

# Letters of the English Alphabet

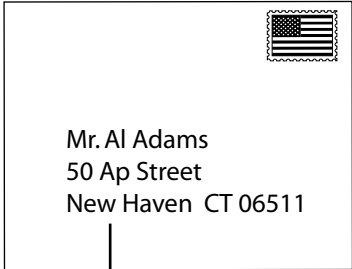
A a B b C c D d E e F f  
G g H h I i J j K k L l M m  
N n O o P p Q q R r S s T t  
U u V v W w X x Y y Z z

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m n  
o p q r s t u v w x y z

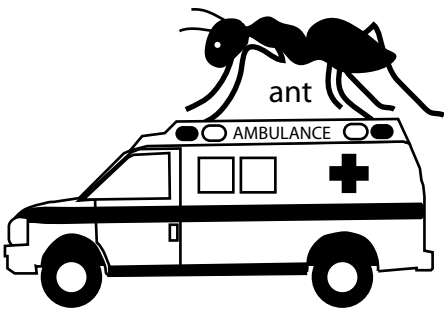
abcdefghijklmnopqrstuvwxyz

# A a acrobat



Mr. Al Adams  
50 Ap Street  
New Haven CT 06511

address



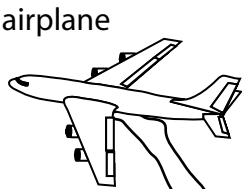
ant

ambulance

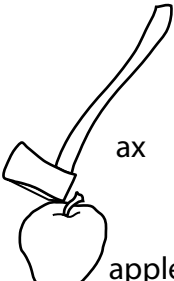


alligator

alphabet  
abcdefghijklmnopqrstuvwxyz  
ABCDEFGHIJKLMNOPQRSTUVWXYZ

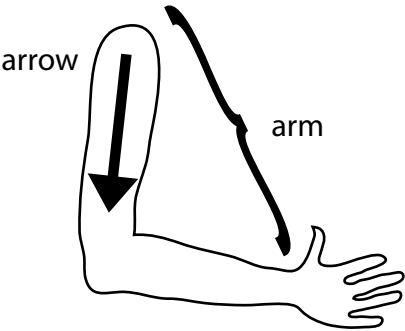


airplane



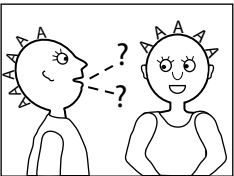
ax

apple



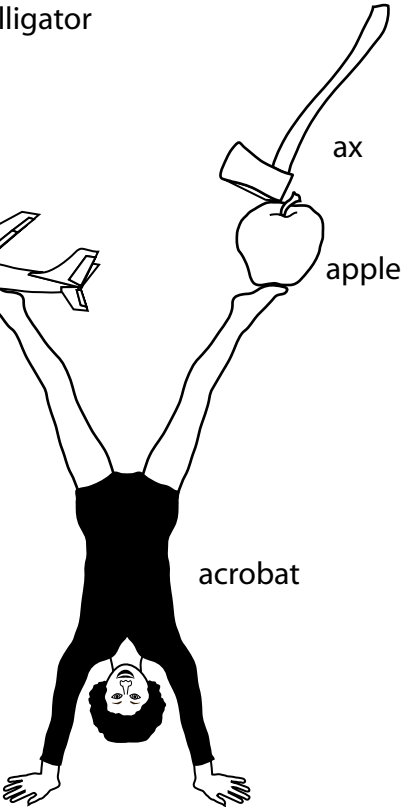
arrow

arm



ask

1 + 1 = 2  
one plus one equals two:  
addition



acrobat

On means *in contact with*. Write a word from the picture to complete the sentence.

1. The ant is on the ambulance.
2. The apple is on the \_\_\_\_\_.
3. The arrow is on the \_\_\_\_\_.
4. The alphabet is on the \_\_\_\_\_.

Write your own sentence using words from the picture.

5. The \_\_\_\_\_ is on the \_\_\_\_\_.

# An Apple, An Ant

*An* is an indefinite article. We use *an* before words that start with a vowel sound to make a general statement beginning with *there is*.

Underline yes if the sentence matches the picture on p. 2. Underline no if it does not.

- |  |      |           |
|--|------|-----------|
| 1. There is an apple on an ambulance.    | yes  | <u>no</u> |
| 2. There is an ant on an airplane.       | yes  | no        |
| 3. There is an ant on an apple.          | yes. | no        |
| 4. There is an ax on an apple.           | yes  | no        |
| 5. There is an alphabet on an arm.       | yes  | no        |
| 6. There is an alphabet on an alligator. | yes  | no        |

Write the *a* or *ar* word to complete the sentence.

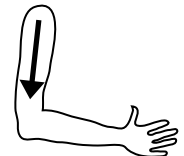
- a. There is an ant on an ambulance.  
(ant / arm)



- b. There is an \_\_\_\_\_ on an acrobat.  
(alligator / airplane)



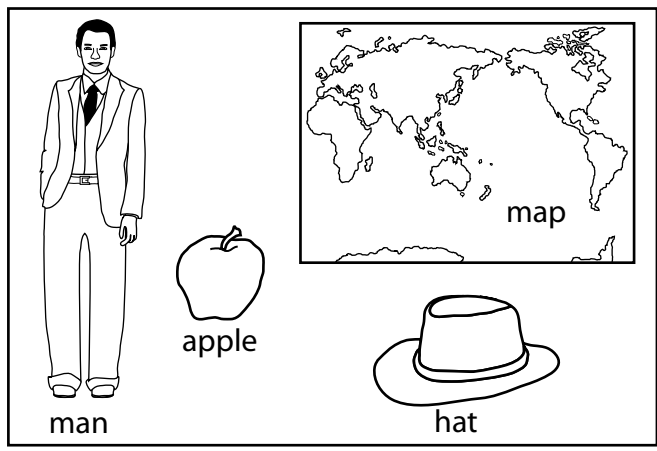
- c. There is an \_\_\_\_\_ on an arm.  
(arrow / address)



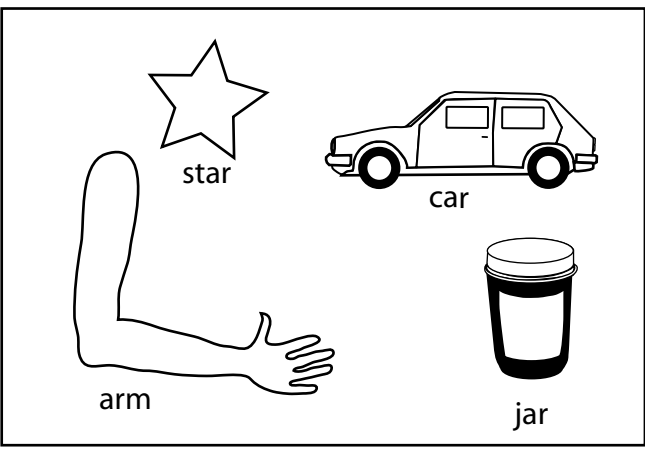
Activity: Rewrite all the sentences above that match the picture on page 2.

# Phonics: Short A and Ar

**a**



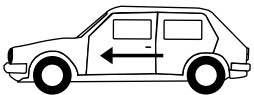
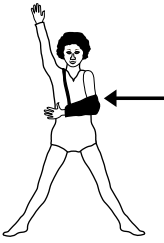
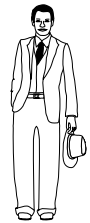
**ar**



**Short a** makes the sound /A/ as in **bat**. **Ar** makes the sound /AH/ as in **bar**.

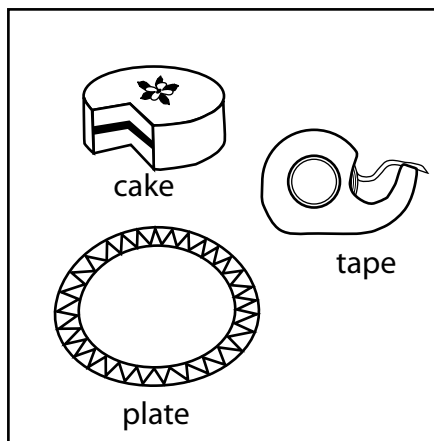
Complete the sentence with the **a** or **ar** word for the picture.

- 1. The man has a hat.
- 2. The alligator has an \_\_\_\_\_.
- 3. The acrobat has a bad \_\_\_\_\_.
- 4. The jar has a \_\_\_\_\_ on it.
- 5. The \_\_\_\_\_ has an ant on it.
- 6. The \_\_\_\_\_ has an arrow on it.

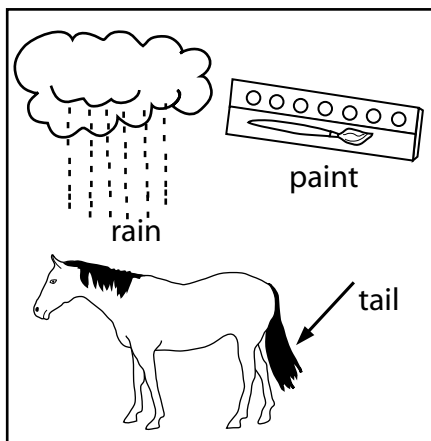


# Phonics: Long A

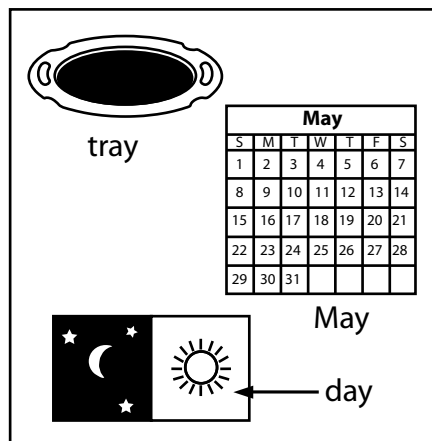
**a-e**



**ai**



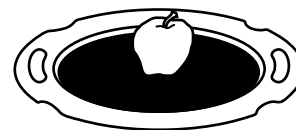
**ay**



**Long a:** **a-e**, **ai** and **ay** make the sound /AI/, as in **A**, **B**, **C**.

Complete the sentence with the **a-e**, **ai**, or **ay** word for the picture.

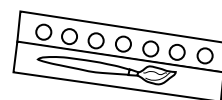
1. The apple is on the tray.



2. The alligator has a \_\_\_\_\_.



3. The \_\_\_\_\_ box has a brush in it.



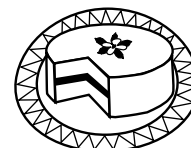
4. The \_\_\_\_\_ is very hot.



5. The ambulance is in the \_\_\_\_\_.

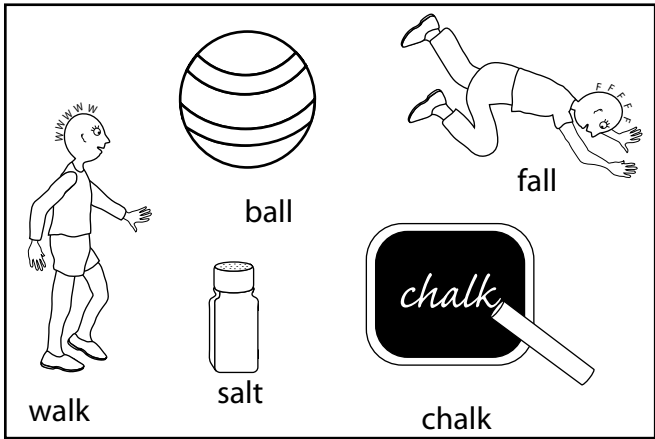


6. The \_\_\_\_\_ is on the plate.

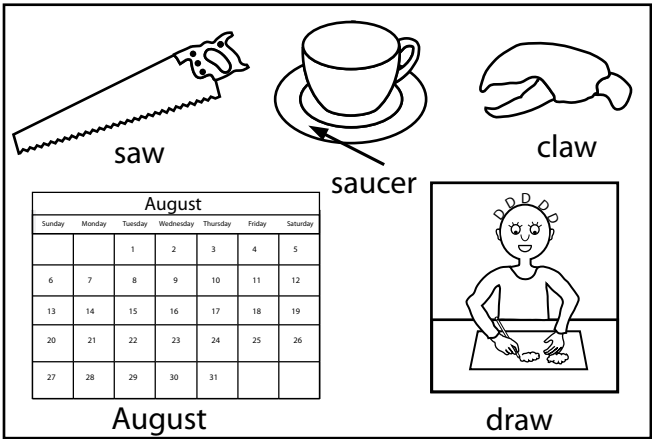


# Phonics: Aw

## alk, all, alt



## aw, au



The letter **a** in **all, alk, alt, aw, and au** makes the sound /AW/ as in **cough**.

Complete the sentence with the **all, alk, alt, aw, or au** word for the picture.

1. He is catching the ball.



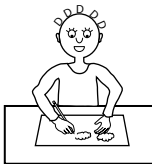
2. A \_\_\_\_\_ can cut wood.



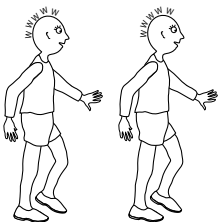
3. The cup is on the \_\_\_\_\_.



4. I like to \_\_\_\_\_ pictures.



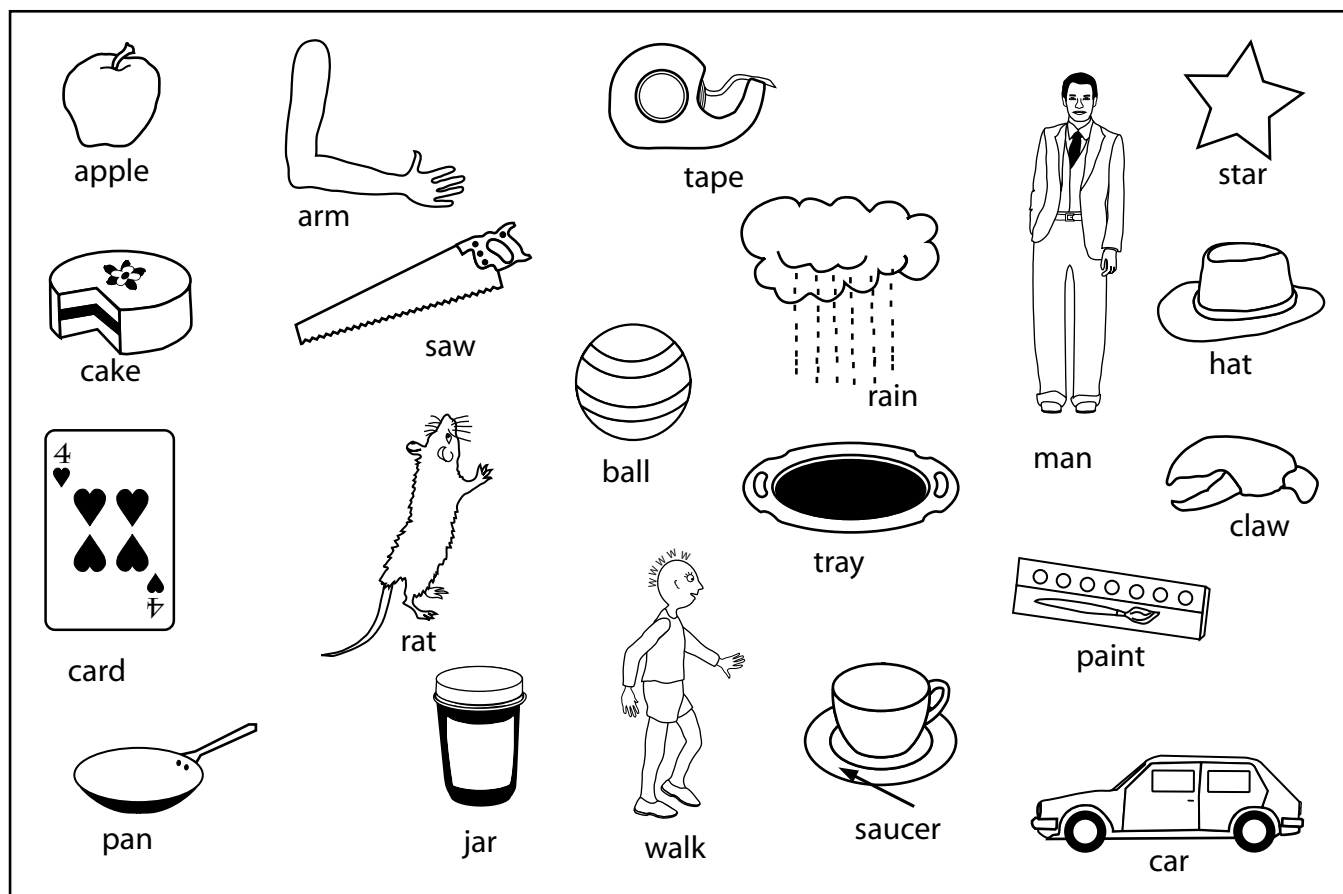
5. We \_\_\_\_\_ to school at 8:00 A.M.



6. She likes to put \_\_\_\_\_ on her eggs.



# Short A, Long A, Ar, and Aw



Write the **short a**, **long a**, **ar**, or **aw** word from the picture under its sound.

**short a**

**long a**

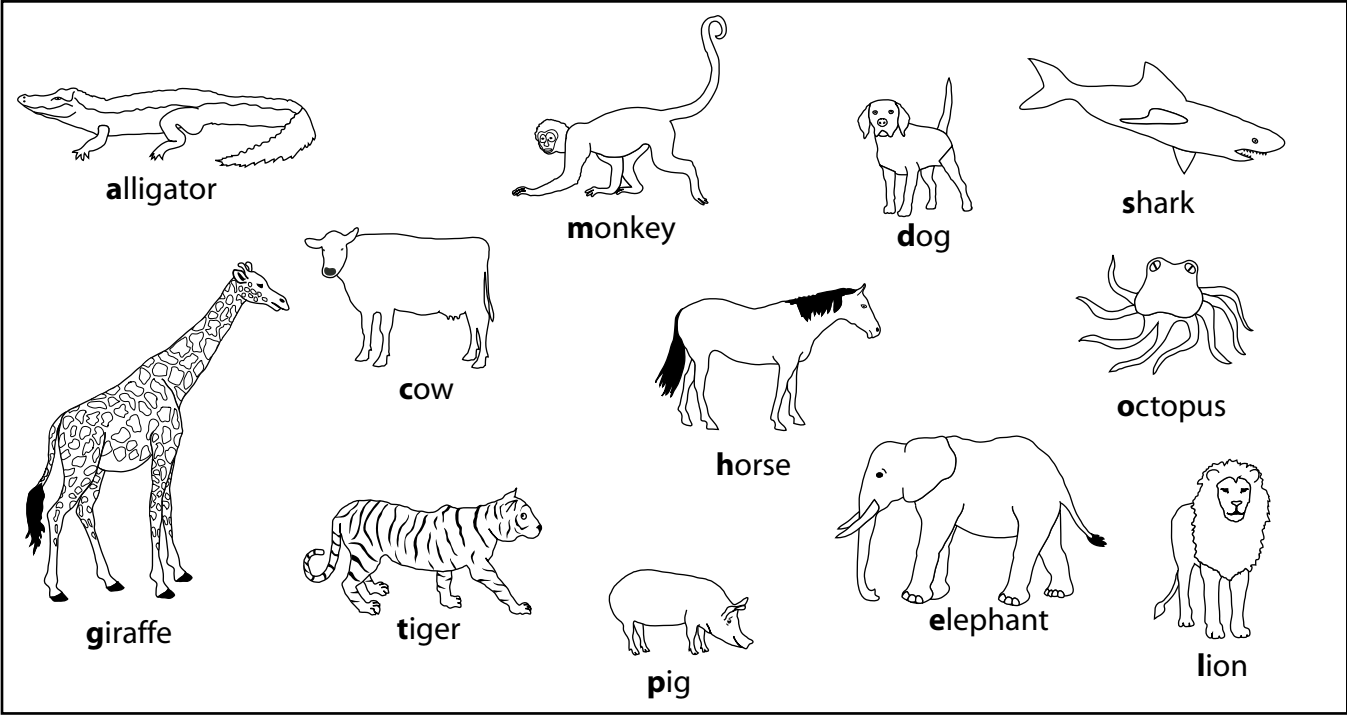
**ar**

**aw**

*apple*

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# Animals and the Alphabet



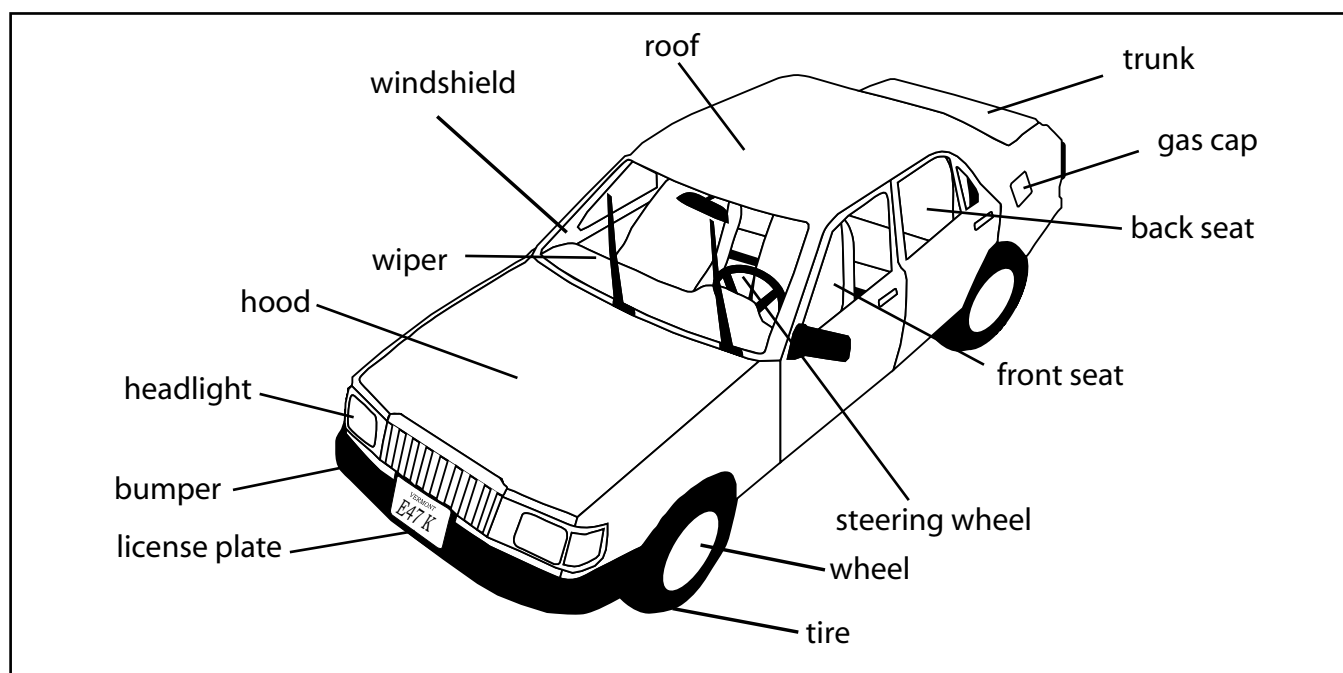
abcdefghijklmnopqrstuvwxyz

Alphabetize the animals in the picture so they are in a-b-c order. The first letters of numbers 2-8 are given. Complete those names and add the rest.

- |                       |            |
|-----------------------|------------|
| 1. a <u>alligator</u> | 7. l _____ |
| 2. c _____            | 8. m _____ |
| 3. d _____            | 9. _____   |
| 4. e _____            | 10. _____  |
| 5. g _____            | 11. _____  |
| 6. h _____            | 12. _____  |



# An Automobile and the Alphabet



abcdefghijklmnopqrstuvwxyz

Alphabetize the parts of the automobile in the picture so that both the first and second letters are in a-b-c order. The words for 1 and 2 are given. Complete the list.

1. **b** *back seat*

8. \_\_\_\_\_

2. **b** *bumper*

9. \_\_\_\_\_

3. \_\_\_\_\_

10. \_\_\_\_\_

4. \_\_\_\_\_

11. \_\_\_\_\_

5. \_\_\_\_\_

12. \_\_\_\_\_

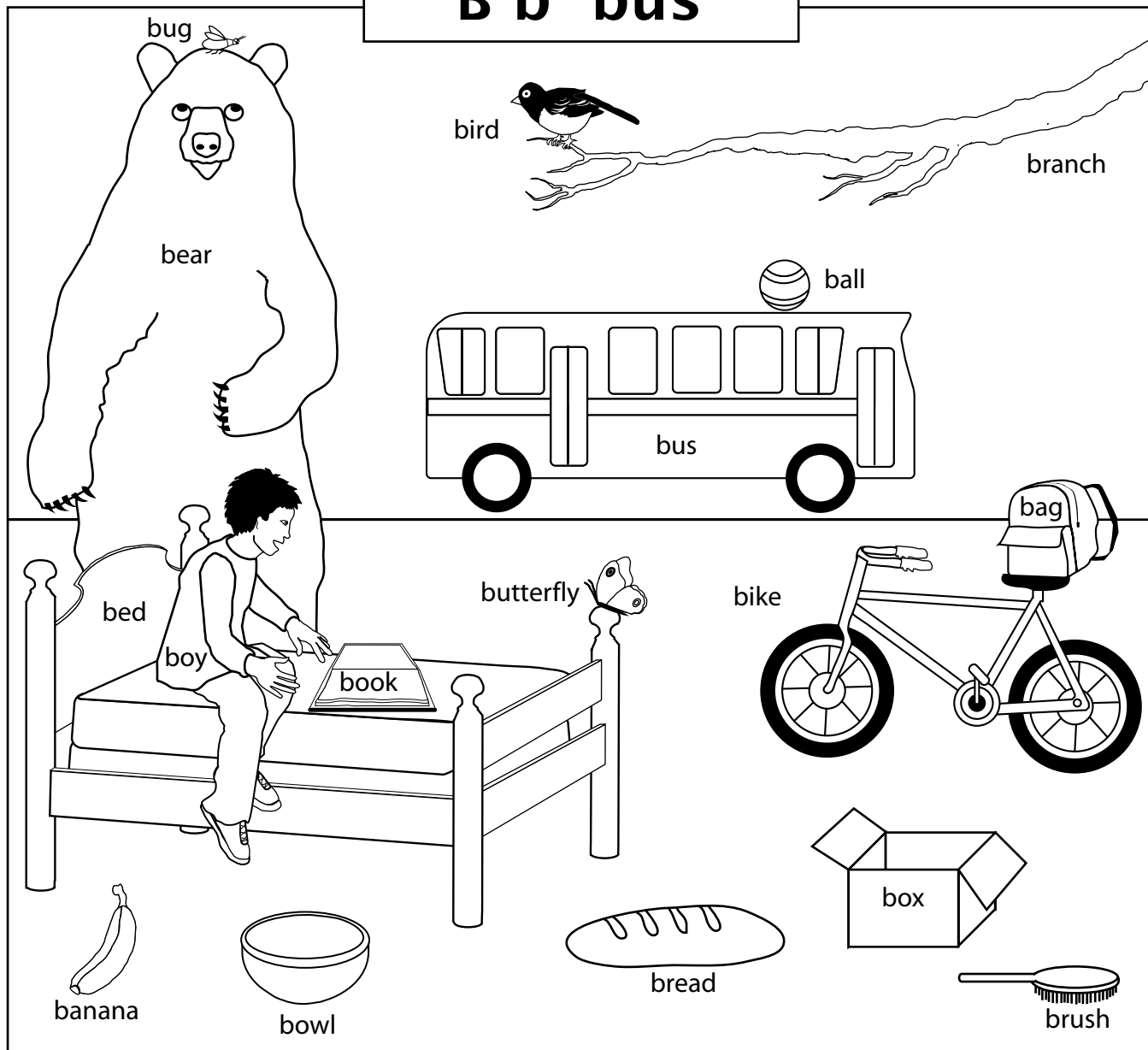
6. \_\_\_\_\_

13. \_\_\_\_\_

7. \_\_\_\_\_

14. \_\_\_\_\_

# B b bus

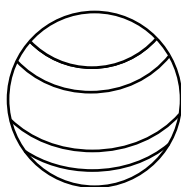


Write a word from the picture to complete the sentence.

1. The boy is on the bed.
2. The bird is on the \_\_\_\_\_.
3. The ball is on the \_\_\_\_\_.
4. The bag is on the \_\_\_\_\_.

Write your own sentence using words from the picture.

5. The \_\_\_\_\_ is on the \_\_\_\_\_.



## Big or Little?



B

Underline *Yes* if the sentence matches the picture on page 10.  
Underline *No* if it does not.

- |                             |            |     |
|-----------------------------|------------|-----|
| 1. The bear is big.         | <u>Yes</u> | No  |
| 2. The bug is big.          | Yes        | No  |
| 3. The bus is little.       | Yes.       | No, |
| 4. The bed is big.          | Yes        | No  |
| 5. The bird is big.         | Yes        | No  |
| 6. The butterfly is little. | Yes        | No  |

Write the word that tells about the picture.

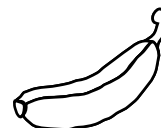
- a. The branch is big .  
(big / little)



- b. The brush is \_\_\_\_\_ .  
(big / little)



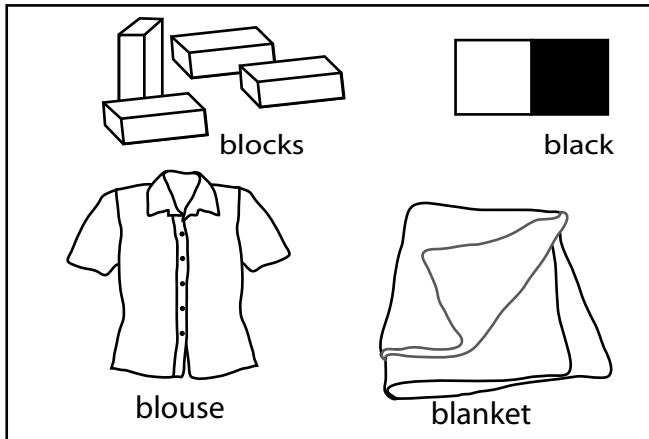
- c. The banana is \_\_\_\_\_ .  
(big / little)



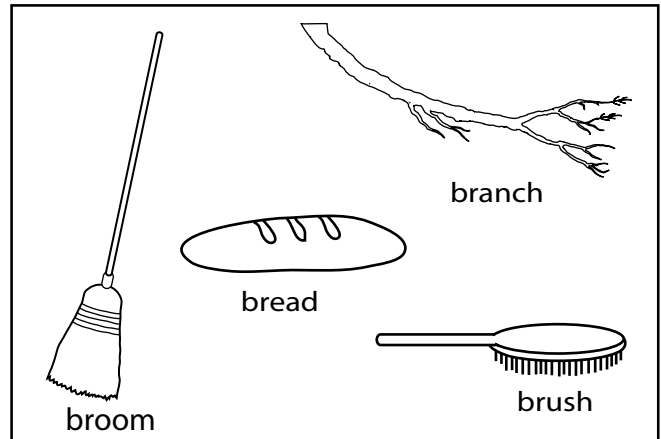
Activity: Rewrite all the sentences above that match the picture on page 10.

# Phonics: Beginning Blends

**bl**

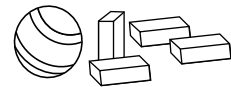


**br**

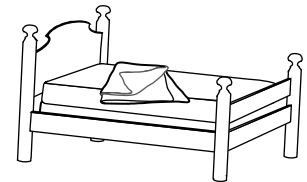


Consonant Blends: **b + l** and **b + r** form the beginning consonant sounds **/BL/** and **/BR/**. Complete the sentence with the **bl** or **br** word for the picture.

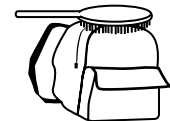
1. The ball is by the blocks.



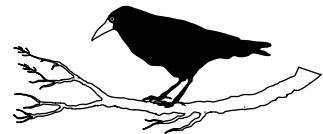
2. The \_\_\_\_\_ is on the bed.



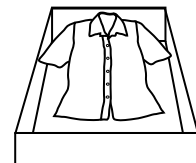
3. The \_\_\_\_\_ is on the bag.



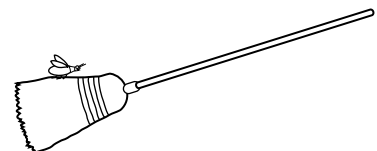
4. The black bird is on the \_\_\_\_\_.



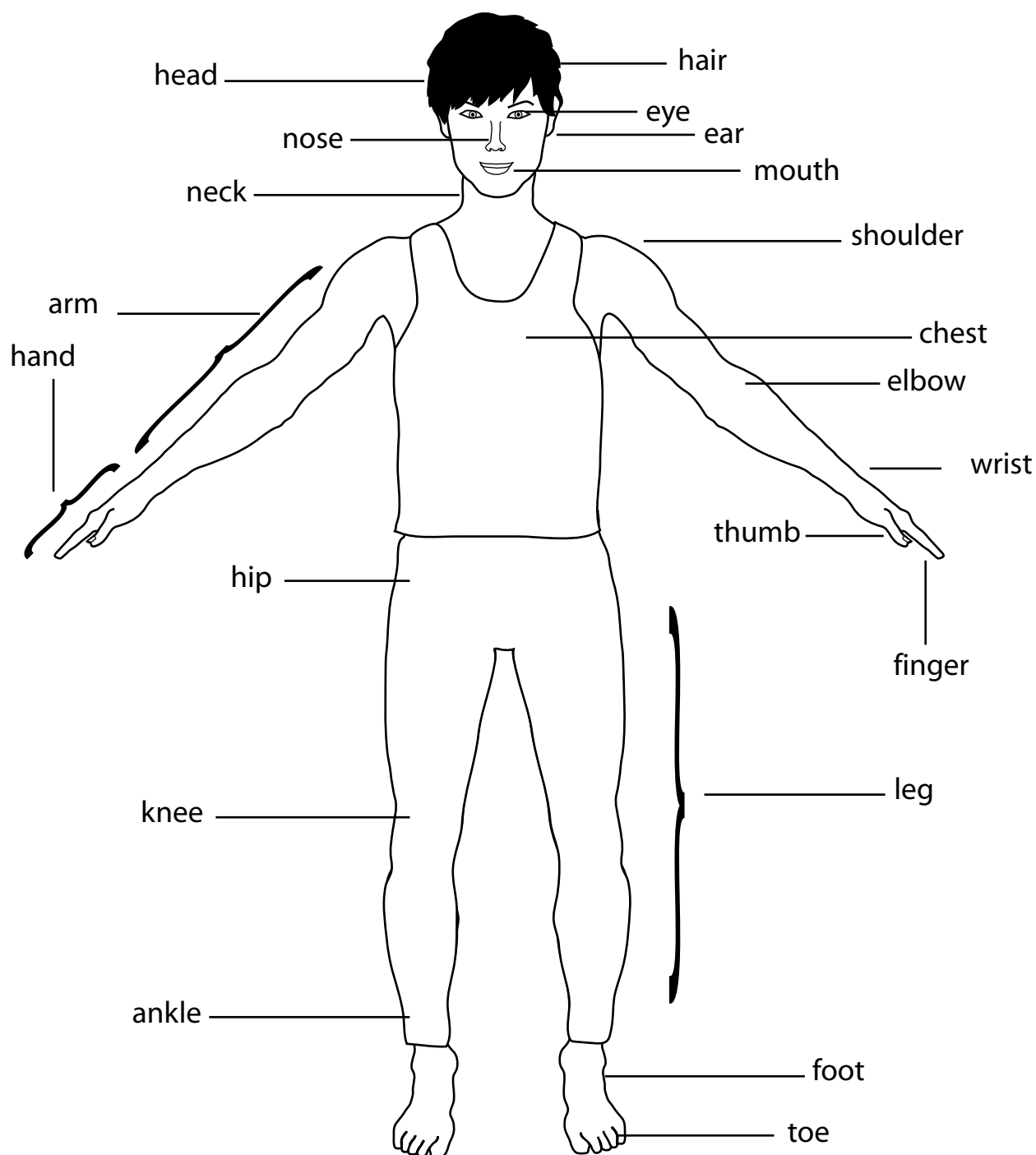
5. The \_\_\_\_\_ is in the box.



6. The bug is on the \_\_\_\_\_.



# Parts of the Body

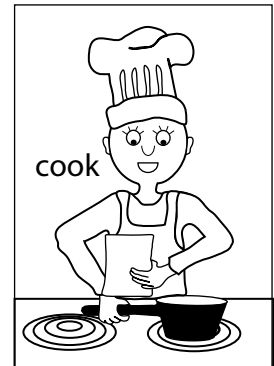


Play the game "Simon Says" with a partner to practice the words in the picture.

## C



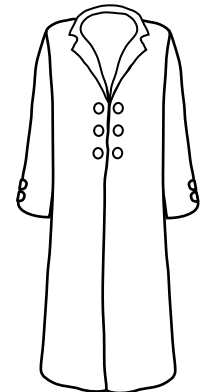
catch



cake

cat

crayon



carrot

crown

car

coat

1. The cap is on the cow.

2. The cup is on the \_\_\_\_\_.

3. The cat is on the \_\_\_\_\_.

4. The clock is on the \_\_\_\_\_.

5. The \_\_\_\_\_ is on the \_\_\_\_\_.

# Can you?

Underline *Yes, I can* if you can do the action shown in the picture on page 14.  
Underline *No, I can't* if you can't do it.

C

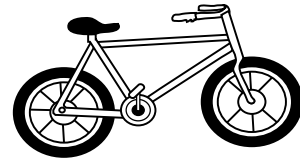
- |                               |                    |              |
|-------------------------------|--------------------|--------------|
| 1. Can you catch a ball?      | <u>Yes, I can.</u> | No, I can't. |
| 2. Can you cut paper?         | Yes, I can.        | No, I can't. |
| 3. Can you cook?              | Yes, I can.        | No, I can't. |
| 4. Can you catch a butterfly? | Yes, I can.        | No, I can't. |
| 5. Can you cut carrots?       | Yes, I can.        | No, I can't. |
| 6. Can you catch a cloud?     | Yes, I can.        | No, I can't. |

Write *can* or *can't* to make a true sentence.

- a. I can read a book.  
(can / can't)



- b. I \_\_\_\_\_ ride a bike.  
(can / can't)



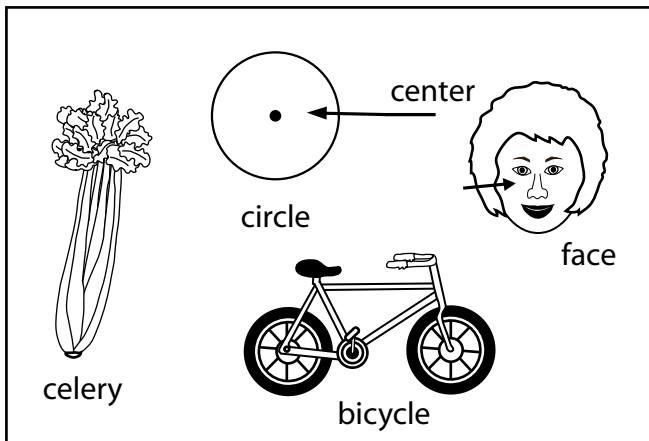
- c. I \_\_\_\_\_ cut bread.  
(can / can't)



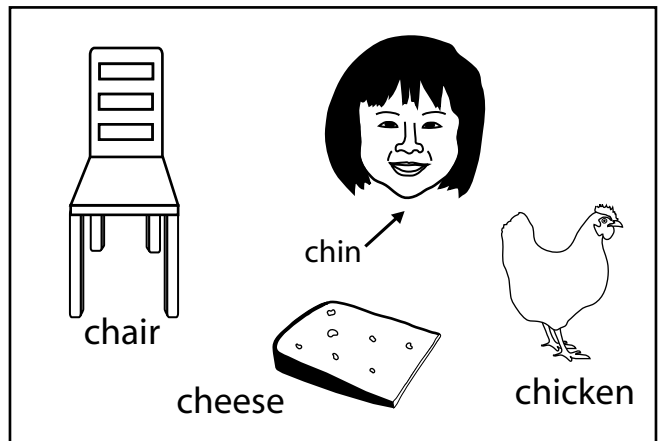
Activity: Ask a partner questions starting with *Can you....?*

# Phonics: Soft C and Ch

## soft c



## ch

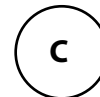


**C** makes the sound /S/ when followed by -e, -i, or -y.

**C + h** makes the sound /CH/ as in **chair**.

Complete the sentence with the **soft c** or **ch** word for the picture.

1. The circle has a C in the center.



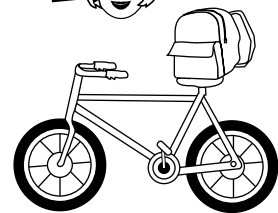
2. The chair has a \_\_\_\_\_ on it.



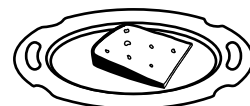
3. The \_\_\_\_\_ has a big chin.



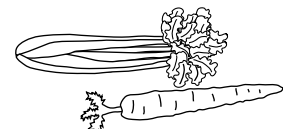
4. The bag is on the \_\_\_\_\_.



5. The tray has \_\_\_\_\_ on it.

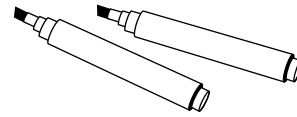
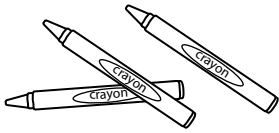


6. The carrot is by the \_\_\_\_\_.

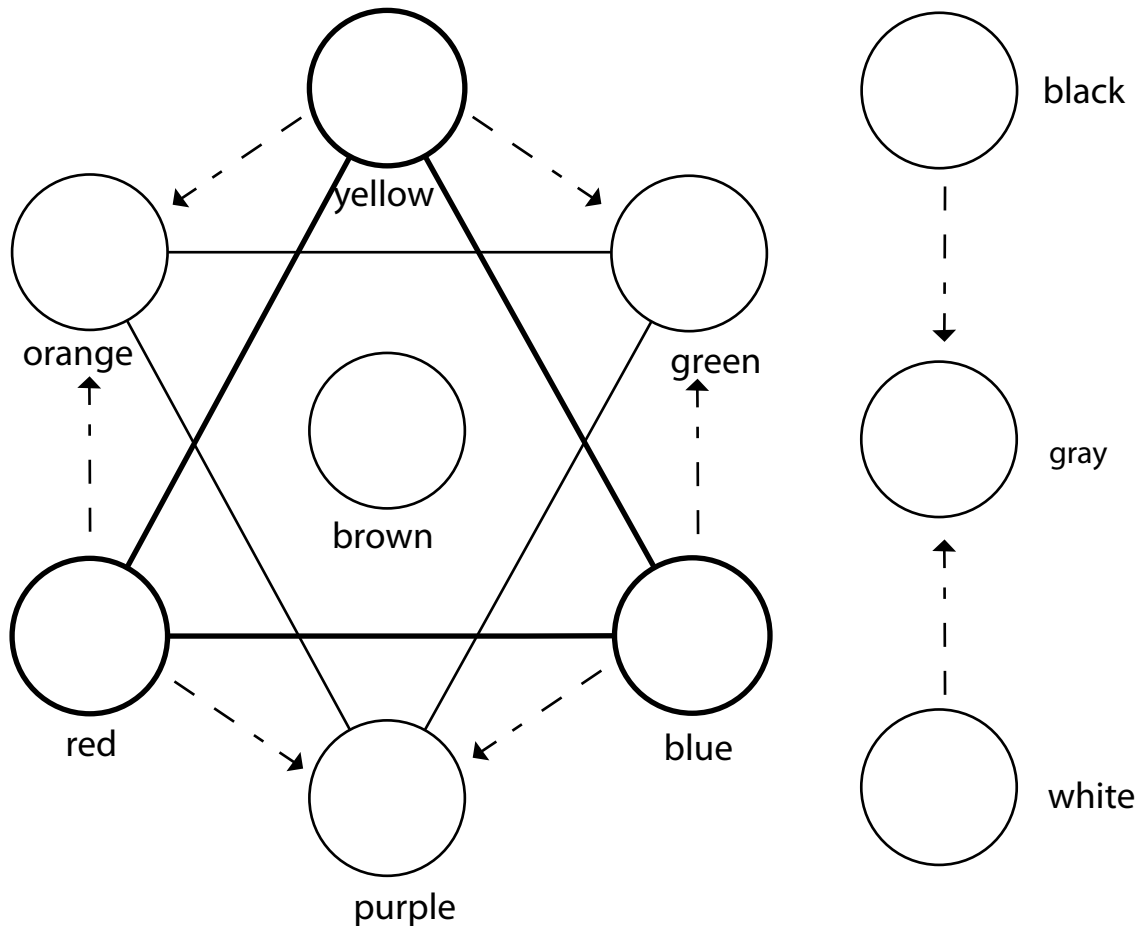




# Colors



C



1: Look at the color chart on the back cover. Use a crayon or marker to fill in each circle with the matching color.

2: Mixing colors: Follow the arrow from two dark-lined circles to the one between them. Write the name of this mixed-color circle.

a. Blue and yellow make green.

b. Blue and red make \_\_\_\_\_.

c. Red and yellow make \_\_\_\_\_.

1 2 3 4 5

# Counting

6 7 8 9 10

1 one	14 fourteen	27 twenty-seven
2 two	15 fifteen	28 twenty-eight
3 three	16 sixteen	29 twenty-nine
4 four	17 seventeen	30 thirty
5 five	18 eighteen	40 forty
6 six	19 nineteen	50 fifty
7 seven	20 twenty	60 sixty
8 eight	21 twenty-one	70 seventy
9 nine	22 twenty-two	80 eighty
10 ten	23 twenty-three	90 ninety
11 eleven	24 twenty-four	100 one hundred
12 twelve	25 twenty-five	1000 one thousand
13 thirteen	26 twenty-six	1,000,000 one million

Write the word for each number:

16 sixteen

33 \_\_\_\_\_

24 \_\_\_\_\_

11 \_\_\_\_\_

70 \_\_\_\_\_

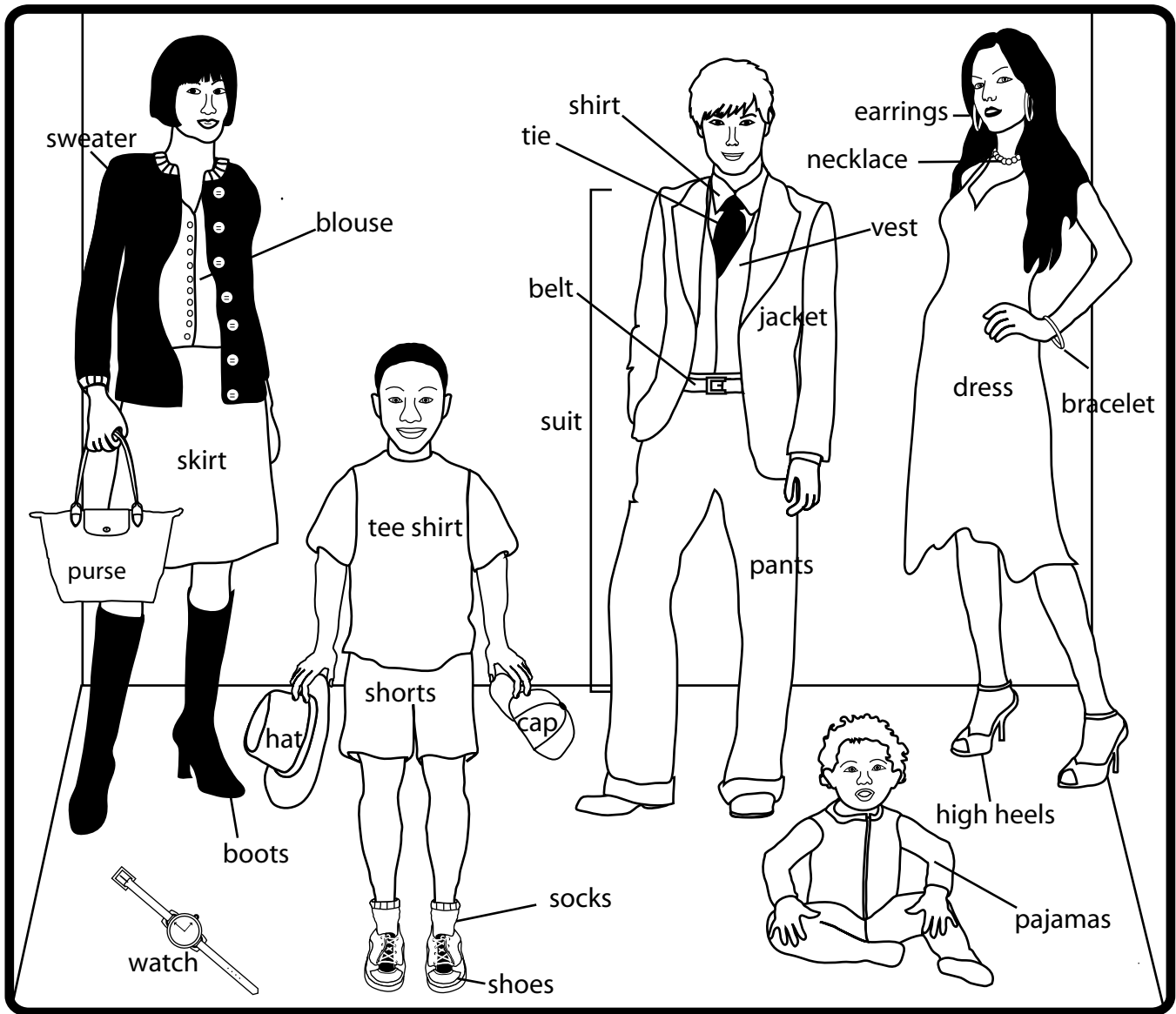
200 \_\_\_\_\_

85 \_\_\_\_\_

109 \_\_\_\_\_

Activity: Ask a partner to write other numbers as you read them from the list.

# Clothes



Write about the clothes you are wearing today. Tell the color and name of each item.

I am wearing \_\_\_\_\_  
(color)

*shoes* \_\_\_\_\_  
(item of clothing)

I am wearing \_\_\_\_\_  
(color)

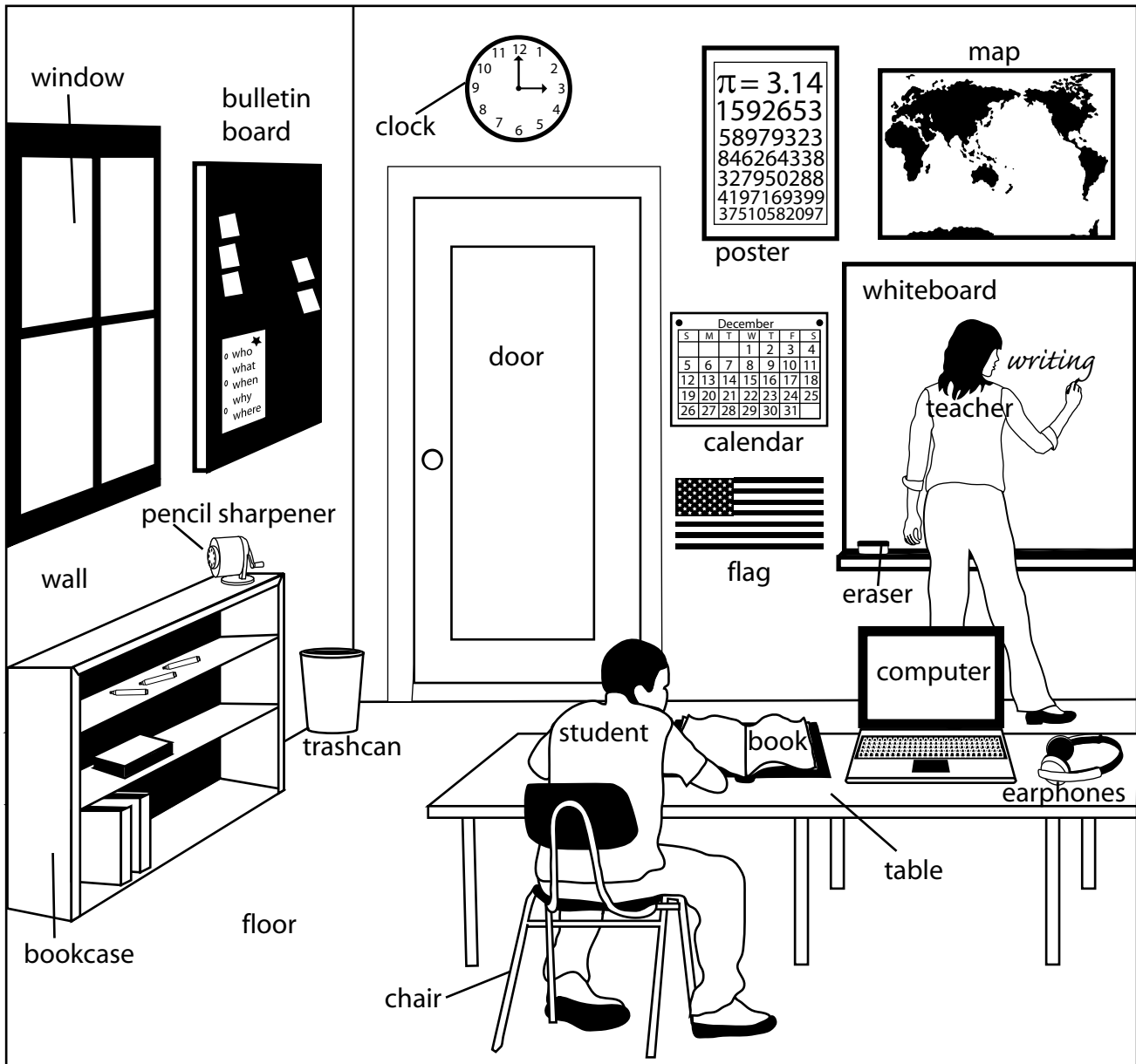
\_\_\_\_\_  
(item of clothing)

I am wearing \_\_\_\_\_  
(color)

\_\_\_\_\_  
(item of clothing)

Activity: Tell a friend what clothes you are wearing today. What color are they?

# Classroom



Write the names of eight things in your classroom.

1. chair

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

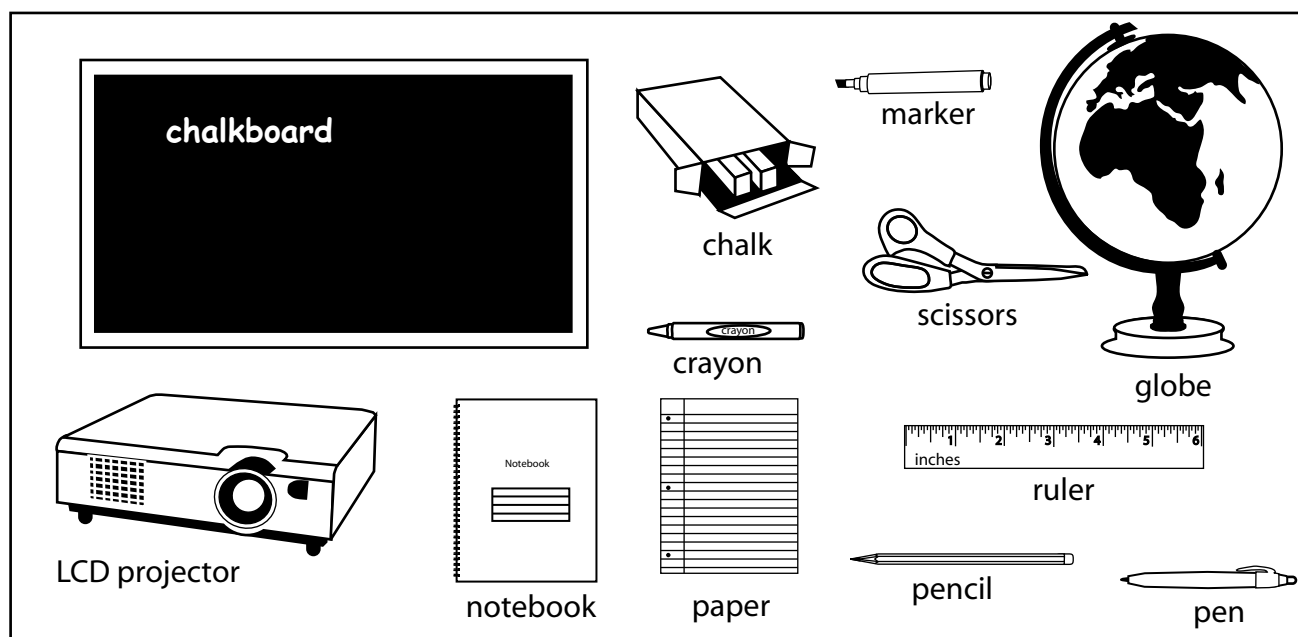
7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Activity: Draw a picture or map of your classroom. Label each thing you draw.

# Classroom Items



## How many of these things are in your classroom?

If there is just one of these things, underline *there is*. Write a complete sentence beginning with *There is*.

If there are more than one (or zero) of these things, underline *there are*. Write a complete sentence beginning with *There are*.

1. How many clocks are in your classroom?

There is / there are \_\_\_\_\_ *There is one clock.*

2. How many chalkboards are in your classroom?

There is / there are \_\_\_\_\_.

3. How many rulers are in your classroom?

There is / there are \_\_\_\_\_.

Activity: Make a list of all the things in your classroom.

How many are there of each thing? Write the number beside each name.