

Math

GRADE
K



SKILLS

- Numbers & Number Words
- Counting
- Sequencing

- More & Less
- Colors & Shapes
- Classification & Patterns

- Time & Money
- Measurement
- Same & Different
- Directional Concepts



What Happened First?

Directions: Look at the pictures. Draw a circle around the picture that shows what happened first.



93

Blue

67



Directions: Draw a circle around the blue picture in each row.



REVIEW PAGES • ALL COLOR • 128 PAGES • ANSWER KEY



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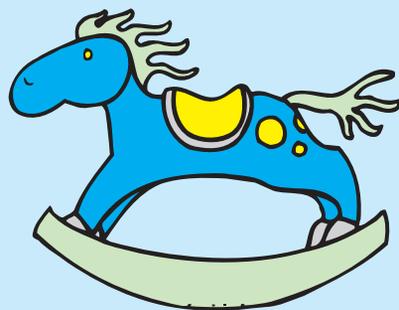
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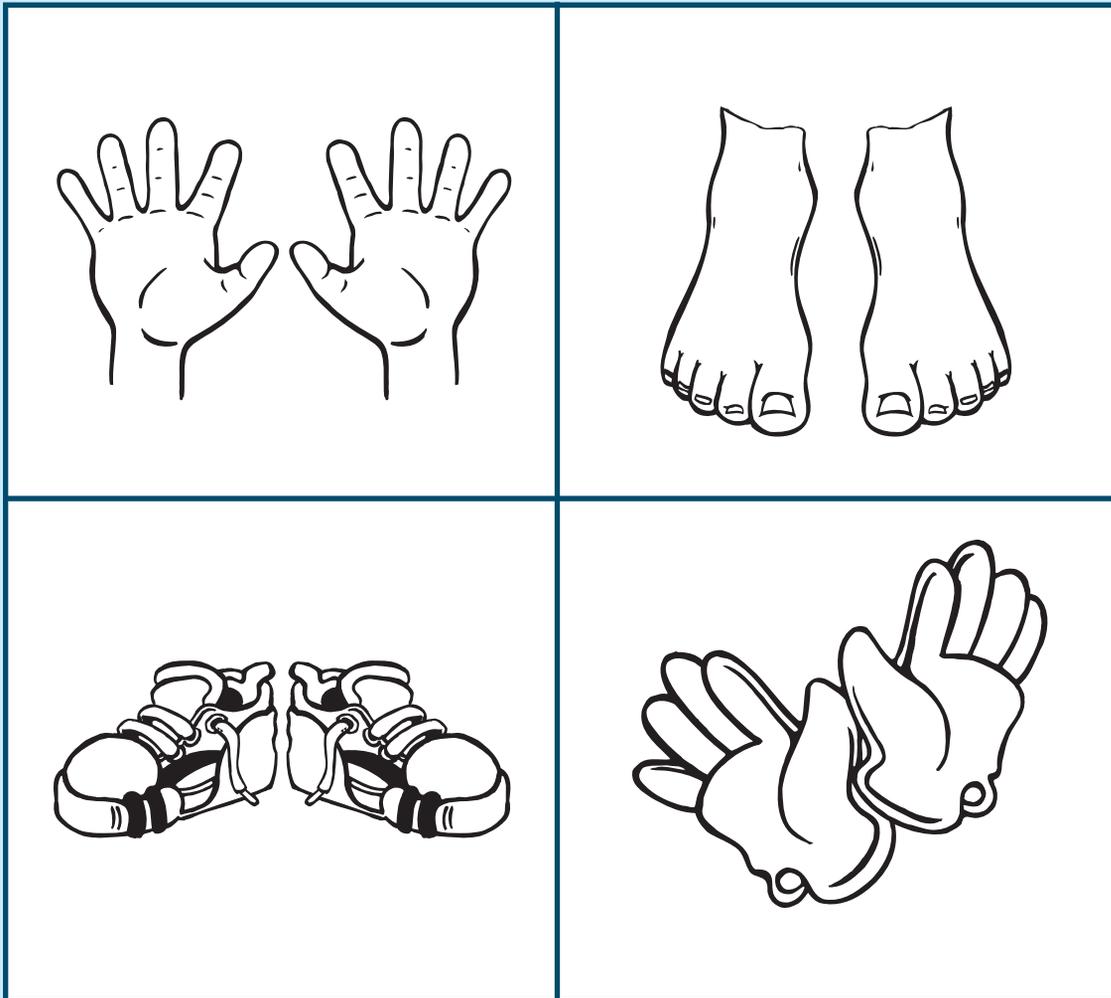
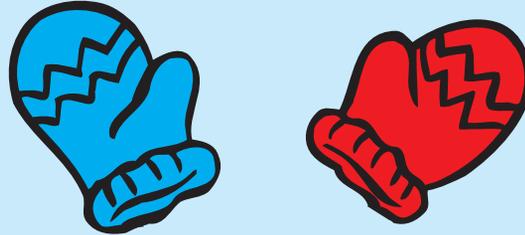
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Left and Right

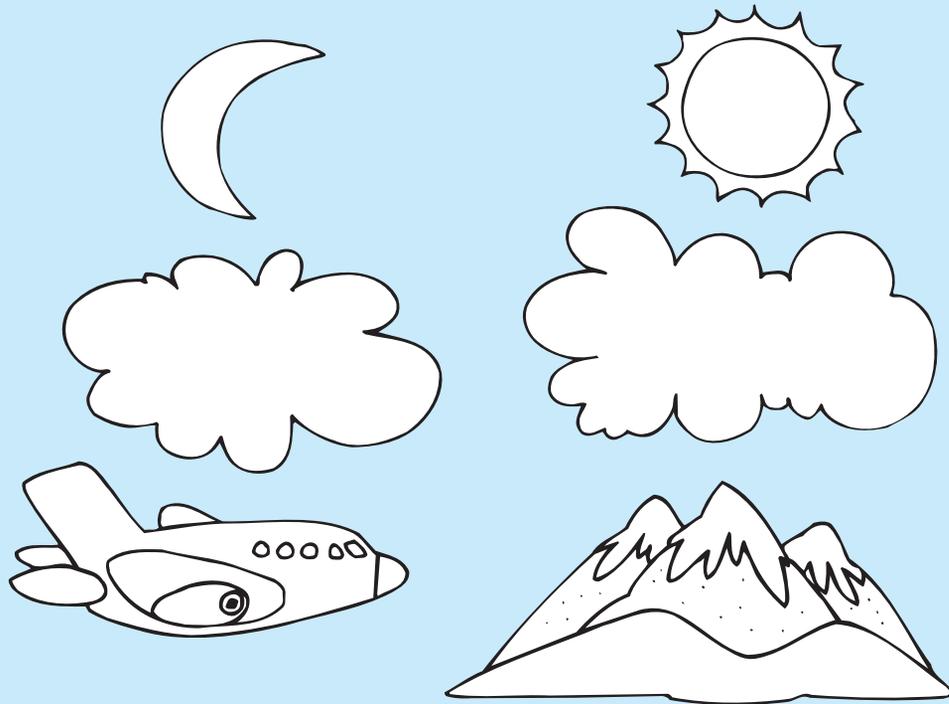
Directions: Color the objects on the left **blue**.
Color the objects on the right **red**.

Example: The mitten on the left is blue, and the mitten on the right is red.

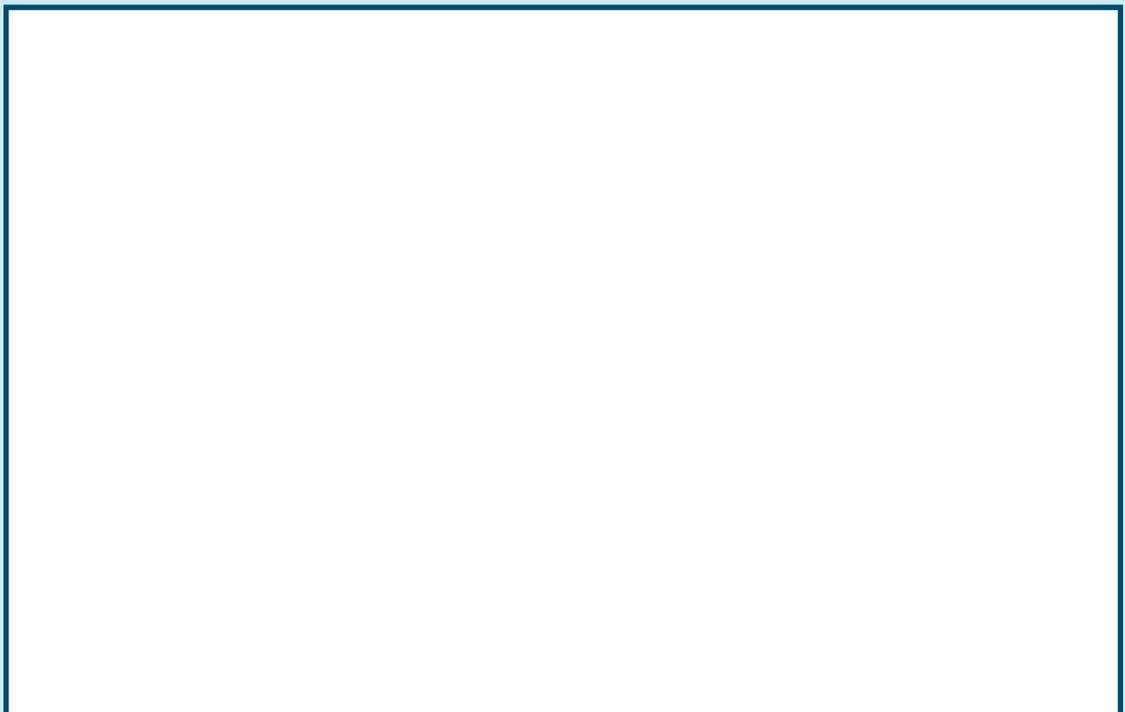


Above or Below?

Directions: Color the objects above the clouds first. Then, color the objects below the clouds.



Draw some other things you might find below the clouds.

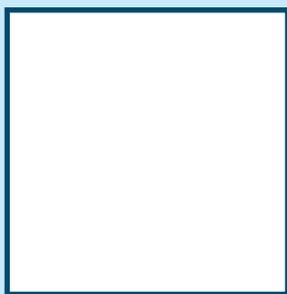
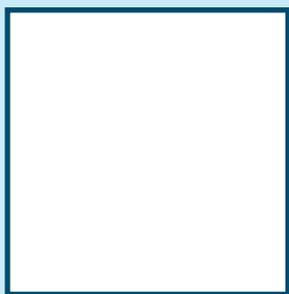
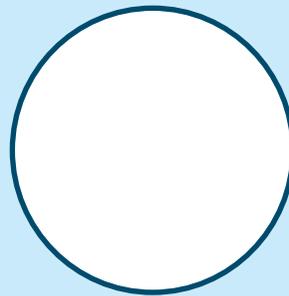
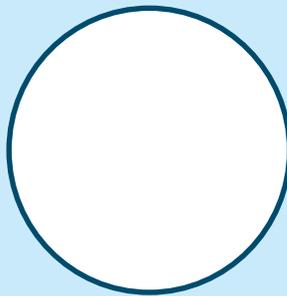
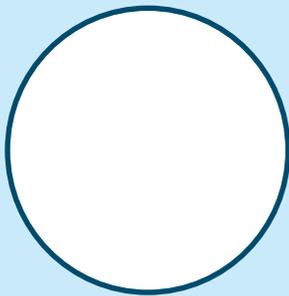
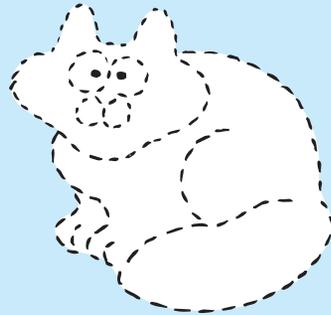
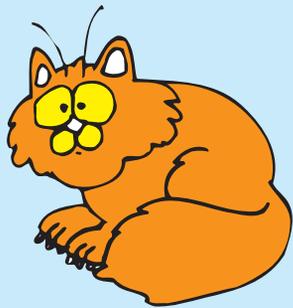


Between

Directions: Draw and color the cat that is between the other cats. Then, color each shape that is between the other shapes.

Example:

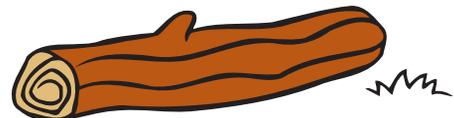
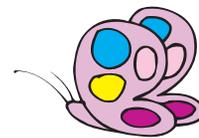
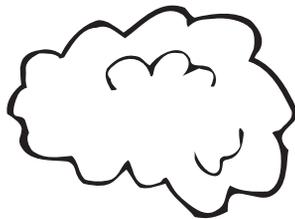
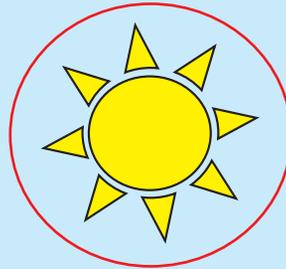
The **red** bike is between the **blue** bike and the **green** bike.



Above, Below, Between

Directions: Circle the object that is above the rest. Underline the object that is between. Draw an X on the object that is below.

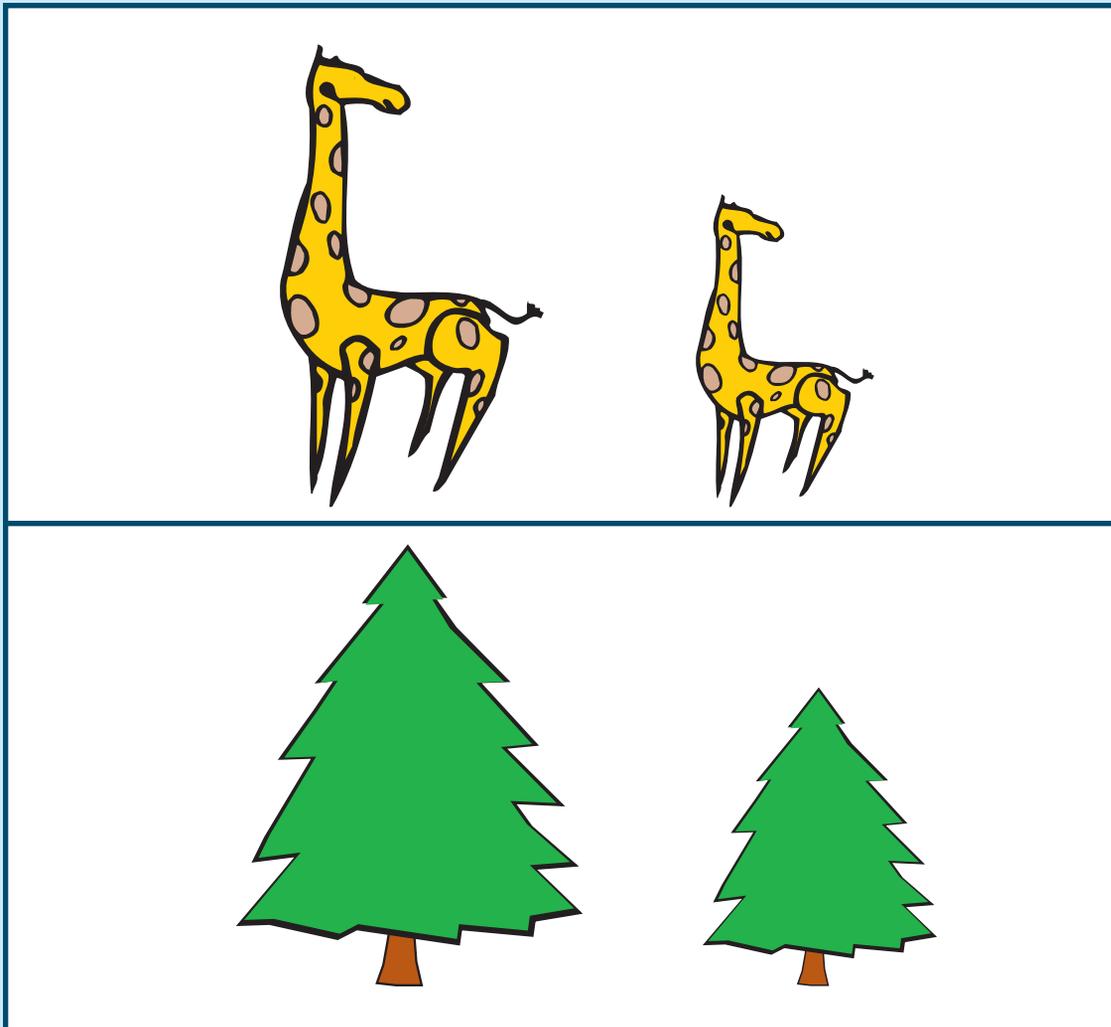
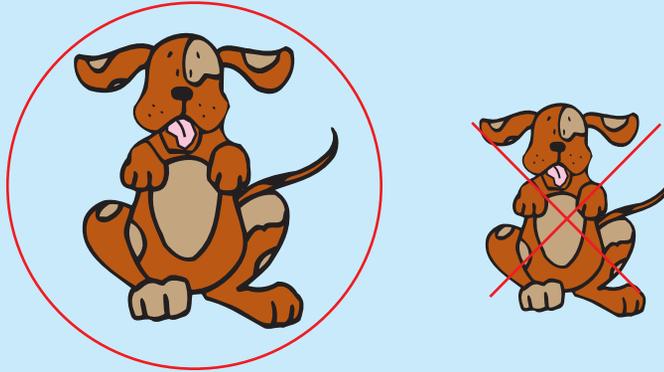
Example:



Taller or Shorter?

Directions: Circle the object that is taller. Draw an **X** on the picture that is shorter.

Example:



Longer or Shorter?

Directions: Use your **red** crayon. Color each pencil that is longer than Jane's. Use your **blue** crayon. Color each pencil that is shorter than Jane's.

Example:

Jane's pencil



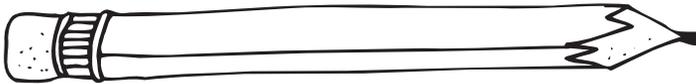
longer than Jane's pencil



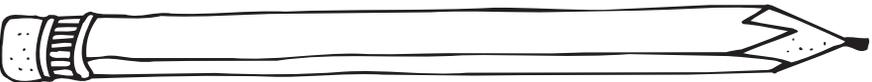
shorter than Jane's pencil



Jane's
pencil



Jane's
pencil



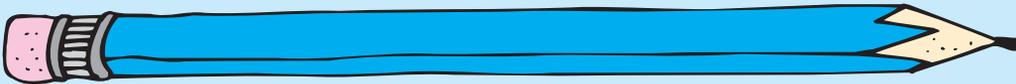
Longer or Shorter?

Directions: Cut out the measuring stick at the bottom of the page. Measure how long each object is.

Example: The pencil is 7 units long.



_____ units long



_____ units long

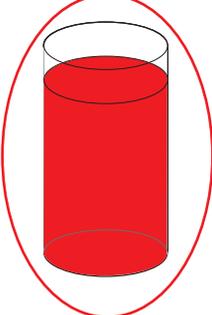
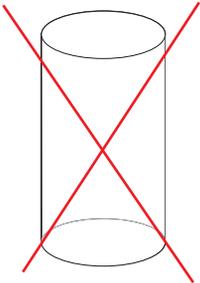
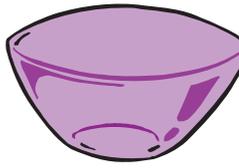
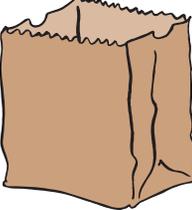
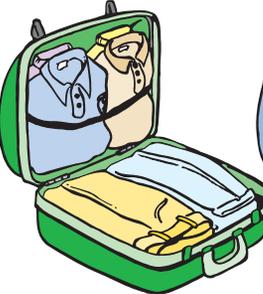
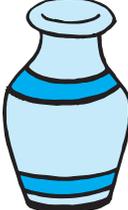
Cut ✂



Page is blank for cutting exercise on
previous page.

Full or Empty?

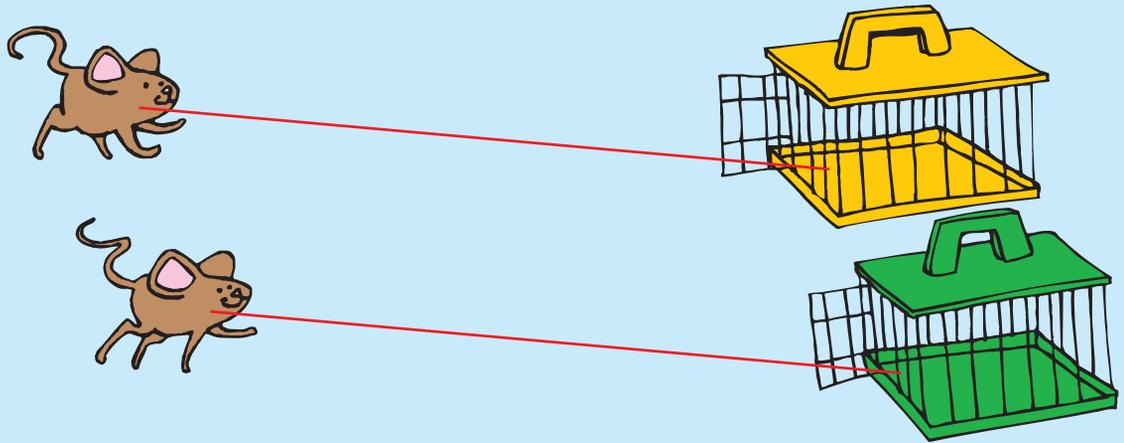
Directions: Draw an **X** on the empty container. Circle the full container. The first one is done for you.

One for Each

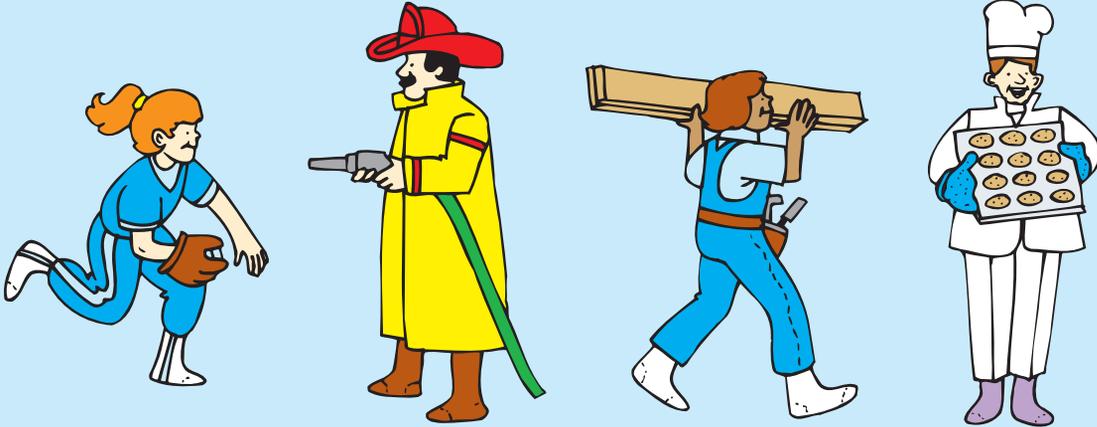
Directions: Draw a line from each animal to its home.

Example:



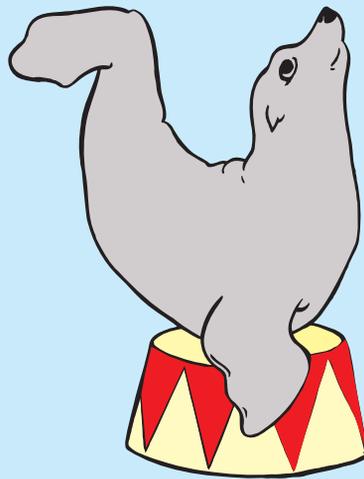
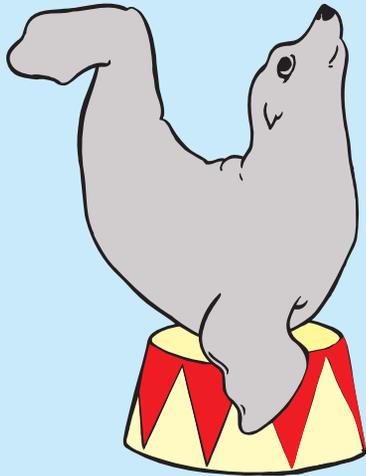
One for Each

Directions: There is one shoe that is right for each person's job. Draw a line to match each person to the right shoe.



One for Each

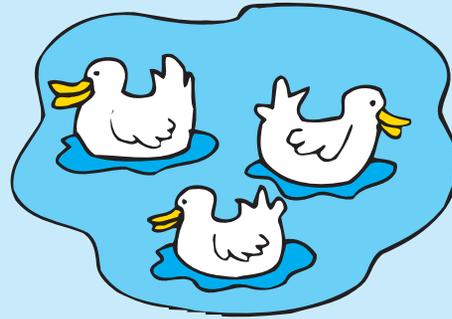
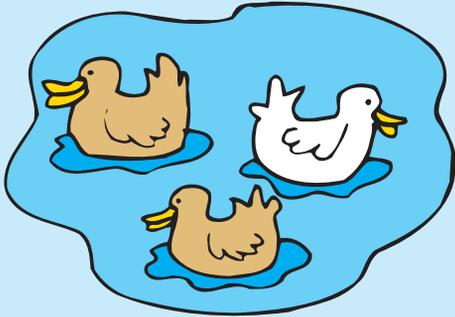
Directions: Draw a ball for each circus seal.
Each seal needs one ball.



Directions: Follow the instructions.

Look at the first pond. How many ducks are **brown**?

1. Color the same number of ducks in the second pond.

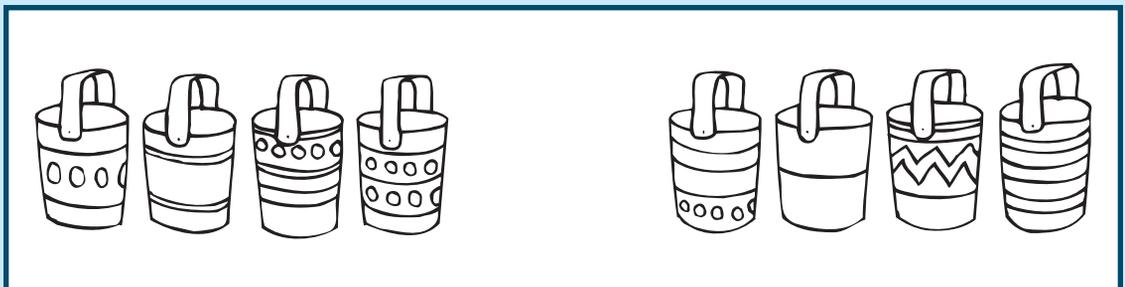
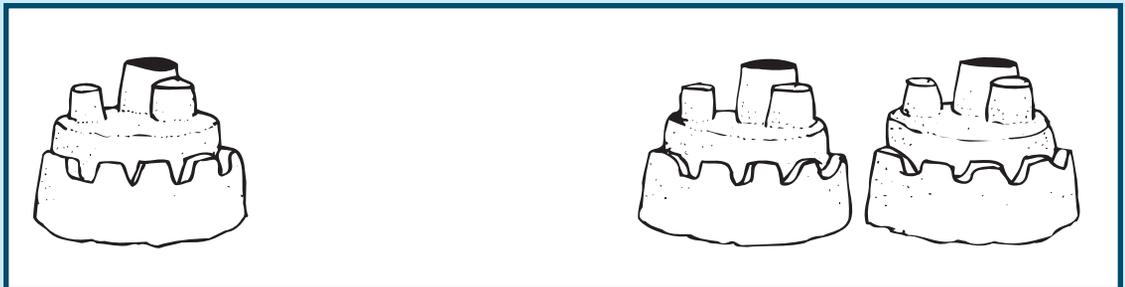
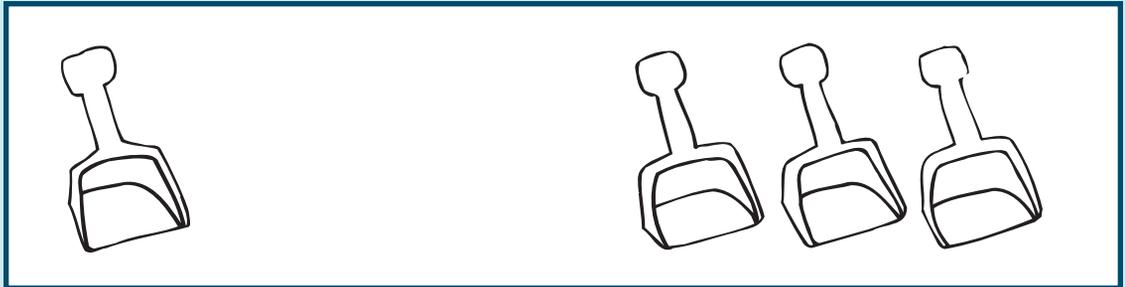
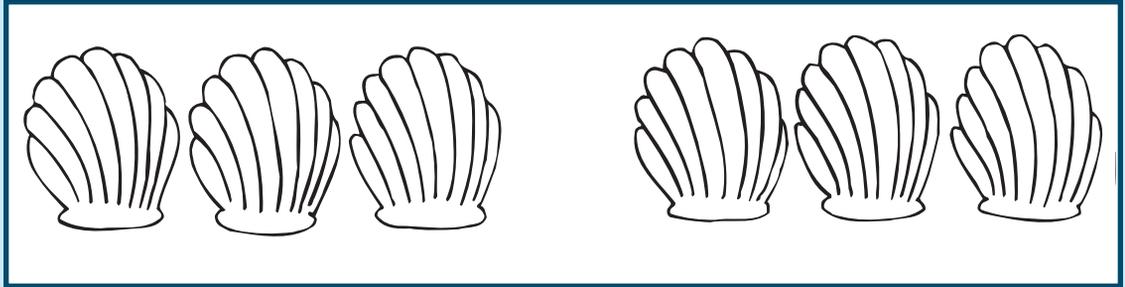


2. Draw kites so that Sue will have the same number as Billy.



Same

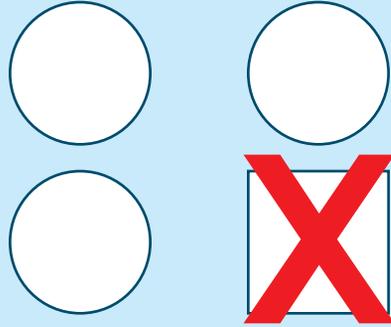
Directions: Color the groups in the rows that have the same number of objects.

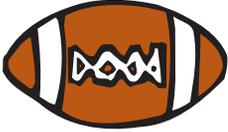
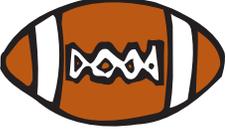
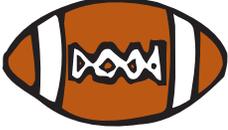
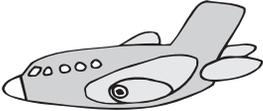
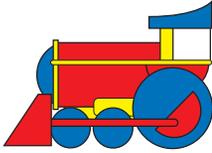
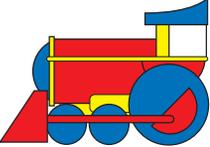
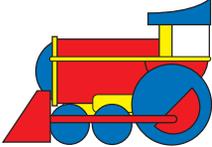


Different

Directions: Draw an **X** on the object that is different in each group.

Example:

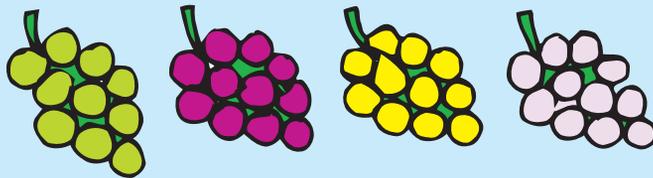


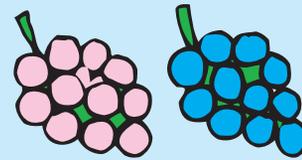
More and Less

Directions: Follow the instructions.

Example:

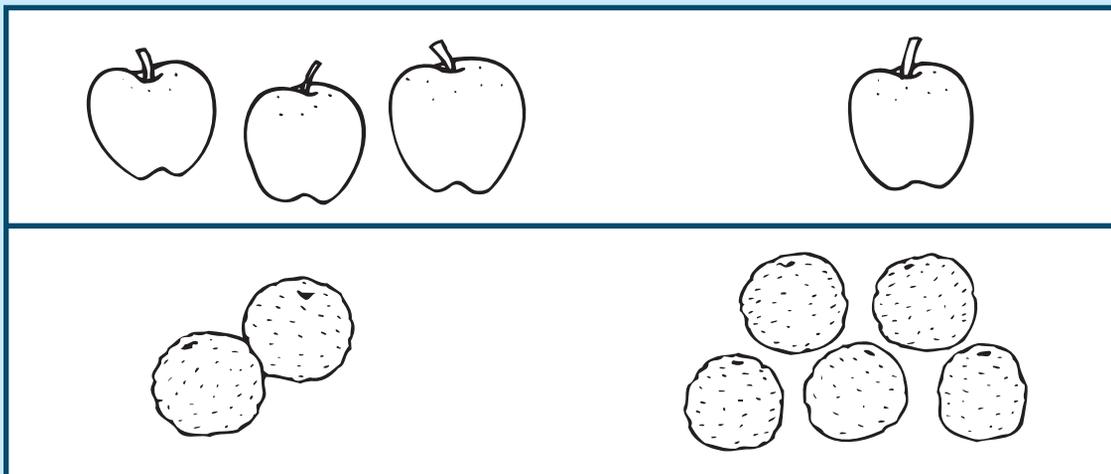


more

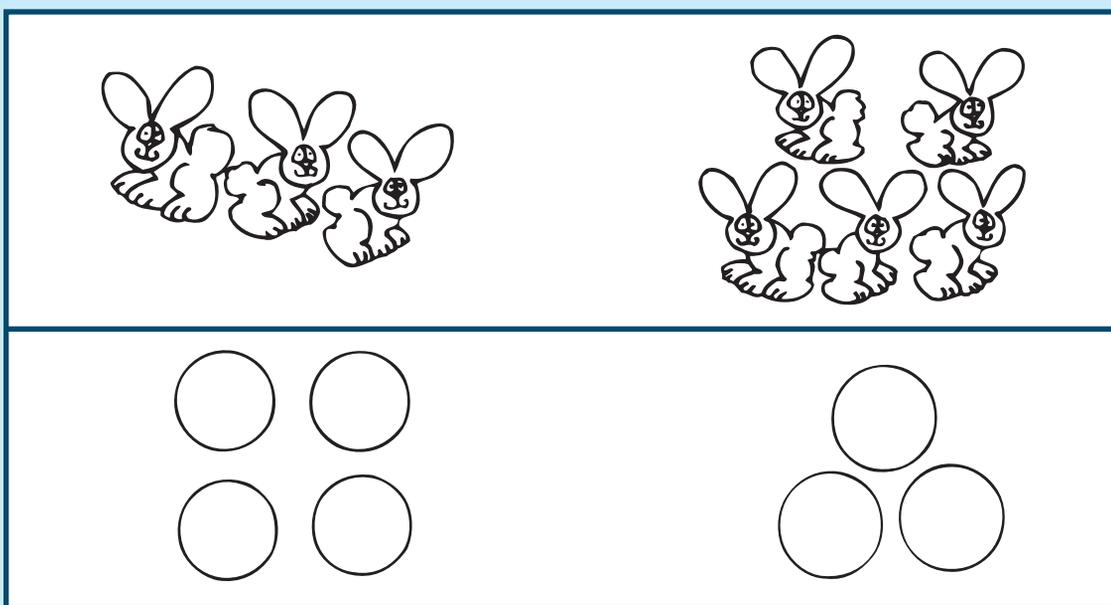


less

1. Color the group that has more.



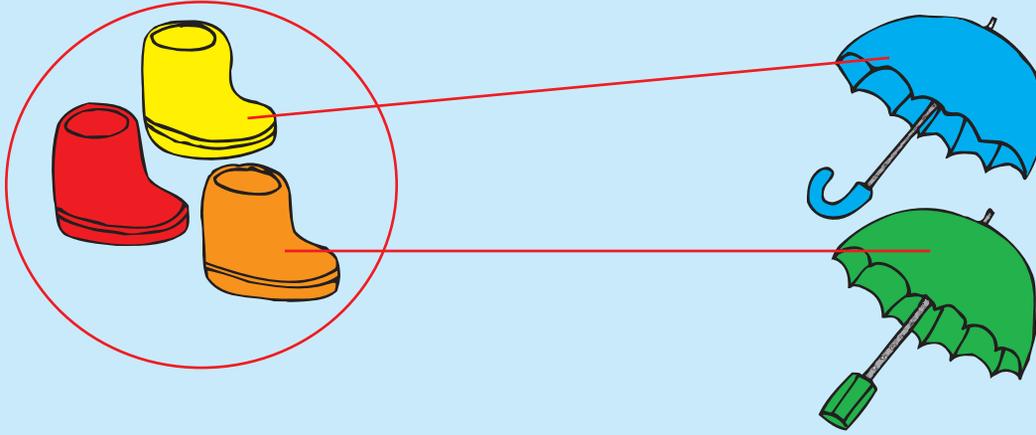
2. Color the group that has less.



More

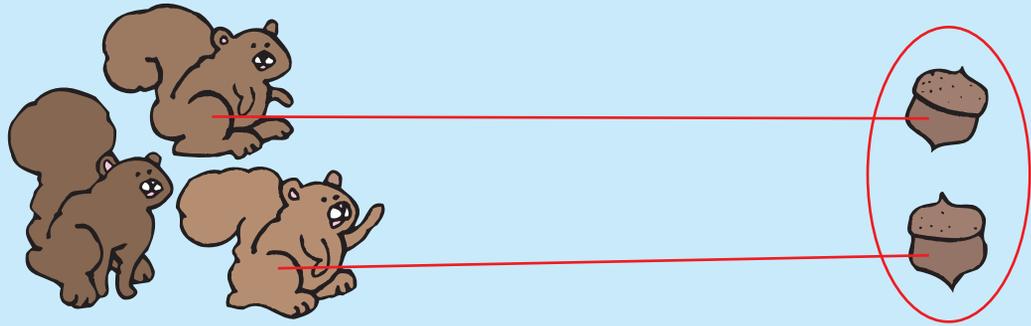
Directions: Match the pictures. Circle the group that has more.

Example:



Directions: Match the pictures. Circle the group that has less.

Example:



One and Two

Directions: Follow the instructions.

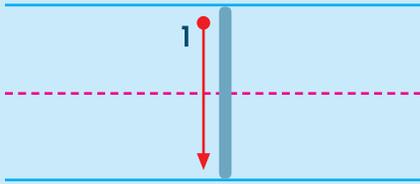
1 ball is colored.



Color 1 ball.



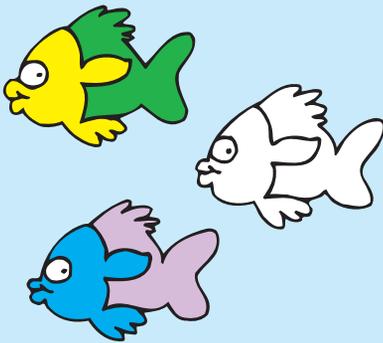
Trace the number.



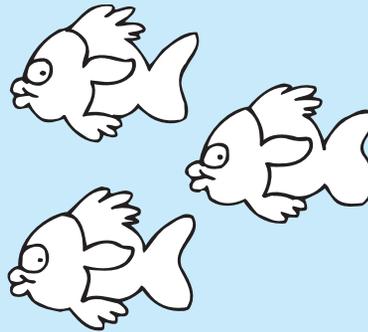
Write the number on the line **one** time.



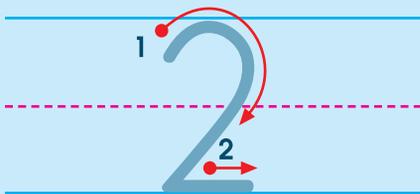
2 fish are colored.



Color 2 fish.

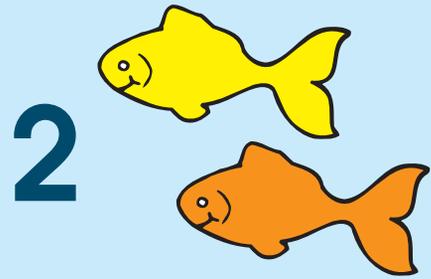
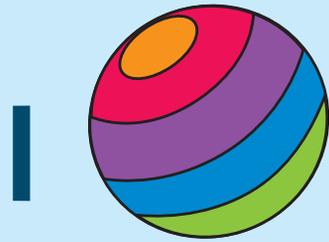


Trace the number.

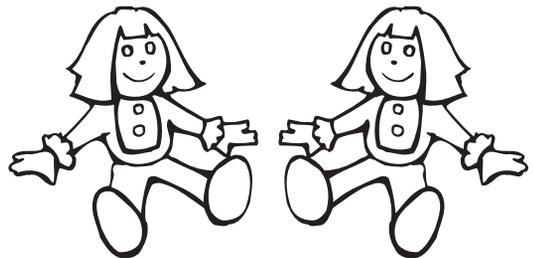
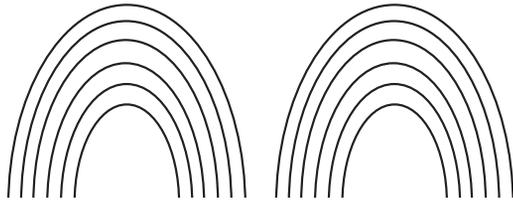
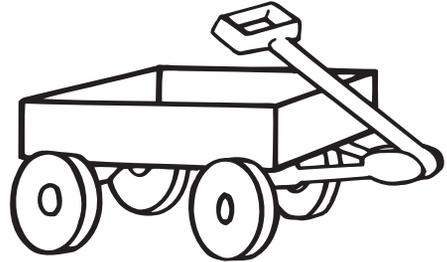
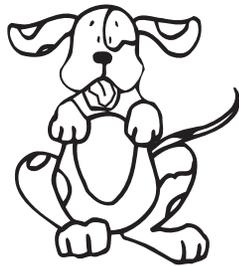


Write the number on the line **two** times.



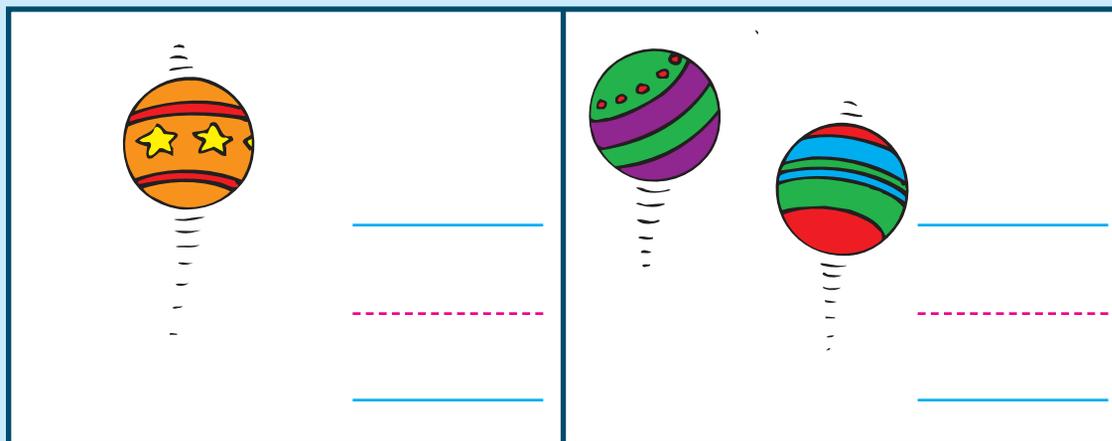


Directions: Circle the groups of 1. Color the groups of 2.

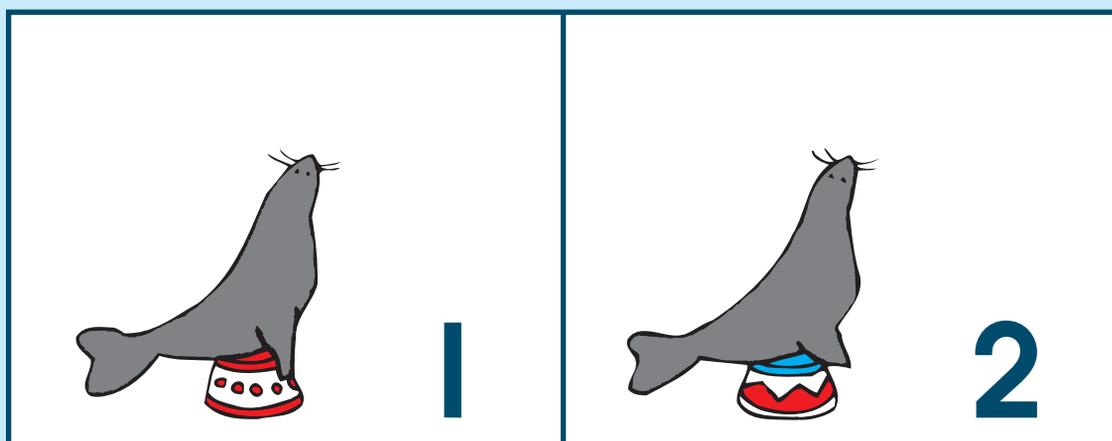


One and Two

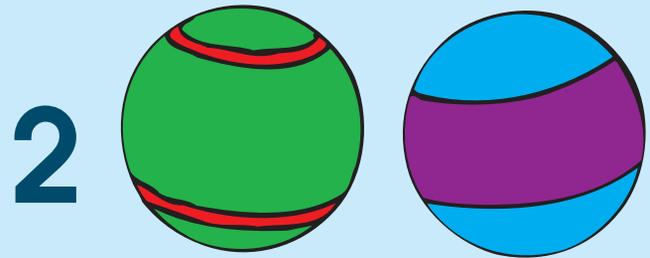
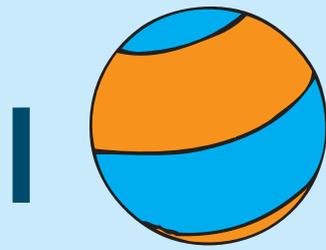
Directions: Write the numbers 1 and 2.



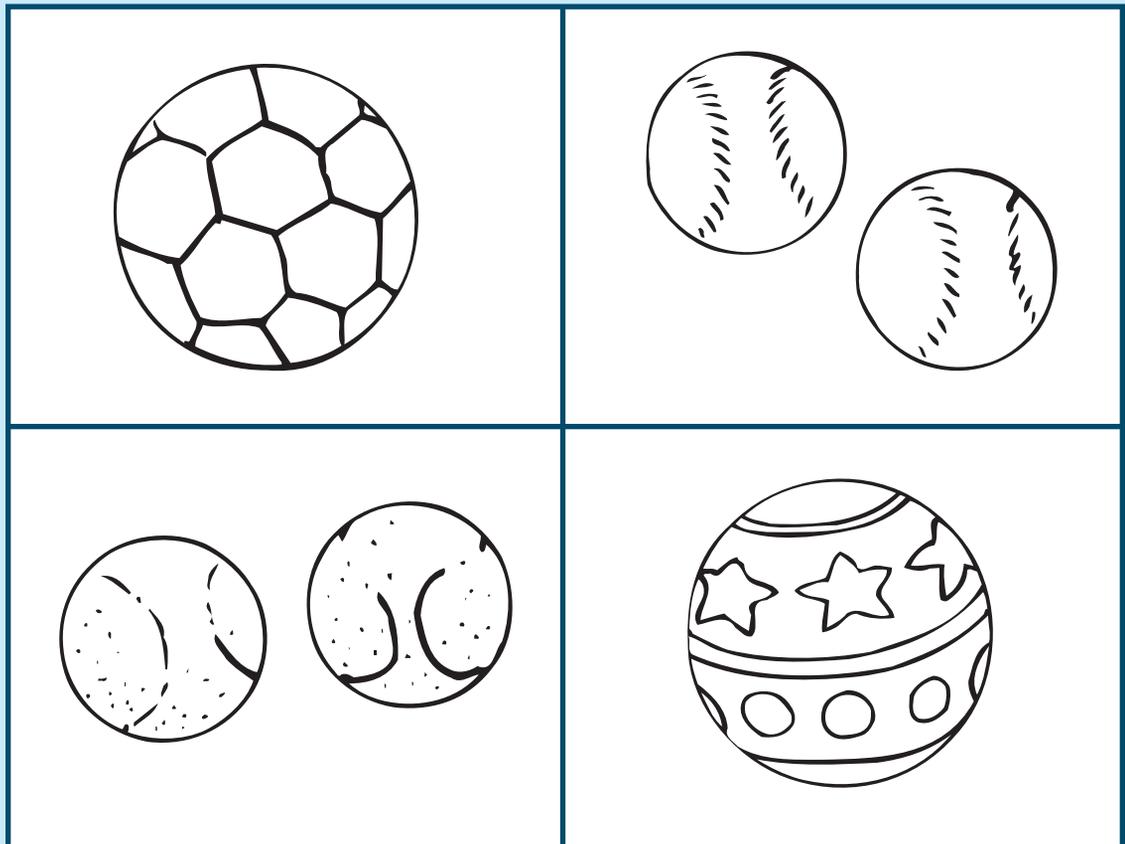
Directions: Draw balls on the nose of each seal to show the number.



One and Two



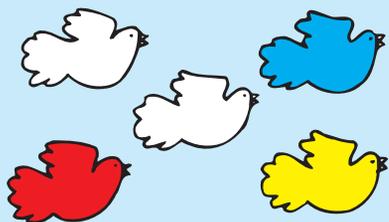
Directions: Circle the groups of 1. Color the groups of 2.



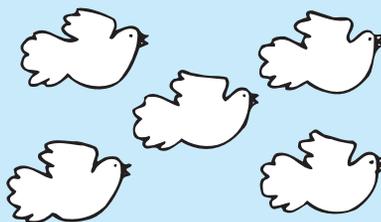
Three and Four

Directions: Follow the instructions.

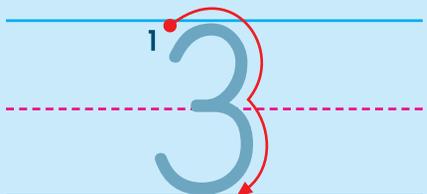
3 birds are colored.



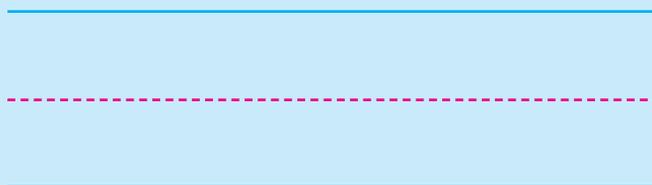
Color 3 birds.



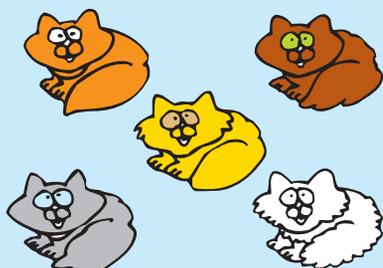
Trace the number.



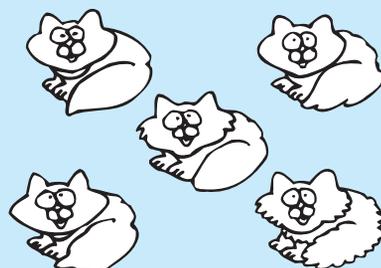
Write the number on the line **three** times.



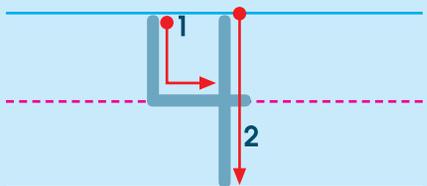
4 cats are colored.



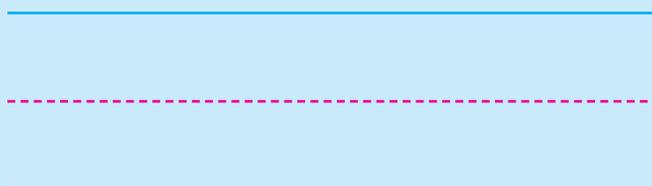
Color 4 cats.



Trace the number.

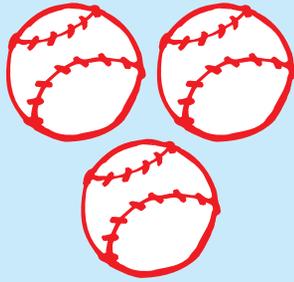


Write the number on the line **four** times.

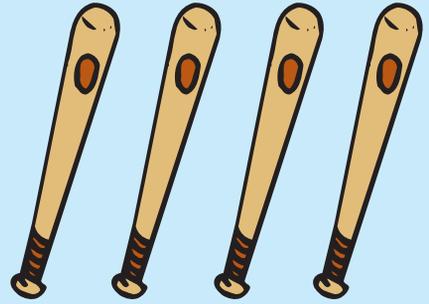


Three and Four

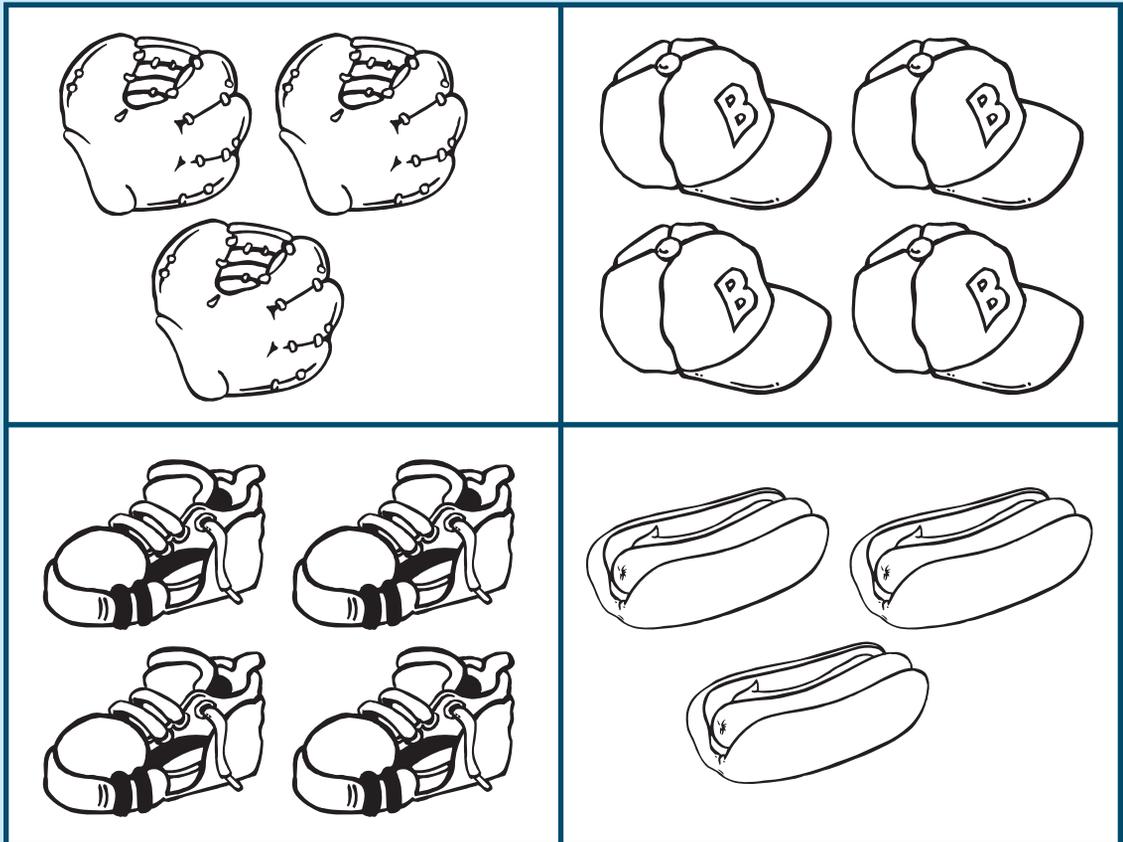
3



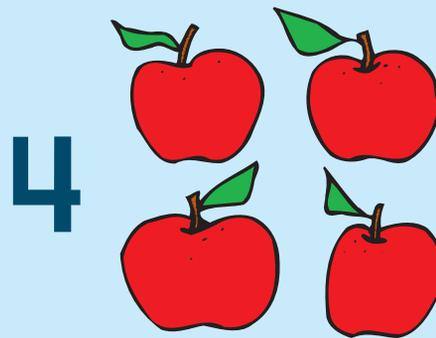
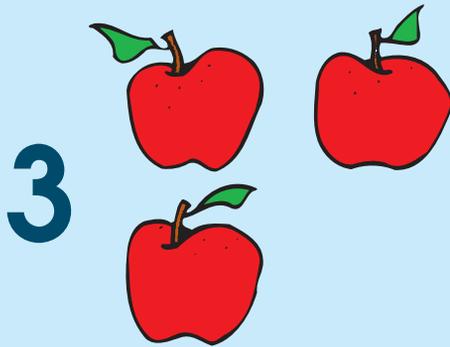
4



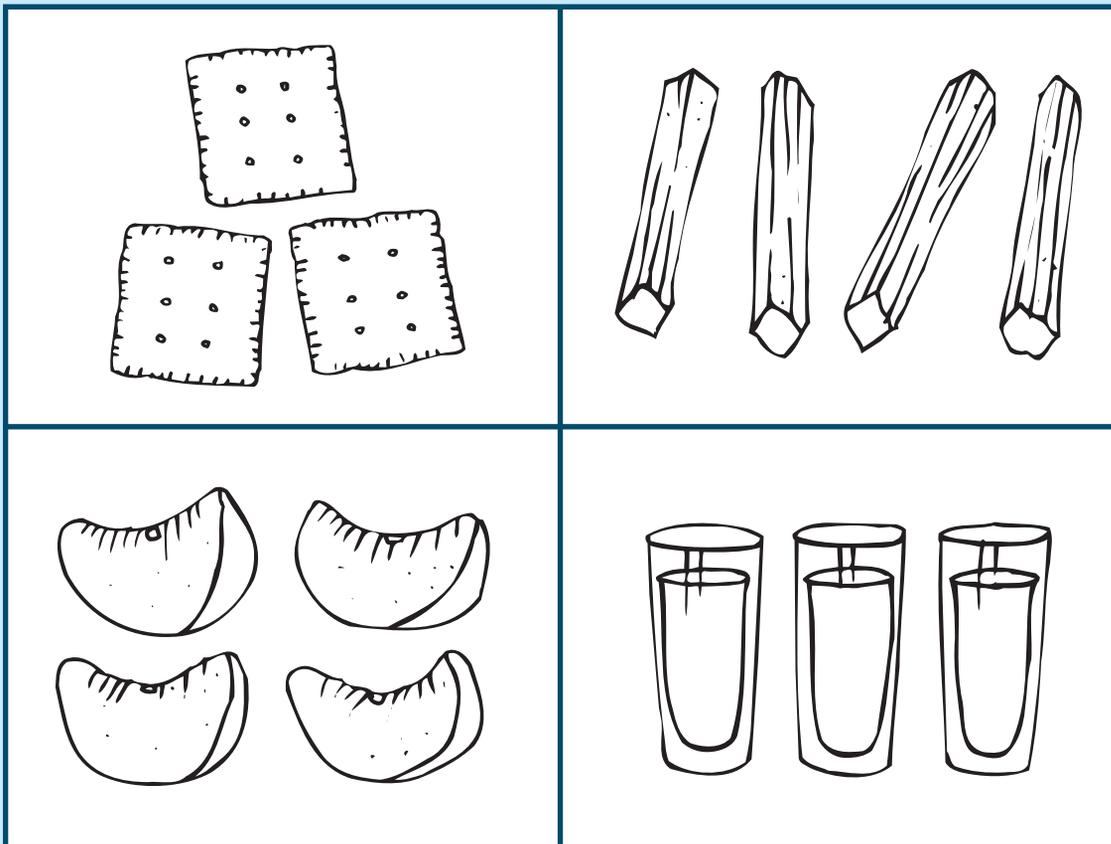
Directions: Circle the groups of 3. Color the groups of 4.



Three and Four

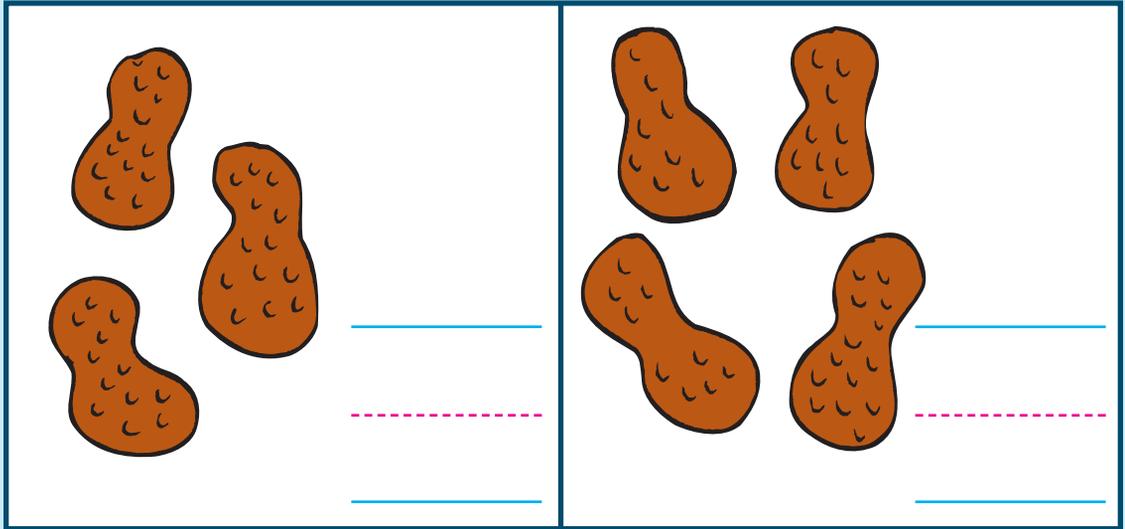


Directions: Circle the groups of 3. Color the groups of 4.

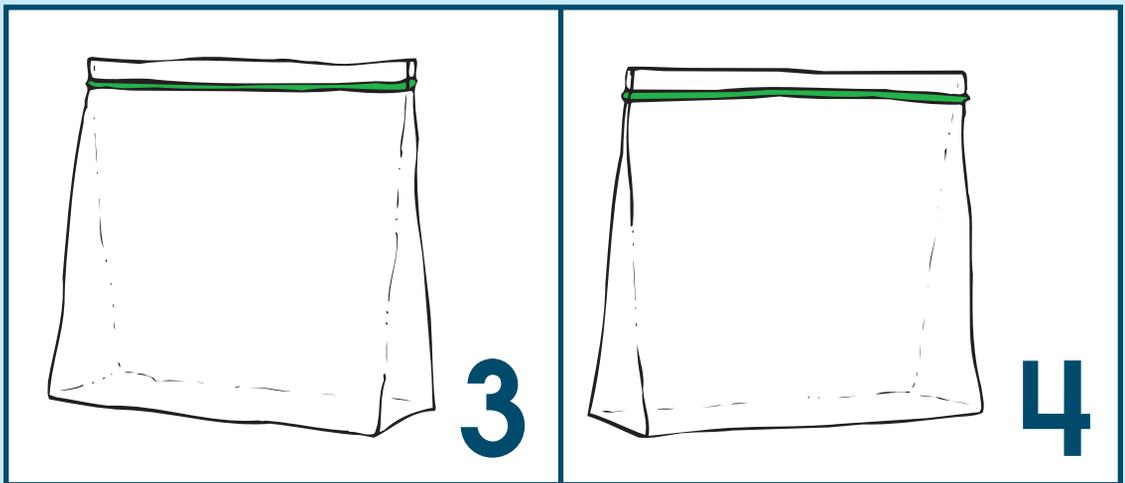


Three and Four

Directions: Write the numbers 3 and 4.



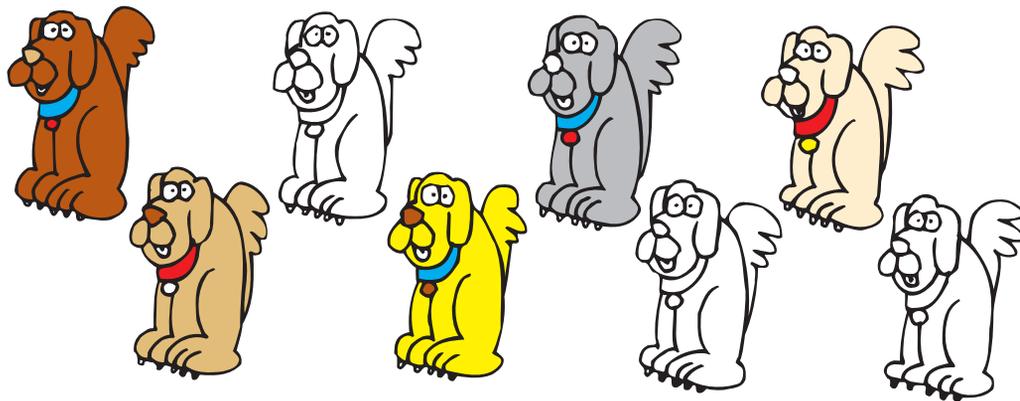
Directions: Draw raisins in each bag to show the number.



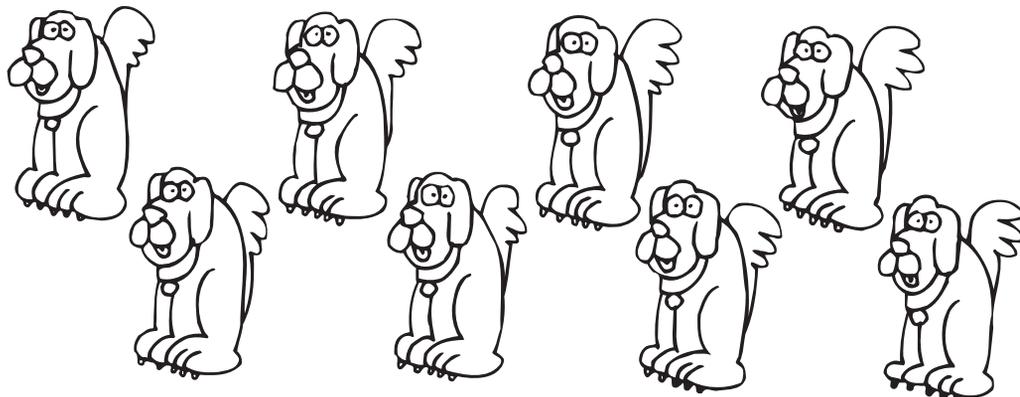
Five

Directions: Follow the instructions.

5 dogs are colored.



Color 5 dogs.



Trace the number. Write it on the lines **five** times.

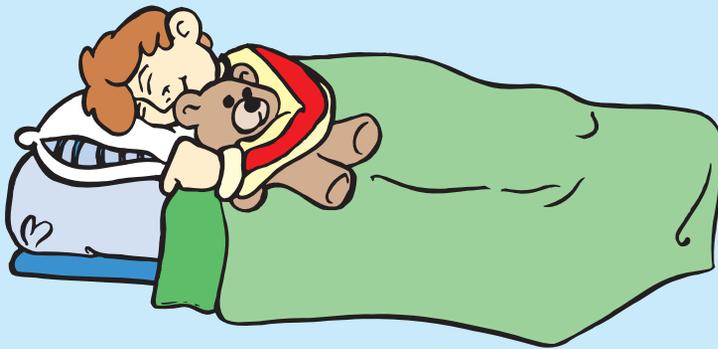
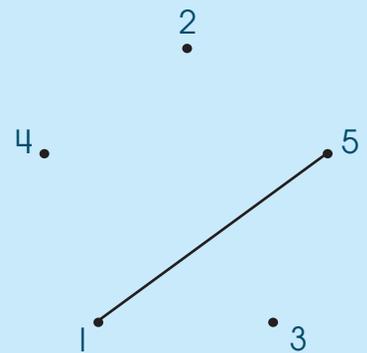
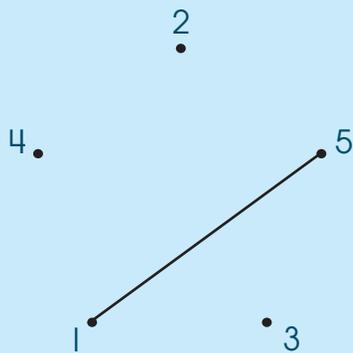
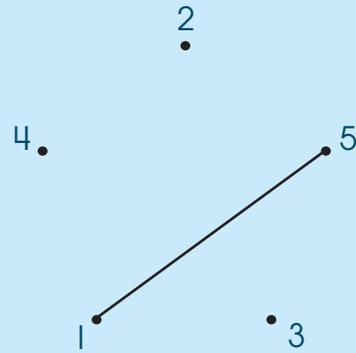
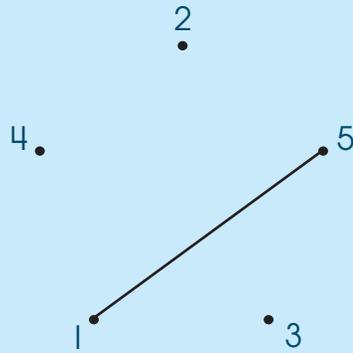
Tracing guide for the number 5:

- 1: Vertical line down from top to middle dashed line.
- 2: Curved line from middle dashed line to bottom line.
- 3: Horizontal line across the top from left to right.

Below the tracing guide are five sets of handwriting lines (top solid, middle dashed, bottom solid) for practicing writing the number 5.

Numbers 1-5

Directions: Beginning with 1, connect the dots in order.



Twinkle, twinkle little star.
 How I wonder what you are.
 Up above the world so high,
 Like a diamond in the sky.
 Twinkle, twinkle little star.
 How I wonder what you are.

Numbers 1-5

Directions:



Color the 1s **red**.



Color the 2s **blue**.



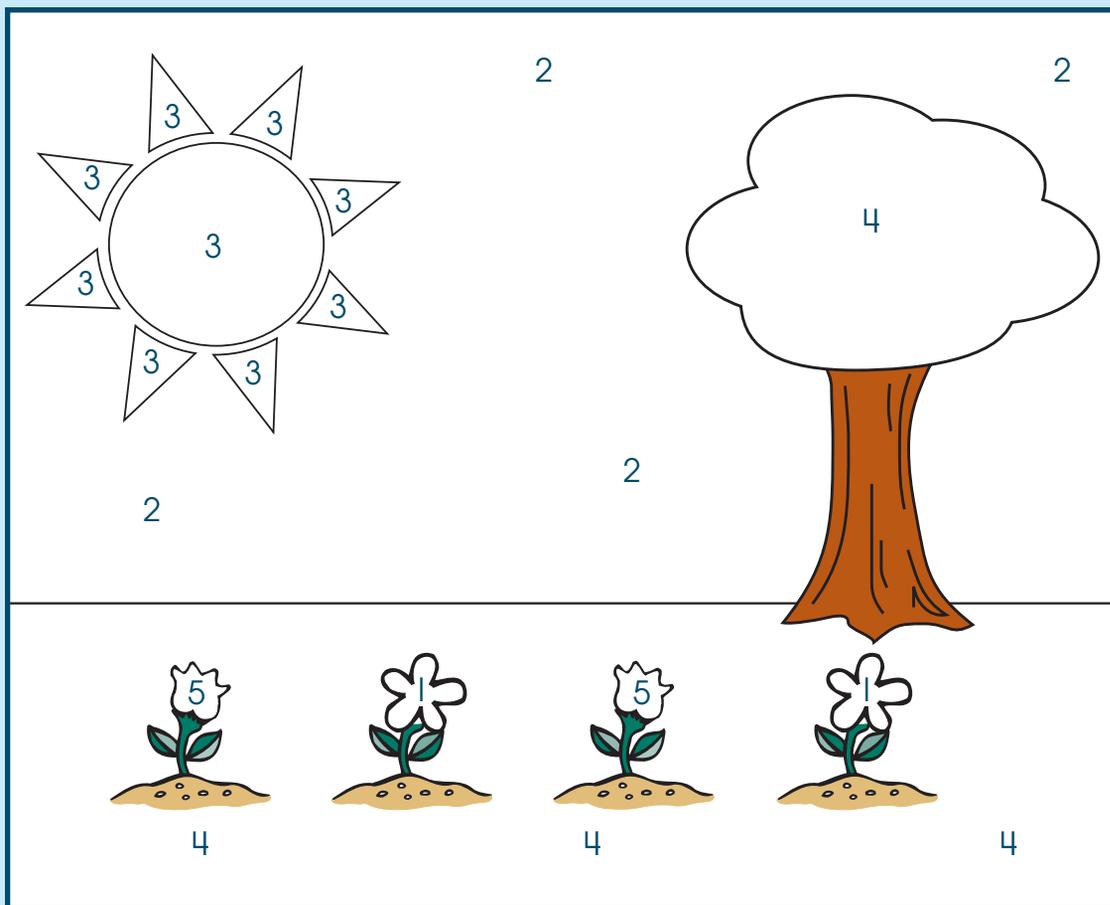
Color the 3s **yellow**.



Color the 4s **green**.



Color the 5s **purple**.



Numbers 1-5

Directions: Look at the picture. Read the questions. Draw a circle around the correct number.



Count the  s. How many  s in all?

1 2 3

Count the  s. How many  s in all?

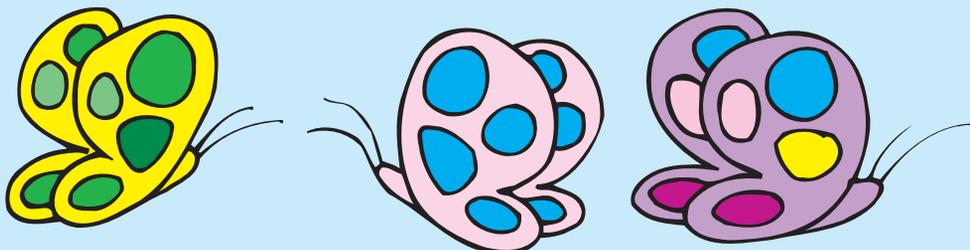
1 2 3

Count the  s. How many  s in all?

2 3 4

Numbers 1-5

Directions: Look at each picture. Read the questions. Draw a circle around the correct number.



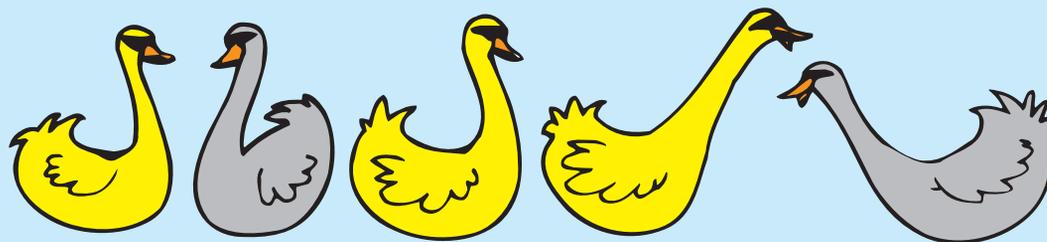
Count the  s. How many  s in all?

1 2 3



Count the  s. How many  s in all?

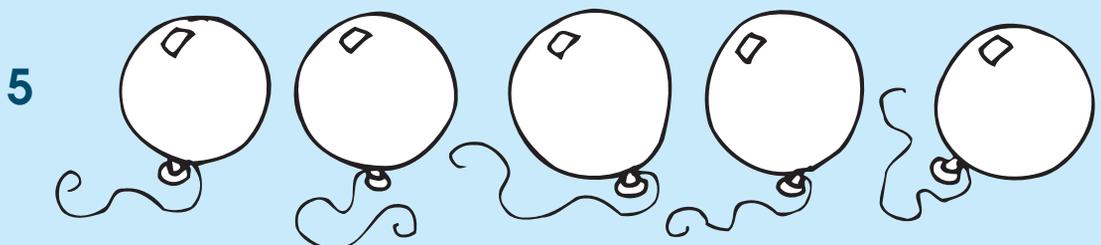
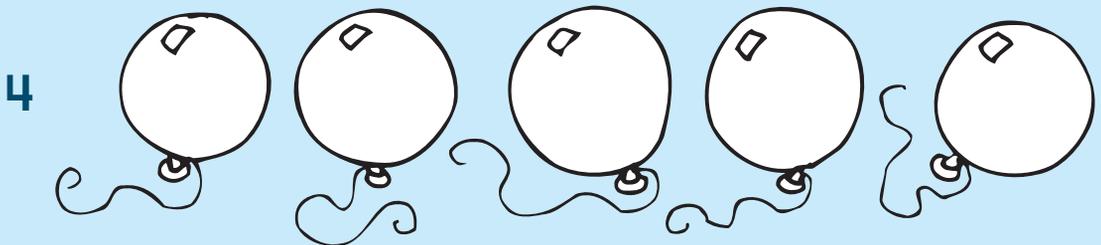
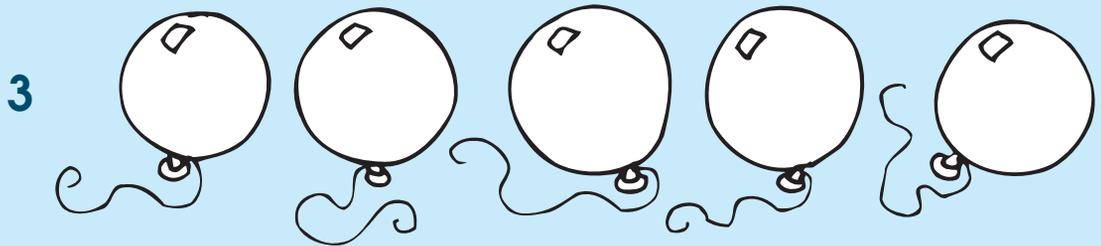
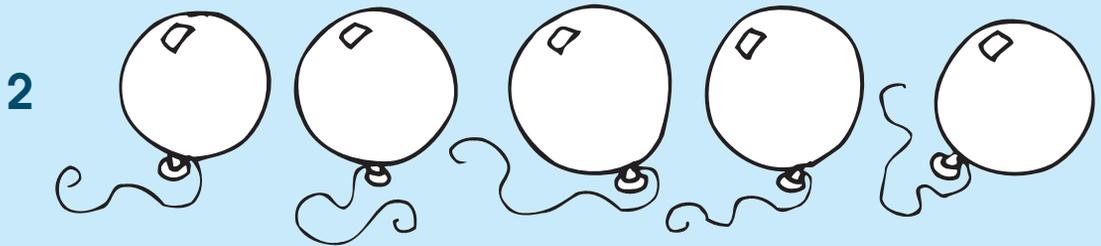
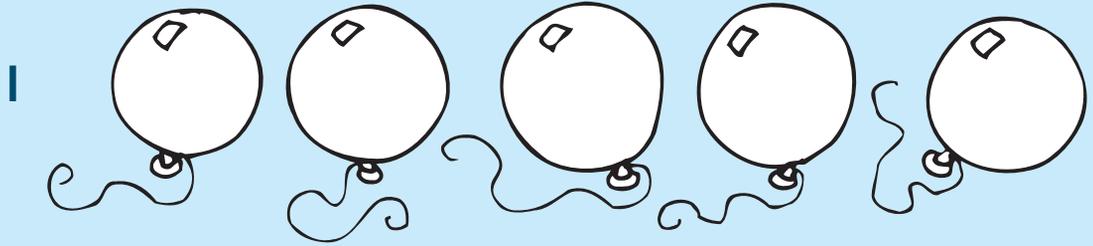
1 2 4



Count the  s. How many  s in all?

1 3 5

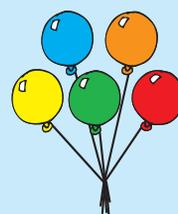
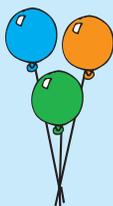
Directions: Look at each number. Count the balloons. Color the right number of balloons in each row.



Numbers 1-5

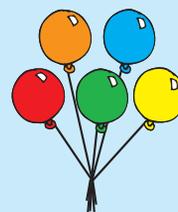
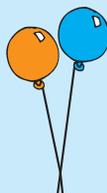
Directions: Follow the instructions.

1. Count the balloons. Then, write each number **one** time.



<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>				
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

2. Count the balloons. Then, write each number **two** times.



<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>				
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>				
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

Directions: Follow the instructions.

1. Connect the dots in order.



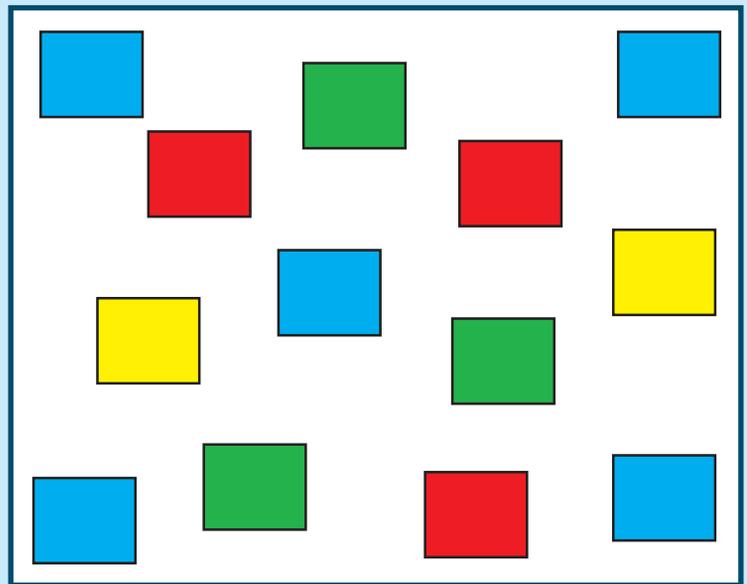
2. Write how many of each.

	_____

	_____

	_____

	_____



3. Write the missing numbers.

_____	2	_____	4	_____
-----		-----		-----
_____		_____		_____

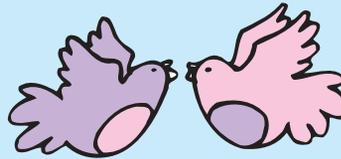
Directions: Follow the instructions.

1. Circle the pencil that is shorter.



2. Draw a line from the number to the group that matches.

1



2



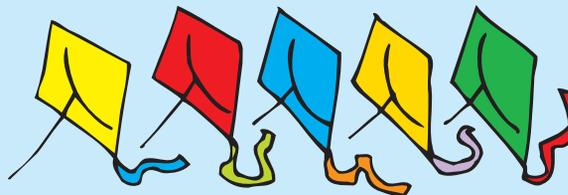
3



4



5



Five and Six



5



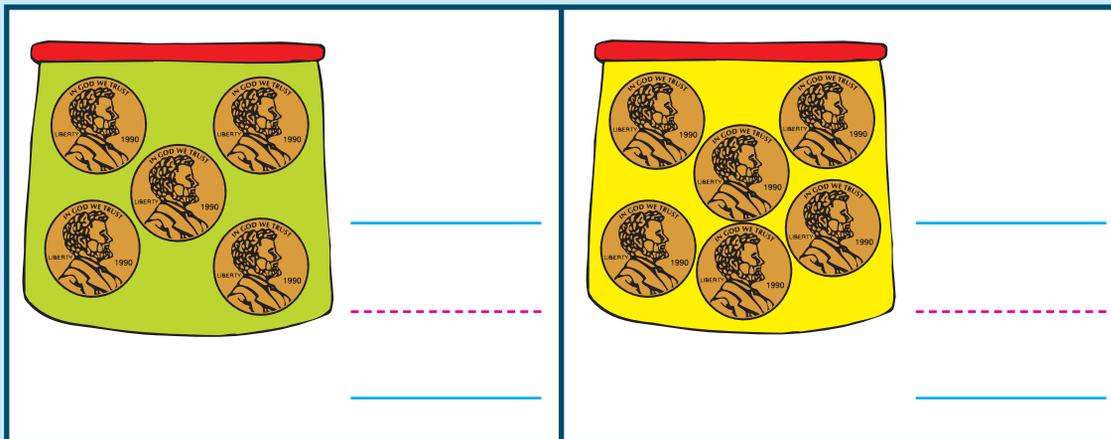
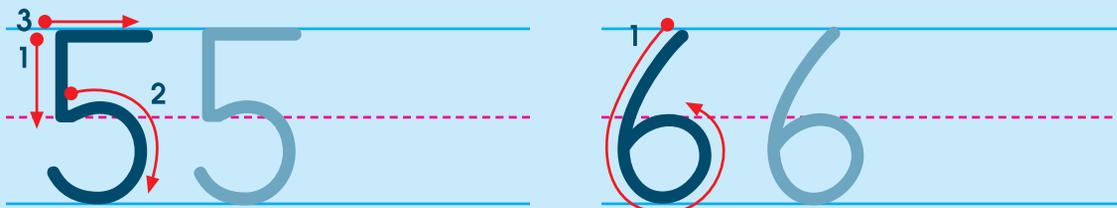
6



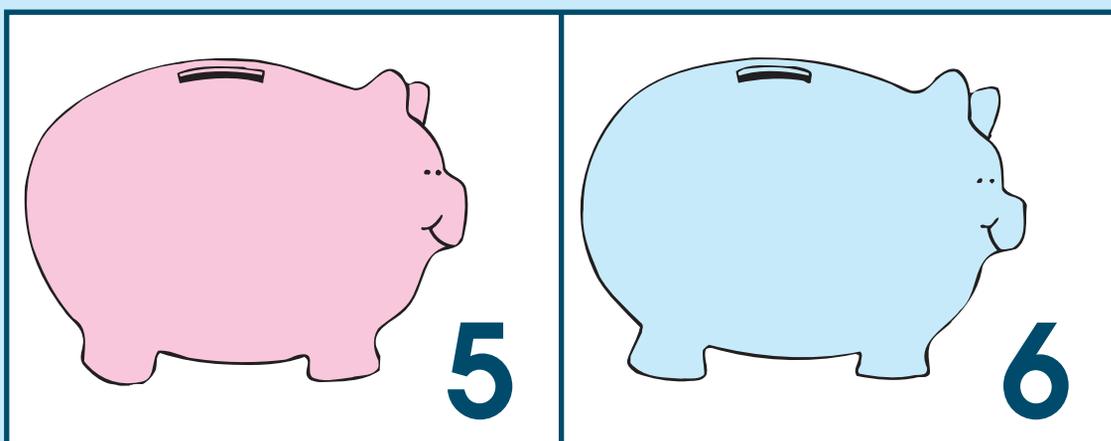
Directions: Circle the groups of 5. Draw an **X** on the groups of 6.

Five and Six

Directions: Write the numbers 5 and 6.

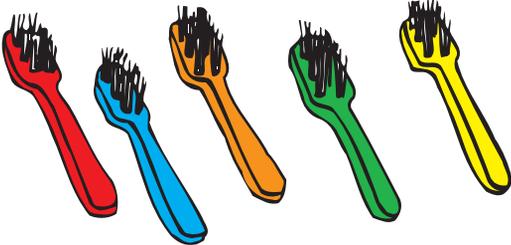
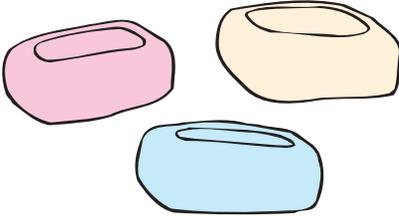


Directions: Draw coins in each bank to show the number.



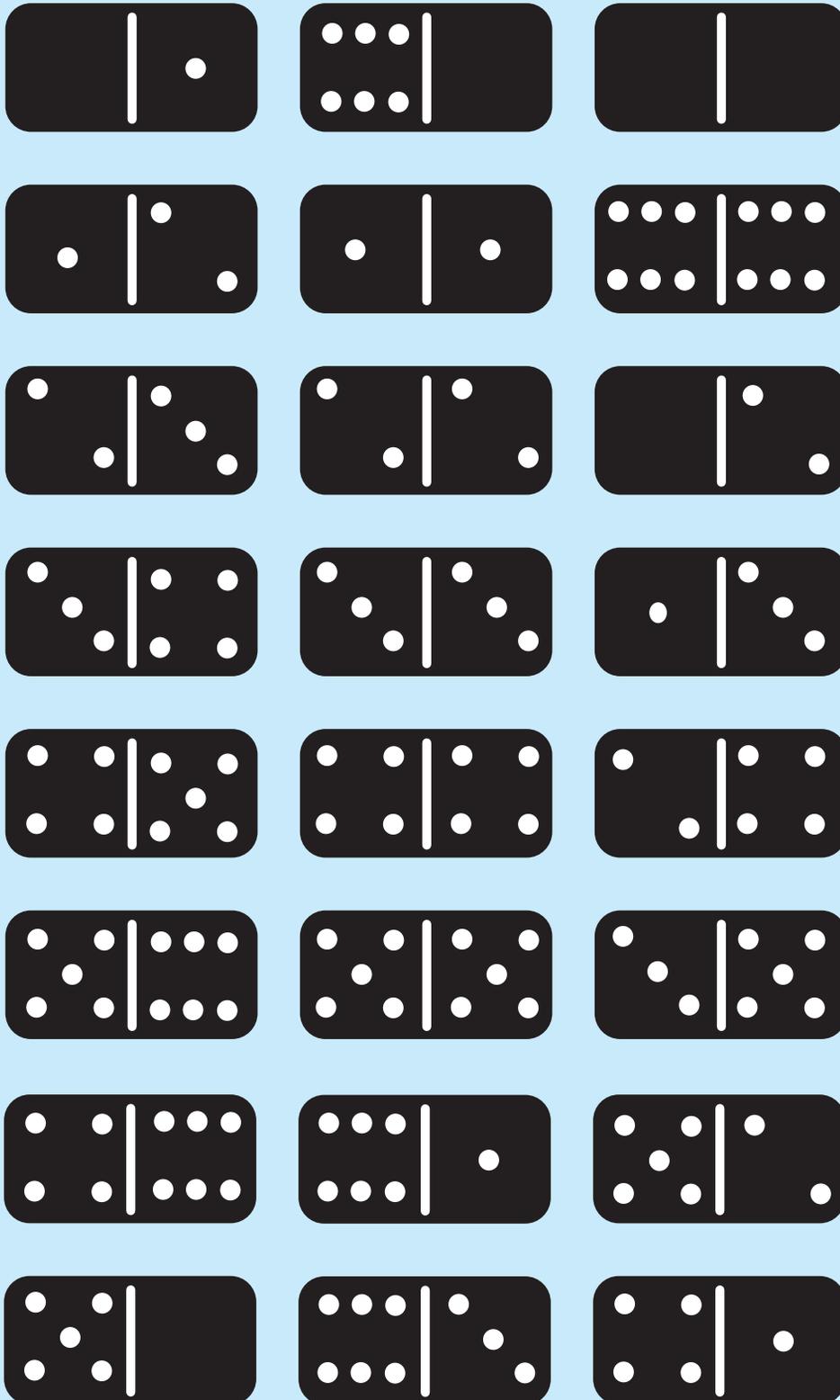
Numbers 1-6

Directions: Draw a circle around the correct number in each box.

 <p>1 2 3</p>	 <p>4 5 6</p>
 <p>3 4 5</p>	 <p>2 3 4</p>
 <p>4 5 6</p>	 <p>1 2 3</p>

Numbers 1-6

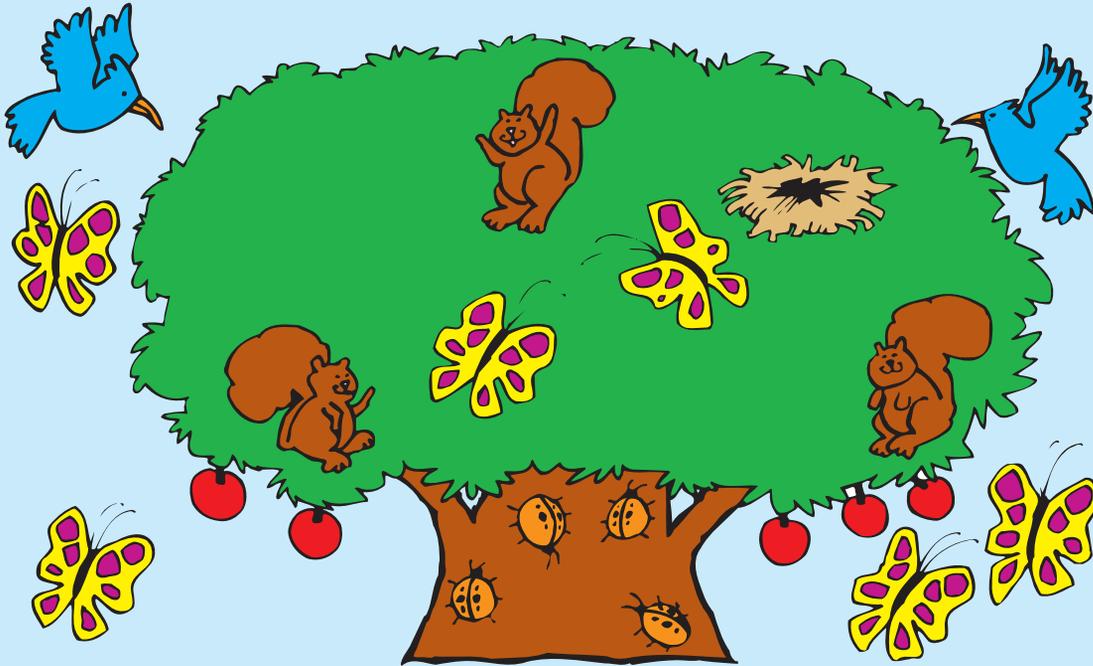
Directions: Cut out the dominos below. Place one domino in the middle. Match the correct number of dots to each domino. Take turns.

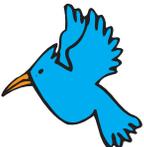


Page is blank for cutting exercise on
previous page.

Numbers 1-6

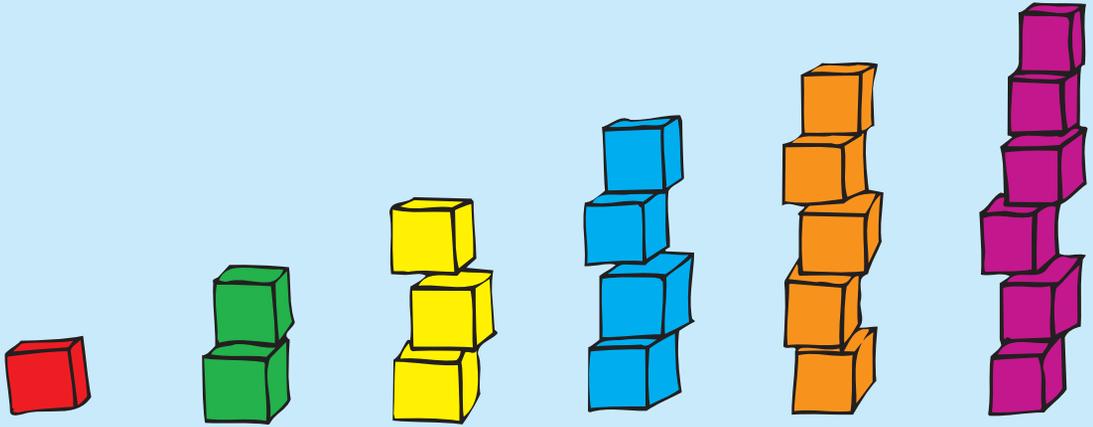
Directions: Look at the picture. Circle the number that tells how many.



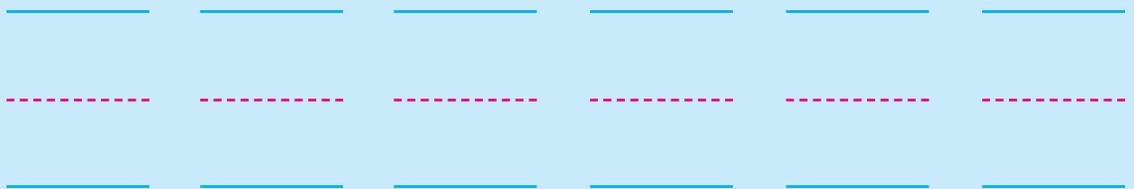
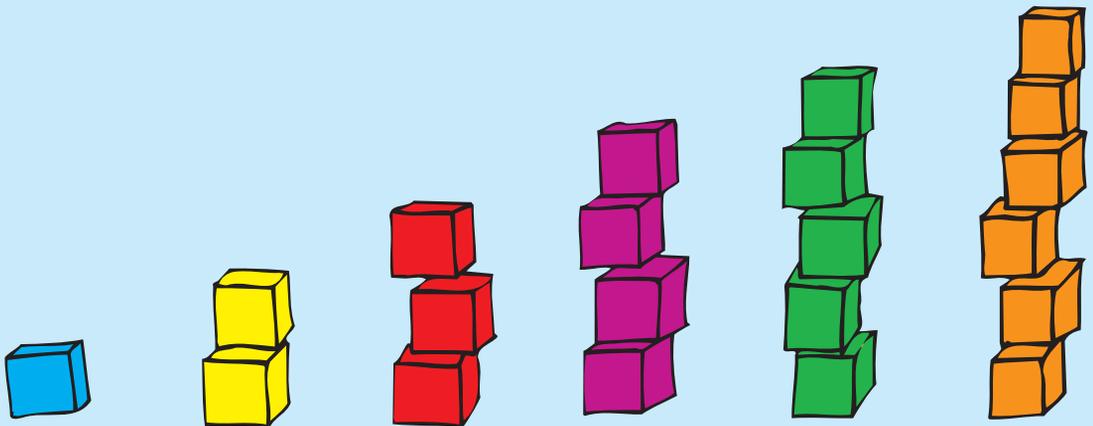
	1	2	3		2	3	4
	2	3	6		4	5	6
	2	3	4		4	5	6

Numbers 1-6

Directions: Count each group of blocks. Trace each number.



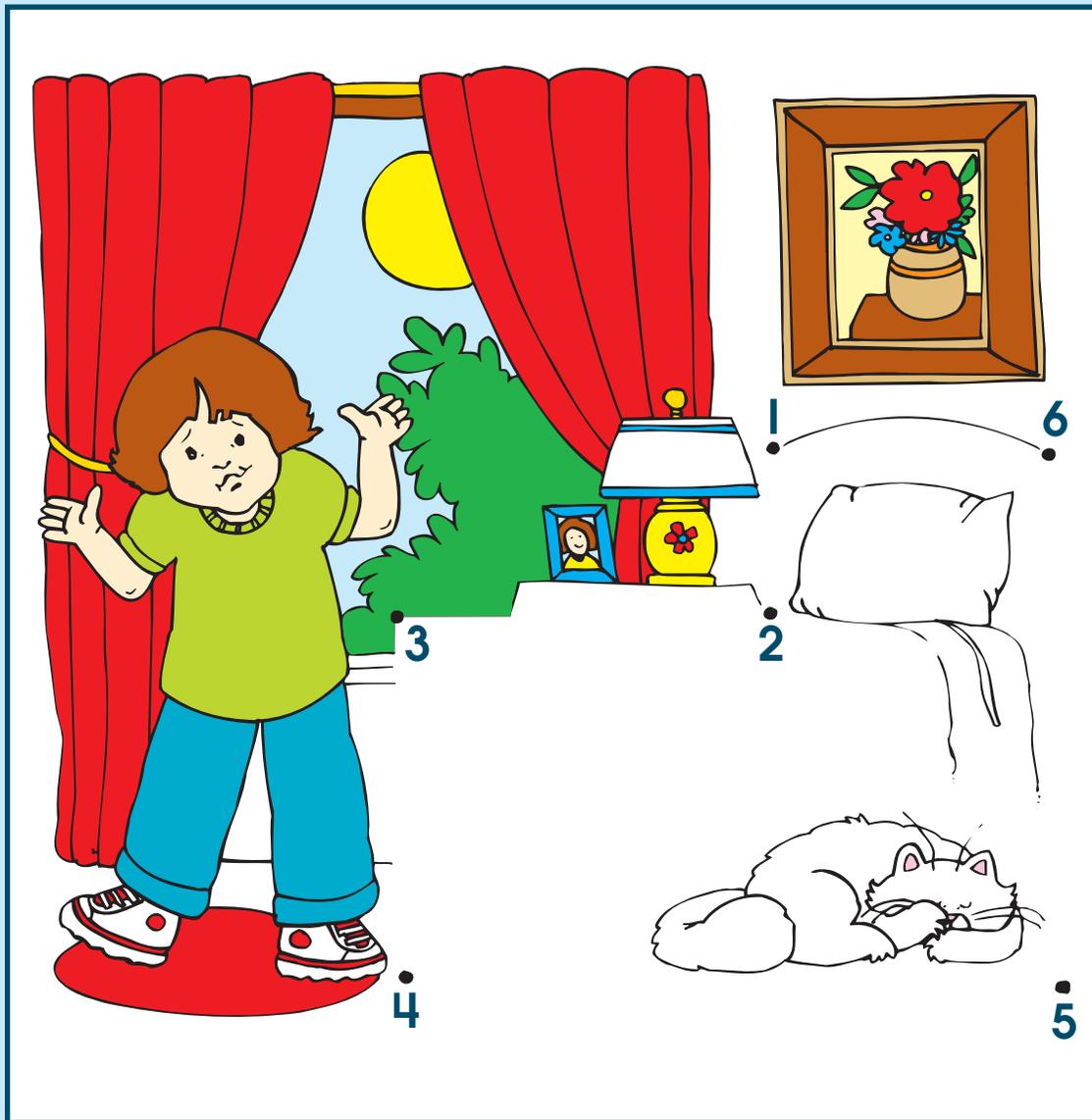
Directions: Count each group of blocks. Write the number.



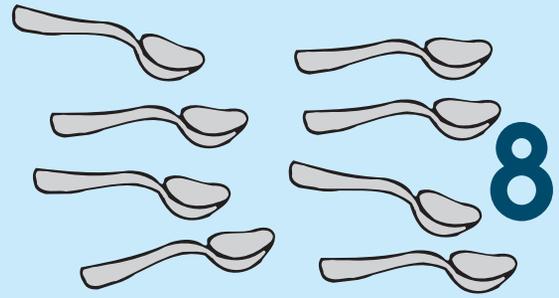
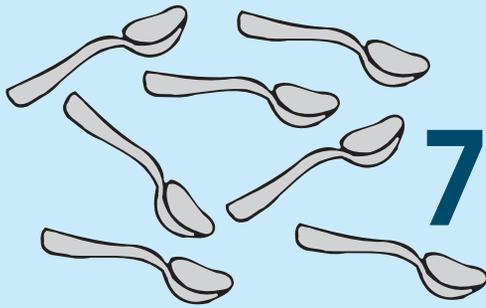
Numbers 1-6

Directions: Beginning with 1, connect the dots in order. Color the rest of the picture.

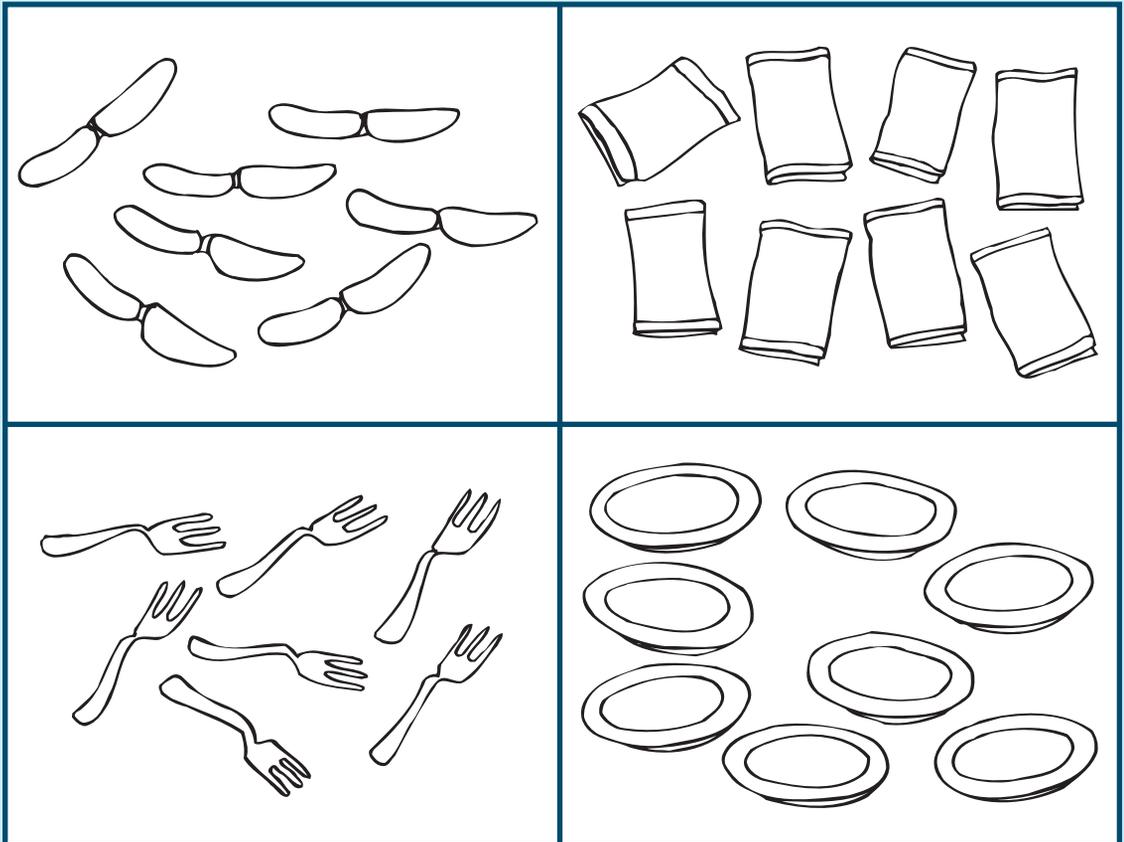
Where Is Snowball?



Seven and Eight

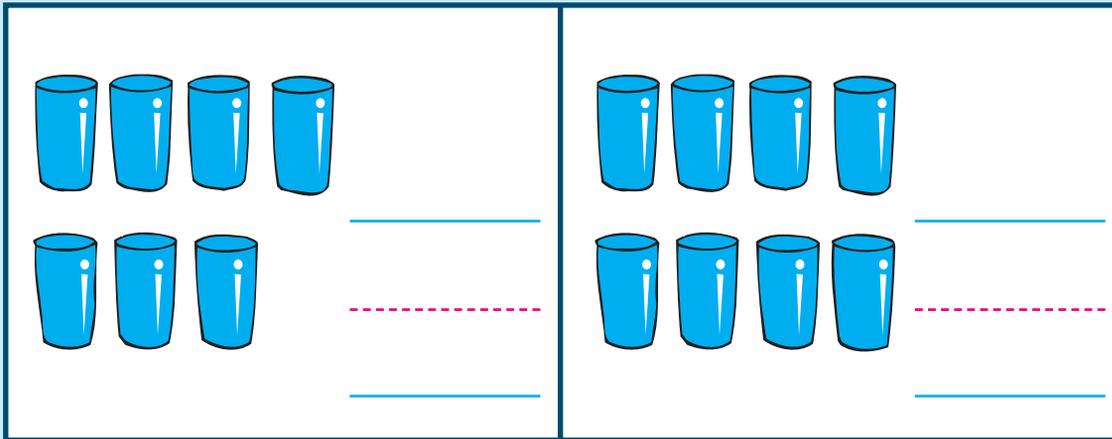
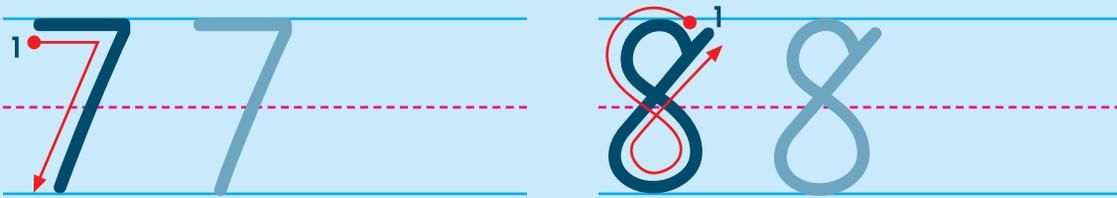


Directions: Circle the groups of 7. Color the groups of 8.

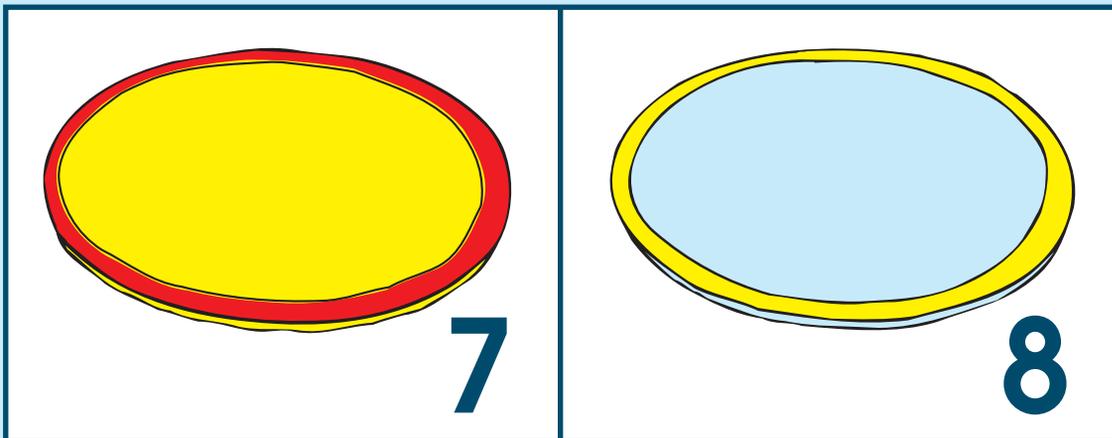


Seven and Eight

Directions: Write the numbers 7 and 8.



Directions: Draw peas on each plate to show the number.



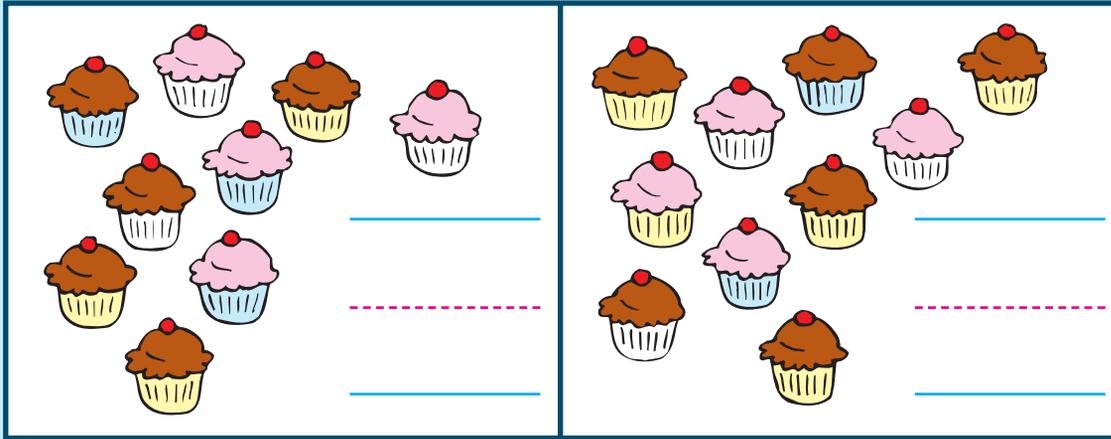
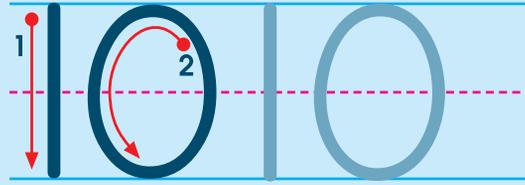
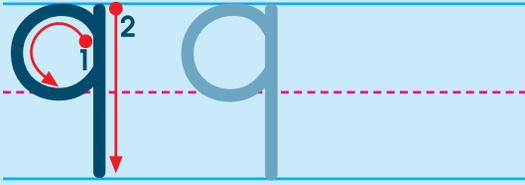
Nine and Ten



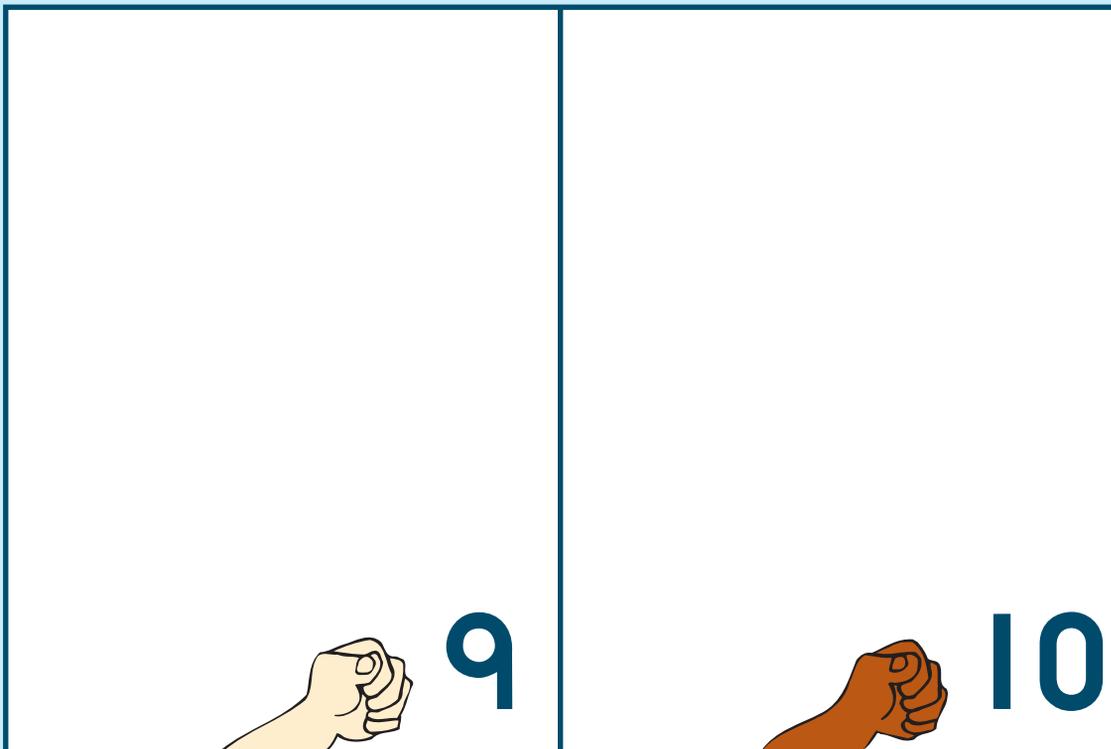
Directions: Circle the groups of 9. Color the groups of 10.

Nine and Ten

Directions: Write the numbers 9 and 10.

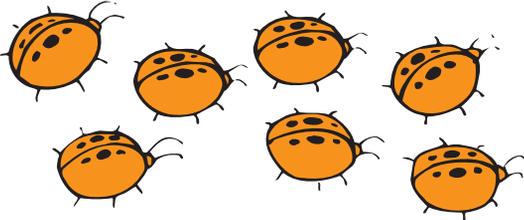
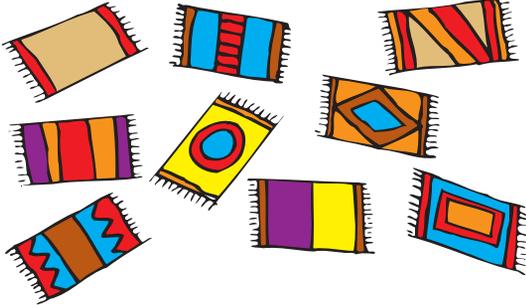
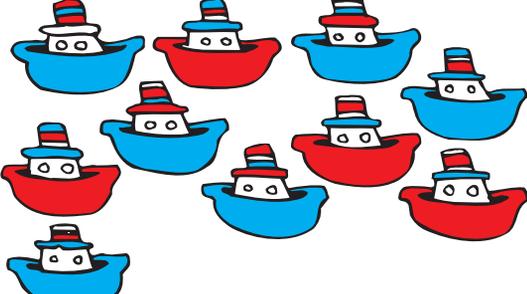


Directions: Draw balloons with strings to show the number.



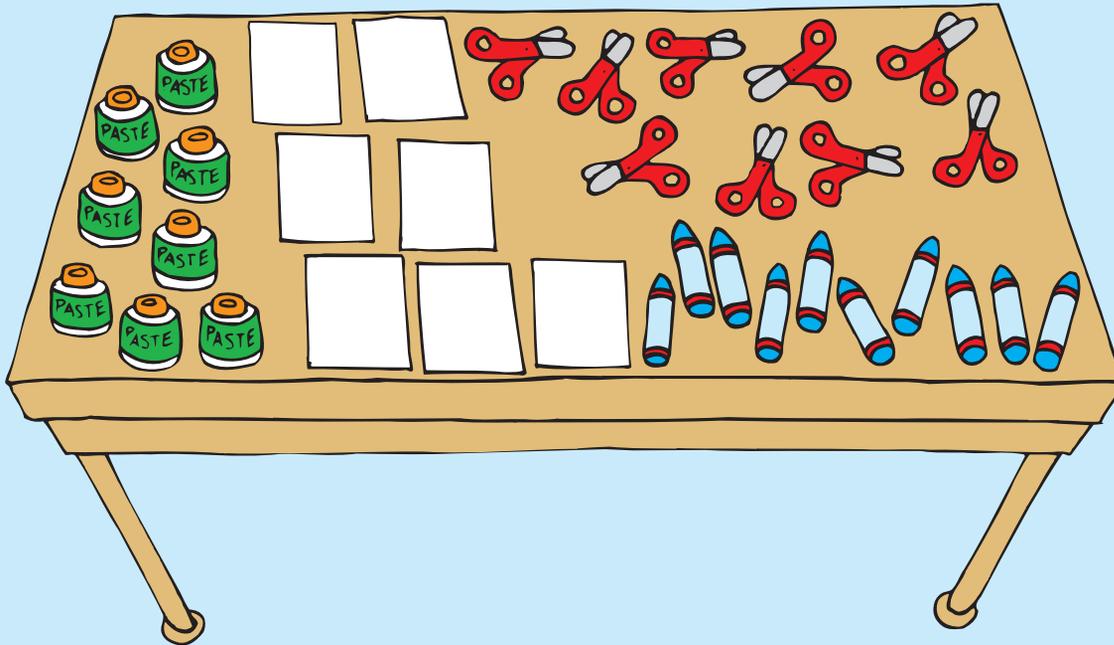
Numbers 7-10

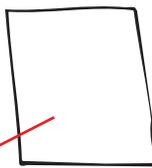
Directions: Draw a circle around the correct number of each group.

 <p>7 8 9</p>	 <p>7 8 9</p>
 <p>7 8 9</p>	 <p>8 9 10</p>
 <p>8 9 10</p>	 <p>7 8 9</p>

Numbers 7-10

Directions: Look at the picture. Draw a line to match each picture with the correct number. The first one is done for you.

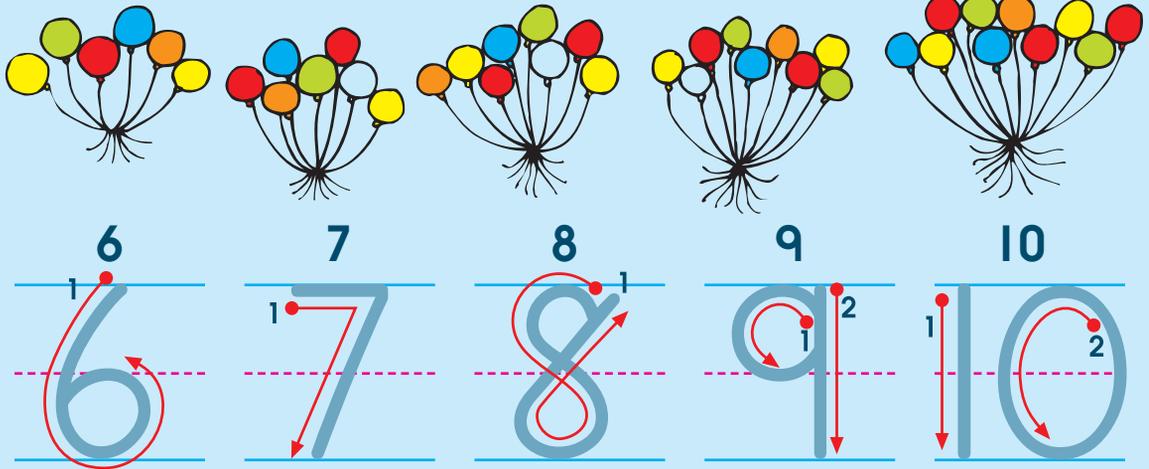


			
7	8	9	10

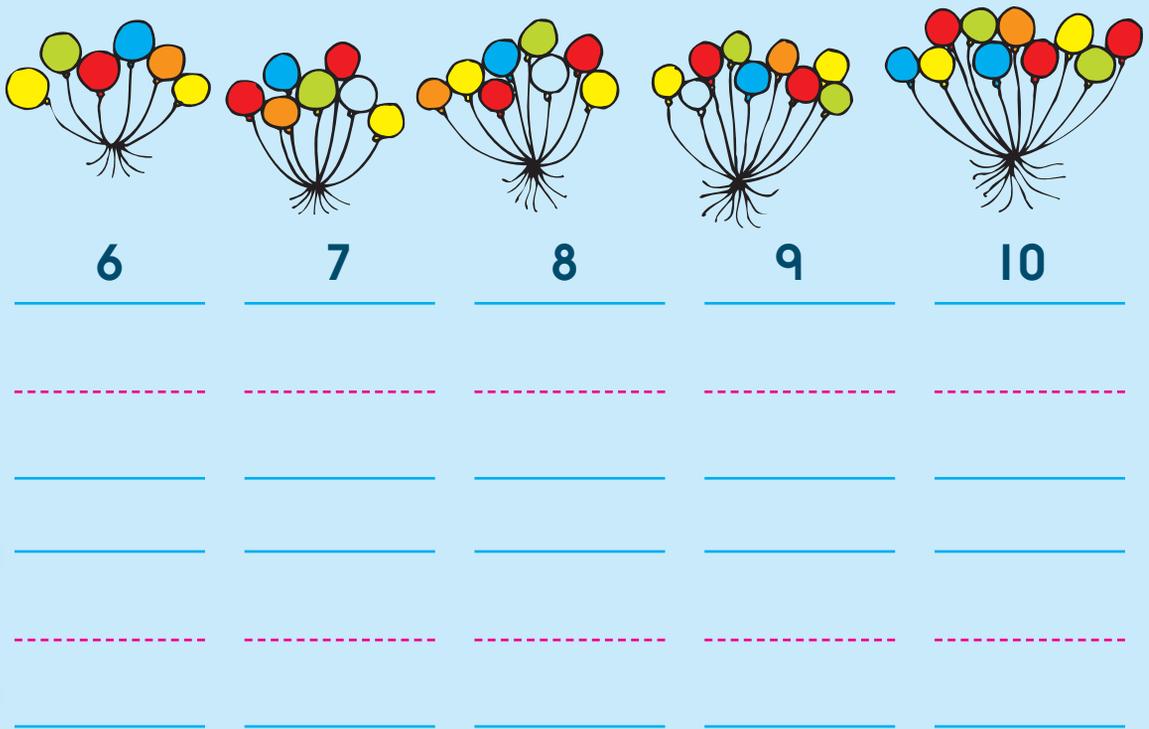
A red line is drawn from the number 7 to the blank paper.

Directions: Follow the instructions.

1. Count the balloons. Then, trace each number.



2. Count the balloons. Then, write each number two times.



Directions: Count the beads in each row. Write the number.

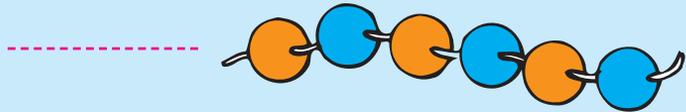


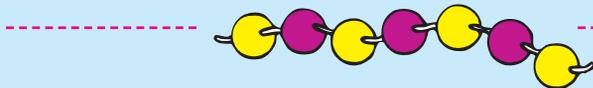


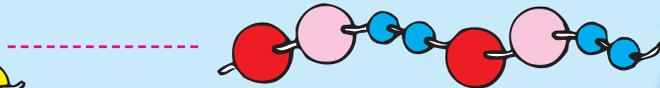


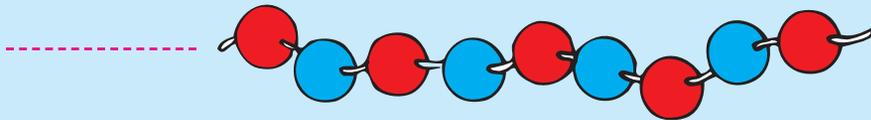


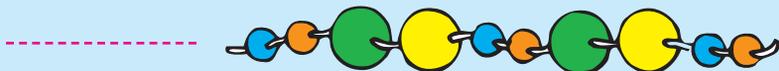






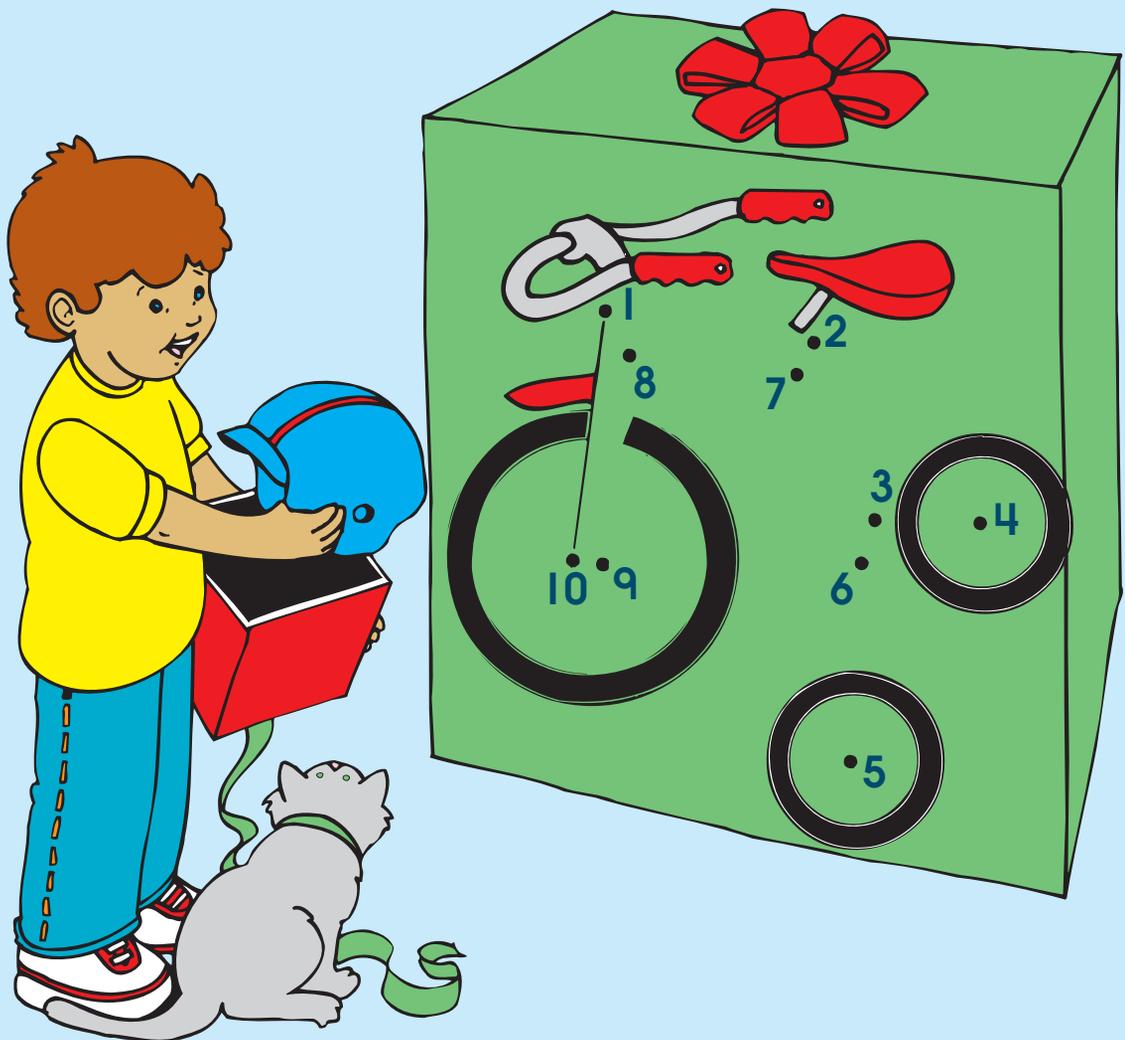






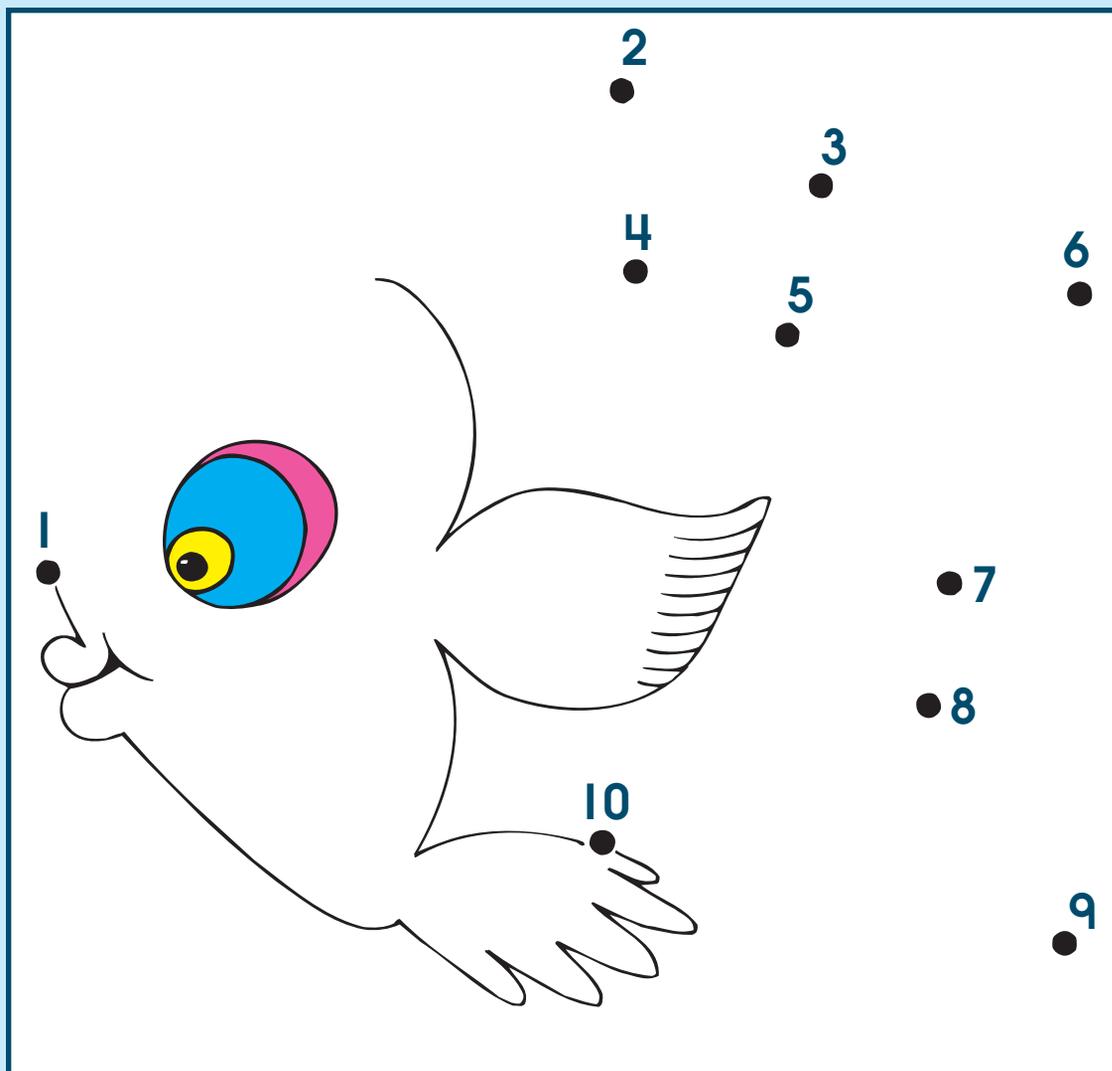
Directions: Beginning with 1, connect the dots in order.

What's Inside?



Numbers 1-10

Directions: Beginning with 1, connect the dots in order. Color the finished drawing.



Numbers 1-10: Spanish/English

Directions: Match the Spanish numbers to the English numbers. The first one is done for you.

 uno

 dos

 tres

 cuatro

 cinco

 seis

 siete

 ocho

 nueve

 diez

 five

 three

 six

 one

 eight

 nine

 four

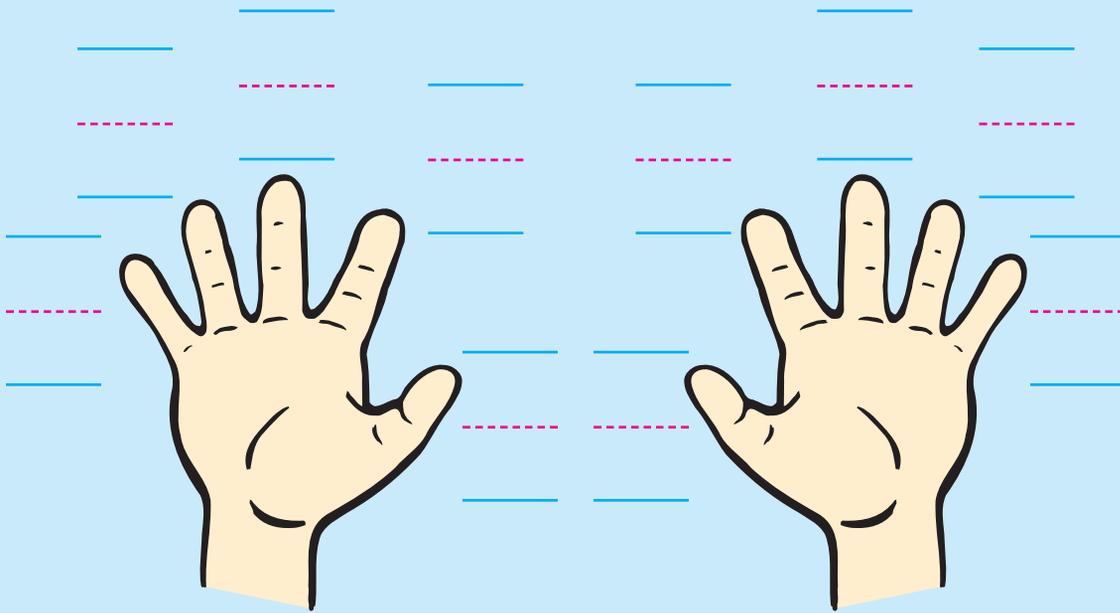
 two

 seven

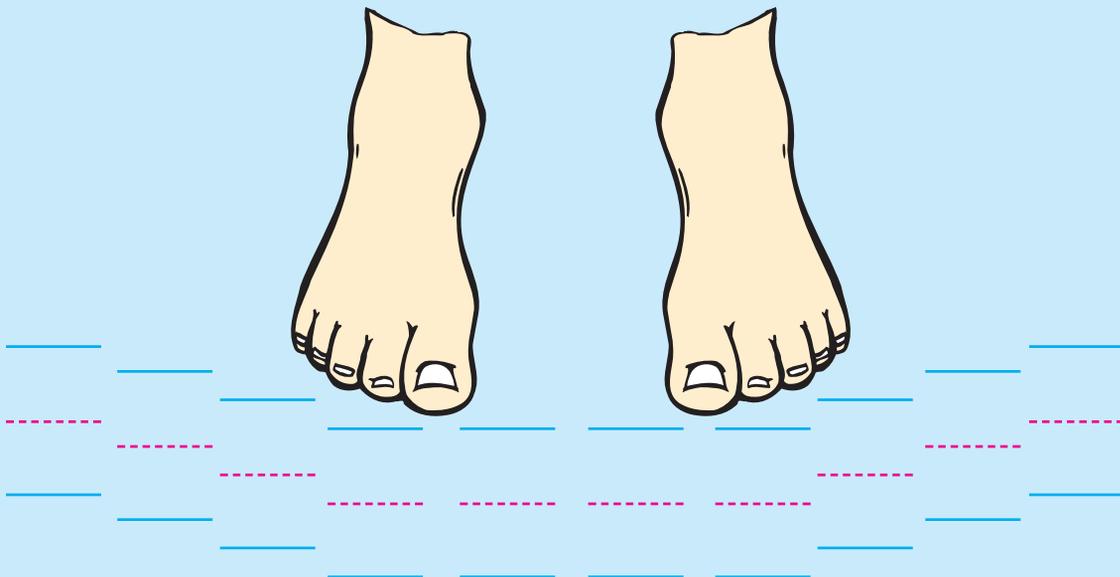
 ten

Numbers 1-10: My Own 10!

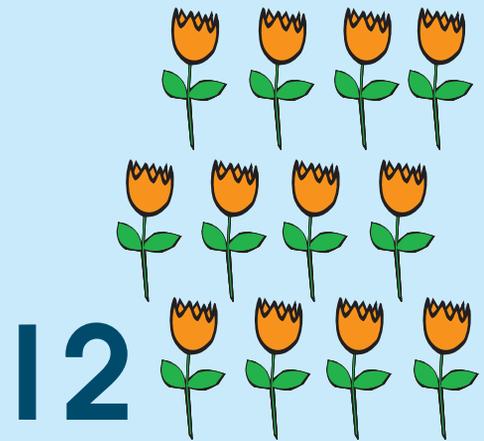
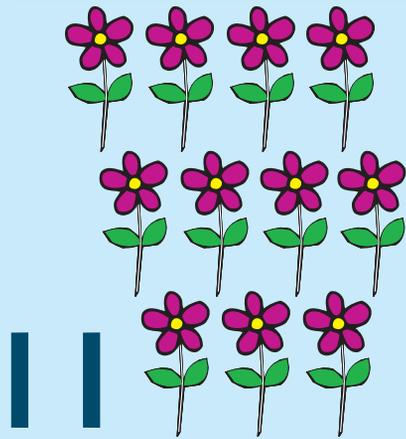
Directions: Count your fingers on both hands.
Write the numbers.



Count your toes on both feet. Write the numbers.



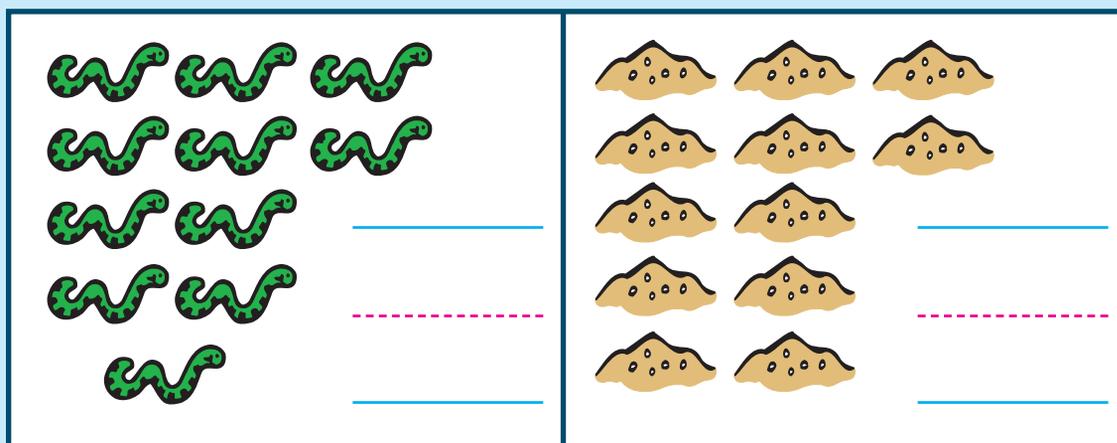
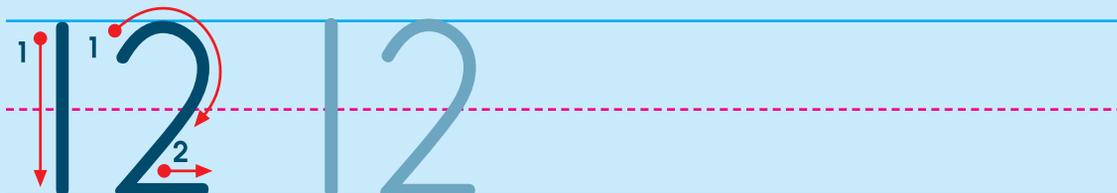
Eleven and Twelve



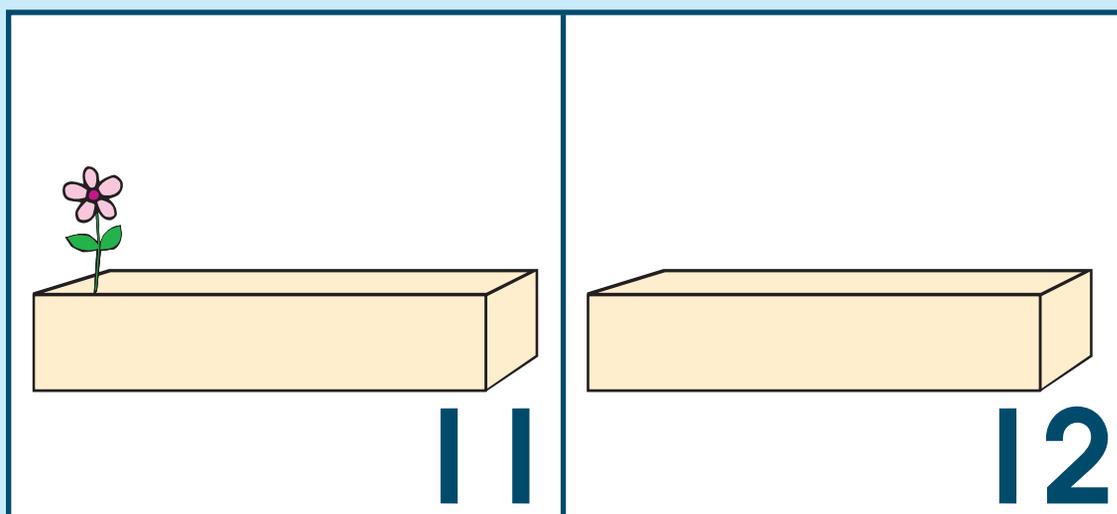
Directions: Circle the groups of 11. Color the groups of 12.

Eleven and Twelve

Directions: Write the numbers 11 and 12.

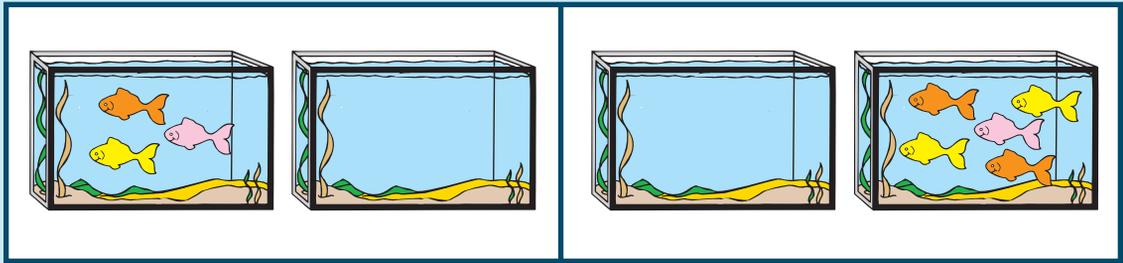
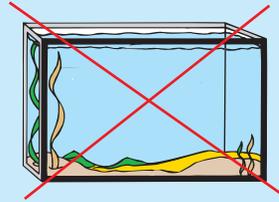
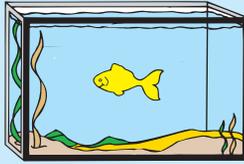


Directions: Draw flowers with stems to show the numbers in each box.

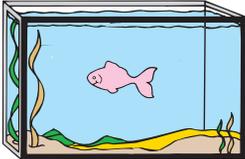
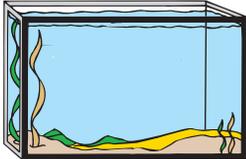
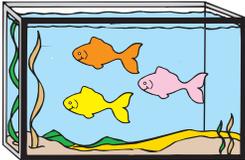
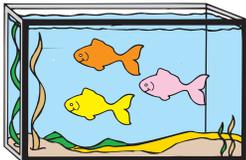


Directions: Draw an X on the tanks with 0 fish.

Example:



Directions: Circle the number of fish in each tank. The first one is done for you.

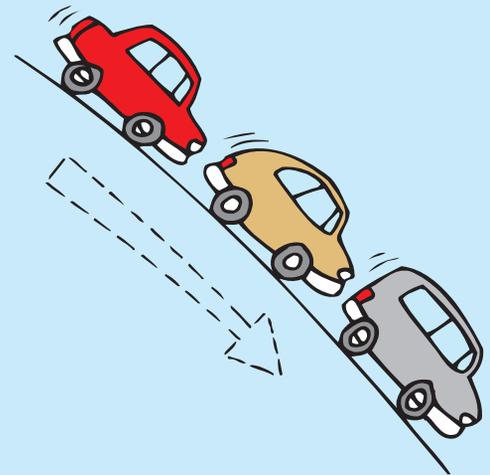
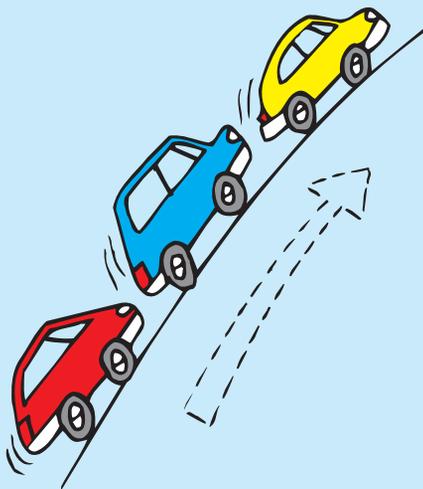
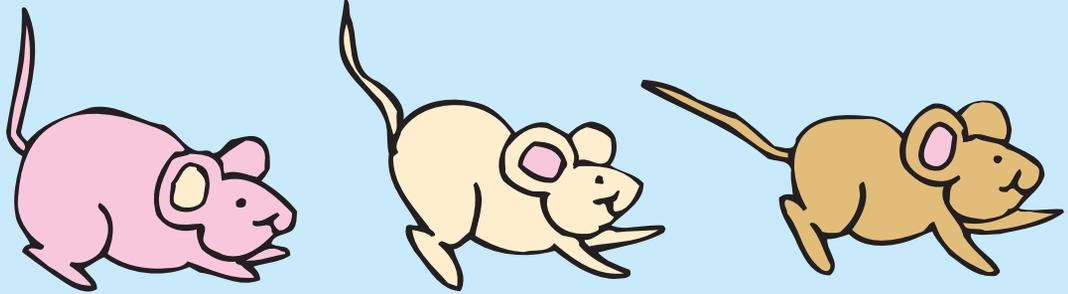
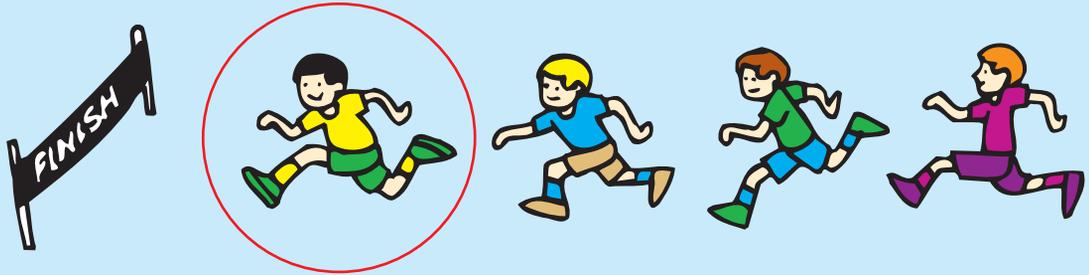
 <p>0 1 3</p>	 <p>0 1 2</p>
 <p>3 4 5</p>	 <p>1 2 3</p>

Directions: Count the number of colored squares and write the correct number. The first one is done for you.

10

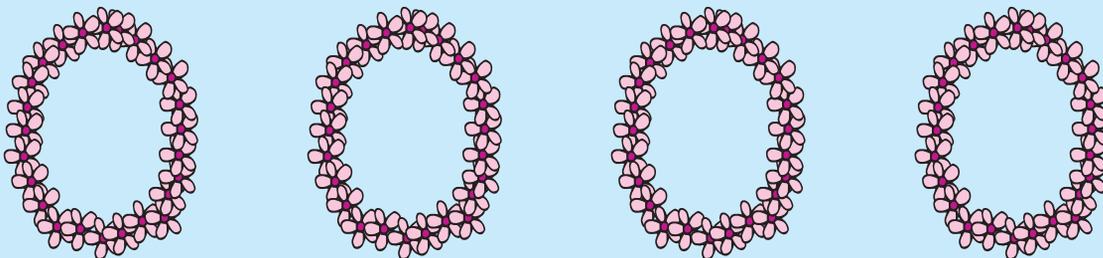
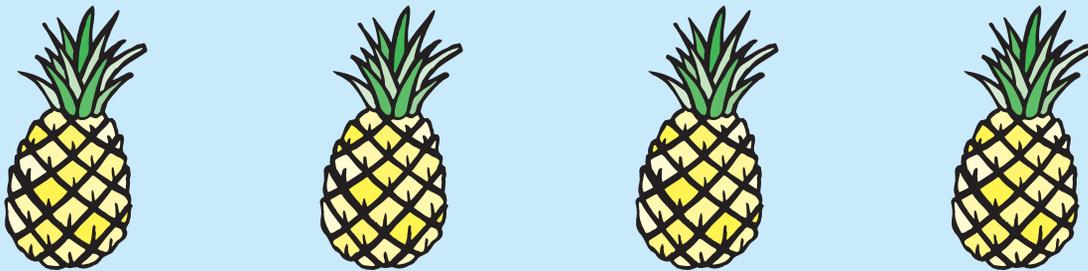
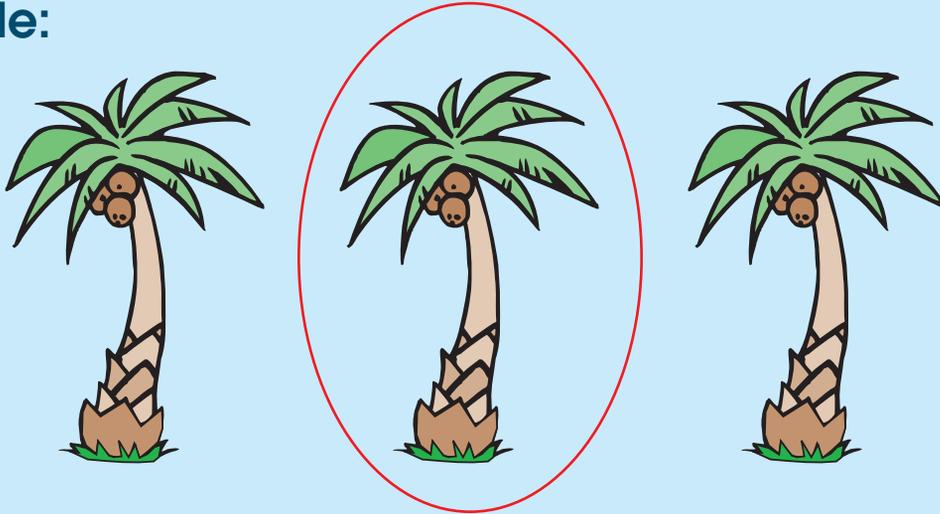
Directions: Draw a circle around the first one in each row.

Example:



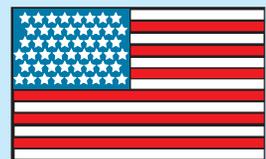
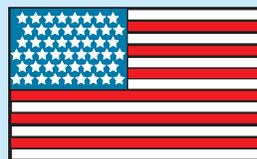
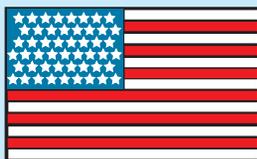
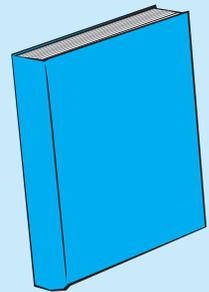
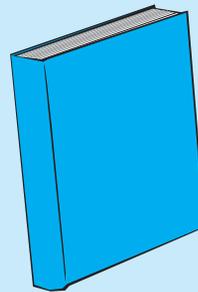
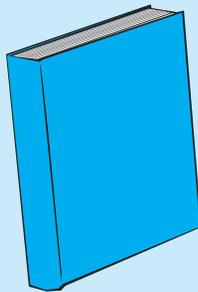
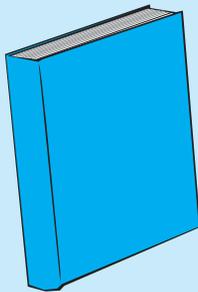
Directions: Draw a circle around the second one in each row.

Example:



Directions: Draw a circle around the third one in each row.

Example:



First, Second, Third

Directions: Look at the pictures on the right. What happened first? What happened second? What happened third? Draw a line from the correct word to the picture.

first

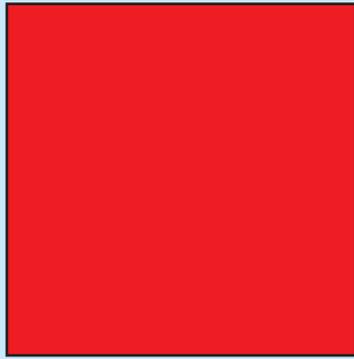


second



third

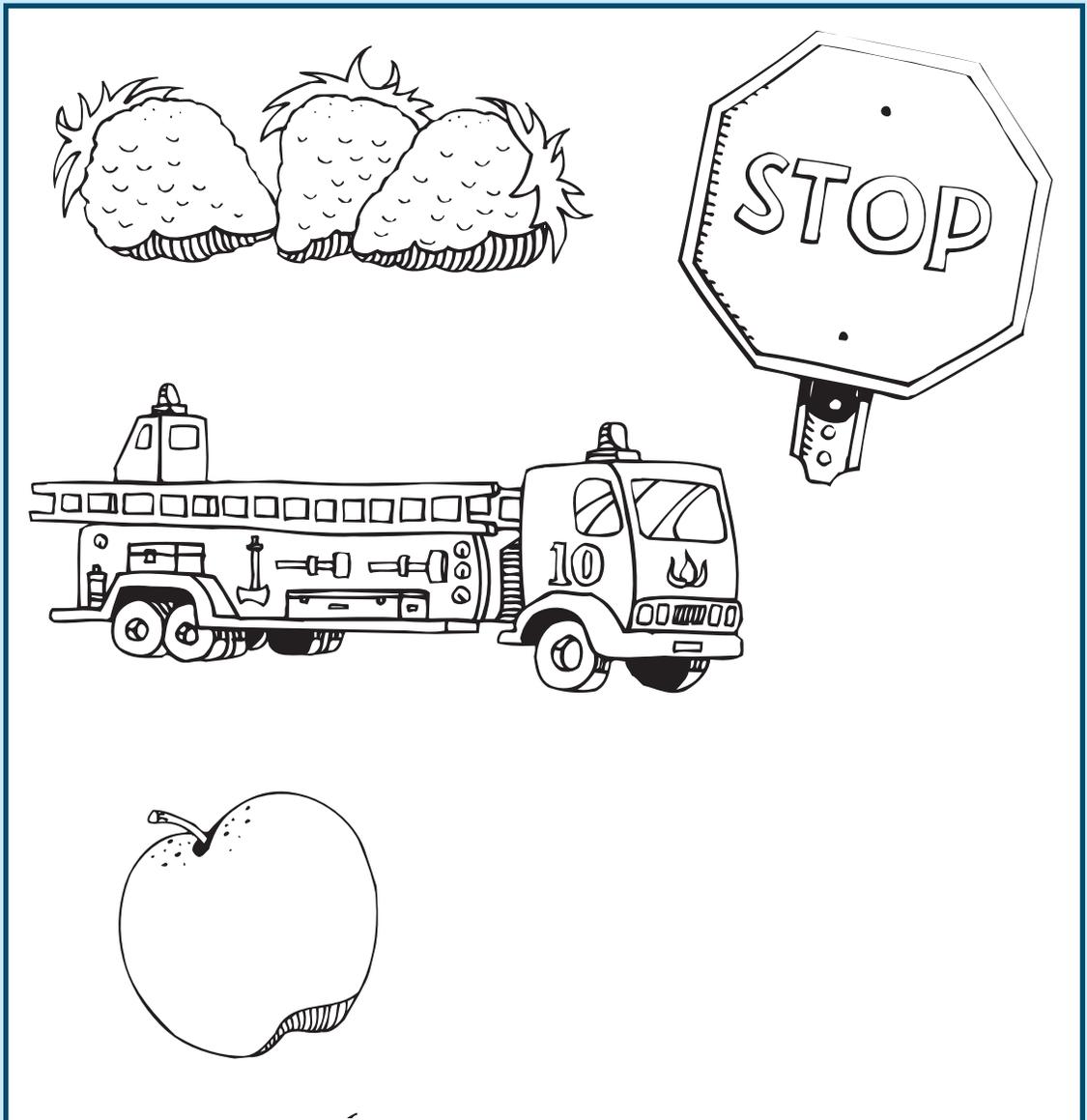




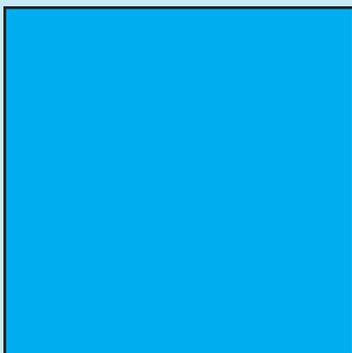
red



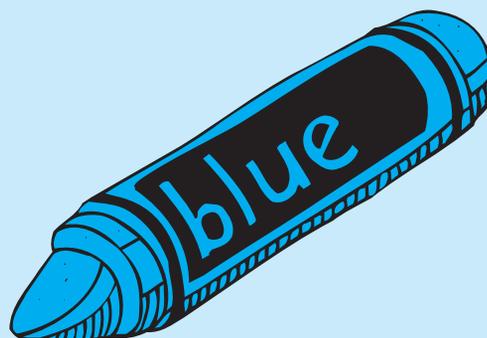
Directions: Color each picture **red**.
Then, draw a picture of something **red**.



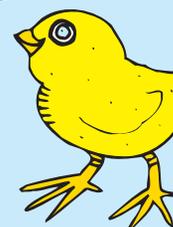
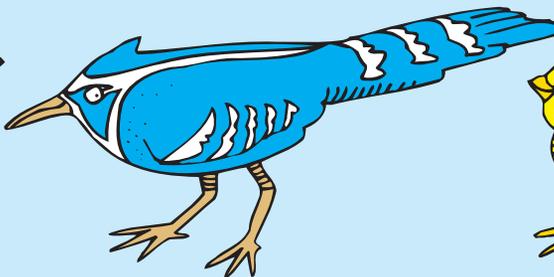
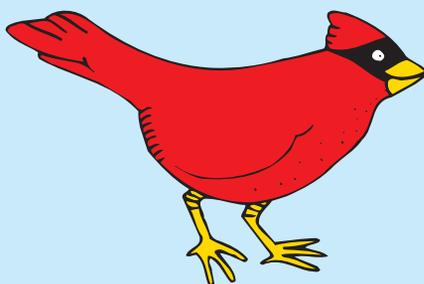
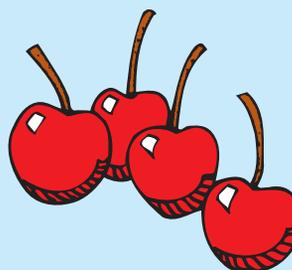
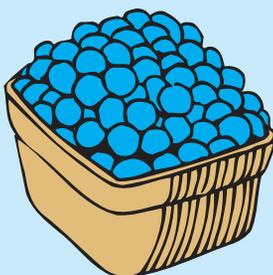
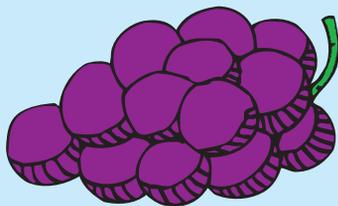
Blue



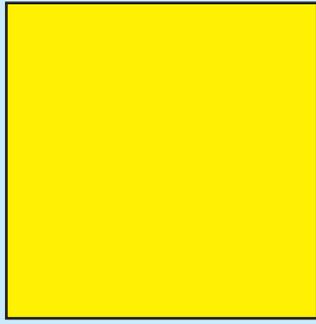
blue



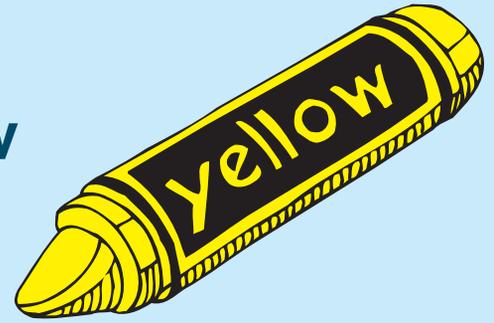
Directions: Draw a circle around the **blue** picture in each row.



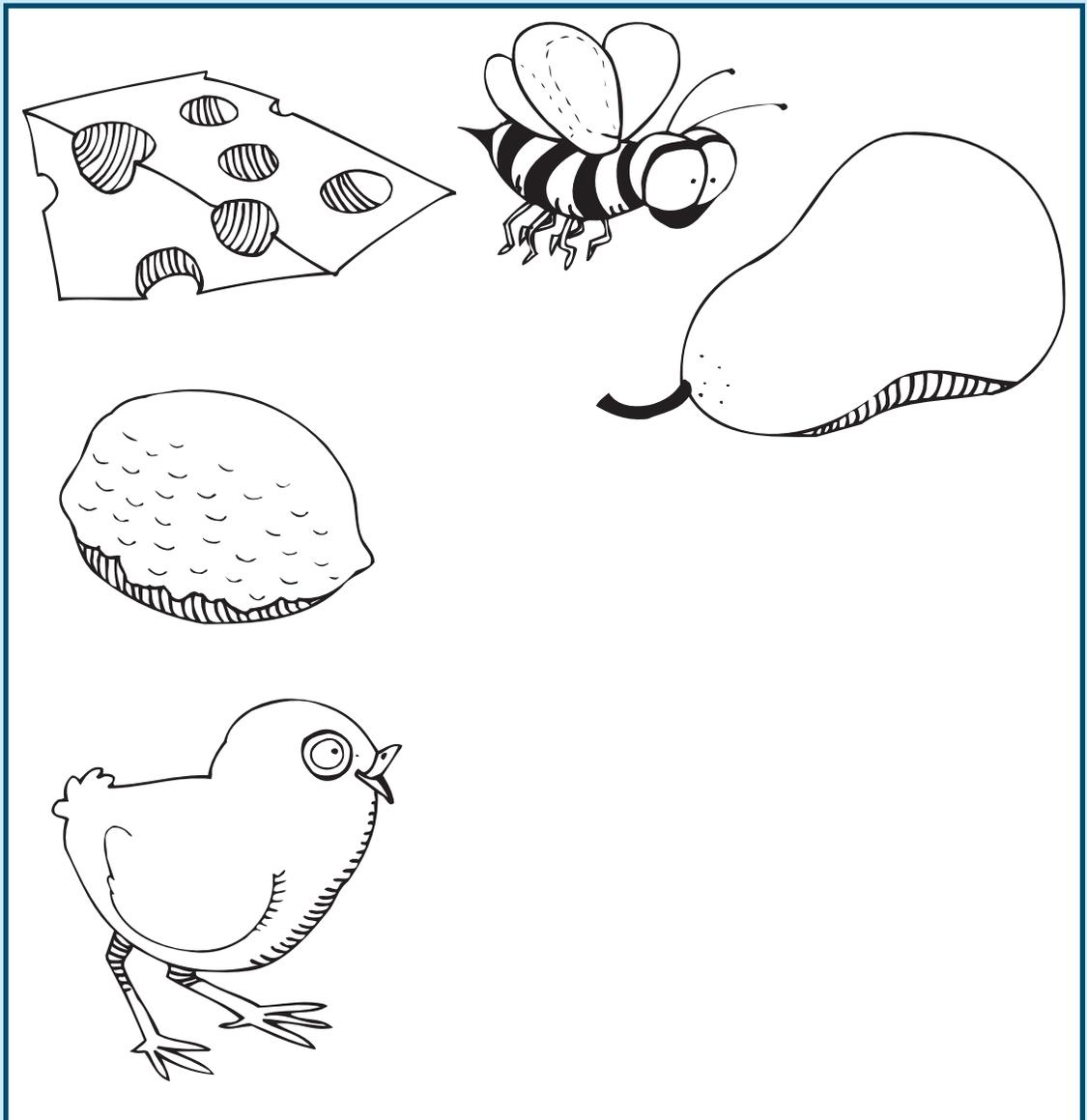
Yellow



yellow



Directions: Color each picture **yellow**.
Then, draw a picture of something **yellow**.

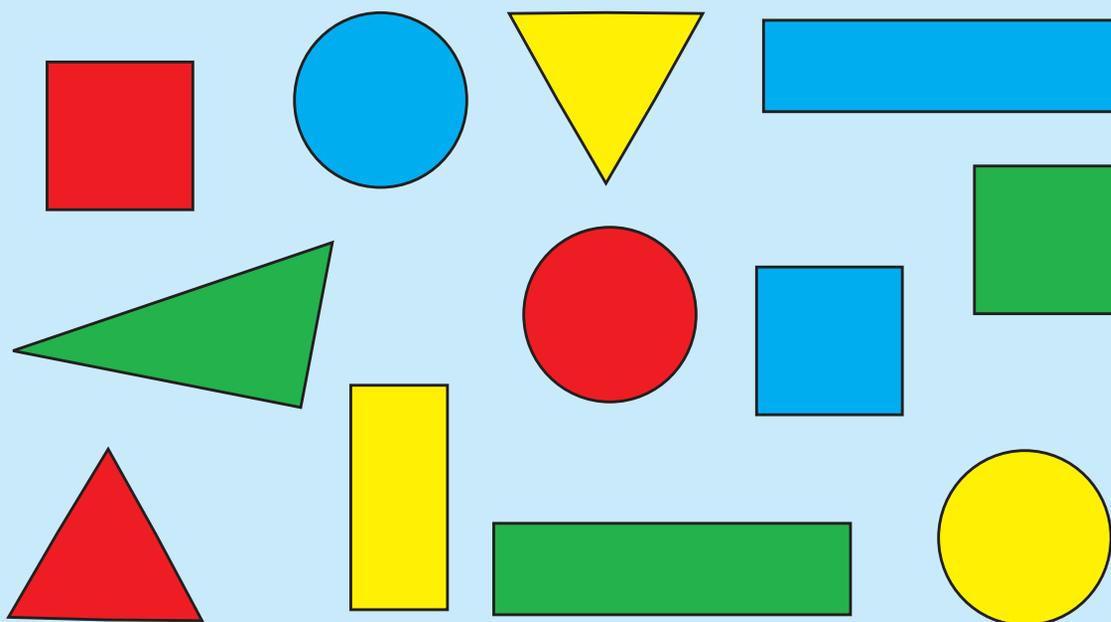


Color Classification

Directions: Cut out the shapes below. Glue them in the box with the same color.

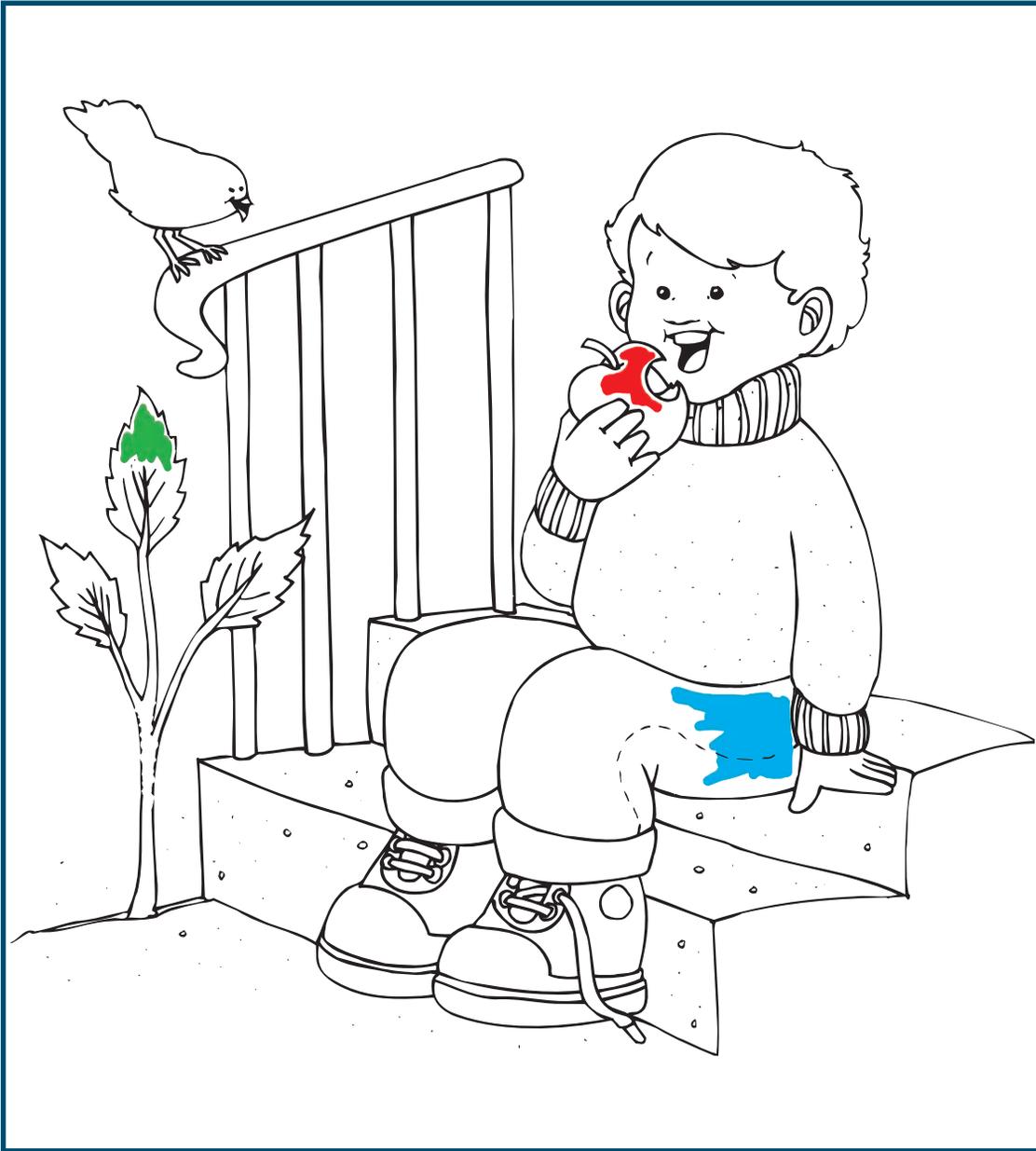
	
	

Cut ✂

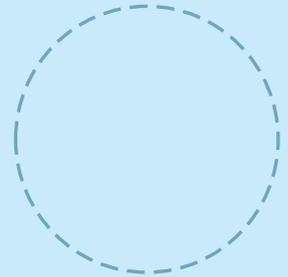
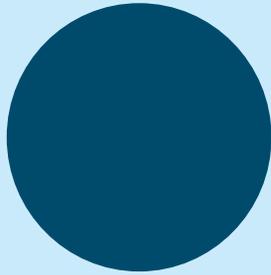


Page is blank for cutting exercise on previous page.

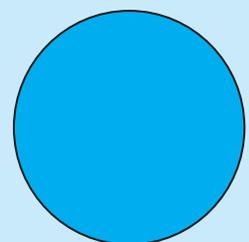
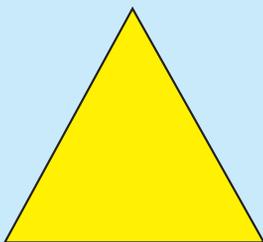
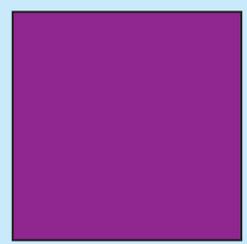
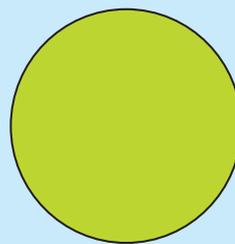
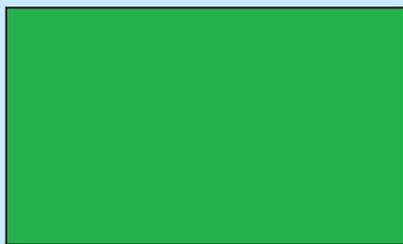
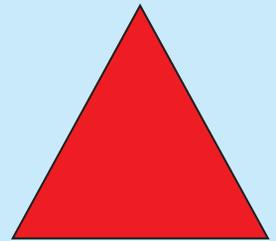
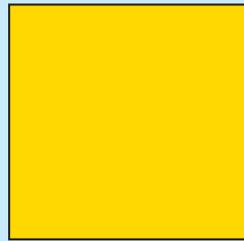
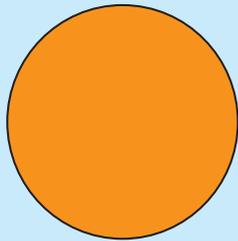
Directions: Finish coloring the picture.



Directions: Trace the circle.

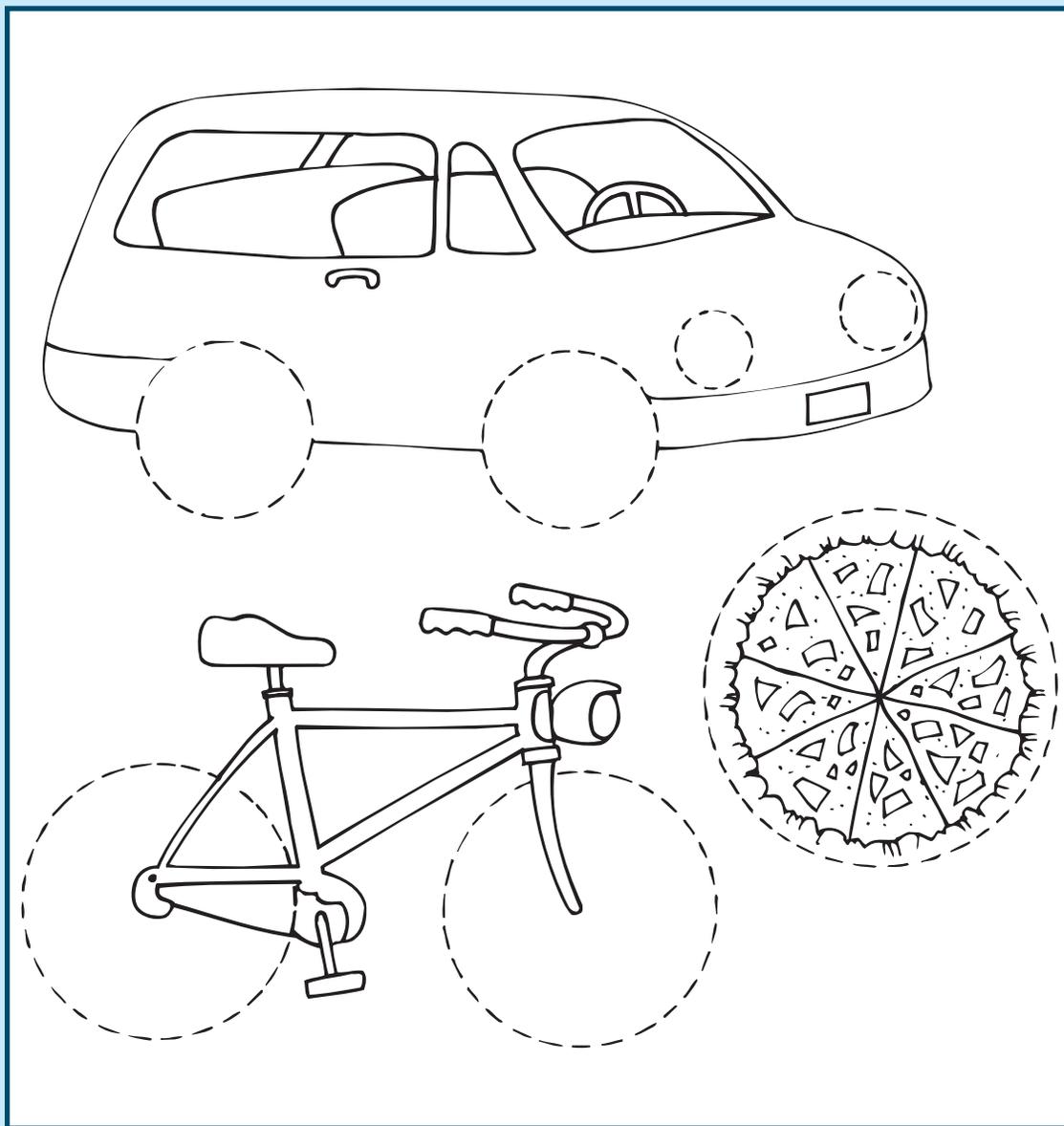


Directions: In each row, draw a line under the circle.



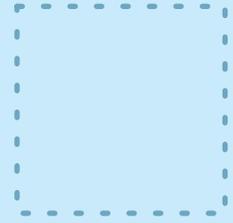
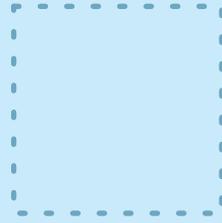
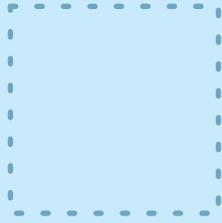
Circles

Directions: We see many circles every day. Circles can be different sizes. Find the circles in the picture and trace them. Color the finished picture.

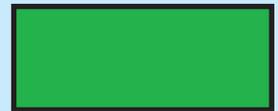
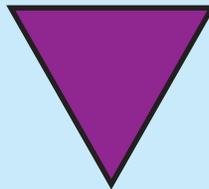
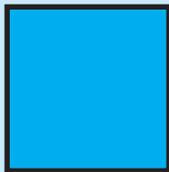
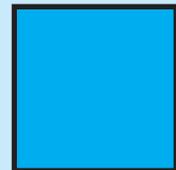
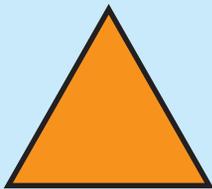
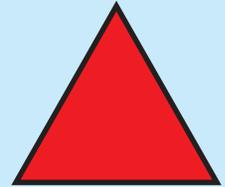
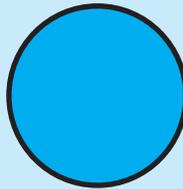
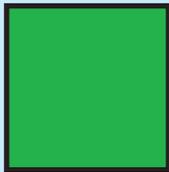


Squares

Directions: Trace the squares.



Directions: In each row, draw a line under the square.



Squares

Directions: All squares have 4 sides. All 4 sides are the same length. Squares can be different sizes. Help Sue get home by coloring in the path that has only □s.

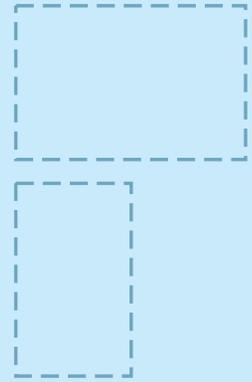
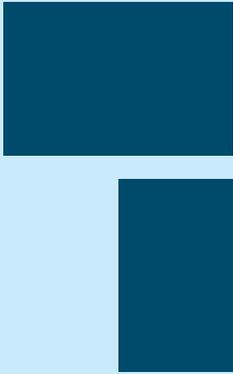
The maze is composed of a grid of squares. Sue is at the top left, and Home is at the bottom right. The path is formed by squares, and there are obstacles represented by circles and a triangle.

Sue

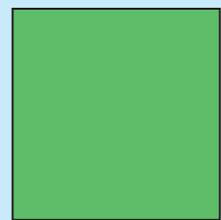
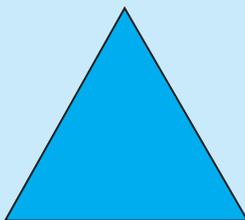
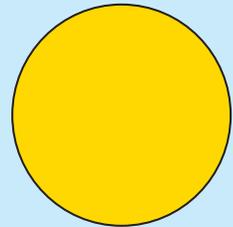
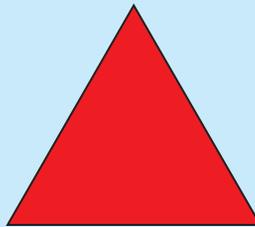
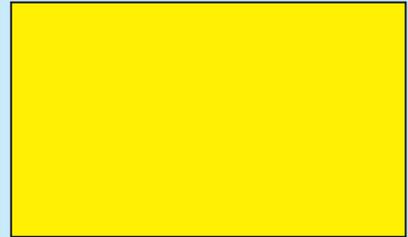
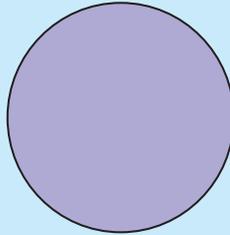
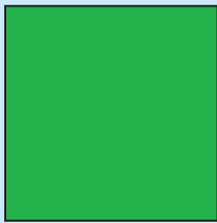
Home

Rectangles

Directions: Trace each rectangle.



Directions: In each row, draw a line under the rectangle.





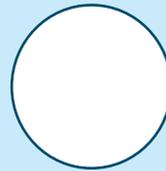
Directions: Draw an **X** on the things that have the shape of a rectangle.



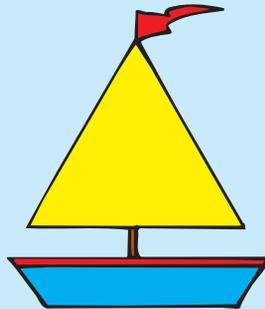
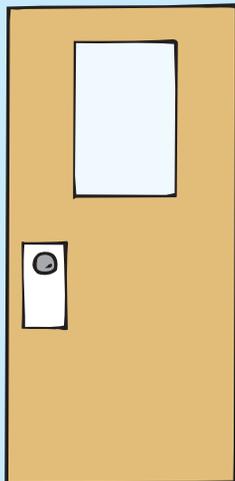
Rectangles

Directions: Like squares, all rectangles have 4 sides, but only the opposite sides are the same length. Rectangles can be different sizes. Follow the instructions.

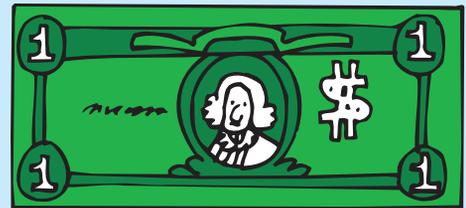
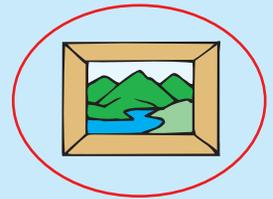
1. Look at the shapes. Find the rectangles and color them.



2. Draw a circle around each picture that has the shape of a rectangle.

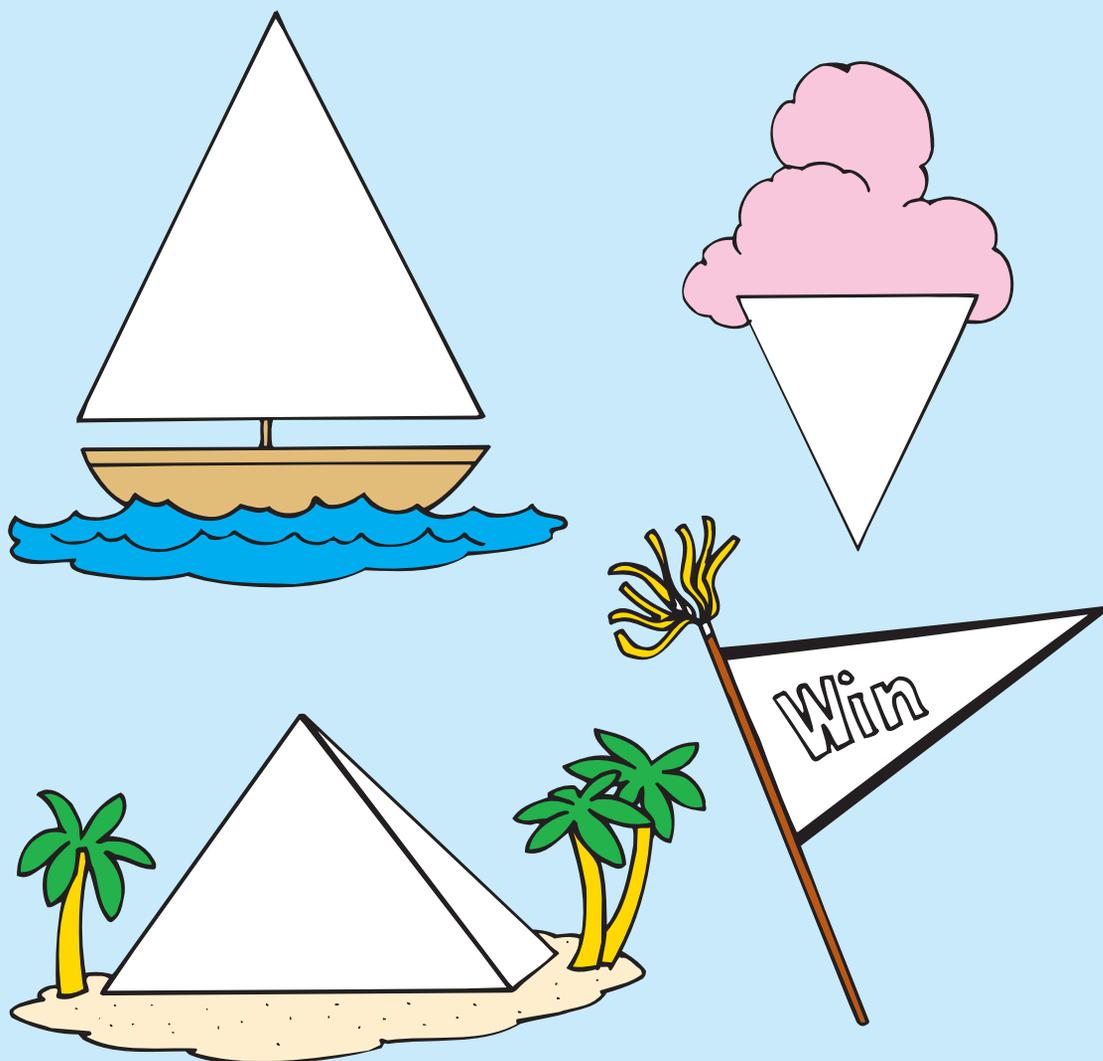


Example:



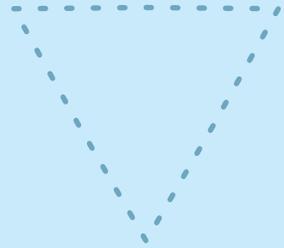
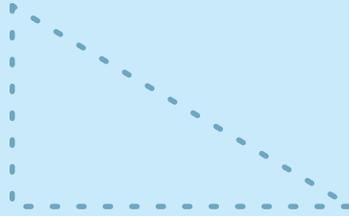
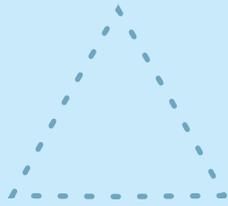
Triangles

Directions: All triangles have 3 sides. Triangles can be different sizes. Color the triangle shapes in the pictures.

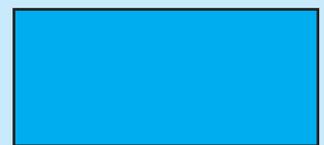
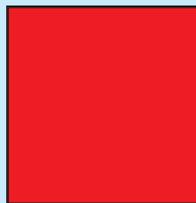
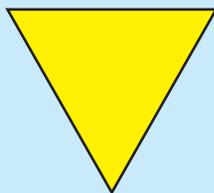
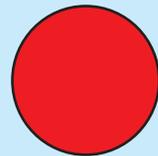
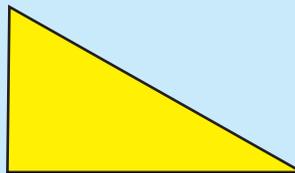
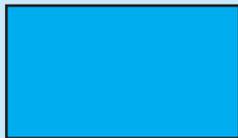
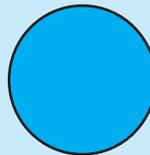
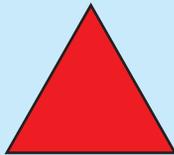


Triangles

Directions: Trace the triangles.

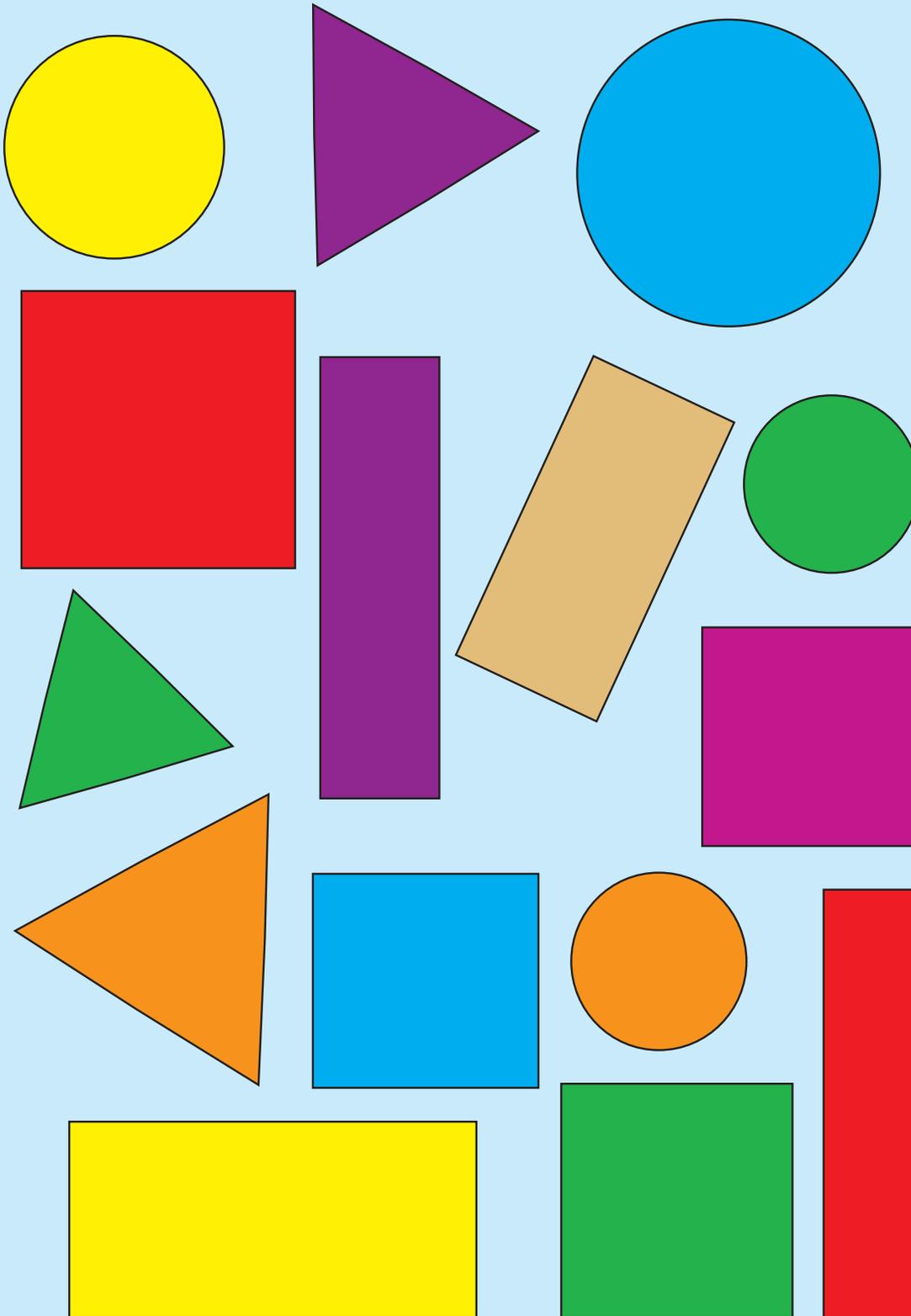


Directions: In each row, draw a line under the triangle.



Shape Art

Directions: Cut out the shapes and glue them on paper to make a picture.



Page is blank for cutting exercise on
previous page.

Shapes

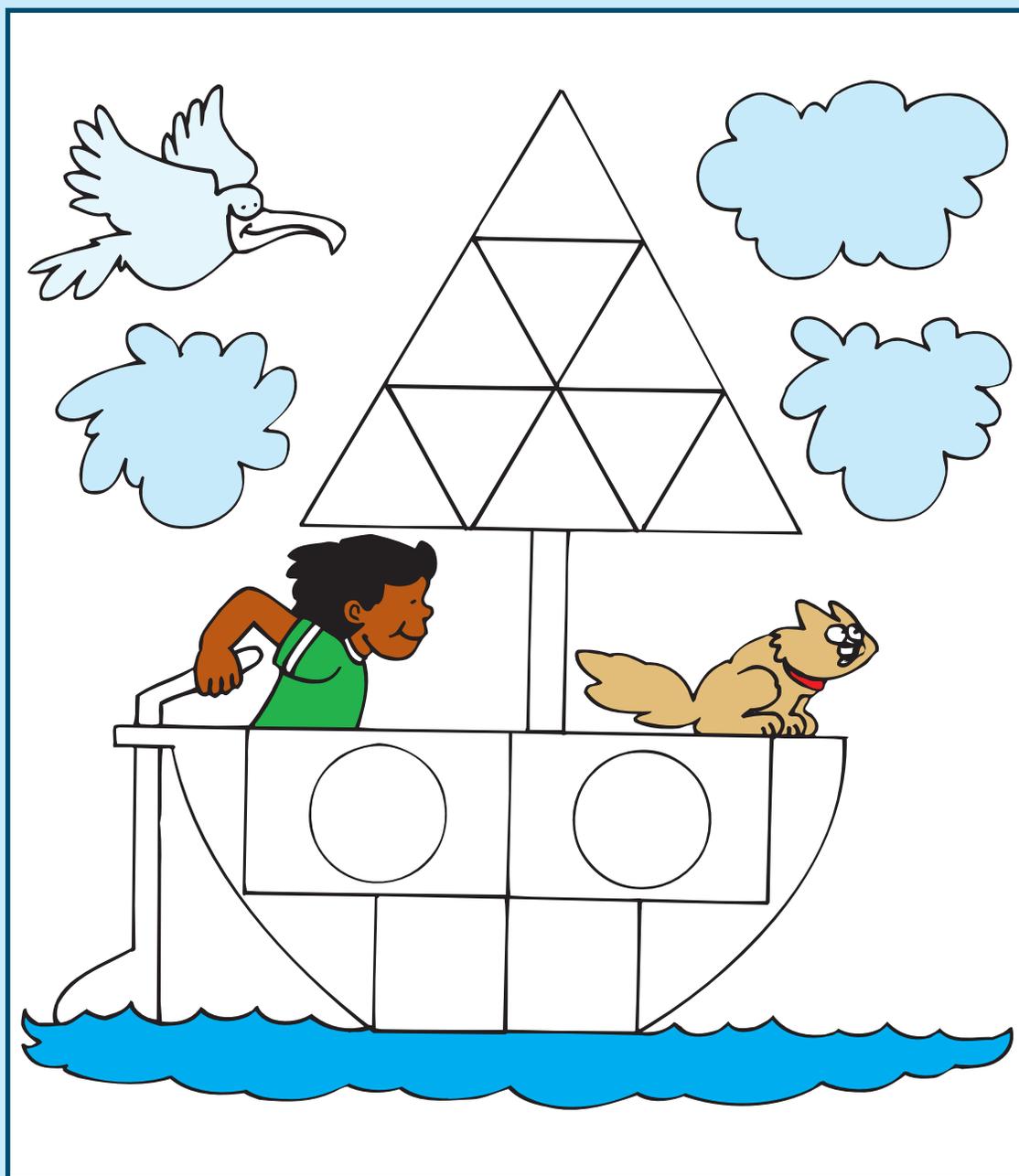
Directions: Color the shapes to finish this picture.

Color s **yellow**.

Color s **blue**.

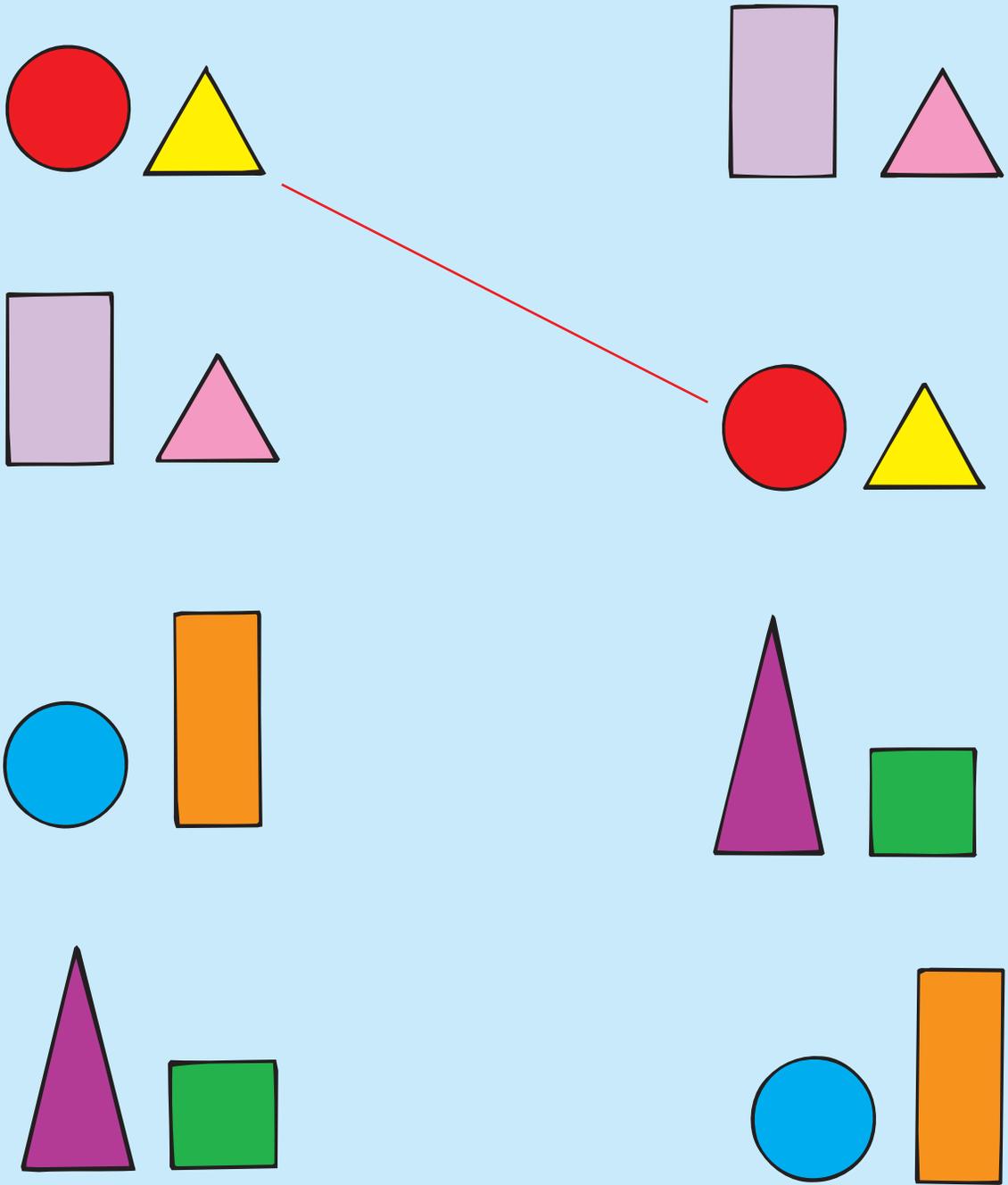
Color s **red**.

Color s **green**.



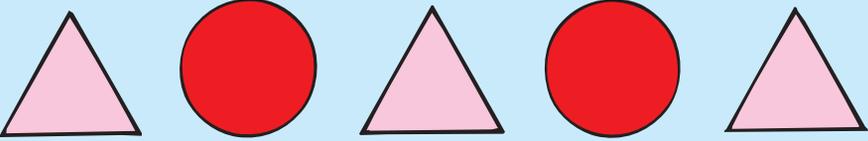
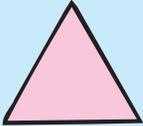
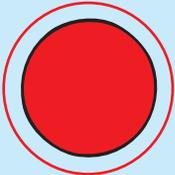
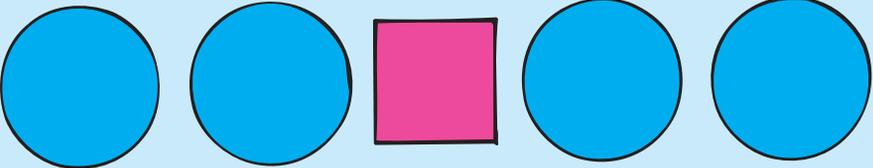
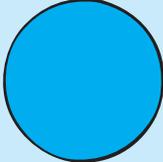
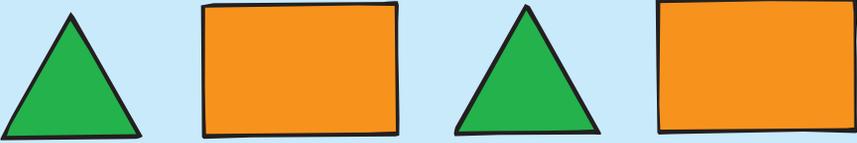
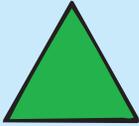
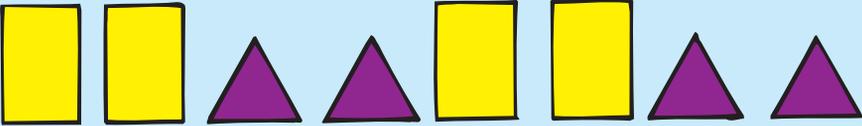
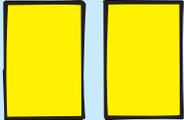
Shapes

Directions: Draw a line from the shapes on the left to the matching shapes on the right. The first one is done for you.



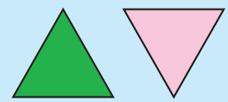
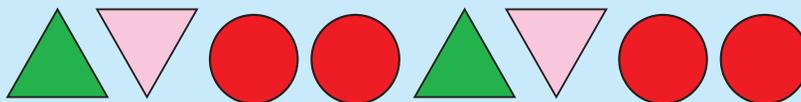
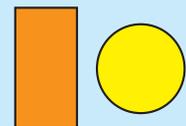
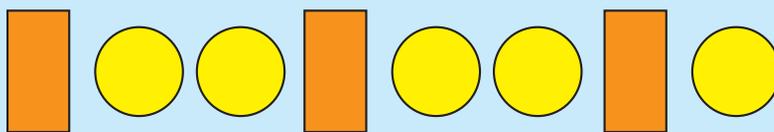
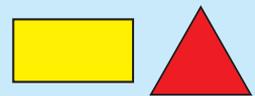
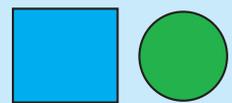
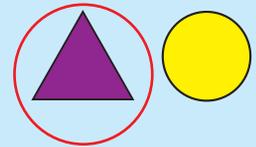
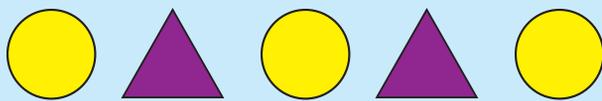
Finding Patterns

Directions: Look at how the shapes are arranged in each row. Circle the one that completes the pattern. The first one is done for you.

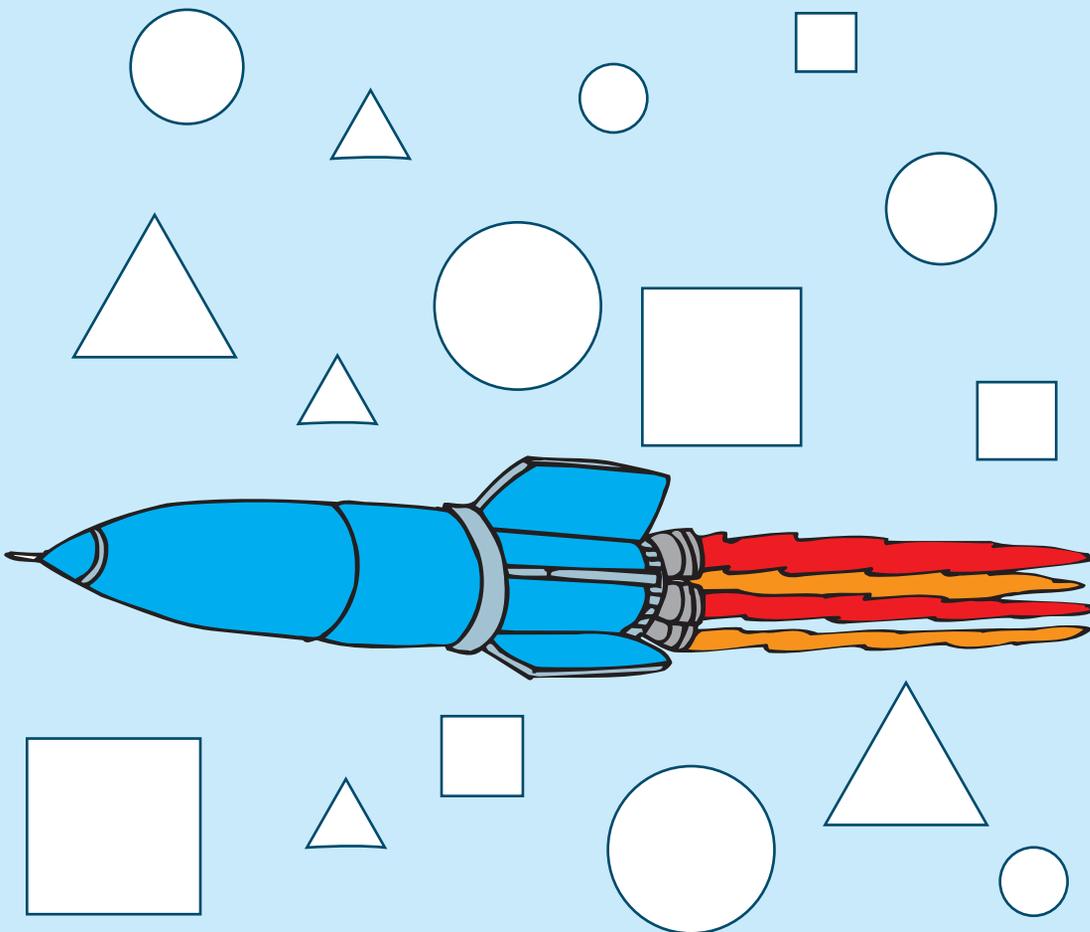
Shape Patterns

Directions: Circle the shape that comes next in the pattern. The first one is done for you.



Directions: Look at the shapes in the picture.

1. Color the ○s **blue**. Color the □s **red**. Color the △s **green**.
2. Draw a line under the small **blue** ○ above the rocket.
3. Draw a circle around the large **red** □ below the rocket.
4. Draw an **X** on the small **green** △ below the rocket.



Review

Directions:

Color each

square



Color each

rectangle



Color each

circle



Color each

triangle



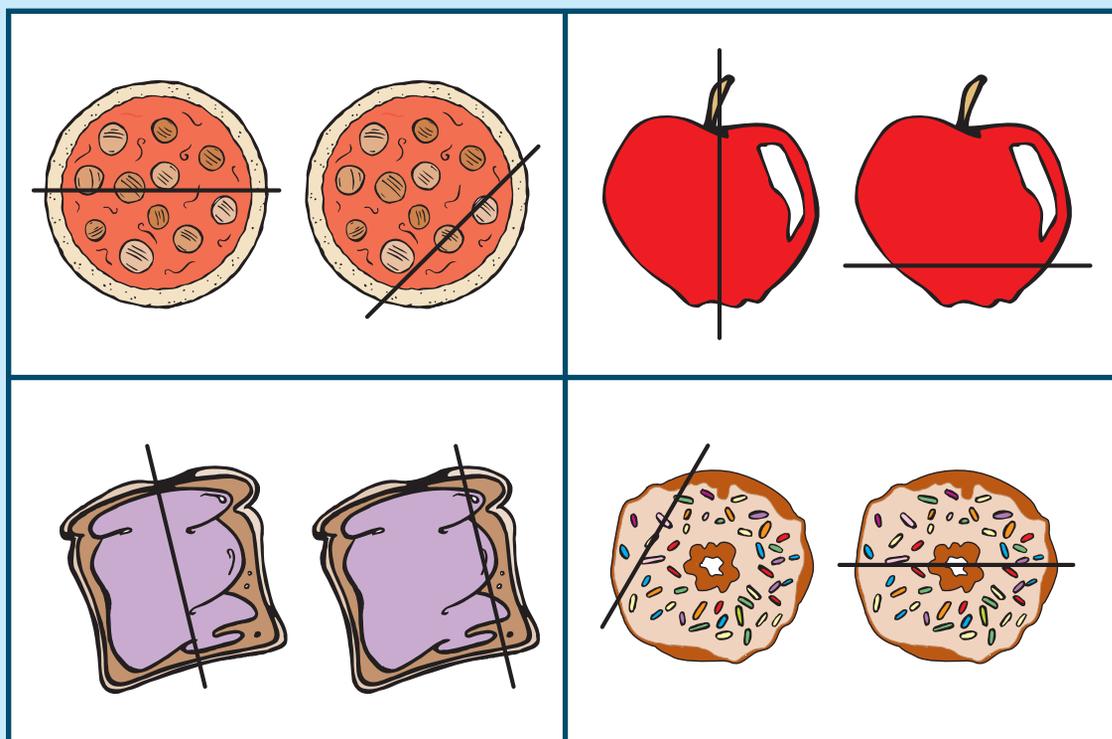
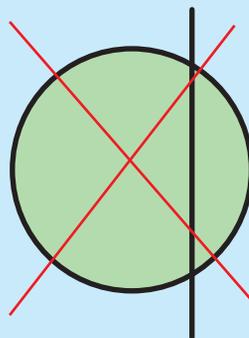
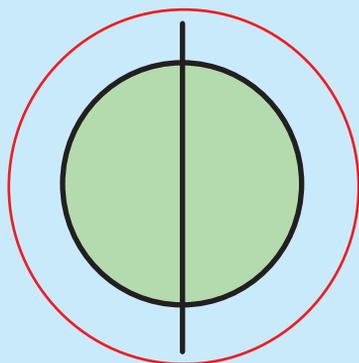
Then, finish the picture with your favorite colors.



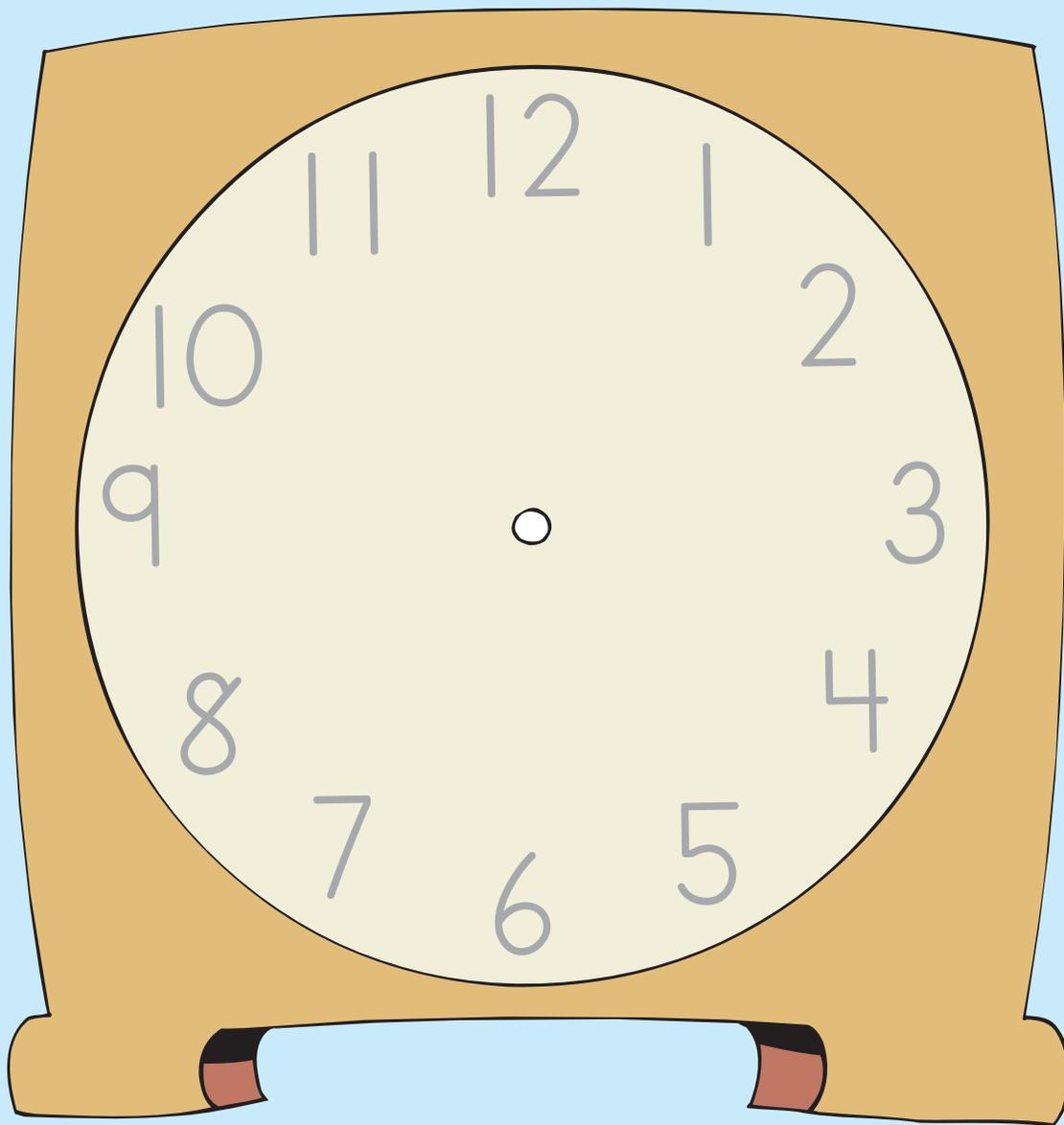
Matching Parts

Directions: When things are divided into two parts, the parts may match or may not match. Circle the things whose parts match. Draw an X on the things whose parts do not match.

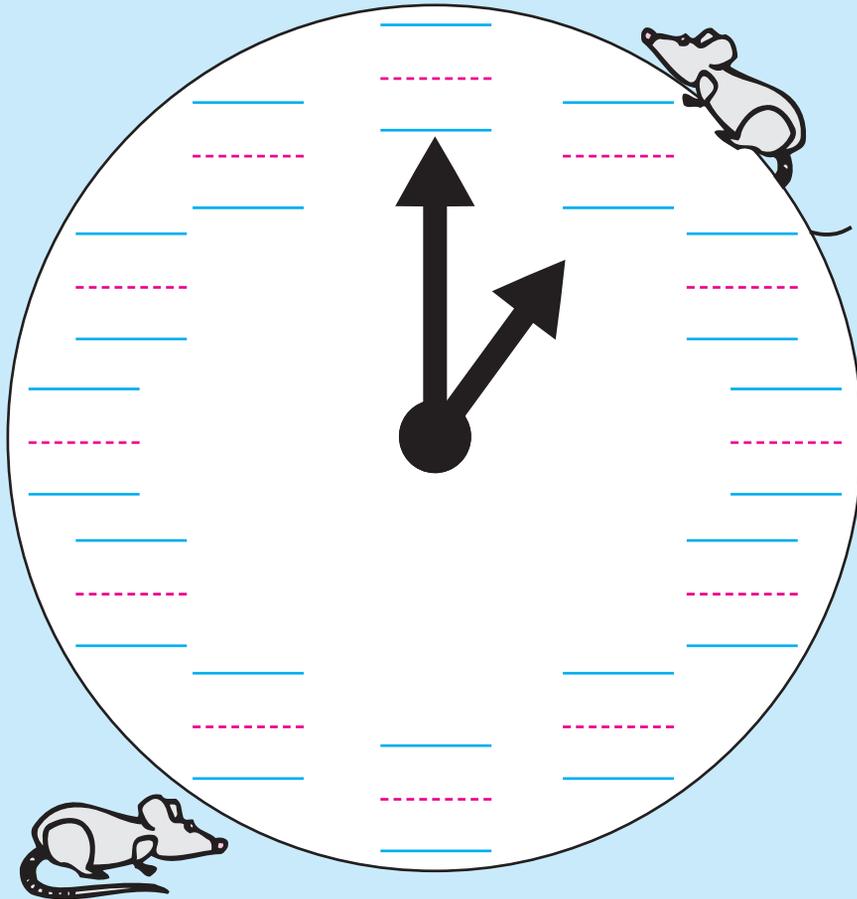
Example:



Directions: Trace the numbers on the clock. What time do you wake up in the morning? Draw the clock hands to show that time.



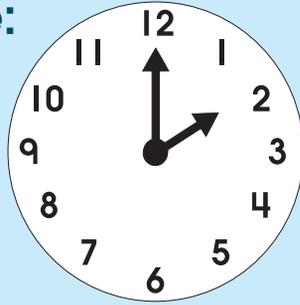
Directions: Write the numbers 1 through 12 in order on the clock.



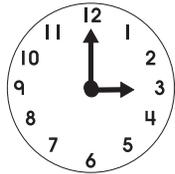
Hickory Dickory Dock.
The mouse ran up the clock.
The clock struck one and down he run.
Hickory Dickory Dock.

Directions: Write the time on each clock.

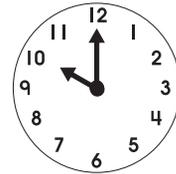
Example:



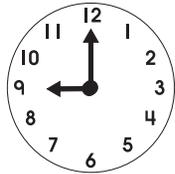
2 o'clock



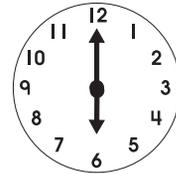
o'clock



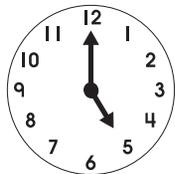
o'clock



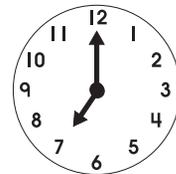
o'clock



o'clock



o'clock



o'clock

What Happened First?

Directions: Look at the pictures. Draw a circle around the picture that shows what happened first.



How Much Time?

Directions: Look at the pictures. Circle the picture in each row that takes more time.



Penny

Directions: A penny is brown. It is worth 1¢. Circle the correct amount of money.

Example:



1¢ **2¢** 3¢

 <p>1¢ 2¢ 3¢</p>	 <p>2¢ 3¢ 4¢</p>
 <p>5¢ 6¢ 7¢</p>	 <p>1¢ 2¢ 3¢</p>
 <p>7¢ 8¢ 9¢</p>	 <p>4¢ 5¢ 6¢</p>

Nickel

Directions: A nickel is silver. It is worth 5¢. Circle the correct amount of money.



<p>4¢ 5¢ 6¢</p>	<p>3¢ 4¢ 5¢</p>
<p>1¢ 2¢ 3¢</p>	<p>3¢ 4¢ 5¢</p>
<p>1¢ 2¢ 3¢</p>	<p>3¢ 4¢ 5¢</p>

Dime

Directions: A dime is silver. It is worth 10¢. Circle the correct amount of money.



10¢



10¢



10¢

 8¢ 9¢ 10¢	 2¢ 3¢ 4¢
 5¢ 7¢ 10¢	 5¢ 6¢ 7¢
 1¢ 5¢ 10¢	 8¢ 9¢ 10¢

Penny, Nickel, Dime

Directions: Color each penny **brown**. Draw a line under each nickel. Draw a circle around each dime.



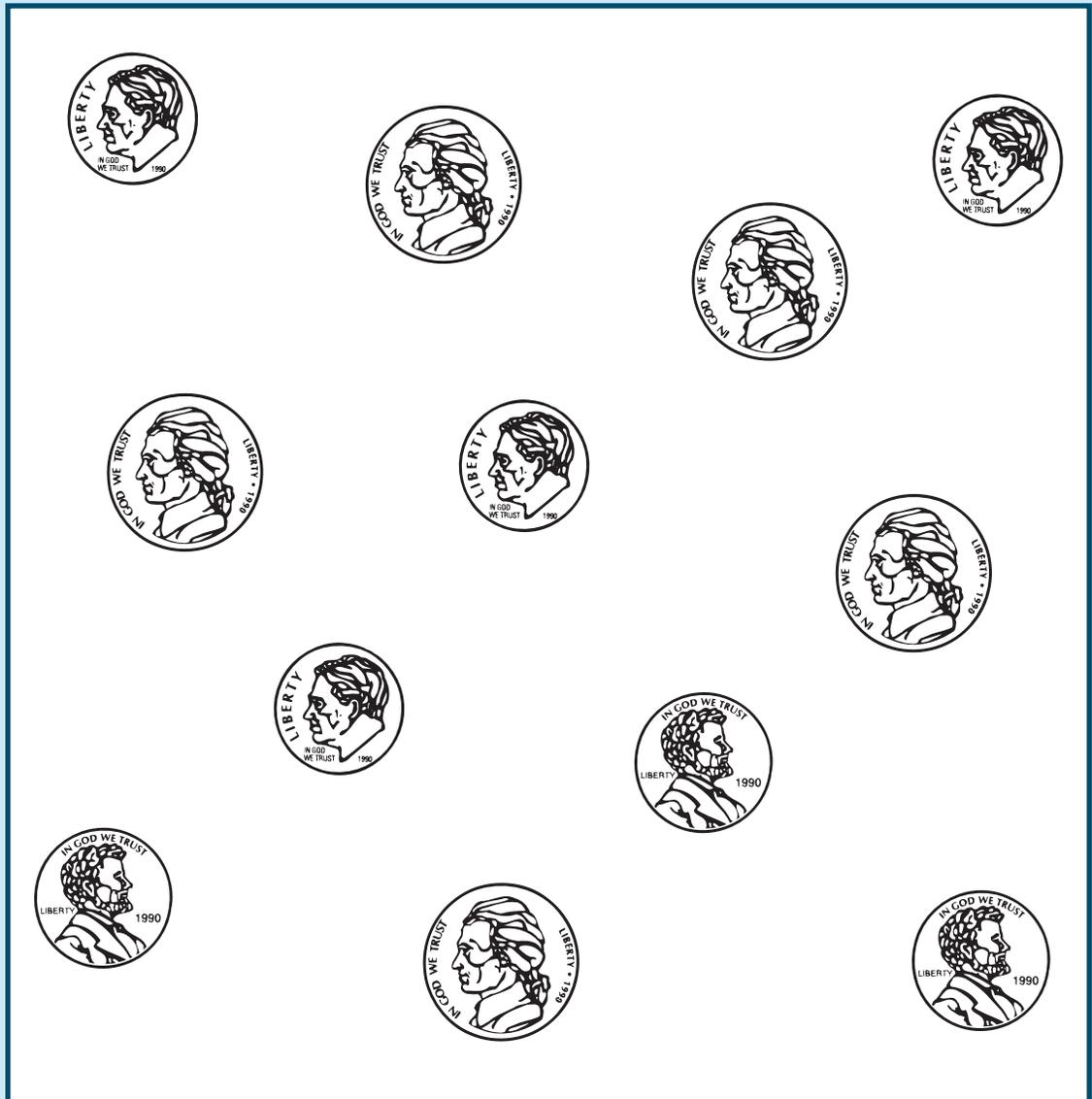
penny



nickel



dime



Money Review

Directions: Match the correct amount of money. The first one is done for you.



10¢



5¢



7¢



2¢



3¢



6¢



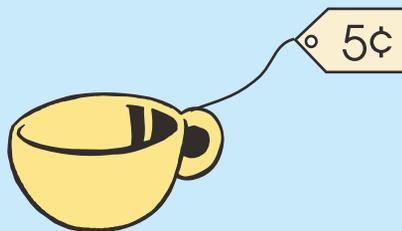
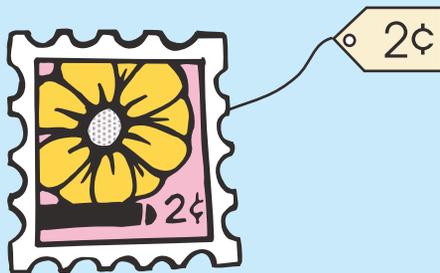
1¢



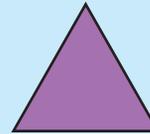
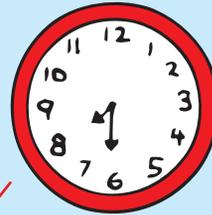
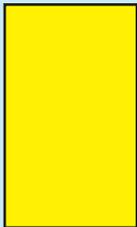
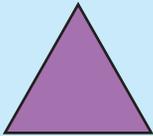
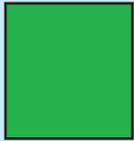
8¢

Money Review

Directions: Match the price of the object to the correct amount of money.



Directions: Draw a line to the matching pictures. The first one is done for you.



Computers

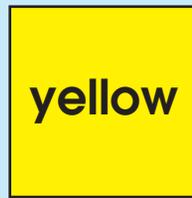
Directions: Draw a picture on the monitor screen. Circle the mouse. Draw an **X** on the keyboard.



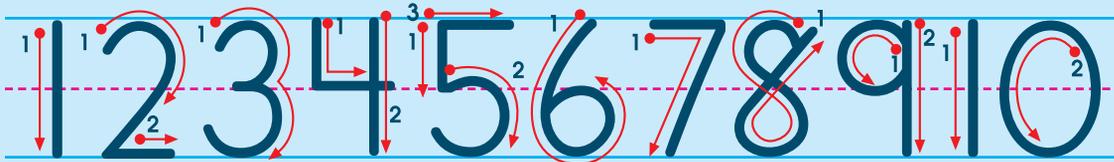
Shapes



Colors



Numbers



Enjoy these books about colors and shapes:

Color Zoo by Lois Ehlert (Lippincott, 1989).

White is the Moon by Valerie Greeley (Macmillan, 1990).

Of Colors and Things by Tana Hoban (Greenwillow, 1989).

Think About Shape by Henry Pluckrose (Franklin Watts, 1986).

Color by Christina Rossetti (HarperCollins, 1992).

Going Up! by Peter Sis (Greenwillow, 1989).

Seven Blind Mice by Ed Young (Philomel, 1992).

Colors (Mouse Book) by Monique Felix (Creative Editions, 1992).

Bibliography

Enjoy these books about numbers and counting:

Anno's Counting Book by Mitsumasa Anno (Crowell, 1977).

Count-a-saurus by Nancy Blumenthal (Macmillan, 1989).

Scott Gustafson's Animal Orchestra: A Counting Book by Scott Gustafson (Contemporary Books, Inc., 1988).

Count and See by Tana Hoban (Macmillan, 1972).

Know About Counting by Henry Pluckrose (Franklin Watts, 1988).

Peter Rabbit's 1 2 3 with new reproductions from the original illustrations by Beatrix Potter (F. Warne & Co., 1987).

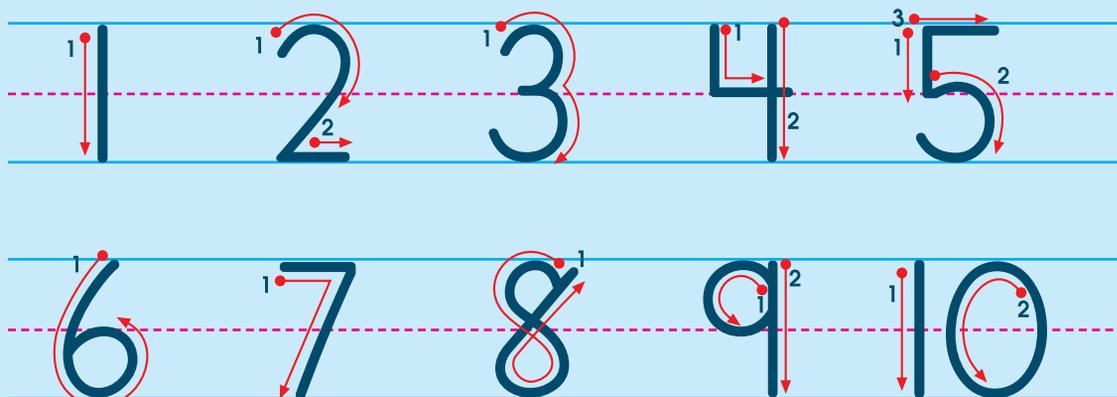
My First Look at Counting (Random House, 1991).

Animal Babies 1 2 3 by Eve Spencer (Raintree, 1990).

Numbers at Play: A Counting Book by Charles Sullivan (Rizzoli International Publications, Inc., 1992).

Numbers by Monique Felix (Creative Editions, 1993).

These lines and arrows show how to print the numbers.



Left and Right 3

Directions: Color the objects on the left blue. Color the objects on the right red.

Example: The mitten on the left is blue, and the mitten on the right is red.



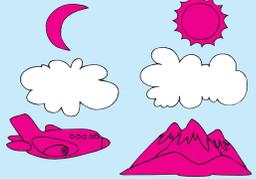
			
			

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3

Above or Below? 4

Directions: Color the objects above the clouds first. Then, color the objects below the clouds.



Draw some other things you might find below the clouds.

Drawings will vary.

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4

Between 5

Directions: Draw and color the cat that is between the other cats. Then, color each shape that is between the other shapes.

Example: The red bike is between the blue bike and the green bike.



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5

Above, Below, Between 6

Directions: Circle the object that is above the rest. Underline the object that is between. Draw an X on the object that is below.

Example:



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6

Taller or Shorter? 7

Directions: Circle the object that is taller. Draw an X on the picture that is shorter.

Example:



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7

Longer or Shorter? 8

Directions: Use your red crayon. Color each pencil that is longer than Jane's. Use your blue crayon. Color each pencil that is shorter than Jane's.

Example:

Jane's pencil → 

longer than Jane's pencil → 

shorter than Jane's pencil → 

Jane's pencil → 	
Jane's pencil → 	
Jane's pencil → 	
Jane's pencil → 	

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8

Longer or Shorter? 9

Directions: Cut out the measuring stick at the bottom of the page. Measure how long each object is.

Example: The pencil is 7 units long.

1 2 3 4 5 6 7 8 9 10 11 12

4 units long

11 units long

.....

Cut ✂

1 2 3 4 5 6 7 8 9 10 11 12

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9

Full or Empty? 11

Directions: Draw an X on the empty container. Circle the full container. The first one is done for you.

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11

12 One for Each

Directions: Draw a line from each animal to its home.

Example:

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12

13 One for Each 13

Directions: There is one shoe that is right for each person's job. Draw a line to match each person to the right shoe.

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13

14 One for Each

Directions: Draw a ball for each circus seal. Each seal needs one ball.

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14

15 Same 15

Directions: Follow the instructions.

Look at the first pond. How many ducks are brown?

- Color the same number of ducks in the second pond.
- Draw kites so that Sue will have the same number as Billy.

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15

16 **Same**

Directions: Color the groups in the rows that have the same number of objects.

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16

17 **Different**

Directions: Draw an X on the object that is different in each group.

Example:

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17

18 **More and Less**

Directions: Follow the instructions.

Example:

1. Color the group that has more.

2. Color the group that has less.

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18

19 **More**

Directions: Match the pictures. Circle the group that has more.

Example:

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19

20 **Less**

Directions: Match the pictures. Circle the group that has less.

Example:

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20

21 **One and Two**

Directions: Follow the instructions.

1 ball is colored. Color 1 ball.

Trace the number. Write the number on the line **one** time.

2 fish are colored. Color 2 fish.

Trace the number. Write the number on the line **two** times.

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21

22 **One and Two**

1  2 

Directions: Circle the groups of 1. Color the groups of 2.

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22

23 **One and Two**

Directions: Write the numbers 1 and 2.

	
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Directions: Draw balls on the nose of each seal to show the number.

	
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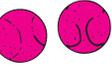
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23

24 **One and Two**

1  2 

Directions: Circle the groups of 1. Color the groups of 2.

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24

25 **Three and Four**

Directions: Follow the instructions.

3 birds are colored.  Color 3 birds. 

Trace the number.  Write the number on the line **three** times. 

4 cats are colored.  Color 4 cats. 

Trace the number.  Write the number on the line **four** times. 

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25

26 **Three and Four**

3  4 

Directions: Circle the groups of 3. Color the groups of 4.

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26

27 **Three and Four**

3  4 

Directions: Circle the groups of 3. Color the groups of 4.

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27

28 **Three and Four**

Directions: Write the numbers 3 and 4.

3 3 3 3 4 4 4 4

Directions: Draw raisins in each bag to show the number.

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28

29 **Five**

Directions: Follow the instructions.

5 dogs are colored.

Color 5 dogs.

Trace the number. Write it on the lines five times.

5 5 5

5 5 5

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29

30 **Numbers 1-5**

Directions: Beginning with 1, connect the dots in order.

Twinkle, twinkle little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky,
Twinkle, twinkle little star,
How I wonder what you are.

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30

31 **Numbers 1-5**

Directions:

- Color the 1s red.
- Color the 2s blue.
- Color the 3s yellow.
- Color the 4s green.
- Color the 5s purple.

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31

32 **Numbers 1-5**

Directions: Look at the picture. Read the questions. Draw a circle around the correct number.

Count the s. How many s in all?
1 2 3

Count the s. How many s in all?
 1 2 3

Count the s. How many s in all?
2 3 4

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32

33 **Numbers 1-5**

Directions: Look at each picture. Read the questions. Draw a circle around the correct number.

Count the s. How many s in all?
1 2 3

Count the s. How many s in all?
1 2 0

Count the s. How many s in all?
1 5

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33

Answer Key



34 Numbers 1-5

Directions: Look at each number. Count the balloons. Color the right number of balloons in each row.

1

2

3

4

5

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34

35 Numbers 1-5

Directions: Follow the instructions.

1. Count the balloons. Then, write each number **one** time.

1 2 3 4 5

2. Count the balloons. Then, write each number **two** times.

1 2 3 4 5

1 2 3 4 5

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35

36 Review

Directions: Follow the instructions.

1. Connect the dots in order.

2. Write how many of each.

3. Write the missing numbers.

1 2 3 4 5

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36

37 Review

Directions: Follow the instructions.

1. Circle the pencil that is shorter.

2. Draw a line from the number to the group that matches.

1

2

3

4

5

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37

38 Five and Six

Directions: Circle the groups of 5. Draw an X on the groups of 6.

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38

39 Five and Six

Directions: Write the numbers 5 and 6.

5 555 6 666

5 6

Directions: Draw coins in each bank to show the number.

5 6

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39

40 Numbers 1-6

Directions: Draw a circle around the correct number in each box.

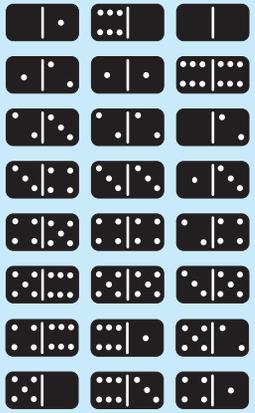
 1 2 3	 4 5 6
 3 4 5	 2 3 4
 4 5 6	 1 2 3

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40

41 Numbers 1-6

Directions: Cut out the dominos below. Place one domino in the middle. Match the correct number of dots to each domino. Take turns.

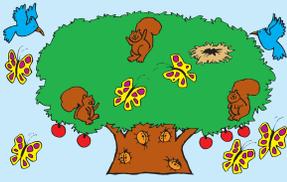


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41

43 Numbers 1-6

Directions: Look at the picture. Circle the number that tells how many.



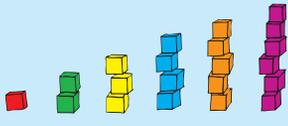
 1 2 3	 2 3 4
 2 3 6	 4 5 6
 2 3 4	 4 5 6

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43

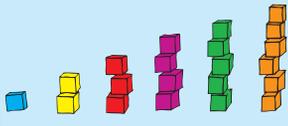
44 Numbers 1-6

Directions: Count each group of blocks. Trace each number.



1 2 3 4 5 6

Directions: Count each group of blocks. Write the number.



1 2 3 4 5 6

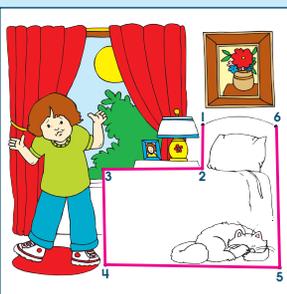
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44

45 Numbers 1-6

Directions: Beginning with 1, connect the dots in order. Color the rest of the picture.

Where is Snowball?



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45

46 Seven and Eight



7 8

Directions: Circle the groups of 7. Color the groups of 8.

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46

47 **Seven and Eight**

Directions: Write the numbers 7 and 8.

7 7 7 7 8 8 8 8

Directions: Draw peas on each plate to show the number.

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47

48 **Nine and Ten**

9 10

Directions: Circle the groups of 9. Color the groups of 10.

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48

49 **Nine and Ten**

Directions: Write the numbers 9 and 10.

9 9 9 9 10 10 10

Directions: Draw balloons with strings to show the number.

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49

50 **Numbers 7-10**

Directions: Draw a circle around the correct number of each group.

7 8 9 7 8 9
7 8 9 8 9 10
8 9 10 7 8 9

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50

51 **Numbers 7-10**

Directions: Look at the picture. Draw a line to match each picture with the correct number. The first one is done for you.

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51

52 **Numbers 7-10**

Directions: Follow the instructions.

1. Count the balloons. Then, trace each number.

6 7 8 9 10

6 7 8 9 10

2. Count the balloons. Then, write each number two times.

6 7 8 9 10

6 7 8 9 10

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52

Numbers 1-10 53

Directions: Count the beads in each row. Write the number.

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53

54 **Numbers 1-10**

Directions: Beginning with 1, connect the dots in order.

What's Inside?

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54

Numbers 1-10 55

Directions: Beginning with 1, connect the dots in order. Color the finished drawing.

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55

56 **Numbers 1-10: Spanish/English**

Directions: Match the Spanish numbers to the English numbers. The first one is done for you.

uno	two	three	four	five	six	seven	eight	nine	ten
dos	three	four	five	six	seven	eight	nine	ten	one
tres	four	five	six	seven	eight	nine	ten	one	two
cuatro	five	six	seven	eight	nine	ten	one	two	three
cinco	six	seven	eight	nine	ten	one	two	three	four
seis	seven	eight	nine	ten	one	two	three	four	five
siete	eight	nine	ten	one	two	three	four	five	six
ocho	nine	ten	one	two	three	four	five	six	seven
nueve	ten	one	two	three	four	five	six	seven	eight
diez	one	two	three	four	five	six	seven	eight	nine

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56

Numbers 1-10: My Own 10! 57

Directions: Count your fingers on both hands. Write down the numbers.

Count your toes on both feet. Write down the numbers.

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57

58 **Eleven and Twelve**

Directions: Circle the groups of 11. Color the groups of 12.

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58

Eleven and Twelve 59

Directions: Write the numbers 11 and 12.

Directions: Draw flowers with stems to show the numbers in each box.

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59

Zero 60

Directions: Draw an X on the tanks with 0 fish.

Example:

Directions: Circle the number of fish in each tank. The first one is done for you.

0	1	3	0	1	2
3	4	5	1	2	3

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60

Numbers 1-12 61

Directions: Count the number of colored squares and write the correct number. The first one is done for you.

	10
	5
	8
	12
	2
	6
	9
	3

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61

First 62

Directions: Draw a circle around the first one in each row.

Example:

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62

Second 63

Directions: Draw a circle around the second one in each row.

Example:

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63

Third 64

Directions: Draw a circle around the third one in each row.

Example:

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64

First, Second, Third 65

Directions: Look at the pictures on the right. What happened first? What happened second? What happened third? Draw a line from the correct word to the picture.

first 

second 

third 

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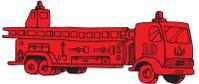
65

Red 66

 red 

Directions: Color each picture red. Then, draw a picture of something red.



 Drawings will vary.

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66

Blue 67

 blue 

Directions: Draw a circle around the blue picture in each row.

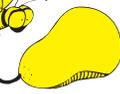
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67

Yellow 68

 yellow 

Directions: Color each picture yellow. Then, draw a picture of something yellow.

 Drawings will vary.



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68

Color Classification 69

Directions: Cut out the shapes below. Glue them in the box with the same color.

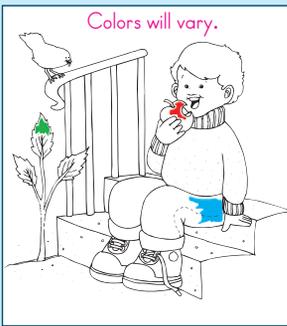
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69

Colors 71

Directions: Finish coloring the picture.

Colors will vary.

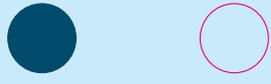


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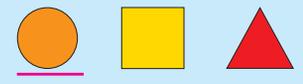
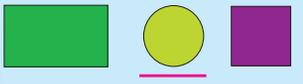
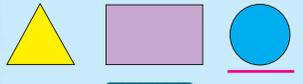
71

72 **Circles**

Directions: Trace the circle.



Directions: In each row, draw a line under the circle.

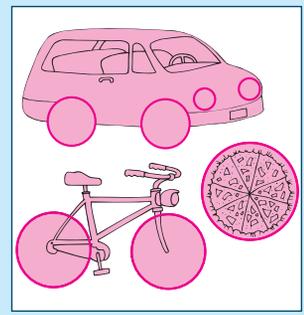




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72

Circles **73**

Directions: We see many circles every day. Circles can be different sizes. Find the circles in the picture and trace them. Color the finished picture.

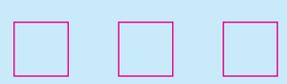


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73

74 **Squares**

Directions: Trace the squares.



Directions: In each row, draw a line under the square.



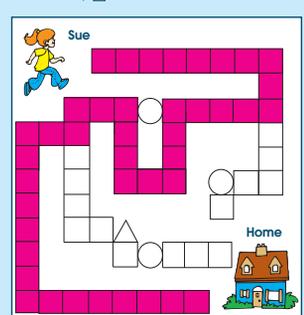


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74

Squares **75**

Directions: All squares have 4 sides. All 4 sides are the same length. Squares can be different sizes. Help Sue get home by coloring in the path that has only squares.



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75

76 **Rectangles**

Directions: Trace each rectangle.



Directions: In each row, draw a line under the rectangle.





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76

Rectangles **77**



Directions: Draw an X on the things that have the shape of a rectangle.



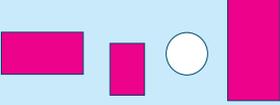
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77

78 Rectangles

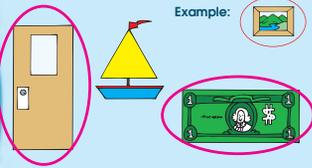
Directions: Like squares, all rectangles have 4 sides, but only the opposite sides are the same length. Rectangles can be different sizes. Follow the instructions.

1. Look at the shapes. Find the rectangles and color them.



2. Draw a circle around each picture that has the shape of a rectangle.

Example: 

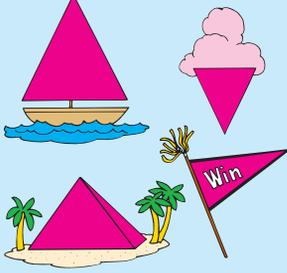


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78

79 Triangles

Directions: All triangles have 3 sides. Triangles can be different sizes. Color the triangle shapes in the pictures.

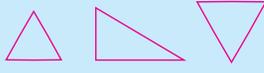


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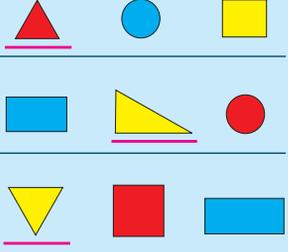
79

80 Triangles

Directions: Trace the triangles.



Directions: In each row, draw a line under the triangle.

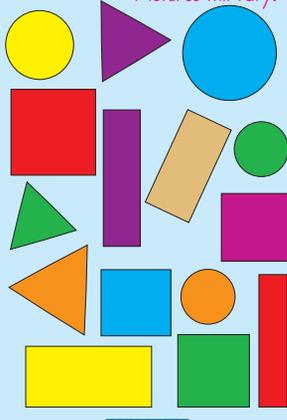


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80

81 Shape Art

Directions: Cut out the shapes and glue them on paper to make a picture. Pictures will vary.



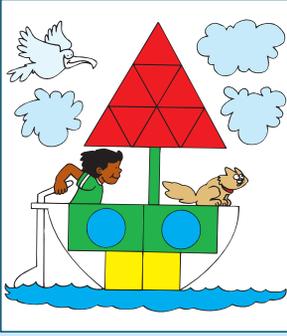
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81

83 Shapes

Directions: Color the shapes to finish this picture.

Color s yellow. Color s blue.
Color s red. Color s green.

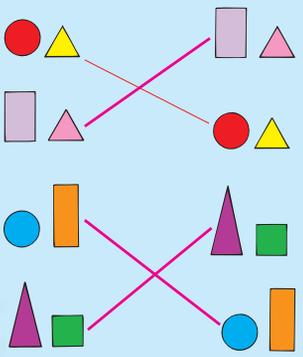


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83

84 Shapes

Directions: Draw a line from the shapes on the left to the matching shapes on the right. The first one is done for you.



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84

85 Finding Patterns

Directions: Look at how the shapes are arranged in each row. Circle the one that completes the pattern. The first one is done for you.

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85

86 Shape Patterns

Directions: Circle the shape that comes next in the pattern. The first one is done for you.

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86

87 Review

Directions: Look at the shapes in the picture.

- Color the ○s blue. Color the □s red. Color the △s green.
- Draw a line under the small blue ○ above the rocket.
- Draw a circle around the large red □ below the rocket.
- Draw an X on the small green △ below the rocket.

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87

88 Review

Directions:

- Color each square blue
- Color each rectangle red
- Color each circle green
- Color each triangle brown

Then, finish the picture with your favorite colors.

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88

89 Matching Parts

Directions: When things are divided into two parts, the parts may match or may not match. Circle the things whose parts match. Draw an X on the things whose parts do not match.

Example:

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89

90 Time

Directions: Trace the numbers on the clock. What time do you wake up in the morning? Draw the clock hands to show that time.

Times will vary.

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90

Time 91

Directions: Write the numbers 1 through 12 in order on the clock.

Hickory Dickory Dock.
The mouse ran up the clock.
The clock struck one and down he run.
Hickory Dickory Dock.

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91

Time 92

Directions: Write the time on each clock.

Example: 2 o'clock

 3 o'clock	 10 o'clock
 9 o'clock	 6 o'clock
 5 o'clock	 7 o'clock

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92

What Happened First? 93

Directions: Look at the pictures. Draw a circle around the picture that shows what happened first.

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93

How Much Time? 94

Directions: Look at the pictures. Circle the picture in each row that takes more time.

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94

Penny 95

Directions: A penny is brown. It is worth 1¢. Circle the correct amount of money.

Example: = 3¢. Options: 1¢, 2¢, 3¢. The 3¢ option is circled.

= 1¢	= 2¢	= 3¢
= 1¢	= 2¢	= 3¢
= 4¢	= 5¢	= 6¢
= 7¢	= 8¢	= 9¢
= 10¢	= 11¢	= 12¢

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95

Nickel 96

Directions: A nickel is silver. It is worth 5¢. Circle the correct amount of money.

Example: = 5¢. Options: 5¢, 10¢, 15¢. The 5¢ option is circled.

= 5¢	= 10¢	= 15¢
= 5¢	= 10¢	= 15¢
= 5¢	= 10¢	= 15¢
= 5¢	= 10¢	= 15¢
= 5¢	= 10¢	= 15¢

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96

97 **Dime**

Directions: A dime is silver. It is worth 10¢. Circle the correct amount of money.

8¢	9¢	10¢	2¢	3¢	4¢
5¢	7¢	10¢	5¢	6¢	7¢
1¢	5¢	10¢	8¢	9¢	10¢

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97

98 **Penny, Nickel, Dime**

Directions: Color each penny brown. Draw a line under each nickel. Draw a circle around each dime.

penny nickel dime

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98

99 **Money Review**

Directions: Match the correct amount of money. The first one is done for you.

10¢
5¢
7¢
2¢
3¢
6¢
1¢
8¢

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99

100 **Money Review**

Directions: Match the price of the object to the correct amount of money.

7¢
2¢
10¢
5¢

Master Skills Math Grade K

100

101 **Review**

Directions: Draw a line to the matching pictures. The first one is done for you.

Master Skills Math Grade K

101

102 **Computers**

Directions: Draw a picture on the monitor screen. Circle the mouse. Draw an X on the keyboard.

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102

Page 3:

Sing "The Hokey Pokey" with your child to practice concepts of left and right.

Pages 4–6:

Set objects on, below, and between each other on the kitchen table. Ask your child where the objects are located. Have your child move the objects and quiz you!

Pages 8–9:

Have your child trace your hand. Have your child trace his or her hand and compare their sizes. Whose hand is longer? Whose hand is shorter? You may want to do the same with your feet!

Use paper clips as a unit of measurement with your child and measure objects around the house.

Page 11:

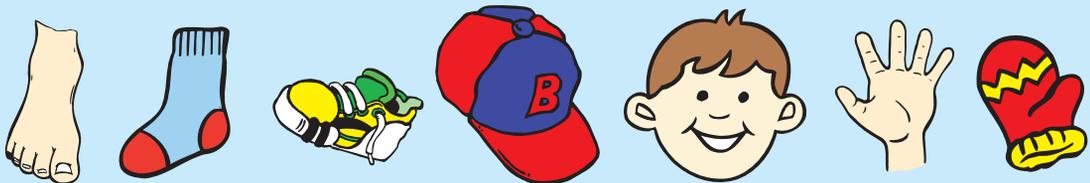
Take out different-sized glasses and cups. Let your child experiment filling and emptying them. Talk to your child about the concepts of full and empty.

Page 12:

Ask: How do the things on this page go together? (They are pets and their homes.) What might be good names for the pets on this page? Encourage your child to talk about and draw his or her pet or a pet he or she would like to have.

Page 13:

Help your child get dressed. Talk about putting on one sock for each foot, one shoe for each sock, one mitten for each hand, one hat for one head, and so on.



Number clothespins 1–12. Label index cards with the number word on one side and the corresponding number of dots on the other side. Play a game with your child, having him or her clip the clothespin on the correct card.

Page 14:

Have your child help set the table. Help him or her to use one napkin for each plate, one fork for each napkin, etc.

Pages 15–17:

Look at family pictures with your child. Discuss some of the things that are the same about family members as well as some of the differences that make us unique individuals.

Page 16:

Ask: Where would you see the things on this page? (At the seashore.) What other pictures might be on this page about the seashore? (Sand dollars, strainers, sand molds, seaweed, waves, fish.)

Reinforce the concept of between by asking your child to look at the first row and circle the seashell that is between the other seashells in each group.

Page 18:

Using a bag of miniature marshmallows, have your child give you some marshmallows and give some to your child. Talk about who has more and who has less.

Page 19:

Discuss types of weather. Ask your child to identify the clothes pictured that would be appropriate for rainy, snowy, chilly, and sunny weather.

Page 20:

Ask: How do the pictures on this page go together? (They are animals and what they eat.) Name other animals, such as bears, birds, dogs, and goats, and ask your child to name the foods they like to eat.

Page 23:

After completing this page, ask your child to draw an **X** on the thing that is above each seal. Ask your child to circle the thing that is below each seal.

Page 24:

Reinforce the terms big and small by asking your child to look at the first two groups and draw an **X** on the big ball (soccer) and circle the small balls (baseball). Repeat this procedure with the tennis and beach balls.

Pages 27–28:

Talk with your child about the nutritious snacks he or she likes to eat. If possible, have your child place peanuts or raisins in his or her mouth as he or she counts from one to four.

Page 40:

Ask your child to circle the short comb and put an **X** on the long comb.

Page 43:

Talk about the importance of trees to our environment (homes for animals, food, shade, clean air). You may want to read the Caldecott Medal-winning book *A Tree is Nice* by Janet May Udry.

Page 44:

Use this page to review colors and the shape of a square.

Page 45:

Before your child completes the dot-to-dot, ask him or her to predict where Snowball is hiding. Afterwards, ask: What do you think will happen next?

Pages 46–47:

Talk with your child about ways he or she helps at home. Ask: How can learning to count help us in setting the table?

Pages 48–49:

Ask your child: How old are you? How many candles were on your birthday cake? How many candles will be on your cake next year?

Page 50:

Point to each rhyming word, and ask your child to repeat it after you. Present rhyming verses, such as:

“Give me a huge hug,”
Said big Mama bug.

Oh, no! I dropped my mug!
That’s okay, it’s on the rug!

We watched as the little tugs
Pulled boats loaded with brown jugs.

Page 51:

Ask your child: What would you make with the things in this picture? If possible, make art materials available for your child to use in creating the things he or she named.

Page 53:

Challenge your child to identify the pattern in each row, and then to tell what the next color or size bead should be.

Page 54:

Ask your child to identify the small box and the big box. Then, ask your child to predict what will be in the big box. You may want to discuss bike safety at this time as well.

Page 55:

Take an old greeting card cover with a nice picture and punch 10 holes in it with a hole-punch. Number the holes. Give your child a string and have him or her thread the holes in the correct order.

Page 57:

Sing "This Old Man" with your child, having him or her use fingers to represent the numbers.

Pages 58–59:

Use an egg carton to talk about the number 12 (a dozen). Place different numbers of objects in the carton to give your child practice counting through different numbers.

Page 61:

Let your child play counting and number games with blocks. For example, count how many blocks tall you can make a tower before it topples!

Pages 62–65:

Plant seeds with your child. Have your child keep a picture journal of what happens. Talk about the order in which changes occur.

Pages 66–68:

Colors: Create a chart labeled with color words like the one shown below. Go through magazines with your child, and let him or her find pictures that are red, yellow, and blue and glue them in the correct section of the chart.

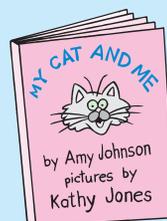
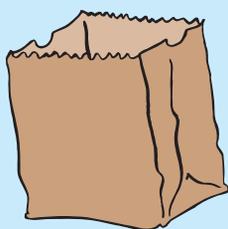
Have your child experiment with the primary colors to create orange, green, and purple. Talk about the colors and how your child created them.

Page 69:

Create kitchen pattern art with your child. Use cereal, macaroni, or other small foods to create patterns. Glue the finished design to colored construction paper.

Pages 72–87:

Look around your house. Make a list of things that are circles, squares, triangles, and rectangles.



Page 93:

Make a chart with your child that lists his or her daily routine. For example: 8 o'clock—Time to wake up!

Page 99:

Name each coin on the page, and give your child many opportunities to identify and name coins. Have pennies, nickels, and dimes available for your child to manipulate.

Page 100:

Label different household items with prices. Play store with your child.

Page 102:

Let your child experiment on your computer by drawing with the tool bar. If you do not have a computer, your local library has computers to use free of charge.

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