• CA11370— I am learning to say my ABCs
• CA11371— I am learning to read my ABCs
• CA11372— I am learning to print information about me
• CA11373— I am learning to print my ABCs
• CA11374— I am learning to print my ABCs when someone says them

• CA11375— I am learning to say numbers in order
• CA11376— I am learning to count things
• CA11377— I am learning to read numbers
• CA11378— I am learning what numbers stand for
• CA11379— I am learning to write numbers in order
My name is ____________________

I am learning to say my ABCs.

ABCDEF
Your child is learning to say the alphabet. You can help your child by practising the alphabet together at home. Use the activities on pages 2–5 to help your child learn the alphabet.

Here are some other daily activities to try:

• **Sing the alphabet song** with your child.

• **Make an alphabet chart** on a large sheet of paper, using crayons or textas. Print the letters in rows across the chart. Then hang it in a place where your child will see it every day. As you point to the letters, sing the alphabet song with your child.

• **Say the alphabet to your child**, stopping from time to time to have your child fill in the next letter or letters.

• **Read books with your child** about the alphabet. Here are some books that you might find at your local library.

  - *ABC Pop!*, by Rachel Isadora.
  - *Dr Seuss’s ABC: An Amazing Alphabet Book*, by Dr Seuss.

• **Record your child** saying or singing the alphabet. Your child can practise the alphabet in different ways—in a high or low voice, at a fast or slow speed, quietly or loudly, in a happy, sad or angry voice. It is always fun to hear your own voice!

• **Have your child say the alphabet to family and friends**. A special telephone call to grandparents, a favourite aunt or a friend can really make your child feel excited about learning to say the alphabet.
Activity 1  The Alphabet Song
Sing the alphabet song. Be sure to sing the letters l, m, n, o, p slowly and clearly. Have your child sing the song several times with you.

Activity 2  Alphabet Clap
Clap your hands while saying the alphabet. Say one letter for each clap. For example, when you clap the first time, say, “A.” When you clap the second time, say, “B.” Continue through the alphabet. Then have your child clap and say the alphabet.

Activity 3  Alphabet Bounce
WHAT YOU’LL NEED: A ball
Stand in front of your child, and bounce a ball as you say the alphabet. For example, bounce the ball once and say, “A.” Bounce the ball again and say, “B.” Continue through the alphabet. Then have your child say the alphabet with you as you bounce the ball.
My name is ________________

I am learning to read my ABCs.
Dear Family

Your child is learning to **read the letters of the alphabet**. Use the activities on pages 2–13 to help your child at home. Here are some daily activities for you to try:

- **Print letters on a sheet of paper.** Ask your child to point out letters that you name.
- **Find a particular letter in old magazines** or newspapers. Have her cut and paste each matching letter onto a sheet of paper.
- **As you ride in the car or on a bus, ask your child to name letters in traffic signs.** On a long trip, try to find all the letters of the alphabet by looking at signs and number plates.
- **Read books with your child** about the alphabet. Here are a few books that you might find in your local library:
  - *A Is for Astronaut*, by Cathy Beylon and Victoria Fremont.
  - *Alpha Bugs*, by David Carter.
  - *ABC for You and Me*, by Margaret Girnis.
  - *26 Letters and 99 Cents*, by Tana Hoban.
Activity 1 Read Letters A–I

Step 1: MATCH THE LETTERS
Point to the A in large print at the top of page 3.
Say: This is an A. Can you find another A on the page?
Point to another A.
Give help as needed. After your child finds one A,
Say: Good. Now point to another A.
Do this for the other letters on the page.

Step 2: POINT TO THE LETTERS
Once your child can match the letters, ask your child to find a letter when you say its name.
Say: Point to an A on this page.
After your child points to the correct letter,
Say: Good. Now point to another A.
Do this for the other letters on the page.

Step 3: READ THE LETTERS
Once your child can point to the correct letters,
Ask: What letter is this?
Do this for all the letters on the page.

Step 4: FIND TWO MATCHING LETTERS
Have your child find two matching letters.
For example, say: Find the two As.
My name is ____________________

I am learning to print information about me.

MY NAME
Dear Family

Your child is learning how to print his or her full name. Use the activities on pages 2–5 to help your child.

Here are some daily activities to try:

• Print your child’s name, leaving blanks for missing letters. **Have your child print the missing letters.**

• **Have your child sign birthday cards and family letters.**

• Have your child print his or her own name on a large sheet of paper. Then have your child **use crayons to decorate the name.**

• **Use chalk, textas or crayons** when practising. Your child can also finger paint his or her name in paint, shaving cream or food!

• **Read books with your child** about names. Here are some books that you might find at your local library:
  - *Andy That’s My Name*, by Tomie dePaola.
  - *Sophie’s Name*, by Phyllis Grode, Illus. by Shelly O. Haas.
  - *Tikki Tikki Tembo*, by Arlene Mosel, Illus. by Blair Lent
Activity 1  Arrange the Letters

**WHAT YOU’LL NEED:**
- Small pieces of paper
- A texta
- An envelope

Print the letters of your child’s name, address and telephone number on small pieces of paper.

Have your child practise putting the letters in the correct order. Store the letter cards in the envelope.

When your child has learned his name, have him do the same for his address and phone number.

Activity 2  Dough Data

**WHAT YOU’LL NEED:** Play dough

Show your child how to roll the play dough to make long thin “snakes” and shape the dough to form the letters of his name. Next, have your child make each letter and number in his address and telephone number.
My name is ______________________

I am learning to print my ABCs.

ABCDEF
Your child is learning to **print the letters of the alphabet** from memory. Use activities on pages 2–5 to help your child learn to print letters. Use the following letters as a guide for how the letters should look:

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

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

Here are some other daily activities to try:

- **Use paint, textas, chalk or crayons** to make printing the alphabet more fun. You might also try finger painting in paints, shaving cream or even food!

- **Have your child print a letter on your back with a finger**. Try to guess what letter your child has printed. Take turns writing letters on each other’s backs.

- **Have your child make an alphabet poster**. On a large piece of paper, draw lines for your child. Have your child print the alphabet and decorate the poster.

- **Make alphabet cards**. Place all the cards faceup on a table. Choose one letter and ask your child to print the letter that comes before and after that letter. For example, point to the *g* and ask your child to print the letter that comes before *g* and the letter that comes after *g*.

- **Read books with your child about the alphabet.** Here are some books that you might find at your local library:
  
  - *Pigs From A to Z*, by Arthur Geisert.
  - *ABC for You and ME*, by Margaret Girnis.
Activities

Activity 1  Print Letters  A–Z

Have your child trace the A on page 3 several times. Make sure that your child is tracing in the correct direction. Then have your child copy the letter in the space below on the blank lines. Have your child trace and copy the other letters.

Have your child practise printing the letters from memory on lined paper.

Activity 2  Dough Letters

What You’ll Need: Play dough

Have your child roll the play dough into “ropes”. Then, have your child practise forming the ropes into the shapes of letters.

Activity 3  Print in Sand

What You’ll Need:  
- A shallow box (the top of a shoe box, a chocolate box)
- Sand

Fill the bottom of the box with sand. Show your child a letter to print. Have your child print the letter in the sand. Once your child has shown you the letter, erase the letter by gently shaking the box.
My name is ______________________

I am learning to print my ABCs when someone says them.

LSGRBO
Your child is learning to print letters when someone says them. You can help your child to print letters by practising at home. Use the activities on pages 2–5 to help your child.

Here are some other daily activities to try:

- **Say a few letters and have your child print them.**
  Give your child a sheet of paper and a pencil. Explain that you are going to say some letters. Then tell your child to listen carefully and to print each letter after you say it. Allow your child time to print each letter.

- **Read books with your child** about the alphabet. Here are some books that you might find at your local library:
  
  *Flora McDonnell’s ABC*, by Flora McDonnell.
  
  *Martha Speaks*, by Susan Meddaugh.
  
  *Dr Seuss’s ABC: An Amazing Alphabet Book*, by Dr Seuss.
Activity 1  Dough-Letter Creatures

**WHAT YOU’LL NEED:**
- Play dough
- Letter cards
- Beads, buttons and string for decoration

Give your child a lump of play dough. Show your child how to roll the dough into “ropes”. Say one letter, and have your child form that letter with the dough. Show your child the matching letter card, if necessary. Then have your child decorate the letter, using beads, buttons, string or more dough to make interesting creatures. Continue with the other letters.

Activity 2  Letters in Sand

**WHAT YOU’LL NEED:**
- A shallow box (a shoebox top, a tray with sides)
- Sand

Fill the bottom of the box with sand. Give your child the box. Call out a letter, and have your child print the letter in the sand. Once your child has shown you the letter, erase the letter by gently shaking the box. Continue with the other letters.
My name is ____________________

I am learning to say numbers in order.

1 2 3 4 5 6
Dear Family

Your child is learning to count aloud from memory. You can help your child learn to count aloud by practising at home. First, help your child learn to count from 0–10. Then work on counting from 11–20.

Use the activities on pages 2–4 and the Counting Chart on page 5 to help your child.

Here are some daily activities to try together:

- **Count from 0–10 or from 0–20 for your child.** Have your child say the numbers after you. For example, say, “One, two, …” Your child should say, “Three.”

- **Record** your child counting. Your child can practise saying the numbers quickly or slowly, in a high or low voice, or may even sing the numbers.

- **Have your child show off his counting skills.** You might make a telephone call to grandparents, a favourite aunt or a friend when a set of numbers has been learned.

- **Make up number rhymes of your own or say number rhymes** with your child. Some of the Mother Goose rhymes include counting.

- **Read books with your child** about counting. Here are a few books you may find in your local library:
  - *Can You Count Ten Toes?, Count to 10 in 10 Different Languages*, by Lezlie Evans.
  - *Let’s Count*, by Tana Hoban.
  - *My Very First Mother Goose*, by Blanche Fisher Wright.
Activity 1  Clap Your Hands

Clap your hands to provide a rhythm for counting. Count as you clap, saying one number for each clap. Clap once and say, “One.” Clap again and say, “Two.” Repeat the activity, having your child clap and count with you.
Later, have your child have a turn leading the clapping and counting.

Activity 2  Counting Parade

Have your child stand behind you. March around the room, counting as you step. Have your child count with you. For example, say, “Let’s march to fifteen.” March and count to fifteen.
Later, have your child choose a number to march to and then march around the room, counting aloud each step.
My name is ________________

I am learning to count things.
Your child is learning to **count up to ten things**. Use the activities on pages 2–5 to help your child count objects.

Here are some other daily activities to try:

- **Look at family pictures with your child.** Count everyone in a picture, or count the number of boys, girls, relatives or friends.
- **Count things you pass** (signs, red cars, trucks, bridges) while riding in the car or on the bus.
- **Have your child count things while playing with them.** For example, have your child count the pieces in a puzzle or the blocks in a tower.
- **Have your child count sounds** (how many times a door opens, how many times a dog barks) while at home.
- **Count things on a shopping trip.** For example, let your child help you count pieces of fruit or other items you are buying. Time spent waiting in line can be used to count registers, cashiers and other shoppers in line.
- **Read books with your child** about counting. Here are some books that you might find at your local library:
  - *Math in the Bath: (and other fun places, too!)*, by Sara Atherlay, Illus. by Megan Halsey.
  - *Two Ways to Count to Ten: A Liberian Folktale*, by Ruby Dee, Illus. by Susan Meddaugh.

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**Activity 1  A Dozen Coins**

**WHAT YOU’LL NEED:**
- An egg carton
- Twelve coins

Place the egg carton and the twelve coins on a table in front of your child. Point out the twelve empty sections of the egg carton. Tell your child to place one coin in each section. When your child is finished, say,

“How many coins did you place in each section?”
“Did you have any coins left over?”
“Did you have the same number of coins as sections?”
“Did you have just one coin for each section?”

Then say, “Just as you put one and only one coin in each section, we say one and only one number for each coin (or other object) when we are counting.”

**Activity 2  How Many Do You See?**

Have your child count objects in your home. Touch the objects as your child counts. Then have your child tell how many there are in all. For example, ask,

“How many round tables do we have?”
“How many chairs are in the kitchen?”
“How many books are on the shelf?”

To help your child understand zero, ask such questions as,

“How many two-headed elephants are in our home?”
“How many pine trees are growing in the living room?”
“How many dinosaurs are sitting on the kitchen table?”

**Activity 3  Count Out**

**WHAT YOU’LL NEED:** Small objects

Arrange objects to be counted on a table. Have your child count the objects. Rearrange the objects several times and ask your child to count them again in order. Then have your child touch an object and say its number name aloud while counting.
My name is ____________________

I am learning to read numbers.
Dear Family

Your child is learning how to read numbers 0–50. Begin with the numbers 0–20. After your child can read 0–20, go on to larger numbers in groups of ten (21–30, 31–40 and so on). Use the activities on pages 2–13 to help your child read numbers.

Here are some other daily activities to try with your child:

• Make number cards to practise reading numbers with your child. Print a number on each card. Review the numbers with your child.

• Read numbers while riding in the car or on the bus. For example, have your child look for numbers on signs, buildings or number plates. See who can spot the numbers 0–10 first.

• Show your child how to use the telephone. Have your child practise dialling important telephone numbers. Write down other numbers you call and let your child dial from time to time.

• On supermarket trips, have your child read the numbers on signs and price tags. Point out numbers that are placed over the aisles and above cash registers. Let your child find numbers on the supermarket receipt.

• Read books with your child about numbers. Here are some books that you may find at your local library:
  - *Count with Maisy*, by Lucy Cousins.

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Activity 1  Read Numbers 0–9

Step 1: MATCH THE NUMBERS
Point to the 0 in small print at the top of page 3.
Say: This is a 0. Can you find another 0 on the page?
Point to another 0.
Give help as needed. After your child finds one 0,
Say: Good. Now point to another 0.
Do this for the other numbers on the page.

Step 2: POINT TO THE NUMBERS
Once your child can match the numbers, ask your child to
find a number when you say its name.
Say: Point to a 0 on this page.
After your child points to the correct number,
Say: Good. Now point to another 0.
Do this for the other numbers on the page.

Step 3: READ THE NUMBERS
Once your child can point to the numbers,
Ask: What number is this?
Do this for all the numbers on the page.

Step 4: FIND TWO MATCHING NUMBERS
Have your child find two matching numbers.
For example, say: Find the two 5s.
My name is ______________________

I am learning what numbers stand for.

123456
Your child is learning **how much each number from 0–10 stands for.** For example, four items stand for the number 4. Use the activities on pages 2–5 to help your child learn what numbers stand for.

Here are some other daily activities to try:

- **Make a set of number cards,** using cards or pieces of cardboard. Write a number from 0–10 in large print on each card. Hold up a number card, and ask your child to draw that many objects. You might also ask your child to clap or jump that many times.

- **Prepare a short shopping list for your child.** Draw a picture of each item on the list. Write a number next to each item to tell how many of that item are needed. When shopping, give your child the list. Look at the list with your child. Have your child help you find the correct number of items on the list.

- **Have your child make a counting book.** Staple together thirteen sheets of paper. The first and thirteenth pages will be the front and back covers. Beginning on the second page, write a large 0. Continue writing the numbers from 1–10 on the following pages. Have your child draw a picture that shows the correct amount for each number. Let your child draw a picture on the front cover.

- **Read books with your child about numbers.** Count objects together and have your child read the numbers. Here are some books about numbers that you might find at your local library:
  
  *Ten, Nine, Eight,* by Molly Bang.
  
  *Fish Eyes: A Book You Can Count On,* by Lois Ehlert.
  
Activity 1  Count, Then Find the Matching Number

**WHAT YOU’LL NEED:**
- Eleven paper plates
- Fifty-five small objects (beans, buttons, blocks, beads, pegs)
- A set of number cards for 0–10

Place the paper plates on a table. Put the correct number of objects on each plate to show increasing numbers from zero to ten.

Count the objects on each plate, say the name of the number that tells how many, and place the correct number card above each plate.

Next, remove the number cards and rearrange the plates. Repeat the activity.

Activity 2  Read the Number, Then Show How Many

**WHAT YOU’LL NEED:**
- A set of number cards for 0–10
- A collection of at least fifty-five small objects (shells, buttons, gumnuts, bottle lids)

Have your child sit at a table. Show your child the number cards. Then, give your child a number card.

Place the collection of objects on the table. Ask your child to show the number card to you, to say the number and to count out the same number of objects from the collection of objects. Then have your child place the number card with the same number of objects on the table. Do this with each of the number cards.
My name is _______________________

I am learning to write numbers in order.

123456
Your child is working on writing numbers in order. Use the activities on pages 2–11 to help your child write numbers. Use the following numbers as a guide for how the numbers your child writes should look.

0 1 2 3 4 5 6 7 8 9

Here are some other daily activities to try with your child:

- **Use dotted lines to write the numbers 0–9** on a sheet of paper. Tell your child that the lines are a railway track and the pencil is the train. Have your child try to keep the train on the track while tracing each number.
- **Leave blanks for missing numbers** as you write the numbers 0–9 in order on a sheet of paper. Have your child write the missing numbers.

- **Use paint, textas, chalk or crayons** to make practising writing numbers more fun. You might also let your child write the numbers in shaving cream, sand or food!
- Have your child **make a number chart** on a large piece of paper. Have your child decorate the chart. Hang it in a place where it can be seen (on the refrigerator door or on your child’s bedroom door).
- Make a set of **number cards 0–9** out of cards. Show your child a number, and have your child write the number that comes before and the number that comes after that number.
- **Read books with your child** about numbers. Here are some books that you might find at your local library:
  - *One Lighthouse, One Moon*, by Anita Lobel.
  - *I Spy Two Eyes: Numbers in Art*, by Lucy Micklethwait.
Activity 1  Numbers Out of Order

**WHAT YOU’LL NEED:** Number cards

Place number cards in order on the table. Place one or two numbers out of order.

Ask your child to look carefully at the numbers and decide if the numbers are in order. Have your child put the number cards in the correct order.

You can also use magnetic numbers on a magnetic board.

Activity 2  Number Cards

**WHAT YOU’LL NEED:** Number cards

Give your child a set of number cards. Have your child put the number cards in the correct order on a table. After the numbers are in order, have your child point to each number and say its name.