



# KINDERGARTEN

# LANGUAGE ARTS, MATH AND SCIENCE

Workbook



Letters and sounds  
Words and sentences  
Plurals  
Counting  
Shapes and patterns  
Size and length  
The five senses  
Animals and habitats

Makes learning easy and fun  
Builds and boosts key skills



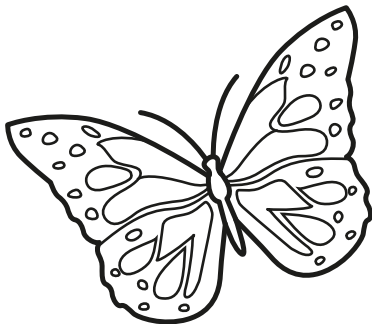


WORKBOOKS



# Language Arts, Math and Science

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For the curious  
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# Contents

This chart lists all the topics  
in the book.

Page	Topic
4-5	Letters of the Alphabet
6	Uppercase and Lowercase
7	Matching Letters
8	Vowels and Consonants
9	Letter Sounds
10	Beginning Sounds
11	Middle Vowel Sounds
12	Final Sounds
13	Different Letter Sounds
14	Beginning Sounds
15	Rhyming Words
16	Syllables
17	More Syllables

Page	Topic	Page	Topic	Page	Topic
18	Letters Make Words	35	Practice Making 20	51	Volume
19	Words Make Sentences	36	Recognize Shapes	52	Touch
20	Spot the Nouns	37	Different Shapes	53	Smell
21	Spot the Verbs	38	Describe Shapes	54	Smell Test
22	Spot the Adjectives	39	Compare Shapes	55	Taste
23	First, Next, Last	40	Create Shapes	56	Animals
24	Plurals Add s	41	More Shapes	57	Tame and Wild Animals
25	Plurals Add es	42	Shape Patterns	58	Pets
26-27	Question Words	43	More Patterns	59	Pet Care
28	Count 1 to 5	44	Compare Size	60	Herbivores and Carnivores
29	Count 6 to 10	45	Draw Bigger or Smaller	61	Mountains
30	Count Up to 15	46	Compare Length	62	Ocean
31	Count Up to 20	47	Draw Longer or Shorter	63	Rain Forest
32	What Makes 10?	48	Sight	64	Certificate
33	Practice Making 10	49	Hot and Cold	65	Parents' Notes
34	What Makes 20?	50	Hearing	66-80	Answer Section



# Letters of the Alphabet

FACTS

We spell words with letters. A set of these letters is called the alphabet. Each letter has a different shape and sound.

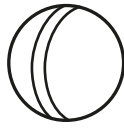
Read the letters of the alphabet aloud or sing them.

**Aa**



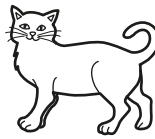
apple

**Bb**



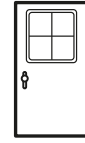
ball

**Cc**



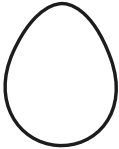
cat

**Dd**



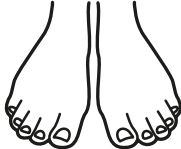
door

**Ee**



egg

**Ff**



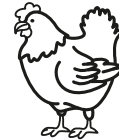
feet

**Gg**



gate

**Hh**



hen

**Ii**



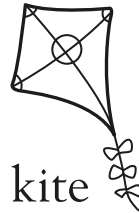
ice

**Jj**



jar

**Kk**



kite

**Ll**



lamp

**Mm**



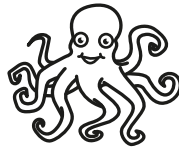
mop

**Nn**



nest

**Oo**



octopus

**Pp**



pencil



The alphabet has 26 letters. Each letter has an uppercase and a lowercase form.

**Qq**



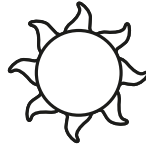
queen

**Rr**



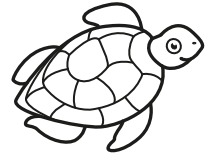
rabbit

**Ss**



sun

**Tt**



turtle

**Uu**



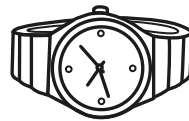
umbrella

**Vv**



violin

**Ww**



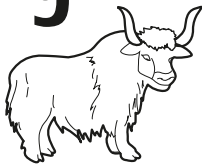
watch

**Xx**



x-ray

**Yy**



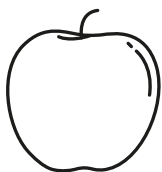
yak

**Zz**

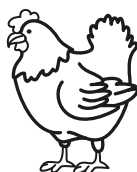


zipper

Write the letter that begins the name of each picture below.



\_pple



\_en



\_est



# Uppercase and Lowercase

Activities using the alphabet help children identify, read, and write uppercase and lowercase letters.

Trace the uppercase and lowercase letters of the alphabet wherever they are missing.

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

N n

O o

P p

Q q

R r

S s

T t

U u

V v

W w

X x

Y y

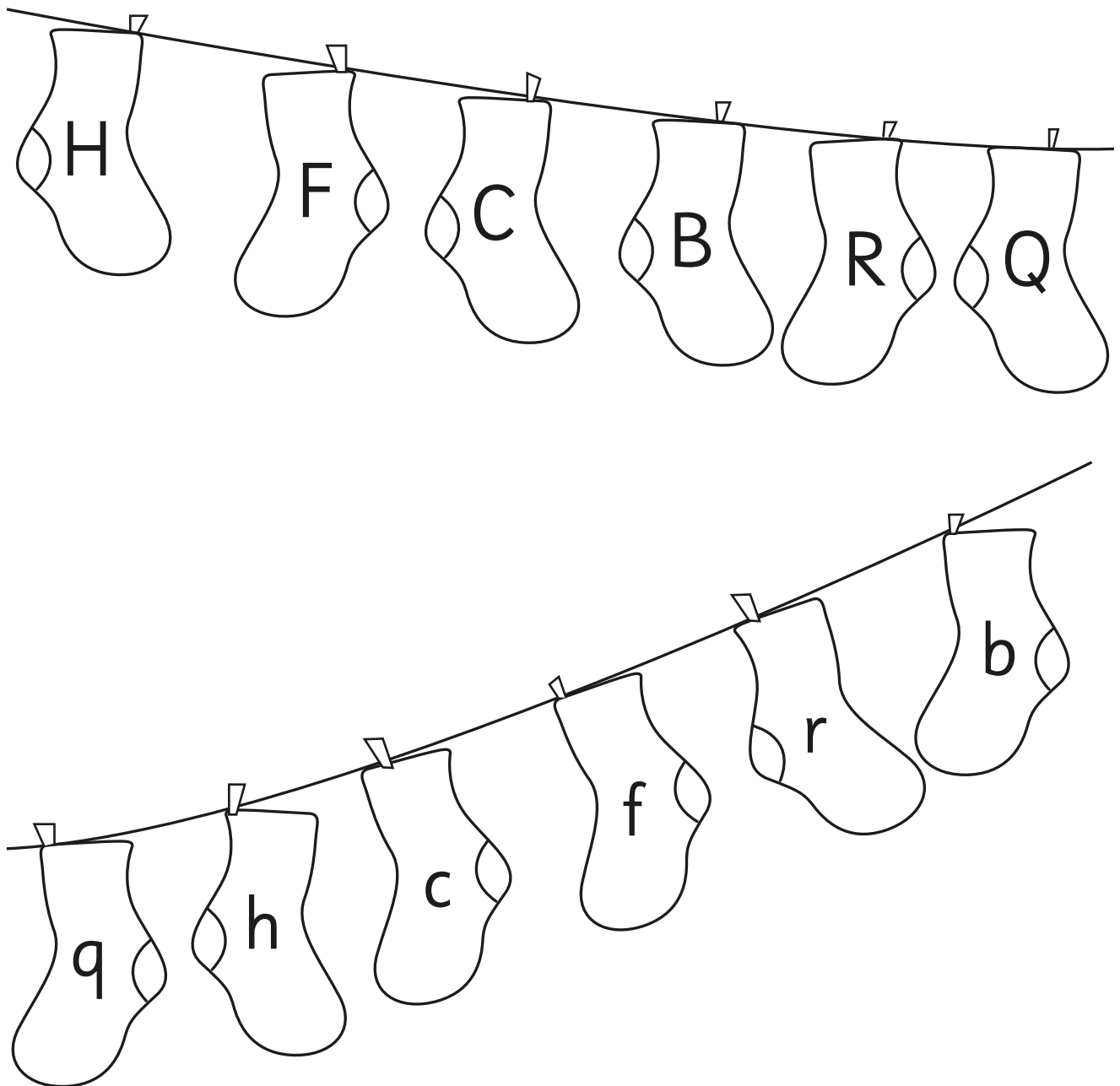
Z z





Matching the uppercase and lowercase letters of the alphabet helps children with reading and writing.

Draw a line from each sock on the top clothesline to the sock with the matching lowercase letter on the bottom clothesline.



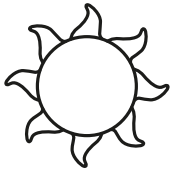


# Vowels and Consonants

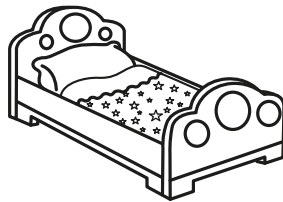
FACTS

Words are spelled with letters. Some letters are consonants and some are vowels. The letters **a**, **e**, **i**, **o**, and **u** are vowels. The letter **y** is sometimes a vowel and sometimes a consonant. The other letters of the alphabet are consonants.

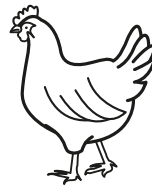
Read each picture's name aloud. Circle the vowel you hear in the middle of each word.



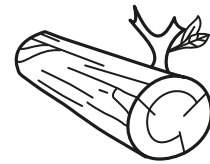
sun



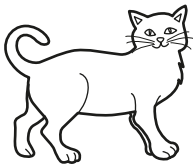
bed



hen



log



cat



pin

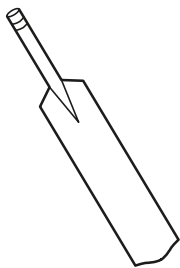


pup

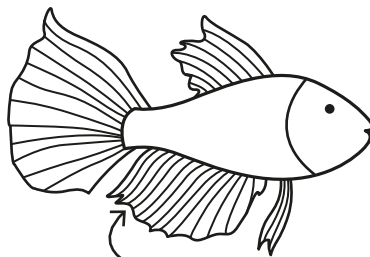


wig

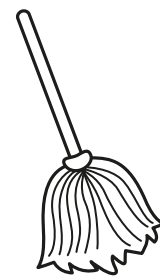
Look at each picture and write the consonant that begins the name of each picture.



  at



  in



  op



Each letter has a different sound. For example, the letters **b-a-t** spell “bat.” The letters **b-u-g** spell “bug.”

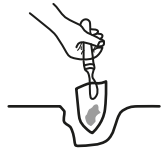
Look at each picture and say its name aloud. Then write the letters of its name in the boxes in the correct order.



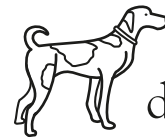
bat

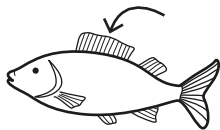

bug

dig

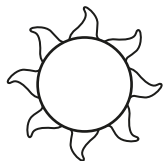
dog

fin


fan

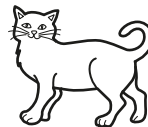
sun

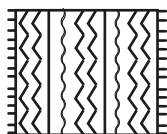

sit


cup

cat

mat


mop



# Beginning Sounds

FACTS

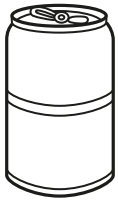
Each letter in a word has a different sound. Identifying the initial sound of a word helps you to say it.

Read each picture's name on the left. Using a letter from the box, complete the rhyming picture's name on the right.

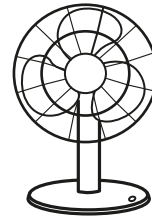
h

p

f



can



\_an



bat



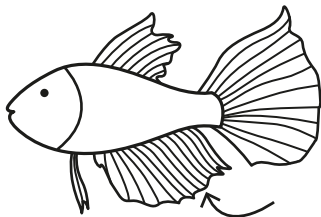
\_at



cup



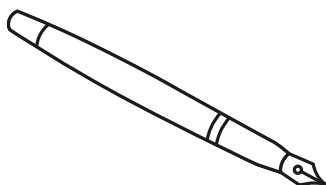
\_up



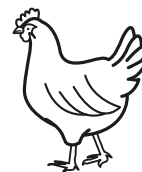
fin



\_in



pen



\_en



Recognizing simple consonant-vowel-consonant words builds knowledge of words, their sounds, and spellings.

Read each picture's name on the left. Using a vowel from the box, complete the picture's name on the right.

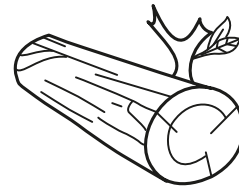
o

a

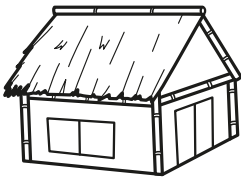
u



leg



l\_g



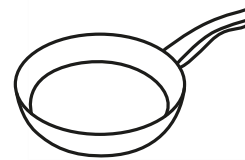
hut



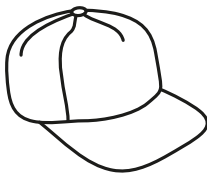
h\_t



pin



p\_n



cap



c\_p



map



m\_p



# Final Sounds

FACTS

The ending sounds of words can be short or extended. Some letters produce short, or stop, sounds, such as the **t** in “bat.” Other words end with extended, or continuous, letter sounds. For example, the letter **r** can be extended in “far.”

Look at the first picture in each row. Read its name aloud. Look at the other two pictures in the row. Find the picture’s name that ends in the same sound as the first picture’s name. Circle that picture and its name.



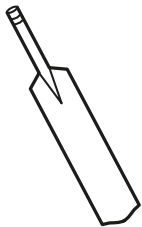
man



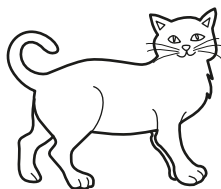
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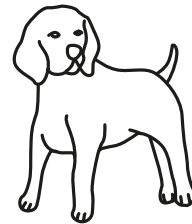
run



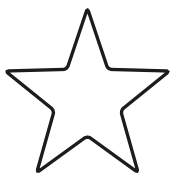
bat



cat



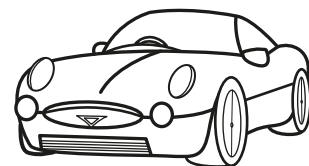
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star



bell

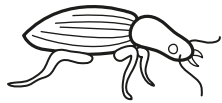


car



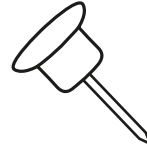
Words can be broken up into letters and the sounds of the letters.

Read the words aloud and write each letter in a separate box.



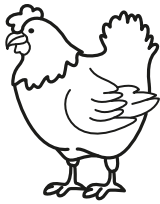
bug

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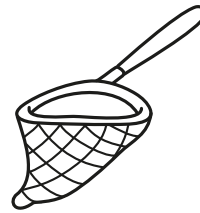
pin

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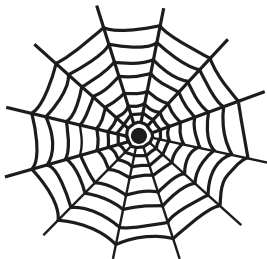
hen

--	--	--



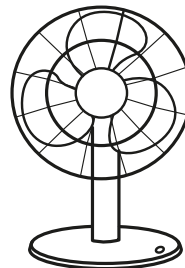
net

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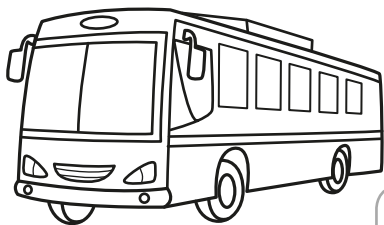
web

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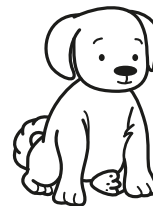
fan

--	--	--



bus

--	--	--



pup

--	--	--

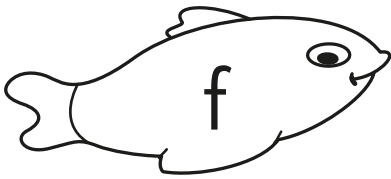


# Beginning Sounds

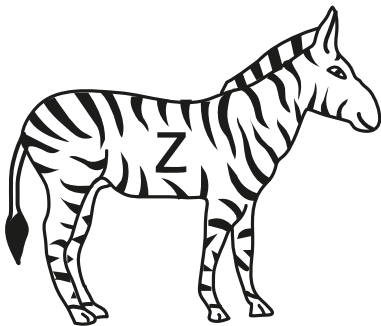
FACTS

To identify spoken words, let your child listen to the beginning sounds of the words.

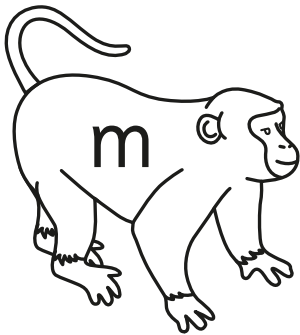
Look at the picture of each animal. Say the letter on the animal aloud. Then draw a line to match each animal to its name.



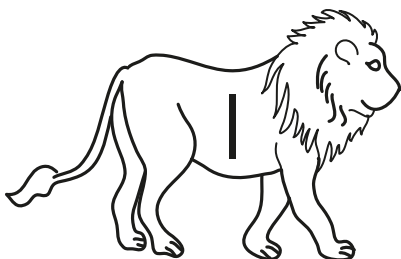
monkey



lion



fish



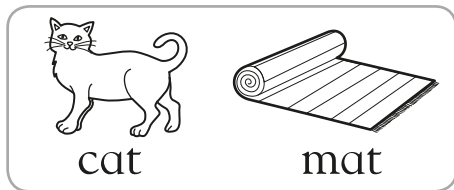
zebra





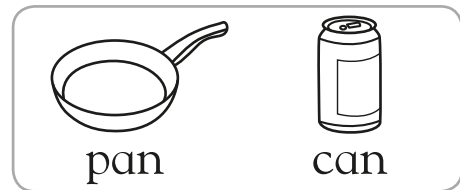
Rhyming words have the same ending sound. For example, “cap” and “nap” end with the same letter sound.

Read the pictures’ names in each box aloud. Circle “yes” if the words rhyme and “no” if the words do not rhyme.



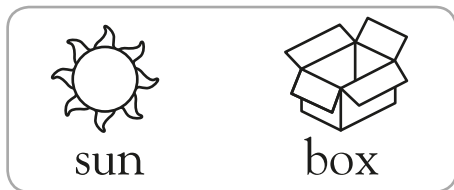
yes

no



yes

no



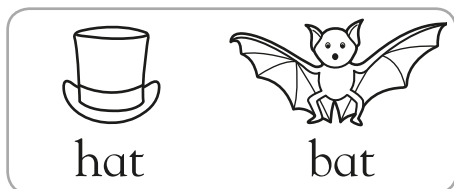
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no



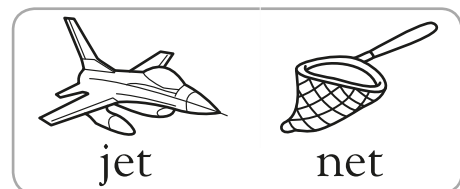
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no



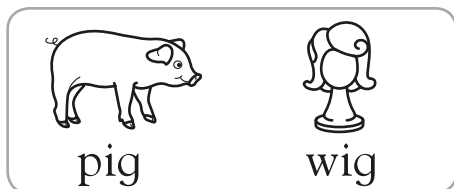
yes

no



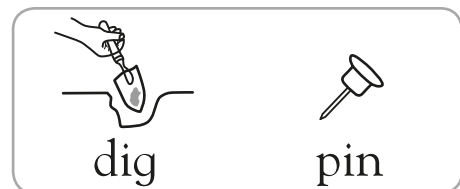
yes

no



yes

no



yes

no

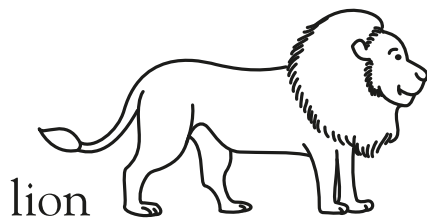


# Syllables

FACTS

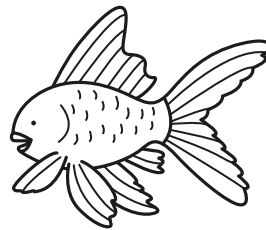
Every word has one or more syllables, or beats. For example, the word “boat” has one syllable, the word “butter” has two syllables, and the word “dinosaur” has three syllables.

Read each animal’s name aloud. As you say the word, count the number of its syllables. Circle the correct number.



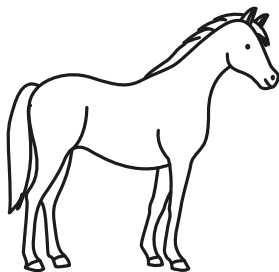
lion

1   2   3



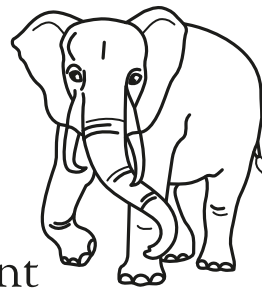
fish

1   2   3



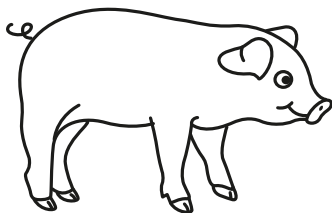
horse

1   2   3



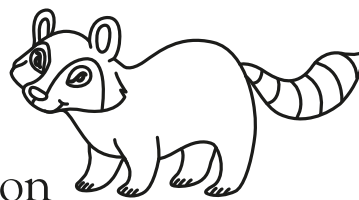
elephant

1   2   3



pig

1   2   3



raccoon

1   2   3

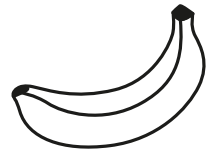


Every syllable has one vowel sound. For example, the word “tomato” has three vowel sounds and three syllables.

Read each sentence aloud. Circle the number of syllables in each underlined word.

My snack today is a banana.

1      2      3



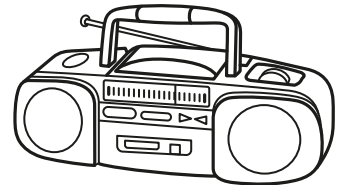
Do you have any crayons?

1      2      3



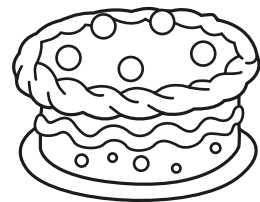
Turn off the radio.

1      2      3



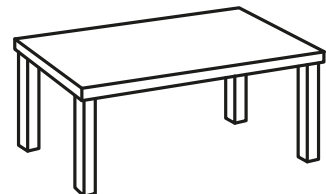
Let's bake a cake.

1      2      3



Let's sit at the table.

1      2      3



I see an orange butterfly.

1      2      3





# Letters Make Words

FACTS

Words are made with letters that are placed in order from left to right.

Find the words from the word box in the rectangles below.  
Each rectangle has three words hidden in it.  
Circle the words and read them aloud.

bat                  cat                  milk                  rat                  horse  
                         drum                  doll                  kiwi                  pear

## Food Words

p e a r g o j k i w i q v m i l k

## Toy Words

d o l l r j h i b a t x d r u m x

## Animal Words

c a t j z p r a t g u i h o r s e



Each sentence ends with a punctuation mark, such as a period (.).

Look at each sentence below. The spaces between words are missing. Draw a line between the letters where each space should be. Add a period at the end of each sentence.



Icanjump



Ilikeswings



Mycatisasleep



Icanflyakite



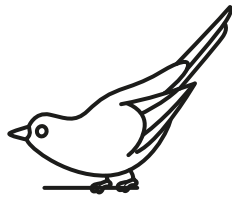
# Spot the Nouns

FACTS

A noun names a person, a place, or a thing.

Circle the words that are nouns.

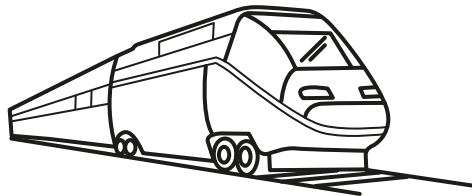
bird



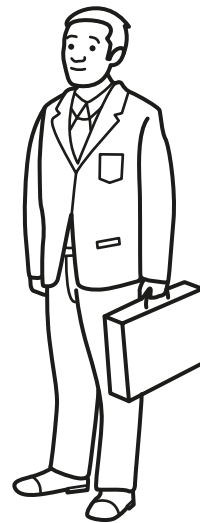
run



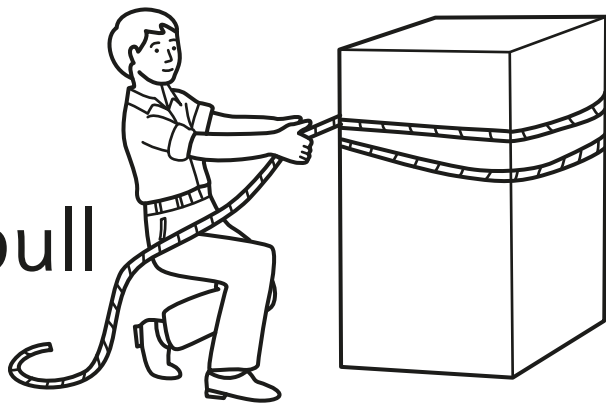
train



man



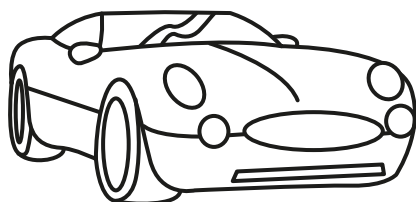
pull



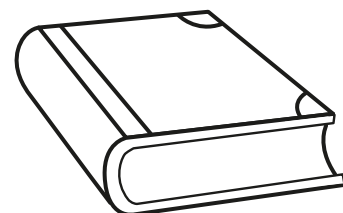
leaf



car



book

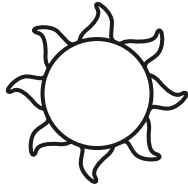




A verb is an action word. It names anything one can do or be.

Circle the words that are verbs.

Sun



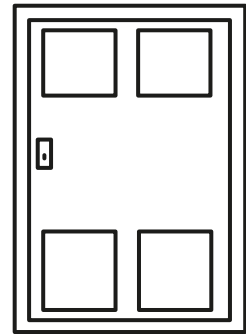
kick



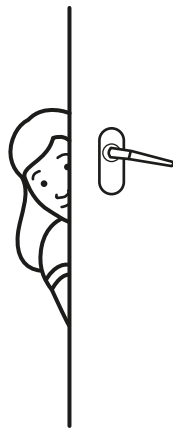
jump



door



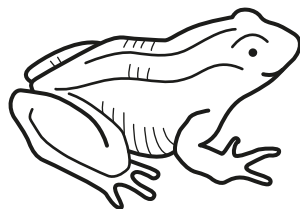
hide



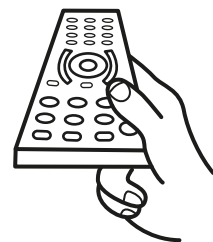
sing



frog



hold



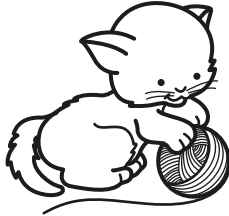


# Spot the Adjectives

FACTS

Adjectives are words that describe people, places, or things.

Draw a line between the picture and the word that describes it.



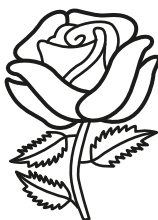
funny



red



soft



loud





Telling or writing information in order helps it make sense.

This story is out of order. What happens first, next, and last? Write 1, 2, and 3 by the pictures to put them in the correct order.





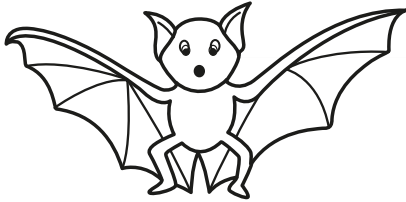
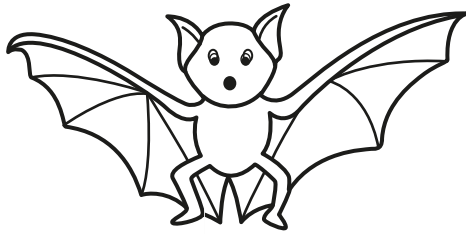
# Plurals Add s

FACTS

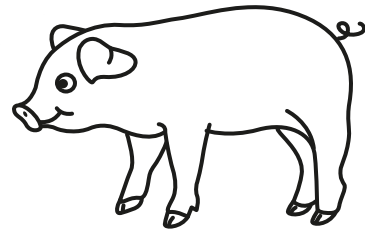
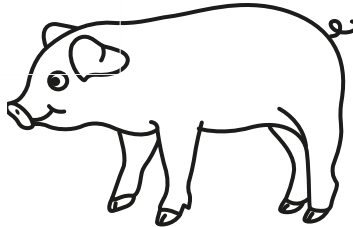
Singular means one. Plural means more than one. To make some words plural, add an s at the end of the word.

Make these words plural.

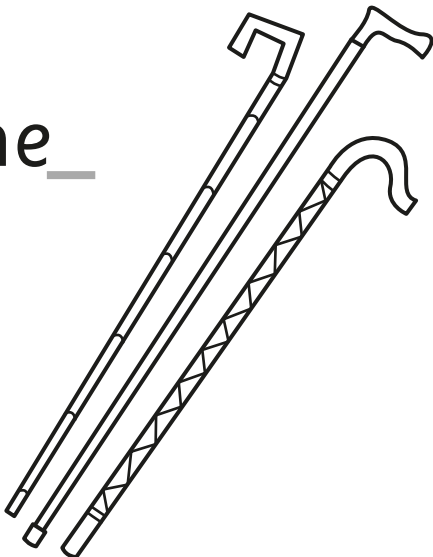
bat\_



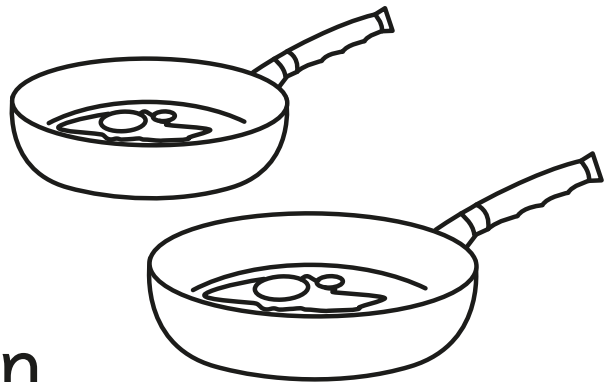
pig\_



cane\_



pan\_

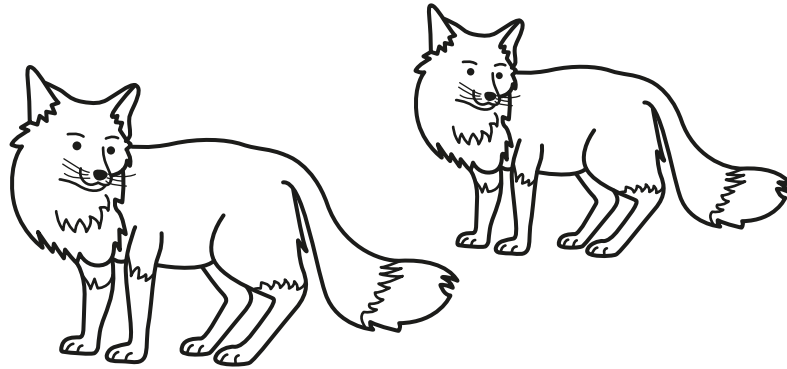




Add **es** to make a plural of words that ends in **ch**, **sh**, **s**, or **x**.

Make these words plural.

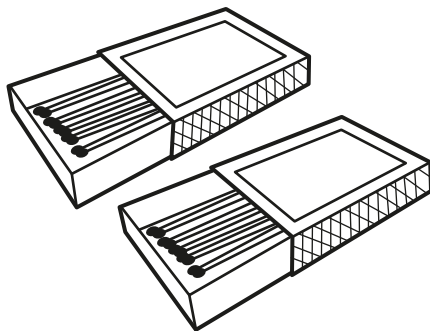
fox \_\_\_



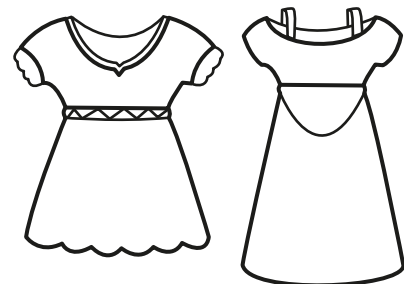
dish \_\_\_



match \_\_\_



dress \_\_\_



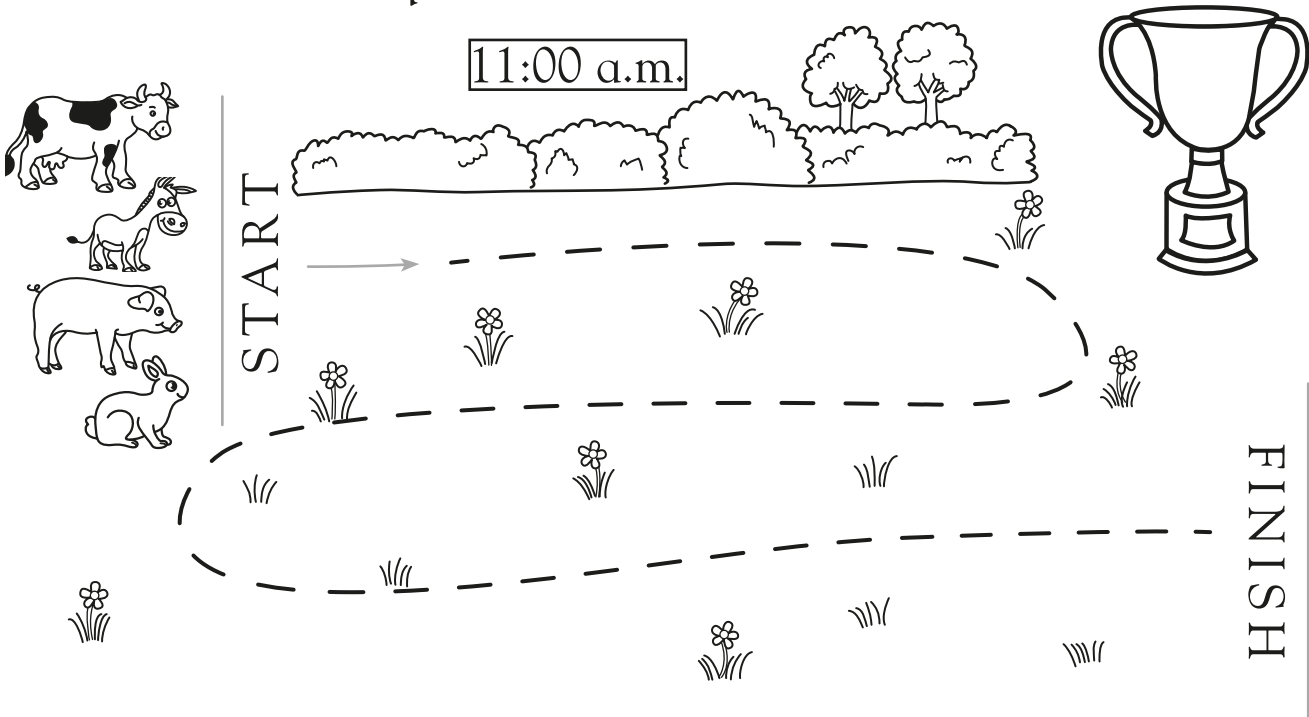


# Question Words

FACTS

Question words help people think about and understand what they read, do, or see.

The animals are running a race in the park. Look at the picture. Then answer the questions.



Who is running the race? Circle the answer in the picture.

What will the winner of the race get? Draw a box around it.

Where will the runners go? Trace the answer with your pencil.

When is the race? Circle the answer.

Why do you think the race is in a park? Talk about your ideas.

How will the runners know where to go? Draw a box around the answer.



Question words are words that help people ask for information.

Select question words from the word bank to best complete each question.

who

what

where

when

why

how

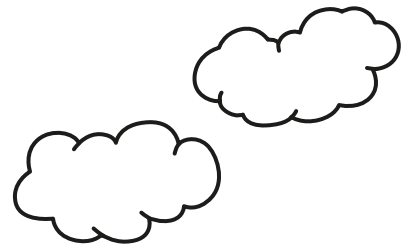
..... do you tie a shoe?



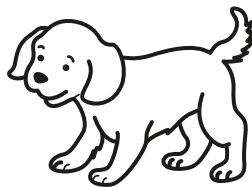
..... is at the door?



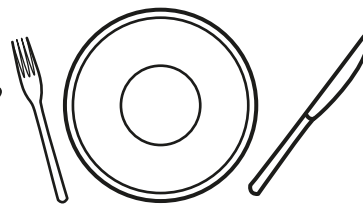
..... are there clouds in the sky?



..... is my dog?



..... will we eat dinner?



..... time is it?





# Count 1 to 5

GOAL

Practice counting from 1 to 5.



How many stars are there in each row?  
Circle the correct number.



2 3 4



2 3 4



1 2 3



3 4 5

Write the two missing numbers on each line.

1

2



4



2

3



5

1



3

4





Practice counting  
from 6 to 10.

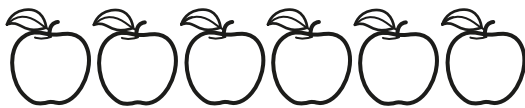
6 7 8 9 10

GOAL

How many apples are there in each row?  
Circle the correct number.



5 6 7



6 7 8

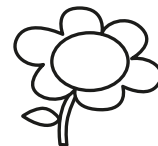
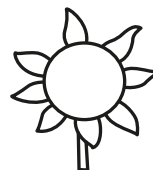
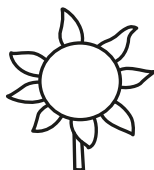
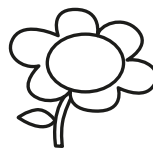
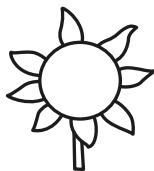
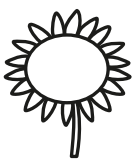


5 8 9



6 8 10

Circle any ten flowers below.





# Count Up to 15

GOAL

Practice counting from 10 to 15.

10 11 12 13 14 15

How many objects are there in each box?  
Write the correct number.

Write the missing numbers in the boxes.

1  3                      4  6

7  9                      10  12

13  15





Practice counting up to 20.

15 16 17 18 19 20

GOAL

Look at the twenty houses along the trail. Write the numbers that are missing in the circle next to each house.

Count twenty doors. Cross out extra doors. Then write the number 20 in the box.



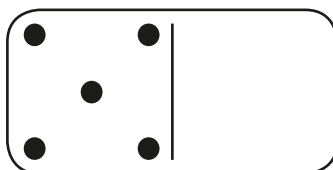
# What Makes 10?

GOAL

Add different numbers from 1 to 9 to make 10.

Count each group of toys. Write the correct number of toys in the box.

Copy the pattern of dots on the other side of the domino.



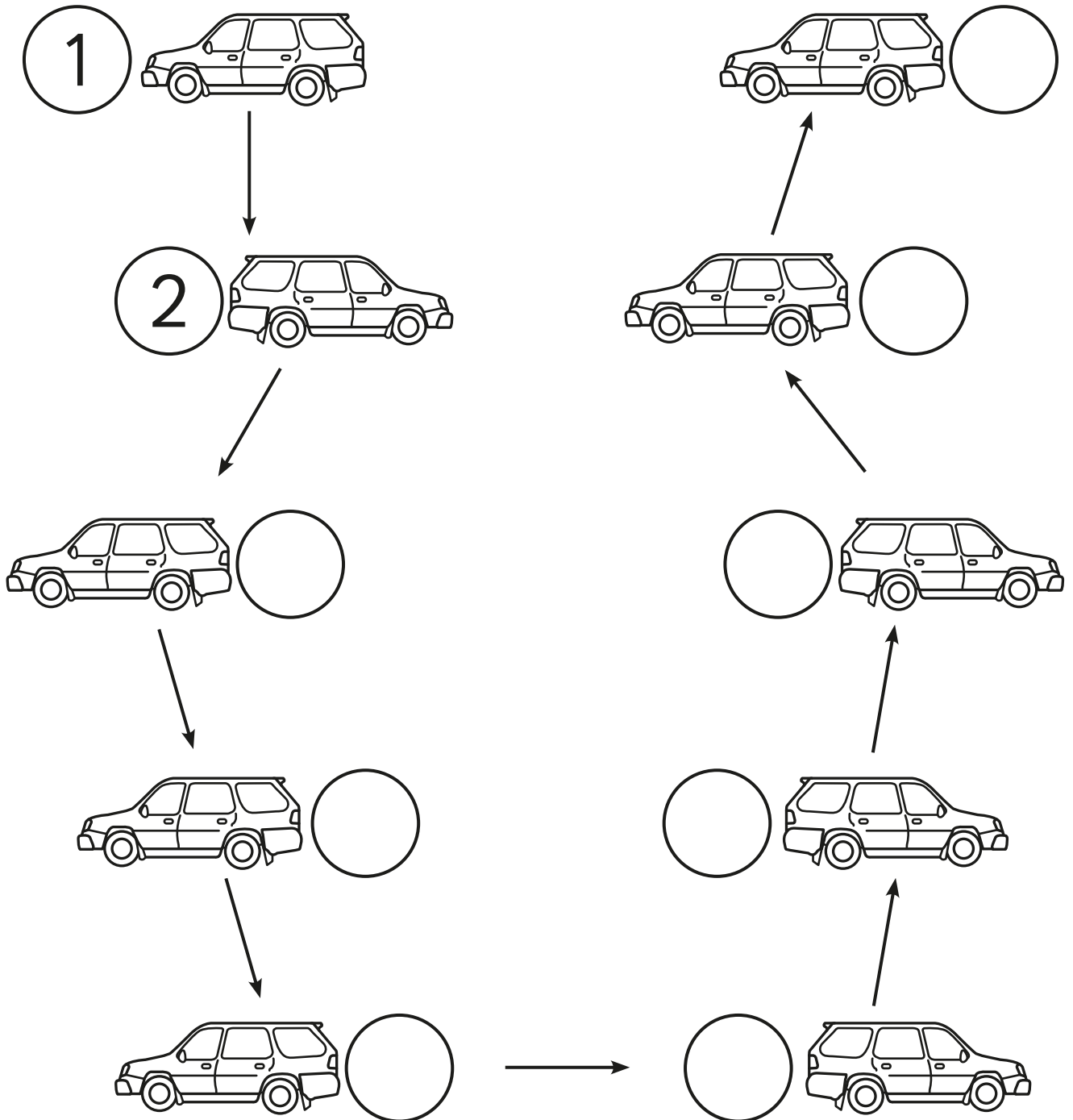
Now count all the dots on the domino, and write the correct number.





Review how to make 10.

Write the numbers from 1 to 10 in the circles next to each car on the path below.



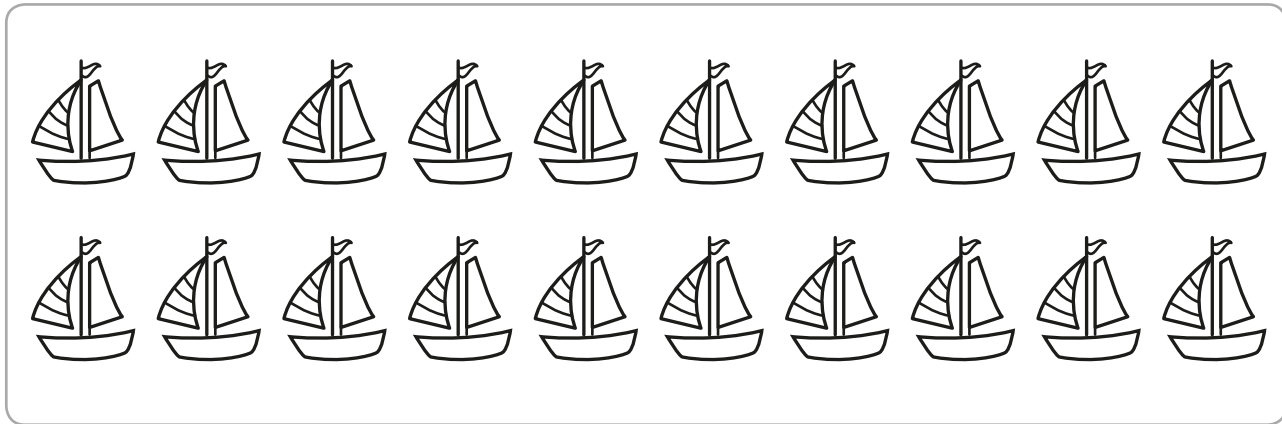


# What Makes 20?

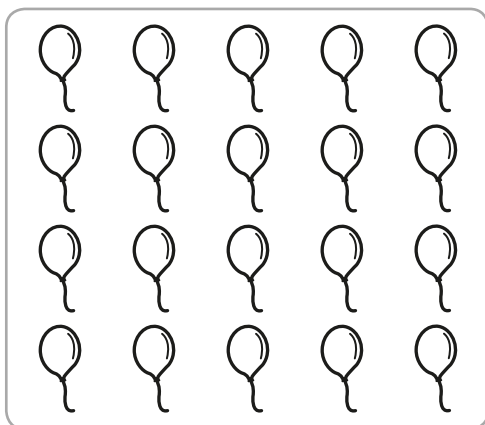
GOAL

Learn about items in groups that make 20.

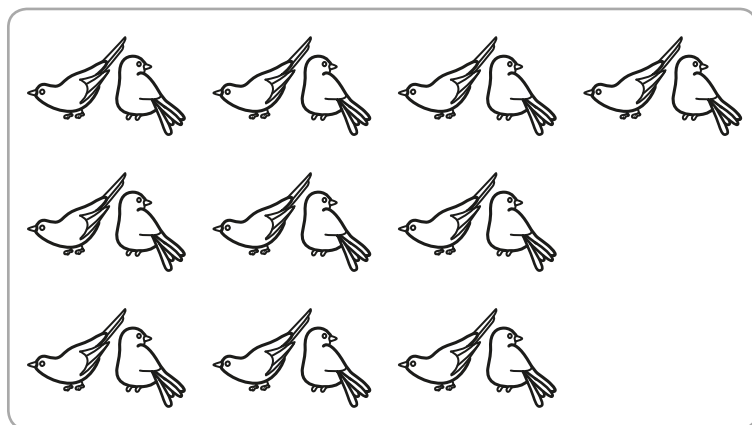
Count the objects in each box and answer the questions below.



How many boats are there?



How many balloons are there?



How many birds are there?





Review ways to make 20, such as  $10 + 10$ .

Solve these equations.

$6 + 14 = \square$

$9 + 11 = \square$

$8 + 12 = \square$

$5 + 15 = \square$

$3 + 17 = \square$

$16 + 4 = \square$

$13 + 7 = \square$

$18 + 2 = \square$

$19 + 1 = \square$

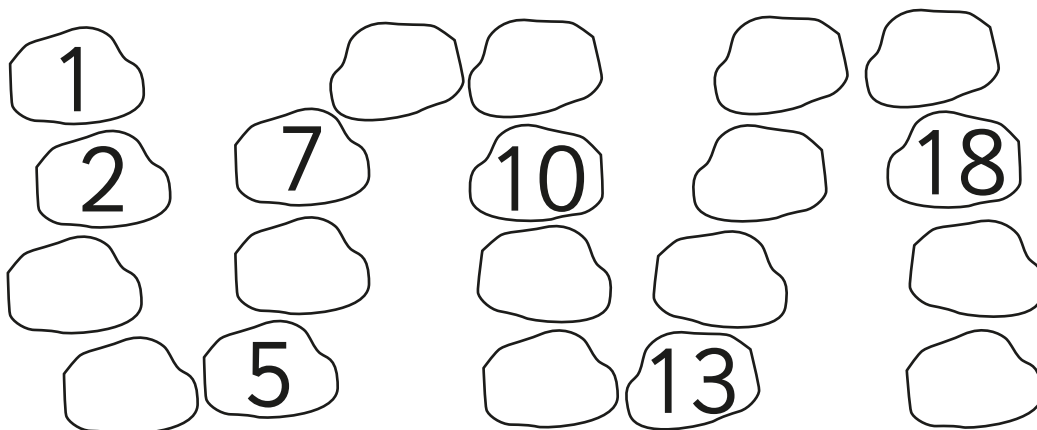
Circle the equation that adds up to 20.

$12 + 4 + 6$

$5 + 5 + 10$

$4 + 4 + 9$

Follow the path to the castle and write the missing numbers on each stone.



Castle

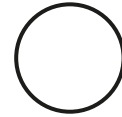
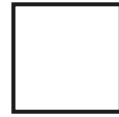


# Recognize Shapes

GOAL

Learn that objects have shapes, and shapes have names.

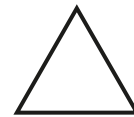
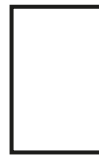
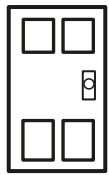
Look at the objects. Circle the correct shape of the object in each row.



The cookie has the shape of a

square

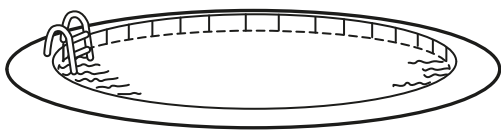
circle



The door has the shape of a

rectangle

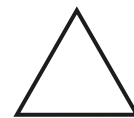
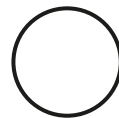
triangle



The pool has the shape of an

square

oval

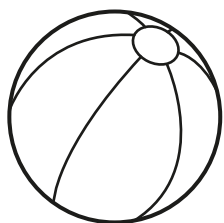


The tree has the shape of a

circle

triangle

Circle the word to describe the shape of this ball.



square

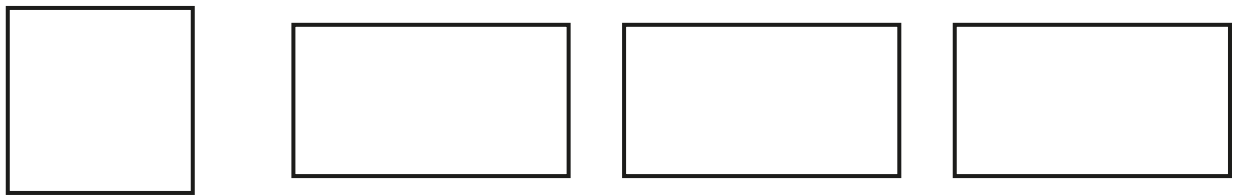
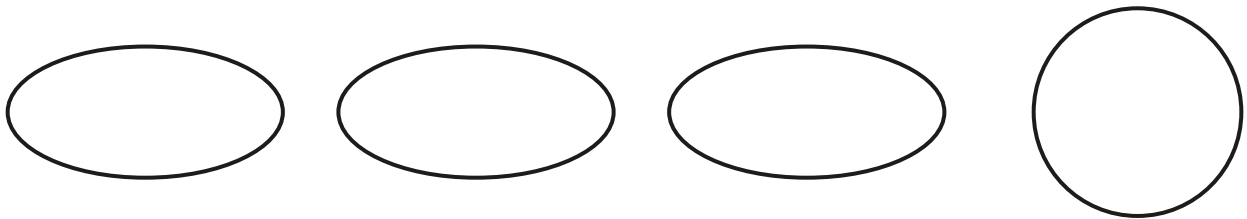
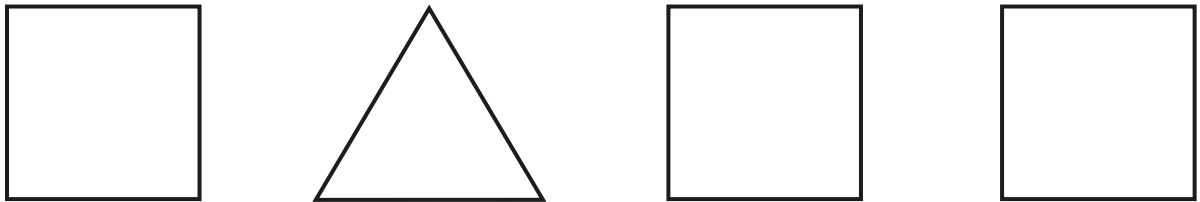
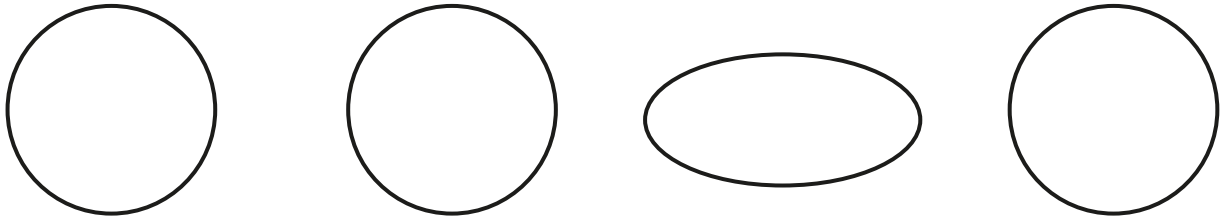
circle

triangle



Learn to identify different shapes.

Look at the shapes in each row. Circle the shape that is different.



Draw five triangles below. Then draw a silly face on each one.



# Describe Shapes

GOAL

Describe shapes by the number of sides and corners.

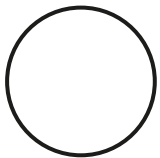
Circle the word that correctly completes each sentence.



A square has four corners and ..... sides.

three

four



A circle is .....

round

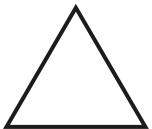
straight



A rectangle has four corners and is .....

round

long

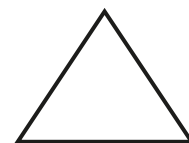
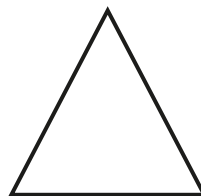
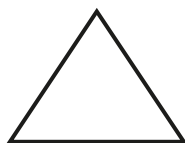


A triangle has three corners and ..... sides.

two

three

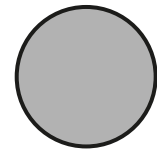
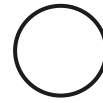
Circle the triangle that is larger than the others.



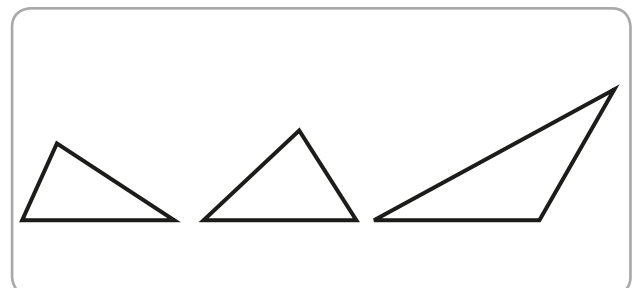
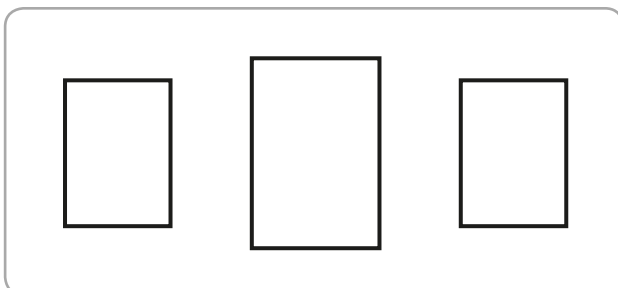
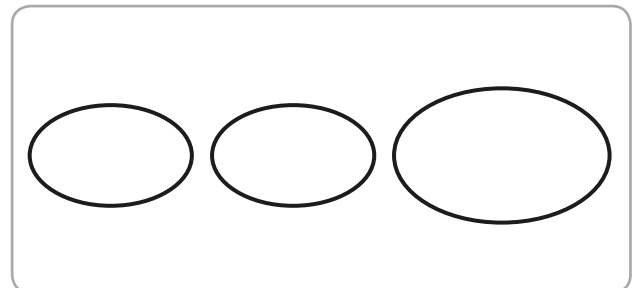
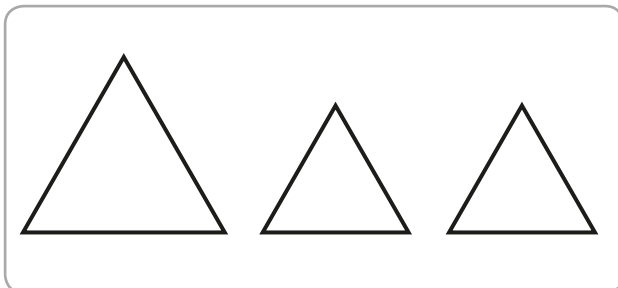
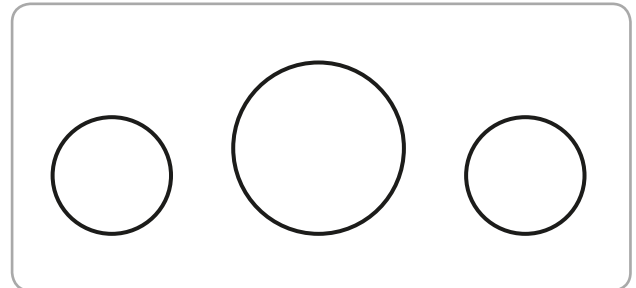
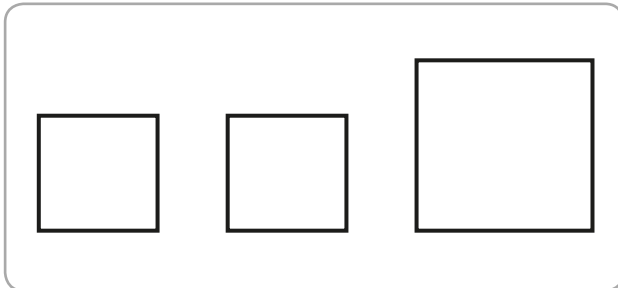




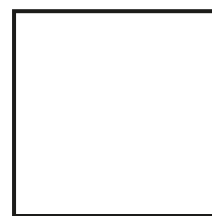
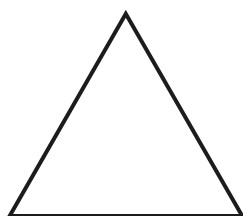
Shapes can vary in size. Learn to find the shapes that are larger.



Look at the shapes in each box. Color in the largest shape.



Circle the shape that has four sides.



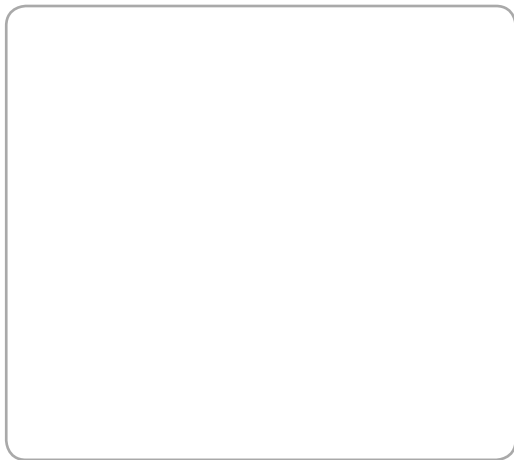


# Create Shapes

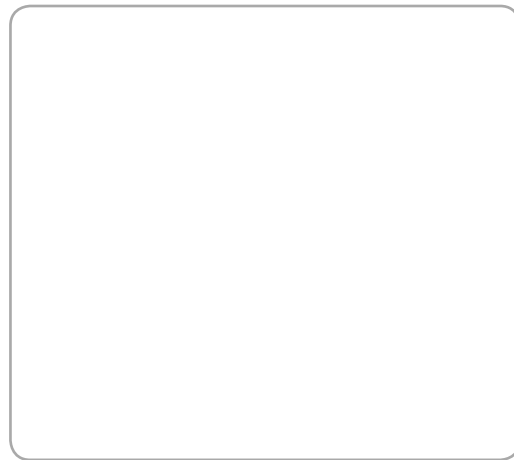
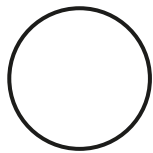
GOAL

Learn to draw shapes.

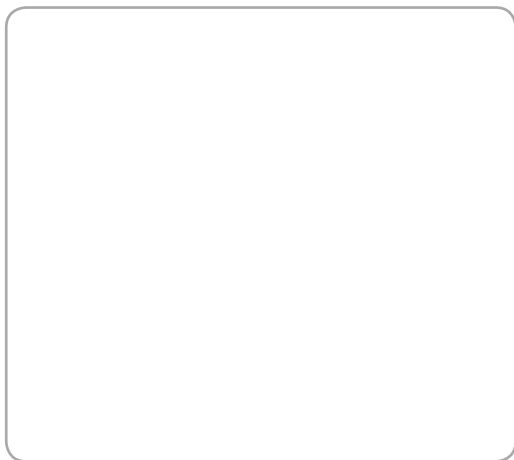
Look at each shape and make it into an object.



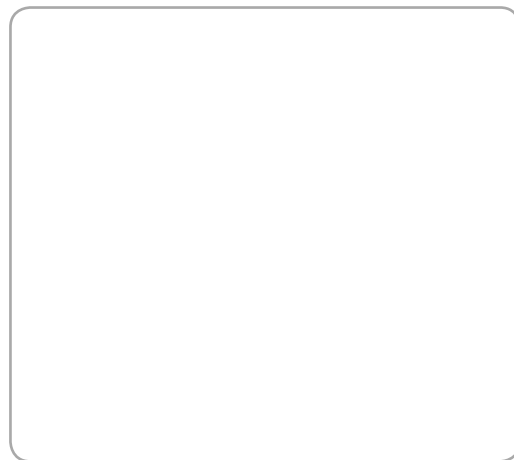
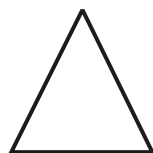
Draw a circle  
and make it  
into the sun.



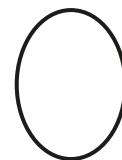
Draw a square  
and make it  
into a present.



Draw a triangle  
and make it  
into a hat.



Draw an oval  
and make it  
into a face.

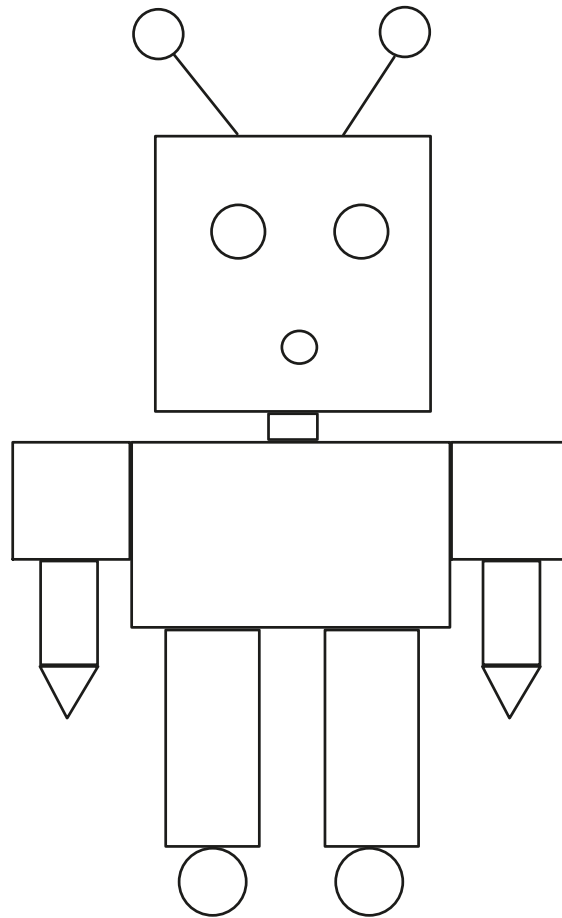




Practice finding and counting shapes.

Color the circles red. ○ Color the rectangles yellow. □

Color the squares blue. □ Color the triangles green. △



How many of each shape is there in the robot?  
Write the correct numbers in the boxes below.

squares

circles

triangles

rectangles

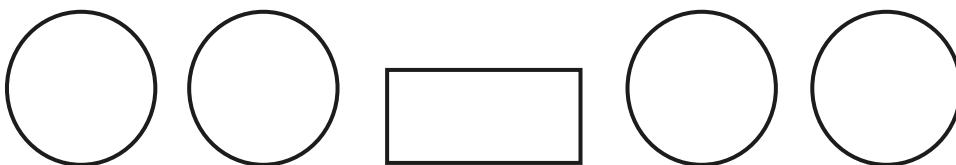
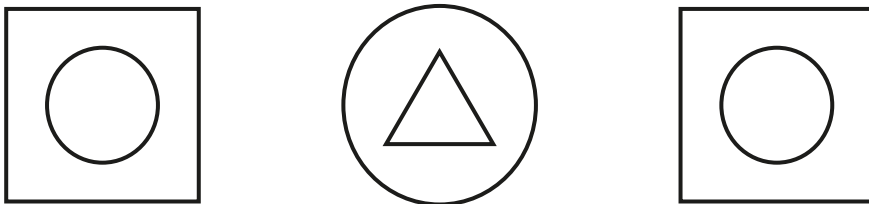
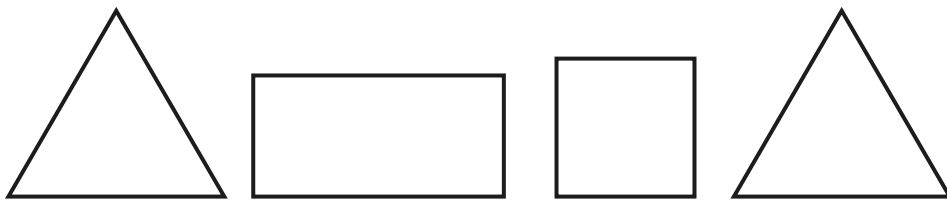
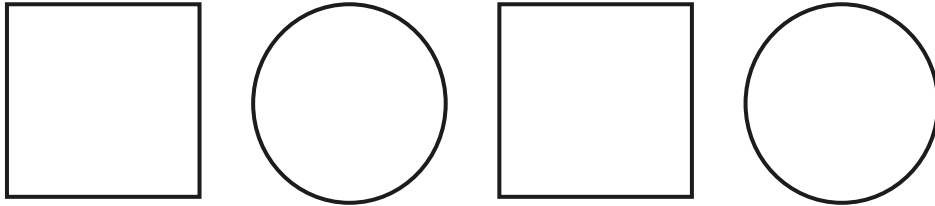


# Shape Patterns

GOAL

Learn to draw shapes and continue patterns.  
Patterns are repeated sets of objects.

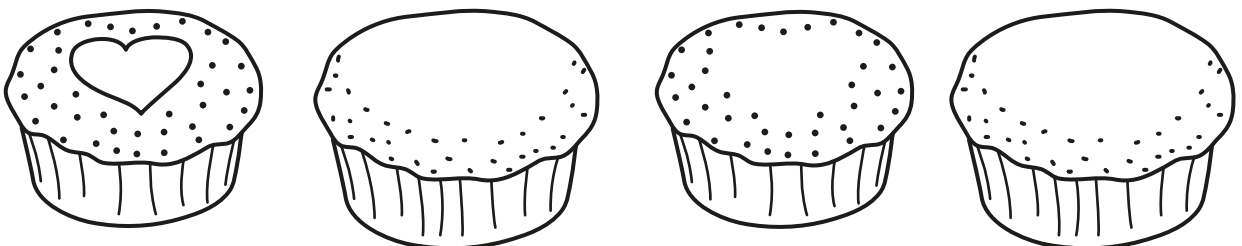
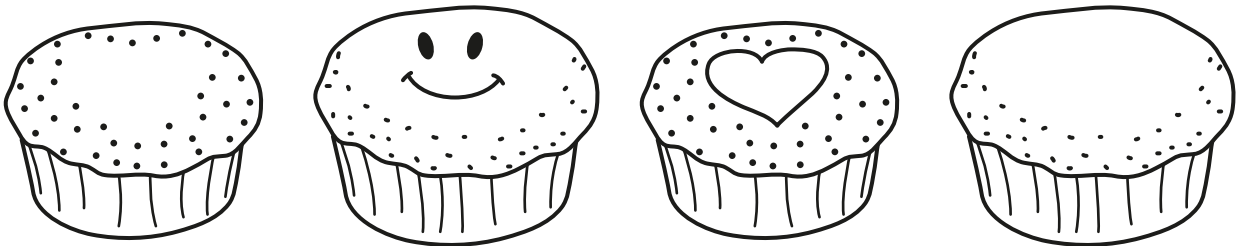
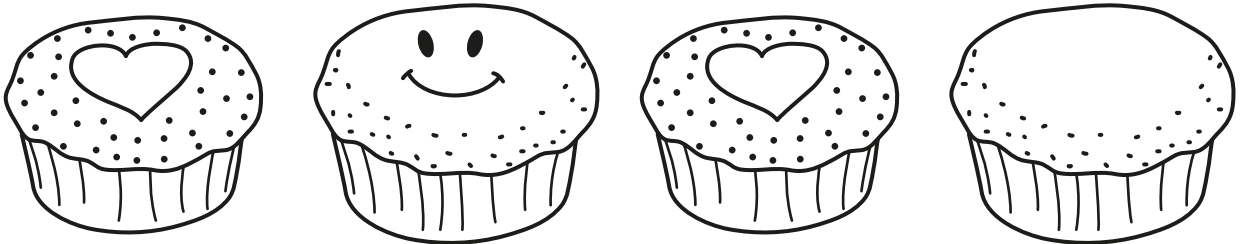
Draw the shape to continue the pattern in each row.





Practice continuing patterns.

Look at the cupcakes below. In each row, follow the pattern and decorate the tops of the undecorated cupcakes with the correct design.



Look at the pattern of the cookies below. Draw two more cookies to continue the pattern.



.....

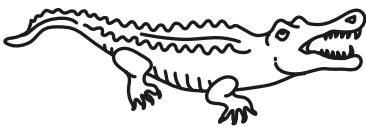
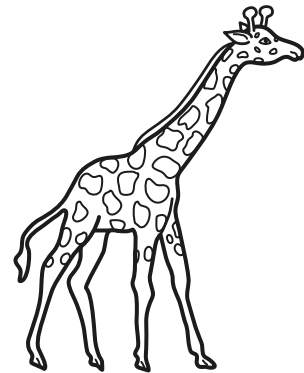
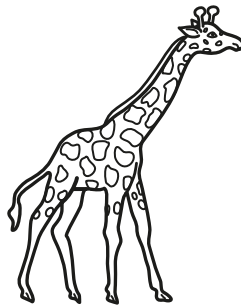
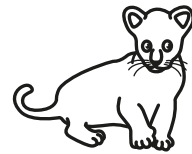
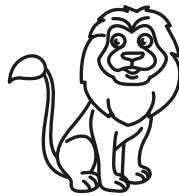
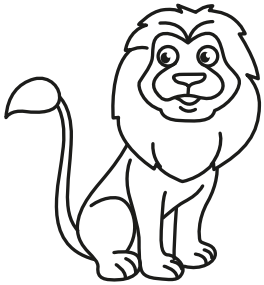


# Compare Size

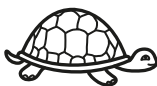
GOAL

Compare the sizes of two objects to find the biggest.

Circle the biggest animal in each row below.



Draw a bigger turtle in the box.

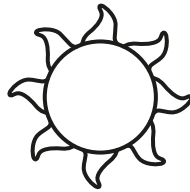




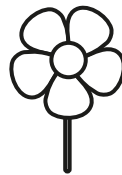
Learn to draw objects that are bigger or smaller.

Look at each picture, and follow the directions.

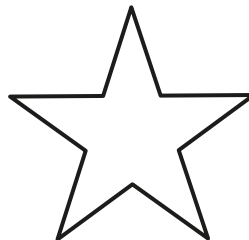
Draw a bigger sun.



Draw a bigger flower.



Draw a smaller star.





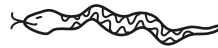
# Compare Length

GOAL

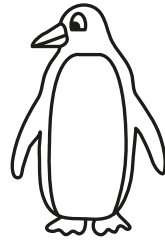
Compare the lengths of two objects to find which is shorter and which is longer.

Look at each row carefully. Follow the directions.

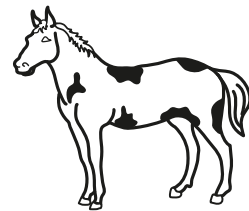
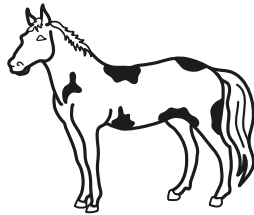
Circle the longer snake.



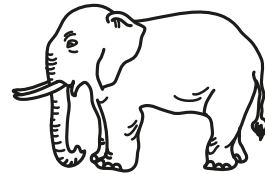
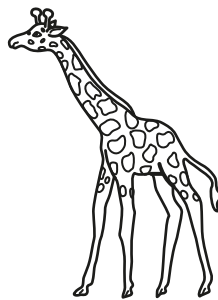
Circle the shorter penguin.



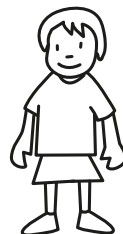
Circle the horse with the shorter tail.



Circle the animal with the longer legs.



Circle the girl whose hair is longer.





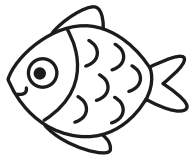


Learn to draw objects that are longer or shorter.

Look at each picture. Follow the directions for each.

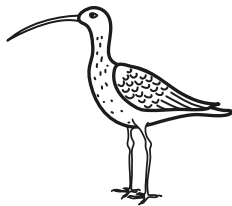
## Longer

Draw a fish that is longer.



## Shorter

Draw a bird with a shorter beak.



Look at the snake. How many dots long is this snake?  
Count the dots, and circle the correct number.



12

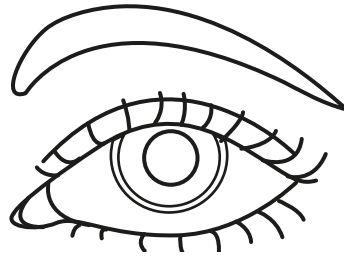
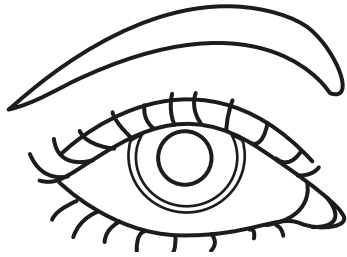
18

20

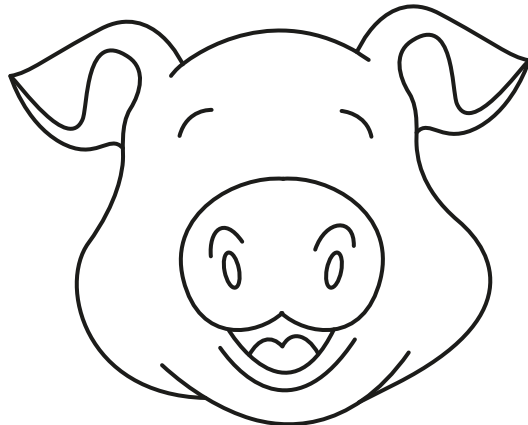
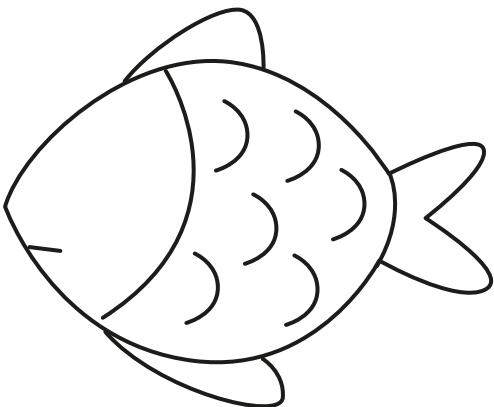


We see with our eyes.

Color the eyes the same as yours. Then write your name beside the picture.



Draw the missing eyes on these animals.



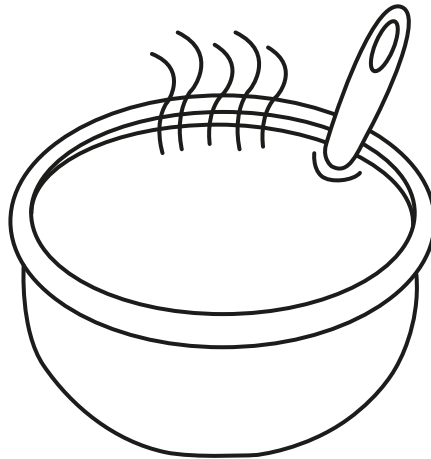


Hot and cold describe the temperature of something. Something that is hot has a high temperature. Something that is cold has a low temperature. A thermometer is used to measure how hot or cold something is.

Point to the pictures of the things that are hot.  
Circle the pictures of the things that are cold.



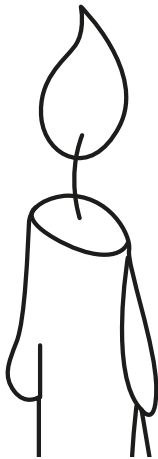
snowman



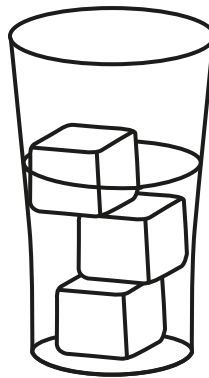
soup



ice cream



candle flame



ice water



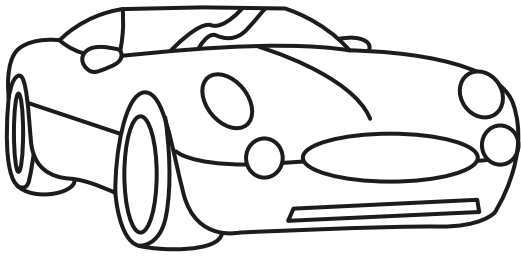
fire



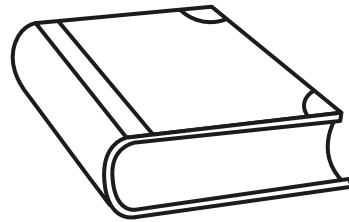


We hear with our ears.

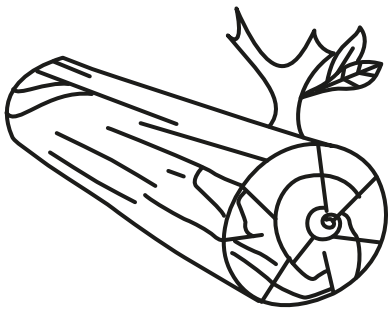
Circle the things you can hear with your ears.



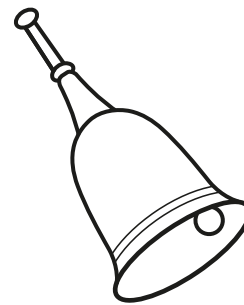
car



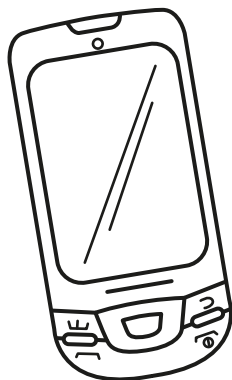
book



log



bell



cell phone



lamp



A noise can be loud or quiet. If you are close to a noise, it sounds loud. If you are far away from a noise, it sounds quiet.

The dog is barking. Which child hears the dog's bark the loudest? Color that child's shirt red. Which child hears the dog's bark the quietest? Color that child's shirt blue. Then color the whole picture.





We use our fingers to feel things. Our fingers tell us if things are hard, soft, rough, smooth, hot, or cold.

**TEST** What You Need:

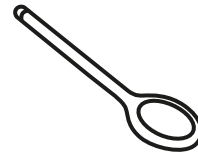
Gather up a variety of objects from around your house. The objects shown below will work well for this activity, but you can choose others if you like.



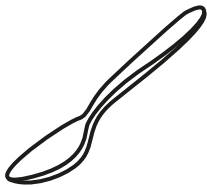
tennis ball



orange



wooden spoon



metal spoon



bagel



plastic bottle



**What To Do:**

1. Ask an adult to help you choose items from around the house.
2. Close your eyes and ask the adult to pass you something.

**RESULT**

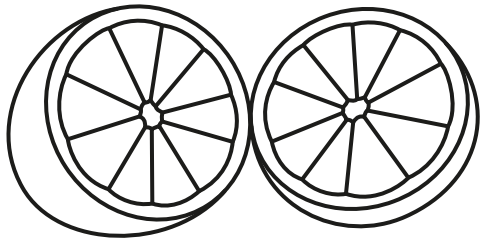
Can you tell what you are holding?  
Feel the object and describe it.



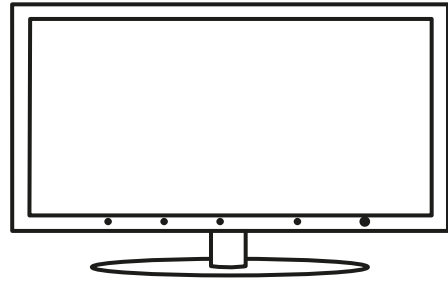


We use our nose to smell things.

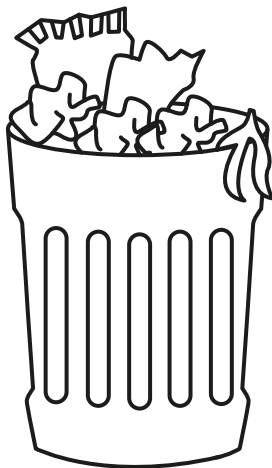
Circle the things you can smell with your nose.



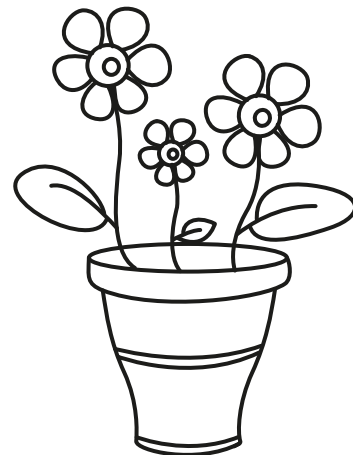
lemon



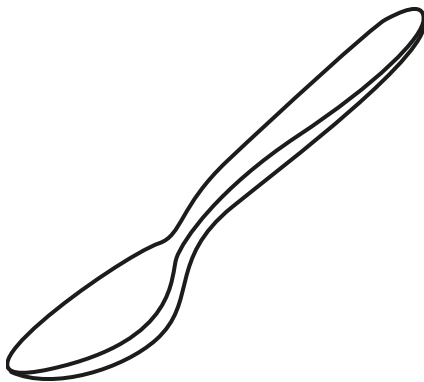
television



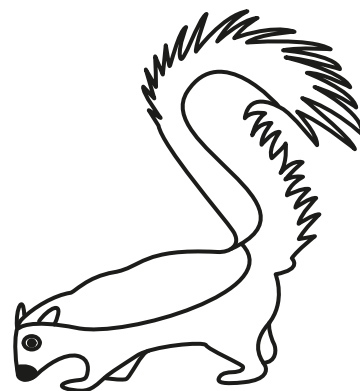
garbage



flower



spoon



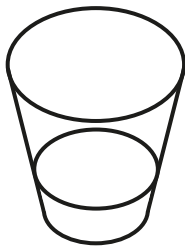
skunk



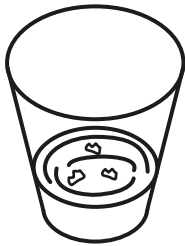
The nose can detect many different smells.

**TEST**

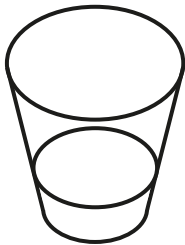
**What You Need:**



1 cup of lemon juice



1 cup of peanut butter



1 cup of vinegar



1 cup of chopped banana



**What to Do:**

Close your eyes and ask an adult to pass you a cup to smell. What do you smell? Name the food you are smelling.

**RESULT**

Put an **X** next to the foods you identified correctly

Peanut butter	
Banana	
Vinegar	
Lemon juice	



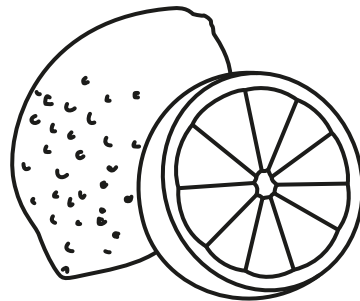




We taste food with our tongues.

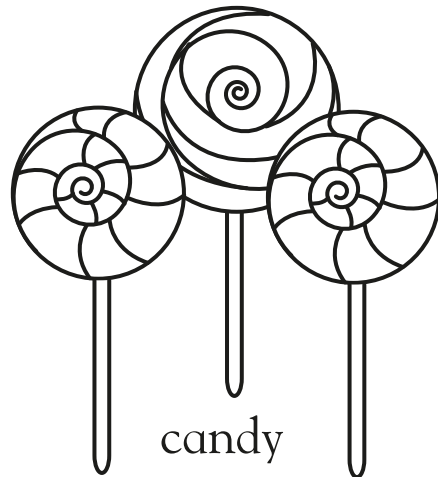
Foods can taste sweet, salty, or sour. What do these foods taste like? Connect each food to its taste.

sweet



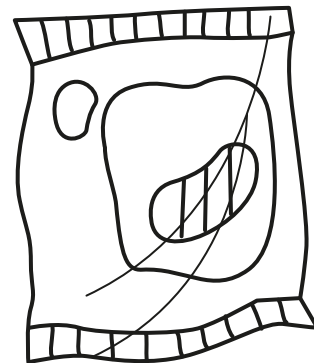
lemon

salty



candy

sour



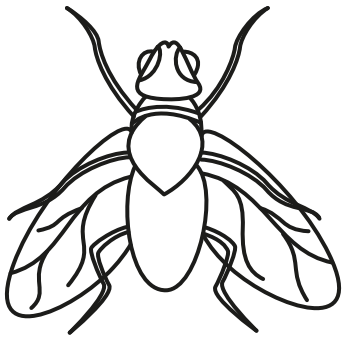
potato chips



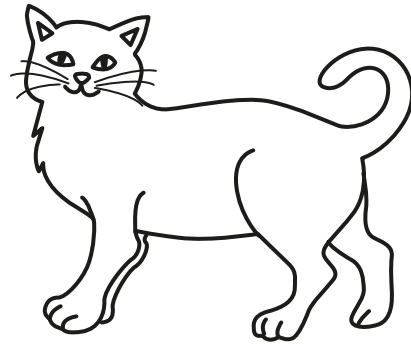


Animals come in many shapes and sizes.

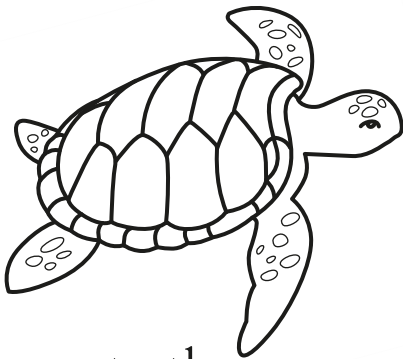
Animals move in different ways. Some animals walk and run. Some animals swim. Some animals fly. Animals that fly have wings. Circle each animal that has wings.



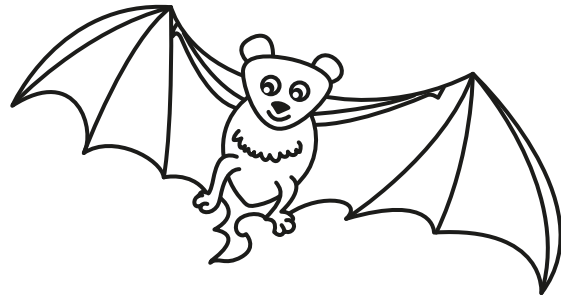
fly



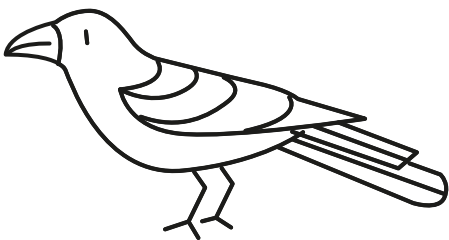
cat



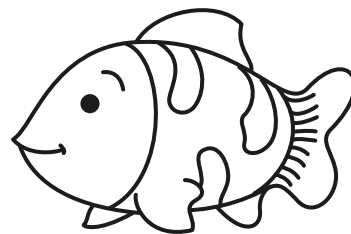
turtle



bat



bird



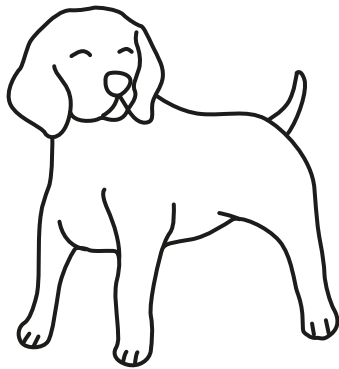
fish



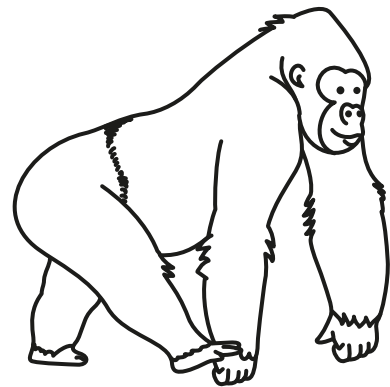


Some animals are wild. Other animals can be kept in a house. These animals are tame.

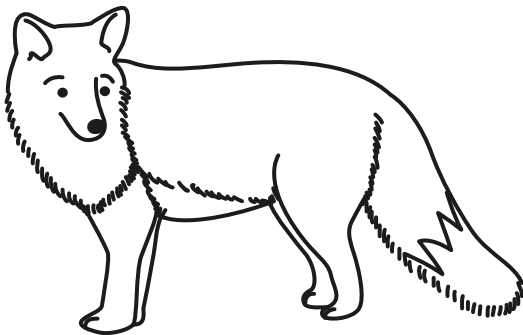
Circle the animals that are wild. Point to the animals that are tame and can be kept in a house.



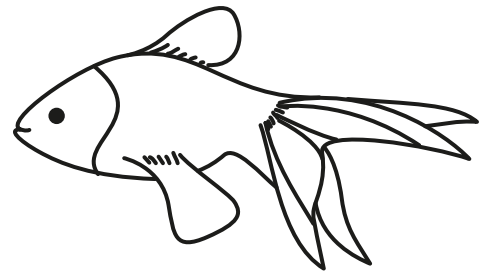
dog



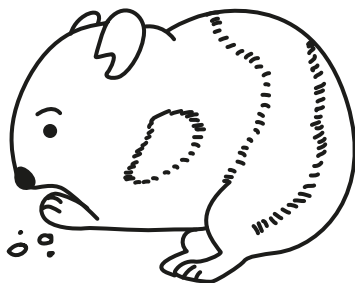
gorilla



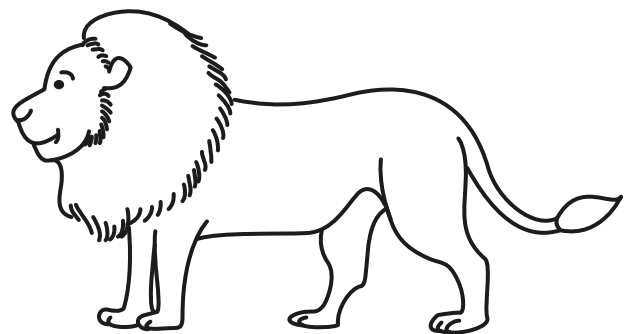
fox



goldfish



hamster



lion



Tame animals can live in your home and be kept as pets.

Do you have a pet?

If you have a pet, what kind of animal is your pet?

What is your pet's name?

Do you have a friend who has a pet?

If you have a friend who has a pet, what kind of animal is that pet?

What is the name of your friend's pet?

Draw your favorite pet.





Pets need special care to keep them happy and healthy.

The pictures below show some of the things pets need to be happy and healthy. Point to the pictures of the things pets need and name them all. Can you think of anything else pets need?

food and water

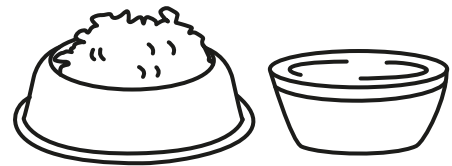
exercise

home

medical care



home



food and water



exercise



medical care

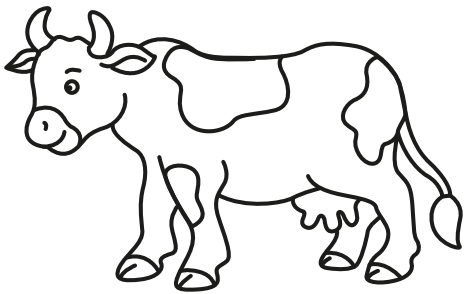


# Herbivores and Carnivores

FACTS

Some animals eat only plants. They are called herbivores. Some animals eat only other animals. They are called carnivores.

Circle all of the animals that are herbivores. Point to the animals that are carnivores and say their names out loud.



cow



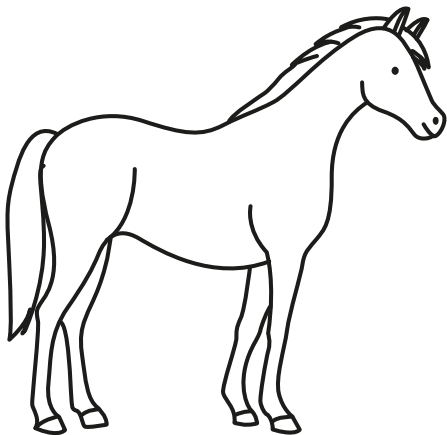
tiger



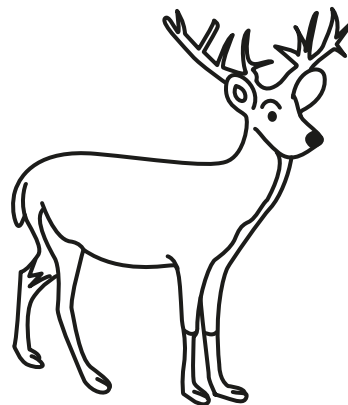
crocodile



beaver



horse



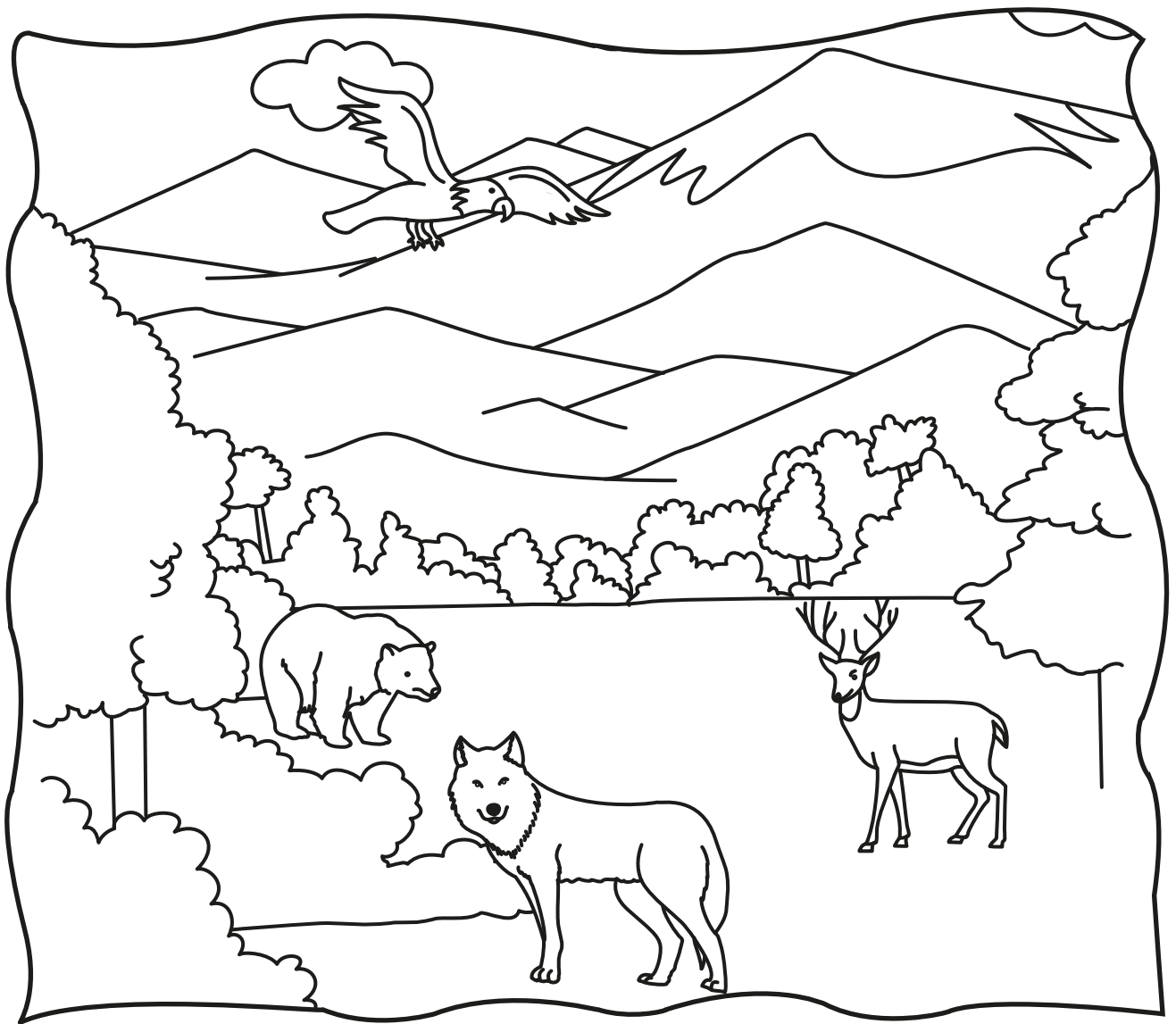
deer





A mountain is land that rises high above the ground around it. Mountains are made of soil and rocks. Trees grow on some mountains. Very high mountains can be covered in snow.

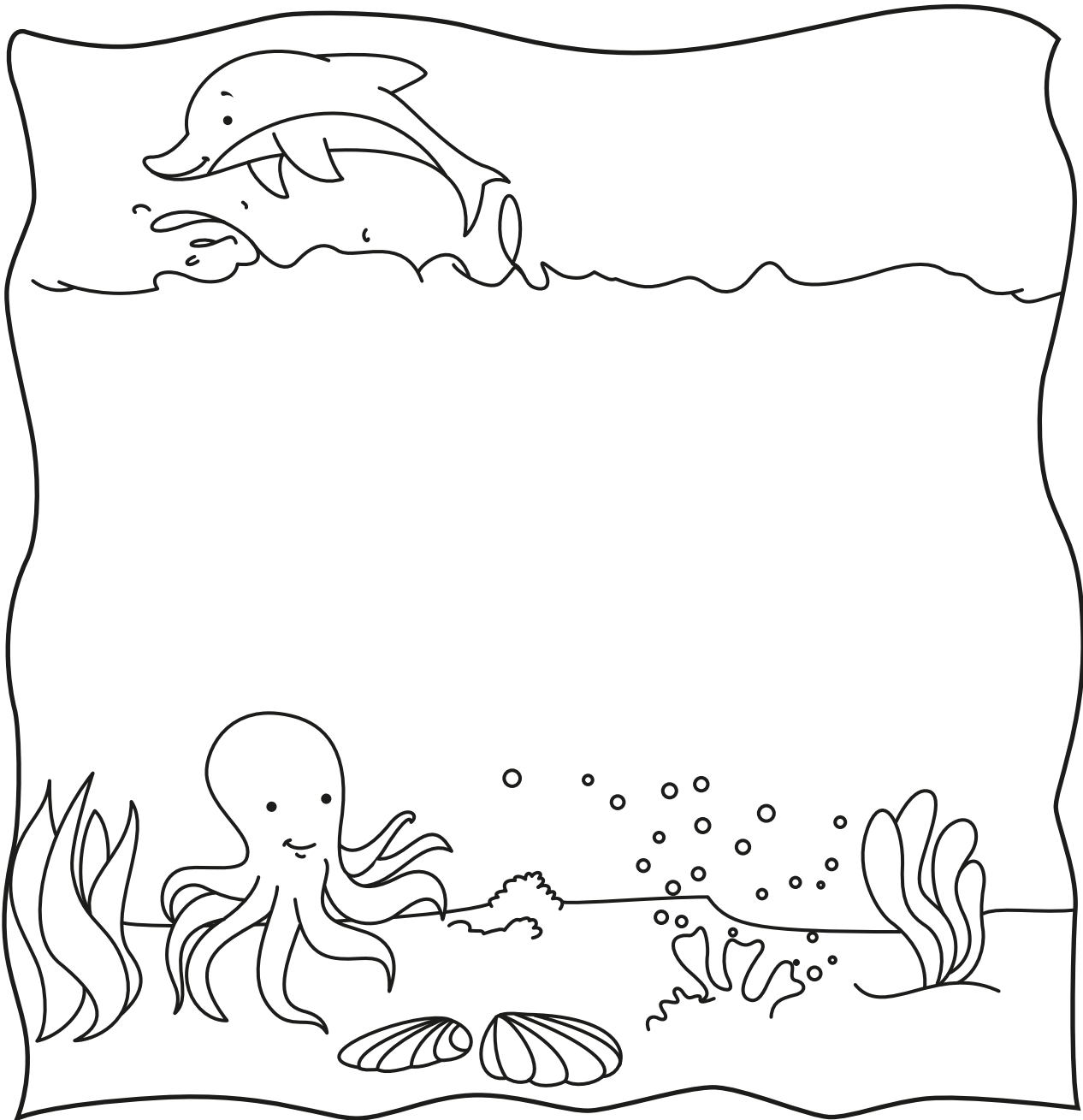
The animals in the picture live in the mountains. Can you name them all? Color the picture.





An ocean is a large body of water. Ocean water is salty. Many animals live in the ocean.

Draw a picture of an animal that lives in the ocean.  
Then color the picture.



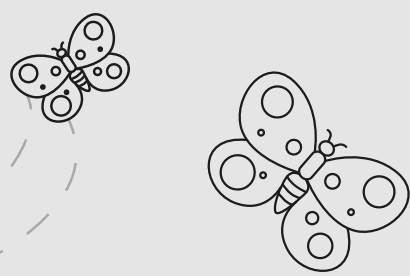




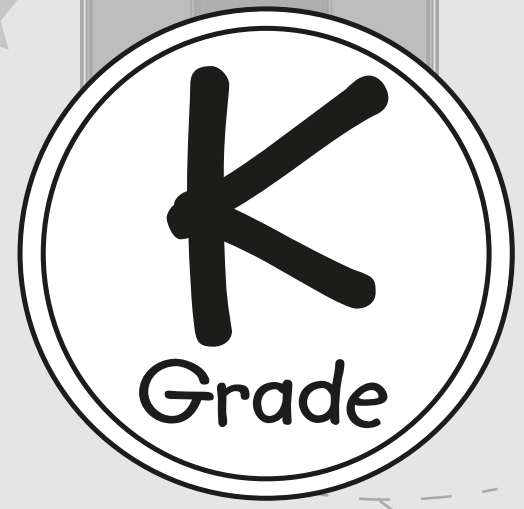
A rain forest is a forest where it rains almost every day. Many plants and animals live in the rain forest.

Color the animals and plants in this picture of a rain forest. Can you name all the animals?





# Certificate



Congratulations to  
.....  
for successfully  
finishing this book.

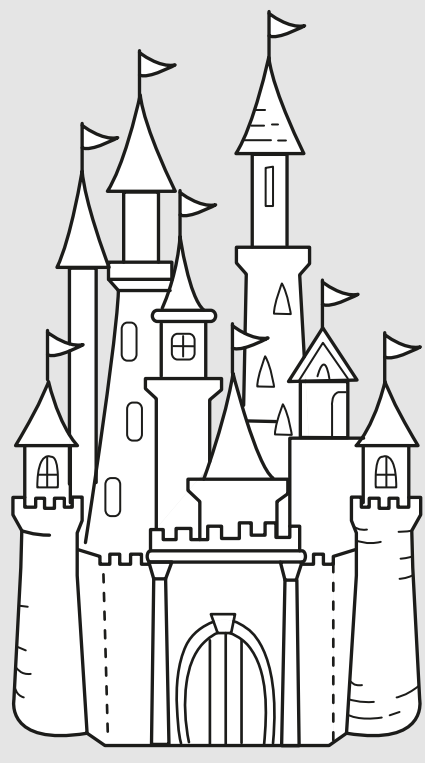
**GOOD JOB!**

You're a star.



Date

.....



# Answer Section with Parents' Notes

The aim of this book is to introduce basic literacy, numeracy, and science concepts to your child. These activities are intended to be completed by a child with adult support.

## How to Help Your Child

As you work through the pages with your child, make sure he or she understands what each activity requires. Read the facts and instructions aloud. Provide support while your child completes the activity. Encourage questions and reinforce observations to build confidence and increase active participation at school.

If an activity seems too challenging, encourage your child to try another page. Be sure to praise progress made as a page is completed, a correct answer is selected, or a thoughtful response is given. If they are getting answers wrong, then encourage them to try again another time. Above all, remember to have fun!

## Spelling and Language Arts Pages

These pages of the workbook are designed to help your child understand the concept of letters and words. As you work through the pages, help your child connect the content to specific personal experiences. For example, practice writing skills by labeling pictures your child has drawn. When appropriate, use props such as pictures or flash cards to help your child visualize letters and words. By working with your child, you will understand how he or she thinks and learns.

## Math Pages

Your child's reading ability may not be up to the level of some of the more advanced math words, so be prepared to assist. Working with your child also has great benefits in helping you understand how he or she is thinking and reasoning, so that areas of difficulty for your child can be more easily determined. When appropriate, use props to help your child visualize the solutions—for example, find objects to measure around your house.

## Science Pages

Kindergarteners will not be able to read most of the instructions on these pages—that is understood by the author. There is an expectation that parents will work closely with children as they progress through the book. Both parents and children can gain a great deal from working together. Perhaps the most important thing you can do is encourage children to be curious about the world around them. Ask them questions such as “Why?,” “What if?,” and “What do you think?” Do not be negative about their answers, however silly they may be. There is almost certainly a logic to their response, even if it is not correct. Explore and discuss their ideas with them.

## ★ Letters of the Alphabet

FACTS

We spell words with letters. A set of these letters is called the alphabet. Each letter has a different shape and sound.

Read the letters of the alphabet aloud or sing them.



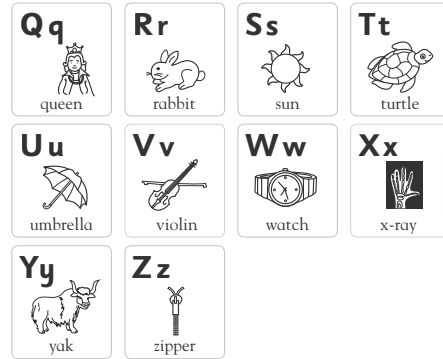
4 Q d w c s k f b m h g a n w c i o i k e y z

You can make a set of reusable cards from pages 4 and 5. Photocopy the pages, laminate them, and then cut out the individual letter cards. You may want to glue cord onto the letters before laminating them so that your child can touch and feel each letter.

## Letters of the Alphabet ★

FACTS

The alphabet has 26 letters. Each letter has an uppercase and a lowercase form.



Write the letter that begins the name of each picture below.



5 Q d w c s k f b m h g a n w c i o i k e y z

Review each letter with your child and work together to come up with places where he or she has seen the letter—perhaps in a name, on a sign, or in his or her city, town, or street address.

## ★ Uppercase and Lowercase

FACTS

Activities using the alphabet help children identify, read, and write uppercase and lowercase letters.

Trace the uppercase and lowercase letters of the alphabet wherever they are missing.



6 Q d w c s k f b m h g a n w c i o i k e y z

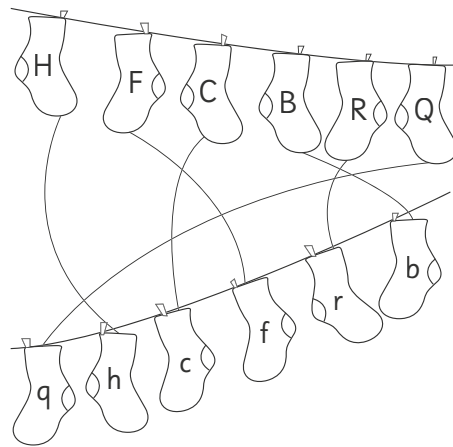
This activity gives your child practice in writing uppercase and lowercase letters and forming them correctly. Ask your child to say the name of each letter aloud as he or she traces it.

## Matching Letters ★

FACTS

Matching the uppercase and lowercase letters of the alphabet helps children with reading and writing.

Draw a line from each sock on the top clothesline to the sock with the matching lowercase letter on the bottom clothesline.



7 Q d w c s k f b m h g a n w c i o i k e y z

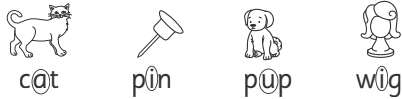
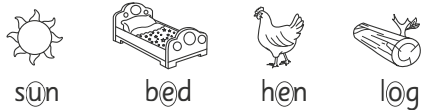
This activity will help your child have a better understanding of corresponding uppercase and lowercase letters. Use pages 4 and 5, or the cards you made, to review other corresponding uppercase and lowercase letters.

## ★ Vowels and Consonants

FACTS

Words are spelled with letters. Some letters are consonants and some are vowels. The letters **a, e, i, o, and u** are vowels. The letter **y** is sometimes a vowel and sometimes a consonant. The other letters of the alphabet are consonants.

Read each picture's name aloud. Circle the vowel you hear in the middle of each word.



Look at each picture and write the consonant that begins the name of each picture.



8

Q d w C S k f b a m h g o n w C i o i k e y z

Teach your child to distinguish vowels from consonants. Let him or her sort letter blocks or cards into vowels and consonants while saying each letter. Say some simple words and ask your child to identify the middle vowel. For example, "What's the middle letter in the word 'hat'?"

## Letter Sounds ★

FACTS

Each letter has a different sound. For example, the letters **b-a-t** spell "bat." The letters **b-u-g** spell "bug."

Look at each picture and say its name aloud. Then write the letters of its name in the boxes in the correct order.



9

Q d w C S k f b a m h g o n w C i o i k e y z

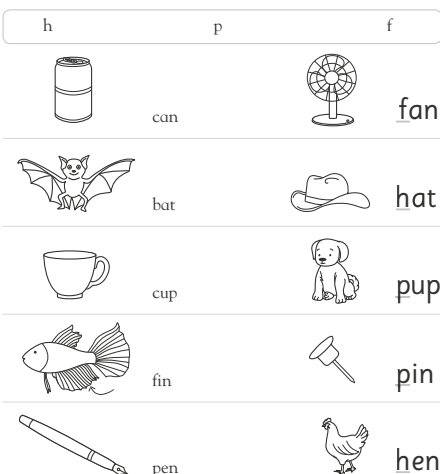
Help your child connect sounds to printed text. This provides a way for your child to approach new words. Help him or her say the sound of each letter in the words above. Practice this often when you talk about new words.

## ★ Beginning Sounds

FACTS

Each letter in a word has a different sound. Identifying the initial sound of a word helps you to say it.

Read each picture's name on the left. Using a letter from the box, complete the rhyming picture's name on the right.



10

Q d w C S k f b a m h g o n w C i o i k e y z

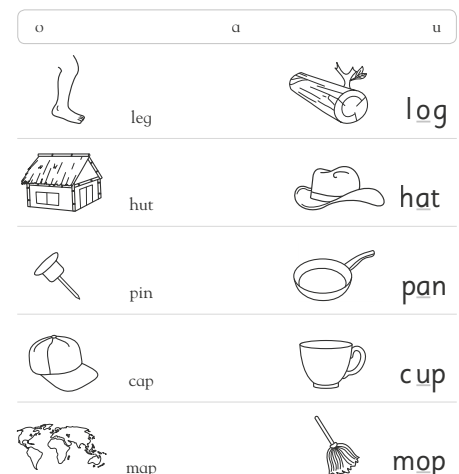
Write rhyming words on index cards, using specific-colored markers for each group of words. For example, red for words ending in "-up," blue for words ending in "-at," and green for words ending in "-ad." Let your child identify the rhyme and sort the cards into groups.

## Middle Vowel Sounds ★

FACTS

Recognizing simple consonant-vowel-consonant words builds knowledge of words, their sounds, and spellings.

Read each picture's name on the left. Using a vowel from the box, complete the picture's name on the right.



11

Q d w C S k f b a m h g o n w C i o i k e y z










Reinforce sounds and letters. Use a dark marker to write the five vowels at the bottom of five small paper cups. After working on the page, review the 10 words and ask your child to identify the paper cup with the correct vowel for each word.

★ Final Sounds

FACTS

The ending sounds of words can be short or extended. Some letters produce short, or stop, sounds, such as the t in "bat." Other words end with extended, or continuous, letter sounds. For example, the letter r can be extended in "far."

Look at the first picture in each row. Read its name aloud. Look at the other two pictures in the row. Find the picture's name that ends in the same sound as the first picture's name. Circle that picture and its name.

 man	 web	 run
 bat	 cat	 dog
 star	 bell	 car









Read the words "sun" and "moon." Ask your child if they end with the same sound. Then say the words "door" and "book." Ask if they end with the same sound. Explore saying and writing words with the same ending sounds as "door." Examples are "floor," "car," and "your."

Different Letter Sounds ★

FACTS

Words can be broken up into letters and the sounds of the letters.

Read the words aloud and write each letter in a separate box.

 bug	b u g	 pin	p i n
 hen	h e n	 net	n e t
 web	w e b	 fan	f a n
 bus	b u s	 pup	p u p









As an extension to this activity, find some more simple consonant-vowel-consonant words and practice breaking these words up into sounds with your child.

★ Beginning Sounds

FACTS

To identify spoken words, let your child listen to the beginning sounds of the words.

Look at the picture of each animal. Say the letter on the animal aloud. Then draw a line to match each animal to its name.

		monkey
		lion
		fish
		zebra

After your child works on this page, encourage him or her to think of more animal names. Ask your child to tell you the beginning letter of each name.

Rhyming Words ★

FACTS

Rhyming words have the same ending sound. For example, "cap" and "nap" end with the same letter sound.

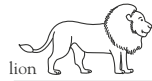
Read the pictures' names in each box aloud. Circle "yes" if the words rhyme and "no" if the words do not rhyme.

 cat	 mat	 pan	 can
yes	no	yes	no
 sun	 box	 mop	 top
yes	no	yes	no
 hat	 bat	 jet	 net
yes	no	yes	no
 pig	 wig	 dig	 pin
yes	no	yes	no

Read nursery rhymes aloud with your child. Emphasize the rhyming words. Let your child see the words and guide him or her to point to the words that rhyme.

Every word has one or more syllables, or beats. For example, the word "boat" has one syllable, the word "butter" has two syllables, and the word "dinosaur" has three syllables.

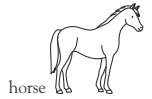
Read each animal's name aloud. As you say the word, count the number of its syllables. Circle the correct number.



lion  
1 2 3



fish  
1 2 3



horse  
1 2 3



elephant  
1 2 3



pig  
1 2 3



raccoon  
1 2 3

While you are working through this page, bang on a toy drum or a metal pot to emphasize the number of syllables in each word. After that, encourage your child to say names of family members and friends and count the number of syllables in each name.

Every syllable has one vowel sound. For example, the word "tomato" has three vowel sounds and three syllables.

Read each sentence aloud. Circle the number of syllables in each underlined word.

My snack today is a banana.

1 2 3



Do you have any crayons?

1 2 3



Turn off the radio.

1 2 3



Let's bake a cake.

1 2 3



Let's sit at the table.

1 2 3



I see an orange butterfly.

1 2 3



Guide your child to create a few sentences and help him or her write them down. In each sentence, examine the words and in each word, the syllables. Encourage him or her to count the syllables. Dinosaur names, such as "stegosaurus," can be particularly exciting examples.

Words are made with letters that are placed in order from left to right.

Find the words from the word box in the rectangles below. Each rectangle has three words hidden in it. Circle the words and read them aloud.

bat    cat    milk    rat    horse  
drum    doll    kiwi    pear

Food Words

pear go jkiwiqv milk

Toy Words

dollrjhibatxdrumx

Animal Words

catjzpratguihorse

This activity will help your child distinguish words from random groups of letters. By seeing groups of concept words, he or she will see that words convey ideas and meanings. Introduce your child to simple word searches that contain three-letter words.

Each sentence ends with a punctuation mark, such as a period (.).

Look at each sentence below. The spaces between words are missing. Draw a line between the letters where each space should be. Add a period at the end of each sentence.



I|c|a|n|j|u|mp|.



I|l|i|k|e|s|w|i|n|g|s|.



M|y|c|a|t|s|i|s|a|s|l|e|e|p|.



I|c|a|n|f|l|y|a|k|i|t|e|.



Ask your child to look around him or her to think of some small sentences. Help your child to write them, and then draw attention to each word and its meaning. Encourage your child to use finger spaces between each word when writing.



★ Spot the Nouns

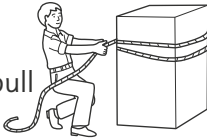

FACTS

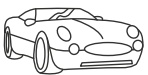

A noun names a person, a place, or a thing.

Circle the words that are nouns.

bird  run 

train  man 

pull  leaf 

car  book 



Ask your child to name other nouns. Search for things that are nouns in the place where you are sitting.


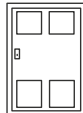
Spot the Verbs ★



FACTS



A verb is an action word. It names anything one can do or be.

Circle the words that are verbs.

Sun  kick 

jump  door 

hide  sing 

frog  hold 


Invite your child to name other verbs. Your child can act out different verbs and name them, for instance, “dance,” “skip,” and “wiggle.”


★ Spot the Adjectives


FACTS


Adjectives are words that describe people, places, or things.

Draw a line between the picture and the word that describes it.

 funny

 red

 soft

 loud


Ask your child to name other adjectives. Use adjectives to describe the things you see around you.


First, Next, Last ★


FACTS

Telling or writing information in order helps it make sense.

This story is out of order. What happens first, next, and last? Write 1, 2, and 3 by the pictures to put them in the correct order.

 3

 1

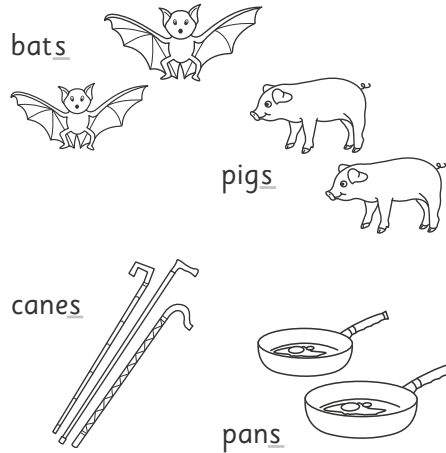
 2

Words that convey time and order are called temporal words. Ask your child to retell other stories using words such as “first,” “second,” “next,” “then,” “finally,” and “last.”



Singular means one. Plural means more than one. To make some words plural, add an s at the end of the word.

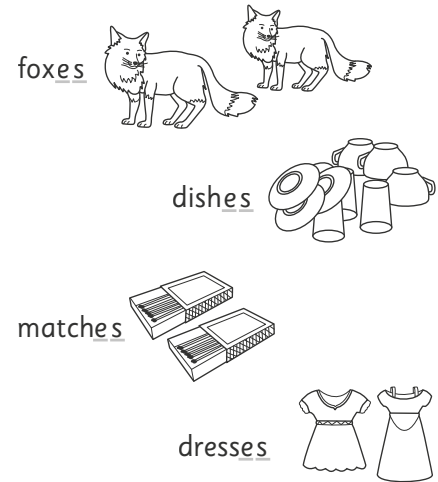
Make these words plural.



Brainstorm other words that can be made plural with an -s.

Add es to make a plural of words that ends in ch, sh, s, or x.

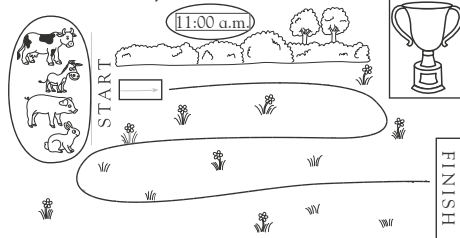
Make these words plural.



Brainstorm other words that can be made plural with an -es.

Question words help people think about and understand what they read, do, or see.

The animals are running a race in the park. Look at the picture. Then answer the questions.



Who is running the race? Circle the answer in the picture.

What will the winner of the race get? Draw a box around it.

Where will the runners go? Trace the answer with your pencil.

When is the race? Circle the answer.

Why do you think the race is in a park? Talk about your ideas.

How will the runners know where to go? Draw a box around the answer.

Here, children are invited to explain why they think the race is in a park. Answers will vary; there are no wrong answers. This is a good opportunity for children to think critically. For example, is running in a park safer than running in the streets? Maybe traffic would have been tied up if roads were closed for a run.

Question words are words that help people ask for information.

Select question words from the word bank to best complete each question. **Answers may vary**

who what where when why how

How do you tie a shoe?



Who is at the door?



Why are there clouds in the sky?



Where is my dog?



When will we eat dinner?



What time is it?



Be sure to encourage your child to write the letters with correct capitalization. Words that begin a sentence start with an uppercase letter.

★ Count 1 to 5

GOAL Practice counting from 1 to 5. 1 2 3 4 5

How many stars are there in each row?  
Circle the correct number.

★ ★ (2) 3 4

★ ★ ★ ★ 2 3 (4)

★ ★ ★ 1 2 (3)

★ ★ ★ ★ ★ 3 4 (5)

Write the two missing numbers on each line.

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

28 12345678912345678912

Let children count as they place a finger on each star. Then ask them to write the number under or on each star as they count, which will help reinforce their counting skills.

Count 6 to 10 ★

GOAL Practice counting from 6 to 10. 6 7 8 9 10

How many apples are there in each row?  
Circle the correct number.

🍏🍏🍏🍏🍏🍏 5 6 (7)

🍏🍏🍏🍏🍏 (6) 7 8

🍏🍏🍏🍏🍏🍏 5 (8) 9

🍏🍏🍏🍏🍏🍏🍏🍏 6 8 (10)

Circle any ten flowers below. Answers may vary

🌻 🌺 🌻 🌻 🌺 🌻

🌺 🌻 🌻 🌻 🌻 🌻

12345678912345678912 29

Many children enjoy learning while touching or moving objects. Extend the activity on this page by providing cut-out paper apples that can be counted along with each row of apples on the page.

★ Count Up to 15

GOAL Practice counting from 10 to 15. 10 11 12 13 14 15

How many objects are there in each box?  
Write the correct number.

🌳🌳🌳🌳🌳 (10)

🌻🌻🌻🌻🌻🌻 (12)

🍃🍃🍃🍃🍃 (15)

🐧🐧🐧🐧🐧 (13)

Write the missing numbers in the boxes.

1 2 3 4 5 6

7 8 9 10 11 12

13 14 15

30 12345678912345678912

To reinforce counting in groups, arrange twenty pennies into groups of two, four, six, and eight. Let children practice counting the pennies in each group, followed by adding up the numbers to find the total number of pennies.

Count Up to 20 ★

GOAL Practice counting up to 20. 15 16 17 18 19 20

Look at the twenty houses along the trail. Write the numbers that are missing in the circle next to each house.

5 6 15 16

4 7 14 17

3 8 13 18

2 9 12 19

1 10 11 20

Count twenty doors. Cross out extra doors.  
Then write the number 20 in the box.

🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪

🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪🚪 20

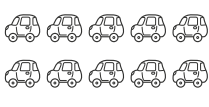
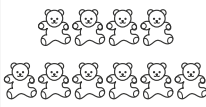
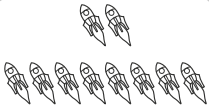
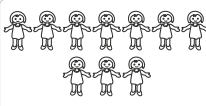
12345678912345678912 31

Children will have fun following the trail as they count and write the missing numbers. Point to the numbers and explain that numbers increase by one on each step of the trail.

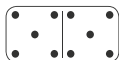
★ What Makes 10?

GOAL Add different numbers from 1 to 9 to make 10.

Count each group of toys. Write the correct number of toys in the box.

 10	 10
 10	 10

Copy the pattern of dots on the other side of the domino.



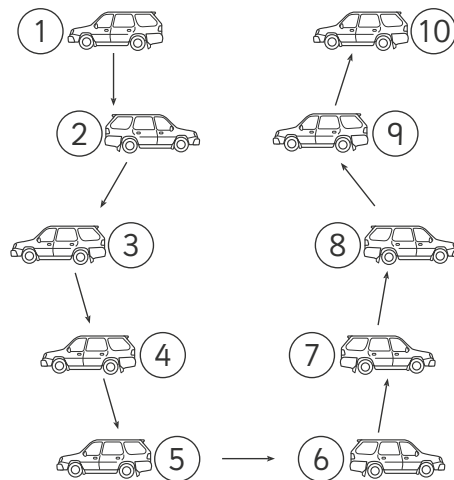
Now count all the dots on the domino, and write the correct number. 10

Encourage children to look for patterns to help them determine quantities and gain confidence in their math skills. For example, three and three should become instantly recognizable as six. Let them move objects to match the patterns on the page.

Practice Making 10 ★

GOAL Review how to make 10.

Write the numbers from 1 to 10 in the circles next to each car on the path below.



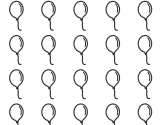

Learning what makes ten is key to understanding our number system. Try the following exercise: Cut out ten circles. Label each circle with a number and a corresponding series of dots. Have children practice selecting groups of circles that make ten.

★ What Makes 20?

GOAL Learn about items in groups that make 20.

Count the objects in each box and answer the questions below.

How many boats are there? 20

	
---	---

How many balloons are there? 20

How many birds are there? 20

Draw a row of twenty squares. Number each square from 1 to 20, and let children see and count the numbers. Then cut out twenty cardboard circles, and let children arrange them in groups to see how many ways they can make twenty—four groups of five, a group of four and two groups of eight, and so on.

Practice Making 20 ★

GOAL Review ways to make 20, such as 10 + 10.

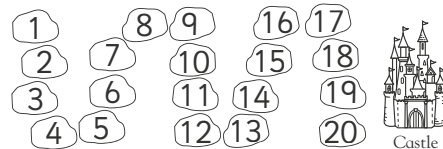
Solve these equations.

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

Circle the equation that adds up to 20.

$12 + 4 + 6$        $5 + 5 + 10$        $4 + 4 + 9$

Follow the path to the castle and write the missing numbers on each stone.

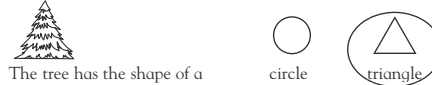
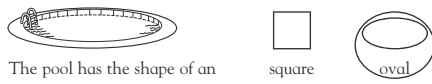
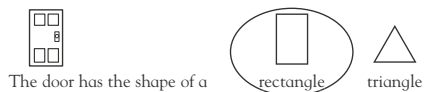
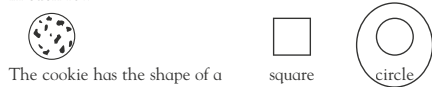


Have fun playing a game: Create a set of twenty cards, and number them 1 through 20. Create another set of twenty cards, but this time use star stickers to represent the numbers. Let children match each number card with its corresponding star-sticker card.

★ Recognize Shapes

GOAL Learn that objects have shapes, and shapes have names.

Look at the objects. Circle the correct shape of the object in each row.



Circle the word to describe the shape of this ball.

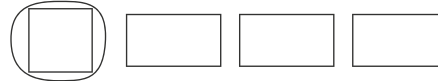
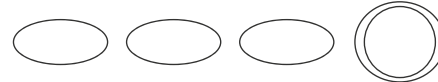
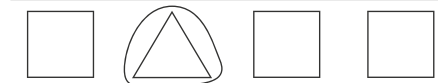
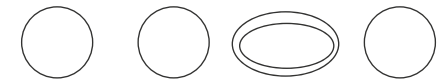


Help children identify shapes. After reading a picture book, review the pages and point out circles, squares, and triangles in the illustrations. Take turns as you look at each page to see how many shapes you can find in each scene.

Different Shapes ★

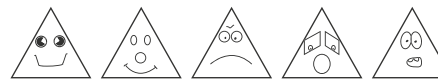
GOAL Learn to identify different shapes.

Look at the shapes in each row. Circle the shape that is different.



Draw five triangles below. Then draw a silly face on each one.

Answers may vary

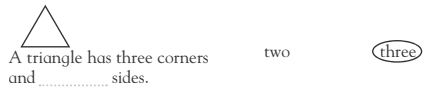
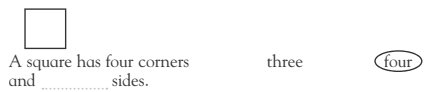


Reinforce problem-solving skills in creative ways. After baking a pan of brownies, let children help decide how you will cut them up. Let your child estimate how many servings of brownies you can cut.

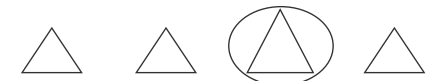
★ Describe Shapes

GOAL Describe shapes by the number of sides and corners.

Circle the word that correctly completes each sentence.



Circle the triangle that is larger than the others.

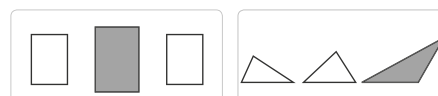
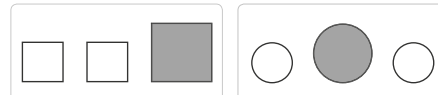


Make a simple jigsaw puzzle to reinforce shapes: Cut up the front of an old cereal box or an old greeting card into circles, squares, triangles, and rectangles. Engage children in describing the shapes as they work to put the puzzle together.

Compare Shapes ★

GOAL Shapes can vary in size. Learn to find the shapes that are larger.

Look at the shapes in each box. Color in the largest shape.



Circle the shape that has four sides.

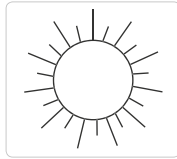


Cut scrap paper into a variety of shapes and sizes. Guide children in sorting the paper first by shapes, and then into size order. You can provide plastic containers for easy sorting.

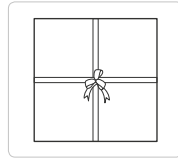
★ Create Shapes

GOAL Learn to draw shapes.

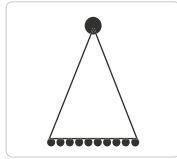
Look at each shape and make it into an object.



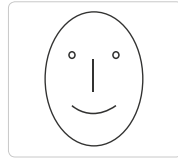
Draw a circle and make it into a sun.



Draw a square and make it into a present.



Draw a triangle and make it into a hat.



Draw an oval and make it into a face.



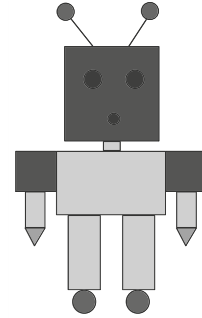
40 12345678912345678912

Encourage shape skills and tactile learning with colorful clay: Provide children with four lumps of colored clay. Ask them to form a circle, a square, a triangle, and an oval using the clay.

More Shapes ★

GOAL Practice finding and counting shapes.

Color the circles red. ○ Color the rectangles yellow. □  
Color the squares blue. ◻ Color the triangles green. △



How many of each shape is there in the robot?  
Write the correct numbers in the boxes below.

3 squares                      7 circles  
2 triangles                    6 rectangles

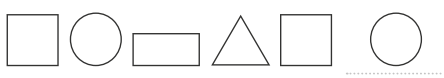
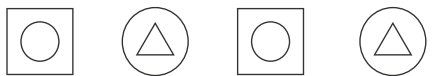
41 12345678912345678912

Guide children in using the key. Color each shape in the key to illustrate how they should color the shapes on the robot. Review as they begin to color to check their understanding.

★ Shape Patterns

GOAL Learn to draw shapes and continue patterns. Patterns are repeated sets of objects.

Draw the shape to continue the pattern in each row.



42 12345678912345678912

To extend their knowledge of shapes, ask children to draw a picture of their room, a toy, or the playground. Encourage them to use shapes in their drawing. Review their drawings, and ask them to point to and name the shapes.

More Patterns ★

GOAL Practice continuing patterns.

Look at the cupcakes below. In each row, follow the pattern and decorate the tops of the undecorated cupcakes with the correct design.



Look at the pattern of the cookies below. Draw two more cookies to continue the pattern.



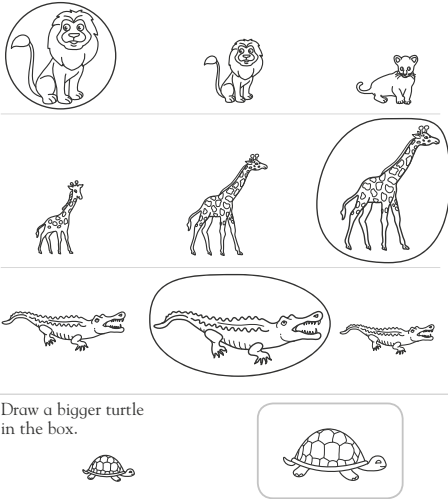
43 12345678912345678912

Have fun and reinforce math skills by using stickers. Start a simple pattern and let them continue it. Then have them create a pattern of either the shapes or colors of the stickers.

★ Compare Size

GOAL Compare the sizes of two objects to find the biggest.

Circle the biggest animal in each row below.

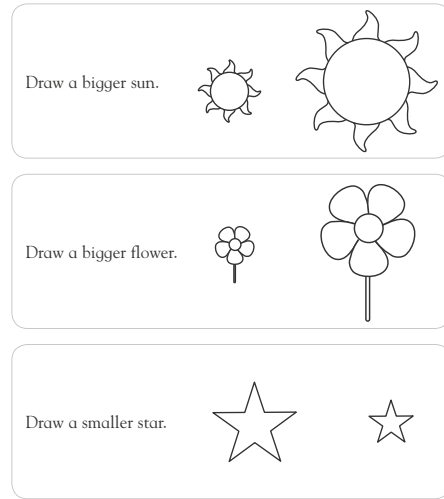


Reinforce size and comparison by using pictures and key vocabulary words. Ask children questions to compare size: “Which animal in this row is the smallest?”; “Which animal in this row is bigger than the smallest one, and smaller than the biggest one?”

Draw Bigger or Smaller ★

GOAL Learn to draw objects that are bigger or smaller.

Look at each picture, and follow the directions.

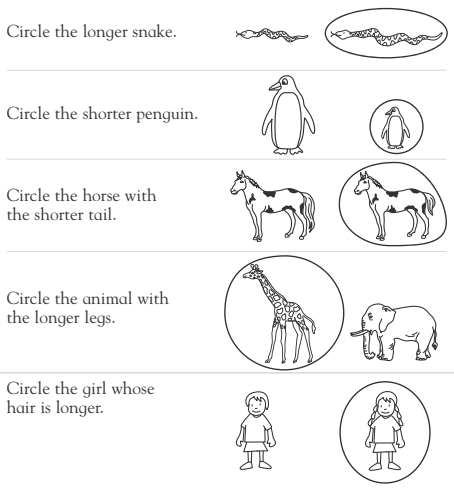


Encourage children to draw to help them learn to compare sizes. This requires little direction and lets children experiment as they develop independence in solving problems. They will also learn to use words related to size and shape.

★ Compare Length

GOAL Compare the lengths of two objects to find which is shorter and which is longer.

Look at each row carefully. Follow the directions.

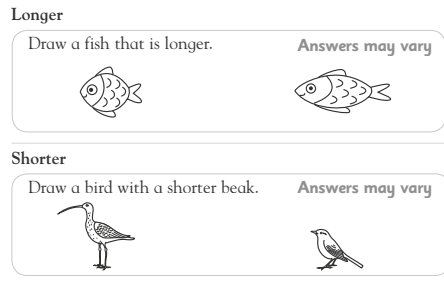


Ask questions about length while children are working with blocks or modeling clay. Make rows of blocks or roll out pieces of clay to different lengths. Ask: “Which is the longest?”; “Which is the shortest?”

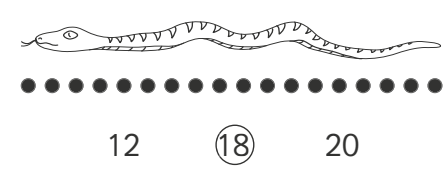
Draw Longer or Shorter ★

GOAL Learn to draw objects that are longer or shorter.

Look at each picture. Follow the directions for each.



Look at the snake. How many dots long is this snake? Count the dots, and circle the correct number.



Show children how to estimate length. Display pieces of colorful yarn or strips of paper. Ask children to place them in order of length from the shortest to the longest.

FACTS

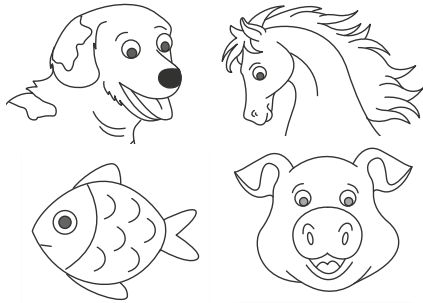
We see with our eyes.

Color the eyes the same as yours. Then write your name beside the picture.

Answers may vary.....



Draw the missing eyes on these animals.

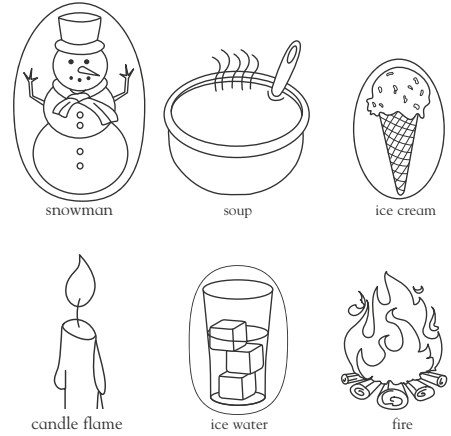


We use our sense of sight to observe our surroundings. Playing a game such as "I Spy" helps children understand how they can see, observe, and describe the world around them.

FACTS

Hot and cold describe the temperature of something. Something that is hot has a high temperature. Something that is cold has a low temperature. A thermometer is used to measure how hot or cold something is.

Point to the pictures of the things that are hot. Circle the pictures of the things that are cold.

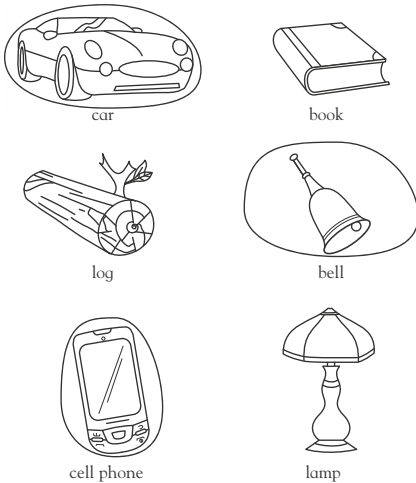


Hot and cold can be difficult concepts to describe to children of this age. Using a thermometer to test the temperature of different items to show how hot or cold something is can make this concept easier for children to grasp.

FACTS

We hear with our ears.

Circle the things you can hear with your ears.



In this activity your child identified the sounds of objects that make noise. Have them name animals that make sounds and imitate the sound each animal makes.

FACTS

A noise can be loud or quiet. If you are close to a noise, it sounds loud. If you are far away from a noise, it sounds quiet.

The dog is barking. Which child hears the dog's bark the loudest? Color that child's shirt red. Which child hears the dog's bark the quietest? Color that child's shirt blue. Then color the whole picture.



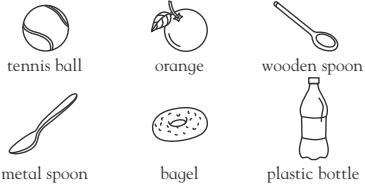
Some sounds are loud and some are quiet. Play a game with your child in which you each name things that make a loud noise and things that make a quiet noise.

FACTS

We use our fingers to feel things. Our fingers tell us if things are hard, soft, rough, smooth, hot, or cold.

**TEST** What You Need:

Gather up a variety of objects from around your house. The objects shown below will work well for this activity, but you can choose others if you like.



**What To Do:**

1. Ask an adult to help you choose items from around the house.
2. Close your eyes and ask the adult to pass you something.

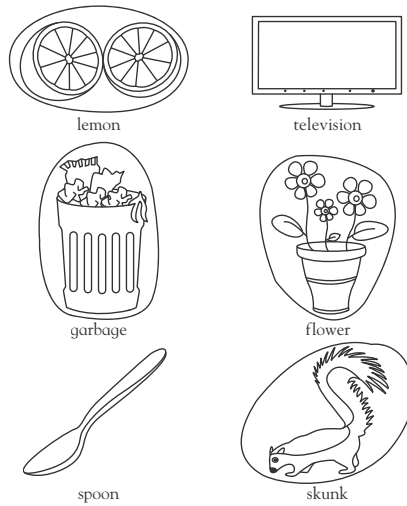
**RESULT**

Can you tell what you are holding? Feel the object and describe it.

FACTS

We use our nose to smell things.

Circle the things you can smell with your nose.



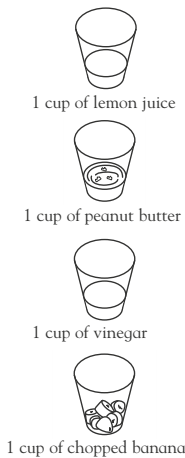
Continue to support your child in this activity by having them not only identify items, but also describe how each object feels. Is it heavy? Smooth? Squishy? Encourage them to use their adjectives.

Continue to support your child with this activity by coming up with other things that have a strong smell. What things smell sweet? What things are stinky? Think of different descriptive adjectives.

FACTS

The nose can detect many different smells.

**TEST** What You Need:



**What to Do:**

Close your eyes and ask an adult to pass you a cup to smell. What do you smell? Name the food you are smelling.

**RESULT**  
Put an X next to the foods you identified correctly

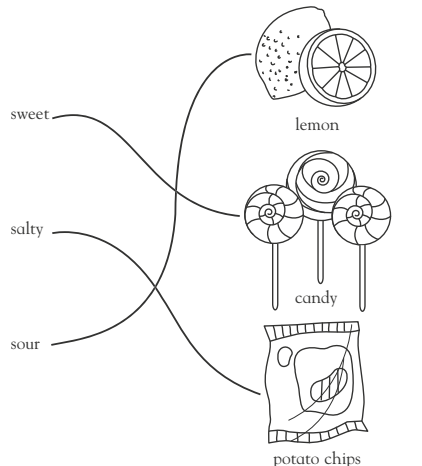
Answers may vary

Peanut butter	
Banana	
Vinegar	
Lemon juice	

FACTS

We taste food with our tongues.

Foods can taste sweet, salty, or sour. What do these foods taste like? Connect each food to its taste.



This science activity is a great way for children to experience how their sense of smell helps them collect information and make scientific observations.

Encourage your child to name other foods that are sweet, salty, and sour. Which taste do they like the best? Which taste do they like the least?

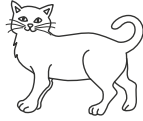


**FACTS** Animals come in many shapes and sizes.

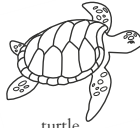
Animals move in different ways. Some animals walk and run. Some animals swim. Some animals fly. Animals that fly have wings. Circle each animal that has wings.



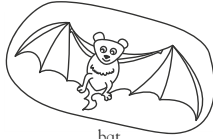
fly



cat



turtle



bat



bird



fish

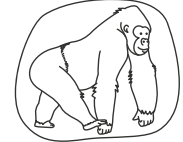
Continue learning about how animals get around and move. Name animals that swim. Name animals that walk and run. How do humans move around?

**FACTS** Some animals are wild. Other animals can be kept in a house. These animals are tame.

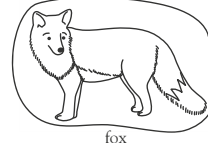
Circle the animals that are wild. Point to the animals that are tame and can be kept in a house.



dog



gorilla



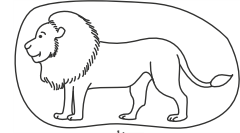
fox



goldfish



hamster



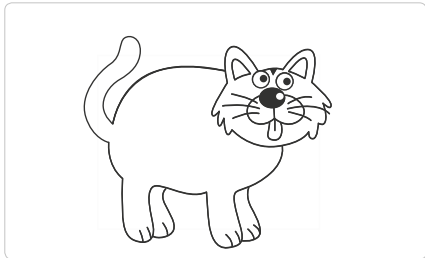
lion

Children often know the difference between tame and wild animals at this point. Encourage them to name more wild animals and where these animals live. Also, talk about how wild animals behave differently than tame animals.

**FACTS** Tame animals can live in your home and be kept as pets.

- Do you have a pet?
- If you have a pet, what kind of animal is your pet?
- What is your pet's name?
- Do you have a friend who has a pet?
- If you have a friend who has a pet, what kind of animal is that pet?
- What is the name of your friend's pet?

Draw your favorite pet. **Answers may vary**



Tame animals live in captivity. Discuss with your child the different homes where tame animals might live: for instance, in a home, in a cage, in a corral.

**FACTS** Pets need special care to keep them happy and healthy.

The pictures below show some of the things pets need to be happy and healthy. Point to the pictures of the things pets need and name them all. Can you think of anything else pets need?

- food and water
- home
- exercise
- medical care



home



food and water



exercise



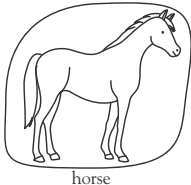
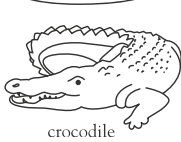
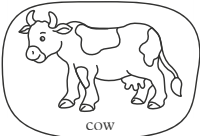
medical care

Unlike wild animals, which provide their own food and shelter, tame animals rely on humans to take care of them. What other needs do tame animals have? For ex., they need to be bathed. Many of their needs are the same as humans'. Feel free to talk about farm animals as well as pets.

FACTS

Some animals eat only plants. They are called herbivores. Some animals eat only other animals. They are called carnivores.

Circle all of the animals that are herbivores. Point to the animals that are carnivores and say their names out loud.

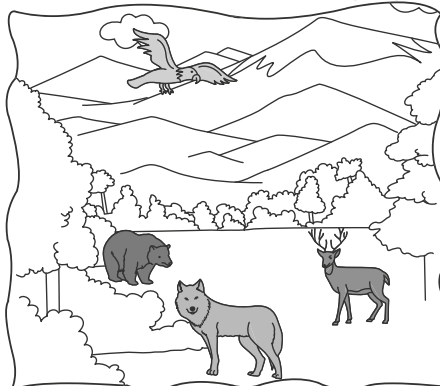


Continue to discuss the different animals that are herbivores and those that are carnivores. Encourage your child to come up with answers by prompting them with questions such as: What do sharks eat? What do birds eat? What do spiders eat?

FACTS

A mountain is land that rises high above the ground around it. Mountains are made of soil and rocks. Trees grow on some mountains. Very high mountains can be covered in snow.

The animals in the picture live in the mountains. Can you name them all? Color the picture. Colors may vary



The animals in the picture are a bear, an eagle, a wolf, and a deer.

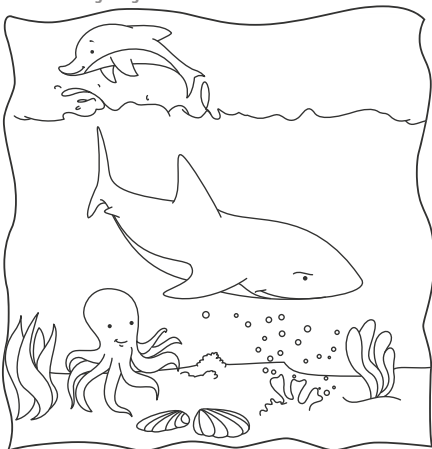
Where an animal lives is called a habitat. Children, at this age, are learning about Earth's many habitats. Encourage your child to discuss the wildlife that lives in mountain habitats. Take the opportunity, too, to talk about how mountains are formed.

FACTS

An ocean is a large body of water. Ocean water is salty. Many animals live in the ocean.

Draw a picture of an animal that lives in the ocean. Then color the picture.

Answers may vary



About 97 percent of the world's water is contained in the oceans, which have diverse habitats. Discuss the different zones of the oceans (sunlit, twilight, and dark) and explain that different animals live in different zones.

FACTS

A rain forest is a forest where it rains almost every day. Many plants and animals live in the rain forest.

Color the animals and plants in this picture of a rain forest. Can you name all the animals?

Colors may vary



The animals in the picture are a frog, a monkey, a jaguar, a toucan, and a parrot.

Most rain forests are located near the equator. Animals and plants that live in them like the hot, rainy climate. When discussing habitats with your child, you can talk to them about their own home and habitat.