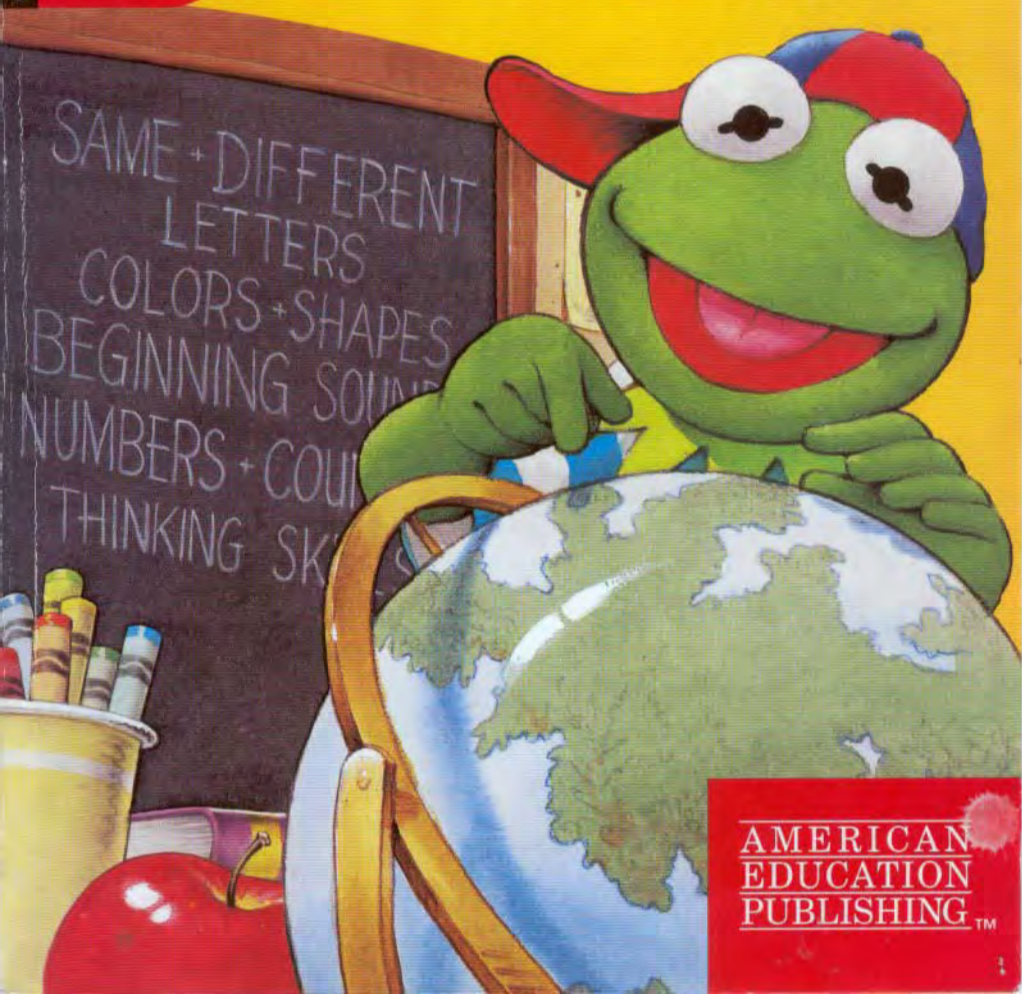
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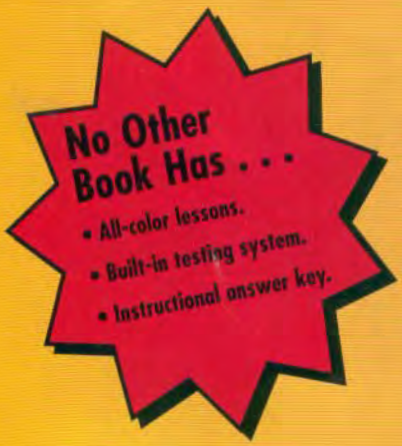
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COMPREHENSIVE CURRICULUM

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This is not just a book — it is a complete basic skills curriculum designed by experts in the field of education. The lessons are carefully structured to teach each basic skill in these subjects — same and different, letters, colors and shapes, beginning sounds, numbers and counting, and thinking skills — in the necessary quantities to guarantee success for each child. Each lesson is prepared for easy teaching and is sequentially organized so the student can master each skill in the order of importance.

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- **All COLOR LESSONS to help maintain student interest!**
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- **The ANSWER KEY actually helps to teach! It is not just a listing of answers, but actually facilitates teaching by showing how the lesson is to be done!**

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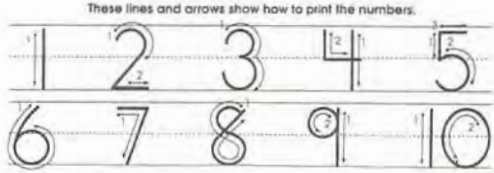
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These lines and arrows show how to print the letters.



These lines and arrows show how to print the numbers.



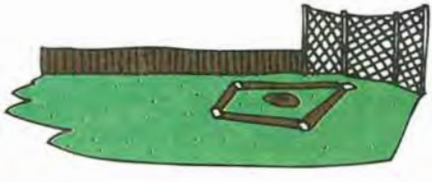
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Using Left to Right Progression



Directions: Kermit, Piggy, and Fozzie have fun in their neighborhood. They play in lots of different places. Trace the paths from the pictures on the left to some places on the right where the friends play.













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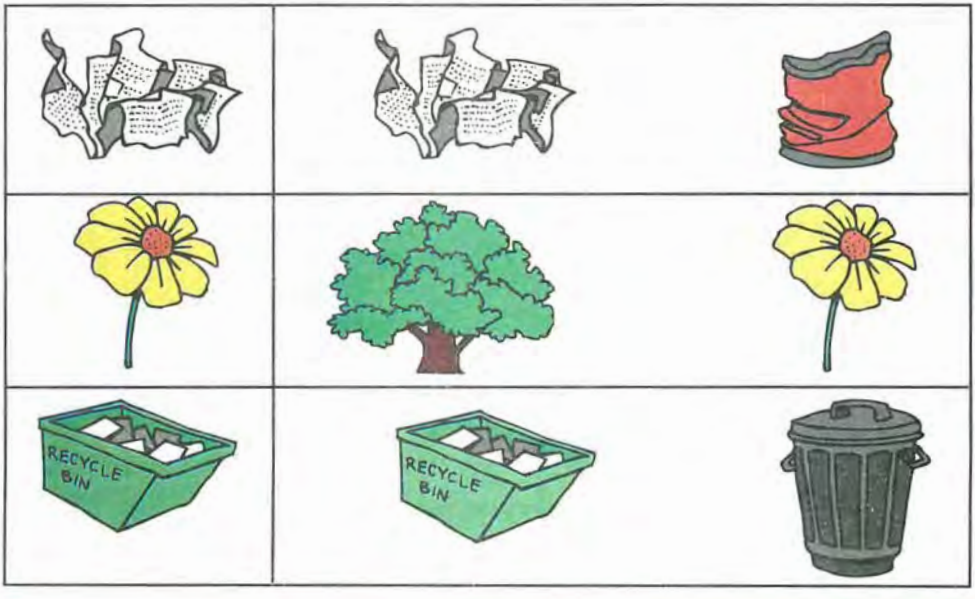
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Recognizing Pictures That Are the Same



Directions: Janice and Skeeter help keep their neighborhood clean and beautiful. Look at the pictures from their neighborhood. Circle each picture that is the same as the first picture in the row.



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Recognizing Pictures That Are the Same



Directions: Piggy has lots of shoes in her closet. Which shoes will she wear today? You can help her decide. Color the two shoes that are the same in each row.

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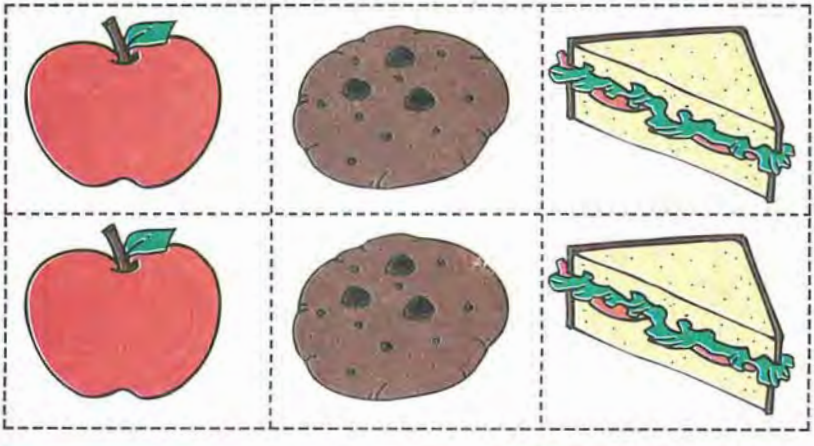
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Reviewing Pictures That Are the Same



Directions: Play a matching game with the foods in Animal's lunch bag.

1. Cut out the picture cards below.
2. Put the cards in a lunch bag. Shake the bag.
3. Reach in and pull out two cards. Look at the sides that show pictures of food.
4. If the pictures are the same, keep them.
5. If the pictures are not the same, put the cards back in the bag and try again.
6. When you have matched all the pictures, lunchtime is over!



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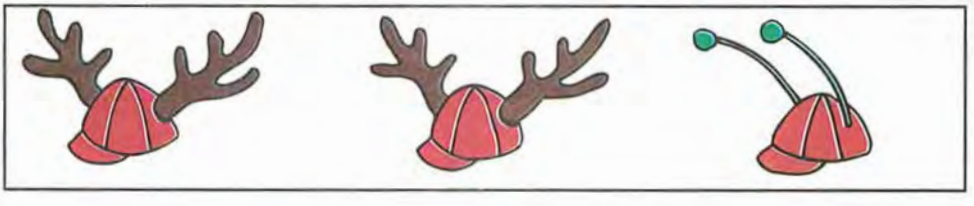
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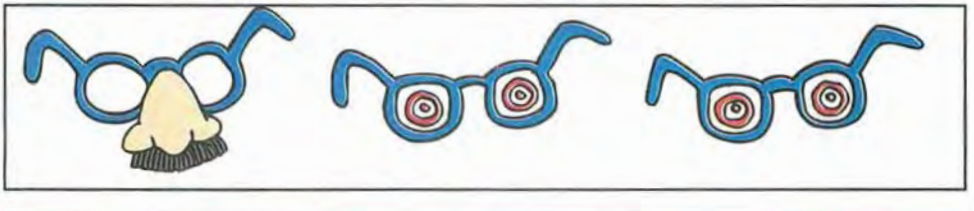
Recognizing Pictures That Are Different



Directions: Fozzie likes to make his friends laugh. Look at the pictures of the funny things Fozzie uses. Circle the picture that is different in each row.







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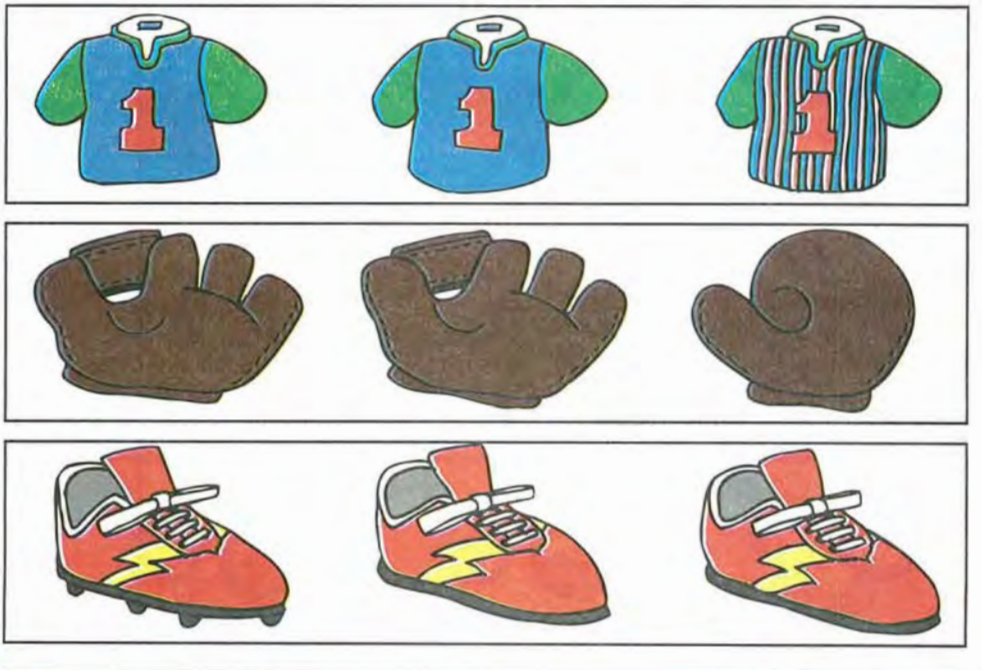
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Recognizing Pictures That Are Different



Directions: Kermit loves to play baseball. Look at the pictures of a uniform. Circle the picture that is different in each row.



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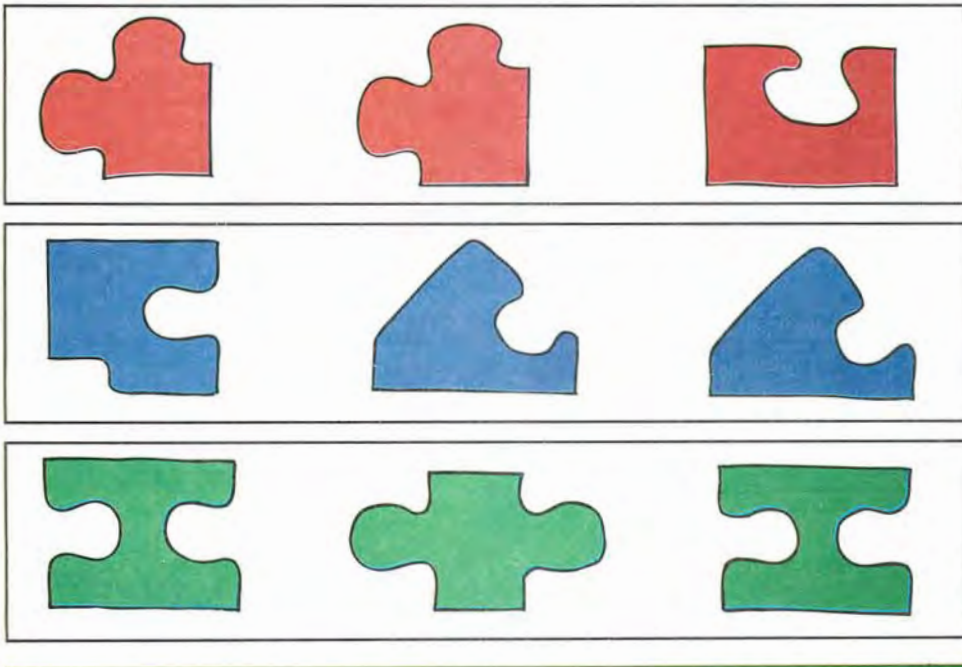
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Recognizing Shapes That Are Different



Directions: Help Scooter finish the puzzle. Circle the puzzle piece that is different in each row.



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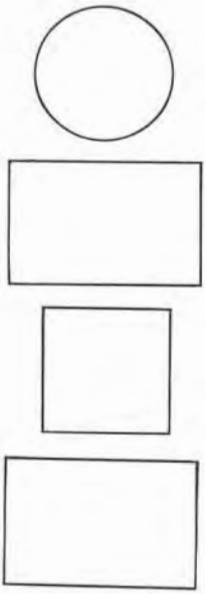
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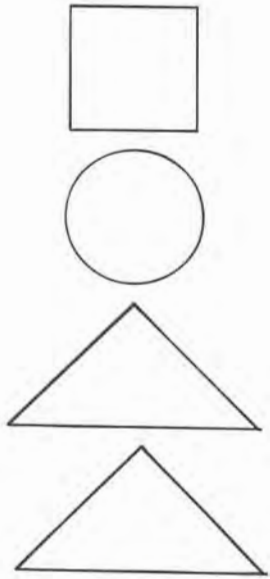
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Recognizing Shapes That Are the Same



Directions: Bean Bunny has fun making pictures with shapes. Find two shapes that are the same and color them exactly the same. When all the shapes are colored, cut them out. Then you can make a picture too!





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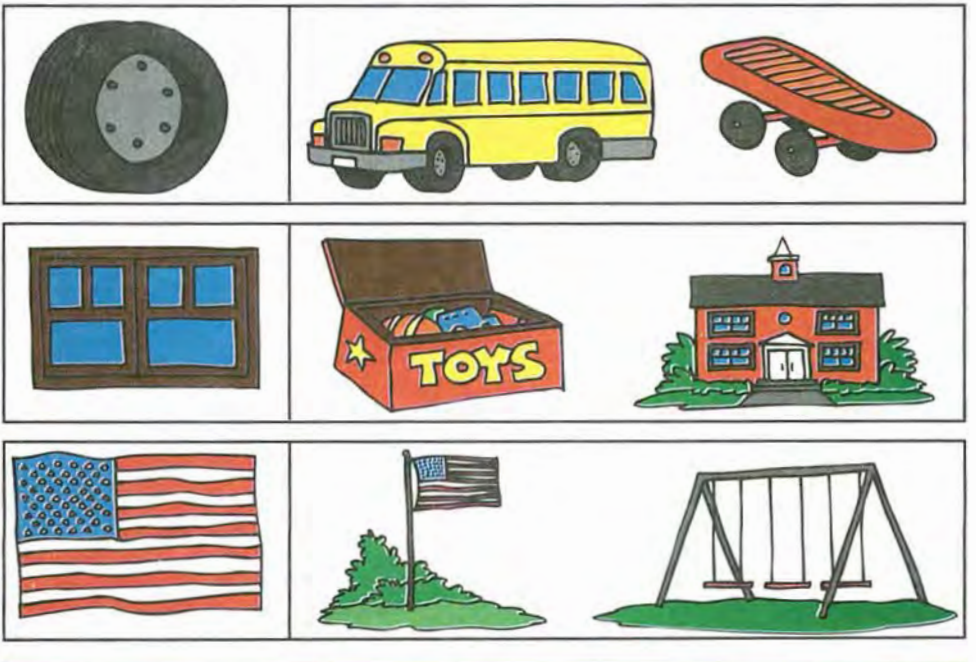
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Recognizing Part-Whole Relationships



Directions: These are things Rowlf sees every day at school. Look at the picture in each box. Circle the picture of which it is a part.



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Name: _____

Recognizing Picture Details That Are Missing



Directions: Animal really loves to play on drums! Look at the pictures of some other instruments Animal likes to play. Draw the missing parts.



What is missing?



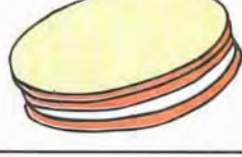


What is missing?





What is missing?



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Name: _____

Recognizing Capital Letters That Are Different



Directions: Gonzo likes to print letters everywhere—even in the bathtub! Look at the letters Gonzo wrote below. Put an X on the letter that is different in each row.

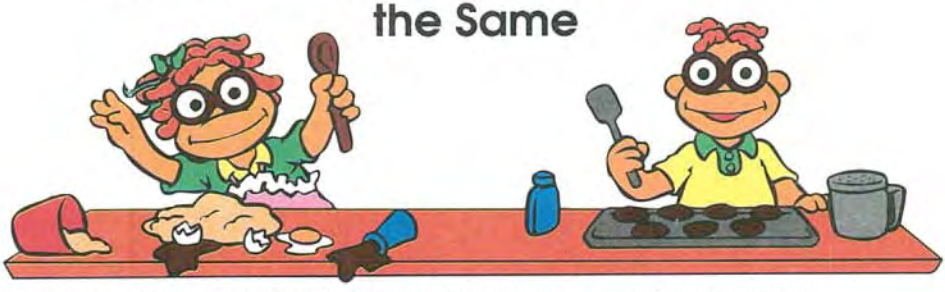
M	M	S	M
L	H	H	H
C	D	C	C
K	K	K	R

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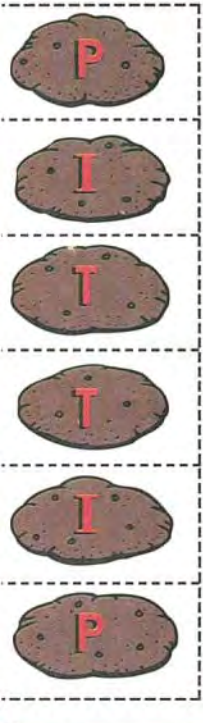
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Name: _____

Recognizing Capital Letters That Are the Same



Directions: Play a game with the cookies Scooter and Skeeter bake.



1. Cut out the cards.
2. Put the cards letter side down on the tray, and mix them up.
3. Turn over two cards at a time. If they match, keep the cards. If not, put them back on the tray.
4. Play until no cards are left.

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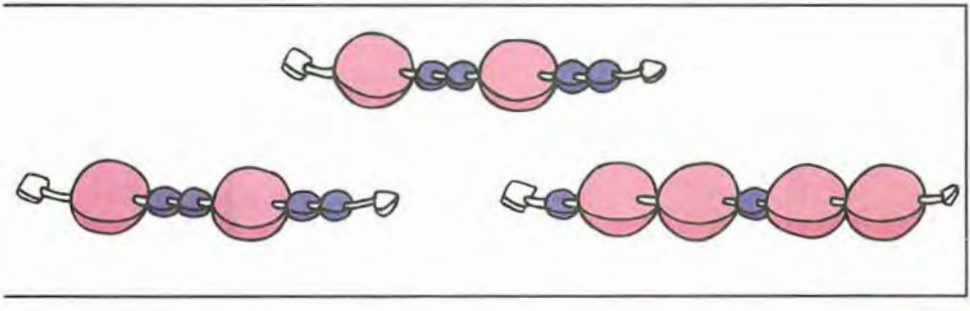
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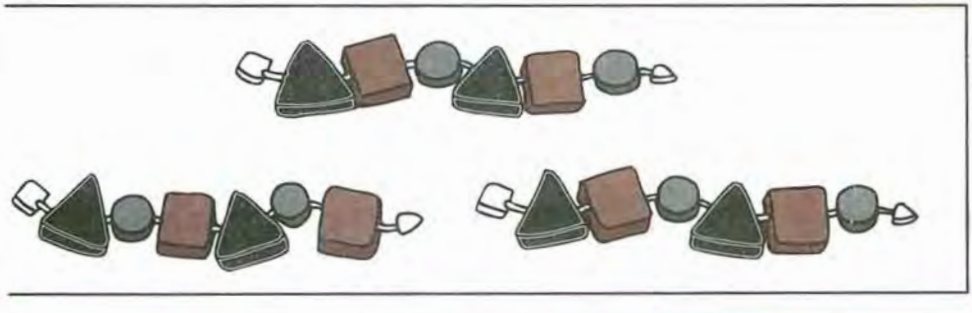
Name: _____

Recognizing the Same Pattern



Directions: Piggy and Janice have a great time trying on jewelry. Look carefully at the pictures of the bracelets they find. Circle the bracelets in each box that show the same pattern.





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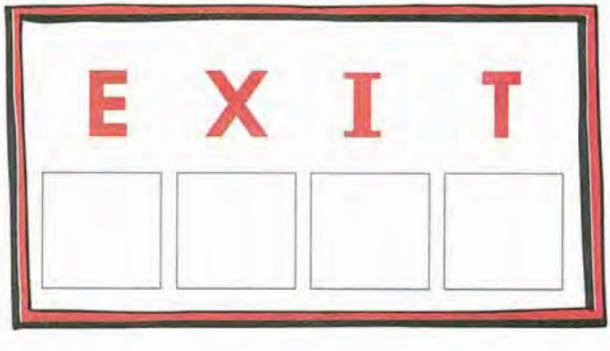
Matching a Pattern



Rowlf is teaching Animal and Bean how to be safe.
He is showing them the word, **EXIT**. **EXIT** means the way out of a place.

Directions: Look at the sign that says **EXIT**. Make a new sign that says **EXIT**.

1. Cut out the cards at the bottom of this page.
2. Put the letters on the new sign in the order that makes the word **EXIT.**
3. Paste the cards to the sign in the right order.
4. Ask if you may hang your sign near an **EXIT** in your house.



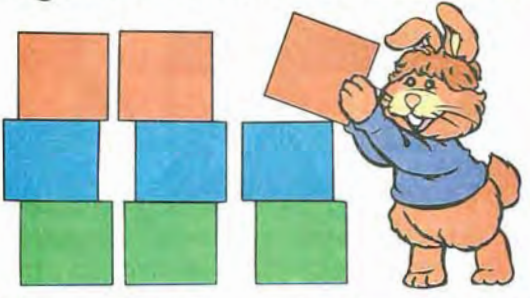


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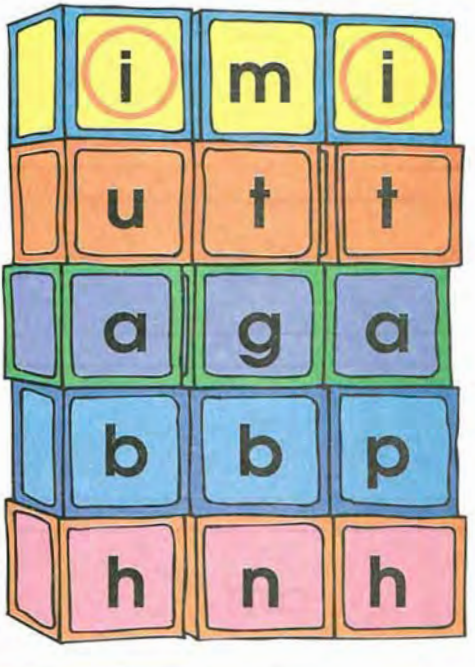
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Recognizing Small Letters That Are the Same



Directions: Look at the wall Bean Bunny built. Circle the two letters that are the same in each row of blocks. The first row shows you what to do.



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Name: _____

Recognizing Small Letters That Are the Same



Kermit and Piggy see letters and words wherever they go.
Do you see letters and words all around you?

Directions: Look at the letters below. Circle the two letters that are the same in each row. The first one shows you what to do.

be	to	be
in	do	in
at	at	go
is	am	am

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Name: _____

Recognizing Words That Are the Same



Directions: Kermit can't talk to Fozzie on the phone so he wrote words to tell Fozzie what to do. Look at the words below. Circle the word that is the same as the first word in the row. The first one shows you what to do.

bug	bug	mug
bat	bat	mat
pin	tin	pin
jam	ham	jam

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Name: _____

Recognizing Words That Are the Same



Gonzo and Scooter look carefully at the signs.
The words on the signs tell them how to be safe when they cross the street.

Directions: Make your own safety signs.

1. Color the words on the cards at the bottom of this page. Cut out the cards.
2. Paste the cards over the matching words on the signs.
3. Cut out the signs. Tape each of your new signs to a drinking straw or a crayon.
4. Ask someone to help you read your signs.





STOP

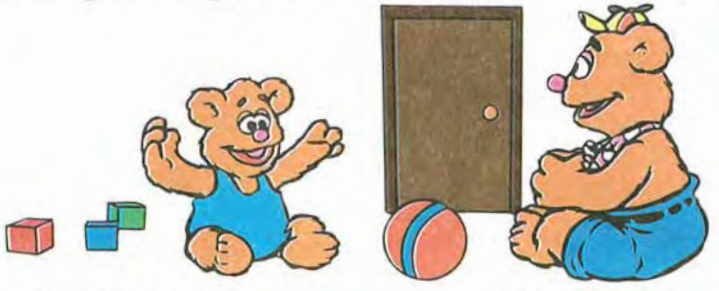
WALK

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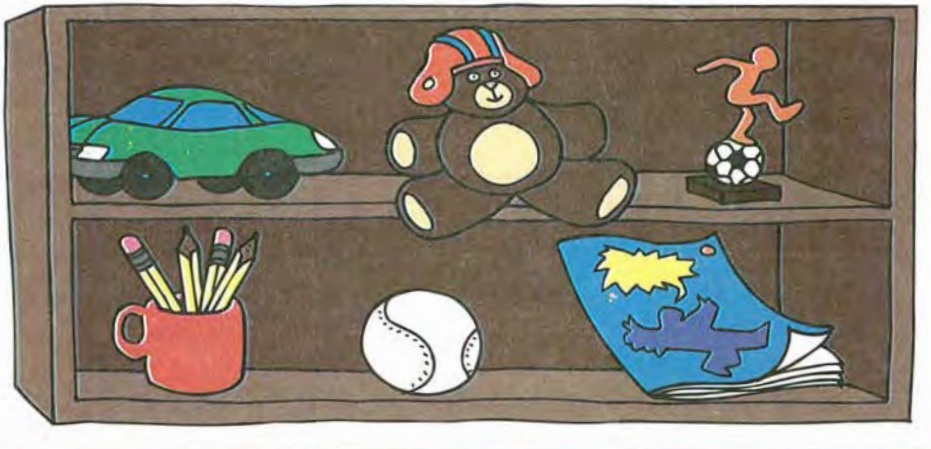
Name: _____

Recognizing Words That Are the Same



Directions: Freddie thinks it's fun to play in Fozzie's room. First, find the flags that have the same word on them and color them the same. Then, look at the toys on the shelves carefully. Try to remember what you see.





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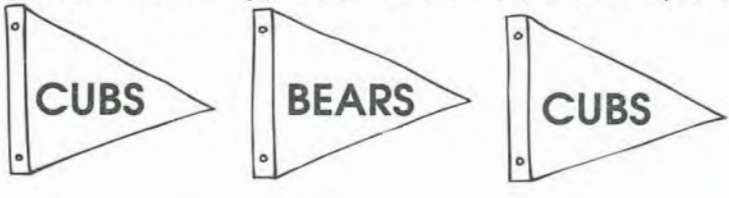
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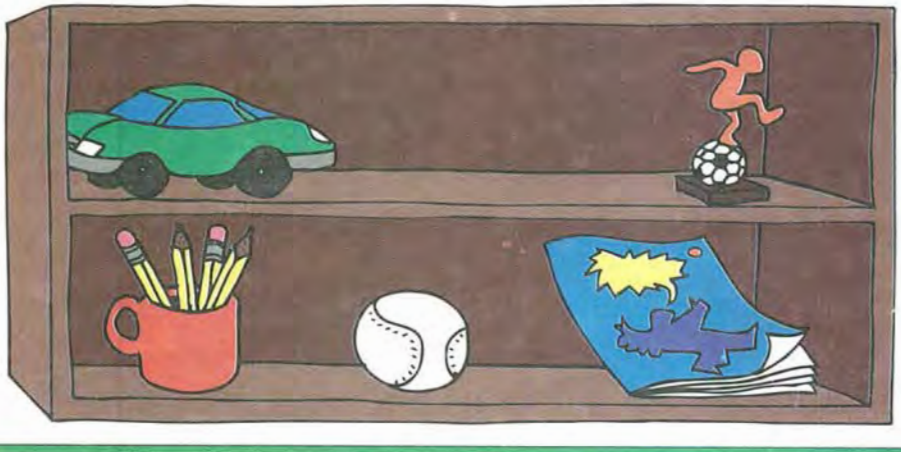
Name: _____

Using Your Memory



Directions: Oops! Freddie is too fast for Fozzie! He is leaving with something from Fozzie's shelf. What does Freddie have? Try to remember the things on Fozzie's shelf. Draw the missing picture. Then, turn back to see if you were right.





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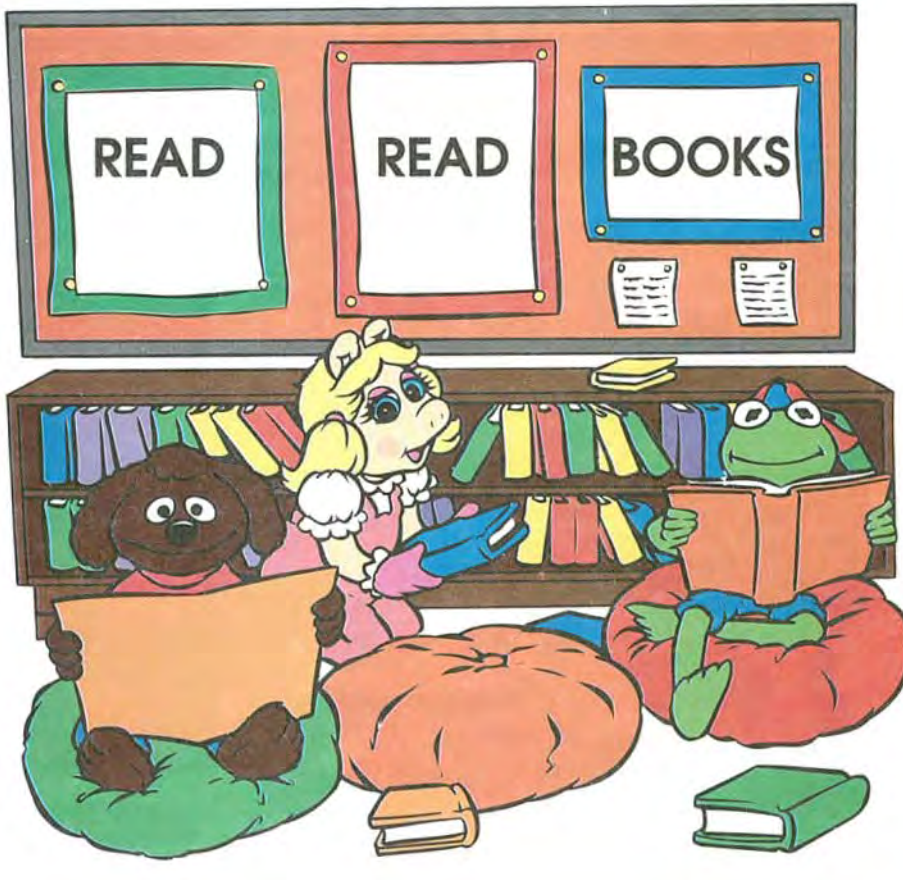
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Name: _____

Recognizing Words That Are the Same

Directions: Kermit, Piggy, and Rowlf like to read books. Look at the words on the posters. Circle the two words that are the same. Then look at the picture carefully before you turn the page.



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Name: _____

Using Your Memory

Directions: Kermit, Piggy, and Rowlf are still reading, but there are things that are different about this picture. Remember what you saw on the last page. Then circle the three changes in this picture. Try not to look back until you are finished!



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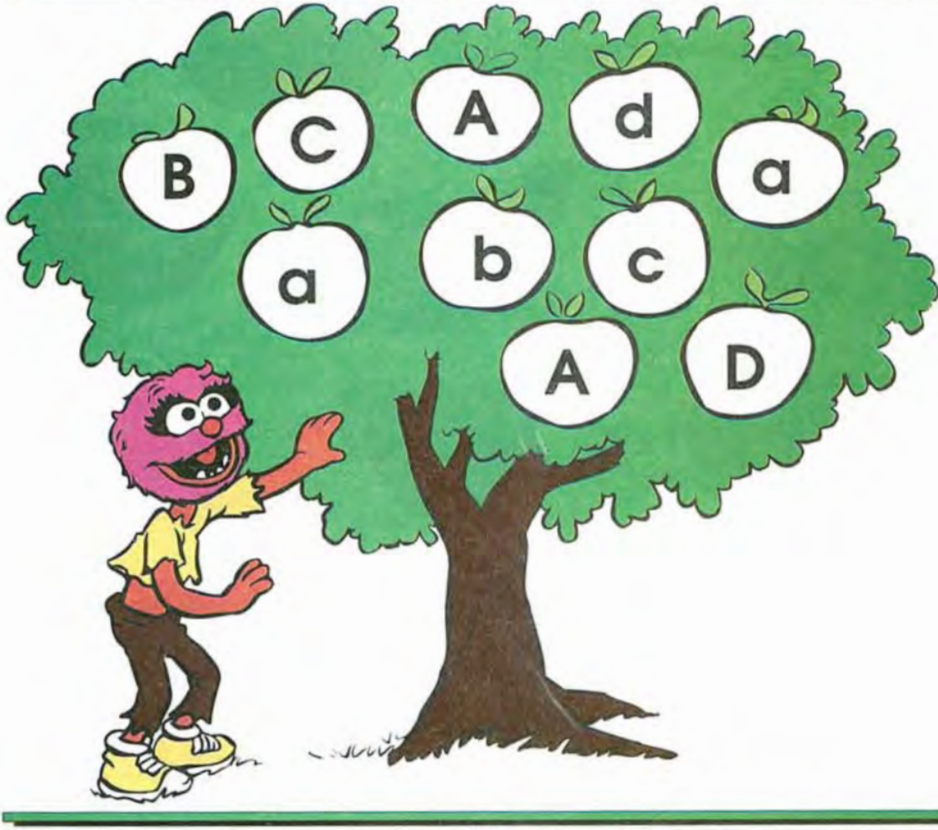
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Name: _____

Recognizing Capital A and Small a

Directions: Animal wants apples! Name and trace the letters. Then use a red crayon to color each apple that has a capital **A** or a small **a** on it.

Aa Aa Aa Aa



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Name: _____

Recognizing Capital B and Small b

Directions: What does Bean Bunny have in his basket? Name and trace the letters. Then circle each picture that has a capital **B** or a small **b** on it. Those are the things in Bean Bunny's basket!

BbBb





















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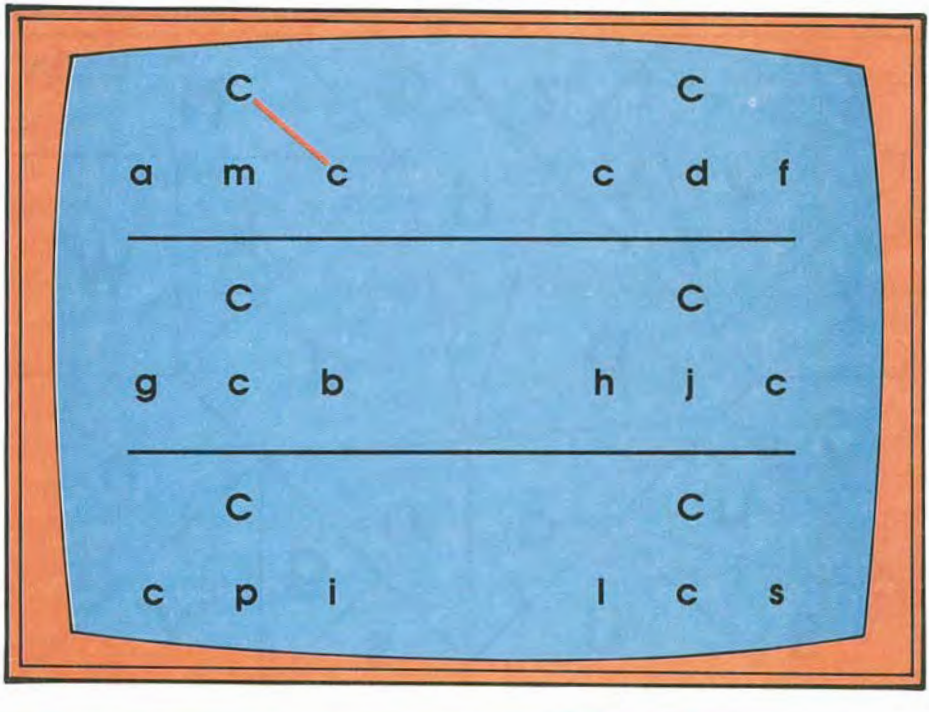
Name: _____

Recognizing Capital C and Small c

Directions: Scooter loves to work on his computer. Name and trace the letters. Then draw lines on the computer to match each capital **C** with a small **c**. The first one shows you what to do.







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Name: _____

Recognizing Capital D and Small d

Directions: Kermit and his friends like to play baseball. Name and trace the letters. Then make a baseball diamond for them. Use a brown crayon to color each space that has a capital **D** or a small **d** on it. Color the other spaces green.

D d D d



K z G N W
Y V d k W
Z D d
y u d D g n
S U s v

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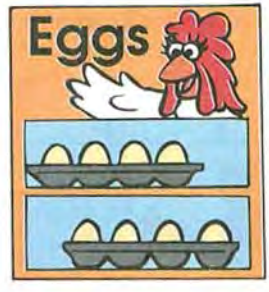


Name: _____

Recognizing Capital E and Small e

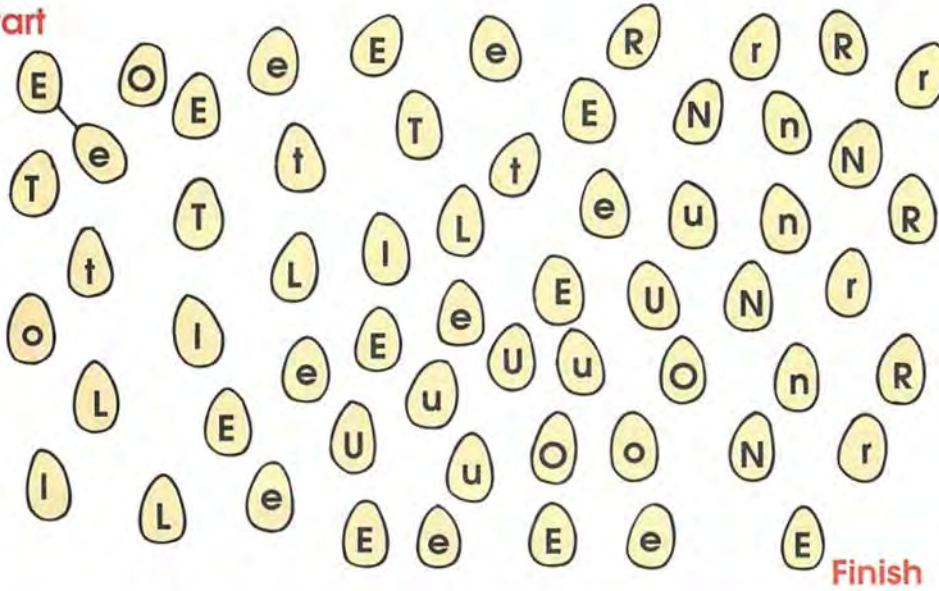
Directions: Gonzo thinks buying eggs is an excellent idea! Name and trace the letters. Then draw lines to connect the eggs that have a capital **E** or a small **e** on them. The first line has been drawn for you.

E e E e





Start



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Name: _____

Recognizing Capital F and Small f

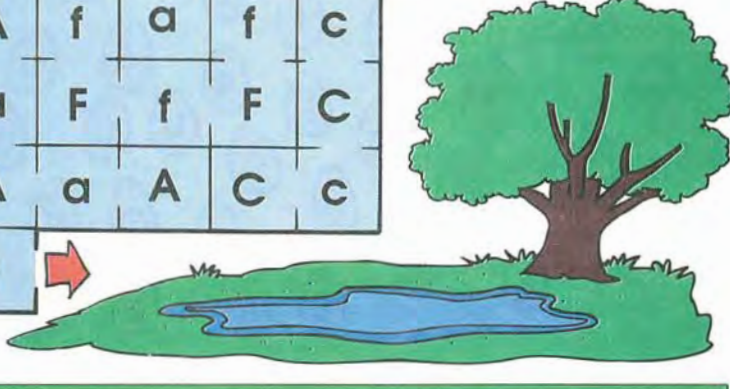
Directions: Name and trace the letters. Then help Fozzie and Kermit find their way to their favorite fishing spot. Follow the capital and small letter **F**'s to draw a path through the maze.

F f F f F f F f



F	f	F	f	F	f
A	a	A	a	A	F
a	f	F	f	F	f

P	F	f	F	A	F	C	c	C	c
p	f	A	f	a	f	c			
P	F	a	F	f	F	C			
p	f	A	a	A	C	c			
P	F	f							



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Name: _____

Recognizing Capital G and Small g

Directions: Gonzo loves to collect things! Name and trace the letters. Then circle the things around Gonzo that have a capital **G** or a small **g** on them.

Gg Gg Gg Gg



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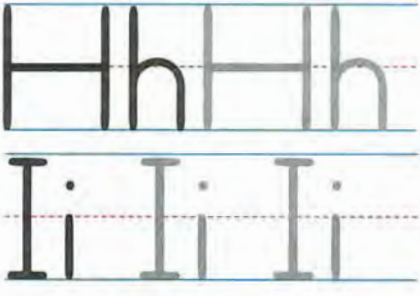
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Name: _____

Recognizing Capital H and Small h and Capital I and Small i

Directions: Piggy and Janice think ice cream tastes great on a hot day. Name and trace the letters. Then color the scoop of ice cream in each row that has a letter that matches the letter on the cone.





H	f	h	e
i	C	A	I
h	H	G	W
I	f	i	z

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Name: _____

Recognizing Capital J and Small j

Directions: Janice knows it is important to recycle. Name and trace the letters. Then help Janice recycle the junk. Draw a line from each picture that has a capital **J** or a small **j** on it to the junk bin.

Jj Jj Jj Jj Jj



















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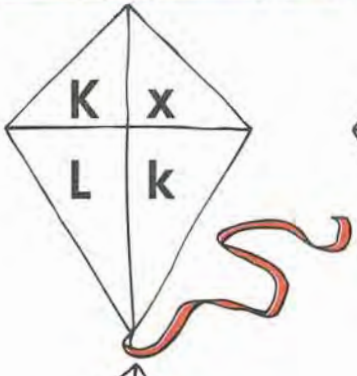
Name: _____

Recognizing Capital K and Small k

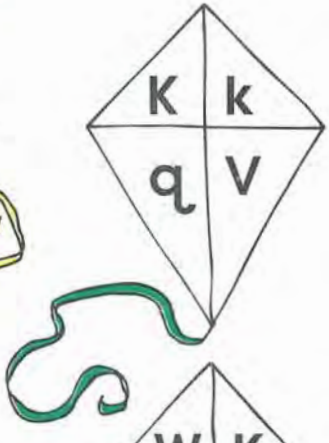
Directions: Kermit's kite goes high into the air. Name and trace the letters. Then color the parts of each kite that have a capital **K** or a small **k** on them.

















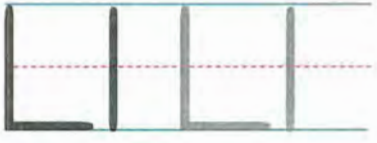
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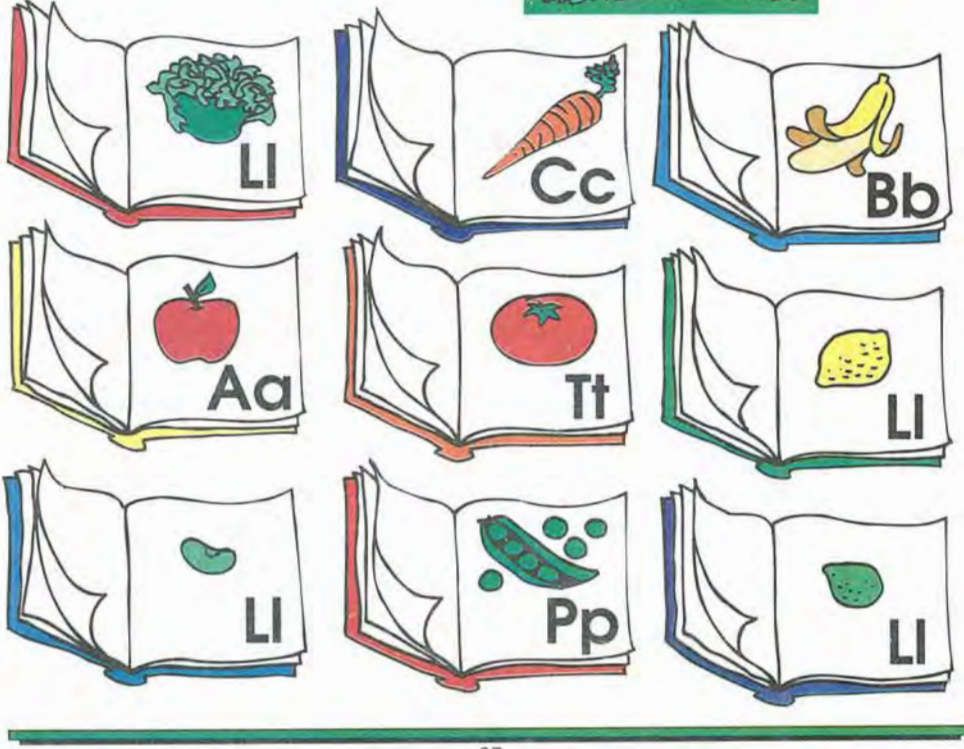
Name: _____

Recognizing Capital L and Small l

Directions: Scooter is learning all about food. Name and trace the letters. Then circle each food picture that has a capital **L** and a small **l** on it.







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Name: _____

Recognizing Capital M and Small m

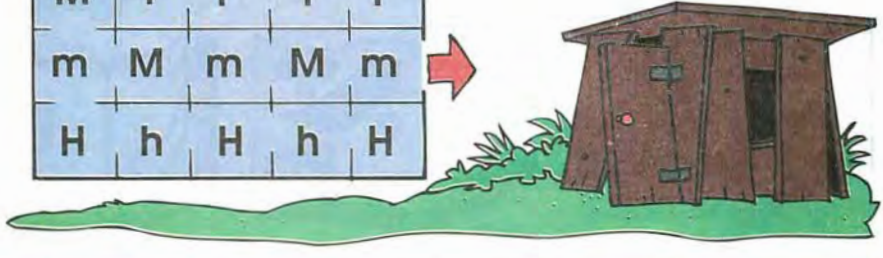
Directions: Name and trace the letters. Then help Piggy and her friends find their way to the clubhouse. Follow the capital and small letter **M**'s to draw a path through the maze.

Mm Mm Mm



M	m	M	m	H	h	H
H	h	H	M	m	M	m
h	t	T	t	T	t	M

T	t	M	m	M	m	M	m	M	m
m	M	m	T	y	Y	y	Y	y	Y
M	t	T	t	Y					
m	M	m	M	m					
H	h	H	h	H					



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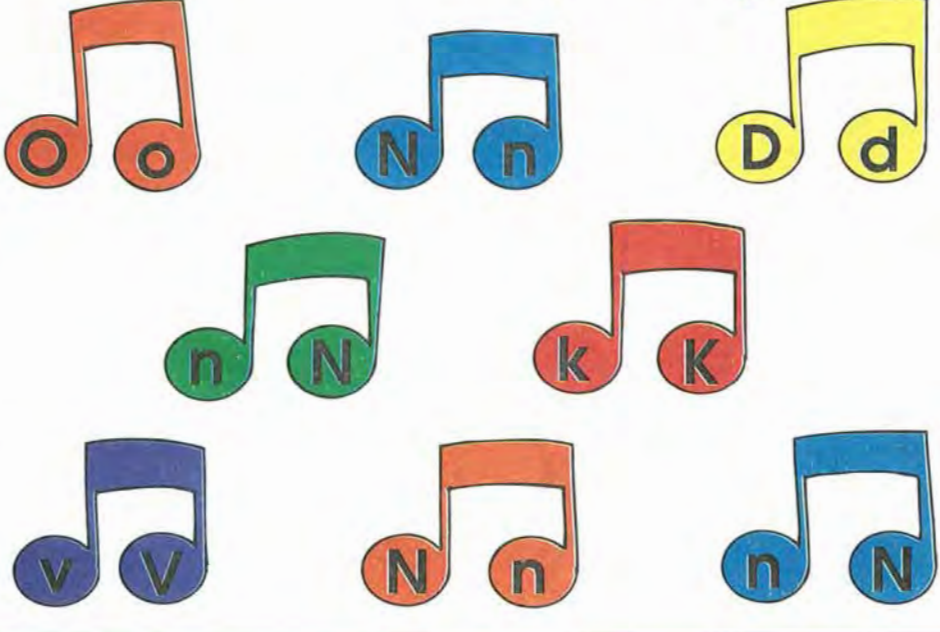
Name: _____

Recognizing Capital N and Small n

Directions: Rowlf is a very good piano player. He knows all the right notes! Name and trace the letters. Then circle the pairs of musical notes that have a capital **N** and a small **n** on them.

Nn Nn





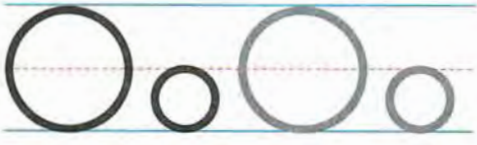
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Name: _____

Recognizing Capital O and Small o

Directions: Gonzo is sharing his oranges with Animal. Animal thinks Gonzo is a great friend! Name and trace the letters. Then color the oranges in the baskets that have a capital **O** or a small **o** on them.





















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Name: _____

Recognizing Capital P and Small p

Directions: Piggy is cleaning out her closet. She finds lots of things! Name and trace the letters. Then circle each picture that has a capital **P** or a small **p** on it. Those are some of the things that Piggy finds in her closet.





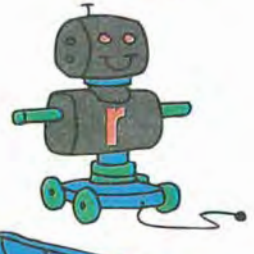






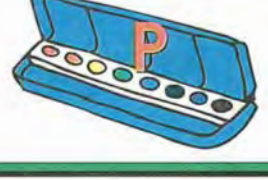












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Name: _____

Recognizing Capital Q and Small q

Directions: Bean Bunny loves his new quilt. Name and trace the letters. Then color each square in the quilt that has a capital **Q** or a small **q** on it.

Q q Q q



Q	y	q	B
R	q	F	Q
q	h	q	s
N	Q	u	Q

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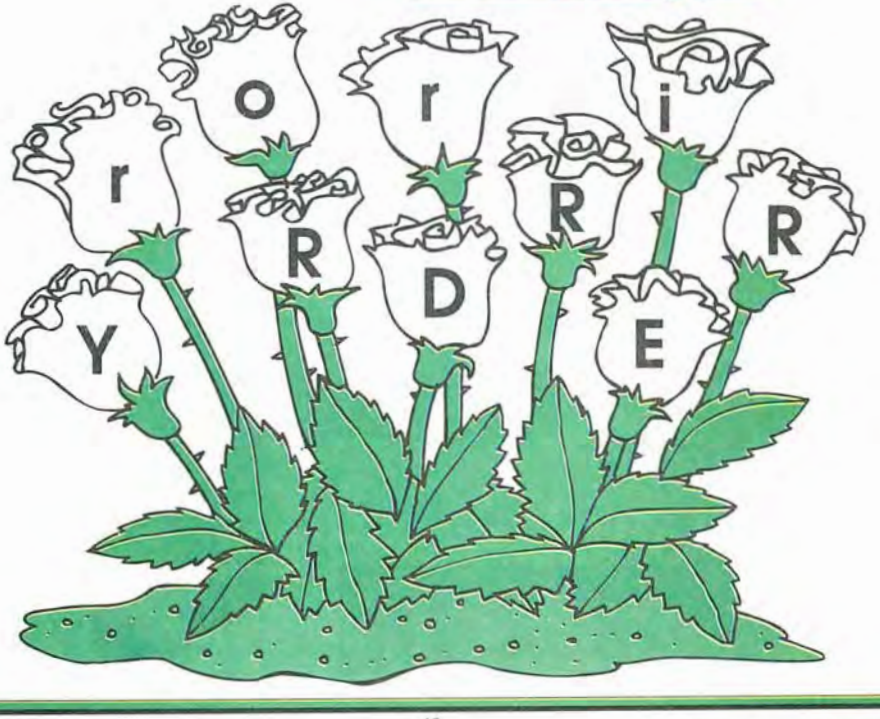
Name: _____

Recognizing Capital R and Small r

Directions: The red roses smell good to Rowlf. Name and trace the letters. Then use a red crayon to color each rose on the bush that has a capital **R** or a small **r** on it.

Rr Rr





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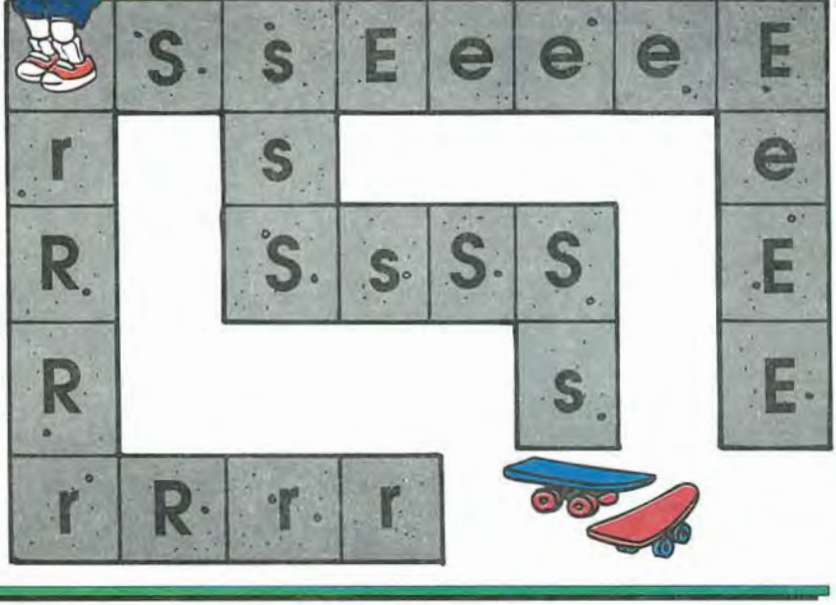
Name: _____

Recognizing Capital S and Small s

Directions: Name and trace the letters. Then help Scooter and Skeeter get to their skateboards. Draw a line along the squares of the sidewalk that have a capital **S** or a small **s** on them.

Ss Ss Ss Ss





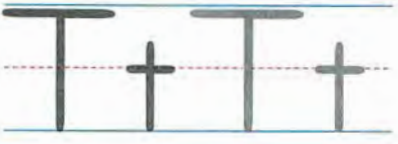
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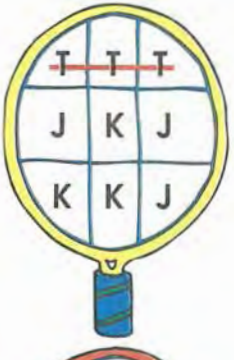
Name: _____

Recognizing Capital T and Small t

Directions: Piggy and Janice enjoy playing tennis together. Name and trace the letters. Then draw a line through the capital **T**'s or the small **t**'s on each tennis racket. The first one shows you what to do.

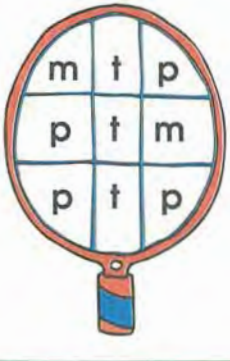


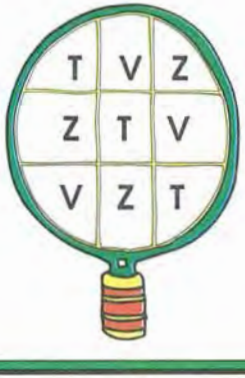














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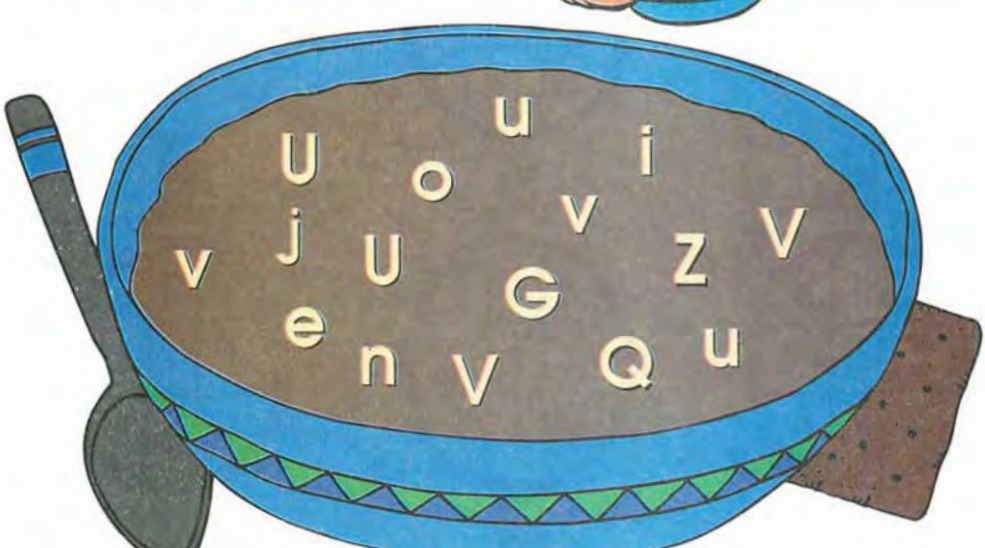
Recognizing Capital U and Small u and Capital V and Small v

Directions: Animal likes to look for letters in his soup. Name and trace the letters. Circle each capital **U** and small **u**. Then circle each capital **V** and small **v**.

Uu Uu

Vv Vv





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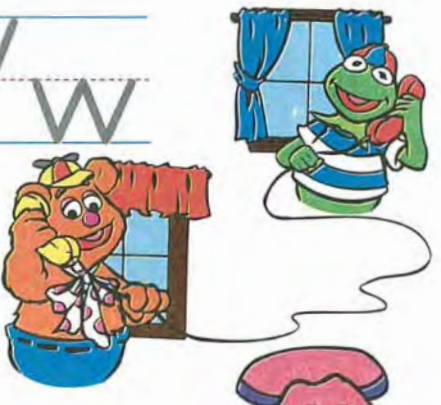
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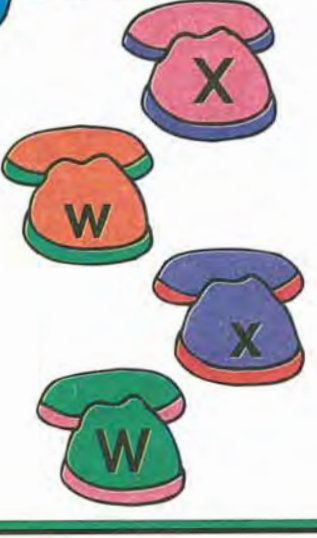
Recognizing Capital W and Small w and Capital X and Small x

Directions: Kermit and Fozzie like to talk to each other on the telephones they made. The wire stretches from Kermit's house to Fozzie's house. Name and trace the letters. Then draw wires between the telephones. Match the capital letters and small letters that go together.









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Name: _____

Recognizing Capital Y and Small y and Capital Z and Small z

Directions: Piggy and Skeeter see a yak and a zebra at the zoo. Name and trace the letters. Circle each capital **Y** and small **y**. Then circle each capital **Z** and small **z**.



Y y Y y Y y Y y Y y

K y I Y S Y y p

Z z Z z Z z Z z Z z

z J Z z x Q Z a

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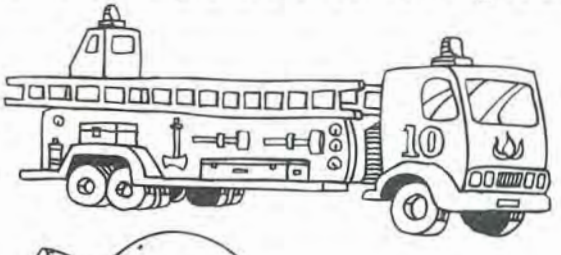
Name: _____

Red

red



Directions: Color each picture **red**.
Then draw a picture of something **red**.









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Name: _____

Recognizing Rhyming Words



Directions: Words that have the same ending sounds are called rhyming words. Say the names of the two pictures in each box below. Listen for the ending sounds of each picture name. Circle the pictures if these names have the same ending sounds. The first one shows you how.

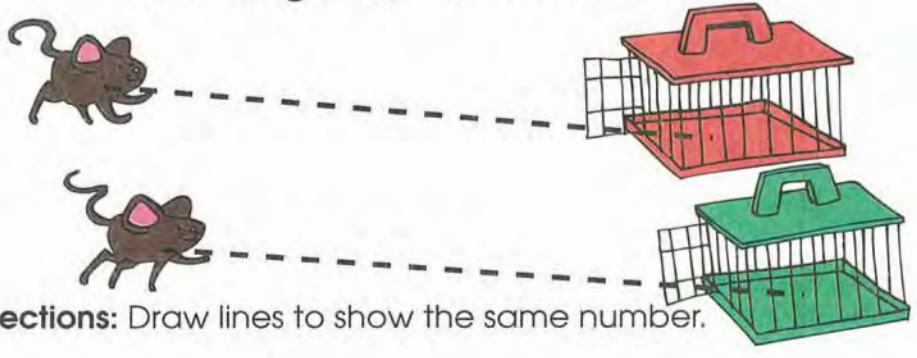
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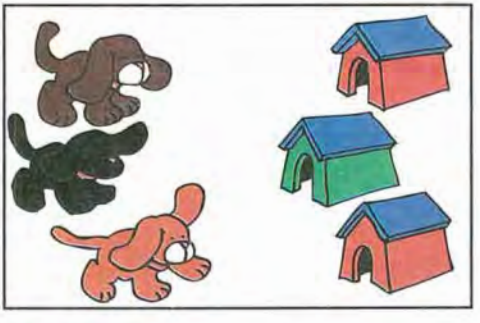


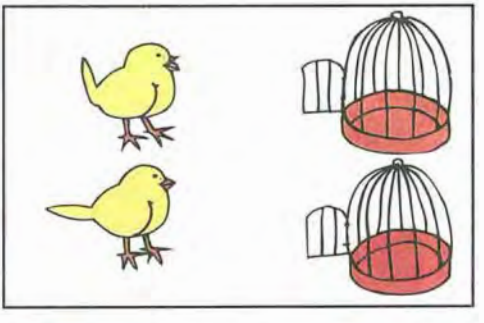
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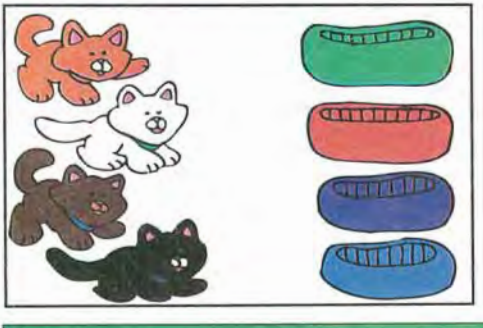
Matching Objects One-to-One

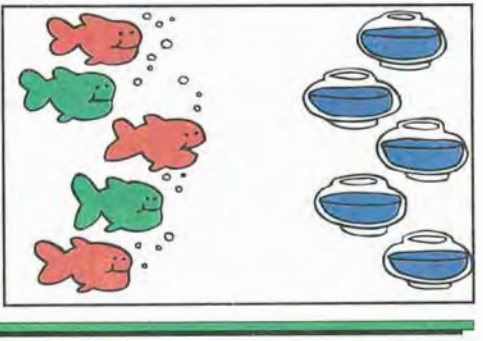


Directions: Draw lines to show the same number.









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Name: _____

Sorting

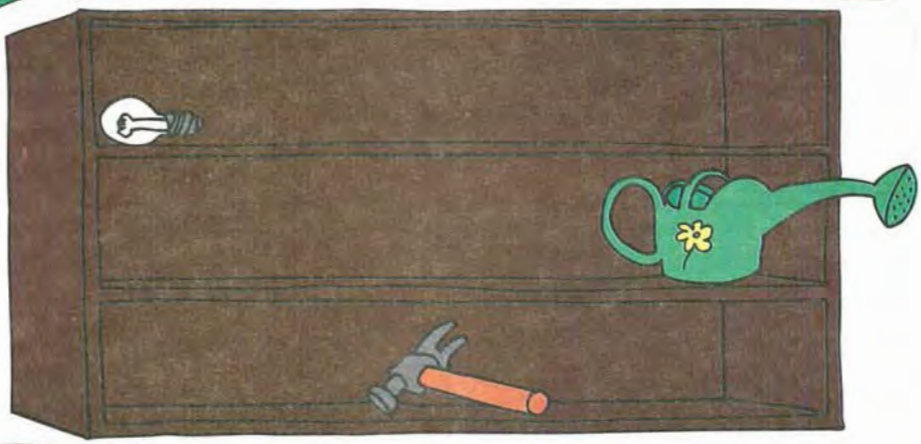


Directions: Kermit and Fozzie are sorting the things in Kermit's garage. They put things that are alike on each shelf. You can help too. Draw a line from each picture to the shelf where it belongs.















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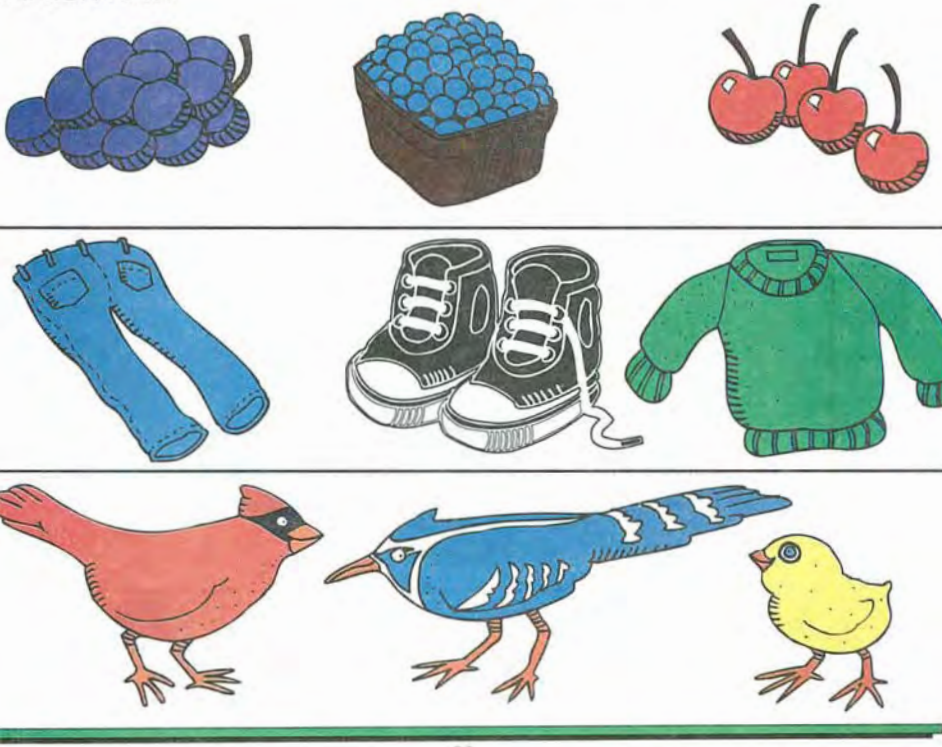


Blue

blue



Directions: Draw a circle around the **blue** picture in each row.



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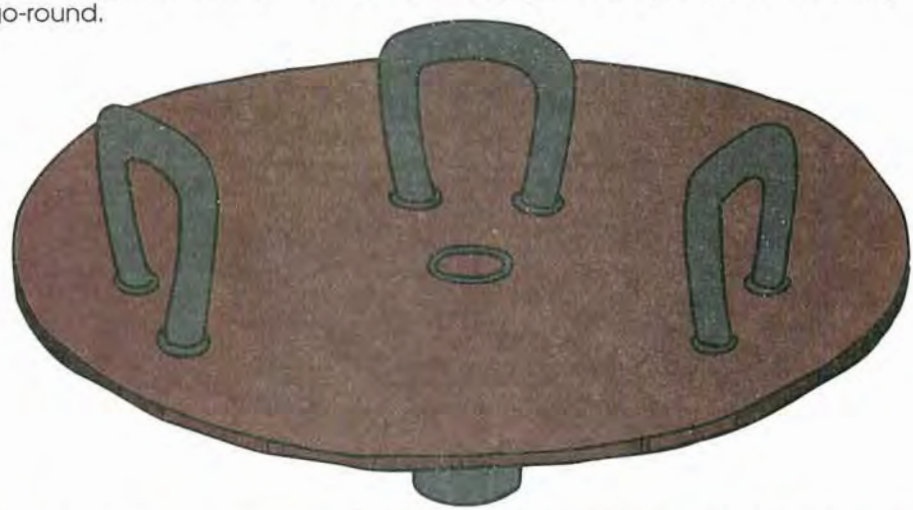
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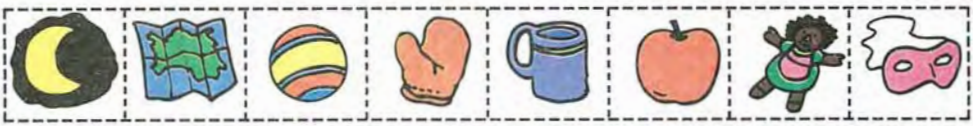
Recognizing the Sound of M m



M m
merry-go-round

Directions: Kermit, Piggy, and Fozzie are going for a ride. Would you like to go too? Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **merry-go-round**, paste it on the merry-go-round.





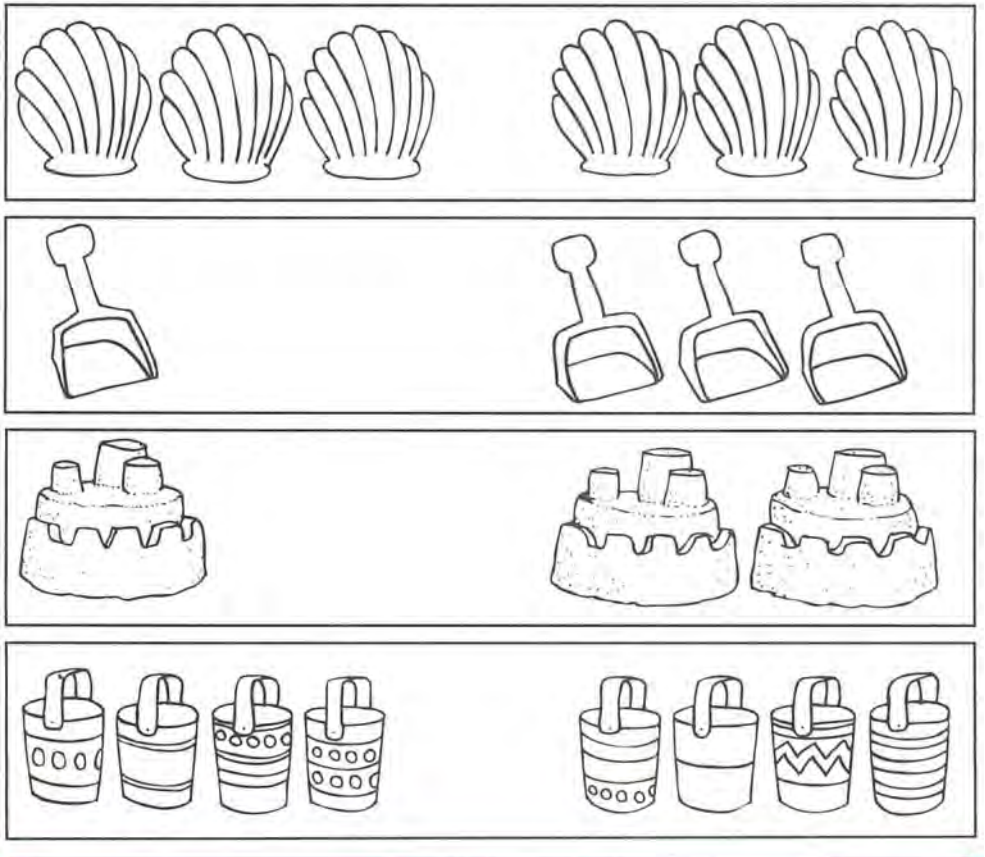
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Name: _____

Identifying Groups That Have The Same Number of Objects

Directions: Color the groups in the rows that have the same number of objects.



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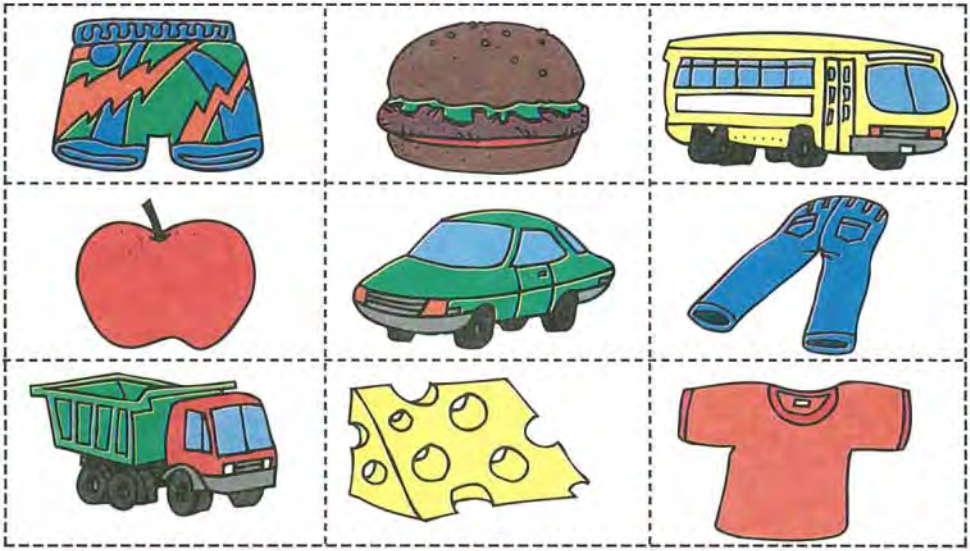
Name: _____

Sorting and Labeling



Rowlf is playing a sorting game. He finds three cards that are alike and puts them in a group. Then Rowlf thinks of a name for the group. He decides to call this group of picture cards Pets.

Directions: You can play this game too. Cut out the cards. Think of how the cards are alike. Sort them into groups of three. Then tell what you would name each group of cards.

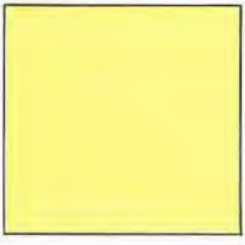


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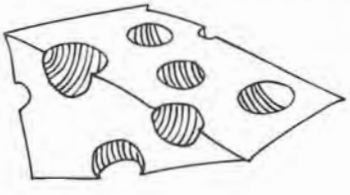


Yellow

yellow

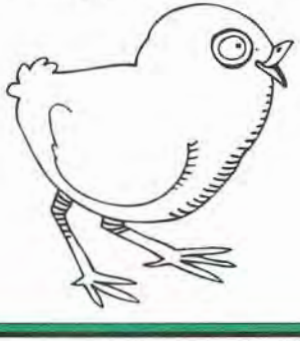


Directions: Color each picture **yellow**.
Then draw a picture of something **yellow**.









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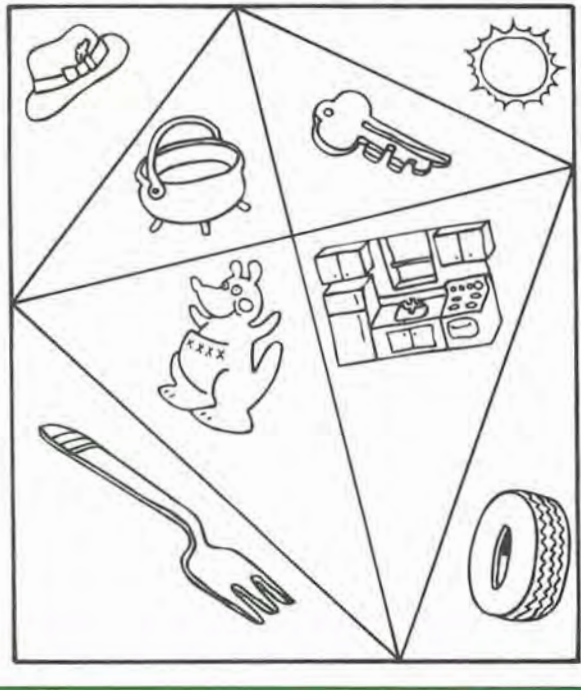
Name: _____

Recognizing the Sound of K k



K k
Kermit

Directions: What does Kermit do on a windy day? Say the picture name in each space. Color the space if the picture name begins with the same sound as **Kermit.**



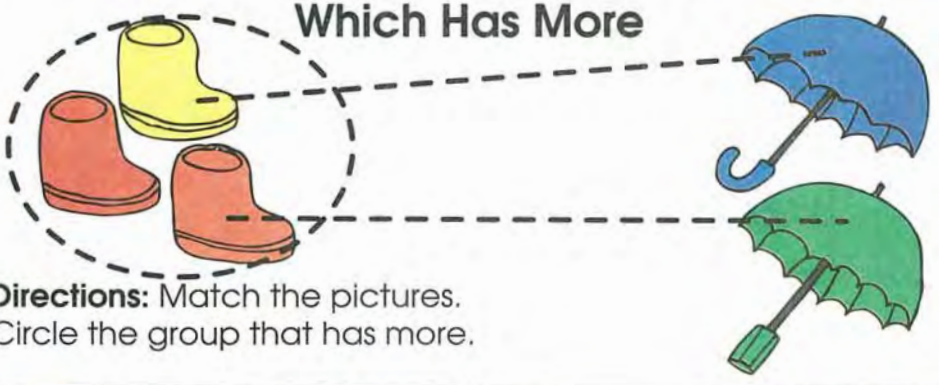
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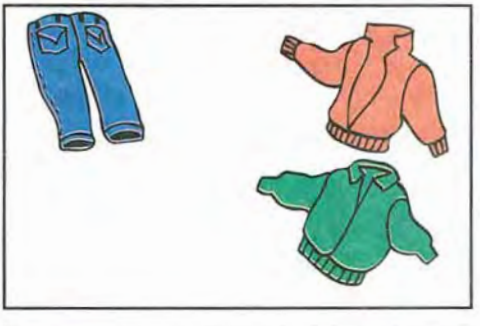


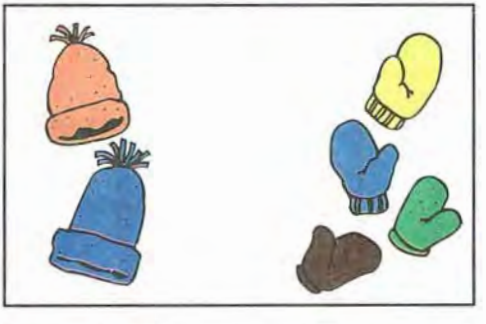
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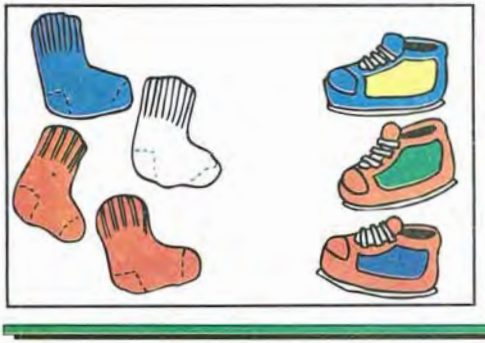
Comparing Two Groups to Determine Which Has More

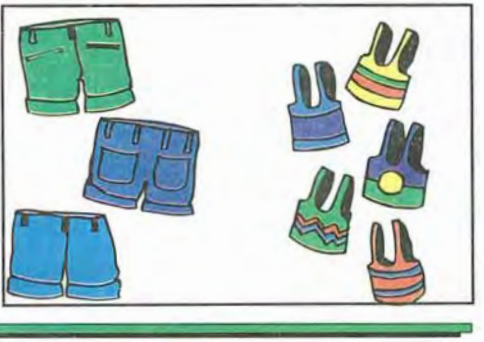


Directions: Match the pictures.
Circle the group that has more.









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Name: _____

Categorizing



Piggy just got a new poster. It shows a tiger, an elephant, a zebra and a gorilla. These animals are alike because you can see them in a zoo. We could name Piggy's poster Zoo Animals.

Directions: Look at the posters below. Draw one more picture that goes with the things on each poster. Then think of a name for each poster.



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Name: _____

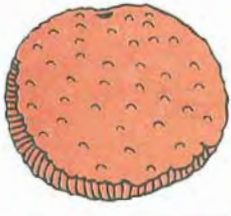
Orange



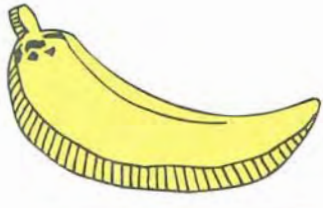
orange



Directions: Draw a circle around the **orange** picture in each row.





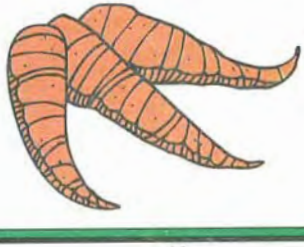














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Name: _____

Recognizing the Sound of P p



P p
Piggy

Directions: Piggy's purse is a real mess. You can help her clean it out. Say the picture name of each thing Piggy is shaking out of her purse. If the picture name begins with the same sound as **Piggy**, color the picture.

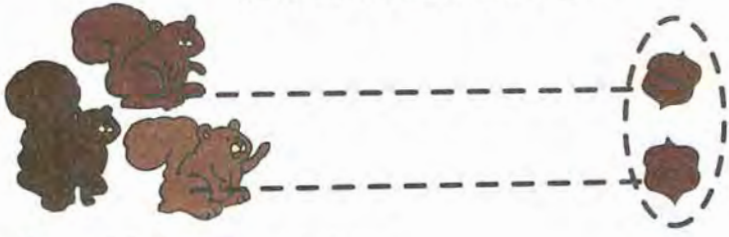


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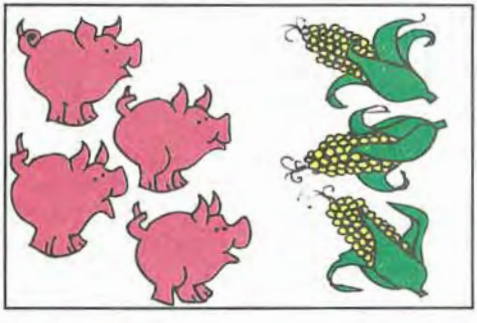
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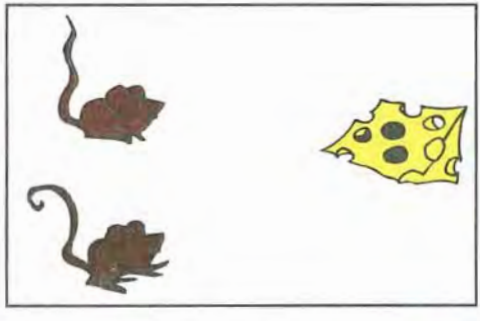
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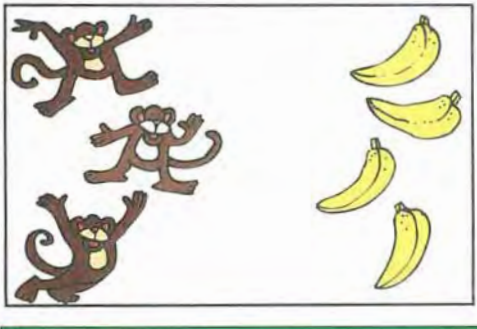
Comparing Two Groups To Determine Which Has Fewer

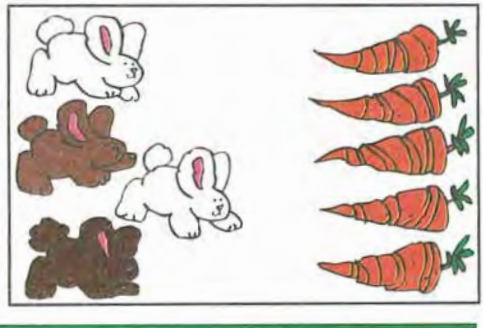


Directions: Match the pictures.
Circle the group that has fewer.









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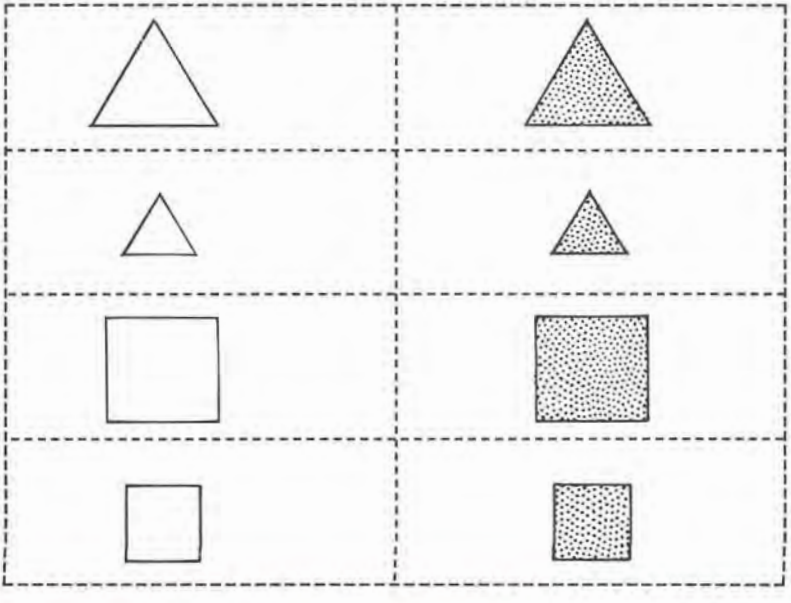
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Name: _____

Sorting and Labeling



Directions: Fozzie is thinking very hard. He is trying to find four cards that are alike. Now it's your turn to try. Cut out the cards. Find four cards that are alike. Put them in a group. Tell why you think they go together. Hint: There is more than one way to group the cards.



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Name: _____

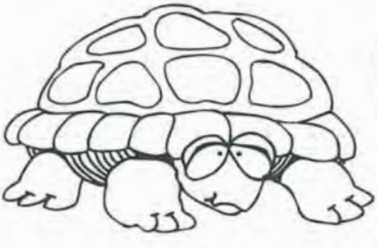


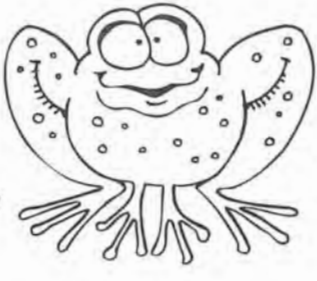
Green

green



Directions: Color each picture **green**.
Then draw a picture of something **green**.









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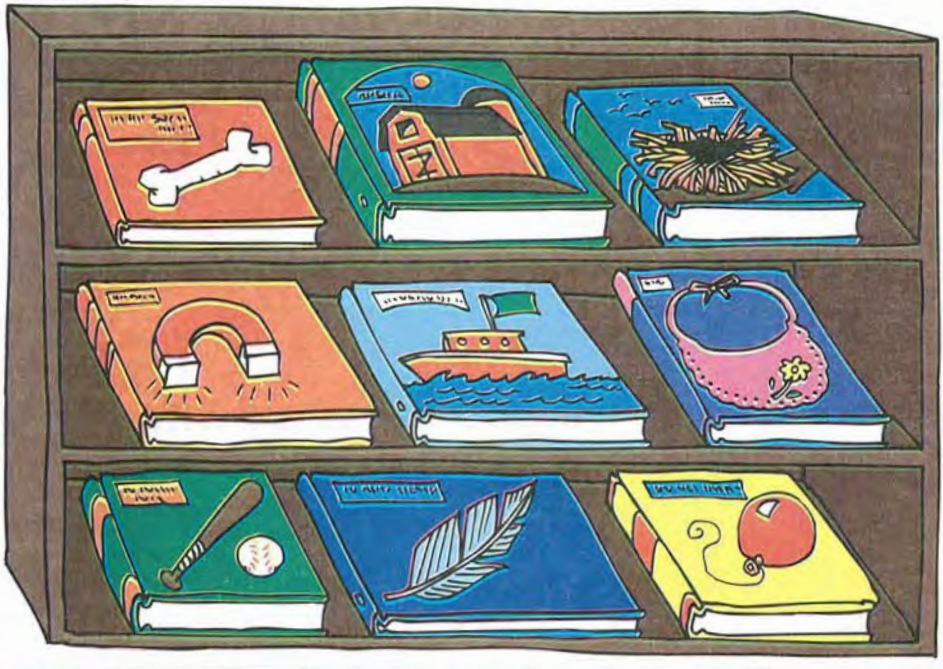
Name: _____

Recognizing the Sound of B b



B b
Bean Bunny

Directions: Bean Bunny just loves books. Say the picture name on the front of each book. Circle the book if the picture name begins with the same sound as **Bean Bunny**.



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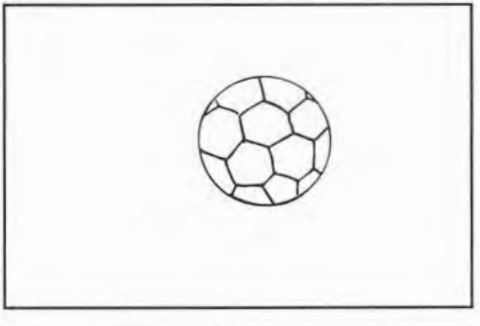
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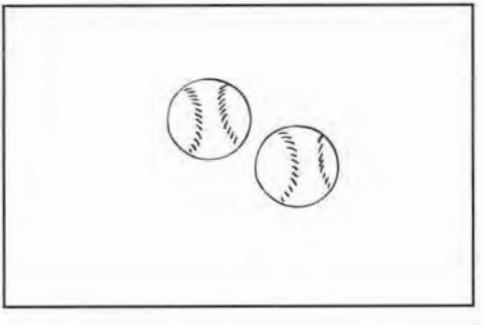
Identifying Groups of 1 and 2 Objects

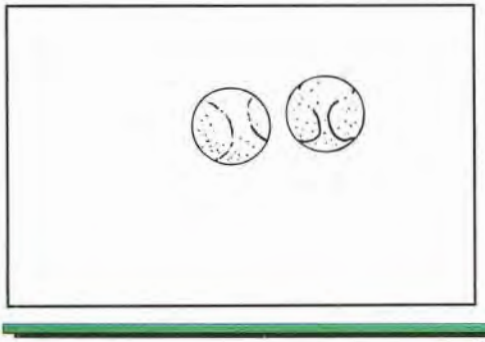
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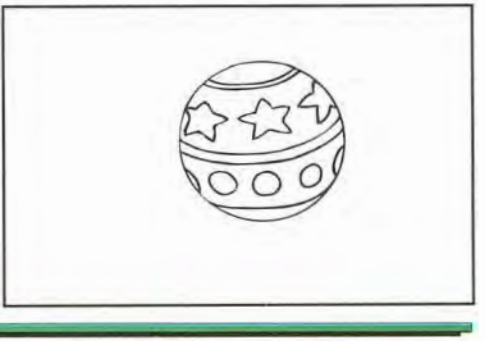
2 

Directions: Circle the groups of 1. Color groups of 2.









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Name: _____

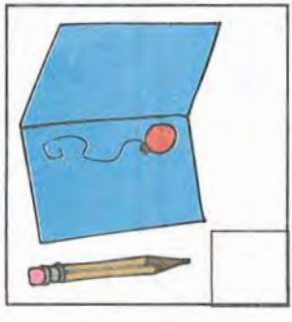
Sequencing



Scooter and Skeeter are getting ready for a costume party. Scooter is writing invitations to their friends, and Skeeter is baking a cake. Come join the fun!

Directions: Look at the pictures. Write 1-2-3 to put the pictures in the right order.













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Name: _____

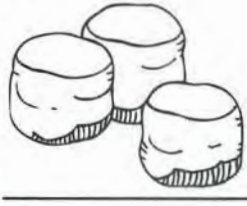


Black

black



Directions: Draw a circle around the **black** picture in each row.





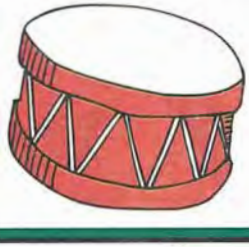














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Name: _____

Reviewing the Sounds of M, K, P, B



M m



K k



P p



B b

Directions: Look at the letter at the beginning of each row. Then say each picture name. Circle each picture whose name begins with the sound that the letter stands for.

P				
M				
B				
K				

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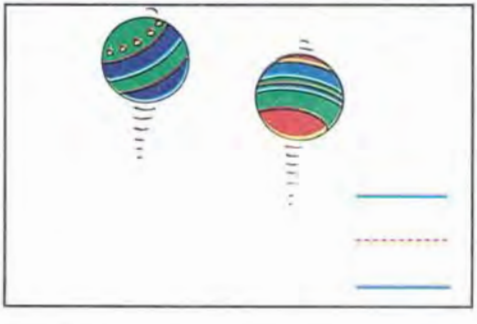
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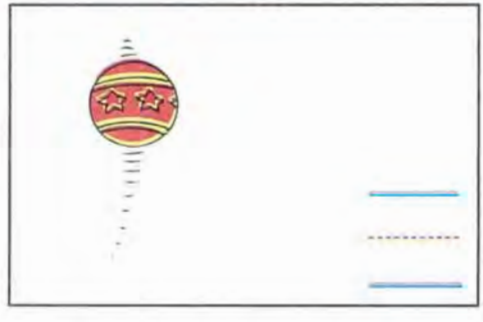
Identifying Groups of 1 and 2 Objects; Writing the Numbers 1 and 2

Directions: Write the numbers 1 and 2.

1 1

2 2





Directions: Draw balls on the nose of each seal to show the number in each box.





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Name: _____

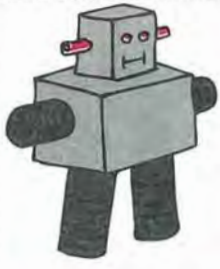
Sequencing



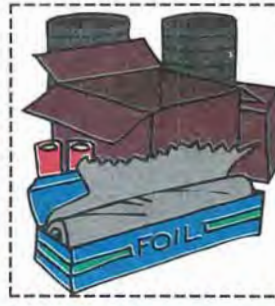


Directions: Animal has been wondering what to wear to the costume party. He has just watched a TV show about robots. Now he has a great idea. He will make his own costume. Cut out the cards. Paste the pictures in the right order to show what happened first, next, and last.

First	Next	Last







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Name: _____



Purple

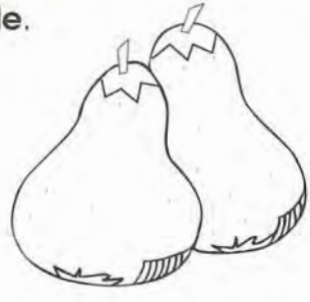
purple

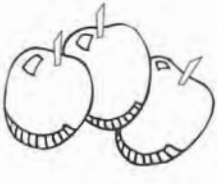


Directions: Color each picture **purple**.
Then draw a picture of something **purple**.









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Name: _____

Reviewing the Sounds of M, K, P, B



Directions: Say each picture name. Circle the letter that stands for the sound you hear at the beginning of the picture name.

 K B	 P M	 M B	 P B
 M B	 K P	 M K	 B P
 P K	 B P	 B M	 K P

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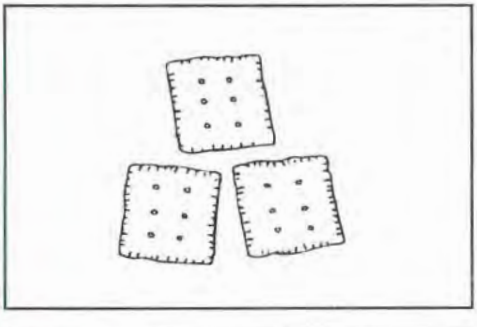
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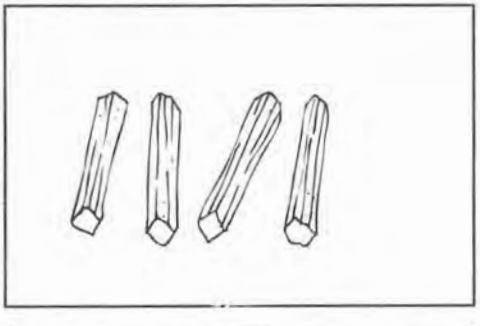
Identifying Groups of 3 and 4 Objects

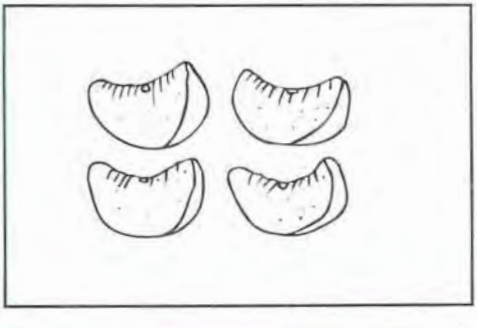


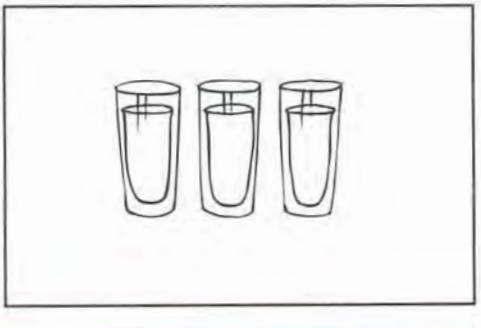


Directions: Circle the groups of 3. Color the groups of 4.









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Name: _____

Sequencing



Janice is bringing popcorn to Scooter and Skeeter's house. She wants to help them get ready for the costume party.

Directions: Draw a line to the box that shows the missing part of what happened when Janice made popcorn.

1

2



3







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Name: _____



Brown

brown



Directions: Draw a circle around the **brown** picture in each row.



















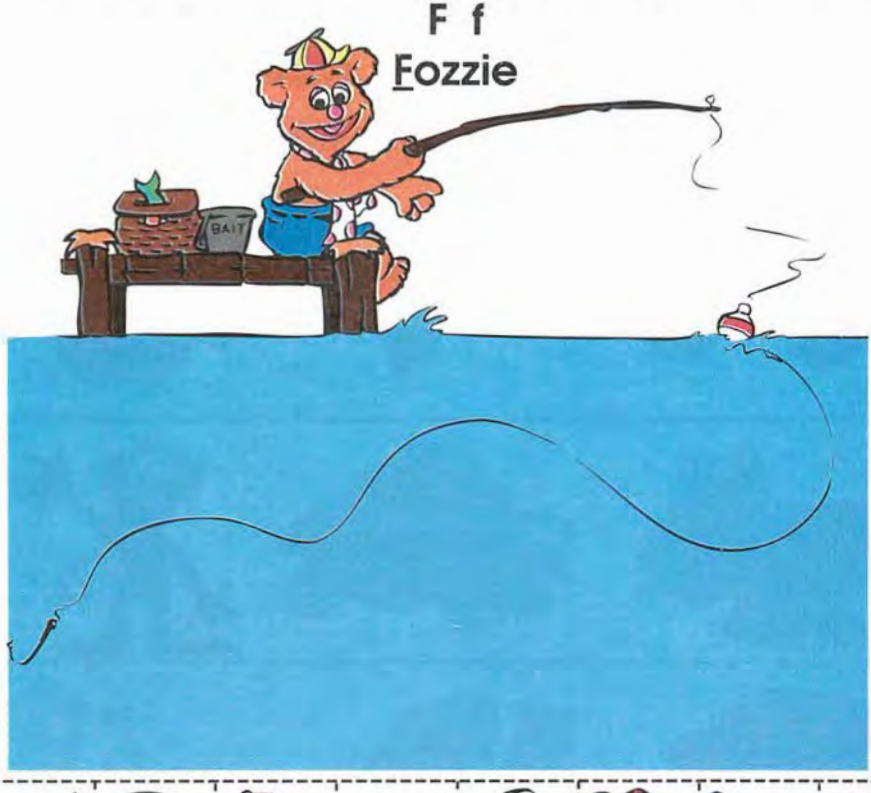
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Name: _____

Recognizing the Sound of F f

Directions: Fozzie loves to fish. Just look at all the things he has pulled out of the pond. Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **Fozzie**, paste it on the fishing line.





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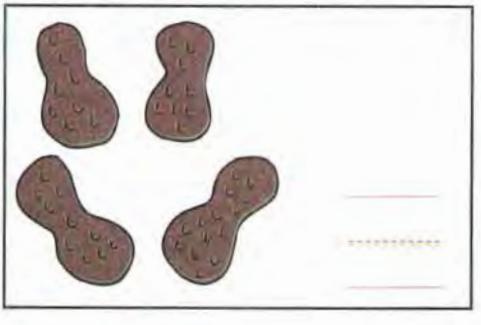
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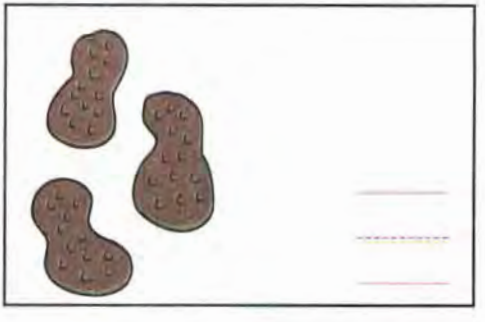
Identifying Groups of 3 and 4 Objects; Writing the Numbers 3 and 4

Directions: Write the numbers 3 and 4.

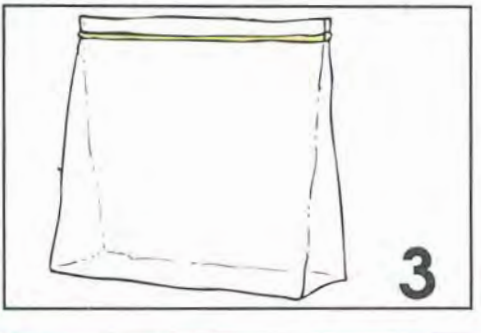
3 3

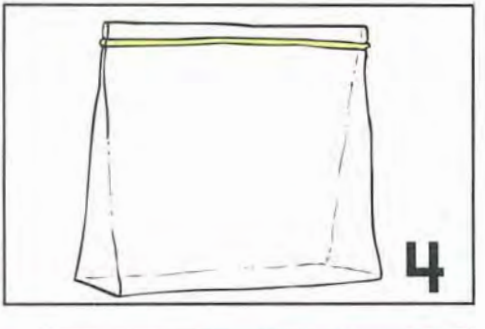
4 4





Directions: Draw raisins in each bag to show the number in each box.





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Name: _____

Sequencing



Directions: Bean wants to bring a gift to the party. What does Bean do first? What happens next? What happens last? Draw a line to the box that shows the missing part of the story.

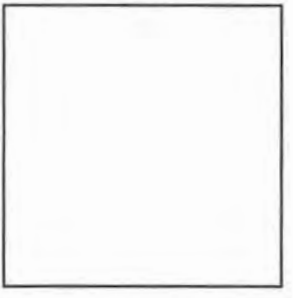
First



Next



Last







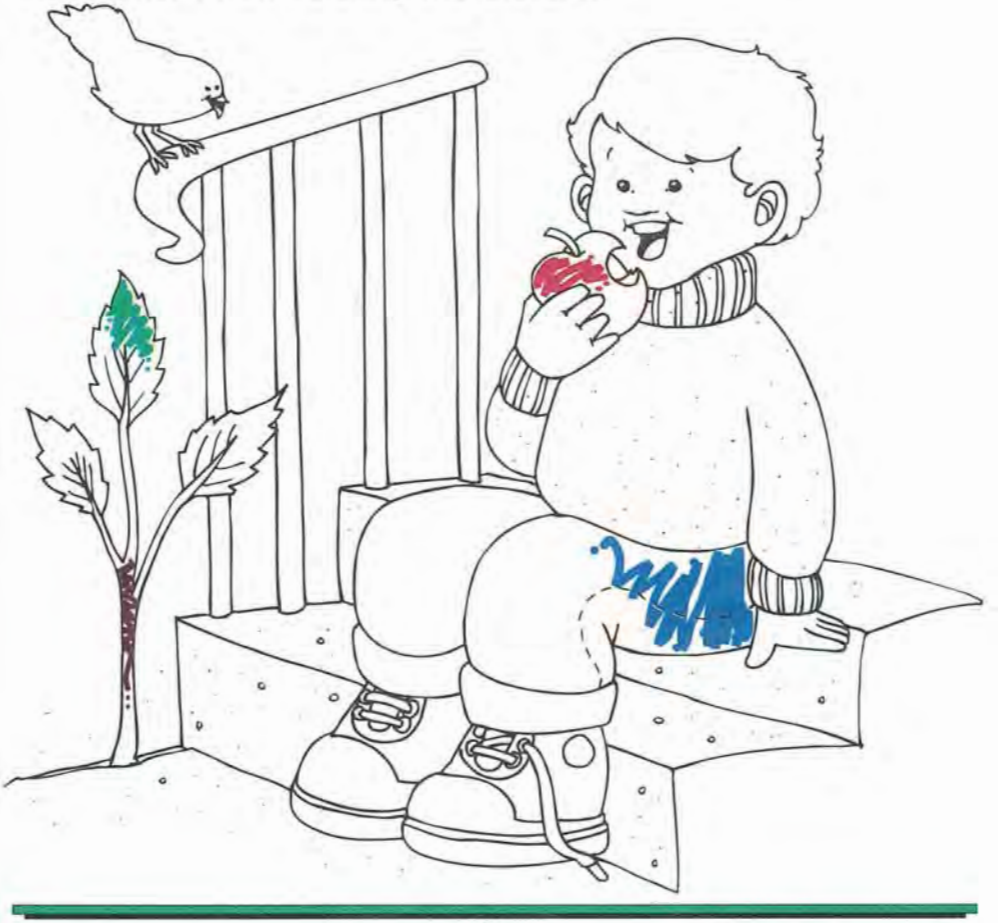
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Name: _____

Review Colors

Directions: Finish coloring the picture.



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Name: _____

Recognizing the Sounds of G g



G g
Gonzo

Where is Gonzo's stuffed gorilla?
To find it, Gonzo needs to clean up his messy garage.

Directions: Say the name of each thing that you see in Gonzo's garage. If the picture name begins with the same sound as **Gonzo**, color the picture.



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Name: _____

Identifying Groups of 5 and 6 Objects





Directions: Circle the groups of 6.









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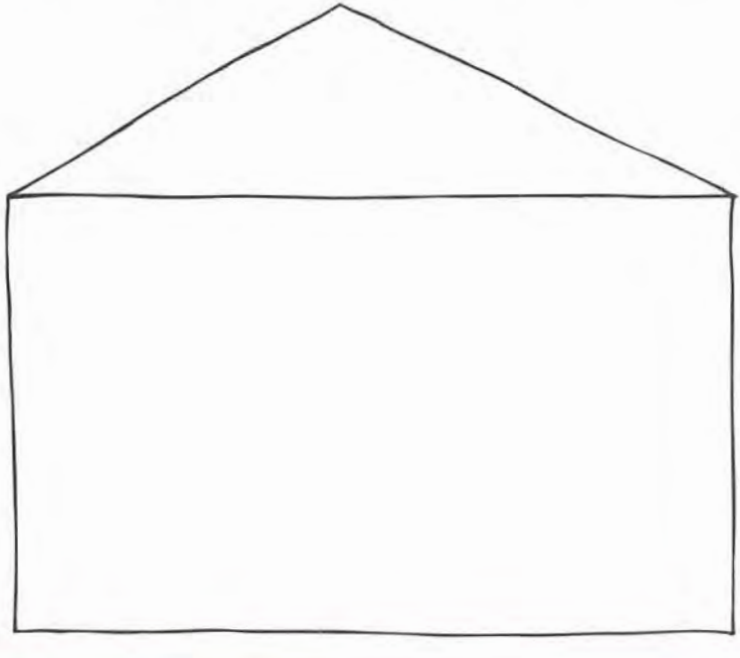
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Name: _____

Adding Details



Directions: Ms. Feeley asked Rowlf to add more things to his drawing to make it better. Look at the drawing of the house below. What can you add to make it better? Draw the changes and then color the house.



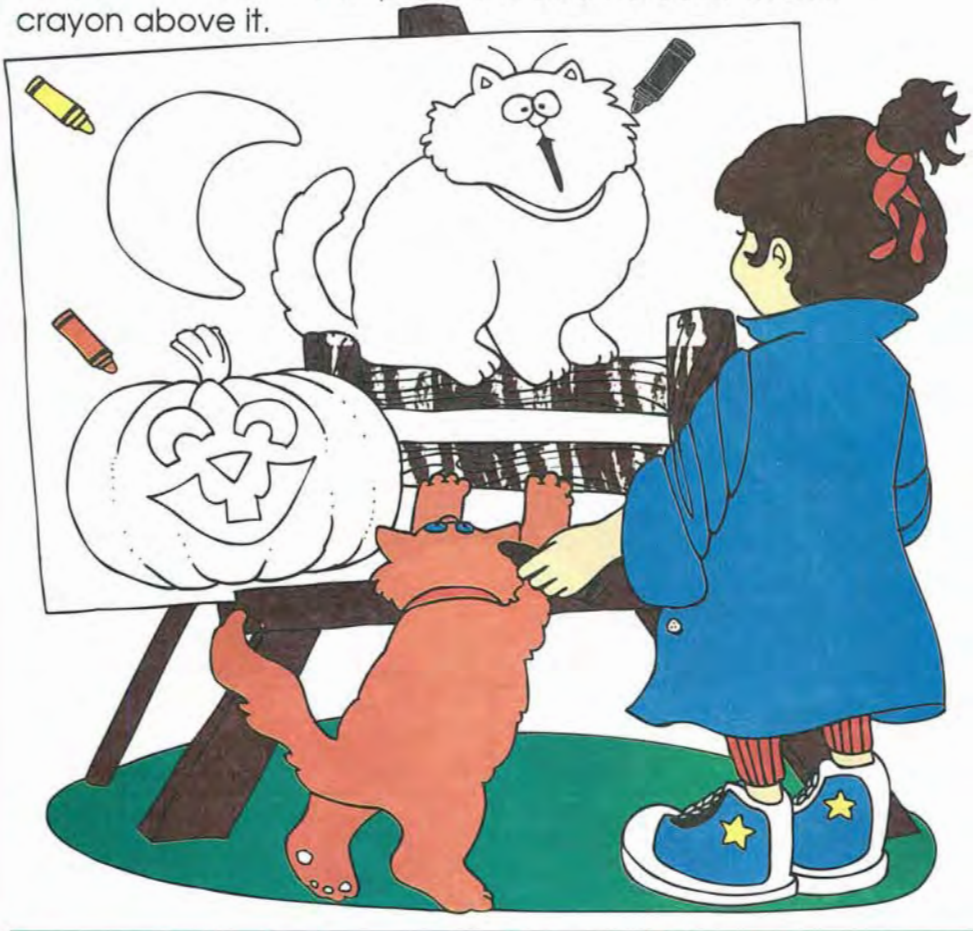
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Name: _____

Review Colors

Directions: Color each picture the same color as the crayon above it.



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Name: _____

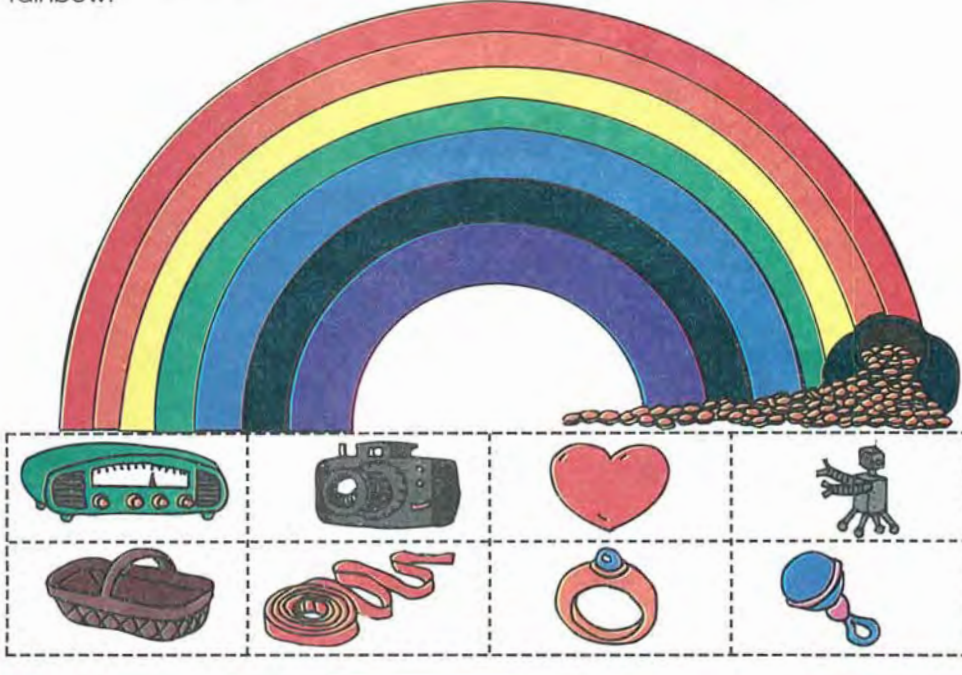
Recognizing the Sound of R r



R r
Rowlf

Lucky Rowlf! What will he find at the end of the rainbow?

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **Rowlf**, paste it on the rainbow.



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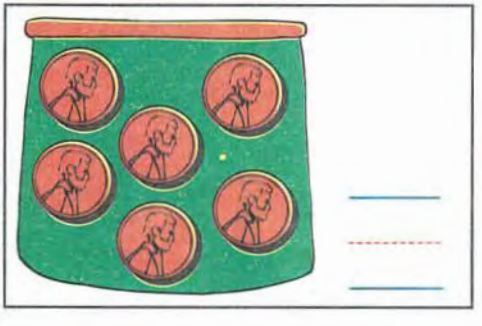
Name: _____

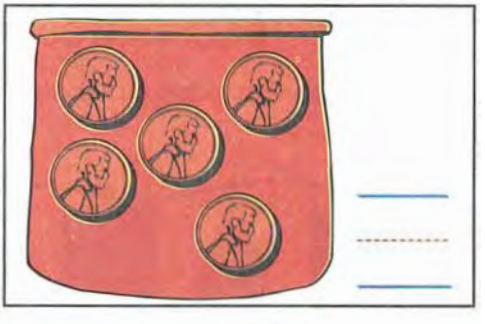
Identifying Groups of 5 and 6 Objects; Writing the numbers 5 and 6

Directions: Write the numbers 5 and 6.

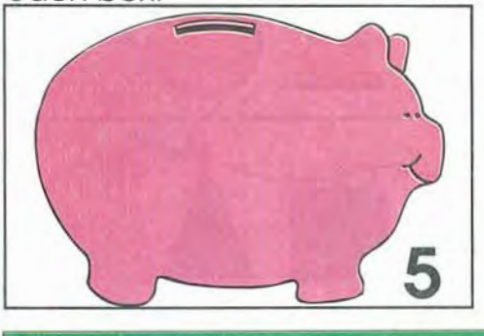
5 5

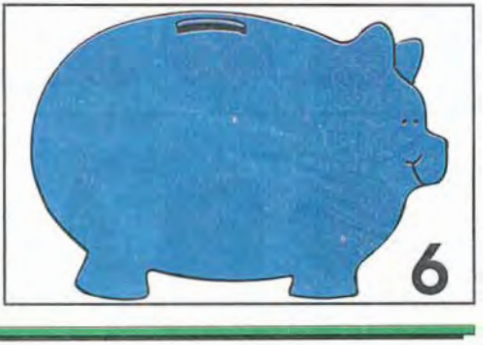
6 6





Directions: Draw coins in each bank to show the number in each box.





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Name: _____

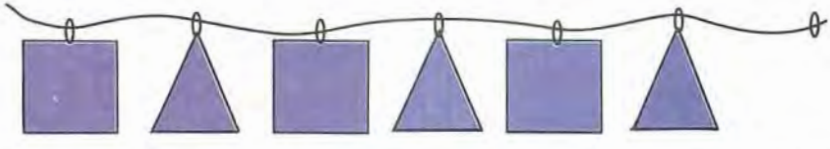
Completing Patterns



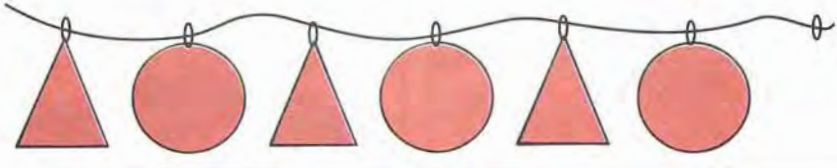
Piggy is making a pattern of shapes. Point to each shape on her necklace and say its name: circle, square, circle, square, circle, square. Piggy will use a circle next in this pattern.

Directions: Draw the shape that should come next in each pattern.

1.



2.



3.



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Name: _____

Review Colors

Directions: Color the fruits and vegetables.



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Name: _____

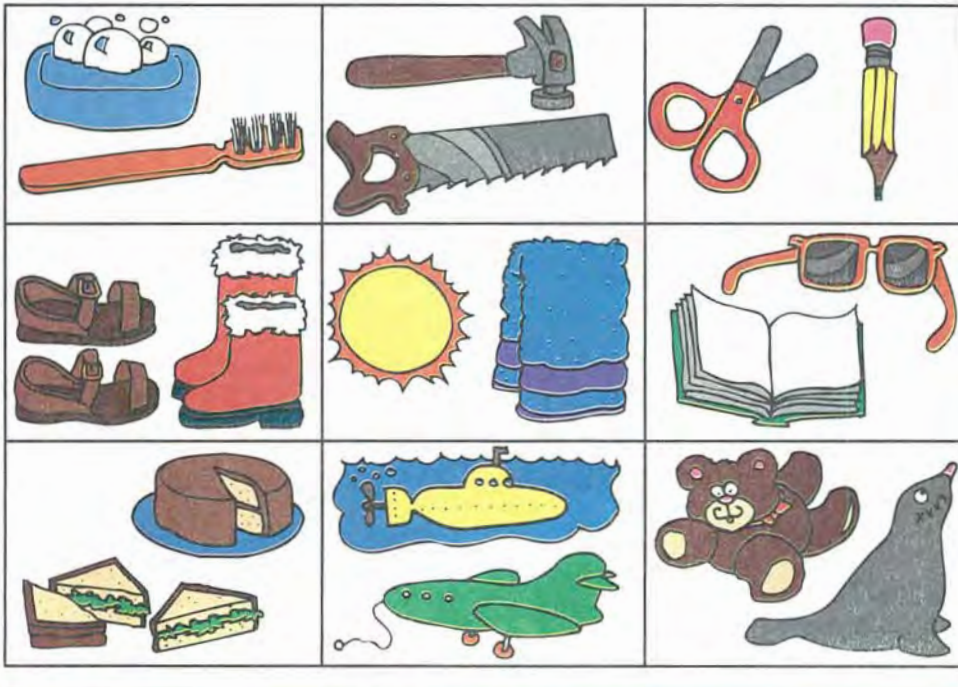
Recognizing the Sound of S s



S s
sailor

This sailor is planning to go sailing on the sea.

Directions: Say the picture names in each box. Circle the picture whose name begins with the same sound as **sailor**.



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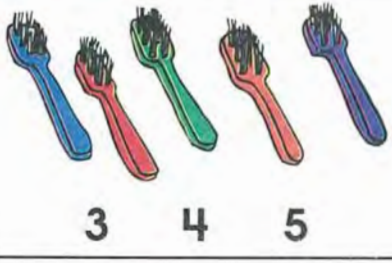
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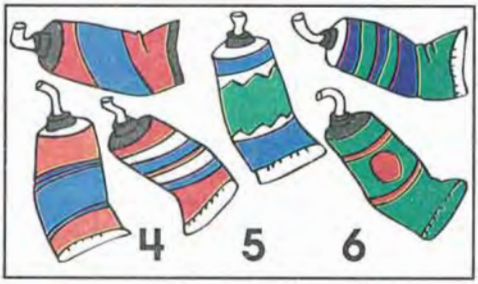
Name: _____

Identifying Groups of 1 Through 6 Objects

Directions: Draw a circle around the correct number in each box.



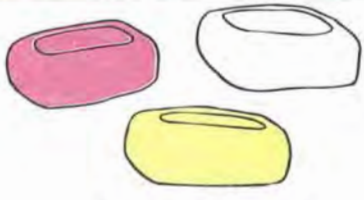
3 4 5



4 5 6



1 2 3



2 3 4



4 5 6



1 2 3

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Name: _____

Making Associations







Scooter, Bean, and Janice all started with a drawing of a square, but they made different pictures from it. Scooter changed the square to a drawing of a computer screen. Bean added things to make the square into a picture of a jack-in-the-box, and Janice changed the square to look like a record album cover.

Directions: Look at the pictures of the two circles. Make two different drawings using the pictures of the circles.

1.

2.

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Name: _____

Circle



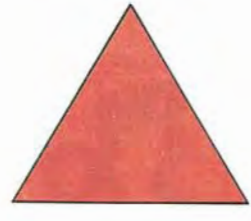
Directions:
Trace the **circle**.

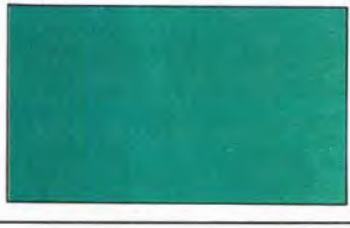


Directions: In each row, draw a line under the **circle**.



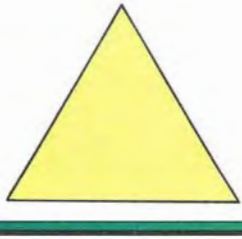




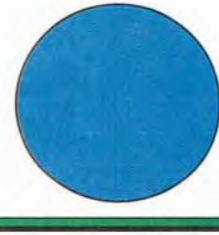












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Name: _____

Reviewing the Sounds of F, G, R, S



F f



G g

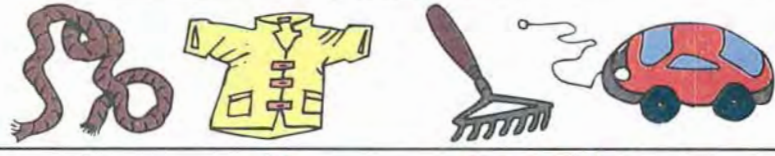


R r



S s

Directions: Look at the letter at the beginning of each row. Then say each picture name. Circle each picture whose name begins with the sound that the letter stands for.

R	
G	
S	
F	

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Name: _____

Solving Problems Using Pictures



Directions: Circle the number that tells how many.

 1 2 3	 2 3 4
 4 5 6	 4 5 6
 2 3 4	 4 5 6

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Name: _____

Making Associations



You know that people usually eat off paper plates, but our friends are using paper plates in new ways. Scooter and Skeeter are playing a game with a paper plate. Gonzo is using a paper plate as a hat, and Piggy is using a paper plate as a fan.

Directions: It's fun to think of new ways to use things. Draw two new ways to use a big, plastic bowl.



1.

2.

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Name: _____

Circle



Directions: Put an **X** on the things that have the shape of a **circle**.

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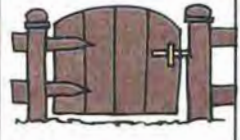
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Name: _____

Reviewing the Sounds of F, G, R, S



Directions: Say each picture name. Circle the letter that stands for the sound you hear at the beginning of the picture name.

 S R	 R G	 F R	 S F
 F G	 R S	 F R	 G S
 F S	 R S	 S G	 R G

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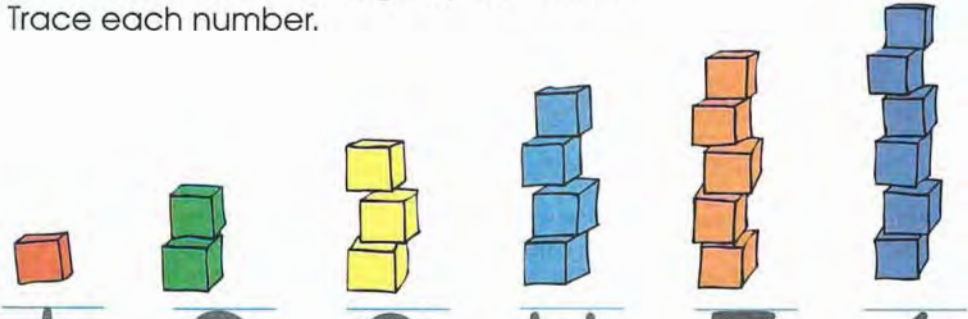
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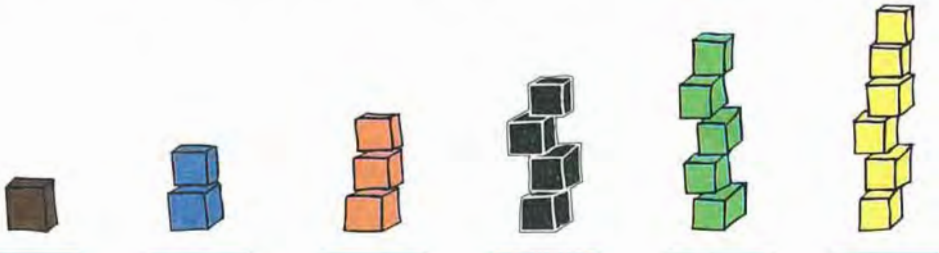
Name: _____

Counting Forward Through 6

Directions: Count each group of blocks.
Trace each number.



Directions: Count each group of blocks. Write the number.



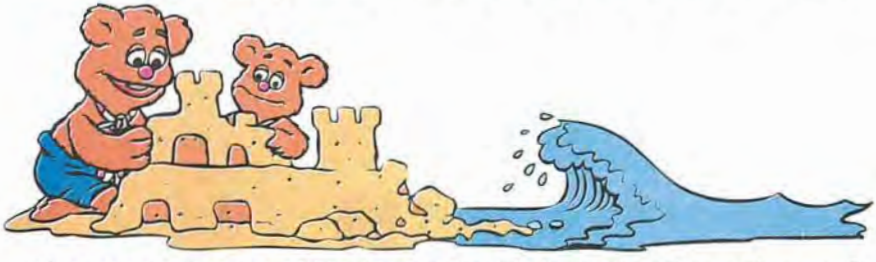
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Name: _____

Recognizing What Happened and Why



What made the side of Fozzie and Freddie's sand castle wash away?

Directions: Did you guess that the wave made the side wash away? Look at the picture of the puddles. Then decide what made the puddles on the sidewalk. Was it the sprinkler or the lawn chair? Circle the picture that shows what made the puddles.



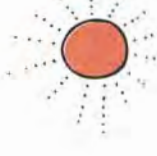




Now, circle the picture that shows what made the snowman melt.







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Name: _____



Rectangle





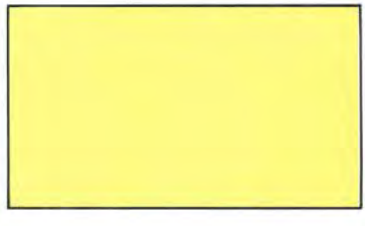
Directions:
Trace each **rectangle**.



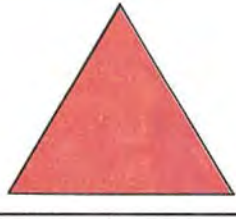
Directions: In each row, draw a line under the **rectangle**.



















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Name: _____

Recognizing the Sound of J j

Directions: Janice is learning how to juggle. Cut out the balls below. Say each picture name on the balls. If the picture name begins with the same sound as **Janice**, paste the ball near Janice.

J j

Janice





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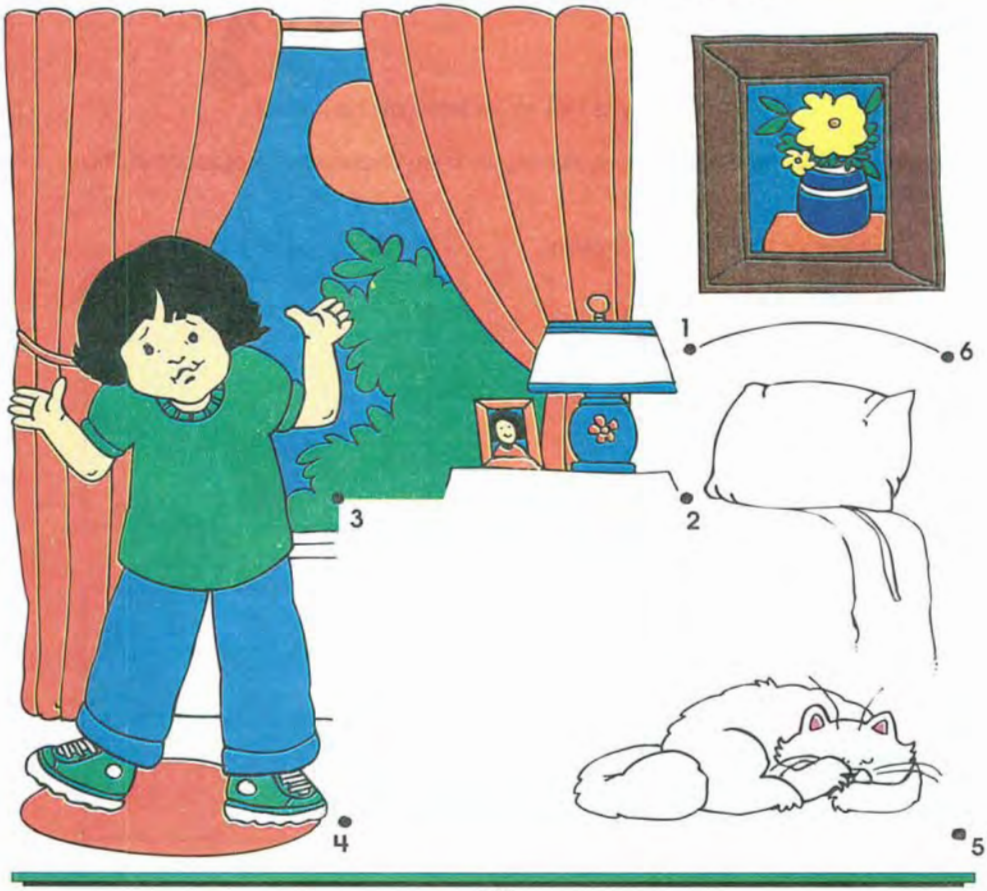
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Name: _____

Ordering Numbers 1 Through 6

Where Is Snowball?

Directions: Beginning with 1, join the dots in order.



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Name: _____

Recognizing What Happens and Why





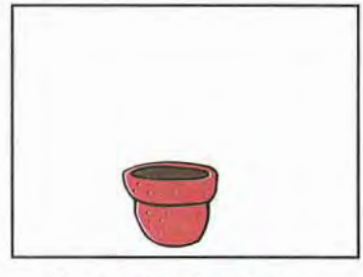
Animal was hot so he took off his jacket.

Directions: Listen to the sentences below. Then draw what happens in the boxes.

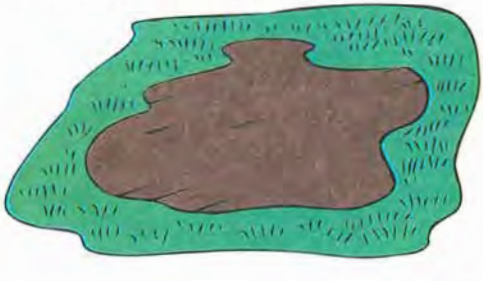
You forgot to water your plant.



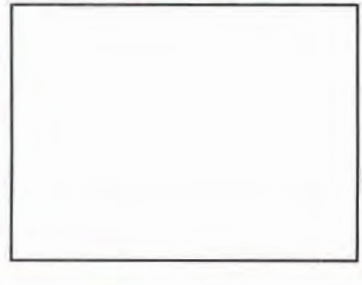
Draw what happens.



You play in a mud puddle.



Draw what happens.



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Name: _____

Rectangle





Directions: Put an **X** on the things that have the shape of a **rectangle**.



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Name: _____

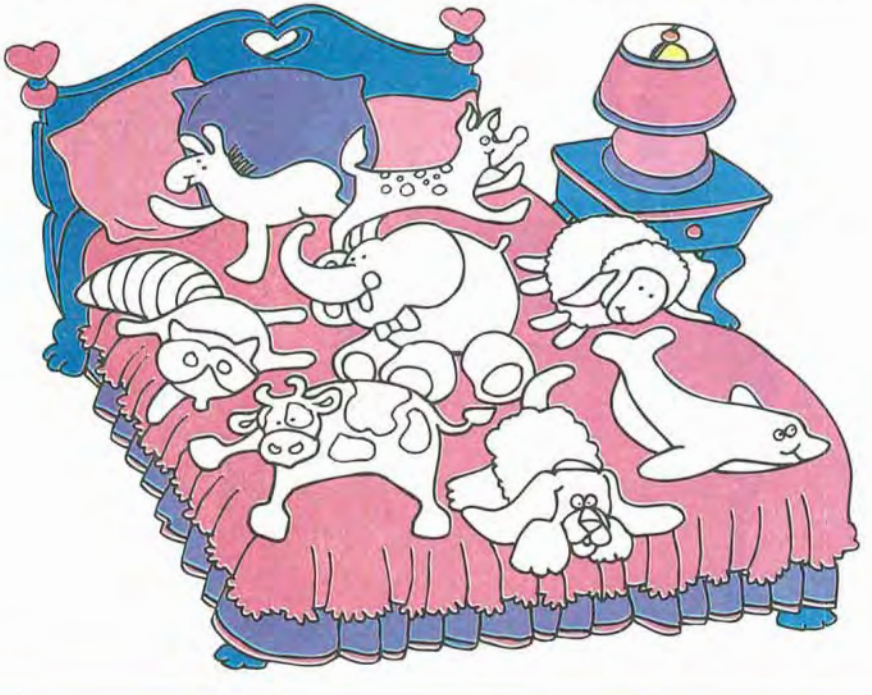
Recognizing the Sound of D d



D d
ducks

Piggy just loves stuffed animals. The fuzzy ducks are her favorites.

Directions: Piggy's bed is covered with stuffed animals. Say each picture name. If the picture name begins with the same sound as **ducks**, color the picture.



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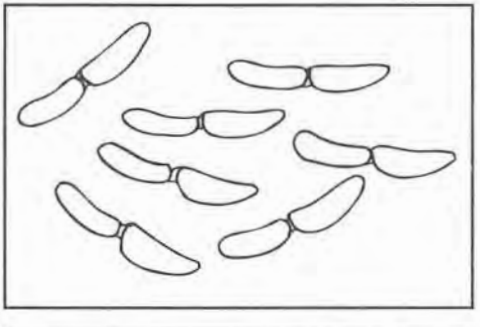
Name: _____

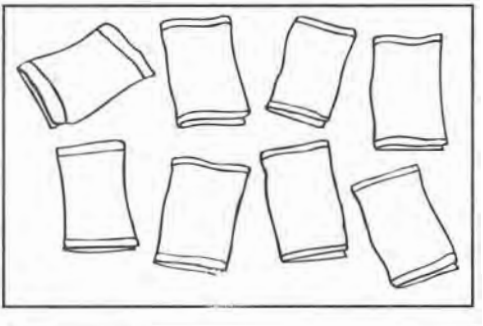
Identifying Groups of 7 and 8 Objects

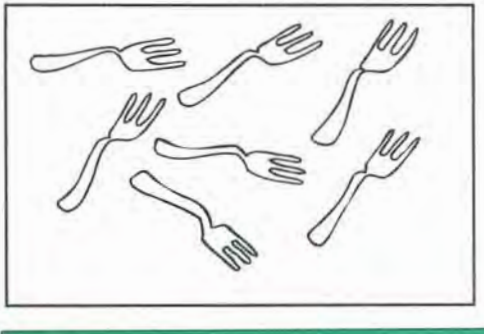


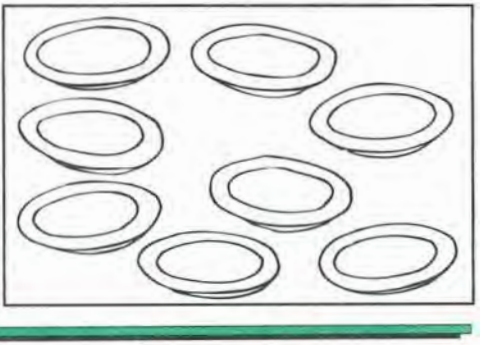


Directions: Circle the groups of 7. Color the groups of 8.









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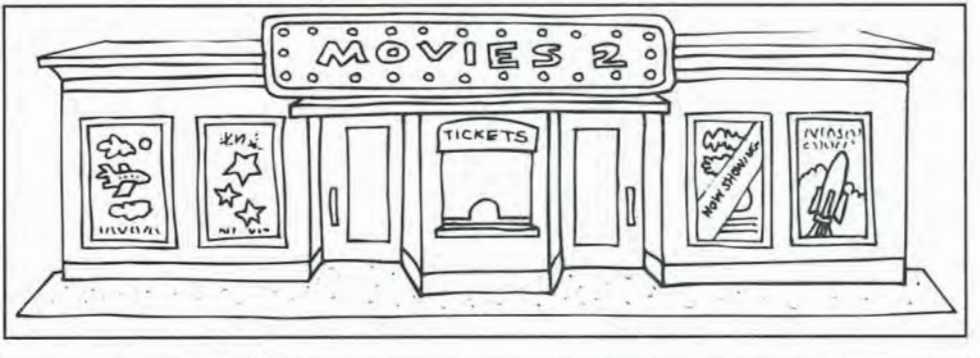
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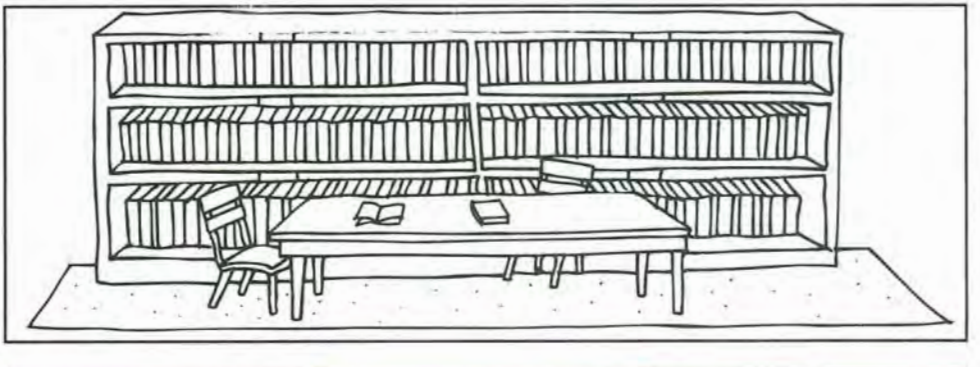
Name: _____

Drawing Conclusions



Directions: Color the picture that shows where Kermit and Fozzie are going.





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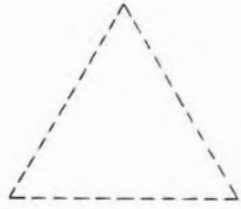
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Name: _____

Triangle



Directions:
Trace the **triangle**.



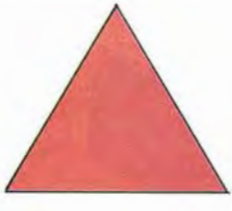
Directions: In each row, draw a line under the **triangle**.



















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Name: _____

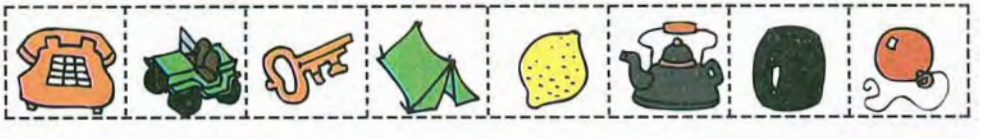
Recognizing the Sound of T t



T t
tiger

Directions: Help Kermit decorate these T-shirts. Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **tiger**, paste it on the front of one of the T-shirts.





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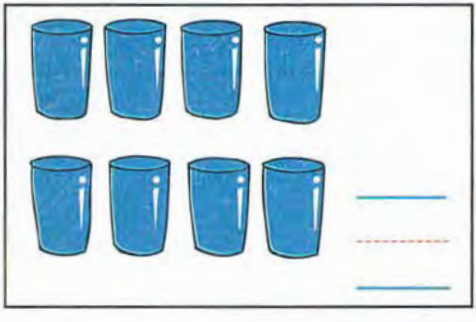
Name: _____

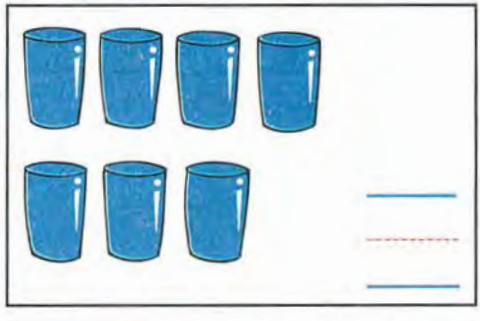
Identifying Groups of 7 and 8 Objects; Writing the Numbers 7 and 8

Directions: Write the numbers 7 and 8.

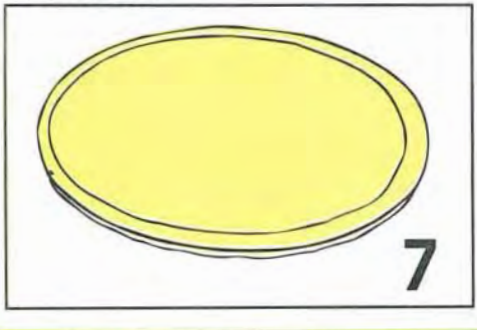
7 7

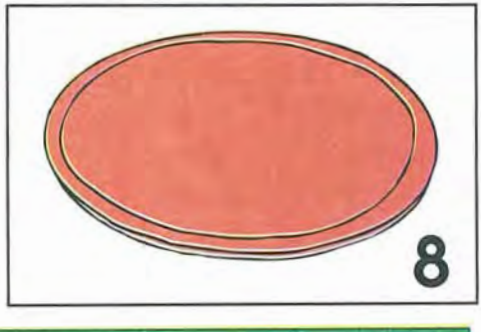
8 8





Directions: Draw peas on each plate to show the number in each box.





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Name: _____

Drawing Conclusions



Directions: Piggy opened all her little presents first, but her biggest surprise is hidden in another room. The little presents are clues to her big surprise. Can you guess what Piggy's big surprise will be? Draw her present in the box below.

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Name: _____

Recognizing the Sound of L l



L l
ladder

Directions: Help Lee climb the ladder to the treehouse. Say the name of the picture on each step of the ladder. If the picture name begins with the same sound as **ladder**, circle it.



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Name: _____

Triangle



Directions: Put an **X** on the things that have the shape of a **triangle**.



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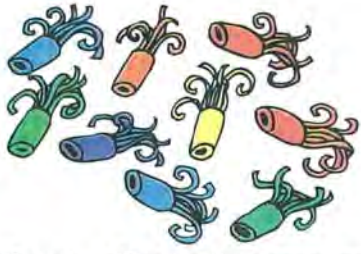
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Name: _____

Identifying Groups of 9 and 10 Objects

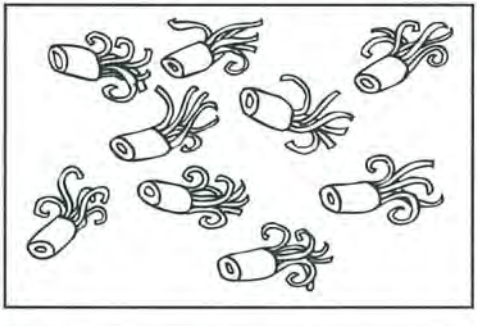
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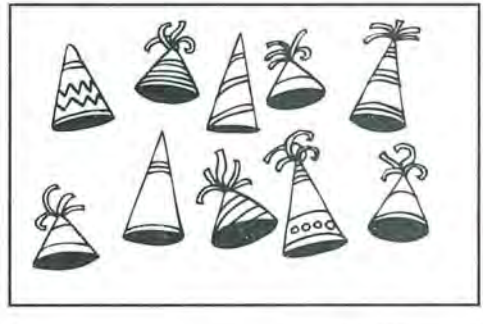


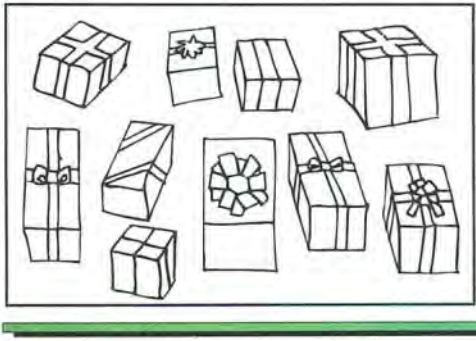
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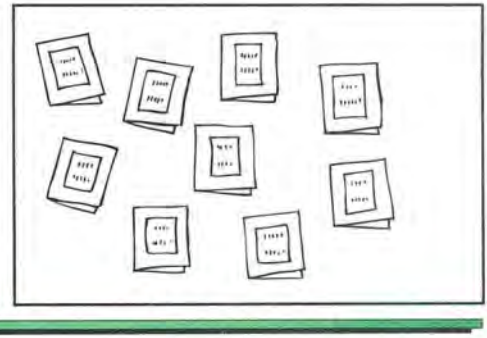


Directions: Circle the groups of 9. Color the Groups of 10.









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Name: _____

Thinking Critically





is to

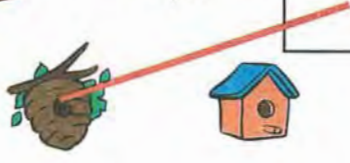


as



is to





Directions: Help Scooter finish the chart. Draw a line from the box to the picture that best completes the sentence.

1.



is to



as



is to







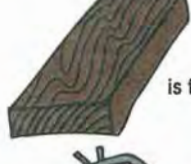
2.



is to



as



is to







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Name: _____

Square



Directions:
Trace the **square**.

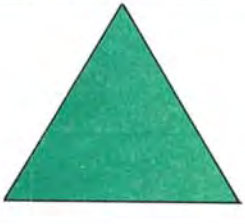


Directions: In each row, draw a line under the **square**.



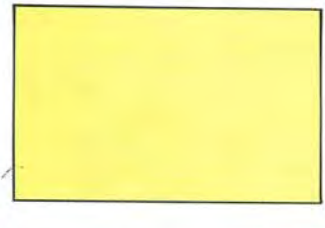




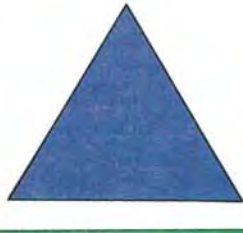












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Name: _____

Reviewing the Sounds of J, D, T, L



J j



D d

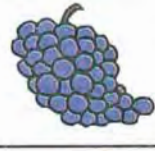
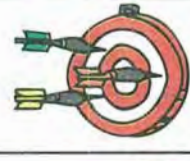
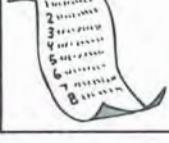


T t



L l

Directions: Look at the letter at the beginning of each row. Then say each picture name. Circle each picture whose name begins with the sound that the letter stands for.

T	   
J	   
D	   
L	   

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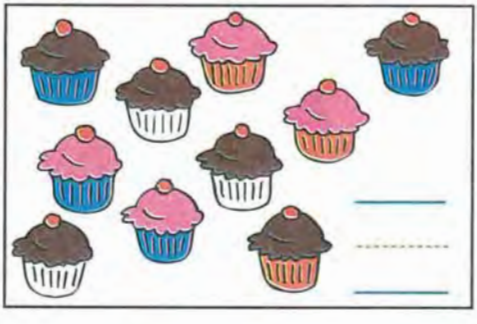
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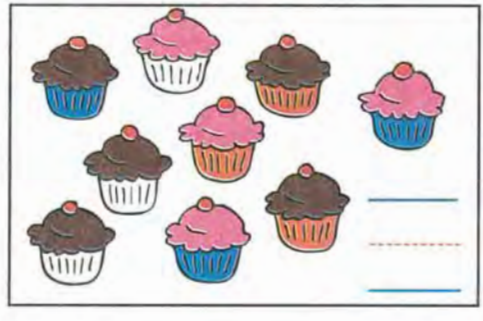
Identifying Groups of 9 and 10 Objects; Writing the Numbers 9 and 10

Directions: Write the numbers 9 and 10.

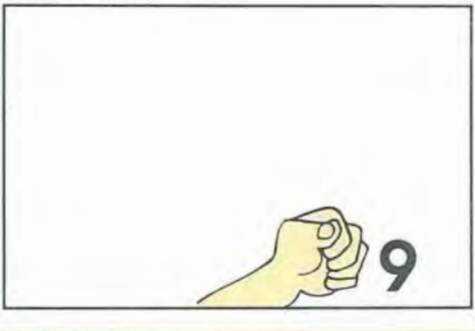
9 9

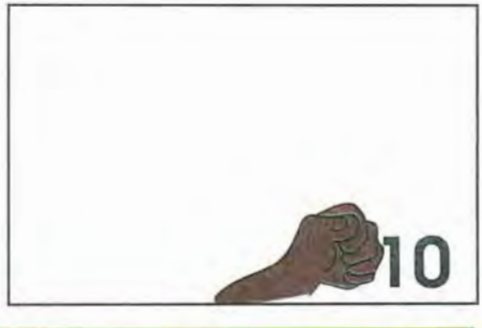
10 10





Directions: Draw balloons with strings to show the number in each box.





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Name: _____

Thinking Critically


is to

as

is to


Directions: You can see that head is to cap as foot is to shoe. Draw a picture to complete each sentence below.

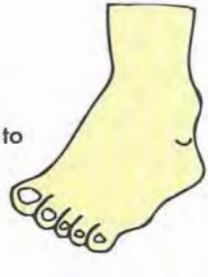
1.

is to

as

is to

2.

is to

as

is to

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Name: _____

Square



Directions: Put an **X** on the things that have the shape of a **square**.



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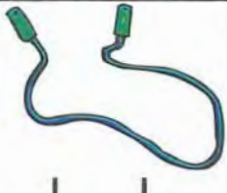
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Name: _____

Reviewing the Sounds of J, D, T, L



Directions: Say each picture name. Circle the letter that stands for the sound you hear at the beginning of the picture name.

 D L	 J T	 D T	 J D
 T D	 L D	 J T	 J L
 J L	 D L	 T J	 T D

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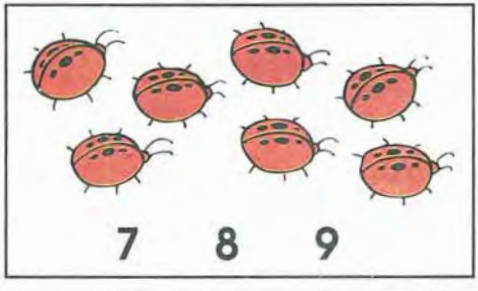
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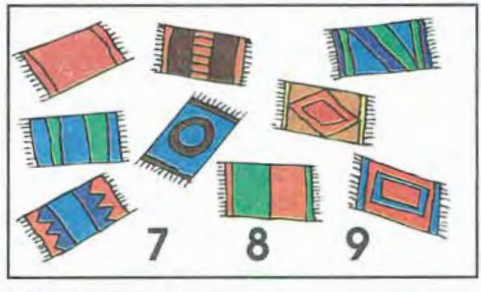


Name: _____

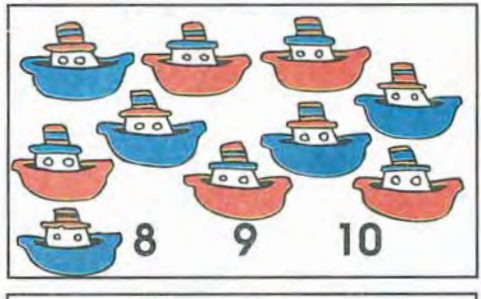
Identifying Groups of 7 Through 10 Objects

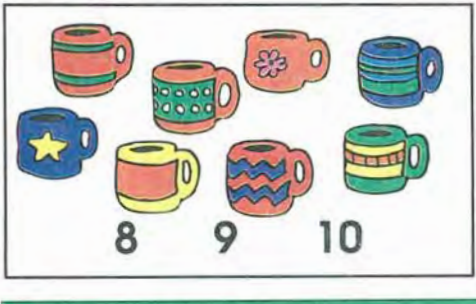
Directions: Draw a circle around the correct number of each group.

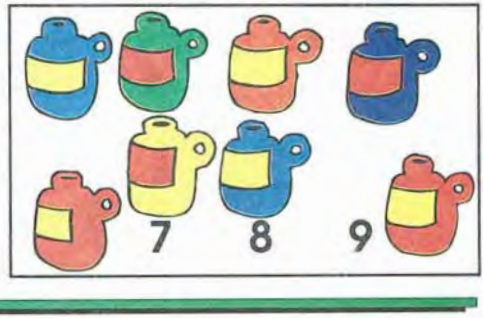












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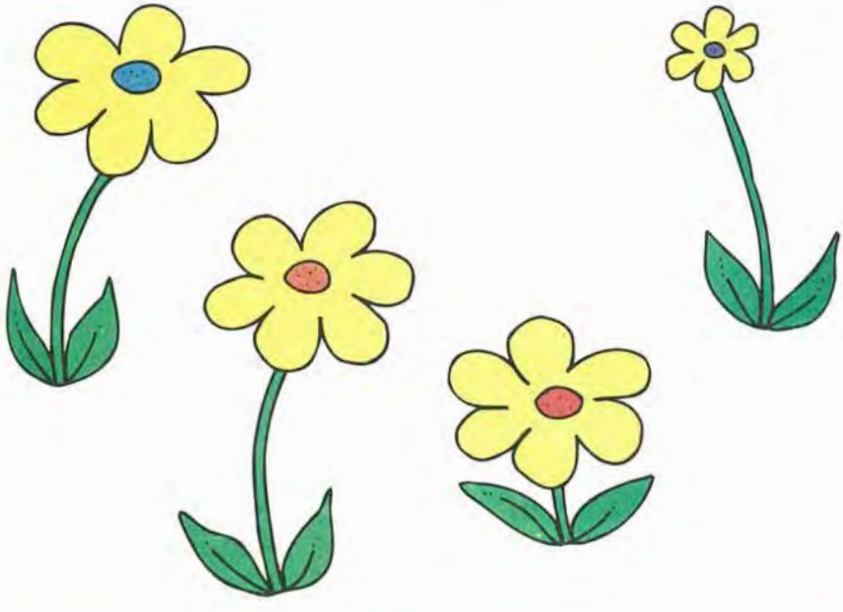
Name: _____

Using Reasoning



Directions: Which flower did Janice pick next? Circle the correct picture below.

1. Janice's flower is big.
2. Janice's flower does **not** have a blue center.
3. Janice's flower has a long stem.



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Name: _____

Review Shapes



circle



rectangle

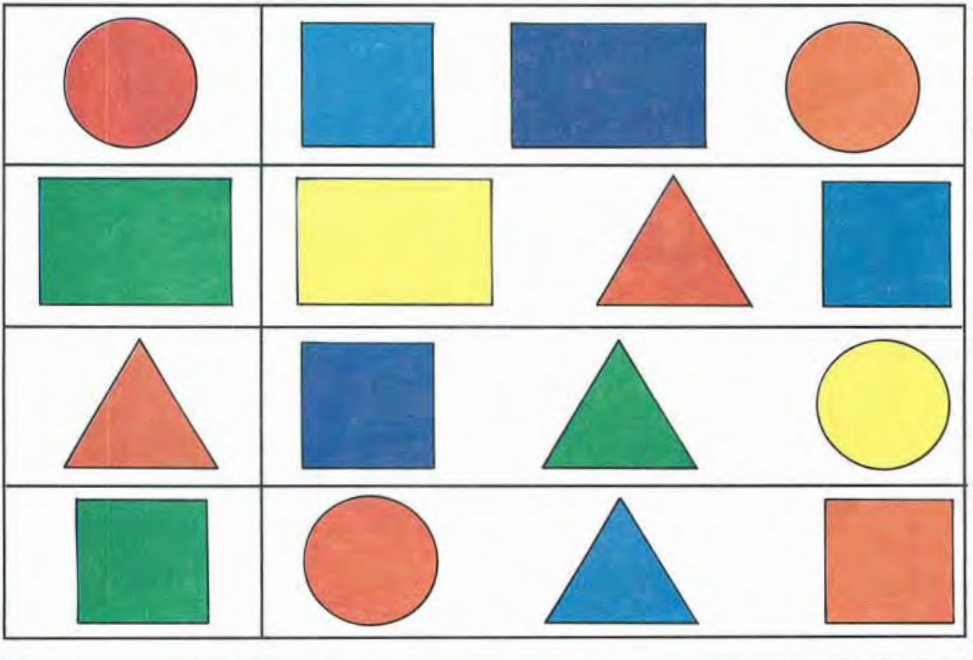


triangle



square

Directions: Name the shape at the beginning of each row. Draw a line under the other shape in that row that is the same.



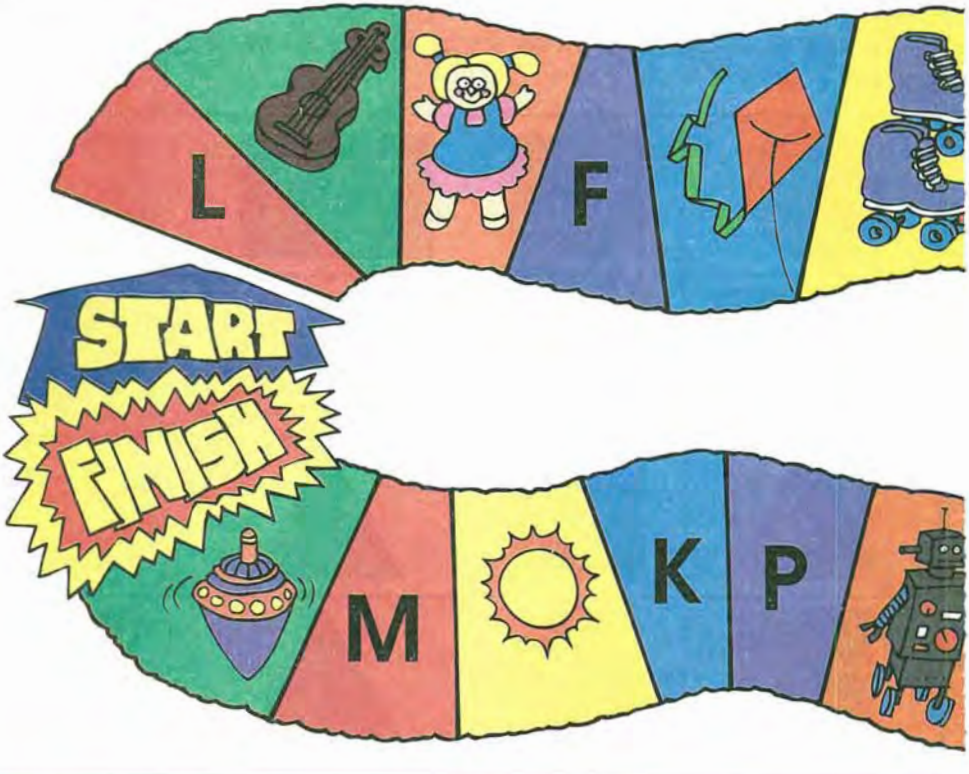
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Name: _____

Playing a Review Game

Directions: Play this race game with a partner. Each player needs a button and a penny. To play the game, put your button on the space marked START. Then toss your penny. Move your button 2 spaces if the penny lands heads up. Move your button 1 space if the penny lands tails up. If your button lands on a space with a picture, name the letter that stands for the beginning sound in the picture name. If your button lands on a space with a letter, say a word that begins with the sound the letter stands for. If you make a mistake, go back 2 spaces. The first player to reach FINISH wins the game.

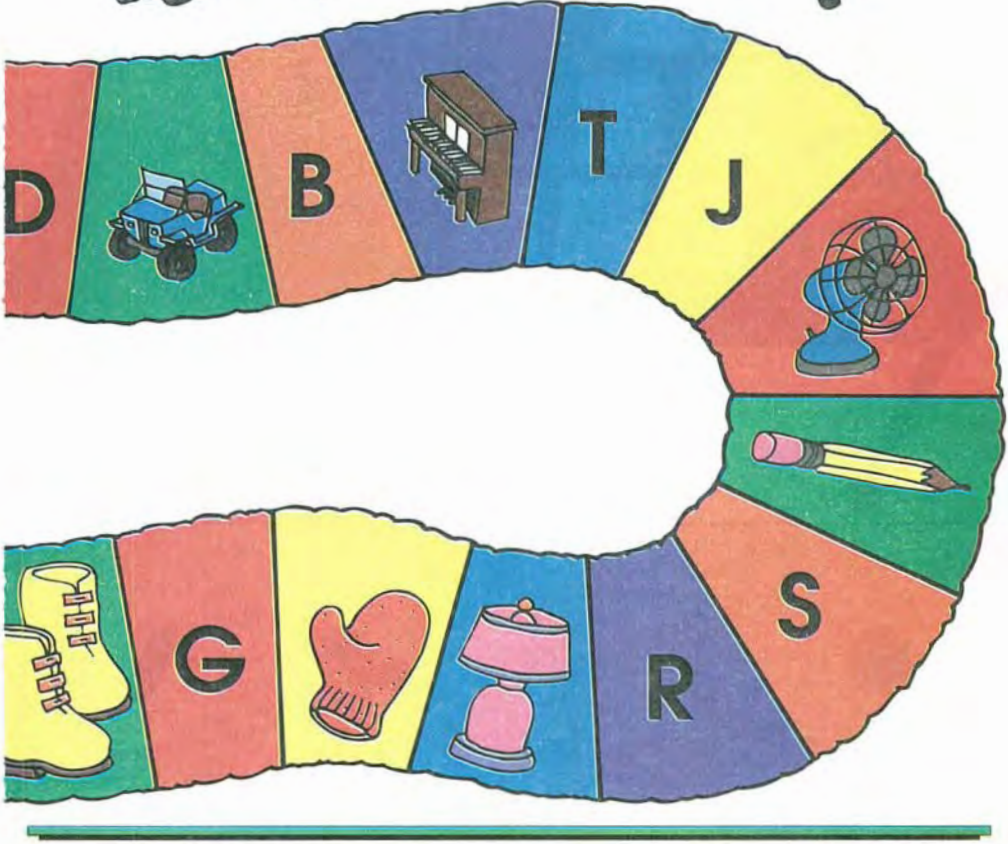


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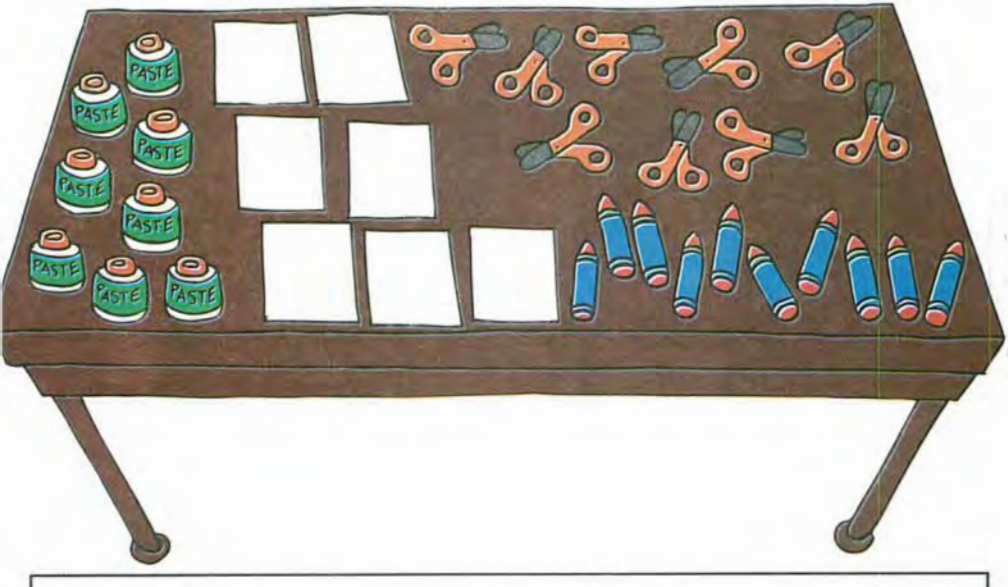
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Name: _____

Solving Problems Using Pictures

Directions: Look at the picture. Draw a line to match each picture with the correct number.





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Name: _____

Using Reasoning



Directions: Which cookie does Animal eat? Circle the correct picture below.

1. Animal's cookie has three buttons.
2. Animal's cookie is **not** surprised.
3. Animal's cookie has red hair.



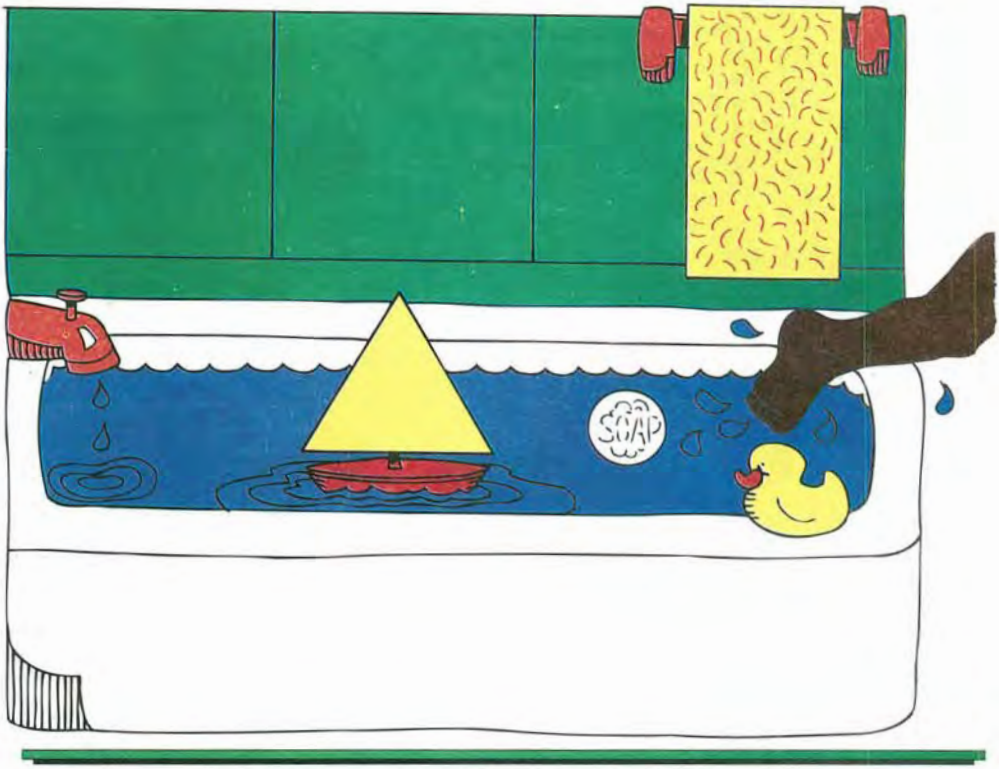
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Name: _____

Review Shapes

Directions: Look at the picture.
Color the thing that has the shape of a **circle**.
Draw a line from the thing that has the shape of a **rectangle** to the foot.
Put an X on the things that have the shape of a **square**.
Circle the thing that has the shape of a **triangle**.



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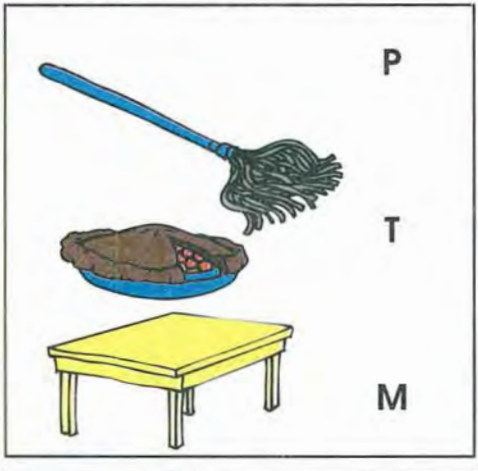
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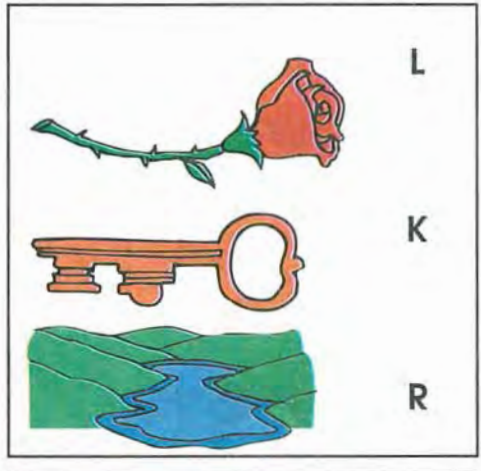


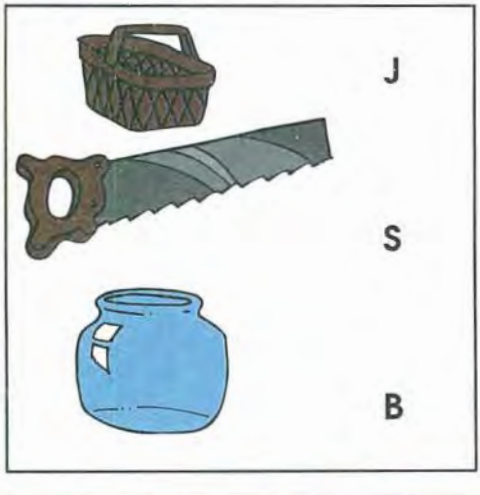
Name: _____

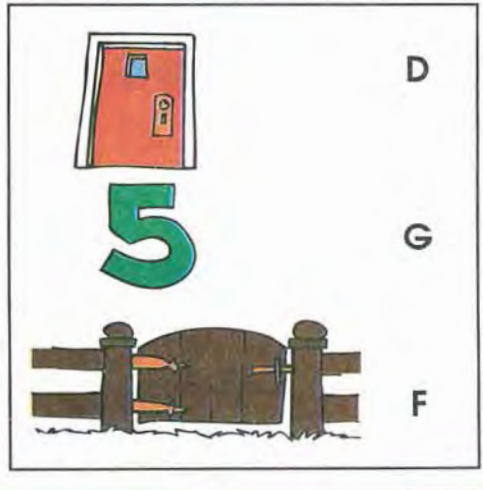
Reviewing Beginning Sounds

Directions: Draw a line from each picture to the letter that stands for the sound you hear at the beginning of the picture name.









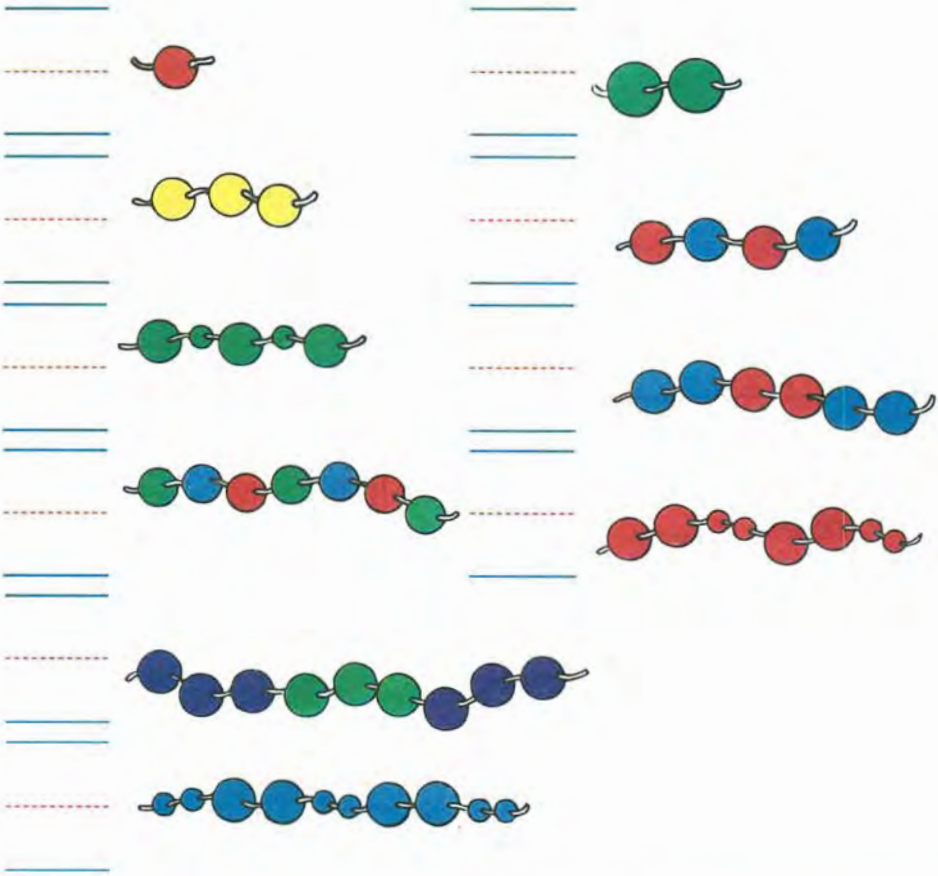
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Name: _____

Counting Forward Through 10

Directions: Count the beads in each row. Write the number.



Name: _____

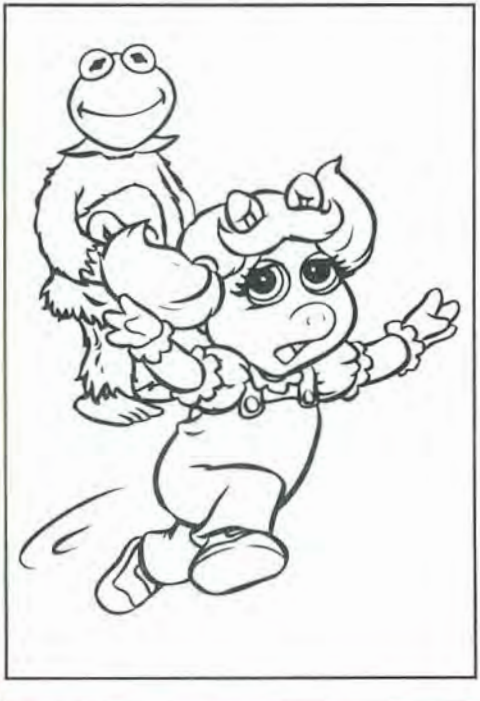
Predicting







Directions: What will Piggy and Kermit do? Color the picture of what you think happened next. Then turn the page to see if your guess was right.





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Name: _____

Predicting







Directions: Look at what is happening at the party. Were you right about Piggy and Kermit? Draw what you think might happen next.

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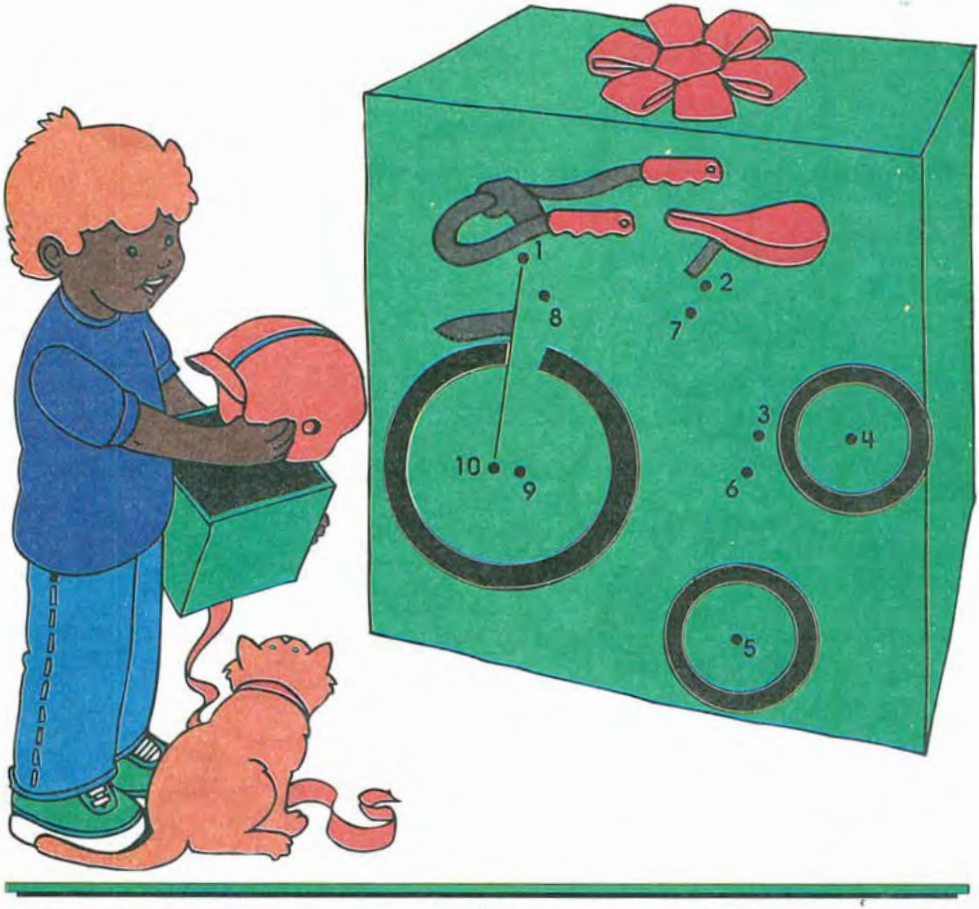


Name: _____

Ordering Numbers 1 Through 10

What's inside?

Directions: Beginning with 1, join the dots in order.



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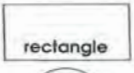
Name: _____

Review Colors and Shapes

Directions:

Color each 

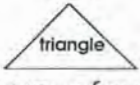


Color each 



Color each 



Color each 



Then finish the picture with your favorite colors!



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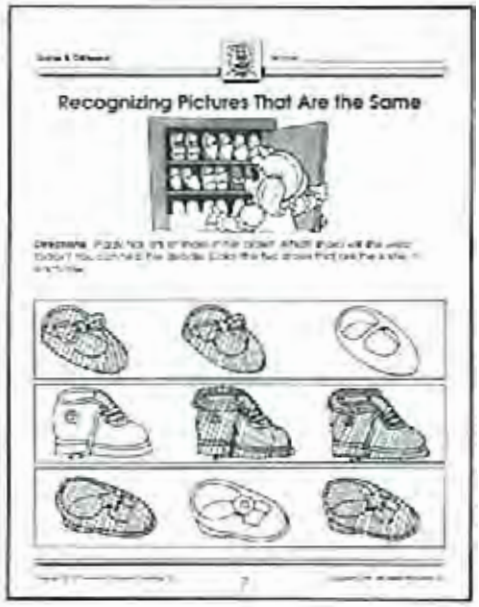
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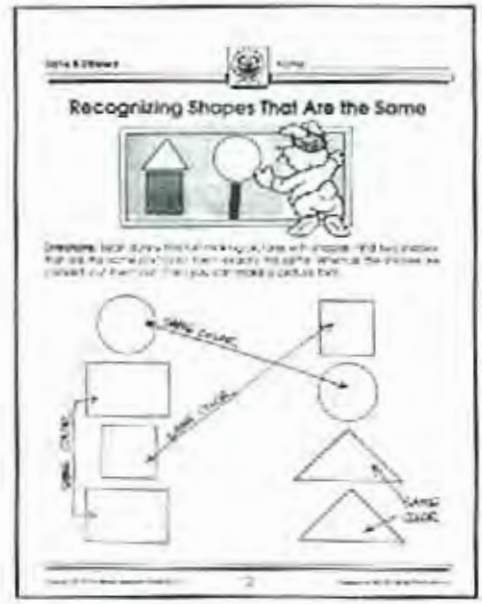






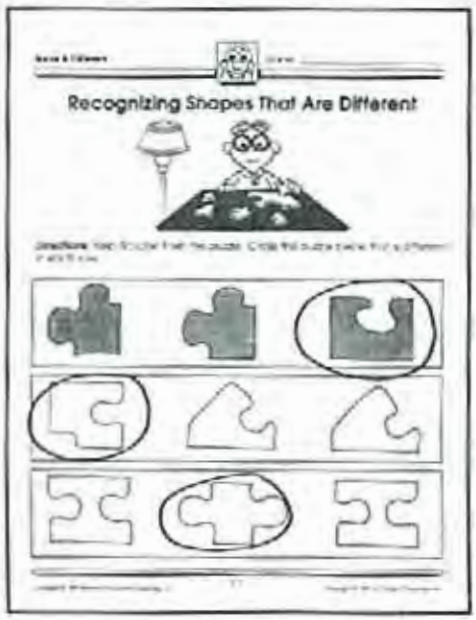


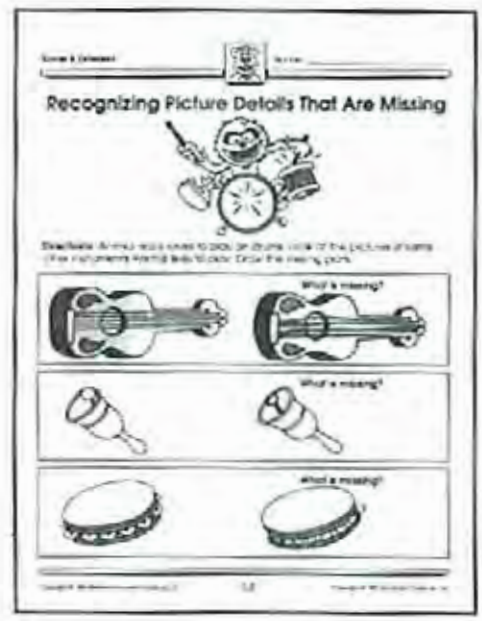

Recognizing Pictures That Are Different


Recognizing Shapes That Are the Same


Recognizing Pictures That Are Different


Recognizing Part-Whole Relationships
TOYS


Recognizing Shapes That Are Different


Recognizing Picture Details That Are Missing

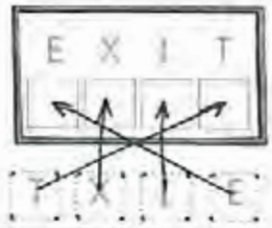
Recognizing Capital Letters That Are Different



M	M	X	M
X	H	H	H
C	X	C	C
K	K	K	X

Matching a Pattern





Recognizing Capital Letters That Are the Same





1. Cut out the cards.
2. Put the cards letter side down on the tray, and mix them up.
3. Turn over two cards at a time. If they match, keep the cards. If not, put them back on the tray.
4. Play until no cards are left.

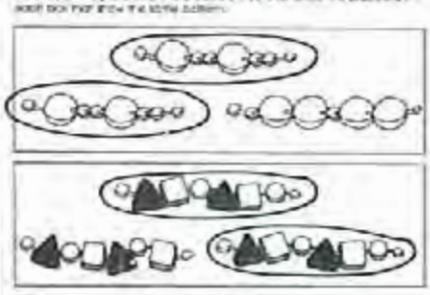
Recognizing Small Letters That Are the Same



i	m	i
u	f	f
a	g	a
b	b	p
h	n	h

Recognizing the Same Pattern





Recognizing Small Letters That Are the Same



be	to	be
in	do	in
at	at	go
is	am	am

Recognizing Words That Are the Same



bug	bug	mug
bat	bat	mat
pin	tin	pin
jam	ham	jam

Using Your Memory



CUBS BEARS CUBS

DRAW TEDDY BEAR

Recognizing Words That Are the Same





Recognizing Words That Are the Same



Recognizing Words That Are the Same

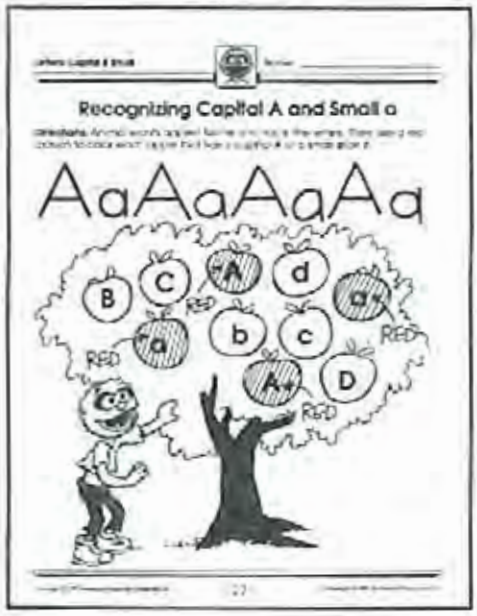


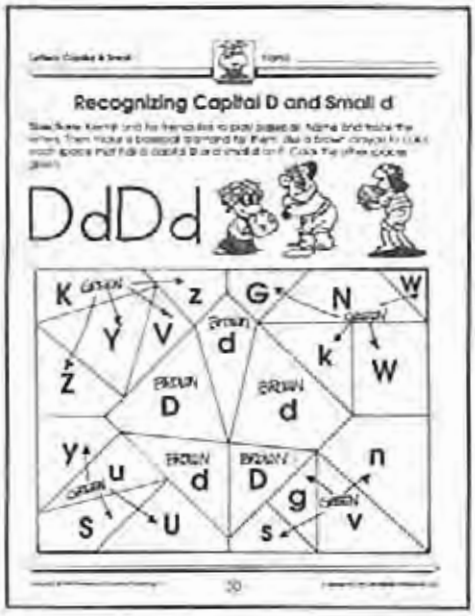
CUBS BEARS CUBS

SAME COLOR

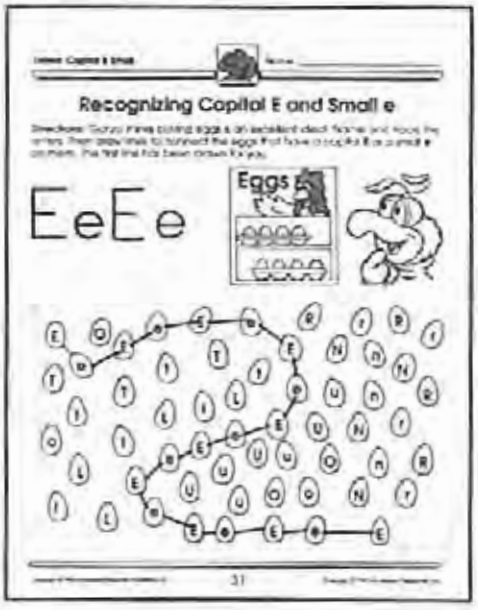
Using Your Memory

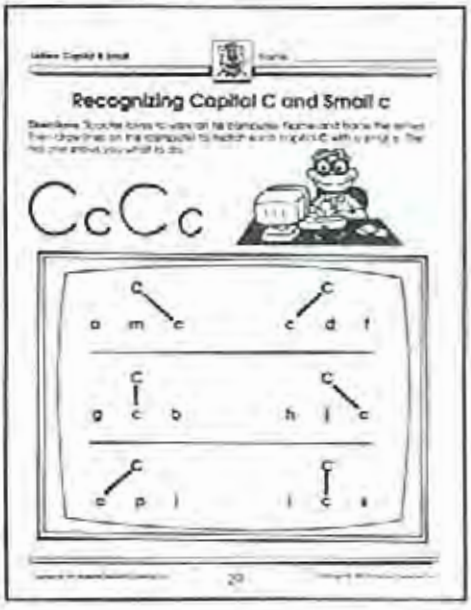


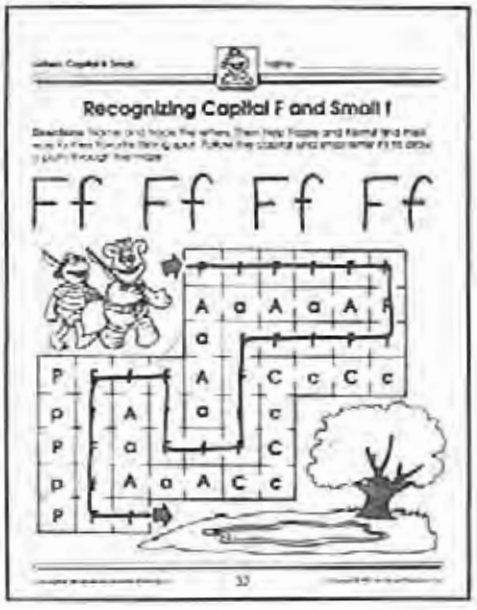

Recognizing Capital A and Small a
AaAaAaAa


Recognizing Capital D and Small d
DdDd

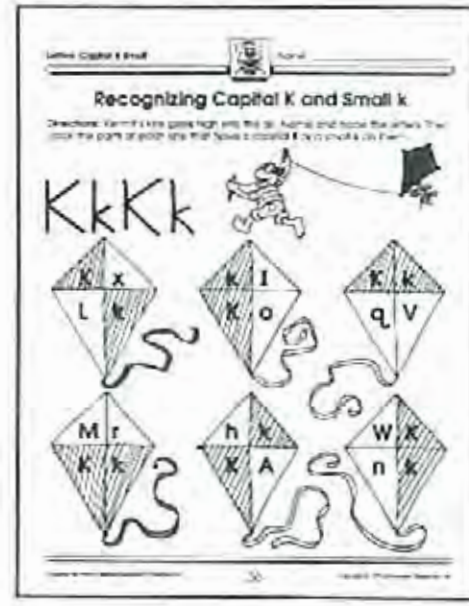

Recognizing Capital B and Small b
BbBb

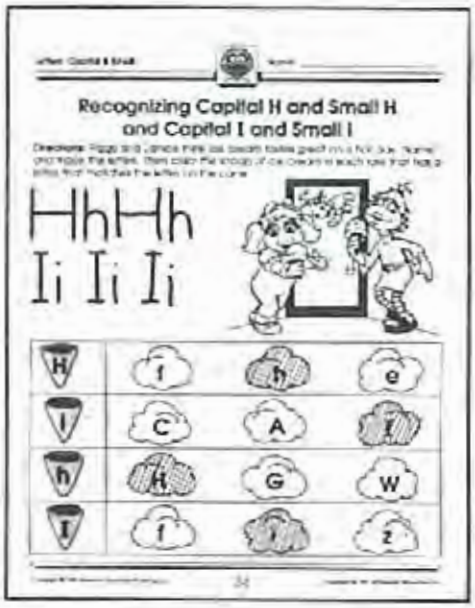

Recognizing Capital E and Small e
EeEe
Eggs

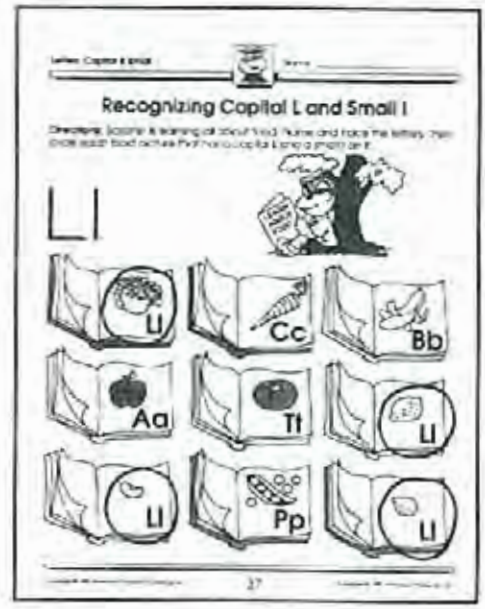

Recognizing Capital C and Small c
CcCc


Recognizing Capital F and Small f
Ff Ff Ff Ff

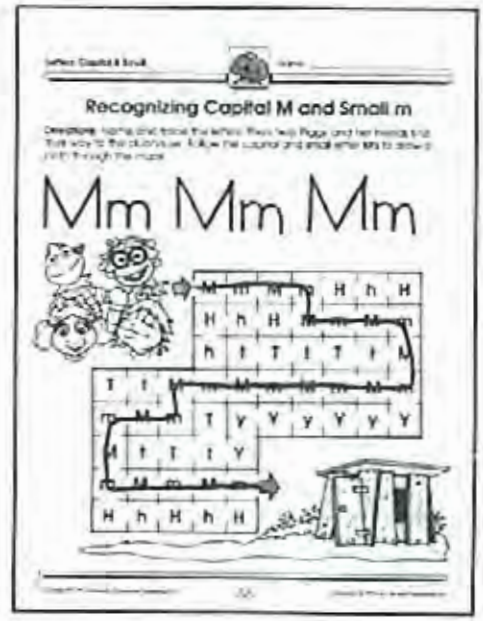

Recognizing Capital G and Small g
GgGgGgGg


Recognizing Capital K and Small k
KkKk

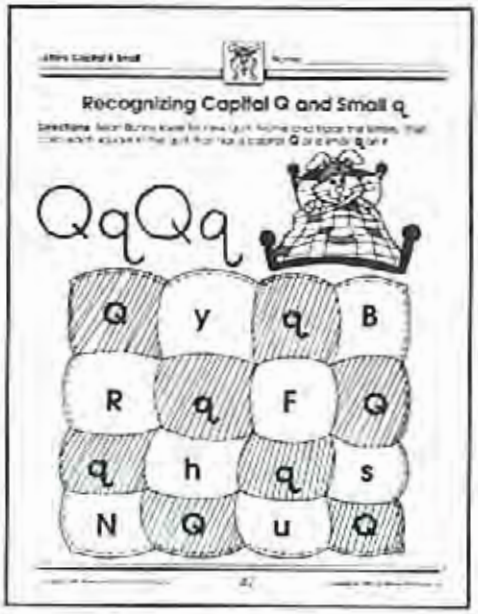

Recognizing Capital H and Small H
and Capital I and Small i
HhHh
Ii Ii Ii


Recognizing Capital L and Small l
Ll


Recognizing Capital J and Small j
Jj Jj Jj Jj Jj
Junk Bin-
For
Recycling
Only

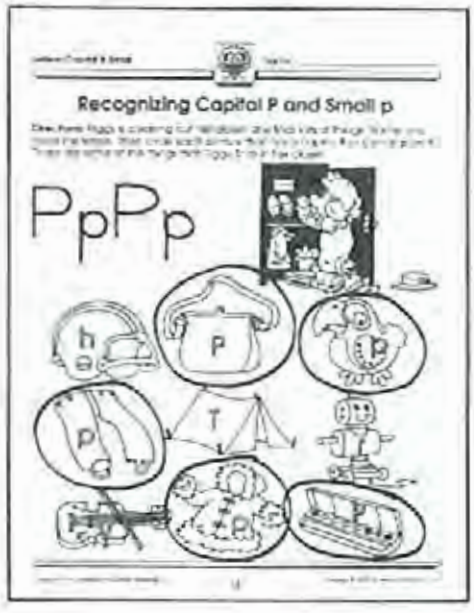

Recognizing Capital M and Small m
Mm Mm Mm

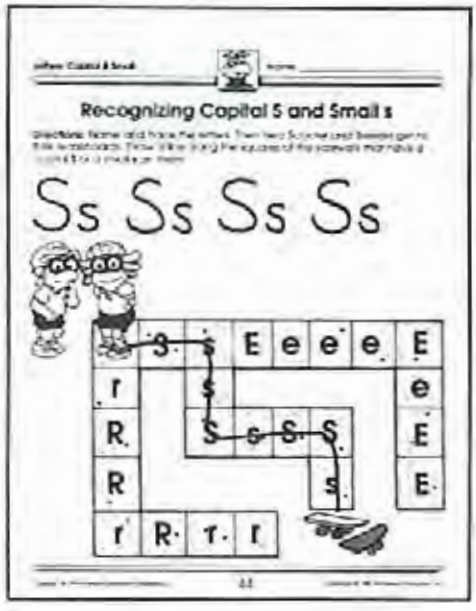

Recognizing Capital N and Small n
NnNn

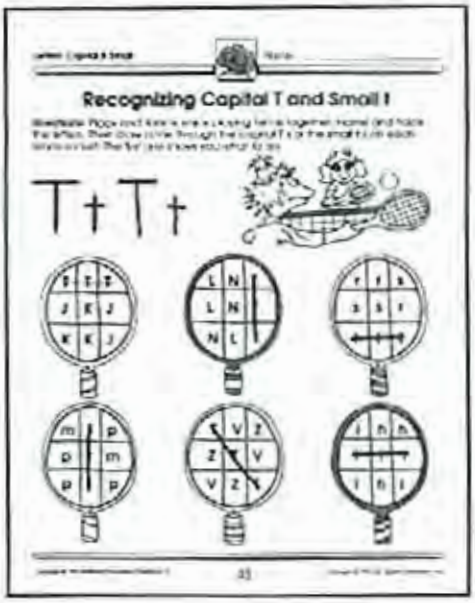

Recognizing Capital Q and Small q
QqQq


Recognizing Capital O and Small o
OoOo


Recognizing Capital R and Small r
RrRr


Recognizing Capital P and Small p
PpPp

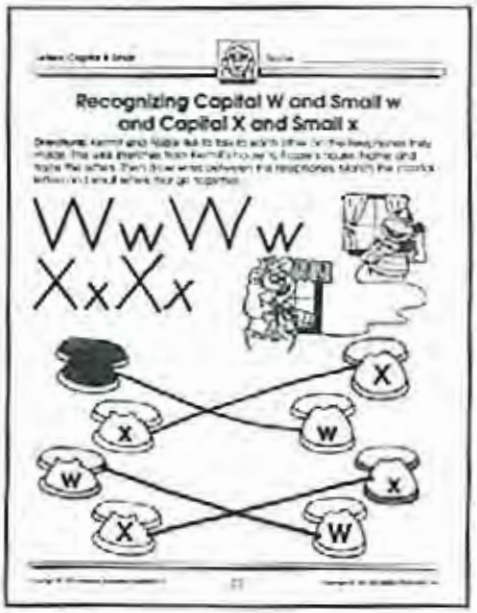

Recognizing Capital S and Small s
Ss Ss Ss Ss


Recognizing Capital T and Small t
T t T t


Recognizing Capital Y and Small y
and Capital Z and Small z
"A ZEBRA"
Y y Y y Y y Y y Y y
Z z Z z Z z Z z Z z

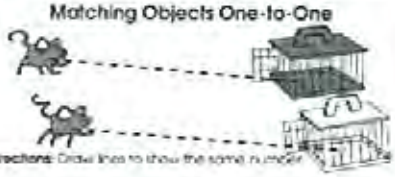

Recognizing Capital U and Small u
and Capital V and Small v
U u U u
V v V v


Red
red
STOP
RED
RED
RED
PICTURES

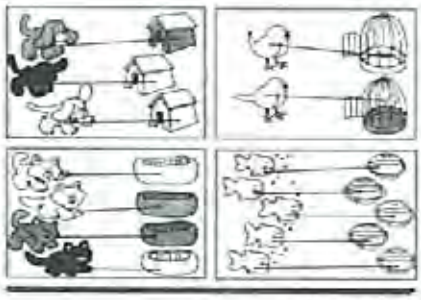

Recognizing Capital W and Small w
and Capital X and Small x
W w W w
X x X x


Recognizing Rhyming Words

Matching Objects One-to-One



Directions: Draw lines to show the same number

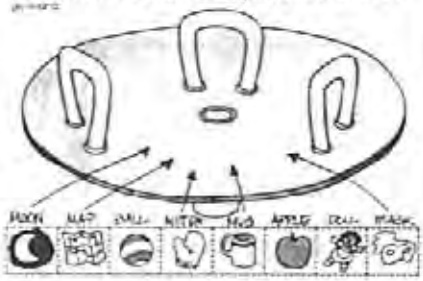


Recognizing the Sound of M m



M m
merry-go-round

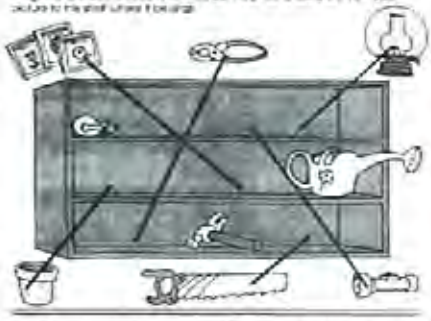
Directions: Name the pictures and look at the letters. Say each picture name. If the picture name begins with the same sound as merry go round, color it in the merry go round.



Sorting

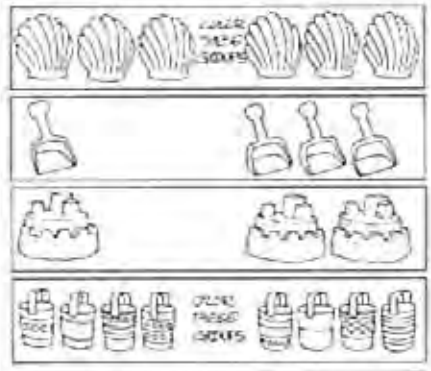


Directions: Sorting



Identifying Groups That Have The Same Number of Objects

Directions: Color the groups in the rows that have the same number of objects.



Blue

blue



Directions: Draw a circle around the **blue** picture in each row.



Sorting and Labeling

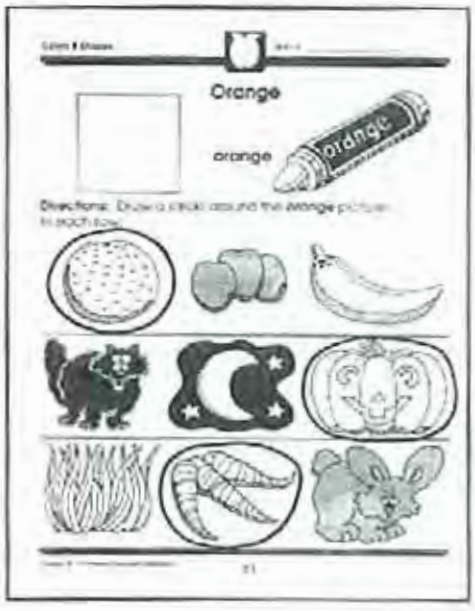
Sometimes they vary
Some examples
Things to wear
Things to eat
Things that move




Yellow
yellow
yellow
Directions: Color each picture yellow.
Then draw a picture of something yellow.
YELLOW
YELLOW
Flowers
vary


Categorizing
Animals may vary.


Recognizing the Sound of K k
K k
Kermit
sun
hat
kite
fork

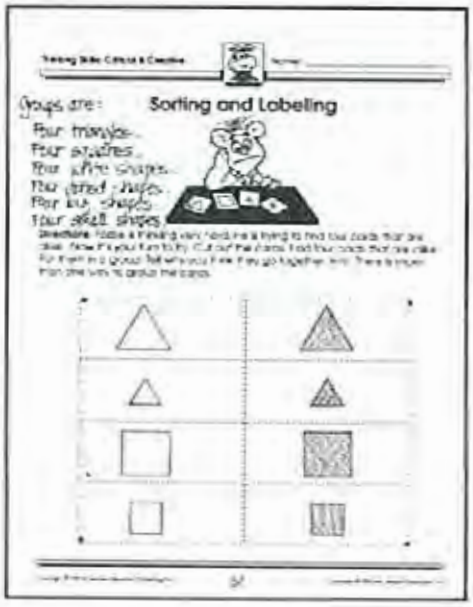

Orange
orange
orange

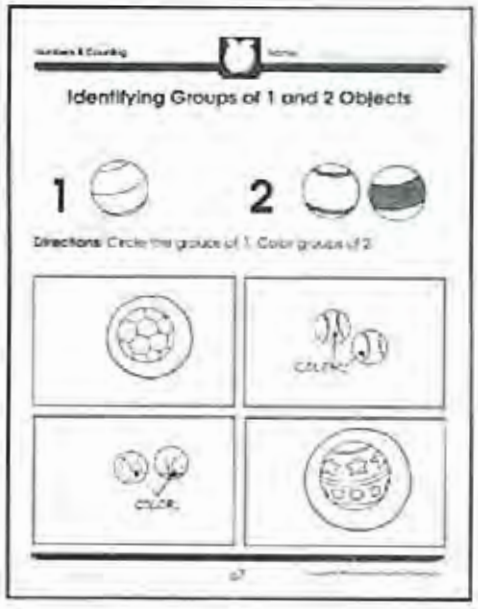

Comparing Two Groups to Determine
Which Has More
Directions: Match the pictures.
Circle the group that has more.


Recognizing the Sound of P p
P p
Piggy
pears
pencil
pumpkin
pan
comb
pencil


Comparing Two Groups To Determine Which Has Fewer
Directions: Match the pictures.
Circle the group that has fewer.


Recognizing the Sound of B b
B b
Bean Bunny

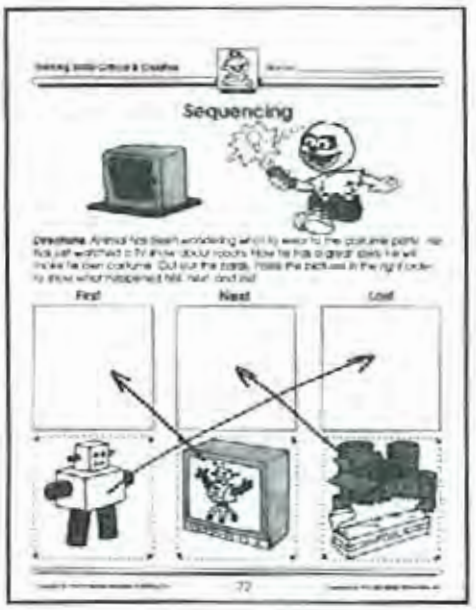

Sorting and Labeling


Identifying Groups of 1 and 2 Objects
1
2
Directions: Circle the groups of 1. Color groups of 2.


Green
green
Directions: Color each picture green.
Then draw a picture of something green.
GREEN
PICTURES VARY

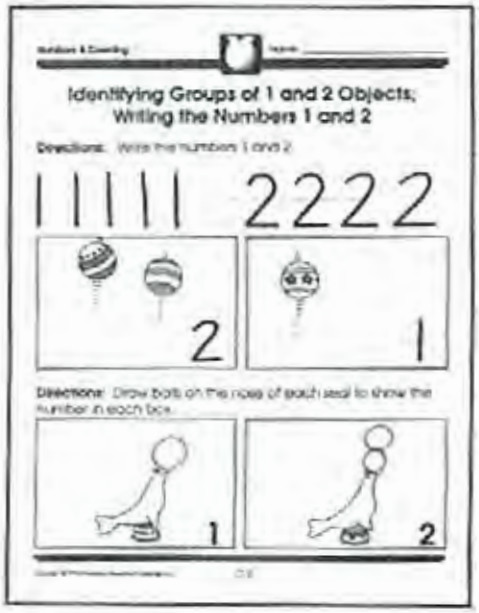

Sequencing


Color & Know
Block
block
black
Directions: Draw a circle around the block picture in each row.


Sequencing
Directions: Animal has been wondering which way to the costume party. He has just watched a TV show about our rooms. Now he has a great idea for his costume. Cut out the cards. Place the pictures in the right order to show what happened first, next, and last.
First
Next
Last


Beginning Sounds Phonics
Reviewing the Sounds of M, K, P, B
M m
K k
P p
B b
Directions: Look at the letter at the beginning of each row. Name each picture name. Circle each picture whose name begins with the sound of the letter at the beginning of the row.
P
M
B
K


Color & Know
Purple
purple
Directions: Color each picture purple.
Then draw a picture of something purple.


Numbers & Counting
Identifying Groups of 1 and 2 Objects; Writing the Numbers 1 and 2
Directions: Write the numbers 1 and 2.
1 1 1 1 1
2 2 2 2
2
1
Directions: Draw dots on the nose of each seal to show the number in each box.
1
2


Beginning Sounds Phonics
Reviewing the Sounds of M, K, P, B
Directions: Say each picture name. Circle the letter that stands for the sound you hear at the beginning of the picture name.

Identifying Groups of 3 and 4 Objects

3 4

Directions: Circle the groups of 3. Color the groups of 4.

COLOR THIS GROUP

COLOR THIS GROUP

Recognizing the Sound of F f

F f

Eazzie

fiddler fins bell fishtail fan feather fork faucet

Sequencing

Directions: Draw a line to the box that shows the missing part of what happened when Janice made popcorn.

1 2 3

Identifying Groups of 3 and 4 Objects; Writing the Numbers 3 and 4

Directions: Write the numbers 3 and 4.

3 3 3 3 4 4 4 4

4 3

Directions: Draw raisins in each bag to show the number in each box.

3 4

Brown

brown

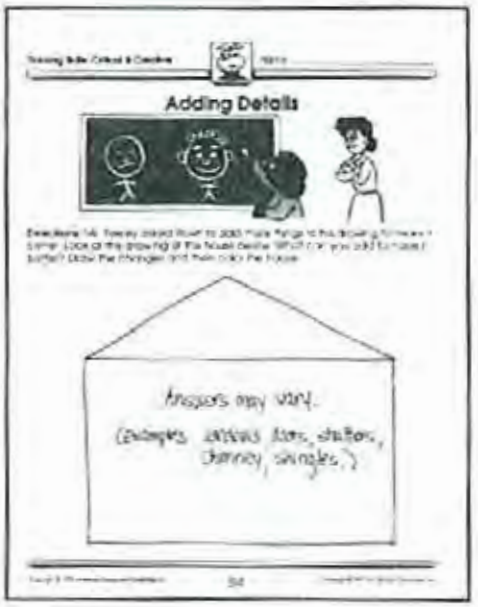
Directions: Draw a circle around the **brown** picture in each row.

Sequencing

First Next Last

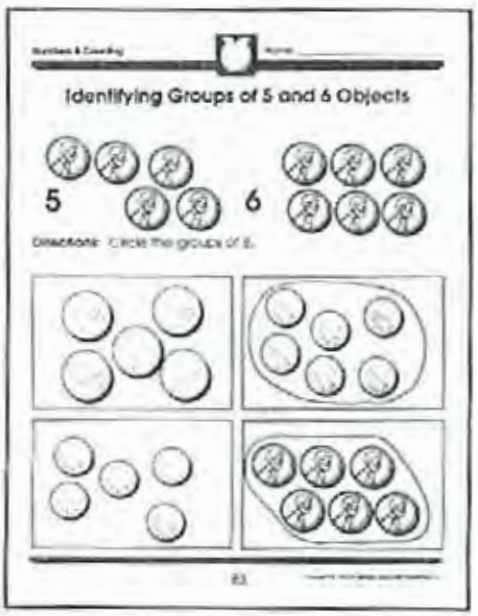
149


Review Colors
Directions: Finish coloring the picture.
PICTURES VARY
GREEN
RED
BLUE
BROWN


Adding Details
Answers may vary.
(Examples: antenna, stars, shutters, chimney, shingles.)


Recognizing the Sounds of G g
G g
Gonzo
COLOR
COLOR


Review Colors
Directions: Color each picture the same color as the
BLACK
BLACK
ORANGE


Identifying Groups of 5 and 6 Objects
5
6
Directions: Circle the groups of 6.


Recognizing the Sound of R r
R r
Rowlf
RING
RATTLE



Identifying Groups of 5 and 6 Objects; Writing the numbers 5 and 6

Directions: Write the numbers 5 and 6.

5555 6666

6

5

Directions: Draw coins in each bank to show the number in each box.

5

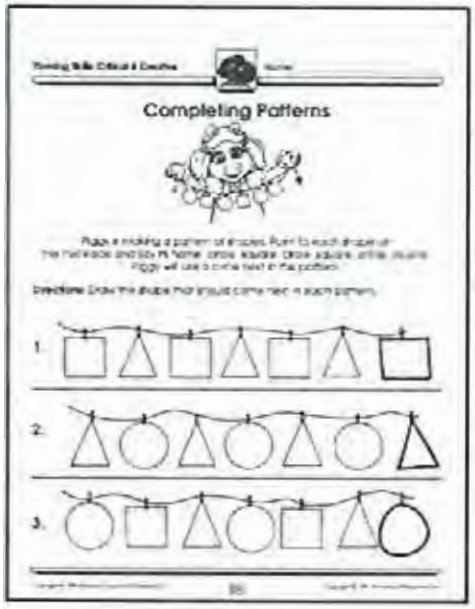
6



Recognizing the Sound of S s

S s

sailor

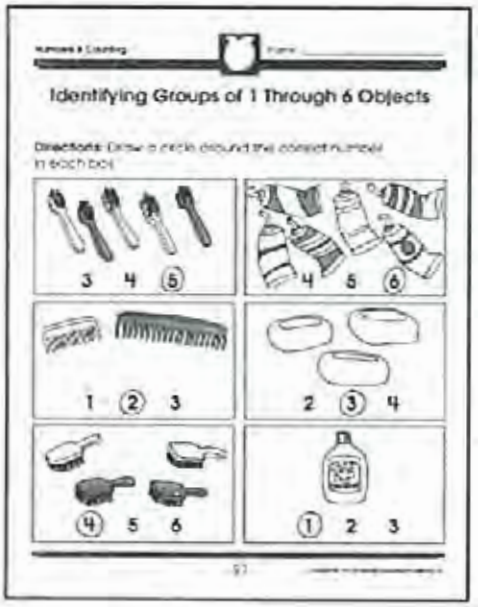


Completing Patterns

1.

2.

3.



Identifying Groups of 1 Through 6 Objects

Directions: Draw a circle around the correct number in each box.

3 4 5

4 5 6

1 2 3

2 3 4

4 5 6

1 2 3



Review Colors

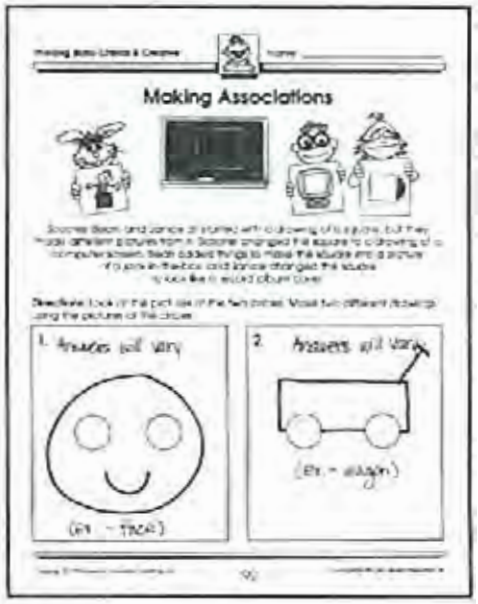
Directions: Color the fruits and vegetables.

YELLOW

ORANGE

PURPLE

GREEN



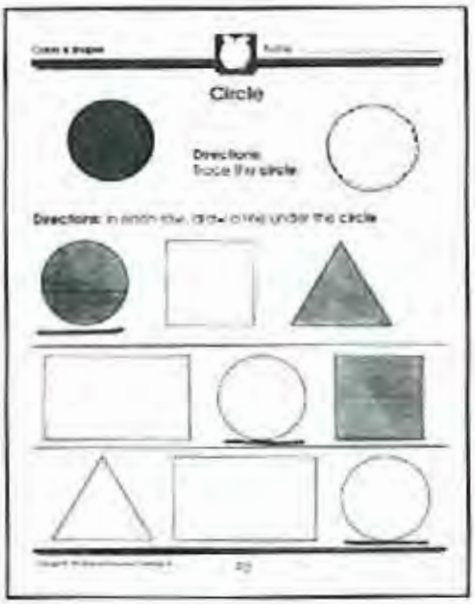
Making Associations

1. Answers will vary

(Pr. - TRAIN)

2. Answers will vary

(Pr. - wagon)


Circle
Directions:
Trace the circle
Directions: In each row, circle the one under the circle

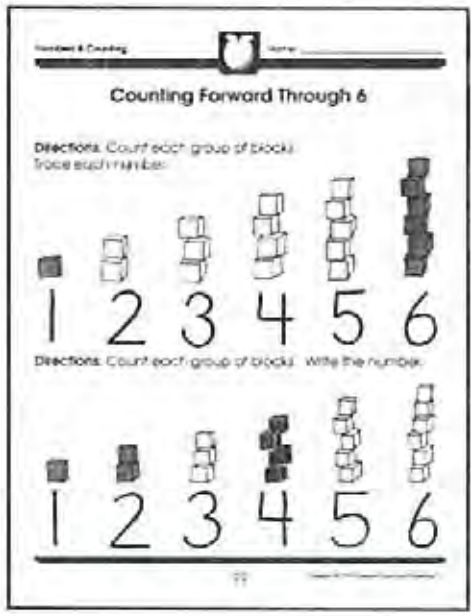

Making Associations
1. Answers will vary
2. Answers will vary


Reviewing the Sounds of F, G, R, S
F f
G g
R r
S s


Circle


Solving Problems Using Pictures
Directions: Circle the number that tells how many


Reviewing the Sounds of F, G, R, S



Counting Forward Through 6

Directions: Count each group of blocks. Trace each number.

1 2 3 4 5 6

Directions: Count each group of blocks. Write the number.

1 2 3 4 5 6



Recognizing the Sound of J j

Directions: Janice is learning how to juggle. Cut out the balls below. Say each picture name on the balls. If the picture name begins with the same sound as Janice, paste the ball near Janice.

J j

Janice



Recognizing What Happened and Why

Directions: Did you guess that the water might be too warm? Look at the picture of the puddle. Then decide what made the puddle on the sidewalk. Was it the ice cube in the top picture? Circle the picture that shows what made the puddle.

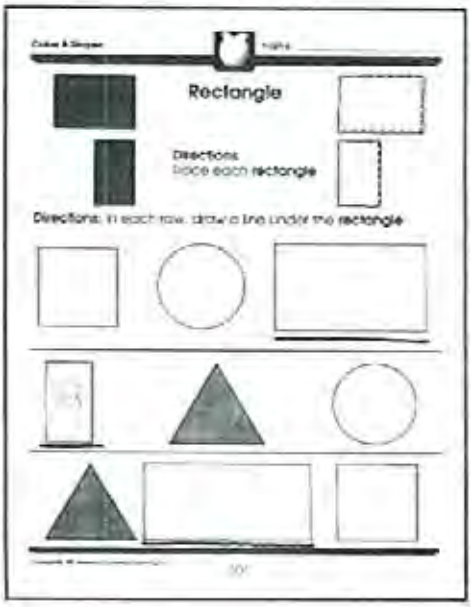
Now circle the picture that shows what made the snowman melt.



Ordering Numbers 1 Through 6

Where is Snowball?

Directions: Beginning with 1, join the dots in order.



Rectangle

Directions: Trace each rectangle.

Directions: In each row, draw a line under the rectangle.



Recognizing What Happens and Why

Directions: Match the sentences below. Then draw what happens in the boxes.

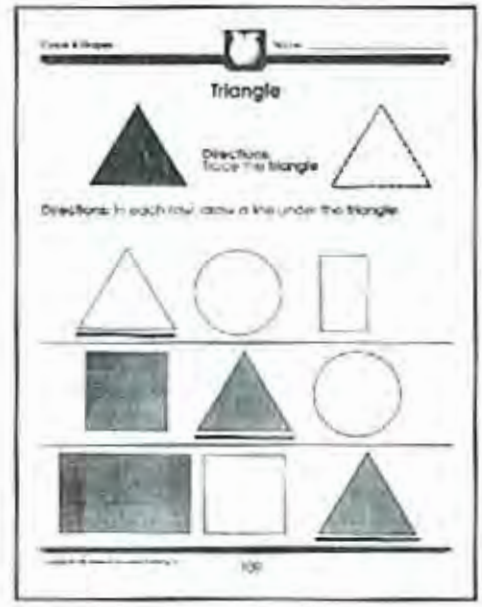
(The plant gets)

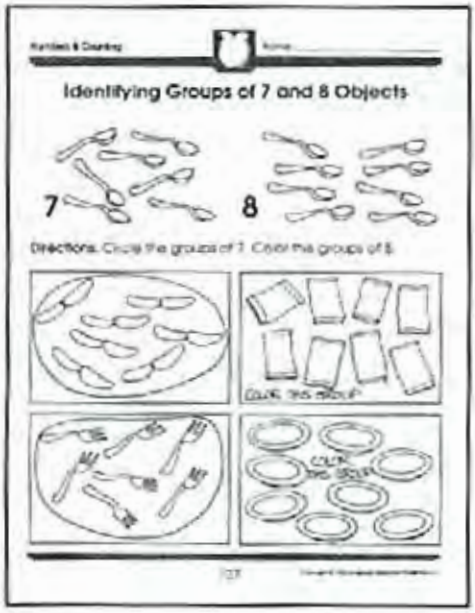
(you get muddy.)


Rectangle
Directions: Put an X on the things that have the shape of a rectangle

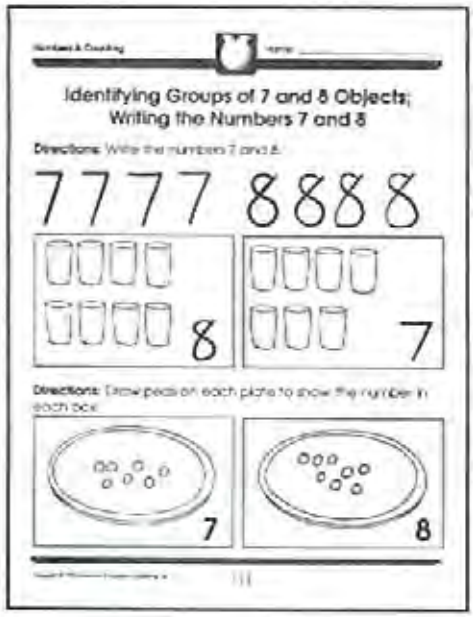

Drawing Conclusions
Color the picture


Recognizing the Sound of D d
D d
glucks
COLOR
COLOR


Triangle
Directions: Trace the triangle
Directions: In each row, draw a line under the triangle


Identifying Groups of 7 and 8 Objects
7
8
Directions: Circle the groups of 7. Color the groups of 8.


Recognizing the Sound of T t
T t
Tiger



Identifying Groups of 7 and 8 Objects; Writing the Numbers 7 and 8

Directions: Write the numbers 7 and 8.

7 7 7 8 8 8 8

8

7

Directions: Draw pasta on each plate to show the number in each box.

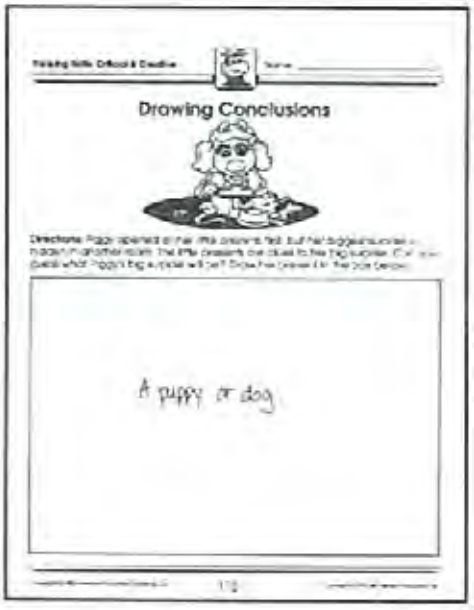
7

8



Triangle

Directions: Put an X on the things that have the shape of a triangle.



Drawing Conclusions

Directions: Poppy opened all her little presents fast, but her biggest surprise is hidden in the last box. The little presents are clues to the big surprise. Circle the picture that Poppy's big surprise will be? Draw her answer in the box below.

A puppy or dog



Identifying Groups of 9 and 10 Objects

9

10

Directions: Circle the groups of 9. Color the groups of 10.

COLOR THIS GROUP

COLOR THIS GROUP



Recognizing the Sound of L l

l l

ladder

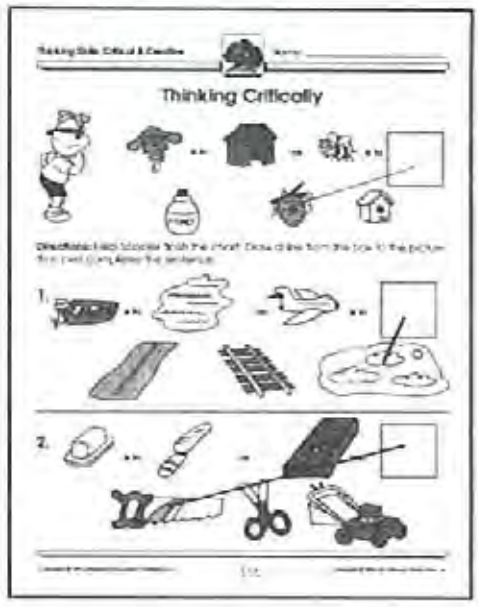
Directions: Help Lee climb the ladder to the treehouse. Say the name of the picture on each step of the ladder. If the picture name begins with the same sound as ladder, color it.

LEMON

FAT

LETTUCE

DOG



Thinking Critically

Directions: Help Scooter finish the chart. Draw a line from the box to the picture that best completes the sentence.

1.

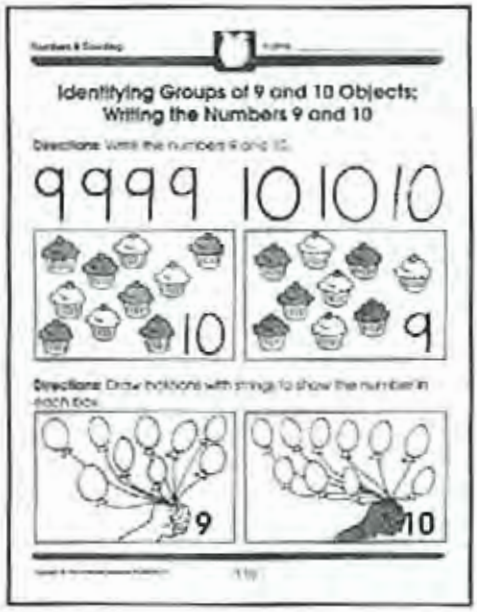
2.


Square
Directions: Trace the square.
Directions: In each row, draw a line under the square.
117


Thinking Critically
1.
(teeth)
2.
(hand)
120


Reviewing the Sounds of J, D, T, L
J j D d T t L l
T
J
D
L
118


Square
Directions: Put an X on the things that have the shape of a square.
121


Identifying Groups of 9 and 10 Objects; Writing the Numbers 9 and 10
9 9 9 9 10 10 10 10
10
9
Directions: Draw balloons with strings to show the number in each box.
9
10


Reviewing the Sounds of J, D, T, L
122

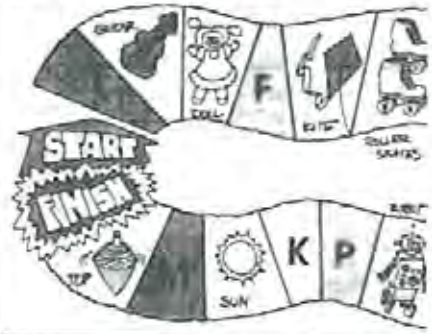
Identifying Groups of 7 Through 10 Objects

Directions: Draw a circle around the correct number of each group.



123

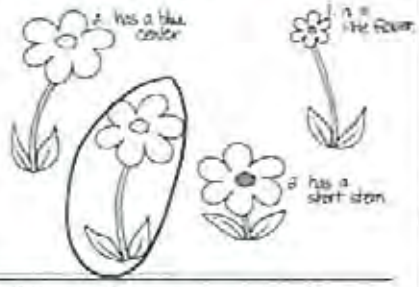
Playing a Review Game



125

Using Reasoning





124

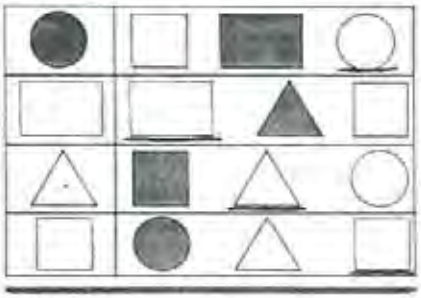


127

Review Shapes



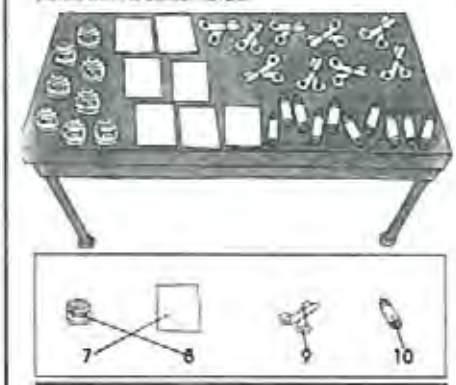
Directions: Name the shape at the beginning of each row. Draw a line under the other shape in that row that is the same.



126

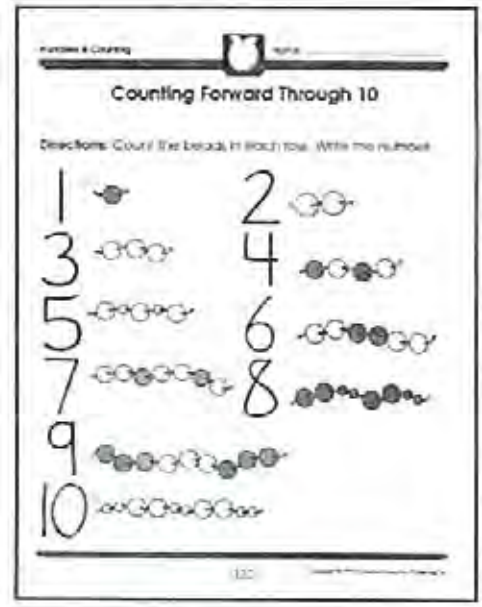
Solving Problems Using Pictures

Directions: Look at the picture. Draw a line to match each picture with the correct number.



128


Using Reasoning
2. is surprised
3. has yellow hair
1. has 2 buttons

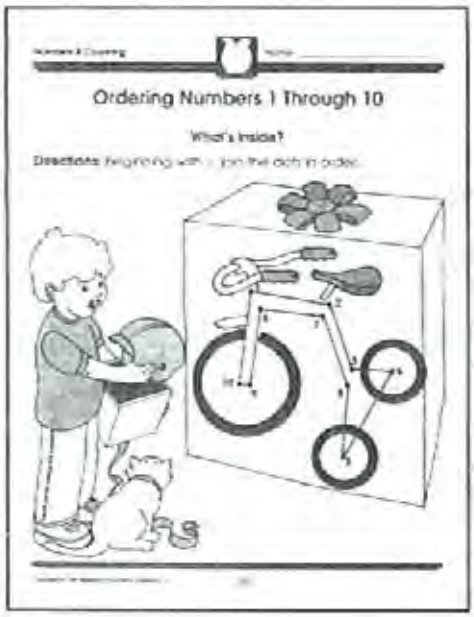

Counting Forward Through 10
Directions: Count the beads in each row. Write the number.
1
2
3
4
5
6
7
8
9
10


Review Shapes
Directions: Look at the picture.
Color the thing that has the shape of a circle.
Draw a line from the thing that has the shape of a rectangle to the foot.
Put an X on the things that have the shape of a square.
Circle the thing that has the shape of a triangle.
Color


Predicting
Color this picture.


Reviewing Beginning Sounds
P
T
M
L
K
J
S
B
D
G
T


Predicting
Answers will vary.



Ordering Numbers 1 Through 10

What's Inside?

Directions: Beginning with 1, join the dots in order.



Review Colors and Shapes

Directions:

Color each

Color each

Color each

Color each

Then finish the picture with your favorite colors.

Same & Different
SUGGESTIONS

You may wish to use these additional suggestions:

Same and Different:

Invite children to place two objects that are alike on a "Twins Table." For example, two mittens, two hair bows, and two pencils that are exactly alike could be displayed on the "Twins Table." Ask children to talk about how the objects are alike.

Play "Same and Different" with children. For each pair of children, cut out ten paper strips and draw a line down the middle of each strip. Write two sets of two letters, one set on each side of the middle line. Make some of the letter sets on the strips the same, and make others different.



Turn the strips writing side down and place them between two players. Turn a strip over and ask pairs to answer "same" or "different." The first player to give the correct answer may keep the paper strip. Play continues until all the strips have been used.

Give each child a colorful magazine advertisement. Print each child's first name at the top of the ad. Ask children to use a crayon to circle all the letters on the page that are the same as the first letter of their first name.

Ask children to sort through a bowl of uncooked alphabet macaroni to make groups of letters that are alike.

Wet a large sheet of paper with watercolor paint. Help each child to carefully step one shoe on the wet paint and then step on a sheet of white paper to make a shoe print. Ask children to compare each other's shoe prints. How are the prints different? How are they alike?

Patterns:

Take a walk with children. Ask them to point out repeating patterns in objects they see along the way, such as sidewalks, buildings, and fences.

Use a marker to section an old sheet into squares. Ask children to look for repeating patterns on their clothing. Next, have them use markers to draw the patterns they find on their clothes in the squares on the sheet. When all the squares are patterned, invite children to sit on their "quilt" and enjoy their favorite books.

Using Memory:

Begin by drawing a simple picture. Ask children to look carefully at the drawing. Then ask them to close their eyes. While their eyes are closed make a change in your drawing. Then ask children to open their eyes, study the drawing, and find the change.

Show children a large picture or poster. Then take it from their sight and ask questions like the following:

How many _____ were _____ ?
What color was the _____ ?
What kind of _____ was _____ ?

Letters and Words All Around:

Ask children to go on a hunt for letters and words. They can hunt in places, such as school, home, and the grocery store, or as they travel. Invite children to point out the words or letters they find. Remember the children are not naming the letters or reading the words only finding them. Talk about what the words might mean. Help children see the different ways words are used, such as to help people stay safe or to give messages.

Letters: Capital and Small
SUGGESTIONS

You may wish to use these additional suggestions:

Reviewing Letters:

Label a small basket with the words "Letter Basket." Each time children learn a capital and small letter, print the letters on slips of paper and place them in the basket. Review the letters from time to time by having children take slips of paper from the basket and name the letters on them.

Give children clay or modeling dough and demonstrate how to roll the material into long "cords." Then work with children to form capital and small letters with the cords. Have children name each letter they make.

Prepare alphabet soup for children, like the soup that Animal™ is eating on page 22. As children enjoy the soup, invite them to identify the letters in each spoonful that they eat.

SUGGESTIONS CONTINUED

Matching Capital Letters and Small Letters:

Write a capital letter inside each section of an egg carton. Provide children with slips of paper that have matching small letters on them. Have children place each small letter in the appropriate section of the egg carton. When children are familiar with all the letters, you may wish to use more than one egg carton so that all the letters of the alphabet can be matched.

On index cards write individual capital and small letters. Make sure there is a matching small letter for each capital letter. Place the cards face down on a table. Have two players take turns turning over two cards each, trying to match a capital letter with a small letter. Each time letters are matched, the player keeps the cards. If letters are not matched, the two cards should be placed face down again. Continue the game until all letters have been matched.

Recognizing Letters in Other Surroundings:

The grocery store is a great place to look for letters! Take a trip to the store with children. As you move down the aisles, challenge children to look for specific letters on signs and food containers. You might also write individual letters on index cards and have children match the letter on each card to a letter in the store.

Play a letter game while traveling with children. Starting with the letter A, ask children to find individual letters of the alphabet on road signs or license plates.

Extending the Pages of the Book:

After completing each page of this book, work with children to tell a short story about the Muppet™ or Muppets™ pictured on the page.

Preschool Colors and Shapes SUGGESTIONS

Encourage enjoyment of reading.

Visit a library or bookstore to locate the books about colors and shapes listed in the bibliography on page 2. Enjoy the books together.

SUGGESTIONS CONTINUED

Develop concepts of how printed materials work.

Reuse workbook pages by asking children to point to the words in dark print. Then ask them to point to individual letters in the words. Some preschoolers may also be able to name the words and/or the letters they point out.

Develop oral language.

Reuse workbook pages 11, 12, 13, 15, 17, 19, 21, 23, and 24 by asking children to tell a story about what is happening in the picture. Ask them to predict what might happen next.

Develop written language.

On a chart, record some of the sentences children use in the stories about the pictures. Read the sentences aloud several times as you point to the words. Then ask children to read with you (choral reading) or after you (echo reading).

Develop an awareness of classification.

Reuse workbook pages 4, 6, 8, and 10 by asking children to tell how the objects in each row are alike or go together. For example on page 6, the pictures in the first row are alike because oranges, plums, and bananas are fruits or things you eat, and in the last row the pictures go together because the bunny eats carrots and plays in the grass.

Review colors.

Reuse the bottom of workbook pages 14, 16, 18, and 20 by asking children to put an X on the two shapes that are the same color in each row. Then ask them to name the color of the shapes they put X's on.

Review colors and shapes.

Provide each child with a piece of paper on which you have written the word **red**. Ask children to use old catalogs and magazines to find pictures of red items. Invite them to use blunt scissors and paste to cut out and paste pictures of red items on both sides of their papers. Repeat this activity with the other color and shape words presented in this workbook. Compile their papers in color/shape workbooks of their own.

SUGGESTIONS CONTINUED

Develop an awareness of their environment.

Take children for a walk around the neighborhood. Ask them to name the colors and shapes they see along the way.

Reuse page 24 of this workbook and the neighborhood walk to lead children to conclude that people come in all colors and shapes.

Beginning Sounds: Phonics
SUGGESTIONS

You may wish to use these additional suggestions:

It's easy to make a game of "Concentration." You will need 24 little squares of paper or index cards. Write each of the following letters on a card: M, K, P, B, F, G, R, S, J, D, T, L. For each letter, have children think of a word that begins with the sound the letter represents. You may want to use words, such as mop, kite, penny, ball, fire, goat, river, soap, jam, dog, top, ladder. Draw each picture on a card. To play the game, turn all the cards face down on a table and mix them up. Ask players to turn over two cards at a time. A match is made if the picture name begins with the letter sound. If a match is not made, the cards are turned over again, and the next player takes a turn. The game continues until all the cards are matched.

Draw a tic-tac-toe grid. Ask a child to choose one of the letters introduced in this book while a partner chooses another. Ask pairs to take turns drawing pictures of things in the tic-tac-toe grid whose names begin with the sound that the chosen letter represents. The first player to get three pictures in a row that begin with the same letter sound wins the game.

Children can have fun making bookmarks. Give each child a strip of cardboard, an old magazine, blunt scissors, and paste or glue. Have children cut out pictures whose names begin with a specific letter sound and paste them on the cardboard strips to make bookmarks.

Play an "I Spy" guessing game by asking children to find something in the room whose name begins with the sound one of these letters represents: M, K, P, B, F, G, R, S, J, D, T, and L.

Play the "Ball Toss Game." Name a letter introduced in this book. Then toss a ball to a child. As the child catches the ball, he or she must say a word beginning with the sound the letter you named represents. You can reverse the game by saying a word as you toss the ball, and asking the child to name the letter that stands for its beginning sound.

Play the "Visiting Game." Print one of the letters introduced in this book on the chalkboard or on paper. For instance, write the letter M, and then say, "I am going to visit the Muppets™, and with me I will take a monkey." Then have the children say, "I am going to visit the Muppets™, and with me I will take a monkey, and some milk." Invite children to continue the game until no one can suggest any more words beginning with the sound that the letter M represents. You may want to play again using other letters. For example, write the letter K and then say, "I am going to visit Kermit™, and with me I will take a kite." Then have children say, "I am going to visit Kermit™, and with me I will take a kite and a kettle."

Preschool Numbers and Counting SUGGESTIONS

You may wish to use these additional suggestions for each of the book pages:

Page 3:

Ask: How do the things on this page go together? (They are pets and their homes.) What might be good names for the pets on this page? Encourage children to talk about and draw their pets or pets they would like to have.

Page 4:

Ask: Where would you see the things on this page? (at the seashore) What other pictures might be on this page about the seashore? (sand dollars, strainers, sand molds, seaweed, waves, fish)

Reinforce the concept of between by asking children to look at the first row and ring the sea shell that is between the other shells in each group.

Page 5:

Discuss types of weather. Ask children to identify the clothes pictured that would be appropriate for rainy, snowy, chilly and sunny weather.

Page 6:

Ask: How do the pictures on this page go together? (They are animals and what they eat.) Name other animals, such as bears, birds, dogs, goats and ask children to name the foods the animals like to eat.

Page 7:

Reinforce the terms big and small by asking children to look at the first two groups and put a X on the big ball (soccer) and ring the small balls (baseball) Repeat this procedure with the tennis and beach balls.

Page 8:

After completing this page, ask children to put an X on the thing(s) that is above each seal (ball(s)) and to ring the thing that is below each seal (the stand).

Pages 9 and 10:

Encourage children to discuss nutritious snacks they like to eat. If possible, have children place raisins or peanuts in their mouths as they count 1-4.

Page 11 and 12:

Name each coin on the page, and give children opportunities to identify and name the coins. If possible have pennies, nickels, and dimes available for children to manipulate.

Page 13:

Ask children to ring the short comb and put an X on the long comb.

Page 14:

Talk about the importance of trees to our environment. (homes for animals, food, shade, clean air) You may want to read the Caldecott Medal-winning book A Tree is Nice by Janet May Udry at this time.

Page 15:

Use this page to review colors and the shape of a square.

Page 16:

Before children complete the dot-to-dot ask them to predict where Snowball is hiding. Afterwards, ask: What do you think will happen next?

Page 17 and 18:

Encourage children to discuss how they help at home. Ask them to conclude how learning how to count can help in setting the table.

Page 19 and 20:

Ask: How old are you? How many candles were on your birthday cake? How many candles will be on your cake next year?

Page 21:

Point to each rhyming word, and ask children to repeat it after you. Present rhyming couplets:

Give me a huge hug.
Said big Mama bug.

Oh, no no! I dropped my mug!
That's okay, it's on the rug!

We watched as the little tugs,
Pulled boats loaded with brown jugs.

Page 22:

Ask: What would you make with the things in this picture? If possible, make art items pictured available for children to use in creating things they named.

Page 23:

Challenge children to identify the pattern in each row, and then tell what the next color or size bead should be.

Page 24:

Ask children to identify the small box and the big box.
Then ask them to predict what will be in the big box. You may want to discuss bike safety at this time.

Thinking Skills: Critical & Creative SUGGESTIONS

You may wish to use these additional suggestions:

Categorizing:

Ask children to look for objects at home or school that are alike. For example, ask children to look for as many objects to paint with as they can. Have them place the objects on a table. Then choose another category, such as things to build with or things that make sounds, and ask children to place these items in separate groups on the table. Invite children to talk about how the objects in each group can be used.

SUGGESTIONS CONTINUED

Ask children to help make a list of things needed for a specific activity. They may organize a simple recipe, an outdoor game, or supplies for an art project.

Sequencing:

Perform one of the following actions, and ask children to name events that might have happened before and/or after: laughing, teeth brushing, clapping, covering both eyes with your hands, jumping up and down, acting surprised.

Show children two pictures that show a sequence of events, such as a thriving rain forest and a rain forest that has been cut down. Ask them to tell what they think happened between the two scenes.

Making Associations:

Display a familiar object, and ask children to suggest possible uses for the object. For example, show a small sponge. The children's responses might be to clean a chalkboard, to paint with, to grow seeds on, to use as a pin cushion, to wash a pet, to use as a tub toy, to use as a building block, to use as a shoulder or knee pad. You may want to repeat the activity by displaying other things like a chair, a scarf, a shoe box, or a coffee filter.

Ask children to think of a new game to play with a plastic ball and bat, a badminton racket and birdie, or a flat plastic disk. Invite them to demonstrate the new game, and then encourage others to join in playing.

Recognizing What Happened and Why:

Show children a cracked dish, a half-eaten cracker, a bandage on your finger, or a dirty sock. Encourage children to describe what happened and why.

Drawing Conclusions:

Read a familiar nursery rhyme to children, such as "Little Miss Muffet," "Little Bo-Peep," or "Jack and Jill." Ask children to tell where they think the rhyme happened. Then ask children to tell why they think as they do.

Thinking Critically:

Before beginning pages 21 and 22, you may wish to read the following analogy and ask children to supply the missing word: *Smile is to happy as frown is to* _____ .

SUGGESTIONS CONTINUED

If children need clues say:

"When you are smiling, how do you feel? (A smile shows that you feel happy) How do you feel when you frown? (You feel sad when you frown. So smile is to happy as frown is to sad.)"

Continue with these analogies:

Dinosaur is to big as ant is to (small).
Dog is to fur as bird is to (feathers).
Yell is to loud as whisper is to (soft or quiet).
Butter is to yellow as salt is to (white) .
Cookies are to sweet as pickles are to (sour).
Guitar is to strum as drum is to (beat).

After you read the following analogies, ask children to complete them by acting out the missing words:

Bird is to fly as fish are to (swim).
Snake is to crawl as frog is to (hop).
Chair is to sit as bed is to (lie down).
Dog is to bark as cat is to (purr).
Shovel is to dig as hammer is to (pound) .

Bibliography for Same & Different

Enjoy these books:

Topsy-Turvies by Mitsumasa Anno (Philomel, 1989).

Country Crossing by Jim Aylesworth (Atheneum, 1991).

Three Yellow Dogs by Caron Lee Cohen (Greenwillow, 1986).

Parade by Donald Crews (Greenwillow, 1983).

General Store by Rachel Field (Greenwillow, text 1926, illustrations, 1988).

Guess What? by Beau Gardner (Lothrop, Lee & Shepard, 1985).

Who Ate It? by Taro Gomi (The Millbrook Press, 1991).

Who Hid It? by Taro Gomi (The Millbrook Press, 1991).

Dots, Spots, Speckles, and Stripes by Tana Hoban (Greenwillow, 1987).

I Walk and Read by Tana Hoban (Greenwillow, 1984).

I Unpacked My Grandmother's Trunk by Susan Ramsay Hoguet (E.P Dutton, 1983).

Reflections by Ann Jonas (Greenwillow, 1987).

Round Trip by Ann Jonas (Greenwillow, 1983).

The 13th Clue by Ann Jonas (Greenwillow, 1992).

Up in the Air by Myra Cohn Livingston (Holiday House, 1989).

Fire Engine Shapes by Bruce McMillan (Lothrop, Lee & Shepard, 1988).

Where Is the Bear in the City? by Bonnie Larkin Nims (Albert Whitman, 1992).

The Line Up Book by Marisabina Russo (Greenwillow, 1986).

Have You Seen My Duckling? by Nancy Tafuri (Greenwillow, 1984).

Bibliography for Letters: Capital & Small

Enjoy these books about letters:

Anno's Alphabet by Mitsumasa Anno (Crowell, 1975).

Have you ever seen. . . ? An ABC Book by Beau Gardner (Dodd, Mead, 1986).

On Market Street by Anita and Arnold Lobel (Greenwillow, 1981).

Alphabatics by Suse MacDonald (Bradbury, 1986).

From Letter to Letter by Teri Sloat (Dutton, 1989).

The Wildlife ABC — A Nature Alphabet Book by Jan Thornhill (Simon and Schuster, 1988).

Bibliography for Colors and Shapes

Enjoy these books about colors and shapes:

Color Zoo by Lois Ehlert (Lippincott, 1989).

White is the Moon by Valerie Greeley (Macmillan, 1990).

Of Colors and Things by Tana Hoban (Greenwillow, 1989).

Think About Shape by Henry Pluckrose (Franklin Watts, 1986).

Color by Christina Rossetti (HarperCollins, 1992).

Going Up! by Peter Sis (Greenwillow, 1989).

Seven Blind Mice by Ed Young (Philomel, 1992).

Colors *(Mouse Book)* by Monique Felix (Creative Education, 1992).

Bibliography for Beginning Sounds: Phonics

Enjoy these books:

What I Like by Catherine and Lawrence Anholt (Putnam's, 1991).

Anna Banana and Me by Lenore Blegvad (Margaret K. McElderry Books,1985).

The Very Quiet Cricket by Eric Carle (Philomel, 1990).

Bet You Can't by Penny Dale (Lippincott, 1987).

My Friends by Taro Gomi (Chronicle Books, 1990).

Moving Molly by Shirley Hughes (Lothrop, Lee and Shepard Books 1988).

The Doorbell Rang by Pat Hutchins (Greenwillow, 1986).

Jake and Rosie by Patricia Lillie (Greenwillow, 1989).

Together by George Ella Lyon (Orchard Books, 1989).

Sound Box Books (26 volume series) by Jane Belk Moncure (The Child's World, 1984).

School Days by Tracy Campbell Pearson (Viking Penguin, 1990).

Bibliography for Numbers and Counting

Enjoy these books about numbers and counting.

Anno's Counting Book by Mitsumasa Anno (Crowell, 1977).

Count-a-saurus by Nancy Blumenthal (Macmillan, 1989).

Scott Gustafson's Animal Orchestra: A Counting Book by Scott Gustafson (Contemporary Books, Inc., 1988).

Count and See by Tana Hoban (Macmillan, 1972).

Knowabout Counting by Henry Pluckrose (Franklin Watts, 1988).

Peter Rabbit's 1 2 3 with new reproductions from the original illustrations by Beatrix Potter (F. Warne & Co., 1987).

My First Look at Counting (Random House, 1991).

Animal Babies 1 2 3 by Eve Spencer (Raintree, 1990).

Numbers at Play: A Counting Book by Charles Sullivan (Rizzoli International Publications, Inc., 1992).

Numbers by Monique Felix (Creative Editions, 1993)

Bibliography for Thinking Skills: Creative & Critical

Enjoy these books:

Where Does the Trail Lead? by Burton Albert (Simon & Schuster, 1991).

My First Nature Books by Kitty Benedict (Creative Editions, 1993).

I Need a Lunch Box by Jeannette Caines (Harper & Row, 1988).

Ten Black Dots by Donald Crews (Greenwillow, 1986).

Jimmy Lee Did It by Pat Cummings (Lothrop, Lee & Shepard, 1985).

Abuela by Arthur Dorros (Dutton, 1991).

Mouse Books by Monique Felix (Creative Editions, 1993).

First Comes Harry by Taro Gomi (William Morrow, 1984).

Where Can It Be? by Ann Jonas (Greenwillow, 1986).

Mirette on the High Wire by Emily Arnold McCully (Putnam's Sons, 1992).

Where Does It Go? by Margaret Miller (Greenwillow, 1992).

Who Uses This? by Margaret Miller (Greenwillow, 1990).

A Birthday Basket for Tia by Pat Mora (Macmillan, 1992).

William the Vehicle King by Laura P. Newton (Bradbury, 1987).

Tar Beach by Faith Ringgold (Crown, 1991).

Things That Go by Anne Rockwell (Dutton, 1986).

What We Like by Anne Rockwell (Macmillan, 1992).

It Looked Like Spilt Milk by Charles G. Shaw (HarperCollins, 1947).

My First Look at Sorting by Jane Yorke (Random House, 1991).

Seven Blind Mice by Ed Young (Philomel, 1992).


Notes