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Resources

TCR 3955

# MASTERING KINDERGARTEN SKILLS

Includes  
Standards &  
Benchmarks

How many  
dots does the  
ladybug have?

7



smallest



S

S

sun

one



Teacher Created Resources



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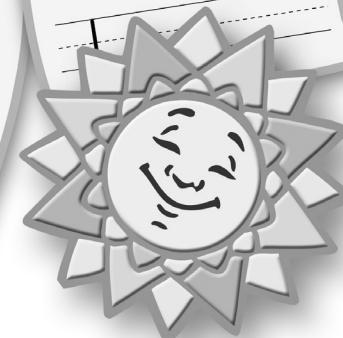
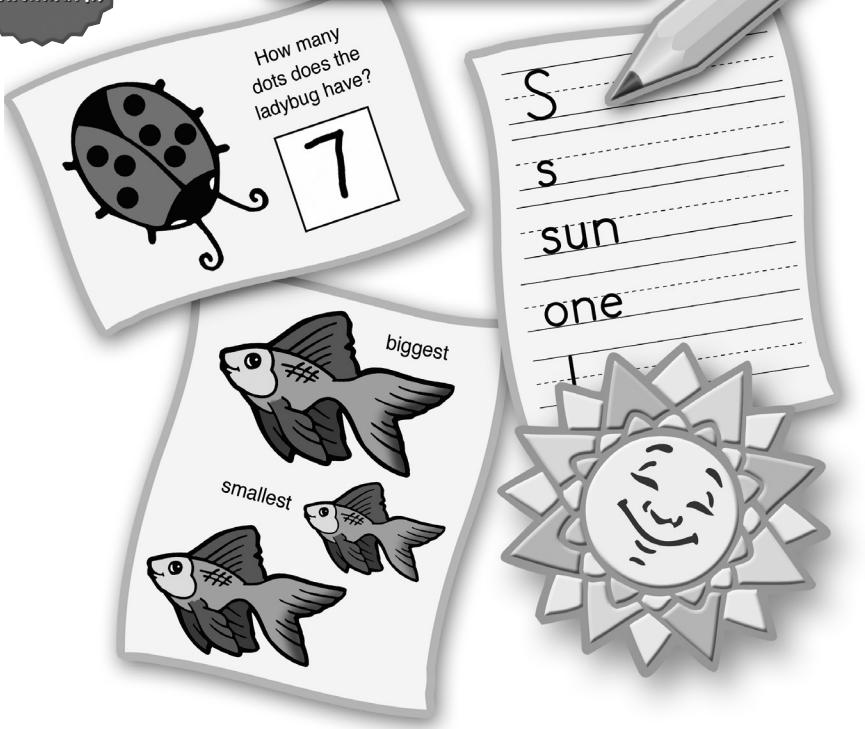
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Includes  
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# Introduction

To Teachers and Parents,

The wealth of knowledge a person gains throughout his or her lifetime is impossible to measure, and it will certainly vary from person to person. However, regardless of the scope of knowledge, the foundation for all learning remains a constant. All that we know and think throughout our lifetimes is based upon fundamentals, and these fundamentals are the basic skills upon which all learning develops. *Mastering Kindergarten Skills* is a book that reinforces a variety of kindergarten skills:

- \* Language Arts
- \* Science
- \* Math
- \* Basic Skills
- \* Social Studies

This book was written with the wide range of skills and ability levels of kindergarten students in mind. Both teachers and parents can benefit from the variety of pages provided in this book. A parent can use the book to work with his or her child to provide an introduction to new material or to reinforce material already familiar to the child. Similarly, a teacher can select pages that provide additional practice for concepts taught in the classroom. When tied to what is being covered in class, pages from this book make great homework reinforcement. The worksheets provided in this book are ideal for use at home, as well as in the classroom. Research shows us that skill mastery comes with exposure and drill. To be internalized, concepts must be reviewed until they become second nature. Parents may certainly foster the classroom experience by exposing their children to the necessary skills whenever possible, and teachers will find that these pages perfectly complement their classroom needs. An answer key (beginning on page 231) provides teachers, parents, and children with a quick method of checking responses to completed worksheets.

Basic skills are utilized every day and in many ways. Make the practice of them part of your children's or students' routines. Such work done now will benefit them throughout their lives.

# Meeting Standards

Each lesson in Practice and Learn Kindergarten meets one or more of the following standards, which are used with permission from McREL (Copyright 2000, McREL, Mid-continent Research for Education and Learning. Telephone: 303-337-0990. Website: [www.mcrel.org](http://www.mcrel.org)).

Language Arts Standards	Page Number
<b>Uses the general skills and strategies of the writing process.</b> <ul style="list-style-type: none"><li>• Uses writing and other methods (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects or experiences</li></ul>	91–94
<b>Uses grammatical and mechanical conventions in written compositions</b> <ul style="list-style-type: none"><li>• Uses conventions of printing in writing (e.g., forms letters in print, uses upper- and lowercase letters of the alphabet, spaces between words and sentences, writes left-to-right and top-to-bottom, includes margins)</li><li>• Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; spells phonetically regular words; uses letter-sound relationships; spells basic short vowel, long vowel, r-controlled, and consonant blend patterns; uses a dictionary and other resources to spell words; spells own first and last name)</li></ul>	27–54, 87, 89–99, 110–120  61, 65, 66, 68, 76, 89–99, 101, 103–104
<b>Uses the general skills and strategies of the reading process</b> <ul style="list-style-type: none"><li>• Understands how print is organized and read (e.g., identifies front and back covers, title page, author, and illustrator; follows words from left-to-right and from top-to-bottom; knows the significance of spaces between words; knows the difference between letters, words, and sentences; understands the use of capitalization and punctuation as text boundaries)</li><li>• Uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, spelling patterns, contractions) to decode unknown words.</li><li>• Uses basic elements of structural analysis to decode unknown words 102–109</li><li>• Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions; high frequency words such as said, was, and where)</li></ul>	7–9, 12–15  10–11, 29–54, 61, 63, 65  15, 69–75, 77, 80–82,  95–101
<b>Uses listening and speaking strategies for different purposes</b> <ul style="list-style-type: none"><li>• Discriminates among the sounds of spoken language</li><li>• Knows rhyming sounds and simple rhymes (e.g., identifies rhymes and rhyming sounds)</li><li>• Knows that words are made of sounds (e.g. that words can begin alike, sound alike)</li></ul>	10, 16–20, 29–54, 55–68, 70, 72, 74, 76, 78–87  21–22  10, 14, 16–20, 29–54

# Meeting Standards *(cont.)*

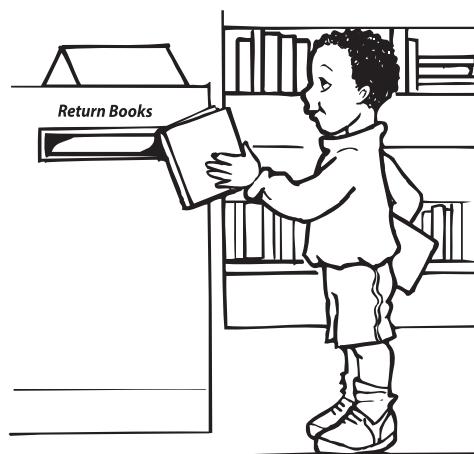
Mathematics Standards	Page Number
<b>Understands and applies basic and advanced properties of the concepts of numbers</b> <ul style="list-style-type: none"> <li>• Counts whole numbers (i.e., both cardinal and ordinal numbers)</li> <li>• Understands basic whole number relationships (e.g., 4 is less than 10, 30 is 3 tens)</li> <li>• Understands symbolic, concrete, and pictorial representations of numbers (e.g., written numerals, objects in sets, number lines)</li> </ul>	110–130 131–137 110–130
<b>Uses basic and advanced procedures while performing the process of computation</b> <ul style="list-style-type: none"> <li>• Adds and subtracts whole numbers</li> <li>• Solves real-world problems involving addition and subtraction of whole numbers</li> <li>• Understands basic estimation strategies (e.g., using reference sets, using front-end digits) and terms (e.g., "about," "near," "closer to," "between," "a little less than")</li> </ul>	141–153 141–156 185–186
<b>Understands and applies basic and advanced properties of the concepts of measurement</b> <ul style="list-style-type: none"> <li>• Understands the basic measures length, width, height, weight, and temperature</li> <li>• Understands the concept of time and how it is measured</li> <li>• Knows processes for telling time, counting money, and measuring length, weight, and temperature, using basic standard and non-standard units</li> <li>• Understands and applies basic and advanced properties of the concepts of geometry</li> <li>• Understands basic properties of (e.g., number of sides, corners, square corners) and similarities and differences between simple geometric shapes</li> <li>• Understands the common language of spatial sense (e.g., "inside," "between," "above," "below," "behind")</li> </ul>	180–185 170–179 154–156, 180–185 167–169 162–166 187–189
<b>Understands and applies basic and advanced concepts of statistics and data analysis</b> <ul style="list-style-type: none"> <li>• Understands that observations about objects or events can be organized and displayed in simple graphs</li> </ul>	190–192
<b>Understands and applies basic and advanced properties of functions and algebra</b> <ul style="list-style-type: none"> <li>• Extends simple patterns (e.g., of numbers, physical objects, geometric shapes)</li> </ul>	157–161

# Meeting Standards *(cont.)*

Social Studies Standards	Page Number
<b>Understands and knows how to analyze chronological relationships and patterns</b> <ul style="list-style-type: none"> <li>Distinguishes among broad categories of historical time (e.g., long, long ago; long ago; yesterday; today; tomorrow)</li> </ul>	193–194
<b>Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols</b> <ul style="list-style-type: none"> <li>Knows how different people in the community have taken responsibility for the common good (e.g. the police department, the fire department, senior citizen home, soup kitchen)</li> <li>Knows the history of American symbols</li> </ul>	195–196 201
<b>Understands family life now and in the past, and family life in various places long ago</b> <ul style="list-style-type: none"> <li>Knows the cultural similarities and differences in clothes, homes, food, communication, technology, and cultural traditions between families now and in the past</li> </ul>	200
<b>Understands the history of a local community and how communities in North America varied long ago</b> <ul style="list-style-type: none"> <li>Understands changes in community life over time (e.g. ...changes in goods and services...)</li> </ul>	193
<b>Understands the physical and human characteristics of place</b> <ul style="list-style-type: none"> <li>Knows natural features of the environment</li> <li>Knows common features found in the local environment</li> </ul>	202–204 205
<b>Understands the characteristics and uses of maps, globes, and other geographic tools and technology</b> <ul style="list-style-type: none"> <li>Understands that maps can represent his or her surroundings</li> </ul>	206
Science Standards	Page Number
<b>Understands atmospheric processes and the water cycle</b> <ul style="list-style-type: none"> <li>Knows vocabulary (e.g., rainy, windy, sunny) for different types of weather</li> <li>Knows how the environment changes over seasons</li> </ul>	208–209 207
<b>Understands the principles of heredity and related concepts</b> <ul style="list-style-type: none"> <li>Knows that plants and animals closely resemble their parents</li> <li>Knows that differences exist among individuals of the same kind of plant or animal</li> </ul>	218 219
<b>Understands the structure and function of cells and organisms</b> <ul style="list-style-type: none"> <li>Knows that living things and nonliving objects are different</li> <li>Knows that living things go through a process of growth and change</li> <li>Knows that plants and animals have features that help them live in different environments</li> </ul>	213 214 216–217
<b>Understands relationships among organisms and their physical environment</b> <ul style="list-style-type: none"> <li>Knows that plants and animals need certain resources for energy and growth (e.g., food, water, light, air)</li> </ul>	215
<b>Understands forces and motion</b> <ul style="list-style-type: none"> <li>Knows that magnets can be used to make some things move without being touched</li> </ul>	210

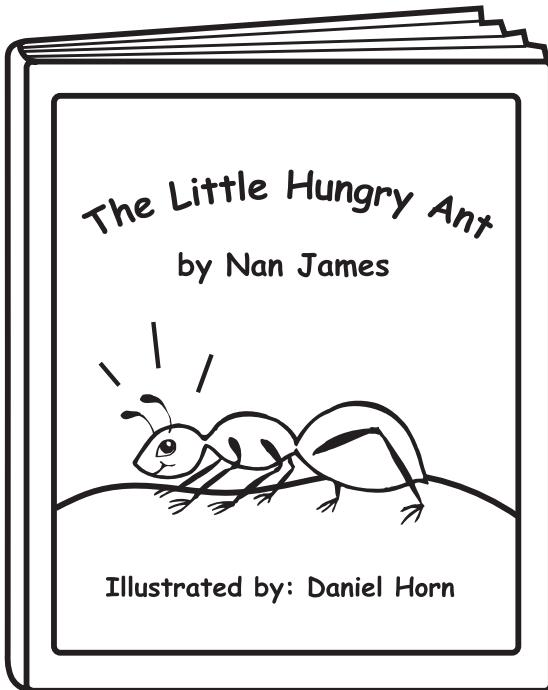
# Caring for Books

**Directions:** Color the pictures that show how to take good care of books.



# Looking at Books

**Directions:** Have an adult help you answer the questions below. Use the book cover shown in the picture or your own book.



1. What is the title?

---

---

---

2. How many words are in the title?

---

---

---

3. Who is the author?

---

---

---

4. Tell an adult what you think this book will be about.

# Letter, Word, or Number?

**Directions:** Circle the letters. Underline the words. Put an X on the numbers.

A

dog

C

v

3

q

yes

no

7

f

4

L

+

8

W

r

z

5

cat

2

# Check the Sounds

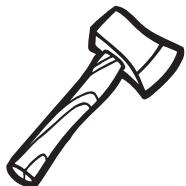
**Directions:** Say the name for each picture. Put a check in a box for each sound you hear in the word.

**Example:**



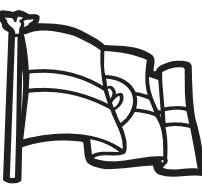
1	2	3	4
✓	✓	✓	

1.



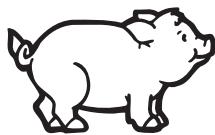
1	2	3	4

6.



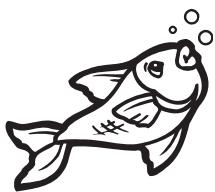
1	2	3	4

2.



1	2	3	4

7.



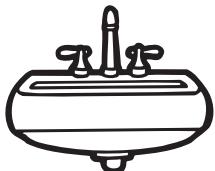
1	2	3	4

3.



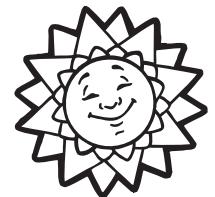
1	2	3	4

8.



1	2	3	4

4.



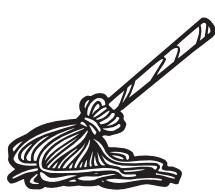
1	2	3	4

9.



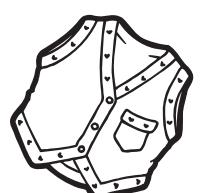
1	2	3	4

5.



1	2	3	4

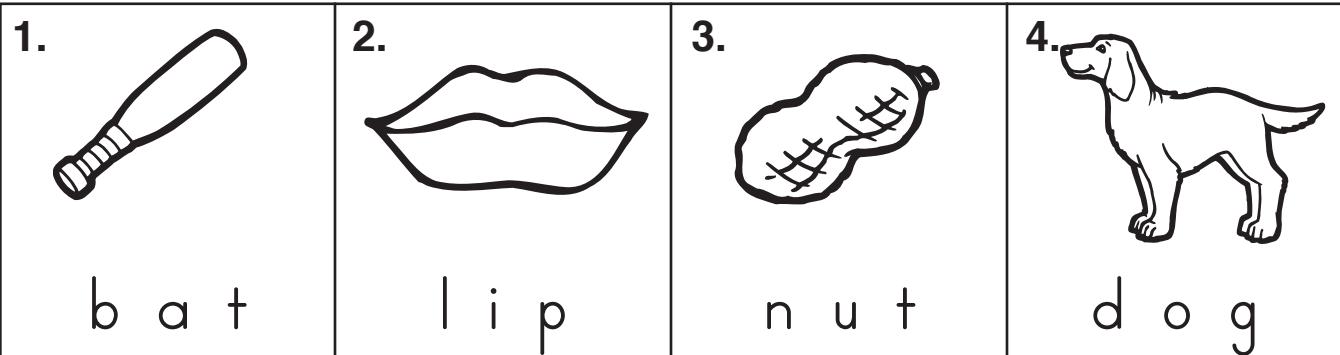
10.



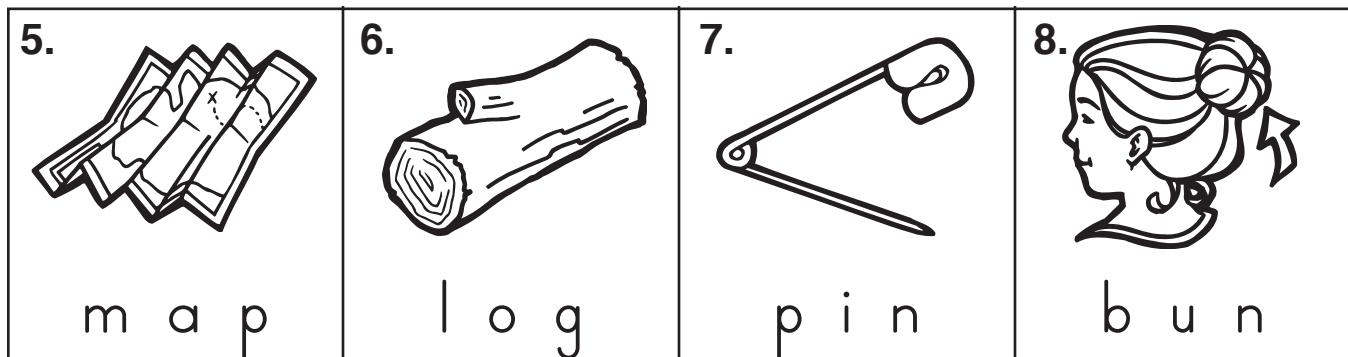
1	2	3	4

# Letters Make Words

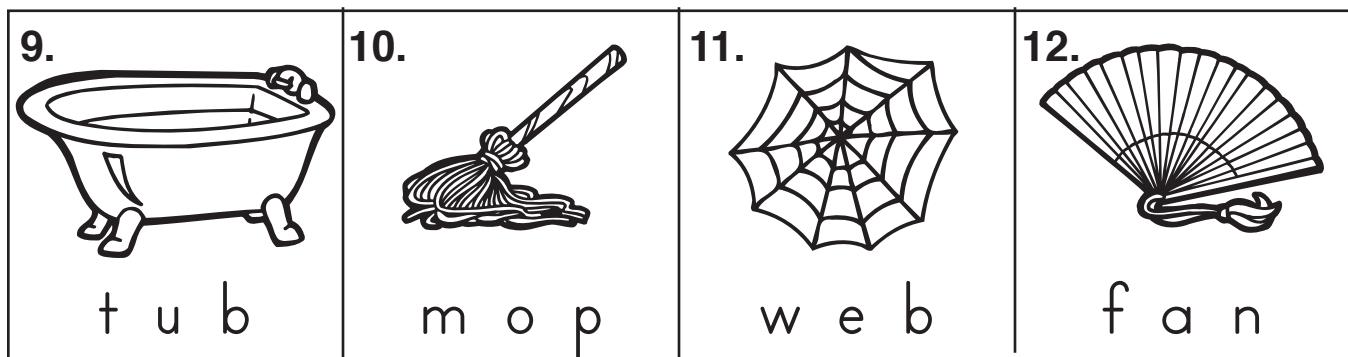
**Directions:** Circle the beginning letter of each word below.



**Directions:** Circle the middle letter of each word below.



**Directions:** Circle the ending letter of each word below.



# Letter, Word, or Sentence?

**Directions:** Read each item below. Circle if it is a letter, word, or sentence.

1. dig	letter	word	sentence
2. m	letter	word	sentence
3. Here is a hen.	letter	word	sentence
4. rag	letter	word	sentence
5. t	letter	word	sentence
6. The kids had fun.	letter	word	sentence
7. win	letter	word	sentence
8. v	letter	word	sentence

# Words

**Directions:** Read the story below. Draw a circle around each word. Write the number of words in each sentence in the box at the end of each line.

## The Job

1. Tim got a job.

2. His job is to mop.

3. Tim mops and mops.

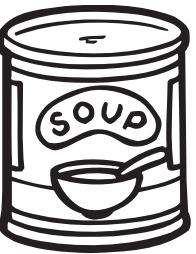
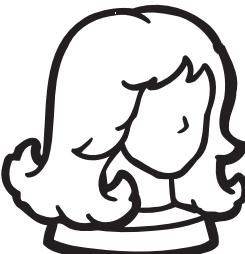
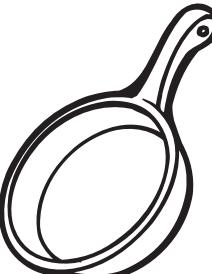
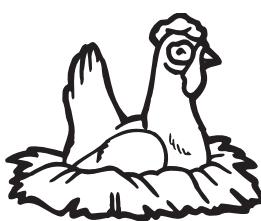
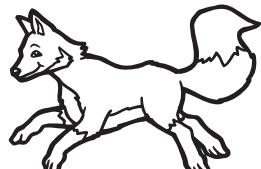
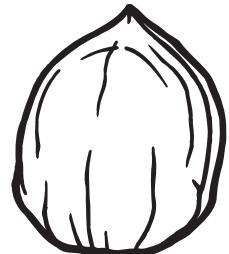
4. He does a good job.

5. Tim likes his job.

**Note:** An adult may read the story out loud if the child cannot read it independently. Have the child point to each word as it is read.

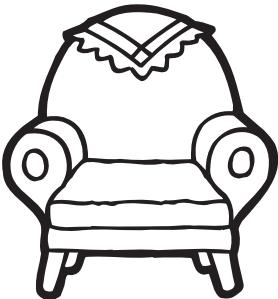
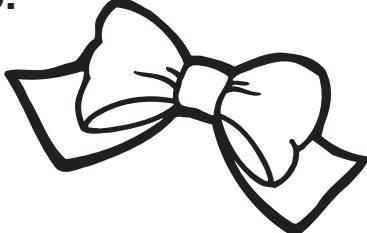
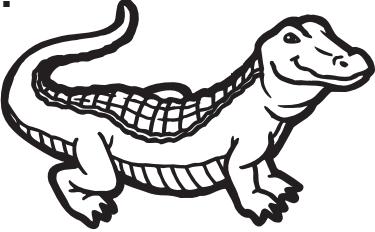
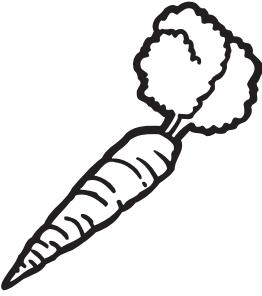
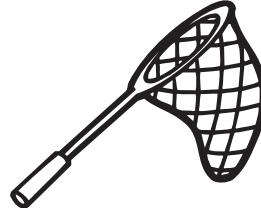
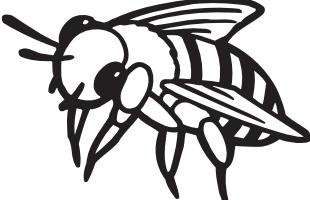
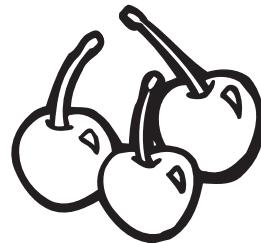
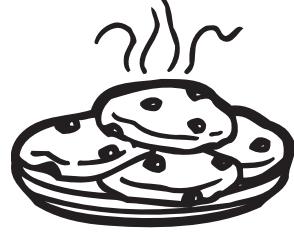
# One Sound at a Time

**Directions:** Use a piece of paper to cover up the pictures. Say the sounds in the words one at a time. Then say the sounds together quickly. Uncover the picture to check the word you read.

1.	c-a-n	
2.	w-i-g	
3.	d-o-t	
4.	p-a-n	
5.	n-e-t	
6.	h-e-n	
7.	f-o-x	
8.	b-a-g	
9.	n-u-t	
10.	p-i-n	

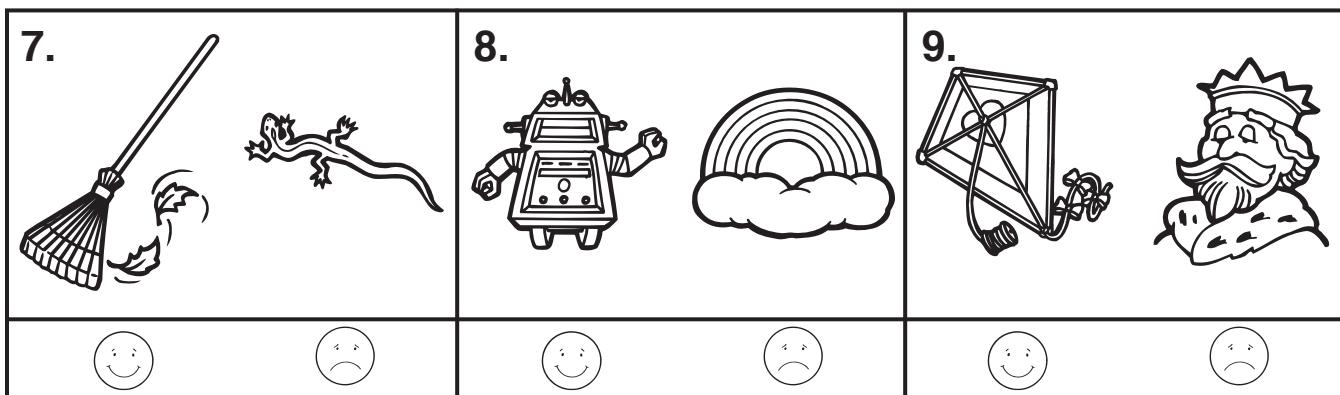
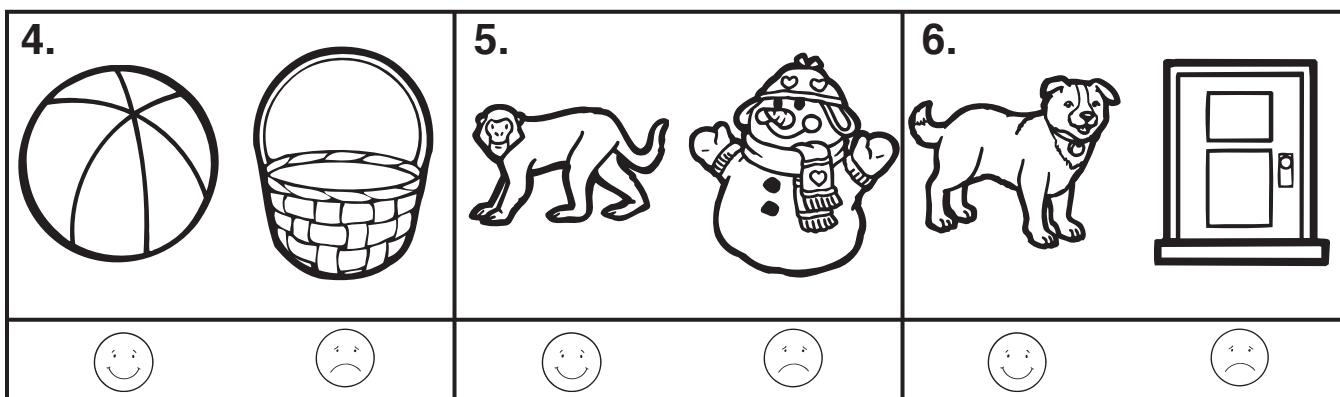
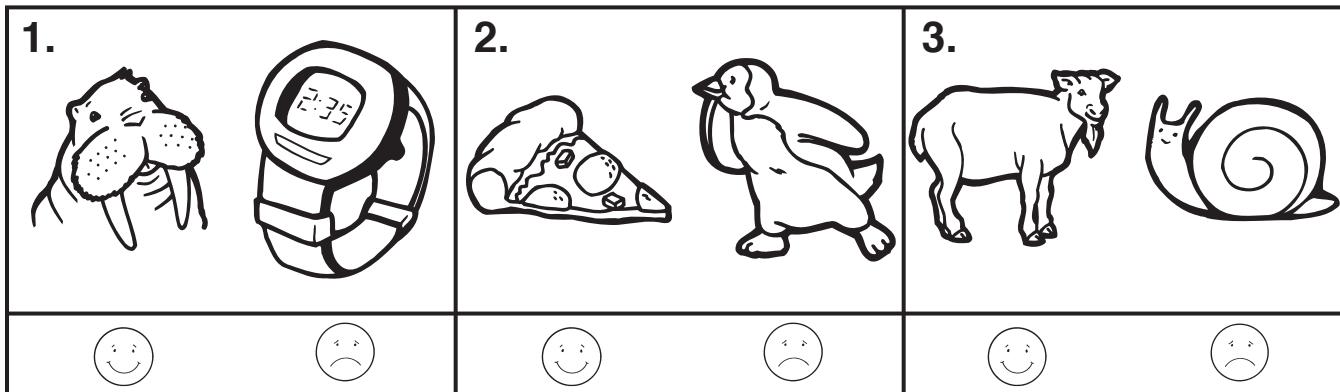
# Syllable Count

**Directions:** Say the name for each picture. Count how many syllables are in the word. Circle the correct answer.

1.    2 3	2.  2 3 4	3.    2 3
4.  3 4 5	5.  2 3 4	6.    2 3
7.    2 3	8.    2 3	9.  2 3 4
10.    2 3	11.  2 3 4	12.  2 3 4

# Same Beginning Sound

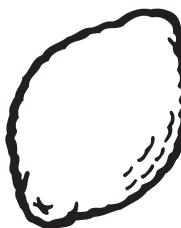
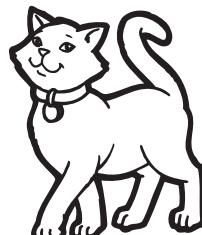
**Directions:** Say the name for each picture. Color the smiley face if the words begin with the same sound. Color the sad face if the words do not begin with the same sound.



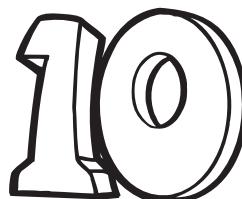
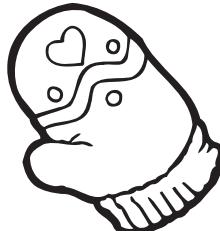
# Doesn't Belong

**Directions:** Say the name of the pictures in each row. Color the two pictures that begin with the same sound. Cross off the picture that begins with a different sound.

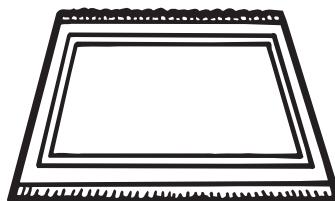
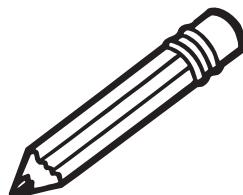
1.



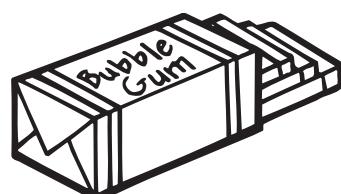
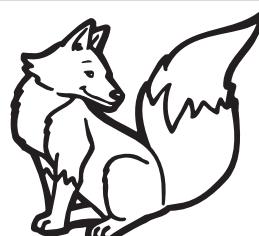
2.



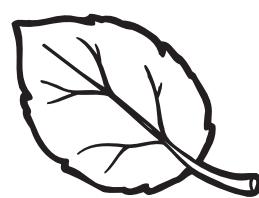
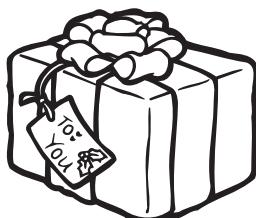
3.



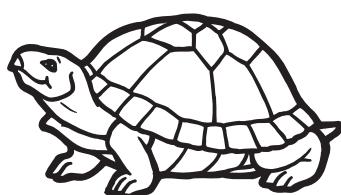
4.



5.

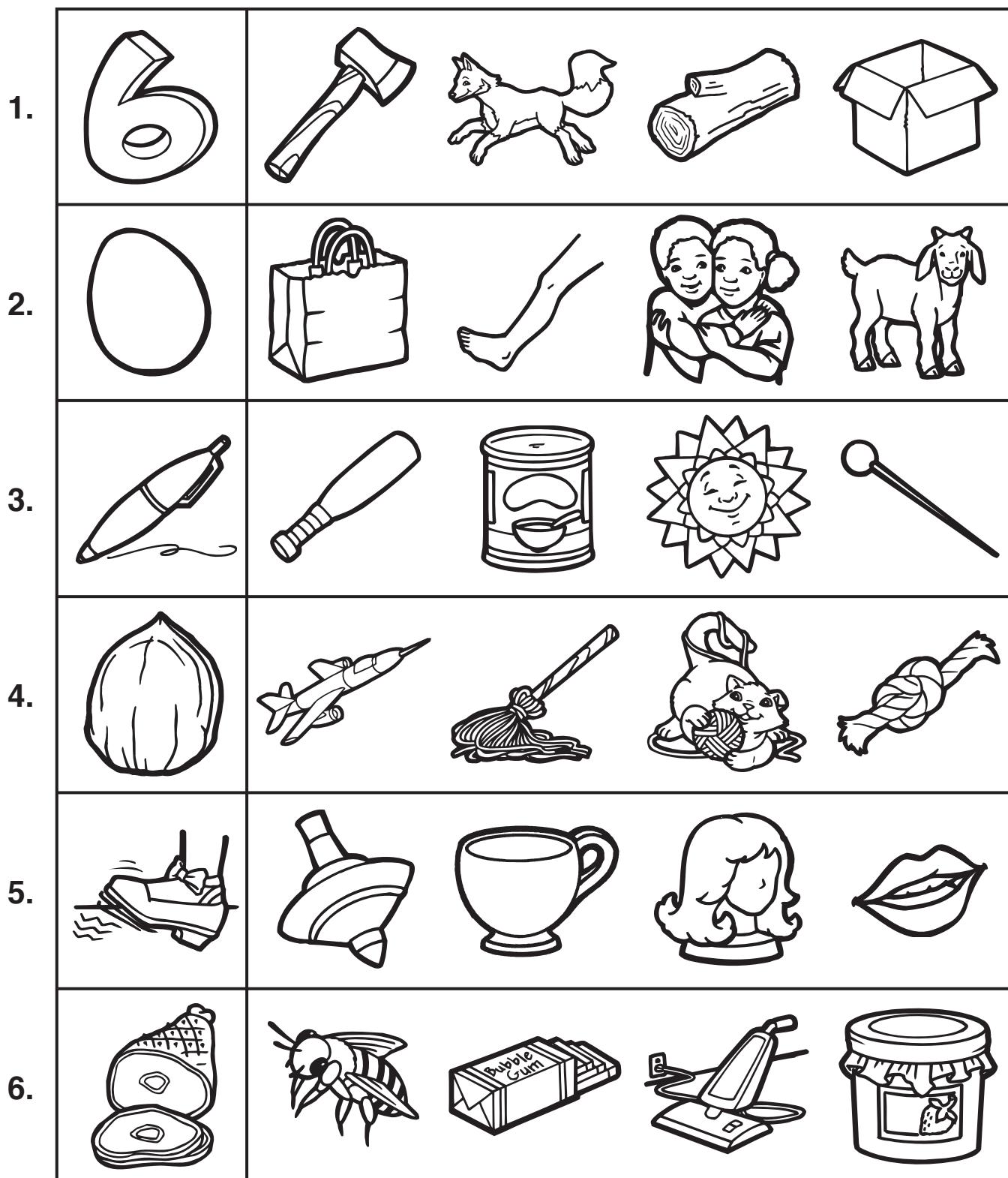


6.



# Same Ending Sound

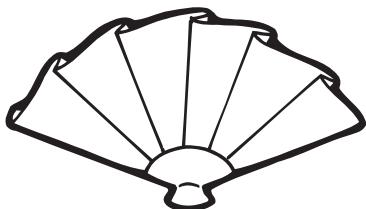
**Directions:** Say the name of the picture in the first box. Color the pictures in that row that end with the same sound.



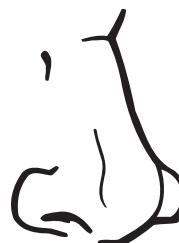
# Beginning or Ending Sound

**Directions:** Say the name for each picture. Draw a line from the picture to the nail if the word begins with the same sound as the word "nail." Draw a line from the picture to the can if the word ends with the same sound as the word "can."

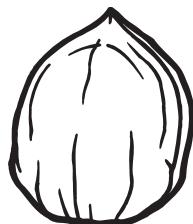
1.

**Begins with N**

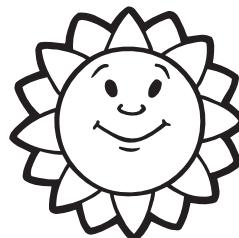
5.



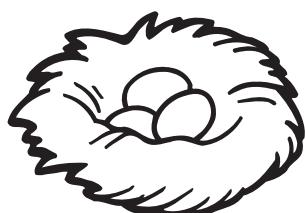
2.

**Ends with N**

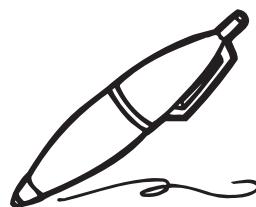
6.



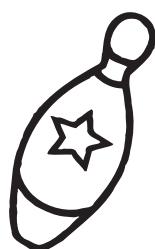
3.



7.

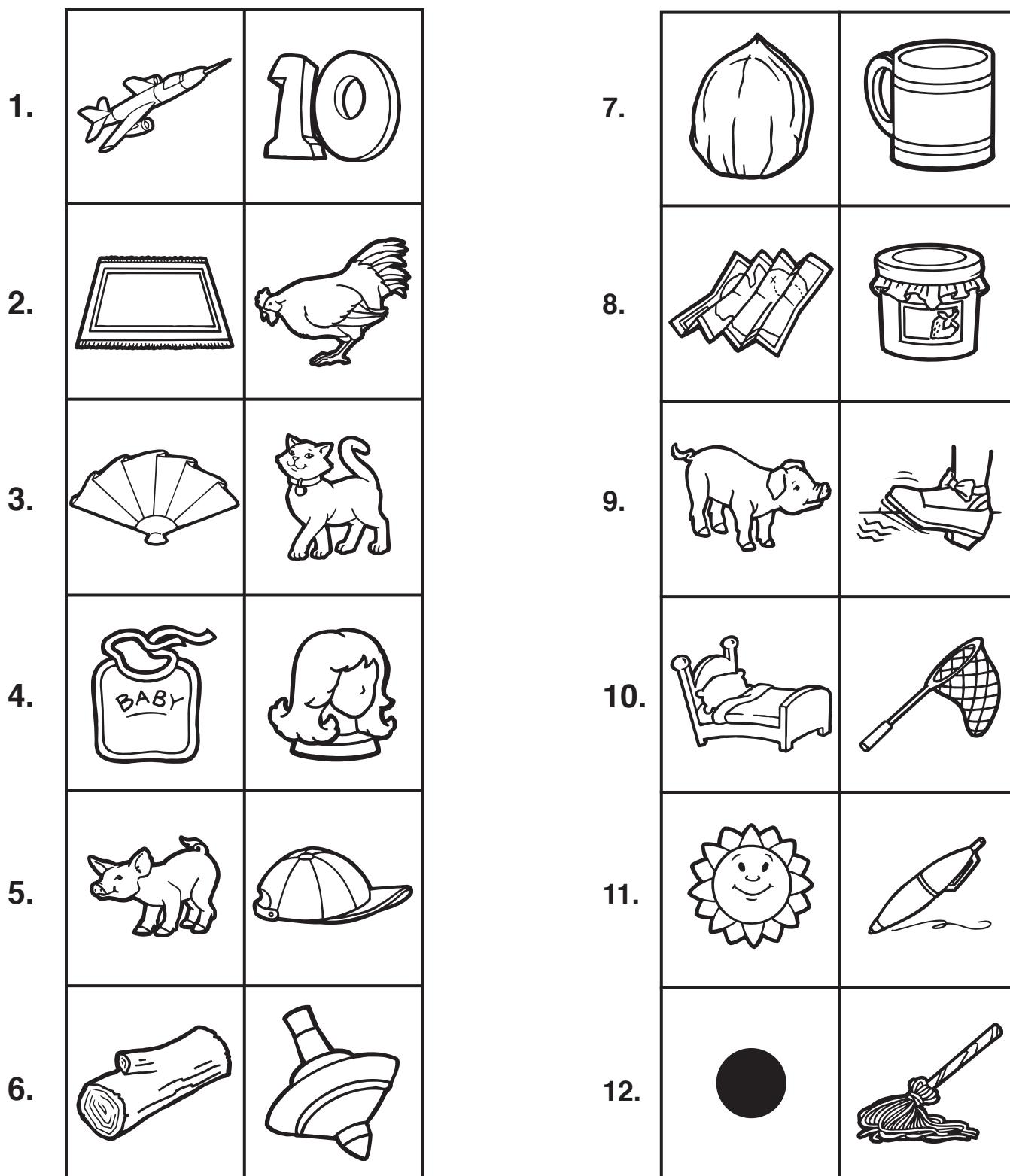


4.



# Same Middle Sound

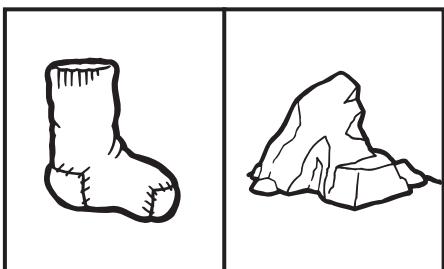
**Directions:** Say the name of the picture in the first box. Color the picture in the second box if it has the same middle sound. Put an X on the picture if it has a different middle sound.



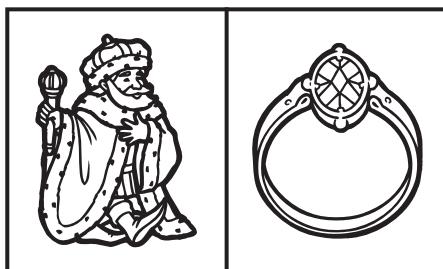
# Rhymes or Not?

**Directions:** Say the names for each pair of pictures. Color the smiley face if the words rhyme. Color the sad face if the words do not rhyme.

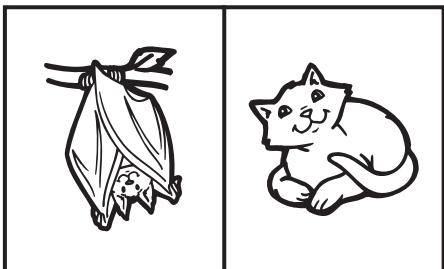
1.



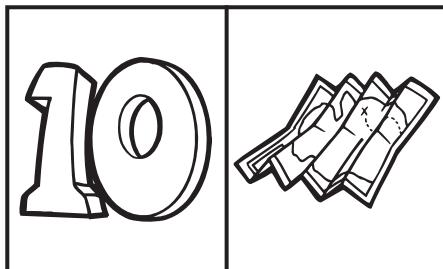
5.



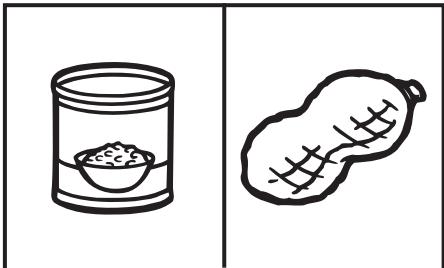
2.



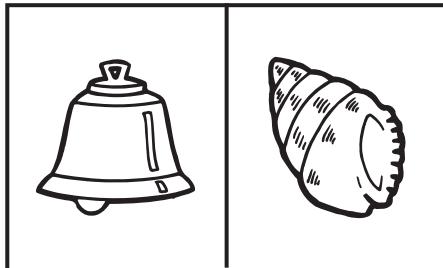
6.



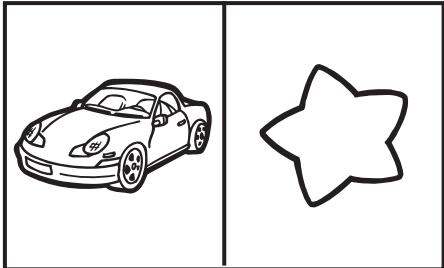
3.



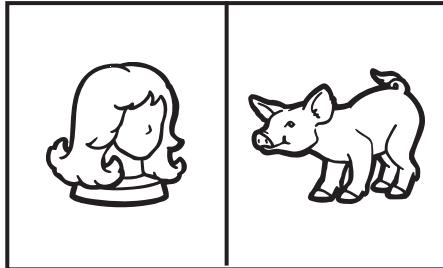
7.



4.



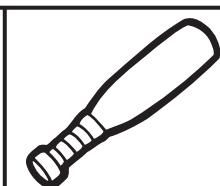
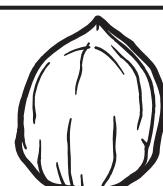
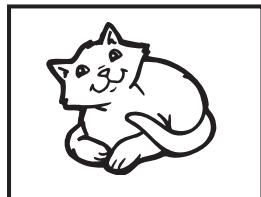
8.



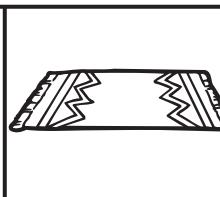
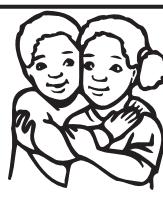
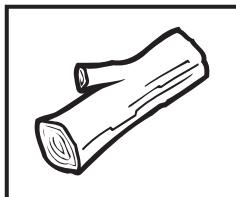
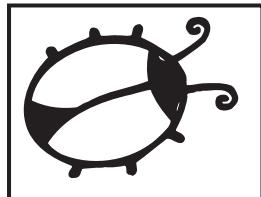
# Find Three Rhymes

**Directions:** Say the name of the picture in the first box. Color the three pictures in each row that rhyme with the name of the picture in the box.

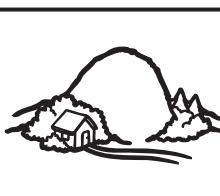
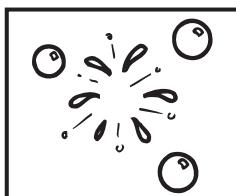
1.



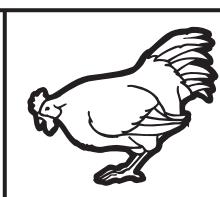
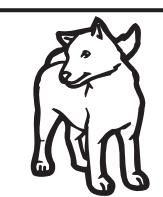
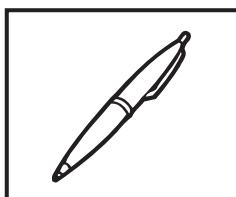
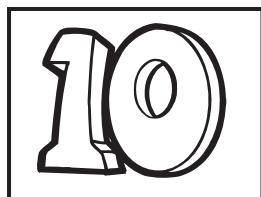
2.



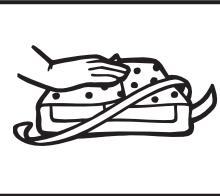
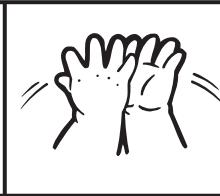
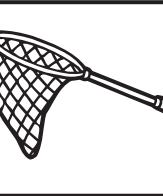
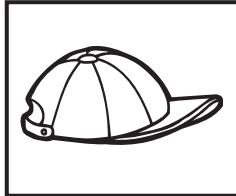
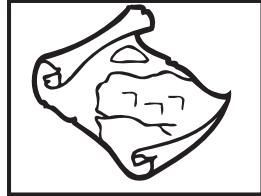
3.



4.



5.



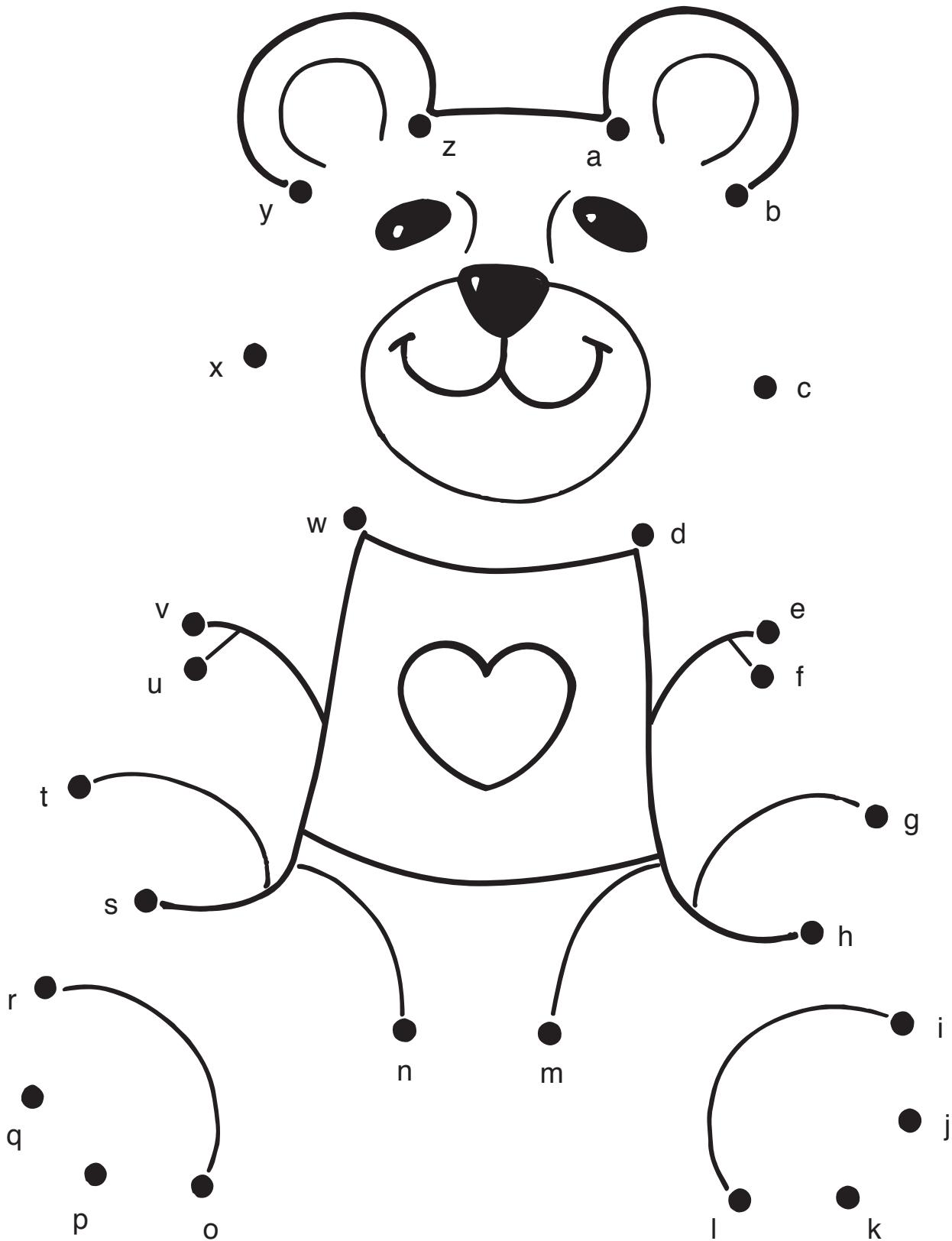
# Find the Clown

**Directions:** Complete the picture by connecting the dots in alphabetical order. Color the clown.



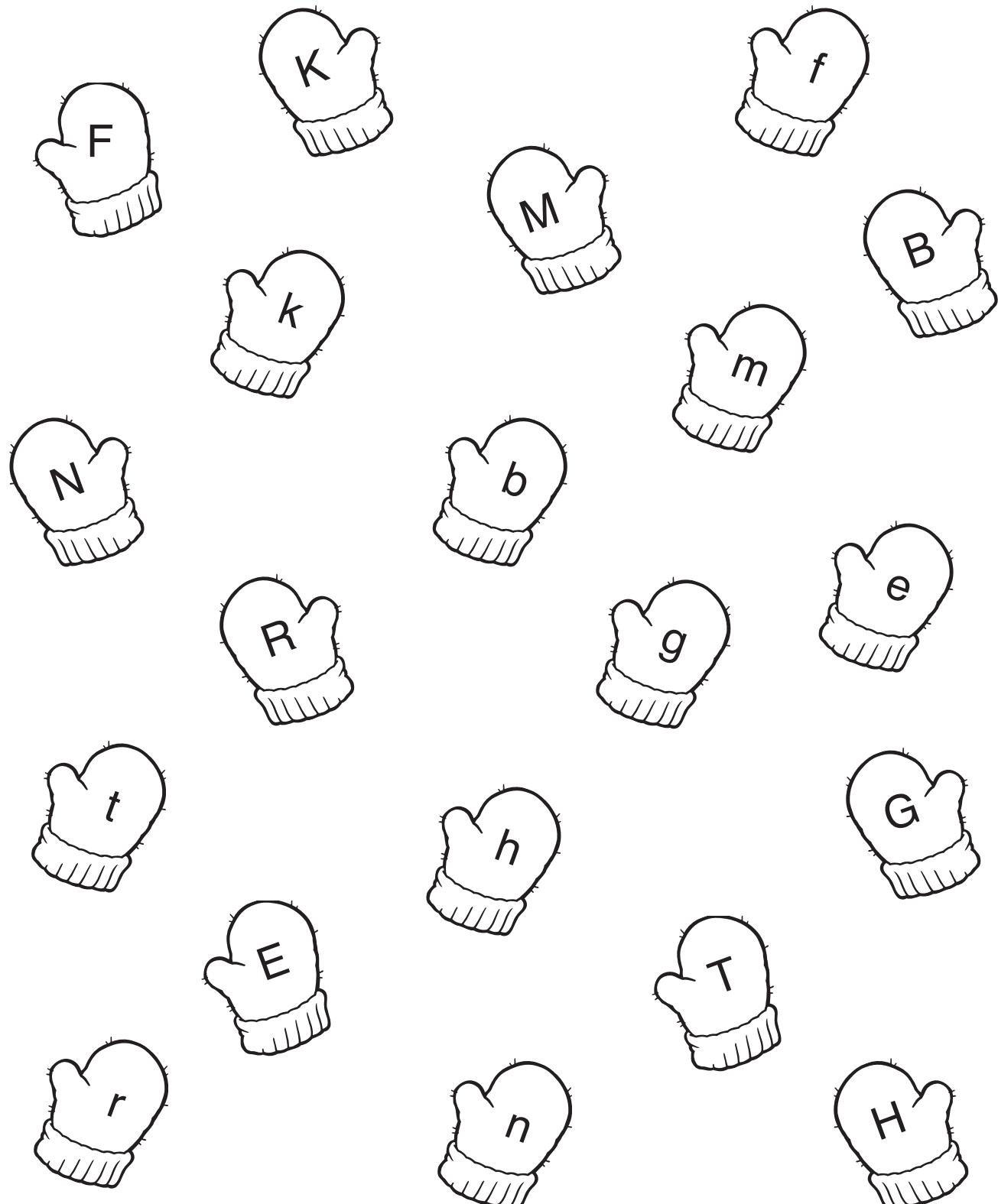
# Alpha-Bear

**Directions:** Complete the picture by connecting the dots in alphabetical order. Color the bear.



# Mitten Match

**Directions:** Match the uppercase and lowercase letters by coloring the mittens the same color. Use a different color for each pair of mittens.



# Letter Match

**Directions:** Draw a line from each uppercase letter to the lowercase letter that matches.

- |    |   |   |
|----|---|---|
| 1. | B | b |
| 2. | F | r |
| 3. | N | f |
| 4. | R | n |

- |    |   |   |
|----|---|---|
| 5. | E | m |
| 6. | M | e |
| 7. | C | k |
| 8. | K | c |

**Directions:** Draw a line from each lowercase letter to the uppercase letter that matches.

- |     |   |   |
|-----|---|---|
| 9.  | d | Y |
| 10. | y | D |
| 11. | q | Q |
| 12. | h | H |

- |     |   |   |
|-----|---|---|
| 13. | I | G |
| 14. | w | W |
| 15. | g | T |
| 16. | t | L |

# Lowercase Letter Match

**Directions:** Write the matching lowercase letter next to each uppercase letter.

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_

G \_\_\_\_\_

H \_\_\_\_\_

I \_\_\_\_\_

J \_\_\_\_\_

K \_\_\_\_\_

L \_\_\_\_\_

M \_\_\_\_\_

N \_\_\_\_\_

O \_\_\_\_\_

P \_\_\_\_\_

Q \_\_\_\_\_

R \_\_\_\_\_

S \_\_\_\_\_

T \_\_\_\_\_

U \_\_\_\_\_

V \_\_\_\_\_

W \_\_\_\_\_

X \_\_\_\_\_

Y \_\_\_\_\_

Z \_\_\_\_\_

# Uppercase Letter Match

**Directions:** Write the matching uppercase letter next to each lowercase letter.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

g \_\_\_\_\_

h \_\_\_\_\_

i \_\_\_\_\_

j \_\_\_\_\_

k \_\_\_\_\_

l \_\_\_\_\_

m \_\_\_\_\_

n \_\_\_\_\_

o \_\_\_\_\_

p \_\_\_\_\_

q \_\_\_\_\_

r \_\_\_\_\_

s \_\_\_\_\_

t \_\_\_\_\_

u \_\_\_\_\_

v \_\_\_\_\_

w \_\_\_\_\_

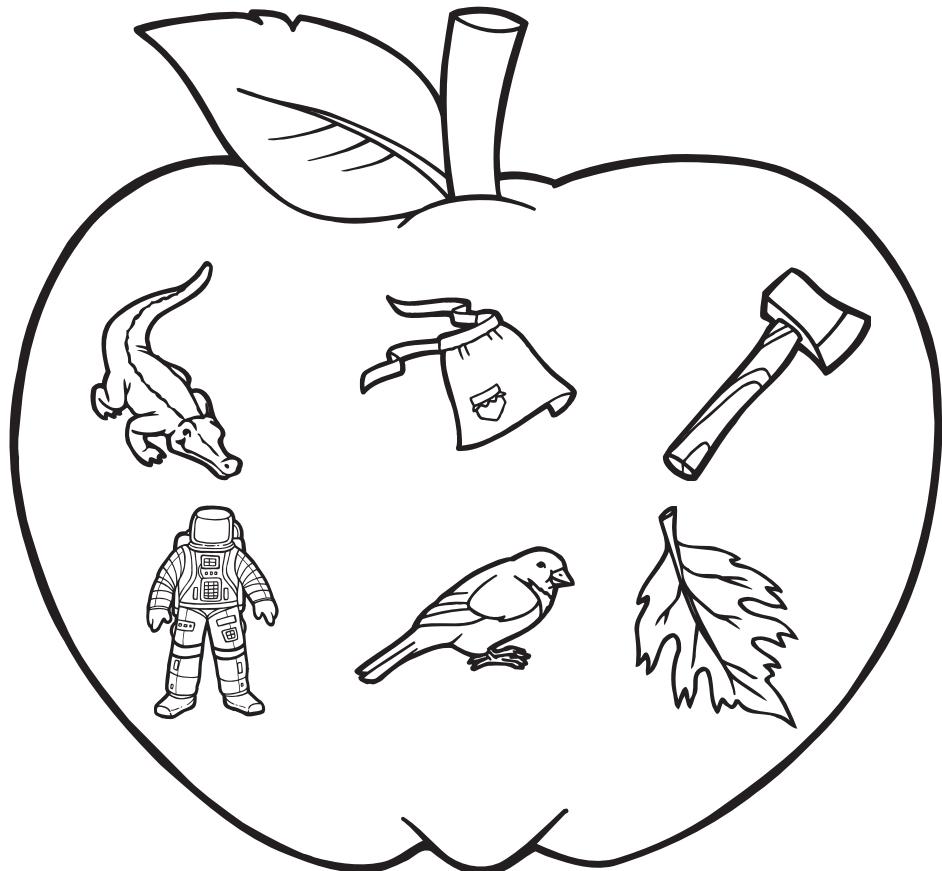
x \_\_\_\_\_

y \_\_\_\_\_

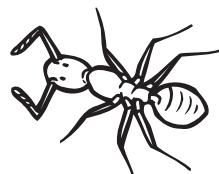
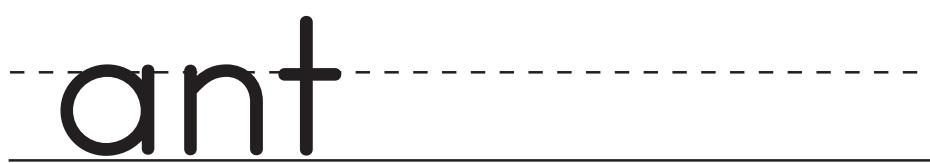
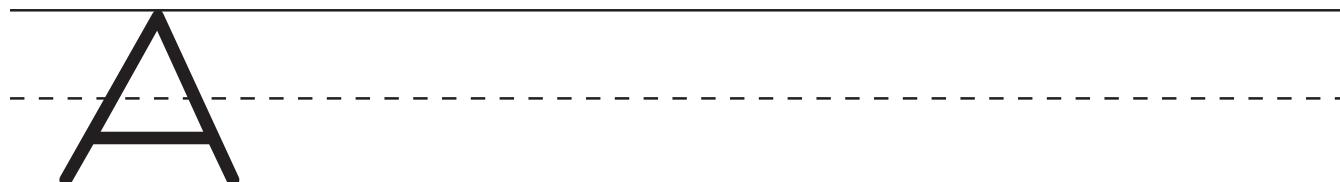
z \_\_\_\_\_

# The Letter A

**Directions:** Color the pictures in the apple that begin with the letter **A**.

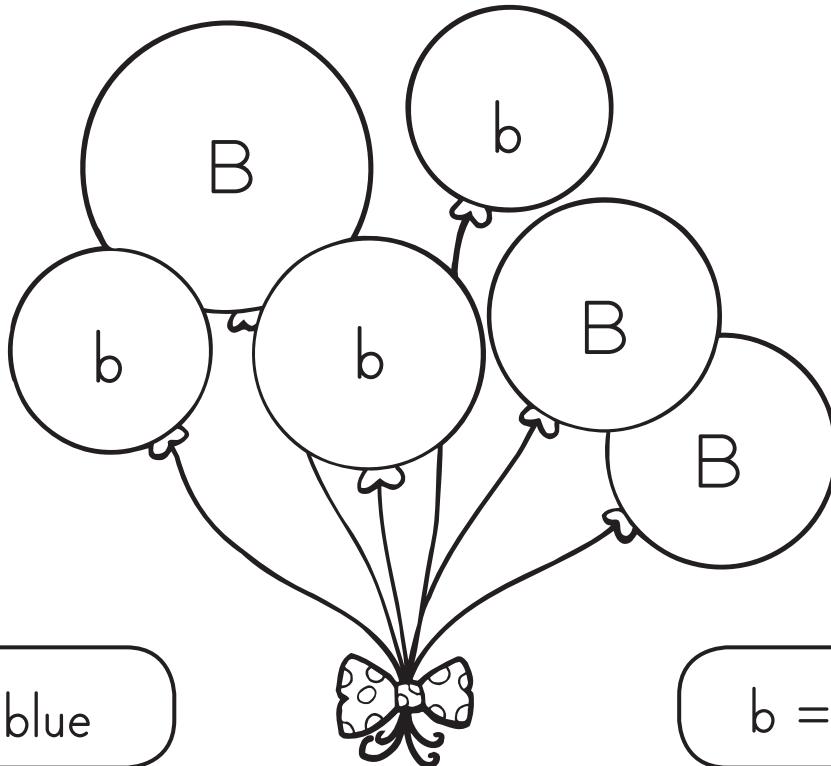


**Directions:** Practice printing the letters and the word.



# The Letter B

**Directions:** Color all of the balloons with a **B** on them with a blue crayon.  
Color all of the balloons with a **b** on them with a brown crayon.



B = blue

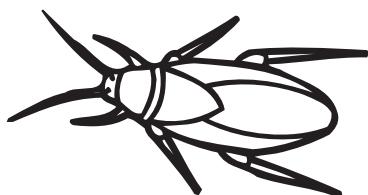
b = brown

**Directions:** Practice printing the letters and the word.

B

b

bug



# The Letter C

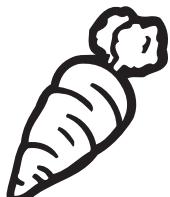
**Directions:** Write the beginning letter for each word. Color the pictures.

1.



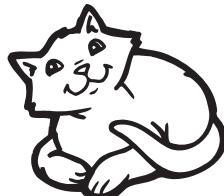
up

2.



arrot

3.



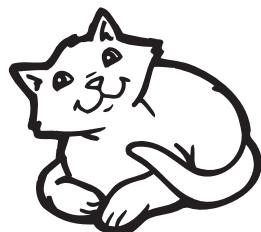
at

**Directions:** Practice printing the letters and the word.

C

C

cat



# The Letter D

**Directions:** Color the pictures in the drum that begin with the letter D.

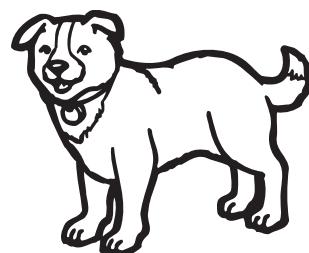


**Directions:** Practice printing the letters and the word.

D

d

dog



# The Letter E

**Directions:** Color the pictures in the egg that begin with the letter E.

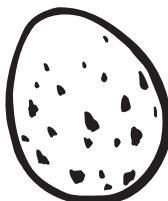


**Directions:** Practice printing the letters and the word.

E

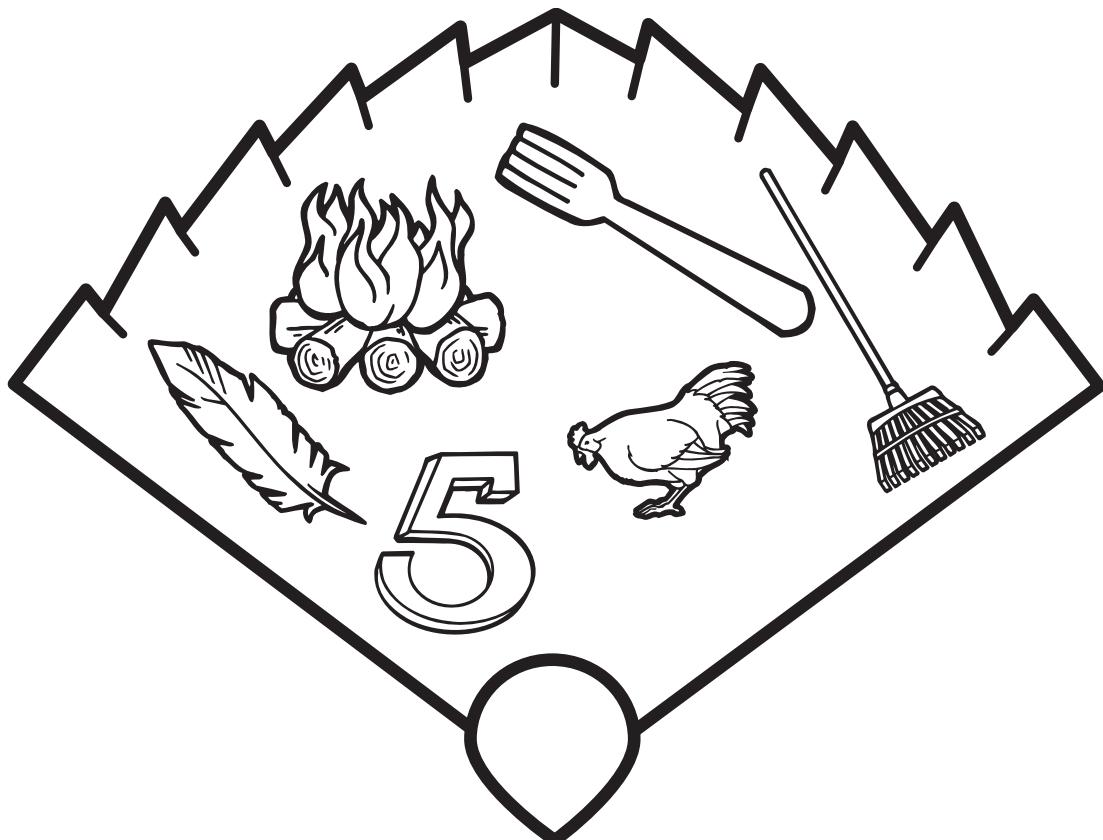
e

egg



# The Letter F

**Directions:** Color the pictures in the fan that begin with the letter F.

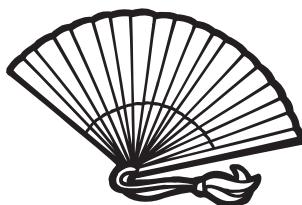


**Directions:** Practice printing the letters and the word.

F

f

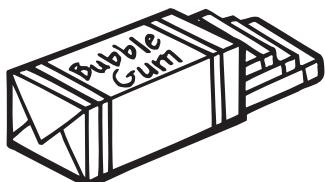
fan



# The Letter G

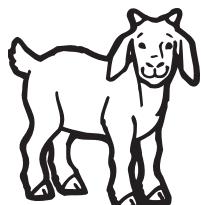
**Directions:** Write the beginning letter for each word. Color the pictures.

1.



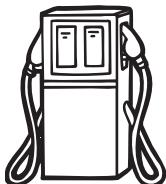
um

2.



oat

3.



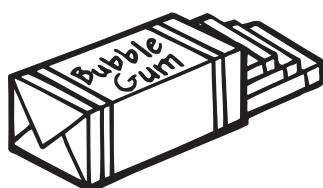
as

**Directions:** Practice printing the letters and the word.

G

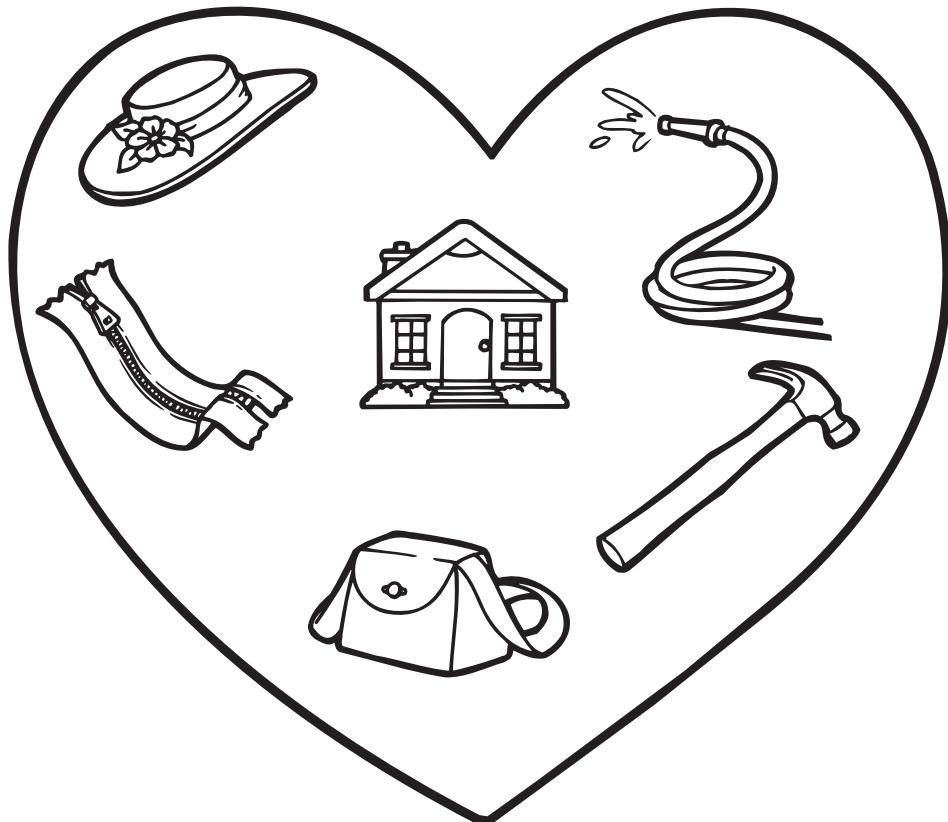
g

gum

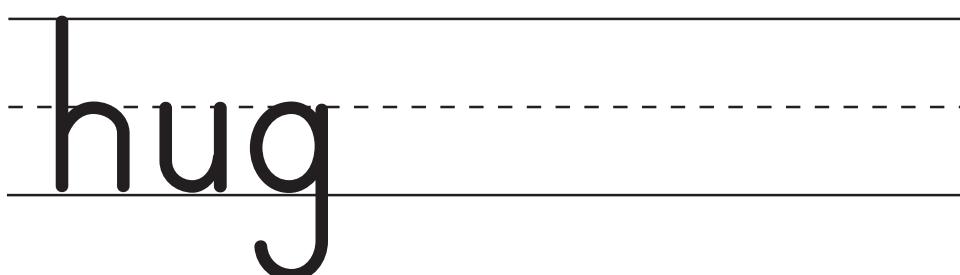
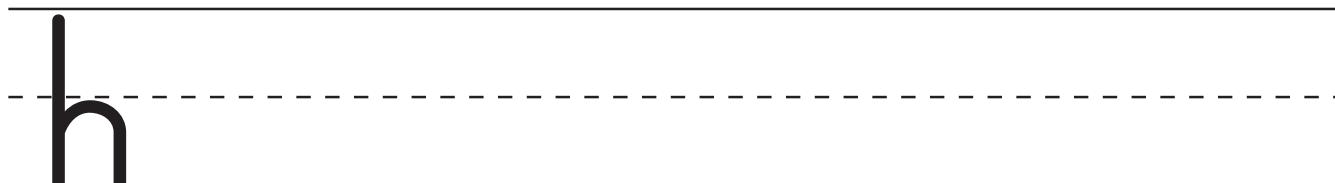
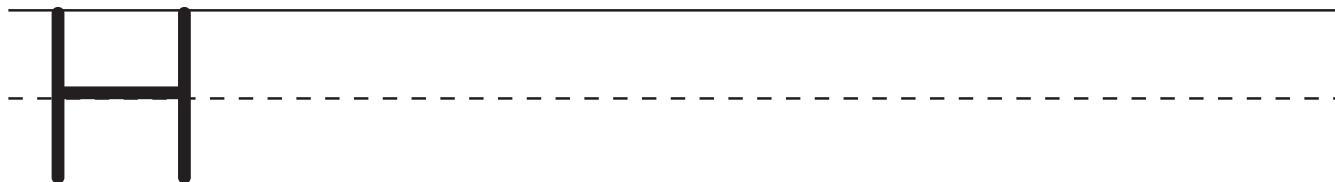


# The Letter H

**Directions:** Color the pictures in the heart that begin with the letter H.



**Directions:** Practice printing the letters and the word.



# The Letter I

**Directions:** Color the pictures in the igloo that begin with the letter I.



**Directions:** Practice printing the letters and the word.

I

i

in



# The Letter J

**Directions:** Color the pictures in the jellybean that begin with the letter J.



**Directions:** Practice printing the letters and the word.

J

j

jug



# The Letter K

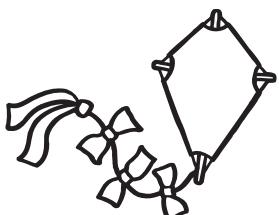
**Directions:** Write the beginning letter for each word. Color the pictures.

1.



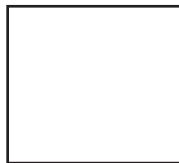
ing

2.



ite

3.



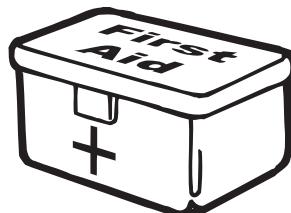
iss

**Directions:** Practice printing the letters and the word.

K

k

kit

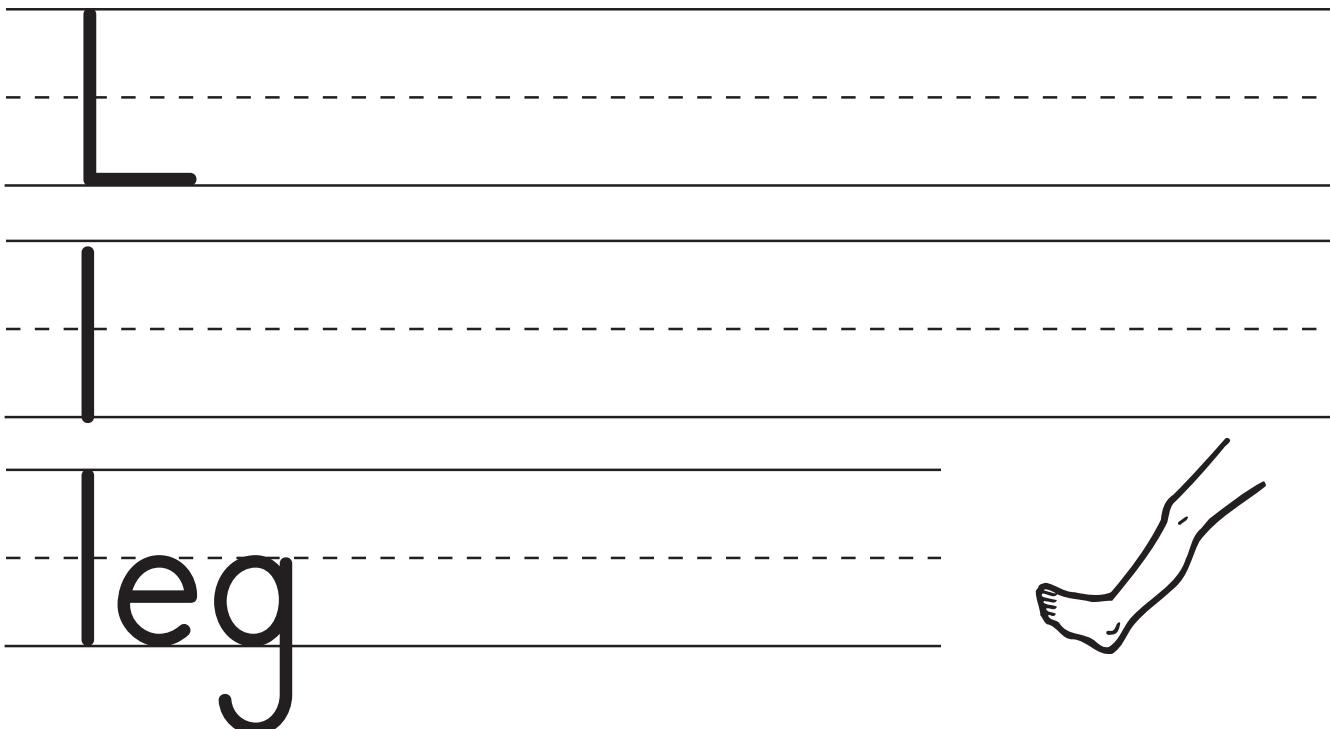


# The Letter L

**Directions:** Color each box that has an uppercase L with a red crayon. Color each box that has a lowercase l with a blue crayon.

L	A	C	B	I	J
L	C	F	D	I	K
L	G	k	F	I	E
L	L	L	H	I	A

**Directions:** Practice printing the letters and the word.



# The Letter M

**Directions:** Color the pictures in the moon that begin with the letter M.



**Directions:** Practice printing the letters and the word.

M

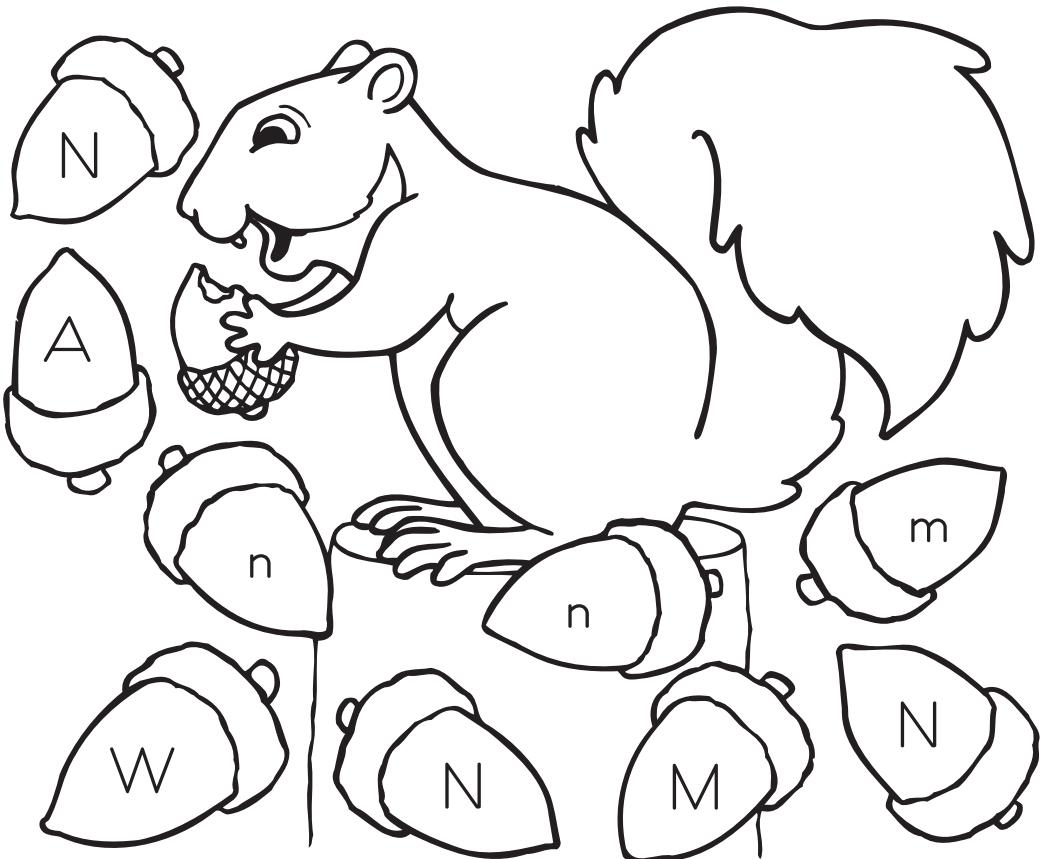
m

men



# The Letter N

**Directions:** Color the nuts with the uppercase **N** or lowercase **n** inside. Color the squirrel.

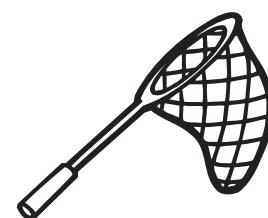


**Directions:** Practice printing the letters and the word.

N

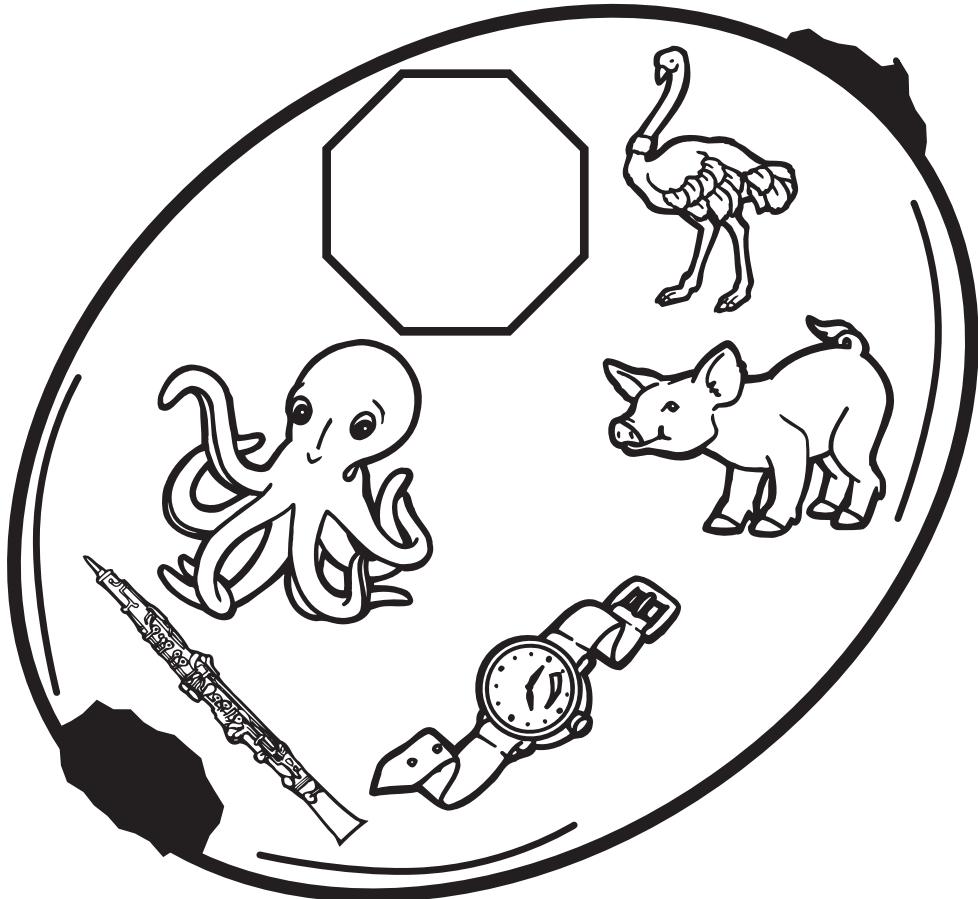
n

net

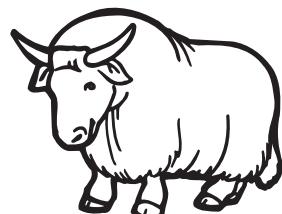
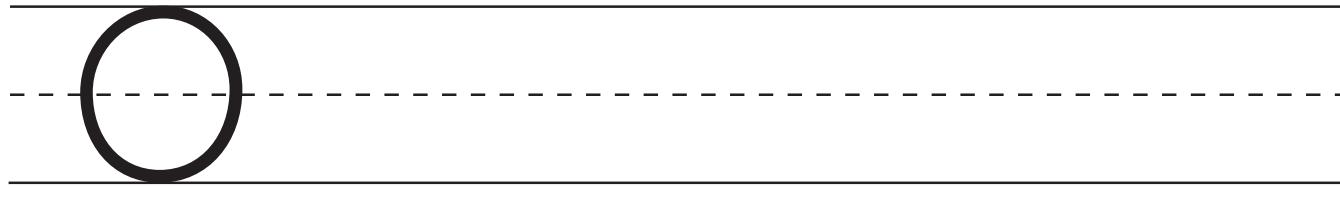


# The Letter O

**Directions:** Color the pictures in the olive that begin with the letter O.

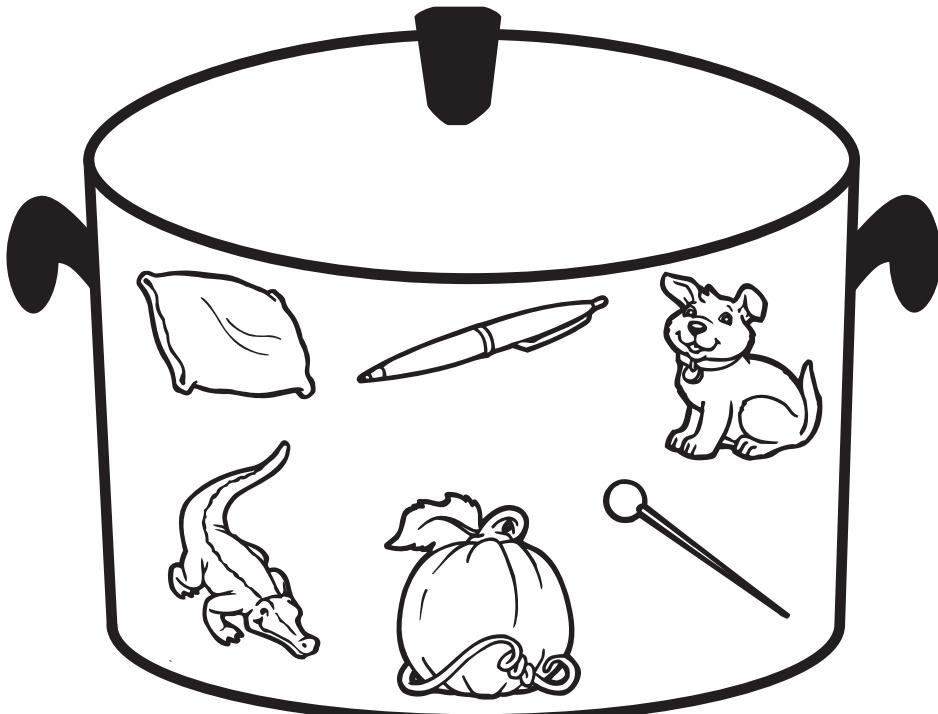


**Directions:** Practice printing the letters and the word.



# The Letter P

**Directions:** Color the pictures in the pot that begin with the letter P.

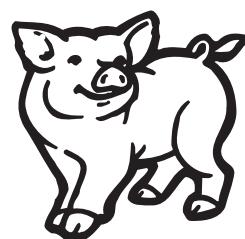


**Directions:** Practice printing the letters and the word.

P

p

pig



# The Letter Q

**Directions:** Color each box that has an uppercase letter Q with a green crayon. Color each box that has a lowercase letter q with a yellow crayon.

Q	q	G	Q	q	g
q	G	Q	q	g	Q
Q	q	G	Q	q	G
q	G	Q	q	g	Q

Q = green

q = yellow

**Directions:** Practice printing the letters and the word.

Q

q

queen



# The Letter R

**Directions:** Write the beginning letter for each word. Color the pictures.

1.



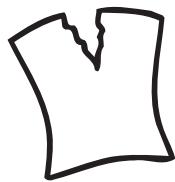
ug

2.



ing

3.



ip

**Directions:** Practice printing the letters and the word.

R

r

rat



# The Letter S

**Directions:** Color each box that has an uppercase or lowercase **S** with a blue crayon.

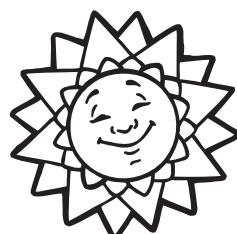
P	S	s	S	V	D	d	G	I
H	S	R	M	L	F	K	e	J
k	s	S	S	p	s	S	s	p
r	B	T	s	K	S	s	S	P
N	S	s	S	C	S	s	s	f

**Directions:** Practice printing the letters and the word.

S

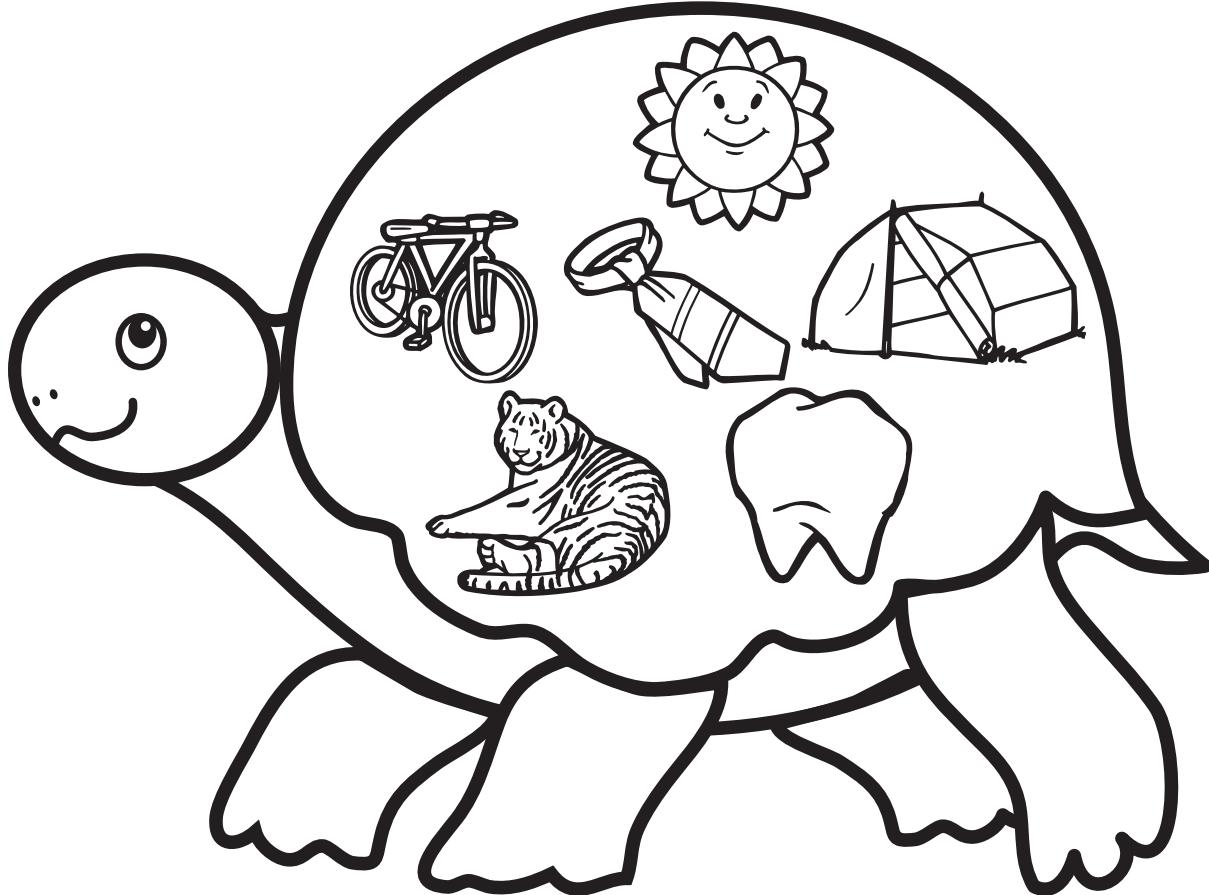
S

sun

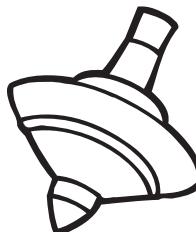
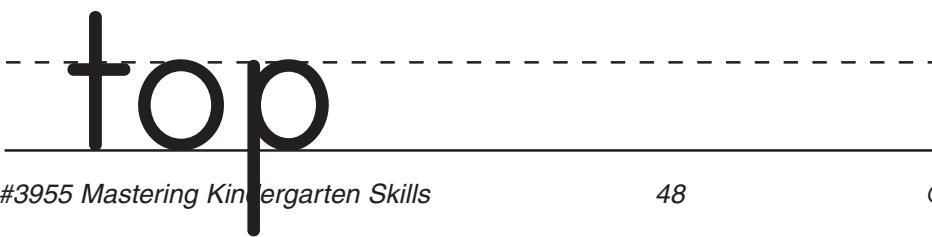
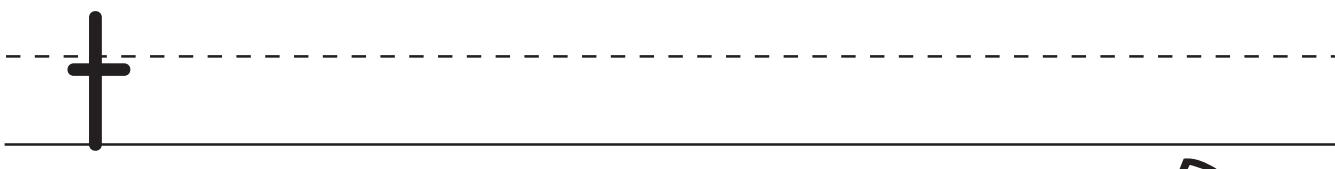
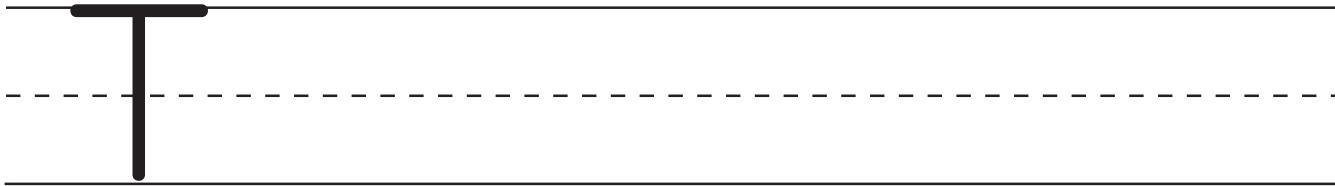


# The Letter T

**Directions:** Color the pictures in the turtle that begin with the letter T.

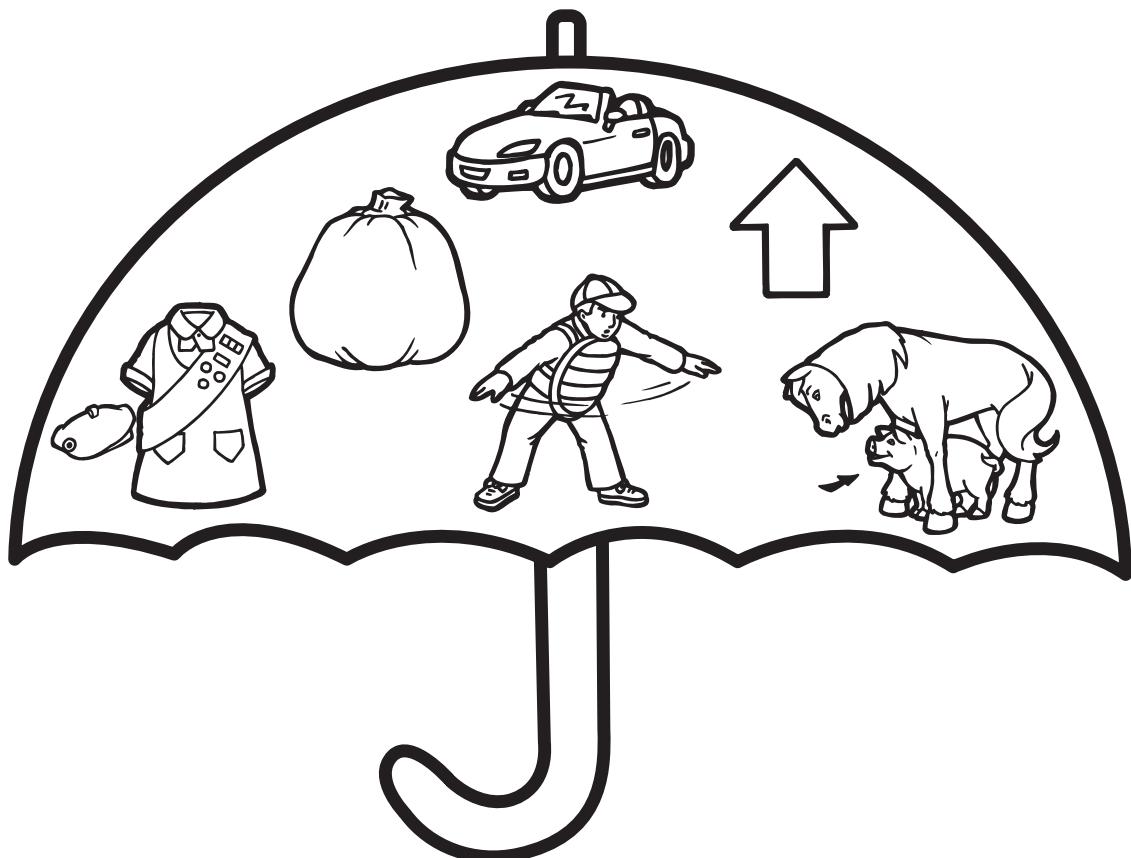


**Directions:** Practice printing the letters and the word.



# The Letter U

**Directions:** Color the pictures in the umbrella that begin with the letter U.

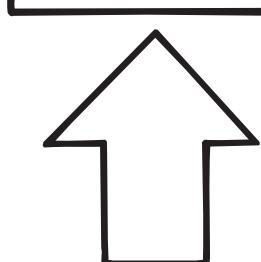


**Directions:** Practice printing the letters and the word.

U

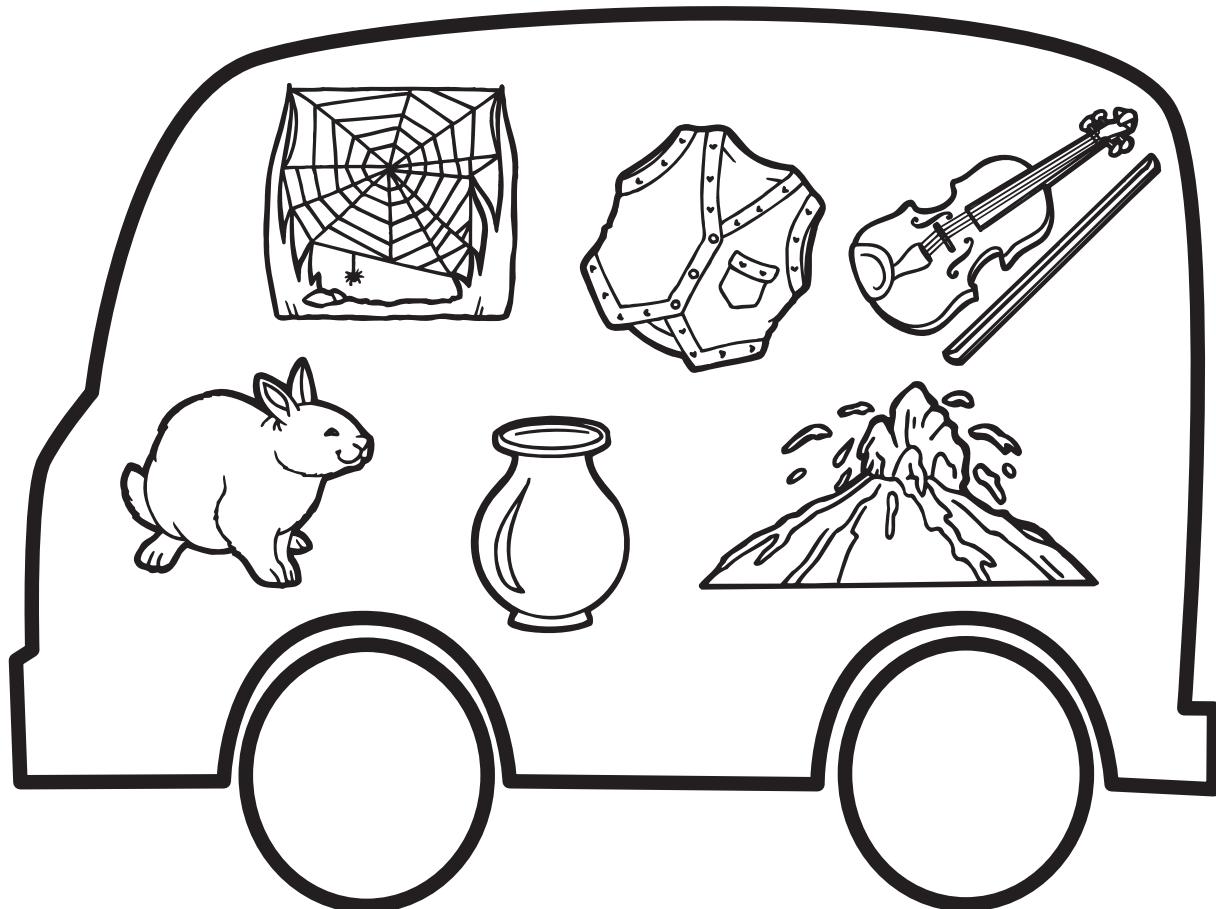
U

up



# The Letter V

**Directions:** Color the pictures in the van that begin with the letter V.



**Directions:** Practice printing the letters and the word.

V

V

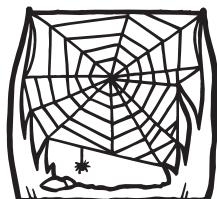
vet



# The Letter W

**Directions:** Write the beginning letter for each word. Color the pictures.

1.



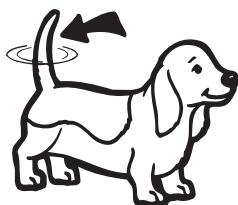
eb

2.



ing

3.



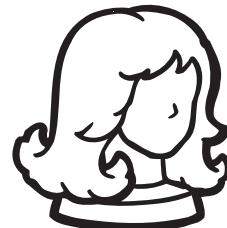
ag

**Directions:** Practice printing the letters and the word.

W W W

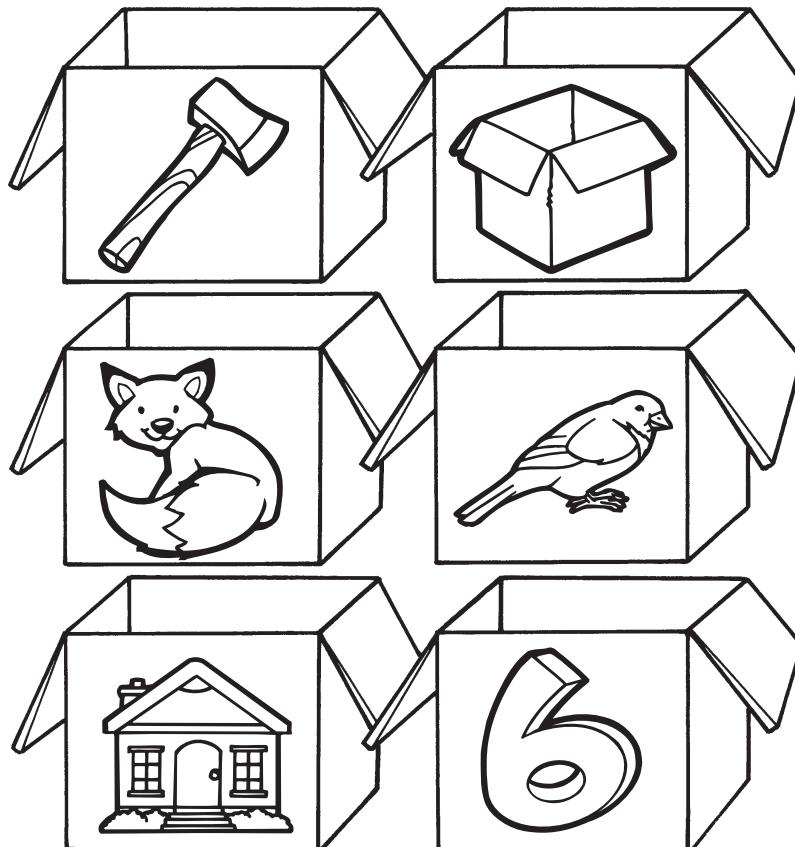
W W W

wig

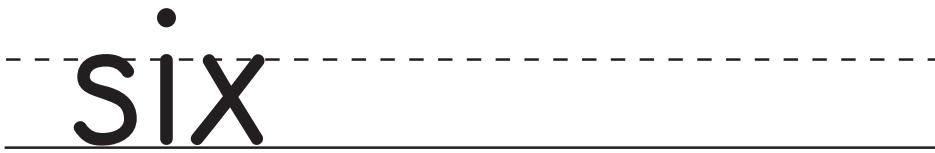
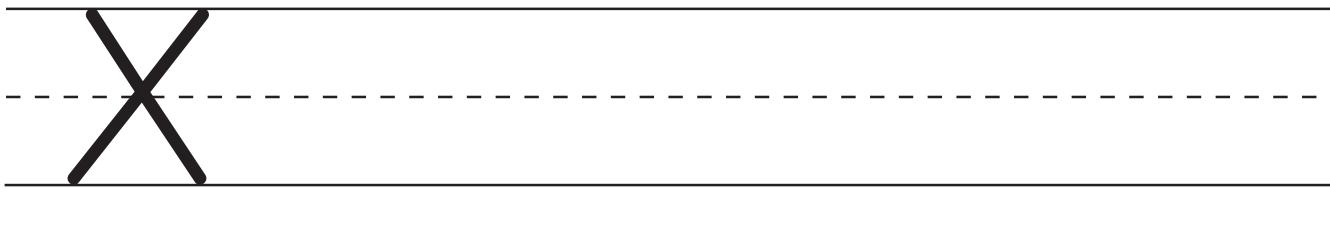


# The Letter X

**Directions:** Say the name for the pictures in the boxes. Color the pictures that have the /x/ sound.



**Directions:** Practice printing the letters and the word.



# The Letter Y

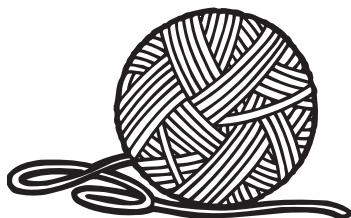
**Directions:** Write the beginning letter for each word. Color the pictures.

1.



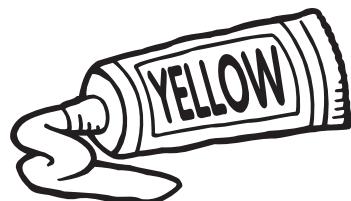
ell

2.



arn

3.



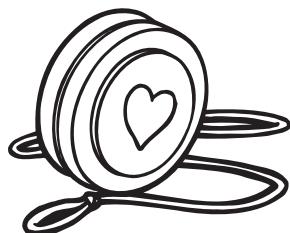
ellow

**Directions:** Practice printing the letters and the word.

Y

Y

yo-yo



# The Letter Z

**Directions:** Color each box that has an uppercase or lowercase Z with a blue crayon.

Z	z	Z	Z	Z	m	D	n	o
R	o	R	z	T	Y	g	P	r
S	N	Z	t	O	P	z	Z	Z
T	z	O	n	y	k	A	Z	y
z	Z	z	Z	z	L	z	Z	z

**Directions:** Practice printing the letters and the word.

Z

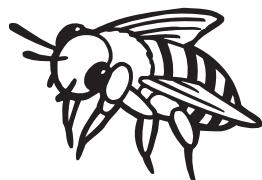
Z

ZOO

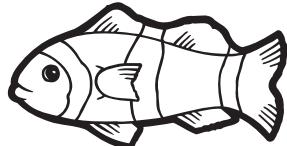
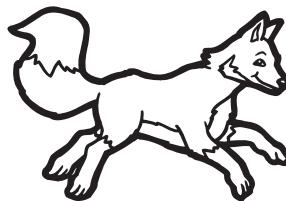
# Beginning Sound Match

**Directions:** Color the pictures in each row that begin with the letter shown.

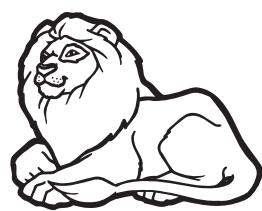
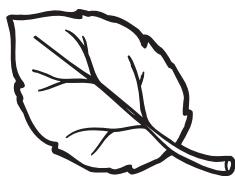
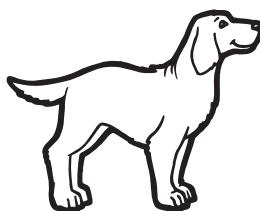
1.

**B**

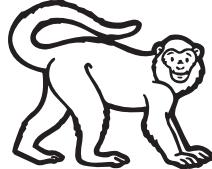
2.

**F**

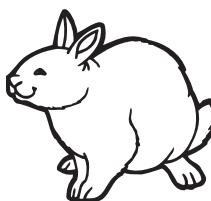
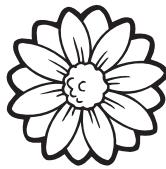
3.

**L**

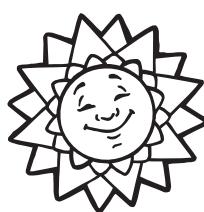
4.

**M**

5.

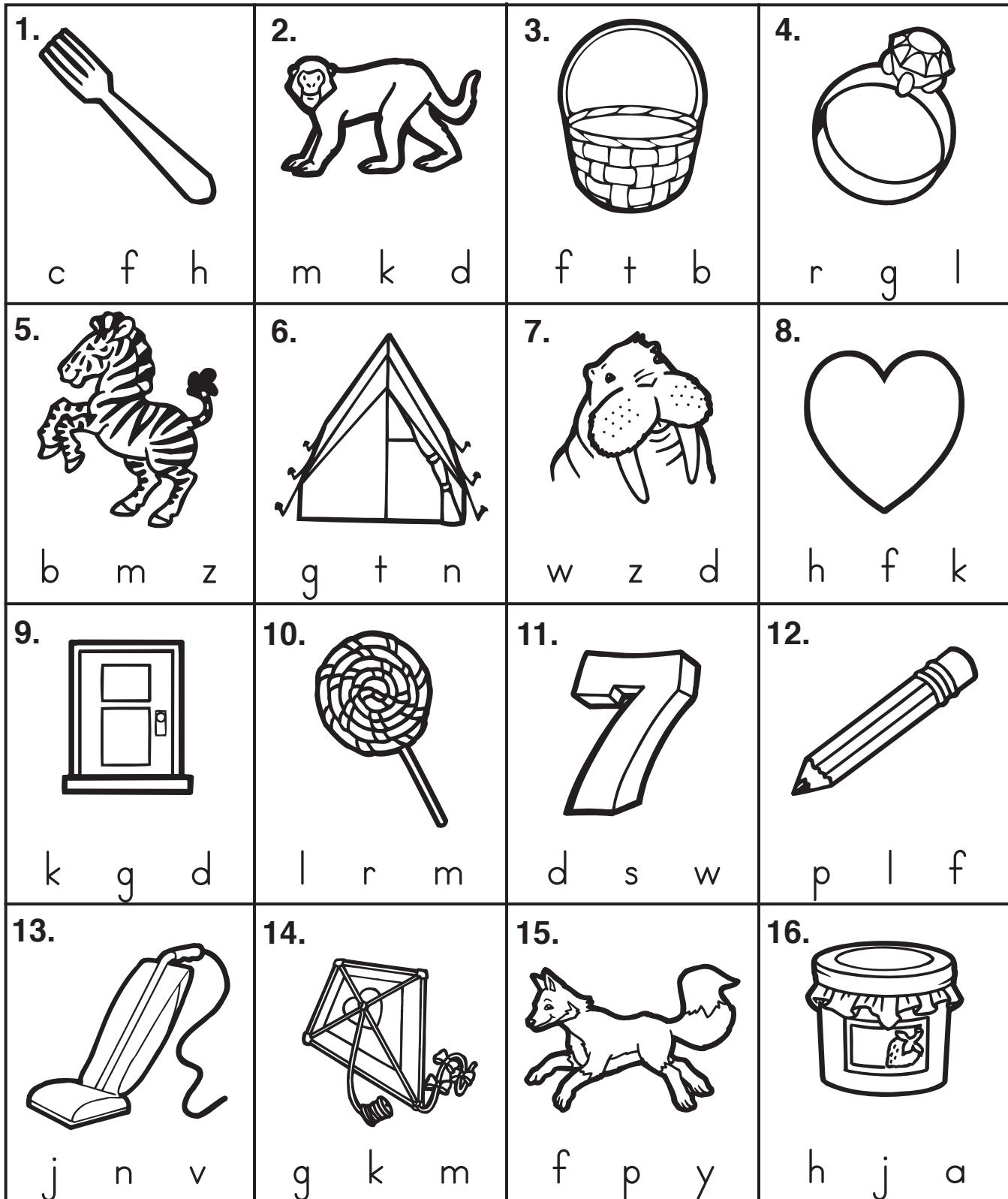
**R**

6.

**S**

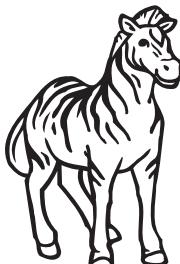
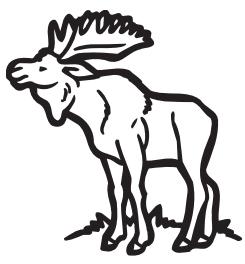
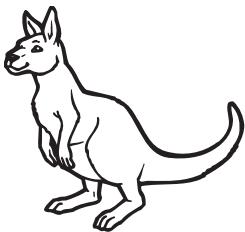
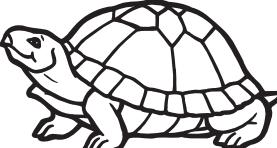
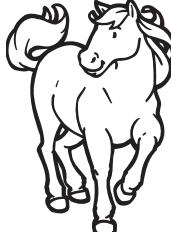
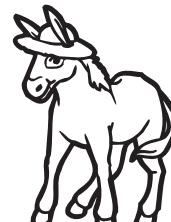
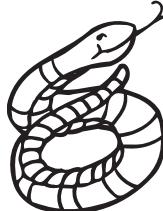
# Which Beginning Sound?

**Directions:** Say the name for each picture. Circle the letter that makes the beginning sound for each word.



# Write the Beginning Sound

**Directions:** Say the name for each picture. Write the missing letter that represents its beginning sound. Trace the whole word.

 1. - - - ebra - -	 2. - - - oose - -	 3. - - - izard - -
 4. - - - angaroo - -	 5. - - - rtle - -	 6. - - - orse - -
 7. - - - iger - -	 8. - - - amel - -	 9. - - - onkey - -
 10. - - - alrus - -	 11. - - - ake - -	 12. - - - abbit - -

# Write New Words

**Directions:** Add the beginning sound shown in the first box of each row in order to make a new word. Practice reading the new words.

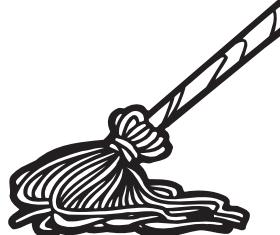
1.	T		-op    -en    -ub    -ap    -ug
2.	B		_ed    _at    _ell    _all    _un
3.	M		-ap    -ug    -en    -op    -ad
4.	R		-ing    -ug    -at    -ock    -ip
5.	P		-ig    -ot    -en    -an    -op

# Change One Sound

**Directions:** Say the name for each picture. Write the sounds you hear. Use the word family at the beginning of each row to help you spell. Read the rhyming words.

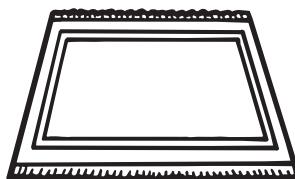
1.

-op



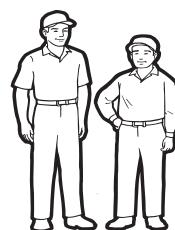
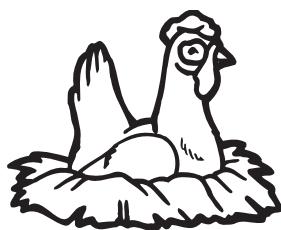
2.

-ug



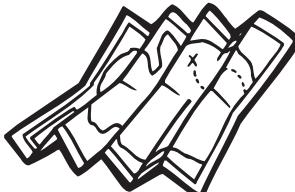
3.

-en



4.

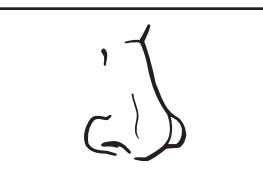
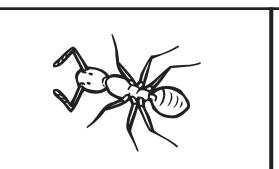
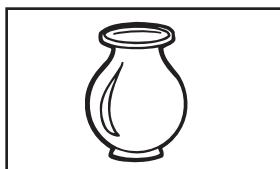
-ap



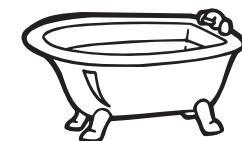
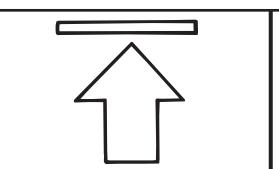
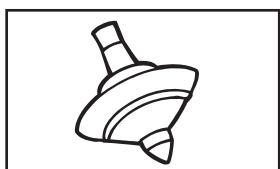
# Sound It Out

**Directions:** Say the name for each picture. Write the letter for the beginning sound. Read the new word.

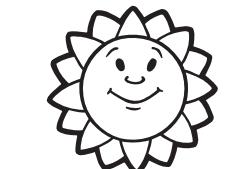
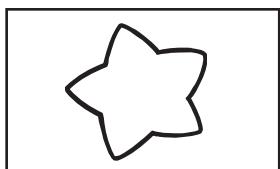
1.



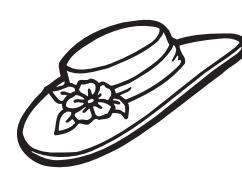
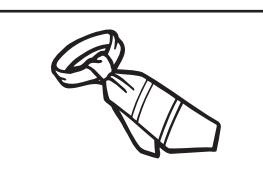
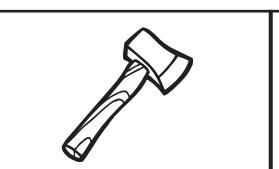
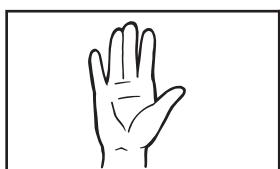
2.



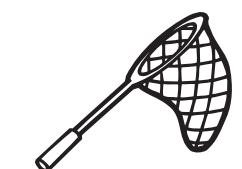
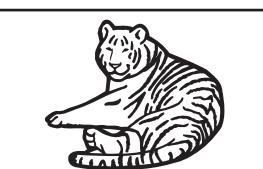
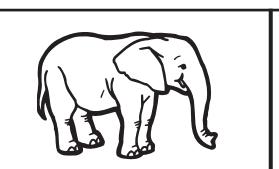
3.



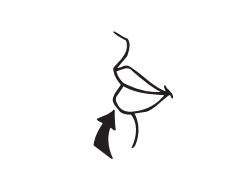
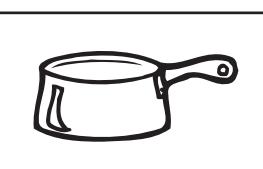
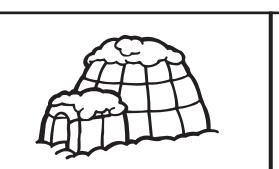
4.



5.



6.



# Change the Beginning Sound

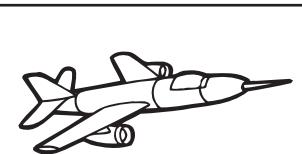
**Directions:** Make a new word. Change the letter that makes the beginning sound. Write the new words on the lines.

1.

Change

met

to



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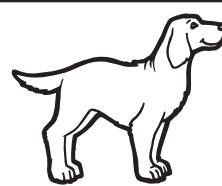
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2.

Change

fog

to



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3.

Change

pat

to



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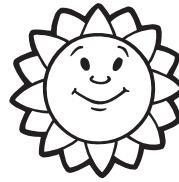
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4.

Change

run

to



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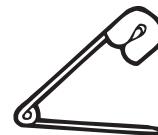
---

5.

Change

win

to



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6.

Change

men

to



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7.

Change

got

to



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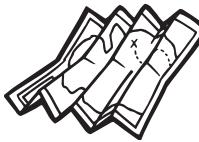
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8.

Change

tap

to



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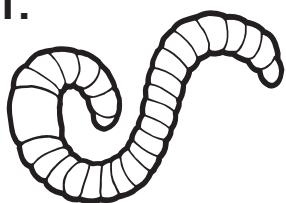
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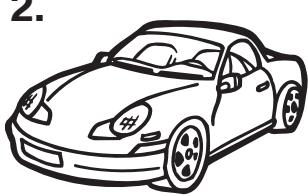
# Ending Sound

**Directions:** Say the name for each picture. Write the letter for its ending

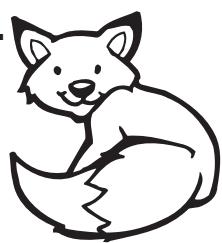
1.



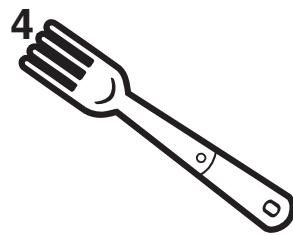
2.



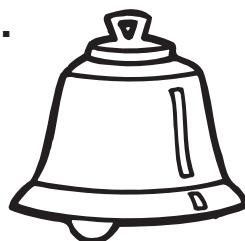
3.



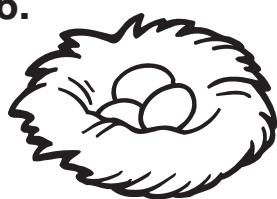
4.



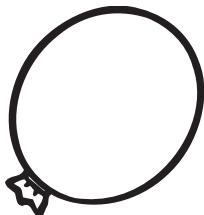
5.



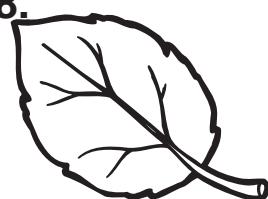
6.



7.



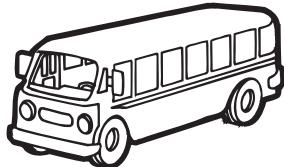
8.



9.



10.



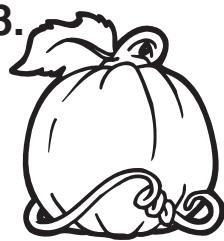
11.



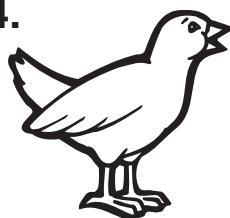
12.



13.



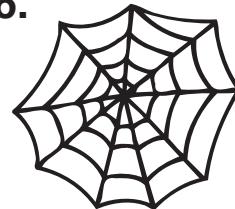
14.



15.



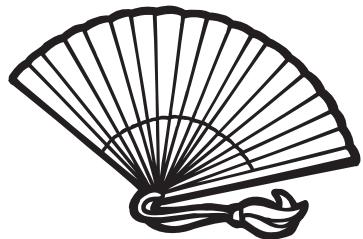
16.



# What Am I?

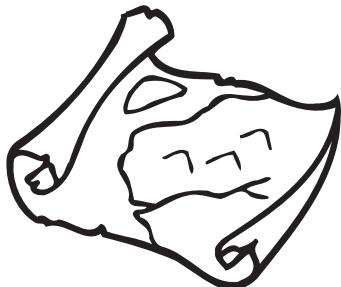
**Directions:** Circle the word that names the picture in each box.

1.



fan fat

2.



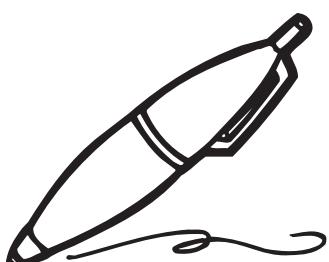
map man

3.



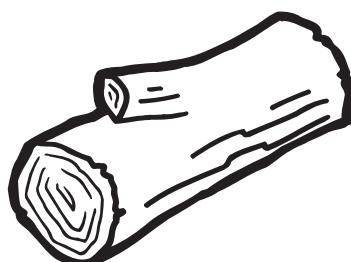
cut cub

4.



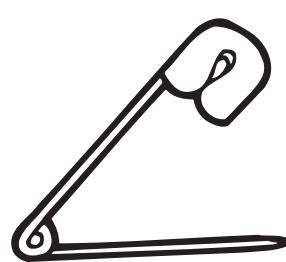
pen pet

5.



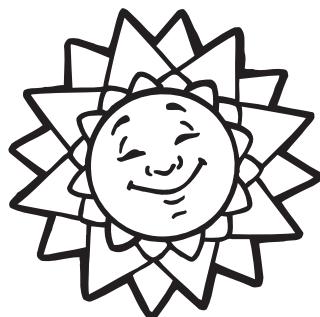
lot log

6.



pit pin

7.



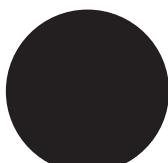
sub sun

8.



web wet

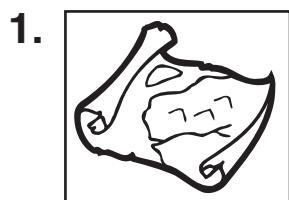
9.



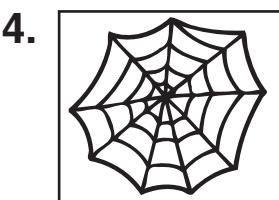
dog dot

# Change the Ending

**Directions:** Say the name for each picture. Write the letter for its ending sound. Read each pair of words.



ma



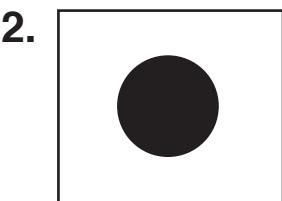
we



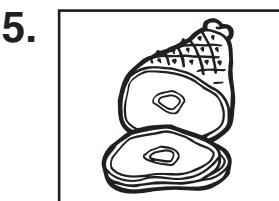
ma



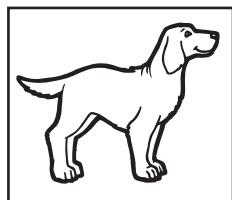
we



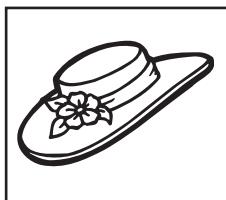
do



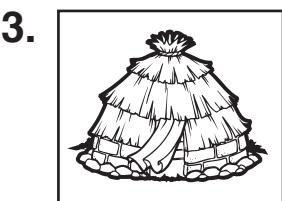
ha



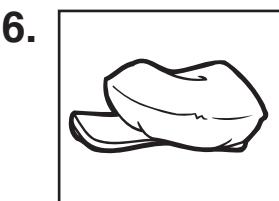
do



ha



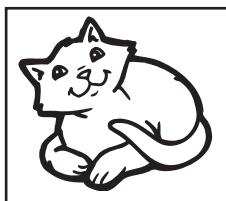
hu



ca



hu



ca

# Change the Ending Sound

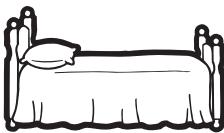
**Directions:** Make a new word. Change the letter that makes the ending sound. Write the new word on the line.

1.

Change

bet

to



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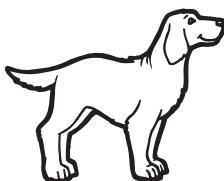
---

2.

Change

dot

to



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---

3.

Change

hug

to



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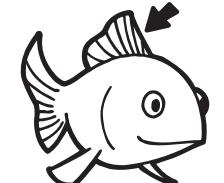
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4.

Change

fit

to



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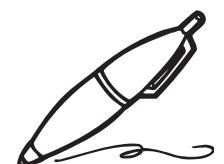
---

5.

Change

pet

to



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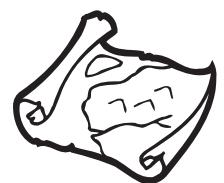
---

6.

Change

man

to



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---

7.

Change

cop

to



---

---

---

---

---

---

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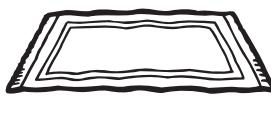
---

8.

Change

rub

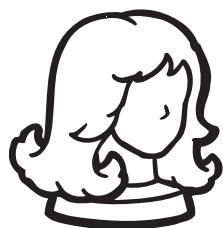
to



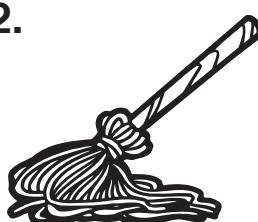
# Beginning and Ending Sounds

**Directions:** Say the name for each picture. Write the letter for its beginning sound and its ending sound.

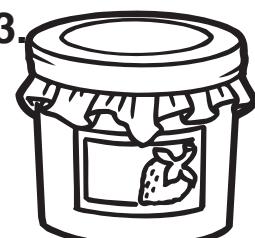
1.



2.



3.



4.



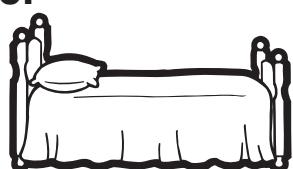
j

o

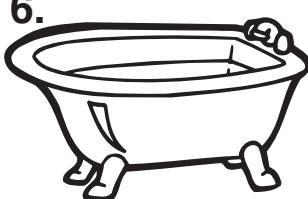
a

e

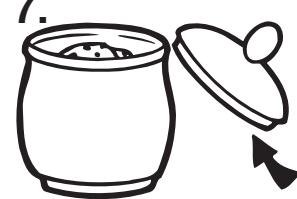
5.



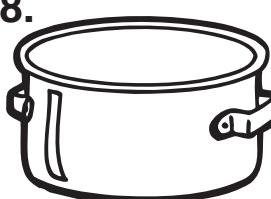
6.



7.



8.



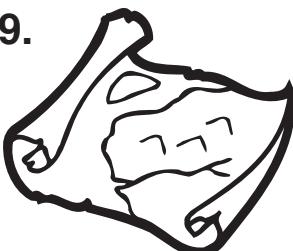
e

u

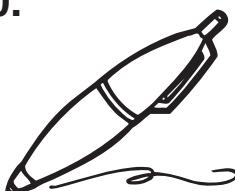
i

o

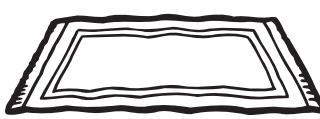
9.



10.



11.



12.



a

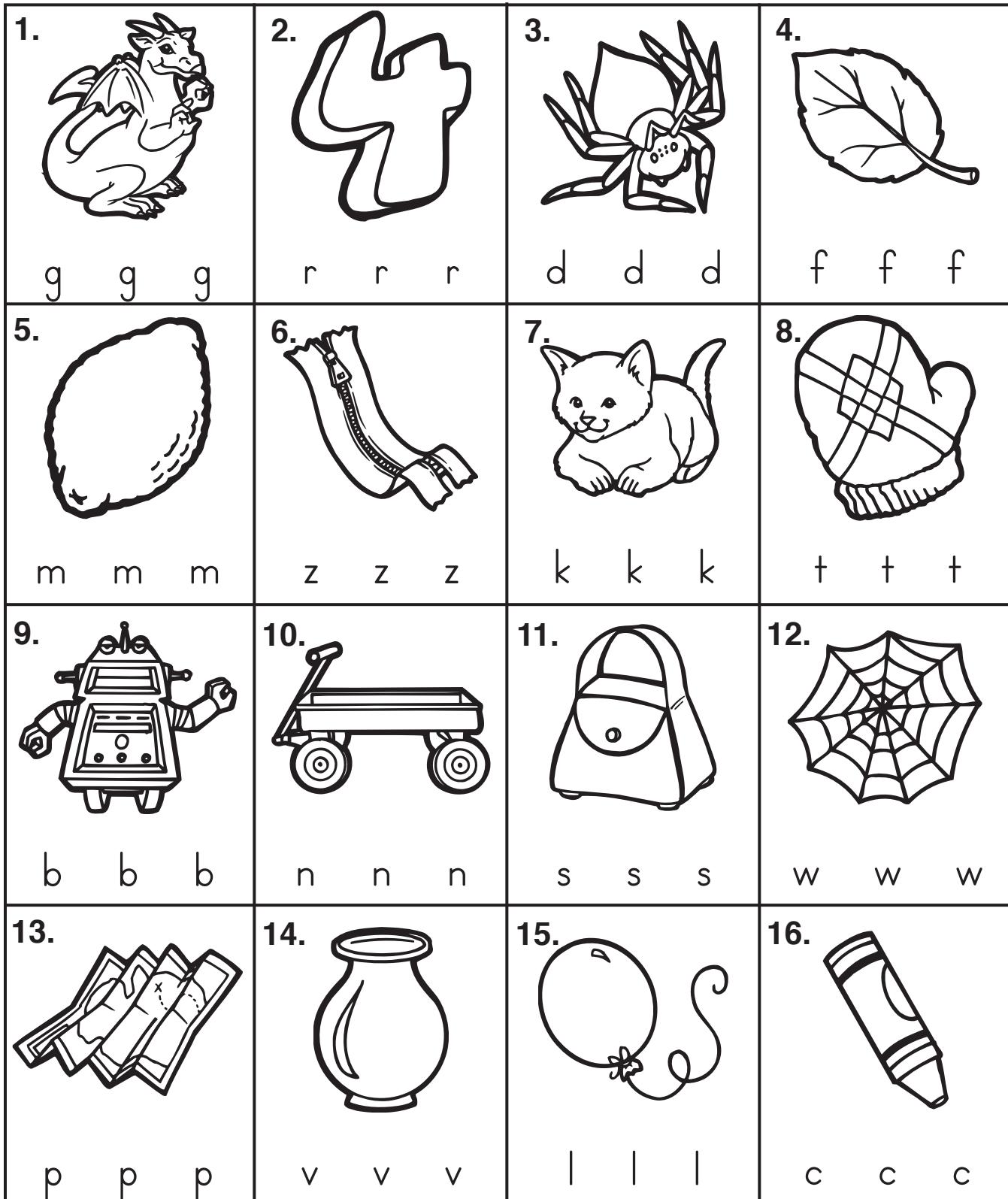
e

u

i

# Which Position?

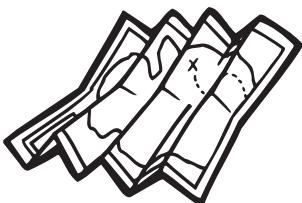
**Directions:** Say the name of each picture. Circle the first, middle, or last letter to show where you hear it in the word.



# Short "A" Words

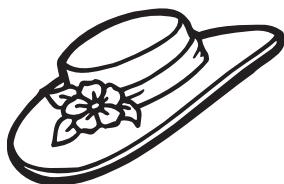
**Directions:** Say the name of each picture. Write the beginning, middle, and ending sound for each word. Look at the middle sound of each word when you are done.

1.



--	--	--

2.



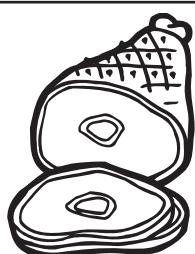
--	--	--

3.



--	--	--

4.



--	--	--

5.



--	--	--

6.



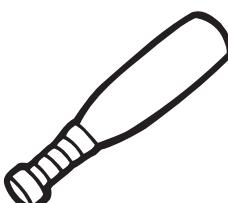
--	--	--

7.



--	--	--

8.



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# Short "A" Sentences

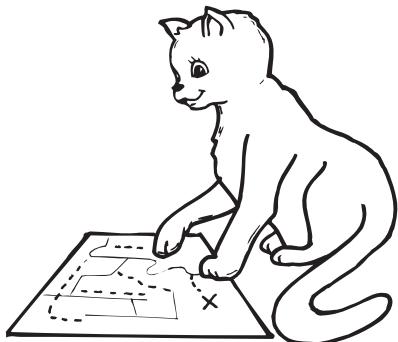
**Directions:** Read each sentence. Draw a line from each sentence to the picture that shows that sentence.

1.



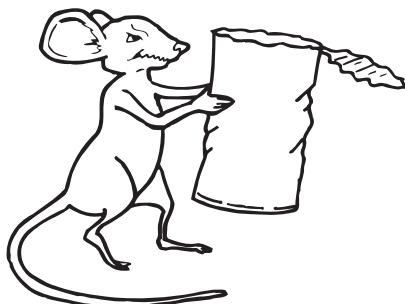
A cat has a map.

2.



A dad has a van.

3.



A man has a hat.

4.



A rat has a can.

# Short "E" Words

**Directions:** Say the name of each picture. On the line, write the word that names the picture. Use the words from the box below to help you.

ten

net

bed

hen

nest

men

bell

jet

1.

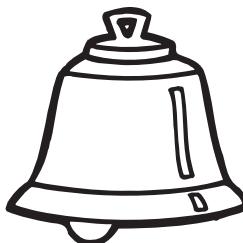


hen

—

—

5.



bell

—

—

2.

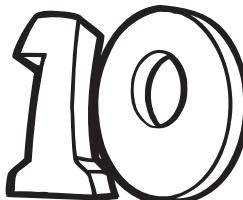


jet

—

—

6.



10

—

—

3.



nest

—

—

7.



bed

—

—

4.



men

—

—

8.



net

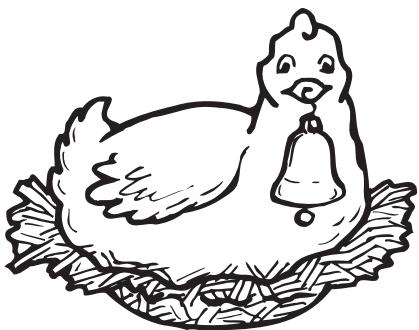
—

—

# Short "E" Sentences

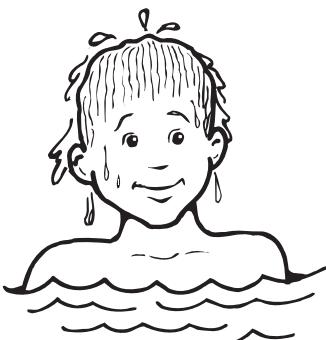
**Directions:** Read each sentence. Draw a line from each sentence to the picture that shows that sentence.

1.



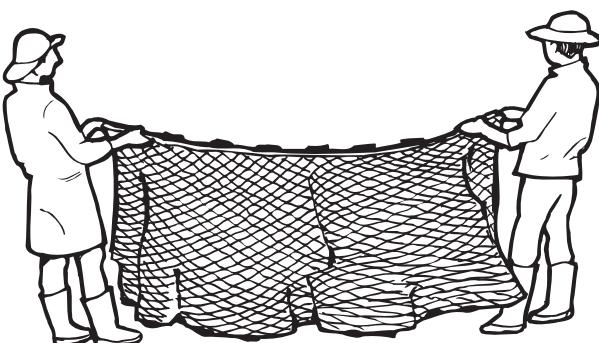
The hen has a bell.

2.



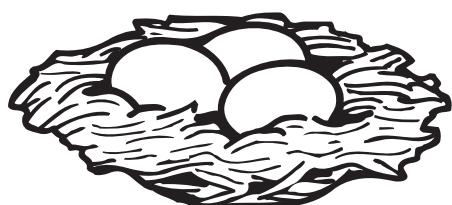
Ned is wet.

3.



The nest has eggs.

4.

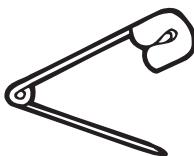


The men have a net.

# Short "I" Words

**Directions:** Look at each picture. Read the sentence. Write the word that completes the sentences so that it matches the picture.

1.



It is a

\_\_\_\_\_

-----

\_\_\_\_\_.

pin  
pat  
pan

2.



It is a

\_\_\_\_\_

-----

\_\_\_\_\_.

wit  
wag  
wig

3.



It is a

\_\_\_\_\_

-----

\_\_\_\_\_.

ring  
rag  
rung

4.



It is a

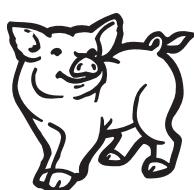
\_\_\_\_\_

-----

\_\_\_\_\_.

hit  
hill  
hall

5.



It is a

\_\_\_\_\_

-----

\_\_\_\_\_.

pup  
pop  
pig

6.



It is a

\_\_\_\_\_

-----

\_\_\_\_\_.

lid  
lip  
lad

# Short "I" Sentences

**Directions:** Read each sentence. Draw a line from each sentence to the picture that shows that sentence.

1.



The kid can dig.

2.



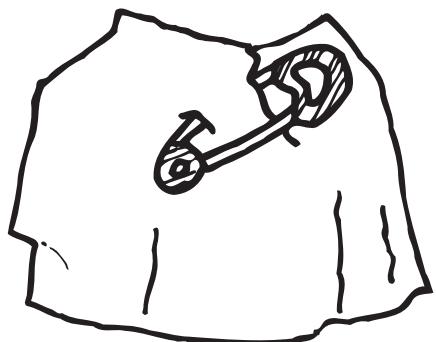
The king can sit.

3.



The kid has a bib.

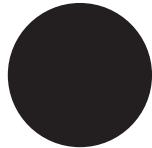
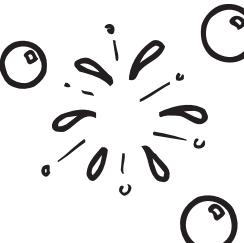
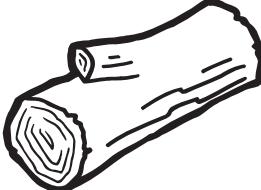
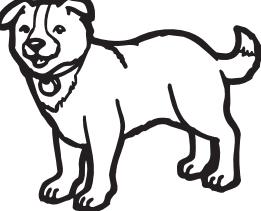
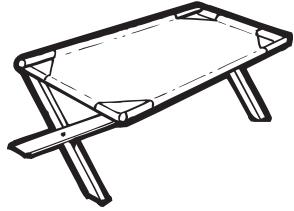
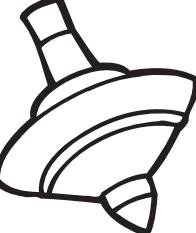
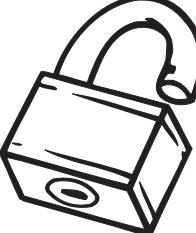
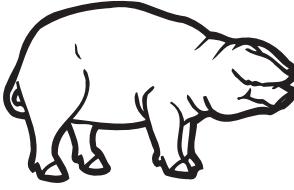
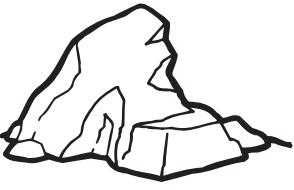
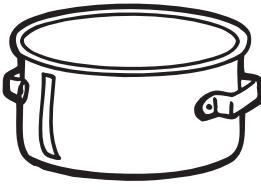
4.



The pin will fix the rip.

# Short "O" Words

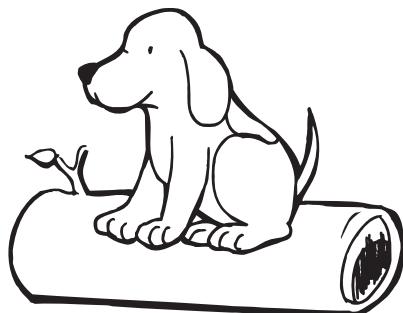
**Directions:** Say the name of each picture. Circle the word that names the picture.

 <p>1. dot dog dat</p>	 <p>2. pup pop pot</p>	 <p>3. lot leg log</p>
 <p>4. hat hip hop</p>	 <p>5. dot dog dig</p>	 <p>6. sop sick sock</p>
 <p>7. cot cat cop</p>	 <p>8. tot tap top</p>	 <p>9. lock lack lot</p>
 <p>10. hug hog hot</p>	 <p>11. rack rog rock</p>	 <p>12. pot pop pat</p>

# Short “O” Sentences

**Directions:** Read each sentence. Draw a line from each sentence to the picture that shows that sentence.

1.



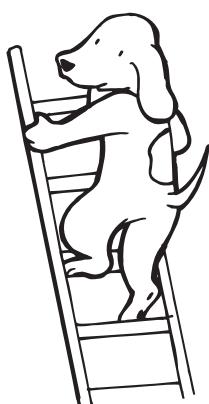
The dog is on a log.

2.



The dog is on top.

3.



The dog can mop.

4.



The dog can jog.

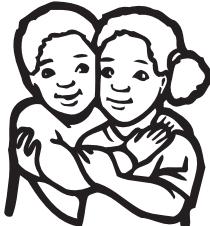
# Short "U" Words

**Directions:** Say the name for each picture. Write the beginning, middle, and ending sound. Practice reading each word.

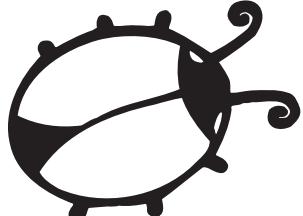
1.



5.



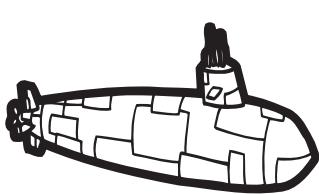
2.



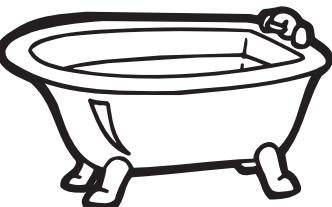
6.



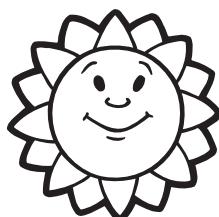
3.



7.



4.



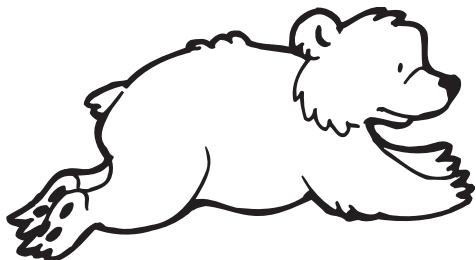
8.



# Short "U" Sentences

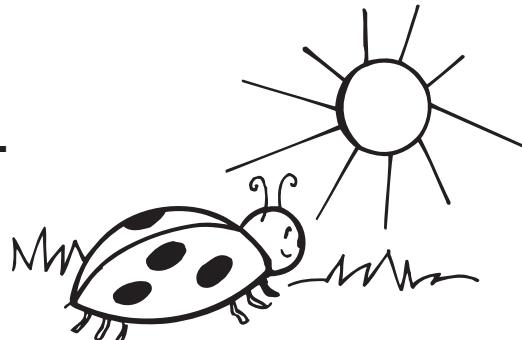
**Directions:** Read each sentence. Draw a line from each sentence to the picture that shows that sentence.

1.



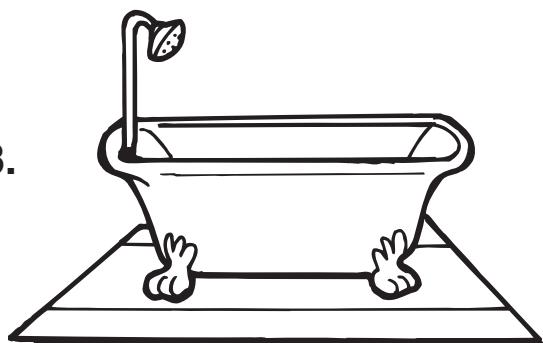
The cub can run.

2.



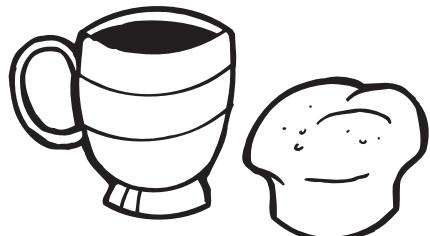
The tub is on the rug.

3.



The mug is by the bun.

4.

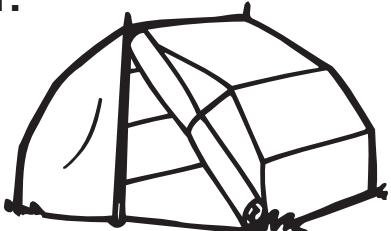


The bug is in the sun.

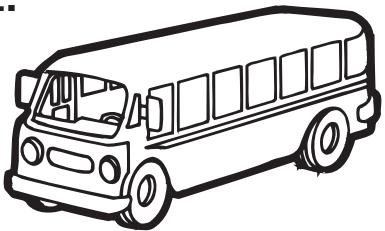
# What Is the Vowel?

**Directions:** Say the name of each picture. Color the box with the letter that matches the short vowel sound.

1.



2.



3.

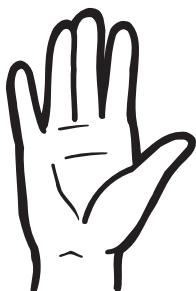


a e i o u

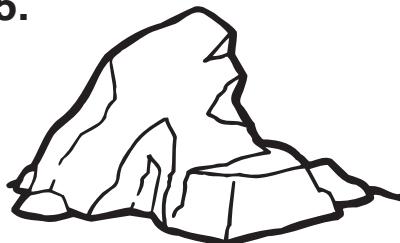
a e i o u

a e i o u

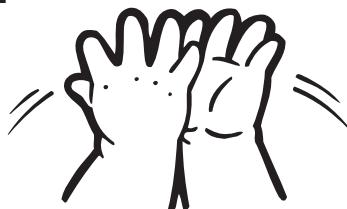
4.



5.



6.

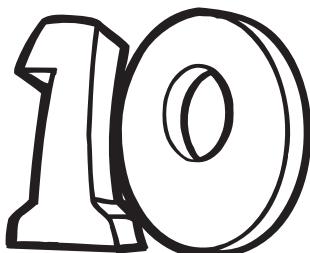


a e i o u

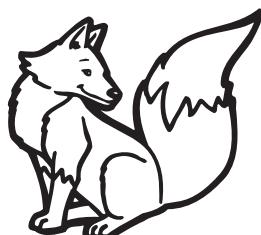
a e i o u

a e i o u

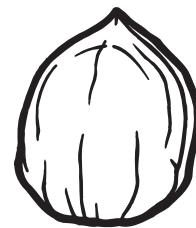
7.



8.



9.

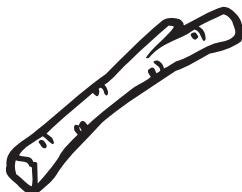


a e i o u

a e i o u

a e i o u

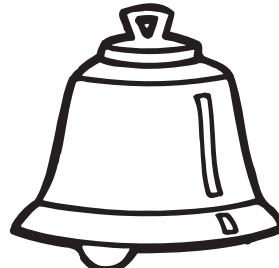
10.



11.



12.



a e i o u

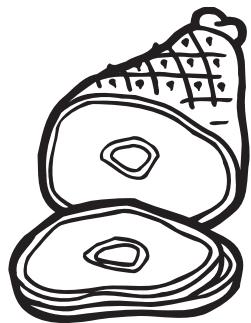
a e i o u

a e i o u

# Missing Vowel

**Directions:** Say the name of each picture. Write the missing vowel.

1.



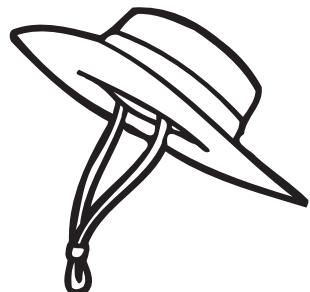
h \_ m

2.



n \_ st

3.



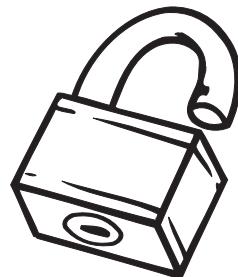
h \_ t

4.



b \_ s

5.



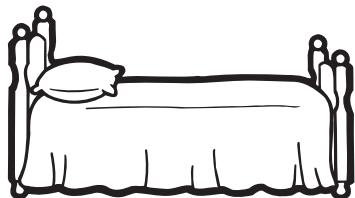
l \_ ck

6.



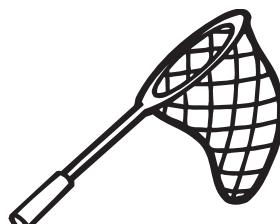
l \_ p

7.



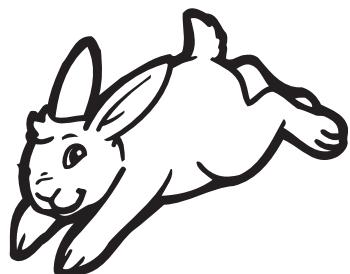
b \_ d

8.



n \_ t

9.



h \_ p

# Short Vowel Sort

**Directions:** Read the words in the list. Write each word in the shape that matches the short vowel sound in the word.

tin      sat

pit

dad      run

tan

hum      did

lot

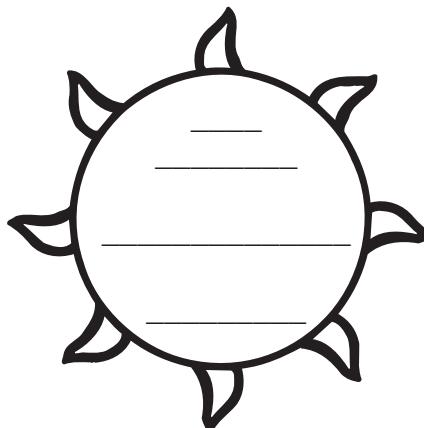
hop      den

yet

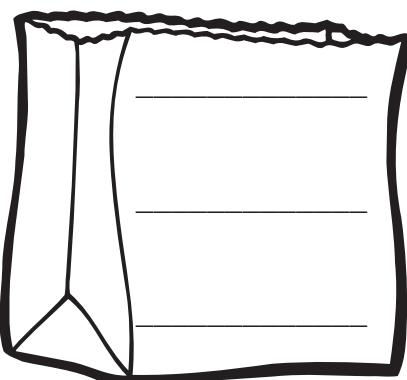
fed      fog

dug

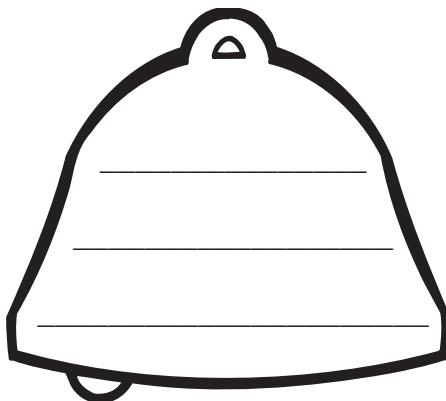
Short “u”



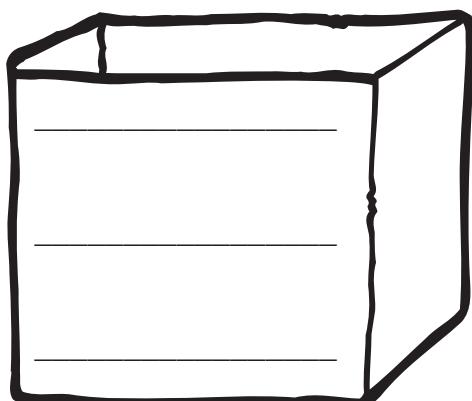
Short “a”



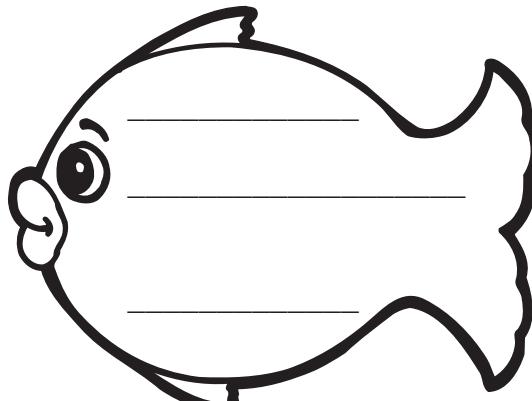
Short “e”



Short “o”



Short “i”



# Long "A"

**Directions:** Use the words in the box below to complete the sentences. Write the rhyming words.

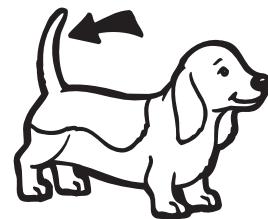
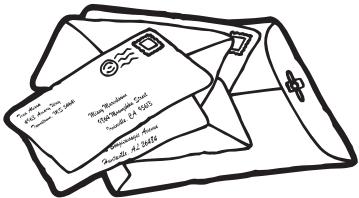
gate  
cake

rain  
mail

rake  
skate

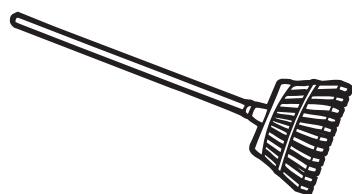
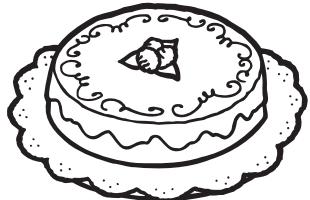
tail  
train

1.



rhymes with \_\_\_\_\_

2.



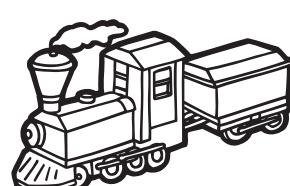
rhymes with \_\_\_\_\_

3.



rhymes with \_\_\_\_\_

4.



rhymes with \_\_\_\_\_

# Long "E"

**Directions:** Say the name for each picture. Write the long "E" word that names the picture. Use the words from the word box to help you.

leaf  
tea

key  
eel

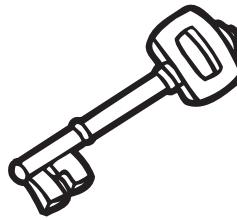
bee  
seal

meat  
feet

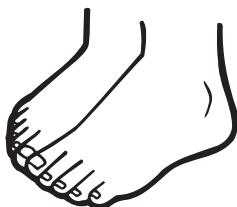
1.



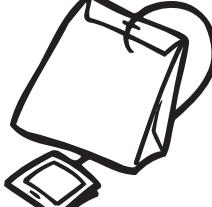
5.



2.



6.



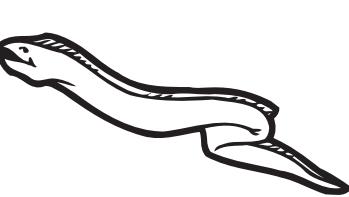
3.



7.



4.

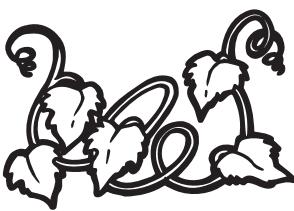
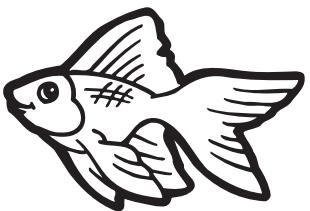
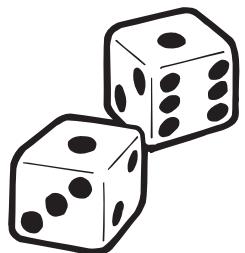
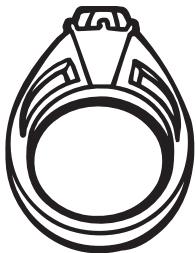
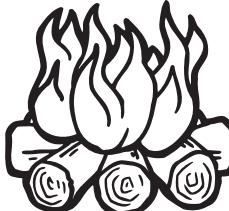
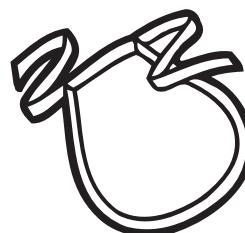


8.



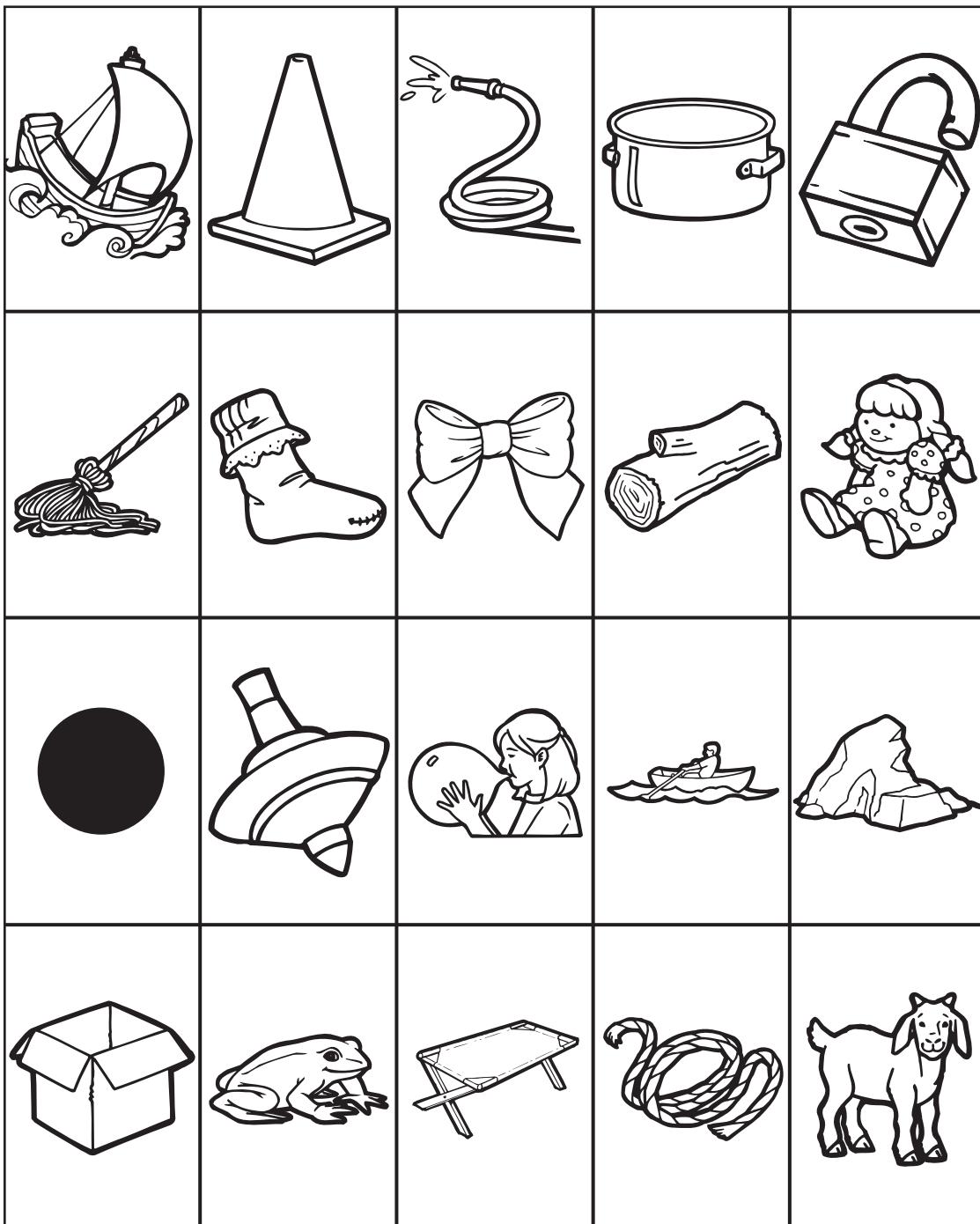
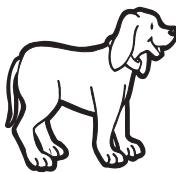
# Long "I"

**Directions:** Say the name of each picture. If you hear the long "I" sound, color the box labeled "long." If you hear the short "I" sound, color the box labeled "short."

1. 	2. 	3. 
<input type="checkbox"/> short <input type="checkbox"/> long	<input type="checkbox"/> short <input type="checkbox"/> long	<input type="checkbox"/> short <input type="checkbox"/> long
4. 	5. 	6. 
<input type="checkbox"/> short <input type="checkbox"/> long	<input type="checkbox"/> short <input type="checkbox"/> long	<input type="checkbox"/> short <input type="checkbox"/> long
7. 	8. 	9. 
<input type="checkbox"/> short <input type="checkbox"/> long	<input type="checkbox"/> short <input type="checkbox"/> long	<input type="checkbox"/> short <input type="checkbox"/> long

# Long "O"

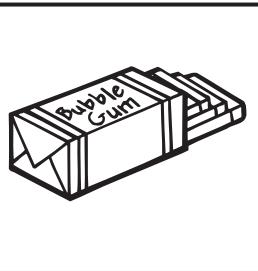
**Directions:** Say the name for each picture. If you hear the long "O" sound, color the box. If you do not hear the long "O" sound, draw an X on the picture. Follow the path to help the dog find its bone.



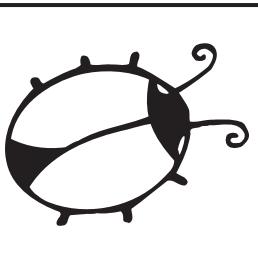
# Long "U"

**Directions:** Say the name for each picture. Draw a line from the picture to the "Short Vowel" box if the word has the short "U" sound. Draw a line from the picture to the "Long Vowel" box if the word has a long "U" sound.

1.



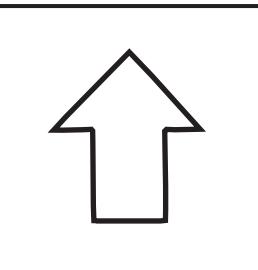
2.



3.



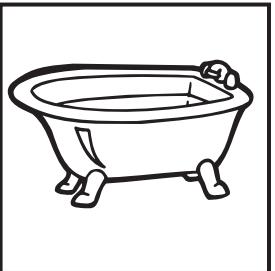
4.



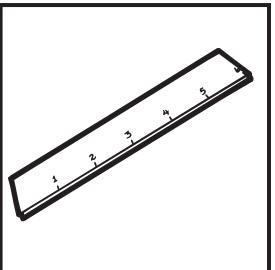
5.

**Long Vowel**

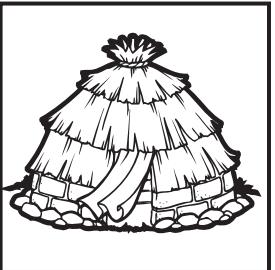
6.



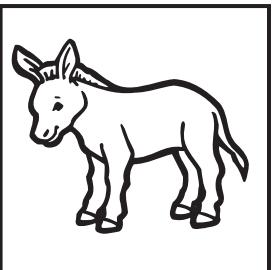
7.



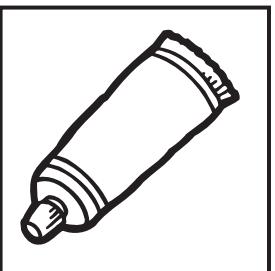
8.

**Short Vowel**

9.



10.



# Long Vowel Review

**Directions:** Say the name of each picture. Circle the letter that makes the long vowel sound in each word.

1.



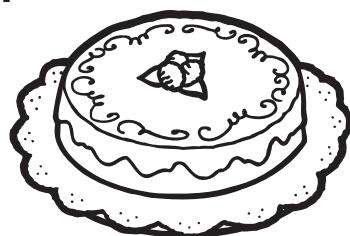
a e i o u

2.



a e i o u

3.



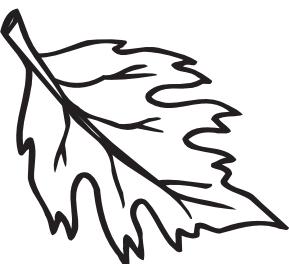
a e i o u

4.



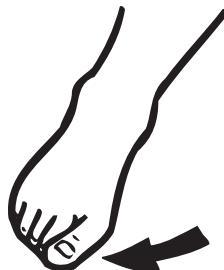
a e i o u

5.



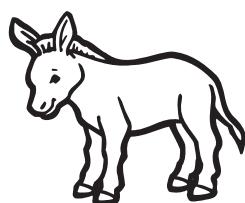
a e i o u

6.



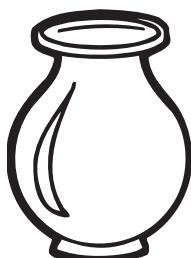
a e i o u

7.



a e i o u

8.



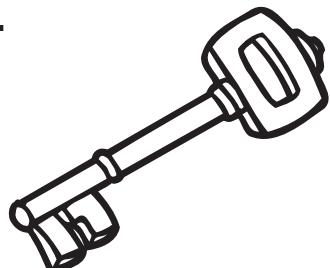
a e i o u

9.



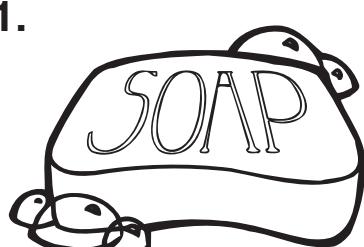
a e i o u

10.



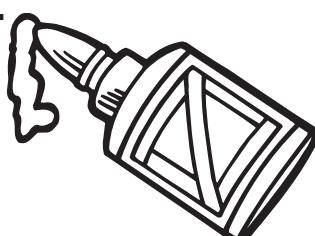
a e i o u

11.



a e i o u

12.



a e i o u

# Change a Letter

**Directions:** Say the name for each picture. Write the letter for its beginning sound. Read each pair of words. Do they rhyme?

1.

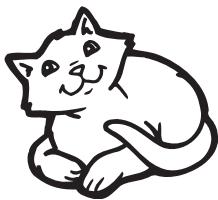


at

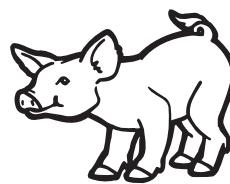
4.



ig

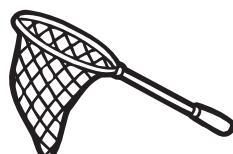


at



ig

2.



et

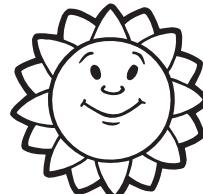


et

5.



un

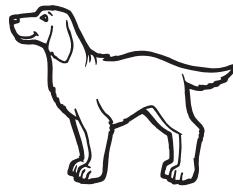


un

3.

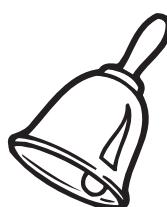


og



og

6.



ell



ell

# Word Family Pairs

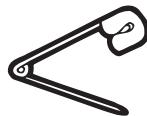
**Directions:** Match the socks. Read the word on each sock. Find another word from the same word family on another sock. Color the two socks the same color. Use a different color for each pair of socks.



# Words in a Family

**Directions:** Make words in a word family by changing the beginning sound. Use the letter that is in the box at the beginning of the row.

1.



pin

w

t

f

b

3.



jet

w

g

l

m

2.



top

m

h

p

c

4.



mug

t

b

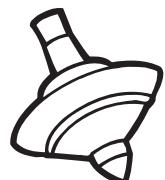
h

j

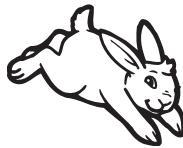
# Word Families

**Directions:** Say the name for each picture. Write the letters for the sounds you hear in the word. Circle the letters that are the same in all the words. Think of your own word from the same word family. Draw a picture and write the word.

1.



— — —  
— — —  
— — —



— — —  
— — —  
— — —

3.



— — —  
— — —  
— — —



— — —  
— — —  
— — —

2.



— — —

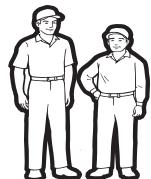


— — —

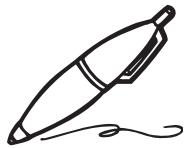


— — —

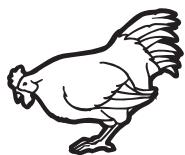
4.



— — —



— — —



— — —

# Colors

**Directions:** Complete each sentence with a word that tells more about the color. Draw a picture of what you write.

A

---

---

is red.

A

---

---

is blue.

A

---

---

is yellow.

A

---

---

is green.

# Writing About Seasons

**Directions:** Complete the sentences to tell about the seasons. Draw a picture to match each season.

1.

In the fall

2.

In the winter

3.

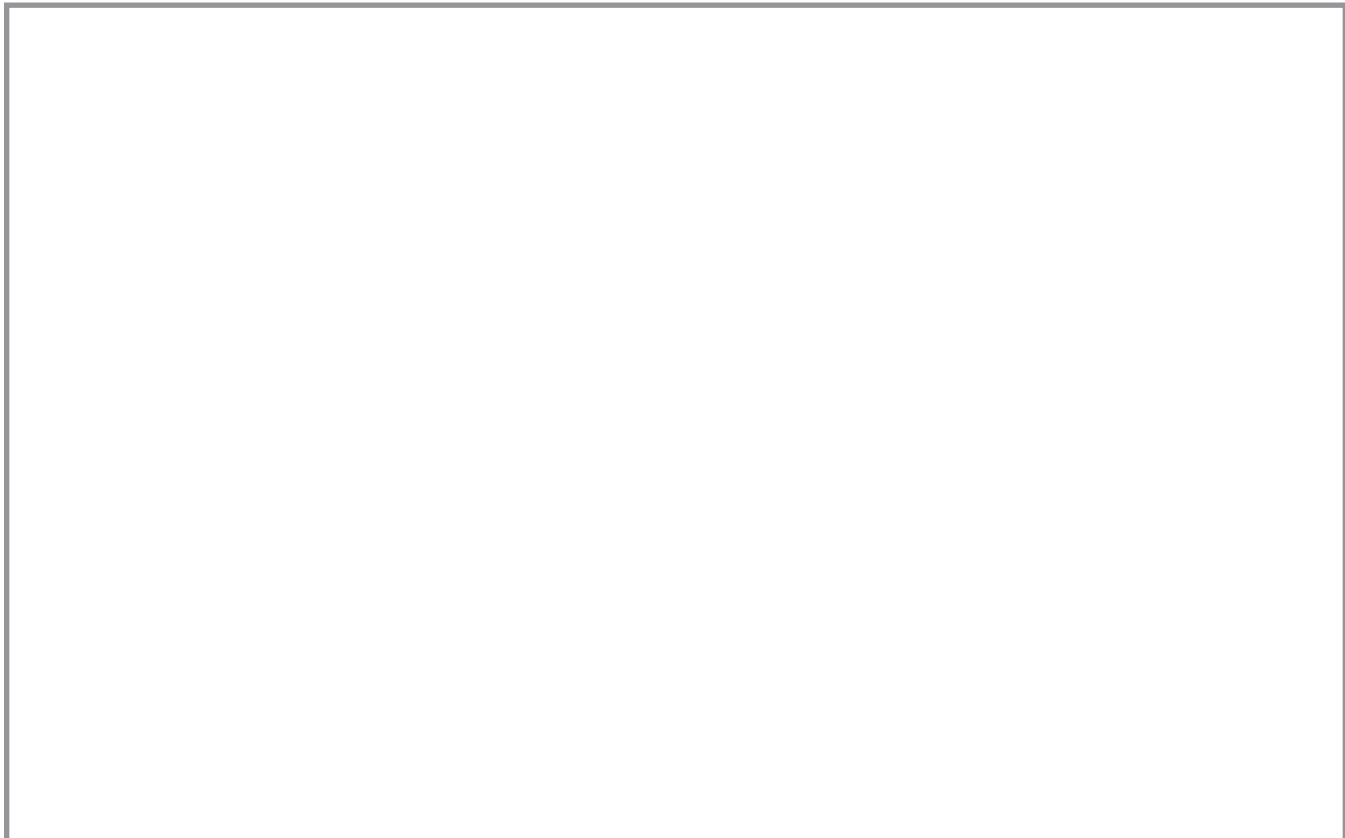
In the spring

4.

In the summer

# When I Grow Up

**Directions:** Write about what you will do when you grow up. Draw a picture to match your writing.



---

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---

---

---

---

---

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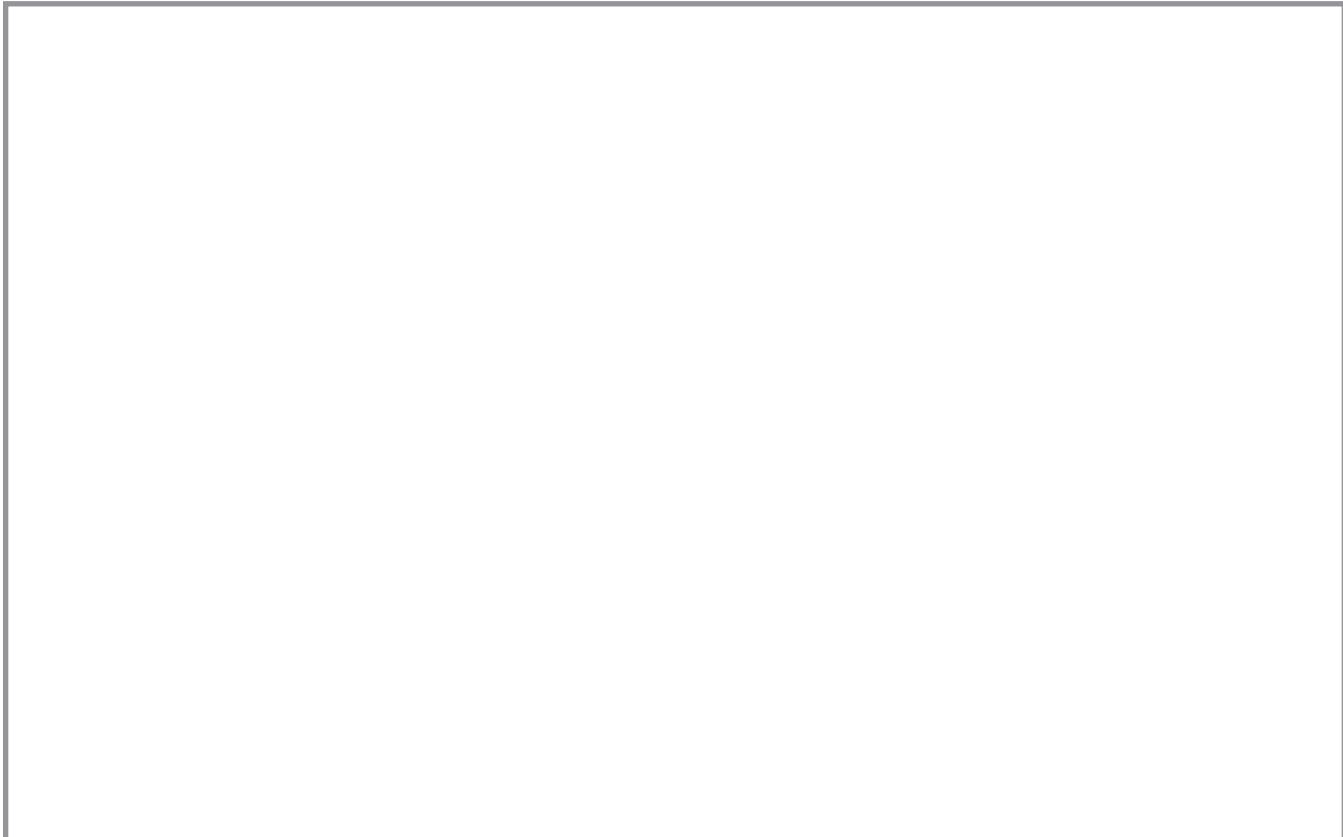
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# Outside

**Directions:** Write about something you like to do outside. Draw a picture to go with your writing.



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---

---

---

---

---

---

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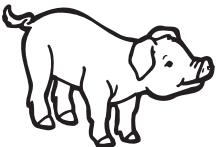
---

# Sight Word: Is

**Directions:** Trace the word “is.” Then, write the word “is” on the lines to complete the sentences.

is

is

1.  It \_\_\_\_\_ a hat.
2.  It \_\_\_\_\_ a nut.
3.  It \_\_\_\_\_ a pig.
4.  It \_\_\_\_\_ a sock.

**Directions:** Write your own sentences using the pattern.

5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

# Sight Word: See

**Directions:** Trace the word “see” below. Then write the word “see” on the lines to complete the sentences.

see

see

1.  I see a cat.
2.  I see a jet.
3.  I see a kid.
4.  I see a map.

**Directions:** Write your own sentences using the pattern.

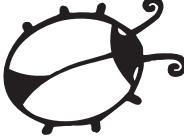
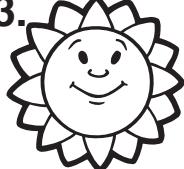
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

# Sight Word: The

**Directions:** Trace the sight word “the” below. Then write the word “the” on the lines to complete the sentences.

the

the

1.  Can you see \_\_\_\_\_ bug?
2.  Can you see \_\_\_\_\_ log?
3.  Can you see \_\_\_\_\_ sun?
4.  Can you see \_\_\_\_\_ nest?

**Directions:** Write your own sentences using the pattern.

5. \_\_\_\_\_  
-----  
\_\_\_\_\_
6. \_\_\_\_\_  
-----  
\_\_\_\_\_

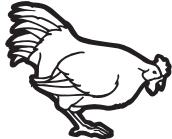
# Sight Word: This

**Directions:** Trace the sight word “this” below. Then write the word “this” on the lines to complete the sentences.

— — — — — This — — — — —

— — — — — This — — — — —

1.



— — — — —

is a hen.

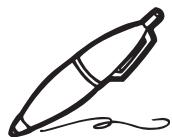
2.



— — — — —

is a jet.

3.



— — — — —

is a pen.

4.



— — — — —

is a van.

**Directions:** Write your own sentence using the pattern.

5. \_\_\_\_\_

— — — — —  
— — — — —

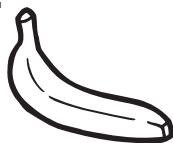
6. \_\_\_\_\_

— — — — —  
— — — — —

# Color Words

**Directions:** Choose the most common color for each picture. Write the name of the color on the line. Use the words in the word box below to help you.

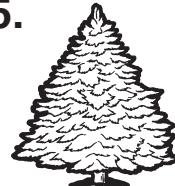
1.



---

---

5.



---

---

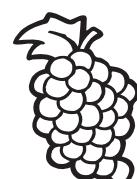
2.



---

---

6.



---

---

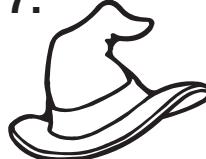
3.



---

---

7.



---

---

4.



---

---

8.



---

---

red

green

brown

purple

orange

blue

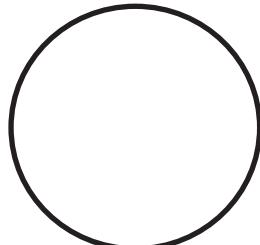
black

yellow

# Shape Names

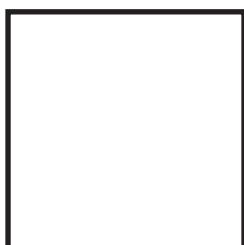
**Directions:** Draw a line from each shape to the word that names that shape.

1.



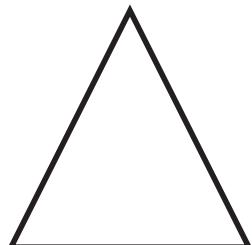
circle

2.



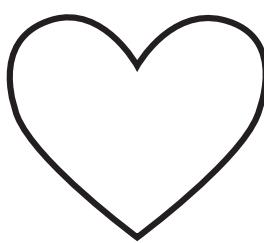
triangle

3.



heart

4.



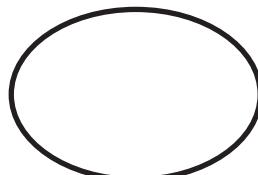
square

5.



oval

6.



rectangle

# Number Names

**Directions:** Count how many stars are in each box. Write the correct number word on the line. Use the words in the box below to help you.

one

three

five

seven

two

four

six

eight

1.



---

---

---

5.



---

---

---

2.



---

---

---

6.



---

---

---

3.



---

---

---

7.

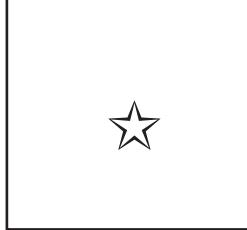


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---

---

4.



---

---

---

8.



---

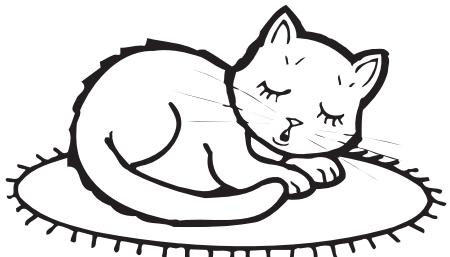
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# Tell About the Picture

**Directions:** Read the sentences. Circle the sentence that tells about the picture.

1.



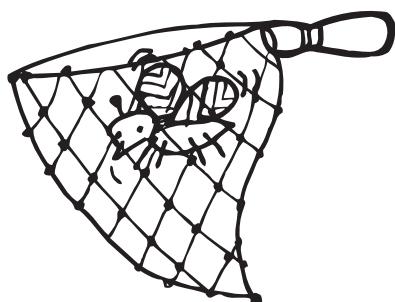
The cat is in a box.  
The cat is on a mat.

4.



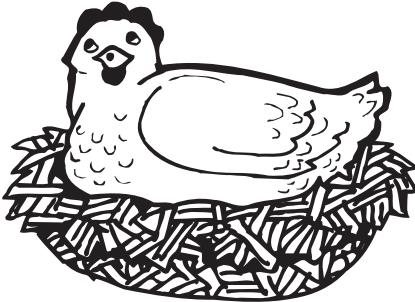
The pet is on the jet.  
The man is in the jet.

2.



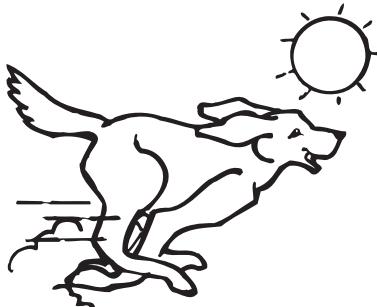
The bug is in a net.  
The dog is in a net.

5.



The hen sits on a nest.  
The hen sits on a log.

3.



The dog ran in the sun.  
The dog is in a jet.

6.

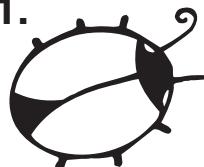


He is in the sub.  
He is in the tub.

# Missing Words

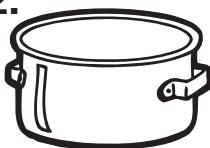
**Directions:** Say the name of each picture. Write the name of the picture on the line. Practice reading the sentences. Underline the word “the” in each sentence.

1.



The \_\_\_\_\_ is in a net.

2.



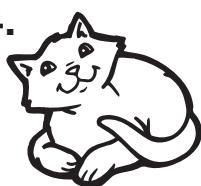
The \_\_\_\_\_ is hot.

3.



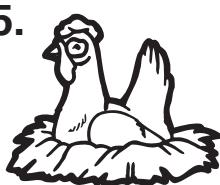
The \_\_\_\_\_ has a pen.

4.



The \_\_\_\_\_ is on a mat.

5.



The \_\_\_\_\_ is in a nest.

6.



He has \_\_\_\_\_ fish.

# More Missing Words

**Directions:** Read each sentence. Use a word from the word box to complete the sentence.

1.

The man \_\_\_\_\_ a hat.

2.

The dog \_\_\_\_\_ lick.

3.

He put \_\_\_\_\_ his coat.

4.

The boy \_\_\_\_\_ the frog go.

5.

A bug \_\_\_\_\_ in the tub.

6.

He is \_\_\_\_\_ on the log.

on

has

got

not

can

let

# Yes or No

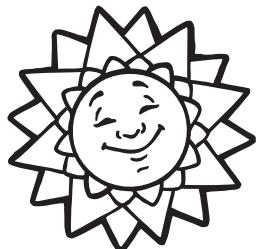
**Directions:** Read each sentence. Circle **yes** if it is true. Circle **no** if it is not true.

1. You can pet a cat.  yes                  no	6. A bus has a hand.  yes                  no
2. A hen has a fin.  yes                  no	7. Men can get in a cab.  yes                  no
3. A lot can fit in a pot.  yes                  no	8. A kid can get in the tub.  yes                  no
4. A jet can dig.  yes                  no	9. A hog can mop.  yes                  no
5. The pen can jog.  yes                  no	10. You put jam on a rug.  yes                  no

# What Color Is It?

**Directions:** Read the sentences. Color the pictures.

1.



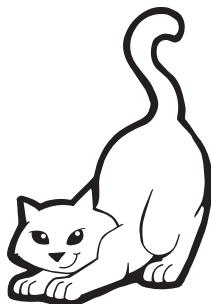
The sun is yellow.

5.



The grass is green.

2.



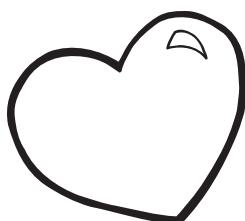
The cat is black.

6.



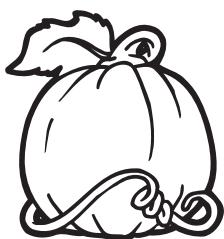
The bear is brown.

3.



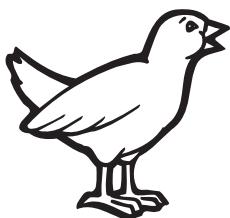
The heart is red.

7.



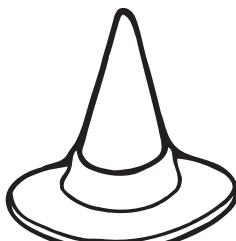
The pumpkin is orange.

4.



The bird is blue.

8.



The hat is black.

# How Many?

**Directions:** Read the sentences. Draw a picture to match the sentence.

1.

Here are two  s.

5.

Here are four  s.

2.

Here is one  .

6.

Here are six  s.

3.

Here are seven  s.

7.

Here are three  s.

4.

Here are five  s.

8.

Here are ten  s.

# Riddles

**Directions:** Read each riddle. Draw a line from the riddle to the picture that is the answer.

1. It can lay an egg.

What is it?

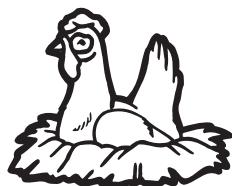
doll



2. You can play with her.

What is it?

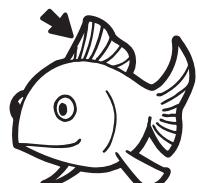
hen



3. It can hit a ball.

What is it?

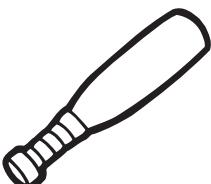
fin



4. I sleep on it.

What is it?

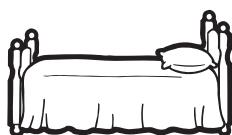
bat



5. It is on a fish.

What is it?

bed



# More Riddles

**Directions:** Read each riddle. Draw a line from the riddle to the picture that is the answer.

1. Kids ride it to school.

What is it?

duck



2. It can quack.

What is it?

fan



3. You use it when it is hot.

What is it?

bus



4. It has five fingers.

What is it?

hand



5. It fits on a pot.

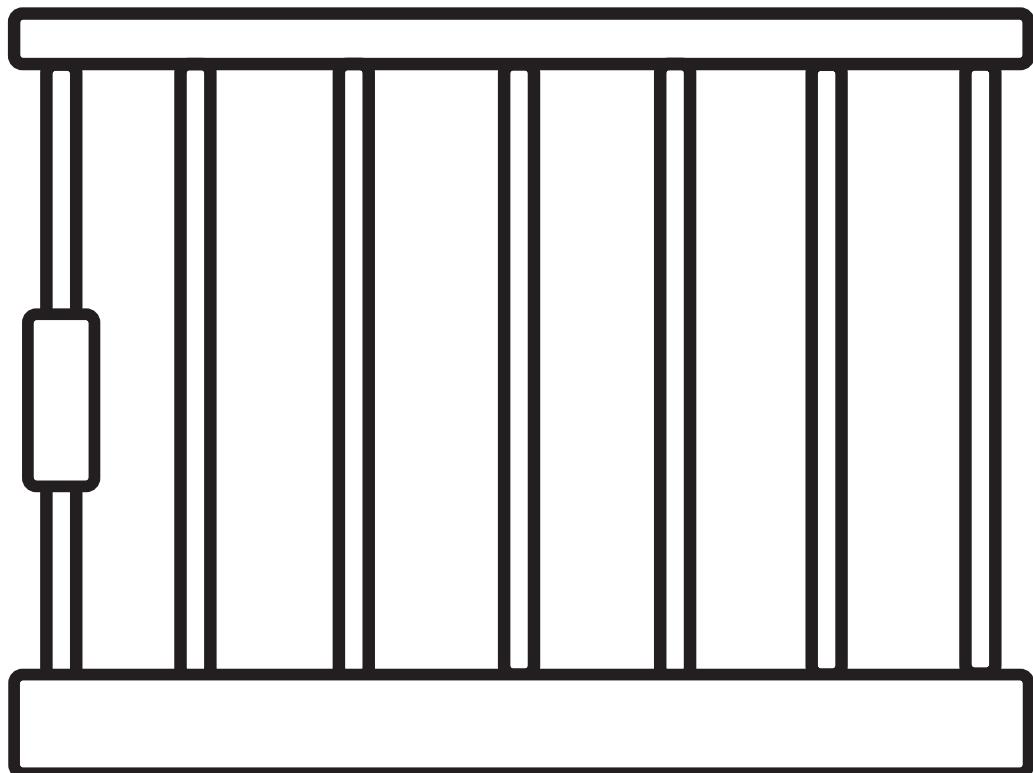
What is it?

lid



# Going to the Farm 0

**Directions:** Practice writing the number **0** and the word **zero** on the lines below.



How many animals are in the pen?

0

0 zero

zero

# Going to the Farm 1

**Directions:** Practice writing the number 1 and the word **one** on the lines below.



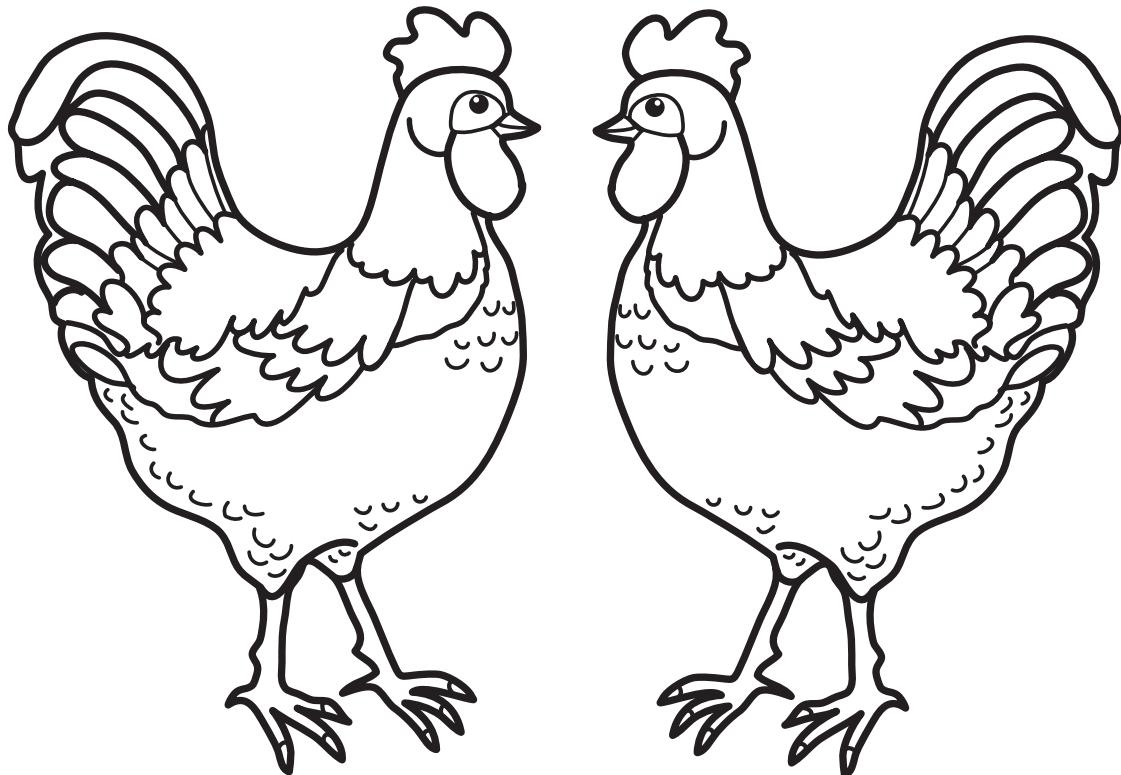
1

1 one

one

# Going to the Farm 2

**Directions:** Practice writing the number **2** and the word **two** on the lines below.



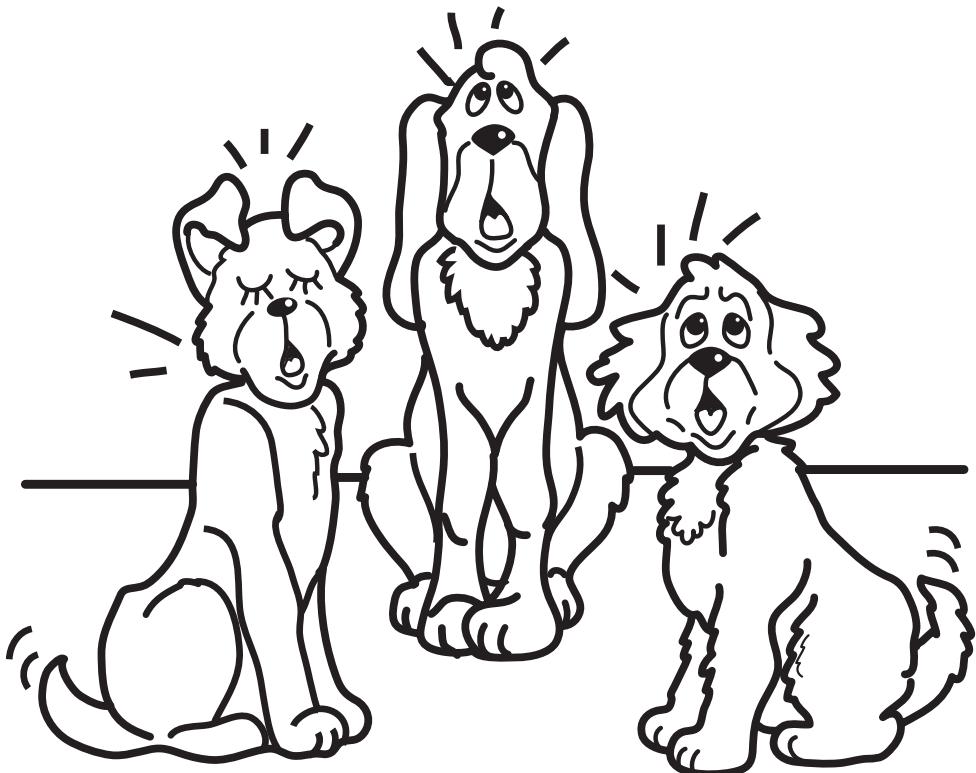
2

2 two

two

# Going to the Farm 3

**Directions:** Practice writing the number **3** and the word **three** on the lines below.



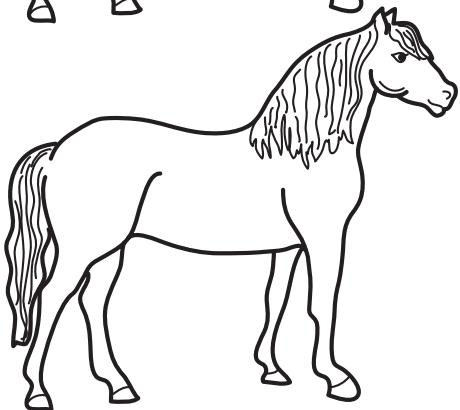
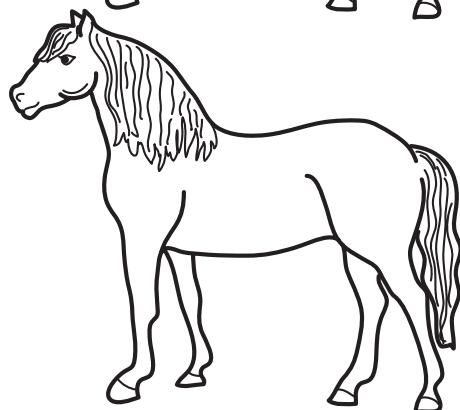
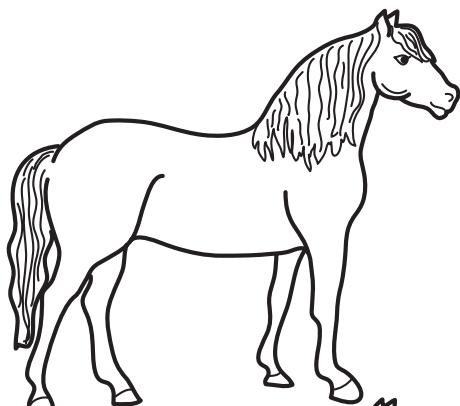
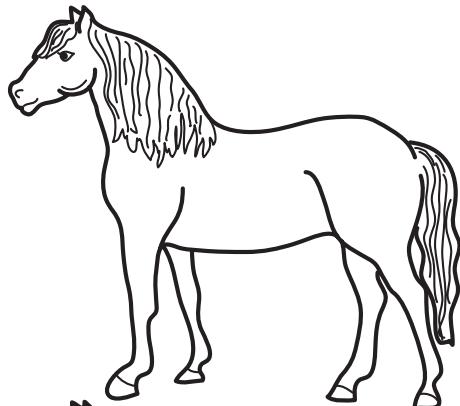
3

3 three

three

# Going to the Farm 4

**Directions:** Practice writing the number 4 and the word **four** on the lines below.



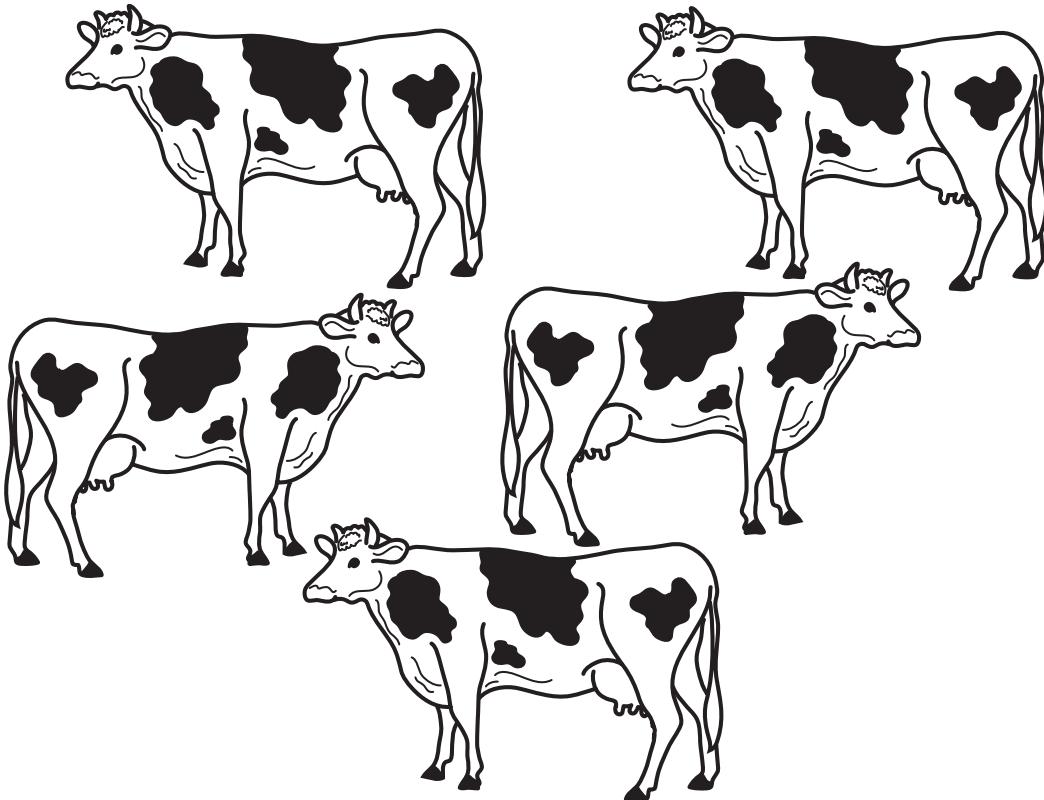
4

4 four

four

# Going to the Farm 5

**Directions:** Practice writing the number 5 and the word **five** on the lines below.



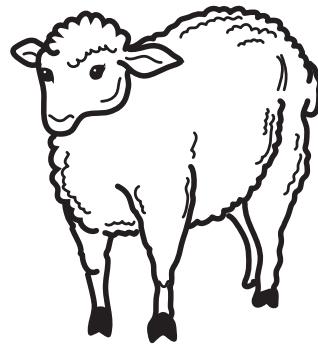
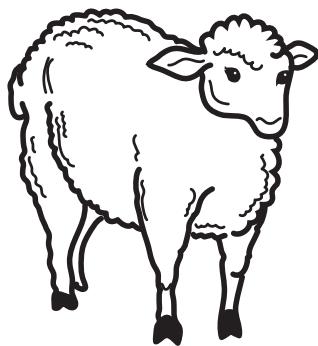
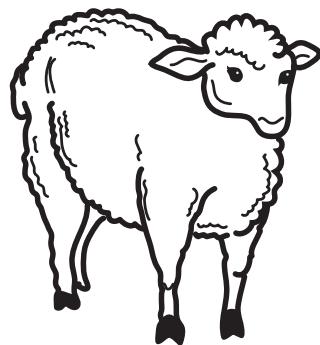
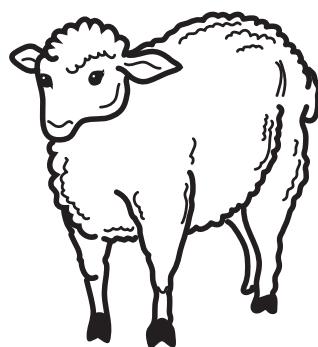
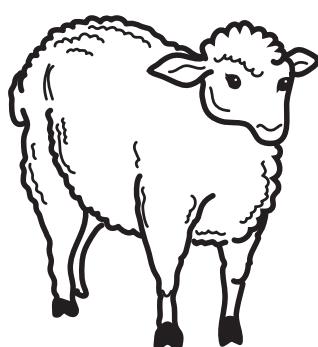
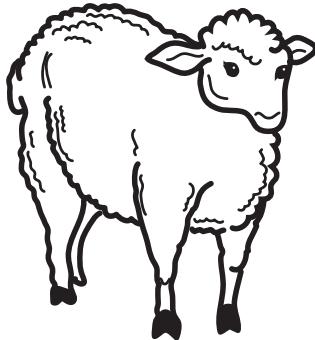
5

5 five

five

# Going to the Farm 6

**Directions:** Practice writing the number **6** and the word **six** on the lines below.



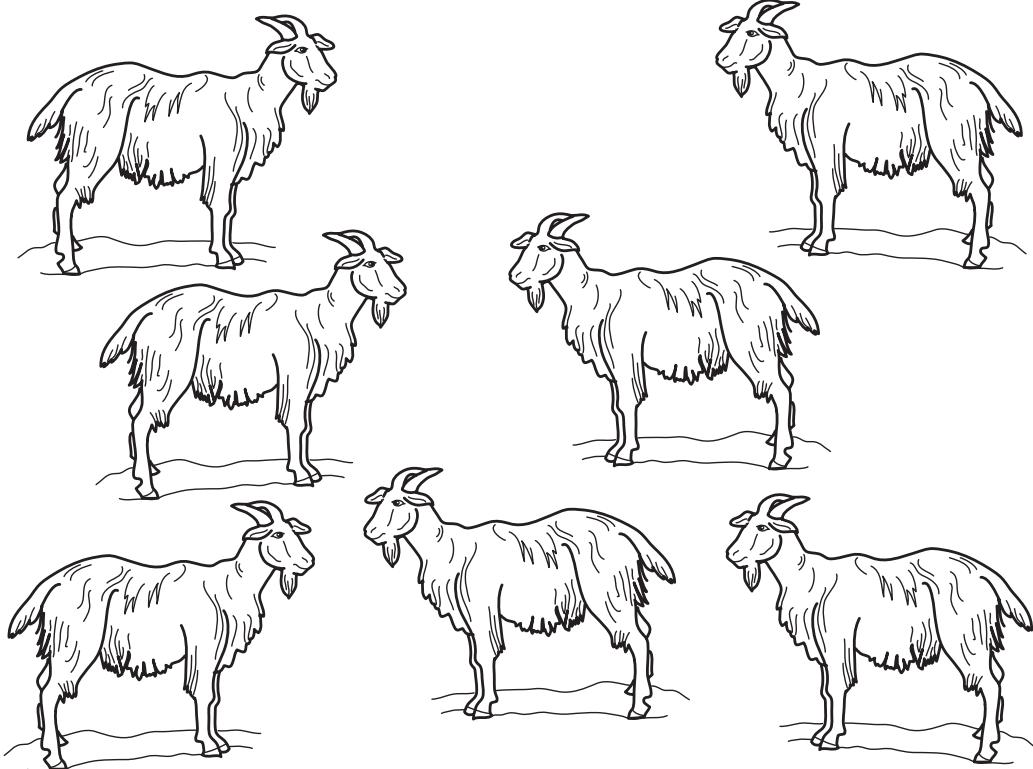
6

6 six

six

# Going to the Farm 7

**Directions:** Practice writing the number 7 and the word **seven** on the lines below.



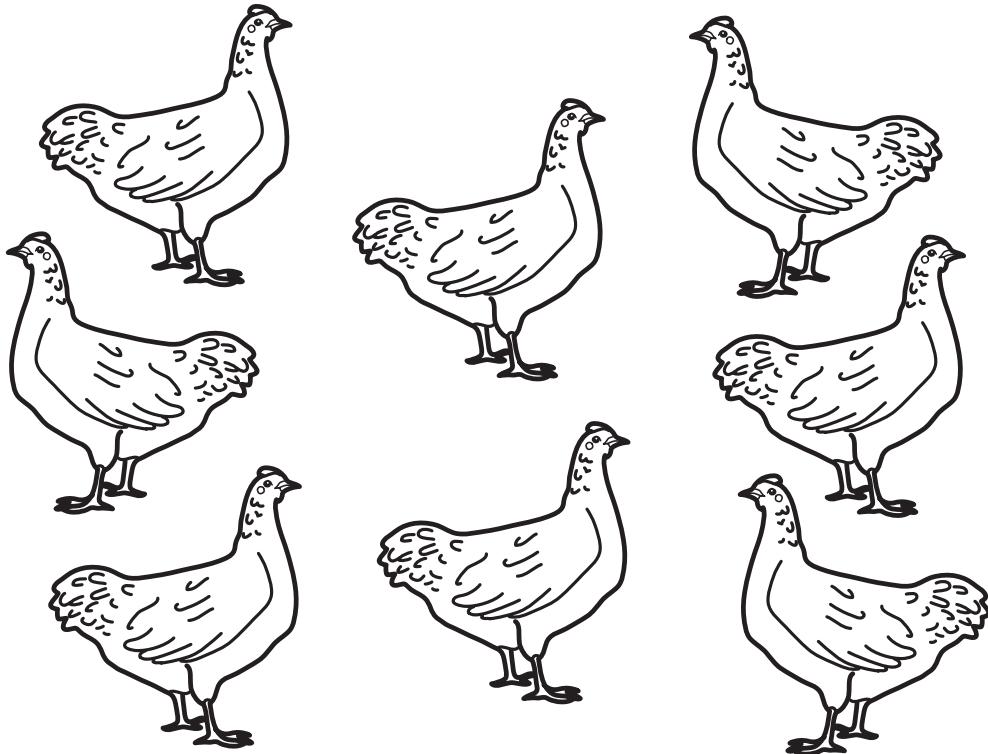
7

7 seven

seven

# Going to the Farm 8

**Directions:** Practice writing the number **8** and the word **eight** on the lines.



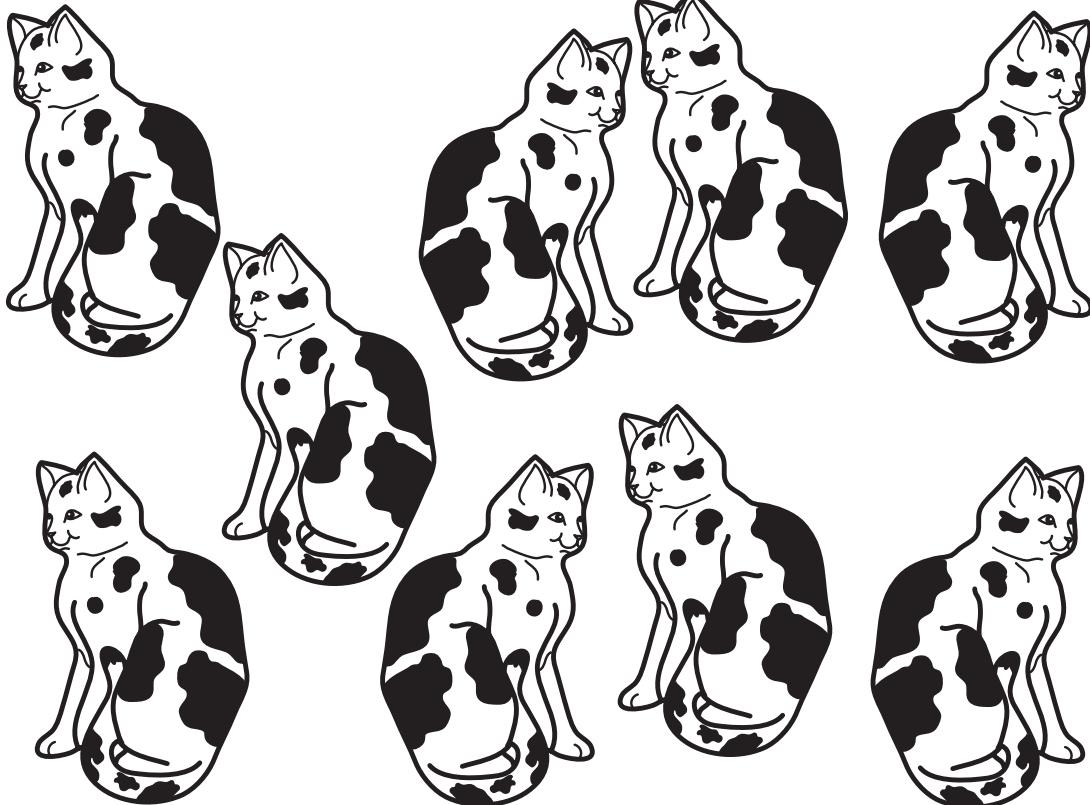
8

8 eight

eight

# Going to the Farm 9

**Directions:** Practice writing the number **9** and the word **nine** on the lines below.



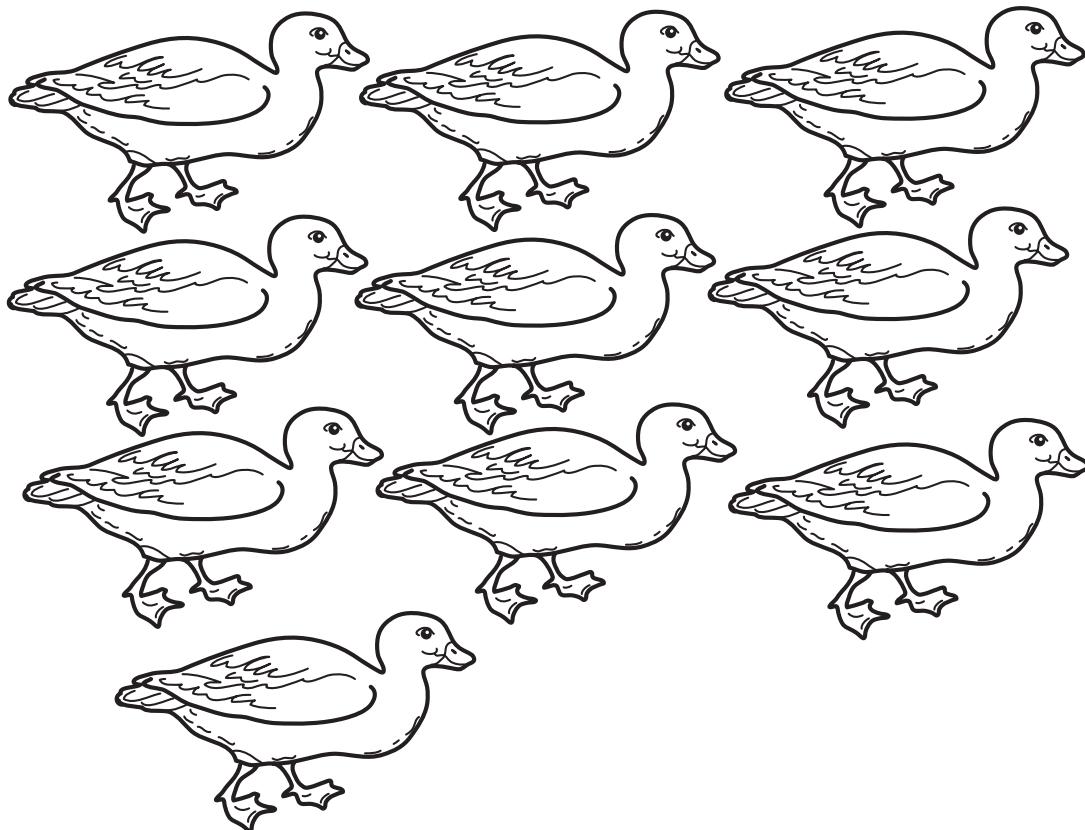
q

q nine

nine

# Going to the Farm 10

**Directions:** Practice writing the number **10** and the word **ten** on the lines below.



10

10 ten

ten

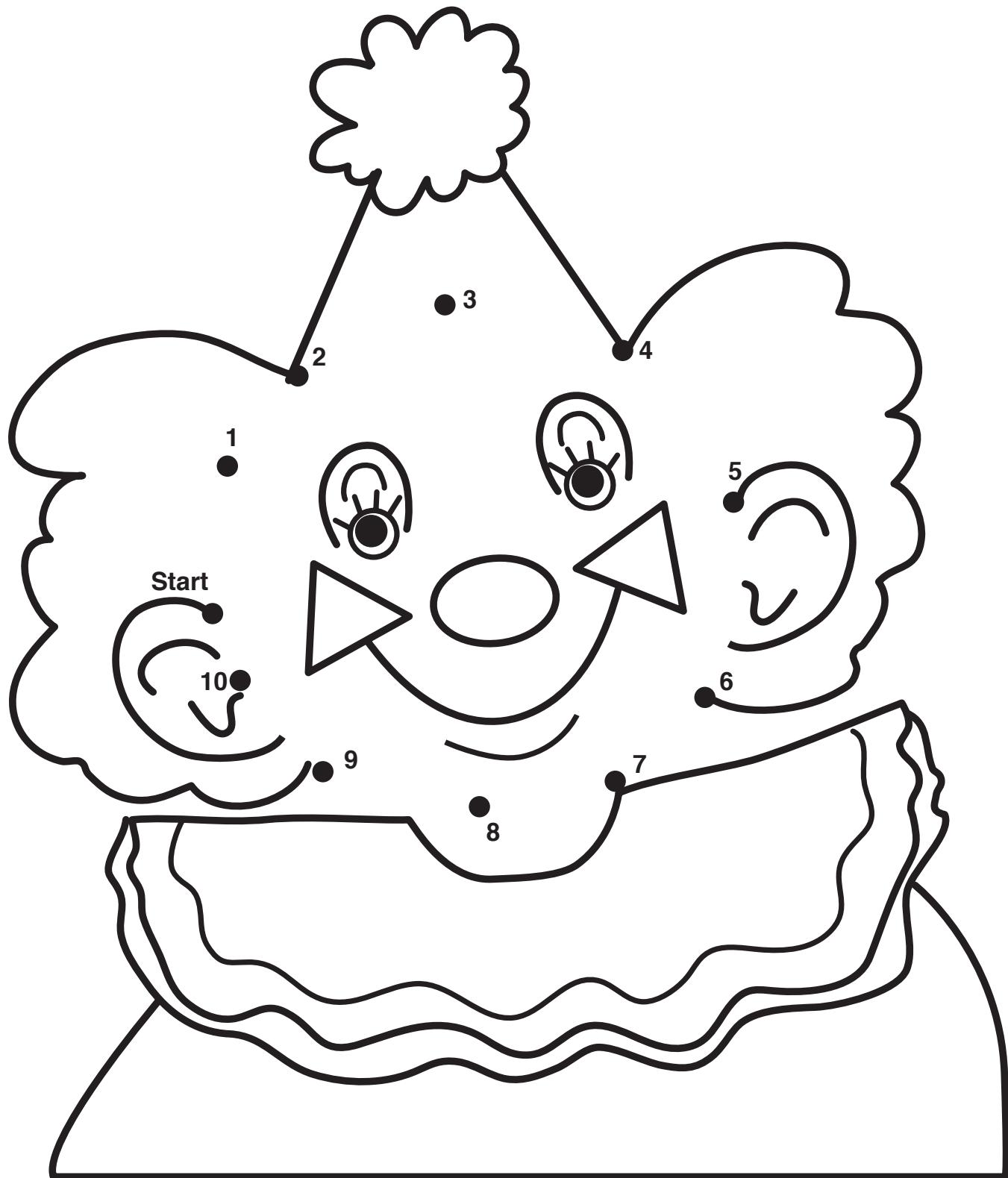
# Numbers 1 to 20

**Directions:** Trace the numbers from 1 to 20 in the first box. Write the numbers from 1 to 20 in the second box.

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


# 1–10 Dot-to-Dot

**Directions:** Connect the dots to finish the picture. Begin and end at “Start.”



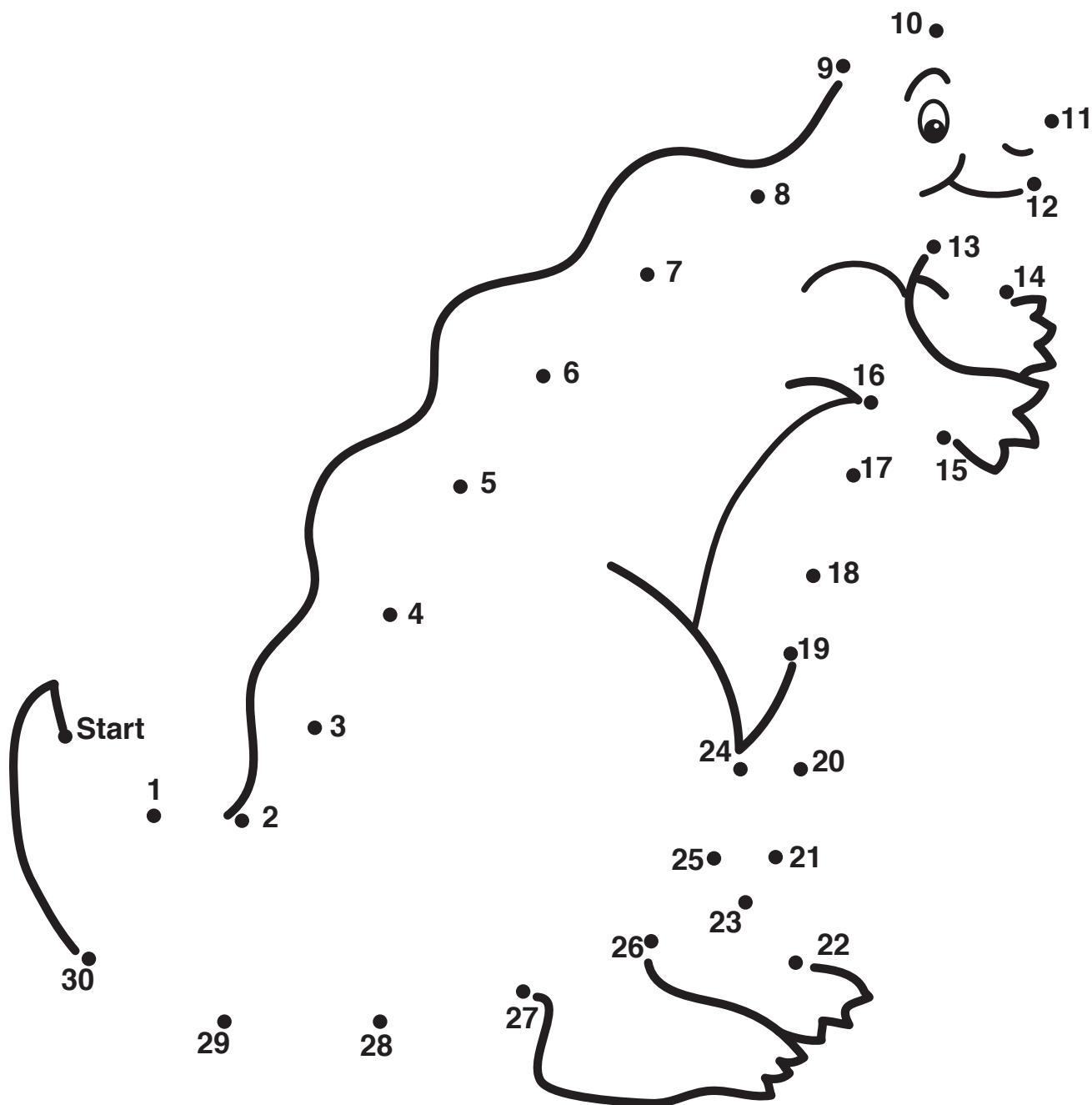
# 1–20 Dot-to-Dot

**Directions:** Connect the dots to finish the picture. Begin and end at “Start.”



# 1–30 Dot-to-Dot

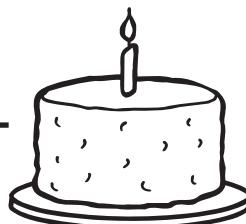
**Directions:** Connect the dots to finish the picture. Begin at “Start.”



# Count the Candles

**Directions:** Count the number of candles on each birthday cake. Match the number of candles to the number and the word by drawing a line to each.

1



three

4



one

3



two

5



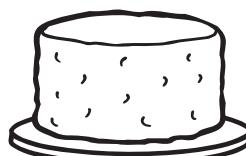
four

0



zero

2

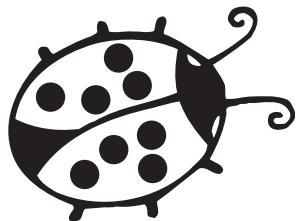


five

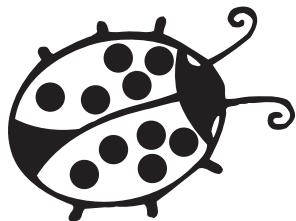
# Dots All Around

**Directions:** Count the number of dots on each ladybug. Write the number in the box.

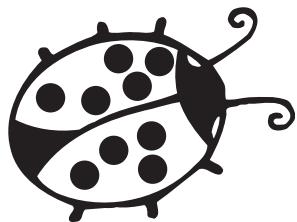
1.



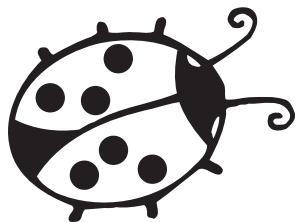
5.



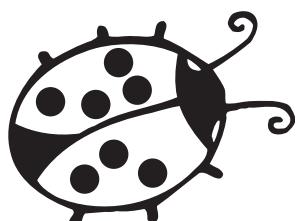
2.



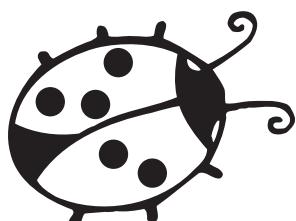
6.



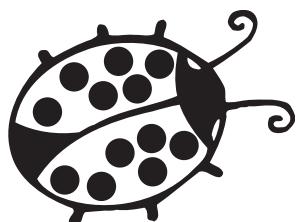
3.



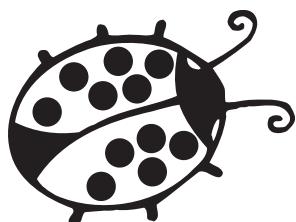
7.



4.

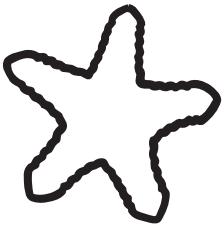
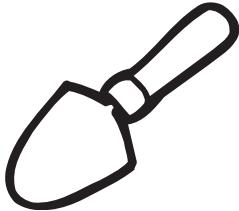
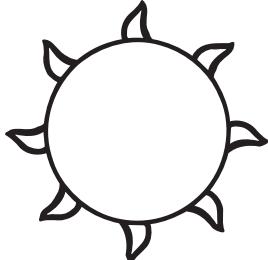
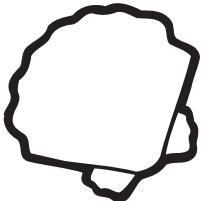
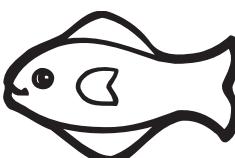


8.



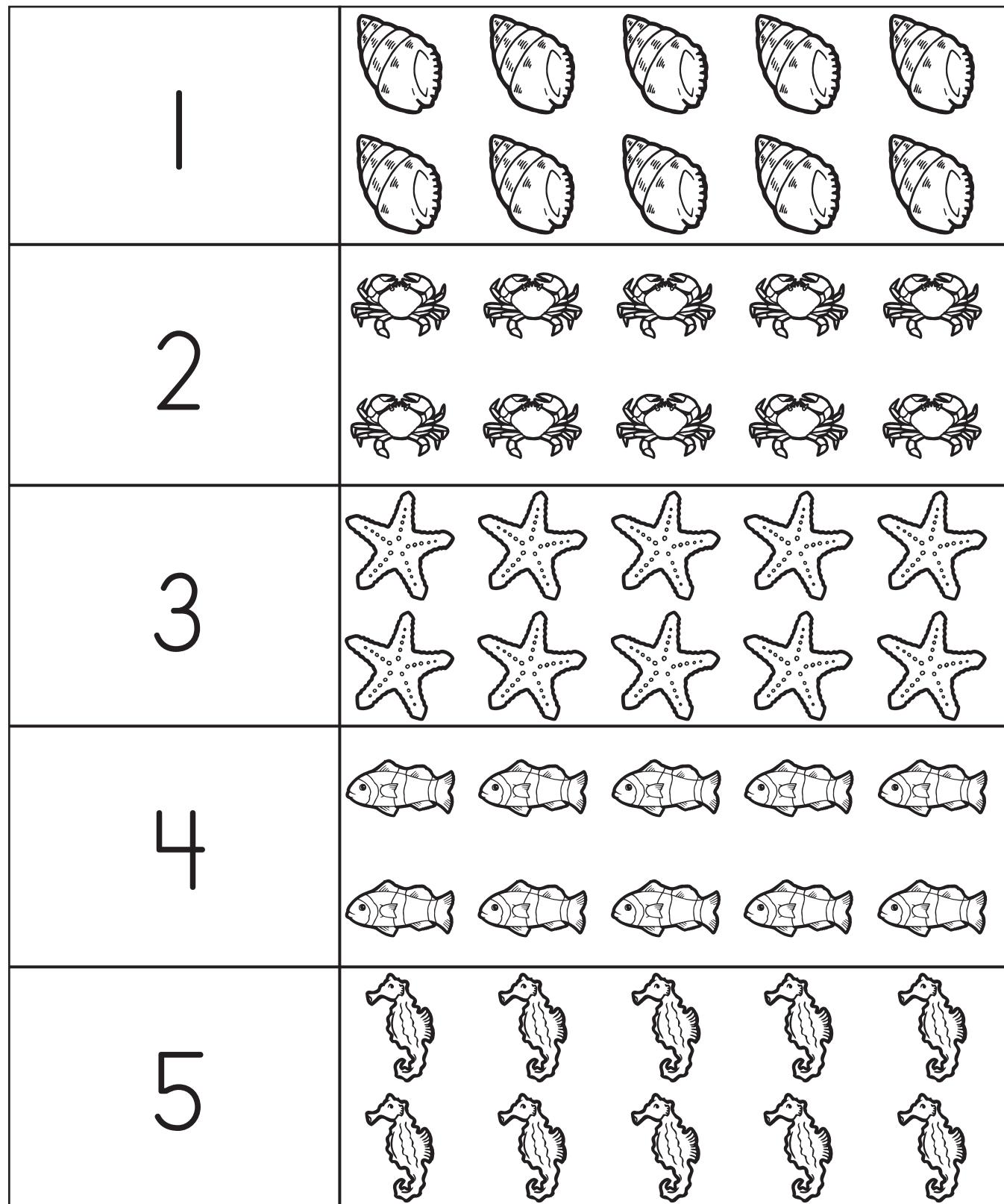
# Fun in the Sun

**Directions:** Read the number. Trace over the number. Draw the number of objects shown in the box on the right.

1		
2		
3		
4		
5		

# More Fun in the Sun

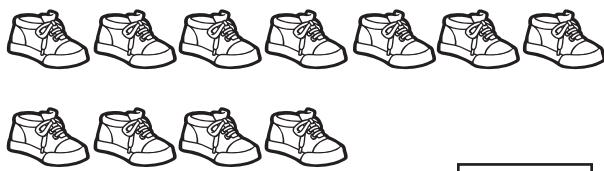
**Directions:** Read the number in the first box. Color that many objects in the second box.



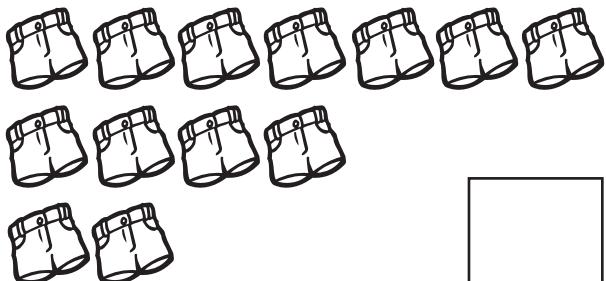
# Counting 10–20

**Directions:** Count how many objects are in each set. Write the number in the box.

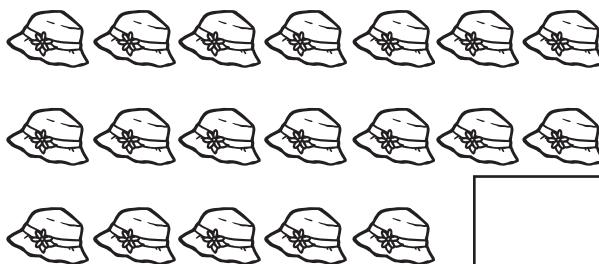
1.



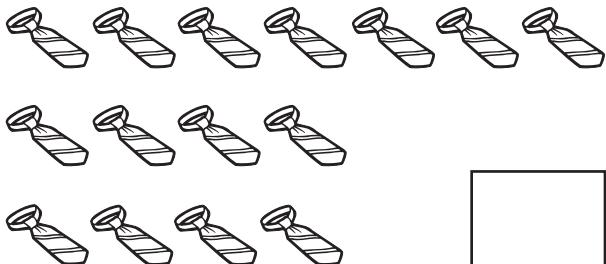

6.



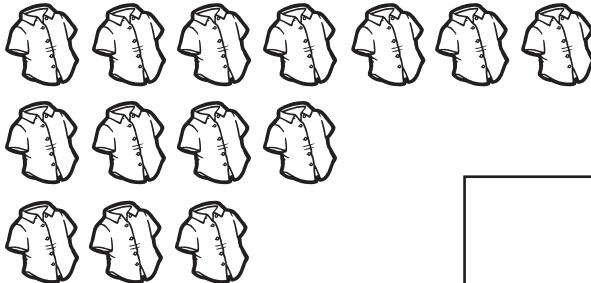

2.



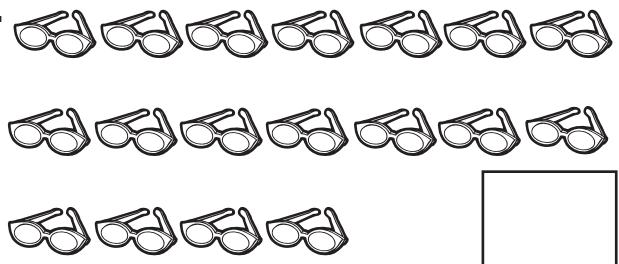

7.




3.



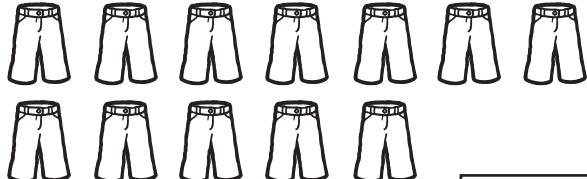

8.




4.



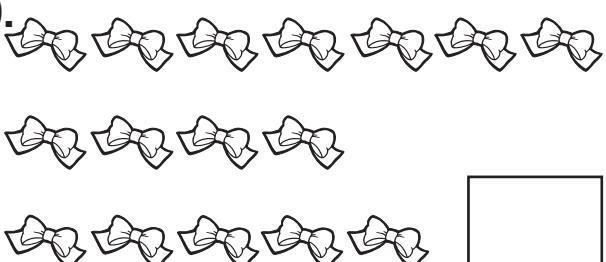

9.




5.



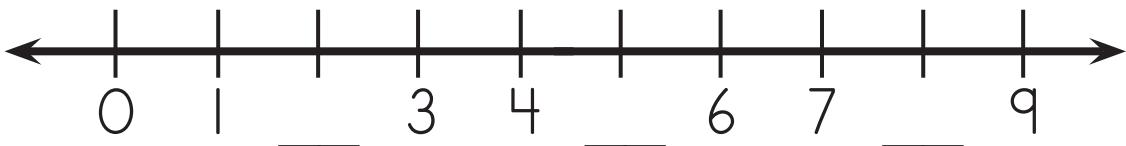

10.



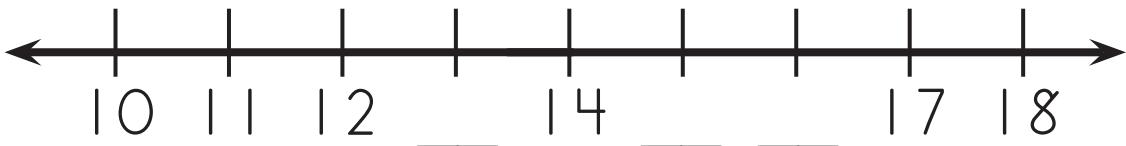
# Number Lines

**Directions:** Fill in the missing numbers on the number lines.

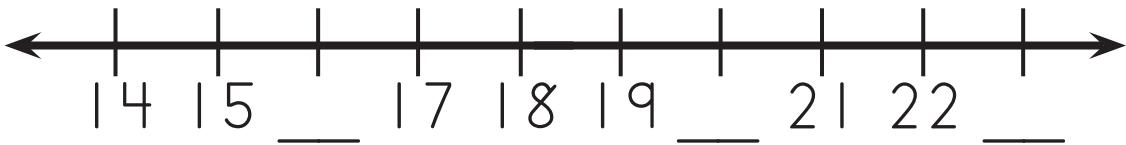
1.



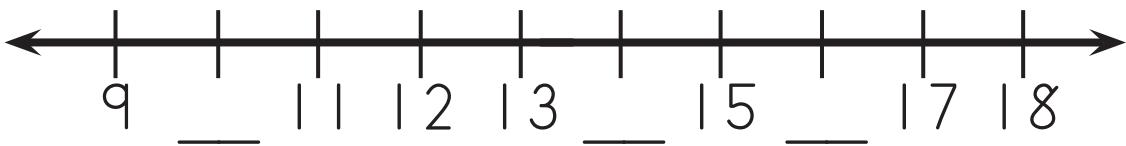
2.



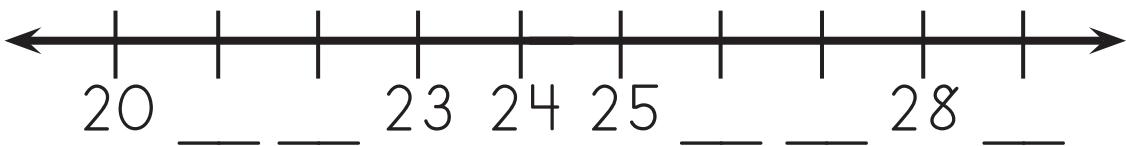
3.



4.



5.



# Before and After

**Directions:** Read the number in the box. Write the number that comes before and after that number.

1.

---

---

6.

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2.

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7.

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3.

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8.

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4.

---

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9.

---

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5.

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10.

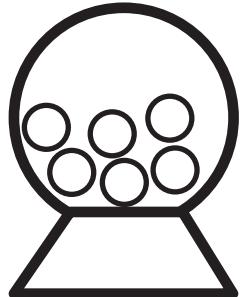
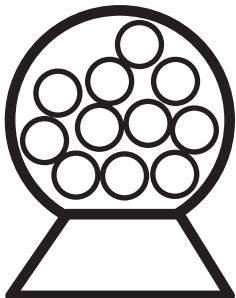
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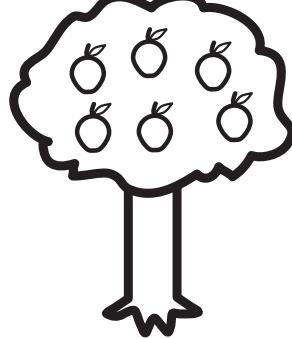
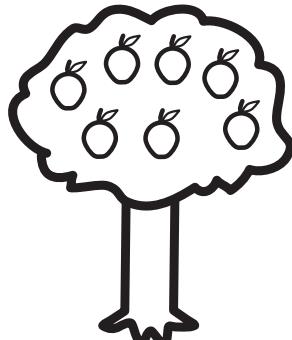
# More and Less

**Directions:** Count the objects in each picture. Write the number in the box to the right. Compare the pictures. Color the picture with **more** objects. Draw an X on the picture with **less** objects.

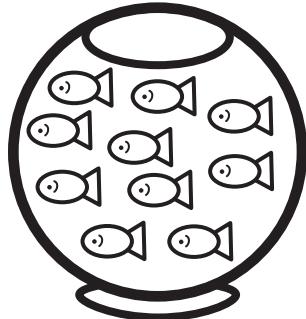
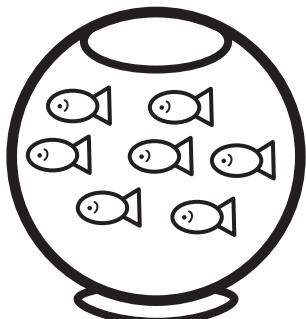
1.



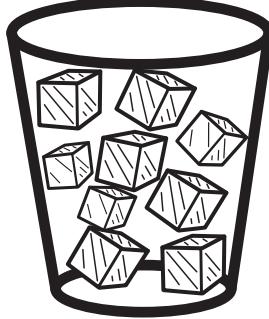
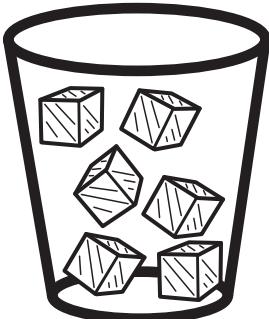
2.



3.



4.



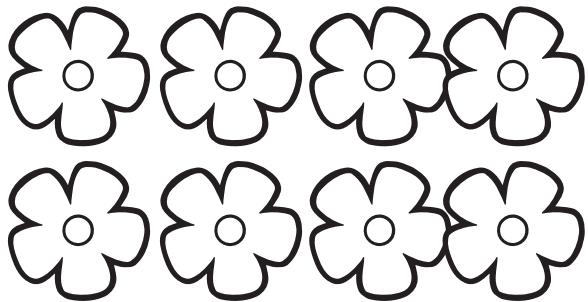
# Equal Sets

**Directions:** Count the objects in each set. Draw an equal set in the box on the right.

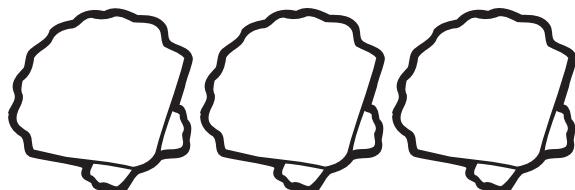
1.



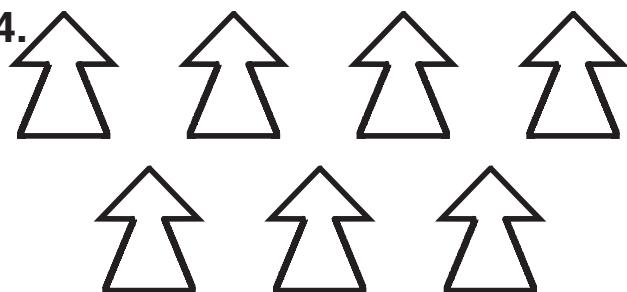
2.



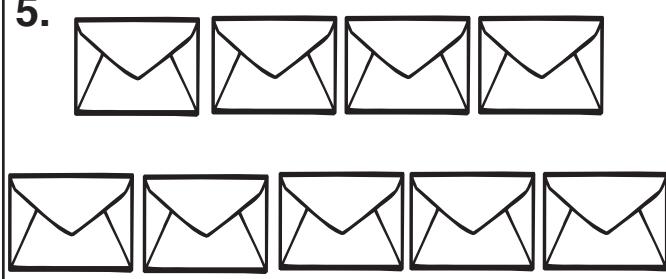
3.



4.



5.



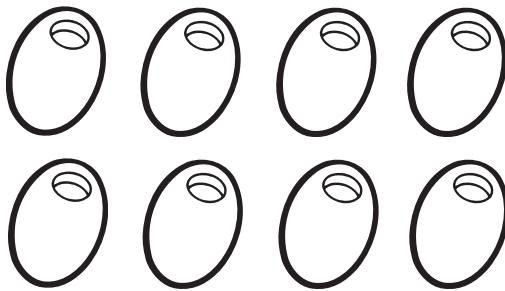
# Make Ten

**Directions:** Count the objects in each set. Draw more, if needed, to make a set of 10.

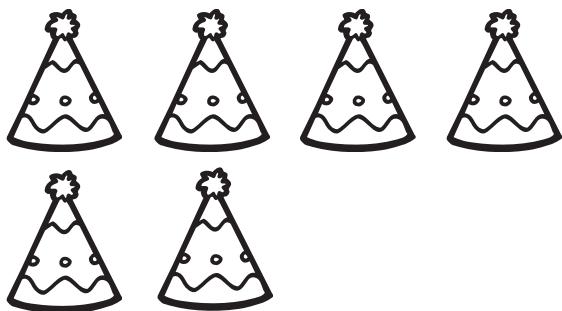
1.



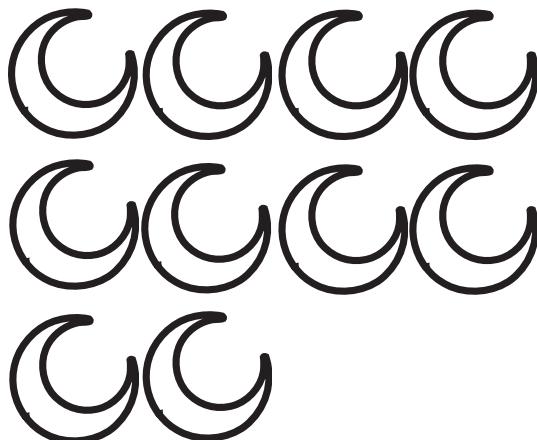
4.



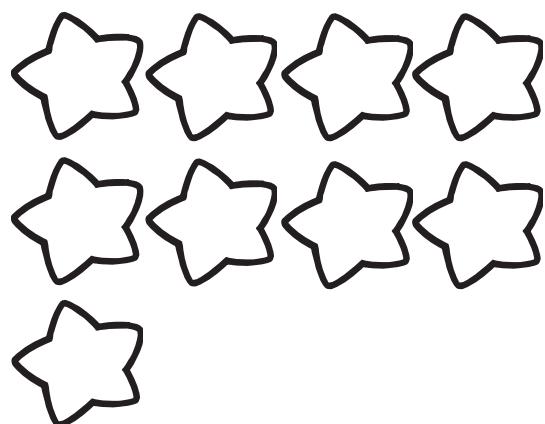
2.



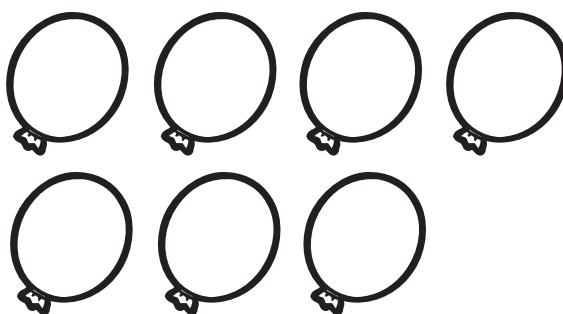
5.



3.



6.



# One More

**Directions:** Count the objects in each set. Draw a set with **one more** in the box on the right.

1.



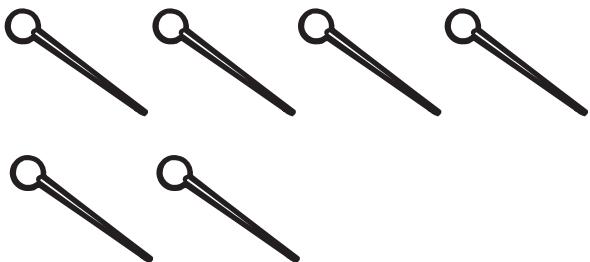
2.



3.



4.



5.



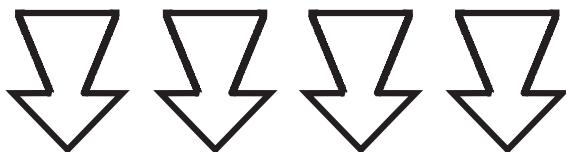
# One Less

**Directions:** Count the objects in each set. Draw a set with **one less** in the box on the right.

1.



2.



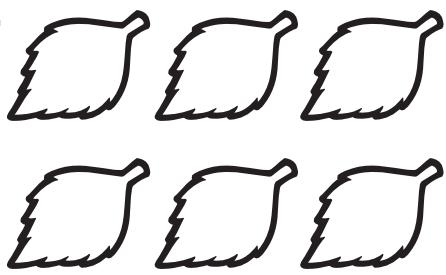
3.



4.



5.



# Larger Numbers

**Directions:** Compare the two numbers in each box. Circle the larger number. Put an X on the smaller number.

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

# Counting by 2s

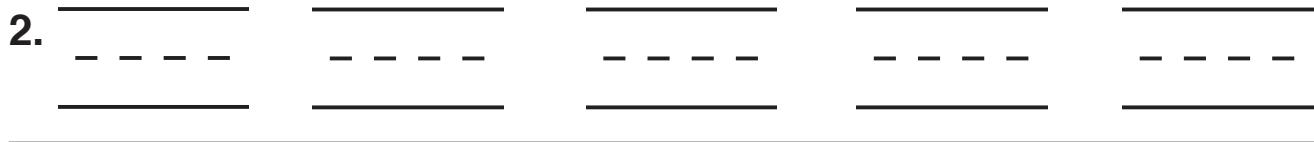
**Directions:** Count the mittens by 2s. Write the number you say under each mitten.

1.



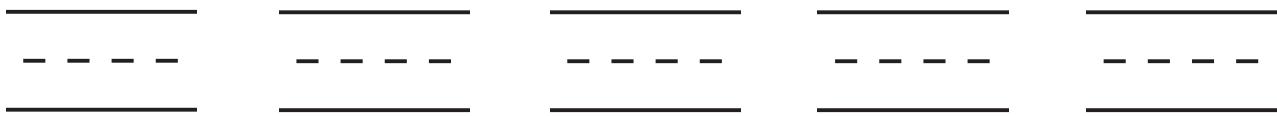
Write the numbers in the circles on the lines below. Practice counting by 2s.

2.



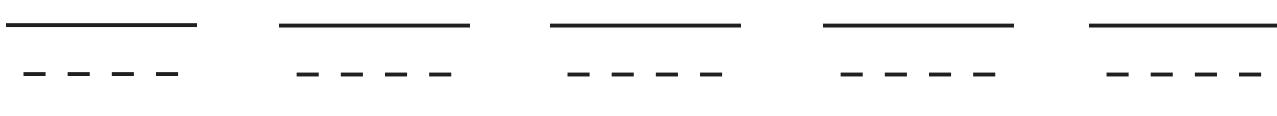
Count the footprints by 2s.

3.



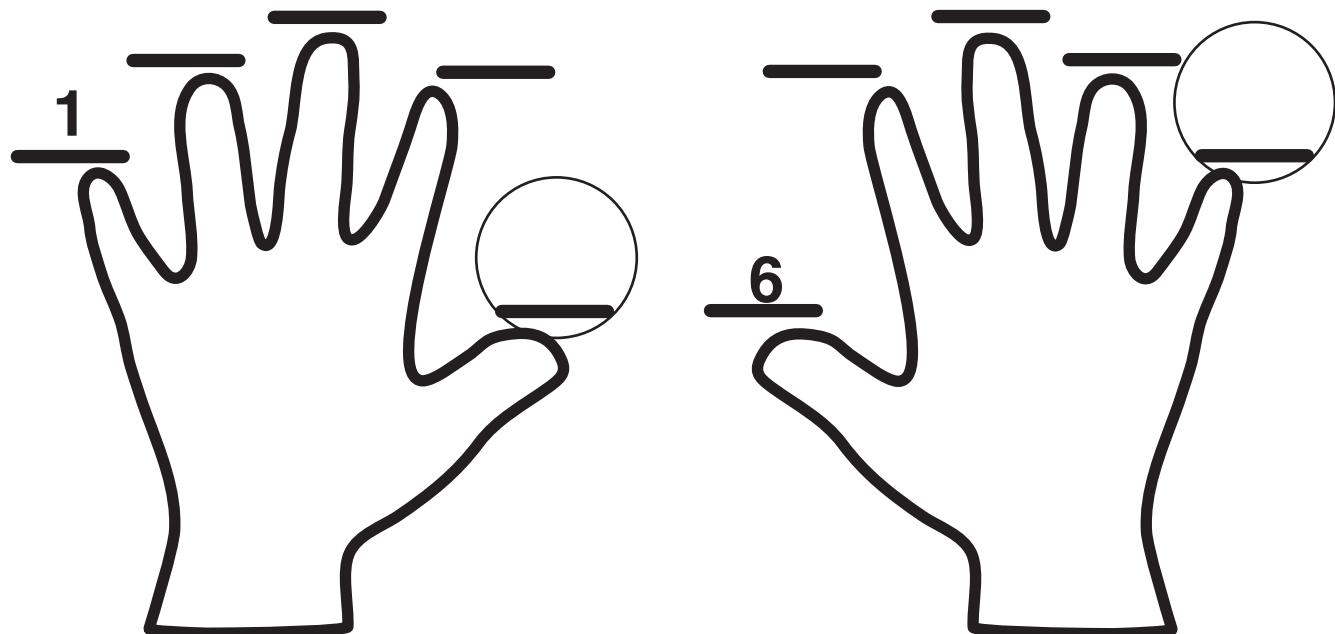
Count the socks by 2s.

4.



# Counting by 5s

**Directions:** Count the fingers. Write the number you say on the line above each finger.



Write the numbers that are in the circles above.

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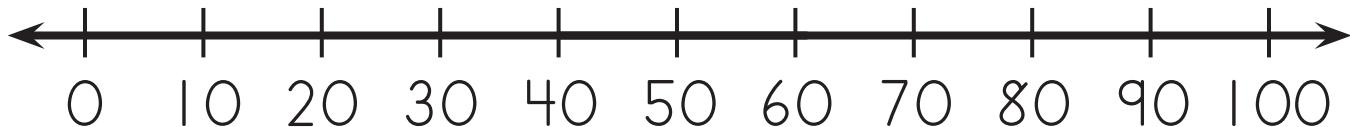
---

Color the boxes of the numbers you say when you count by 5s.

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

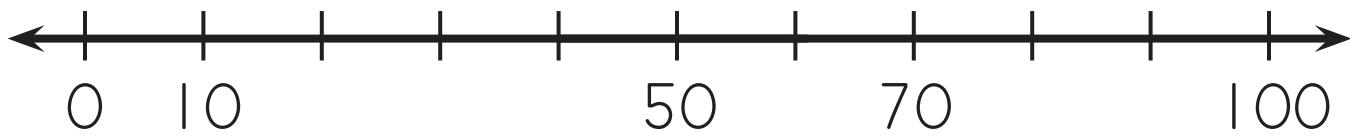
# Count by 10s

**Directions:** These stars are in sets of 10. Count the stars by 10s. Write the number of stars on the line in each box. Use the number line to help you.



	_____	_____	_____	_____
	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
	_____	_____	_____	_____
	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆
	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆
	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆
	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆	☆☆☆☆☆☆☆☆☆☆
	_____	_____	_____	_____

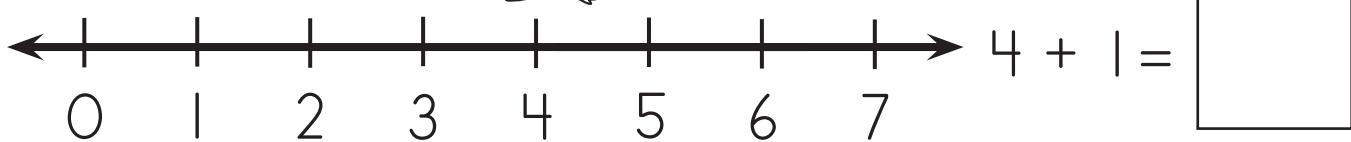
**Directions:** Count by 10s to 100. Write the numbers you say.



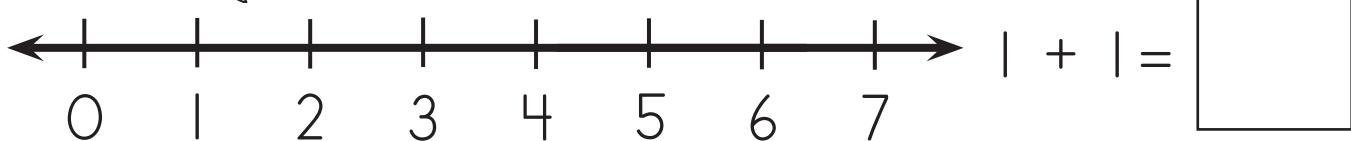
# Jump to Add

**Directions:** Count forward to add. Put your finger where the frog is. Jump forward 1 jump. Write the number you land on.

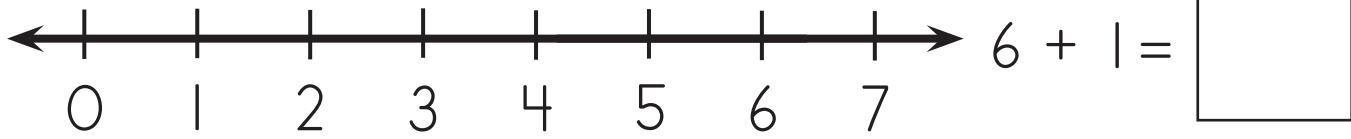
1.



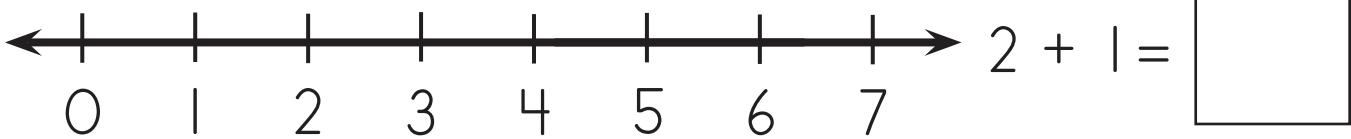
2.



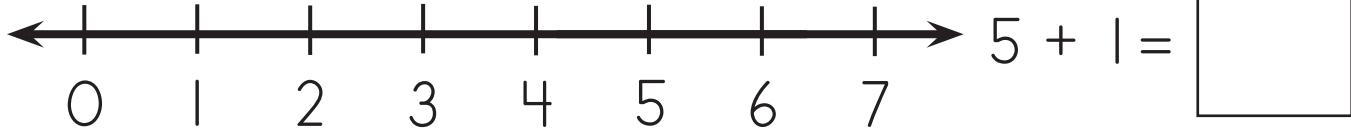
3.



4.

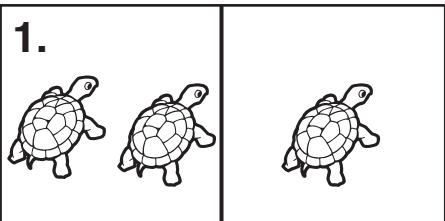


5.

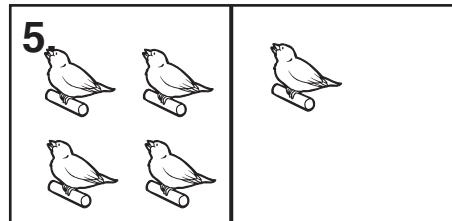


# Adding Animals

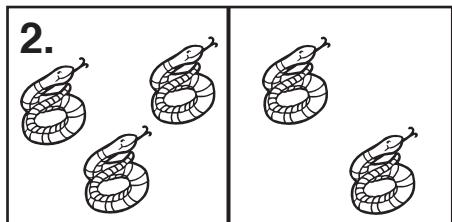
**Directions:** Look at the pictures. Write how many are in all.



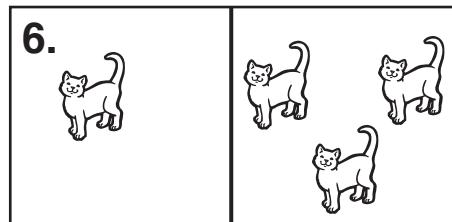
$$2 + \boxed{\phantom{0}} =$$



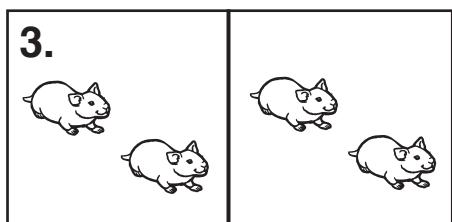
$$4 + \boxed{\phantom{0}} =$$



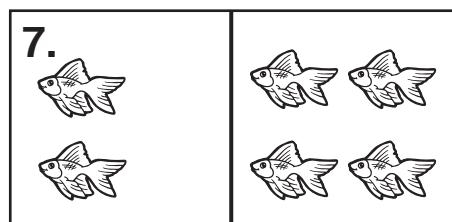
$$3 + \boxed{\phantom{0}} =$$



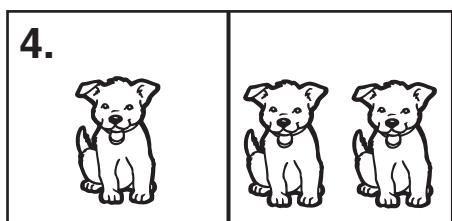
$$\boxed{1} + 3 = \boxed{\phantom{0}}$$



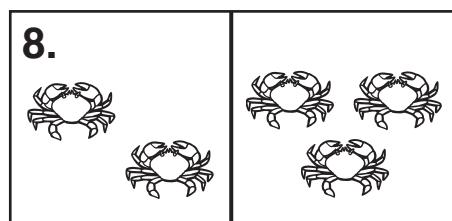
$$2 + \boxed{\phantom{0}} =$$



$$2 + \boxed{\phantom{0}} =$$



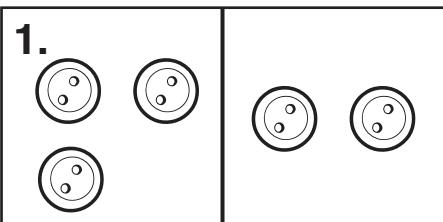
$$\boxed{1} + 2 = \boxed{\phantom{0}}$$



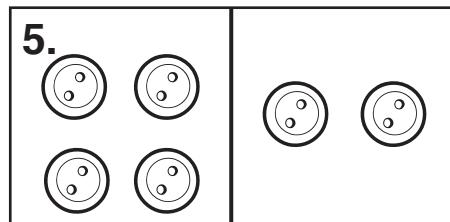
$$2 + \boxed{\phantom{0}} =$$

# Adding Buttons

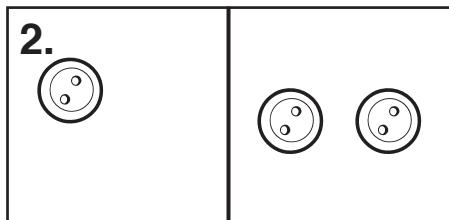
**Directions:** Look at the pictures. Add the buttons together to tell how many there are in all.



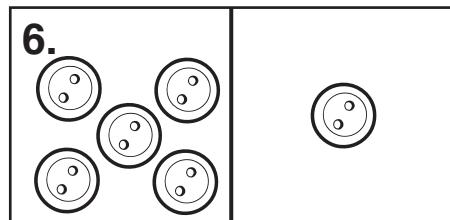
$$3 + 2 = \boxed{\phantom{00}}$$



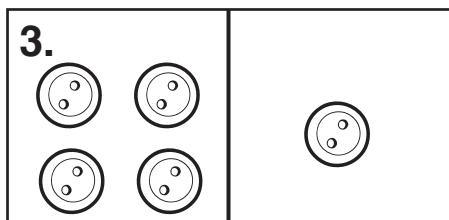
$$4 + 2 = \boxed{\phantom{00}}$$



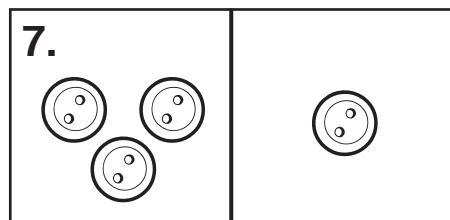
$$1 + 2 = \boxed{\phantom{00}}$$



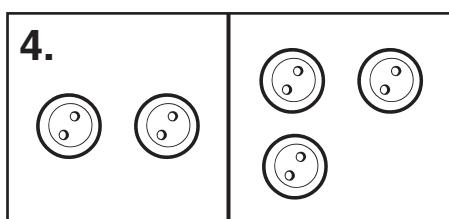
$$5 + 1 = \boxed{\phantom{00}}$$



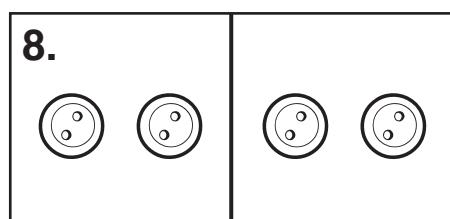
$$4 + 1 = \boxed{\phantom{00}}$$



$$3 + 1 = \boxed{\phantom{00}}$$



$$2 + 3 = \boxed{\phantom{00}}$$

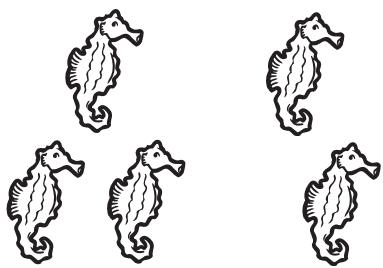


$$2 + 2 = \boxed{\phantom{00}}$$

# Under the Sea

**Directions:** Look at each picture. Write an addition problem to match the picture.

1.



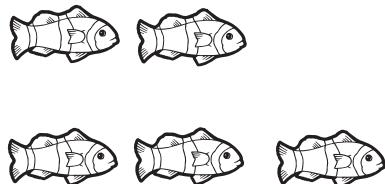
$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

4.



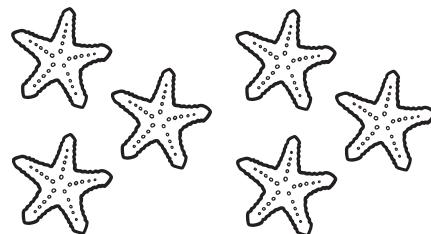
$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

2.



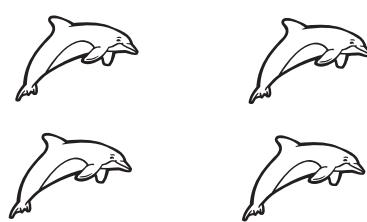
$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

5.



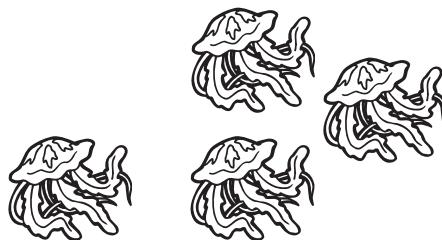
$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

3.



$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

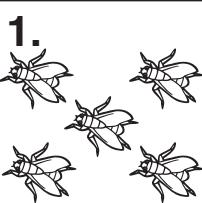
6.



$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

# Adding Zero

**Directions:** Look at each picture. Add 0 animals. Write how many there are in all. What do you notice happens when you add 0?



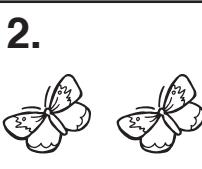
1.

5	+	0	=	
---	---	---	---	--



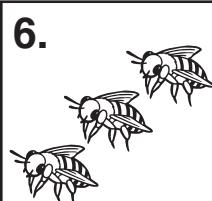
5.

1	+	0	=	
---	---	---	---	--



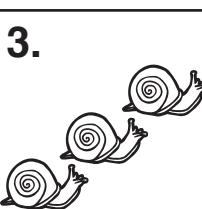
2.

2	+	0	=	
---	---	---	---	--



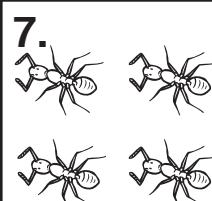
6.

3	+	0	=	
---	---	---	---	--



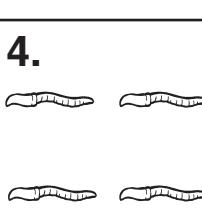
3.

3	+	0	=	
---	---	---	---	--



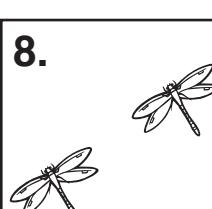
7.

4	+	0	=	
---	---	---	---	--



4.

4	+	0	=	
---	---	---	---	--

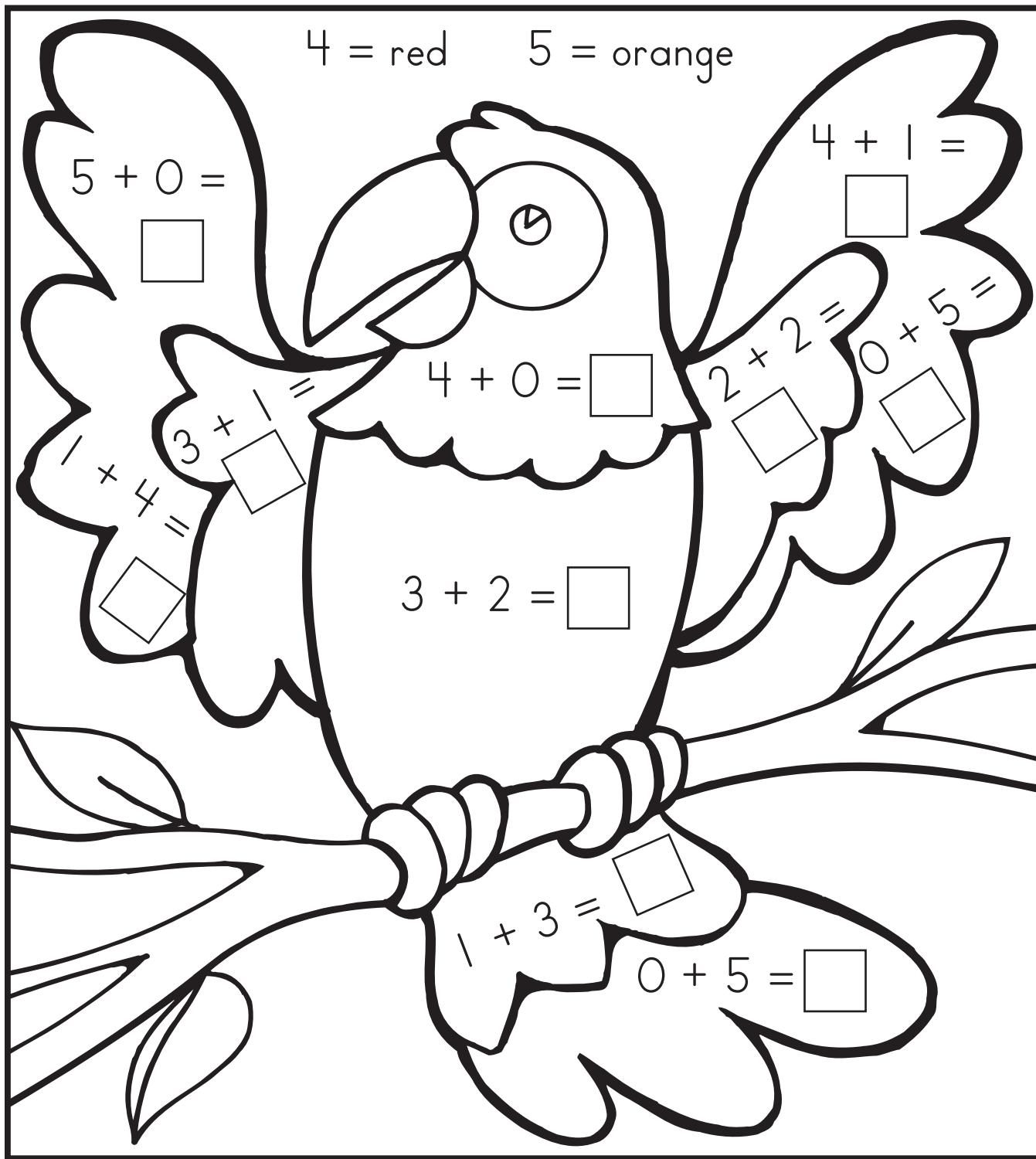


8.

2	+	0	=	
---	---	---	---	--

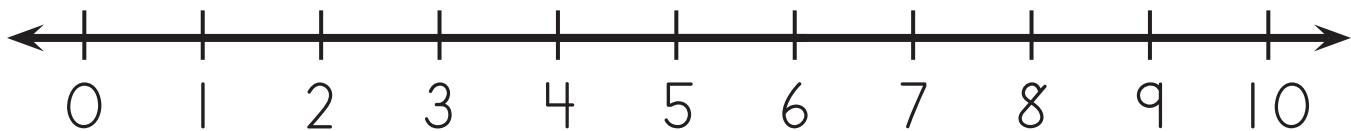
# Pretty Bird

**Directions:** Add to solve the problems. Use the answer to color the picture using the color code.



# Busy Bees

**Directions:** Add to solve the problems below. Count forward on the number line to help.



1.  $4 + 2 = \boxed{\phantom{00}}$



6.  $2 + 7 = \boxed{\phantom{00}}$



2.  $7 + 1 = \boxed{\phantom{00}}$

7.  $9 + 1 = \boxed{\phantom{00}}$

3.  $5 + 3 = \boxed{\phantom{00}}$



8.  $4 + 5 = \boxed{\phantom{00}}$



4.  $8 + 2 = \boxed{\phantom{00}}$

9.  $2 + 6 = \boxed{\phantom{00}}$

5.  $3 + 6 = \boxed{\phantom{00}}$

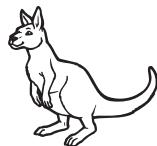


10.  $8 + 1 = \boxed{\phantom{00}}$

# Jump Back to Subtract

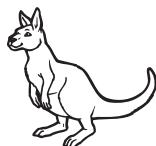
**Directions:** Count backward to subtract. Put your finger where the kangaroo is. Jump backward 1 jump. Write the number you land on.

1.



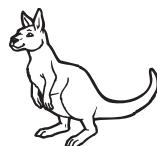
$$\longleftrightarrow \quad 0 \quad | \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad \rightarrow \quad 2 - 1 =$$

2.



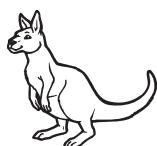
$$\longleftrightarrow \quad 0 \quad | \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad \rightarrow \quad 4 - 1 =$$

3.



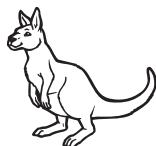
$$\longleftrightarrow \quad 0 \quad | \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad \rightarrow \quad 6 - 1 =$$

4.



$$\longleftrightarrow \quad 0 \quad | \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad \rightarrow \quad 3 - 1 =$$

5.



$$\longleftrightarrow \quad 0 \quad | \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad \rightarrow \quad 1 - 1 =$$

# Animal Subtraction

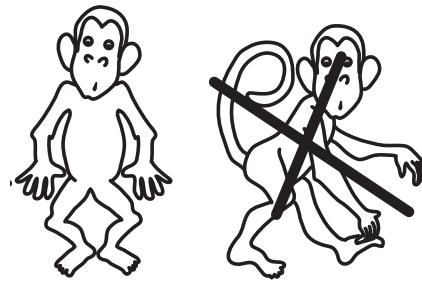
**Directions:** Look at each picture. Write how many are left.

1.



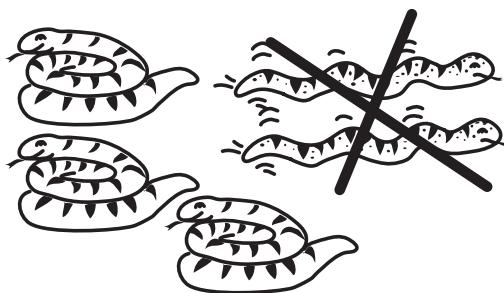
$$3 - 1 = \boxed{\phantom{0}}$$

4.



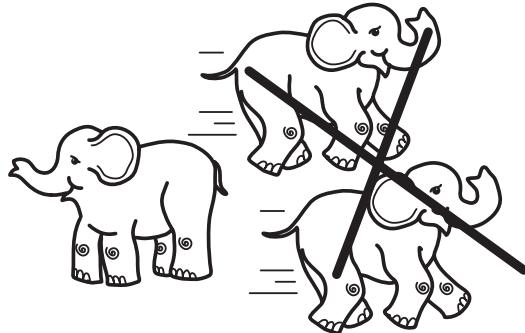
$$2 - 1 = \boxed{\phantom{0}}$$

2.



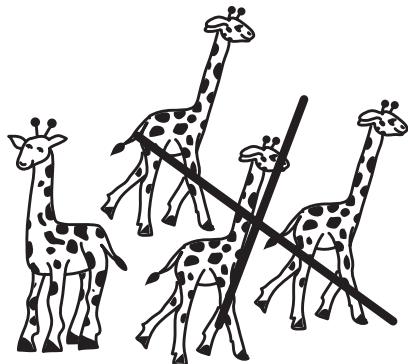
$$5 - 2 = \boxed{\phantom{0}}$$

5.



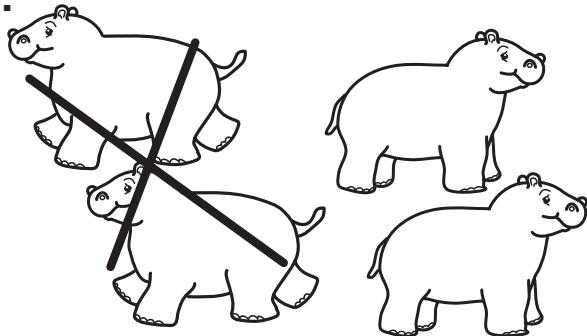
$$3 - 2 = \boxed{\phantom{0}}$$

3.



$$4 - 3 = \boxed{\phantom{0}}$$

6.

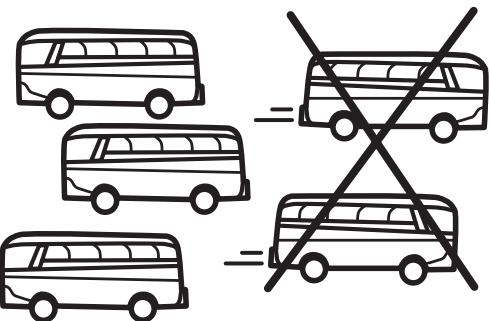


$$4 - 2 = \boxed{\phantom{0}}$$

# On the Go

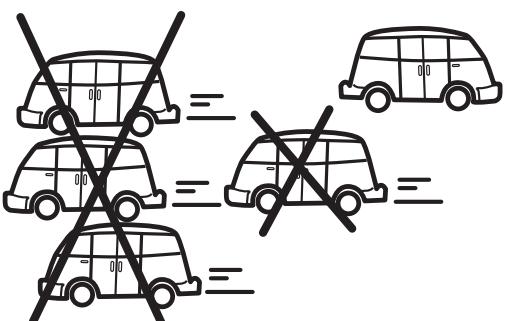
**Directions:** Look at each picture. Write how many are left.

1.



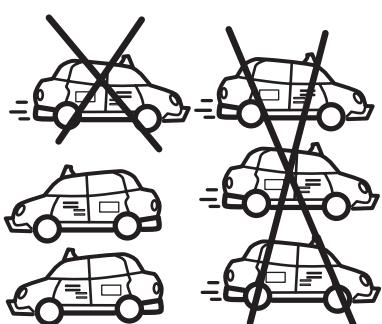
$$5 - 2 = \boxed{\phantom{0}}$$

4.



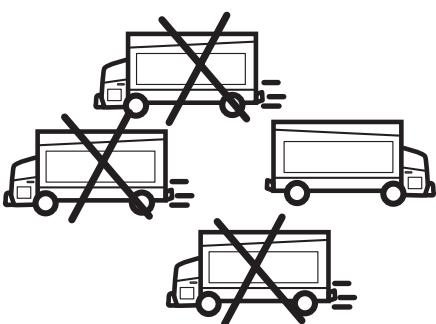
$$5 - 4 = \boxed{\phantom{0}}$$

2.



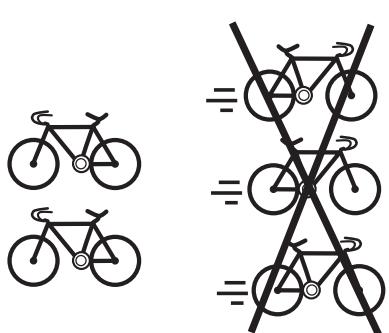
$$6 - 4 = \boxed{\phantom{0}}$$

5.



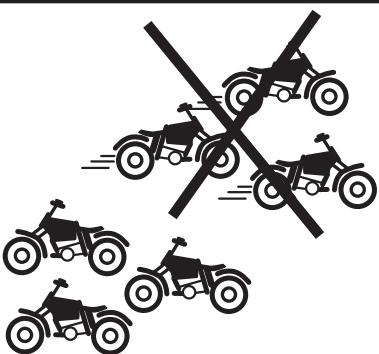
$$4 - 3 = \boxed{\phantom{0}}$$

3.



$$5 - 3 = \boxed{\phantom{0}}$$

6.

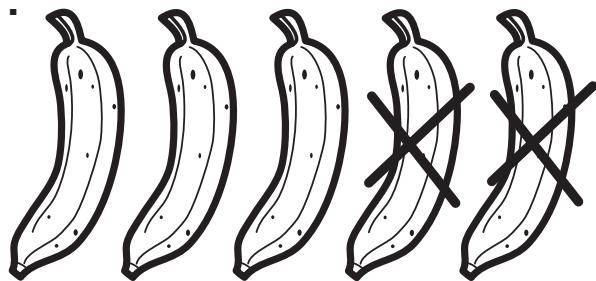


$$6 - 3 = \boxed{\phantom{0}}$$

# Subtraction Fun

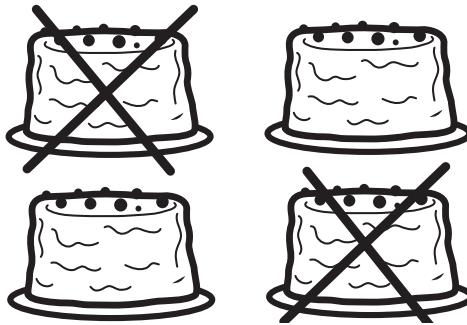
**Directions:** Look at each picture. Write a subtraction problem to match the picture.

1.



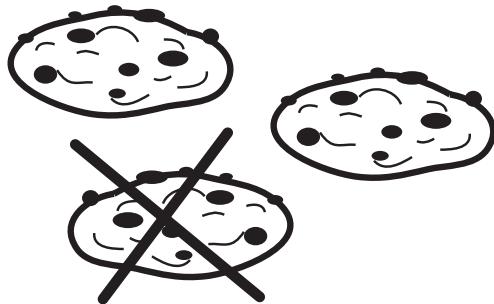
$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

4.



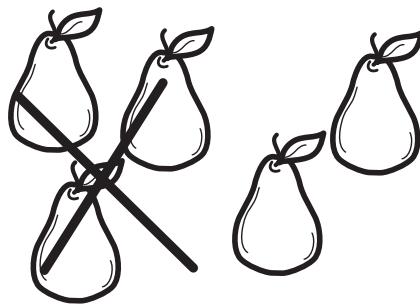
$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

2.



$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

5.



$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

3.



$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

6.

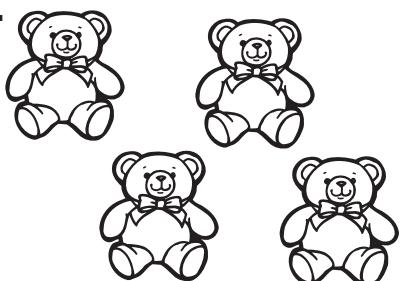


$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

# Subtracting Zero

**Directions:** Look at each picture. Subtract 0 objects. Write how many are left.

1.



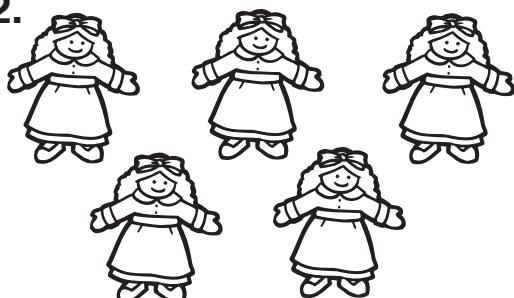
$$4 - 0 = \boxed{\phantom{0}}$$

4.



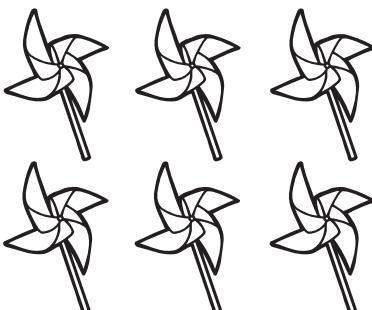
$$1 - 0 = \boxed{\phantom{0}}$$

2.



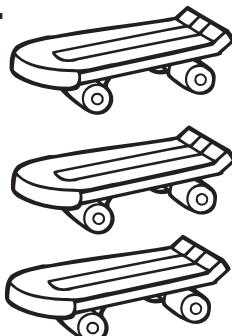
$$5 - 0 = \boxed{\phantom{0}}$$

5.



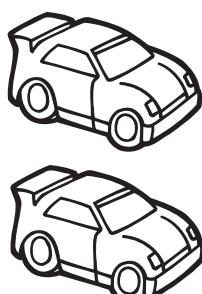
$$6 - 0 = \boxed{\phantom{0}}$$

3.



$$3 - 0 = \boxed{\phantom{0}}$$

6.



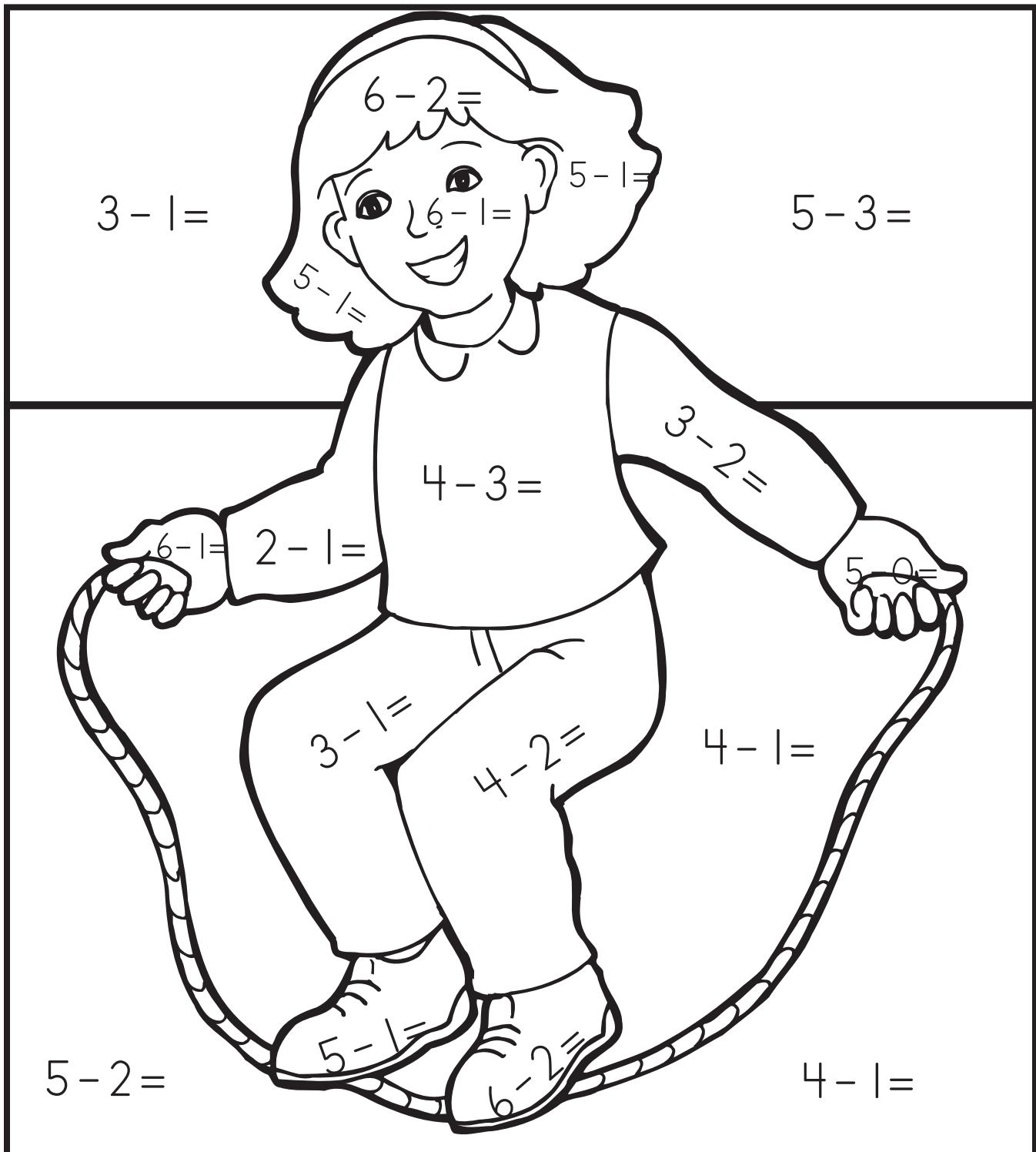
$$2 - 0 = \boxed{\phantom{0}}$$

What do you notice when you subtract 0?

# Jump for Joy

**Directions:** Solve the subtraction problems. Use the answer to color the picture using the color code.

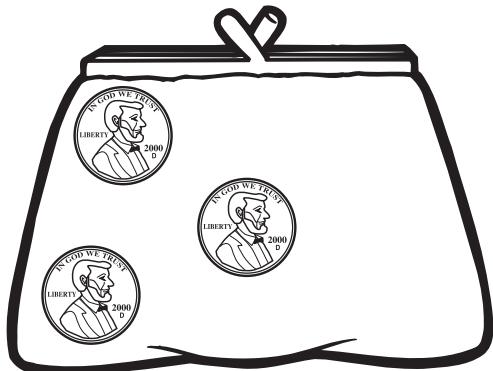
1 = red    2 = blue    3 = green    4 = black    5 = brown



# Coin Purses

**Directions:** Count the coins in the coin purses. Write the amounts on the lines.

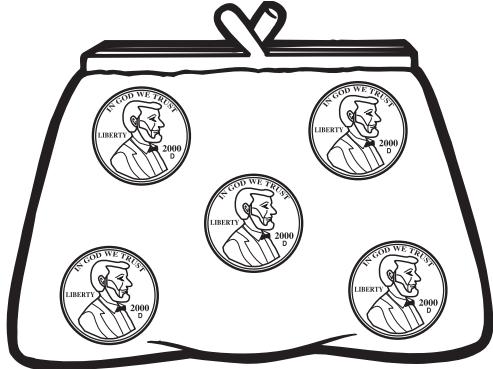
1.



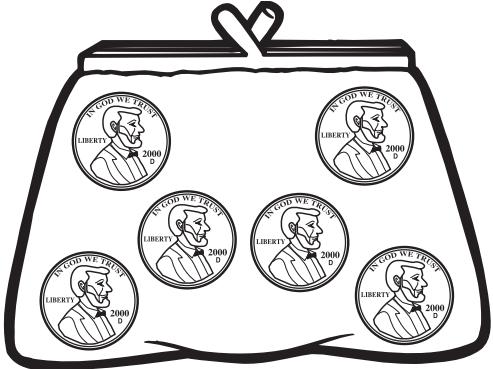
4.



2.



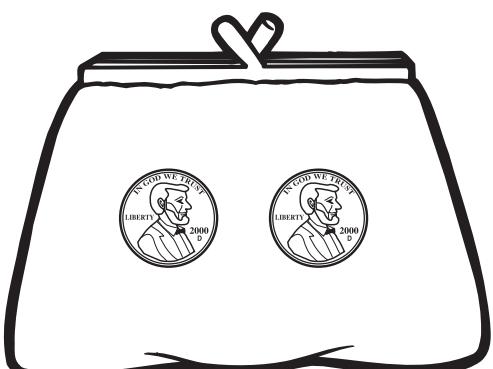
5.



3.



6.



# Counting Money

**Directions:** Count the amount of money in each line. Write the total.

1.



2.



3.



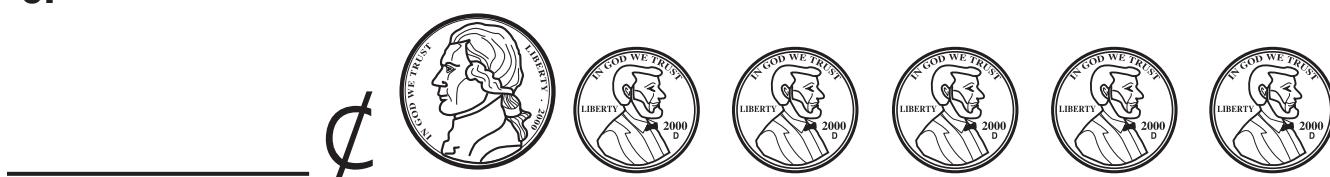
4.



5.

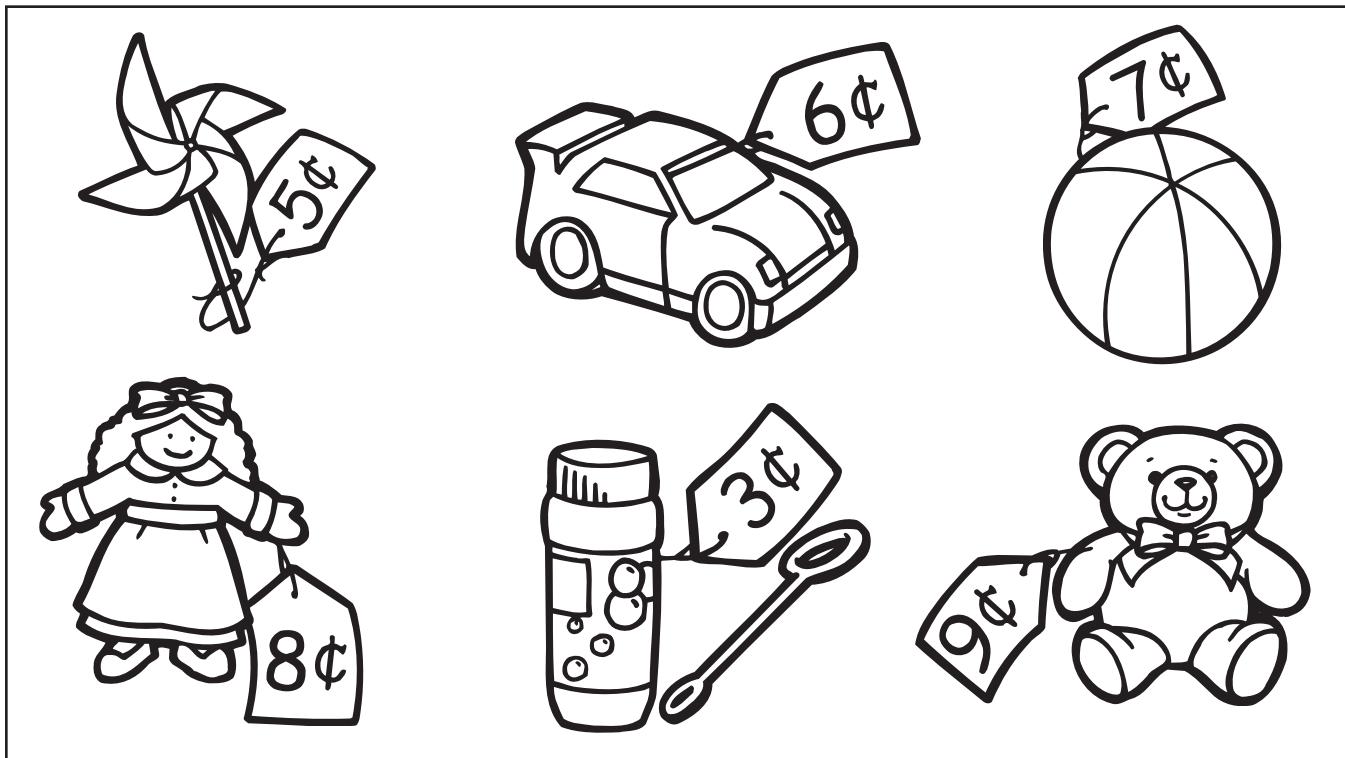


6.



# Toy Show

**Directions:** Count the coins. Answer the questions.



1.

\_\_\_\_\_¢



Do you have enough yes  
money for the car? no

2.

\_\_\_\_\_¢



Do you have enough yes  
money for the doll? no

3.

\_\_\_\_\_¢



What can you buy?  
ball bubbles

4.

\_\_\_\_\_¢

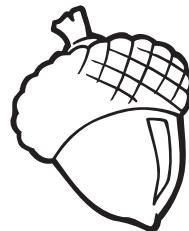
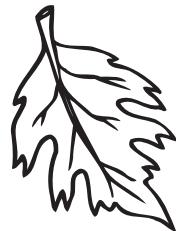
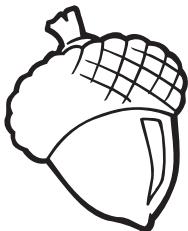


Do you have enough yes  
money for two pinwheels? no

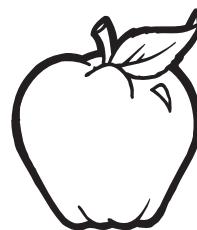
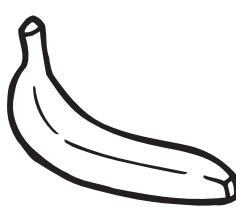
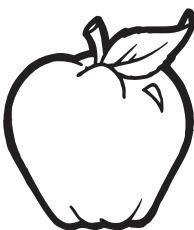
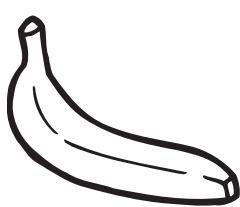
# AB Patterning

**Directions:** Color each pattern. Complete each pattern by coloring the picture that will come next.

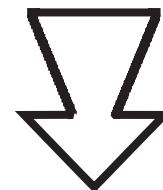
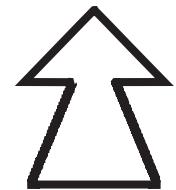
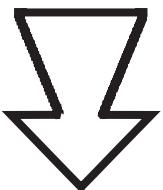
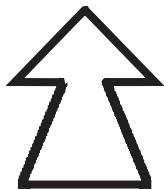
1.



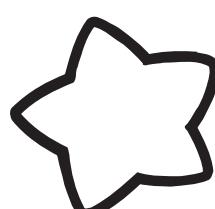
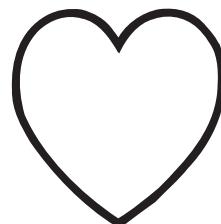
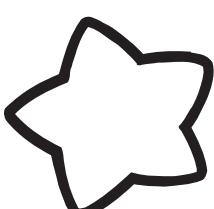
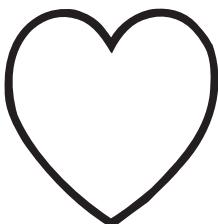
2.



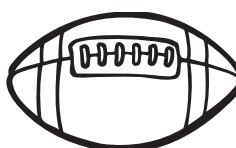
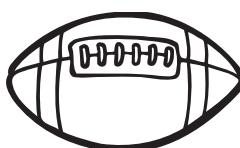
3.



4.



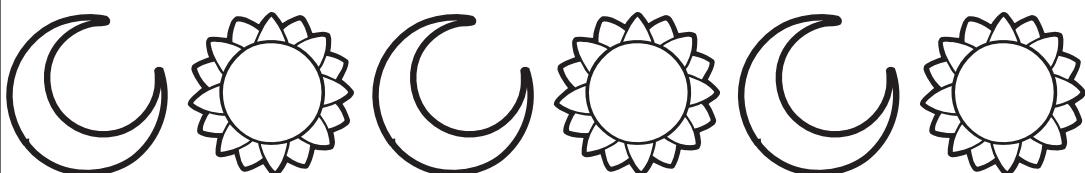
5.



# Which Pattern?

**Directions:** Look at the pattern in each row. Decide what kind of pattern it is. Circle the letters that name the pattern in the box on the right.

1.



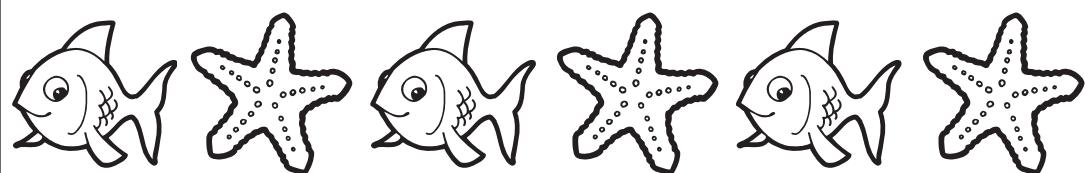
AB  
ABC

2.



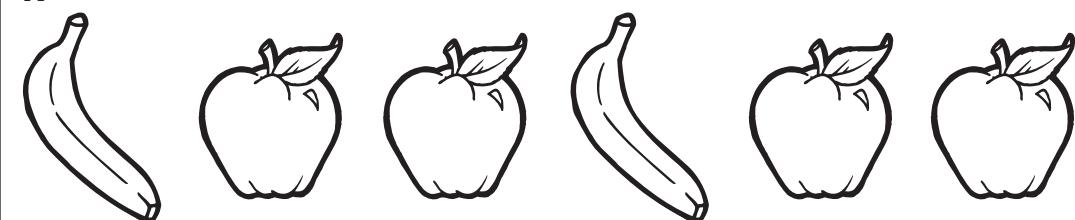
ABB  
ABC

3.



AB  
ABC

4.



AB  
ABB

5.

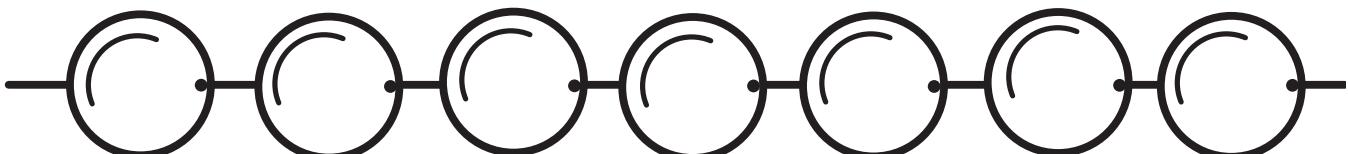


AAB  
ABC

# Color Your Own Pattern

**Directions:** Using different color crayons, color the beads in each row to create the pattern shown.

1. AB



2. ABB



3. ABC



4. AAB



# Patterns with Numbers

**Directions:** Look at each line of number patterns. Write the missing number on each line to complete the pattern.

1. 0 | 0 | 0 \_\_\_\_\_

2. 6 7 8 \_\_\_\_\_ 7 8

3. 3 \_\_\_\_\_ 4 3 4 4

4. 9 8 7 9 \_\_\_\_\_ 7

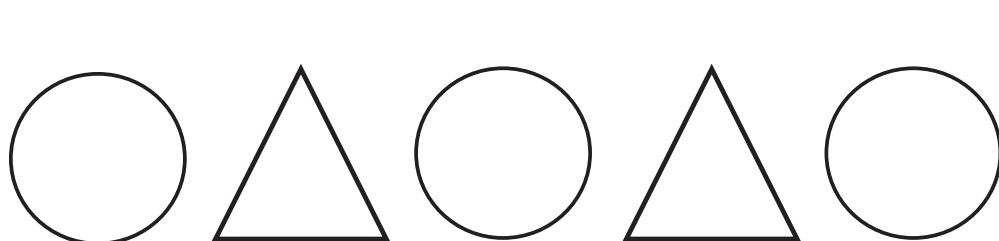
5. \_\_\_\_\_ 2 3 | 2 3

6. 5 6 \_\_\_\_\_ 5 6 7

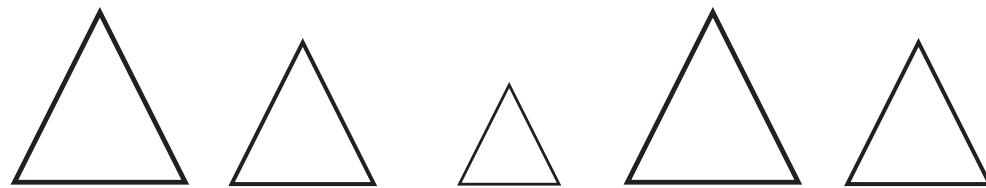
# What Comes Next?

**Directions:** Look at the pattern in each row. Complete the pattern by drawing what comes next.

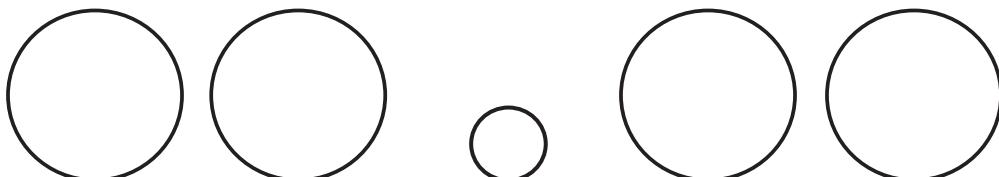
1.



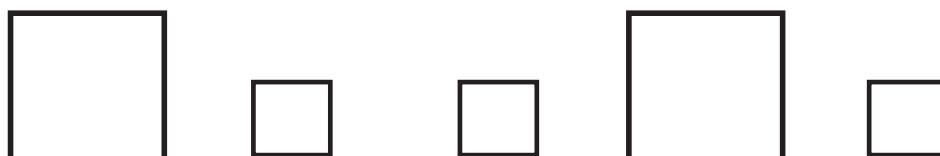
2.



3.



4.

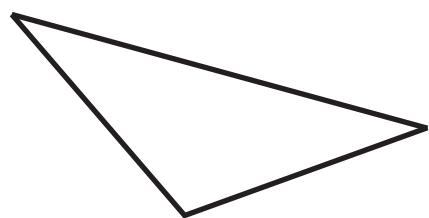
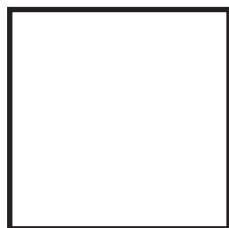


5.

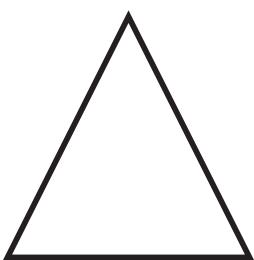


# Shapes of Different Sizes

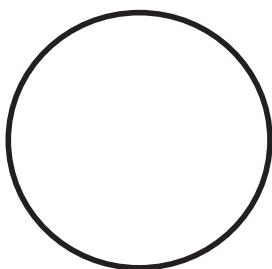
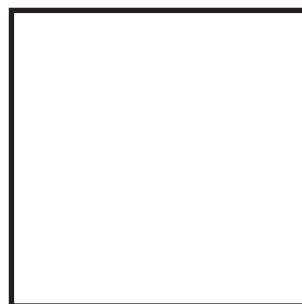
**Directions:** Draw a line from each shape to the word that names the shape. Each word will have more than one shape.



triangles



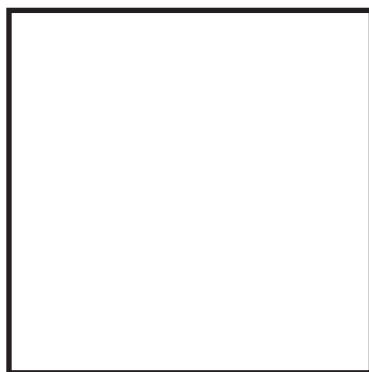
squares



rectangles



circles



# Name the Shapes

**Directions:** Write the name of each shape on the line below it. Use the words from the word bank to help you.

rectangle

diamond

triangle

square

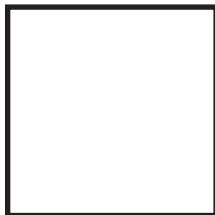
circle

oval

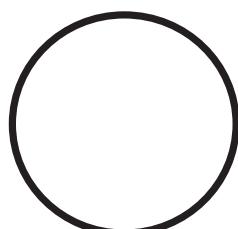
1.



4.



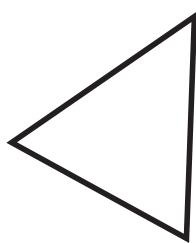
2.



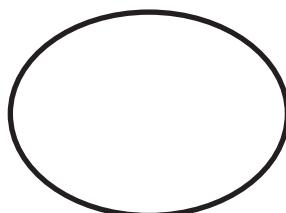
5.



3.



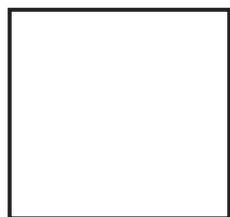
6.



# Corners and Sides

**Directions:** Count how many corners and sides are on each shape. Record the numbers below.

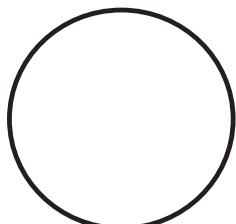
1.



corners

sides

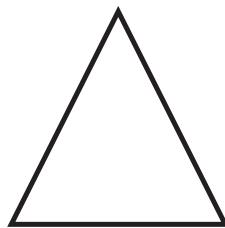
5.



corners

sides

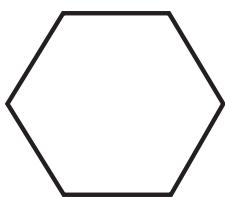
2.



corners

sides

6.



corners

sides

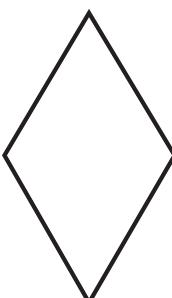
3.



corners

sides

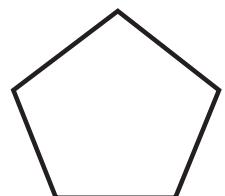
7.



corners

sides

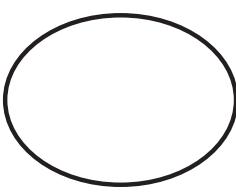
4.



corners

sides

8.

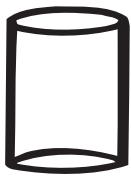
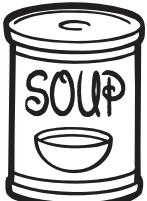
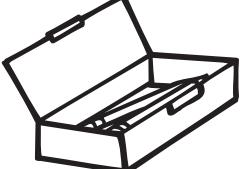
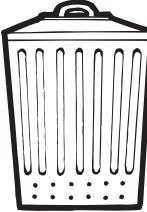
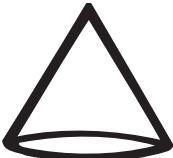
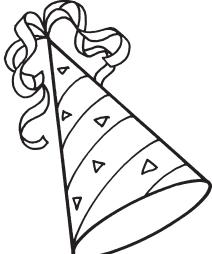
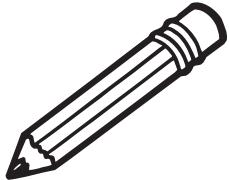
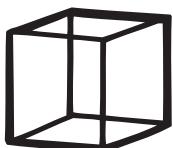
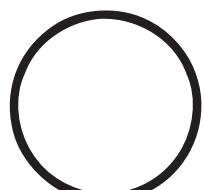
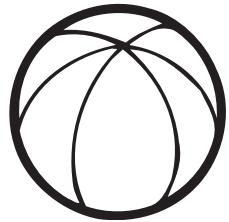
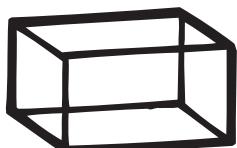
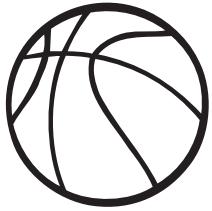
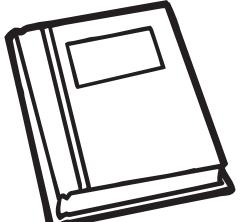


corners

sides

# 3-D Shapes

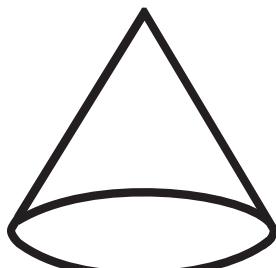
**Directions:** Say the name of the shape in the first box. Color the objects in each row that are the same shape as the shape in the first box.

1.  cylinder	  
2.  cone	  
3.  cube	  
4.  sphere	  
5.  rectangular prism	  

# 3-D Shape Match

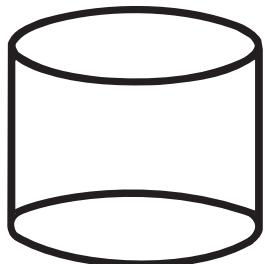
**Directions:** Draw a line to match each shape to its name.

1.



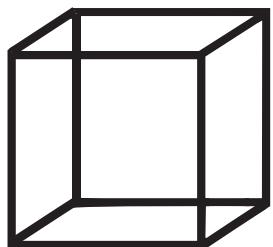
cube

2.



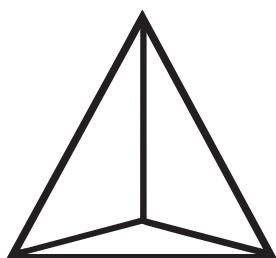
cone

3.



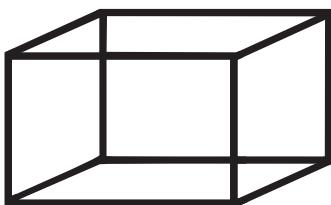
cylinder

4.



rectangular prism

5.

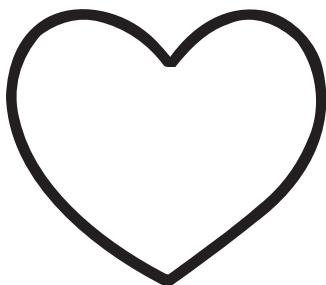


triangular prism

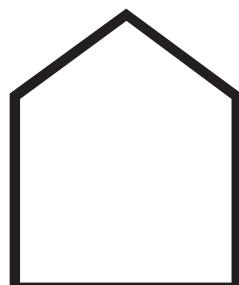
# Symmetry

**Directions:** Draw a line on each shape to divide the shape into two equal parts that match.

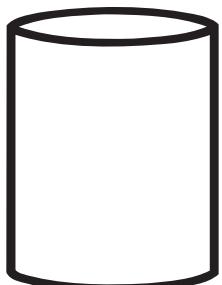
1.



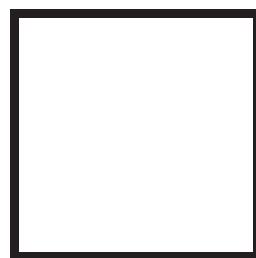
5.



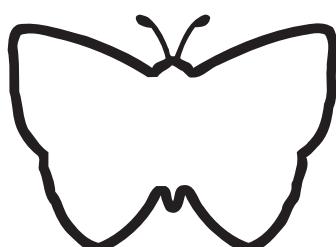
2.



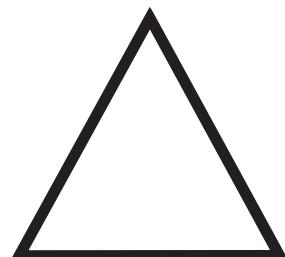
6.



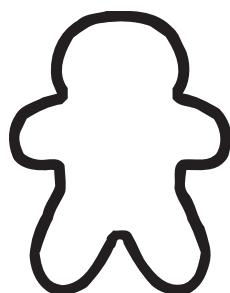
3.



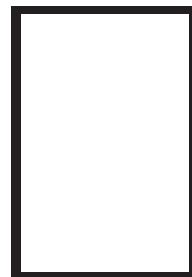
7.



4.

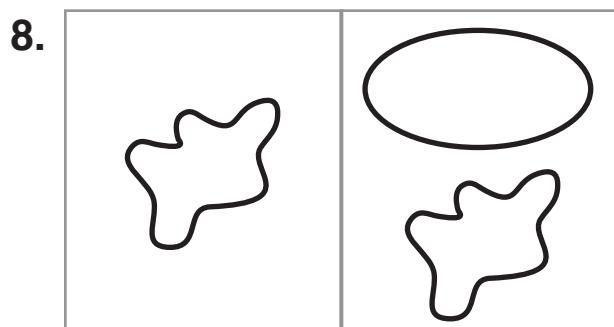
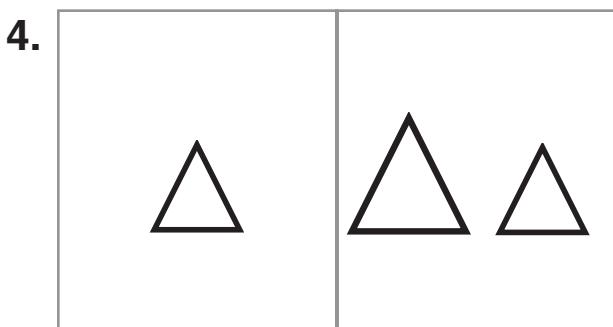
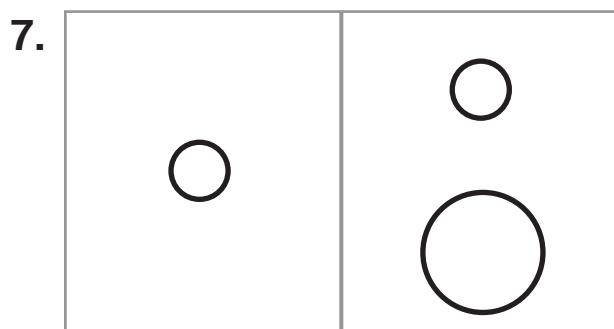
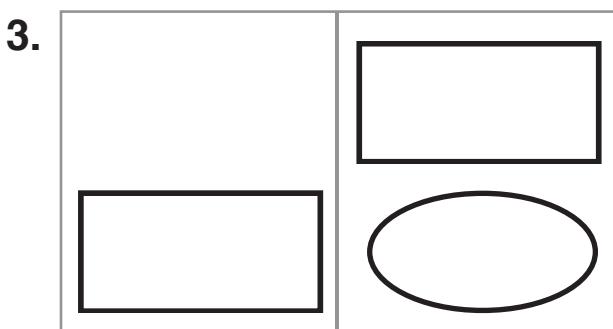
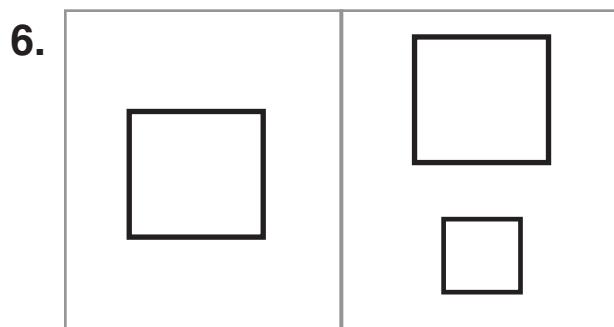
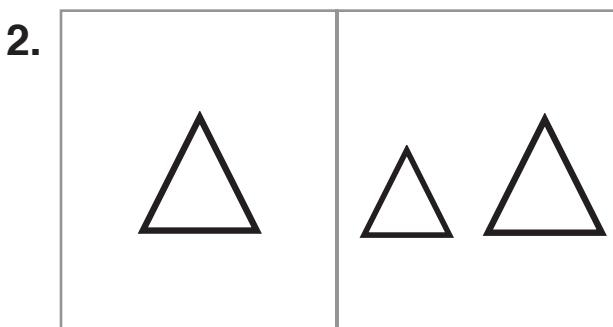
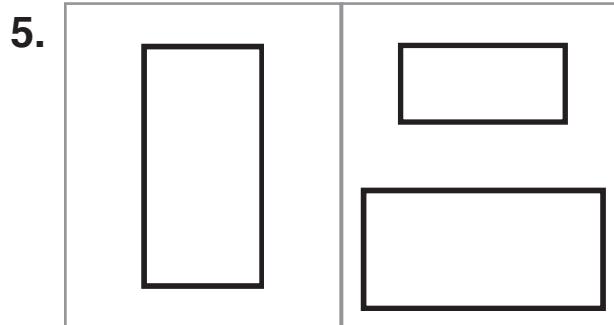
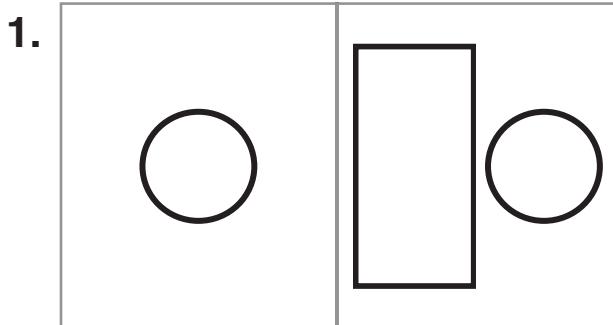


8.



# Congruent Shapes

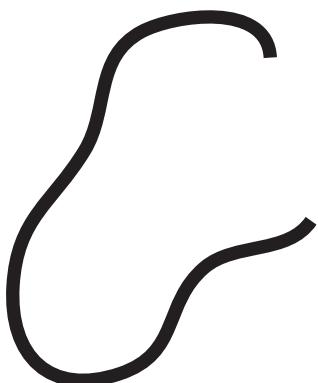
**Directions:** Look at the shape in the box on the left. Circle the shape that is the same size and shape in the box on the right.



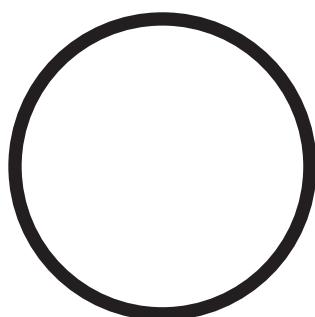
# Open and Closed Shapes

**Directions:** Color all of the closed shapes. Draw lines to close all of the open shapes.

1.



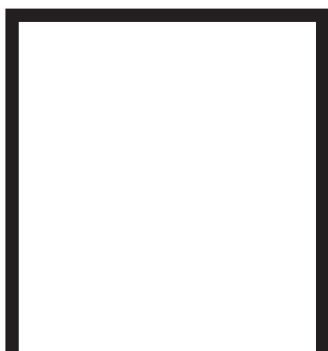
2.



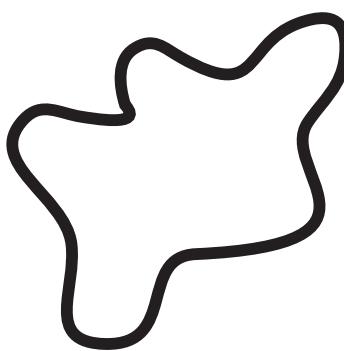
3.



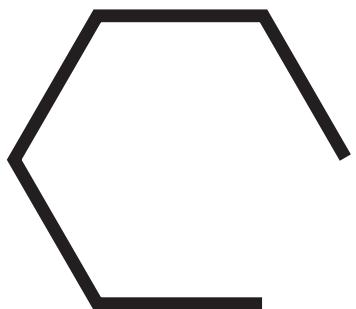
4.



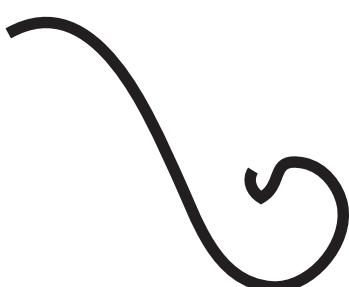
5.



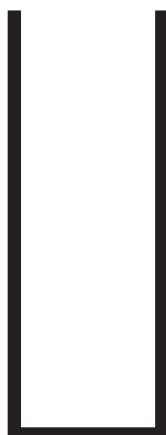
6.



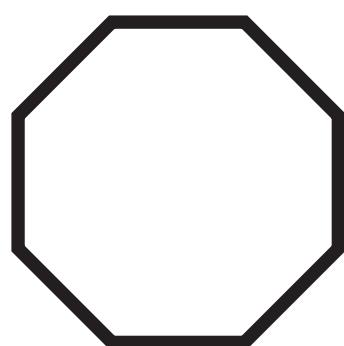
7.



8.

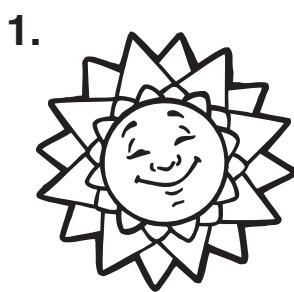


9.



# Day or Night?

**Directions:** Circle the word **day** or **night** to show when you would see each object shown.



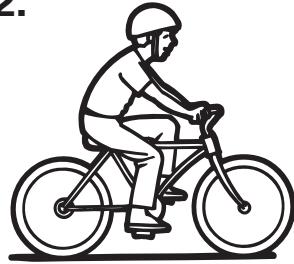
day

night



day

night



day

night



day

night



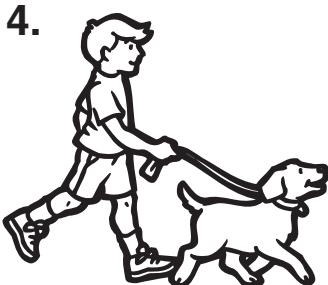
day

night



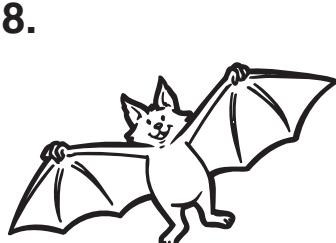
day

night



day

night



day

night

# Calendar Skills

**Directions:** Follow the directions at the bottom of the page.

July						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1. Color the box for the second Wednesday of the month red.
2. Draw a sun on the third Friday.
3. Color all of the Tuesday boxes blue.
4. Draw a flag on the 4th of July.
5. Color the boxes showing the weekend days yellow.
6. Color the boxes for the first and last day of the month green.

# Reading a Calendar

**Directions:** Use the calendar to answer the questions.

February						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14 Valentine's Day	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

1. What is the name of the month? \_\_\_\_\_
2. How many days are in the month? \_\_\_\_\_
3. What day of the week is the 12th? \_\_\_\_\_
4. How many Mondays are in this month? \_\_\_\_\_
5. What day is Valentine's Day? \_\_\_\_\_

# Days of the Week

**Directions:** Write the names of the days of the week in the correct order. Use the words in the Word Bank to help you.

Sunday

Tuesday

Saturday

## Word Bank

Sunday

Tuesday

Saturday

Monday

Friday

Wednesday

Thursday

Color the boxes that name weekdays **blue**.

Color the boxes that name the weekend **red**.

# Months of the Year

**Directions:** Write the names of the months of the year in the correct order.  
Use the **Word Bank** to help you.

## Word Bank

April

December

June

February

September

January

October

May

March

July

August

November

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

# Holidays of the Year

**Directions:** Draw a line to match the special day or holiday to the month in which it occurs.



1. St. Patrick's Day

March



2. Halloween

July



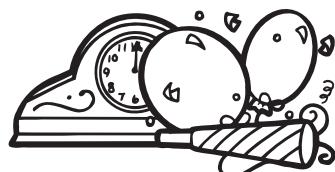
3. 4th of July

October



4. Thanksgiving

January



5. New Year's Day

November



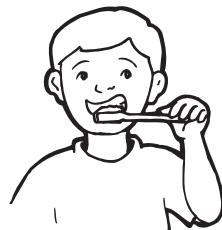
6. Valentines Day

February

# Minutes or Hours

**Directions:** Look at each picture. Decide if it would take minutes or hours to do each activity. Circle the correct answer.

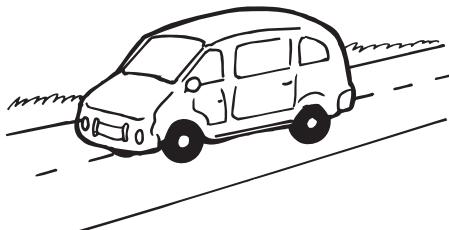
1. brushing your teeth



minutes

hours

5. going on a long drive



minutes

hours

2. going on a hike



minutes

hours

6. your day at school



minutes

hours

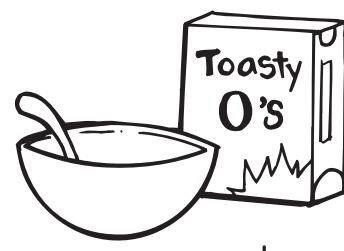
3. doing some jumping jacks



minutes

hours

7. eating breakfast



minutes

hours

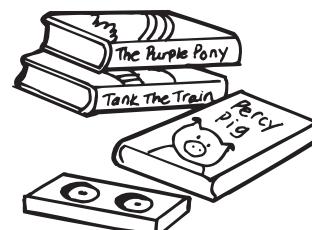
4. writing a note



minutes

hours

8. watching a movie



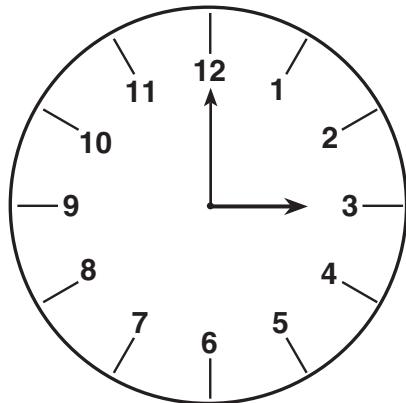
minutes

hours

# Telling Time

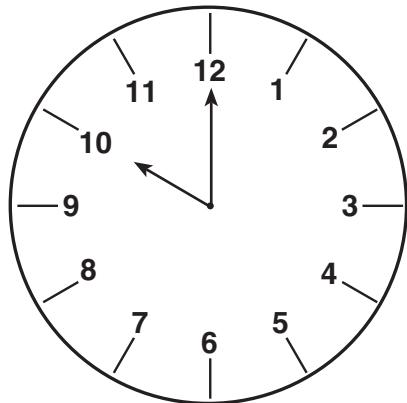
**Directions:** Read the time on each clock. Circle the correct time below.

1.



3:00

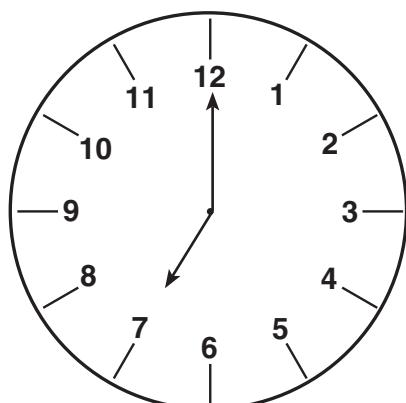
4.



10:00

1:00

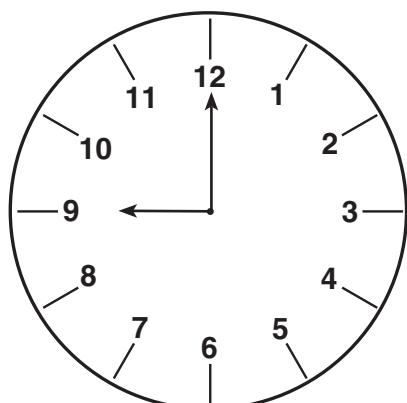
2.



12:00

7:00

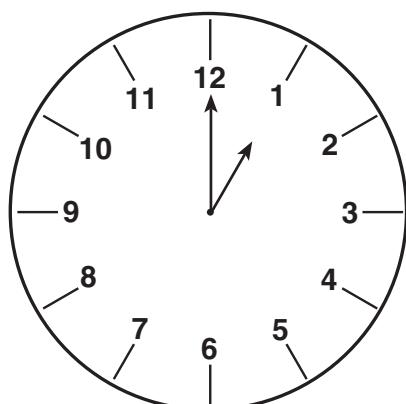
5.



3:00

9:00

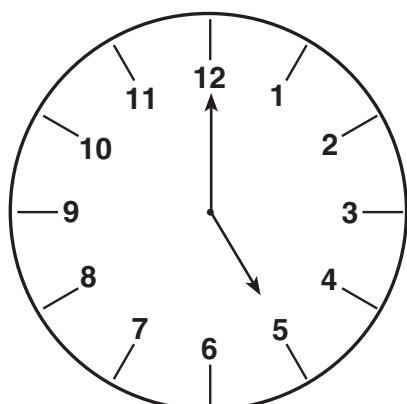
3.



2:00

1:00

6.



8:00

5:00

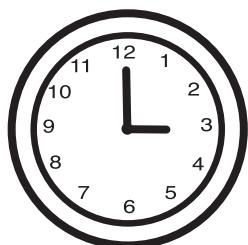
# Match the Clocks

**Directions:** Draw a line to match the clocks that show the same time.

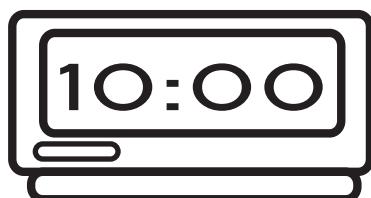
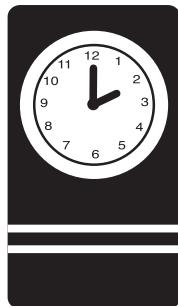
1.



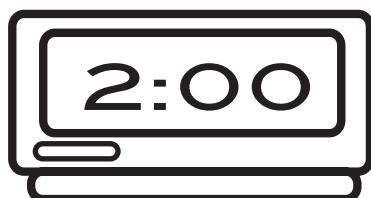
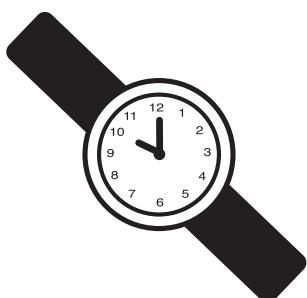
2.



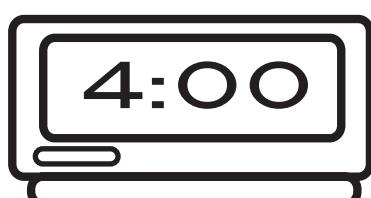
3.



4.



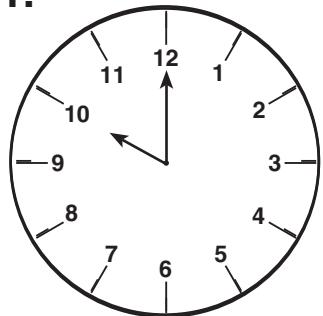
5.



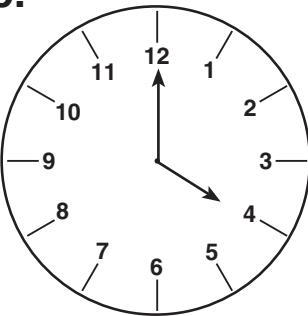
# What Time Is It?

**Directions:** Write the time shown on each clock.

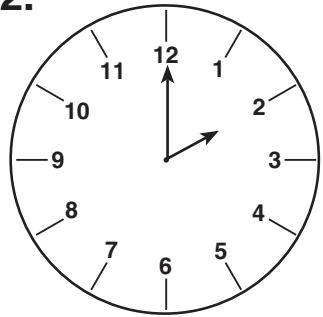
1.

 :00

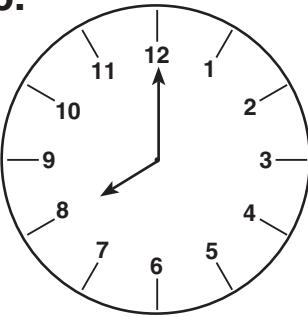
5.

 :00

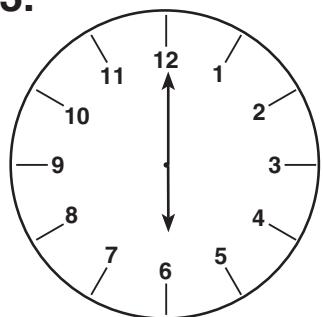
2.

 :00

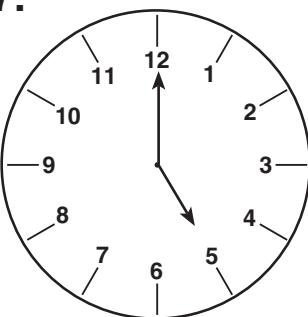
6.

 :00

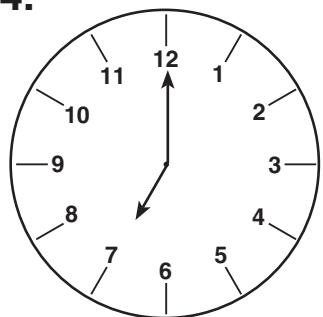
3.

 :00

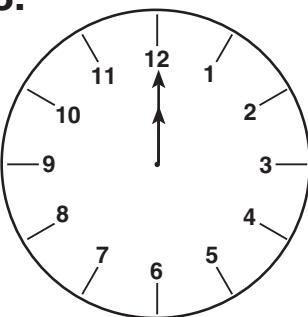
7.

 :00

4.

 :00

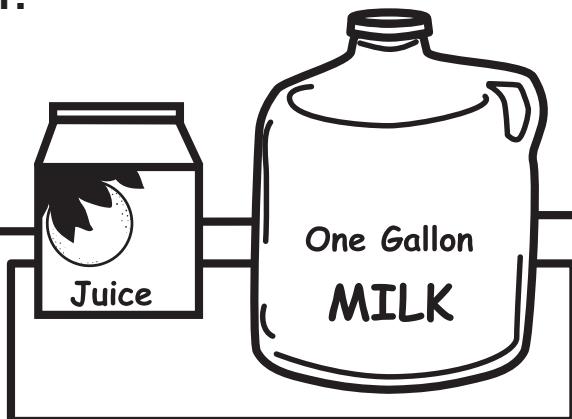
8.

 :00

# Which Holds More?

**Directions:** Circle the container that will hold the most. Color the container that will hold the least.

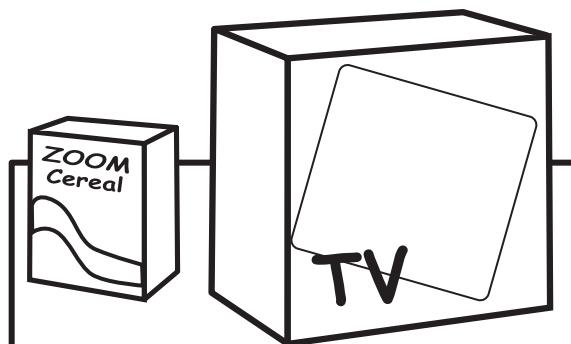
1.



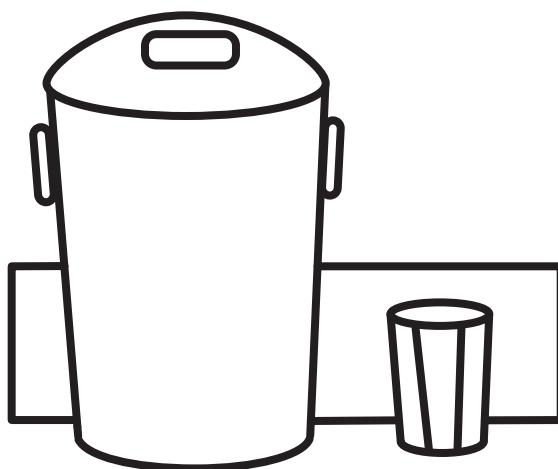
4.



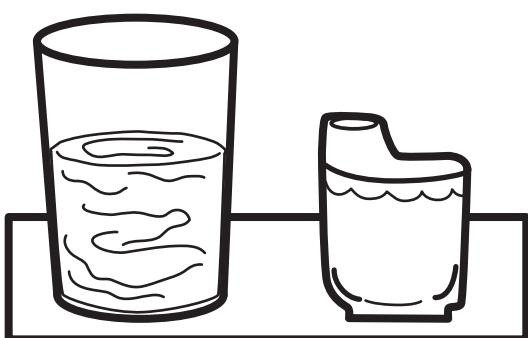
2.



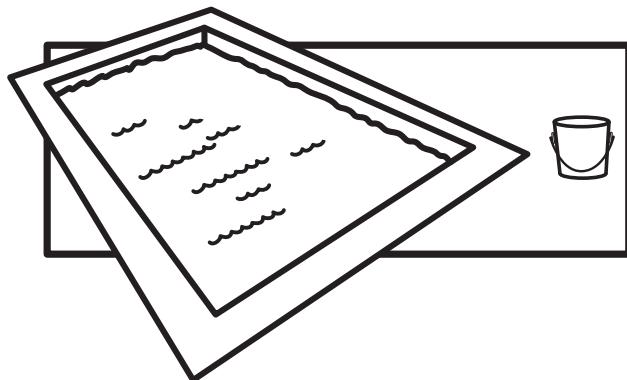
5.



3.



6.



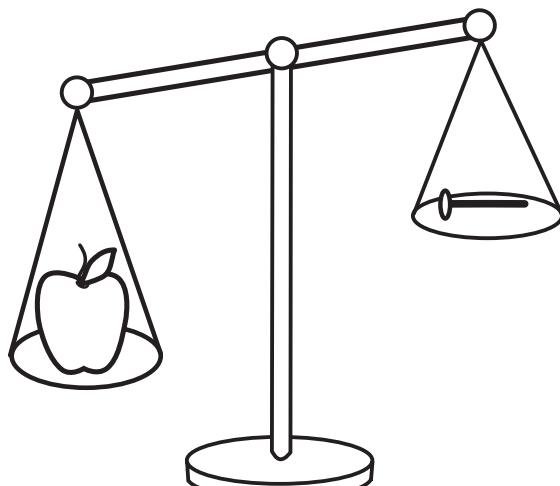
# Which Is Heavier?

**Directions:** Look at the balancing scales below. Color the item that is heavier on each scale.

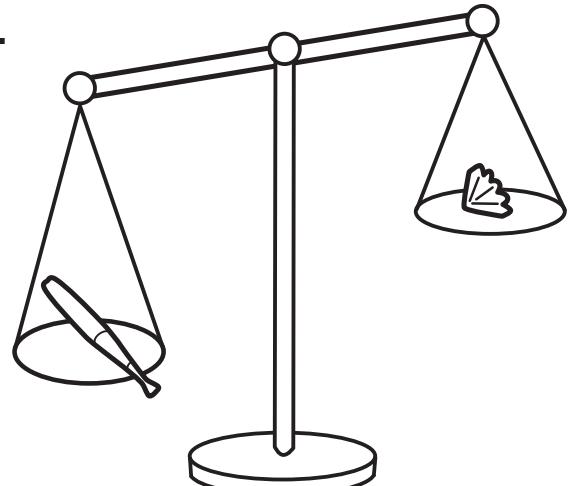
1.



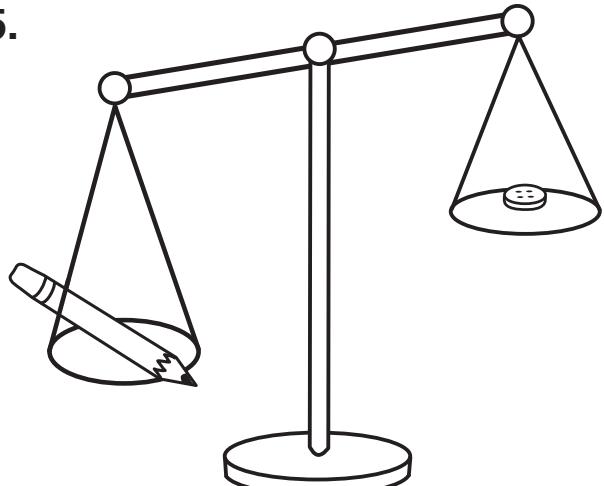
4.



2.



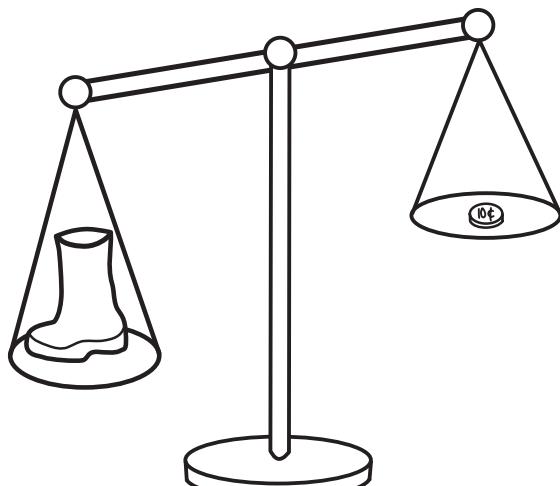
5.



3.



6.



# Longest and Shortest

**Directions:** Color the longest object in each row. Circle the shortest object in each row.

1.



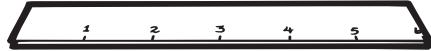
2.



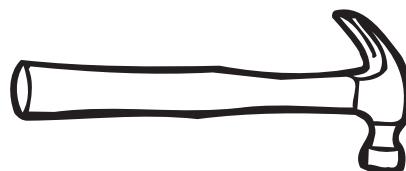
3.



4.



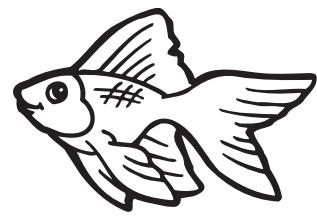
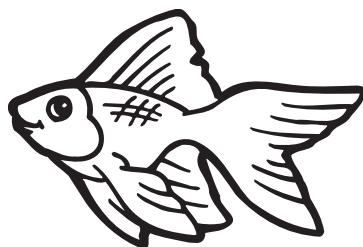
5.



# BIGGEST AND SMALLEST

**Directions:** Color the biggest object in each row. Circle the smallest object in each row.

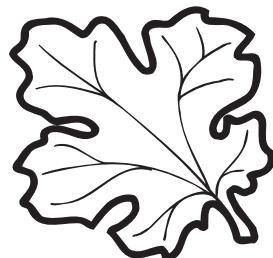
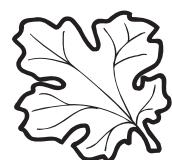
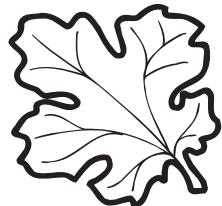
1.



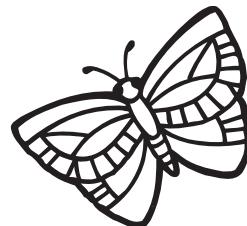
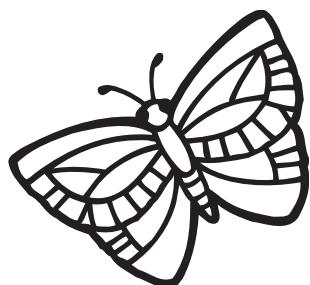
2.



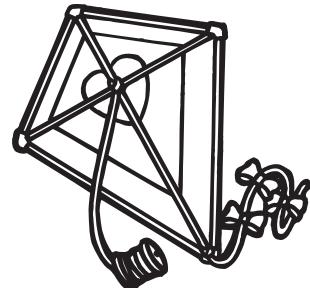
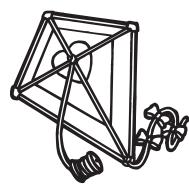
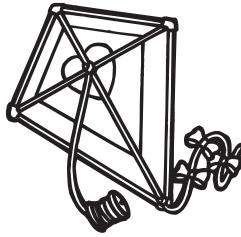
3.



4.

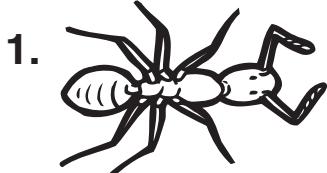


5.



# How Long?

**Directions:** Measure how many cubes long each object is. Write the number.



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes

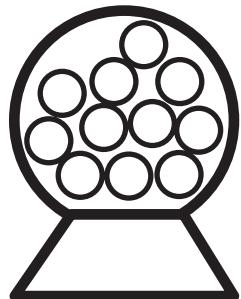


\_\_\_\_\_ cubes

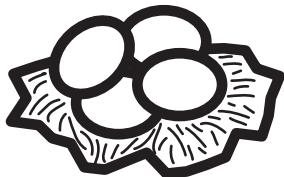
# Least and Most

**Directions:** Compare each pair of pictures. Color the picture that has the most. Circle the picture that has the least.

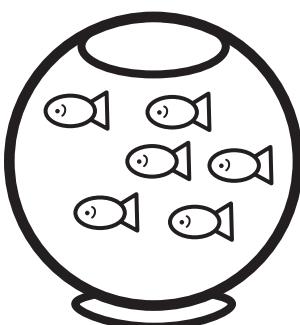
1.



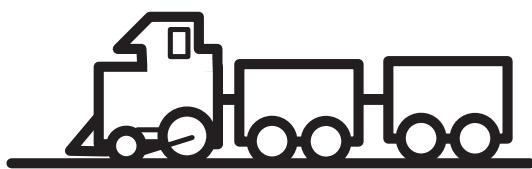
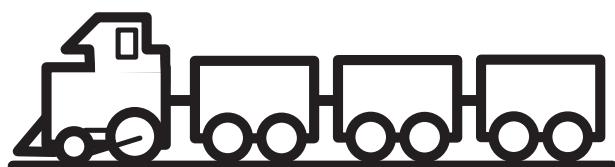
2.



3.



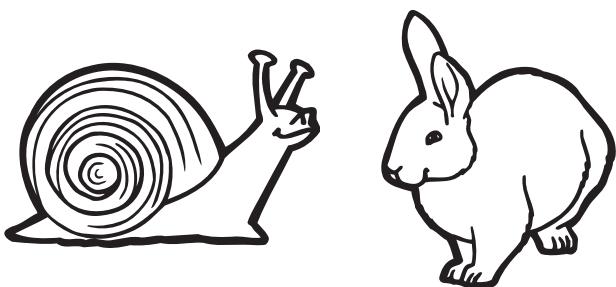
4.



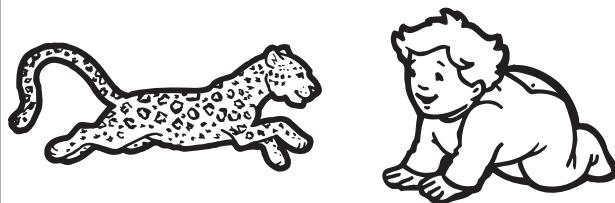
# Fast and Slow

**Directions:** Look at each pair of pictures. Circle the picture that shows **fast**. Color the picture that shows **slow**.

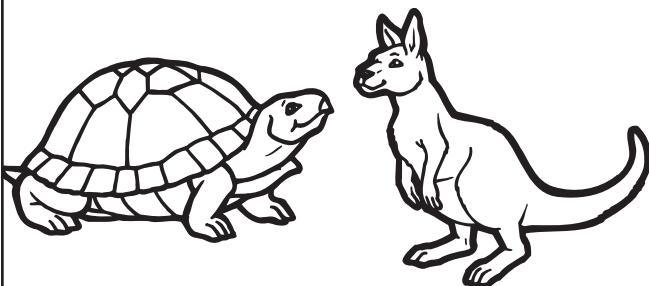
1.



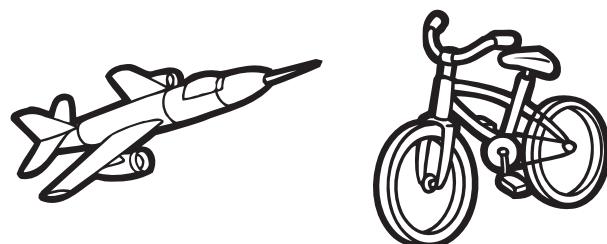
4.



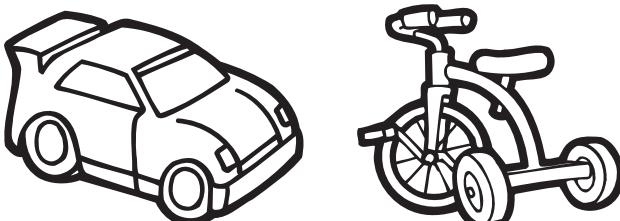
2.



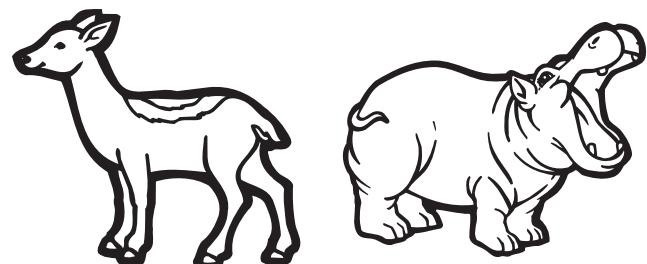
5.



3.



6.



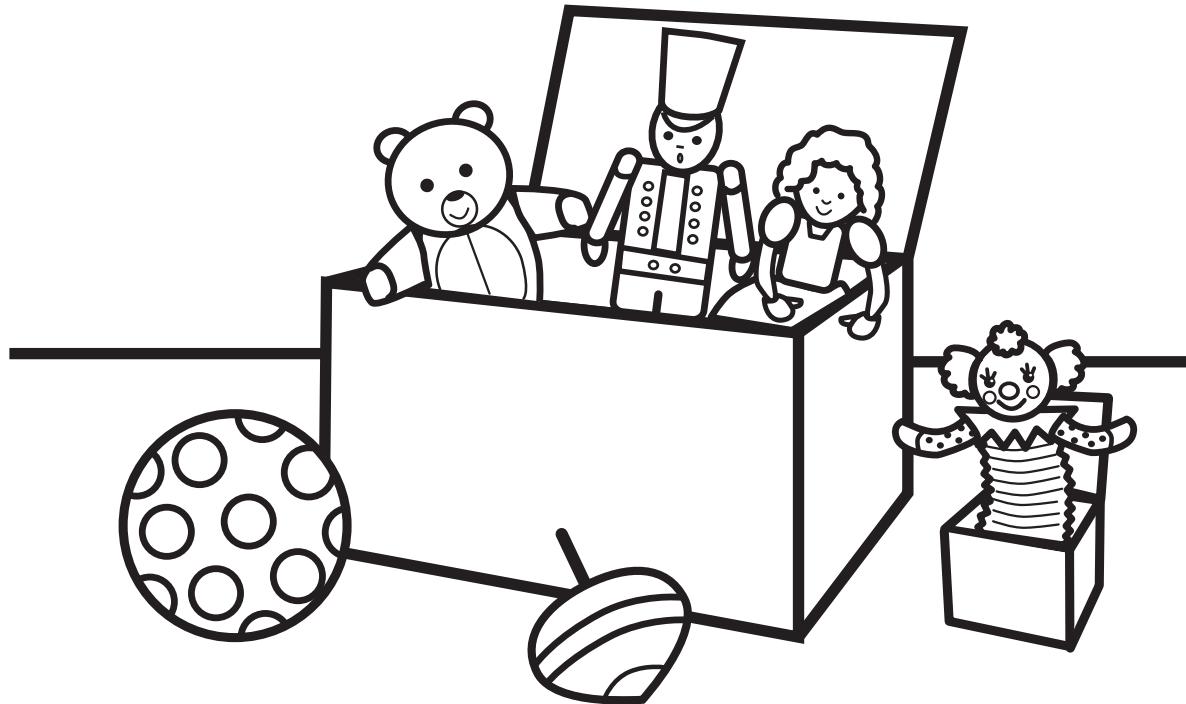
# On and Off

**Directions:** Color the leaves that are *on* the tree **green** and **yellow**. Color the leaves that have fallen *off* the tree **orange** and **red**.

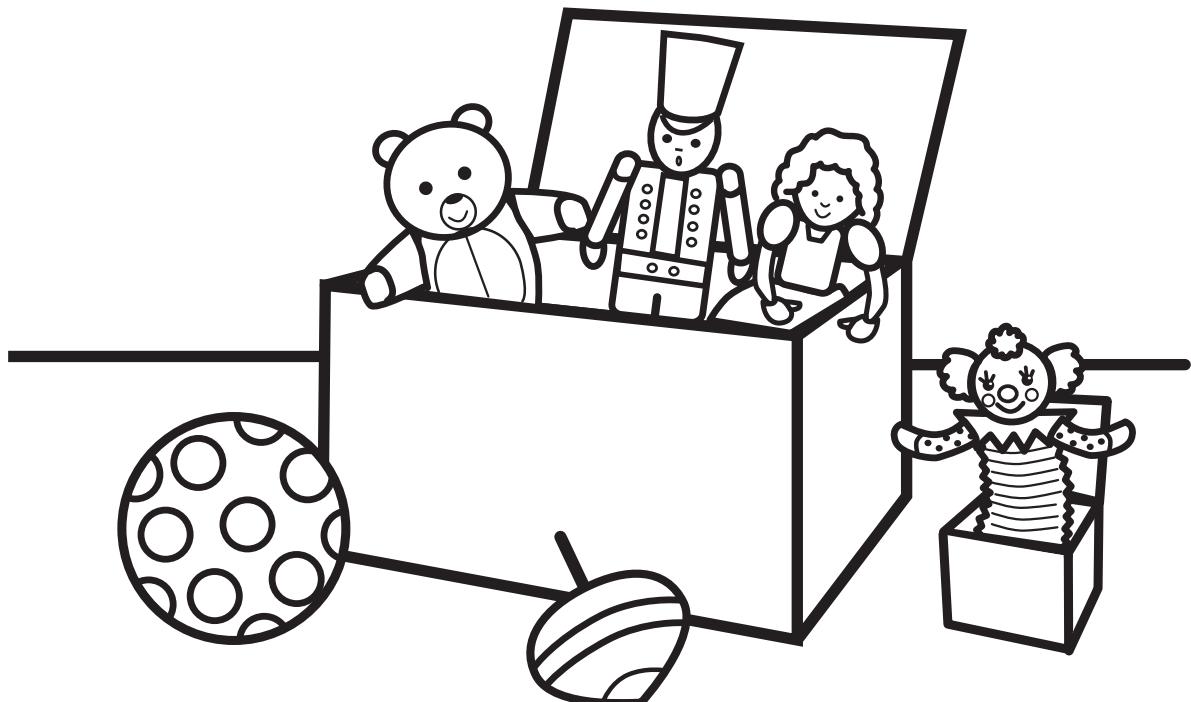


# In and Out

**Directions:** Color the toys that are **in** the box.



**Directions:** Color the toys that are **out** of the box.



# A Toy Shelf

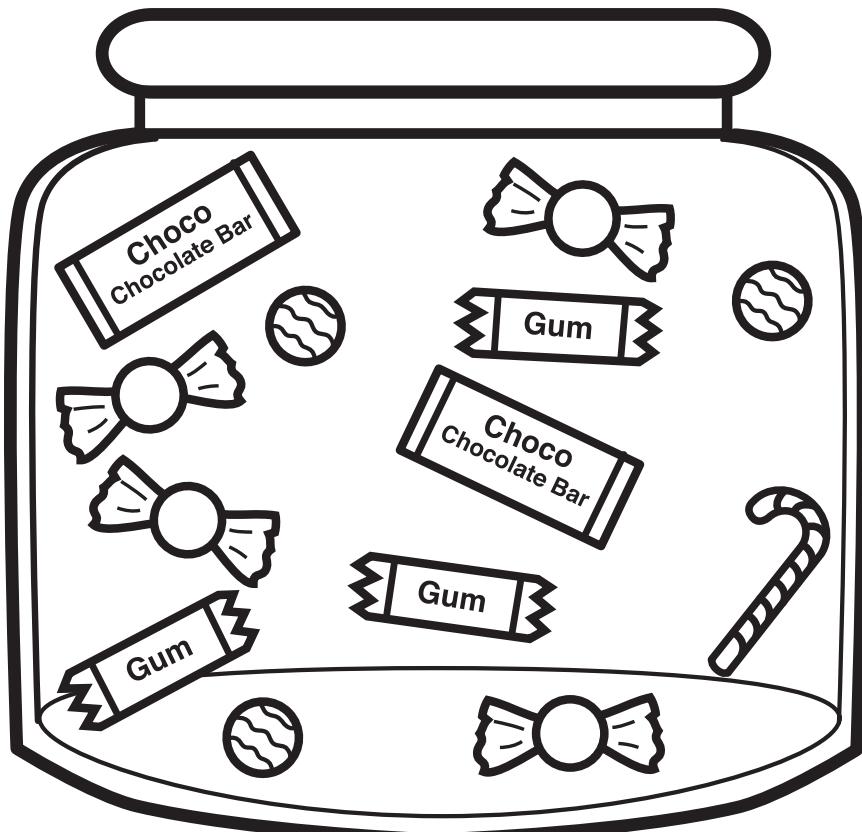
**Directions:** Color the toys on the top shelf **red**. Color the toys on the middle shelf **blue**. Color the toys on the bottom shelf **yellow**.



**Directions:** Draw a ball between the airplane and the teddy bear. Draw a rocket to the left of the car. Draw a football to the right of the clown.

# The Candy Jar

**Directions:** Count the items in the picture. Complete the graph by coloring one box for each item counted.



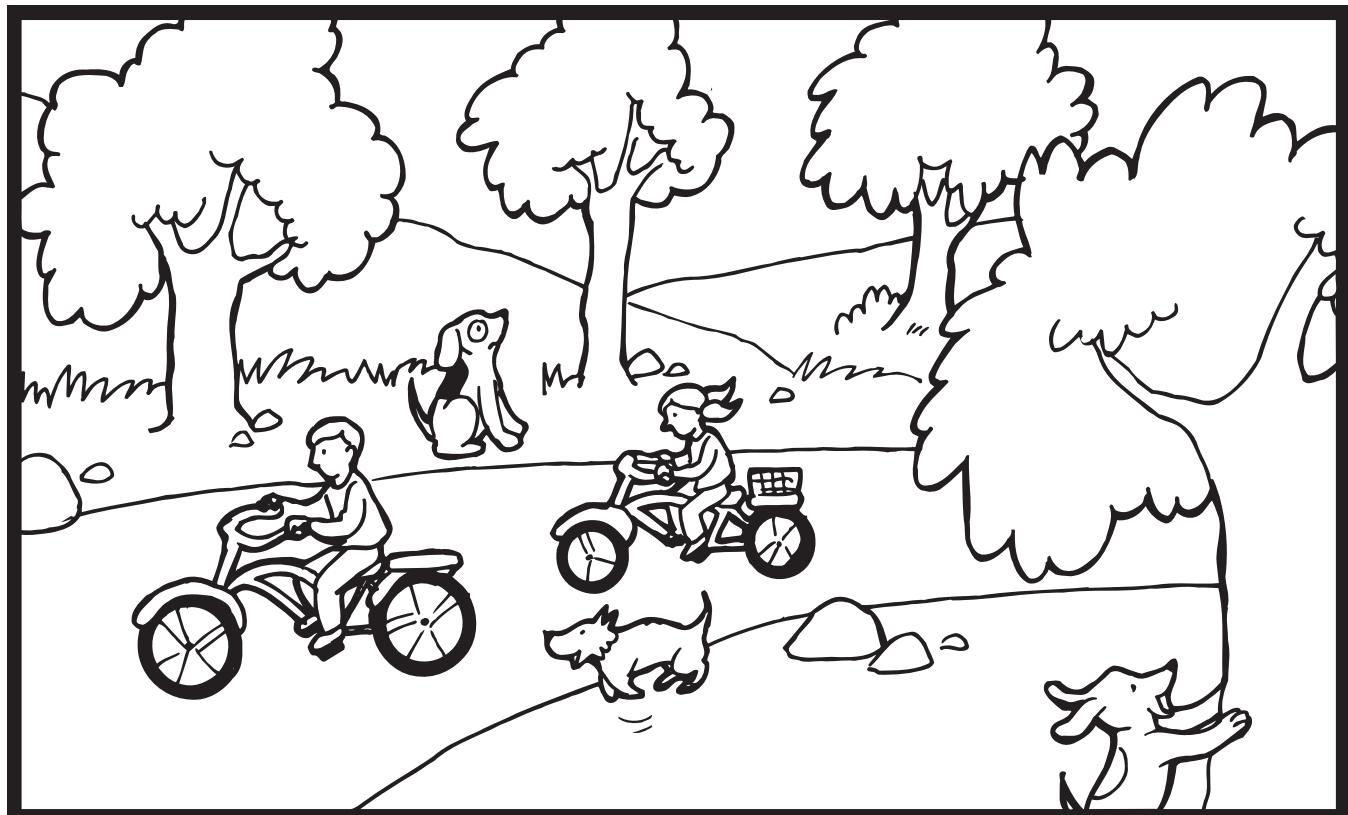
4					
3					
2					
1					

**Legend:**

- Large bowtie candy: 1 box
- Round wavy patterned candy: 1 box
- Striped candy cane: 1 box
- Choco Chocolate Bar: 1 box
- Gum: 1 box

# Going to the Park

**Directions:** Count the items in the picture. Write the numbers on the lines. Complete the graph by coloring one box for each item counted.



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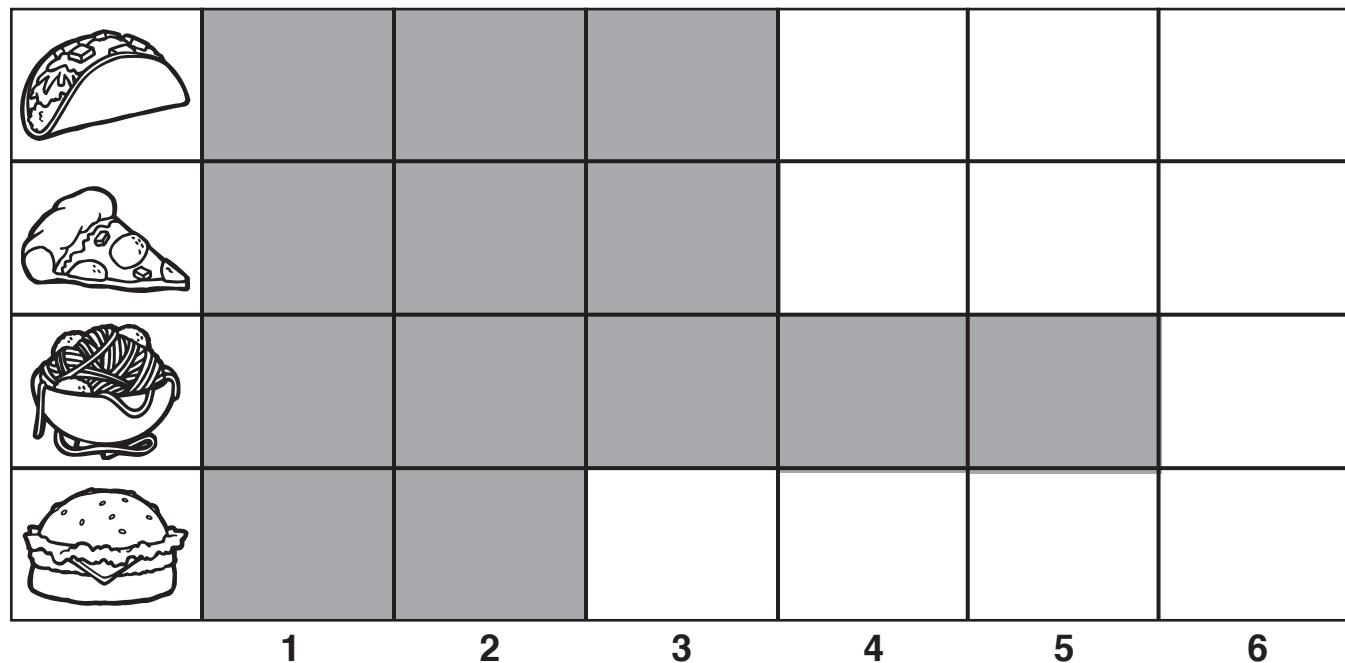


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# Favorite Foods Graph

**Directions:** Use the graph to answer the questions.

Favorite Foods

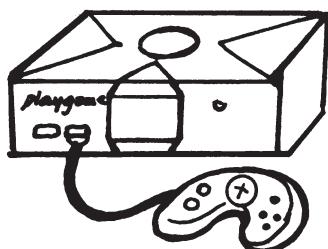


1. Which food was the favorite? \_\_\_\_\_
2. Which two foods did the same number of children choose as their favorite? \_\_\_\_\_
3. How many children chose hamburgers as their favorite food? \_\_\_\_\_
4. How many children were surveyed? \_\_\_\_\_
5. Which of the foods is your favorite? \_\_\_\_\_

# Long Ago or Today?

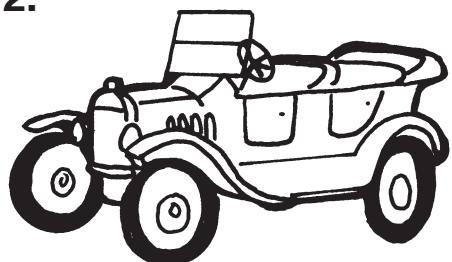
**Directions:** Look at each picture. If it shows something from long ago, draw a line from the picture to the box that says "Long Ago." If it shows something from now, draw a line to the box that says "Today."

1.

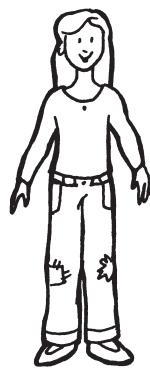


Long Ago

2.



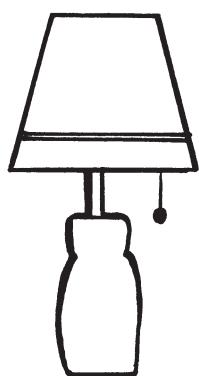
5.



6.



3.



Today

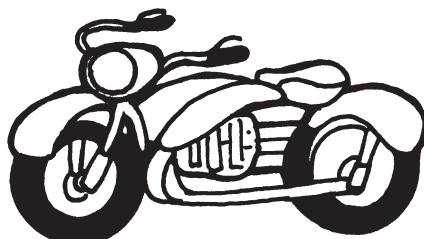
7.



4.

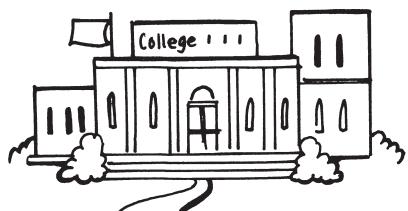
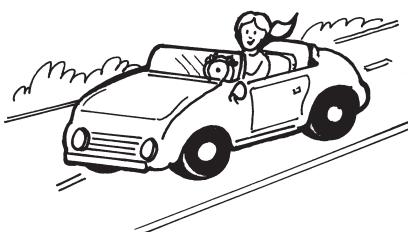
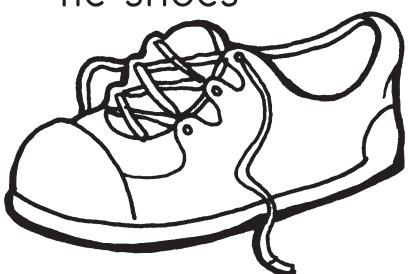


8.



# Past or Future?

**Directions:** Look at each picture and read the words. Circle the word "past" if you have already done it. Circle the word "future" if you will do it in the future.

<p>1. learn how to walk</p>  <p>past      future</p>	<p>2. go to college</p>  <p>past      future</p>	<p>3. 1st day of kindergarten</p>  <p>past      future</p>
<p>4. learn to drive a car</p>  <p>past      future</p>	<p>5. learn to ride a bike</p>  <p>past      future</p>	<p>6. get married</p>  <p>past      future</p>
<p>7. go to second grade</p>  <p>past      future</p>	<p>8. learn to tie shoes</p>  <p>past      future</p>	<p>9. learn to speak</p>  <p>past      future</p>

# Community Helpers

**Directions:** Label each community helper. Use the words in the **Word Bank** to help you.

## Word Bank

police  
teacher

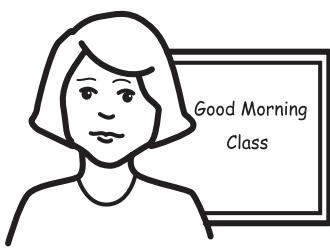
doctor  
firefighter

store clerk  
secretary

1.



4.



2.



5.



3.



6.



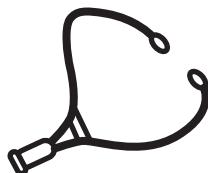
# Tools for Work

**Directions:** Draw a line to connect the tool with the community helper who uses it.

1.



2.



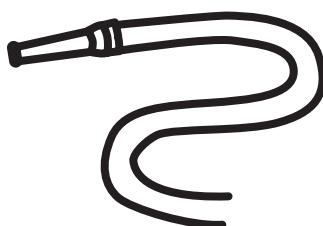
3.



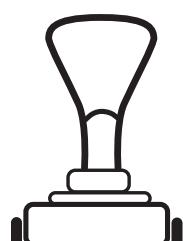
4.



5.



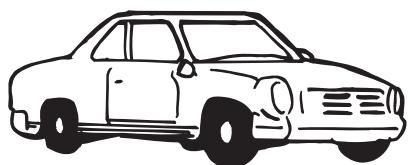
6.



# Goods and Services

**Directions:** Look at each picture. Decide if it shows **goods** or **services**. Circle the correct word.

1.



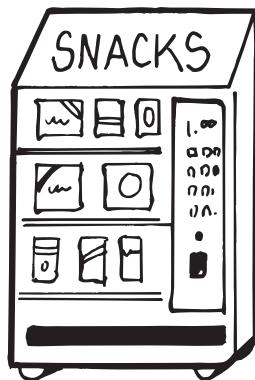
goods

2.



goods

3.



goods

4.



goods

5.



goods

6.



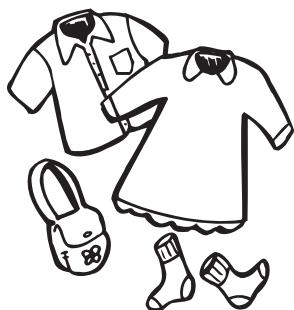
goods

7.



goods

8.



goods

9.

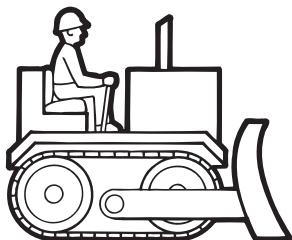


goods

# City or Country?

**Directions:** Draw a line from each picture to the word that shows the place where you would most likely find it. Color the pictures.

1.



City

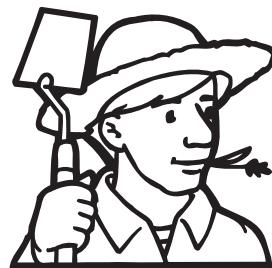
5.



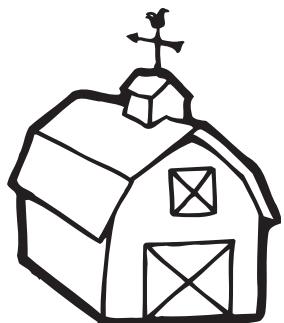
2.



6.

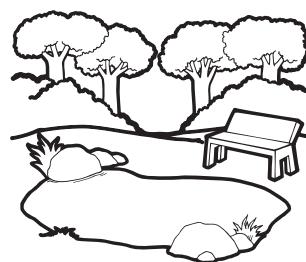


3.

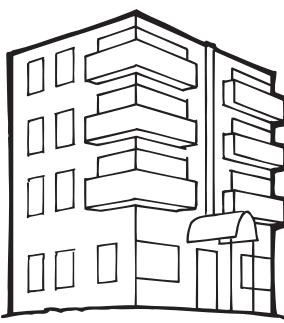


Country

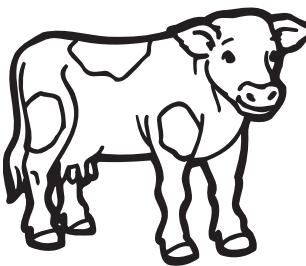
7.



4.



8.



# From Farm to Table

**Directions:** Look at the pictures below. Write numbers 1–6 to sequence the events showing how we get food from farms.



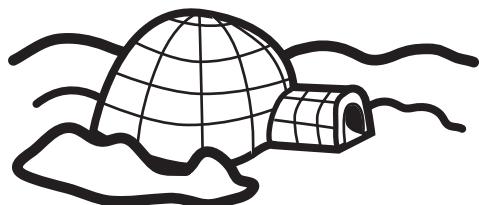
# Homes

**Directions:** Draw a line to match the home with the sentence that tells about it.

1.



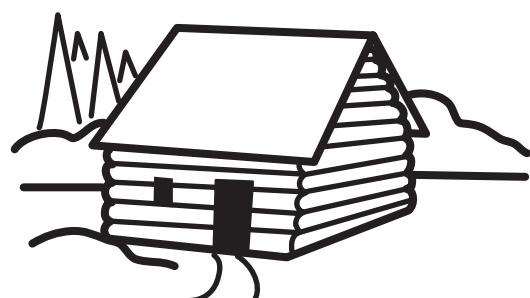
2.



3.



4.



5.



Igloos are homes while  
Eskimos are hunting.

Homes on stilts are built  
where it rains a lot.

Log cabins are built  
where there are many  
trees.

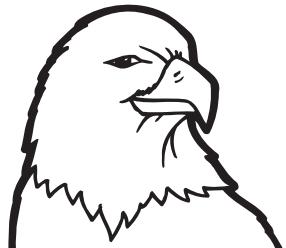
Homes with steep roofs  
help the snow to slide off.

Adobe homes stay cool  
when the weather is hot.

# U.S. Symbols

**Directions:** Draw a line from each U.S. symbol to the word that names it.

1.



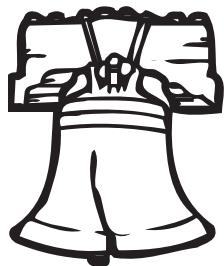
United States flag

2.



Statue of Liberty

3.



bald eagle

4.



Liberty Bell

5.



Washington Monument

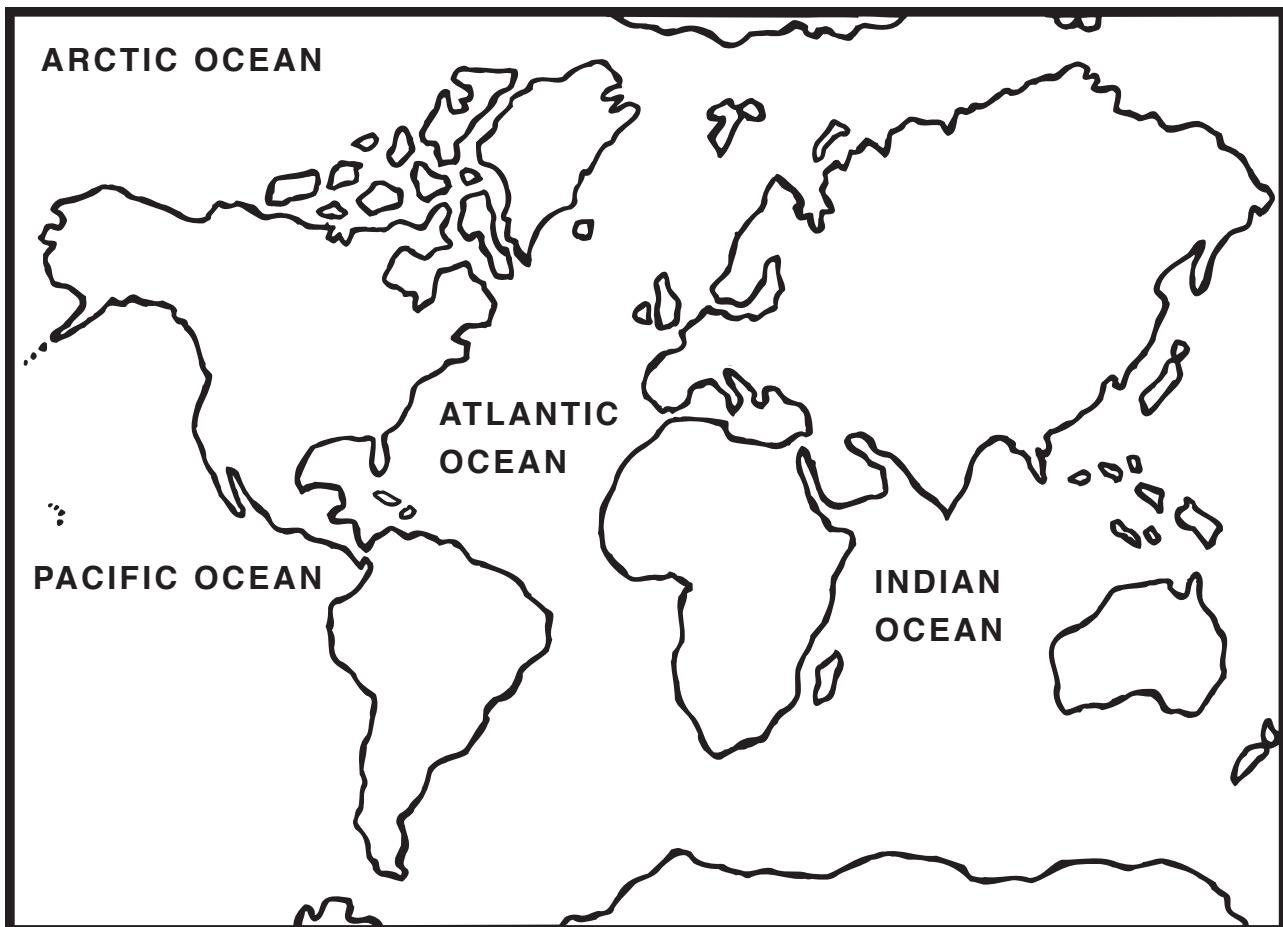
6.



Mount Rushmore

# Our World

**Directions:** Color the continents **green**. Color the oceans **blue**. Trace the names of the continents below.



North America

Australia

South America

Asia

Africa

Europe

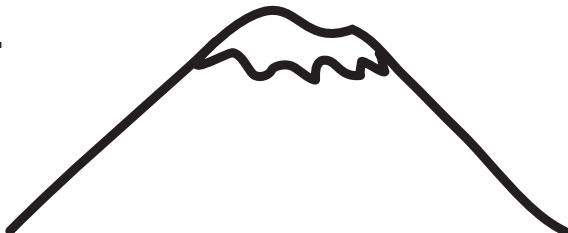
Antarctica

# Land and Water

**Directions:** Look at each picture. Label the picture with the correct name for the land or water forms. Use the words from the **Word Bank** to help you.

**Word Bank**lake  
islandriver  
hillmountain  
ocean

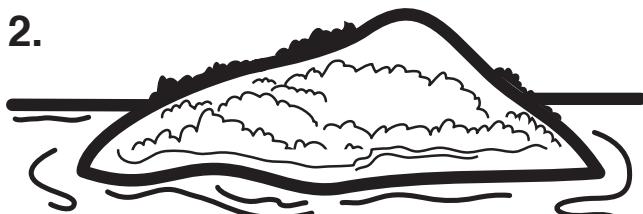
1.



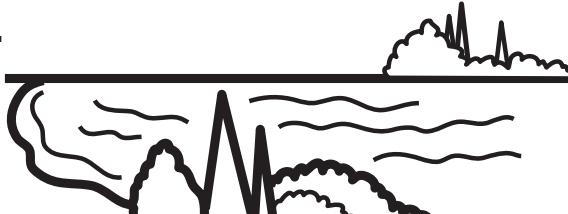
4.



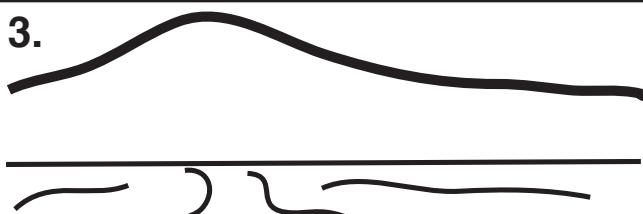
2.



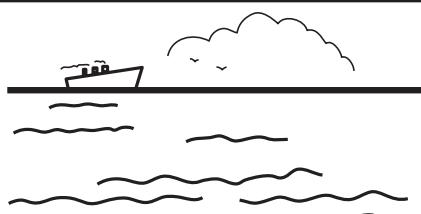
5.



3.

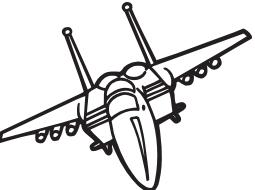
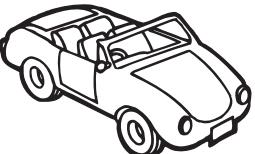
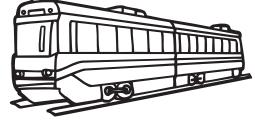


6.



# Traveling

**Directions:** Look at each picture. Decide if it travels by land, water, or air. Circle the correct word.

1.  land water air	2.  land water air	3.  land water air
4.  land water air	5.  land water air	6.  land water air
7.  land water air	8.  land water air	9.  land water air

# Road Signs

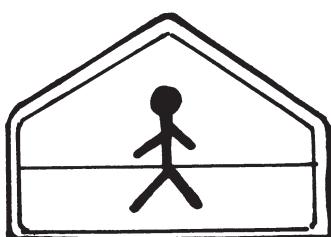
**Directions:** Draw a line to match the road sign to what it stands for.

1.



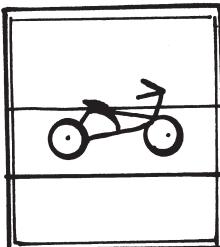
crosswalk

2.



stop

3.



bicycles allowed

4.



no bicycles

5.



no crossing

6.



railroad crossing

# Map Symbols

**Directions:** Draw lines to match the map symbols to the correct words. Draw the map symbols on the map below.

1.



school

2.



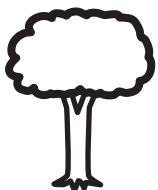
house

3.



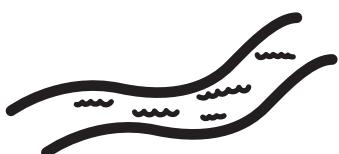
park

4.

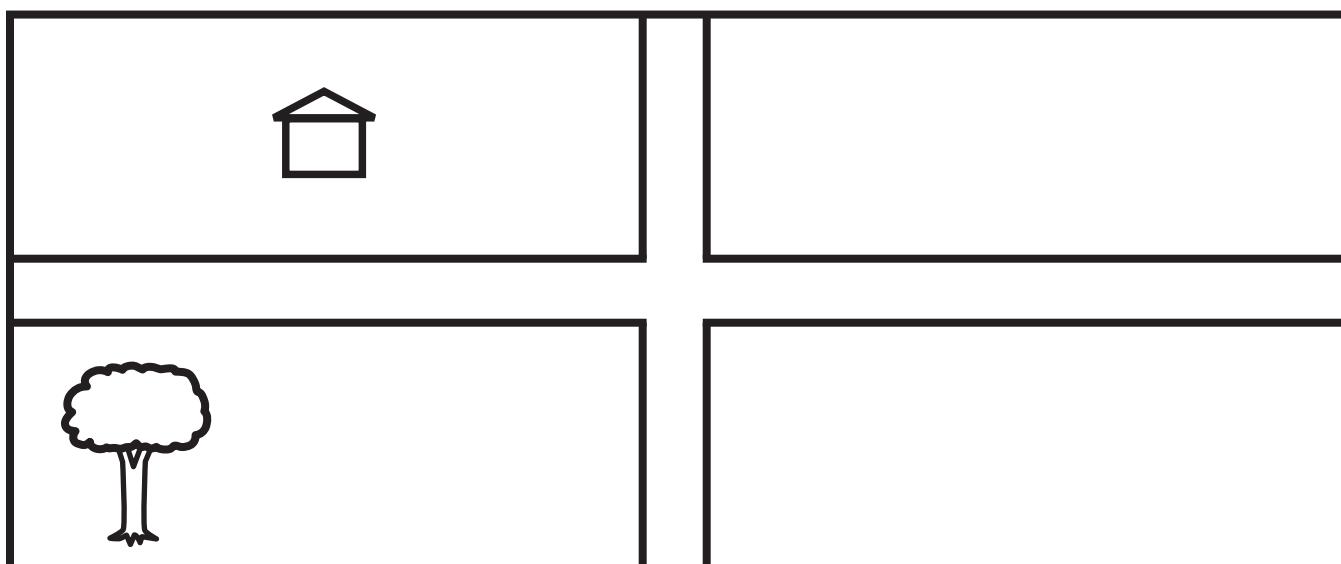


bank

5.



river



# A Tree in All Seasons

**Directions:** Look at the tree in each picture. Write the name of the season that labels the tree.

## Word Bank

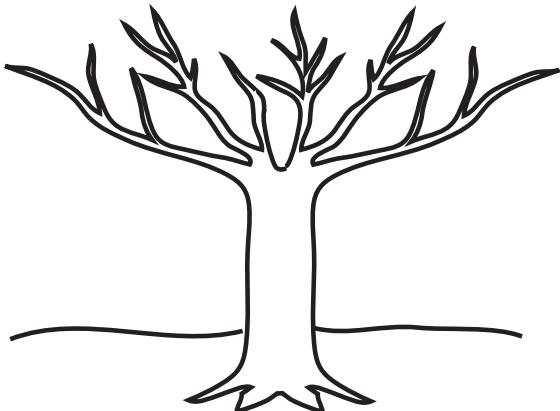
spring

fall

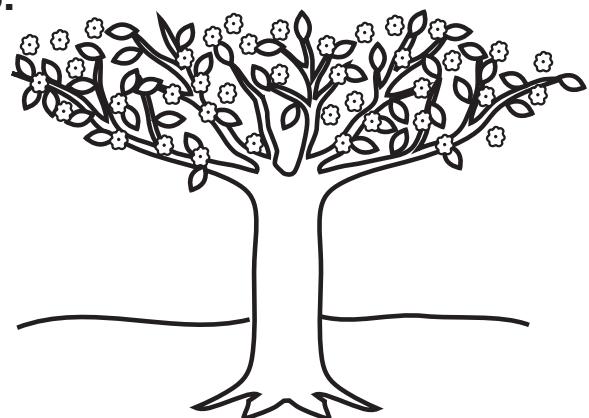
summer

winter

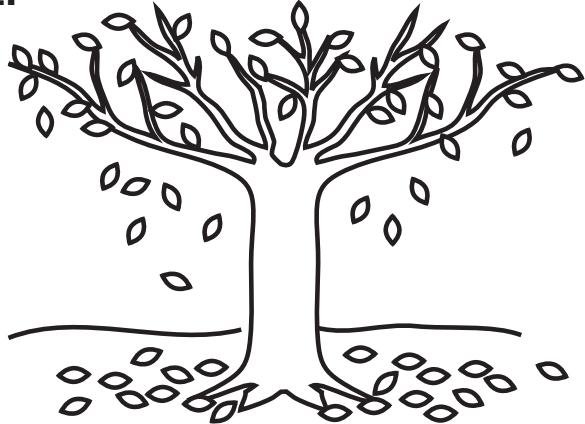
1.



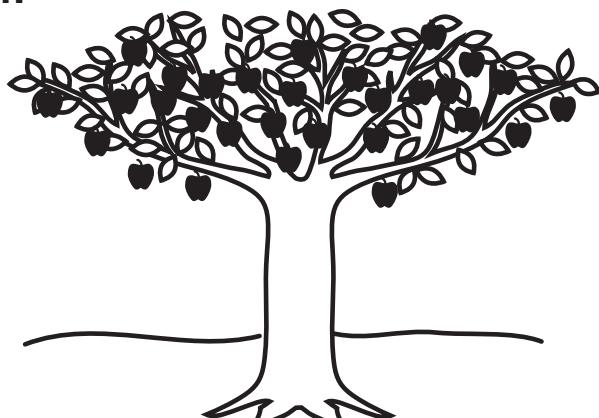
3.



2.



4.



# What Is the Weather?

**Directions:** Look at the pictures below. Decide what kind of weather it is showing. Write the correct word. Use the words from the **Word Bank** to help you.

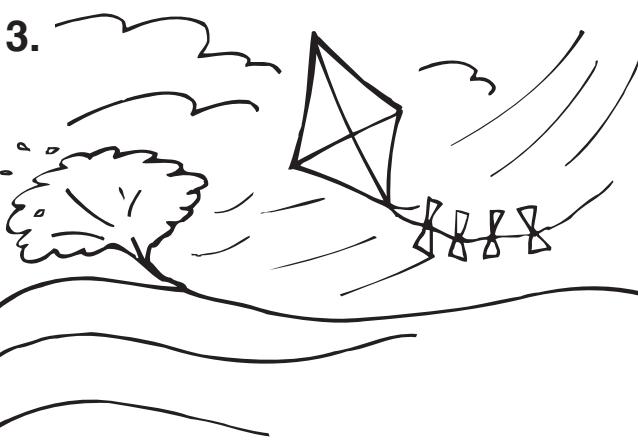
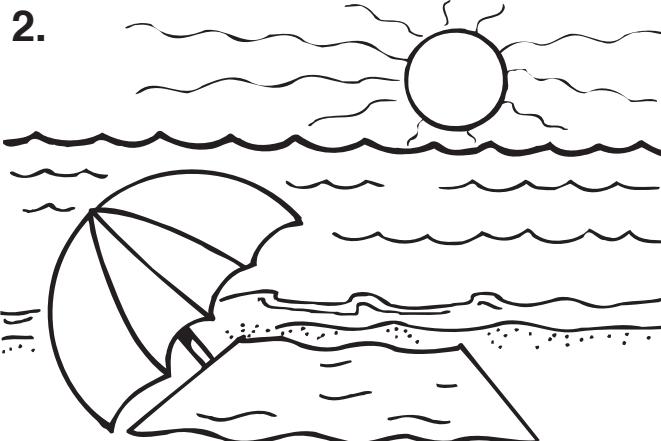
## Word Bank

sunny

windy

snowy

rainy



# Weather Words

**Directions:** Complete each sentence with the correct word. Use the words from the **Word Bank** to help you.

**Word Bank**

sunny

windy

snowy

rainy

1.



On a \_\_\_\_\_ day,  
we like to go on a picnic.

2.



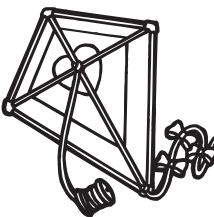
When it is \_\_\_\_\_, I  
have to use my umbrella.

3.



I like to build a snowman  
on a \_\_\_\_\_ day.

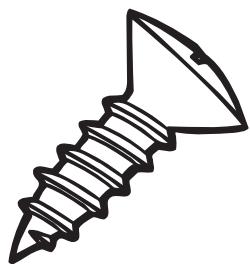
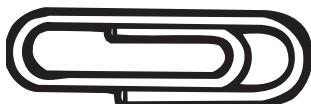
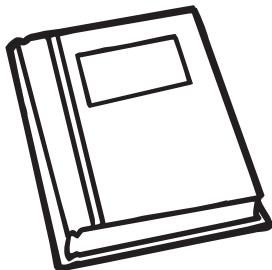
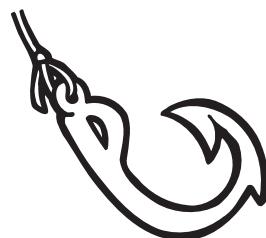
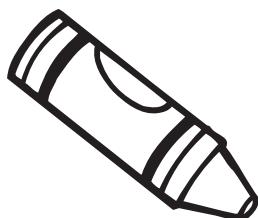
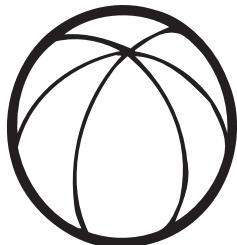
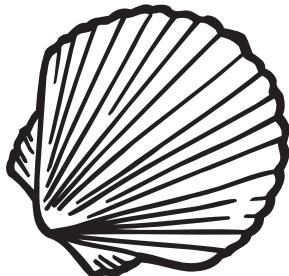
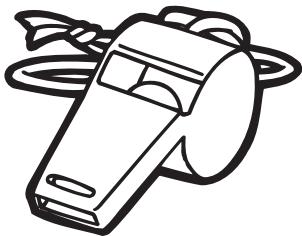
4.



I can fly a kite on a very  
\_\_\_\_\_ day.

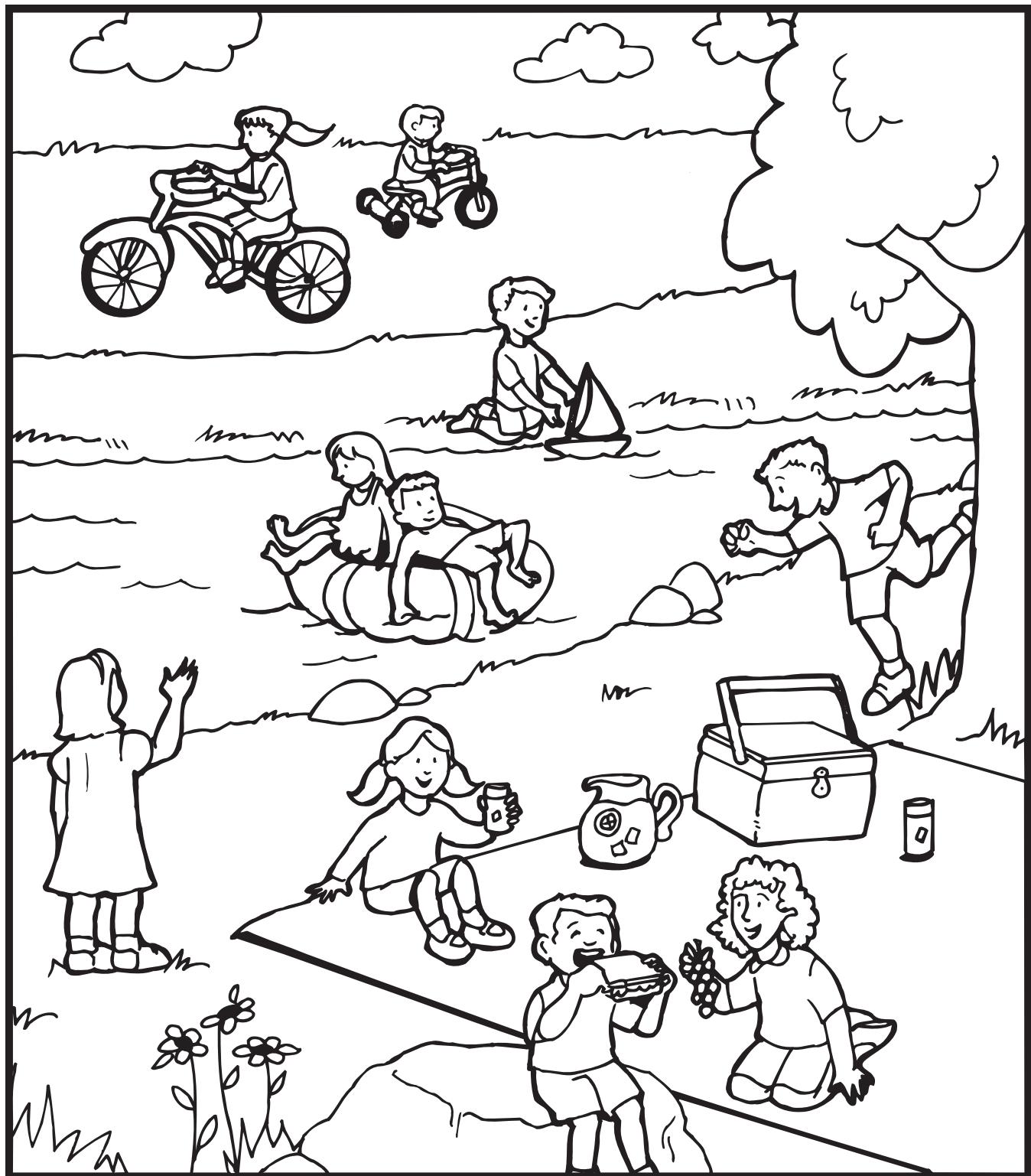
# Using a Magnet

**Directions:** Color the pictures of objects that are attracted to a magnet. If possible, use a magnet on the real objects to test.



# Matter

**Directions:** Matter is all around us. It takes up space and has mass. Color everything in the picture that is matter.



# Solid, Liquid, or Gas?

**Directions:** Look at each piece of matter. Circle the correct word to show if it is a solid, liquid, or gas.

1. What type of matter is inside the tire?



solid  
liquid  
gas

- 2.



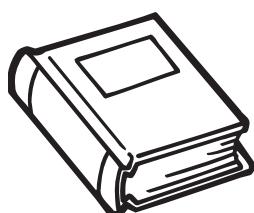
solid  
liquid  
gas

- 3.



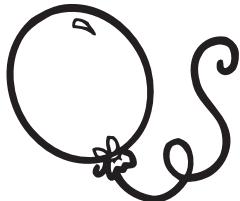
solid  
liquid  
gas

- 4.



solid  
liquid  
gas

5. What type of matter is inside the balloon?



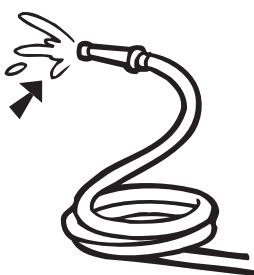
solid  
liquid  
gas

- 6.



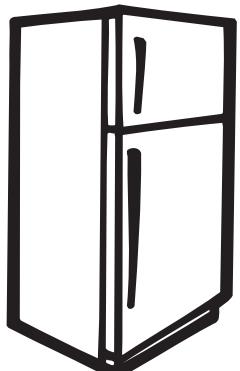
solid  
liquid  
gas

- 7.



solid  
liquid  
gas

- 8.



solid  
liquid  
gas

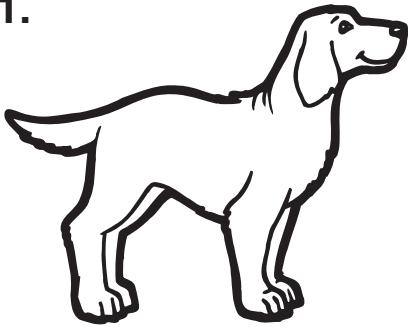
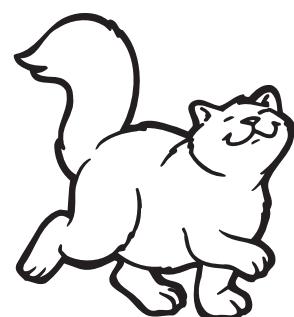
- 9.



solid  
liquid  
gas

# Living Things

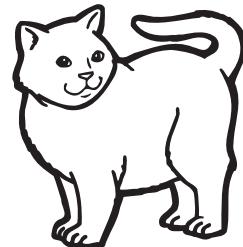
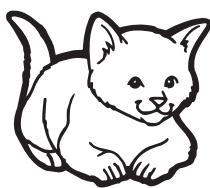
**Directions:** Living things grow and change. Look at the pictures. Circle **yes** if it is living. Circle **no** if it is not living. Color the pictures of the living things.

 1. yes      no	 2. yes      no	 3. yes      no
 4. yes      no	 5. yes      no	 6. yes      no
 7. yes      no	 8. yes      no	 9. yes      no

# Growing and Changing

**Directions:** Living things grow and change. Draw a line to match the column on the left with the column on the right.

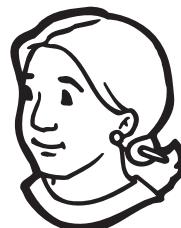
1.



2.



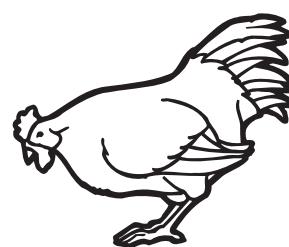
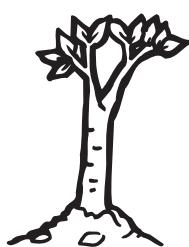
3.



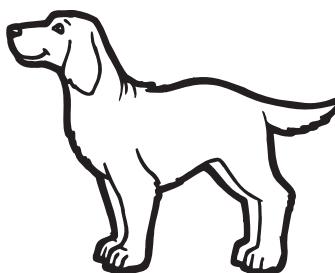
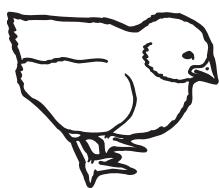
4.



5.



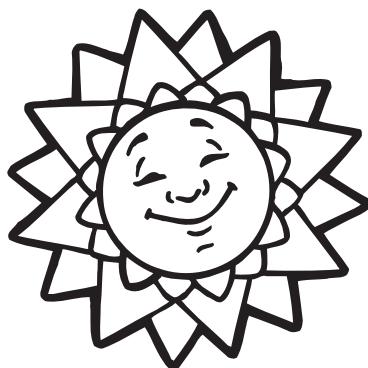
6.



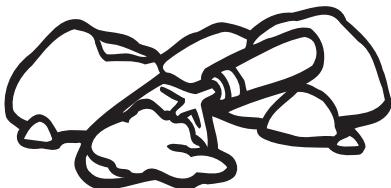
# Flower Needs

**Directions:** Color the flower. Circle and color the pictures that show something that flowers need in order to live. Draw an X on the things that a flower does not need.

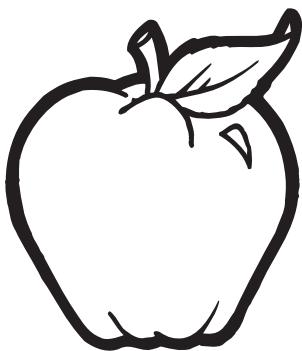
1.



4.



2.



5.



3.



6.



# Plant Parts

Directions: Use the words from the **Word Bank** to label the parts of the plant.

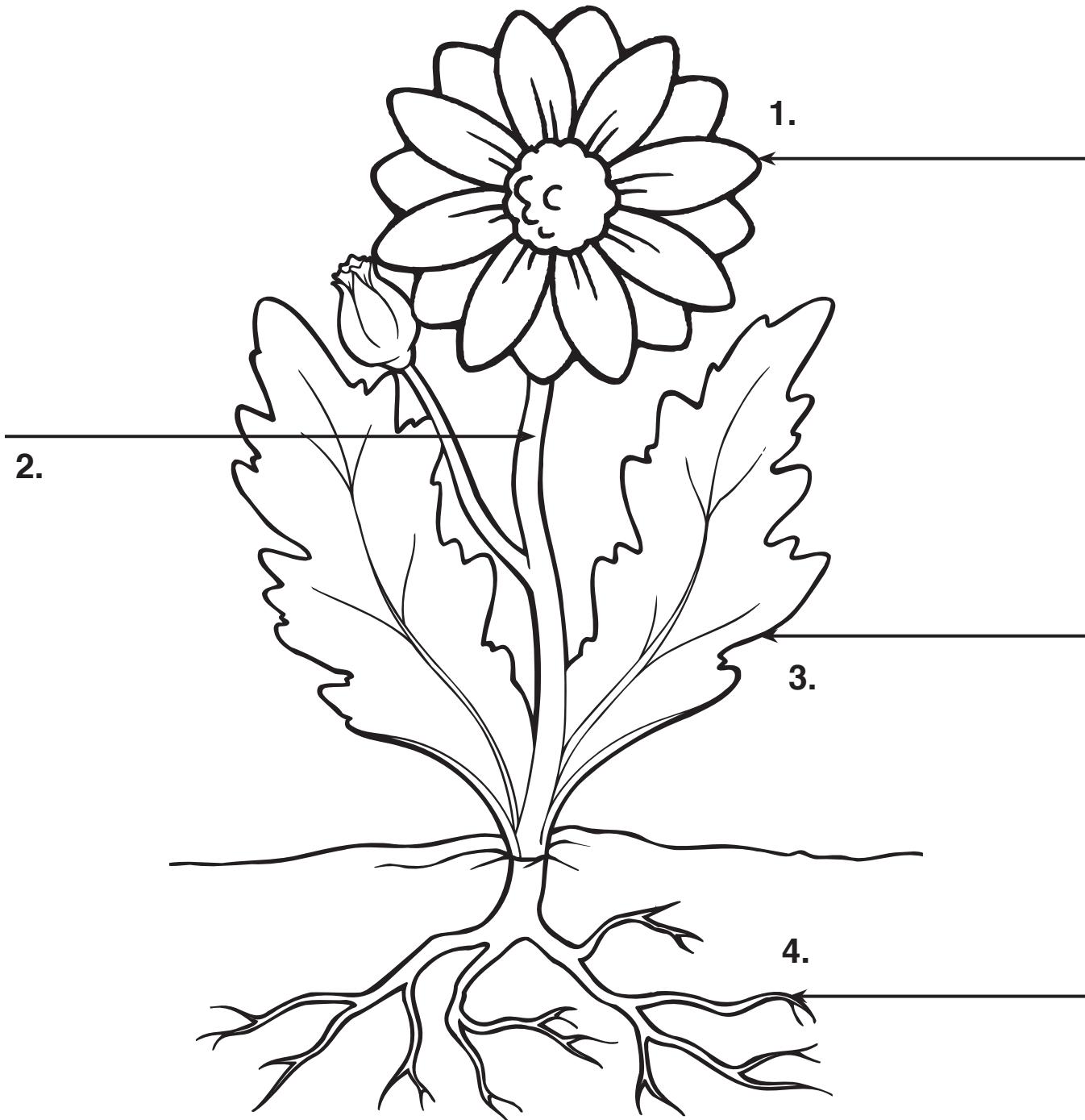
Word Bank

roots

stem

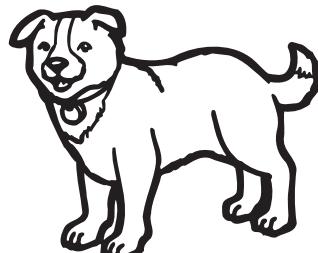
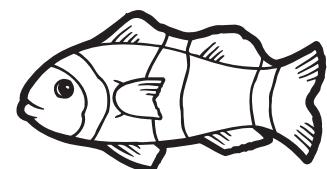
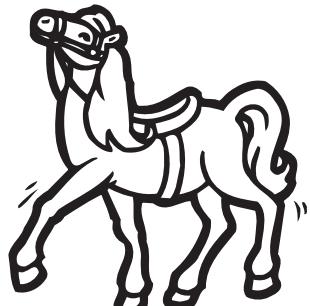
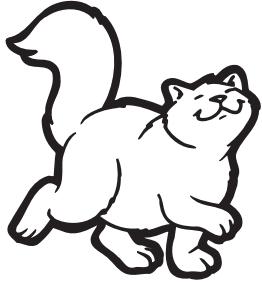
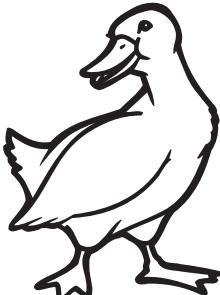
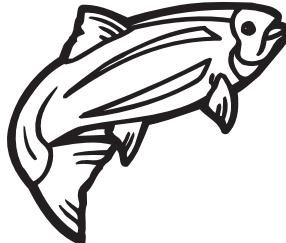
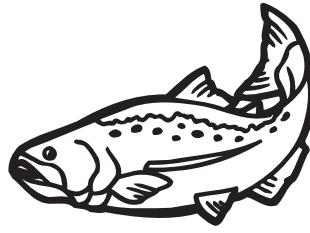
leaf

flower



# Animal Body Coverings

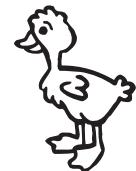
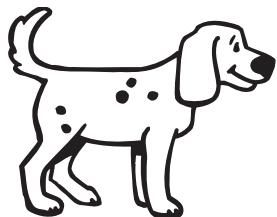
**Directions:** Look at the pictures of the animals below. Circle the type of body covering each animal has.

1. 	2. 	3. 
feathers scales	feathers hair	feathers scales
4. 	5. 	6. 
hair scales	feathers hair	feathers scales
7. 	8. 	9. 
feathers scales	feathers hair	feathers scales

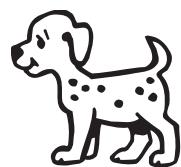
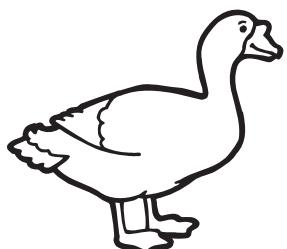
# Animal Babies

**Directions:** Animals often look very similar to their parents. Draw lines to match the animal parents and their babies.

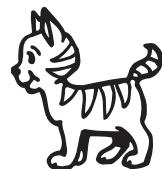
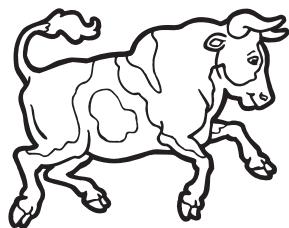
1.



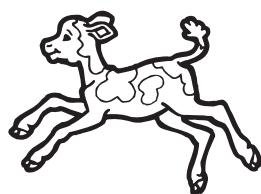
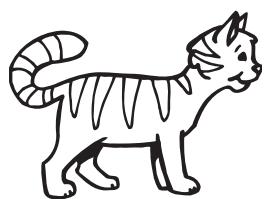
2.



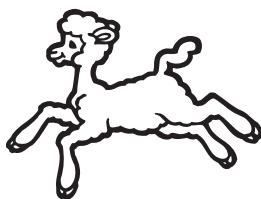
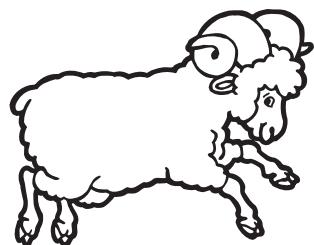
3.



4.



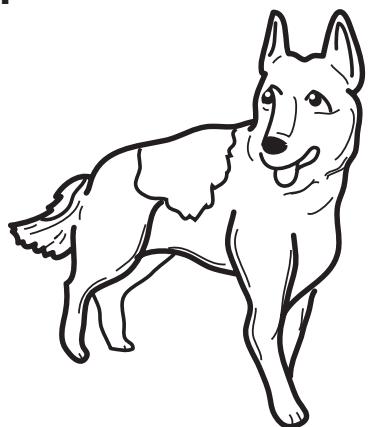
5.



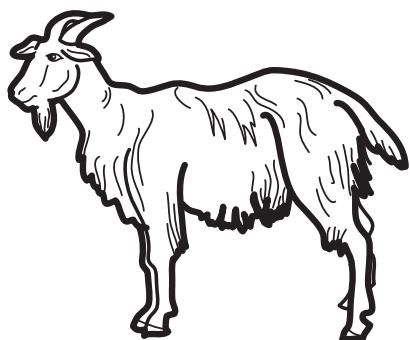
# Dogs

**Directions:** You know there are many kinds of animals, but did you know that animal groups can have differences, too? Look at the animals below. Color all of the pictures of dogs. Put an X on any animal that is not a dog.

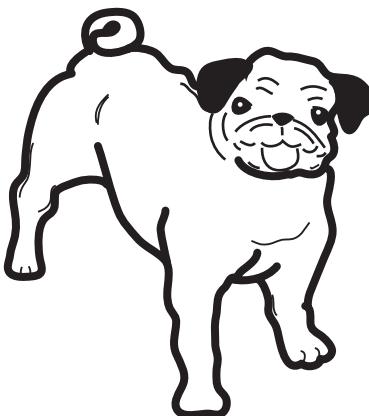
1.



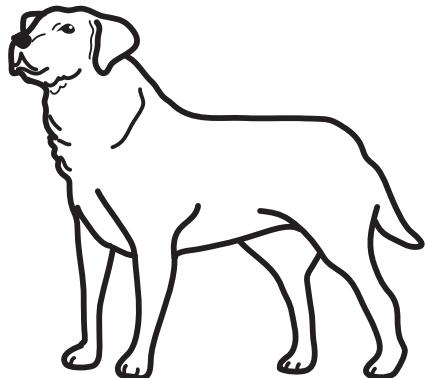
2.



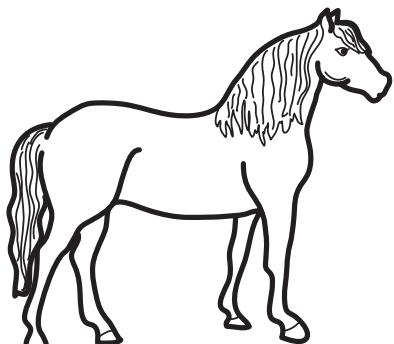
3.



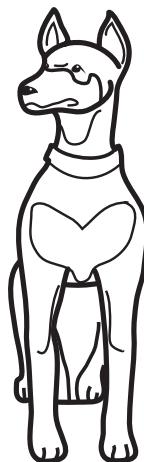
4.



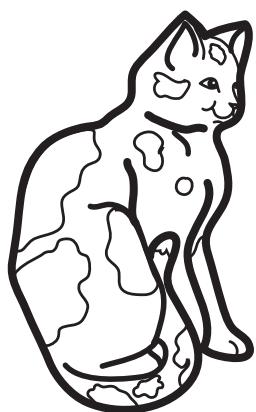
5.



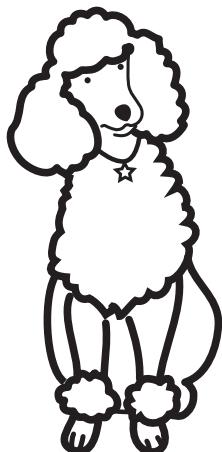
6.



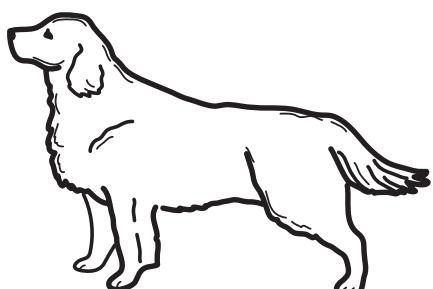
7.



8.



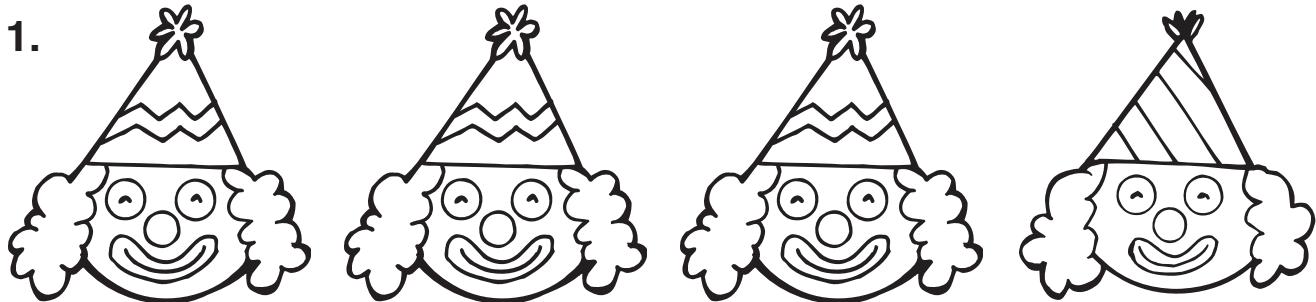
9.



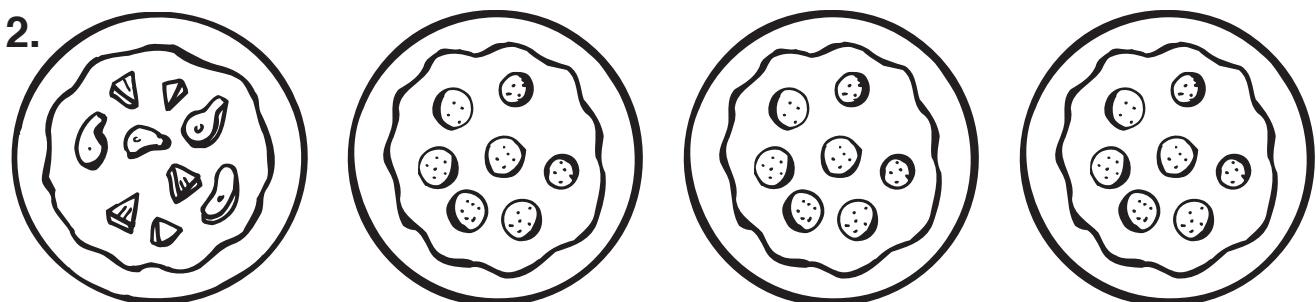
# It's Different

**Directions:** Look at the pictures in each row. Color the three pictures that are the same. Draw an X on the picture that is different.

1.



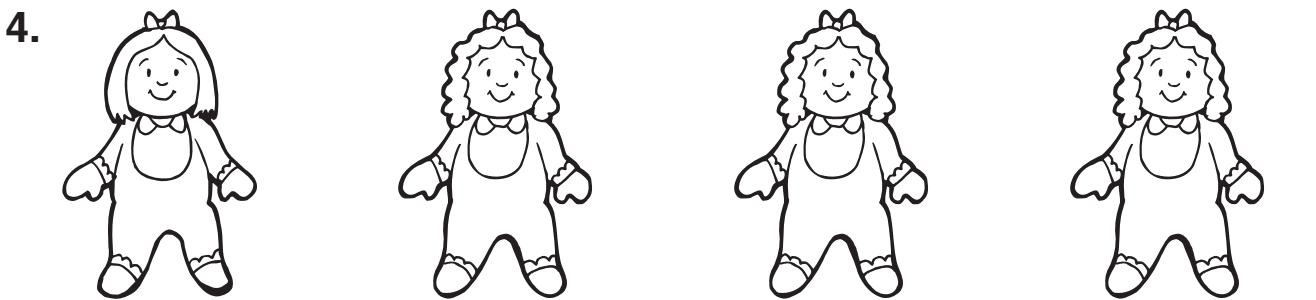
2.



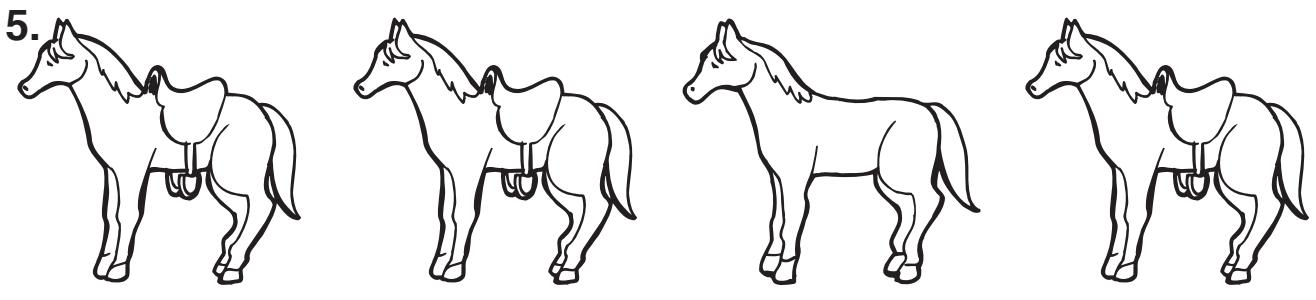
3.



4.



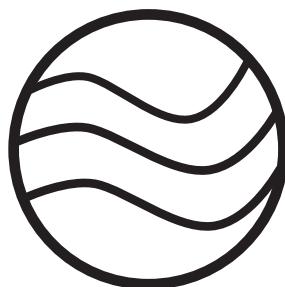
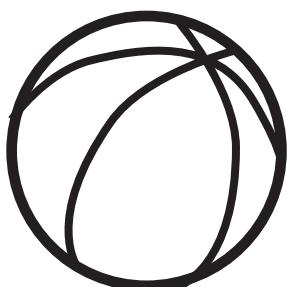
5.



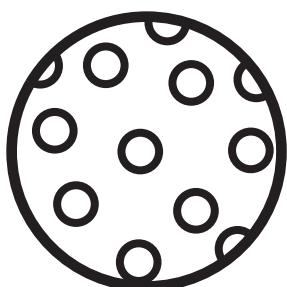
# Marble Match

**Directions:** Look at the patterns on the marbles. Match the marbles on the left to the marbles on the right.

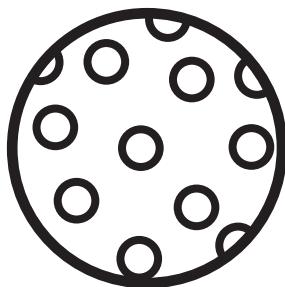
1.



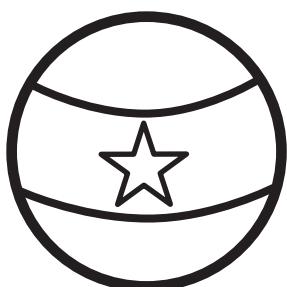
2.



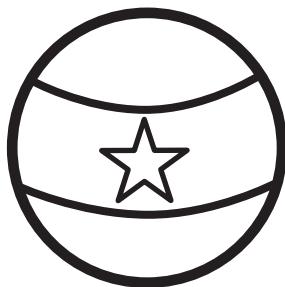
3.



4.



5.



# Tea Time

**Directions:** Look at the teapots and cups. Draw a line from the teapot on the left to its matching cup on the right. Color the teapots and the matching cups.

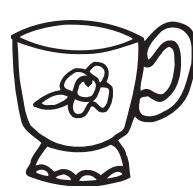
1.



2.



3.



4.

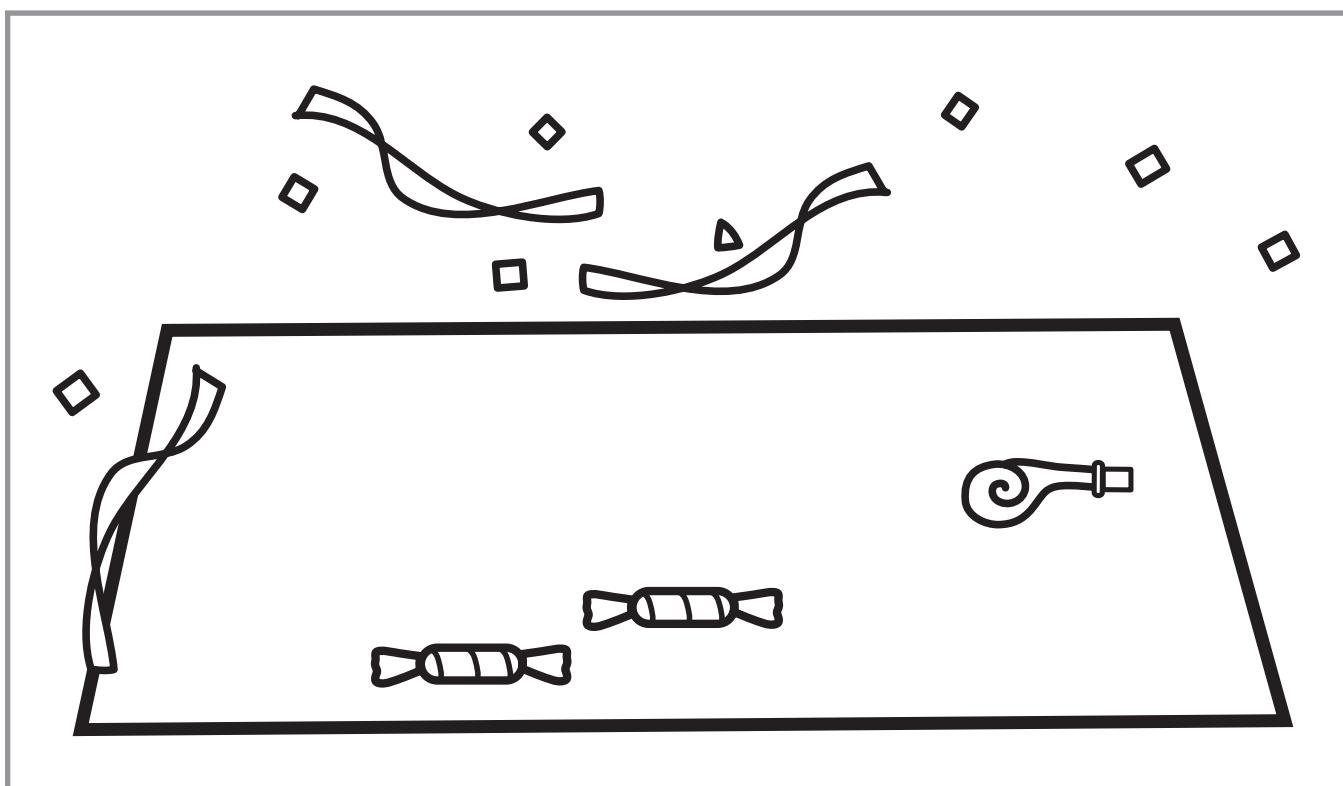
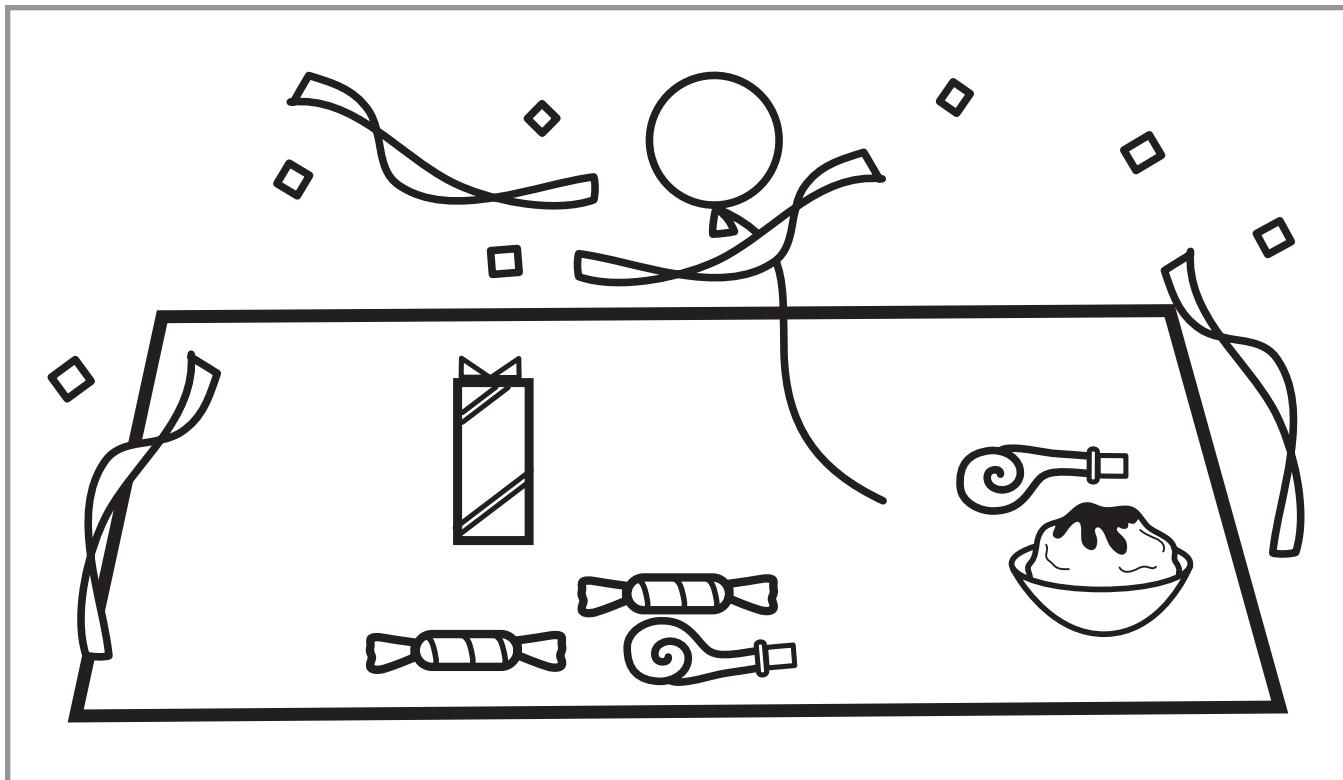


5.



# Complete the Picture

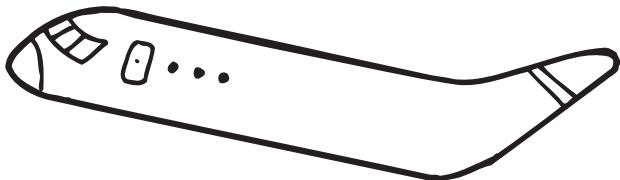
**Directions:** Look at the picture on the top. Draw the missing items to complete the picture on the bottom so that both pictures match.



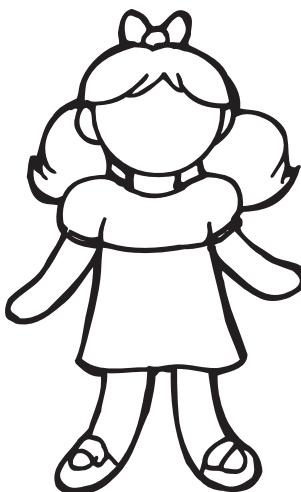
# What's Missing?

**Directions:** Complete each picture by drawing the missing parts.

1.



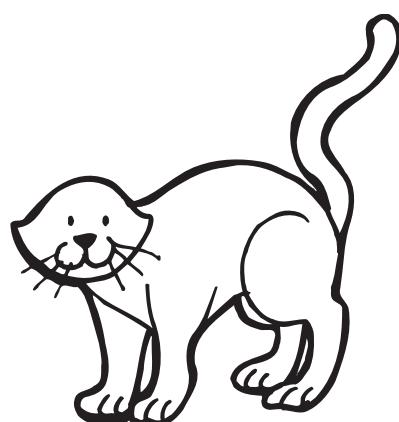
2.



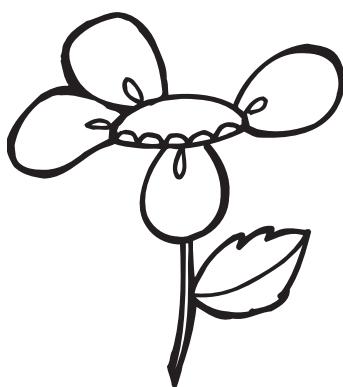
3.



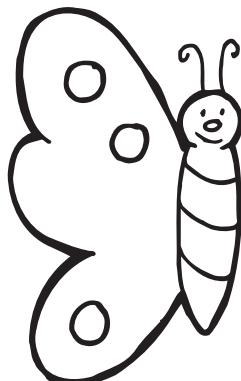
4.



5.



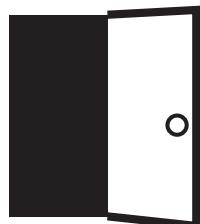
6.



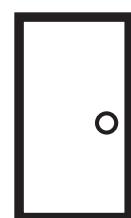
# Opposites

**Directions:** Draw lines to match the opposites.

1.



2.



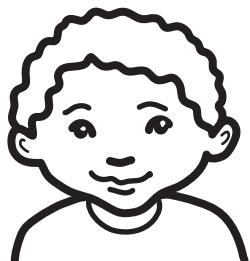
3.



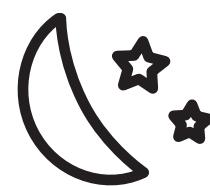
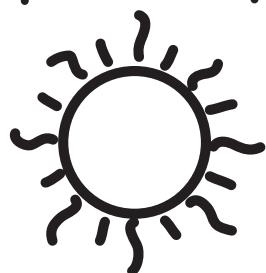
4.



5.



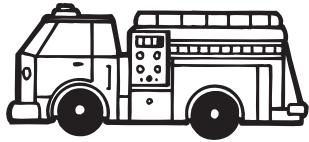
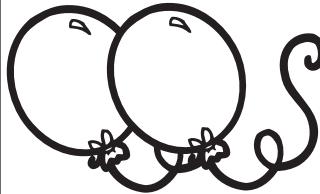
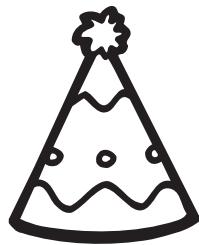
6.



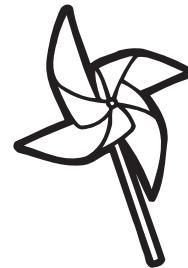
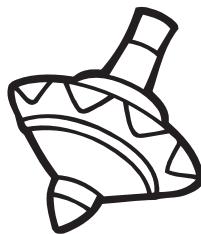
# Categories

**Directions:** Read the category in each box. Color the pictures of items that belong in that category.

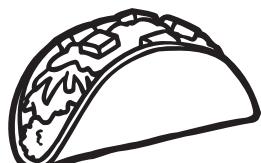
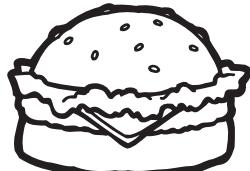
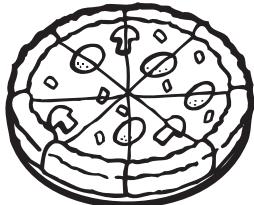
**1. Birthday Party**



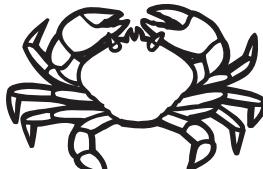
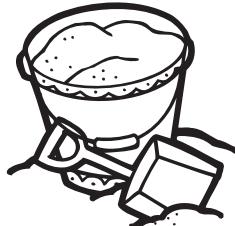
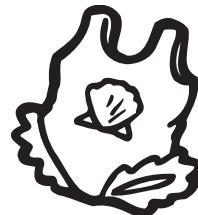
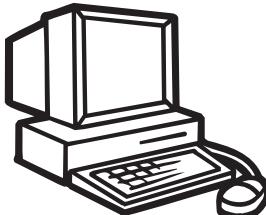
**2. Toys**



**3. Food**



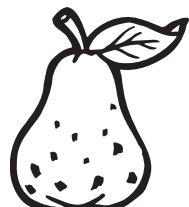
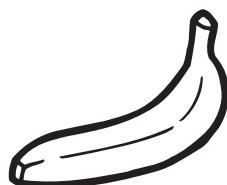
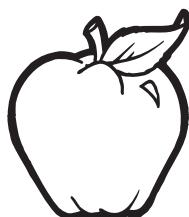
**4. The Beach**



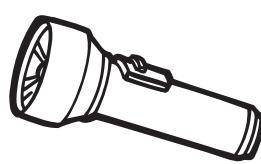
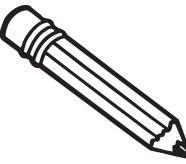
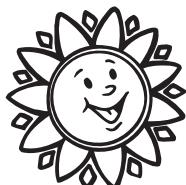
# It Belongs

**Directions:** Color the items in each group that belong together. Put an X on the item that does not belong.

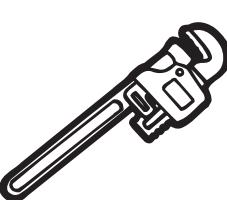
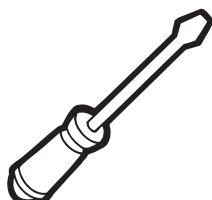
1.



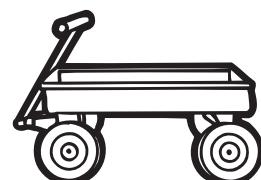
4.



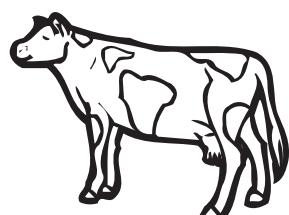
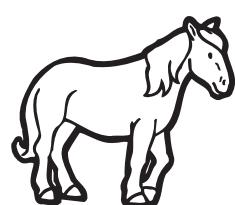
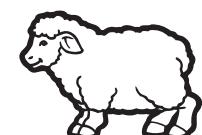
2.



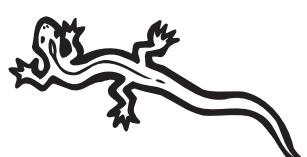
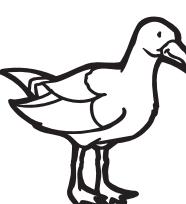
5.



3.

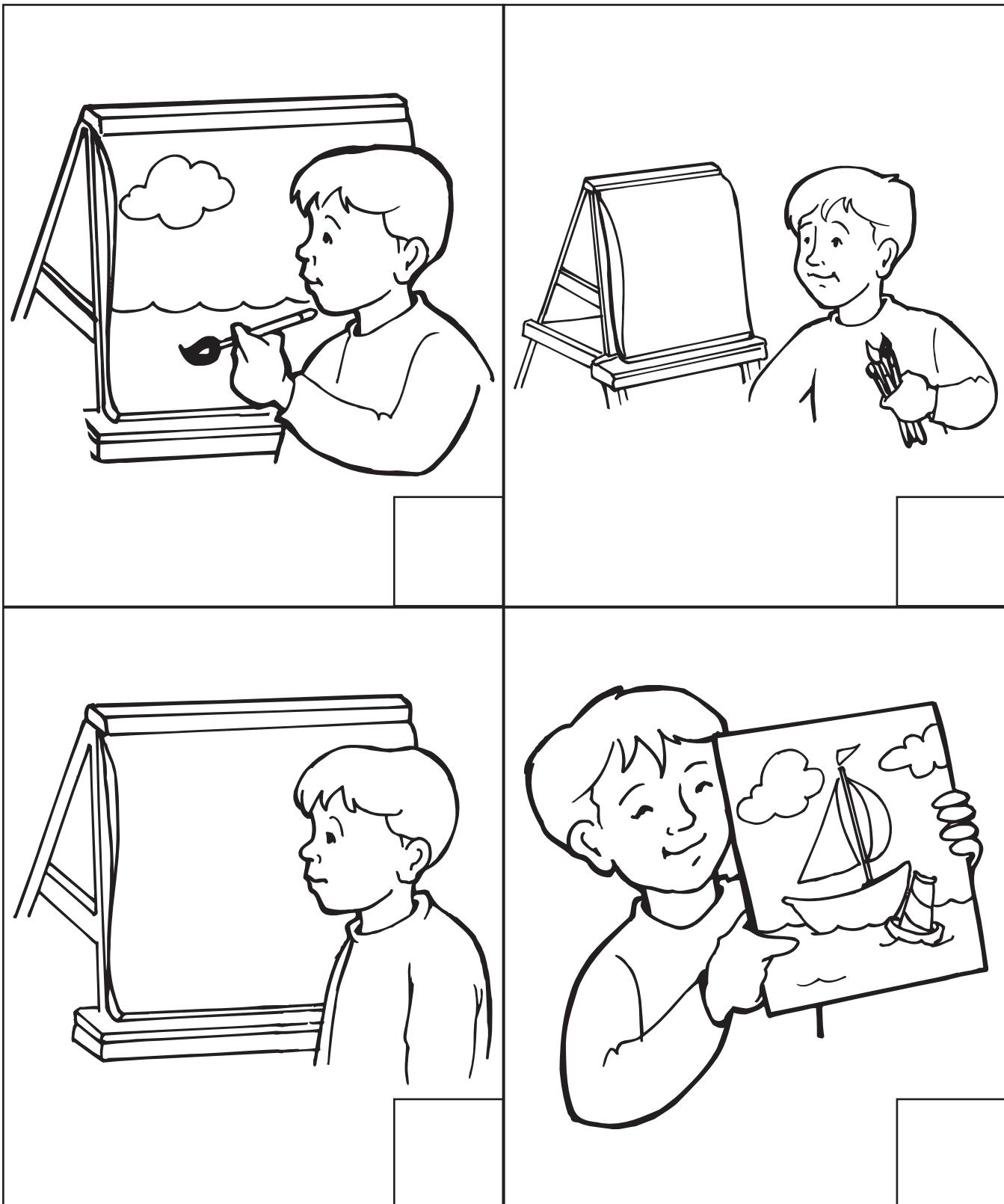


6.



# Painting a Picture

**Directions:** Show the correct order of the story by writing the numbers 1, 2, 3, and 4 in the correct boxes.



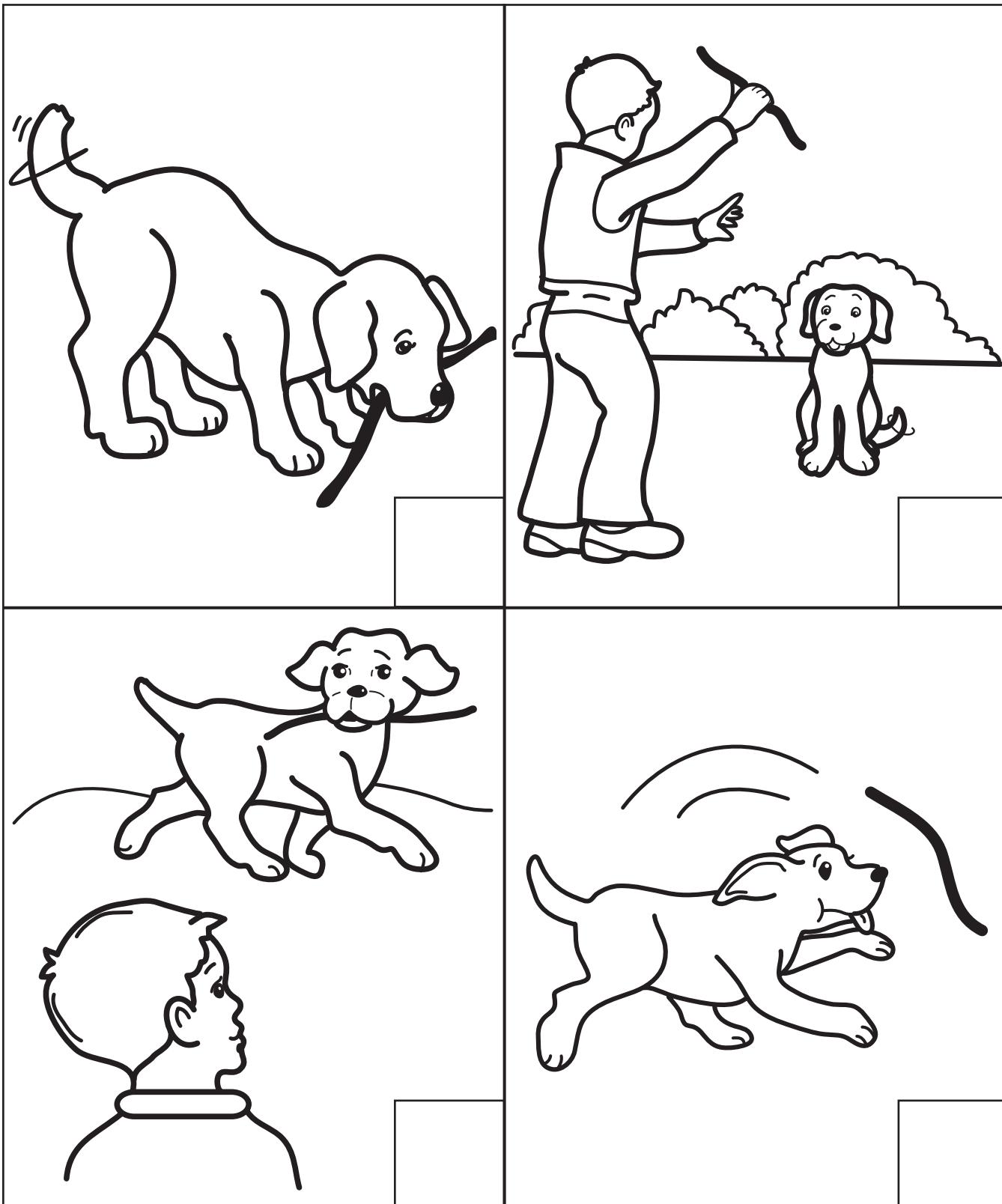
# Baking Bread

**Directions:** Show the correct order of the story by writing the numbers 1, 2, 3, and 4 in the correct boxes.



# Fetch

**Directions:** Show the correct order of the story by writing the numbers 1, 2, 3, and 4 in the correct boxes.



# Answer Key

## Page 7

Students should have colored the child sitting at a desk and reading, the child sitting in the chair with the book in her hands, the child placing a book on the bookshelf, the child returning a book to the library, and the child listening to a story on her parent's lap.

## Page 8

1. The Little Hungry Ant
2. 4
3. Nan James

## Page 9

Letters (circled)—A, C, v, L, q, f, t, r, W, z

Numbers (an X)—3, 5, 7, 4, 2, 8

Words (underlined)—dog, yes, no, cat

## Page 10

- |      |       |
|------|-------|
| 1. 2 | 6. 4  |
| 2. 3 | 7. 3  |
| 3. 4 | 8. 4  |
| 4. 3 | 9. 3  |
| 5. 3 | 10. 4 |

## Page 11

- |      |      |      |       |
|------|------|------|-------|
| 1. b | 4. d | 7. i | 10. p |
| 2. l | 5. a | 8. u | 11. b |
| 3. n | 6. o | 9. b | 12. n |

## Page 12

- |             |             |
|-------------|-------------|
| 1. word     | 5. letter   |
| 2. letter   | 6. sentence |
| 3. sentence | 7. word     |
| 4. word     | 8. letter   |

## Page 13

- |      |      |
|------|------|
| 1. 4 | 4. 5 |
| 2. 5 | 5. 4 |
| 3. 4 |      |

## Page 15

- |      |       |
|------|-------|
| 1. 1 | 7. 1  |
| 2. 2 | 8. 3  |
| 3. 1 | 9. 2  |
| 4. 4 | 10. 1 |
| 5. 2 | 11. 2 |
| 6. 1 | 12. 2 |

## Page 16

- |                     |                     |
|---------------------|---------------------|
| 1. same sound       | 7. different sounds |
| 2. same sound       | 8. same sound       |
| 3. different sounds | 9. same sound       |
| 4. same sound       |                     |
| 5. different sounds |                     |
| 6. same sound       |                     |

## Page 17

Answers indicate the one that has a different sound.

- |           |            |
|-----------|------------|
| 1. lemon  | 4. fox     |
| 2. mitten | 5. present |
| 3. pencil | 6. turtle  |

## Page 18

Answers indicate the words that end with the same sound.

- |                  |                     |
|------------------|---------------------|
| 1. ax, fox, box  | 4. jet, cat, knot   |
| 2. bag, leg, hug | 5. top, cup, lip    |
| 3. can, sun, pin | 6. gum, vacuum, jam |

## Page 19

- |                  |                  |
|------------------|------------------|
| 1. ends with n   | 5. begins with n |
| 2. begins with n | 6. ends with n   |
| 3. begins with n | 7. ends with n   |
| 4. ends with n   | 8. begins with n |

## Page 20

- |                    |                     |
|--------------------|---------------------|
| 1. same sound      | 7. same sound       |
| 2. different sound | 8. same sound       |
| 3. same sound      | 9. different sound  |
| 4. same sound      | 10. same sound      |
| 5. different sound | 11. different sound |
| 6. same sound      | 12. same sound      |

## Page 21

- |                 |                 |
|-----------------|-----------------|
| 1. rhyme        | 5. rhyme        |
| 2. rhyme        | 6. do not rhyme |
| 3. do not rhyme | 7. rhyme        |
| 4. rhyme        | 8. rhyme        |

## Page 22

- |                  |                    |
|------------------|--------------------|
| 1. hat, bat, rat | 4. pen, hen, men   |
| 2. hug, rug, jug | 5. cap, clap, wrap |
| 3. pop, top, hop |                    |

## Page 25

Ff, Kk, Mm, Bb, Ee, Gg, Tt, Hh, Nn, Rr

## Page 26

- |      |       |
|------|-------|
| 1. b | 9. D  |
| 2. f | 10. Y |
| 3. n | 11. Q |
| 4. r | 12. H |
| 5. e | 13. L |
| 6. m | 14. W |
| 7. c | 15. G |
| 8. k | 16. T |

# Answer Key *(cont.)*

## Page 29

Students should color the ax, astronaut, apron, and alligator.

## Page 32

Students should color the duck, dog, donut, and dinosaur.

## Page 33

Students should color the elephant, ear, elbow, and envelope.

## Page 34

Students should color the feather, fire, five, and fork.

## Page 36

Students should color the house, hose, hammer, and hat.

## Page 37

Students should color the ink, iron, and the iguana.

## Page 38

Students should color the jet, jar, jeep, and “juggle.”

## Page 41

Students should color the mitten, mask, mop, and monkey.

## Page 43

Students should color the ostrich, oboe, octopus, and octagon.

## Page 44

Students should color the pen, pin, pumpkin, puppy, and pillow.

## Page 48

Students should color the tie, tiger, tooth, and tent.

## Page 49

Students should color the umpire, “up,” uniform, and “under.”

## Page 50

Students should color the vase, violin, vest, and volcano.

## Page 52

Students should color the boxes with the ax, fox, box, and six.

## Page 55

1. ball and bee
2. fox and fish
3. leaf and lion
4. monkey and man
5. rabbit and rainbow
6. sun and six

## Page 56

1. f
2. m
3. b
4. r
5. z
6. t
7. w
8. h
9. d
10. l
11. s
12. p
13. v
14. k
15. f
16. j

## Page 57

1. z
2. m
3. l
4. k
5. t
6. h
7. t
8. c
9. d
10. w
11. s
12. r

## Page 58

1. top, ten, tub, tap, tug
2. bed, bat, bell, ball, bun
3. map, mug, men, mop, mad
4. ring, rug, rat, rock, rip
5. pig, pot, pen, pan, pop

## Page 59

1. hop, mop, top
2. hug, rug, jug
3. hen, men, pen
4. cap, map, tap

## Page 60

1. van
2. tub
3. sun
4. hat
5. net
6. lip

## Page 61

1. jet
2. dog
3. hat
4. sun
5. pin
6. ten
7. dot
8. map

## Page 62

1. m
2. r
3. x
4. k
5. l
6. t
7. n
8. f
9. d
10. s
11. x
12. g
13. n
14. d
15. p
16. b

# Answer Key (cont.)

## Page 63

1. fan
2. map
3. cub
4. pen
5. log
6. pin
7. sun
8. web
9. dot

## Page 64

1. map, man
2. dot, dog
3. hut, hug
4. web, wet
5. ham, hat
6. cap, cat

## Page 65

1. bed
2. dog
3. hut
4. fin
5. pen
6. map
7. cot
8. rug

## Page 66

1. wig
2. mop
3. jam
4. net
5. bed
6. tub
7. lid
8. pot
9. map
10. pen
11. rug
12. lip

## Page 67

1. middle
2. end
3. middle
4. end
5. middle
6. beginning
7. beginning
8. middle
9. middle
10. end
11. end
12. beginning
13. end
14. beginning
15. middle
16. beginning

## Page 68

1. map
2. hat
3. van
4. ham
5. sad
6. cab
7. bag
8. bat

## Page 69

1. A dad has a van.
2. A cat has a map.
3. A rat has a can.
4. A man has a hat.

## Page 70

1. hen
2. jet
3. nest
4. men
5. bell
6. ten
7. bed
8. net

## Page 71

1. The hen has a bell.
2. Ned is wet.
3. The men have a net.
4. The nest has eggs.

## Page 72

1. pin
2. wig
3. ring
4. hill
5. pig
6. lid

## Page 73

1. The king can sit.
2. The kid can dig.
3. The kid has a bib.
4. The pin will fix the rip.

## Page 74

- |         |          |
|---------|----------|
| 1. dot  | 7. cot   |
| 2. pop  | 8. top   |
| 3. log  | 9. lock  |
| 4. hop  | 10. hog  |
| 5. dog  | 11. rock |
| 6. sock | 12. pot  |

## Page 75

1. The dog is on a log.
2. The dog can jog.
3. The dog is on top.
4. The dog can mop.

## Page 76

- |        |        |
|--------|--------|
| 1. nut | 5. hug |
| 2. bug | 6. hut |
| 3. sub | 7. tub |
| 4. sun | 8. mug |

## Page 77

1. The cub can run.
2. The bug is in the sun.
3. The tub is on the rug.
4. The mug is by the bun.

## Page 78

- |      |       |
|------|-------|
| 1. e | 7. e  |
| 2. u | 8. o  |
| 3. i | 9. u  |
| 4. a | 10. i |
| 5. o | 11. i |
| 6. a | 12. e |

# Answer Key *(cont.)*

## Page 79

- |      |      |
|------|------|
| 1. a | 6. i |
| 2. e | 7. e |
| 3. a | 8. e |
| 4. u | 9. o |
| 5. o |      |

## Page 80

Short A – dad, sat, tan  
Short O – fog, hop, lot  
Short U – hum, run, dug  
Short E – fed, yet, den  
Short I – tin, did, pit

## Page 81

- |               |                |
|---------------|----------------|
| 1. mail, tail | 3. gate, skate |
| 2. cake, rake | 4. rain, train |

## Page 82

- |         |         |
|---------|---------|
| 1. leaf | 5. key  |
| 2. feet | 6. tea  |
| 3. bee  | 7. seal |
| 4. eel  | 8. meat |

## Page 83

- |          |          |
|----------|----------|
| 1. long  | 7. long  |
| 2. long  | 8. short |
| 3. short | 9. long  |
| 4. long  |          |
| 5. short |          |
| 6. long  |          |

## Page 84

Students should color the boxes with the following pictures: boat, cone, hose, bow, blow, row, rope, and goat.

## Page 85

- |          |          |
|----------|----------|
| 1. short | 6. short |
| 2. short | 7. long  |
| 3. long  | 8. short |
| 4. short | 9. long  |
| 5. long  | 10. long |

## Page 86

- |      |       |
|------|-------|
| 1. i | 7. u  |
| 2. e | 8. a  |
| 3. a | 9. i  |
| 4. o | 10. e |
| 5. e | 11. o |
| 6. o | 12. u |

## Page 87

- |             |               |
|-------------|---------------|
| 1. bat, cat | 4. wig, pig   |
| 2. net, jet | 5. bun, sun   |
| 3. log, dog | 6. bell, yell |

## Page 88

Students should color the following socks the same color: hat and bat, met and vet, fin and win, hit and sit, lot and got, run and fun, lap and rap, red and fed, jog and fog, fig and big, nut and cut.

## Page 89

1. win, tin, fin, bin
2. mop, hop, pop, cop
3. wet, get, let, met
4. tug, bug, hug, jug

## Page 90

1. top, pop, hop, answers will vary but must end in “op.”
2. tap, cap, lap, answers will vary but must end in “ap.”
3. cat, hat, mat, answers will vary but must end in “at.”
4. men, pen, hen, answers will vary but must end in “en.”

## Page 91

Students' answers will vary.

## Page 92

Students' answers will vary.

## Page 93

Students' answers will vary.

## Page 94

Students' answers will vary.

## Page 99

- |           |           |
|-----------|-----------|
| 1. yellow | 5. green  |
| 2. orange | 6. purple |
| 3. red    | 7. black  |
| 4. brown  | 8. blue   |

## Page 100

- |             |              |
|-------------|--------------|
| 1. circle   | 4. heart     |
| 2. square   | 5. rectangle |
| 3. triangle | 6. oval      |

## Page 101

- |          |          |
|----------|----------|
| 1. eight | 5. six   |
| 2. three | 6. two   |
| 3. five  | 7. four  |
| 4. one   | 8. seven |

## Page 102

1. The cat is on a mat.
2. The bug is in a net.
3. The dog ran in the sun.

# Answer Key (cont.)

4. The man is in the jet.
5. The hen sits on a nest.
6. He is in the tub.

## Page 103

- |        |        |
|--------|--------|
| 1. bug | 4. cat |
| 2. pot | 5. hen |
| 3. man | 6. ten |

## Page 104

- |        |        |
|--------|--------|
| 1. has | 4. let |
| 2. can | 5. got |
| 3. on  | 6. not |

## Page 105

- |        |        |
|--------|--------|
| 1. yes | 6. no  |
| 2. no  | 7. yes |
| 3. yes | 8. yes |
| 4. no  | 9. no  |
| 5. no  | 10. no |

## Page 107

- |                   |              |
|-------------------|--------------|
| 1. 2 hearts       | 5. 4 flowers |
| 2. 1 balloon      | 6. 6 crayons |
| 3. 7 smiley faces | 7. 3 stars   |
| 4. 5 balls        | 8. 10 dots   |

## Page 108

1. hen
2. doll
3. bat
4. bed
5. fin

## Page 109

- |         |         |
|---------|---------|
| 1. bus  | 4. hand |
| 2. duck | 5. lid  |
| 3. fan  |         |

## Page 126

- |       |       |
|-------|-------|
| 1. 8  | 5. 10 |
| 2. 9  | 6. 6  |
| 3. 7  | 7. 5  |
| 4. 12 | 8. 11 |

## Page 127

1. Students should draw 1 starfish.
2. Students should draw 2 shovels.
3. Students should draw 3 suns.
4. Students should draw 4 shells.
5. Students should draw 5 fish.

## Page 128

1. Students should color 1 seashell.
2. Students should color 2 crabs.
3. Students should color 3 seastars.

4. Students should color 4 fish.
5. Students should color 5 seahorses.

## Page 129

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

## Page 130

The following numbers are missing from each number line:

1. 2, 5, 8
2. 13, 15, 16
3. 16, 20, 23
4. 10, 14, 16
5. 21, 22, 26, 27, 29

## Page 131

- |           |           |
|-----------|-----------|
| 1. 3, 5   | 6. 27, 29 |
| 2. 12, 14 | 7. 4, 6   |
| 3. 20, 22 | 8. 18, 20 |
| 4. 8, 10  | 9. 24, 26 |
| 5. 16, 18 | 10. 0, 2  |

## Page 132

1. 11 (more), 6 (less)
2. 7 (more), 6 (less)
3. 7 (less), 10 (more)
4. 6 (less), 9 (more)

## Page 133

1. Students should draw a set of 6.
2. Students should draw a set of 8.
3. Students should draw a set of 3.
4. Students should draw a set of 7.
5. Students should draw a set of 9.

## Page 134

1. Students should draw 6 more teeth.
2. Students should draw 4 more hats.
3. Students should draw 1 more star.
4. Students should draw 2 more olives.
5. Students should not draw anything else.
6. Students should draw 3 more balloons.

## Page 135

1. Students should draw a set of 5 chocolates.
2. Students should draw a set of 4 hearts.
3. Students should draw a set of 3 ice-cream cones.
4. Students should draw a set of 7 pins.
5. Students should draw a set of 4 cookies.

# Answer Key (cont.)

## Page 136

1. Students should draw a set of 2 spoons.
2. Students should draw a set of 3 arrows.
3. Students should draw 1 egg.
4. Students should draw a set of 3 paw prints.
5. Students should draw a set of 5 leaves.

## Page 137

The following numbers should be circled:

- |       |        |
|-------|--------|
| 1. 10 | 7. 13  |
| 2. 4  | 8. 5   |
| 3. 8  | 9. 11  |
| 4. 12 | 10. 16 |
| 5. 20 | 11. 19 |
| 6. 17 | 12. 20 |

## Page 138

1. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. 2, 4, 6, 8, 10
3. 2, 4, 6, 8, 10
4. 2, 4, 6, 8, 10

## Page 139

5, 10

## Page 140

0, 10, 20, 30, 40, 50, 60

The following numbers are missing from the number line: 20, 30, 40, 60, 80, 90

## Page 141

- |      |      |
|------|------|
| 1. 5 | 4. 3 |
| 2. 2 | 5. 6 |
| 3. 7 |      |

## Page 142

- |      |      |
|------|------|
| 1. 3 | 5. 5 |
| 2. 5 | 6. 4 |
| 3. 4 | 7. 6 |
| 4. 3 | 8. 5 |

## Page 143

- |      |      |
|------|------|
| 1. 5 | 5. 6 |
| 2. 3 | 6. 6 |
| 3. 5 | 7. 4 |
| 4. 5 | 8. 4 |

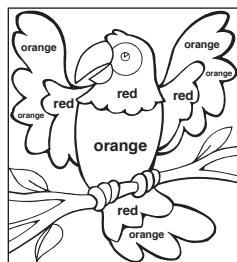
## Page 144

- |                |                |
|----------------|----------------|
| 1. $3 + 2 = 5$ | 4. $1 + 2 = 3$ |
| 2. $4 + 1 = 5$ | 5. $3 + 3 = 6$ |
| 3. $2 + 2 = 4$ | 6. $1 + 3 = 4$ |

## Page 145

- |      |      |
|------|------|
| 1. 5 | 5. 1 |
| 2. 2 | 6. 3 |
| 3. 3 | 7. 4 |
| 4. 4 | 8. 2 |

## Page 146



## Page 147

- |       |       |
|-------|-------|
| 1. 6  | 6. 9  |
| 2. 8  | 7. 10 |
| 3. 8  | 8. 9  |
| 4. 10 | 9. 8  |
| 5. 9  | 10. 9 |

## Page 148

- |      |
|------|
| 1. 1 |
| 2. 3 |
| 3. 5 |
| 4. 2 |
| 5. 0 |

## Page 149

- |      |      |
|------|------|
| 1. 2 | 4. 1 |
| 2. 3 | 5. 1 |
| 3. 1 | 6. 2 |

## Page 150

- |      |      |
|------|------|
| 1. 3 | 4. 1 |
| 2. 2 | 5. 1 |
| 3. 2 | 6. 3 |

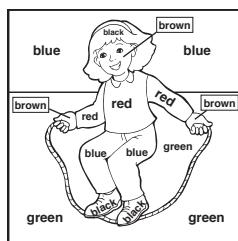
## Page 151

- |                |
|----------------|
| 1. $5 - 2 = 3$ |
| 2. $3 - 1 = 2$ |
| 3. $2 - 1 = 1$ |
| 4. $4 - 2 = 2$ |
| 5. $5 - 3 = 2$ |
| 6. $3 - 2 = 1$ |

## Page 152

- |      |      |
|------|------|
| 1. 4 | 4. 1 |
| 2. 5 | 5. 6 |
| 3. 3 | 6. 2 |

## Page 153



# Answer Key (cont.)

## Page 154

- |      |      |
|------|------|
| 1. 3 | 4. 4 |
| 2. 5 | 5. 6 |
| 3. 1 | 6. 2 |

## Page 155

- |      |       |
|------|-------|
| 1. 7 | 4. 5  |
| 2. 9 | 5. 10 |
| 3. 8 | 6. 10 |

## Page 156

1. 10¢, yes
2. 10¢, yes
3. 3¢, bubbles
4. 10¢, yes

## Page 157

1. leaf
2. banana
3. up arrow
4. heart
5. football

## Page 158

1. AB
2. ABC
3. AB
4. ABB
5. AAB

## Page 159

Students' answers will vary but they follow the patterns indicated.

## Page 160

- |      |      |
|------|------|
| 1. 1 | 4. 8 |
| 2. 6 | 5. 1 |
| 3. 4 | 6. 7 |

## Page 161

1. triangle
2. small triangle
3. small circle
4. small square
5. Z

## Page 163

- |              |            |
|--------------|------------|
| 1. rectangle | 4. square  |
| 2. circle    | 5. diamond |
| 3. triangle  | 6. oval    |

## Page 164

- |         |         |
|---------|---------|
| 1. 4, 4 | 5. 0, 0 |
| 2. 3, 3 | 6. 6, 6 |
| 3. 4, 4 | 7. 4, 4 |
| 4. 5, 5 | 8. 0, 0 |

## Page 165

1. can of soup, trashcan
2. party hat, ice cream cone
3. block, box
4. globe, ball
5. shoe box, book

## Page 166

1. cone
2. cylinder
3. cube
4. triangular prism
5. rectangular prism

## Page 169

1. open
2. closed
3. open
4. open
5. closed
6. open
7. open
8. open
9. closed

## Page 170

- |          |          |
|----------|----------|
| 1. day   | 5. night |
| 2. day   | 6. night |
| 3. night | 7. day   |
| 4. day   | 8. night |

## Page 172

1. February
2. 28
3. Tuesday
4. 4
5. Thursday, February 14

## Page 173

Sunday, Monday, Tuesday, Wednesday,  
Thursday, Friday, Saturday  
Weekdays: Monday, Tuesday, Wednesday,  
Thursday, Friday  
Weekend: Saturday, Sunday

## Page 174

- |             |              |
|-------------|--------------|
| 1. January  | 7. July      |
| 2. February | 8. August    |
| 3. March    | 9. September |
| 4. April    | 10. October  |
| 5. May      | 11. November |
| 6. June     | 12. December |

# Answer Key (cont.)

## Page 175

1. March
2. October
3. July
4. November
5. January
6. February

## Page 176

- |            |            |
|------------|------------|
| 1. minutes | 5. hours   |
| 2. hours   | 6. hours   |
| 3. minutes | 7. minutes |
| 4. minutes | 8. hours   |

## Page 177

- |         |          |
|---------|----------|
| 1. 3:00 | 4. 10:00 |
| 2. 7:00 | 5. 9:00  |
| 3. 1:00 | 6. 5:00  |

## Page 178

1. 7:00
2. 3:00
3. 2:00
4. 10:00
5. 4:00

## Page 179

- |          |          |
|----------|----------|
| 1. 10:00 | 5. 4:00  |
| 2. 2:00  | 6. 8:00  |
| 3. 6:00  | 7. 5:00  |
| 4. 7:00  | 8. 12:00 |

## Page 180

1. Most – gallon of milk, Least – juice
2. Most – TV box, Least – box of cereal
3. Most – glass, Least – sippy cup
4. Most – mixing bowl, Least – cereal bowl
5. Most – larger trashcan, Least – office trashcan
6. Most – swimming pool, Least – bucket

## Page 181

- |                 |           |
|-----------------|-----------|
| 1. dog          | 4. apple  |
| 2. baseball bat | 5. pencil |
| 3. turtle       | 6. boot   |

## Page 182

1. Longest – knife, Shortest – spoon
2. Longest – pencil, Shortest – crayon
3. Longest – baseball bat, Shortest – key
4. Longest – ruler, Shortest – magnifying glass
5. Longest – hammer, Shortest – paperclip

## Page 184

1. 3 cubes
2. 10 cubes

3. 4 cubes
4. 8 cubes
5. 8 cubes

## Page 186

1. Fast – rabbit, Slow – snail
2. Fast – kangaroo, Slow – turtle
3. Fast – race car, Slow – tricycle
4. Fast – cheetah, Slow – baby
5. Fast – jet, Slow – bike
6. Fast – deer, Slow – hippopotamus

## Page 190

4					
3					
2					
1					
				Choco Chocolate Bar	Gum

## Page 191


## Page 192

1. spaghetti
2. tacos and pizza
3. 2
4. 13
5. Answers will vary.

## Page 193

- |             |             |
|-------------|-------------|
| 1. Today    | 5. Today    |
| 2. Long Ago | 6. Long Ago |
| 3. Today    | 7. Long Ago |
| 4. Long Ago | 8. Today    |

## Page 194

Student answers may vary.

1. past
2. future
3. past
4. future
5. past or future
6. future
7. future
8. past or future
9. past

# Answer Key (cont.)

## Page 195

- |                |                |
|----------------|----------------|
| 1. firefighter | 4. teacher     |
| 2. doctor      | 5. secretary   |
| 3. police      | 6. store clerk |

## Page 196

1. stethoscope
2. scissors and hairdryer
3. chalk and chalkboard
4. hose
5. computer
6. lawnmower

## Page 197

- |             |             |
|-------------|-------------|
| 1. goods    | 6. goods    |
| 2. services | 7. services |
| 3. goods    | 8. goods    |
| 4. services | 9. services |
| 5. services |             |

## Page 198

- |            |            |
|------------|------------|
| 1. country | 5. city    |
| 2. city    | 6. country |
| 3. country | 7. city    |
| 4. city    | 8. country |

## Page 199

6, 4, 3, 1, 5, 2

## Page 200

1. Homes on stilts are built where it rains a lot.
2. Igloos are homes while Eskimos are hunting.
3. Homes with steep roofs help the snow to slide off.
4. Log cabins are built where there are many trees.
5. Adobe homes stay cool when the weather is hot.

## Page 201

1. bald eagle
2. United States flag
3. Liberty Bell
4. Mount Rushmore
5. Statue of Liberty
6. Washington Monument

## Page 203

- |             |          |
|-------------|----------|
| 1. mountain | 4. river |
| 2. island   | 5. lake  |
| 3. hill     | 6. ocean |

## Page 204

1. water
2. air
3. land
4. air
5. water

6. water
7. land
8. air
9. land

## Page 205

1. stop
2. crosswalk
3. bicycles allowed
4. no crossing
5. no bicycles allowed
6. railroad crossing

## Page 206

1. house
2. school
3. bank
4. park
5. river

## Page 207

1. winter
2. fall
3. spring
4. summer

## Page 208

1. snowy
2. sunny
3. windy
4. rainy

## Page 209

1. sunny
2. rains
3. snowy
4. windy

## Page 210

Students should color the whistle, fishing hook, paperclip, screw, and spoon.

## Page 211

Students should color everything on the page.

## Page 212

1. gas
2. liquid
3. solid
4. solid
5. gas
6. liquid
7. liquid
8. solid
9. gas

## Page 213

# Answer Key *(cont.)*

1. yes
2. no
3. yes
4. no
5. yes
6. yes
7. yes
8. no
9. yes

## Page 215

1. Flowers need sun.
2. Flowers do not need an apple.
3. Flowers need water.
4. Flowers need dirt.
5. Flowers need air.
6. Flowers do not need soap.

## Page 216

1. flower
2. stem
3. leaf
4. roots

## Page 217

1. feathers
2. hair
3. scales
4. hair
5. hair
6. feathers
7. scales
8. hair
9. scales

## Page 218

1. puppy
2. gosling
3. calf
4. kitten
5. lamb

## Page 219

1. dog
2. not a dog
3. dog
4. dog
5. not a dog
6. dog
7. not a dog
8. dog
9. dog

## Page 220

1. put X on fourth clown
2. put X on first pizza
3. put X on second book

4. put X on first doll
5. put X on third horse

## Page 224

1. add wings
2. add face
3. add door
4. add ears
5. add petals and leaf
6. add wing

## Page 225

1. closed door
2. sad face
3. arrow pointing down
4. cold
5. old
6. night

## Page 226

1. Students should color the party hat, cake, balloons.
2. Students should color the teddy bear, top, and pinwheel.
3. Students should color the pizza, hamburger, and taco.
4. Students should color the bathing suit, crab, and the bucket and shovel.

## Page 227

1. Students should X out the carrot.
2. Students should X out the stapler.
3. Students should X out the tiger.
4. Students should X out the pencil.
5. Students should X out the wagon.
6. Students should X out the lizard.

## Page 228

- 3, 1, 2, 4

## Page 229

- 2, 3, 4, 1

## Page 230

- 4, 1, 3, 2