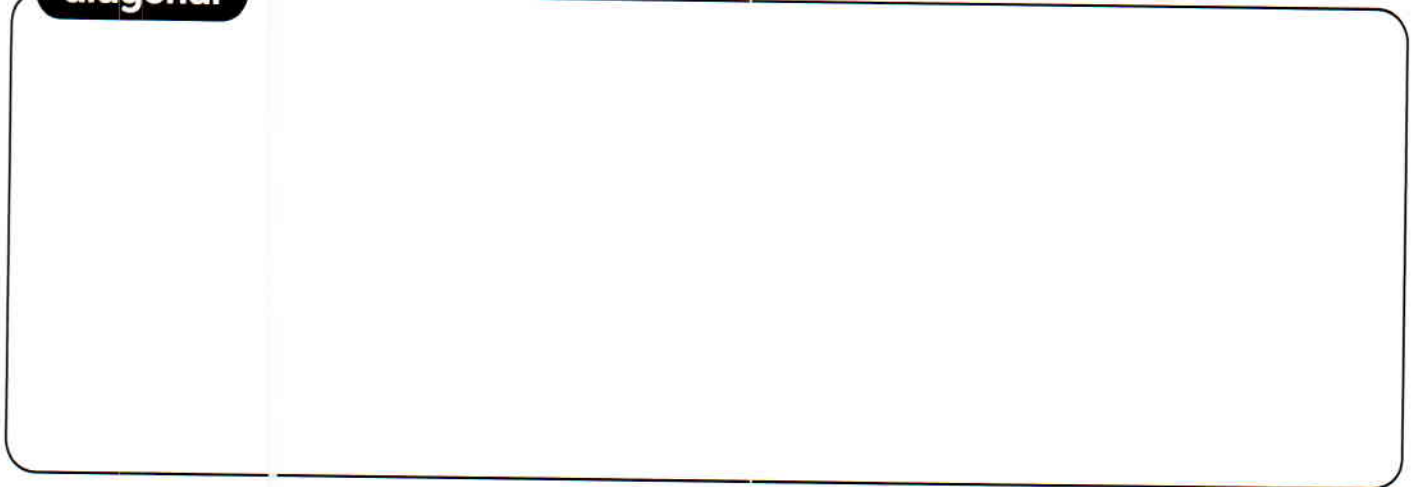


Name _____

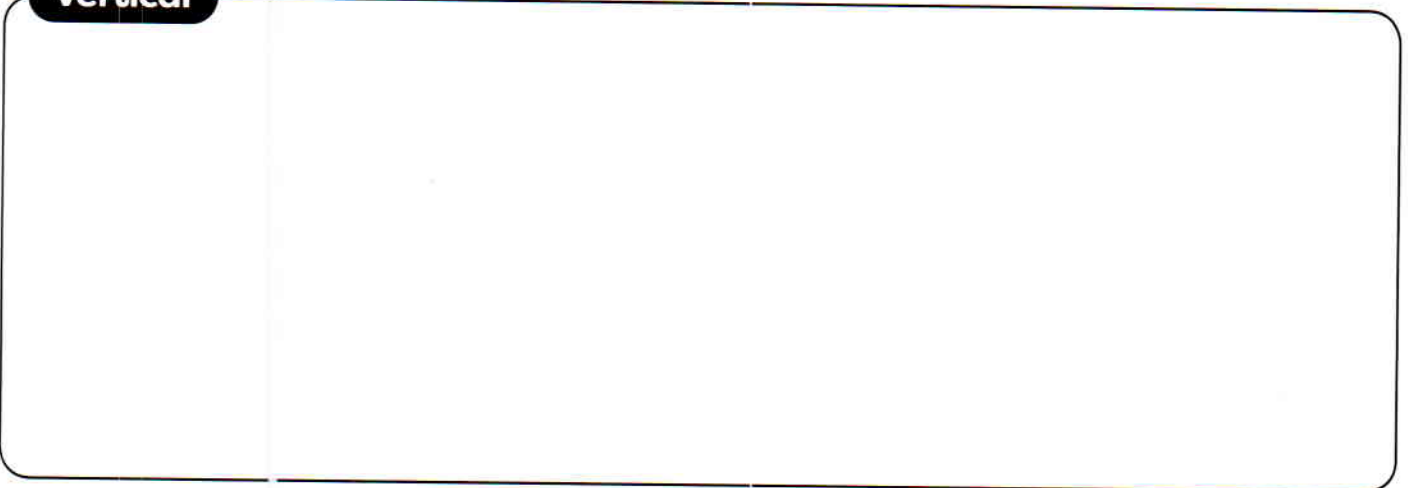
Lines

Lines have names that describe their place in space.

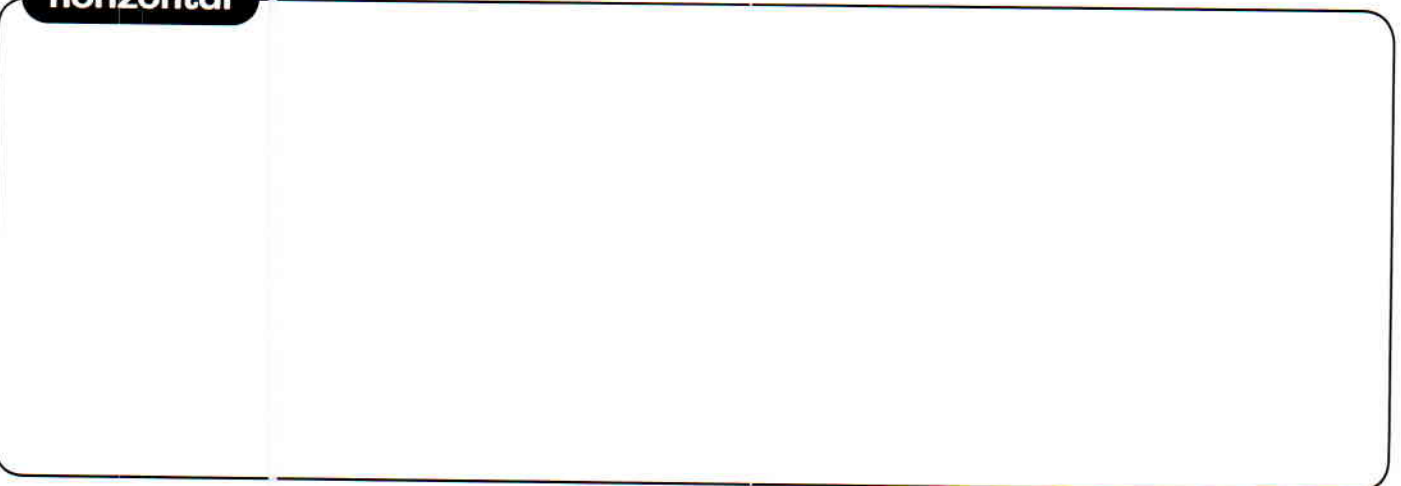
diagonal



vertical



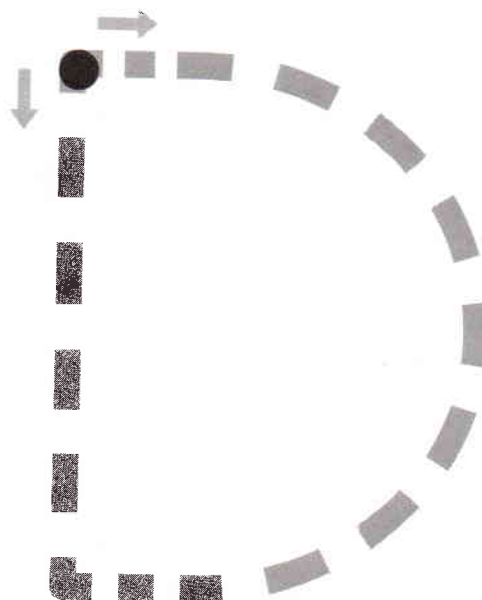
horizontal





D Is for Deer

Directions: The animal on this page is called a deer. Deer live in the forest. Male deer are called bucks and they have antlers. *Deer* begins with the letter **D**. Say *deer* and listen to the beginning sound. The letter **D** has a straight line and a curved line. Let's trace the letter **D**. Start at the dot at the top and follow the arrows. Color the deer.



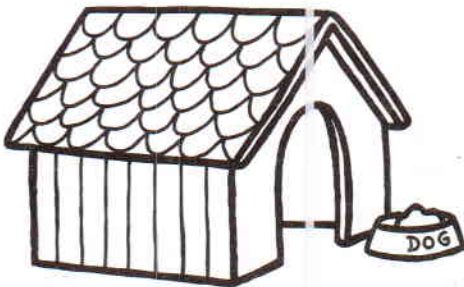
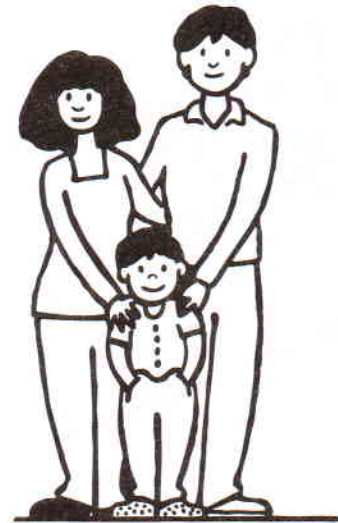
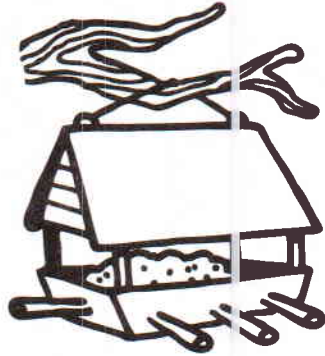
Look Around: Can you find other things that start with the sound the letter **D** makes?

Try This: *Dance* is another word that starts with **D**. Put on some music and dance around. Then, read a book about deer to learn more about them.

What Is a Home?



Directions: Talk about your home and why it is special to you. Mention that it keeps you warm and dry, and then look at the pictures. Decide which house is a house for a bird, a dog, and a family. Draw a line from the house to who might live in it.

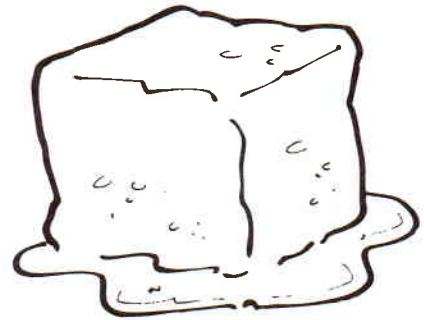


Look Around: Go for a walk and compare different homes to your home. What is the same about them and what is different?

Try This: Play in a tent or build a fort with your child. Decide what you want to have in your special house and set it up. Read a special book and sing some songs together.

Melting

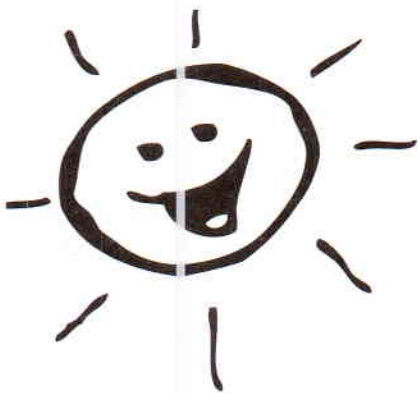
Understanding solids and liquids begins with ice and water. Set out a large plastic bowl filled with ice. Let the children see and touch the ice. Describe the ice using words like *hard*, *smooth*, and *cold*. Put away the bowl for 10 minutes. Then, bring it out again to observe what happened. Let the children see and touch again. How is the bowl of ice different? Use words like *wet* and *slippery*. Repeat every 10 minutes. When you have chunks of ice floating in water, talk about floating. When you have a bowl of water without ice, talk about the difference in temperature. When the children touch the water, is it as cold as the ice cubes were?



Melting Snow

Bring four plastic tubs of different colors outside. Have the children scoop some snow into each tub. Find four places to leave the tubs until the snow melts. Choose two outdoor places: a shady spot and a sunny spot. Choose two indoor spaces: near a window and away from a window. Check on the snow in each tub a few times each day until the snow has melted. While snow inside will melt the first day, it may take a while for the snow in the outside tubs to melt. Talk about what the snow looks like each time the children check the tubs. In cold climates, the snow outside may harden. In warmer climates, it may melt nearly as quickly as the snow inside.

Safety First! (See page 2.)



Ten Fingers

I have ten fingers, *(Hold up both hands, fingers spread.)*
And they all belong to me. *(Point to self.)*
I can make them do things—
Would you like to see?
I can shut them tight. *(Make fists)*
I can open them wide. *(Open hands.)*
I can put them together. *(Place palms together.)*
I can make them all hide. *(Put hands behind back.)*
I can make them jump high. *(Raise hands over head.)*
I can make them jump low. *(Touch hands to floor.)*
I can fold them up quietly, *(Fold hands in lap.)*
And hold them just so.

Five Fat Peas

Five fat peas in a pea pod pressed. *(Make a fist.)*
One grew, two grew, so did all the rest. *(Lift fingers one by one.)*
They grew and grew *(Raise hand in the air slowly.)*
And did not stop, *(Continue raising hand.)*
Until one day
The pod went POP! *(Clap hands together.)*

One Potato, Two Potato

(Count with your fingers.)

One potato, two potato,
Three potato, four,
Five potato, six potato,
Seven potato, more.

