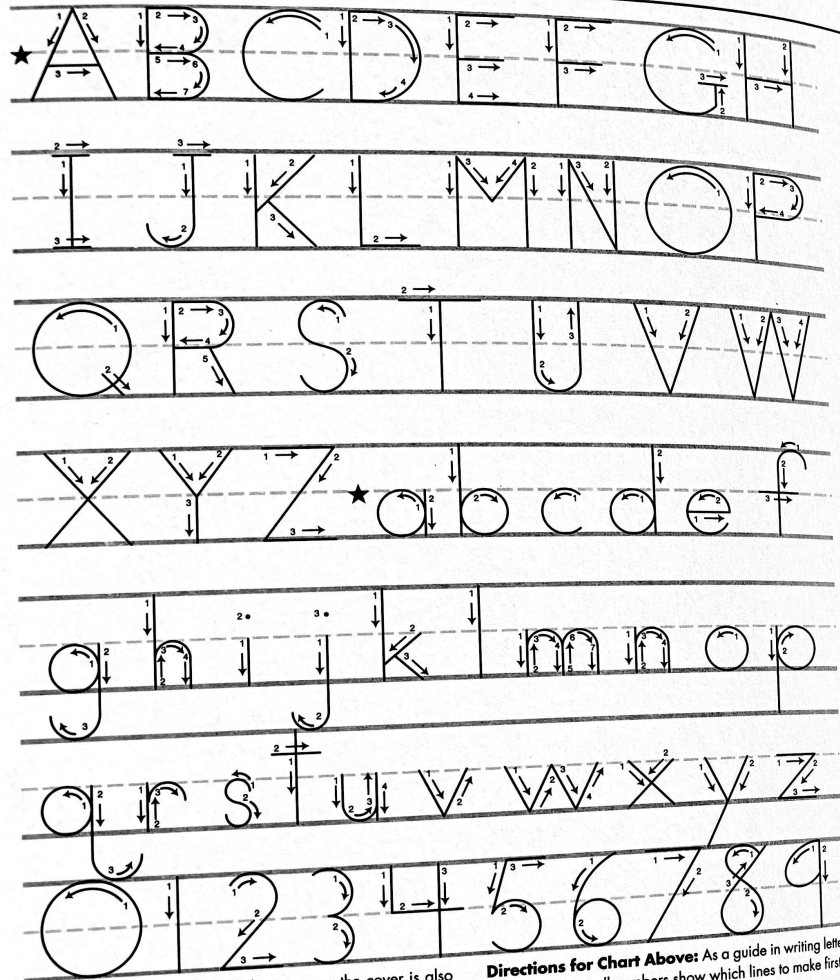


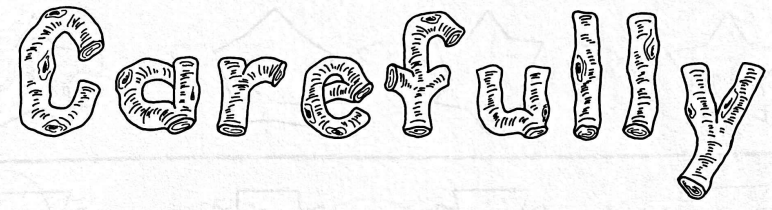
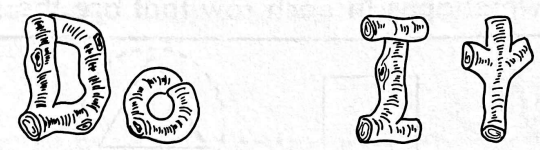
My name is _____



Directions for Front Cover: Each picture on the cover is also found inside the book. Child may locate the identical pictures, perhaps when the book is completed.

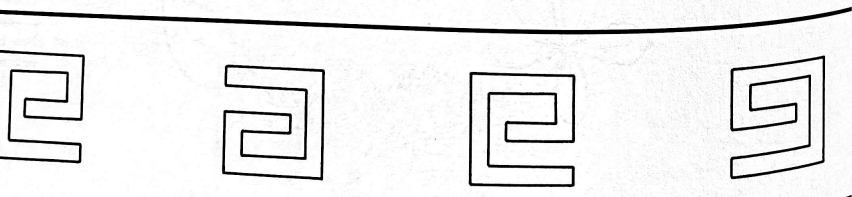
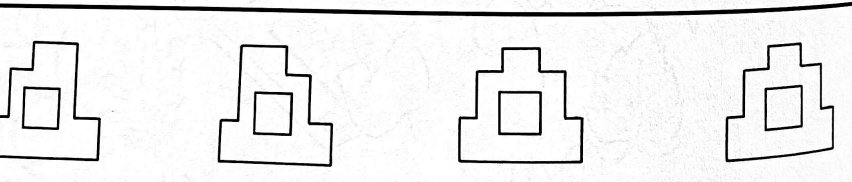
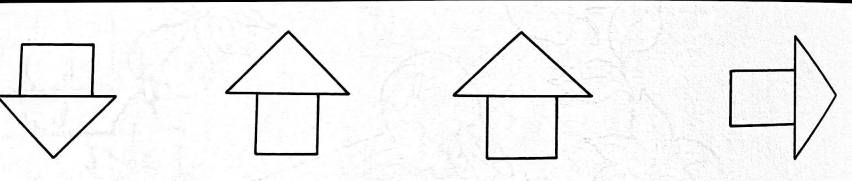
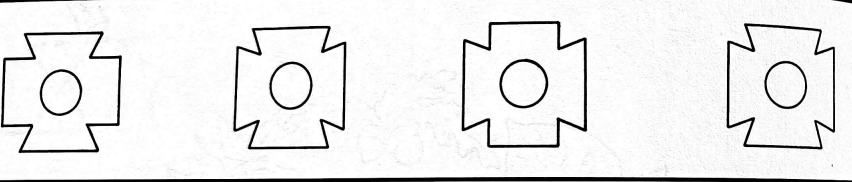
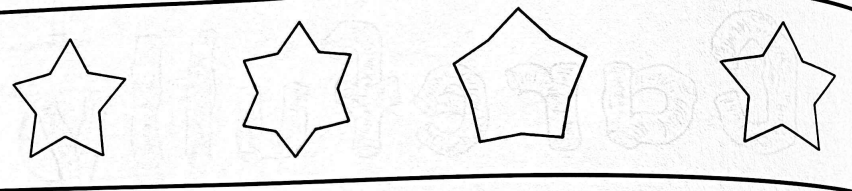
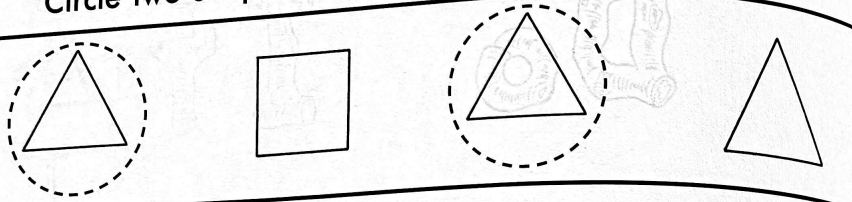
Directions for Chart Above: As a guide in writing letters and numbers, the small numbers show which lines to make first, while the arrows show the direction to go.

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Printing code 90-32-23



Instructions for using this book
are on pages 63 and 64.

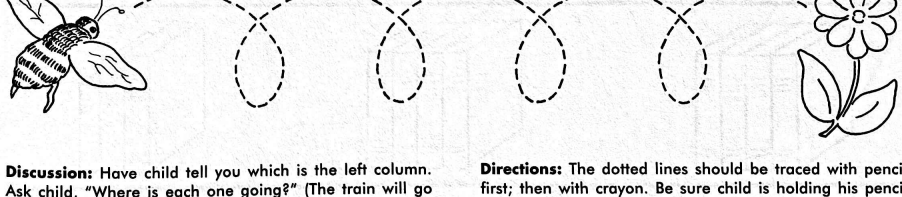
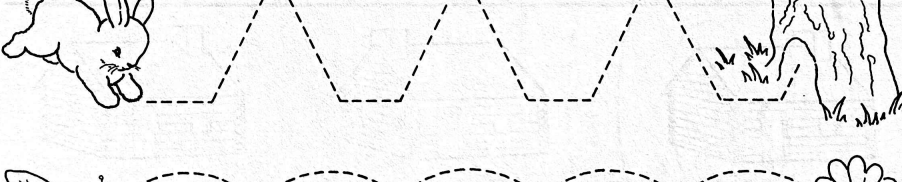
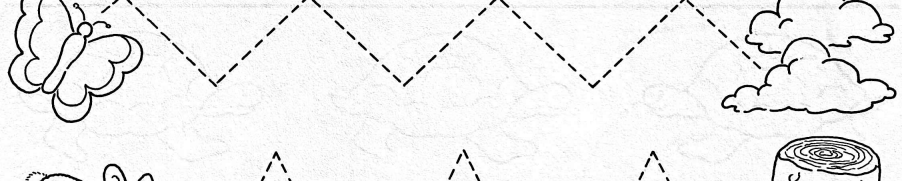
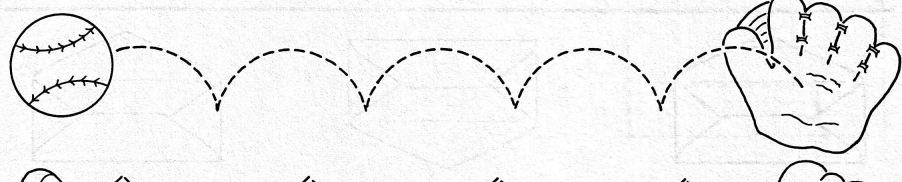
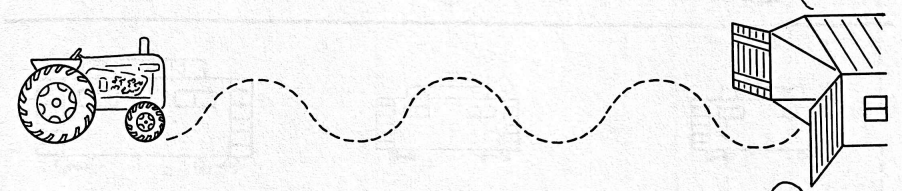
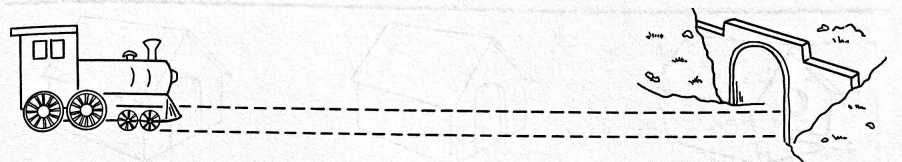
Circle two shapes in each row that are the same.



The dotted circles should be traced in the first row as a sample. After the two identical shapes in each row are circled correctly, they should be colored the same.

Extra: Can child identify circles, squares, and triangles on this page?

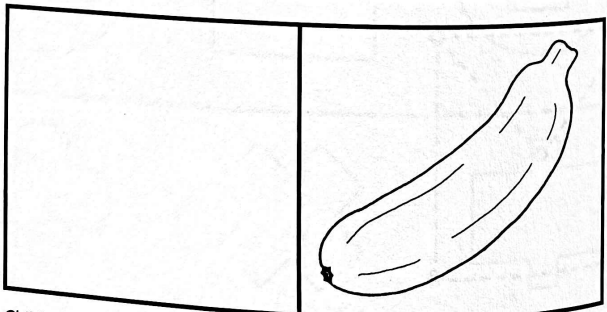
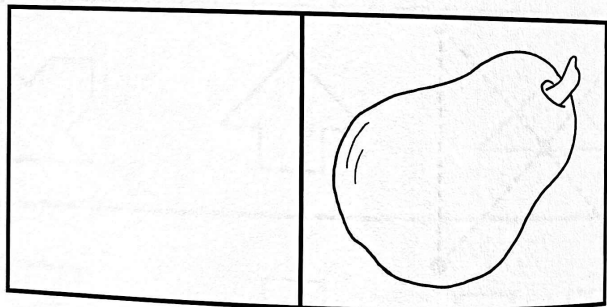
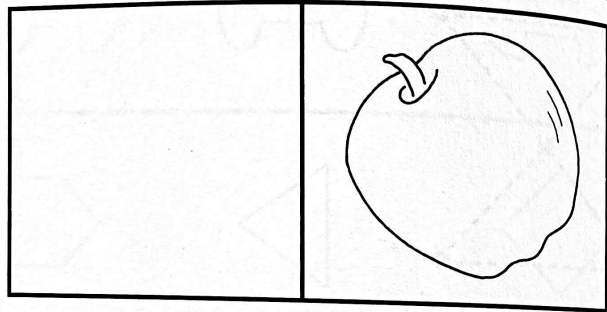
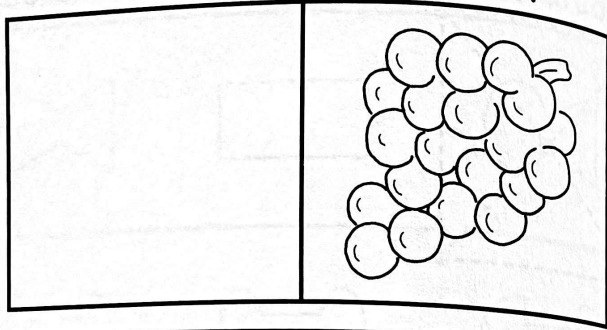
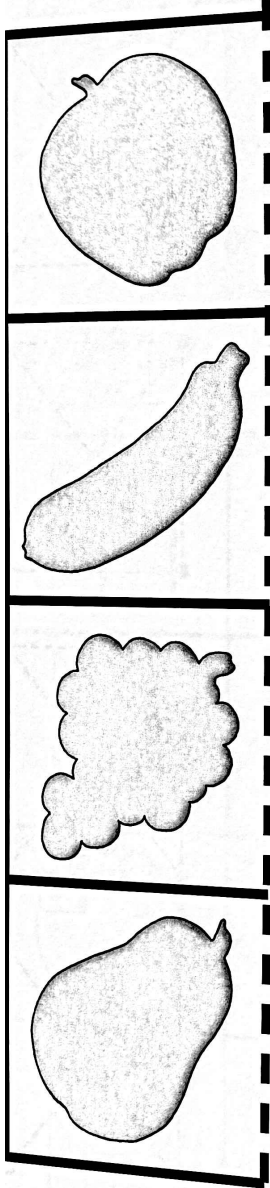
Trace the dotted lines carefully. Go from left to right.



Discussion: Have child tell you which is the left column. Ask child, "Where is each one going?" (The train will go through the tunnel, the tractor will go into the shed, the baseball will be caught in the glove, and so forth.)

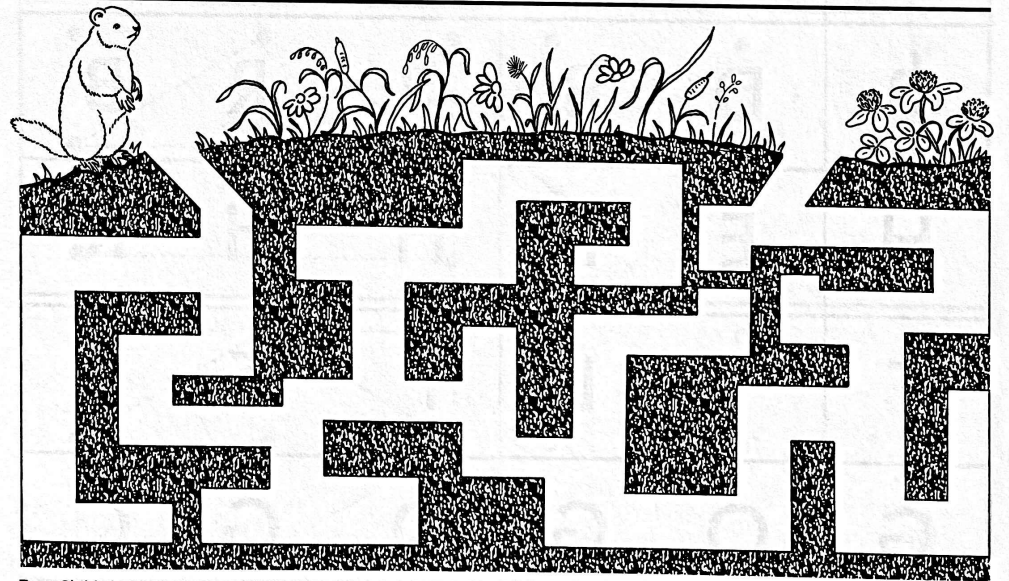
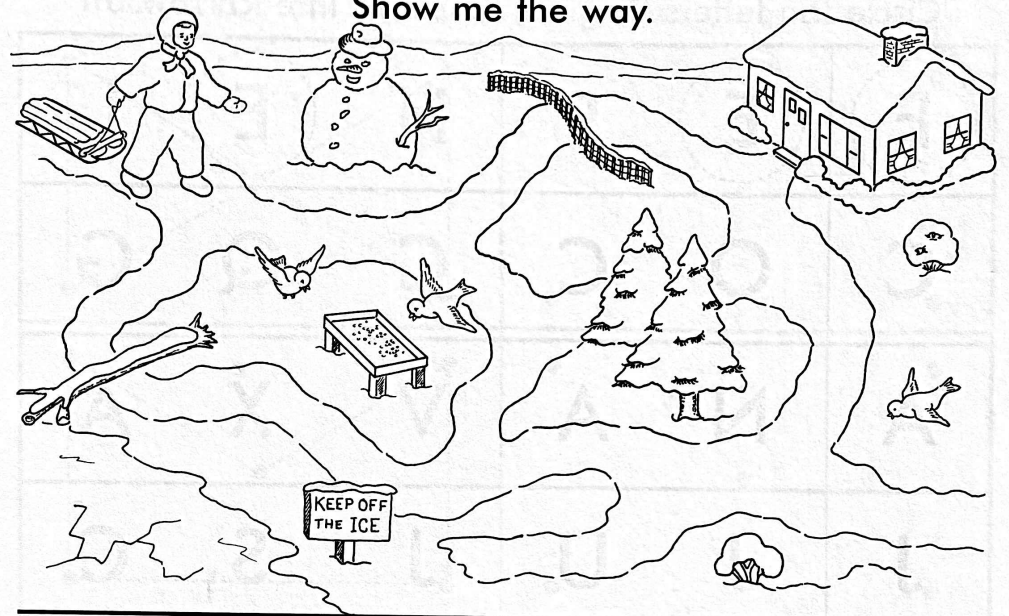
Directions: The dotted lines should be traced with pencil first; then with crayon. Be sure child is holding his pencil correctly. (See page 63.) Does child stay on the lines? He should stop but not lift his pencil at the corners to make the points sharp instead of rounded.

Cut and match and paste.



Child should first cut the heavy dotted line at the left; then cut the heavy solid lines. Each cutout shadow should be matched and pasted beside the fruit with the correct shape. Can child name the fruits and color them realistic colors?

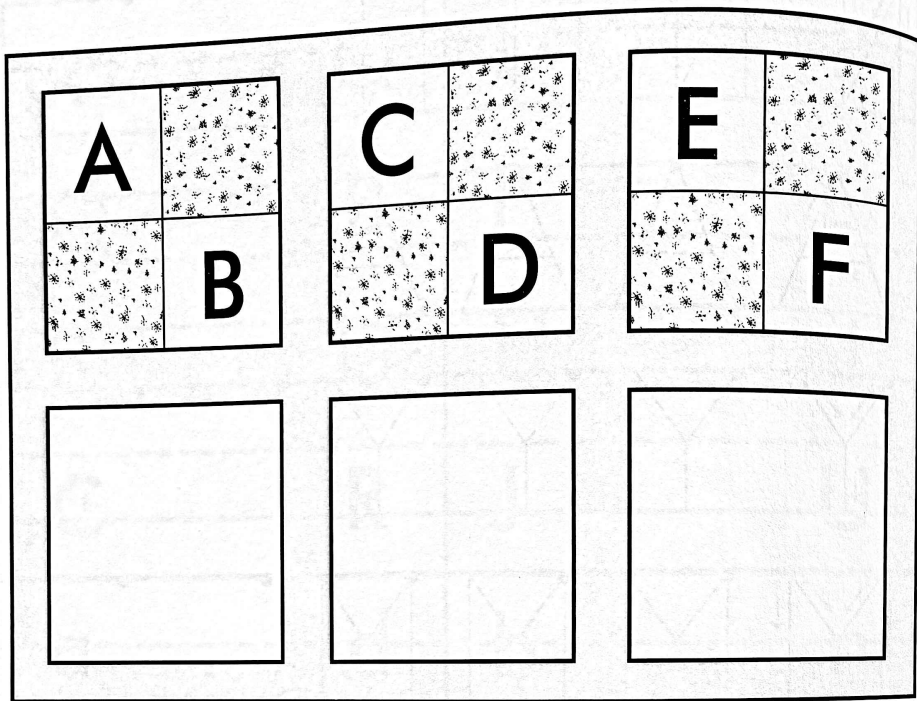
Show me the way.



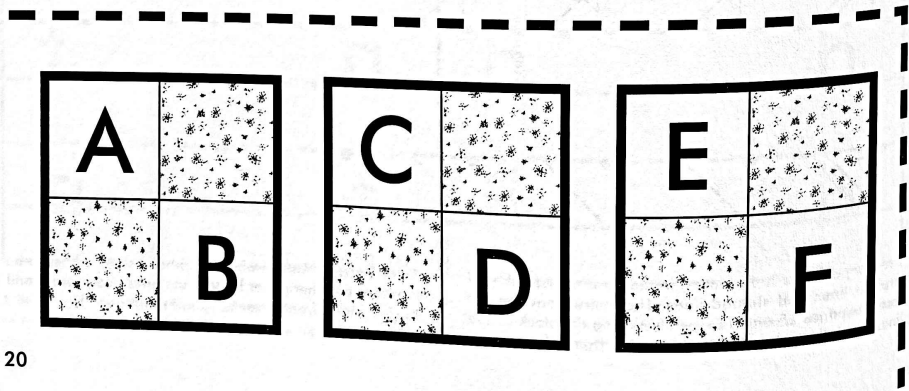
Top: Child should first trace with his finger the shortest clear path the boy can take to pull his sled to his home. Does child think ahead to avoid retracing? In tracing with pencil, child should try to draw the line in the center of the path,

without touching either side. When the pencil line is drawn correctly, he may trace the line with crayon. **Bottom:** As above, have child trace the path the woodchuck will take through his burrow to find fresh clover to eat.

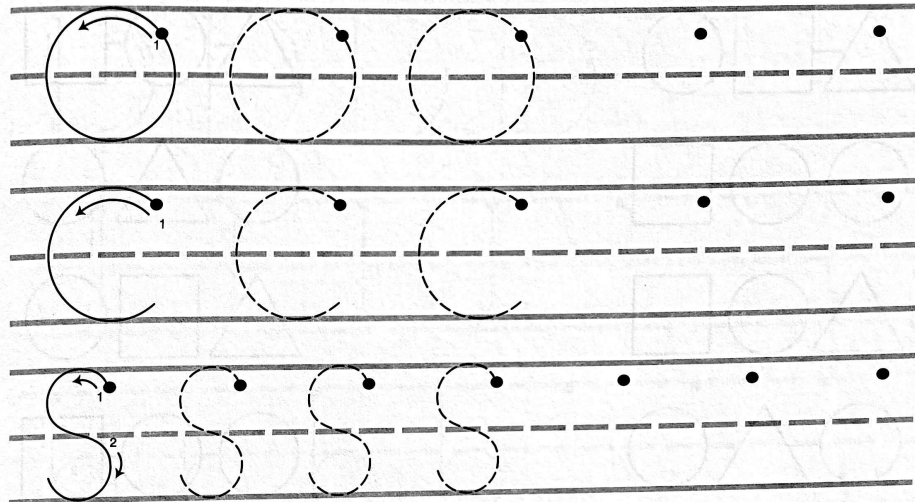
Cut and match and paste the quilt blocks.



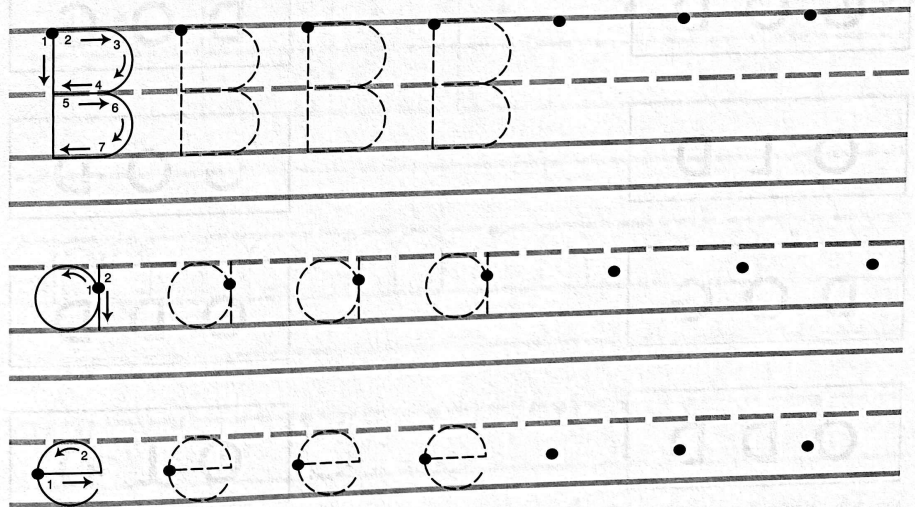
Child may color each identical set of blocks at the top and bottom with the same color pattern before cutting is done. After the heavy dotted lines and the heavy solid lines at the bottom are cut, the cutout blocks should be matched under the identical blocks above to complete the quilt. Be sure the blocks are placed correctly before pasting.



Write with curved lines.



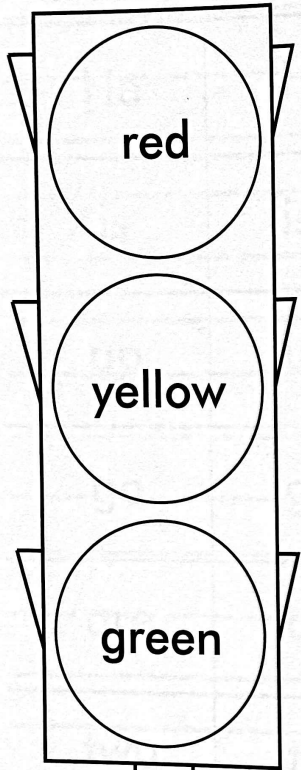
Write with straight lines and curved lines.



Top: The letters should be formed correctly, according to the arrows. Each letter is formed in one continuous line without stopping. Other letters to practice are c, o, and s.

Bottom: These letters are made by combining straight lines and curved lines. More practice of similar letters will be given on page 23.

Cut and match and paste the street lights.

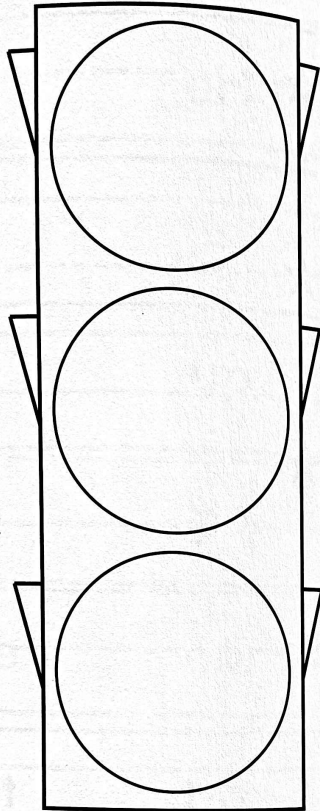


Here are the street lights:

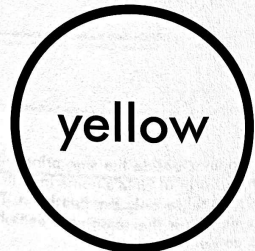
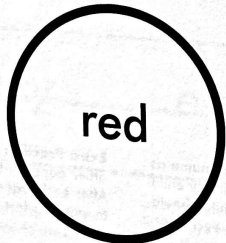
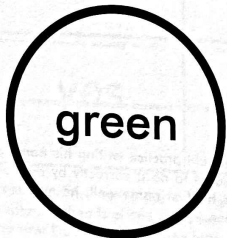
Yellow says, "Slow."

Red says, "Stop and wait."

And green says, "Go."



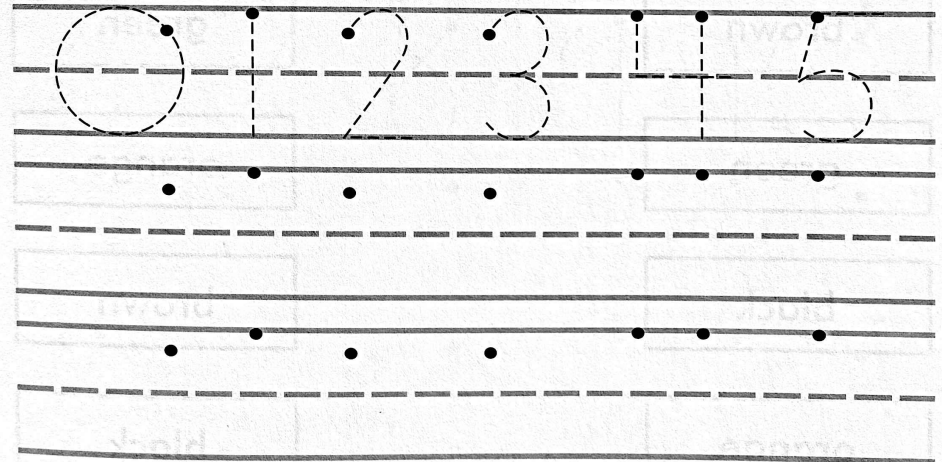
The heavy dotted lines below should be cut first; then the heavy solid lines. The cutout circles should be placed on the blank circles at the right directly across from the identical words in the circles at the left. In pasting, child should be encouraged to keep the words straight.



My name is



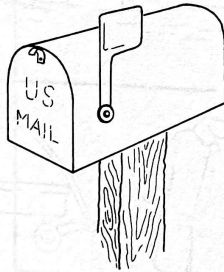
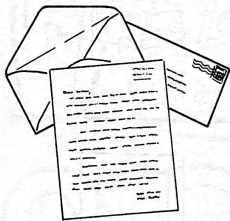
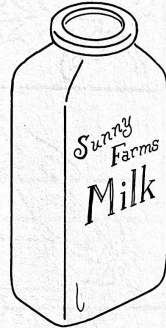
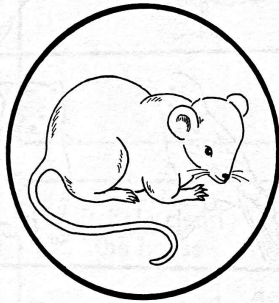
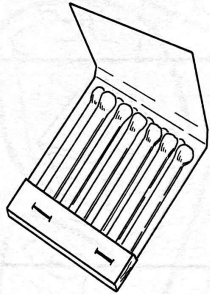
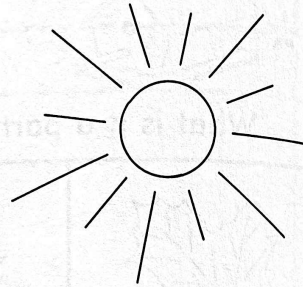
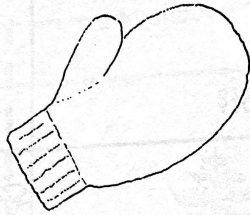
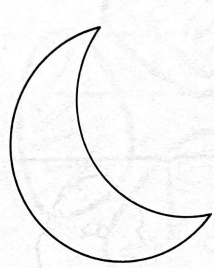
Trace and write the numbers 0 through 5.



Top: Be sure child is forming his letters correctly. Is he being careful to start and stop at the lines? Learning to write slowly and correctly establishes a good foundation for continued writing.

Bottom: Does child know the numbers 0 through 5? He should trace the numbers in the first row and try to make the last two rows exactly the same, starting at the dots for each number.

Listen carefully.




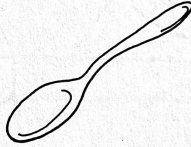
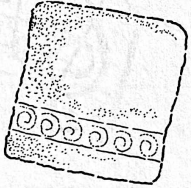

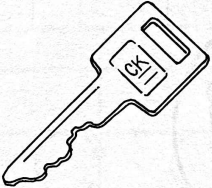

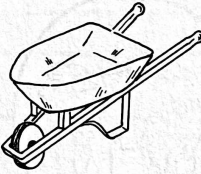
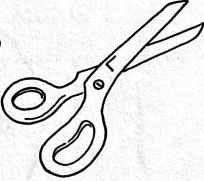
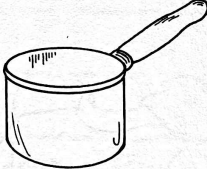
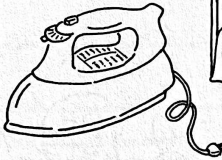
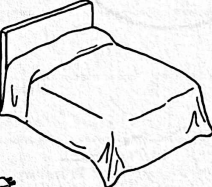


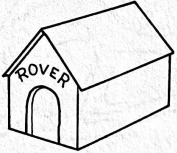


"What do you say when you smell something very good? [m-m-m] Sometimes words start with the /m/ sound, like m-m-mouse and m-m-minister and m-m-mill. On this page we will listen for the /m/ sound." Again, have child do the page orally first, telling if the pictures around the circle

begin with /m/. Then child should draw a line from each picture that begins with /m/ to the m-m-mouse in the center. Pictures are: moon, mitten, sun (X), milk, money, mailbox, letters (X), matches. Can child think of other words that begin with /m/?

My name is _____



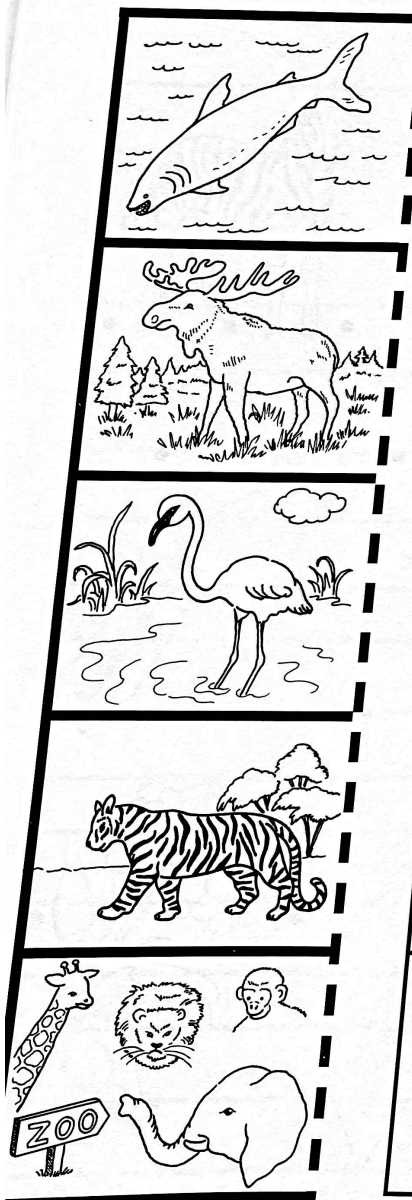
Which are used together?

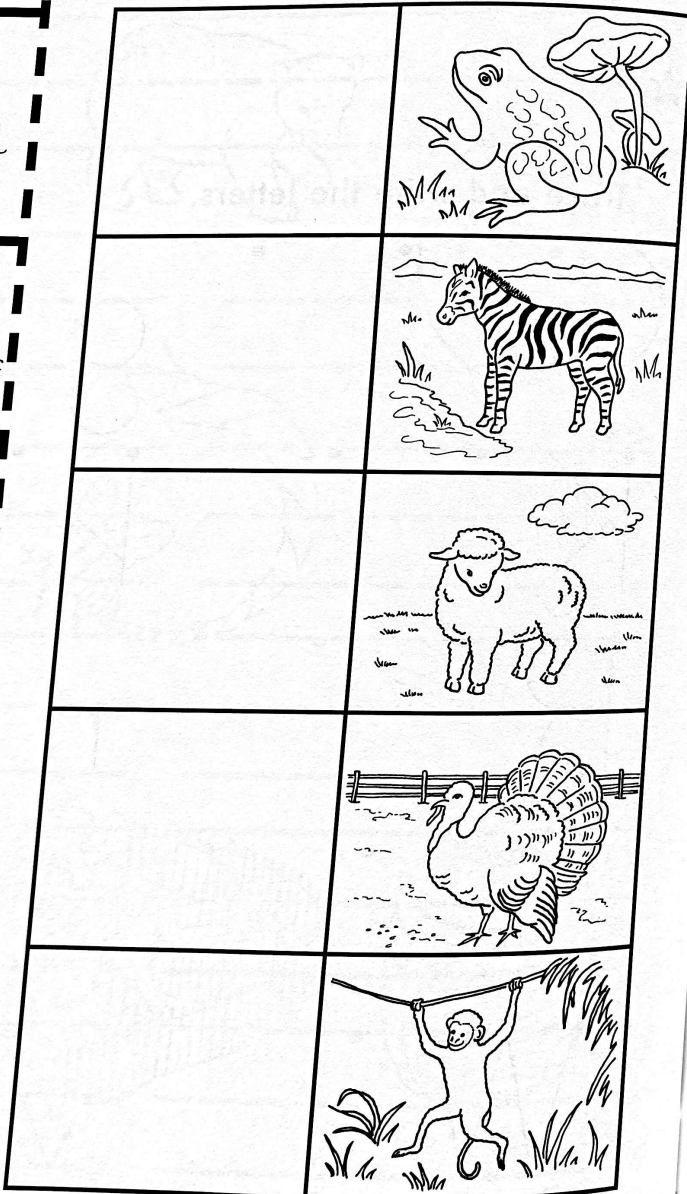
Each picture in the left column is used with one of the other pictures in the same row. Can child find and circle the correct picture and tell how they are used together? (Soap is used with a washcloth to help child have clean hands

and face. The key is used to start the car. The kettle is used to cook on the stove. The letters are put in the mailbox to send to friends.) Can child think of things that are used with the pictures that are not circled?

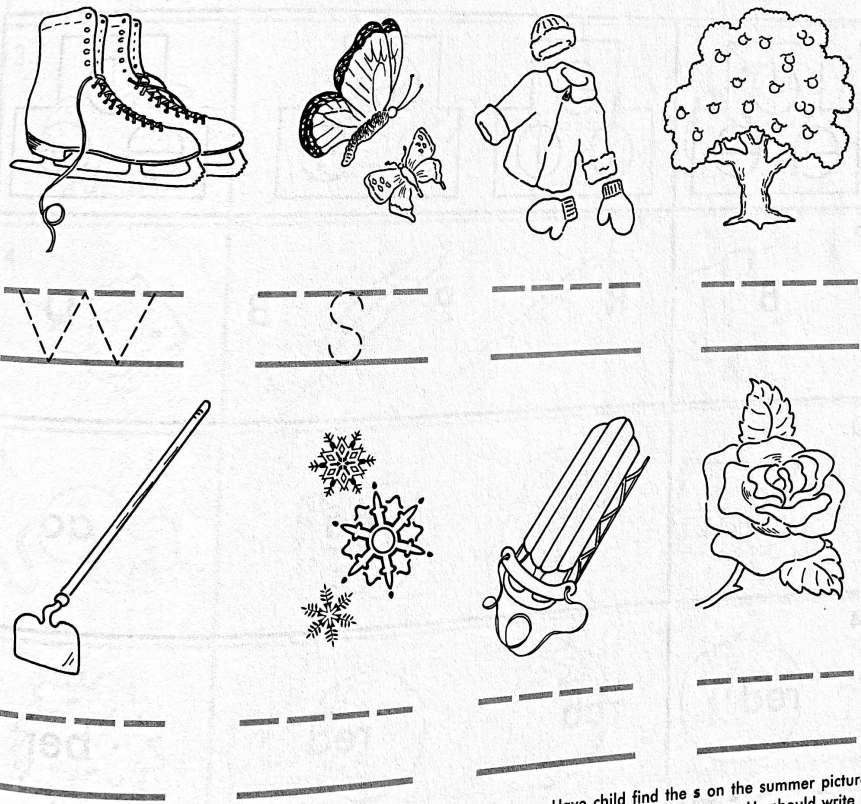
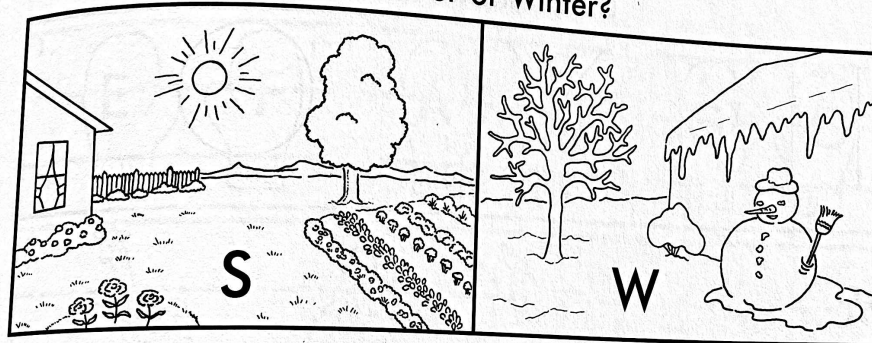
Cut and match and paste.



The dotted line and the heavy lines should be cut. Each cutout picture should be matched and pasted beside the picture that begins with the same sound. Be sure child knows what each picture is. The pairs are: frog—flamingo, zebra—zoo, sheep—shark, turkey—tiger, monkey—moose.



Summer or Winter?



Discussion: Can child name differences between summer and winter where you live? (outdoor temperatures; birds, animals, insects, and plants we see; clothes we wear; tools we use; playtime activities; and other differences)

Directions: Have child find the s on the summer picture above and the w on the winter picture. He should write s under each picture below that shows things seen or used in the summer, and w under the winter pictures.