

Threes  
and Fours

**AWARE, CARE, & SHARE™**



**MY NAME IS**

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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.



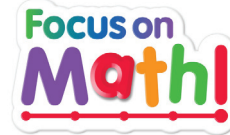
**Vocabulary Development:** Children's oral vocabulary grows through meaningful conversations, daily use of rich spicy words, and reading books. Vocabulary Development is the first and most important predictor of learning to read and write.

**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.

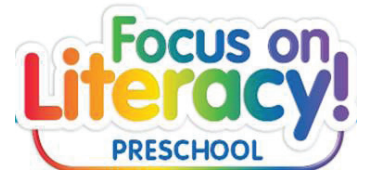
**Visual Awareness:** Helping young children visualize small quantities is a great foundation for early mathematics because it allows children to understand larger numbers in the future. When children can see a quantity in their minds, it helps them see relationships between numbers more clearly.

**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.

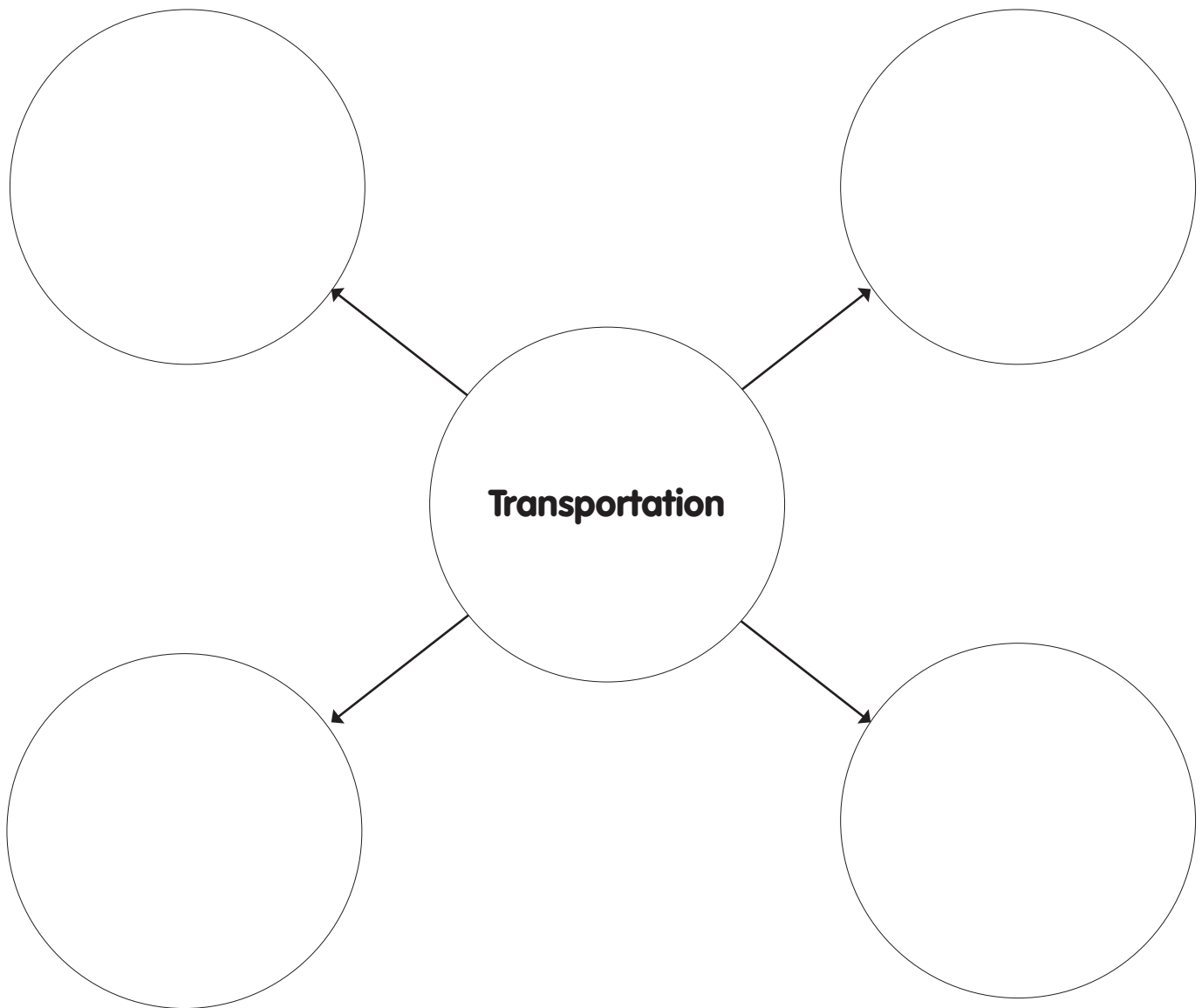
**Dr. Susan**  
Chief Academic Officer

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

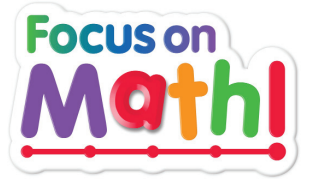
# Vocabulary Development



Talk to your child about the word **transportation**. It is the process of moving someone or something from one place to another. Encourage your child to think of other words that relate to transportation.



# Problem-Solving

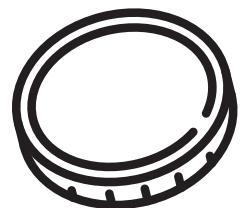
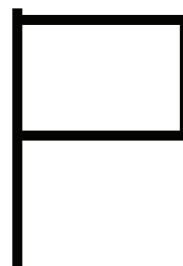
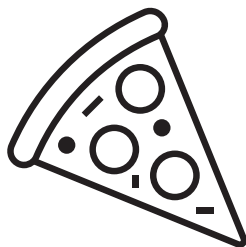
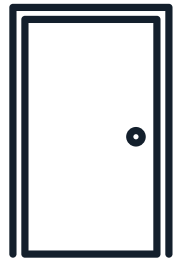
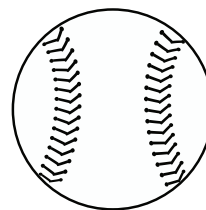
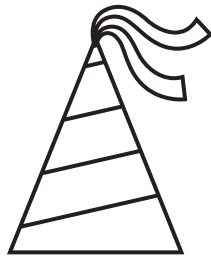
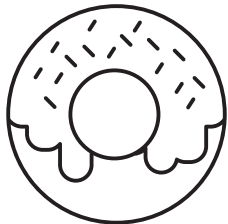
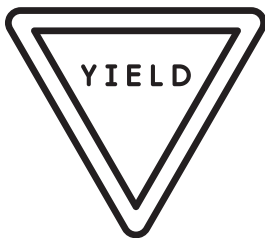


Encourage your child to color, then cut out the pictures below. Sort the pictures according to their shape, then glue them into the correct box.

**Rectangle**

**Circle**

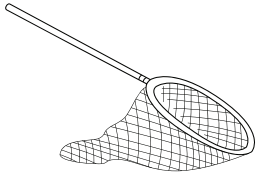
**Triangle**



# Phonological Awareness

Rhyming words have the same ending sounds. Encourage your child to look at the ending sounds in each of these boxes. Next, look at the pictures and create rhyming words by filling in the letter that completes that word.

\_\_\_ et



\_\_\_ et



\_\_\_ et



\_\_\_ et

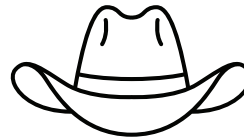


\_\_\_ et

\_\_\_ at



\_\_\_ at



\_\_\_ at



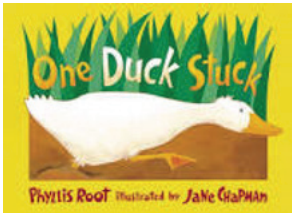
\_\_\_ at



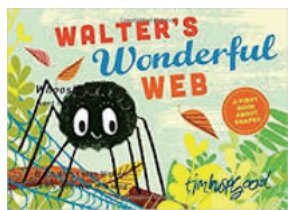
\_\_\_ at

# Math Language

Help your child to go on a word hunt. Encourage them to look through their books and find stories that include different types of math language like shapes and numbers. Can they find a book for each of the following categories?



**numbers**



**shapes**

# Phonemic Awareness



Help your child to say the words in each group below. Two of the words have the same ending sound, while one has a different ending sound. Encourage your child to listen to each of the words and then put an X over the word that has a different ending sound.

**map**

**cat**

**rat**

**pot**

**rip**

**bat**

**tab**

**bug**

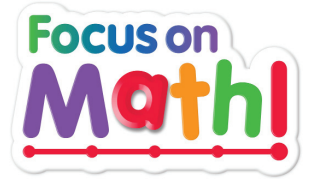
**big**

**pin**

**lip**

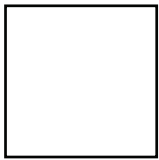
**sun**

# Number Sense Awareness



Have your child look at the picture below. Then follow the directions to draw the new pictures.

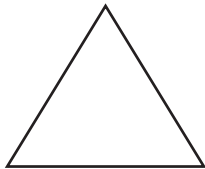
**A big square.**



**Draw a bigger square.**

**Draw the biggest square.**

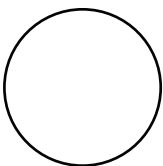
**A big triangle.**



**Draw a bigger triangle.**

**Draw the biggest triangle.**

**A big circle.**



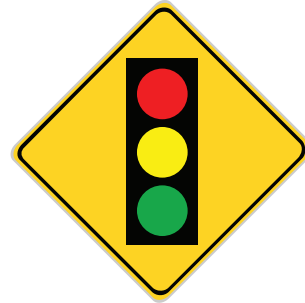
**Draw a bigger circle.**

**Draw the biggest circle.**



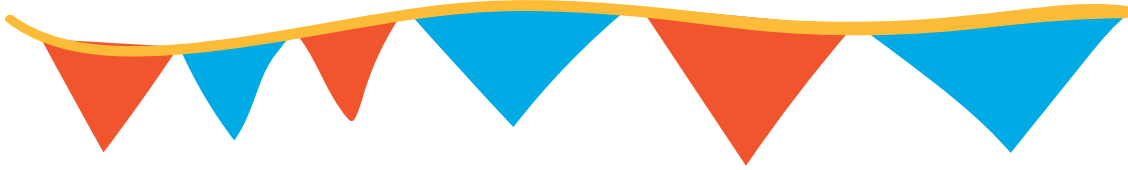
# Print Awareness

Some signs that you see have words, and some have only pictures. Have your child look at the pictures below and see if they can figure out what the sign means without any words. Help them write their thoughts underneath each picture.



# Visual Awareness

Read the following story starter to your child. Encourage them to think of how the rest of the story goes. How many math words can they use? Help them to write their story on the lines.



**My best friend is coming over for lunch. We are going to...**

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# Alphabet Knowledge



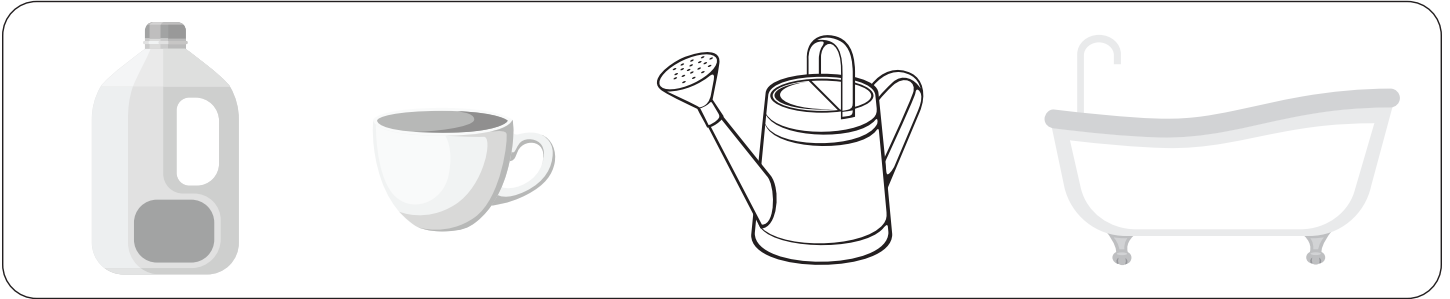
Ask your child to look through a newspaper or magazine and find letters that are crossed or have a dot on top, such as the letters T and J. This dot is called a tittle! Encourage them to cut out the letters and glue them under the correct category below.

**Letters that are  
crossed or have a dot**

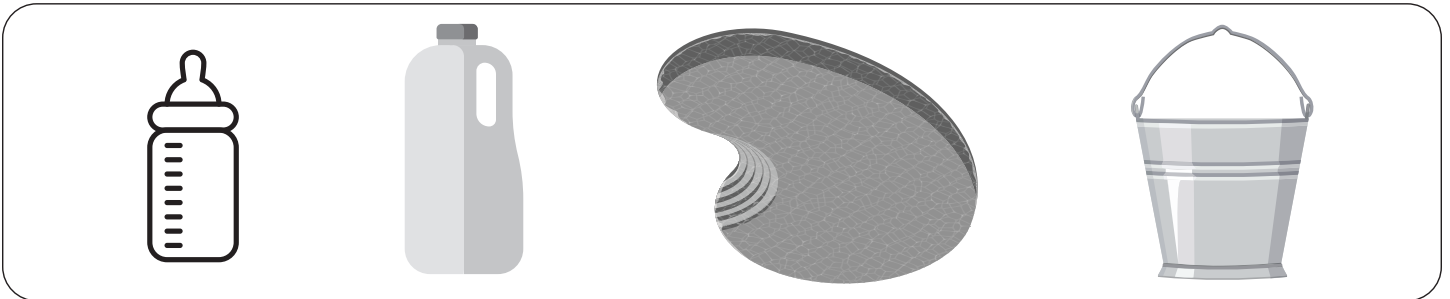
**Letters that are not crossed  
or do not have a dot**

# Number Knowledge

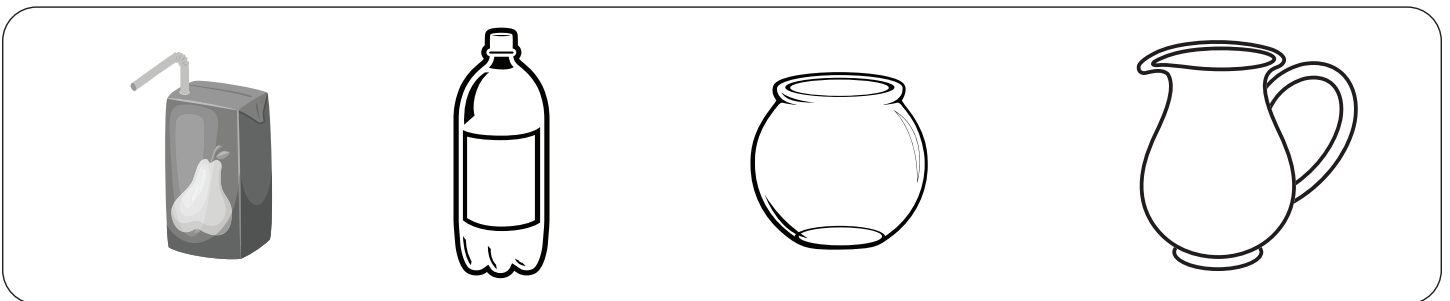
Have your child look at the different objects in each group. Encourage them to think about how much can fit into each container. Ask them to compare the capacity of each, then answer the questions.



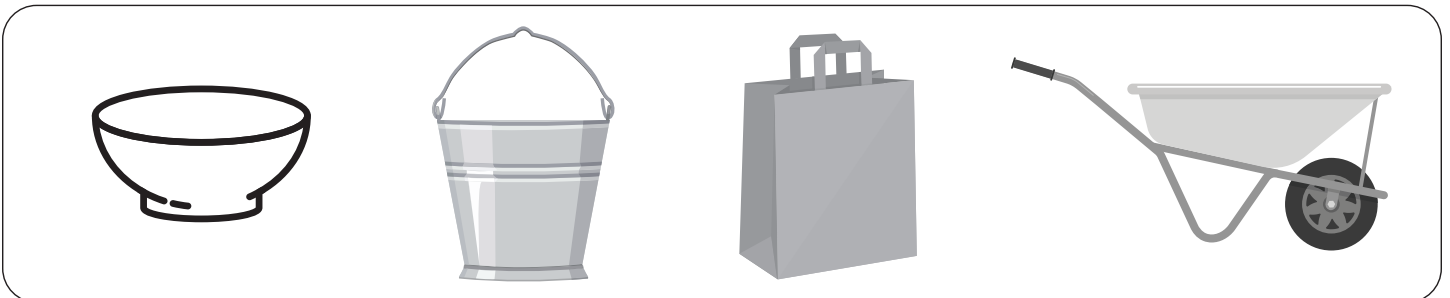
**Circle the object that has the highest capacity.**



**Circle the object that has the lowest capacity.**



**Circle the object that has the lowest capacity.**



**Circle the object that has the highest capacity.**