



Language and Fine Motor Skills

Workbook

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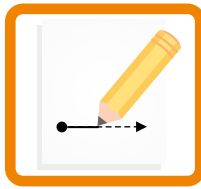
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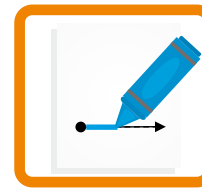
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Listen and repeat the words.



Trace the lines.



Color the line to connect the same word and picture.

1



friends



teacher



friends



crayons



Ask the child to point with their finger to objects around him/her, for example, the table, the crayons, or the chair. Observe if the child understands by responding appropriately to oral directions.

2

Online page

Lesson 1
Back to School



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Listen and repeat
the words.



Trace the
squares.



Color the square with
the same word and
picture.

2



alphabet



bell



door



alphabet



chair



Ask the child to look at the pictures and label each one. Ask the child to look for these objects in his/her classroom. Observe if the child understands by responding appropriately to oral directions.

4

Online page

Lesson 1
Back to School



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Listen and repeat
the words.



Trace the
circles.



Color the circle with
the same word and
picture.

3



crayons



friends



crayons



clock



table



Ask the child to look at the pictures and to label each one.
Ask the child to describe some of the objects, for example,
the big table. Observe if the child is able to use language
accurately.

5

Online page

Lesson 1
Back to School



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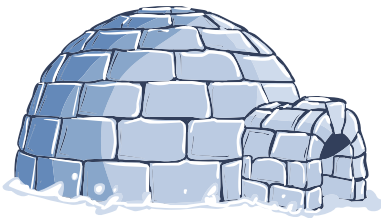
Look at the pictures.



Draw a circle around the letter that begins with the name of each object.

4

1



a e i

2



a e i

3

8

a e i

4



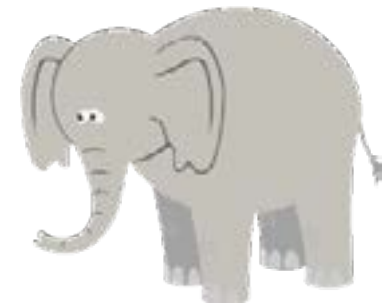
i a e

5



e i a

6



i e a



Ask the child to label each picture and to listen to the beginning sound. Ask the child to say the name of a different object with the beginning letter in each box.

10

Online page

Lesson 1
Vowels



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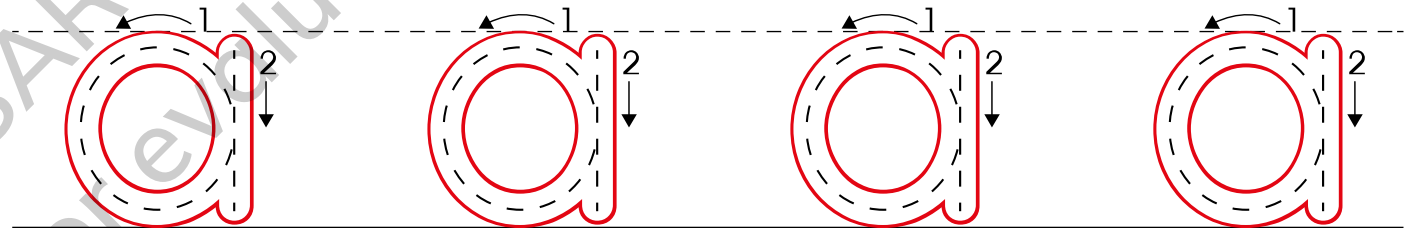
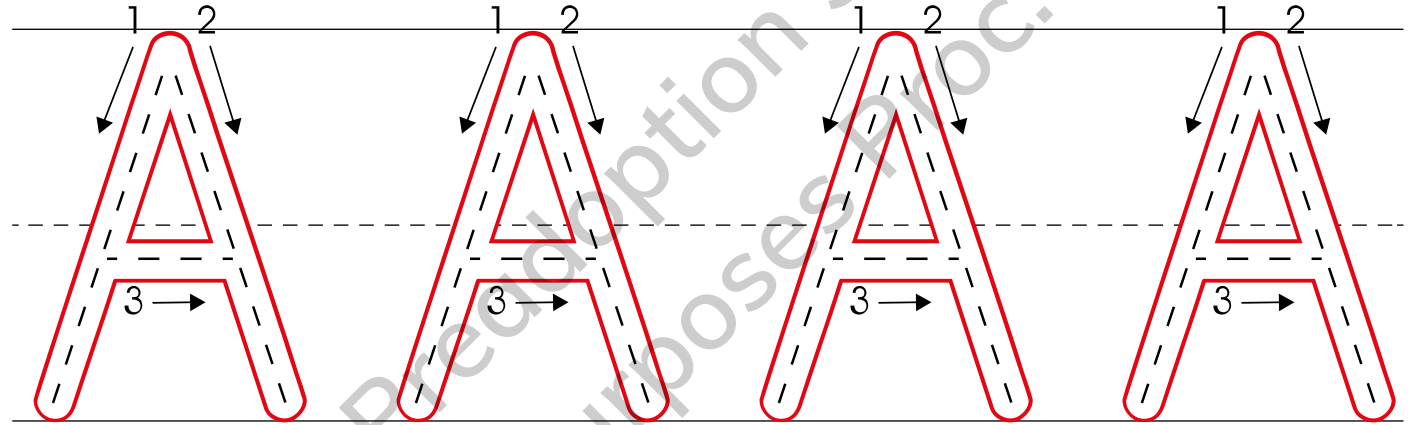
Trace the letters.

5



Ann

Adam



Show the child the stroke of each letter while saying:
A for Ann and Adam when tracing each capital letter.
Show the stroke of each small letter: a for ant and apple.
Ask the child to practice.

4

Online page

Lesson 1
Traces and prewriting



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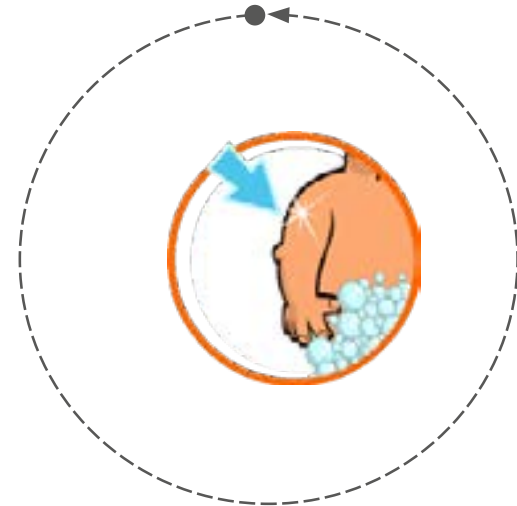
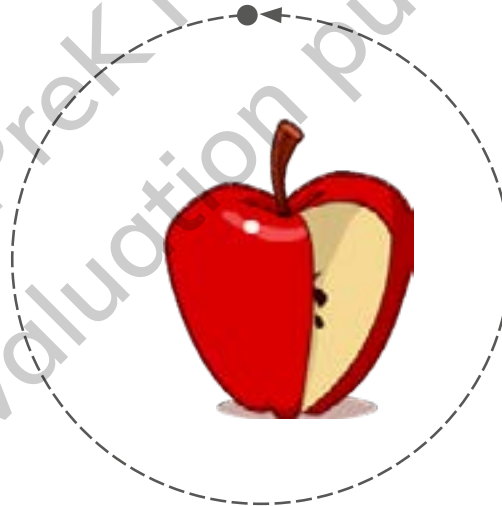
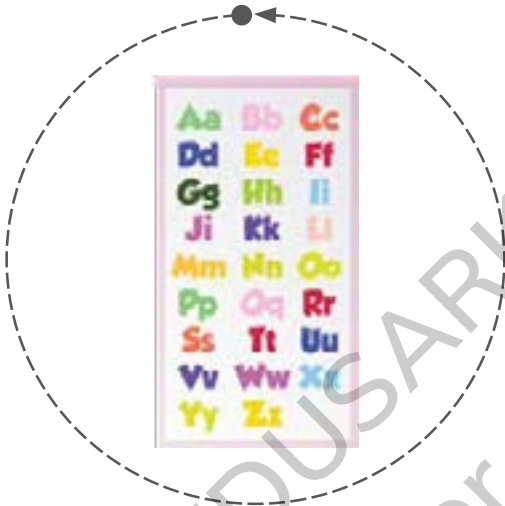
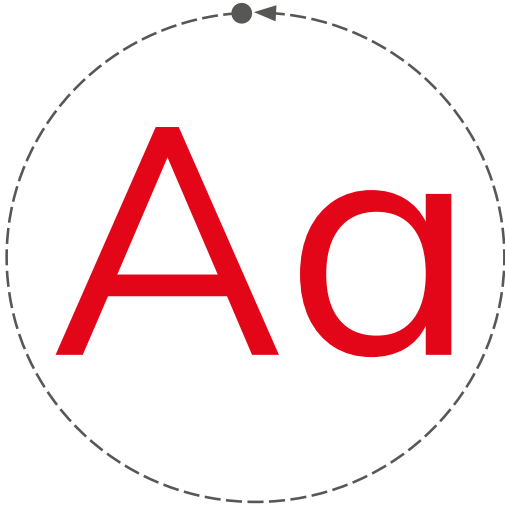
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in alphabet.



Ask the child to name the pictures and listen to the
beginning sound (Ann, dolphin, alphabet, apple, arm). Show
the child how to color the circle of the pictures with the
beginning sound of the letter a.



Online page

Lesson 1
Vowels



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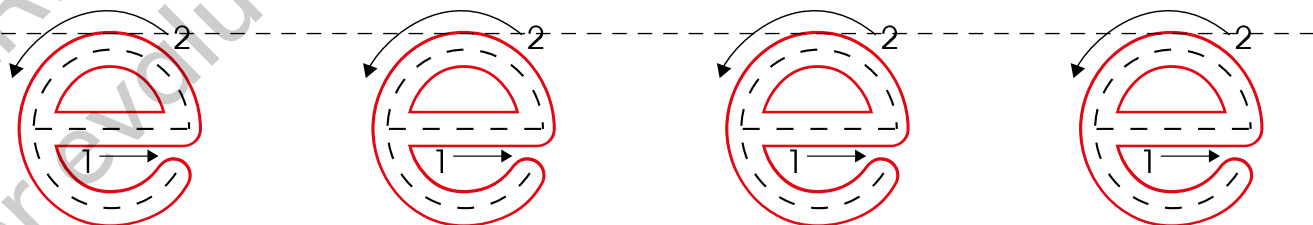
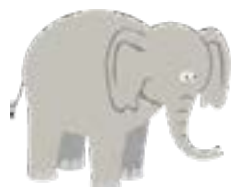
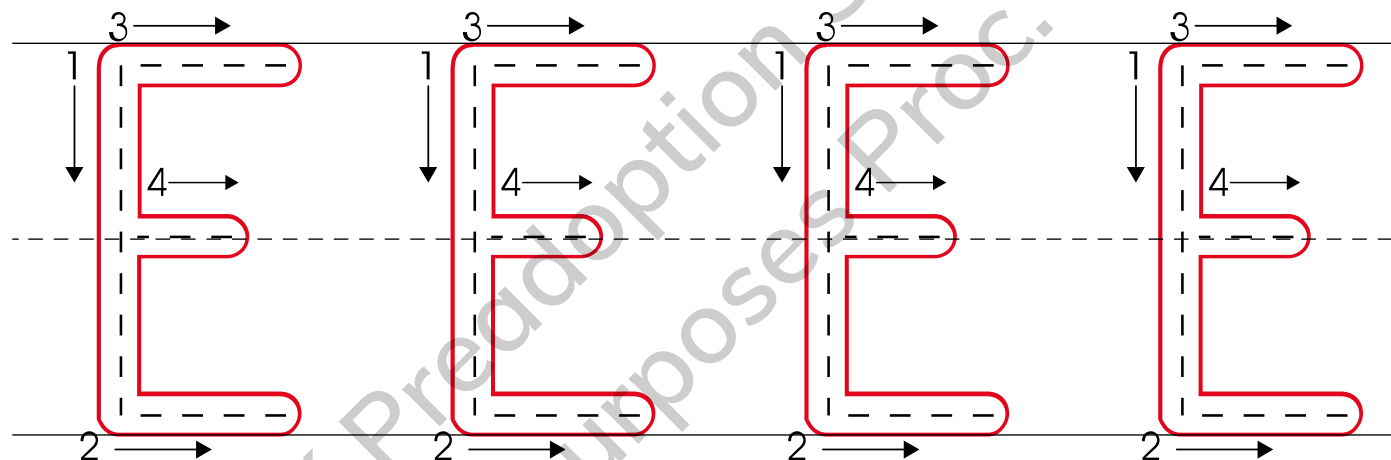


Trace the letters.

7



Emily Eric



Show the stroke of each letter while saying: E for Emily and Eric when tracing each capital letter. Show the stroke of each small letter: e for elephant and eggs. Ask the child to practice.

8

Online page

Lesson 1
Vowels



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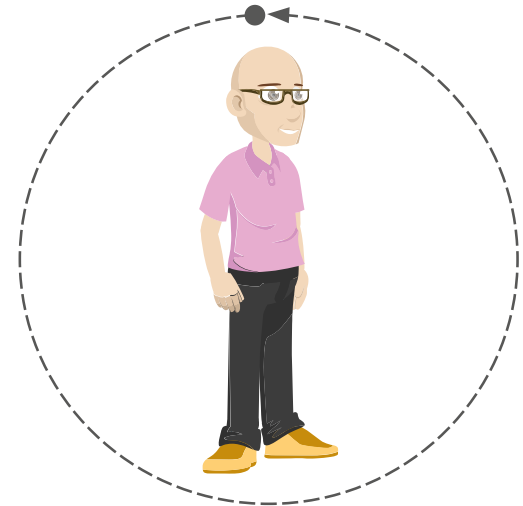
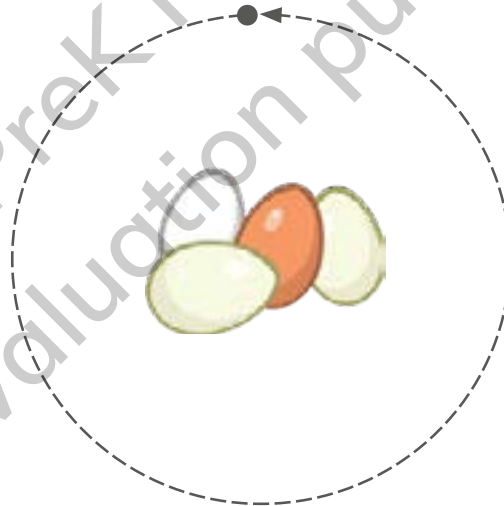
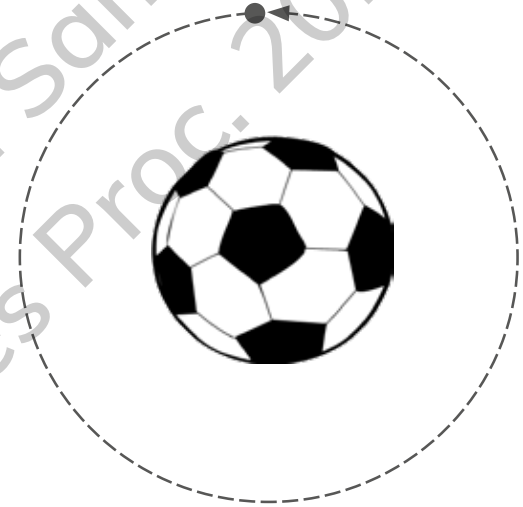
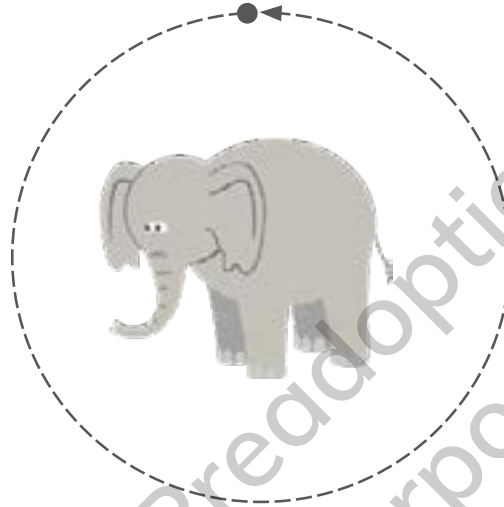
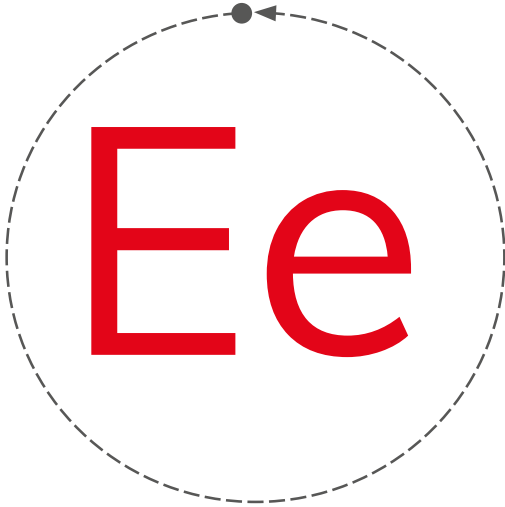
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in elk.



Ask the child to label the pictures and listen to the
beginning sound (elephant, ball, eight, eggs, Eric). Show
how to color the circle of the pictures with the beginning
sound of the letter e.

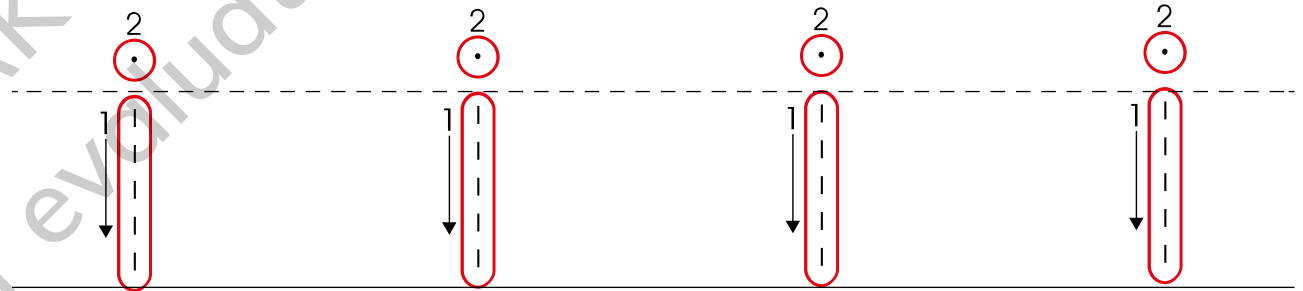
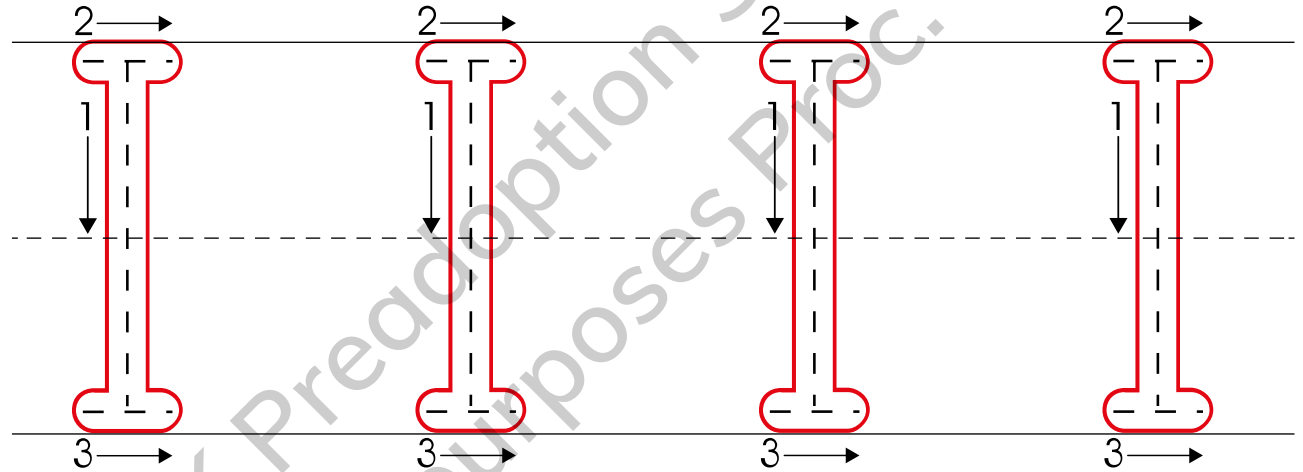
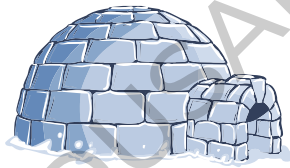


Trace the letters.

9



Ilian



Show the stroke of each letter while saying: I for Ilian and Italy when tracing each capital letter. Show the stroke of each small letter: i for iguana and igloo. Ask the child to practice.

12

Online page

Lesson 1
Vowels



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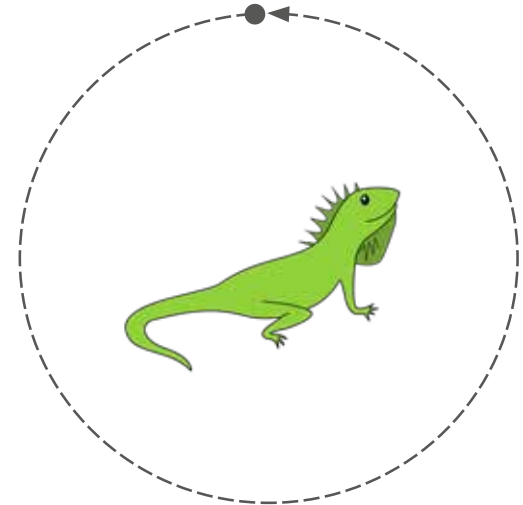
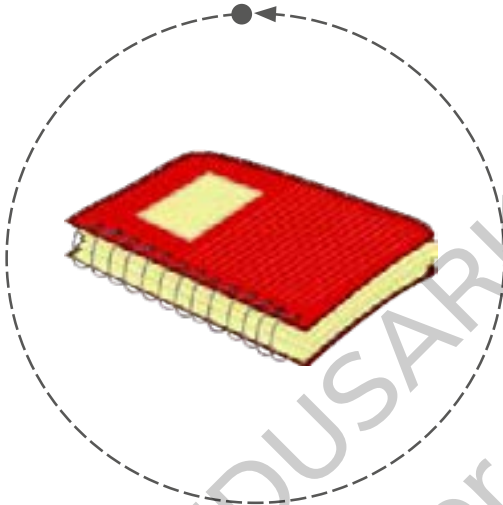
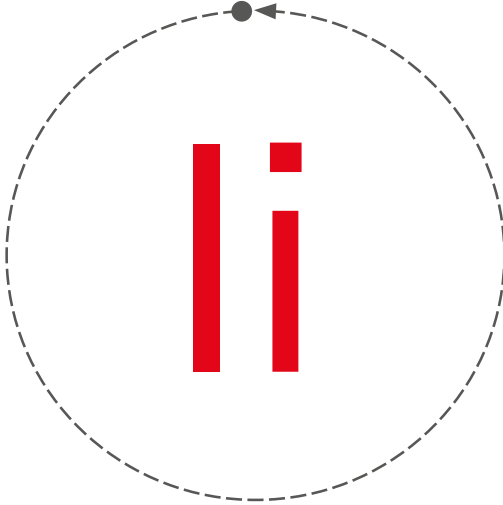
Name each picture
and listen to the
beginning sound.



Trace the
circles.



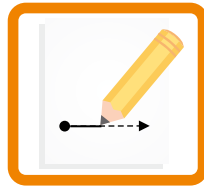
Color the circle with the
same beginning sound, as
in inch.



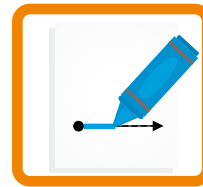
Ask the child to label the pictures and listen to the
beginning sound (Italy, elephant, notebook, igloo, iguana).
Model how to color the circle of the pictures with the
beginning sound of the letter i.



Listen and repeat the words.



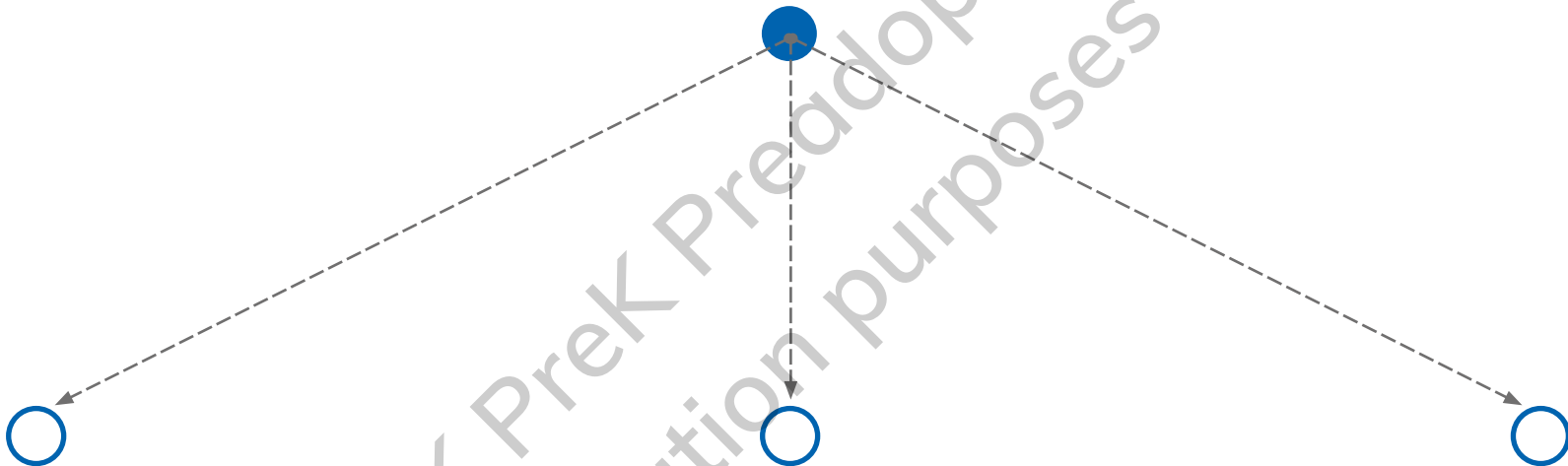
Trace the lines.



Color the line to connect the same word and picture.



stand in line



time to play



stand in line



do homework



Show each action to the child, for example, stay seated. Ask the child to imitate and to practice. Observe if the child understands by following two-step and three-step oral directions.



Listen and repeat
the words.



Trace the
squares.



Color the square with
the same word and
picture.



do homework



remain quiet



go to bed



stand in line



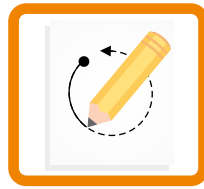
do homework



Ask the child to use the words he/she has learned to label actions. Show each action to the child and ask the child to imitate and to repeat. Show and practice the vocabulary words.



Listen and repeat
the words.



Trace the
circles.



Color the circle with
the same word and
picture.

13



rules



rules



time to play



behave



watch television



Ask the child to use the words he/she has learned to label actions. Show each action to the child and ask the child to imitate and to repeat. Show and practice the vocabulary words.

5

Online page

Lesson 2
Behaving Properly



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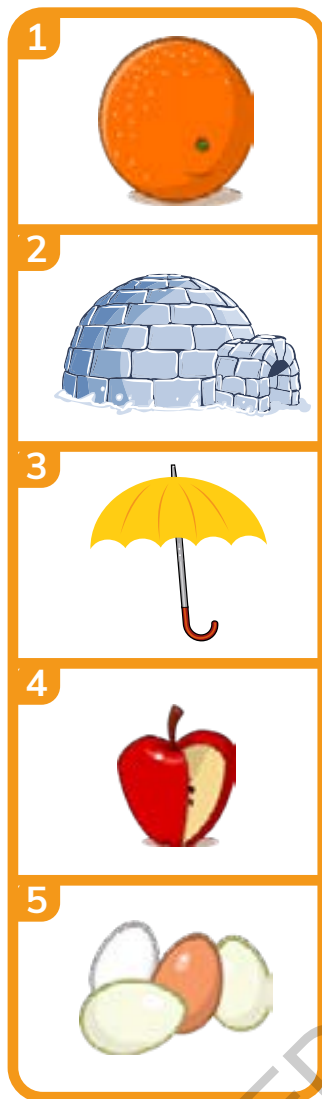


Look at the pictures.



Draw a line to connect the picture to the beginning letter of each picture's name.

14



○ Aa

○ Ee

○ li

○ Oo

○ Uu



Ask the child to label each picture and to listen to the beginning sound. Ask the child to say the name of a different object with the beginning letter in each box.

11

Online page

Lesson 2
Vowels



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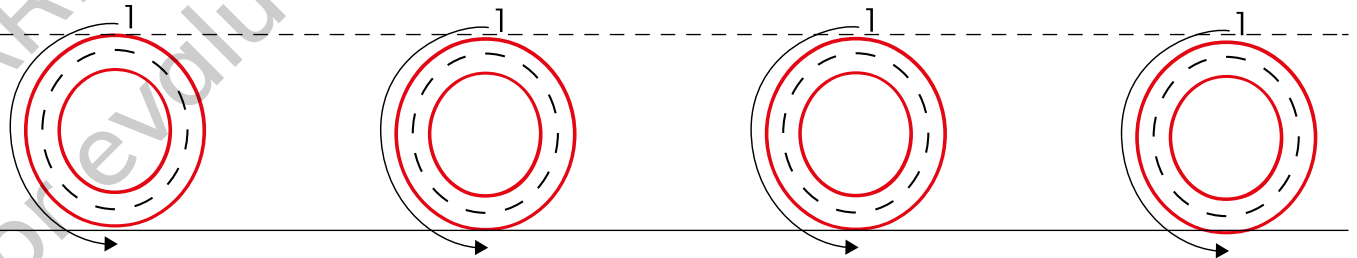
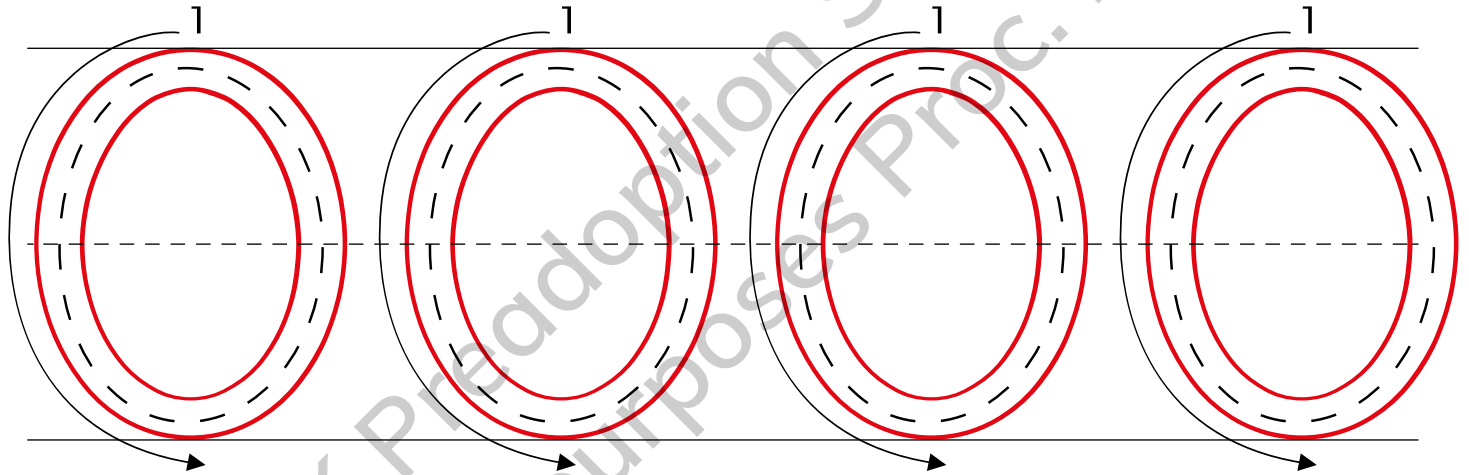


Trace the letters.

15



Olive Owen



Show the child the stroke of each letter while saying:
O for Olive and Owen when tracing each capital letter.
Show the stroke of each small letter: o for octopus and orange. Ask the child to practice.

4

Online page

Lesson 2
Traces and prewriting



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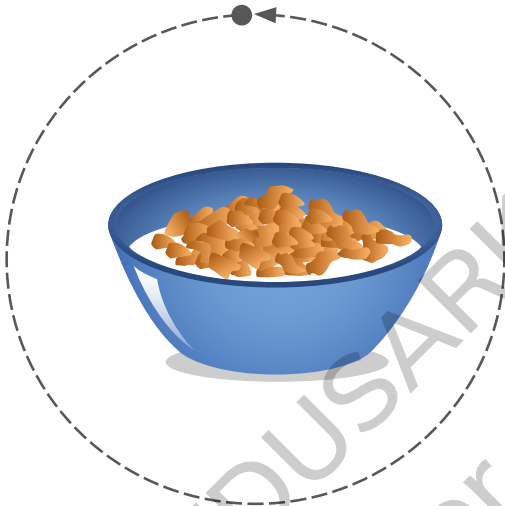
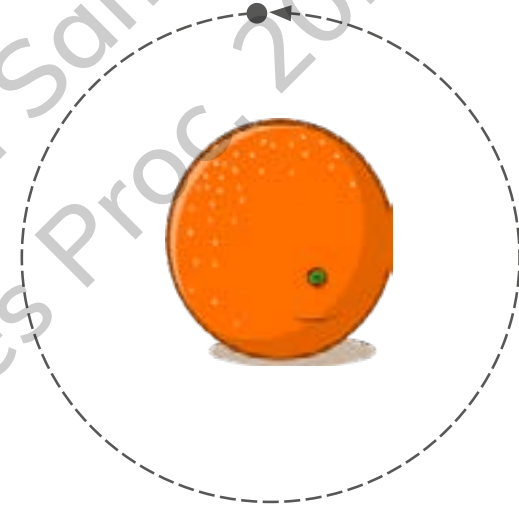
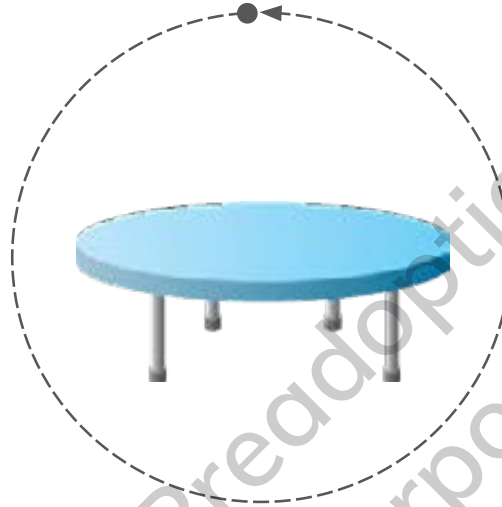
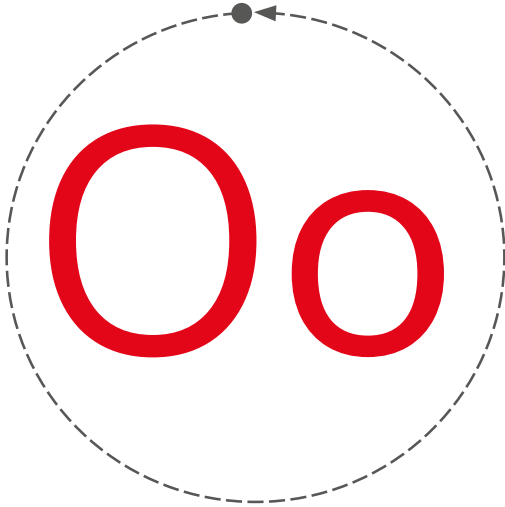
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in oil.



Ask the child to name the pictures and listen to the
beginning sound (table, orange, oat, octopus, owl). Show
the child how to color the circle of the pictures with the
beginning sound of the letter o.



Online page

Lesson 2
Traces and prewriting



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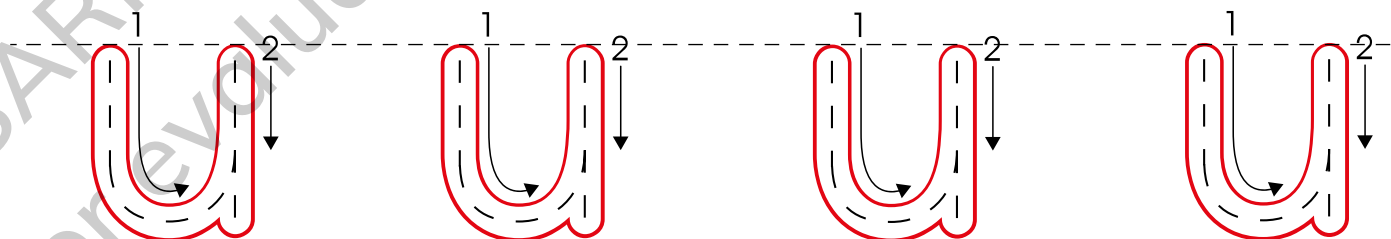
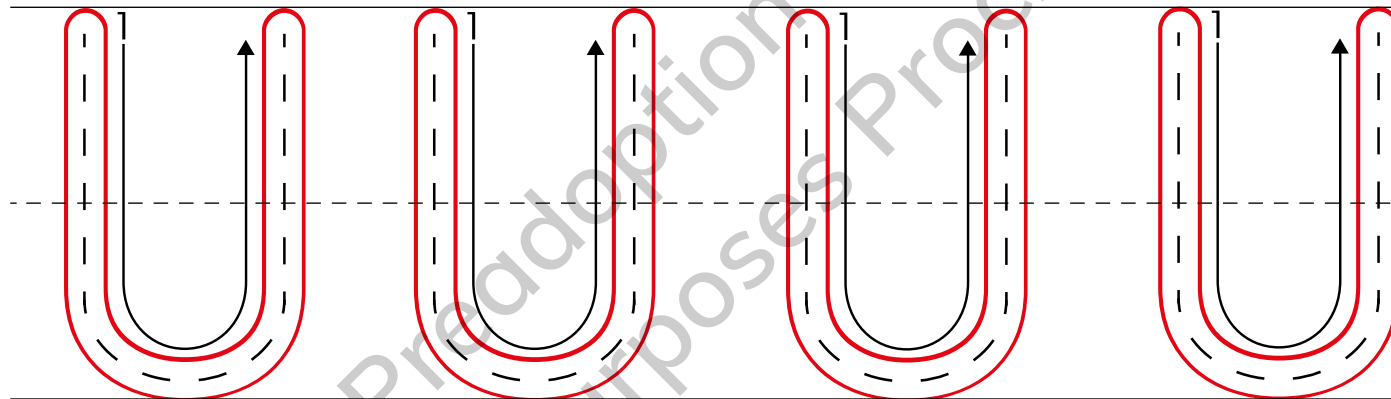


Trace the letters.

17



Ulmer uncle



Show the child the stroke of each letter while saying:
U for Ulmer when tracing each capital letter. Show the
stroke of each small letter: u for uncle, umbrella and
up. Ask the child to practice.

8

Online page

Lesson 2
Traces and prewriting



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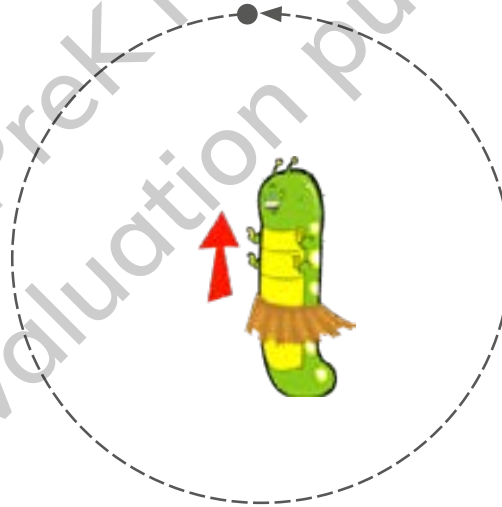
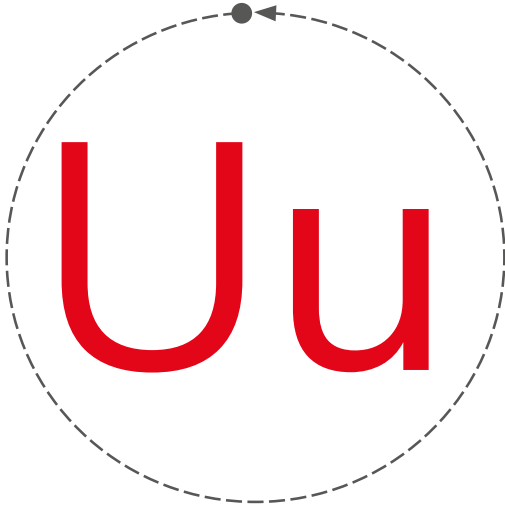
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in underline.



Ask the child to label the pictures and listen to the beginning sound (unicorn chair, umbrella, up, crayons). Model how to color the circle of the pictures with the beginning sound of the letter u.



Online page

Lesson 2
Traces and prewriting



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Listen and repeat the words.



Trace the lines.



Color the line to connect the same word and picture.



yellow



yellow



orange



pink



Point to each color and label each one. Ask the child to repeat the names. Ask the child to point to the yellow crayon, then to the orange crayon, and to the pink crayon.



Listen and repeat
the words.



Trace the
squares.



Color the square with
the same word and
picture.



blue



pink



blue



brown



rainbow



Ask the child to point with their finger to blue objects around him/her, for example, the table or the chair. Observe if the child responds appropriately to oral directions.



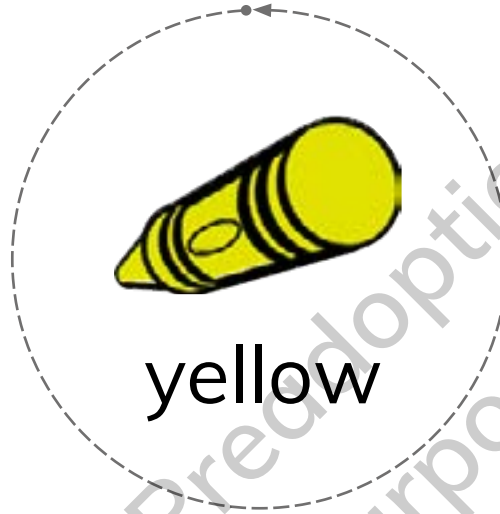
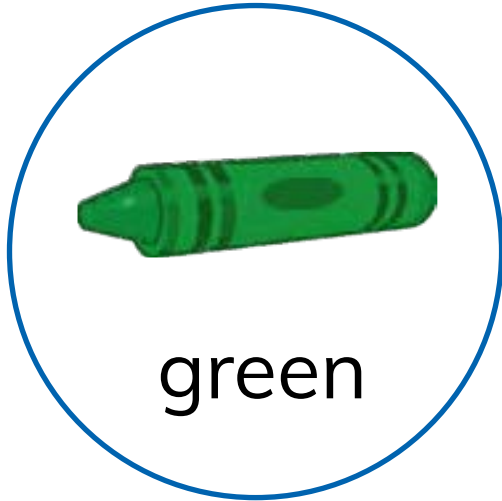
Listen and repeat
the words.



Trace the
circles.



Color the circle with
the same word and
picture.



Ask the child to point with their finger to green or red
objects around him/her, for example, the table or the
chair. Observe if the child responds appropriately to oral
directions.



Listen and repeat the words.



Look at the pictures and label each one.



Draw a circle around the corresponding picture.

1 orange



2 red



Ask the child to look at the pictures and to label each one. Ask the child to mention objects in his/her classroom that have these colors. Evaluate if the child is able to use language appropriately.



Listen and repeat
the words.

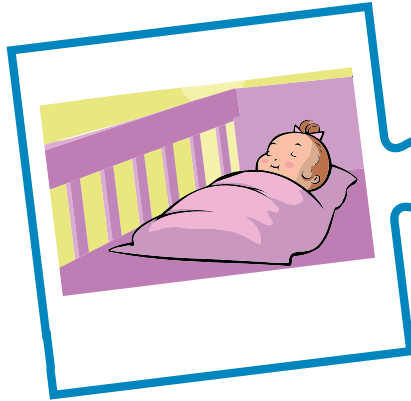


Look at the
pictures.



Look how a new word is
formed when two words
are put together.

23



birth

+



day

=

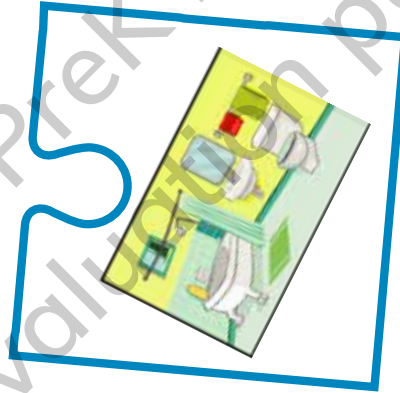


birthday



bath

+



room

=



bathroom



Explain to the child that compound words are formed by joining two simple words. For example, screwdriver is a compound word formed by the simple words screw and driver.

11

Online page

Lesson 3
Compound Words



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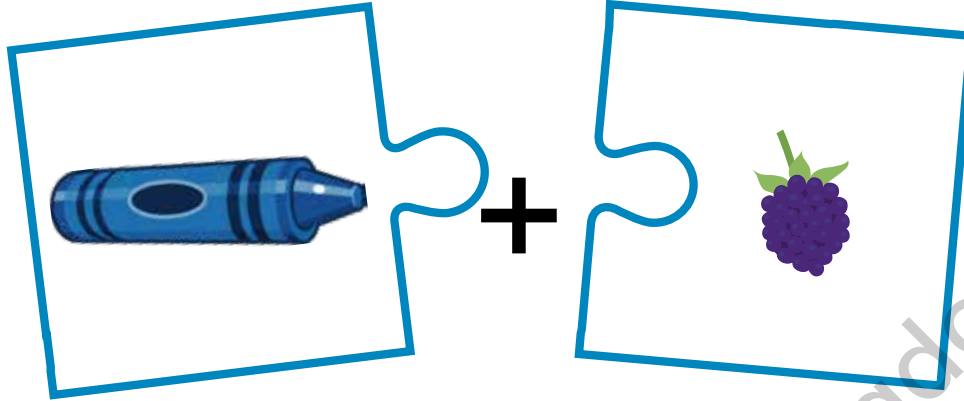
Listen and repeat
the words.



Look at the
pictures.



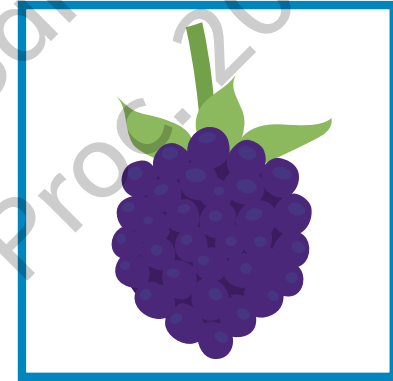
Look how a new word is
formed when two words
are put together.



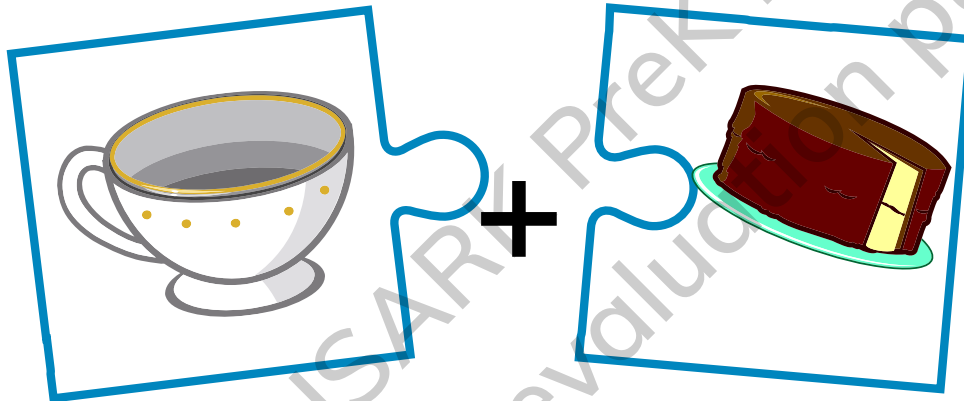
blue

berry

=



blueberry



cup

cake

=



cupcake



Explain to the child that compound words are formed by joining two simple words. For example, screwdriver is a compound word formed by the simple words screw and driver.

12

Online page

Lesson 3
Compound Words



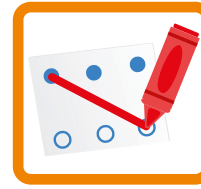
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Listen and repeat
the words.

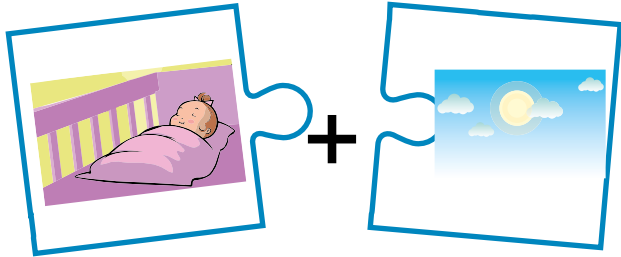


Look at the
pictures.



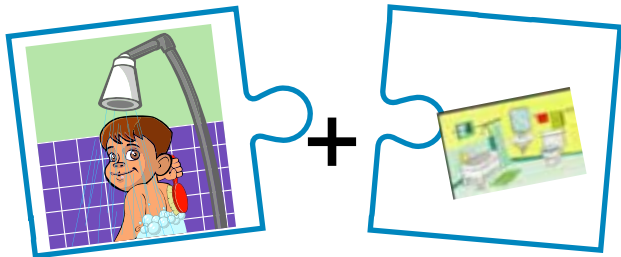
Draw a line to connect
the pictures to the
compound word.

25



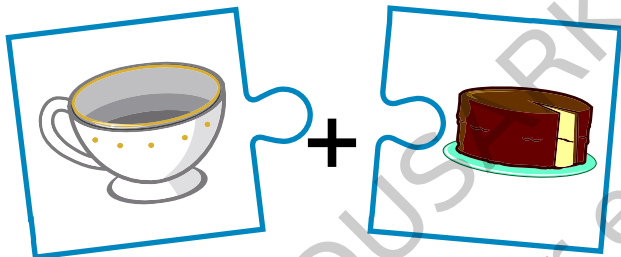
= ●

☐ bathroom



= ●

☐ cupcake



= ●

☐ birthday



Explain to the child that compound words are formed by joining two simple words. For example, screwdriver is a compound word formed by the simple words screw and driver.

13

Online page

Lesson 3
Compound Words



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Trace the letters.

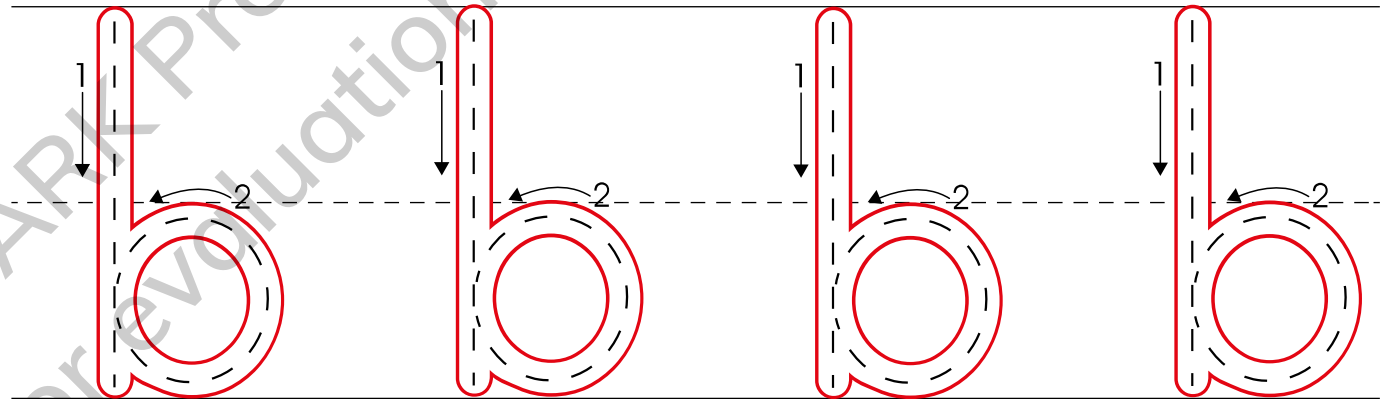
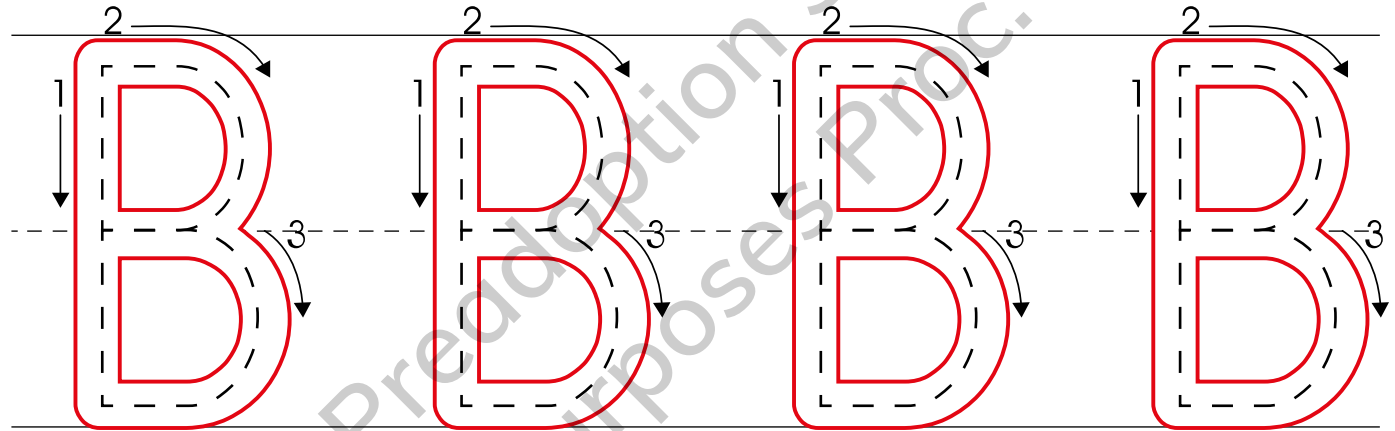
26



Ben



Betty



Show the stroke of each letter while saying: B for Ben and Betty when tracing each capital letter. Show the stroke of each small letter: b for ball and bell. Ask the child to practice.

4

Online page

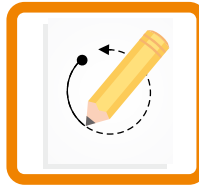
Lesson 3
Traces and prewriting



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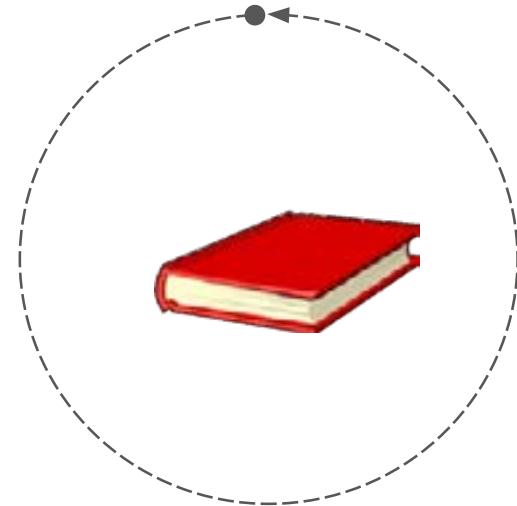
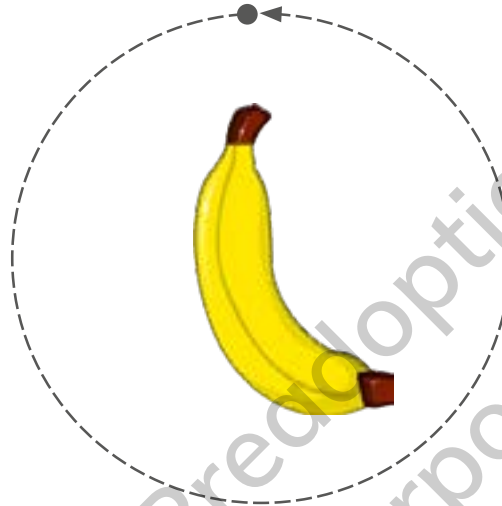
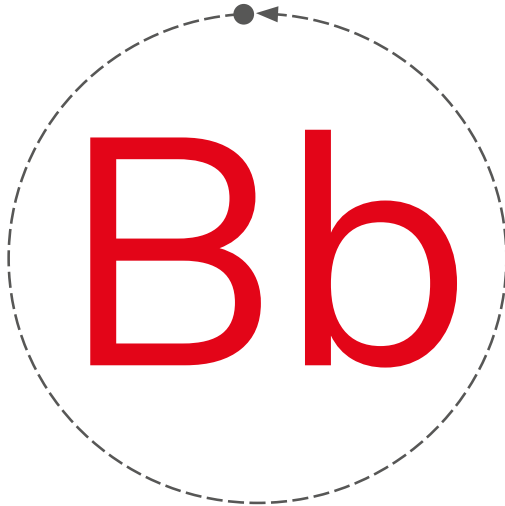
Label each picture
and listen to the
beginning sound.



Trace
the
circles.



Color the circle with the
same beginning sound, as
in banana.

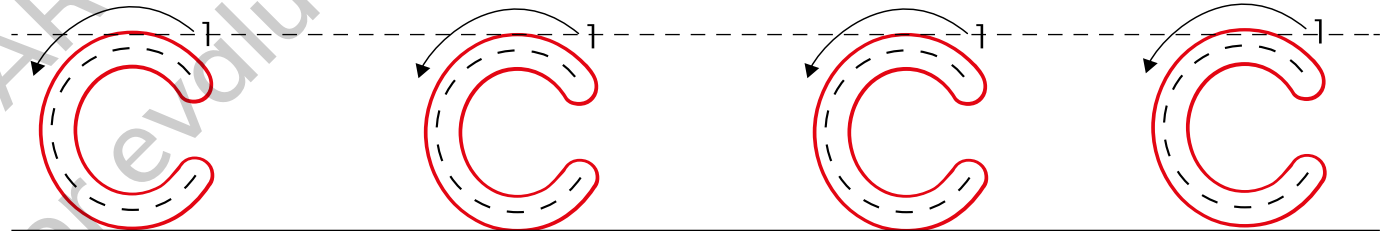
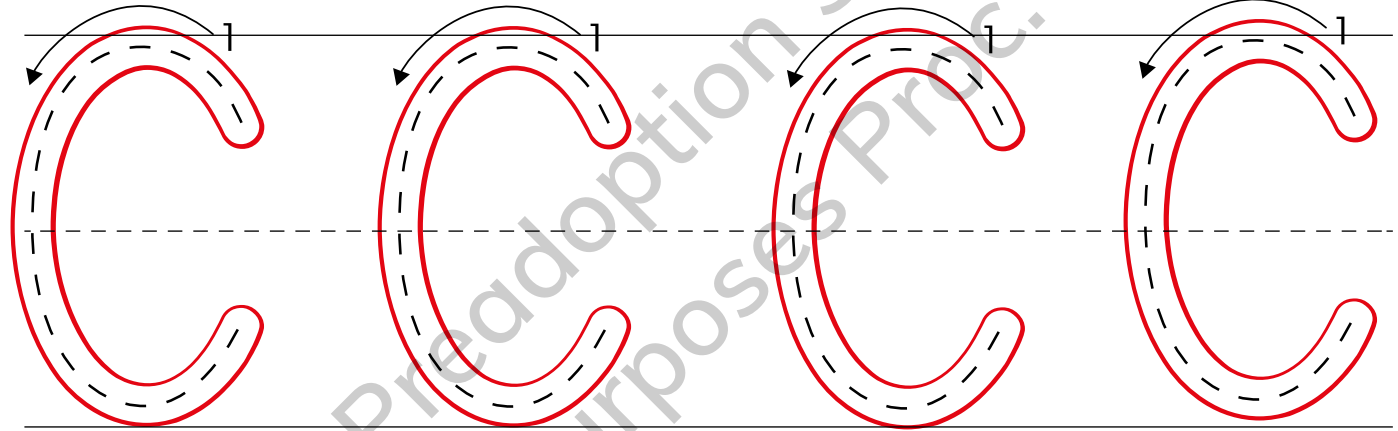


Ask the child to label the pictures and listen to the
beginning sound (banana, backpack, bear, yogurt, book).
Show how to color the circle of the pictures with the
beginning sound of the letter b.



Trace the letters.

28



Show the stroke of each letter while saying: C for Canada and Connor when tracing each capital letter. Show the stroke of each small letter: c for car and camel. Ask the child to practice.

8

Online page

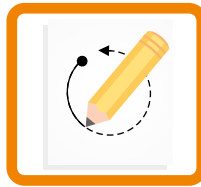
Lesson 3
Traces and prewriting



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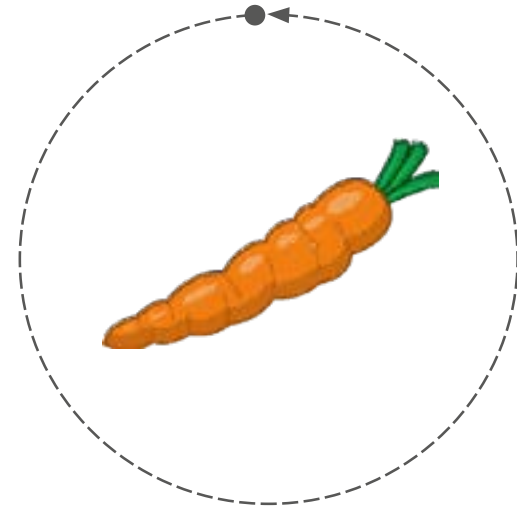
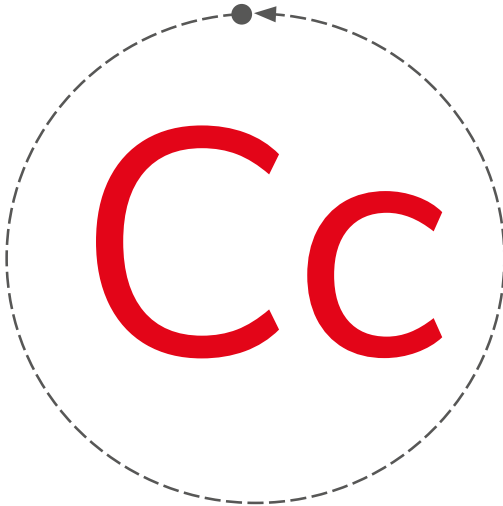
Label each picture
and listen to the
beginning sound.



Trace the
circles



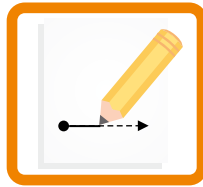
Color the circle with the
same beginning sound, as
in coconut.



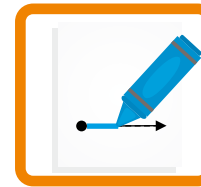
Ask the child to label the pictures and listen to the
beginning sound (Connor, cow, cat, truck, carrot). Show
how to color the circle of the pictures with the beginning
sound of the letter c.



Listen and
repeat the
words.



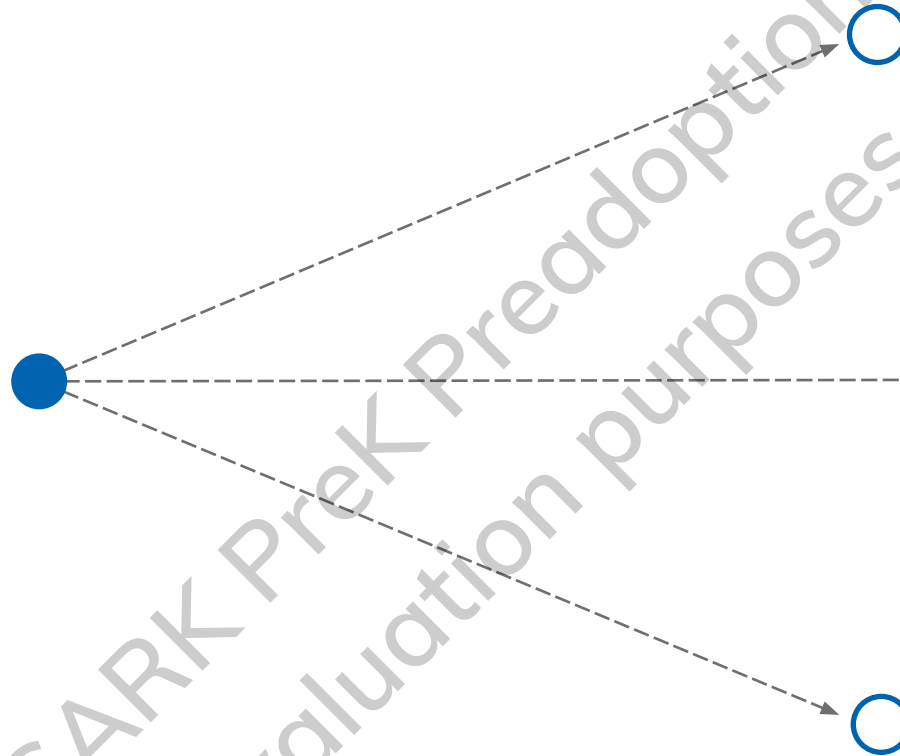
Trace the
lines.



Color the line to
connect the same
word and picture.



mother



son



mother



niece



Point to each picture and label each one. Ask the child to repeat them. Repeat the word and the beginning sound, for example, Daniel begins with the sound of the letter d.

2

Online page

Lesson 4
My Family Party



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Listen and repeat the words.



Trace the lines.



Color the line to connect the same word and picture.



father



daughter



grandson



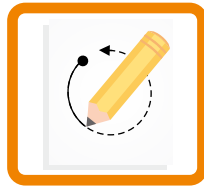
father



Point to each picture and label each one. Ask the child to repeat them. Repeat the word and the beginning sound, for example, door begins with the sound of the letter d.



Listen and repeat
the words.



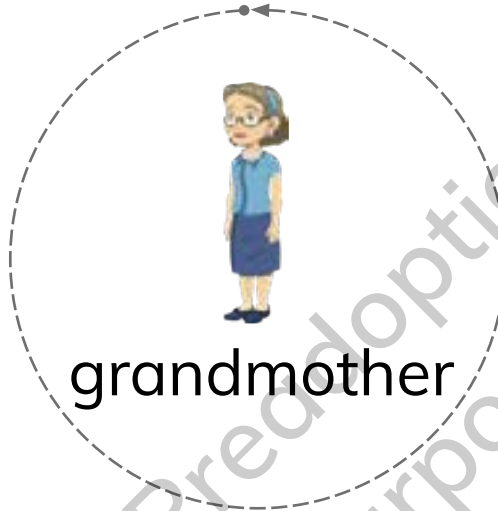
Trace the
circles.



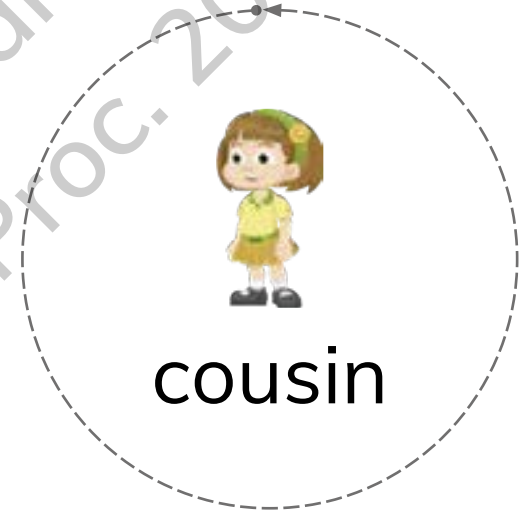
Color the circle with
the same word and
picture.



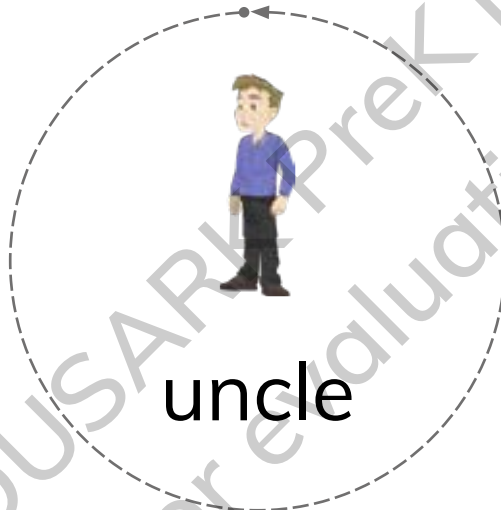
grandmother



grandmother



cousin



uncle



nephew



Ask the child to describe each picture, for example, what color is the cousin's hair, what type of clothes he wears, what color is his T-shirt, is he/she a boy or a girl.



Listen and repeat the words.



Color the beginning sound of each word.

33

1



boat

m

p

b

2



panda

m

p

b

3



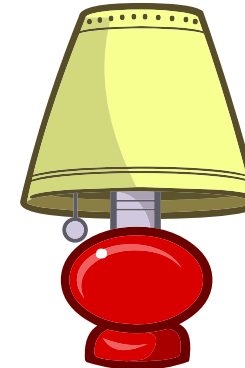
milk

l

m

p

4



lamp

l

m

p



Ask the child to label each picture. Evaluate if the child demonstrates growing understanding of the sounds and intonation of language.

6

Online page

Lesson 4
Beginning Sound



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EDUSARK PreK Preadoption Sample
Only for evaluation purposes Proc. 2021.



Online page

Lesson 4
Beginning Sound



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Trace the letters.

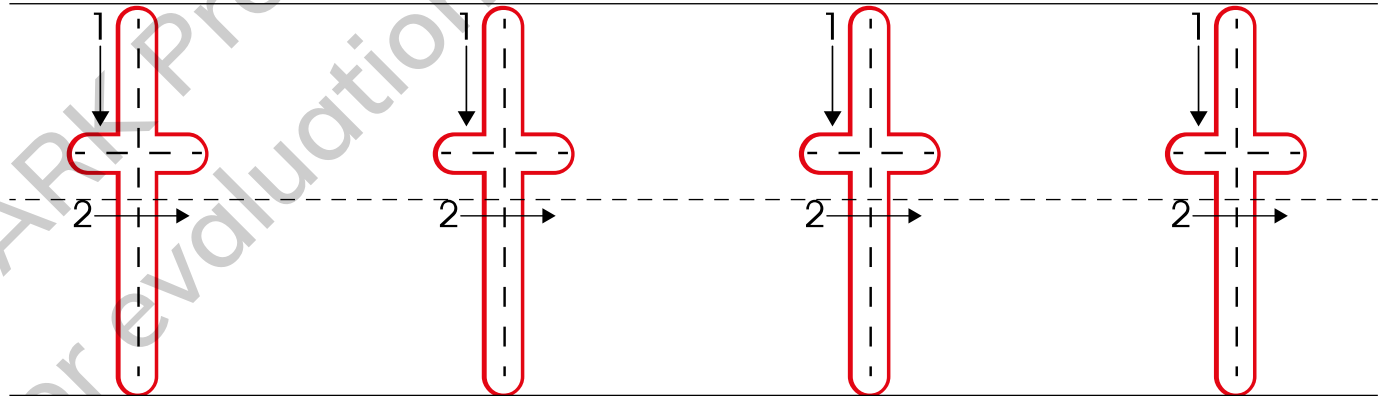
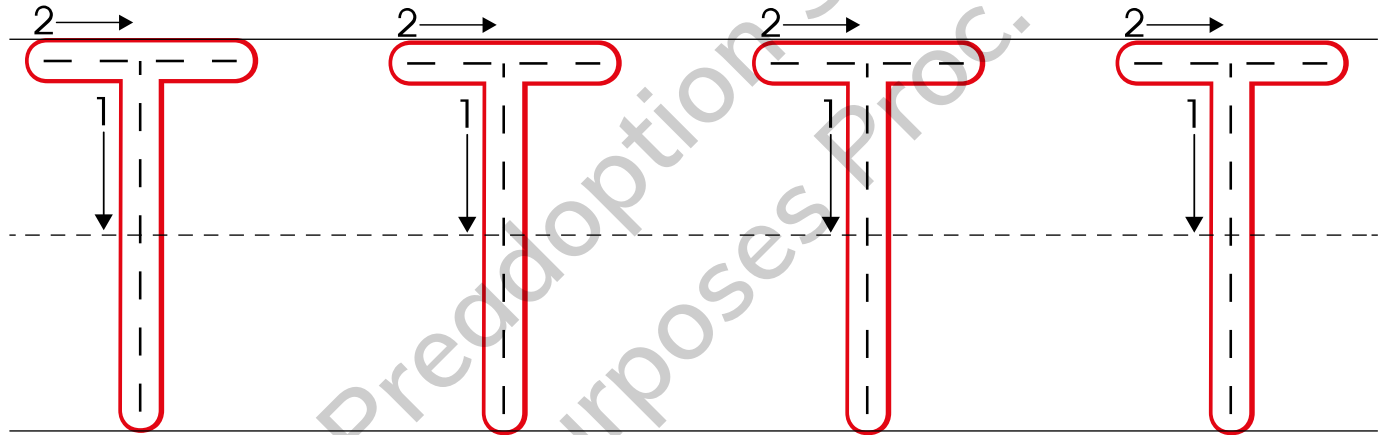
35



Todd



Tina



Show the stroke of each letter while saying: T for Tina and Todd when tracing each capital letter. Show the stroke of each small letter; t for toys and tiger. Ask the child to practice.

16

Online page

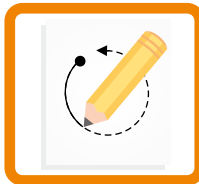
Lesson 4
Traces and prewriting



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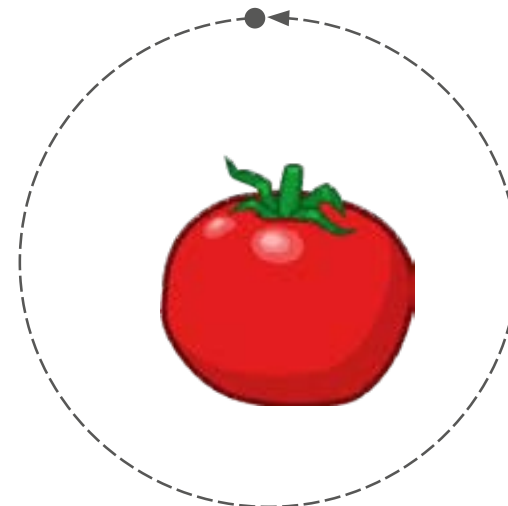
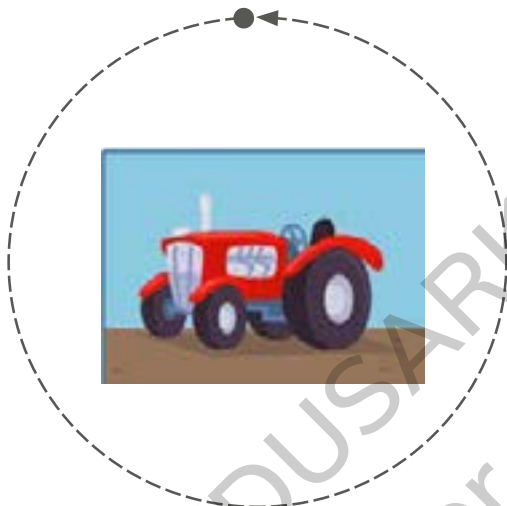
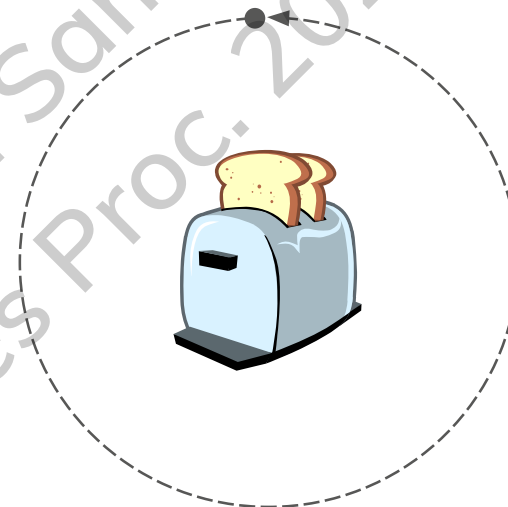
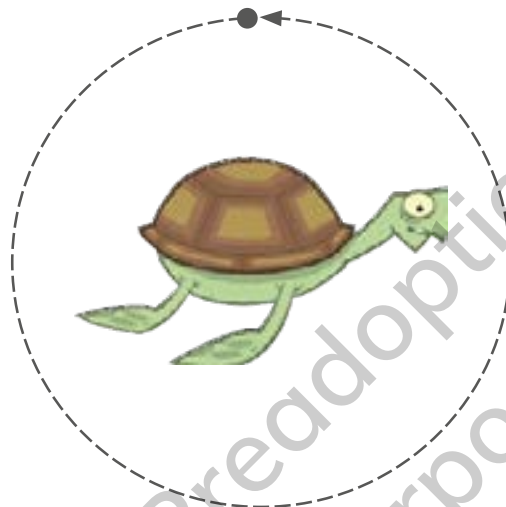
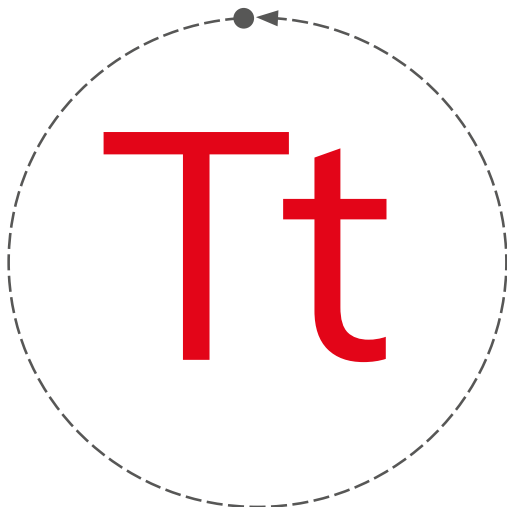
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in tulip.



Ask the child to label the pictures and listen to the
beginning sound (turtle, toaster, tractor, bird, tomato).
Show how to color the circle of the pictures with the
beginning sound of the letter t.

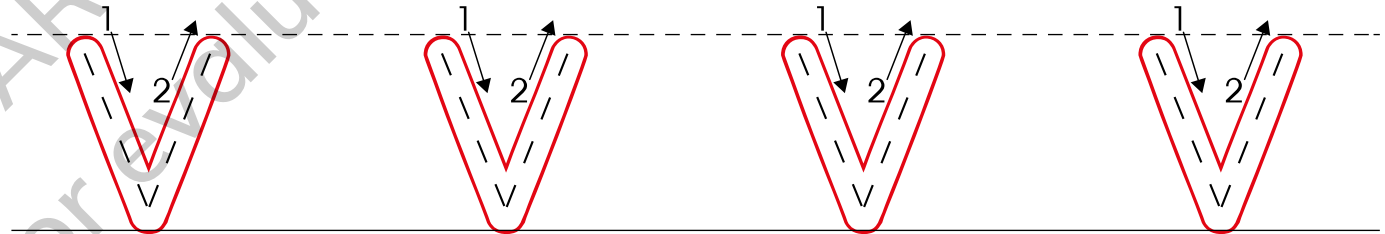
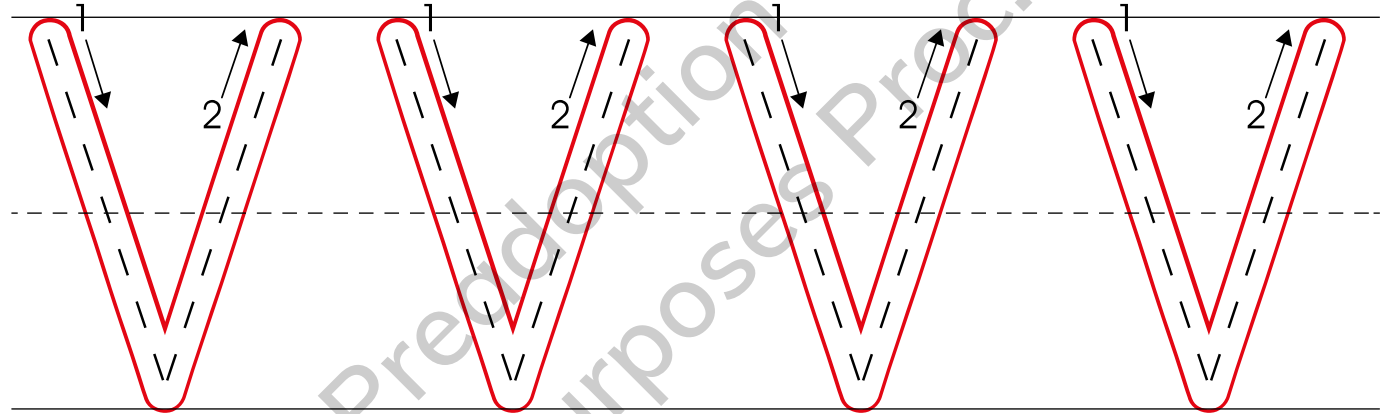


Trace the letters.

37



Valerie Vincent



Show the stroke of each letter while saying: V for Valerie and Vincent when tracing each capital letter. Show the stroke of each small letter: v for violet and violin. Ask the child to practice.

4

Online page

Lesson 4
Traces and prewriting



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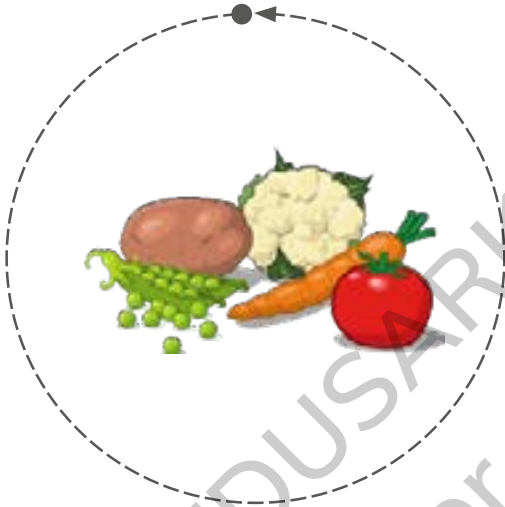
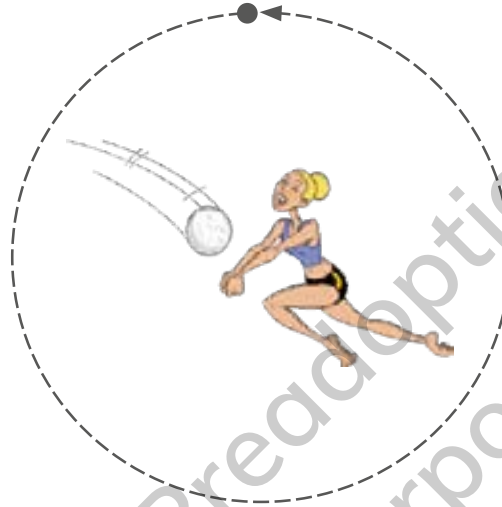
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in vest.



Ask the child to label the pictures and listen to the beginning sound (volleyball, green, vegetables, vet, house). Show how to color the circle of the pictures with the beginning sound of the letter v.



Online page

Lesson 4
Traces and prewriting



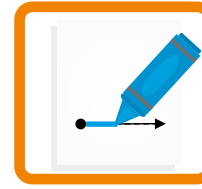
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Listen and repeat the words.



Trace the lines.



Color the line to connect the same word and picture.

39

Diagram illustrating a matching exercise for occupations. A central blue dot is connected by dashed lines to five circles. Each circle is connected to a specific occupation and its corresponding illustration:

- Top-left: policeman (illustration of a policeman)
- Top-right: sweeper (illustration of a sweeper)
- Middle-right: carpenter (illustration of a carpenter)
- Bottom-right: locksmith (illustration of a locksmith)
- Bottom: policeman (illustration of a policeman)



Ask the child to point with their finger at each picture. Ask the child to describe what he/she sees, for example, the policeman has a whistle. Observe if the child responds appropriately to oral directions.

2

Online page

Lesson 5
Occupations



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Listen and
repeat the
words.



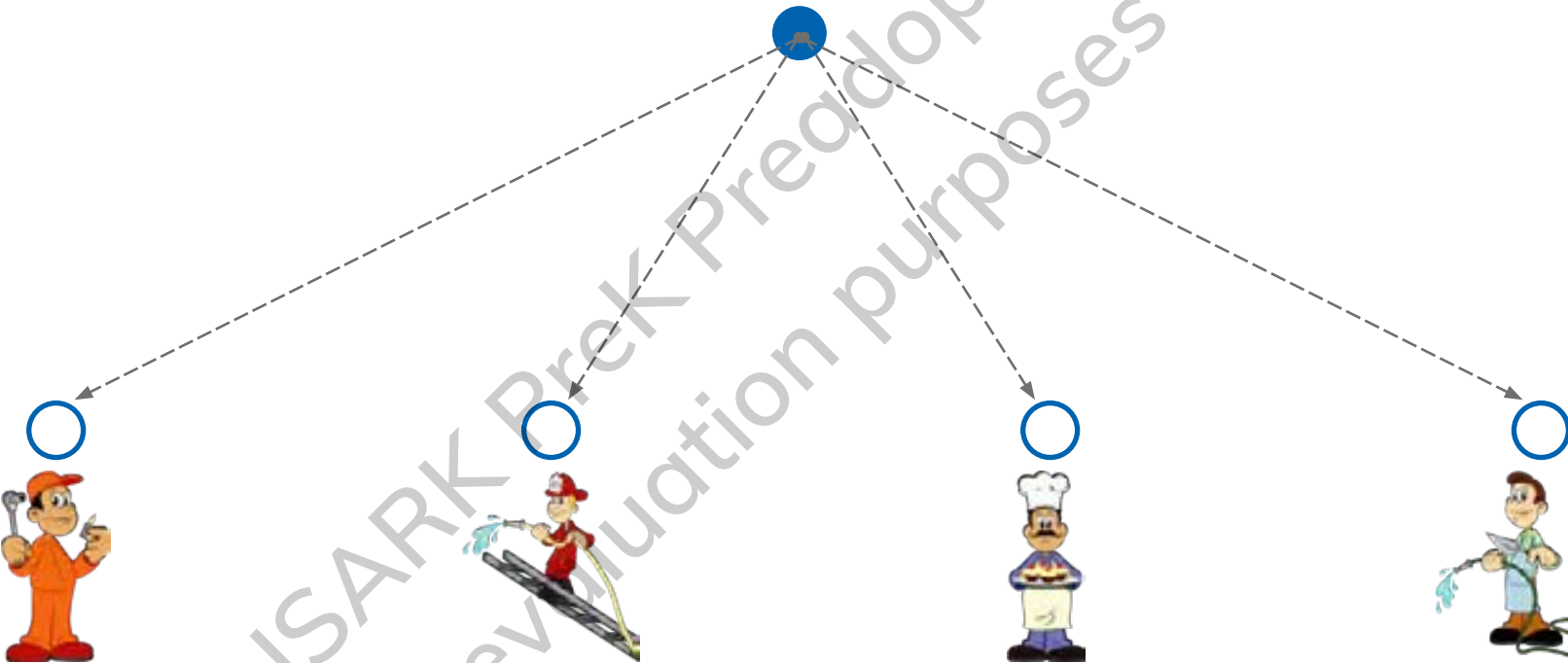
Trace the
lines.



Color the line to
connect the same
word and picture.



fireman



mechanic

fireman

baker

gardener



Ask the child to point with their finger at each picture.
Ask the child to describe what he/she sees, for example,
the fireman has a hose. Observe if the child responds
appropriately to oral directions.



Online page

Lesson 5
Occupations



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Listen and repeat
the words.



Trace the
circles.



Color the circle with
the same word and
picture.

41



mechanic



fireman



policeman



taxi driver



baker



mechanic



Ask the child to describe each picture, for example, what color is the hair, what type of clothes he wears, what color is the uniform. Evaluate if the child uses a wide variety of words to label and describe people.

5

Online page

Lesson 5
Occupations



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Listen and repeat the words.



Look at the pictures and label each one.



Draw a circle around the corresponding picture.

1 baker



2 gardener



Ask the child to describe each picture, for example, what color is the hair, what type of clothes he wears, what color is the uniform. Evaluate if the child uses a wide variety of words to label and describe people.



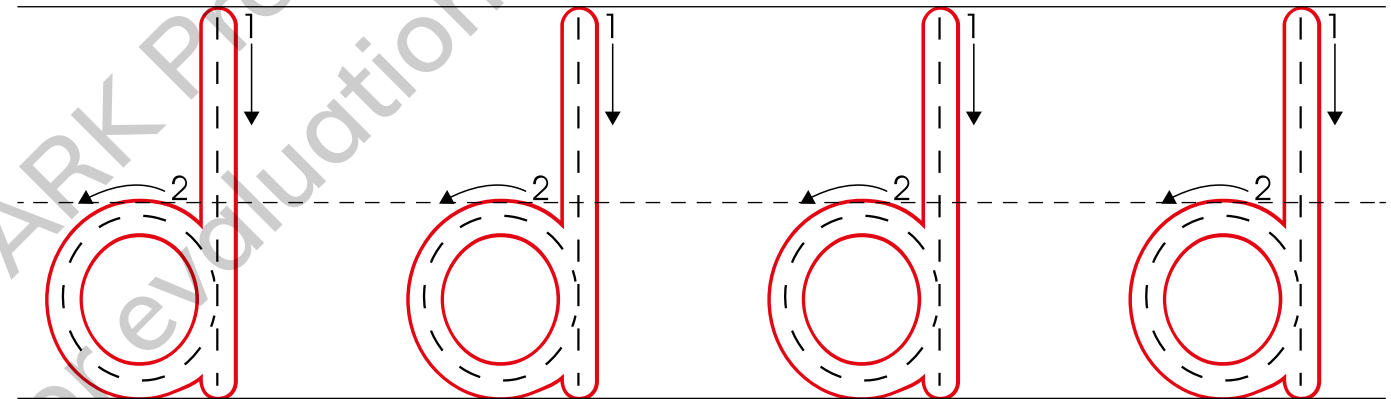
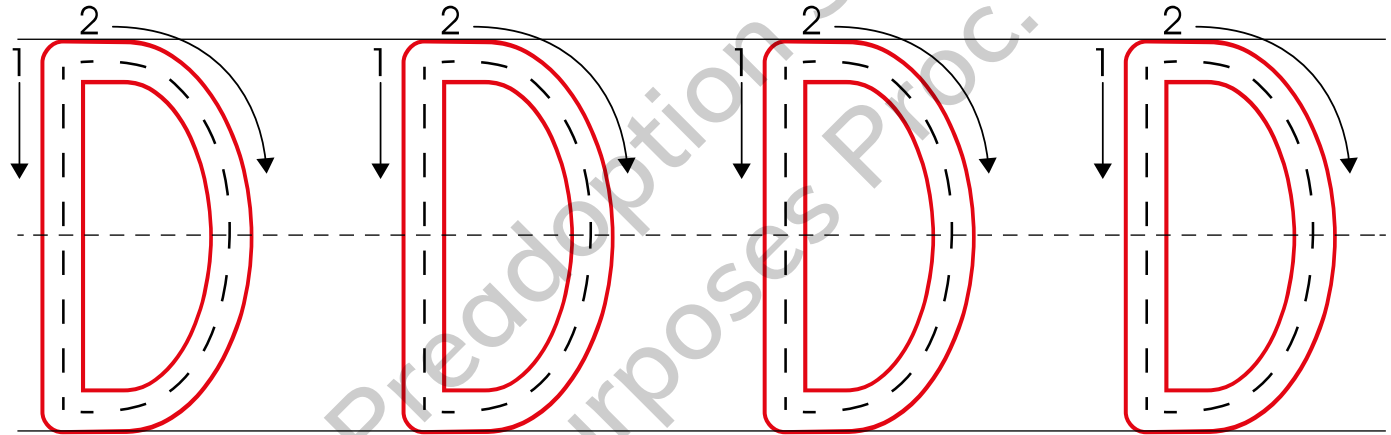
Trace the letters.



Daniel



Daisy



Show the stroke of each letter while saying: D for Daniel and Daisy when tracing each capital letter. Show the stroke of each small letter: d for dog and door. Ask the child to practice.



Label each picture
and listen to the
beginning sound.



Trace
the
circles.



Color the circle with the
same beginning sound, as
in drum.

Dd



Ask the child to label the pictures and listen to the
beginning sound (doctor, dress, Daisy, plate, duck). Show
how to color the circle of the pictures with the beginning
sound of the letter d.



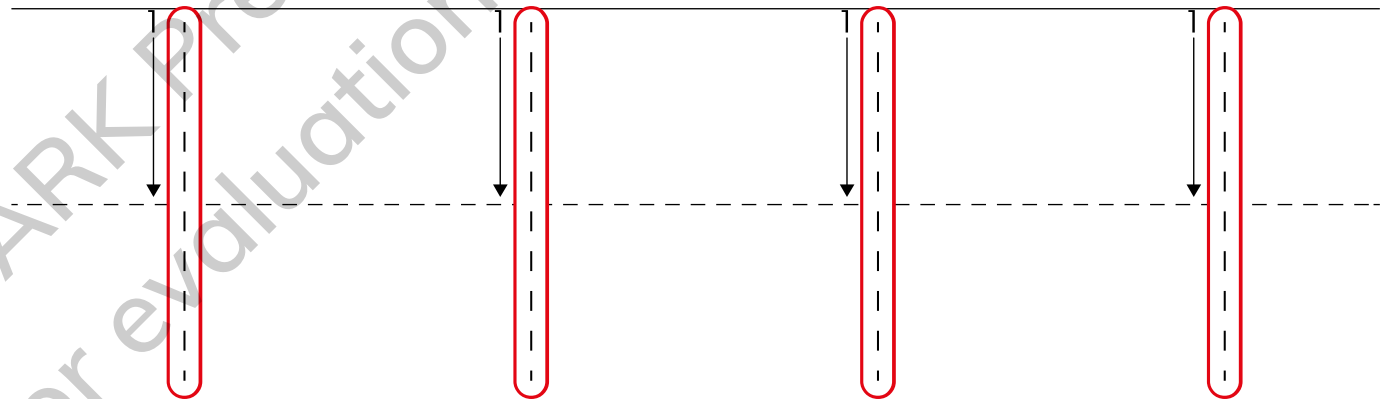
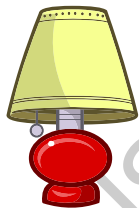
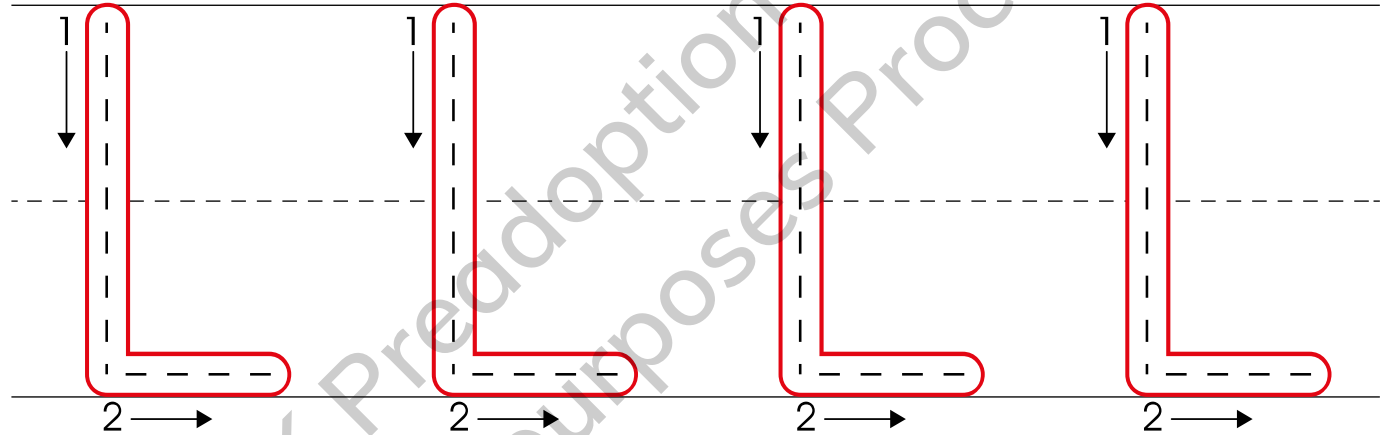
Trace the letters.



Lucy



Lucas



Show the stroke of each letter while saying: L for Lucas and Lucy when tracing each capital letter. Show the stroke of each small letter: l for lion and lamp. Ask the child to practice.



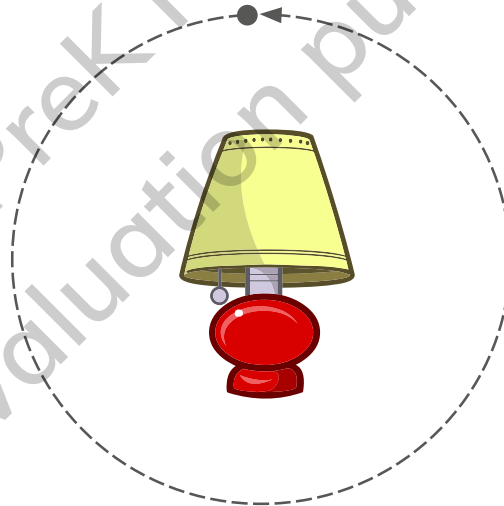
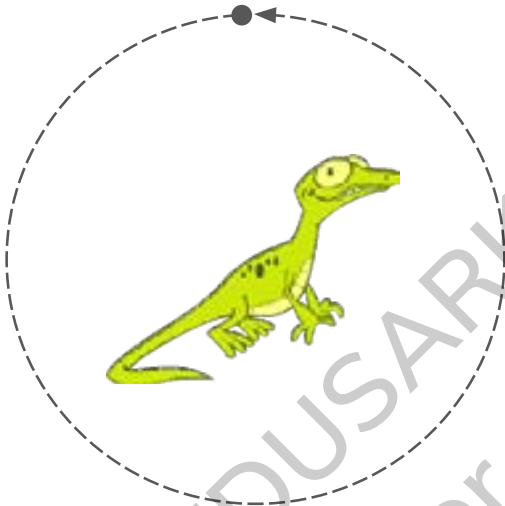
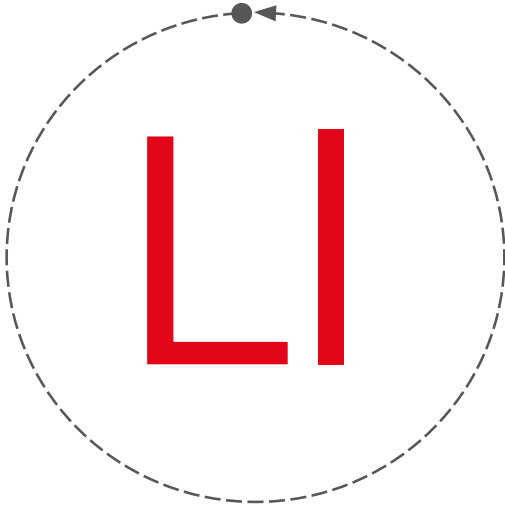
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in library.



Ask the child to label the pictures and listen to the
beginning sound (leg, lobster, lizard, lamp, shoes). Show
how to color the circle of the pictures with the beginning
sound of the letter l.



Online page

Lesson 5
Traces and prewriting



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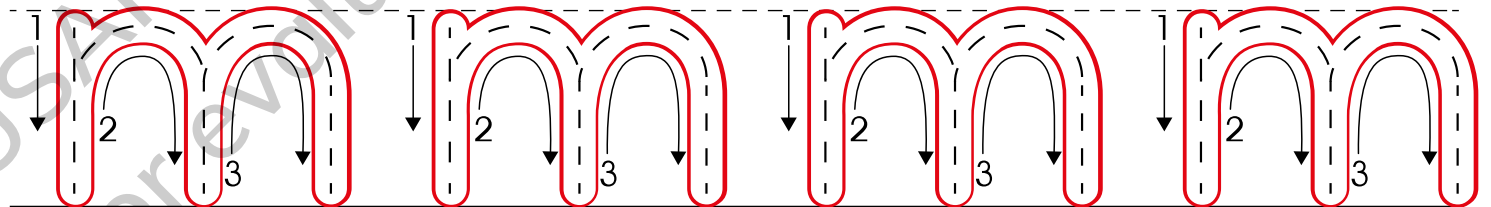
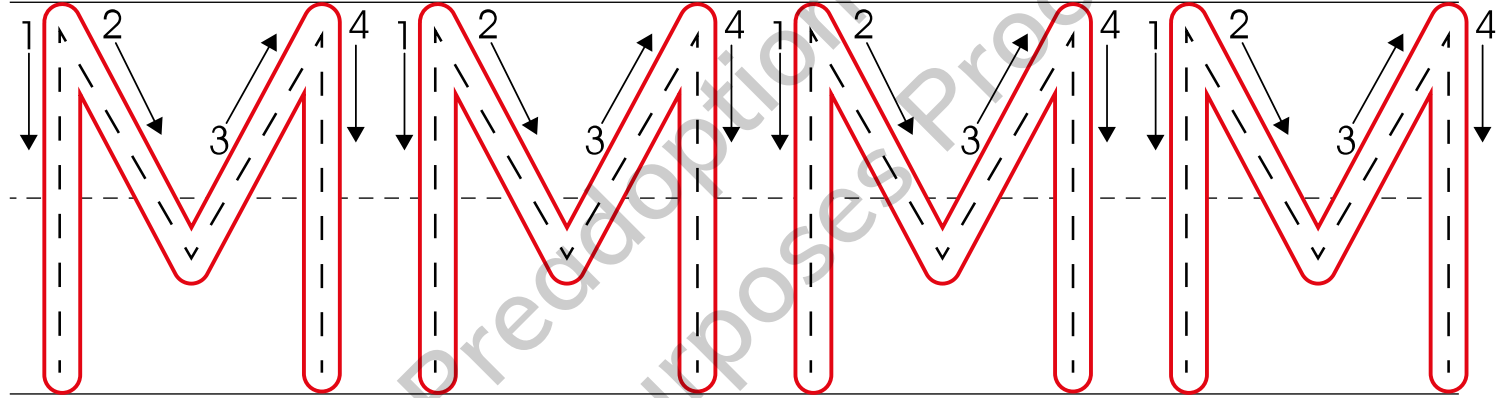
Trace the letters.



Mark



Mary



Show the stroke of each letter while saying: M for Mark and Mary when tracing each capital letter. Show the stroke of each small letter: m for mouse and map. Ask the child to practice.



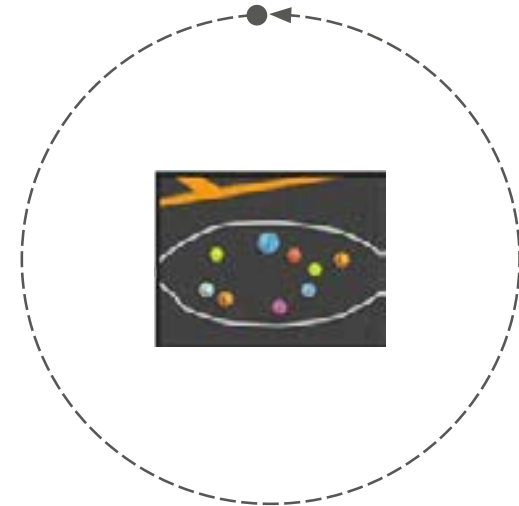
Label each picture
and listen to the
beginning sound.



Trace
the
circles.



Color the circle with the
same beginning sound, as
in mailman.



Ask the child to label the pictures and listen to the beginning sound (backpack, mixer, monkey, mountain, marbles). Show how to color the circle of the pictures with the beginning sound of the letter m.



Online page

Lesson 5
Traces and prewriting



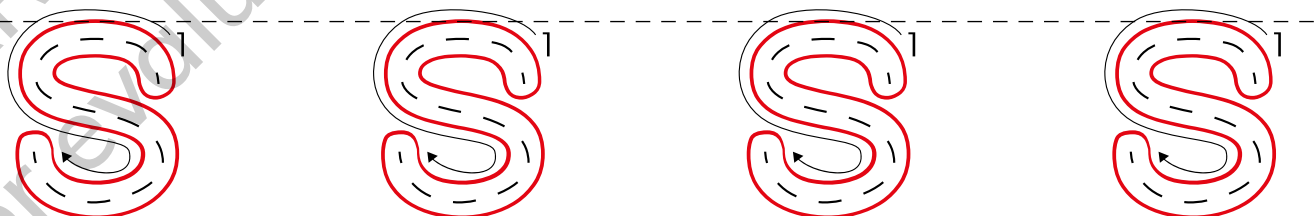
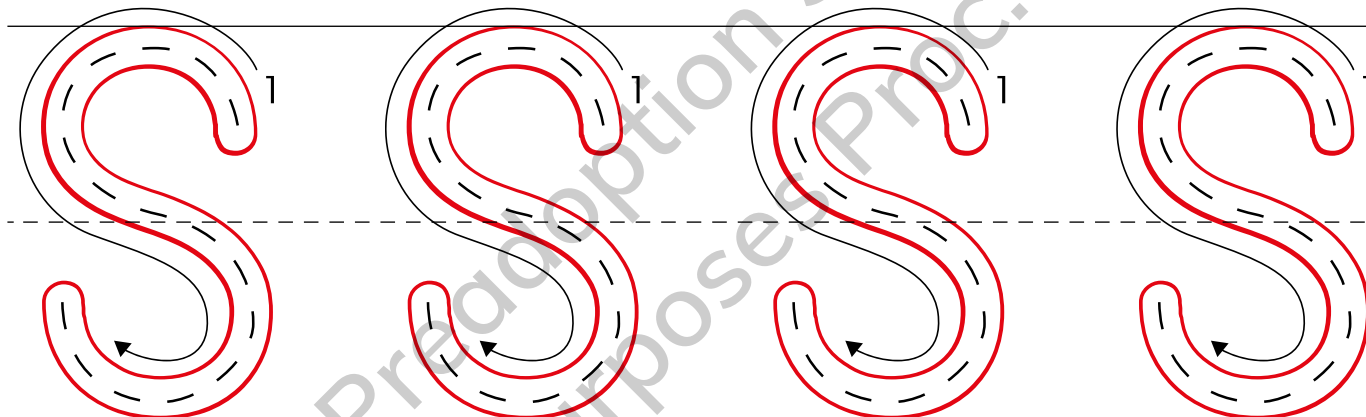
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Trace the letters.



Sarah Simon



Show the stroke of each letter while saying: S for Sarah and Simon when tracing each capital letter. Show the stroke of each small letter: s for seal and shark. Ask the child to practice.



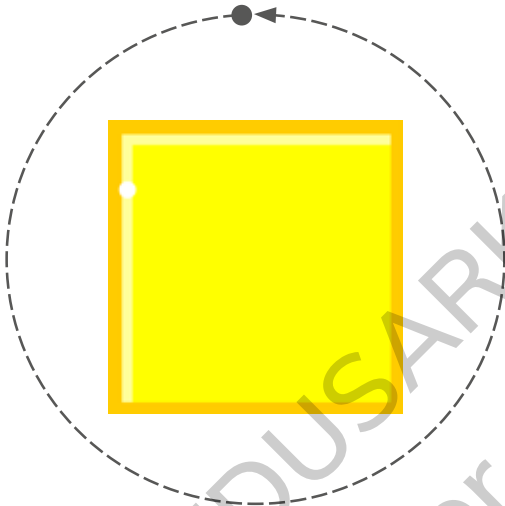
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in September.



Ask the child to label the pictures and listen to the beginning sound (wagon, seven, square, sing, starfish). Show how to color the circle of the pictures with the beginning sound of the letter s.

13

Online page

Lesson 5
Traces and prewriting



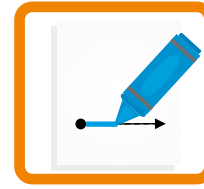
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Listen and repeat the words.



Trace the lines.



Color the line to connect the same word and picture.

51



doctor



doctor



accountant



pianist



professor



Ask the child to point with their finger at each picture. Ask the child to describe what he/she sees, for example, the doctor has a white coat. Observe if the child responds appropriately to oral directions.

2

Online page

Lesson 6
Professions



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Listen and
repeat the
words.



Trace the
lines.



Color the line to
connect the same
word and picture.



engineer



engineer



pilot



tenor



scientist



Ask the child to point with their finger at each picture.
Ask the child to describe what he/she sees, for example,
the engineer has a helmet. Observe if the child responds
appropriately to oral directions.



Listen and repeat
the words.



Trace the
circles.



Color the circle with
the same word and
picture.

53



scientist



pilot



accountant



doctor



scientist



engineer



Ask the child to point with their finger at each picture. Ask the child to describe what he/she sees, for example, the scientist uses a microscope. Observe if the child responds appropriately to oral directions.

5

Online page

Lesson 6
Professions



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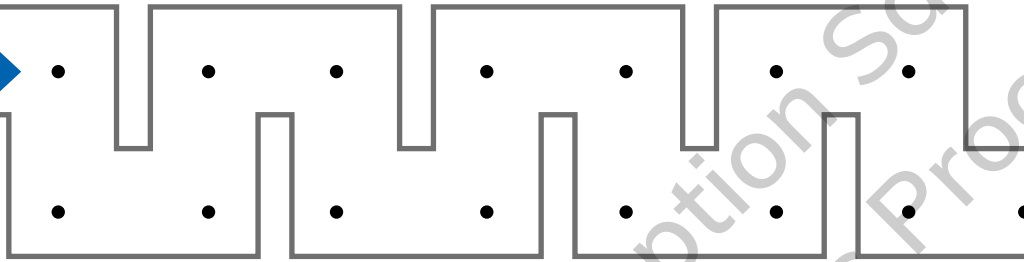
Look at the pictures
and label each one.



Follow the directions.

54

1

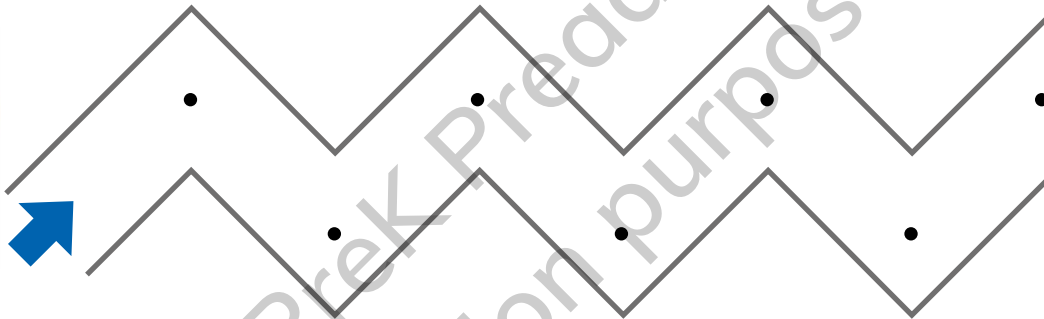


van



pan

2

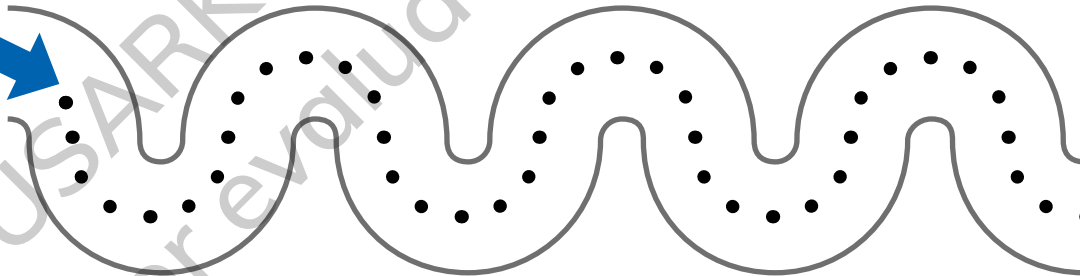


shell



bell

3



grass



glass



Ask the child to follow the path to find the rhyming word.
Ask the child to repeat the rhyming words. The child
perceives differences between similar-sounding words.

10

Online page

Lesson 6
Rhyming Words



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Look at the pictures
and label each one.



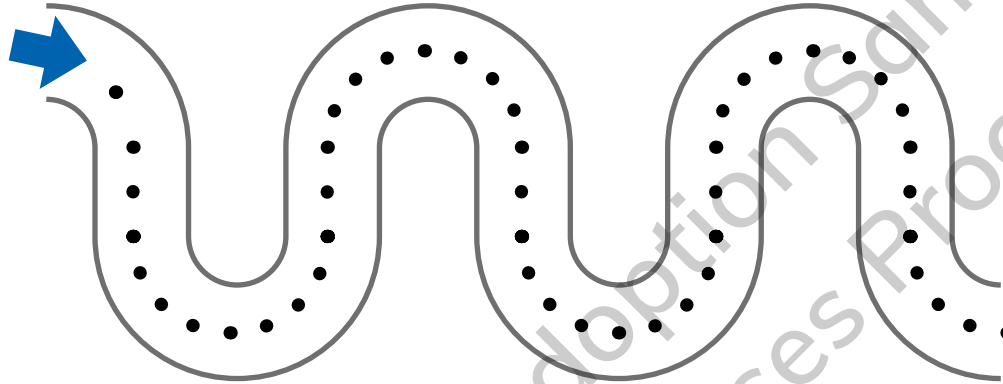
Follow the directions.

55

1



map

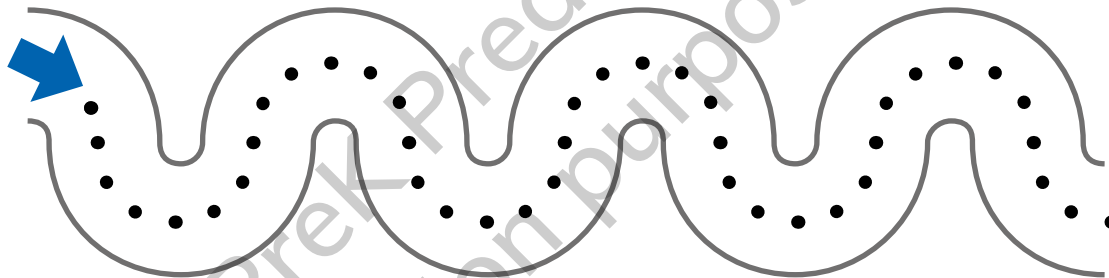


cap

2



spoon

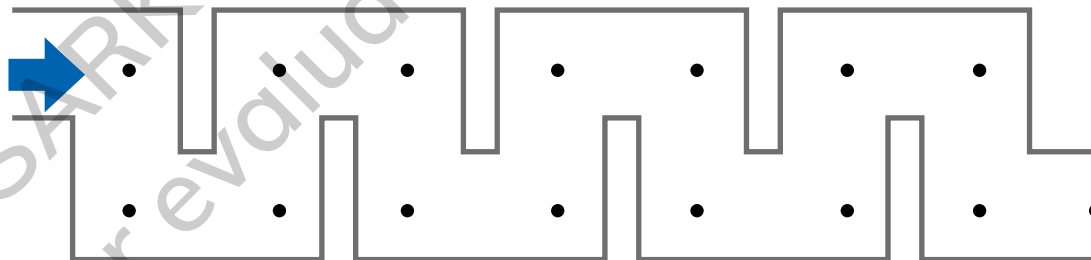


moon

3



bike



hike



Ask the child to follow the path to find the rhyming word.
Ask the child to repeat the rhyming words. The child
perceives differences between similar-sounding words.

11

Online page

Lesson 6
Rhyming Words



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Listen and repeat
the words.



Draw a line to connect the words
with the same beginning sound as
the letter on the left.

56

1

e ●

○ elephant 

○ doctor 

○ eggs 

2

i ●

○ igloo 

○ iguana 

○ fireman 

3

o ●

○ octopus 

○ orange 

○ writer 

4

u ●

○ policeman 

○ up 

○ umbrella 



Ask the child to listen and repeat the sound of each letter. Ask the child to listen to the words so he/she can recognize if the beginning sound is the same as the letter on the left.

13

Online page

Lesson 6
Vowels



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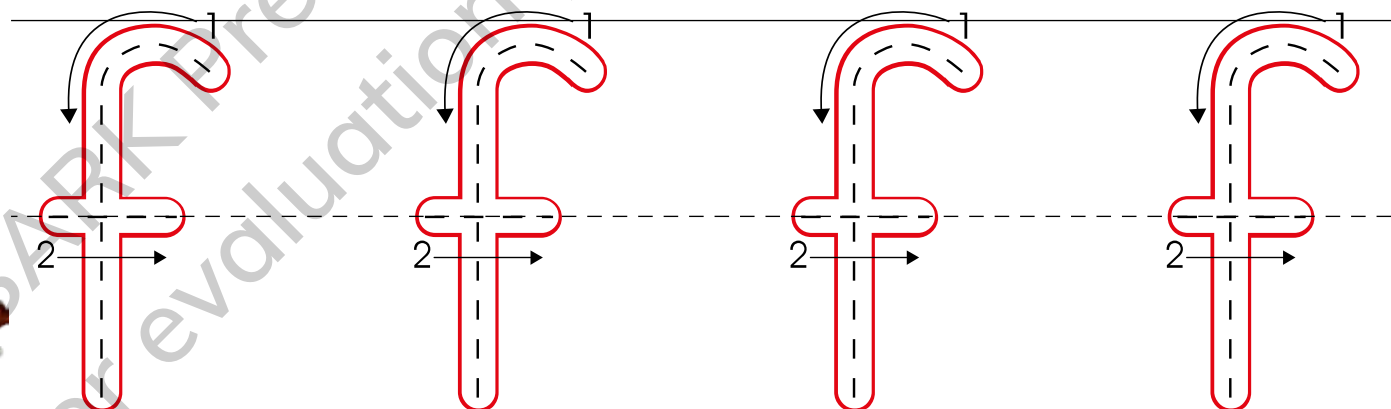
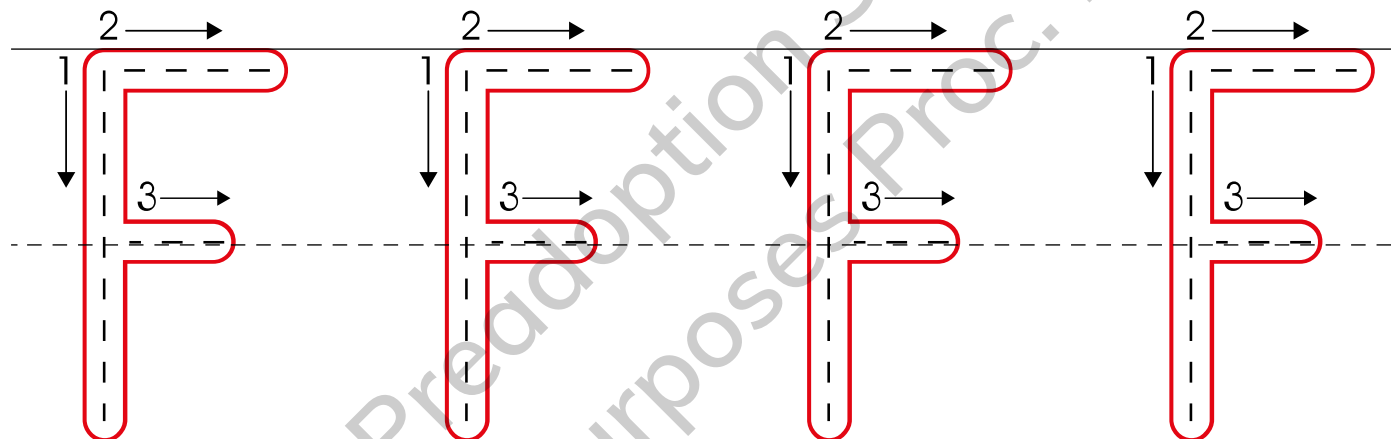


Trace the letters.

57



Fred



Show the stroke of each letter while saying: F for France and Fred when tracing each capital letter. Show the stroke of each small letter: f for fireman and fruit. Ask the child to practice.

8

Online page

Lesson 6
Traces and prewriting



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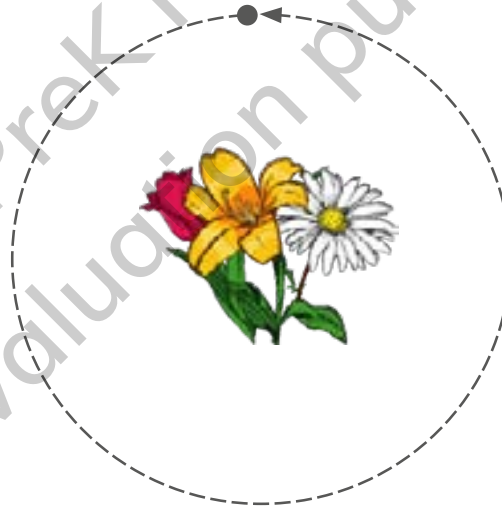
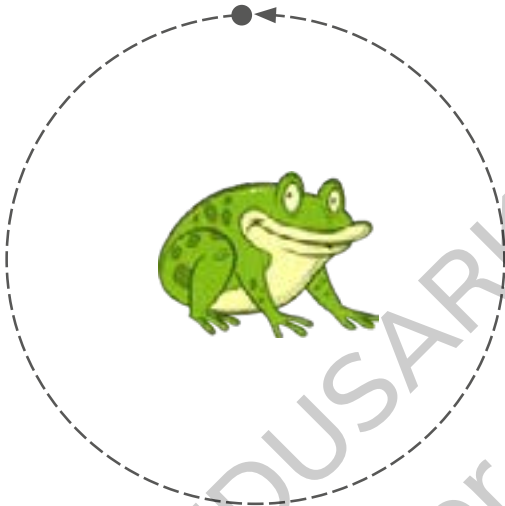
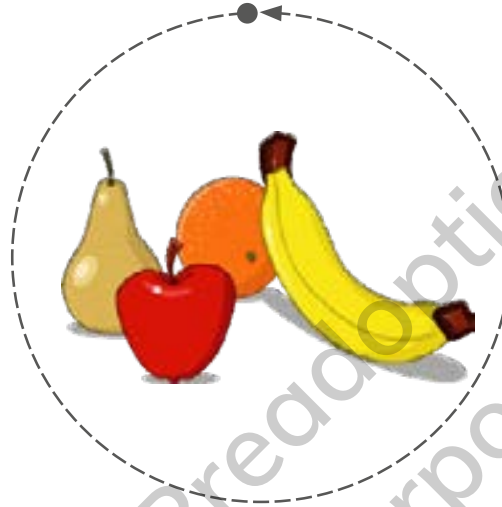
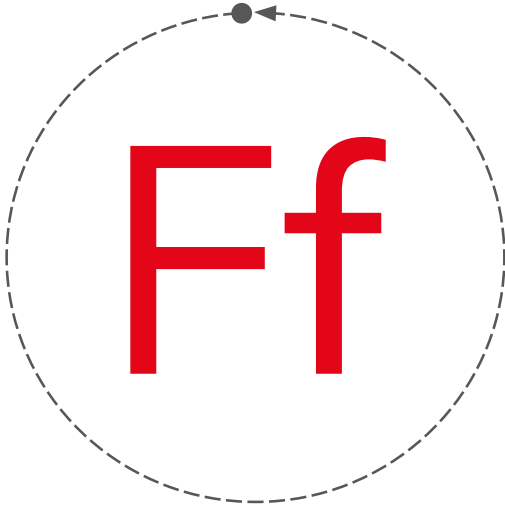
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in fork.



Ask the child to label the pictures and listen to the
beginning sound (fruit, vase, frog, flowers, five). Show
how to color the circle of the pictures with the beginning
sound of the letter f.



Online page

Lesson 6
Traces and prewriting



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Trace the letters.

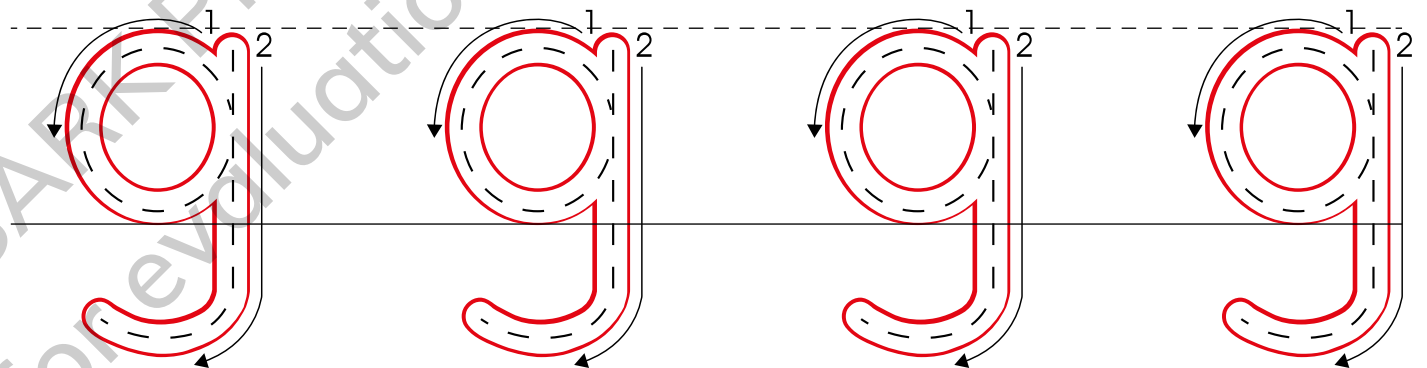
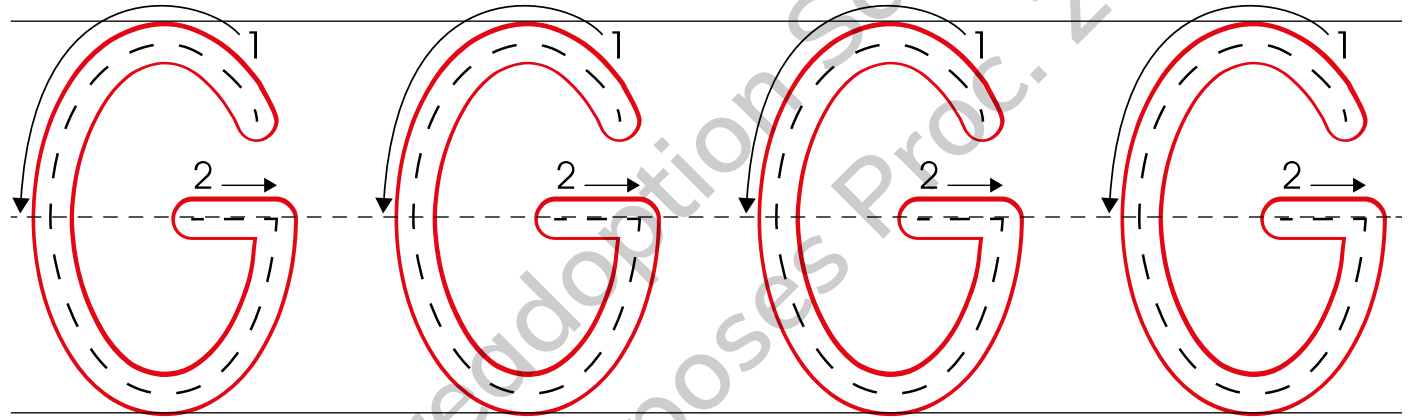
59



Gavin



Grace



Show the stroke of each letter while saying: G for Gavin and Grace when tracing each capital letter. Show the stroke of each small letter: g for grapes and goat. Ask the child to practice.

4

Online page

Lesson 6
Traces and prewriting



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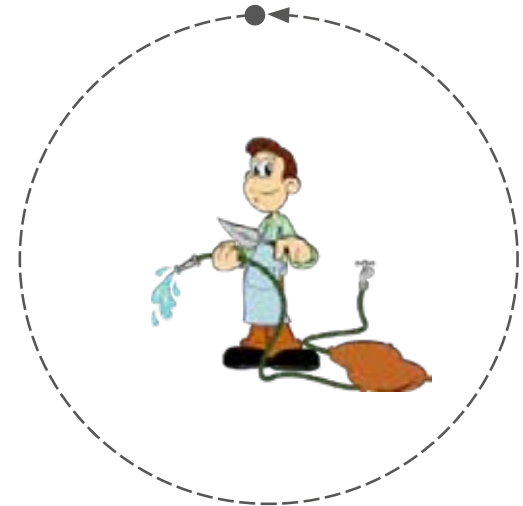
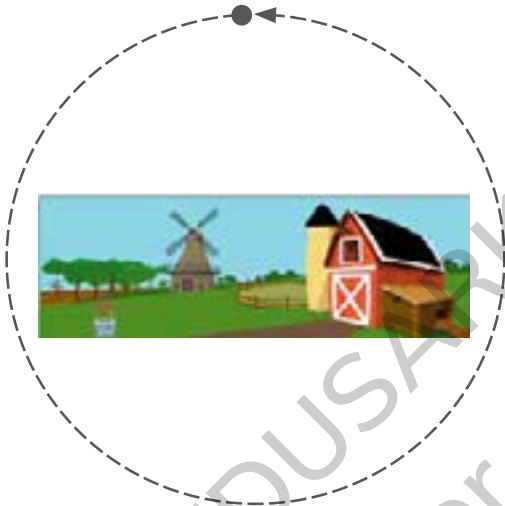
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in gloves.



Ask the child to label the pictures and listen to the
beginning sound (game, glass, farm, green, gardener).
Show how to color the circle of the pictures with the
beginning sound of the letter g.



Online page

Lesson 6
Traces and prewriting



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Trace the letters.

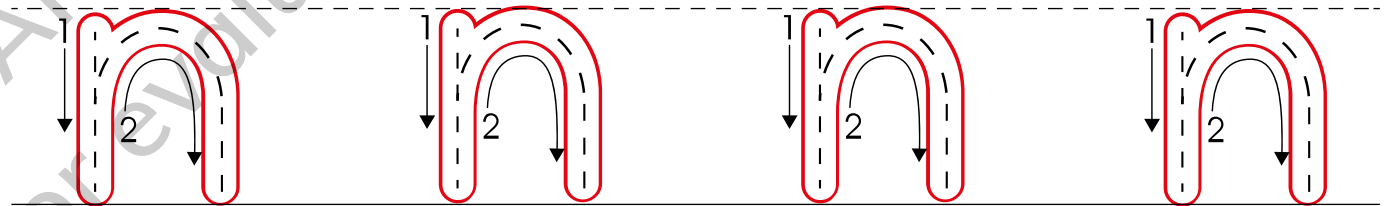
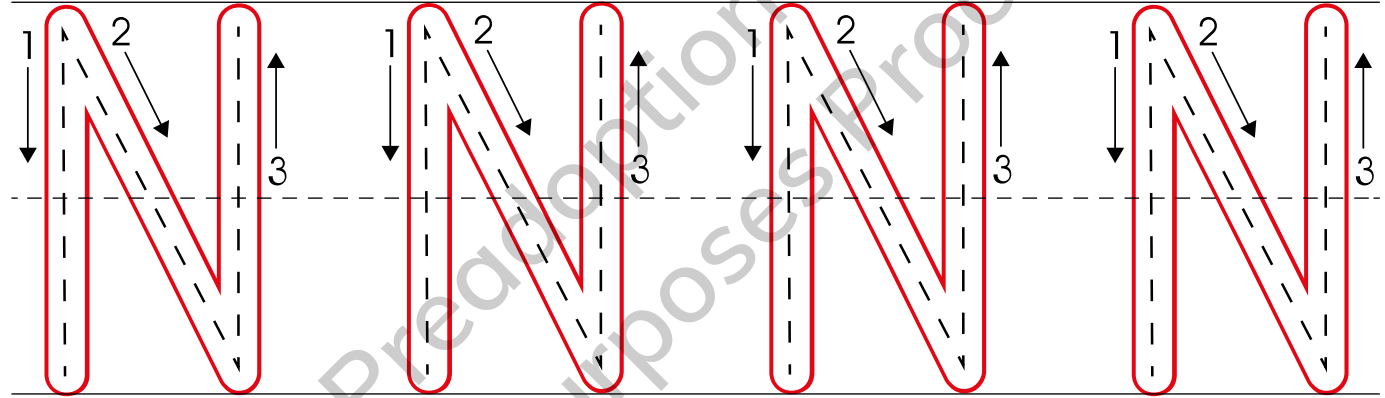
61



Noah



Nicole



Show the stroke of each letter while saying: N for Noah and Nicole when tracing each capital letter. Show the stroke of each small letter: n for nap and nail. Ask the child to practice.

12

Online page

Lesson 6
Traces and prewriting



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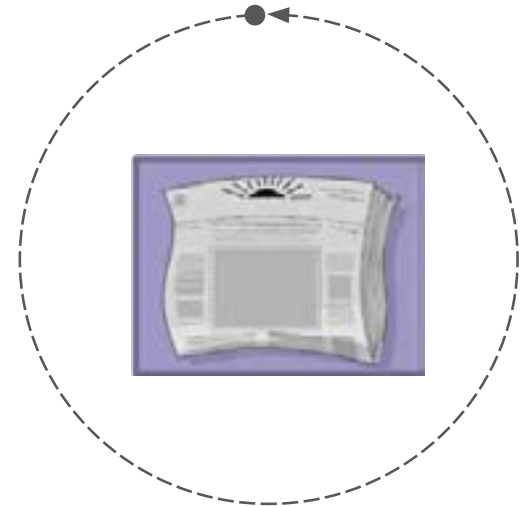
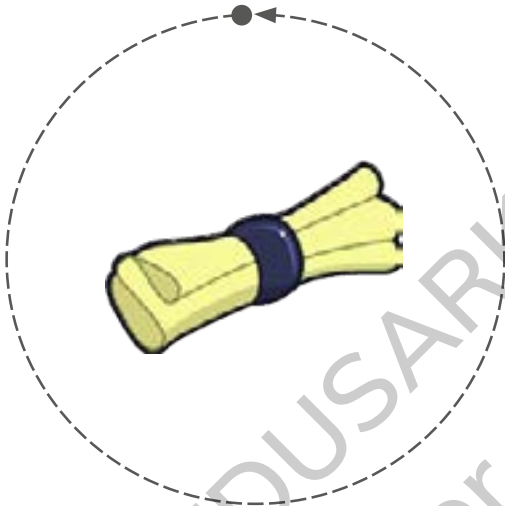
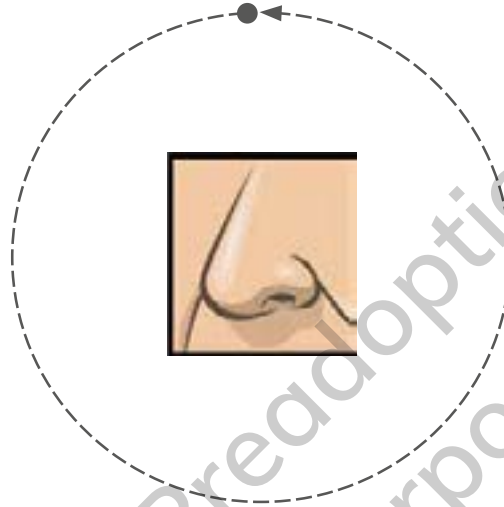
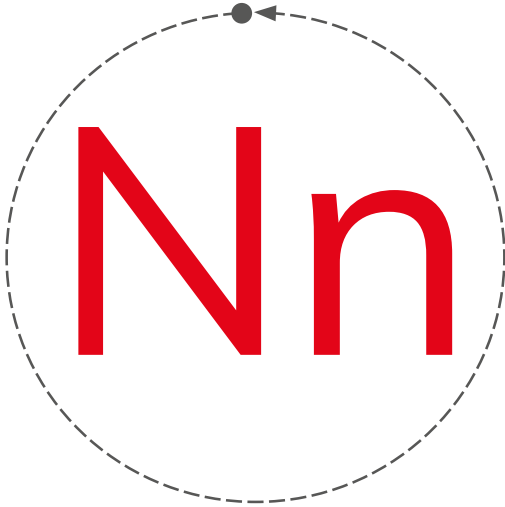
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in nephew.

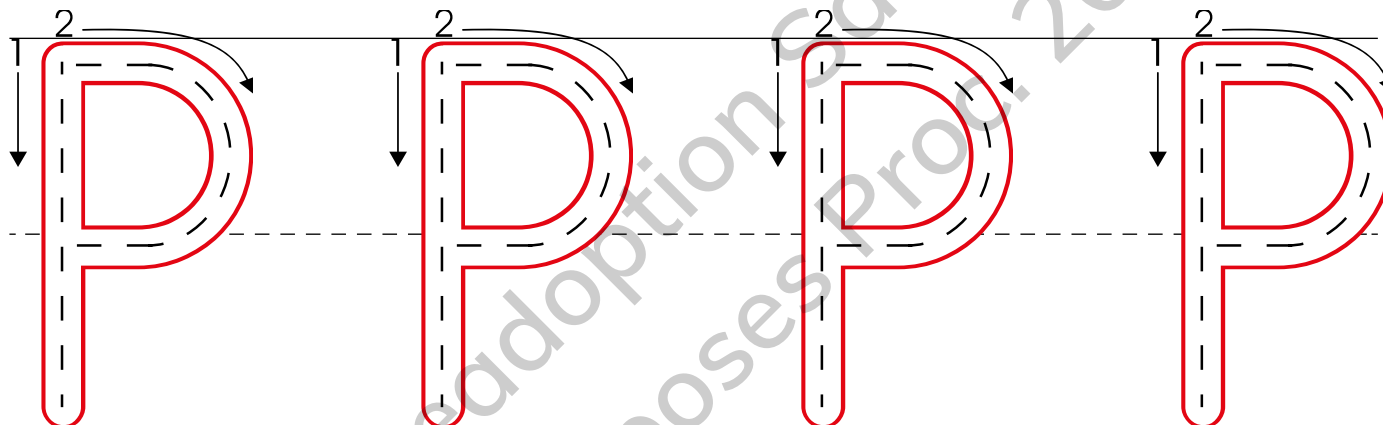


Ask the child to label the pictures and listen to the beginning sound (nose, snow, napkin, nine, newspaper). Show how to color the circle of the pictures with the beginning sound of the letter n.

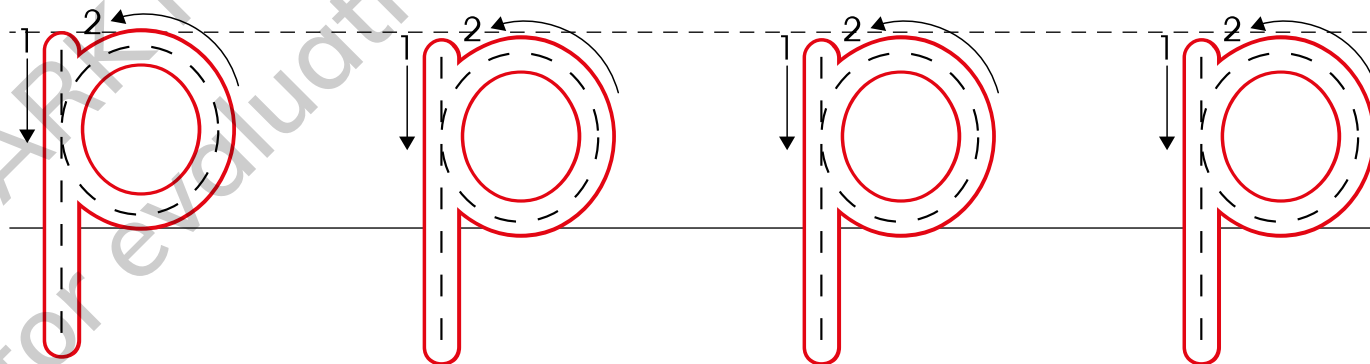


Trace the letters.

63



Parker Penny



Show the stroke of each letter while saying: P for Parker and Penny when tracing each capital letter. Show the stroke of each small letter: p for panda and pink. Ask the child to practice.

16

Online page

Lesson 6
Traces and prewriting



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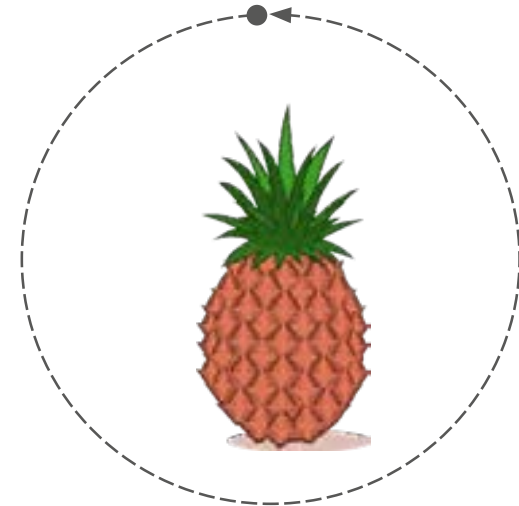
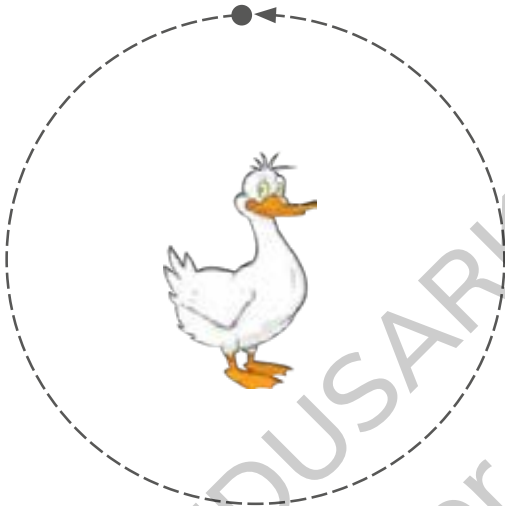
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in pet.



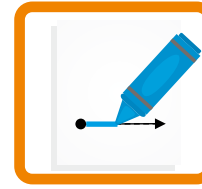
Ask the child to label the pictures and listen to the
beginning sound (pants, paint, duck, pencil, pineapple).
Show how to color the circle of the pictures with the
beginning sound of the letter p.



Listen and repeat the words.

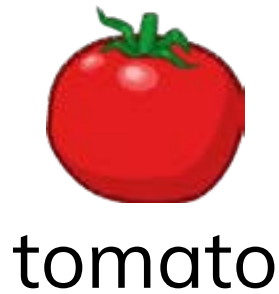


Trace the lines.



Color the line to connect the same word and picture.

65



tomato



onion



garlic



tomato



lettuce



Ask the child to look at the pictures. Ask the child to use a wide variety of words to describe the vegetables using complete sentences of 4 or more words. Evaluate if the child uses complete sentences.

2

Online page

Lesson 7
The Vegetables



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Listen and repeat the words.



Trace the squares.



Color the square with the same word and picture.



carrot



carrot



cucumber



squash



squash



spinach



Ask the child to look at the pictures. Ask the child to use a wide variety of words to describe the vegetables using complete sentences of 4 or more words. Evaluate if the child uses complete sentences.



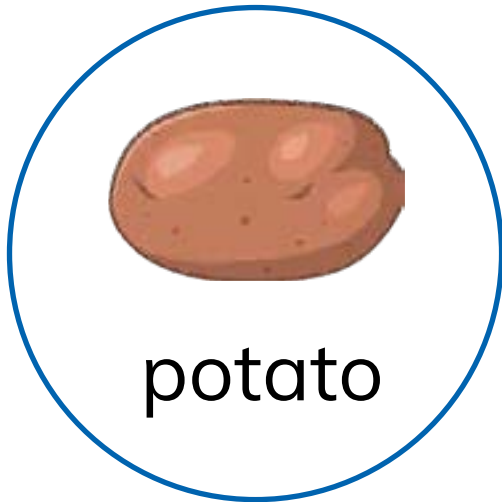
Listen and repeat
the words.



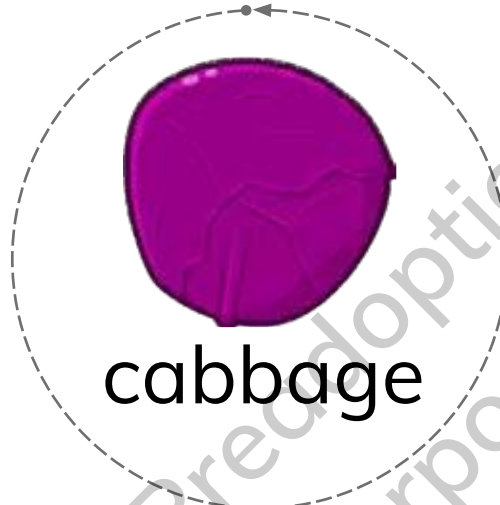
Trace the
circles.



Color the circle with
the same word and
picture.



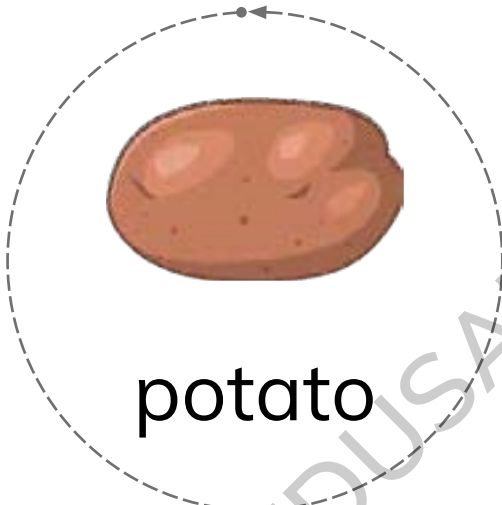
potato



cabbage



onion



potato



garlic



lettuce



Ask the child to look at the pictures. Ask the child to use a wide variety of words to describe the vegetables using complete sentences of 4 or more words. Evaluate if the child uses complete sentences.



Listen and repeat
the words.



Draw a line to connect the
words that rhyme.

1



fly

2

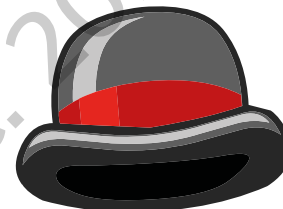


mat

3



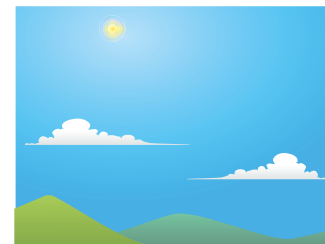
shark



hat



park



sky



Ask the child to look at the pictures and to hear the words.
Ask the child to connect the rhyming words. The child
perceives differences between similar-sounding words.

12

Online page

Lesson 7
Rhyming Words



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Listen and repeat the words.



Draw a line to connect the words with the same beginning sound as the letter on the left.

69

1

j ●

☐ juice



☐ jump



☐ carrot



2

r ●

☐ rules



☐ tomato



☐ rabbit



3

h ●

☐ potato



☐ ham



☐ hot



4

v ●

☐ vegetables



☐ violin



☐ spinach



Ask the child to listen and repeat the sound of each letter. Ask the child to listen to the words so he/she can recognize if the beginning sound is the same as the letter on the left.

13

Online page

Lesson 7
Vowels



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Trace the letters.

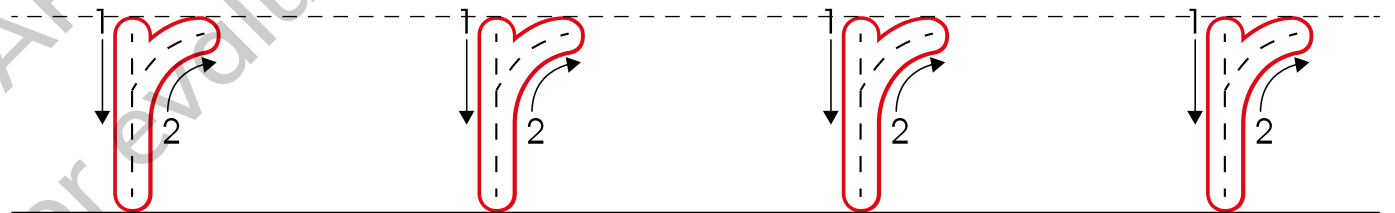
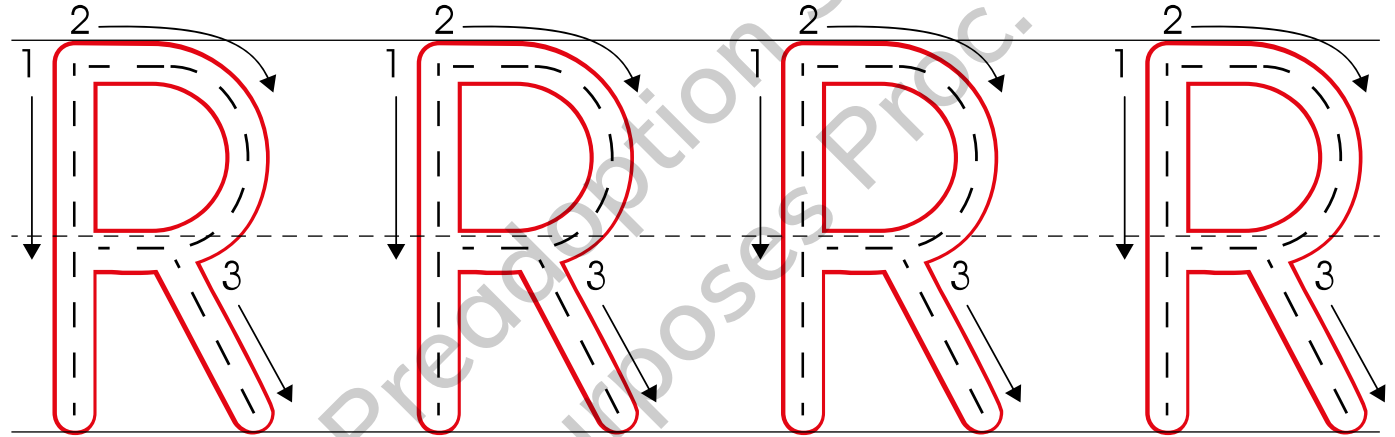
70



Robert



Rachel



Show the stroke of each letter while saying: R for Robert and Rachel when tracing each capital letter. Show the stroke of each small letter: r for rose and rabbit. Ask the child to practice.

8

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Lesson 7
Traces and prewriting



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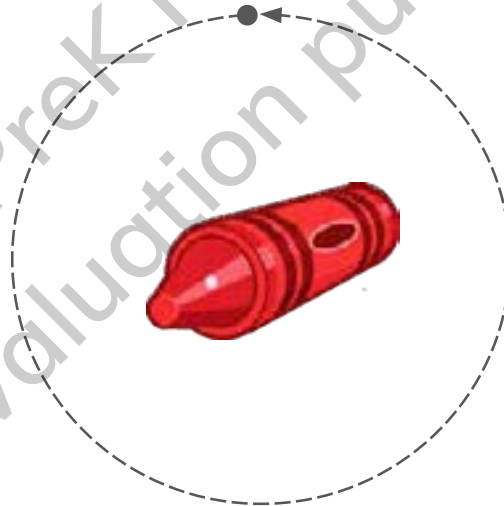
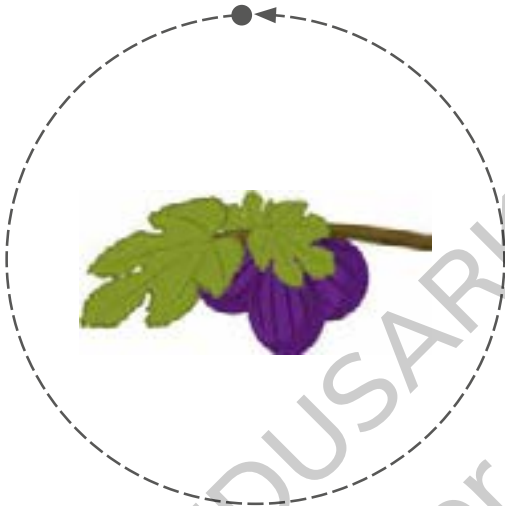
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in rainbow.



Ask the child to label the pictures and listen to the
beginning sound (racket, read, figs, red, raincoat). Show
how to color the circle of the pictures with the beginning
sound of the letter r.



Trace the letters.

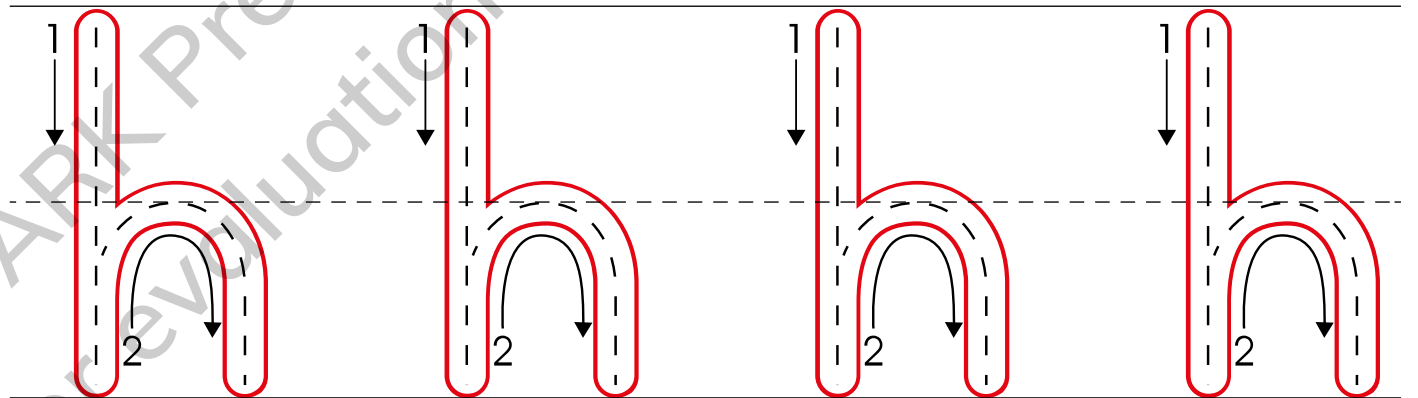
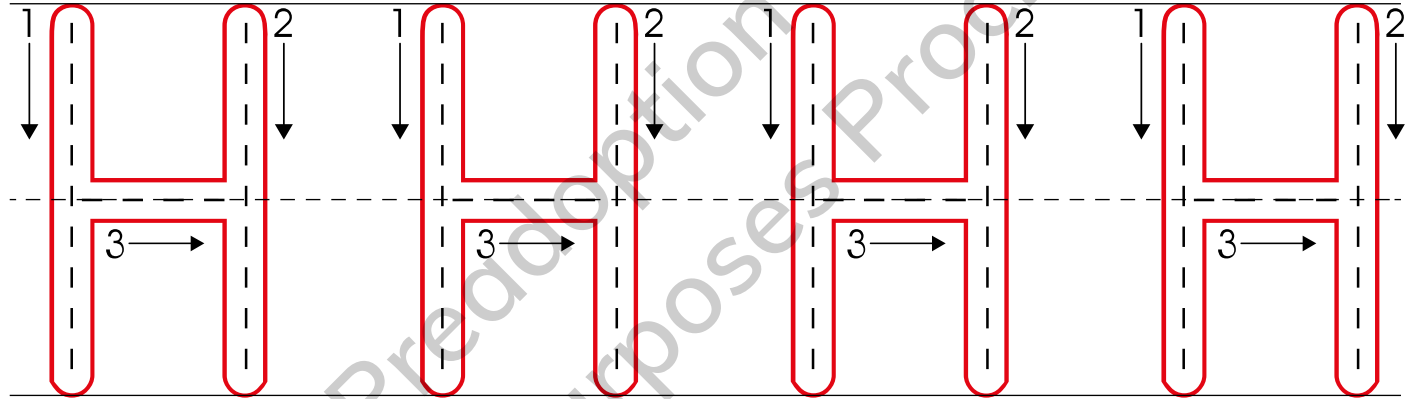
72



Henry



Helen



Show the stroke of each letter while saying: H for Henry and Helen when tracing each capital letter. Show the stroke of each small letter: h for hand and honey. Ask the child to practice.

8

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Lesson 7
Traces and prewriting



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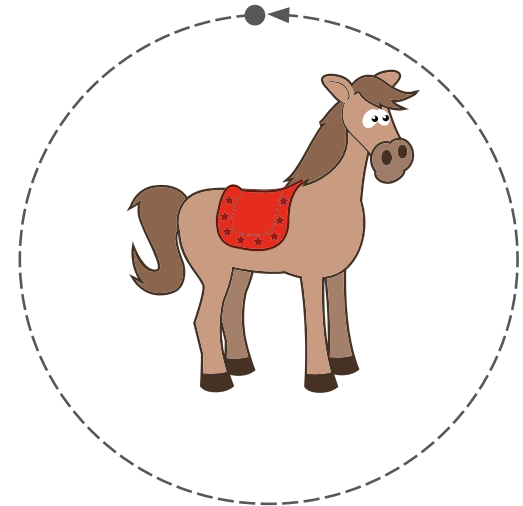
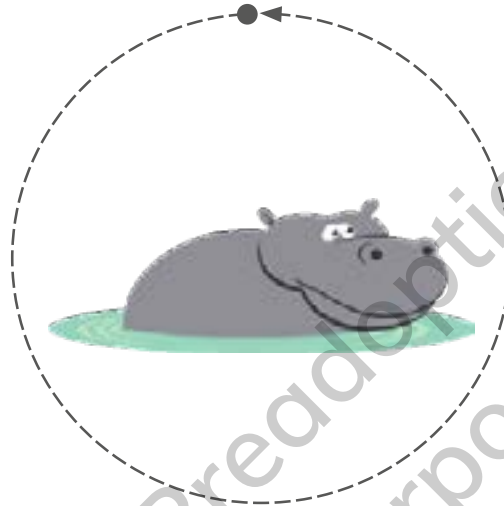
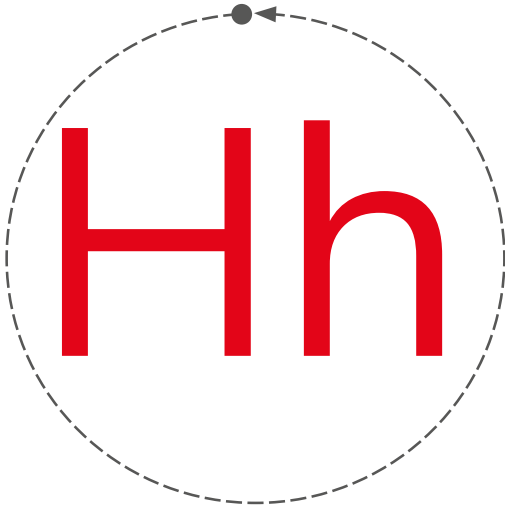
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in head.



Ask the child to label the pictures and listen to the beginning
sound (hippopotamus, leaves, helicopter, house, horse). Show
how to color the circle of the pictures with the beginning
sound of the letter h.

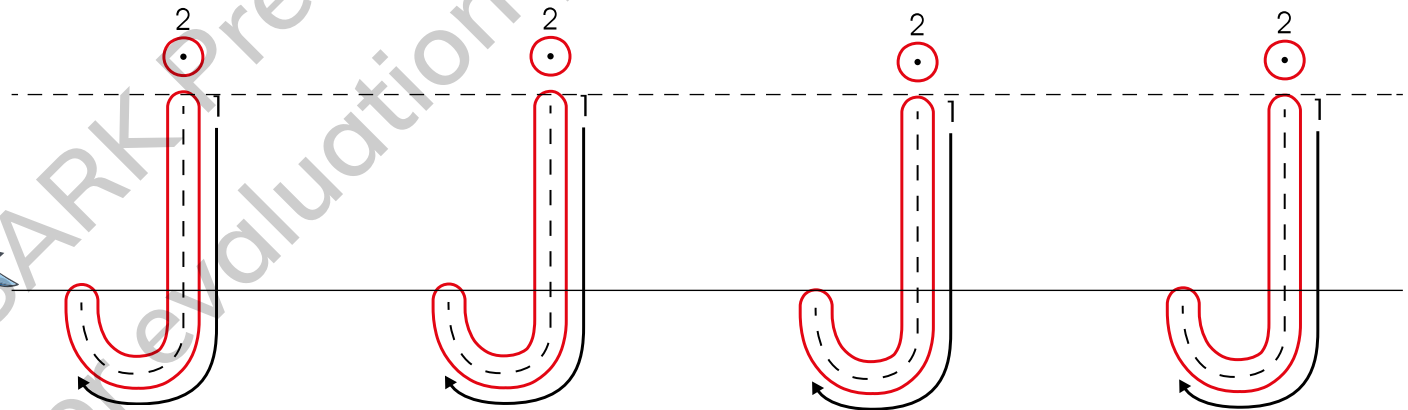
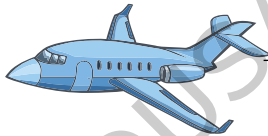
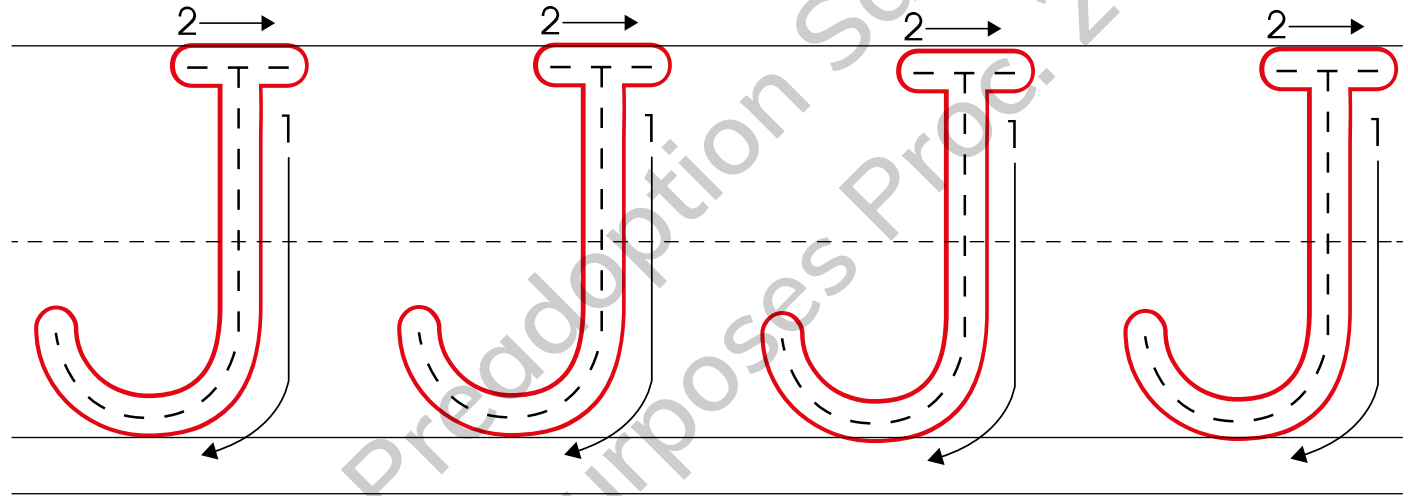


Trace the letters.

74



James



Show the stroke of each letter while saying: j for James and Japan when tracing each capital letter. Show the stroke of each small letter: j for jacket and jet. Ask the child to practice.

12

Online page

Lesson 7
Traces and prewriting



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Label each picture
and listen to the
beginning sound.

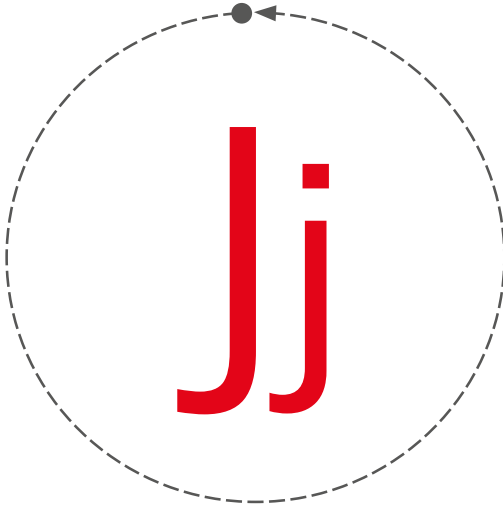


Trace the
circles.



Color the circle with the
same beginning sound, as
in jet.

75



Ask the child to label the pictures and listen to the
beginning sound (juice, clothes, juggler, jug, jump rope).
Show how to color the circle of the pictures with the
beginning sound of the letter j.

13

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Lesson 7
Traces and prewriting



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Trace the letters.

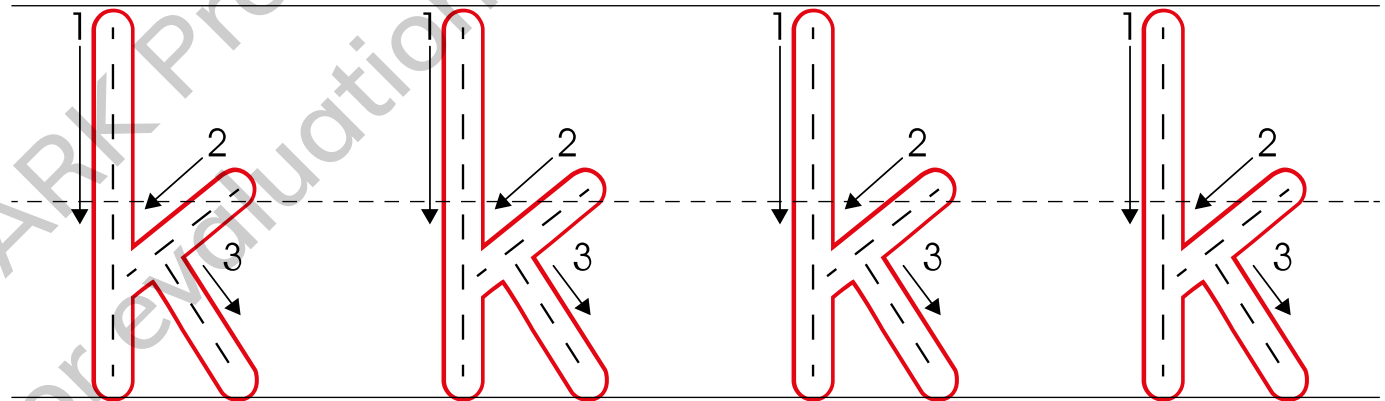
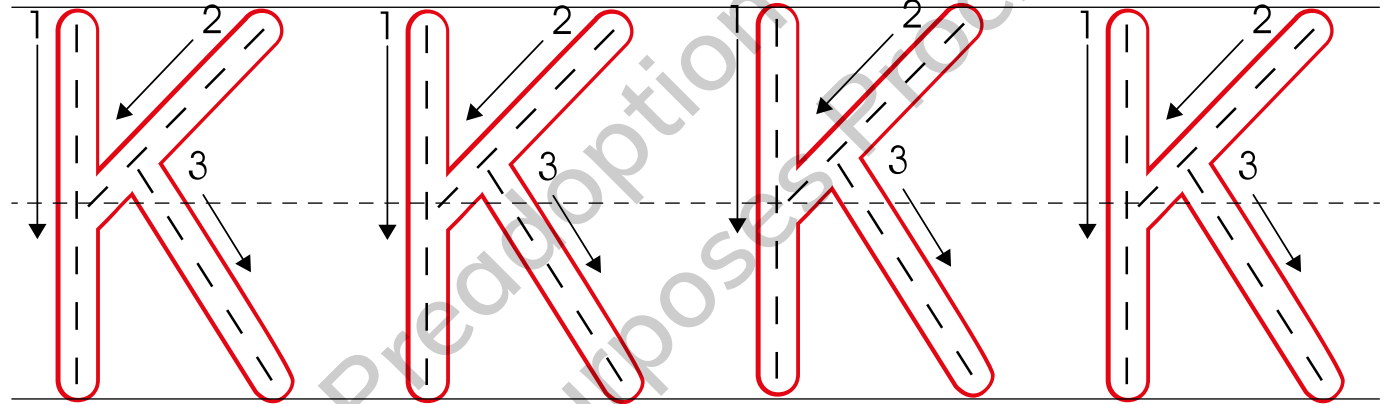
76



Kate



Kevin



Show the stroke of each letter while saying: K for Klara and Kevin when tracing each capital letter. Show the stroke of each small letter: k for kiwi and koala. Ask the child to practice.

16

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Lesson 7
Traces and prewriting



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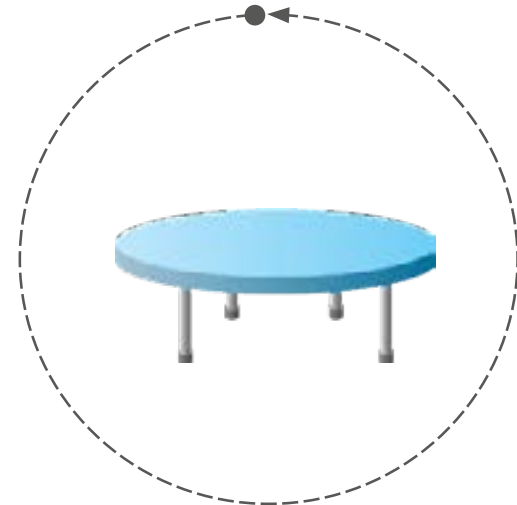
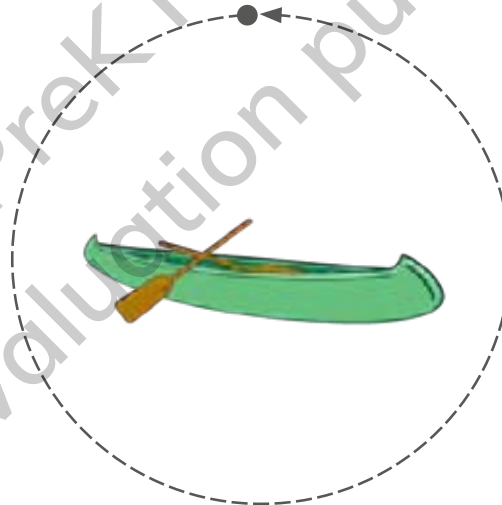
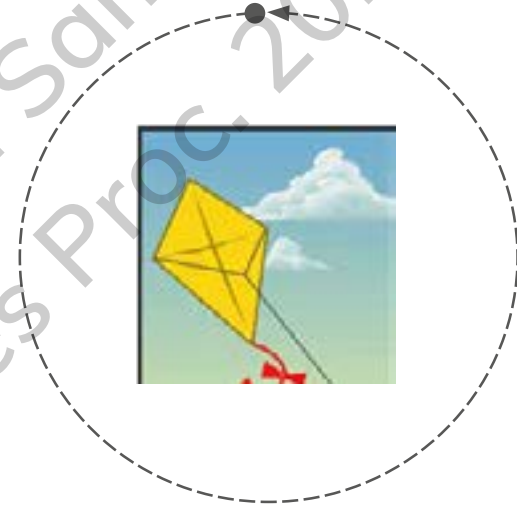
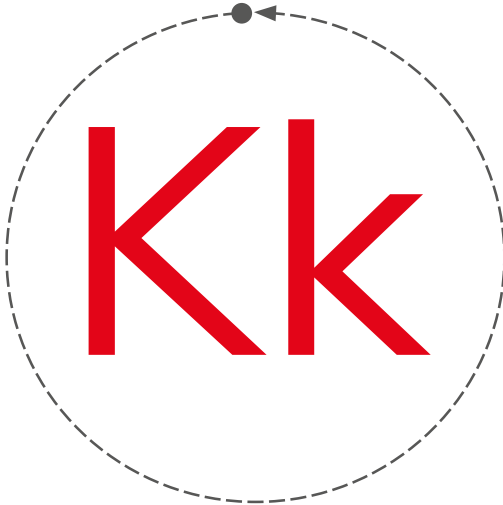
Label each picture
and listen to the
beginning sound.



Trace the
circles.



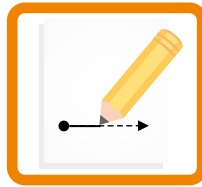
Color the circle with the
same beginning sound, as
in king.



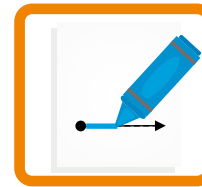
Ask the child to label the pictures and listen to the
beginning sound (king, kite, kitchen, kayak, table). Show
how to color the circle of the pictures with the beginning
sound of the letter k.



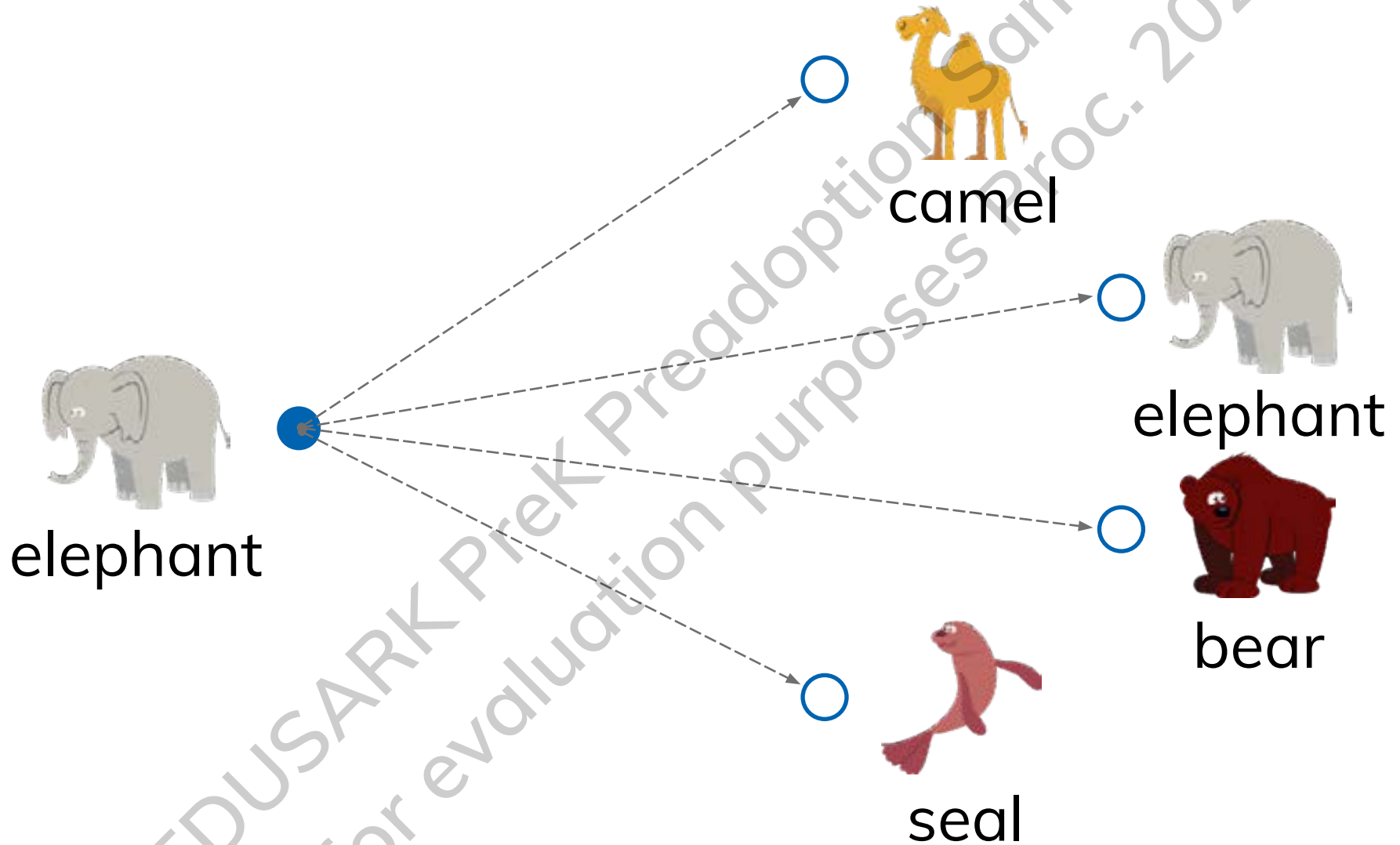
Listen and repeat the words.



Trace the lines.



Color the line to connect the same word and picture.



Ask the child to describe the pictures, for example, the brown bear, the tall giraffe, the big elephant. Ask the child to use a wide variety of words.

2

Online page

Lesson 8
The Zoo



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Listen and repeat the words.



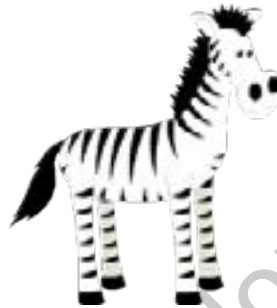
Trace the squares.



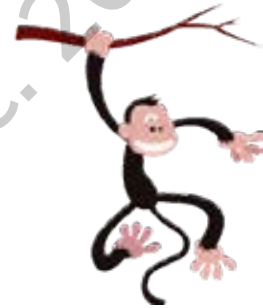
Color the square with the same word and picture.



monkey



zebra



monkey



tiger



camel



lion



Ask the child to describe the pictures, for example, the brown bear, the tall giraffe, the big elephant. Ask the child to use a wide variety of words.



Listen and repeat the words.



Look at the pictures and label each one.

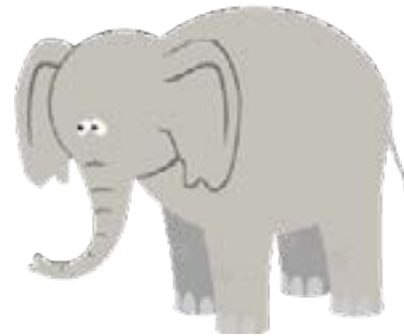


Draw a circle around the corresponding picture.

1 giraffe



2 lion



Show an exciting experience and express enthusiasm by opening your eyes and smiling. Ask the child to talk about his/her favorite animal and to describe it, for example, the big brown bear, the giraffe's long neck.



Look at the pictures.
Look at the words.



Trace the letter and repeat
the beginning sound of each
word.

81

10

ten



Color



cat



tiger



tomato



toys



Ask the child to point with their finger to the letter sound of each word. Say the sounds [t] and [k] and ask the child to repeat after you. Observe if the child understands the sounds and intonation of language.

10

Online page

Lesson 8
Beginning Sound



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Look at the pictures and label each one.



Draw a line to connect the letters to form the word represented by the picture.

82

1



n

ote

m

ap

2



d

ot

p

uck

3



r

ear

p

ed

4



c

ar

d

og



Ask the child to point with their finger to the letter sound of each word. Say the sounds [t] and [k] and ask the child to repeat after you. Observe if the child understands the sounds and intonation of language.

11

Online page

Lesson 8
Beginning Sound



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Listen and repeat the words.



Draw a line to connect the words with the same beginning sound as the letter on the left.

83

1

☐ cat



☐ lion



☐ camel



2

☐ monkey



☐ yo-yo



☐ yogurt



3

☐ zoo



☐ zebra



☐ seal



4

☐ queen



☐ quail



☐ snake



Ask the child to point with their finger to the letter sound of each word. Say the sounds [t] and [k] and ask the child to repeat after you. Observe if the child understands the sounds and intonation of language.

13

Online page

Lesson 8
Beginning Sound

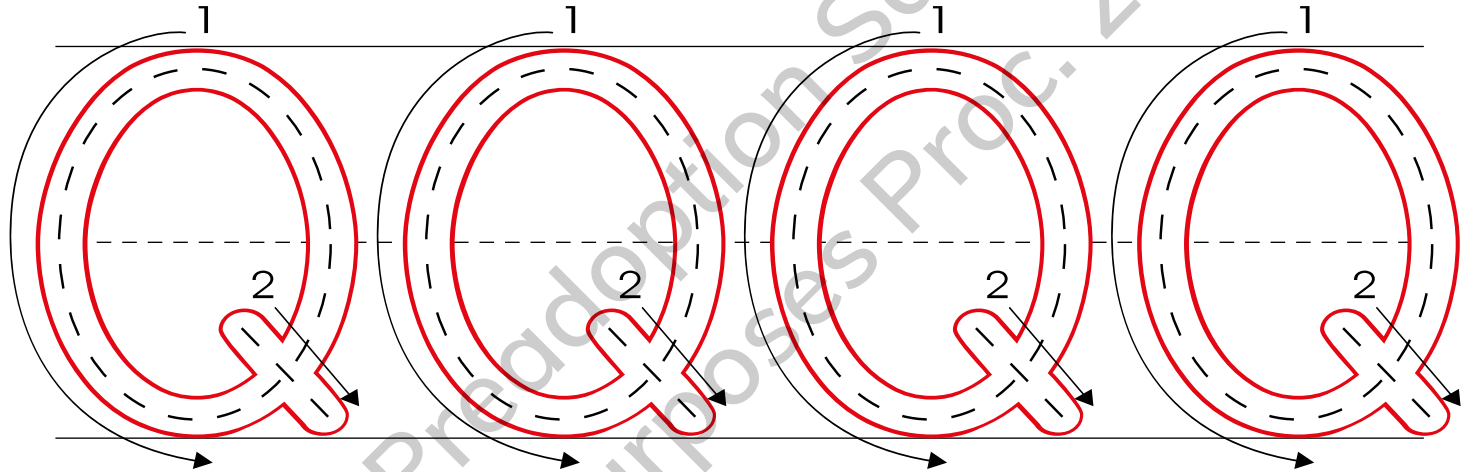


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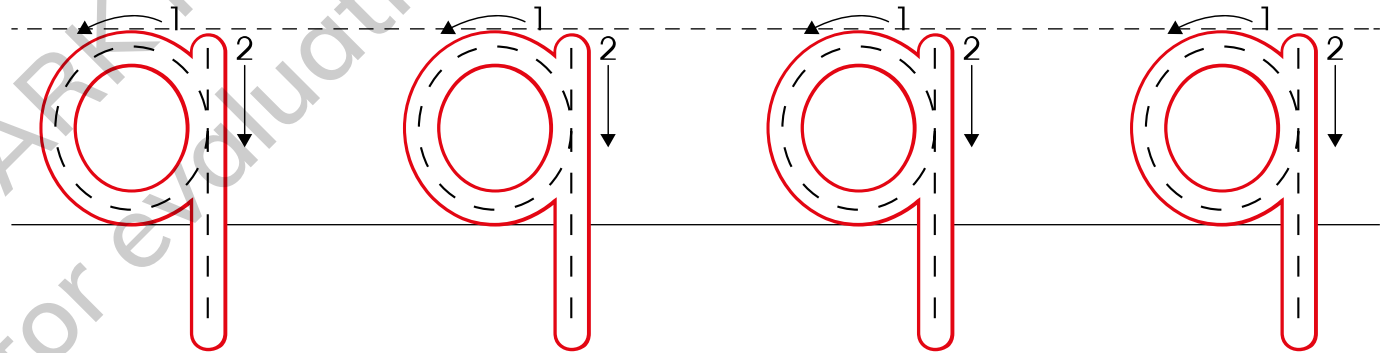
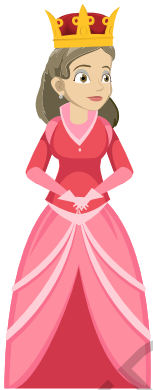


Trace the letters.

84



Quilan Quincy



Show the stroke of each letter while saying: Q for Quilan and Quincy when tracing each capital letter. Show the stroke of each small letter: q for queen and quail. Ask the child to practice.

4

Online page

Lesson 8
Traces and prewriting



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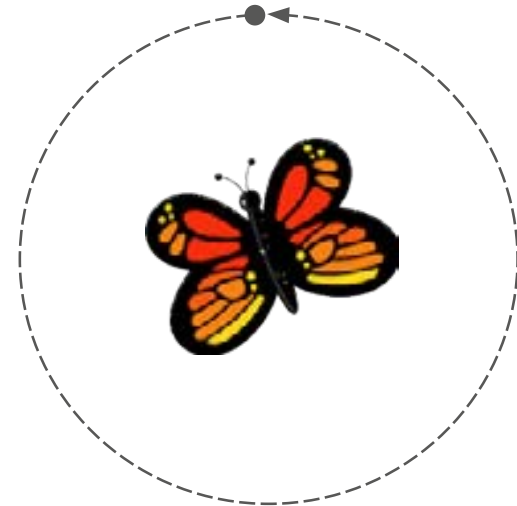
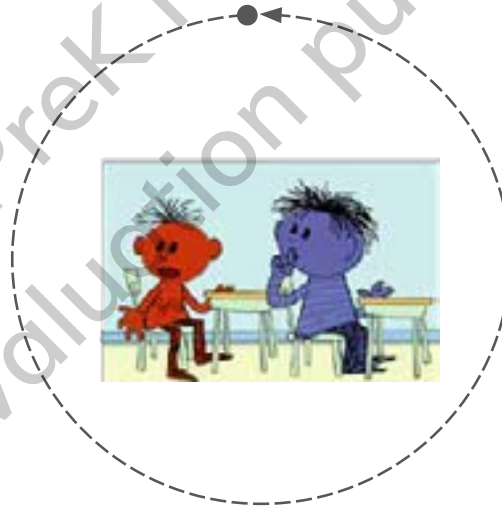
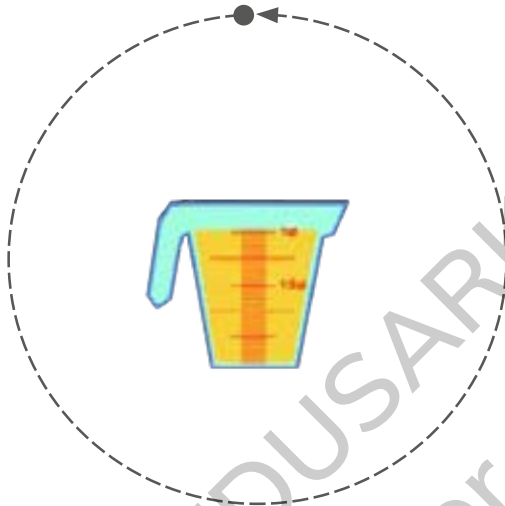
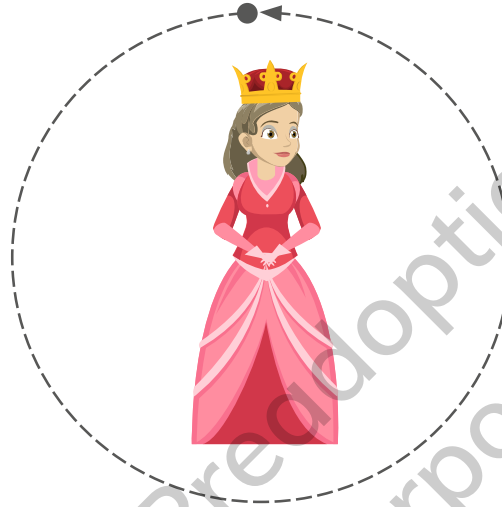
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in queen.



Ask the child to label the pictures and listen to the beginning
sound (queen, question, quantity, quiet, butterfly). Show
how to color the circle of the pictures with the beginning
sound of the letter q.



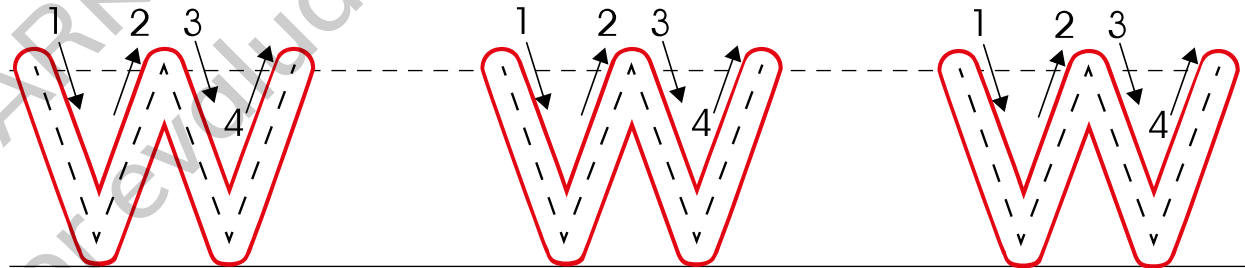
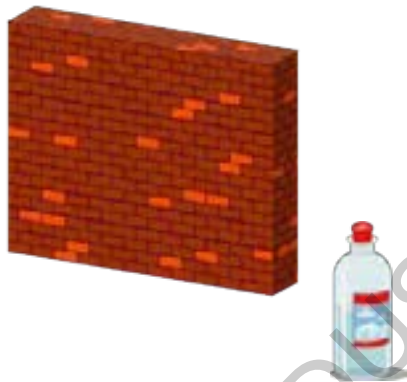
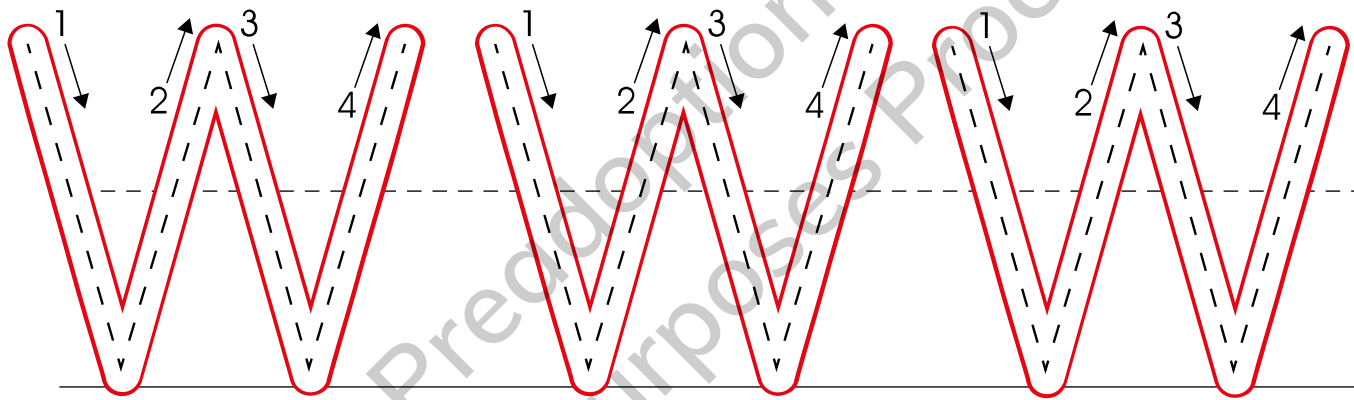


Trace the letters.

86



Walter Wendy



Show the stroke of each letter while saying: W for Walter and Wendy when tracing each capital letter. Show the stroke of each small letter: w for wall and water. Ask the child to practice.

8

Online page

Lesson 8
Traces and prewriting



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Label each picture
and listen to the
beginning sound.

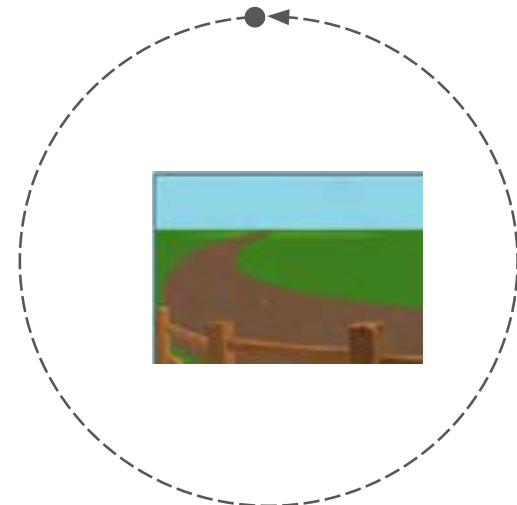
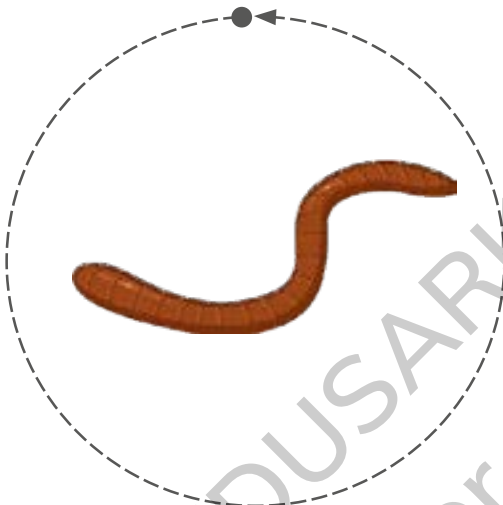
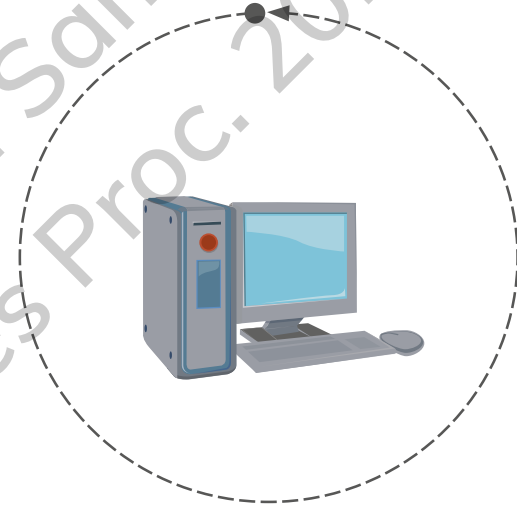
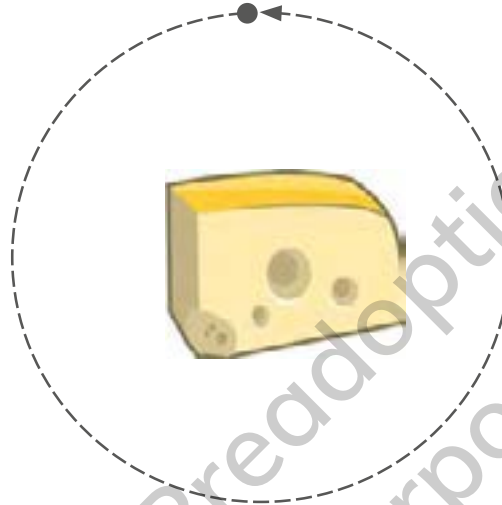


Trace the
circles.



Color the circle with the
same beginning sound, as
in waist.

87



Ask the child to label the pictures and listen to the
beginning sound (cheese, computer, worm, water, way).
Show how to color the circle of the pictures with the
beginning sound of the letter w.

9

Online page

Lesson 8
Traces and prewriting



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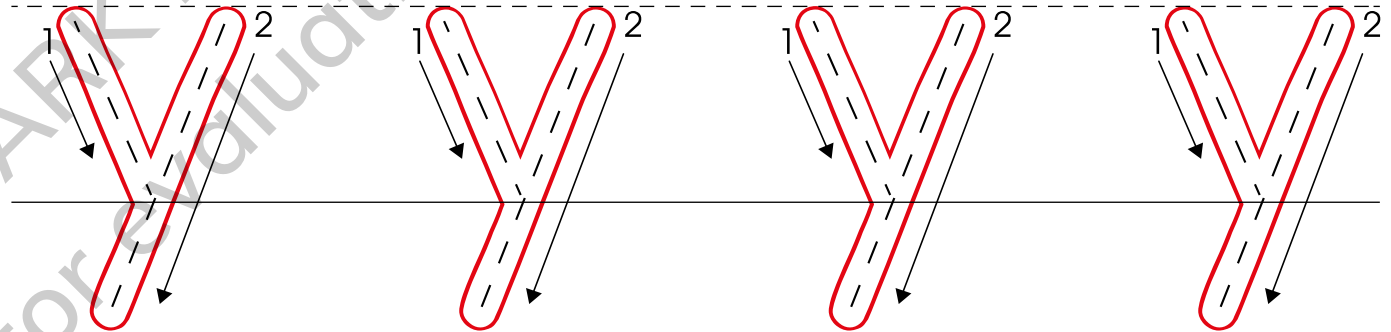
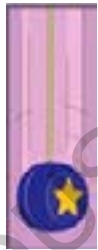
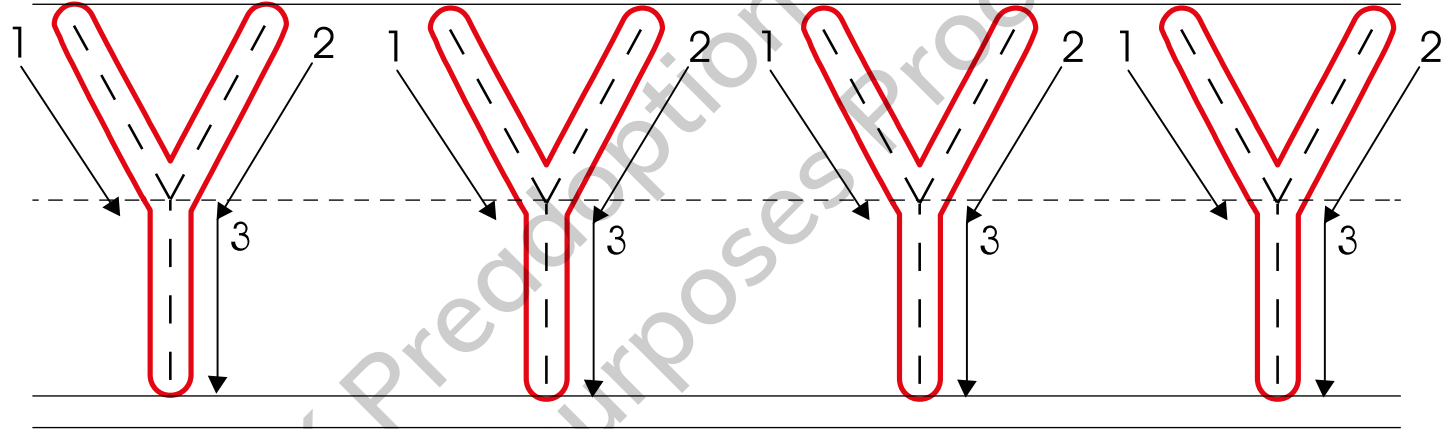
Trace the letters.

88



Yazmin

Yuri



Show the stroke of each letter while saying: Y for Yazmin and Yuri when tracing each capital letter. Show the stroke of each small letter: y for yogurt and yo-yo. Ask the child to practice.

12

Online page

Lesson 8
Traces and prewriting



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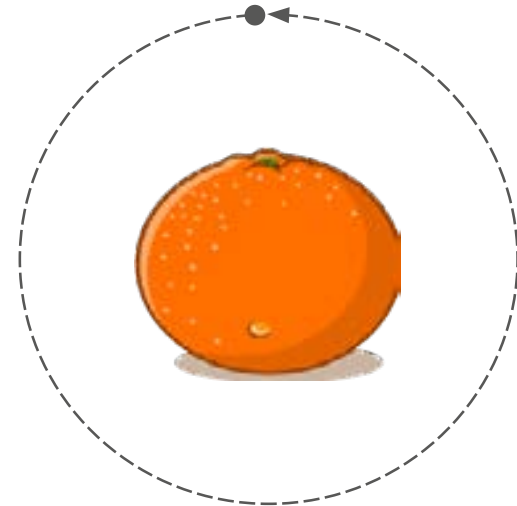
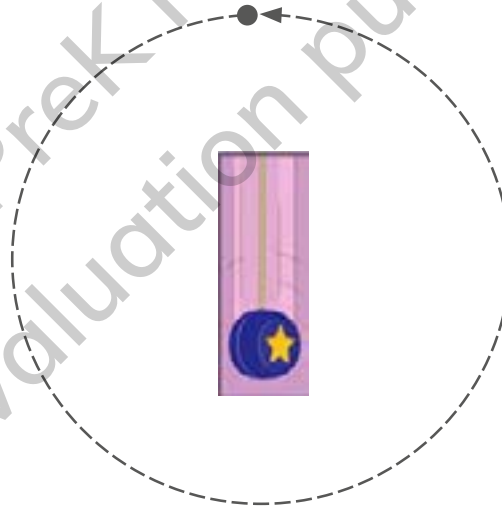
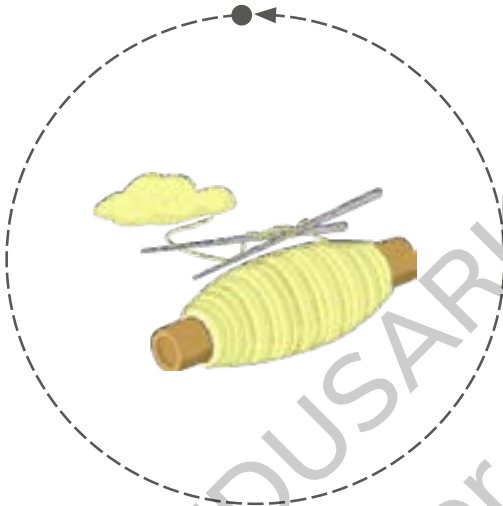
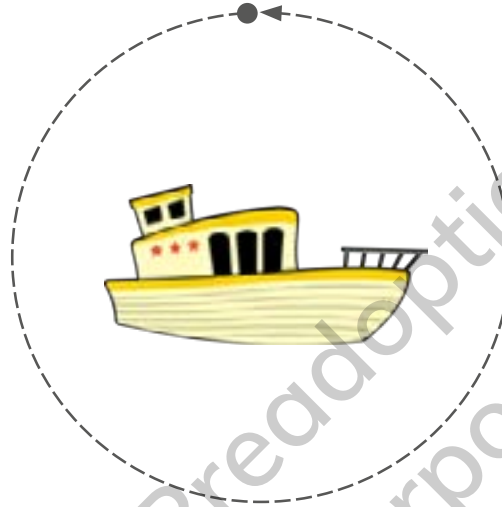
Label each picture
and listen to the
beginning sound.



Trace the
circles.



Color the circle with the
same beginning sound, as
in yam.



Ask the child to label the pictures and listen to the
beginning sound (yacht, yogurt, yarn, yo-yo, tangerine).
Show how to color the circle of the pictures with the
beginning sound of the letter y.

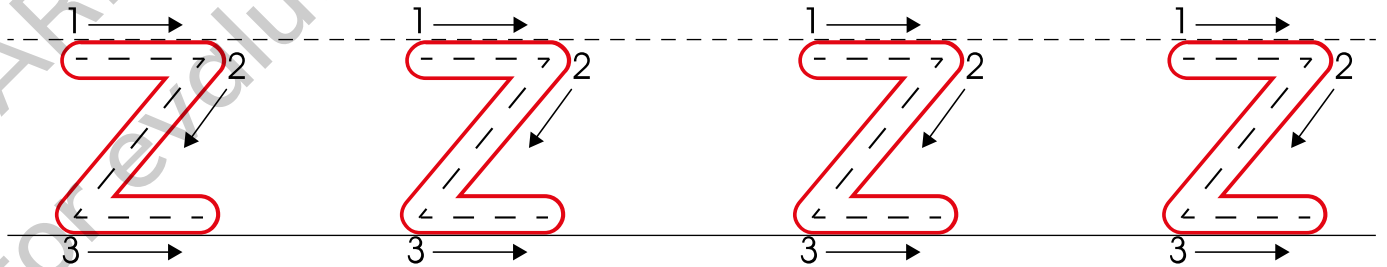
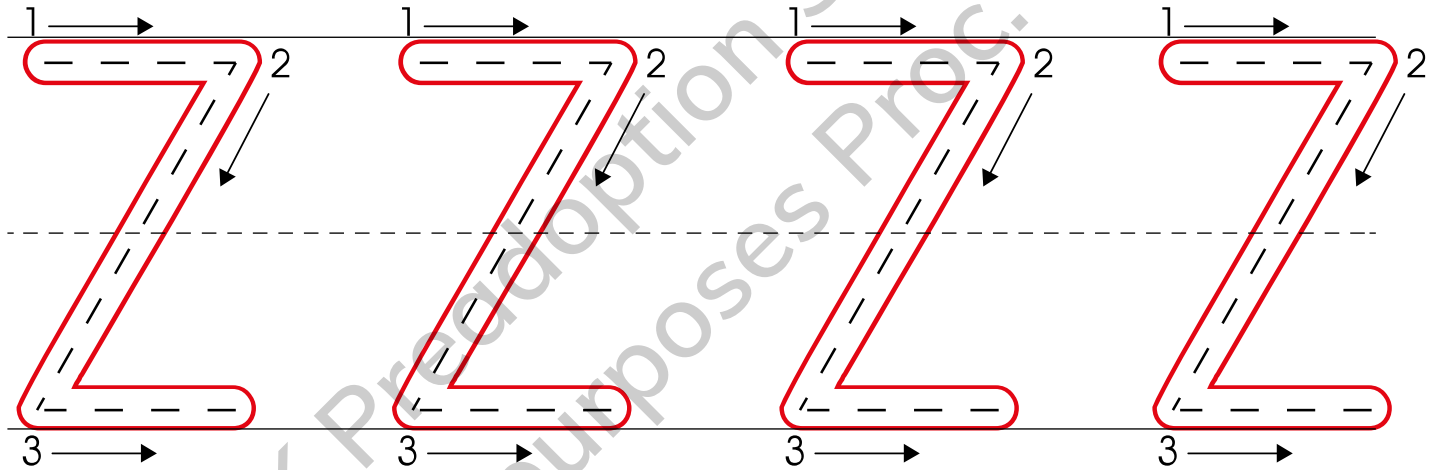


Trace the letters.

90



Zachary Zoey



Show the stroke of each letter while saying: Z for Zachary and Zoey when tracing each capital letter. Show the stroke of each small letter: z for zebra and zoo. Ask the child to practice.

16

Online page

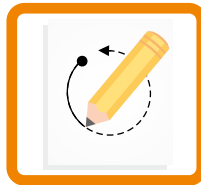
Lesson 8
Traces and prewriting



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Label each picture
and listen to the
beginning sound.

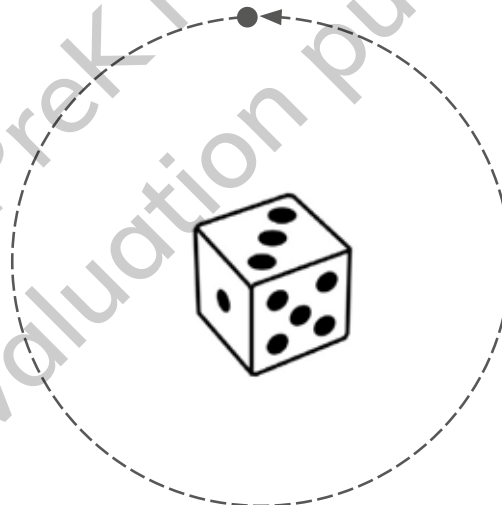
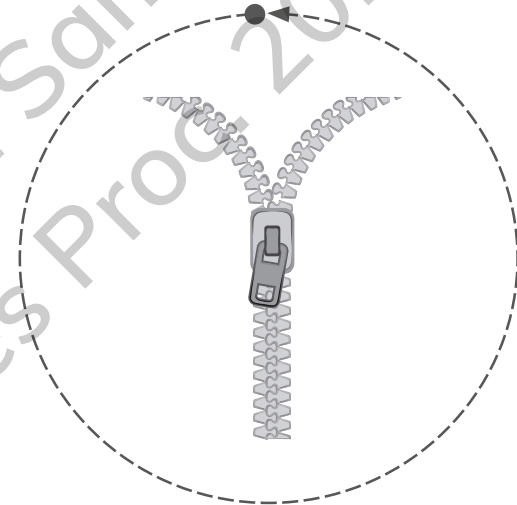


Trace the
circles.



Color the circle with the
same beginning sound, as
in zone.

91



Ask the child to label the pictures and listen to the
beginning sound (zoo, zipper, money, dice, zebra). Show
how to color the circle of the pictures with the beginning
sound of the letter z.

17

Online page

Lesson 8

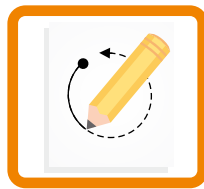
Traces and prewriting



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Listen and repeat
the words.



Trace the
circles.

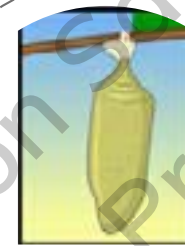


Color the circle with
the same word and
picture.

92



Mexico



cocoon



cocoon



cocoon



fly



caterpillar



fir tree



Ask the child to look at the pictures. Ask the child to describe the pictures using a wide variety of words. For example, a very tiny egg on the leaf. Ask the child to describe the places shown.

3

Online page

Lesson 9

Monarch Butterfly



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Listen and repeat the words.



Label each picture and mention one characteristic.



Draw a line to connect the same word and picture.

93

1



Canada

2



caterpillar

3



butterfly



caterpillar



butterfly



Canada



Ask the child to look at the pictures. Ask the child to describe the pictures using a wide variety of words. For example, a very tiny egg on the leaf. Ask the child to describe the places shown.

4

Online page

Lesson 9

Monarch Butterfly



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Listen and repeat the words.



Label each picture and mention one characteristic.



Draw a circle around the same words.

<div>1</div>  <p>cocoon</p>	<p>cocoon</p> <p>Mexico</p>	<p>cocoon</p> <p>fly</p>
<div>2</div>  <p>fly</p>	<p>Canada</p> <p>fly</p>	<p>fly</p> <p>fir tree</p>
<div>3</div>  <p>fir tree</p>	<p>fir tree</p> <p>fir tree</p>	<p>Mexico</p> <p>cocoon</p>



Ask the child to look at the pictures. Ask the child to describe the pictures using a wide variety of words. For example, a very tiny egg on the leaf. Ask the child to describe the places shown.



Online page

Lesson 9
Monarch Butterfly



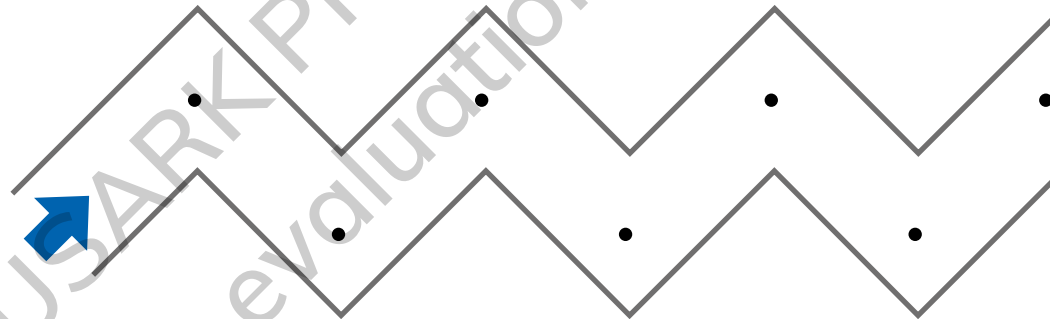
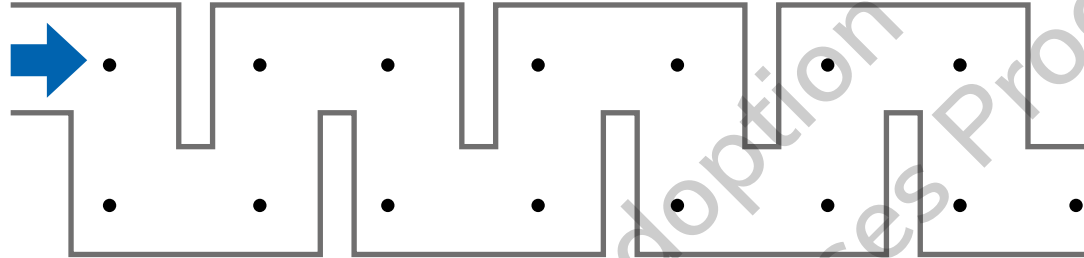


Look at the pictures
and label each one.



Follow the instructions.

95



Ask the child to point with their finger at the carpenter.
Ask the child to trace the path with their finger up to the
carpentry. Repeat the path saying: the carpenter works in
the carpentry. Do the same with the baker. Ask the child to
repeat where the carpenter works.

8

Online page

Lesson 9
Zig-zag lines



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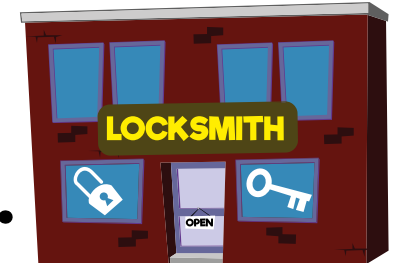
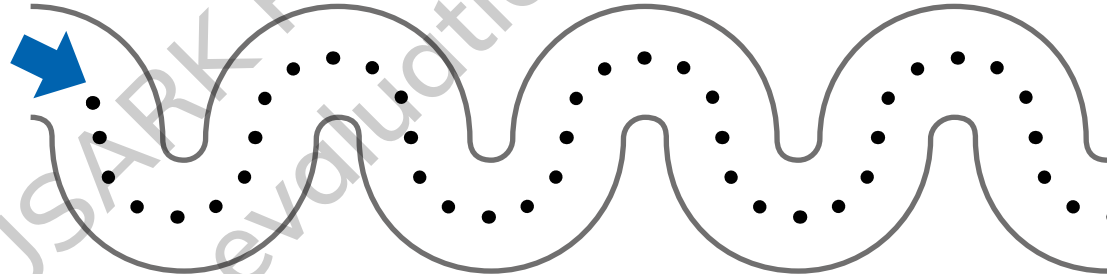
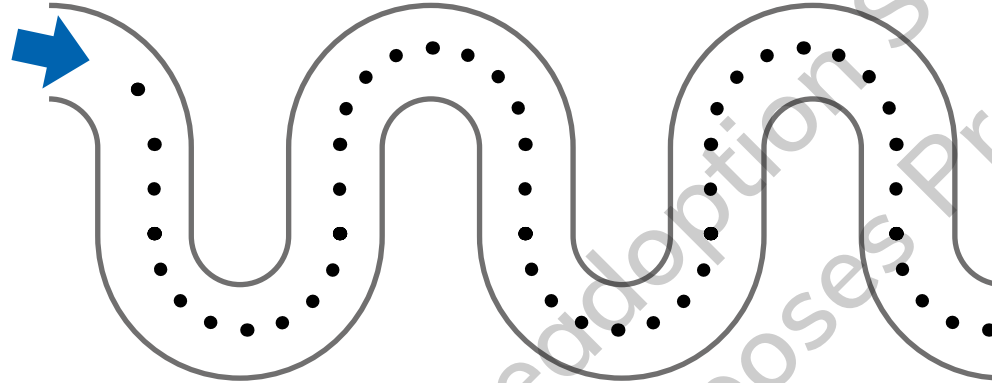


Look at the pictures
and label each one.



Follow the instructions.

96



Ask the child to point with their finger at the mechanic. Ask the child to trace the path with their finger up to the auto repair. Repeat the path saying: the mechanic works in an auto repair. Do the same with the locksmith. Ask the child to repeat where the mechanic works.

9

Online page

Lesson 9
Curves



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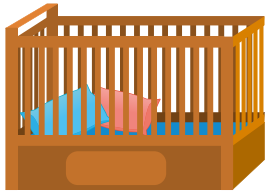


Look at the pictures
and the words.



Trace the beginning
letter of each word.

97



Crib



gray



Cow



grapes



goat



green



Ask the child to point with their finger to the letter sound of each word. Pronounce the sounds [g] and [k] and ask the child to repeat after you. Observe if the child understands the sounds and intonation of language.

10

Online page

Lesson 9
Beginning Sound c, g



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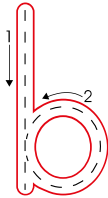


Look at the pictures
and the words.

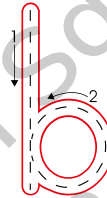


Trace the beginning
letter of each word.

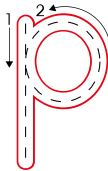
98



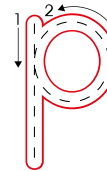
aker



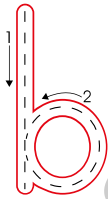
all



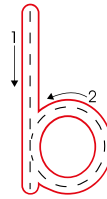
oliceman



ilot



ottle



icycle



Ask the child to point with their finger to the letter sound of each word. Pronounce the sounds [b] and [p] and ask the child to repeat after you. Observe if the child understands the sounds and intonation of language.

11

Online page

Lesson 9

Beginning Sound b, p



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Listen and repeat
the syllables.



Count the
syllables.



Write the number
of syllables each
word has.



ti ger

tiger



birth day

birthday



cup cake

cupcake



chil dren

children



fa ther

father



Show children how to put the syllables or parts of the word together. Clap each syllable and ask them to repeat. Then ask children to say the complete word. Ask them to count the syllables and write the number.



Listen and repeat
the words.



Trace the
circles.



Color the circle with
the same word and
picture.

100



Ask the child to describe the pictures, for example, the tall mountain has snow at the top. Ask the child to use a wide variety of words using complete sentences with lots of detail.

3

Online page

Lesson 10
Wonders of Nature



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Listen and repeat the words.



Label each picture and mention one characteristic.



Draw a line to connect the same word and picture.

101

1

grotto

2

brook

3

river


river


brook


grotto



Ask the child to describe the pictures, for example, the tall mountain has snow at the top. Ask the child to use a wide variety of words using complete sentences with lots of detail.

4

Online page

Lesson 10
Wonders of Nature



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Listen and repeat the words.



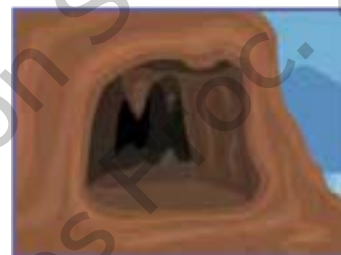
Label each picture and mention one characteristic.



Draw a circle around the corresponding picture.

102

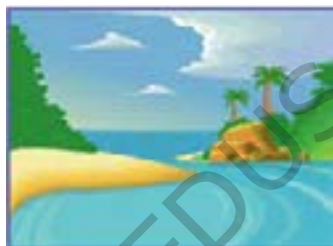
1 end of a river



2 depression



3 mountain range



Ask the child to describe the pictures, for example, the tall mountain has snow at the top. Ask the child to use a wide variety of words using complete sentences with lots of detail.

6

Online page

Lesson 10
Wonders of Nature



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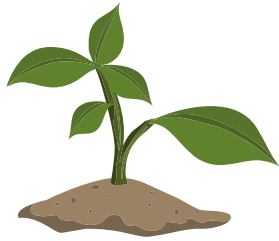


Look at the pictures.
Look at the words.



Trace the letter and repeat
the beginning sound of each
word.

103



Plant



Pan



Bear



Pepper



Pear



Ball



Ask the child to point with their finger to the letter sound of each word. Pronounce the sounds [p] and [b] and ask the child to repeat after you. Observe if the child understands the sounds and intonation of language.

9

Online page

Lesson 10
Beginning Sound b, p



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Look at the pictures.
Look at the words.



Trace the letter and repeat
the beginning sound of each
word.

104



oor



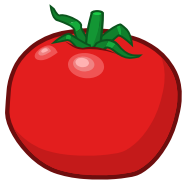
ennis



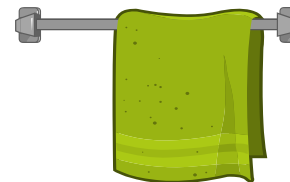
om



og



omato



owel



Ask the child to point with their finger to the letter sound of each word. Pronounce the sounds [t] and [d] and ask the child to repeat after you. Observe if the child understands the sounds and intonation of language.

10

Online page

Lesson 10
Beginning Sound d, t



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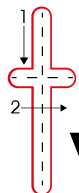
Look at the pictures.
Look at the words.



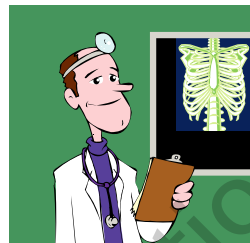
Trace the letter and repeat
the beginning sound of each
word.

105

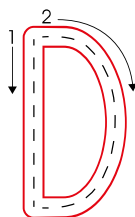
2



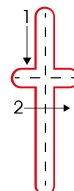
wo



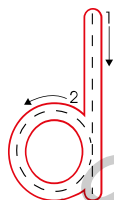
octor



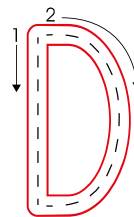
iane



oys



entist



avid



Ask the child to point with their finger to the letter sound of each word. Pronounce the sounds [d] and [t] and ask the child to repeat after you. Observe if the child understands the sounds and intonation of language.

11

Online page

Lesson 10
Beginning Sound d, t



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Write your name and observe the images.

106

Name:→



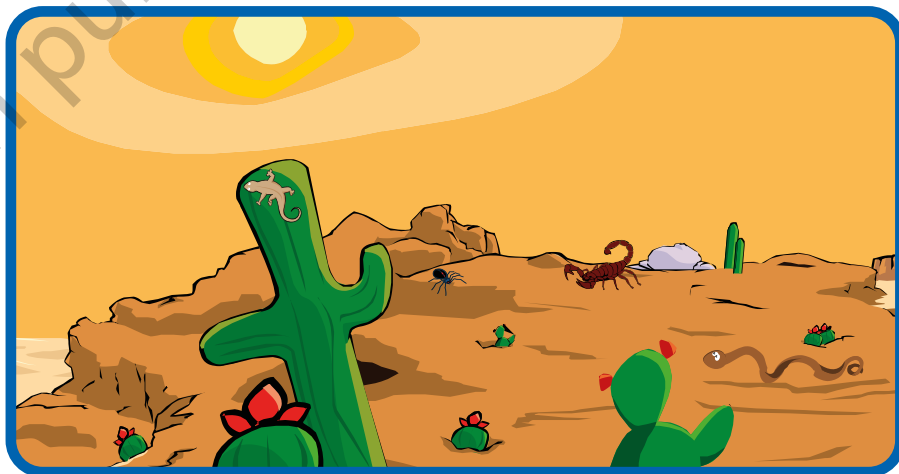
Describe the animals that live in the forest.

Forest



Describe the animals that live in the desert.

Desert



Motivate the child to contribute ideas about this topic.
The teacher writes the ideas on the whiteboard.

1

Online page

Lesson 10
Traces and prewriting



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Draw a forest.



Write about the animals in the forest.



Share your writing with a classmate.

107

1 →

2 →

3 →

4 →

Four sets of horizontal lines for writing, each set consisting of a solid top line, a dashed middle line, and a solid bottom line.



Ask the child to share their ideas about the animals in the forest with a classmate. Motivate the child to write independently respecting the scribbles they use.

2

Online page

Lesson 10
Traces and prewriting



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Reread the draft
written by the
class.



Interact and give suggestions
to add details and check that
each sentence ends with a
period.



Make a drawing.
Copy the writing
reviewed by the
class.



1 →

2 →

3 →

4 →



Releer con el grupo el borrador de la actividad anterior.
Pedir al niño interactuar pasando al frente o dar
sugerencias para agregar detalles y para poner el punto al
final de una oración, cuando se necesite.

3

Online page

Lesson 10
Traces and prewriting





Listen and repeat the words.



Trace the squares.



Color the square with the same word and picture.

1



ahead



in



under



ahead

2



behind



around



behind



out



Ask the child to look at the picture. Show the child the position of objects. Ask the child to observe and to imitate the position. Ask the child to practice.

2

Online page

Lesson 11

Gusi, the Little Worm





Listen and repeat
the words.



Trace the
circles.



Color the circle with
the same word and
picture.

110



out



beside



inside



inside



through



inside



on



Ask the child to look at the picture. Show the child the position of objects. Ask the child to observe and to imitate the position. Ask the child to practice.

3

Online page

Lesson 11

Gusi, the Little Worm



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Listen and repeat the words.



Label each picture.



Draw a line to connect the same word and picture.

111

1



out

2



on

3



under



under



out



on



Ask the child to look at the picture. Show the child the position of objects. Ask the child to observe and to imitate the position. Ask the child to practice.

4

Online page

Lesson 11

Gusi, the Little Worm



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Listen and repeat the words.






Label each picture.



Draw a circle around the same words.

112

<div>1</div>  <p>in</p>	<p>in</p> <p>ahead</p>	<p>out</p> <p>in</p>
<div>2</div>  <p>around</p>	<p>under</p> <p>around</p>	<p>around</p> <p>on</p>
<div>3</div>  <p>behind</p>	<p>behind</p> <p>behind</p>	<p>inside</p> <p>through</p>



Ask the child to look at the picture. Show the child the position of objects. Ask the child to observe and to imitate the position. Ask the child to practice.

5

Online page

Lesson 11

Gusi, the Little Worm



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Listen and repeat the words.



Label the pictures.



Draw a circle around the corresponding picture.

113

1 beside



2 around



3 through



Ask the child to look at the picture. Show the child the position of objects. Ask the child to observe and to imitate the position. Ask the child to practice.

6

Online page

Lesson 11

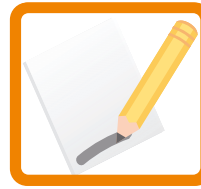
Gusi, the Little Worm



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Listen and repeat
the phrases.



Underline the corresponding
phrase that represents the
picture.

114

1

The engineer and the doctor
The engineer and the pilot
The engineer and the dentist



2

The pianist with a violin
The pianist with a harp
The pianist with a piano



3

The smiling journalist
The smiling pilot
The smiling pianist



Ask the child to label the pictures. Ask the child to repeat the phrases. Ask the child to identify the pictures and to connect the corresponding phrase to the picture.

7

Online page

Lesson 11
Sentences



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Look at the pictures from the video *The Prairies and the Rain Forest*.

115

Name: →



With the teacher's help, the children write about what they know about this topic.

Prairies



Tropical forest



Encourage the child to contribute ideas about this topic.
The teacher will write the ideas as students share them.

1

Online page

Lesson 11

Traces and prewriting

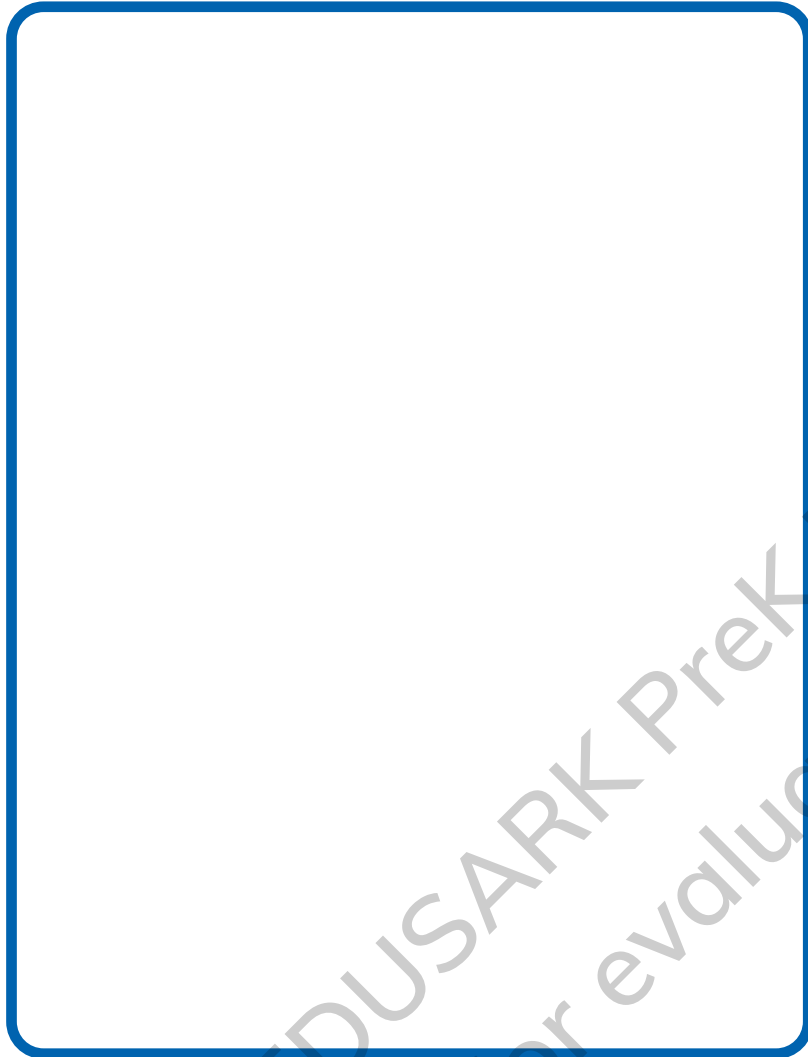


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Make a drawing and copy the writing done by the class.

116



1 →

2 →

3 →

4 →



Ask the child to draw and copy the writing done by the teacher with the contributions of the class.

2

Online page

Lesson 11

Traces and prewriting



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Reread the draft written by the class.



Interact and give suggestions to add details and check that each sentence ends with a period.



Make a drawing. Copy the writing reviewed by the class.

117



1 →

2 →

3 →

4 →



Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.

3

Online page

Lesson 11

Traces and prewriting



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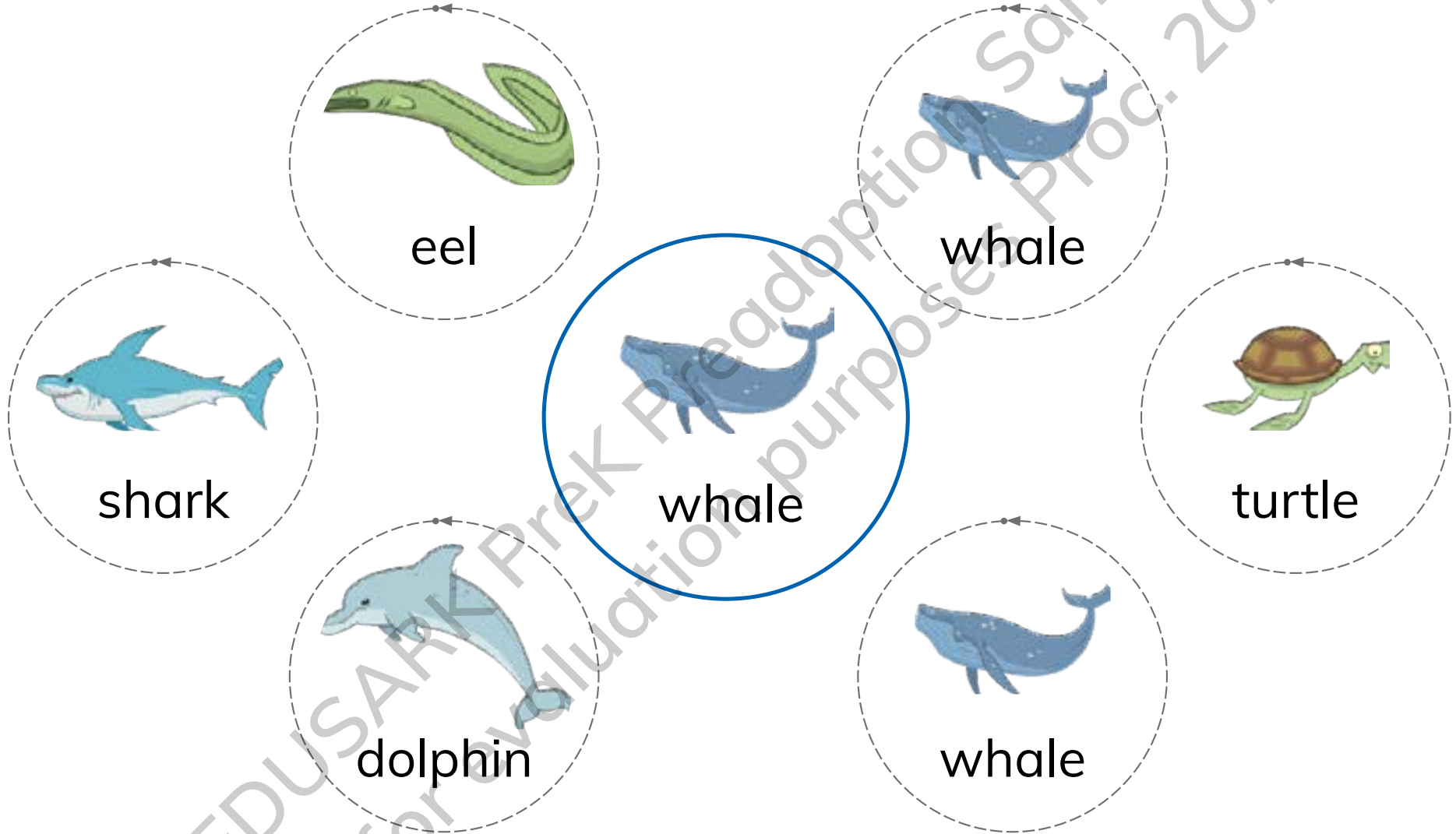
Listen and repeat
the words.



Trace the
circles.



Color the circle with
the same word and
picture.



Ask the child to describe the pictures, for example, the whale swims in deep water. Ask the child to use a wide variety of words in sentences using vocabulary words with lots of detail.



Listen and repeat the words.




Label each picture and describe each one.



Draw a line to connect the same word and picture.

119

1  dolphin	•	•	 seahorse
2  seahorse	•	•	 dolphin
3  octopus	•	•	 octopus



Ask the child to describe the pictures, for example, the whale swims in deep water. Ask the child to use a wide variety of words in sentences using vocabulary words with lots of detail.

4

Online page

Lesson 12
A Dream in the Sea



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Listen and repeat the words.



Label each picture and describe each one.



Draw a circle around the corresponding picture.

120

1 eel



2 marlin



3 salmon



Ask the child to describe the pictures, for example, the whale swims in deep water. Ask the child to use a wide variety of words in sentences using vocabulary words with lots of detail.

5

Online page

Lesson 12
A Dream in the Sea



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Listen and repeat
the sentences.



Underline the name of
each profession.

121

1

She is a pilot and she wears a blue uniform when flying an airplane.



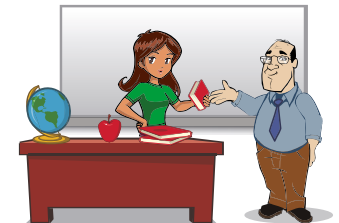
2

He is a fireman and he rides on a fire truck that has a long ladder and a huge water hose.



3

He is a science teacher and she is a Spanish teacher.



Read the sentences aloud. Ask children to combine more than one idea using complex sentences. Ask children to repeat the sentences.

7

Online page

Lesson 12
Sentences



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Listen and repeat
the sentences.



Underline the name of each
profession.

122

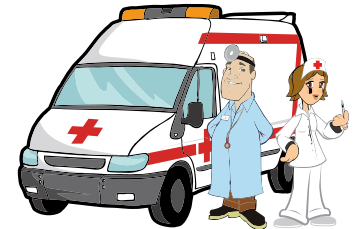
1

He is a baker and he prepares the dough to make
homemade bread.



2

He is a doctor and she is a nurse working at a hospital.



3

He is an artist and he likes to paint huge portraits
of famous people.



Read the sentences aloud. Ask children to combine more
than one idea using complex sentences. Ask children to
repeat the sentences.

8

Online page

Lesson 12
Sentences



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Listen and repeat
the sentences.



Draw a circle around the
picture that represents
the sentence.

123

1 The butterfly **flies** and flutters around.



2 The fireman **wears** a red helmet.



3 The tiger **takes** a nap.



Read the sentences aloud. Ask the child to repeat the four-word sentences with subject, verb, and object order. Observe if the child understands by responding appropriately.

9

Online page

Lesson 12
Verbs



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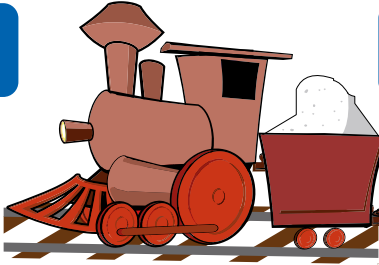
Look at the pictures.



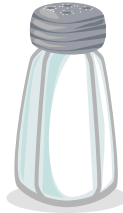
Draw a circle around the letters to form each word that represents the pictures.

124

1



2



3

2

4



b

c

d

s

a

l

t

h

i

t

r

a

i

n

t

w

o

k

p

o

t



Ask the child to repeat the words. Ask the child to identify the letters that are part of a word or a syllable.

12

Online page

Lesson 12
Verbs



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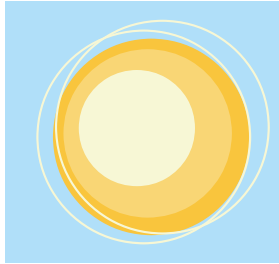
Look at the pictures.



Draw a line to connect the letters to form the word represented by the pictures.

125

1



2



3



4



s

o

n

d

u

g

h

a

r

c

a

t



Ask the child to identify onset and rime to form a familiar one-syllable word with pictorial support. Observe if the child understands oral directions.

13

Online page

Lesson 12
Verbs



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Look at the pictures from *Coniferous Forest*,
Polar Regions and *Marine Ecosystem*.

126

Name: _____



With the teacher's help, the class prepares a writing on what they know about this topic.

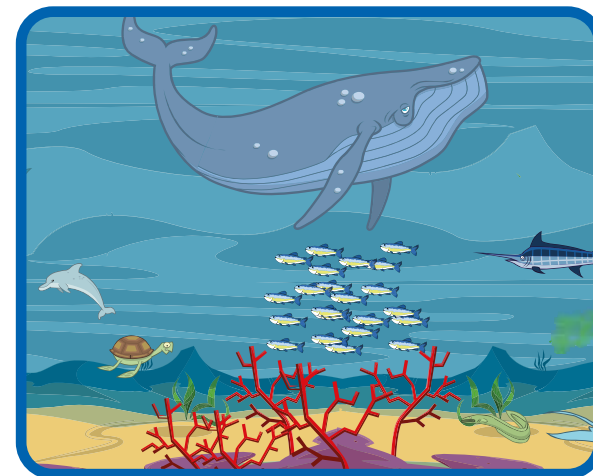
Taiga



Polar regions



Marine



Motivate the child to contribute ideas about this topic.
The teacher will write the ideas as students share them.

1

Online page

Lesson 12

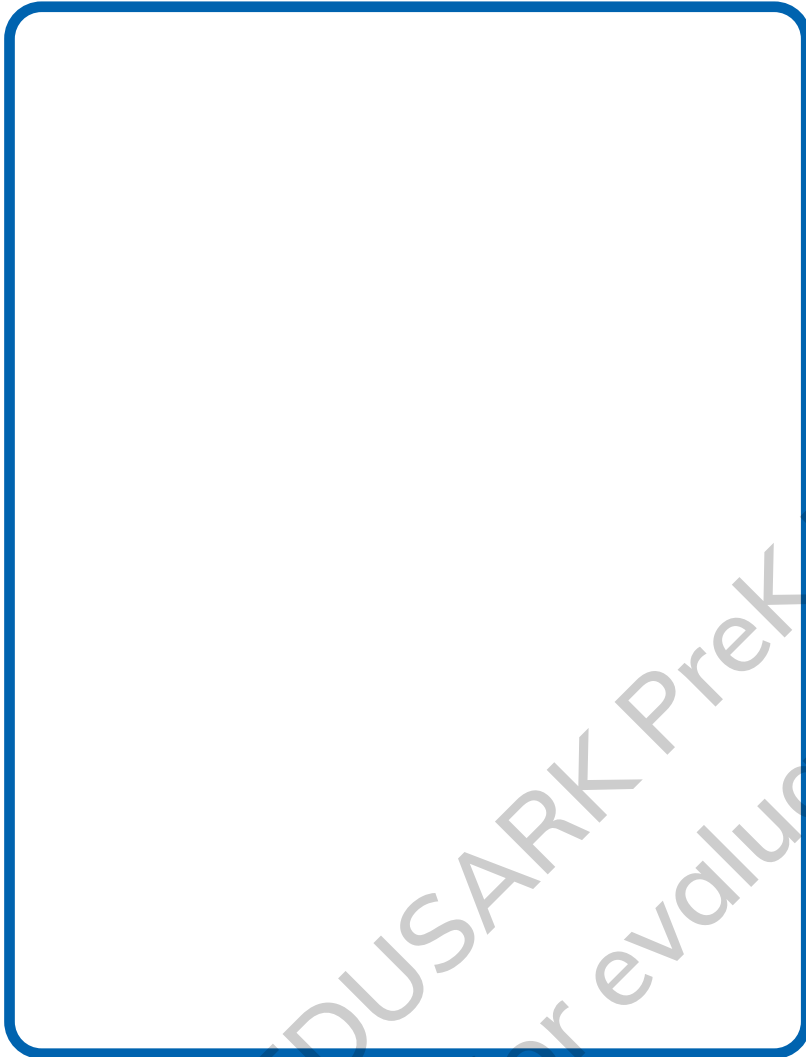
Traces and prewriting



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Make a drawing and copy the writing done by the class.



1 →

2 →

3 →

4 →



Ask the child to draw and copy the writing done by the teacher with the contributions of the class.



Reread the draft written by the class.



Interact and give suggestions to add details, correct if the period is missing and review the order of ideas according to the video.



Make a drawing. Copy the writing reviewed by the class.



1 →

2 →

3 →

4 →

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid) for copying text.



Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.



Online page

Lesson 12
Traces and prewriting





Listen and repeat the words.



Label each picture and describe each one.



Draw a line to connect the same word and picture.

129

1



winter

2




autumn

3



summer



summer



winter



autumn



Ask the child to describe the pictures. Ask the child to engage in a conversation with a peer to talk about each season. For example, I like winter because snow falls and I can play outside with my sled or ice skating with friends.

2

Online page

Lesson 13
Seasons of the Year



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Listen and repeat the words.

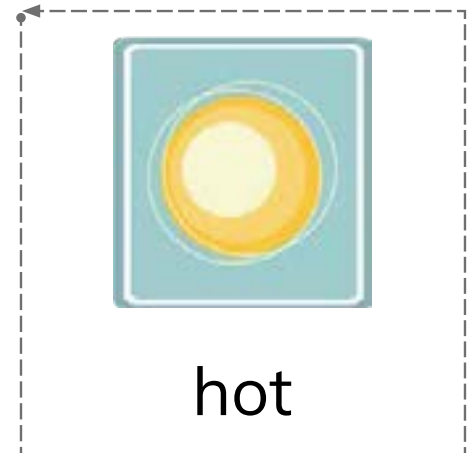
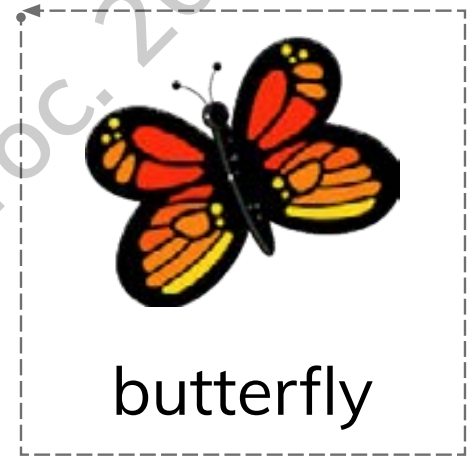


Trace the squares.



Color the square with the same word and picture.

130



Ask the child to describe the pictures. Ask the child to engage in a conversation with a peer to talk about each season. For example, I like winter because snow falls and I can play outside with my sled or ice skating with friends.



Online page

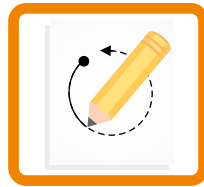
Lesson 13
Seasons of the Year



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Listen and repeat
the words.



Trace the
circles.



Color the circles with
the same word and
picture.

131



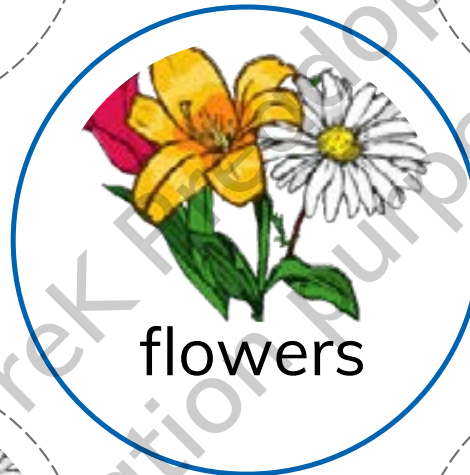
rain



flowers



wind



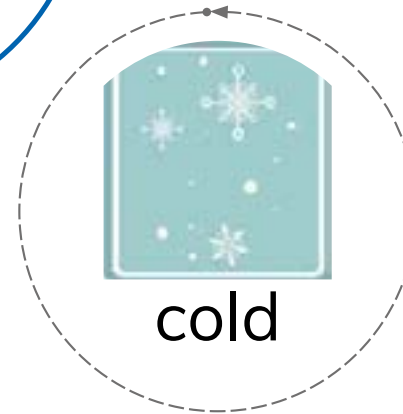
flowers



leaves



flowers



cold



Ask the child to describe the pictures. Ask the child to engage in a conversation with a peer to talk about each season. For example, I like winter because snow falls and I can play outside with my sled or ice skating with friends.

4

Online page

Lesson 13
Seasons of the Year



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Listen and repeat the words.



Look at the pictures and label each one.



Draw a circle around the corresponding picture.

132

1 spring



2 butterfly



3 wind



Ask the child to describe the pictures. Ask the child to engage in a conversation with a peer to talk about each season. For example, I like winter because snow falls and I can play outside with my sled or ice skating with friends.

6

Online page

Lesson 13
Seasons of the Year



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Listen and repeat the phrases.



Draw a line to connect the phrase to the corresponding picture.

133

1 The beautiful butterfly

2 The cold winter

3 The colorful flowers

4 The hot summer



Read each phrase. Ask the child to listen and repeat the vocabulary of the object names and common phrases.

7

Online page

Lesson 13
Seasons of the Year



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Listen and repeat
the words.



Trace the letters and repeat
the beginning sound of each
word.

134



star



planet



flowers



snow



spring



Help the child to move from scribbles to some
letter-sound correspondence using beginning
sounds when writing.

1

Online page

Lesson 13

Traces and prewriting



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Listen and repeat this fragment of Seasons of the Year video.

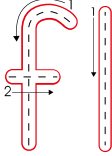
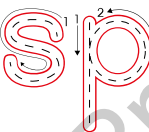
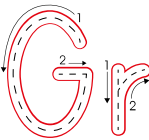
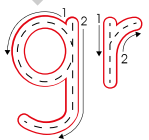


Trace the letters and repeat the beginning sound of those words.



As a class, write about the Spring. Share and celebrate.

135

1. March lowers give us
2. a hint of pring.
3. reen is the rass.
4. Hear the rain sing.



Teacher helps the class to write about Spring. Ask the child to write independently to evaluate if they make some letter-sound correspondence using beginning sounds when writing.

2

Online page

Lesson 13
Traces and prewriting



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Listen and repeat this fragment of Seasons of the Year video.



Trace the letters and repeat the beginning sound of those words.



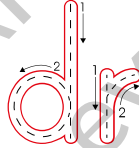
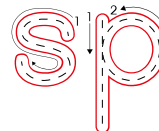
As a class, write about the Fall or Autumn. Share and celebrate.

136

1. Cool September

2.  brings autumn wind.

3. Leaves are falling.

4. They  drift and  spin.



Teacher helps the class to write about Fall or Autumn. Ask the child to write independently to evaluate if they make some letter-sound correspondence using beginning sounds when writing.

3

Online page

Lesson 13

Traces and prewriting



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Listen and repeat the words.




Label each picture and describe each one.



Draw a line to connect the same word and picture.


137

1




Monday

2



Friday

3



Sunday



Friday



Monday



Sunday



Ask the child to look at the pictures. Ask the child to talk to a peer about what he/she likes to do during the week and why. For example, my favorite day is Monday because I practice my favorite sport.

2

Online page

Lesson 14
Days and Months



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Listen and
repeat the
words.



Trace the
squares.



Color the square with
the same word and
picture.

1



Wednesday



Wednesday



Monday



Friday

2



Saturday



Sunday



Saturday



Thursday



Ask the child to look at the pictures. Ask the child to talk to a peer about what he/she likes to do during the week and why. For example, my favorite day is Monday because I practice my favorite sport.

3

Online page

Lesson 14
Days and Months



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Listen and repeat
each month.



Write the corresponding number
on the line to put the months in
order, as in the example.

139



1



12



Ask the child to look at the pictures. Ask the child to talk to a peer about his/her favorite month and explain why. For example, my favorite month is October because I can wear a funny costume and go trick or treating.

6

Online page

Lesson 14
Numbers 1-12



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Look at the pictures.



Write the corresponding number on the line below the pictures according to what happen first, after, and last.

140

1 2 3 4











Ask the child to order the sequence of events, what happen first, after, and last. Ask the child to tell the story with his/her own words.

7

Online page

Lesson 14
Sequence



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Listen and repeat the questions and the answers.




Trace the verb in each sentence.

141

1 What color is the Monarch butterfly?



The butterfly  orange and black.

2 What color is the milkweed?



The milkweed  violet.



Read aloud. Ask the child to repeat and practice the subject-verb agreement. Encourage the child to attempt to use new vocabulary and grammar in speech.

8

Online page

Lesson 14

Verb - is



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Listen and repeat the questions and the answers.



Trace the verb in each sentence.

142

1 Where are the animals?



The animals are at the zoo.

2 Where is the doctor and the nurse?



They are outside the ambulance.



Read aloud. Ask the child to repeat and practice the subject-verb agreement. Encourage the child to attempt to use new vocabulary and grammar in speech.

9

Online page

Lesson 14
Verb - are



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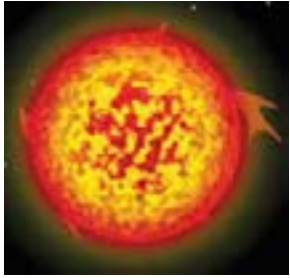


Listen and repeat
the words.



Trace the letters and repeat
the beginning sound of each
word.

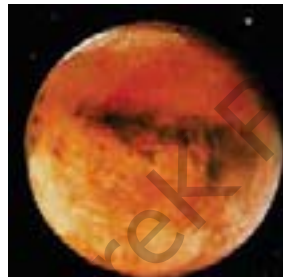
143



Su



Moo



Mar



plane



sta



Help the child to move from scribbles to some
letter-sound correspondence using beginning
sounds when writing.

1

Online page

Lesson 14

Traces and prewriting



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Listen and repeat
this information from
the *The Inner Planets*
video.



Trace the letters and
repeat the ending
sound of each word.



As a class, write about
the *Objects in the Sky*.
Share and celebrate.

144

1. Venus is very hot.
2. Mars is the red planet.
3. Mercury is a rocky planet
with many craters.
4. Our planet has water, plants,
animals and people.



Teacher helps the class to write about Objects in
the Sky. Ask the child to write independently to
evaluate if they make some letter-sound
correspondence using ending sounds when writing.

2

Online page

Lesson 14
Traces and prewriting



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Listen and repeat
this information from
the *The Inner Planets*
video.



Trace the letters and repeat
the beginning and ending
sound of those words.



As a class, write about
the *Objects in the Sky*.
Share and celebrate.

145

1. Jupiter is the biggest of all planets.
2. Next comes Saturn with many rings.
3. Neptune has few rings.
4. Uranus is the blue planet.



Teacher helps the class to write about Objects in the Sky. Ask the child to write independently to evaluate if they make some letter-sound correspondence using ending sounds when writing.

3

Online page

Lesson 14

Traces and prewriting



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Listen and repeat the words.









Label each picture and describe each one.



Draw a line to connect the same word and picture.

146

<div>1</div>  <p>coat</p>	●	<div>4</div>  <p>scarf</p>
<div>2</div>  <p>boots</p>	●	<div>5</div>  <p>boots</p>
<div>3</div>  <p>scarf</p>	●	<div>6</div>  <p>coat</p>



Ask the child to describe the pictures, for example, the blue boots protect me when it is snowing. Ask the child to use a wide variety of words to describe these pictures. Ask the child to use sentences that give lots of detail.

2

Online page

Lesson 15
Winter Clothes



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Listen and repeat the words.



Trace the squares.



Color the square with the same word and picture.



Ask the child to describe the pictures, for example, the blue boots protect me when it is snowing. Ask the child to use a wide variety of words to describe these pictures. Ask the child to use sentences that give lots of detail.



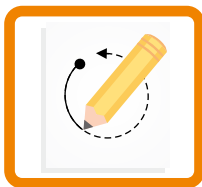
Online page

Lesson 15
Winter Clothes





Listen and repeat
the words.



Trace the
circles.



Color the circles with
the same word and
picture.

148



Ask the child to describe the pictures, for example, the blue boots protect me when it is snowing. Ask the child to use a wide variety of words to describe these pictures. Ask the child to use sentences that give lots of detail.

4

Online page

Lesson 15
Winter Clothes



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Listen and repeat
the questions and
the sentences.



Look at the
pictures.



Put a check mark
with your answer.

149

1 What do you wear when it is hot?



I wear a sweater.



I wear a swimsuit.



I wear a scarf.

2 What do you wear when it is windy?



I wear a coat.



I wear my boots.



I wear a windbreaker.



Ask the child to combine sentences that stick to the topic.
For example, I like to wear my sweater during wintertime.
Evaluate if the child clearly communicates intended meaning.

8

Online page

Lesson 15
Questions



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Read the words in the box.



Write the missing words to complete the sentences.

150

my on day

Winter Clother

I wear _____ brown sweater.

I wear my raincoat _____ a rainy day.

I wear my jacket on a cold _____.



Ask questions from the information that the child reads. Count the title words. Evaluate if the child responds appropriately.

13

Online page

Lesson 15
Sentences



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Listen and repeat
the words.



Discover the rime
pattern of each set
of words.



Trace the letters of
the rime pattern.

151

1

c at
b at
m at



2

h ot
n ot
l ot



3

m ap
n ap
c ap



4

m op
n op
c op



Help the child blend initial consonants and rimes to
form familiar one-syllable words with or without
pictorial support.

1

Online page

Lesson 15

Traces and prewriting



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Listen and repeat
the words.



Discover the rime
pattern of each set
of words.



Trace the letters of
the rime pattern.

152

1

play
say
way



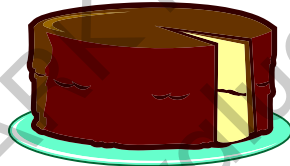
2

Ben
hen
pen



3

cake
bake
lake



4

clock
block
rock



Help the child blend initial consonants and rimes to
form familiar one-syllable words with or without
pictorial support.

2

Online page

Lesson 15

Traces and prewriting



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Blend the initial consonant and the rime pattern.



Write the word as in the example.



Using plastic eggs, write rime patterns. Twist the eggs to read the words.

153

1

c
b
m

at

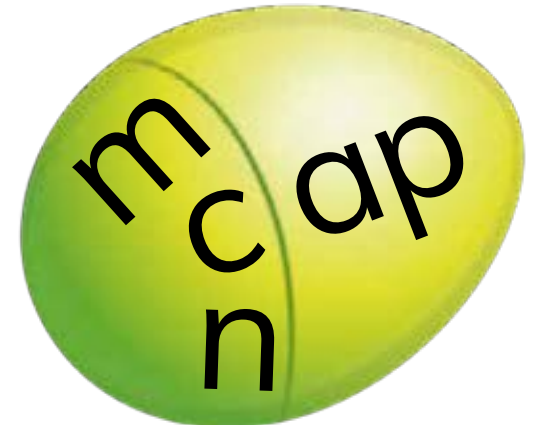
bat



3

m
c
n

ap



Blend onset and rimes with plastic eggs. Teacher writes the mobile onset, for example: c, b, m. Then write the rime once, for example: at. Ask the child to turn the onset part of the egg and read words with the same rime pattern.

3

Online page

Lesson 15

Traces and prewriting



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Listen and repeat the words.




Label each picture and describe each one.



Draw a line to connect the same word and picture.


154

1




honey

2



chicken

3



milk



milk



honey



chicken



Ask the child to describe the pictures, for example, the sweet honey is delicious. Ask the child to use a wide variety of words and to use complete sentences of four or more words to describe each picture.

2

Online page

Lesson 16
The Farm's Produce



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Listen and repeat the words.



Trace the squares.



Color the square with the same word and picture.

1



eggs



wool



eggs



sausage

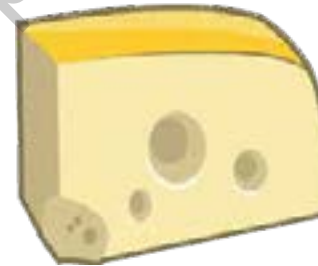
2



meat



butter



cheese



meat



Ask the child to describe the pictures, for example, the sweet honey is delicious. Ask the child to use a wide variety of words and to use complete sentences of four or more words to describe each picture.

3

Online page

Lesson 16

The Farm's Produce





Listen and repeat the words.

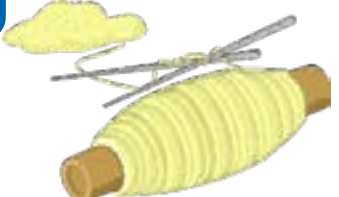

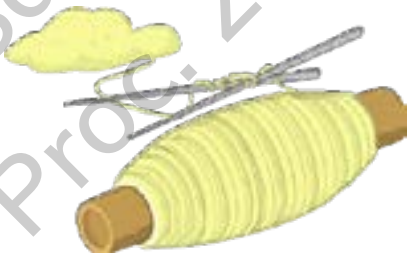








Label each picture and describe each one.



Draw a circle around the same picture.

156

<p>1</p>  <p>wool</p>	 
<p>2</p>  <p>sausage</p>	 
<p>3</p>  <p>ham</p>	 



Ask the child to describe the pictures, for example, the sweet honey is delicious. Ask the child to use a wide variety of words and to use complete sentences of four or more words to describe each picture.

5

Online page

Lesson 16
The Farm's Produce



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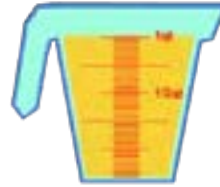


Look at the pictures
and describe each
one.



Put a check mark on your
favorite food.

157

☐☐☐☐☐☐☐☐☐

Ask the child to use complete sentences to describe the food. Encourage the child to combine more than one idea using complex sentences and to give lots of detail.

7

Online page

Lesson 16
Healthy Food



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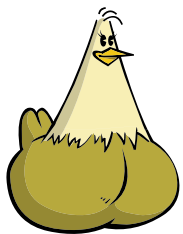


Look at the pictures.



Trace the path from the animals to the food we obtain from them.

158



Ask the child to combine sentences that stick to the topic. For example, the hen gives us lots of eggs. Evaluate if the child clearly communicates intended meaning.

8

Online page

Lesson 16
Trace the Path



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Read the sentences aloud.



Write the words from the box in the corresponding place.

159

Monarch Butterfly

I was a tiny egg.

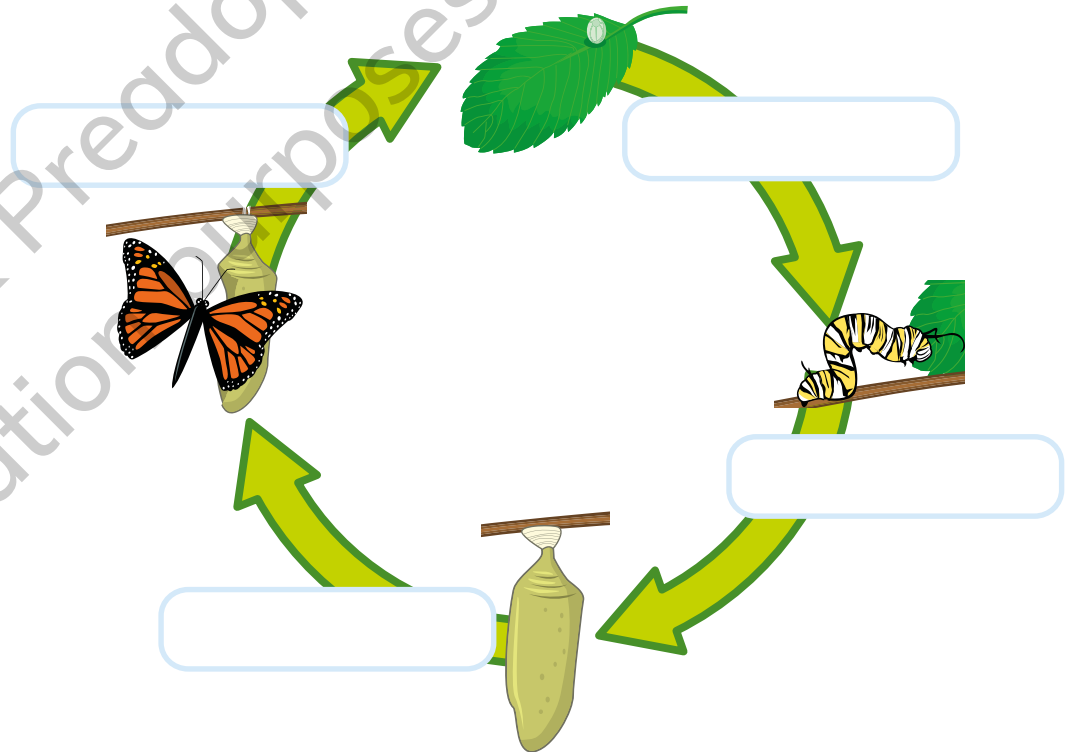
I turned into a caterpillar.

I rolled myself within a cocoon.

I waited for only two weeks.

I had two pretty wings to fly on my own.

egg cocoon
butterfly caterpillar



Evaluate if the child can ask questions and is able to respond to questions about the text. Evaluate if the child can make predictions about the text.

11

Online page

Lesson 16
Write the Words



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Read the sentences aloud.



Write the sentences correctly.

160

1 pretty butterfly wings. two The has



Left



Right

2 caterpillar. into I turned a



Show the child how to read, the directionality from left to right and from top to bottom. Evaluate if the child understands oral directions.

12

Online page

Lesson 16
Write the Words



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Look at the pictures of a farm or a field trip in the countryside.

161



Contribute ideas about the farm or field trip to do a group writing activity.



Generate ideas for different topics to write about. Engage the child in choosing and sharing an idea to write about. Invite the child to discuss ideas for a guided writing activity with the class.

1

Online page

Lesson 16
Traces and prewriting



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Draw something that reminds you of that field trip or event.



Write a draft with the idea you want to communicate.



Share your writing and celebrate with the class.

1 →

2 →

3 →

4 →



Motivate the child to write independently about the idea they selected in the previous activity. Remind the child that letters are written from top to bottom and from left to right. Show where to place the period at the end of each sentence.



Online page

Lesson 16
Traces and prewriting





Share and discuss ideas of what happened at the beginning, in the middle, and at the end of the school event chosen by the class.



With the teacher's help, the class prepares a writing.



Make a drawing and copy the writing done by the class.



1 →

2 →

3 →

4 →



Encourage the child to discuss ideas about the field trip with the whole class for a guided writing activity. Ask the child to draw and copy the writing done by the teacher with the contributions of the class.





Reread the draft written by the class.



Interact and give suggestions to add details, remove something that is misspelled or does not sound good, or change the order of events.



Copy and share the writing done by the class. Celebrate the written product with the class.



1 →

2 →

3 →

4 →



Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.

4

Online page

Lesson 16
Traces and prewriting



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*Listen to the guided reading of the poem **The Ducks at the Pond** and make a drawing.*



Share and discuss ideas of what happened at the beginning, in the middle, and at the end.



With the teacher's help, the class prepares a writing about the poem.

1 →

2 →

3 →



Encourage the child to discuss ideas about the poem **The Ducks at the Pond**. Ask the child to draw a picture of the topic of the poem and copy the writing done with the contributions of the class. Remind the child that letters are written from top to bottom and from left to right. Remind the child to place a period at the end of each sentence.



Reread the draft written by the class.



Interact and give suggestions to add details, remove something that is misspelled or does not sound good, or change the order of events.



Copy and share the writing done by the class. Celebrate the written product with the class.

166



1 →

2 →

3 →

4 →



Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.

6

Online page

Lesson 16

Traces and prewriting



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Listen and repeat the words.



Label each picture and describe each one.



Draw a line to connect the same word and picture.

167

1



butcher

2



bakery

3



pharmacy



butcher



pharmacy



bakery



Ask the child to point with their finger to the pictures and then to the letters or words. Evaluate if the child distinguishes between elements of print including letters and pictures.

2

Online page

Lesson 17
The Supermarket



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Listen and repeat
the words.



Trace the
circles.

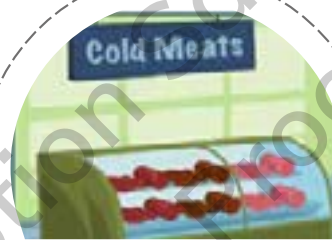


Color the circles with
the same word and
picture.

168



pharmacy



deli



deli



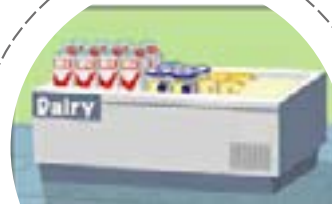
deli



candy



groceries



dairy



Ask the child to point with their finger to the pictures
and then to the letters or words. Evaluate if the child
distinguishes between elements of print including letters
and pictures.

4

Online page

Lesson 17
The Supermarket



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Listen and repeat the words.




Label each picture and describe each one.





Draw a circle around the same picture.

1



stationery

2





hardware




3



candy


Ask the child to point with their finger to the pictures and then to the letters or words. Evaluate if the child distinguishes between elements of print including letters and pictures.

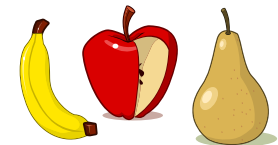
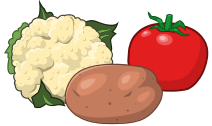


Listen and repeat the names of some of the supermarket sections.



Draw a line to connect the supermarket section to the food each one has.

170



Ask the child to look at the pictures and to describe what he/she sees using complete sentences with lots of detail. Ask the child to compare his/her sentences to those of a peer. Evaluate if the child understands oral directions.

7

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Lesson 17
The Supermarket



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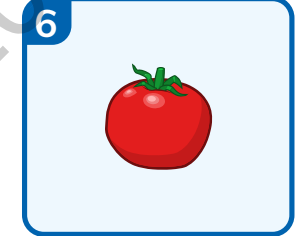
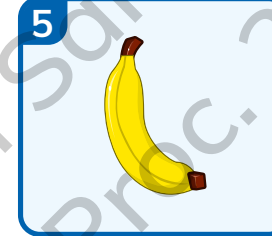
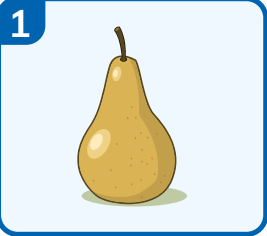


Look at the pictures and describe what you see.



Draw the corresponding products in each supermarket section.

171



Dairy products

Fruits and vegetables



Ask the child to follow the directions. Evaluate if the child makes inferences about text and understands oral directions.

8

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Lesson 17
The Supermarket



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Read the words aloud.



Write the words in order to complete the sentences.

172

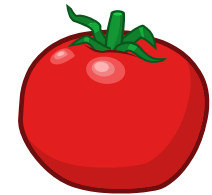


Left



Right

1 tomato The red. is



tomato

2 is banana The yellow.



banana



Show the child how to write, the directionality from left to right. Evaluate if the child understands print directionality.

10

Online page

Lesson 17
The Supermarket



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Read the words aloud.



Write the words in order to complete the sentences.

173



Left



Right

1 like to | drink. milk



like

2 very is cheese This good.



cheese



Show the child how to write, the directionality of text from left to right. Evaluate if the child understands print directionality.

11

Online page

Lesson 17
The Supermarket



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Look at the pictures of the zoo animals.

174



Contribute ideas about the zoo or field trip to do a group writing activity.



Generate ideas for different topics to write about. Engage the child in choosing and sharing an idea to write about. Invite the child to discuss ideas for a guided writing activity with the class.

1

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Lesson 17
Traces and prewriting



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Draw something that reminds you of that field trip or event.



Write a draft with the idea you want to communicate.



Share your writing and celebrate with the class.

175

1 →

Handwriting practice lines for the first row, consisting of a solid top line, a dashed middle line, and a solid bottom line.

2 →

Handwriting practice lines for the second row, consisting of a solid top line, a dashed middle line, and a solid bottom line.

3 →

Handwriting practice lines for the third row, consisting of a solid top line, a dashed middle line, and a solid bottom line.

4 →

Handwriting practice lines for the fourth row, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the fifth row, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines for the sixth row, consisting of a solid top line, a dashed middle line, and a solid bottom line.



Motivate the child to write independently about the idea they selected in the previous activity. Remind the child that letters are written from top to bottom and from left to right. Remind the child to place a period at the end of each sentence.

2

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Lesson 17
Traces and prewriting



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Share and discuss ideas of what happened at the beginning, in the middle, and at the end of the school event chosen by the class.



With the teacher's help, the class prepares a writing.



Make a drawing and copy the writing done by the class.

1 →

2 →

3 →

4 →



Encourage the child to discuss ideas about the field trip with the whole class for a guided writing activity. Ask the child to draw and copy the writing done by the teacher with the contributions of the class.



Online page

Lesson 17
Traces and prewriting





Reread the draft written by the class.



Interact and give suggestions to add details, remove something that is misspelled or does not sound good, or change the order of events.



Copy and share the writing done by the class. Celebrate the written product with the class.

1 →

2 →

3 →

4 →



Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.





Listen to the guided reading of the poem *Playing before Bedtime* and make a drawing.



Share and discuss ideas of what happened at the beginning, in the middle, and at the end.



With the teacher's help, the class prepares a writing about the poem.

1 →

2 →

3 →



Encourage the child to discuss ideas about the poem *Playing before Bedtime*. Ask the child to draw a picture of the topic of the poem and copy the writing done with the contributions of the class. Remind the child that letters are written from top to bottom and from left to right. Remind the child to place a period at the end of each sentence.



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Lesson 17
Traces and prewriting





Reread the draft written by the class.



Interact and give suggestions to add details, remove something that is misspelled or does not sound good, or change the order of events.



Copy and share the writing done by the class. Celebrate the written product with the class.

1 →

Handwriting practice lines (solid top and bottom lines with a dashed middle line) for the first row of writing.

2 →

Handwriting practice lines (solid top and bottom lines with a dashed middle line) for the second row of writing.

3 →

Handwriting practice lines (solid top and bottom lines with a dashed middle line) for the third row of writing.

4 →

Handwriting practice lines (solid top and bottom lines with a dashed middle line) for the fourth row of writing.



Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.



Look at the picture.



Talk about what you see.

180



Ask the child to write a sentence or two regarding this topic. Evaluate if the child shows initiative in independent situations and persists in attempting to solve problems.

6

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Lesson 18
Protecting our Planet



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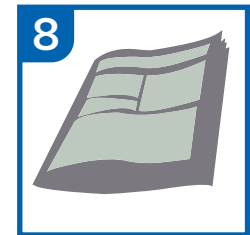


Look at the pictures and describe each one.



Draw a line to connect the garbage to the corresponding waste basket.

181



Encourage the child to do something to benefit his/her school or community. Ask the child to write a sentence or two regarding this topic. Evaluate if the child shows initiative in independent situations.

7

Online page

Lesson 18
Protecting our Planet



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Listen and repeat the questions.



Look at the pictures.



Put a check mark in your answer.

182

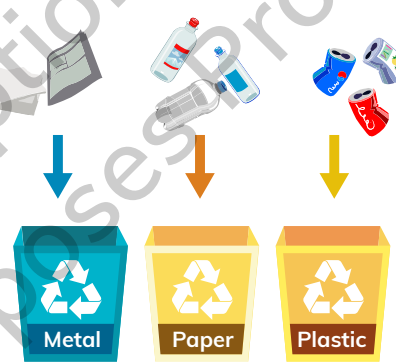
1

What do you do after using a campfire?

☐☐

2

What can you do to preserve our environment?

☐☐

Ask the child to describe the pictures. Ask questions, for example, what could happen if you do not put the campfire out? Ask the child to make predictions while responding with complete sentences with detail.

8

Online page

Lesson 18
Protecting our Planet



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Read the words aloud.



Write the complete sentence on the line.

183



Left



Right

1

save

We

must

water.



save

2

must

recycle

garbage.

We



recycle



Show the child the directionality, from left to right. Evaluate if the child understands directionality.

10

Online page

Lesson 18
Writing Sentences



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Read the words aloud.



Write the complete sentence on the line.

184



Left



Right

1 not any make Try noise. to loud



make



loud

2 your out. Put campfire



campfire



Show the child the directionality, from left to right. Evaluate if the child understands directionality.

11

Online page

Lesson 18
Writing Sentences



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Look at the pictures of a field trip or event at your school.



Contribute ideas about the field trip to do a group writing activity.

185



Generate ideas for different topics to write about. Involve the child by choosing and sharing an idea to write about. Invite the child to discuss ideas for a guided writing activity with the class.

1

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Lesson 18
Traces and prewriting



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Draw something that reminds you of that field trip or event.



Write a draft with the idea you want to communicate.



Share your writing and celebrate with the class.

1 →

2 →

3 →

4 →



Encourage the child to write independently about the idea he/she selected in the previous activity. Remind the child that letters are written from top to bottom and from left to right. Remind the child to place a period at the end of each sentence.



Online page

Lesson 18
Traces and prewriting





Share and discuss ideas of what happened at the beginning, in the middle, and at the end of the school event chosen by the class.



With the teacher's help, the class prepares a writing.



Make a drawing and copy the writing done by the class.

187



1 →

2 →

3 →

4 →



Encourage the child to discuss ideas about the field trip with the whole class for a guided writing activity. Ask the child to draw and copy the writing done by the teacher with the contributions of the class.

3

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Lesson 18
Traces and prewriting



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Reread the draft written by the class.



Interact and give suggestions to add details, remove something that is misspelled or does not sound good, or change the order of events.



Copy and share the writing done by the class. Celebrate the written product with the class.

1 →

2 →

3 →

4 →



Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.

4

Online page

Lesson 18
Traces and prewriting





Listen to the guided reading of the poem *Playing Outside* and make a drawing.



Share and discuss ideas of what happened at the beginning, in the middle, and at the end.



With the teacher's help, the class prepares a writing about the poem.

1 →

2 →

3 →



Encourage the child to discuss ideas about the poem *Playing Outside*. Ask the child to draw a picture of the theme of the poem and copy the writing done with the contributions of the class. Remind the child that letters are written from top to bottom and from left to right. Remind the child to place a period at the end of each sentence.



Reread the draft written by the class.



Interact and give suggestions to add details, remove something that is misspelled or does not sound good, or change the order of events.



Copy and share the writing done by the class. Celebrate the written product with the class.



1 →

2 →

3 →

4 →



Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.

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