

Dear Families,

As the school year winds down, I wanted to highlight a few ways in which you can support your child's social-emotional growth this summer.

### **Downtime Builds Executive Function Skills**

Getting used to the rhythm and relative slowness of summer can be fun for the first few days, but let's face it, it can get old once the novelty passes, especially if there are stretches where your children are not at camp. An interesting study highlights the connection between children's unstructured time and their executive functioning skills. In other words, when children are engaged in play or unstructured activities, they develop skills such as imagination, creativity, planning, organization, and self-regulation.

### **Develop competency around the house**

Over the summer, support your child's growing confidence by asking them to contribute around the house. Ideas include cooking (shopping for, preparing, cleaning up), sorting the laundry or watering the flowers. Young children are great helpers, and they can take on a lot more than we give them credit for when given appropriate tools and instructions. Remember, the way they do it might not be exactly the way you do it but make sure to tell them how grateful you are for their help.

### **Learn a new skill**

Summer is an excellent opportunity to develop new skills and expand children's interests. Invite your child to think about a couple of things they would like to learn this summer. Share something that you would like to learn too and let them see you learning and developing that skill. Whether it's magic tricks, a musical instrument or learning to ride a bike, a new skill builds confidence. As a reminder, if your child is a little timid it's helpful to think of a family goal to work on together

### **Be Present Together**

The summer goes so fast. It can be helpful to remind yourself and your children to be present and to soak in all what summer has to offer. Eat dinner together, draw together, use scissors together (children need to practice this important skill) go for a bike ride, go for evening walks, summer dance party in the kitchen.

**[www.TumbleBookLibrary.com](http://www.TumbleBookLibrary.com)**

**Username: greenvale**

**Password: books**

This is a wonderful resource that will give your child access to an amazing catalog of online books.

Kelly Flink

## *Books*

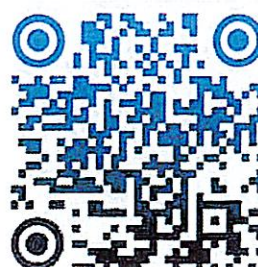
Please use the easy access QR codes with any tablet, phone or computer to give your child access to the various book titles.

Listening to stories are a great way to support your child with his/her initial love of stories/books.

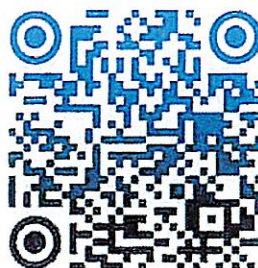
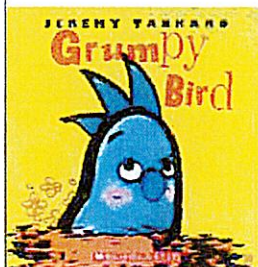
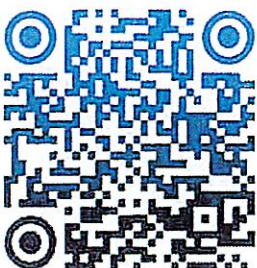
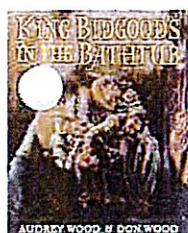
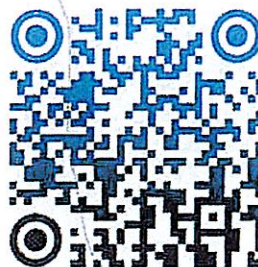
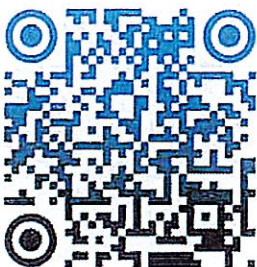
I WANT MY HAT BACK  
JON REASLEN

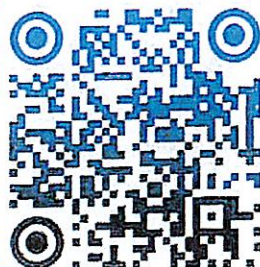
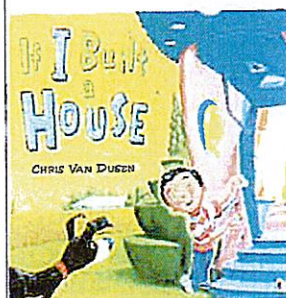
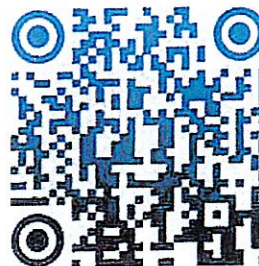
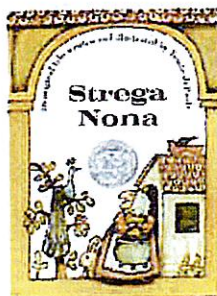
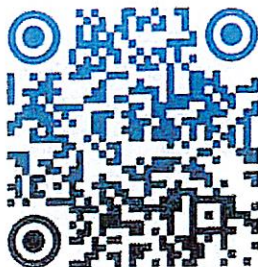
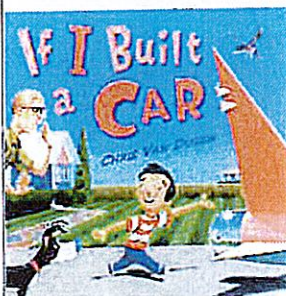
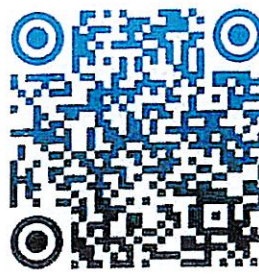
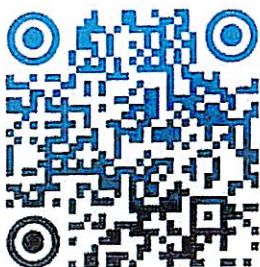
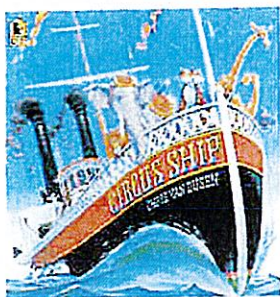


THIS IS NOT MY HAT  
JON REASLEN

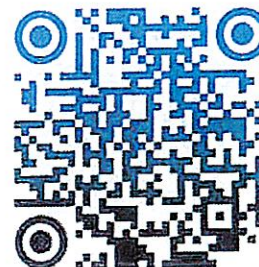
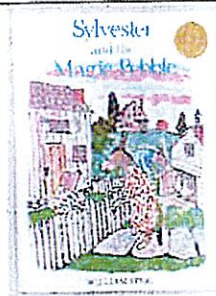
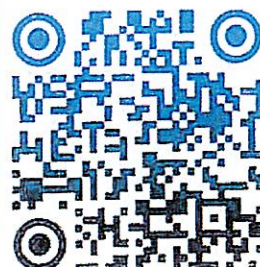
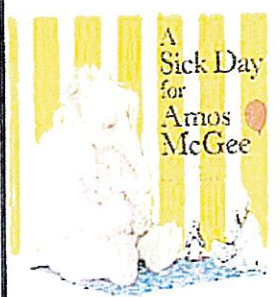
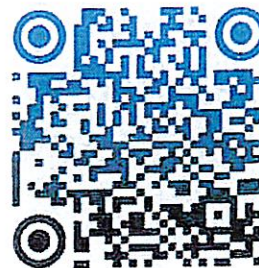


SAM  
& DAVE  
DIG  
A HOLE





### A Visitor for Bear

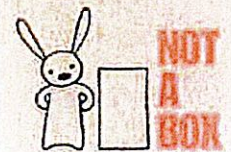




My Dog is  
as  
Smelly  
as  
Dirty Socks

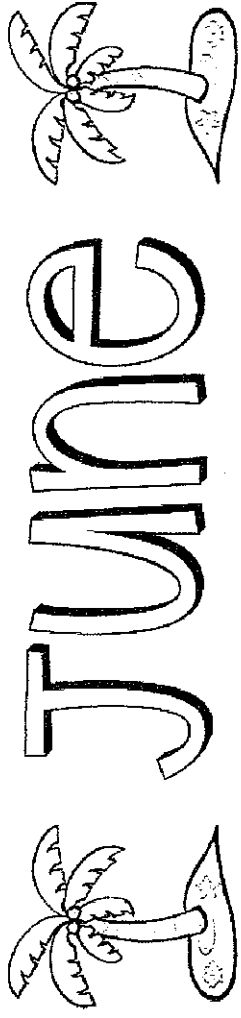


BY ANTOINETTE PORTIS

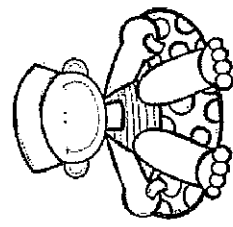


BY ANTOINETTE PORTIS

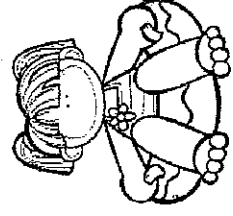




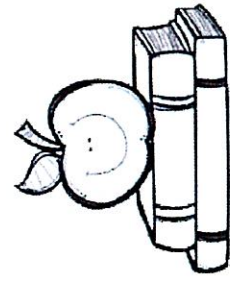
| Sunday                                            | Monday                                       | Tuesday                                                       | Wednesday                                   | Thursday                                            | Friday                                               | Saturday                                                        |
|---------------------------------------------------|----------------------------------------------|---------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------|
| say the ABC's and the sounds of each letter       | sit and look at books for 10 minutes         | play with bubbles                                             | sing a few nursery rhymes                   | say words that rhymes with? top bun sit, cat        | Practicing writing your first name                   | Tell a friend words that start with these sounds Bb, Ff, Gg, Zz |
| read with a friend a few of your favorite stories | Practice writing the letters Aa,Bb,Cc and Dd | say the sounds you hear in: hop, sat, rug and jet             | Say all the letters and sounds in your name | sing your favorite song from school                 | say 5 words that rhyme with run and mop              | write your first and last name 5 times                          |
| play board games with a friend                    | write the ABC's with chalk                   | read a nursery rhyme with a friend and find the rhyming words | use magnetic letters to make your name      | FREE CHOICE DAY                                     | sit and look at books for 10 minutes                 | clean up your room                                              |
| write your letters in shaving cream               | help with a chore                            | practice tying your shoes 5 times                             | say the ABC's and the sounds of each letter | Do a buddy read with a friend of your favorite book | write 3 words that begin with the letters Dd, Ll, Pp | say the ending sound for bat fun, car                           |
| practice tying your shoes                         | play outside                                 | write your ABC's in a rainbow pattern                         | write all uppercase & lowercase letters     |                                                     |                                                      |                                                                 |



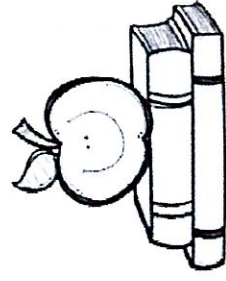
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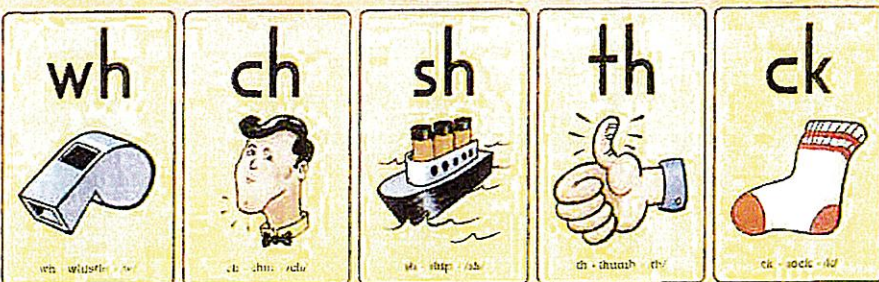
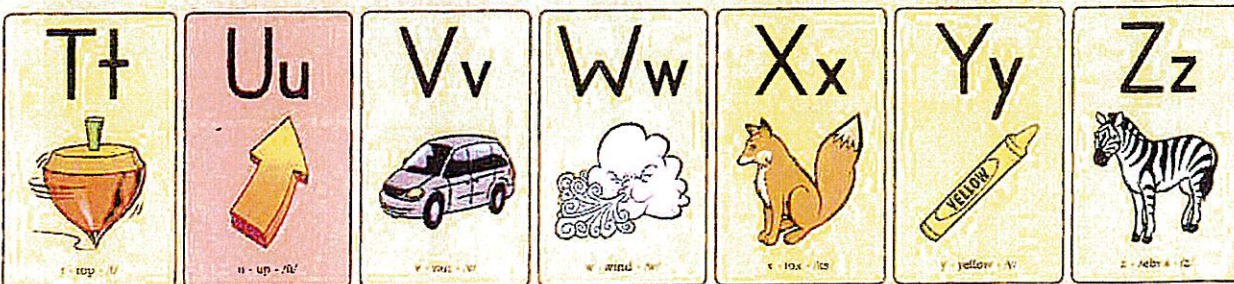
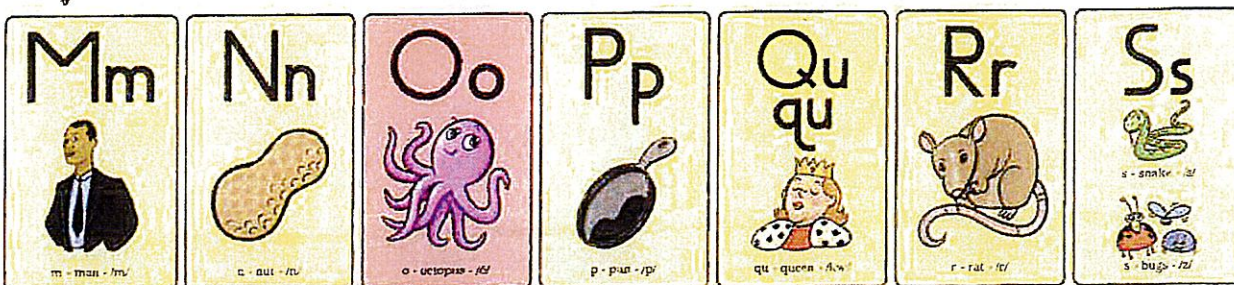
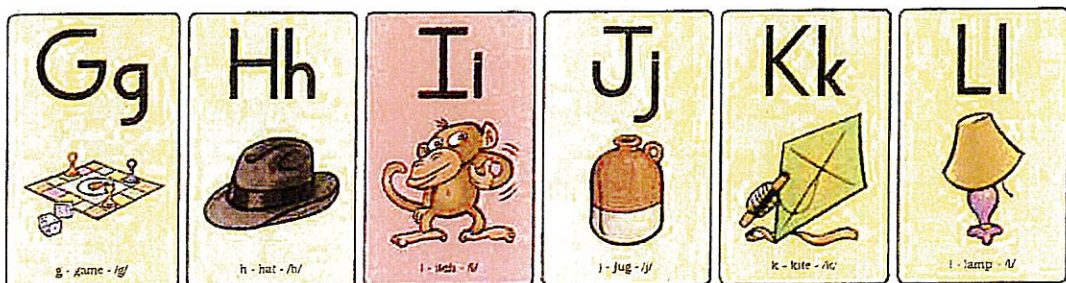
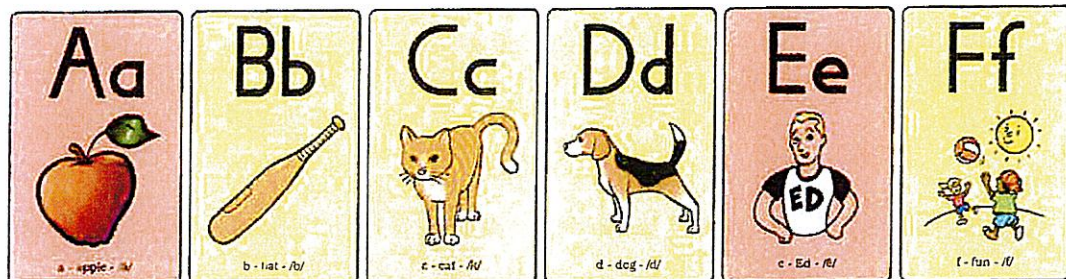
| Sunday                                         | Monday                                      | Tuesday                                                | Wednesday                                                  | Thursday                                    | Friday                                   | Saturday                                  |
|------------------------------------------------|---------------------------------------------|--------------------------------------------------------|------------------------------------------------------------|---------------------------------------------|------------------------------------------|-------------------------------------------|
| use magnetic letters to make words you know    | write 10 letters in rainbow colors          | tap and write these letters Aa, Pp, Qq, Rr             | say the ending sound for zip, mug, rat, pen, chip          | write a story in pictures about your family | Help Mom or Dad today with a chore       | help fold clothes                         |
| write down all the vowels and say their sounds | sing 5 poems that you know                  | write a story about your school friends                | say the ABC's with the sounds                              | write words you know outside with chalk     | play a board game with a friend          | Say words that rhymes with? map, net, bug |
| sit under a nice shady tree and read a book    | Practice with magnetic letters making words | Draw a nice picture of your family                     | Write 10 uppercase and lowercase letters                   | Help Mom and Dad with a chore at home       | play a board game with a friend          | Relax with a book by the pool or beach    |
| write your address and phone number            | read a book and draw a picture about it     | have fun with bubbles today                            | sing the days of the week                                  | use magnetic letters to make words          | read a story and draw a picture about it | Sing your ABC's while you do jumping jack |
| write number and color words                   | FREE CHOICE DAY                             | write words that begin with the letters Tt, Vv, Ww, Ss | say and write the ending sound for log, jet, run, lip, ham | sing all the months of the year             | Eat ice-cream today with a friend        | have someone read you a book              |



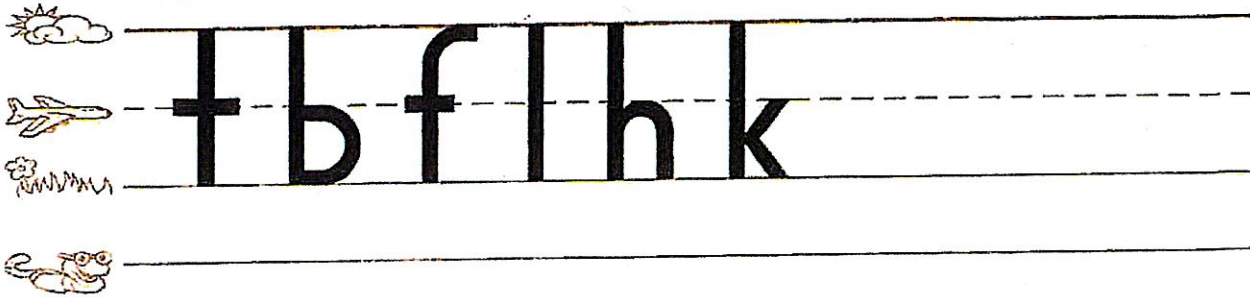
# AUGUST



| Sunday                                  | Monday                                           | Tuesday                                                            | Wednesday                                | Thursday                                                   | Friday                                                      | Saturday                    |
|-----------------------------------------|--------------------------------------------------|--------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------|-----------------------------|
| Use magnetic letters to make words      | write all the names of the people in your family | Read a story and tell someone the beginning the middle and the end | Read a book in a silly voice             | draw a picture about what you want to be when you grow up  | write what vowel is in these words: bug, lap, met, hop, fin | clean up your room          |
| Read a recipe and make something yummy! | sit under a tree and share books with a friend   | play a board game with a friend                                    | review letters & sounds including vowels | tell a friend the sounds you hear in: mom, feet, me, clock | Read by the pool or beach for 15 minutes                    | BEACH DAY                   |
| Share books with friends                | Outside in chalk write letters and words<br>□    | make a fort and read inside of it                                  | Have fun making slime today              | outside do exercise as you say your ABC's                  | Use magnetic letters to make c-v-c words                    | Share a story with a friend |
| Enjoy family time the last              | few weeks of summer!                             | Start to get into a routine                                        | for KINDER-GARTEN!!                      | WE will see you back at                                    | GVS                                                         | real soon!!                 |
|                                         |                                                  |                                                                    |                                          |                                                            |                                                             |                             |



## Sky Line Letters

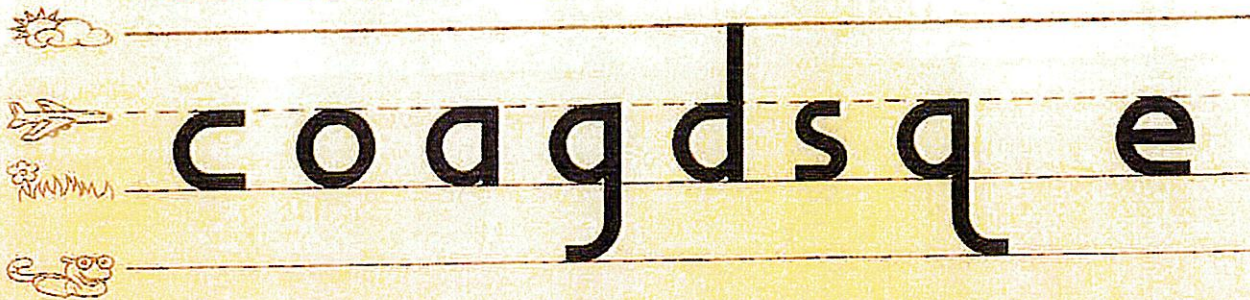


## Plane Line Letters

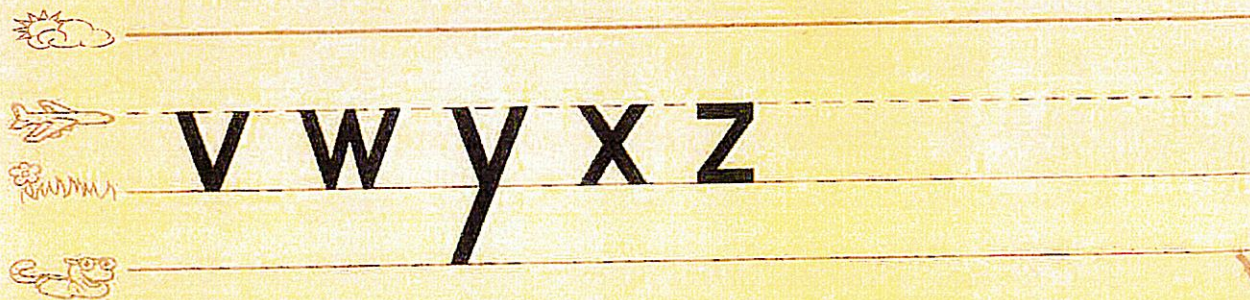


## Plane Line Round Letters

## Special e

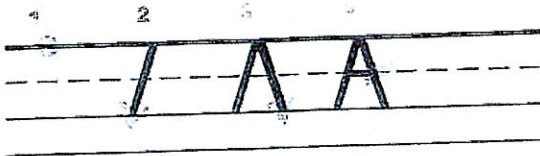


## Plane Line Slide Letters



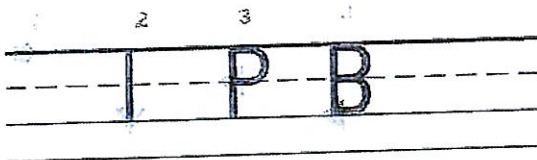
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for A



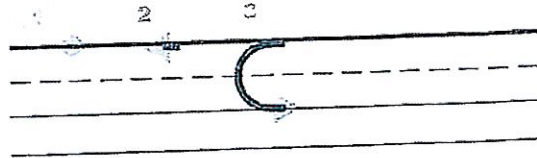
1. Point to the sky line.
2. Slide back to the grass line.
3. Start back at the sky line and slide down to the grass line.
4. Cross on the plane line.
5. Say a – apple - /ă/, have students repeat.

### Letter Formation for B



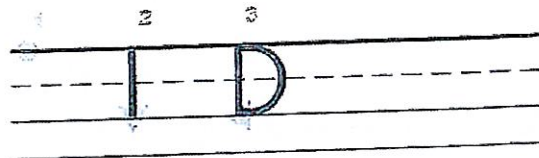
1. Point to the sky line.
2. Go down to the grass line.
3. Start back at the skyline and go around to the plane line.
4. And around again to the grass line.
5. Say b – bat - /b/, have students repeat.

### Letter Formation for C



1. Point to the sky line.
2. Fly back on the sky line.
3. And down around to the grass line.
4. Say c – cat - /k/, have students repeat.

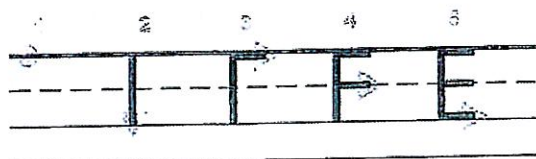
### Letter Formation for D



1. Point to the sky line.
2. Go down to the grass line.
3. Start back on the sky line and go all the way around to the grass line.
4. Say d – dog - /d/, have students repeat.

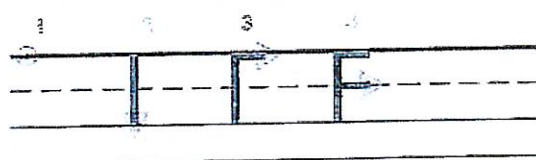
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for E



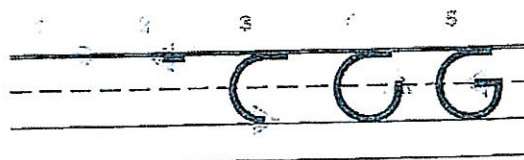
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. And a line on the grass line.
6. Say e – ed – /ē/, have students repeat.

### Letter Formation for F



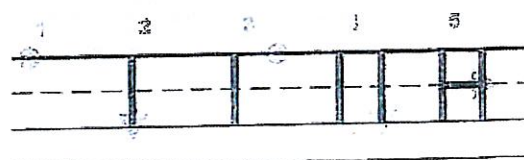
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. Say f – fun – /f/, have students repeat.

### Letter Formation for G



1. Point to the sky line.
2. Fly back on the sky line.
3. Around to the grass line.
4. Up to the plane line.
5. And back straight on the plane line.
6. Say g – game – /g/, have students repeat.

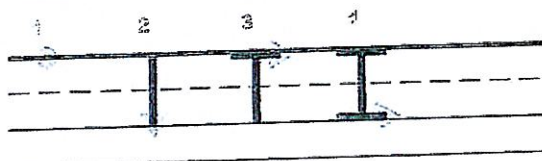
### Letter Formation for H



1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Go down to the grass line.
5. Cross straight on the plane line.
6. Say h – hat – /h/, have students repeat.

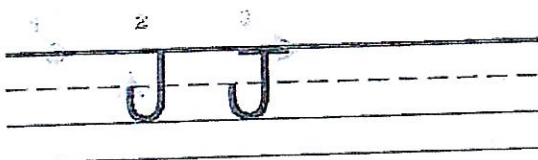
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for I



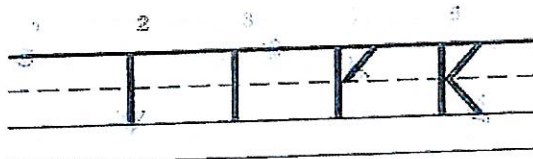
1. Point to the sky line.
2. Go down to the grass line.
3. Cross in the sky line.
4. And Cross in the grass line.
5. Say i - itch - /i/, have students repeat.

### Letter Formation for J



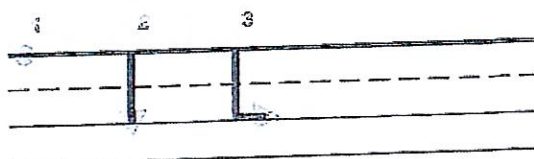
1. Point to the sky line.
2. Go down to the grass line and curve back.
3. Cross it on the sky line.
4. Say j - jug - /j/, have students repeat.

### Letter Formation for K



1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back to the plane line.
5. Slide over to the grass line.
6. Say k - kite - /k/, have students repeat.

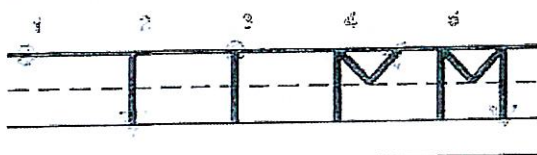
### Letter Formation for L



1. Point to the sky line.
2. Go down to the grass line.
3. Make a line across the grass line.
4. Say l - lamp - /l/, have students repeat.

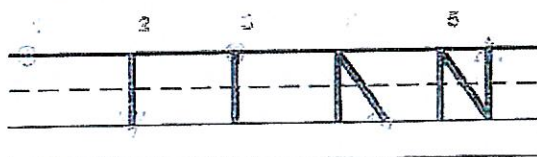
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for M



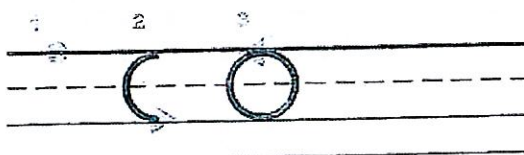
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the plane line, and slide back up to the sky line.
5. Go down to the grass line.
6. Say m – man - /m/, have students repeat.

### Letter Formation for N



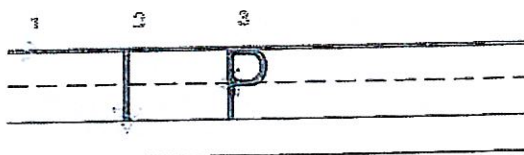
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the grass line.
5. Go straight up to the sky line.
6. Say n – nut - /n/, have students repeat.

### Letter Formation for O



1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.
4. Say o – octopus - /ō/, have students repeat.

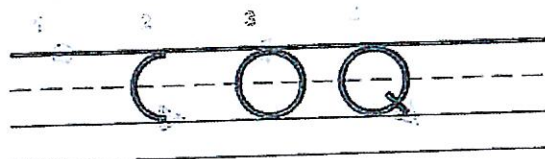
### Letter Formation for P



1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. Say o – octopus - /ō/, have students repeat.

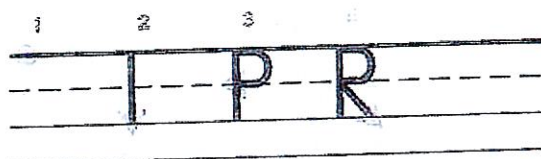
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for Q



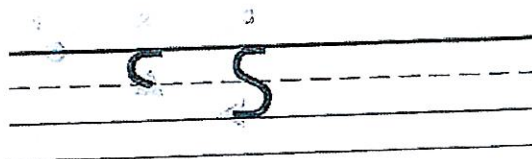
1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.
4. Make a tail.
5. Say qu – queen - /kw/, have students repeat.

### Letter Formation for R



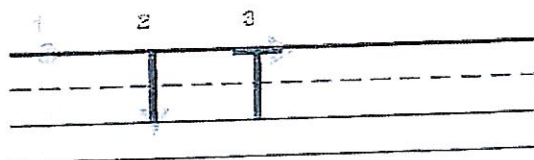
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. And slide down to the grass line.
5. Say r – rat - /r/, have students repeat.

### Letter Formation for S



1. Point to the sky line.
2. Trace back and curve in to the plane line.
3. And curve back to the grass line.
4. Say s – snake - /s/, have students repeat.

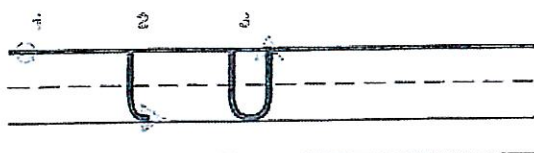
### Letter Formation for T



1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.
4. Say t – top - /t/, have students repeat.

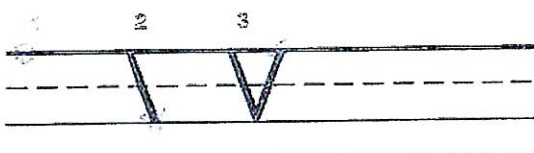
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for U



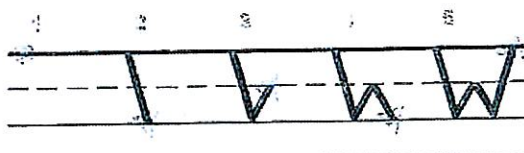
1. Point to the sky line.
2. Go to the grass line.
3. Curve up to the sky line.
4. Say u – up - /û/, have students repeat.

### Letter Formation for V



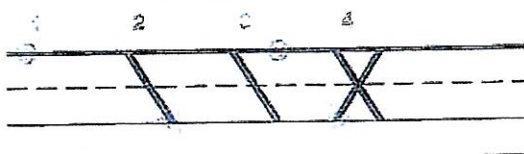
1. Point to the sky line.
2. Slide down to the grass line.
3. Slide back up to the sky line.
4. Say v – van - /v/, have students repeat.

### Letter Formation for W



1. Point to the sky line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Back down to the grass line.
5. And slide all the way back to the sky line.
6. Say w – wind - /w/, have students repeat.

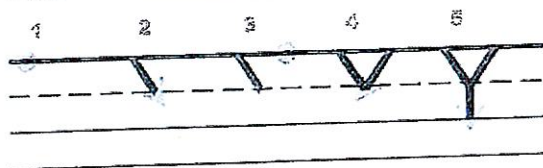
### Letter Formation for X



1. Point to the sky line.
2. Slide down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back down to the grass line.
5. Say x – fox - /ks/, have students repeat.

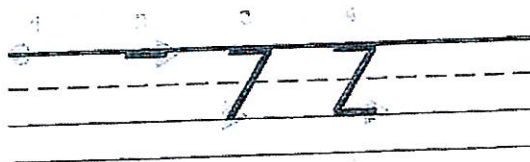
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for Y



1. Point to the sky line.
2. Slide down to the plane line.
3. Leave a space and point to the sky line.
4. And then slide back to the plane line.
5. Go straight down to the grass line.
5. Say y – yellow - /y/, have students repeat.

### Letter Formation for Z



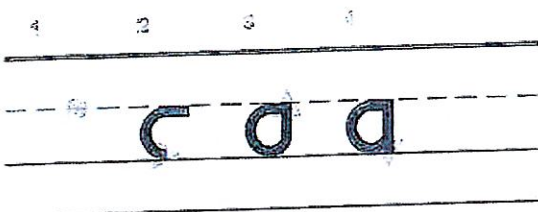
1. Point to the sky line.
2. Make a line.
3. And then slide back to the grass line.
4. And make a line.
5. Say z – zebra - /z/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for a

a is a plane line round letter.

It starts on the (plane line).

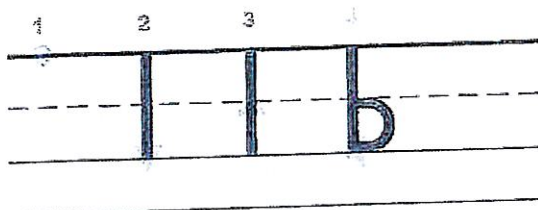


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.
5. Say a – apple - /ă/, have students repeat.

### Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

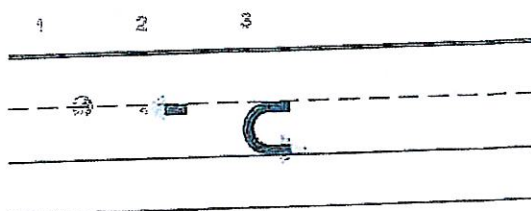


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.
5. Say b – bat - /b/, have students repeat.

### Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

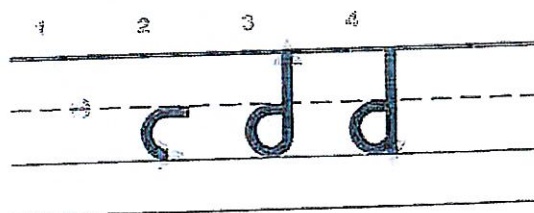


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.
4. Say c – cat - /k/, have students repeat.

### Letter Formation for d

d is a plane line round letter.

It starts on the (plane line) just like a c.

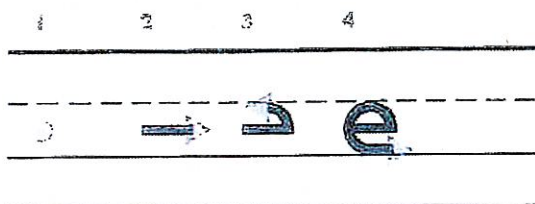


1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.
5. Say d – dog - /d/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for e

e is a plane line round letter, but it is special.  
e starts below the plane line.

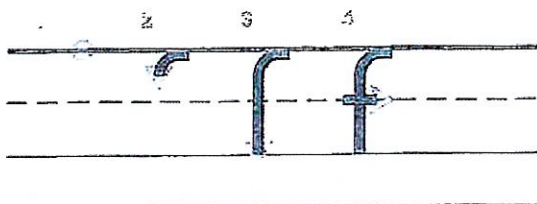


1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.
5. Say e – ed - /ē/, have students repeat.

### Letter Formation for f

f is a sky line letter.

It starts on the (sky line).

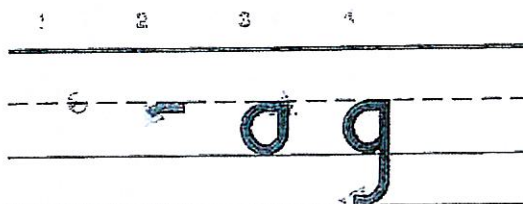


1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line
5. Say f – fun - /f/, have students repeat.

### Letter Formation for g

g is a plane line round letter.

It starts on the (plane line) just like a c.

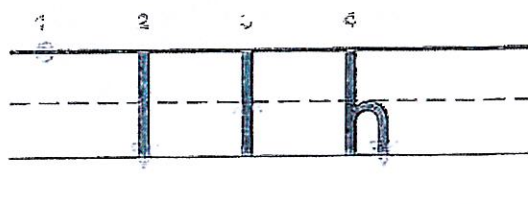


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.
5. Say g – game - /g/, have students repeat.

### Letter Formation for h

h is a sky line letter.

It starts on the (sky line).



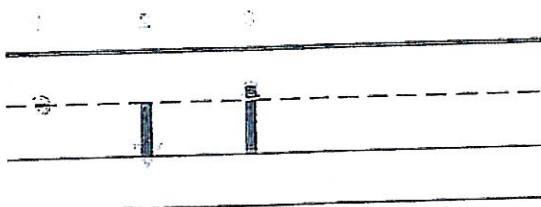
1. Point to the sky line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say h – hat - /h/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for i

i is a plane line letter.

It starts on the (plane line).

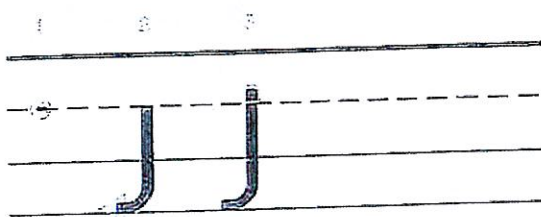


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.
4. Say i – itch – /i/, have students repeat.

### Letter Formation for j

j is a plane line letter.

It starts on the (plane line).

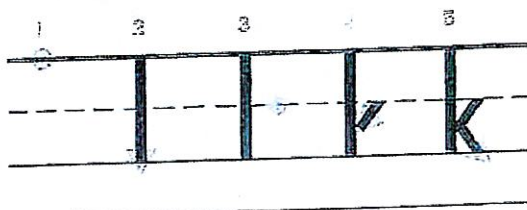


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.
4. Say j – jug – /j/, have students repeat.

### Letter Formation for k

k is a sky line letter.

It starts on the (sky line).

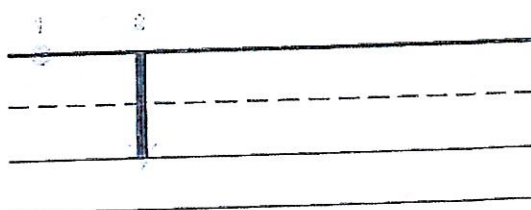


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.
6. Say k – kite – /k/, have students repeat.

### Letter Formation for l

l is a sky line letter.

It starts on the (sky line).



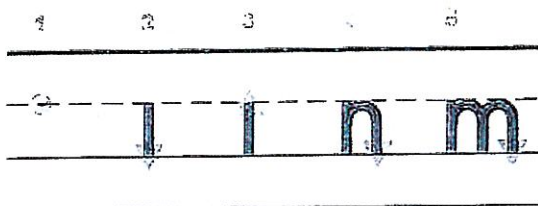
1. Point to the sky line.
2. Go down to the grass line and stop.
3. Say l – lamp – /l/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for m

m is a plane line letter.

It starts on the (plane line).

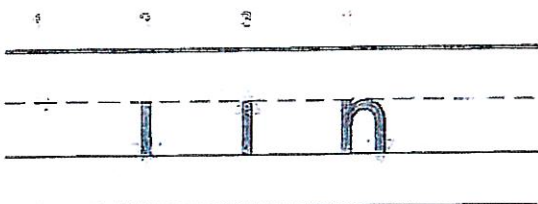


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.
6. Say m - man - /m/, have students repeat.

### Letter Formation for n

n is a plane line letter.

It starts on the (plane line).

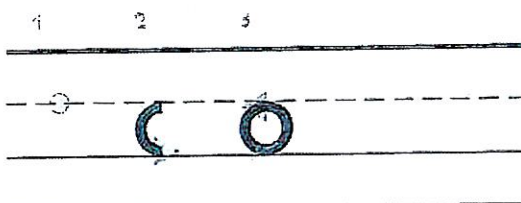


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say n - nut - /n/, have students repeat.

### Letter Formation for o

o is a plane line round letter.

It starts on the (plane line) just like a c.

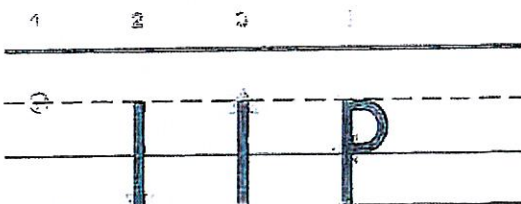


1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.
4. Say o - octopus - /ō/, have students repeat.

### Letter Formation for p

p is a plane line letter.

It starts on the (plane line).



1. Point to the plane line.
2. Go down to the worm line.
3. Trace back up to the plane line,
- and curve all the way around to the grass line.
4. Say p - pan - /p/, have students repeat.

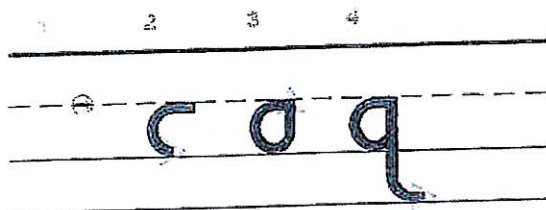
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for q

q is a plane line round letter.

It starts on the (plane line).

Remember that q is the chicken letter so in the end it wants to point up to its "buddy," u.

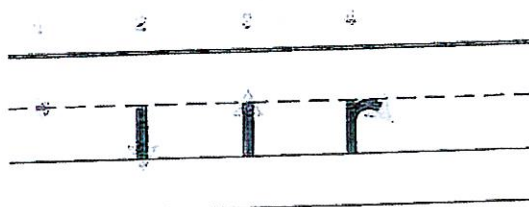


1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his "buddy," u.
5. Say qu – queen - /kw/, have students repeat.

### Letter Formation for r

r is a plane line letter.

It starts on the (plane line).

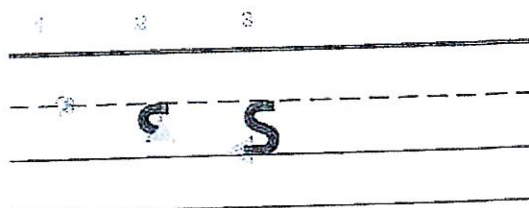


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a little curve.
5. Say r – rat - /r/, have students repeat.

### Letter Formation for s

s is a plane line round letter.

It starts on the (plane line) just like a c.



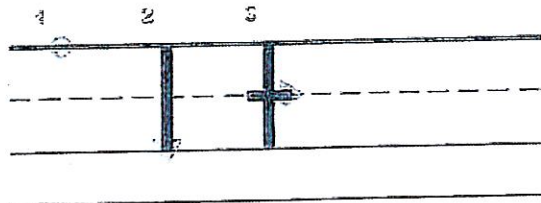
1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.
4. Say s – snake - /s/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for t

t is a sky line letter.

It starts on the (sky line).

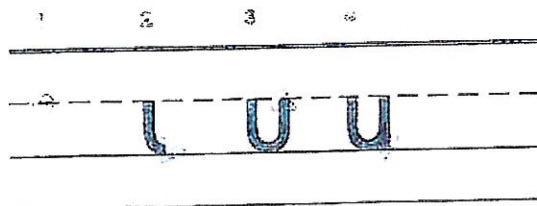


1. Point to the sky line.
2. Go down to the grass line.
3. Cross it on the plane line.
4. Say t – top - /t/, have students repeat.

### Letter Formation for u

u is a plane line letter.

It starts on the (plane line).

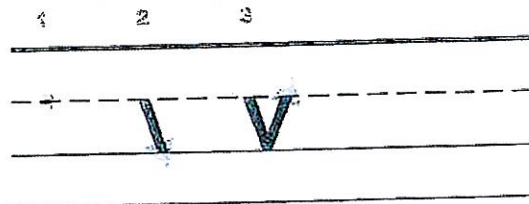


1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.
5. Say u – up - /ü/, have students repeat.

### Letter Formation for v

v is a plane line slide letter.

It starts on the (plane line) and (slides).

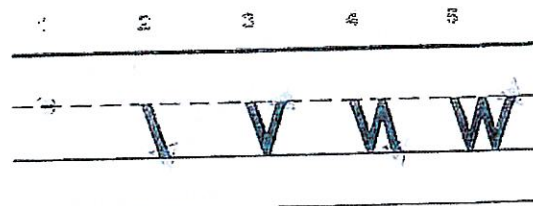


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Say v – van - /v/, have students repeat.

### Letter Formation for w

w is a plane line slide letter.

It starts on the (plane line) and (slides).



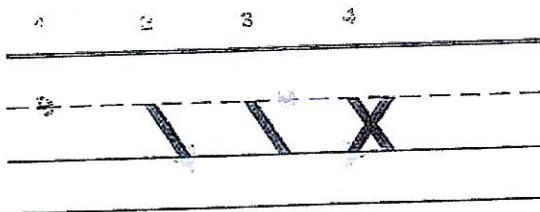
1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.
6. Say w – wind - /w/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for X

x is a plane line slide letter.

It starts on the (plane line) and (slides).

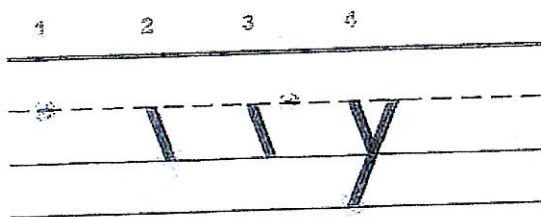


1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back to the grass line.
5. Say x – fox - /ks/, have students repeat.

### Letter Formation for Y

y is a plane line slide letter.

It starts on the (plane line) and (slides).



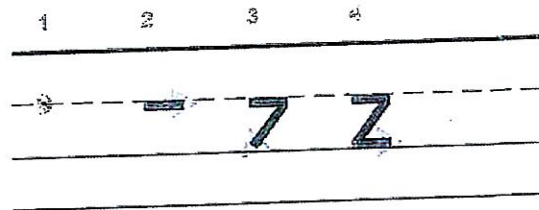
1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.
5. Say y – yellow - /yl/, have students repeat.

### Letter Formation for Z

z is a plane line slide letter, but it doesn't slide right away.

Where does it start? (On the plane line).

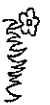
Before it slides, the z goes on the plane line.



1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.
5. Say z – zebra - /z/, have students repeat.

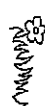
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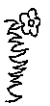
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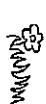
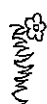
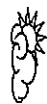
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# Write the Missing Letter

UPPERCASE #5

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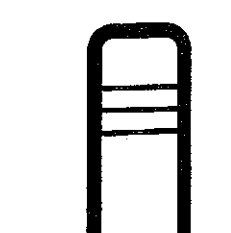
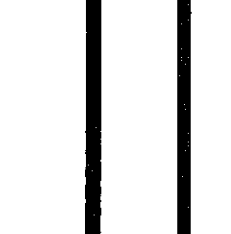
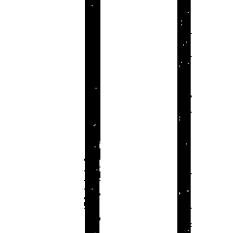
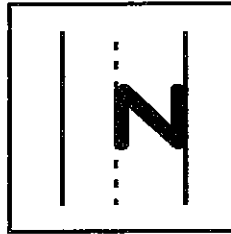
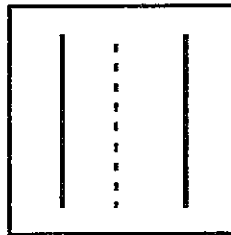
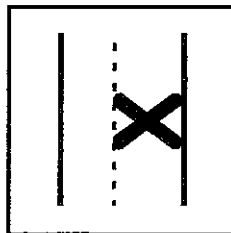
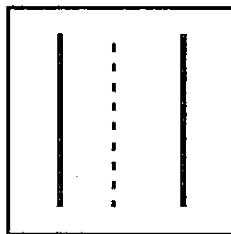
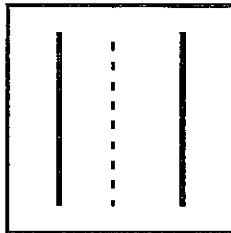
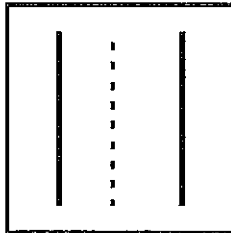
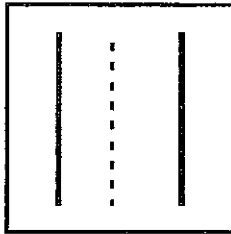
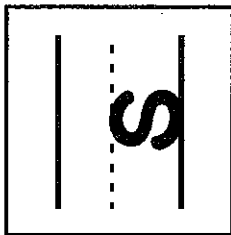
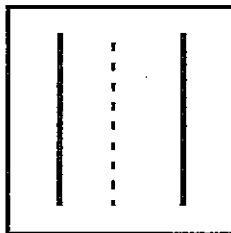
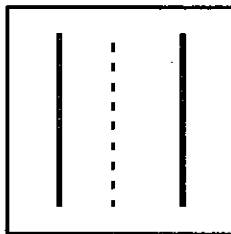
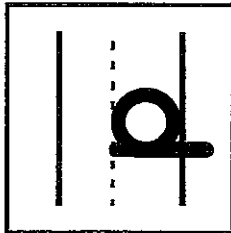
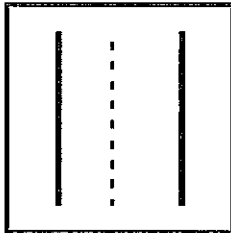
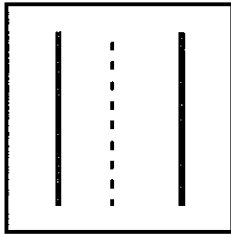
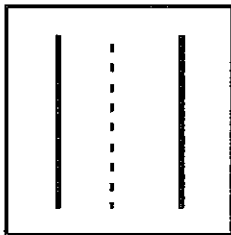
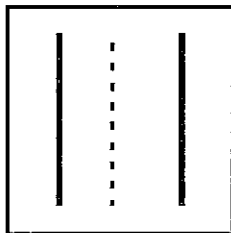
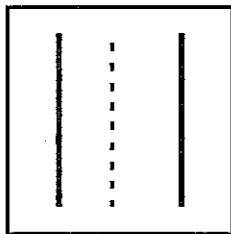
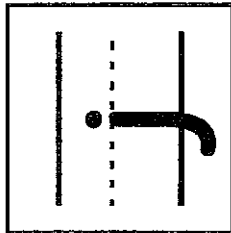
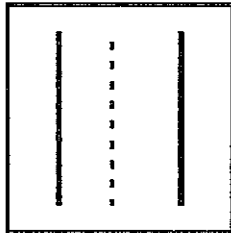
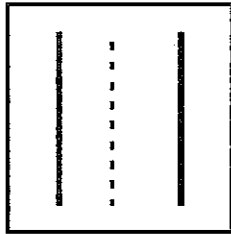
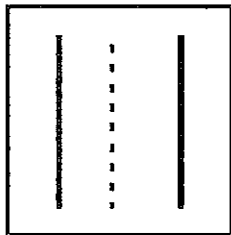
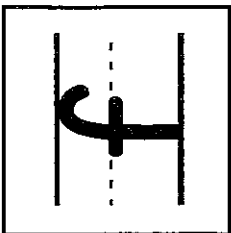
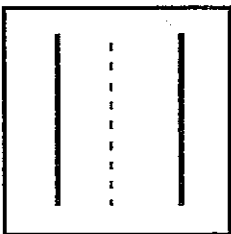
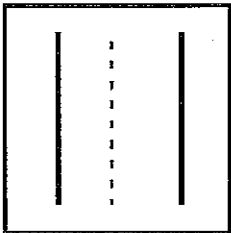
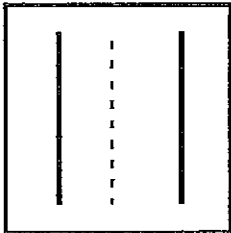
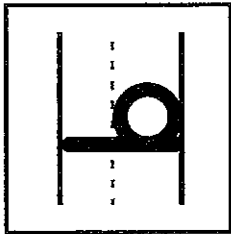
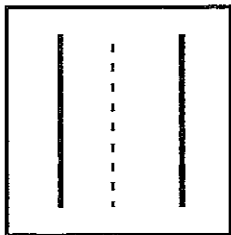
|  |
|--|
|  |
|  |
|  |



Name \_\_\_\_\_

# Write the Missing Letter

LOWERCASE #5



Name \_\_\_\_\_



Review: uppercase  
and lowercase letters

## Match and Learn

Draw a line from each uppercase letter to the matching lowercase letter.

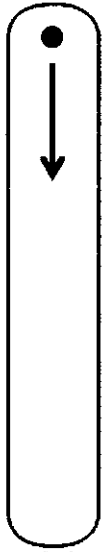
|   |   |   |   |
|---|---|---|---|
| A | c | O | t |
| B | d | P | u |
| C | a | Q | s |
| D | b | R | q |
| E | g | S | o |
| F | f | T | p |
| G | e | U | r |
| H | k | V | z |
| I | l | W | x |
| J | h | X | v |
| K | m | Y | w |
| L | j | Z | y |
| M | n |   |   |
| N | i |   |   |

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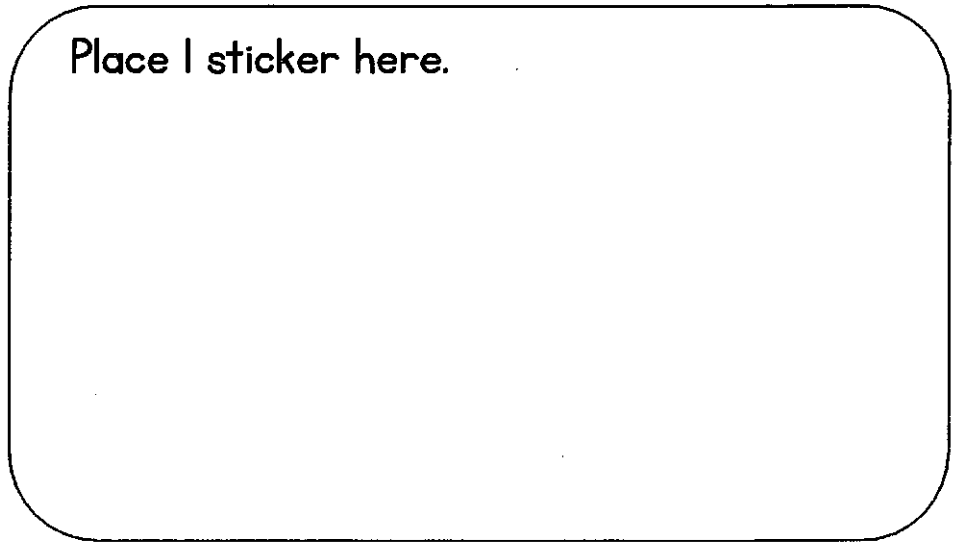


Ask the people in your home what uppercase letters begin their names.

Trace.



Place 1 sticker here.



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Dot or cover the 1's.

8

1

6

9

5

1

2

1

3

4

2

7

1

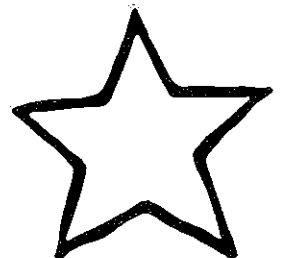
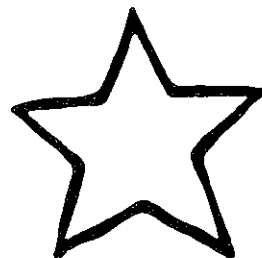
10

1

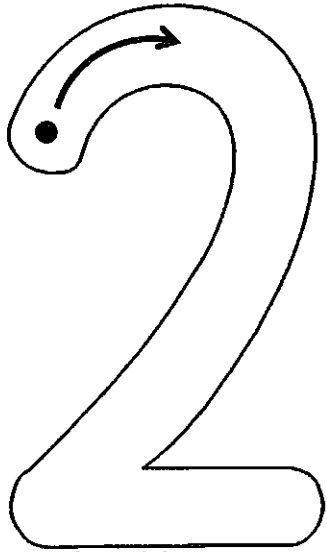
Use counters to show 1.

|  |  |  |  |  |
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|  |  |  |  |  |

Color or paint 1 star.



Trace.



Place 2 stickers here.



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Dot or cover the 2's.

8

2

6

9

5

3

2

2

3

4

2

7

3

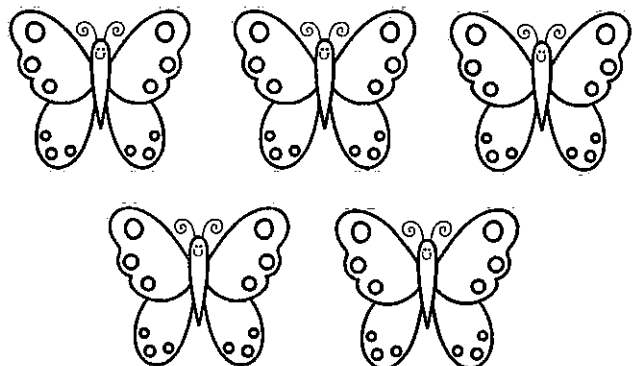
10

2

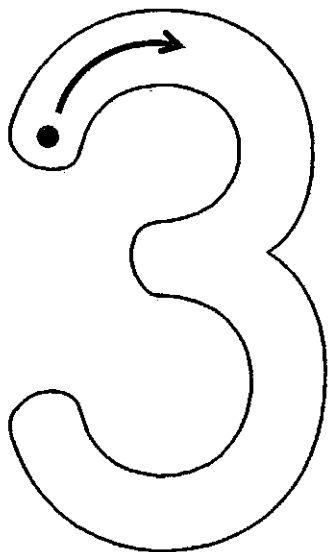
Use counters to show 2.

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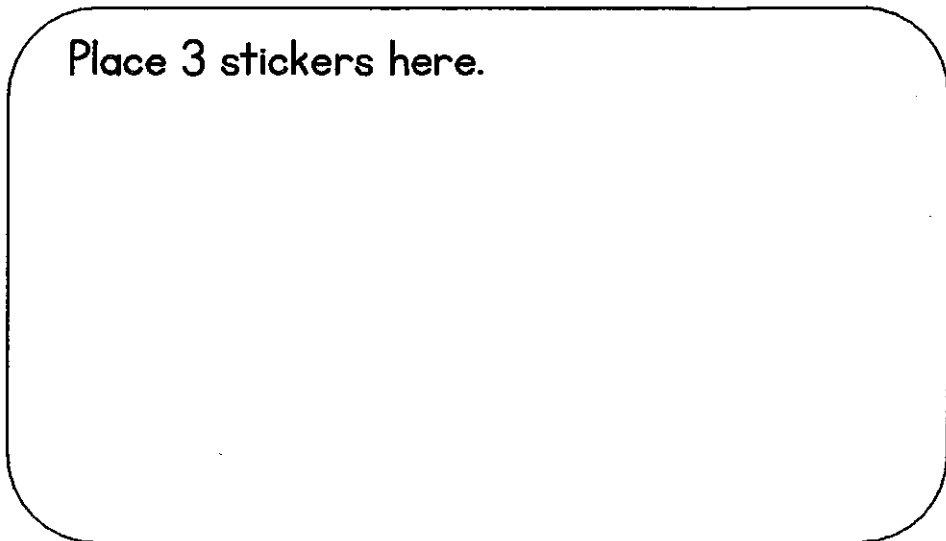
Color or paint 2 butterflies.



Trace.



Place 3 stickers here.



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Dot or cover the 3's.

8

3

6

3

5

3

9

2

3

4

1

7

3

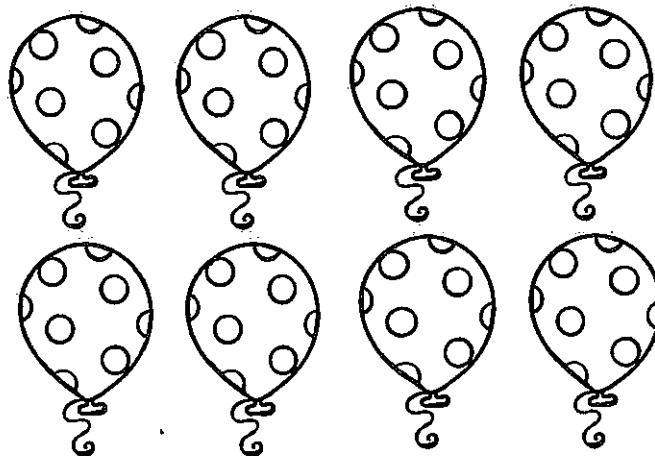
4

10

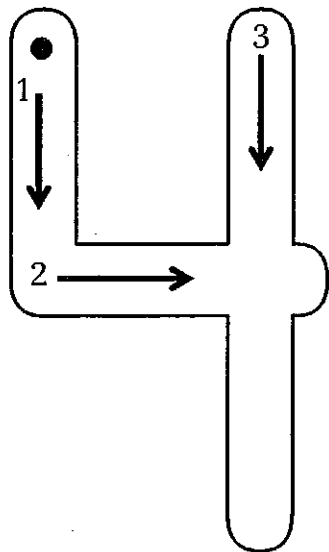
Use counters to show 3.

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|  |  |  |  |  |

Color or paint 3 balloons.



Trace.



Place 4 stickers here.

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Dot or cover the 4's.

8

4

6

3

4

3

9

4

2

4

1

4

7

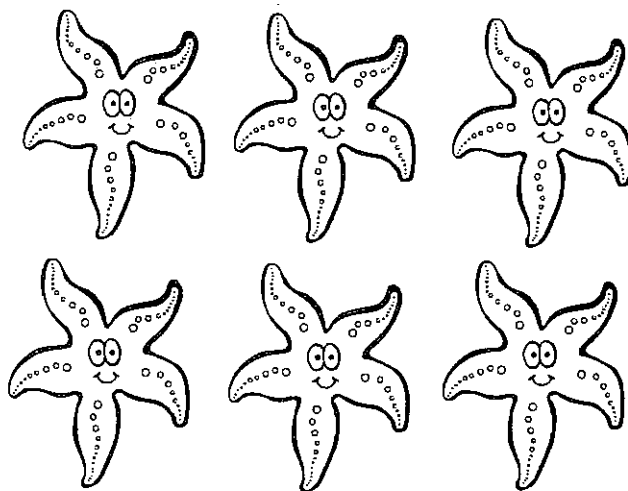
4

5

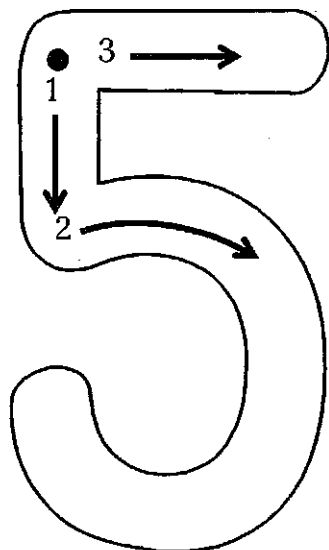
Use counters to show 4.

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|  |  |  |  |  |

Color 4 starfish.



Trace.



Place 5 stickers here.

Dot or cover the 5's.

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8 5 6 3 8

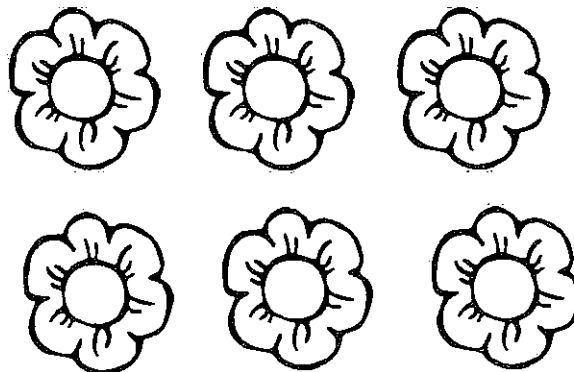
5 9 5 2 5

1 4 7 6 5

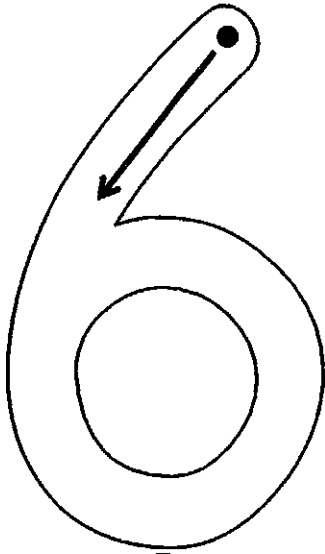
Use counters to show 5.

|  |  |  |  |  |
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|  |  |  |  |  |

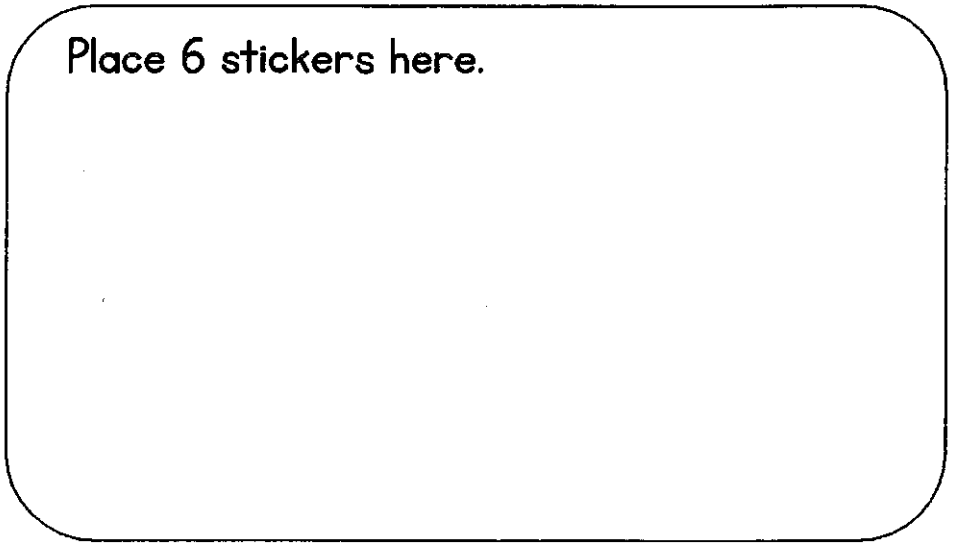
Color or paint 5 flowers.



Trace.

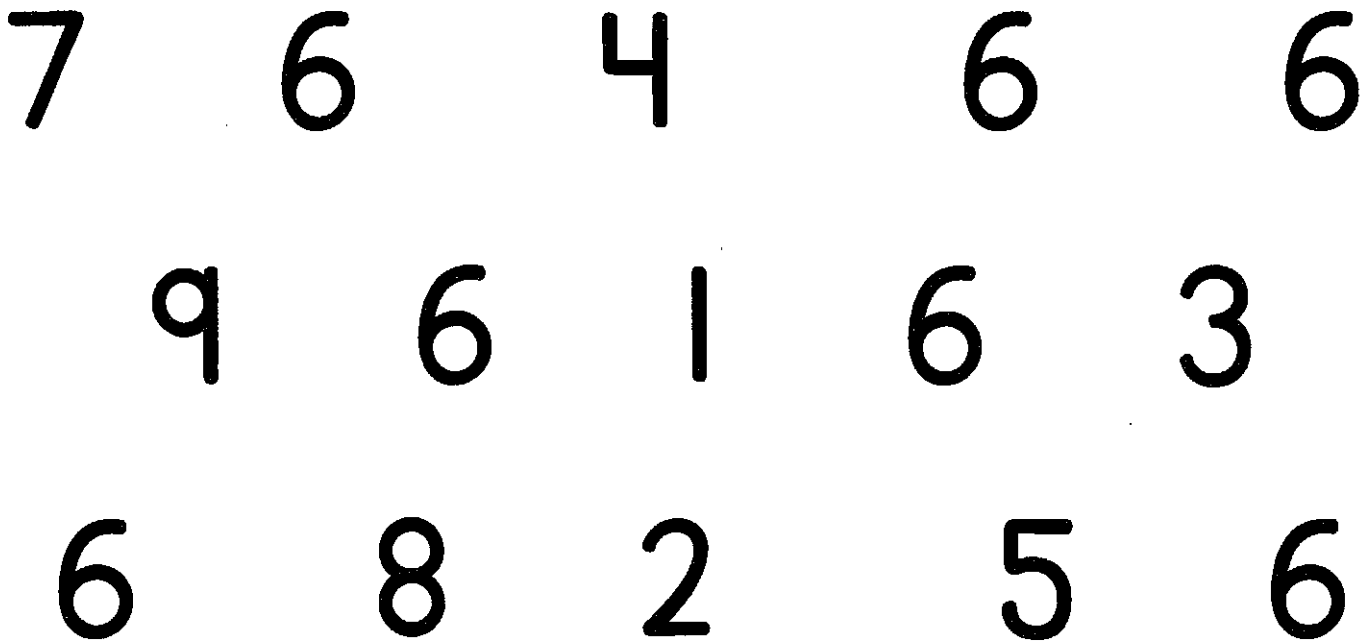


Place 6 stickers here.



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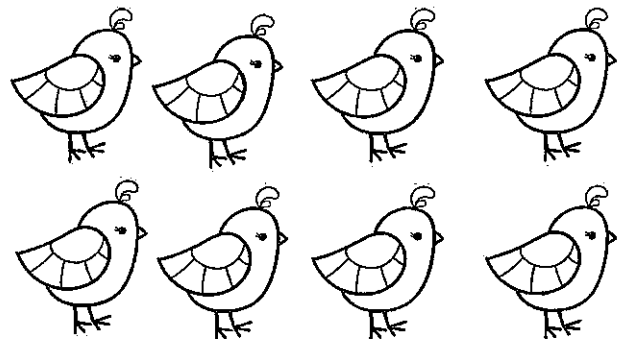
Dot or cover the 6's.



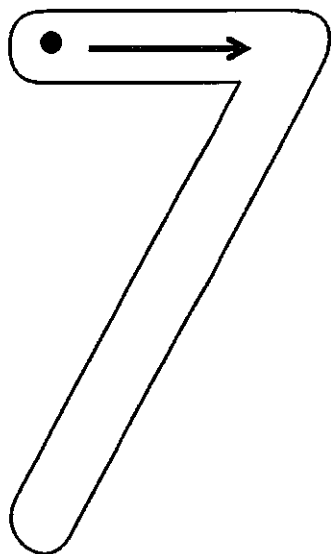
Use counters to show 6.

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|  |  |  |  |  |
|  |  |  |  |  |

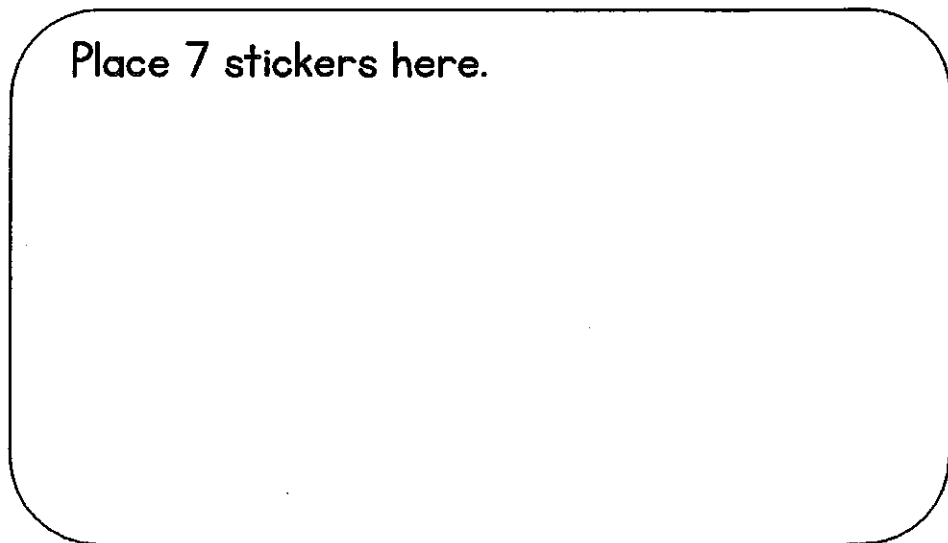
Color or paint 6 birds.



Trace.



Place 7 stickers here.



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Dot or cover the 7's.

7 6 4 7 10

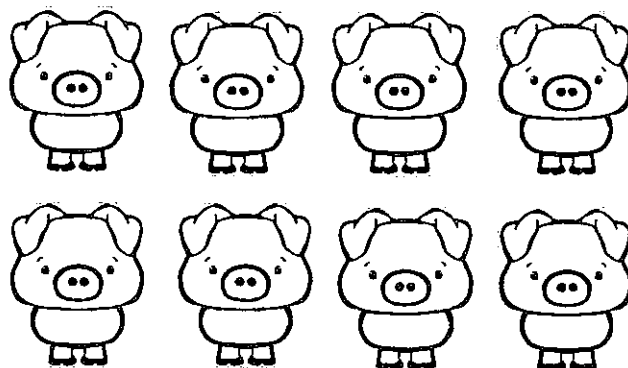
2 7 1 5 3

7 7 7 9 7

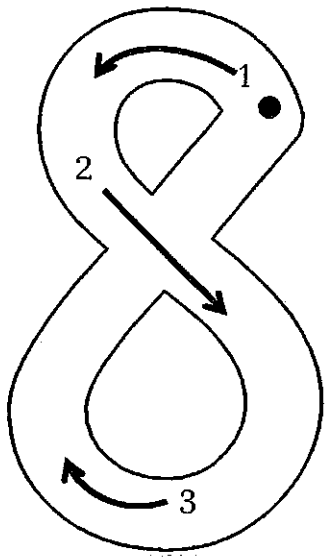
Use counters to show 7.

|  |  |  |  |  |
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|  |  |  |  |  |

Color 7 pigs.



Trace.



Place 8 stickers here.

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Dot or cover the 8's.

7      8      1      8      2

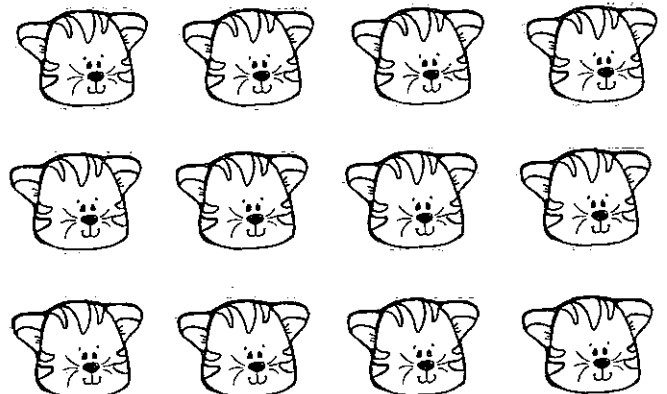
3      4      8      6      8

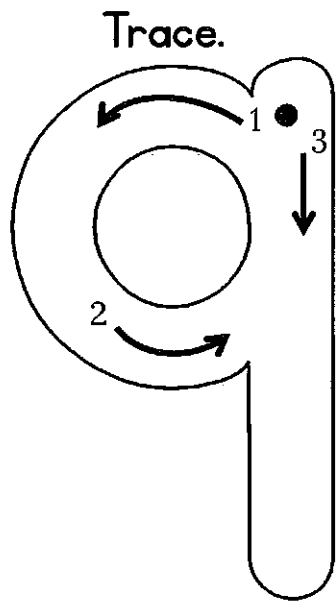
1      10      8      3      5

Use counters to show 8.

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

Color or paint 8 cats.





Place 9 stickers here.

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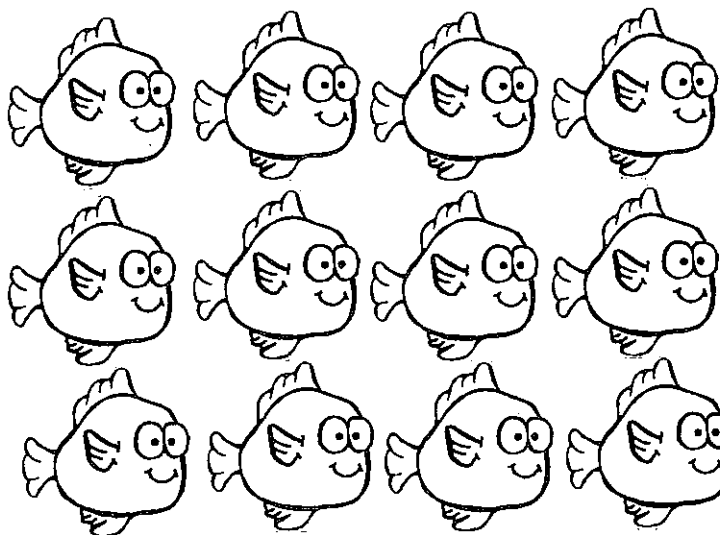
Dot or cover the 9's.

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

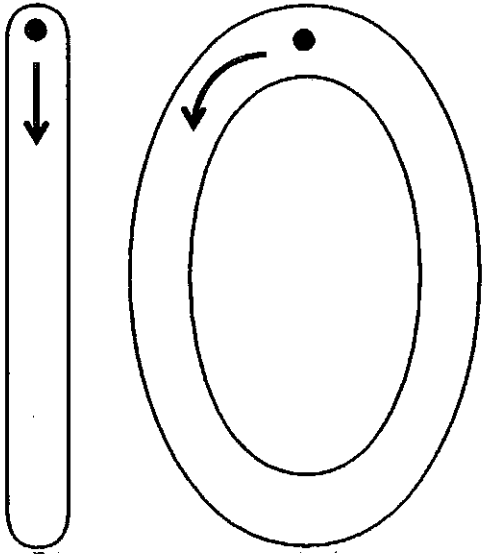
Use counters to show 9.

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

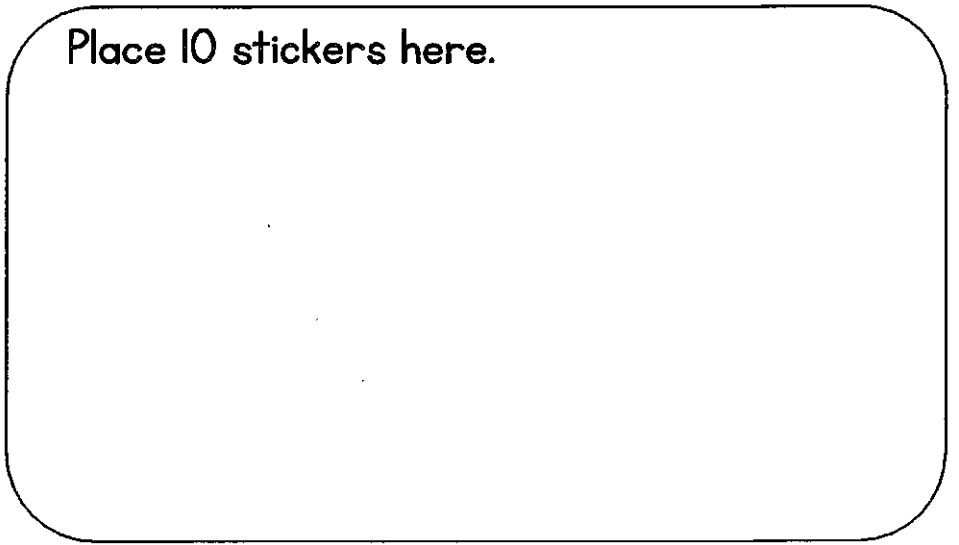
Color 9 fish.



Trace.



Place 10 stickers here.



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Dot or cover the 10's.

10

8

3

10

3

2

10

7

4

10

5

1

6

10

9

Use counters to show 10.

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

Color ten frogs.

