

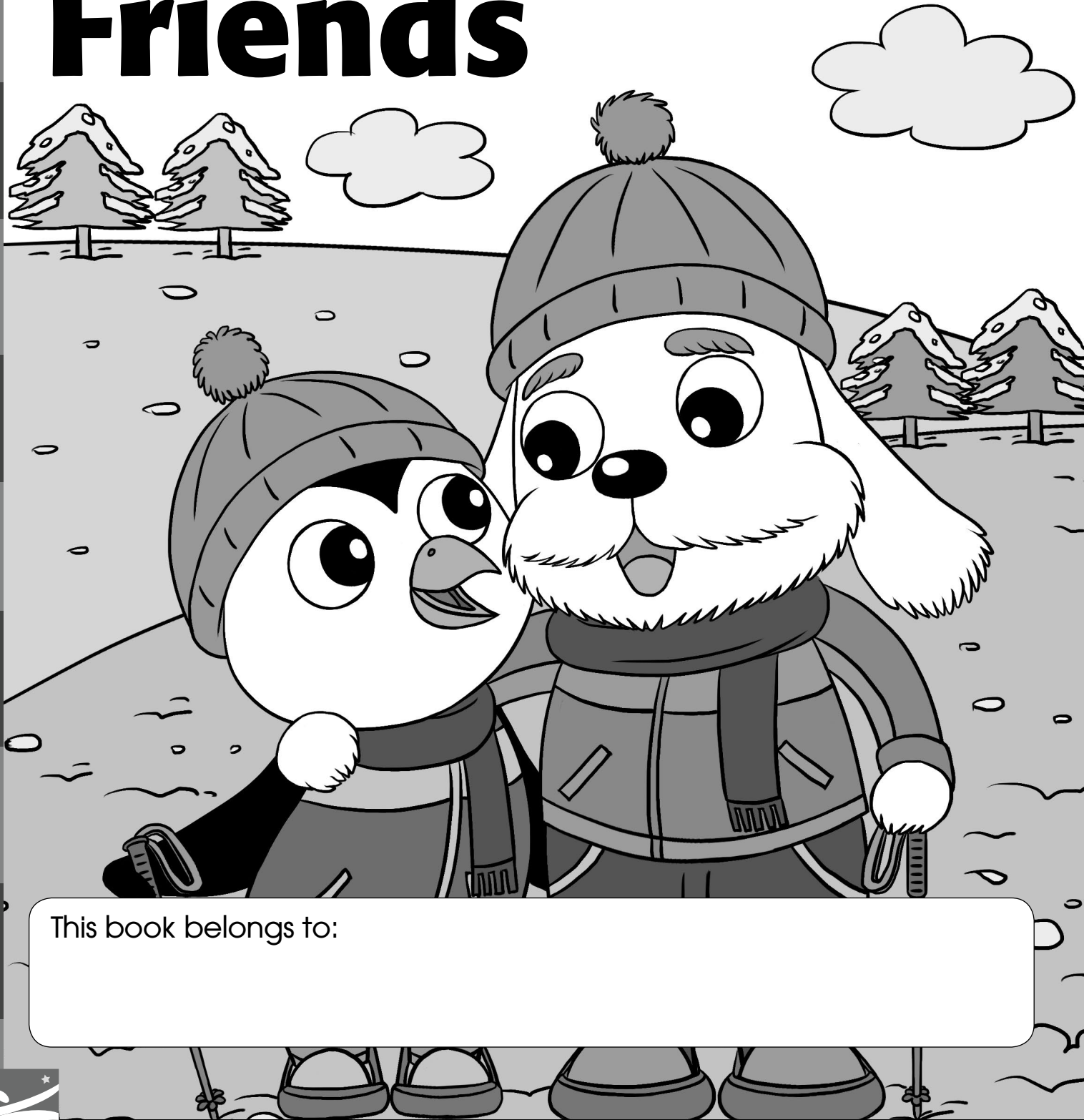


Transitional Kindergarten (TK)

Week #2

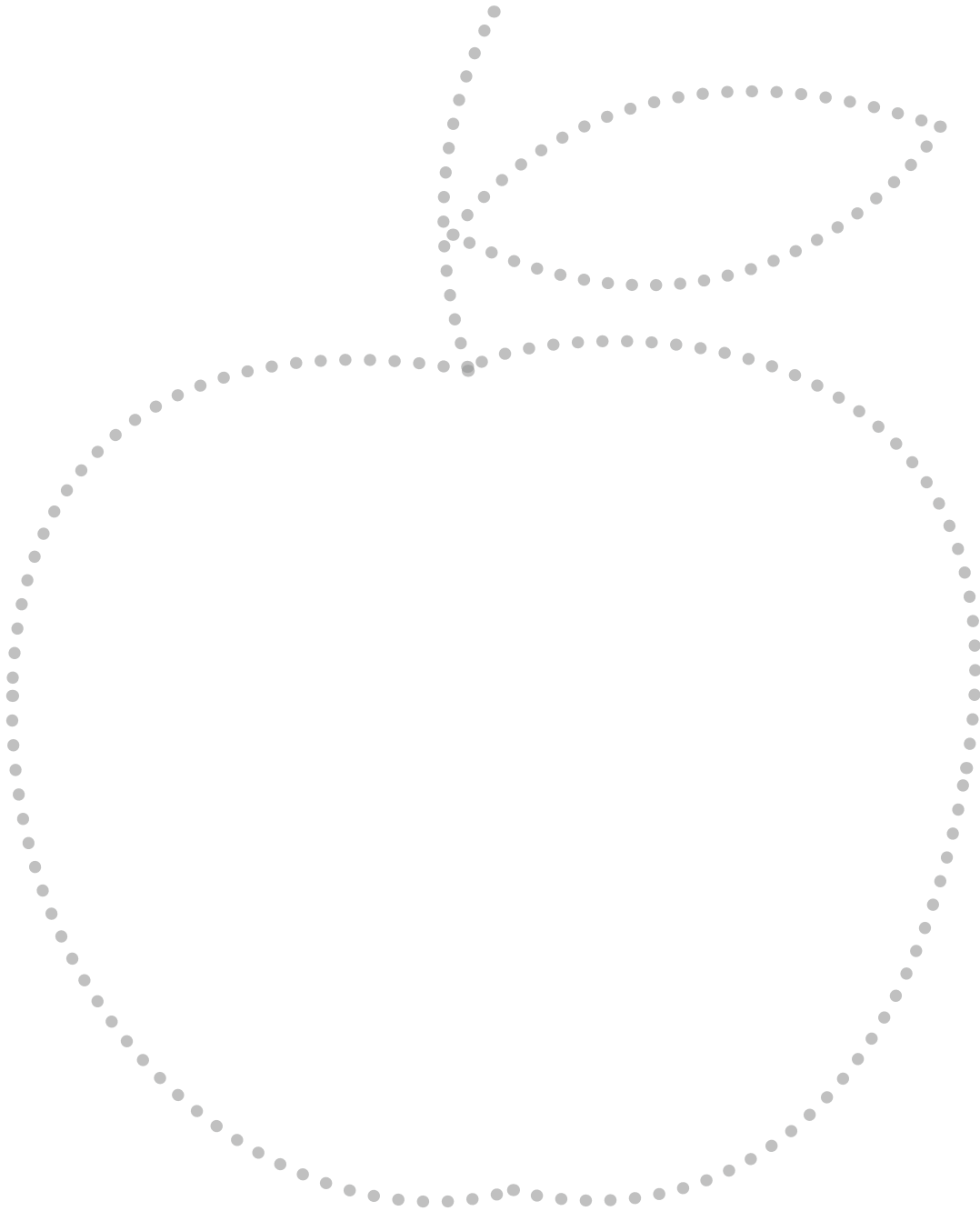
Topic 2

Families and Friends



This book belongs to:

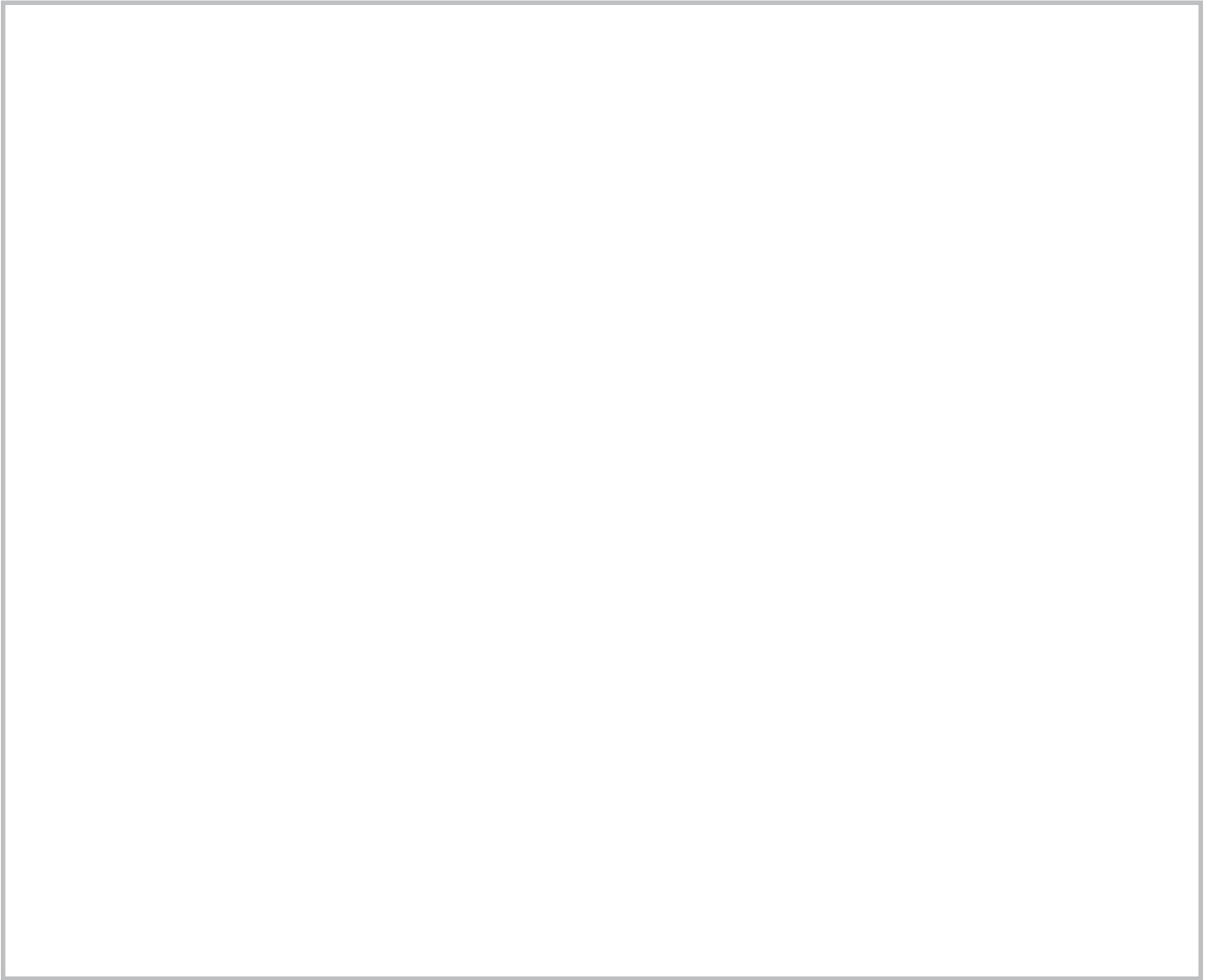
Red Apple



red apple

Teacher/Caregiver: Have the child trace the apple and color it red.
Then have him or her underline the color word with a crayon.

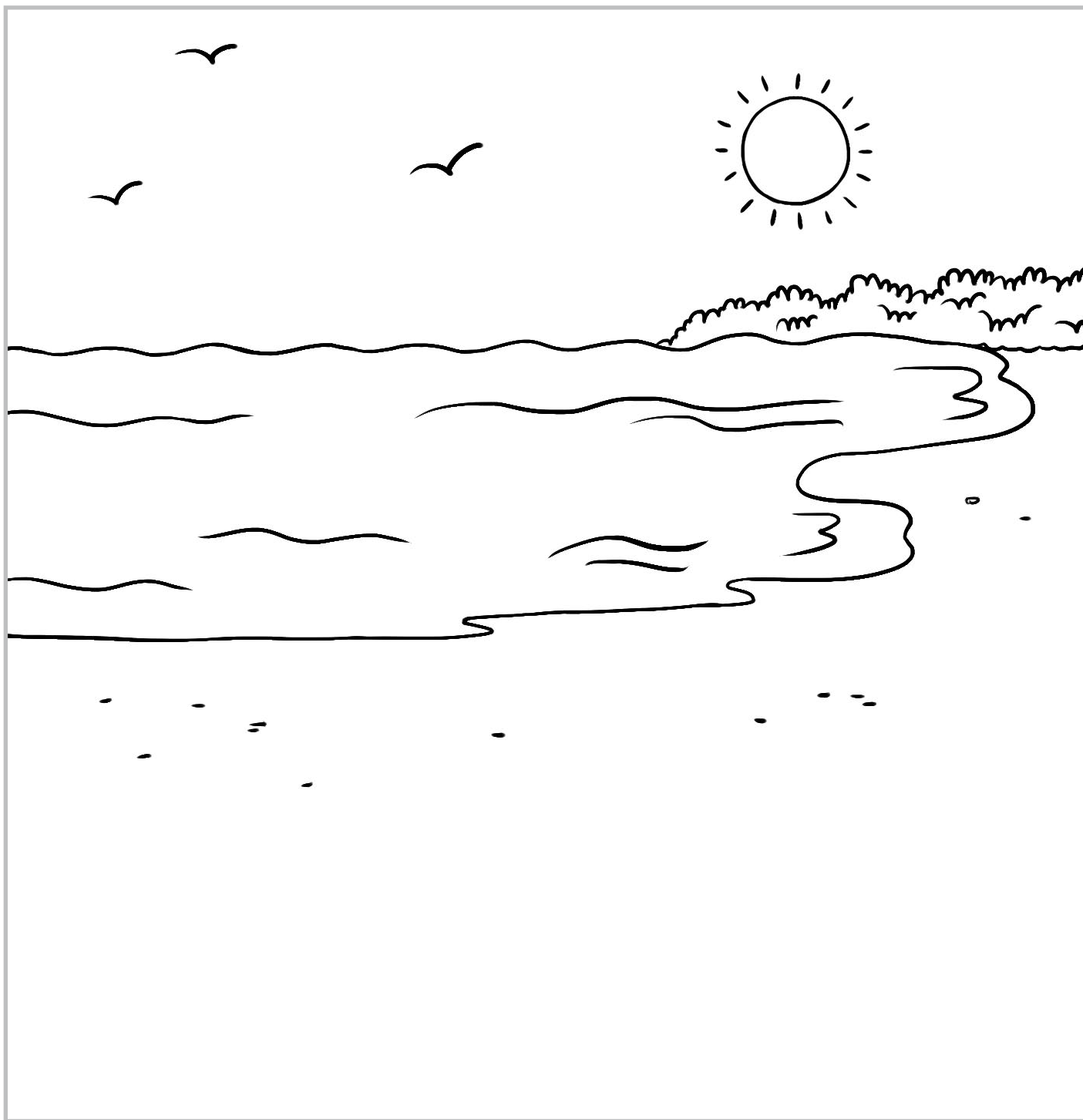
What Is Blue?



This is a

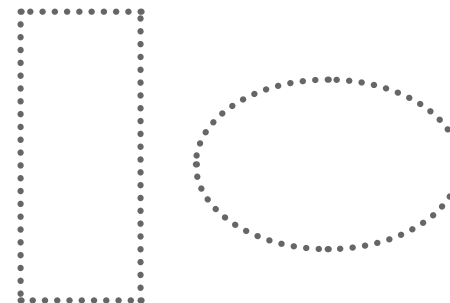
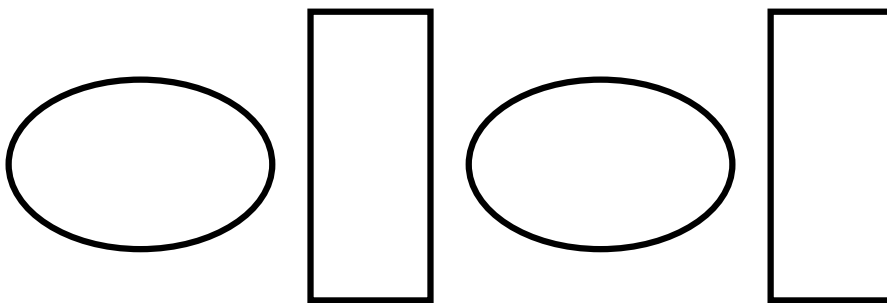
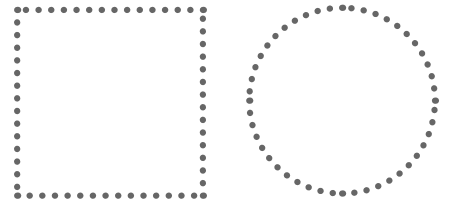
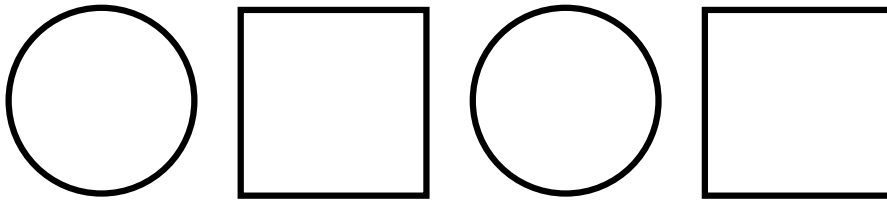
Teacher/Caregiver: Have the child name something that is blue. Then have him or her draw a picture of the blue object. **Ask:** *What did you draw? What color is it?* Have the child complete the sentence with the word *blue* and the name of the blue object.

Beach and Ocean




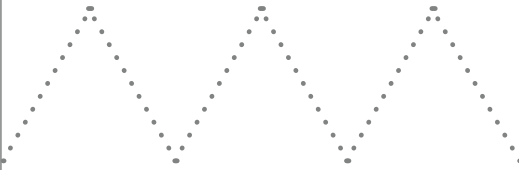

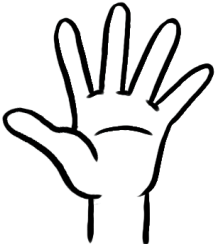
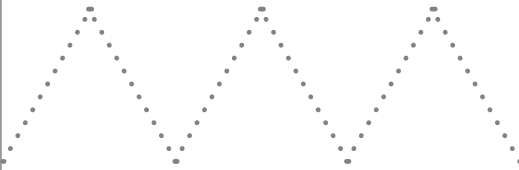

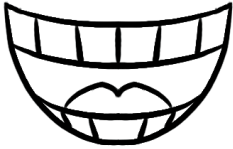
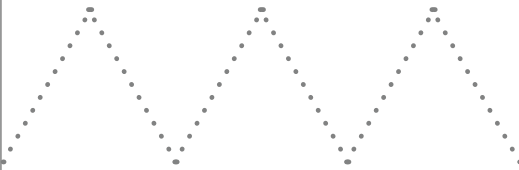
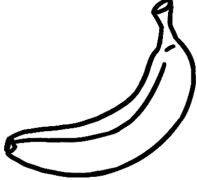

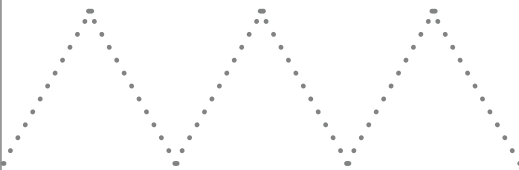


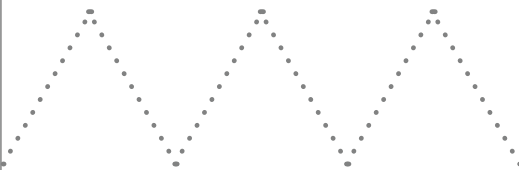

Teacher/Caregiver: Have the child name the items he or she investigated from the beach and ocean. Then have the child draw those objects on the beach and ocean picture.

Shape Patterns



Teacher/Caregiver: Have the child say the name of each shape in the first row.
Say: *These shapes are in a pattern. What shape comes next in the pattern?*
Ask the child to trace the shape that comes next. Repeat with the other rows.

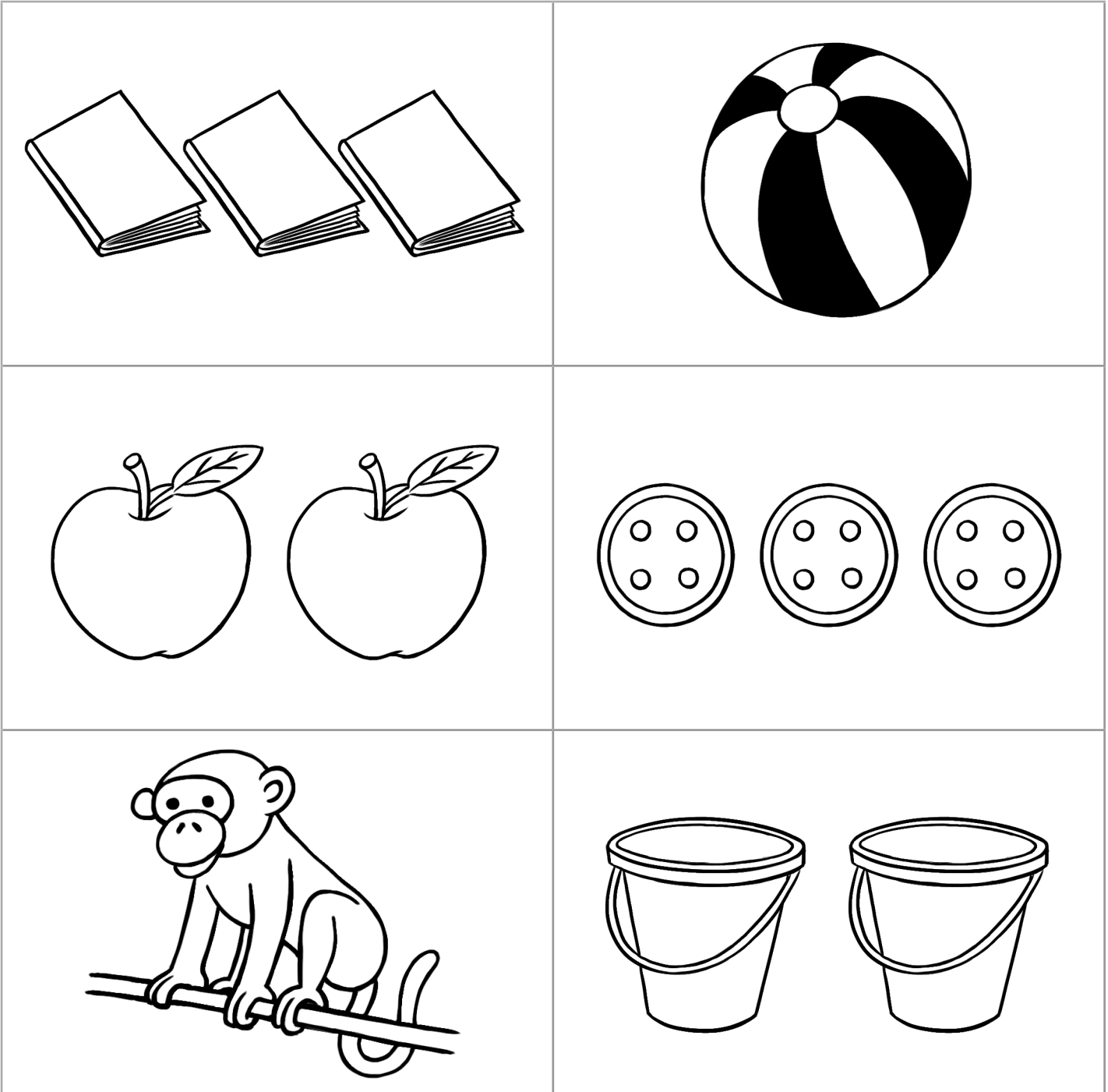
Match the Sense

Teacher/Caregiver: Have the child say the name of the body part for each sense. Then have the child trace the zigzag line to connect the body part/sense to an object.

Ask: *What sense would help us describe the softness of a bunny's fur?*

Count 1, 2, 3

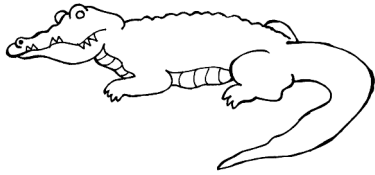


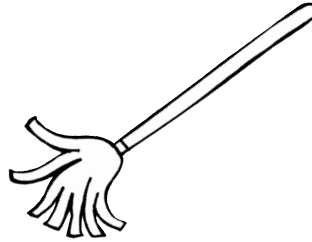
Teacher/Caregiver: Display the numeral 1, 2, or 3. Ask the child to point to or color a set that shows the same amount as the numeral shown. Repeat until all pictures are colored or counted. Ask the child to count the pictures in each set.

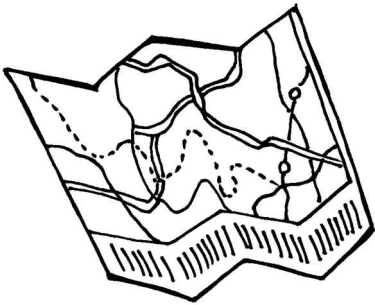


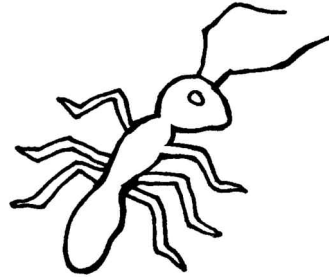
Name: _____

Listen for Beginning Sounds

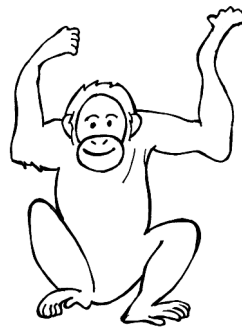


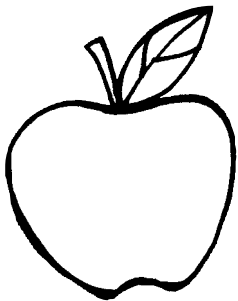


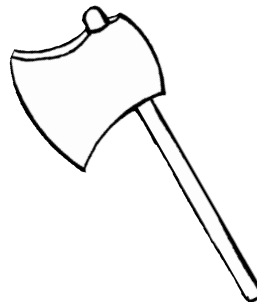






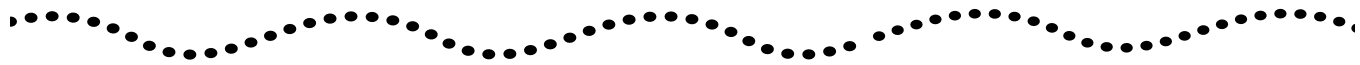




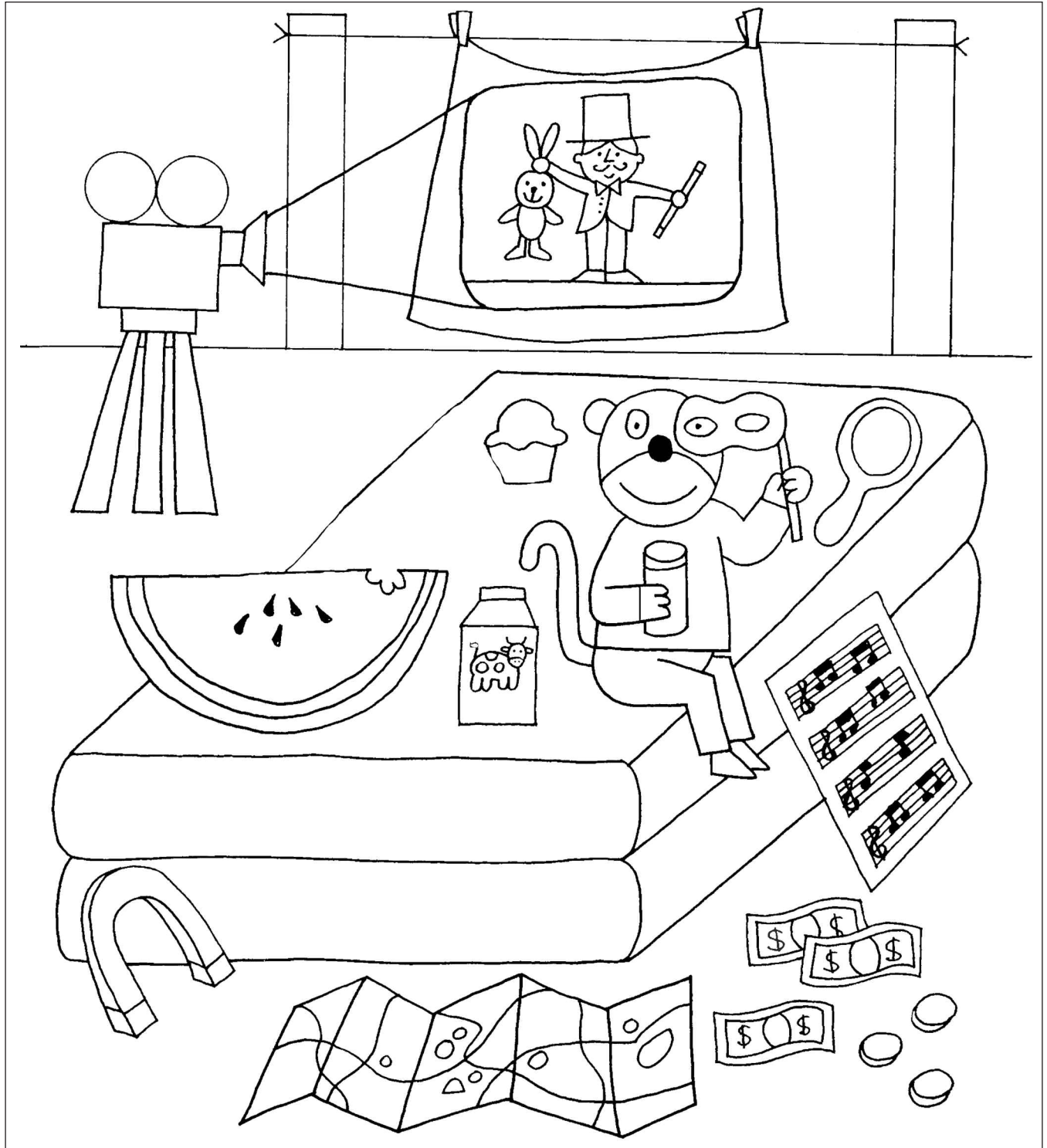


Teacher Directions: Have students name each picture and write the letter that makes the initial sound next to the picture.

Name: _____



Sounds Like the Movies



Teacher Directions: Have students find and color all the things in the picture that start with /m/.



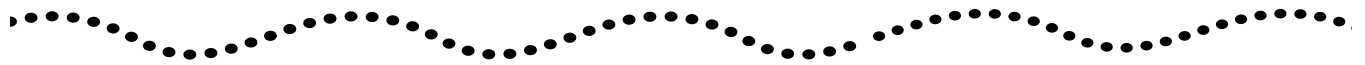
Name: _____

Sounds Like Camping

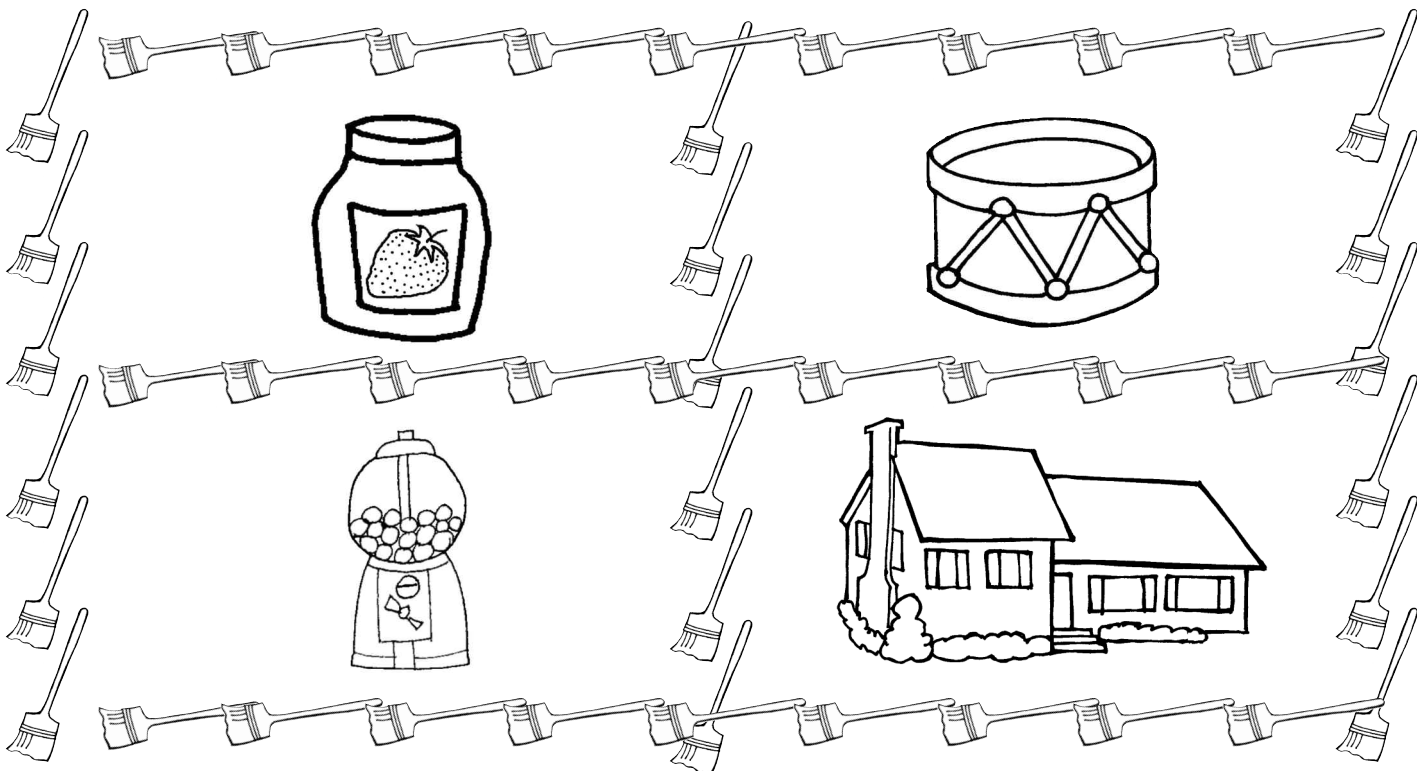
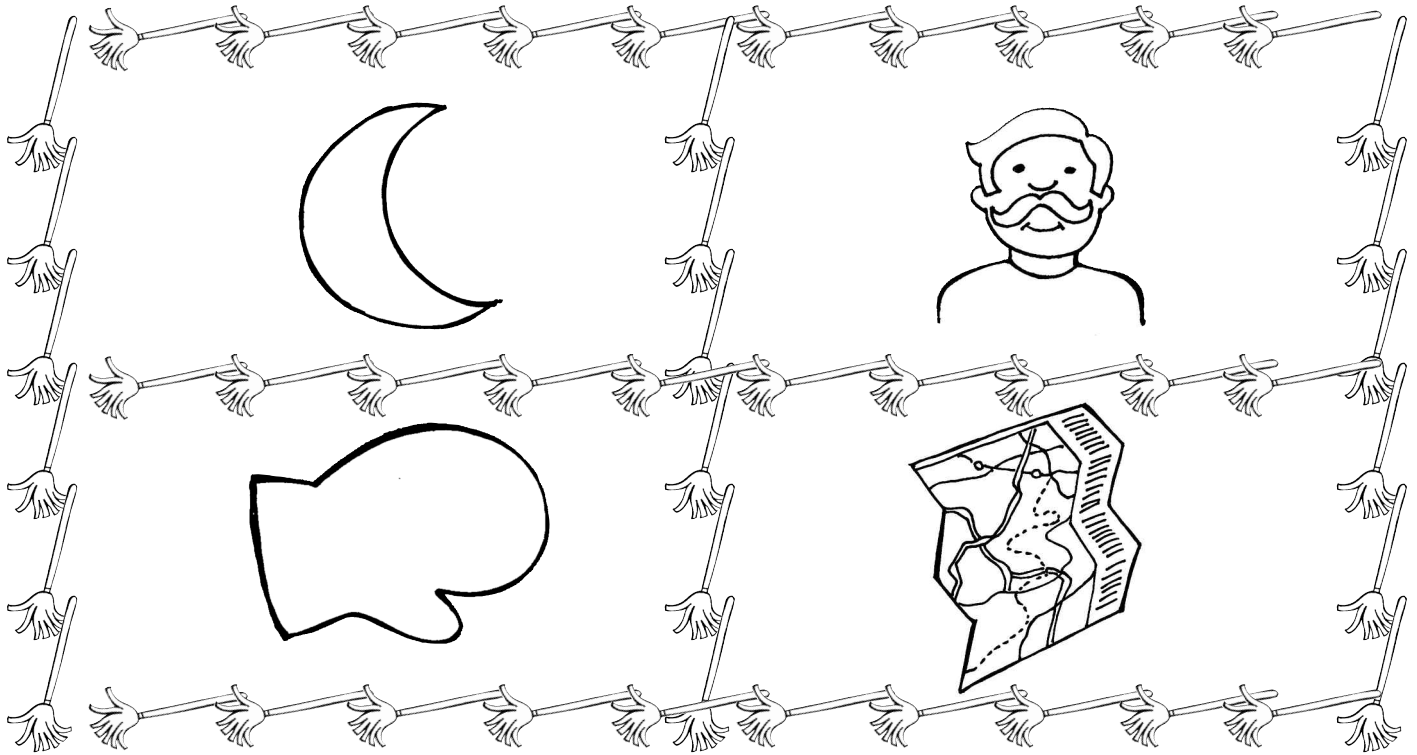


Teacher Directions: Have students find and use one color for all the things in the picture that have medial /a/ and another color for all the things that have initial /a/.

Name: _____

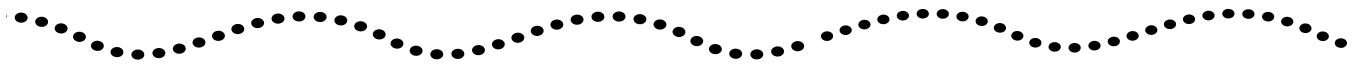


Mop and Broom

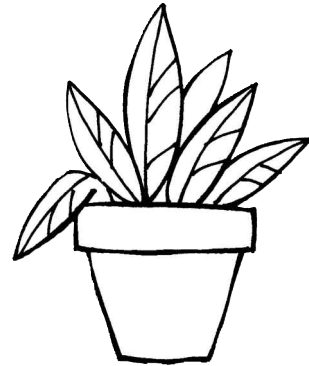
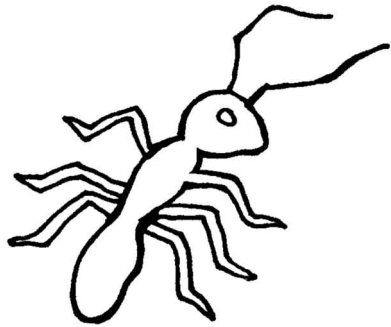


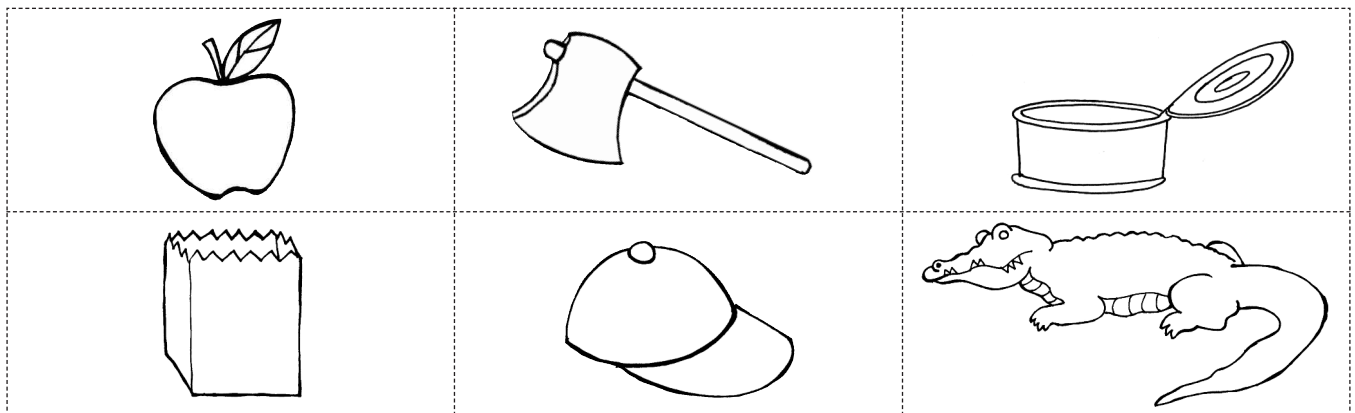
Parent Directions: Have your child color the pictures that begin with the same sound as the word *mop*. Then have him or her use a brown crayon or pencil to color the pictures that end with the same sound as the word *broom*.

Name: _____



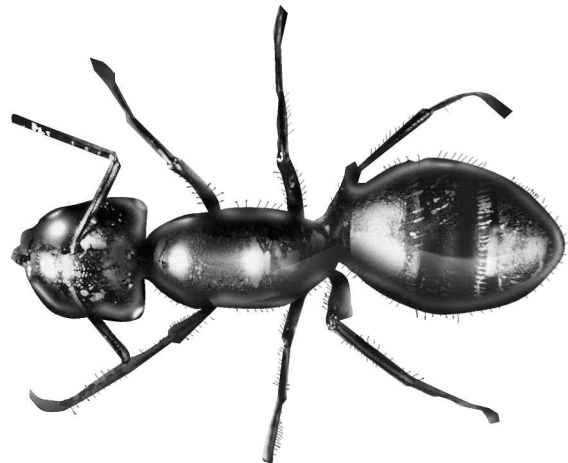
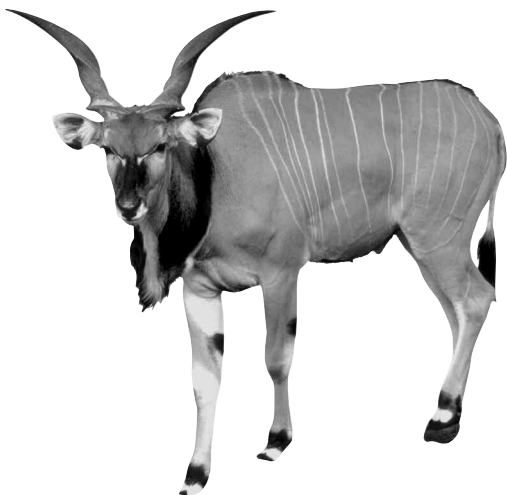
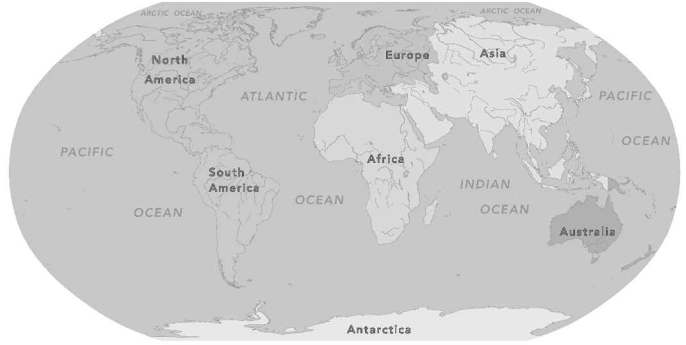
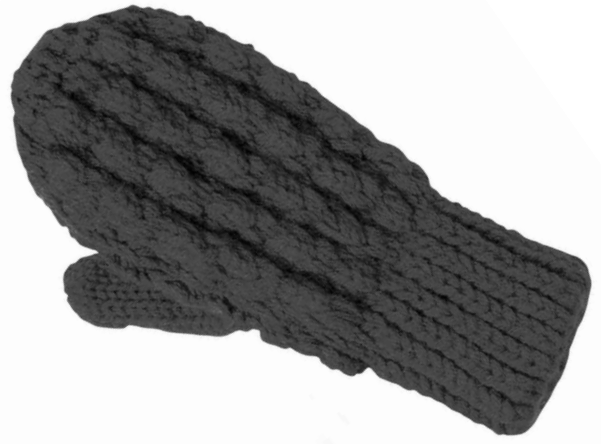
Ant and Plant





Parent Directions: Ask your child to cut out each picture. Have your child paste those that begin with the same sound as the word *ant* under the *ant*. Have your child paste those that have the same middle sound as the word *plant* under the *plant*.





Mm.

PHONETIC
CONNECTIONS™

MELONS AND MUFFINS

“Melons and muffins are yummy!”

said Monkey merrily.

“Some for Mouse and some

for Moose,

but I’ll keep the most for me!”

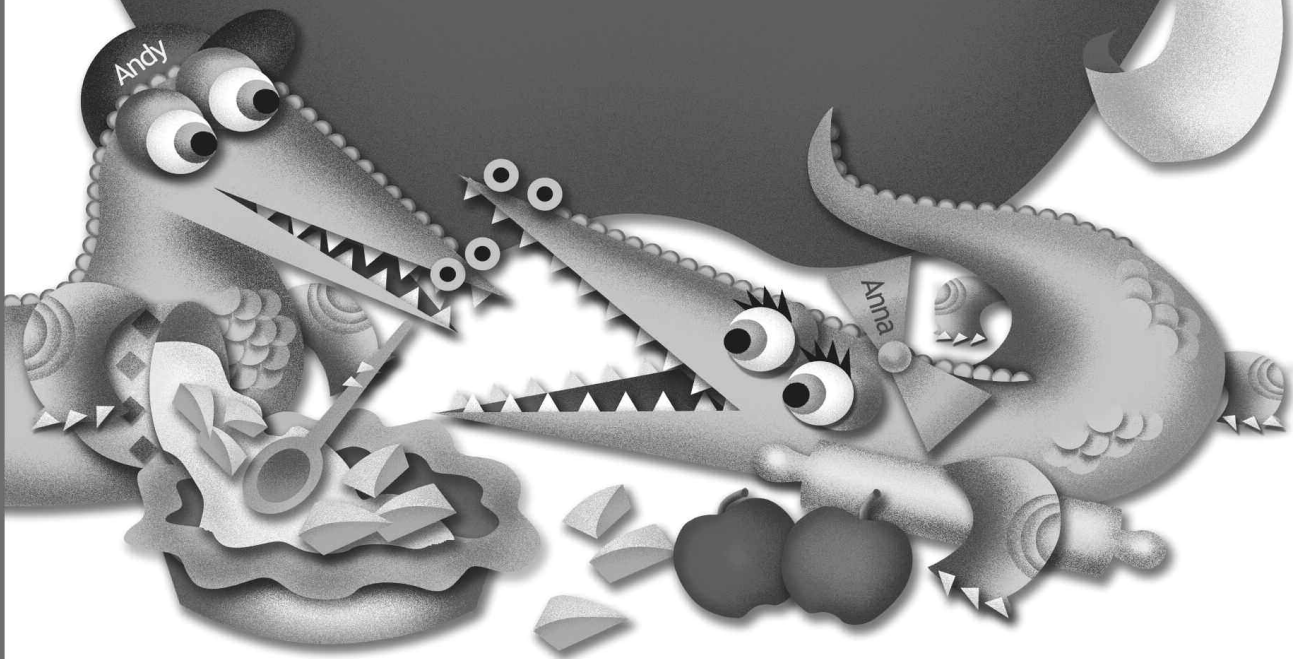


Aa

B e c PHONETIC CONNECTIONS™

Apple Pie

Anna peels the apples
as quickly as she can.
Handy Andy helps her
put the apples in a pan.



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