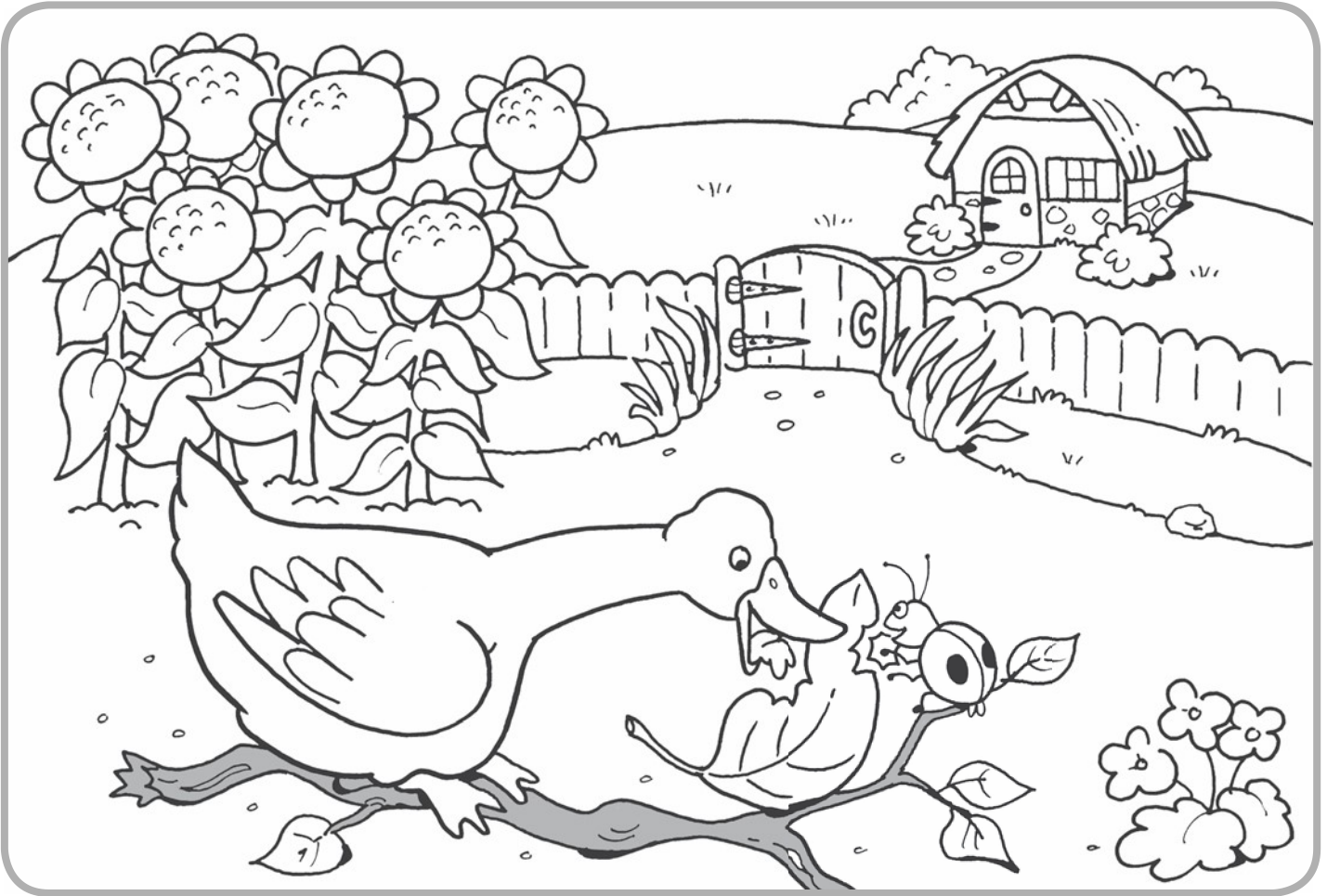


Name \_\_\_\_\_

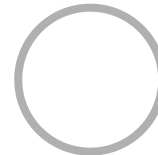
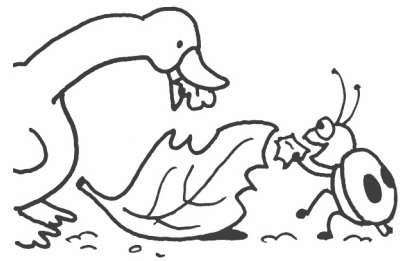
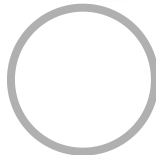
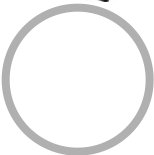
## Story Comprehension

Gg

## Miss Goose and Miss Bug



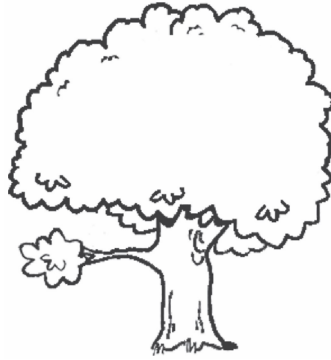
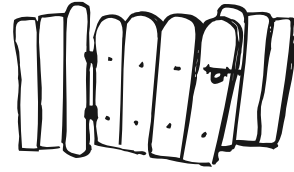
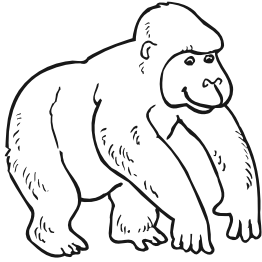
Number the pictures in order.



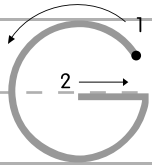
Name \_\_\_\_\_

**Initial Sound: Gg**

# Listen for It!

gooseCircle the pictures that begin like **goose**.**Pictures:** gorilla, gate, tree, girl

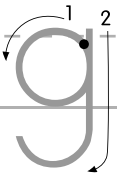
Trace and write the letters.



•

•

•



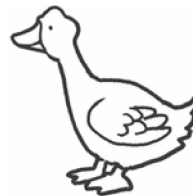
•

•

•

Read the sentence. Circle the word **goose**.

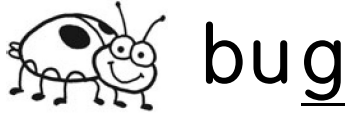
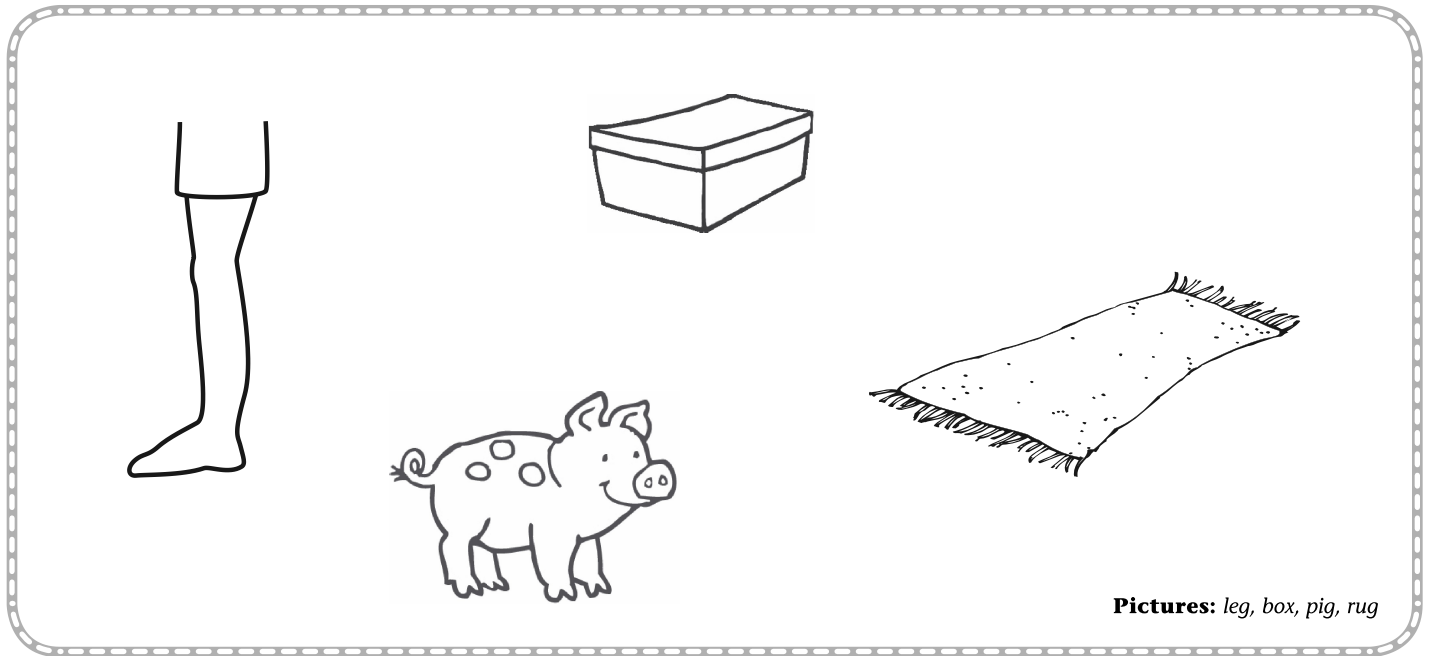
I like the goose.



Name \_\_\_\_\_

**Final Sound: Gg**

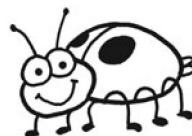
# Listen for It!

Circle the pictures that end like **bug**.**Pictures:** leg, box, pig, rug

Trace and write the letters.

Read the sentence. Circle the word **bug**.

I like the bug.



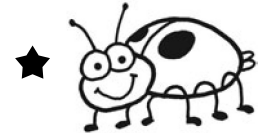
Name \_\_\_\_\_

# Read It!

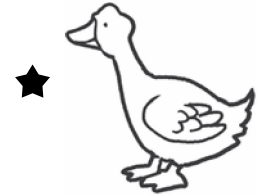
Read the sentence.

Draw a line to the correct picture.

I like the goose.

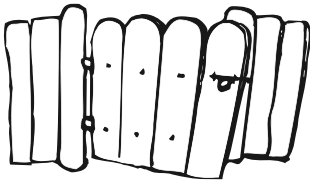


I like the bug.



Circle the picture that begins with /g/.

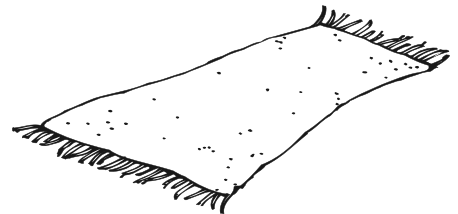
g \_\_\_\_



Pictures: gate, mouse

Circle the picture that ends with /g/.

\_\_\_\_ g



Pictures: bee, rug



Name \_\_\_\_\_

WEEK 3

**Home-School  
Connection**

# Listen for the Sound of Gg

Circle the pictures that begin with the same sound as **goose**.

Underline the pictures that end with the same sound as **bug**.

**To Parents**

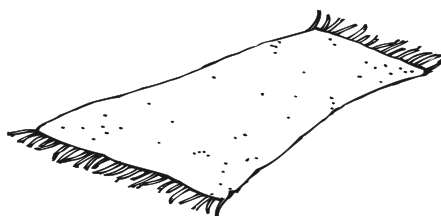
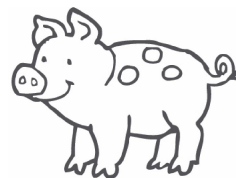
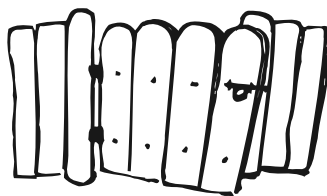
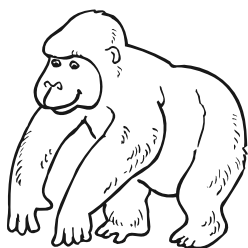
This week your child learned that **G** stands for the first sound in **goose** and the last sound in **bug**.



goose

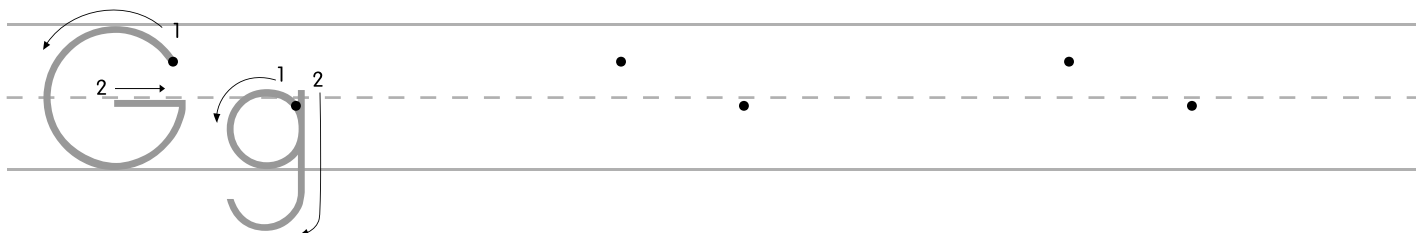


bug



**Pictures:** gorilla, gate, pig, girl, rug, leg

Trace and write the letters.



Name \_\_\_\_\_

**Write Bb, Ff, Gg**

# Write It!

Trace then write each letter.



Bb

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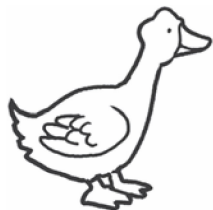


Ff

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---

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Gg

---

---

---

Find uppercase **B**, **F**, and **G**. Circle them.

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

Find lowercase **b**, **f**, and **g**. Circle them.

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

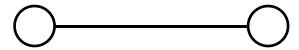
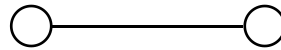
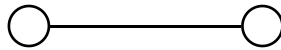
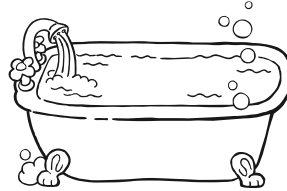
Name \_\_\_\_\_

## Listen for B, F, G

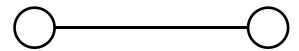
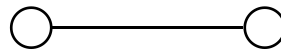
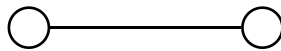
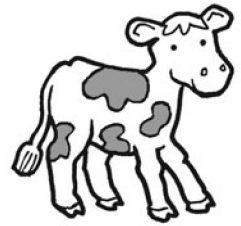
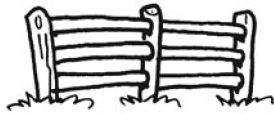
## Listen for It!

Where do you hear the letter sound?  
Fill in the circle to show **first** or **last**.

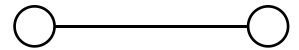
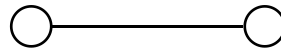
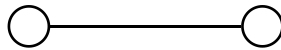
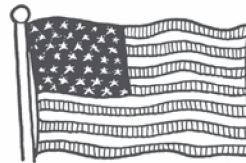
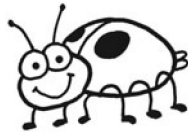
Bb



Ff



Gg



Read the sentence.

Fill in the circle next to the correct picture.

I like the fish.



Name \_\_\_\_\_

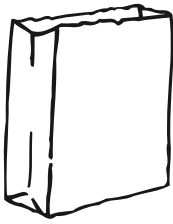
**Write Words with B, F, G**

# Spell It!

Say each picture name.  
Write the missing letter.

b f g

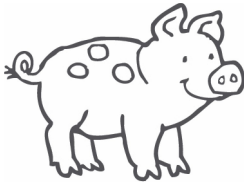
1

\_ \_ \_  
- - - ag

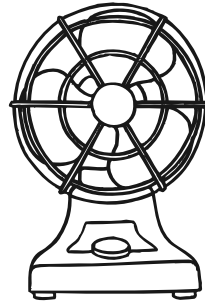
2

\_ \_ \_  
- - - um

3

\_ \_ \_  
pi \_ \_  
\_ \_ \_

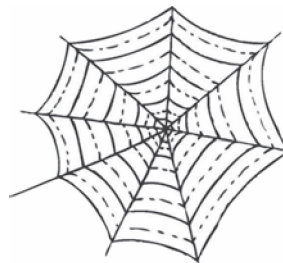
4

\_ \_ \_  
- - - an  
\_ \_ \_

5

\_ \_ \_  
el \_ \_  
\_ \_ \_

6

\_ \_ \_  
we \_ \_  
\_ \_ \_

Name \_\_\_\_\_

# Read It!

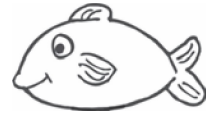
Read the sentence.

Draw a line to the correct picture.

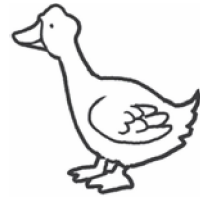
1 I see the bat.



2 I see the cub.



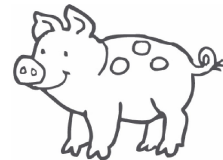
3 I see the fish.



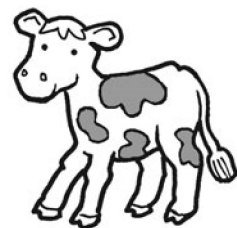
4 I see the calf.



5 I see the goose.



6 I see the pig.



Name \_\_\_\_\_

WEEK 4

**Home-School  
Connection**

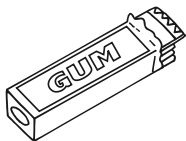
# Beginning and Ending

**To Parents**

This week your child reviewed beginning and ending sounds for the letters **B**, **F**, and **G**.

**Bb Ff Gg**

Name each picture. Draw a line to show what letter sound you hear at the **beginning**.



g

b

f

Pictures: flag, ball, gum

Name each picture. Draw a line to show what letter sound you hear at the **end**.

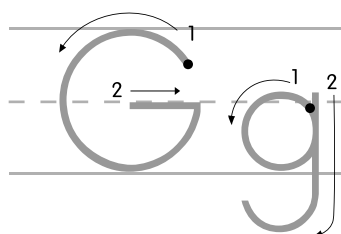
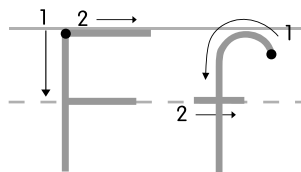
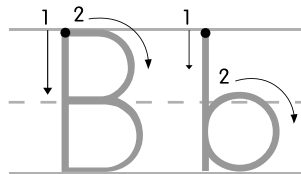


f

b

g

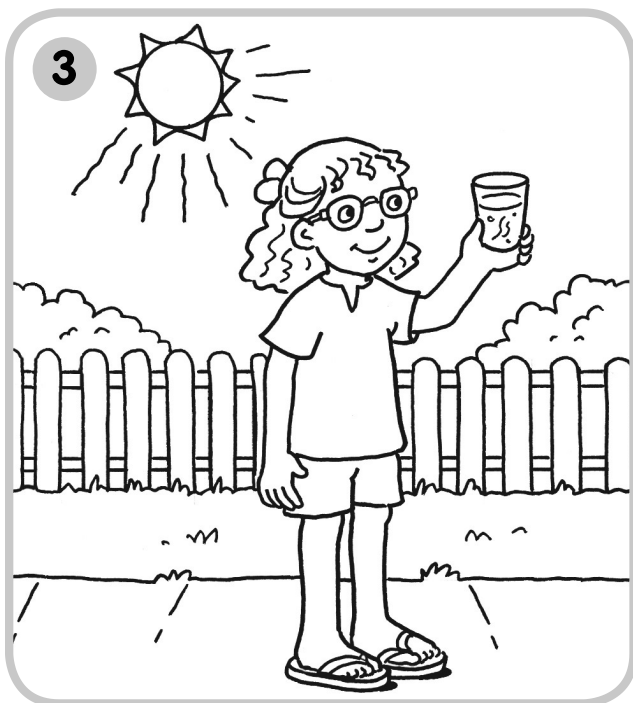
Pictures: leg, leaf, web



Name \_\_\_\_\_

**Confirming Understanding**

# Solids and Liquids



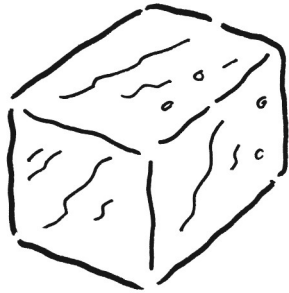


Name \_\_\_\_\_

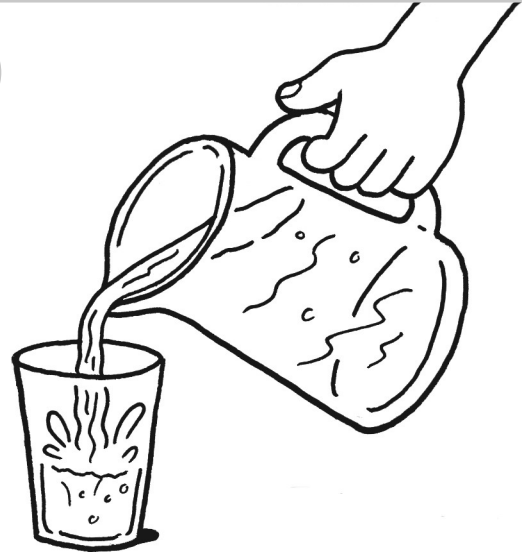
# Solids and Liquids

Listen. Color the happy face for **yes**. Color the sad face for **no**.

1

**yes****no**

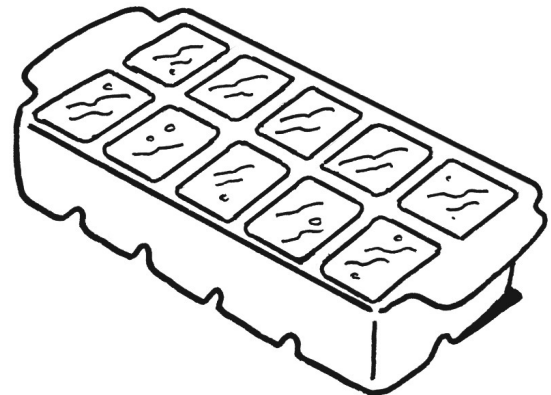
2

**yes****no**

3

**yes****no**

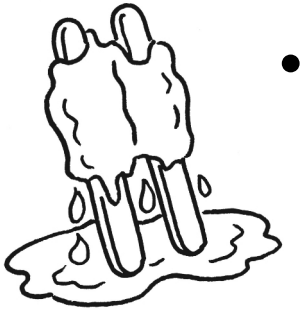
4

**yes****no**

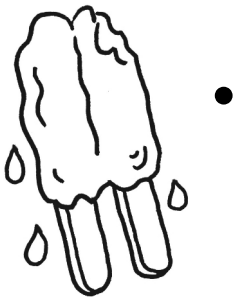
Name \_\_\_\_\_

# Solids and Liquids

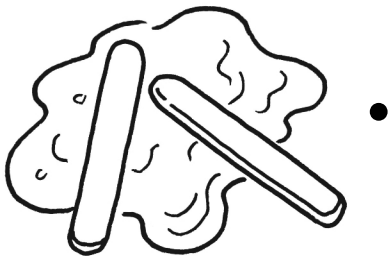
Listen. Then draw a line from the picture to 1, 2, 3, or 4.



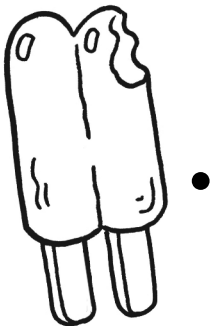
• |



• 2



• 3



• 4

Name \_\_\_\_\_

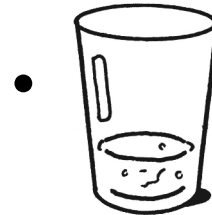
# Solids and Liquids

Match the pictures to show what happened.

1



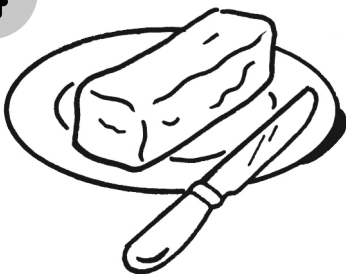
2



3



4



Name \_\_\_\_\_

# What I Learned

## What to Do

Ask your child to explain what it means when something is liquid (it flows; it takes the shape of its container) and when something is solid (it keeps its shape). Then look at the pictures with your child and have him or her point out the liquid and solid water.

**Science Concept:** Water can change from a liquid to solid ice and back to liquid again.

## To Parents

This week your child learned that some things can freeze solid and then melt.

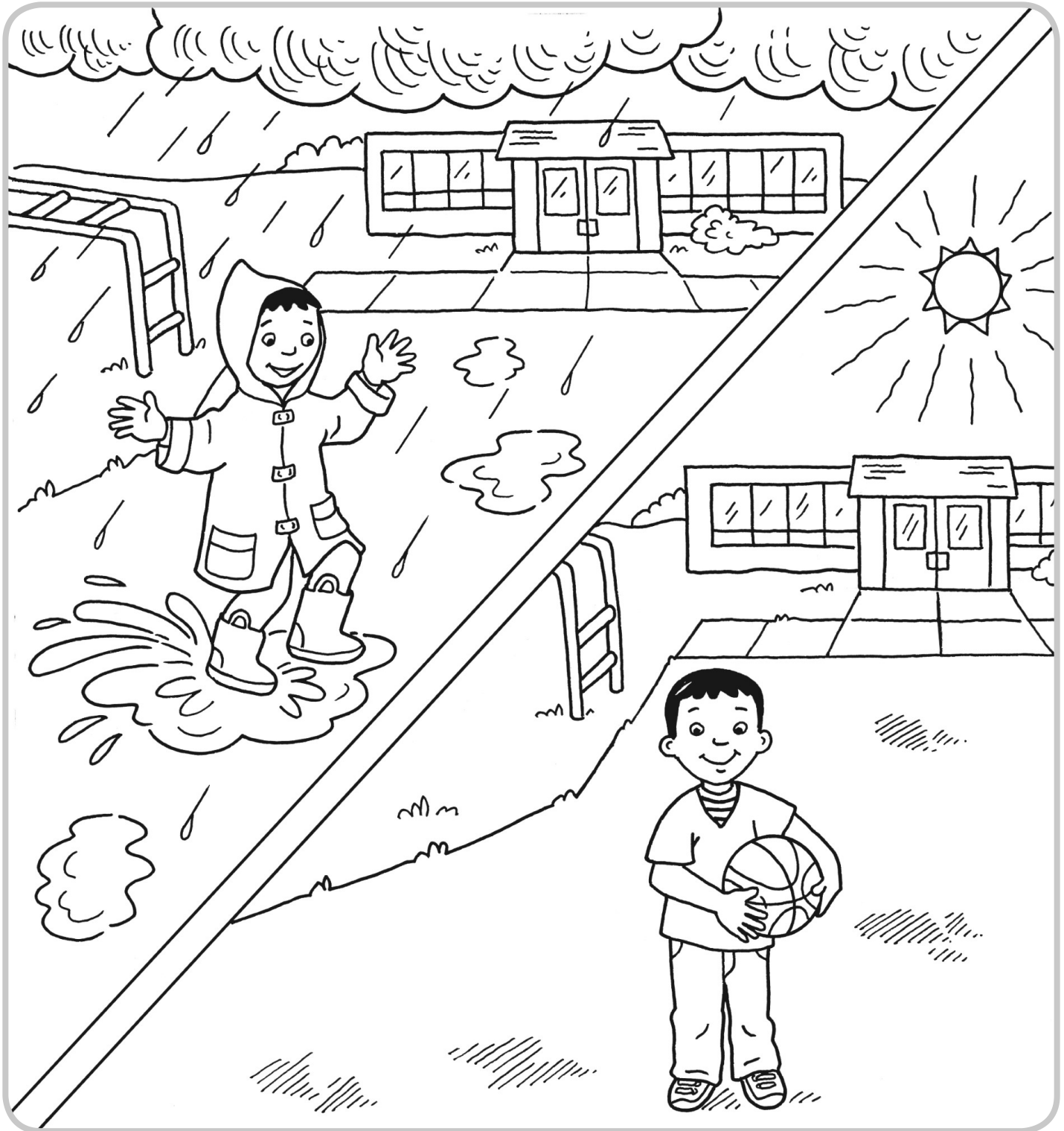


## What to Do Next

Help your child conduct a simple experiment to observe ice melting. Take out two plates. Place an ice cube on each plate. Sprinkle one ice cube with salt. Observe which ice cube melts more quickly.  
Conclusion: Salt melts ice.

Name \_\_\_\_\_

# Where Did the Water Go?



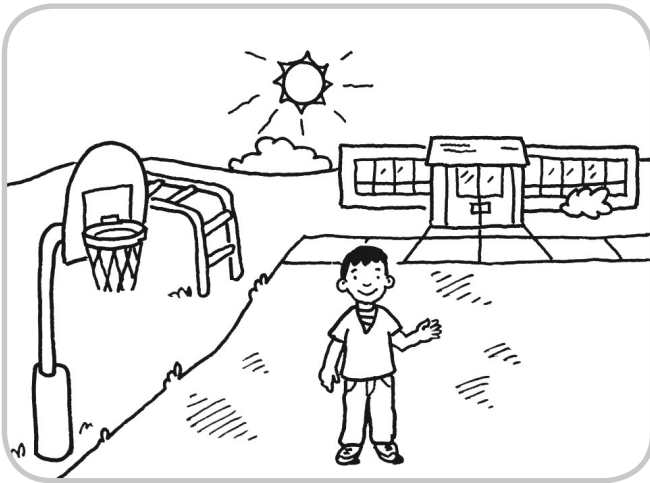
Name \_\_\_\_\_

# Where Did the Water Go?

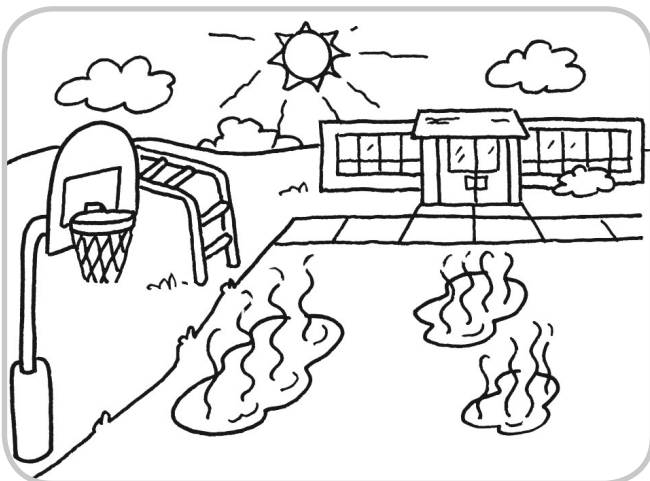
Listen. Then draw a line from the picture to 1, 2, or 3.



• |



• 2



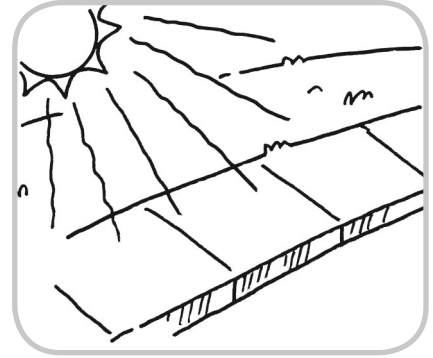
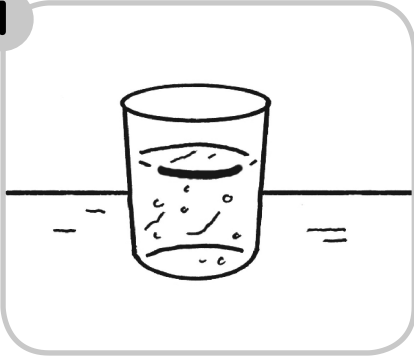
• 3

Name \_\_\_\_\_

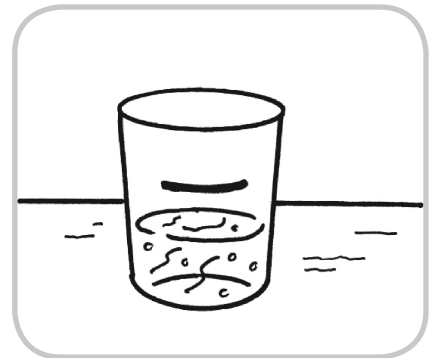
# Where Did the Water Go?

Listen and follow the directions. Draw lines to match.

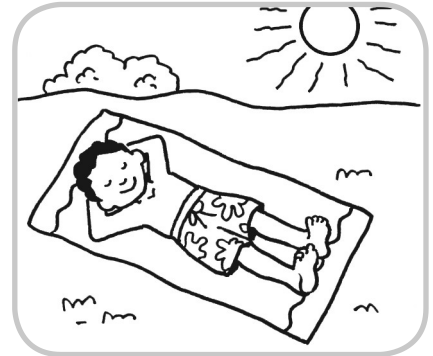
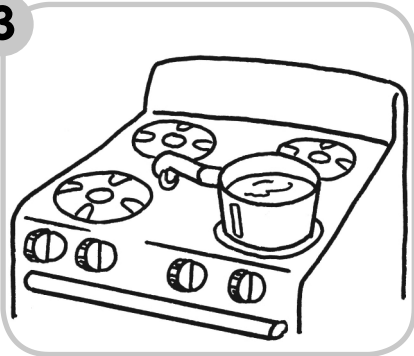
1



2



3



4





Name \_\_\_\_\_

# Where Did the Water Go?

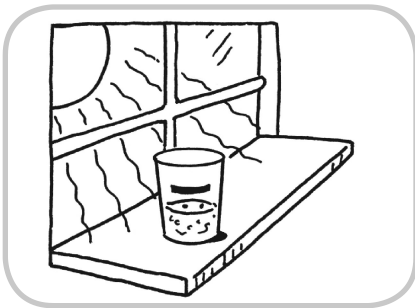
Listen. Then draw a line from the picture to 1, 2, 3, or 4.



• 1



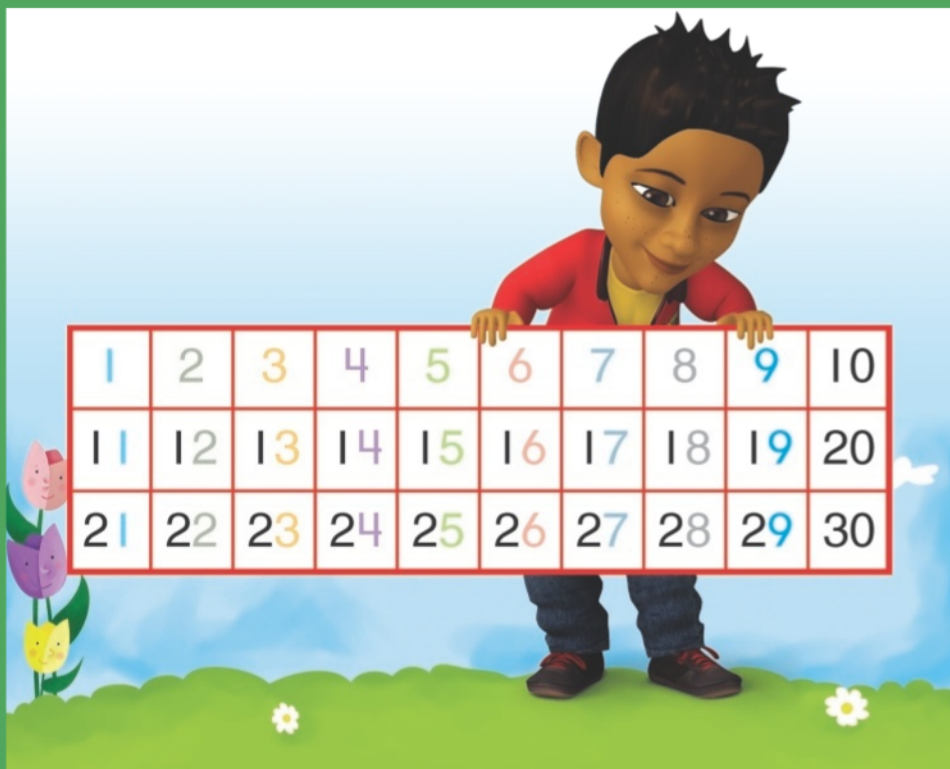
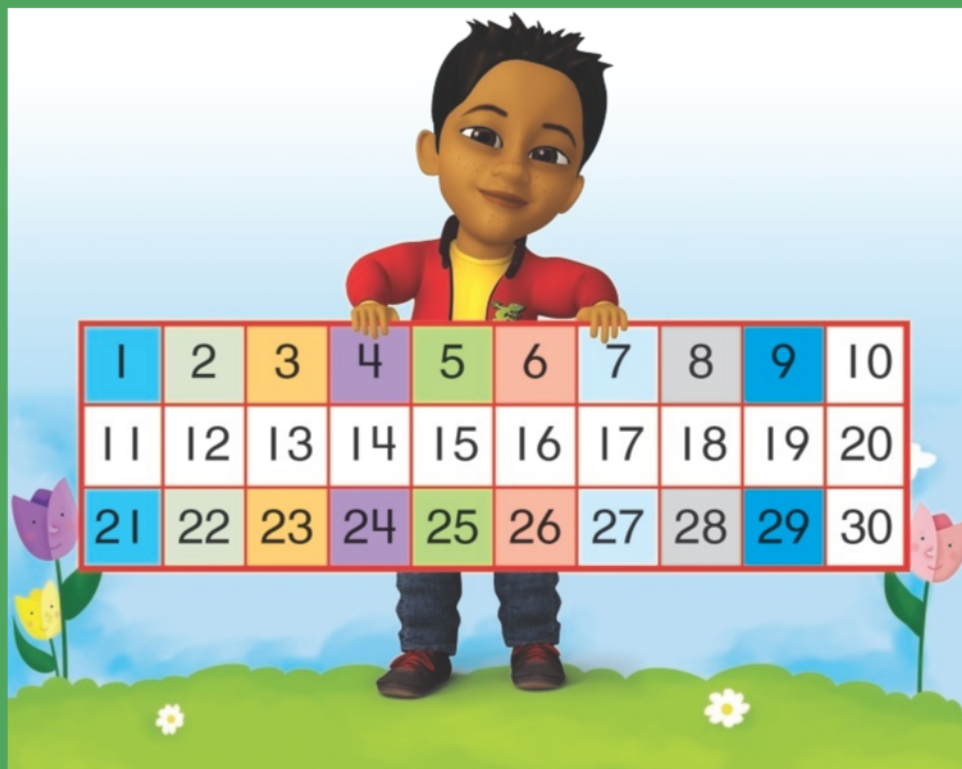
• 2



• 3



• 4



## ★ Guided Practice

1

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

2

**Directions** Have students: ★ count aloud all the numbers in the top row. Have them listen to the following numbers in the bottom row, and then draw a circle around the number in the top row and the part of the number in the bottom row that sound alike: *twenty-ONE, twenty-TWO, twenty-THREE, twenty-FOUR, twenty-FIVE, twenty-SIX*. 🗣️ listen to the following numbers, and then complete the numbers in the chart: *twenty-seven, twenty-eight, twenty-nine*.

Name \_\_\_\_\_

3

					6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	2__	2__	2__	2__	2__	30

4

5

1	2	3		5	6	7	8	9	10
11	12	13		15	16				
21	22	23	2__	25	26	27	28	29	30

6



**Directions** 3 **Number Sense** Have students write the missing numbers, and then explain how they know the numbers are correct. Have students: 4 count the numbers in the bottom row aloud, and then write the missing numbers as they say them; 5 write the missing numbers in the column, say them aloud, and then explain how the numbers in that column are alike; 6 use the chart to find the missing numbers in the middle row, and then explain how they used the chart.




1	2	3	4	5	6		8	9	10
11	12	13	14	15	16		18	19	20
21	2__	2__	2__	2__	26	2__	28	29	30



1	2	3	4	5	6	7	8	9	10
11	12							19	20
21	22	23	24	25	26	27	28	29	30

**Directions** Have students:  write the missing numbers in the column, say them aloud, and then explain how the numbers in that column are alike;  count the numbers in the bottom row aloud, and then write the missing numbers as they say them aloud.

 **Higher Order Thinking** Have students write the missing numbers on the chart, count them aloud, and then explain the pattern they hear. Then have them draw a circle around the other number that fits the pattern.

1	2	3	4	5	6	7	8	9	●
11	12	13	14	15	16	17	18	19	●
21	22	23	24	25	26	27	28	29	●
31	32	33	34	35	36	37	38	39	●
41	42	43	44	45	46	47	48	49	●

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	●	●	●	●	●	39	40
41	42	43	44	45	46	47	48	49	50

9 → 10 → 11  
 19 → 20 → 21  
 29 → 30 → 31  
 39 → 40 → 41  
 49 → 50 → 51

33 → 34 → 35 → 36 → 37 → 38 → 39

## ★ Guided Practice

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



**Directions** Have students: ★ count aloud the numbers in the top row. Then have them count all the numbers in the middle row aloud, and draw a circle around the part of the number that sounds the same; 🍏 complete the numbers in the bottom row as they count the numbers aloud, and then explain how they knew which number to write in the tens place.

Name \_\_\_\_\_

	2	3	4		6	7	8	9	10
3	11	12	13	14	15	17	_8	19	20
4	21	22	23	24	25	26	_8	29	30
5	31	32	33	34			_8	39	40
	41	42	43	44	45	46	_8	49	50

6

\_\_\_\_\_

-----

\_\_\_\_\_

7

34 35 36

26 36 46

35 36 37

**Directions** Have students: 3 write the missing numbers in the first two rows, and then explain how they found the numbers; 4 color the boxes of the numbers that have 2 in the tens place; 5 find and mark an X on these numbers: *thirty-two, forty-four*. 6 **Vocabulary** Have students complete the numbers in the green column, explain the **pattern** they see in the tens place, and then write the number that is always the same in that column. 7 Have students find the blue boxes on the chart, and then circle the set of numbers that shows the missing numbers.

8

1	2			5		7	8	9	
11		13	14	15	16		18	19	
21	22	23	24	25	26	27	28	29	
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	

9 10



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions** Have students: **8** write all the missing numbers in the chart, and then explain how they found the numbers; **9** color the boxes of the numbers that have 4 in the tens place; **10** find and mark an X on the following numbers: *thirty-five, forty-one, forty-eight*.  
**Higher Order Thinking** Have students look at the green column, write all the numbers that are in the column, and then explain how they used the number chart to find the answer.