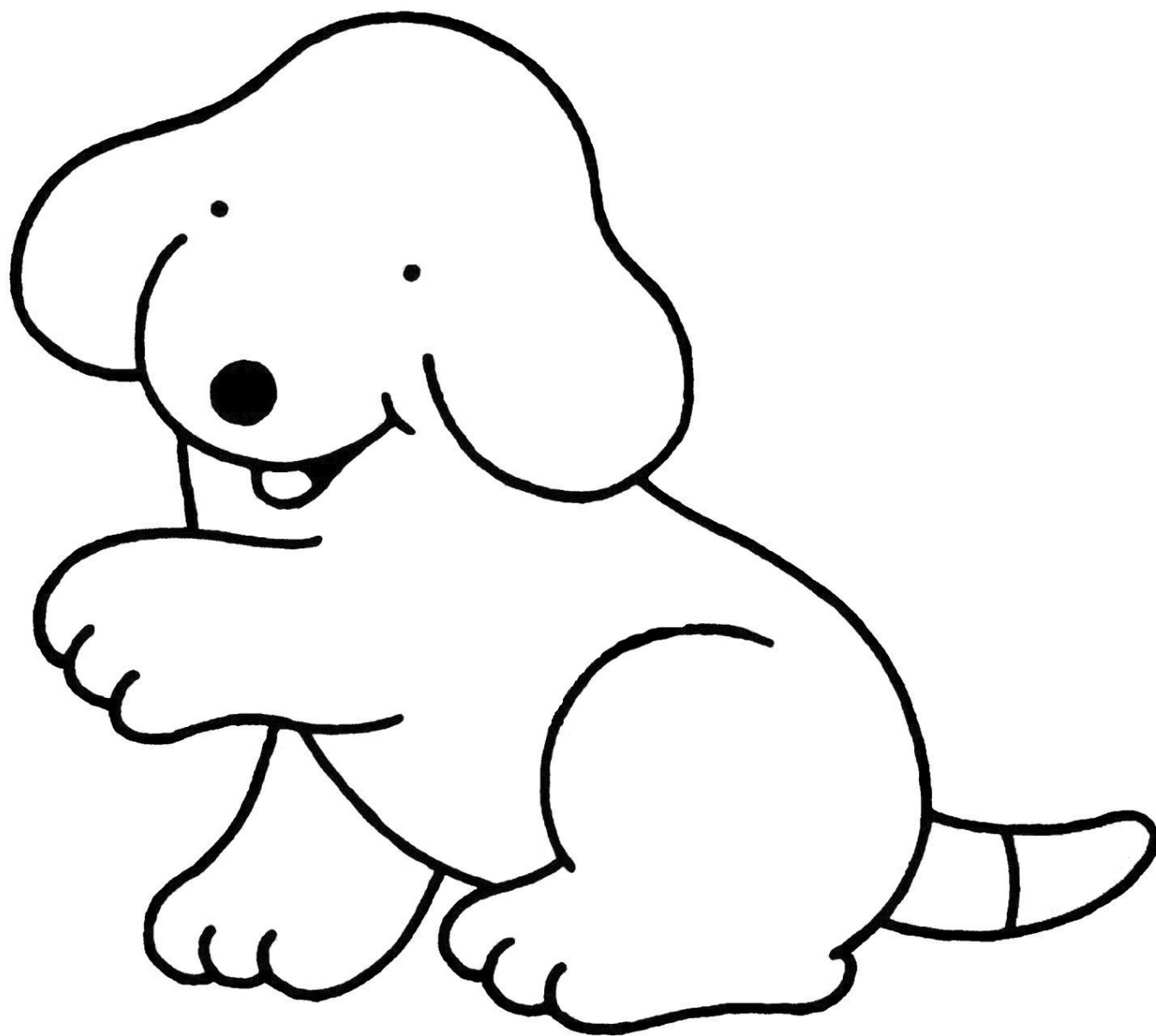




Activity Sheets for HIPPY 3.0

Year 1 English

Weeks 1-30

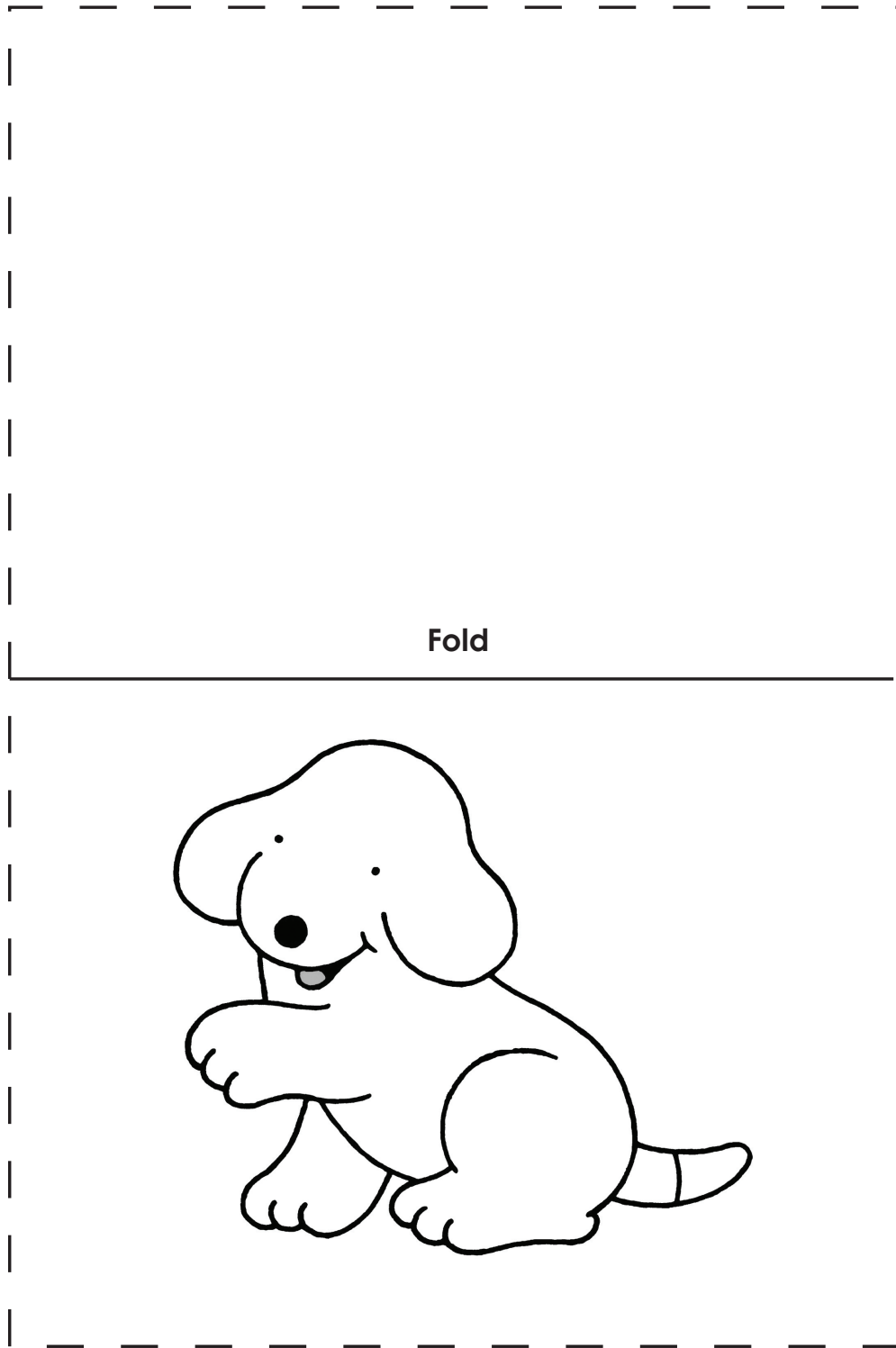


Name: _____

Name: _____

(Let your child color the dog however she likes. Cut out along the dotted lines and fold to use with the activity.)


Cut Along Dotted Lines






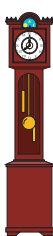
Activity Sheet 1: Literacy, Where's Spot?

Little Spot (sung to the tune of "Mary Had a Little Lamb")

Little (Spot),  is hiding where, hiding where, hiding where,

Little (Spot),  is hiding where



Oh, where oh where is he?


Maybe I'll look in the (clock),  in the (clock),  in the (clock)

Maybe I'll look in the (clock)




Oh, where oh where is he?

Next, I'll look under the (bed),  under the (bed),  under the (bed)

Next, I'll look under the (bed) 

Oh, where oh where is he?

Now, I'll look in the (basket),  in the (basket),  in the (basket)

Now, I'll look in the (basket) 

Oh, my oh my he's here!!!

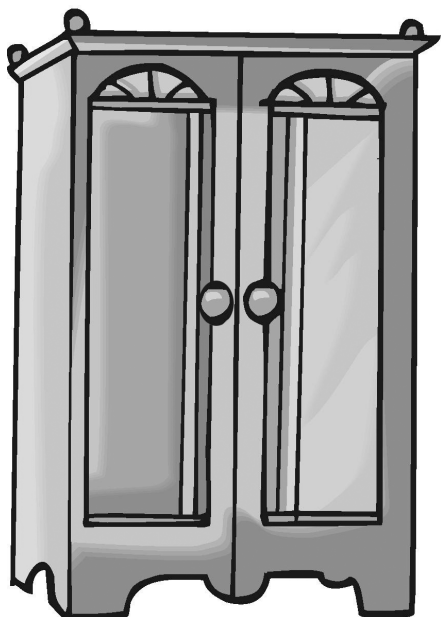
YEAR 1: WEEK 2

Activity Sheet 2: Language, *Where's Spot?*

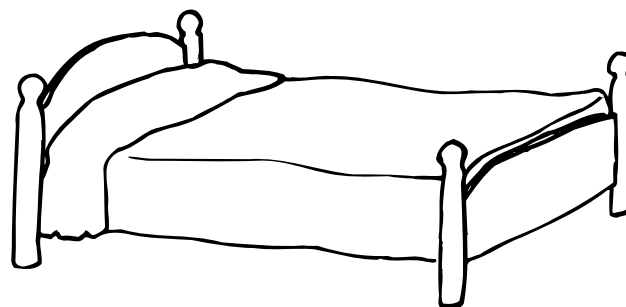


Language

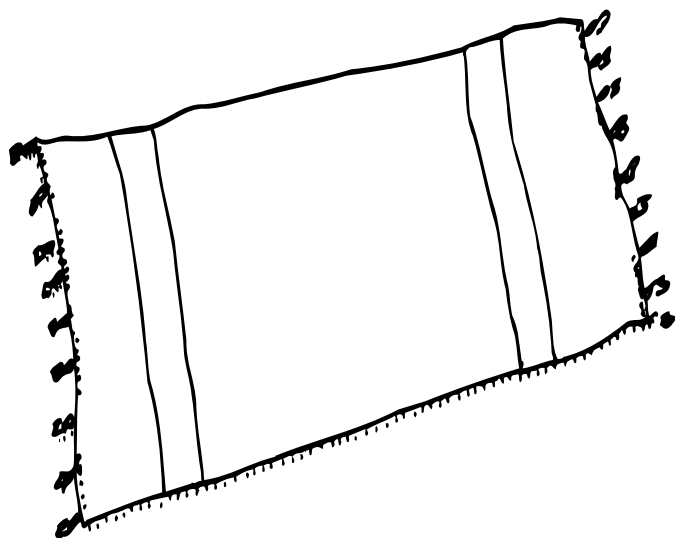
Name: _____



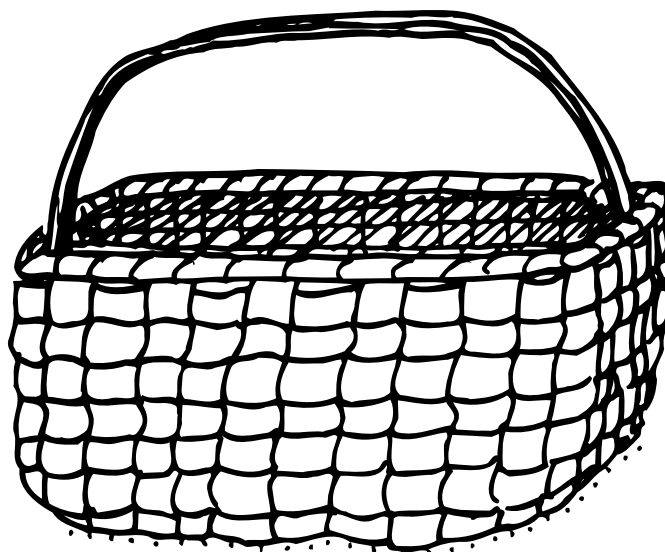
Who is in the closet?



Who is under the bed?



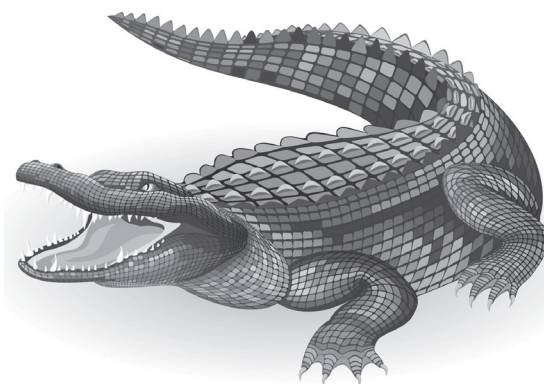
Who is under the rug?



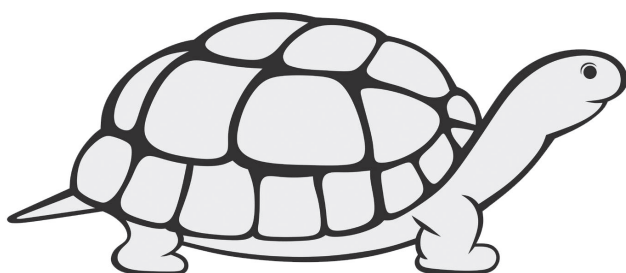
Who is in the basket?



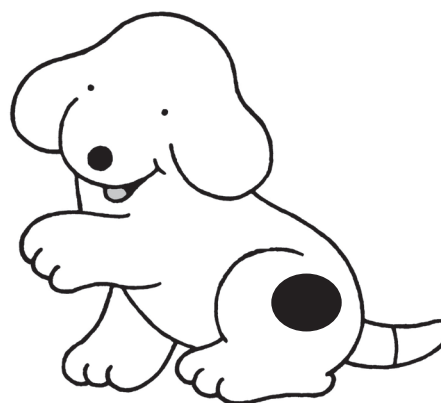
A monkey is in the closet!



An alligator is under the bed!



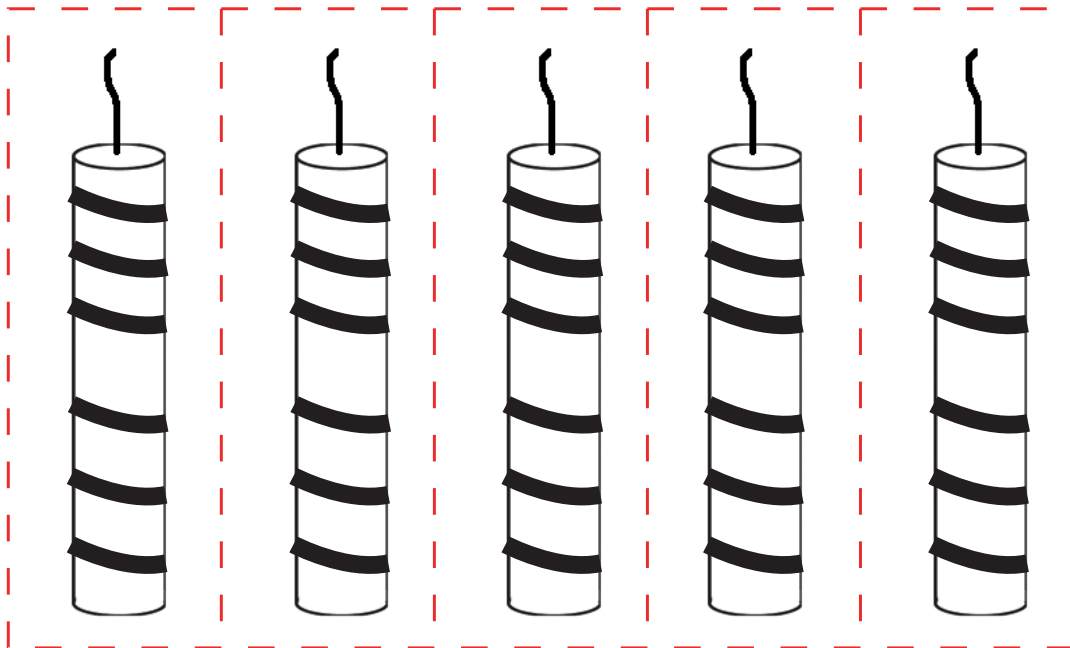
A turtle is under the rug!



Look, it's Spot! He is in the basket!

Things to think about and do

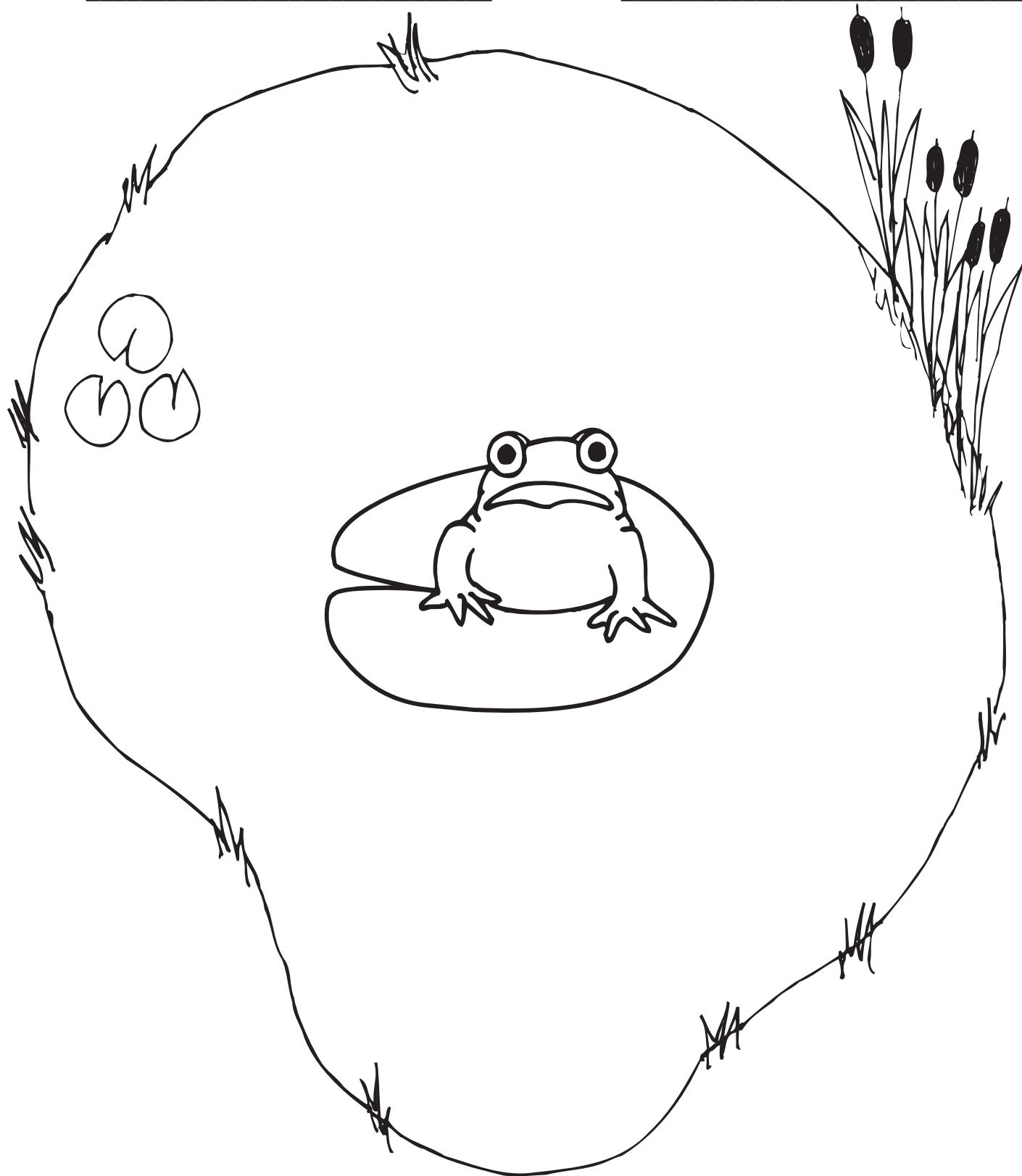
- Look at pictures you may have taken of your child's birthdays. Help your child count the number of candles on their cake. You may want to use pictures of other family members' birthdays too.
- Bake cookies and count them. You may want to add chocolate chips or raisins which can be counted too.





Name: _____

Title: _____



How many bows?



How many hands?

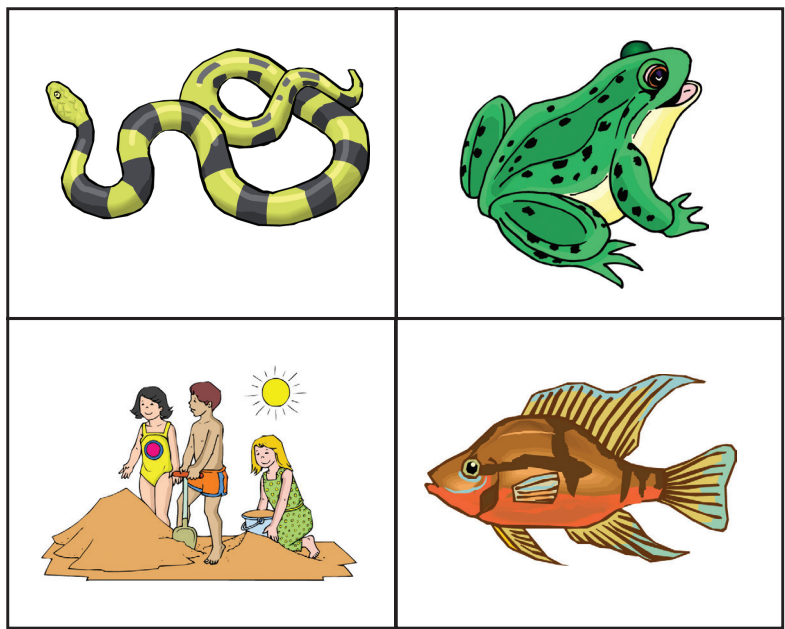
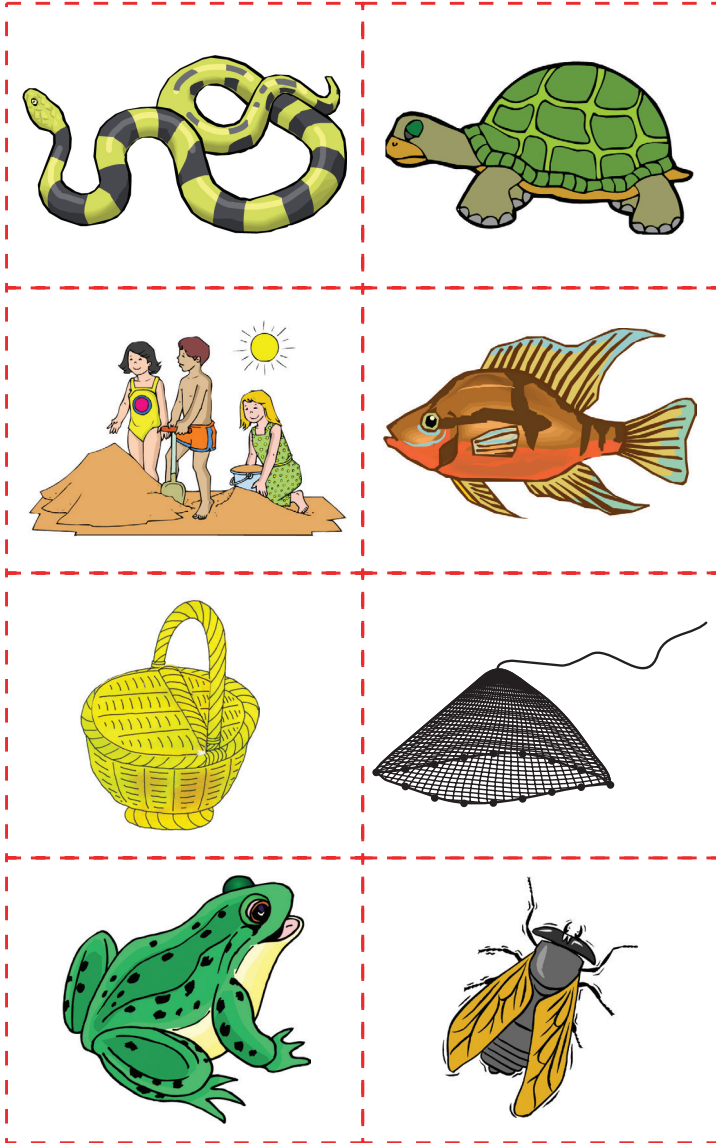
How many legs?

How many arms?

How many balls?

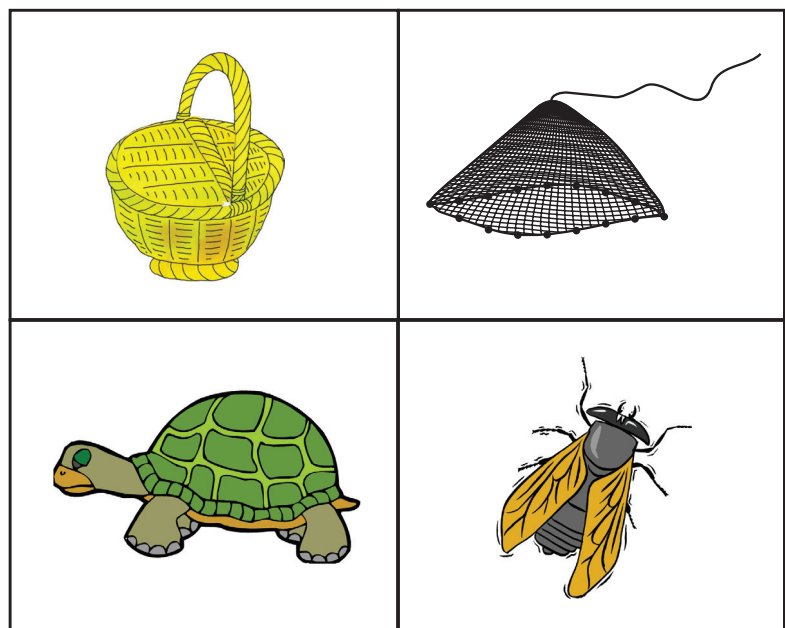
How many feet?

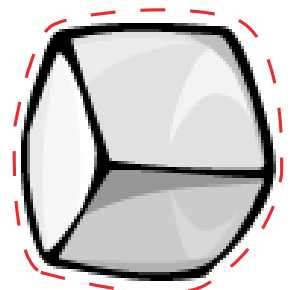
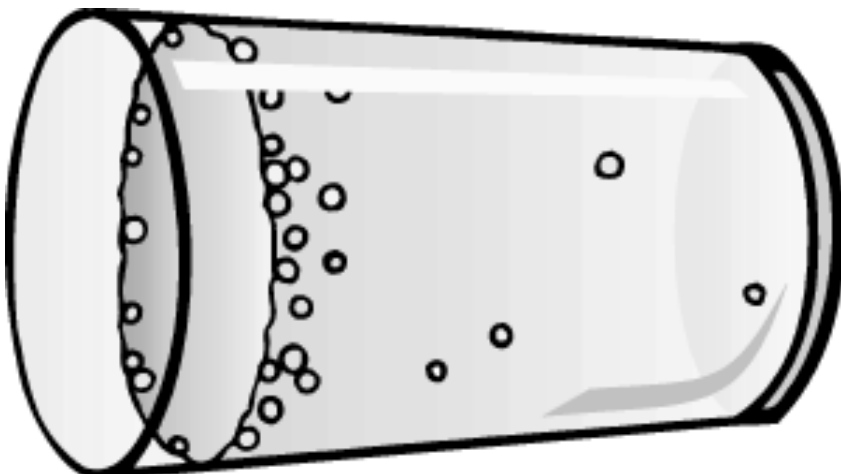
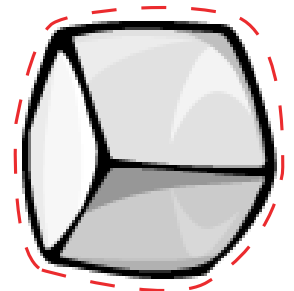
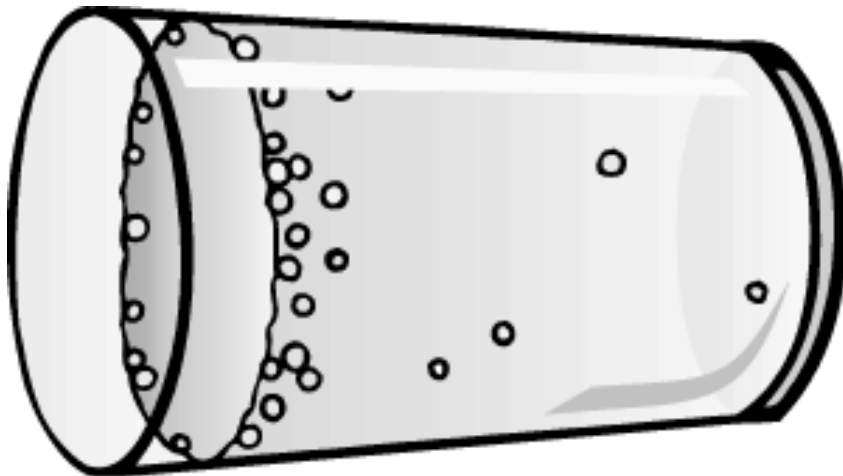
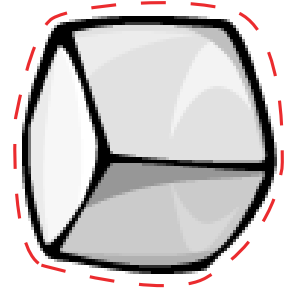
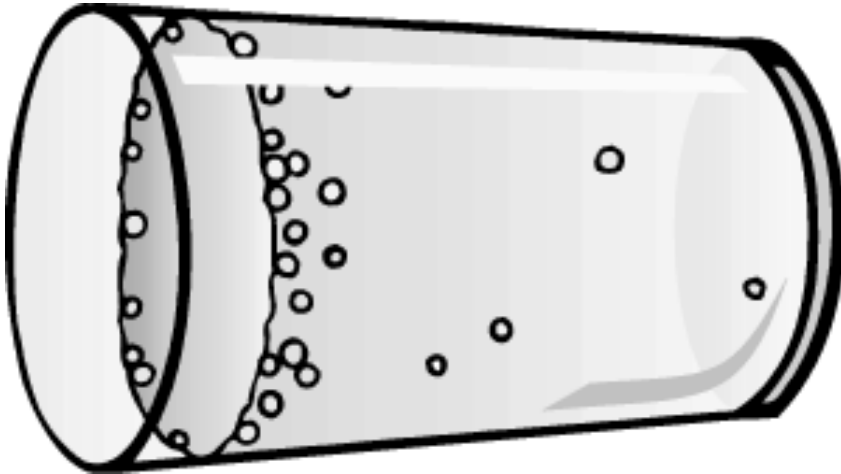
Lotto Cards



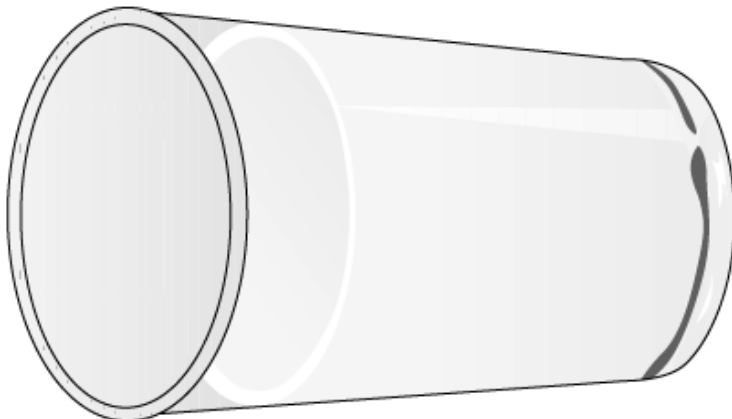
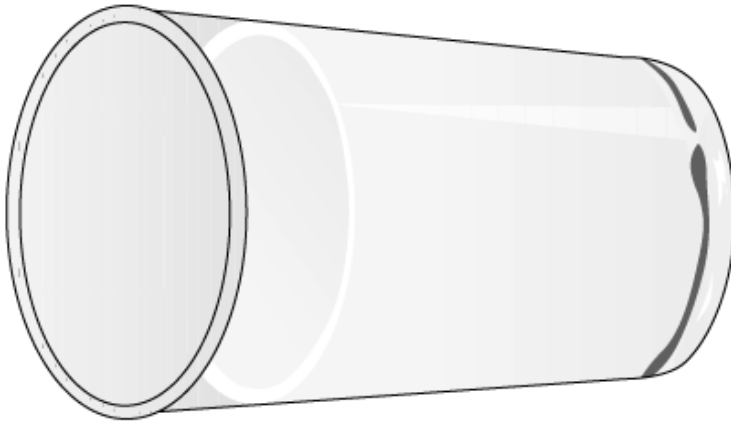
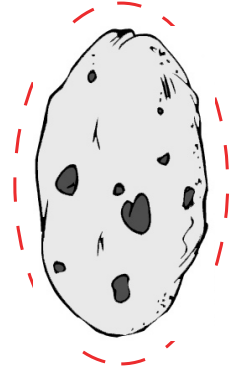
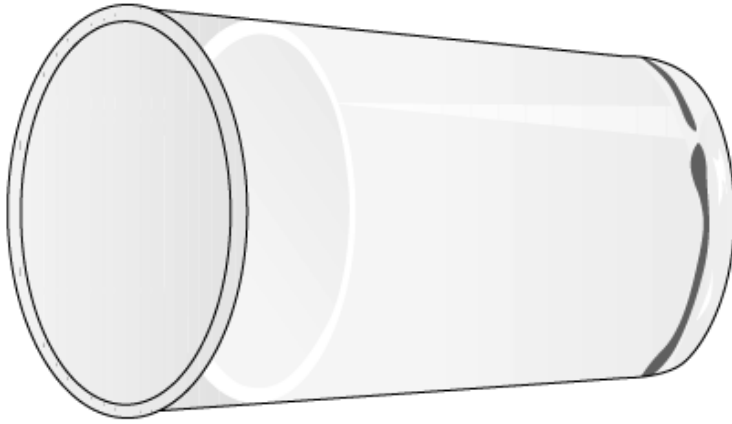
Child's Board

Parent's Board





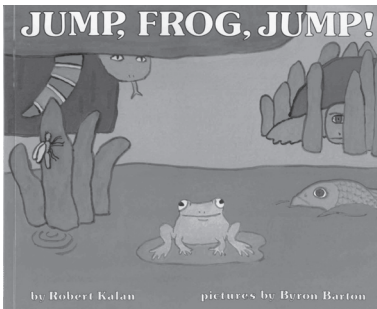
Name: _____



Name: _____

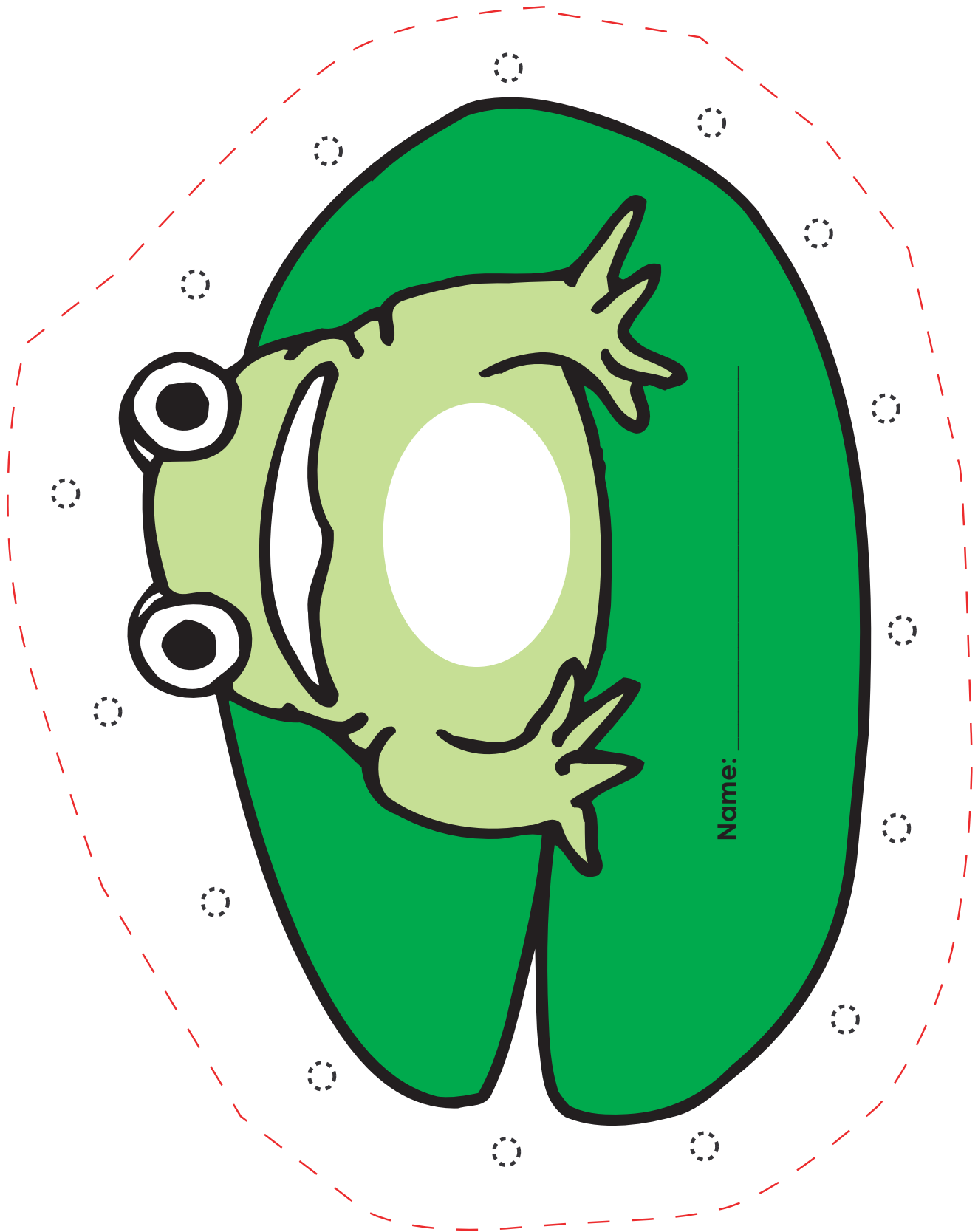


Name: _____



Things to think about and do

- Go on a scavenger hunt in your home looking for circles. You may use the HIPPY circle to help your child find objects that are similar.
- Point out circles to your child every time you see one. Encourage your child to do the same.
- Create a collection of circle objects such as caps, lids or buttons.

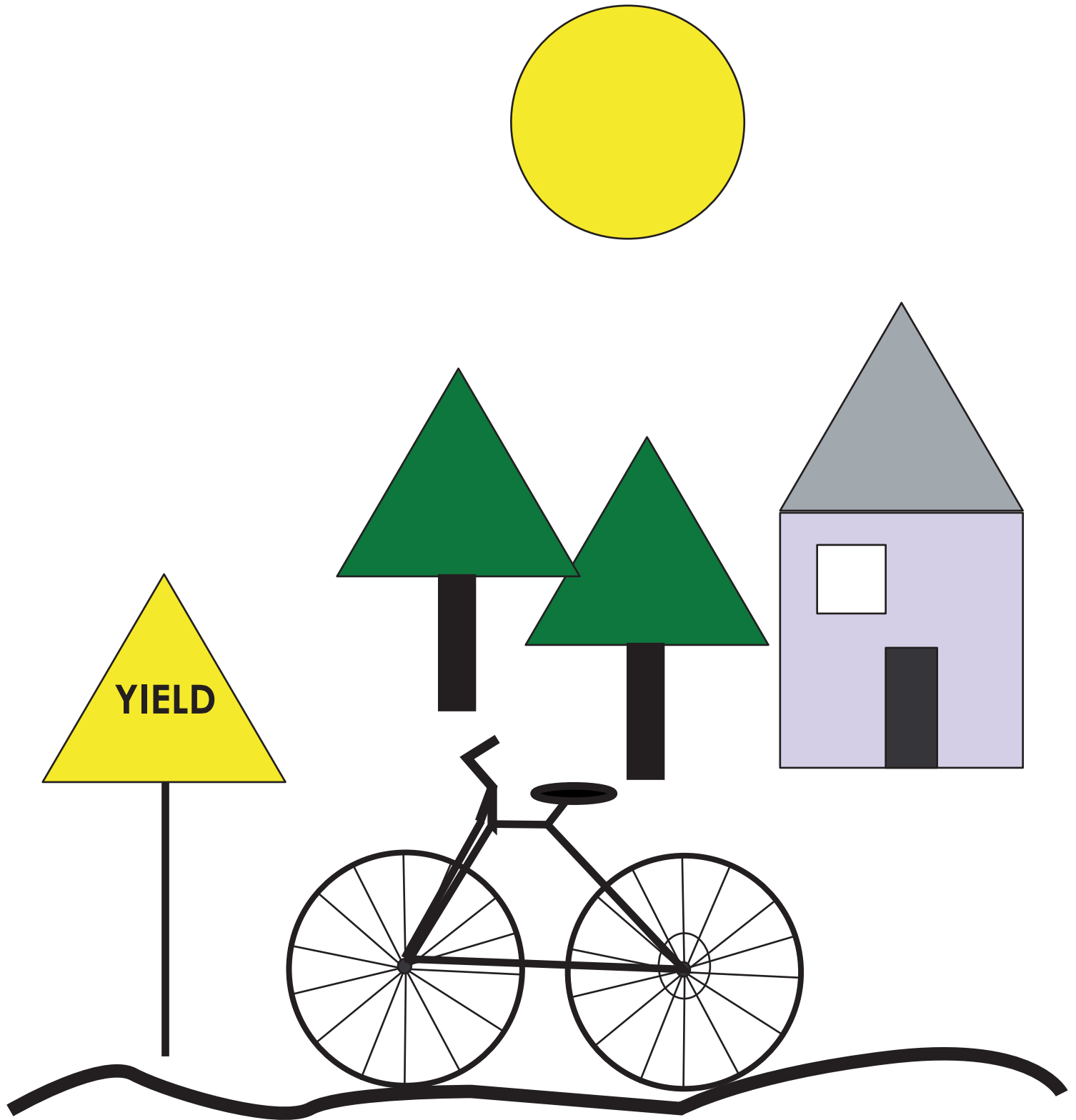


Name: _____



Name: _____

Description





_____ Black Dots can make a _____

Name: _____



Things to think about and do

- Enjoy counting rhymes such as:

One, Two, Tie My Shoe

1, 2 Tie my shoe

3, 4 Shut the door

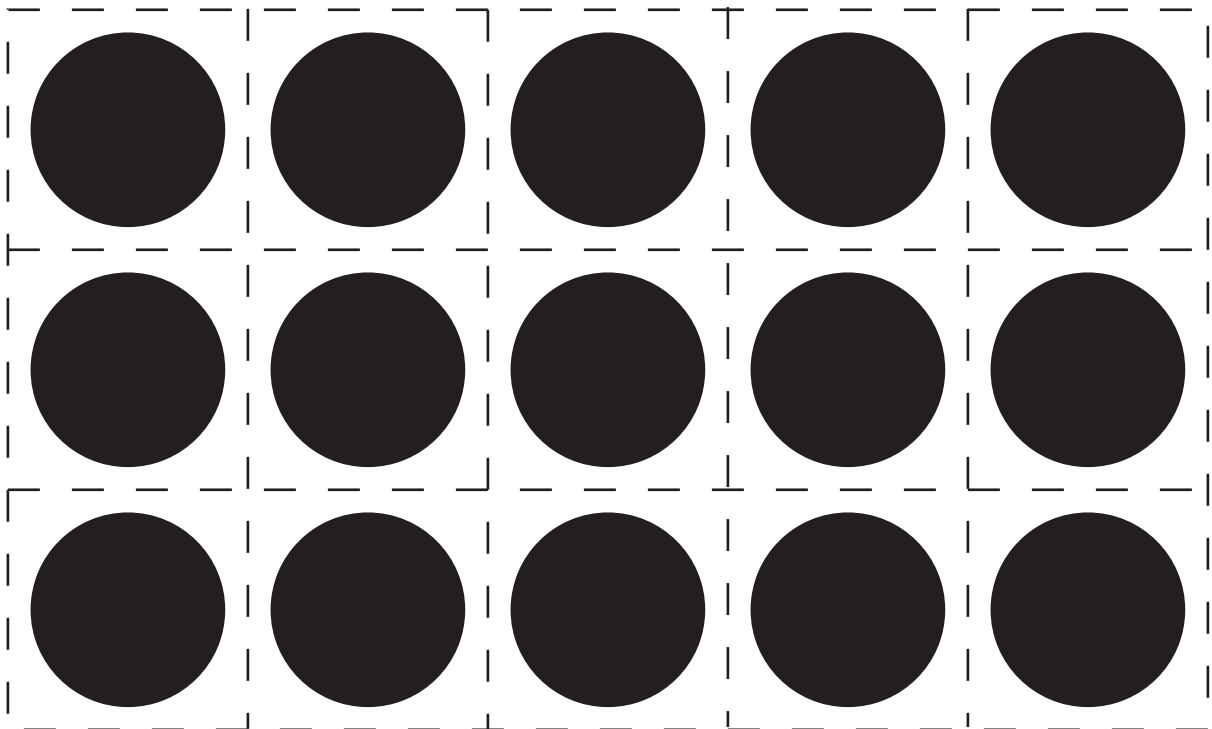
5, 6 Pick up sticks

7, 8 Lay them straight

9, 10 A big fat hen

Let's get up and count again!

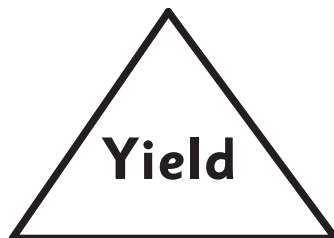
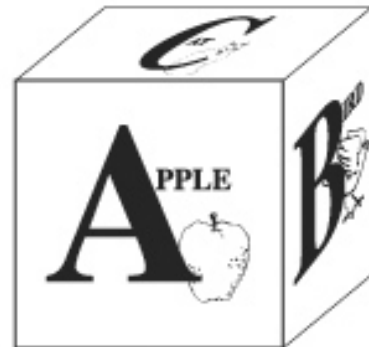
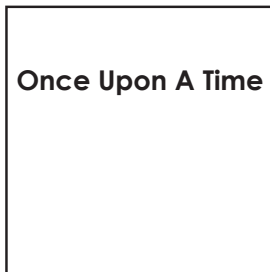
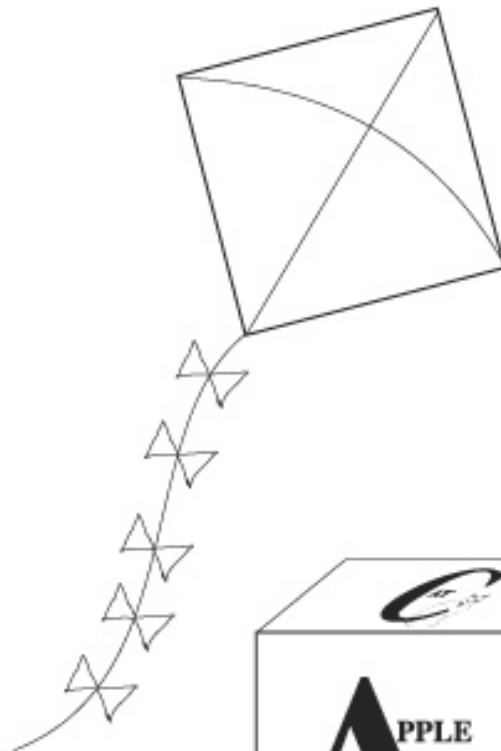
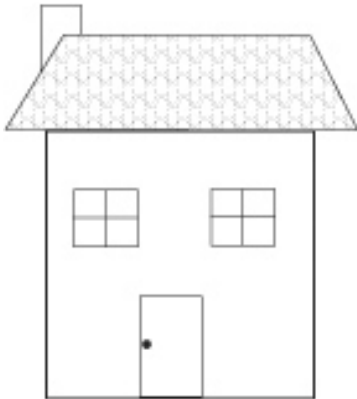
- Use everyday experiences to practice counting items: count your child's socks while taking them off, count the number of plates on your table at meal time, count the people in your family, etc.
- Encourage your child to count during health routines like washing hands. Count to 10 while washing hands to ensure they are washed well.



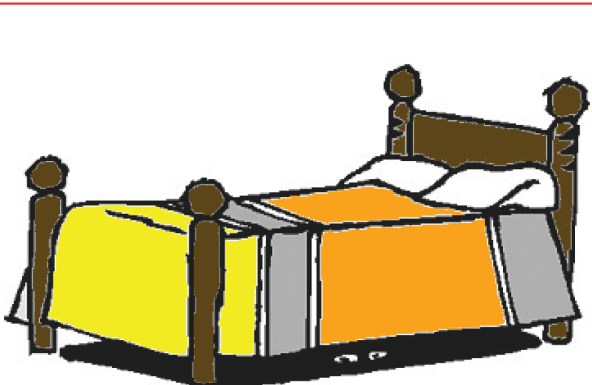


Name: _____

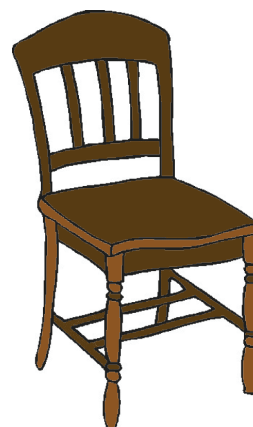
1	2	3	4	5
---	---	---	---	---



Name: _____



Bed



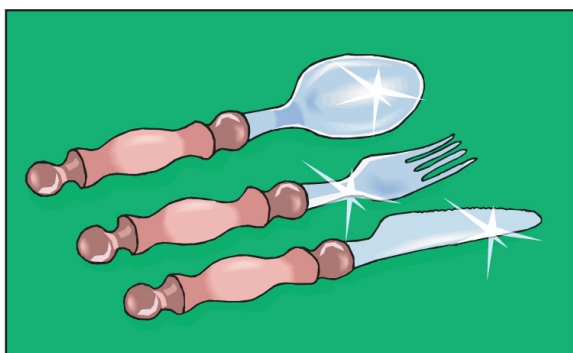
Chair



Sink



Books



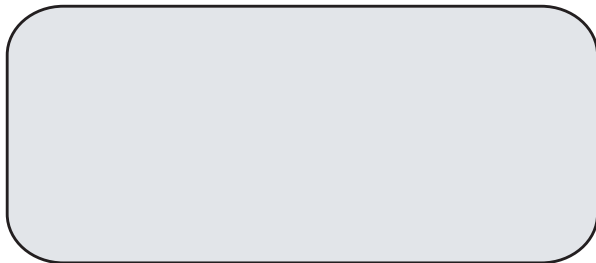
Tableware



Window



Name:	Child's Name:



Glue along this edge.

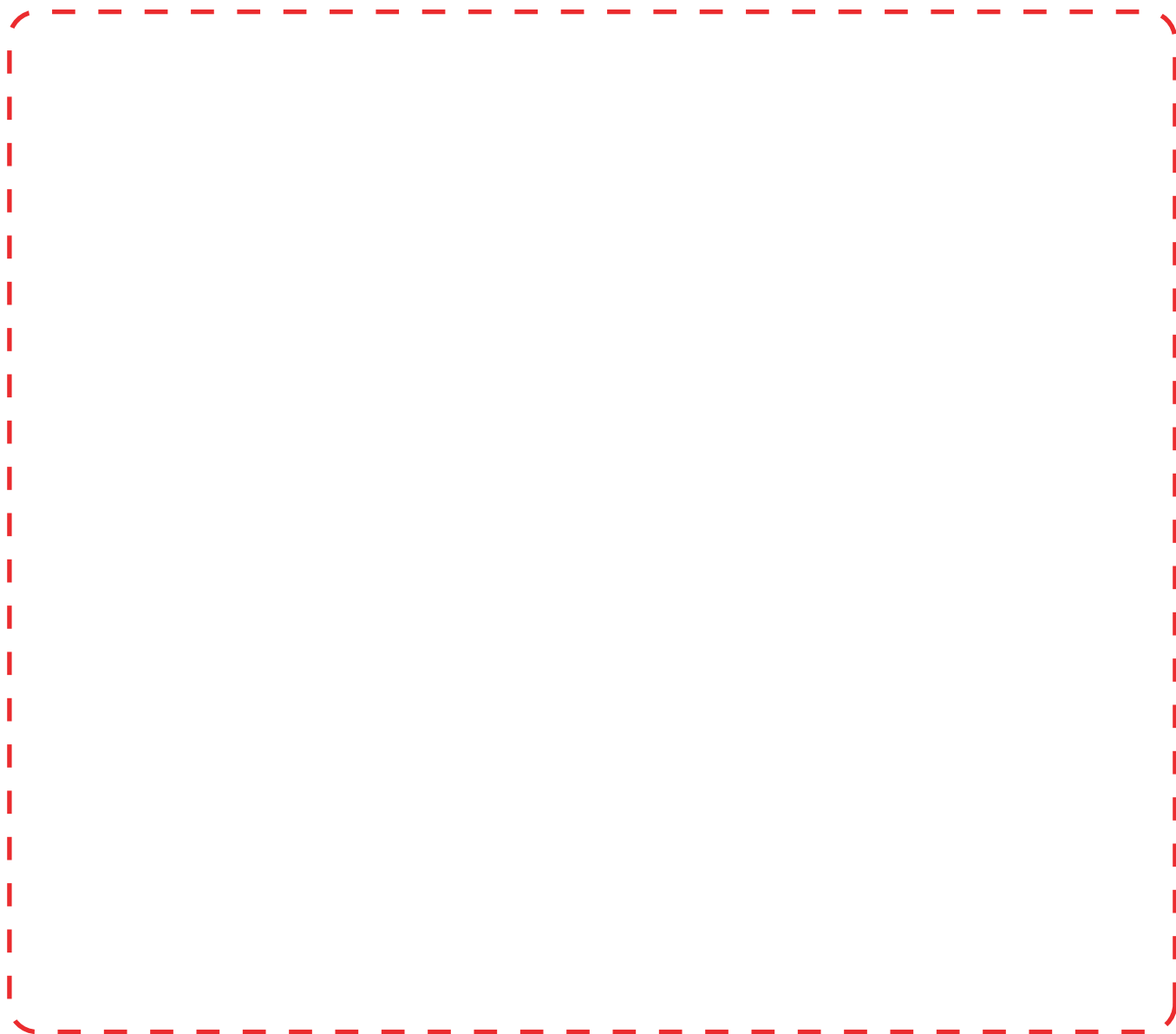
Glue along this edge.

Glue along this edge.



Activity Sheet 7: Language, Ten Black Dots

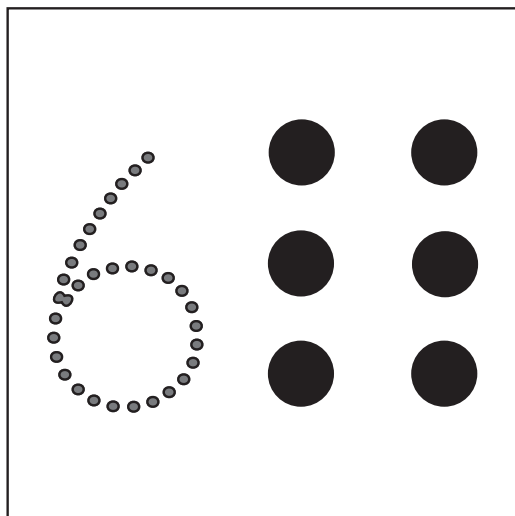
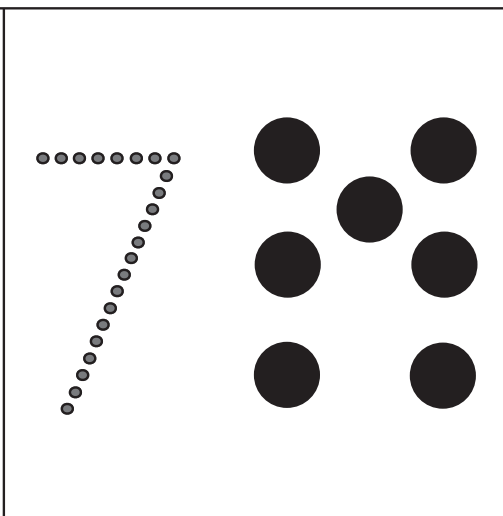
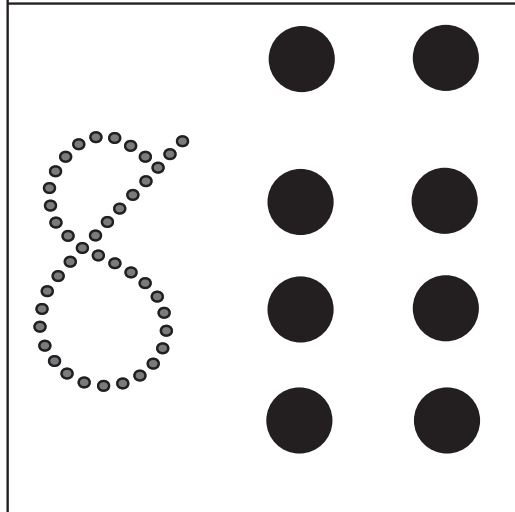
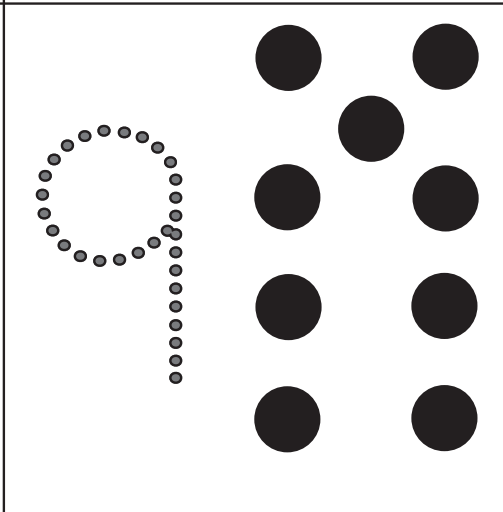
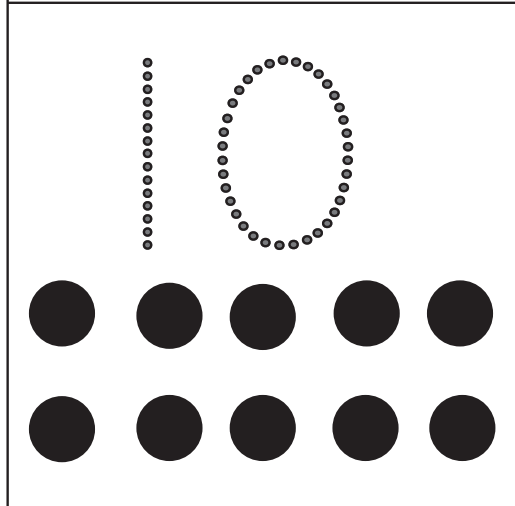
(Cut out the blanket below. After decorating the blanket you will paste it onto the bed in Activity Sheet 6.)





<p>_____ 's</p> <p>Number Book</p>	



	
	
	<p>The End</p>



Name: _____



When I touch the powder

it feels _____



When I touch the rice

it feels _____



When I touch the ice

it feels _____



When I touch the shaving cream (or bar of wet soap)

it feels _____



A rabbit hops. Show me how you hop around the room.

(Take small jumps on two feet around the room.)

(Put some pillows (or pieces of paper) on the floor around the room.)

A frog jumps. Show me how you jump over the pillows.

(Take big jumps on two feet over the pillows.)

A bear walks on its hands and feet. Show me how you walk around the room.

(Walk around the room on hands and feet.)

A child walks on two feet. Show me how you walk around the room.



3. (Place the pictures face down on the table.)

Pick a picture.

What did you pick?

–the child names the animal

Move like the _____ (animal name).

Pick a picture again.

What did you pick?

–the child names the animal

Move like the _____ (animal name).

(Continue picking pictures until all of the animals are named and your child moves like each animal.)

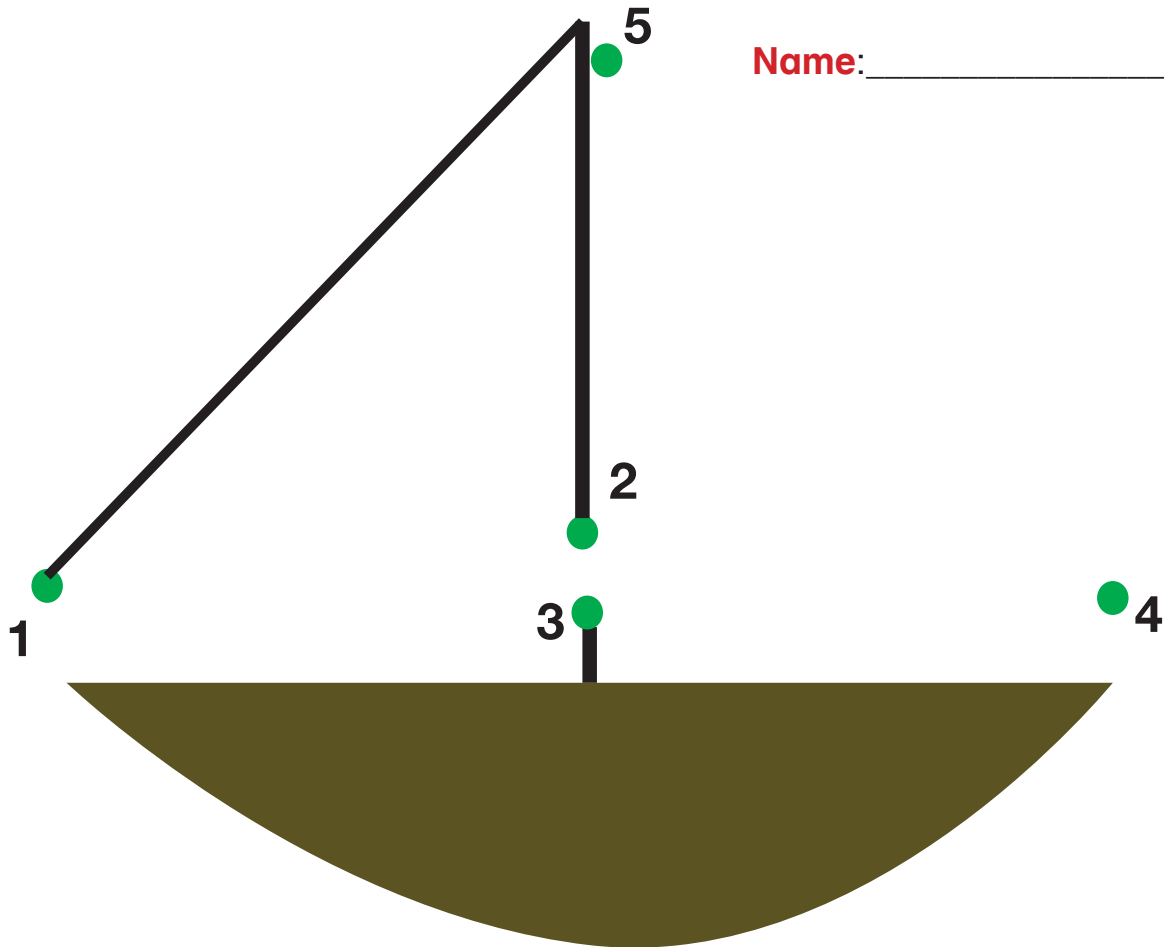


4. **What did you like doing the best: flapping, hopping, jumping, or walking? Why?**



Things to think about and do

- Plan a visit to a nature area, a zoo or a farm to watch different animals. Observe how each animal moves and talk about this with your child. Do they have two legs, four legs, wings, or no legs? How do they walk (jump hop, slither, fly, waddle, crawl, etc.) Ask your child questions like these about each animal. At home ask your child to move like the animals at the zoo – for example; waddle like a duck, walk like an elephant, fly like a bird, swing like a monkey, or slither like a snake.



Name: _____

Things to think about and do

- Make up other fill-in-the-blank activities to play as games with your child. These will be fun for your child and also help practice important skills. Examples:
 - ✓ The sky is blue; the grass is _____ (green).
 - ✓ My feet are big; your feet are _____ (little).
 - ✓ I put mittens on my hands and _____ (socks or shoes) on my feet.
- Review the Ten in the Bed song from last week, using the puppets.
- Post a card on the refrigerator each week with a numeral on it between 1 and 5. Refer to it as the “numeral of the week”. Point out the numeral several times during the week so your child learns its name.



Dear Parents: *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.*

SHAPES: (Put 3 shapes on the table in front of your child: 1 triangle, 1 circle, 1 square)

(Say:) **Point to the square** **Square** **Triangle** (If your child points to the shape you say, check the box next to the name of the shape.)
Point to the circle **Circle**
Point to the triangle

COUNTING: (Point to the pennies below.) Say: **Count the pennies.**

(Write the number your child said here.) _____



IDENTIFYING BODY PARTS: (If your child points to the body part you say, check the box next to the name of that part.)

(Say:) **Touch your:** **Ear** **Leg** **Knee** **Arm** **Ankle**

HYGIENE: (If your child gets the right answer, put a check in the box next to the answer.)

(Say:) **What do you do if your hands are dirty?** **Wash your hands**
What do you do if you have to cough? **Cough into your arm**
How do we take care of our teeth? **Brush them**

MOTOR: (Please check the box next to the name of the gross motor tasks your child can do.)

(Say:) **Show me how you HOP like a rabbit.**
Show me how you WALK like a bear.
Show me how you MOVE like a bird.



Name: _____

(Turn to pages 14-15.) **The child used his eyes to see. What are some of the things the child sees in the book?** –the sun, a frog, a baby

Which of these things would you like to see? _____

(Turn to page 16.) **The child used his ears to hear some things.**

Tell me some things the child hears. –a drum, a bird, a fire engine

Which of these things would you like to hear? _____

(Turn to page 17.) **The child smelled some things in the book using his nose. What did the child smell?** –soap, pine tree, cookies

Which of these things would you like to smell? _____

(Turn to page 18) **The child tasted some things with his tongue.**

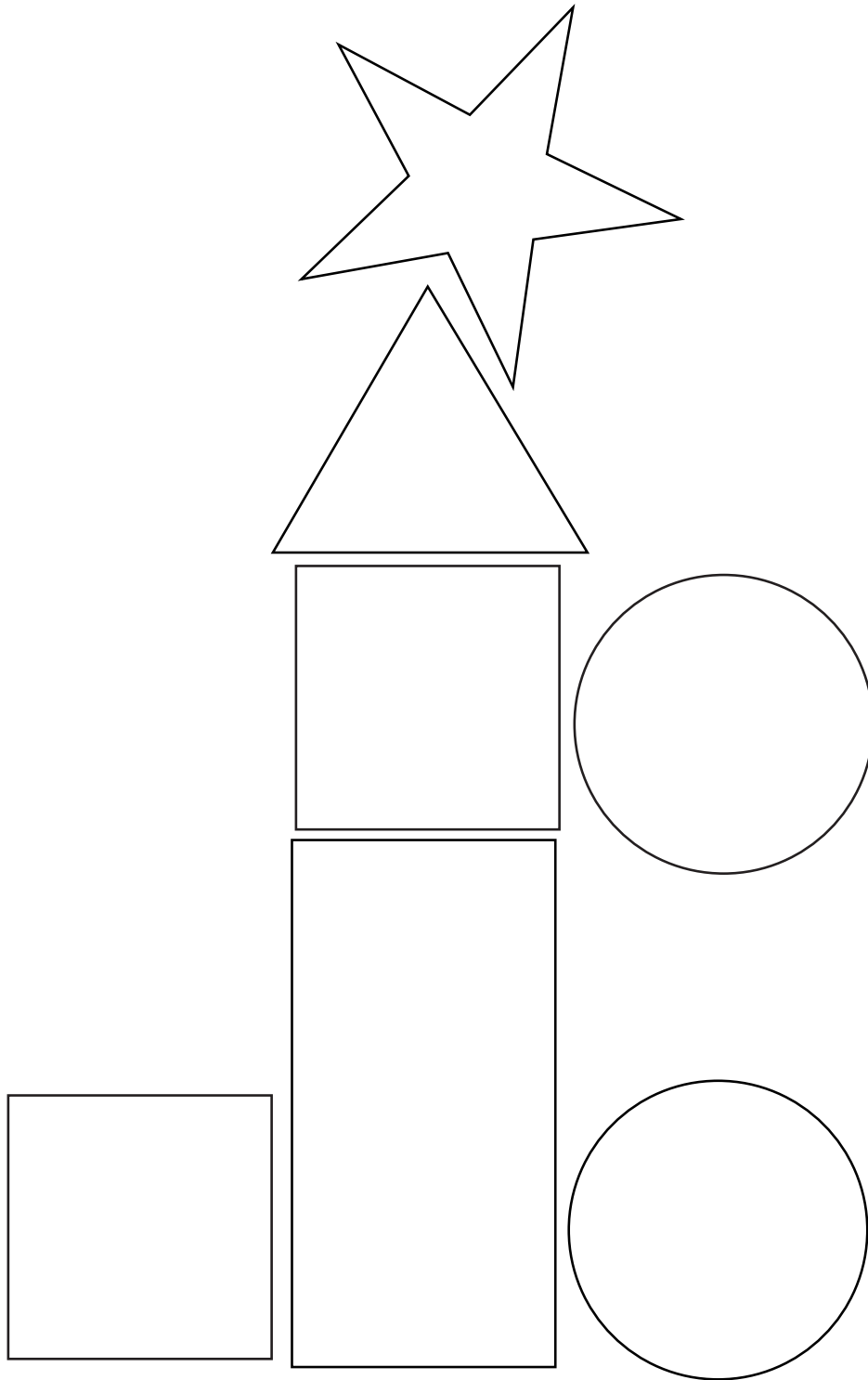
What are some things the child tasted? –milk, food

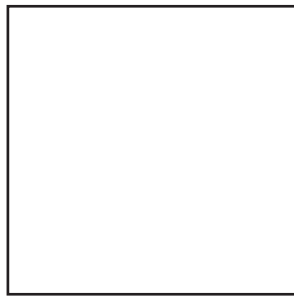
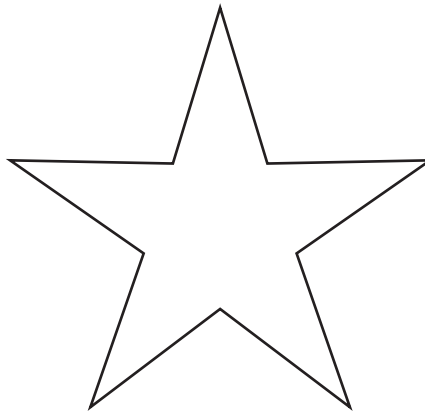
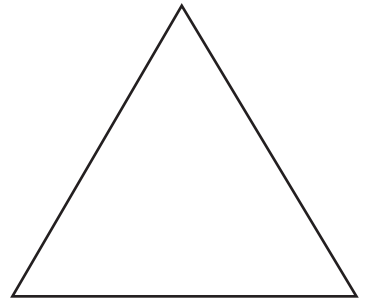
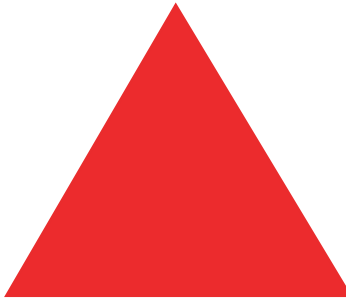
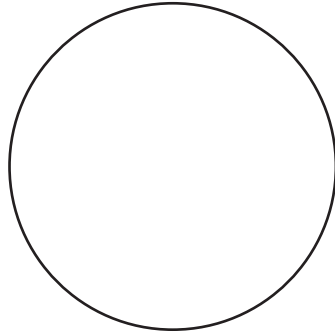
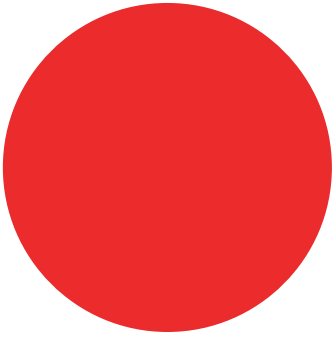
Which of these things would you like to taste? _____

(Turn to page 19) **The child used fingers to touch things. Tell me about what the child touched.** –a kitten, water, a balloon

Which of these things would you like to touch? _____

Name: _____



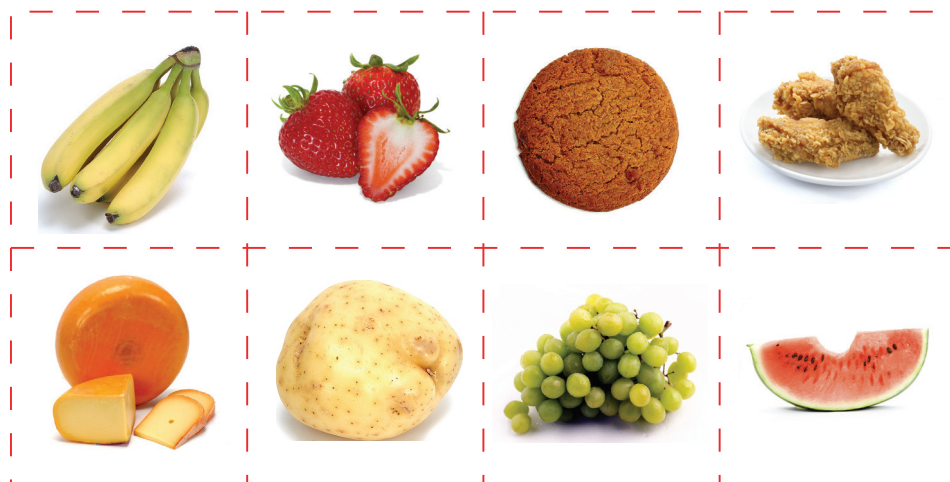
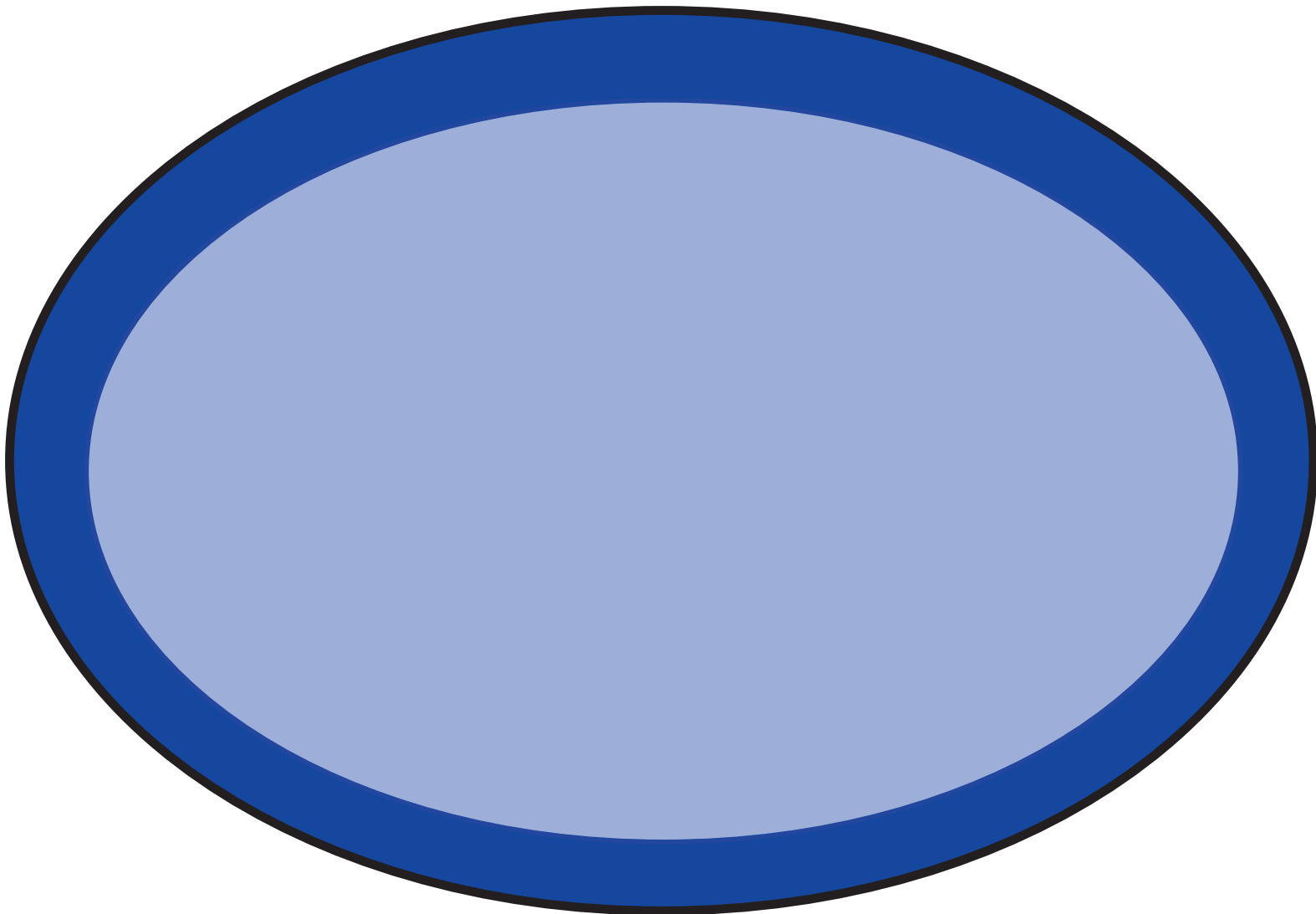


Watch as I write your name on the name line.
(Say each letter as you write it.)

Name: _____



Name: _____ Title: _____





We should save this name card so that we can use it again when you want to practice writing your name. Where should we save it?

Your Name Card

Things to think about and do

- To continue to support your child in writing readiness, let your child draw with markers, crayons, pens, pencils, colored pencils and sidewalk chalk. Talk with your child about good places to use these writing tools.
- Finger painting and painting also develop fine motor skills. Try this recipe to make finger paint. Talk to your child about how the paint feels on their fingers and when they squeeze it through their hands.

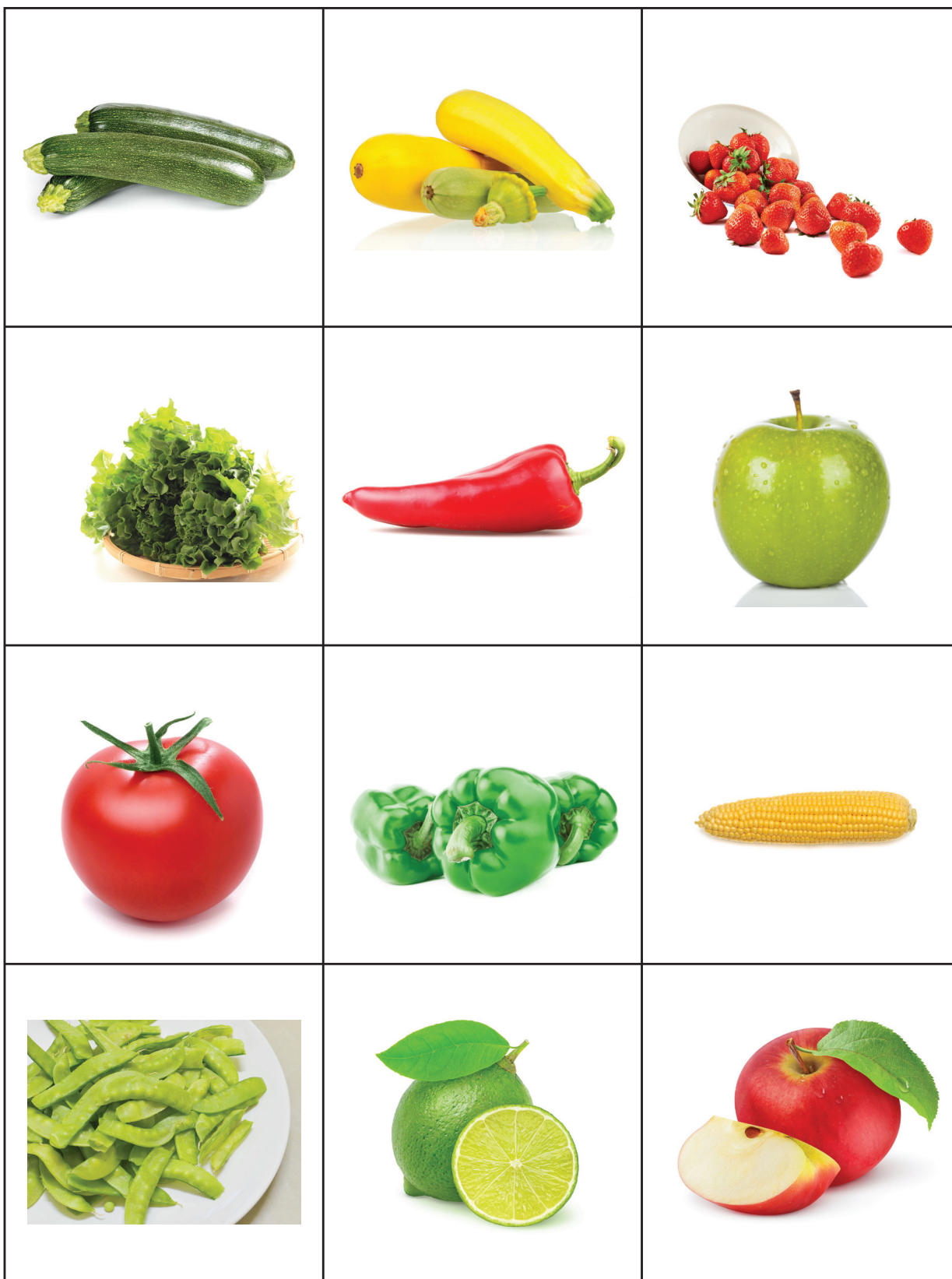
Directions:

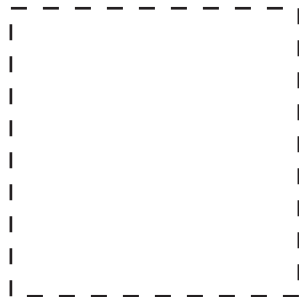
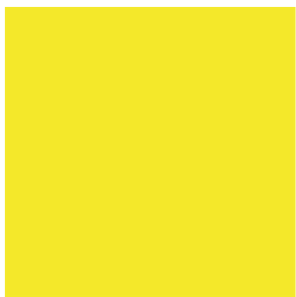
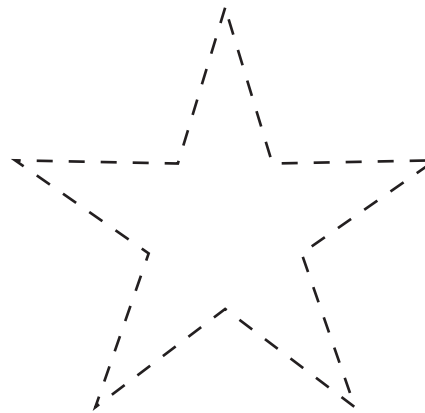
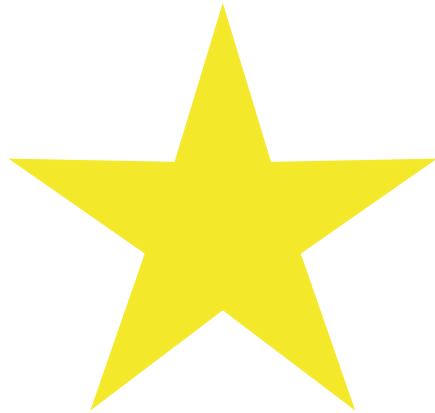
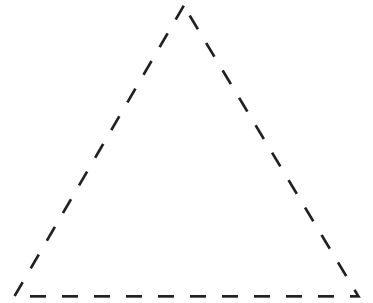
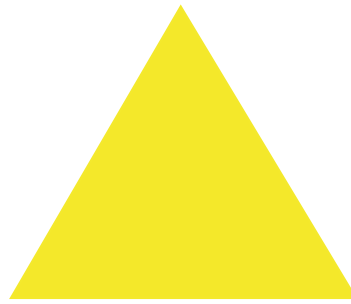
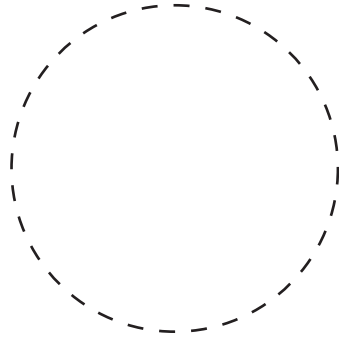
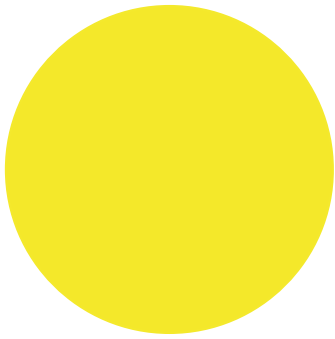
Finger Paint Recipe

- 1 cup flour
- 1 cup water
- 1 cup liquid dish soap
- 2 tablespoons food coloring

1. Mix all items until there are no lumps and paint is smooth. Keep sealed in an airtight container and refrigerate.

2. You can divide the batch up into smaller amounts and use a different color of food coloring for each batch.





(Place the name card from week 12 in front of your child.)

Now let's write your name on the name line. You can try writing the first letter. I will write the rest.

(Say each letter as you write it.)

Name: _____



Name: _____

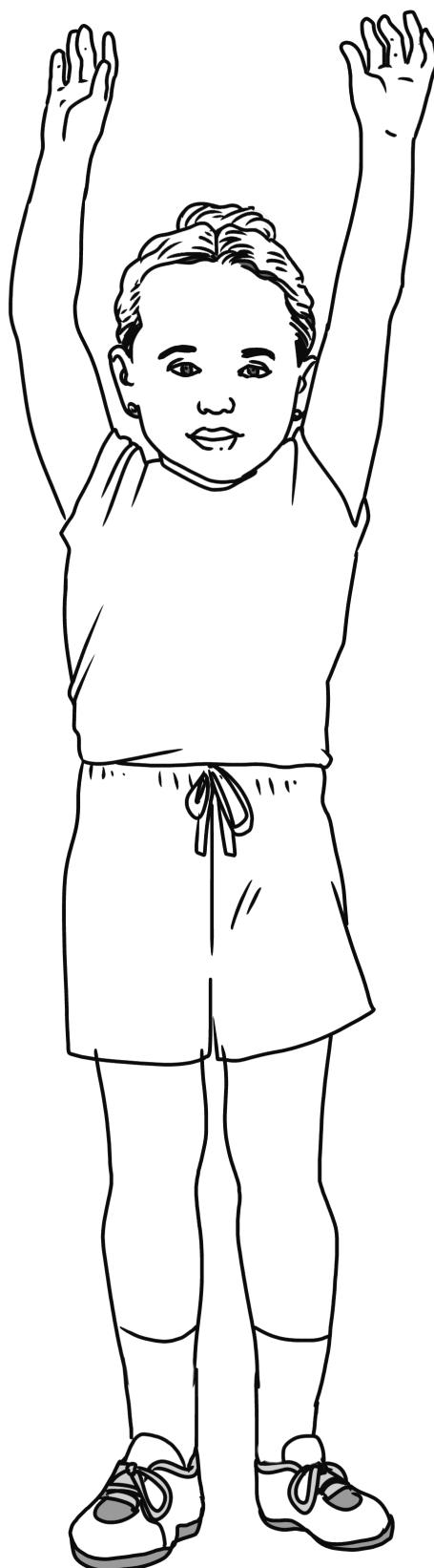
(Write down your child's answers for the smelling activity. Say the name of the item as you write it down.)

I liked the smell of: _____

I did not like the smell of: _____

Name some other smells you like.

Name some smells you don't like.



(Write title on the line.)

Name



Do you see any items that are sour in the pictures?

(Point to the section labeled “Sour”.)

I will cut them out and you can glue them in this section. It says “sour”.

Do you see any items that are sweet in the pictures?

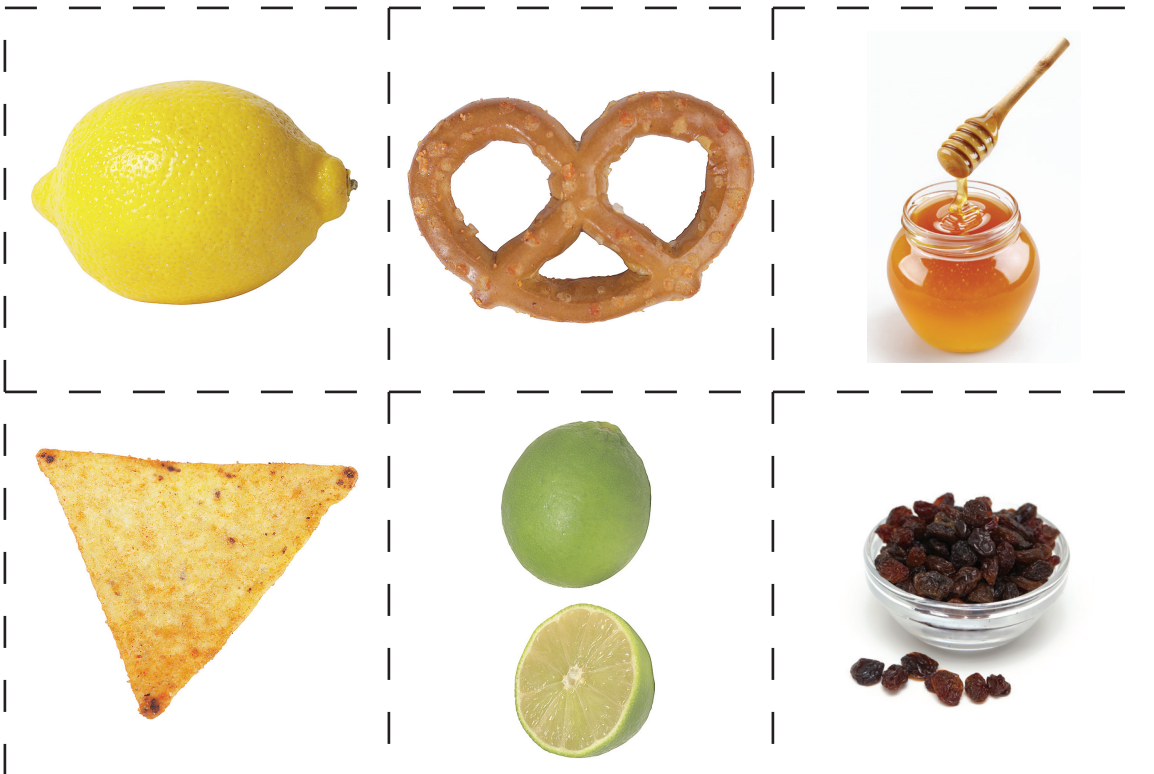
(Point to the section labeled “Sweet”.)

I will cut them out and you can glue them in this section. It says “sweet”.

Let’s write your name on the name line. You write the first letter and I will write the rest.

Things to think about and do

- Cut out the taste chart and hang it on the refrigerator. When your child eats a food ask if it tastes sweet, salty or sour. Point to the word that describes the food and say it each time your child identifies a food. This helps develop understanding that words have meaning.





Taste Chart

Name: _____

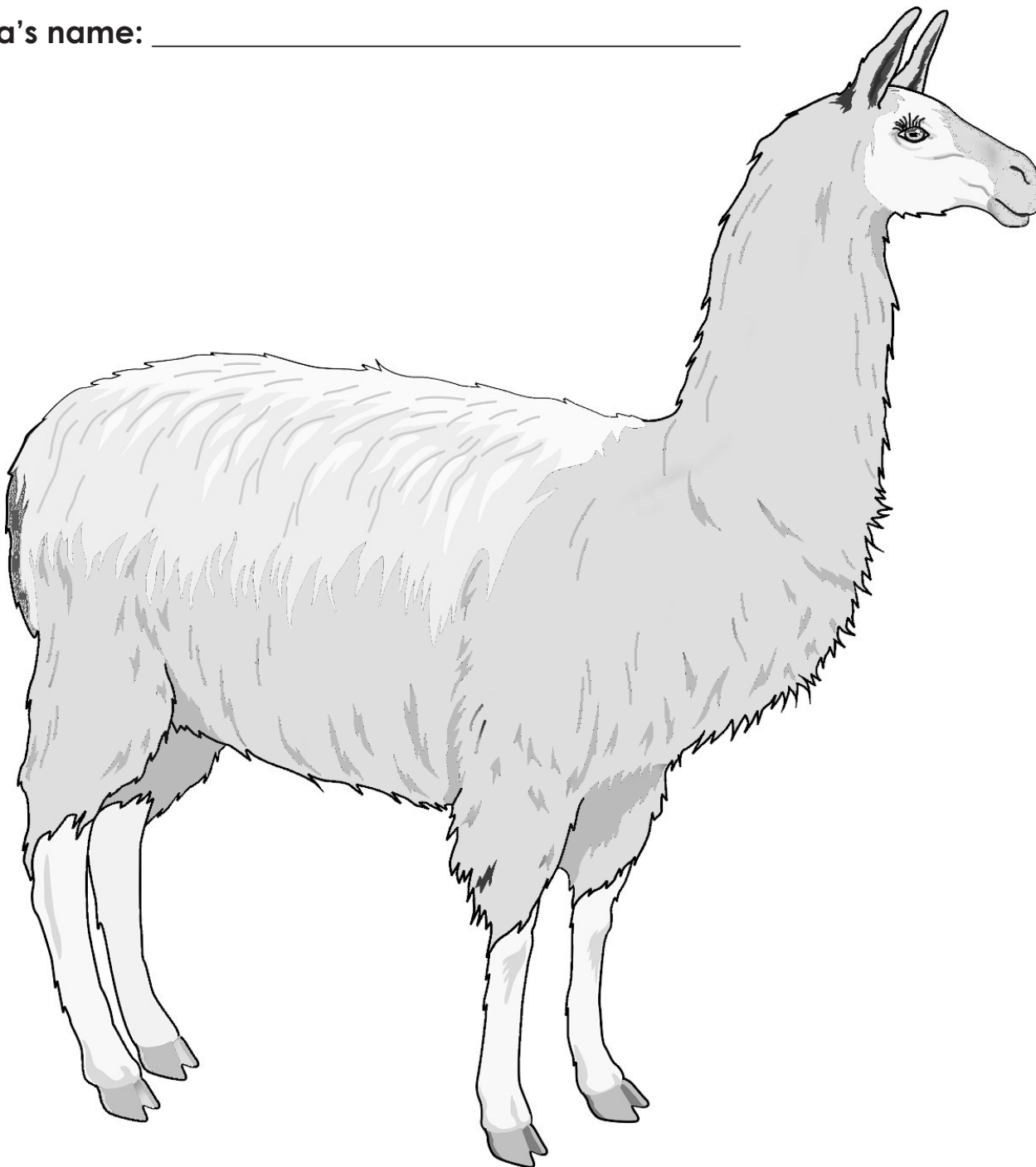
Salty

Sour

Sweet

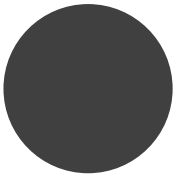



Llama's name: _____

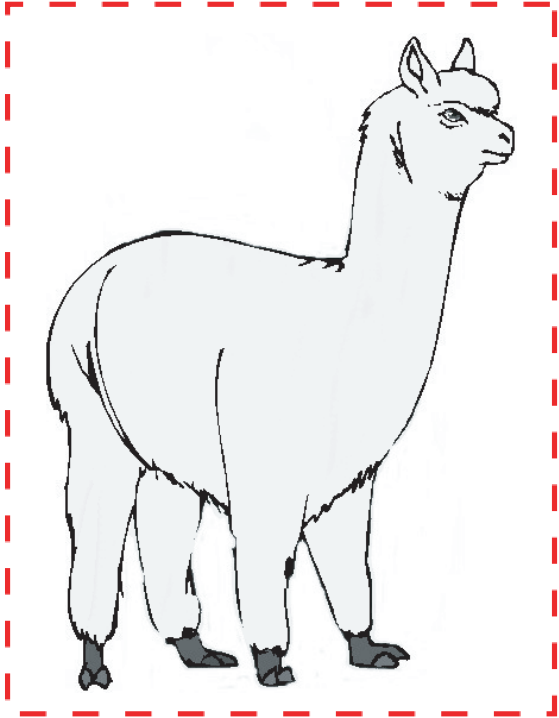
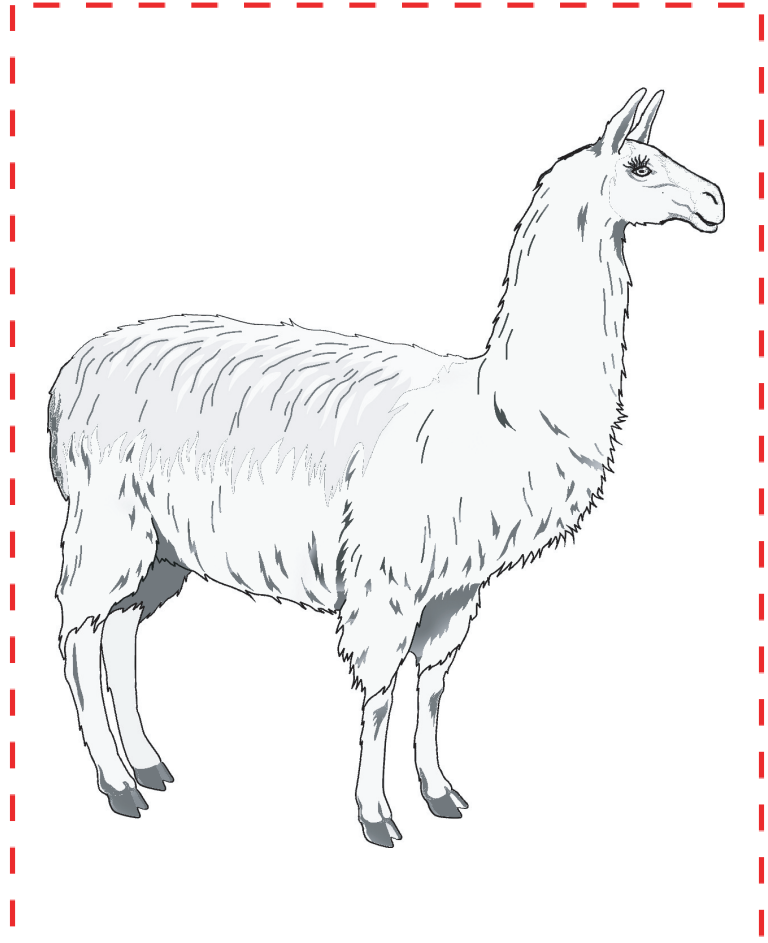


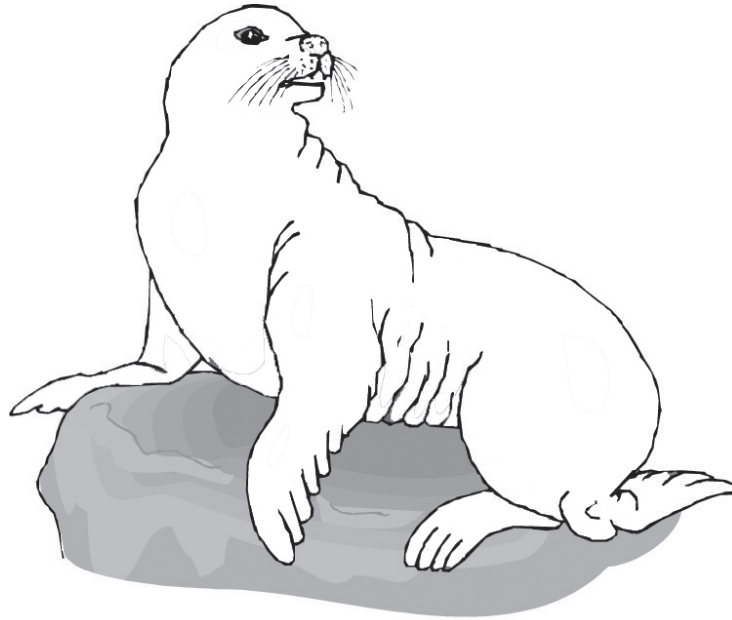
Dedicated to: _____

My Name: _____

Circle 	Square 

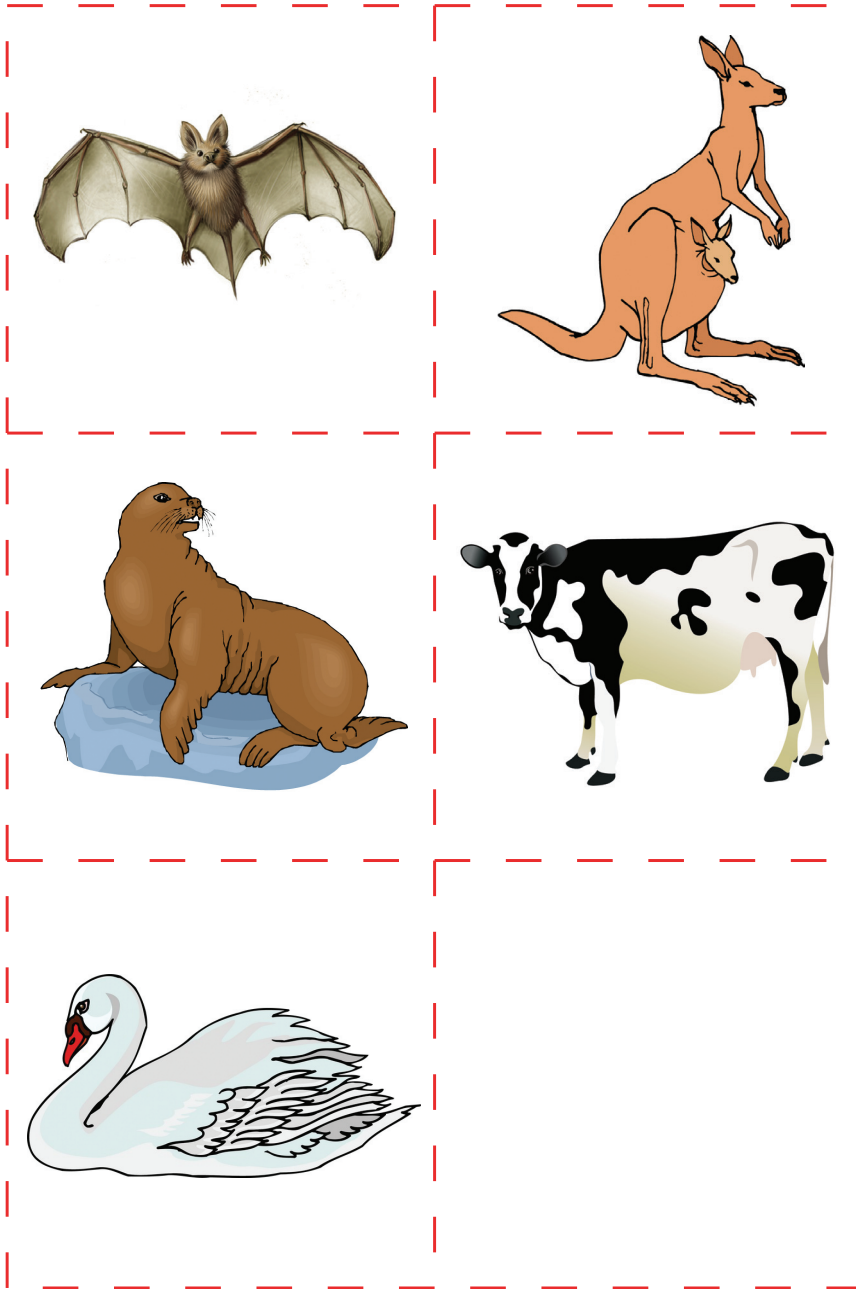
Name: _____







Activity Sheet 1: Literacy, *Is Your Mama a Llama?*



Things to think about and do

- Look for other books at the library that rhyme or are repetitive. There are many and your local library staff can assist you in finding rhyming books. Some ideas are *Brown Bear, Brown Bear, What Do You See?* By Bill Martin Jr. and Eric Carle or *Goodnight Moon* by Margaret Wise Brown.



Name: _____

If you could be one of these animals, which would you want to be?

(Write your child's answer on this line.) _____

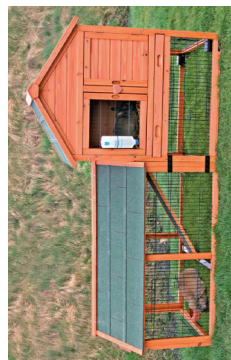
What do you like about this animal?

(Write your child's answer on this line.) _____

Red Circle	Red Square	Red Triangle
Yellow Circle	Yellow Square	Yellow Triangle
Blue Circle	Blue Square	Blue Triangle



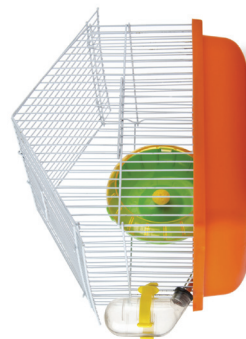
rabbit



hutch



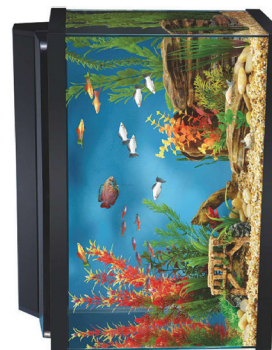
bird



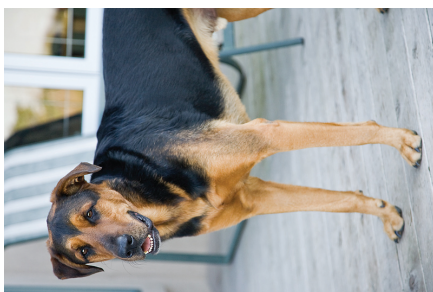
bird cage



fish



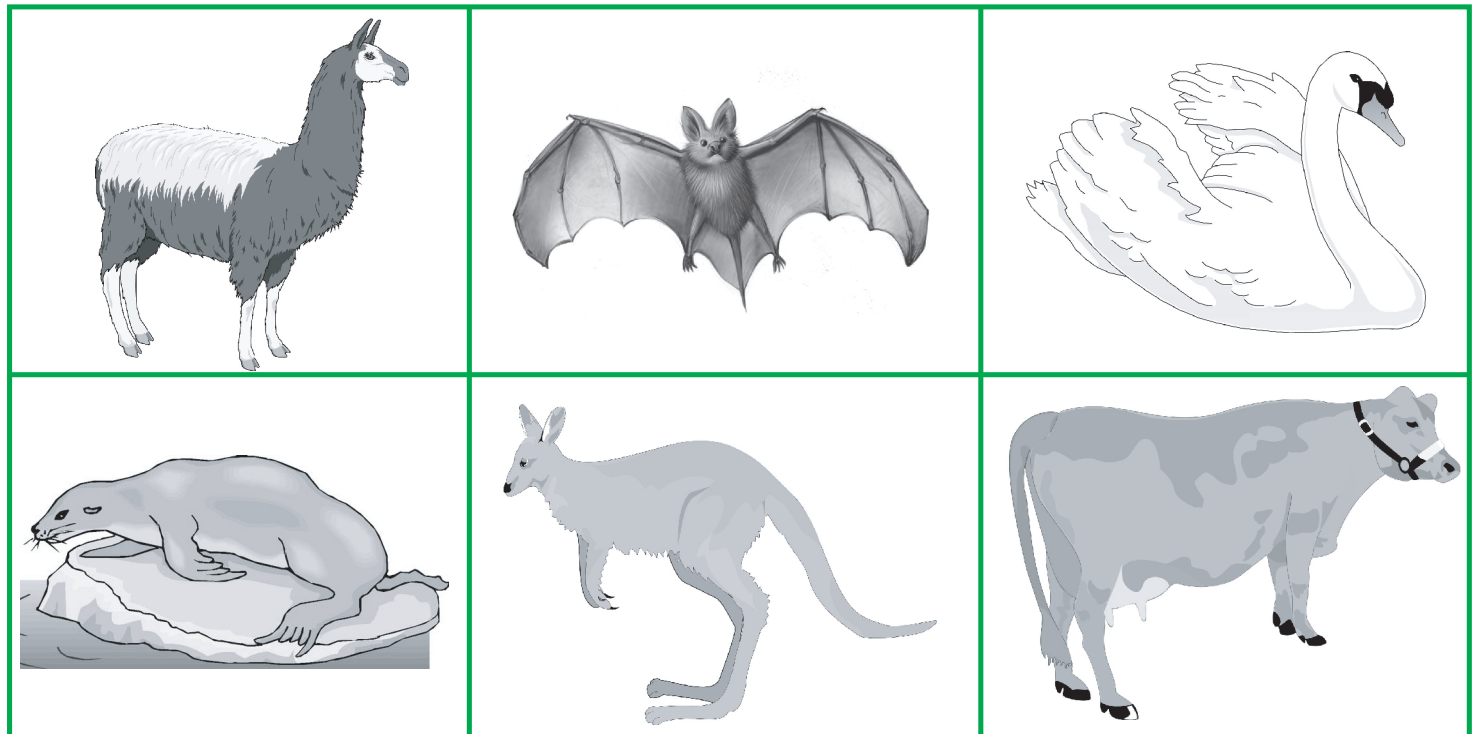
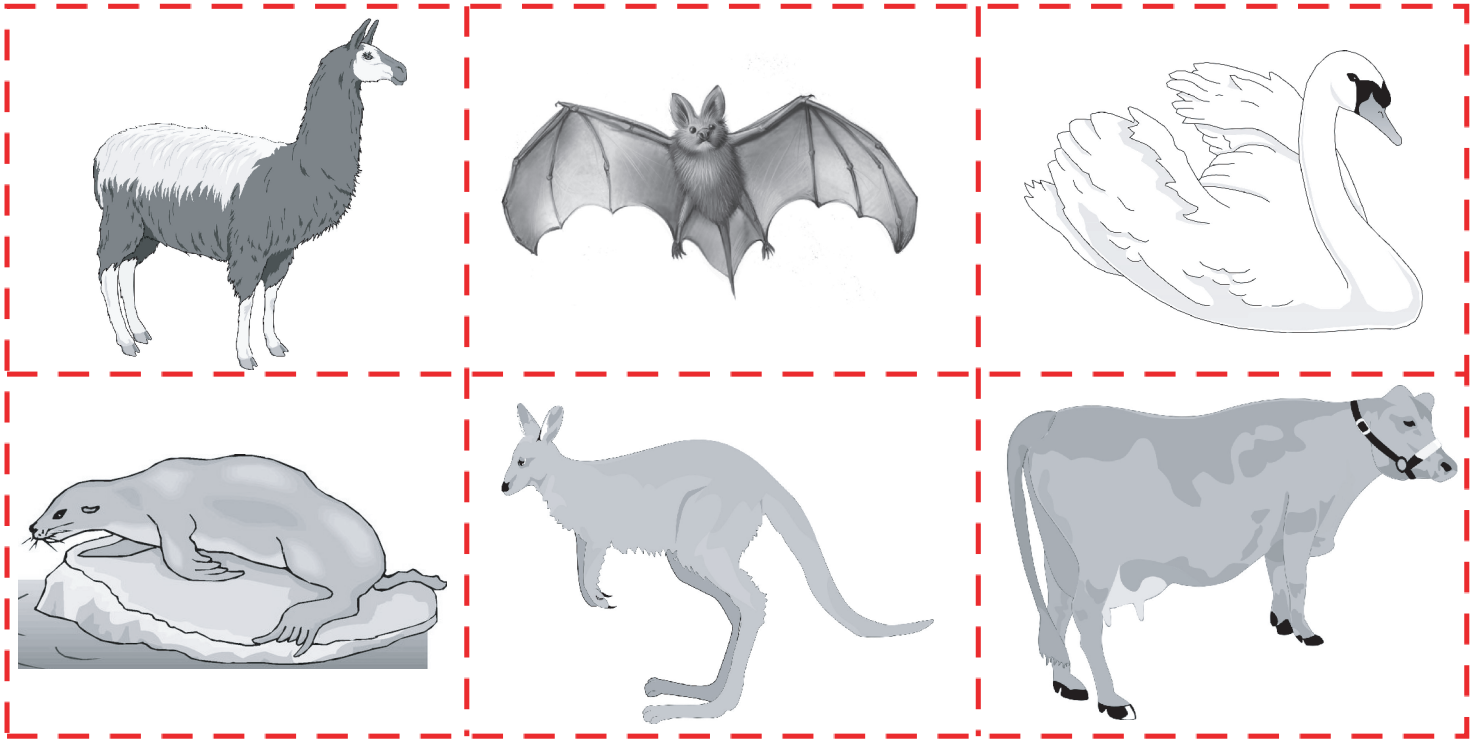
aquarium



dog



yard





Activity Sheet 2: Literacy, *Is Your Mama a Llama?*



“Are you my momma?”, the llama asks.
“No, I am not,” my first friend said. “I fly all around and I live in a cave. I know this is not the way a llama behaves. I am a bat.”

1



“Are you my momma?”, the llama asks.
“No, I am not,” my second friend said. “I have wings and white feathers. I float on the water with my lovely long neck. I know this is not the way a llama behaves. I am a swan.”

2



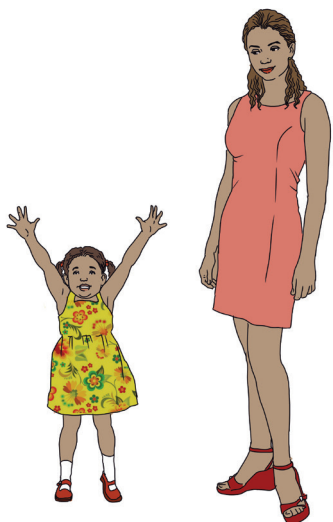
“Are you my mama?”, the llama asks.
“No, I am not,” my third friend said. “I’ve got flippers and whiskers. I live in the water and eat fish...I know that this is not how llamas behave. I am a seal.”

3



“Are you my mama?”, the llama asks. “No I am not,” my fourth friend said. “I hop on two feet and have a pocket for my baby...I know that this is not how llamas behave. I am a kangaroo.”

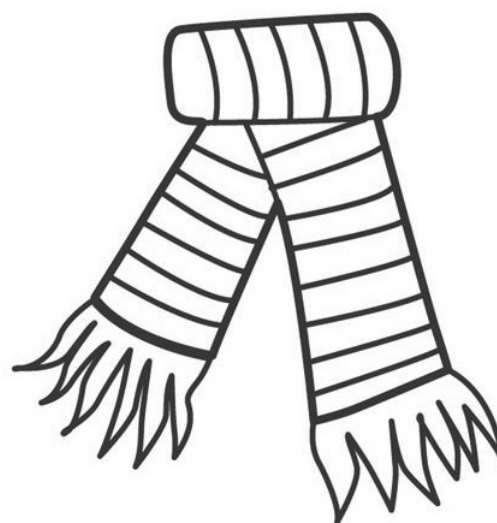
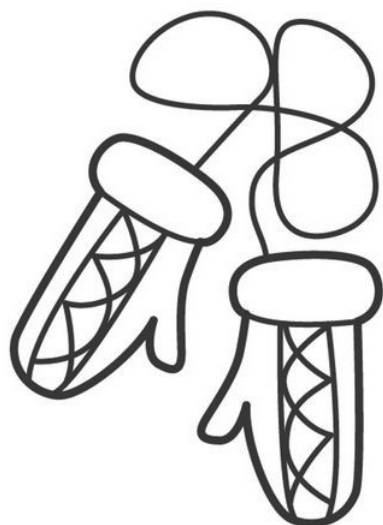
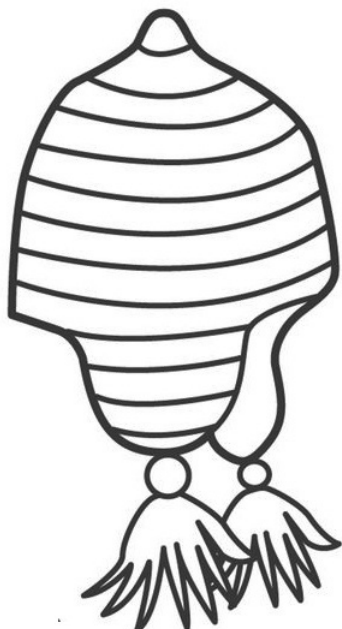
4



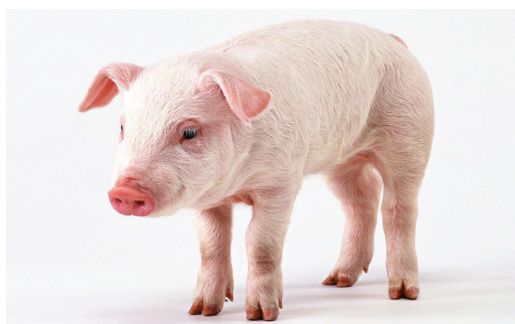
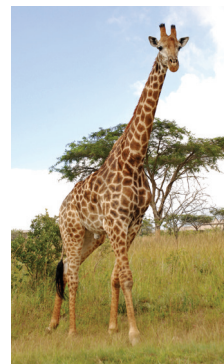
Name: _____



Name: _____











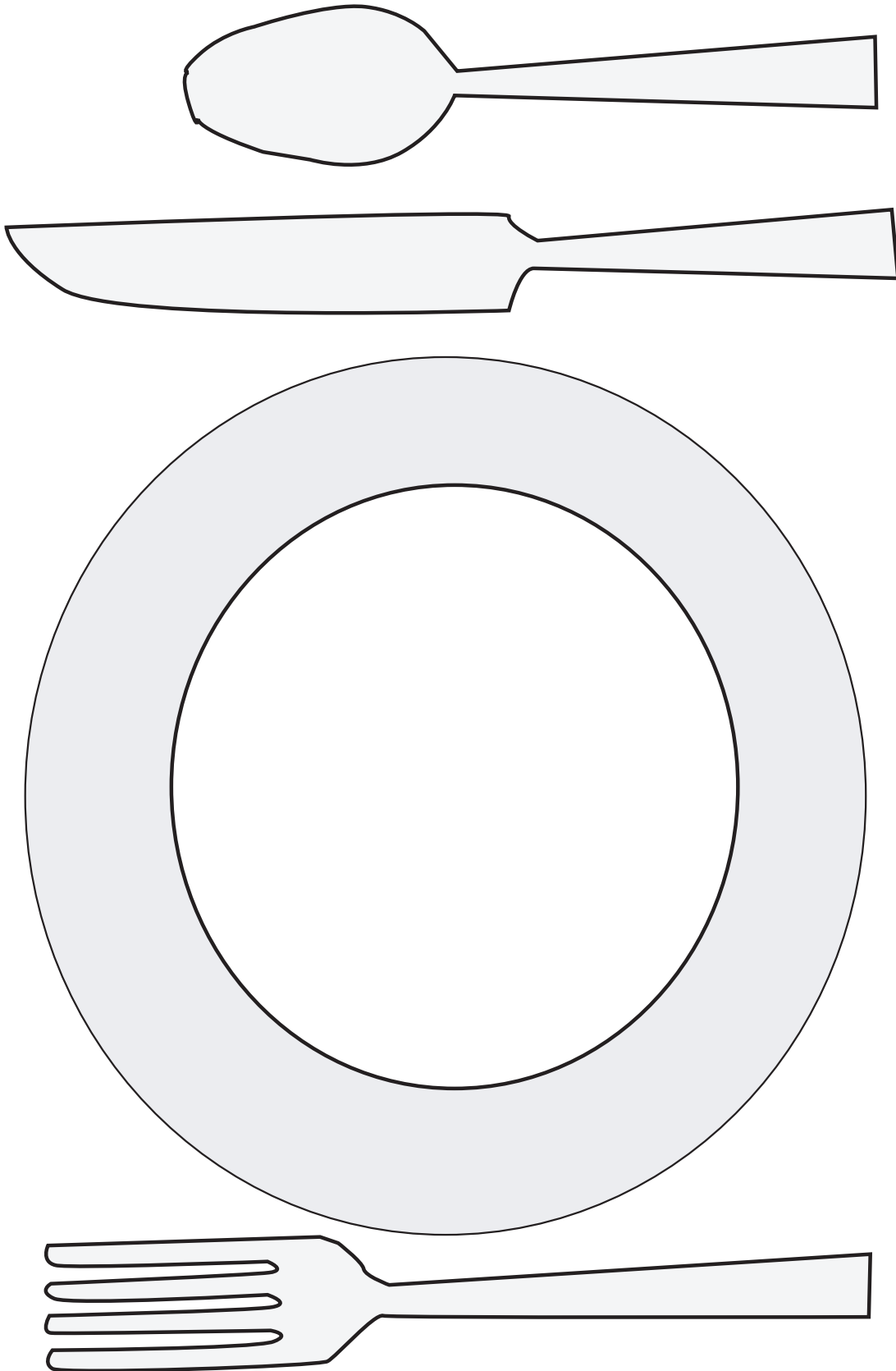
Name: _____



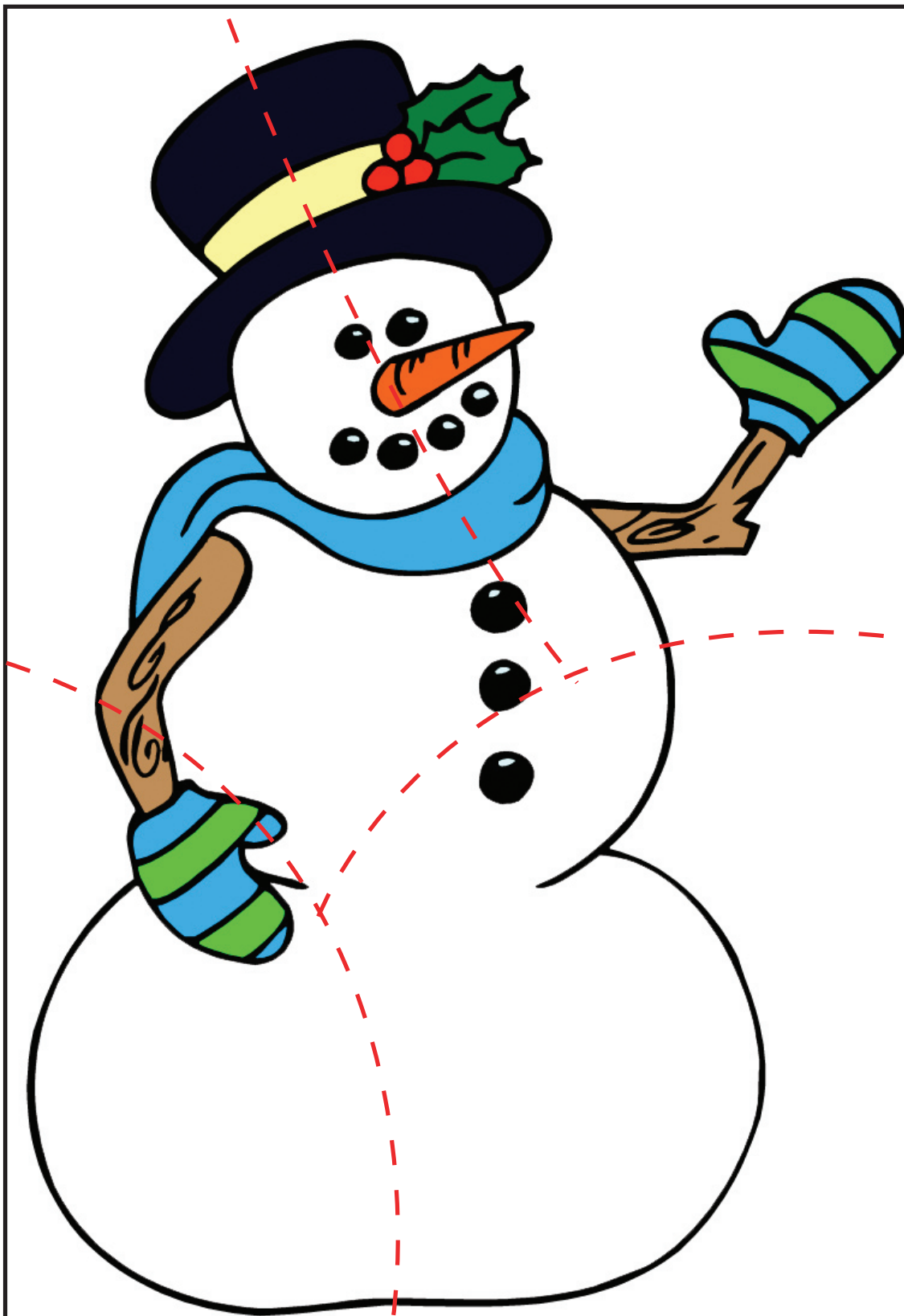
Name: _____

My snowman's name is: _____

Name: _____









Name: _____

Science Recording Sheet

Write your child's prediction about the ice cube in the freezer here.

Write your child's prediction about the ice cube in the window here.

Draw a picture of the ice cube from the freezer here.

Draw a picture of the ice cube from the window here.

He had two eyes with a carrot nose below. *(Point to your eyes and then your nose.)*

Along came the sun and shone all day. *(Put your arms up over your head in a circle.)*

And one little snowman melted away. *(“Melt” to a sitting position on the floor.)*

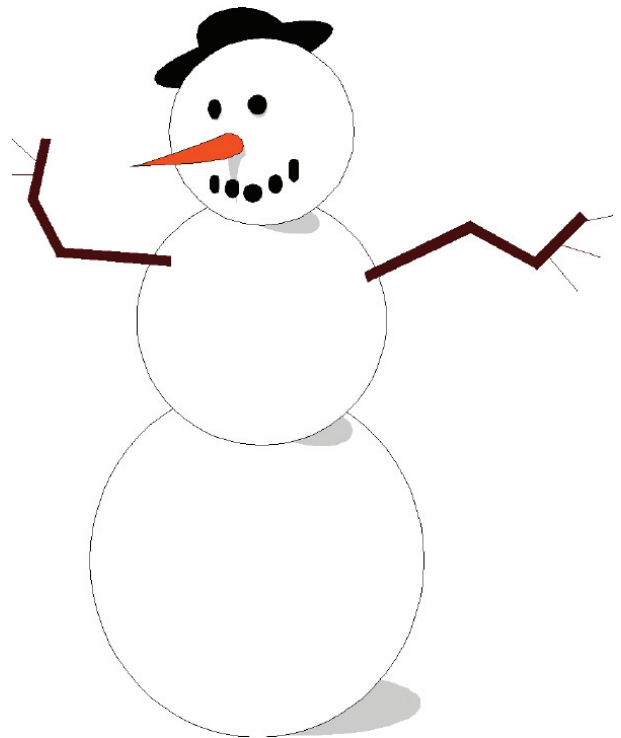
How many snowmen are there now?

–none

Things to think about and do

- Look up other fingerplays at the library or online. The Itsy Bitsy Spider or The Wheels on the Bus are great fingerplays to entertain little ones while practicing language and fine motor skills.







Name: _____

Dear Parents: *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*

SHAPES: (Put 4 shapes on the table in front of your child: 1 triangle, 1 circle, 1 square, 1 rectangle.)

(Say:) **Point to the square**
Point to the rectangle

Point to the circle
Point to the triangle

COUNTING:

(Say:) **Count as far as you can starting at 1.**

(Write the highest number your child can count to on this line.) _____

Now count the pennies below. Point to them as you count.



(Write the highest number your child can count to on this line.) _____

SENSES: (If your child gets the right answer, put a check in the box next to the answer.)

(Say:) **What do you taste with?**
What do you smell with?
What do you hear with?
What do you see with?

Mouth

Ears

Nose

Eyes

FINE MOTOR:

(Say:) **Write your name on this line.** _____

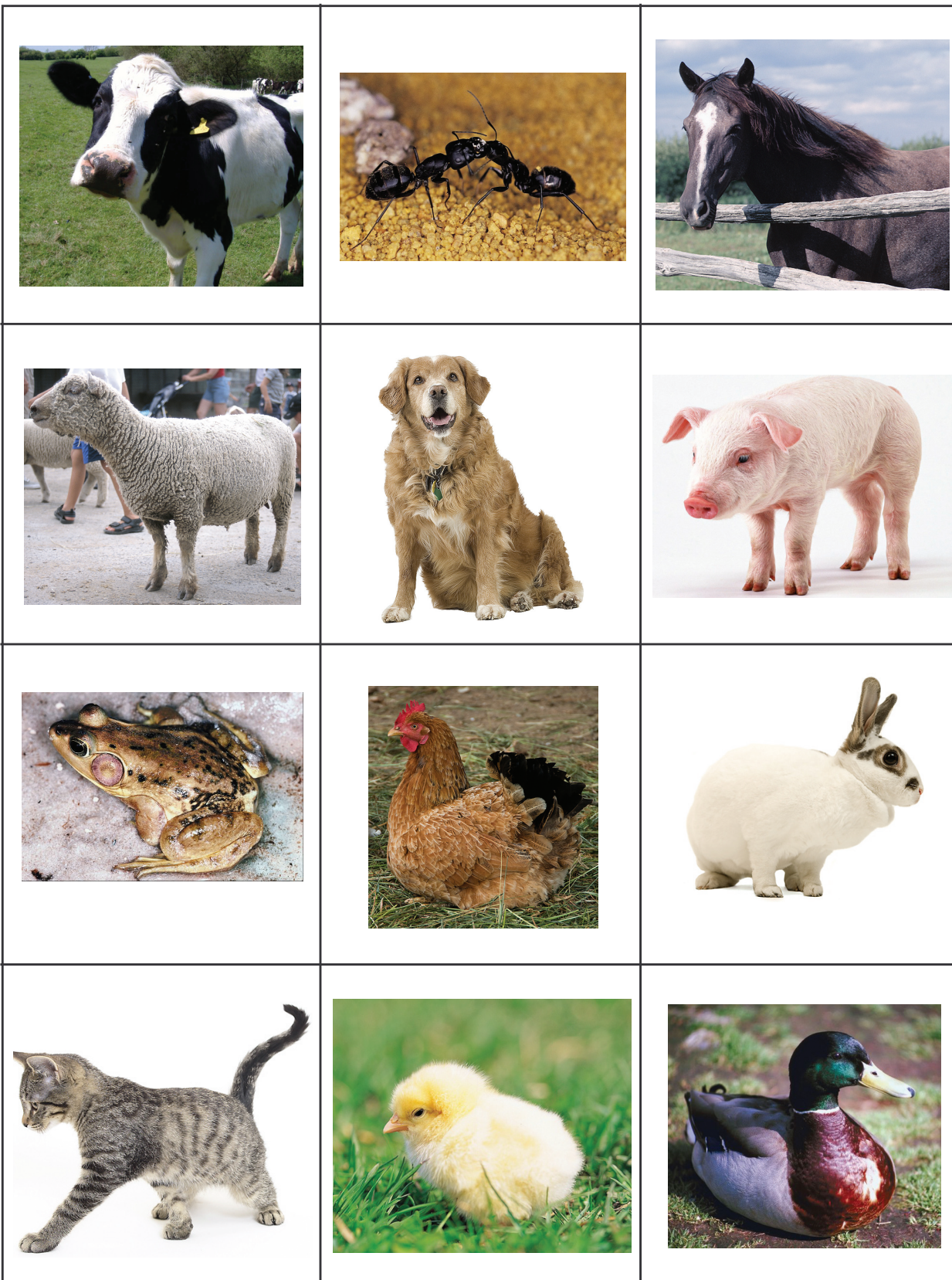
(Give your child a pair of scissors and say:)

Use your scissors to cut on the line below.





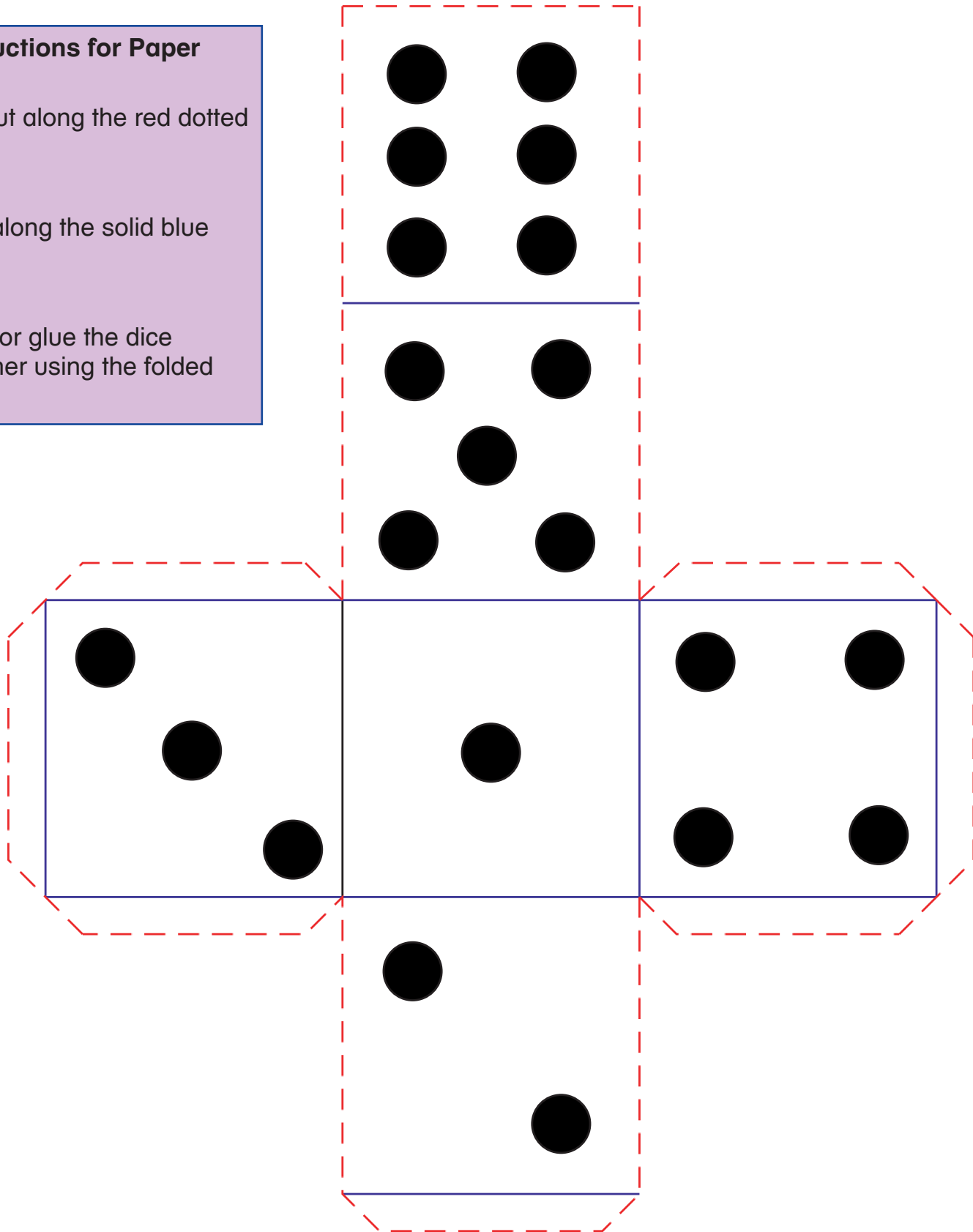
Activity Sheet 1: Literacy, *In the Cow's Backyard*



Name: _____

Instructions for Paper Dice:

1. Cut out along the red dotted lines.
2. Fold along the solid blue lines.
3. Tape or glue the dice together using the folded tabs.





(Post this chart up in your home so that you can refer to it this week. After your child checks the cup of water each day, ask your child to draw a line on the picture of the cup about where the water line is in the real cup. Talk together about how much less water is drawn in the cups on the chart each day.)

Name: _____



Day 1



Day 2



Day 3



Day 4



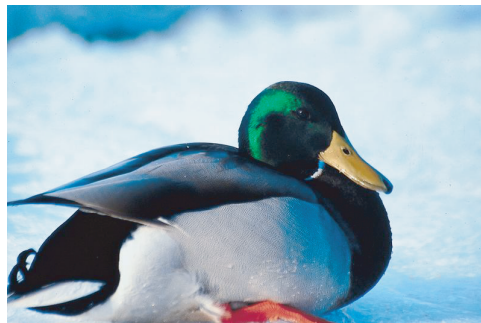
Day 5



Day 6

Things to think about and do

- Visit your local library and look for books to read about different animals that interest your child.
- Visit a zoo or farm and look for the animals you read about in this book.
- When the opportunity arises, talk about letting all of your child's friends play together and not excluding anyone. Remind your child that the ant in the book let everyone play.





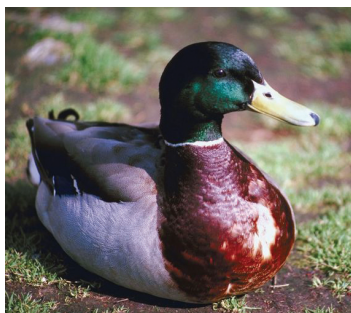
Cow



Frog



Ant



Duck



Hen



Cat



Elephant



Dog



Lamb



Activity Sheet 2: Literacy, *In the Cow's Backyard*



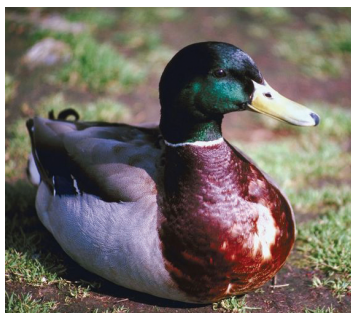
Cow



Frog



Ant



Duck



Hen



Cat



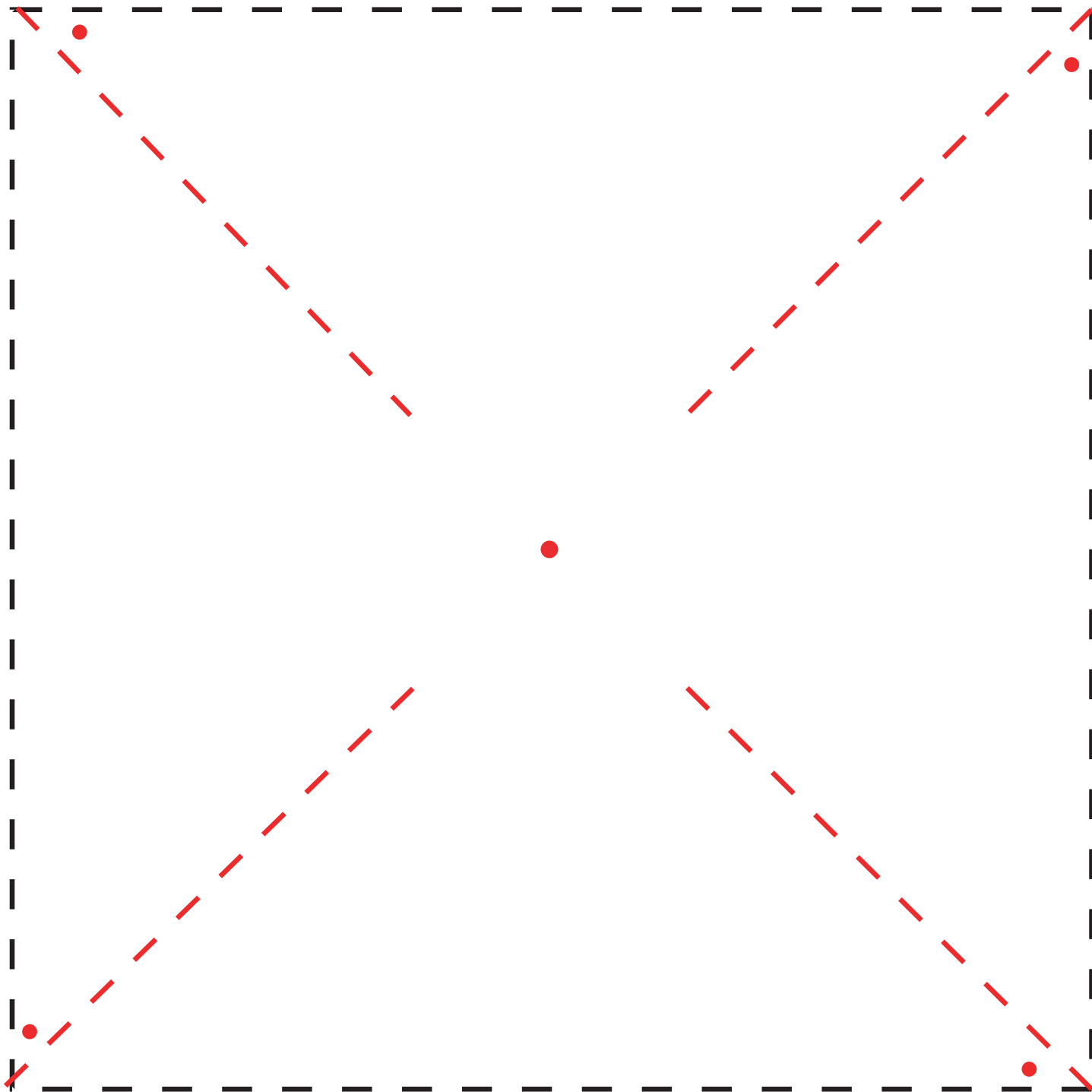
Elephant



Dog



Lamb





Name _____

Day	Yes If the pinwheel turned in the wind, make a mark in this column.	No If the pinwheel did not turn in the wind, make a mark in this column.
1		
2		
3		
4		
5		
Total		

How many times did the pinwheel turn in the wind? _____

How many times did the pinwheel not turn in the wind? _____

I will write the total for the 'yes' and 'no' columns in the bottom row.



(Continue this pattern of telling the child what comes next until the number ten. This will be a challenge for your child. Be patient with using one foot and two feet when hopping and jumping. Continue to model and try the game several times.)

Things to think about and do

- Play a similar game with your child hopping or jumping to card 10. Drop one of your child's toys on card 5. Have your child turn around at card 10 and hop/jump back to card 1. On the way back, have your child pick up the toy and carry it to card 1.
- Play hopscotch with your child. You can visit a park with a hopscotch or create one using tape or sidewalk chalk.

1

2

3



4

5

6

7

8

9

10



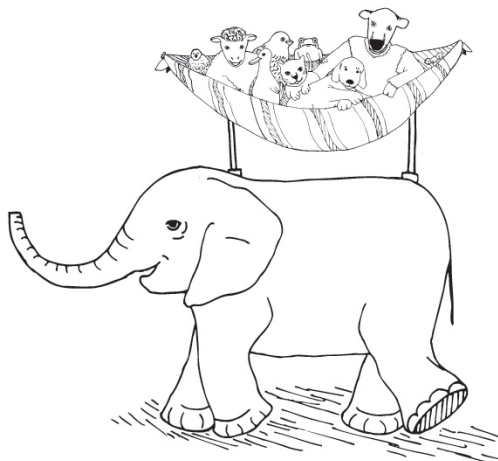
Activity Sheet 1: Literacy, *In the Cow's Backyard*



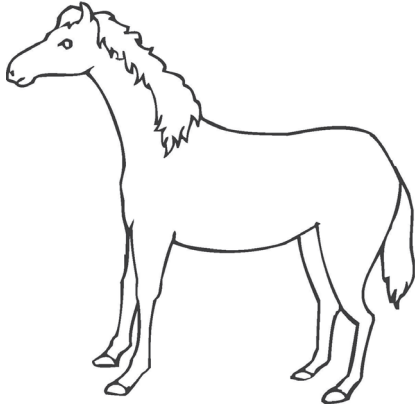
1



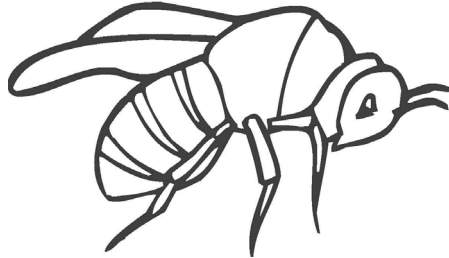
2



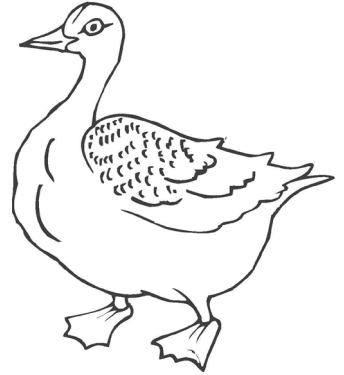
3



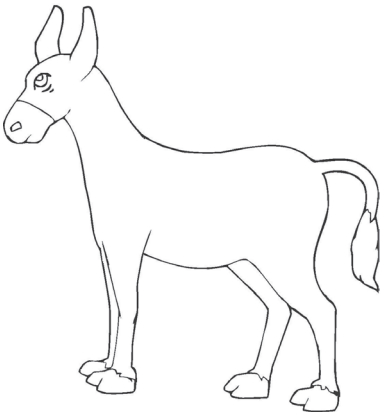
horse



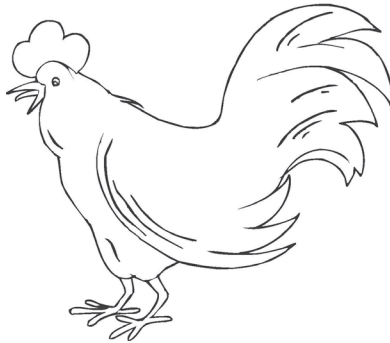
bee



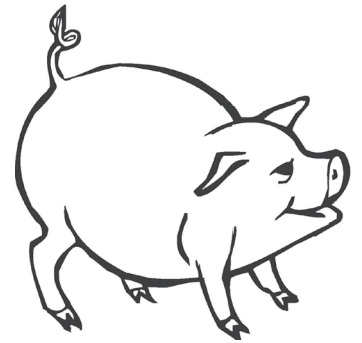
goose



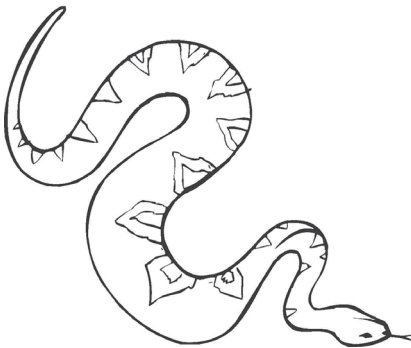
donkey



rooster



pig

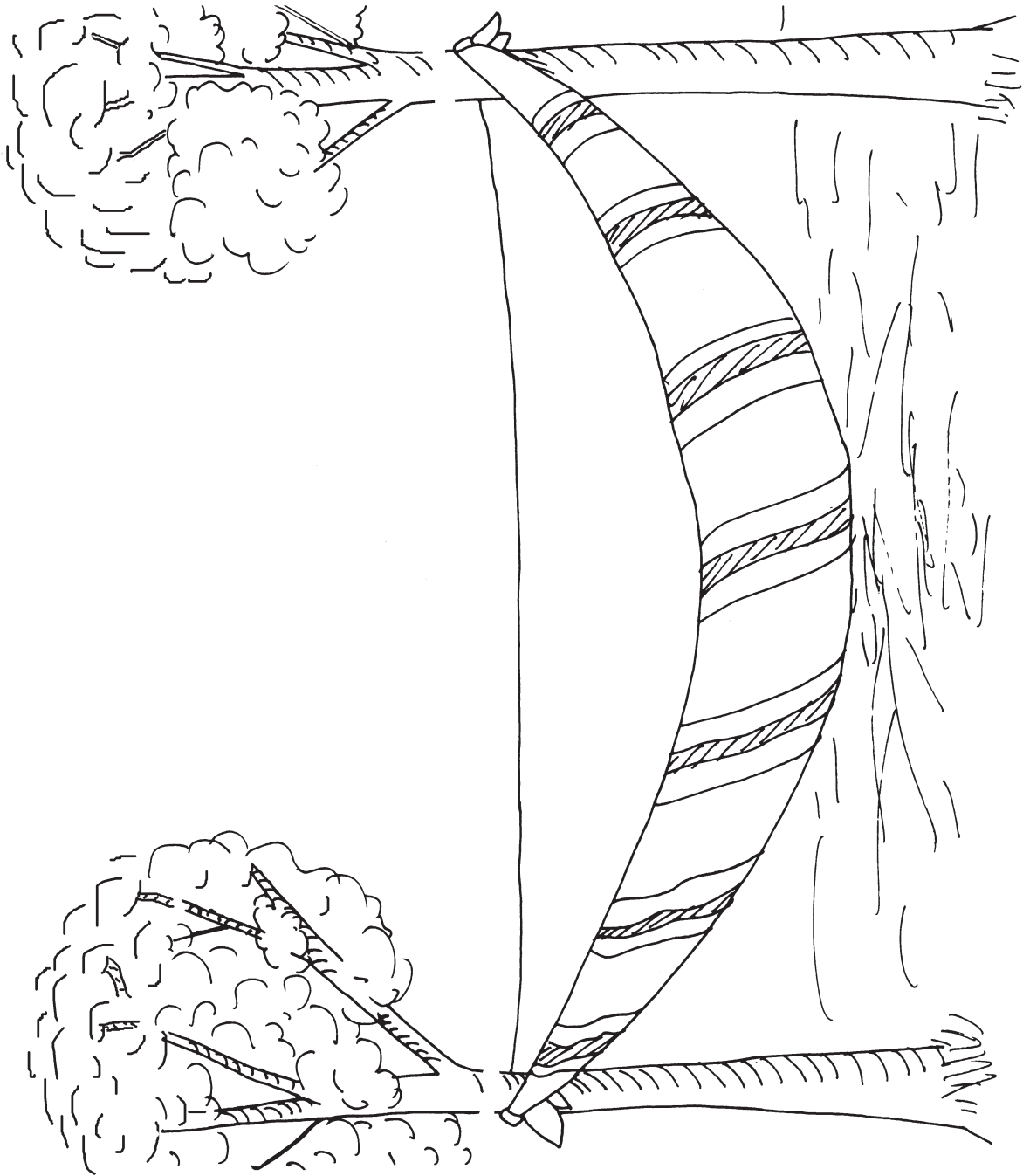


snake



lion

Name: _____





Math

YEAR 1: WEEK 24
.....

Activity Sheet 1: Math, Compare and Measure

(Trace your hand on the space below and then trace your child's hand next to your hand. Ask which is big and which is small. Tell your child to color or decorate the hands.)

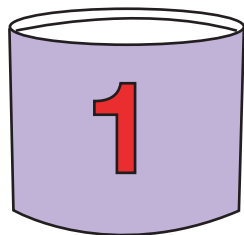
I will write my name under my hand and you can write your name under your hand. I will help you if you need.

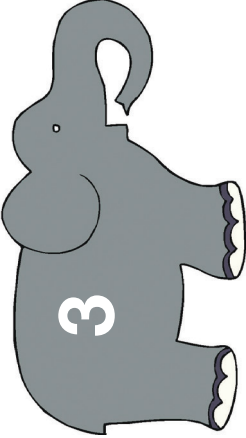
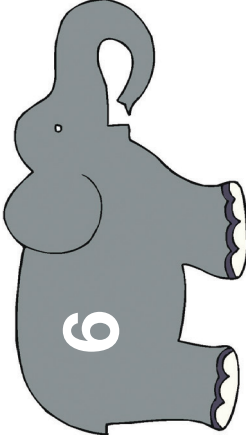
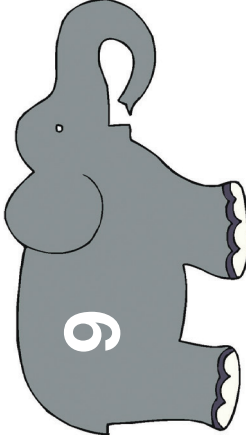
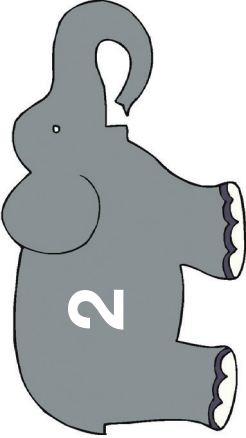
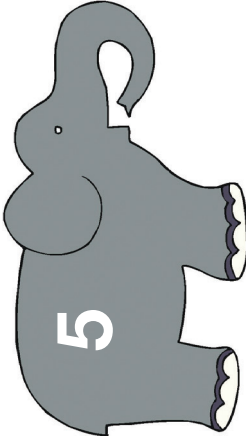
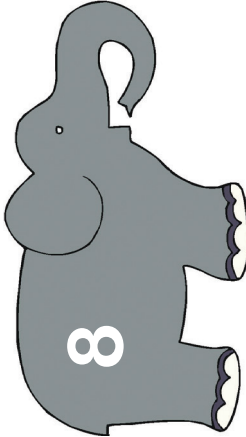
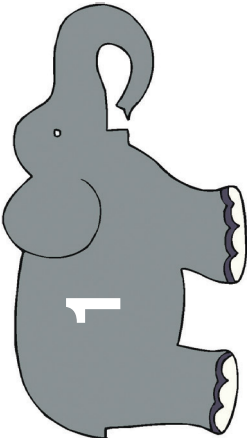
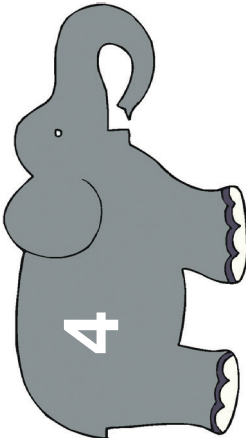
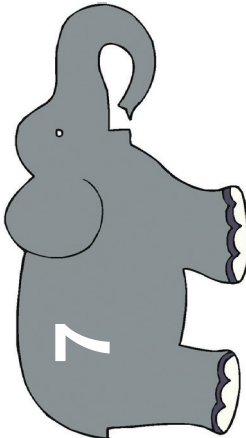
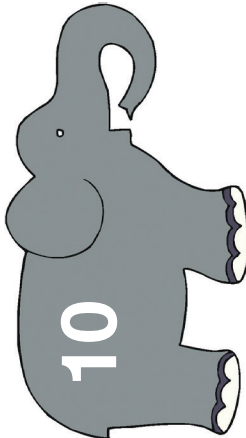
Name: _____

Name: _____



Name: _____





Name of bear:

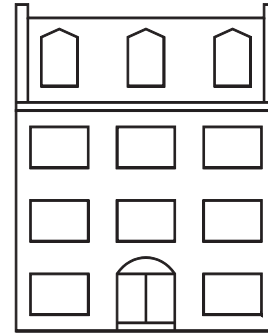
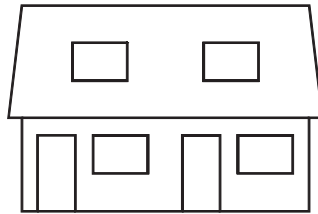


Name: _____

7. (Point to the picture of the houses.)

Look at these buildings.

Which building is the tallest? Mark it.



8. (Point to the picture of the women.)

These three women are talking to each other.

Which woman is the tallest? Mark her.

You can write your name on the line below.



Things to
think about
and do

- Gather all your family members some evening and ask your child to put them in row from shortest to tallest. Then practice saying who is taller than whom and who is shorter than whom. You could even include pets.
- Use some blocks or books to build some different sized structures with your child. Ask questions about the structures. Which is taller? Which is shorter?

9. (Give your child a crayon.)

Look at these pictures of trees.

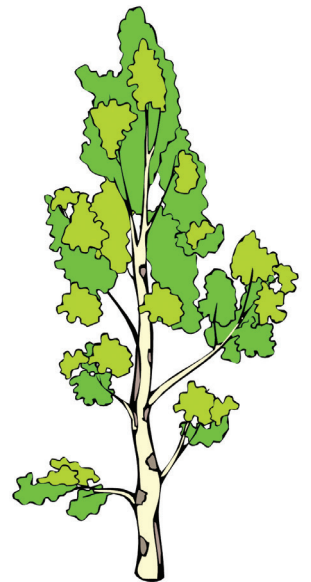
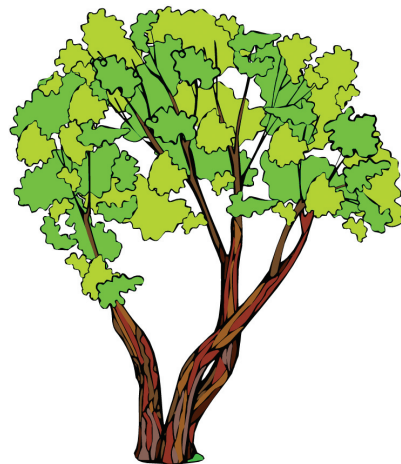
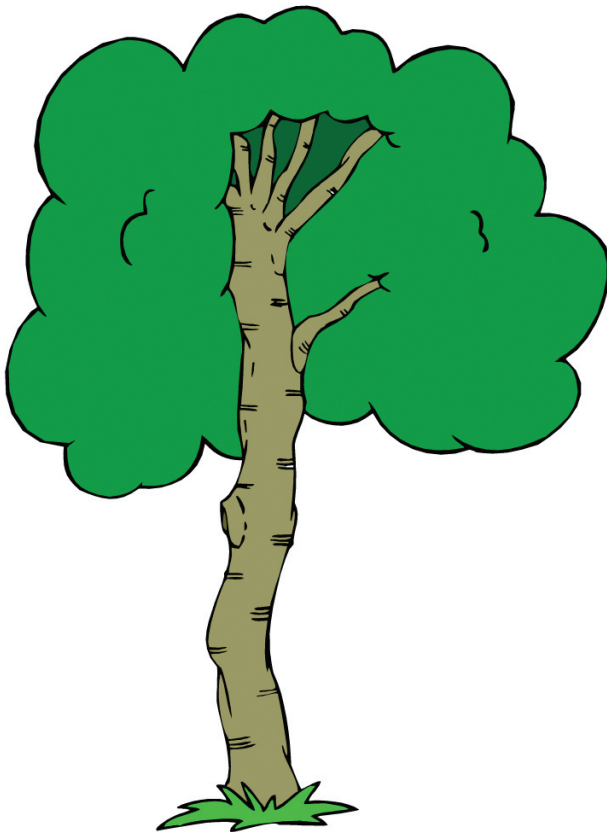
Show me the tree that is short.

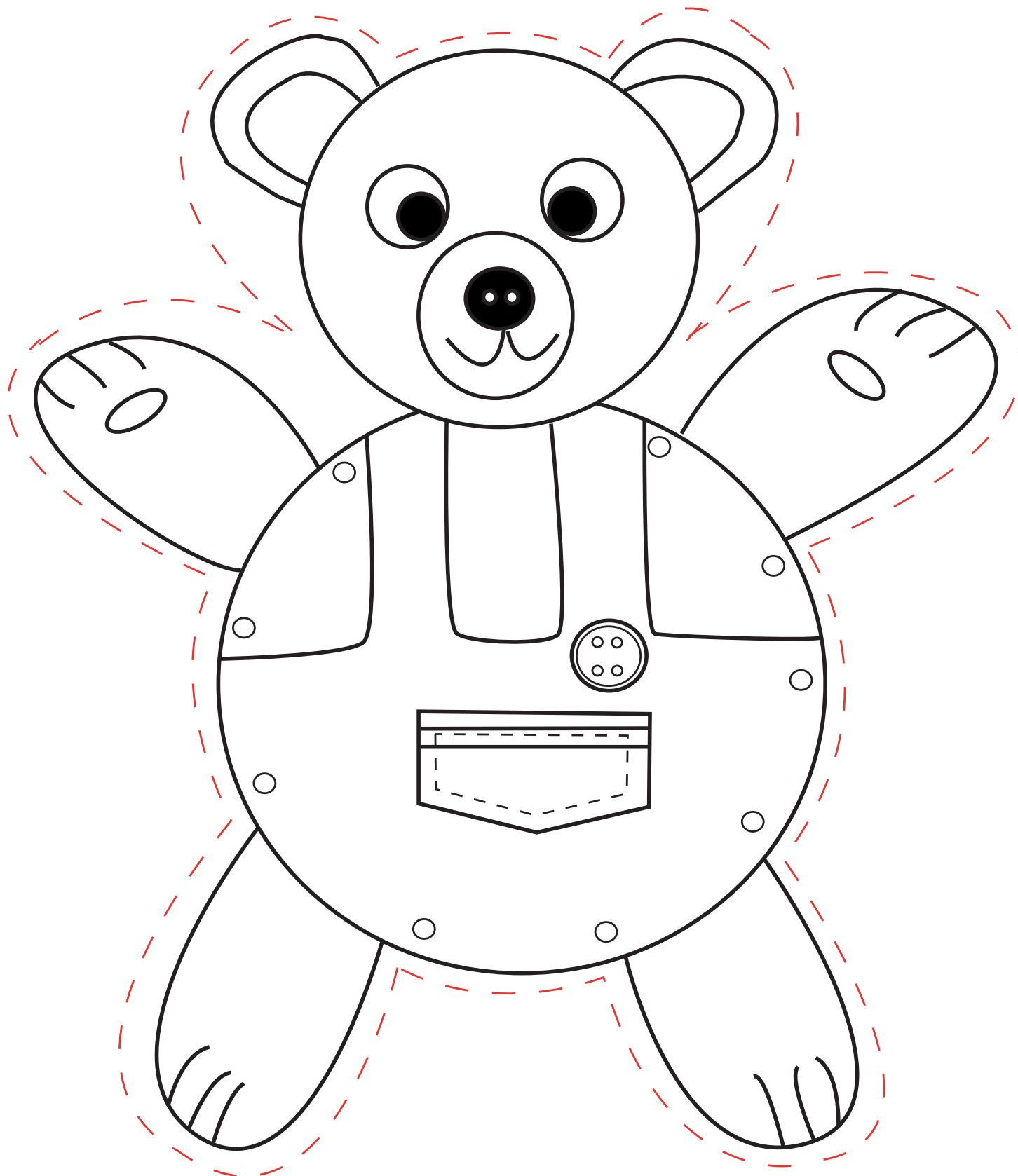
Show me a tree that is taller than that one.

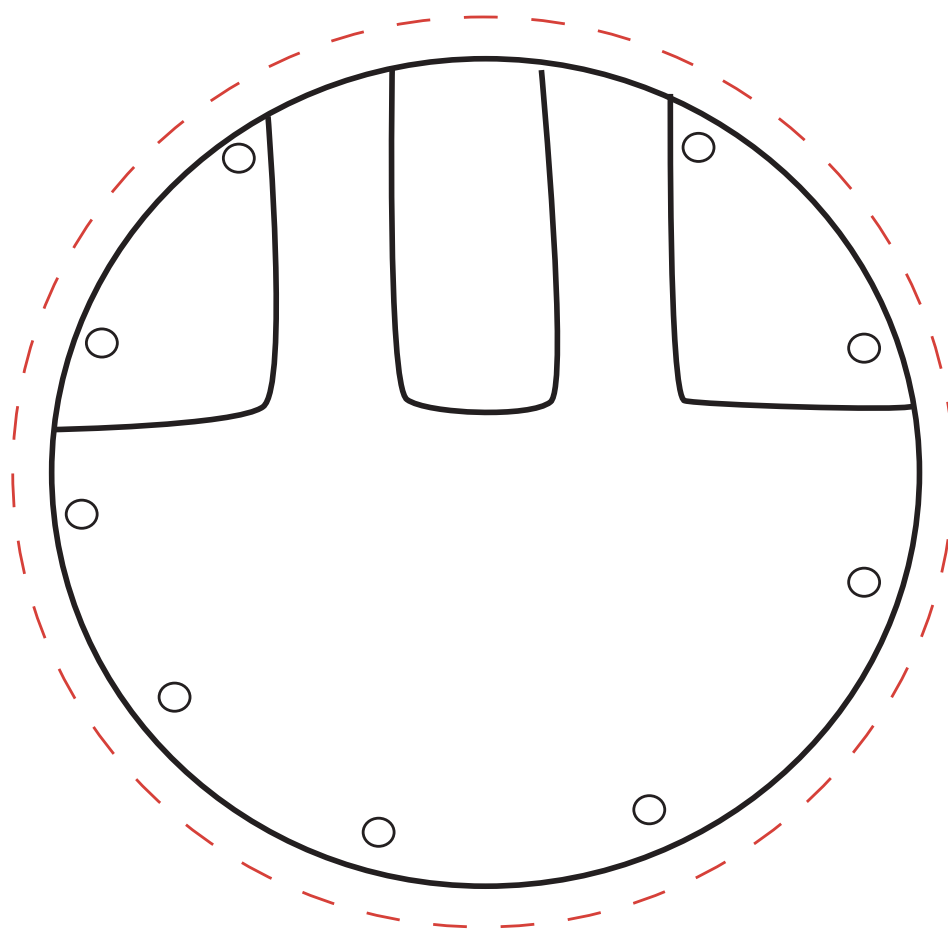
Now show me the tree that is the tallest of all the trees. Use your pencil to mark the tallest tree.

10. You worked hard to pick out tall and short things today.

Name: _____







YEAR 1: WEEK 26

Activity Sheet 3: Science, Environment



Science

Name: _____

Title: _____



1. Kick ball from starting line to jumprope or string laying on the ground.



2. Jump over the string or jumprope and run to the chairs.



3. Crawl under the broom. (2 chairs, 1 broom)



4. Jump from plate to plate.



5. Run to the finish.



Lullaby for: _____

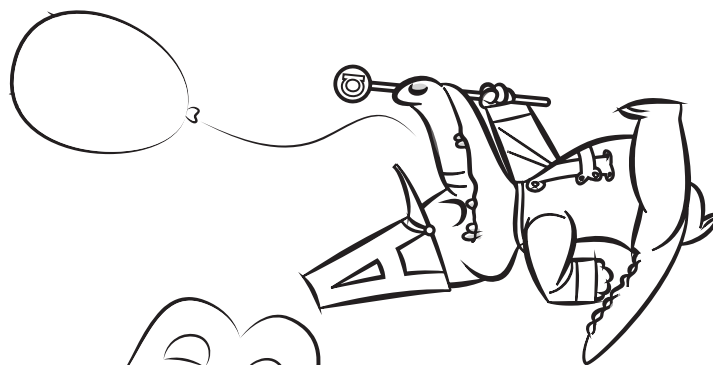
By: _____





Motor





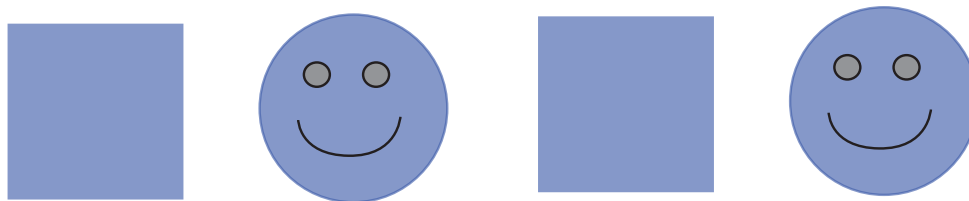
Name: _____

Things to think about and do





- Give your child a blank piece of paper and a crayon or pencil. Ask your child to create a pattern.
- Use 2 different colors of a child's cereal. Give your child several pieces of each color. Ask your child to create a pattern with the cereal. (Use only 2 colors at this time. You will want to keep the patterns very simple until your child has learned the concept well.)

Name: _____



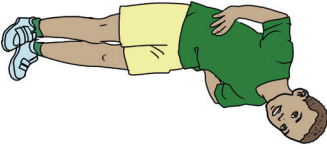

(Say the shape or symbol with your child as you go across the page with the pattern. Saying the words aloud will help your child decide what comes next. Help draw by placing your hand over your child's hand if help is needed.)

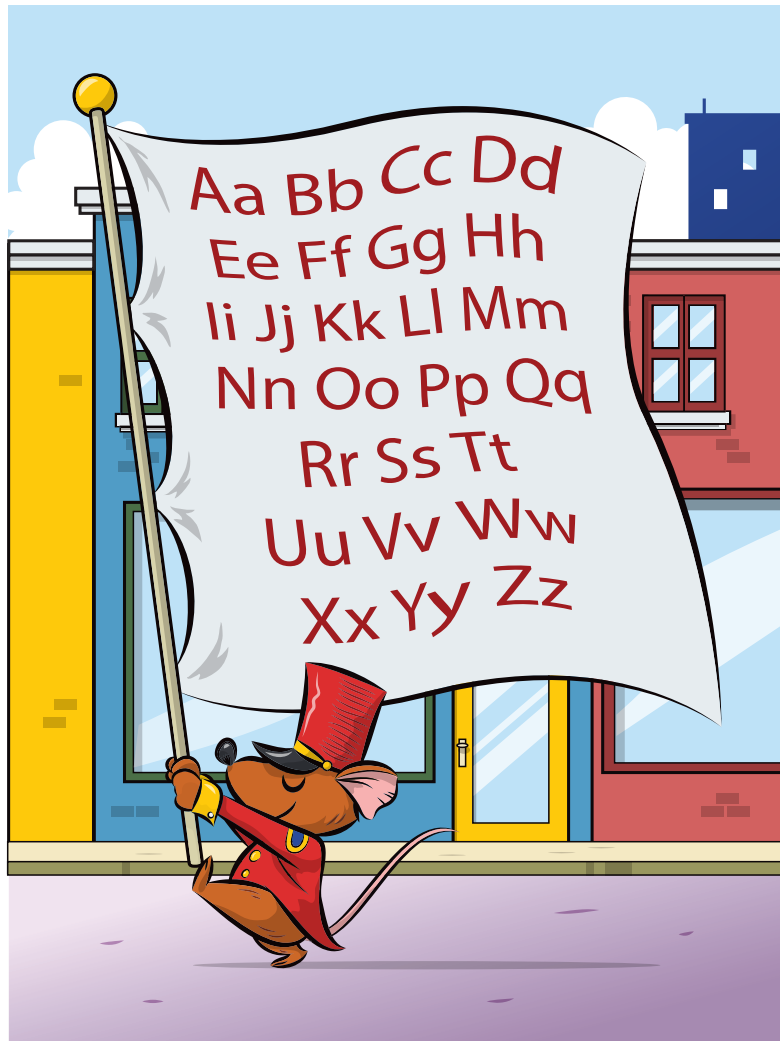




 1	Do 1 somersault.
 2	Run around the obstacle course 2 times.
 3	Hop on one foot 3 times.
 4	Jump 4 times with both feet together.



	<p>8</p>	<p>Take 8 giant steps around the yard.</p>
	<p>9</p>	<p>Get down on your hands and knees. Lower your chin to the ground by bending your elbows. Repeat 6 times.</p>
	<p>7</p>	<p>Stand straight like a soldier, arms at your sides. Bend as far to the right as you can (not forward). Now bend to the left as far as you can. Repeat 7 times.</p>
	<p>5</p>	<p>Stand with both feet together. Try tickling your toes with your fingers, but don't bend your knees. Bend and tickle your toes 5 times.</p>



Things to think about and do

- Continue to sing the Alphabet song with your child in the future. When you sing the song, your child becomes more familiar with the names of the letters in the alphabet.
- Try to take your child to a parade when there is one in your community.



Activity 1: Literacy, *The Alphabet Parade*



Marching



Hopping



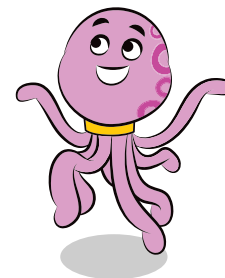
Walking



Jumping



Tiptoeing



Skipping

Title: _____

Name: _____

Name: _____



Activity Sheet 3: Language, *The Alphabet Parade*

(Let your child try to find the letter. If your child needs support, you can point to the letter.)
Now let's continue to read and look for the other letters in your name.

(Continue until you have found the letters in your child's name. If your child has a long name, find five or six letters. Your child will most likely need your help in finding letters.)

Things to think about and do

- Continue to look for the letters of your child's name in other books or in other places while you are out in the community this week.
- Have your child write his or her name in the sand, with a stick in the dirt, or with sidewalk chalk.

(Write your child's name in the box below in large letters.)



Alligator



Elephant



Fish







Inchworm





The Alphabet Parade


One sunny day, the animals were in a parade.

Everyone knew they were coming because of the noise they made.

There was an , an , an , and .




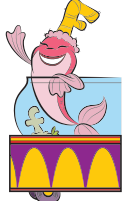
The  needed water so she traveled with her dish.

The  in the front wore a tall, tall hat.

The  inched along all round and fat.



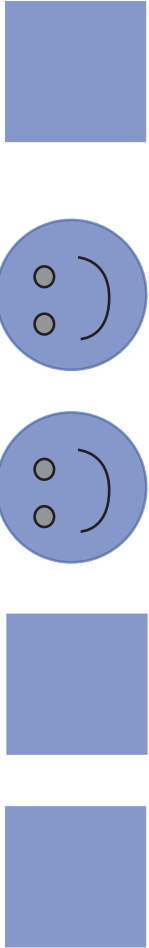
The large, gray  had a smile a mile wide.

Next came the  waving to people on the side.

The , , , and  had so much fun,

Marching, skipping, jumping, and hopping all day in the sun!

Name: _____

		
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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.

SHAPES: (Put 5 shapes on the table in front of your child: 1 triangle, 1 circle, 1 square, 1 rectangle, and 1 star.)

(Say:) Point to the square.
Point to the rectangle.
Point to the circle.
Point to the triangle.
Point to the star.

Square

Rectangle

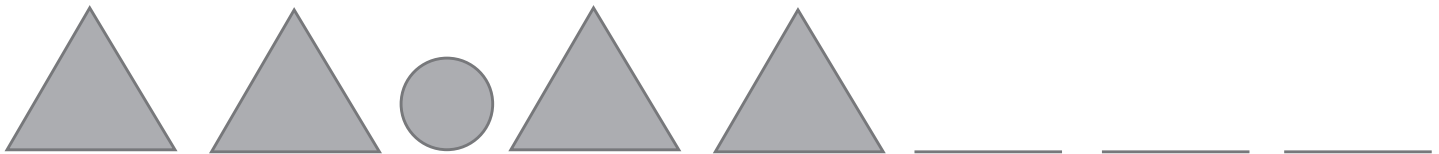
Circle

Triangle

Star

(If your child points to the shape you say, check the box next to the name of the shape.)

PATTERNS: (Point to the pattern below. Say:) See this pattern? I will say the pattern below and you tell me what is missing. Then you can draw what is missing.



COUNTING: (Put ten pennies on the table.) Say: Count the pennies.

(Write the number your child said here.) _____



MOTOR: (Please check the box next to the name of the gross motor tasks your child can do.)

(Say:) Simon says: Jump up in the air.

Simon says: Touch the ground.

Simon says: Hop 2 times.

Simon says: Walk backwards 3 steps.

COMPARISON: (Place the Review Activity Sheet in front of your child. Point to the pictures as you the directions. Put a check in the box next to the directions if your child answers correctly.)

(Say:) Point to the big shoe.

Point to the small shoe.

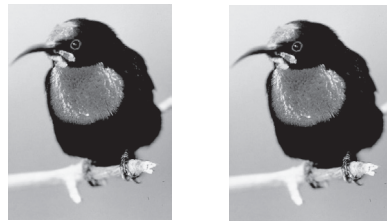
Point to the tall boy.

Point to the short boy.

SAME/DIFFERENT: (Point to each pair of pictures and ask your child if the pictures on the Review Activity Sheet are the same or different. Put a check under the pictures your child identifies correctly.)



Different



Same



Different

ANIMALS: (Put a check in the box under each animal your child correctly identifies correctly on the Review Activity Sheet.)

(Say:) Point to the picture of the cow.

Point to the picture of the ant.

Point to the picture of the elephant.

Point to the picture of the duck.



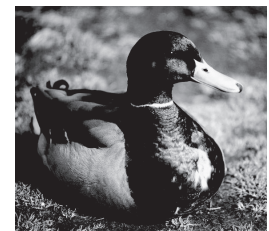
Cow



Ant



Elephant



Duck

COMPARISON:



SAME/DIFFERENT:



ANIMALS:

