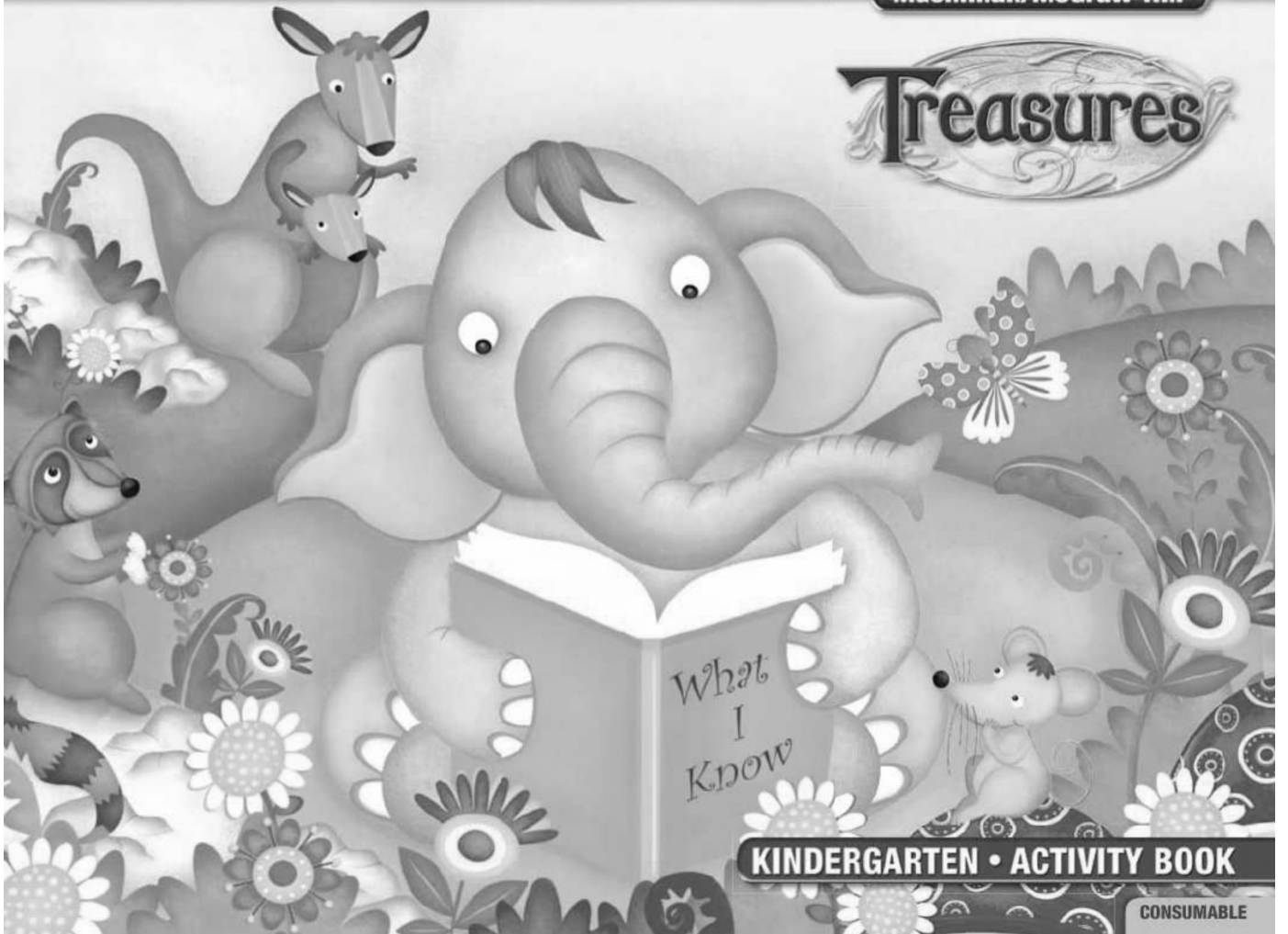


Unit 10 • I KNOW A LOT!

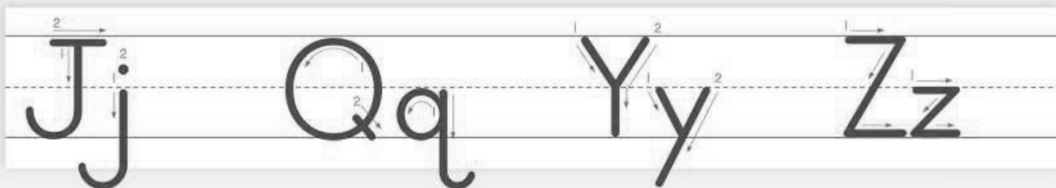
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# Treasures



KINDERGARTEN • ACTIVITY BOOK

CONSUMABLE



Write Jj, Qq, Yy, and Zz.

Jj

Qq

Yy

Zz

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At Home:

Use the cover of the Activity Book to talk about the theme: *I Know a Lot!*

Illustrator credits: Cover: Constanza Basaluzzo. 5: Sue Williams. 6: Sue Williams. 7: Matt Smith. 8: Matt Smith. 9: Thomas Taylor. 10: Thomas Taylor. 11: Nathan Jarvis. 12: Nathan Jarvis. 15: Mark Hicks. 16: Mark Hicks. 17: Elizabeth Sayles. 18: Elizabeth Sayles. 19: Amy Wummer. 20: Amy Wummer. 21: Nathan Jarvis. 22: Nathan Jarvis. 25: Shirley Beckes. 26: Shirley Beckes. 27: Carol Yoshizumi. 28: Carol Yoshizumi. 29: Martha Aviles. 30: Martha Aviles. 31: Nathan Jarvis. 32: Nathan Jarvis. Photo Credits: All Photographs by Macmillan/McGraw Hill (MMH) except as noted below: 3: (tl) Rubberball Productions/Getty Images; (tr) Joshua Ets-Hokin/Getty Images. 4: (l) Rubberball Productions/Getty Images; (tr) C Squared Studios/Getty Images; (cr) Brouner/Stockfood; (bl) Photodisc Green/Getty Images; (br) Thinkstock/Getty Images. 9: Joshua Ets-Hokin/Getty Images. 13: (l, tl) Image State/Alamy; (tl) D. Hurst/Alamy. 14: (l) D. Hurst/Alamy; (r, bc) C Squared Studios/Getty Images; (c) Jonelle Weaver/Getty Images; (cr) PhotoLink/Getty Images; (bl) Maier, Robert/Animals Animals; (br) Photodisc/Getty Images. 23 (l, br) Rubberball Productions/Getty Images; (cl) Joshua Ets-Hokin/Getty Images; (bl) D. Hurst/Alamy; (bc) Image State/Alamy. 24: (tl) Rubberball Productions/Getty Images; (tr) Joshua Ets-Hokin/Getty Images; (r) John Warden/Superstock; (cr) Thinkstock/Getty Images; (br) Photodisc Green/Getty Images. 27: (l, r) G.K. & Vikki Hart/Getty Images. 28: Rubberball Productions/Getty Images. 29: (tl) D. Hurst/Alamy; (tr) Image State/Alamy.

Name \_\_\_\_\_

Unit 10 • Week 1

# What's New?

## Letters to Know



## Listen and Read



Big Book



Decodable Reader

## Words to Know

with

my

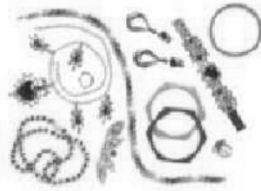




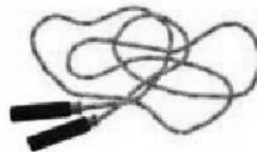
1.



2.



3.



**Phonics: /j/**

Say the name of each picture. Identify the sound that you hear at the beginning of each picture name. Write the letter that stands for the /j/ sound. Repeat the names aloud.



**At Home:**

Ask your child to name each picture and its beginning letter and sound.

Name \_\_\_\_\_



**Comprehension: Use Illustrations** *What Do You Know!*

Look at the picture. Tell what is happening. Circle the animal that is eating a banana. Draw a box around the food that is green. Draw a line under the food that the rabbit might eat.



**At Home:**

Ask your child to tell you what is happening in the picture.



**Comprehension: Use Illustrations**

Look at the picture. Talk about what you see. Circle the item of clothing that has stars on it. Draw a box around the item of clothing that has buttons. Draw a line under the item of clothing that is blue.



**At Home:**

Ask your child to tell you about the picture.

Name \_\_\_\_\_



I can play with you!

**High-Frequency Words:** *with, my*  
Read the book aloud to a partner. Pick a sentence. Count the words in the sentence.



**Take Home Book:**  
Ask your child to read the book aloud to you.

4 Unit 10: I Know A Lot! • Week 1



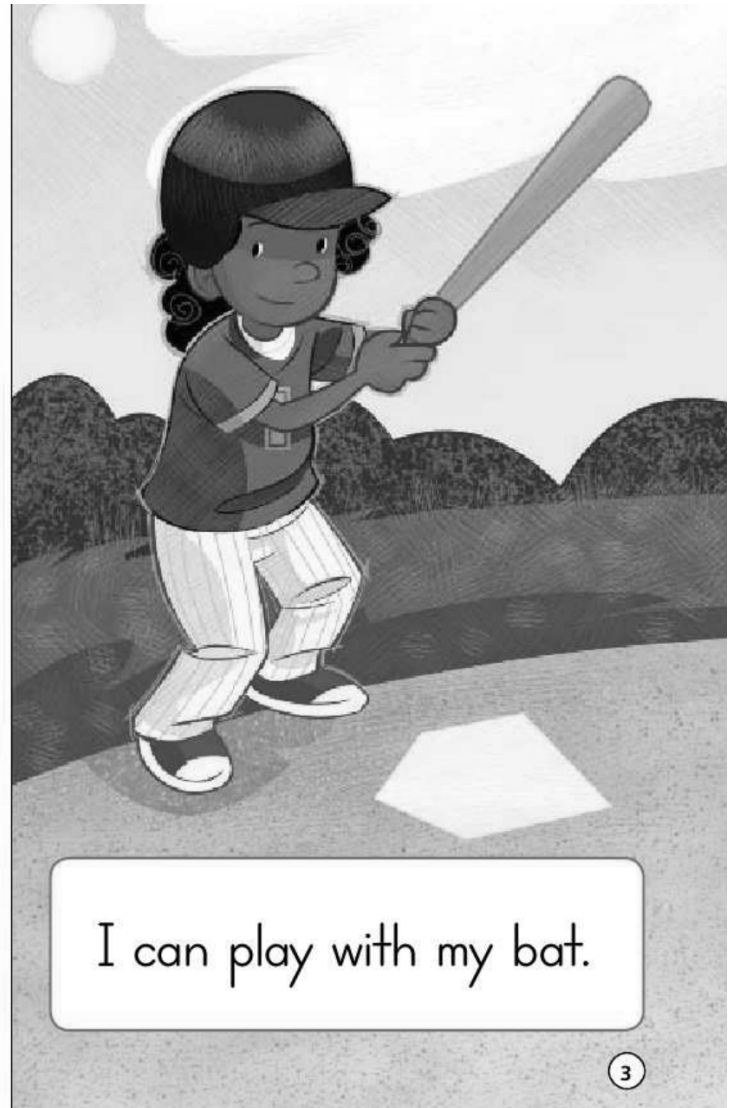
I can play with my top.

1



I can play with my fan.

2






I can play with my bat.

3



Name \_\_\_\_\_

Qq   

1.



qu \_\_\_\_\_



\_\_\_\_\_

2.



\_\_\_\_\_



\_\_\_\_\_

3.



\_\_\_\_\_



\_\_\_\_\_

**Phonics: /kw/qu**

Say the name of each picture. Identify the sound that you hear at the beginning of each picture name. Write the letters that stand for the /kw/ sound. Repeat the names aloud.



**At Home:**

Ask your child to name each picture and its beginning letters and sound.



quack quick jam

1.



I can quack.

2.



I am \_\_\_\_\_.

3.



I like \_\_\_\_\_.

**Phonics: Blending qu, j**

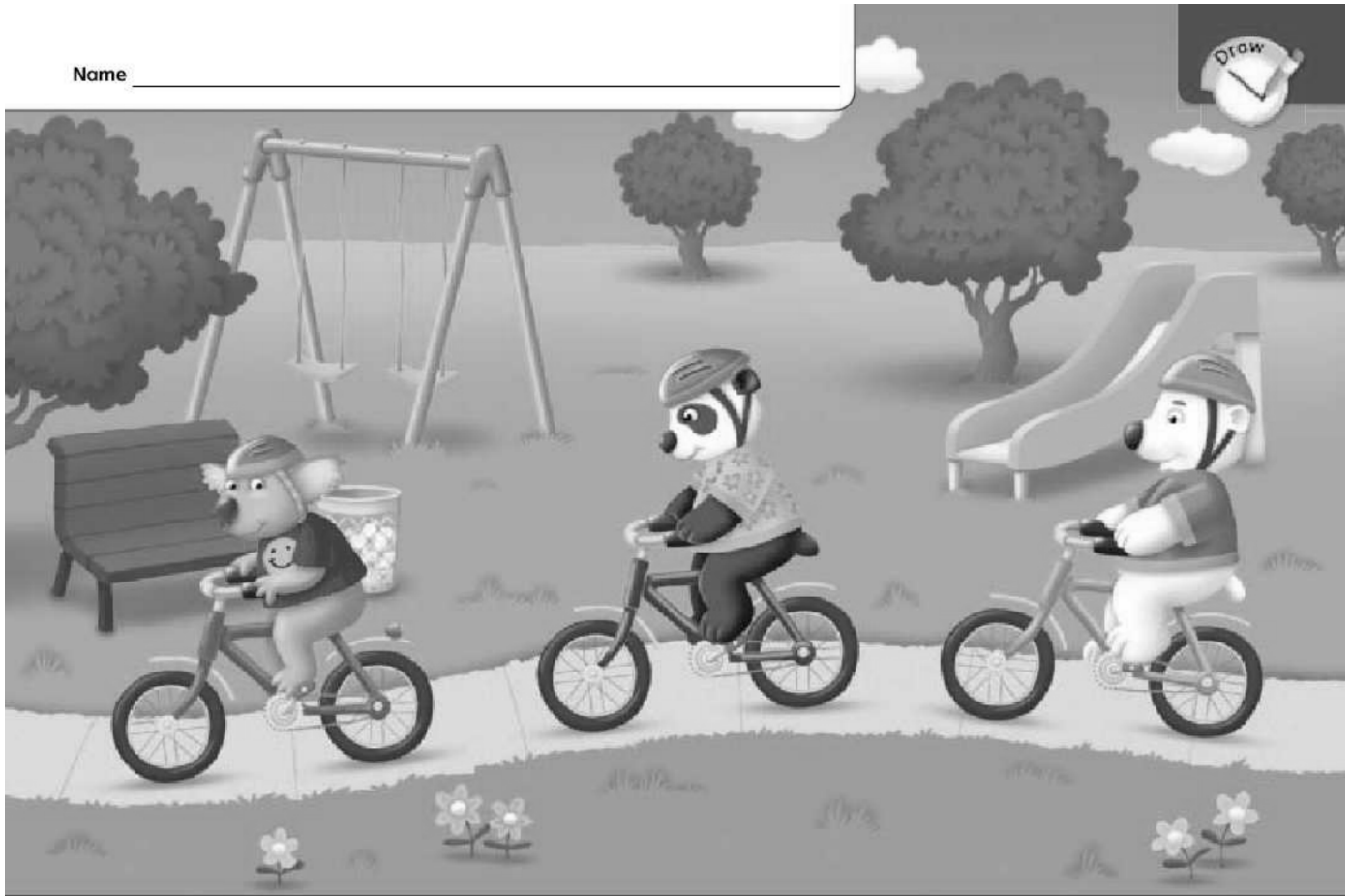
Point to the word as you blend the sounds and say the word. Read the sentence. Write the word that completes the sentence.



**At Home:**

Ask your child to read the sentences aloud.

Name \_\_\_\_\_



**Comprehension: Use Illustrations**

Look at the picture. Describe the picture speaking in complete sentences. Circle the animal riding a red bike. Draw a line under the animal wearing a blue T-shirt. Draw a box around the first animal.



**At Home:**

Ask your child to talk about what is happening in the picture.



1.



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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**Phonics: /j/, /kw/qu**

Say the name of each picture. Then write the letter or letters that stand for the sound you hear at the beginning of the word.



**At Home:**

Ask your child to name each picture and its beginning letter or letters and sound.

Name \_\_\_\_\_

# What's New?

## Letters to Know



## Listen and Read



Big Book



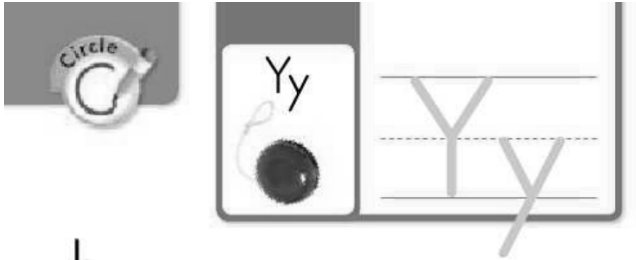
Decodable Reader

## Words to Know

me

where





1.



2.



3.



**Phonics: /y/y**

Say the name of each picture. Identify the sound you hear at the beginning of each picture name. Circle each picture whose name begins with the same sound as yo-yo. Write the letter.



**At Home:**

Ask your child to name each picture on the page that begins with the same sound as yo-yo.

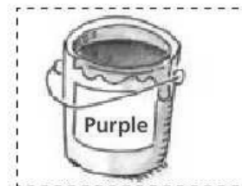
Name \_\_\_\_\_



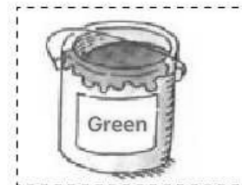
1. Blue and Yellow is



2. Red and Yellow is



3. Red and Blue is



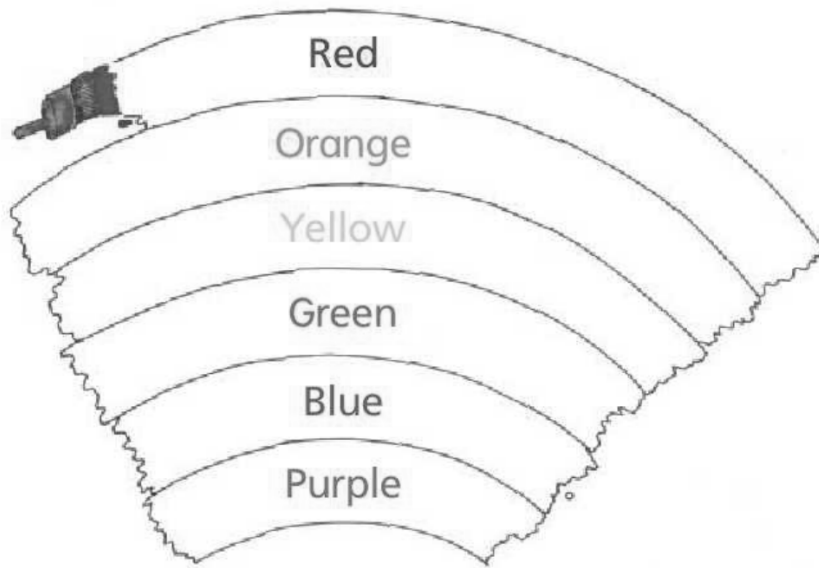
**Comprehension: Cause and Effect** *Warthogs Paint*

Use crayons to show each color. Cut out the paint cans and glue them to show the correct color each mixture makes. Tell what happens when colors are mixed together speaking in complete sentences.



**At Home:**

Ask your child to tell you what color each mixture makes.



Green!



Orange!



Purple!

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**Comprehension: Cause and Effect** *Warthogs Paint*

Use red, yellow, and blue crayons to color the rainbow. Tell what colors you mixed to get each color speaking in complete sentences.



**At Home:**

Ask your child to tell you what colors he or she used to make new colors.



Name \_\_\_\_\_



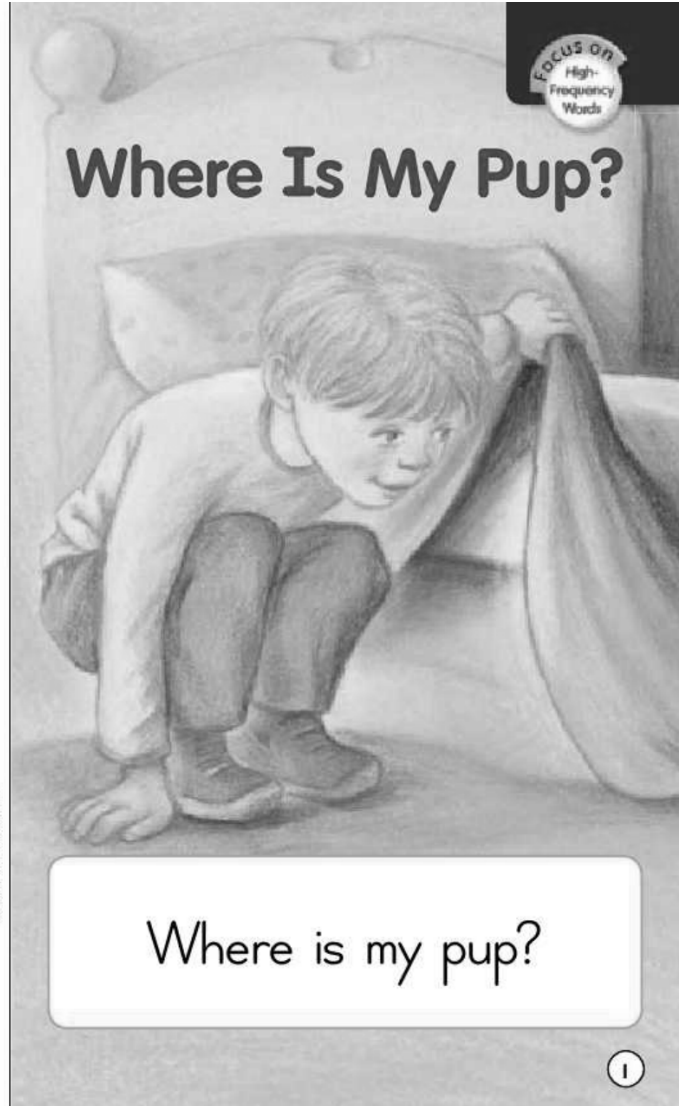
He is with me.

**High-Frequency Words: me, where**  
Read the book aloud to a partner. Pick a sentence. Count the words in the sentence.



**Take Home Book:**  
Ask your child to read the book aloud to you.

4 Unit 10: I Know A Lot! • Week 2



# Where Is My Pup?



Where is my pup?

1



Can you look with me?

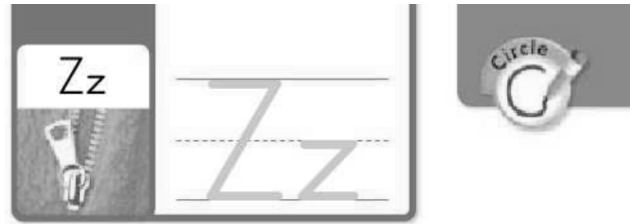
2



Where is he?

3

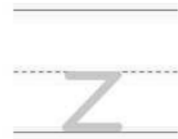
Name \_\_\_\_\_



1.



0



2.



3.



**Phonics: /z/z**

Say the name of each picture. Identify the sound you hear at the beginning of each picture name. Circle each picture whose name begins with the same sound as *zebra*. Write the letter.



**At Home:**

Ask your child to name each picture on the page that begins with the same sound as *zebra*.



Zeb zip Yes

1.



I am Zeb.

2.



I can \_\_\_\_\_.

3.



\_\_\_\_\_, I can!

**Phonics: Blending y, z**

Point to the word as you blend the sounds and say the word. Read the sentence. Write the word to complete the sentence. Read the sentence again.



**At Home:**

Ask your child to read the sentences aloud.

Name \_\_\_\_\_



1.



2.



**Comprehension: Cause and Effect**

1. Look at the pictures. The man's actions will cause something to happen. Circle what will happen next. 2. Look at the pictures. The girl's actions will cause something to happen. Circle what will happen next.



**At Home:**

Ask your child to tell you what is happening in the pictures.



1.



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

-----

\_\_\_\_\_

O

\_\_\_\_\_

-----

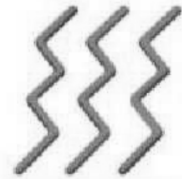
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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**Phonics: /y/y, /z/z**

Say the name of each picture. Then write the letter that stands for the sound you hear at the beginning of the word.



**At Home:**

Ask your child to name each picture and its beginning letter and sound.

Name \_\_\_\_\_

# What's New?

## Letters to Know



## Words to Know

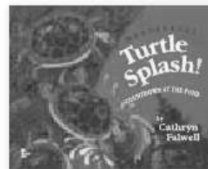
with

my

me

where

## Listen and Read



Read-Aloud  
Trade Book

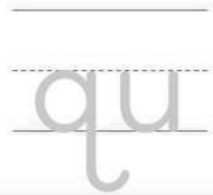
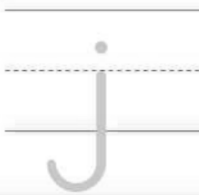


Decodable Reader

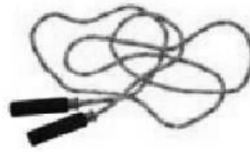




1.



2.



3.



**Phonics: /j/, /kw/qu**

Say the name of each picture. Identify the sound that you hear at the beginning of each picture name. Then write the letter or letters that stand for the sound. Repeat the names aloud.



**At Home:**

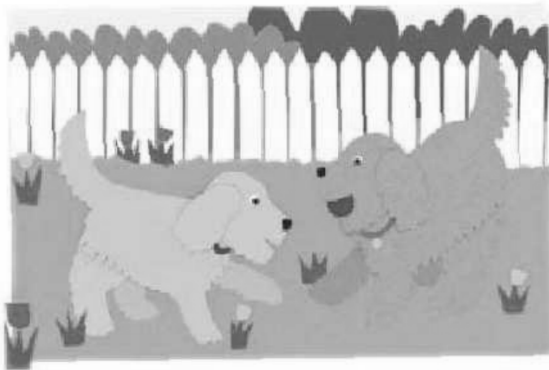
Ask your child to name each picture and its beginning letter or letters and sound.



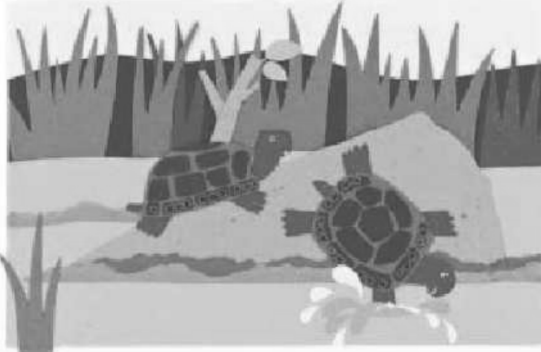
Name \_\_\_\_\_



1.



2.



**Comprehension: Setting *Turtle Splash!***

1. Look at the pictures. Circle the picture that shows animals in a forest setting.
2. Look at the pictures. Circle the picture that shows turtles in a pond setting.



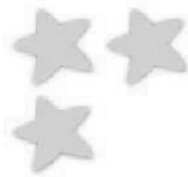
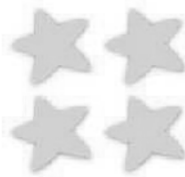
**At Home:**

Ask your child to tell you about the setting of each picture.



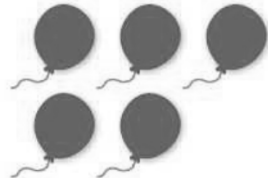
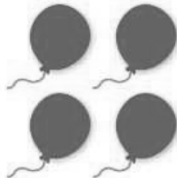
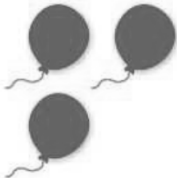
1.

2



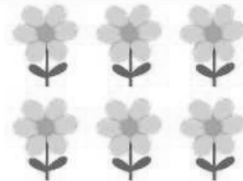
2.

5



3.

4



4.

3



**Vocabulary: Number Words**

Read each number. Count each set of objects. Circle the group of objects in each row that shows the number.



**At Home:**

Ask your child to count each set of objects.

Name \_\_\_\_\_



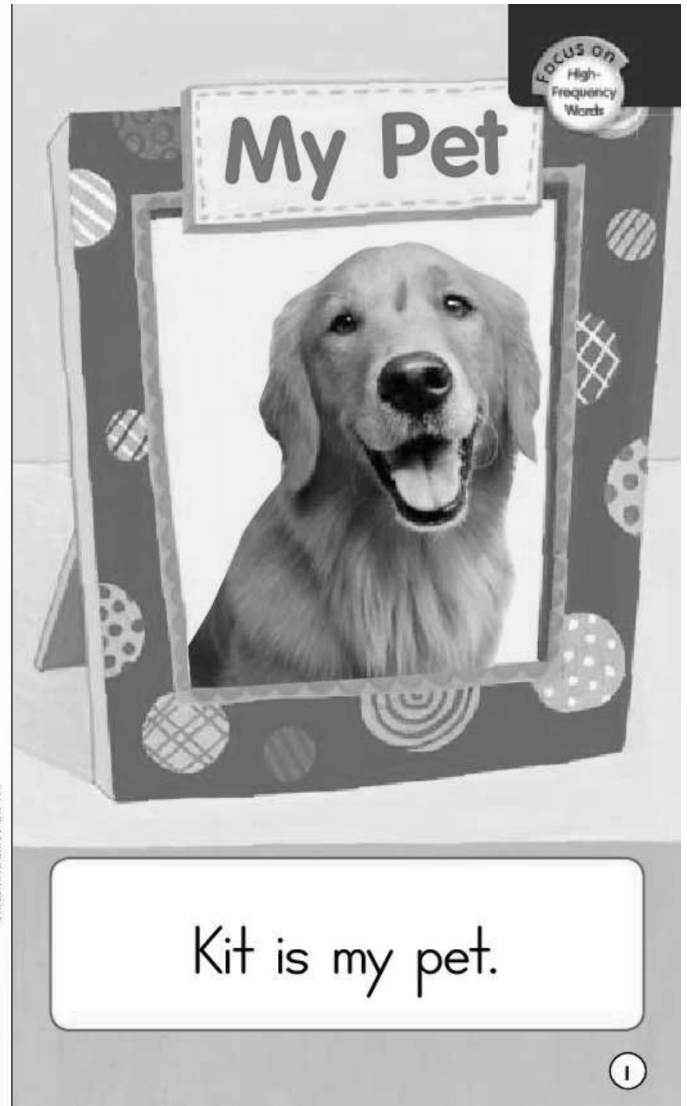
She is here with me!

**High-Frequency Words:** *with, my, me, where*  
Read the book aloud to a partner. Pick a sentence. Count the words in the sentence.



**Take Home Book:**  
Ask your child to read the book aloud to you.

4 Unit 10: I Know A Lot! • Week 3



Kit is my pet.

1



She can play with me.


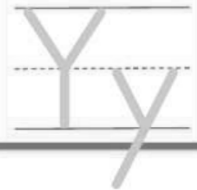

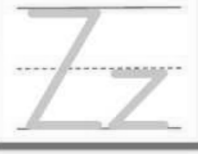

②



Where is Kit?

③

Name \_\_\_\_\_

				
---	---	--	---	---

1.



2.



3.



**Phonics: /y/y, /z/z**

Say the name of each picture. Identify the sound that you hear at the beginning of each picture name. Then write the letter that stands for the sound. Repeat the names aloud.



**At Home:**

Ask your child to name each picture and its beginning letter and sound.



run sun bun

1.

run

run



2.

sun



3.

bun



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**Phonics: Blending un**

Point to the word as you blend the sounds and say the word. Write the word. Circle the picture that goes with the word.



**At Home:**

Ask your child to blend the sounds to read each word.

Name \_\_\_\_\_



1.



2.



**Comprehension: Setting**

1. Look at the two pictures. Circle the picture that shows ducks at a picnic.
2. Look at the two pictures. Circle the picture that shows animals at an airport.



**At Home:**

Ask your child to tell you the setting of each picture.



Name \_\_\_\_\_

1.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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\_\_\_\_\_  
\_\_\_\_\_

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**Phonics: /j/, /kw/qu/, /y/, /z/**

Say the name of each picture. Then write the letter or letters that stand for the sound you hear at the beginning of the word. Repeat the names aloud.



**At Home:**

Ask your child to name each picture and its beginning letter or letters and sound.

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