

Threes  
and Fours

**AWARE, CARE, & SHARE™**



**MY NAME IS**

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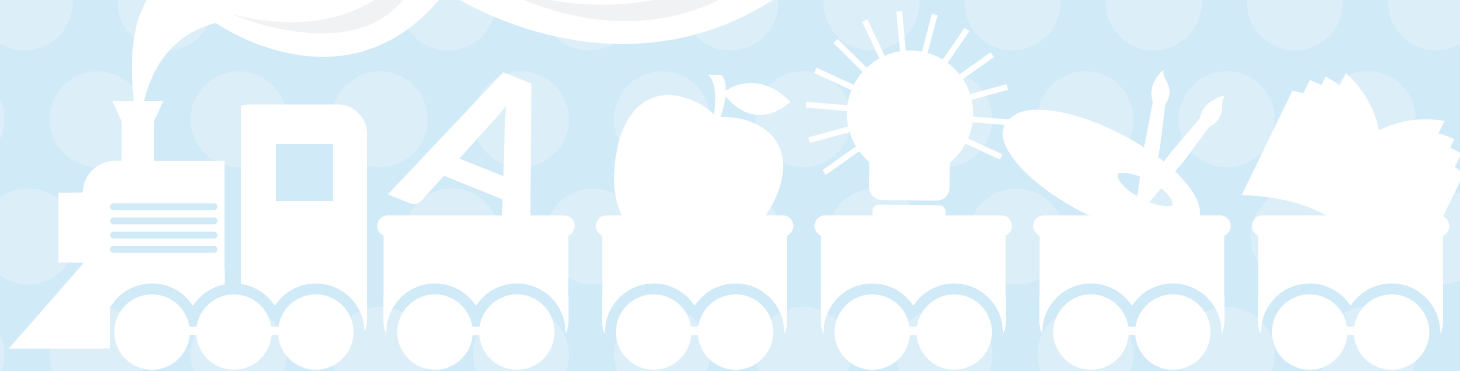
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**AND THIS IS MY**



**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.



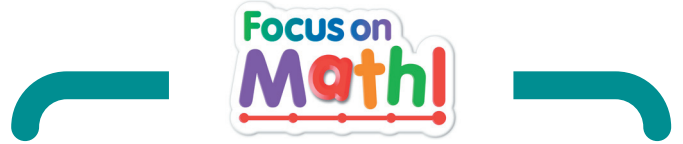
**Vocabulary Development:** Children's oral vocabulary grows through meaningful conversations, daily use of rich spicy words, and reading books. Vocabulary Development is the first and most important predictor of learning to read and write.

**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.

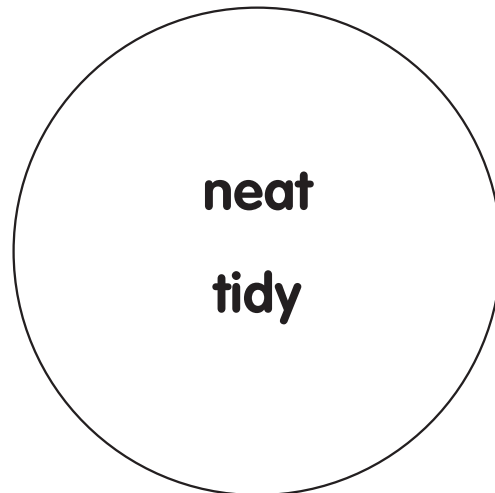
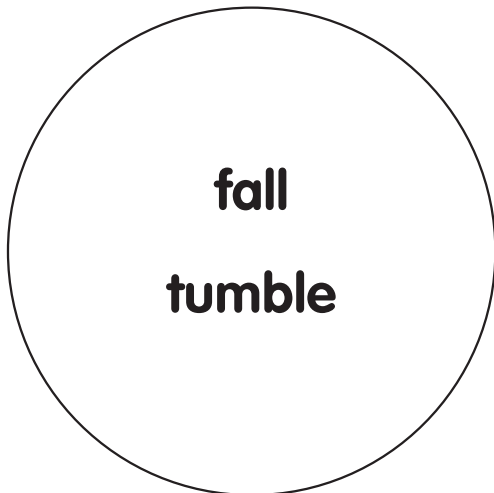
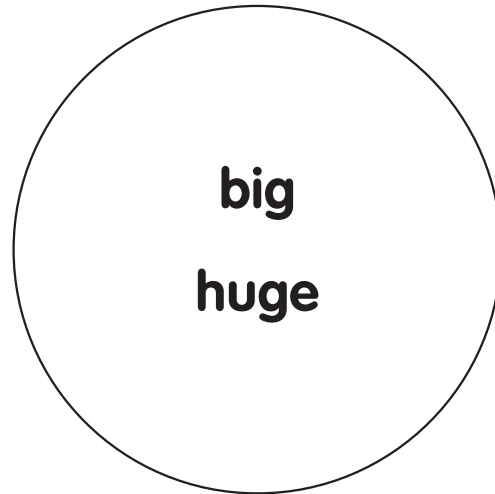
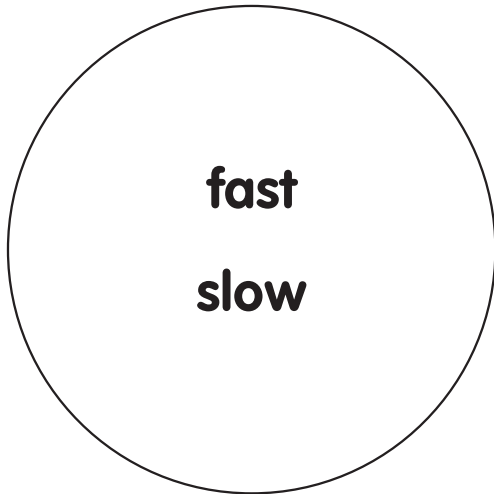
**Dr. Susan**  
Chief Academic Officer

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

# Vocabulary Development



Synonyms are words that are different, but mean the same thing. Help your child to read each set of words below. Have them color the circles that contain words that are synonyms in green. If the circle does not contain a pair of synonyms, color it red.



# Problem-Solving

Puzzles are a great way for children to begin problem-solving. Have your child color the picture below, then cut it out and have them mix up the pieces and put it back together. You can also do this with cereal boxes or pictures in magazines.



# Phonological Awareness

Read the following rhyme with your child. Underline the rhyming words, then encourage your child to jump every time they hear a pair of rhyming words. Read it again, and challenge your child to do a different action for each pair of rhyming words.

## Five Little Pumpkins

Five little pumpkins sitting on a gate.

The first one said, "Oh my, it's getting late."

The second one said, "There are witches in the air."

The third one said, "But we don't care."

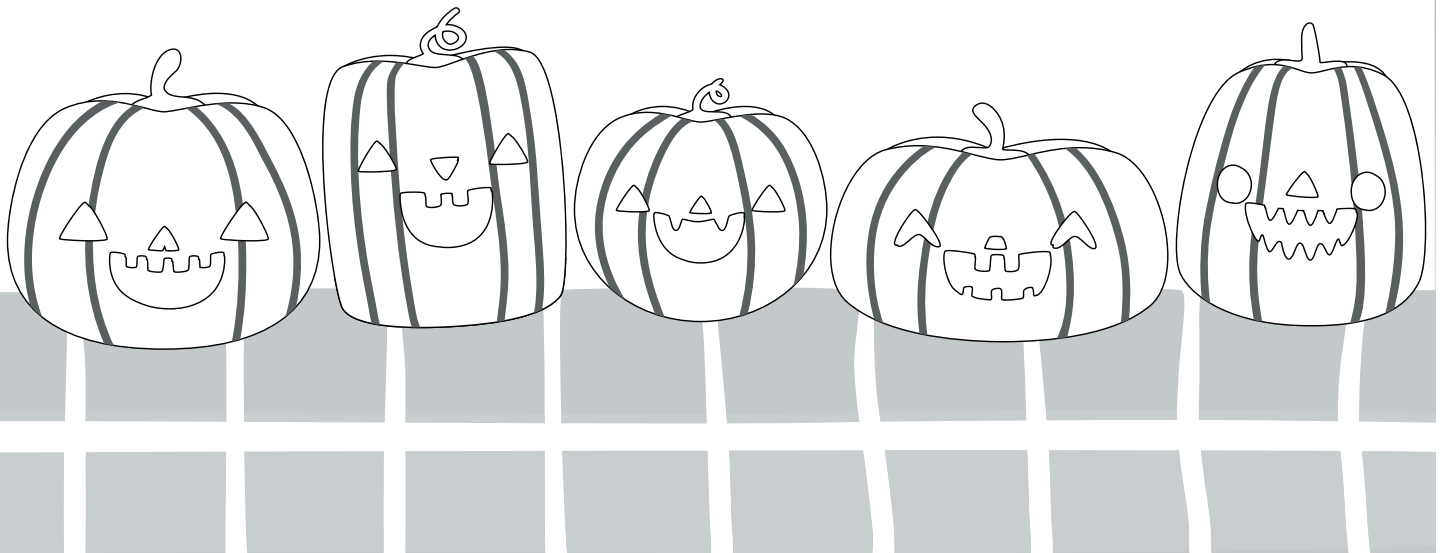
The fourth one said, "Let's run and run and run."

The fifth one said, "I'm ready for some fun."

Oooooooooooooo went the wind,

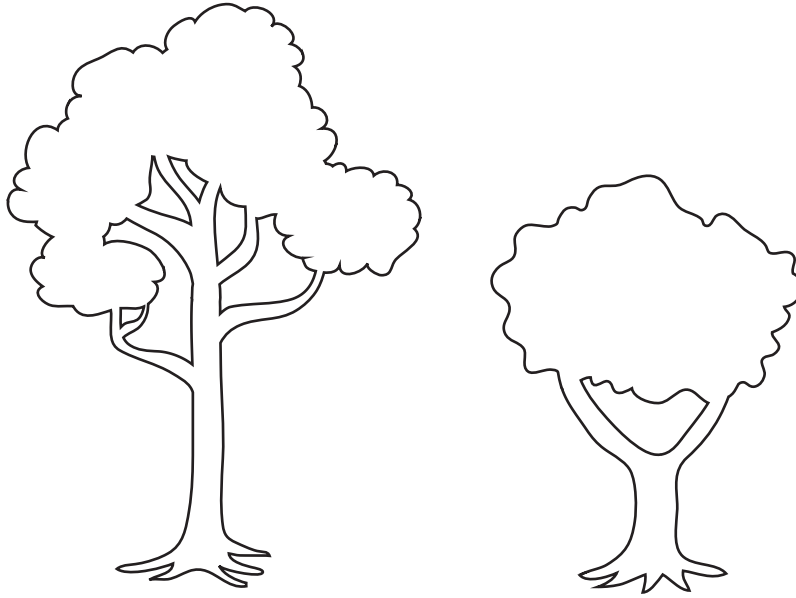
And out went the light.

And the five little pumpkins rolled out of sight!



# Math Language

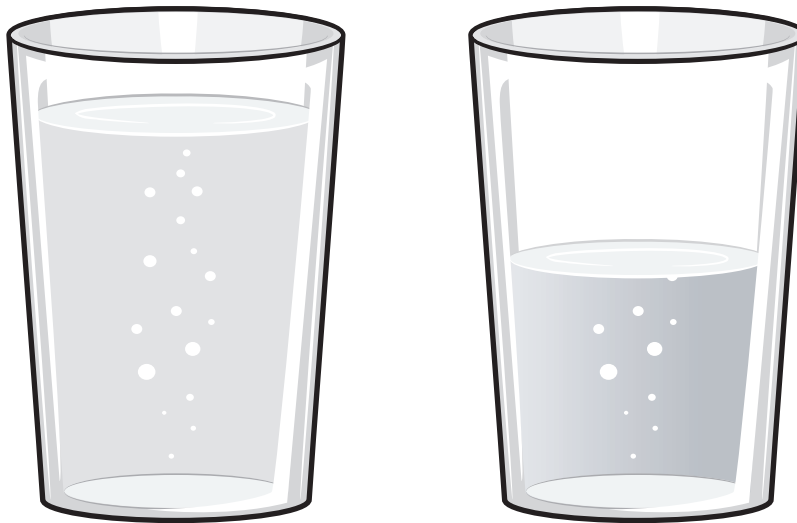
Math language is composed of the words we use to describe mathematical concepts such as more, less, taller, shorter, high, low, etc. Giving children plenty of opportunities to understand and use math language will help build their math skills. Ask your child to look at the pictures below. Can they use mathematical language to describe them? Encourage them to color the pictures and write their thoughts on the lines below the pictures.



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# Phonemic Awareness



Help your child to say the words in each group below. Two of the words have the same beginning sound, while one has a different beginning sound. Encourage your child to listen to each of the words, then draw a square around the word that has a different beginning sound.

**cap**

**tag**

**cut**

**pig**

**bag**

**bed**

**sun**

**sip**

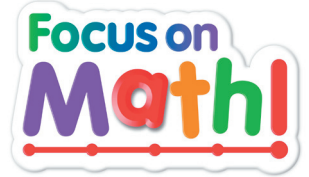
**tap**

**net**

**met**

**mop**

# Number Sense Awareness

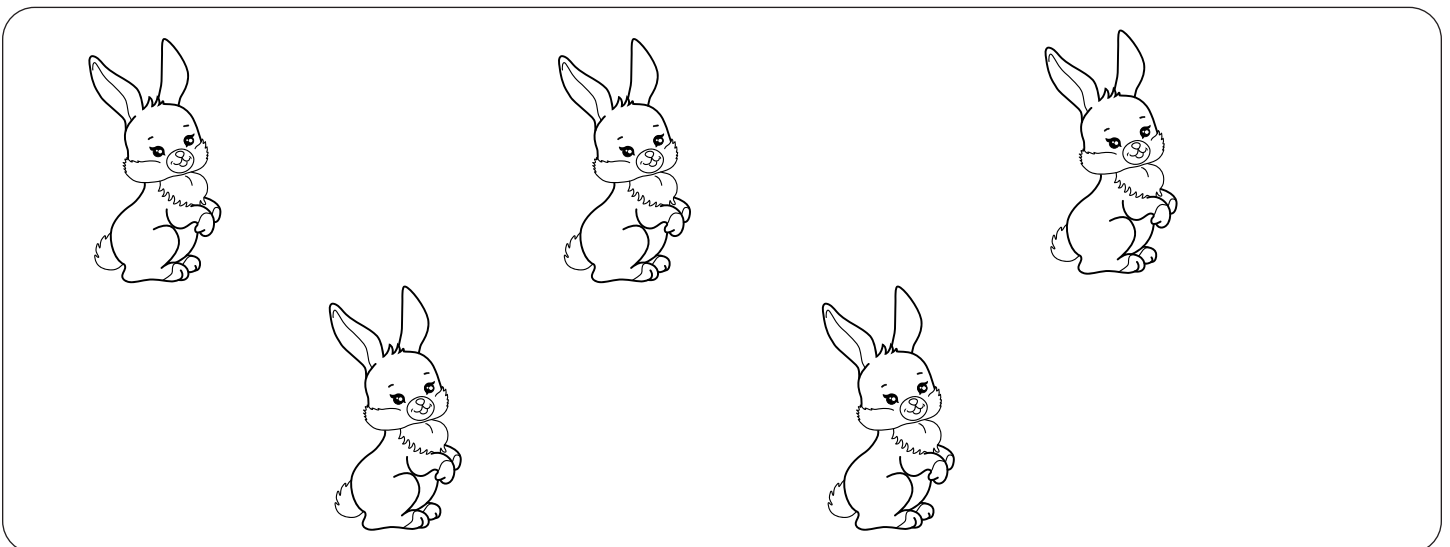


To encourage Number Sense Awareness, talk often about quantity and the relationships between quantities. Invite your child to look at the pictures and follow the directions below.

**Count the number of mice in the picture below. Then draw two more.  
Now how many mice are there? Count again to make sure**



**Feed each of the bunnies below. How many bunnies are there?  
Each one needs a carrot. Draw a carrot next to each bunny.  
Count again to make sure you have an equal amount of carrots and bunnies.**

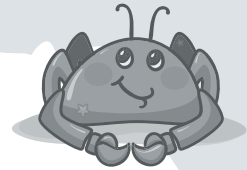




# Print Awareness



Writing with your child is an important way to help them understand that printed words are not only found in books. Take a few minutes to write a letter to your child, then read it to them, making sure to point to the words as you read them.



**Dear,** \_\_\_\_\_

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**Love,** \_\_\_\_\_

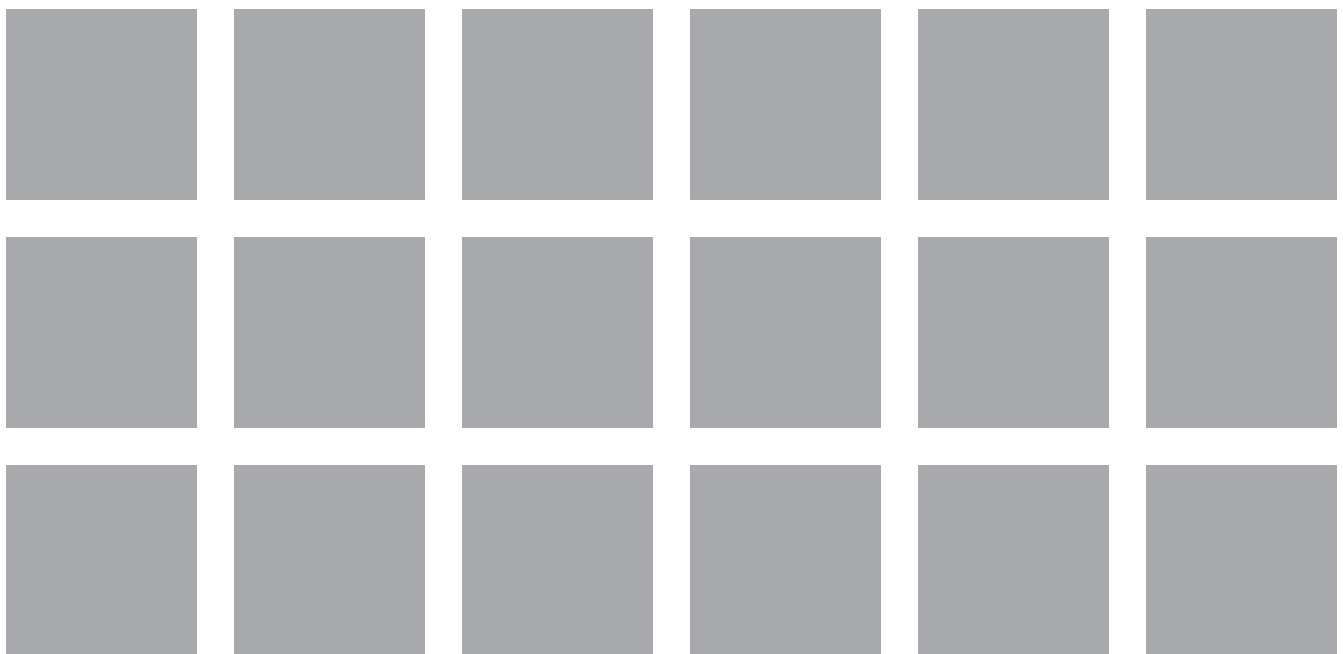


# Visual Awareness

Creating visual representations of quantities is an essential part of learning to visualize numbers. Encourage your child to cut out the squares below and use them to create a variety of visual representations for the same number. For example, you can show 3 in these different ways:

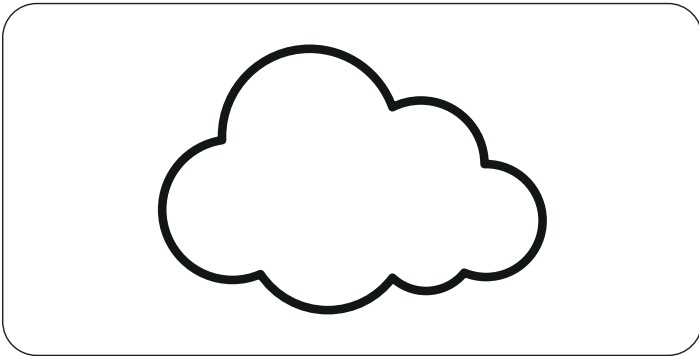


 Cut out the squares below.

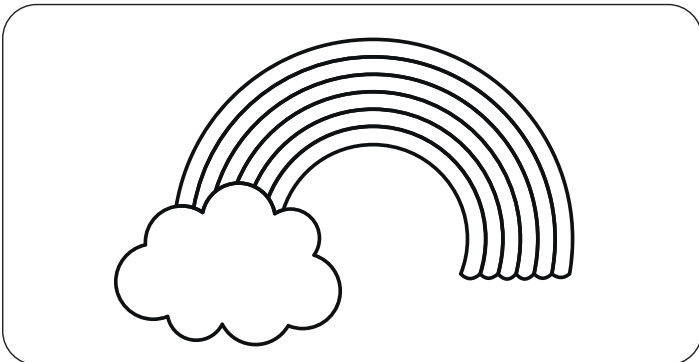


# Alphabet Knowledge

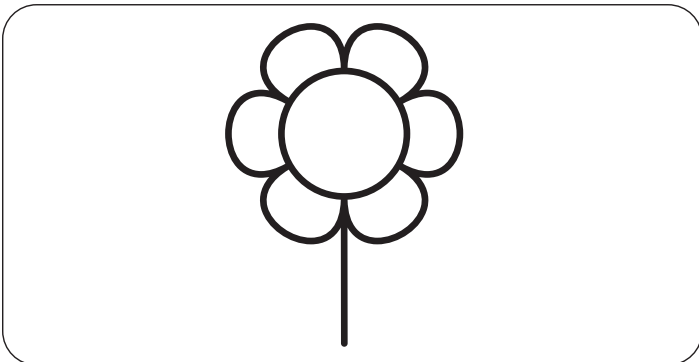
Children at this age are learning that there are relationships between letters and sounds. Have your child say the name of the picture aloud, listening for the beginning sound. Then draw a line to the letter that makes that sound.



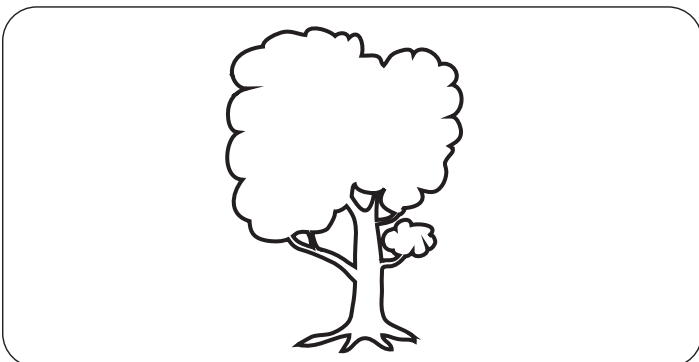
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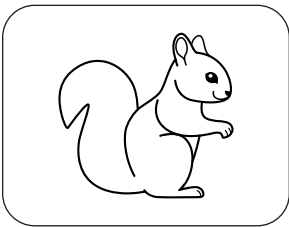
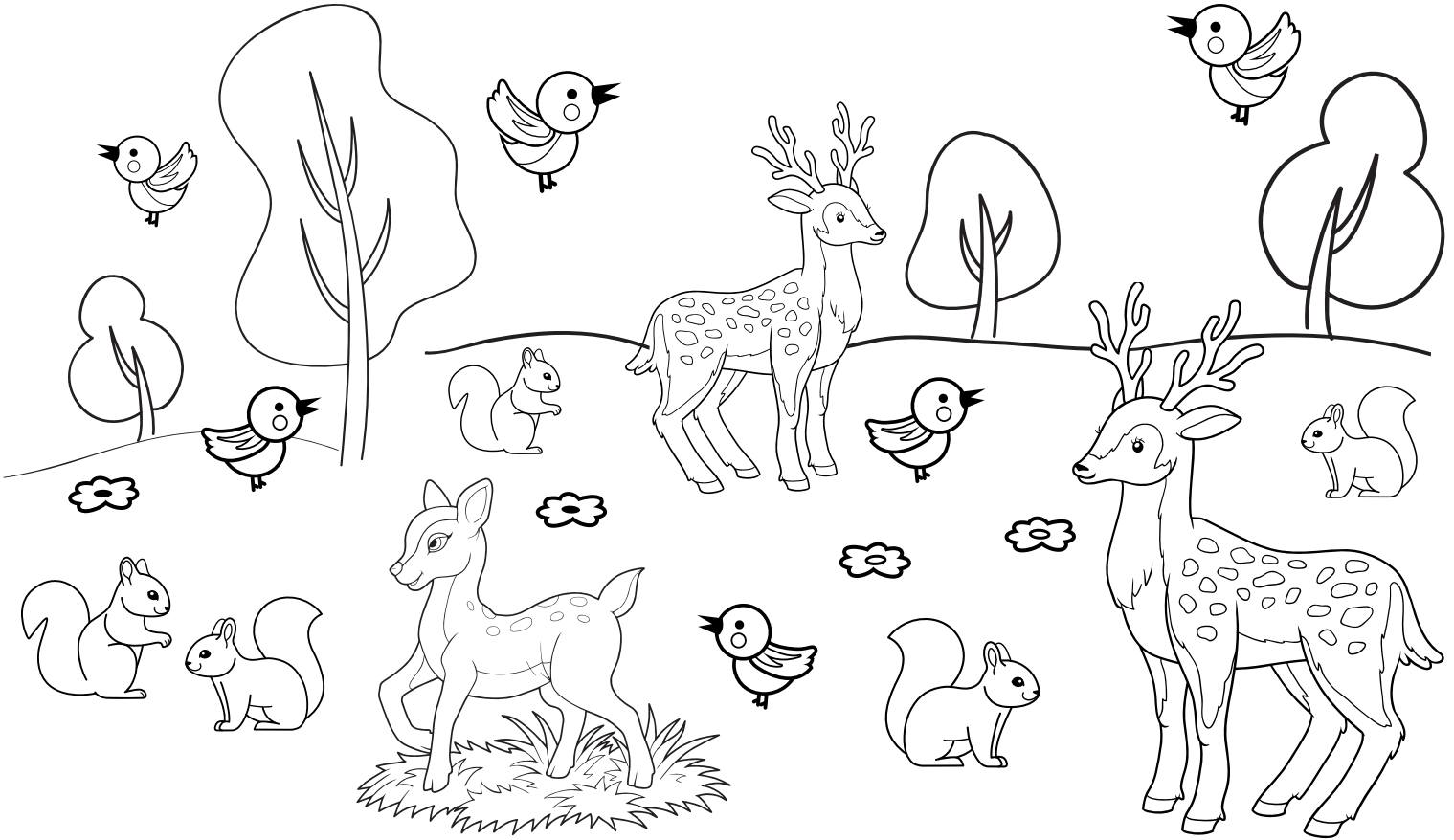
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# Number Knowledge

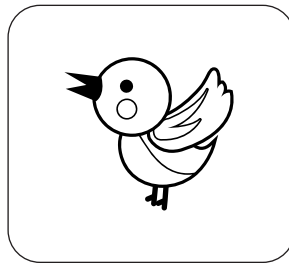
Encourage your child to gain practice in one-to-one correspondence. Have them look at the picture, then count to see how many of each of the objects there are. Encourage them to write that numeral next to each object at the bottom of the page. Then color the picture!



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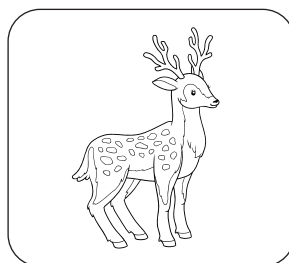
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