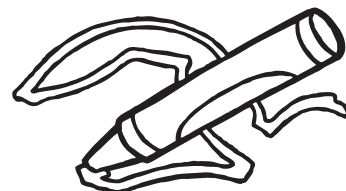


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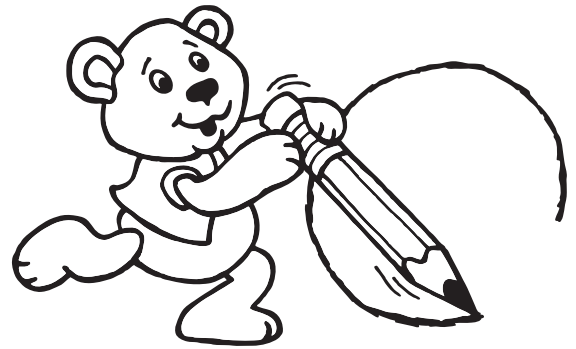


Introduction

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

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

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



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

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



Developmental Skills and Concepts

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

A Note about Learning to Write

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

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



Color Identification

- observing and identifying colors
- classifying objects by color

Line Practice



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



Alphabet (prereading)



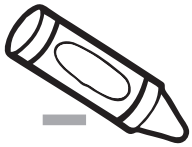
- recognizing and naming some uppercase letters
- writing some of the uppercase letters
- understanding that letters make sounds
- matching beginning sounds to objects
- observing print in writing
- repeating words and sounds; rhymes

Math (numbers and numeracy)



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





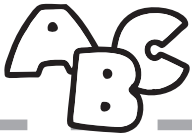
Gray

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



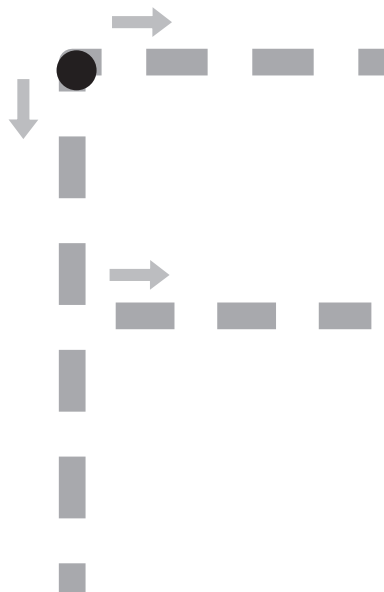
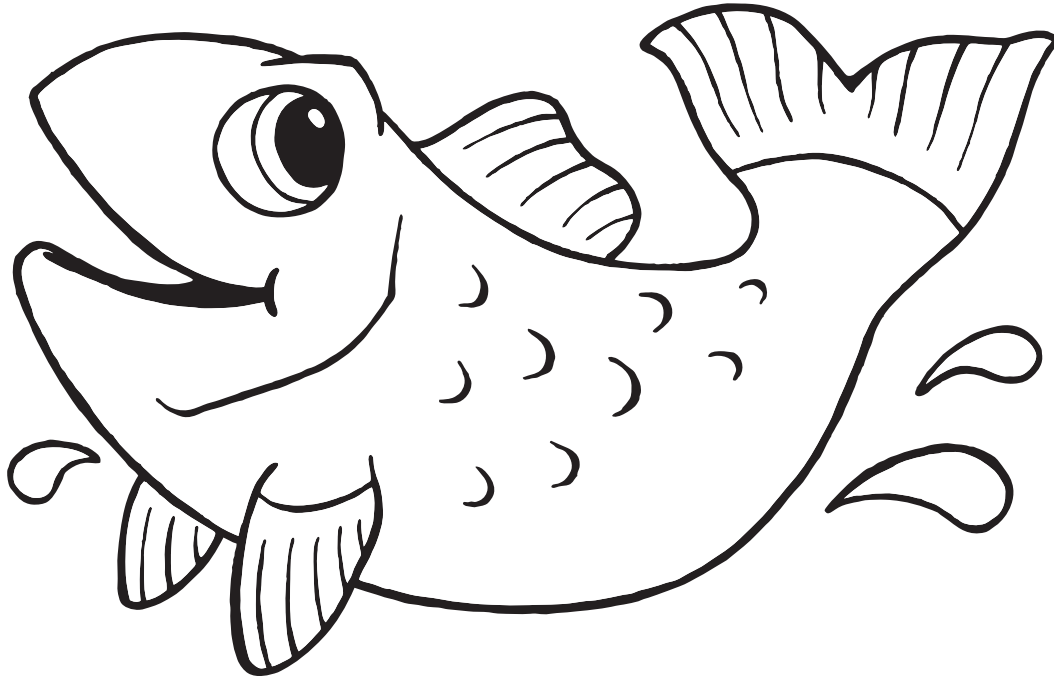
Look Around: Let's walk around and find three things that are gray. Name the gray things we found.

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



F Is for Fish

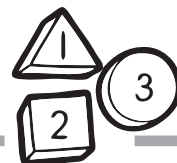
Directions: The animal on this page is called a fish. Fish come in many shapes, sizes, and colors. *Fish* begins with the letter **F**. Say *fish* and listen to the beginning sound. The letter **F** has three straight lines. Let's trace the letter **F**. Start at the dot at the top and follow the arrows.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



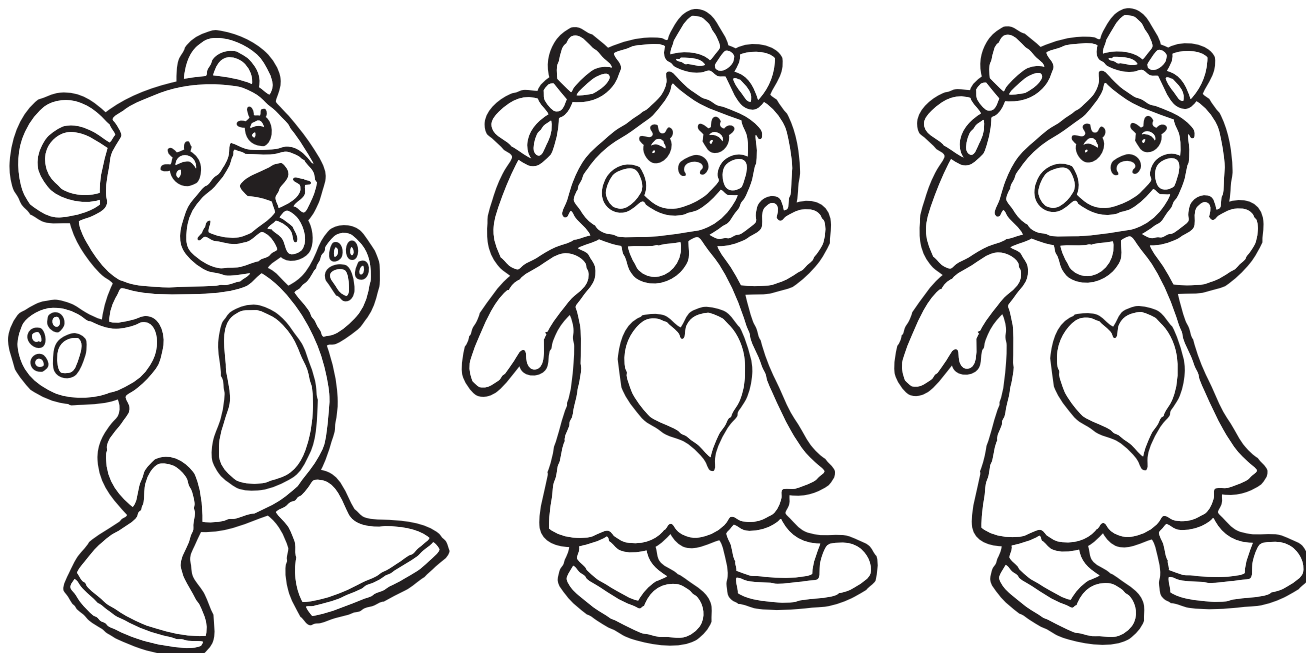
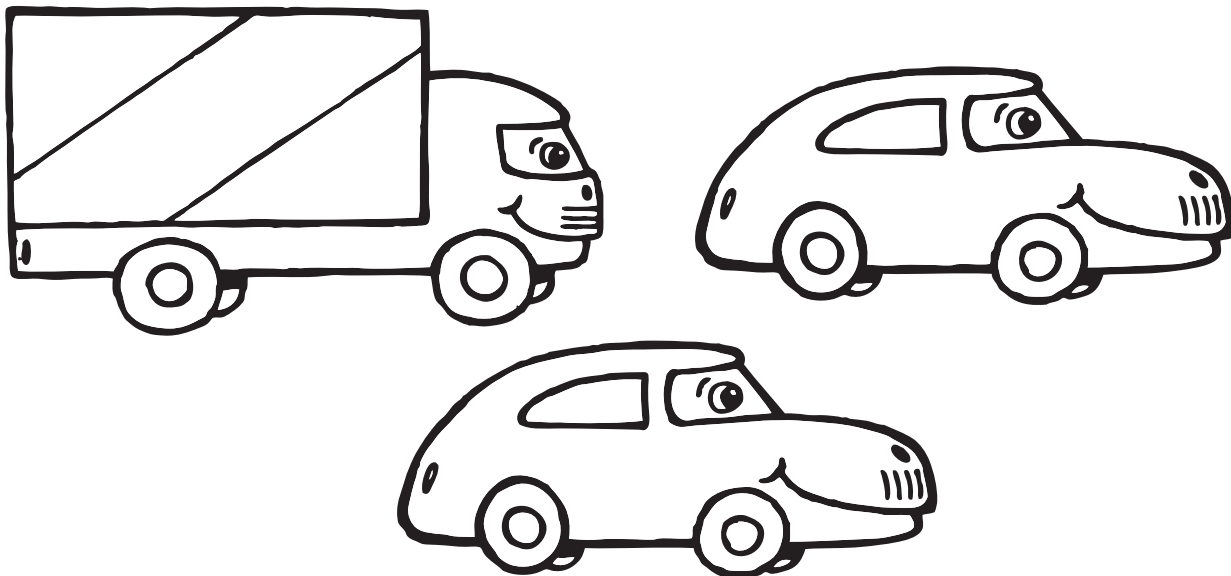
Look Around: Can you find other things that start with the sound the letter **F** makes?

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

1 of a Kind



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



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

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