

Name _____ Due Date: _____

Daily Reading Log

Reading Goal: Read 20 minutes (K-2nd) and 30 minutes (3rd-5th) or more per day, at least 5 days per week.

| Day of the Week | Minutes | Book Title |
|-----------------|---------|------------|
| Friday | | |
| Saturday | | |
| Sunday | | |
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |

On the back side of this log, at least once a week, write a letter to your teacher, telling him/her all about the best book you are reading this week. What genre is it? Fiction or Nonfiction? Why do you like this book? What keeps you interested as a reader? Do you have any connections? Do you think this author should write more books? If you can, look up the author's website and see what else he or she has written. Maybe read all the books! Take a trip to the library with an adult if you can!

TK

Letter to My Teacher

Dear _____,

Sincerely,

Nombre _____ Fecha de vencimiento: _____

Registro diario de lectura

Objetivo de lectura: leer (K-2nd) 20 minutos o 30 minutos (3rd-5th) o más por día, al menos 5 días por semana.

| Día de la semana | Minutos | Título del libro |
|------------------|---------|------------------|
| Viernes | | |
| Sábado | | |
| Domingo | | |
| Lunes | | |
| Martes | | |
| Miércoles | | |
| Jueves | | |

En el reverso de este registro, al menos una vez a la semana, escribe una carta a tu maestro, contándole todo sobre el mejor libro que estás leyendo esta semana. De que genero es ¿Ficción o no ficción? ¿Por qué te gusta este libro? ¿Qué te mantiene interesado como lector? ¿Tienes alguna conexión? ¿Crees que este autor debería escribir más libros? Si puedes, busca el sitio web del autor y mira qué más ha escrito. ¡Quizás leas todos los libros de ese autor! ¡Haz un viaje a la biblioteca con un adulto si puedes!

Carta a mi maestro

Querido _____,

Sinceramente,

Name _____ Due Date: _____

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Carta a mi maestro

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Sinceramente,

Writing Journal Prompts

You may use a prompt, or come up with your own topic idea.

The important thing is that you spend time writing **every day**. After a few days of writing, go back and re-read what you wrote the past few days. See if you can add more ideas and details. You can write in your journal, on loose paper, or on a computer. You can write in the morning with breakfast, on the bus, in your bed, or on the couch. You can write any time and anywhere! Just write! Let that pencil move. Be creative.

- Choose a scene (a small moment) of you and your favorite pet (or an imaginary pet). "One time I was with my dog (cat, horse, etc) and...."
- Make a list of your favorite foods. Write about a food that gives you energy or that just tastes really good!
- Try writing in the voice of someone you know well. (your mom, dad, grandma?) How does this person see the world? What is she or he thinking? Write in first person and present tense.
- What stories do your hands tell? Trace around your hand and fill it in with memories that are connected to your hands. (ex: playing basketball, the feel of my cat's fur, making cookies)
- Write about your favorite sport or free-time activity.
- Write about the games you play at recess.
- Can you remember a time when you lost something that mattered to you? Write about it.
- Write about someone special in your family.
- Write about what it is like with your siblings at your house, or write about being an only child. Try to think of just one story and write that story.
- Write about a special member of your family or a close family friend. What do you like to do together?

- Write about a food you hate. Describe it. What does it feel like when it's in your mouth and you have to eat it? What does it taste like? Why do you dislike it so much?
- Write about your favorite dessert. How does it make you feel? What does it taste like? Smell like? Why do you recommend it to others?
- Write about a time when your whole family gathers together. Why is it special? What do you do? What do people say? Use dialogue.
- Write about your best friend and what you like to do together.
- Write about a favorite book that someone has read out loud to you.
- Think of a time when you were in a place where you found yourself feeling, "This is wrong." or "This could be more fair" or "This could be better." (a problem such as: not enough books in the library, someone being bullied, the elderly needing help, litter everywhere, etc...) Pretend you are at that place, in that time. Look at what you see--and think of what you wish you saw. What is your opinion? What matters to you? Write it all down. What is your solution to the problem? Add details to prove to your audience that your opinion is strong and worthwhile. Offer details to the reader on how we can make the world a better place if your ideas turn to action.

Instrucciones para Guiar la Escritura

Puedes usar un aviso, o proponer tu propia idea de tema

Lo importante es que pases tiempo escribiendo **todos los días**. Después de unos días de escribir, vuelve a leer lo que escribiste en los últimos días. Mira a ver si puedes añadir más ideas y detalles. Puedes escribir en tu diario, en papel suelto o en una computadora. Puedes escribir por la mañana a la hora del desayuno, en el autobús, en tu cama o en el sofá. ¡Puedes escribir en cualquier momento y en cualquier lugar! ¡Solo escribe! Deja que el lápiz se mueva. Se creativo.

- Elige una escena (un pequeño momento) entre tú y tu mascota favorita (o una mascota imaginaria). "Una vez estaba con mi perro (gato, caballo, etc.) y..."
- Haz una lista de tus comidas favoritas. ¡Escribe sobre un alimento que te dé energía o que simplemente tenga un sabor muy bueno!
- Intenta escribir con la voz de alguien que conoces bien. (¿tu mamá, tu papá, tu abuela?) ¿Cómo ve esta persona el mundo? ¿Qué está pensando? Escribe en primera persona y en tiempo presente.
- ¿Qué historias cuentan tus manos? Traza alrededor de tu mano y llénala con recuerdos que estén conectados a tus manos. (Ej: jugar baloncesto, sentir el pelo de mi gato, hacer galletas)
- Escribe sobre tu deporte o actividad de tiempo libre favorita..
- Escribe sobre los juegos que juegas en el recreo.
- ¿Puedes recordar algún momento en que perdiste algo que te importaba? Escribe sobre eso.
- Escribe sobre alguien especial en tu familia.
- Escribe sobre cómo es estar con tus hermanos en tu casa, o escribe sobre ser hijo único. Trata de pensar en una sola historia y escribe esa historia

- Escribe sobre un miembro especial de tu familia o un amigo cercano de la familia. ¿Qué les gusta hacer juntos?
- Escribe sobre una comida que odias. Descríbela. ¿Qué se siente cuando está en tu boca y tienes que comerla? A qué sabe? ¿Por qué te disgusta tanto?
- Escribe sobre tu postre favorito. ¿Cómo te hace sentir? ¿A qué sabe? ¿A qué huele? ¿Por qué lo recomiendas a otros?
- Escribe sobre un momento en el que toda tu familia se reúne. ¿Por qué es especial? ¿Qué haces? ¿Qué dice la gente? Usa el diálogo.
- Escribe sobre tu mejor amigo y lo que les gusta hacer juntos.
- Escribe sobre un libro favorito que alguien te haya leído en voz alta.
- Piensa en un momento en el que estabas en un lugar en el que te encontraste sintiendo, "Esto está mal" o "Esto podría ser más justo" o "Esto podría ser mejor". (un problema como: no hay suficientes libros en la biblioteca, alguien está siendo acosado, los ancianos necesitan ayuda, hay basura por todas partes, etc...) Pretende que estás en ese lugar en ese momento. Mira lo que ves-- y piensa en lo que te gustaría haber visto. ¿Cuál es tu opinión? ¿Qué es lo que tiene importancia para ti? Escríbelo todo. ¿Cuál es tu solución al problema? Añade detalles para demostrar a tu público que tu opinión es fuerte y que vale la pena. Ofrece detalles al lector sobre cómo podemos hacer del mundo un lugar mejor si tus ideas se convierten en acción.

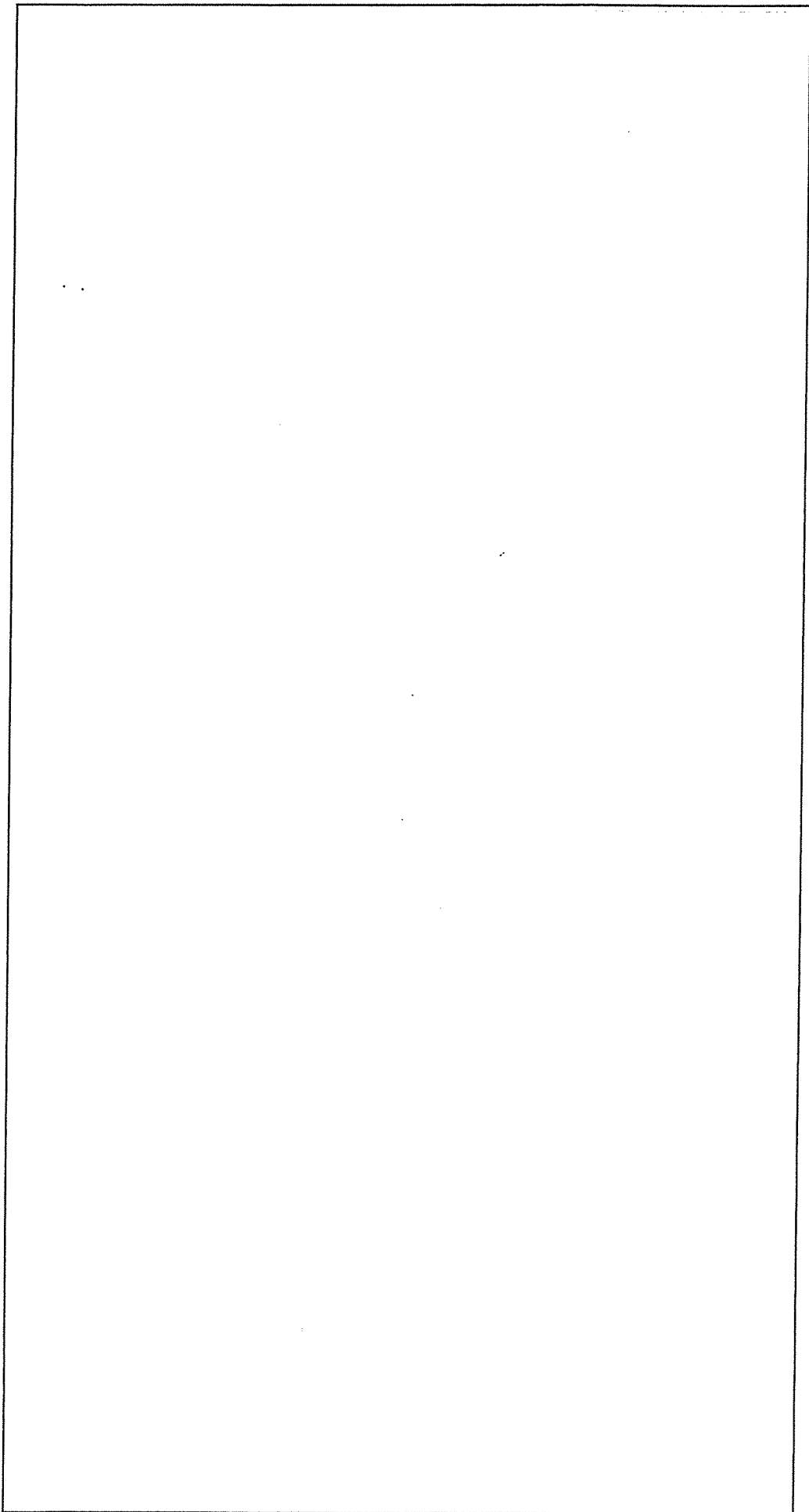
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NAME: _____

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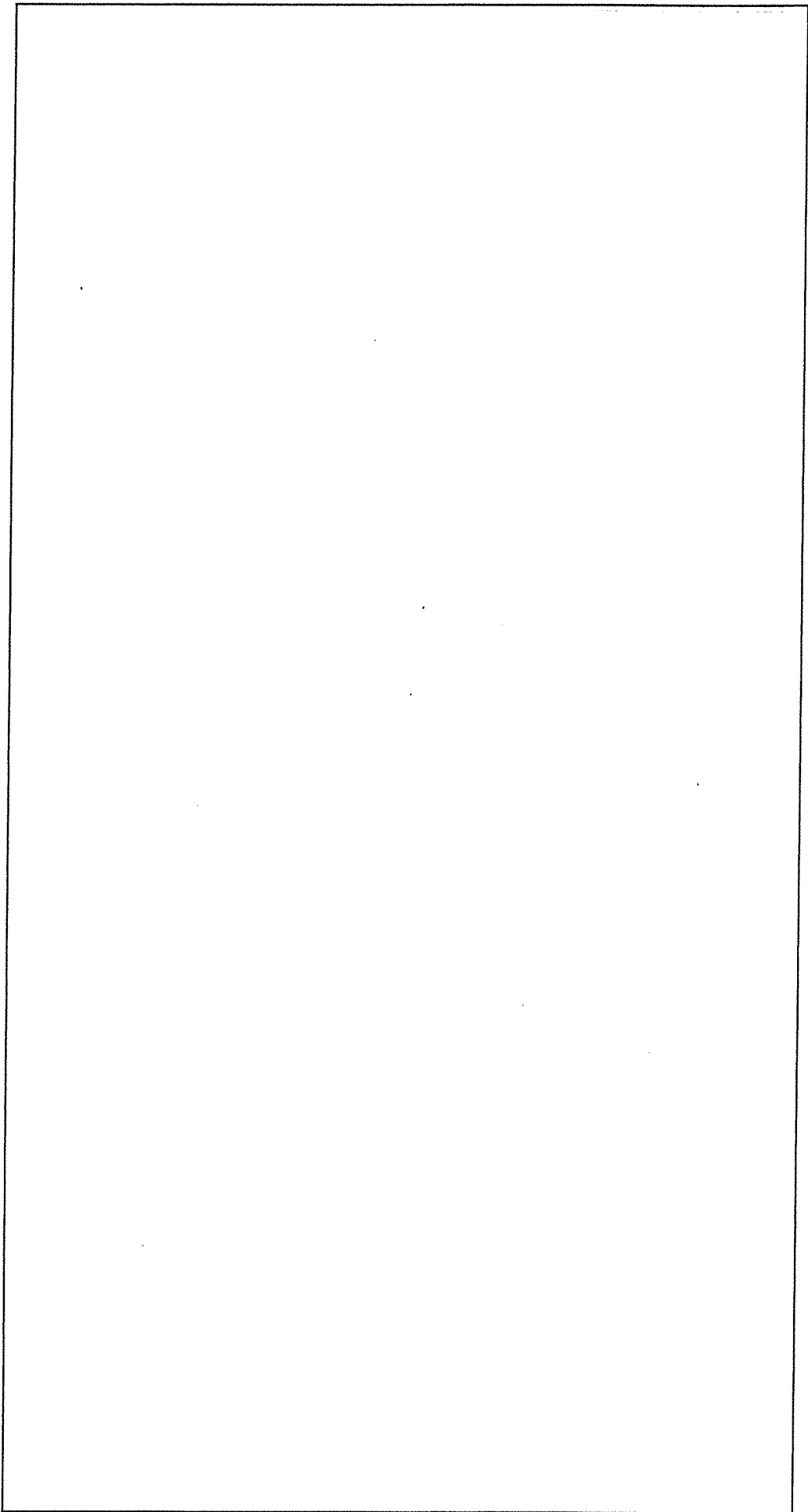
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NAME: _____

DATE: _____

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DATE: _____

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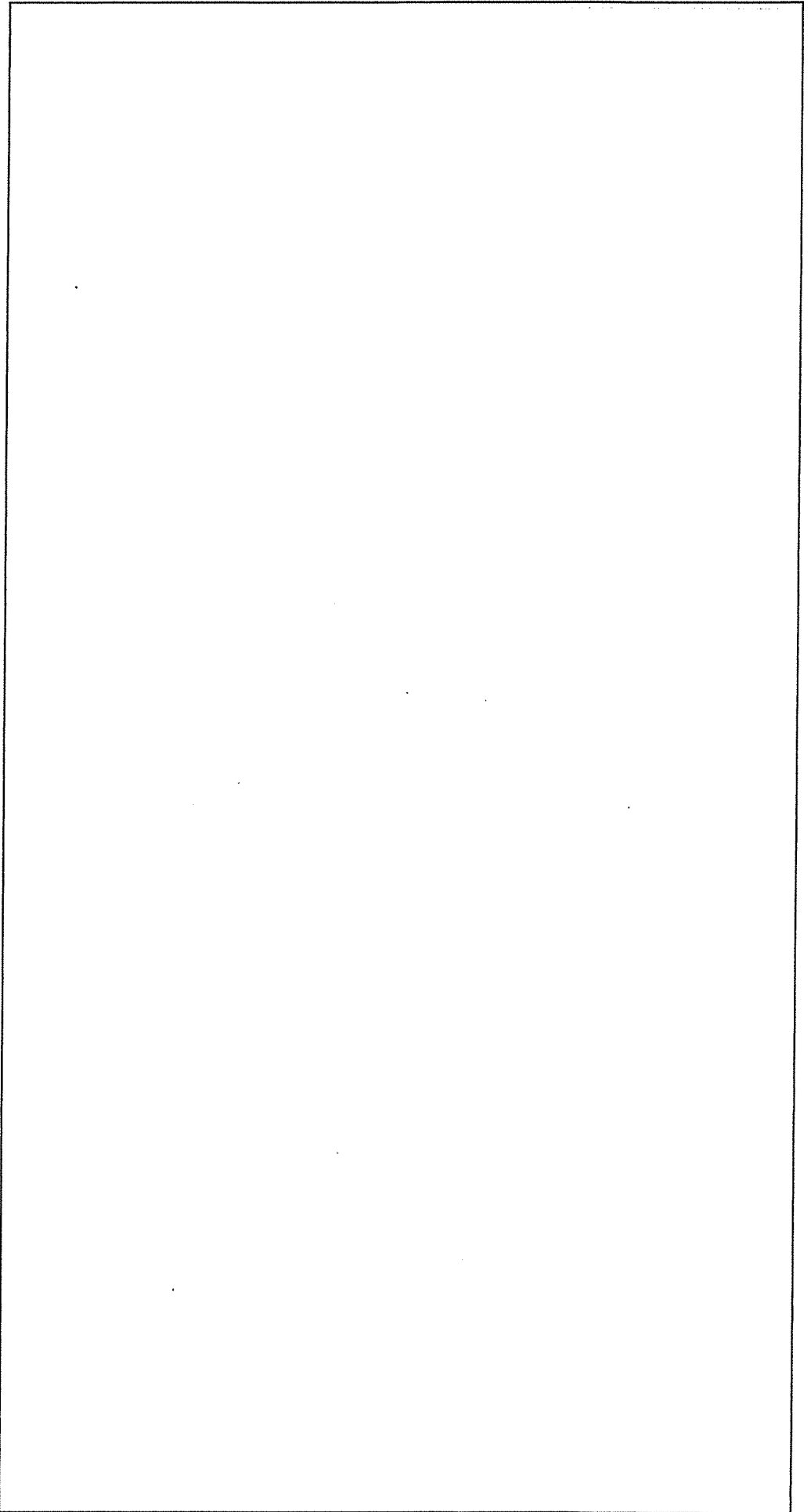
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NAME: _____

DATE: _____



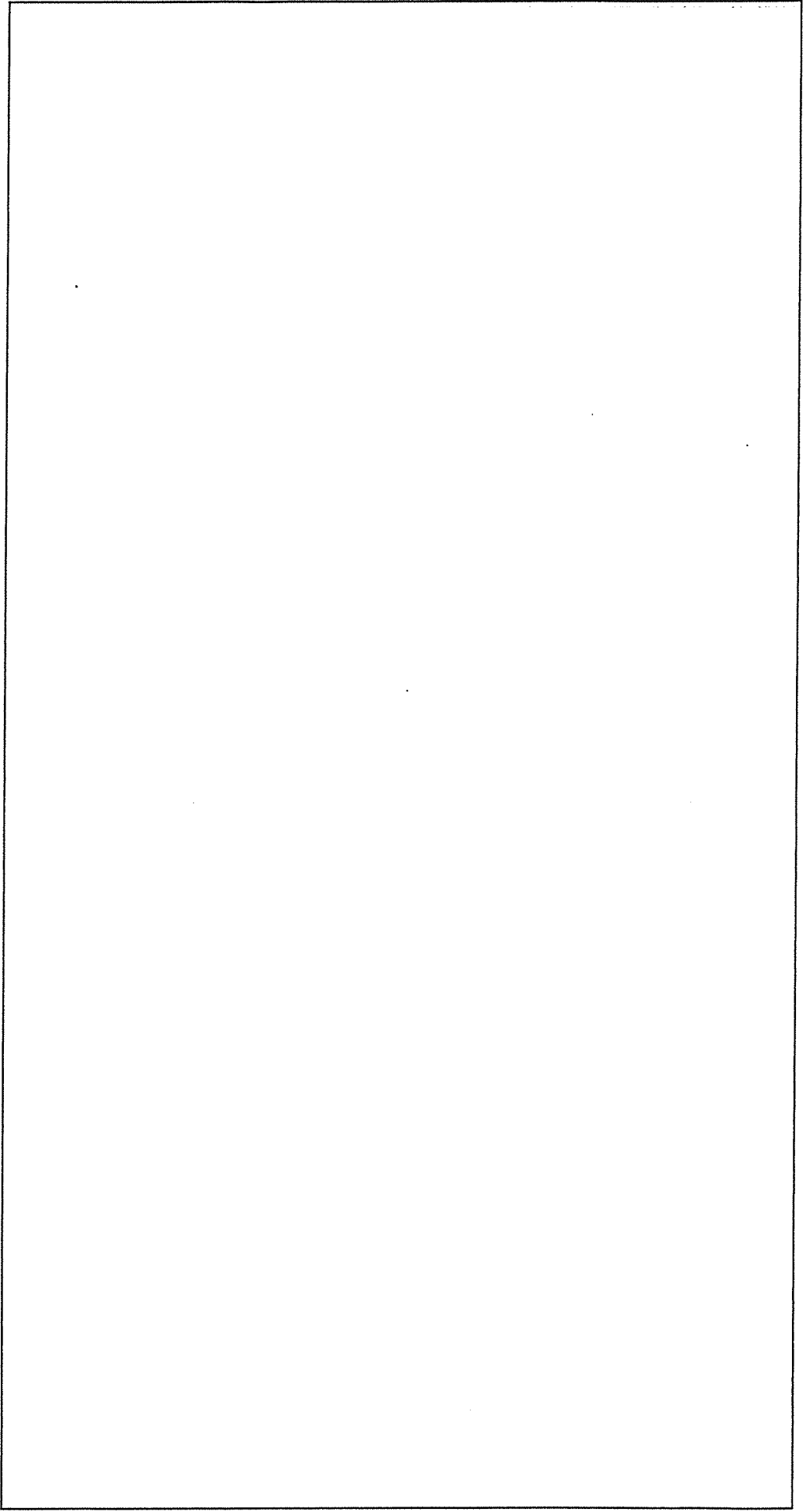
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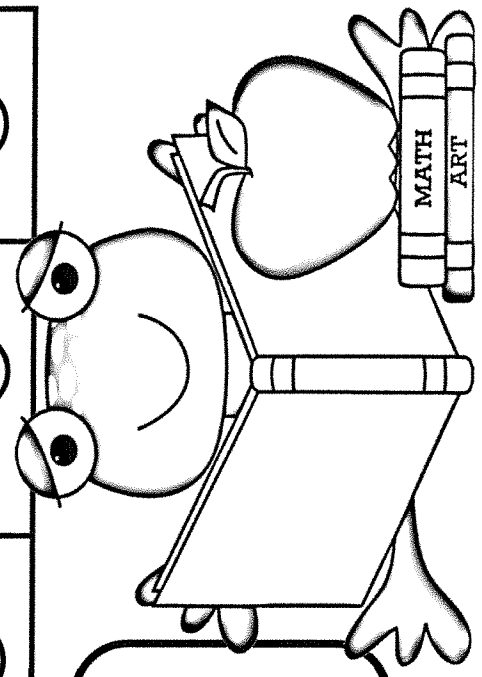


Have someone read you a story or listen to one
@ www.storylineonline.net
Haga que alguien le
lea una historia o escuche
una en línea en

My Reading Log

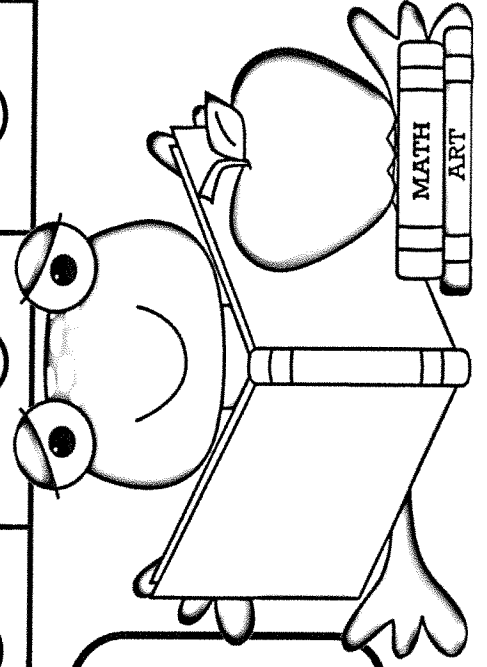
| Date | Title / Título | My Rating | |
|------|----------------|-----------|----|
| | | 😊 | ☹️ |
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My favorite book was _____



My Reading Log

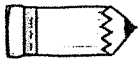
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My favorite book was _____

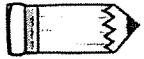
Book Title/Título del libro _____

Name _____



The characters in the story

Las personajes de la historia



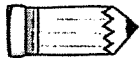
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Comenzando



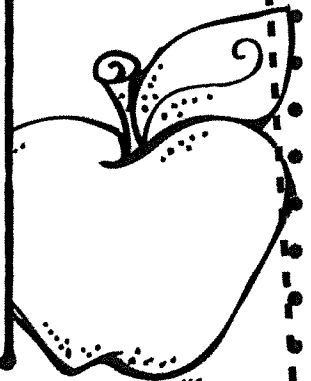
Middle

Medio



End

Final



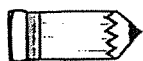
Book Title/Título del libro _____

Name _____



The characters in the story

Los personajes de la historia



Beginning

Comenzando



Middle

Medio



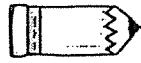
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Final



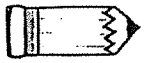
Book Title/Título del libro _____

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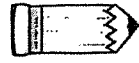
The characters in the story

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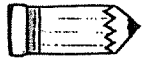
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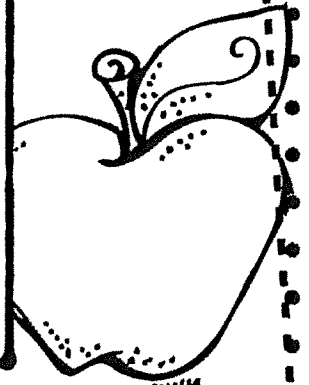
Middle

Medio



End

Final



Book Title/Título del libro _____

Name _____



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Las personajes de la historia



Beginning

Comenzando



Middle

Medio



End

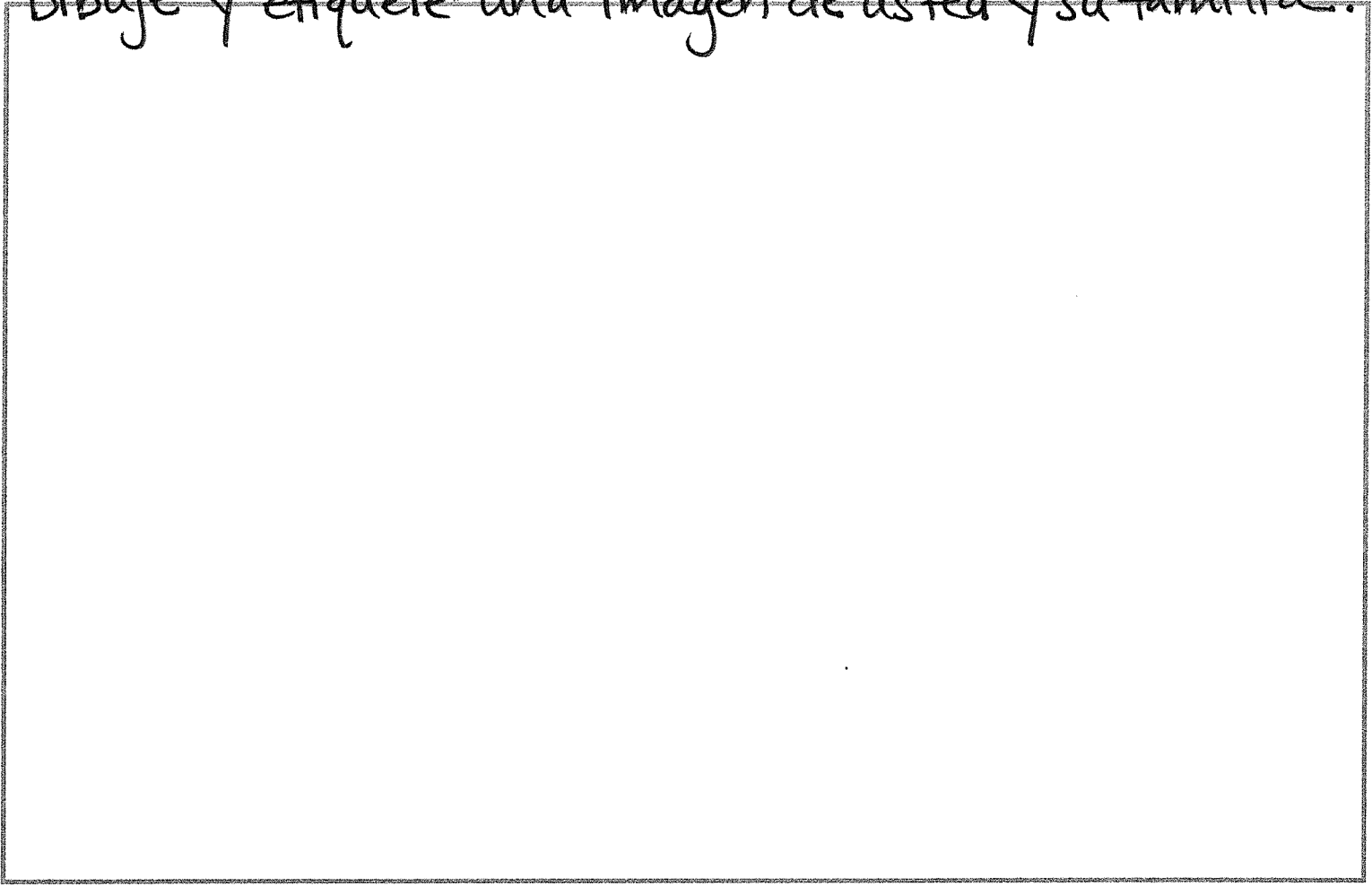
final



Draw a picture of your favorite food and tell why you like it. Haz un dibujo de tu comida favorita y di por qué te gusta.

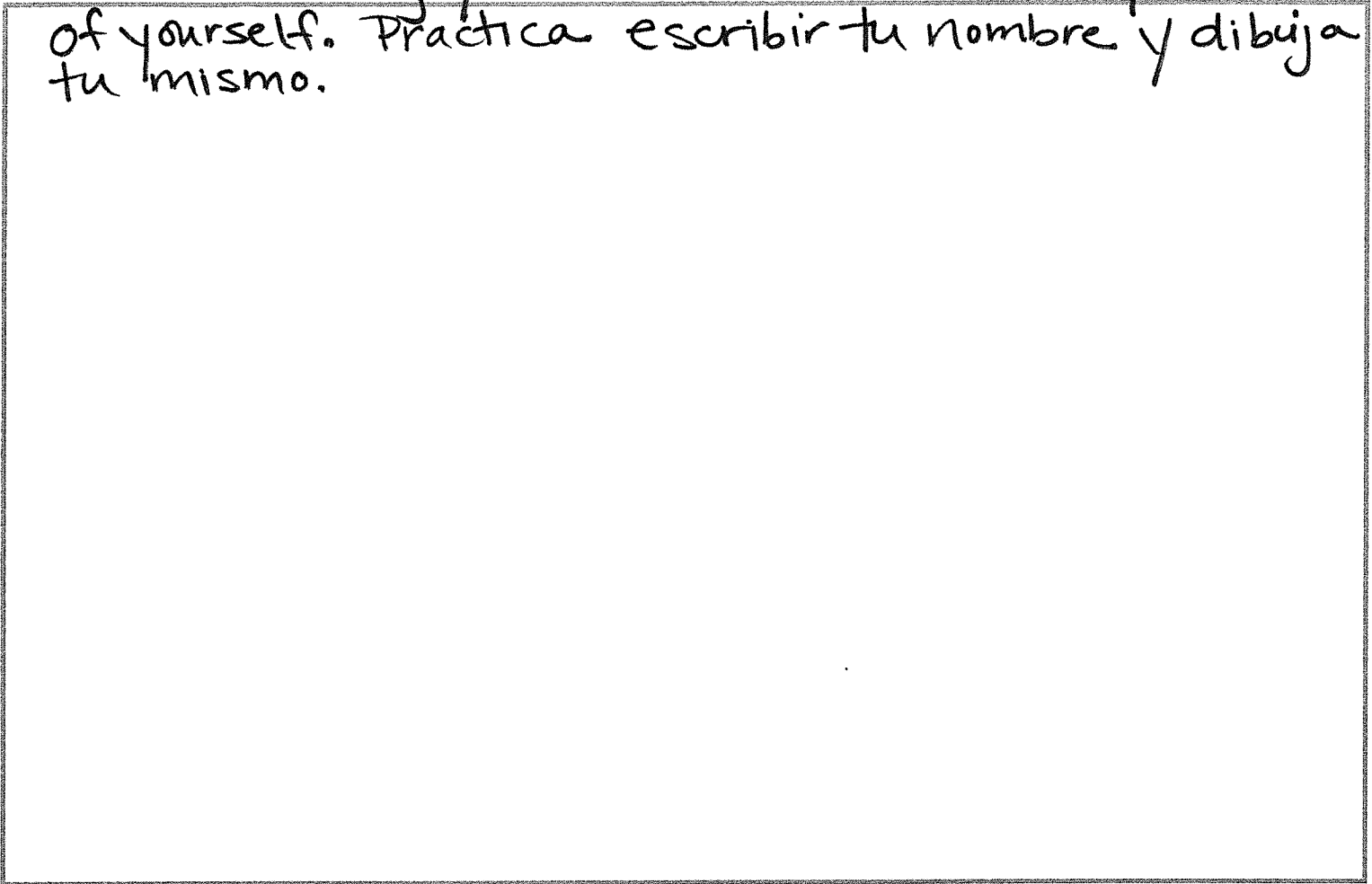


Draw and label a picture of you and your family.
Dibuje y etiquete una imagen de usted y su familia.



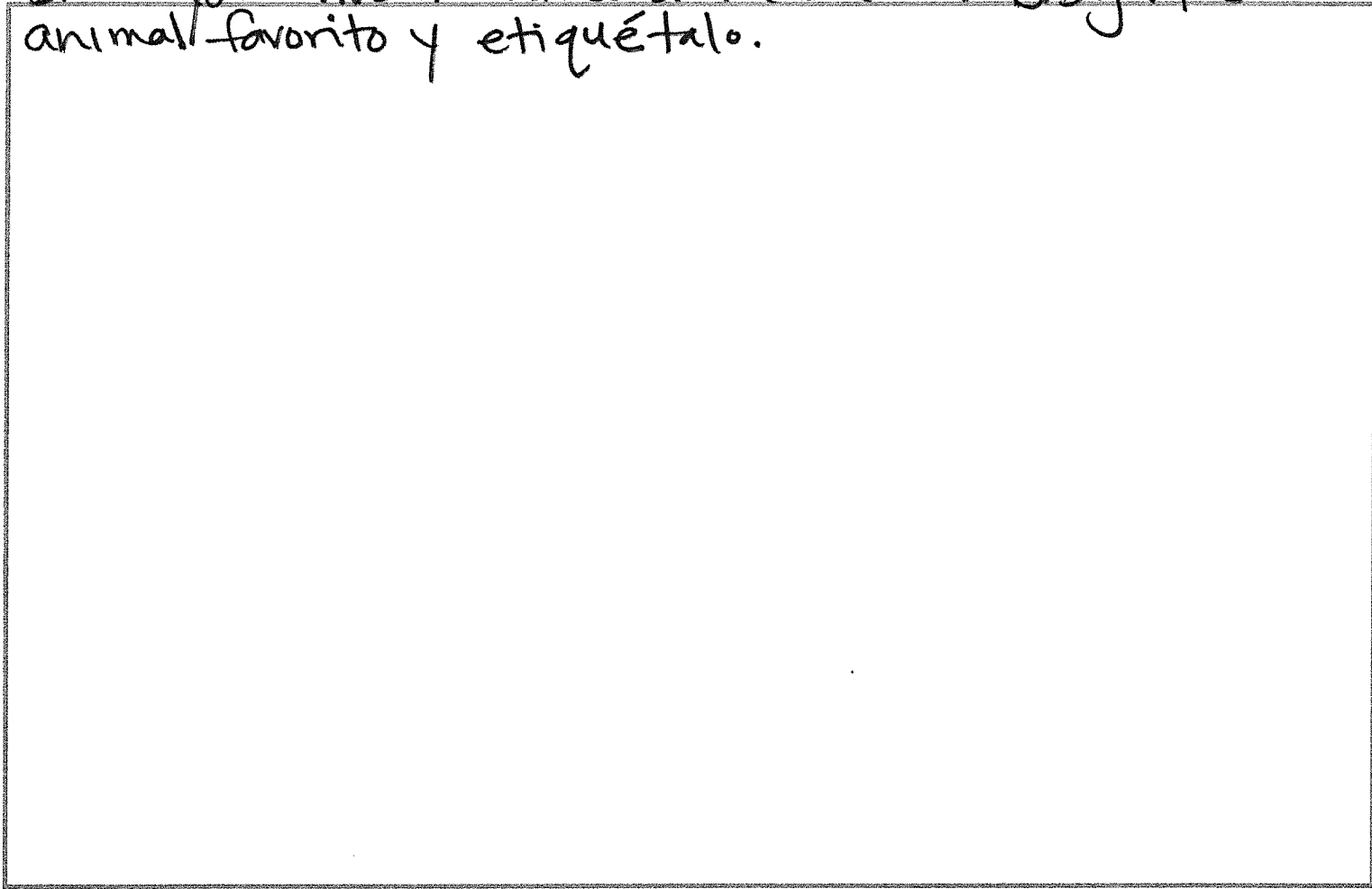
Handwriting practice lines consisting of seven sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line. Small decorative icons, such as a cloud and a flower, are placed at the beginning of each line set.

Practice writing your name and draw a picture of yourself. Practica escribir tu nombre y dibuja tu mismo.



Handwriting practice lines consisting of six sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line. A small cloud icon is positioned at the start of the top line, and a small flower icon is at the start of the bottom line.

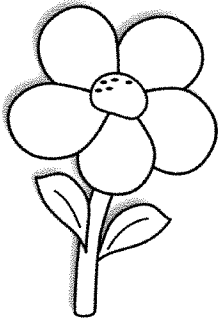
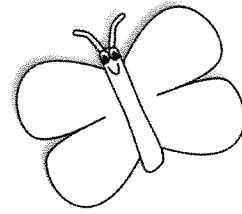
Draw your favorite animal and label it. Dibuja tu animal favorito y etiquétalo.



Handwriting practice lines consisting of eight sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. Each set is decorated with a small cloud icon on the top line and a small flower icon on the bottom line.

Name _____

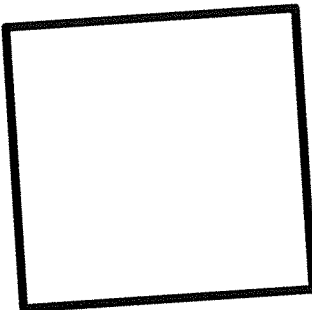
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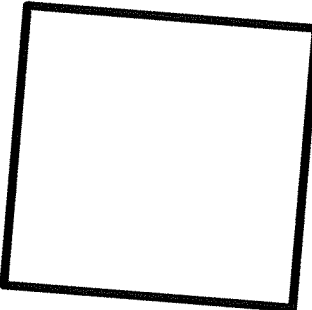
Alphabet Match


Cut out the lowercase letters.

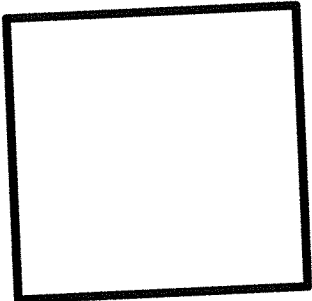
Paste them by the matching uppercase letters.

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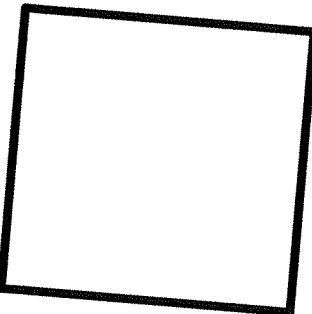
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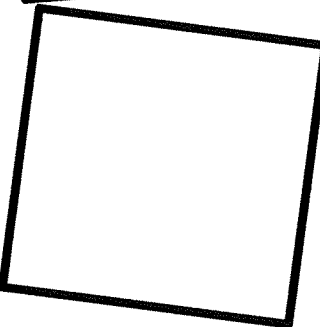
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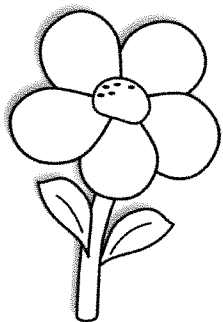
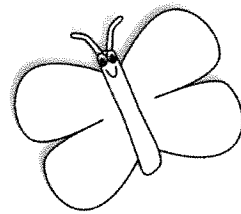
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Name _____

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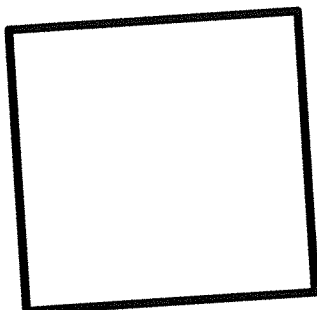


Alphabet Match

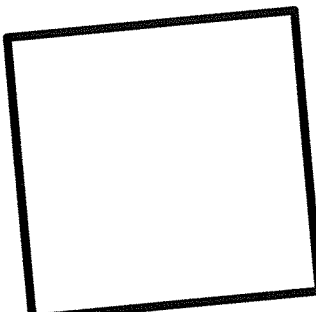
Cut out the lowercase letters.

Paste them by the matching uppercase letters.

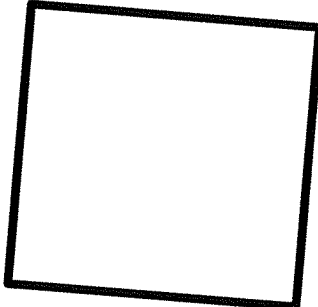
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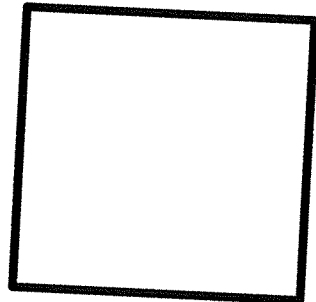
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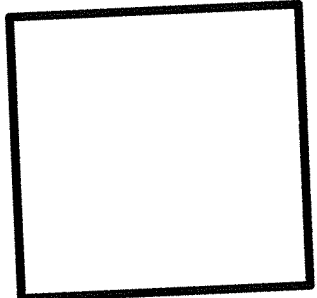
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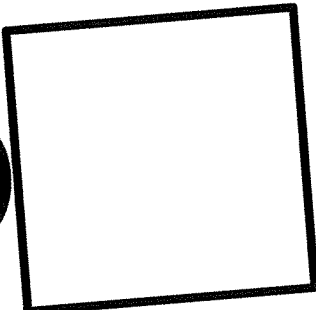
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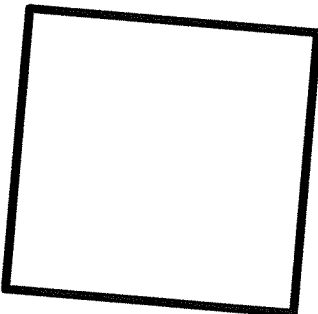
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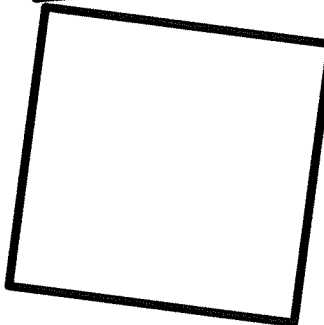
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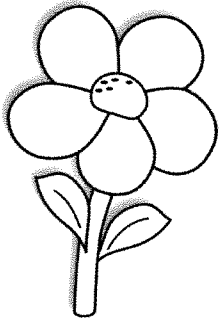
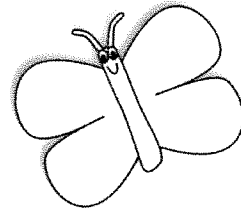
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Name _____

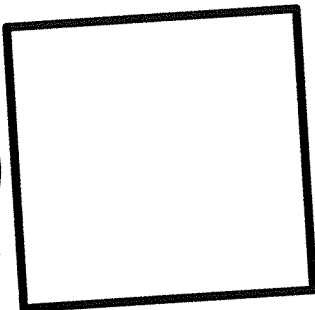
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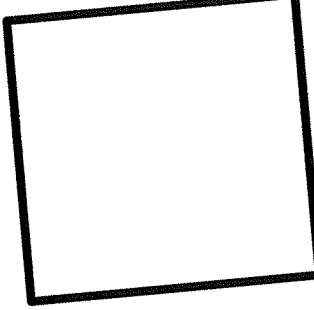


Alphabet Match

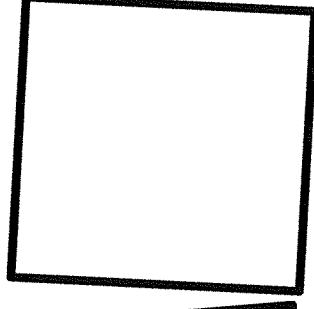
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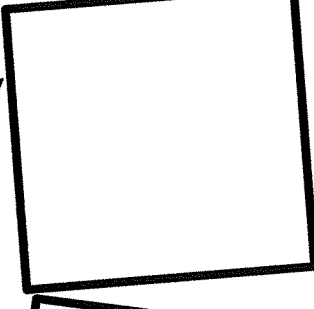
Q 

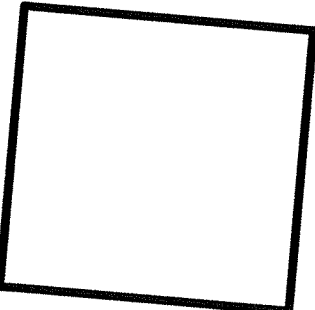
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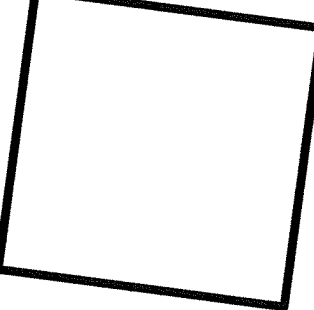
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S 

W 

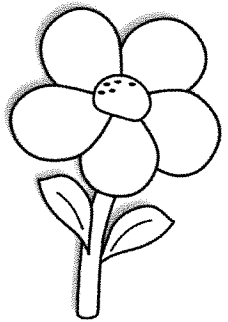
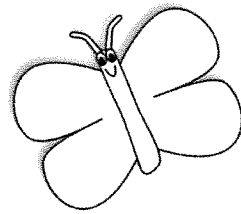
T 

X 

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Cut and Paste

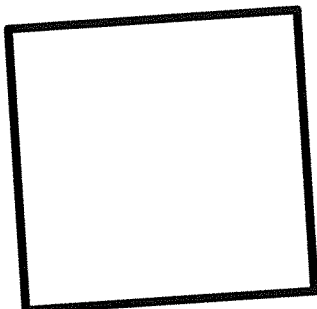


Alphabet Match

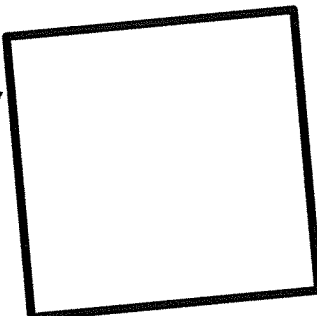
Cut out the lowercase letters.

Paste them by the matching uppercase letters.

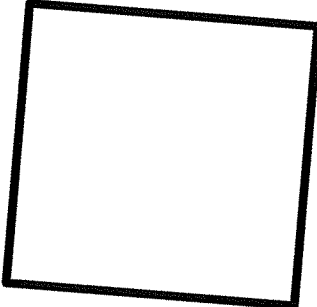
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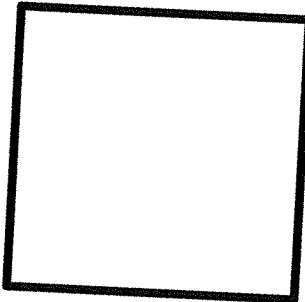
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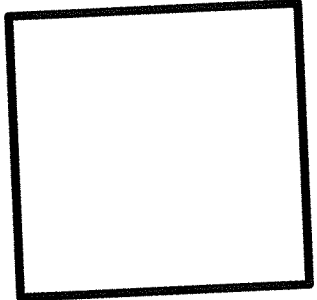
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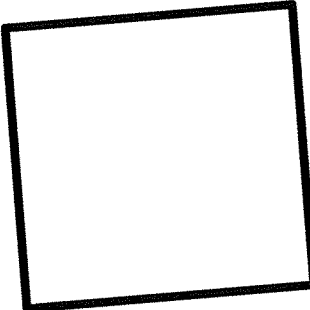
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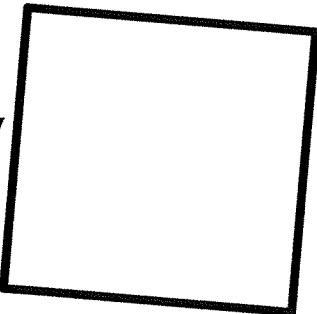
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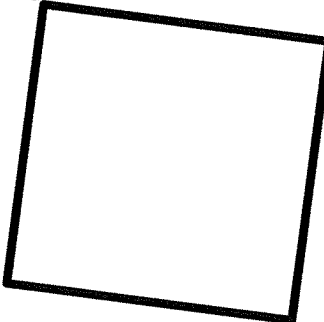
Y



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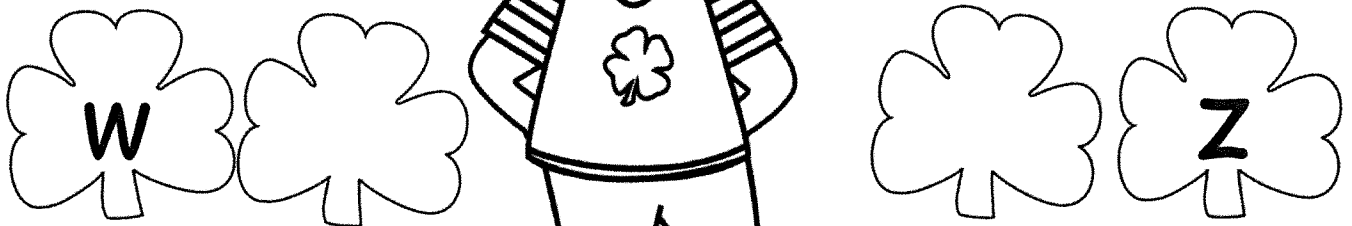
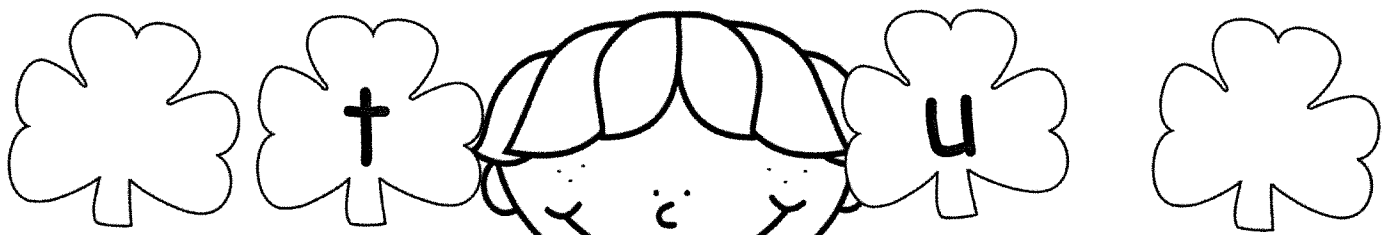
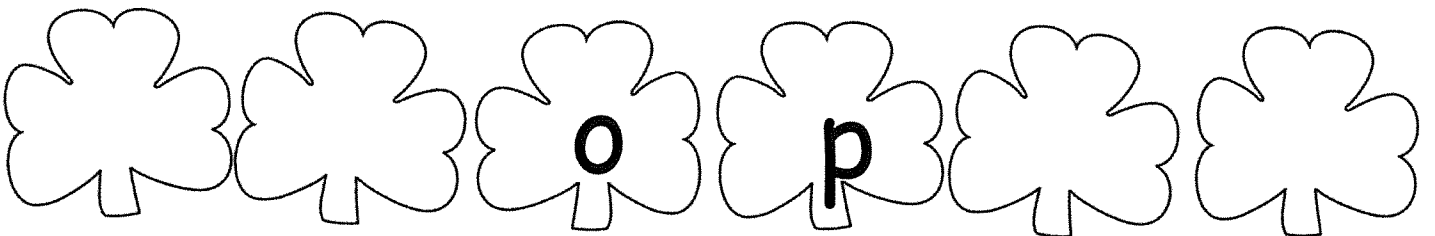
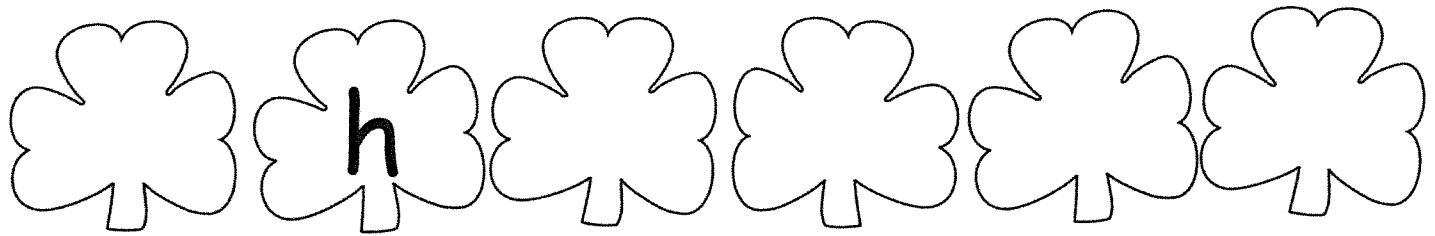
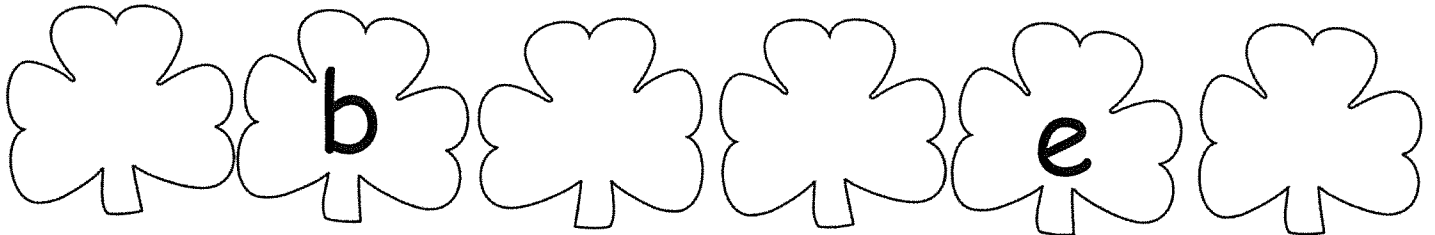
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Lucky Clovers

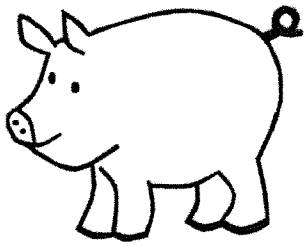
Name _____

LETTER WRITING PRACTICE

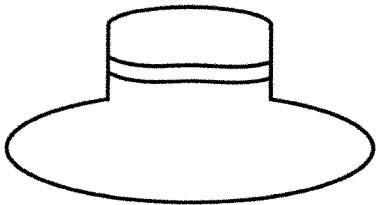
Write the missing letters.



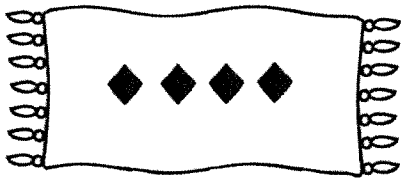
Beginning Sound



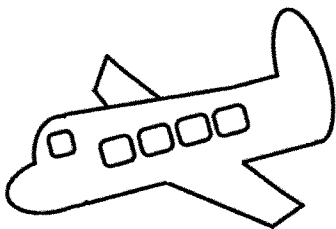
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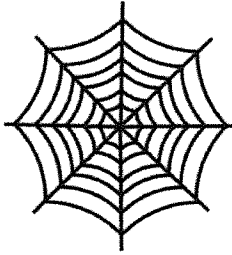


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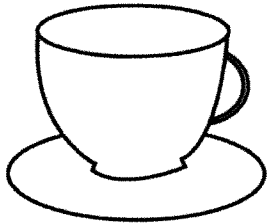


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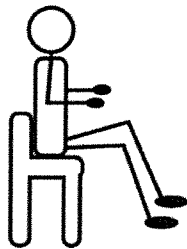
Beginning Sound



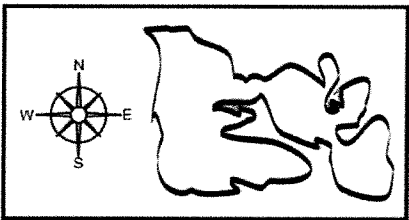
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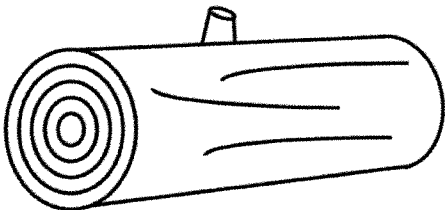
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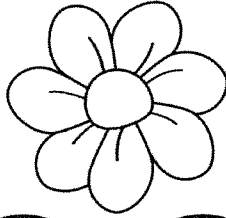
Name _____

Beginning Sounds

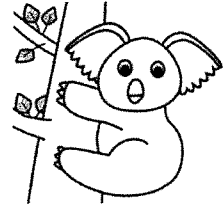
What is the beginning sound? Color it.



b d



r f



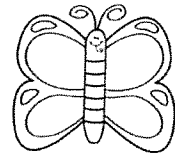
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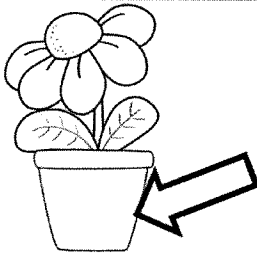
w t



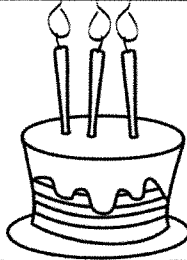
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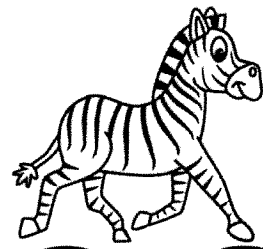
q b



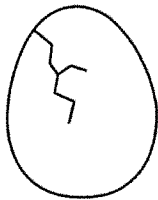
d p



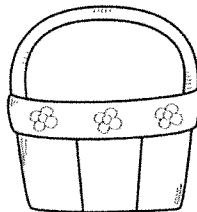
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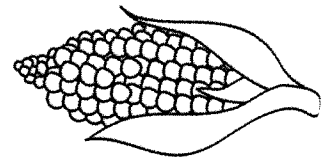
s z



a e



s b

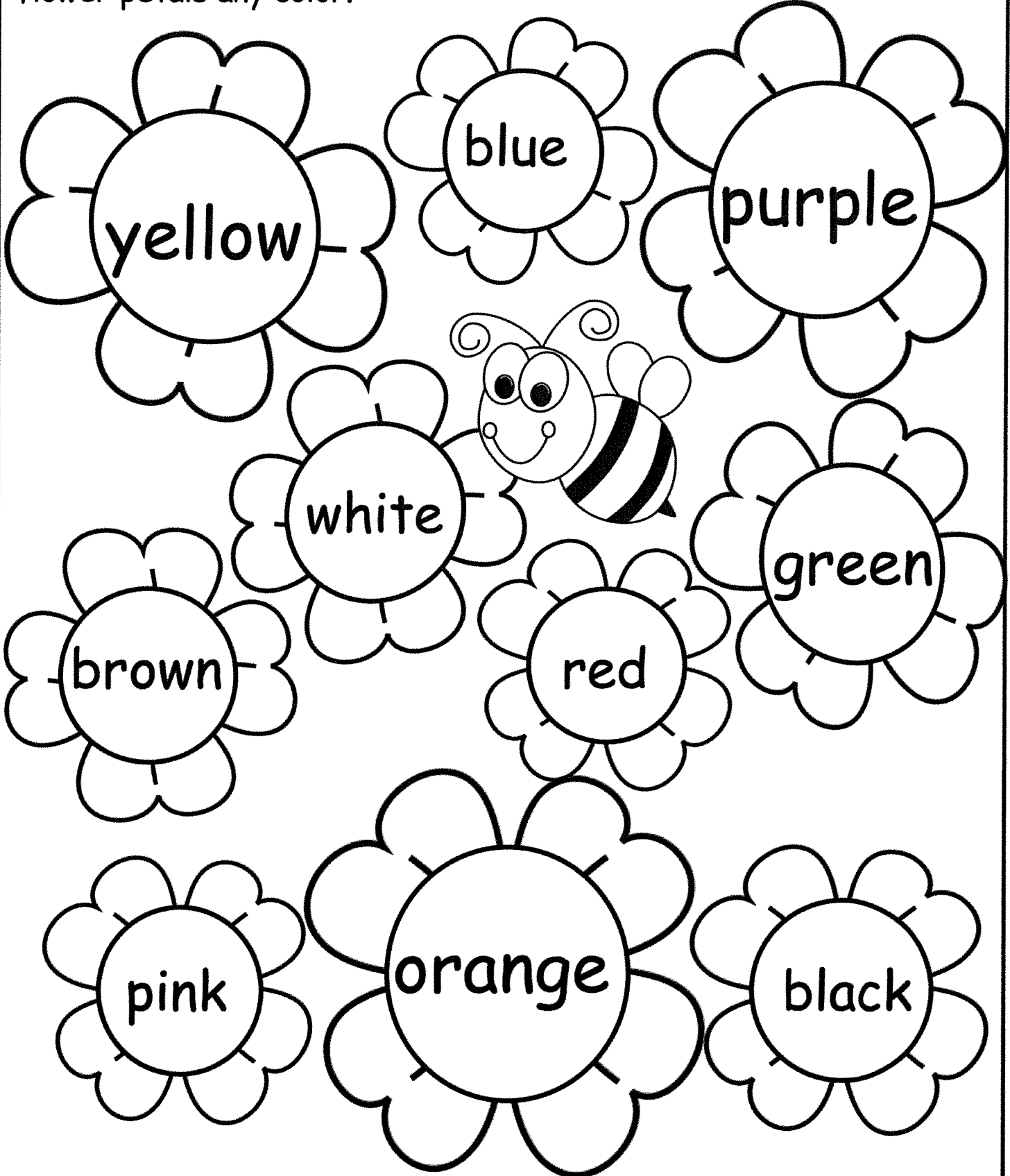


c m

Name _____

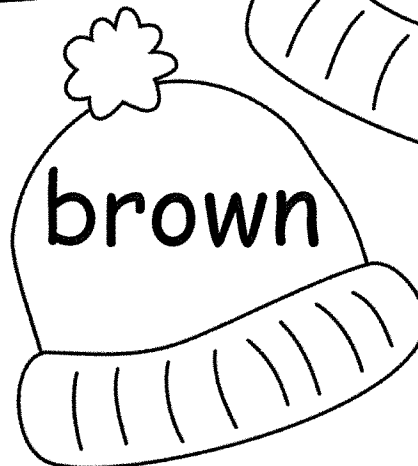
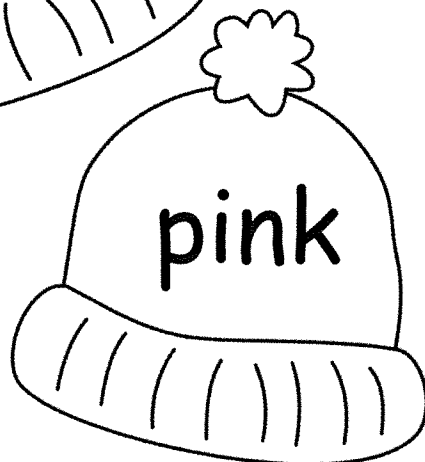
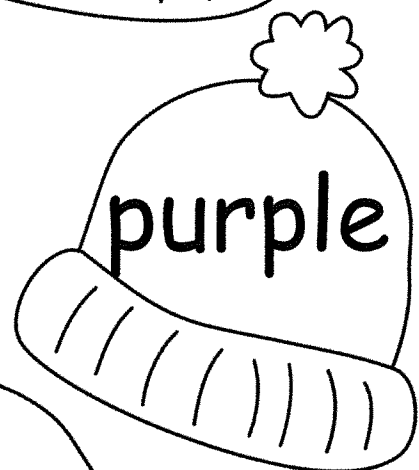
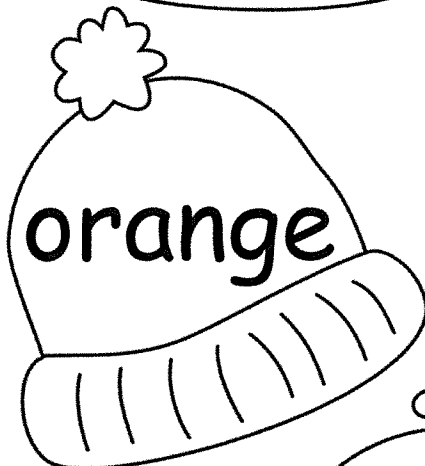
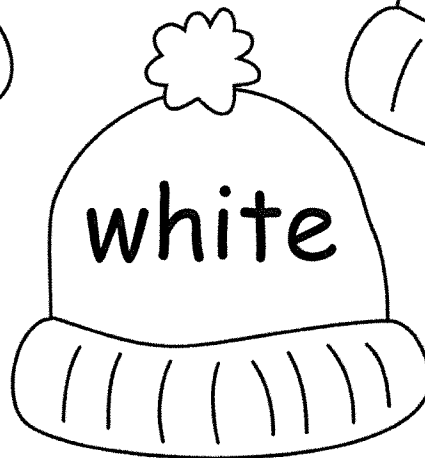
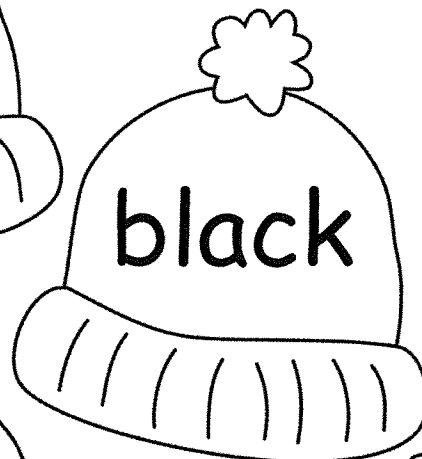
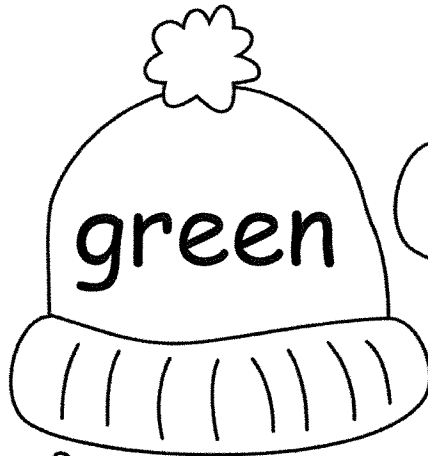
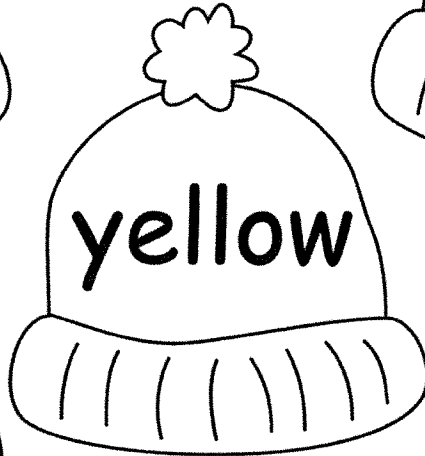
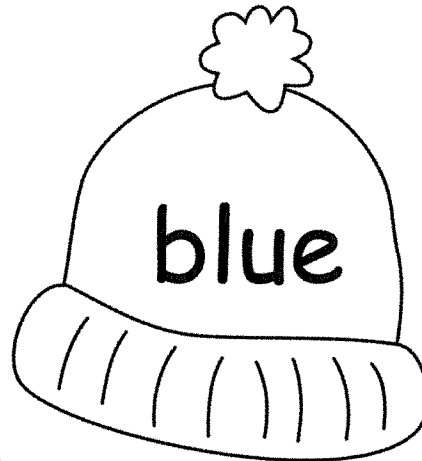
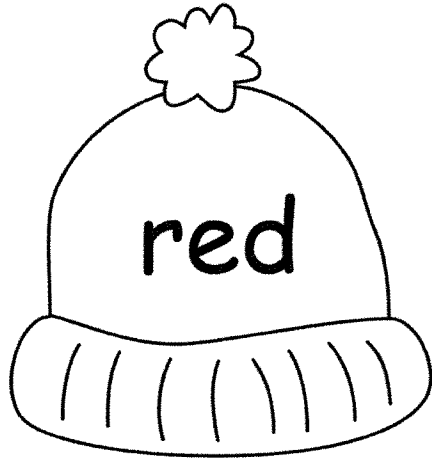
COLORS

Read the color words. Color the circles that color. Color the flower petals any color.



Name _____

Read the color words. Color the winter hats that color.



Games To Play At Home

Rhyming game:

With your child take turns making up rhyming word. Sing, "I know a word, it is **"dig"**. Make up a word that rhymes with **"dig"**!" Do this in a singsong way so it is fun and they hear the rhyme. You can throw a beanbag or small ball; to the person you wish to go next.
(Sun, rug, head, mill, got, fog, be and any more you can think of)

Beginning Sound game:

Play a game where you take turns saying a word and the other people at the table have to think a word that starts with the same sound. Say "Can you think of a word that starts with the same sound as **"cake"**, then say the sound **/c/**."

*Keep tally marks as to how many words you can think of until you can't think of any more.

*If a person gets stuck, they can start a new beginning sound word.

*Figure out which letter had the most tallies. See if it happens again another night.

Segmenting Onsets and Rimes:

You will need to lead this game until your child catches on to how it is done.

We can make words by taking the beginning sounds away. Sing, "The word is "land" what word will I have if I take the /l/ away from "land"?" (and)
(Fox, part, shape, sink, fan, cup, send, couch and any more you wish to play with)

*You can write the word and cut off the beginning letter, to show what you are asking.

Phoneme Segmentation:

Start by you leading this game and when your child catches on let them lead.

Sing, "Beginning, middle and end. /Sun/ break this word up for me. /Sun/ break this word up for me.
Beginning, middle and end!

Your child should take his /her left fist and touching the right shoulder for the beginning sound, the middle of chest for the middle sound and the left shoulder for ending sound. Saying /s/ /u/ /n/

*You can have your child use different voices when he/she says the letter sounds, (loud voice, soft voice, monster voice, frog voice)

*You can have your child write the letters on a chalkboard.

*You can have your child tell you the vowel sound in the middle of the word.

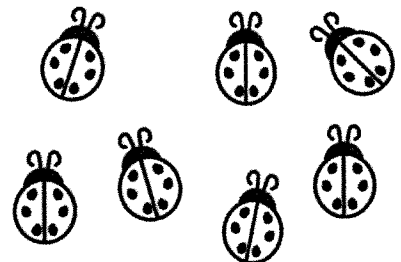
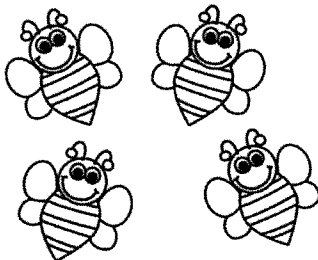
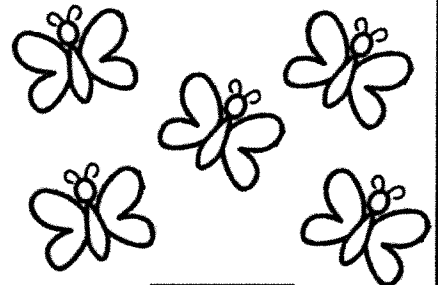
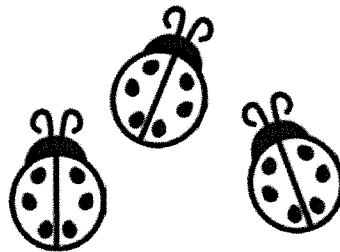
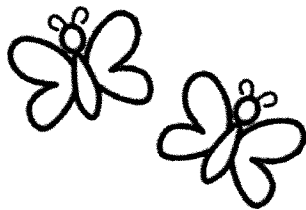
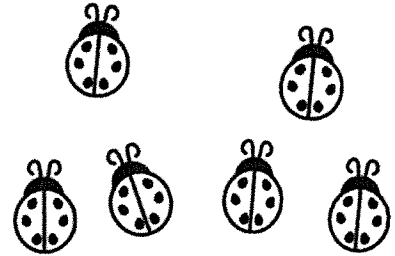
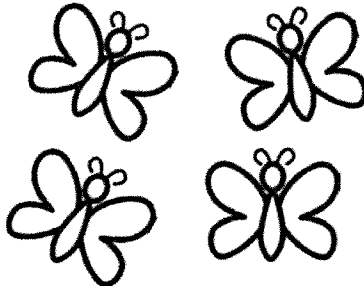
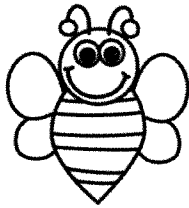
Whatever variations you use for any of these games make it FUN!

Cute Insects

Name _____

How Many?

Count. Write the number in the box.



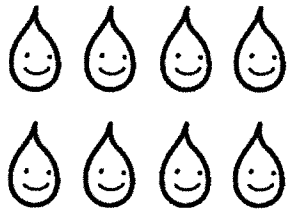
| | | | | | | |
|----|----|----|----|----|----|----|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9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

Name _____

Date _____

Counting Raindrops

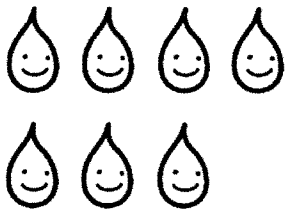
Color the raindrops and match the number!



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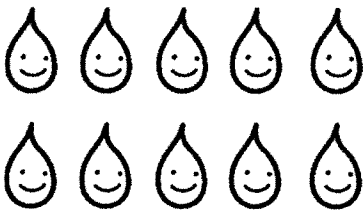
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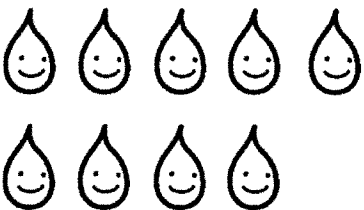
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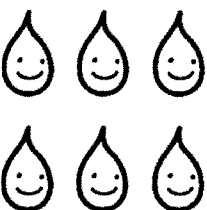
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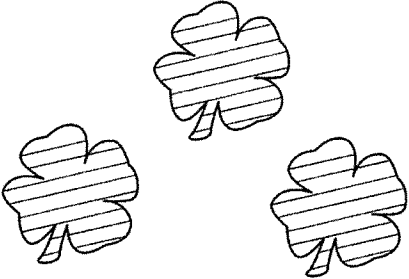
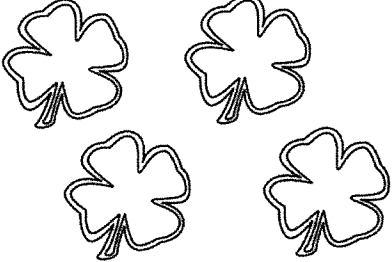

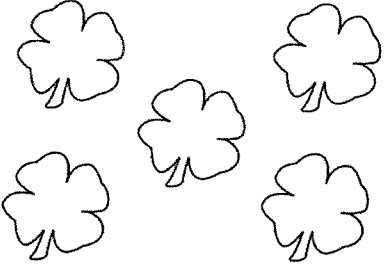
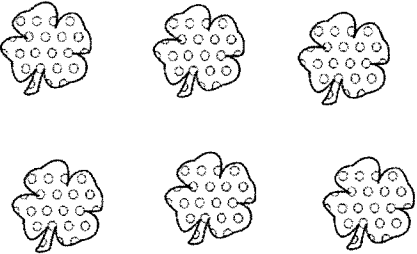
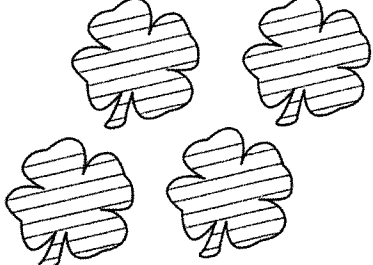
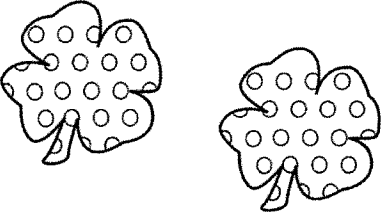

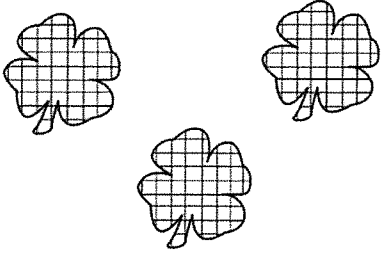
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|----|----|----|----|----|----|----|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 |
|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

Lucky Clovers

Name _____

How Many?

Count. Write the number in the box.

| | | |
|---|---|---|
|  <input type="text" value="3"/> |  <input type="text"/> |  <input type="text"/> |
|  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |
|  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |

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

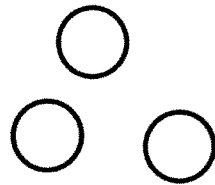
Circle the Number

Name: _____ Date: _____

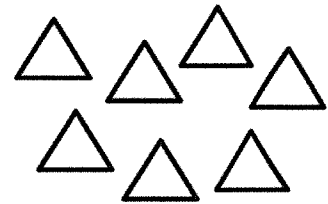
Circle the number that matches the amount of objects.



4 5 7



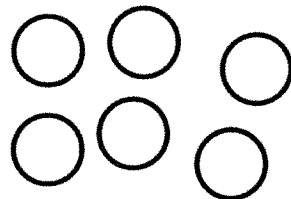
1 2 3



4 7 9



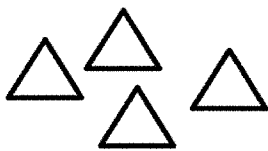
2 4 6



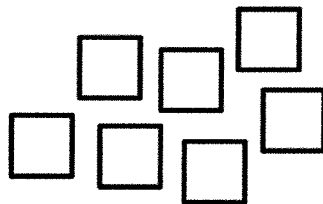
6 7 8



0 1 9

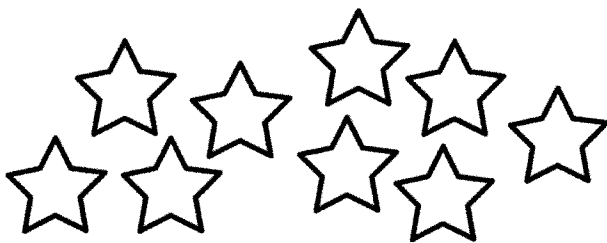


3 4 5

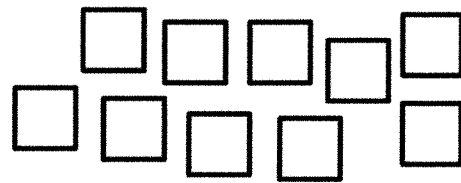


7 8 9

0 9 2



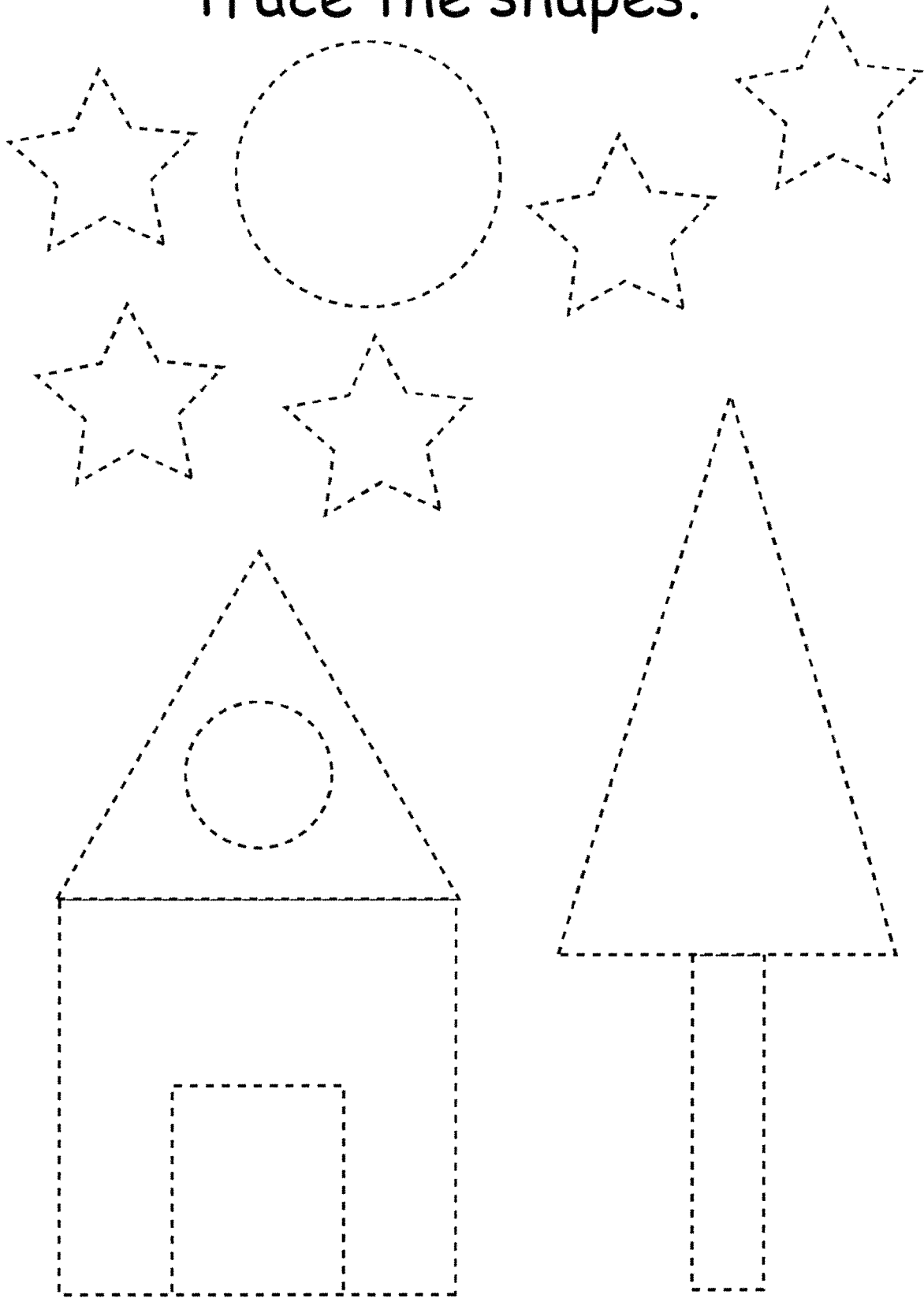
7 8 9



1 4 10

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

Trace the shapes.

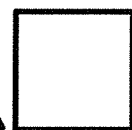


Name _____

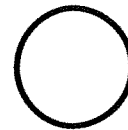
Color the shapes.



red



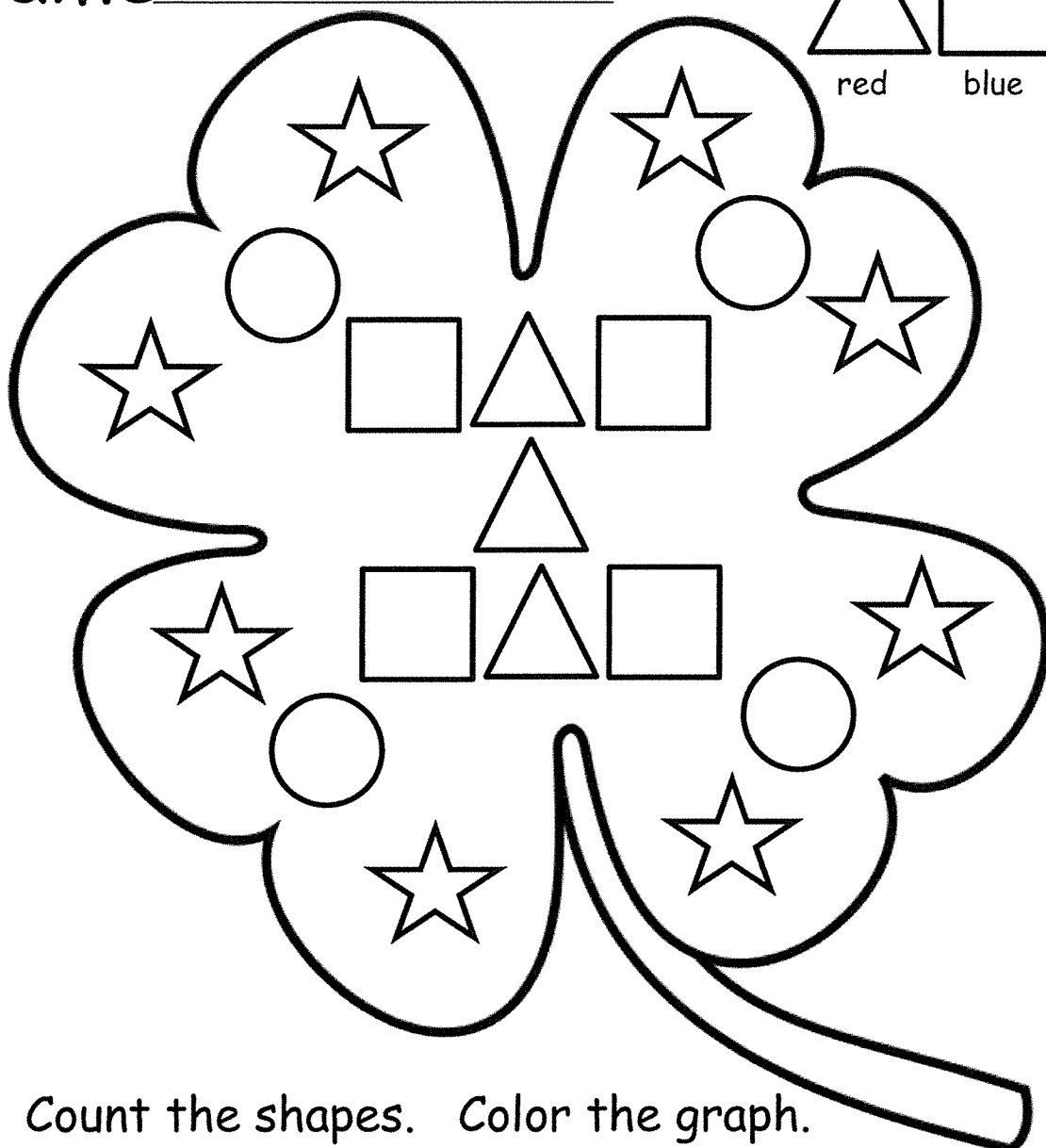
blue




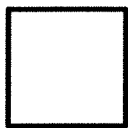
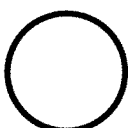

green



yellow



Count the shapes. Color the graph.

| | | | | | | |
|---|--|--|--|--|--|--|
|  | | | | | | |
|  | | | | | | |
|  | | | | | | |
|  | | | | | | |



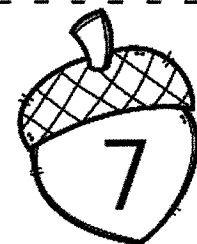
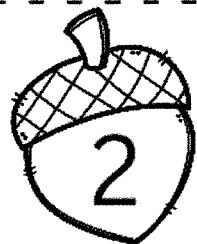
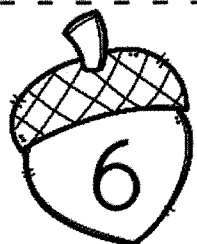
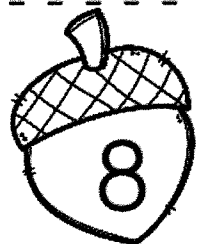
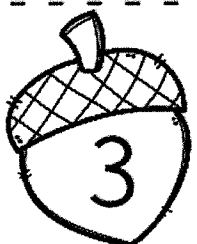
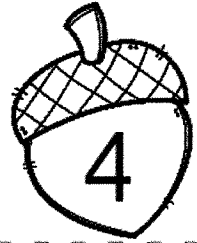
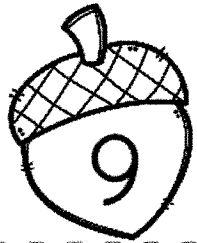
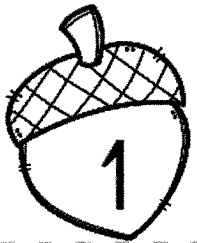
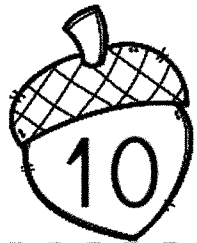
Acorn

Name _____

Number Order

Directions: Cut out the acorns. Paste them in the correct number order.

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |



MY PHONE NUMBER



Write your phone number on the blanks below. Then, practice dialing your phone number on the telephone buttons below.

_____ - _____ - _____

