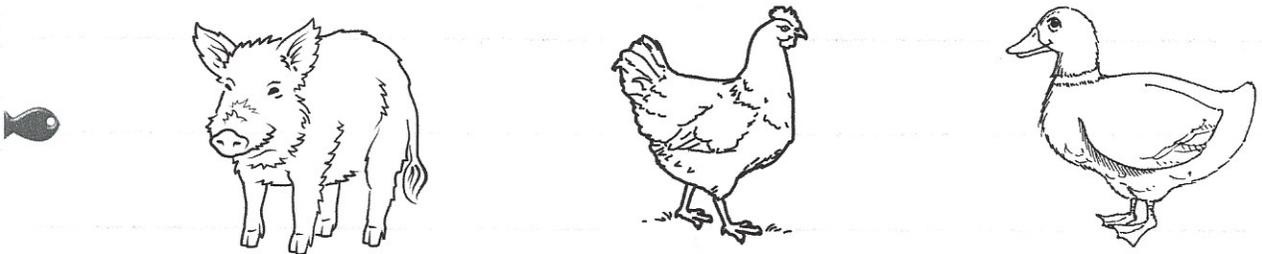
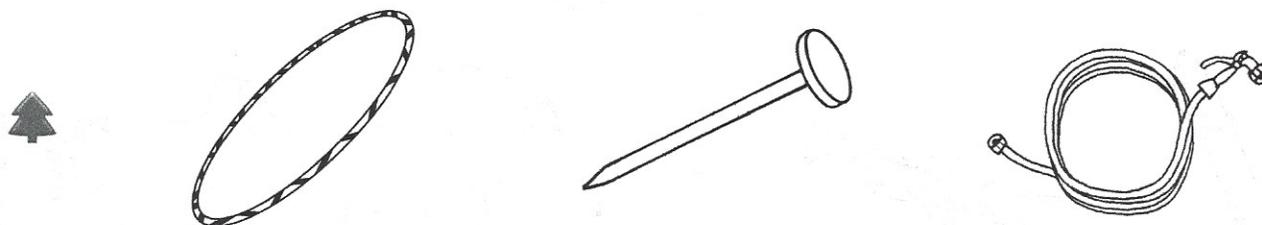
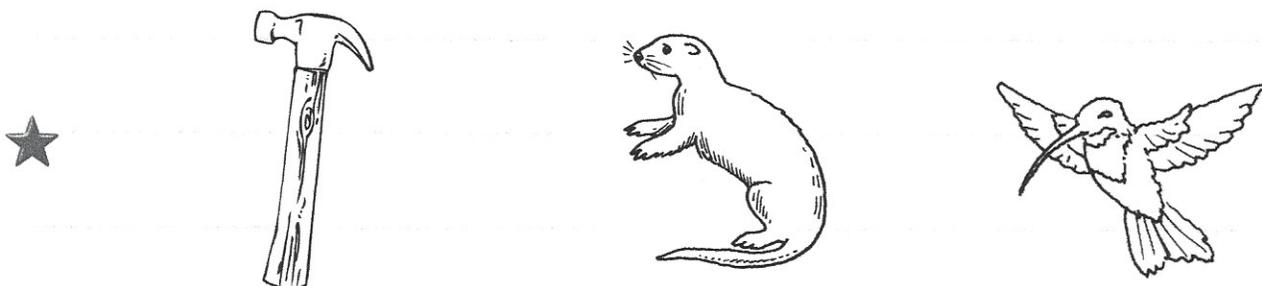
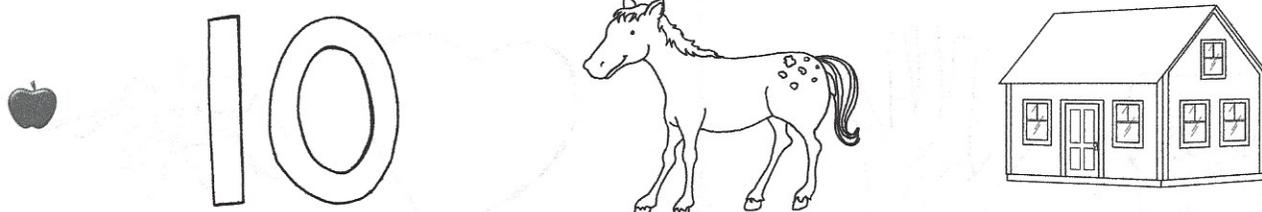


Name \_\_\_\_\_



Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

**Phonemic Awareness: Phoneme Isolation**

Listen carefully as I say each picture name. Circle the two pictures in each row that begin with /h/.  
 (ten, horse, house; hammer, offer, hummingbird; hoop, nail, hose; hog, hen, duck)



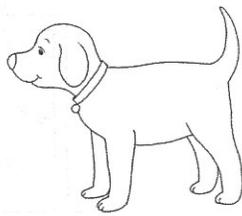
Name \_\_\_\_\_



I like my hat.



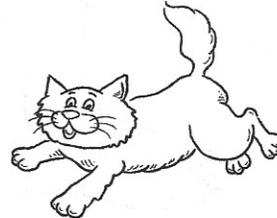
I see \_\_\_\_\_



dog



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
cat can



jump



I can hop to \_\_\_\_\_



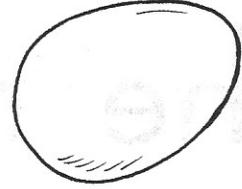
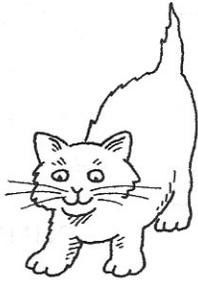
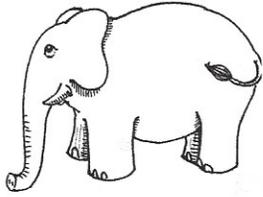
mom

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

**High-Frequency Word: my**

Read the first sentence. Say and trace the word *my*. With a partner, read the other sentences. Complete each sentence with the word *my*. Remember to use a capital *M* at the beginning of a sentence.

Name \_\_\_\_\_



\_\_\_\_\_

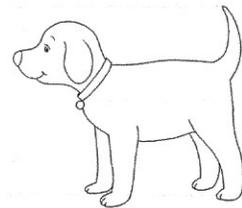
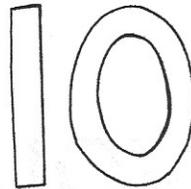
-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

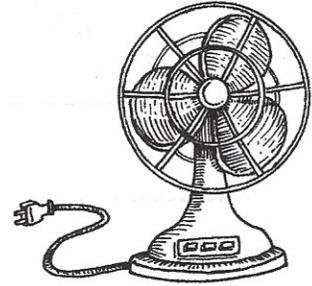
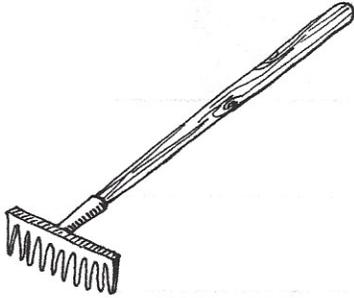
Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

**Phonics: short e**

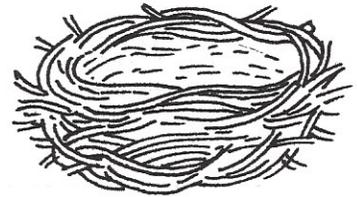
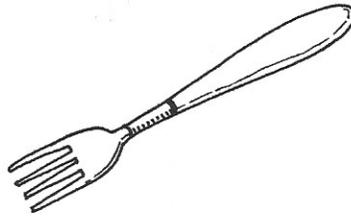
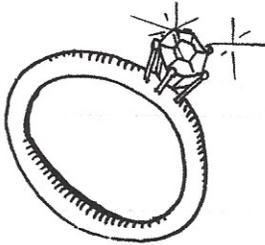
🍏★ Listen as I say each picture name. Circle the picture whose name has the sound /e/ at the beginning. Write an e on the line below the picture. (elephant, cat; bib, egg) 🌲🐟 Listen as I say each picture name. Circle the picture whose name has the /e/ sound in the middle. Write an e on the line below the picture. (pen, log; ten, dog)

Name \_\_\_\_\_

1.



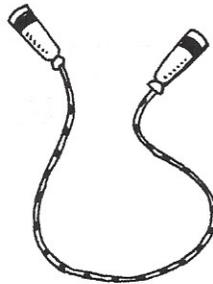
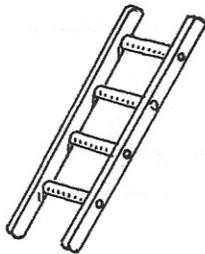
2.



3.



4.



**Phonemic Awareness: Phoneme Isolation**

Listen as I say each picture name. 1-2: Circle the pictures that begin with /f/. (*rake, house, fan; ring, fork, nest*) 3-4: Circle the pictures that begin with /r/. (*foot, seal, rose; ladder, rope, five*)



Name \_\_\_\_\_



1.

He sat.

2.

\_\_\_\_\_ ran with Sam.

3.

Ron ran with Tad.

4.

He sat \_\_\_\_\_ Tad.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

High-Frequency Words: *he, with*

1. Read the sentence. Say and trace the word *He*. 2. Read the sentence. Complete the second sentence with the word *He*. 3. Read the sentence. Say and trace the word *with*. 4. Read the sentence. Complete the sentence with the word *with*.

Name \_\_\_\_\_

1.

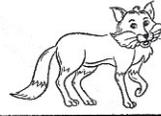


\_\_\_\_\_

-----

\_\_\_\_\_

2.

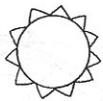


\_\_\_\_\_

-----

\_\_\_\_\_

3.



\_\_\_\_\_

-----

\_\_\_\_\_

4.

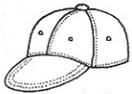


\_\_\_\_\_

-----

\_\_\_\_\_

5.



\_\_\_\_\_

-----

\_\_\_\_\_

6.



\_\_\_\_\_

-----

\_\_\_\_\_

7.

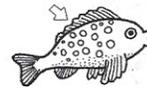


\_\_\_\_\_

-----

\_\_\_\_\_

8.



\_\_\_\_\_

-----

\_\_\_\_\_

Phonics: **initial f, initial r**

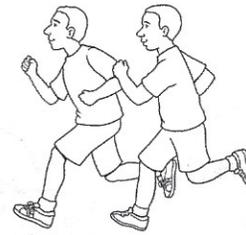
Listen as I say each picture name. If the picture name begins with the sound /f/, write an *f* on the line below the picture. If the picture name begins with /r/, write an *r* on the line below the picture. (rose, fox, sun, four, hat, rake, ring, fish)



Name \_\_\_\_\_



The men are



running



You \_\_\_\_\_ my



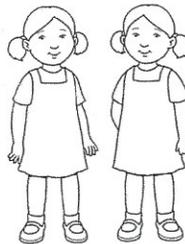
friend



\_\_\_\_\_ you Ted?



We \_\_\_\_\_



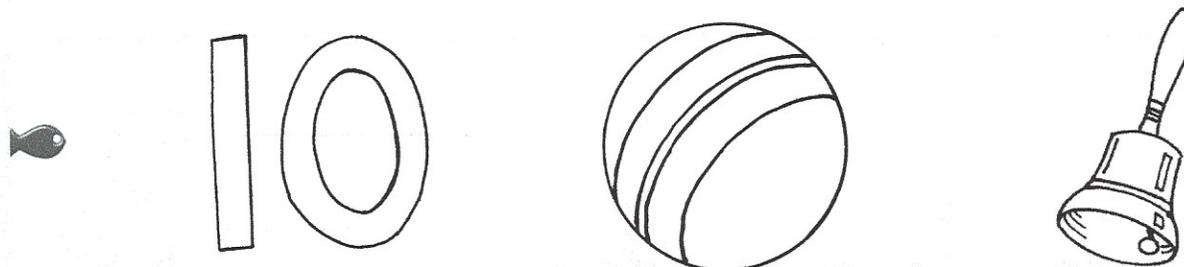
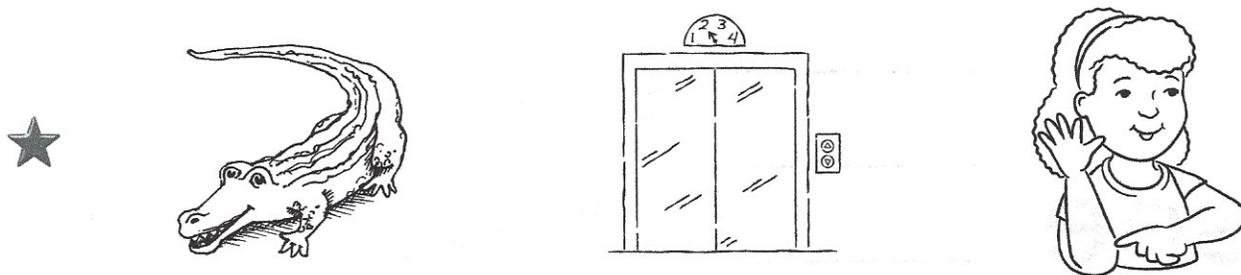
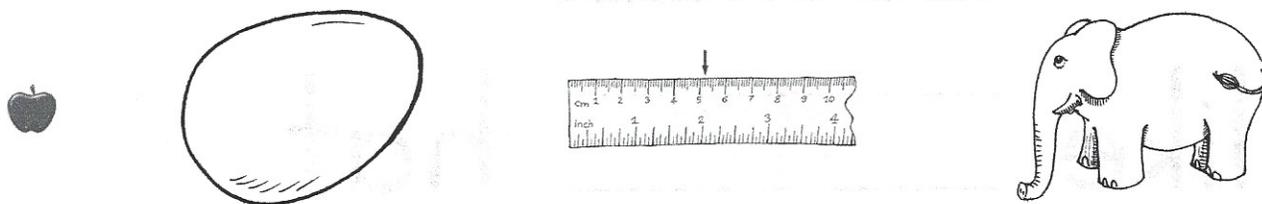
twins

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

**High-Frequency Word: are**

Read the first sentence. Say and trace the word *are*. Then read the other sentences with a partner. Complete each sentence with the word *are*. Remember to use a capital *A* at the beginning of a sentence.

Name \_\_\_\_\_

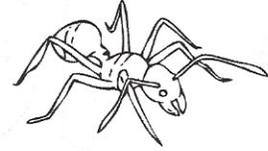
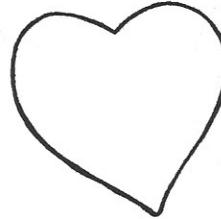
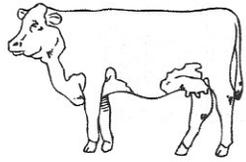


Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

**Phonemic Awareness: Phoneme Isolation**

🍏★ Listen as I say each picture name. Circle the two pictures in each row that begin with /e/. (*egg, inch, elephant; alligator, elevator, elbow.*) 🌲🐟 Listen as I say each picture name. Circle the two pictures in each row that have /e/ in the middle. (*foot, leg, bed; ten, ball, bell.*)

Name \_\_\_\_\_



\_\_\_\_\_

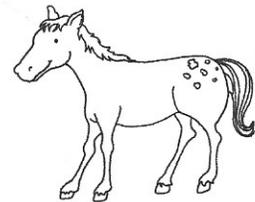
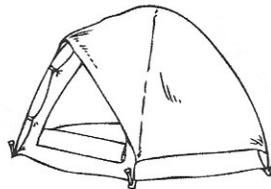
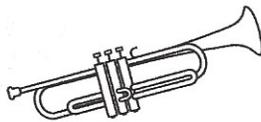
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Phonics: initial h**

Listen as I say each picture name. Circle the picture whose name has the sound /h/ at the beginning. Write an *h* on the line below the picture. (cow, hand; heart, ant; pen, horn; tent, horse)

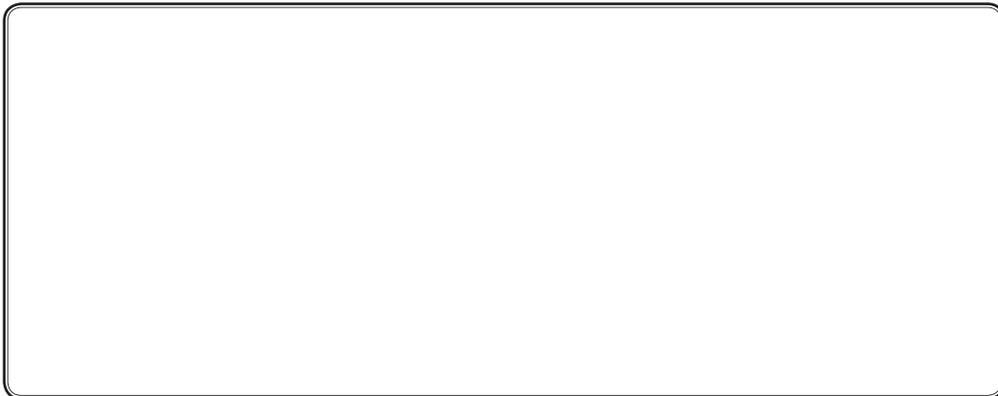
## Who? Where? What?

Let's read a favorite story together. Afterward, we will answer some questions and draw some pictures.

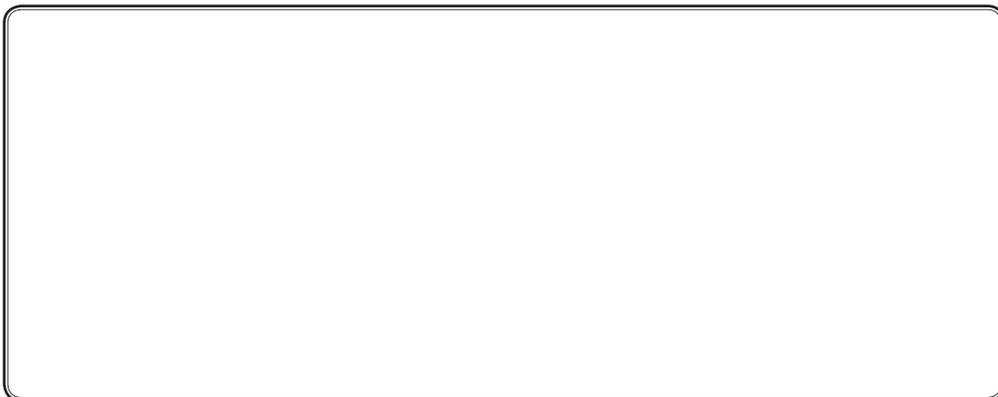
Who is the story about? Draw a picture of the **characters**.



Where does the story take place? Draw a picture of the **setting**.



What happens in the story? Draw a picture of a **main event**.



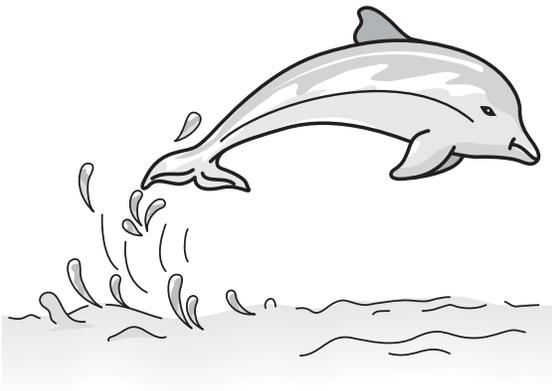
## Matching Animals and Homes

I'm going to read a sentence. Find a picture that shows the animal in its home. Then write the name of the animal on the blank.

A \_\_\_\_\_ can fly, so it builds a nest in a tree.

A \_\_\_\_\_ can run, so it lives in a forest.

A \_\_\_\_\_ can swim, so it lives in the ocean.



dolphin



bird



deer

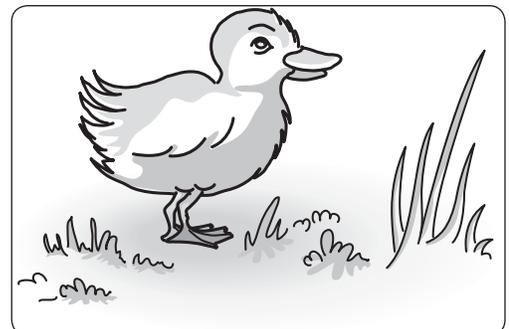
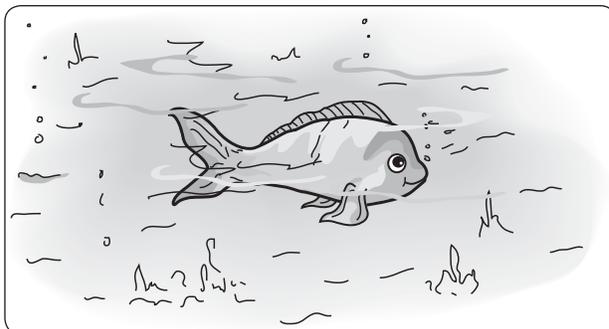
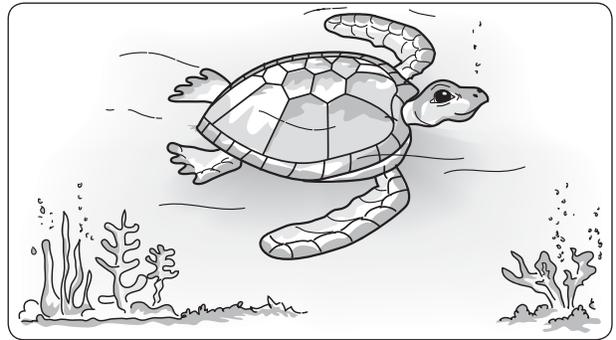
## All About Animals!

Place a circle around the animals that can fly.

Put a square around the animals that can swim.

Underline the animals that can run.

Can you tell me how these animals are alike? Different?



Name \_\_\_\_\_

Enrichment

6-6

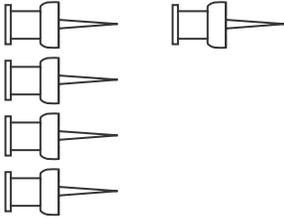
# What's Missing?

1



$$2 \bigcirc 2 = 4$$

2



$$4 + 1 \bigcirc 5$$

3

$$3 + 1 = \underline{\hspace{2cm}}$$

\_\_\_\_\_

-----

4

$$2 + 2 = \underline{\hspace{2cm}}$$

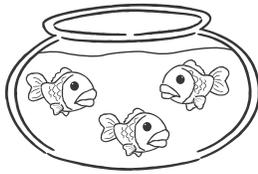
\_\_\_\_\_

-----

**Directions** Explain to children that the + or the = sign is missing in each number sentence. Have them: 1–2 complete the sentences with the correct symbol; 3–4 draw groups of objects to illustrate the number sentence and then write in the sum.

1

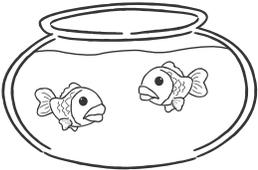
A



C



B



D



2

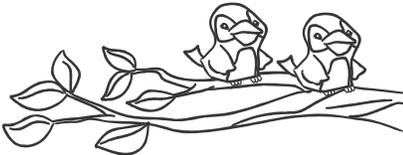
A



C



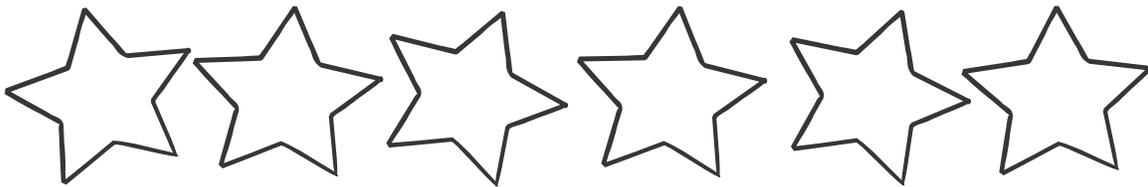
B



D



3



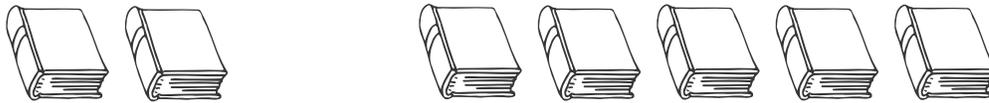
\_\_\_\_\_

-----

\_\_\_\_\_

**Directions** Have students: 1 mark the picture that shows the fishbowl with 0 fish; 2 mark the picture that shows 2 birds on a branch; 3 count the stars, and then practice writing the number that tells how many.

**1**



(A) 2 and 2 is 4.

$$2 + 2 = 4$$

(C) 5 and 5 is 10.

$$5 + 5 = 10$$

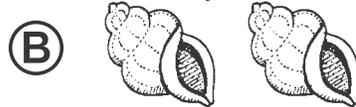
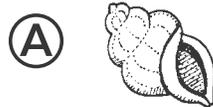
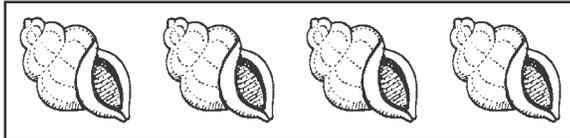
(B) 2 and 5 is 7.

$$2 + 5 = 7$$

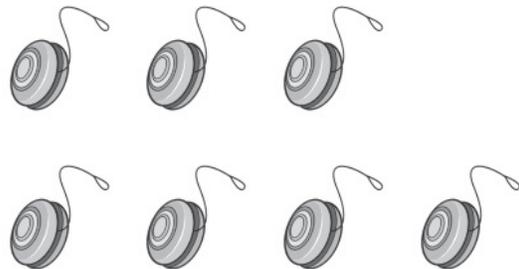
(D) 7 and 2 is 9.

$$7 + 2 = 9$$

**2**



**3**



_____	_____
_____	○
_____	_____

**Directions** Have students: **1** mark the addition sentence and equation that tells how many books in all; **2** mark the group that shows more shells than the group of shells in the box; **3** count the toys in each group, and then write the numbers and the plus sign to show adding the groups.

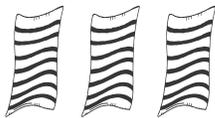
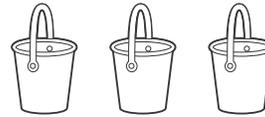
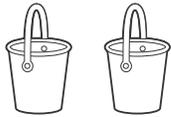
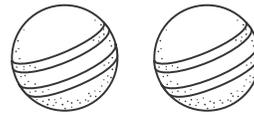
Name \_\_\_\_\_

Enrichment

6-2

# Beach Time, Fun Time

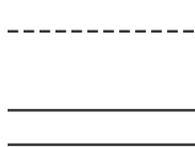
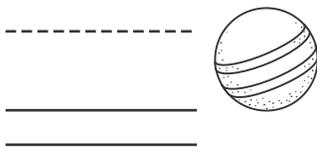
1



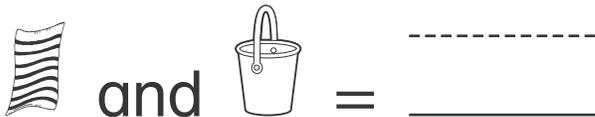
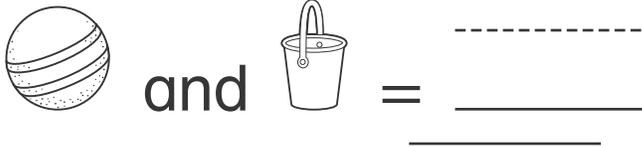
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



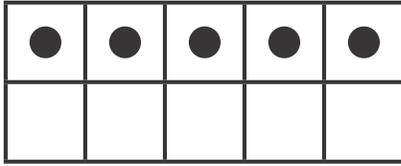
2



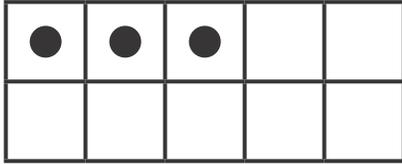
**Directions** Have children: 1 count and circle each set of objects to find how many in all and write that number; 2 complete the sentences in the box.

Name \_\_\_\_\_

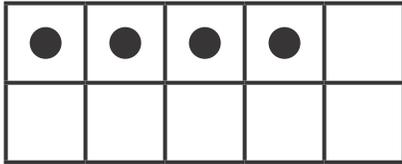
1



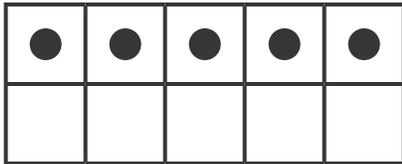
(A)



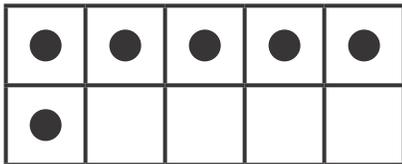
(B)



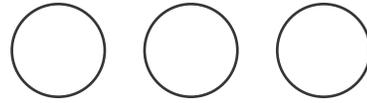
(C)



(D)



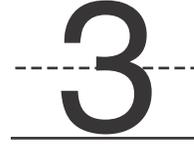
2



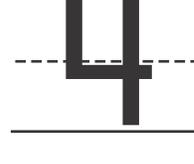
(A)



(B)



(C)



(D)



3

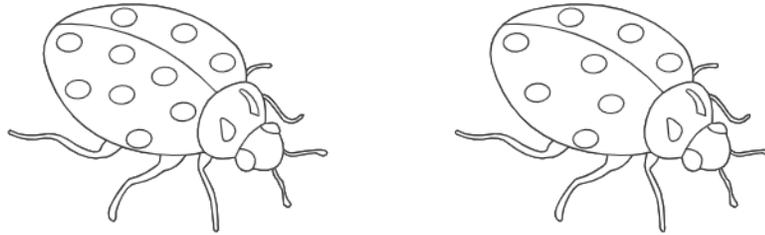


**Directions** Have students: 1 mark the ten-frame that shows more counters than the ten-frame at the top; 2 mark the number that tells how many counters; 3 draw a group of books that is 1 greater than the group of books shown.

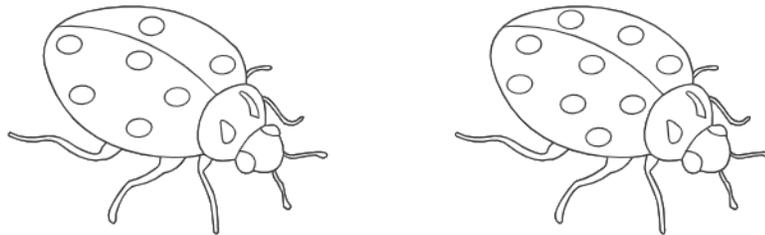
# Lots of Spots

Some ladybugs have many spots. The spots help to keep them safe from other animals.

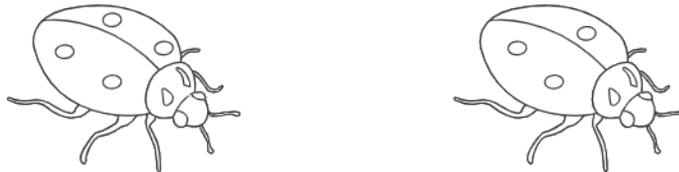
1



2



3



4



Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved

**Directions** Have students: **1** and **2** compare the groups of spots on the big ladybugs, and then draw a circle around the ladybug with the group of spots that is greater in number than the other group of spots; **3** and **4** compare the groups of spots on the little ladybugs, and then draw a circle around the ladybug with the group of spots that is less in number than the other group of spots.

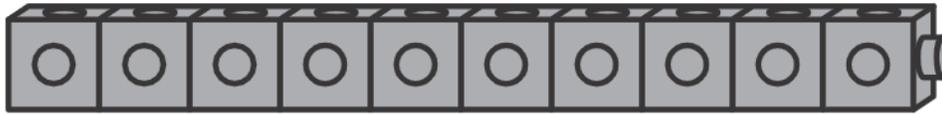
Name \_\_\_\_\_

Enrichment

**10-4**

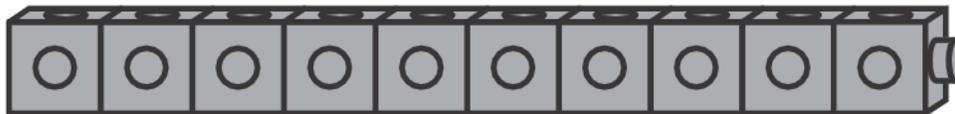
# Cube Trains

★  $13 = 10 + 3$



---

②  $15 = 10 + 5$

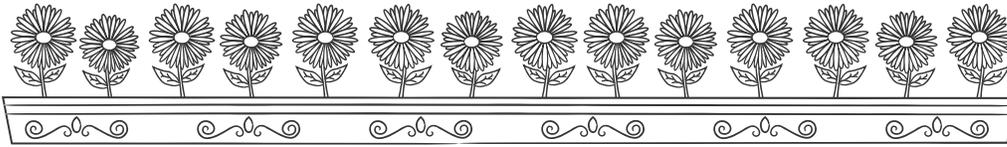


---

**Directions** Have children draw the additional cubes needed to make the number in all.

Name \_\_\_\_\_

1



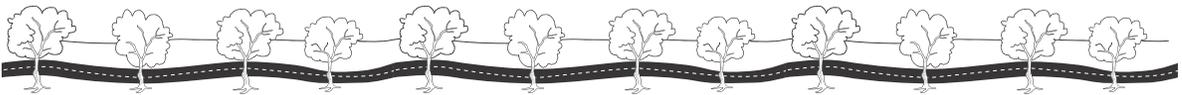
(A) 13

(C) 15

(B) 14

(D) 16

2



(A) 12

(C) 14

(B) 13

(D) 15

3



\_\_\_\_\_

-----

\_\_\_\_\_

**Directions** Have students: 1 mark the number that tells how many daisies; 2 mark the number that tells how many trees; 3 write the smallest number, and then count forward and write the number that is 1 greater than the number before.

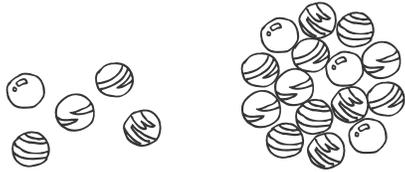
Name \_\_\_\_\_

Enrichment

9-6

# How Many?

1

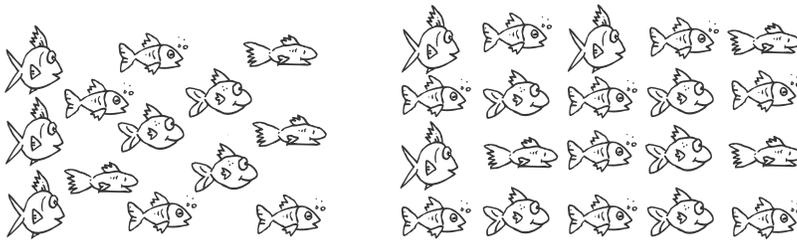


---

---

---

2

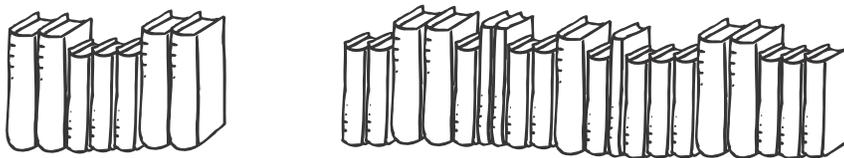


---

---

---

3



---

---

---

**Directions** Have children: 1 circle the picture that shows fifteen marbles and write the number the tells how many; 2 circle the picture that shows thirteen fish and write the number the tells how many; 3 circle the picture that shows seven books and write the number the tells how many.

Name \_\_\_\_\_

Enrichment

6-5

# How Many Buttons?

1



\_\_\_\_\_

-----

\_\_\_\_\_

+

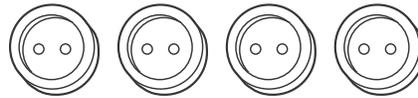
\_\_\_\_\_

-----

\_\_\_\_\_

=

2



\_\_\_\_\_

-----

\_\_\_\_\_

+

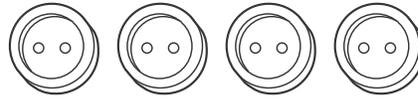
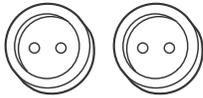
\_\_\_\_\_

-----

\_\_\_\_\_

=

3



\_\_\_\_\_

-----

\_\_\_\_\_

+

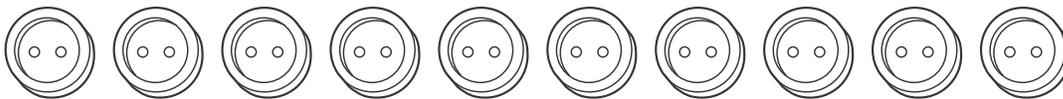
\_\_\_\_\_

-----

\_\_\_\_\_

=

4



\_\_\_\_\_

-----

\_\_\_\_\_

+

\_\_\_\_\_

-----

\_\_\_\_\_

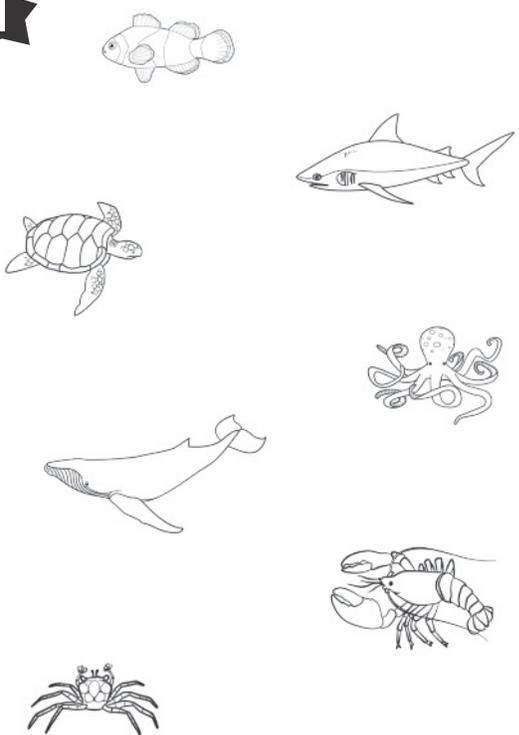
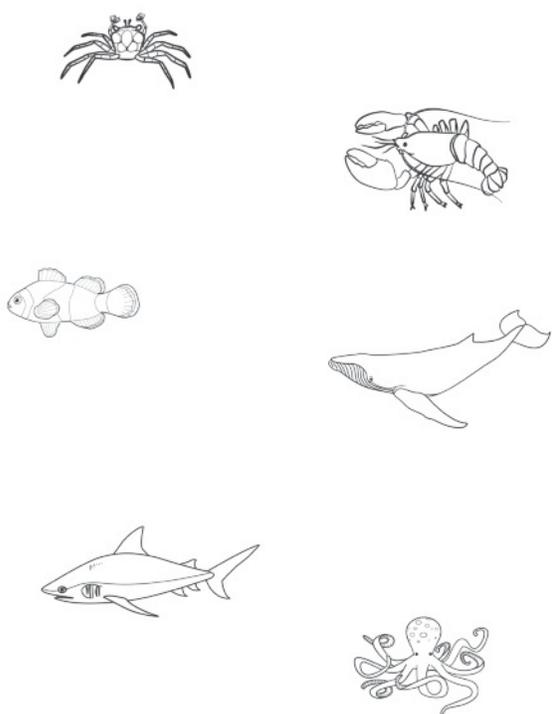
=

**Directions** Have children: 1-3 count the buttons in each group, record the numbers, and write how many in all; 4 decide how to group the buttons into 2 sets, record the numbers, and write how many in all.

# So Many Fish!

Many different kinds of animals and fish live in the sea.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved

<p><b>1</b></p> 	<p><b>2</b></p> 
--	---

**Directions** Have students: ★ draw a circle around the sea creatures that have shells, and then mark an X on the sea creatures that do NOT have shells; ② draw a circle around the sea creatures that have fins, and then mark an X on the sea creatures that do NOT have fins.

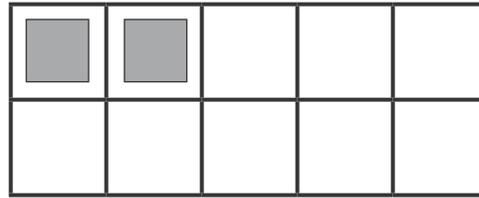
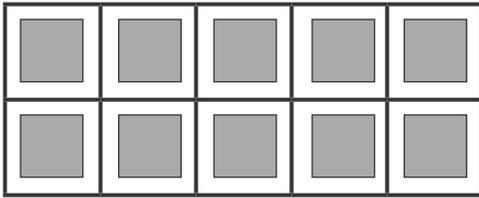
Name \_\_\_\_\_

Enrichment

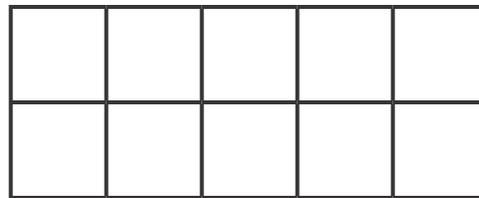
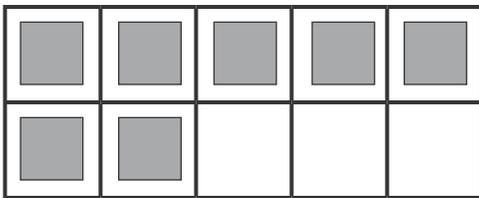
10-6

# Draw the Missing Part

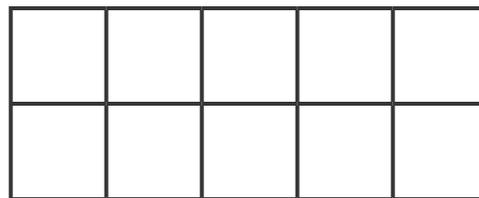
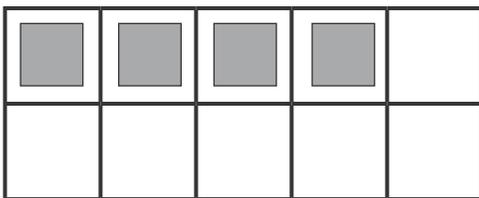
1



2



3



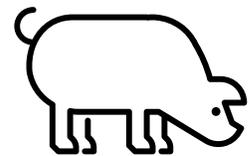
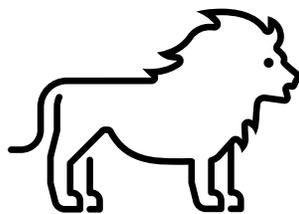
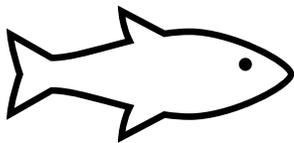
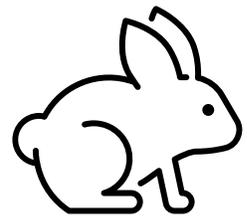
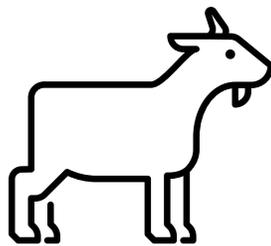
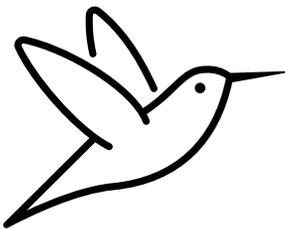
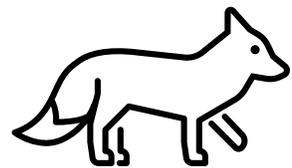
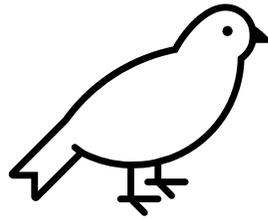
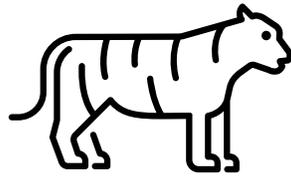
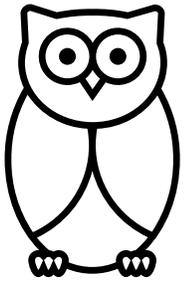
**Directions** Have children listen to the number stories and draw the missing parts. 1 Carrie wants to make 17 necklaces. She made 12 so far. Draw squares to show how many more necklaces Carrie needs to make. 2 Tad has 19 toy cars. Seven of them are blue. The rest are red. Draw squares to show how many red cars Tad has. 3 Luke found 18 leaves. Four of them are yellow. The rest are green. Draw squares to show how many green leaves Luke found.

Name: \_\_\_\_\_

MW TK/Kindergarten

## Different kinds of animals:

Sort the animals by circling animals that can fly and putting an "X" on the animals that do not fly.

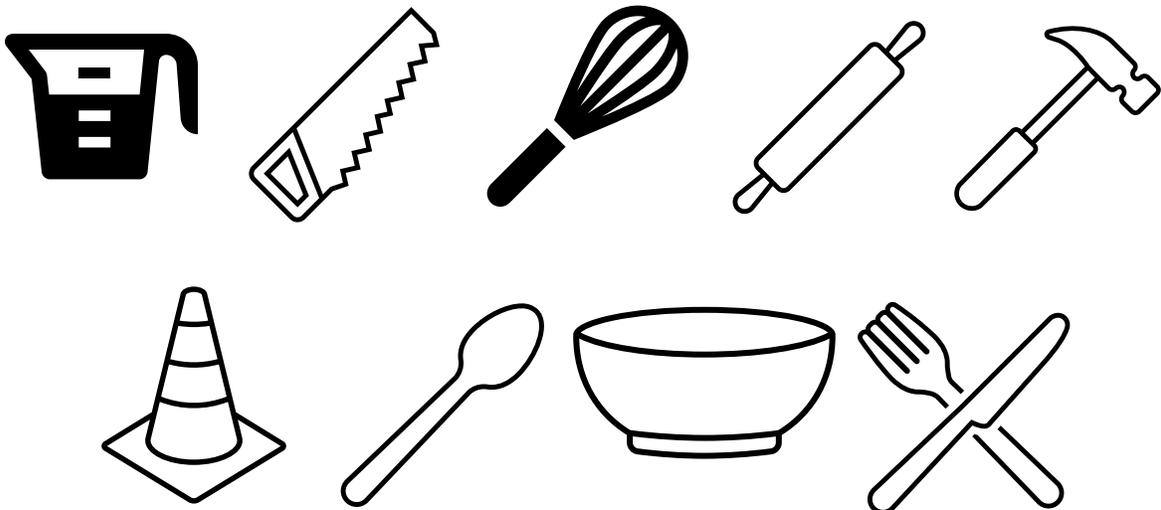


Name: \_\_\_\_\_

MW TK/Kindergarten

## Tools that we use:

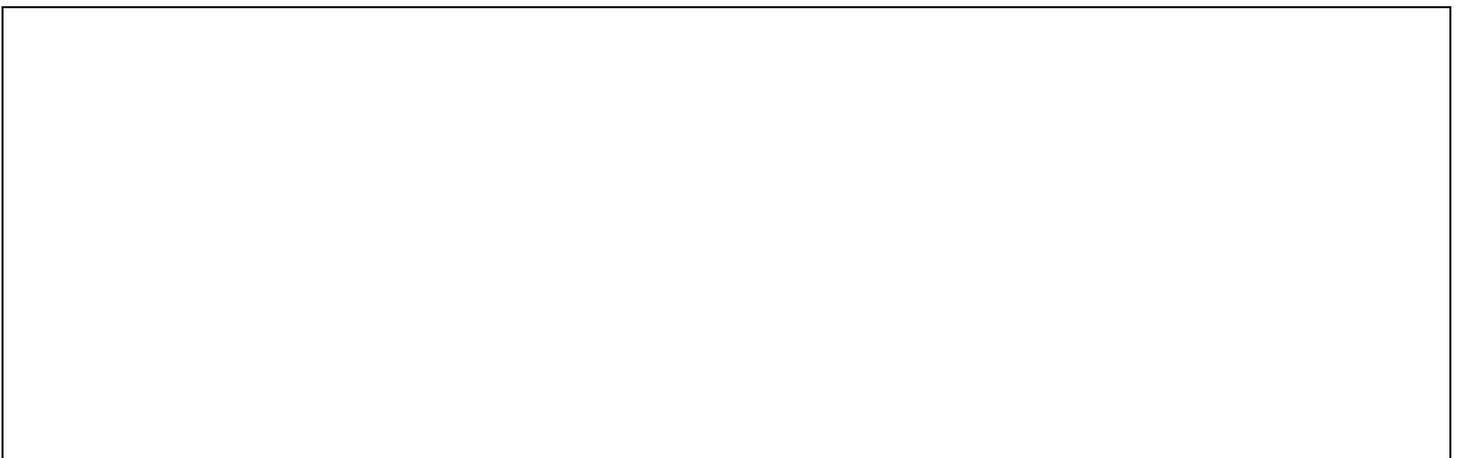
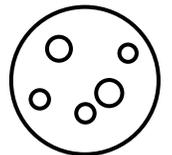
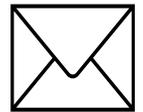
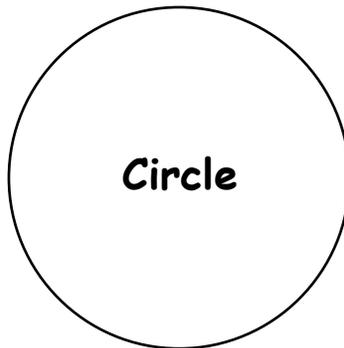
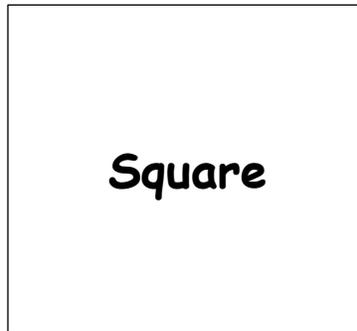
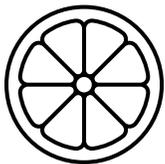
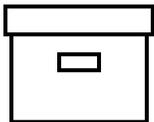
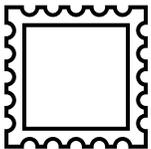
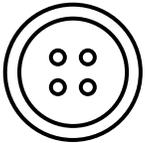
1. Think about tools that you use in the kitchen
2. Look at, and identify, the tools below
3. Circle the tools you can use in the kitchen
4. Draw yourself using one (or more) of the kitchen tools.



Name: \_\_\_\_\_

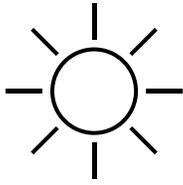
MW TK/Kindergarten

1. Look at the pictures
2. Draw a line to match the picture to its shape
3. Draw a picture of an object in your house that is in the shape of a circle or square.



Name: \_\_\_\_\_

MW TK/Kindergarten



Weather:



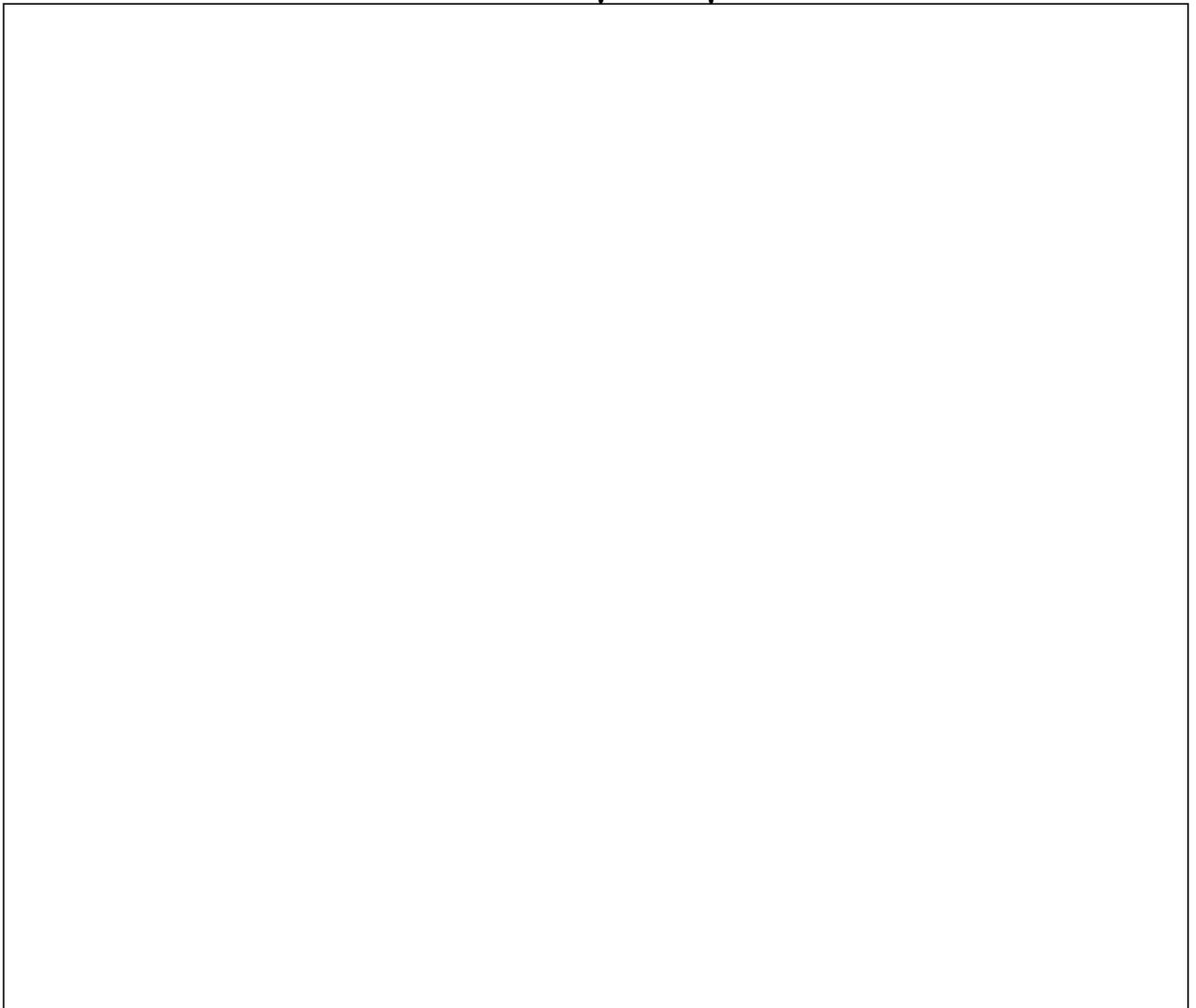
1. Talk about different kinds of bad weather
2. Think about what you need to stay safe in bad weather
3. Draw a picture of yourself staying safe in bad weather
4. Share your drawing

Name: \_\_\_\_\_

MW TK/Kindergarten

## Animals:

1. Think of animals that you know about (or have seen)
2. Draw the animal and label it if you can (paw, eyes, nose...)
3. Share your drawing
4. Act like the animal in your picture

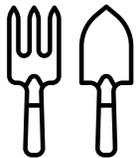
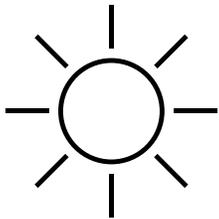


Name: \_\_\_\_\_

MW TK/Kindergarten

## What do plants need:

1. Look at the pictures
2. Talk about how each item helps plants grow
3. Draw a picture of yourself helping plants grow (using the pictures shown).
4. Share your drawing.

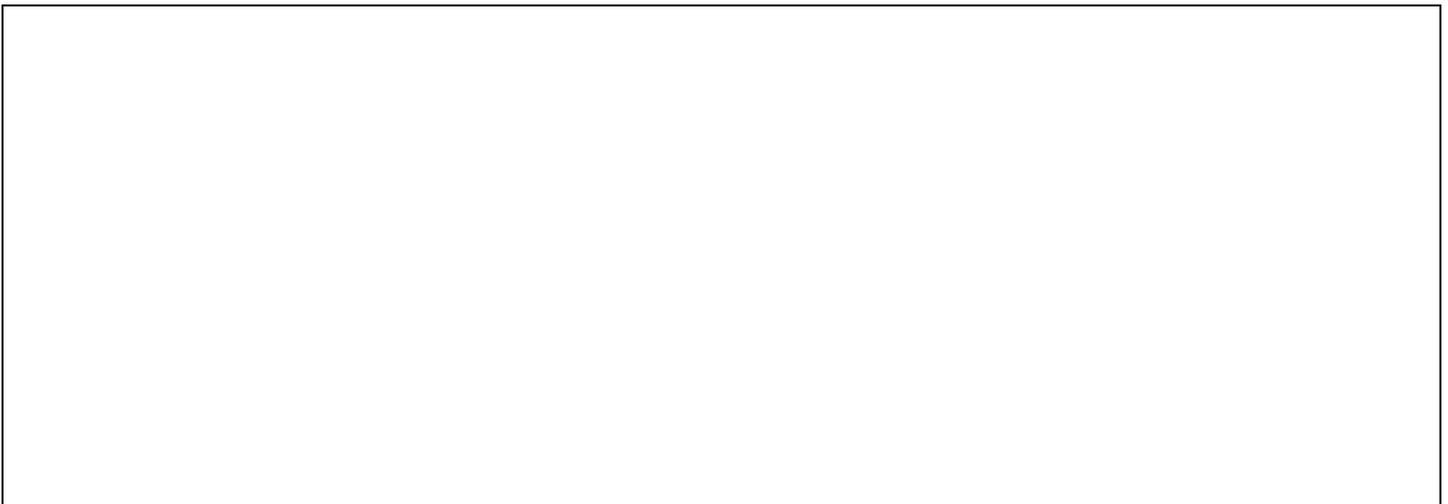


Name: \_\_\_\_\_

MW TK/Kindergarten

## Weather:

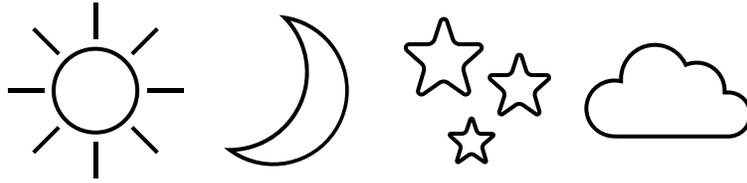
1. Look at the pictures
2. Draw a line to match the clothes to the weather you would wear it in
3. Draw a picture of yourself wearing either cold weather clothes OR hot weather clothes



Name: \_\_\_\_\_

MW TK/Kindergarten

## Day and Night



1. Think about what you see in the sky during the day and at night
2. Draw a picture of the sky in the day and the sky at night
3. Talk about what you see in your two pictures. Do they look the same or different? Why?

Day

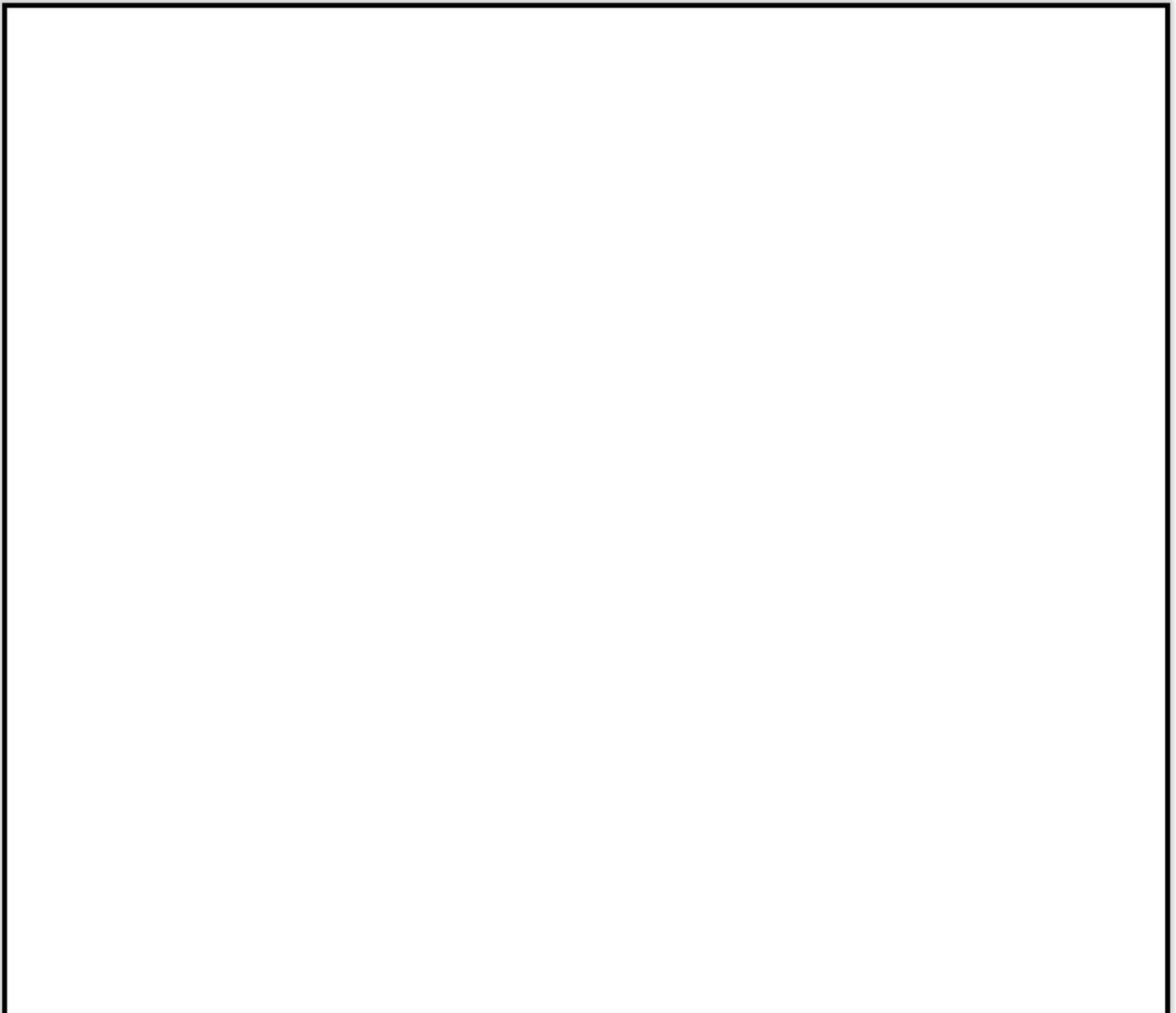
Night

--	--

Name: \_\_\_\_\_

MW TK/Kindergarten

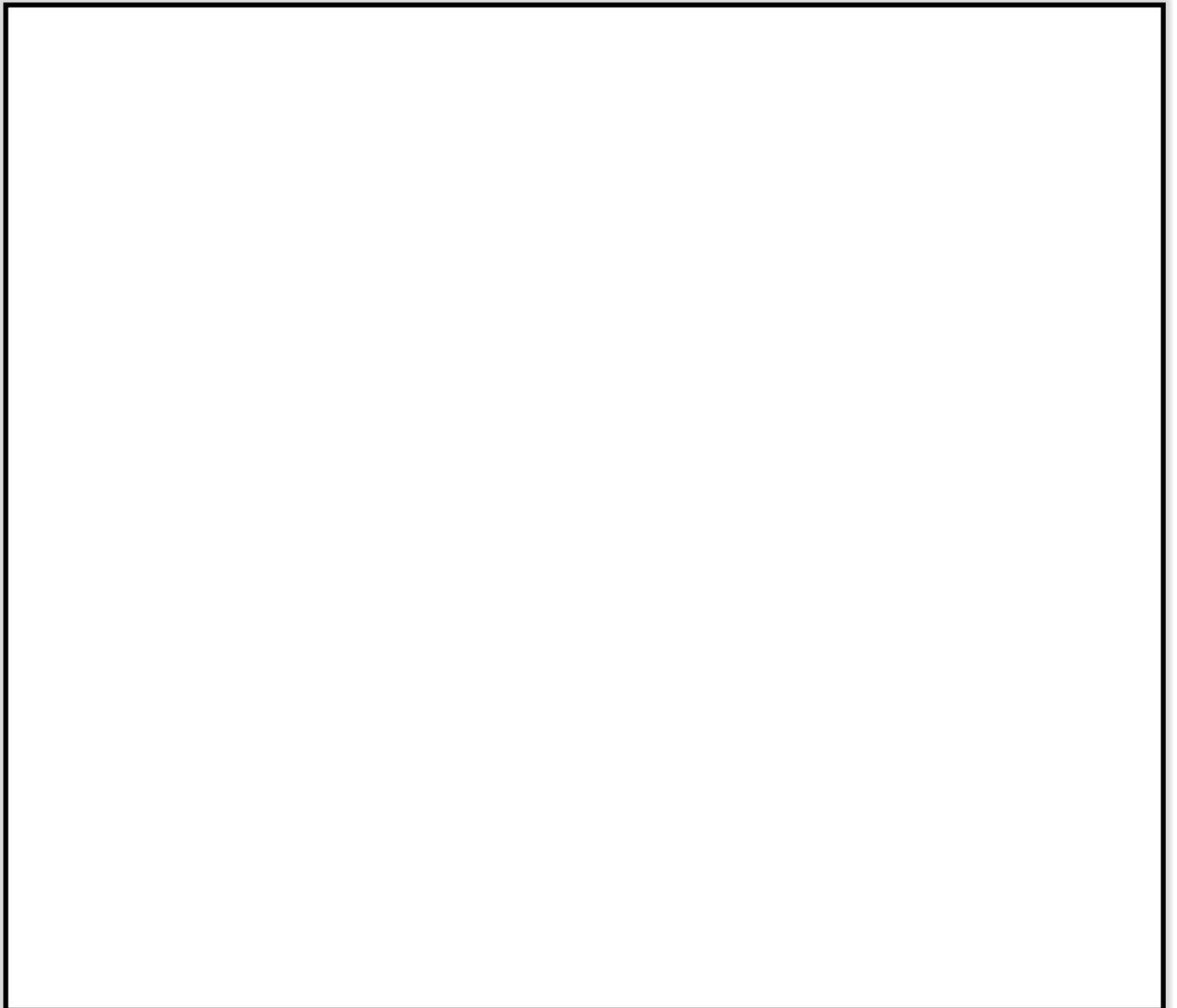
**Think of a safety rule you have at home. Draw a picture of you following the rule. Discuss with someone how that rule keeps you safe.**



Name: \_\_\_\_\_

MW TK/Kindergarten

**Everybody loves gardens!  
Think about what kinds of  
fruits and vegetables grow in a  
garden. Draw a picture below.  
Label them if you can!**



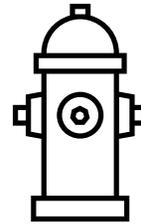
Name: \_\_\_\_\_

MW TK/Kindergarten

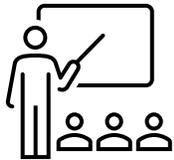
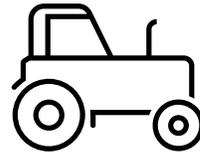
Each community member has tools that they use. Draw a line to match the tool to the community worker that uses it.



Doctor



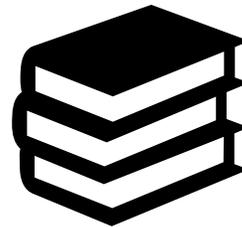
Fireman



Teacher



Farmer



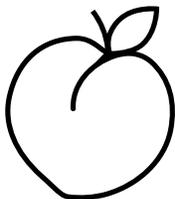
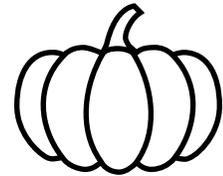
Name: \_\_\_\_\_

MW TK/Kindergarten

Food is grown in many places. Some foods we can grow in our gardens (ground) and some foods we find growing in trees. Draw a line from each food to where you think it grows.



tree



ground

