

**Kindergarten Lesson Plans at a glance Mar 30-April 8<sup>th</sup>**

Math: continue pgs 245-259 in math workbook

Reading: Start Letterbook N pgs 1 -16, directions for both of these books posted on website

Letterbook M: pgs 1-16

Bible: Memory verse included in packet on website along with a daily lesson/activity suggestion on different phases/parts of the Easter story.

Please check the website as there are detailed notes for each of these subjects posted there, as well as activities that you can pick and choose from to print for Bible etc.

I understand that is a difficult time for everyone, and don't want to over burden you with too much work, so please just do what you can, but the more you can get done the better! Please tell your child I miss seeing them in school, and I look forward to the day when we can be together again.

Stay well,

Ms. Parsons

## **Bible March 30-April 8 (Easter Story)**

For these next eight days you can go over the parts of the Easter story as it is according to scripture with your child. See my suggested plan of what to cover in what order below. I will also be attaching a file via email with activities that you can print to go along with each day's story. There are various activity sheets etc for each story you do not have to complete them all, feel free to pick and choose. I suggest if you have a children's Bible at home that you read the parts surrounding Easter from that, because these are usually a little easier to understand for children. However you want to present these following lessons is fine: (summary from your knowledge, regular Bible, childrens Bible, internet resources etc) Another suggestion I would make would be to read to yourself first whatever you plan on reading to your child in order to make sure that you feel all terminology used in the Biblical editions that you have are appropriate for your child to hear. Scripture text from where these parts of the story can be found in regular Bibles are also listed with each lesson.

**Memory Verse: Matthew 28:6 He is not here, for He has risen just as He said.**

**Lesson 1: Jesus goes to Jerusalem (triumphal entry where he sends the disciples to get the donkey and the people wave palm branches/throw down their garments)**

**Matthew 21:1-11, 14-16**

**Mark 11: 1-11**

**Luke 19:28-40**

**John 12: 12-19**

**After reading/discussing this with your child, there is a simple palm branch craft (directions/pattern attached in an email file) that they can make using green paper and scissors.**

**Lesson 2: Last Supper with Jesus and the disciples/Communion//Washing of the feet**

**John 13:1-20 (washing of feet)**

**Last supper: Matt 26:26-29**

**Mark 14:22-25**

**Luke 22:17-20**

**1 Cor 11:23-26**

**Activity: discuss the meaning of the elements of communion with your child and how it is done at your home church, if you attend church.**

**There is also a last supper crossword puzzle, dot to dot, word search, cross coloring page and a last supper coloring page attached via email. Pick what you would like or do all.**

**Lesson 3: Judas betrays Jesus/Peter denies Him three times**

**Matt 26: 20-25, 31-35**

**Mark 14: 17-21 27-31**

**Luke: 22:21-23, 31-34**

**John 13:21-38**

**Activity: I don't know him color by number rooster/cock: attached in email file**

#### Lesson 4: Jesus prays in the Garden of Gethsemane

Matt 26:30, 36-46

Mark 14:26, 32-42

Luke 22:39-46

John 18:1

Activity: Jesus in the Garden question page, true false paper, Gethsemane garden maze, Jesus praying in garden color sheet

#### Lesson 5: Jesus is arrested

Matt 26:47-56

Mark 14:43-50

Luke 22:47-53

John 18:2-12

Matt 26:58, 69-75

Mark 14:54, 66-72

Luke 22:54-62

John 18:15-18, 25-27

Activity: Peter denies Jesus/Jesus goes to trial question worksheet

#### Lesson 6: Jesus is Killed

Matt 27:31-56

Mark 15:20-37

Luke 23: 26-46

John 19: 16-30

Activity: cross with memory verse under it. They can color it or add tissue paper with gluestick. In class I would have had them cover the cross with gluestick and then crumple different color tissue paper that was cut in small pieces and glue on. However you choose to do this is good.

#### Lesson 7: Resurrection: He has risen

John 20:1-18

Activity: empty tomb writing/coloring sheet: They should trace and write the sentence on this page.

Lesson 8: For this, I was going to do resurrection eggs in class with them to summarize the entire Easter story via the symbol that is in each egg. We would talk about the meaning of each symbol and how it relates to Easter. I will include a paper that lists the symbols/objects needed for this if you would like to do this at home with plastic eggs and items you have. There are also many different ideas online on how to do resurrection eggs if you would like to find your own idea. .

**"My Memory Verse  
this week is..."**

He is not here, for He has risen  
just as He said.

Matt 28:6

**My test is on Friday.**



**"My Memory Verse  
this week is..."**

He is not here, for He has  
risen just as He said.

**My test is on Friday.**



## DLTK's Bible Crafts for Kids

### Palm Leaf Fold and Cut Craft

*Contributed by Leanne Guenther*

This is a fun Palm Sunday craft that works a lot like cutting out paper snowflakes. The fronds end up being large enough that the children can carry them around waving them for a Palm Sunday parade.



#### Materials:

- printer
- paper
- scissors
- paper clips
- green construction paper
- scotch tape
- OPTIONAL: Green pipe cleaner

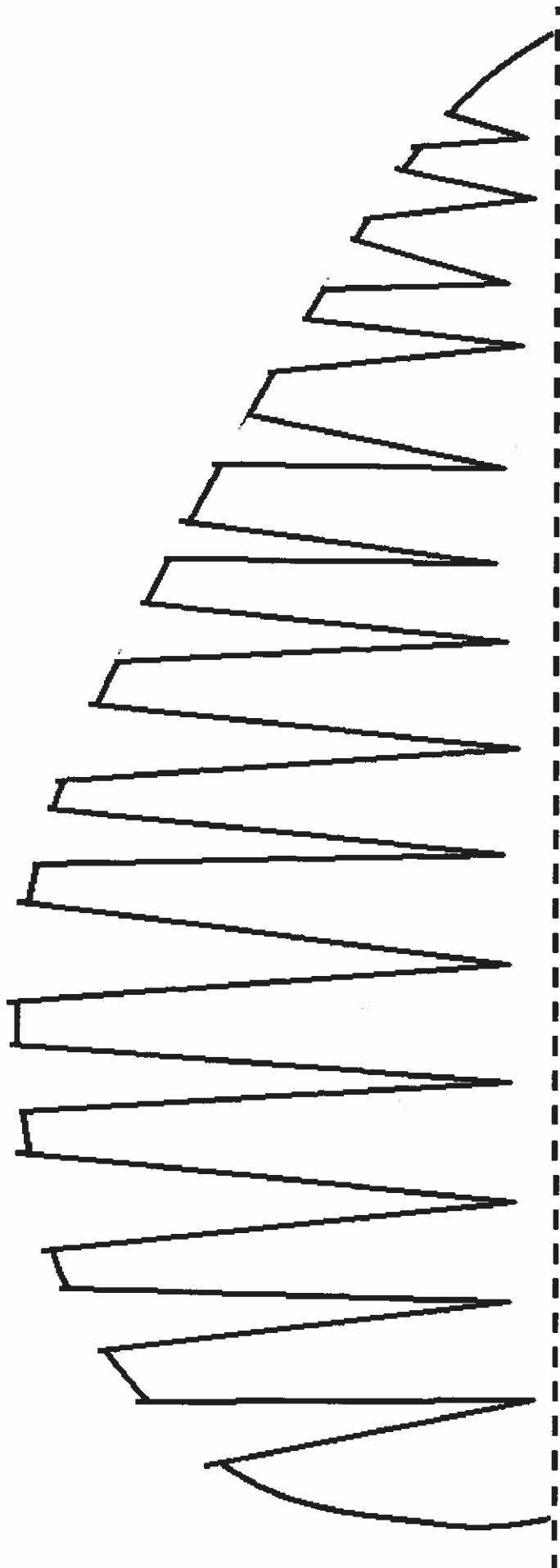
#### Instructions:

- Print out the template of choice. (the templates have the directions on them)
- Cut this template along the dotted line.
- Fold a piece of green construction paper in half and paper clip the template so the dotted line is along the fold.
- Cut through the template and both layers of construction paper along the black lines.
- Discard the template (unless you want to make more leaves).
- Unfold the construction paper to see your finished palm leaf.
- Tape a green pipe cleaner as a stem  
or
- Roll a second piece of green construction paper into as tight a tube as possible and tape it so it will stay. Tape that to the center as a stem.

#### Templates:

- Close the template window after printing to return to this screen.
- Set page margins to zero if you have trouble fitting the template on one page (FILE, PAGE SETUP or FILE, PRINTER SETUP in most browsers).

Template [\(color\)](#) or [\(B&W\)](#)



## Paper Palm Leaf

Cut this template along the dotted line.

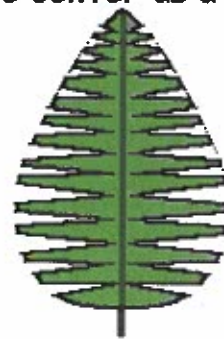
Fold a piece of green construction paper in half and paper clip the template so the dotted line is along the fold.

Cut through the template and both layers of construction paper along the black lines.

Discard the template (unless you want to make more leaves).

Unfold the construction paper to see your finished palm leaf.

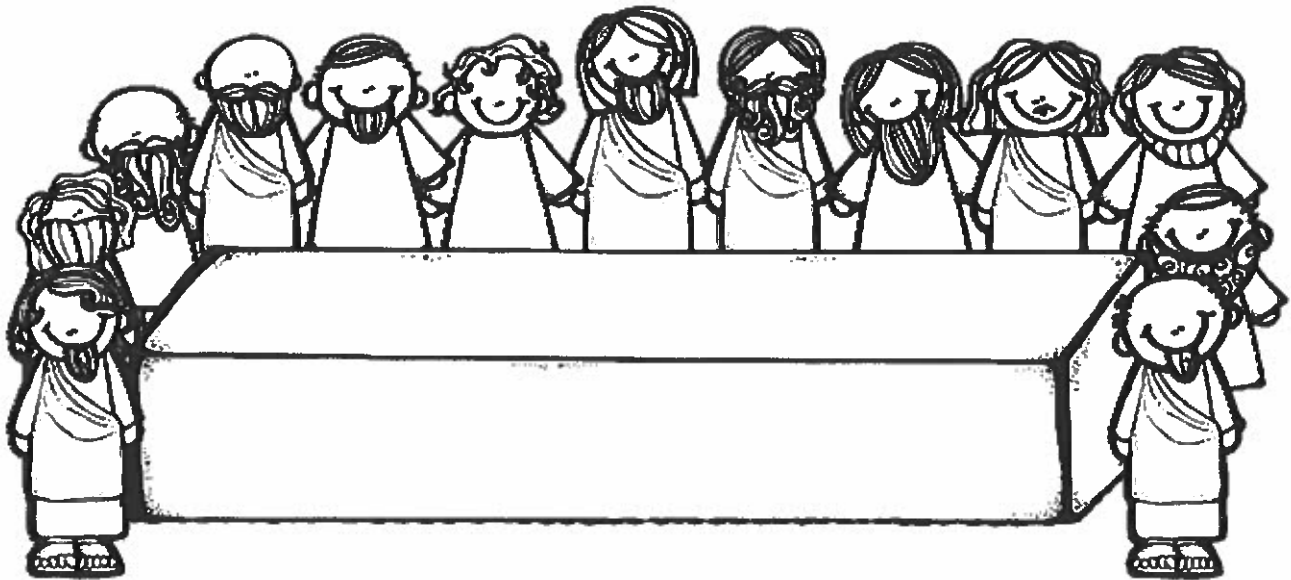
Optional: Tape a green pipe cleaner or thin rolled tube of construction paper to the center as a stem.



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

Color and write!

# The Last Supper



The Last Supper is the final meal that Jesus shared with his  Apostles in Jerusalem before his crucifixion.

BibleWise

**The Last  
Supper**

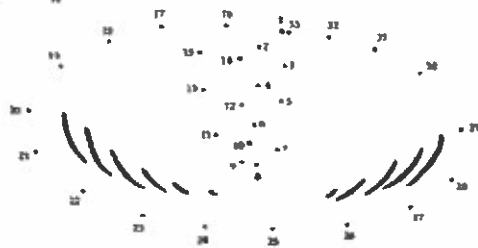
-- Luke 22



# Remember Jesus



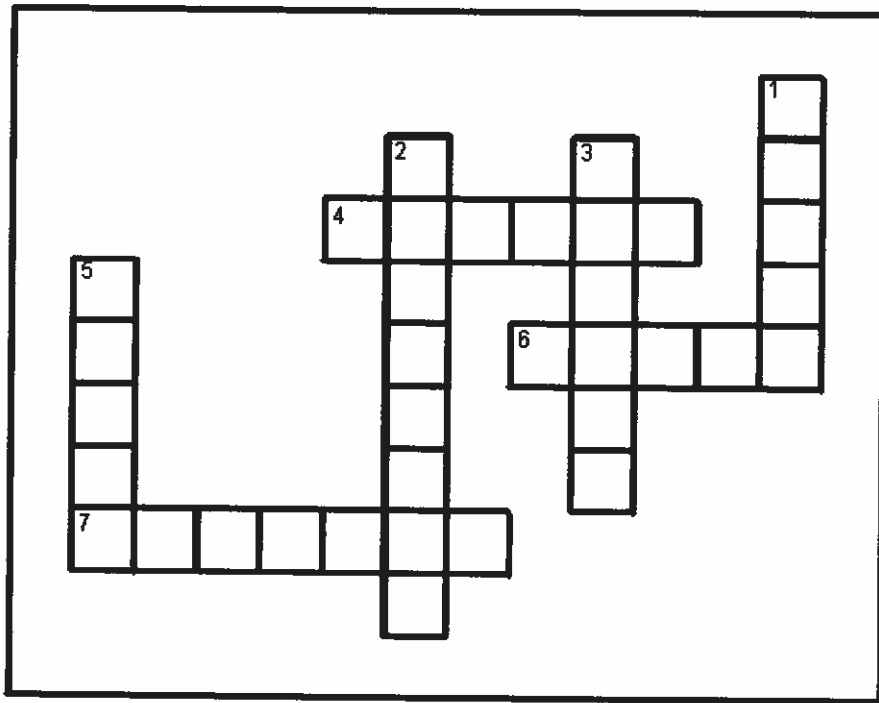
Jesus ate the Passover meal with His followers just before He died. He took two things from the table and told the followers that these two things would forever after be used to remember His death. What were these two things? To find out, complete the two dot-to-dots.



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## Last Passover



### Across

4. Jesus \_\_\_\_\_ the disciples' feet. John 13:5
6. Jesus called the \_\_\_\_\_ his body. Matt. 26:26
7. Jesus said Peter would deny him three times before the \_\_\_\_\_ crowed. Mark 14:30

### Down

1. Jesus called the fruit of the vine his \_\_\_\_\_. Matt. 26:27,29
2. Jesus and the disciples celebrated \_\_\_\_\_ in Jerusalem. Matt. 26:17
3. Jesus said one of his disciples would \_\_\_\_\_ him. Matt. 26:21
5. They ate the meal in an \_\_\_\_\_ room. Luke 22:12



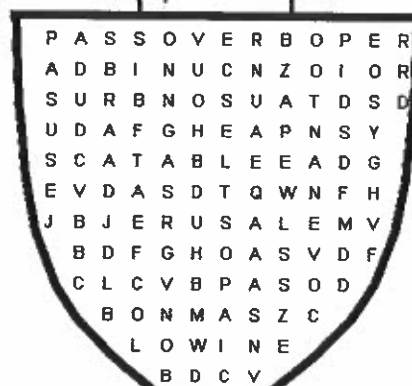
## The Last Supper



Find the  
Hidden  
Words

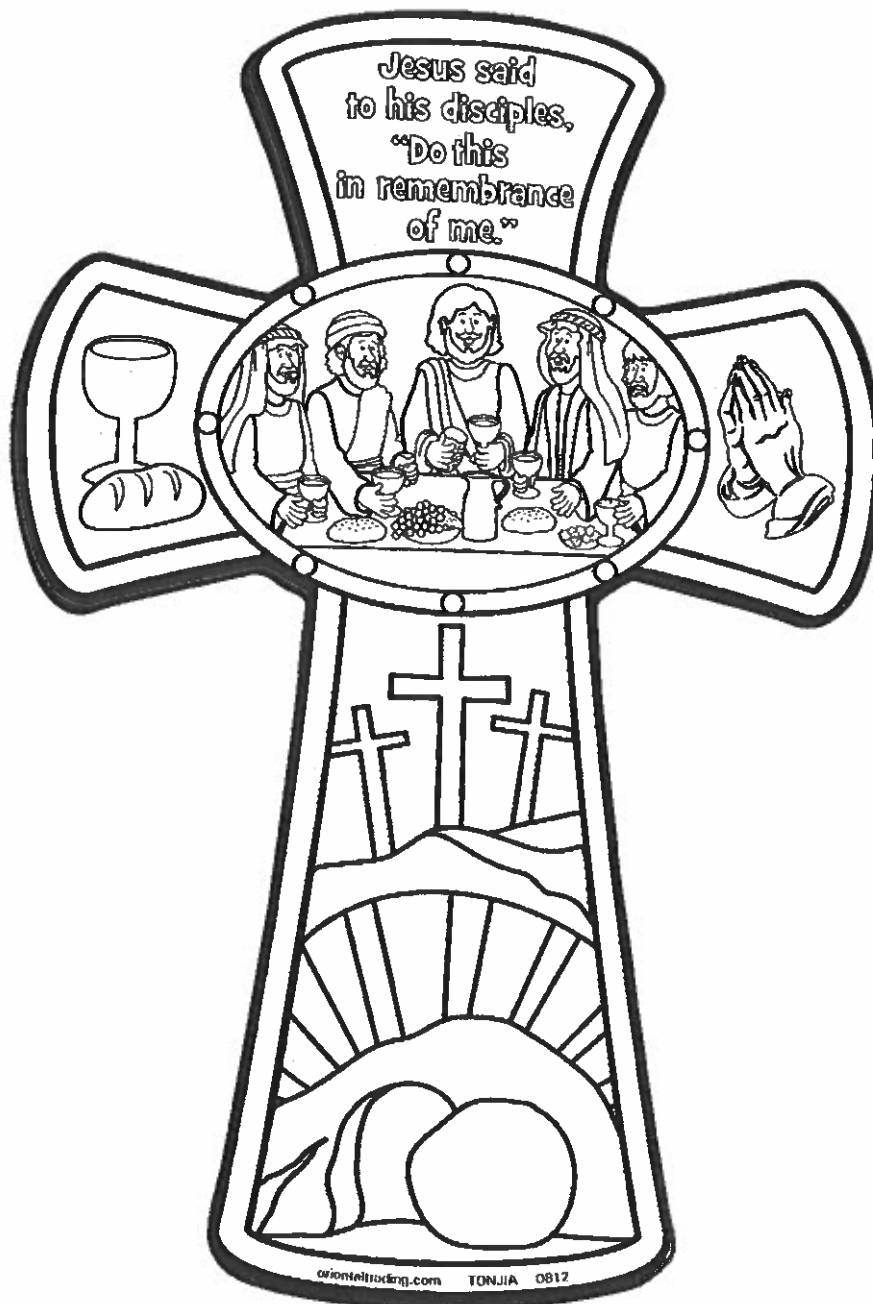
Word Bank

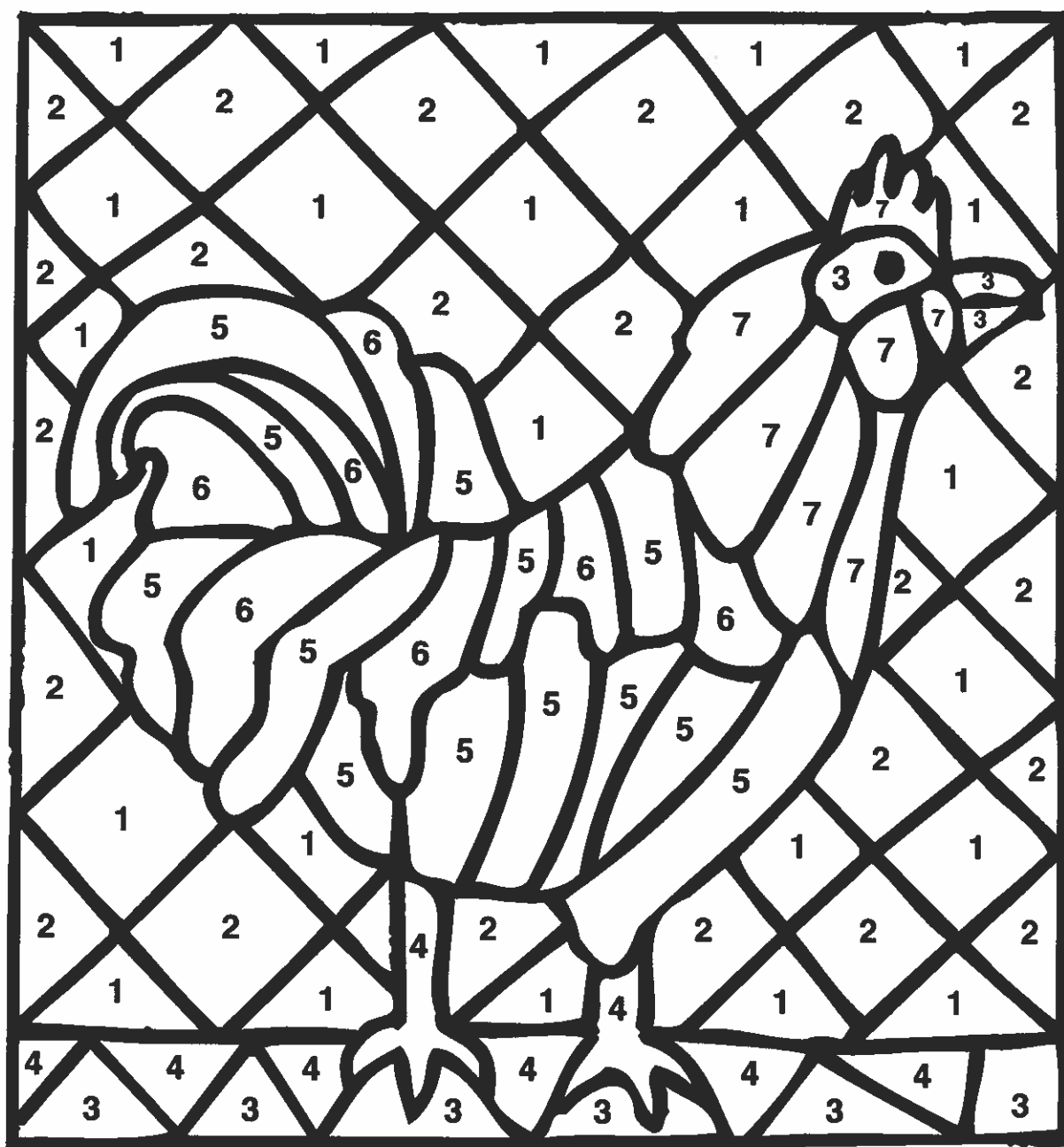
Passover  
Table  
Apostles  
Cup  
Wine  
Bread  
Body  
Covenant  
Blood  
Jesus  
Jerusalem



[www.biblekids.eu](http://www.biblekids.eu)





*I Don't Know Him*

Luke 22:54-62

At the last supper Peter professed his love for Jesus. But later he denied knowing Jesus three times.

What farm animal reminded Peter of his lies?

**Use the color code to find out:**

1=Green 2=Blue 3=Yellow 4=Orange 5=Brown 6=Black 7=Red

## Jesus in the Garden

1. Who betrayed Jesus?

**Matthew**



**Judas**



**Peter**



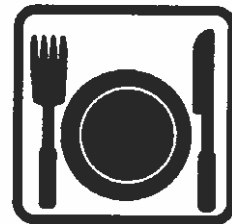
2. How much was he given to betray Jesus?



3. Where did Jesus go to pray?



4. What did the disciples do while Jesus was praying?



5. Who left Jesus when He was taken prisoner?

2

6



BibleWise

## In the Garden of Gethsemane

Matthew 26:36-46

Are the statements below TRUE or FALSE?  
Read the story and color in the appropriate box.



TRUE	FALSE	Jesus healed the ear of the servant who came to arrest him.
TRUE	FALSE	James betrayed Jesus by accepting pieces of silver for leading the authorities to Jesus.
TRUE	FALSE	Jesus and his disciples came to the garden of Gethsemane after celebrating Passover.
TRUE	FALSE	When the authorities arrived at the garden to arrest Jesus, he did not resist.
TRUE	FALSE	James, Peter, and John stayed up all night with Jesus to watch and pray.

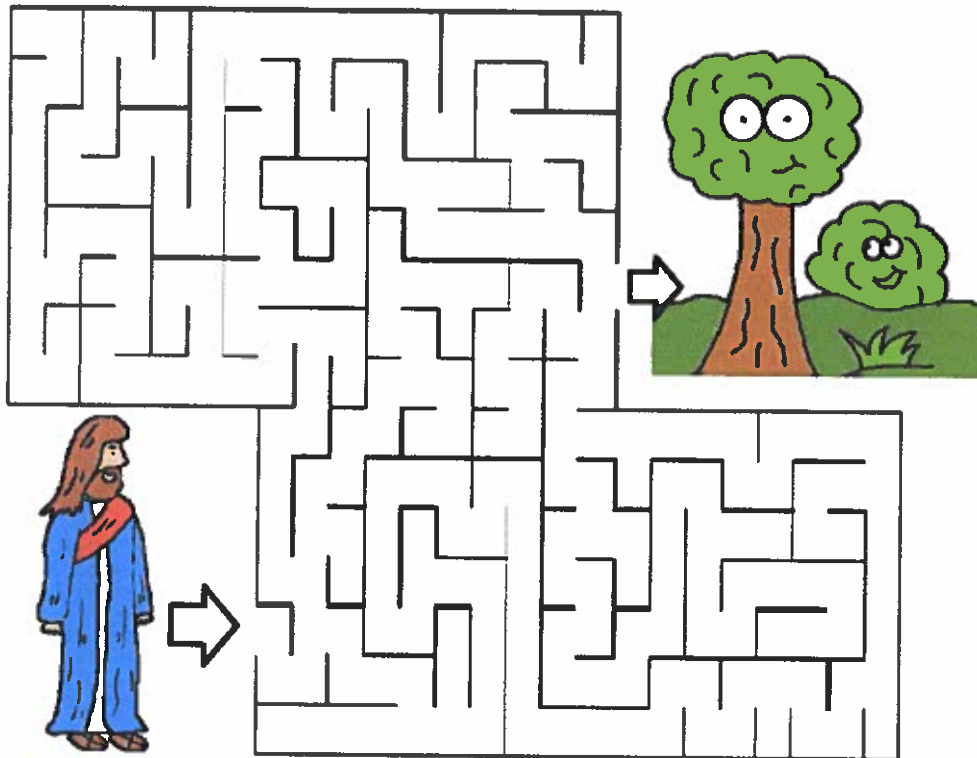
Copyright © 2015 BibleWise All Rights Reserved. Activity by Kathryn Wojno.

# Garden of Gethsemane Maze

**John 18:1**-When Jesus had spoken these words, he went forth with his disciples over the brook Cedron, where was a garden, into the which he entered, and his disciples.

**Matthew 26:36** Then cometh Jesus with them unto a place called Gethsemane, and saith unto the disciples, Sit ye here, while I go and pray yonder.

**Get Jesus to the Garden of Gethsemane.**





## Jesus Prays in the Garden

John 17:1-26



## Peter Denies Jesus and Jesus Goes to Trial

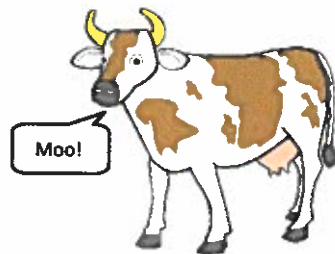
1. How many times did Peter deny Jesus?

3

4

5

2. What happened the last time Peter denied Jesus?



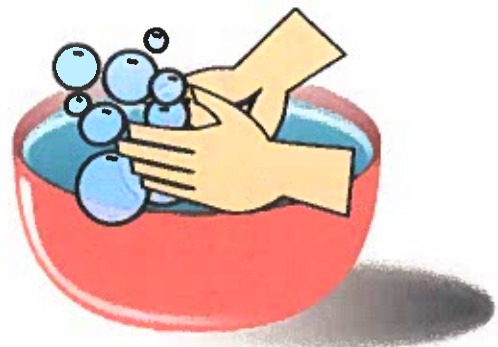
3. Did Jesus agree that He is the Son of God when Caiaphas asked?



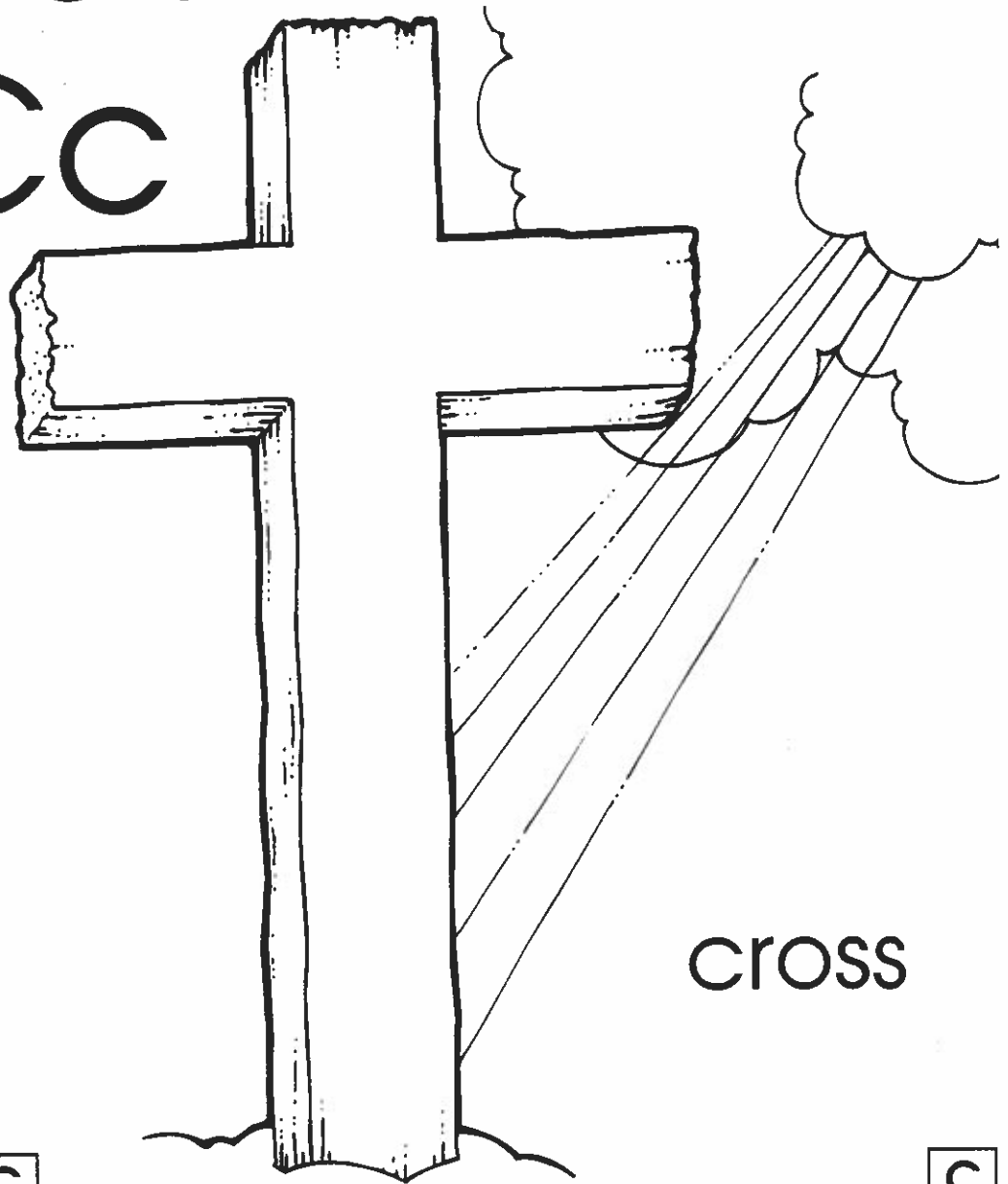
4. Did Pilate think Jesus deserved to be punished?



5. What did Pilate do when the people wanted Barabbas released and Jesus crucified?



Cc



cross

C

C

For God so loved the world that he gave  
his one and only Son . . .  
John 3:16

c

c

# Crown of Thorns Snack



## Ingredients

Sugar Cookies or Round Crackers  
Smooth Peanut Butter  
Mini Twist Pretzels (broken into pieces)

oriental Trading  
**FREE-N-FUN**  
*Easter*  
[orientaltrading.com/freefun](http://orientaltrading.com/freefun)

## Directions

1. Spread the peanut butter onto the sugar cookie or cracker.
2. Place the mini twist pretzels around the edges of the spread peanut butter and press to secure.

## Crown of Thorns Snack



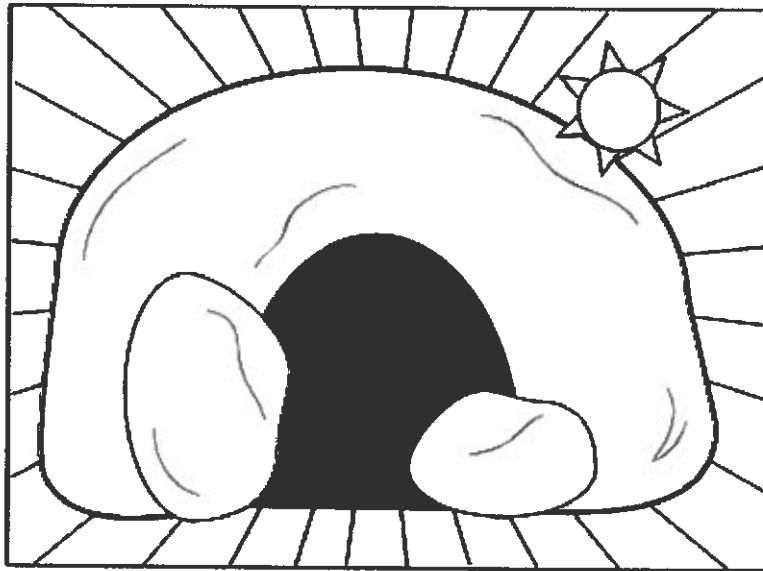
### Ingredients

Sugar Cookies or Round Crackers  
Smooth Peanut Butter  
Mini Twist Pretzels (broken into pieces)

**FREE-N-FUN**  
*Easter*  
orientaltrading.com/freefun

### Directions

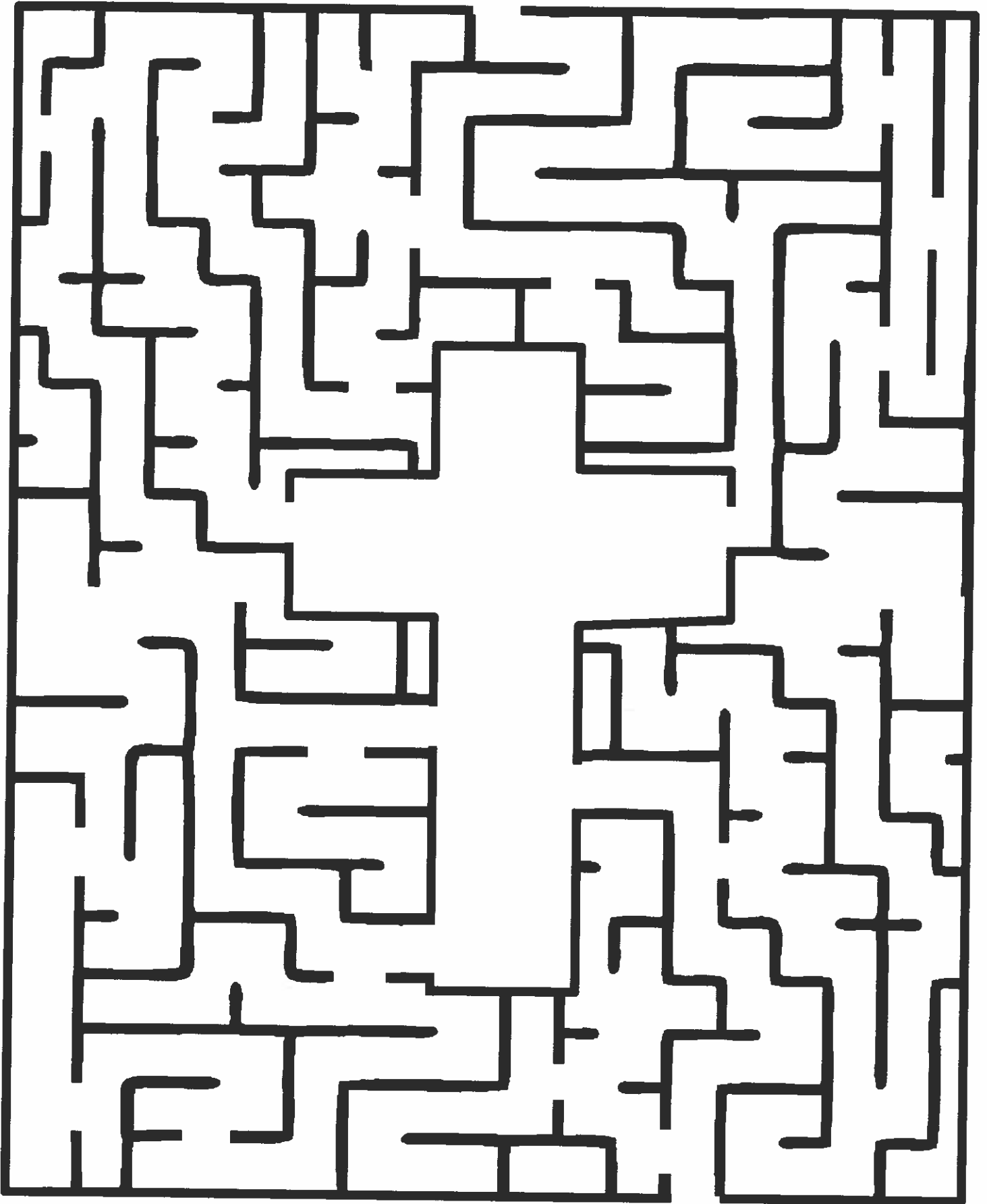
1. Spread the peanut butter onto the sugar cookie or cracker.
2. Place the mini twist pretzels around the edges of the spread peanut butter and press to secure.



He is Risen!

# Cross Maze Activity Page

Finish



Start



## EMPTY TOMB CRESCENT ROLLS

Recipe by nanny ann

What a treat on Easter morning! Fresh, warm crescent rolls for breakfast. But, that is only half the treat... learning or re-enforcing the true meaning of Easter for Christians everywhere. This is delightful and fun for the little ones to help with. You will find easy to follow explanations and Bible readings to go along with the preparation and serving of this tasty treat.



READY IN: 24mins

SERVES: 4

YIELD: 4 rolls

UNITS: US

### INGREDIENTS

- 1 (8 count) can refrigerated crescent dinner rolls
- 4 regular marshmallows
- 3 tablespoons butter, melted in shallow baking dish
- 1 cup cinnamon sugar, in small bowl

#### NUTRITION INFO

Serving Size: 1 (137) g

Servings Per Recipe: 4

AMT. PER SERVING	% DAILY VALUE
<b>Calories: 507</b>	
Calories from Fat 118 g	23 %
Total Fat 13.1 g	20 %
Saturated Fat 6.6 g	32 %
Cholesterol 57.9 mg	19 %
Sodium 403.4 mg	16 %
Total Carbohydrate 92.1 g	30 %
Dietary Fiber 2.6 g	10 %
Sugars 57 g	227 %
Protein 6.9 g	13 %

## DIRECTIONS

Roll out the crescent rolls and separate.

Place two crescent rolls next to each other with the wide ends of the triangles overlapping to form a right angle.

Show the marshmallows and explain that the color white represents purity in God's eyes of those whose sins have been cleansed by Jesus. Read: Isaiah 1:18 and John 3:1-3.

Dip marshmallows individually in the butter, then roll in the cinnamon and sugar mixture, coating evenly. Place one butter and cinnamon sugar coated marshmallow in each set of crescent rolls. Pull up the narrow ends of the triangles and wrap the crescent roll dough completely around the marshmallow, sealing well. It is very important that no gaps are present.

Explain that each marshmallow represents Jesus' body which was wrapped (covered in sugar mixture) and placed in the tomb which was then sealed tight (closed up in the dough.) Read: Matthew 27:57-60.

Use remaining butter to brush the tops of the "tombs" and sprinkle with cinnamon sugar to taste.

Bake on cookie sheet at 375°F for 14 minutes, or until the tops are a deep golden brown. Cool 1 minute in the pan. Serve and enjoy!

When the "tombs" are ready to be served have each person break theirs open and experience the emptiness of the tomb. Explain that Jesus was raised from the dead and His followers were amazed to find the tomb empty. Read: Matthew 28:1-9.

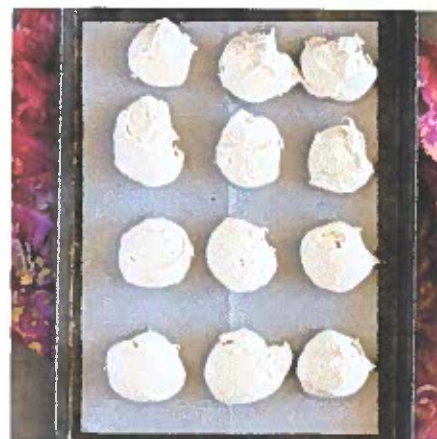


# Resurrection Cookies

Turn a simple meringue cookie recipe into a faith-based object lesson for Easter with these Resurrection Cookies. Plus I've included a downloadable 12-page Resurrection Cookie Recipe printable ebook that you will love using over and over again.

<b>Prep Time</b>	<b>Additional Time</b>
30 minutes	10 hours

**Total Time**  
10 hours 30 minutes



## Ingredients

### For the Cookies

- 1 cup whole pecans
- 1 teaspoon vinegar
- 3 egg whites
- 1 pinch salt
- 1 cup sugar

### Supplies

- 1 zip top plastic bag
- 1 wooden spoon
- scotch tape
- Bible

## Instructions

1. Preheat oven to 300F (don't skip this step).
2. Place pecans in zip top bag and let kids beat them with the wooden spoon to break into small pieces. Explain that after Jesus was arrested He was beaten by the Roman soldiers. Read: John 19:1-3
3. Let each child smell the vinegar, then put 1 teaspoon vinegar into a mixing bowl. Explain that when Jesus was thirsty on the cross He was given vinegar to drink. Read: John 19:28-30

4. Add egg whites to vinegar. Eggs represent life. Explain that Jesus gave His life to give us life. Read: John 10:10-11
5. Sprinkle a little salt into each child's hand. Let them taste it, then put the rest into the mixing bowl. Explain that this represents the salty tears shed by Jesus' followers and the bitterness of our own sin. Read: Luke 23:27
6. Add 1 cup sugar. Explain that the sweetest part of the story is that Jesus died because He loves us. He wants us to know and belong to Him. Read: Psalm 34:8 and John 3:16
7. Beat on high speed for 12 to 15 minutes until stiff peaks are formed. Explain that the color white represents the purity in God's eyes of those whose sins have been cleansed by Jesus. Read: Isaiah 1:18 and John 3:1-3
8. Fold in broken nuts. Drop by teaspoon onto a cookie sheet covered with waxed paper. Explain that each mound represents the rocky tomb where Jesus' body was laid. Read: Matthew 27:57-60
9. Put the cookie sheet in the oven, close the door, and turn the oven OFF. Give each child a piece of tape and seal the oven door. Explain that Jesus' tomb was sealed. Read: Matthew 27:65-66
10. GO TO BED! Explain that they may feel sad to leave the cookies in the oven overnight. Jesus' followers were in despair when the tomb was sealed. Read: John 16:20&22
11. On Resurrection Sunday (Easter) morning, open the oven and give everyone a cookie. Notice the cracked surface and take a bite. The cookies are hollow! On the first Easter Jesus' followers were amazed to find the tomb open and empty. Read: Matthew 28:1-9

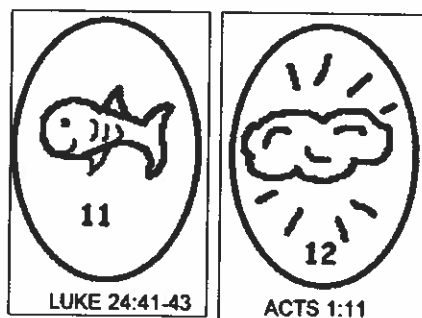
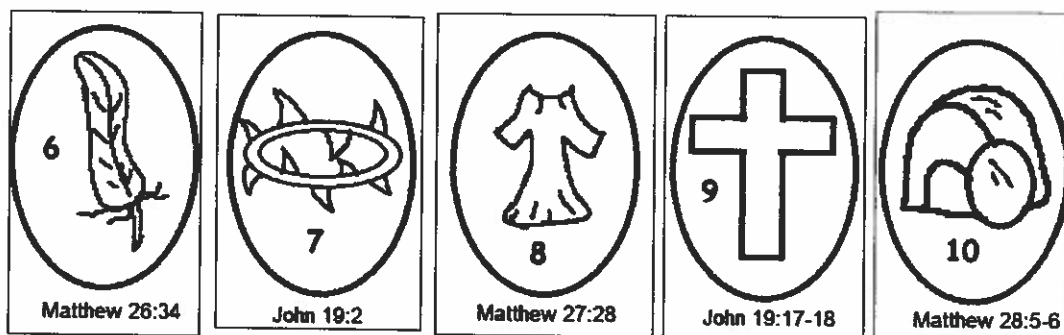
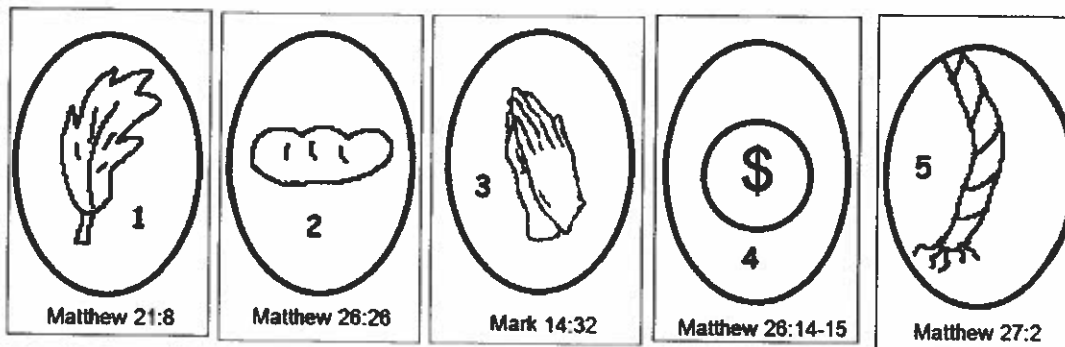
© Wendy O'Neal

Cuisine: American / Category: dessert

<https://www.aroundmyfamilytable.com/resurrection-cookies/>

Exclusive Member of Mediavine Food

Resurrection eggs - list of symbols & scripture:  
if you choose to do these



Happy Easter

## Resurrection Eggs

1. Palm Branch- Represents the triumphal entry
2. Bread- Last Supper Jesus broke bread with disciples
3. Praying Hands- Jesus praying in Garden of Gethsemane
4. Coin- Judas betrayed Jesus for 30 silver coins
5. Rope- Jesus was bound up and led away by soldiers
6. Feather- Peter denied Jesus 3 times & rooster crowed just like Jesus said it would happen
7. Thorns- They placed a crown of thorns on Jesus head
8. Purple Robe- Jesus robe was taken away from him
9. Cross- Jesus died on a cross for our sins
10. Tomb- Jesus was placed in a tomb and rose on the third day
11. Fish- Jesus ate fish with the disciples
12. Clouds- Jesus went up to Heaven

Church House Collection ©



## Letterbook N Directions by page (March 30-Apr 8)

Do the N book first, then M. I'm also sending more letter books this time than just these two, so that we are prepared to keep progressing in case this closure is extended again.

The cover: ask what picture is on the cover(nest) and ask what sound they hear at the beginning of the word nest, and then discuss that letter n makes the "n" sound like they hear in nest, and that n is the letter that they will study in this book. Have them trace both upper and lower case n on the cover with their finger several times saying the n sound as they trace. Then continue to discuss the nest using these questions: What kind of animal do you think built that nest? What is the nest made out of? What else might birds use to build nests? What do they use their nests for? Where might birds build nests?

Pg 1: Discuss robins, what they look like and where they might live, what kind of animal they are etc. Have your child tell you a story about all the pictures on the page using these words: first, second, next and last. When reaching the third picture, glue the attached nest onto the branch and fold baby bird's heads out from the nest like they are straining for food. Discuss what letter they see on this page(n).

Pg 2: Discuss the nest: what letter makes that n sound that they hear at the beginning of nest. Then have them circle any pictures that start with the n sound.

Pgs 3-4 Have them trace and write the upper and lower ns on both pages.

Pg 5 copy of directions that you can read for this page is attached. (In class, this is usually played from a cd that they listen to)

Pg 6: have your child look at each row of beads and discuss the pattern. What color should be next? Then color the last bead the appropriate color.

Pg 7: Read the attached script to your child so they can complete this page. Make sure to help them read each word on each bead at the bottom before cutting and gluing it next to the appropriate picture.

Pg 8: Write the word Nan on paper for your child and help them blend and read it. Then have them look at the pictures and point out that in each picture Nan is doing something different. Then direct them to look at the sentences below and try to have them blend and read each sentence, then cut them out and glue them under the appropriate pictures.

Pg 9 Write the words on and off on paper for you child and have them blend and read them. Discuss the meanings of these 2 words by demonstrating with objects. For example pace a ball on a table then take it off by setting it underneath it etc. Then proceed to do the page by having your child look at each picture and either writing on or off on the lines.

Pg 10-11 Before reading the story, please introduce the following words in these following categories: Little words: in, but, on, is, not, and Name words: Tig, Flit, Doll, Ted (common characters they see in each story) Action words: sits, rests, lands, grins, runs, gets Thing words: sun, net, fan, hand, can Descriptive words: his, sad, hot, fast, big

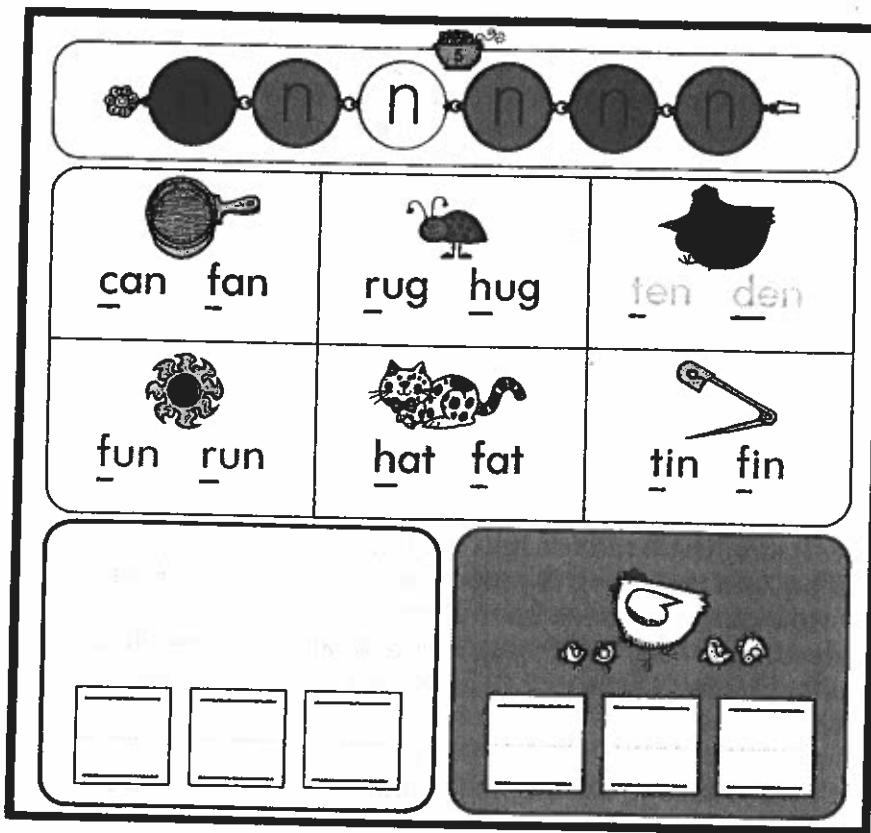
Also: I would review each of these words by having your child read them individually before attempting the story. Then have your child try to read the story to you. I'm attaching a page that lists some questions and things you can have them point out based on each picture for the story. So please use this to help comprehension. Read this story several times throughout the next few days/weeks to help with fluency.

Pg 12: Have them read each sentence to you and discuss who Flit was in relation to the story, then they will draw Flit in each box according to where the sentence tells them to.

Pg 13: Have your child look at the word in pink in each of the boxes on this page. It is a sight word so hopefully they remember it, if not remind them that this is the word and. Then have them read the phrase in each box and discuss with them which picture they should glue it under. (Ignore the pink and yellow boxes as these were for something else that we are not doing for this page)

Pg 14: Discuss what bodypart we use to smell things(our nose) Then draw 2 things in the box that they like to smell, such as 2 different foods etc. Finally, write Nn several times for the nose on the lines.

Pg 15-16 I will be attaching the story for this that you can read. Please have them look at the pictures on pg 15 as you read, then have them flip to pg 16 and answer the questions by circling the appropriate picture.



## OBJECTIVES

- To identify /n/ in the initial position
- To reinforce the concept of rhyming words
- To select the correct rhyming word from definitions
- To spell dictated words

## INTRODUCING THE PAGE

**Part 1** Give each child an **N n** lettercard. Dictate words that begin or end with /n/. If the children hear /n/ at the beginning of the word, they should hold up their cards in front of them. If they hear /n/ at the end of a word, they should hold their cards behind them. Use the following words for this exercise: **N**ancy, **n**et, ribbon, **n**oisy, run, **N**en, **n**est, numbers, **n**eighbor, **n**en, grin, on.

**Part 2** Write two rhyming words that end with the same letters on the chalkboard. Underline the common ending letters. Have a child pronounce these letters and then read the words. Give a definition for one of the rhyming words and have a child circle the correct word. Use these pairs of rhyming words: sun-run; hen-ten; nest-rest; rag-bag; sand-land; dig-big.

**PREPARE**  
**N n** lettercards

## USING THE PAGE

Use Listening Tape 16, Part 1, with page 5 or read the Listening Lesson aloud. If you use Listening Tape 16, turn the tape player off when the signal is heard to give the children time to respond. If you read the script aloud, pause when \* is indicated to allow the children time to mark their answers.

**Necklace Exercise** In this Listening Lesson, the children will circle the n on the colored bead if they hear /n/ at the beginning of a dictated word, or put an X on the n if they do not.

**LISTENING TAPE 16**  
Part 1

**LISTENING CD 8**  
Track 4

**TAPE SCRIPT**  
**READ ALOUD**

number

Find the necklace at the top of your page. A necklace is a piece of jewelry you wear around your neck. Our necklace is made of many different colored beads. Today you are going to listen for words that begin with /n/, like *necklace*. If the word I say begins with /n/ like *necklace*, circle the *n* on the bead. If the word does not begin with /n/, put an X on the *n*.

Find the red bead. Here is the first word. *Number. Number.* Say it with me. *Number.* Does *number* begin with /n/, like *necklace*? Yes, it does. So draw a circle around the *n* on the red bead. ★

hammer

Now put your pencil on the orange bead. The word is *hammer. Hammer.* Let's say it together. *Hammer.* Does *hammer* begin with /n/, like *necklace*? Circle or put an X on the *n* on the orange bead. Listen again. *Hammer.* ★

radio

Look at the yellow bead. The word is *radio. Radio.* Say it with me. *Radio.* Does *radio* begin with /n/, like *necklace*? Circle or put an X on the *n* on the yellow bead. Listen again. *Radio.* ★

nurse

Now put your pencil on the green bead. Listen to the word. *Nurse. Nurse.* Say it with me. *Nurse.* Does *nurse* begin with /n/ like *necklace*? Circle or put an X on the *n* on the green bead. Listen again. *Nurse.* ★

napkin

Now find the blue bead. The word is *napkin. Napkin.* Say it with me. *Napkin.* Does *napkin* begin with /n/, like *necklace*? Circle or put an X on the *n* on the blue bead. Listen again. *Napkin.* ★

feather

Find the purple bead. The word is *feather. Feather.* Say it with me. *Feather.* Does *feather* begin with /n/, like *necklace*? Circle or put an X on the *n* on the purple bead. Listen again. *Feather.* ★

*Rhyme and define*

**Rhyming Word Definition Exercise** Continue with Listening Tape 16, Part 1. In this exercise the children identify and pronounce rhyming words and then circle the one that is defined.

**TAPE SCRIPT**  
**READ ALOUD**

Circle **fan**

Now look at the boxes in the center of the page. Find the box with the red words in it. Do you see the picture of the pan in this box? The two words in this box rhyme with *pan*. Point to the first red word. It begins with /k/ and rhymes with *pan*, so it is *can*. Say it with me. *Can.* The other red word begins with /f/ and rhymes with *pan*, so it is *fan*. Say it with me. *Fan.* Now, which red word is something that keeps you cool: *can* or *fan*? A *fan* is something that keeps you cool, so circle the word *fan*. ★

Circle **hug**

Find the box with the orange words. See the picture of the bug in this box? The two words in this box rhyme with *bug*. Point to the first orange word. It begins with /r/ and rhymes with *bug*, so it is *rug*. Say it with me. *Rug.* The other orange word begins with /h/ and rhymes with *bug*, so it is *hug*. Say it with me. *Hug.* Which orange word means putting your arms around someone and squeezing them tightly: *rug* or *hug*? Circle the word that means squeezing someone tightly. ★

Circle **ten**

Point to the box with the yellow words. See the picture of the hen in this box? The two words in this box rhyme with *hen*. Point to the first yellow word. It begins with /t/ and rhymes with *hen*, so it is *ten*. Say it with me. *Ten.* The other yellow word begins with /d/ and rhymes with *hen*, so it is *den*. Say it with me. *Den.*



Which of the yellow words is a number word: *ten* or *den*? Circle the word for a number now. ★

Look at the box with the green words. See the picture of the sun? The two words in this box rhyme with *sun*. Point to the first green word. It begins with /f/ and rhymes with *sun*, so it is *fun*. Say it with me. *Fun*. The other green word begins with /r/ and rhymes with *sun*, so it is *run*. Say it with me. *Run*. Which green word tells how you move quickly: *fun* or *run*? Find the word that tells you how you make yourself go fast. ★

Circle **run**

Find the box with the blue words. See the picture of the cat in this box? The two words in this box rhyme with *cat*. Point to the first blue word. It begins with /h/ and rhymes with *cat*, so it is *hat*. Say it with me. *Hat*. The other blue word begins with /f/ and rhymes with *cat*, so it is *fat*. Say it with me. *Fat*. Which blue word is something you wear on your head: *hat* or *fat*? Point to the word for something you wear on your head and circle it. ★

Circle **hat**

Now look at the last box, the one with the purple words. See the picture of the pin in this box? The two words rhyme with *pin*. Point to the first purple word. It begins with /t/ and rhymes with *pin*, so it is *tin*. Say it with me. *Tin*. The other purple word begins with /f/ and rhymes with *pin*, so it is *fin*. Say it with me. *Fin*. Which purple word is part of a fish: *tin* or *fin*? Decide which word means part of a fish and draw a circle around that word. ★

Circle **fin**

**Mystery Word Dictation** The following dictation is on Listening Tape 16, Part 1. You may prefer to read it aloud while the children write in the red frame in their letterbooks.

Now you are going to write a Mystery Word in the red frame. In the first box, write the letter for the sound you hear at the beginning of *sand*. *Sand*. Say it with me. *Sand*. Write the letter for the first sound you hear in *sand*. ★

**TAPE SCRIPT**  
**READ ALOUD**

sand

In the middle box, write the letter for the sound you hear at the beginning of *under*. *Under*. Say it with me. *Under*. Write the first letter for the first sound you hear in *under*. ★

under

In the last box, write the letter for the sound you hear at the beginning of *neighbor*. *Neighbor*. Say it with me. *Neighbor*. Now think what letter stands for the first sound in *neighbor*, /n/. Write that letter in the last box. ★

neighbor

You have just written a word with three letters in it. Did you write S, U, N? Let's blend the sounds those letters represent to find out what word you wrote. Let's begin by blending the first two sounds together, /su/. Say them with me. /su/. Now let's add the sound for N, the letter you wrote in the last box, /sun/. Now let's blend all three sounds together. /sun/. /sun/. The word you wrote is *sun*. Say it with me. *Sun*.

**Mystery Word**  
**sun**

**Spelling Word Dictation** The following dictation is on Listening Tape 16, Part 1, or you may prefer to read it aloud while the children write in the green frame in their letterbooks.

**Spelling Word**  
**hen**

*Hen* has three sounds in it. Listen: /h/-/e/-/n/. Say *hen* slowly with me and listen carefully to each sound. /h/-/e/-/n/. Now write the three letters that stand for the three sounds in *hen*. Write one letter in each box. ★

**TAPE SCRIPT**  
**READ ALOUD**

Now let's check to see if you spelled *hen* correctly. The first sound in *hen* is /h/, so you should have **H** in the first box. The second sound in *hen* is /e/, so you should have **E** in the middle box. And the last sound in *hen* is /n/, so you should have **N** in the last box. **H, E, N** spells *hen*. Spell *hen* with me. **H, E, N.**

## ADDITIONAL ACTIVITIES

### Worksheet N-5a

Auditory

Thinking Bingo

Auditory

Singing Bingo

**Worksheet N-5a** The children should identify the pictures and circle the pictures for words that *end* with /n/, like *pin*.

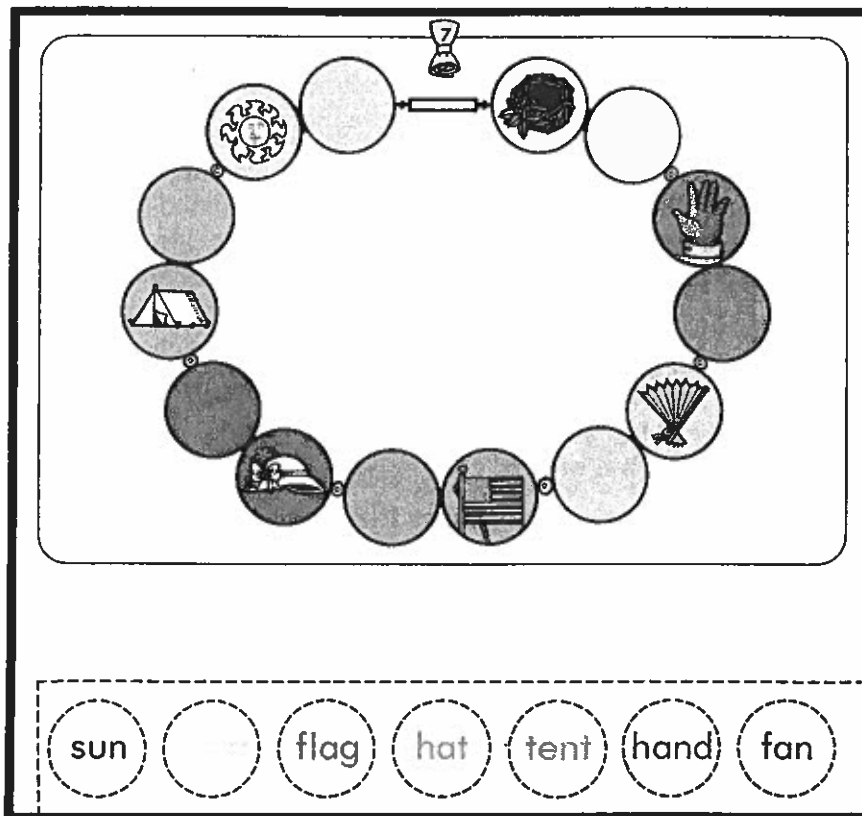
**Definition Bingo** Prepare cards ruled into sixteen squares. From the Word List at the back of this Teacher's Guide, select sixteen words that can be easily defined. Write the words in a different order on each card you prepare. Write all sixteen words on the chalkboard. Point to a word on the chalkboard and have the children point to the same word on their cards. Call on someone to read the word. Continue in this manner until all the words have been read. Be sure the children can read every word before continuing. Now, pass out markers, such as beans, buttons, or pieces of paper. Give a simple definition for one of the words. The children should find that word on their cards, and place a marker on it. The first child to have four words in a horizontal, vertical, or diagonal row and who can read them correctly is the winner.

**Bingo** This spelling song builds concentration. Each time the song is sung, drop one letter of Bingo's name and have the children clap on the beat of the silent letter. At the start of the song, have five children stand in front of the room with the lettercards **B, I, N, G, O**. Sing the song several times. The second time the child with **B** turns it over and the children clap instead of singing **B**. At the end, all the letters are turned over and the children clap five times every time **B-I-N-G-O** is spelled in the song.

There was a farm-er had a dog and Bing-o was his  
name-o, B - I - N - G - O, B - I - N - G - O,  
B - I - N - G - O, and Bing-o was his name- o.

## OBJECTIVES

- To blend letter sounds to read words
- To match pictures and words
- To use verbal clues to answer riddles
- To follow directions



## USING THE PAGE

Use Listening Tape 16, Part 2, with page 7 of Letterbook N, or read the Listening Lesson aloud. In this exercise, the children will find the picture that answers a riddle and circle it with a specified color. Be sure that each child has a box of crayons ready before beginning the lesson. At the end of this exercise, the children will cut out the word beads at the bottom of the page and paste them on the necklace next to the appropriate picture. If you are reading the script aloud, pause when ★ is indicated to allow the children time to respond. If you are using the listening tape, turn off the tape player when the signal is heard to provide adequate time for the children to mark their answers.

**We will play another listening game with a necklace on this page. Some of the beads on this necklace have pictures on them. You will hear some riddles. When you know the answer to the riddle, point to the picture of it on one of your beads. Then mark the bead with the crayon I tell you. Here is the first riddle. You will need your blue crayon for this one.**

**A queen might wear a fancy one that matches her gown;  
A pointed one's the favorite for a silly clown.  
In winter you wear a wool one to keep your ears warm;  
And a scarecrow wears a straw one down on the farm.**

**Find the picture that answers this riddle; circle it in blue. ★**

**Get your yellow crayon ready and listen to the next riddle.**

## LISTENING TAPE 16

Part 2

## LISTENING CD 8

Track 5



**TAPE SCRIPT**  
**READ ALOUD**

## REMEMBER

★ = Pause to let children respond

hat



fan

When it is hot,  
I can make a breeze;  
You move me back and forth  
As quickly as you please.

Find the picture that answers the riddle and draw a yellow circle around the bead. ★

Get your brown crayon and listen to the next riddle carefully.

sun

In the sky I stay during the day;  
But not at night, for I make light  
Wherever I go. I melt the snow;  
I tan your skin; I make you grin.  
What am I?

Find the picture that answers the riddle and put a brown circle around the bead. ★

You will need your red crayon now. Listen carefully to this riddle.

nest

Father Bird builds me;  
Mother Bird fills me;  
Baby Birds leave me  
When they grow up.  
What am I?

Put a red circle around the bead that shows what the riddle was about. ★

Find your green crayon and get ready for the next riddle.

flag

When there's a parade, I lead the way;  
I fly from a high pole on a sunny day.  
My colors are red, white, and blue.  
I have stripes and fifty stars, too.

If you know the answer to the riddle, draw a green circle around the picture. ★

Get your purple crayon and listen to the next riddle.

tent

Campers sleep in one when it is night;  
Boy Scouts put them up at their campsite.  
Circuses use big ones to put on a show;  
Carnivals have one wherever they go.

If you know the answer to this riddle, circle it in purple. ★

This is the last riddle. You will need your orange crayon for this one.

hands

Though you only have two,  
They're a helpful part of you.  
You can open them, close them,  
Hold them, fold them,

Clap them, slap them,  
Put mittens on them,  
Pat kittens with them.

If you know what this riddle is about, circle it in orange. ★



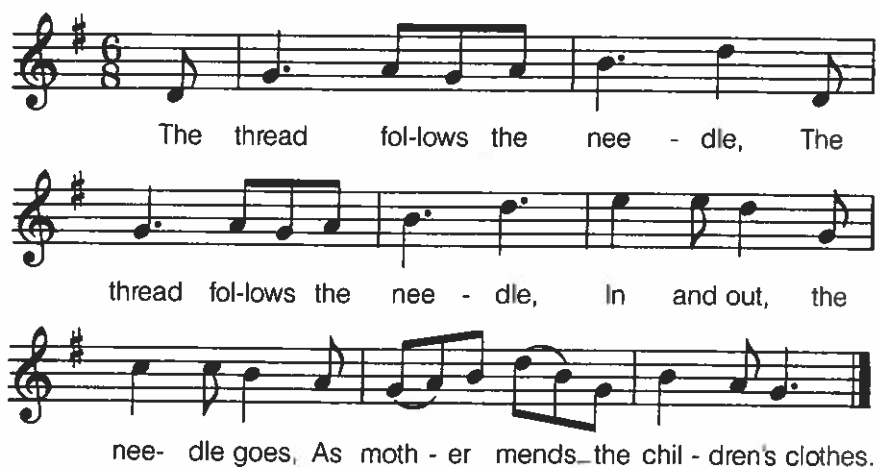
At the bottom of your page there are some beads that belong on the necklace. Each of the beads has the name of a picture on it. Cut out the beads and paste them next to the pictures on the necklace. ★★

## ADDITIONAL ACTIVITY

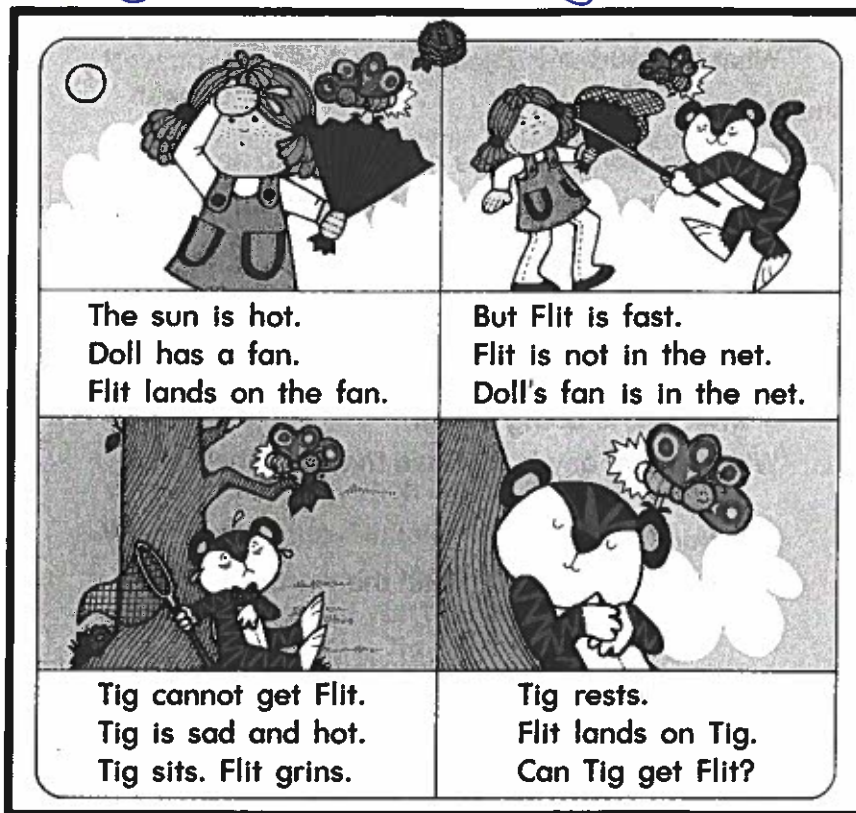
**The Thread Follows the Needle** Teach the following song and game to the children. Have them form a line and join hands. The child at one end is the needle; the child at the other end is the knot; and the children between them are the thread. The needle leads the thread through the arched hands of the two end children, thereby forming a stitch. The needle now makes a stitch with the second and third end children. The needle continues until all children have formed stitches. At the signal from the leader, the children attempt to unravel stitches without breaking the thread.

Auditory/Kinesthetic

*A human sewing machine*



# Tig and Flit Pgs 10-11



If Bob is crying, is he sad or happy?  
Is an elephant big or small?  
Does a spaceship go fast or slow?  
When you bake a cake, is the oven hot or cold?  
If Bill has a belt, is it his or hers?

## USING THE PAGES

Assign the class an activity to complete during the time allotted for reading groups. Then, with small groups of children, read and discuss the story of "Tig and Flit."

*Key words  
and concepts*

The following questions and ideas are suggested as guides for discussing the events and concepts of this story.

## Guided Reading

**Title:** Read the title and have your students identify Tig and Flit.

**What is Tig doing?**

**How do you think Flit feels about being chased?**

**Does he think it's fun? What in the picture of Flit shows how he feels?** (Flit's grin)

**How can we tell where Flit has been?** (by the dotted lines)

Interpret Flit's grin

**Frame 1:**

**Read the words that tell what Tig has.** (a big net)

**Read the words that tell where the net is.** (in his hand)

Antecedent for **his**

**The word his tells about which story character?  
What do you think Tig wants to do?**

**Frame 2:**

Review question mark

**Read the word that tells how Tig runs. (fast)  
Point to the question mark. Read the question  
that is asked. (Can Tig get Flit?)  
What is your answer? Why?**

**Frame 3:**

Interpret the weather

**What is Ted doing? Read the word that tells us  
what Ted is doing. (rests)  
What kind of day is it? Read the word that tells  
us. (sun)  
What does Flit do?  
Where does Flit land? Read the words. (on Ted's  
hand)**

Define **land**

Define the word **land**: Discuss airplane landings to help the children understand the concept.

**Frame 4:**

Discuss emotions

**Does Tig catch Flit? Why not? Read the words.  
(But Flit is fast.)  
What happens instead? Read the words. (The  
net lands on Ted.)  
How do you think Ted feels? (surprised, startled,  
unhappy)  
How do you think Tig feels? (ashamed, embar-  
rassed, angry)  
How do you think Flit feels? (glad that he has  
outwitted Tig)**

**Frame 5:**

**What is Doll holding? (a fan)  
Where does Flit land now? Read the words. (on  
the fan)  
Why does Doll have a fan? Read the words that  
explain why. (The sun is hot.)  
What do you think will happen now?**

**Frame 6:**

Is Flit having fun?  
Is Tig?

**Is Flit in the net?  
What is in the net? Read the words. (Doll's fan  
is in the net.)  
Why couldn't Tig catch Flit? (Flit is fast.)  
How do you think Doll feels? (angry, startled,  
upset)  
Do you think Flit is enjoying himself?**

### Frame 7:

**How does Tig feel now? Read the two words that describe Tig. (sad, hot)**

**Read the words that explain why Tig is sad. (Tig cannot get Flit.)**

**Why would Tig be hot?**

**Read the word that tells what Tig does. (sits)**

**What word tells how Flit feels? (grins)**

### Frame 8:

**Tig is tired, so what does he do? Read the word. (rests)**

**What does Flit do when Tig is sleeping?**

**Why do you think Flit lands on Tig's head? (to tease him)**

**Does the writer tell you how the story ends? Do you know whether Tig catches Flit?**

*Flit teases Tig*

*Discuss ending question*

The story is intentionally left open-ended so that the children can formulate their own endings. Call on a child to read the last question aloud. (**Can Tig get Flit?**) Have the children answer the question and provide their own endings for the story. Perhaps Flit falls asleep on Tig's head and Tig is then able to catch him. Or, when Tig wakes up, Flit flies away quickly. Maybe Doll and Ted manage to catch Flit with Tig's net.

Predict what might happen

## ADDITIONAL ACTIVITIES

**A Dramatization** Using the character masks in the Teacher's Kit, have the children act out "Tig and Flit." Have four children take the parts of Tig, Flit, Ted, and Doll. Choose other children to read the story text in each of the eight frames. All the children in the group should have a chance to participate. If a butterfly net is not available, use a yardstick or pointer with a bag attached to the end. This story requires a large area for the chase.

Kinesthetic

**Merry Masks**

## CENTER ACTIVITIES

For more practice with the letter **N n**, see Center Activity Ideas on page 5.

## TAKE-HOME STORY

Preview Story 16 from the **Take-Home Stories Blackline Master** before sending it home. Take a picture walk with children, asking them to point out objects and actions that begin with the letter **N n**. Review with children how to decode words from the story using the story word list found at the back of the Take-Home Stories Blackline Master. Once home, the word lists can be cut into word cards to help children practice decoding words. Encourage children to read and reread their stories at home with family members.

Take-Home Story 16:  
*The Nest*





PAGES

# 15 & 16

## OBJECTIVES

- To enjoy a folktale
- To follow story plot
- To check aural comprehension of "The Three Wishes"

## USING THE PAGES

Use Listening Tape 16, Part 3, with pages 15 and 16 of Letterbook N, or read the story "The Three Wishes" aloud. Have the children open their books to page 15 before starting the listening tape or reading the story. If you are reading the story, indicate when the children should look at the next picture by tapping a pencil. If the Listening Tape is used, a signal will be given when it is time for the children to look at the next picture. Follow the reading of this story immediately with the comprehension questions that accompany page 16.

**LISTENING TAPE 16**  
Part 3

**LISTENING CD 8**  
Track 6

**Do you remember the page you did in this letterbook where you used your nose for smelling two Sniffies? That's the usual thing to do with your nose. But today you are going to hear a story about a woman who had something very strange happen to her nose. This story is called "The Three Wishes." Look at the first picture of the man chopping down the oak tree, and listen to the story.**

### The Three Wishes

#### Picture 1

There once was a poor woodsman who worked very hard cutting down trees to earn his living. One day, as he was about to cut down a fine oak tree, a small voice cried: "Please don't cut down my tree!"

The woodsman, in great surprise, stopped and looked about him. He saw no one, so once more he lifted his axe. Just as he

**TAPE SCRIPT**  
READ ALOUD

started to swing it, however, he heard the voice again: "Please, Mr. Woodsman, don't harm my tree!"

Again the woodsman stopped, and this time he looked very hard for the owner of the voice. But still he could find no one, and once more he raised his axe. Just then there appeared before him a little man dressed all in green.

#### Picture 2

"Don't, I beg of you, cut down my tree," said the little man. "It is my home, and if it is destroyed, I shall have nowhere to live."

The woodsman, who was a kindly man, agreed, and the little man in green was so grateful that he told the woodsman that he would grant him the first three wishes he made, whatever they were. The poor man, overjoyed at his good fortune, thanked his little friend and rushed home to tell his wife.

#### Picture 3

"Just think!" he exclaimed. "Now we can have the cottage, the cow, and the chickens for which we have always wished."

"A cottage! A cow! And chickens!" cried his wife. "If we can have *whatever* we like, why not wish for something much finer? You could be a king and I could be a queen, and we could live in a golden castle with crystal windows."

But the man had his heart set on a pretty cottage. If he had to have a fine castle, he saw no reason why it must be of gold. And so he and his wife argued all day and far into the night about what they should wish for. The fire in the stove went out, and neither of them thought of eating. Late at night, though, the woodsman suddenly realized that he had not eaten all day.

#### Picture 4

"My, but I am hungry!" he said. "I do wish I had a bit of sausage." And there in front of him appeared the most delicious-looking sausage you can imagine.

"Look what you've done!" cried his wife, almost weeping with annoyance. "You have used up your first wish! And all you got for it was one little sausage! You could have at least wished for a fine banquet. But, no. You wished for a *sausage*!"

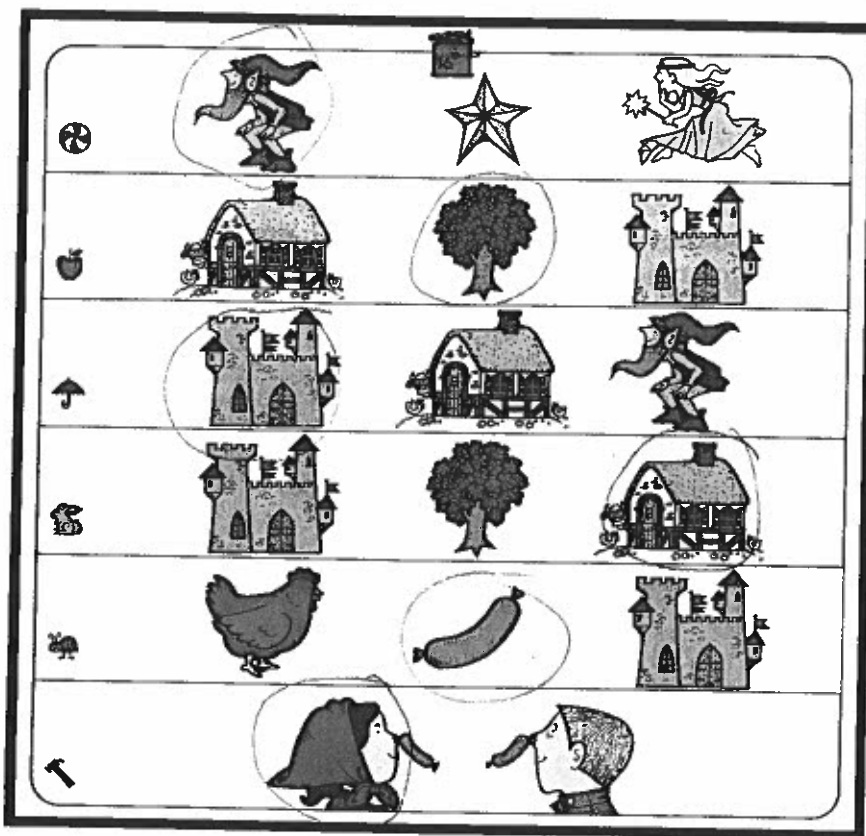
#### Picture 5

Now the woodsman began to lose patience. "I wish the sausage were on the end of your nose!" he mumbled.

And there was the sausage, hanging from the end of his wife's nose. The poor woman was so upset that she burst into tears. "Now your second wish is gone!" she cried.

"But we can still have your castle," said the woodsman, truly sorry about what had happened.

"Don't you dare wish for a castle *now*!" cried his wife. "Look at me! How can I live in a castle when I have a sausage on my nose? A fine queen I'll make with a sausage on my nose!"



**Picture 6**

So the woodcutter said solemnly, "I wish the sausage were off the end of my wife's nose." Instantly the sausage disappeared into thin air, and the woodsman and his wife sat in silence. They had no cottage, no cow, no chickens, no golden castle with crystal windows—they didn't even have a sausage for dinner.

Continue to use Listening Tape 16, Part 3, or read the following comprehension questions aloud. Pause when ★ is indicated to allow the children adequate time to respond. If you are using the Listening Tape, turn off the tape player at the signal and allow the children sufficient time to mark their answers.

**Now turn the page and get ready to answer some questions about the story.**

**Look at the top row of pictures, the row with the ball in it. Here is the first question. Who gave the woodsman three wishes? Look at the row of pictures and draw a circle around the one that shows who gave the woodsman the three wishes. ★**

**Now put your pencil on the row with the apple in it. Where did the little man live? Draw a circle around the picture in that row that shows where the little man lived. ★**

**Look at the row with the umbrella in it. What did the woodsman's wife want him to wish for? Draw a circle around what the woodsman's wife wanted to wish for. ★**

**TAPE SCRIPT  
READ ALOUD**

little man

in a tree

a castle

a cottage

a sausage

sausage on  
wife's nose

Find the row with the rabbit on it. What did the woodsman want to get with the wishes? Draw a circle around what the woodsman wanted to get. ★

Put your pencil on the row with the bug in it. What did the woodsman get with his first wish? Draw a circle around the thing the woodsman got with his first wish. ★

Now find the last row, the one with the hammer in it. What did the woodsman get with his second wish? Draw a circle around what the woodsman got with his second wish. ★★

## ADDITIONAL ACTIVITIES

Auditory

*What will we wish?*

**Three Wishes** Read the following poem to your students. Have them tell what three things they would wish for if they met a fairy, or ask them to illustrate their wishes on a paper folded in thirds.

### **I Keep Three Wishes Ready**

by Annette Wynne

I keep three wishes ready,  
Lest I should chance to meet,  
Any day a fairy,  
Coming down the street.

I'd hate to have to stammer,  
Or have to think them out,  
For it's very hard to think things up  
When a fairy is about.

And I'd hate to lose my wishes,  
For fairies fly away,  
And perhaps I'd never have a chance  
On any other day.

So I keep three wishes ready,  
Lest I should chance to meet,  
Any day a fairy  
Coming down the street.

## INSIDE BACK COVER

When the children have completed Letterbook N, they should be encouraged to take it home with any supplementary worksheets and **startwrite™** papers they may have completed with Letterbook N.

**N** is for  
**Nature Notes**

Before the children take their letterbooks home, describe the **Nature Notes** activity which can be done at home with their families. Show the children where the instructions for this activity can be found on the inside back cover of their letterbooks. The inside back cover also explains, in English and in Spanish, what the children did on each page of Letterbook N.

## Letterbook M- Directions by page

**Cover-** Discuss what picture they see on the cover(mittens) and point out that mittens starts with the letter m. They will learn that m says m as in mitten, milk etc. Have them trace both uppercase and lowercase m with their finger several times on the cover.

**Pg 1:** Ask who they think the boy is on pg 1 (magician) What letter do they see on this page (m) Identify all pictures on this pg that they see that begin with m. Show them that the magician is pulling a string of mittens from his magic pink box.

**Pg 2:** Have them point to letter m and ask if they know what that picture is of above the m. Then have them circle any pictures that begin with m.

**Pgs 3-4:** Have them trace and write the uppercase and lowercase Mm's.

**Pg 5:** Have them sound out and read each pair of words(man, mat etc) and talk about the similarities and differences among the letters in each pair of words. Then see if they can tell what the picture is in the middle of each word pair and circle the word that tells what the picture is of.

**Pg 6:** Attached is what you will need to read in order for them to complete this.

**Pg 7** Have your child try to read and sound out the sentences. There is a word in the red m's that may be hard for them to see, so perhaps you can write this word under/beside each sentence for them in the white space if you can tell what it is. The reason that you see red m's covering

pictures/words in this book on different pages is that they were meant for a magic mirror activity on certain pages where they would hold the mirrors over anywhere they see red m's, but I do not have these mirrors to send home, so please just try to help them identify what word or picture is hiding in the red ms. After you have done that and they have read the sentence, circle the picture that is correct according to what that sentence is saying. Explain to them that both pictures could answer it correctly, but that you have to circle the picture based on what the last word in each sentence says. After that is done, then have them circle a word in the sentence that rhymes with the last word in each sentence. Example for the first one: red, sled

Pg 8-9 Skip, I only have this on cd for them to listen to, so they will do when we return to school.

Pgs 10-11: The Egg Hunt Story. I will attach the story questions and things to ask that go along with each of the pictures. Before reading the story, please introduce the following words and have your child blend and read them a couple times: Ted, Doll, Ed, Tig, Flit, the, is, in, and, it, off, egg, hid, fun, net, red, hit, hunt, tent, sand, lost, gets, fell, still, dress, grins, mess, soft, nest. Then have them read the story. You will need to go over reading this story more than once... I would say try reading each story 2-4 times a day for a week or so. This is up to you, just a suggestion, because as you may start to notice these stories get harder and more complex to read as far as what they are required to know based on previously taught letters and sounds.

Pg 12: Have your child try to read and sound out the words or read these questions with you. Give them a chance to read them entirely on their own as well if they can do that. Then if the answer to the question is yes, they will circle the smiling face, if the answer is no they will circle the sad/frowning face. They can look back to the story to find the correct answers.

Pg 13: It may be difficult for you or your child to tell what the pictures are supposed to be in each m pattern so here is a list of what they are: bed, hat, hand, nest. Please help your child fill in the missing letters for these words. The first letter for each of these is given. If you need to please tell them what the word is and isolate the sounds saying them one at a time, so they can try to think what letter should come next. For example, for bed I would say what letter says ba they should say b, then what says eh, they should say e and what says da they should say d. Then blend it by sound together: b-e-d and then say the word: bed. You can also do this by talking about the first sound and then what letter they should write for the middle sound in the word and then what letter they should write for the final sound they hear.

Pg 14: Have your child place their hands, one on each cuff off and you can trace around them to make mittens, fingers should be held together not spread apart for this to work. Then they can color their mittens and trace and write the word mittens a couple times on the lines below.

Pgs 15-16 In attaching the page that you can read the story and questions to them. Pg 15 is the pictures that go along with this story, which they should look at while you are reading, and then on pg 16 they will circle the appropriate picture to answer the question.

## Beginning

Page 6

ther  
art-  
m-  
ep,  
ick

## OBJECTIVES

To identify /m/ in the initial position

To identify repeated initial sounds in the words of a sentence

To spell dictated words

## INTRODUCTION

Indicate that the sound of **M** is like the humming sound of a spinning top. Have the children repeat /mmmm/ with you. They should keep their lips closed tightly so that the sound comes through the nose. Have the children hum familiar songs using /m/.

M-m-m-m-m!

## SUGGESTED USE

Use **Listening Tape 17, Part 1** with page 6 of Letterbook M, or read aloud the following Listening Lesson. Pause when ★ is indicated in order to allow adequate time for your students to respond. If you are using Listening Tape 17, a beep indicates that it is time for the children to mark their answers. Turn off the recorder at this time.

Listening Tape 17  
Part 1

**Mitten Exercise:** The children will put a circle around the **M** on the mitten if they hear /m/ at the beginning of the word. They will put an X on the **M** if they do not hear /m/ in the initial position of the word.

Mitten Exercise  
initial /m/

## READ ALOUD:

★ = Pause

Find the row of colored mittens at the top of your page. Today you are going to listen for words which begin with /m/ like mitten. If the word I say begins with /m/ like mitten, circle the **M** on the mitten. If the word does not begin with /m/ put an X on the **M**.

Find the box with the red mitten. Here is the first word. **Magic**. Say it with me. (**Magic**). Does **magic** begin with /m/ like mitten? Yes, it does, so you will draw a circle around the letter **M** on the red mitten. ★

magic

Now put your pencil on the orange mitten. The word is **mother**. Let's say it together. (**Mother**). Does **mother** begin with /m/ like mitten? Circle or put an X on the **M** on the orange mitten. ★

mother

Look at the yellow mitten. The word is **bank**. Say it with me. (**Bank**). Does **bank** begin with /m/ like mitten? Circle or put an X on the **M** on the yellow mitten. ★

bank

Now put your pencil on the green mitten. The word is **medal**. Say it with me. (**Medal**). Does **medal** begin with /m/ like mitten? Circle or put an X on the **M** in the green mitten. ★

medal

Now find the blue mitten. Listen. The word is **pencil**. Say it with me. (**Pencil**). Does **pencil** begin with /m/ like mitten? Circle or put an X on the **M** on the blue mitten. ★

pencil



Candle  
candy

Find the purple mitten. The word is **candy**. Say it with me. (**Candy**). Does **candy** begin with /m/ like mitten? Circle or put an X on the M on the purple mitten. ★

## Tongue Twisters

Alliteration  
can be fun!

**Tongue Twister Exercise:** In this exercise, the children listen to sentences describing the pictures. The same initial sound is repeated several times in each sentence. The children are to determine which sound is repeated, find the picture which illustrates the sentences, and write the letter that stands for the repeated sound.

### READ ALOUD:

★ = Pause

We are going to play a funny listening game now. Look at the section in the middle of your page with the boys and girls in it. Some of them are doing silly things that will make you laugh. I am going to say some silly verses. In each verse you will hear one letter sound many times. Think of the letter that stands for the sound you hear. Then find the child who is doing the silly thing and, on the lines in the box, write the letter for the sound you heard.

Here is the first one. Listen to the verse. **Raymond raises rambunctious red rabbits.** I'll say it again while you look for Raymond. **Raymond raises rambunctious red rabbits.** Say it with me. (**Raymond raises rambunctious red rabbits.**) What sound did you hear most? Was it /r/? **Raymond raises rambunctious red rabbits.** Yes, it was /r/, and R stands for /r/, so write an R on the lines under the picture of Raymond raising rambunctious red rabbits. ★

Listen carefully to the next verse. **Nancy nibbled ninety noodles.** Look for Nancy nibbling the noodles. I'll say it again. **Nancy nibbled ninety noodles.** Say it with me. (**Nancy nibbled ninety noodles.**) Decide what sound you heard the most and write the letter that stands for the sound on the lines under Nancy's picture. ★

Here is the next verse. **Happy Horace has a horribly hairy head.** Listen again. **Happy Horace has a horribly hairy head.** Say it with me. (**Happy Horace has a horribly hairy head.**) Write the letter that stands for the sound you heard most often on the lines under Horace's picture. ★

Listen to the next verse. **Big Barbara bumped her baby buggy.** I'll say it again. **Big Barbara bumped her baby buggy.** Say it with me. (**Big Barbara bumped her baby buggy.**) Write the letter that stands for the sound you heard most often on the lines under Barbara's picture. ★

Here is the last verse. Listen carefully. **Miriam makes many messy mudpies.** I'll say it again. **Miriam makes many messy mudpies.** Say it with me. (**Miriam makes many messy mudpies.**) Now write the letter that stands for the sound you heard most often on the lines under Miriam's picture. ★

**Mystery Word Dictation:** The following dictation is on **Listening Tape 17, Part 1**, or you may read it aloud while your children write in the red frame in their letterbooks.

### READ ALOUD:

★ = Pause

Now you are going to write a Mystery Word in the red frame on your page. In the first box write the letter for the sound at the beginning of milk. **Milk.** Say it with me. (**Milk**). Write the letter for the first sound you hear in milk. ★

ally skips sixty skips  
ig Horace  
Bounces Basketballs  
ather hopped  
halfway home

Mystery Word  
man

milk

In the middle box write the letter for the sound at the beginning of apple. **Apple**. Say it with me. (**Apple**). Write the letter for the first sound you hear in apple. ★

In the last box write the letter for the sound at the beginning of net. **Net**. Say it with me. (**Net**). Write the letter for the first sound you hear in net. ★

You have just written a word with three letters in it. Did you write **M, A, N**? Let's blend the sounds those letters stand for to find out what word you wrote. Let's begin by blending the first two sounds together. **/ma/**. Say them with me. (**/ma/**).

Now let's add the sound for **N**, the letter you wrote in the last box. **/man/**. Now let's blend all three sounds together. (**/man/**). Again. (**/man/**). The word you wrote is **man**. Say it with me. (**Man**). Now draw a picture of a man in the red frame. ★

**Spelling Word Dictation:** The following dictation is on **Listening Tape 17, Part 1**, or you may read it aloud while your children write in the green frame in their letterbooks.

### READ ALOUD:

★ = Pause

Now find the green frame. The picture is of a pack of chewing gum so the word you will write is **gum**. Say it with me. (**Gum**). **Gum** has three sounds in it. Listen: **g-u-m**. Say **gum** slowly with me and listen carefully to each sound. (**G-U-M**). Now write the three letters for the three sounds you hear in **gum**. Write one letter in each box. ★

Now let's check to see if you spelled **gum** correctly. The first sound in **gum** is **/g/**, so you should have **G** in the first box. The second sound in **gum** is **/u/**, so you should have **U** in the middle box. And the last sound in **gum** is **/m/**, so you should have **M** in the last box. **G, U, M** spells **gum**. Spell **gum** with me. (**G-U-M**).

### ADDITIONAL ACTIVITIES

● **Silly Sayings:** Have the children make up some silly verses that repeat one initial sound. Or read the following verses and have individual children write the letter for the sound they hear most often in the verse.

Teddy Turkey telephoned Terry Tiger to talk about tiny turtles.  
Frank fished for five fat fish.  
Big brown bears buy bugs for breakfast.  
Merry magicians make magic mushrooms.  
Noisy Nancy never needs nine newspapers.  
Happy Helen has hungry Harry's hat.

● **Spell-Mell:** This game should be played with small groups of children. You will need to make a word chart of some of the words the children can read. Using index cards, make three lettercards for each consonant and four lettercards for each vowel that the children know. Shuffle the cards and place them in the center of the table. Each player draws four or five cards, looks at the letters, and tries to spell one of the words written on the chart. Remind the children that unless they have a vowel they cannot make a word. The first child who can arrange his letters to spell one of the words on the chart and can read that word correctly wins a point and the game begins again. If no one can spell a word, each player in turn draws a card until someone can make and read a word. Use the Word List on the back page of this Teacher's Guide.

apple

net

Spelling Word  
gum

A mouthful  
of silly sentences

Spelling Cards

# Beginning

Pages 10, 11 and 12

## OBJECTIVES

- To blend letter sounds to read words
- To read sentences and a story
- To remember details
- To develop word attack and comprehension skills
- To read and answer questions about the story

## INTRODUCTION

**Blending Preview:** Make a large basket from construction paper and pin it on the bulletin board. Write the following words on colored construction paper eggs and hide them around the room.

Ted	the	egg	hunt	still
Doll	is	hid	tent	dress
Ed	in	fun	sand	grins
Tig	and	net	lost	mess
Flit	it	red	gets	soft
	off	hit	fell	nest

Then write the title of the story on the basket: **The Egg Hunt**. Call on a child to read the title. Tell the children that before they read the story, they too can have an egg hunt. Explain that you have hidden eggs around the room. Each egg has one of the words from the story written on it. At a given signal, tell the children to hunt for the eggs. Then have each child read the word on each of his eggs. If correct he can add his egg to the basket. If a child has difficulty reading a word on the egg, have the class help him with the blending process. Write the words on the board as they are read.

Story preparation

An egg hunt for  
reading words

## SUGGESTED USE

Divide the children into small groups to read the story, **The Egg Hunt**. As an independent work assignment, write on the board some words from the story that can easily be illustrated. Pass out **startwrite™** story paper and have the children write the words and draw a picture of them. Or write all the capital and lower case letters the children are familiar with on the board. Pass out manila drawing paper. Have them draw eggs and write the matching capital and lower case letters inside the eggs.

Independent activity

## GUIDED READING

The following questions and ideas are suggested to guide the children's reading of this story.

**Title:** Read the title of the story.

Who hid the eggs? Read the sentence. (**Tig hid the eggs.**)

Point out and identify the small pictures in the text. Tell the children that when they see the picture of the egg, they should say the **color of the egg** and then **egg**, for example, "**blue egg**." Indicate that

Read the rebus  
"blue egg"

fun  
hunt

gets

in the sand  
in the net

grins

Interpret Tig's  
sly grin

in the nest

in Doll's dress

Define hard-boiled egg

mess

The egg is soft.

Who, what, where?

they should say **flowers**, **doll carriage** and **wagon** when they see those pictures.

**Frame 1:** Who is hunting for eggs?

Do Ted, Doll and Eg like the egg hunt? Read the word that tells you this. (**fun**)

Point to and read the word that means to look. (**hunt**)

**Frame 2:** Where does Doll find the pink egg?

Where does Doll find the blue egg?

Read the word that shows that Doll has found the egg. (**gets**)

**Frame 3:** Who is hunting eggs in this picture?

What color egg does Ted find in the tent? In the wagon?

What is a tent?

**Frame 4:** Where is Ed hunting for the eggs?

Where does Ed find the orange egg? Read the words. (**in the sand**)

Where does Ed find the purple egg? Read the words. (**in the net**)

**Frame 5:** What color egg is still lost?

Find and read the word that tells how Tig feels about the lost egg. (**grins**)

Why do you think Tig is grinning? (Do you think he hid one egg in such a special place that no one can find it? Does he like to think he fooled the others? Does he have a trick planned?)

**Frame 6:** Who joins the egg hunt? (Flit)

Who finds the red egg? (Flit)

Where was the red egg? Read the words. (**in the nest**)

What does it mean? (the red egg)

How does Flit signal to the others that he found the red egg? (He lights up his tail.)

**Frame 7:** What does Flit do with the red egg? Read the words. (**Flit hits the red egg off the nest.**)

How was Doll going to help Flit? (She holds her dress so that the egg could fall in it.)

Why did Flit hit the egg off the nest? (Flit couldn't carry the egg down and the others would have difficulty climbing the tree. Perhaps he wanted to help Doll win the egg hunt.)

Where did the red egg fall? Read the words. (**in Doll's dress**)

**Frame 8:** What trick did Tig play on his friends? (The egg he hid was soft-boiled, not hard-boiled like the other eggs.)

What happened to Doll's dress? Find and read the word that describes what Doll's dress looked like. (**mess**)

Why is Doll's dress a mess? Read the sentence that tells why. (**The egg is soft.**)

**Review:** In preparation for answering the yes-no comprehension questions on page 12 of their letterbooks, have the children look at the text and pictures and tell **who** found **what** color egg **where**.



# Beginning

Pages 15 and 16

## OBJECTIVES

- To enjoy listening to a story
- To follow the sequence of a story
- To check aural comprehension of **The Mitten**

## SUGGESTED USE

Use **Listening Tape 17, Part 3** with pages 15 and 16 of Letterbook M, or read aloud the following story. On the listening tape a bell will sound when it is time to look at the next picture.

## READ ALOUD:

Have you ever lost a mitten while you were playing in the snow or out on a wintry day when you were sledding or skating? The story you are about to hear tells what happened to the mitten that one little boy dropped in the snow many years ago.

### The Mitten

(Picture 1) On a cold wintry day in February, a little boy was trudging through the forest gathering firewood for his mother. All morning the little boy worked, collecting sticks and piling them on his sled. Just as he was placing the last stick on his sled, he dropped one of his mittens in the snow.

(Picture 2) As soon as the little boy was out of sight, a tiny gray mouse scurried up to the mitten. "Mm, just right for me," thought the mouse, as she inspected the furry cuff and the soft yellow wool of the mitten. And she snuggled warmly inside.

Soon after, a green frog hopped up to the mitten. "Hurry and come in," called the mouse. "It is much too cold for you out there!"

(Picture 3) Just as the frog was getting settled, an owl swooped down and asked if he could also enter. "Surely there is room for one more," he cried as he squeezed himself inside the mitten.

Following the owl, a rabbit came hippity-hopping up to the mitten and asked if there was room for him, too; he was so cold!

"It is much too chilly for you to be out," croaked the frog, "so we will make room for you in here. Come in; come in!" The animals were very squeezed together, but they were warm!

(Picture 4) Just then a fox came upon the mitten and its tight group of companions. "My! Such a warm little mitten. Please let me in, too!" And before anyone could answer, he shoved his way in.

You would not believe what happened then! A big old bear lumbered up to the animals squeezed tightly inside the mitten, and pushed his way in to get out of the cold. The little mouse who had found the mitten first, thought that it surely would burst when the bear forced his way in. The seams stretched; a thread popped; but the mitten remained in one piece!

Listening Tape 17  
Part 3

The Mitten

(Picture 5) Every speck of space inside the mitten was completely filled, when along crept a tiny black cricket shivering from the cold. "Ah! A place to get away from the cold," thought the cricket and she placed her first foot inside the mitten. The tiny cricket's foot stretched the mitten beyond its strength. Threads broke, seams split and all the animals came tumbling out.

(Picture 6) By this time, the little boy, who had gathered the firewood, came to realize that he had lost his mitten. So he hurried back through the forest to the place where he had picked up his last stick. But there was no mitten to be found! He could see only yellow threads and bits of yellow wool scattered about the ground. And he thought he saw (but he couldn't be sure) a tiny black cricket curled up under one of the yellow woolly bits of fuzz.

"Well, it did not matter," he said to himself as he turned and headed home. "The mitten was old and worn, and I've been wanting to wear the new pair mother made for me." And he never knew what happened to his mitten that wintry day.

Use the continuation of **Listening Tape 17, Part 3**, or read aloud the following comprehension questions. Pause when ★ is indicated to allow your students time to respond. A beep will sound when it is time for your students to circle their answers. Turn off the recorder at this point.

Turn the page and get your pencils ready to answer some questions about **The Mitten**. ★

Look at the first row of pictures, the row with the ball in it. **What did the little boy gather in the forest?** Draw a circle around what the little boy had gathered in the forest. ★

Find the row of pictures with the apple. **What did the little boy lose in the forest?** Draw a circle around what the little boy lost in the forest. ★

Next point to the row with the umbrella in it. **Which animal found the mitten first?** Draw a circle around the animal that found the mitten first. ★

Look at the row with the rabbit. **Which of the animals in this row did not get into the mitten?** Draw a circle around the animal that did not get into the mitten. ★

Put your pencil on the row with the bug. **Which was the largest animal that got into the mitten?** Draw a circle around the largest animal that got into the mitten. ★

Find the last row of pictures, the row with the hammer. **Which animal caused the mitten to split apart?** Draw a circle around the animal that caused the mitten to split apart. ★

## ADDITIONAL ACTIVITIES

● **Imitate a Monkey:** Have the children bend their knees and make a circle with their hands above their heads. Keeping the rest of their body erect, have each child hop forward on both feet. The arms are used for balance.

● **Imitate a Mule:** Have the children place their hands and feet on the floor. They should take two steps forward with their hands only and then kick both feet in the air.

Answers to  
comprehension questions

wood

his mitten

the mouse

the goat

the bear

the cricket

Monkey shines!

## Math Chapter 12 Subtraction: March 30-April 8

You should have completed Chapter 11 Addition by this point. If not, finish that first, then start Chapter 12 on subtraction in their math workbook. This includes workbook pages 245-259. 1 lesson per day, or 2 pages, is sufficient. If you like you can do more than that, but that is what we do daily as a class. Below is some guidance for each lesson, for some of the pages you will need to read short math problem stories in order for them to do the problems, and what you should read is listed below under the appropriate chapter section. All directions for these pages are listed on the bottoms of the workbook pages. Please review this page.

### **Lesson 12:1 Problem Solving Act it Out pgs 245-246**

Before doing these pgs, it might be helpful to introduce subtraction by acting out the following problem: (child's name) has 6 markers. She lets (another child's name) have 2 of them. How many markers does (the first child's name) have left? If you have markers use these for this problem, if not use another object. Some questions to ask as you act this out with your child: 1. What is the problem you are going to solve? What do you need to do first? ( Figure out the parts of the problem.) What is the answer to the problem? (First child's name has 4 markers left.) How did acting it out help you solve the problem? (It was easier to see how many we had left etc.)

Another way to introduce this if you have two different colored objects: Give them 3 red and 2 blue cubes and ask how many do you have in all? (5) Then instruct them to take away the 2 blue cubes and ask how many red cubes are left? (3)

Pgs 245-246 you are going to read stories which I will type here, so that they can solve the problem. This lesson is meant to have them act these problems out, so if you can have them act out the problem with others that may help them to see it/understand better.

Blue fish problem pg 245: Read: Mario has five books to read. He lets Sam have 2 books. How many books does Mario have left to read? Point to books in the picture, have them cross off the two he gives away and write the remaining number on the line.

Green turtle problem pg 245: Jasmine has 7 books to look through. She gives Susan 1 book. How many books does Jasmine have left? Cross off books and write answer on the line.

Blue fish problem pg 246: 3 children were working in the art center, 2 finished their art and walked away. How many are in the art center now? Cross off ones that left and write the answer on the line.

Green turtle problem pg 246: 4 children were in the art center. 3 children left to play in another center. How many children remain in the art center? Cross off ones that are left and write answer on the line.

**Lesson 12:2 Modeling Subtraction pgs 247-258 see directions at bottom of pg.** If you have cubes or other objects model each problem with those for them.

Here are the stories to read for each of the following problems on these pages:

Bluefish pg 247: There are 4 beach balls in the water. 1 beach ball floats away. How many beach balls are left?

Green turtle pg 247: Three boys went camping. 2 went home early. how many boys are left?

Blue fish pg 248: Five bees are on the flower. 3 bees fly away How many bees are left on the flower.

Green turtle pg 248: Three children were playing in the park. 1 child leaves. How many are left playing in the park?

### **Lesson 12:3 Subtraction Patterns pgs 249-250**

Before doing these pages it might be helpful to have your child build/attach ten cubes together or make a line with ten of the same objects and then continue by taking away on each time from the original 10 and discussing how many are left before they take away the next one. After this you could ask: How many were in the first train you made? (10) How many fewer cubes did you show each time (1) What happened to the cube train as you kept taking one away each time (it got smaller etc)

Next you should write this out to show them and discuss the minus sign and equal sign:  $10-1=9$  Explain that 10 is the number of cubes in all, one is the number that is being taken away and 9 is the number you have left. Explain that subtraction sign that it means to take away and that the equal sign means the two sides have the same amount.

### **Lesson 12:4 pgs 251-252**

Help your child to tell a story about each of the problems and then have them fill in all 3 parts of the subtraction sentence. They have already crossed out the pictures of the items that will be subtracted on these pages. So be sure and help them write the total first then minus how ever many are crossed out then the total that is left.

### **Lesson 12:5 How many are left pgs 253-254**

If you have play or real pennies that they could use to represent these problems on the page it may be helpful. I'm going to type out the story for each problem on these pages that you will need to read to them in order to do these.

Bluefish pg 253: Norm had five cents. He spent 3 cents at a yard sale. How many pennies does she have left?



Green turtle pg 253 Norma had three pennies. She lost one penny. How many does she have now?

Yellow star pg 253: Gary had 5 pennies. He let Alan borrow 2 pennies. How many pennies does Gary have left?

Bluefish pg 254 Annie had 4 pennies. She gave Craig three of her pennies. How many pennies does she have left?

Green turtle pg 254 Drew had five pennies. Matt borrowed 4 pennies. How many pennies does Drew have left?

Star pg 254: Brady had five cents. He spent one penny at a garage sale. How much money does he have left?

### **12:6 pgs 255-256 Drawing pictures to solve the problem.**

I will type out the stories here for each problem so you can help them solve these.

Bluefish pg 255: Mary had two shells. She gave Elizabeth one shell. How many shells does Mary have left?

Green turtle pg 255 Will had three sand pails. Wesley borrowed 2 pails. How many sand pails does Will have left?

Bluefish pg 256: Bill took 4 balls to the park. He lost 2 balls. How many balls does she have now?

Green turtle pg 256 there were 6 flowers in the park. The gardener picked two flowers. How many flowers are left in the park?

### **12:7 pgs 257-258 More subtraction problems**

For this, have your child help to tell a story about each problem, the number of objects that they have crossed out on page already should represent the same number they are subtracting when they tell a story. Then write the subtraction sentence for each problem. Reinforce that the first number is the total, then the minus sign, and the number that shows how many you are subtracting, then the equal sign, and then the number that shows how many is left.

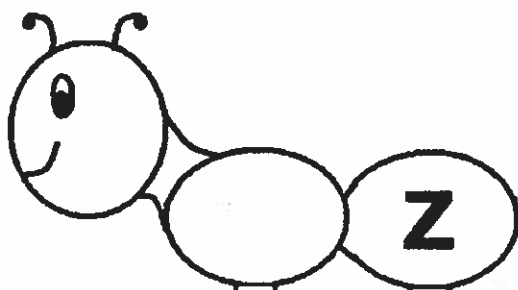
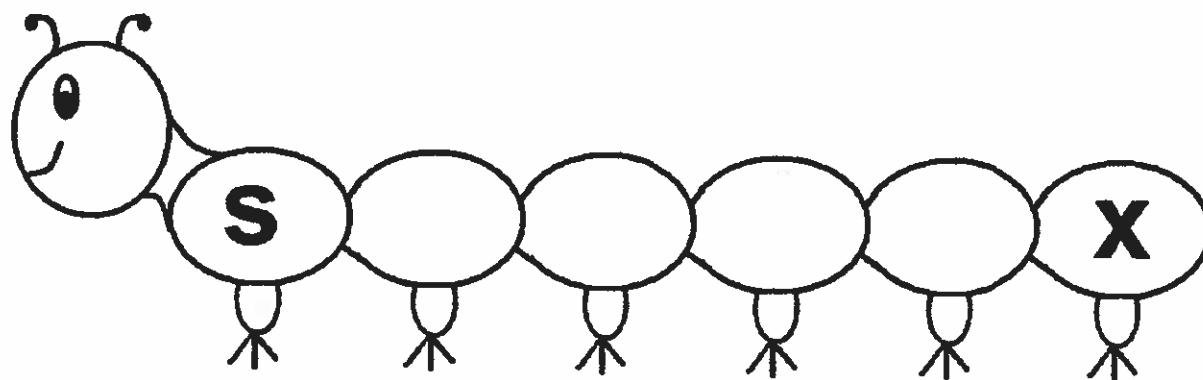
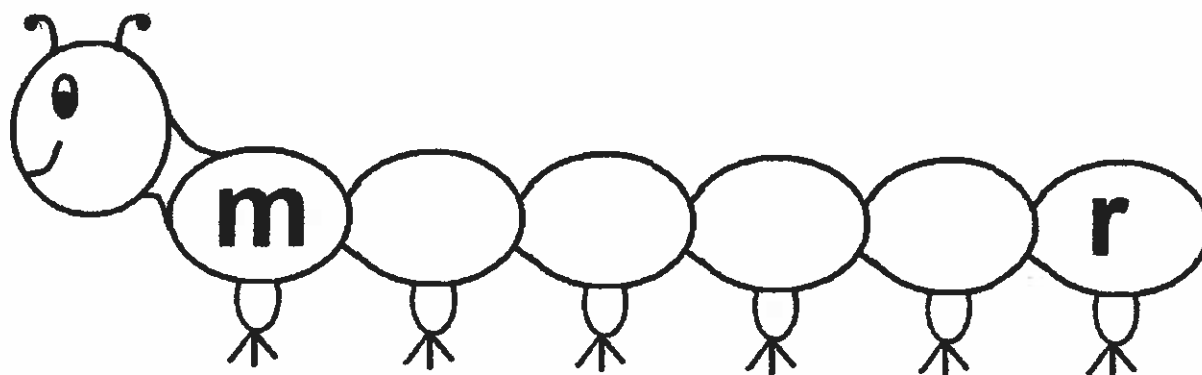
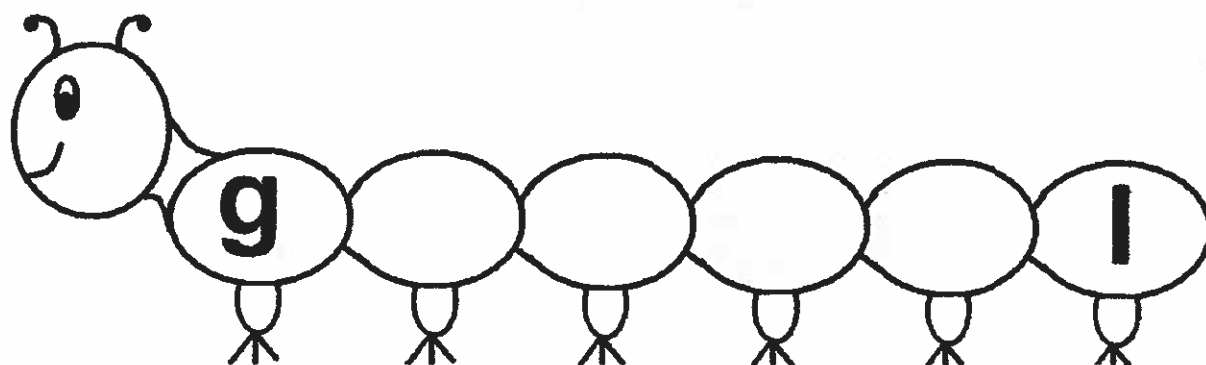
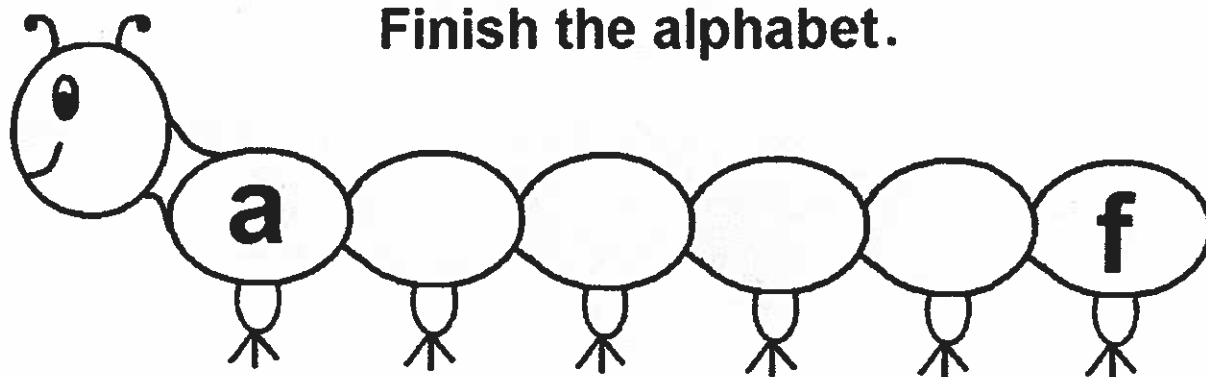
**Chapter 12 math storybook:** Feel free to tear out this page and help your child assemble the book. Then work through each problem on each page of it with them.

**Chapter 12 Test pg 259 front only.** They should try to do this independently, but read them the directions for each problem and redirect as needed, just don't do it for them or tell them the answers. If you feel your child did really well with the chapter, and they need a bit of a challenge, feel free to try pg 260 as an enrichment/extra activity with them. This will not be considered part of the test or work, it is just there if you want to do it.

**Storybooks that you could listen to/look up on sites like you tube for enrichment that deal with subtraction: 3 Ants by Fay Robinson, Ten Little Mice by Joyce Dunbar**

Name \_\_\_\_\_ Date \_\_\_\_\_

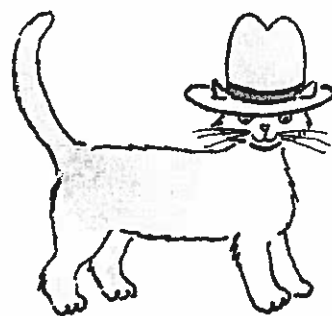
Finish the alphabet.



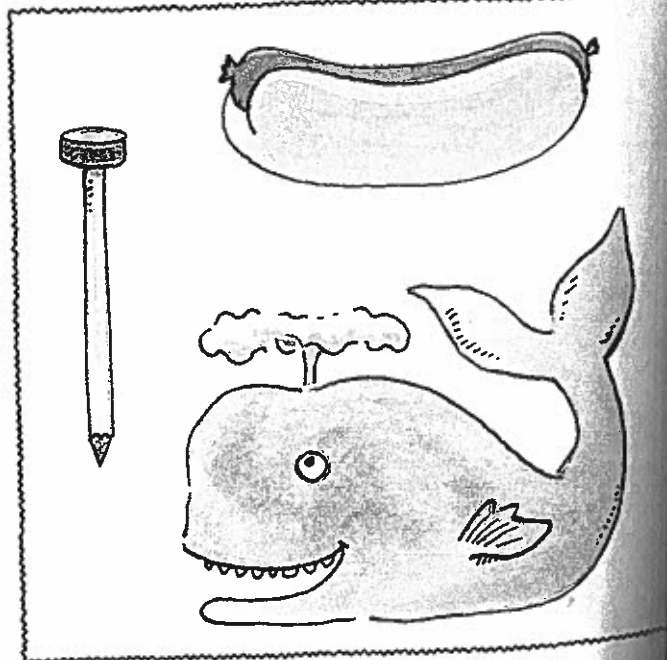
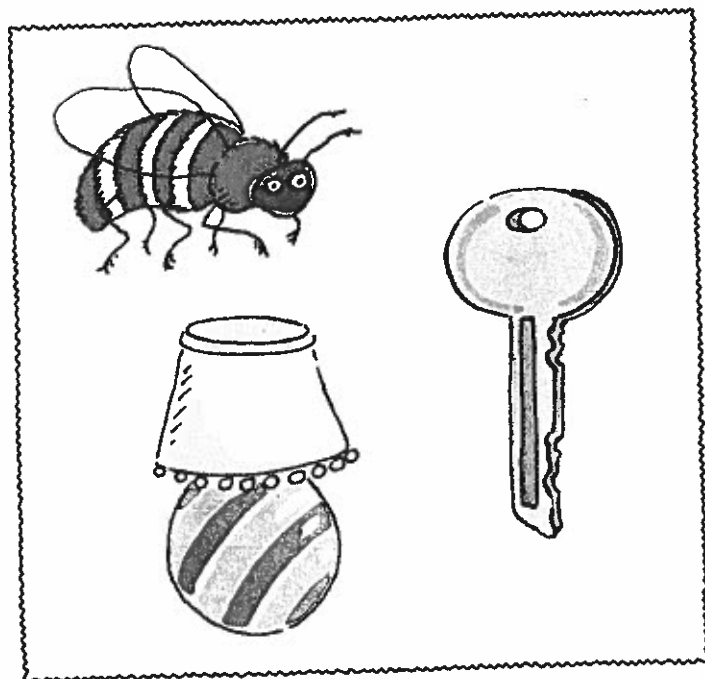
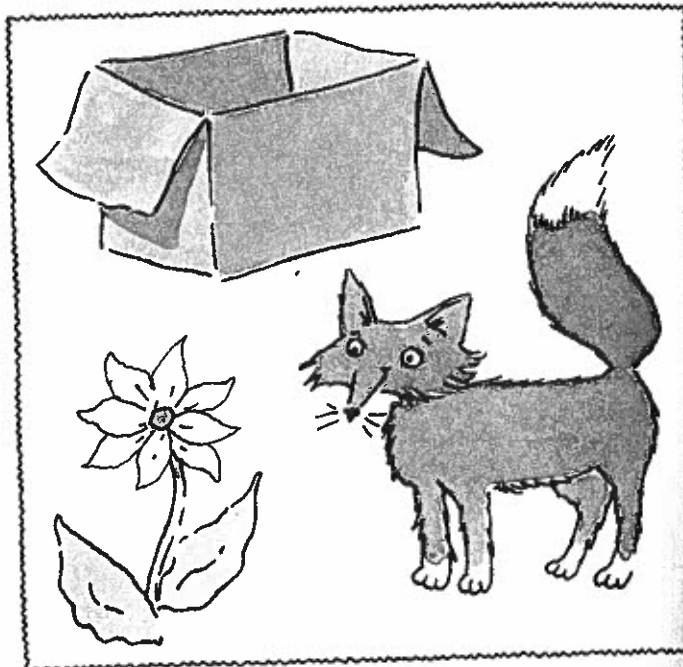
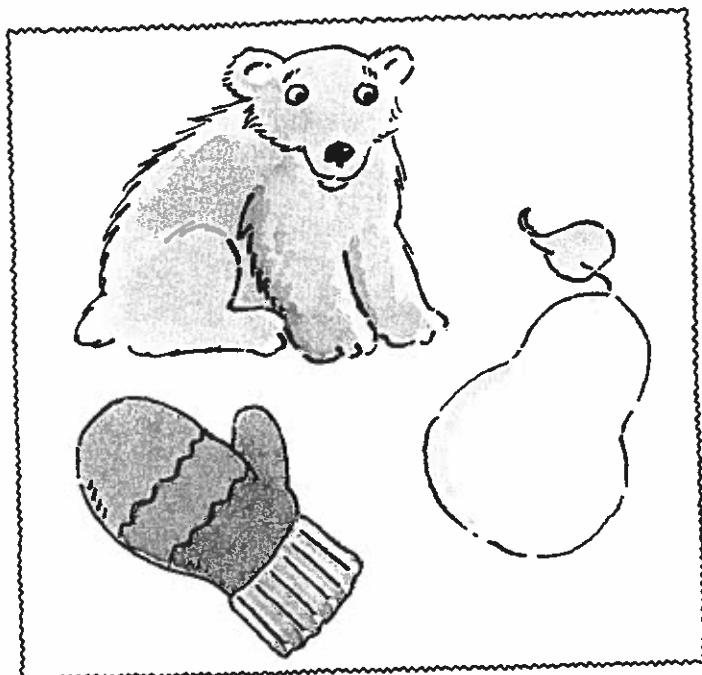
# Rhyming

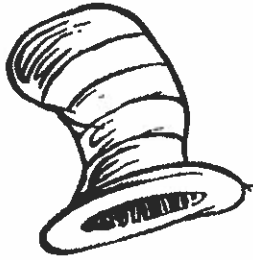


rhymes with

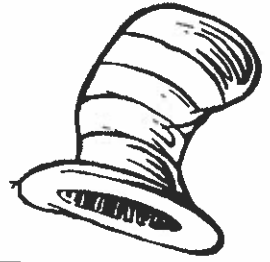


Say the name of each picture.  
Circle the two that **rhyme** in each group.





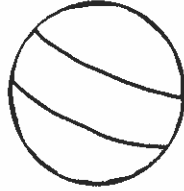
# Rhyme Time



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



**hat**



**ball**



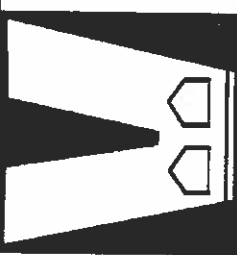

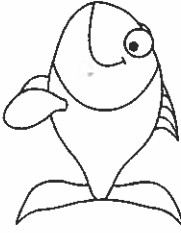
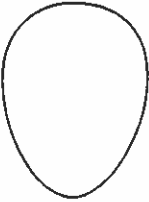
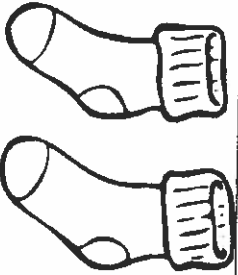

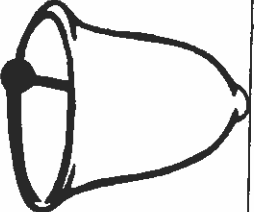


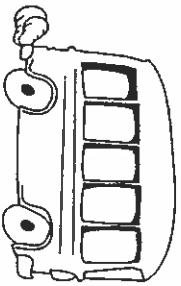
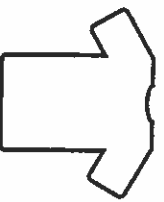


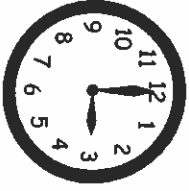


**tree**


<b>all</b>	<b>see</b>	<b>fat</b>
<b>sat</b>	<b>tall</b>	<b>free</b>
<b>hall</b>	<b>tee</b>	<b>bat</b>
<b>bee</b>	<b>cat</b>	<b>me</b>
<b>mat</b>	<b>fee</b>	<b>call</b>
<b>fall</b>	<b>wall</b>	<b>rat</b>

NAME \_\_\_\_\_

Short Vowel Practice Date \_\_\_\_\_

					
b_g	d_g	p_nts	b_d	f_sh	_gg
				6	
s_cks	gr_ss	b_ll	p_t	s_x	p_n
10					
t_n	b_s	sh_rt	h_nd	c_p	cl_ck

a a a e e e e i i i o o o o u u u

## Lesson 4.2 Rhyming Words

Words that **rhyme** sound alike. The middle and ending sound is the same.

Examples:

pig 

wig 

box 

fox 

Name the first picture. Circle the words in each row that rhyme with it.



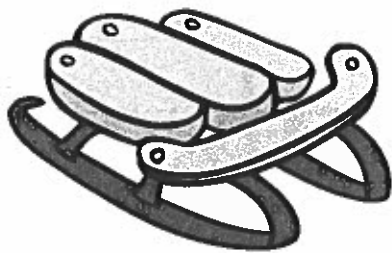
mop



hat



bat



map



bed



red



rock



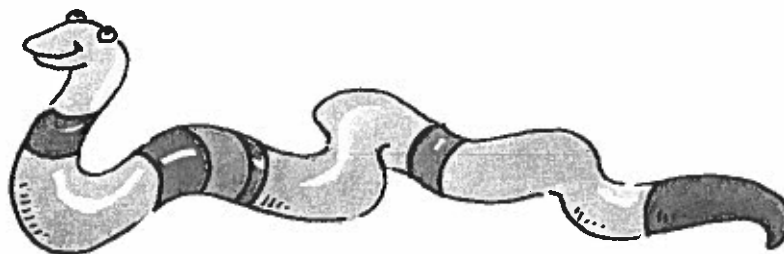
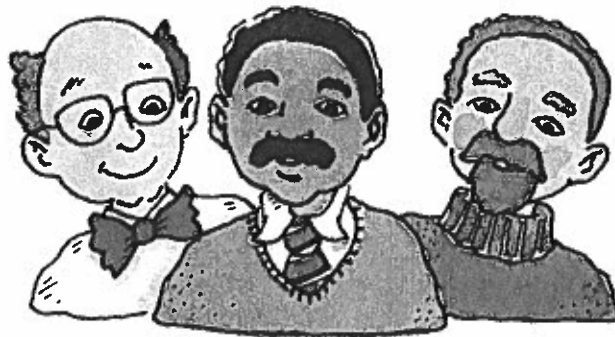
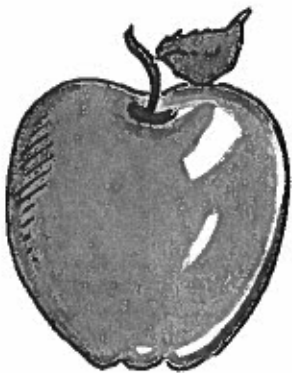
top



drum

This  is a hen.

Draw a line from the  below to the picture names that **rhyme**.

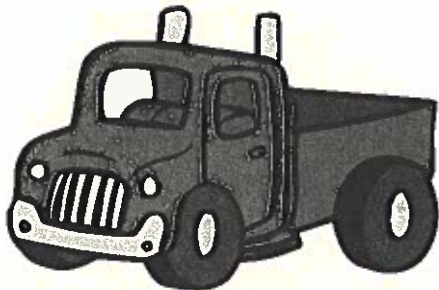


**Lesson 4.2** Rhyming Words

Draw a line between the rhyming picture names.



**nail**



**truck**



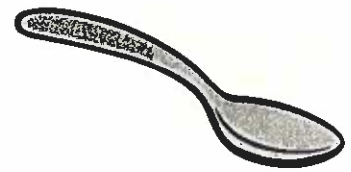
**moon**



**mouse**



**house**



**spoon**



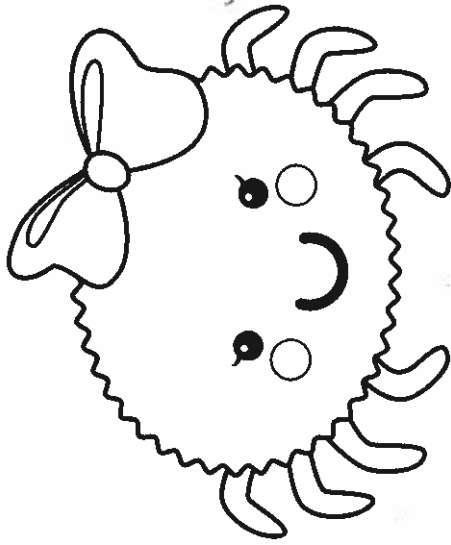
**pail**



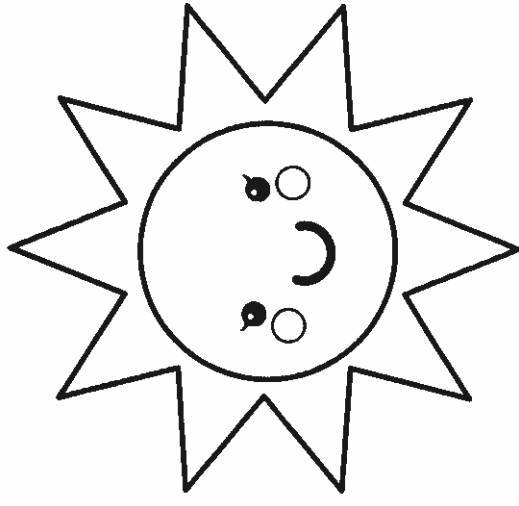
**duck**



# The Itsy Bitsy Spider

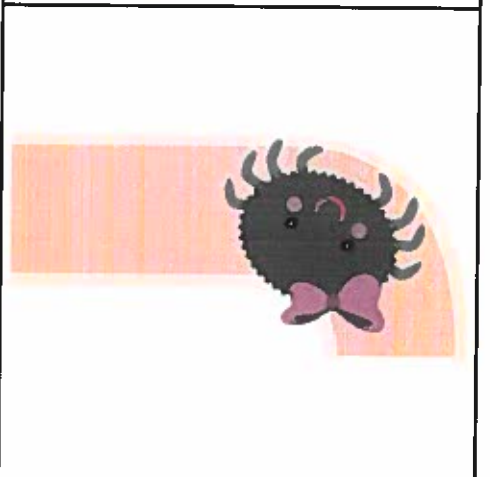
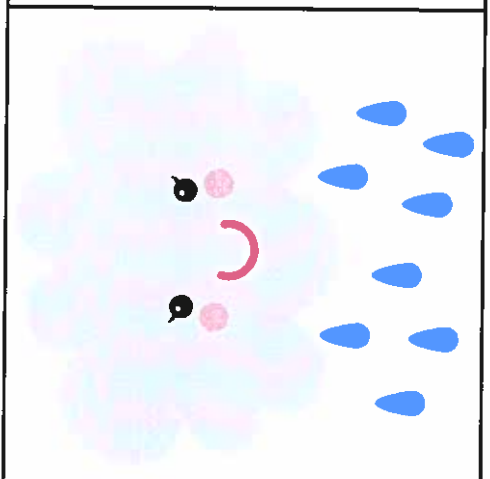
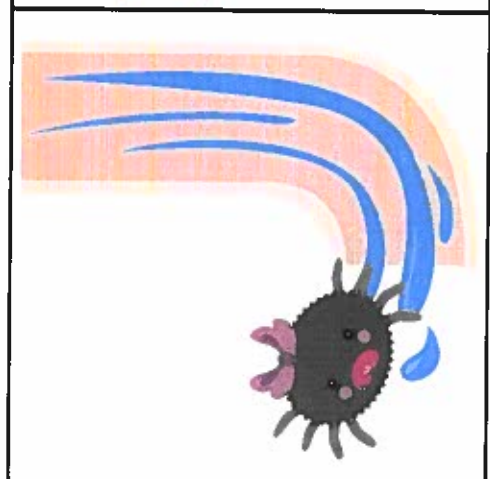
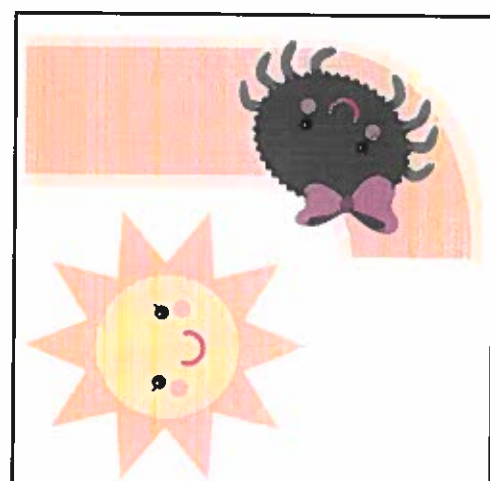
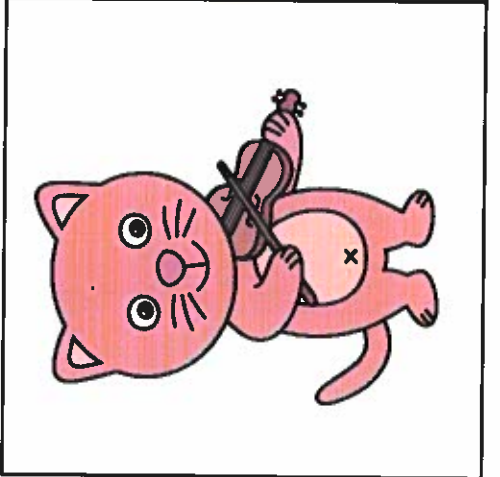
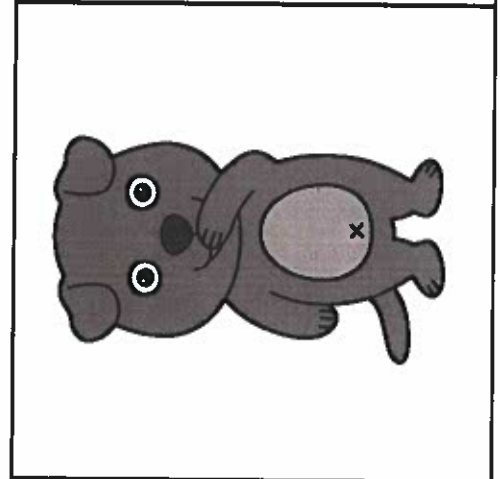
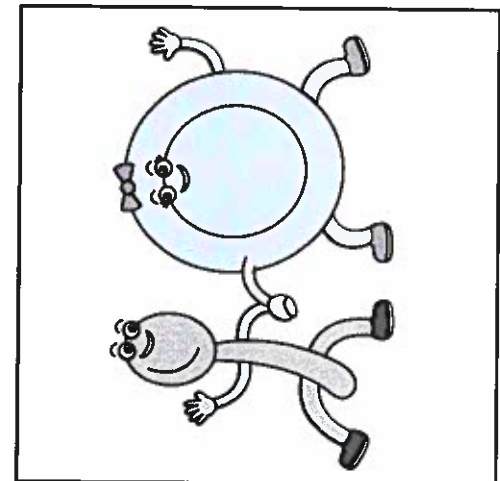


The itsy bitsy spider  
climbed up the water spout.  
Down came the rain  
and washed the spider out.  
Out came the sun  
and dried up all the rain.  
And the itsy bitsy spider  
climbed up the spout again.



1	2	3	4
---	---	---	---

-cut out-



Name

# 1-100

2 4 6 8

11 13 15 17 19

21 23 25 27 29

31 33 35 37 39

41 43 45 47 49

51 53 55 57 59

61 63 65 67 69

71 73 75 77 79

81 83 85 87 89

91 93 95 97 99

Name \_\_\_\_\_

Count by 10's

10 30 50 70 90

20 40 60 80 100

10 30 50 70 90

20 40 60 80 100

[illegible]

**Write the numbers 1 to 50 in the empty boxes.**

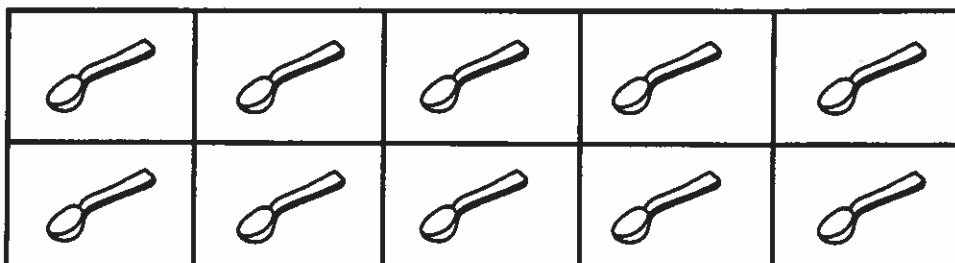
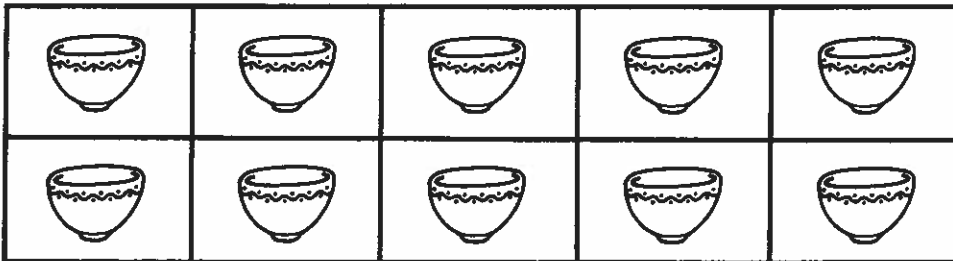
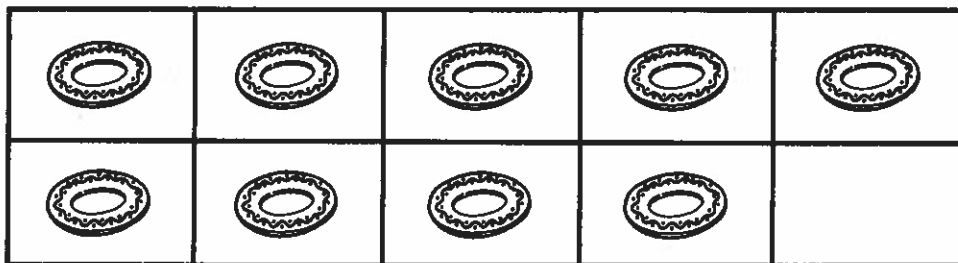
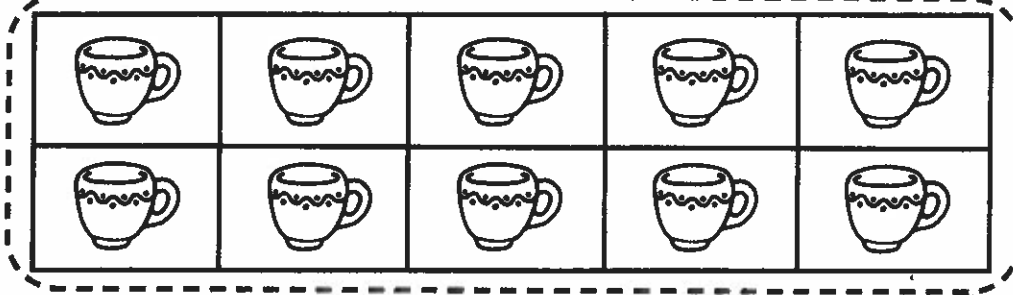
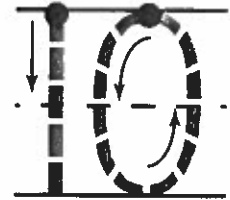
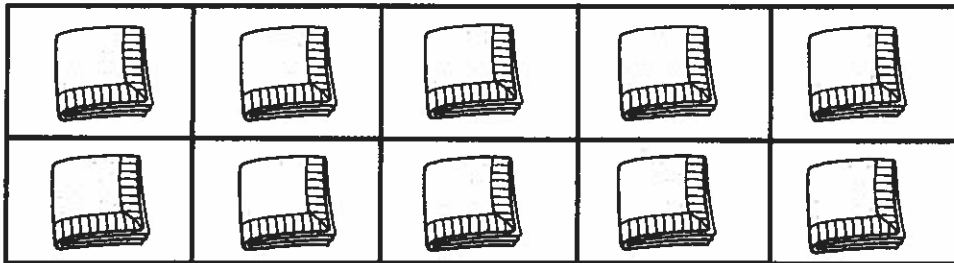


## Ephesians 4:32

Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.

1	2	10
		20
		30
		40
		50

# Groups of 10



Count. Trace the number.

★ ♥ 🌸 Circle the group that has 10.

**10-Frame Fill In**

10




9



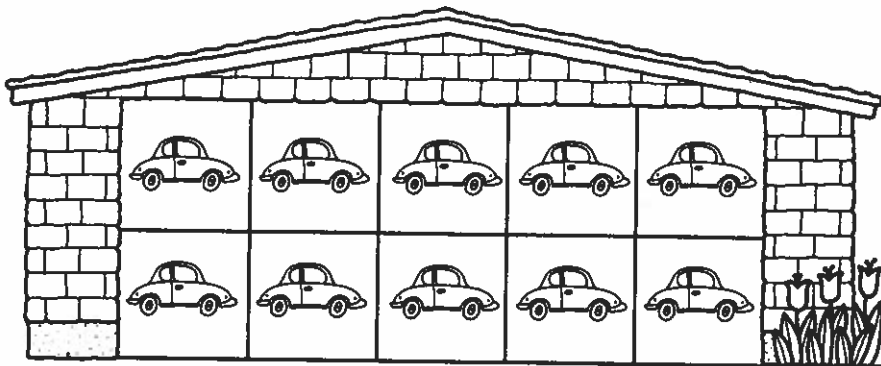

10



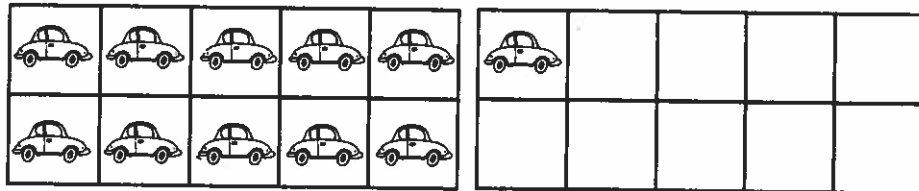

8


    Color in the ten-frame to show the number.

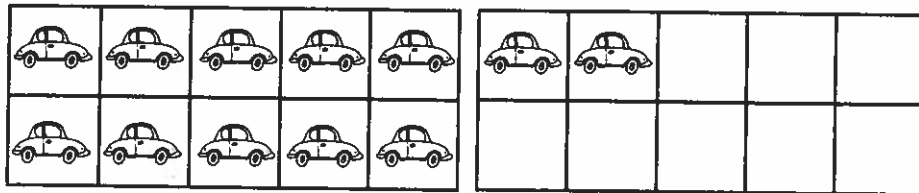
# Build and Identify 11 and 12



10 11



11 12

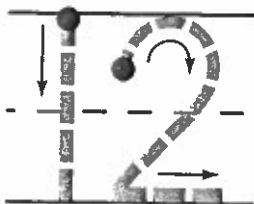
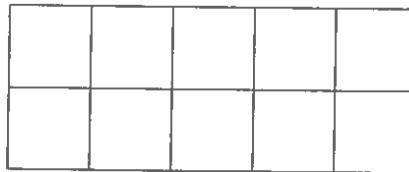
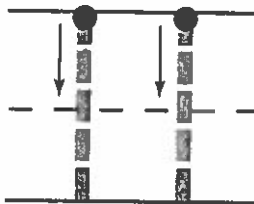
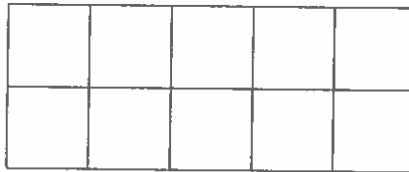
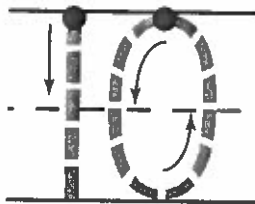
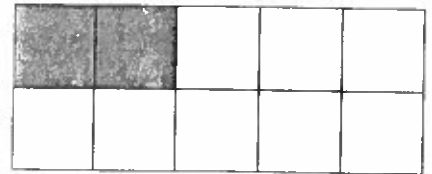
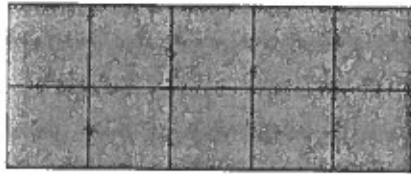
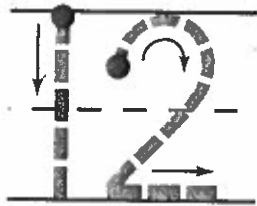


11 12

Count on from 10, and circle the number that tells how many.



# 10-Frame Fever



Trace the number. Fill in the ten-frame to show that number.

# Build and Identify 13 and 14




12

13

14

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---



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12

13

14

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---



---




12

13

14

---



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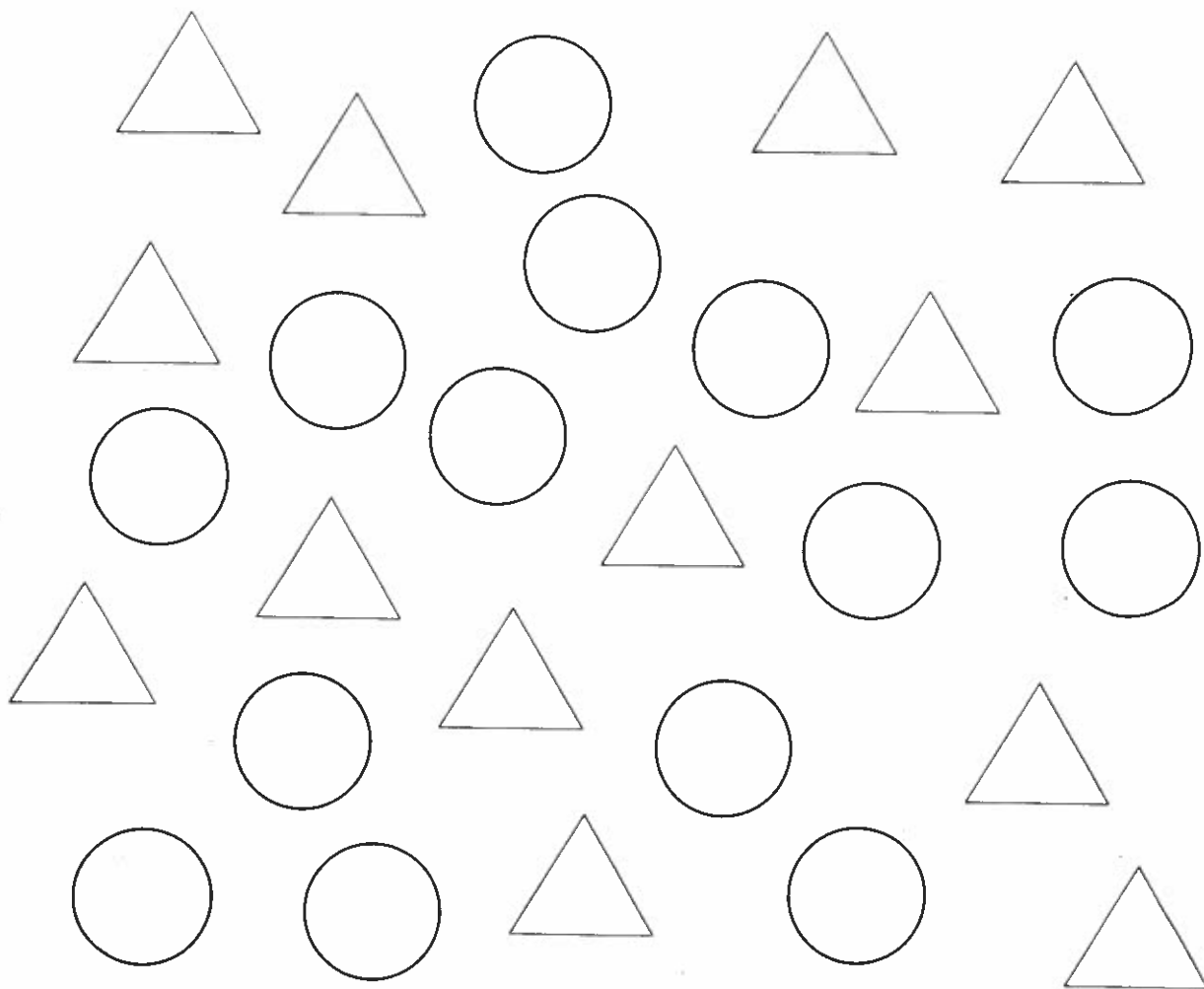


---

Trace and write the numbers.

★ ♥ Count the buttons. Circle and write the number that tells how many.

# How Many?




---

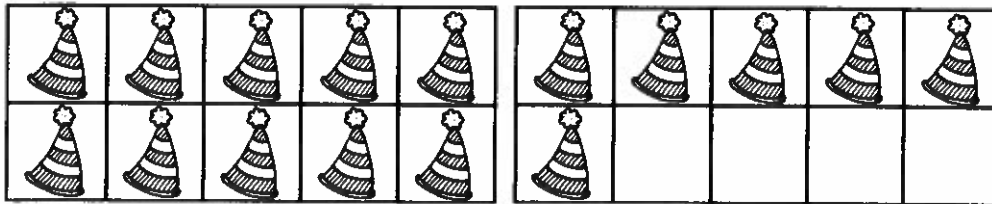




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Count and write how many. Fill in the ten-frame correctly.

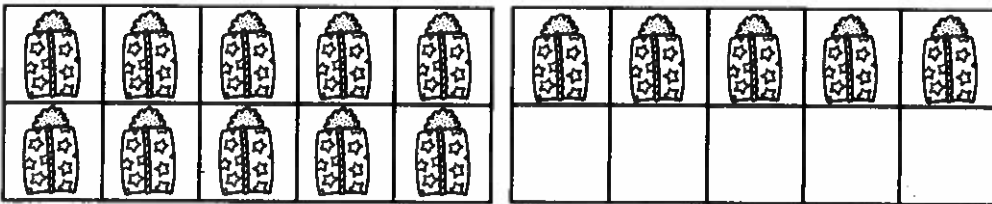
# Build and Identify 15 and 16



14

15

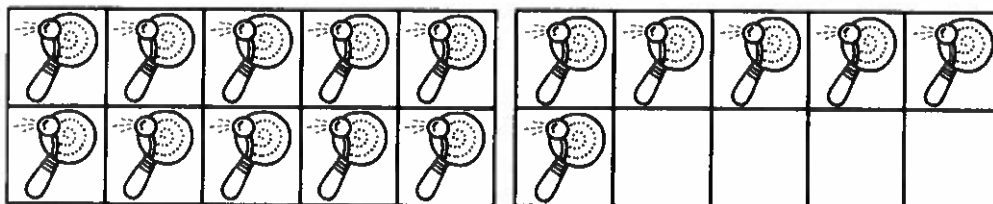
16



14

15

16



14

15

16

Trace and write the numbers.

Count the buttons. Circle and write the number that tells how many.

# Springtime Fun



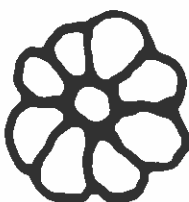
15







16







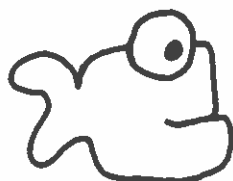
16





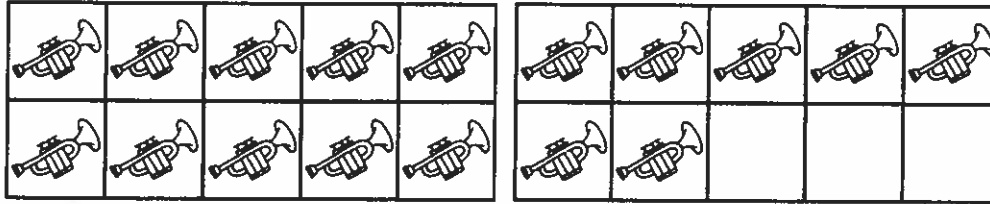


15





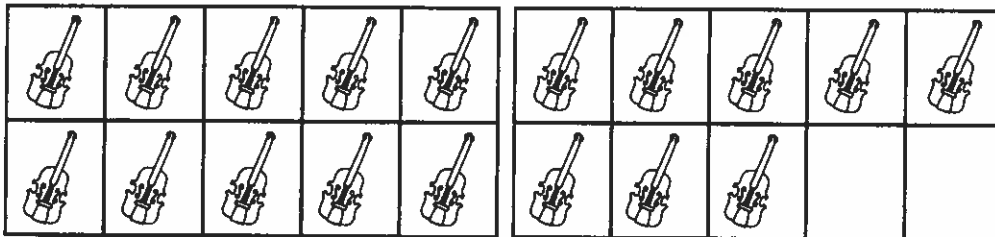
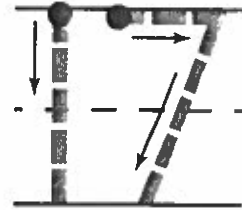
# Build and Identify 17 and 18



16

17

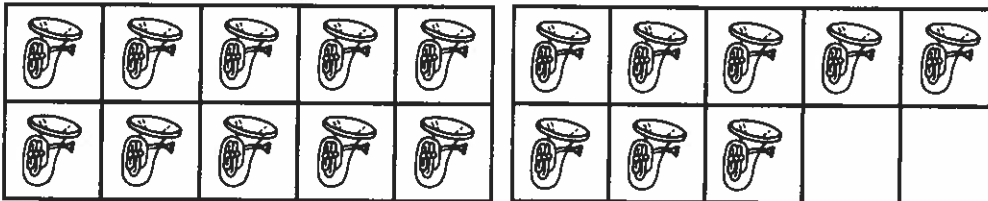
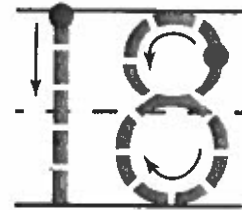
18



16

17

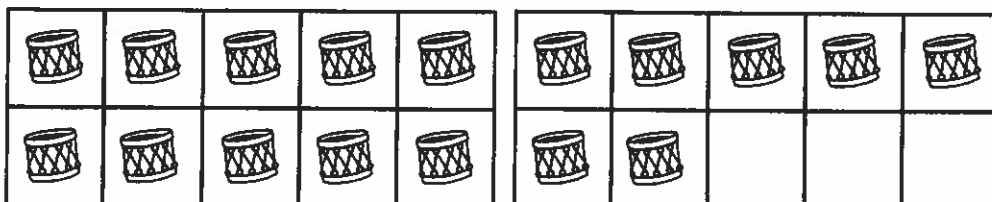
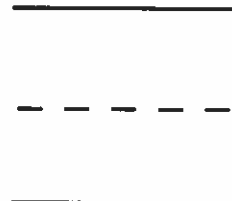
18



16

17

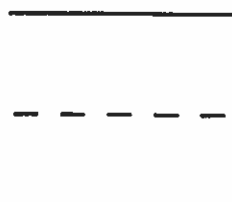
18



16

17

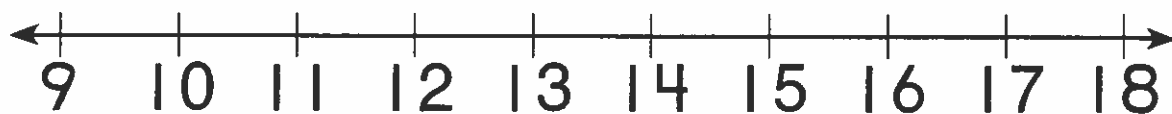
18



- Count the instruments. Circle the number that tells how many. Trace the number.  
 Count the instruments. Circle the number that tells how many. Write the number.

Name \_\_\_\_\_

## Between Numbers



9 10 11 10 12



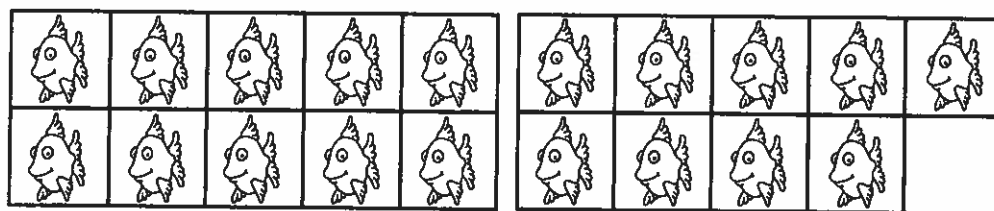
12 14 13 15



15 17 16 18

★ Write the missing number.

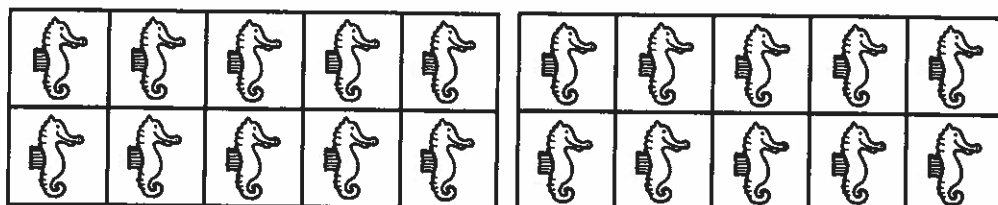
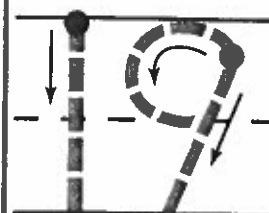
# Build and Identify 19 and 20



18

19

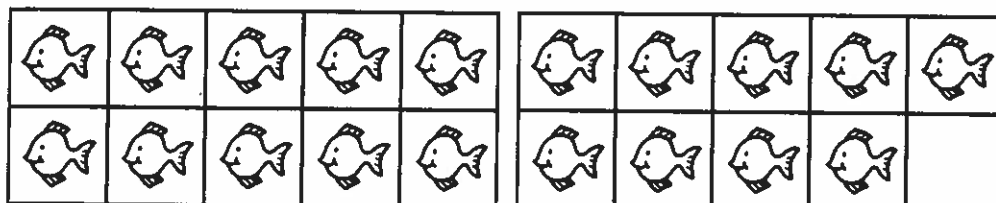
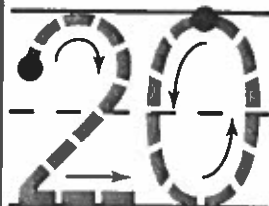
20



18

19

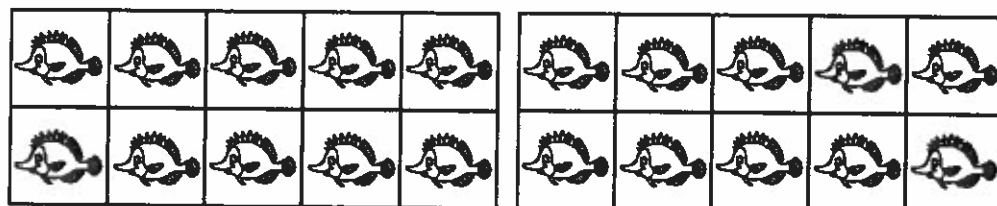
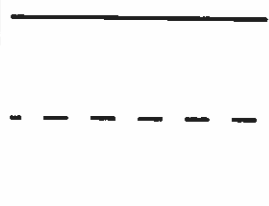
20



18

19

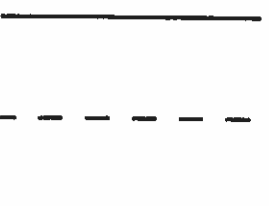
20



18

19

20



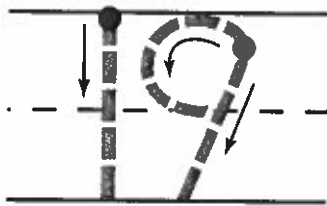
- Count the fish. Circle the number that tells how many. Trace the number.  
 Count the fish. Circle the number that tells how many. Write the number.



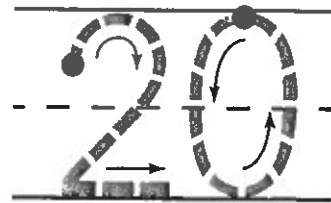
# Filling in 19 and 20



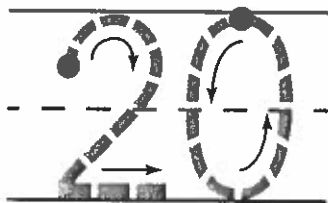




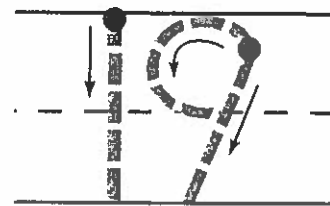








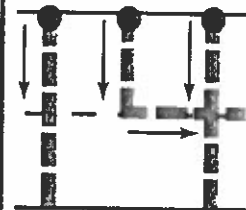




Write the number. Fill in the 10-frame correctly.

**Problem Solving • Draw a Picture**

●	●	●	●	●					
●	●	●	●	●					



●	●	●	●	●					
●	●	●	●	●					




●	●	●	●	●					
●	●	●	●	●					




●	●	●	●	●					
●	●	●	●	●					

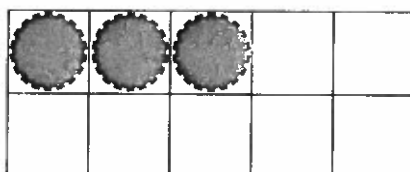
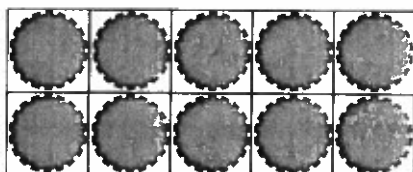

- My number is 10 and 4 more. Draw more counters. Write the number.
- My number is 10 and 5 more. Draw more counters. Write the number.
- ★ My number is 10 and 6 more. Draw more counters. Write the number.
- ♥ My number is 10 and 7 more. Draw more counters. Write the number.

Name \_\_\_\_\_



LESSON 7:7

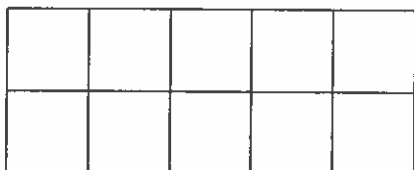
## Draw a Picture and Write a Number



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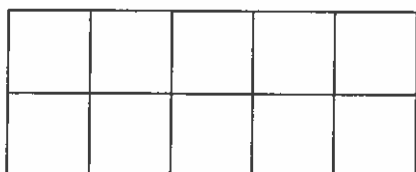
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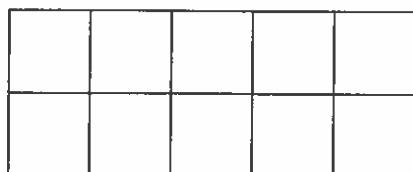
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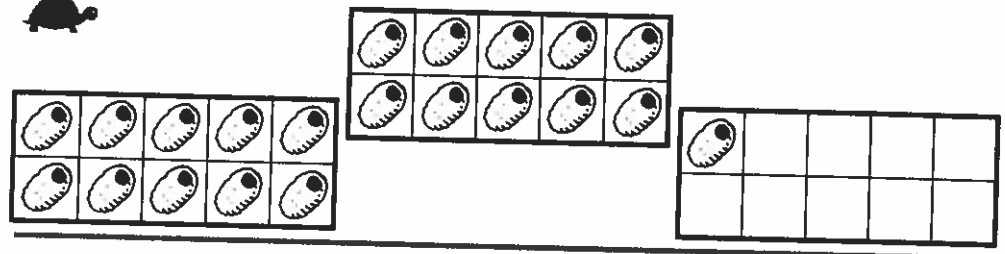
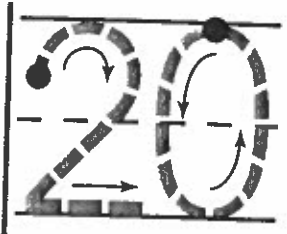
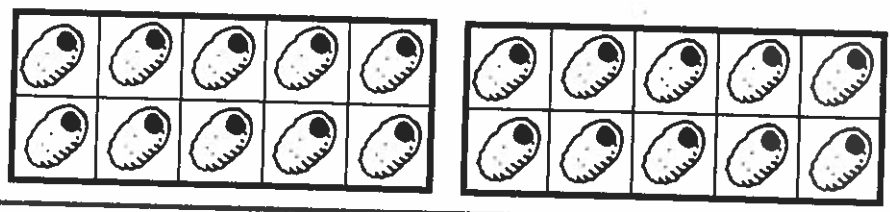
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- Draw counters to show 13. Write how many.
- Draw counters to show 14. Write how many.
- Draw counters to show 15. Write how many.
- Draw counters to show 16. Write how many.

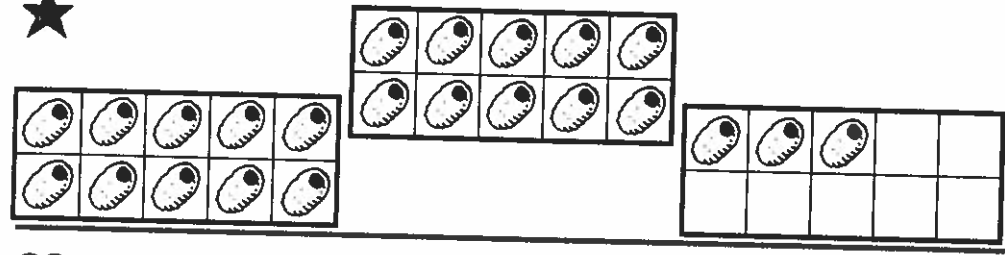
# Build and Identify 21 Through 25



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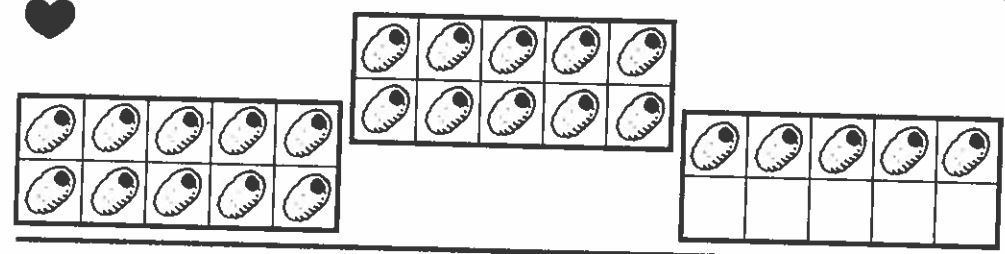
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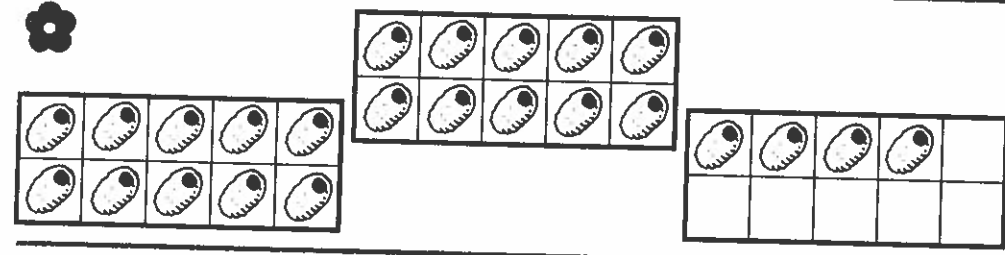
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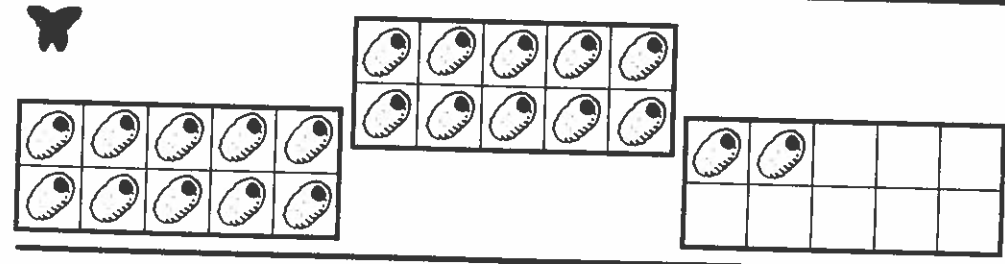
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Count the beads and write the number.

# Missing Numbers



23		25
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21		23
----	--	----

22 26 24

20 21 22

20	21	
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19		21
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19 22 23

18 23 20

22		24
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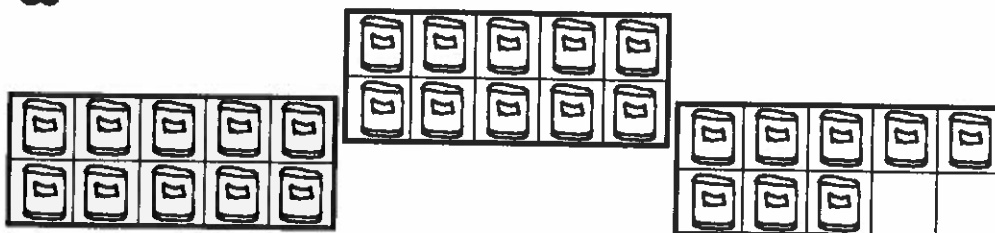
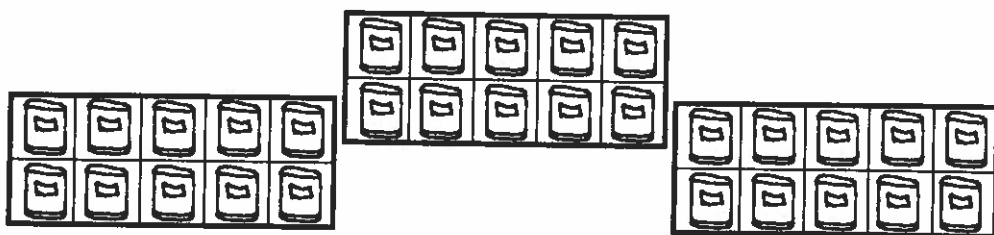
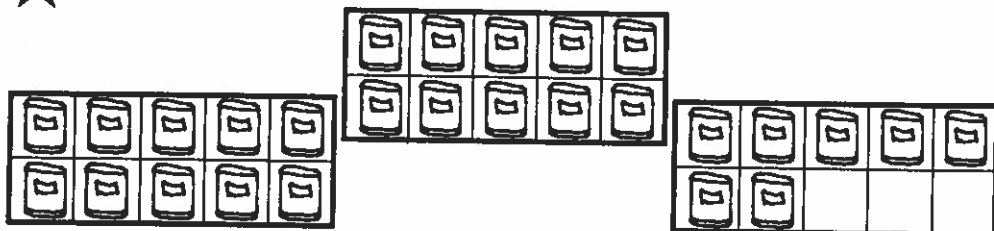
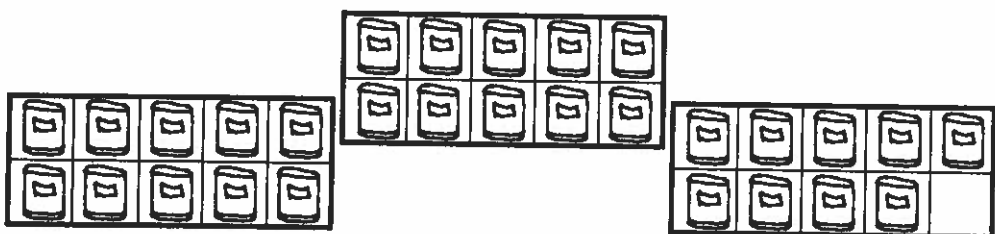
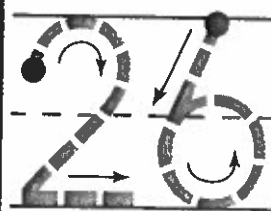
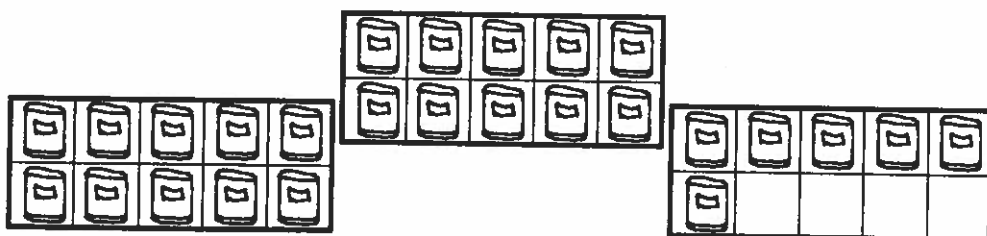
18	19	
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23 25 26

21 25 20

Circle the missing number.

# Build and Identify 26 Through 30



Count the number of cans and write the number on the line.