

My Father's World

from A to Z

Second Edition

A Complete Kindergarten Curriculum

Marie Hazell, M.A.

*The earth is the LORD's, and everything in it,
the world, and all who live in it;
for he founded it upon the seas
and established it upon the waters.
Psalm 24:1-2*

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Curriculum Components

My Father's World from A to Z

- Teacher's Manual
- Alphabet Flashcards
- Student Sheets (includes student pages plus the following):
 - ABC Game Cards, Short Vowel Song Cards, Bingo Cards
 - ABC Chart, Number Chart, Blend Ladder Chart, 100 Chart, Calendar Sheets
 - Biblical Concept Flashcards, Badge Patterns

A-Z Textured Letters by Lauri – Required for many of the reading activities to reinforce multi-sensory learning, these 2" lowercase letters have a soft crepe rubber texture. A homeschool student needs one set; schools need six sets per classroom to be shared by the students.

Note: Schools will also need six sets of **Classroom Picture Cards** per classroom to be shared by the students (not needed for homeschool).

The Teacher's Manual also schedules the following optional but highly recommended resources from the Deluxe Package (available from My Father's World):

What Really Happened to the Dinosaurs? – This exciting adventure takes you through the Garden of Eden and Noah's Ark to discover what really happened to God's magnificent creatures, the dinosaurs! Recommended for Unit 8.

Ant Hill – Watch the world's tiniest engineers dig tunnels and build roads right before your very eyes. Includes a certificate to mail in with a small payment to receive ants (*can be shipped only within the continental U.S. and Canada*). Recommended for Unit 11.

Butterfly Garden – See tiny caterpillars turn into beautiful butterflies with this ingenious, transportable butterfly habitat. Includes a certificate to mail in with a small payment for caterpillars and food when you're ready to start (*can be shipped only within the continental U.S. and Alaska*). Recommended for Unit 21.

For the Children's Sake – A classic that explains the ideas of Charlotte Mason in a way that is easy to understand and implement. Includes information about nature walks, "living books," and more.

Cuisenaire® Rods – 155 plastic rods are an excellent hands-on tool for teaching problem solving and other math concepts. Rods for numbers 1-10 are 10 lengths and 10 colors; each color is a different length.

Cuisenaire® Rods Alphabet Book – Develop spatial relationships, counting, addition and subtraction readiness, and problem-solving skills. Cuisenaire® Rods are used to cover letters and pictures.

Say Hello to Classical Music – Classical music comes alive for children as they listen to a sampling of musical selections by Bach, Mozart, and others, while enjoying activities such as painting to music, dancing to a waltz, and creating with clay.

Inflatable Globe – An ideal, child-friendly way to begin teaching geography concepts.

Available Separately:

Kindergarten Literature Collection – "Mommy, read it again!" Children will love listening to this collection of classic and treasured picture books, with a story for each of the 26 kindergarten thematic units. Includes *The Tale of Peter Rabbit*, *Frog and Toad Are Friends*, and many more. Books for kindergarten may be borrowed from the library, but this set is ideal for those who live overseas or find it difficult to visit the library, and for anyone who prefers to own these memory-making stories.

Welcome to My Father's World!

You are about to begin **an exciting year-long adventure**. Your adventure starts by traveling way back to the beginning when God created the earth. And it continues as you investigate many of the wonders God created. The sun, the moon, dinosaurs, rocks, horses, elephants, butterflies, vegetables, us—these are just some of the themes you'll explore through art, children's books, science experiments, and other hands-on activities.

What is My Father's World?

My Father's World from A to Z is a complete kindergarten curriculum. **Reading** is taught using a highly successful multi-sensory phonics approach. Hands-on and workbook activities teach letter names, letter sounds (consonants and short vowels), sound blending, and correct handwriting. By the end of the year, students are reading simple short stories. **Bible, Science, Math, Social Studies, Art, Children's Literature, and Creative Thinking** are also integrated into 26 thematic units. For example, when learning the letter *s*, students study about the sun, construct a sundial, make raisins, paint a sun, and see how, like the sun, Jesus is the light of the world.

Why was My Father's World written?

The author has taught more than 20 years as a public and private school teacher and as a homeschooling mother of six. She was not satisfied with what she found in existing beginning-to-read programs, so she developed a curriculum to include

- a solid Biblical foundation focusing on the wonders God created,
- thematic units which integrate all subjects,
- a phonetic and multi-sensory approach to beginning reading,
- quality children's literature with related activities,
- maximum success for different learning styles,
- activities that challenge strong learners yet nurture slow learners,
- clear instructions that are flexible enough for both parents and experienced teachers,
- an environment where both teacher and student enjoy learning together.

For whom is My Father's World designed?

This program is ideal for homeschool and classroom use. It may be used successfully with 5-year-old and mature 4-year-old children. It is also suitable for the first trimester of first grade with students who are just beginning to learn letters, sounds, and sound-blending. Preschool through grade 2 can learn together using the science and Bible activities. These theme-based activities (not including the reading lessons) also may be used for children's clubs, Sunday School, or a summer program.

How long does My Father's World take to teach?

There are 166 days in the program. The introduction is ten days, and each of the 26 thematic units is six days. (You are not expected to teach on the weekend. Each unit will extend more than one week.) Daily lessons are designed to be 60-90 minutes long.

Ready? Let's get started!



Information – Units 1-26

After the introductory 10-day unit, “Creation – The Foundation,” Units 1-26 are taught. Each unit focuses on one alphabet letter and one corresponding science topic, with character development integrated into each unit. A unit takes six days to complete, with 60-90 minutes of daily instruction. You are not expected to teach on the weekend. Each unit will extend more than one week. The entire program is 166 days.

We are often asked, “Why are the units SIX days instead of five?”

First, let’s explain how a six-day unit works. You will teach a unit for six school days; thus each unit will extend more than one week. You are not expected to teach on Saturday. If you begin Unit 1 on Monday, you will complete it six school days later, on the following Monday. You would then begin Unit 2 on Tuesday and complete it six school days later on the following Tuesday.

While this initially may feel uncomfortable (to the adult), we have found that students benefit from having more time (six days versus five) to complete the reading and science topics, especially after the first few units.

Six days per unit means your school year is 166 days, allowing room for any field trips or special activities you want to add. If you change this to five-day units, you will end in 140 days, only 28 weeks, considerably shorter than a typical school year.

Our primary reason, however, is flexibility! It is very freeing not to be tied to a weekly schedule. For example, if LIFE happens and your child is sick and misses two days of school, you can just begin where he left off and not worry about making up two days to finish the unit by Friday. You can add educational events—take a day to see Grandma and Grandpa, visit your local zoo, drive to the mountains when the fall leaves come in—or schedule a doctor’s appointment without worrying about getting off schedule. We’ve given your kindergarten year “wiggle” room. Our desire is that flexibility be given to the first-year homeschooling mom—you can accomplish everything without getting stressed out! We also give flexibility to the seasoned homeschool mom—you can enjoy this precious kindergarten year while also attending to the needs of older siblings.

Certainly you can choose to teach each unit in five days. (We don’t advise teaching on Saturday.) The activities for Day 6 can be spread throughout the week, but this will shorten your school year by 26 days and take away some of your scheduling freedom and flexibility. Either way, we hope you enjoy your year investigating some of the wonders in God’s creation!

Reading

Reading is taught with a highly successful multi-sensory phonics approach. Hands-on and pencil/paper activities are combined to teach letter names, 26 letter sounds (consonants and short vowels), sound blending, and correct handwriting. Students learn to read and write short vowel words. By mid-year they are reading very simple stories.

You will use the Reading Plan (printed on yellow paper) as a general teaching guide repeated with modifications for each unit. If your student is already reading, see “What If My Child Is Already Reading?” on page 197 in the appendix for ways to enrich the reading lessons.

Math

Math is taught using an informal, integrated approach. All necessary kindergarten math skills are taught, including counting objects, writing numerals, preparing and understanding charts and graphs, comparing, classifying, and

sequencing. Students are introduced to ordinal numbers (first, second, etc.), fractions (whole/half), clocks, coins, addition and subtraction.

It is important to reinforce these math skills in everyday situations. This is easily done. When it is time to set the table, count and classify the silverware. When you are grocery shopping, help the child read prices. When eating, practice simple subtraction—2 cookies minus 1 leaves 1, 5 potatoes become 4 when 1 is put on dad's plate, etc.

Many skills are woven into the units, as students cut an apple in half, measure and compare the lengths of dinosaurs and whales, and order leaves by size. In addition, student sheets teach writing numerals and many other math skills. The 100 Chart and monthly calendar, described below, complete the math program.

Sample continued on next page

Sample continued below

Activities

Daily activities focus especially on Bible and science, but also include social studies, math, art, children’s literature, fine/gross motor development, and creative thinking. Activities are designed to allow flexibility for you, the teacher. Feel free to modify existing activities or create new ones to better match the interests and needs of your student. Optional additional activities are listed at the end of each unit, which may be added to your plans or substituted for a scheduled activity.

Biblical Concepts

Each unit has a unique Biblical concept. Students memorize 26 “words to remember”—short sentences that personalize and summarize each Biblical concept. Activities throughout the unit reinforce the Biblical concept. We encourage you to make these concepts real to the student by discussing real-life situations that illustrate them.

Bible Verses – for the parent/teacher

Bible verses that tie to the student’s Biblical concepts are printed at the top right of each unit chart. These verses are for the parent/teacher to read and meditate on during the unit.

Poem or Song

Some units include a poem. Read the poem aloud to the student each day. Use expression in your voice to make the poem come alive. Listening to and appreciating poetry is an important language arts skill. Those who want to do more may use the poem in several ways. You might print the poem (or part of it) using a larger size font to make a wall chart of the poem, or you may print each stanza at the bottom of a sheet of paper and create a book of poems. Illustrate with computer clip-art pictures from the Internet or hand-drawn illustrations.

Some units include a song. If you are unfamiliar with the song, recite it as a poem and follow the ideas above.

Information – Day 1

On the first day of each six-day unit, you will present simple, factual information about each science topic. You can use your own knowledge, books you already own, library books, or the internet (please use caution and always preview for your child). Books do not need to be read to the student cover-to-cover but may be paraphrased as you look at the illustrations. You might also refer briefly to a book to share interesting information. Encyclopedias (we prefer *World Book*) often have interesting illustrations and information, but you will need to greatly simplify the material. Nature encyclopedias also are excellent resources.

Read-Aloud

Time is scheduled daily for the parent/teacher to read aloud to the student. Enjoy this relationship-building time, so crucial to learning to read. You may select any books. Read favorites you already own, reread Book Time books from previous units, or use the Book List in the appendix to locate other fiction and non-fiction books on the unit's theme.

Badges – Day 3

On Day 3 of each unit you will make a badge in the shape of the unit's theme, e.g. "sun," using colored construction paper and Badge Patterns provided in the Student Materials. We really encourage you to make these badges. This is an important hands-on way to reinforce Biblical concepts while also developing fine motor skills.

In addition, full-color Biblical Concept Flashcards are included in the Student Materials and may be used when reviewing the Biblical concepts.

There are many options for the badges you create—choose the one best for you:

- Insert yarn through a punched hole to make a necklace. Reinforce the hole with tape on the back of the badge. For a more durable badge, laminate or use clear Contact® paper. By the end of the school year the student will have 26 badges. When the student wears his badge, it reinforces the importance of the "words to remember" and gives him an opportunity to share God's truths with others.
- Display the badges in a scrapbook.
- Hang them on a string using mini clothespins or paper clips.
- Laminate and put them on the refrigerator (with optional magnets on the back).
- Display on a bulletin board on the child's door, on the bedroom wall, or in a main room.
- Display them on several colorful poster boards.
- Glue onto 8½" x 11" sheets of paper and use page protectors to keep them in a notebook.
- Make note cards using the picture and Biblical concept to use for thank yous, birthdays, etc.
- Use multi-colored foam or felt sheets instead of paper; reuse the badges as 26 ornaments to decorate an advent tree.

Book Time – Day 6

This key component in beginning to read occurs on the last day of each unit. Each of our 26 units schedules a children's literature book (with alternates) related to the theme. The book is read aloud to the student, and related activities are completed.

The Book Time titles are listed in each unit; a complete Book List can be found in the appendix. Plan to borrow books from the library, substitute picture books of your choice, or purchase the *Kindergarten Literature Collection*—a collection of picture books with a story for each of the 26 thematic units—available from My Father’s World.

If necessary, substitute another quality children’s storybook, preferably with the same theme. If you use a book that is not listed in the activity guides, create your own projects or use some of these ideas:

- Act out the story with or without props.
- Ask the student to retell the story while looking at the book.
- Have the student draw or paint a favorite scene from the book while looking at the illustration.
- Staple five blank sheets of paper together. On the first page write the book’s title, the author, and “retold by (student’s name).” Have the student retell the story and write it for him at the bottom of the blank pages. The student illustrates his book.

Outside Time – Day 6

There are no regular phonics activities scheduled for Day 6. This allows you time to spend part of Day 6 outside enjoying God’s beautiful creation. This is a time to run, play, explore, watch an ant, and feel the rough tree bark. See pages 133-137 in *For the Children’s Sake* for some practical how-to’s and a better understanding of why this outdoor time is so foundational.

Say Hello to Classical Music – Day 6

Classical music comes alive for children as they enjoy participating in activities while listening to a sampling of musical selections. Children paint, dance, create with clay, leap and jump, swirl scarves, and more! The activities are ideal for children ages 2-10; the music will be enjoyed by all ages. Feel free to adapt the ideas for the ages and interests of your children, or create your own activities. We encourage you to participate with your children. Enjoy your adventure in classical music!

- Some of the songs have ideas for dancing or moving. Before you begin these, set some ground rules:
 - When the music starts, start moving.
 - As soon as you hear the music stop, stop moving.
 - When you move to the music, be very careful not to touch anyone else or any furniture.
- When you play a piece, be sure to give it a name. For example, say, “Today we’ll listen to some beautiful music written by a man named Mozart. So the next time we hear this music, we can call it our Mozart music.” This gives the child a way to ask you to play a specific piece he likes, and begins to introduce him quite effortlessly to the classical composers. You might find a book at the library with a picture of the composer, but don’t worry about reading it to him yet—the study of composers’ lives will come later when the child is older.
- Once you have presented a piece, you might ask the child to make up a story for it. When he closes his eyes, what does he see in his mind as he listens to the music? You might also let your child “direct” a piece once he is familiar with it.
- The selections are scheduled on Day 6 in the lesson plans. After you have played a piece, you might replay it several times during the next few days. You might also use the whole CD for background music while the child draws or colors, enjoys a bubble bath, or relaxes at bedtime.



Unit 18: Zebra

I can't hide anything from God.

	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3
Language Arts and Math	<input type="checkbox"/> Calendar Addition Readiness (see notes)	<input type="checkbox"/> Calendar Addition Readiness	<input type="checkbox"/> Calendar Addition Readiness
	<input type="checkbox"/> Introduce Letter Sound – /z/ Introduce Flashcard A-a-Apple Song Picture Cards Page** (** indicates to use a student sheet) Tactile Letter Activity (see page 173)	<input type="checkbox"/> Short Vowel Song Handwriting Page** Picture Box Activity Sound Discrimination Page** (see page 177)	<input type="checkbox"/> A-a-Apple Song Letter Sound Practice Blend Ladder—Part One Math Page** Cut and Paste Page** Letter Sound Bingo (see page 180)
Activities	<input type="checkbox"/> Information – Present information about zebras. Discuss why zebras have stripes. <input type="checkbox"/> Bible – (see notes)	<input type="checkbox"/> Make a Zebra Mask – Cut two holes in a white paper plate for the student's eyes. Let the student paint brown or black stripes on the plate, or use colored paper and glue. When the paint dries, cut two ears from black paper and glue them on the plate. Attach a wooden craft stick at the bottom for a handle or attach yarn to each side of the plate to create ties. <input type="checkbox"/> Bible – (see notes)	<input type="checkbox"/> Globe – Zebras live in Africa. Find where you live on a globe. Then locate Africa. Talk about how far away it is. Tell a story about how you could travel to Africa. Also review the location of Antarctica and continue your story with a visit to the penguins in Antarctica. <input type="checkbox"/> Badge – Make a zebra-shaped badge from white paper. Add black stripes. On the badge print, "I can't hide anything from God." Ask the student to tell you what these words mean. Discuss briefly.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplies	<input type="checkbox"/> optional: purchase a very simple addition workbook	<input type="checkbox"/> white paper plate, wooden craft stick (or drinking straw), yarn (or string)	<input type="checkbox"/>

Nothing in all creation is hidden from God’s sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account. Hebrews 4:13 NIV



<input type="checkbox"/> Day 4	<input type="checkbox"/> Day 5	<input type="checkbox"/> Day 6
<input type="checkbox"/> Calendar Addition Readiness	<input type="checkbox"/> Calendar Addition Readiness	<input type="checkbox"/> Calendar Addition Readiness
<input type="checkbox"/> A-B-C Song and Letter Review Blend Ladder—Part Two Blend Ladder Page** Word List Page** Letter Sound Go-Fish (see page 184)	<input type="checkbox"/> Short Vowel Song Drawing Page** Story Page** (see page 189)	<input type="checkbox"/> <i>Cuisenaire Rods Alphabet Book – Z</i> <input type="checkbox"/> Book Time – (see notes) Write your selection here: _____
<input type="checkbox"/> Africa Poster** – Use the African Animals student sheet. Make a large poster in the shape of Africa (just approximate the shape, it doesn’t need to be perfect). Cut out the pictures from the student sheet and glue them onto the poster. <input type="checkbox"/> Bible – (see notes)	<input type="checkbox"/> Animal Game – Describe a wild animal, and have the student guess the animal’s name. Example: “I’m thinking of an animal that lives in Africa. It is the largest animal that lives on land.” (Elephant.) Continue to give clues until the student guesses correctly. <input type="checkbox"/> Bible – (see notes)	<input type="checkbox"/> Outside Time – Enjoy playing and exploring at a favorite park. <input type="checkbox"/> <i>Say Hello to Classical Music – #18:</i> Clark: Trumpet Voluntary Hold a pretend trumpet (a sheet of paper rolled into a tube) to your mouth and “play” this march.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 18 Notes

<p>Day 1 Math</p> <p>Bible</p>	<p>Addition Readiness – Begin teaching addition informally for a few minutes each day using real objects. (For example, demonstrate as you say, “There are 2 cookies on this plate. Now I add 1 more cookie to the plate and there are 3 cookies here. 2 plus 1 equals 3.”) After the student understands this, you can write the problems on paper. Explain what the symbols + and = mean. Focus on addition problems with an answer of 5 or less. (You can advance later to 10 or less.) At the kindergarten level students are not expected to memorize addition or subtraction facts—they only need a general introduction.</p> <p>Challenge the student with simple oral word problems as you go about your daily routine. For example, say, “We have 2 bowls on the table. If I put 2 more bowls on the table, how many bowls will be on the table?” After he answers “4 bowls,” say “Yes, 2 plus 2 equals 4.” Restating the problem in precise mathematical terms helps the student become acquainted with math vocabulary.</p> <p>Optional: Purchase a very simple addition workbook.</p> <hr/> <p>Say, “A zebra has stripes that help him hide from other animals. But do you think he can hide from God? Of course not! No animal and no person can hide from God. We can’t hide anything from God. God sees everything. The Bible tells us about this.”</p> <p>Nothing in all creation is hidden from God’s sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account. Hebrews 4:13 NIV</p> <p>Show the “zebra” flashcard and help the student memorize the words to remember: <i>“I can’t hide anything from God.”</i></p>
<p>Day 2 Bible</p>	<p>Play hide-and-seek. Afterward discuss how we sometimes can hide things from each other, but we can’t hide anything from God. Read and discuss:</p> <p>From heaven the LORD looks down and sees everyone. From his throne he watches all those who live on the earth. He creates the hearts of all people. He is aware of everything they do. Psalm 33:13-15</p> <p>Show the “zebra” flashcard and review the words to remember. Then ask, “How does a zebra remind you that you can’t hide anything from God?”</p>
<p>Day 4 Bible</p>	<p>Read the following verses and discuss that God knows all about us.</p> <p>LORD, you have seen what is in my heart. You know all about me. You know when I sit down and when I get up. You know what I’m thinking even though you are far away. You know when I go out to work and when I come back home. You know exactly how I live. LORD, even before I speak a word, you know all about it. You are all around me. You are behind me and in front of me. You hold me in your power. I’m amazed at how well you know me. It’s more than I can understand. Psalm 139:1-6</p>
<p>Day 5 Bible</p>	<p>Read the following verses and discuss that God is everywhere.</p> <p>If I go up to the heavens, you [God] are there. If I lie down in the deepest parts of the earth, you are also there. Suppose I were to rise with the sun in the east and then cross over to the west where it sinks into the ocean. Your hand would always be there to guide me. Your right hand would still be holding me close. Suppose I were to say, “I’m sure the darkness will hide me. The light around me will become as dark as night.” Even that darkness would shine like the day, because darkness is like light to you. Psalm 139:8-12</p>

Show the picture flashcards and review the words to remember for all units taught so far.

Day 6

Book Time

Brian Wildsmith's Amazing Animal Alphabet by Brian Wildsmith (Star Bright Books, 2009). Beautifully illustrated alphabet book with factual information about the animals.

1. Read the book to the student.
2. Read a description of an animal from the back of the book, but omit its name. Can the student guess the animal or find its picture? Repeat with several other animals.
3. Go through the book again. This time give names to the animals using the same initial letters, such as "Al Alligator" and "Benjamin Bear."
4. Have the student make up a story about the mother zebra and her child (on the "zebra" page) who live in a zoo. Tell about the people who visit them.
5. Let the student choose one of the animals to trace and color. Another option is to have the student look at an illustration and try to draw or paint a similar animal.

On Beyond Zebra! by Dr. Seuss (Random House, 1983). A young boy tells about his alphabet that begins after Z and includes such letters as *yuzz*, used for the animal called a "Yuzz-a-ma-Tuzz."

1. Read the book to the student.
2. Have the student pick the animal from the book he would most like for a pet and explain why.
3. Let the student create his own book, including four new alphabet letters with animal pictures and descriptions.

Additional Activities

Make a Zebra – On a large sheet of white paper, draw an outline of a zebra (without stripes) for the student. Have the student look carefully at a picture of a zebra, noting which direction the stripes run. Let him paint the zebra's stripes on his paper with black paint. After it dries, add tall grass with brown paint or use real grasses/weeds and glue.

Zebra Pudding – Make chocolate and vanilla pudding.

- 3 T cornstarch
- 2 c milk
- ¼ c honey
- 1 t vanilla extract
- 2 T chocolate chips

Mix 1¾ cups milk and ¼ c honey in a small pan. Begin cooking over medium heat, stirring often.

Meanwhile, in a 2-cup glass measuring cup, add cornstarch to ¼ c milk and mix well.

When the milk/honey is very hot and almost boiling, add the milk/cornstarch mixture to the pan. Stir constantly until it begins to boil.

Remove from heat. Add 1 t vanilla. Pour half (1 cup) of the pudding back into the glass measuring cup.

Add 2 T chocolate chips to the pudding remaining in the pan and mix well.

While the pudding is still warm, pour into 2 clear glasses, alternating chocolate and vanilla layers to resemble zebra stripes. (Hint: Skinnier glasses allow more layers of stripes and you can split the pudding into 3 glasses.)

Let the pudding cool in the refrigerator.

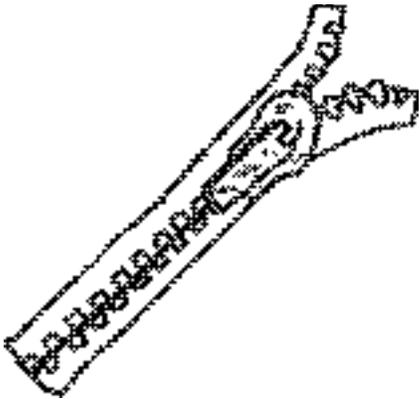
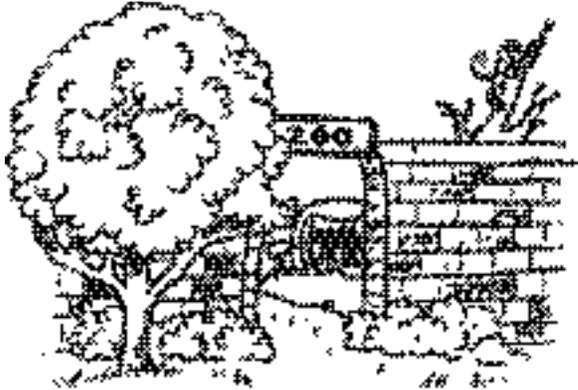
Makes 2 cups; double recipe if needed.

Hint: If you purchased the Butterfly Garden (available from My Father's World), consider ordering your caterpillars now for Unit 21.

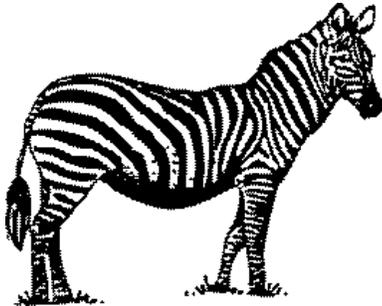
Notes and
Ideas



Zz



0



zoo, zipper, zigzag, zero, zebra



Zz

Name: _____

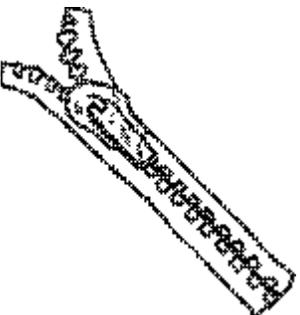
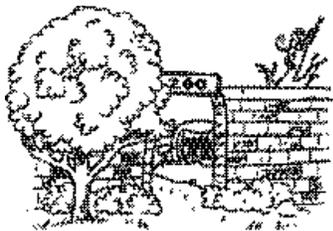
Z Z _____

z z _____

Z Z _____

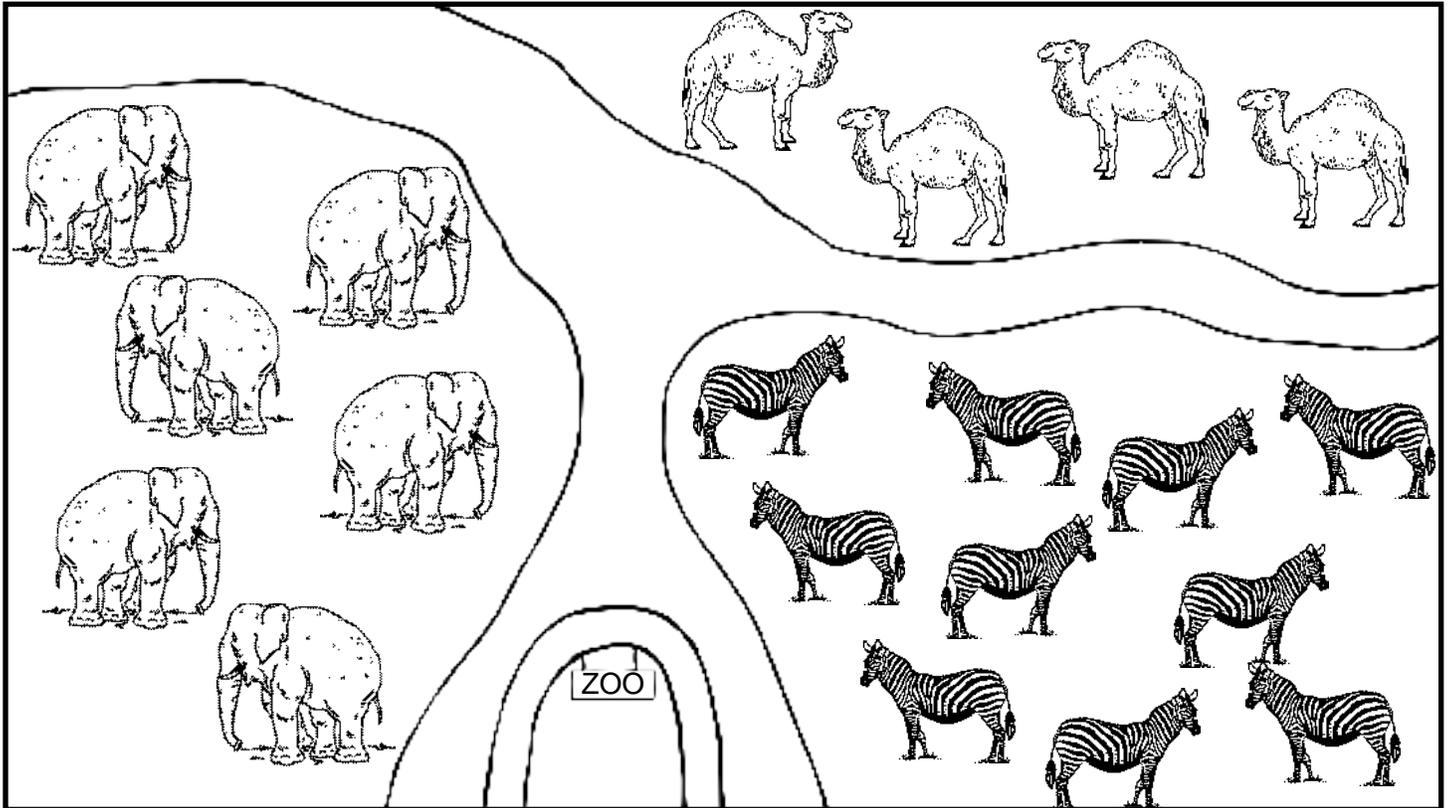
z z _____

18 18 _____

			
<h1>Zz</h1>	<h1>0</h1>		
			
			

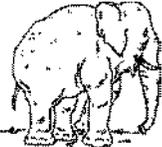
Tallies

Gather 10 objects. As you count each one, make one tally mark (|) for each. When you reach five, make a slanted tally mark (**||||**). Now count the animals at the zoo.



Tally Marks

Write the numeral.

	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>

zip

sack

pig

ten

hat

cat



10



Name: _____

	a	
	e	
	i	
	o	
	u	

1. zip tip hip

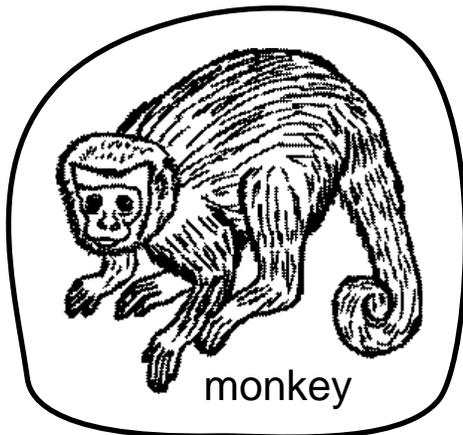
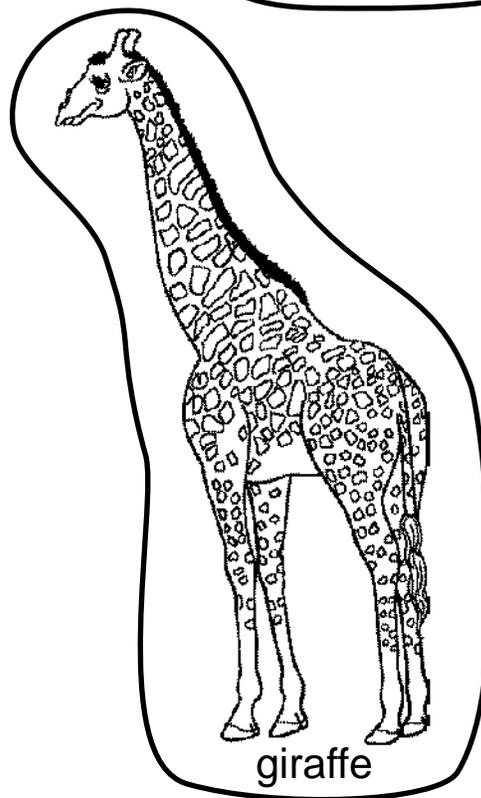
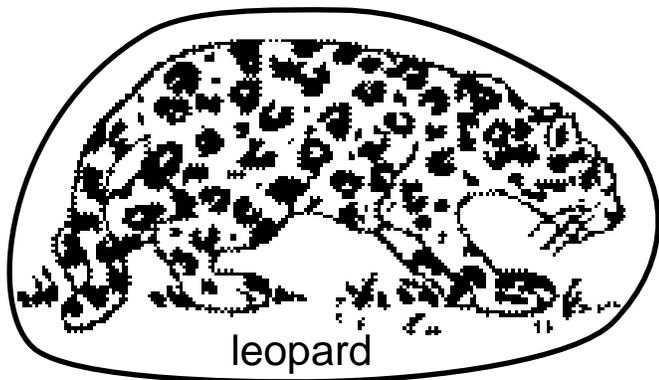
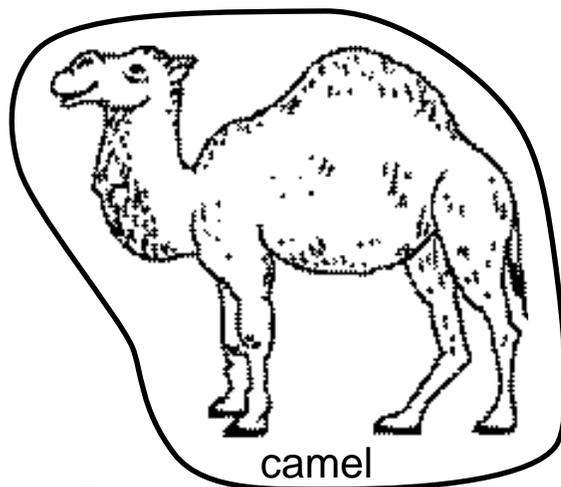
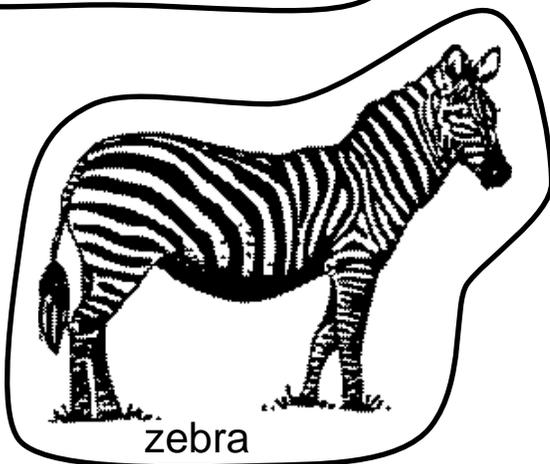
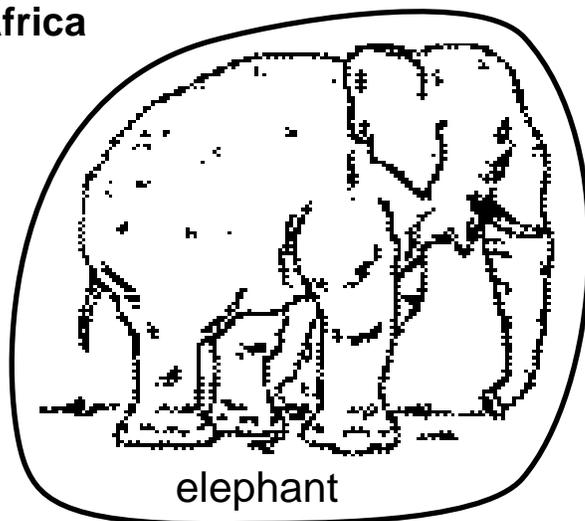
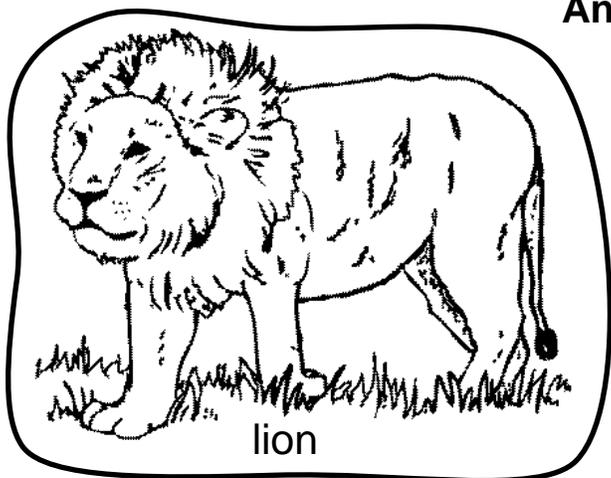
2. led net well

3. mom dot top

4. tap cap lap

5. cut hum cup

Animals in Africa



Name: _____

<p>1.</p> <hr/> <hr/> <hr/>	<p>2.</p> <hr/> <hr/> <hr/>
<p>3.</p> <hr/> <hr/> <hr/>	<p>4.</p> <hr/> <hr/> <hr/>

Kids Can



Kim can mop.



Ken can sit.



Ann can hug.



Sam can dig.



Dan can zip.