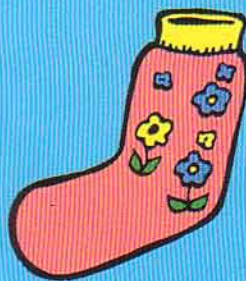


Beginning Math



Rhyming Words



Sock

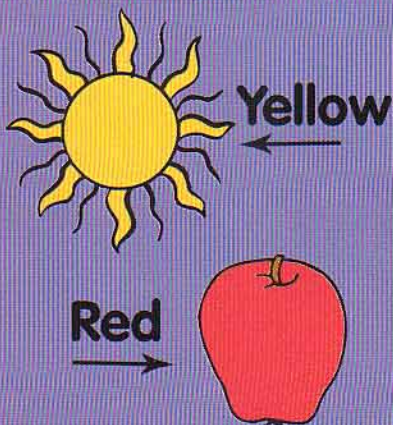


Lock

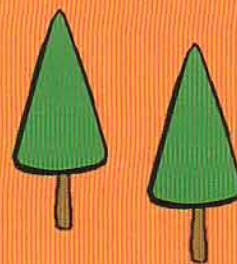
Time



Reading Skills



Math Skills



$$1 + 1 = 2$$

Pages
Tear Out!



FIRST GRADE WORKBOOK



<p>Beginning Math</p>	<p>Rhyming Words</p> <p>Sock Lock</p>	
<p>Time</p>	<p>Reading Skills</p>	<p>Math Skills</p> <p>1+1=2</p>

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 Series UPC: 49969

TO THE PARENTS/CAREGIVERS

Dear Parents/Caregivers:

Helping your children master their world through early learning is as easy as the Fisher-Price® Workbooks!

As your child's first and most important teacher, you can encourage your child's love of learning by participating in learning activities at home. Working together on the activities in each of the Fisher-Price® Workbooks will help your child build confidence, learn to reason and develop reading, writing, math and language skills.

Help make your time together enjoyable and rewarding by following these suggestions:

- Choose a quiet time when you and your child are relaxed.
- Provide a selection of writing materials (pens, pencils or crayons).
- Work on only a few pages at a time. Don't attempt to complete every page if your child becomes tired or loses interest.
- Praise your child's efforts.
- Discuss each page. Help your child relate the concepts in the books to everyday experiences.
- And, most importantly, make learning time fun time!

MATH

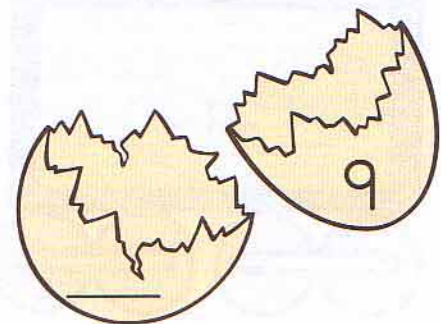
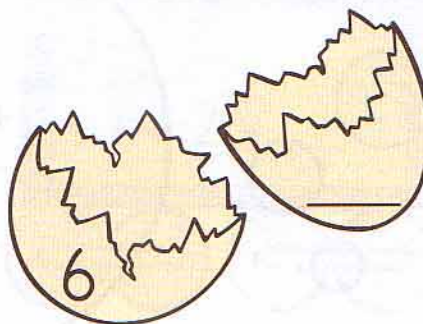
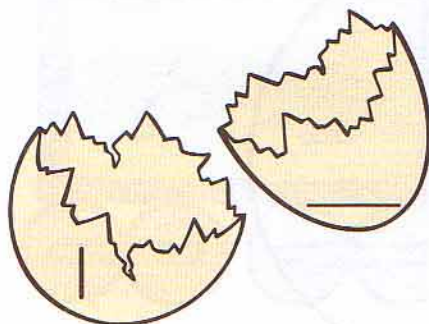
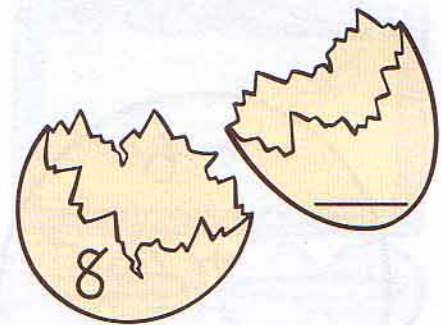
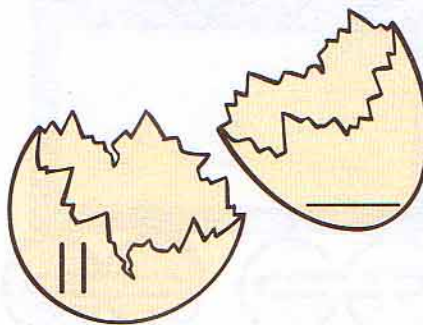
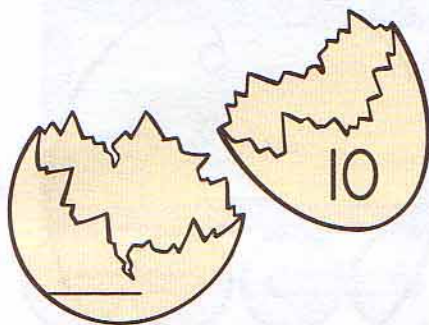
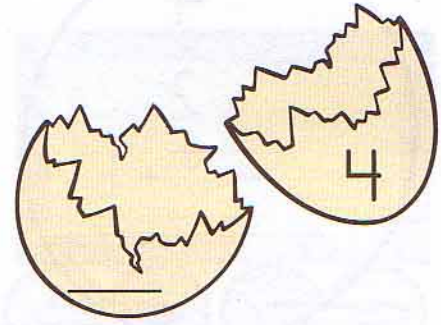
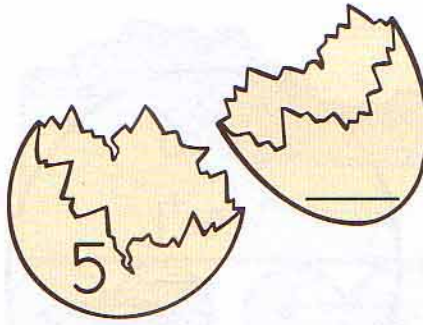
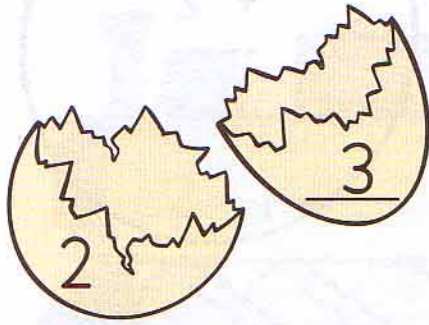
Look at the number in each pair of eggshells.

What number comes after?

What number comes before?

Write the missing number in the empty eggshells.

The first one is done for you.



Skills: Ordering numbers; Understanding before and after

MATH

Watch the bubbles float!

Look at the addition problem in each bubble.

How many in all?

Add to find the sums.

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

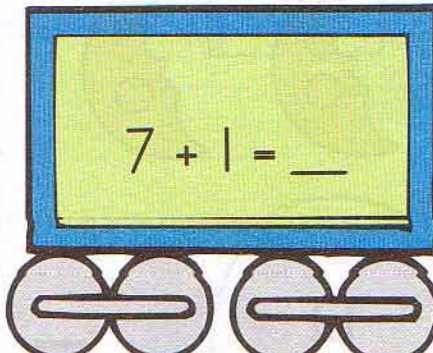
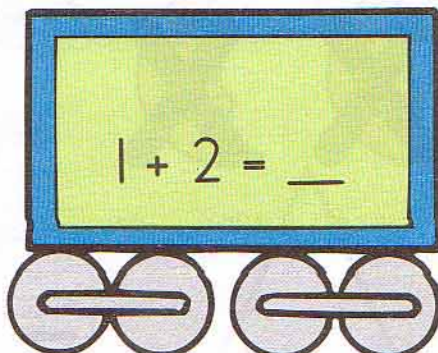
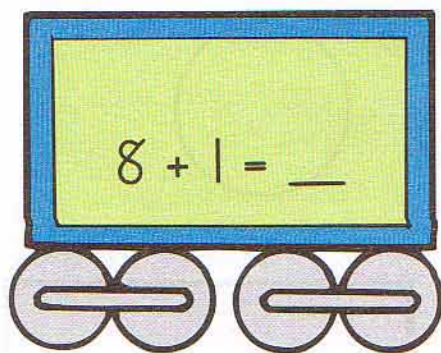
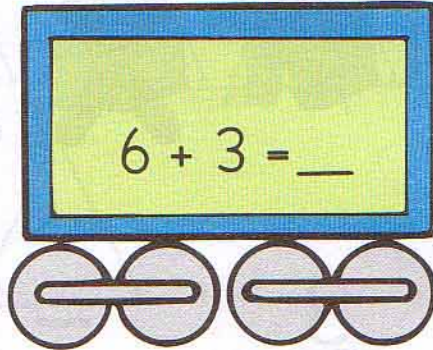
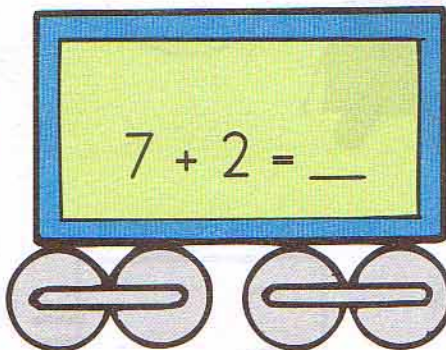
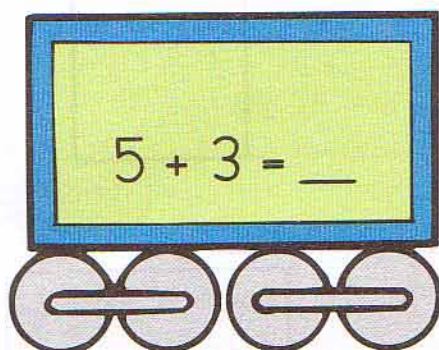
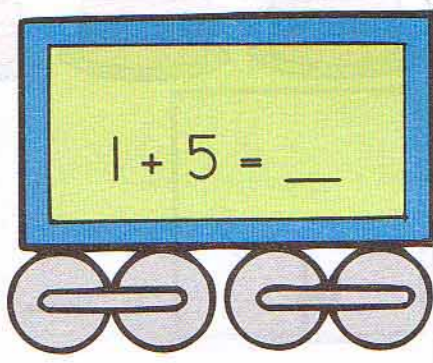
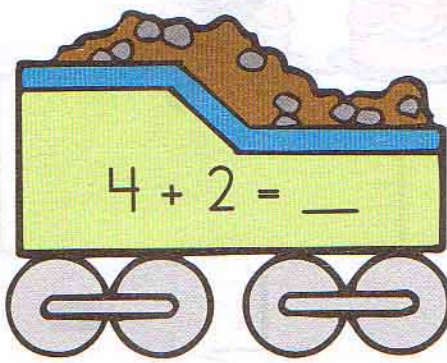
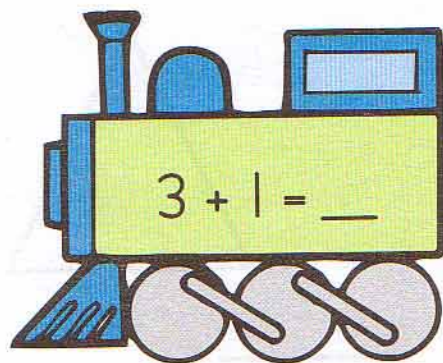


$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

Skills: Understanding addition; Solving problems

MATH

Here comes the addition train!
Look at the addition problem in each train car.
How many in all?
Add to find the sums.



Skills: Understanding addition; Solving problems

MATH

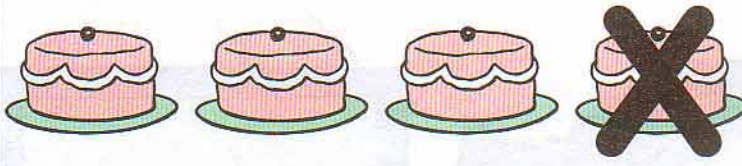
How many do you see?

How many are left?


How many in all?

Write out the sums


How many the other way
back to the addition problem
How many in all?
Add to find the sum



4 - 1 =



3 - 2 =



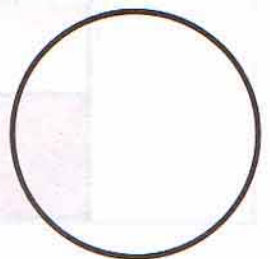
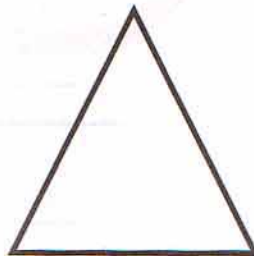
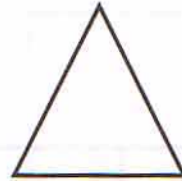
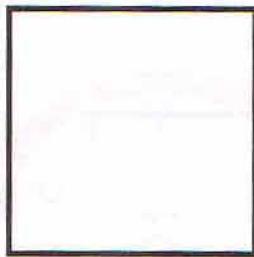
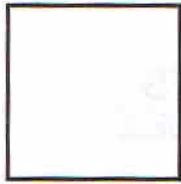
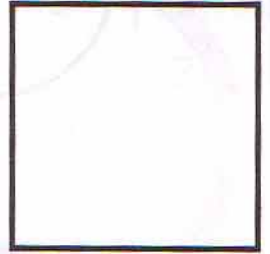
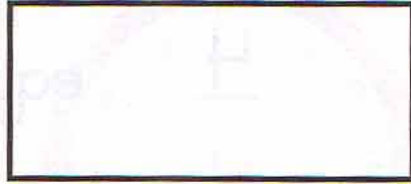
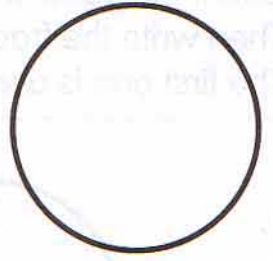
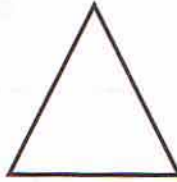
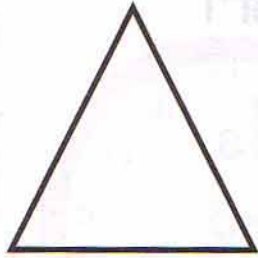
4 - 2 =

Skills: Understanding subtraction; Using picture information to solve subtraction problems

MATH

Use the code to color the shapes.

- — red
- — blue
- △ — yellow
- — green



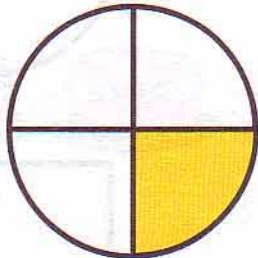
Skills: Recognizing plane shapes; Matching colors to shapes

MATH

Look at the shapes.
Count the equal parts.
Then write the fraction.
The first one is done for you.

Use the code to color the shapes.

- red — ○
- blue — □
- yellow — △
- green — ▭



$$\frac{1}{4}$$

shaded part
equal parts



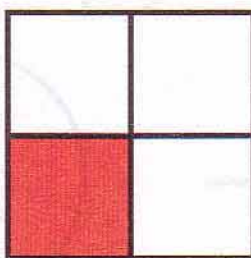
$$\frac{1}{2}$$

shaded part
equal parts



$$\frac{1}{3}$$

shaded part
equal parts



$$\frac{1}{4}$$

shaded part
equal parts

Skills: Understanding fractions; Writing fractions

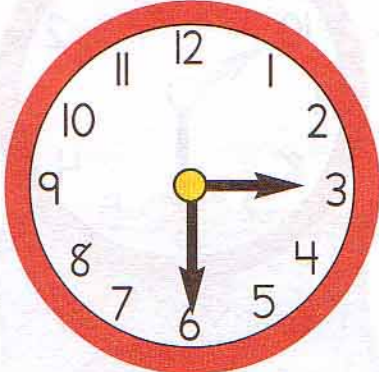
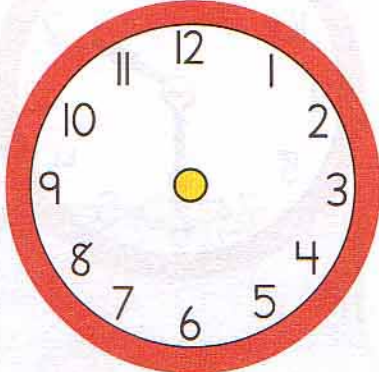
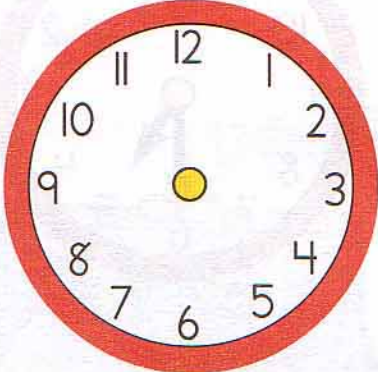
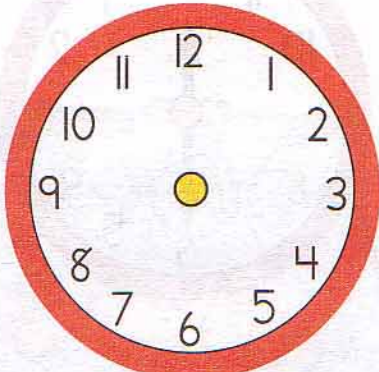
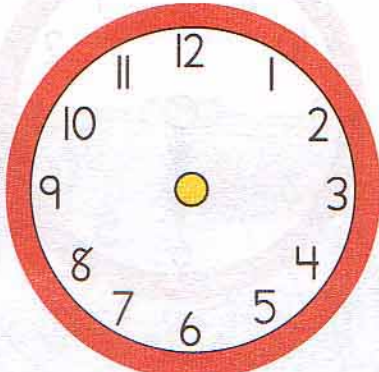
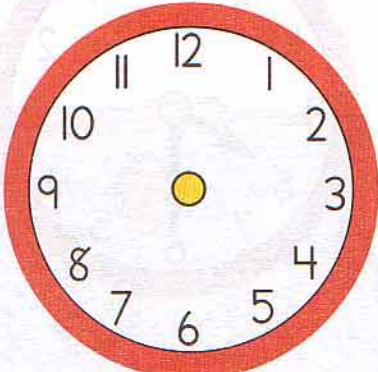
MATH

What should the clock show?

Look at each time under the clock.

Draw hands on the clock to show the time.

The first one is done for you.

 <p>A clock face with a red border and a yellow center. The hour hand is between 3 and 4, and the minute hand is pointing to 6.</p>	 <p>A blank clock face with a red border and a yellow center. The numbers 1 through 12 are arranged around the perimeter.</p>	 <p>A blank clock face with a red border and a yellow center. The numbers 1 through 12 are arranged around the perimeter.</p>
3:30	8:00	4:00
 <p>A blank clock face with a red border and a yellow center. The numbers 1 through 12 are arranged around the perimeter.</p>	 <p>A blank clock face with a red border and a yellow center. The numbers 1 through 12 are arranged around the perimeter.</p>	 <p>A blank clock face with a red border and a yellow center. The numbers 1 through 12 are arranged around the perimeter.</p>
9:30	1:30	10:00

Skills: Showing time on a clock; Telling time to the hour and half hour; Using clock notation

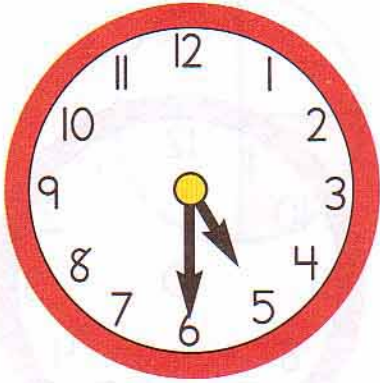
MATH

What time is it?

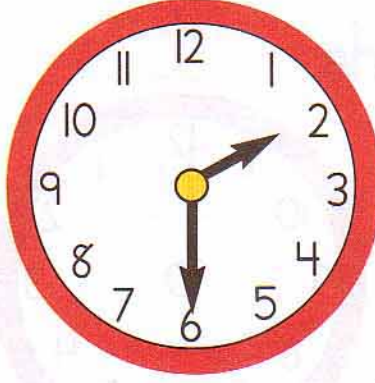
Look at each clock.

Write the time.

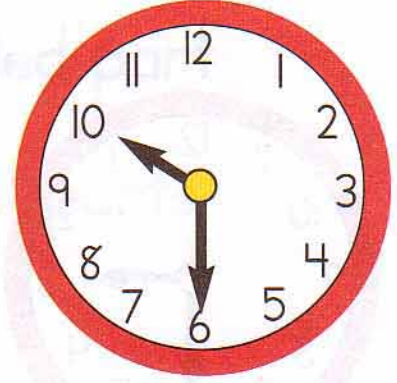
The first one is done for you.



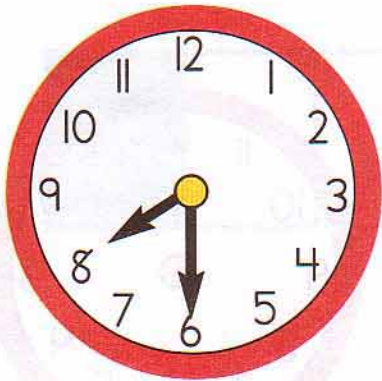
5 : 30



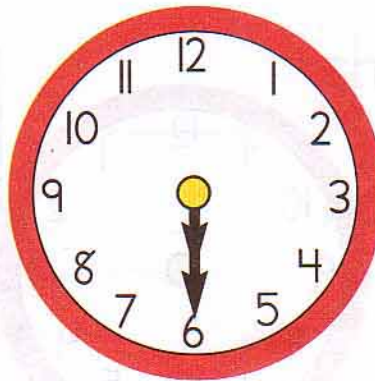
_____ : 30



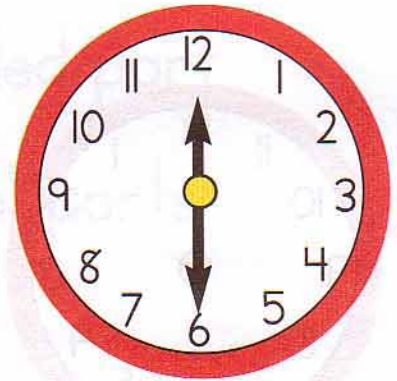
_____ : 30



_____ : 30



_____ : 30



_____ : 30

Skills: Telling time to the half hour; Using clock language and notation

MATH

A penny is worth one cent.
 A nickel is worth five cents.
 A dime is worth ten cents.
 Look at the different ways to write each amount.
 Then count the money in each purse.
 The first one is done for you.



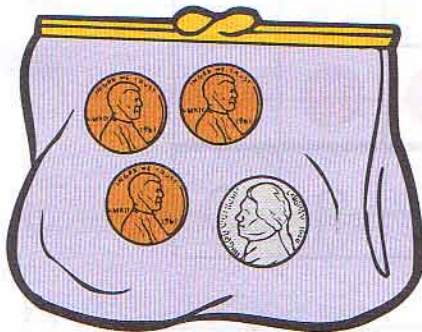
1 cent
 1¢



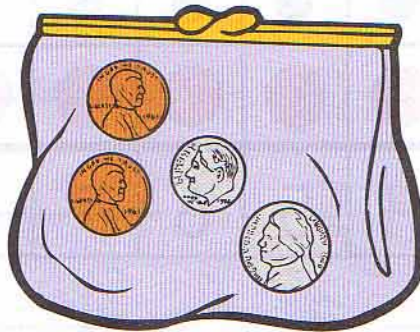
5 cents
 5¢



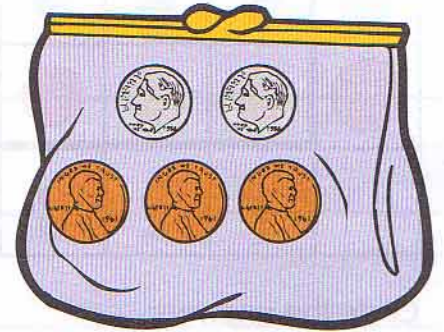
10 cents
 10¢



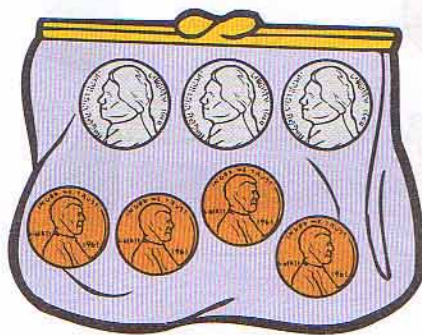
8 cents



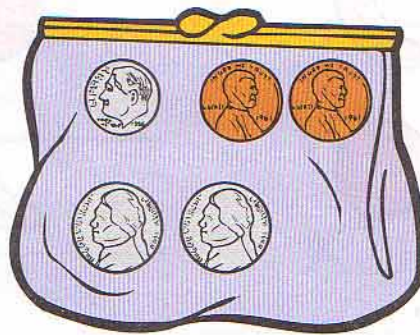
_____ cents



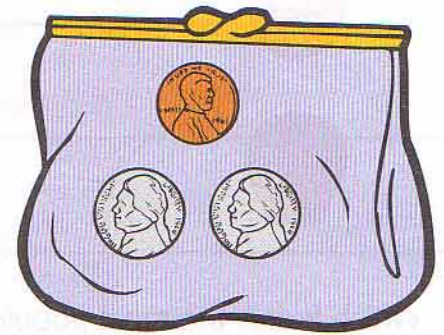
_____ cents



_____ cents



_____ cents



_____ cents

Skills: Understanding the value of pennies, nickels, and dimes; Counting money

MATH

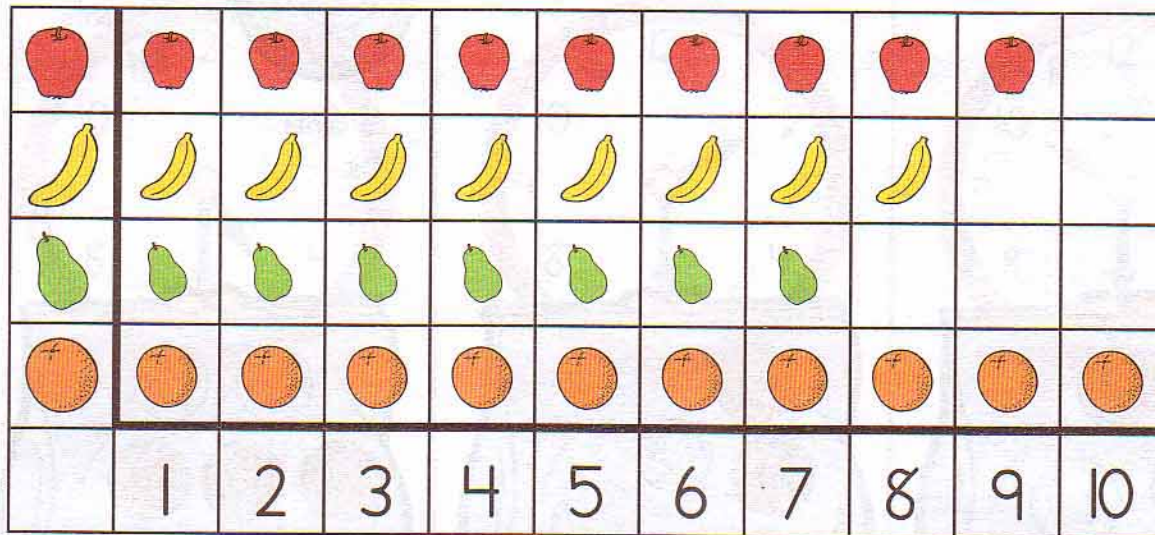
Everyone likes fruit!

Look at this bar graph.

Look at how many people liked each type of fruit.

Answer the questions using the information from the graph.

Everyone likes fruit!



Circle the answers.

Did more people choose:



or



or



or



or



or



or



Which fruit is the most popular? _____

Which fruit is the least popular? _____

Skills: Reading a bar graph; Answering questions about information on a bar graph

LETTERS AND SOUNDS

Look around your house and you will find lots of things.
But can you find a different thing that starts with each letter
of the alphabet?

When you find something, write the word in the space next
to the letter.

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 _____

Skills: Identifying object words; Writing

LETTERS AND SOUNDS

Draw a circle around the words with the long a sound.

Underline the words with a short a sound.

Draw a circle around the words with the long e sound.

Underline the words with a short e sound.

say

place

hat

ball

angel

well

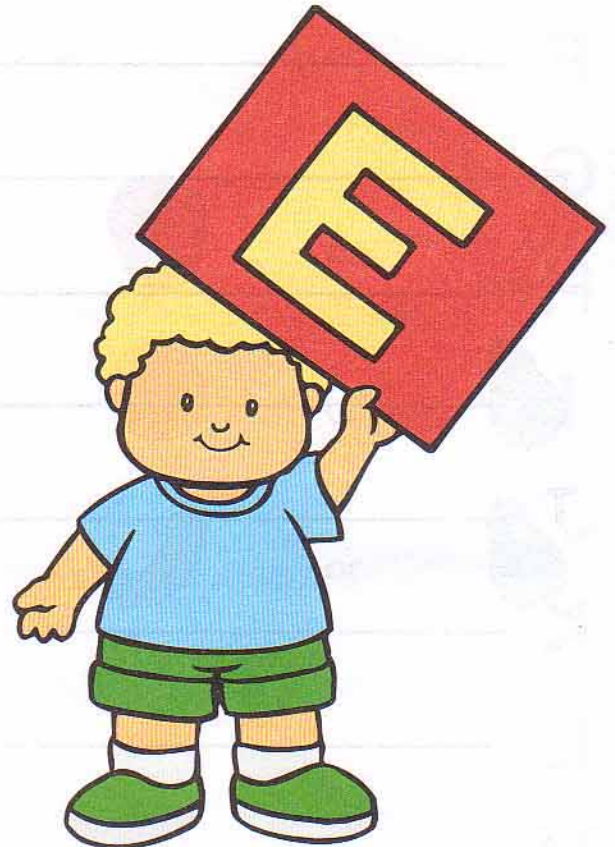
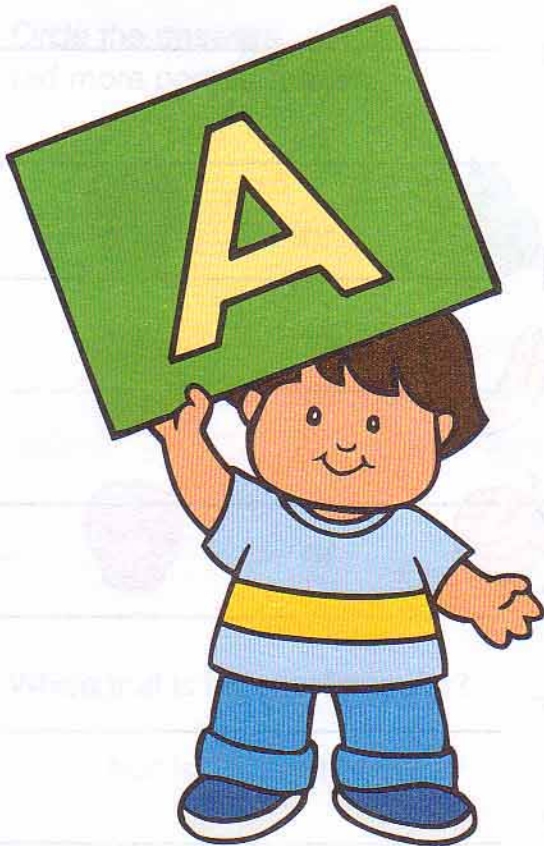
heat

street

help

end

either



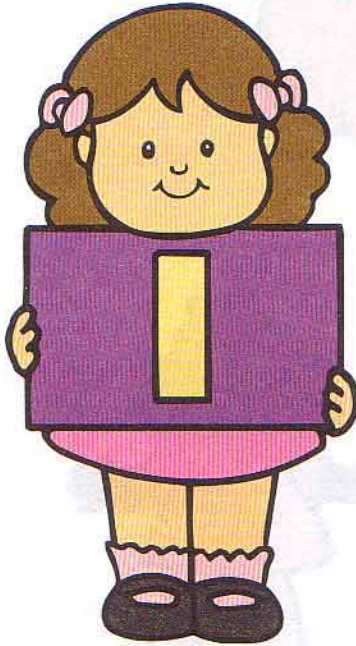
Skills: Long and short vowel sounds review

LETTERS AND SOUNDS

Draw a circle around the words with the long i sound.
Underline the words with a short i sound.

Draw a circle around the words with the long o sound.
Underline the words with a short o sound.

Draw a circle around the words with the long u sound.
Underline the words with a short u sound.



kind

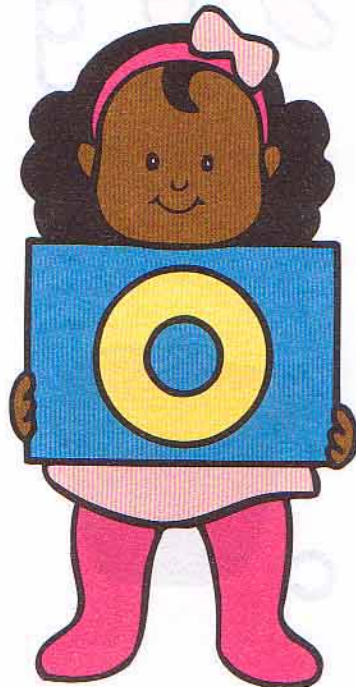
listen

sip

sigh

drift

icicle



goat

stop

go

slow

doze

open



bus

cute

use

excuse

sunk

under

Skills: Long and short vowel sounds review

LETTERS AND SOUNDS

Look at the pictures on this page.

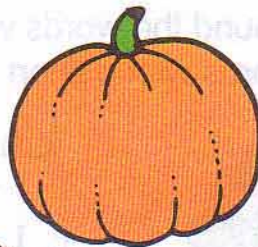
Look at the letter beside each picture.

Circle the picture if it begins with the sound of the letter.

Draw a line under the picture if it ends with the sound of the letter.



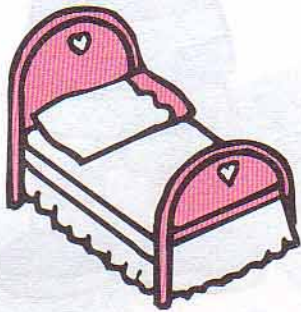
t



p



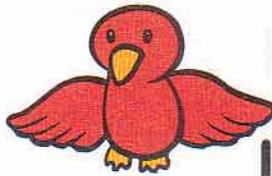
i



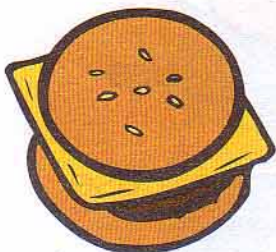
b



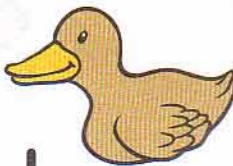
g



d



h



d

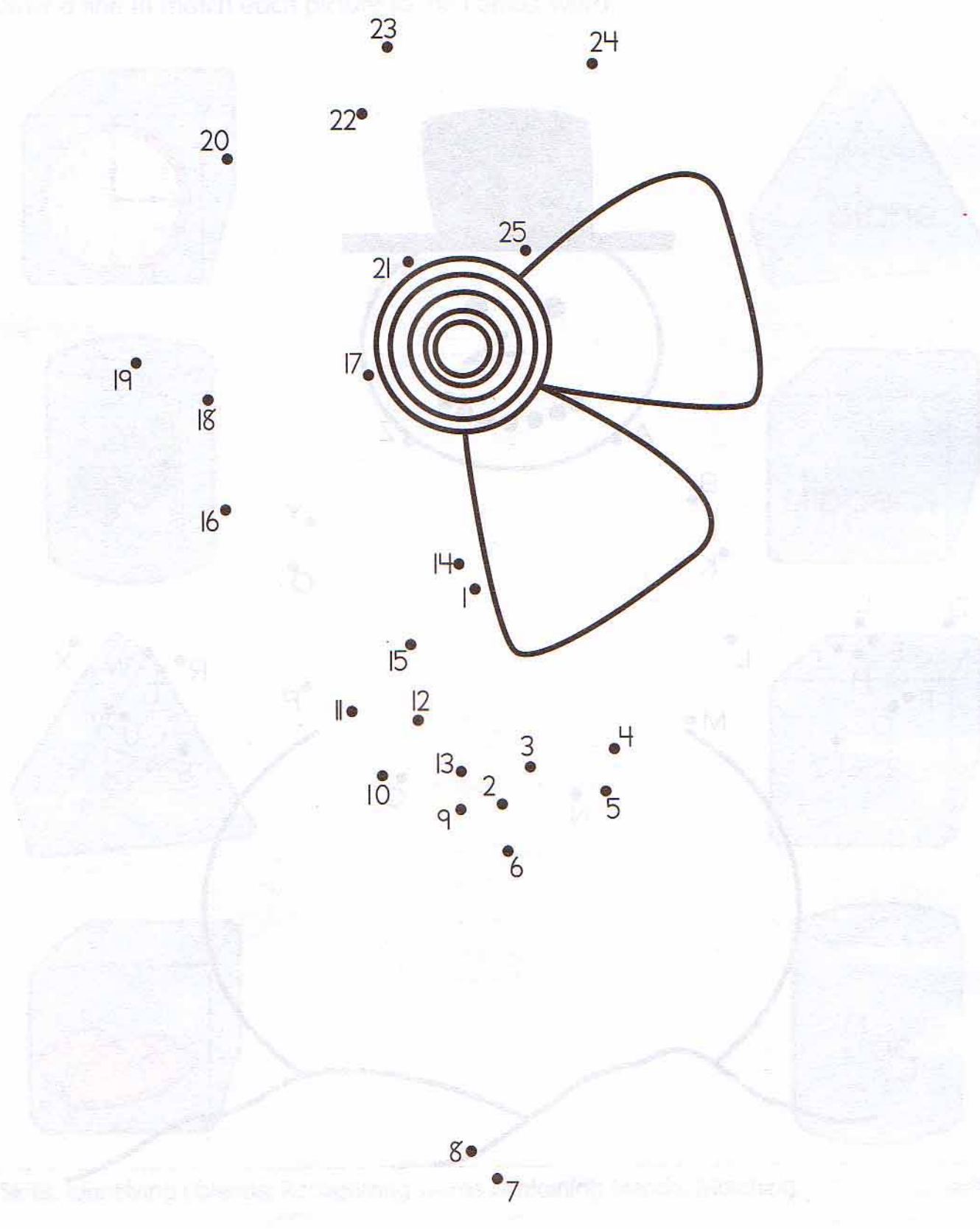


c

Skills: Developing auditory discrimination; Understanding beginning and ending sounds

DOT-TO-DOT

Connect the dots from 1 to 25 to see something fun!



23

24

22

20

25

21

19

18

17

16

14

1

15

11

12

3

4

10

13

2

5

9

6

8

7

DOT-TO-DOT

Connect the dots from A to Z to see something fun!



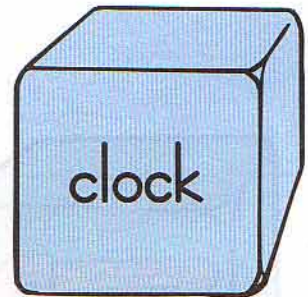
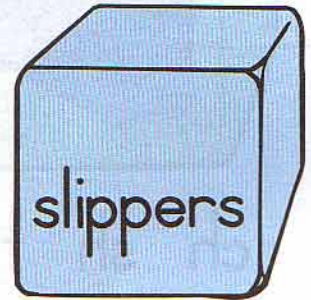
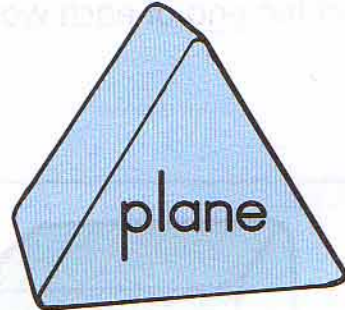
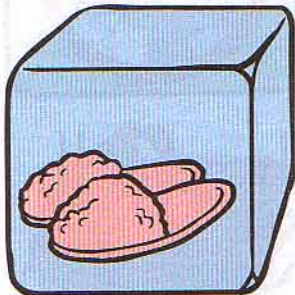
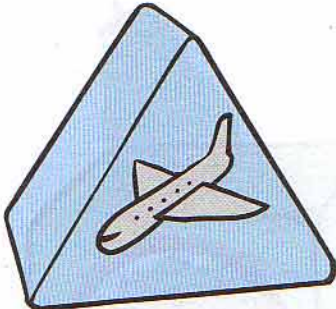
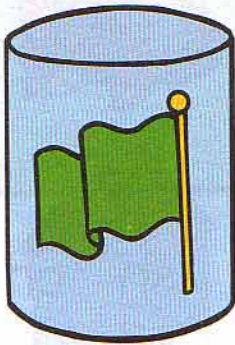
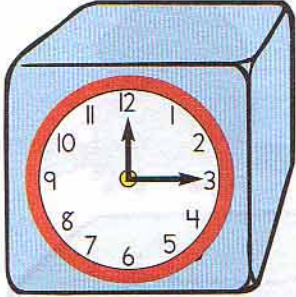
LETTERS AND SOUNDS

Let's build with these blocks!

Look at the picture in each block on the left.

Look at the word in each block on the right.

Draw a line to match each picture to the correct word.



Skills: Identifying l blends; Recognizing words containing blends; Matching

LETTERS AND SOUNDS

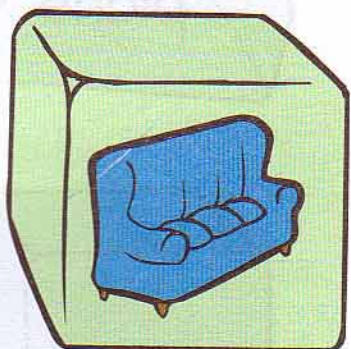
The word block ends with the consonant digraph -ck.

A digraph is two letters sounded together to make only one sound.

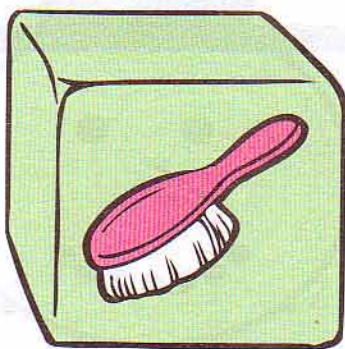
Look at the pictures below.

Say the name of each picture.

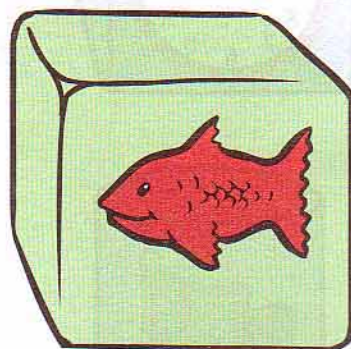
Then circle the letters that stand for the consonant digraph you hear at the end of each word.



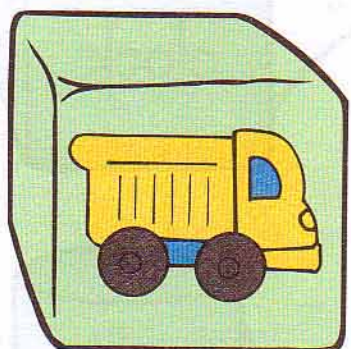
ch sh th



th sh ck



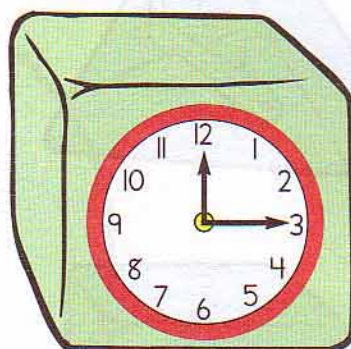
ck sh ch



ck th ch



sh th ch

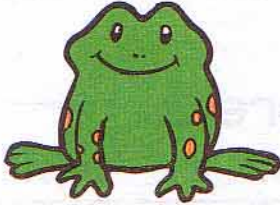


sh ck th

Skills: Identifying consonant digraphs at the end of words; Using auditory discrimination skills

WORDS

Put the words in a-b-c order and write them in a new list.



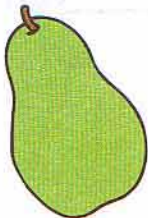
frog



star



doghouse



pear



tree



truck

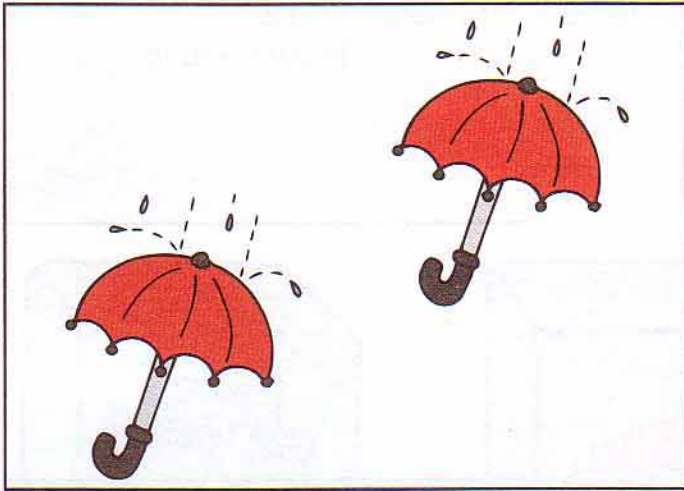
Skills: Alphabetizing; Writing

WORDS

A plural word is one that says there is more than one of a thing.

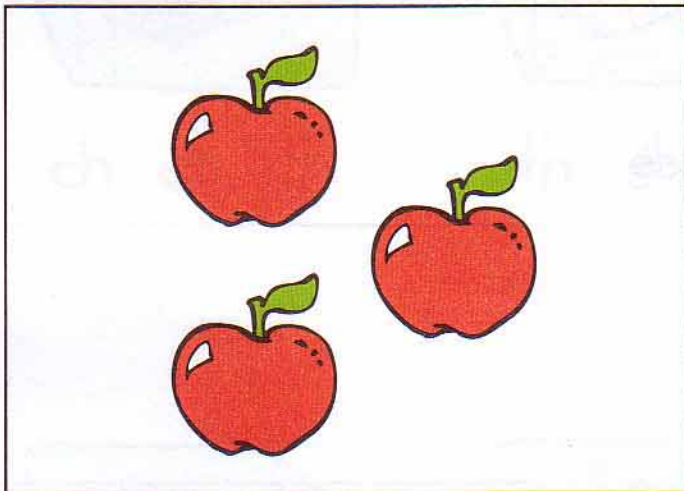
Look at each picture.

Draw a line from each picture to the correct word.



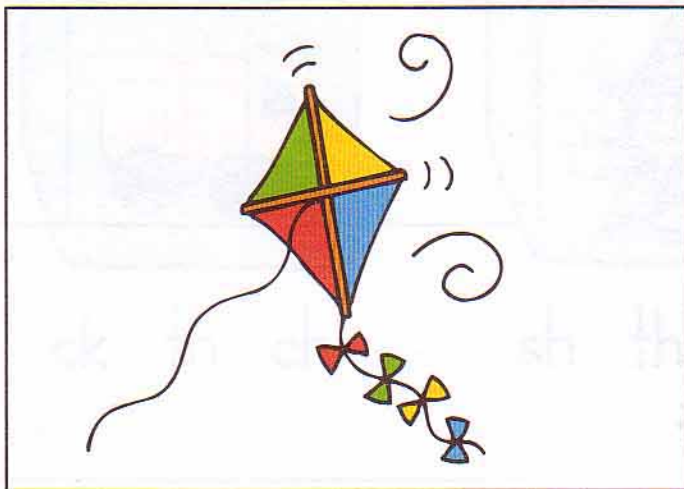
umbrella

umbrellas



apple

apples



kite

kites

Skills: Recognizing plural words; Matching

WORDS

Words that sound the same but are spelled differently and have different meanings are called homonyms.

Look at the pairs of homonyms in the box.

Read the sentences.

Complete each sentence using a word from the box.

sent

cent

son

sun

sail

sale

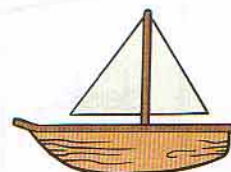
The _____ is shining in the sky.



A penny is another name for a _____.



Put the _____ up on the boat.



I _____ a letter to you.



This is my _____ and daughter.



The hats in the store are for _____.

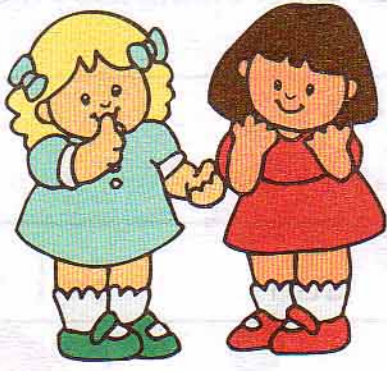


Skills: Using homonyms to complete a sentence; Writing

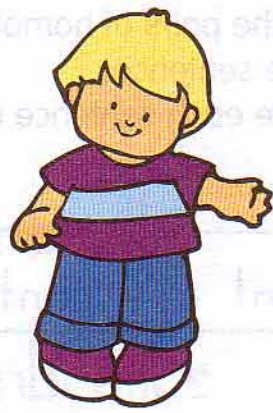
WORDS

Some words name people.

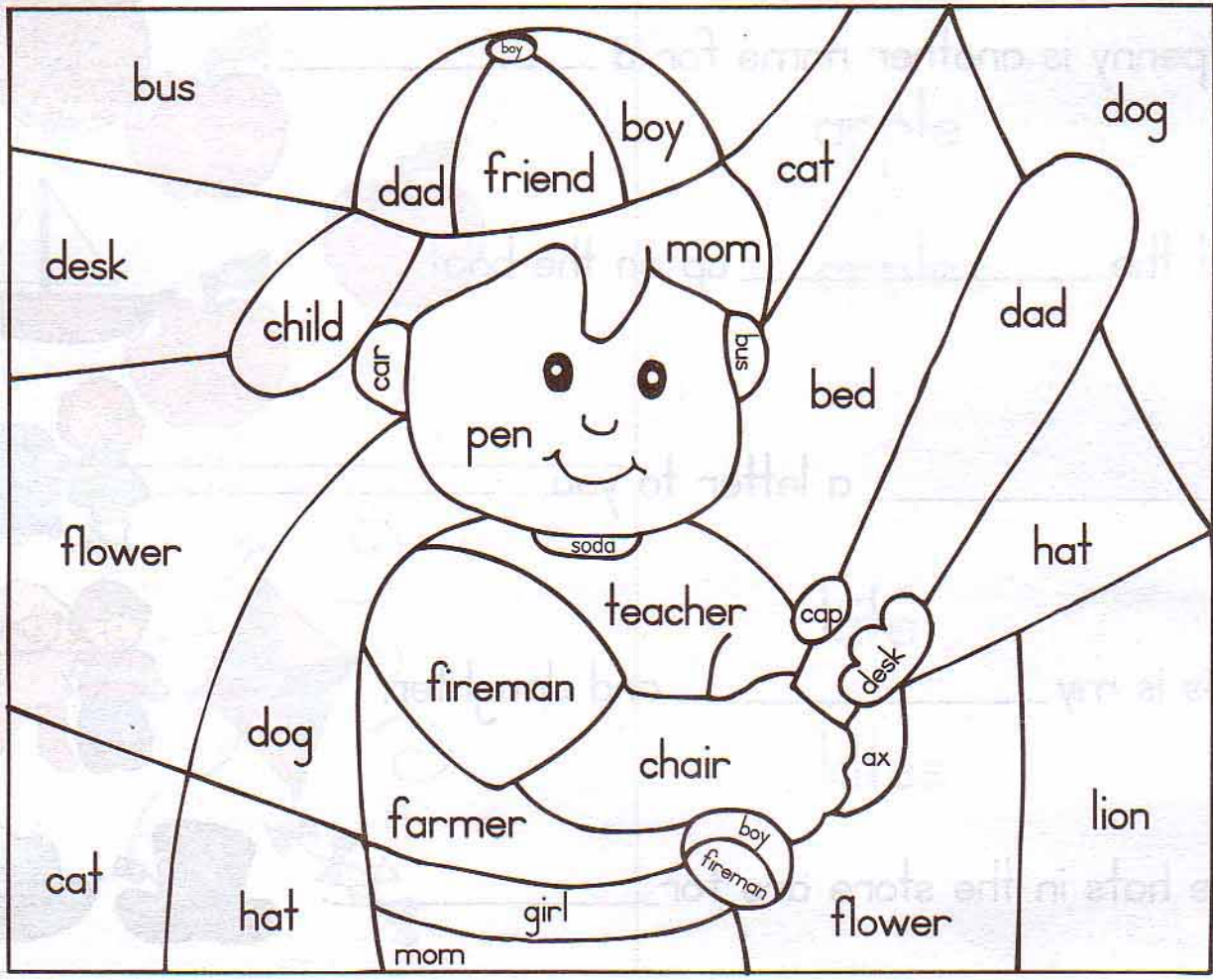
friends



boy



Color each space that has a word that names a person.
What do you see?

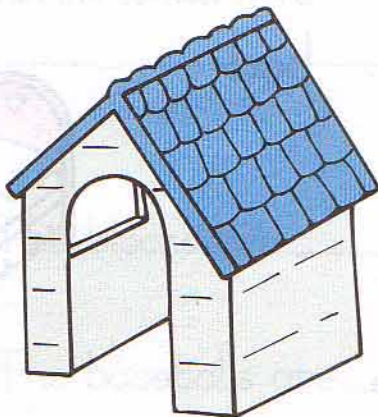


Skills: Identifying common nouns for people

WORDS

Some words name places.

doghouse



house



Help the bus get to the school.
Draw a line through the maze.
Follow the path with the words that name places.



	house	city	dog	bed	dog	pen
	dog	pen	farm	store	pen	dog
	baby	girl	park	school	man	girl
	bed	girl	farm	park	pen	bed
	man	pen	school	school	man	man
	girl	bed	park	house	man	girl
	man	girl	farm	city	dog	house
	bed	pen	park	city	house	city
	man	pen	farm	house	city	house
	girl	baby	school	city	house	city
	dog	girl	farm	city	house	city
	man	dog	park	store	house	city



Skills: Identifying common nouns for places

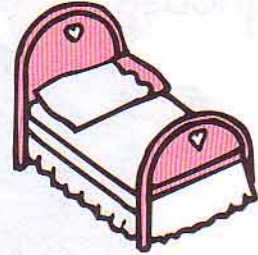
WORDS

Some words name things.

car



bed



Write the words that name things in the puzzle.

ACROSS

1. table



3. cup



4. moon



5. book

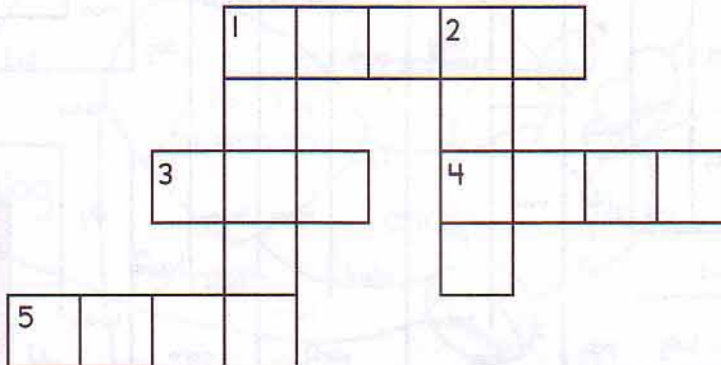


DOWN

1. truck



2. lamp



Skills: Identifying common nouns for things

SENTENCES

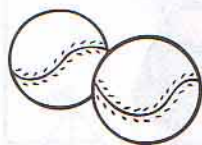
Let's write opposites.

Look at each picture. Read each sentence.

Fill in the blank with the correct word.



The blocks are _____.



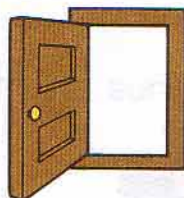
The baseballs are _____.

round

square



The treasure chest is _____.



The door is _____.

open

closed



The hammer is _____.



The feather is _____.

light

heavy

Skills: Reading comprehension; Recognizing opposites; Writing

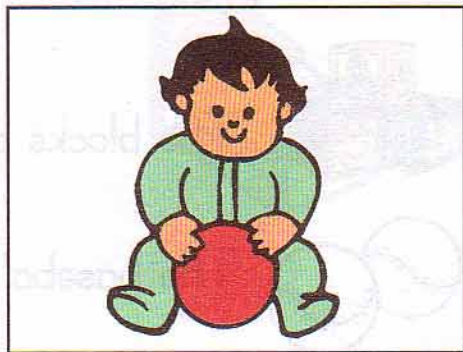
SENTENCES

A telling sentence tells something.

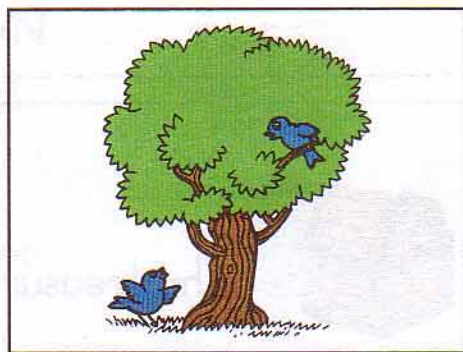
Read each sentence.

Draw a line to the picture it tells about.

A bird is in the tree.



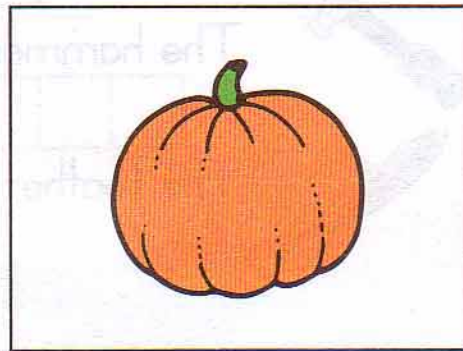
I have a heart on my dress.



The pumpkin is orange.



The baby has a ball.



Skills: Identifying declarative sentences

SENTENCES

Change each telling sentence into an asking sentence, which makes it a question.
Write the asking sentences on the lines.
The first one is done for you.



It is a sunny day.

Is it a sunny day?

We can play outside.

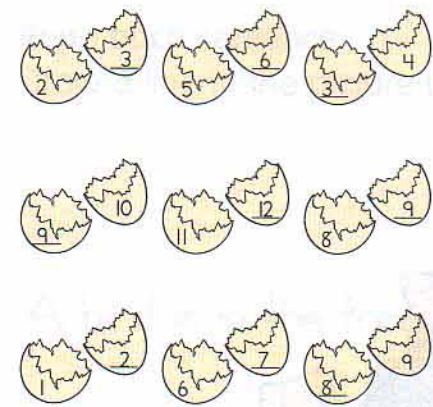
The sand is hot.

This is fun.

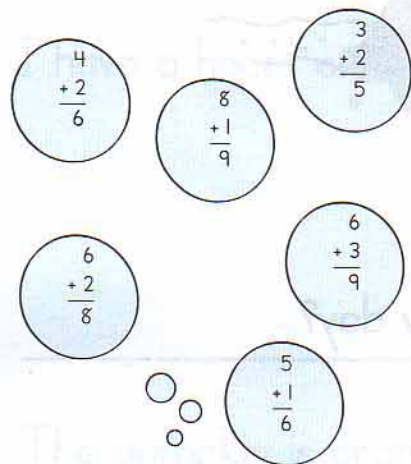
Skills: Writing interrogative sentences

ANSWERS

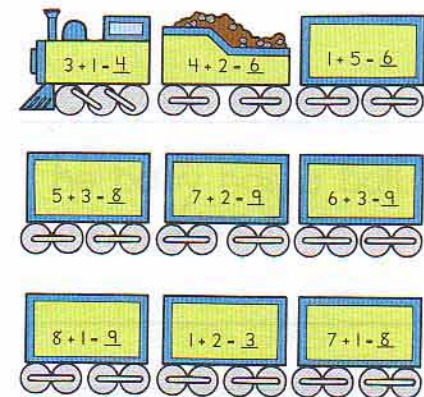
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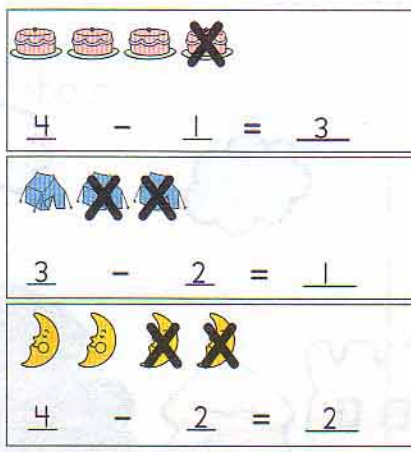
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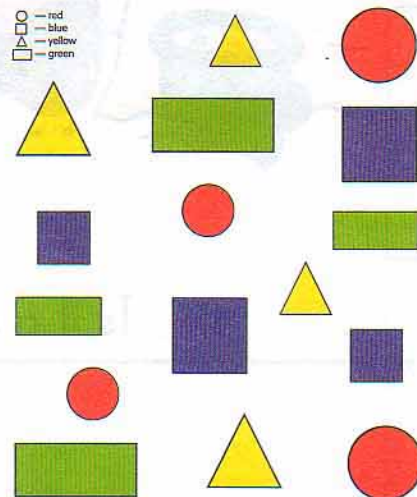
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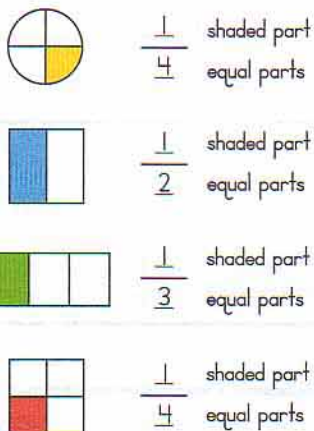
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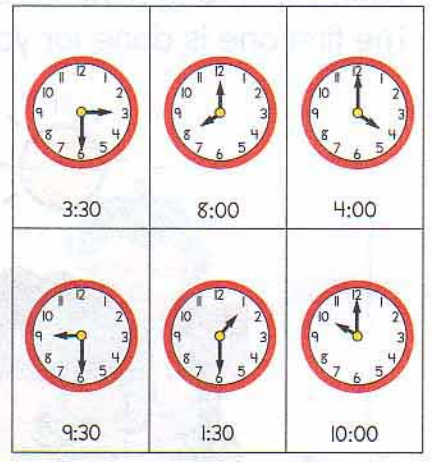
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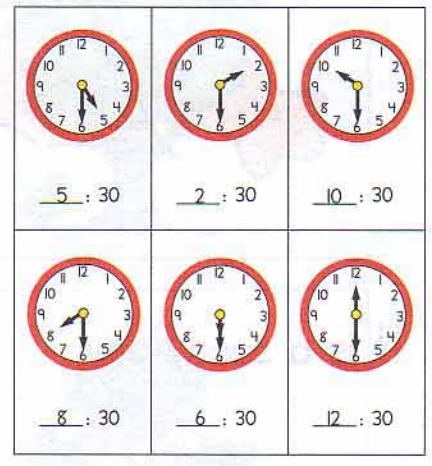
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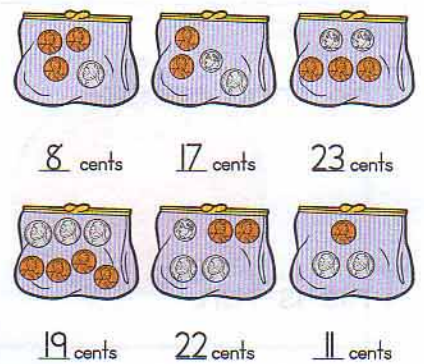
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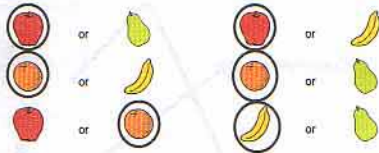
ANSWERS

Page 12

Everyone likes fruit!

	1	2	3	4	5	6	7	8	9	10

Circle the answers.
Did more people choose:

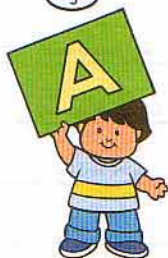


Which fruit is the most popular? oranges

Which fruit is the least popular? pears

Page 14

say
place
hat
ball
angel



well
heat
street
help
end
either



Page 15

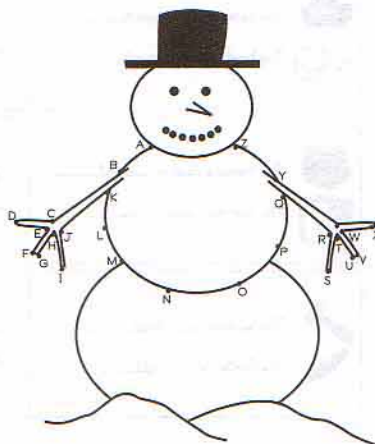


kind
listen
sip
sigh
drift
icicle
goat
stop
go
slow
doze
open

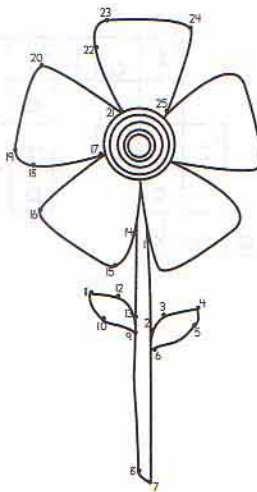


bus
cute
use
excuse
sunk
under

Page 18



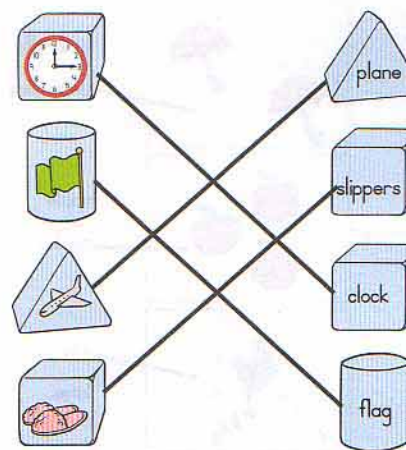
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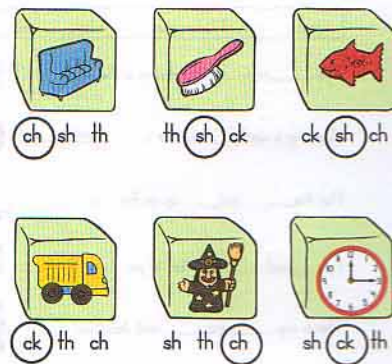
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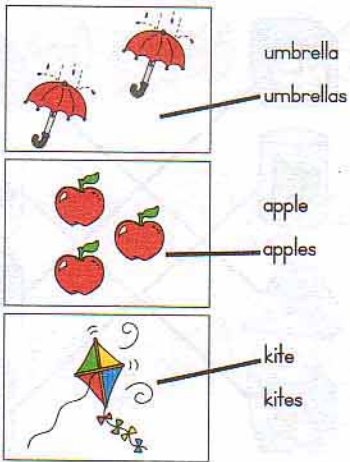


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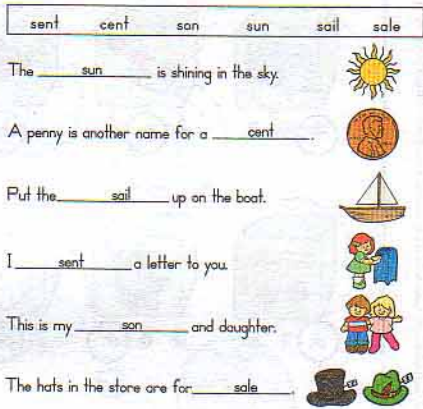
doghouse
frog
pear
star
tree
truck

ANSWERS

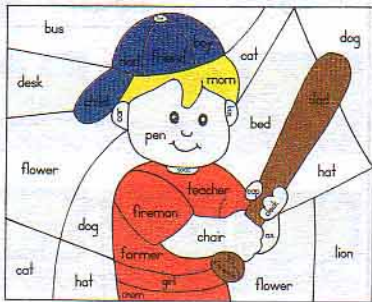
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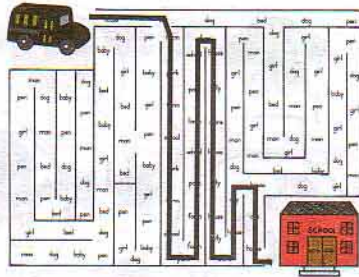
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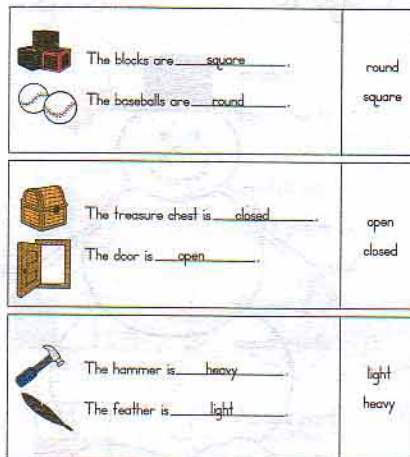
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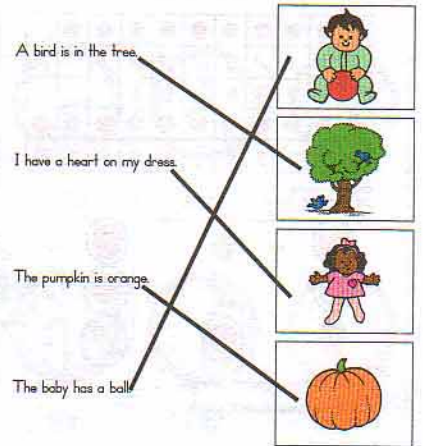
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