

Threes  
and Fours

**AWARE, CARE, & SHARE™**



**MY NAME IS**

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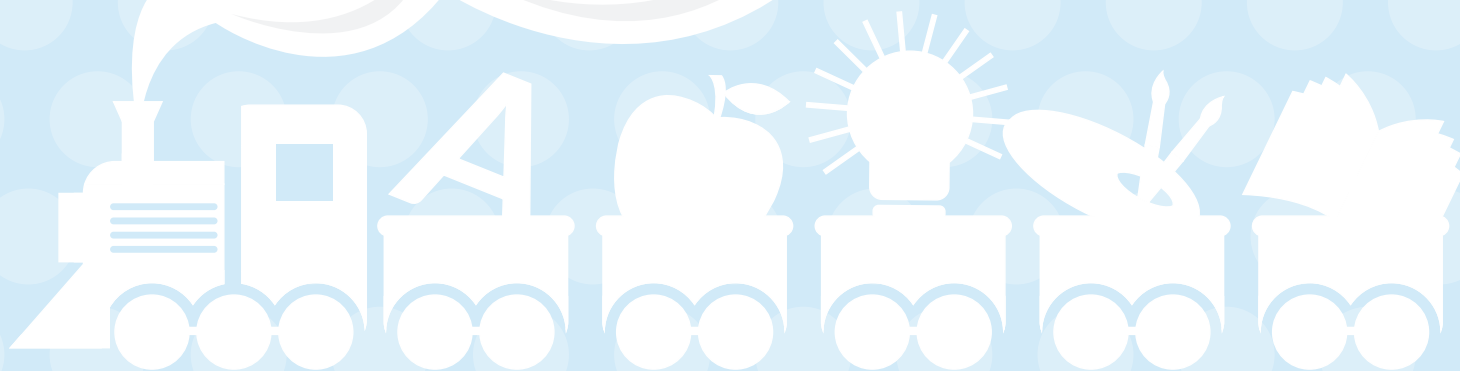
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**AND THIS IS MY**



**WORKBOOK**



# Dear Parent,

A child's learning journey never stops, even during uncertain and difficult times. Every child is unique and approaches learning differently. While there are many ways that parents and family members can support this journey at home, it can be hard to decide what to do and when.

Within these pages you will find literacy and math activities specially designed for children who are 3 or just turned 4. The activities will help children learn skills in each of the literacy and math strands defined in the chart below. We recommend doing one literacy and one math activity per day.



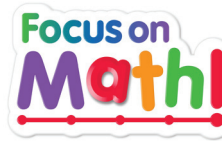
**Vocabulary Development:** Children's oral vocabulary grows through meaningful conversations, daily use of rich spicy words, and reading books. Vocabulary Development is the first and most important predictor of learning to read and write.

**Phonological Awareness:** This is the ability to hear and play with sounds. Children practice manipulating sounds through rhymes and syllables.

**Phonemic Awareness:** Identifying sounds and being able to hear how they are alike and different is important for learning to read. Children practice recognizing single sounds and learn how words are made up of a number of single sounds blended together.

**Print Awareness:** It begins with understanding that a picture can represent an object or animal or person. This ability to think symbolically allows children to take the next step: learning that the squiggly lines on a page have meaning.

**Alphabet Knowledge:** Preschool children begin the journey by learning that letters are different from other shapes and pictures, and that letters have unique names, sounds, shapes, and order within the alphabet. They begin to understand that letters are symbols we use in print to make words and sentences.



**Problem-Solving:** This skill is the heart of math. When we encourage children to identify and find solutions to problems, we are fostering critical thinking skills.

**Math Language:** This helps children to know the connections between the words we say and the words we use to describe math: how much, more, less, shorter, high, low, etc. Math language is the talk of our lives. Often this is how we describe people, objects, and events.

**Number Sense Awareness:** Number sense is an intuitive understanding of numbers. Number sense helps young children understand quantity in relationship to objects in their lives.

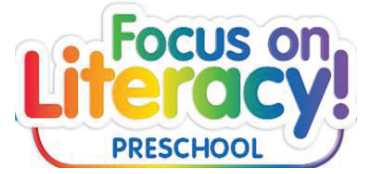
**Visual Awareness:** Helping young children visualize small quantities is a great foundation for early mathematics because it allows children to understand larger numbers in the future. When children can see a quantity in their minds, it helps them see relationships between numbers more clearly.

**Number Knowledge:** Numbers are the adjectives we use to describe: How much? How many? How long? How short? Number knowledge is the understanding that numerals represent a quantity.

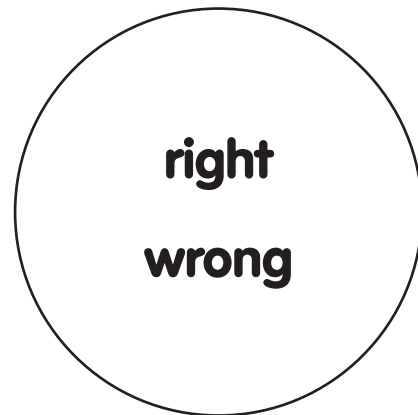
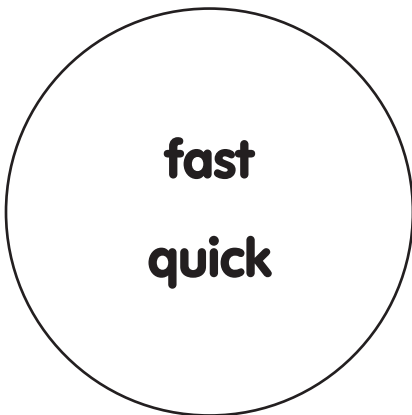
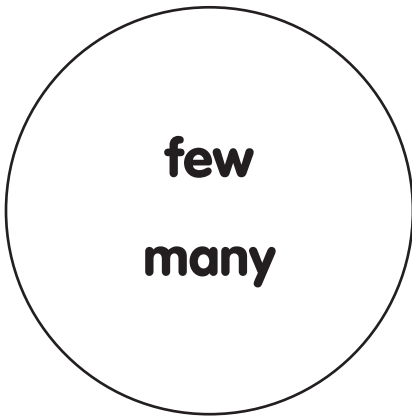
**Dr. Susan**  
Chief Academic Officer

**Enjoy sharing this workbook with your child and seeing your child learn these important skills.**

# Vocabulary Development

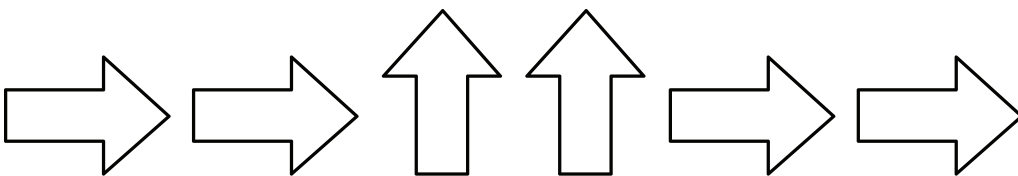
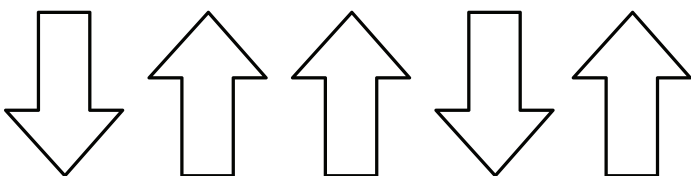
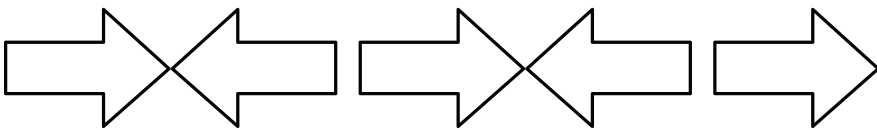
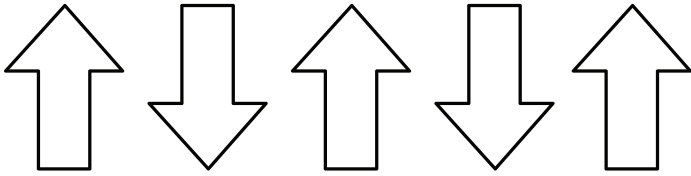


Antonyms are words that mean the opposite of each other, such as big and small. Help your child to look at each set of words below. Have them color the circles that contain antonyms in green. If the circle does not contain a pair of antonyms, color it red.



# Problem-Solving

Encourage your child to look at the patterns below. Then, draw the arrows that would complete the next two places of the pattern.



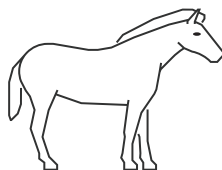
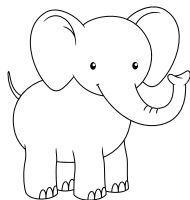
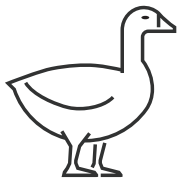
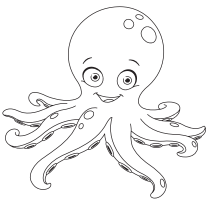
# Phonological Awareness

Encourage your child to sort the pictures at the bottom of the page by the amount of syllables in the word. It may be helpful to have your child say the word out loud, then clap to hear how many syllables there are.

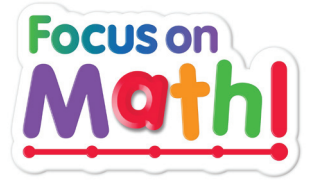
1

2

3

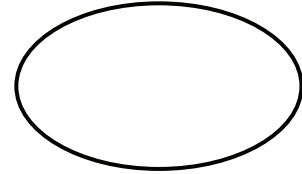


# Math Language



Help your child to read the words in the first column, then ask them to match the word to the correct shape.

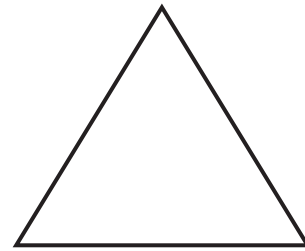
**triangle**



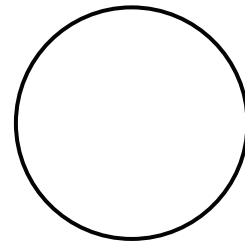
**square**



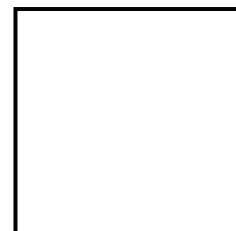
**circle**



**rectangle**



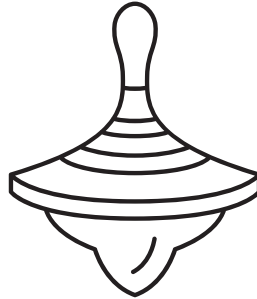
**oval**



# Phonemic Awareness

Encourage your child to look at the words below, then help them to change one letter in the word to spell out the picture.

pop



\_\_\_\_\_

bat



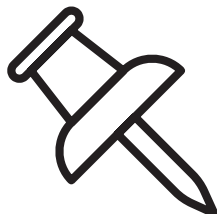
\_\_\_\_\_

rug



\_\_\_\_\_

pan



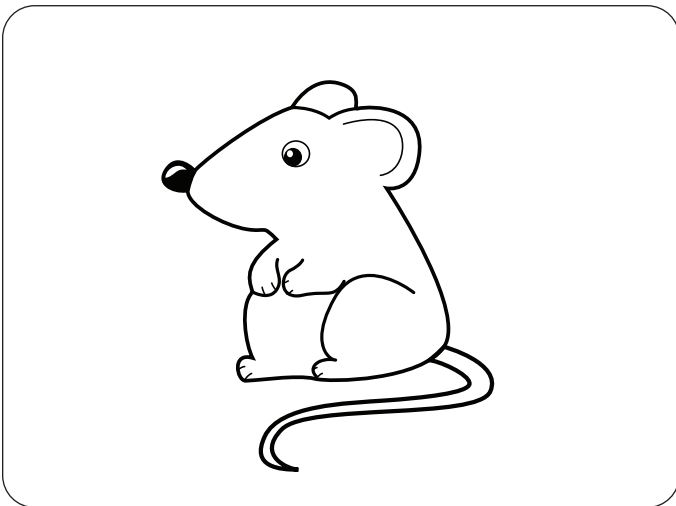
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# Number Sense Awareness

Have your child look at the pictures in the first box. Read the question to them, and encourage them to think of something they can draw in the second box that will answer the question.



**What is shorter than a house?**



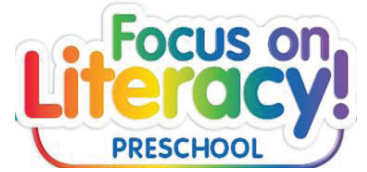
**What is heavier than a mouse?**



**What is taller than a child?**



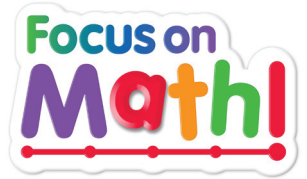
# Print Awareness



Have your child draw a picture in the empty box below. Ask your child to tell you what they have drawn, and encourage them to write down any words they can on the lines.

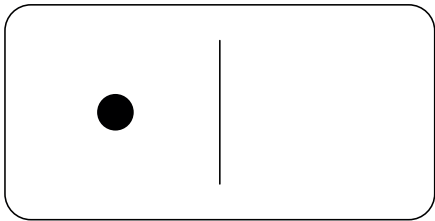
A large, empty rounded rectangle with a thin black border, intended for a child to draw a picture.Four horizontal black lines spaced evenly, intended for a child to write words.

# Visual Awareness

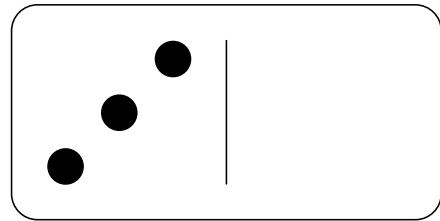


Ask your child to look at the number above each of the half-finished dominoes. Help them to fill in the number of missing dots in the blank half.

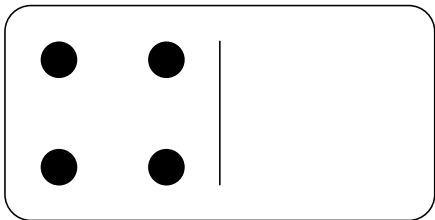
2



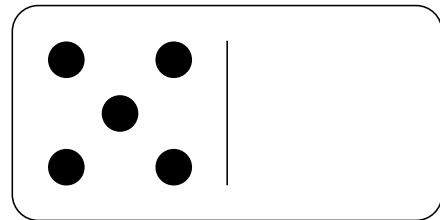
6



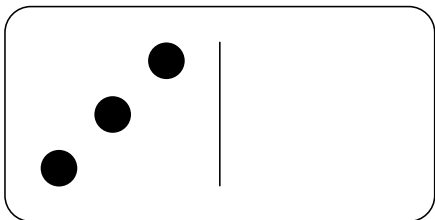
7



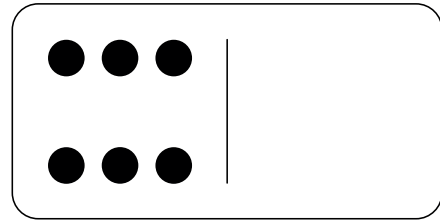
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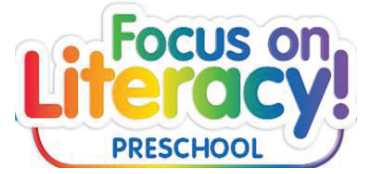
5



10



# Alphabet Knowledge



Encourage your child to become familiar with the order of the alphabet. Ask them to look at the letters below and write the missing letters in the blanks.

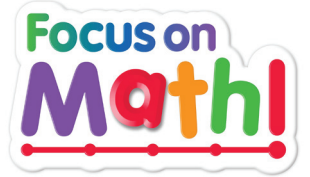
D \_\_\_\_\_ F G H I \_\_\_\_\_ K

A B \_\_\_\_\_ D E F \_\_\_\_\_ H \_\_\_\_\_

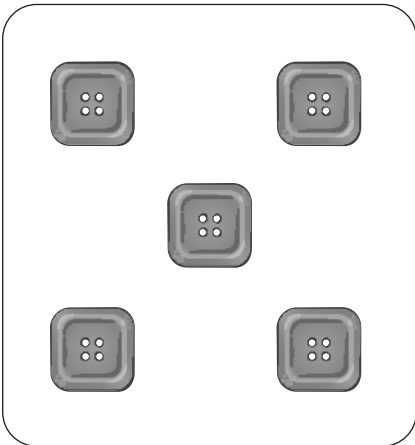
\_\_\_\_\_ M N \_\_\_\_\_ P Q R \_\_\_\_\_ T

S \_\_\_\_\_ \_\_\_\_\_ V \_\_\_\_\_ X \_\_\_\_\_ Z

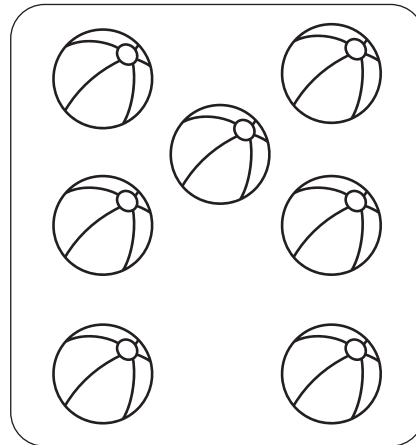
# Number Knowledge



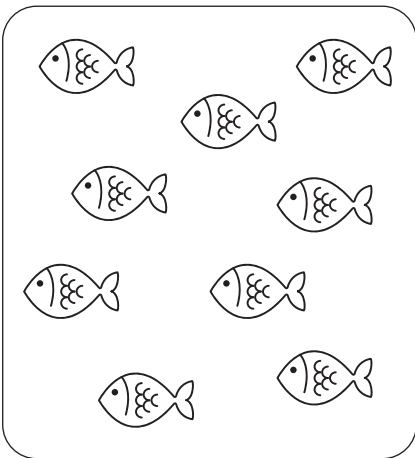
Ask your child to count to see how many items are in each box. Encourage them to write the number next to the box.



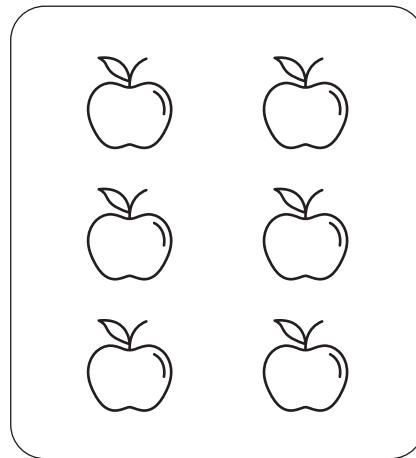
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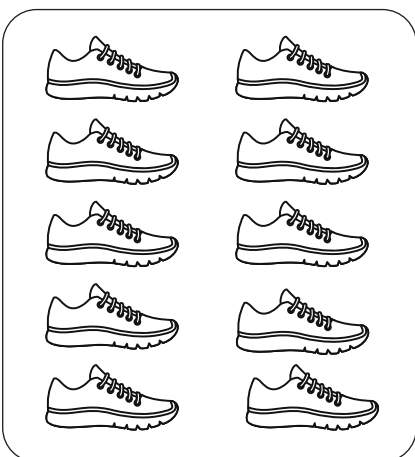
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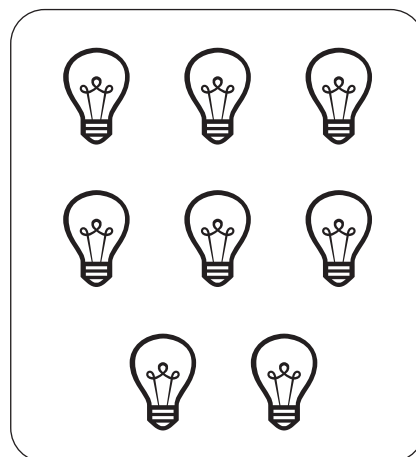
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