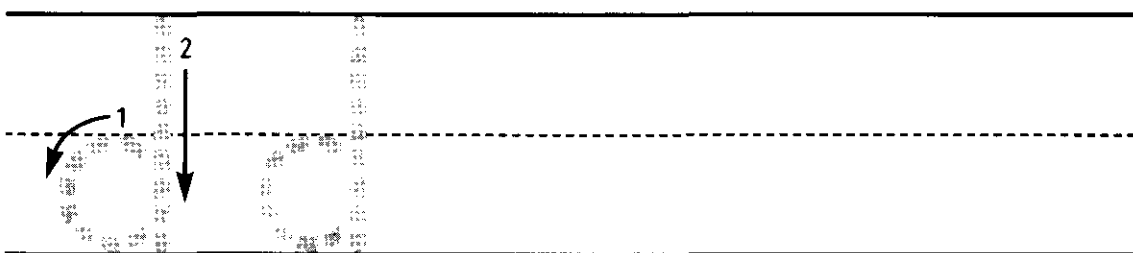
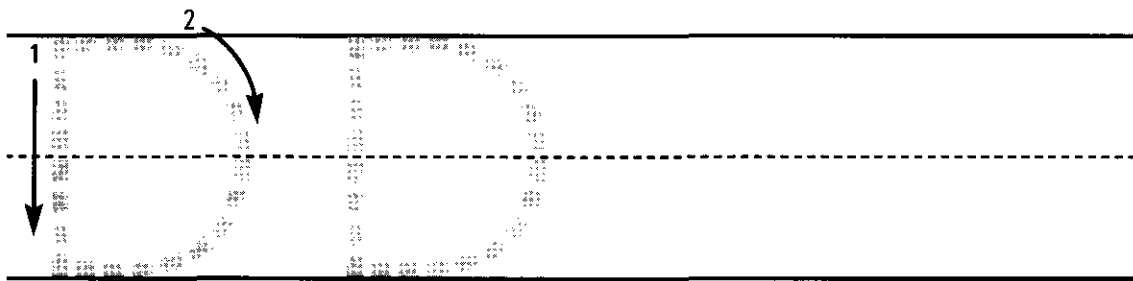
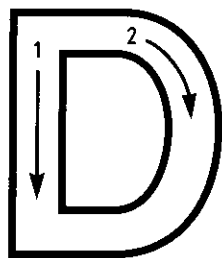
Name the pictures at the top of the page that begin with the letter **Dd**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Dd

Color the letters.

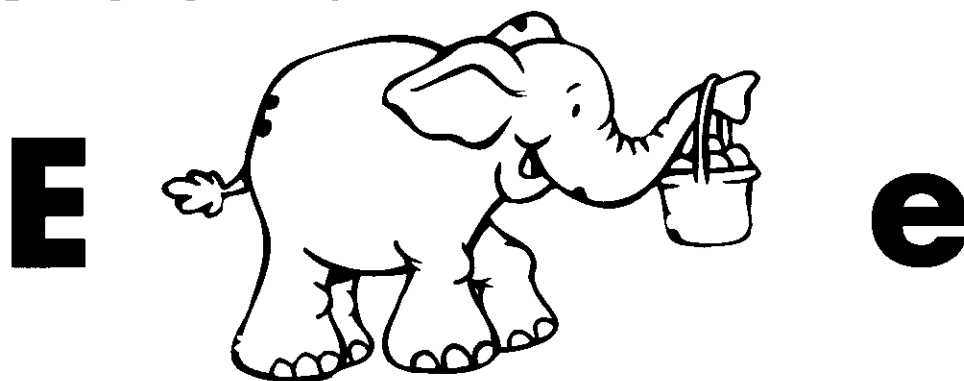


Trace and write the letters.

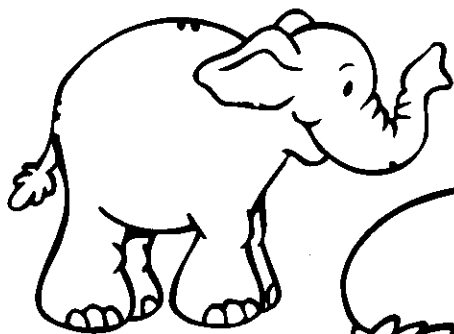


Point to and say the capital and lowercase letters **E** and **e** at the top of the page. Ask the child to find and color the eggs with the letters **E** or **e**.

The Letters E and e



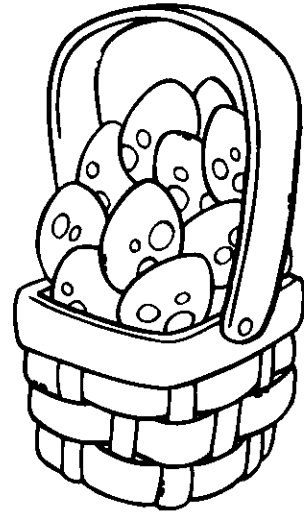
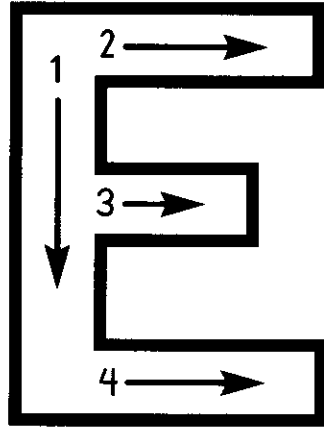
Color the s with **E** or **e**.



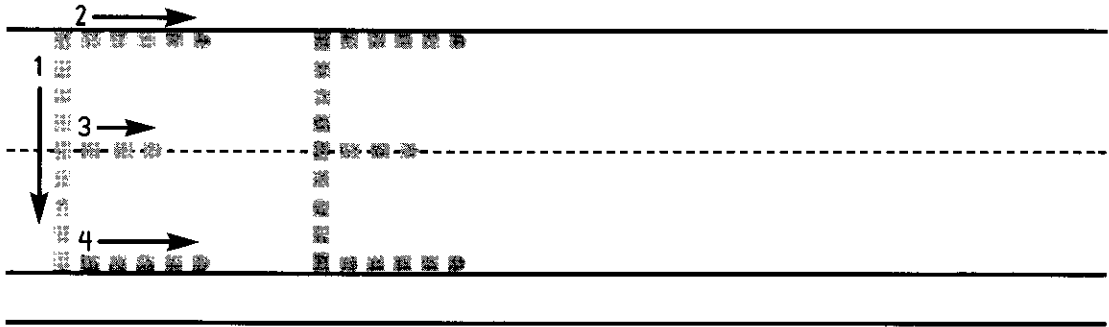
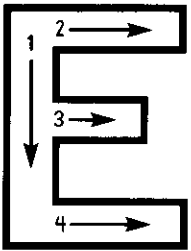
Name the pictures at the top of the page that begin with the letter **Ee**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Ee

Color the letters.



Trace and write the letters.

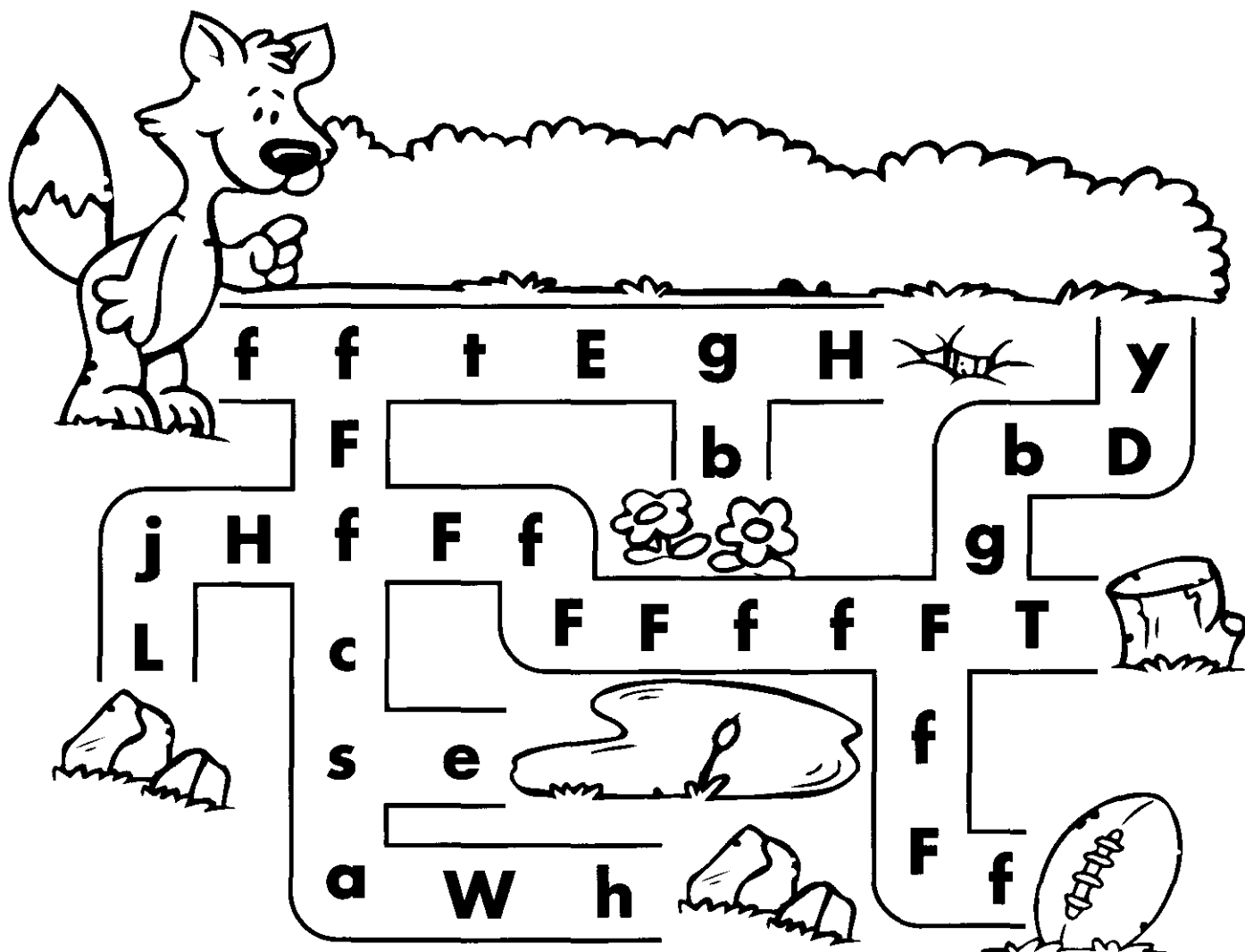


Point to and say the capital and lowercase letters **F** and **f** at the top of the page. Ask the child to draw a line from the fox to the football by following the letters **F** and **f**.

The Letters F and f



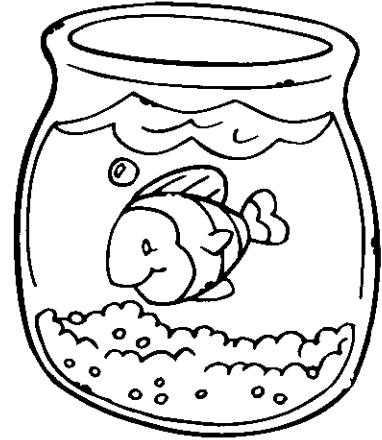
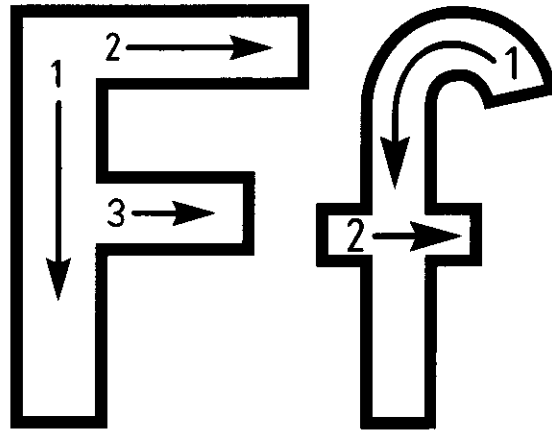
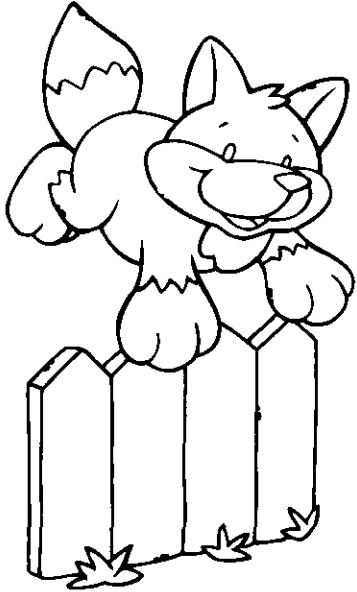
Follow the letters **F** and **f** to draw the path to the football.



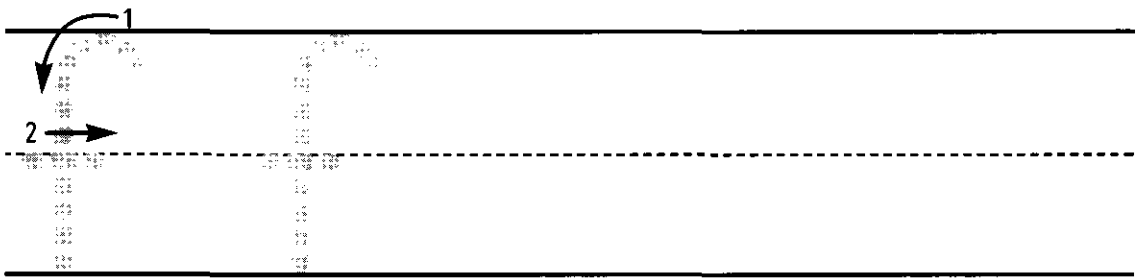
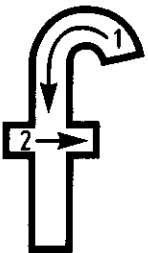
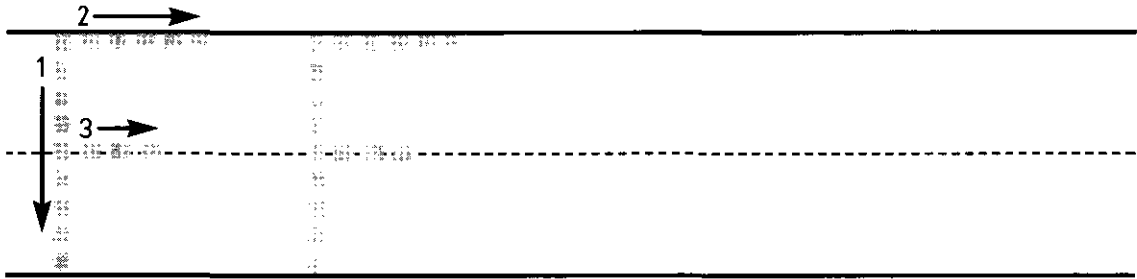
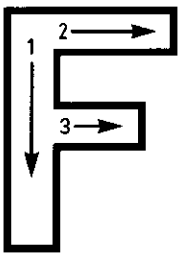
Name the pictures at the top of the page that begin with the letter **Ff**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Ff

Color the letters.



Trace and write the letters.



Point to and say the capital and lowercase letters **G** and **g** at the top of the page. Ask the child to find and color the fence posts with the letters **G** and **g**.

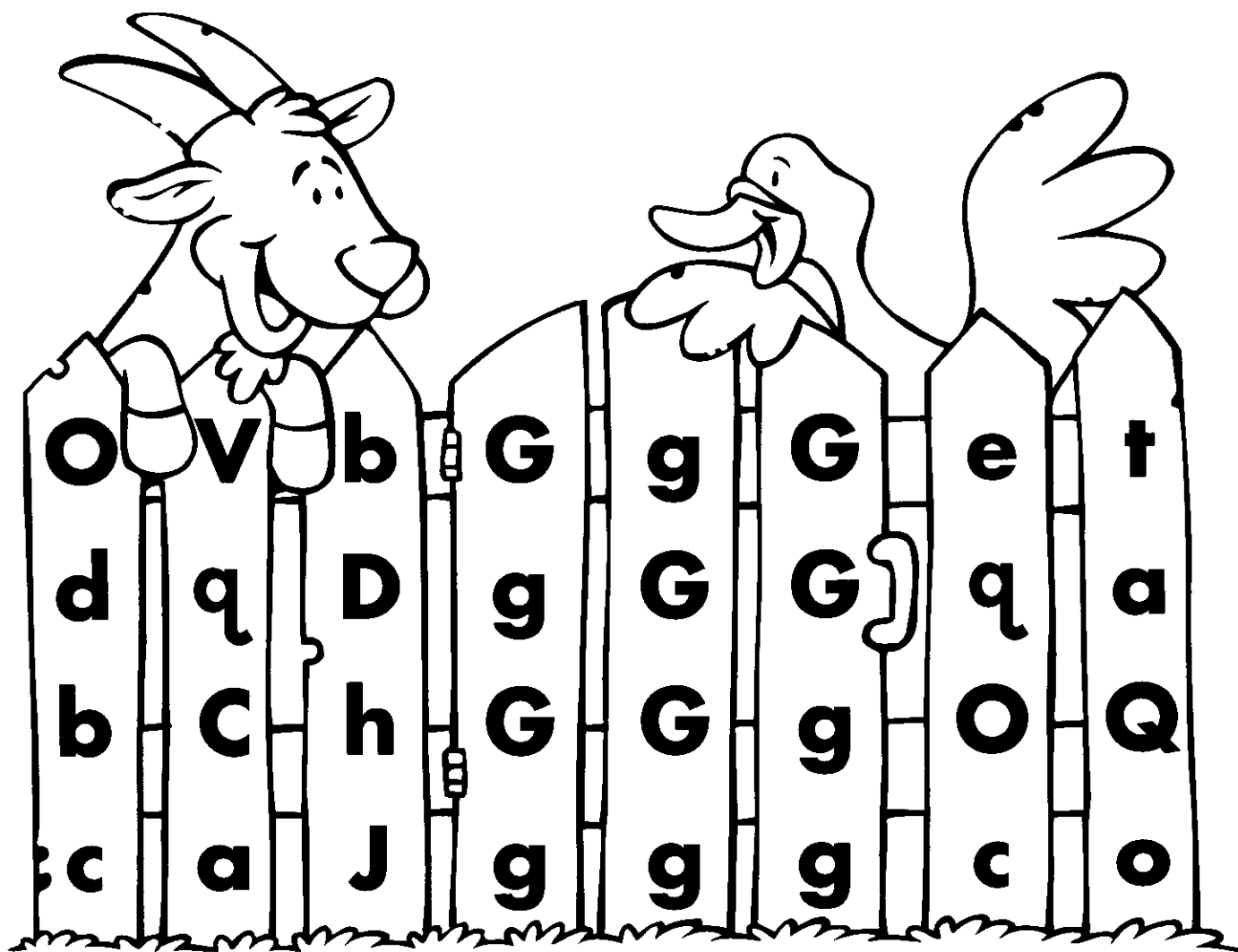
The Letters **G** and **g**

G



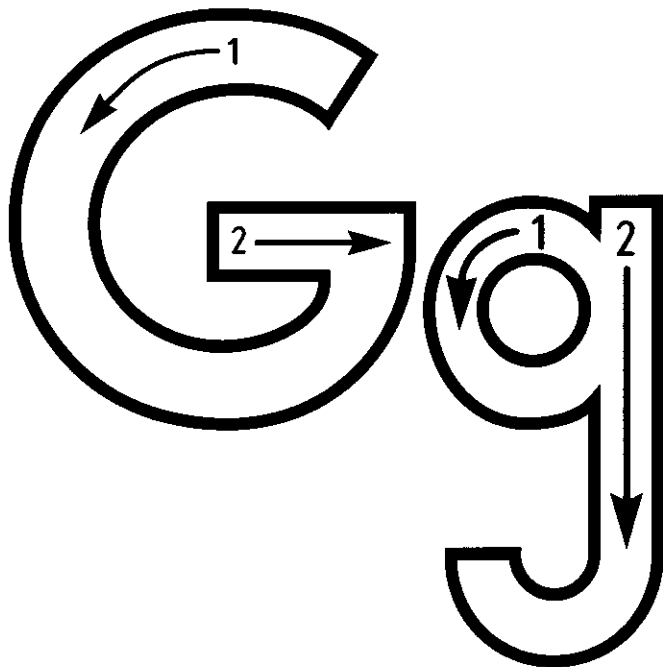
g

Color the s with **G** and **g**.

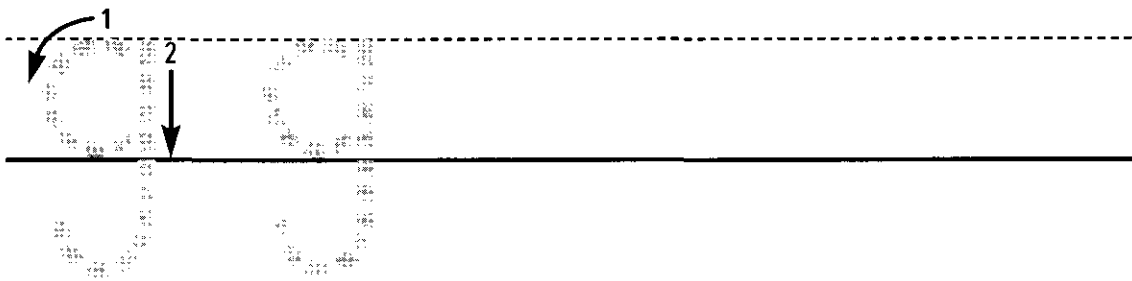
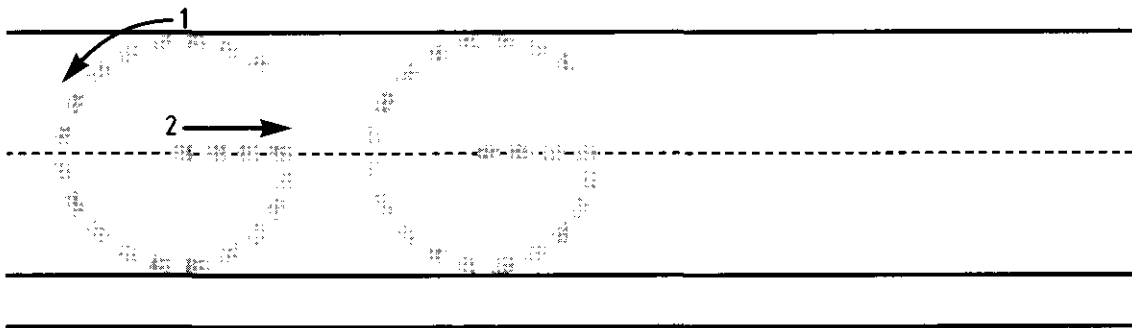
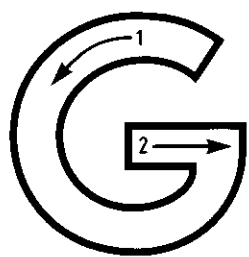


Name the pictures at the top of the page that begin with the letter **Gg**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Gg



Trace and write the letters.

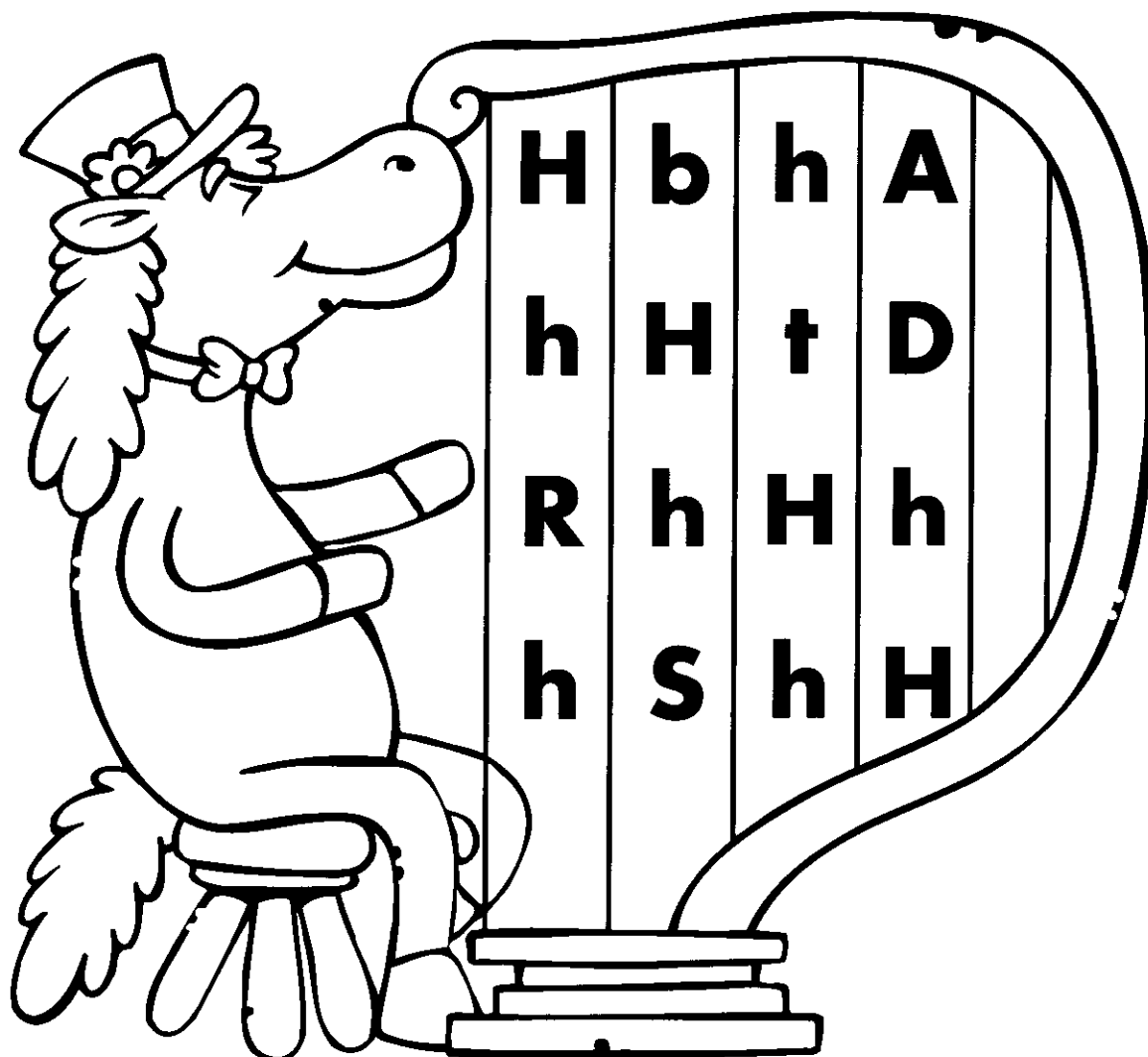


Point to and say the capital and lowercase letters **H** and **h** at the top of the page. Ask the child to find and circle all the letters **H** and **h** on the harp.

The Letters H and h



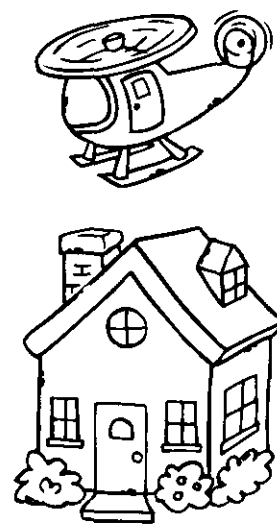
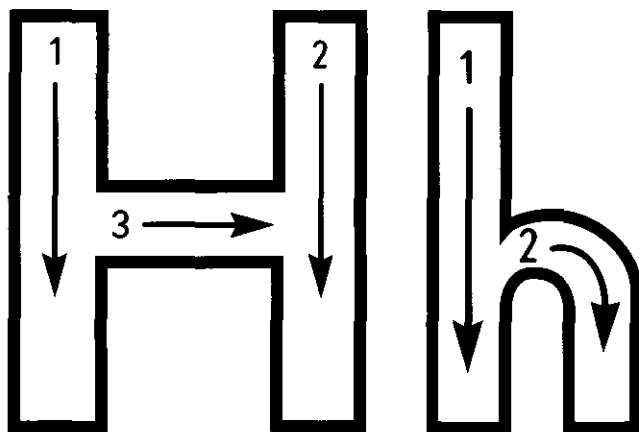
Circle the letters **H** and **h**.



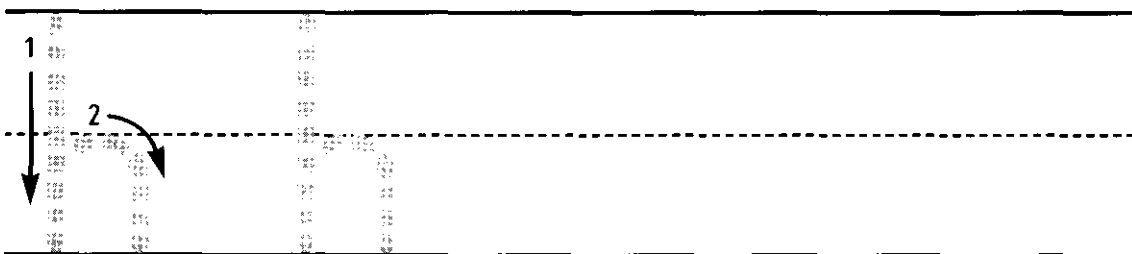
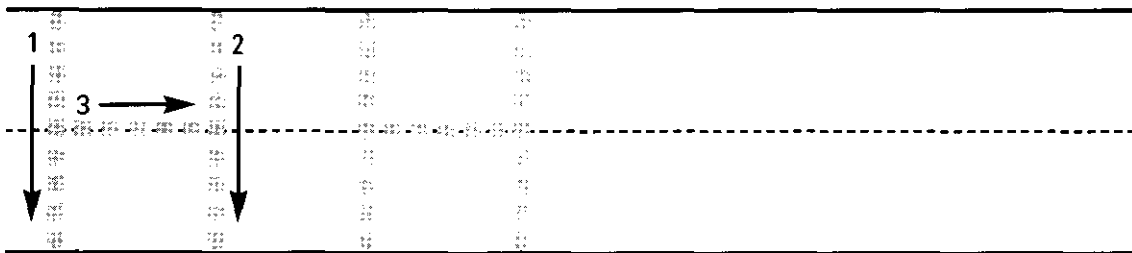
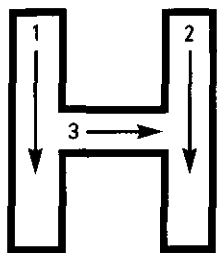
Name the pictures at the top of the page that begin with the letter **Hh**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Hh

Color the letters.



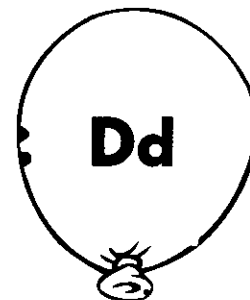
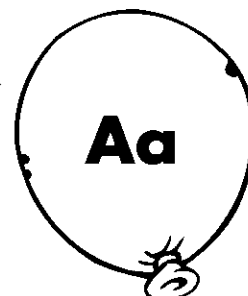
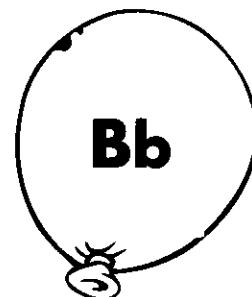
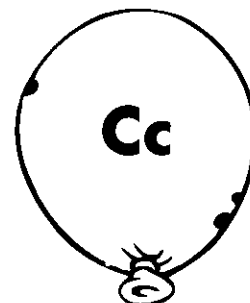
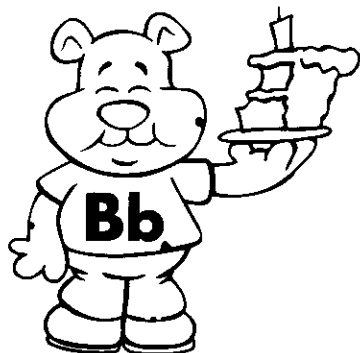
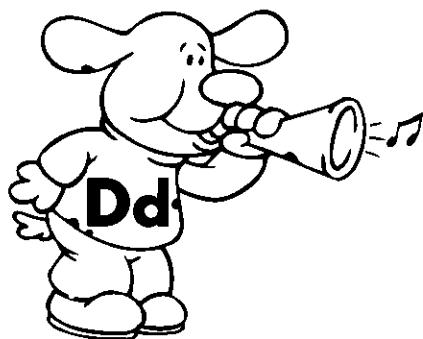
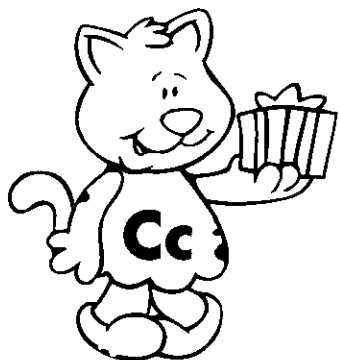
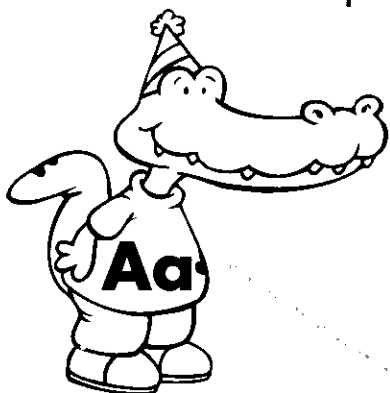
Trace and write the letters.



Help the child say the letters on the animals' shirts. Then have him or her draw a line from each animal to the balloon with the matching letters and color the pictures.

It's a Party!

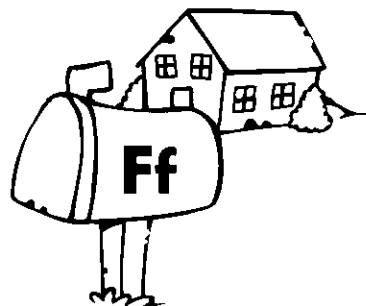
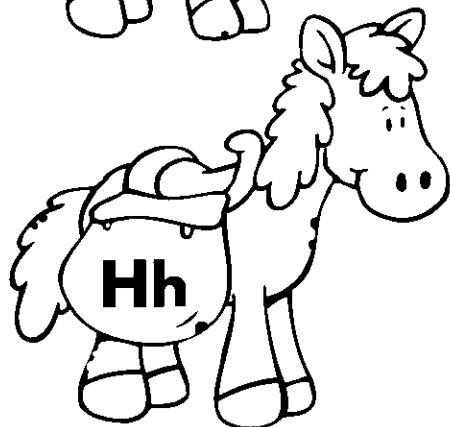
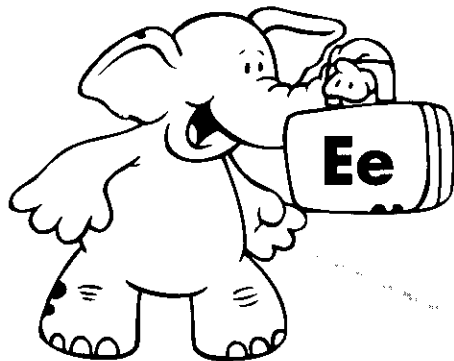
Match. Color the pictures.



Help the child say the letters on the animals' bags. Then have him or her draw a line from each animal to the mailbox with the matching letters and color the pictures.

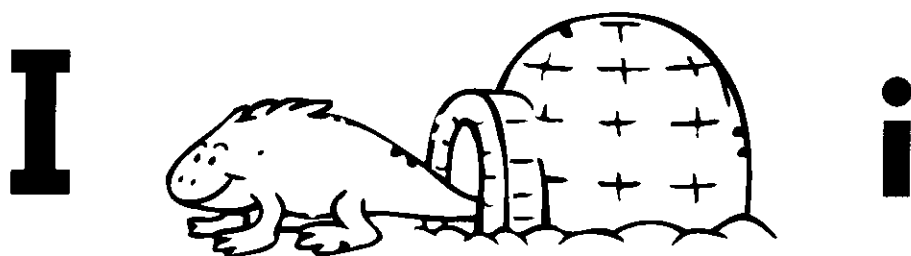
Heading Home

Match. Color the pictures.

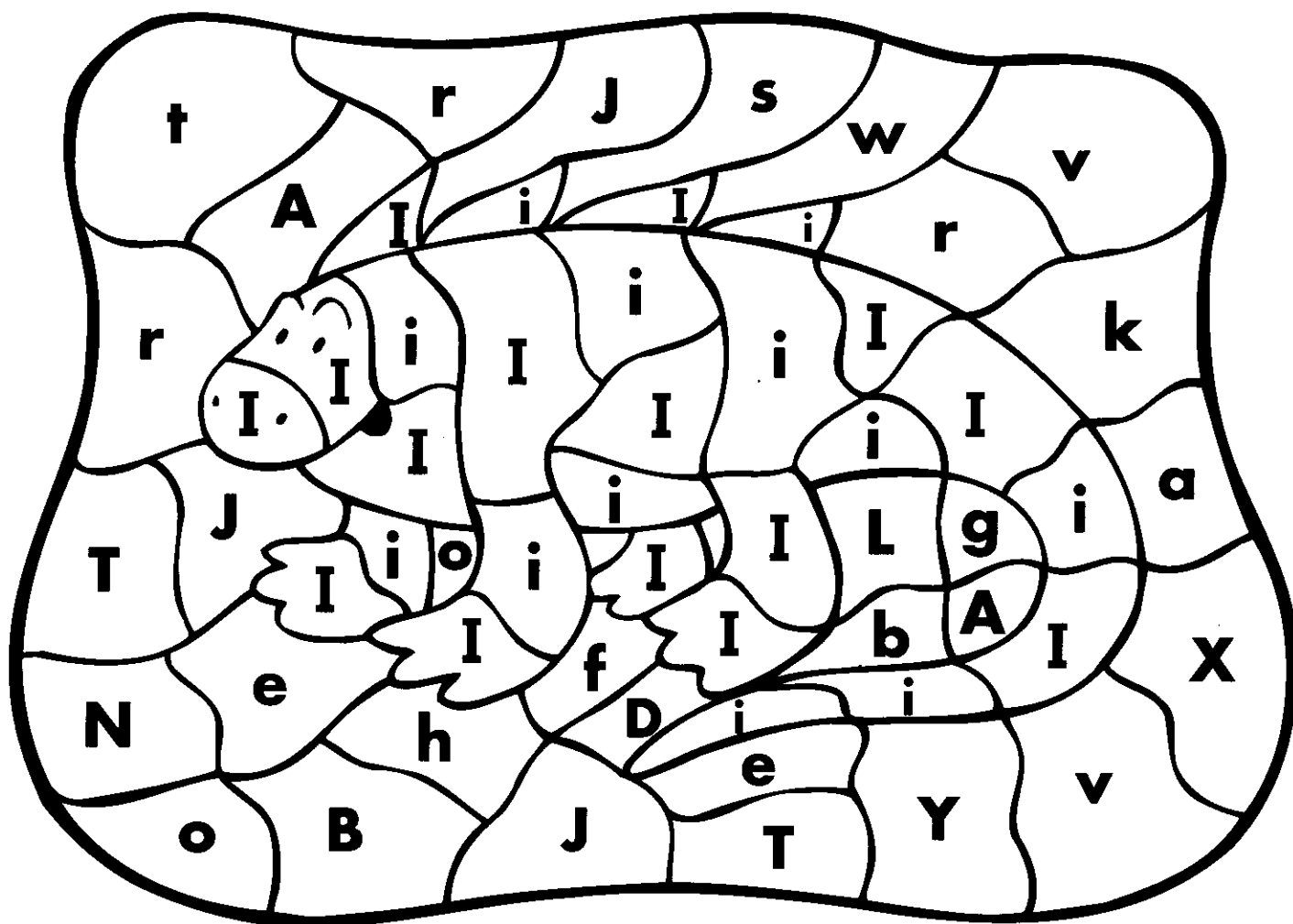


Point to and say the capital and lowercase letters **I** and **i** at the top of the page. Ask the child to find and color all the letters **I** and **i** green to reveal the hidden picture.

The Letters **I** and **i**



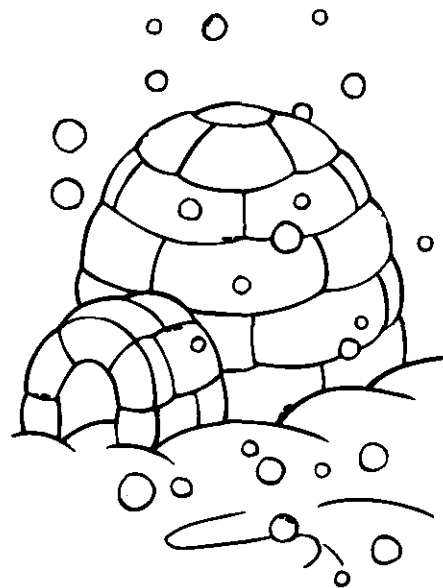
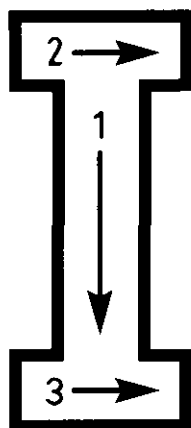
Color the sections with **I** and **i** green.



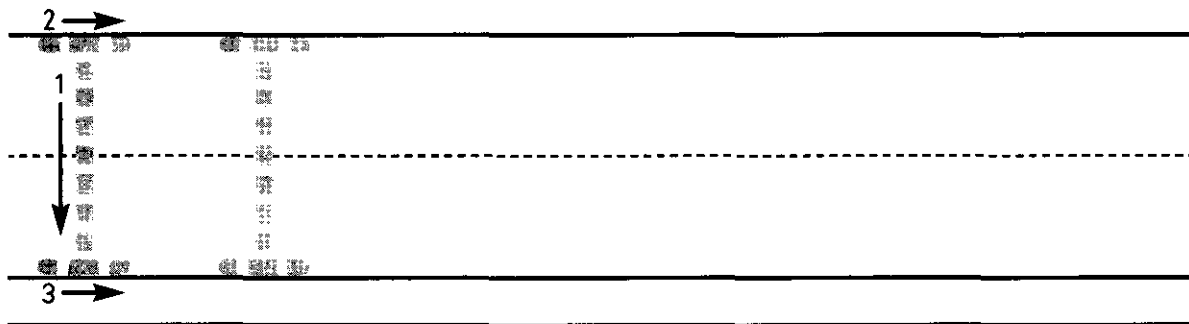
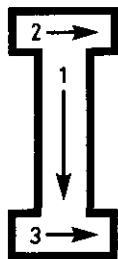
Name the pictures at the top of the page that begin with the letter **Ii**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Ii

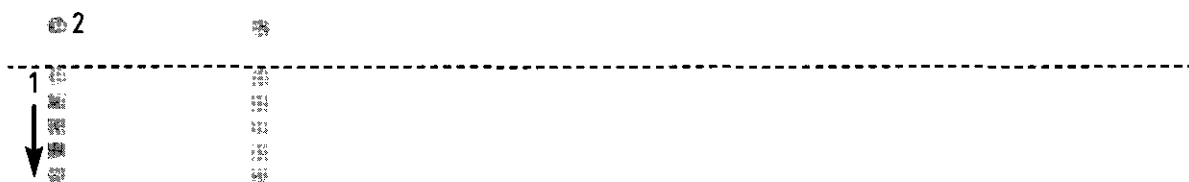
Color the letters.



Trace and write the letters.



2



Point to and say the capital and lowercase letters **J** and **j** at the top of the page. Ask the child to find and color the jars with the letters **J** or **j**.

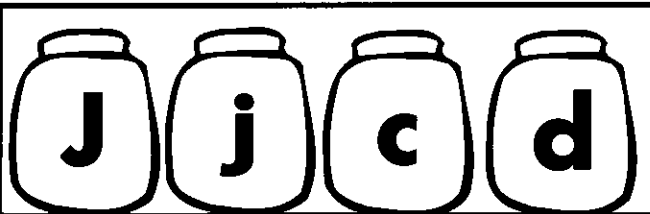
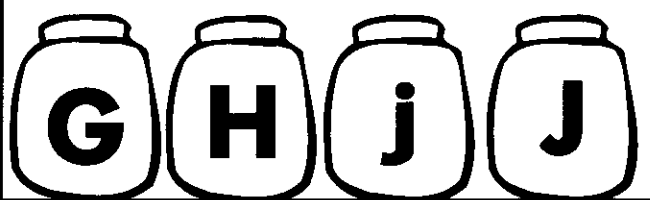
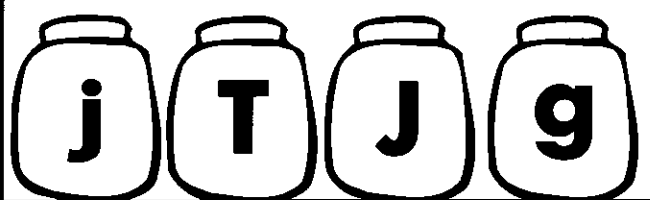
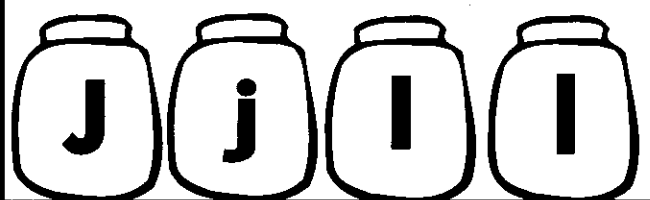
The Letters **J** and **j**

J



j

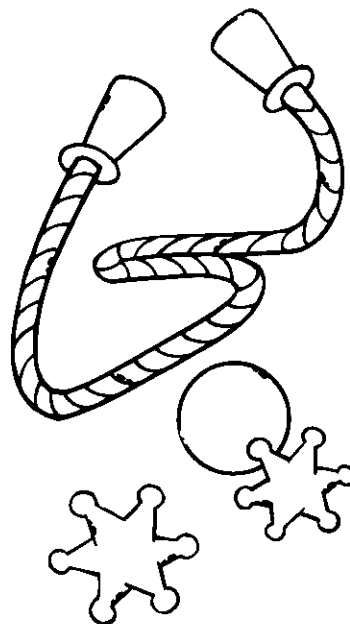
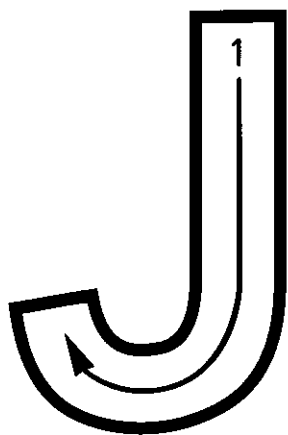
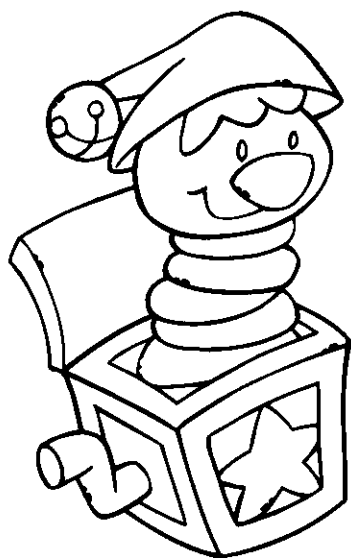
Color the s with **J** or **j**.



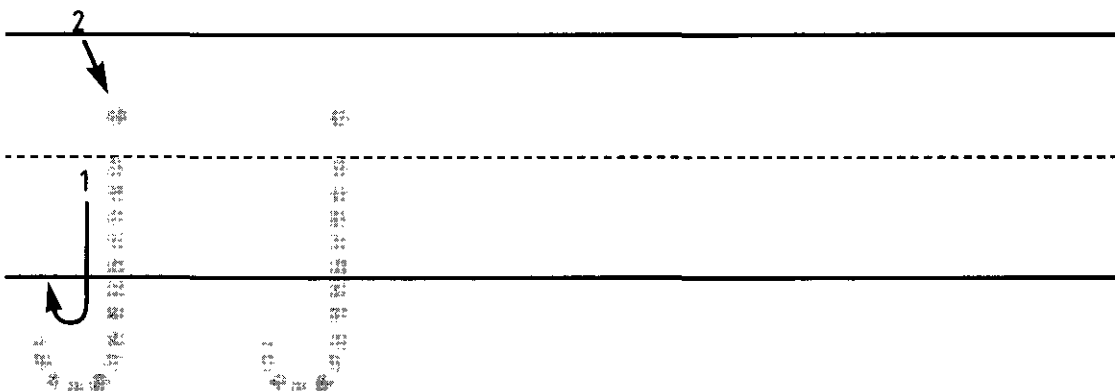
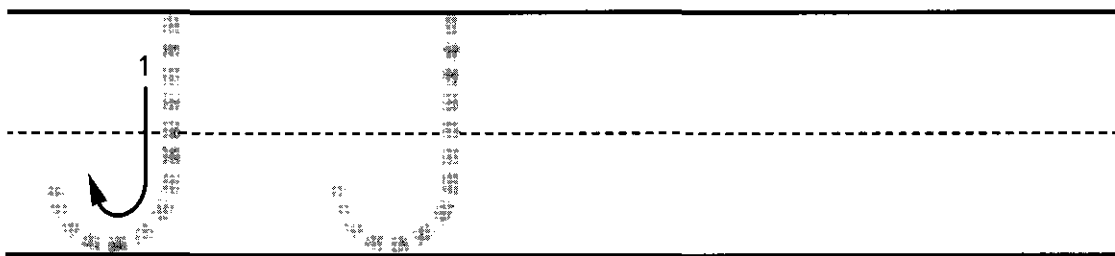
Name the pictures at the top of the page that begin with the letter **Jj**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Jj

Color the letters.



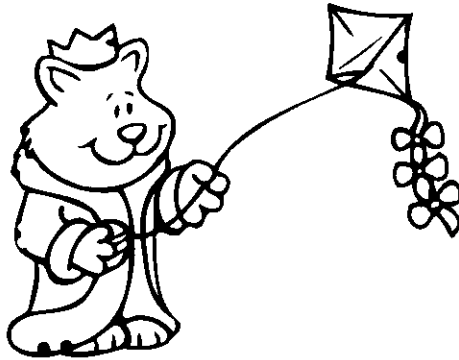
Trace and write the letters.



Point to and say the capital and lowercase letters **K** and **k** at the top of the page. Ask the child to draw a line from the king to the key by following the letters **K** and **k**.

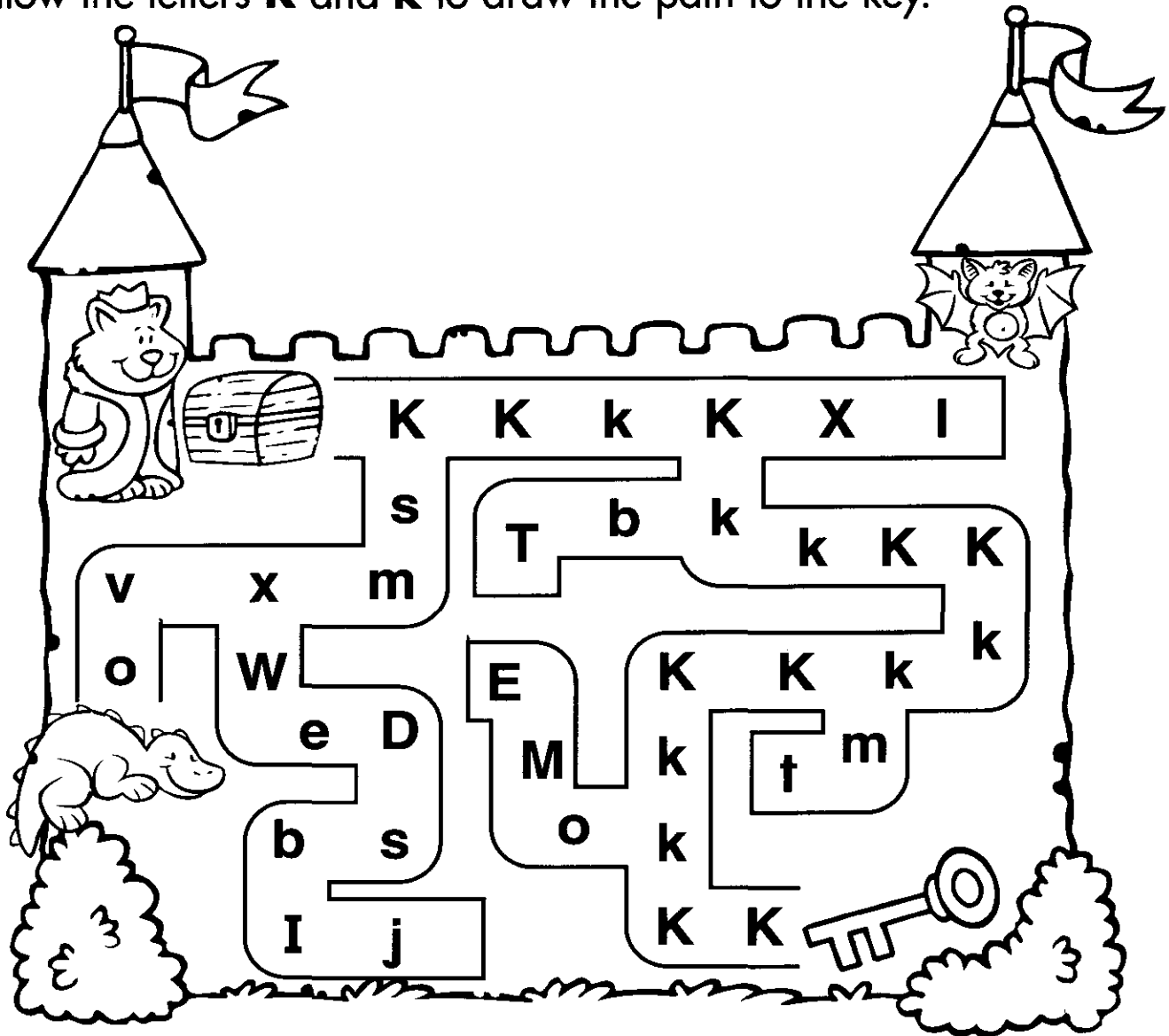
The Letters K and k

K



k

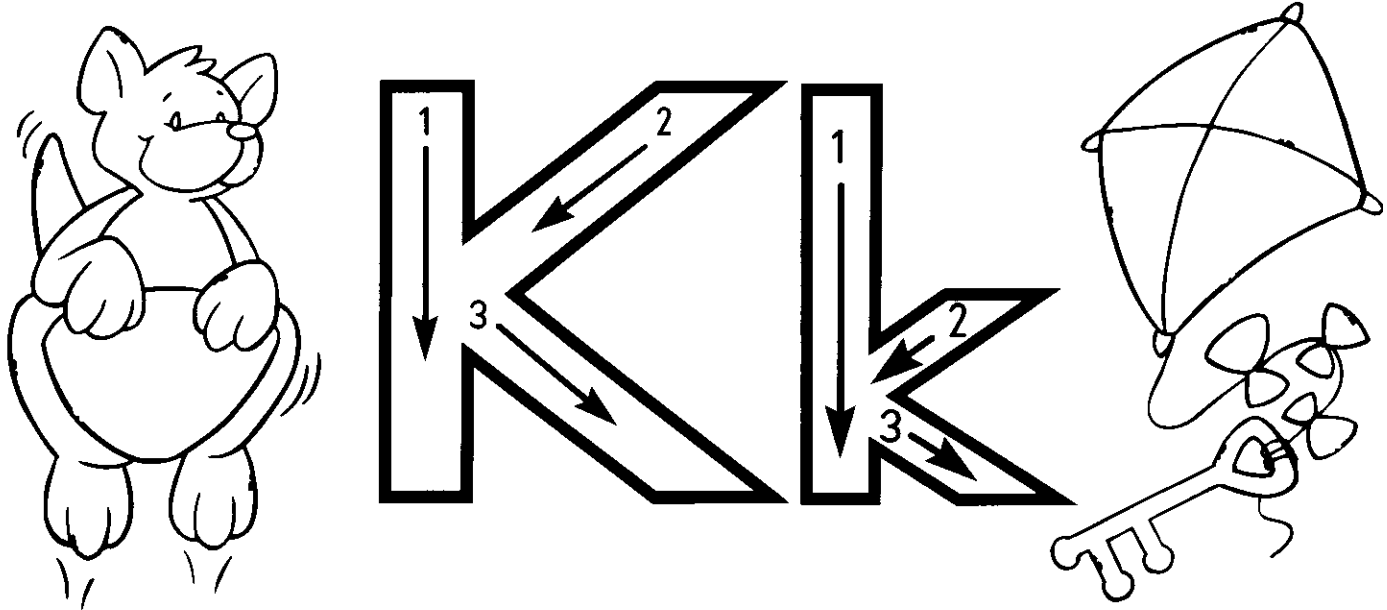
Follow the letters **K** and **k** to draw the path to the key.



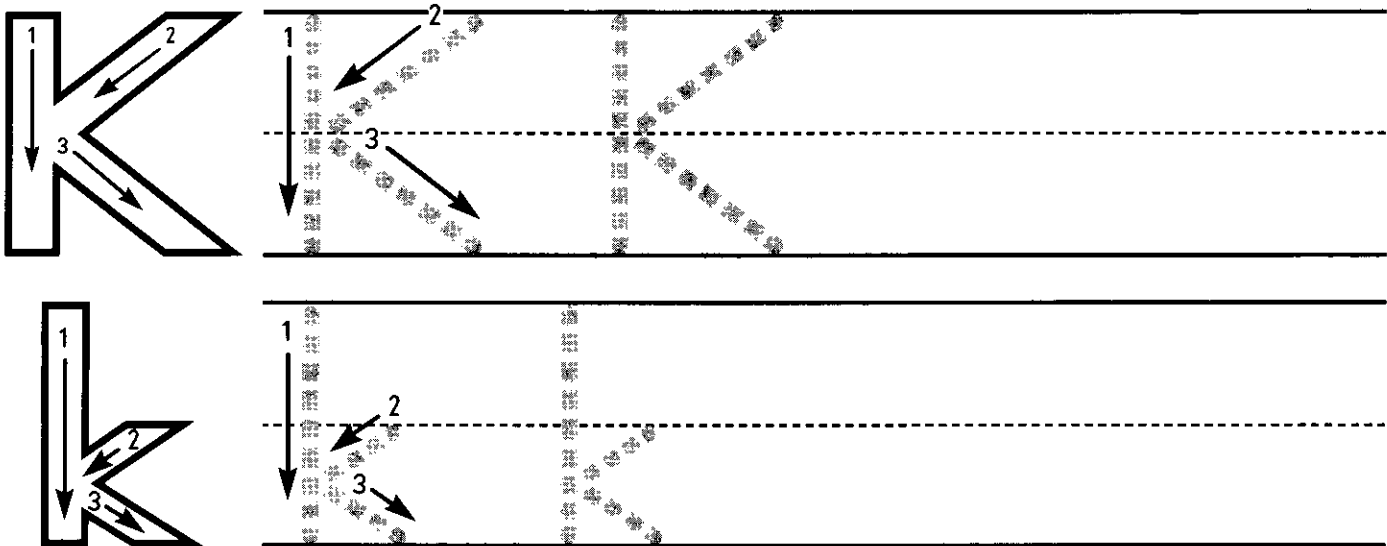
Name the pictures at the top of the page that begin with the letter **Kk**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Kk

Color the letters.



Trace and write the letters.



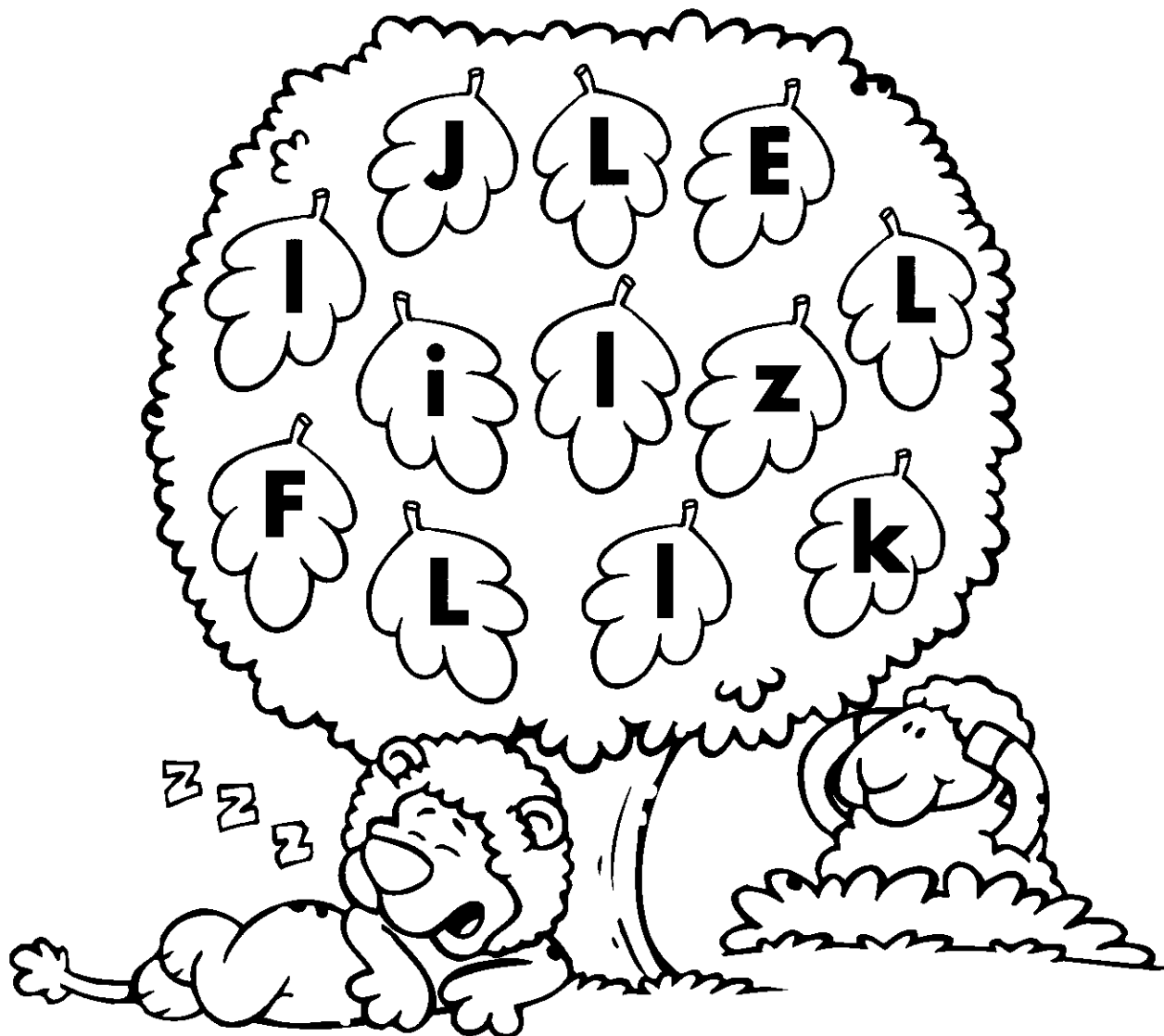
Letters I

Point to and say the capital and lowercase letters **L** and **I** at the top of the page. Ask the child to find and color the leaves with the letters **L** or **I**.

The Letters **L** and **I**



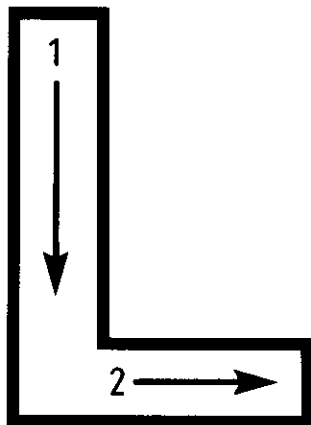
Color the s with **L** or **I**.



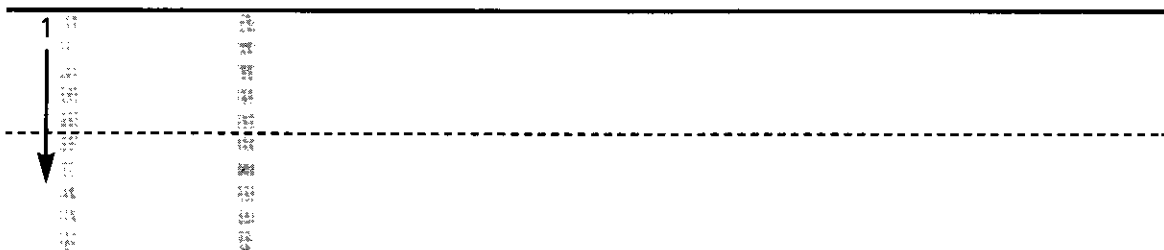
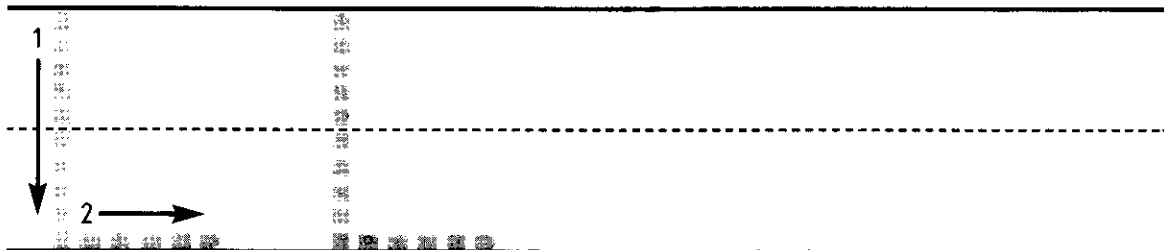
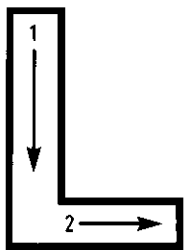
Name the pictures at the top of the page that begin with the letter **LI**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing LI

Color the letters.



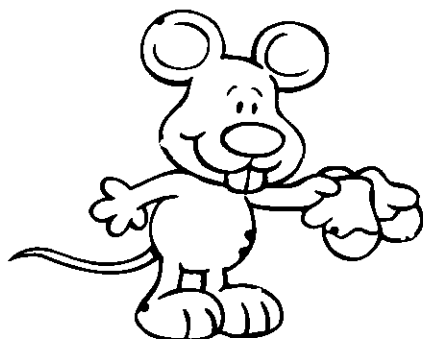
Trace and write the letters.



Point to and say the capital and lowercase letters **M** and **m** at the top of the page. Ask the child to draw a line from the mouse to the marshmallows by following the letters **M** and **m**.

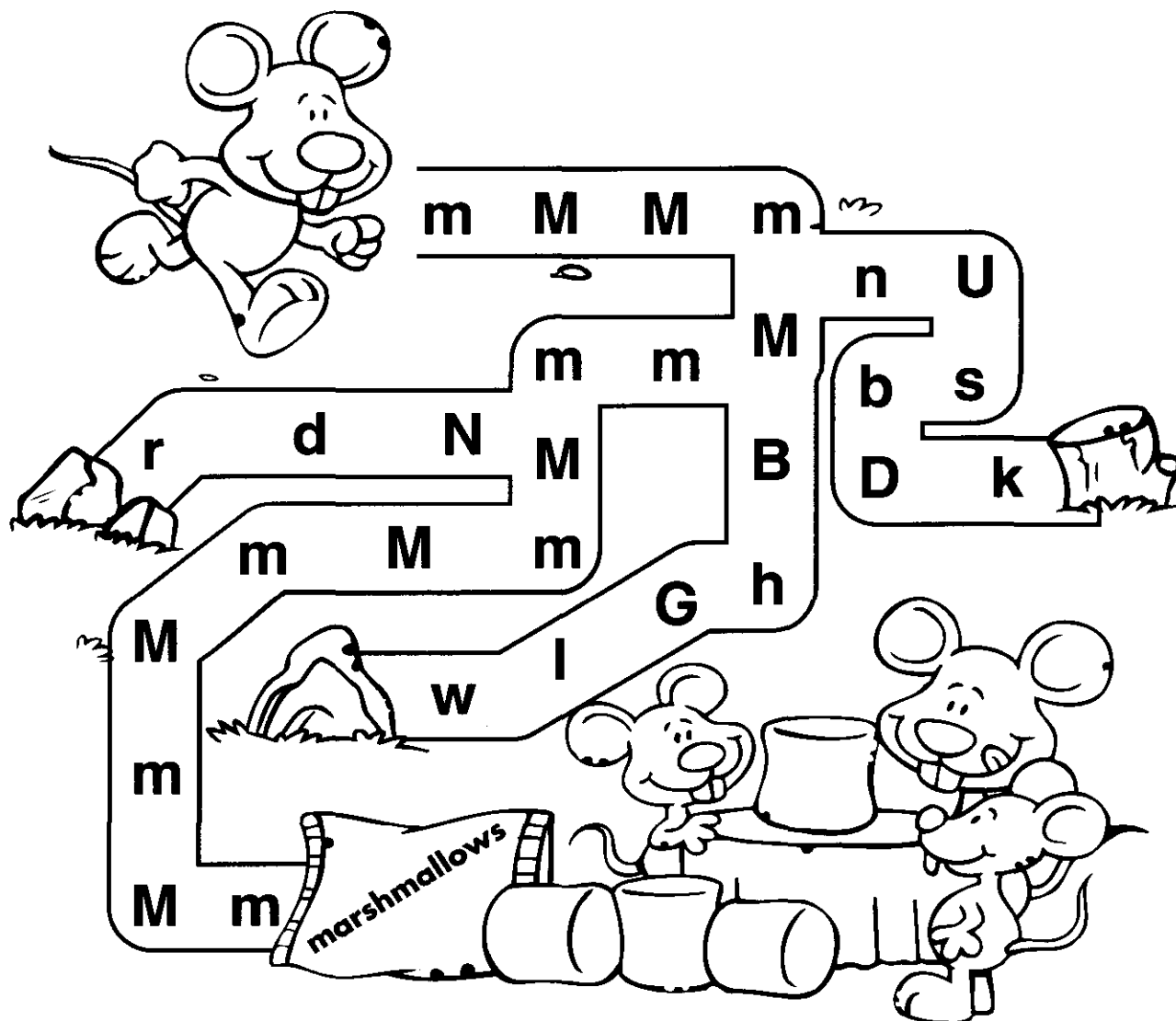
The Letters M and m

M



m

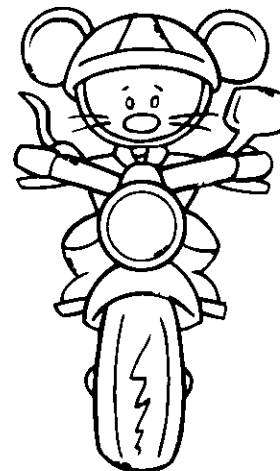
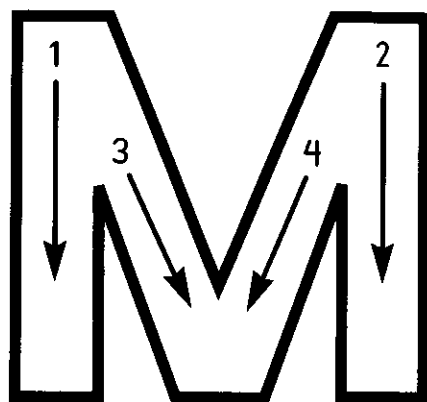
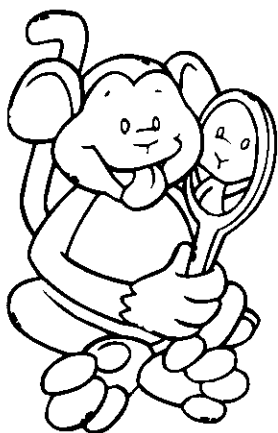
Follow the letters **M** and **m** to draw the path to the marshmallows.



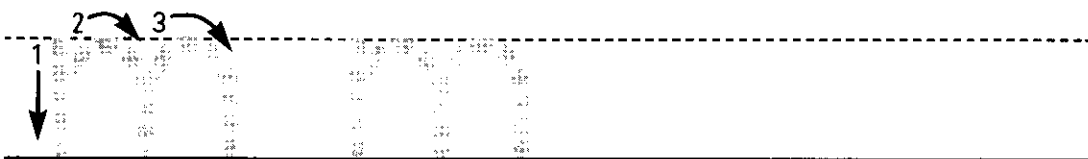
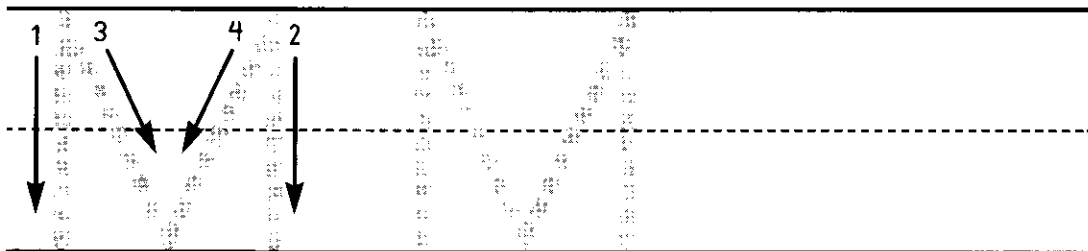
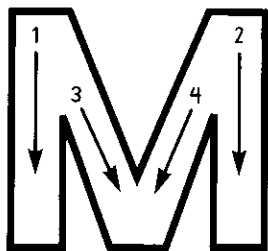
Name the pictures at the top of the page that begin with the letter **Mm**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Mm

Color the letters.

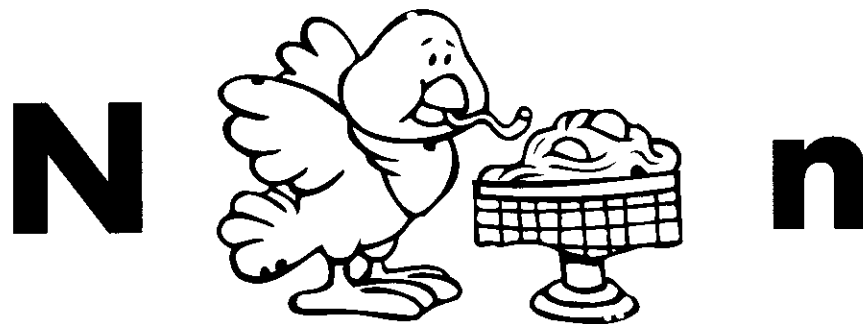


Trace and write the letters.



Point to and say the capital and lowercase letters **N** and **n** at the top of the page. Ask the child to find and color all the letters **N** and **n** in the noodles.

The Letters N and n



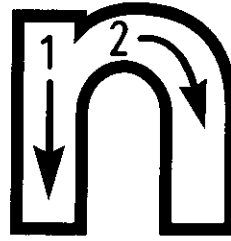
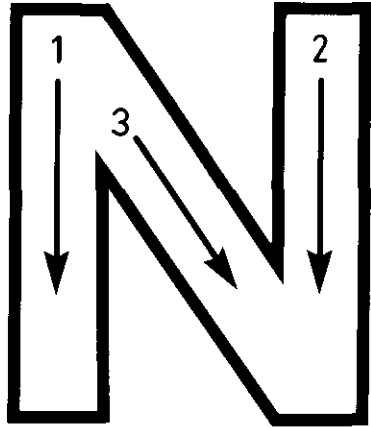
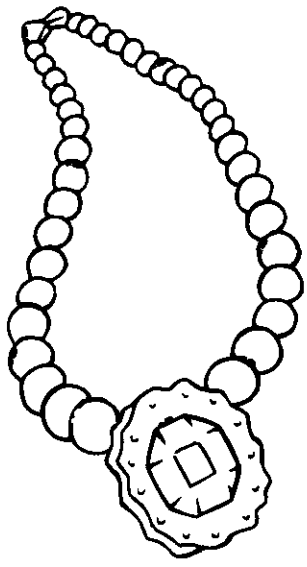
Color the letters **N** and **n**.



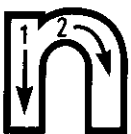
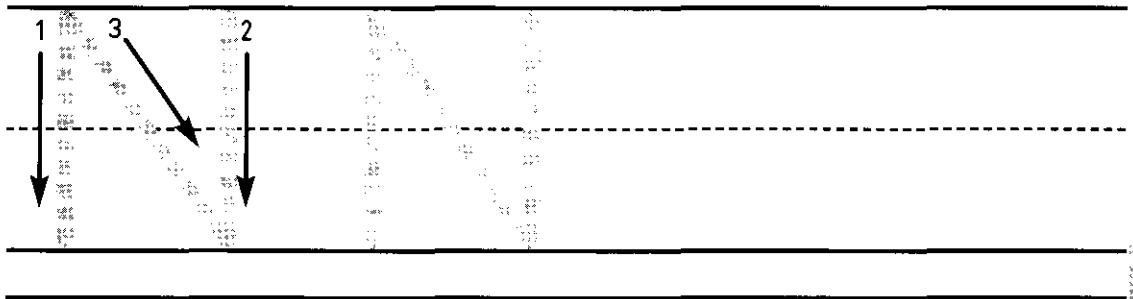
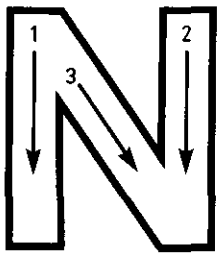
Name the pictures at the top of the page that begin with the letter **Nn**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Nn

Color the letters.

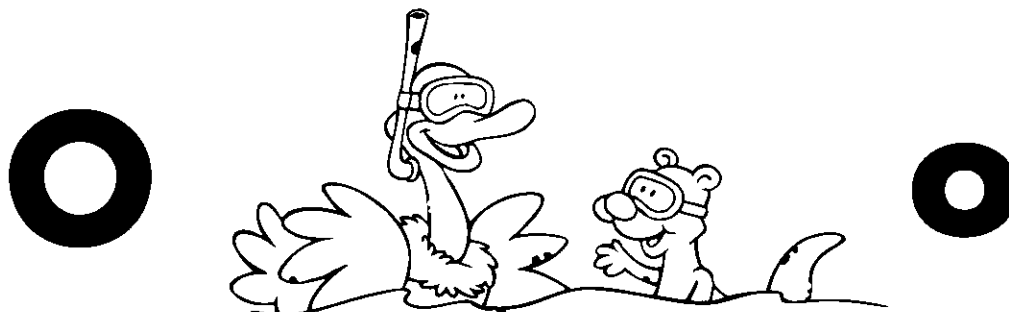


Trace and write the letters.

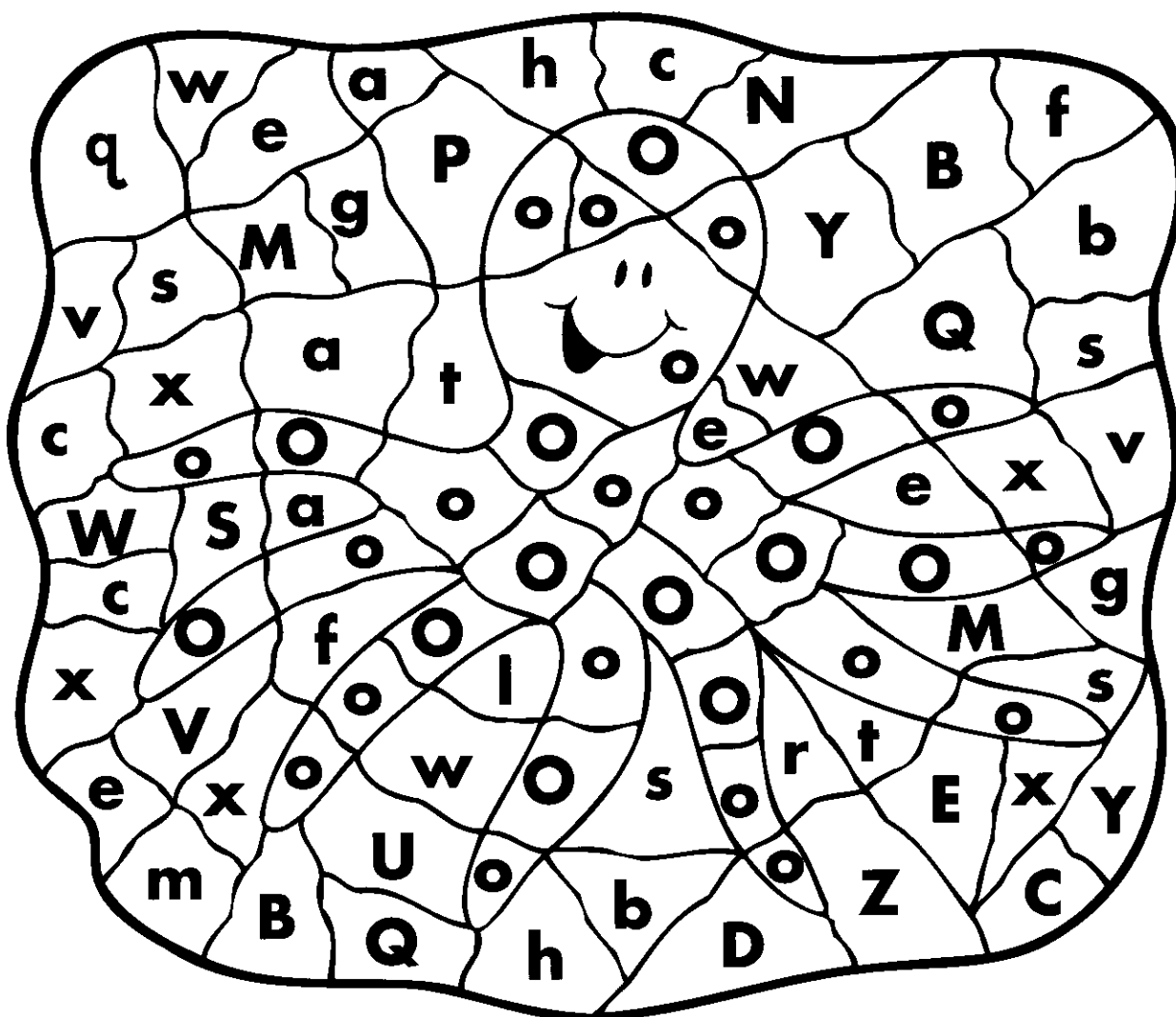


Point to and say the capital and lowercase letters **O** and **o** at the top of the page. Ask the child to find and color all the sections with the letters **O** and **o** purple.

The Letters **O** and **o**



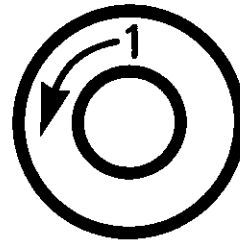
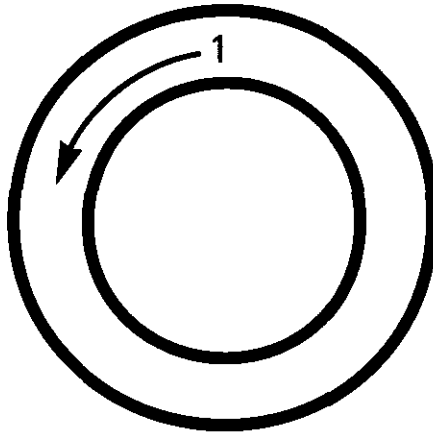
Color the sections with **O** and **o** purple.



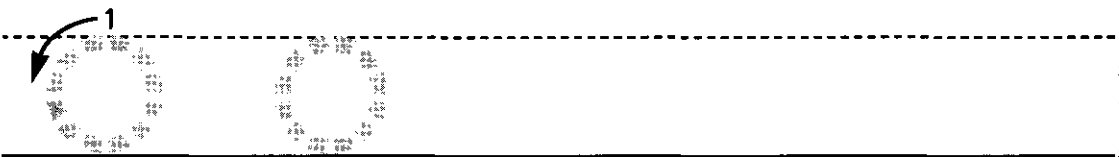
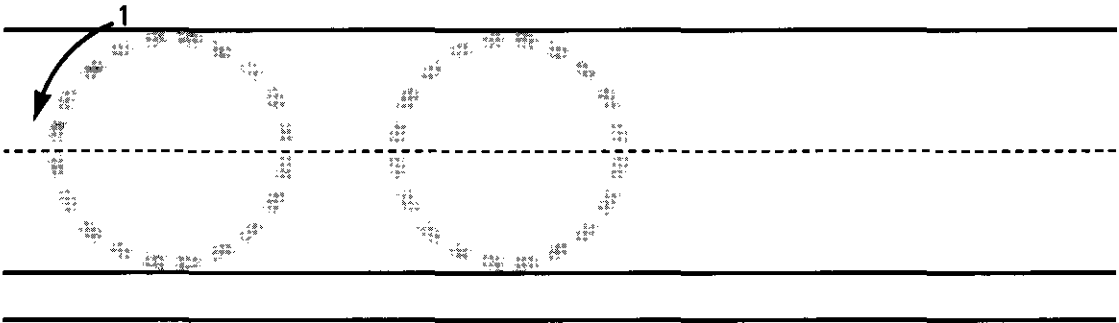
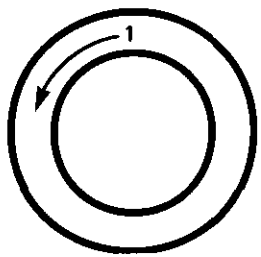
Name the pictures at the top of the page that begin with the letter **Oo**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Oo

Color the letters.



Trace and write the letters.

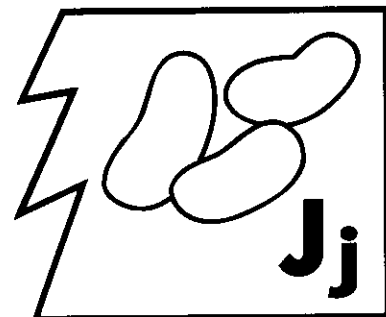
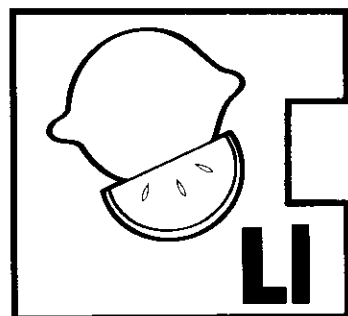
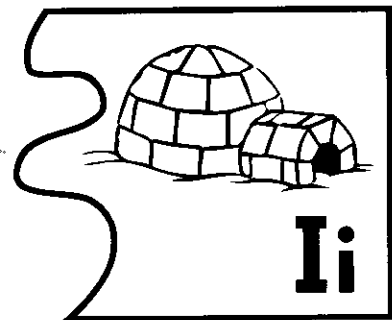
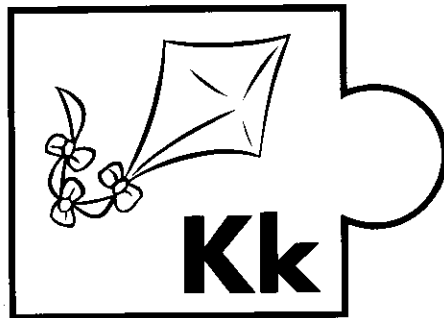
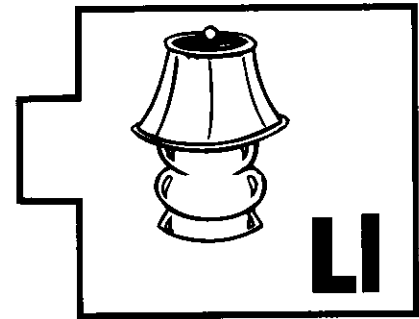
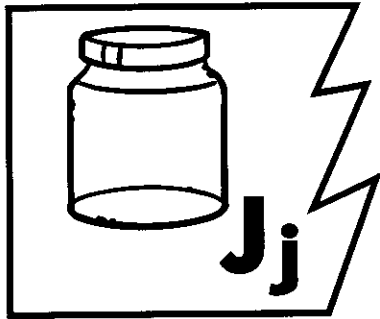
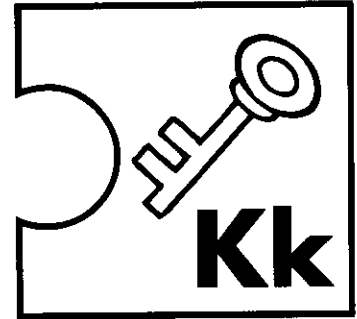
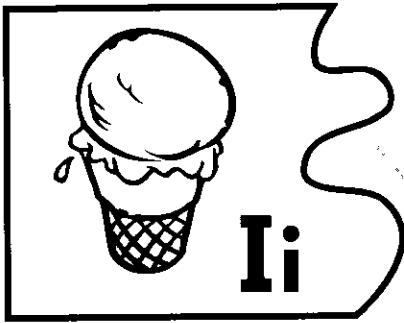


Letters 1

Help the child say the letters on the puzzle pieces. Then have him or her draw a line between the pieces with the same letters and color the pictures.

Puzzle Pieces

Match. Color the pictures.




Answer Key

As the child completes the pages in this section, review his or her answers. When you take the time to correct the work and explain mistakes, you're showing your child that you feel learning is important.

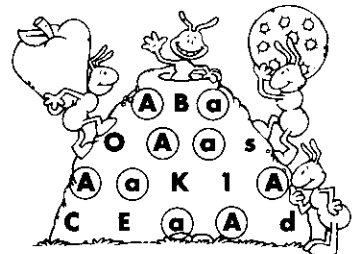
page 92

Point to and say the capital and lowercase letters A and a at the top of the page. Ask the child to find and circle all the letters A and a on the card.

The Letters A and a



Circle the letters A and a.



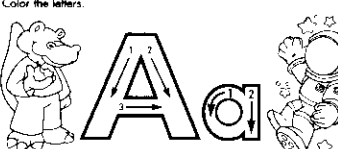
92 Recognizing Aa

page 93

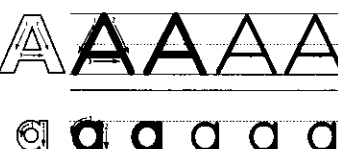
Trace the pictures at the top of the page that begin with the letter Aa. Have the child follow the arrows to trace the letters with his or her finger. Then trace him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Aa

Color the letters.



Trace and write the letters.




93 Recognizing, tracing, and writing Aa

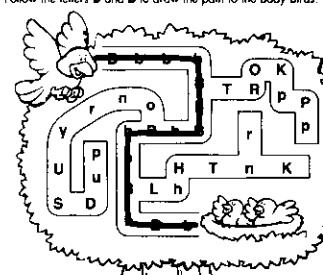
page 94

Point to and say the capital and lowercase letters B and b at the top of the page. Ask the child to draw a line from the mother bird to her babies by following the letters B and b.

The Letters B and b



Follow the letters B and b to draw the path to the baby birds.




94 Recognizing Bb

page 95

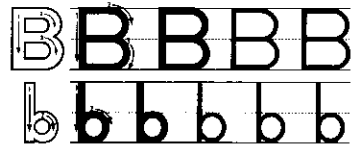
Trace the pictures at the top of the page that begin with the letter Bb. Have the child follow the arrows to trace the letters with his or her finger. Then trace him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Bb

Color the letters.



Trace and write the letters.




95 Recognizing, tracing, and writing Bb

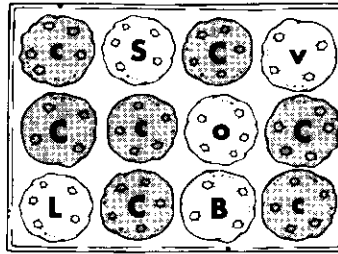
page 96

Point to and say the capital and lowercase letters C and c at the top of the page. Ask the child to find and color the cookies with the letters C or c.

The Letters C and c



Color the cookies with C or c.




96 Recognizing Cc

page 97

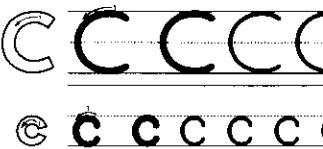
Trace the pictures at the top of the page that begin with the letter Cc. Have the child follow the arrows to trace the letters with his or her finger. Then trace him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Cc

Color the letters.



Trace and write the letters.




97 Recognizing, tracing, and writing Cc

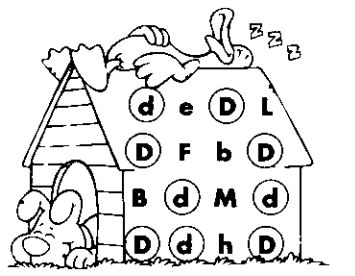
page 98

Point to and say the capital and lowercase letters D and d at the top of the page. Ask the child to find and circle all the letters D and d on the doghouse.

The Letters D and d



Circle the letters D and d.




98 Recognizing Dd

page 99

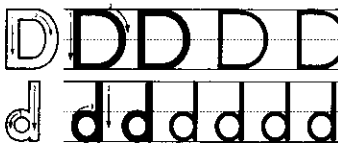
Trace the pictures at the top of the page that begin with the letter Dd. Have the child follow the arrows to trace the letters with his or her finger. Then trace him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Dd

Color the letters.



Trace and write the letters.




99 Recognizing, tracing, and writing Dd

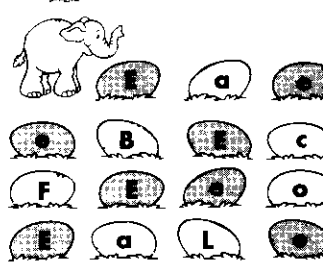
page 100

Point to and say the capital and lowercase letters E and e at the top of the page. Ask the child to find and color the eggs with the letters E or e.

The Letters E and e



Color the eggs with E or e.

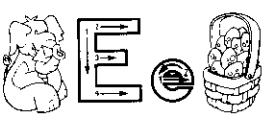


100 Recognizing Ee


Trace the pictures on the top of the page that begin with the letter Ee. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

Writing Ee

Color the letters.




Trace and write the letters.



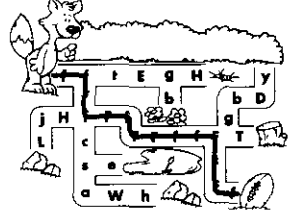
101

Point to and say the capital and lowercase letters F and f on the top of the page. Add the child to trace a few lines. Then the child to trace the letters F and f.

The Letters F and f



Follow the letters F and f to draw the path to the football.

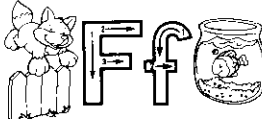


102

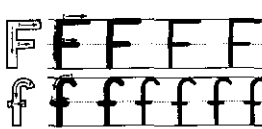
Trace the pictures on the top of the page that begin with the letter Ff. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

Writing Ff

Color the letters.




Trace and write the letters.



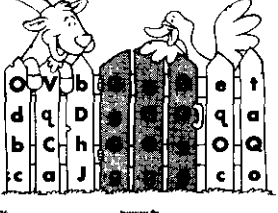
103

Trace the pictures on the top of the page that begin with the letter Gg. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

The Letters G and g




Color the G with G and g.



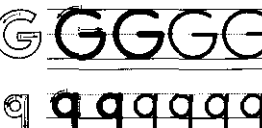
104

Trace the pictures on the top of the page that begin with the letter Gg. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

Writing Gg




Trace and write the letters.



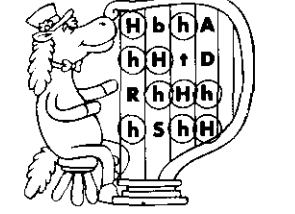
105

Trace the pictures on the top of the page that begin with the letter Hh. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

The Letters H and h



Circle the letters H and h.




106


Trace the pictures on the top of the page that begin with the letter Hh. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

Writing Hh

Color the letters.



Trace and write the letters.

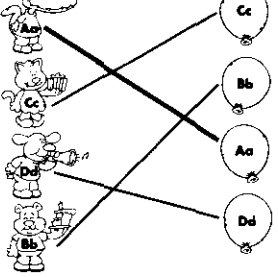


107

Trace the pictures on the top of the page that begin with the letter Ii. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

It's a Party!

Match. Color the pictures.

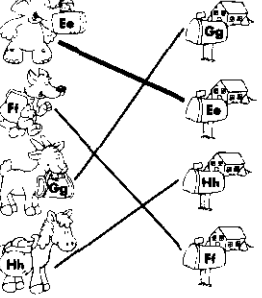


108

Trace the pictures on the top of the page that begin with the letter Jj. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

Heading Home

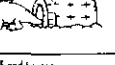
Match. Color the pictures.



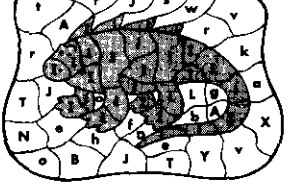
109

Trace the pictures on the top of the page that begin with the letter Kk. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

The Letters K and k



Color the sections with K and k green.

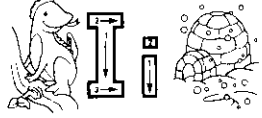


110


Trace the pictures on the top of the page that begin with the letter Ll. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

Writing Ll

Color the letters.




Trace and write the letters.



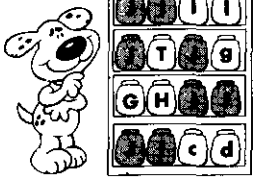
111

Trace the pictures on the top of the page that begin with the letter Mm. Then the child follows the picture to trace the letters with a pen or finger. Then trace the letters on the page. Add the child to trace and write the letters on the bottom.

The Letters M and m



Color the M with M and m.




112

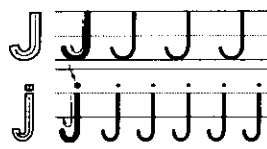
Trace the pictures at the top of the page that begin with the letter Jj. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

Writing Jj

Color the letters.



Trace and write the letters.




113

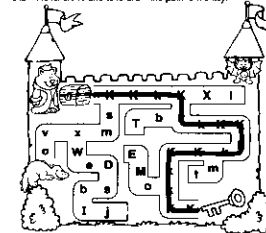
Trace the pictures at the top of the page that begin with the letter Kk. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

The Letters K and k

Color the letters.



Follow the letters K and k to draw the path to the key.




114

Trace the pictures at the top of the page that begin with the letter Kk. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

Writing Kk

Color the letters.



Trace and write the letters.




115

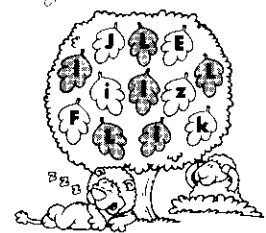
Trace the pictures at the top of the page that begin with the letter L and l. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

The Letters L and l

Color the letters.



Color the letters with L or l.

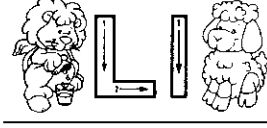


116


Trace the pictures at the top of the page that begin with the letter L. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

Writing L

Color the letters.



Trace and write the letters.




117

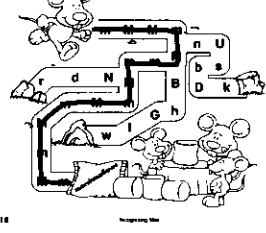
Trace the pictures at the top of the page that begin with the letter M and m. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

The Letters M and m

Color the letters.



Follow the letters M and m to draw the path to the marshmallows.




118


Trace the pictures at the top of the page that begin with the letter Mm. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

Writing Mm

Color the letters.



Trace and write the letters.




119

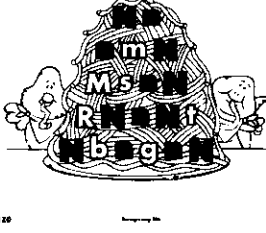
Trace the pictures at the top of the page that begin with the letter N and n. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

The Letters N and n

Color the letters.



Color the letters N and n.




120

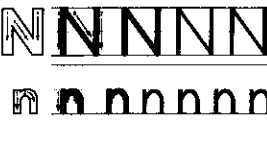
Trace the pictures at the top of the page that begin with the letter Nn. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

Writing Nn

Color the letters.



Trace and write the letters.




121

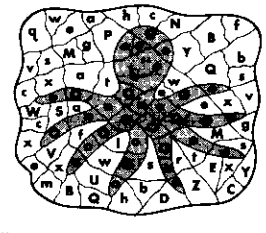
Trace the pictures at the top of the page that begin with the letter O and o. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

The Letters O and o

Color the letters.



Color the sections with O and o.

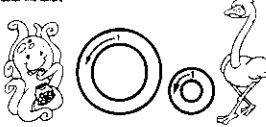


122

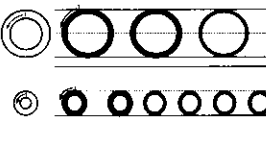
Trace the pictures at the top of the page that begin with the letter Oo. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

Writing Oo

Color the letters.



Trace and write the letters.

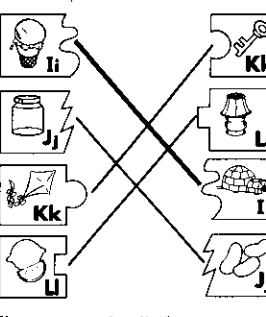


123

Trace the pictures at the top of the page that begin with the letter Pp. Then the child follows the arrows to trace the letters with his or her finger. Then turn the page and color the letters and the child to trace and write the letters at the bottom.

Puzzle Pieces

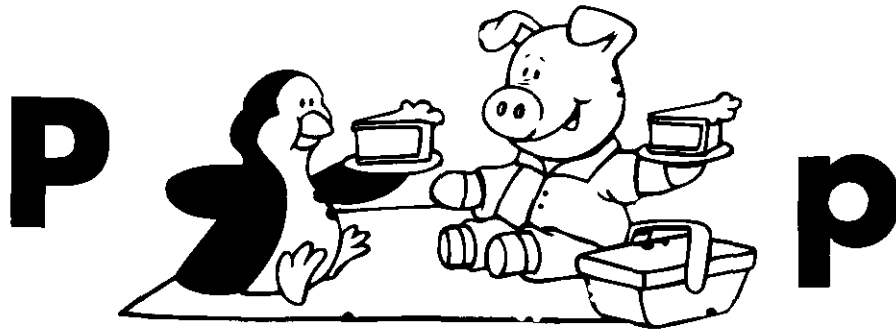
Match. Color the pictures.



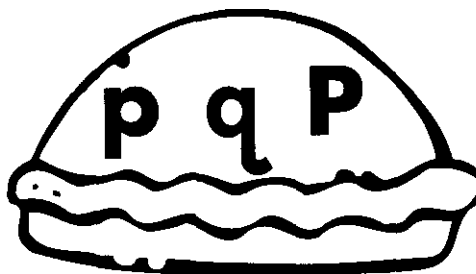
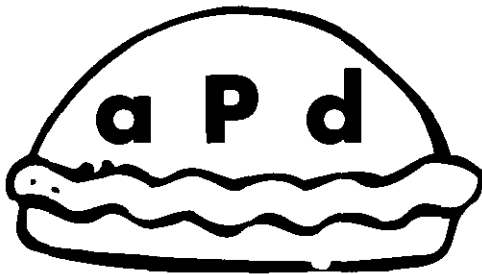
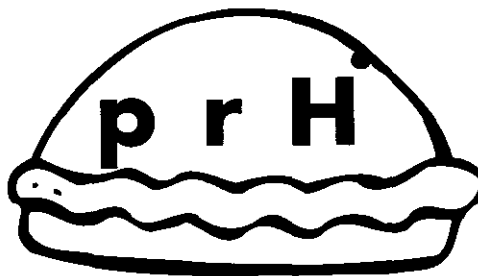
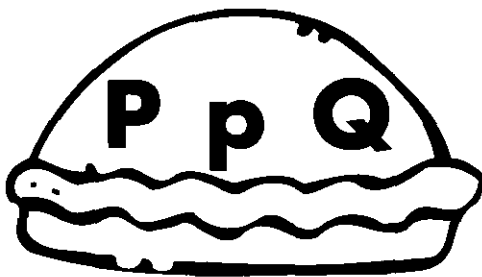
124

Point to and say the capital and lowercase letters **P** and **p** at the top of the page. Ask the child to find and circle the letters **P** and **p** on each pie.

The Letters P and p



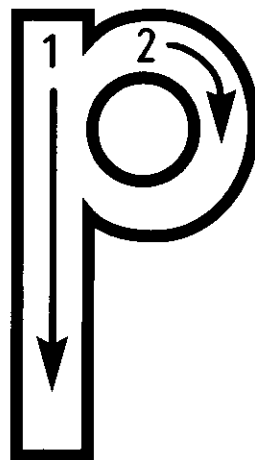
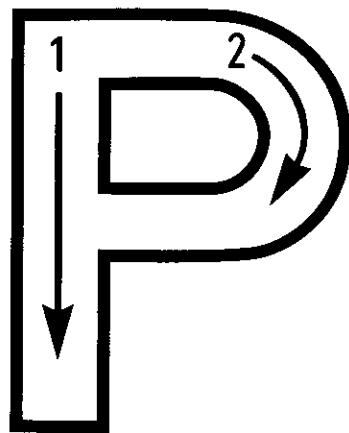
Circle the letters **P** and **p**.



Name the pictures at the top of the page that begin with the letter **Pp**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

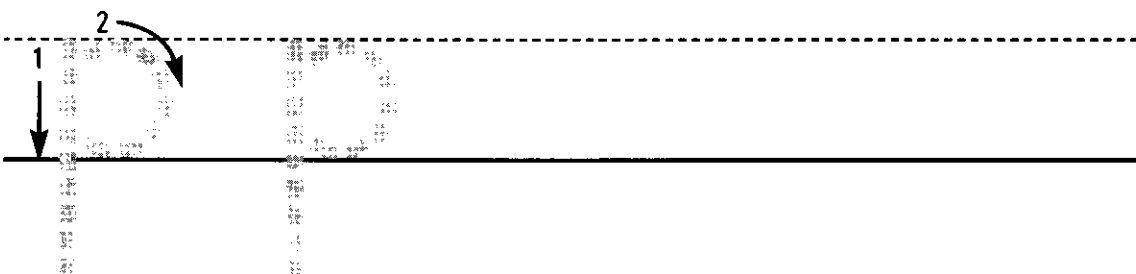
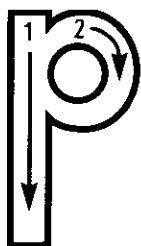
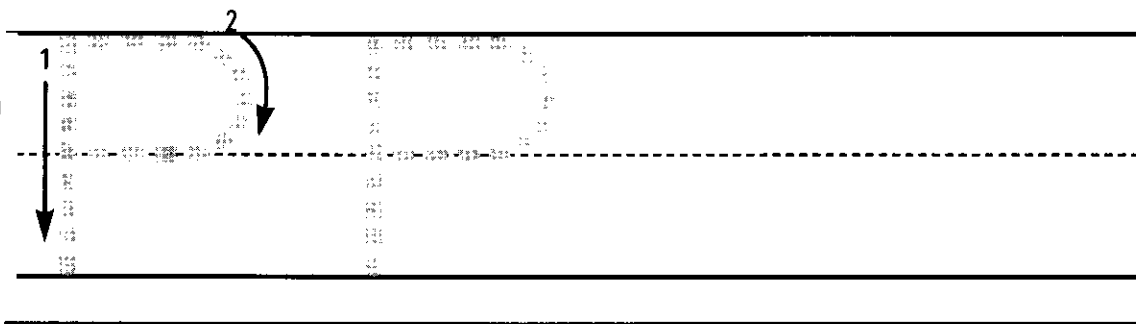
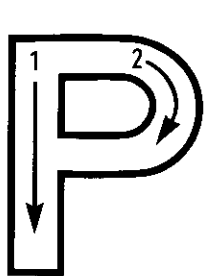
Writing Pp

Color the letters.



Letters II

Trace and write the letters.

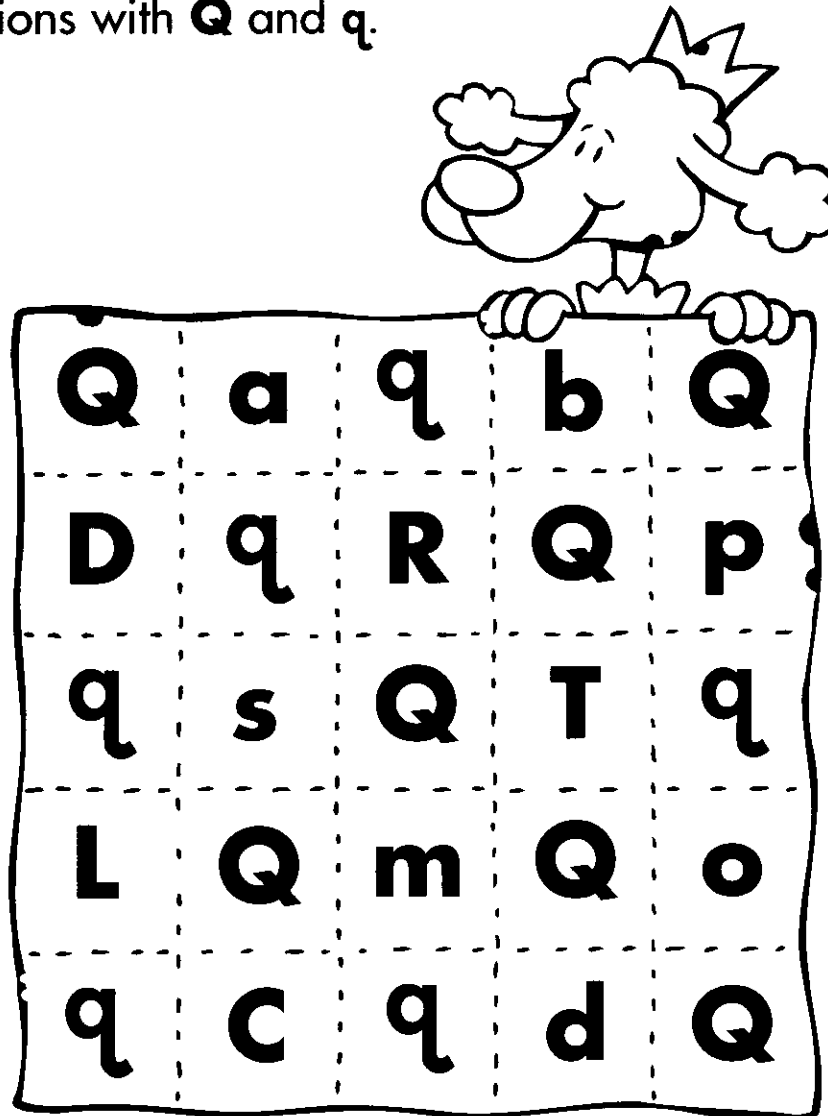


Point to and say the capital and lowercase letters **Q** and **q** at the top of the page. Ask the child to find and color the areas on the quilt with the letters **Q** and **q**.

The Letters **Q** and **q**



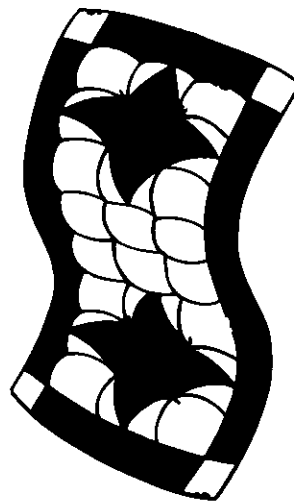
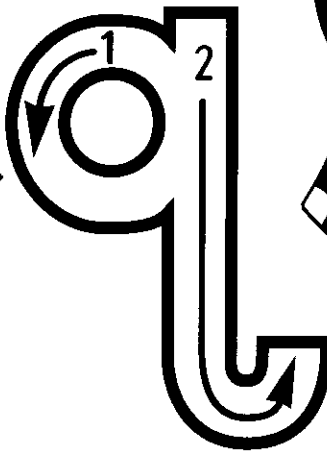
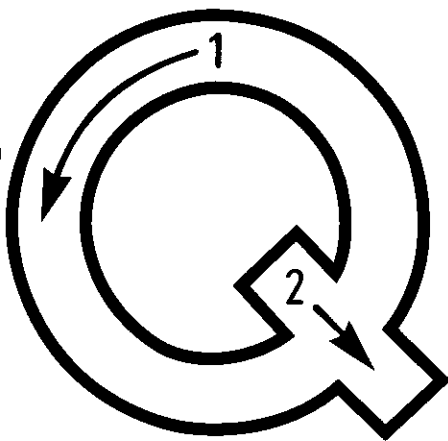
Color the sections with **Q** and **q**.



Name the pictures at the top of the page that begin with the letter **Qq**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

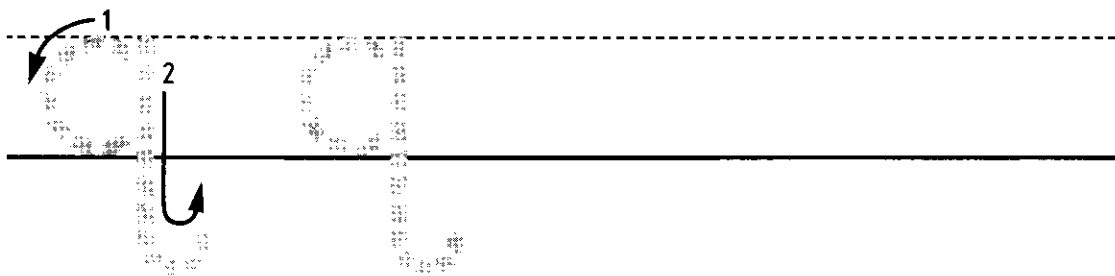
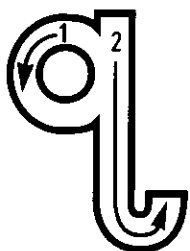
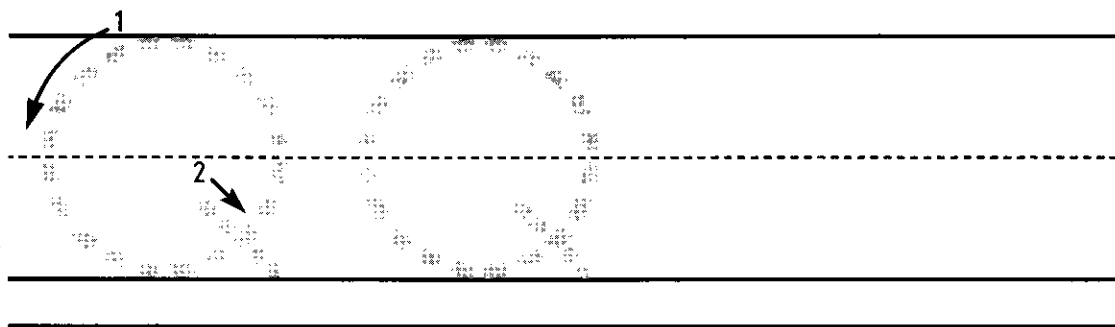
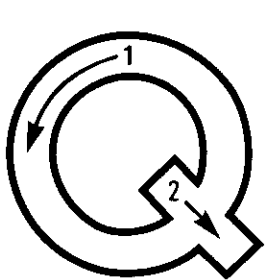
Writing Qq

Color the letters.



Letters II

Trace and write the letters.



Point to and say the capital and lowercase letters **R** and **r** at the top of the page. Ask the child to draw a line from the rabbit to the radishes by following the letters **R** and **r**.

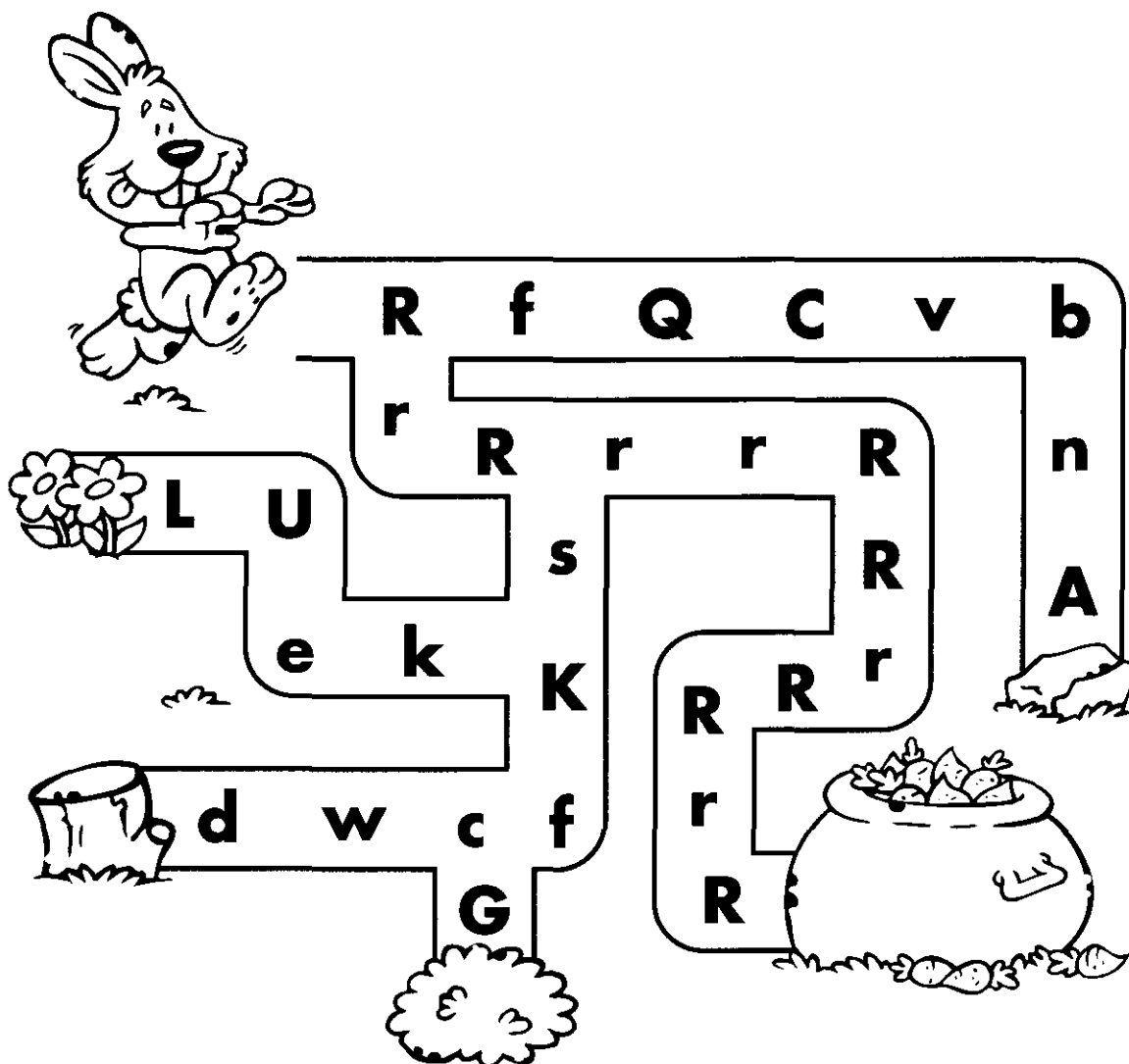
The Letters R and r

R



r

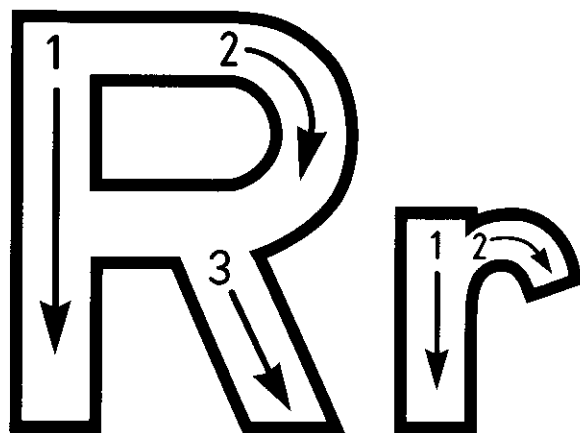
Follow the letters **R** and **r** to draw the path to the radishes.



Name the pictures at the top of the page that begin with the letter **Rr**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

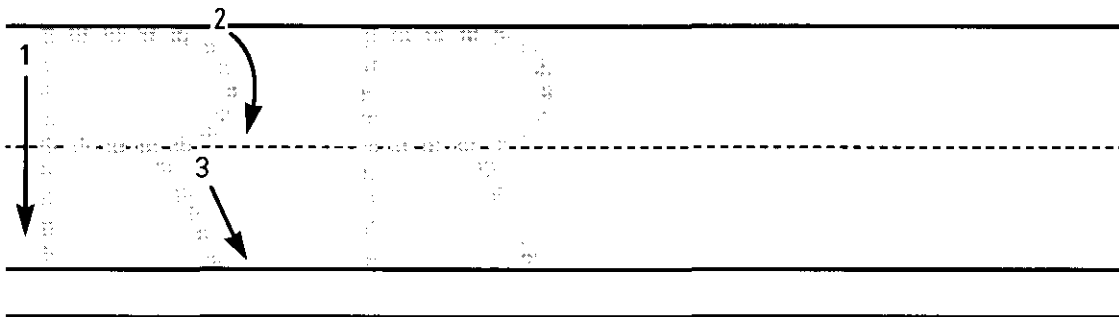
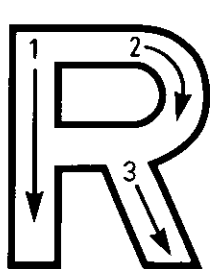
Writing Rr

Color the letters.



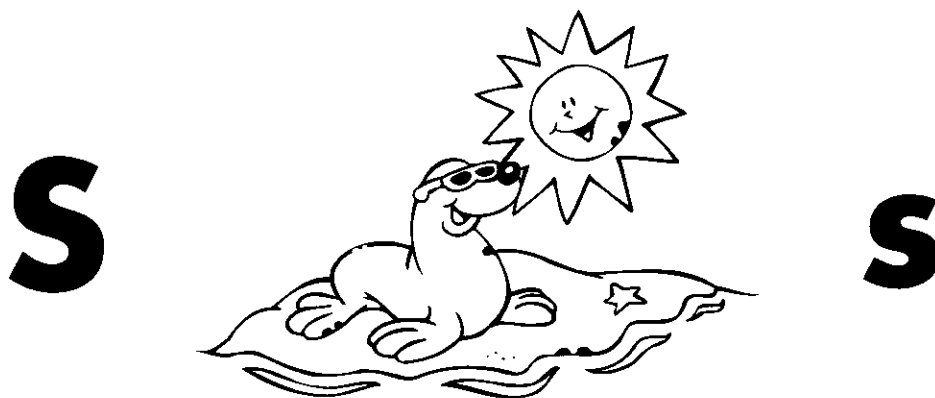
Letters II

Trace and write the letters.

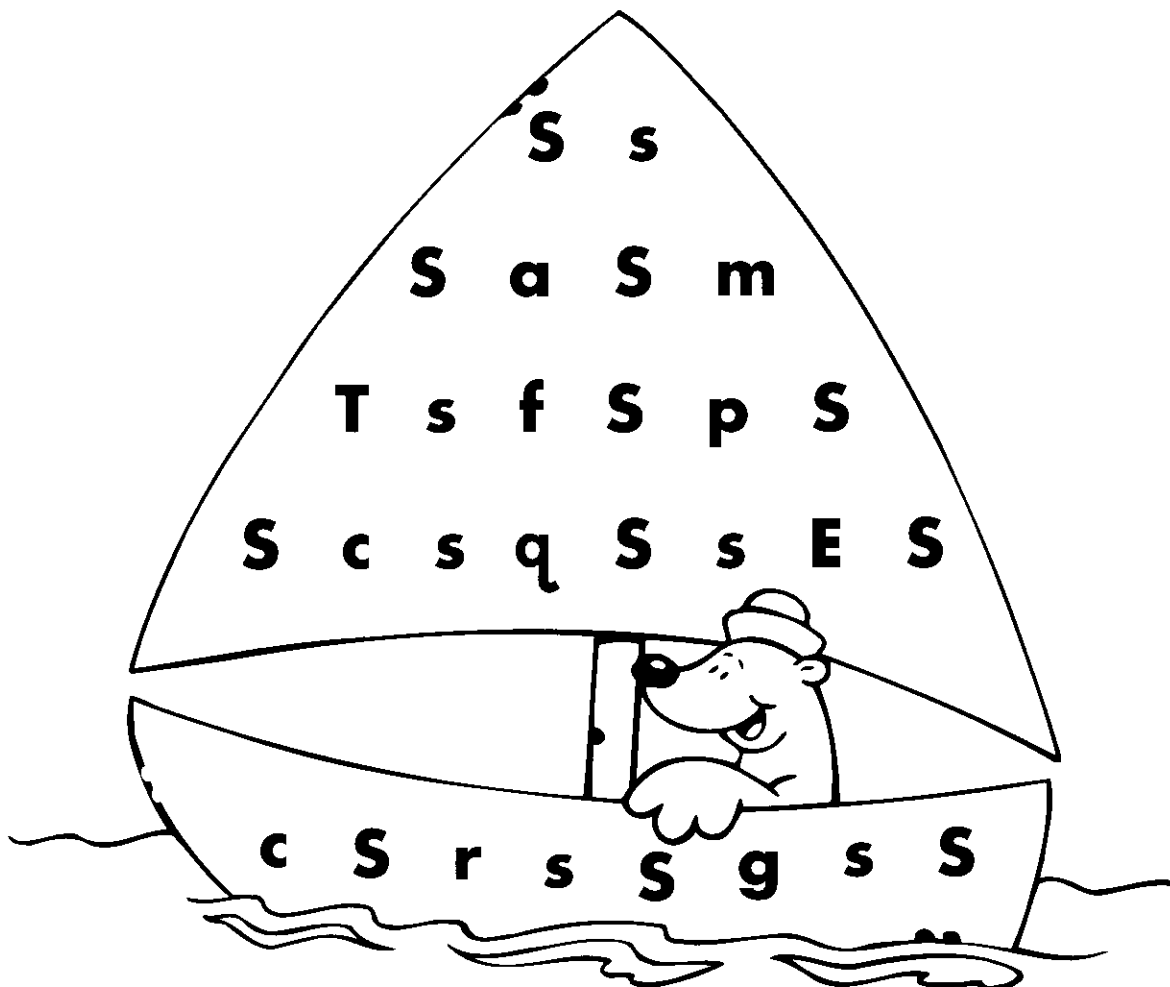


Point to and say the capital and lowercase letters **S** and **s** at the top of the page. Ask the child to find and circle all the letters **S** and **s** on the sailboat.

The Letters **S** and **s**



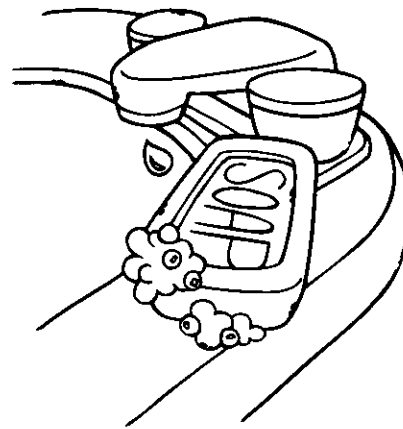
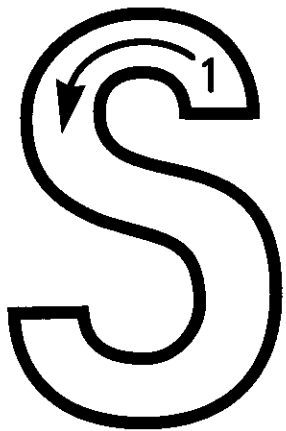
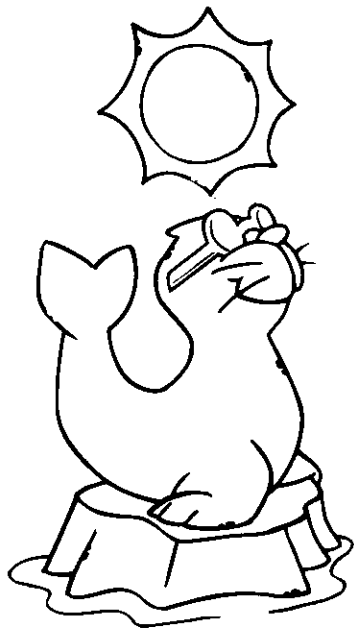
Circle the letters **S** and **s**.



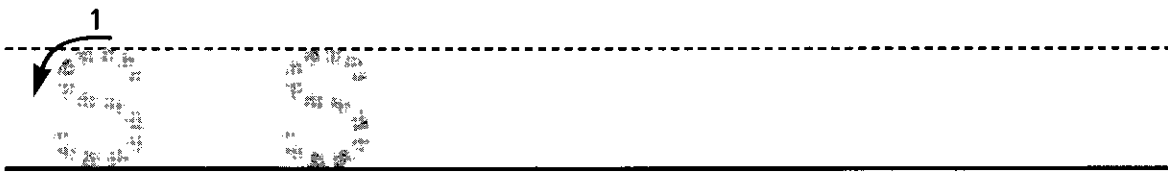
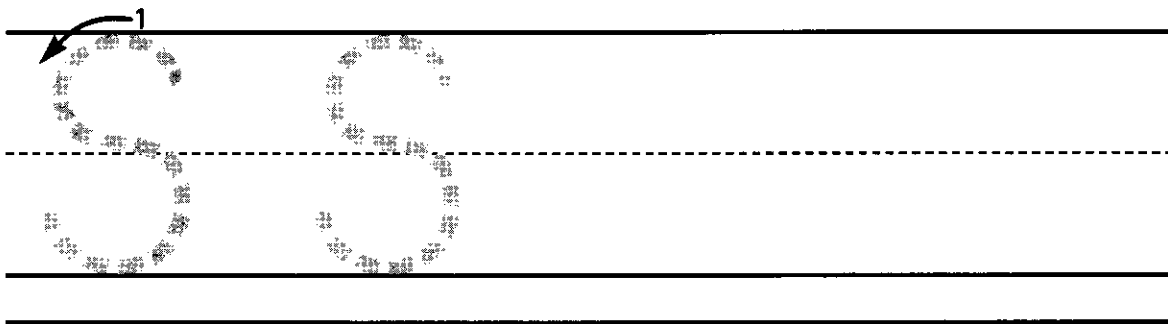
Name the pictures at the top of the page that begin with the letter **Ss**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Ss

Color the letters.



Trace and write the letters.

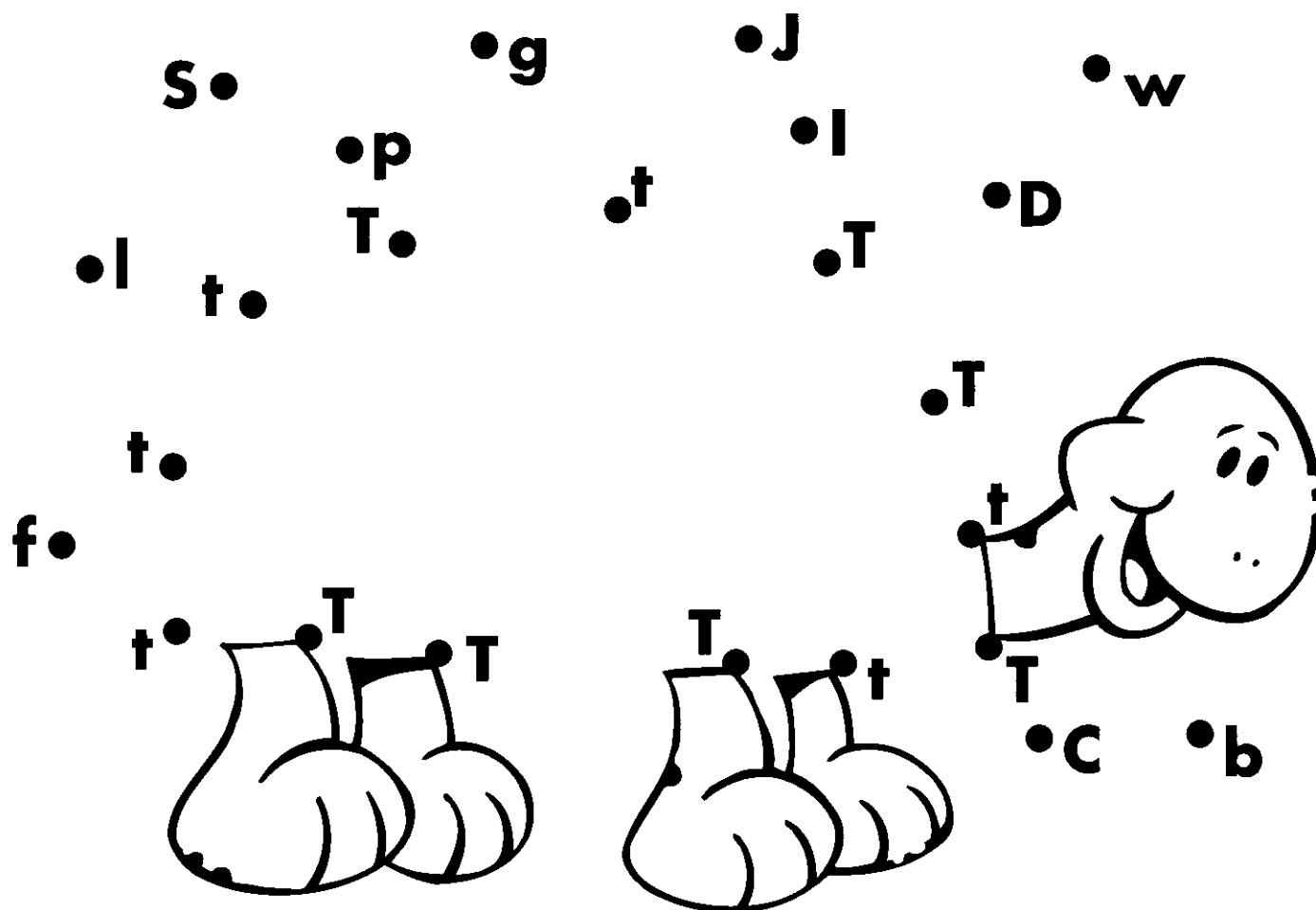


Point to and say the capital and lowercase letters **T** and **t** at the top of the page. Ask the child to draw a line connecting the letters **T** and **t** to finish the picture.

The Letters T and t



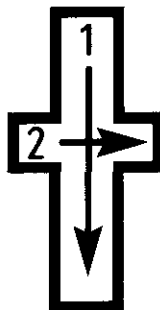
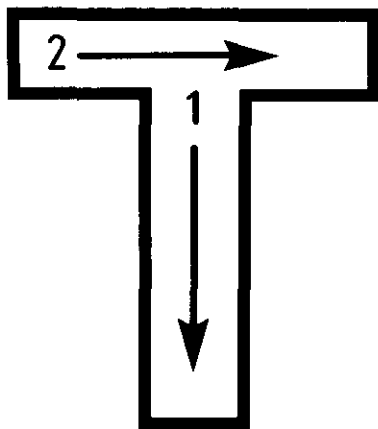
Draw a line to connect the letters **T** and **t**.



Name the pictures at the top of the page that begin with the letter **Tt**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

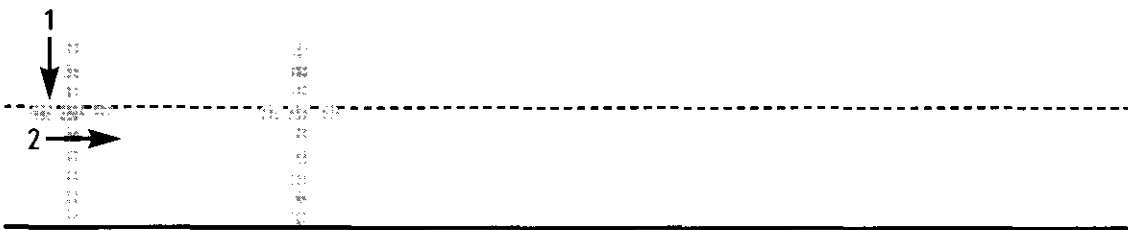
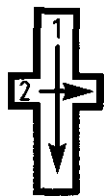
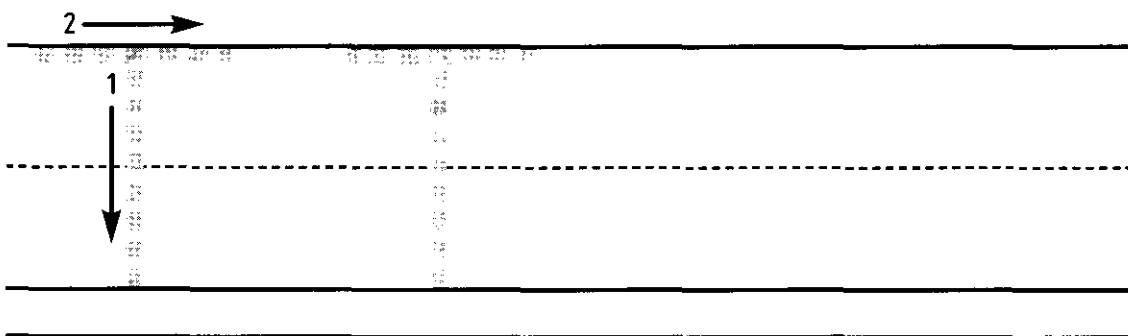
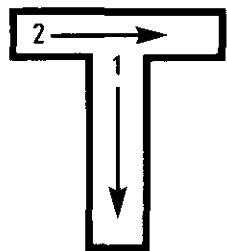
Writing Tt

Color the letters.



Letters II

Trace and write the letters.



Point to and say the capital and lowercase letters **U** and **u** at the top of the page. Ask the child to find and color all the sections with the letters **U** and **u**.

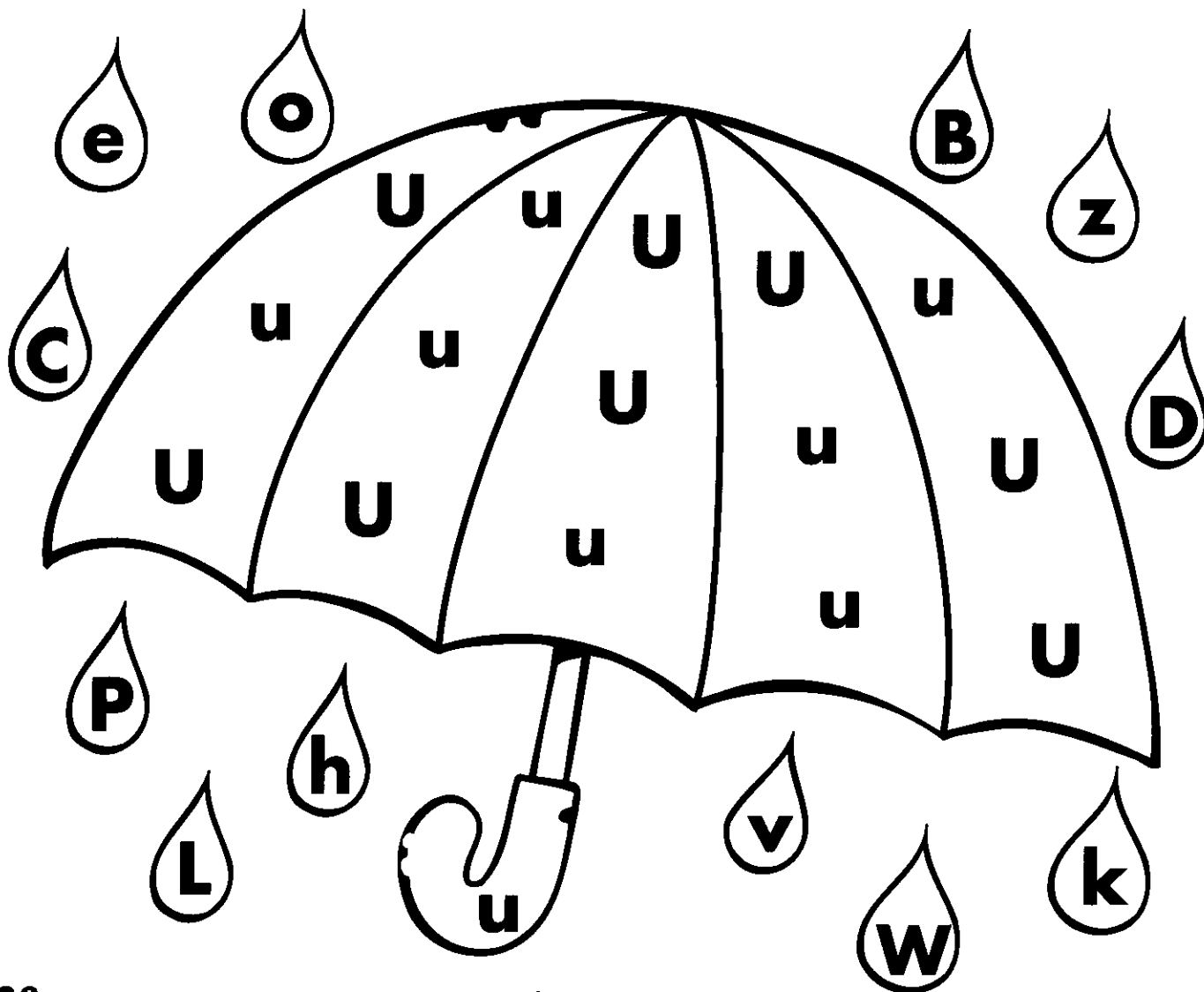
The Letters **U** and **u**

U



u

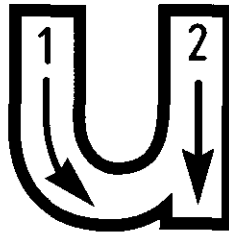
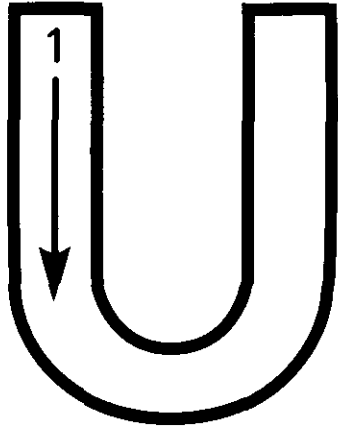
Color the sections with **U** and **u**.



Name the pictures at the top of the page that begin with the letter **Uu**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

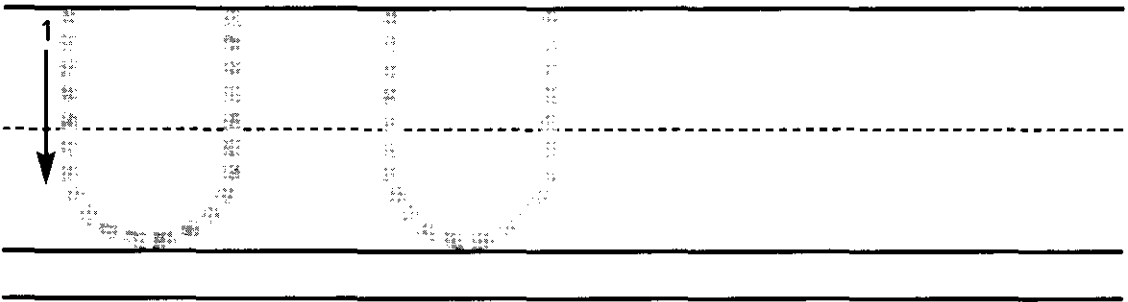
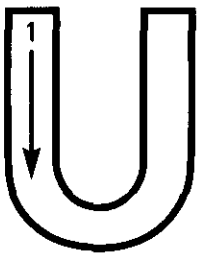
Writing Uu

Color the letters.



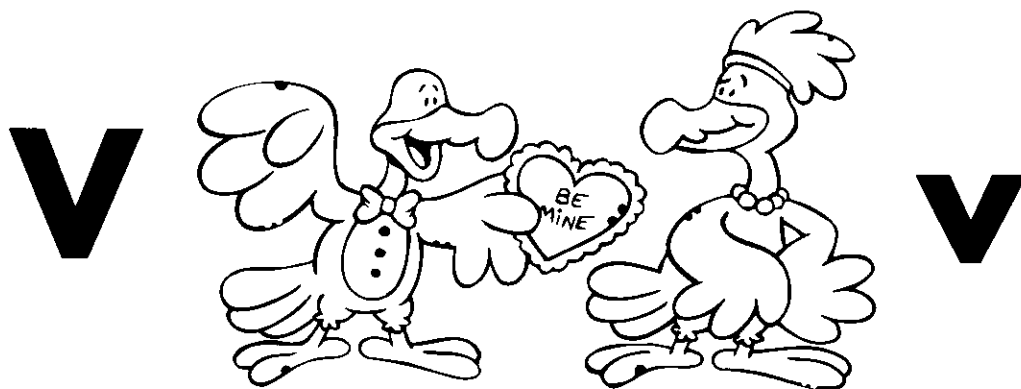
Letters II

Trace and write the letters.

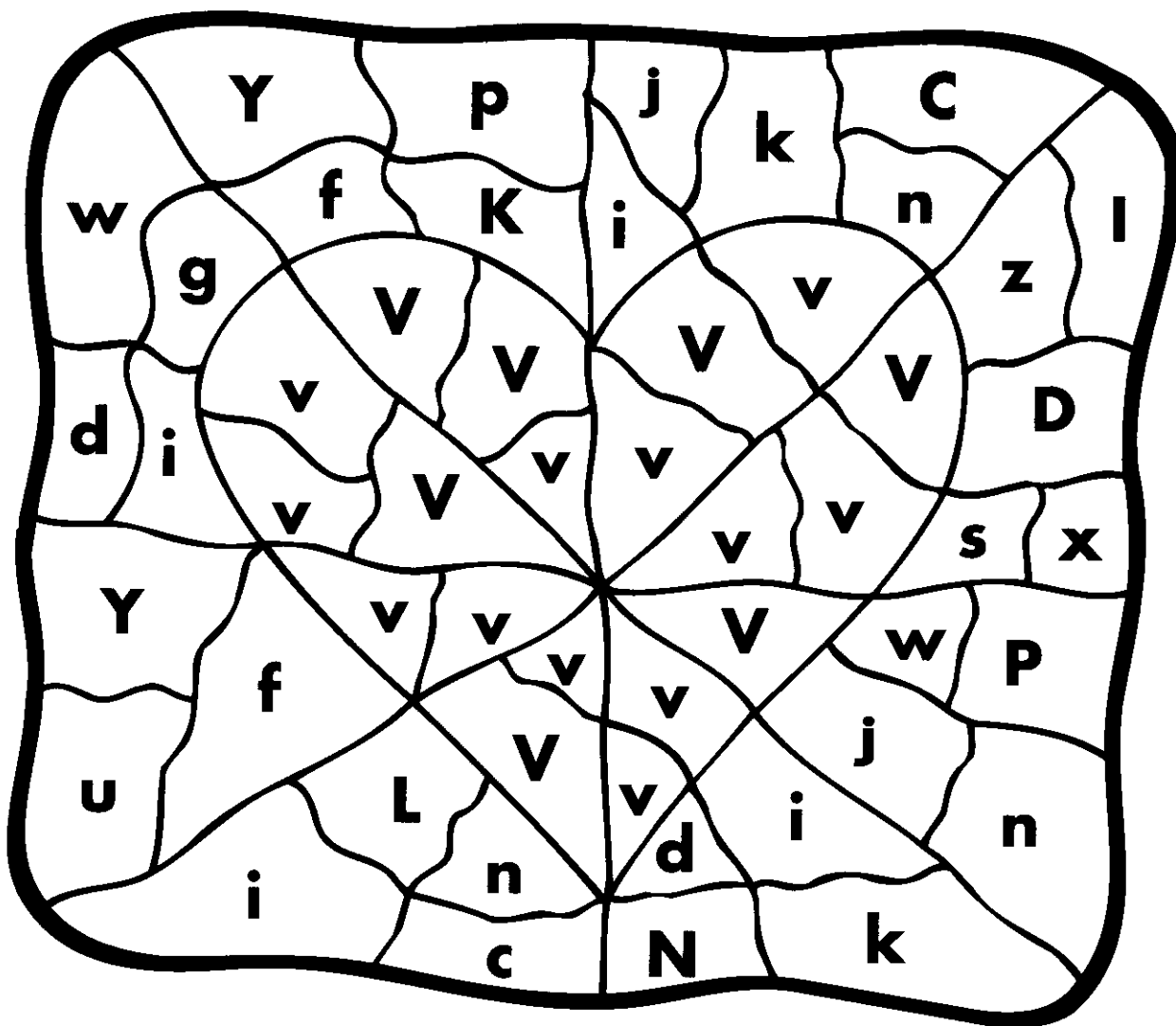


Point to and say the capital and lowercase letters **V** and **v** at the top of the page. Ask the child to find and color all the sections with the letters **V** and **v** red to reveal the hidden picture.

The Letters **V** and **v**



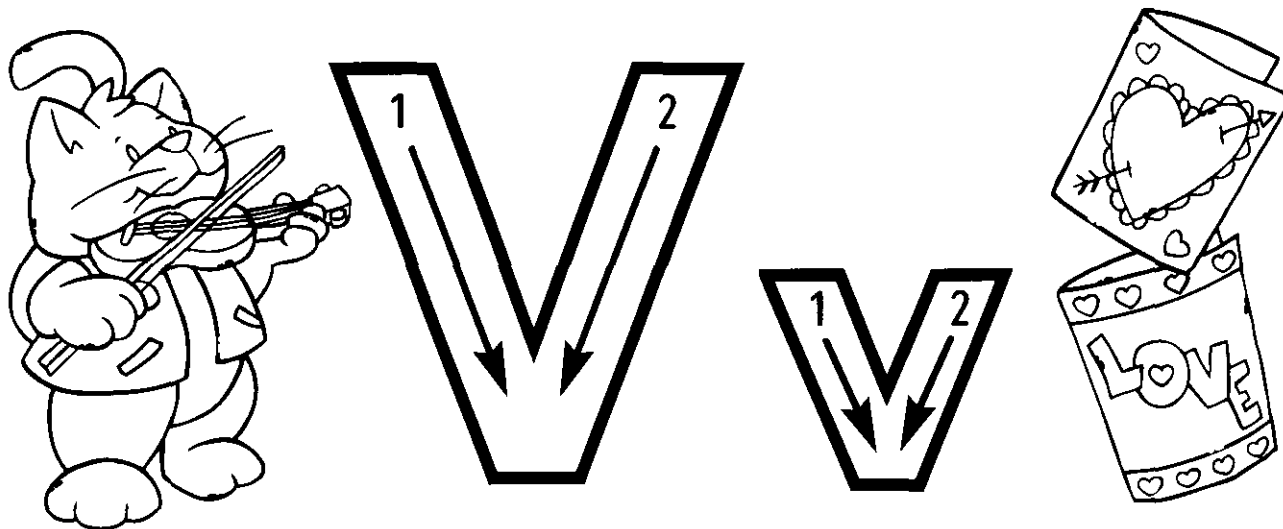
Color the sections with **V** and **v** red.



Name the pictures at the top of the page that begin with the letter **Vv**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

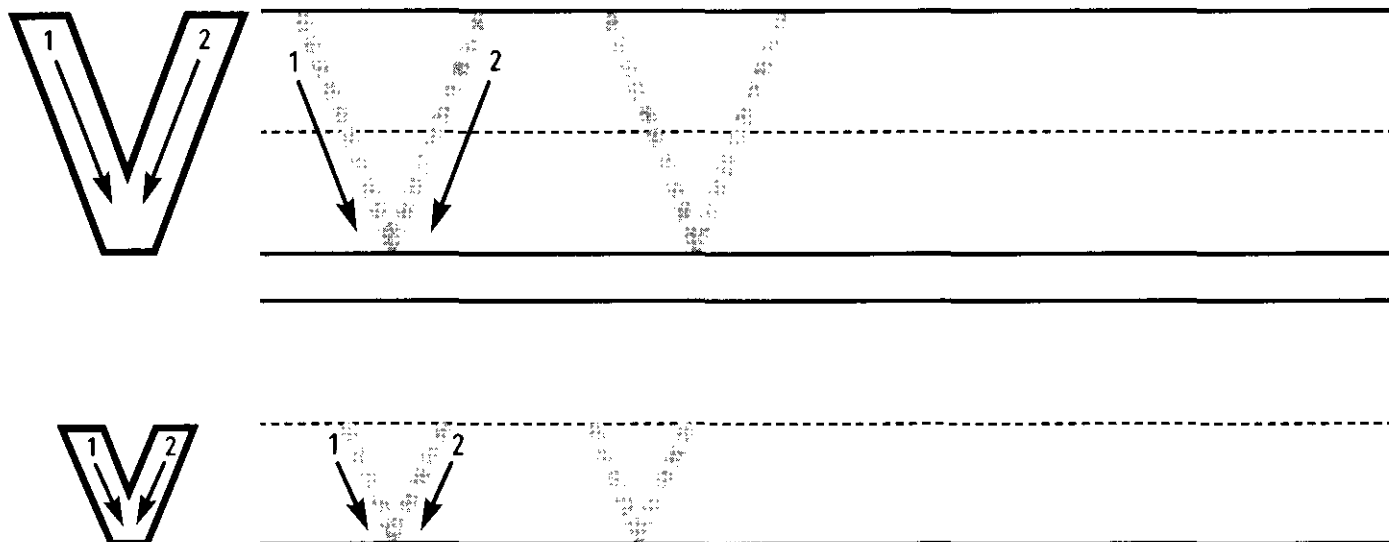
Writing Vv

Color the letters.



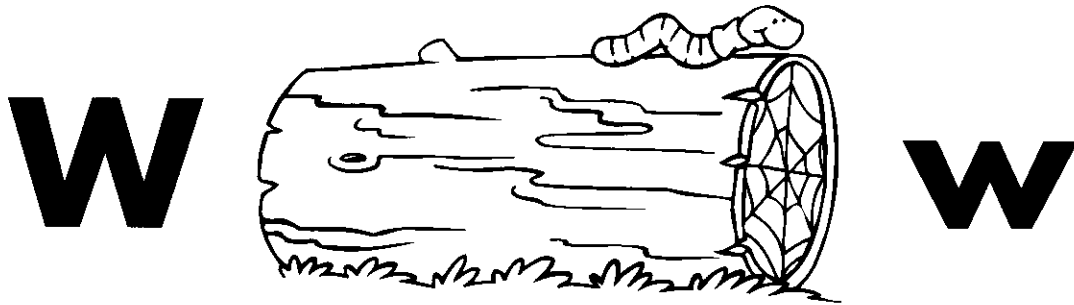
Letters II

Trace and write the letters.

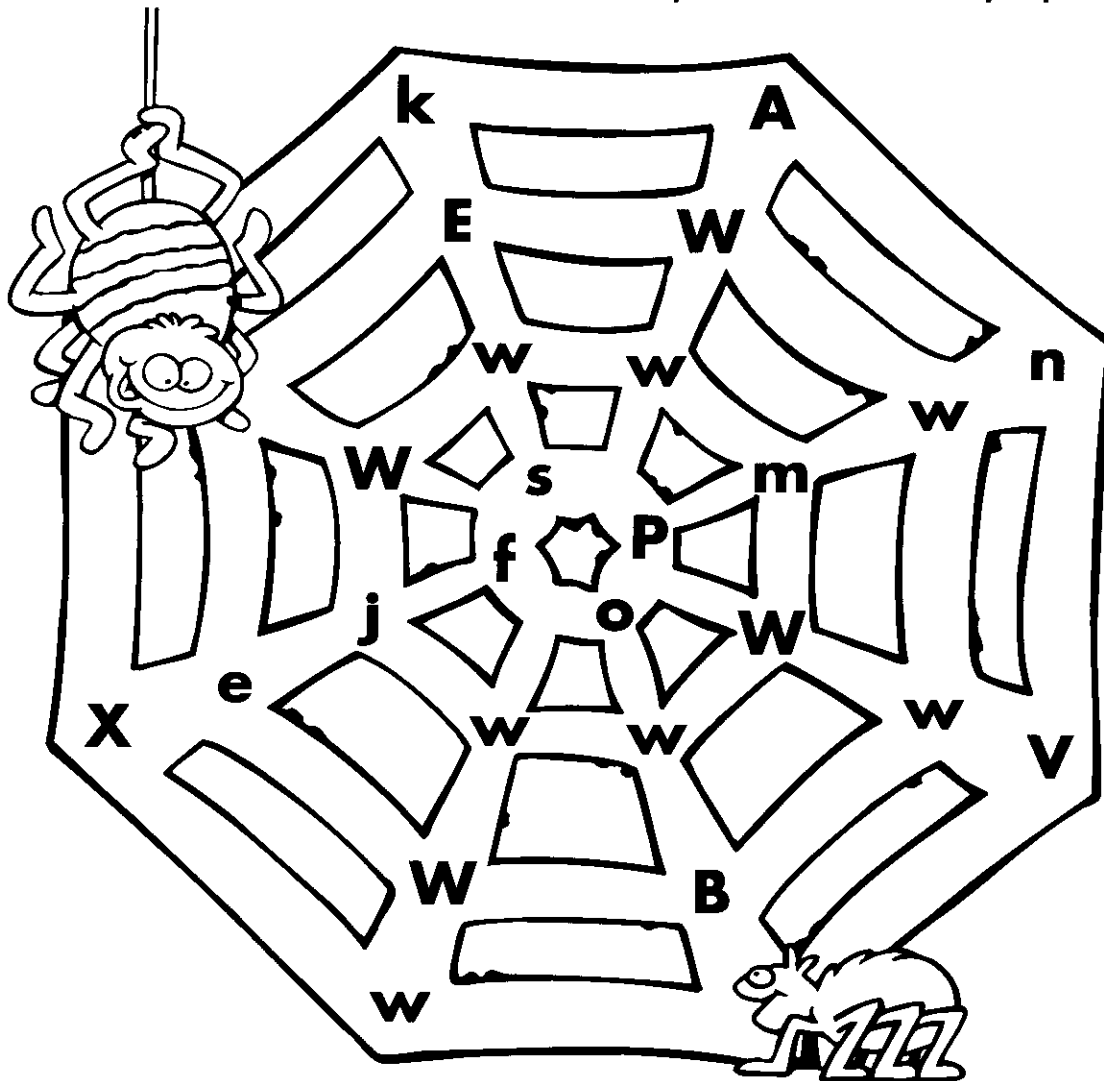


Point to and say the capital and lowercase letters **W** and **w** at the top of the page. Ask the child to draw a line through the web from the mother spider to the baby spider by following the letters **W** and **w**.

The Letters W and w



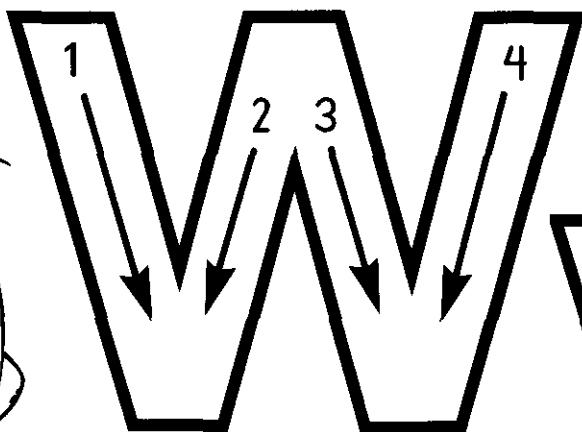
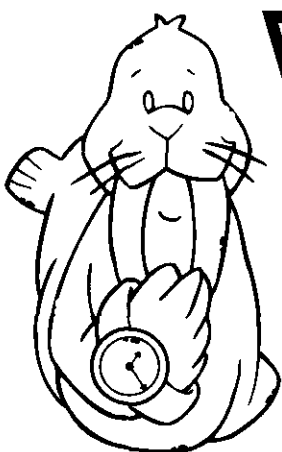
Follow the letters **W** and **w** to draw a path to the baby spider.



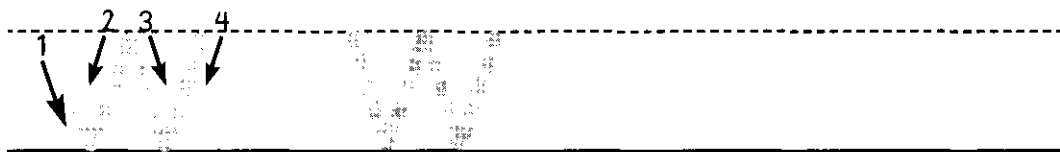
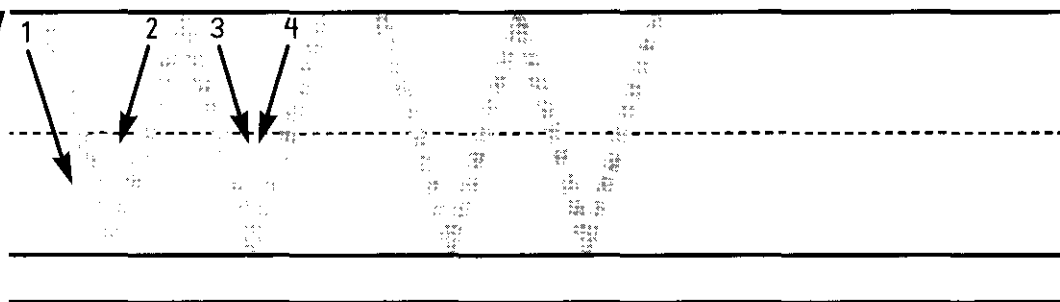
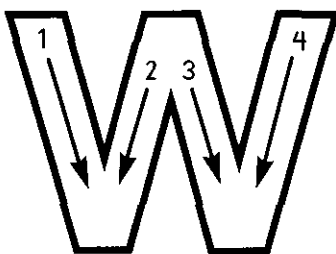
Name the pictures at the top of the page that begin with the letter **Ww**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

Writing Ww

Color the letters.

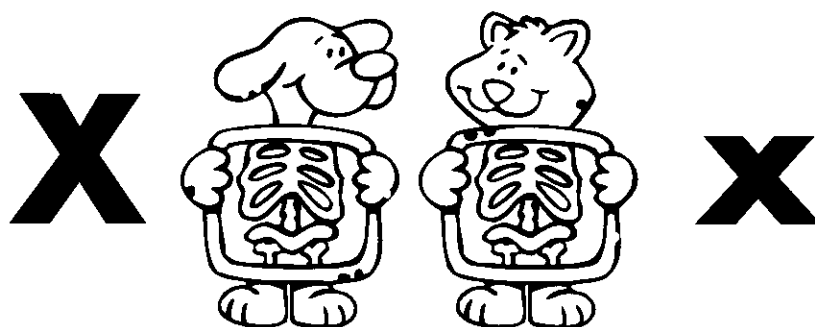


Trace and write the letters.

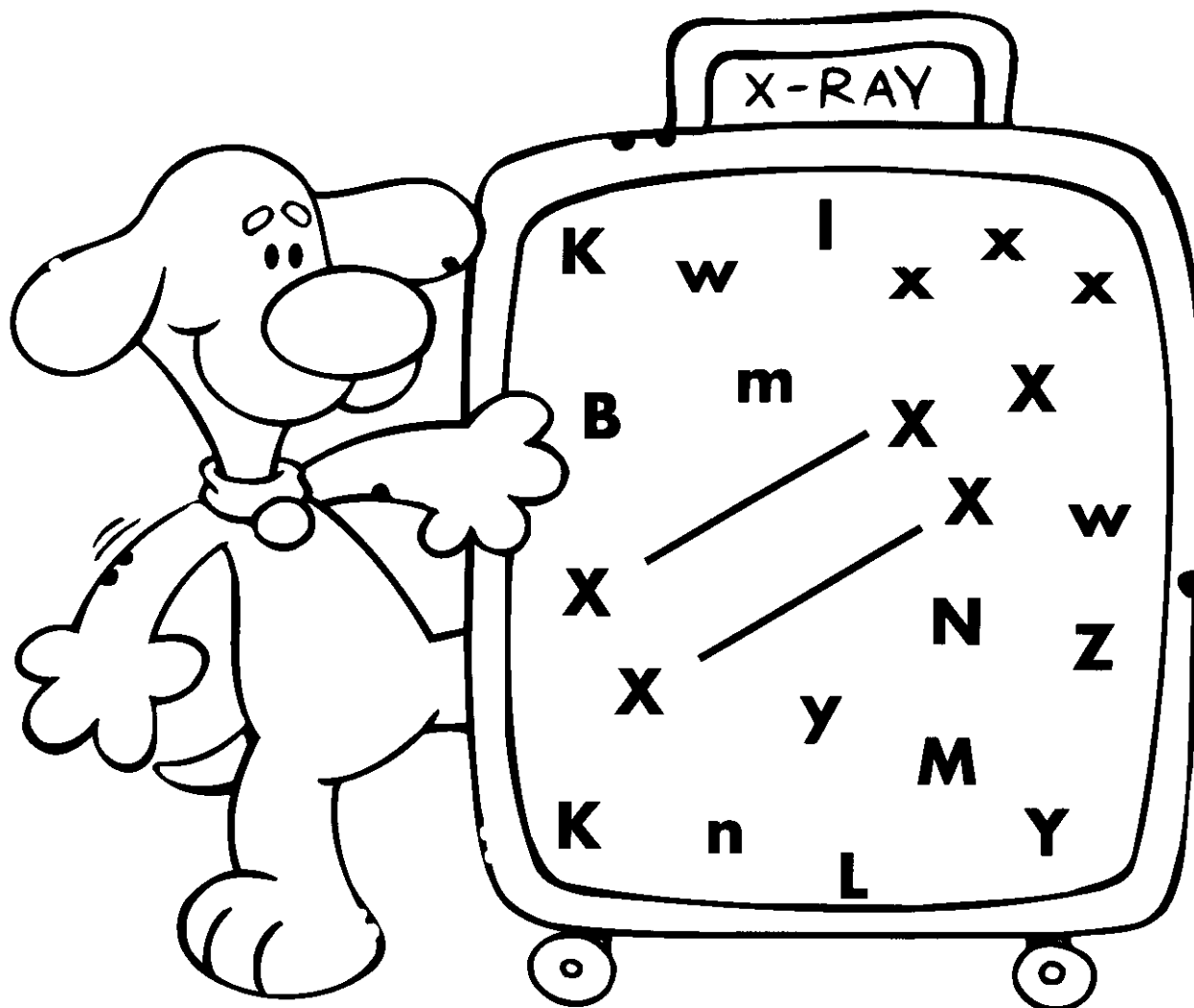


Point to and say the capital and lowercase letters **X** and **x** at the top of the page. Ask the child to draw a circle around each letter **X** and **x** to finish the picture.

The Letters **X** and **x**



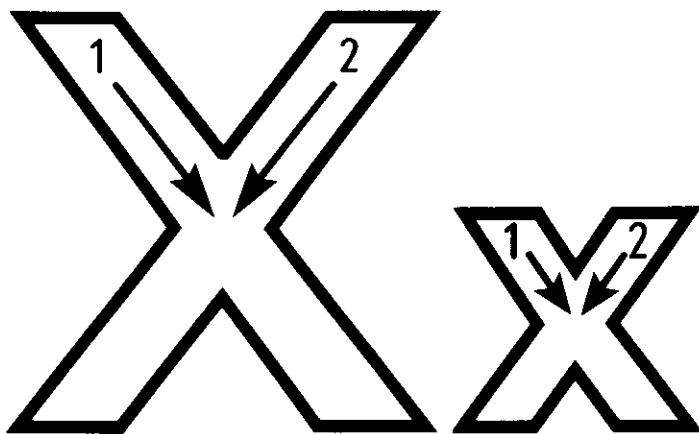
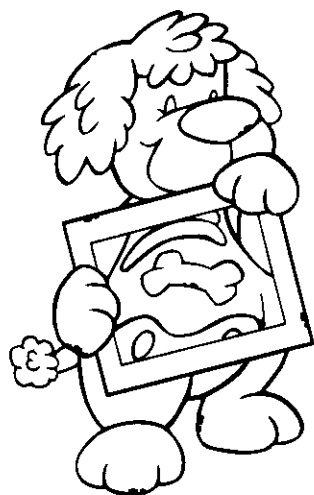
Draw a circle around the letters **X** and **x**.



Name the pictures at the top of the page that begin with the letter **Xx**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

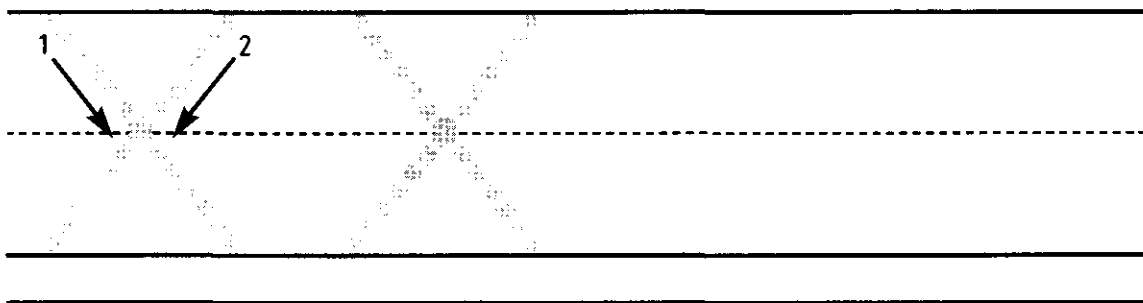
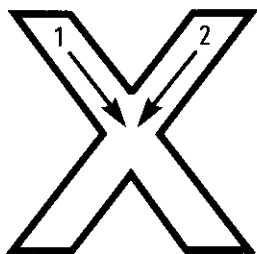
Writing Xx

Color the letters.



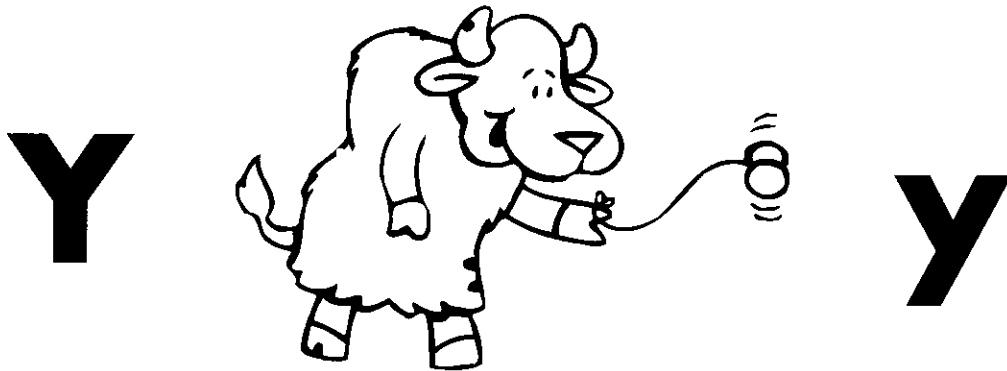
Letters II

Trace and write the letters.

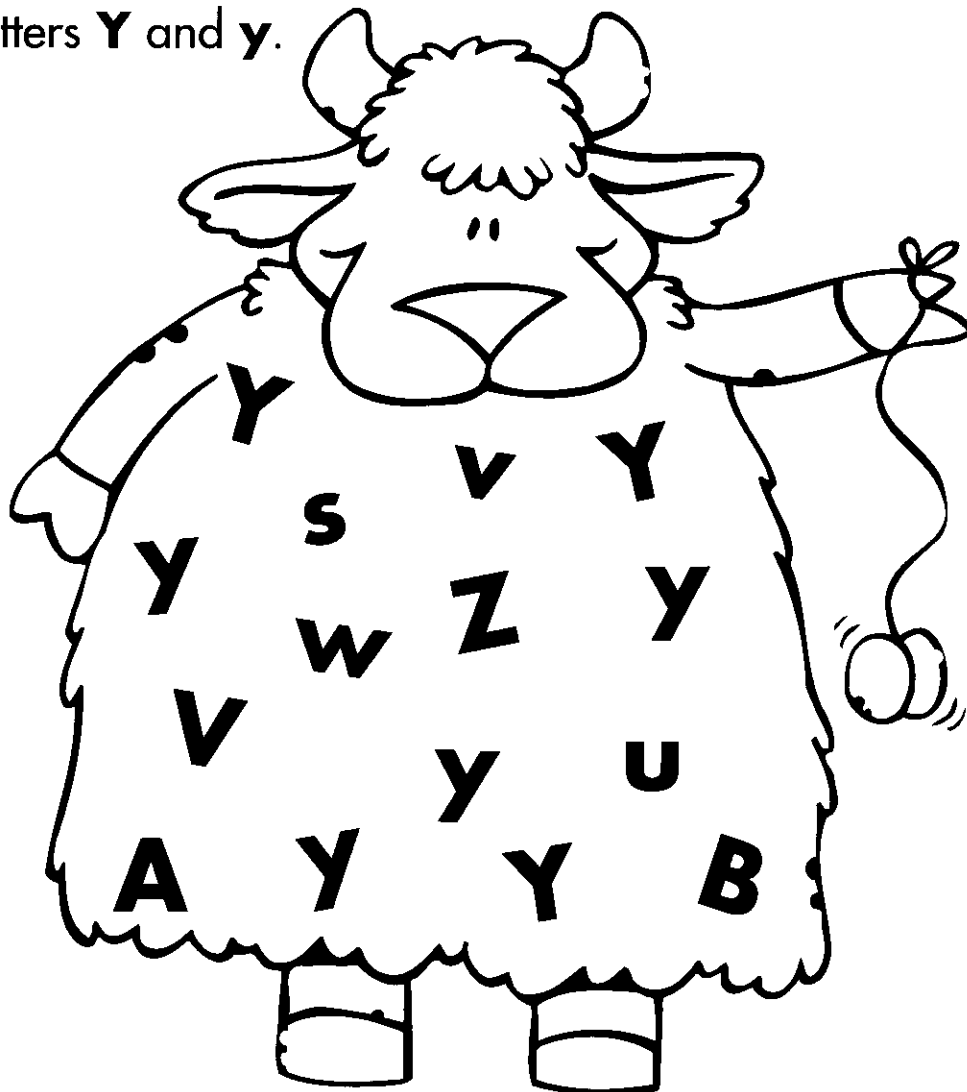


Point to and say the capital and lowercase letters **Y** and **y** at the top of the page. Ask the child to find and circle all the letters **Y** and **y** on the yak.

The Letters **Y** and **y**



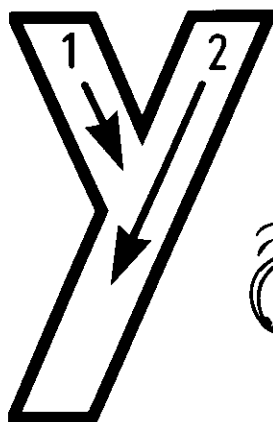
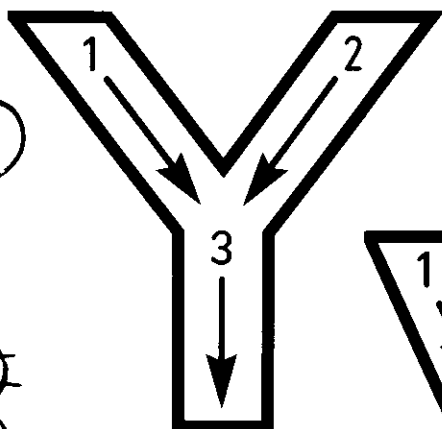
Circle the letters **Y** and **y**.



Name the pictures at the top of the page that begin with the letter **Yy**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

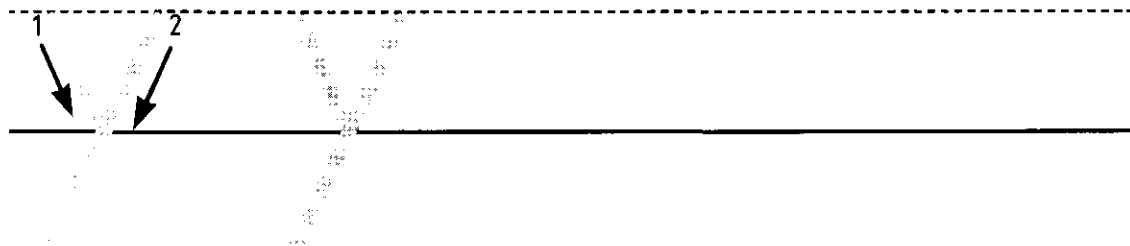
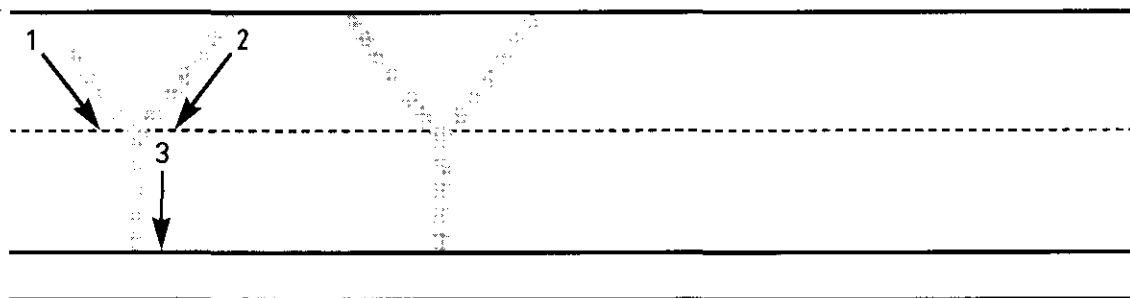
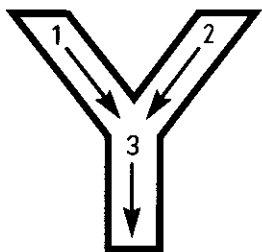
Writing Yy

Color the letters.



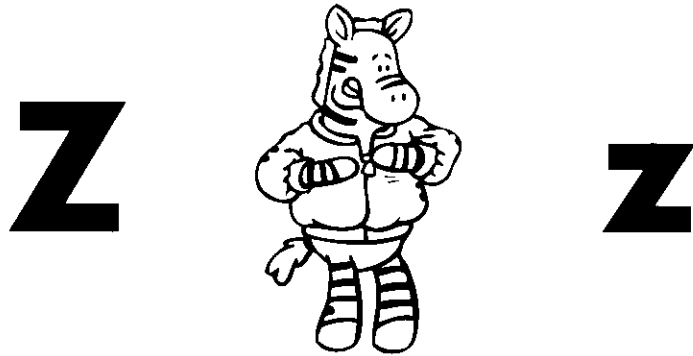
Letters II

Trace and write the letters.

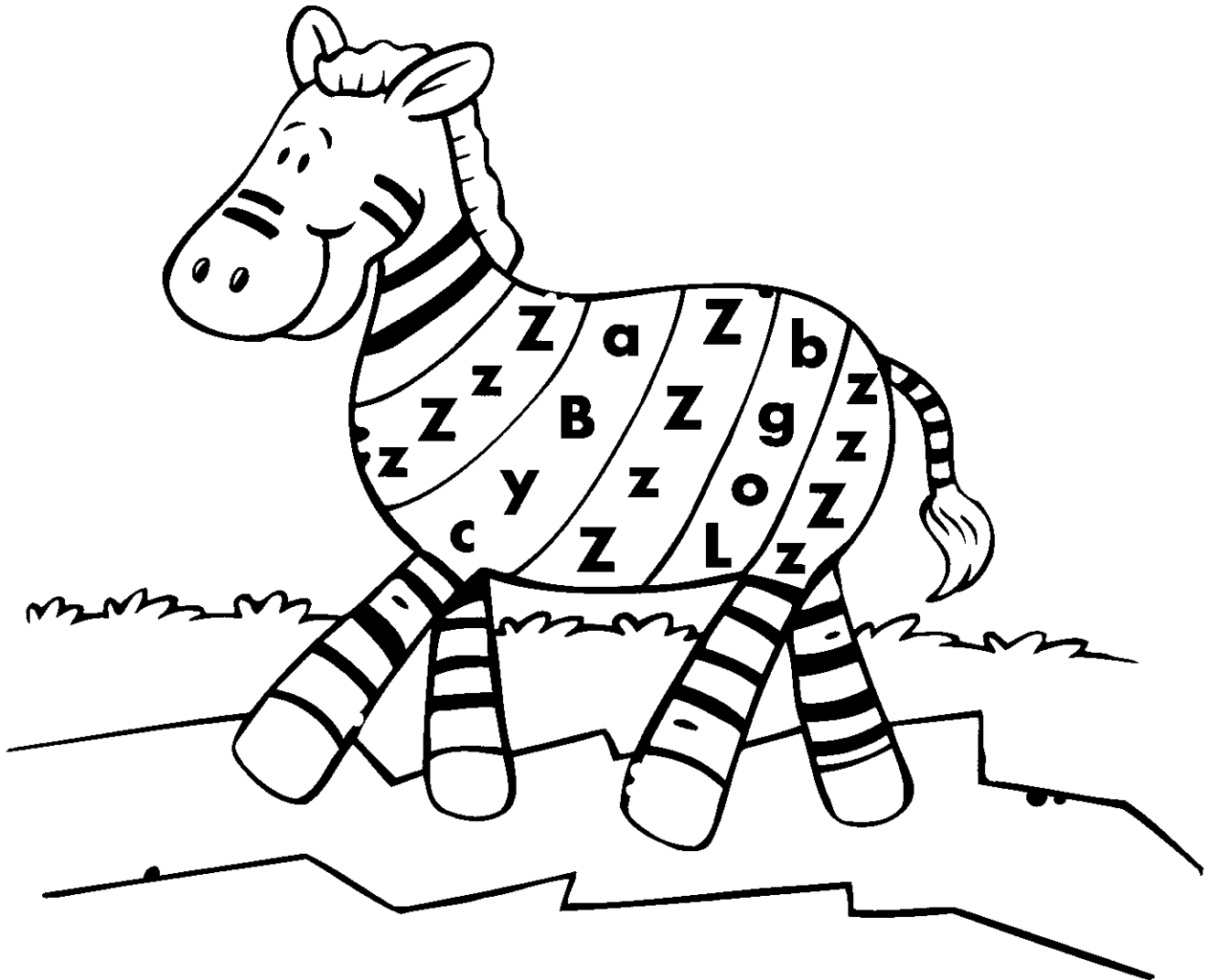


Point to and say the capital and lowercase letters **Z** and **z** at the top of the page. Ask the child to find and color the sections with the letters **Z** and **z** black.

The Letters Z and z



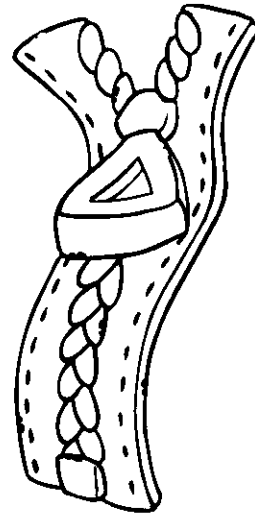
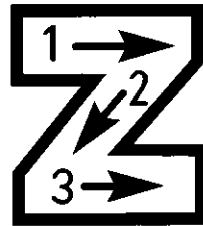
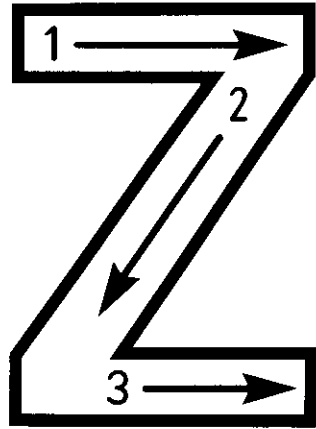
Color the sections with **Z** and **z** black.



Name the pictures at the top of the page that begin with the letter **Zz**. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters at the bottom.

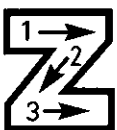
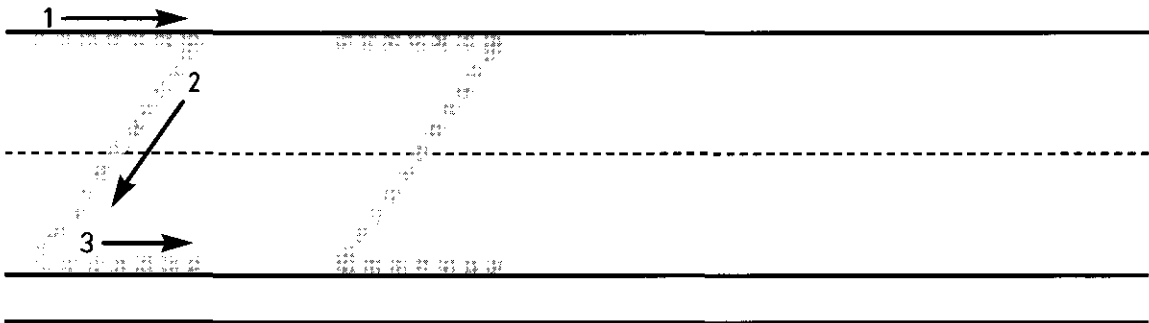
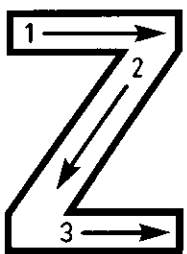
Writing Zz

Color the letters.



Letters II

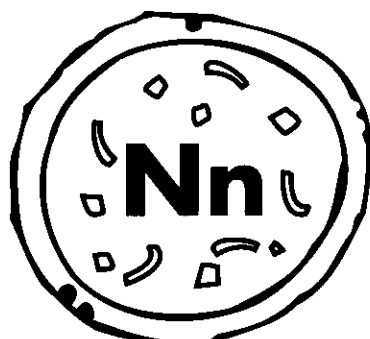
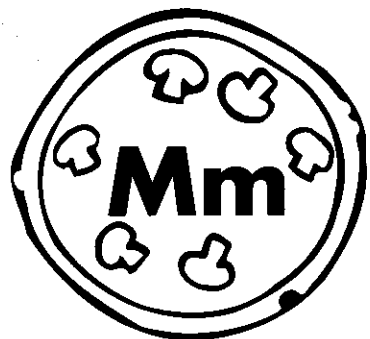
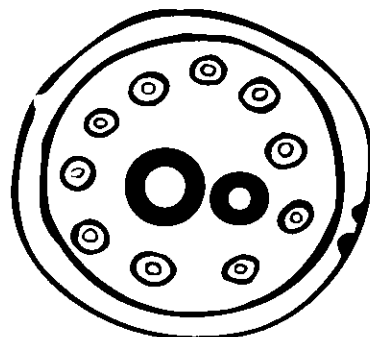
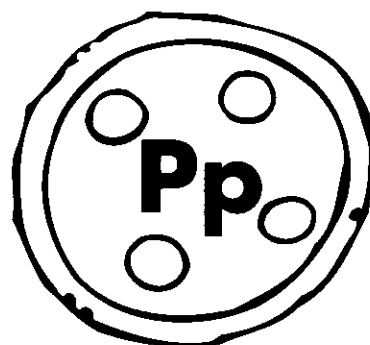
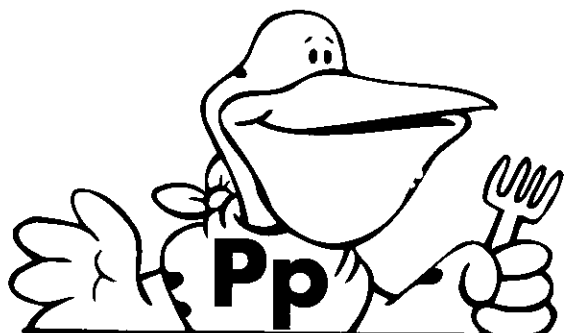
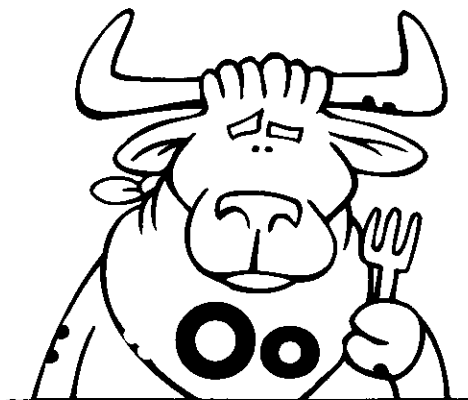
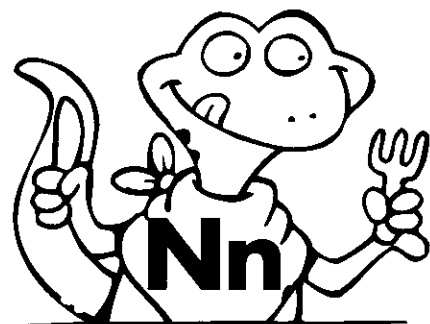
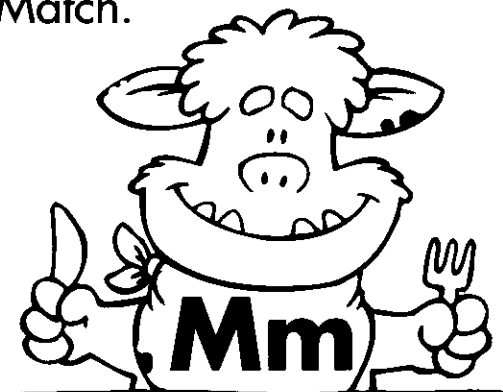
Trace and write the letters.



Help the child say the letters on the characters' napkins. Then have him or her draw a line to the pizza with the matching letters.

Pizza Time

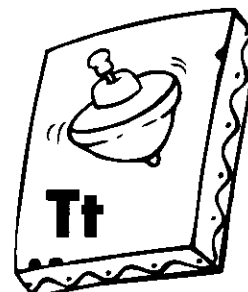
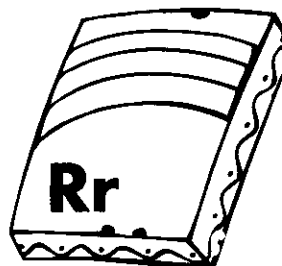
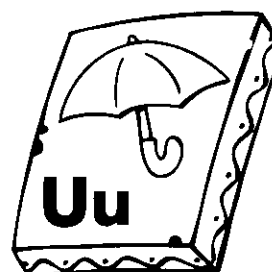
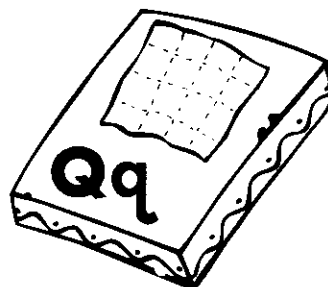
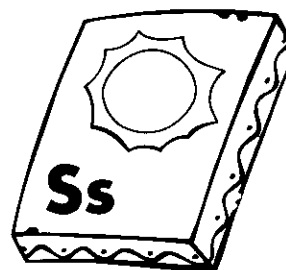
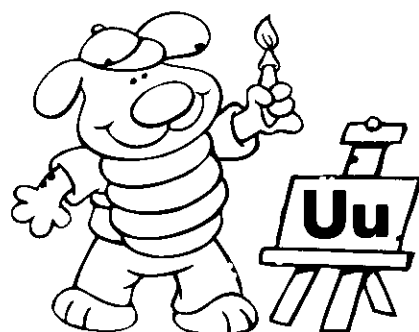
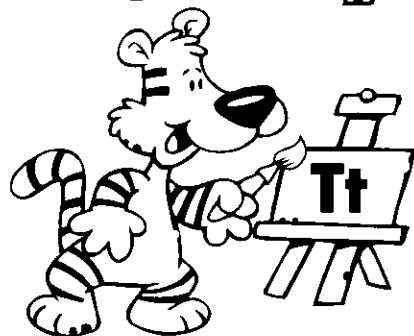
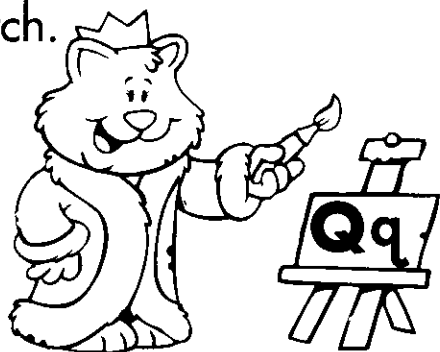
Match.



Help the child say the letters on the animals' easels. Then have him or her draw a line to the painting with the matching letters.

Fine Art

Match.

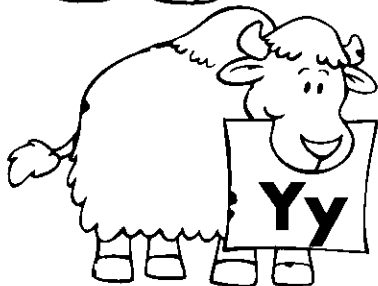


Letters II

Help the child say the letters the animals are holding up. Then have him or her draw a line to the award with the matching letters.

Good Job!

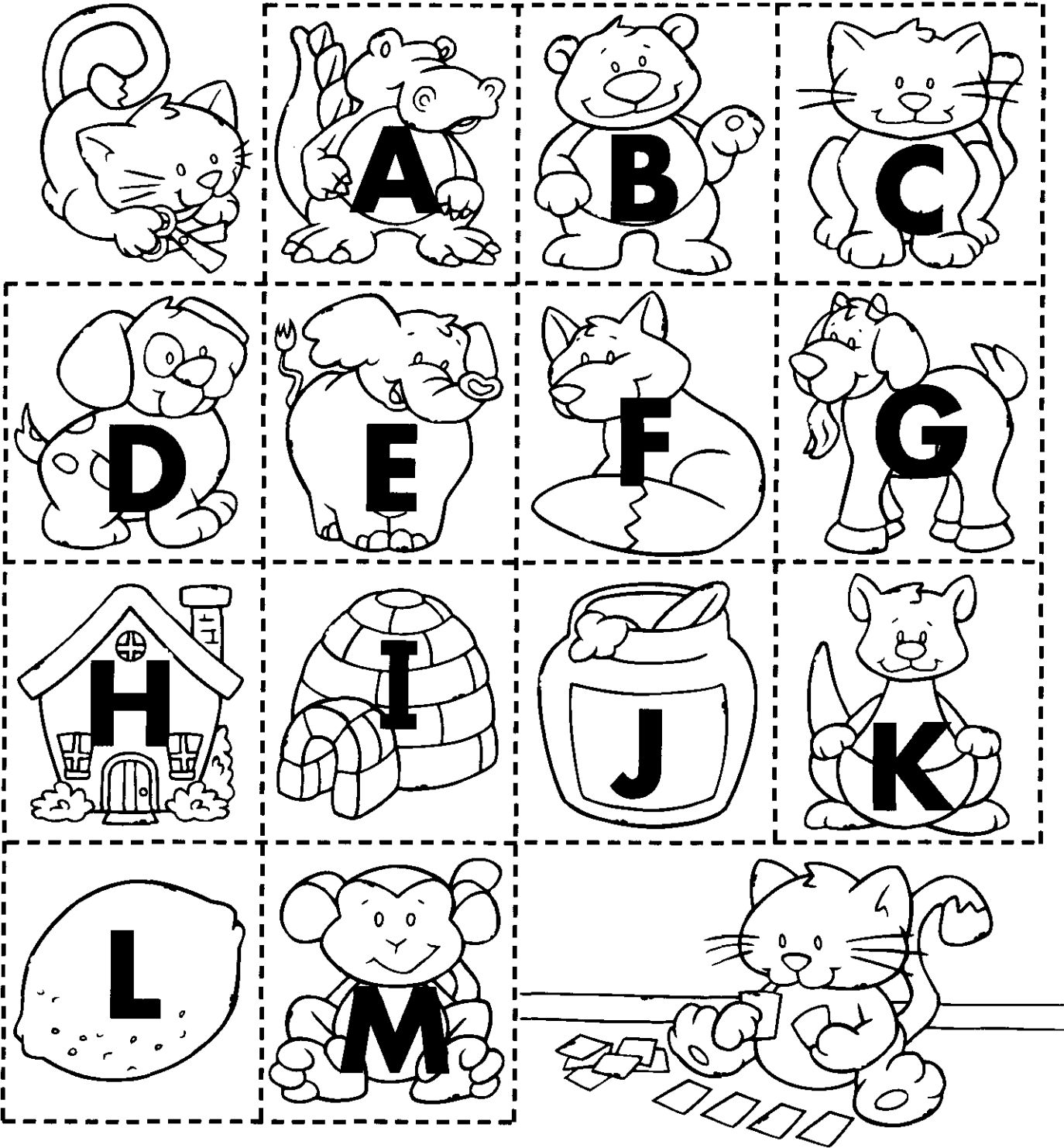
Match.



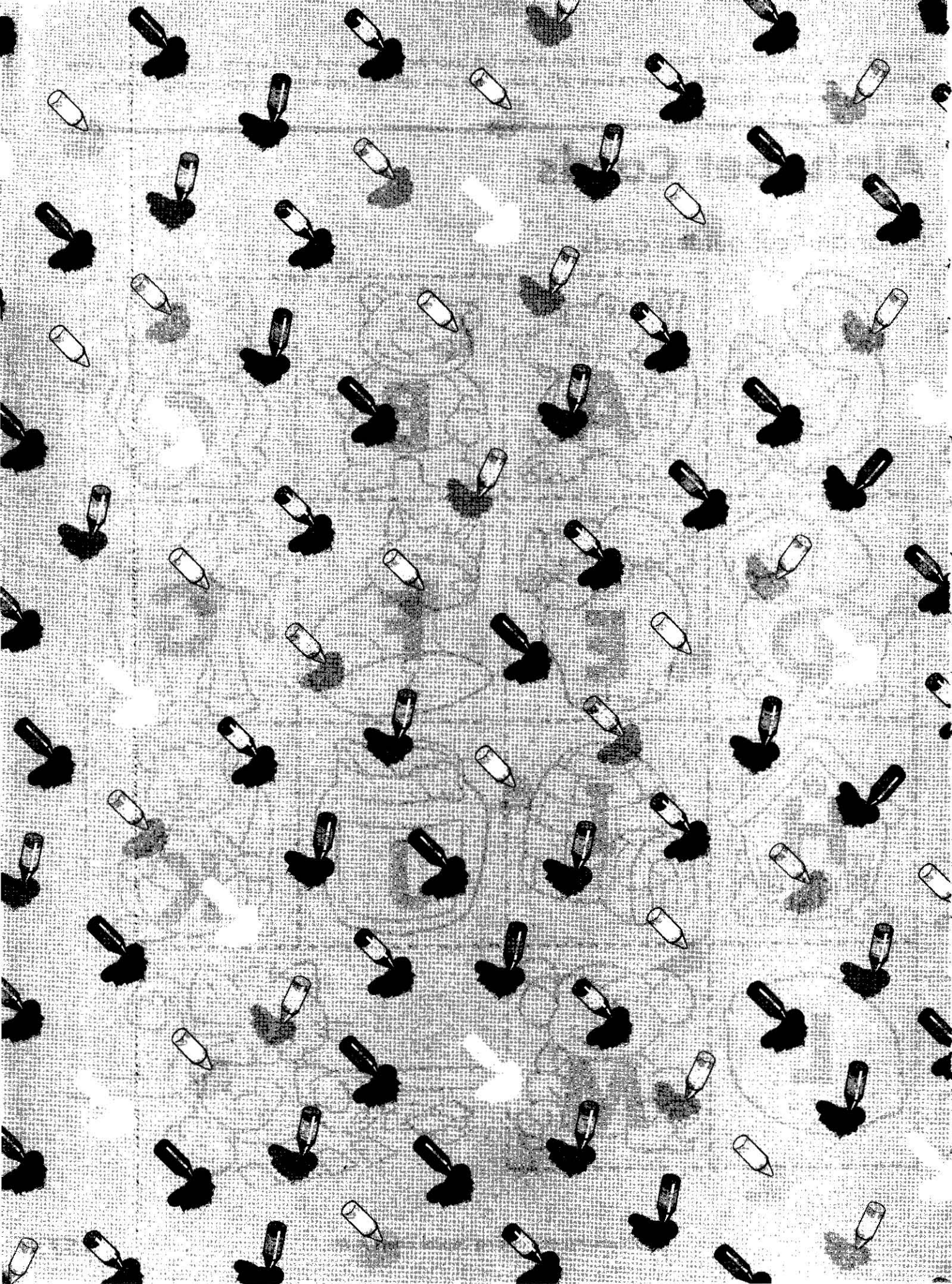
Help the child point to and say each letter. Then have him or her color the pictures and cut along the dashed lines to make alphabet cards. Shuffle the cards and place them on a table. Take turns picking cards from the deck, naming the letters, and tracing them with a finger.

Alphabet Cards

Color and cut out the cards.



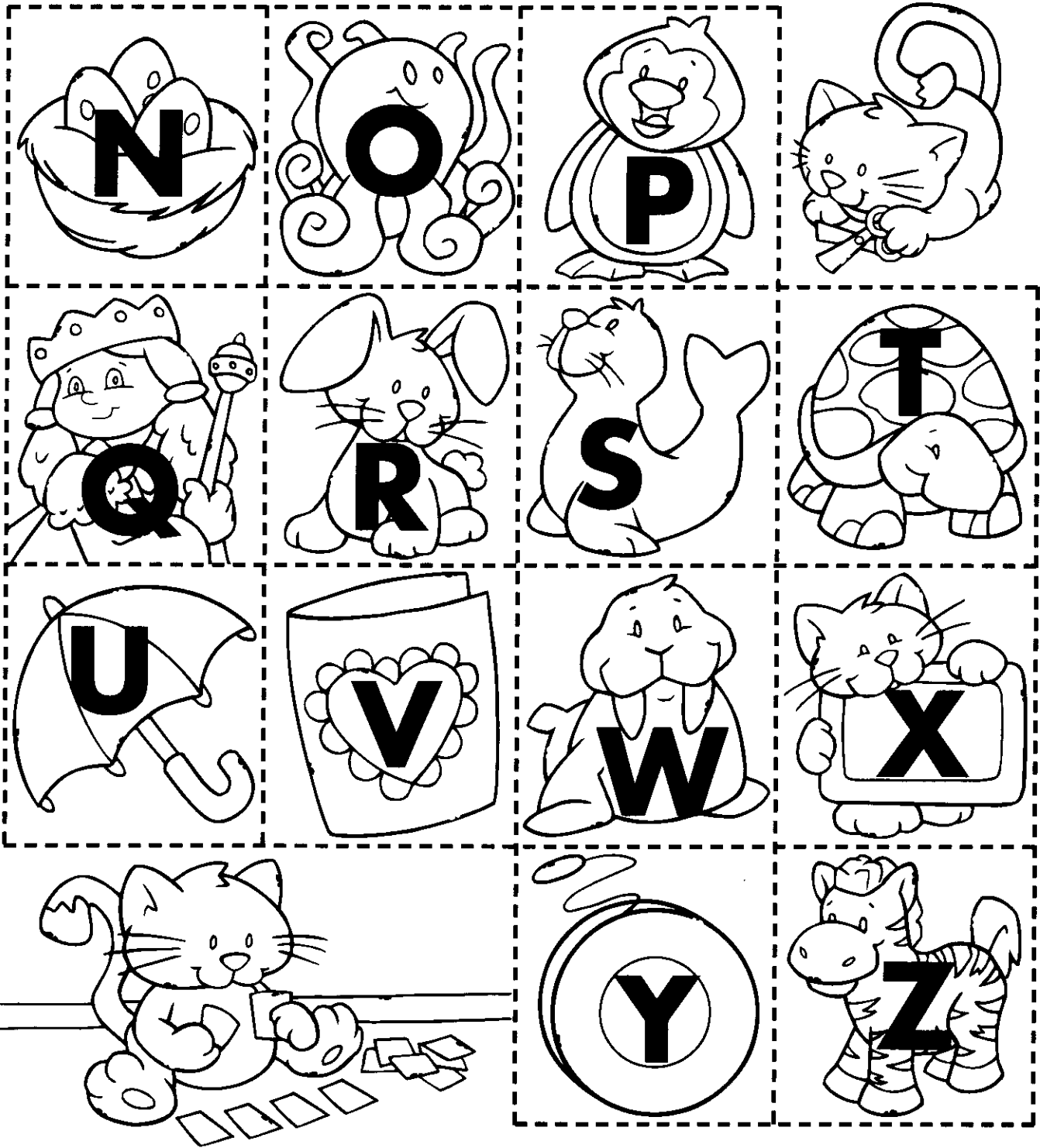
Letters II



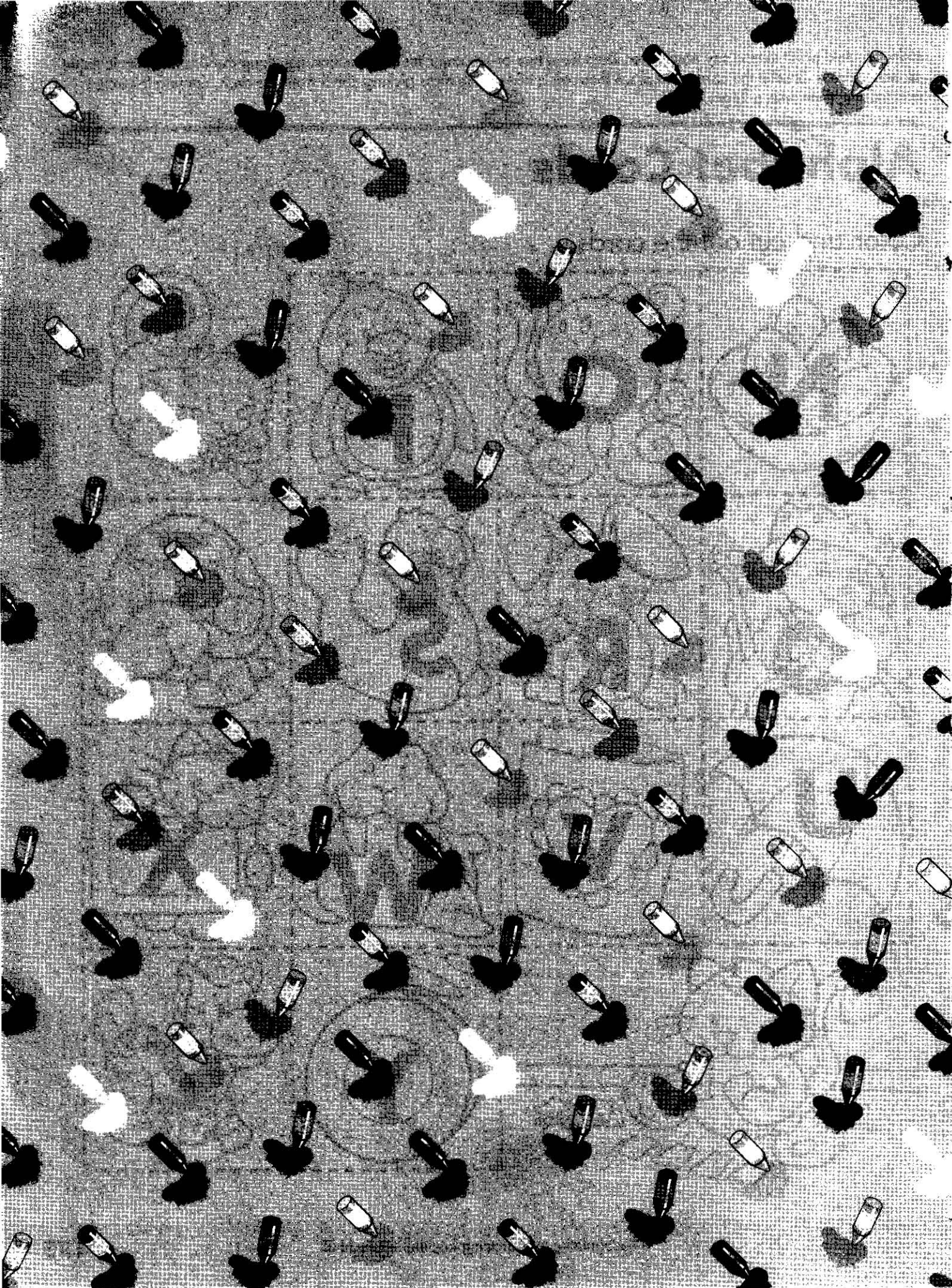
Help the child point to and say each letter. Then have him or her color the pictures and cut along the dashed lines to make alphabet cards. Shuffle the cards and place them on a table. Take turns picking cards from the deck, naming the letters, and tracing them with a finger.

Alphabet Cards

Color and cut out the cards.



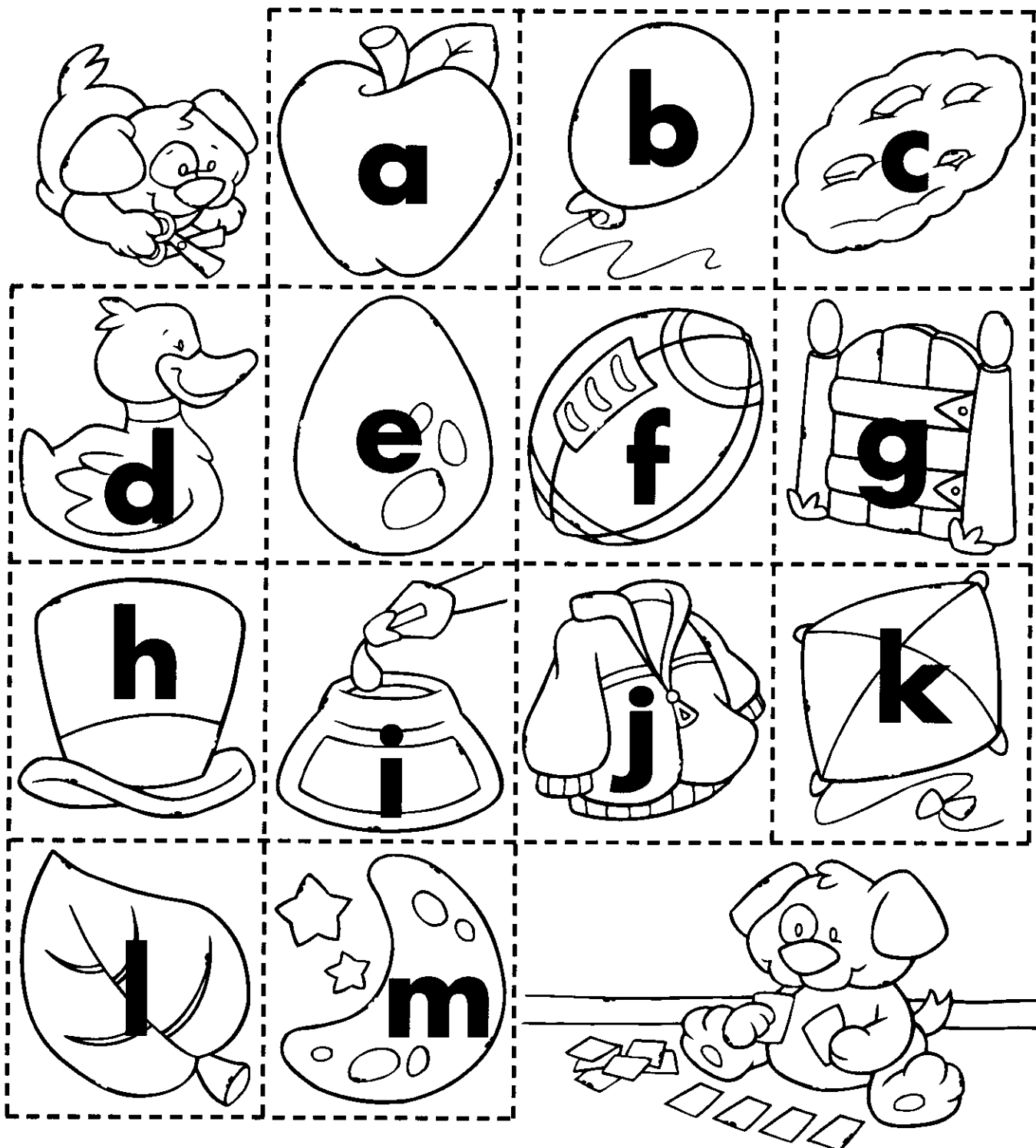
Letters II

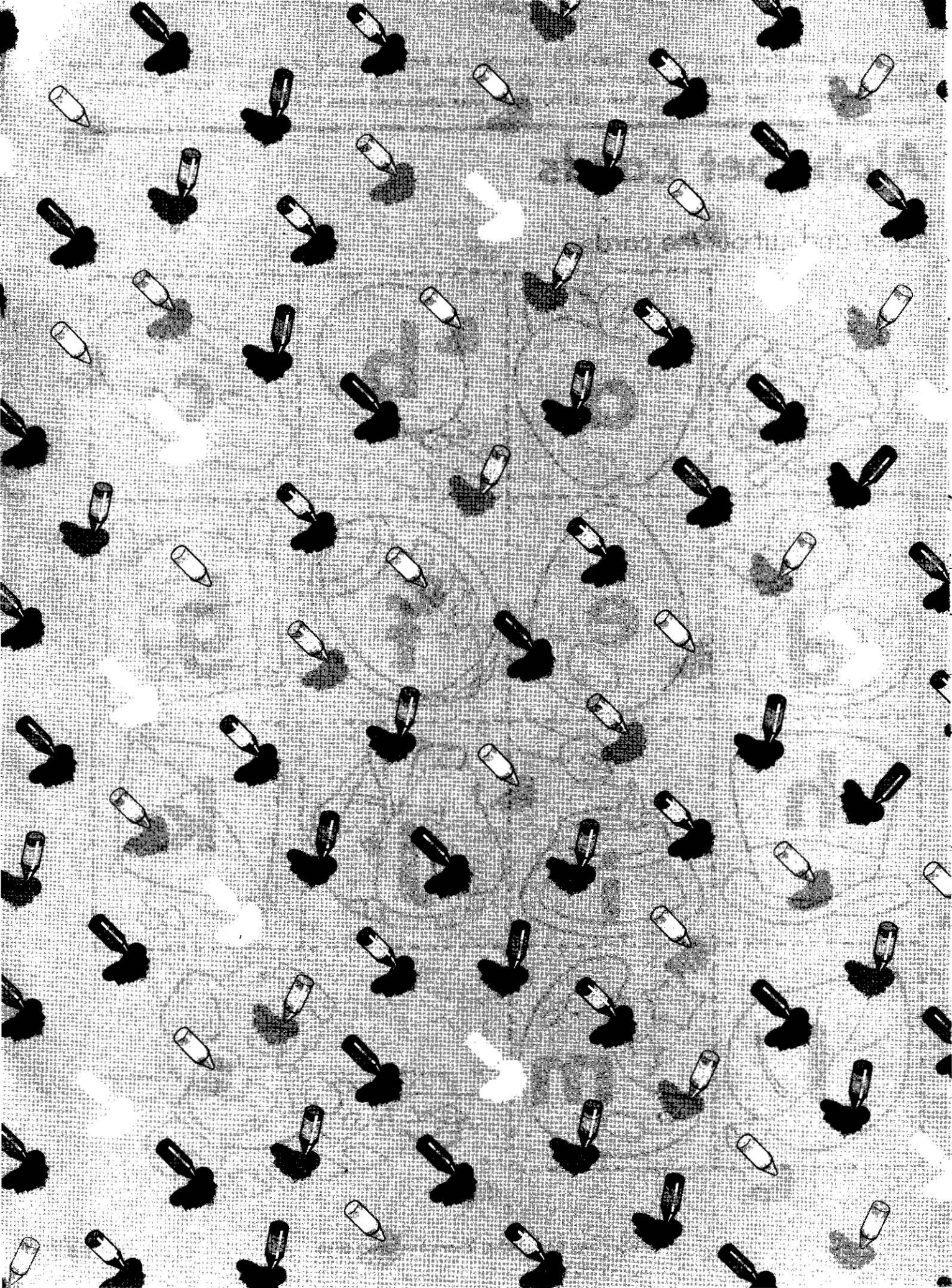


Help the child point to and say each letter. Then have him or her color the pictures and cut along the dashed lines to make alphabet cards. Shuffle the cards and place them on a table. Take turns picking cards from the deck, naming the letters, tracing them with a finger, and matching them with the capital letter cards from page 153.

Alphabet Cards

Color and cut out the cards.

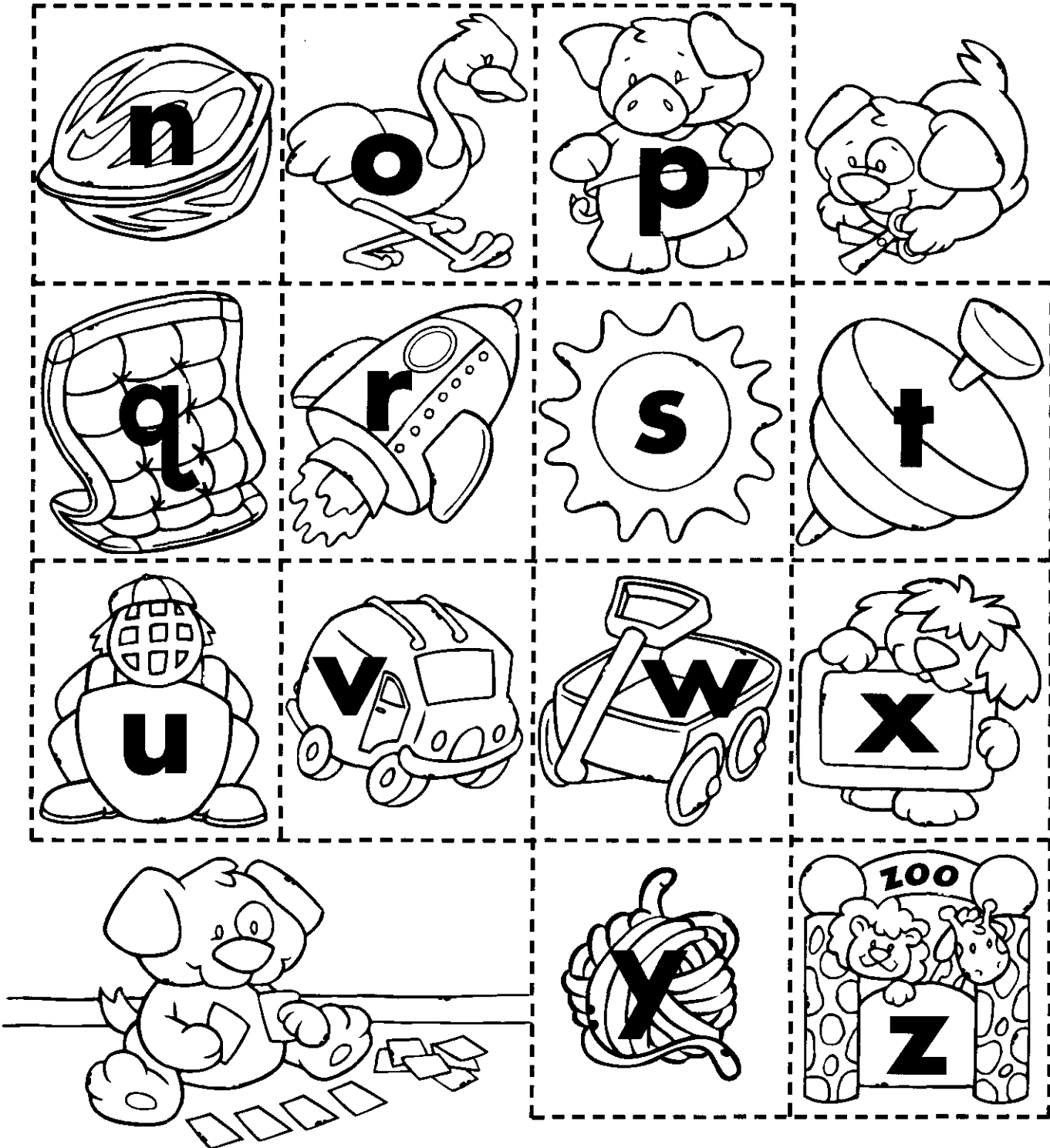


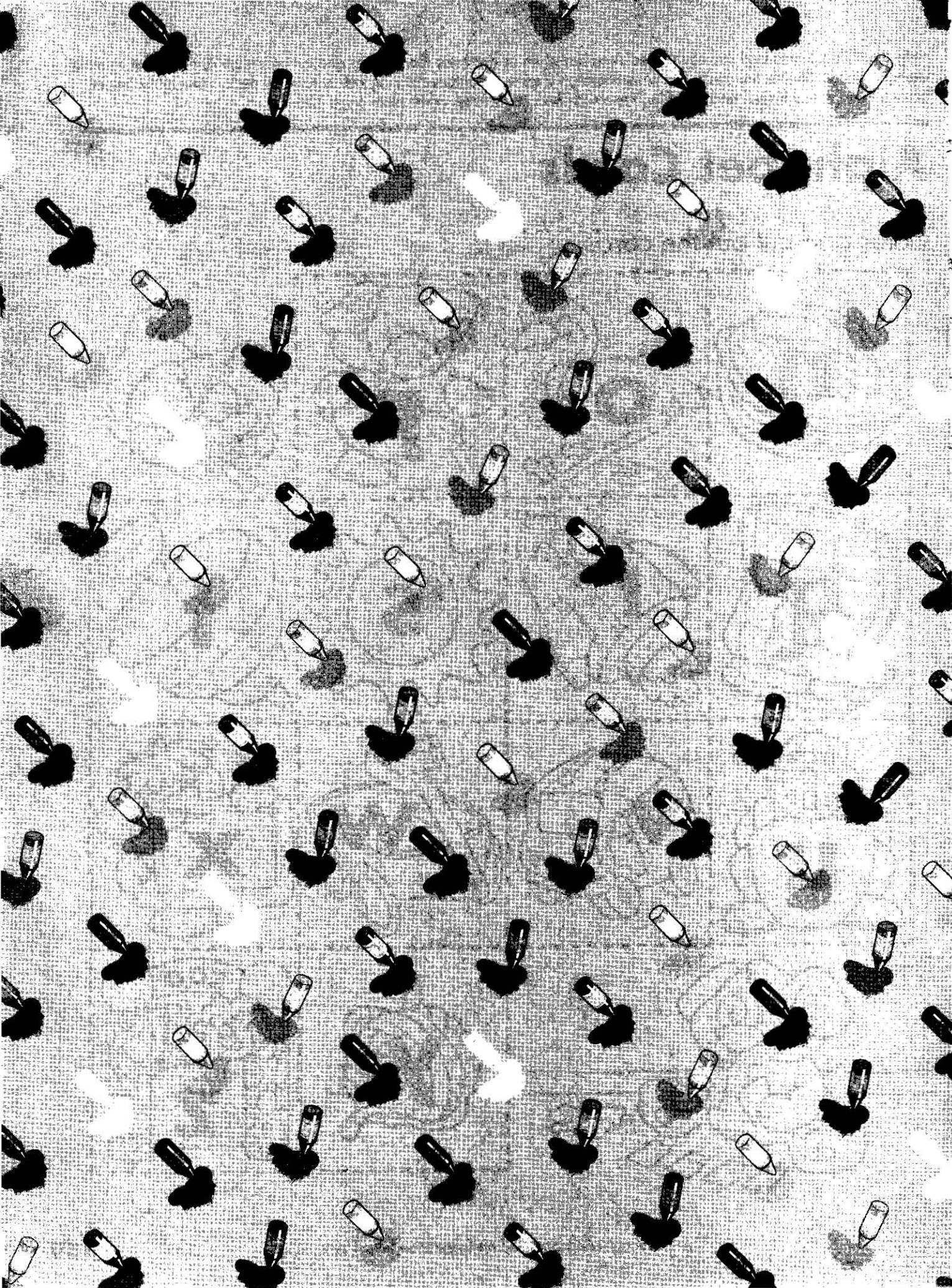


Help the child point to and say each letter. Then have him or her color the pictures and cut along the dashed lines to make alphabet cards. Shuffle the cards and place them on a table. Take turns picking cards from the deck, naming the letters, tracing them with a finger, and matching them with the capital letter cards from page 155.

Alphabet Cards

Color and cut out the cards.






Answer Key

As the child completes the pages in this section, review his or her answers. When you take the time to correct the work and explain mistakes, you're showing your child that you feel learning is important.

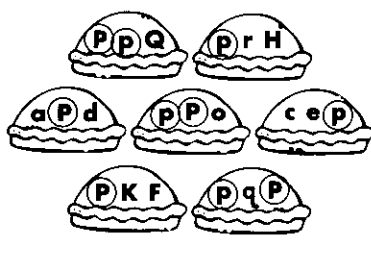
page 128

Point to and say the capital and lowercase letters P and p at the top of the page. Ask the child to find and circle the letters P and p on each page.

The Letters P and p



Circle the letters P and p.




128 Recognizing Pp

page 129

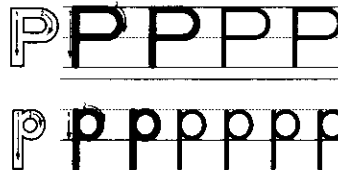
Point to and say the capital and lowercase letters P and p at the top of the page. Ask the child to find and circle the letters P and p on each page.

Writing Pp

Color the letters.



Trace and write the letters.




129 Recognizing, tracing, and writing Pp

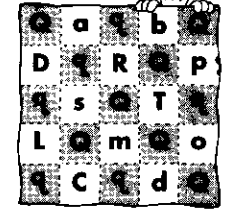
page 130

Point to and say the capital and lowercase letters Q and q at the top of the page. Ask the child to find and circle the letters Q and q on each page.

The Letters Q and q



Color the sections with Q and q.



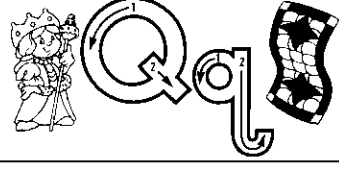
130 Recognizing Qq

page 131

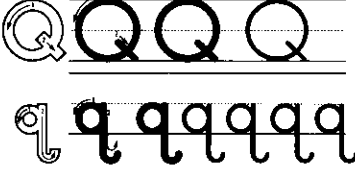
Point to and say the capital and lowercase letters Q and q at the top of the page. Ask the child to find and circle the letters Q and q on each page.

Writing Qq

Color the letters.



Trace and write the letters.



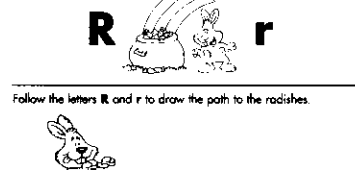
131 Recognizing, tracing, and writing Qq

page 132

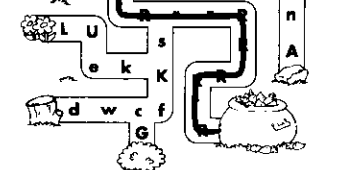
Point to and say the capital and lowercase letters R and r at the top of the page. Ask the child to find and circle the letters R and r on each page.

The Letters R and r

Follow the letters R and r to draw the path to the radishes.



Trace and write the letters.




132 Recognizing Rr

page 133

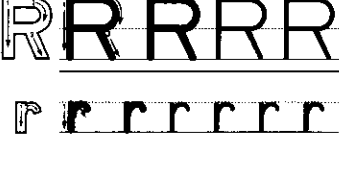
Point to and say the capital and lowercase letters R and r at the top of the page. Ask the child to find and circle the letters R and r on each page.

Writing Rr

Color the letters.



Trace and write the letters.




133 Recognizing, tracing, and writing Rr

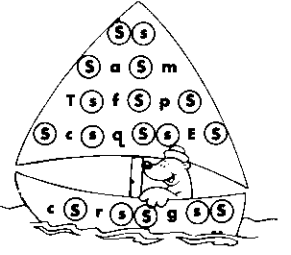
page 134

Point to and say the capital and lowercase letters S and s at the top of the page. Ask the child to find and circle all the letters S and s on the radishes.

The Letters S and s



Circle the letters S and s.




134 Recognizing Ss

page 135

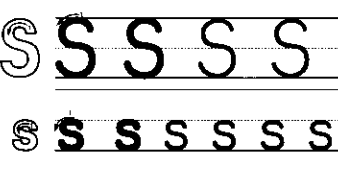
Point to and say the capital and lowercase letters S and s at the top of the page. Ask the child to find and circle all the letters S and s on the radishes.

Writing Ss

Color the letters.



Trace and write the letters.




135 Recognizing, tracing, and writing Ss

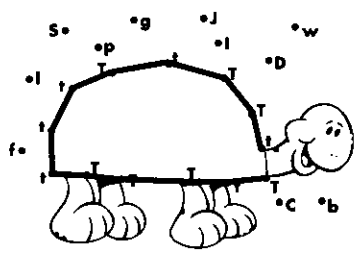
page 136

Point to and say the capital and lowercase letters T and t at the top of the page. Ask the child to draw a line connecting the letters T and t to the radishes.

The Letters T and t



Draw a line to connect the letters T and t.

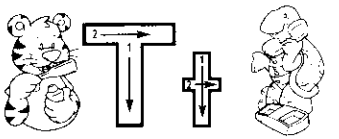


136 Recognizing Tt

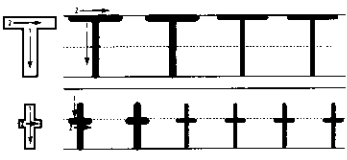
Name the pictures at the top of the page that begin with the letter T. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters of the letters.

Writing Tt

Color the letters.




Trace and write the letters.



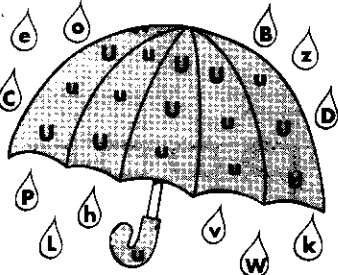
Recognizing, tracing, and writing Tt

Name the pictures at the top of the page that begin with the letter U. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters of the letters.

The Letters U and u



Color the sections with U and u.




Recognizing, tracing, and writing Uu

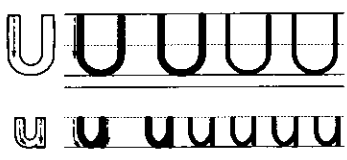
Name the pictures at the top of the page that begin with the letter U. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters of the letters.

Writing Uu

Color the letters.




Trace and write the letters.



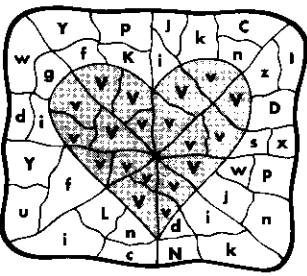
Recognizing, tracing, and writing Uu

Name the pictures at the top of the page that begin with the letter V. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters of the letters.

The Letters V and v



Color the sections with V and v red.




Recognizing, tracing, and writing Vv

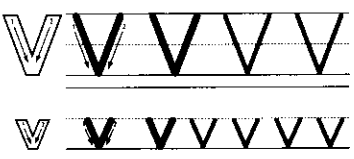
Name the pictures at the top of the page that begin with the letter V. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters of the letters.

Writing Vv

Color the letters.




Trace and write the letters.



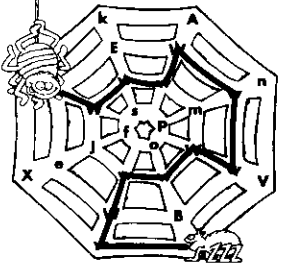
Recognizing, tracing, and writing Vv

Name the pictures at the top of the page that begin with the letter W. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters of the letters.

The Letters W and w



Follow the letters W and w to draw a path to the baby spider.




Recognizing, tracing, and writing Ww

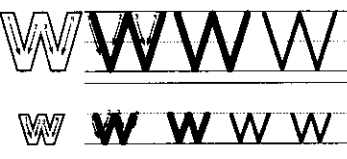
Name the pictures at the top of the page that begin with the letter W. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters of the letters.

Writing Ww

Color the letters.



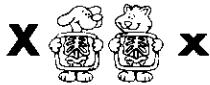
Trace and write the letters.



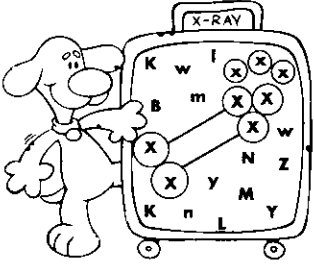
Recognizing, tracing, and writing Ww

Name the pictures at the top of the page that begin with the letter X. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters of the letters.

The Letters X and x



Draw a circle around the letters X and x.




Recognizing, tracing, and writing Xx

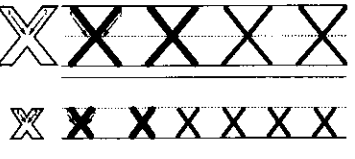
Name the pictures at the top of the page that begin with the letter X. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters of the letters.

Writing Xx

Color the letters.




Trace and write the letters.



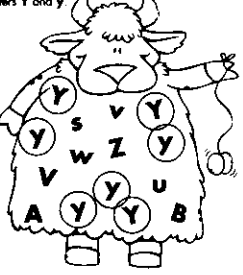
Recognizing, tracing, and writing Xx

Point to and say the capital and lowercase letters Y and y at the top of the page. Ask the child to find and circle all the letters Y and y on the page.

The Letters Y and y



Circle the letters Y and y.

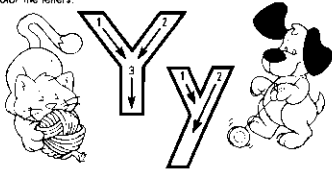


146 Recognizing Yy

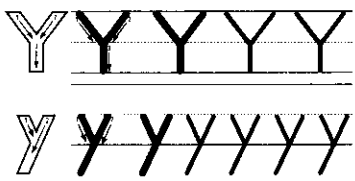
Trace the picture at the top of the page that begins with the letter Yy. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her copy the letters. Ask the child to trace and write the letters in the bottom.

Writing Yy

Color the letters.




Trace and write the letters.



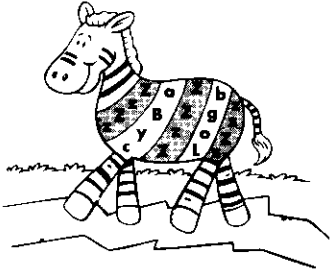
147 Recognizing, tracing, and writing Yy

Point to and say the capital and lowercase letters Z and z at the top of the page. Ask the child to find and color the pictures with the letters Z and z black.

The Letters Z and z



Color the sections with Z and z black.

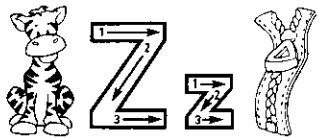


148 Recognizing Zz

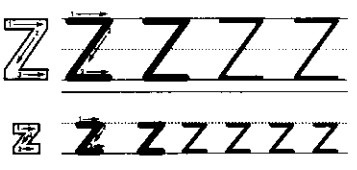
Trace the picture at the top of the page that begins with the letter Zz. Have the child follow the arrows to trace the letters with his or her finger. Then have him or her color the letters. Ask the child to trace and write the letters in the bottom.

Writing Zz

Color the letters.



Trace and write the letters.

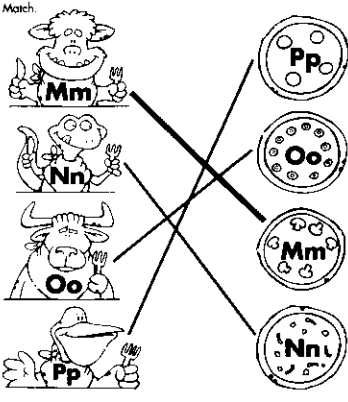


149 Recognizing, tracing, and writing Zz

Help the child say the letters on the characters' pizzas. Then have him or her draw a line to the pizza with the matching letter.

Pizza Time

Match.

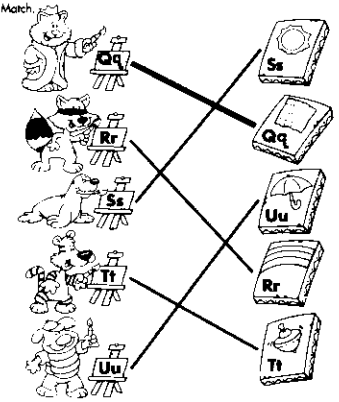


150 Recognizing Mm through Pp

Help the child say the letters on the animals' signs. Then have him or her draw a line to the picture with the matching letter.

Fine Art

Match.

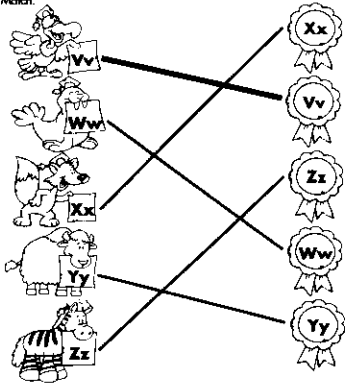


151 Recognizing Qq through Uu

Help the child say the letters the animals are holding up. Then have him or her draw a line to the animal with the matching letter.

Good Job!

Match.

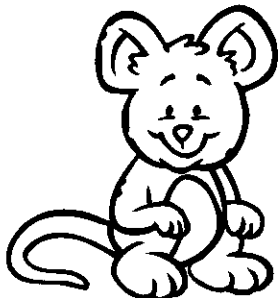
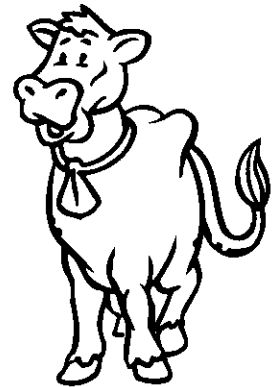
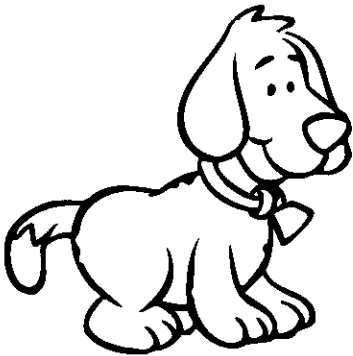
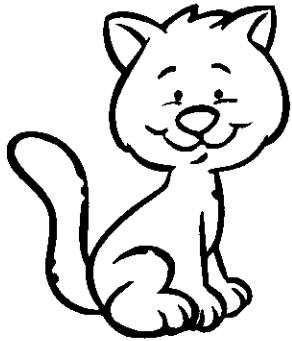
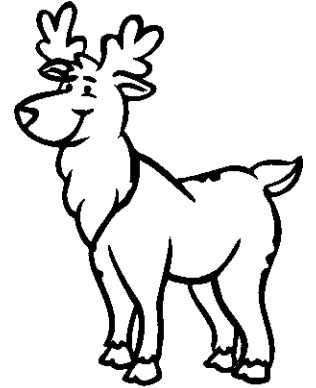
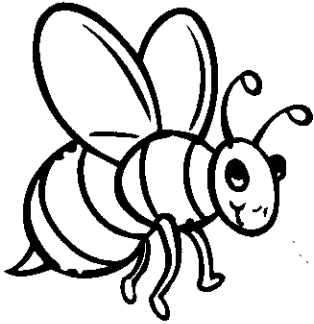


152 Recognizing Vv through Zz

Point to each animal and say its name. Then ask the child to draw a line between the animals that begin with the same sound and color the pictures.

Animal Match

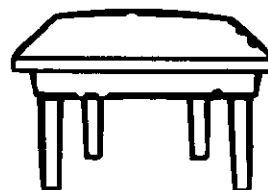
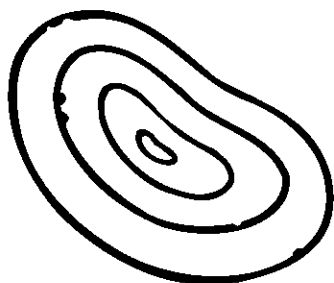
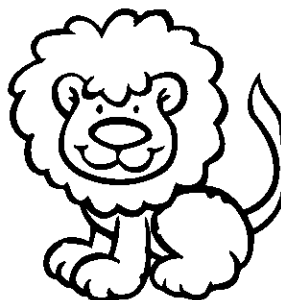
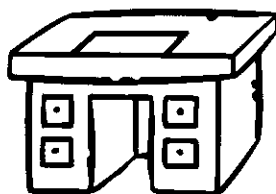
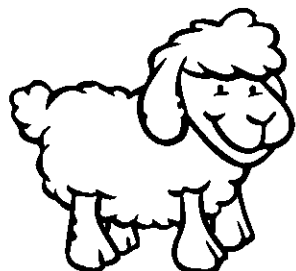
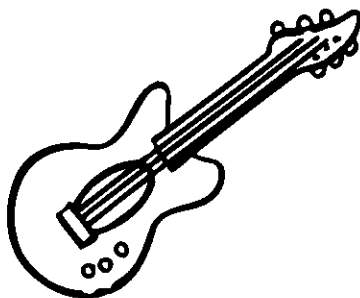
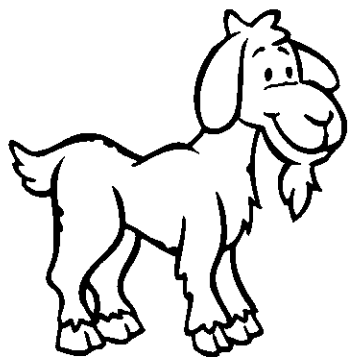
Match. Color the pictures.



Ask the child to say the name of each picture. Then have him or her circle the picture that begins with the same sound as the first picture in each row.

Sounds Like...

Circle the one with the same beginning sound.

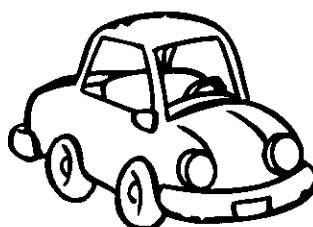
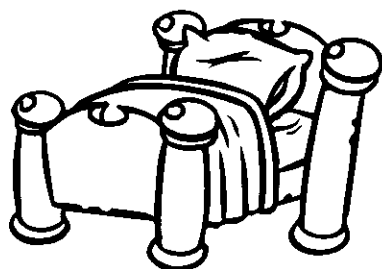
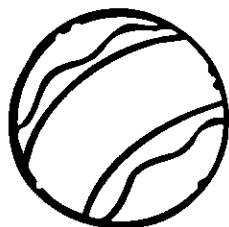
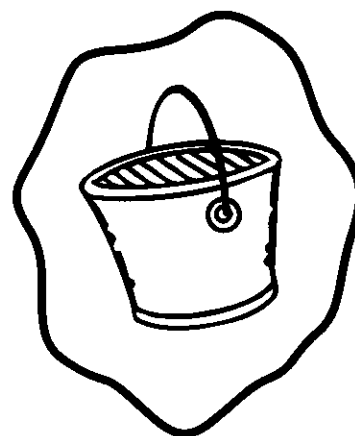
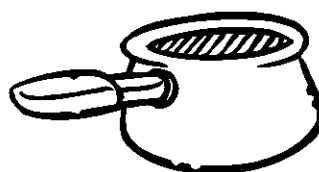


Beginning Letter Sounds

Help the child say the name of each picture. Ask him or her to draw a line from the **box** to the other pictures that begin with the same sound. Then have the child do the same for **can** and **pail**.

Put It Away

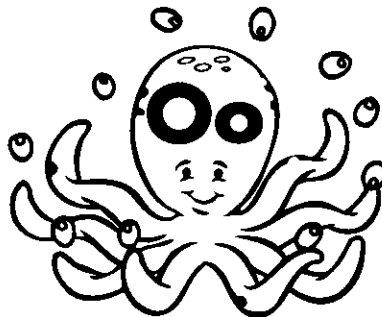
Draw lines to the ones with the same beginning sounds.



Point to the octopus at the top of the page and say its name. Emphasize the beginning **o** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **octopus**.

Beginning Sound Oo

Color the pictures that begin like **octopus**.



Beginning Letter Sounds

Point to the seal at the top of the page and say its name. Emphasize the beginning **s** sound. Help the child name the pictures in the bubbles. Then ask him or her to color the ones with the same beginning sound as **seal**.

Beginning Sound Ss

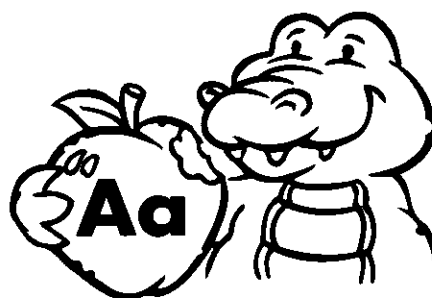
Color the pictures that begin like **seal**.



Point to the apple at the top of the page and say its name. Emphasize the beginning **a** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **apple**.

Beginning Sound Aa

Color the pictures that begin like **apple**.

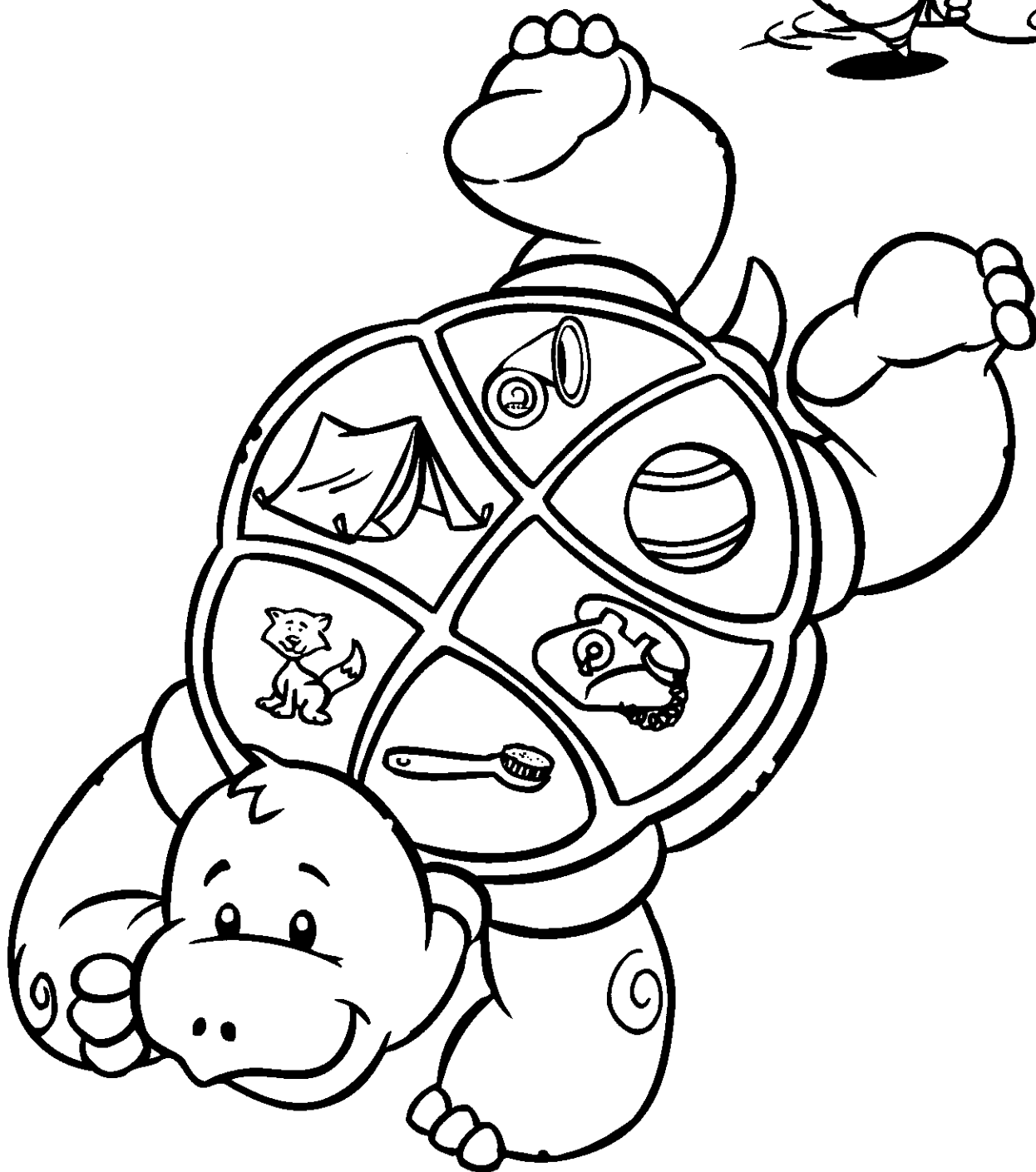
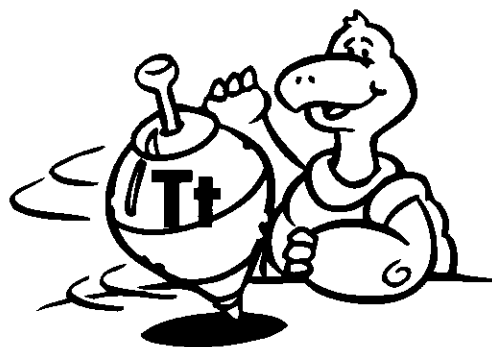


Beginning Sound Aa

Point to the turtle at the top of the page and say its name. Emphasize the beginning **t** sound. Help the child name the pictures on the turtle's shell. Then ask him or her to color the ones with the same beginning sound as **turtle**.

Beginning Sound Tt

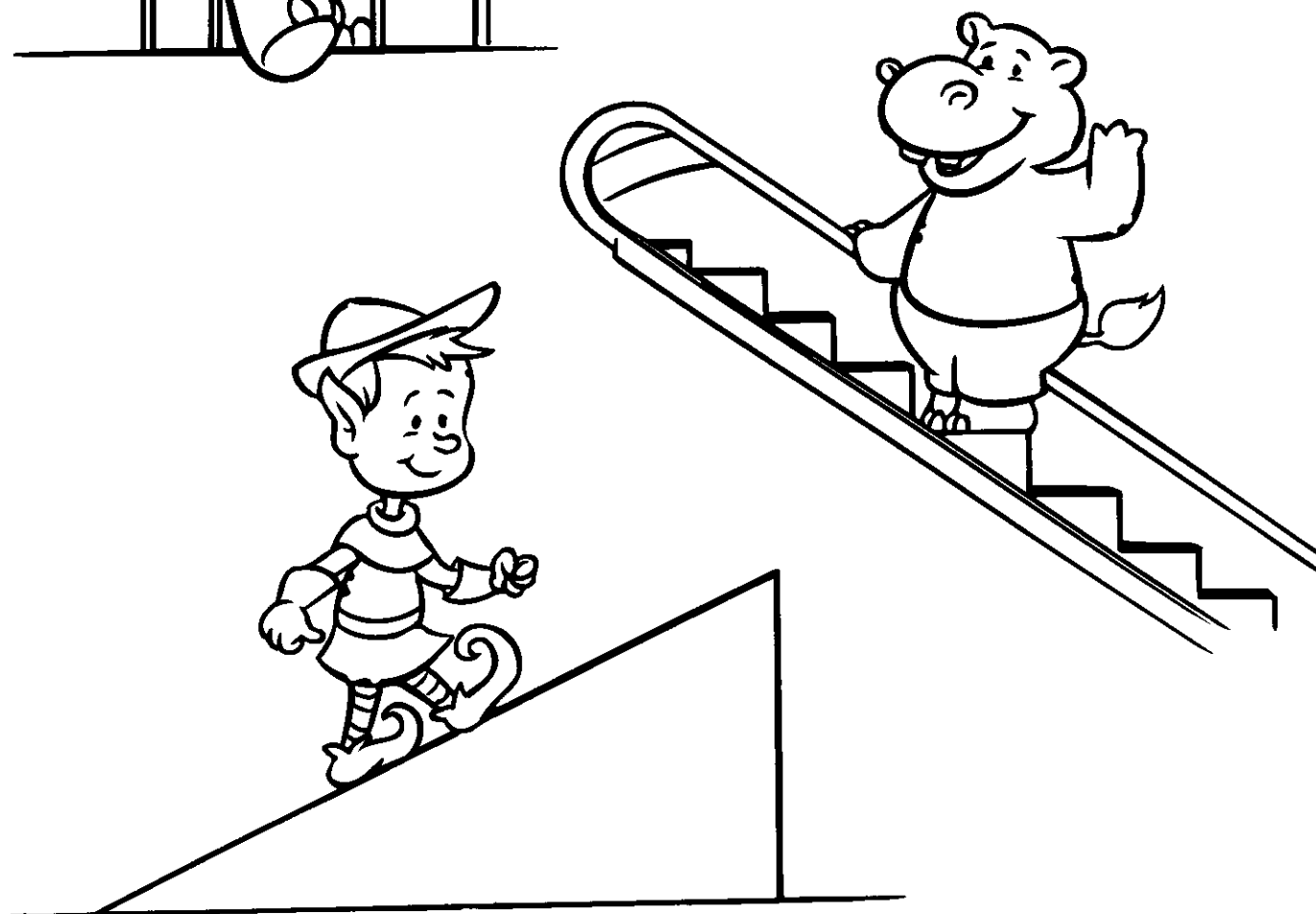
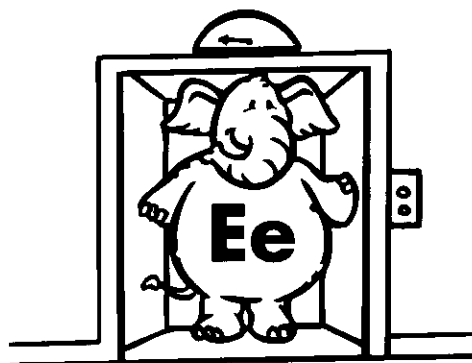
Color the pictures that begin like **turtle**.



Point to the elephant at the top of the page and say its name. Emphasize the beginning **e** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **elephant**.

Beginning Sound Ee

Color the pictures that begin like **elephant**.

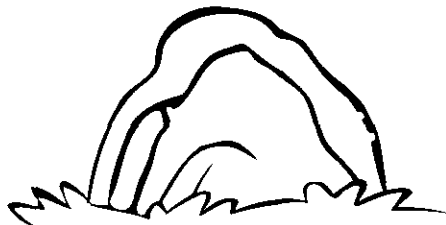
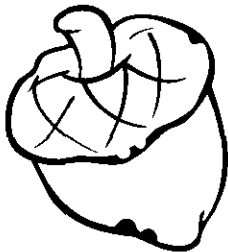
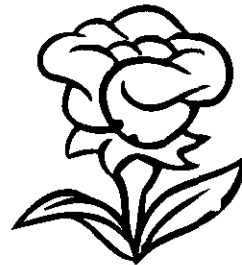
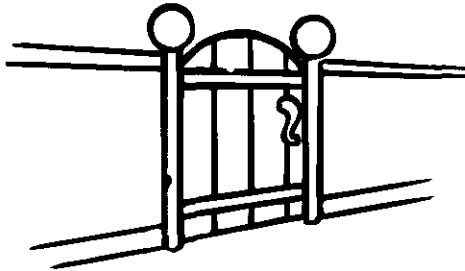
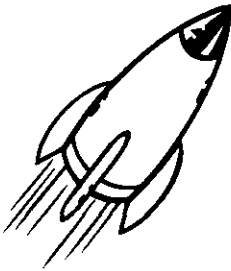
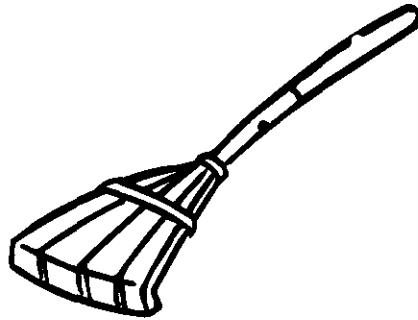
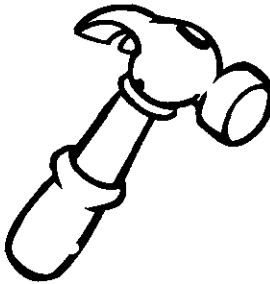
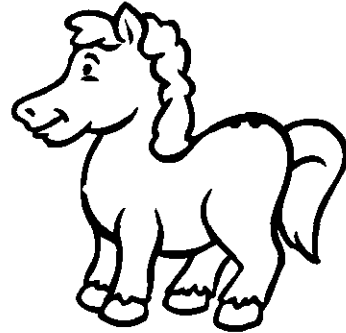
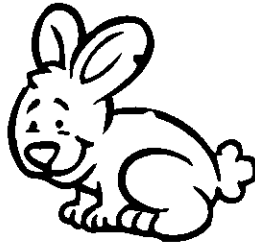
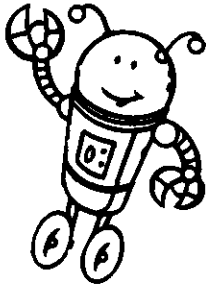


Beginning Letter Sounds

Point to the raccoon at the top of the page and say its name. Emphasize the beginning **r** sound. Help the child name the pictures on the page. Then ask him or her to color the ones in each row with the same beginning sound as **raccoon**.

Beginning Sound Rr

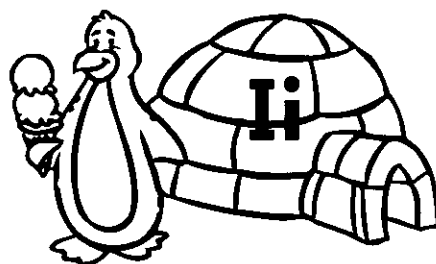
Color the pictures that begin like **raccoon**.



Point to the igloo at the top of the page and say its name. Emphasize the beginning **i** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **igloo**.

Beginning Sound Ii

Color the pictures that begin like **igloo**.

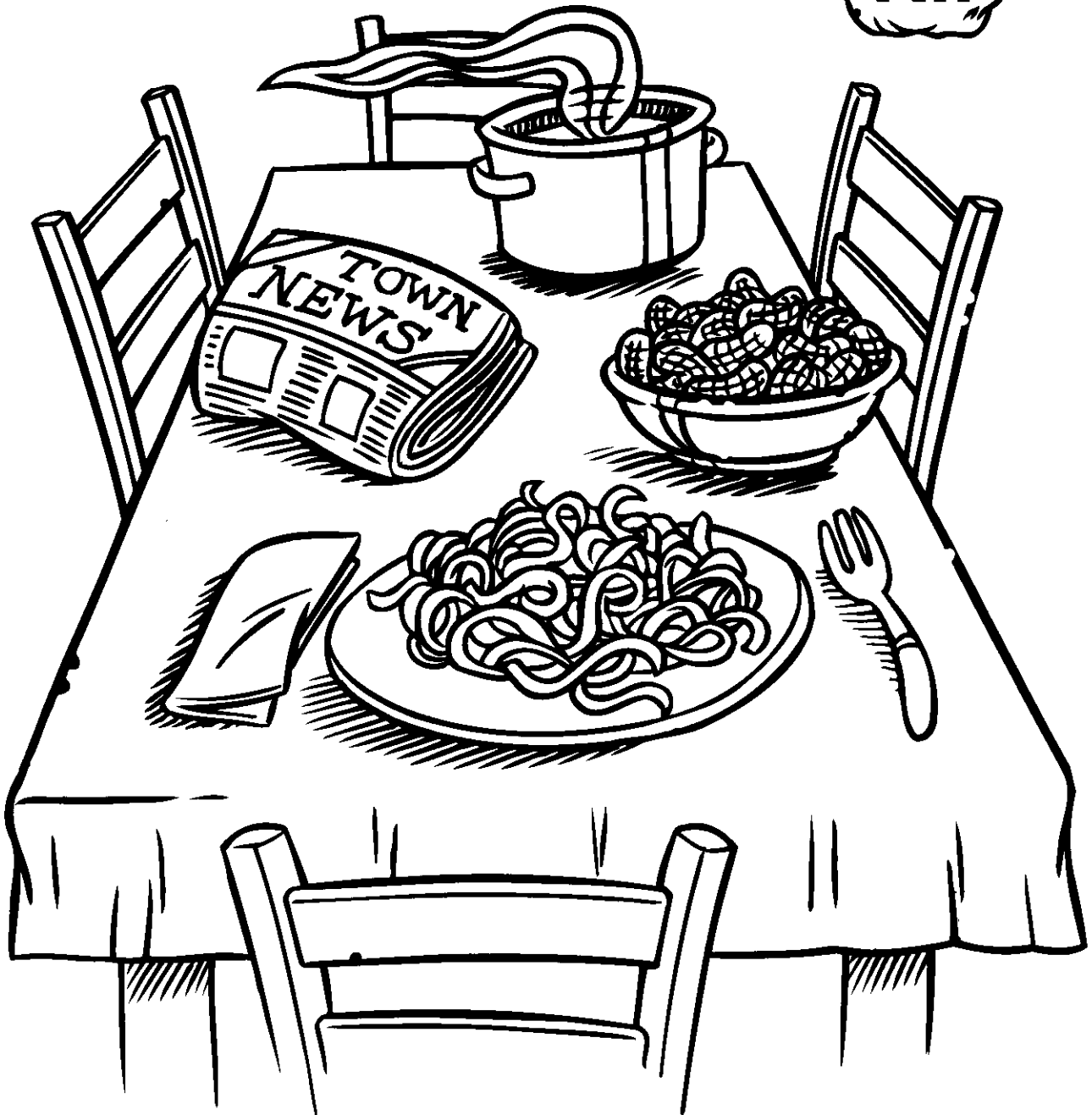
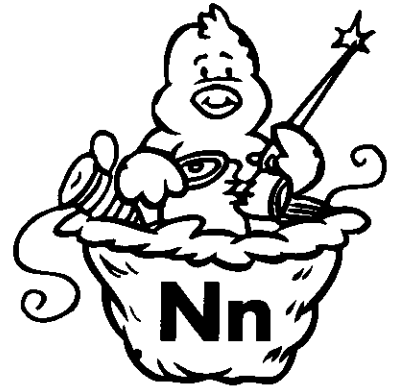


Beginning Letter Sounds

Point to the nest at the top of the page and say its name. Emphasize the beginning **n** sound. Help the child name the pictures on the page. Then ask him or her to color the ones with the same beginning sound as **nest**.

Beginning Sound Nn

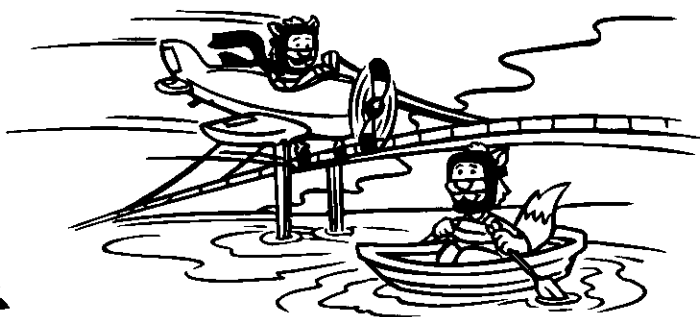
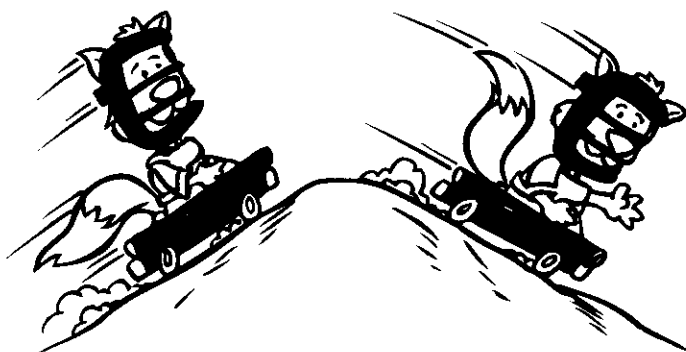
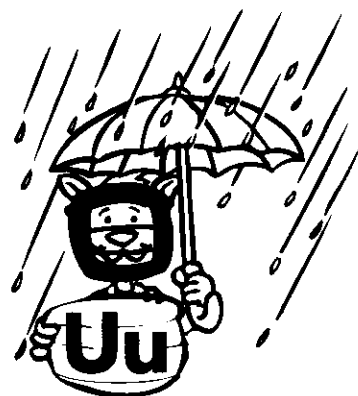
Color the pictures that begin like **nest**.



Point to the umpire at the top of the page and say its name. Emphasize the beginning **u** sound. Help the child name the other pictures on the page. Then ask him or her to circle the ones with the same beginning sound as **umpire**.

Beginning Sound Uu

Circle the pictures that begin like **umpire**.

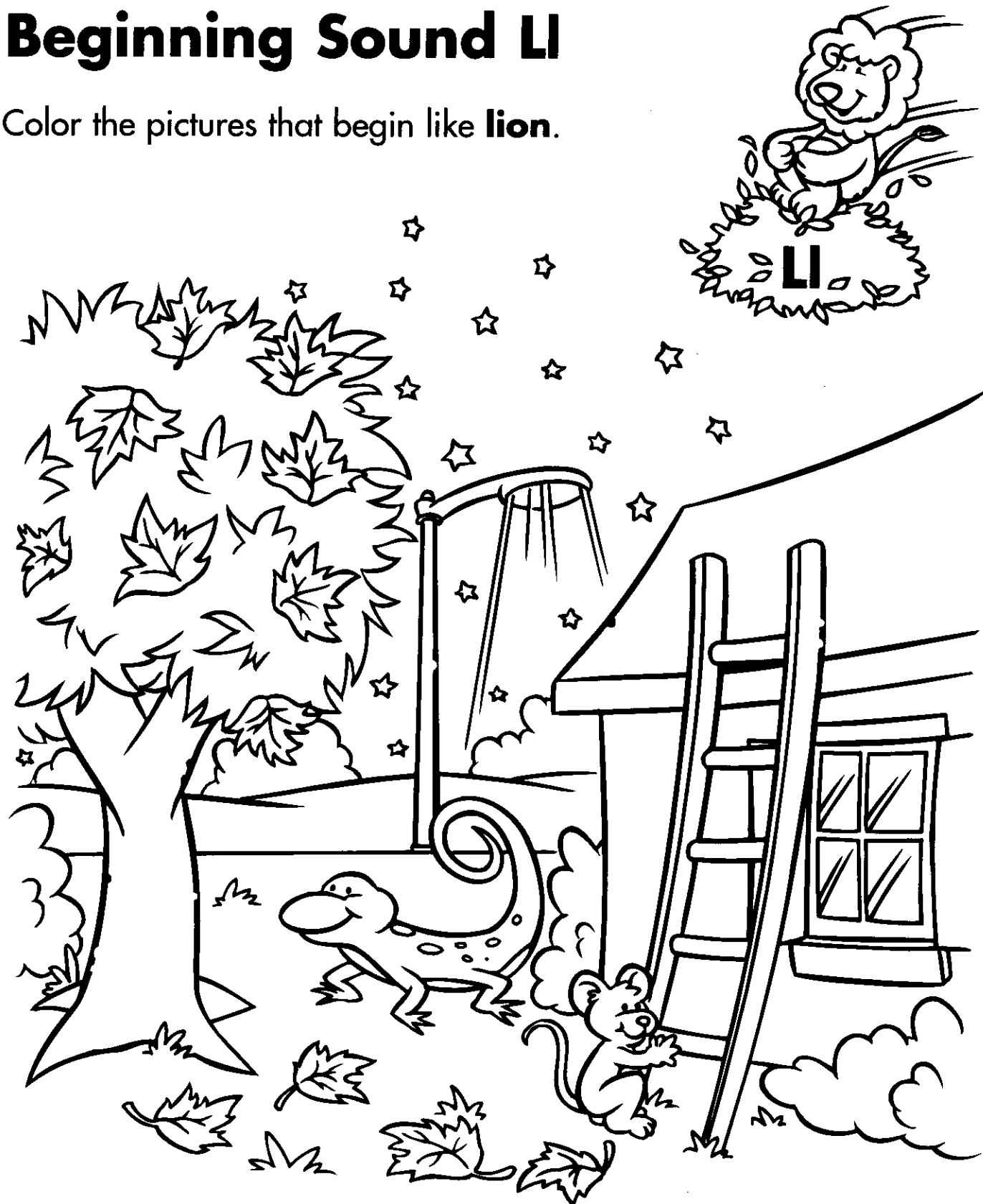


Beginning Letter Sounds

Point to the lion at the top of the page and say its name. Emphasize the beginning **l** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **lion**.

Beginning Sound L

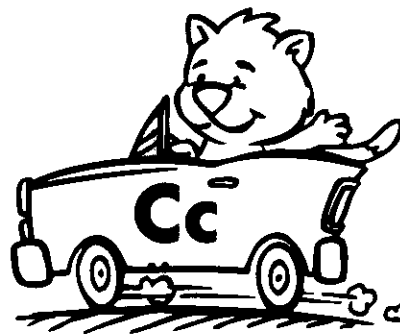
Color the pictures that begin like **lion**.



Point to the cat at the top of the page and say its name. Emphasize the beginning **c** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **cat**.

Beginning Sound Cc

Color the pictures that begin like **cat**.

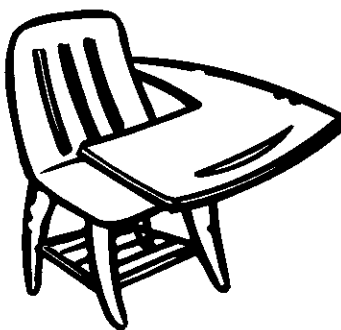
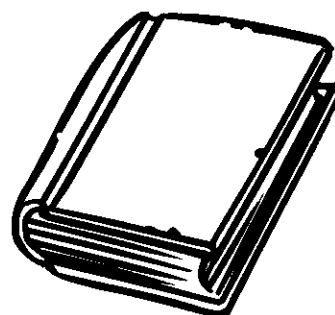
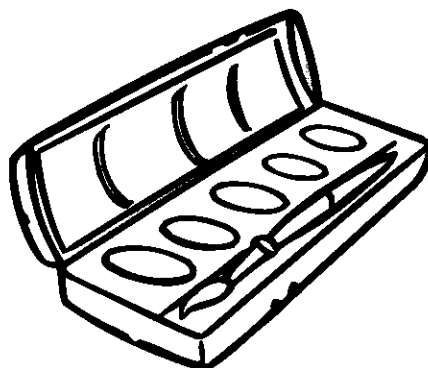
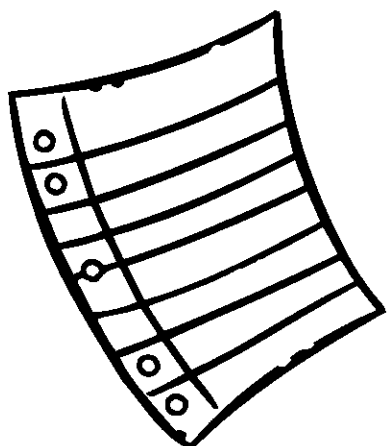
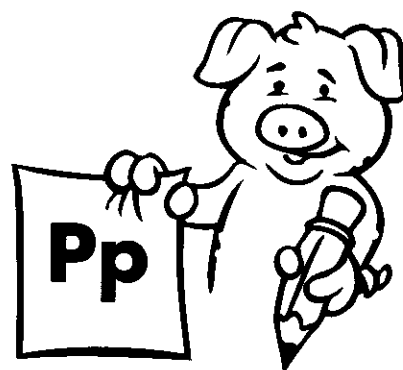


Beginning Letter Sounds

Point to the pig at the top of the page and say its name. Emphasize the beginning **p** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **pig**.

Beginning Sound Pp

Color the pictures that begin like **pig**.



Point to the monkey at the top of the page and say its name. Emphasize the beginning **m** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **monkey**.

Beginning Sound Mm

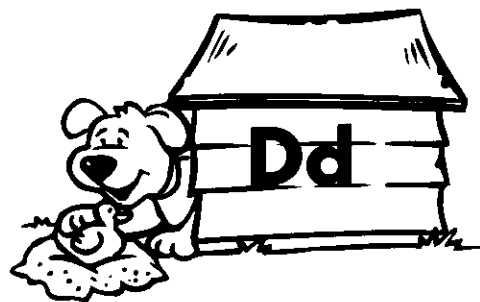
Color the pictures that begin like **monkey**.



Point to the dog at the top of the page and say its name. Emphasize the beginning **d** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **dog**.

Beginning Sound Dd

Color the pictures that begin like **dog**.



Point to the hippo at the top of the page and say its name. Emphasize the beginning **h** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **hippo**.

Beginning Sound Hh

Color the pictures that begin like **hippo**.



Beginning Letter Sounds

Point to the bear at the top of the page and say its name. Emphasize the beginning **b** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **bear**.

Beginning Sound Bb

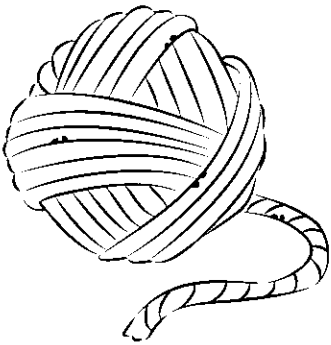
Color the pictures that begin like **bear**.



Point to the yo-yo at the top of the page and say its name. Emphasize the beginning **y** sound. Help the child name the other pictures on the page. Then ask him or her to circle **yes** if the picture begins like **yo-yo** and **no** if it does not.

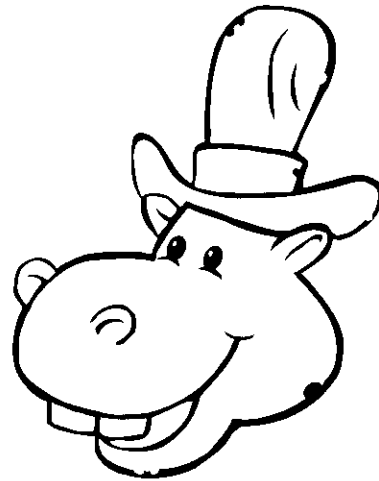
Beginning Sound Yy

Circle **yes** if the picture begins like **yo-yo**.
Circle **no** if it does not.



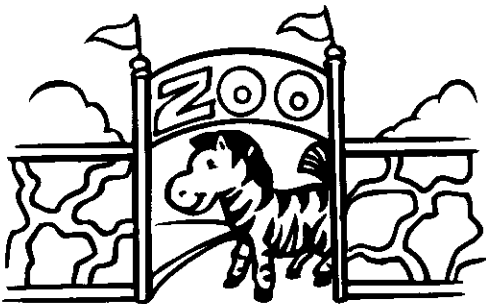
yes

no



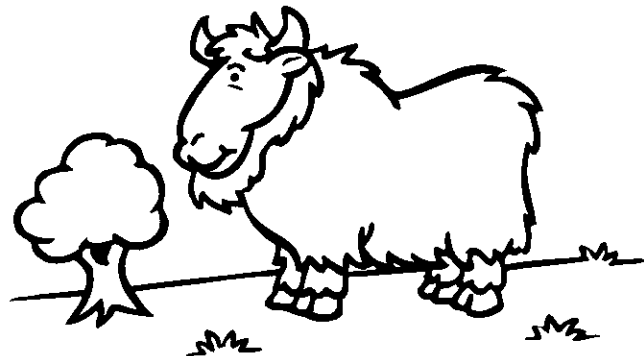
yes

no



yes

no



yes

no

Point to the fox at the top of the page and say its name. Emphasize the beginning **f** sound. Help the child name the pictures in the footprints. Then ask him or her to color the ones with the same beginning sound as **fox**.

Beginning Sound Ff

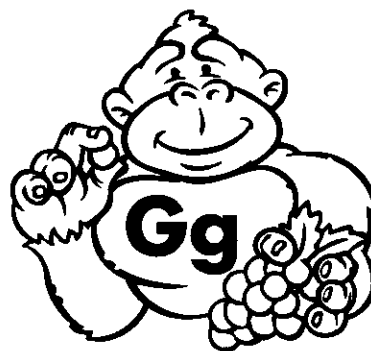
Color the pictures that begin like **fox**.



Point to the gorilla at the top of the page and say its name. Emphasize the beginning **g** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **gorilla**.

Beginning Sound Gg

Color the pictures that begin like **gorilla**.

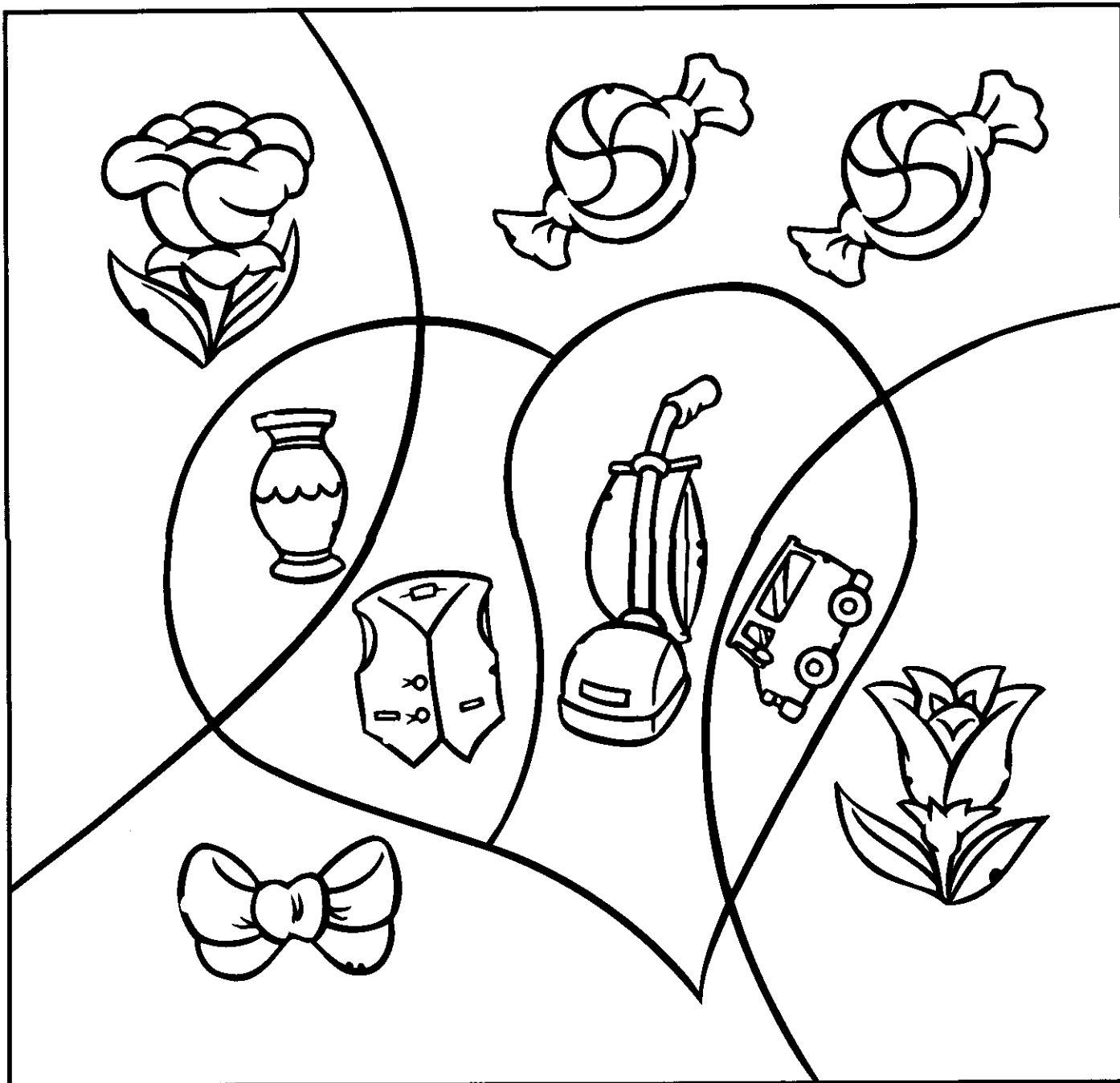


Beginning Letter Sounds

Point to the violin at the top of the page and say its name. Emphasize the beginning **v** sound. Help the child name the other pictures on the page. Then ask him or her to color each section red if the picture has the same beginning sound as **violin**.

Beginning Sound Vv

Color the section red if the word begins like **violin**.



Point to the weasel at the top of the page and say its name. Emphasize the beginning **w** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **weasel**.

Beginning Sound Ww

Color the pictures that begin like **weasel**.

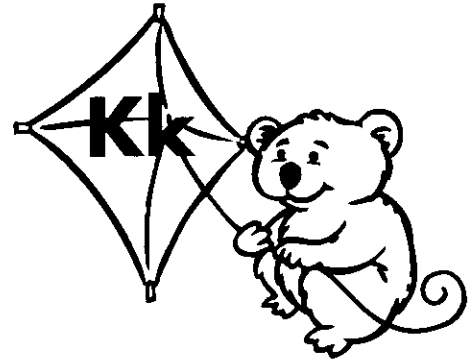


Beginning Letter Sounds

Point to the kite at the top of the page and say its name. Emphasize the beginning **k** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **kite**.

Beginning Sound Kk

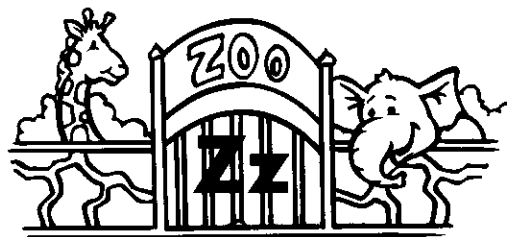
Color the pictures that begin like **kite**.



Point to the zoo at the top of the page and say its name. Emphasize the beginning **z** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **zoo**.

Beginning Sound Zz

Color the pictures that begin like **zoo**.

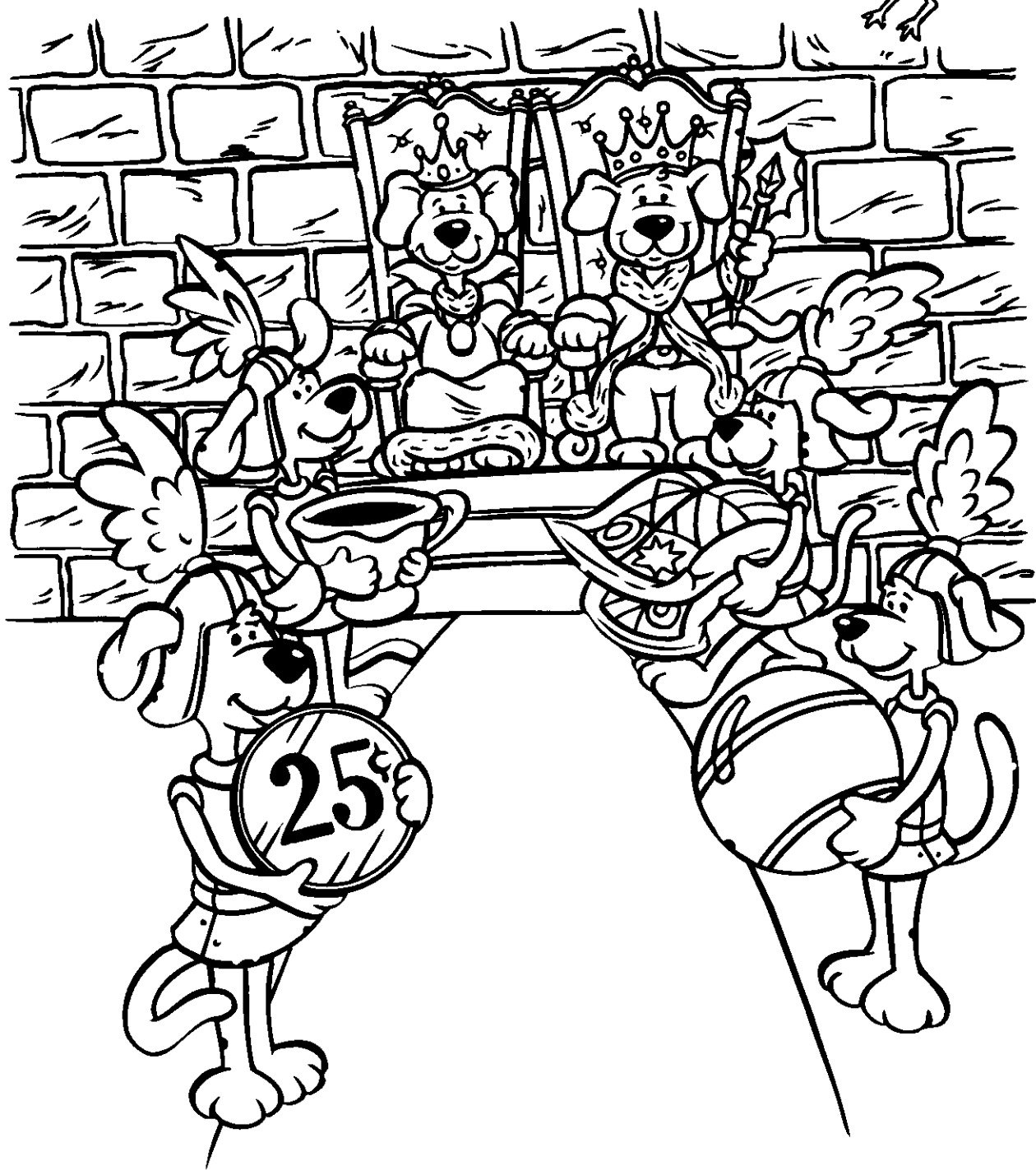


Beginning Letter Sounds

Point to the quail at the top of the page and say its name. Emphasize the beginning **q** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **quail**.

Beginning Sound Qq

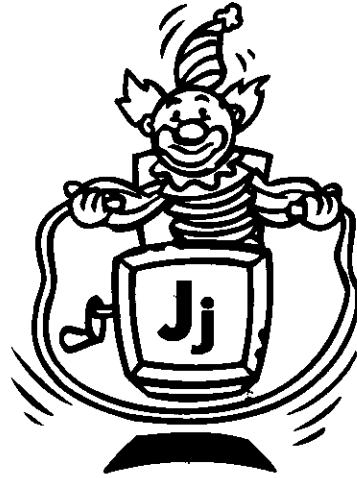
Color the pictures that begin like **quail**.



Point to the jack-in-the-box at the top of the page and say its name. Emphasize the beginning **j** sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as **jack-in-the-box**.

Beginning Sound Jj

Color the pictures that begin like **jack-in-the-box**.

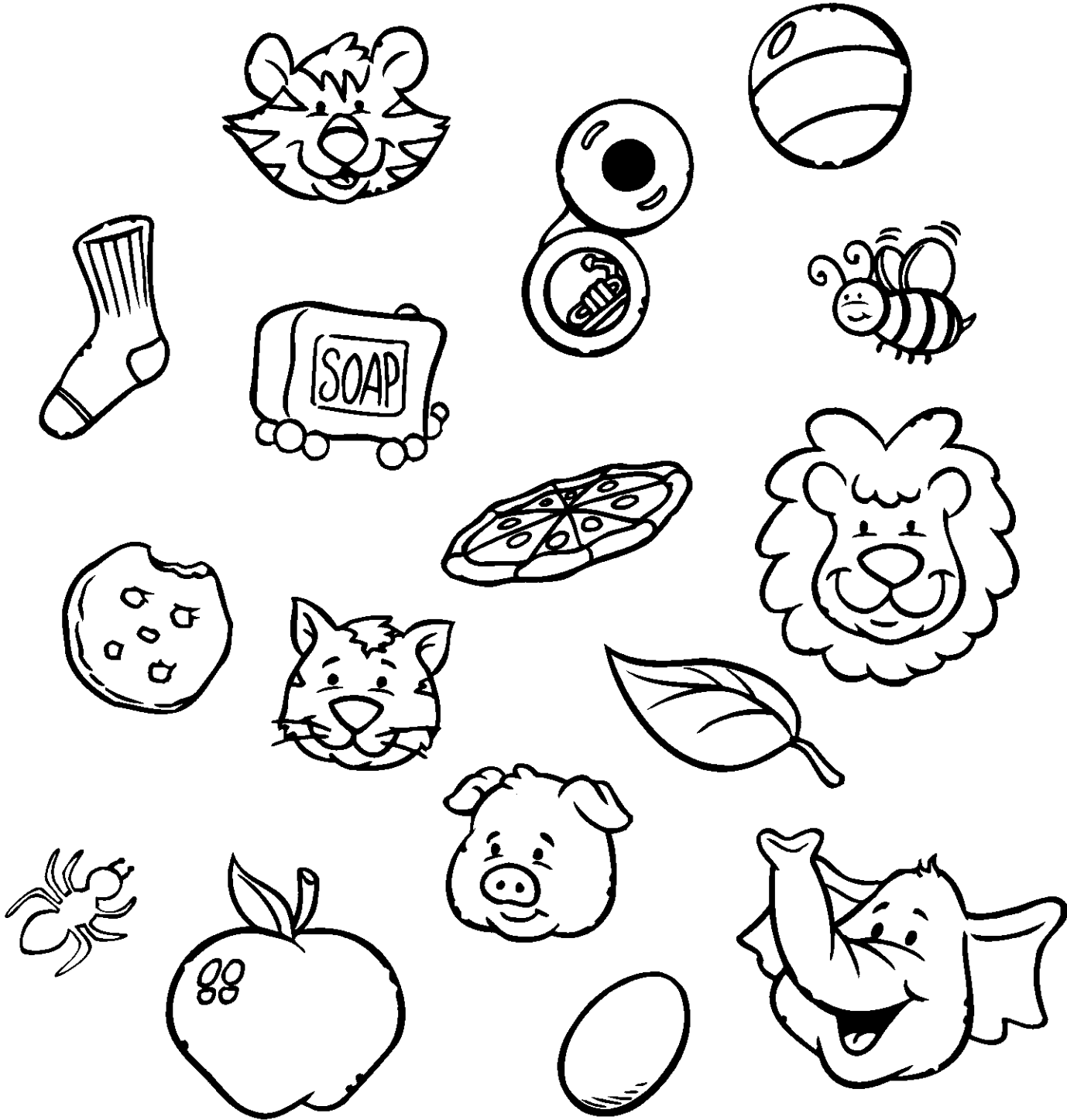


Beginning Letter Sounds

Help the child say the name of each picture. Ask him or her to draw a line between the ones that have the same beginning sound.

Sound Match

Match.



Help the child say the name of each picture. Ask him or her to draw a line between the ones that have the same beginning sound.

More Sound Match

Match.



Answer Key

As the child completes the pages in this section, review his or her answers. When you take the time to correct the work and explain mistakes, you're showing your child that you feel learning is important.

page 164

Point to each animal and say its name. Then ask the child to draw a line between the animals that begin with the same sound and color the pictures.

Animal Match

Match. Color the pictures.

164 Matching beginning sounds

page 165

Ask the child to say the name of each picture. Then have him or her circle the picture that begins with the same sound as the first picture in each row.

Sounds Like...

Circle the one with the same beginning sound.

165 Matching beginning sounds

page 166

Help the child say the name of each picture. Ask him or her to draw a line from the first picture to the other pictures that begin with the same sound. Then have the child do the same for each picture.

Put It Away

Draw lines to the ones with the same beginning sounds.

166 Identifying beginning consonant sounds

page 167

Point to the octopus at the top of the page and say its name. Emphasize the beginning sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as octopus.

Beginning Sound Oo

Color the pictures that begin like octopus.

167 Identifying beginning vowel sounds, Oo

page 168

Point to the seal at the top of the page and say its name. Emphasize the beginning sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as seal.

Beginning Sound Ss

Color the pictures that begin like seal.

168 Identifying beginning consonant sounds, Ss

page 169

Point to the apple at the top of the page and say its name. Emphasize the beginning sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as apple.

Beginning Sound Aa

Color the pictures that begin like apple.

169 Identifying beginning vowel sounds, Aa

page 170

Point to the turtle at the top of the page and say its name. Emphasize the beginning sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as turtle.

Beginning Sound Tt

Color the pictures that begin like turtle.

170 Identifying beginning consonant sounds, Tt

page 171

Point to the elephant at the top of the page and say its name. Emphasize the beginning sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as elephant.

Beginning Sound Ee

Color the pictures that begin like elephant.

171 Identifying beginning vowel sounds, Ee

page 172

Point to the raccoon at the top of the page and say its name. Emphasize the beginning sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as raccoon.

Beginning Sound Rr

Color the pictures that begin like raccoon.

172 Identifying beginning consonant sounds, Rr

Point to the igloo at the top of the page and say its name. Emphasize the beginning I sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as igloo.

Beginning Sound Ii

Color the pictures that begin like igloo.

Identifying beginning consonant sounds, Ii 173

Point to the nap at the top of the page and say its name. Emphasize the beginning N sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as nap.

Beginning Sound Nn

Color the pictures that begin like nap.

Identifying beginning consonant sounds, Nn 174

Point to the urn at the top of the page and say its name. Emphasize the beginning U sound. Help the child name the other pictures on the page. Then ask him or her to circle the ones with the same beginning sound as urn.

Beginning Sound Uu

Circle the pictures that begin like urn.

Identifying beginning consonant sounds, Uu 175

Point to the lion at the top of the page and say its name. Emphasize the beginning L sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as lion.

Beginning Sound Ll

Color the pictures that begin like lion.

Identifying beginning consonant sounds, Ll 176

Point to the cat at the top of the page and say its name. Emphasize the beginning C sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as cat.

Beginning Sound Cc

Color the pictures that begin like cat.

Identifying beginning consonant sounds, Cc 177

Point to the pig at the top of the page and say its name. Emphasize the beginning P sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as pig.

Beginning Sound Pp

Color the pictures that begin like pig.

Identifying beginning consonant sounds, Pp 178

Point to the monkey at the top of the page and say its name. Emphasize the beginning M sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as monkey.

Beginning Sound Mm

Color the pictures that begin like monkey.

Identifying beginning consonant sounds, Mm 179

Point to the dog at the top of the page and say its name. Emphasize the beginning D sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as dog.

Beginning Sound Dd

Color the pictures that begin like dog.

Identifying beginning consonant sounds, Dd 180

Point to the hippo at the top of the page and say its name. Emphasize the beginning H sound. Help the child name the other pictures on the page. Then ask him or her to color the ones with the same beginning sound as hippo.

Beginning Sound Hh

Color the pictures that begin like hippo.

Identifying beginning consonant sounds, Hh 181

Beginning Sound Bb
Color the pictures that begin like bear.

182

Beginning Sound Yy
Circle yes if the picture begins like ya-yo.
Circle no if it does not.

	yes	no		yes	no
	yes	no		yes	no

183

Beginning Sound Ff
Color the pictures that begin like fox.

184

Beginning Sound Gg
Color the pictures that begin like gorilla.

185

Beginning Sound Vv
Color the section red if the word begins like violin.

186

Beginning Sound Ww
Color the pictures that begin like wassail.

187

Beginning Sound Kk
Color the pictures that begin like kite.

188

Beginning Sound Zz
Color the pictures that begin like zoo.

189

Beginning Sound Qq
Color the pictures that begin like quail.

190

Beginning Sound Jj
Color the pictures that begin like jack-in-the-box.

191

Sound Match
Match:

192

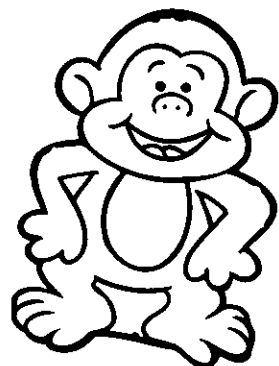
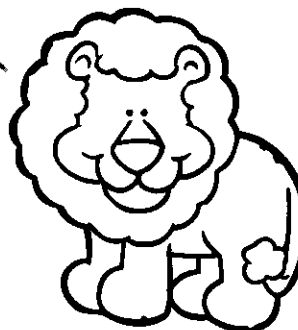
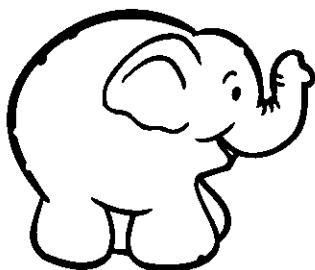
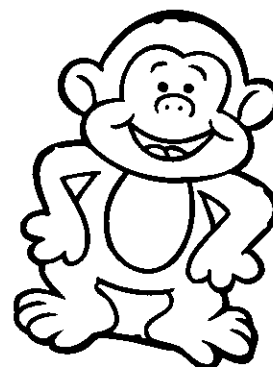
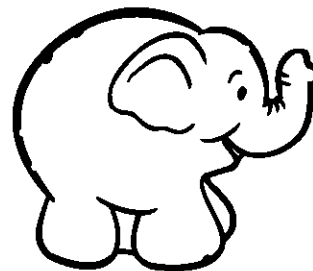
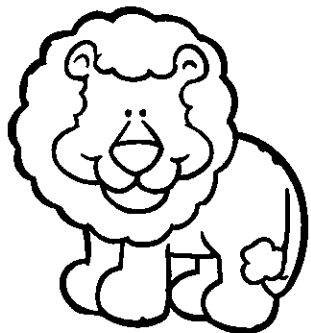
More Sound Match
Match:

193

Ask the child to name each animal. Then have him or her draw a line between the animals that are the same.

Animal Crackers

Match.

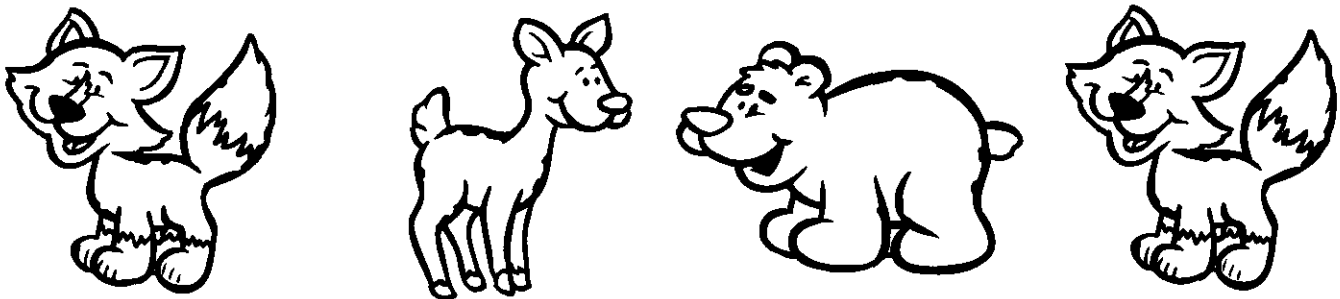
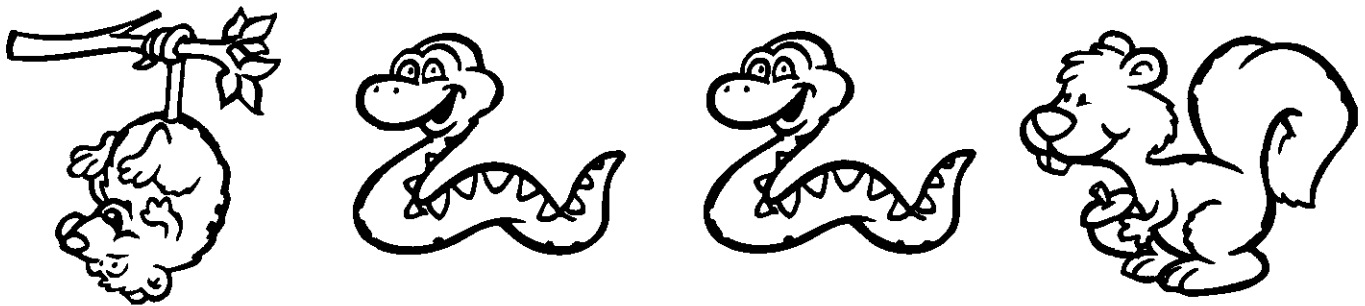
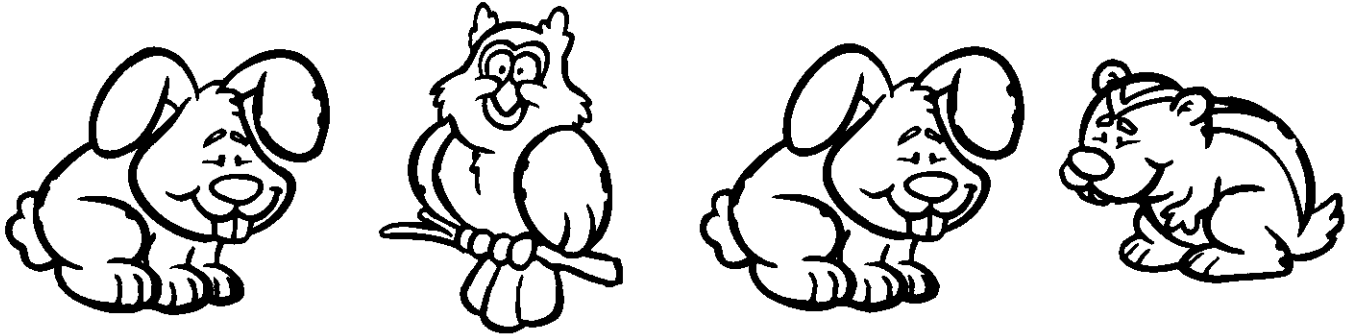


Get Ready to Read

Have the child find and color the two animals that are the same in each row.

Look in the Forest

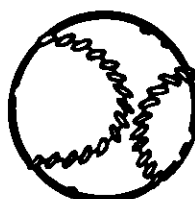
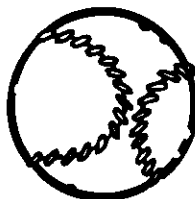
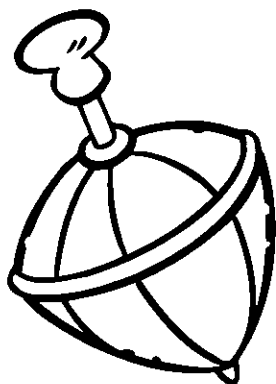
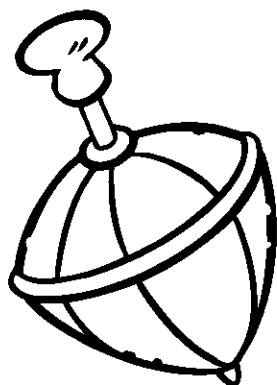
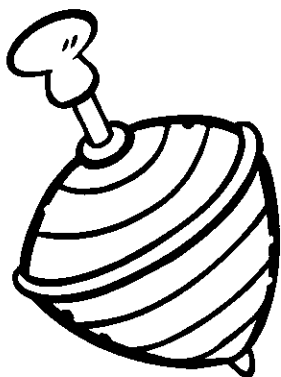
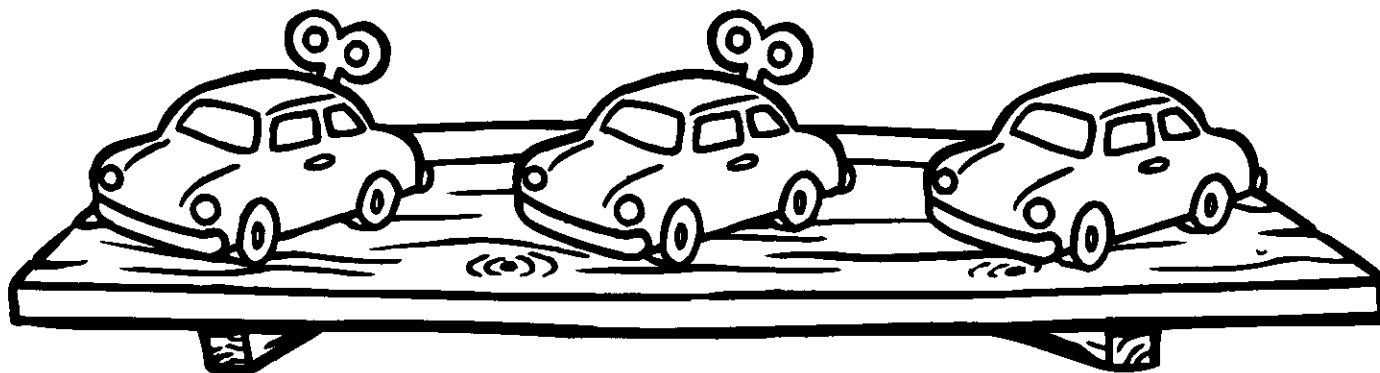
Color the ones that are the same.



Have the child circle the toys that are the same in each group.

At the Toy Store

Circle the ones that are the same.

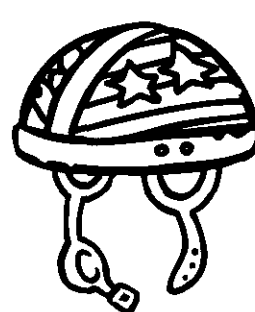
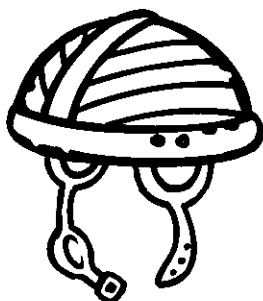
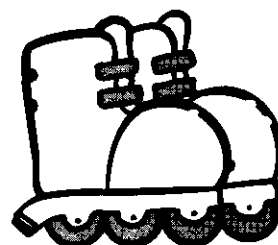
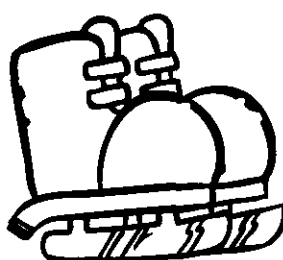
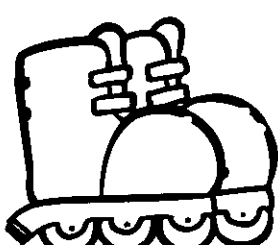
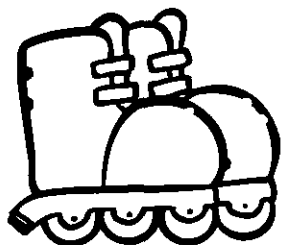
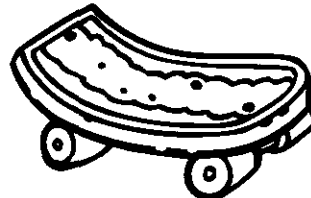
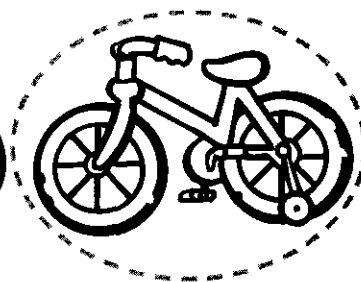
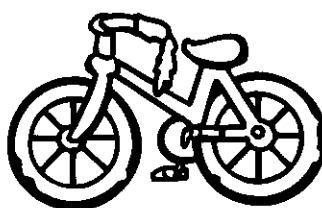
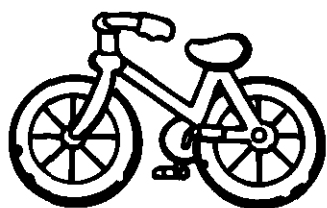
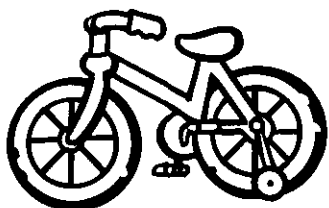


Get Ready to Read

Ask the child to look closely at the first picture in each row. Then have him or her find and circle the picture that is the same in that row.

Rolling Along

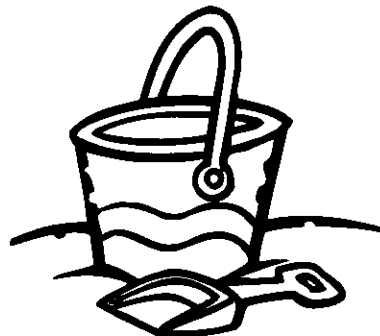
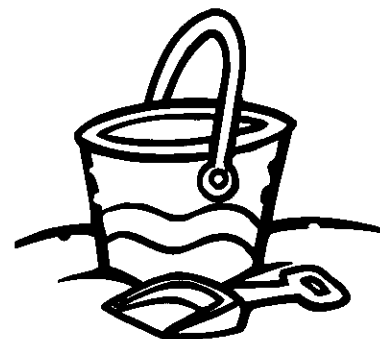
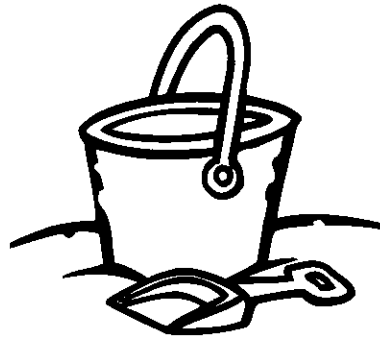
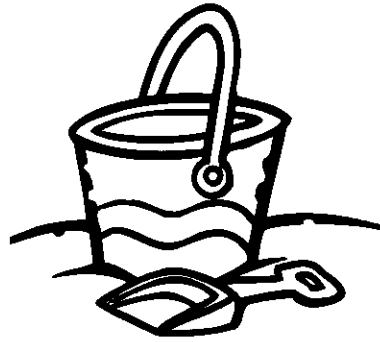
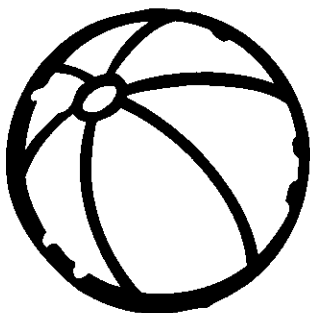
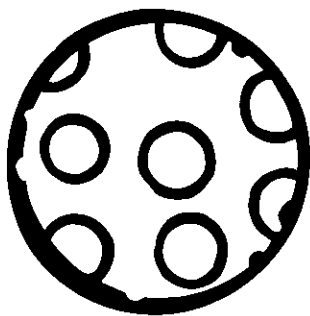
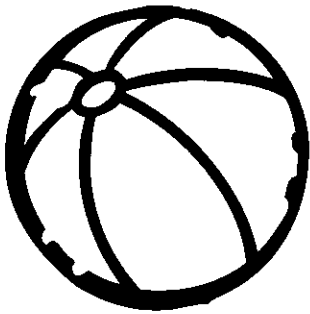
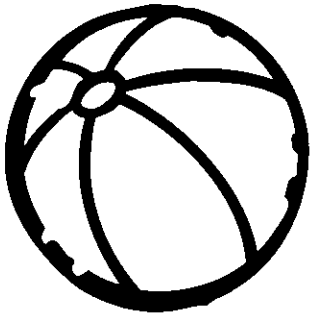
Circle the one that is the same.



Ask the child to identify the objects. Then have him or her find and color the one that is different in each group.

Fun at the Beach

Color the one that is different.

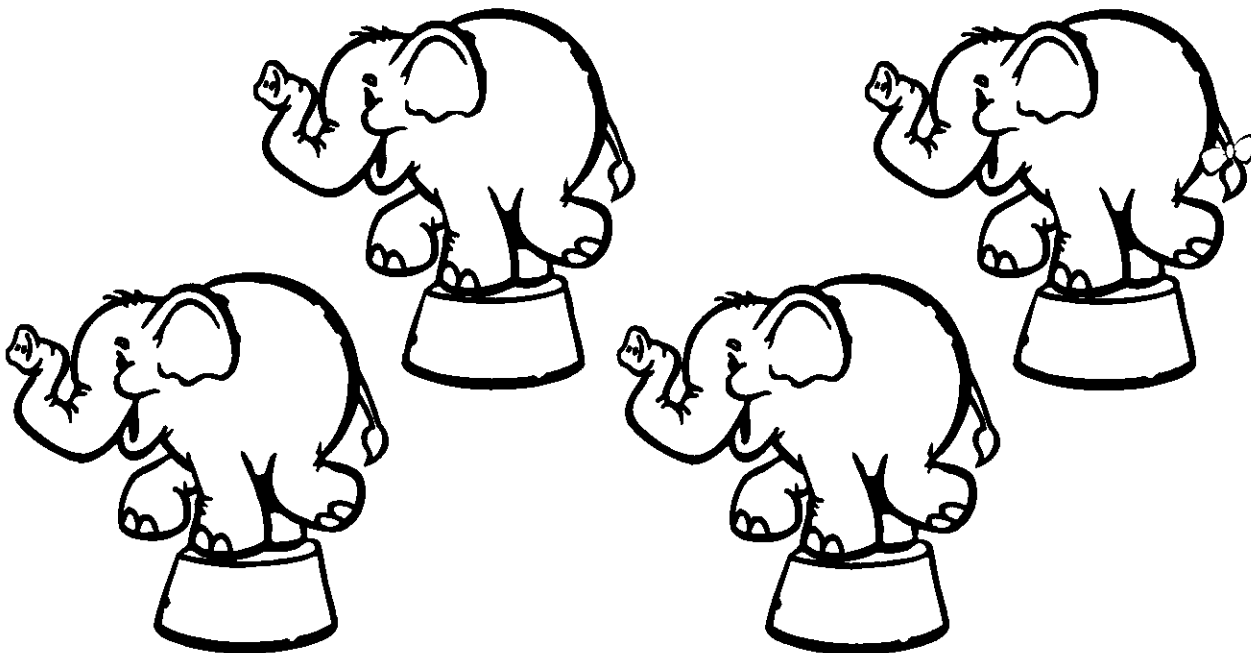
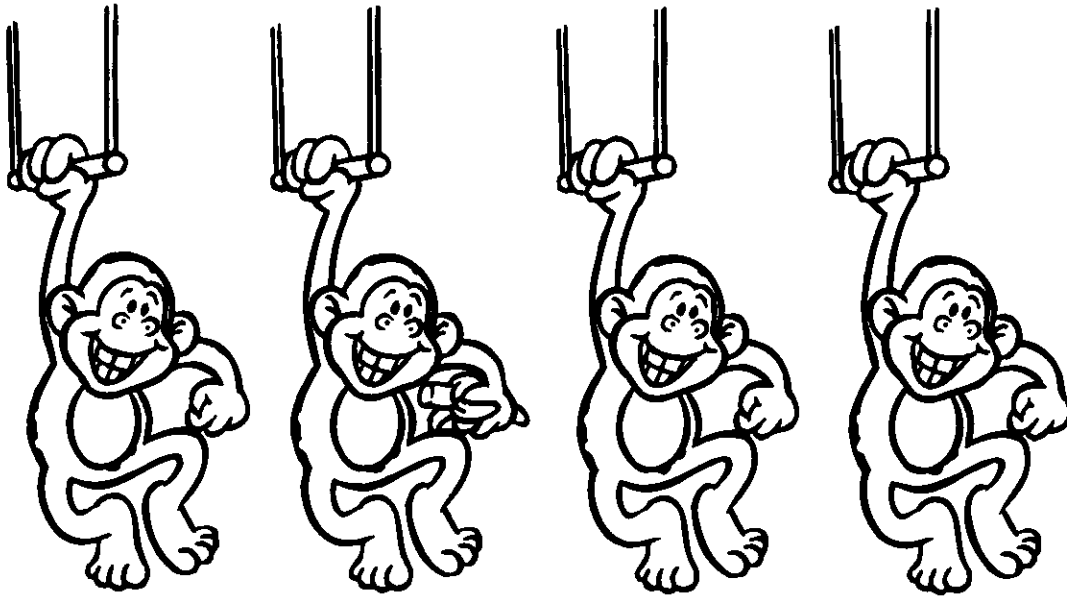


Get Ready to Read

Ask the child to identify the animals. Then have him or her find and color the one that is different in each group.

Come to the Circus

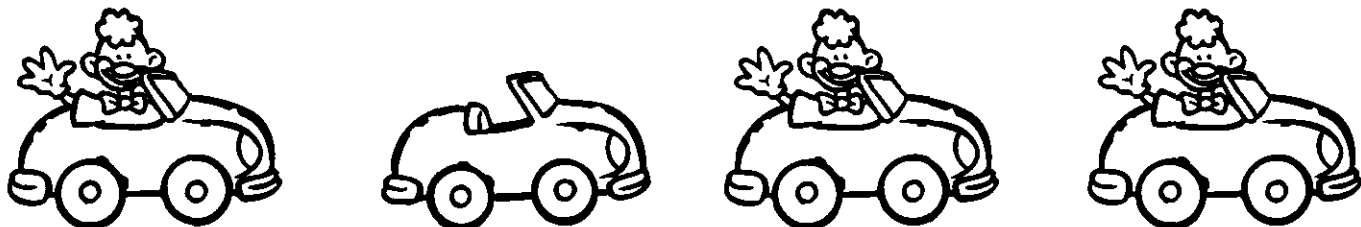
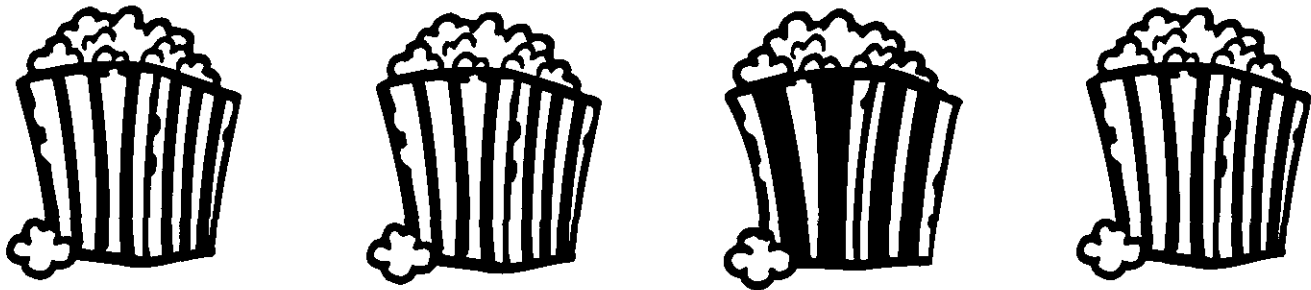
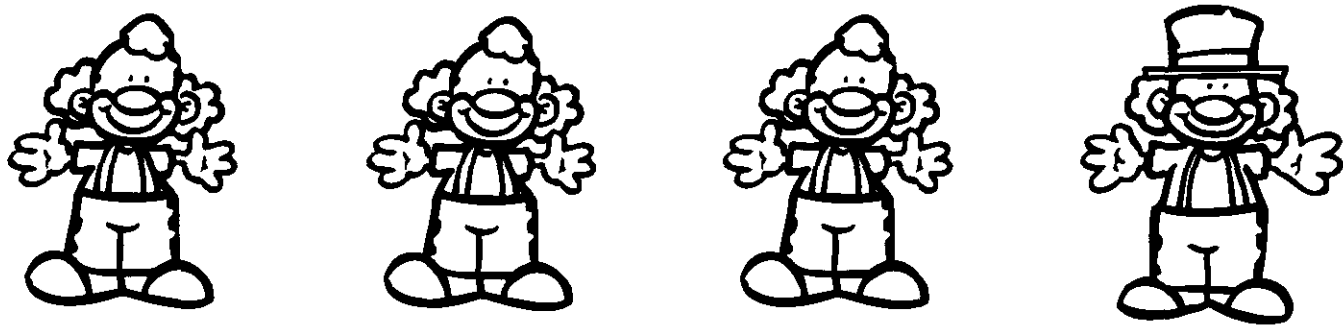
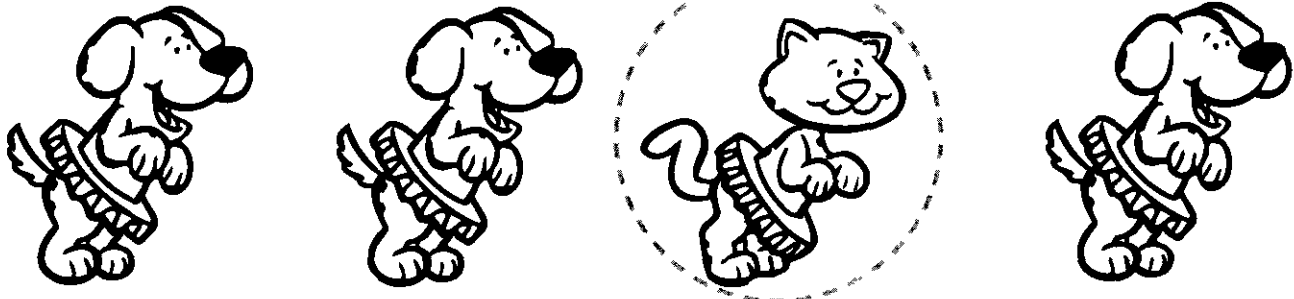
Color the one that is different.



Ask the child to look closely at the first picture in each row. Then have him or her find and circle the picture that is different in that row.

More Circus Fun

Circle the one that is different.

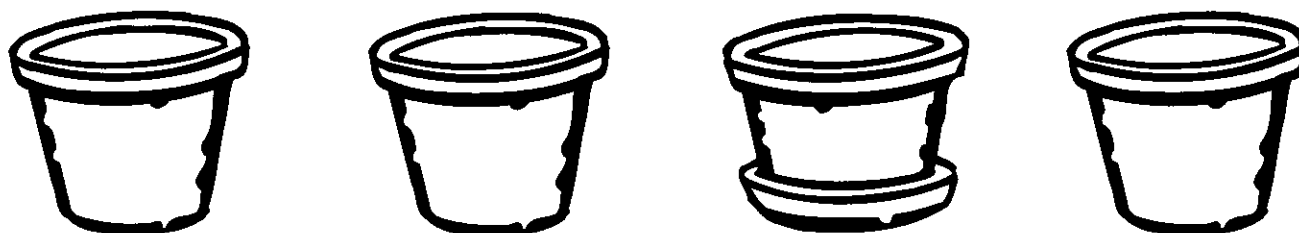
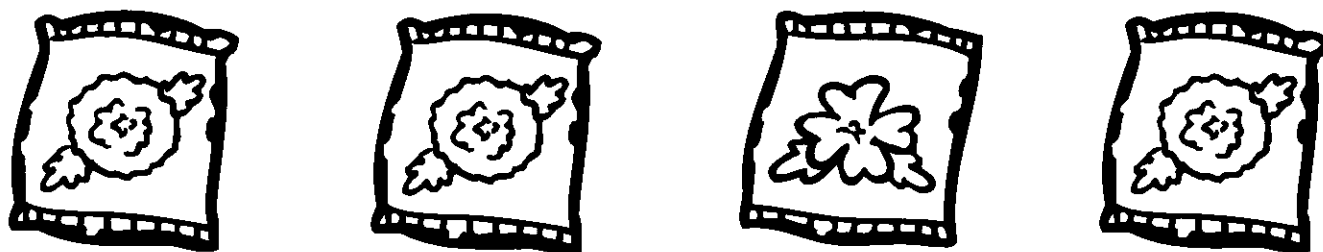
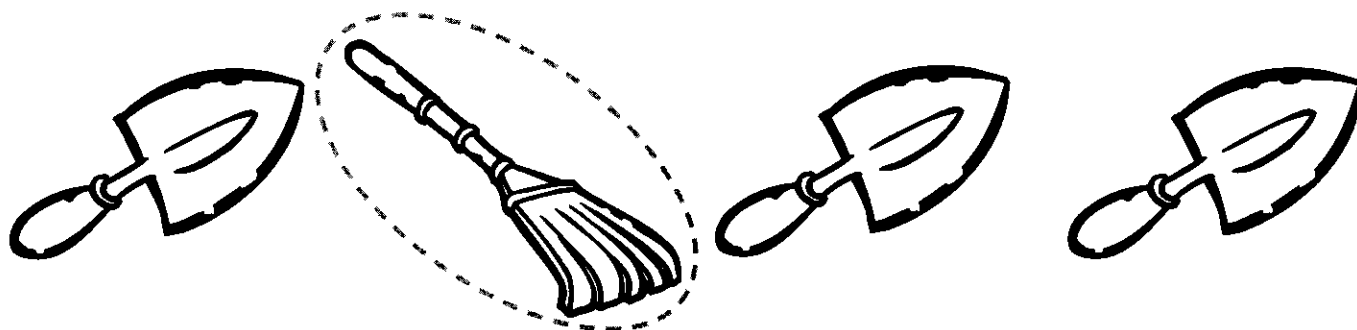


Get Ready to Read

Help the child identify the objects. Then have him or her find and circle the one that is different in each row.

Time to Plant

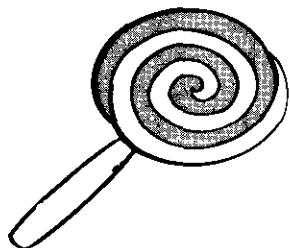
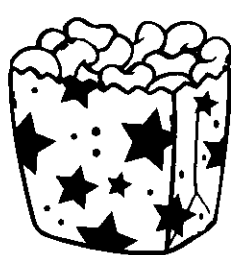
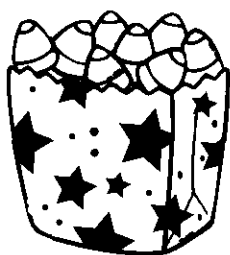
Circle the one that is different.



Ask the child to identify the sweet treats. Then have him or her find and circle the one that is different in each row.

Sweet Treats

Circle the one that is different.

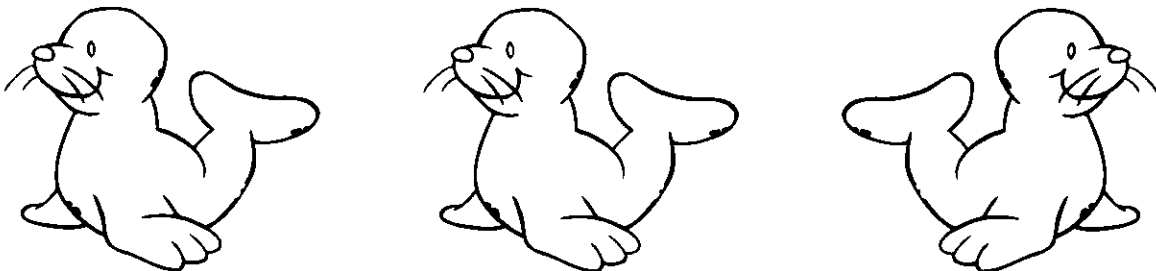
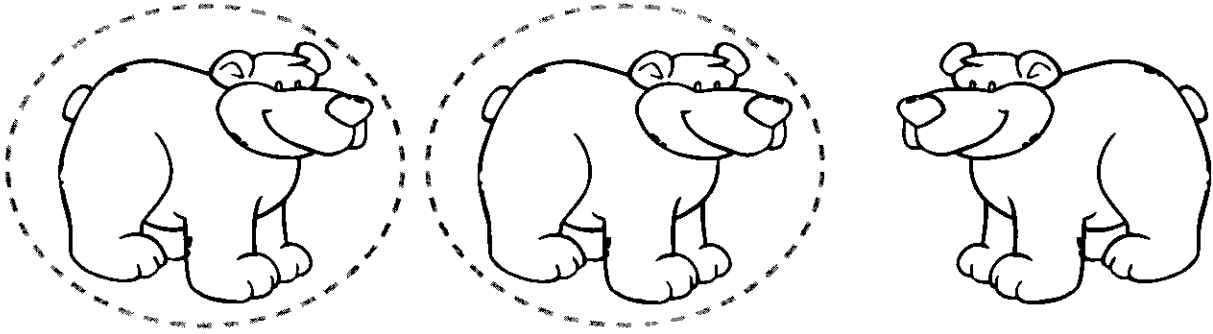


Get Ready to Read

Ask the child find and circle the two animals that face the same direction in each row. Then have him or her color them.

Turn-Around on Ice

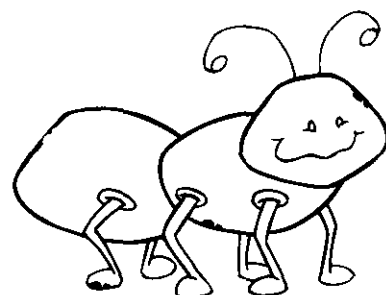
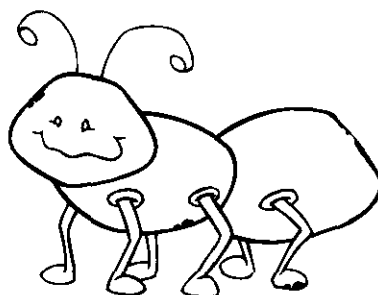
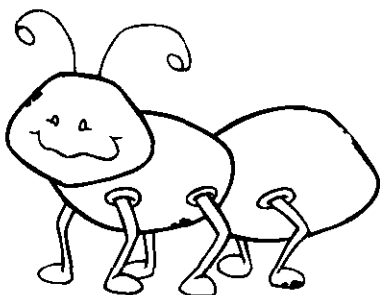
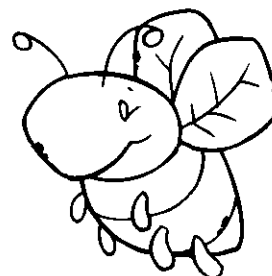
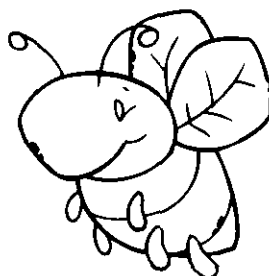
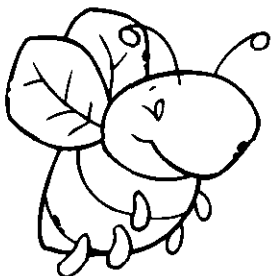
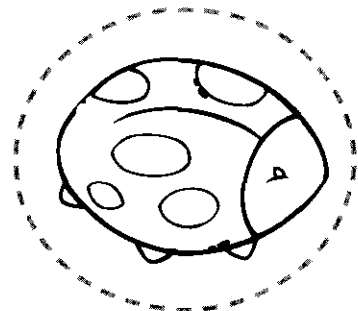
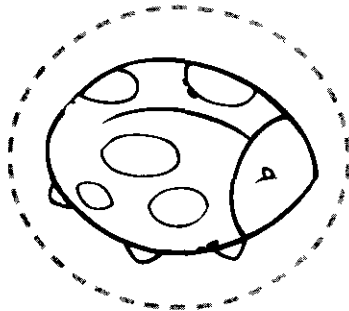
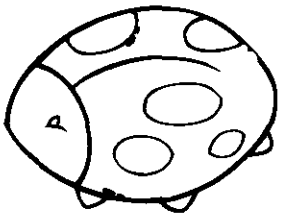
Circle the ones that face the same way. Color them.



Ask the child find and circle the two insects that face the same direction in each row. Then have him or her color them.

Bugging Out

Circle the ones that face the same way. Color them.

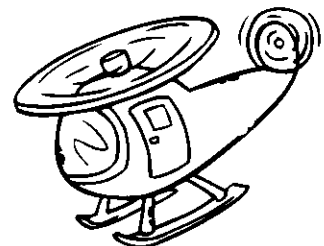
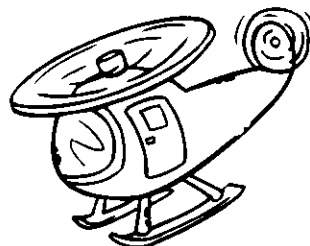
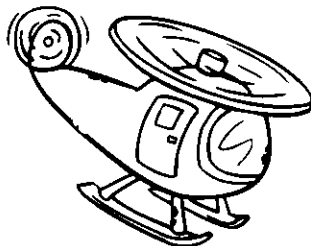
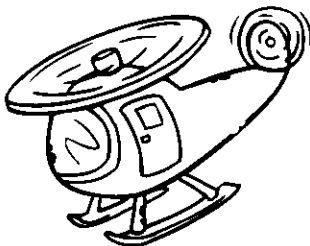
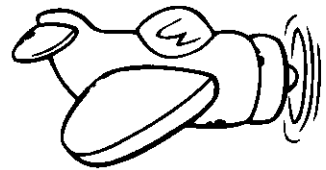
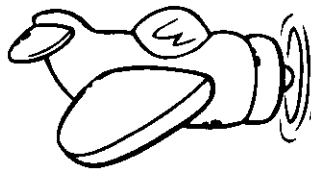
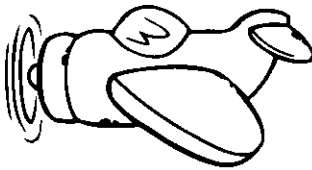
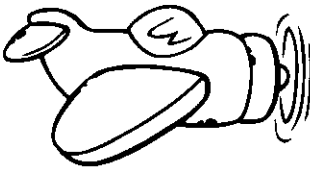
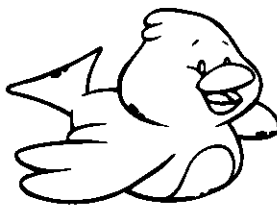
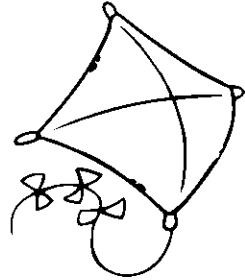
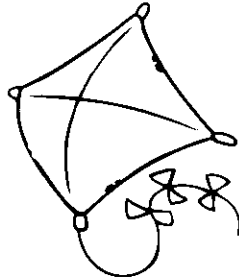
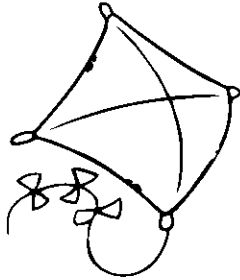
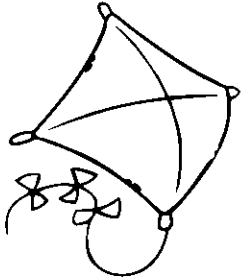


Get Ready to Read

Ask the child to identify these things that fly. Then have him or her find and color the one that faces a different direction in each row.

High in the Sky

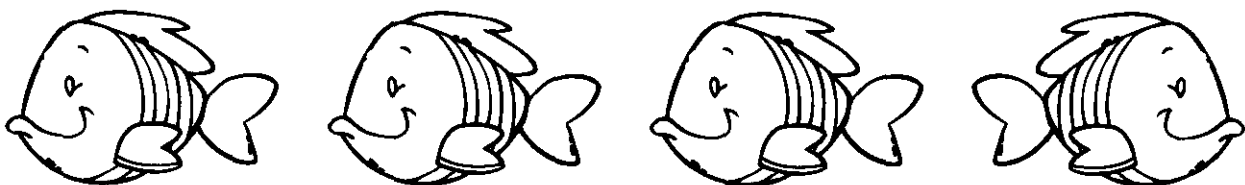
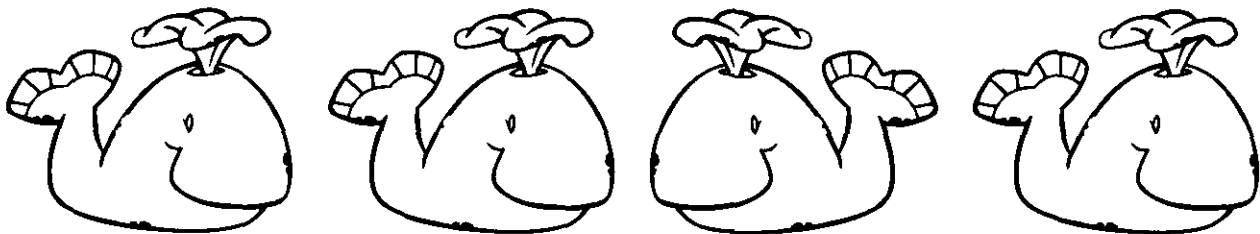
Color the one that faces a different way.



Have the child find and color the sea creature that faces a different direction in each row.

Under the Sea

Color the one that faces a different way.








Get Ready to Read

Ask the child to count and color the picnic baskets, cats, clouds, ants, and trees in the picture. Then have him or her circle the number that he or she counted for each.

The Cats' Picnic



Count and color. Circle how many.

	1 2		3 4		2 3
	3 4		4 5		

Ask the child to look closely at the picture. Then have him or her find and color four bats.

Going Batty

Color four  s.



Ask the child to look closely at the picture. Then have him or her find and color four frogs.

Finding Frogs

Color four  s.

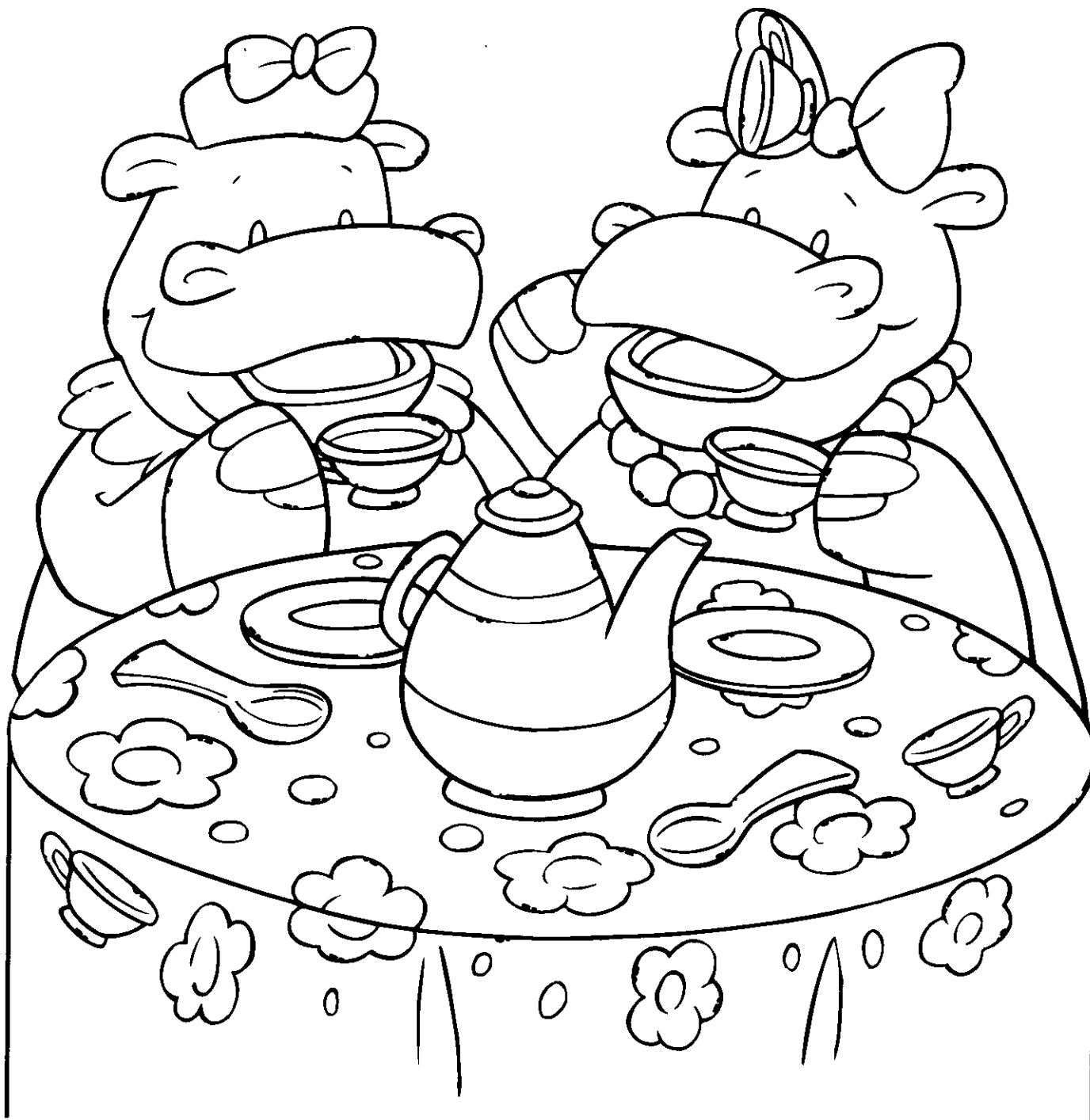


Get Ready to Read

Ask the child to look closely at the picture. Then have him or her find and color five teacups.

Tea for Two

Color five s.



Ask the child to look closely at the picture. Then have him or her find and color five baseball bats.

Batter Up!

Color five  s.

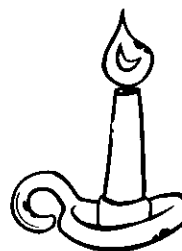
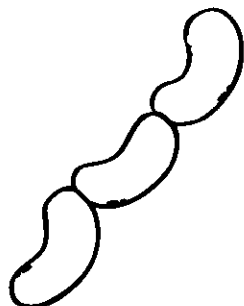
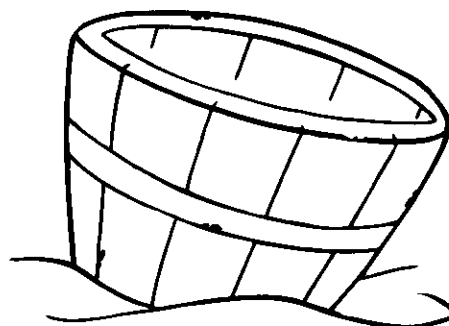
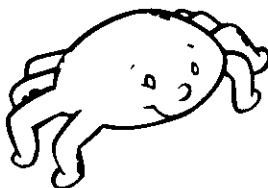
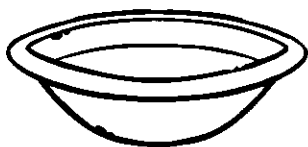
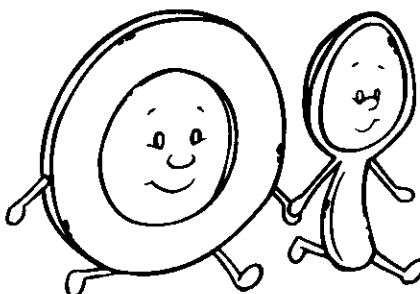
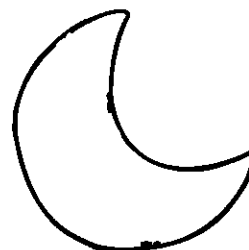
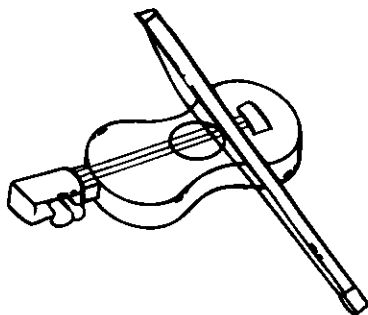
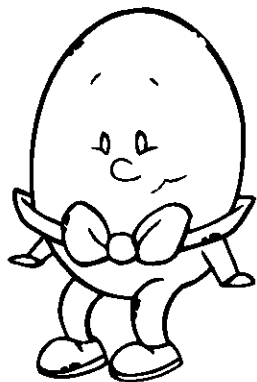


Get Ready to Read

Help the child name each picture on this page. Have him or her color them. Then ask the child to find and color each one in the picture on page 215.

Nursery Rhyme Pictures

Color the pictures. Find and color them on the next page.



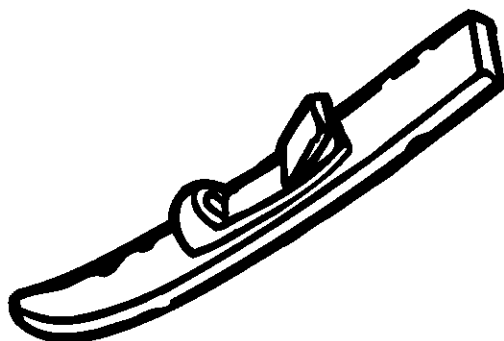
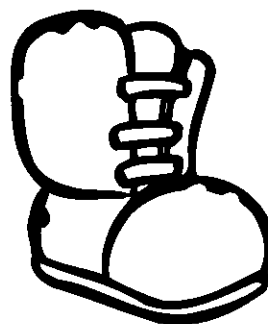
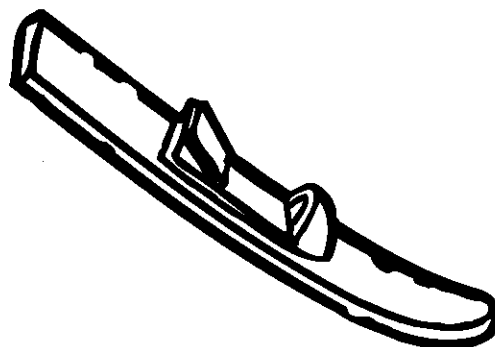
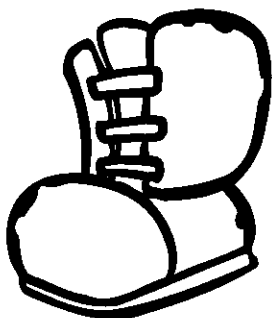
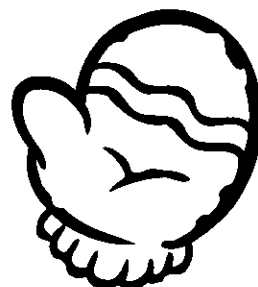


Get Ready to Read

Have the child draw a line between the objects that go together. Then have him or her color the pictures.

Winter Fun

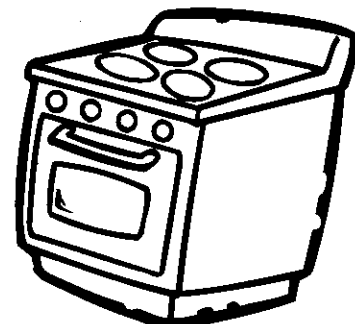
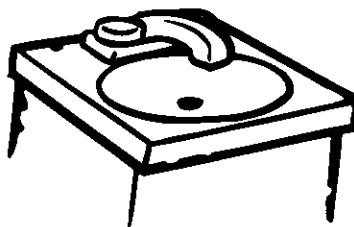
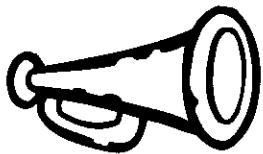
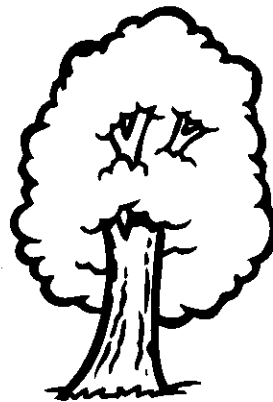
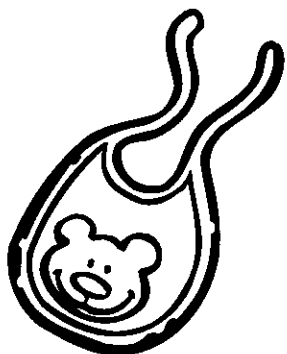
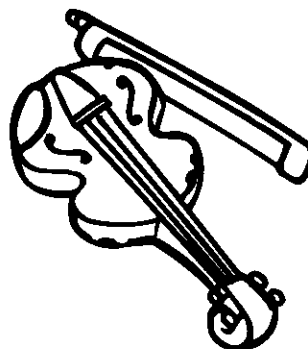
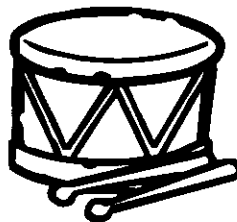
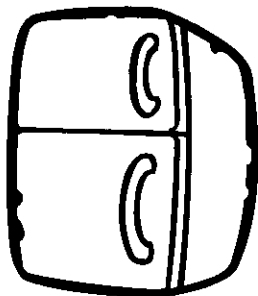
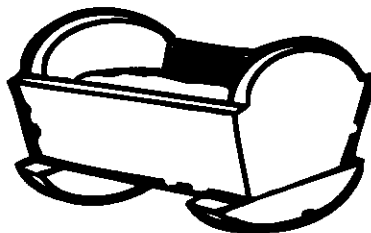
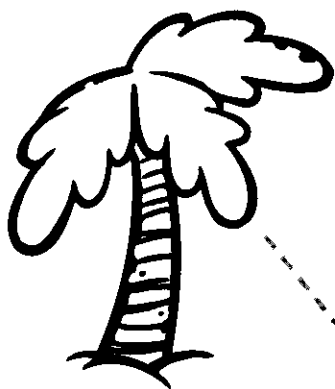
Match. Color the pictures.



Help the child name the objects in each group on the right and talk about how they are alike. Then help the child identify each object on the left and have him or her draw a line to the group where it belongs.

Which Group?

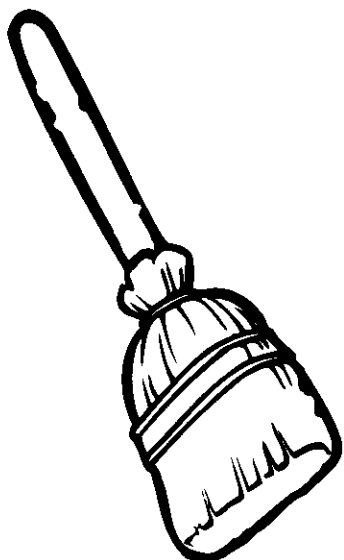
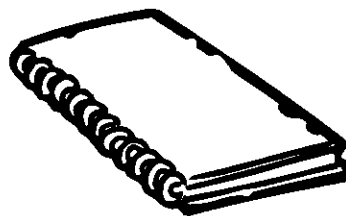
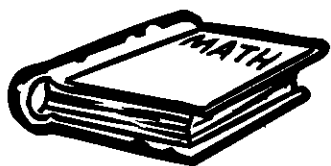
Match.



Help the child name the objects. Then have him or her color the ones that belong in the backpack.

Get Ready for School

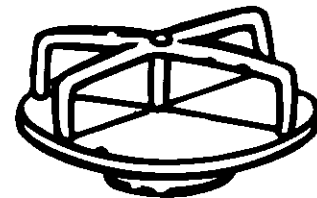
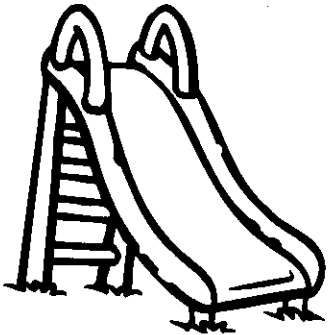
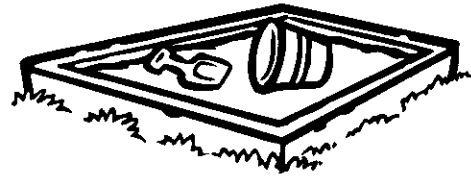
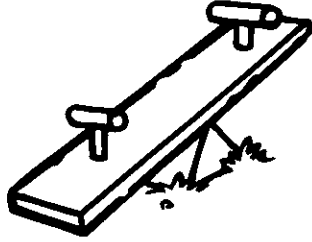
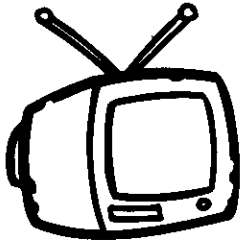
Color what belongs in the .



Help the child name the objects. Then have him or her color the ones that belong at the playground.

At the Playground

Color what belongs at the playground.

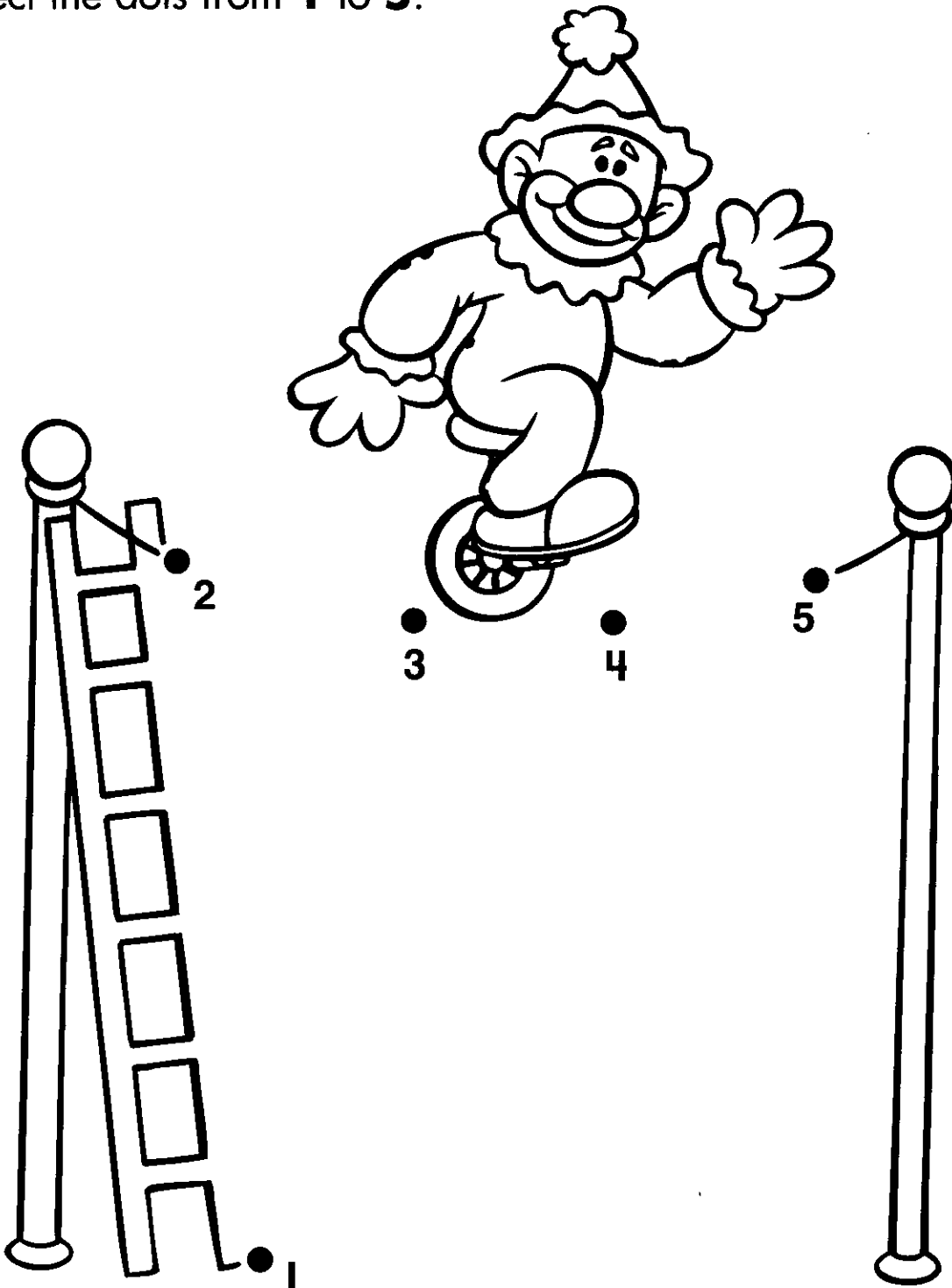


Get Ready to Read

Ask the child to predict what the picture will show when completed. Then have him or her connect the dots in numerical order and color the picture.

High Wire Dot-to-Dot

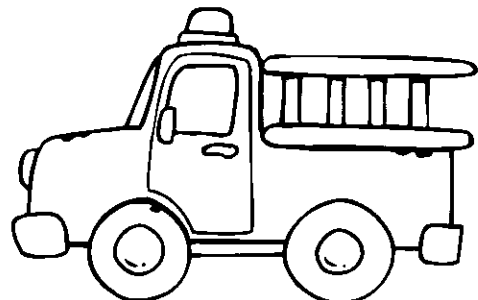
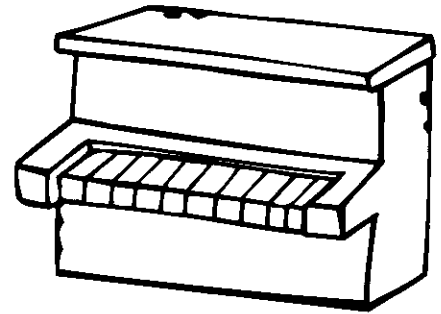
Connect the dots from **1** to **5**.



Ask the child to talk about the grocery store and help him or her name the objects. Then have the child circle the objects that do not belong in the grocery store.

The Grocery Store

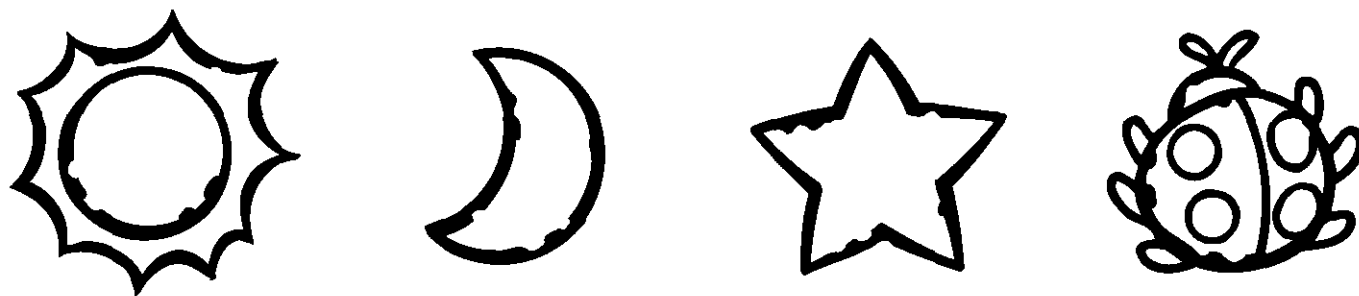
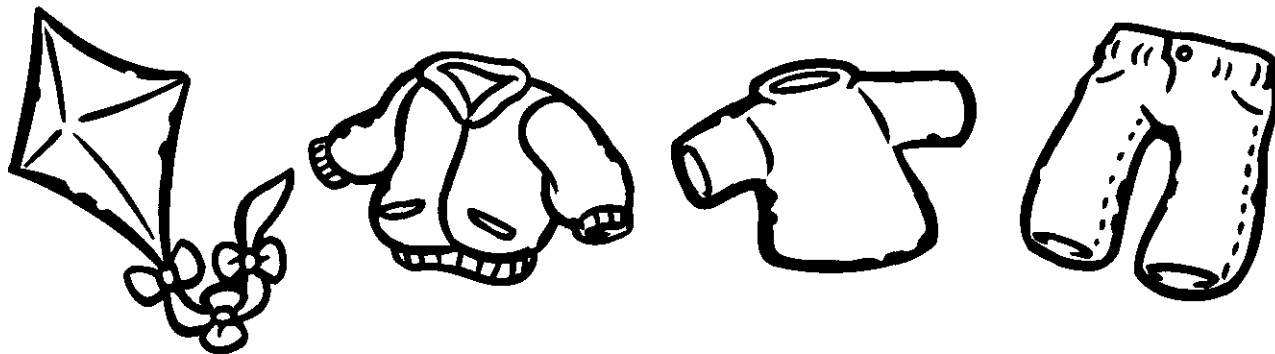
Circle what does not belong.



Ask the child to name the pictures. Then have him or her color the one that does not belong in each row.

What Doesn't Belong?

Color what does not belong.

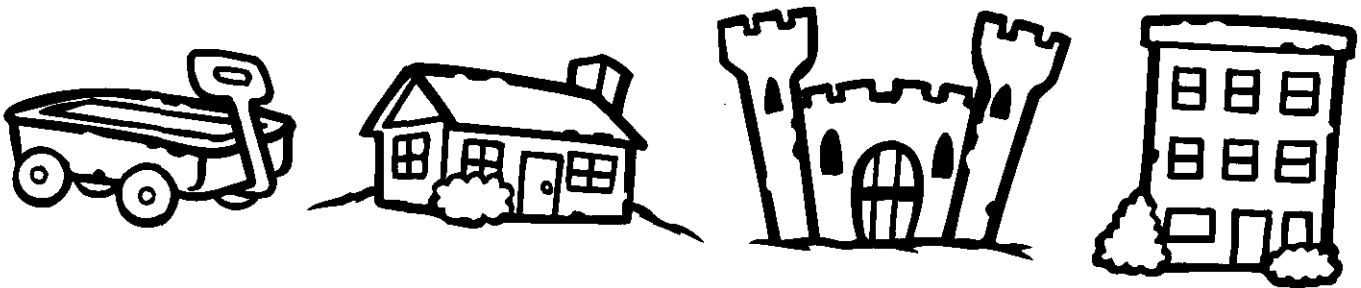
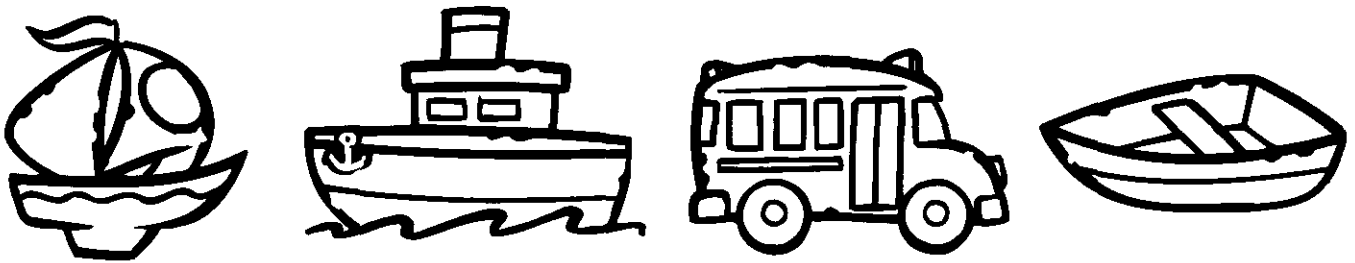
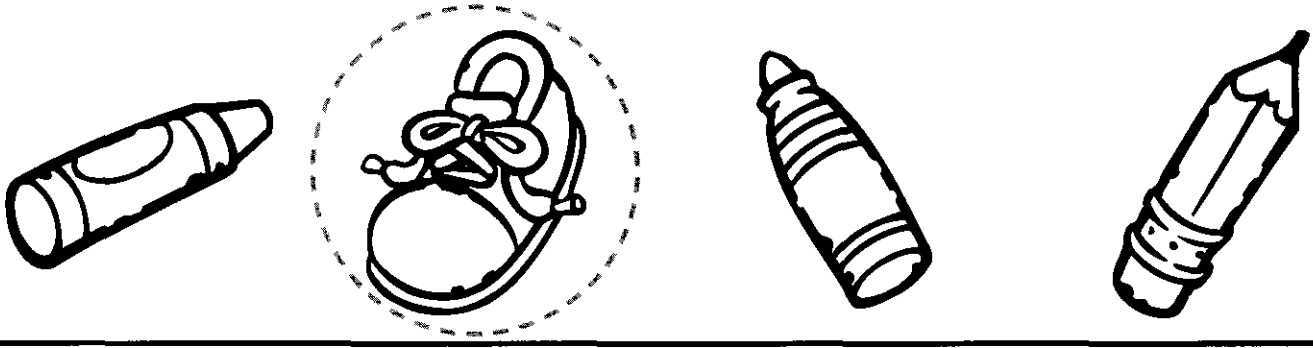


Get Ready to Read

Ask the child to name the objects. Have him or her circle the one that does not belong in each row. Then have the child color the others.

Does It Belong?

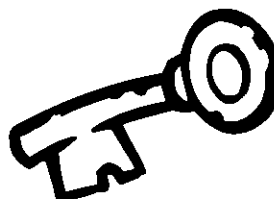
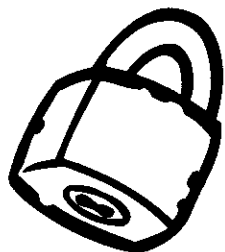
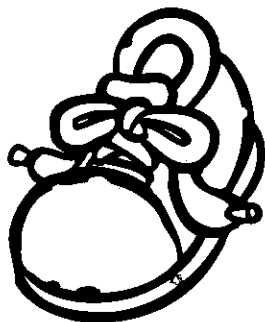
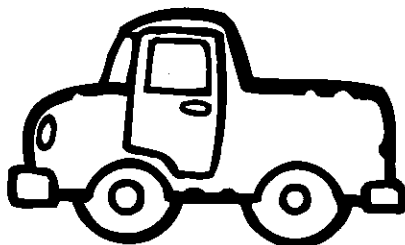
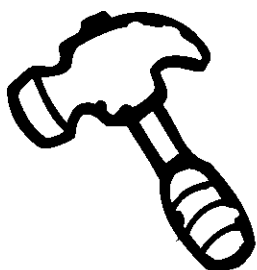
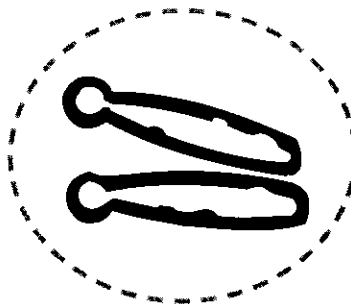
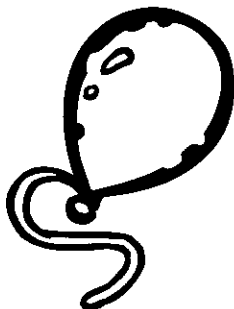
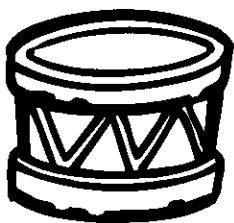
Circle what does not belong. Color the others.



Ask the child to look closely at the first picture in each row. Then have him or her find and circle the picture that goes with it.

We Go Together

Circle what belongs.

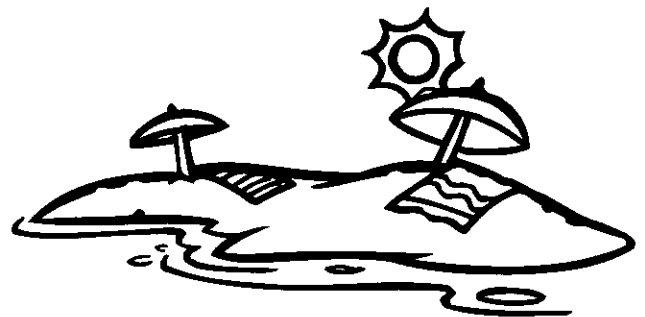
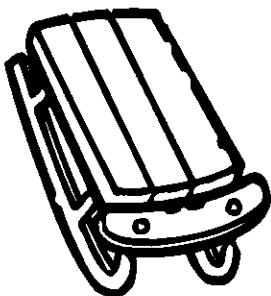
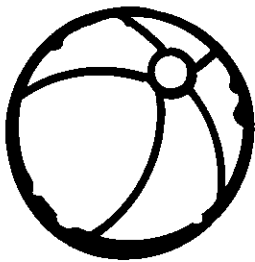
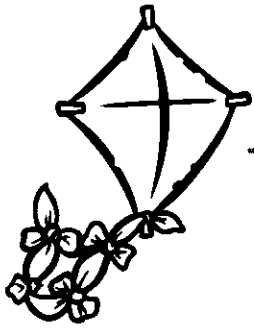


Get Ready to Read!

Help the child name the objects on the left and the type of weather in each picture on the right. Then have him or her draw a line between the ones that go together.

Weather Go-Togethers

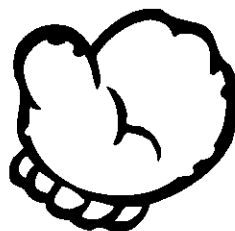
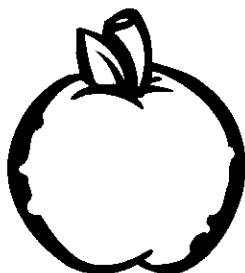
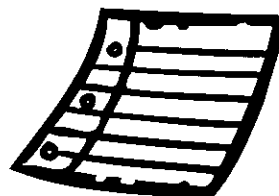
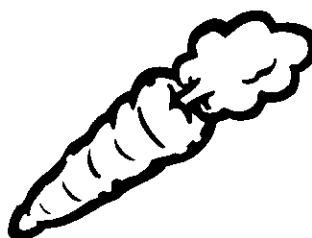
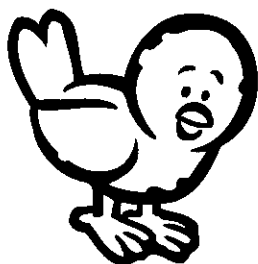
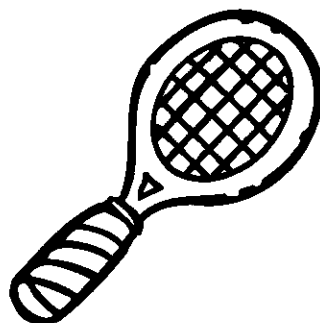
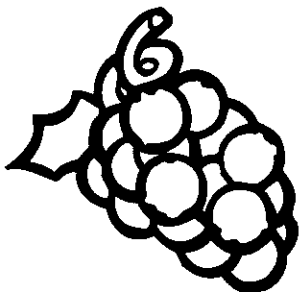
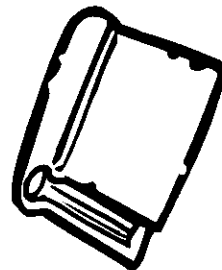
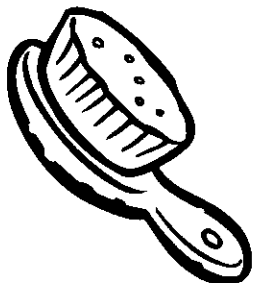
Match.



Ask the child to name the pictures. Then have him or her color the two that go together in each row.

More Go-Togethers

Color the ones that go together.



Get Ready to Read

Answer Key

As the child completes the pages in this section, review his or her answers. When you take the time to correct the work and explain mistakes, you're showing your child that you feel learning is important.

page 197

Ask the child to name each animal. Then have him or her draw a line between the animals that are the same.

Animal Crackers

Match:

Identifying objects that are the same.

197

page 198

Have the child look at each row of the two animals that are the same in each row.

Look in the Forest

Color the ones that are the same.

Identifying objects that are the same.

198

page 199

Have the child circle the toys that are the same in each group.

At the Toy Store

Circle the ones that are the same.

Identifying objects that are the same.

199

page 200

Ask the child to look closely at the first picture in each row. Then have him or her find and circle the picture that is the same as that one.

Rolling Along

Circle the one that is the same.

Identifying objects that are the same.

200

page 201

Ask the child to identify the objects. Then have him or her find and circle the one that is different in each group.

Fun at the Beach

Color the one that is different.

Identifying objects that are different.

201

page 202

Ask the child to identify the animals. Then have him or her find and circle the one that is different in each group.

Come to the Circus

Color the one that is different.

Identifying objects that are different.

202

page 203

Ask the child to look closely at the first picture in each row. Then have him or her find and circle the picture that is different in that row.

More Circus Fun

Circle the one that is different.

Identifying objects that are different.

203

page 204

Have the child identify the objects. Then have him or her find and circle the one that is different in each row.

Time to Plant

Circle the one that is different.

Identifying objects that are different.

204

page 205

Ask the child to identify the sweet treats. Then have him or her find and circle the one that is different in each row.

Sweet Treats

Circle the one that is different.

Identifying objects that are different.

205

Ask the child to find and circle the two animals that face the same direction in each row. Then have him or her color them.

Turn-Around on Ice

Circle the ones that face the same way. Color them.

206 Recognizing differences in direction

Ask the child to find and circle the two insects that face the same direction in each row. Then have him or her color them.

Bugging Out

Circle the ones that face the same way. Color them.

207 Recognizing differences in direction

Ask the child to identify three things that fly. Then have him or her find and color the one that faces a different direction in each row.

High in the Sky

Color the one that faces a different way.

208 Recognizing differences in direction

Have the child find and color the six creatures that face a different direction in each row.

Under the Sea

Color the one that faces a different way.

209 Recognizing differences in direction

Ask the child to look closely at the picture. Then have him or her find and color four bats.

Going Batty

Color four bats.

210 Finding objects in a picture (visual discrimination)

Ask the child to look closely at the picture. Then have him or her find and color four frogs.

Finding Frogs

Color four frogs.

211 Finding objects in a picture (visual discrimination)

Ask the child to look closely at the picture. Then have him or her find and color five teapots.

Tea for Two

Color five teapots.

212 Finding objects in a picture (visual discrimination)

Ask the child to look closely at the picture. Then have him or her find and color five baseball bats.

Batter Up!

Color five bats.

213 Finding objects in a picture (visual discrimination)

Ask the child to look closely at the picture. Then have him or her find and color five Easter eggs.

Easter Eggs

Color five eggs.

215 Finding objects in a picture (visual discrimination)

Help the child name the objects and go together. Then have her or him color the pictures.

Winter Fun

Match. Color the pictures.

216

Help the child name the objects in each group on the left and tell what they are. Then help the child identify each object on the right and have her or him draw a line to the group where it belongs.

Which Group?

Match.

217

Help the child name the objects. Then have her or him color the ones that belong in the backpack.

Get Ready for School

Color what belongs in the backpack.

218

Help the child name the objects. Then have her or him color the ones that belong in the playground.

At the Playground

Color what belongs in the playground.

219

Ask the child to tell about the grocery items and help her or him name the objects. Then have the child circle the objects that do not belong in the grocery store.

The Grocery Store

Circle what does not belong.

220

Ask the child to name the pictures. Then have her or him color the ones that do not belong in each row.

What Doesn't Belong?

Color what does not belong.

221

Ask the child to name the objects. Then have her or him circle the ones that do not belong in each row. Then have the child color the others.

Does It Belong?

Circle what does not belong. Color the others.

222

Ask the child to list objects in the five rows in each row. Then have her or him circle the objects that go together.

We Go Together

Circle what belongs.

223

Help the child name the objects in the left and the type of weather in each picture on the right. Then have her or him draw a line to the picture the ones that go together.

Weather Go-Togethers

Match.

224

Ask the child to name the pictures. Then have her or him color the ones that go together.

More Go-Togethers

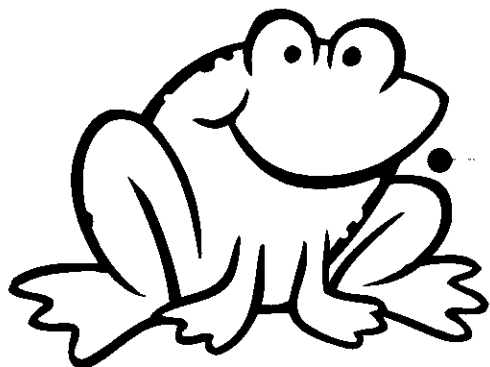
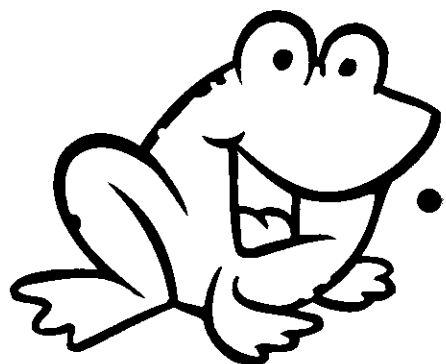
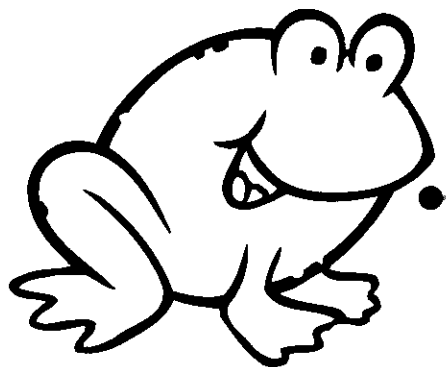
Color the ones that go together.

225

Ask the child to use his or her finger to trace the line from each frog on the left to the lily pad on the right. Then have him or her use a crayon to trace the lines.

Left to Right Frogs

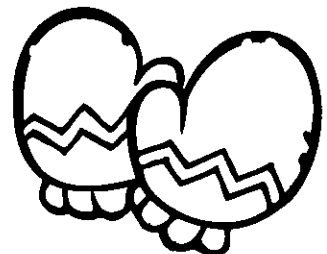
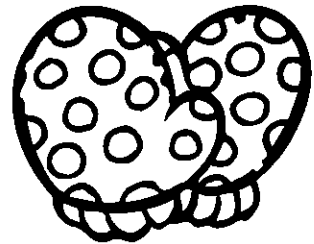
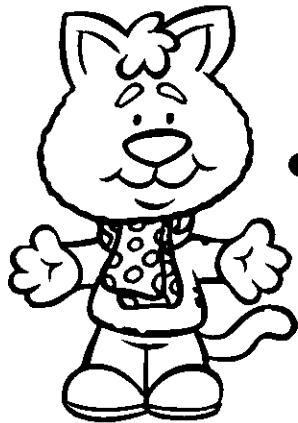
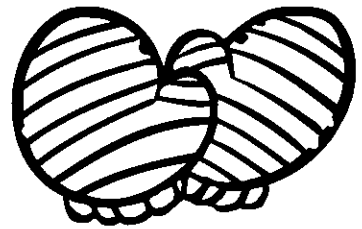
Trace each line from the  to the .



Ask the child to use his or her finger to trace the line from each kitten on the left to the pair of mittens on the right. Then have him or her use a crayon to trace the lines.

Left to Right Kittens

Trace each line from the  to the .



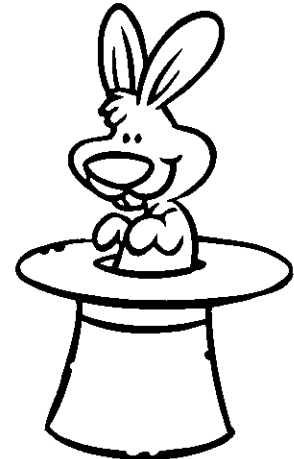
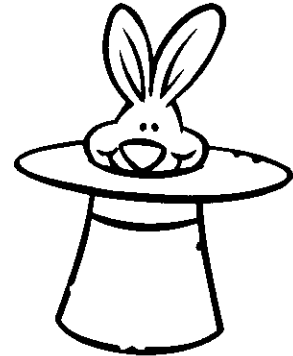
Ask the child to use his or her finger to trace the line from each magician on the left to the hat on the right. Then have him or her use a crayon to trace the lines.

Left to Right Magicians

Trace each line from the



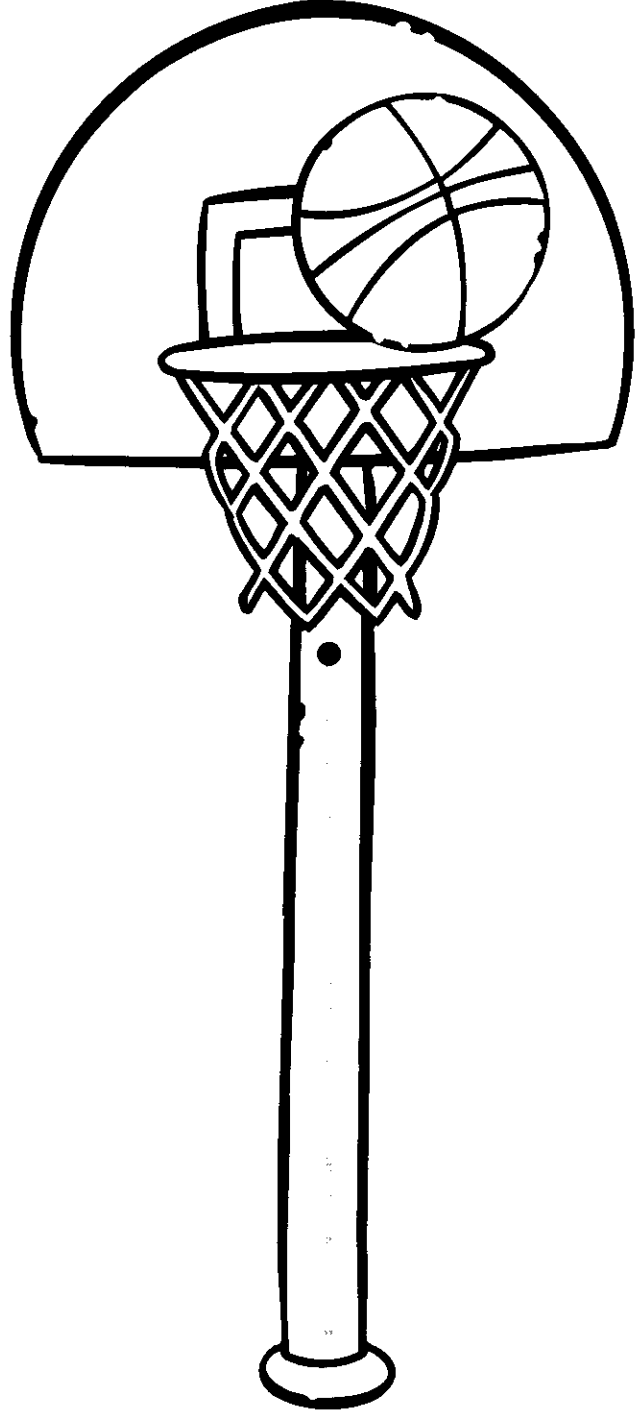
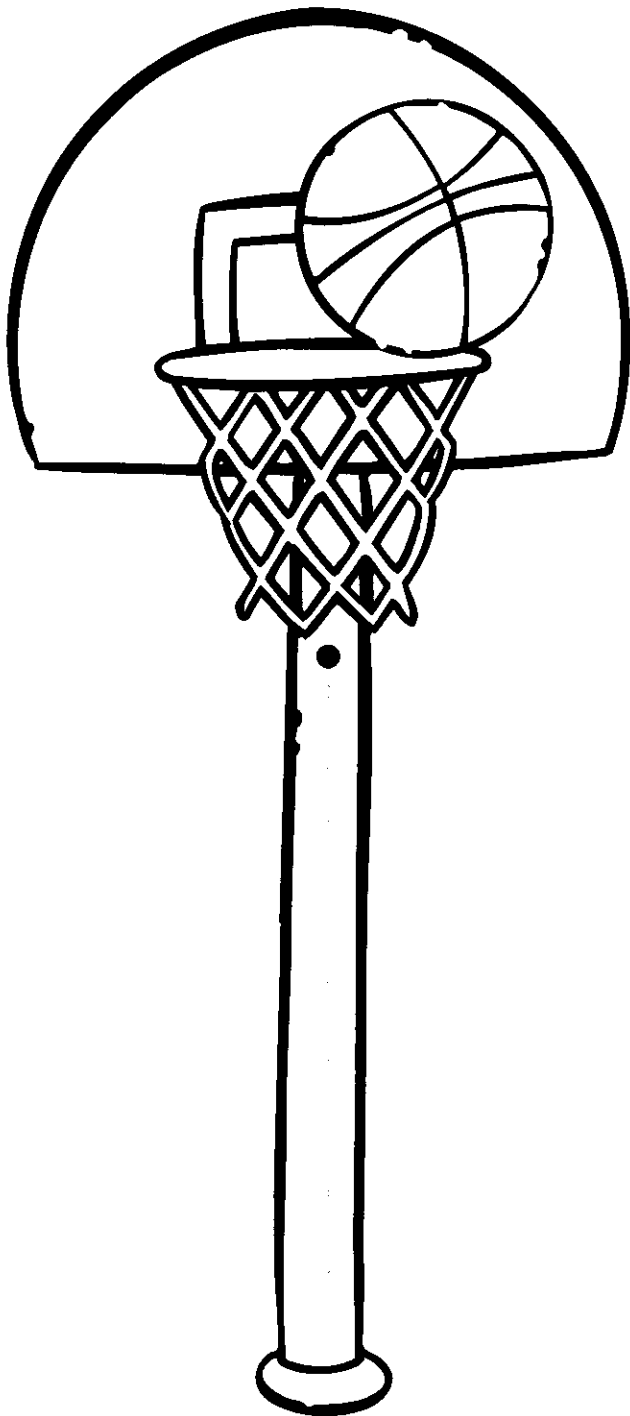
to the



Ask the child to use his or her finger to trace the line from the top of each pole to the bottom. Then have him or her use a crayon to trace the lines.

Top to Bottom Basketball

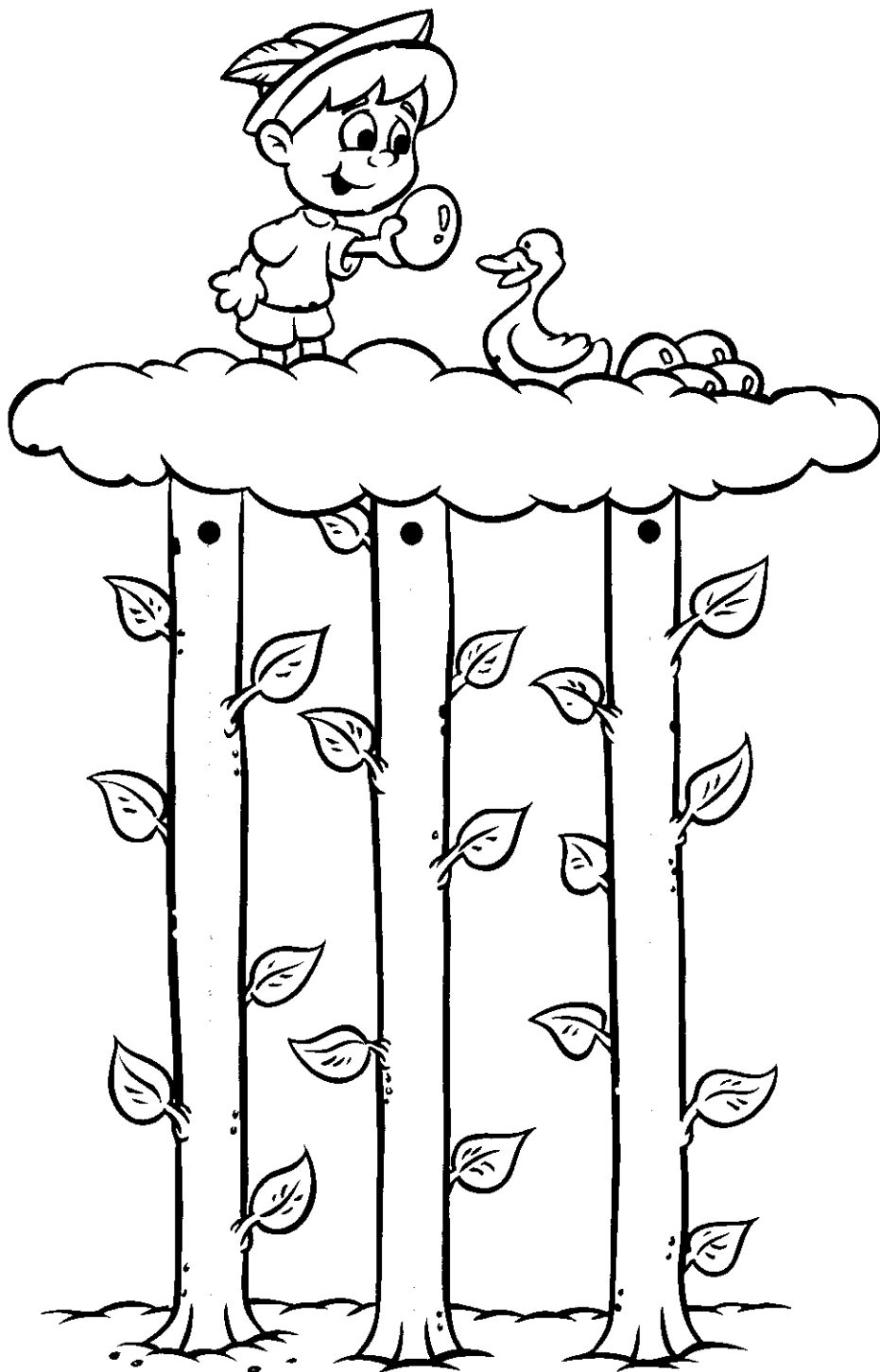
Trace each line from the **top** to the **bottom**.



Ask the child to use his or her finger to trace the line from the top of each beanstalk to the bottom. Then have him or her use a crayon to trace the lines.

Top to Bottom Beanstalks

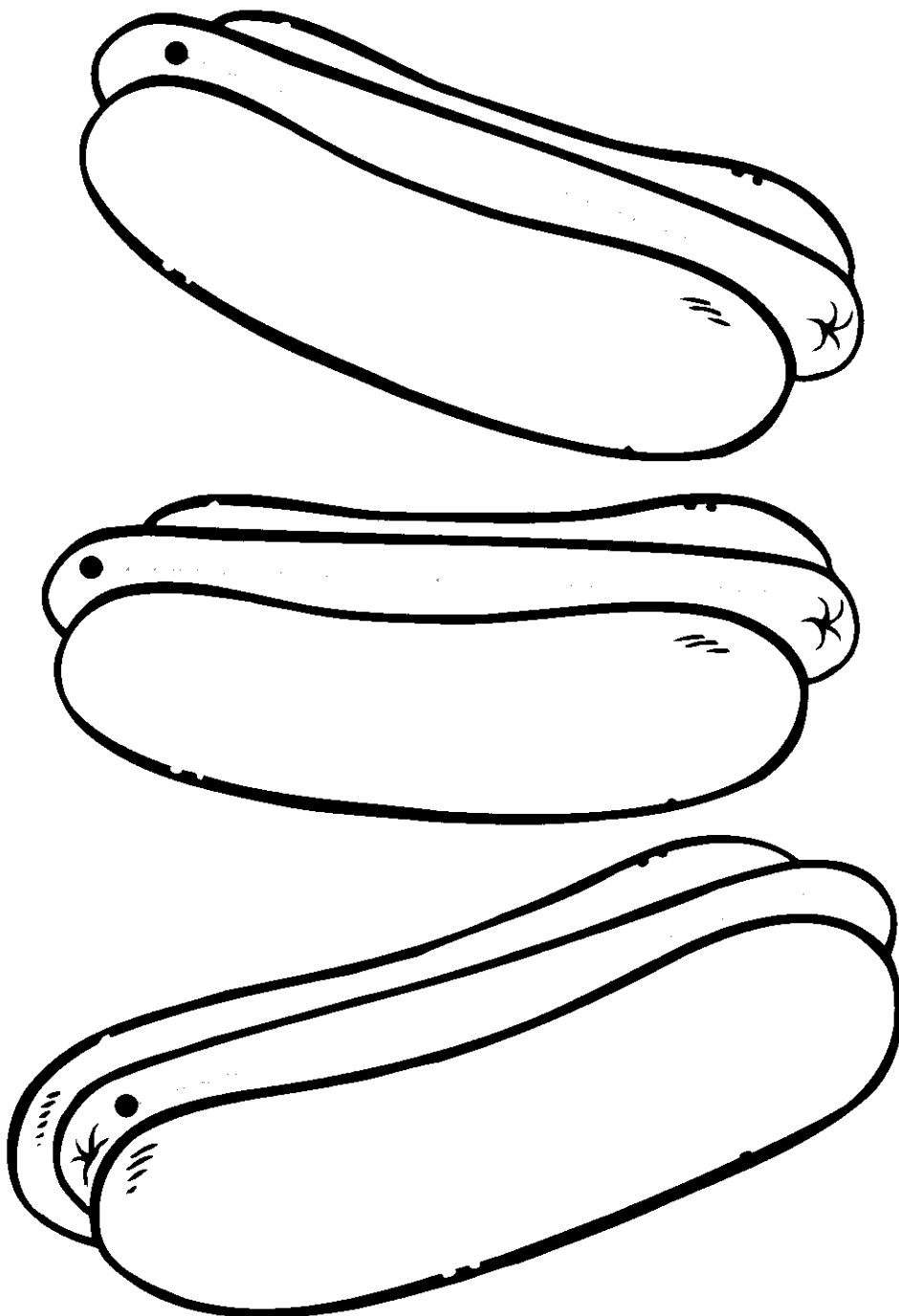
Trace each line from the **top** to the **bottom**.



Ask the child to use his or her finger to trace the line across each hotdog from the left to the right. Then have him or her use a red crayon (for ketchup) or a yellow crayon (for mustard) to trace the lines.


Slanted Hotdogs

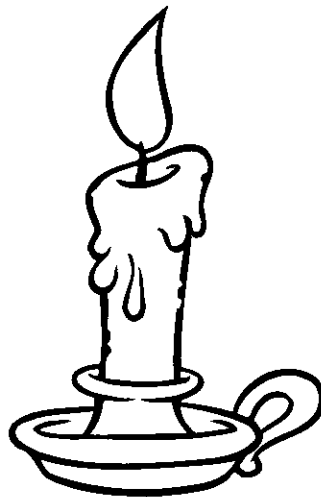
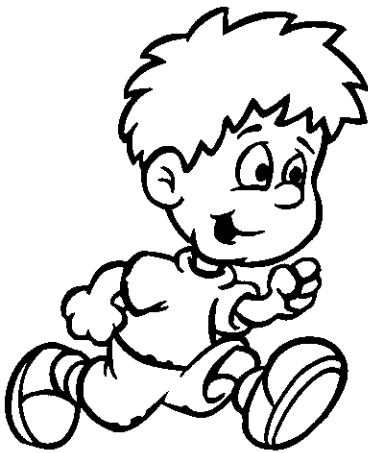
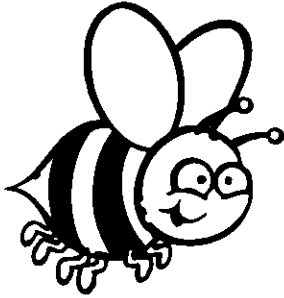
Trace the line on each



Ask the child to use his or her finger to trace each curved line over the candlestick. Then have him or her use a crayon to trace the lines.

Curved Jumps

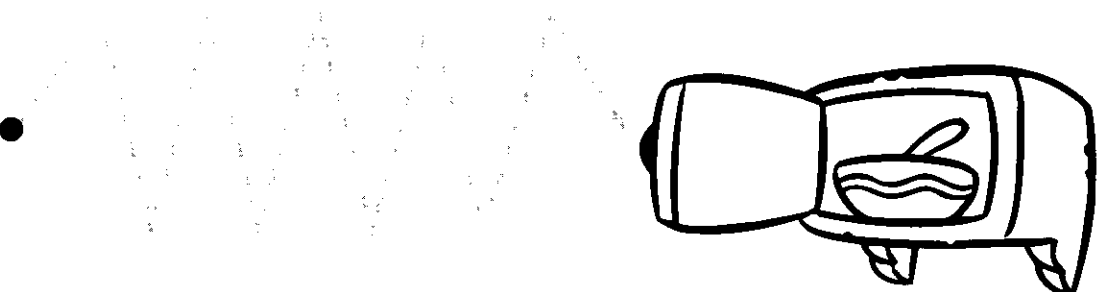
Trace each line over the .



Ask the child to use his or her finger to trace the line from each Mother Hubbard on the left to the cupboard on the right. Then have him or her use a crayon to trace the lines.

Paths for Mother Hubbard

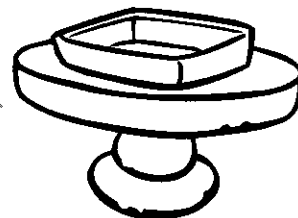
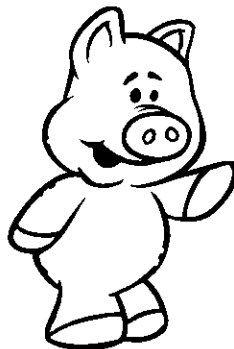
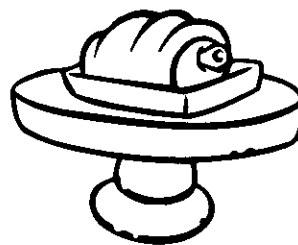
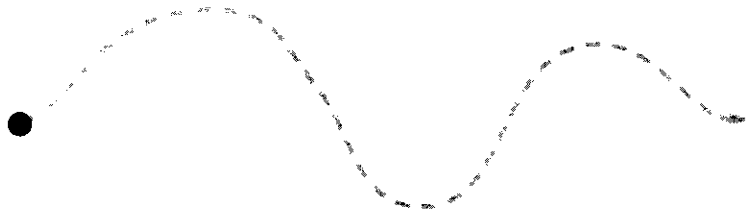
Trace each line from the  to the .



Ask the child to use his or her finger to trace the line from each pig on the left to the picture on the right. Then have him or her use a crayon to trace the lines.

Paths for Little Piggies

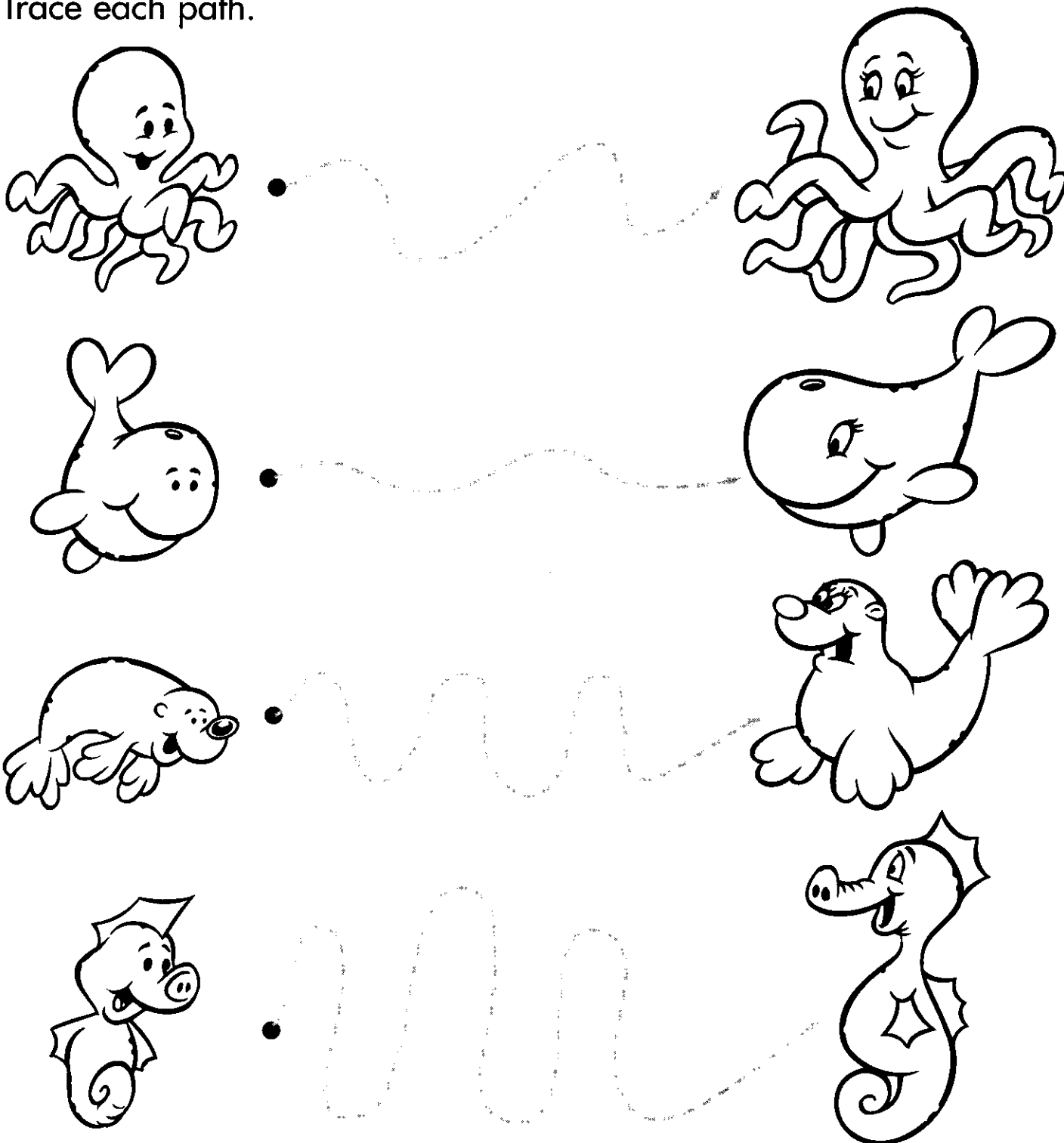
Trace each 's path.



Ask the child to use his or her finger to trace the line from each baby animal on the left to its mother on the right. Then have him or her use a crayon to trace the lines.

Paths for Baby Animals

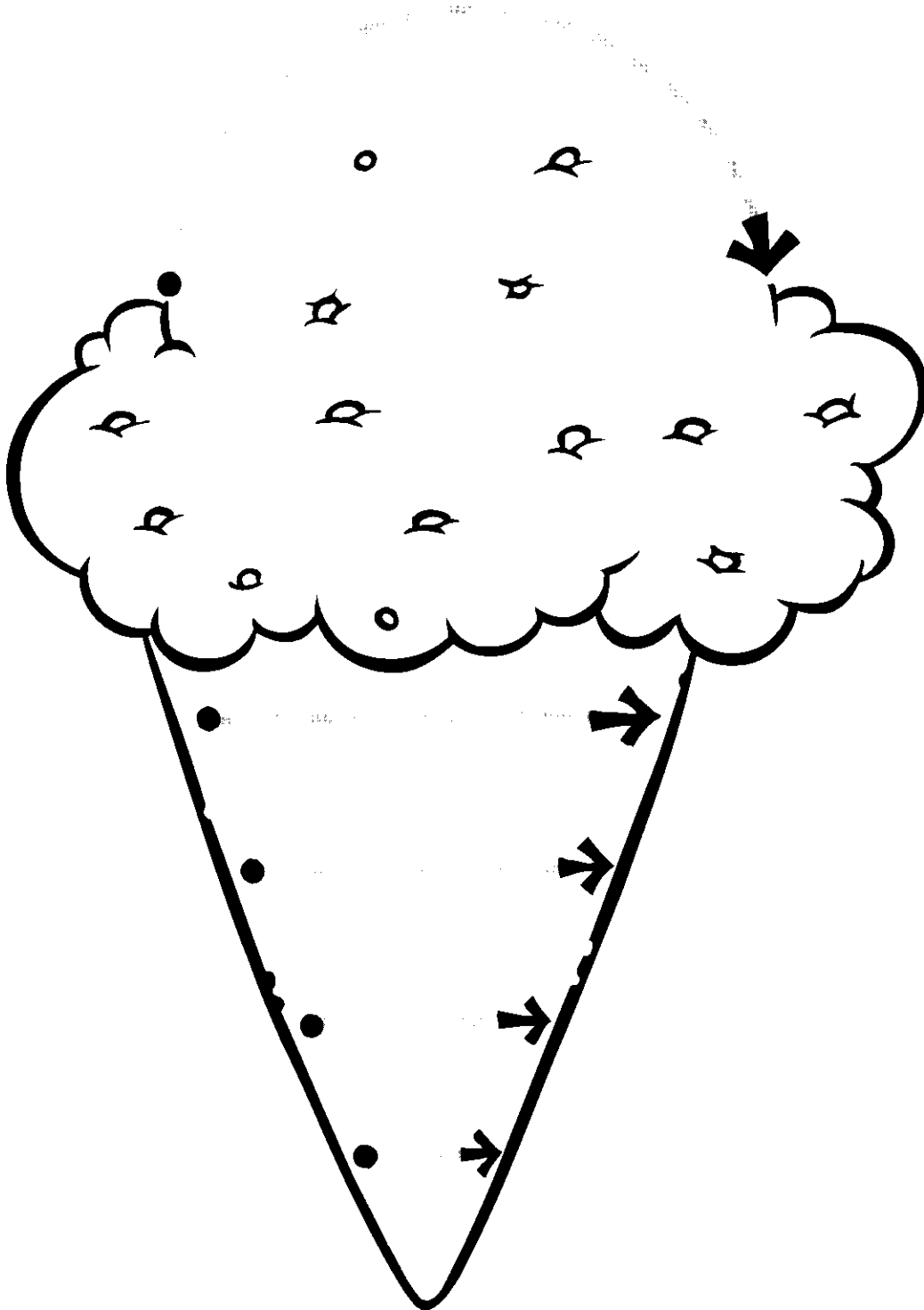
Trace each path.



Ask the child to use his or her finger to trace the dashed lines on the ice cream cone. Have him or her use a crayon to trace the lines. Then ask the child to color the picture.

Trace a Treat

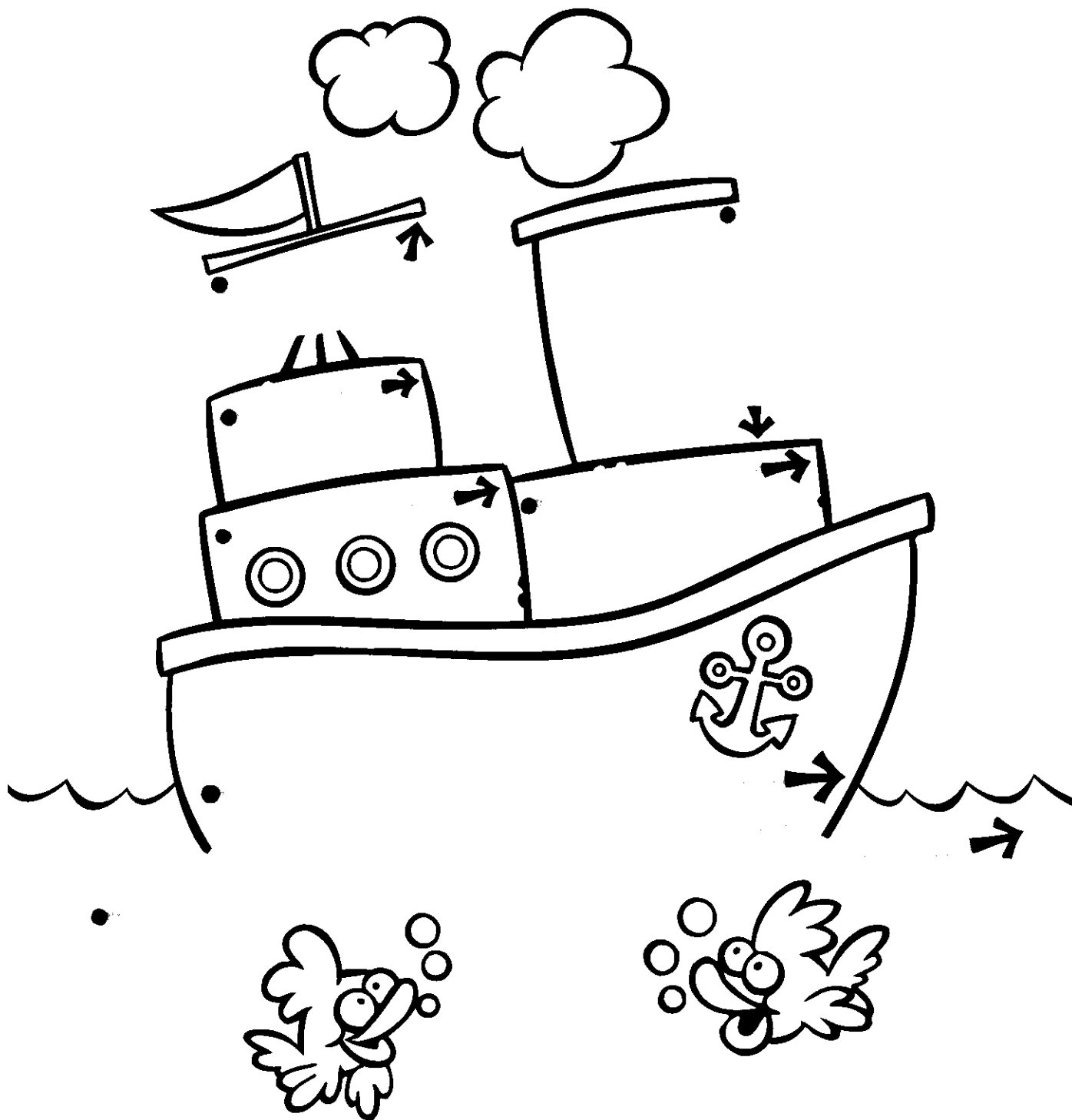
Trace the lines. Color the picture.



Ask the child to use his or her finger to trace the dashed lines on the boat. Have him or her use a crayon to trace the lines. Then ask the child to color the picture.

Trace a Boat

Trace the lines. Color the picture.



Ask the child to use his or her finger to trace the dashed lines on the monkey. Have him or her use a crayon to trace the lines. Then ask the child to color the picture.

Trace a Funny Face

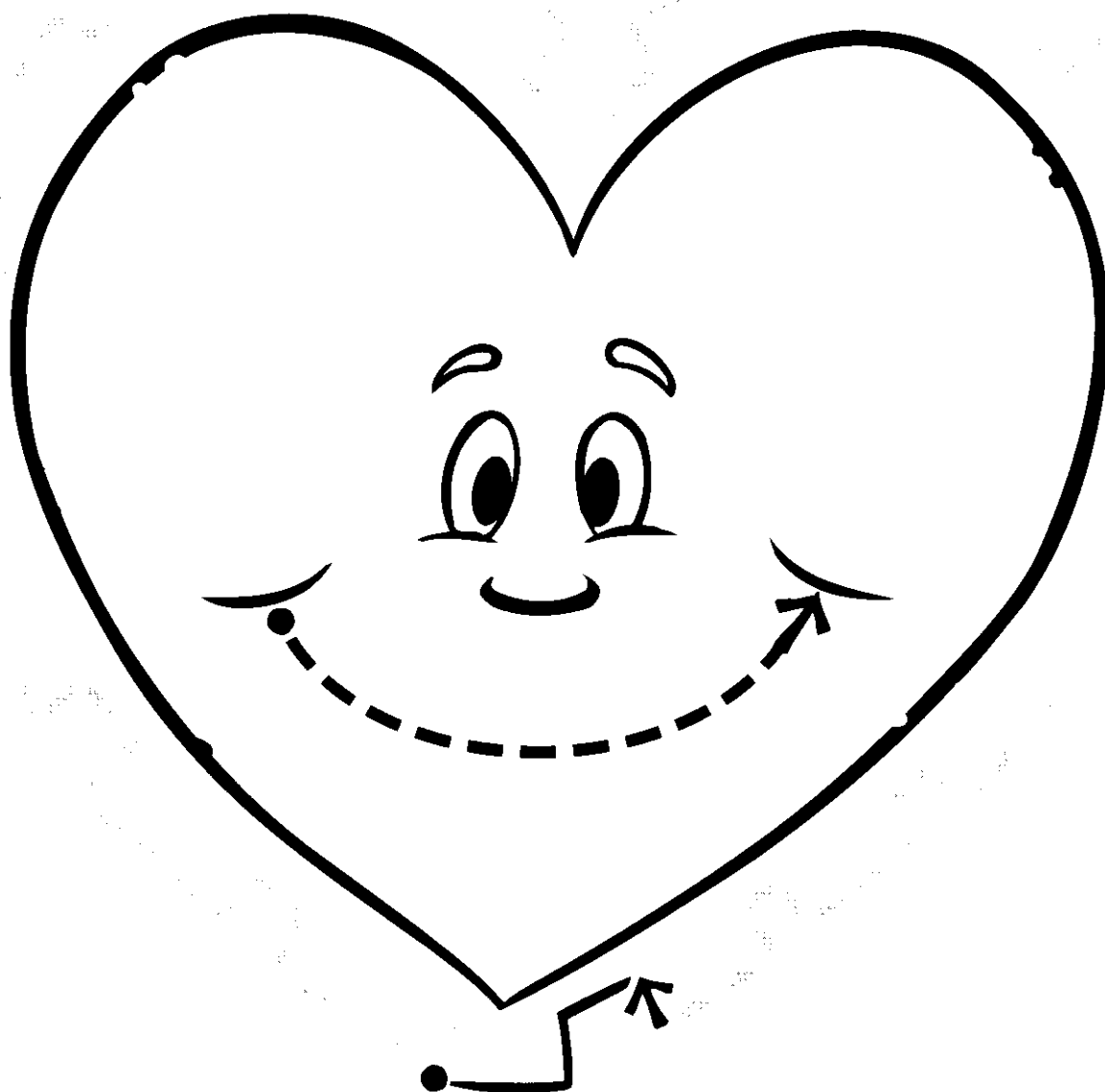
Trace the lines. Color the picture.



Ask the child to use his or her finger to trace the dashed lines on the valentine. Have him or her use a crayon to trace the lines. Then ask the child to color the picture.

Trace a Valentine

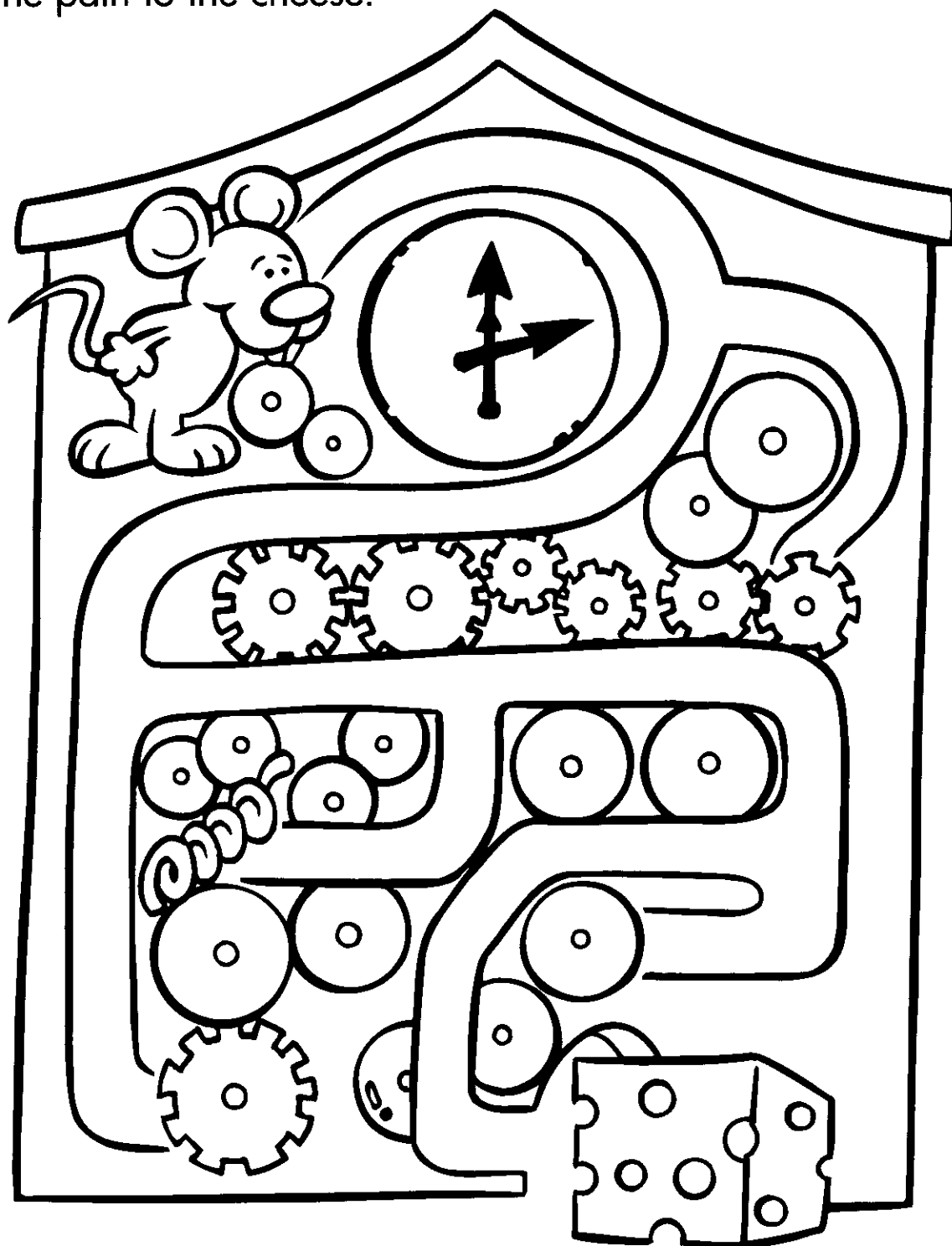
Trace the lines. Color the picture.



Ask the child to use his or her finger to follow the path from the mouse to the cheese. Then have him or her use a pencil or crayon to draw the path.

Hickory Dickory Dock

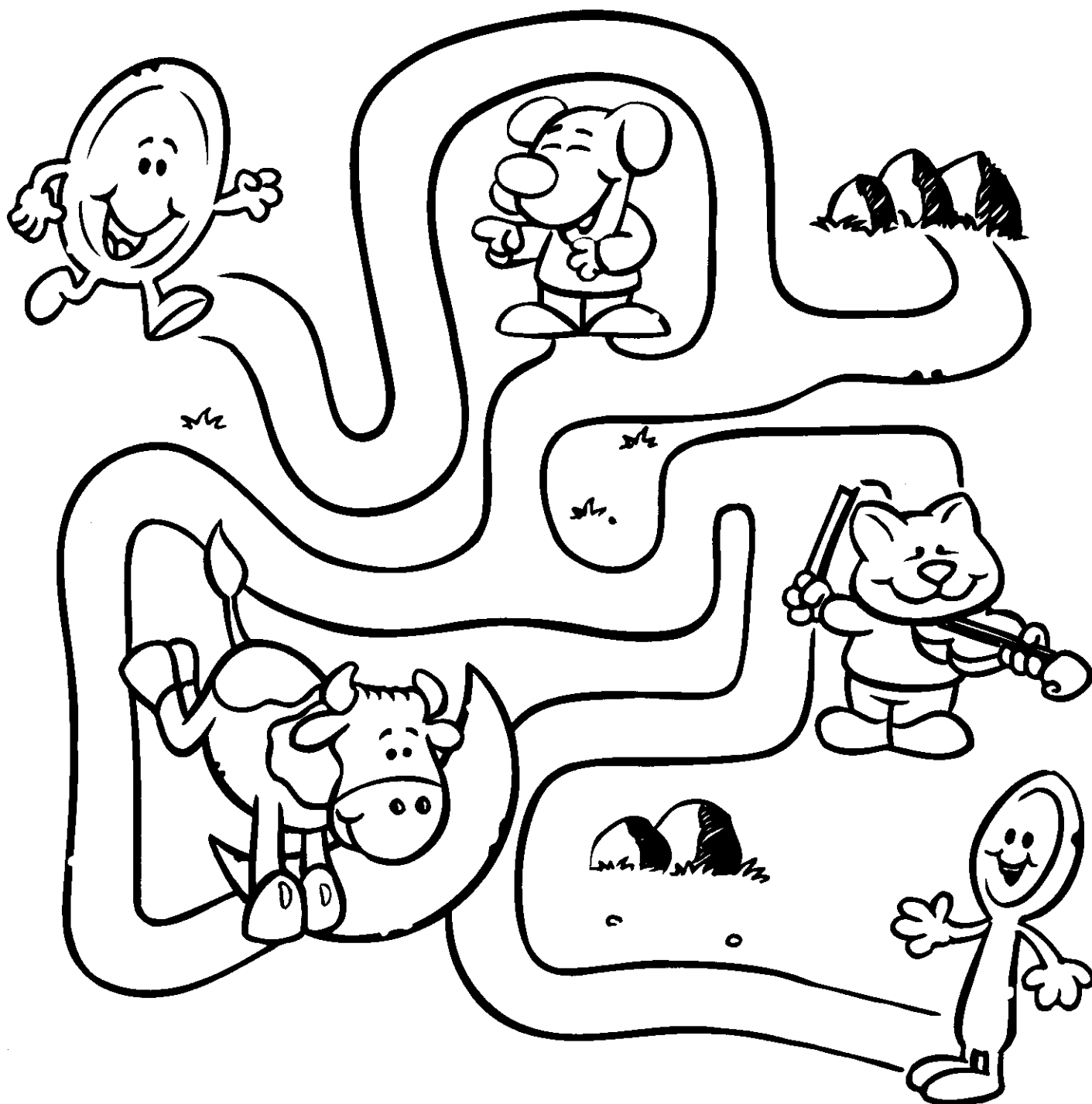
Draw the path to the cheese.



Ask the child to use his or her finger to follow the path from the dish to the spoon. Then have him or her use a pencil or crayon to draw the path.

Hey Diddle Diddle

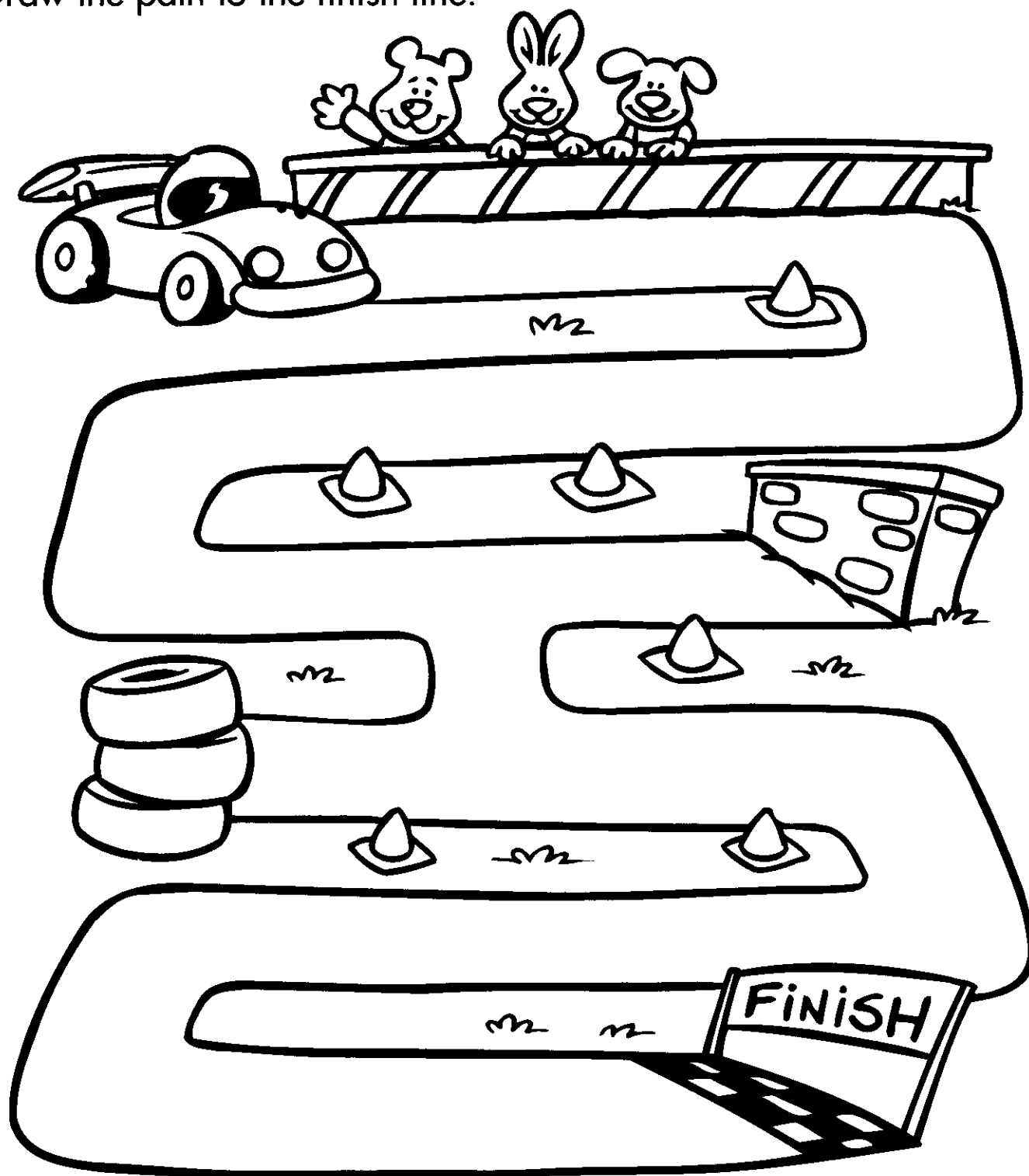
Draw the path to the spoon.



Ask the child to use his or her finger to follow the path from the racecar to the finish line. Then have him or her use a pencil or crayon to draw the path.

Race to the Finish

Draw the path to the finish line.



Ask the child to use his or her finger to follow the path of logs from the beaver to the dam. Then have him or her use a pencil or crayon to draw the path.

River Crossing

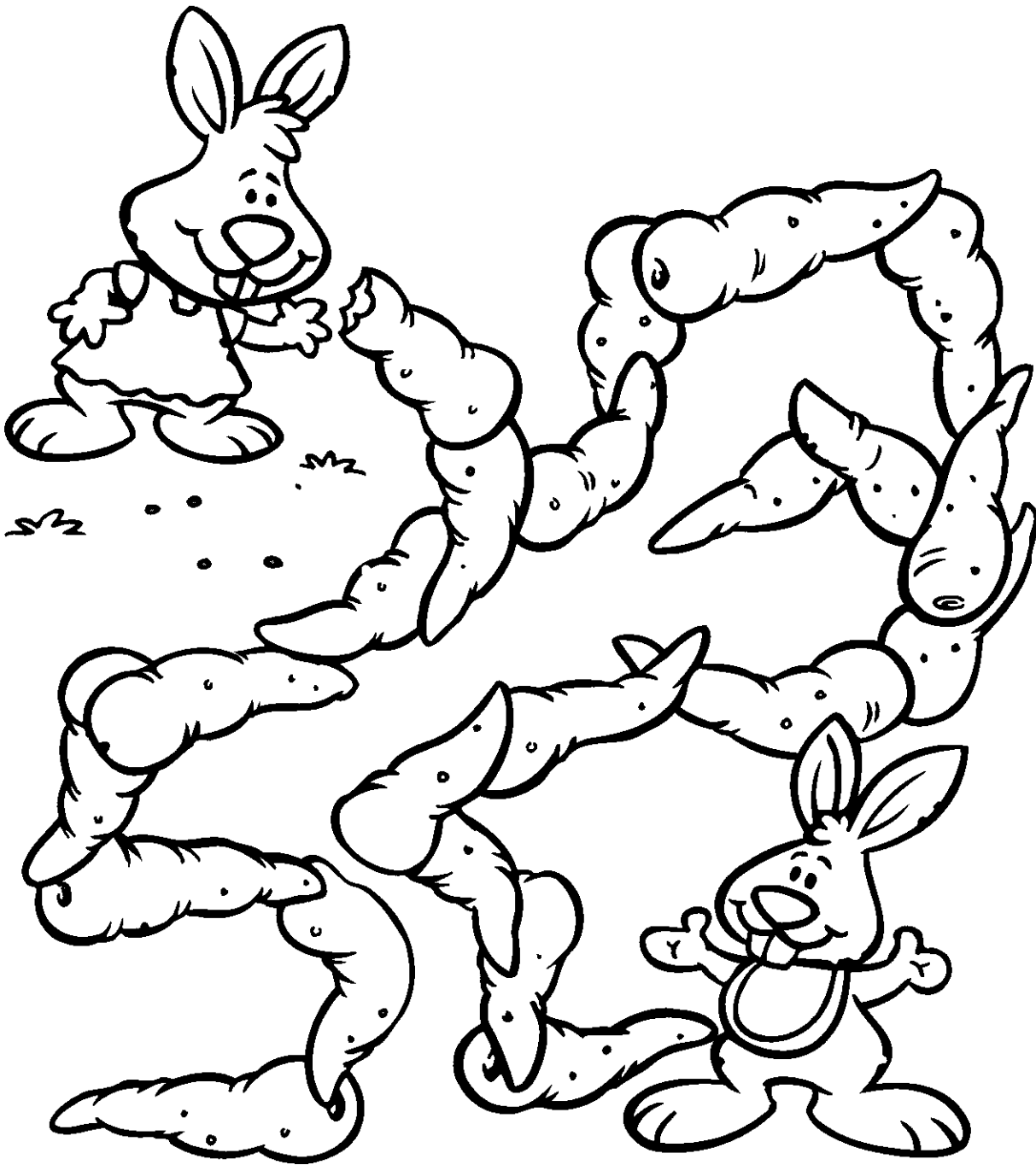
Draw the path to the dam.



Ask the child to use his or her finger to follow the path of carrots from the mother rabbit to the baby bunny. Then have him or her use a pencil or crayon to draw the path.

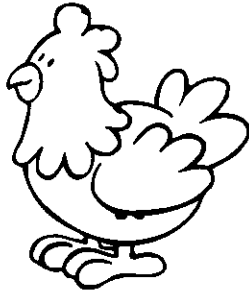
Lost Bunny

Draw the path to the baby bunny.



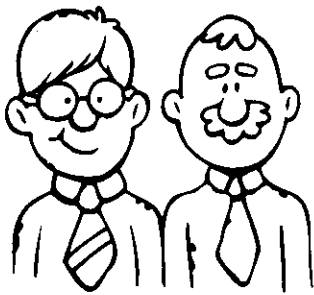
Point to and say the word hen at the top of the page. Have the child repeat it. Ask the child to circle the **-en** ending in the words in the middle of the page. Then have him or her trace the letters **e** and **n** at the end of the words at the bottom.

Words with -en



hen

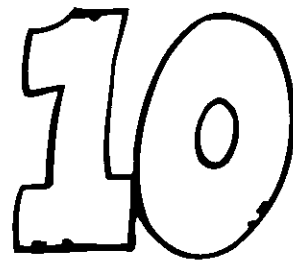
Circle the **-en** ending.



men

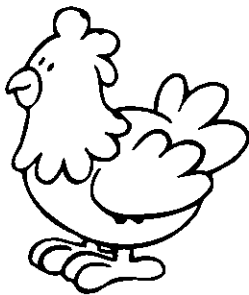


pen



ten

Trace the letters.



h en

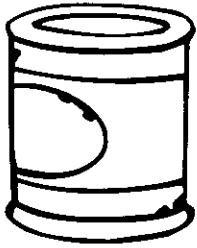


t en

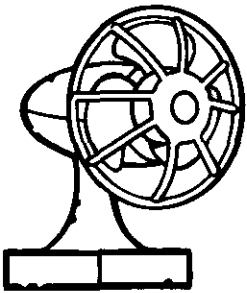
Say the name of each picture. Have the child repeat them. Then ask him or her to trace the letters **a** and **n** at the end of each word.

Words with -an

Trace the letters.



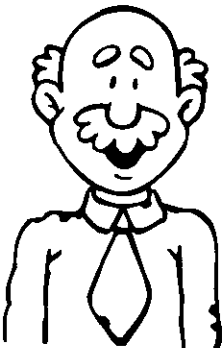
c



f



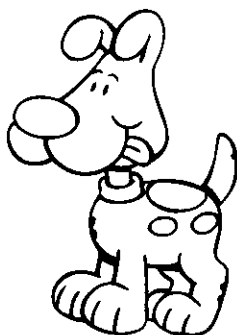
p



m

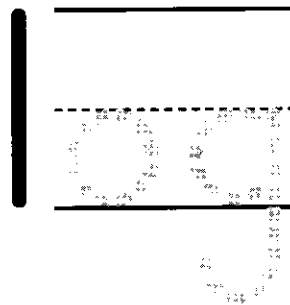
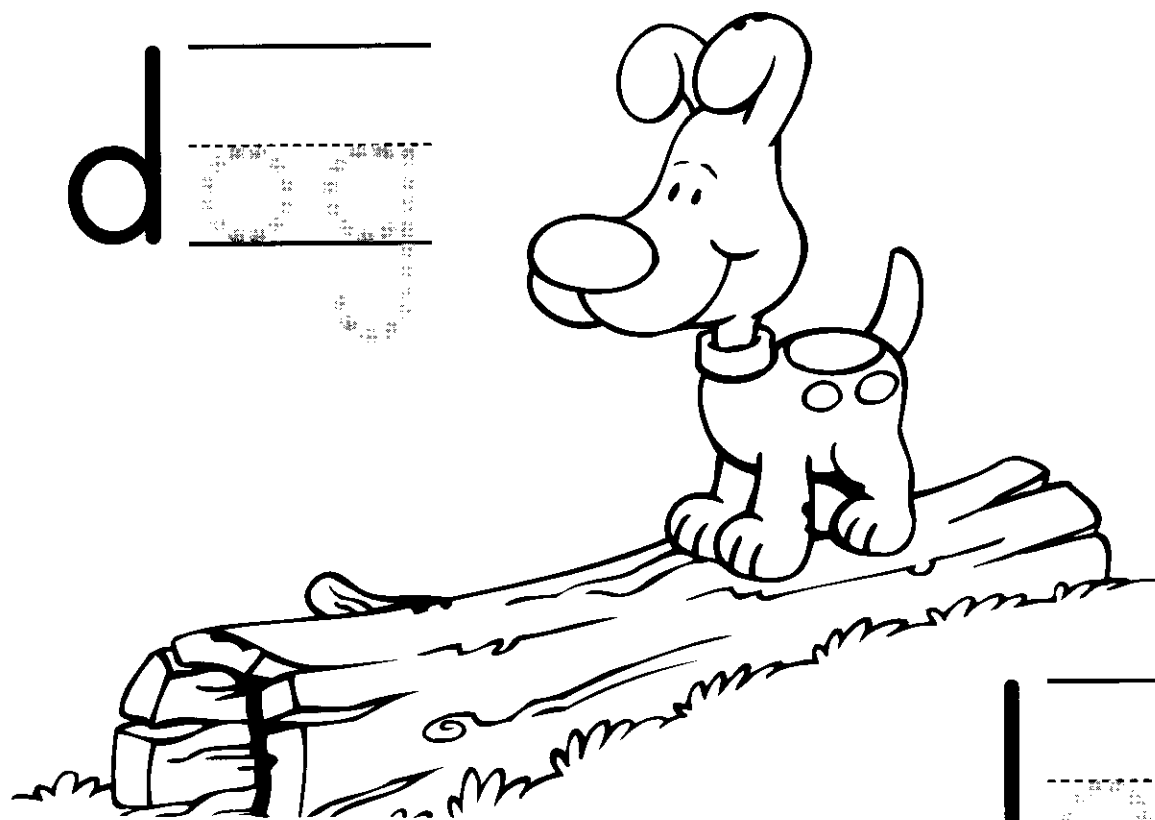
Point to and say the word dog at the top of the page. Have the child repeat it. Then ask him or her to trace the letters **o** and **g** at the end of the words at the bottom.

Words with -og



dog

Trace the letters.



Point to and say each word. Have the child repeat them. Ask the child to trace the beginning letter of each word. Then have him or her draw a line to the picture it names on the right.

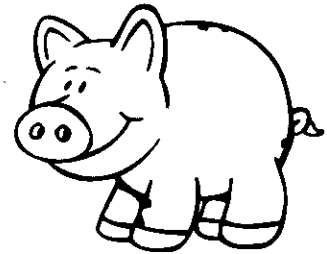
Words with -ig

Trace the letter. Draw a line to the matching picture.

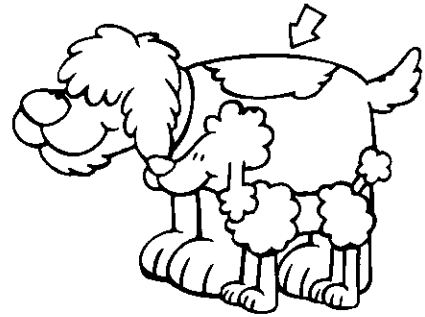
ig



ig



ig



ig

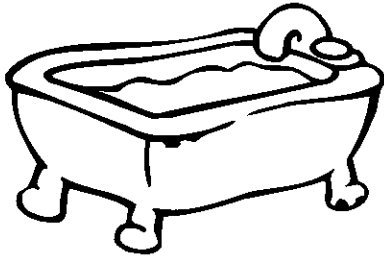


Point to and say each word. Have the child repeat them. Then ask him or her to trace the letters in each word and color the pictures

Words with -ub

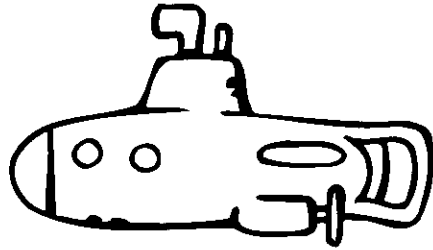
Trace the words. Color the pictures.

tub



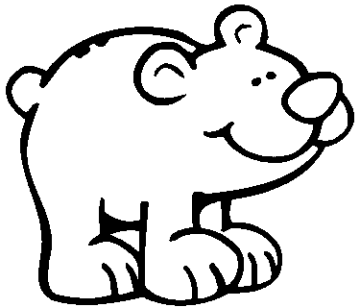
tub

sub



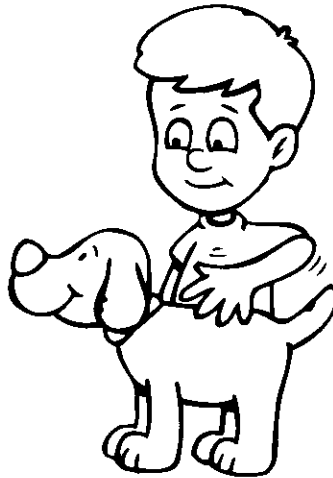
sub

cub



cub

rub



rub

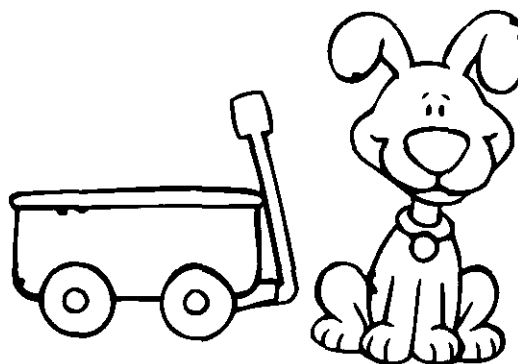
Point to and say the words **in** and **out** at the top of the page. Have the child repeat them. Ask the child to trace the letters in each word at the top. Then have him or her trace the words at the bottom to complete each sentence.

A Puppy In and Out

Trace the words.

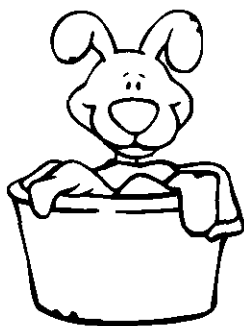


in



out

Trace the words.



The



is

_____.



The



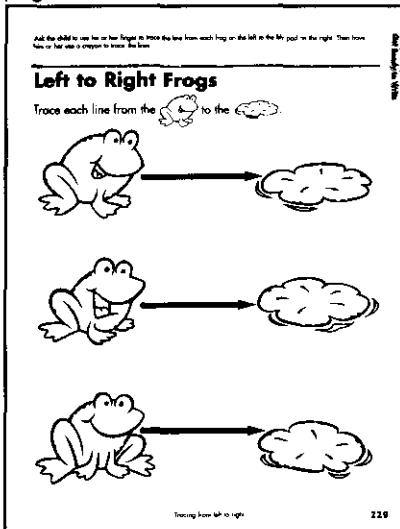
is

_____.

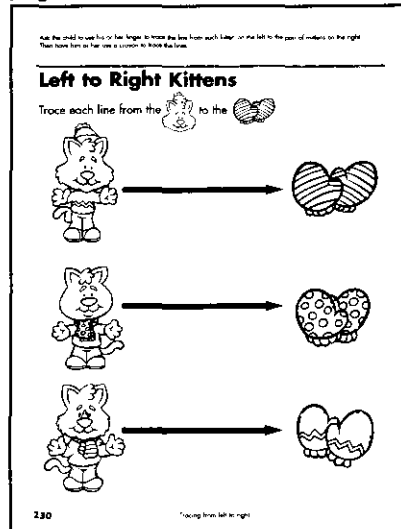
Answer Key

As the child completes the pages in this section, review his or her answers. When you take the time to correct the work and explain mistakes, you're showing your child that you feel learning is important.

page 229



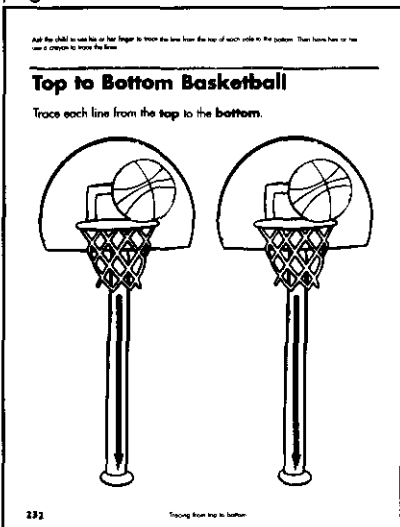
page 230



page 231



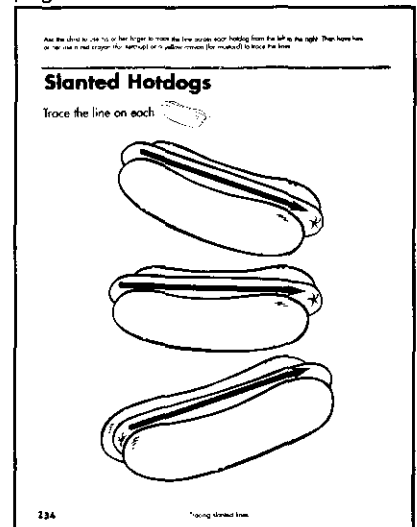
page 232



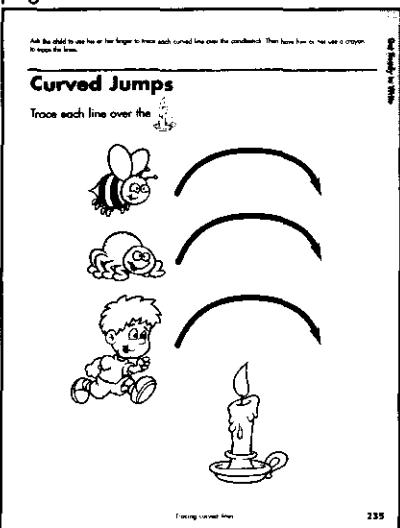
page 233



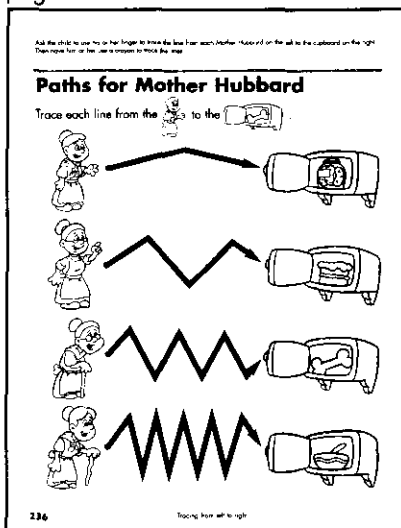
page 234



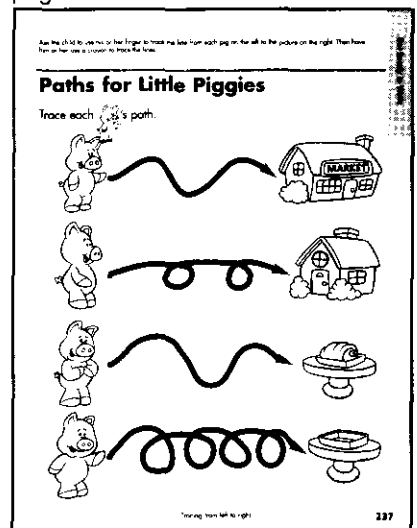
page 235



page 236



page 237



page 238

Ask the child to use his or her finger to trace the line from each baby animal on the left to its mother on the right. Then have him or her use a crayon to color the lines.

Paths for Baby Animals

Trace each path.

238

Tracing lines to complete a picture

page 239

Ask the child to use his or her finger to trace the dashed lines on the ice cream cone. Then have him or her use a crayon to color the lines. Then ask the child to color the picture.

Trace a Treat

Trace the lines. Color the picture.

239

Tracing lines to complete a picture

page 240

Ask the child to use his or her finger to trace the dashed lines on the boat. Then have him or her use a crayon to color the lines. Then ask the child to color the picture.

Trace a Boat

Trace the lines. Color the picture.

240

Tracing lines to complete a picture

page 241

Ask the child to use his or her finger to trace the dashed lines on the monkey. Then have him or her use a crayon to color the lines. Then ask the child to color the picture.

Trace a Funny Face

Trace the lines. Color the picture.

241

Tracing lines to complete a picture

page 242

Ask the child to use his or her finger to trace the dashed lines on the heart. Then have him or her use a crayon to color the lines. Then ask the child to color the picture.

Trace a Valentine

Trace the lines. Color the picture.

242

Tracing lines to complete a picture

page 243

Ask the child to use his or her finger to follow the path from the mouse to the cheese. Then have him or her use a crayon to color the path.

Hickory Dickory Dock

Draw the path to the cheese.

243

Tracing lines to complete a picture

page 244

Ask the child to use his or her finger to follow the path from the duck to the spoon. Then have him or her use a crayon to color the path.

Hey Diddle Diddle

Draw the path to the spoon.

244

Tracing lines to complete a picture

page 245

Ask the child to use his or her finger to follow the path from the mouse to the cheese. Then have him or her use a crayon to color the path.

Race to the Finish

Draw the path to the finish line.

245

Tracing lines to complete a picture

page 246

Ask the child to use his or her finger to follow the path from the bear to the dam. Then have him or her use a crayon to color the path.

River Crossing

Draw the path to the dam.

246

Tracing lines to complete a picture

Ask the child to use his or her finger to follow the path to return from the mother rabbit to the baby bunny. Then trace the path or have the child copy it to complete the path.

Lost Bunny

Draw the path to the baby bunny

Developing fine motor control: drawing a path to complete a maze

247

Point to and say the word hen on the top of the page. Have the child repeat it. Ask the child to circle the word ending in the word in the middle of the page. Then have the child trace the letters in the word at the end of the word in the bottom.

Words with -en

hen

Circle the -en ending.

men pen ten

Trace the letters.

hen

ten

Tracing letters: identifying words ending with -en

248

Say the name of each picture. Have the child repeat them. Then ask him or her to trace the letters in each word at the end of each word.

Words with -an

Trace the letters.

can

fan

pan

man

Tracing letters: identifying words ending with -an

249

Point to and say the word dog at the top of the page. Have the child repeat it. Then ask him or her to trace the letters in the word at the end of the word in the bottom.

Words with -og

dog

Trace the letters.

dog

log

Tracing letters: identifying words ending with -og

250

Point to and say each word. Have the child repeat them. Ask the child to circle the beginning letter of each word. Then have him or her trace the letters in the word at the end of the word.

Words with -ig

Trace the letter. Draw a line to the matching picture.

pig wig dig big

Tracing letters: identifying words ending with -ig

251

Point to and say each word. Have the child repeat them. Then ask him or her to trace the letters in each word and color the picture.

Words with -ub

Trace the words.

tub sub

tub sub

cub rub

cub rub

Tracing letters: identifying words ending with -ub

252

Point to and say the words in and out at the top of the page. Have the child repeat them. Ask the child to trace the letters in each word at the top. Then have him or her trace the letters in the bottom to complete each sentence.

A Puppy In and Out

Trace the words.

in

out

in out

The puppy is in.

The puppy is out.

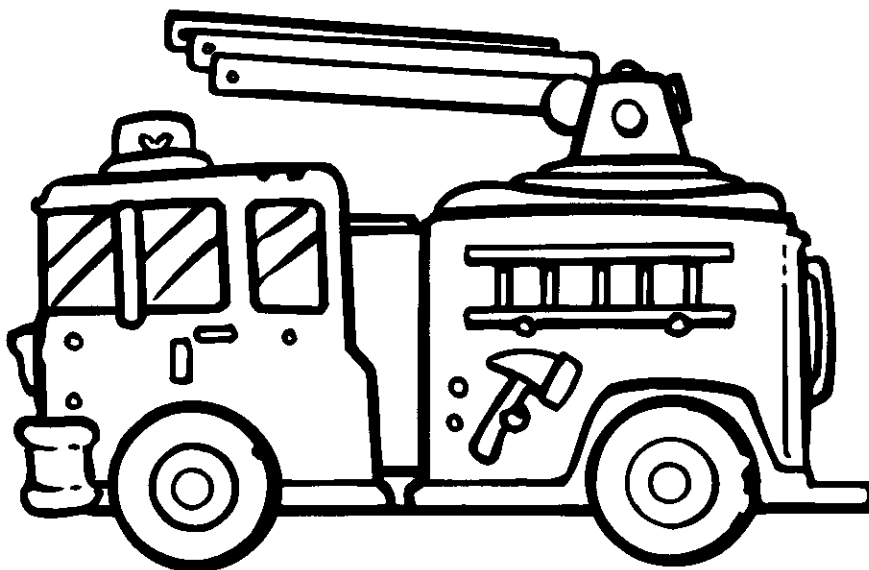
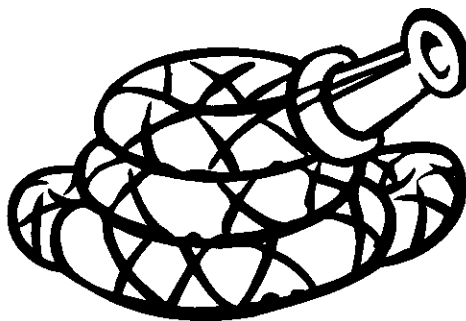
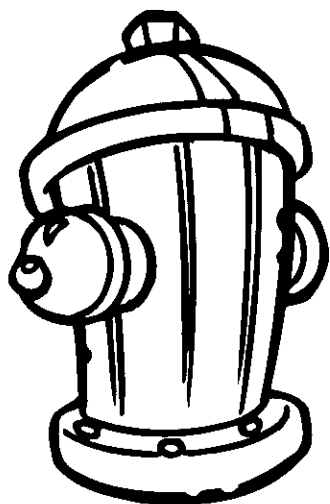
Tracing letters: identifying words ending with -in and -out

253

Ask the child to name the pictures on the page. Then have him or her color each one red.

Red

Color the pictures .

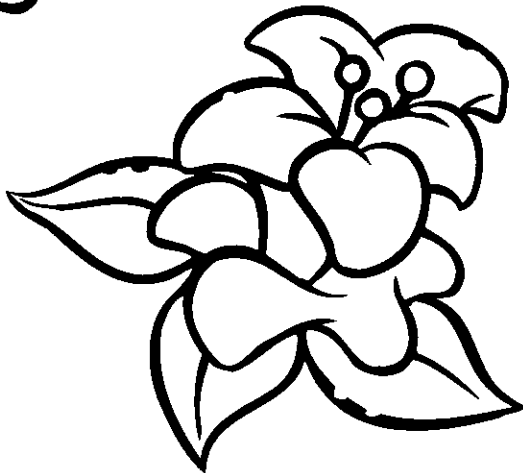
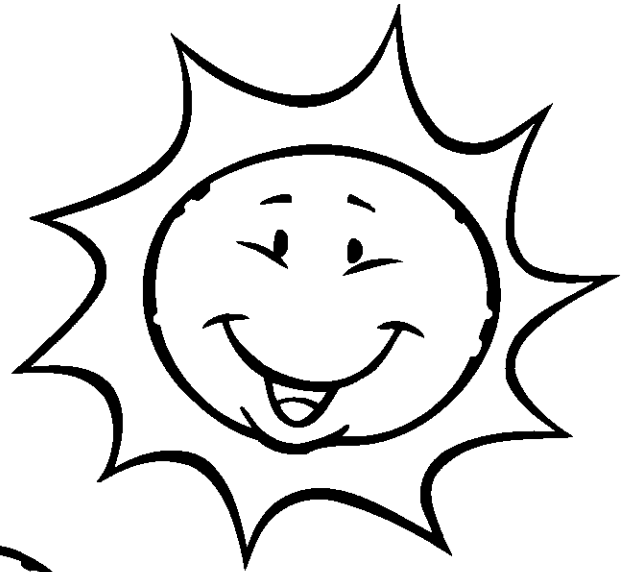
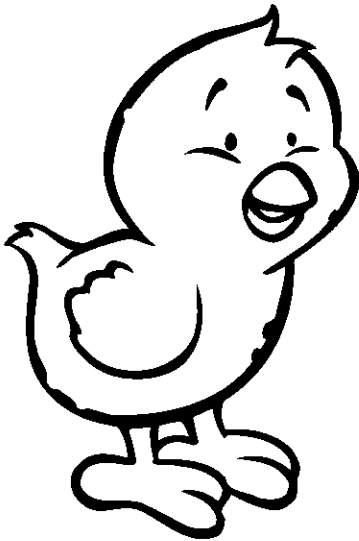
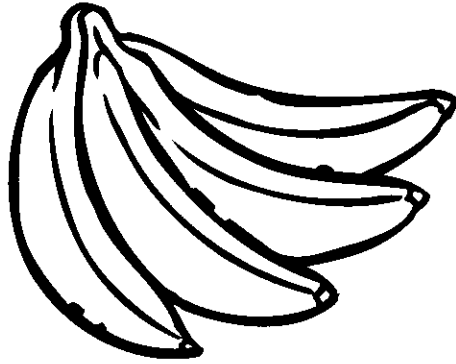


Colors

Ask the child to name the pictures on the page. Then have him or her color each one yellow.

Yellow

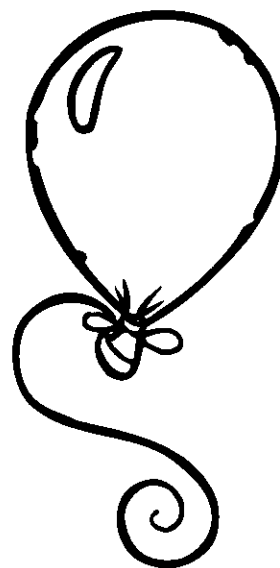
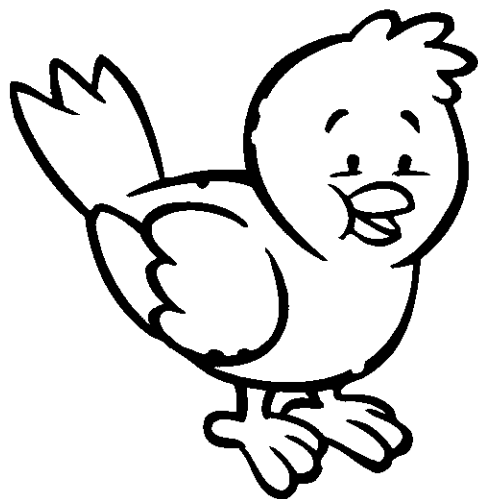
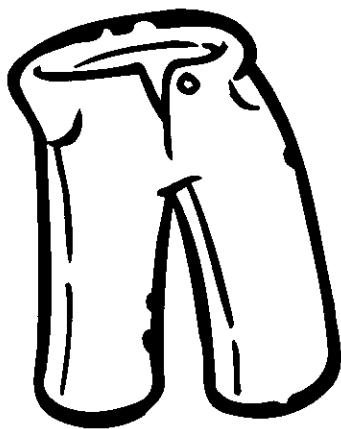
Color the pictures yellow.



Ask the child to name the pictures on the page. Then have him or her color each one blue.

Blue

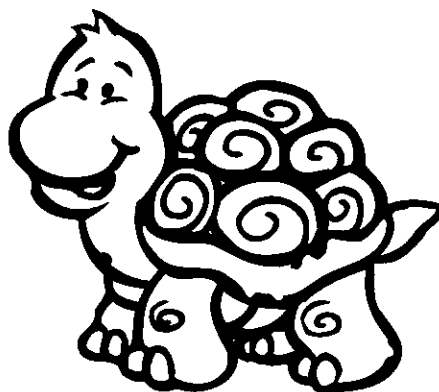
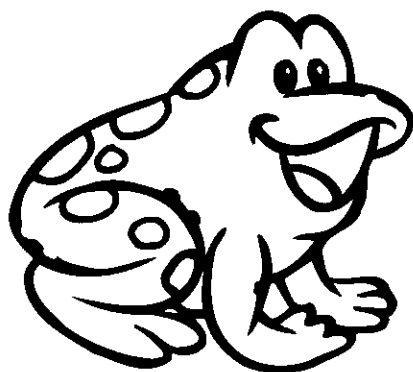
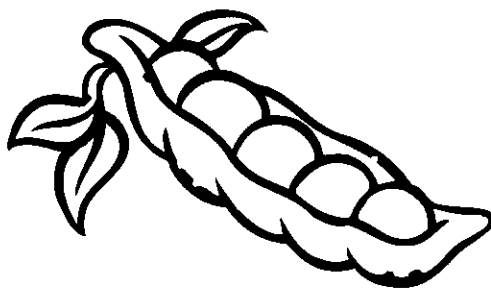
Color the pictures  blue.



Ask the child to name the pictures on the page. Then have him or her color each one green.

Green

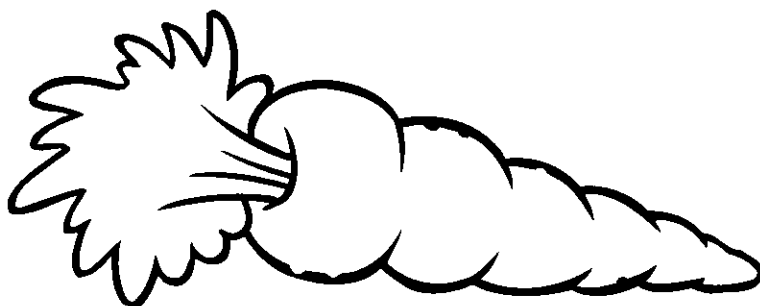
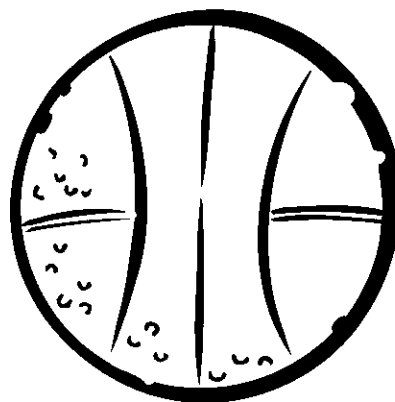
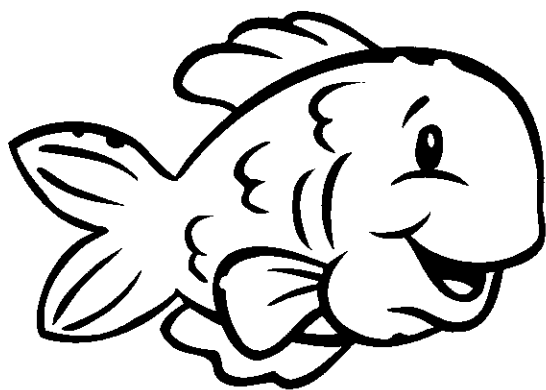
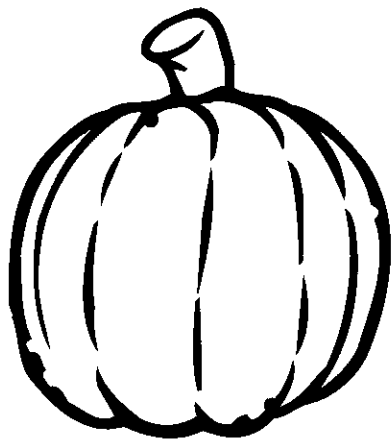
Color the pictures .



Ask the child to name the pictures on the page. Then have him or her color each one orange.

Orange

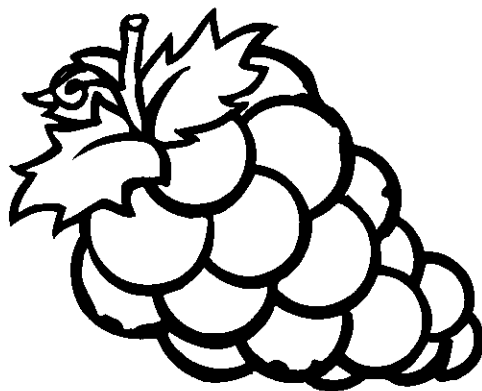
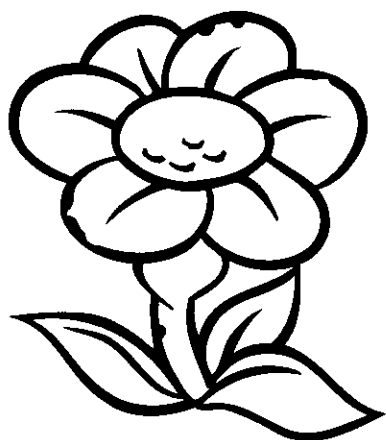
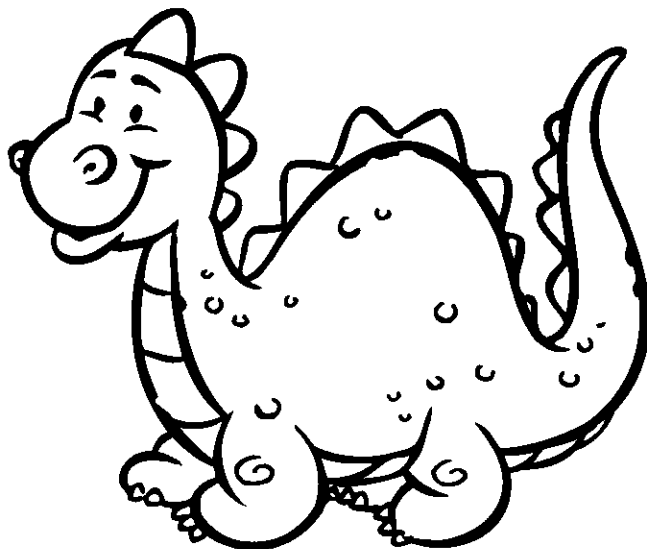
Color the pictures .



Ask the child to name the pictures on the page. Then have him or her color each one purple.

Purple

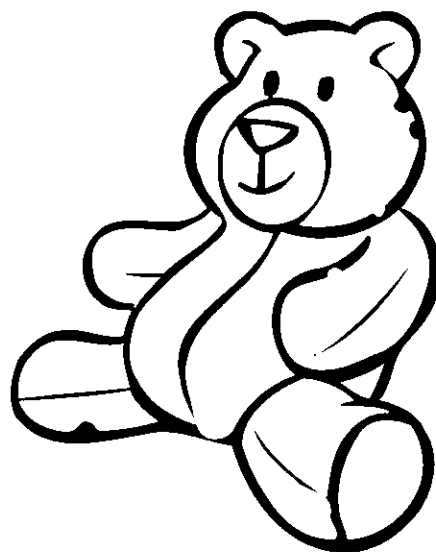
Color the pictures .



Ask the child to name the pictures on the page. Then have him or her color each one brown.

Brown

Color the pictures .

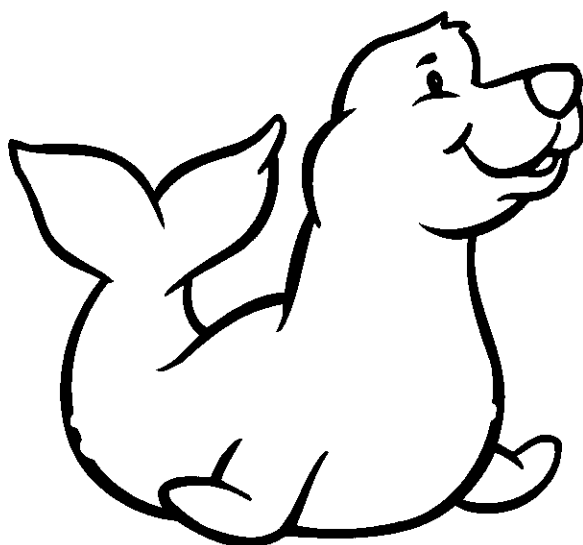
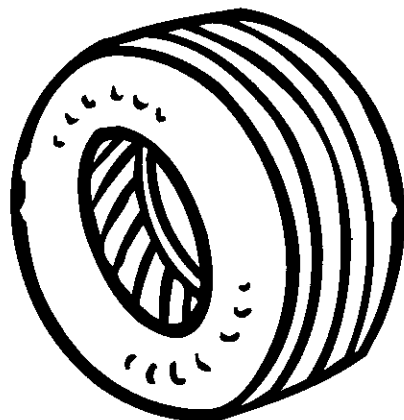


Colors

Ask the child to name the pictures on the page. Then have him or her color each one black.



Black

Color the pictures (((black (((.



Read the directions to the child, identifying each picture and the color word on each crayon. Then ask the child to follow the directions to color the pictures.

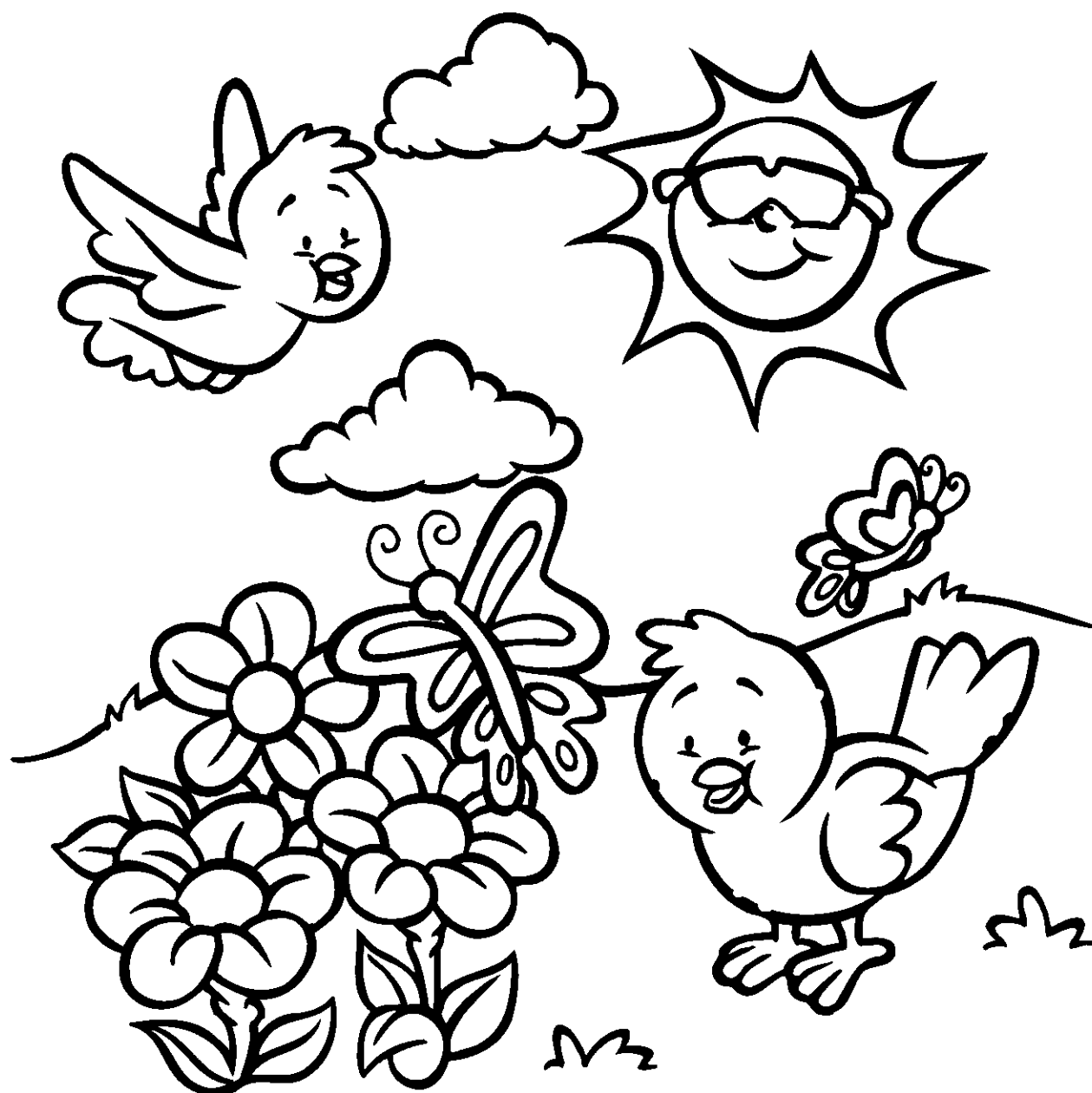
Colorful World

Color the  .

Color the  .

Color the  .




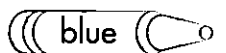
Color the  .



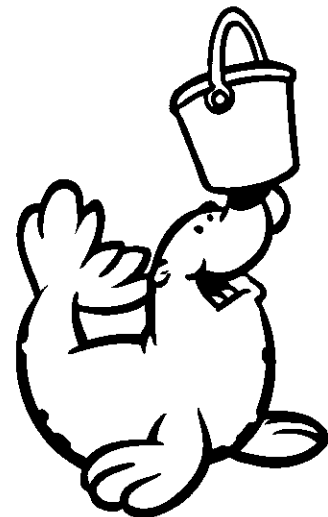
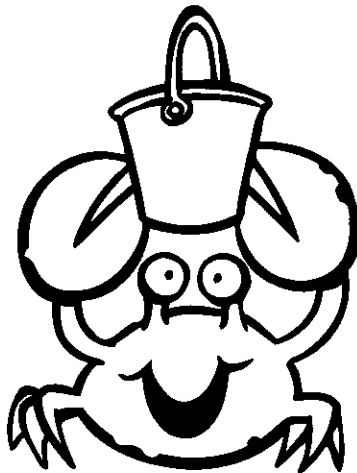
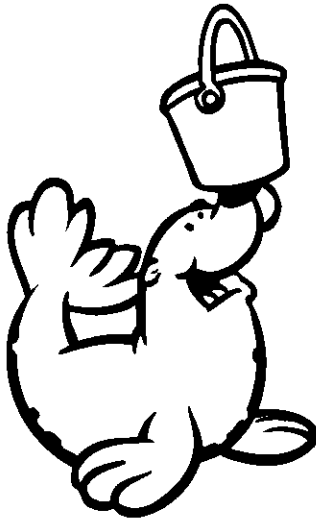
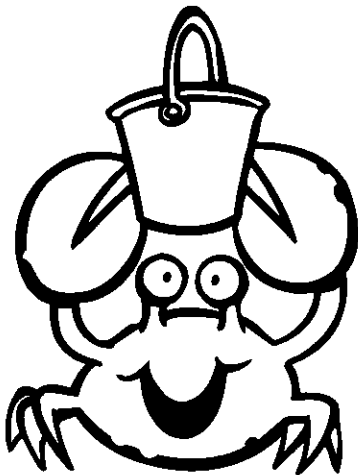
Colors

Read the directions to the child, identifying each picture and the color word on each crayon. Ask the child to follow the directions to color the animals. Then have him or her color the pails to match the animals.

Summer Fun

Color the s . Color the s .

Color the s . Color the s to match the animals.



Help the child read the color code, identifying which letter stands for which color. Then ask the child to follow the code to color the clown.

Colorful Clown

Color the clown using the code.

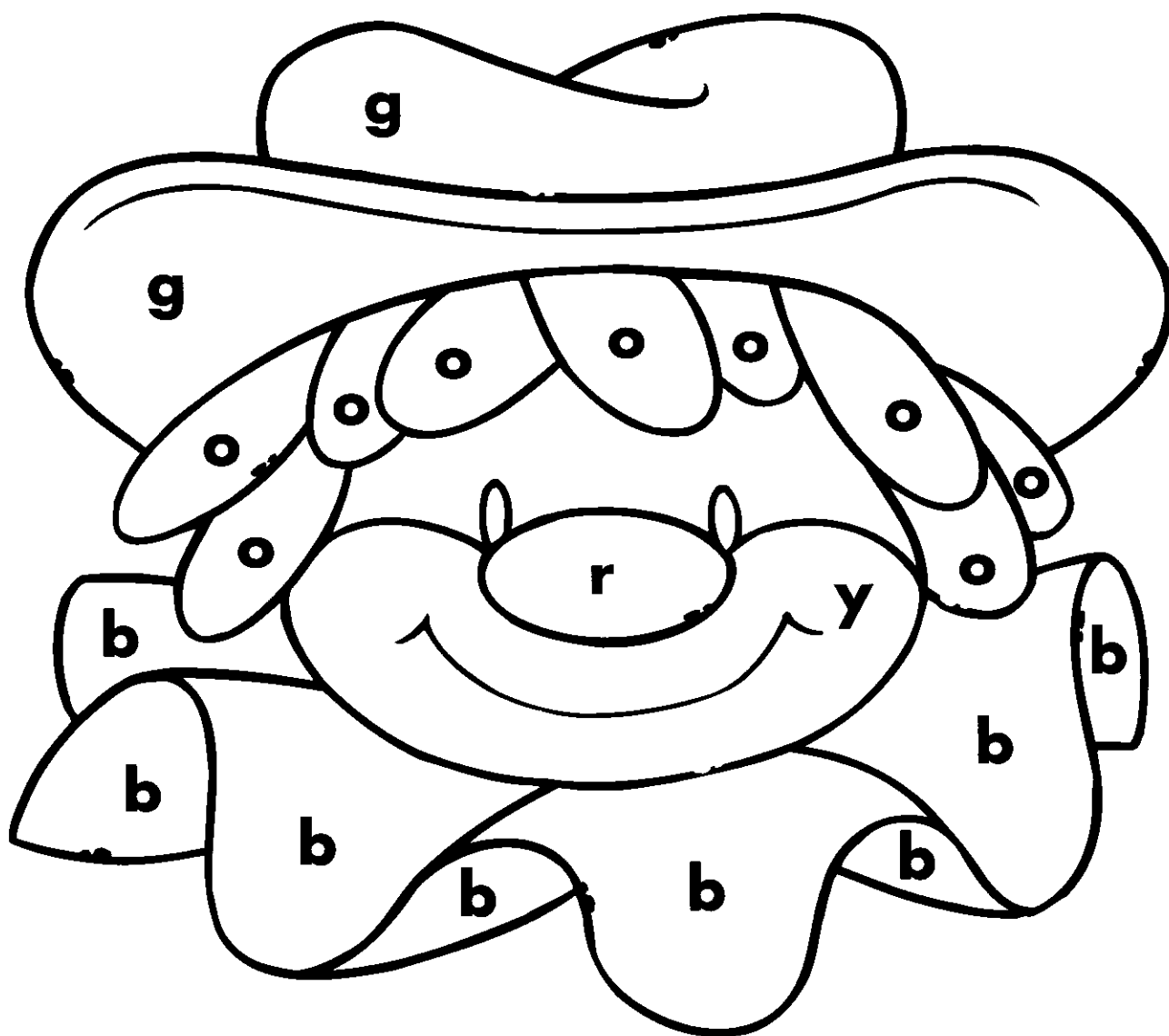
r = red

o = orange

y = yellow

b = blue

g = green



Colors

Point to each person at the top of the page and say his or her name. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Names for People



mother



father

Color the **mother's** clothes (red crayon).

Color the **father's** clothes (blue crayon).



Point to each person at the top of the page and say his or her name. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

More Names for People



sister



brother

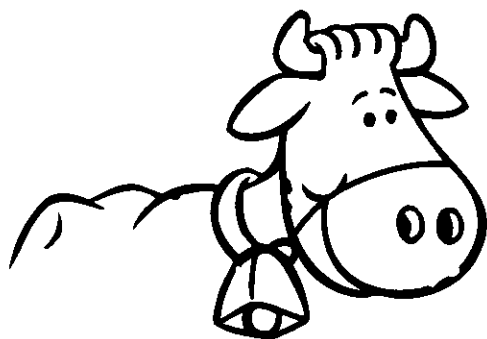
Color the **sisters'** clothes .

Color the **brother's** clothes .

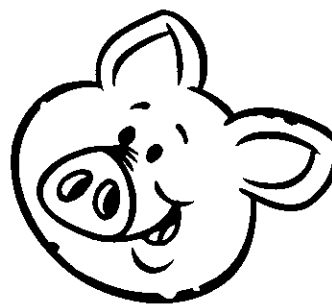


Point to each animal at the top of the page and say its name. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Farm Animals



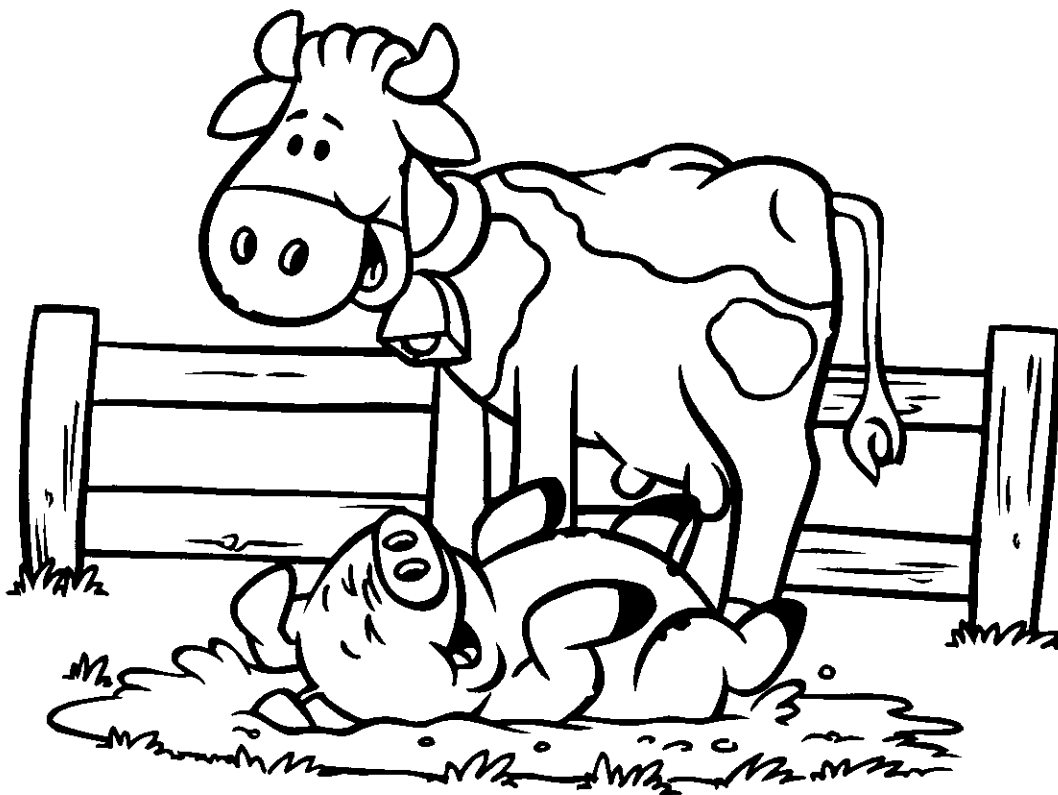
cow



pig

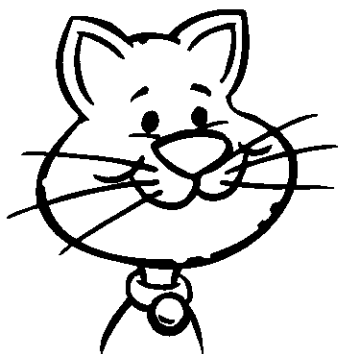
Color the **pig** (pink crayon).

Color the **cow** (brown crayon).



Point to each pet at the top of the page and say its name. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Pets



cat

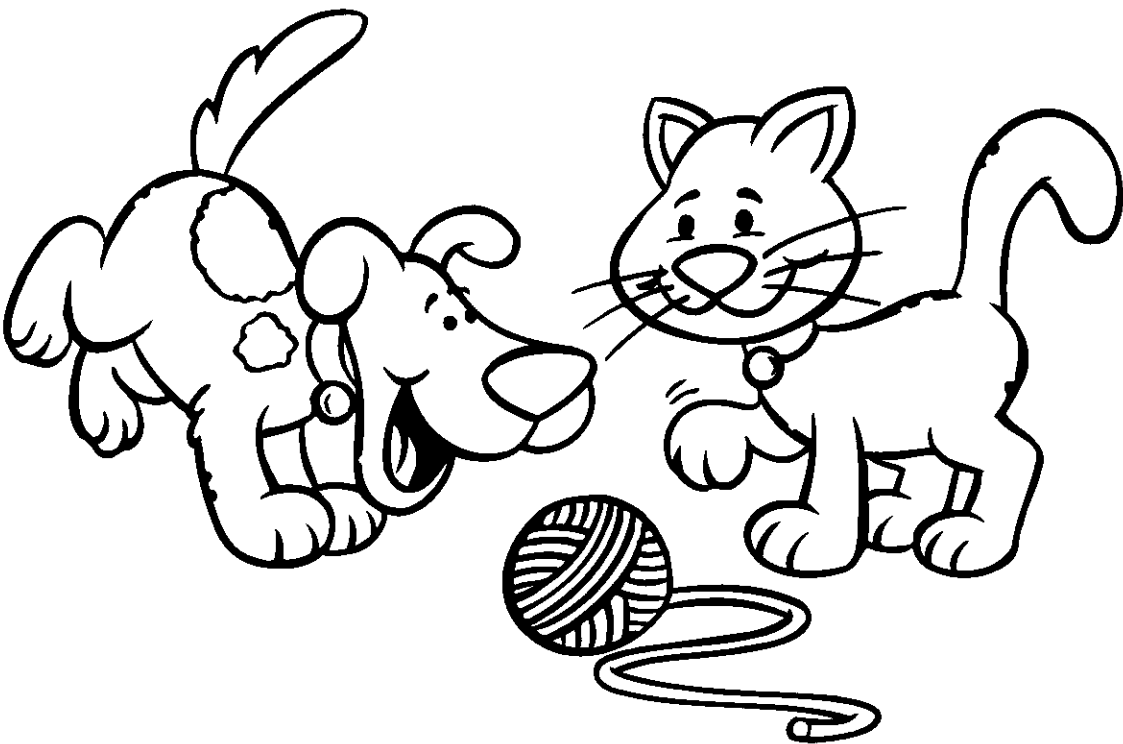


dog

Color the **cat** .

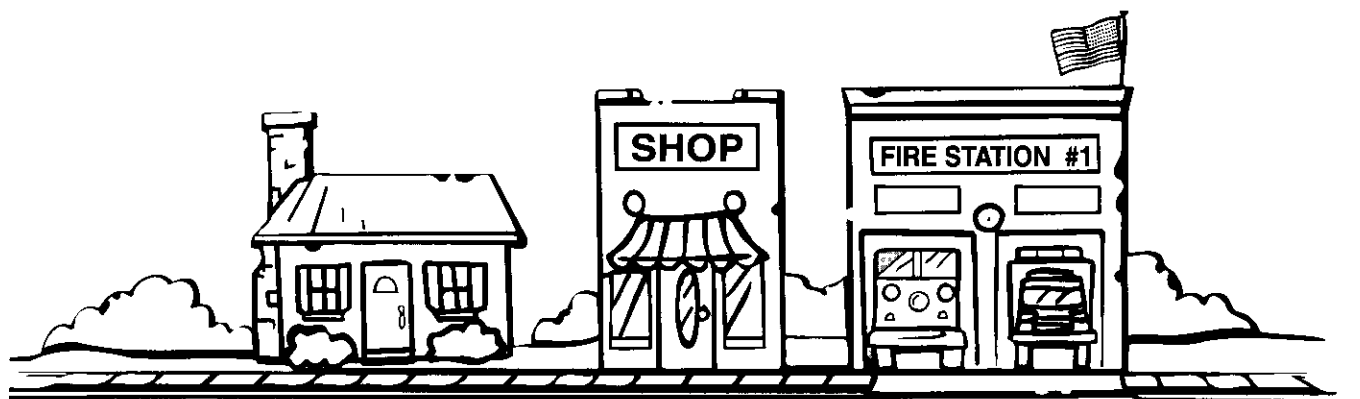
Color the **dog** .

Colors



Point to each place at the top of the page and say its name. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Names for Places



house

store

fire station

Color the **house** (blue crayon).

Color the **store** (green crayon).

Color the **fire station** (red crayon).



Point to each place at the top of the page and say its name. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

More Names for Places



park

zoo

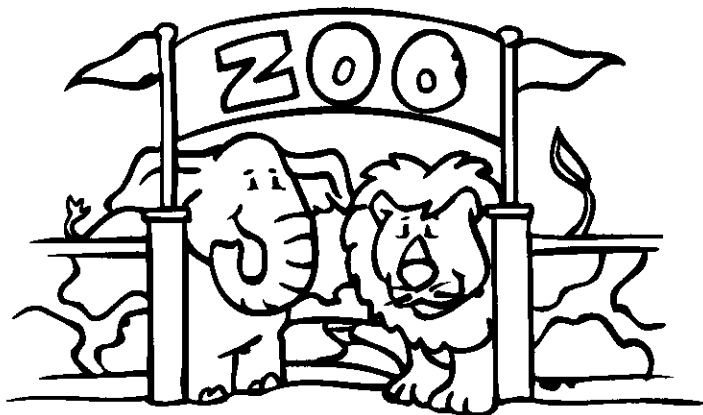
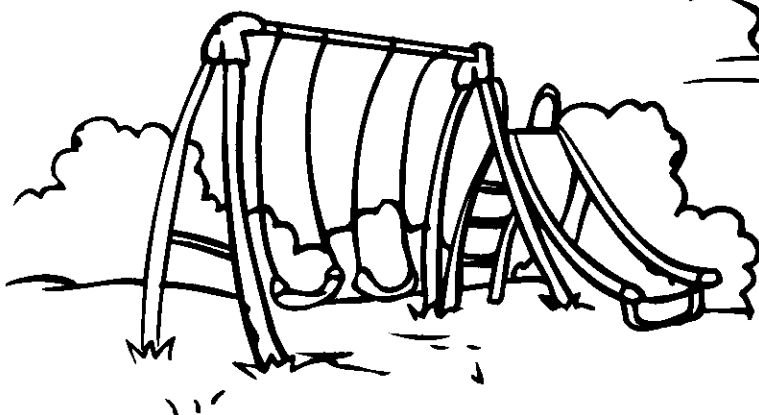
beach

Colors

Color the **park** (green).

Color the **zoo** (brown).

Color the **beach** (yellow).



Point to each vegetable at the top of the page and say its name. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Names for Things



carrot

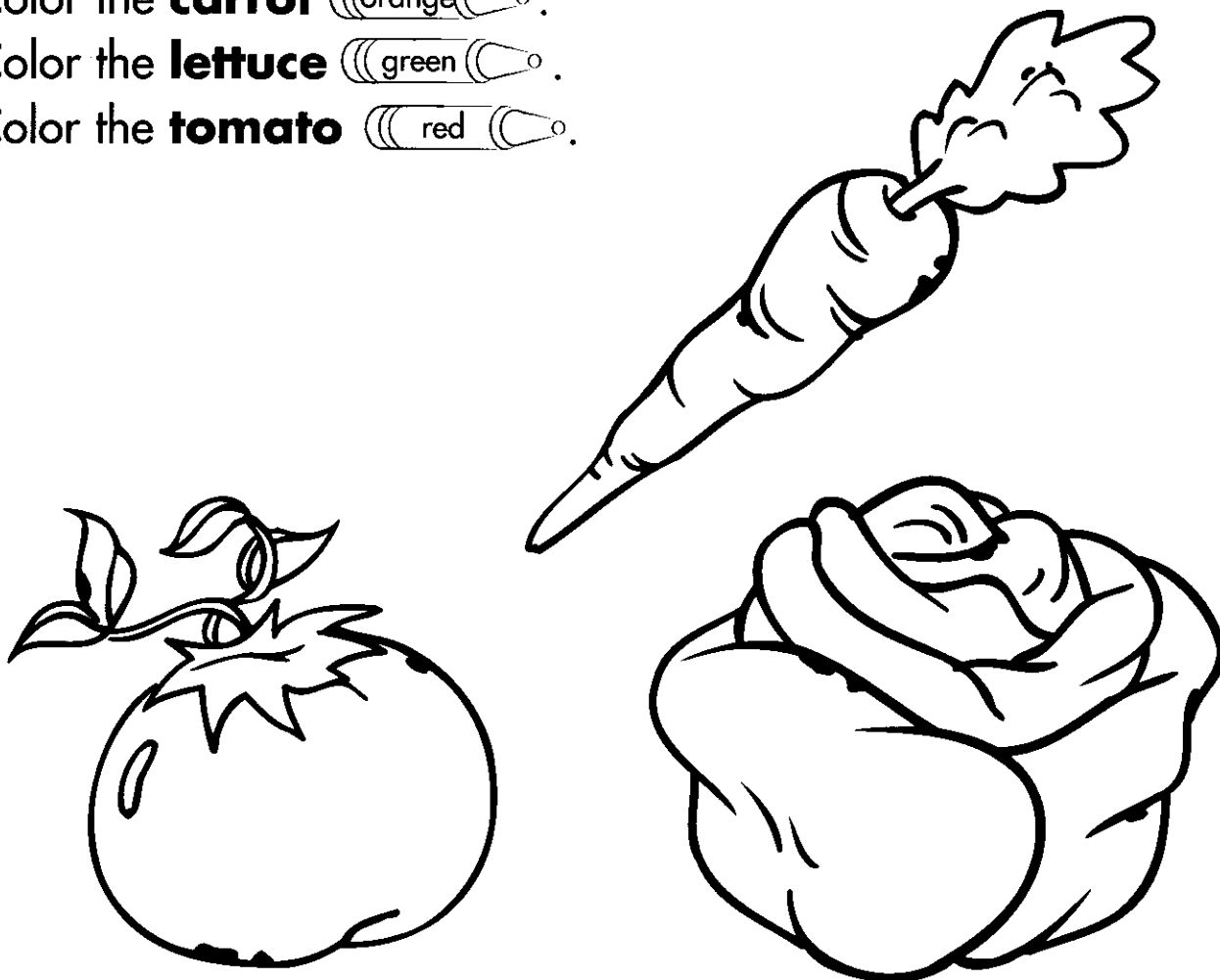
lettuce

tomato

Color the **carrot** (orange).

Color the **lettuce** (green).

Color the **tomato** (red).



Point to each thing at the top of the page and say its name. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

More Names for Things



shell

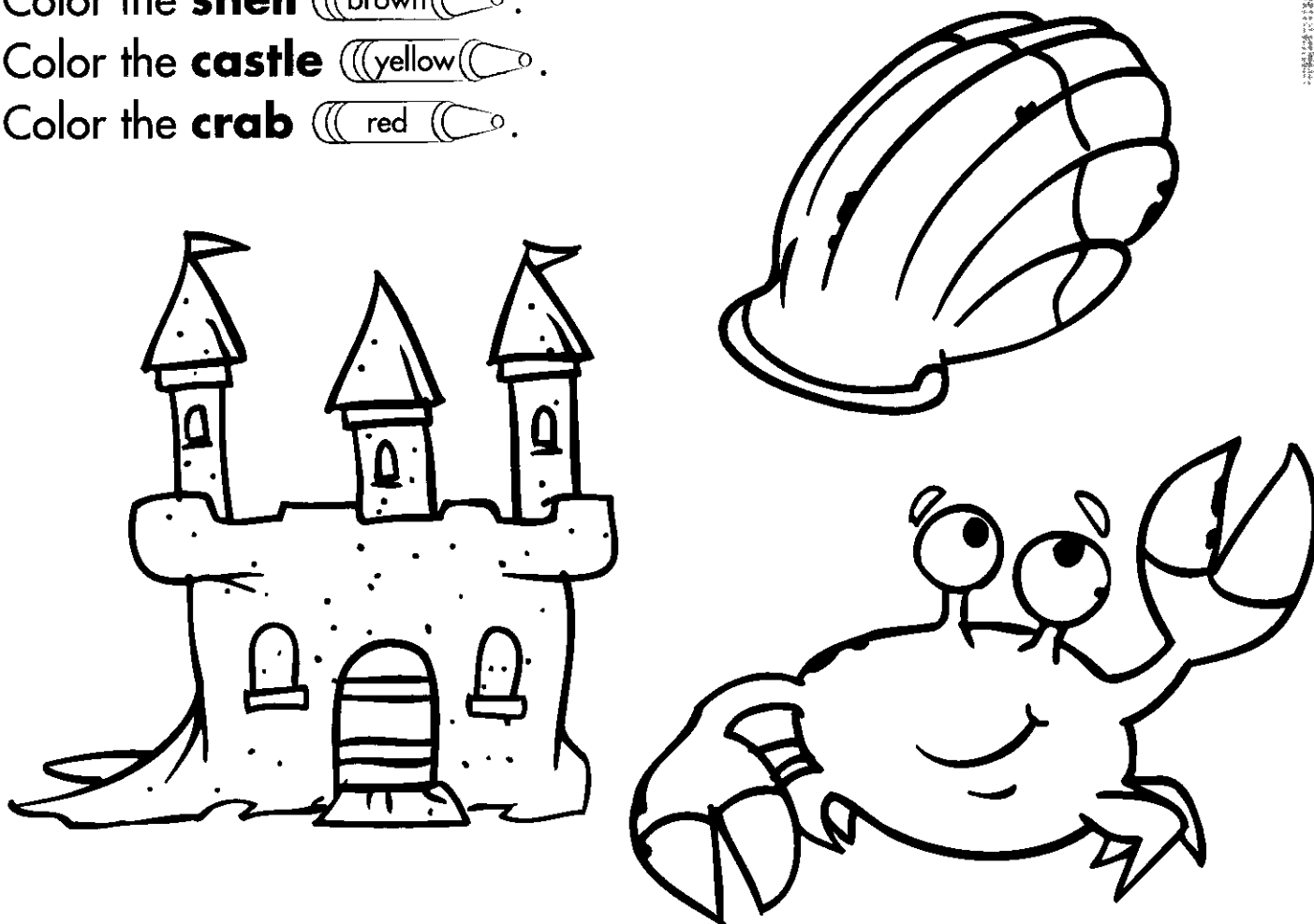
crab

castle

Color the **shell** (brown).

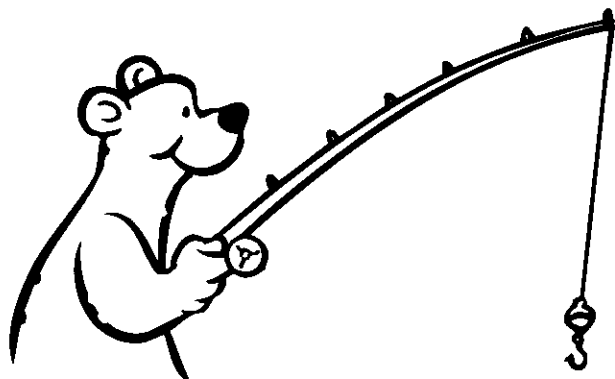
Color the **castle** (yellow).

Color the **crab** (red).

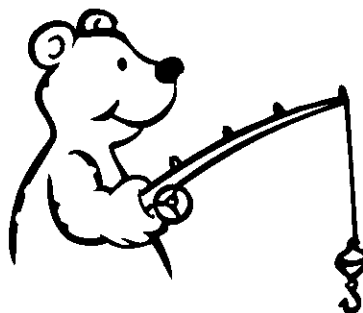


Point to and say the words **long** and **short** at the top of the page. Explain that they are opposites. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Long and Short



long

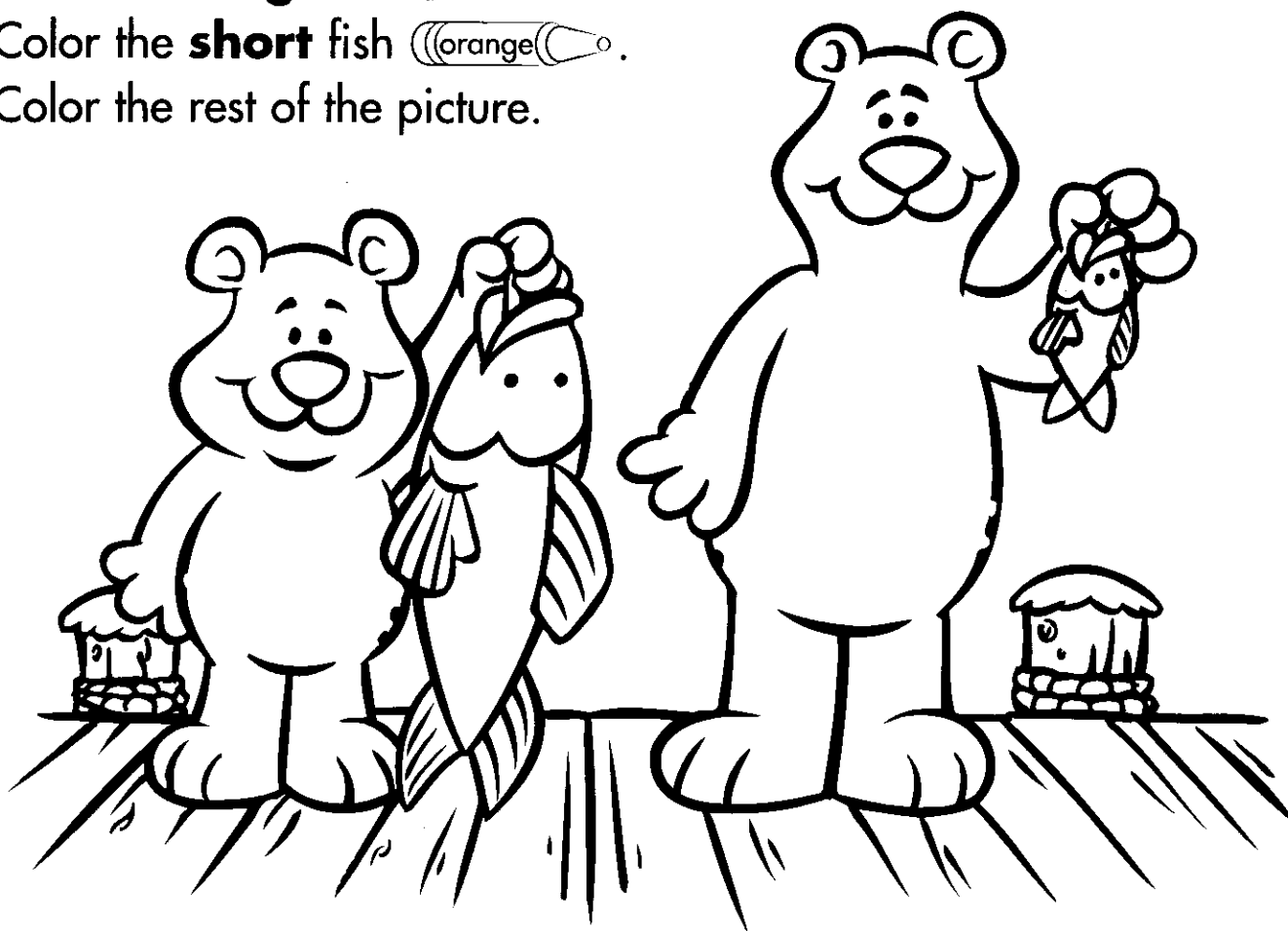


short

Color the **long** fish (blue).

Color the **short** fish (orange).

Color the rest of the picture.



Point to and say the words **hot** and **cold** at the top of the page. Explain that they are opposites. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Hot and Cold



hot



cold

Color the snowman that is **hot** (yellow).

Color the snowman that is **cold** (blue).

Color the rest of the picture.



Point to and say the words **push** and **pull** at the top of the page. Explain that they are opposites. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Push and Pull



push

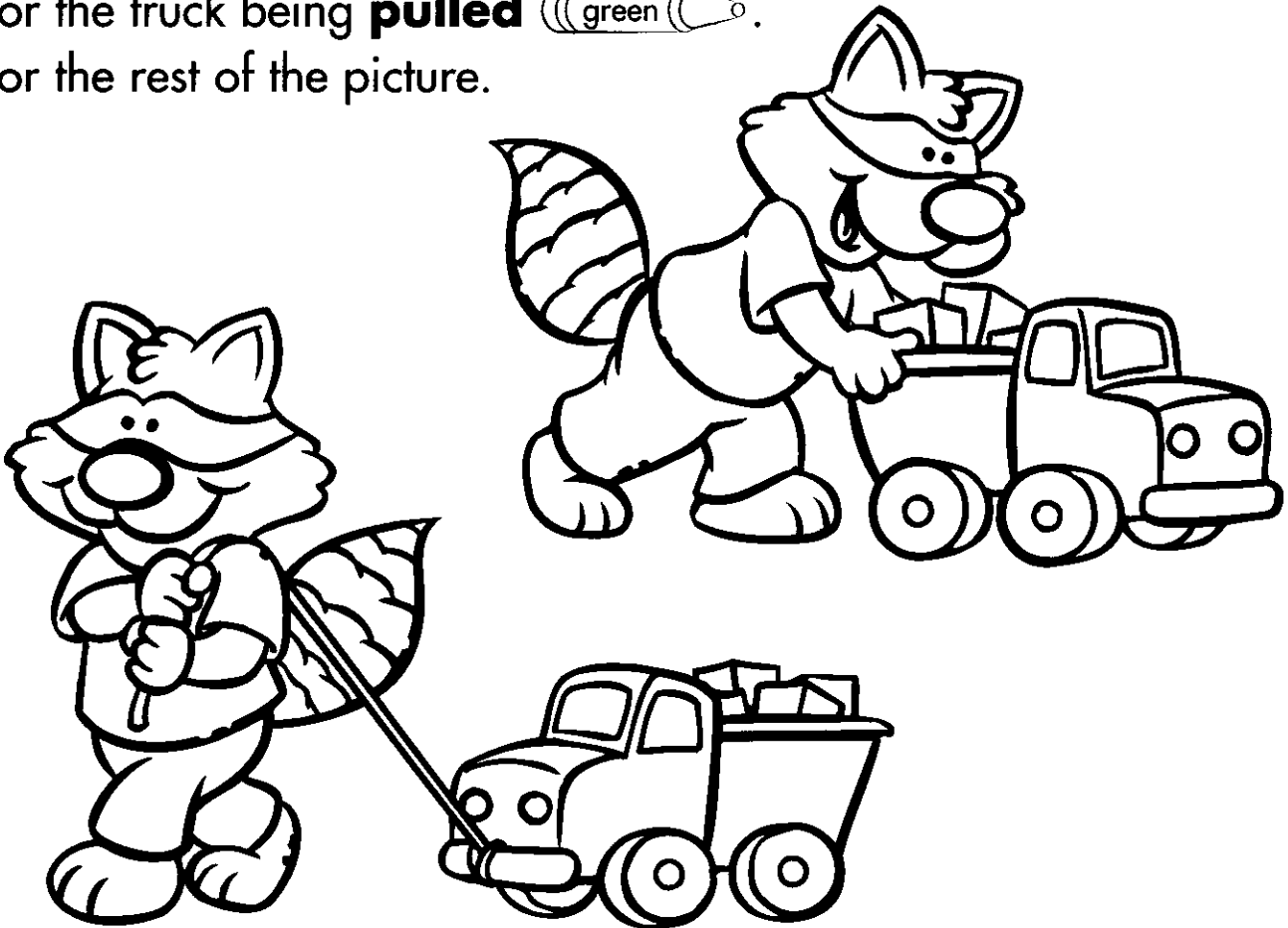


pull

Color the truck being **pushed** (red crayon).

Color the truck being **pulled** (green crayon).

Color the rest of the picture.



Point to and say the words **old** and **new** at the top of the page. Explain that they are opposites. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Old and New



old

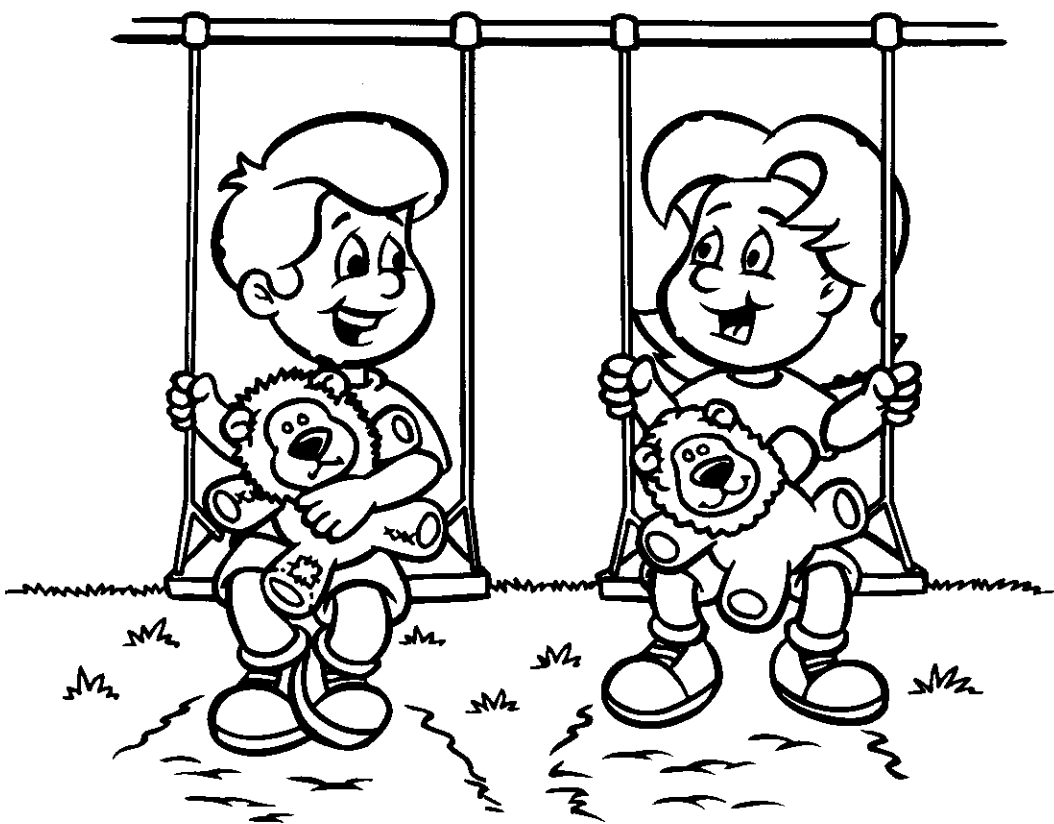


new

Color the **old** toy lion .

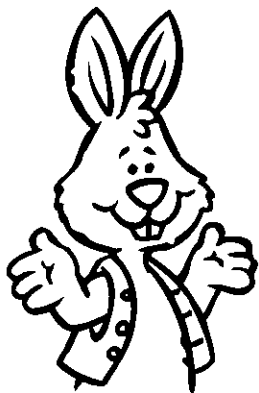
Color the **new** toy lion .

Color the rest of the picture.



Point to and say the words **clean** and **dirty** at the top of the page. Explain that they are opposites. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Clean and Dirty



clean

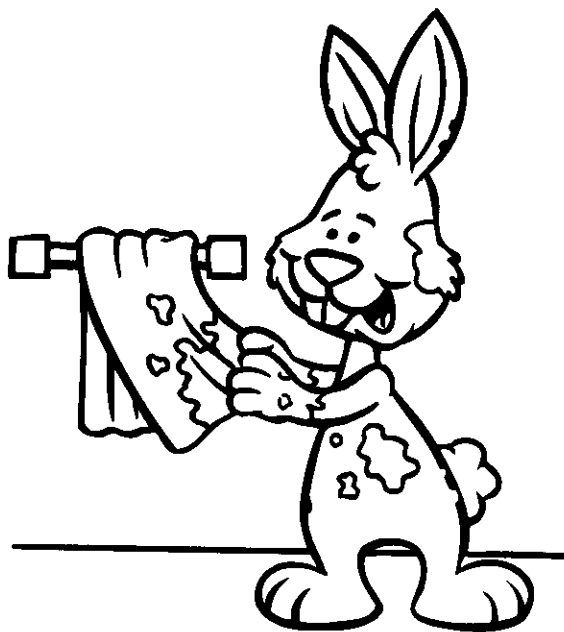


dirty

Color the **clean** bunny (pink crayon).

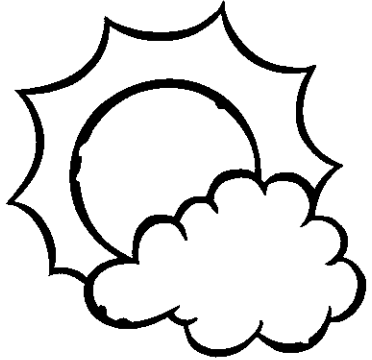
Color the **dirty** bunny (brown crayon).

Color the rest of the picture.



Point to and say the words **day** and **night** at the top of the page. Explain that they are opposites. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Day and Night



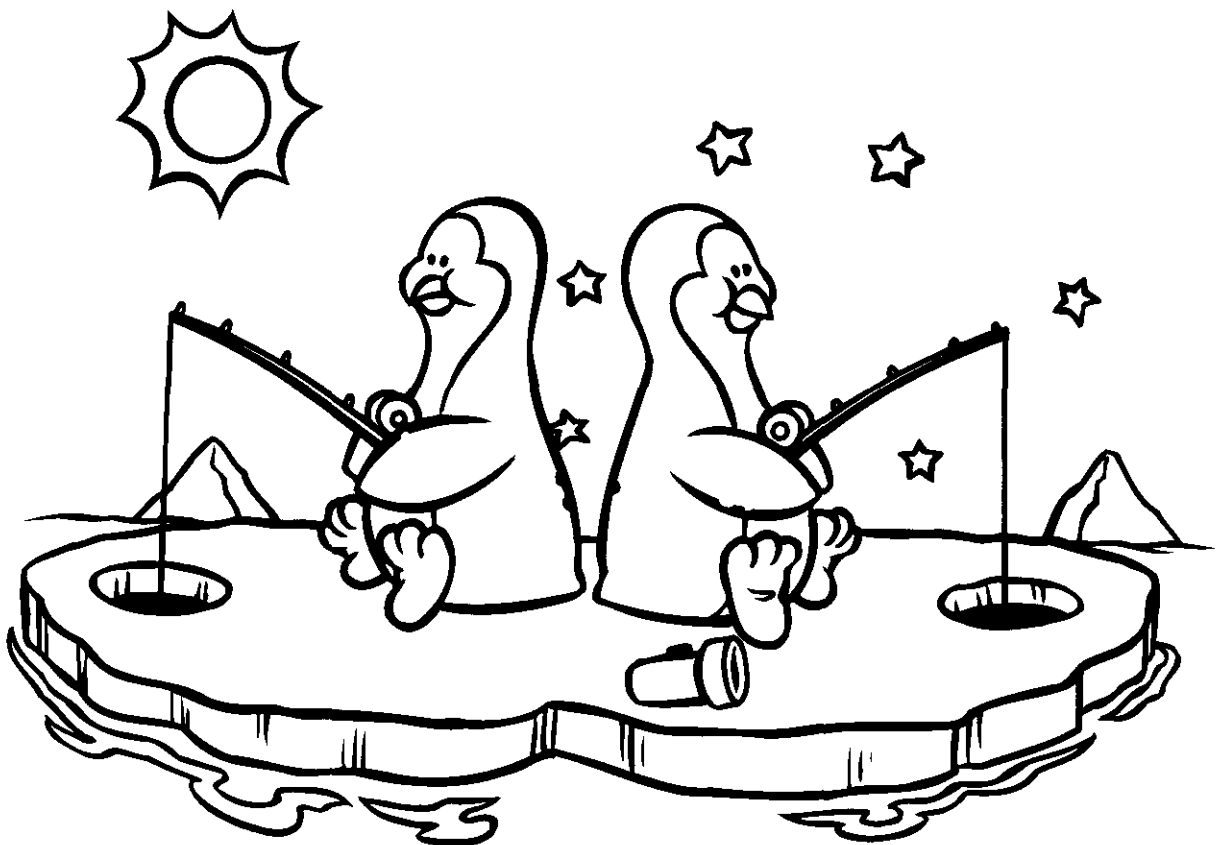
day



night

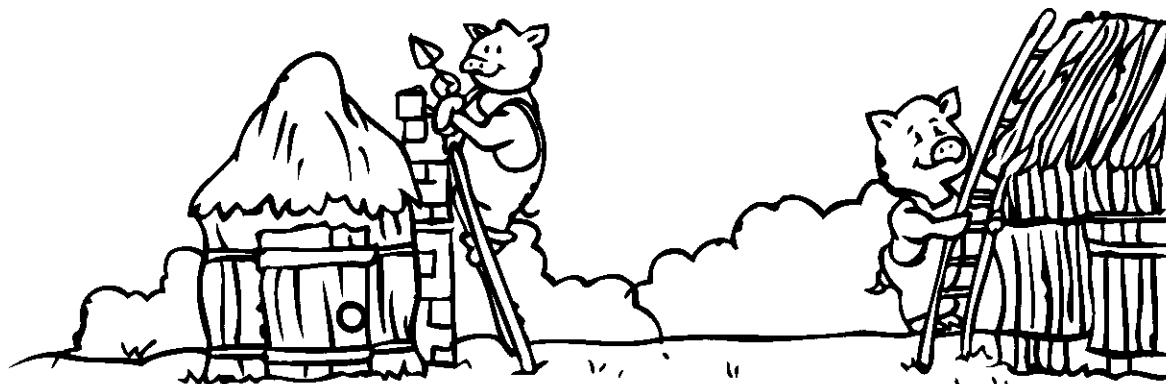
Colors

Color the penguin that is fishing during the **day** (red).
Color the penguin that is fishing at **night** (purple).
Color the rest of the picture.



Point to and say the words **top** and **bottom** at the top of the page. Explain that they are opposites. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

Top and Bottom



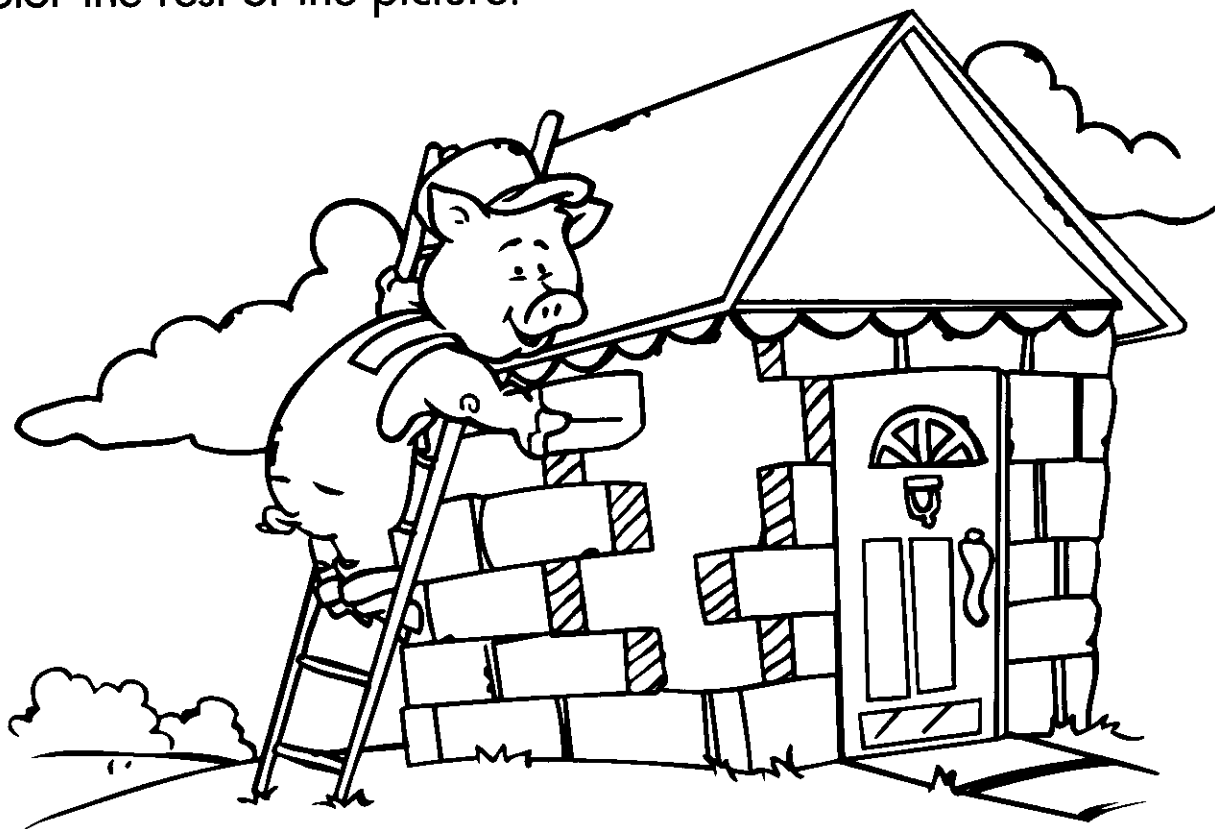
top

bottom

Color the bricks at the **top** (red crayon).

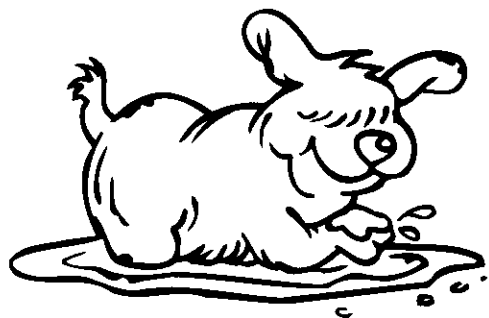
Color the bricks at the **bottom** (green crayon).

Color the rest of the picture.



Point to and say the words **in** and **out** at the top of the page. Explain that they are opposites. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

In and Out



in



out

Color the dogs that are **in** (brown).

Color the dogs that are **out** (yellow).

Color the rest of the picture.



Colors

Point to and say the words **on** and **off** at the top of the page. Explain that they are opposites. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

On and Off



on

off

Color the fish that are **on** the pan (purple).

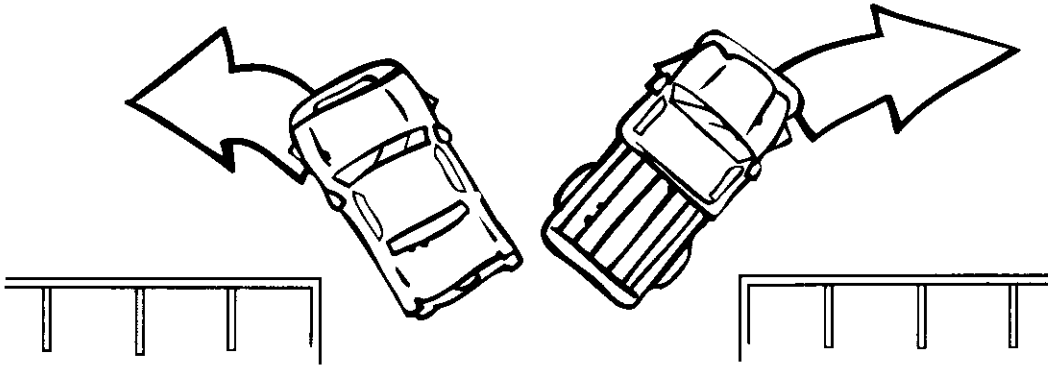
Color the fish that are **off** the pan (red).

Color the rest of the picture.



Point to and say the words **left** and **right** at the top of the page. Explain that they are opposites. Read the directions to the child, identifying the color of each crayon. Then ask the child to follow the directions to color the picture.

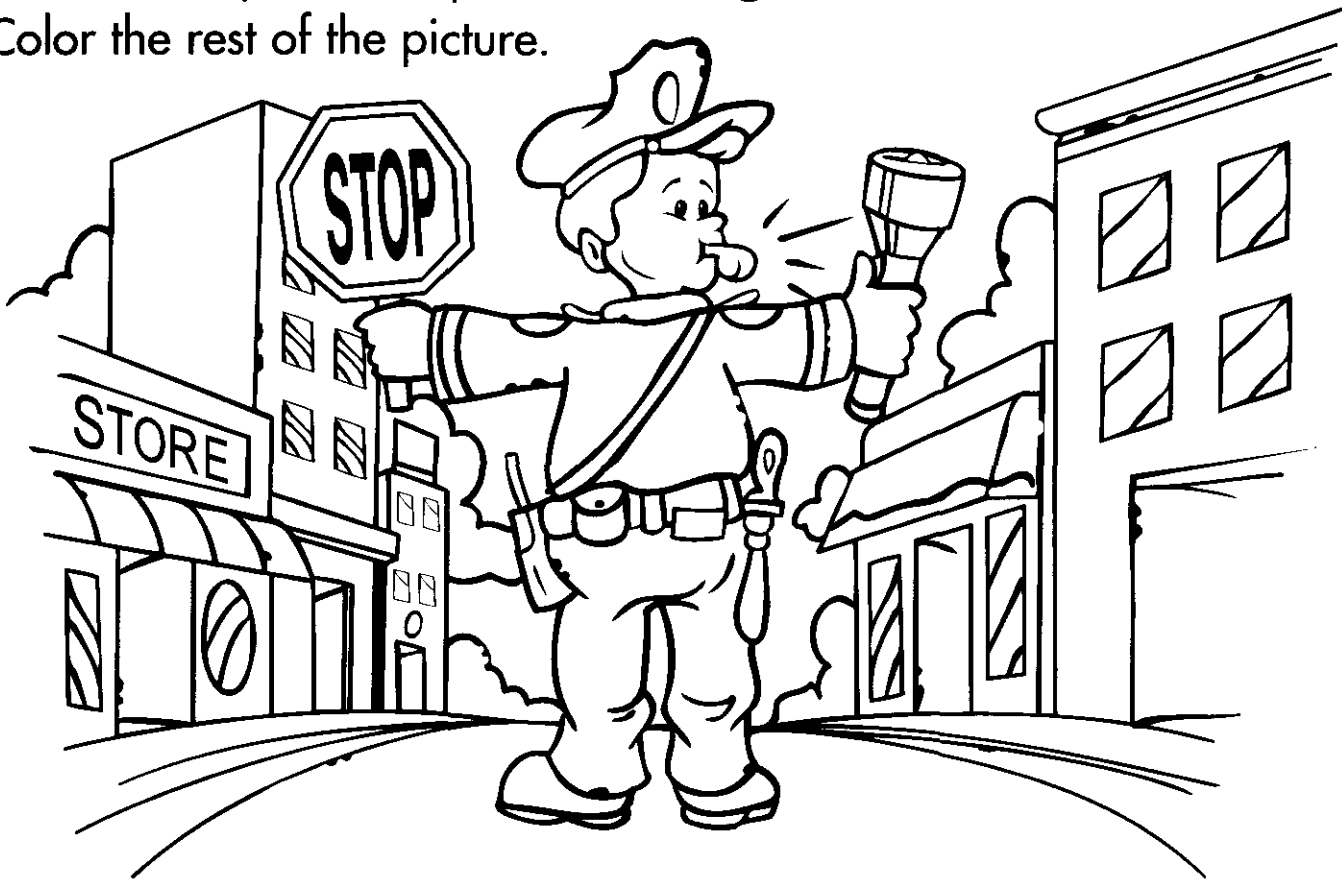
Left and Right



left

right

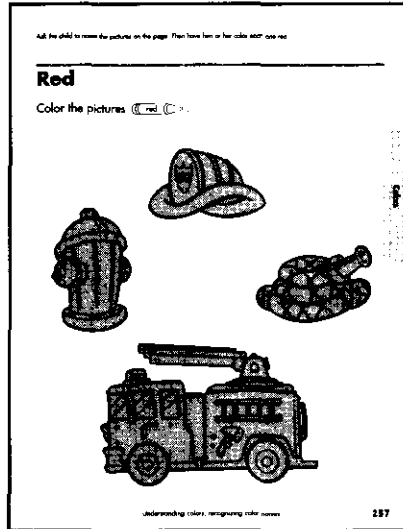
Color the object in the policeman's **left** hand (red).
Color the object in the policeman's **right** hand (green).
Color the rest of the picture.



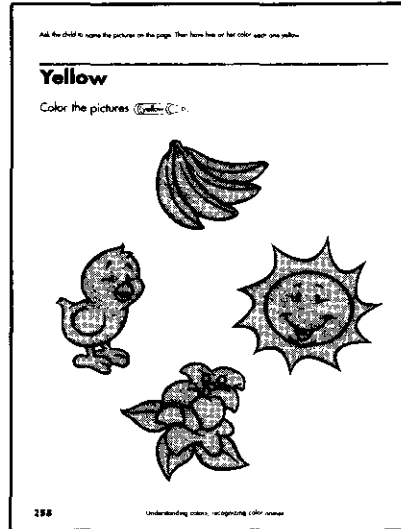
Answer Key

As the child completes the pages in this section, review his or her answers. When you take the time to correct the work and explain mistakes, you're showing your child that you feel learning is important.

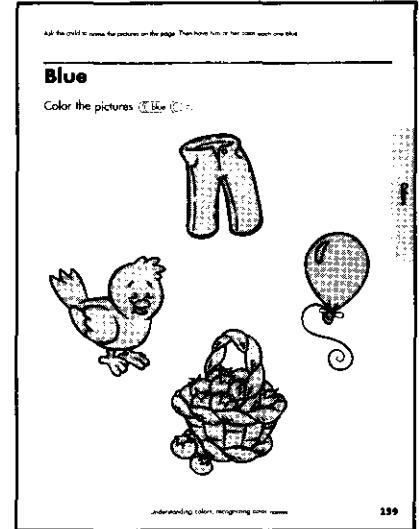
page 257



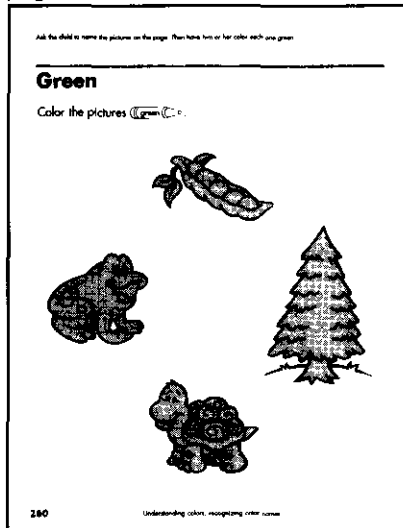
page 258



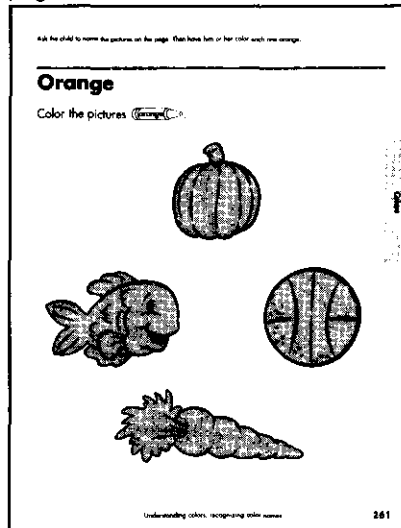
page 259



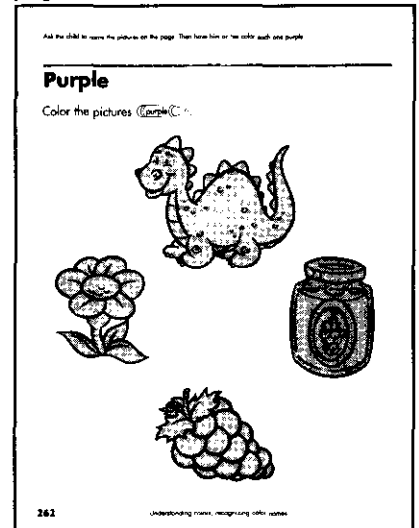
page 260



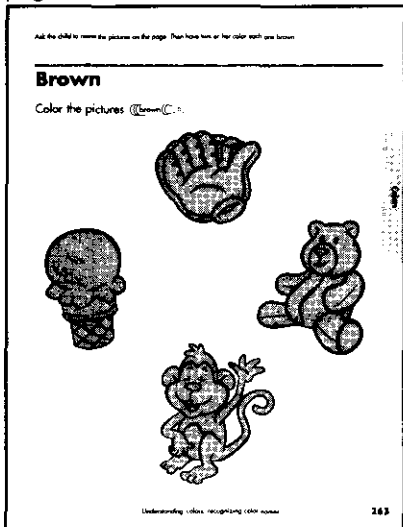
page 261



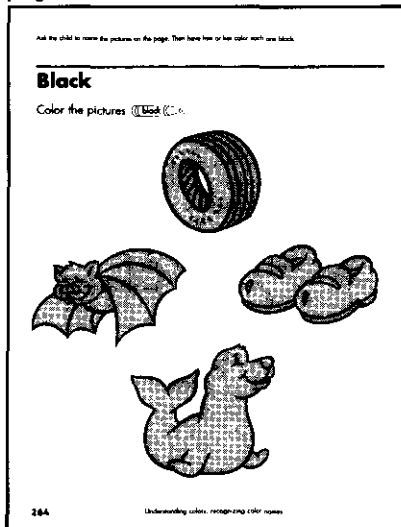
page 262



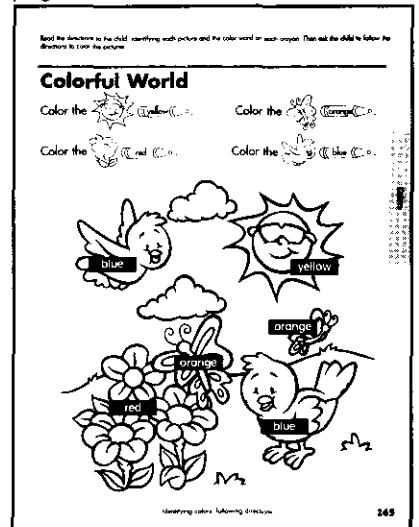
page 263



page 264



page 265



Read the directions at the top of the page and say his or her name. Read the directions to the child, identifying the color of each object. Then ask the child to follow the directions to color the picture.

Summer Fun

Color the red. Color the blue.

Color the purple. Color the blue.

266 Identifying colors, following directions

Read the directions at the top of the page and say his or her name. Read the directions to the child, identifying the color of each object. Then ask the child to follow the directions to color the picture.

Colorful Clown

Color the clown using the code:

r = red, b = blue, g = green, o = orange, y = yellow

267 Identifying colors, following directions

Read the directions at the top of the page and say his or her name. Read the directions to the child, identifying the color of each object. Then ask the child to follow the directions to color the picture.

Names for People

mother father

Color the mother's clothes red. Color the father's clothes blue.

268 Identifying colors, following directions

Read the directions at the top of the page and say his or her name. Read the directions to the child, identifying the color of each object. Then ask the child to follow the directions to color the picture.

More Names for People

sister brother

Color the sister's clothes green. Color the brother's clothes yellow.

269 Identifying colors, following directions

Read the directions at the top of the page and say his or her name. Read the directions to the child, identifying the color of each object. Then ask the child to follow the directions to color the picture.

Farm Animals

cow pig

Color the pig pink. Color the cow brown.

270 Identifying colors, following directions

Read the directions at the top of the page and say his or her name. Read the directions to the child, identifying the color of each object. Then ask the child to follow the directions to color the picture.

Pets

cat dog

Color the cat green. Color the dog yellow.

271 Identifying colors, following directions

Read the directions at the top of the page and say his or her name. Read the directions to the child, identifying the color of each object. Then ask the child to follow the directions to color the picture.

Names for Places

house store fire station

Color the house blue. Color the store green. Color the fire station red.

272 Identifying colors, following directions

Read the directions at the top of the page and say his or her name. Read the directions to the child, identifying the color of each object. Then ask the child to follow the directions to color the picture.

More Names for Places

park zoo beach

Color the park green. Color the zoo brown. Color the beach yellow.

273 Identifying colors, following directions

Read the directions at the top of the page and say his or her name. Read the directions to the child, identifying the color of each object. Then ask the child to follow the directions to color the picture.

Names for Things

carrot lettuce tomato

Color the carrot orange. Color the lettuce green. Color the tomato red.

274 Identifying colors, following directions

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

More Names for Things

shell crab castle

Color the shell ☐ yellow.
Color the castle ☐ yellow.
Color the crab ☐ red.

castle crab

Understanding opposites: long and short

275

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

Long and Short

long short

Color the long fish ☐ blue.
Color the short fish ☐ blue.
Color the rest of the picture.

long short

Understanding opposites: long and short

276

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

Hot and Cold

hot cold

Color the snowman that is hot ☐ red.
Color the snowman that is cold ☐ blue.
Color the rest of the picture.

hot cold

Understanding opposites: hot and cold

277

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

Push and Pull

push pull

Color the truck being pushed ☐ red.
Color the truck being pulled ☐ red.
Color the rest of the picture.

push pull

Understanding opposites: push and pull

278

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

Old and New

old new

Color the old boy ☐ brown.
Color the new boy ☐ green.
Color the rest of the picture.

old new

Understanding opposites: old and new

279

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

Clean and Dirty

clean dirty

Color the clean bunny ☐ white.
Color the dirty bunny ☐ brown.
Color the rest of the picture.

clean dirty

Understanding opposites: clean and dirty

280

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

Day and Night

day night

Color the penguin that is fishing during the day ☐ blue.
Color the penguin that is fishing at night ☐ black.
Color the rest of the picture.

day night

Understanding opposites: day and night

281

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

Top and Bottom

top bottom

Color the bricks at the top ☐ red.
Color the bricks at the bottom ☐ red.
Color the rest of the picture.

top bottom

Understanding opposites: top and bottom

282

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

In and Out

in out

Color the dogs that are in ☐ black.
Color the dogs that are out ☐ black.
Color the rest of the picture.

in out

Understanding opposites: in and out

283

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

On and Off

on off

Color the fish that are on the pan ☐ black.
Color the fish that are off the pan ☐ black.
Color the rest of the picture.

on off

Understanding opposites: on and off

284

Point to each thing on the top of the page and say its name. Read the directions in the book. Then use the book to follow the directions to color the picture.

Left and Right

left right

Color the object in the policeman's left hand ☐ black.
Color the object in the policeman's right hand ☐ black.
Color the rest of the picture.

left right

Understanding opposites: left and right

285

Point to and say each action word. Ask the child to draw a line between the words that are the same.

You Can Do It!

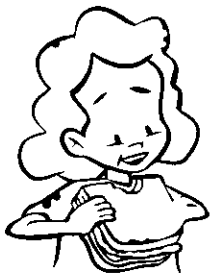
Match.



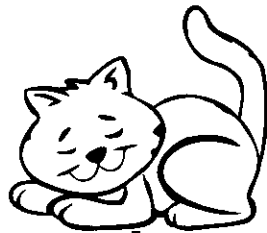
slide



swing



eat



sleep



swing



slide



sleep



eat

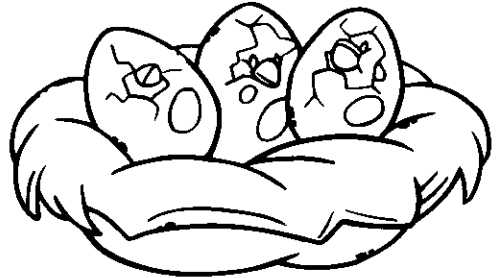
Beginning Reading

Mention to the child that spring is a time of birth and explain that the pictures show three baby robins being born. Then ask the child to draw a line from each number to the picture that shows the correct order of the robins hatching from the eggs.

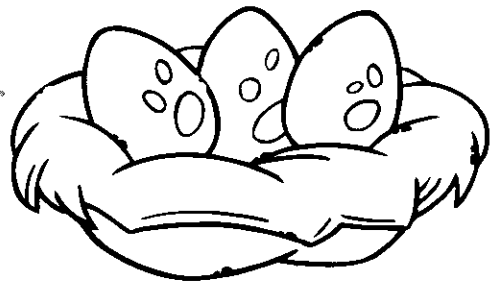
Robins in Spring

Draw lines to show the correct order.

1



2



3

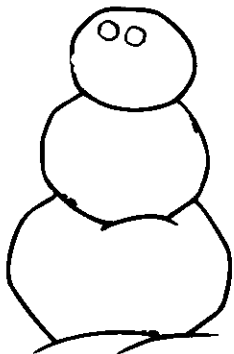


Ask the child to draw a line from each number to the picture that shows the correct order of the snowman being built. Then encourage the child to tell a story about the pictures using the words first, next, and last.

Let's Build a Snowman

Draw lines to show the correct order.

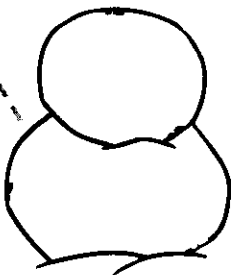
1



2



3

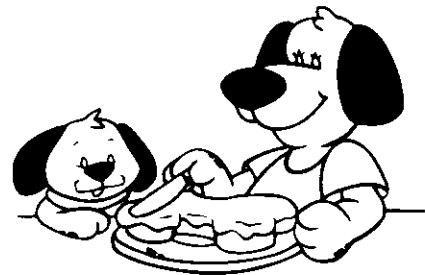
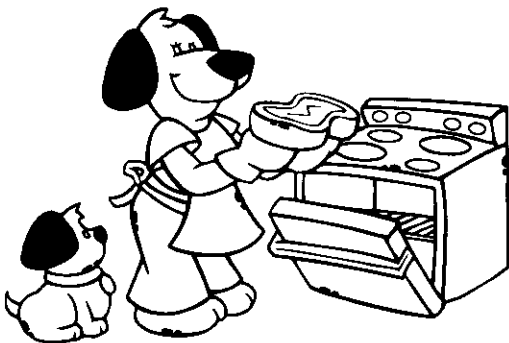
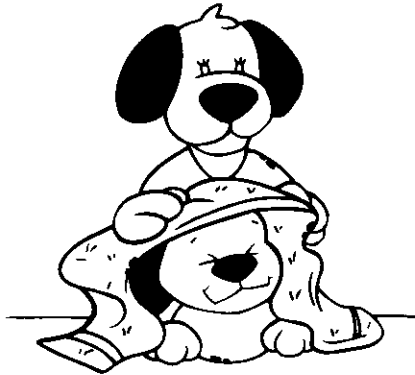
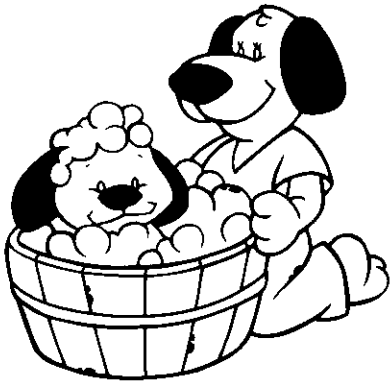


Beginning Reading

Have the child write 1, 2, and 3 in the boxes in each row to show the correct order. Then encourage the child to tell a story about each row of pictures using the words first, next, and last.

Puppy Love

Write **1**, **2**, and **3** to show the order of what happened.



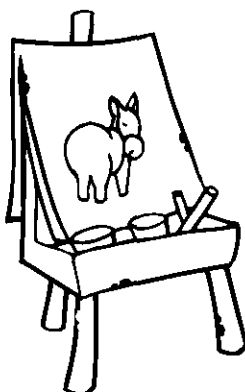
Ask the child to look closely at the picture at the top of the page. Then have him or her color the picture at the bottom that shows what the tigers made.

What Are They Making?

Color what they made.



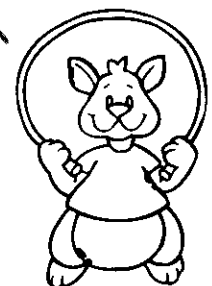
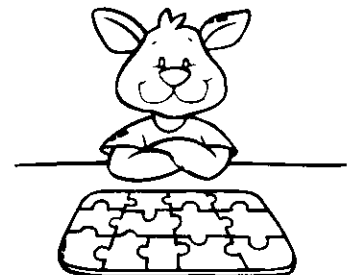
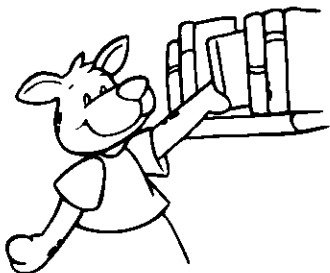
Beginning Reading



Ask the child to draw a line from each picture on the left to the one on the right that shows what will happen next.

What Will Happen Next?

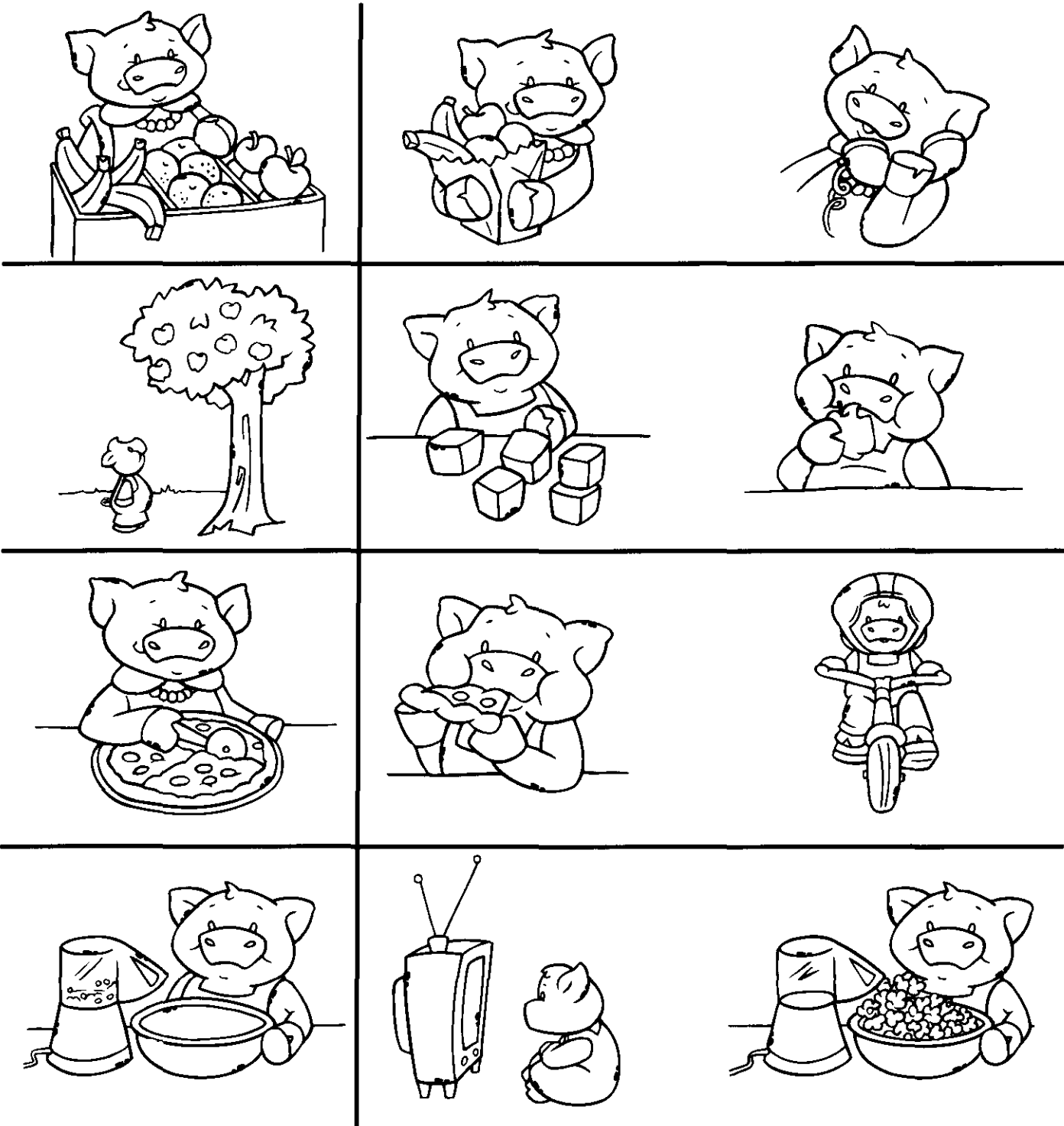
Draw a line to what will happen next.



Ask the child to look closely at the first picture in each row. Then have him or her circle the picture in the row that shows what will happen next and color the pictures.

Next, Please!

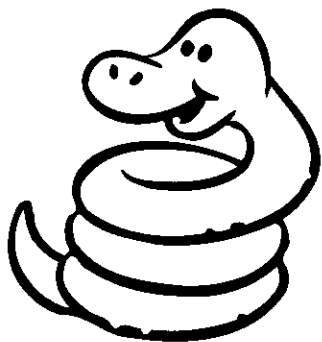
Circle what will happen next. Color the pictures.



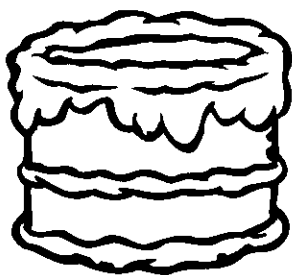
Help the child read the word below each picture. Explain that the words **snake** and **cake** in the first row rhyme because they both have the **-ake** sound at the end. Ask the child to circle the cake. Then help him or her find and circle the one that rhymes with the first picture in each of the other rows.

Rows of Rhymes

Circle the one that rhymes with the first picture in each row.



snake



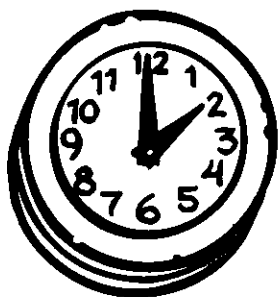
cake



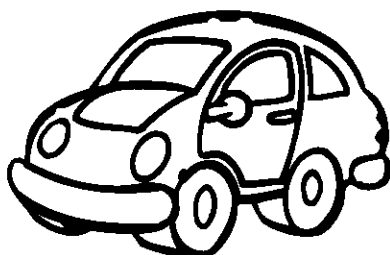
dog



snail



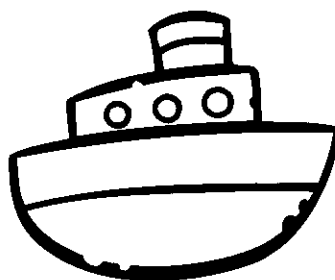
clock



car



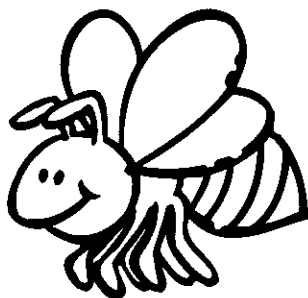
sock



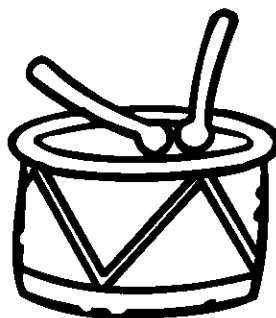
boat



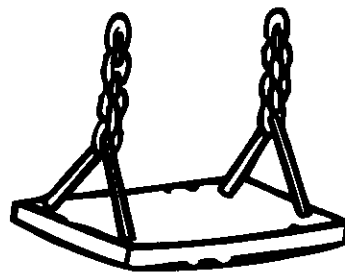
king



bee



drum

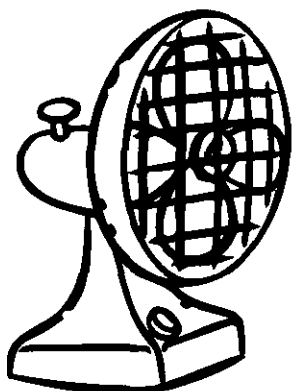


swing

Help the child read the word below each picture. Then help him or her find and color the one that rhymes with the first picture in each row.

More Rows of Rhymes

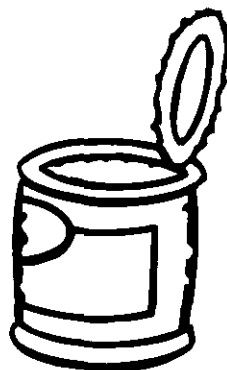
Color the one that rhymes with the first picture in each row.



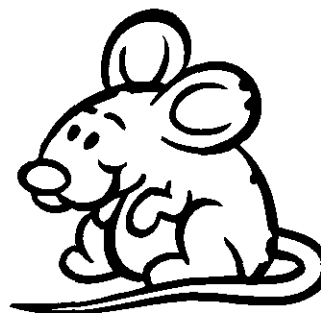
fan



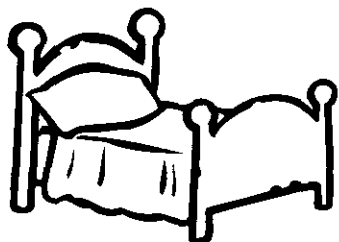
book



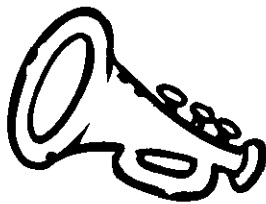
can



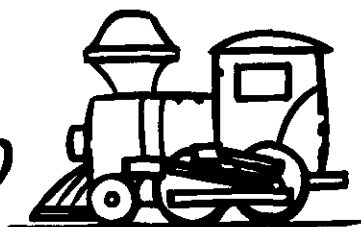
mouse



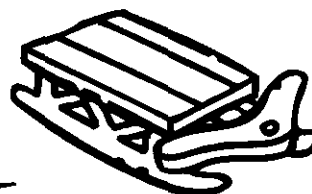
bed



horn



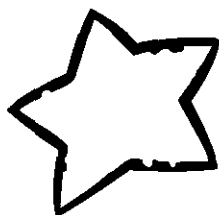
train



sled



car



star



frog

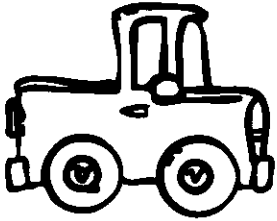


tree

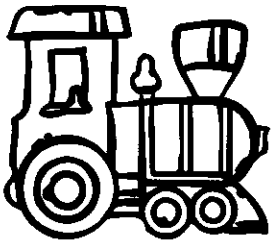
Help the child read the word below each picture. Then have him or her draw a line between the ones that rhyme.

On-the-Go Rhymes

Match the ones that rhyme.



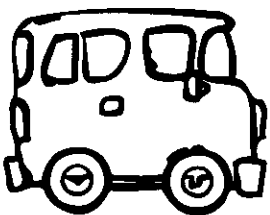
truck



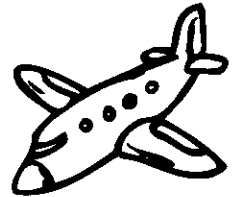
train



boat



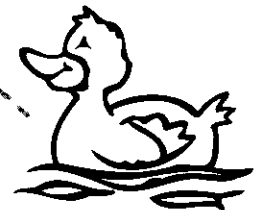
van



plane



man



duck



goat

Help the child read the word below each picture. Then have him or her draw a line between the ones that rhyme.

Dress-Up Rhymes

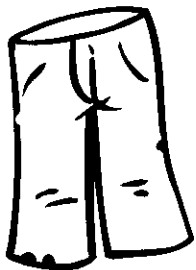
Match the ones that rhyme.



tie



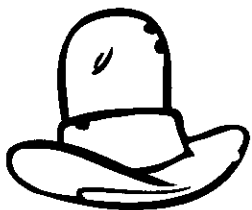
ants



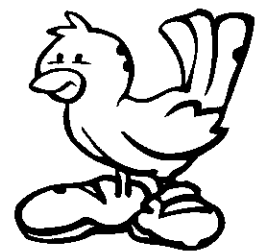
pants



pie



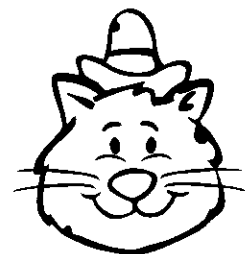
hat



blue



shoe



cat

Help the child read the word below each picture. Then have him or her draw a line between the ones that rhyme.

Art Rhymes

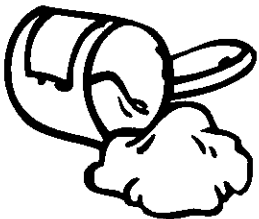
Match the ones that rhyme.



glue



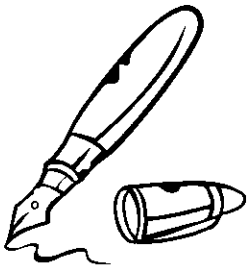
hay



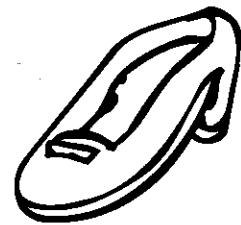
clay



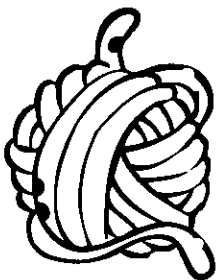
barn



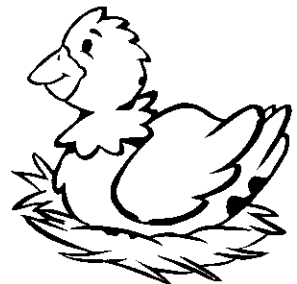
pen



shoe



yarn



hen

Ask the child to look closely at the first word in each row. Then have him or her circle the word in that row that is the same. When the child is finished with all the rows, help him or her read the circled words aloud.

The Cave

Circle the word that is the same in each row.



we

is

we

go

go

am

in

to

in

it

it

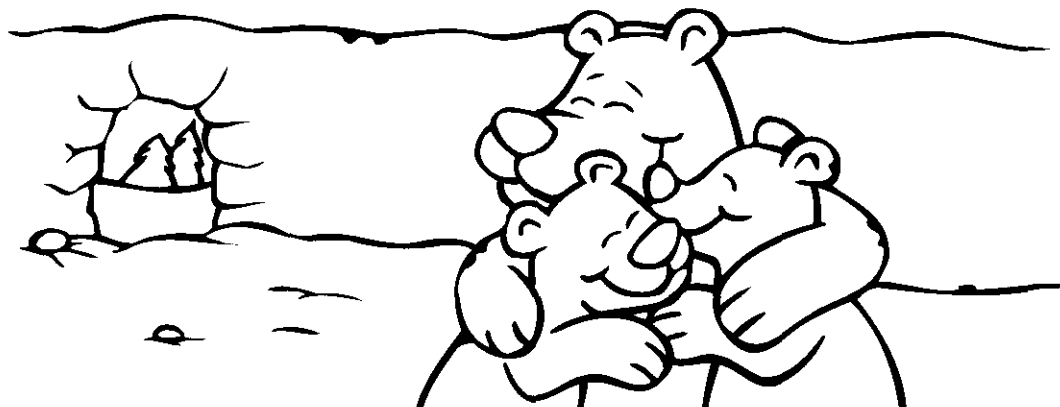
do

Beginning Reading

Ask the child to look closely at the words in each row. Then have him or her circle the words in that row that are the same. When the child is finished with all the rows, help him or her read the circled words aloud.

Cubs In Their Den

Circle the words that are the same in each row.



den

ten

den

mom

mom

mug

rug

hug

hug

cub

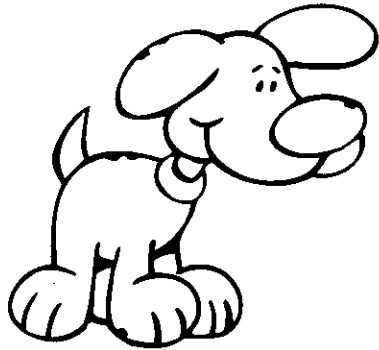
tub

cub

Ask the child to say the name of each picture and listen for the beginning sound. Then have him or her complete the word under each picture by choosing and writing the missing letter that stands for the beginning sound. Encourage the child to read the words aloud after he or she completes them.

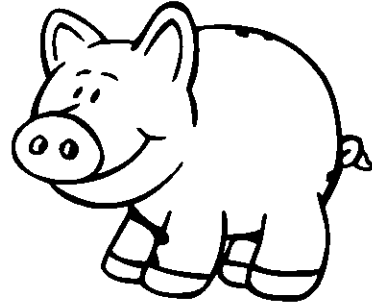
Make a Word

Write the missing letter to make the word.



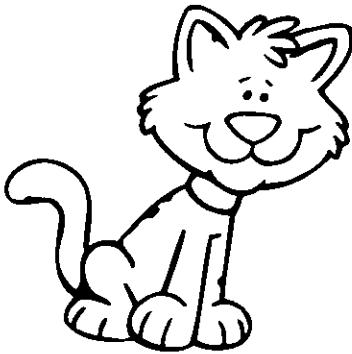
d **l**

og



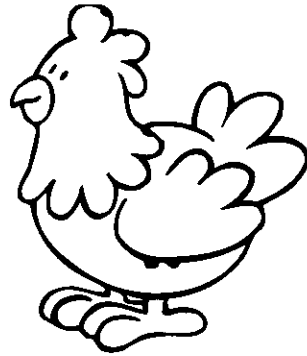
w **p**

ig



b **c**

at



h **p**

en

Beginning Reading

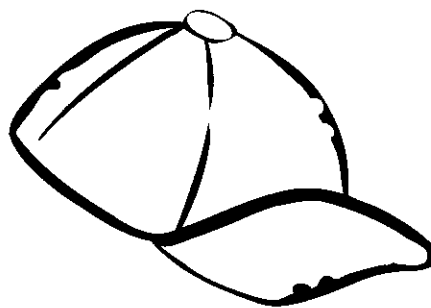
Ask the child to say the name of each picture and listen for the beginning sound. Then have him or her complete the word under each picture by writing the letter **b** or **c**. Encourage the child to read the words aloud after he or she completes them.

Make More Words

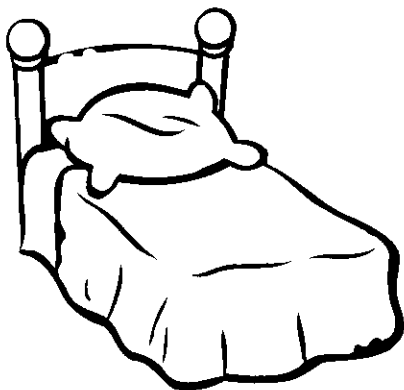
Write **b** or **c** to make the word.



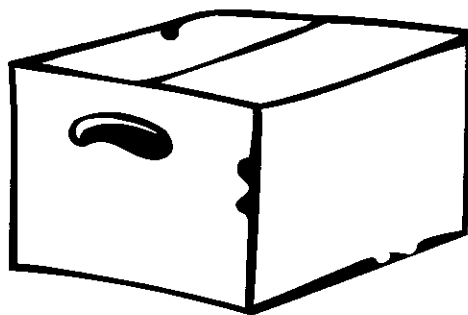
_____ **u p**



_____ **a p**



_____ **e d**

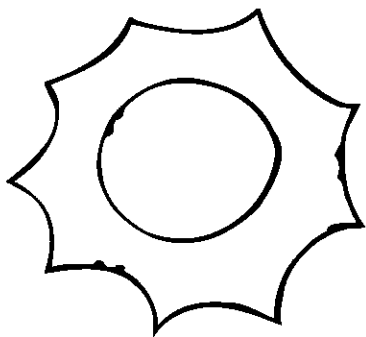


_____ **o x**

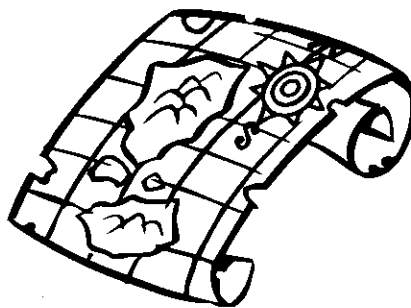
Ask the child to say the name of each picture and listen for the beginning sound. Then have him or her complete the word under each picture by choosing and writing the missing letter that stands for the beginning sound. Encourage the child to read the words aloud after he or she completes them.

Find a Letter

Write the missing letter to make the word.



_____un



_____ap

10

_____en

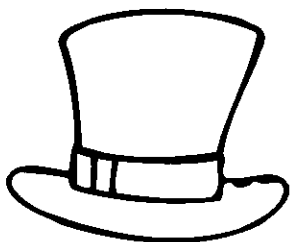


_____ox

Ask the child to name each picture. Then have him or her draw a line from each picture to the word that says what it is. Encourage the child to read the words aloud.

Match Them Up!

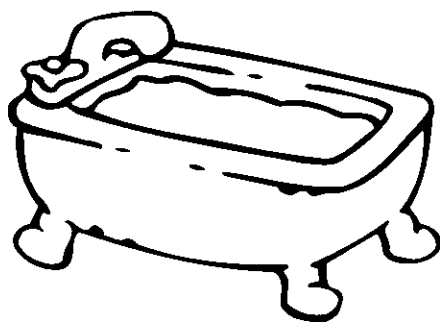
Match.



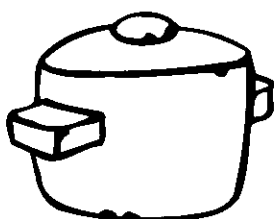
pot



tub



hat



six

Help the child read each word aloud. Then have him or her draw a line from each word to the picture it names.

More Match-Ups!

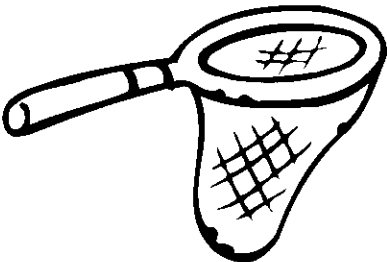
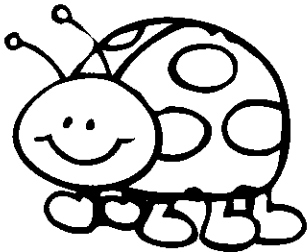
Match.

bug

top

net

jam



Beginning Reading

Point to and say the words **can** and **go** at the top of the page. Ask the child to repeat each word and spell it. Then have him or her trace the words. At the bottom of the page, ask the child to help the tigers get to the finish line by drawing the paths with the words **can** and **go**. Have the child read each word as he or she passes it.

Tigers Can Go!

Read the word. Trace the word.

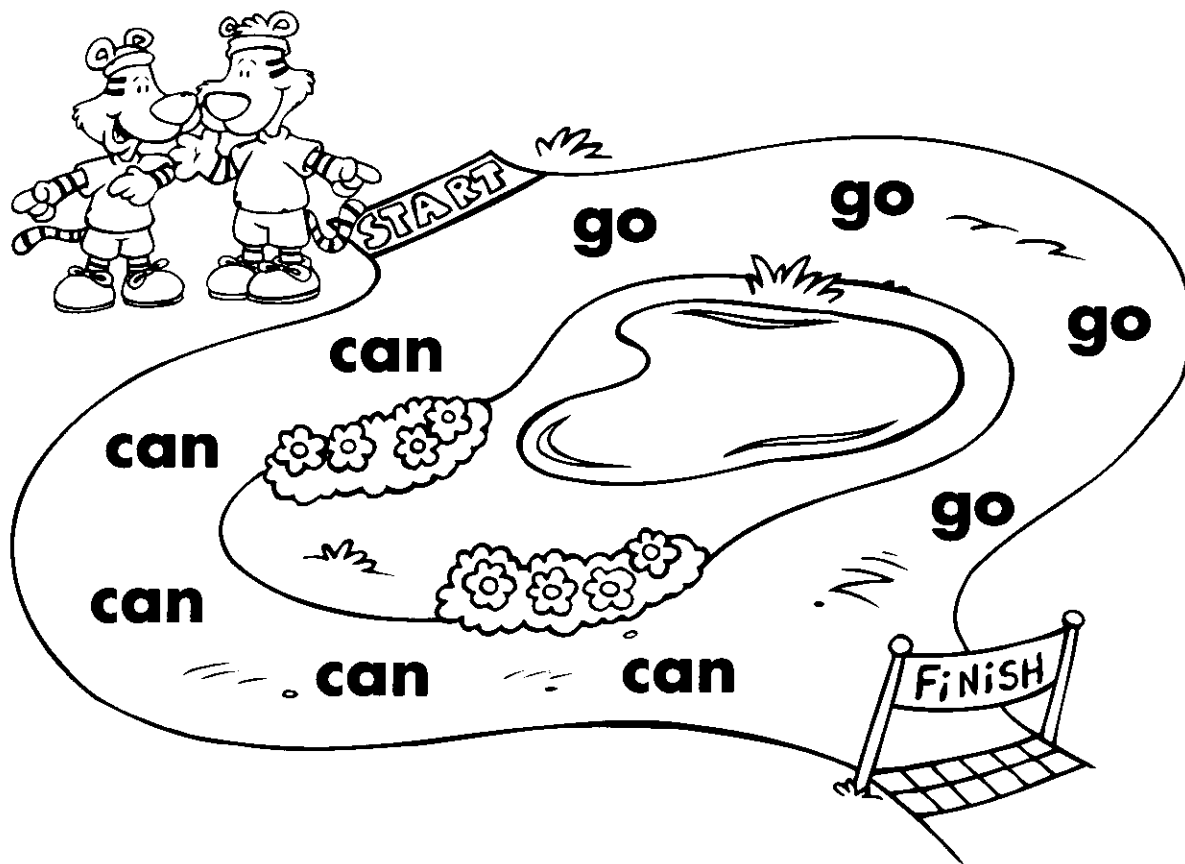
can

can

go

go

Draw the paths with **can** and **go**.



Point to and say the words **yes** and **no** at the top of the page. Ask the child to repeat each word and spell it. Then have him or her trace the words. At the bottom of the page, help the child read each question and circle **yes** or **no** to answer the questions.

Is It A Pet?

Read the word. Trace the word.

yes

no



Circle **yes** or **no**.

Is the  a toy?

yes

no

Is the  a toy?

yes

no

Is the  a pet?

yes

no

Is the  a pet?

yes

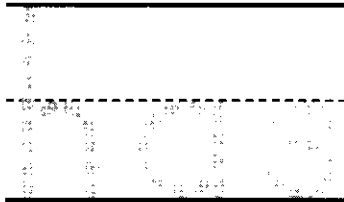
no

Point to and say the words **has** and **and** at the top of the page. Ask the child to repeat each word and spell it. Then have him or her trace the words. At the bottom of the page, help the child read each sentence and write **has** or **and** to complete it.

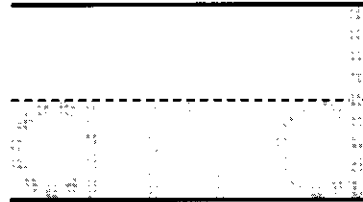
Spots and Stripes

Read the word. Trace the word.

has



and



Write **has** or **and** to complete the sentence.

The dog



s.

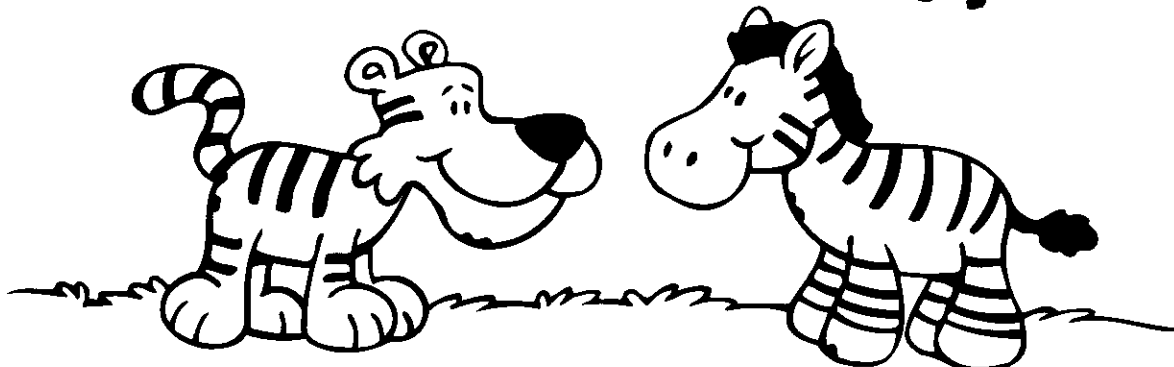


The tiger

zebra have



s.



Point to and say the word **my** at the top of the page. Ask the child to repeat the word and spell it. Have him or her trace the word. Then have the child write **my** on the blank line. At the bottom of the page, help the child read each sentence and write **my** to complete it. Ask him or her whose ear is in the last sentence. (It's an elephant's ear!)

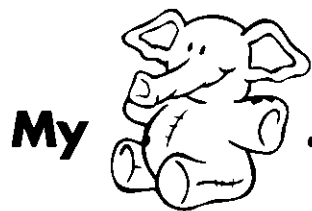
My, My, My!

Read the word. Trace the word.



My  .

my



My .

Write **my** to complete the sentence.

That is



That is



That is



That is NOT

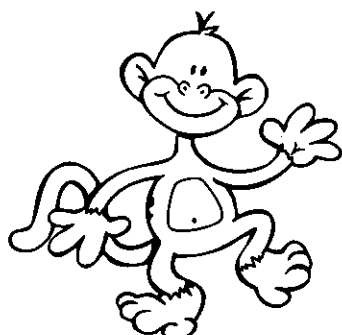


Beginning Reading

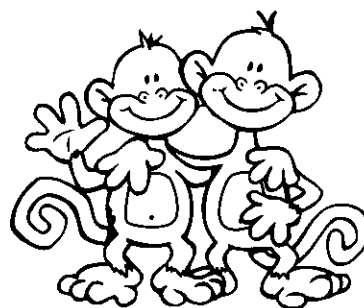
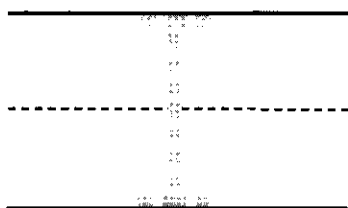
Point to and say the words **I** and **we** at the top of the page. Ask the child to repeat each word and spell it. Have him or her trace the words. At the bottom of the page, ask the child to look closely at the pictures and write **I** or **We** to complete each sentence. Help him or her read the sentences.

On the Playground

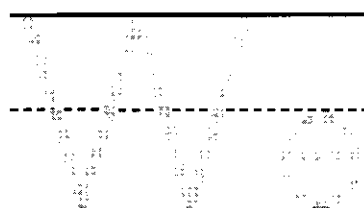
Read the word. Trace the word.



I

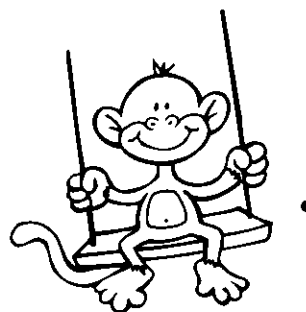


We

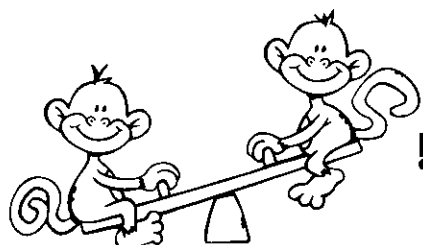


Write **I** or **We** to complete the sentence.

_____ can go on the



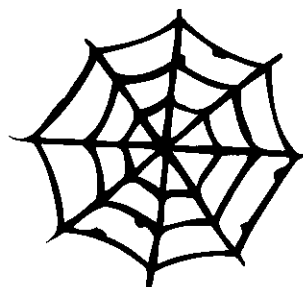
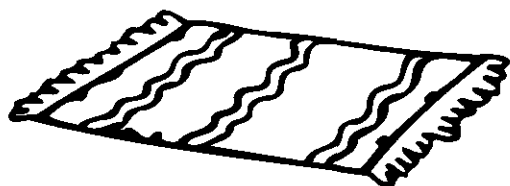
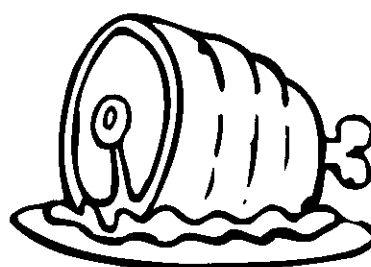
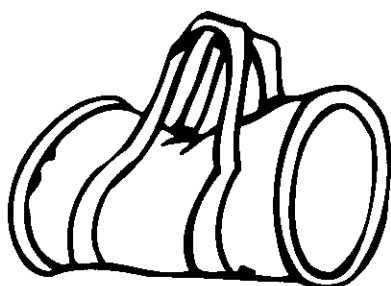
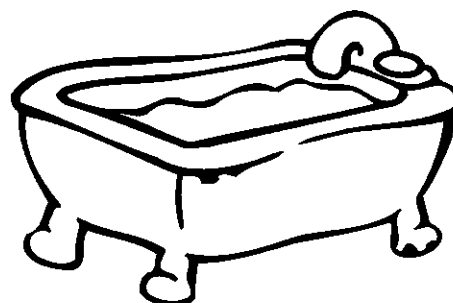
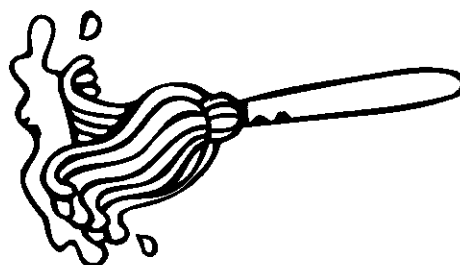
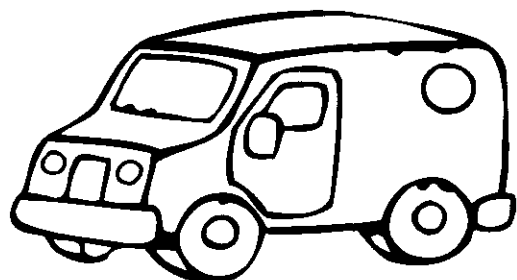
_____ can go on the

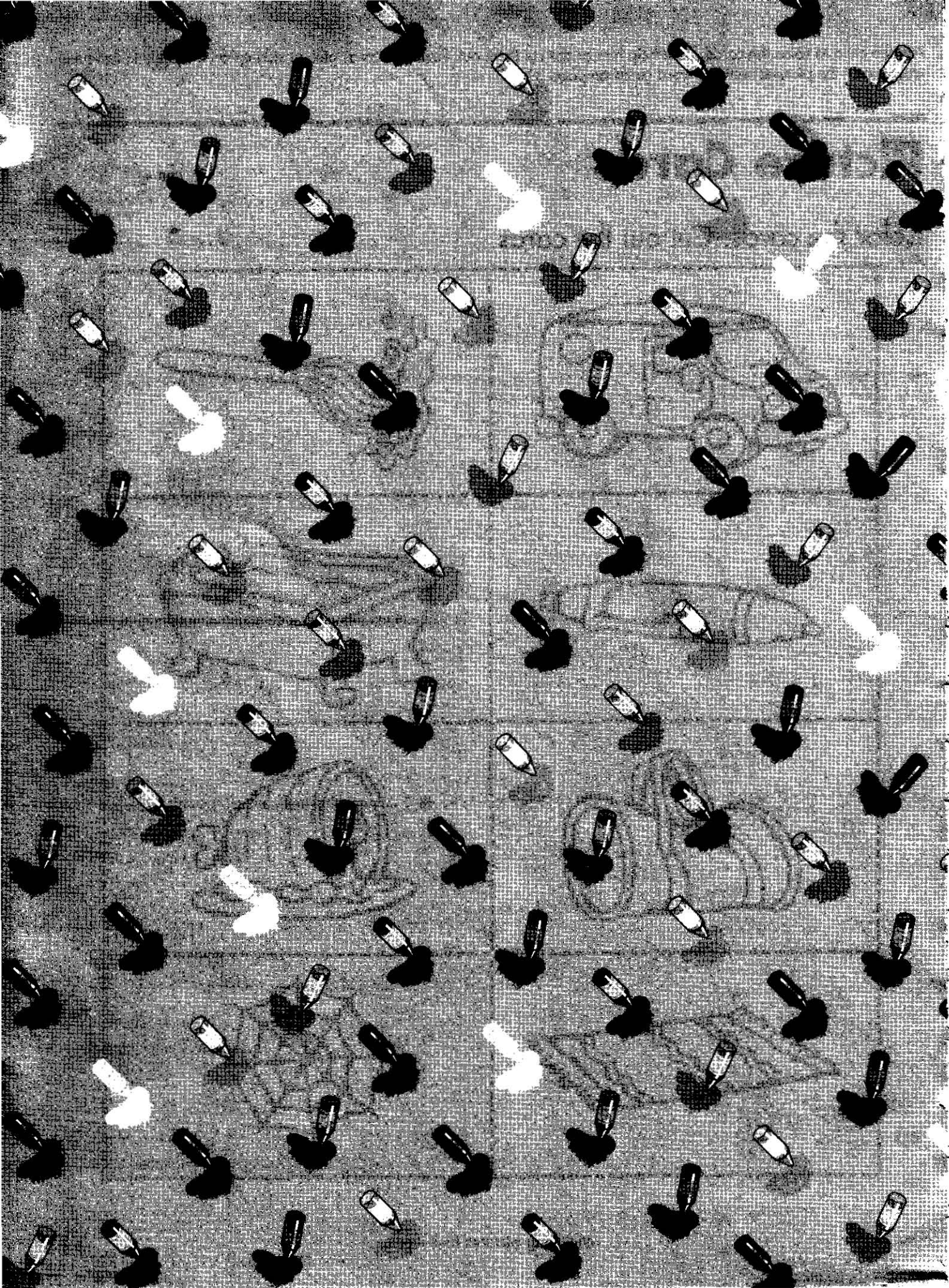


Ask the child to color the cards. Then help him or her cut them out. Place the cards picture side up on a table and have the child match the pictures with the word cards on page 315.

Picture Cards

Color the cards. Cut out the cards.





Help the child cut out the cards. Place them word side up on a table and have the child match the words with the picture cards on page 313.

Word Cards

Cut out the cards.

mop

van

tub

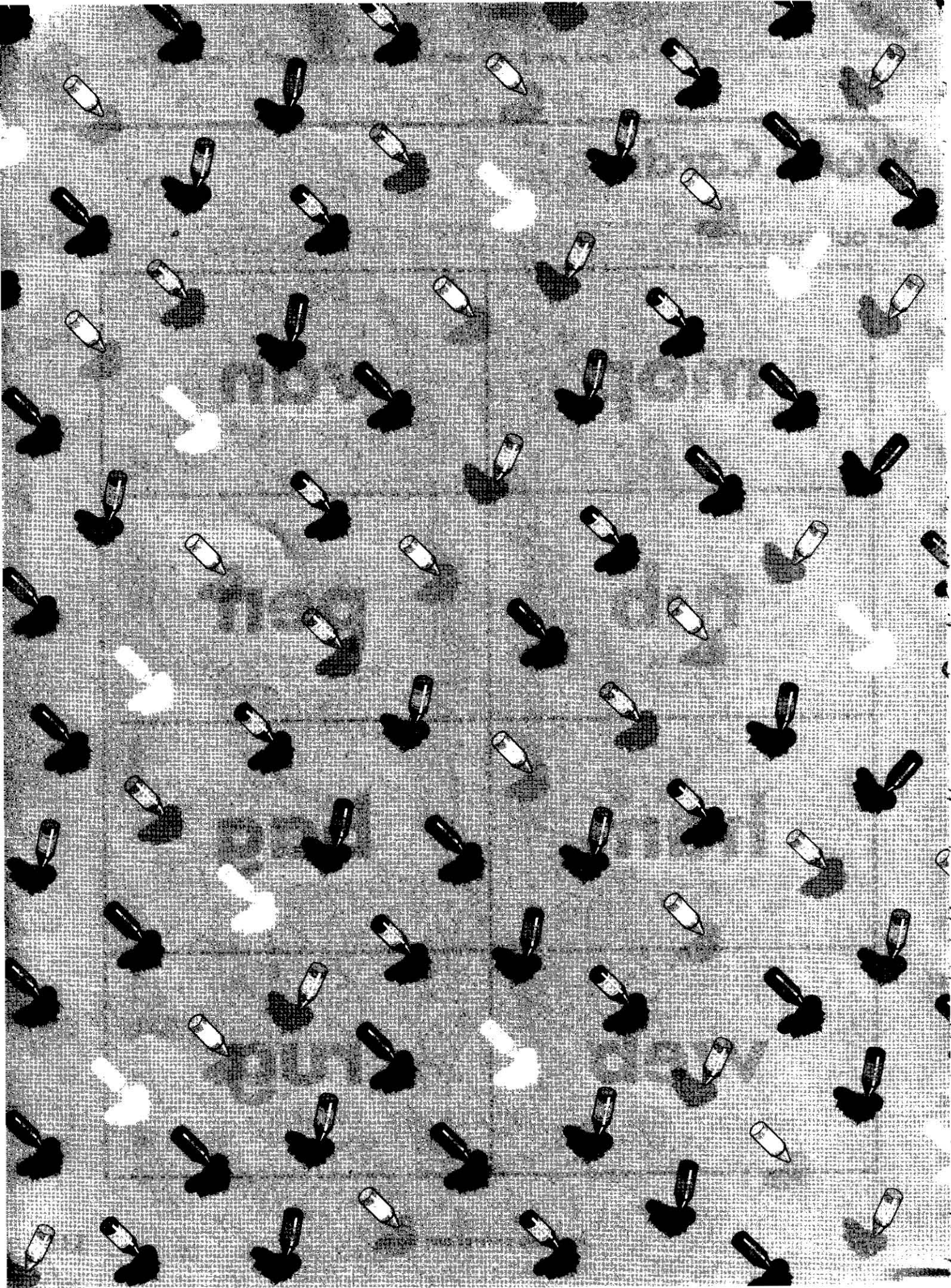
pen

ham

bag

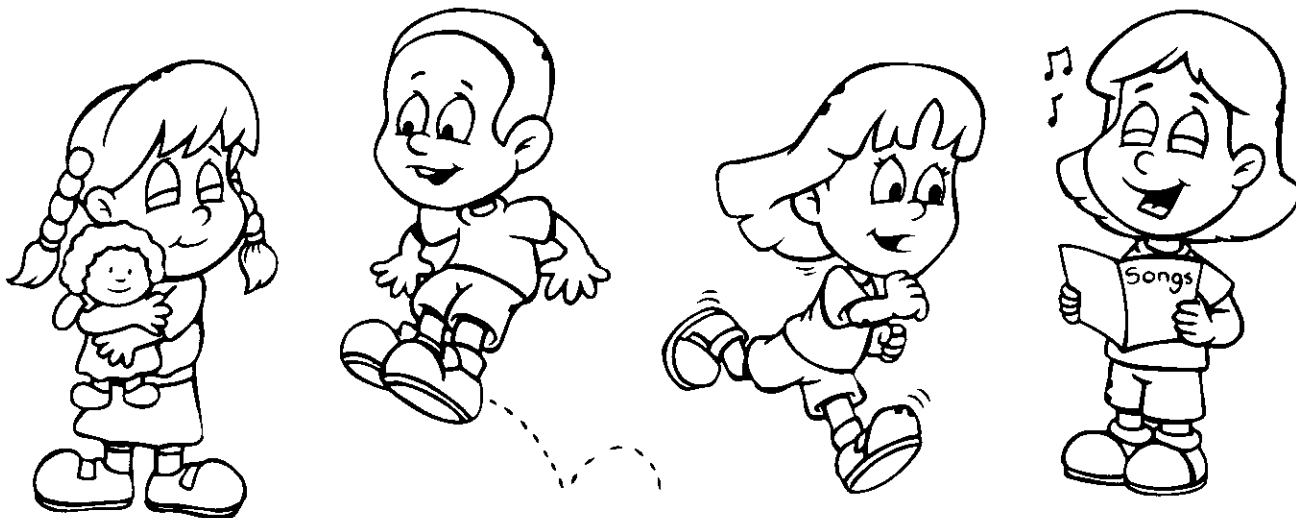
web

rug





Ask the child to look closely at the pictures at the top of the page. Help him or her identify what is happening in each picture. At the bottom of the page, help the child read each question and circle the answer **yes** or **no**.


I Can! Can You?




Circle **yes** or **no**.

Can a  hug?
yes **no**

Can a  sing?
yes **no**

Can a  hop?
yes **no**

Can a  run?
yes **no**

Answer Key

As the child completes the pages in this section, review his or her answers. When you take the time to correct the work and explain mistakes, you're showing your child that you feel learning is important.

page 289

Point to and say each action word. Ask the child to draw a line between the words that use the same.

You Can Do It!

Match.

Matching names for actions

page 290

Help the child that spring is a time of birth and explain that the pictures show three baby robins hatching from the eggs. Then ask the child to draw a line from each number to the picture that shows the correct order of the robins hatching from the eggs.

Robins in Spring

Draw lines to show the correct order.

Recognizing the order of events, identifying what comes first, next, and last

page 291

Ask the child to draw a line from each number to the picture that shows the correct order of the snowman being built. Then encourage the child to tell a story about the pictures using the words: hat, nose, and feet.

Let's Build a Snowman

Draw lines to show the correct order.

Recognizing the order of steps, identifying what comes first, next, and last

page 292

Have the child write 1, 2, and 3 in the boxes in each row to show the correct order. Then encourage the child to tell a story about each row of pictures using the words: first, next, and last.

Puppy Love

Write 1, 2, and 3 to show the order of what happened.

Recognizing the order of events, identifying what comes first, next, and last

page 293

Ask the child to look closely at the pictures at the top of the page. Then have him or her color the pictures at the bottom that show what they made.

What Are They Making?

Color what they made.

Using pictures clues to make conclusions

page 294

Ask the child to draw a line from each picture on the left to the one on the right that shows what will happen next.

What Will Happen Next?

Draw a line to what will happen next.

Using picture clues to make predictions

page 295

Ask the child to look closely at the first picture in each row. Then have him or her circle the picture in the row that shows what will happen next and color the picture.

Next, Please!

Circle what will happen next. Color the pictures.

Using picture clues to make predictions

page 296

Help the child read the word below each picture. Explain that the words snake, snake, and snake are the first row rhyme because they both have the same sound at the end. Ask the child to circle the words that rhyme with the first picture in each row. Then have him or her color the pictures that rhyme with the first picture in each row.

Rows of Rhymes

Circle the one that rhymes with the first picture in each row.

Identifying words that rhyme

page 297

Help the child read the word below each picture. Then have him or her find and color the one that rhymes with the first picture in each row.

More Rows of Rhymes

Color the one that rhymes with the first picture in each row.

Identifying words that rhyme

Help the child read the word below each picture. Then have her or her draw a line between the ones that rhyme.

On-the-Go Rhymes

Match the ones that rhyme.

truck plane
train man
boat duck
van goat

Identifying words that rhyme.

Ask the child to look closely at the first word in each row. Then have her or her circle the word in that row that is the same. When the child is finished with all the rows, help her or her read the circled words aloud.

The Cave

Circle the word that is the same in each row.

we	is	we
go	go	am
in	to	in
it	it	do

Identifying words that are the same.

Ask the child to say the name of each picture and listen for the beginning sound. Then have her or her complete the word under each picture by writing the letter b or c. Encourage the child to read the words aloud after he or she completes them.

Make More Words

Write b or c to make the word.

cup cap
bed box

Using picture, sound, and letter clues to make words.

Help the child read the word below each picture. Then have her or her draw a line between the ones that rhyme.

Dress-Up Rhymes

Match the ones that rhyme.

tie ants
pants pie
hat blue
shoe cat

Identifying words that rhyme.

Ask the child to look closely at the words in each row. Then have her or her circle the words in that row that are the same. When the child is finished with all the rows, help her or her read the circled words aloud.

Cubs In Their Den

Circle the words that are the same in each row.

den	ten	den
mom	mom	mug
rug	hug	hug
cub	tub	cub

Identifying words that are the same.

Ask the child to say the name of each picture and listen for the beginning sound. Then have her or her complete the word under each picture by drawing and writing the missing letter that stands for the beginning sound. Encourage the child to read the words aloud after he or she completes them.

Find a Letter

Write the missing letter to make the word.

sun map
10 fox

Using picture, sound, and letter clues to make words.

Help the child read the word below each picture. Then have her or her draw a line between the ones that rhyme.

Art Rhymes

Match the ones that rhyme.

glue hat
clay barn
pen shoe
yarn hen

Identifying words that rhyme.

Ask the child to say the name of each picture and listen for the beginning sound. Then have her or her complete the word under each picture by drawing and writing the missing letter that stands for the beginning sound. Encourage the child to read the words aloud after he or she completes them.

Make a Word

Write the missing letter to make the word.

dog pig
cat hen

Using picture, sound, and letter clues to make words.

Ask the child to say the name of each picture and listen for the beginning sound. Then have her or her draw a line from each picture to the word that says what it is. Encourage the child to read the words aloud.

Match Them Up!

Match.

pot
tub
hat
six

Matching pictures to words.

PRESCHOOL



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