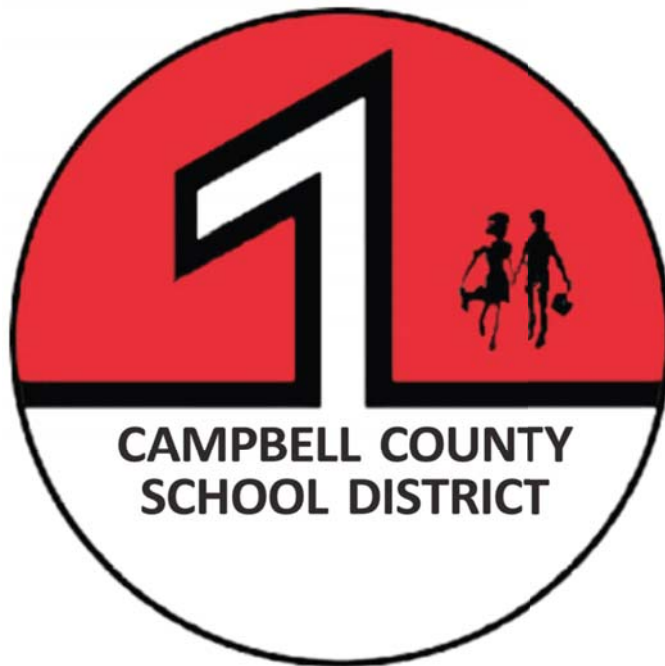


# Kindergarten Summer Connections



# Campbell County School District



<https://www.ccsd.k12.wy.us/>

The Summer Connection is published by Campbell County School District and distributed to students entering kindergarten.

The booklet consists of summer activities which emphasize kindergarten skills such as letter names and sounds, numbers and numeral recognition, personal information, and language usage. These activities will appeal to children as fun while helping them to maintain and advance their academic skills. In addition, it is hoped that the family will find enjoyment in doing things together.

Parents are encouraged to help their child by providing direction, assistance, and a small collection of materials such as pencils, crayon, scissors, and paste.

# Rhymes for Fingers

## MONKEYS JUMPING ON THE BED

Five little monkeys jumping  
on the bed. One fell off  
and bumped his head.  
Mama called the doctor,  
and the doctor said,  
“No more monkeys jumping on  
the bed!”

(Holds up five fingers and move  
as if jumping)  
(Hold head in hands)  
(As if using phone)  
(Shake index finger, “No!”)

Four little monkeys....  
Three little monkeys....  
Two little monkeys....  
One little monkey....

(Hold up appropriate number of  
fingers and repeat verse)

## BEEHIVE

Here is the beehive  
where are the bees?  
Hidden away where nobody sees.  
They’re coming out,  
they’re alive.  
Bees, 1, 2, 3, 4, 5, BUZZZZZ!

(Closed fist)  
  
(Raise each finger  
as counting)  
(Wiggle fingers and  
BUZZ)

## MY BALLOON

Here I have a new balloon.  
Help me while I blow;  
small at first, then bigger.  
Watch it grow and grow.  
Do you think it is big enough?  
Maybe I should stop;  
for if I give another blow,  
my balloon will surely POP!

(Make circle with thumb and pointer finger)  
  
(Make circle with thumbs and pointer fingers)  
(Make circle with arms)  
  
(Clap hands)

## A READINESS GAME

Make one eye go wink, wink, wink;  
make two eyes go blink, blink, blink.  
Make two fingers stand just so;  
then ten fingers in a row.  
Front and back your head will rock;  
then your fists will knock, knock, knock.  
Stretch and make a yawn so wide;  
drop your arms down to your sides.  
Close your eyes and help me say  
our very quiet sound today.  
Sh...sh...sh...shhhhhhhhhh!

(Wink one eye)  
(Blink both eyes)  
(Hold up two fingers)  
(Hold up ten fingers)  
(Rock head back and forth)  
(Thump fists together)  
(Children stretch and yawn)  
(Let arms fall)  
(Close eyes)

**NOTE: Frequent repetitions strengthen memory skills, vocabulary, sentence structure, and correct enunciation of words.**



# Rhyme Time

## JACK AND JILL

Jack and Jill went up the hill,  
To fetch a pail of water;  
Jack fell down and broke his crown  
And Jill came tumbling after.

## PETER, PETER, PUMPKIN EATER

Peter, Peter, pumpkin eater,  
Had a wife and couldn't keep her;  
He put her in a pumpkin shell,  
And there he kept her very well.

## THE CAT AND THE FIDDLE

Hey! diddle diddle! the cat and the fiddle,  
The cow jumped over the moon;  
The little dog laughed to see so much sport  
And the dish ran away with the spoon.

## BAA! BAA! BLACK SHEEP

Baa, baa, black sheep, have you any wool?  
Yes, sir, yes, sir three bags full;  
One for my master and one for my dame,  
And one for the little boy who lives  
in the lane.

## HUMPTY DUMPTY

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall,  
All the King's horses and all the King's men  
Couldn't put Humpty Dumpty together  
again.

NOTE: These rhymes may be used  
with Rhyme Time Cube

## HICKORY, DICKORY, DOCK

Hickory, Dickory, Dock  
The mouse ran up the clock,  
The clock struck one,  
The mouse ran down,  
Hickory, Dickory Dock.

# Creative Corner

## Bubble Blowing

Combine a cup of water and 1 teaspoon liquid detergent in a quart container. Blow into the solution through a plastic straw. (Some young children need help in learning to blow out instead of sucking in.)

For blowing bubbles into the air, combine 1/3 cup of liquid detergent and 2/3 cup of water. Make a blower by bending wire in a circle with a handle. Dip the blower into the solution and blow.

\*\* Help your child use crayons, paper and other materials.

## FINGERPAINTS

2 Tbsp. flour  
3 Tbsp. water

Mix to smooth paste.  
Add powdered tempera paints, powdered fruit drink, or food coloring.

\*\* Learning to hold and USE SCISSORS is very important!!

## PLAY-DOUGH

4 C. flour  
1 C. salt  
4 Tbsp. oil

Add water until right consistency.  
Knead with flour.

Option: Add food coloring to water for colored playdough.

## Salt Painting

Mix: 1/2 cup liquid starch  
2 cups salt  
1/2 cup water  
dry tempera or food coloring

This is an interesting textured paint to be used on cardboard or heavy paper. It sparkles in the sunlight after it has dried.

# POTPOURRI

While you and your child are waiting for something to happen – the trip in the car to be over, your turn at the checkout counter, the dentist to call you into his office – have fun with some riddles. Don't try to make them fancy or tricky – just easy and fun!!

I eat grass  
I say moo  
Who am I?

I have a trunk  
I rhyme with knee  
Who am I?

I gallop  
I trot  
My hooves go clip-clop  
Who am I?

THE BEST GIFT YOU CAN

GIVE YOUR CHILD – IS

SOME OF YOUR TIME!!!!

Encourage speaking clearly –  
avoid baby talk. A child learns  
language by imitating what  
he/she hears.

Go on a shape walk, either indoors or out, hunting for  
objects that are shaped like a circle or square, shaped  
like a rectangle or triangle or even a diamond.

For a variation take an alphabet walk, or a color walk,  
a number walk, a sound walk, (listening for all the  
different sounds you hear in your back-yard, your  
room, etc.).

DISPLAY YOUR CHILD'S WORK!!

Most important of all – enjoy  
your child. Take a few minutes  
every day to let him/her know  
how special he/she is to you!

Recite nursery rhymes and  
poems with your child. The  
rhythm and sound of words  
can give special pleasure to  
young children.

# ***Memory Stretchers***

Show your child a picture in a magazine for 30 seconds. Remove the picture and ask him/her to tell you what he/she remembers about the picture.

Make two motions, such as clapping hands twice, or jumping twice, or patting your stomach and then patting your head. Then ask your child to do exactly what you did. Start with simple motions – for a change let your child be the leader and you follow!! Have fun!!

Give two or three instructions and check to see if your child can remember and do them in order. The instructions should be simple ones like; touch your nose, jump up, get the book. Take turns, the whole family can join in the fun!!

A variation of this memory game is to name two or three things – apple, shoe, fork – and ask your child to repeat in the same order.

After reading a simple story to your child have him or her retell it in his or her own words.

# What's Gone?

What's Gone is a problem-solving game that develops observation skills and memory.

Collect some of the following items:



salt shaker



penny



pencil



key



button



paper clip



fork



scissors

Show 3 items at a time. Show the items for 10 seconds. Take one item away while your child closes his/her eyes. Now have your child tell what item is gone. Take turns showing sets of items to each other.

The game can be made more difficult by:

- showing 4 or 5 items at a time
- taking away 2 items at a time

The same game can be played with a variety of objects such as:

- knife, fork, spoon, large spoon, spatula, can opener
- many crayons, each of a different color
- several pictures cut from magazines
- an assortment of small toys

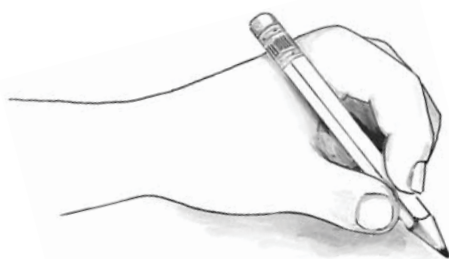
## Picking Up My Pencil

Dear Families,

We are working on holding our pencils correctly at school. The standard ways for children to hold their pencils are illustrated below. Some children like to pinch with the thumb and pointer. That's the tripod (three-pinch with thumb and pointer finger, pencil rests on the middle finger). Others like the quadropod (four-pinch with thumb and pointer/middle fingers together, pencil rests on ring finger). If you write using a grip that is different than tripod or quadropod, alter your grip for practice with your child. Children love to imitate adults and will copy you. The "Flip the Pencil Trick" is a fun way to practice positioning the pencil correctly.

### Tripod Grip

Eraser points to **left** shoulder.



Standard grip: Hold pencil with  
**thumb + index finger.**  
Pencil rests on middle finger.

Eraser points to **right** shoulder.



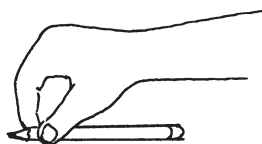
### Quadropod Grip

Alternate grip: Hold pencil with  
**thumb + index and middle fingers.**  
Pencil rests on ring finger.

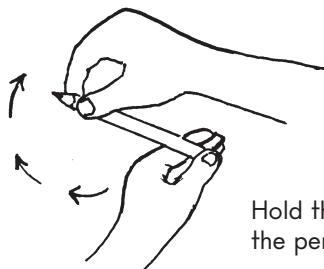


### Flip the Pencil Trick

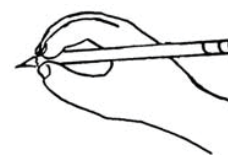
This is a fun way to practice placing the fingers correctly. Children like to learn it and it puts the pencil in the correct position. (Illustrated for right-handed children.)



Place pencil on table pointing away from you. Pinch the pencil on the paint where the paint meets the wood.



Hold the eraser and twirl the pencil around.



Voila!  
Correct grip.

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# Fine Motor and Letter Practice for Home

Hand skills are crucial to successful handwriting. Small movements of the hand are referred to as fine motor skills. If you believe that your child needs extra activities to strengthen his/her hands or fine motor skills, here are a few suggestions:

- Do finger plays. You can find these in books at your library.
- Cut pictures from newspapers or magazines. You can take a large black marker and draw a line around the picture to give a guideline.
- Have your child put together small beads, Legos, Tinker Toys, Lincoln Logs, etc.
- Knead dough or clay and build an object.
- Hide small objects in the dough and have your child find them.
- Play pegboard games.
- Gather small objects from around the house (small buttons, beads, etc.) and place them in a container. Then have your child pick them up off the table with a pair of tweezers and place them back in the container.
- Play with any toys that require moving or placing little pieces.
- Let your child squirt a water bottle outdoors on the sidewalk.
- Squeeze a kitchen baster to move cotton balls with air. Have a race on the table.
- Finger paint with Jell-O or cocoa on a paper plate.
- Use small marshmallows and toothpicks to form letters.
- String popcorn, buttons, or beads to make necklaces.
- Let your child create a design on a piece of paper with a hole punch.
- Have your child clip clothespins to a container.
- Have your child lace cards.

You can do several fun activities at home to encourage letter practice. A few are listed below:

- While your child is in the bathtub, have him/her draw letters on the wall of the tub in shaving cream or soap paint.
- Trace a letter on your child's back and have him/her guess and write the letter on a piece of paper. Take turns tracing letters on each other's backs.
- Finger paint letters.
- Write letters on the sidewalk with chalk.
- Trace letters in the snow or in the sand.
- Form letters out of dough or clay.
- Make cookie letters. Having your child form the letters by rolling the dough and putting the pieces together.
- Form letters out of French fries.
- Make letters with pipe cleaners.
- Draw letters on the carpet with your fingers.
- Decorate a letter collage using glitter, puffy paint, and markers.
- Use different types of pencils for writing practice (gel pens, colored pencils, scented markers, crayons, etc.).
- Have your child write your shopping lists.
- Use a flashlight and make letters on the wall. You or your child has to guess the letter that was made. You can also cut out letter templates to place in front of the flashlight.
- Put letters on a die. Have your child roll the die and write a word that starts with the letter.
- Fish for words. Place cut-out fish in a shoebox. Write words or letters on the fish. Attach paper clips to the fish and adapt a small pole with a magnet. Ask your child to come up with a word or sentence using the letter or word on the fish that is caught.
- Have your child write with icing tubes.



# Capital Formation Chart

## Handwriting Without Tears®

A

Big Line  
Big Line  
Little Line

B

Big Line  
Little Curve  
Little Curve

C

Big Curve

D

Big Line  
Big Curve

E

Big Line  
Little Line  
Little Line  
Little Line

F

Big Line  
Little Line  
Little Line

G

Big Curve  
Little Line  
Little Line

H

Big Line  
Big Line  
Little Line

I

Big Line  
Little Line  
Little Line

J

Big Line  
Turn  
Little Line

K

Big Line  
Little Line  
Little Line

L

Big Line  
Little Line

M

Big Line  
Big Line  
Big Line  
Big Line

N

Big Line  
Big Line  
Big Line

O

Big Curve  
Go around

P

Big Line  
Little Curve

Q

Big Curve  
Go around  
Little Line

R

Big Line  
Little Curve  
Little Line

S

Little Curve  
Turn  
Little Curve

T

Big Line  
Little Line

U

Big Line  
Turn  
Big Line

V

Big Line  
Big Line

W

Big Line  
Big Line  
Big Line  
Big Line

X

Big Line  
Big Line

Y

Little Line  
Big Line

Z

Little Line  
Big Line  
Little Line

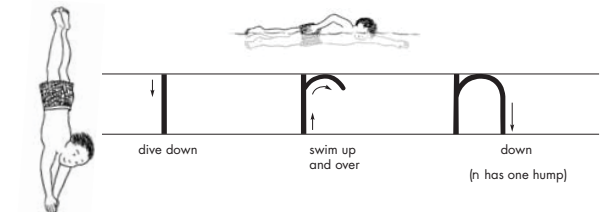
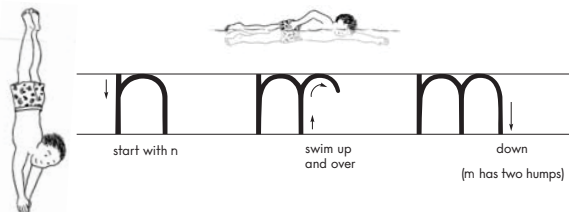
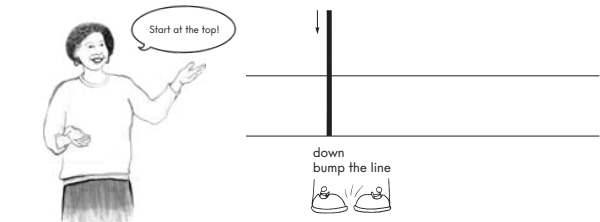
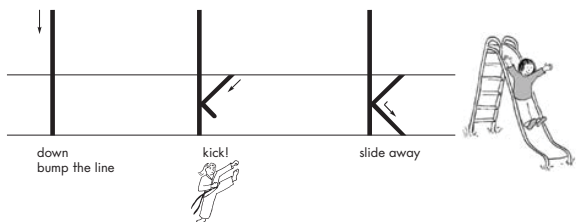
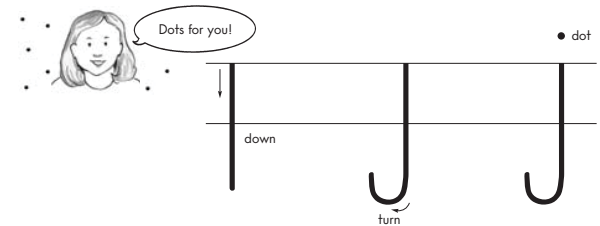
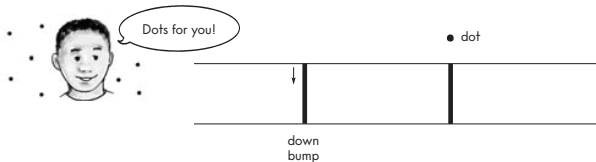
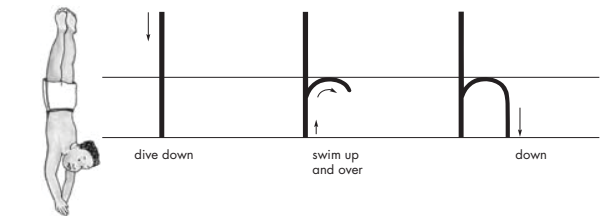
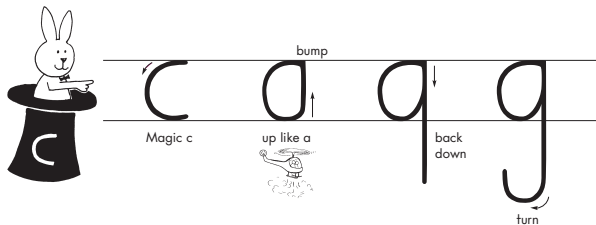
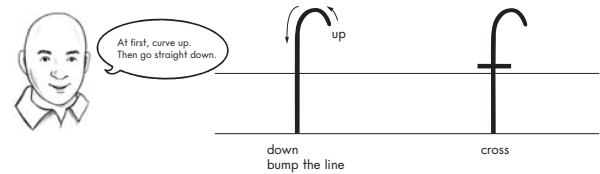
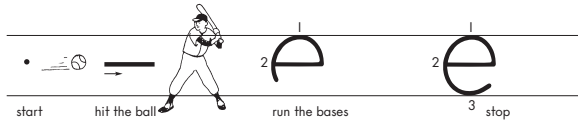
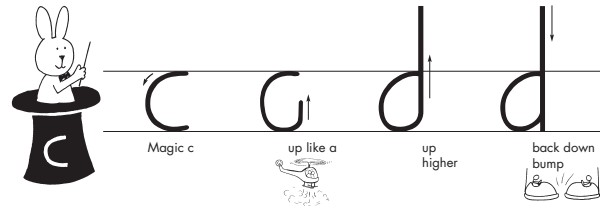
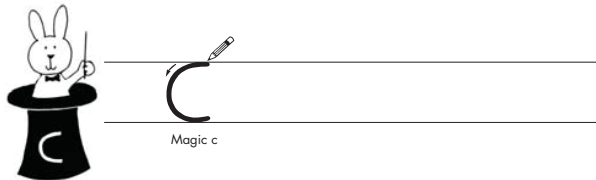
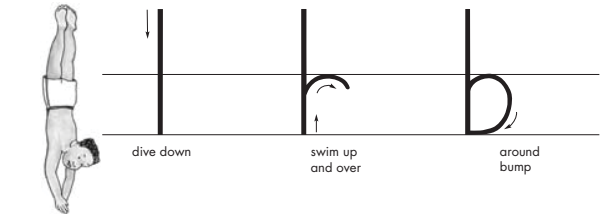


# Directions for Capitals

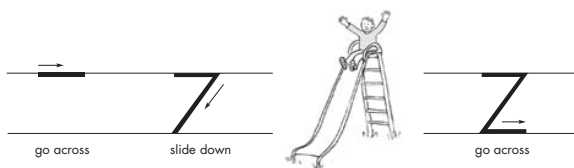
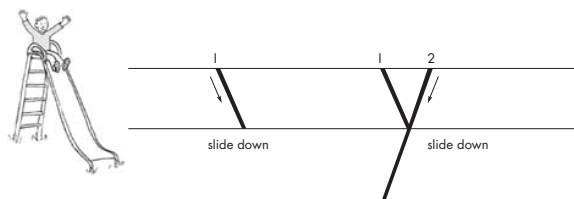
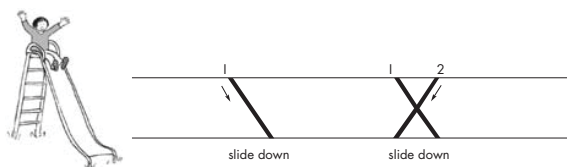
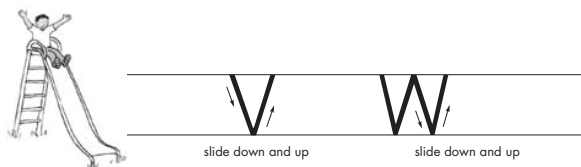
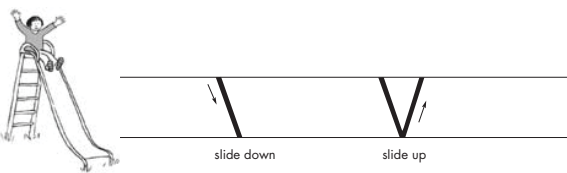
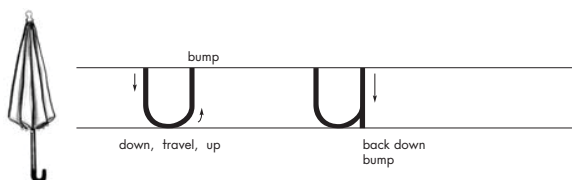
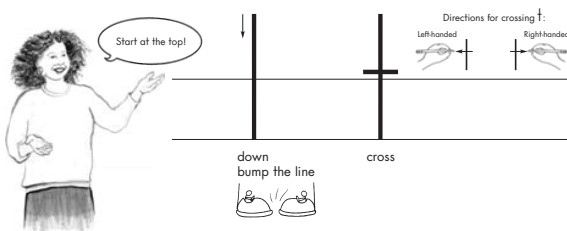
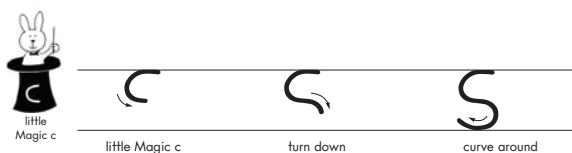
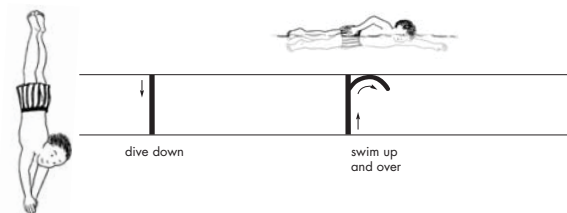
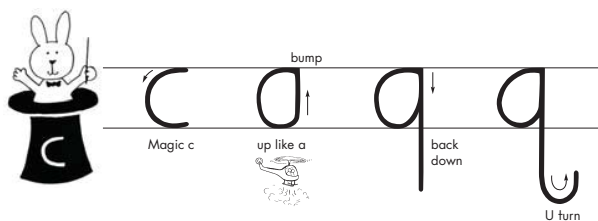
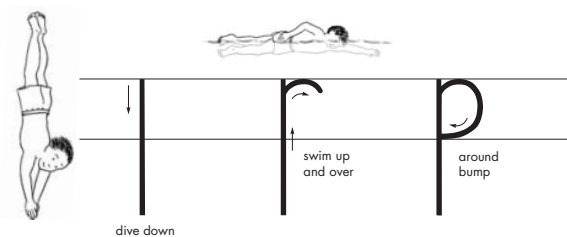
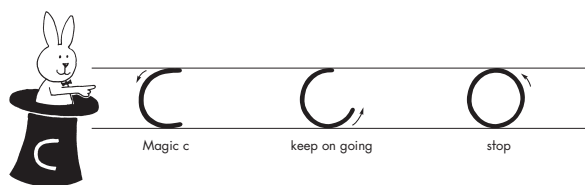
## ALL START AT THE TOP

- A** Big line slides down, Another big line slides down, little line across
- B** Big line down, frog jump! Little curve to middle, little curve to bottom
- C** Magic C
- D** Big line down, frog jump! Big curve to bottom
- E** Big line down, frog jump! Little line across top, middle, bottom
- F** Big line down, frog jump! Little line across top, little line across middle
- G** Magic C, Little line up, little line across
- H** Big line down, Another big line down, little line across
- I** Big line down, Little line across top, little line across bottom
- J** Big line down, Turn, little line across top
- K** Big line down, Big "Hi-yaaaa" kick, slide away
- L** Big line down, Little line across
- M** Big line down, frog jump! Big lines slide down, and up, and down
- N** Big line down, frog jump! Big line slides down, big line goes up
- O** Magic C, Keep on going, stop
- P** Big line down, frog jump! Little curve to middle
- Q** Magic C, Keep on going, stop, little line slides down
- R** Big line down, frog jump! Little curve to middle, little line slides down
- S** Little Magic c, Turn, little curve
- T** Big line down, Little line across top
- U** Big line down, Turn, big line up
- V** Big line slides down, Big line slides up
- W** Big line slides down, Big lines slide up, and down, and up
- X** Big line slides down, Another big line slides down
- Y** Little line slides down, Big line slides down
- Z** Little line goes across, Big line slides down, little line goes across

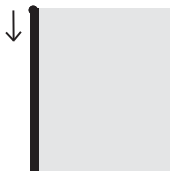
# Fine Motor and Letter Practice for Home



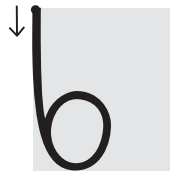
# Fine Motor and Letter Practice for Home



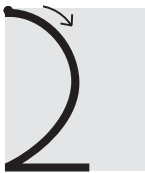
# Number Formation Chart



- 1 starts in the Starting Corner.**
- 1 makes a Big Line down.**
- 1 stops in the corner.**



- 6 starts in the Starting Corner.**
- 6 is a baby bear.**
- 6 goes down to curl up in the corner.**
- 6 is hibernating.**



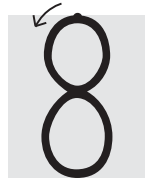
- 2 starts in the Starting Corner.**
- 2 makes a Big Curve.**
- 2 stops in the corner.**
- 2 walks away on the bottom.**



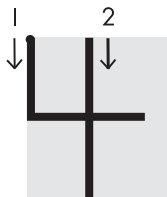
- 7 starts in the Starting Corner.**
- 7 makes a Little Line across the top.**
- 7 says, "I better slide down."**



- 3 starts in the Starting Corner.**
- 3 makes a Little Curve to the middle.**
- 3 makes another Little Curve to the bottom corner.**



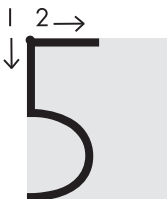
- 8 is different.**
- 8 doesn't like corners.**
- 8 starts at the top center.**
- 8 begins with S and then goes home.**



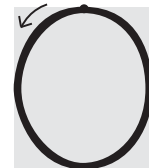
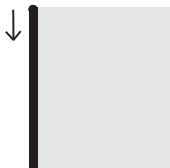
- 4 starts in the Starting Corner.**
- 4 makes a Little Line down to the middle.**
- 4 walks across the dark night.**
- 4 jumps to the top and says, "I did it." (Big Line down)**



- 9 is so special.**
- 9 has its own corner.**
- 9 makes a Little Curve and goes up to the corner.**
- 9 makes a Big Line down.**

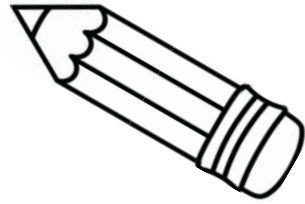


- 5 starts in the Starting Corner.**
- 5 makes a Little Line down to the middle. It starts to rain.**
- 5 makes a Little Curve around.**
- 5 puts a Little Line on top to stop the rain.**



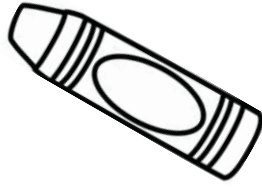
- 10 uses two places.**
- 1 comes first.**
- 0 is next.**
- 0 starts at the top center.**
- 10 is finished.**

# I CAN WRITE MY NAME



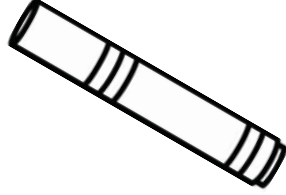
I can write my name with a pencil.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



I can write my name with a crayon.

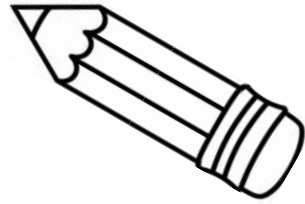
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



I can write my name with a marker.

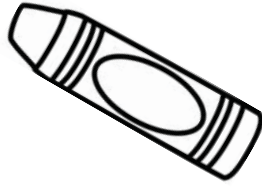
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

# I CAN WRITE MY NAME



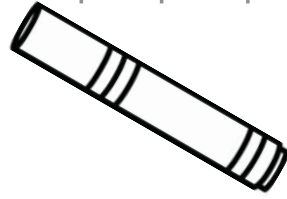
I can write my name with a pencil.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



I can write my name with a crayon.

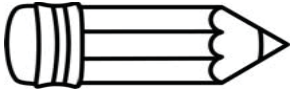
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



I can write my name with a marker.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

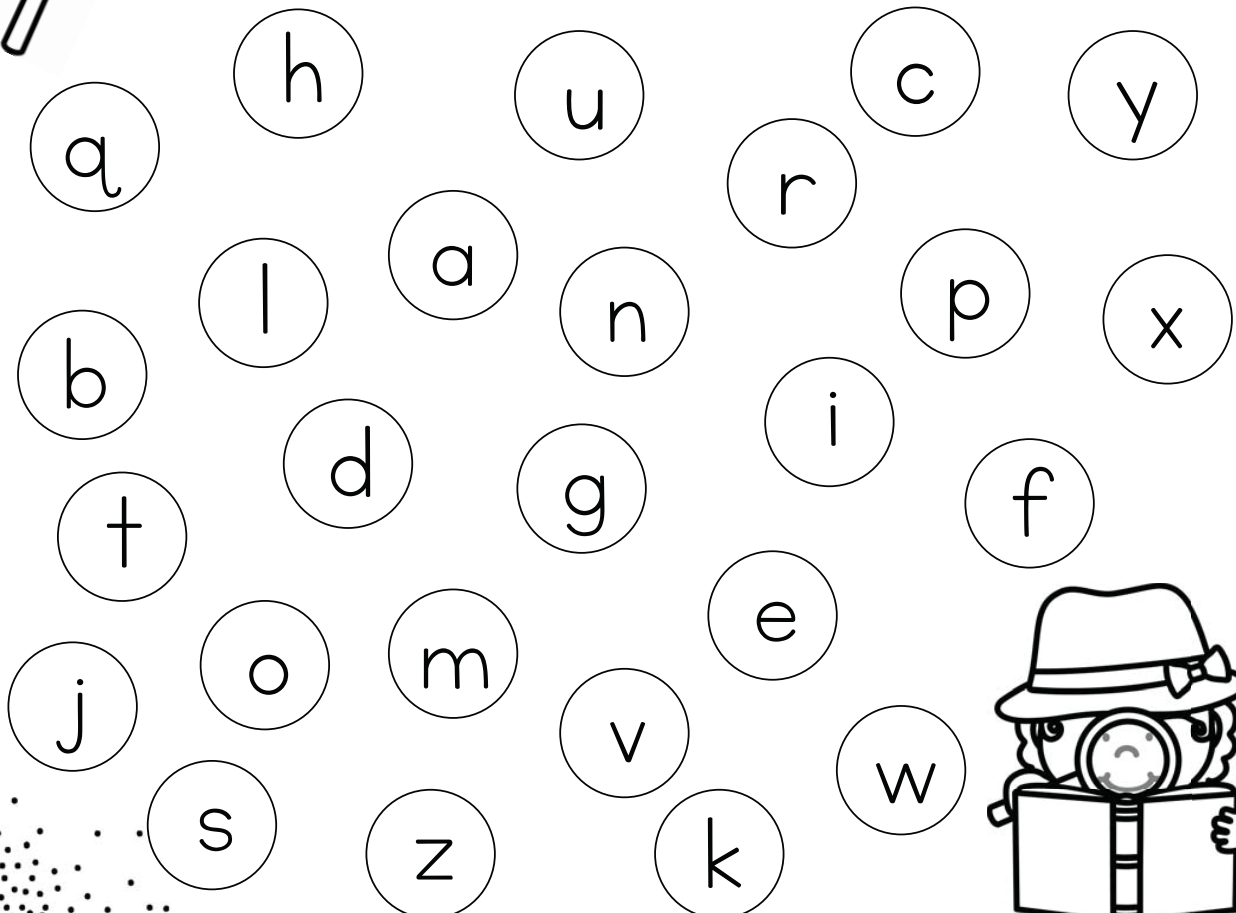
# My Name



I can write my name.



I can find and color the letters in my name.





# Name Practice

My name

---

---

---

My name has \_\_\_\_\_  
letters.

My name starts with  
a capital letter \_\_\_\_\_.

My name has all of these letters in it.

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z



# Handwriting Practice ABC's

Name \_\_\_\_\_

Directions: Trace each capital letter of the alphabet in abc order.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Scan the QR code to watch and sing along to a fun ABC video by KidsTV123.



# Handwriting Practice ABC's

Name \_\_\_\_\_

Directions: Trace each capital letter of the alphabet in abc order.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Scan the QR code to watch and sing along to a fun ABC video by KidsTV123.



# Handwriting Practice ABC's

Name \_\_\_\_\_

Directions: Trace each lowercase letter of the alphabet in abc order.

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Scan the QR code to watch and sing along to a fun ABC video by Storybots.



# Handwriting Practice ABC's

Name \_\_\_\_\_

Directions: Trace each lowercase letter of the alphabet in abc order.

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Scan the QR code to watch and sing along to a fun ABC video by Storybots.





A

B

C

## LETTERS, LETTERS, EVERYWHERE!!

The alphabet is one of the most important concepts that children learn and is the foundation on which learning to read is based. This process begins with recognizing and naming the letters. Listed below are some fun and easy activities you can share with your child and at the same time help build this foundation.

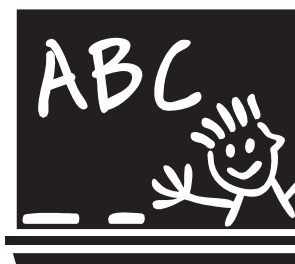
Cereal boxes. Help your child find specific letters on the front, back and, sides of his/her favorite cereal box.



Give your child some newspaper headlines or magazine ads and a crayon. Ask him/her to circle all of the “M’s” he/she can find on one part of the page. Remember to use large print – advertisements and headlines are good to use. The next time ask for a different letter and/or use a different color crayon.

Start with letters your child already knows – such as those in his/her name.  
(You could also do this with numbers.)

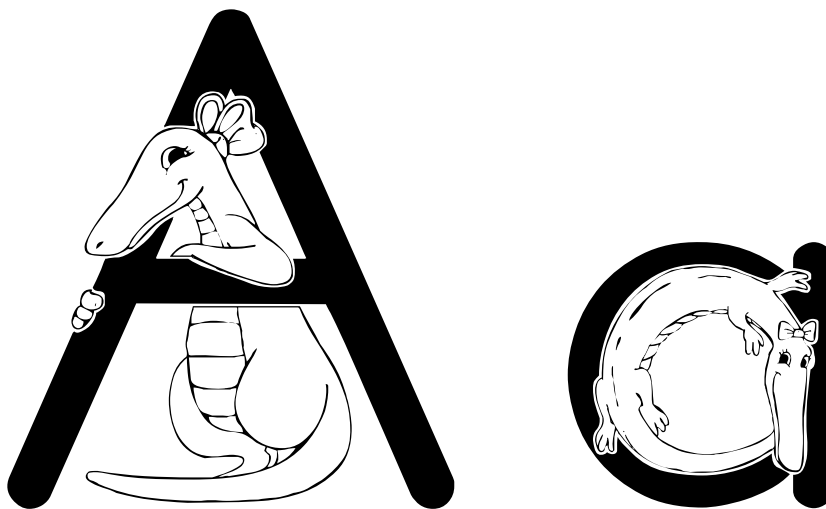
Write three letters on a piece of paper and show them to your child. Ask him/her to close his/her eyes as you cover up one of the letters. Then ask your child to look and tell you the name of the letter that has been covered.



Make some instant pudding and let your child “finger paint” the letters of the alphabet. (Use waxed paper, cabinet top or table top.)

Being able to lick fingers is the best part of this activity!!

# Allie Alligator



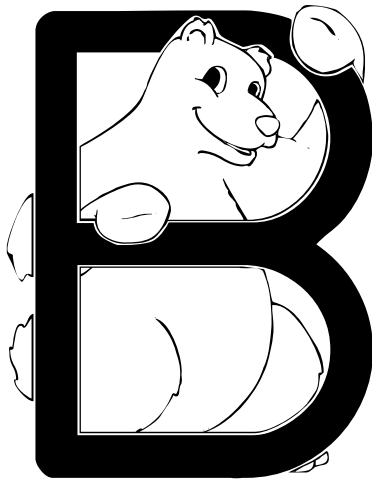
Extend arms forward, one over the other, to form an alligator's mouth. Open and close your hands/arms and say the letter sound /a/.



Scan the QR code to watch a fun video about alligators.



# Bubba Bear



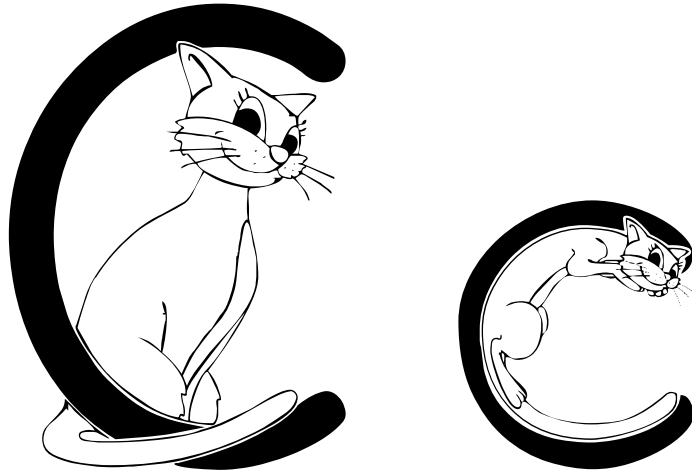
Reach your dominant hand above your head to an imaginary honeycomb. Bring a fistful of honey to your mouth as a bear might do, but don't touch your mouth, and say the letter sound /b/.



Scan the QR code to watch a fun video about bears.



# Catina Cat



Pretend you are a cat washing your face with your paw, and say the letter sound /c/.

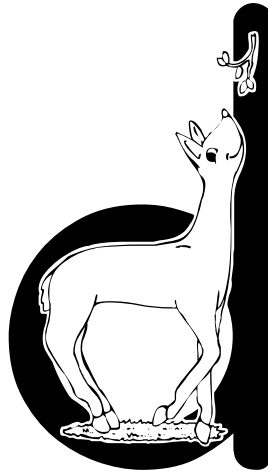
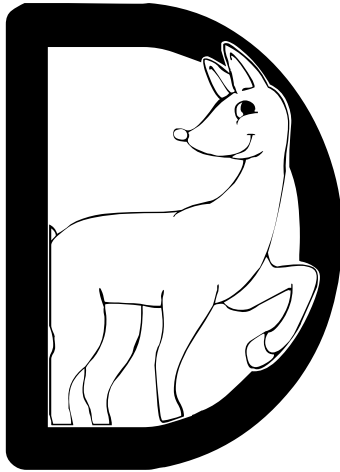


Scan the QR code to watch a fun video about cats.





# D e e d e e D e e r

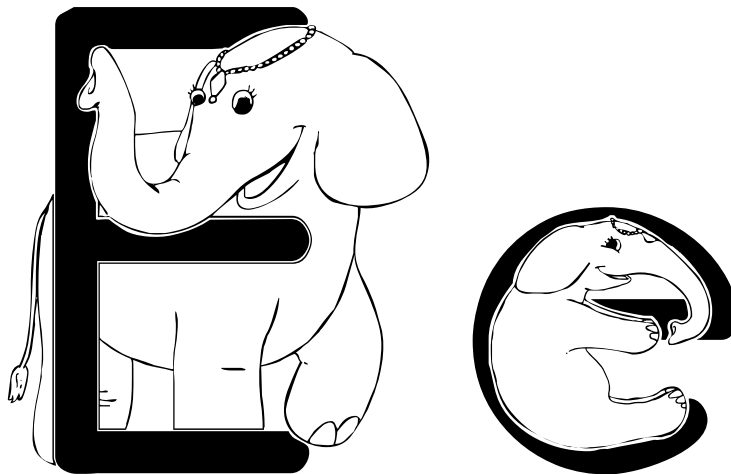


Use two fingers of each hand to form deer ears on your head and say the letter sound /d/.



Scan the QR code to watch a fun video about deer.

# Ellie Elephant



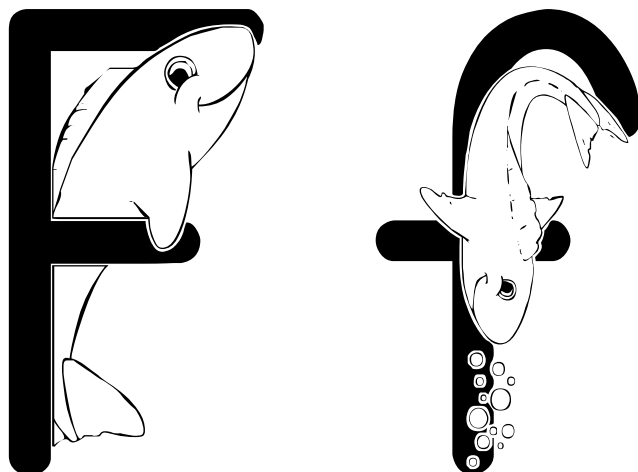
Take one arm and swing it to your mouth, as if Ellie were feeding herself a peanut. Say the letter sound /e/ each time you bring a peanut to your mouth.



Scan the QR code to watch a fun video about elephants.



# Francy Fish



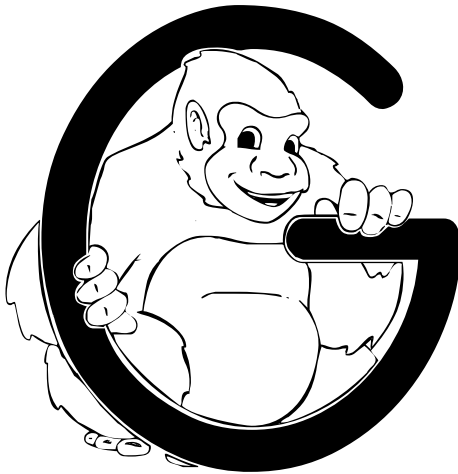
With your hands in front of your chest, place the palm of one hand on the back of the other hand to form a fish, then wiggle your thumbs and say the letter sound /f/.



Scan the QR code to watch a fun video about fish.



# Gordo Gorilla



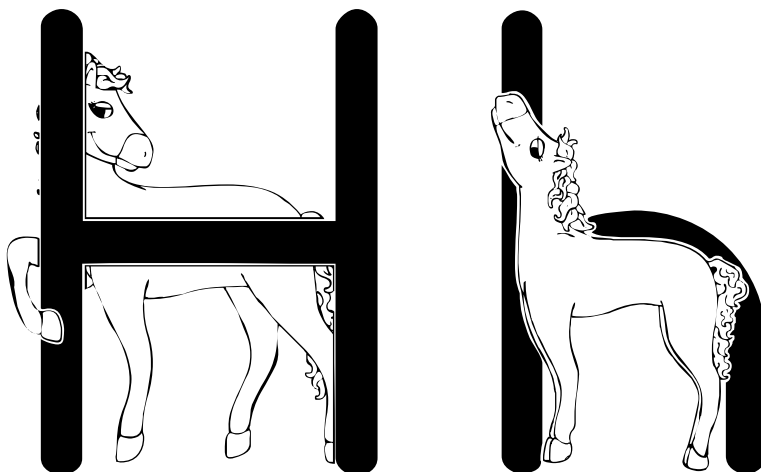
Pretend you are peeling a banana,  
Gordo's favorite food, saying the letter  
sound /g/.



Scan the QR code to watch a fun video about gorillas.



# Honey Horse



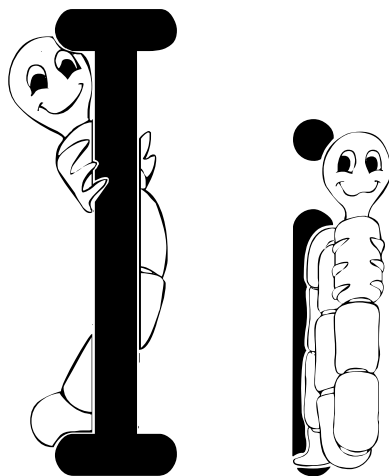
Slap both sides of your thighs and hips suggesting a horse galloping. At the same time, say the letter sound /h/.



Scan the QR code to watch a fun video about horses.



# Inny Inchworm



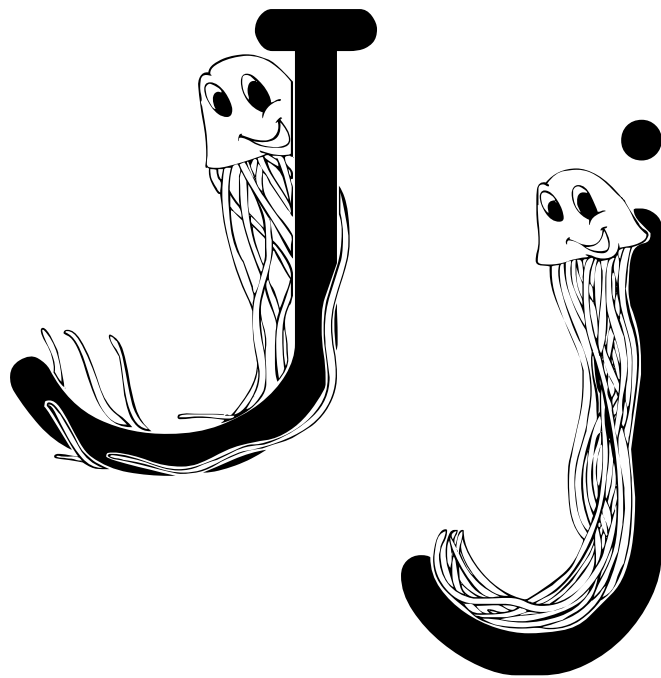
Using your index finger, bend it up and down, and then move your hand forward suggesting the movement of an inchworm. While signaling, say the letter sound /i/



Scan the QR code to watch a fun video about inchworms.



# Jerry Jellyfish

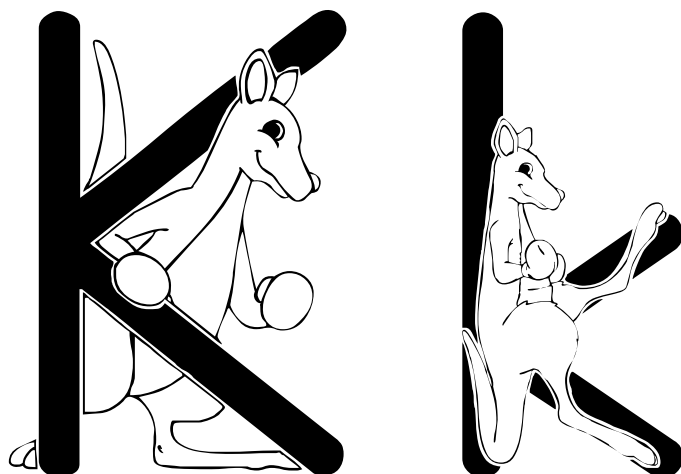


Move in a jelly-like fashion (shake like jelly), or move hands and arms up and down in front of you. Keep hands and arms in front and not to the sides. Say the letter sound /j/.



Scan the QR code to watch a fun video about jellyfish.

# Kayo Kangaroo



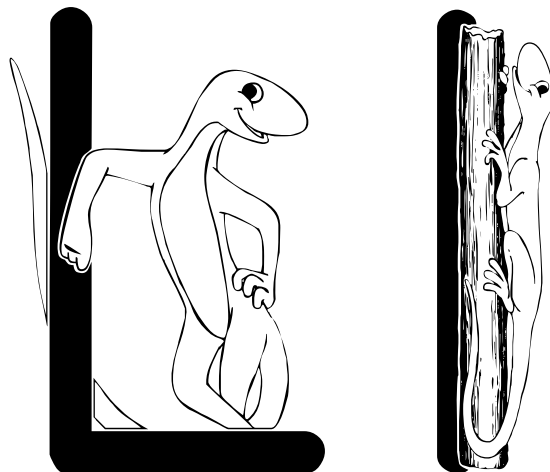
Make two fists and pose as if boxing.  
Give a kick with one leg, while at the  
same time saying the letter sound /k/.



Scan the QR code to watch a fun video about kangaroos.



# Lizzy Lizard



Place your hands under your chin with your elbows lifted up level with shoulders. Pretend you are catching a fly. Say the letter sound /l/.



Scan the QR code to watch a fun video about lizards.

# Missy Mouse



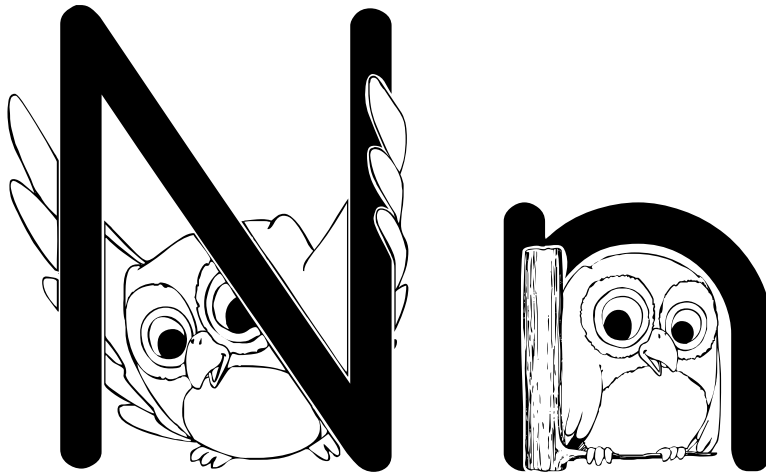
Place your hand close to your mouth and wiggle your fingers as if you are a mouse nibbling on a piece of cheese. While signaling, say the letter sound /m/.



Scan the QR code to watch a fun video about mice.



# Nigel Nightowl



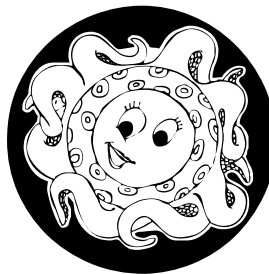
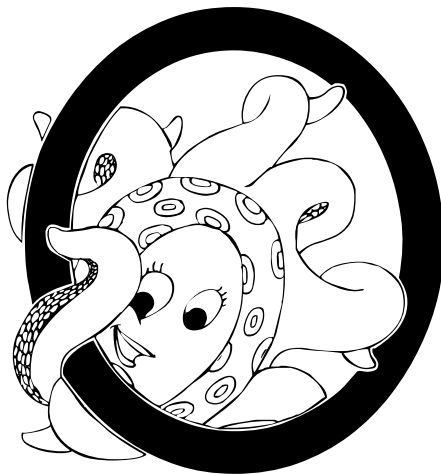
Using the thumb and four fingers of each hand, make round night owl eyes and say the letter sound /n/. Make sure you always call Nigel a “nightowl.”?



Scan the QR code to watch a fun video about night owls.



# Olive Octopus

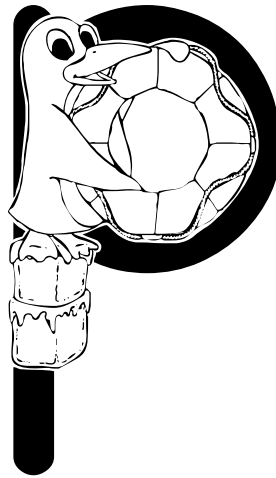
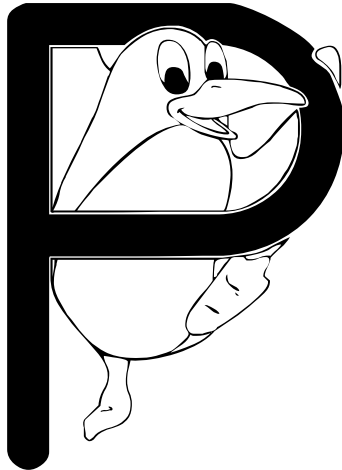


Extend each arm outward at your sides using a waving motion to suggest the tentacles of an octopus, and say the letter sound /o/.



Scan the QR code to watch a fun video about octopuses.

# Pewee Penguin



Stiffen both arms at the sides of your body (hands up) and do a penguin walk, waddling from side to side. While signaling, say the letter sound /p/.



Scan the QR code to watch a fun video about penguins.

# Queen Quail



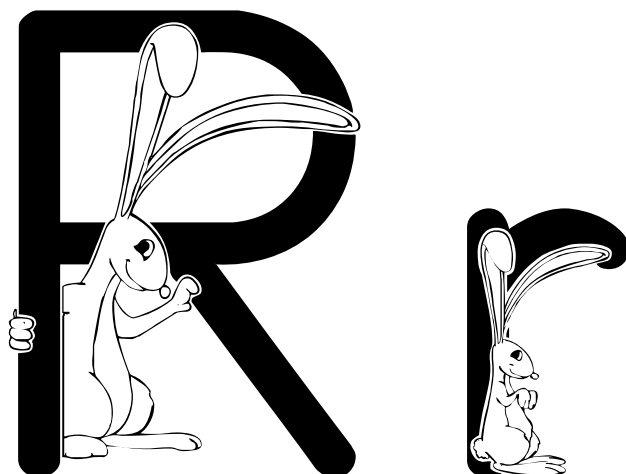
Illustrate the topknot of the California quail by placing your bent index finger forward at the top of your forehead, while saying the letter sound /q/ (kw)



Scan the QR code to watch a fun video about quails.



# Robby Rabbit



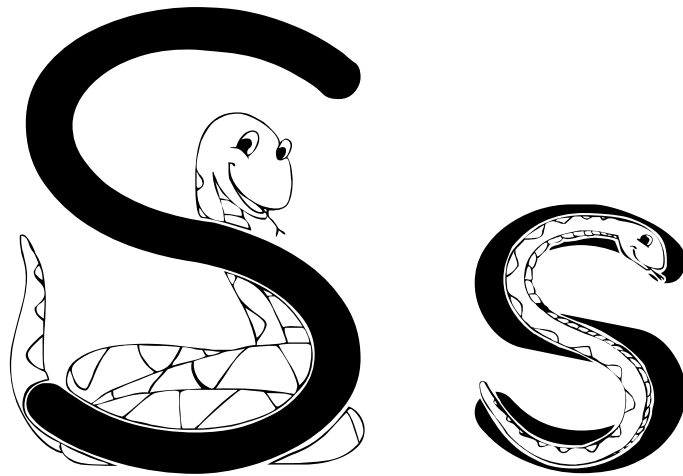
Curve both hands, raising them to your chest to represent rabbit paws. Give a hop, hop and say the letter sound /r/.



Scan the QR code to watch a fun video about rabbits.



# Sammy Snake



Move your hand forward in the  
serpentine manner of a snake, saying /s/.

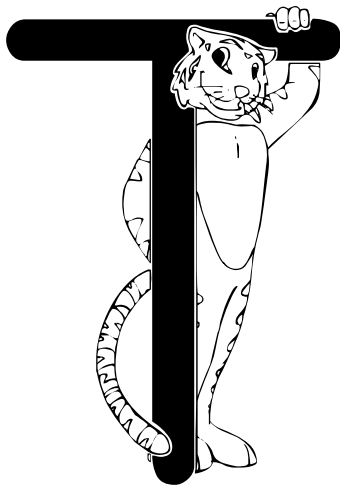


Scan the QR code to watch a fun video about snakes.





# T Timothy T iger

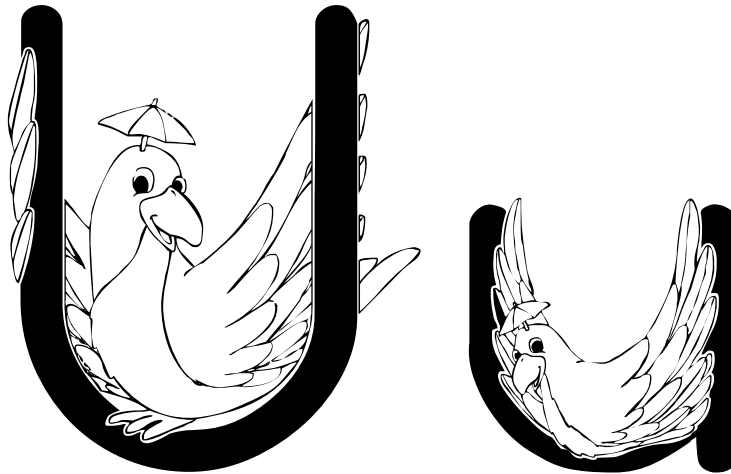


Extend your arms in a slightly bent “t” shape to suggest showing his strong muscles. While signaling, say the letter sound /t/.



Scan the QR code to watch a fun video about tigers.

# Umbrella Bird



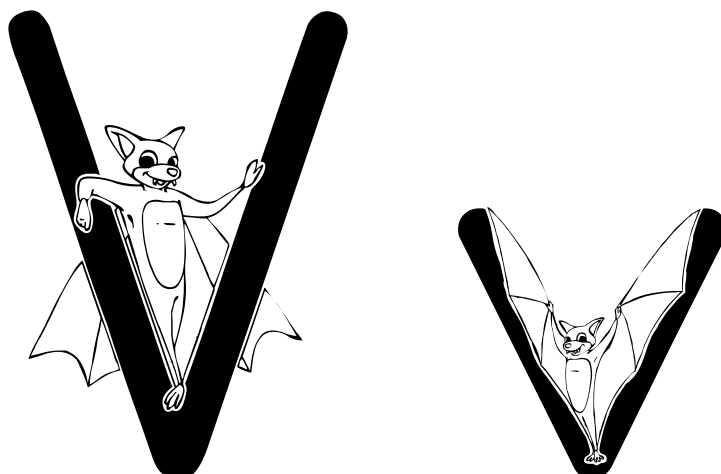
Place your fist on top of your head to suggest holding an umbrella. Extend your other arm out to your side, and then flap that arm as if in flight, saying the letter sound /u/.



Scan the QR code to watch a fun video about umbrella birds.



# Vincent Vampire Bat

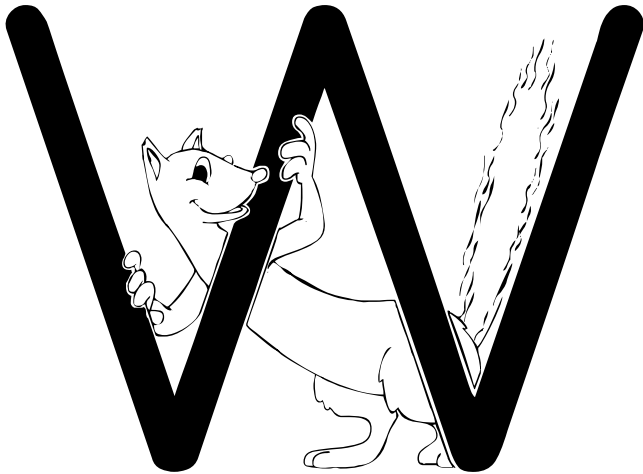


Bend and raise your elbows horizontally with your hands near your mouth. Form little fangs with your index fingers. Flap elbows up and down and say the letter sound /v/.



Scan the QR code to watch a fun video about vampire bats.

# w illie w easel

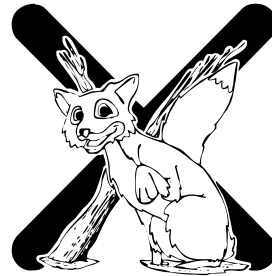


Place your arms in front of your chest, elbows up, and hands clasped on top of one another. Move your arms in a wave-like motion. This suggest what Willie Weasel looks like while his running. While signaling, say the letter sound/ w/



Scan the QR code to watch a fun video about weasels.

# Xavier Fox



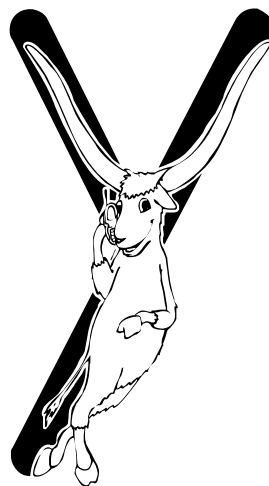
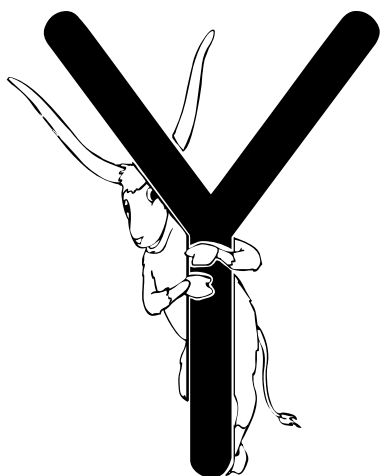
Crossing your index fingers to form an “x.” Say the letter sound /x/, (“ks”). “X” in Xavier comes at the front of the name, but the “x” in fox comes at the end.



Scan the QR code to watch a fun video about foxes.



Yancy Yak



Form a “y-shape” by extending your thumb and little finger. Place your thumb next to your ear and your little finger next to your mouth, as though you were holding a telephone and “yakking.” While signaling, say the letter sound /y/.



Scan the QR code to watch a fun video about yaks.



# e ke ebra



Place your hands together and lean them against your cheeks to suggest Zeke catching a few “z’s” (sleeping). While signaling, say the letter sound /z/.



Scan the QR code to watch a fun video about zebras.



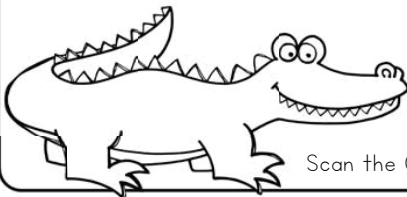
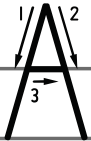
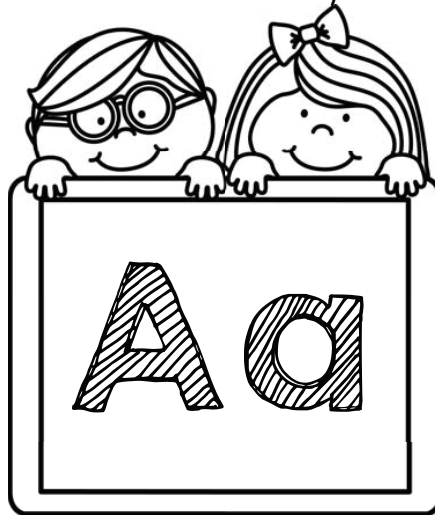


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.

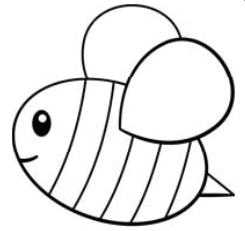


Scan the QR code to watch a fun video about the letter A by Storybots.



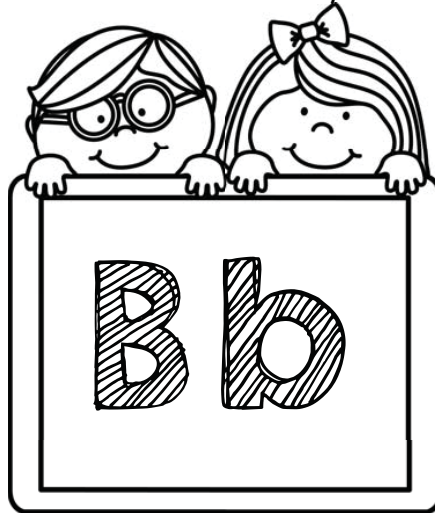


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



B B B

• • •

b b b

• • • •

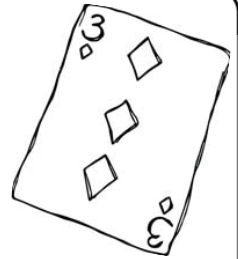


Scan the QR code to watch a fun video about the letter B by Storybots.

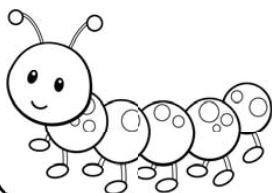
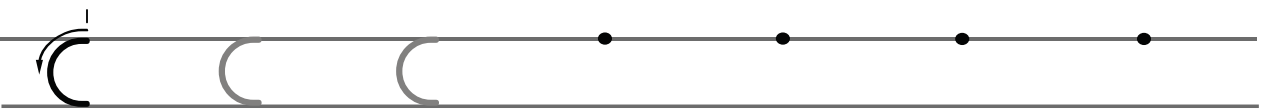
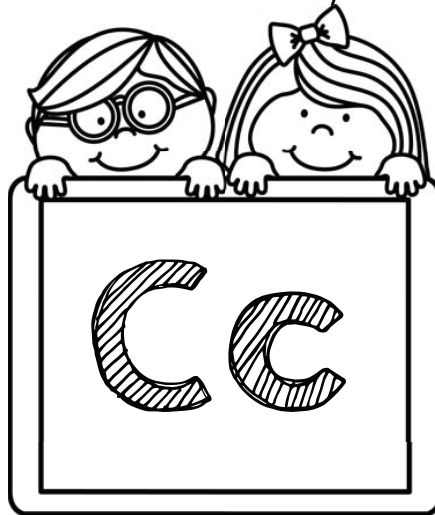


# Letter Trace

Name \_\_\_\_\_



**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter C by Storybots.

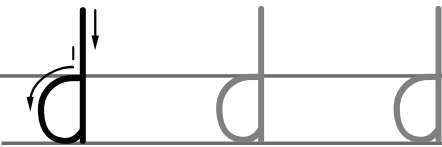
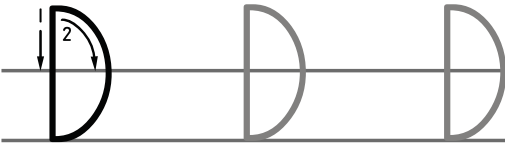
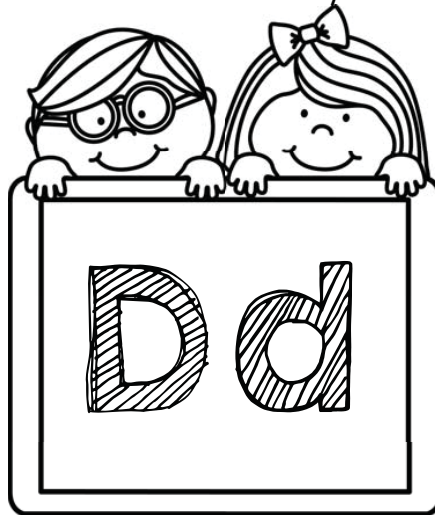


# Letter Trace



Name \_\_\_\_\_

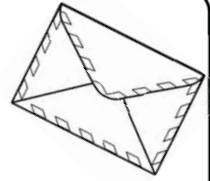
**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter D by Storybots.

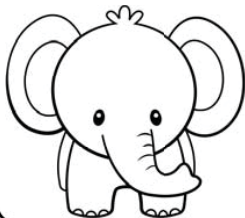
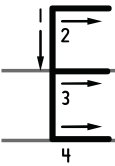
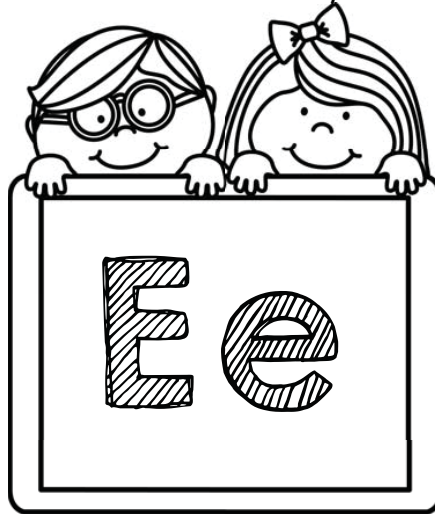


# Letter Trace



Name \_\_\_\_\_

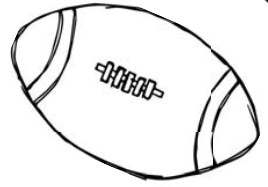
**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter E by Storybots.

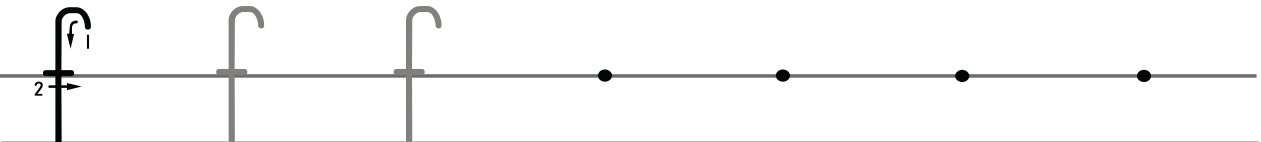
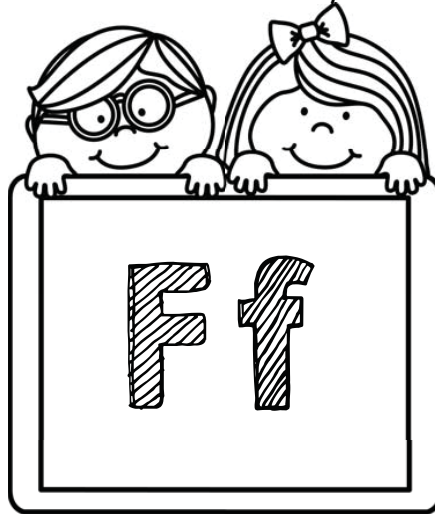


# Letter Trace



Name \_\_\_\_\_

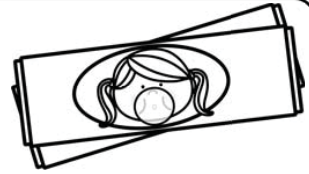
**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter F by Storybots.

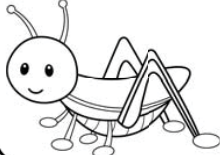
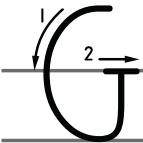
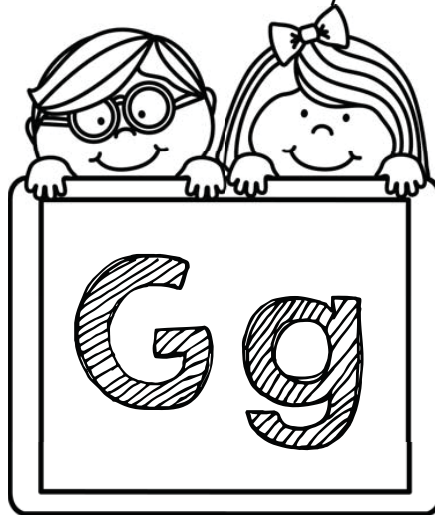


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter G by Storybots.

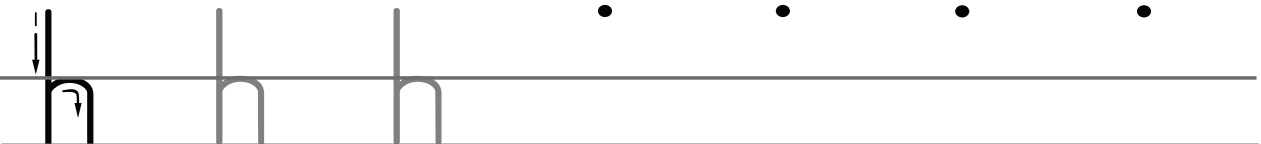
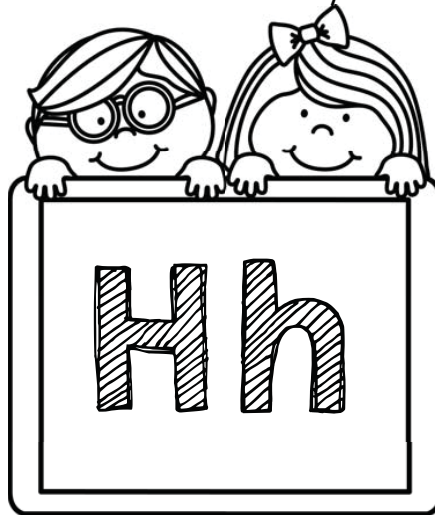


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter H by Storybots.

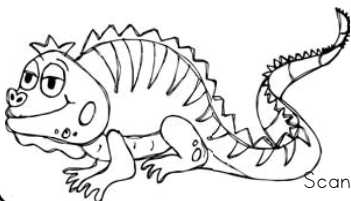
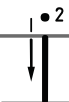
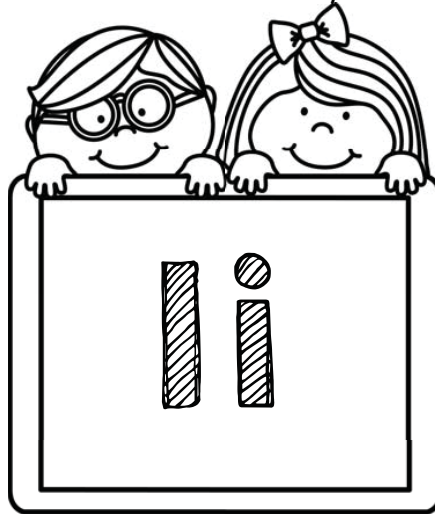


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.

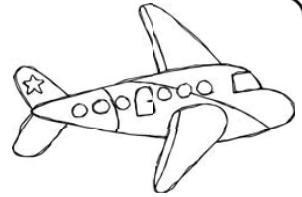


Scan the QR code to watch a fun video about the letter I by Storybots.



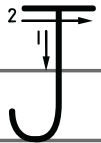
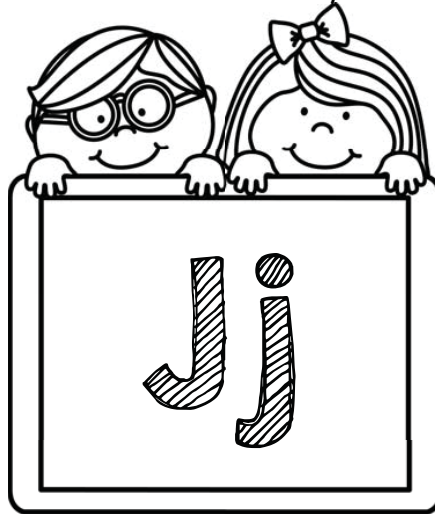


# Letter Trace



Name \_\_\_\_\_

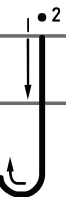
**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



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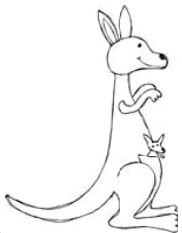
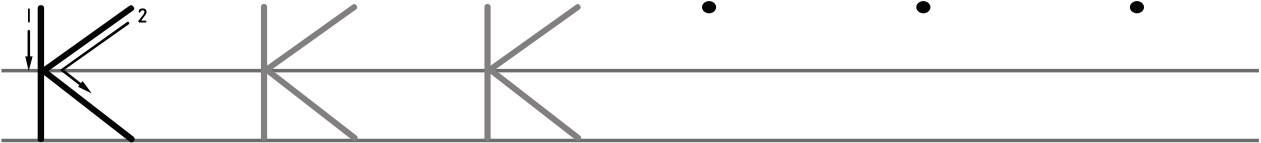
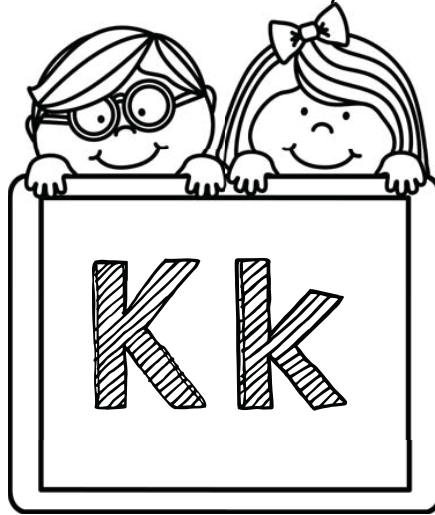
Scan the QR code to watch a fun video about the letter J by Storybots.



# Letter Trace

Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter K by Storybots.

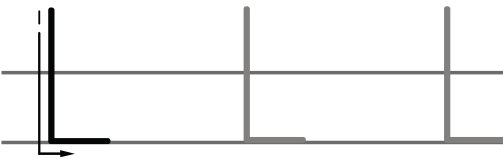
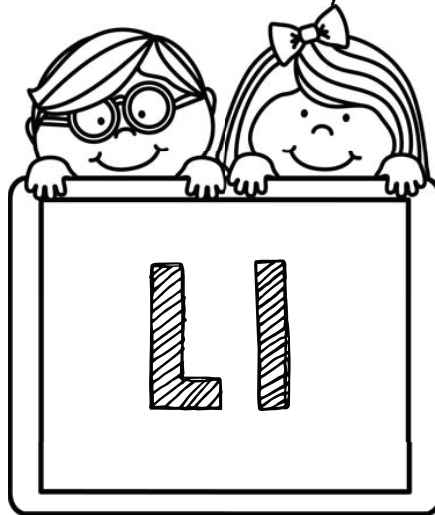


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



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Scan the QR code to watch a fun video about the letter L by Storybots.

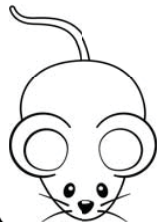
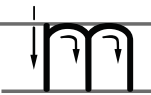
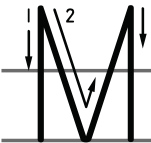
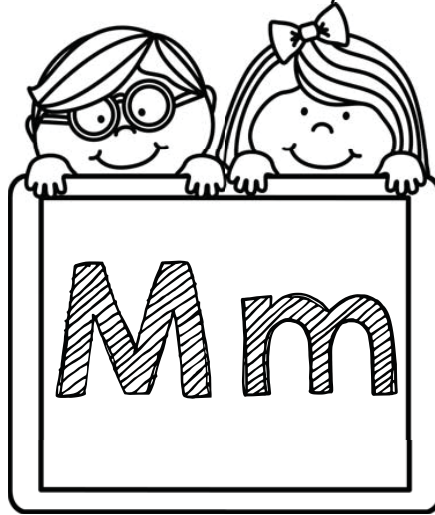


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter M by Storybots.

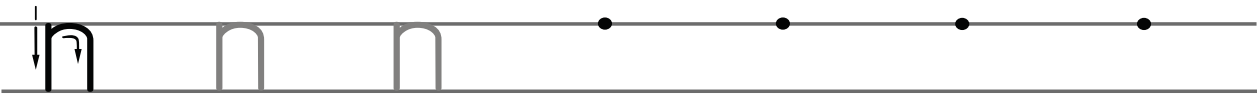
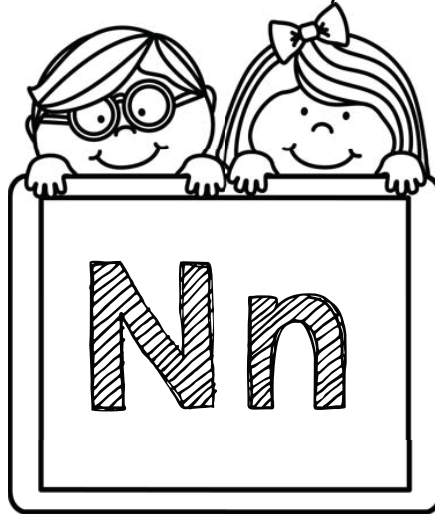


# Letter Trace



Name \_\_\_\_\_

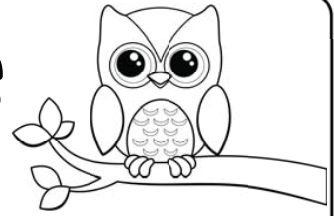
**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter N by Storybots.

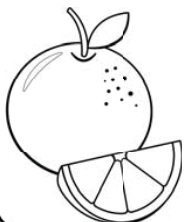
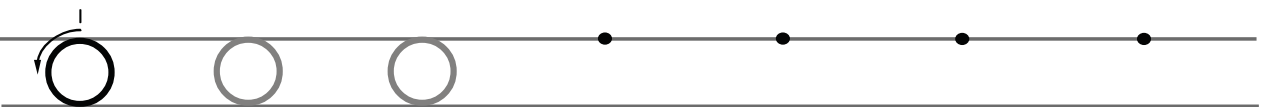
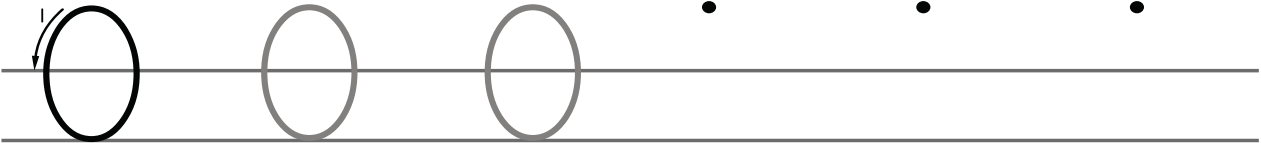
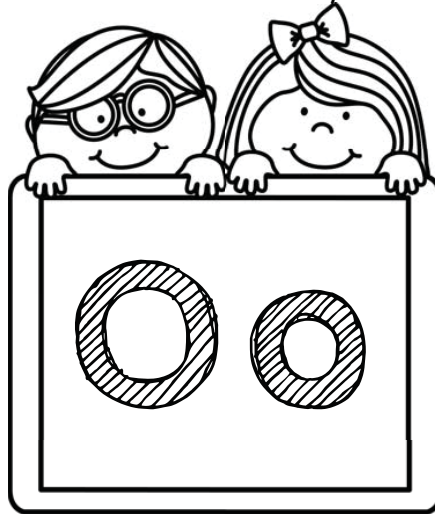


# Letter Trace



Name \_\_\_\_\_

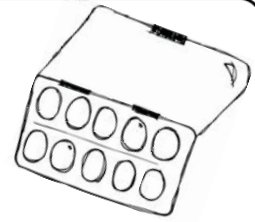
**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter O by Storybots.

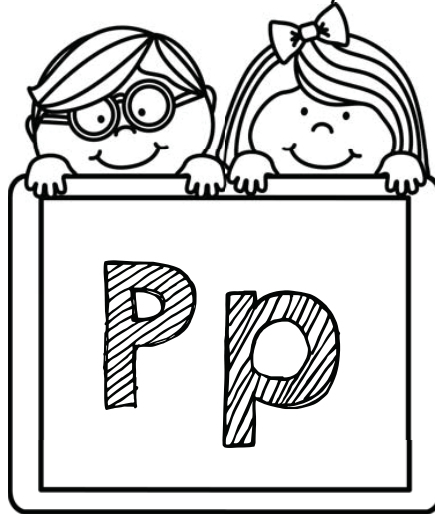


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



P P P

• • •

p p p

• • • •



Scan the QR code to watch a fun video about the letter P by Storybots.

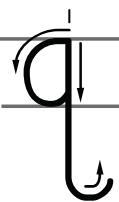
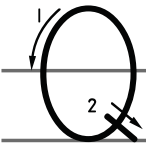
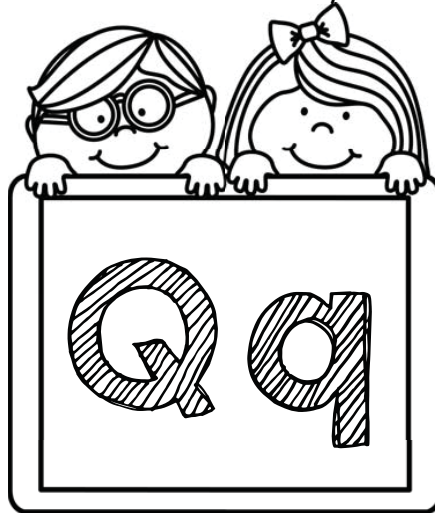


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.

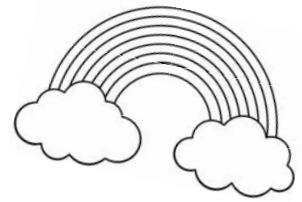


Scan the QR code to watch a fun video about the letter Q by Storybots.



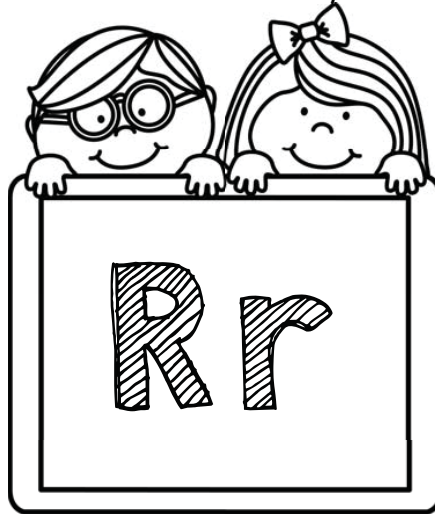


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.

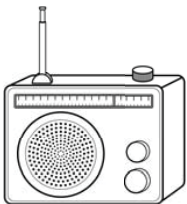


R R R

• • •

r r r

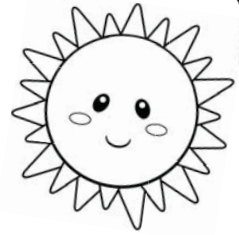
• • • •



Scan the QR code to watch a fun video about the letter R by Storybots.

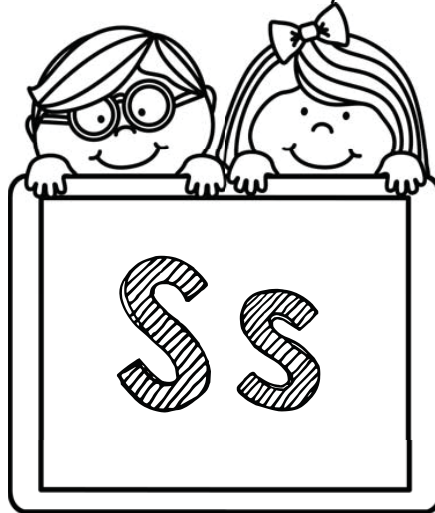


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



S S S

• • •

s s s

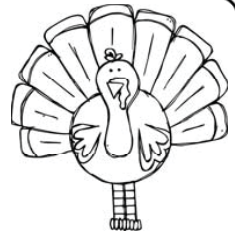
• • • •



Scan the QR code to watch a fun video about the letter S by Storybots.

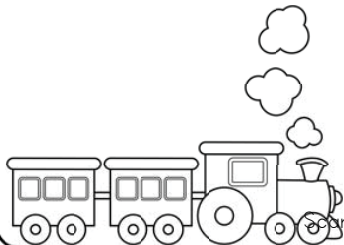
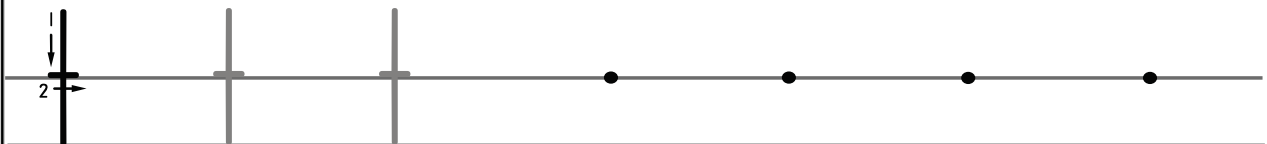
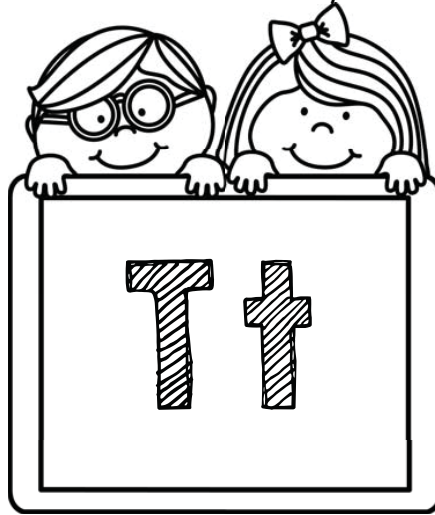


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter T by Storybots.

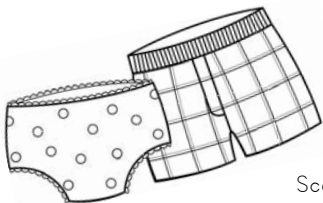
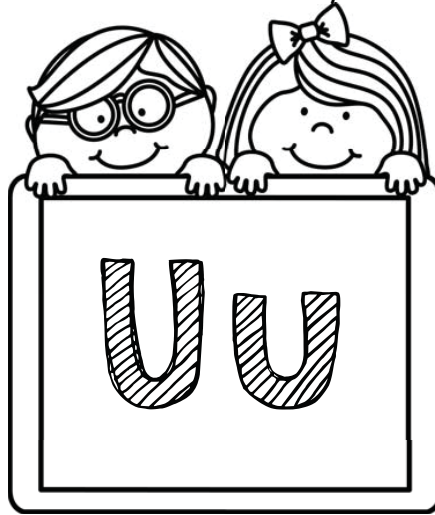


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter U by Storybots.

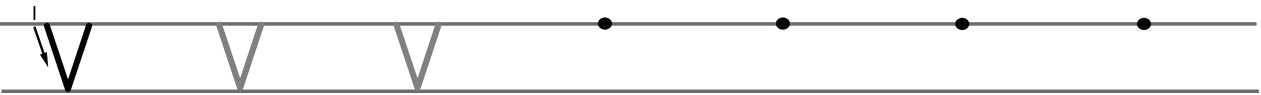
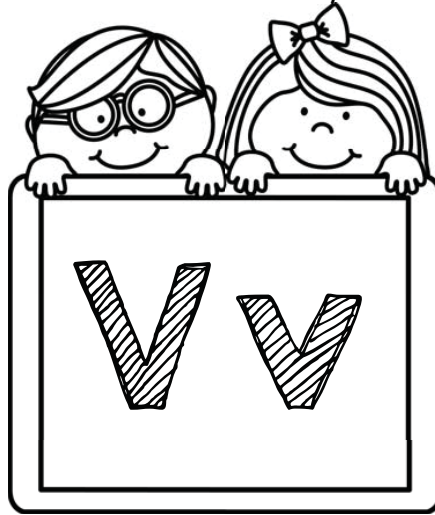


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter V by Storybots.

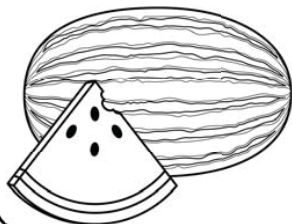
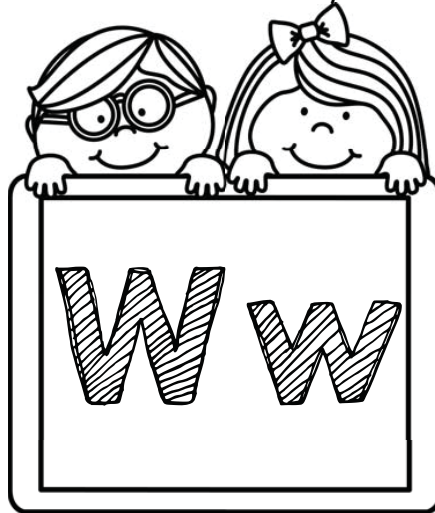


# Letter Trace



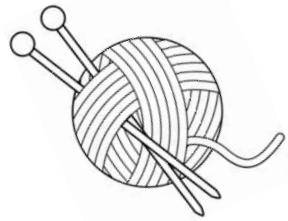
Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



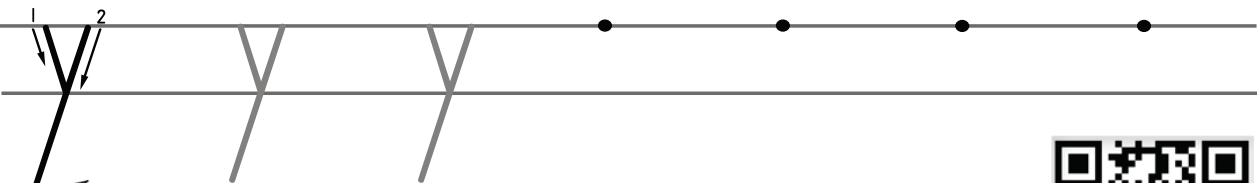
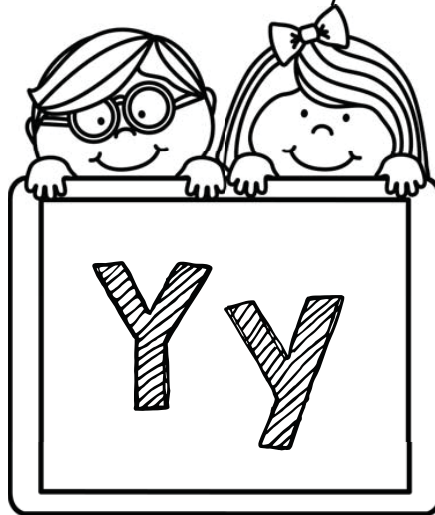
Scan the QR code to watch a fun video about the letter W by Storybots.

# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Scan the QR code to watch a fun video about the letter Y by Storybots.

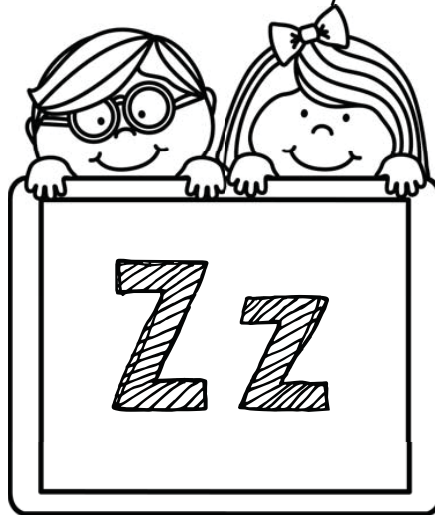


# Letter Trace



Name \_\_\_\_\_

**Directions:** Trace over the two gray letters and then write the capital and lowercase letter on your own.



Z Z Z

• • •

z z z

• • • •



Scan the QR code to watch a fun video about the letter Z by Storybots.







## NUMBERS, NUMBERS, EVERYWHERE!!

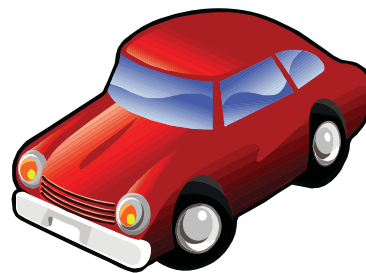
The ability to recognize numerals, understand the concept of numbers and the development of the vocabulary of number words are tools your child will use daily. The following activities will help with the learning and reinforcement of these important number concepts.

Ask your child to count aloud in many ways. Begin by touching each thing as you count it – one (touch it), two (as you touch the second), three (as you touch the third), and so on. Count the plates, forks, spoons, windows, doors, buttons, legs on a chair, your french fries, pieces to a game or puzzle, clothing as it is put on in the morning or taken off at bedtime – anything that holds your child's interest.



Study one number at a time. Have your child draw or paste pictures of five things, for example, on five pieces of paper. Staple or tape the pages together and add a cover entitled "All About Five." Make a folder for each number, two pages for the number two, four pages for the number four and so on.

When you are traveling with your child count the signs along the way, or the trucks, campers, etc. Look for numerals – ask your child to start with the numeral 1, and then look for a 2, a 3 and so on. (You could also look for letter of the alphabet!!)



Write, glue or tape a numeral (1-5) on each compartment of a muffin tin or egg carton. Give your child a "bunch" of buttons stones, dried beans, candy, bottle caps, raisins, cut-up straws, paper clips, etc. to count. Help him/her try to figure out how many objects go into each compartment. (When your child can count more than five objects, change the numerals to (1-10.)

# Patterns

Arrange objects, like colored buttons or straws, in a row using a simple pattern sequence such as 1 red, 1 blue, 1 yellow; 1 red, 1 blue, 1 yellow; etc. Ask your child to copy or match the arrangement. You can also use varied objects in a pattern sequence such as 2 straws, 1 stone, 3 buttons; 2 straws, 1 stone, 3 buttons; etc. Challenge your child by starting a pattern sequence and see if your child can continue it such as 1 red, 2 blues, 3 yellows; 1 red, What comes next?



# Sorting



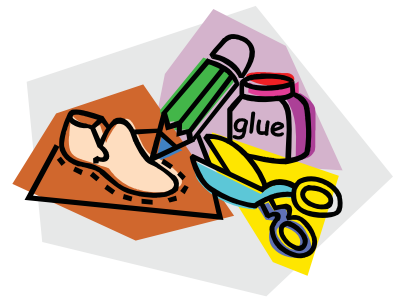
Ask your child to sort buttons or other items which you have collected, according to colors, into a muffin tin or egg carton. All the blues go together, all the whites go together, all the reds go together.

Other possible objects for sorting are marbles, candy, beads, dried beans, colored cereal or scraps of fabric. Your child could also sort objects by size – all the large buttons go together, all the small buttons go together, etc

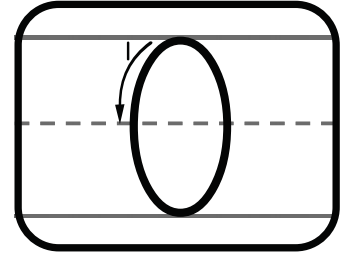
When sorting by size you could also use nuts, bolts, washers, paper clips, etc.

# Cut, Paste, Sort

Help your child cut out pictures of things from magazines, greeting cards, coloring books, or newspapers. Paste the pictures on index cards – only one on each card. Print the name of the item on the card. Look at the pictures together, talk about them, and discuss how things are alike or different. Sort the pictures by different attributes such as all in one pile, food in another, things that have wheels in another etc.

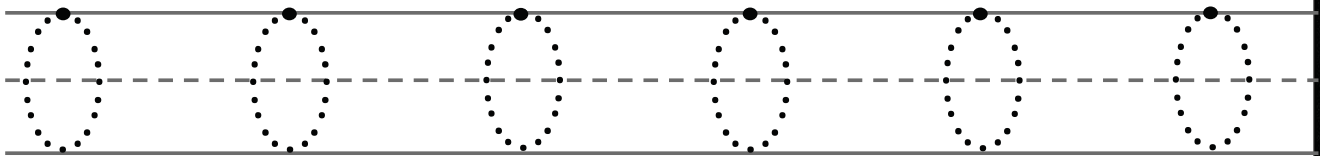


# All About the Number Zero

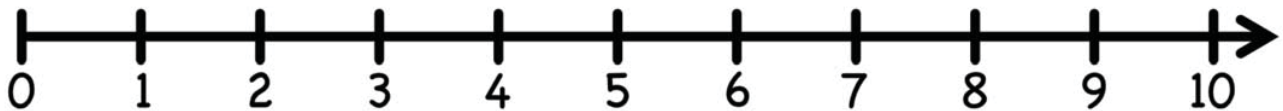


Name \_\_\_\_\_

Trace the number zero.



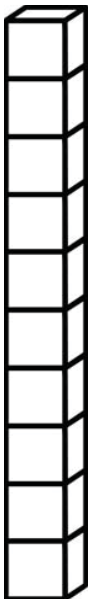
Circle the number zero.



Fill in the missing number.

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

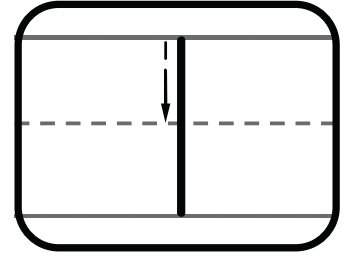
Color 0 base  
ten blocks



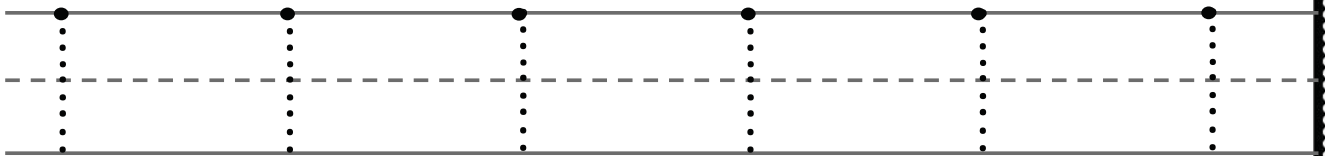
Complete the ten frame to show zero.


# All About the Number One

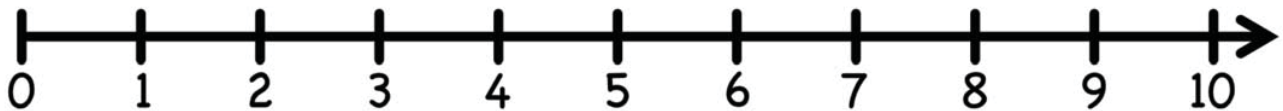
Name \_\_\_\_\_



Trace the number one.



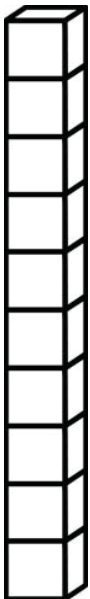
Circle the number one.



Fill in the missing number.

0		2	3	4	5	6	7	8	9	10
---	--	---	---	---	---	---	---	---	---	----

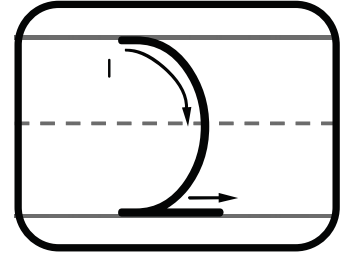
Color 1 base  
ten block



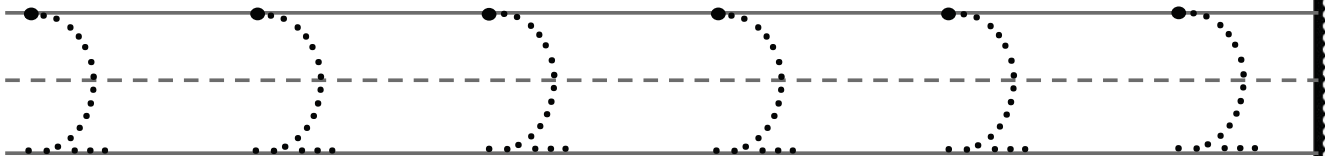
Complete the ten frame to show one.


# All About the Number Two

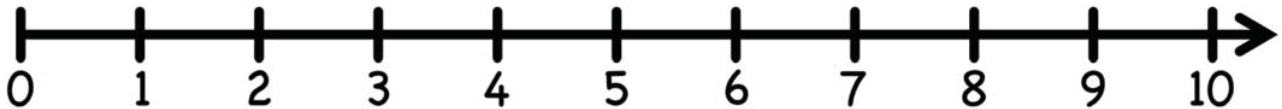
Name \_\_\_\_\_



Trace the number two.



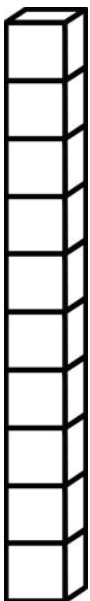
Circle the number two.



Fill in the missing number.

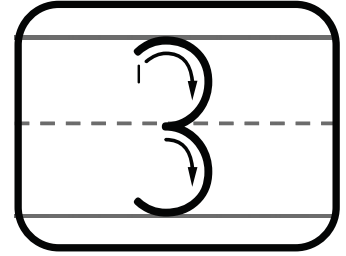
0	1		3	4	5	6	7	8	9	10
---	---	--	---	---	---	---	---	---	---	----

Color 2 base  
ten blocks



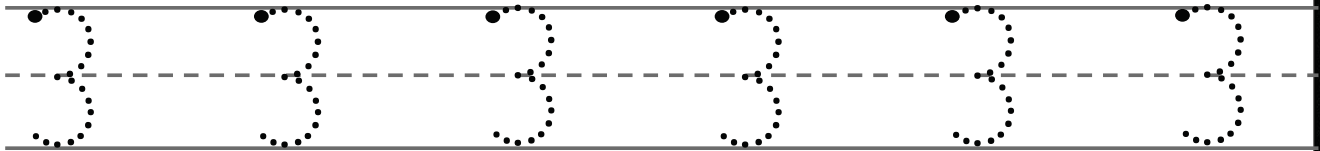
Complete the ten frame to show two.


# All About the Number Three

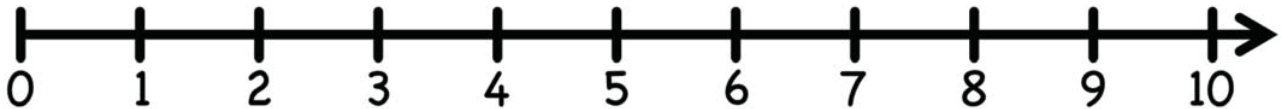


Name \_\_\_\_\_

Trace the number three.



Circle the number three.



Fill in the missing number.

0	1	2		4	5	6	7	8	9	10
---	---	---	--	---	---	---	---	---	---	----

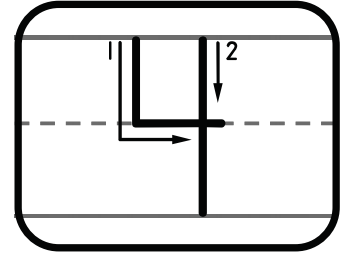
Color 3 base  
ten blocks



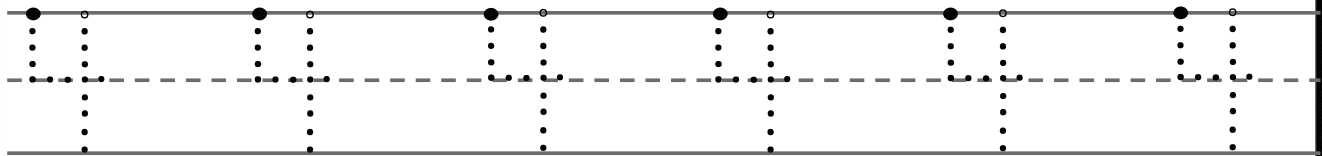
Complete the ten frame to show three.


# All About the Number Four

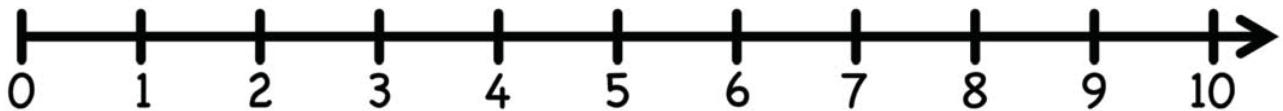
Name \_\_\_\_\_



Trace the number four.



Circle the number four.



Fill in the missing number.

0	1	2	3		5	6	7	8	9	10
---	---	---	---	--	---	---	---	---	---	----

Color 4 base ten blocks

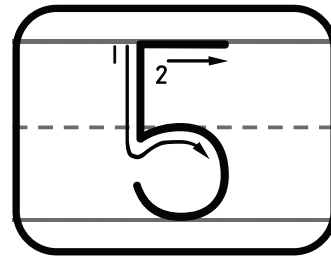


Complete the ten frame to show four.

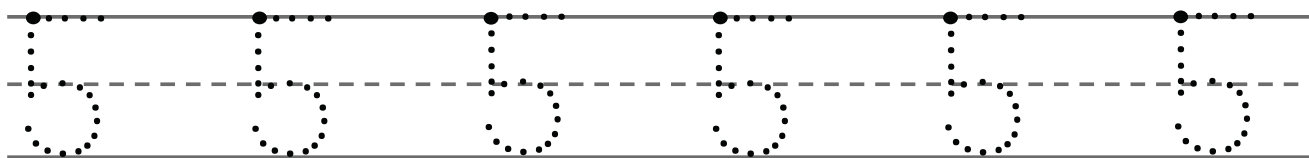



# All About the Number Five

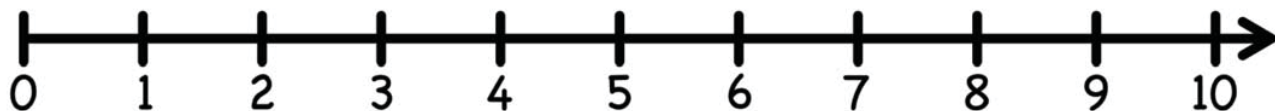
Name \_\_\_\_\_



Trace the number five.



Circle the number five.



Fill in the missing number.

0	1	2	3	4		6	7	8	9	10
---	---	---	---	---	--	---	---	---	---	----

Color 5 base  
ten blocks

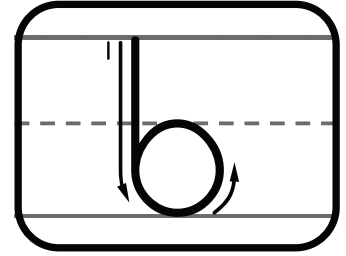


Complete the ten frame to show five.

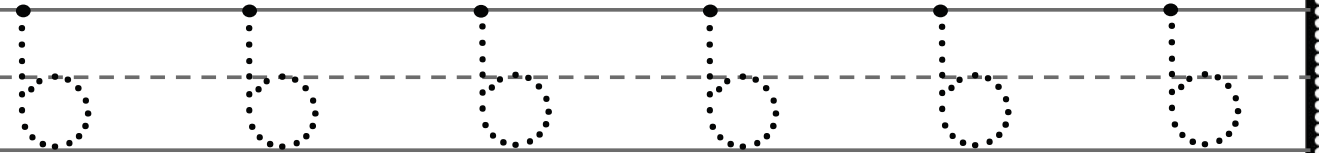



# All About the Number Six

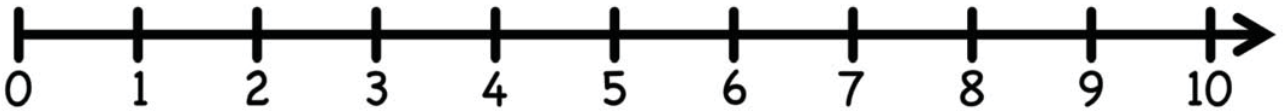
Name \_\_\_\_\_



Trace the number six.



Circle the number six.



Fill in the missing number.

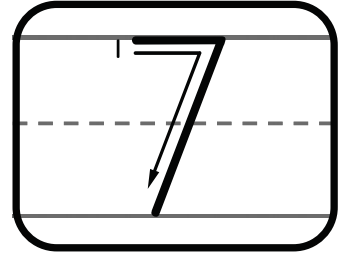
0	1	2	3	4	5		7	8	9	10
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Color 6 base  
ten blocks



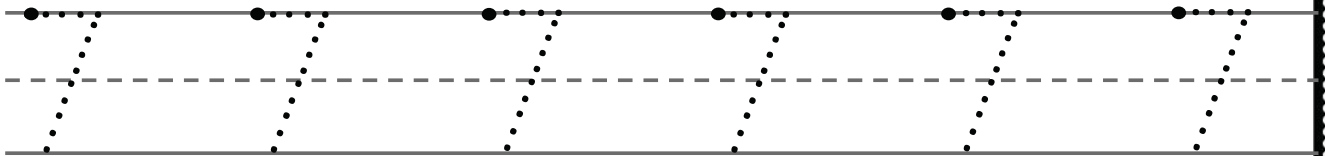
Complete the ten frame to show six.


# All About the Number Seven

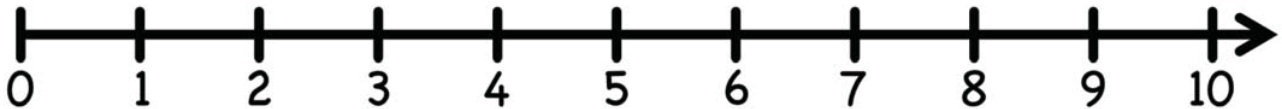


Name \_\_\_\_\_

Trace the number seven.



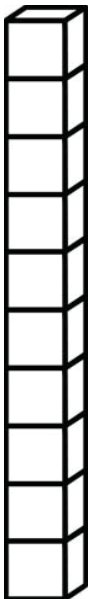
Circle the number seven.



Fill in the missing number.

0	1	2	3	4	5	6		8	9	10
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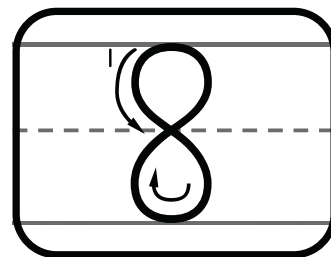
Color 7 base  
ten blocks



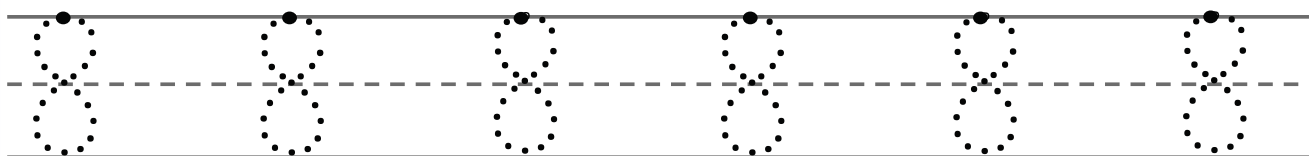
Complete the ten frame to show seven.


# All About the Number Eight

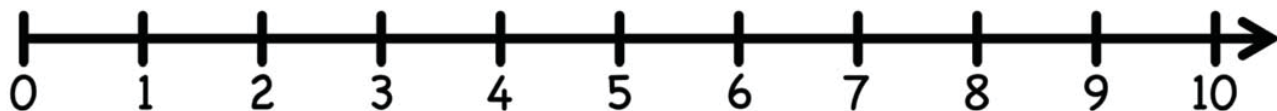
Name \_\_\_\_\_



Trace the number eight.



Circle the number eight.



Fill in the missing number.

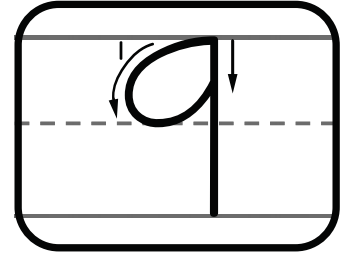
0	1	2	3	4	5	6	7		9	10
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Color 8 base  
ten blocks



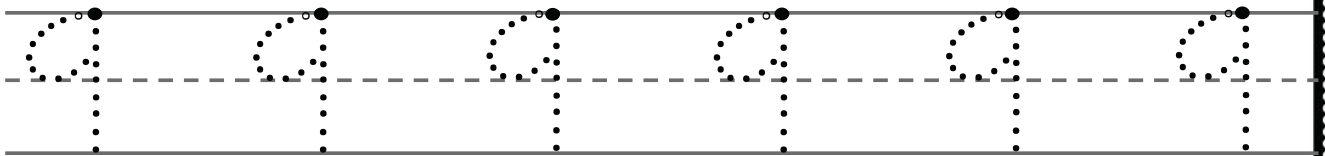
Complete the ten frame to show eight.


# All About the Number Nine

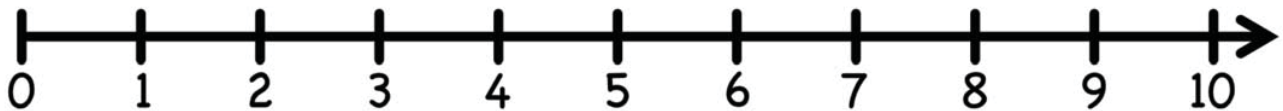


Name \_\_\_\_\_

Trace the number nine.



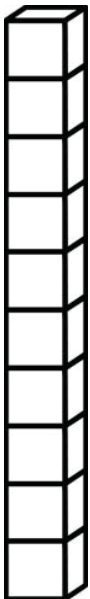
Circle the number nine.



Fill in the missing number.

0	1	2	3	4	5	6	7	8		10
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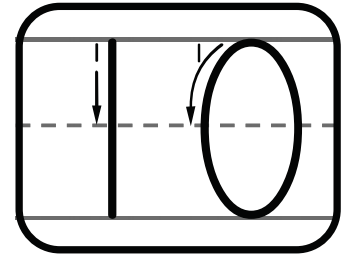
Color 9 base  
ten blocks



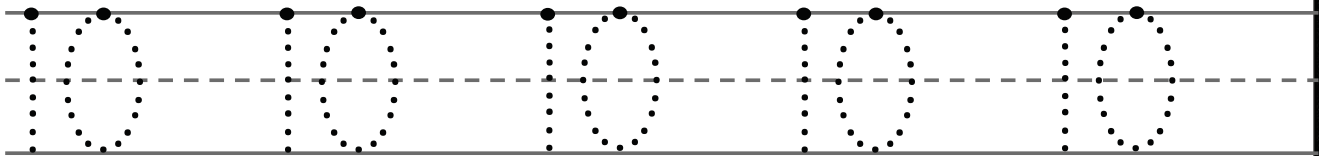
Complete the ten frame to show nine.


# All About the Number Ten

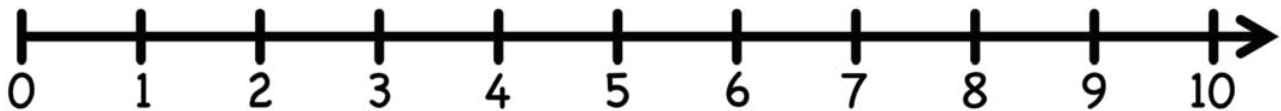
Name \_\_\_\_\_



Trace the number ten.



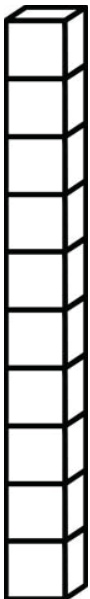
Circle the number ten.



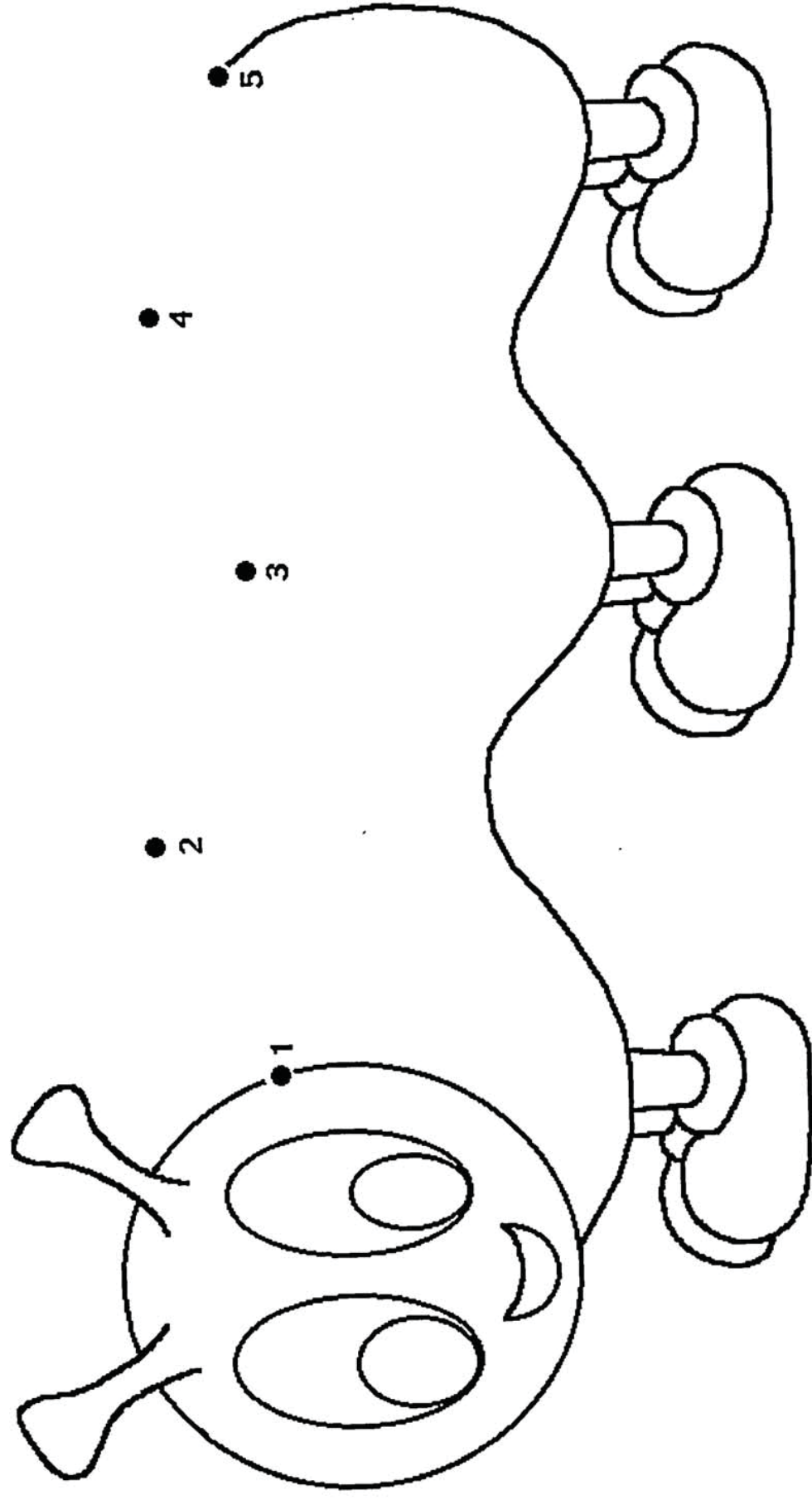
Fill in the missing number.

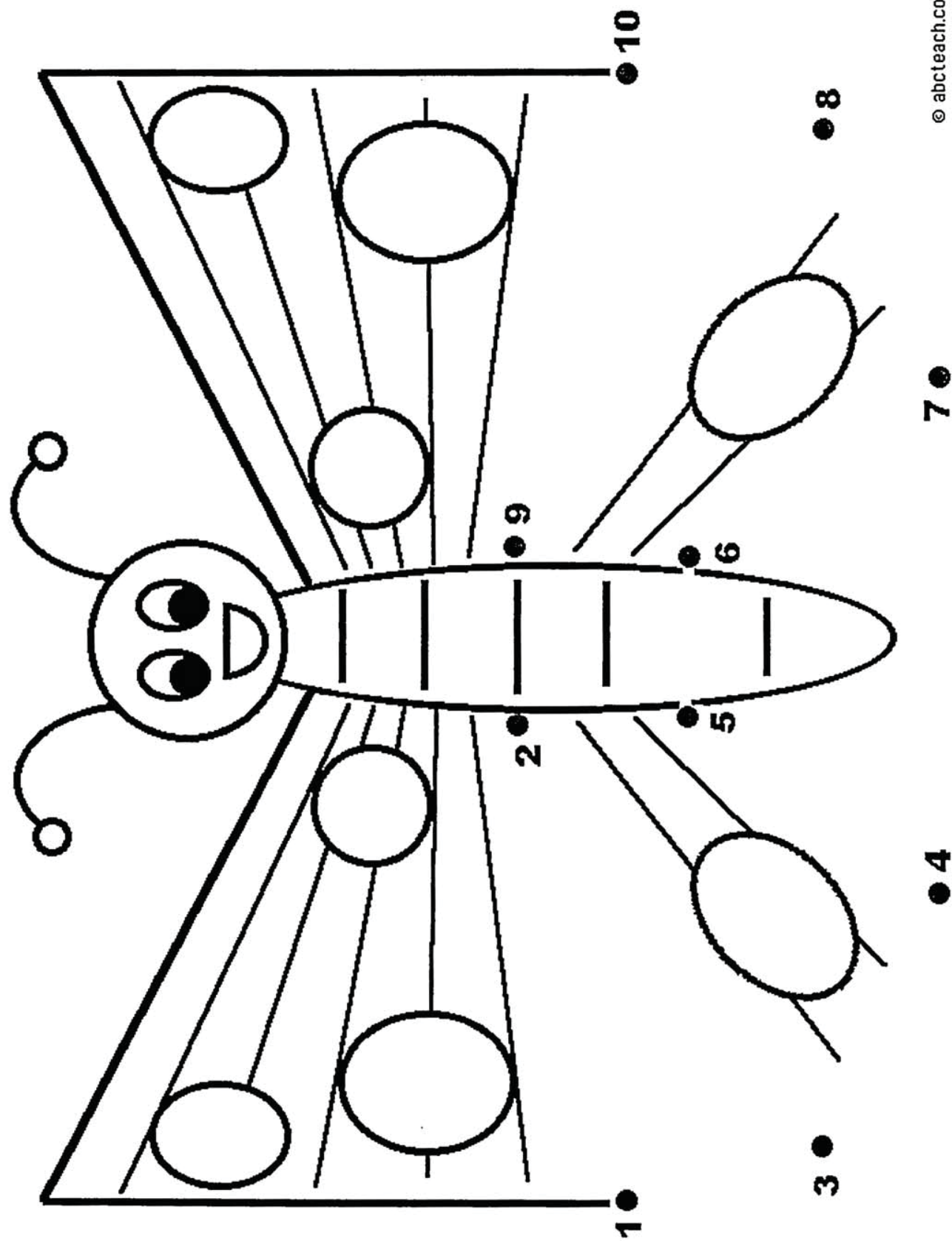
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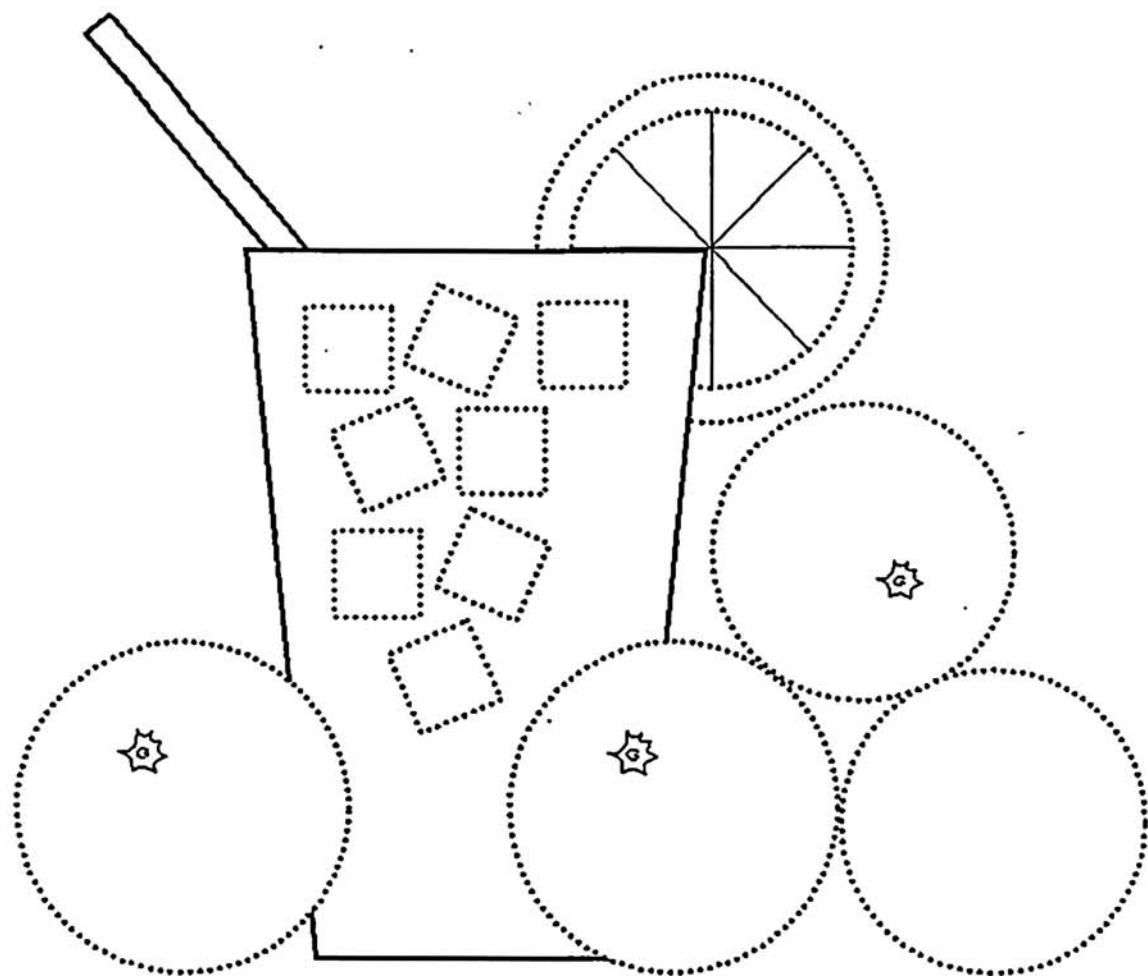
Color 10 base  
ten blocks




Complete the ten frame to show ten.





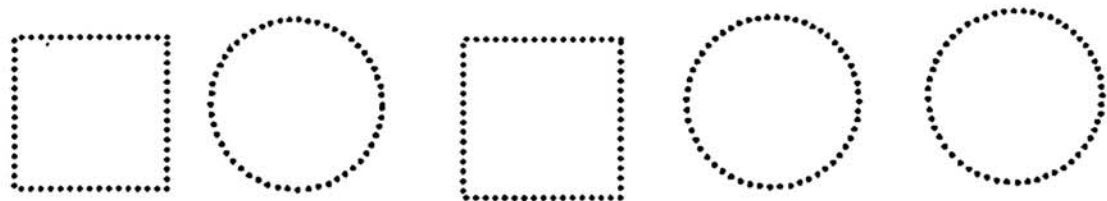




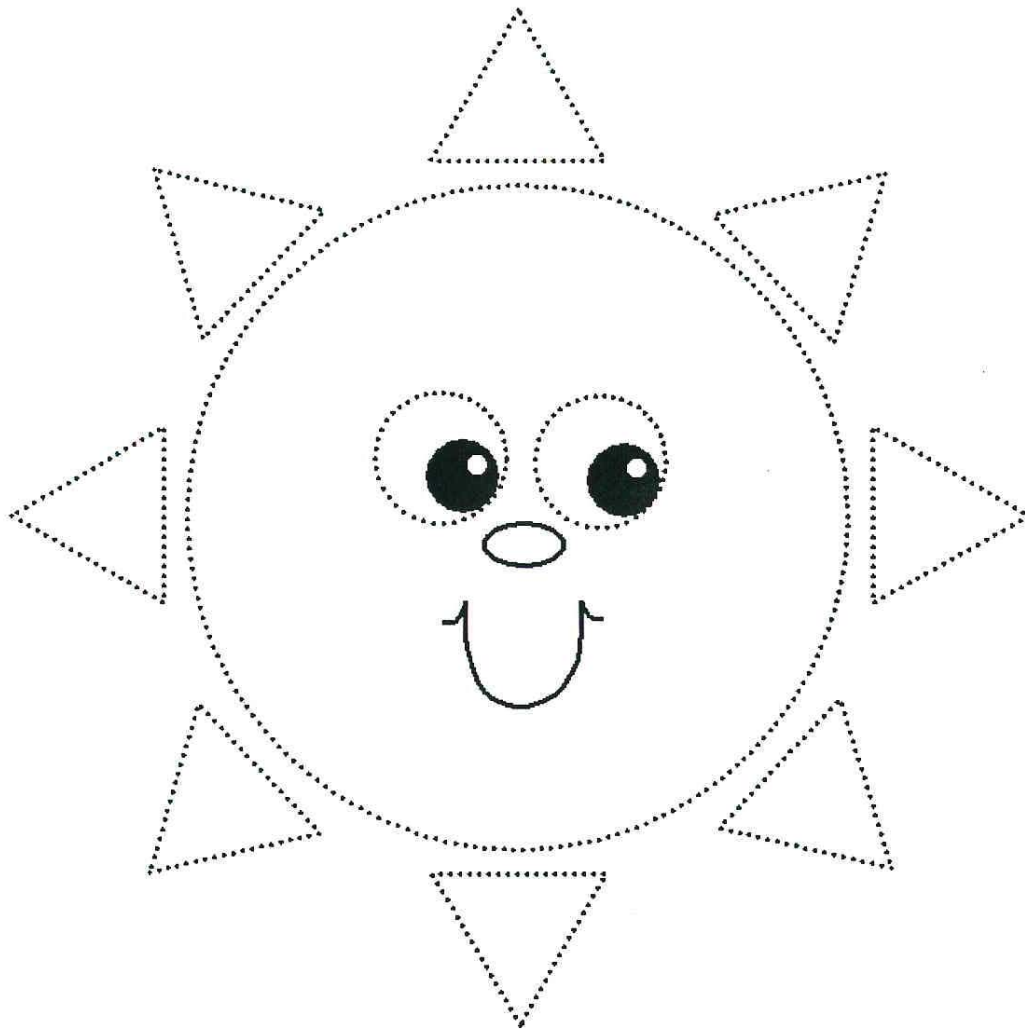
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**Shapes and Colors:** Trace the circles  and color them orange.


Trace the squares  and color them blue.



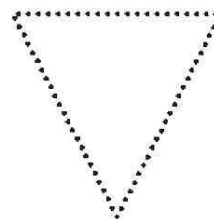
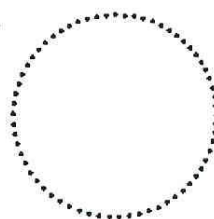
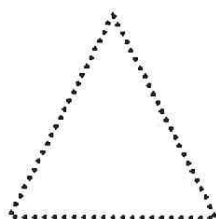
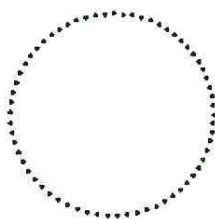




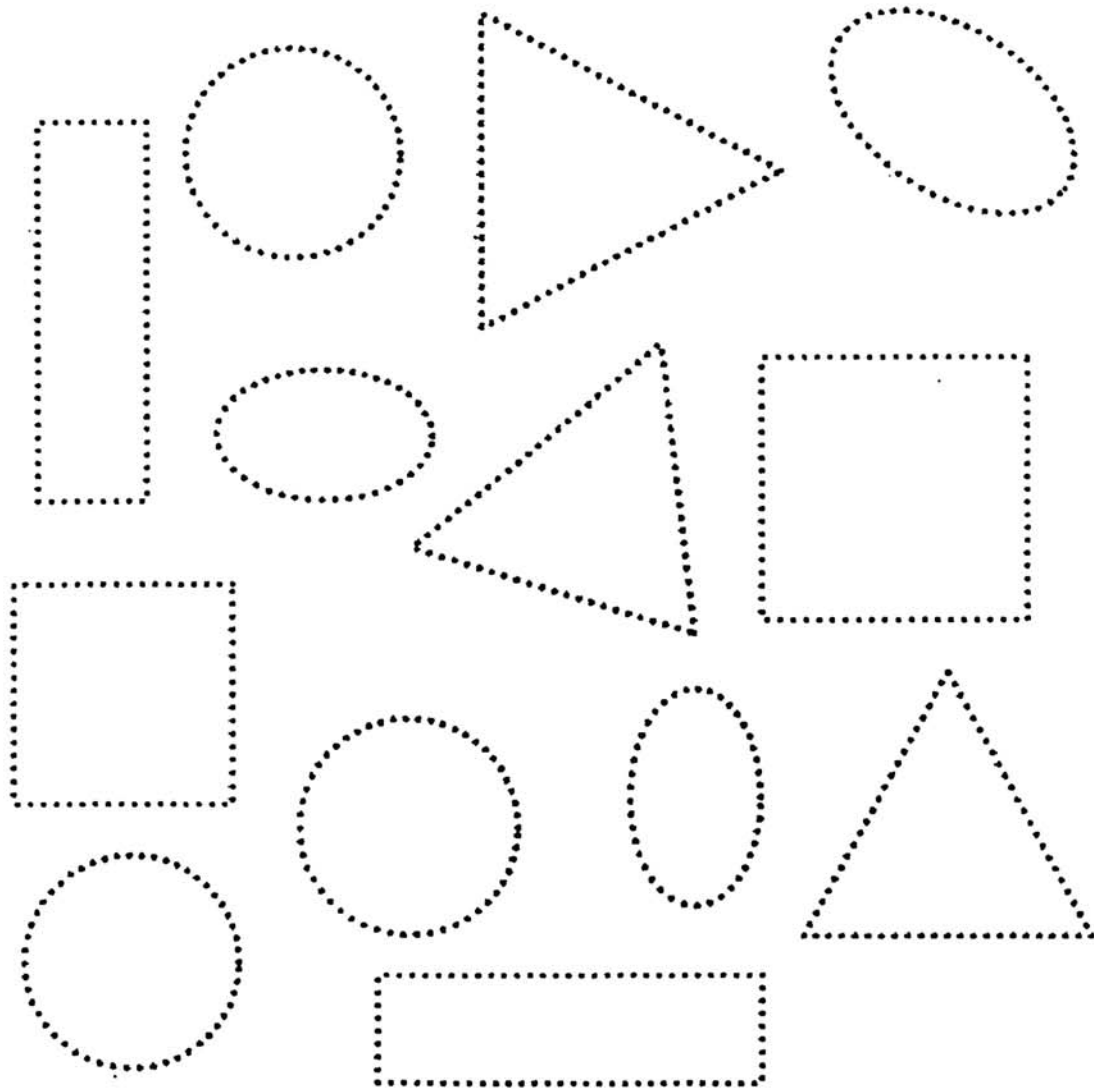
---

**Shapes and Colors:** Trace the circles  and color them yellow.

Trace the triangles  and color them orange.



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



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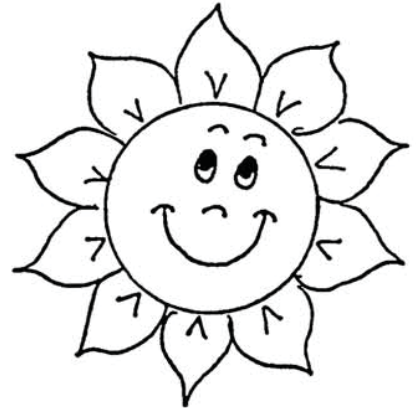
**Shapes and Colors:** Trace the squares □ and color them blue.  
Trace the triangles △ and color them green.  
Trace the circles ○ and color them red.  
Trace the rectangles ▭ and color them orange.  
Trace the ovals ⬭ and color them purple.

# Color Fun!

DIRECTIONS: Have your child find the crayon you name and color the object. This is a good opportunity for you to check your child's ability to identify the eight basic colors.



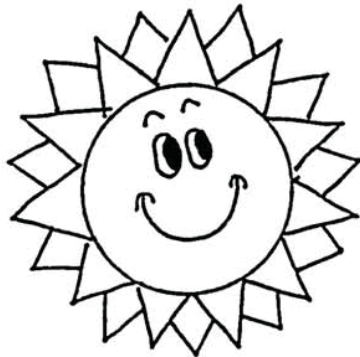
Black



Purple



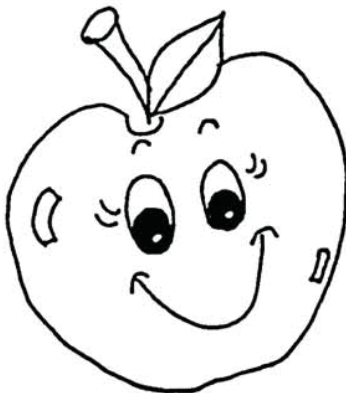
Blue



Yellow



Green



Red



Brown



Orange

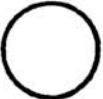

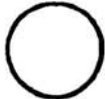
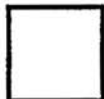
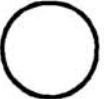
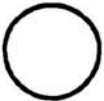


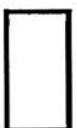

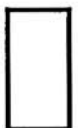
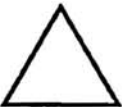


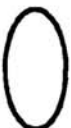
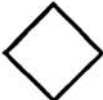

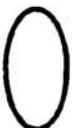


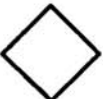
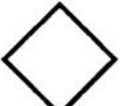
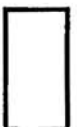



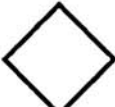










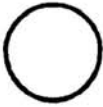
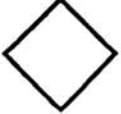



Name \_\_\_\_\_



Recognizing patterns

## What Comes Next?

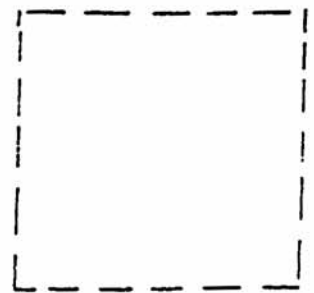
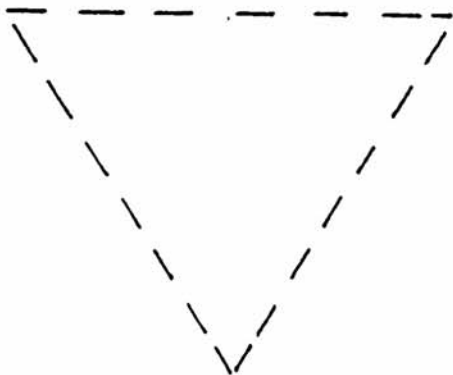
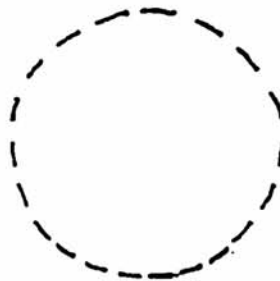
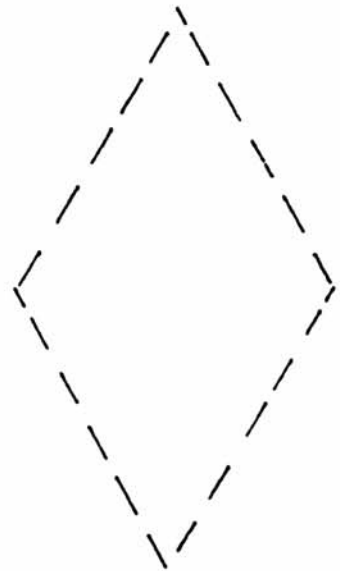
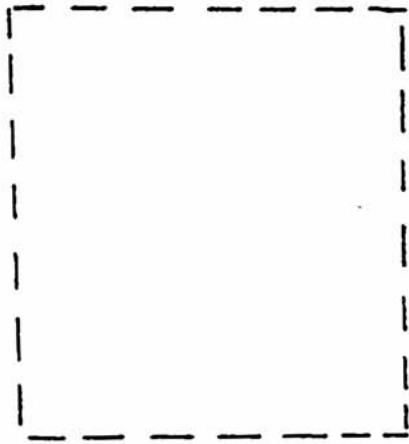
Circle what comes next.

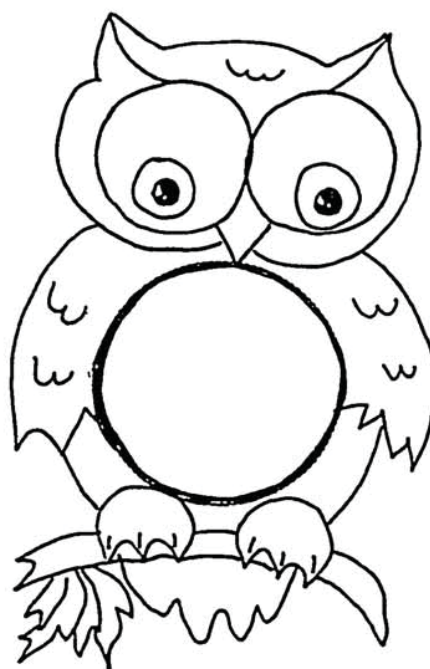
# MATCH A SHAPE

Practice your cutting skills and name the shapes.

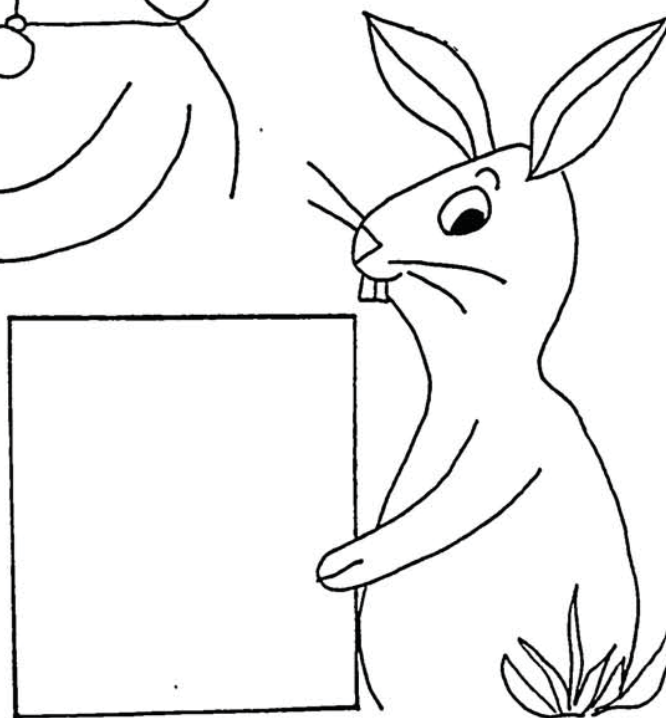
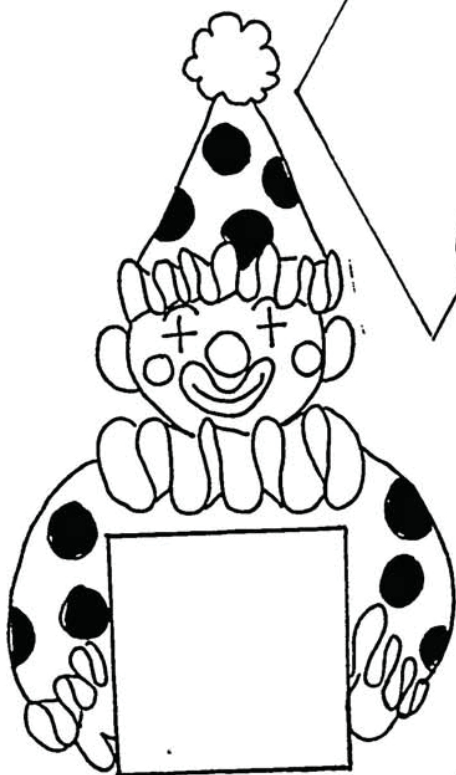
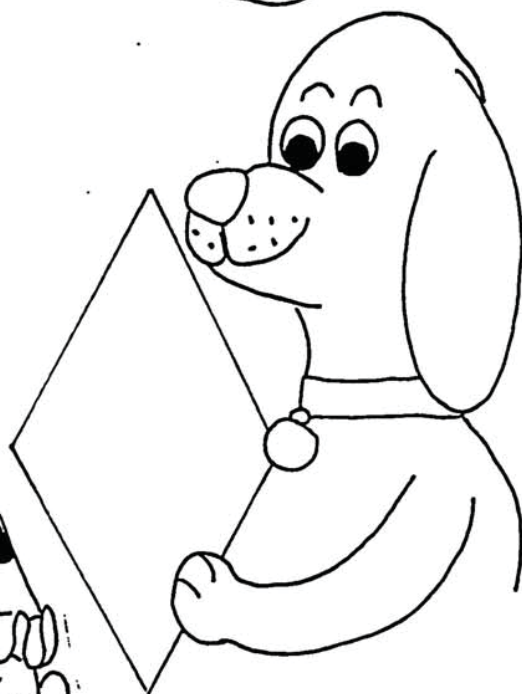
These shapes go with the Match a Shape picture page







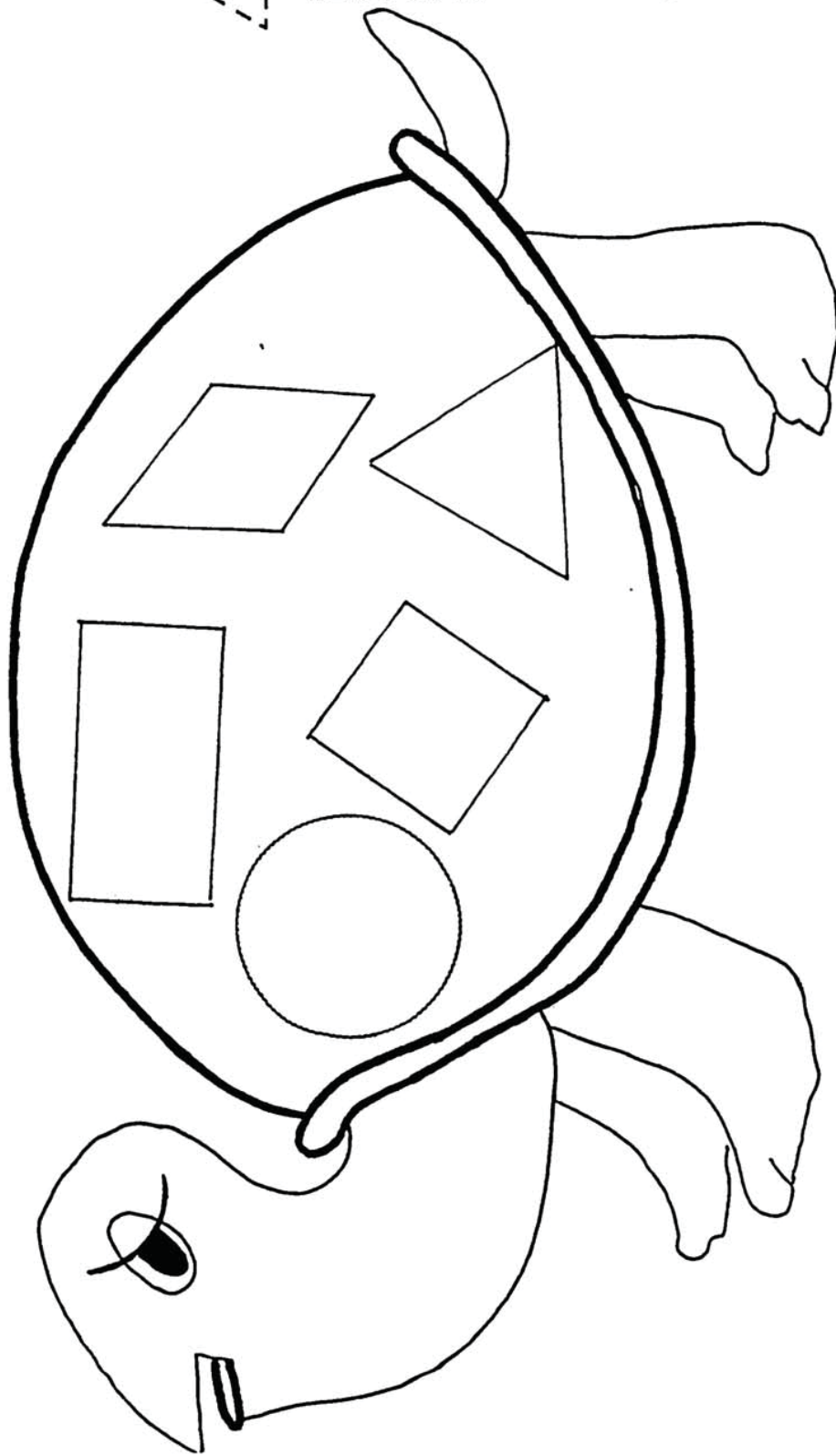
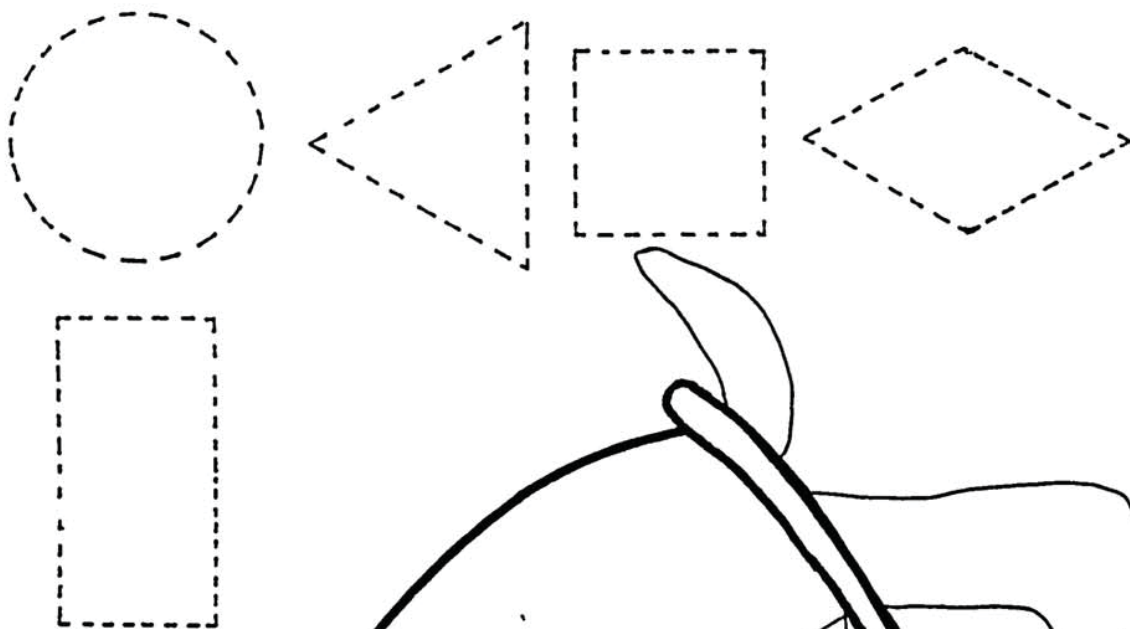
**MATCH  
A  
SHAPE**







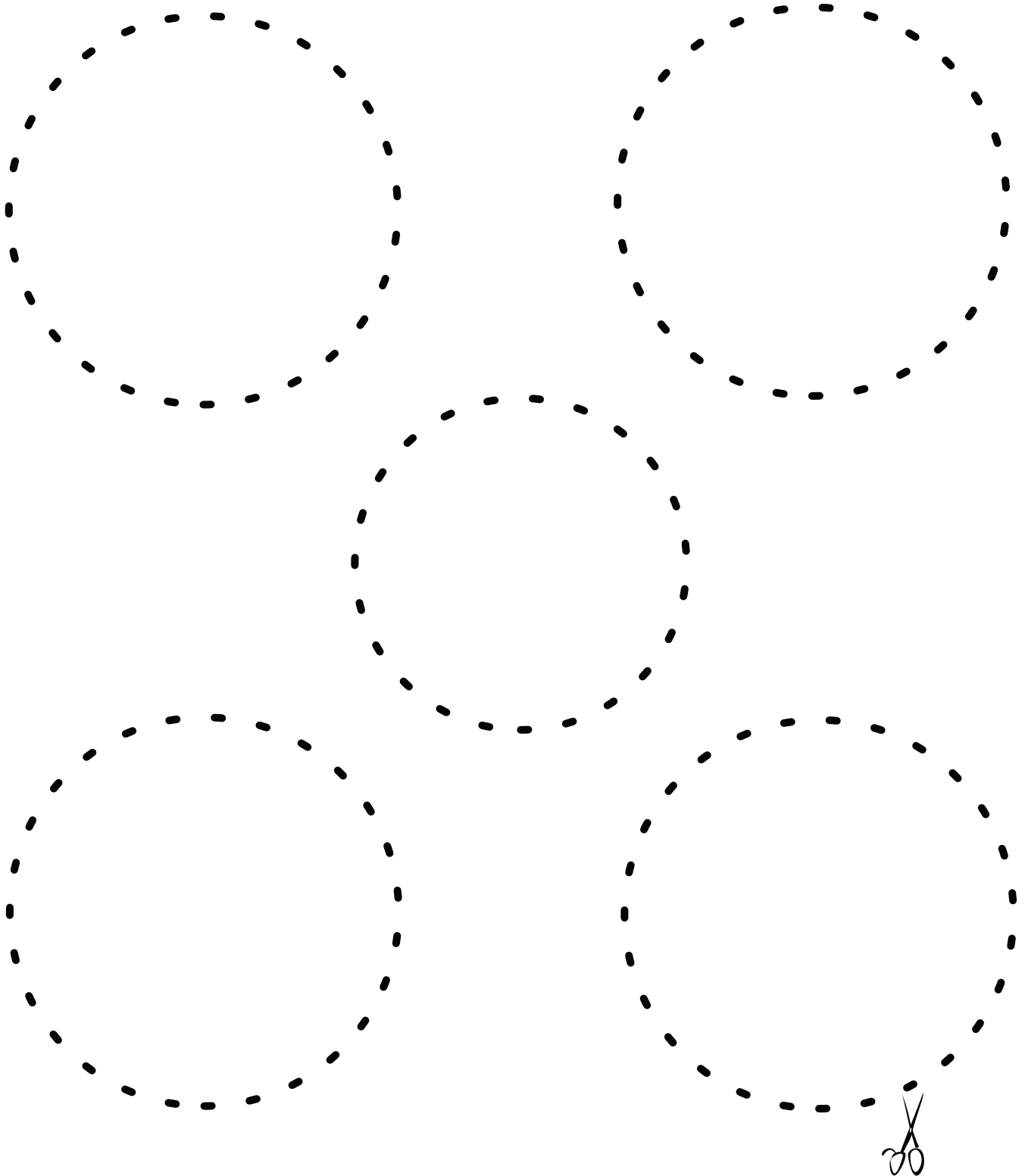
**DIRECTIONS:** Cut the shapes on the dotted lines.  
Match with the shapes on the turtle shell.





# Circles Tracing and Cutting Template

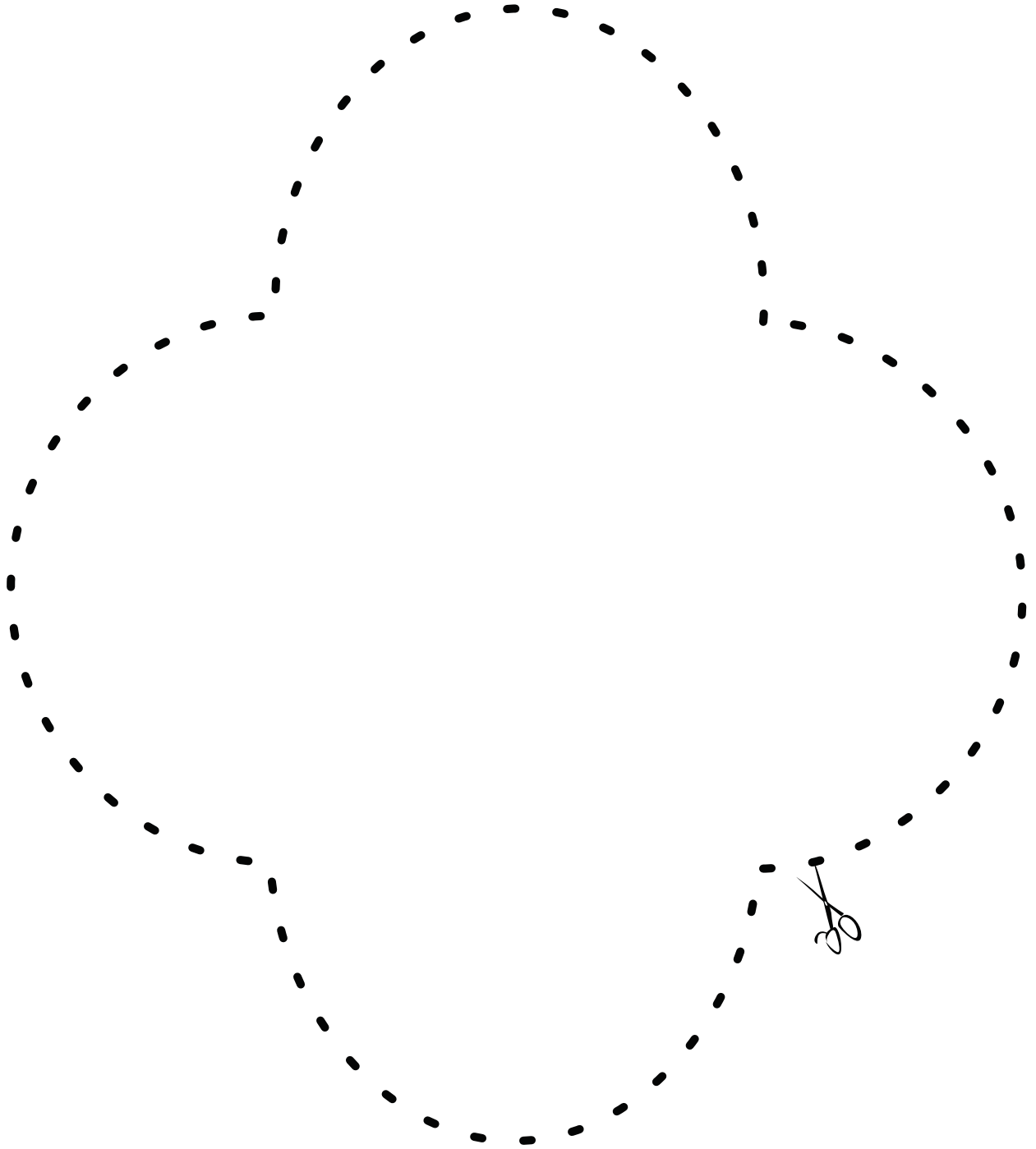
Use a pencil to trace the circles or cut them out with scissors





# Curves Tracing and Cutting Template

Use a pencil to trace the curves or to cut them out with scissors

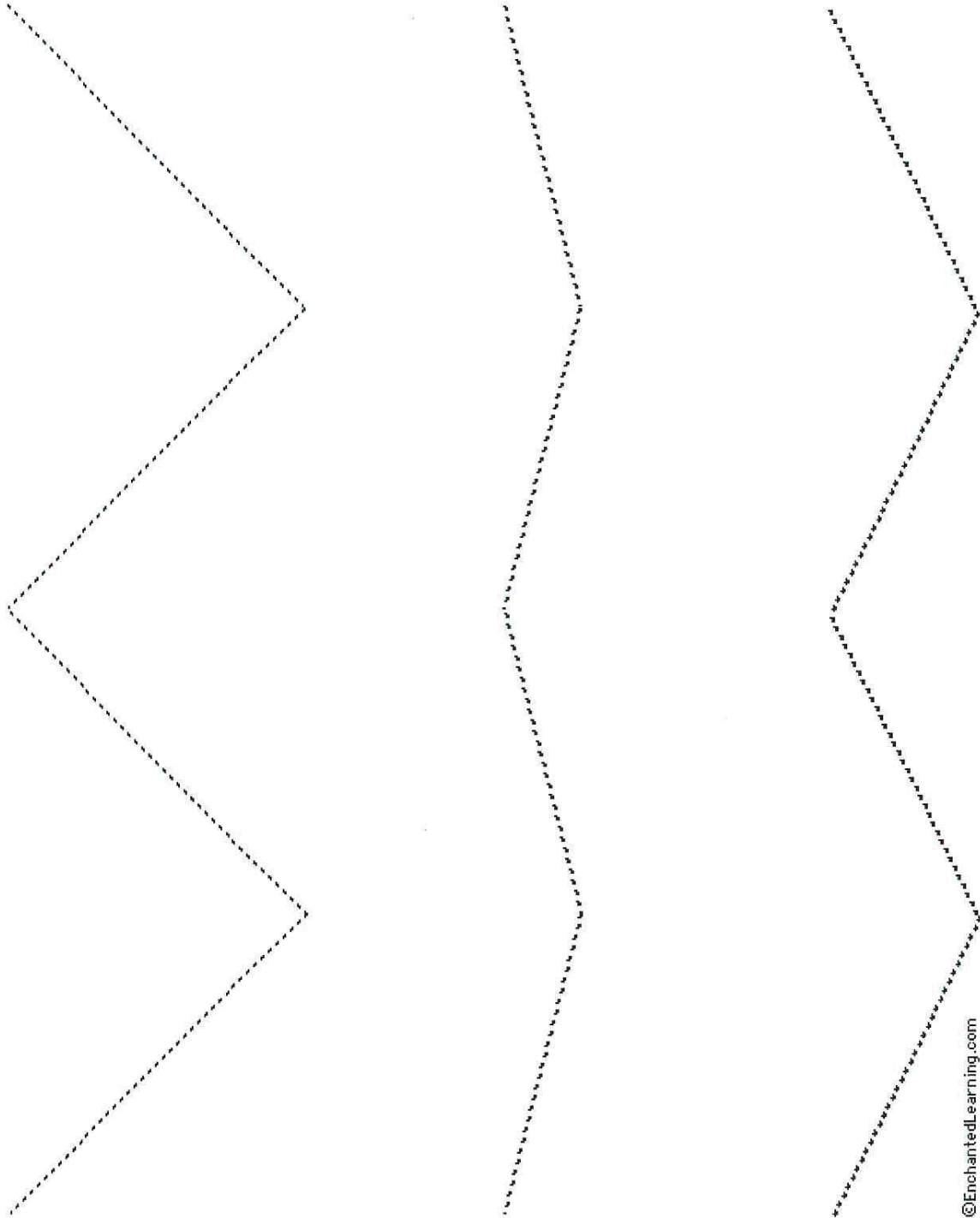




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## **Zigzags Tracing/Cutting Template**

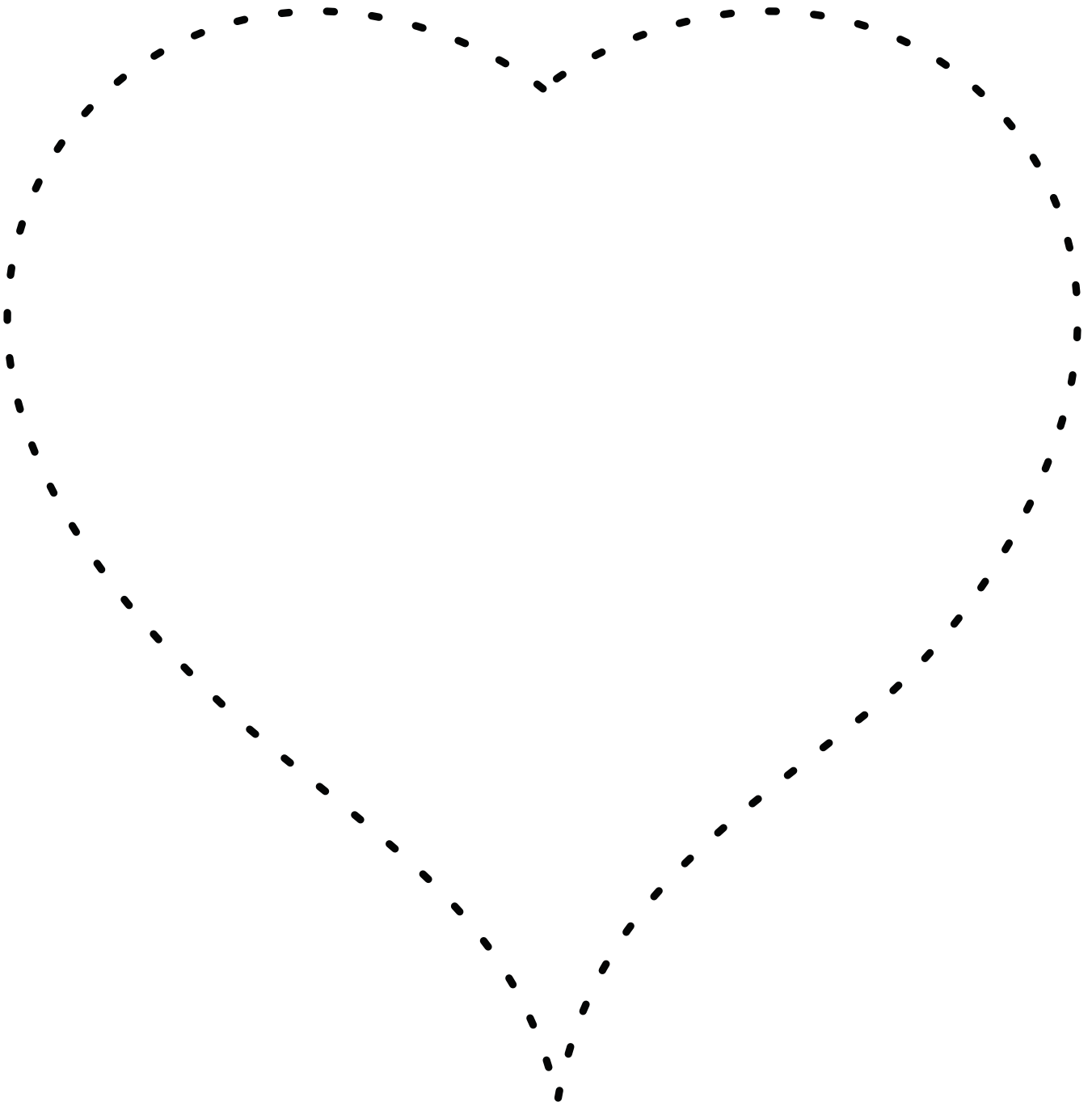
Use a pencil to trace the zigzags or cut them out with a scissors.





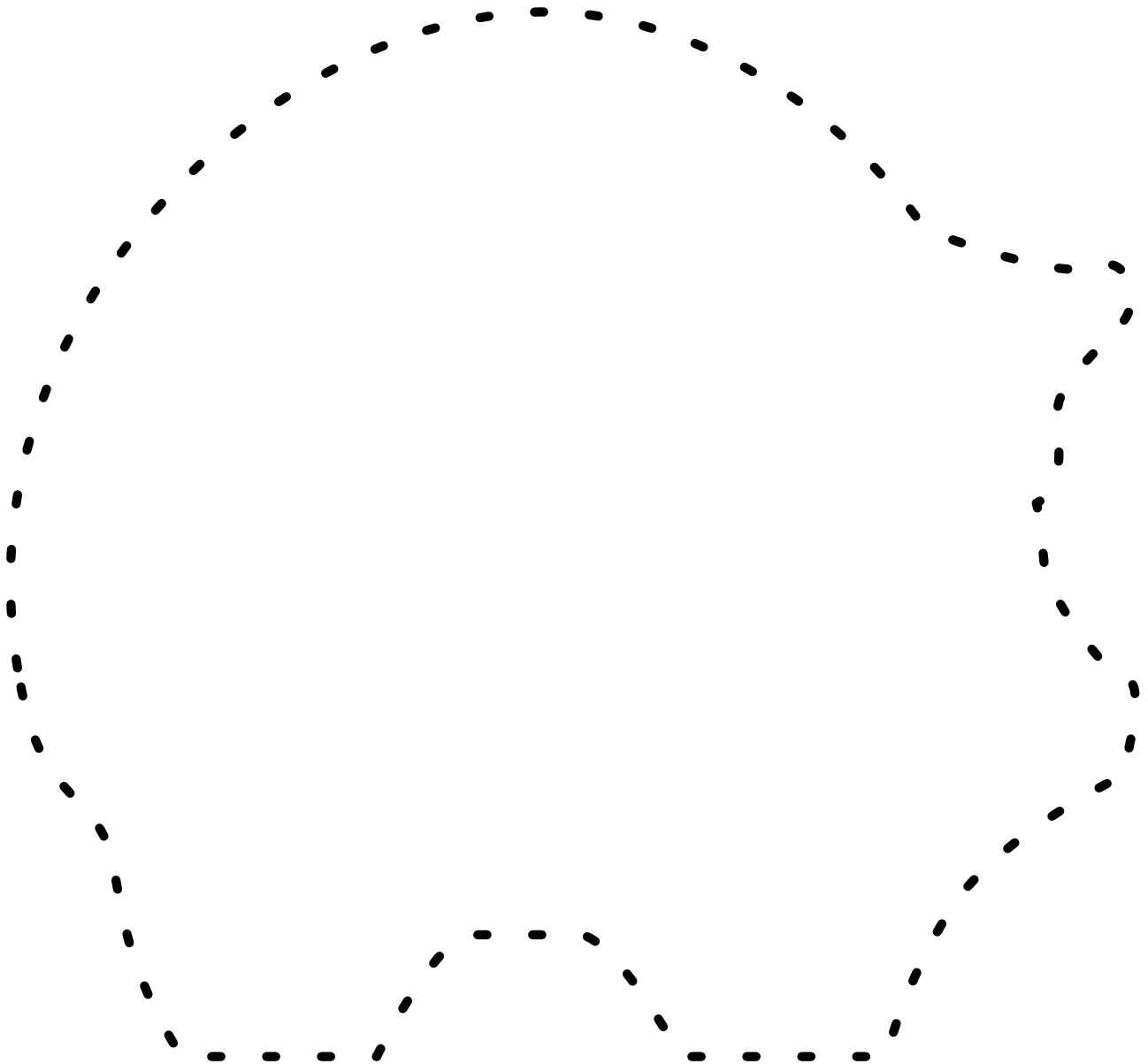


# Pin Poke Picture



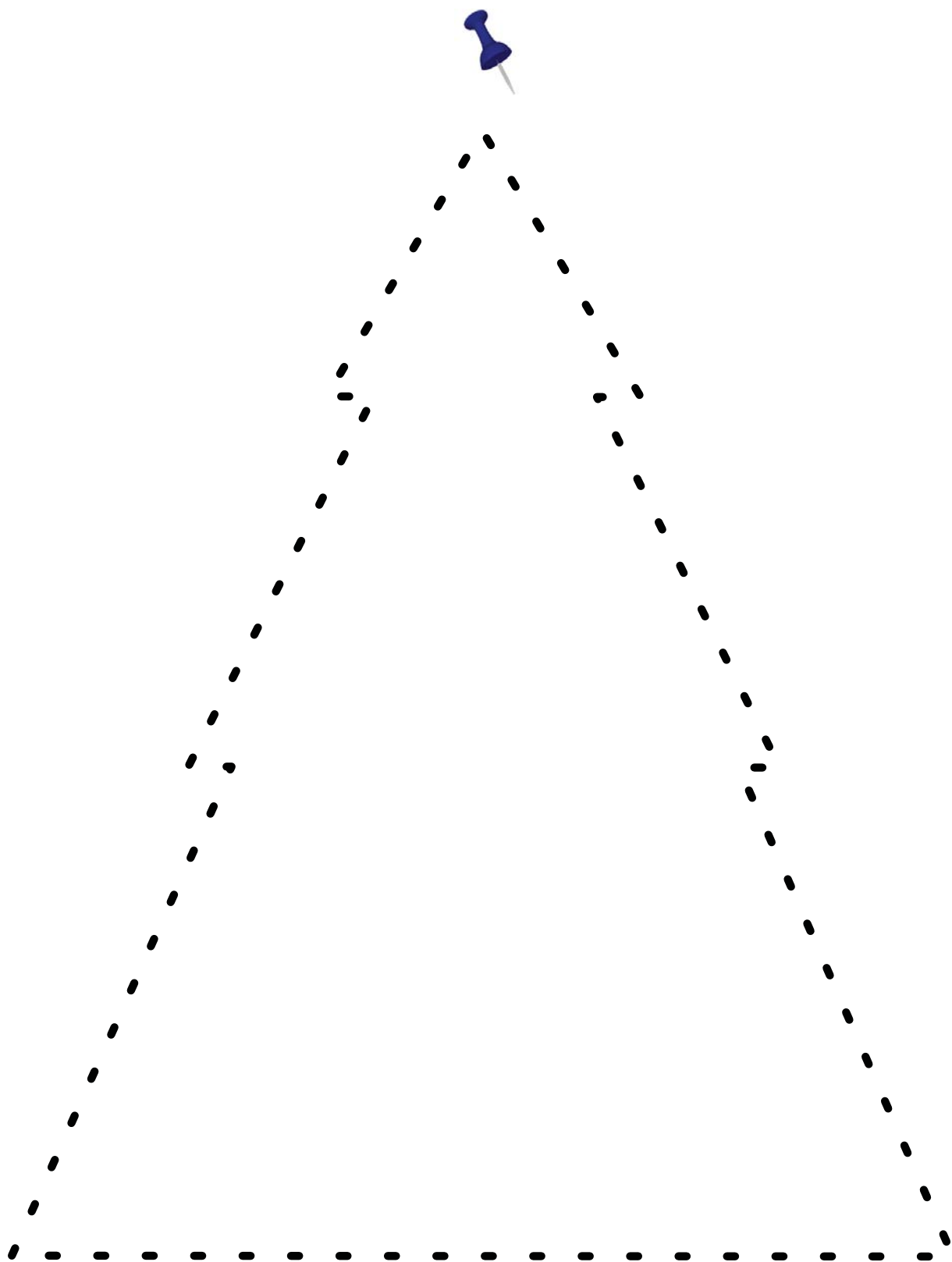


# Pin Poke Picture





# Pin Poke Picture





# Alphabet Games

Alphabet Hunt: Lay one set of cards out on the floor and match the lowercase letter cards to the capital letter cards. Another option is to print two sets and match the capital to the capital or lowercase to the lowercase.

Alphabet Order: Lay the cards out on the floor and place in abc order.

Memory/Concentration Game: Use approximately eight matches and match the lowercase letter to the capital letter. Another option is to print two sets and match the capital to the capital or lowercase to the lowercase.

Tracing: Laminate the cards and use vis-à-vis markers to trace over the letters, use wiki sticks to build the letters, or trace over the letters with your finger or a dry paint brush.

Slap Jack: Deal the cards evenly to each player. Player one lays down a card and must say the letter name, sound, or an object that starts with the letter. Play continues clockwise. If a "Jack" is laid the player to slap their hand on top of the center pile first wins the pile. If a player slaps a card that is not a "Jack," the player who slapped it has to give the top card of their own pile to the person who laid the card that was slapped. If a player runs out of cards, s/he is no longer in play, but can get back in the game by slapping a "jack" and winning the center pile. The game ends when a player has all of the cards and after a designated amount of time. A set of handprint cards are included with this set to be used with this game as the "Jacks."

Alphabet Hop: Spread all or some of the letters out in a line. The child hops beside each letter and as he or she does so s/he has to call out the letter name, sound, or a word that starts with the letter.

Alphabet Alliteration: Each player takes a turn drawing a card. On a player's turn s/he must name as many words starting with that letter as they can think of in 30 seconds. Each word is worth one point.

Go Fish: Five cards are dealt to each player and the remaining cards are laid face down in a messy pile in the middle. Players hold their cards in a way so only they can view them. If a player has a match before the game begins s/he lays their match down in front of them. Player one asks one of the other players, "Do you have a \_\_\_\_ card." May be played asking for the letter name or sound. If the player has the card s/he must give it to Player one and Player one gets another turn. If the player does not have the card, s/he says, "Go Fish!" Then Player one picks a single card from the messy center pile. If a player runs out of cards s/he picks five cards from the center pile. The person who has the most matches at the end of a set time limit or once all matches have been made is the game winner.

Bang: Place the letter cards and six "BANG" cards in an opaque bag or plastic container. Before game begins decide if the players will be reading the letter name, sound, or saying a word that starts with the letter. The first player takes a card out of the box and reads the letter. If the letter is read correctly, the player keeps the card. If the letter is read incorrectly, the card goes back into the box. If a "BANG" card is drawn, the player must return all of their cards to the box. The "BANG" card is left out and no longer in play. Players take turns playing until the box is empty or for a set amount of time. The player who has the most cards at the end of the game wins.



Letter Pictionary: Player one draws a card from the pile keeping it face down as not to reveal it to the other players. The player has one minute to draw a picture of something that begins with the letter on the card while the other players try to guess the object or letter. Each letter/picture guessed correctly within the minute is worth one point. Game may be played as teams or a group.

Letter Charades: Player one draws a card from the pile keeping it face down as not to reveal it to the other players. The player has one minute to act something out that begins with the letter on the card while the other players try to guess the object or letter. Each letter guessed correctly within the minute is worth one point. Game may be played as teams or a group.

Old Maid: This game is played the same way as the traditional Old Maid game, but instead of matching pictures, players match letters. Game may be played with capital to lowercase matches, capital to capital, or lowercase to lowercase. Game may also be played where players must say the letter name, sound, or a word that starts with the letter each time a pair is laid. Players draw from the player to the left of them trying to make matches, but staying away from the Old Maid card. The player who ends the game with the sole Old Maid card loses.

Fly Swat: Spread some or all of the letters out on the floor. Call out a letter or sound and have the child try to swat the letter as quickly as s/he can. Can also be played with a friend and each child races to see who can swat the letter first.



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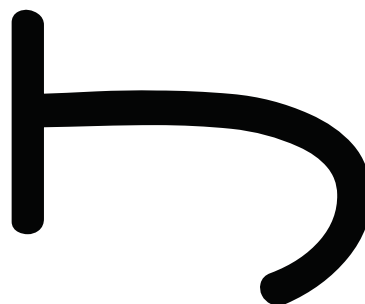
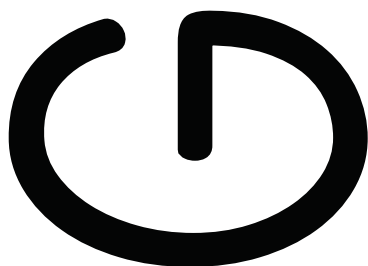
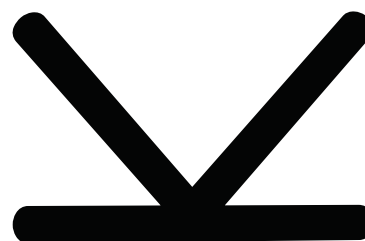
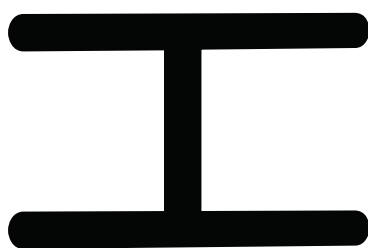
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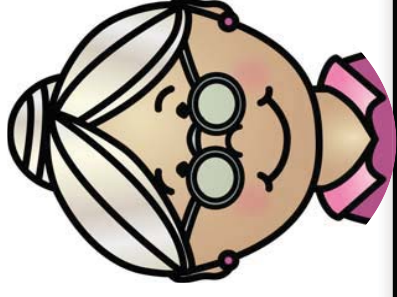
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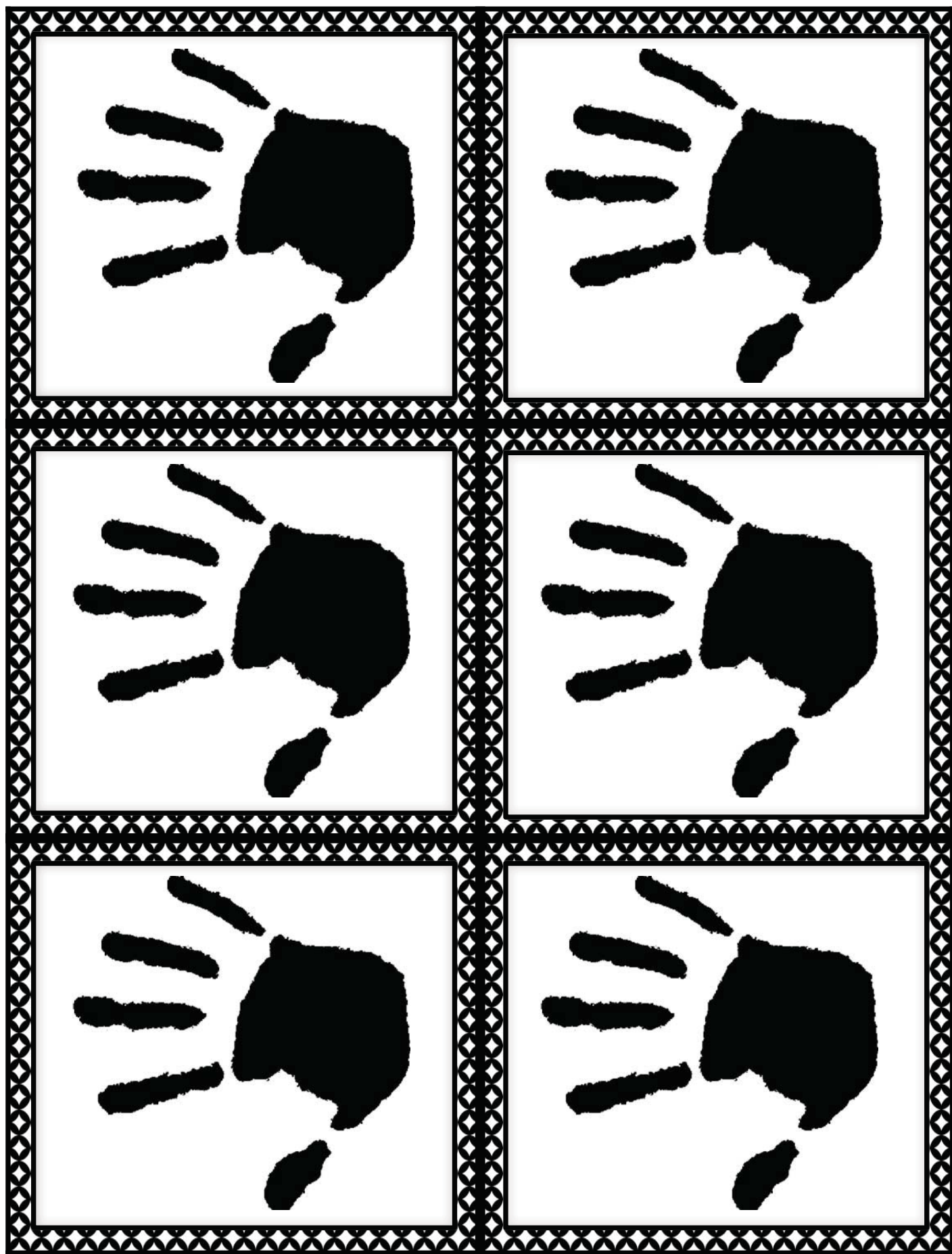
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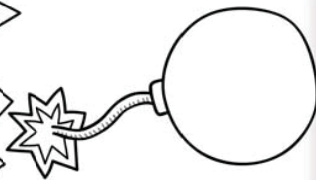




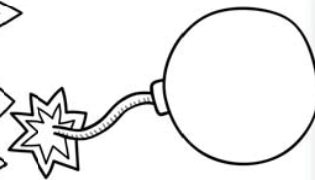




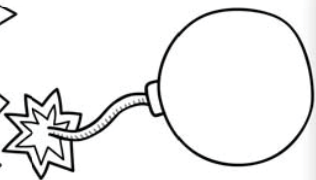
BANG!



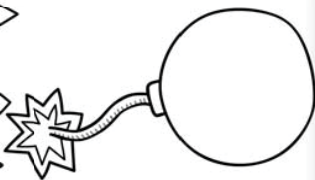
BANG!



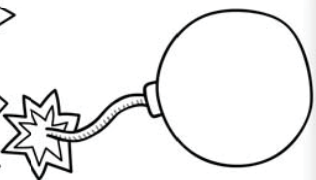
BANG!



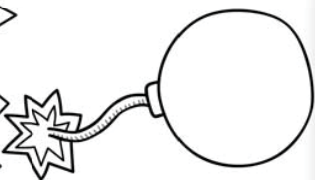
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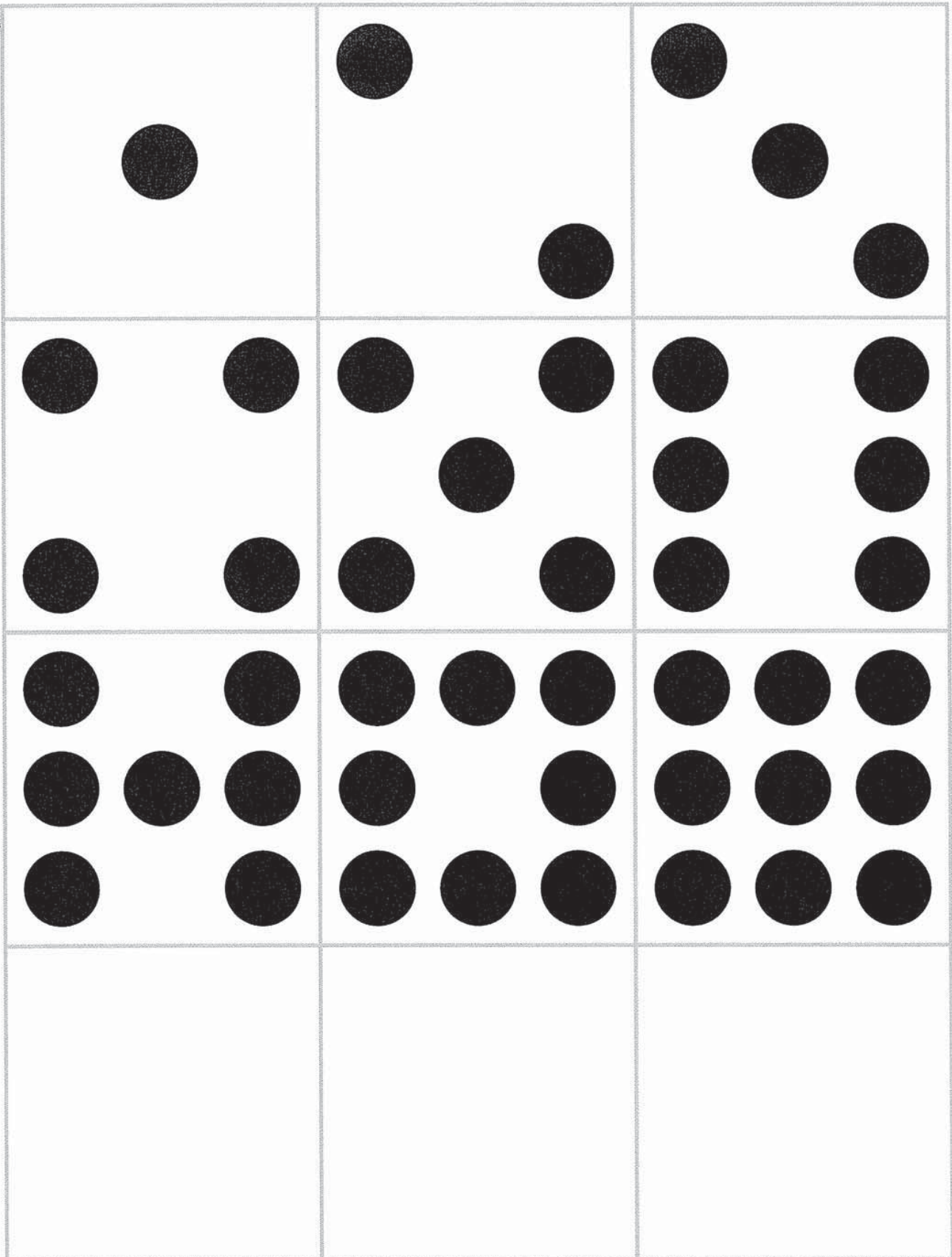
BANG!



BANG!











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