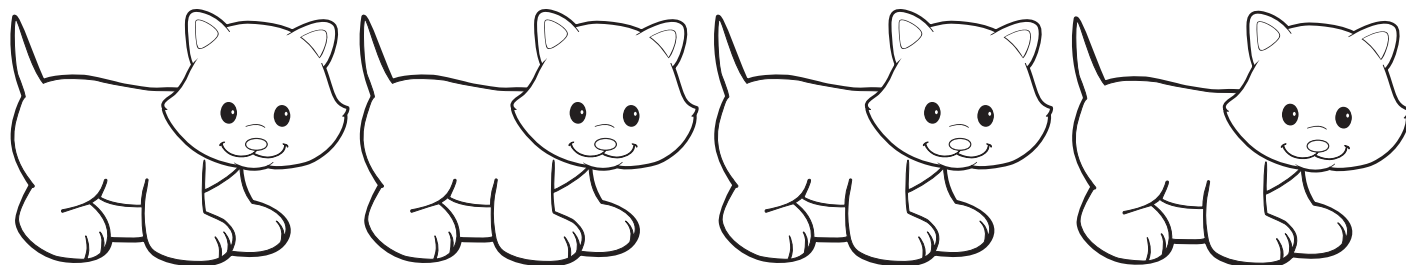


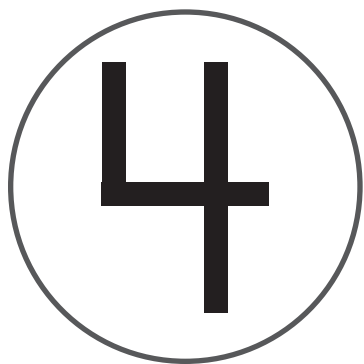
Name _____



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Note to the teacher: Have a youngster trace the number four with his finger, a cotton swab dipped in paint, or a paintbrush with watercolors. Help him identify the number. Next, have him touch and count the cats. Ask, "How many cats are on the page?"

Name _____



1

4

4

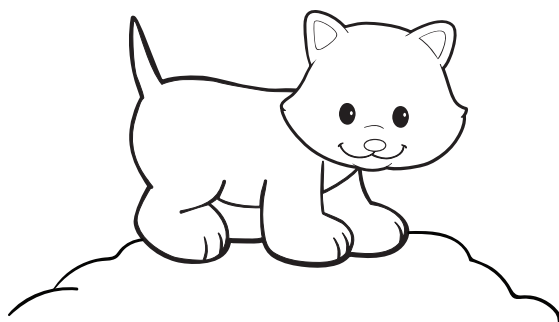
3

5

4

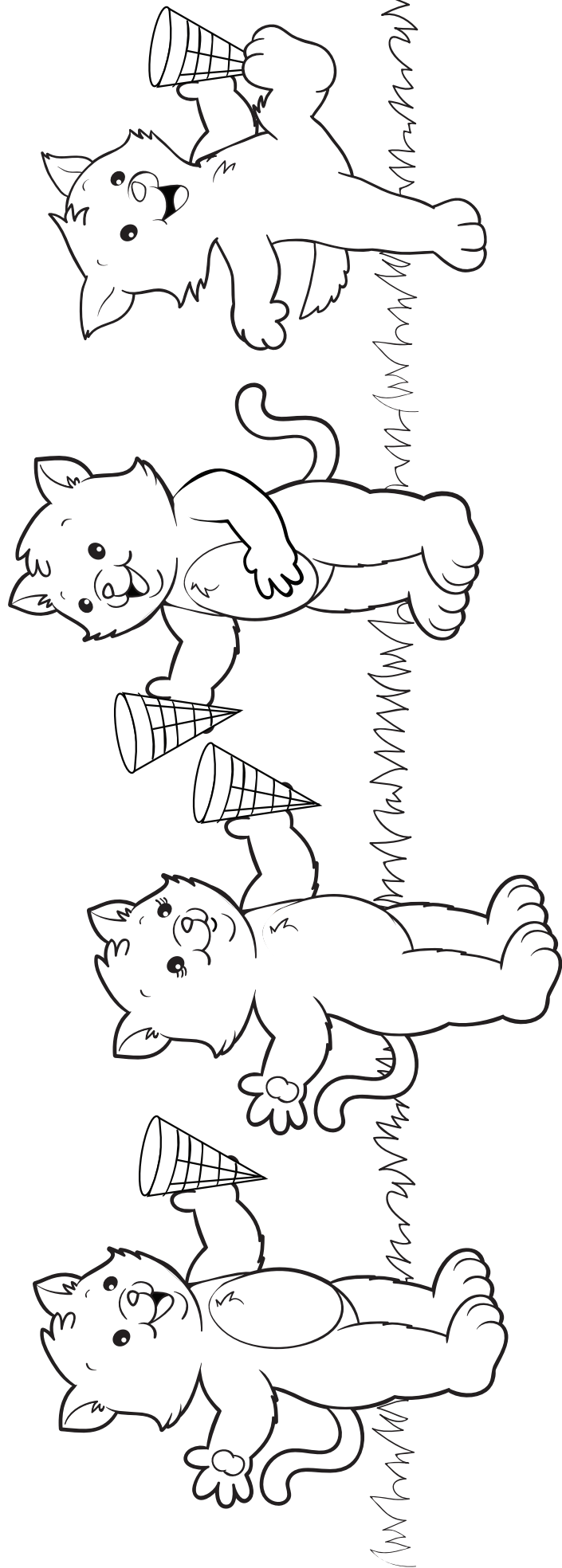
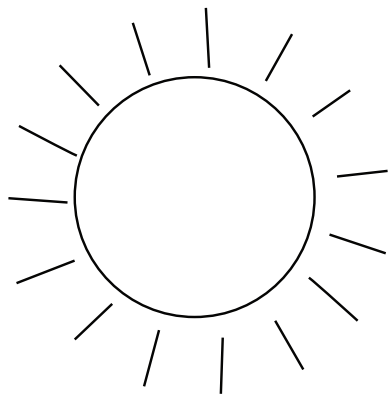
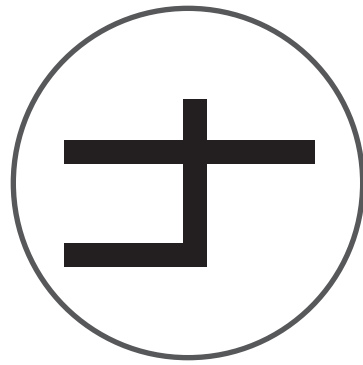
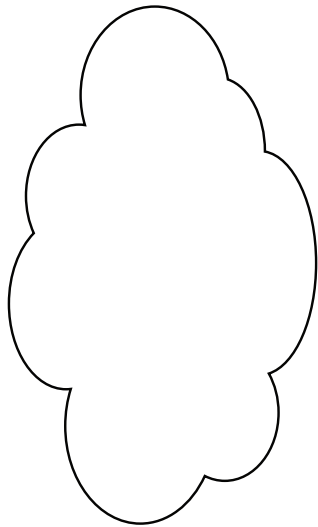
2

4



4

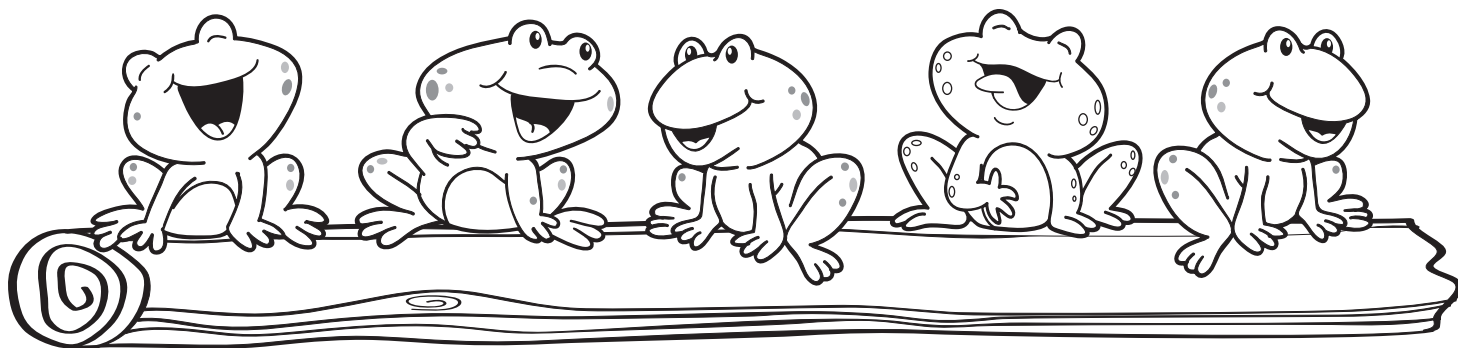
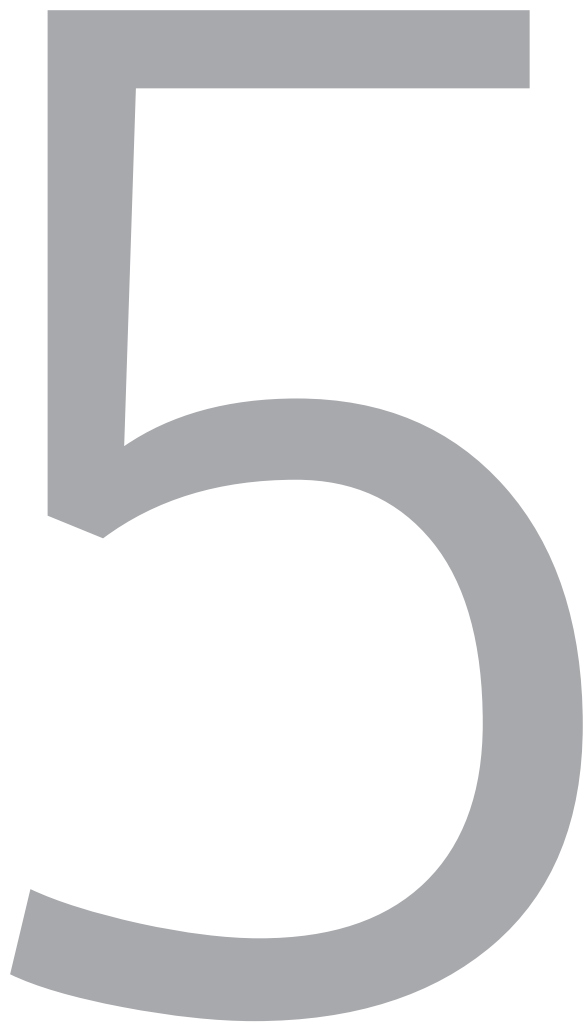
Name _____



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Note to the teacher: Have a child color the page. Then have her make four fingerprints (scoops) above each ice cream cone using ink or paint. Help her identify the number at the top of the page. Then lead her to notice that there are four cats on the page and each cat has four scoops on its cone.

Name _____



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Note to the teacher: Have a youngster trace the number five with his finger, a cotton swab dipped in paint, or a paintbrush with watercolors. Help him identify the number. Next, have him touch and count the frogs. Ask, "How many frogs are on the page?"

Name _____



5

4

5

6

2

5

5

3



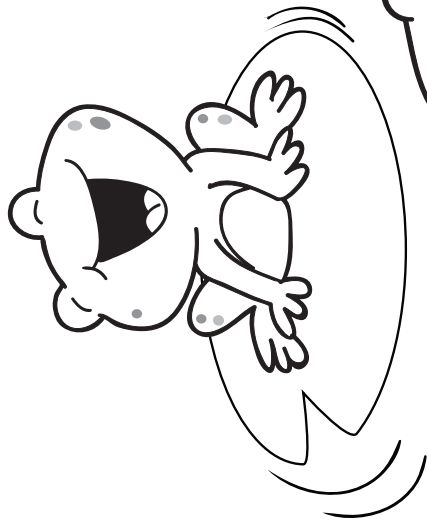
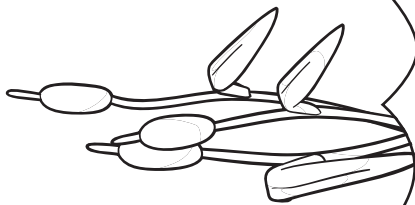
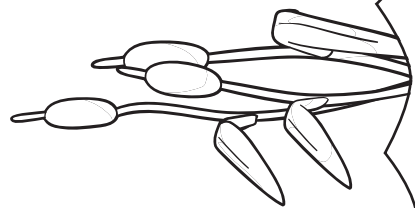
5

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Note to the teacher: Have a child point to the circled number five. Help her identify the number. Then have her use a bingo dauber to mark each five on the page.

Name _____

5



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Have a child color the page. Then have her draw one fly for each frog. Help her identify the number at the top of the page. Then lead her to notice that there are five frogs and five flies on the page.

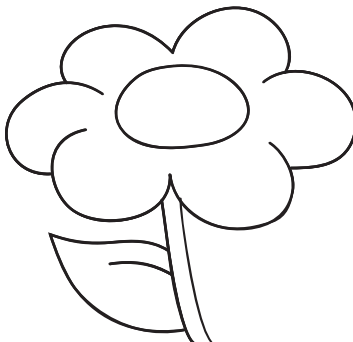
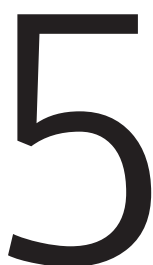
Name _____



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Note to the teacher: Have a youngster trace the number six with his finger, a cotton swab dipped in paint, or a paintbrush with watercolors. Help him identify the number. Next, have him touch and count the bees. Ask, "How many bees are on the page?"

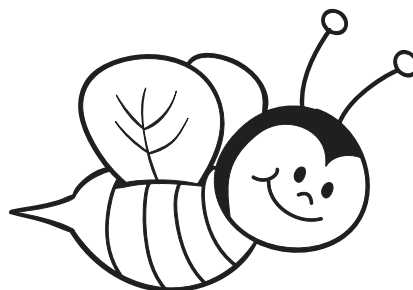
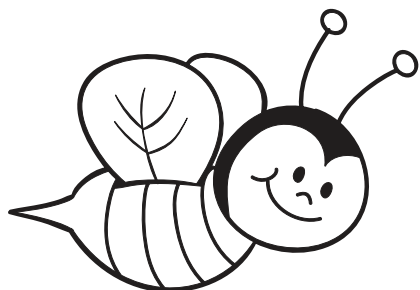
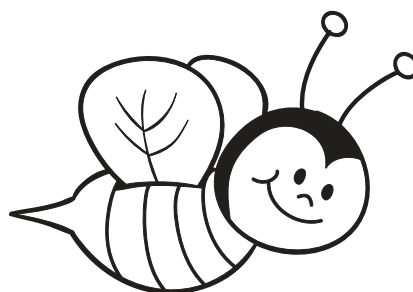
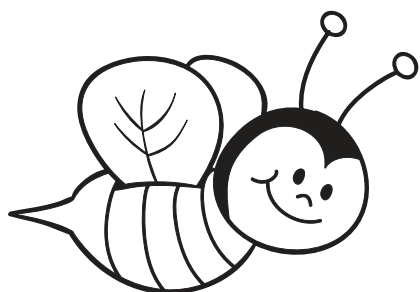
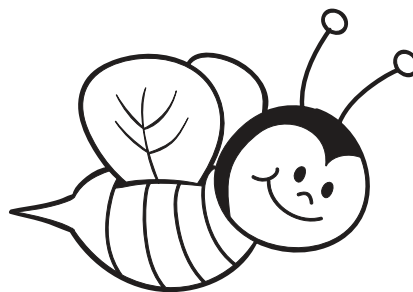
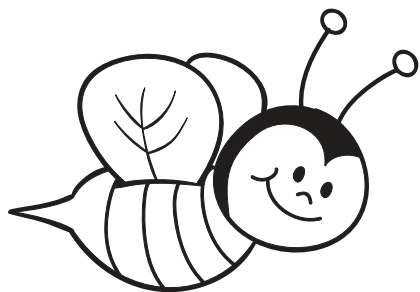
Name _____



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Note to the teacher: Have a child point to the circled number six. Help her identify the number. Then have her use a bingo dauber to mark each six on the page.

Name _____



Note to the teacher: Give a child a copy of this page and have him color the bees. Next, encourage him to use a flower stamp and an ink pad to make a flower print next to each bee. Have him identify the number at the top of the page. Then lead him to notice that there are six bees and six flowers on the page.

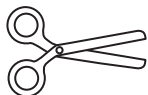
Name _____

Arbor Day
Sequencing

Beautiful Branches



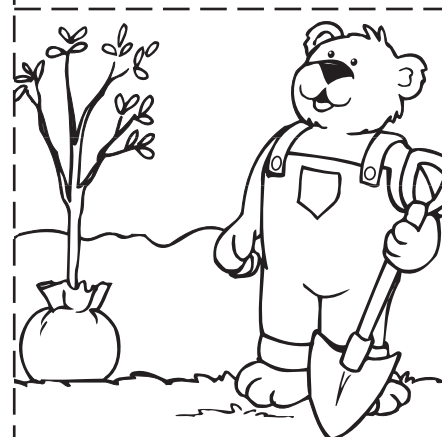
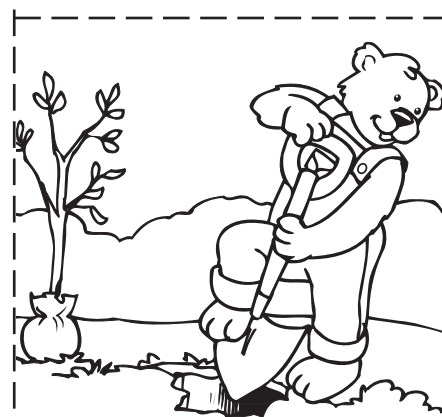
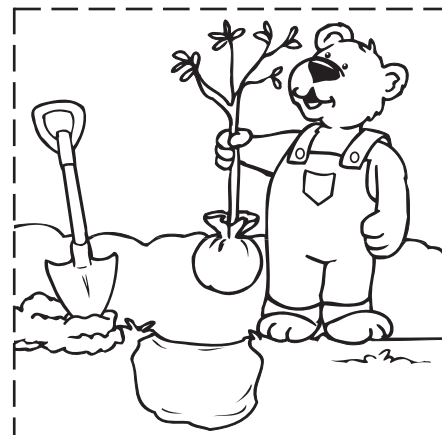
Color.



Cut.



Glue the pictures in order.



1

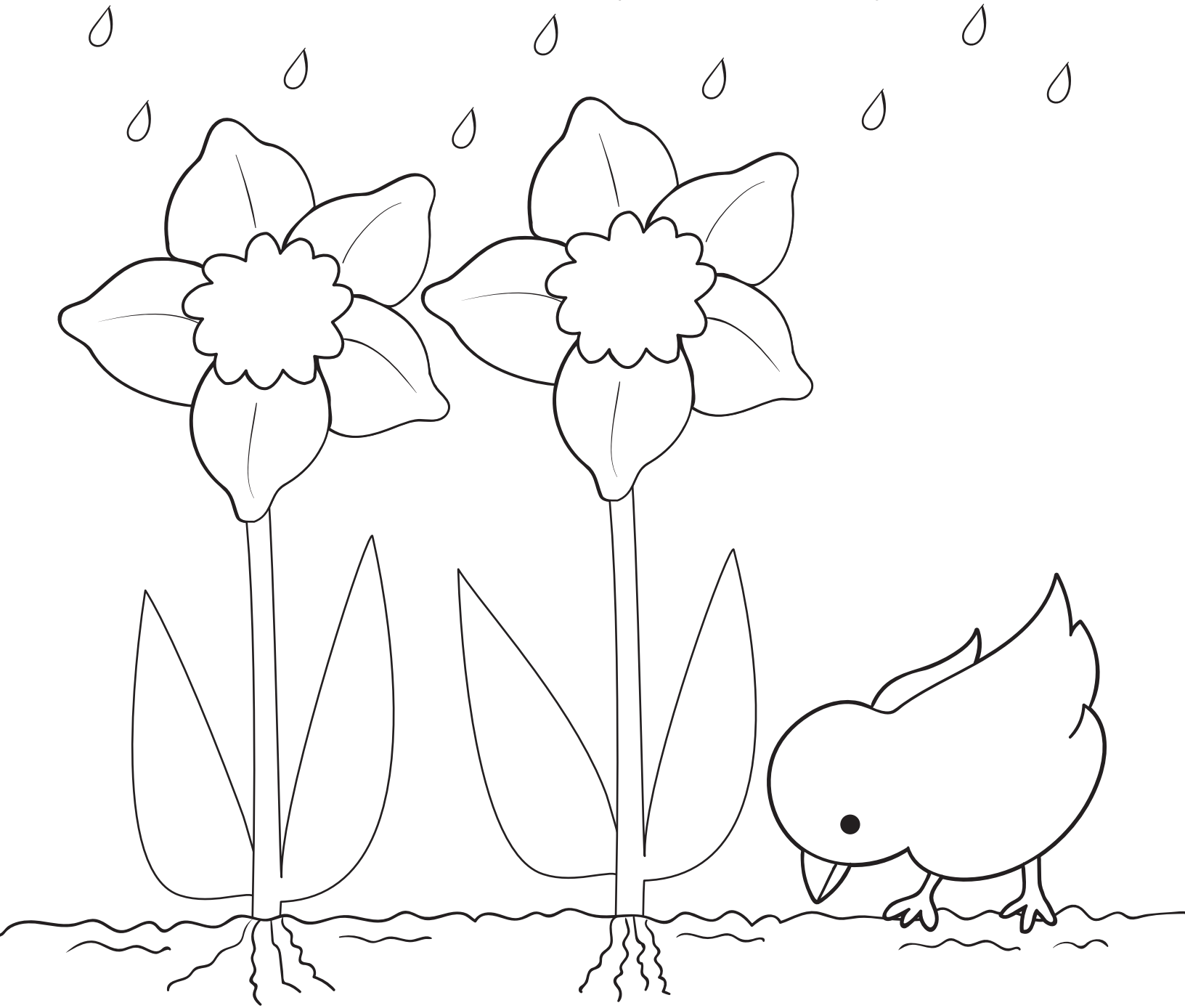
2

3

4

Name _____

Wonderful Worms!

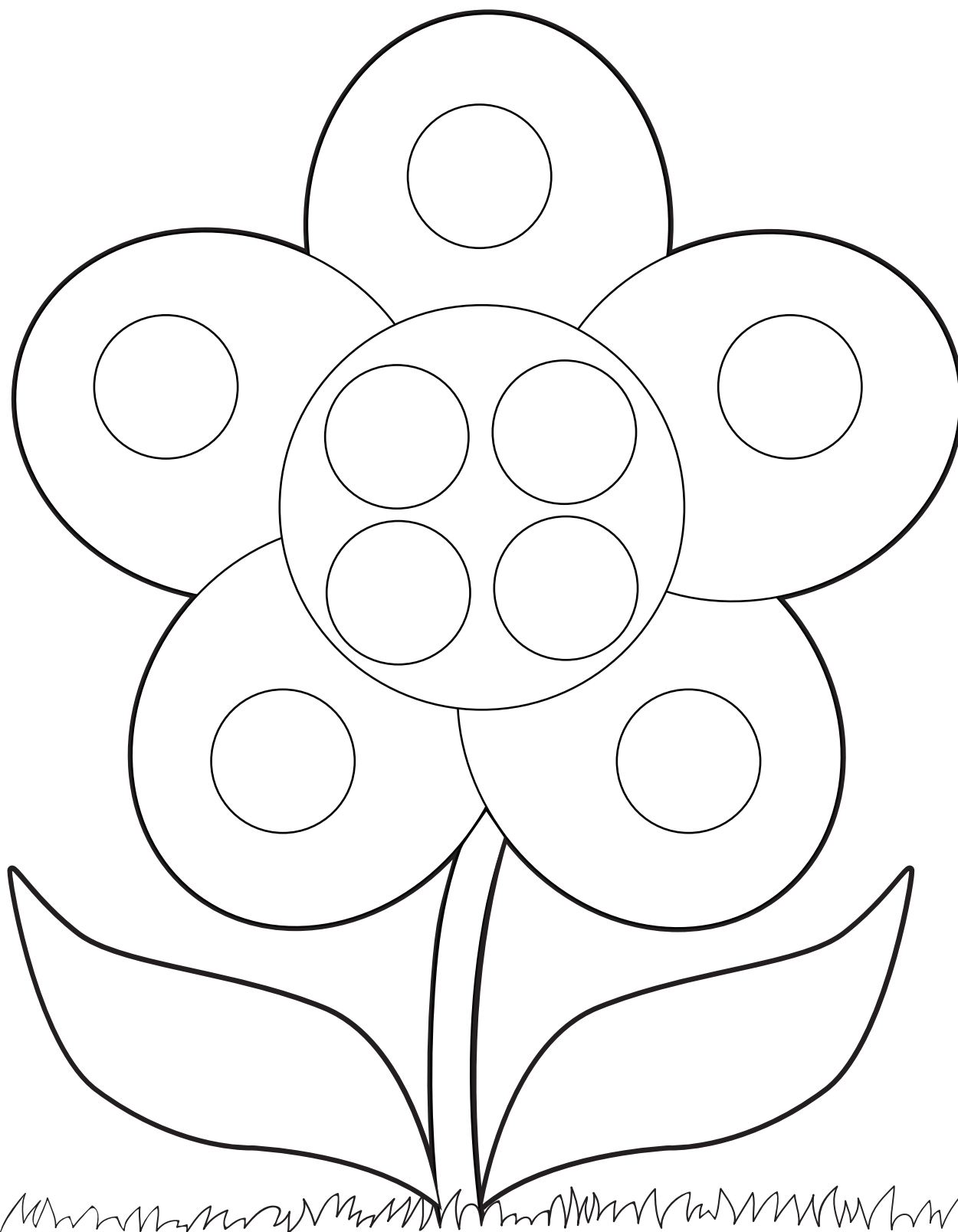


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Note to the teacher: Have a child color a copy of this page. Then have her cut strips of brown paper and glue them to the bottom of the page so they resemble worms.

Name _____

Beautiful Bloom

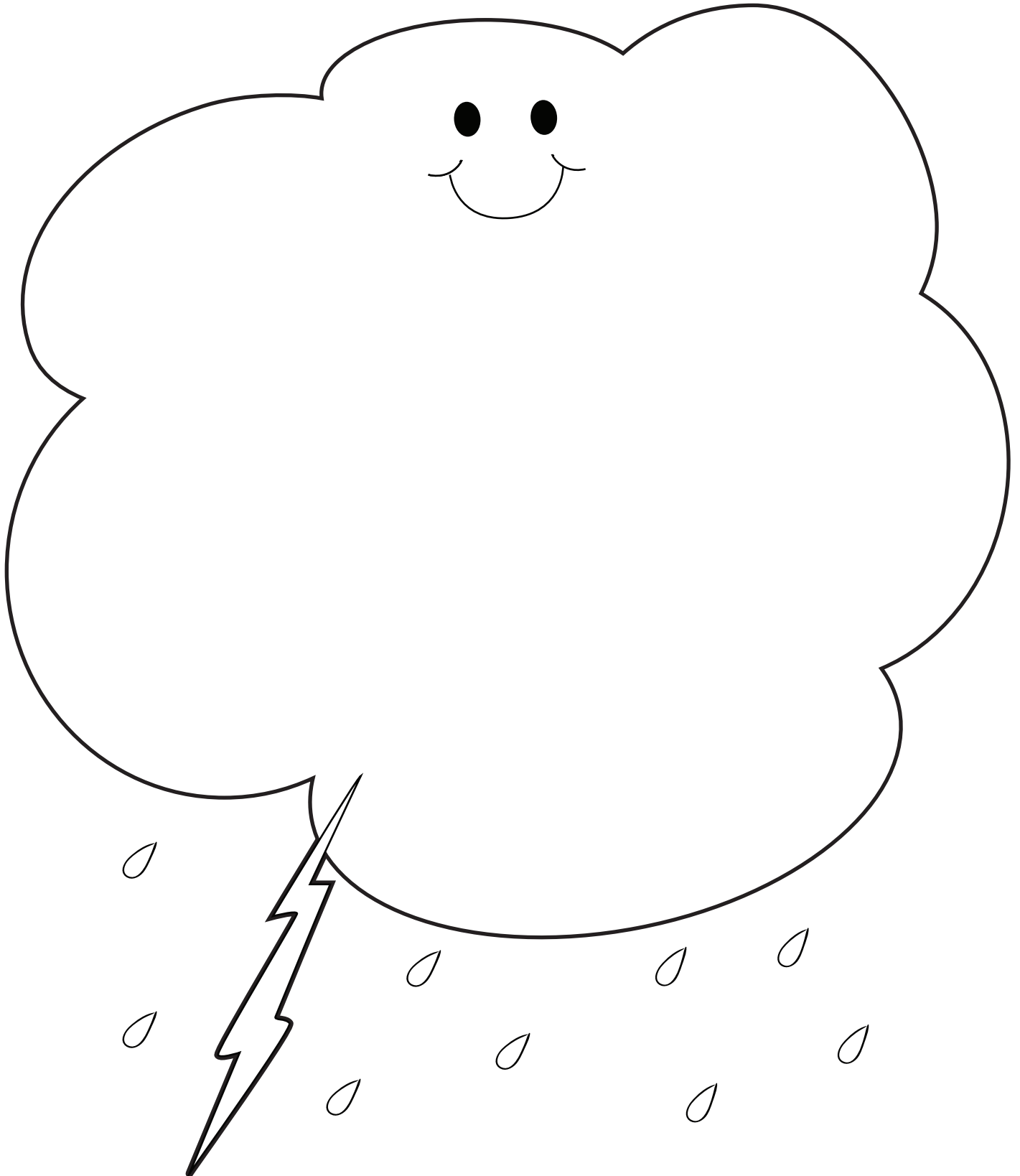


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Note to the teacher: Have a child color a copy of this page. Then have her finish the page by gluing a pom-pom to each circle. (For a glue-free option, have her press a sticky dot on each circle.)

Name _____

Spring Storm



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Note to the teacher: Have a child color a copy of this page. Then have her crumple squares of gray and black tissue paper and glue them to the storm cloud.

 Write your name.

 Circle the word **it**.

the

it

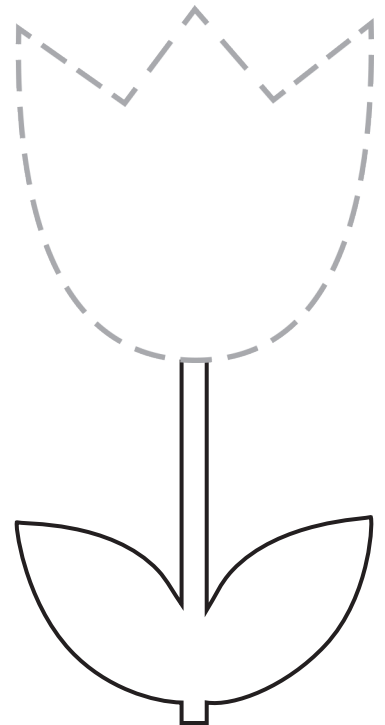
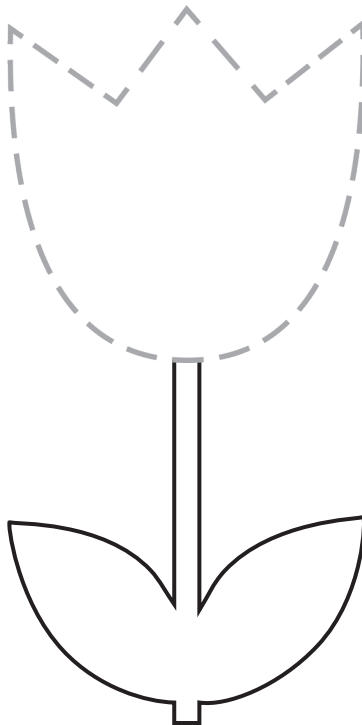
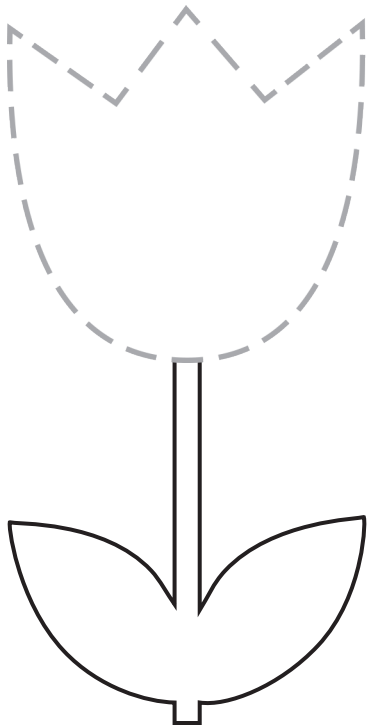
it

it

and

it

 Count the .  Trace.



 Write your name.



Circle the word **can**.

can

are

can

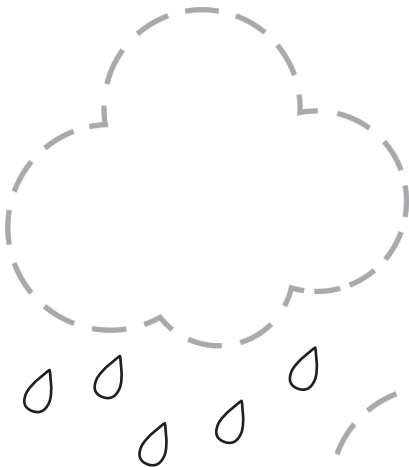
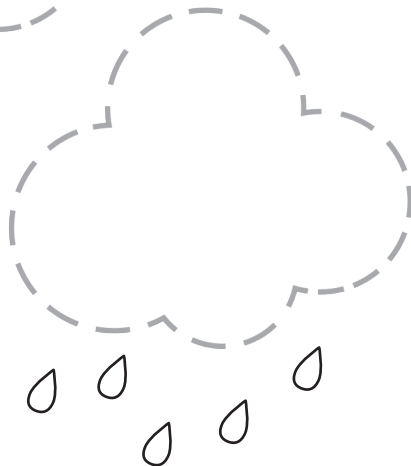
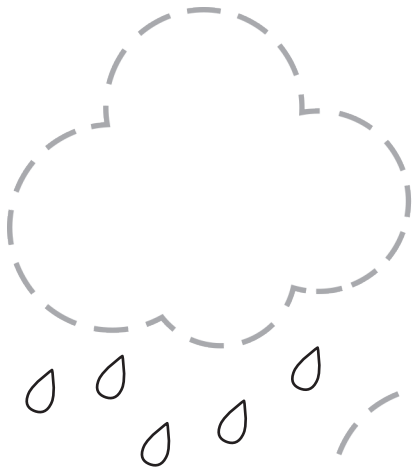
can

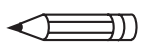
can

see



Count the .  Trace.





Write your name.



Circle the word **what**.

what what some

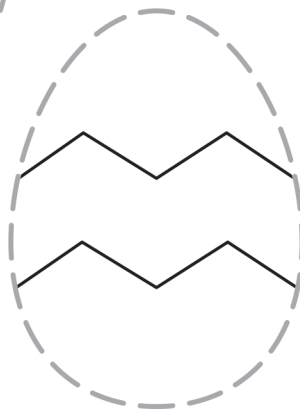
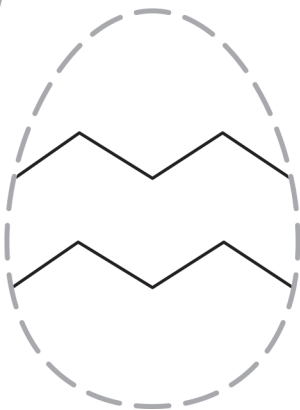
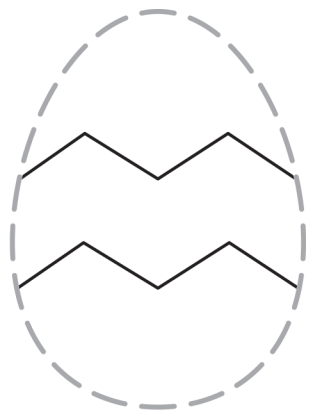
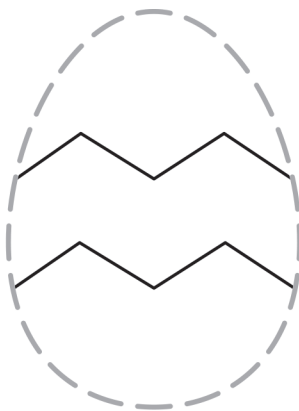
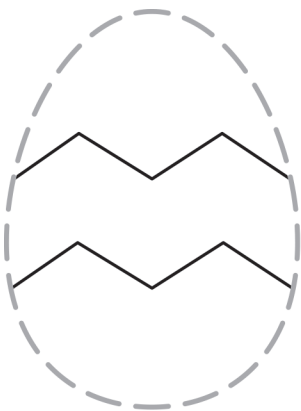
what who what



Count the



Trace.



 Write your name.



Circle the word **are**.

can

are

as

are

are

are



Count the



Trace.

