

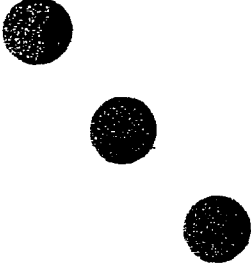
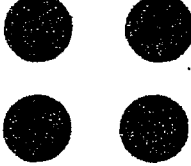
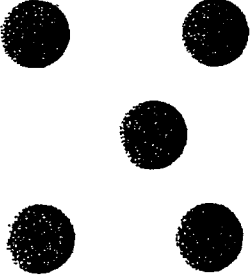
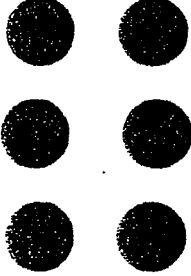


# Think DOTS



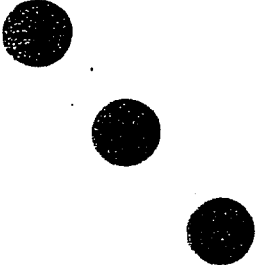
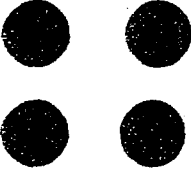
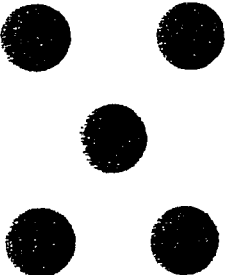
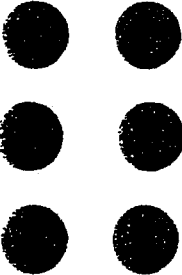
	
	
	

# Think DOTS

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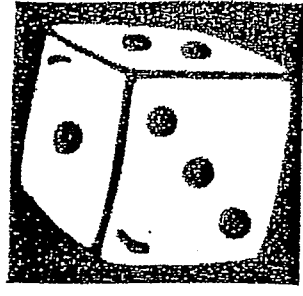
# Think DOTS

## Write a Question

<p>Ask a recall?</p> 	<p>Ask an opinion?</p> 
<p>Ask a prediction?</p> 	<p>Ask a true and false?</p> 
<p>Ask a cause and effect?</p> 	<p>Free space - Your choice</p> 



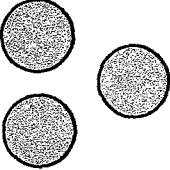
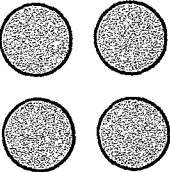
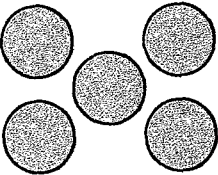
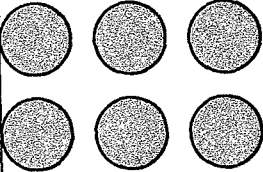
# Directions for Think Dots/Cubing

- **First Step: (use on of the cubes)**
  - Write 6 questions that ask for information on the selected unit.
  - Use your 6 levels of Bloom intelligence levels or any of the cubing statements to design questions.
  - Make questions that use these levels that probe the specifics of your unit.
  - Keep one question opinion based---no right or wrong.
- **Second Step: (use other cubes)**
  - Use the first cube as your average cube, create 2 more using one as a lower level and one as a higher level.
  - Remember all cubes need to cover the same type of questions, just geared to the level and one as a higher level.
  - Label your cubes so you know which level of readiness you are addressing.
- **Third Step:**
  - Always remember to have an easy problem on each cube and a hard one regardless the levels.
  - Color code the cubes for easy identification, also if students change cubes for questions, for learning style groups.
  - Decide on the rules. Will the students be asked to do all 6 sides? Roll and do any 4 sides? Do any two questions on each of the cubes?





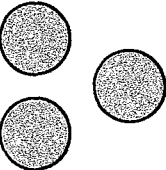
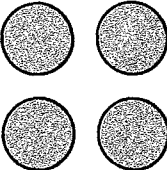
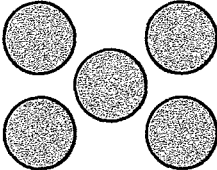
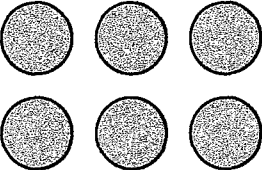
- **Places to get questions**
  - Old quizzes, worksheets, textbook-study problems, student generated, etc.

# Reading THINK DOTS

 <p>Describe one character from the story.</p>	 <p>List three events from the story.</p>	 <p>Where does the story take place?</p>
 <p>Sketch an important scene from this story.</p>	 <p>Describe one of the major problems from this story, or list what happened at the beginning, middle and end.</p>	 <p>What is the main theme of the story?</p>

Anchor: Think of a different title for this story. Explain why you chose that title.

# THINK DOTS

 <p>Describe one character from the story.</p>	 <p>What is the main theme of the story?</p>	 <p>Select a passage (quote) from the story. (Tell why you selected it or why this passage is important)</p>
 <p>Sketch an important scene from this story.</p>	 <p>Describe one of the major conflicts from this story.</p>	 <p>Think of a different title for this story.</p>

Anchor: Think of a different ending for this story. Explain why you chose that ending.



# Ida B

## Chapter 1

### Directions:

1. Player 1 rolls the dice. Answer the question in the box that corresponds with the number rolled.
2. Player 2 - listen to the response...add to what your partner said.
3. Player 1 put a checkmark in the box
4. Player 2 rolls the dice and starts the conversation for a new box topic.
5. Continue until all boxes are checked.

1

Where did the events in this chapter take place?

2

When did the events in this chapter take place?

3

Who is the main character in this chapter?

4

Who are the supporting characters in this chapter?

5

Think about this example of figurative language: "Hold your horses, Ida B," Daddy told me. "There's plenty of time to do whatever you're planning." What does this mean?

6

After reading this chapter...what is something that you are wondering about?



# Ida B

## Chapter 1

### Directions:

1. Player 1 rolls the dice. Answer the question in the box that corresponds with the number rolled.
2. Player 2 - listen to the response...add to what your partner said.
3. Player 1 put a checkmark in the box
4. Player 2 rolls the dice and starts the conversation for a new box topic.
5. Continue until all boxes are checked.

1

What is the setting of this chapter?

2

What problem did Ida B have while helping with the dishes?

3

What have you learned about the main character's personality?

4

Make a visualization about what you think the main character looks like...describe it.

5

Think about this example of figurative language: "Now, a school of goldfish could go swimming in the pool of drool that dog makes while he's sleeping." What does this mean?

6

In what way are you different from Ida B? In what way are you like Ida B?





# Ida B

## Chapter 1

### Directions:

1. Player 1 rolls the dice. Answer the question in the box that corresponds with the number rolled.
2. Player 2 - listen to the response...add to what your partner said.
3. Player 1 put a checkmark in the box
4. Player 2 rolls the dice and starts the conversation for a new box topic.
5. Continue until all boxes are checked.

1 How is the setting important to the events of the story? What are you learning about the characters by looking at the setting?

2

Why do you think Ida B was in such a hurry to go play? What might she be running off to do?

3

Describe the relationship between the main character and the supporting characters?

4

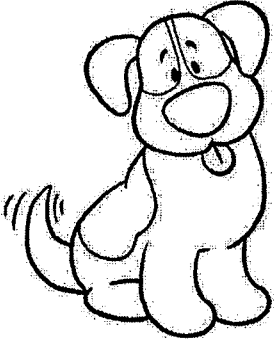

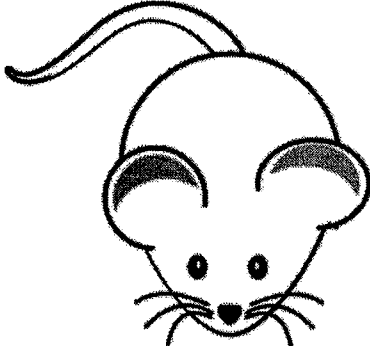

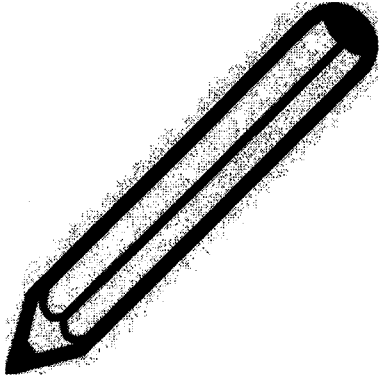



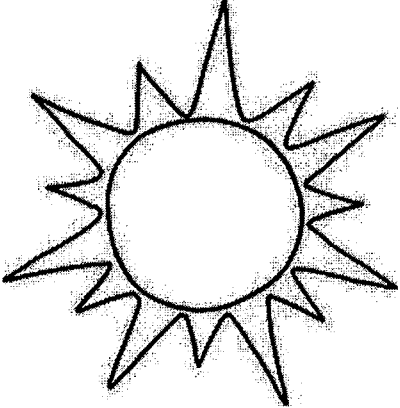

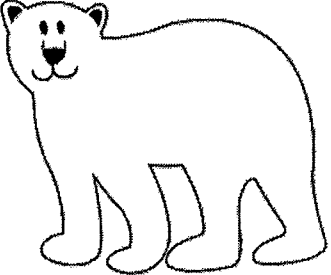

Why do you think the author includes figurative language in the dialogue of the characters?

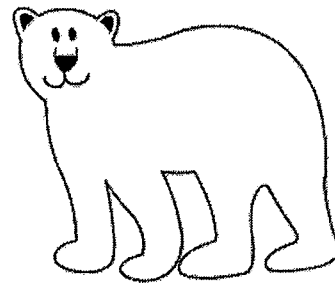
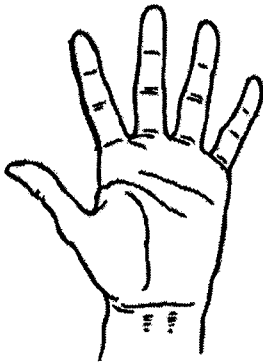
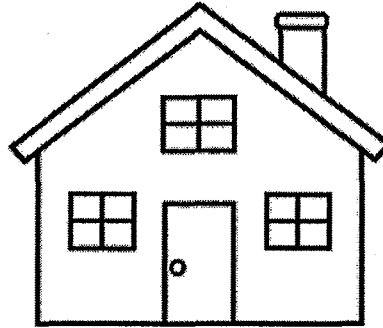
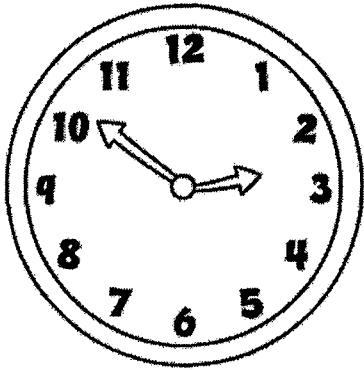
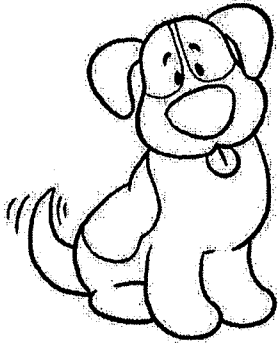
5

Find an example of figurative language in this chapter. Tell the meaning of the example.

6

Compare AND contrast yourself to any character from this chapter.

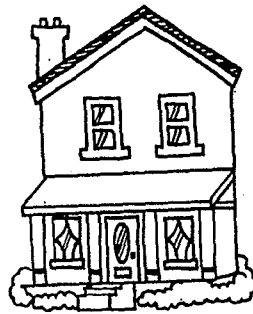


# Retelling Cube for Stories

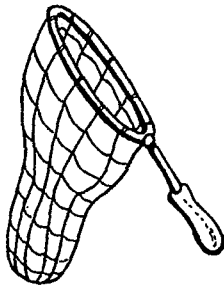
Who is the main character?



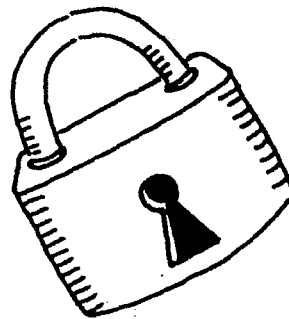
Where does the story take place?



What does the character want?  
What is his or her goal?



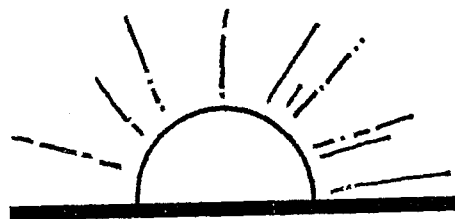
What is the problem?



What is the solution?



How does the story end?



# Roll and Respond Cube

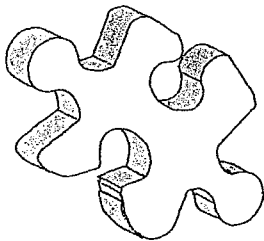
Report an important event or fact.



Ask a question about the character, topic, events, or facts.



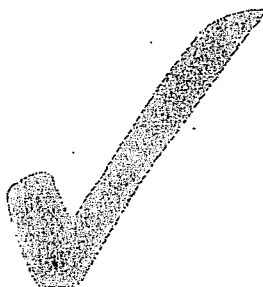
Point out an interesting or puzzling word.



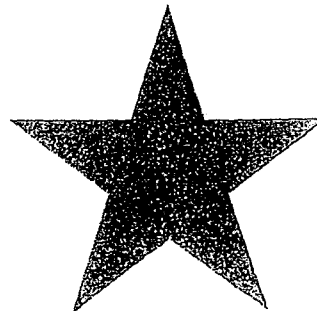
Share an interesting idea or fact.



Tell about something you knew before reading.



Explain something new you learned from the reading.

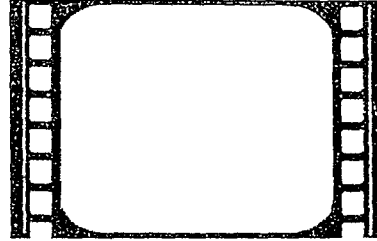


# Picture Question Cards

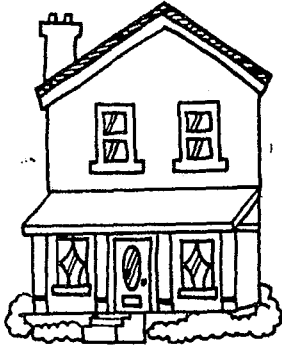
Who?



What?



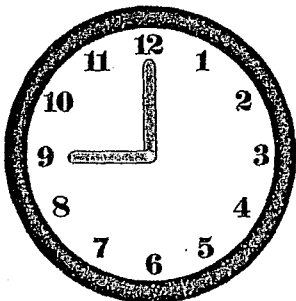
Where?



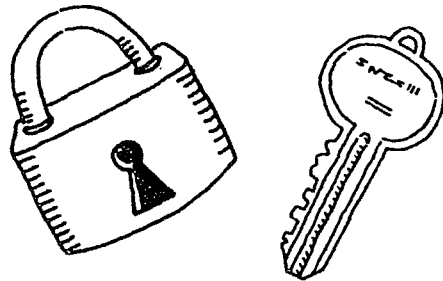
Why?



When?



How?



# Directive Verbs for Extension Menus and Cubes *+ ThinkDots*

Act out	Demonstrate	Paint
Adapt	Describe	Persuade
Analyze	Design	Pick
Apply	Determine	Plan
Argue	Develop	Present
Assume the identity of	Diagram	Pretend
Become	Discuss	Read
Brainstorm	Draw	Record
Calculate	Evaluate	Recreate
Categorize	Explain	Research
Challenge	Find	Role play
Classify	Find out about	Show
Conduct	Identify	Sketch
Connect	Illustrate	Summarize
Construct	Imagine	Tell
Contrast	Interview	Use
Cooperatively	Invent	Write
Create	Locate	
Debate	Make	
	Organize	

Name: \_\_\_\_\_

"Full Gallop"

# Think Dots

Roll the die. Do the box with that number of dots. You may pass once and roll again, but you must do the box for the second roll. Show all work inside the box.

<p>●</p> <p>What is a cause? What is an effect? How are they related?</p>	<p>● ●</p> <p>Would you rather train a racehorse or ride one? Explain your answer.</p>
<p>● ● ●</p> <p>Reread p. 10-11. Why do trainers treat young racehorses so carefully? What do they hope the result will be?</p>	<p>● ● ● ●</p> <p>Summarize the training young racehorses receive.</p>
<p>● ● ● ● ●</p> <p>Skim p. 19. Tell what happened when Ruffian raced against Foolish Pleasure.</p>	<p>● ● ● ● ● ●</p> <p>Do you think it is fair to horses to raise them for a sport? Explain your answer.</p>



Name: \_\_\_\_\_

"Cattle-Driving Horses of the Old West"

# Think Dots

Roll the die. Do the box with that number of dots. You may pass once and roll again, but you must do the box for the second roll. Show all work inside the box.

<p>●</p> <p>What is a cause? What is an effect? How are they related?</p>	<p>● ●</p> <p>What do you think would be the most difficult thing about being a cowboy? Why?</p>
<p>● ● ●</p> <p>Reread p. 4-5. Why did a cowboy have to follow these steps to catch a wild horse?</p>	<p>● ● ● ●</p> <p>Reread p. 12-13. Why would it be important to include horses with different skills on a cattle drive? Give examples and explain.</p>
<p>● ● ● ● ●</p> <p>Reread the Conclusion on pages 16-18. Tell what happened when the mustangs' future became threatened.</p>	<p>● ● ● ● ● ●</p> <p>What is the best way for people to treat horses? For example, should all horses be free and wild? Or should some horses do work for people?</p>

Name: \_\_\_\_\_

"Horses of the Plains"

# Think Dots

Roll the die. Do the box with that number of dots. You may pass once and roll again, but you must do the box for the second roll. Show all work inside the box.

<p>●</p> <p>What is a cause? What is an effect? How are they related?</p>	<p>● ●</p> <p>Native Americans decorated their horses with special symbols. How would you decorate your horse? What would your symbols mean?</p>
<p>● ● ●</p> <p>How did people hunt buffalo before horses?</p>	<p>● ● ● ●</p> <p>Reread p. 4-5. What changed the lives of Plains Indians? What was the effect of that change?</p>
<p>● ● ● ● ●</p> <p>Reread p. 9. Because the Plains Indians began to rely on the horse (cause), what were some of the effects?</p>	<p>● ● ● ● ● ●</p> <p>Why is it important to protect buffalo so that they do not become extinct? Explain your answer.</p>

## Think Dots

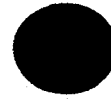
*\*Comparing and Ordering Decimals\**

Math ~ Unit 4



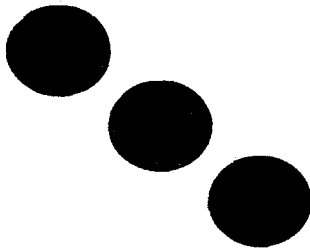
Insert  $<$ ,  $>$ , or  $=$ .

0.6  0.9



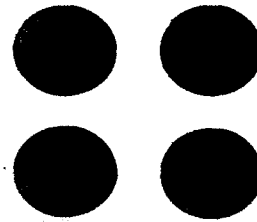
Insert  $<$ ,  $>$ , or  $=$ .

1.27  0.74



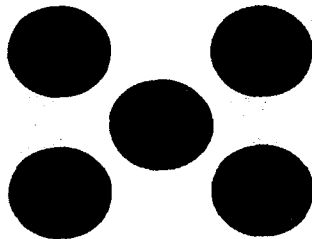
Insert  $<$ ,  $>$ , or  $=$ .

3.5  3.500



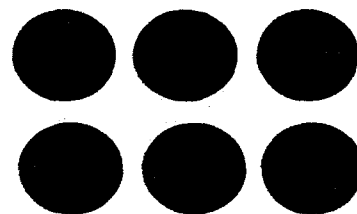
Insert  $<$ ,  $>$ , or  $=$ .

0.415  0.68



Order these decimals from  
smallest to largest.

0.6, 0.2, 0.9, 0.3, 0.7



Order these decimals from  
smallest to largest.

0.97, 1.7, 0.3, 1.65, 0.42

## Think Dots

*\*Comparing and Ordering Decimals\**

Math ~ Unit 4



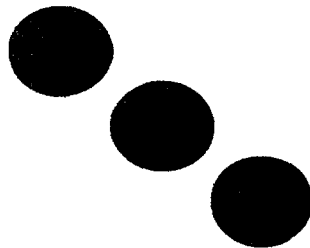
Insert  $<$ ,  $>$ , or  $=$ .

$$0.68 \bigcirc 0.9$$



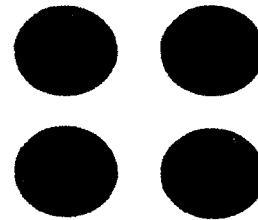
Insert  $<$ ,  $>$ , or  $=$ .

$$1.27 + 0.3 \bigcirc 0.74 + 0.51$$



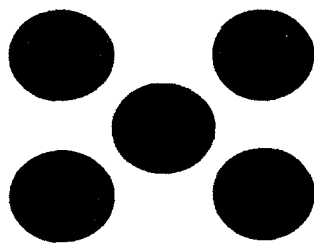
Insert  $<$ ,  $>$ , or  $=$ .

$$3.5 - 1.90 \bigcirc 3.500 - 1.9$$



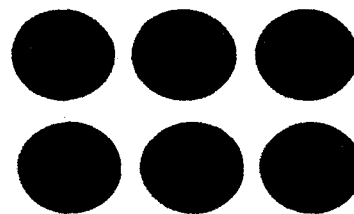
Insert  $<$ ,  $>$ , or  $=$ .

$$6 - 0.415 \bigcirc 5.8 - 0.68$$



Order these decimals from  
smallest to largest.

0.6, 0.28, 0.9, 0.3, 0.76



Order these decimals from  
smallest to largest.

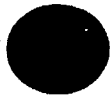
0.97, 1.619, 0.3, 1.65, 1.02

## Think Dots

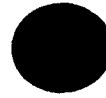
### *\*Addition and Subtraction Number Stories\**

Math ~ Unit 3, Lesson 8

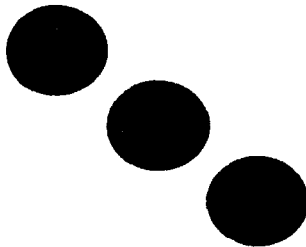
Highlight the key words that tell you to add or subtract. Show your work on grid paper!



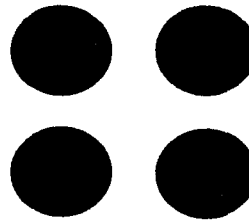
Danny has 142 baseball cards. He gave 59 to Tyler for his birthday. How many baseball cards does Danny have left?



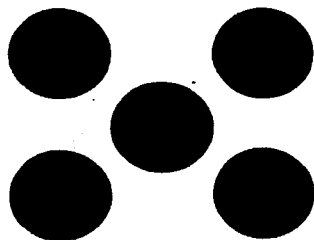
Jair's dog is 13 years old. Bailey's parrot is 68 years older. How old is Bailey's parrot?



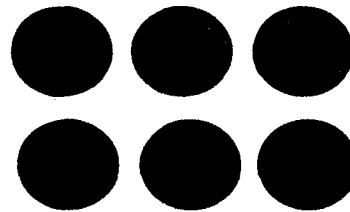
Colin and Trey built a Lego tower that is 79 inches tall. Luke and Christian built Hogwarts 32 inches taller than the tower. How tall did Christian and Luke build Hogwarts?



In 2010, Kaitlyn jumped rope 1364 times in a row. In 2011, Jordan beat her record and jumped rope 1423 times in a row. How many more jumps did Jordan jump than Kaitlyn?



Kids from the class brought in pencils. Hannah had 27, Polly had 34, Danielle had 120, M'Khai had 59, Emma had 46, Katie had 107, and Mikayla had 78. How many pencils did they have altogether?



In 2009 Allison collected \$389 from the wrapping paper sale. Austin collected \$319. Rebecca collected \$412. Finn collected \$167. Alli collected \$236, and Jillian collected \$364. How much more money did the girls collect than the boys?

# Think Dots

When finished explain how you solved number six on the back of this page.



$$6 + 7 =$$



What is the cost of 2 ice cream sandwiches if one sandwich costs \$1.25?



Five boys ate 2 peaches each. How many peaches did 2 boys eat?



$$13 - 7 =$$



$$18 - 9 =$$





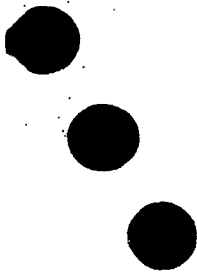
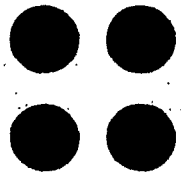
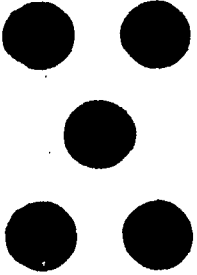
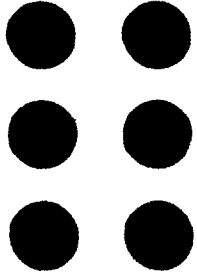
$$9 + 3 + 3 + 3 =$$

Name: \_\_\_\_\_

## "Comparing Fractions"

### Think Dots

Roll the die. Do the box with that number of dots. You may pass once and roll again, but you must do the box for the second roll. Show all work inside the box.

 $\frac{2}{3} \bigcirc \frac{2}{11}$	 $\frac{3}{8} \bigcirc \frac{5}{8}$
 $\frac{1}{2} \bigcirc \frac{4}{8}$	 $\frac{5}{8} \bigcirc \frac{3}{4}$
 $\frac{4}{5} \bigcirc \frac{7}{10}$	 $\frac{5}{6} \bigcirc \frac{11}{12}$



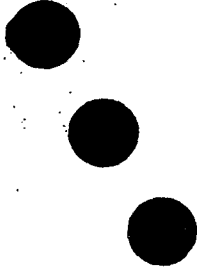
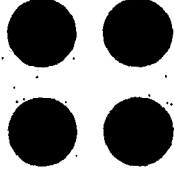
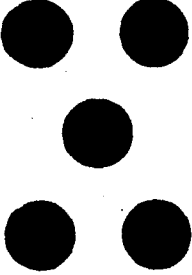
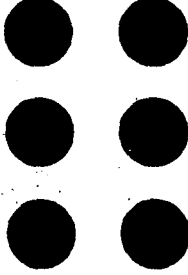
Name: \_\_\_\_\_

"Comparing Fractions"



# Think Dots

Roll the die. Do the box with that number of dots. You may pass once and roll again, but you must do the box for the second roll. Show all work inside the box.

 $\frac{6}{7} \bigcirc \frac{4}{5}$	 $\frac{7}{11} \bigcirc \frac{3}{4}$
 $\frac{5}{8} \bigcirc \frac{2}{3}$	 $\frac{4}{9} \bigcirc \frac{3}{8}$
 $\frac{9}{12} \bigcirc \frac{15}{18}$	 $\frac{4}{7} \bigcirc \frac{5}{9}$



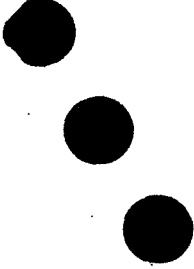
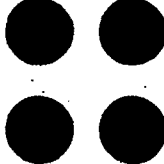
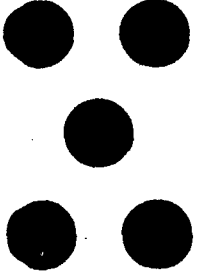
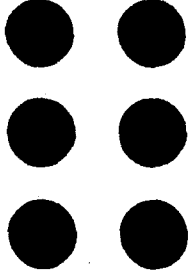


Name: \_\_\_\_\_

## "Ordering Fractions"

### Think Dots

Roll the die. Do the box with that number of dots. You may pass once and roll again, but you must do the box for the second roll. Show all work inside the box.

 $\frac{1}{8}, \frac{7}{8}, \frac{3}{8}, \frac{5}{8}$	 $\frac{2}{10}, \frac{3}{10}, \frac{9}{10}, \frac{7}{10}$
 $\frac{2}{3}, \frac{2}{5}, \frac{2}{11}, \frac{2}{7}$	 $\frac{1}{2}, \frac{3}{10}, \frac{5}{7}$
 $\frac{1}{3}, \frac{5}{6}, \frac{1}{2}, \frac{4}{6}$	 $\frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{4}{4}$



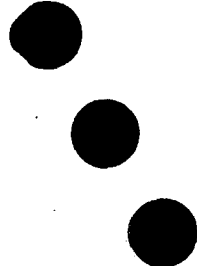
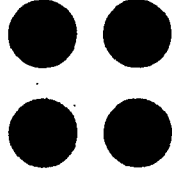
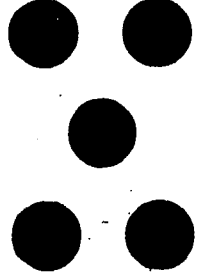
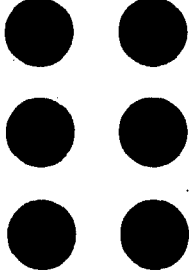


Name: \_\_\_\_\_

# "Ordering Fractions"

## Think Dots

Roll the die. Do the box with that number of dots. You may pass once and roll again, but you must do the box for the second roll. Show all work inside the box.



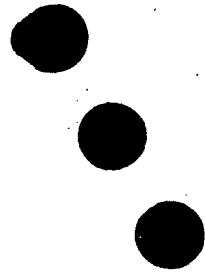
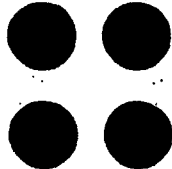
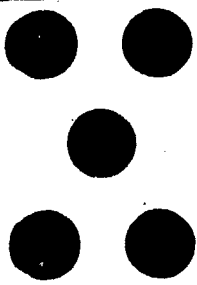
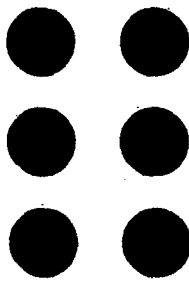
 $\frac{5}{6}, \frac{4}{5}, \frac{2}{3}$	 $\frac{7}{10}, \frac{19}{20}, \frac{4}{5}$
 $\frac{5}{8}, \frac{3}{5}, \frac{2}{3}$	 $\frac{4}{7}, \frac{1}{2}, \frac{5}{8}$
 $\frac{6}{7}, \frac{2}{3}, \frac{4}{5}$	 $\frac{7}{12}, \frac{4}{7}, \frac{1}{2}$

Name: \_\_\_\_\_

"Adding Fractions"

# Think Dots

Roll the die. Do the box with that number of dots. You may pass once and roll again, but you must do the box for the second roll. Show all work inside the box.

 $\frac{3}{8} + \frac{1}{8} = \underline{\hspace{2cm}}$	 $\frac{7}{9} + \frac{1}{9} = \underline{\hspace{2cm}}$
 $\frac{1}{3} + \frac{1}{6} = \underline{\hspace{2cm}}$	 $\frac{1}{2} + \frac{1}{6} = \underline{\hspace{2cm}}$
 $\frac{1}{6} + \frac{1}{4} = \underline{\hspace{2cm}}$	 $\frac{1}{2} + \frac{1}{5} = \underline{\hspace{2cm}}$



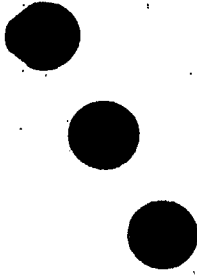
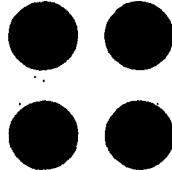
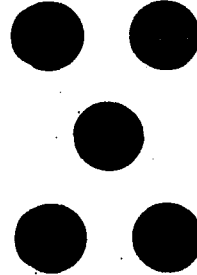
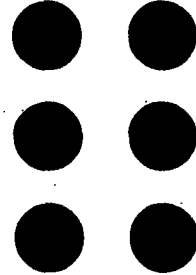
Name: \_\_\_\_\_

"Adding Fractions"



# Think Dots

Roll the die. Do the box with that number of dots. You may pass once and roll again, but you must do the box for the second roll. Show all work inside the box.

 $\frac{2}{3} + \frac{1}{8} = \underline{\hspace{2cm}}$	 $\frac{4}{9} + \frac{3}{8} = \underline{\hspace{2cm}}$
 $\frac{5}{9} + \frac{3}{8} = \underline{\hspace{2cm}}$	 $\frac{4}{7} + \frac{3}{8} = \underline{\hspace{2cm}}$
 $\frac{6}{7} + \frac{1}{2} = \underline{\hspace{2cm}}$	 $3\frac{4}{5} + 2\frac{3}{4} = \underline{\hspace{2cm}}$



# Social Studies Level 1

## World Exploration: 5<sup>th</sup> Grade

### Significance

Write a paragraph describing the importance of this exploration/discovery (Check for topic sentence, supporting details, conclusion.)

### Timeline

Create a timeline of important events (50 years before & 50 years after) that led to and followed the discovery.

### Relate

Think of an astronaut (not John Glenn) who is similar to your explorer and compare them.

### Compare/Contrast

Using a Venn diagram, compare your explorer to someone you know who has similar qualities.

### Evaluate

Pretend you are an explorer. Make an inventory of what you need for your voyage. Then mark your top five items in case you can't buy them all.

### Cause/Effect

Using the graphic organizer show at least 5 things that happened leading to the discovery and 5 things that happened as a result.

K. Brimjoin & D. Cooper

**Social Studies Level 2**

**World  
Exploration:  
5<sup>th</sup> Grade**

Significance

Write an outline describing what is important about this exploration or discovery.

Timeline

Create a string picture timeline of the important events that led to your explorer's discovery.

Relate

Trace the route of your explorer on the old map and the map today. Share (write) how you think the world has changed.

Compare/Contrast

Compare your explorer to someone you know. Draw a picture of each. List below them the ways they are alike.

Evaluate

Pretend you are the explorer. How would you travel his route today? Remember to think about refueling, times of departure and arrival and current maps.

Cause/Effect

Using the graphic organizer, show 2 things that happened leading to the discovery and 2 things that happened after the discovery.

K. Brimijoin & D. Cooper,

**Social Studies Level 3**

**World  
Exploration:  
5th Grade**

Significance

Pretend you are a person on the ship. Write a letter home describing the trip and where & why you're there.

Timeline

Create a timeline of the century the exploration took place. Benchmark the decades and highlight important events.

Relate

Compare your explorer to someone you see as an explorer today in music, art, dance, or another field. Write an explanation of why.

Compare/Contrast

Compare and contrast two explorers from different discoveries. Prepare a presentation showing the comparison.

Evaluate

Predict how the world would be different if this discovery or exploration hadn't taken place.

Cause/Effect

Create a graphic organizer that shows what caused the discovery and what effect it had on history.

K. Brimijoin & D. Cooper,



# Think DOTS Explores Level I

Which 3 things were explorers were looking for as they sailed to new lands?

- a. Food, supplies, new leaders
- b. God, gold, glory
- c. Friendships, freedom, fountain of youth
- d. War, disease, animals



List 2 positive effects and 2 negative effects of the Columbian Exchange.

Positives	Negatives
1.	1.
2.	2.



Silk, spices, jewels, and cotton were goods that Europeans brought back from Asia. Choose one of these goods and discuss its importance.



Identify and describe 2 effects of the search for the Northwest Passage.



How did the arrival of the Spanish change lives of the Taino?

- a. Columbus did not find riches
- b. The Taino were friendly and wise
- c. The population decreased due to disease
- d. We still use some Taino words today



How did compromise help Pilgrims survive?

- a. Everyone agreed to do what was best for the colony
- b. Pilgrims wanted to leave the Church of England
- c. Pilgrims fought with each other
- d. The Mayflower Compact



Think Dots Explorers Level I  
Answer Key

● ● ●

\_\_\_\_\_

was an important good that  
Europeans brought back from Asia.  
It was important because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

● ● ● ●

One effect of finding the Northwest  
Passage was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This was important because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Another effect of finding the Northwest  
Passage was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This was important because

\_\_\_\_\_

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# Think DOTS

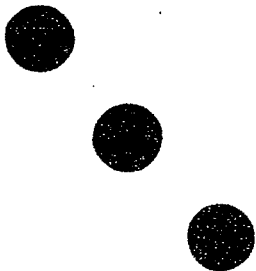
Identify 3 things explorers were looking for as they sailed to new lands.



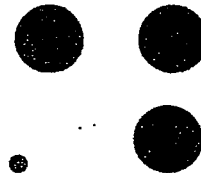
List 3 positive effects and 3 negative effects of the Columbian Exchange.



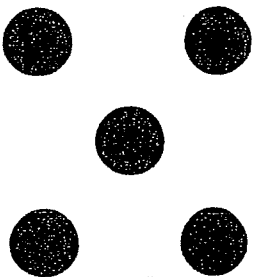
Identify 2-3 goods that Europeans brought back from Asia. Discuss their importance.



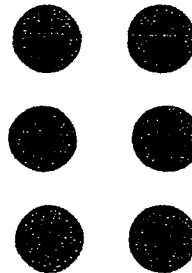
Describe the effects and importance of the search for the Northwest Passage.



How did the arrival of the Spanish change lives of the Taino?



How did compromise help Pilgrims survive?



# Think Dots

# Explorers Level 2 Answer Sheet

•

1. \_\_\_\_\_

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

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

• •

Positives	Negatives -
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

• • •

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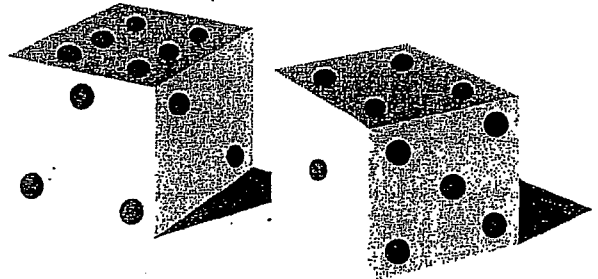
\_\_\_\_\_

# Cubing

Topic: \_\_\_\_\_

1. Describe it: \_\_\_\_\_  
What does it look like?
2. Compare it: \_\_\_\_\_  
What is it similar to or different from?
3. Associate it: \_\_\_\_\_  
What does it make you think of?
4. Analyze it: \_\_\_\_\_  
How is it made or what is it composed of?
5. Apply it: \_\_\_\_\_  
What can you do with it? How is it used?
6. Argue for or against it: \_\_\_\_\_  
Take a stand and list reasons for supporting it.

Spend only 5 or 10 minutes on  
each side of the cube.






## Writing with cubes

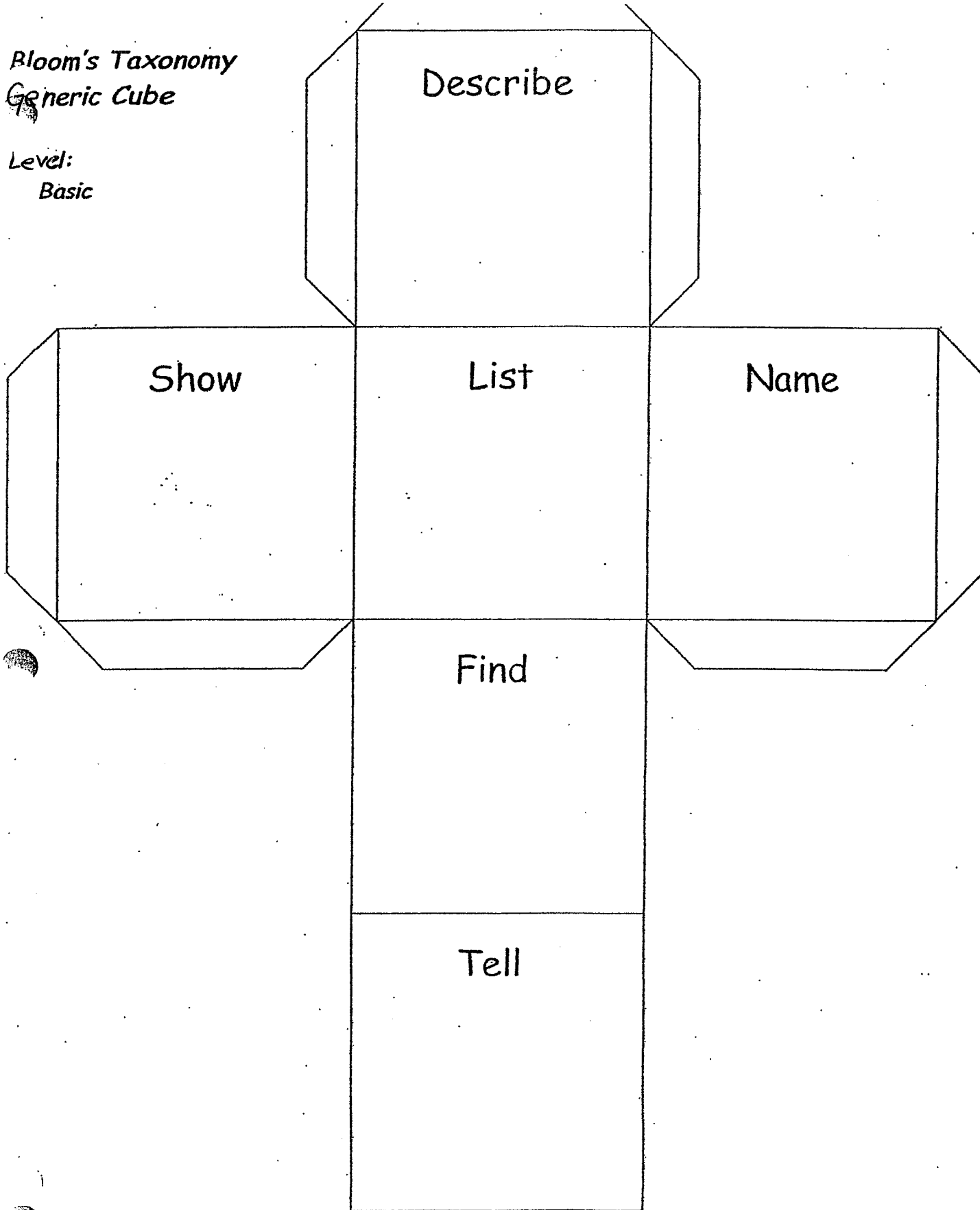
Cubes are 3D Think Dots

Cubing asks you to probe your topic from six different perspectives. First, select a topic (issue, person, idea, event, problem, person, object, scene) and write it at the top of your page to help you keep it firmly in mind. Then give yourself three to five minutes to write from each of the perspectives listed below.

1. Describing: Physically describe your topic. What does it look like? What color, shape, texture, size is it? Identify its parts.
  2. Comparing: How is your topic similar to other topics/things? How is it different?
  3. Associating: What other topic/thing does your topic make you think of? Can you compare it to anything else in your experience? Don't be afraid to be creative here: include everything that comes to mind.
  4. Analyzing: Look at your topic's components. How are these parts related? How is it put together? Where did it come from? Where is it going?
  5. Applying: What can you do with your topic? What uses does it have?
  6. Arguing: What arguments can you make for or against your topic?
- 

*Bloom's Taxonomy  
Generic Cube*

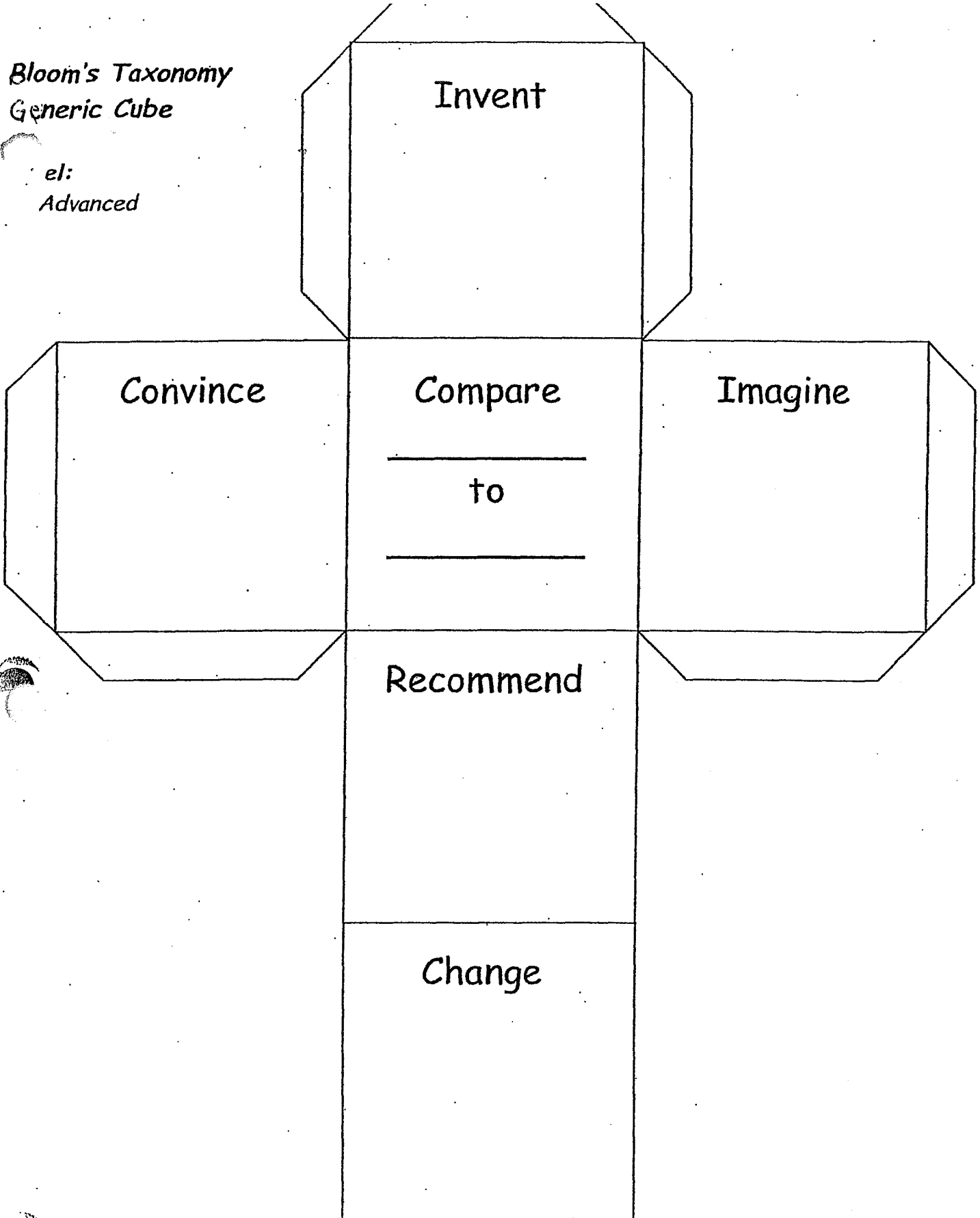
*Level:  
Basic*



P. Schoessler CCIU #24

*Bloom's Taxonomy  
Generic Cube*

*el:  
Advanced*



P. Schoessler CCTU #24

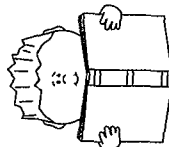
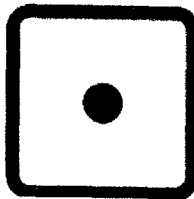


Name: \_\_\_\_\_

Level | \_\_\_\_\_

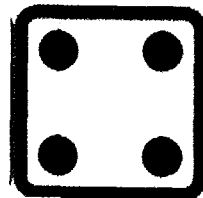
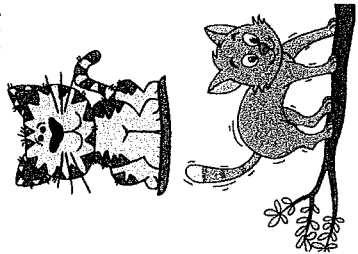


Color the flower red.



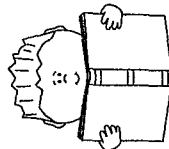
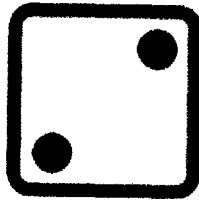
Read the sentence and circle the answer.

The cat sits on the mat.



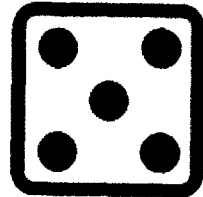
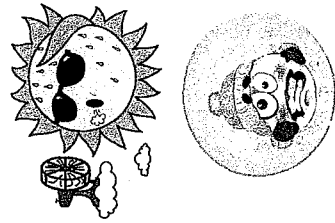
Write your name 3 times.

Three sets of horizontal lines for writing practice, each starting with a number 1, 2, or 3.



Read the sentence and circle the answer.

The sun is hot.



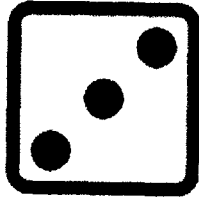
Write the word that matches the picture.



v \_ \_

m \_ \_

p \_ \_



Fill in the missing letters.

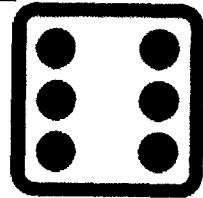
A \_ \_ C D \_ \_ F G

H \_ \_ \_ K L \_ \_

N O \_ \_ Q R

S \_ \_ U \_ \_

W \_ \_ Y \_ \_

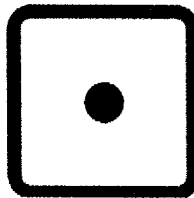
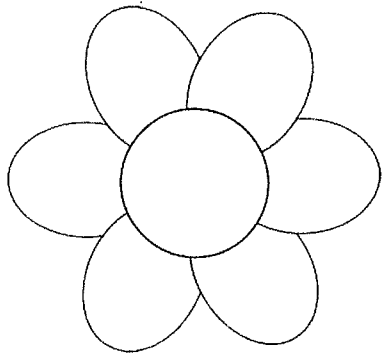


Name: \_\_\_\_\_

Level 2

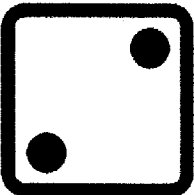


Color the flower  
purple.

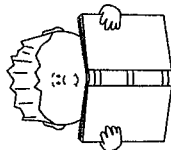
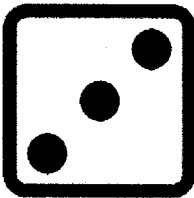


Write your name 3  
times.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

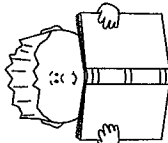
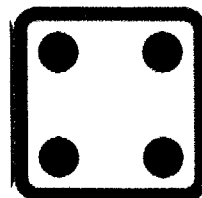


Write the word that  
matches the picture.



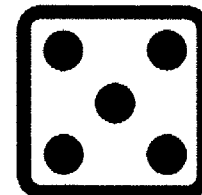
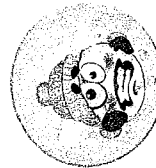
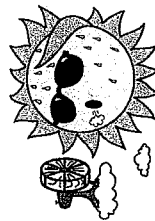
Read the sentence and  
circle the answer.

The cat sits on the mat.



Read the sentence and  
circle the answer.

The sun is hot.



Fill in the missing letters.

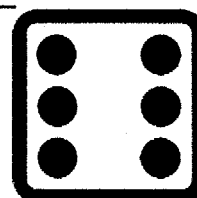
A \_ C D \_ F G

H \_ \_ K L \_

N O \_ Q R

S \_ U \_

W \_ Y \_

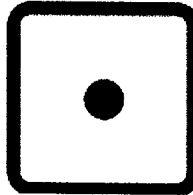
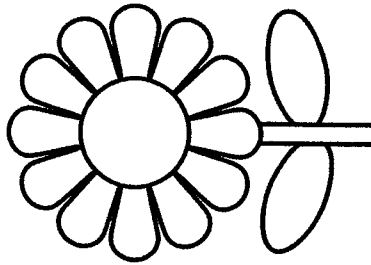


Name: \_\_\_\_\_

Level 3

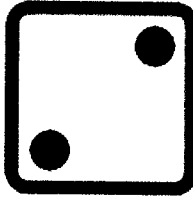


Color the flower purple and the leaves green.

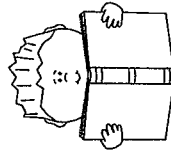
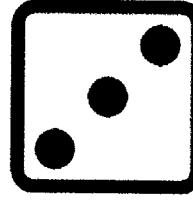


Write your name 3 times.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

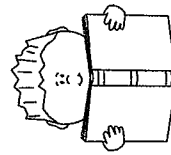
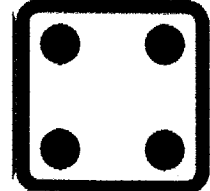
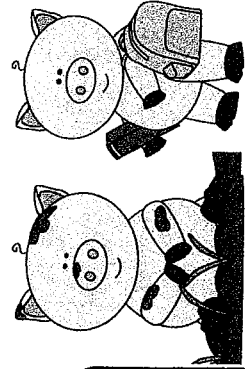


Write the word that matches the picture.



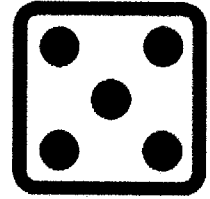
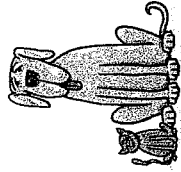
Read the sentence and circle the answer.

The pig is pink. He likes to play in the mud.



Read the sentence and circle the answer.

The dog is big and brown. The cat is little and gray.



Fill in the missing letters.

A \_ \_ D \_ F G

H \_ \_ \_ L \_ \_

\_ O \_ \_ R

S \_ \_ \_

W \_ \_ \_

