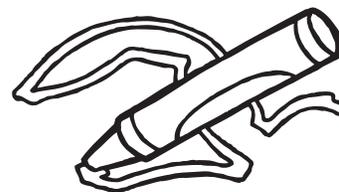


Table of Contents

Introduction	3	T Is for Turtle	48	Which Is Shorter?	92
How to Use this Book	4	U Is for Umbrellabird	49	Big and Little	93
Developmental Skills and Concepts	5	V Is for Vole	50	Biggest and Smallest	94
Colors		W Is for Walrus	51	Three Bears' Chairs	95
Red	7	X Is for Fox	52	Three Bears' Beds	96
Orange	8	Y Is for Yak	53	Thinking Skills	
Yellow	9	Z Is for Zebra	54	Same and Different	97
Green	10	Alphabet Review	55	What Goes Together?	98
Blue	11	Math Shapes		In and Out	99
Purple	12	Circle	56	Up and Down	100
Pink	13	Circles	57	On and Under	101
Brown	14	Square	58	On and Off	102
Black	15	Squares	59	Top and Bottom	103
Gray	16	Triangle	60	Sort the Clothes	104
Line Practice		Triangles	61	Sort the Furniture	105
Coloring and Printing	17	Rectangle	62	Science	
Trace Vertical Lines	18	Rectangles	63	Which Are Farm Animals?	106
Finish the Table	19	Oval	64	Which Animals Can Fly?	107
Trace Horizontal Lines	20	Ovals	65	Which Animals Can Swim?	108
Finish the Boxes	21	Math Numbers		Which Animals Can Run?	109
Trace Diagonal Lines	22	1 Pineapple	66	Which Animals Are Small?	110
Finish the Fence	23	1 of a Kind	67	Animals Have Families	111
Curve to the Right!	24	2 Bananas	68	Plants Are Living Things	112
Finish the Ball	25	2 of Each	69	Trees Are Living Things	113
Curve to the Left!	26	3 Pears	70	My Body Works	114
Finish the Balloon	27	A Group of 3	71	Play and Rest	115
Put the Lines Together	28	4 Peaches	72	Five Senses	116
Printing the Alphabet		A Group of 4	73	Fruits	117
A Is for Alligator	29	5 Strawberries	74	Vegetables	118
B Is for Beaver	30	A Group of 5	75	When It Is Hot	119
C Is for Cow	31	5 Toes	76	When It Snows	120
D Is for Deer	32	1, 2, 3, 4, 5!	77	When It Rains	121
E Is for Elephant	33	Five Little Ducks	78	Social Studies	
F Is for Fish	34	Five Little Monkeys	79	Me!	122
G Is for Goat	35	Math Concepts		What Is a Home?	123
H Is for Hedgehog	36	Make Pairs	80	The Rooms in a Home	124
I Is for Inchworm	37	More Than	81	Family Jobs	125
J Is for Jellyfish	38	Which Has More?	82	Ways to Travel	126
K Is for Kangaroo	39	Look at the Pattern	83	Community Helpers	127
L Is for Leopard	40	What Is Next?	84	Work Vehicles	128
M Is for Moose	41	Equal To	85		
N Is for Newt	42	Equal Means the Same	86		
O Is for Octopus	43	Math Sizes			
P Is for Penguin	44	The Same Size	87		
Q Is for Quail	45	Which Is Smaller?	88		
R Is for Raccoon	46	Which Is Taller?	89		
S Is for Skunk	47	Which Is Larger?	90		
		Which Is Longer?	91		

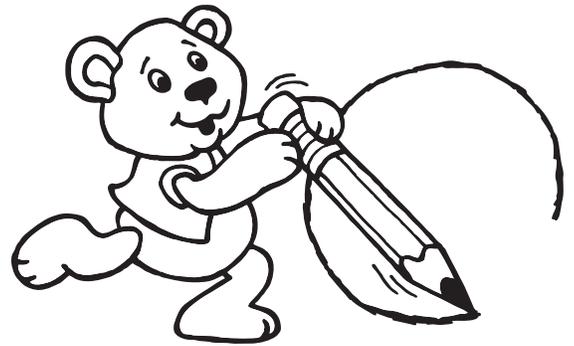


Introduction

Welcome to a workbook filled with fun for the very young! Each page in this book is designed to guide parents and their children in exploring and developing important skills and concepts.

The subject areas include the concepts listed and are arranged as follows:

- **Colors**—identifying red, orange, yellow, green, blue, purple, pink, brown, black, and gray
- **Line Practice**—recognizing and printing straight, diagonal, and curved lines
- **Printing the Alphabet**—recognizing letters and letter sounds; printing uppercase alphabet letters
- **Math Shapes**—recognizing and tracing circles, squares, triangles, rectangles, and ovals
- **Math Numbers**—identifying numbers 1–5 and developing number sense for those numbers
- **Math Concepts**—recognizing pairs, determining more than, less than, and equal to; noticing patterns
- **Math Sizes**—comparing sizes including smaller, taller, larger, longer, and shorter
- **Thinking Skills**—learning to look at things in different ways—to compare, to sort, and to group; making choices
- **Science**—classifying animals; identifying living things; developing an awareness of body parts and the five senses; building an awareness of healthy foods; observing weather and what to wear in different conditions
- **Social Studies**—focusing on family, homes, community helpers, and work vehicles



Work side-by-side with your child to explore the new skills and concepts detailed on pages 5 and 6. Each child will develop these skills at a different pace. The most important part is to work together and to keep the following ideas in mind:

- It is helpful to balance the “book time” with physical activities and exploration each day.
- Some children are very eager to “color” or “write” at a very young age. Others prefer to observe and examine the world around them by doing different types of hands-on activities. Both approaches are age-appropriate.
- At this stage of development, most children require assistance with small motor skill activities involving writing and coloring. Don’t expect your child to color the whole picture, or to stay within the lines! A few drawn or colored lines on a page are fine to start. Pages can be revisited as interest grows.
- Each page in this book offers suggestions for extending the page activity through discussion, observation, and exploration.



Developmental Skills and Concepts

The activities in this book will expose young children to concepts and skills needed for school. Keep in mind that two- to three-year-old children are growing and learning quickly. It takes time and practice to develop the physical capabilities to sit and listen, just as it takes time and practice to learn to walk, talk, and write.

A Note about Learning to Write

Learning to write requires a certain level of muscle development, and patience. As often as possible, provide opportunities to strengthen hand and finger muscles to help young learners develop the fine-motor skills needed to use writing implements. Continually offer opportunities to work with clay, dough, small clamp-together block sets (like Lego® Duplo®), and other activities in which hands work to manipulate items.

Activities are provided to begin developing competence in a variety of areas including the following:

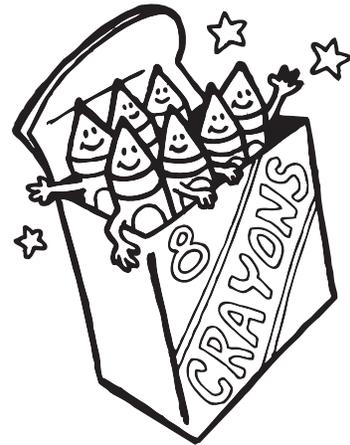


Color Identification

- observing and identifying colors
- classifying objects by color

Line Practice

- holding a pencil comfortably
- drawing straight, diagonal, and curved lines
- writing from left to right
- writing from top to bottom



Alphabet (prereading)

- recognizing and naming some uppercase letters
- writing some of the uppercase letters
- understanding that letters make sounds
- matching beginning sounds to objects
- observing print in writing
- repeating words and sounds; rhymes



Math (numbers and numeracy)

- identifying numbers 1–5
- making one-to-one correspondences 1–5
- identifying shapes—circle, triangle, square, rectangle, oval
- recognizing sizes—large, small, short, tall
- comparing sizes—smaller, taller, larger, longer, shorter
- making comparisons among objects to determine
 - more than
 - less than
 - equal to/same





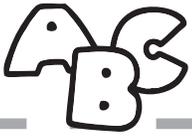
Gray

Directions: Look at the picture of the squirrel. Squirrels can be gray, red, brown, or black and they live in trees or burrows. They eat nuts, seeds, and pinecones. Color this squirrel **gray**.



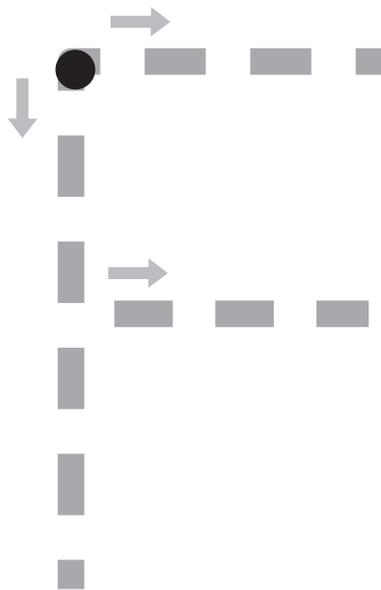
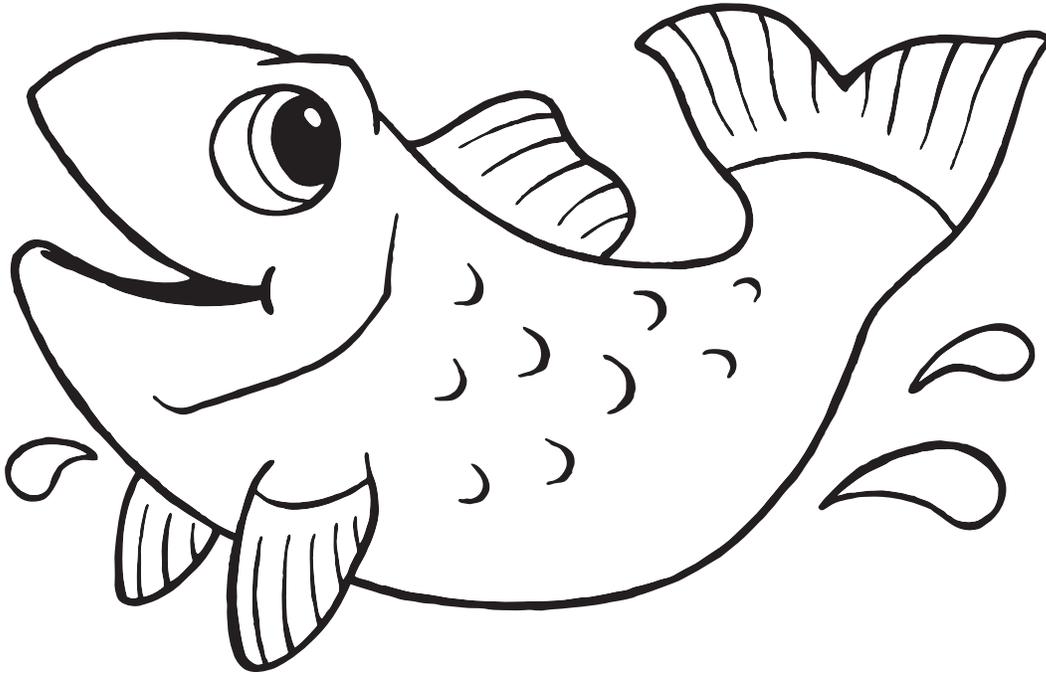
Look Around: Let's walk around and find three things that are gray. Name the gray things we found.

Try This: Look at a nonfiction book about squirrels. Then, see if you can find a squirrel to watch from a distance. Notice how he goes up and down trees and how he eats.



F Is for Fish

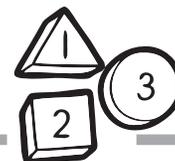
Directions: The animal on this page is called a fish. Fish come in many shapes, sizes, and colors. *Fish* begins with the letter F. Say *fish* and listen to the beginning sound. The letter F has three straight lines. Let's trace the letter F. Start at the dot at the top and follow the arrows. What color do you want to color the fish?



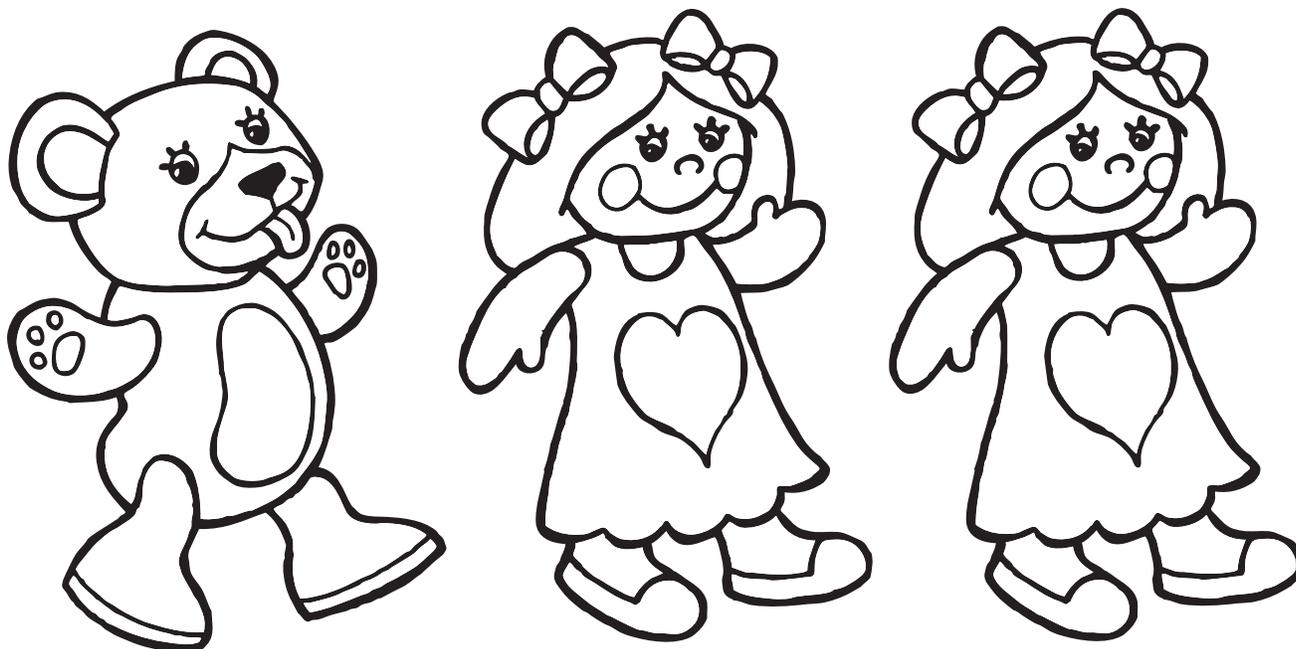
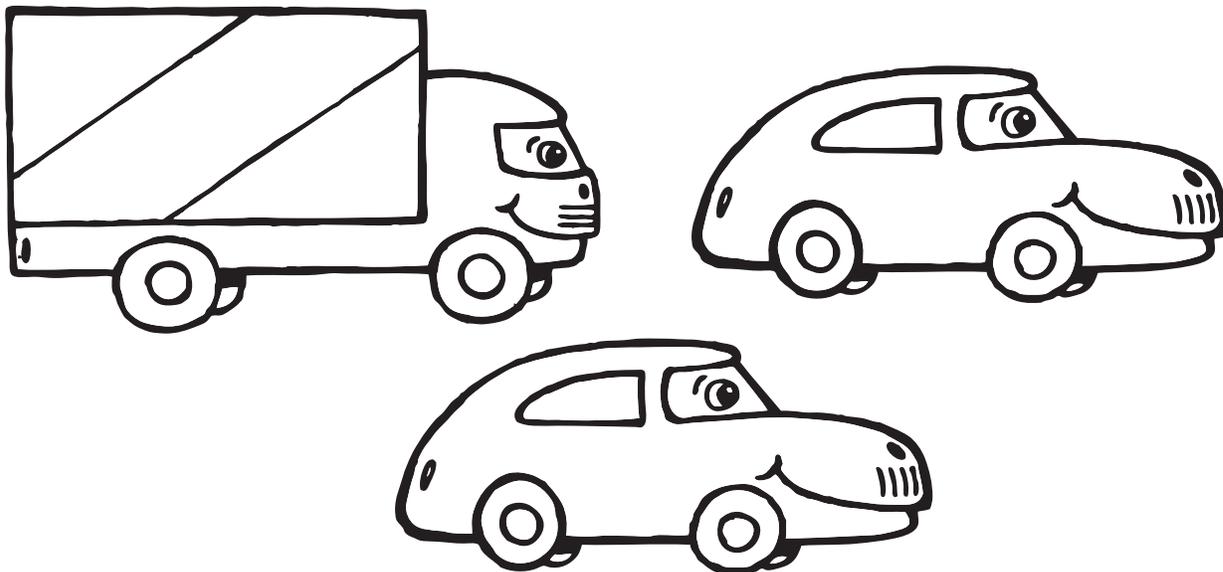
Look Around: Can you find other things that start with the sound the letter **F** makes?

Try This: Observe some fish in a tank, aquarium, or pet store. What do they do? How do they move? Can you move like them? Compare colors and sizes.

1 of a Kind



Directions: Look at the toys in each row. Two are the same, and one is different. Circle or color the one that is different in each row.



Look Around: Look in the mirror. You are one of a kind! Let us see how many things you have one of—head, neck, nose, mouth, etc.

Try This: Hop on one foot and then the other foot.