

ACTIVITY BOOK





ACTIVITY BOOK

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Featuring Preparation for standardized testing: 7, 12, 17, 26, 31, 45, 50, 55, 64, 69, 74 ◆ ↑ Tracing, writing, recognizing, using letters of the alphabet: 6, 11, 16, 25, 30, 35, 44 ◆ Tracing, writing, recognizing numerals: 4, 8, 23, 27, 33, 47, 72 ◆ Using consonant blends and digraphs: 49, 54 ◆ ◆ Discriminating figure from ground: 5, 18, 37, 56, 65, 75 ◆ Following oral directions (TPR): 5, 11, 19, 34, 70, 73 ◆ Counting: 4, 8, 23, 27, 47, 67 ◆ Classifying: 9, 15, 28, 32, 38, 52, 65, 66, 75 ◆ Identifying sequence: 33, 43, 70 ◆ Using charts to record information: 38, 57, 67, 75

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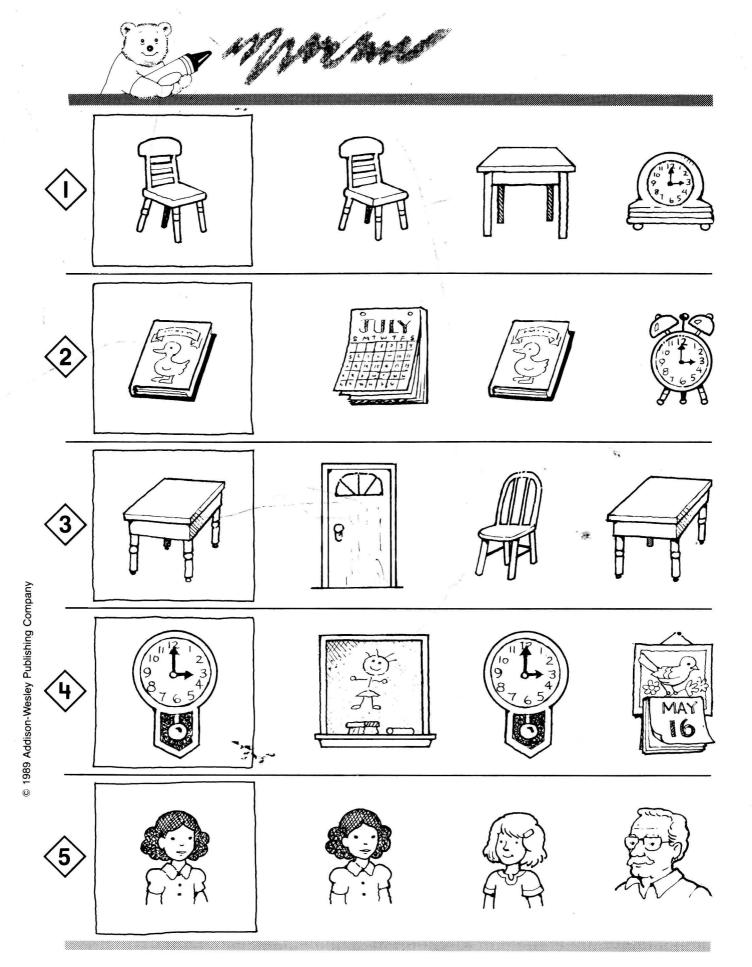
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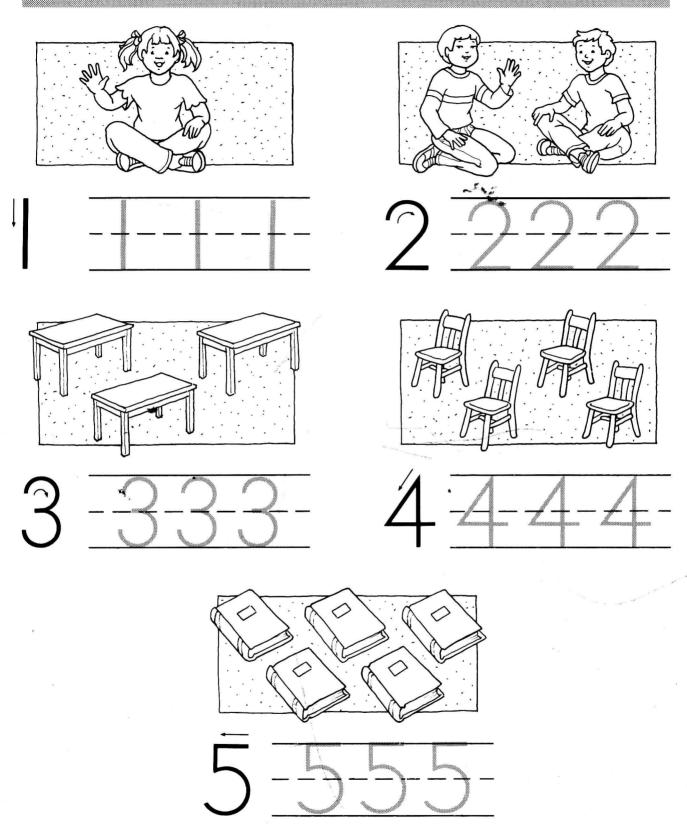
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(After Level A, student page 3) **Matching identical pictures.** In each row, students color the item at the left, then find the item at the right that is exactly the same and color that item. You may wish to do the first one with students as a sample. Then students work with a partner to name all the items on the page.



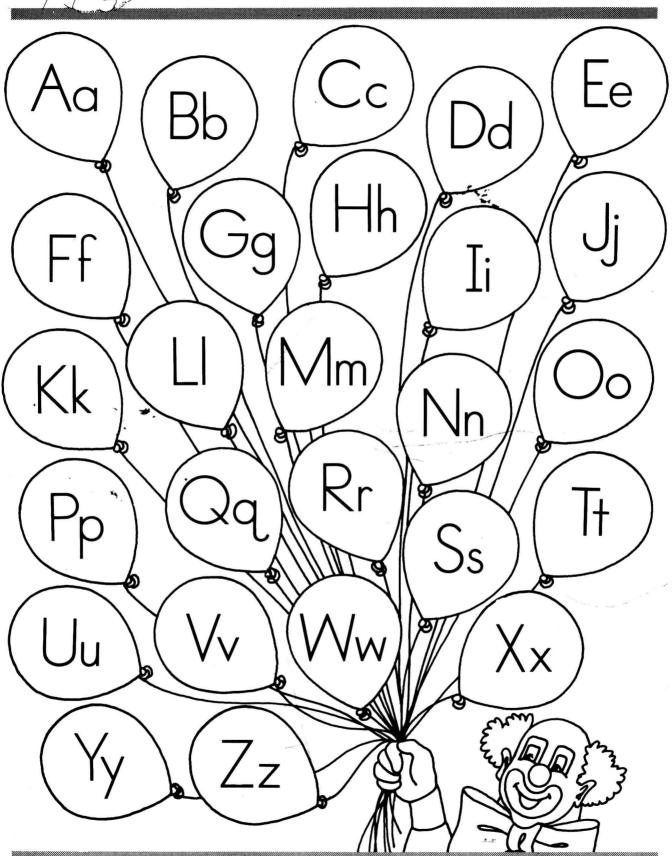


(After Level A, student page 4) **Counting; recognizing/tracing/writing numbers.** Students answer the question, *How many girls can you see?* One student points to number 1. Students trace the 1 below, and write the number on the lines. Repeat with two boys, three tables, four chairs, five books.



(After Level A, student page 5) **Following oral directions; discriminating figure from ground; identifying colors.** Students use the small pictures as clues to find and color the hidden objects in the big picture. They color the chalk yellow, the crayon red, the scissors yellow, the marker blue, and the paste green.









(After Level A, Unit 1) **Preparation for standardized testing.** Students listen to the sentence for row 1, find the picture that shows the action, and trace the X on that picture. Students practice making a big X, then listen to sentences for rows 2, 3, and 4, making an X on the appropriate picture for each row. (Script on Teacher's Edition page 10.)

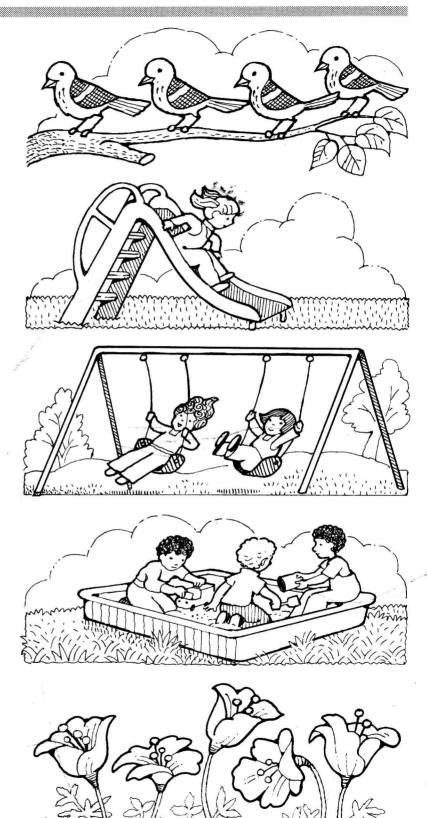
1 one

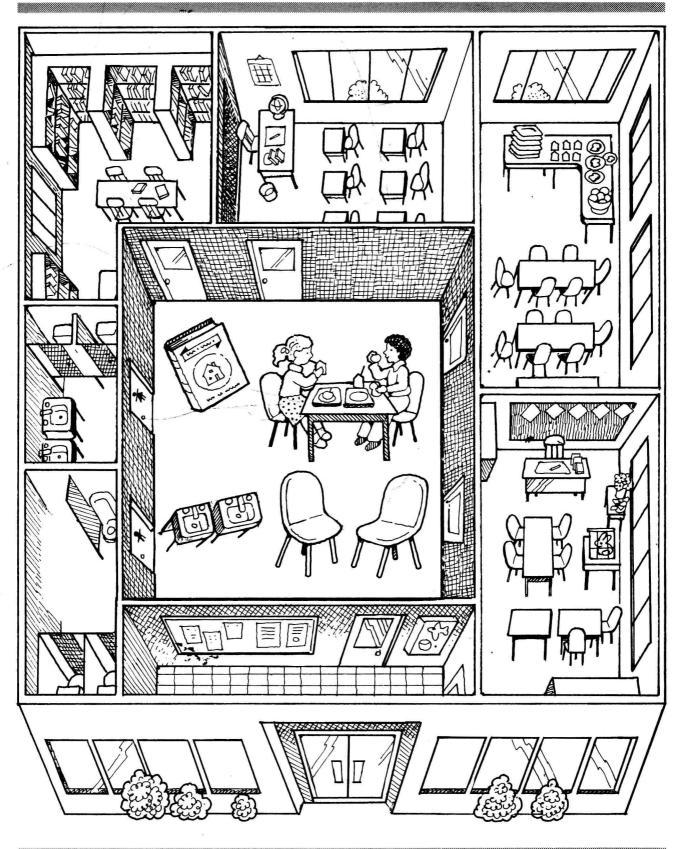
2 two

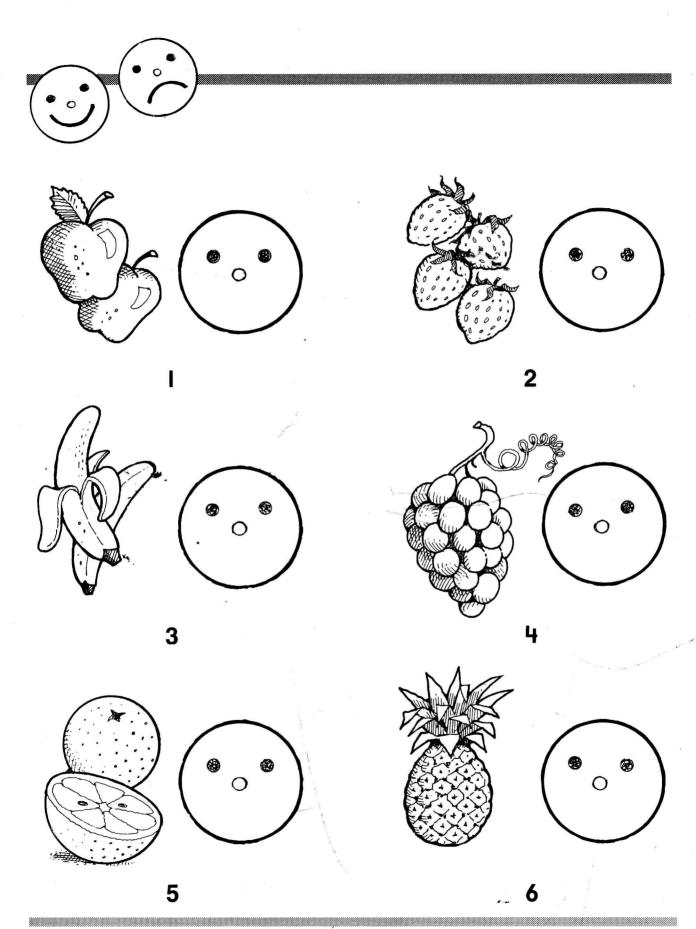
3 three

> 4 four

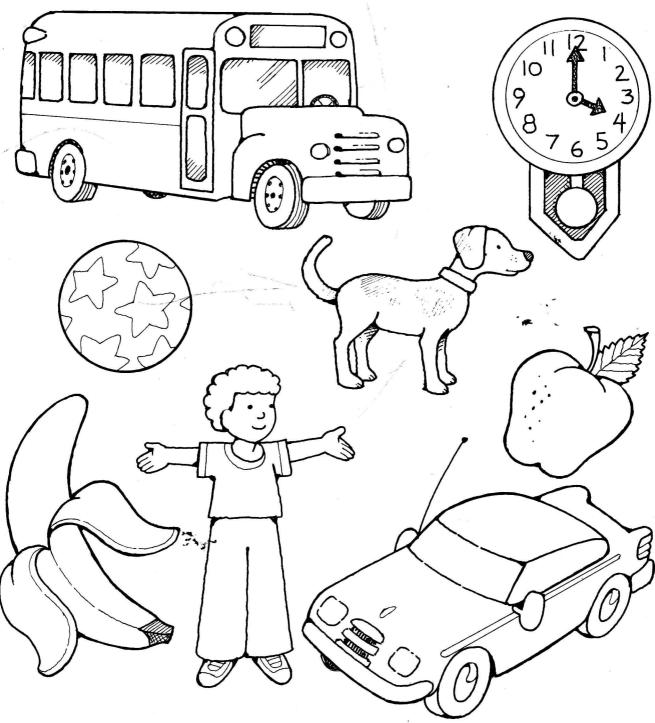
5 five









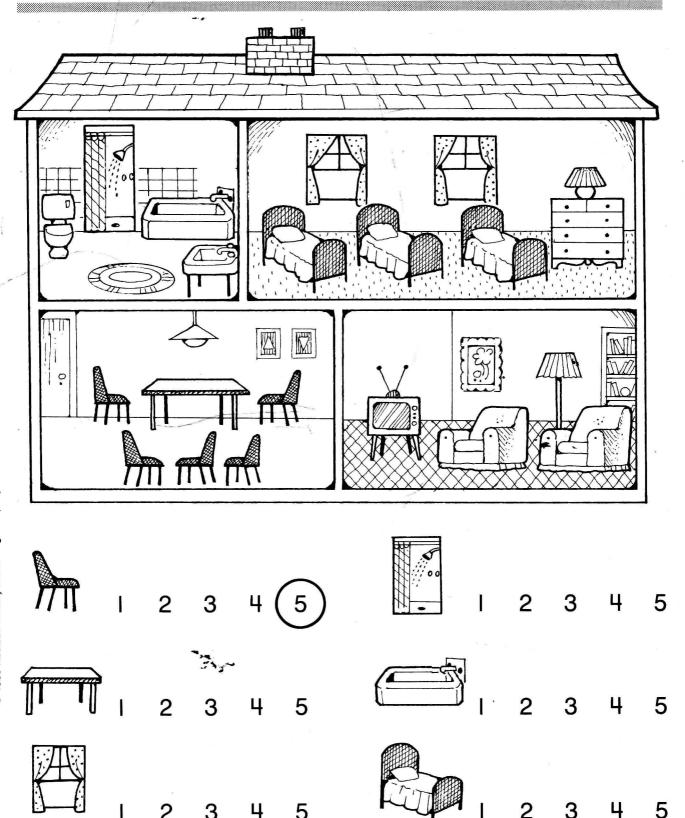


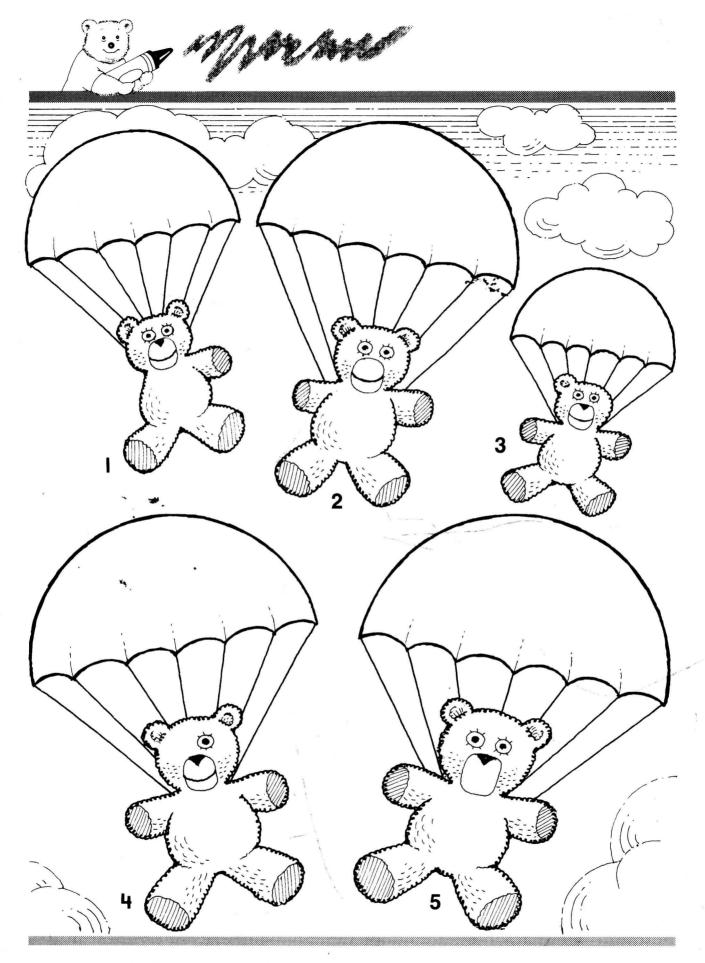
(After Level A, Unit 2) **Following oral directions (TPR); tracing letters; identifying colors.** Students trace the letters Aa, Bb, Cc, Dd at the top of the page. Then they color the objects that start with A red, those that start with B blue, those that start with C green, and those that start with D yellow.

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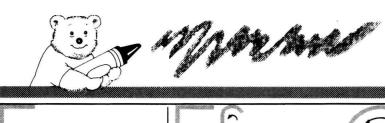


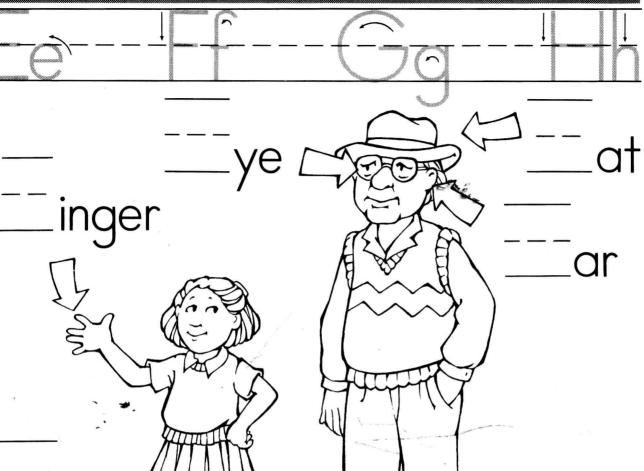


(After Level A, student page 12) **Identifying body parts.** Students review body parts vocabulary as they discuss what is missing from each bear. They draw in the missing parts. Then they color each bear a different color and work in pairs, asking each other: What color is this bear?



(After Level A, student page 13) **Identifying objects; classifying.** Students cut out the items to be placed in the picture. They position them where they fit and then work in pairs, asking each other questions: Where are the (napkins)? Where's the (toast)?





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