

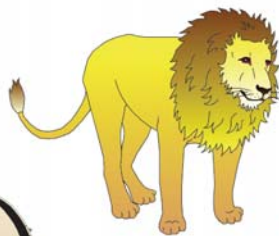
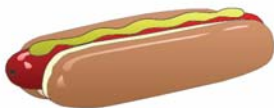


Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------

Name _____

Color the letters *red*, and circle the pictures that begin with the /l/ sound.

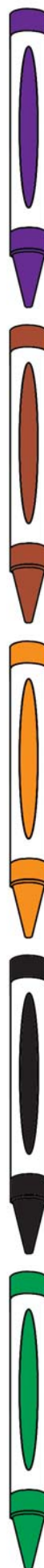
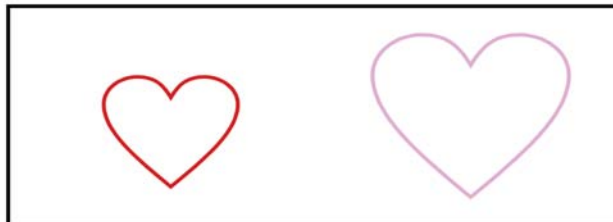
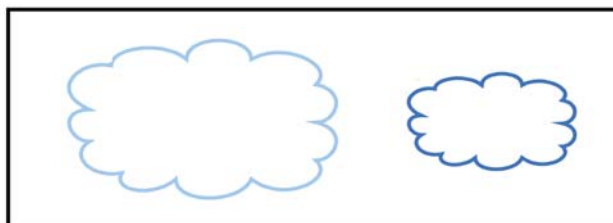
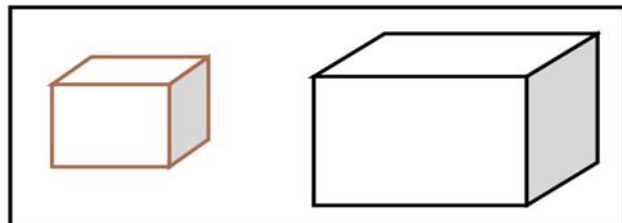
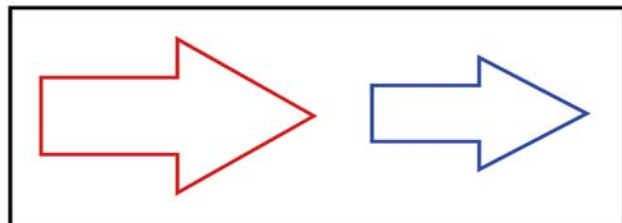
L l



Trace the letters and finish the row.

l | | | |

Color the larger shape in each box *red*.



1. The Alphabet

Place the lower case letters of the alphabet in order. Since kids love magnets, it may be fun to place them on the refrigerator, dish washer or other magnetic surface. Point to each letter as you say the alphabet. Begin teaching your child an alphabet song by singing it two or three times as you point to each letter. If you do not know one, ask a child in kindergarten or first grade to sing one for you.

2. The Letters *L* and *l*

Point out the letter *l* in the alphabet and tell your child what it is. Then ask him what letter it is. Tell him what sound an *l* makes and ask him to repeat it after you. Then say a number of words beginning with the *l*/ sound, emphasizing the first sound. If possible, point to things that begin with *l*.

Examples:	leg	lap	line	lamb	lemon
	lip	lid	light	laugh	living room
	leaf	lamp	love	lick	lawn mower

3. Larger and Smaller

Some children learn the words *big* and *little* without learning the words *large* and *small*. Using the shapes provided, select two shapes of different sizes. Ask your child which one is bigger. Praise your child for a correct answer. If an incorrect answer is given, offer gentle correction and let your child try again. Repeat the process with different pairs of shapes using the words *larger* and *smaller* in your questions until your child gives you the correct answer regularly.

4. The Color Red

Using items around the house or the shapes provided, make sure your child can identify things that are red.

5. The Front of This Page

a. Print your child's name on the lines for him to trace. If your child cannot write his name at all, perhaps it would be good to start with just the first letter of his name each day until he is comfortable writing that letter. Then add the next letter having him write the first two letters of his name each day until he can do that. Continue in this manner until he can write his full name.

b. Help your child select his red crayon. As he circles each picture, encourage him to get all of the picture in his circle without getting part of another picture in the circle.

c. When tracing the *l*'s, make sure your child starts at the top and traces down to the bottom line. Do not allow him to start at the bottom and trace upward. It will cause problems later if bad habits are permitted now.

d. Encourage your child to color each larger shape as neatly as possible.

General tip: Make sure your child holds his pencil and crayons correctly. There are a variety of pencil grips available to help with this if your child is having a problem.

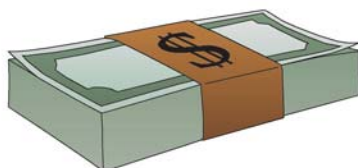


Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------

Name _____

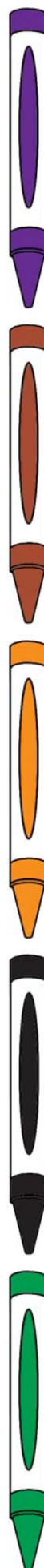
Color the letters **yellow**, and draw a **box** around the pictures that begin with the /i/ sound.

I i



Trace the letters and finish the row.

Match the shapes that are the same.



1. The Alphabet

Place the lower case letters of the alphabet in order. Since kids love magnets, it may be fun to place them on the refrigerator, dish washer or other magnetic surface. Point to each letter as you say the alphabet. Continue teaching your child an alphabet song by singing it two or three times as you point to each letter. It may be more fun if you use your child's finger to point to the letters. Encourage your child to sing with you.

2. The Letters *i* and *I*

Point out the letter *i* in the alphabet and tell your child what it is. Then ask him what letter it is. Tell him what sound an *i* makes and ask him to repeat it after you. Then say a number of words beginning with the /i/ sound, emphasizing the first sound. If possible, point to things that begin with *i*.

Examples:	in	is	it	if	Indian
	inch	igloo	inn	ill	inchworm

3. Same and Different

Using the shapes provided, select two that are different in one way. Show your child how the shapes are the same (perhaps the same size and shape). Then point out how they are different (perhaps a different color). Repeat with different pairs of shapes or other items from around the house. Ask your child to tell you how they are the same and how they are different.

4. The Color Yellow

Using items around the house or the shapes provided, make sure your child can identify things that are yellow.

5. The Front of This Page

a. Print your child's name on the lines for him to trace. If your child cannot write his name, follow yesterday's procedure.

b. Help your child select his yellow crayon. While it may not be possible for him to stay in the lines, encourage him to color as carefully as possible.

c. When tracing the *i*'s, make sure your child starts at the middle line and traces down, placing the dot over the *i* last. Do not allow him to start at the bottom and trace upward. It will cause problems later if bad habits are allowed now.

d. Encourage your child to draw straight lines while matching the shapes.

General tip: Make sure your child holds his pencil and crayons correctly. There are a variety of pencil grips available to help with this if your child is having a problem. Pencil grips which work for right- or left-handed children may be purchased from www.summerbookcompany.com or elsewhere on the internet.

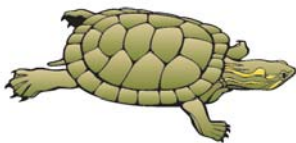
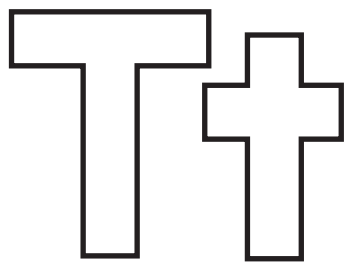


Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------

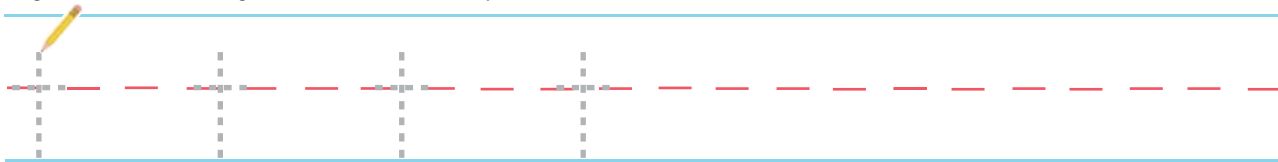
Name _____



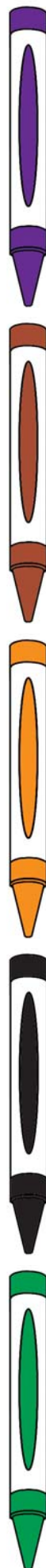
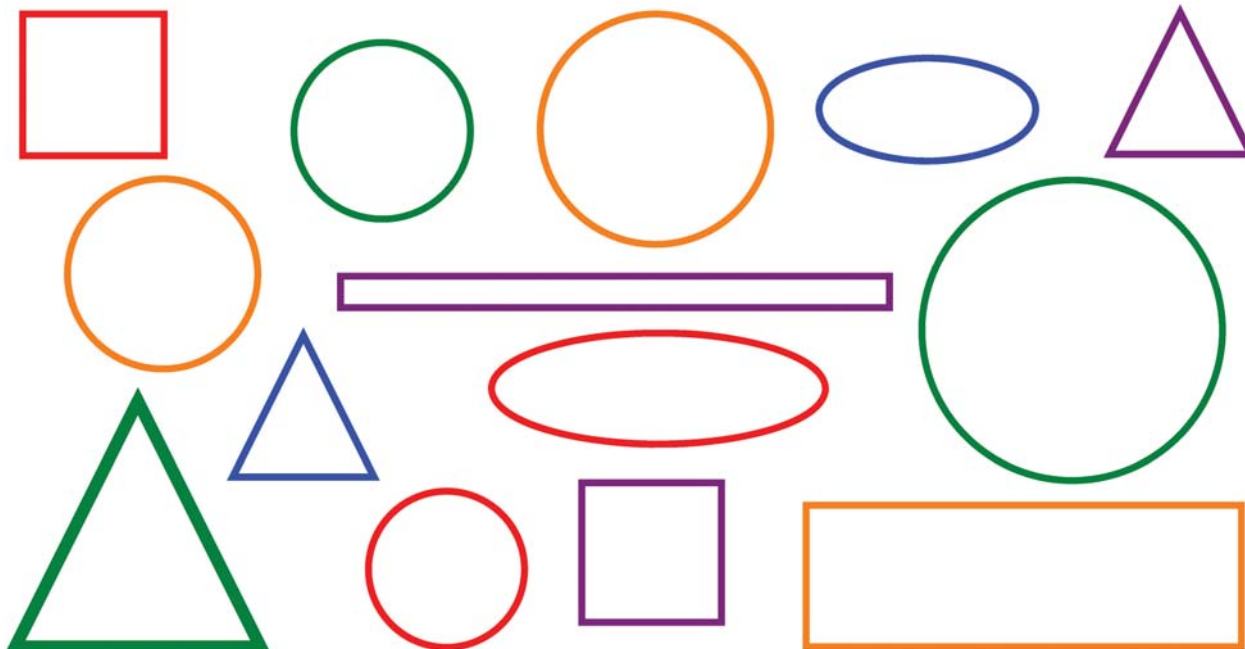
Color the letters *blue*, and circle the pictures that begin with the /t/ sound.



Trace the letters and finish the row.



Color the circles *blue*.



1. The Alphabet

Place the lower case letters of the alphabet in order. Point to each letter as you say the alphabet. Continue teaching your child an alphabet song by singing it two or three times as you point to each letter. It may be more fun if you use your child's finger to point to the letters. Encourage your child to sing with you.

2. The Letters *T* and *t*

Point out the letter *t* in the alphabet and tell your child what it is. Then ask him what letter it is. Tell him what sound a *t* makes and ask him to repeat it after you. Then say a number of words beginning with the /t/ sound, emphasizing the first sound. If possible, point to things that begin with *t*.

Examples:	toe	toy	tongue	tomato	tent
	top	tall	toaster	tree	tack
	tape	turtle	tricycle	truck	television

3. Circles

Using the shapes provided, select several circles. Show your child how round they are with no straight edges or corners. Then spread out a bunch of shapes on a flat surface and have your child find all the circles.

4. The Color Blue

Using items around the house or the shapes provided, make sure your child can identify things that are blue.

5. The Front of This Page

a. Print your child's name on the lines for him to trace. If your child cannot write his name, follow Monday's procedure.

b. Help your child select his blue crayon. As he circles each picture, encourage him to get all of the picture in his circle without getting part of another picture in the circle.

c. When tracing the *t*'s, make sure your child starts at the top and traces downward, crossing the *t* last. Do not allow him to start at the bottom and trace upward. It will cause problems later if bad habits are permitted now.

d. You may need to point out to your child that he needs to color only circles regardless of the color of the shapes.

General tip: Make sure your child holds his pencil and crayons correctly. There are a variety of pencil grips available to help with this if your child is having a problem.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------

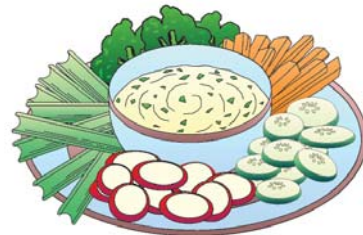
Name _____



Color the letters *green*, and draw a box around the pictures that begin with the /v/ sound.

V

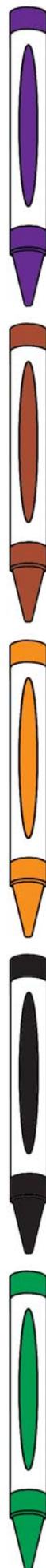
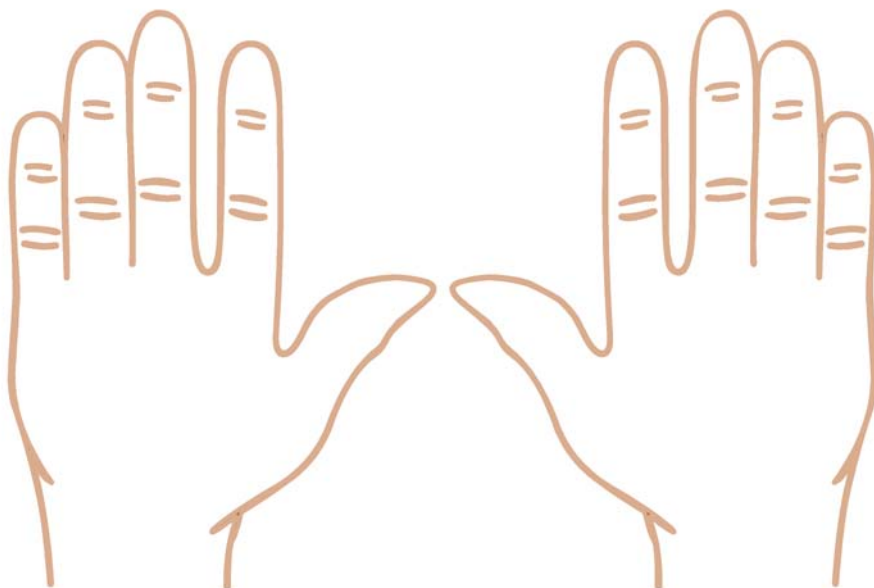
v



Trace the letters and finish the row.



Color the left hand *green*.



1. The Alphabet

Place the lower case letters of the alphabet in order. Continue teaching your child an alphabet song by singing it two times as you or your child points to each letter.

2. The Letters V and v

Point out the letter v in the alphabet and tell your child what it is. Then ask him what letter it is. Tell him what sound a v makes and ask him to repeat it after you. Then say a number of words beginning with the /v/ sound, emphasizing the first sound. If possible, point to things that begin with v.

Examples:	very	vase	van	violin	voice
	vine	valley	vanilla	vaporizer	vacuum
	vet	velvet	verse	violet	vote

3. Left and Right

Your child needs to learn the difference between left and right. Try to help him find a difference that he can remember between his left and right hands. Ask him to hold up his left hand, tap his right toe, turn to the right, etc., until he has a general idea of what to do. Small children often have real difficulty with left and right, so be very patient and nice. Left, Center, Right, a cute game that helps children learn the difference between left and right is available at www.summerbookcompany.com.

4. The Color Green

Using items around the house or the shapes provided, make sure your child can identify things that are green.

5. The Front of This Page

a. Print your child's name on the lines for him to trace. If your child cannot write his name, print as many letters as are appropriate.

b. Help your child select his green crayon. While it may not be possible for him to stay in the lines, encourage him to color as carefully as possible.

c. When tracing the v's, make sure your child starts at the middle line and traces downward. Do not allow him to start at the bottom and trace upward. A v may be made in one or two strokes. If you choose to teach your child to make it in two strokes, make sure he starts at the middle line both times. If you choose to teach a v as a single stroke, do not let your child pick up his pencil until he has completed the letter.

d. You may need to remind your child which is the left hand.

General tip: Make sure your child holds his pencil and crayons correctly. There are a variety of pencil grips available to help with this if your child is having a problem.

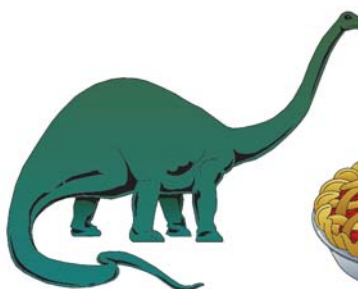


Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------

Name _____



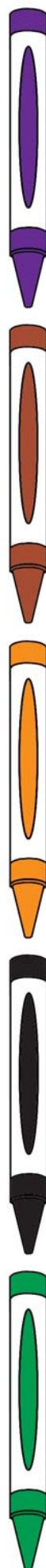
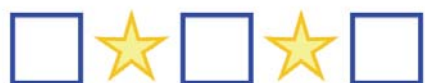
Color the letters *red*, and *circle* the pictures that begin with the /w/ sound.



Trace the letters and finish the row.



Draw a line from the pattern to the shape that should come next.



1. The Alphabet

Place the lower case letters of the alphabet in order. Continue teaching your child an alphabet song by singing it as you or your child points to each letter.

2. The Letters *W* and *w*

Point out the letter *w* in the alphabet and tell your child what it is. Then ask him what letter it is. Tell him what sound a *w* makes and ask him to repeat it after you. Then say a number of words beginning with the /*w*/ sound, emphasizing the first sound. If possible, point to things that begin with *w*.

Examples:	woman	wife	wise	window	wasp
	wash	watch	wagon	waffle	wag
	waist	wait	we	weigh	wind

3. Patterns

A fun way to teach patterns is to make it a game of “What comes next?” Using the shapes provided or objects around the house, make a simple pattern of four to six objects. A pattern might be a fork, spoon, fork, spoon, and a fork. Ask your child, “What comes next?” Praise all correct answers, and have your child tell you, if he can, how he figured out the answer. If your child gives an incorrect answer, gently explain *why* the answer is wrong. “What comes next?” is not a game involving blind guessing. You are trying to improve your child’s reasoning skills.

4. The Color Red

Using items around the house or the shapes provided, make sure your child can identify things that are red. This should be an easy review. If your child persistently has trouble with colors after repeated teaching from you and others, you may want to make sure he is not partially color blind.

5. The Front of This Page

a. Print your child’s name on the lines for him to trace. If your child cannot write his name, print as many letters as are appropriate.

b. Help your child select his red crayon. While it may not be possible for him to stay in the lines, encourage him to color as carefully as possible. Careful coloring is a pleasant way to develop good coordination in the hands.

c. When tracing the *w*’s, make sure your child starts at the middle line and traces downward. Do not allow him to start at the bottom. A *w* may be made in one or four strokes. If you choose to teach your child to make it in four strokes, make sure he starts at the middle line every time. If you choose to teach a *w* as a single stroke, do not let your child pick up his pencil until he has completed the letter.

d. You may need to have your child tell you the answer before drawing the line.

General tip: Make sure your child holds his pencil and crayons correctly.