

Name: _____

Dear Families: *This activity reviews some of the skills your child has practiced over the last 10 weeks. Mark your child's answers to see what skills they are learning and what skills need more practice. If your child missed some of the questions you may want to go back and review some activities or do some of the extension activities to reinforce skills.*

YOU WILL NEED: a book; a spoon, cup and plate; HIPPy shapes

LITERACY: (Hand your child a book.)

- | | | |
|---|--|--------------------------------------|
| (Say:) Show me the front of the book. | <input type="checkbox"/> Did this action | <input type="checkbox"/> Needed help |
| (Say:) Show me the back of the book. | <input type="checkbox"/> Did this action | <input type="checkbox"/> Needed help |
| (Say:) Show me where I can read who the author is. | <input type="checkbox"/> Did this action | <input type="checkbox"/> Needed help |
| (Say:) Show me where I can read who the illustrator is. | <input type="checkbox"/> Did this action | <input type="checkbox"/> Needed help |

WRITING: (Ask your child to write their name on the line below:)

Name _____

MATH: Spatial Relations (Place a spoon, cup, and plate on the table. If your child follows the direction, put a check in the box.)

- | | | |
|--|--|--------------------------------------|
| Say: Place the spoon BETWEEN the cup and plate. | <input type="checkbox"/> Did this action | <input type="checkbox"/> Needed help |
| Say: Place the cup BETWEEN the plate and spoon. | <input type="checkbox"/> Did this action | <input type="checkbox"/> Needed help |

MATH: Counting

Say: **Count the pennies.** (Write your child's answer here) _____



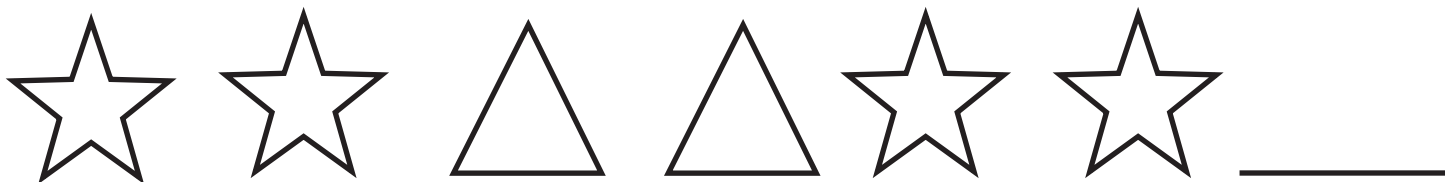
(Point to the first four pennies below. Say:) **If you have four pennies.**
 (Point to the second last penny below. Say:) **And you get one more penny.**
How many would you have?



Write your child's answer here _____

Patterns:

(Say:) I will say the pattern below and you tell me what is missing.



SCIENCE: (Tell your child you are going to ask them about living and non-living things. When your child answers the question, check your child's answer in the box.)

(Say:) **Is a butterfly living or non-living?**

Living

Non-living

(Say:) **Is a crayon living or non-living?**

Living

Non-living

(Say:) **Is a flower living or non-living?**

Living

Non-living

(Say:) **Is a rock living or non-living?**

Living

Non-living

ALPHABET: (Point to the pictures below. Say the name of each item one at a time, so your child can hear the beginning sound. Then point to the letters and say their names.)

(Say:) **Draw a line from the R to the picture of the word that starts with R.**

(Say:) **Draw a line from the P to the picture of the word that starts with P.**

(Say:) **Draw a line from the W to the picture of the word that starts with W.**

(Say:) **Draw a line from the S to the picture of the word that starts with S.**



R

P

S

W