

## Reinforcement worksheet 1

- Ask students to vote on the color of each classroom object at the top of the worksheet. Say *What color is the chair?* The color with the most votes is used to color the chair. Continue until students have voted on the color of all the other classroom objects.
- Students then use a pencil to follow the dotted lines going from each object to its partner at the bottom of the page. When students finish, they color the second object to match the first, then they go over the path they took to reach it in the same color.
- Optional follow-up activity:** Students work in pairs, A and B. Student A points to a real object in the classroom, e.g., table, chair, book, pen, pencil, eraser. Student B names it. Students A and B exchange roles.

## Reinforcement worksheet 2

- Students look at the number to the left of each series of illustrations, count the number of objects they can see, then draw the correct number of missing objects to make up to the total on the left.

**Key:** Students draw the following: 1 two books, 2 five pencils, 3 six chairs, 4 three tables, 5 three erasers, 6 four pencils.

- Optional follow-up activity:** Students work in pairs, A and B. Both students color in the pictures using red, blue, pink, orange, yellow, purple, or green. They color the objects as they choose, but the same objects should be in the same color.
- Student A shows Student B his/her picture and names an object, e.g., *book*. Student B identifies the correct object by pointing and says the correct number and color, e.g., *Four red books*. Students A and B exchange roles.

## Extension worksheet 1

- Students draw the next item in each row of pictures.

**Key:** 1 pencil, 2 book, 3 pen, 4 eraser, 5 chair, 6 table.

- Optional follow-up activity:** Students turn over their worksheet and make their own sequences with the classroom objects, then give them to their partner to complete.

## Extension worksheet 2

- Students look at the story and identify where the missing pictures should go. They write the number of the frame each missing picture belongs to in the answer box next to it, then draw the picture in the correct place in the story.
- Students listen to the story (Track 4) and check their work.

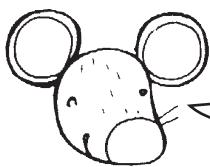
**Key:** 5, 4, 6, 1, 2, 3.

- Optional follow-up activity:** Say a line from the story to the class. Ask *Monty? Marie? Maskman?* The first student to raise their hand and say which character says the line takes the next turn.

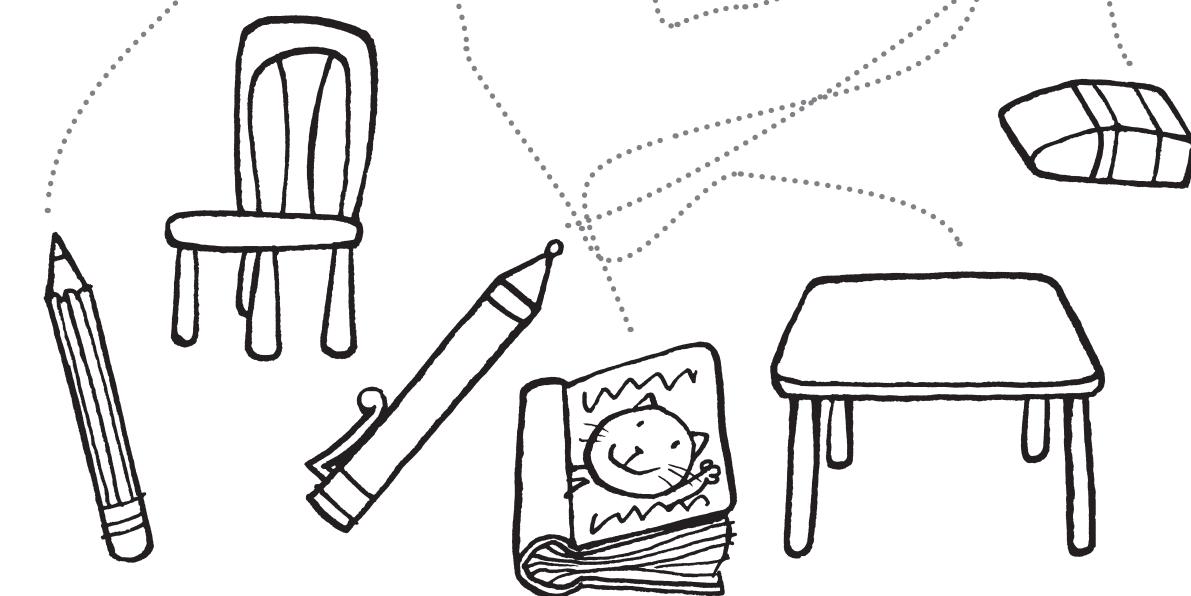
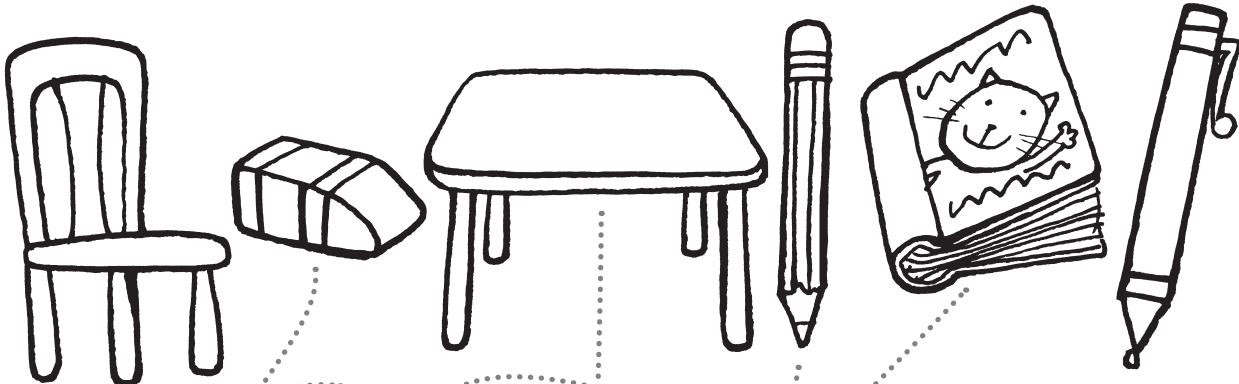
## Song worksheet

- Students color, cut out, and mount the spinner on thin cardboard. They make a hole at the center of the spinner and place a pencil through it. They keep the strip of names in order to do the optional pairwork activity. As students are working, play the "How are you?" song (Track 5).
- Students work in groups of five: Mr. Star, Mrs. Star, Sally, Scott, and Suzy. One of the players in the group spins the spinner. The group looks at the character that the spinner indicates, e.g., Scott, and sing *Scott Star, Scott Star, how are you?* Scott sings *I'm fine, thank you!* Scott spins the spinner and the singing game continues.
- Optional follow-up activity:** Students work in pairs, A and B. They look at their strip of Star family names. Student A spins the spinner. Student A looks at the character that the spinner indicates and asks, e.g., *Scott Star, how are you?* Student B answers *I'm fine, thank you.* Student A checks the name Scott off his/her list of names. Students A and B exchange roles. The first student to check all five names off his/her strip is the winner.

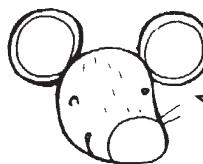
# Reinforcement worksheet 1



Follow the lines and color.



# Reinforcement worksheet 2



Count and draw.

1

4



2

9



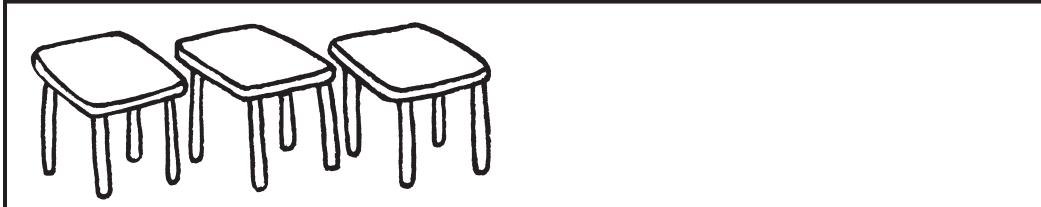
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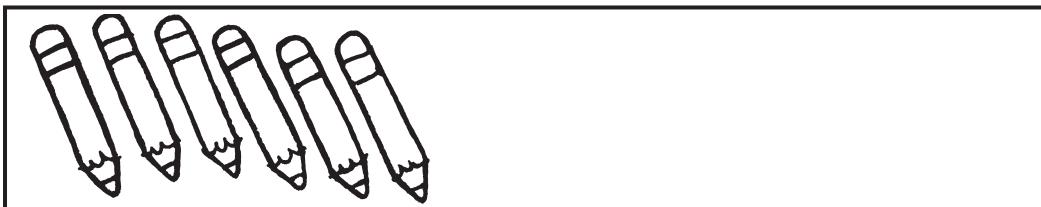
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## 2

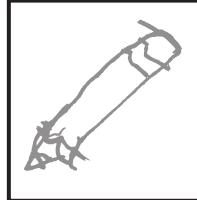
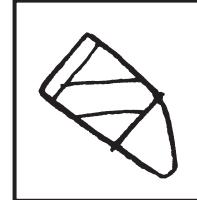
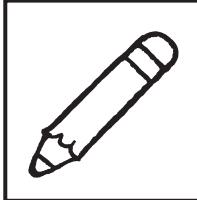
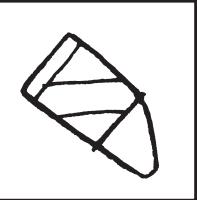
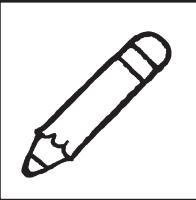
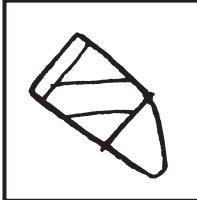
Unit

## Extension worksheet 1

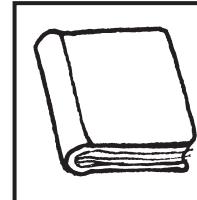
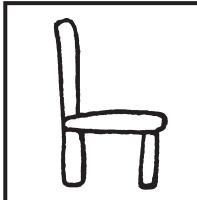
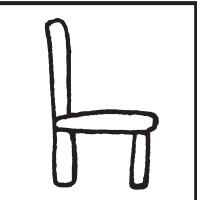
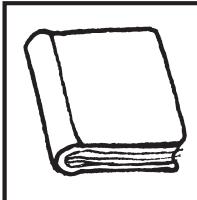


Look and complete.

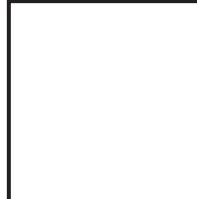
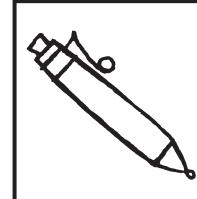
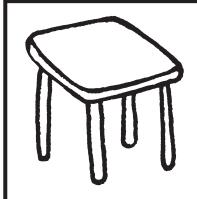
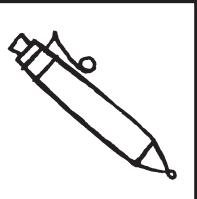
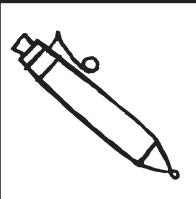
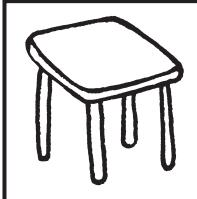
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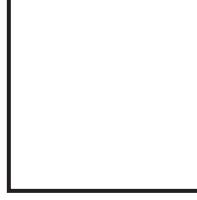
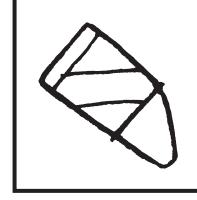
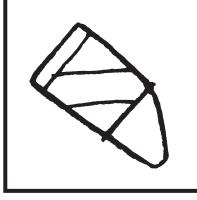
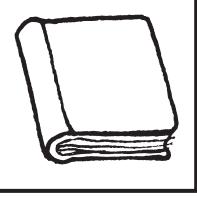
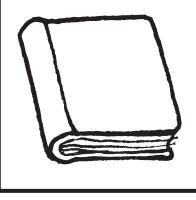
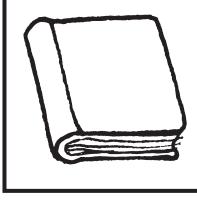
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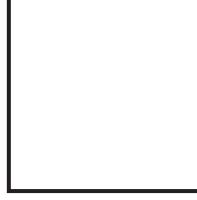
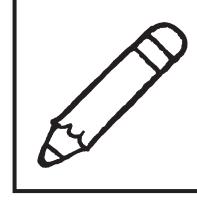
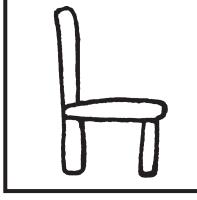
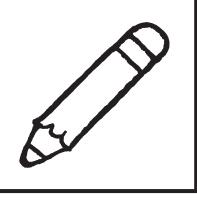
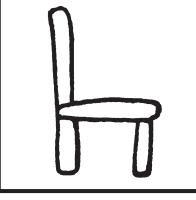
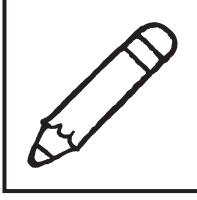
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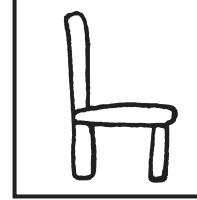
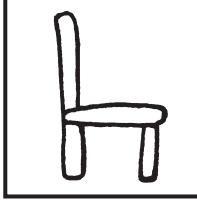
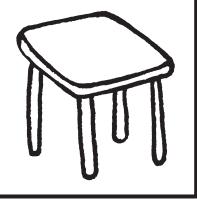
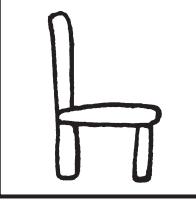
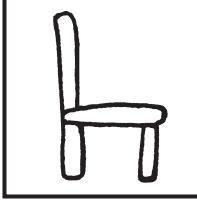
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## 2

Unit

## Extension worksheet 2



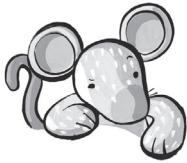
Write and draw. Listen.

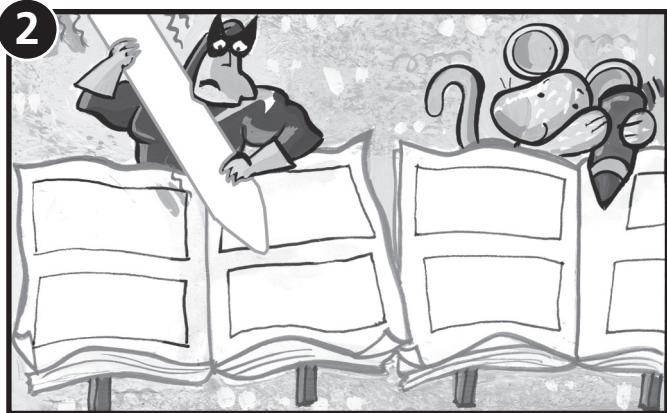







 1



## 2

Unit

**Song worksheet****Make, listen, and do. Sing.**

Mr. Star, Mr. Star.

How are you?

I'm fine, thank you.

I'm fine, thank you.

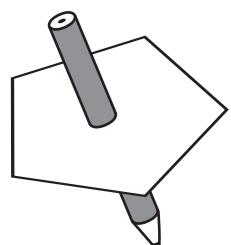
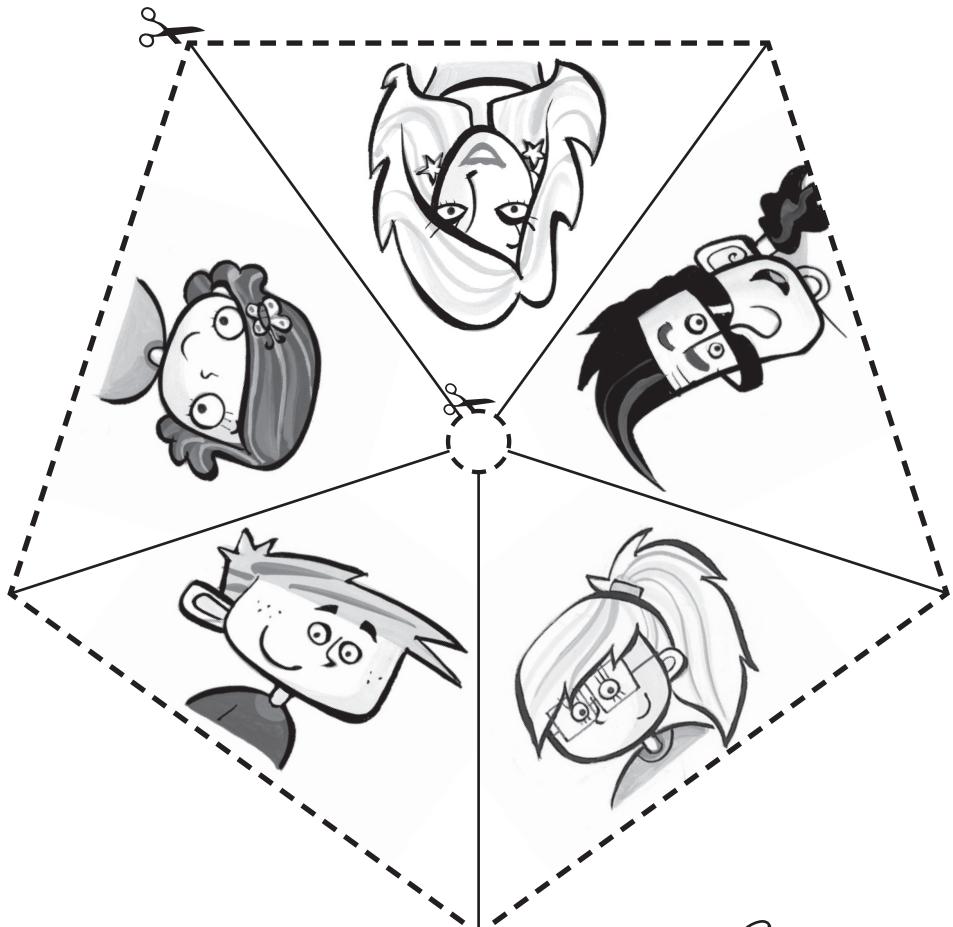
How are you?

Mrs. Star, Mrs. Star ...

Sally Star, Sally Star ...

Scott Star, Scott Star ...

Suzy Star, Suzy Star ...

Mr. Star Mrs. Star Sally Scott Suzy