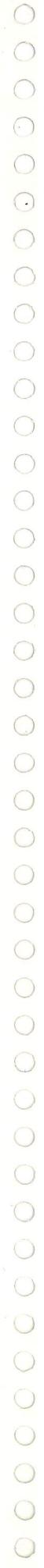


# Doodle Town 3

Activity Book



Caroline Linse  
and Elly Schottman



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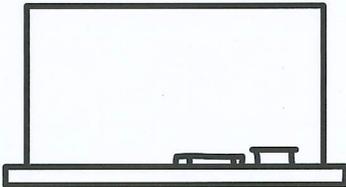
# Unit

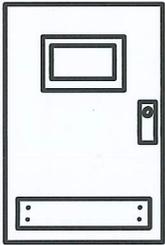
# 1

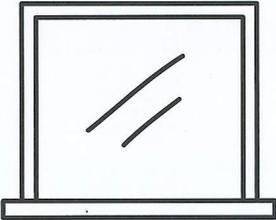
# At School

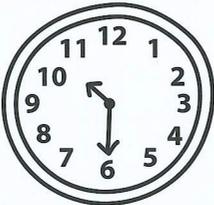
Read, trace, and circle.

What do you see in your classroom?

Do you **see** a  ? Yes No

Do you **see** a  ? Yes No

Do you **see** a  ? Yes No

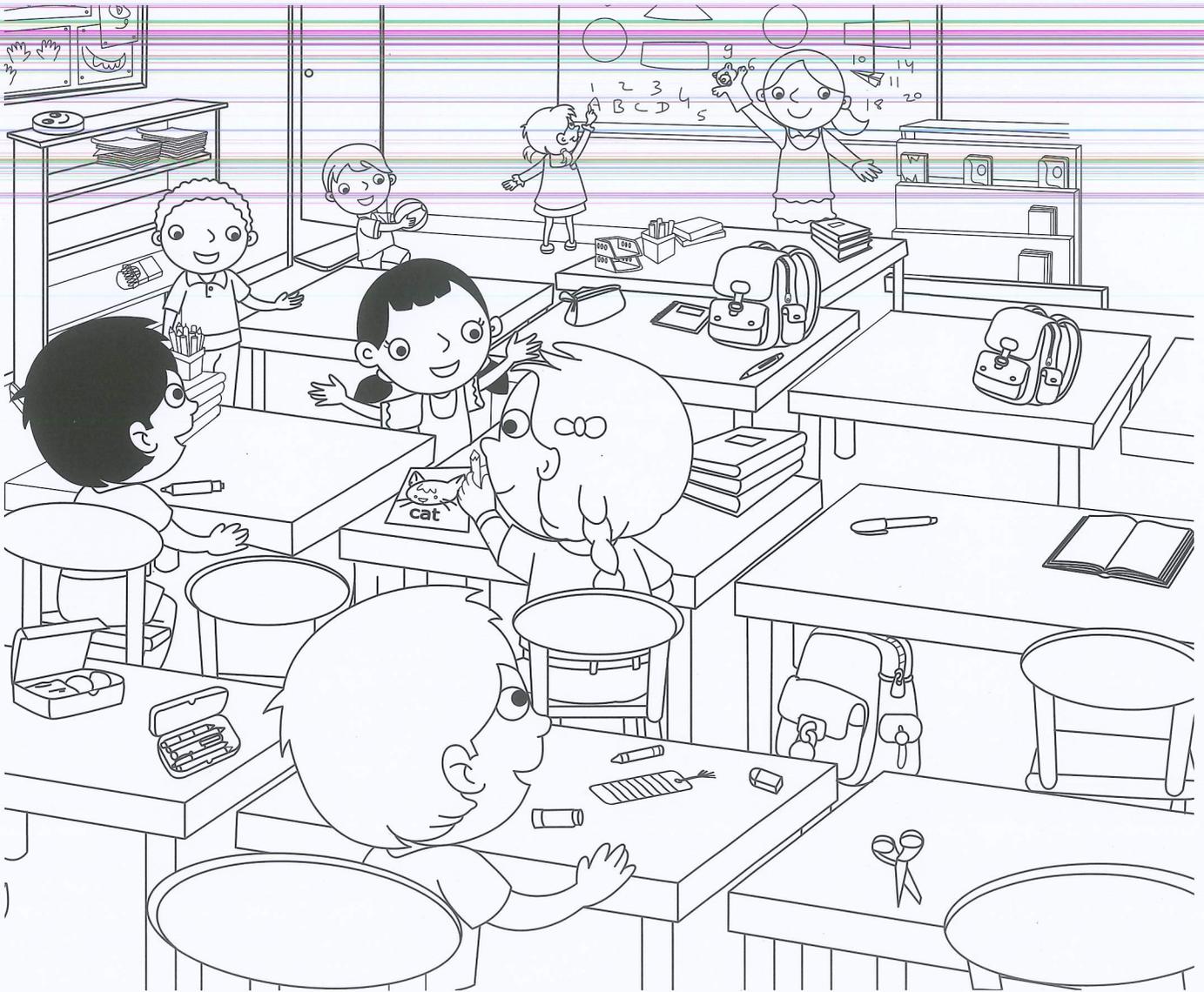
Do you **see** a  ? Yes No

Do you **see** a 

Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

 ? Yes No

Find and circle items. Check.



Can you find

a lunchbox  ?

a bookmark  ?

a marker  ?

a pencil box  ?

**Language:** lunchbox, bookmark, marker, pencil box.

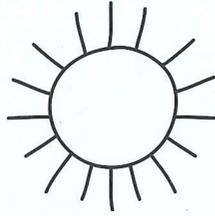
**Activities:** 1 Read the list. 2 Find and circle. Then check. 3 Point and say with a friend.

# Let's Explore



Look out the window. Read and answer.

1 Is it sunny?



Yes No

2 Is it rainy?



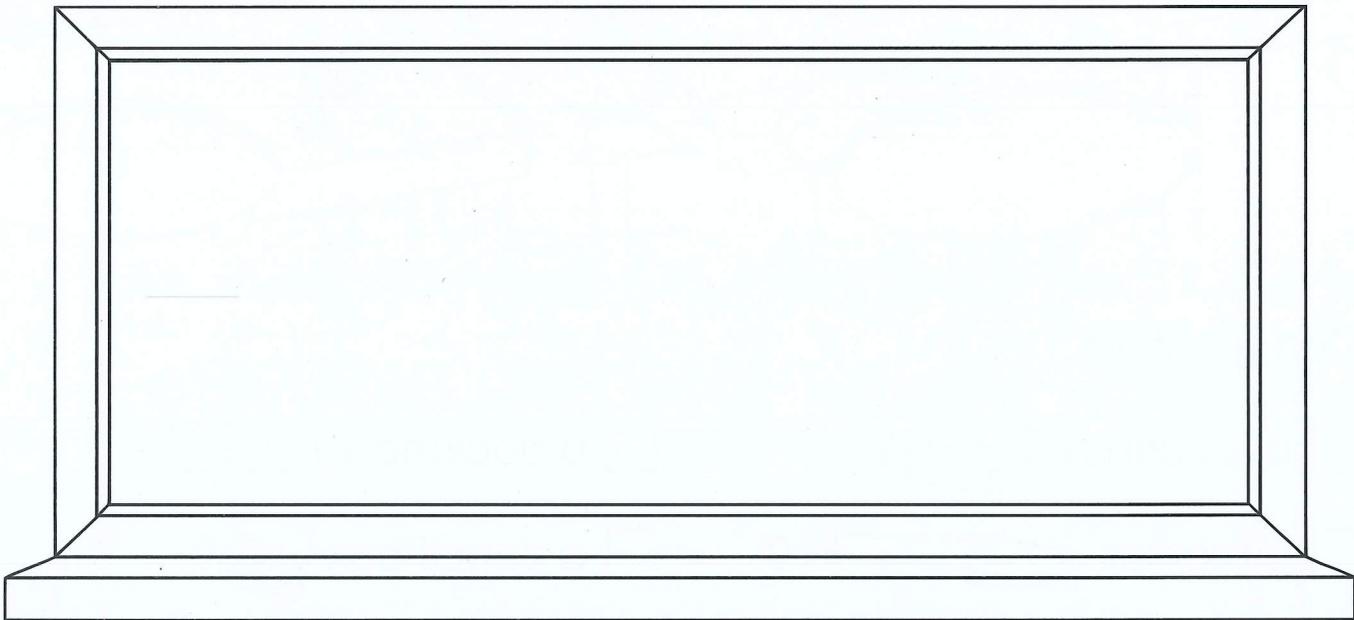
Blank handwriting lines for the answer to question 2.

3 Is it cloudy?



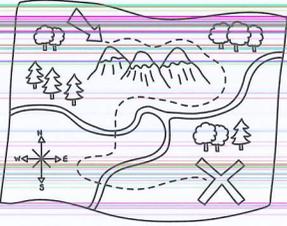
Blank handwriting lines for the answer to question 3.

What do you see outside? Draw.





# Phonics and Reading



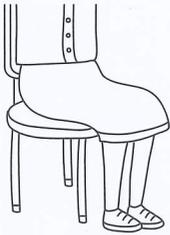
m

o

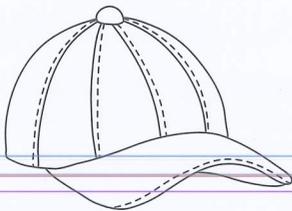


cl

Fold



l



c

Language: *map, clap, lap, cap.*

Activities: 1 Make game. 2 Read the words. 3 Take game home to share.

Unit 1  
Lessons 5-6

5





# Ways to Say "Hello"



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**Language:** Hello. My name is (Kim). It's nice to meet you.

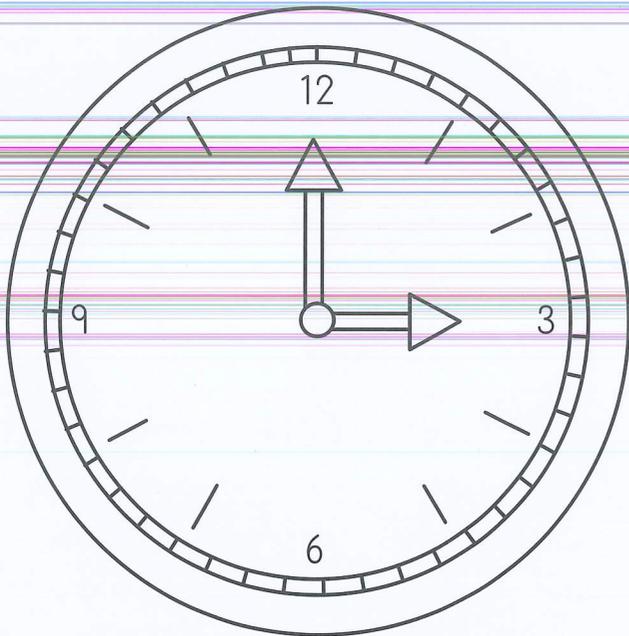
**Activities:** 1 Make the face look like yours and write your name. 2 Use the face to say hello to your friends with and without words. 3 Sing the Values Song **Say "Hello."** 4 Make a class hello wall.

Unit 1  
Lessons 7-8

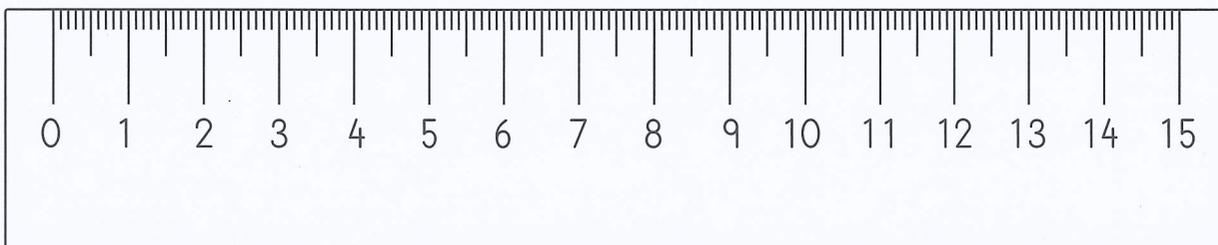
7



# Let's Count



January						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



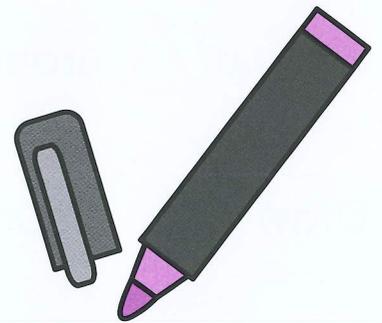
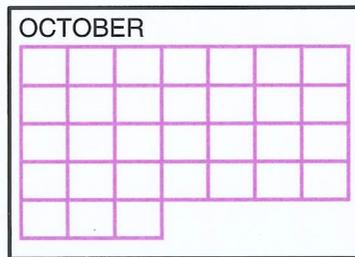
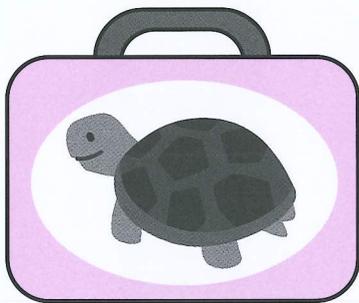
Draw a  around 3.

Draw a  around 6.

Draw a  around 9.

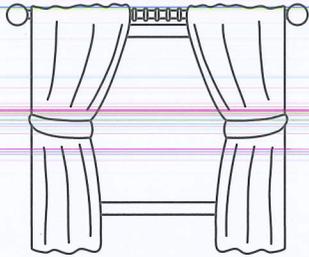
# Let's Check

Listen, circle, and draw.

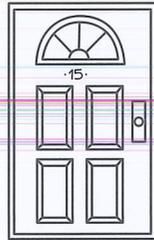


Read and circle.

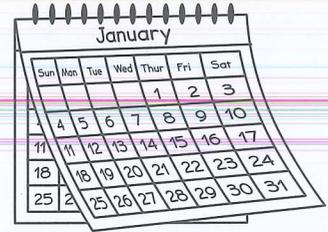
1 My favorite new word is



window

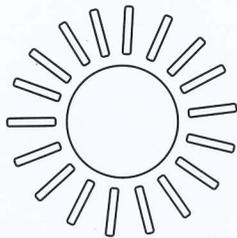


door



calendar

2 My favorite weather is



sunny



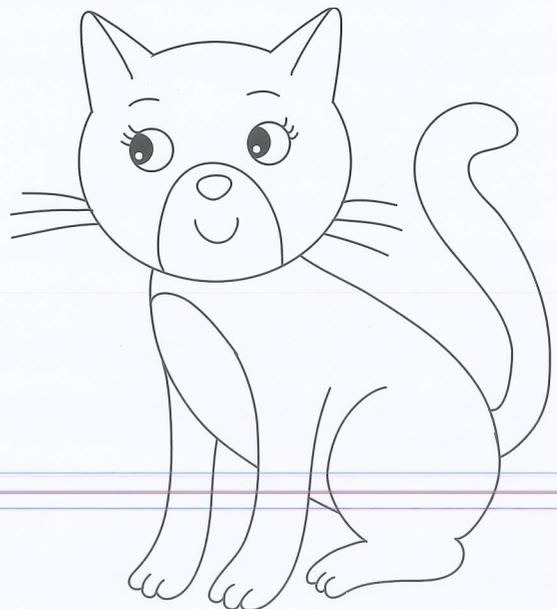
rainy



cloudy

Read and answer.

What do you see?



\_\_\_\_\_

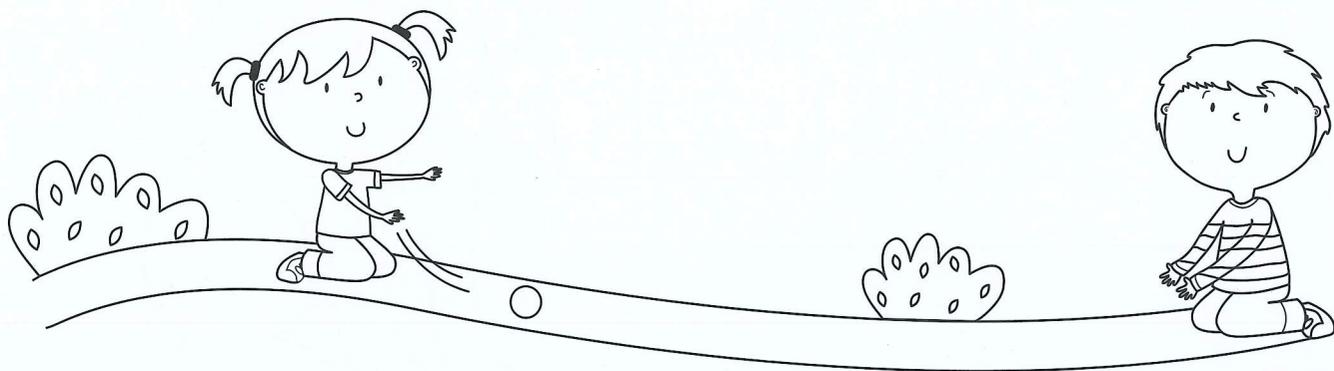
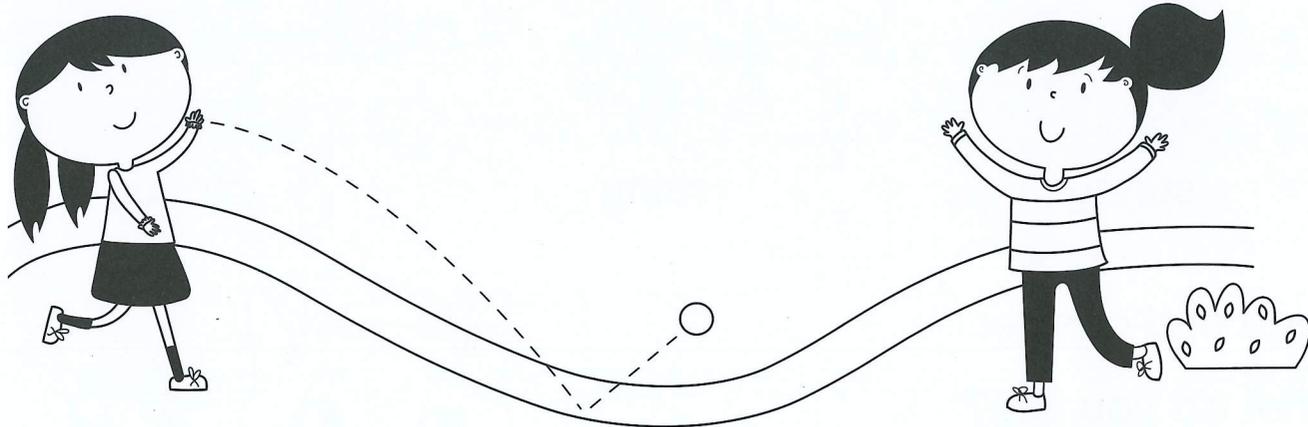
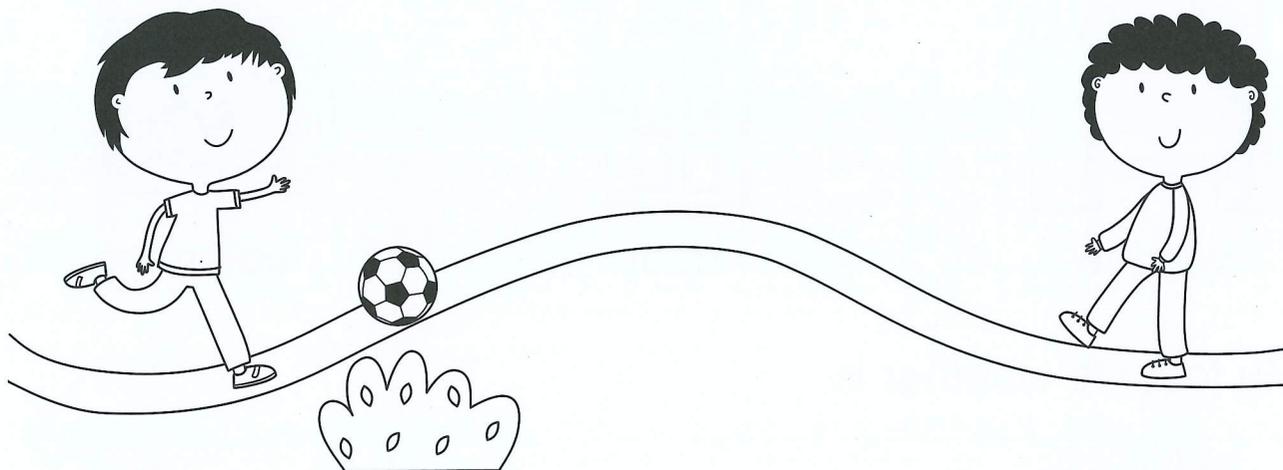
\_\_\_\_\_

I see a \_\_\_\_\_.

# Unit

# 2

# Fun and Games

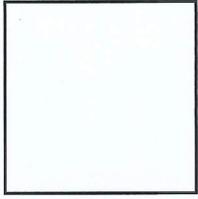


What is missing? Draw and say.

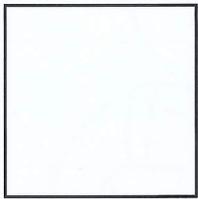
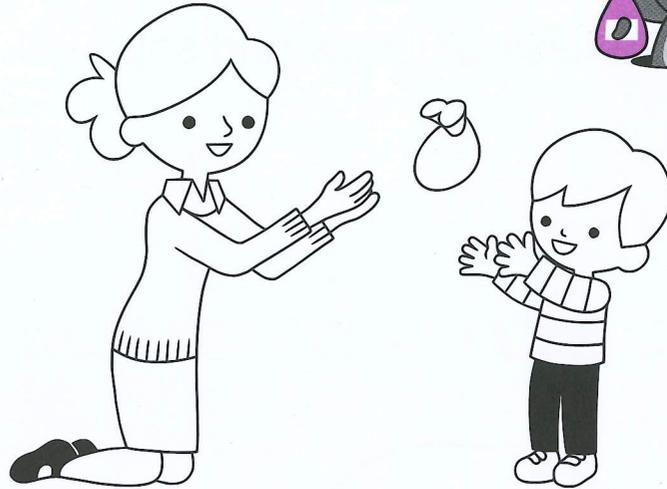


**Language:** *jump rope, soccer ball, jump, kick.*  
**Activities:** 1 Read, draw, and say. 2 Do actions.

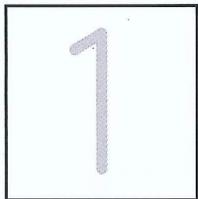
# Let's Explore



Toss the beanbag.



Tie the sock.



Put beans in a sock.





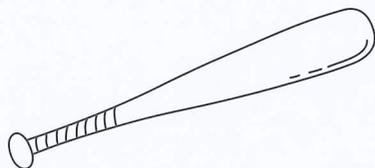
# Phonics and Reading



cat

Kit

sit



bat

hit

hill

## How to Play the Game

Cut out the cards. Mix them up and place them face down in three rows.

Player A turns over two cards, one at a time, and names the picture or reads the word. If the two cards are a matching pair (a word and the matching picture), Player A keeps the two cards. If the cards do not match, Player A turns the cards face down again. It is now Player B's turn. Repeat until all cards are matched.

**Language:** *cat, bat, Kit, hit, sit, hill.*

**Activities:** 1 Cut out cards. 2 Play game in pairs. 3 Take game home to share.

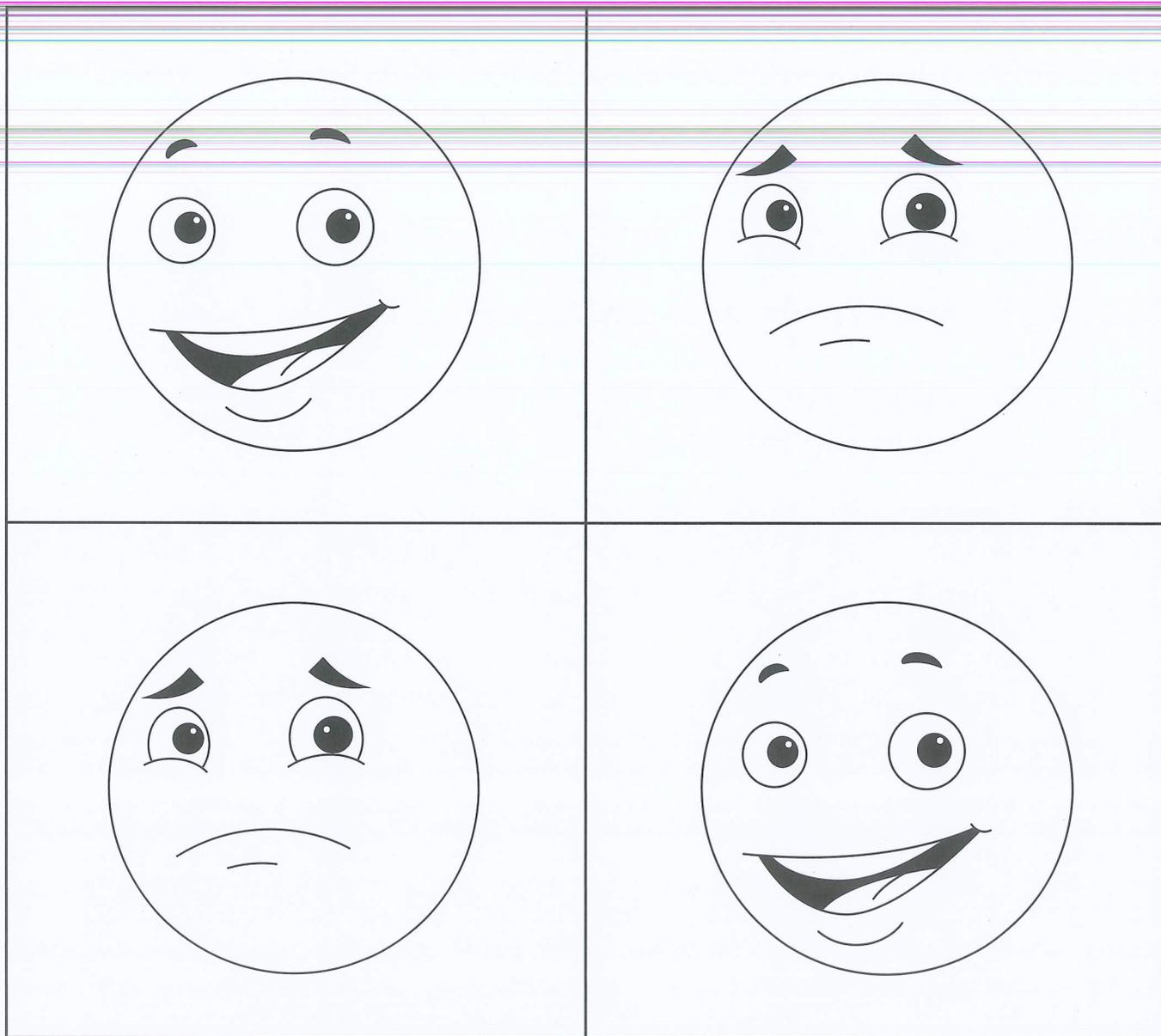
Unit 2  
Lessons 5-6

15





## Beanbag Game



Color the sad faces  green.

Color the happy faces  yellow.

**Language:** happy, sad, face, toss, hit, win; Take turns. Ready, set, go. Toss the beanbag.  
**Activities:** 1 Point and say. 2 Color and cut out beanbag board. 3 Sing the Values Song  
**Taking Turns.** 4 Take game home to share.



Dear Parents,

We are learning about taking turns in English class. Here are instructions for a game to play with your child.

### How to Play the Game

- 1 Sing ***Taking Turns*** with your child.
- 2 Take turns tossing a beanbag onto a board. Hit a happy face 😊 with the beanbag.
- 3 Hit 10 happy faces to win the game!



# Let's Add

1  $1 + 1 = 2$  helmets

2  $\underline{\quad} + \underline{\quad} = \underline{\quad}$  kites

3  $\underline{\quad} + \underline{\quad} = \underline{\quad}$  soccer balls

4  $\underline{\quad} + \underline{\quad} = \underline{\quad}$  marbles

# Let's Check

Listen and color. Then draw.

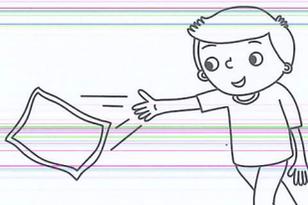


Read and circle.

1 My favorite new word is



spin



toss

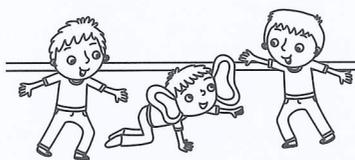


hit

2 My favorite game is



Marble Bridge



Touch the Elephant



Catch the Stars

Look, read, and write. Draw a ball.



Kit can

k

\_\_\_\_\_

\_\_\_\_\_

Language: Review.

Activities: 1 Circle your favorite new word. 2 Circle your favorite game. 3 Look, read, and write. Then draw.



How many



?

---

---

---

How many



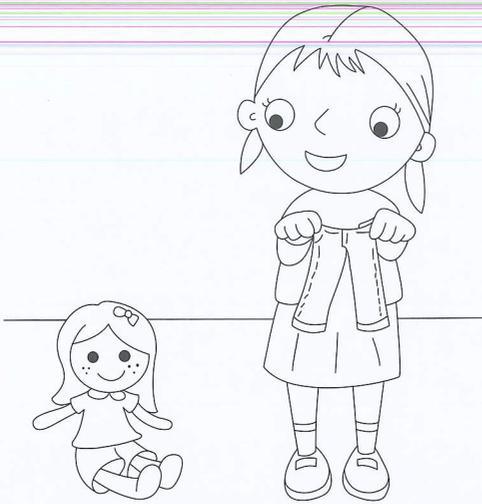
?

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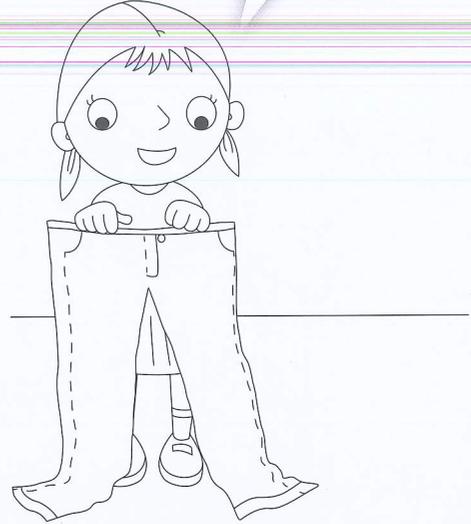
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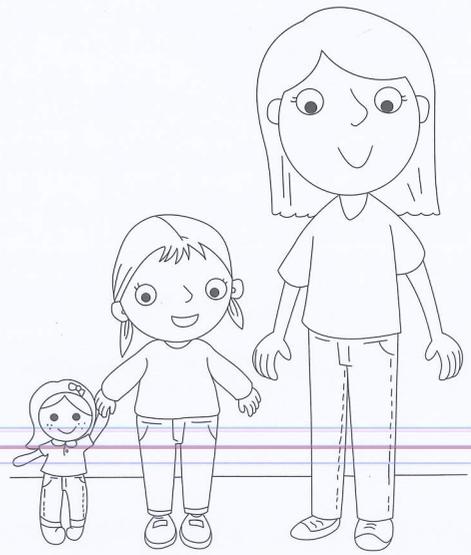
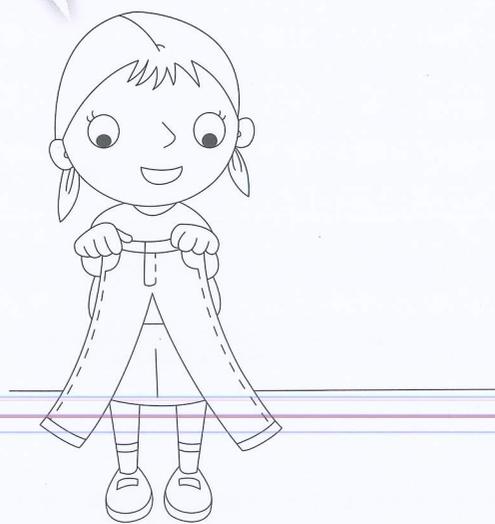
Too small.



Too big.



Just right.

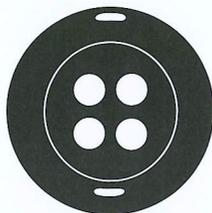


**Language:** jeans, doll, girl, Mom, small, big; Too (big). Just right.  
**Activities:** 1 Look and say. 2 Read and trace. 3 Role-play.

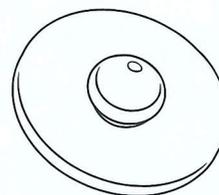
# Let's Explore



zipper



button



snap

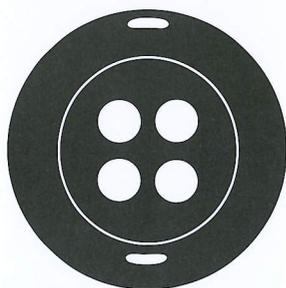
1



Can you **zip** a zipper?

Yes No

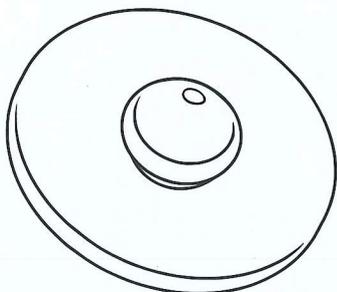
2



Can you **button** a button?

Yes No

3

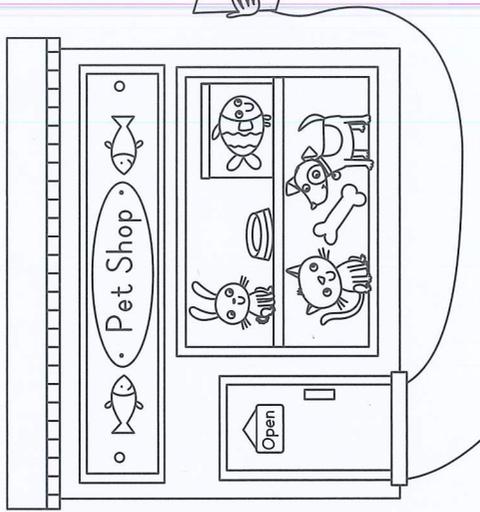
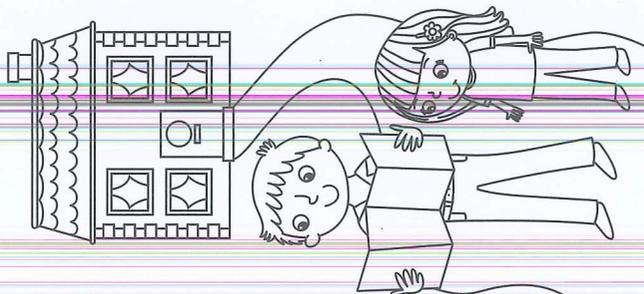


Can you **snap** a snap?

Yes No

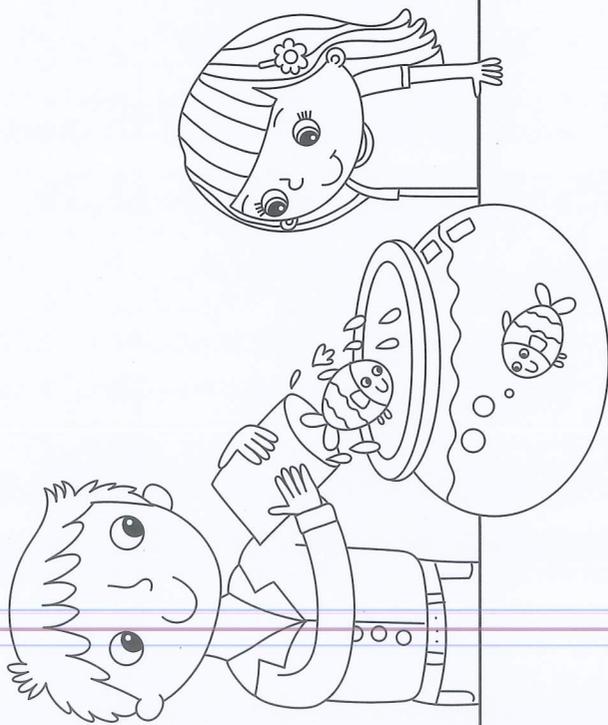


## A New Fish



Dad has a \_\_\_\_\_ ap.

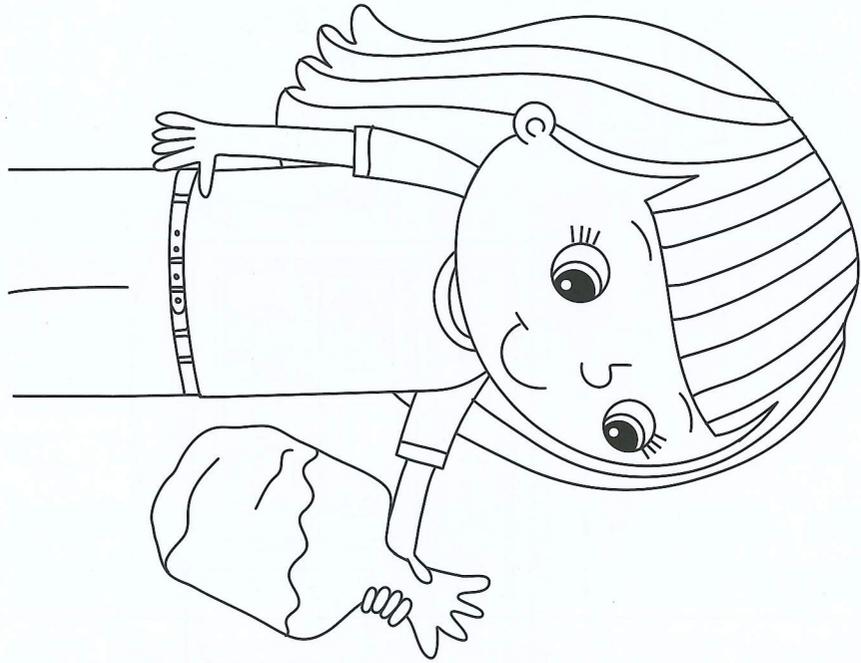
Fold



The girl has 2 \_\_\_\_\_ ish.

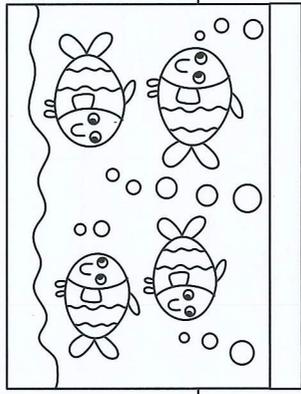
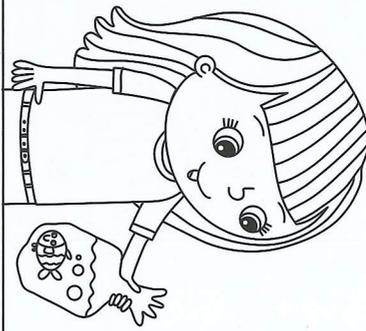
**Language:** Dad, map, girl, bag, fish, numbers 1–2; The girl has (two) (fish).

**Activities:** 1 Cut out and fold book. 2 Point and say the words. 3 Write missing letters. 4 Read book in pairs. 5 Take story home to read and share.



The girl has a ba \_\_\_\_\_.

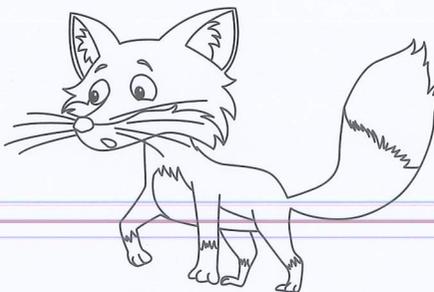
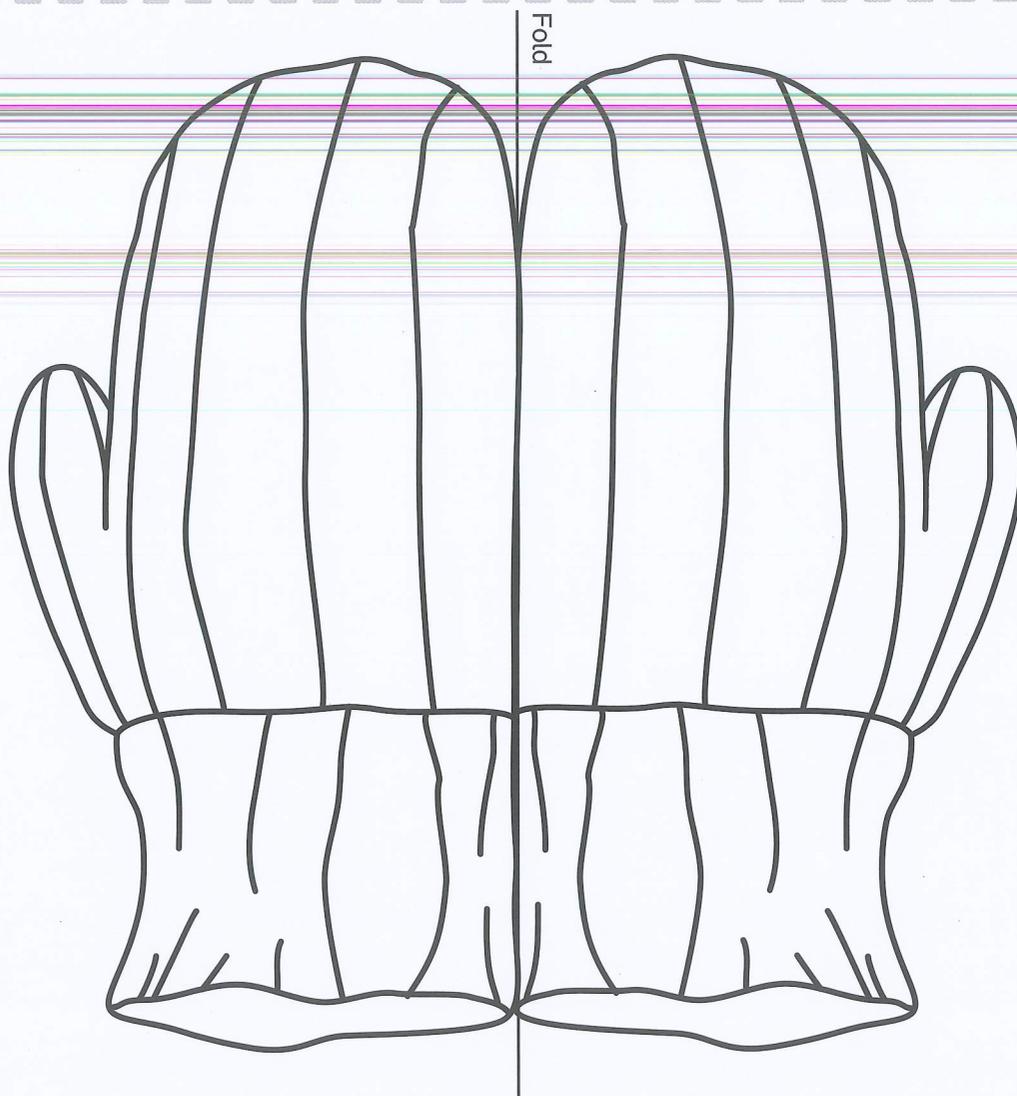
Fold



The girl has 1 fi \_\_\_\_\_.



# The Mitten



**Language:** mitten, mouse, fox, bear; We can make room for others.

**Activities:** 1 Point and say. 2 Cut out mittens and pictures. 3 Sing the Values Song *Mikhail's Warm Mitten* with pictures. 4 Glue pictures on the mittens.



# Let's Count



Draw a  circle around 12.

Draw a  triangle around 15.

Draw a  square around 17.

**Language:** T-shirts, circle, triangle, square, numbers 1–20.

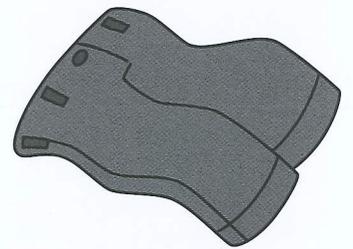
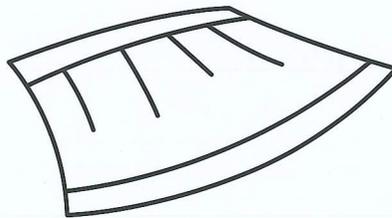
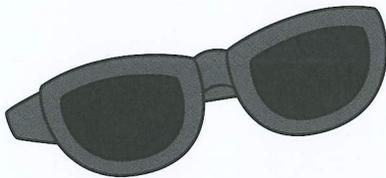
**Activities:** 1 Point and say numbers 1–20. 2 Point and say shapes. 3 Read and draw.

Unit 3  
Lesson 9

29

# Let's Check

Listen, circle, and draw.

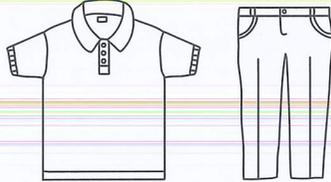


Read and circle.

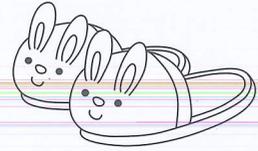
1 My favorite new word is



watch



uniform



slippers

2 My favorite clothing item is a



shirt



sweater



jacket

Read and write.

Draw a red bag. Draw a map.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Kit has a red bag. Kit has a m \_\_\_\_\_ .

Language: Review.

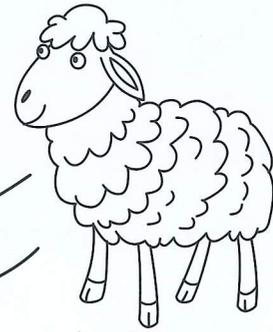
Activities: 1 Circle your favorite new word. 2 Circle your favorite clothing item. 3 Read and write. Then draw.

Match the baby animals to the big animals. Draw paths.

1

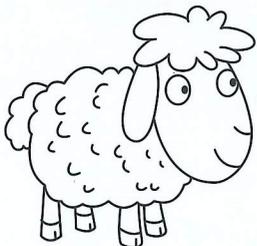


chick

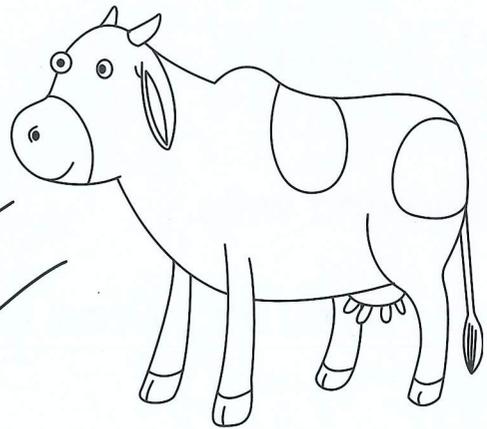


sheep

2

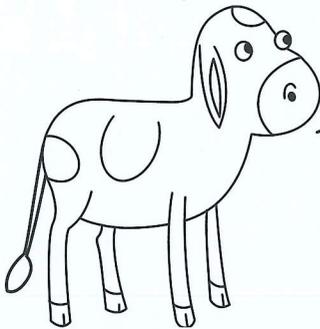


lamb

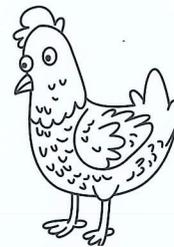


COW

3



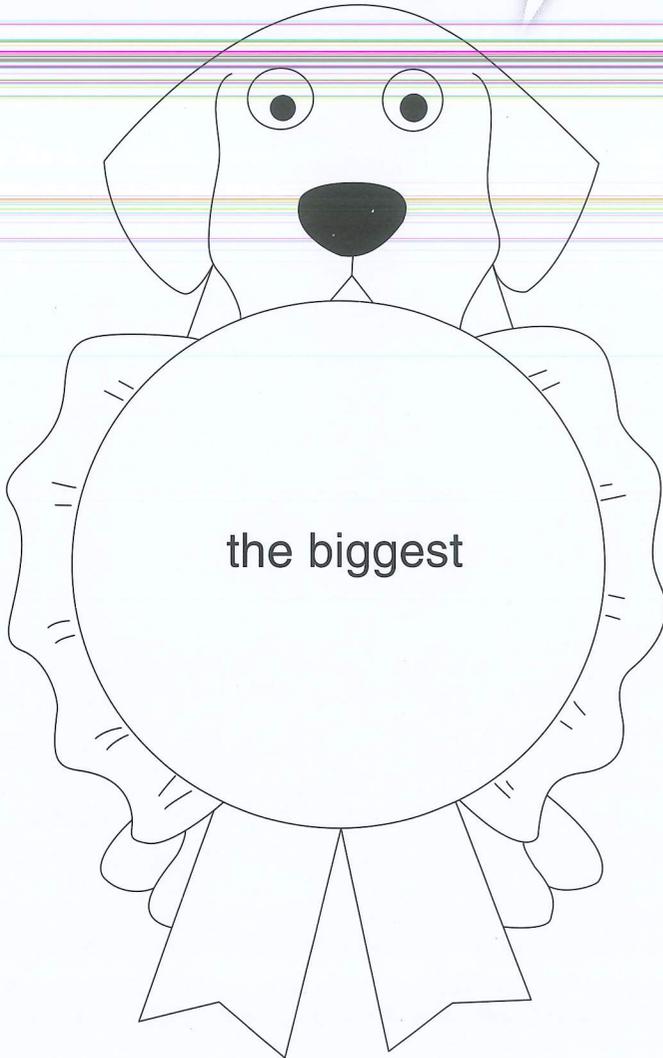
calf



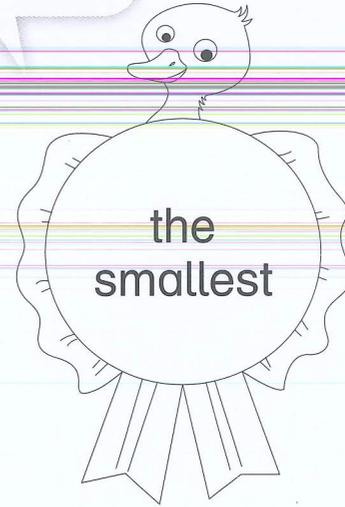
hen

Woof!

Quack!



puppy



duckling



bunny

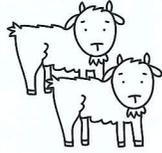
**Language:** *the biggest, the smallest, the quietest, puppy, duckling, bunny, yellow, red, green.*

**Activities:** 1 Point, say, and trace. 2 Color ribbon of the smallest animal blue. Color ribbon of the biggest animal red. Color ribbon of the quietest animal green. 3 **Pair share:** Talk about the pictures.

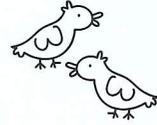
# Let's Explore



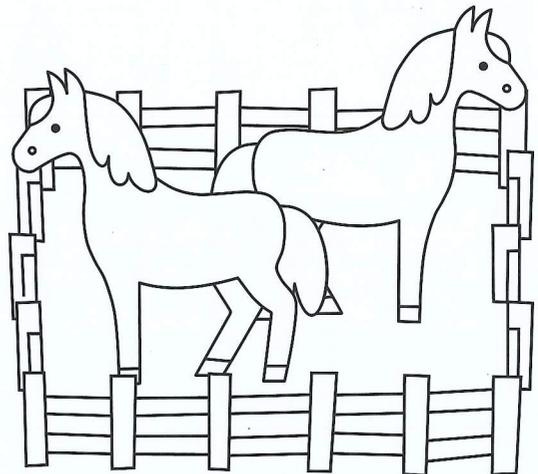
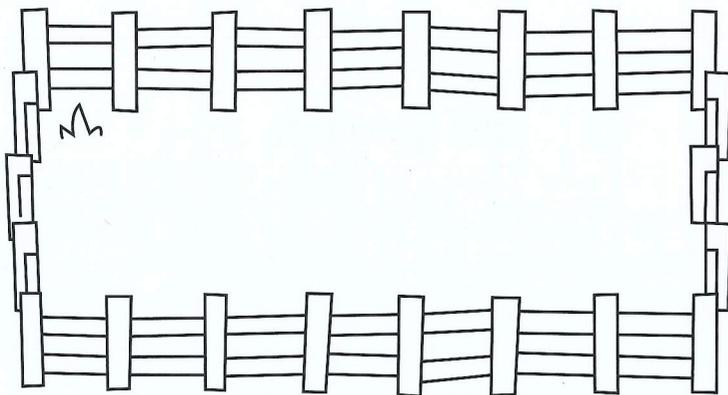
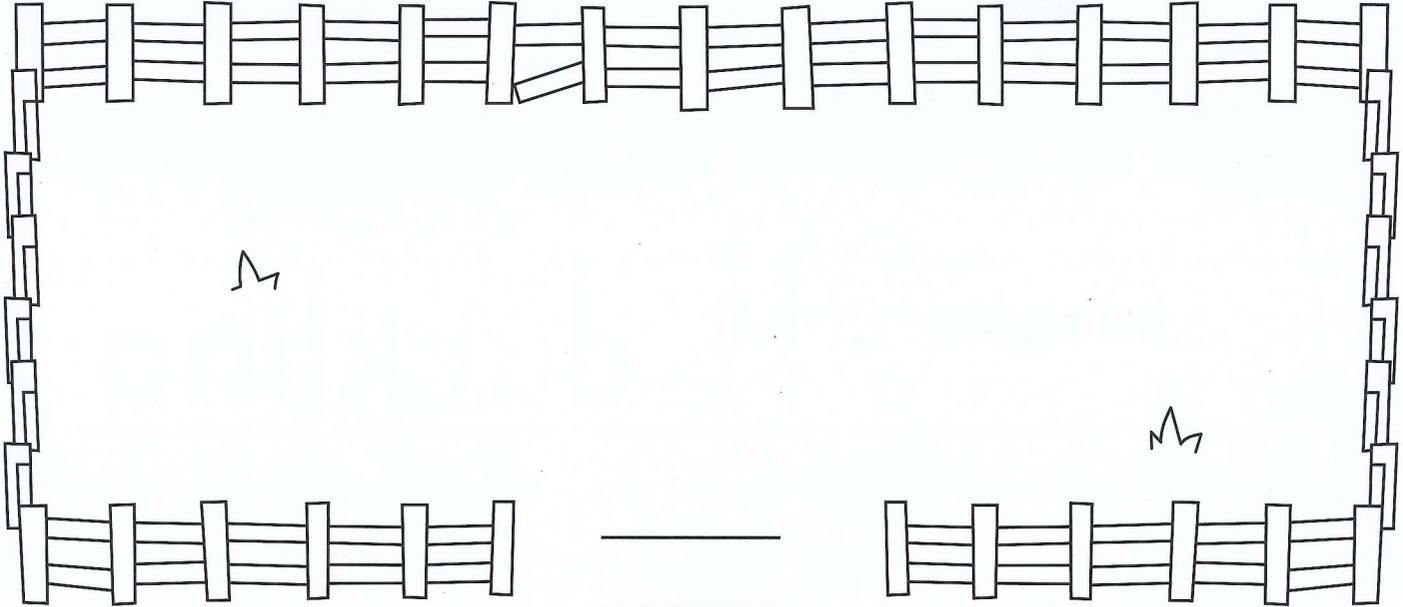
Draw 3 black goats



Draw 4 yellow chicks

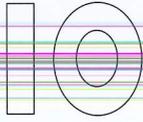


Count and write.





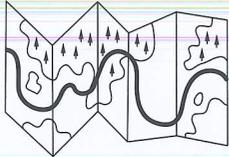
# Phonics and Reading



ten



hen



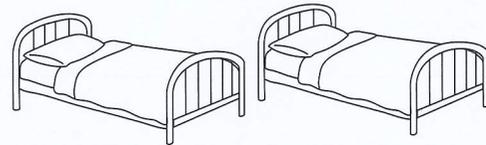
map



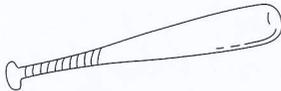
cap



red



bed



bat



cat



sit



hit



Dad



sad

## How to Play the Game

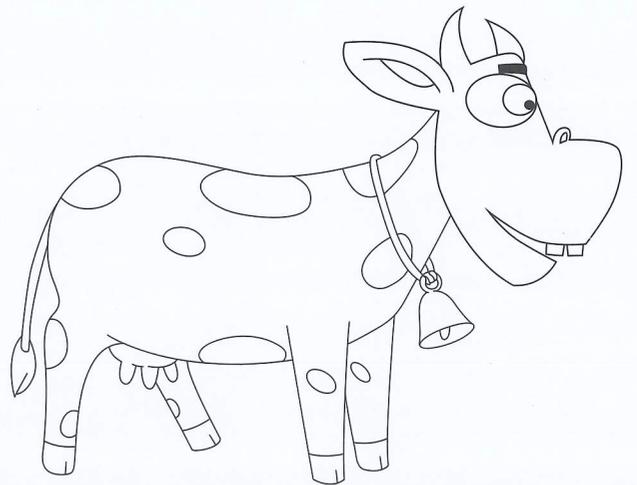
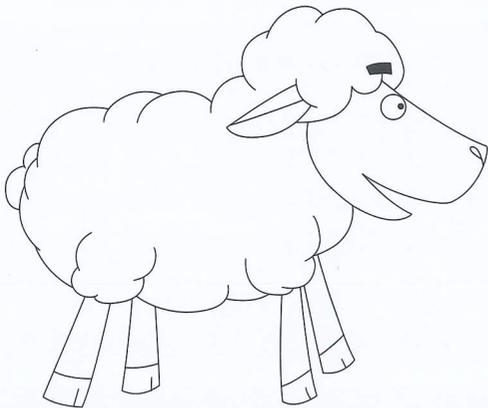
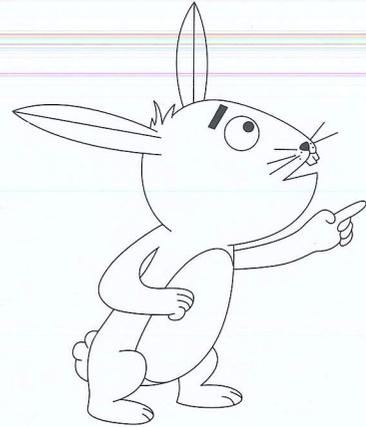
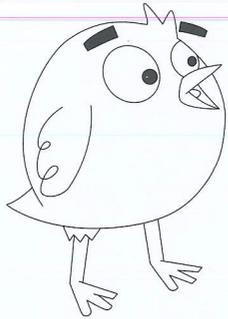
Cut out the cards. Mix them up and place them face down in three rows.

Player A turns over two cards, one at a time, and names the pictures and reads the words. If the two cards are a matching pair (the words rhyme), Player A keeps the two cards. If the cards do not match, Player A turns the cards face down again. It is now Player B's turn. Repeat until all cards are matched.





# The Sky Is Falling!

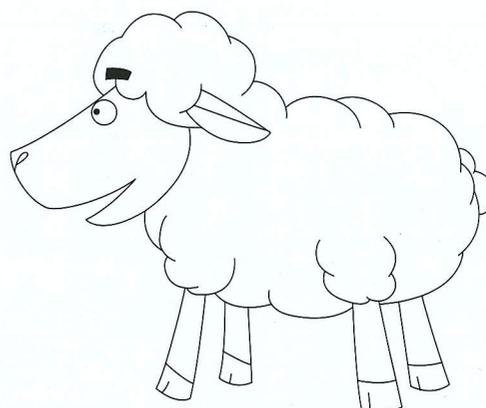
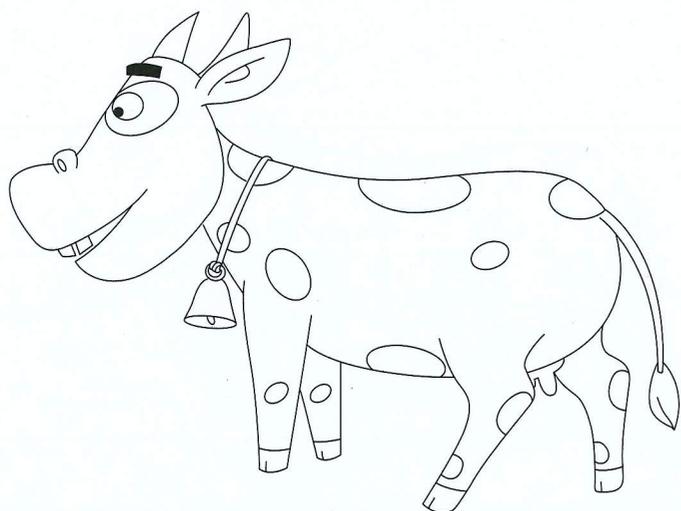
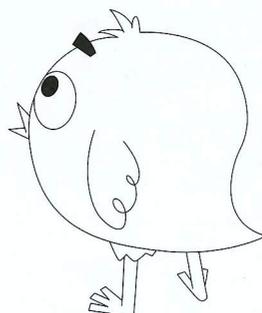
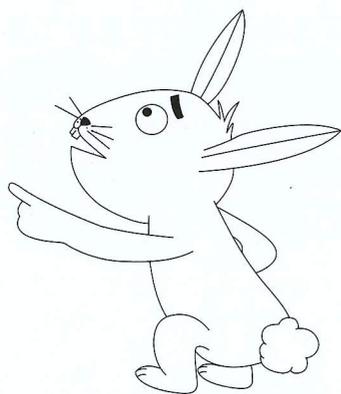


**Language:** *Chicken Little, Funny Bunny, Lambie Pambie, Wise Cow.*

**Activities:** 1 Name the animals. 2 Cut out. 3 Sing the Values Song *The Falling Sky* with puppets.  
4 Take puppets home and sing.

Unit 4  
Lessons 7-8

37



I have 5 eggs. Draw 5 eggs.



I have 10 eggs. Draw 10 eggs.



How many eggs altogether?

$$5 + 10 = \underline{\hspace{2cm}}$$

**Language:** eggs, basket; numbers 1–15.

**Activities:** 1 Read and draw eggs. 2 Trace, add, and write.

# Let's Check

Listen, circle, and draw.



Read, write, and circle.

1 In my class, \_\_\_\_\_ is

the biggest

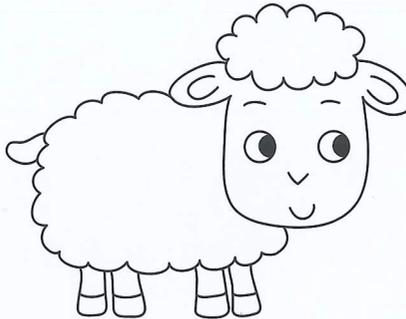
the smallest

the quietest

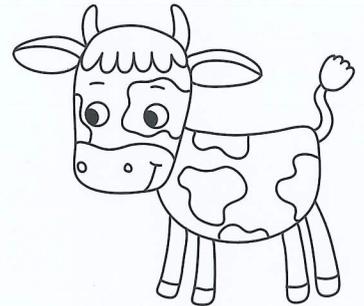
2 My favorite animal is a



chick

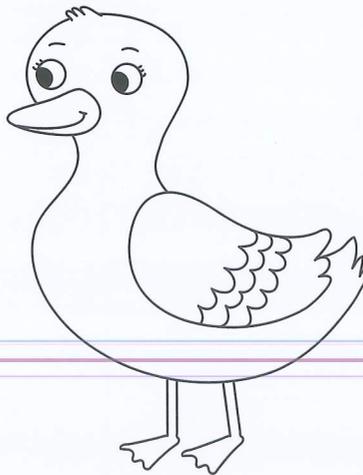


lamb



calf

Color the duck brown. Draw 2 ducklings.



**Language:** Review.

**Activities:** 1 Write the name of someone in your class, then circle. 2 Circle your favorite animal. 3 Color duck brown. Then draw two ducklings.

# Our Amazing Bodies

back

feet

head

shoulders

\_\_\_\_\_

-----

\_\_\_\_\_

shoulders

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

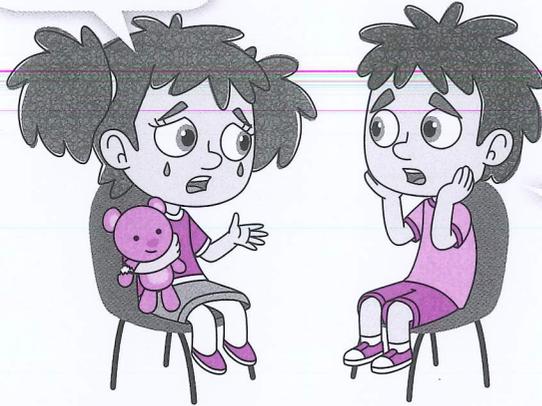
\_\_\_\_\_



Trace and read.

I'm sad.

1



I'm sorry.

I'm angry.

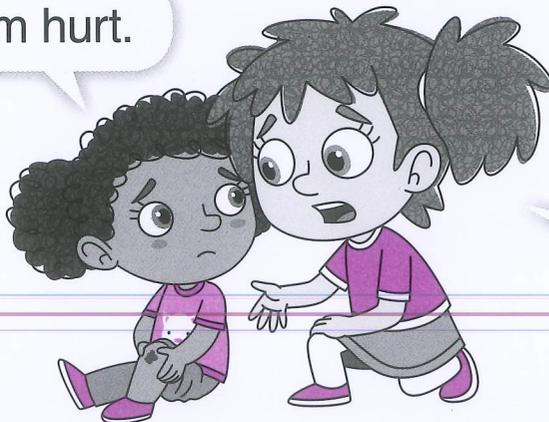
2



I'm sorry.

I'm hurt.

3

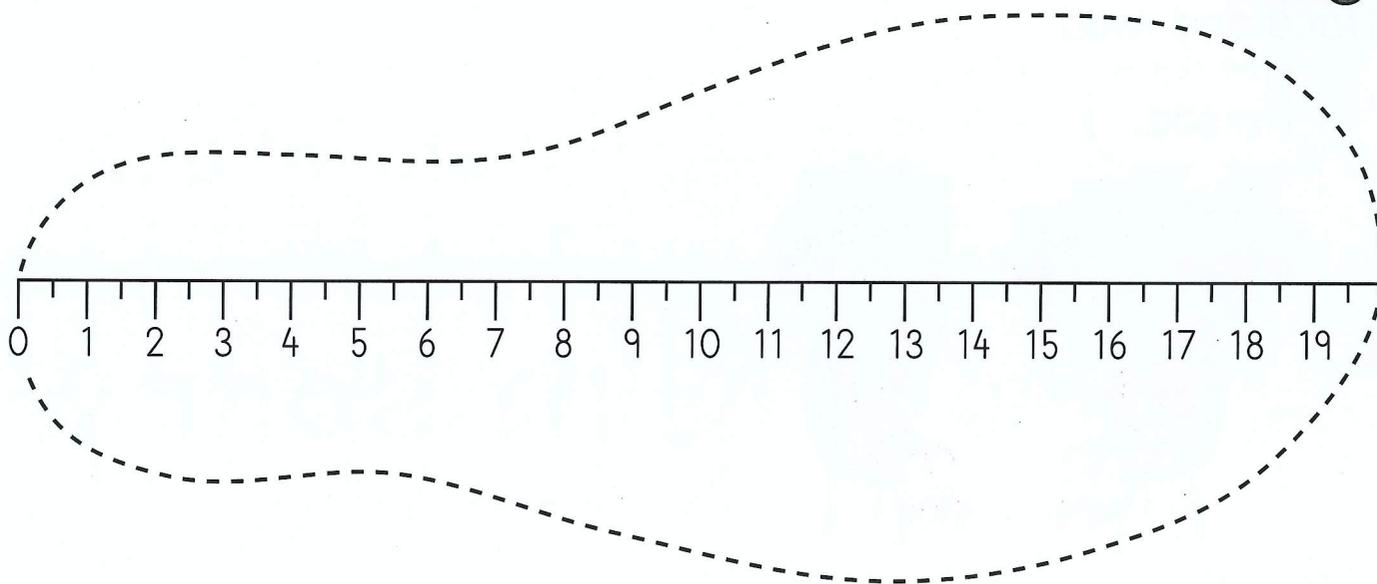


I'm sorry.

**Language:** sad, angry, hurt; I'm (sad). I'm sorry.

**Activities:** 1 Trace and read speech bubbles. 2 **Pair share:** Talk about the pictures. 3 Role-play. 4 Sing the Values Song *I'm Sorry* and point.

# Let's Explore



How long is your foot?



\_\_\_\_\_

-----

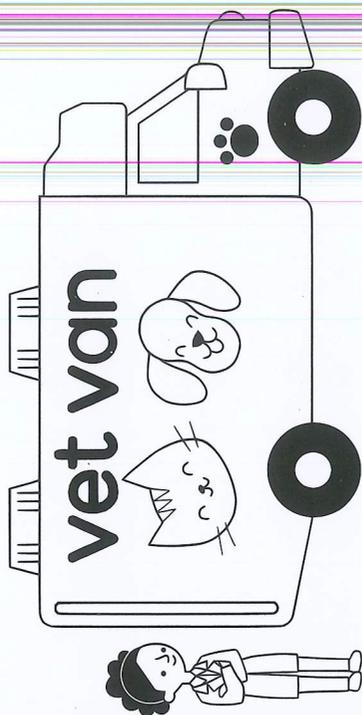
My foot is \_\_\_\_\_ cm long.

What is longer than your  
Draw a picture.

A large empty rectangular box with a black border, intended for drawing something longer than a foot.



## Chip and the Vet

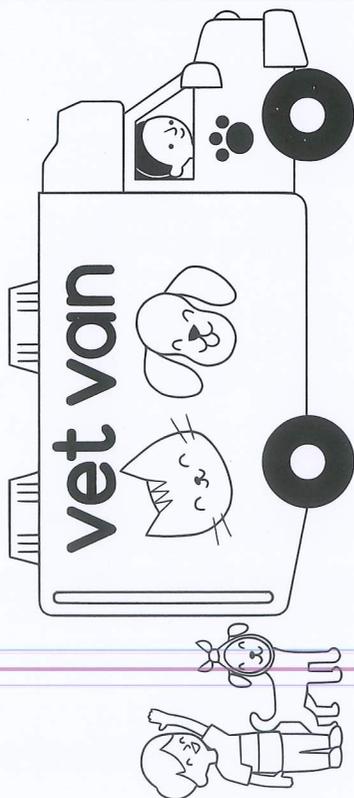


Fold

Doctor Vic is a vet.

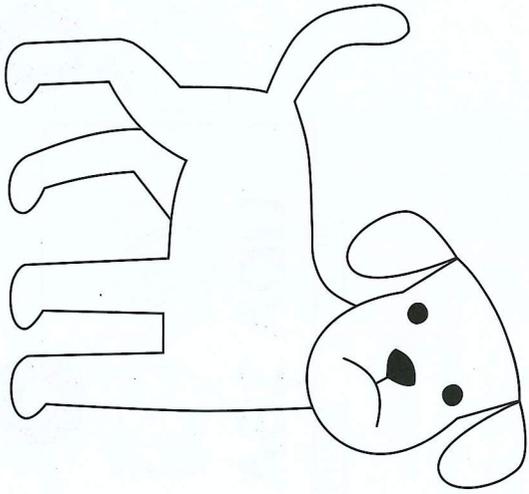
\_\_\_\_\_

She has a \_\_\_\_\_ an.



Yes, she can!

**Language:** vet, van, dog, cut, chin, fix; *Chip has a cut on his chin. Can Dr. Vic fix Chip?*  
**Activities:** 1 Cut out and fold book. 2 Point and say the words. 3 Write missing letters.  
4 Read book in pairs. 5 Take story home to read and share.

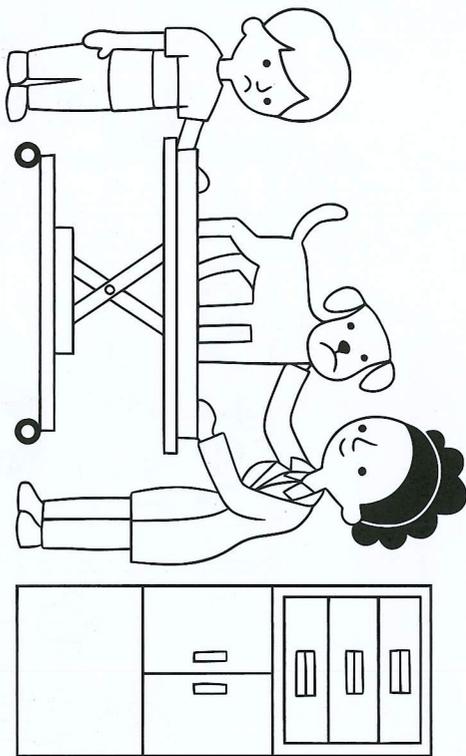


Chip is my dog.

Chip has a cut on his

\_\_\_\_\_ in.

Fold



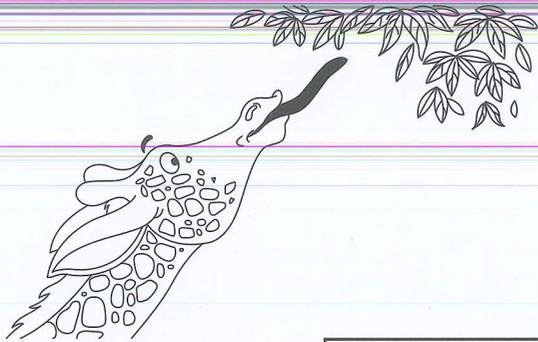
Can Doctor Vic fix

\_\_\_\_\_ ip?

# Super Tongues

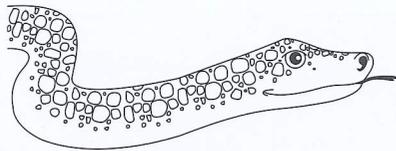
Cut out the words.  
Glue the missing words in the sentences.

1



A giraffe has a  tongue.

2



A snake uses its tongue to .

3



A  uses its tongue to wash its tail.



cat

long

smell

**Language:** giraffe, snake, cat, tongue, long, smell, wash, tail; A (snake) uses its tongue to (smell).  
**Activities:** 1 **Pair share:** Talk about the pictures. 2 Read sentences. 3 Read words and cut out.  
Then glue words in the sentences.

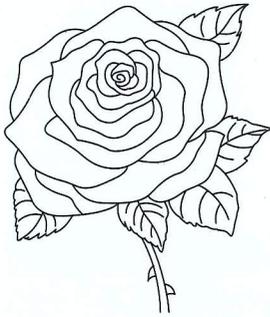
Unit 5  
Lessons 7-8

47

# Super Tongues

Read and match.

1



I **smell** with my



ears.

2



I **taste** with my



eyes.

3



I **hear** with my

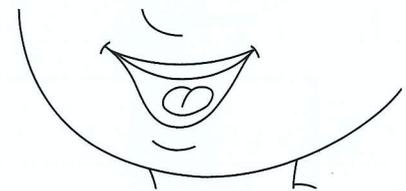


nose.

4



I **see** with my



tongue.

# Let's Count

1



$$20 + \underline{\quad} = 21$$

2



$$20 + 3 = \underline{\quad}$$

3



$$20 + \underline{\quad} = 25$$

4



$$20 + 8 = \underline{\quad}$$

Language: fingers, numbers 1–28.

Activities: 1 Count and trace. 2 Add and write.

Unit 5  
Lesson 9

49

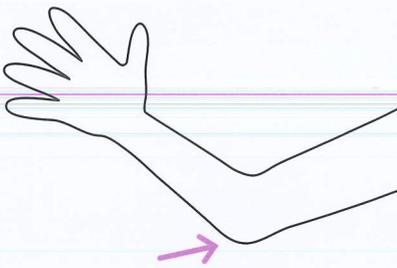
# Let's Check

Listen, circle, and draw.

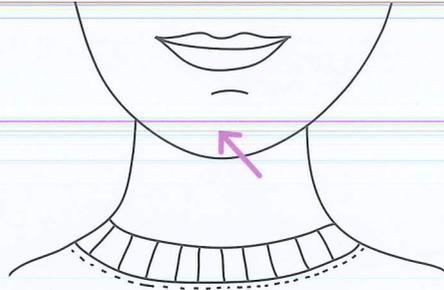


Read and circle.

1 My favorite new word is



elbow

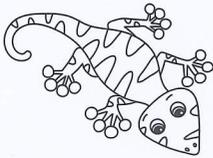


chin



toe

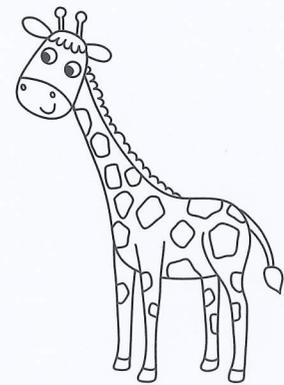
2 My favorite animal is a



lizard



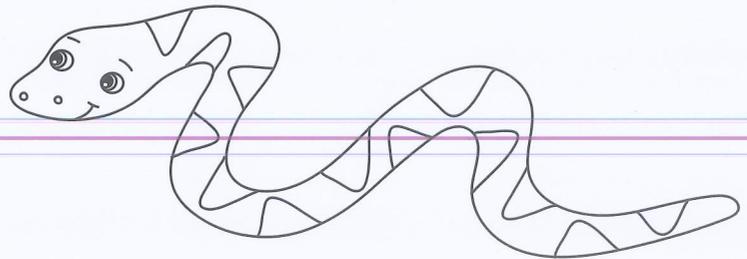
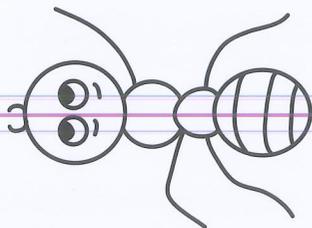
cat

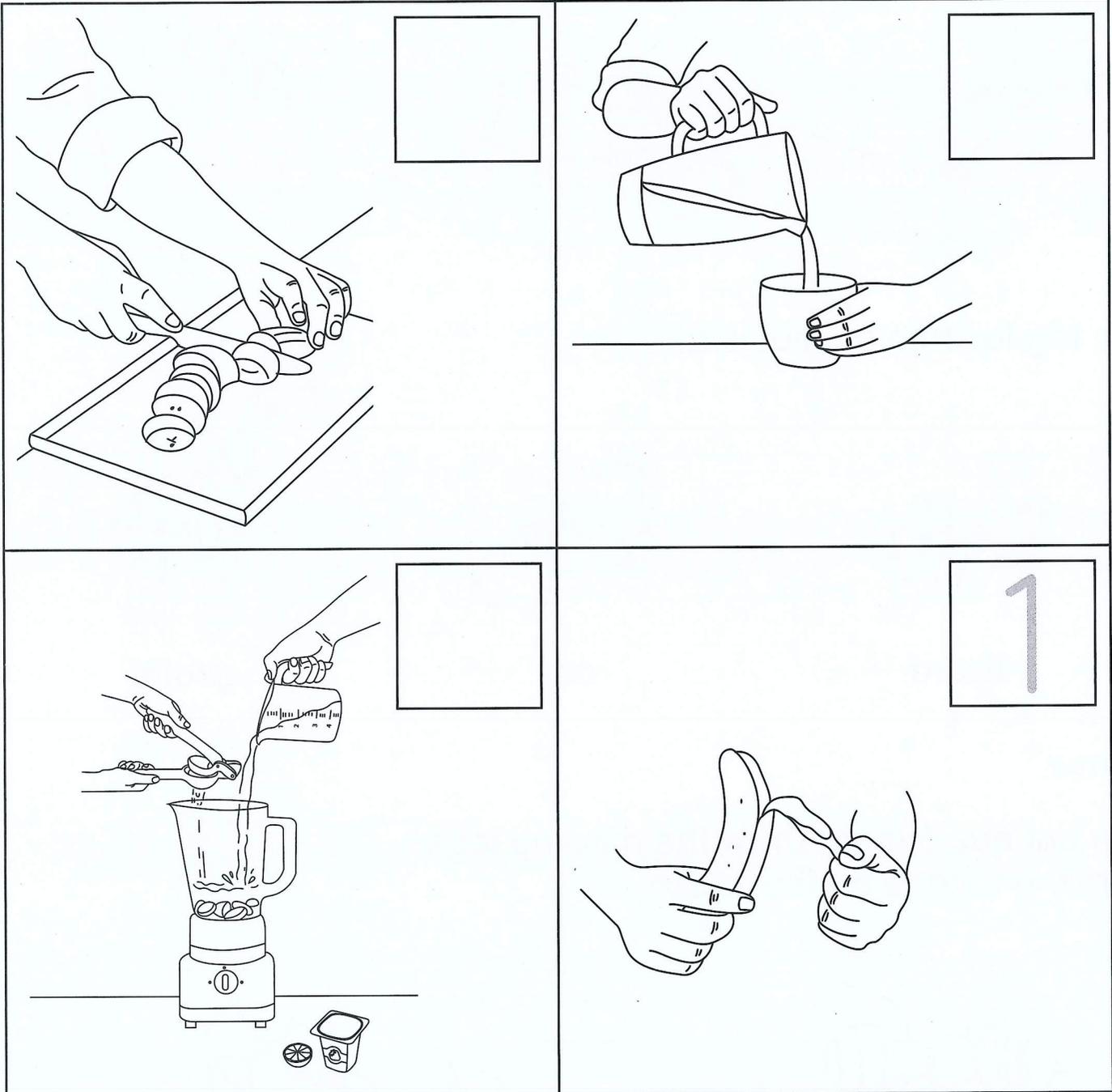


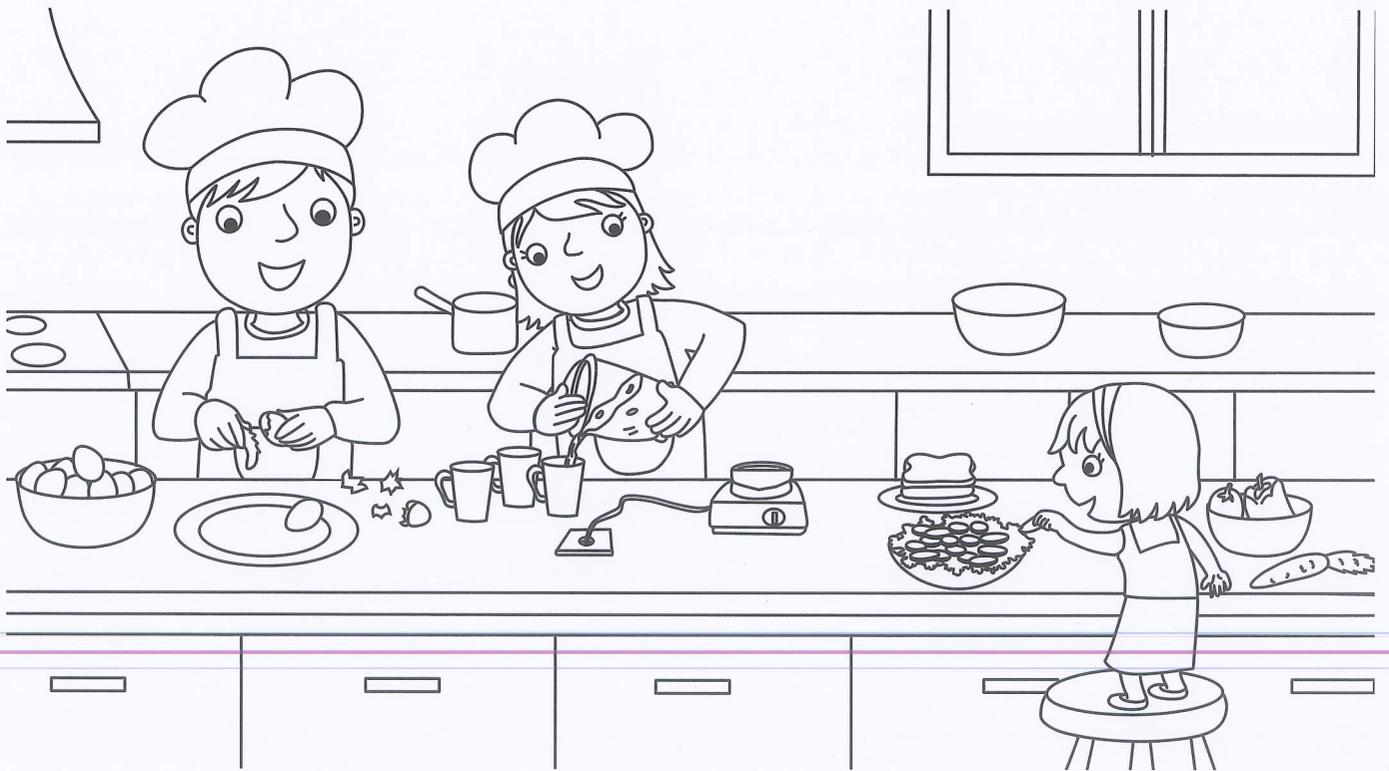
giraffe

Draw.

An ant has 6 legs. Draw the missing legs.  
Draw a tongue on the snake.







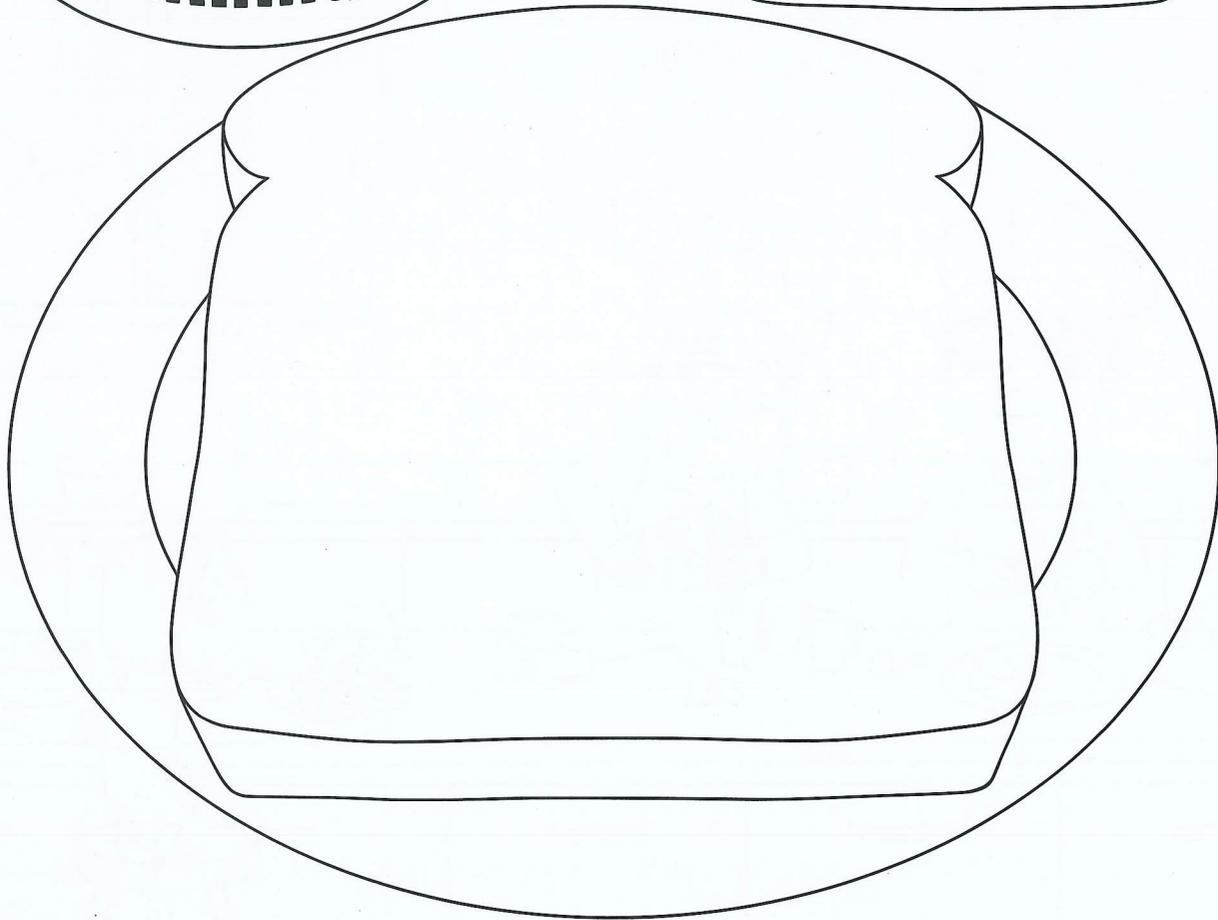
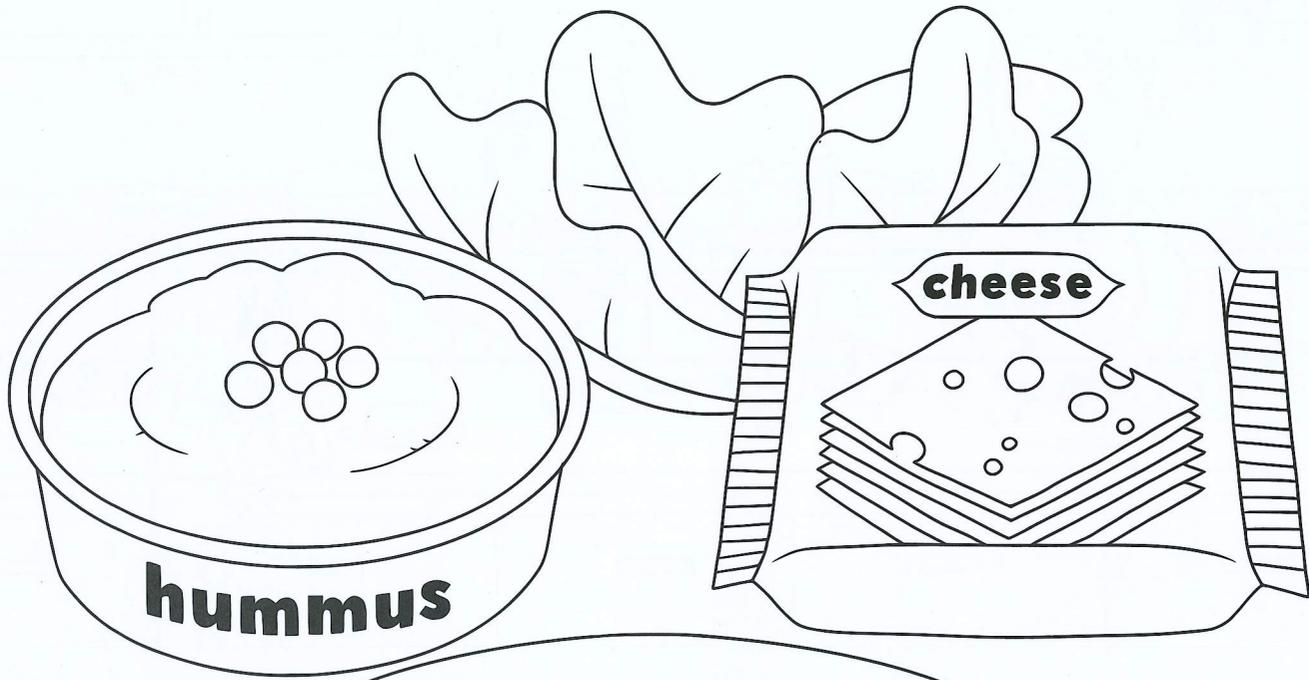
**Language:** eggs, smoothie, sandwiches, salad, cut, mix, make, peel, pour; (Mom) is (mixing) (a smoothie).

**Activities:** 1 **Pair share:** Talk about the pictures. 2 Circle differences.

# Let's Explore



Make a hummus sandwich.





# Phonics and Reading

## Game Time



cup



jam



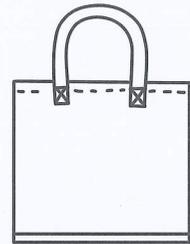
jump



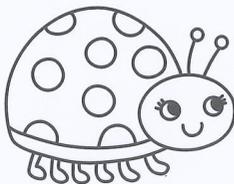
cut



hand



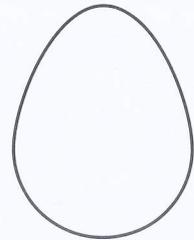
bag



bug



ten



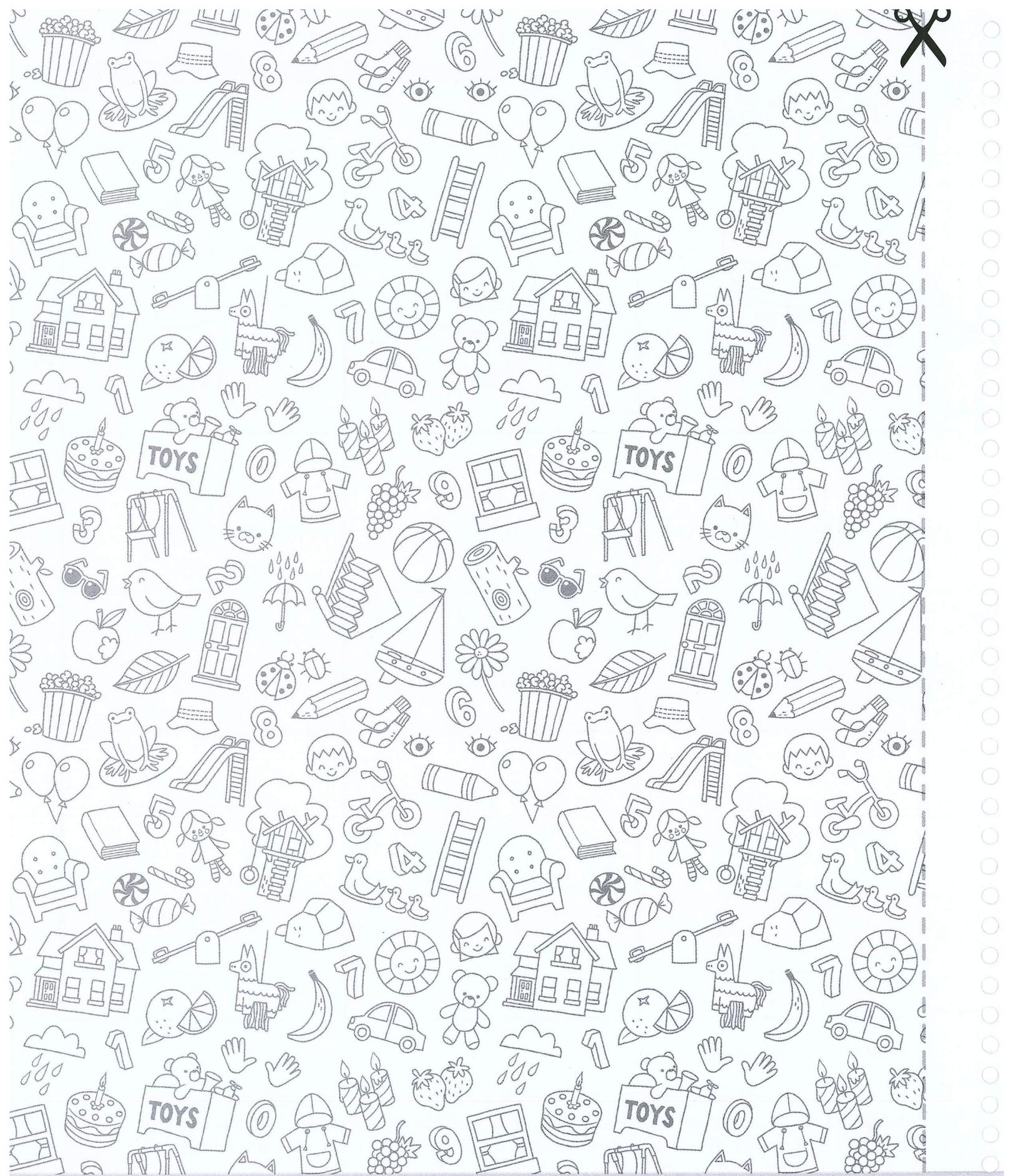
egg

### How to Play the Game

This is a tic-tac-toe game. Each player needs a different set of game pieces, such as small pieces of paper with Xs or Os. You must read the word in order to place a game piece on the space. The first player to place three pieces in a row wins the game.

**Language:** *cup, jam, jump, cut, hand, bag, bug, ten, egg.*

**Activities:** 1 **Pair share:** Talk about the pictures. Read the words. 2 Cut out game. 3 Play game in pairs. 4 Take game home to share.



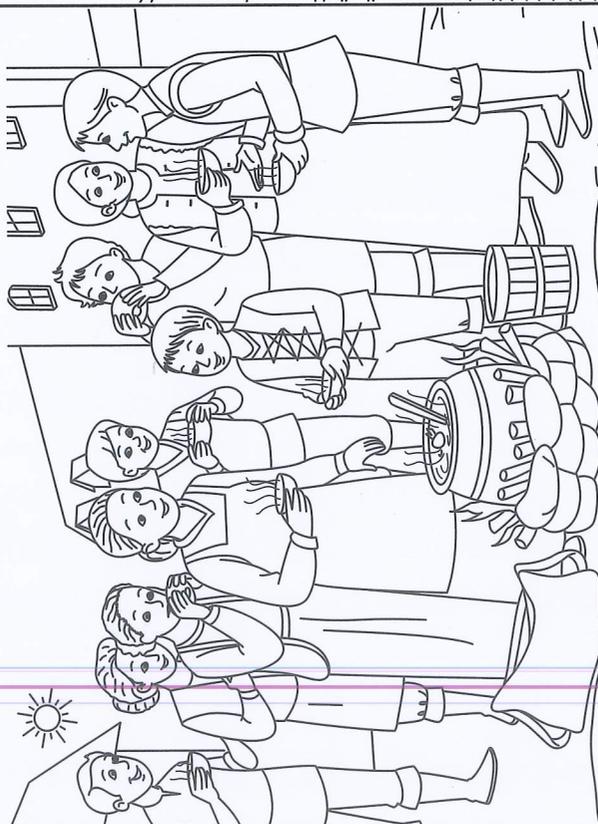
## Stone Soup

Fold

We're making soup from a stone.

First we need some S P.

I have some S P.



Sharing is good.

**Language:** share, stone, salt, pepper, potato, turnip, first, next, then, share, behind, under, on; We need (a potato). The soup is ready. Now we can share.

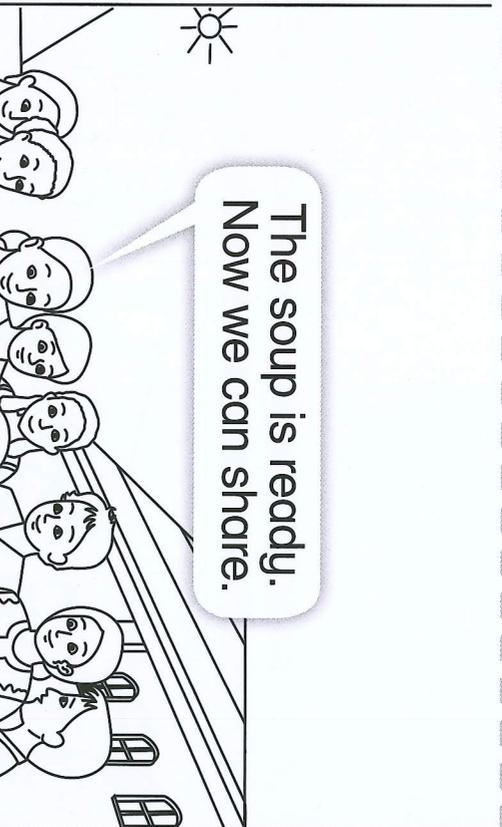
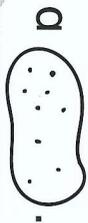
**Activities:** 1 Cut out and fold book. 2 Read in groups. Sing the Values Song **Sharing**. Talk about sharing. 3 Read book in pairs. 4 Take story home to read and share.



Then we need



Next we need



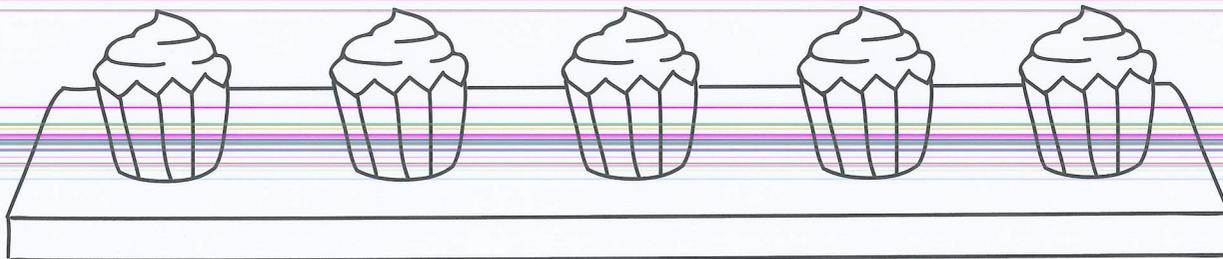
The soup is ready.  
Now we can share.

Fold



# Let's Subtract

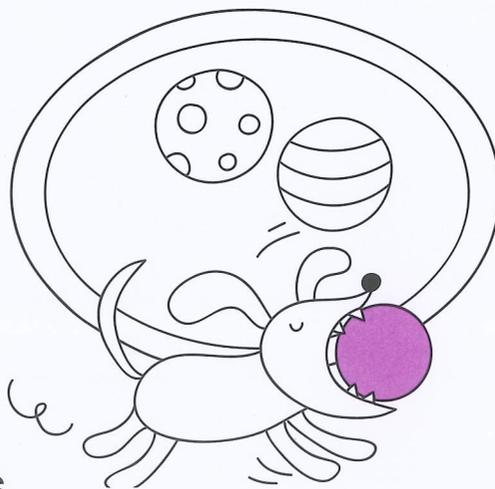
1



There are 5 cupcakes.  
Mom eats 2 cupcakes.  
How many are left?

$$5 - 2 = \underline{\quad}$$

2



There are 3 balls.  
The dog has 1 ball.  
How many are left?

$$3 - \underline{\quad} = \underline{\quad}$$

**Language:** cupcakes, table, balls, dog, numbers 1–5; How many are left?

**Activities:** 1 Read first math story. Draw an X through two cupcakes. Trace and write answer.  
2 Read second math story. Trace and write.

# Let's Check

Listen, circle, and draw.

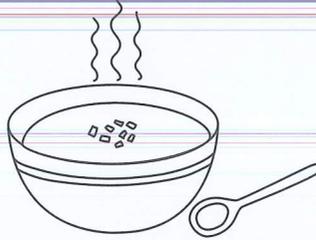


Read and circle.

1 My favorite new food word is



smoothie



soup



dip

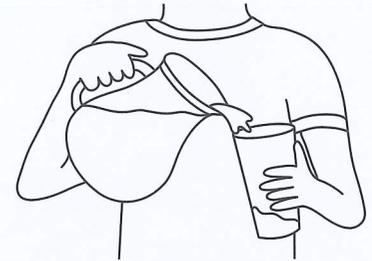
2 I like to



mix



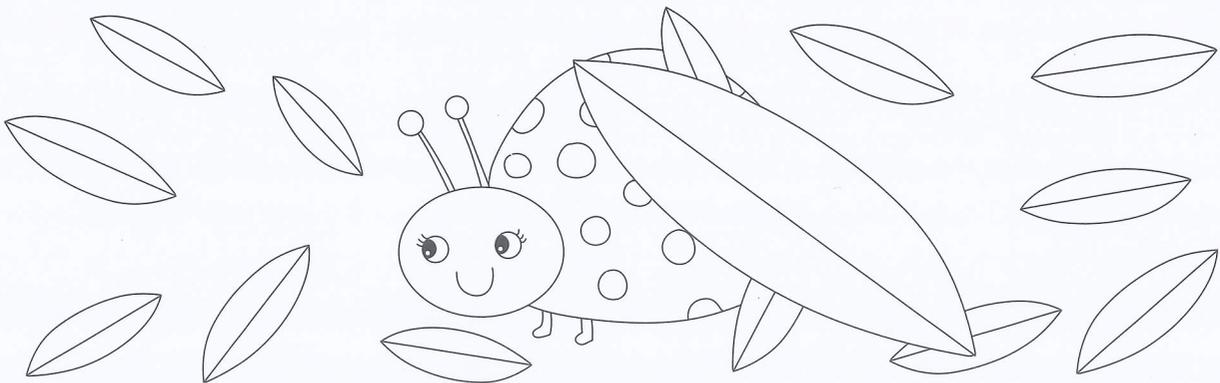
measure



pour

Read and answer.

What do you see?



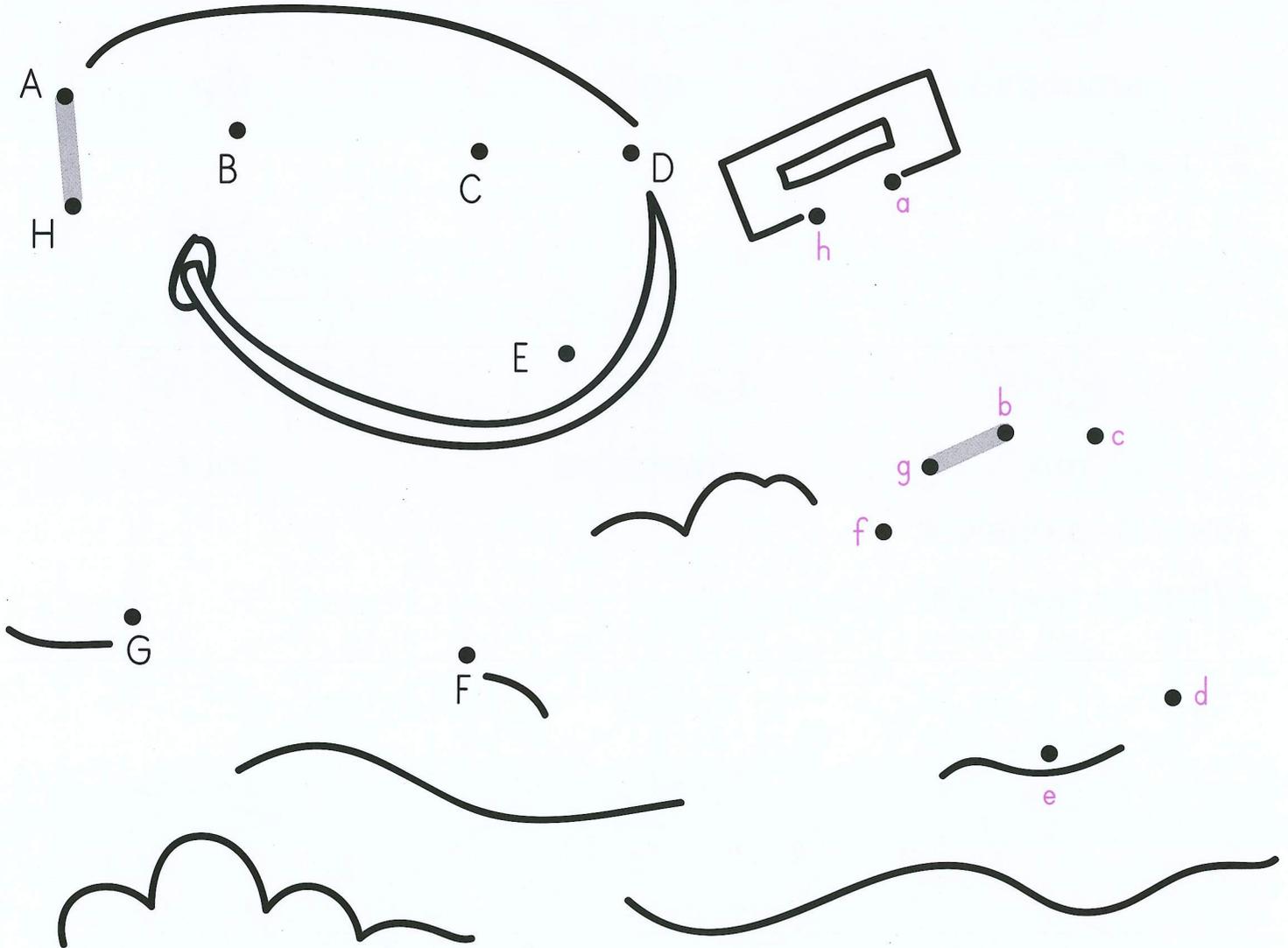
I see a \_\_\_\_\_.

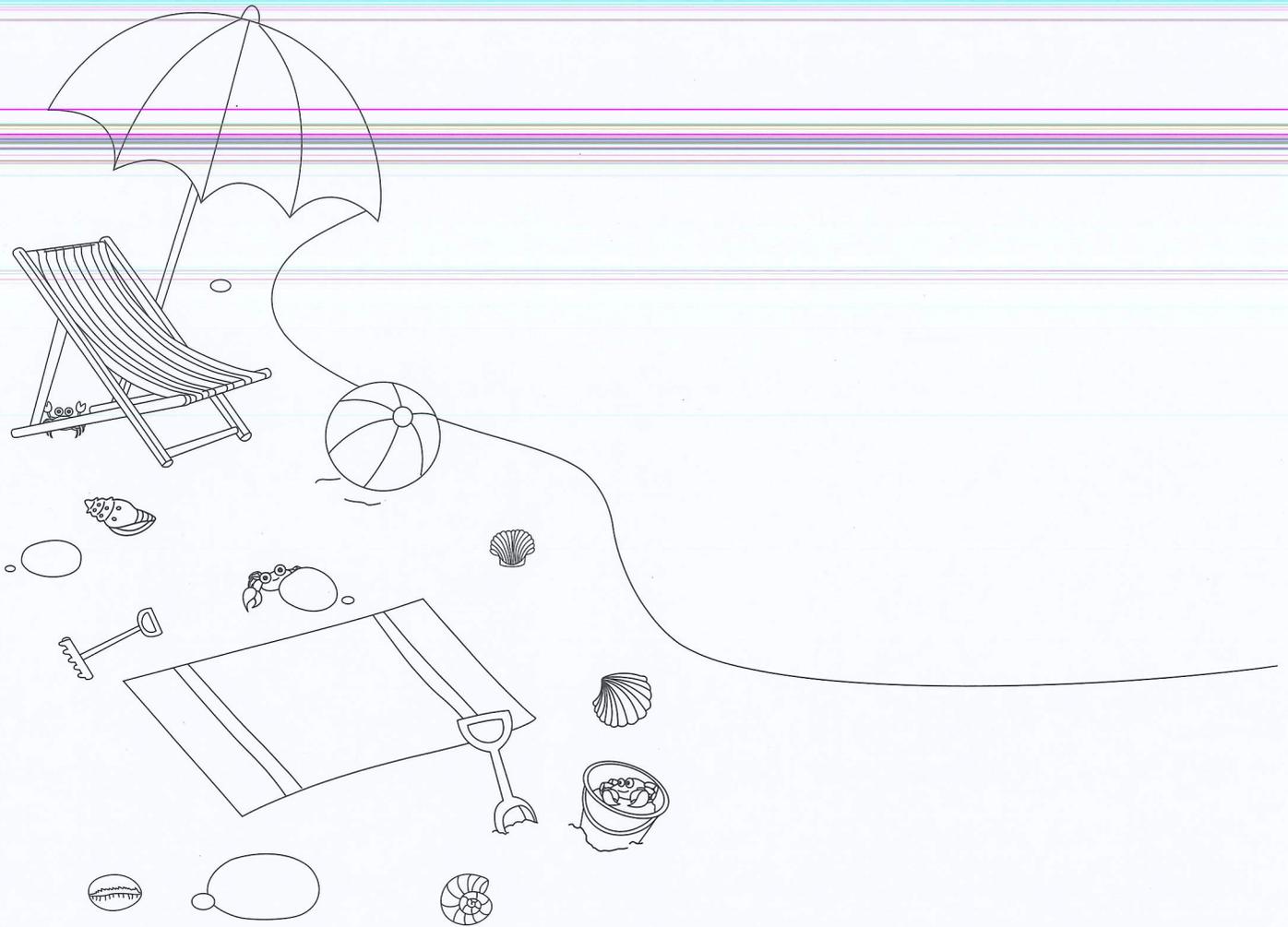
# Unit

# 7

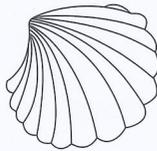
# At the Beach

Connect the dots. Color.

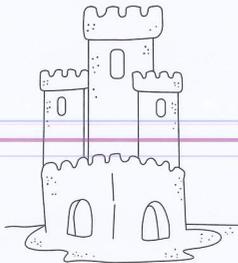




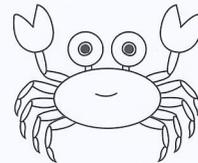
Find and circle 5 shells.



Draw a sandcastle.



Find and circle 3 crabs.



Draw waves.

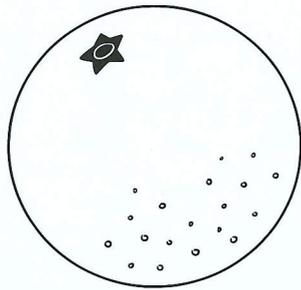
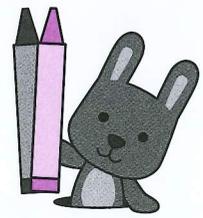


**Language:** shells, crabs, sandcastle, waves, numbers 1–5; I can see (five shells).

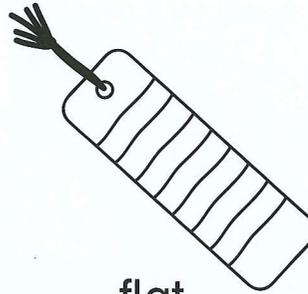
**Activities:** 1 Find and circle shells and crabs. 2 Draw a sandcastle on the sand. Draw waves in water.

**3 Pair share:** Talk about the picture.

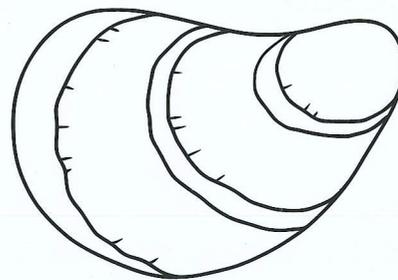
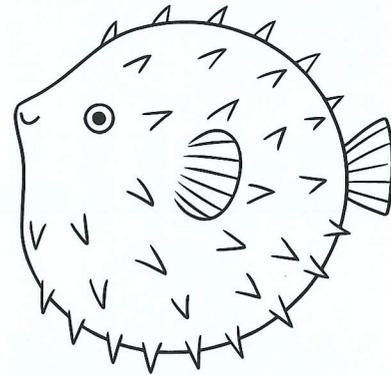
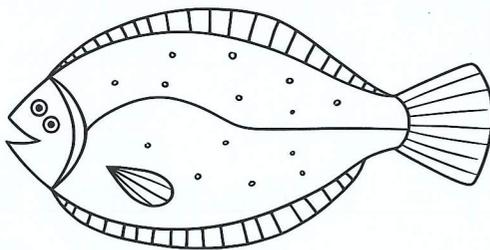
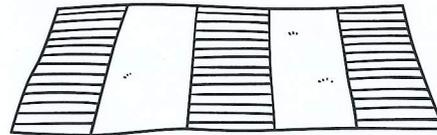
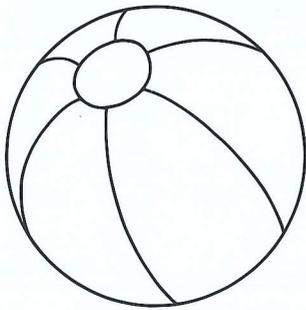
# Let's Explore



round

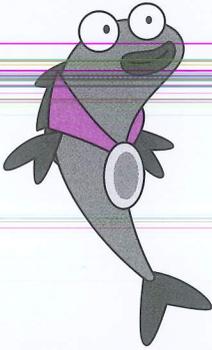


flat



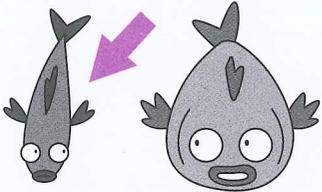


# Phonics and Reading



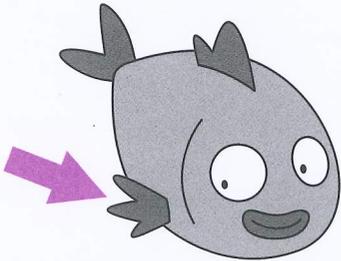
w

is

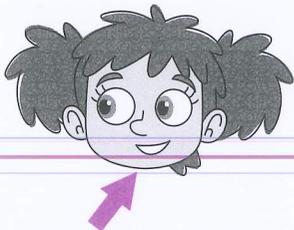


th

Fold



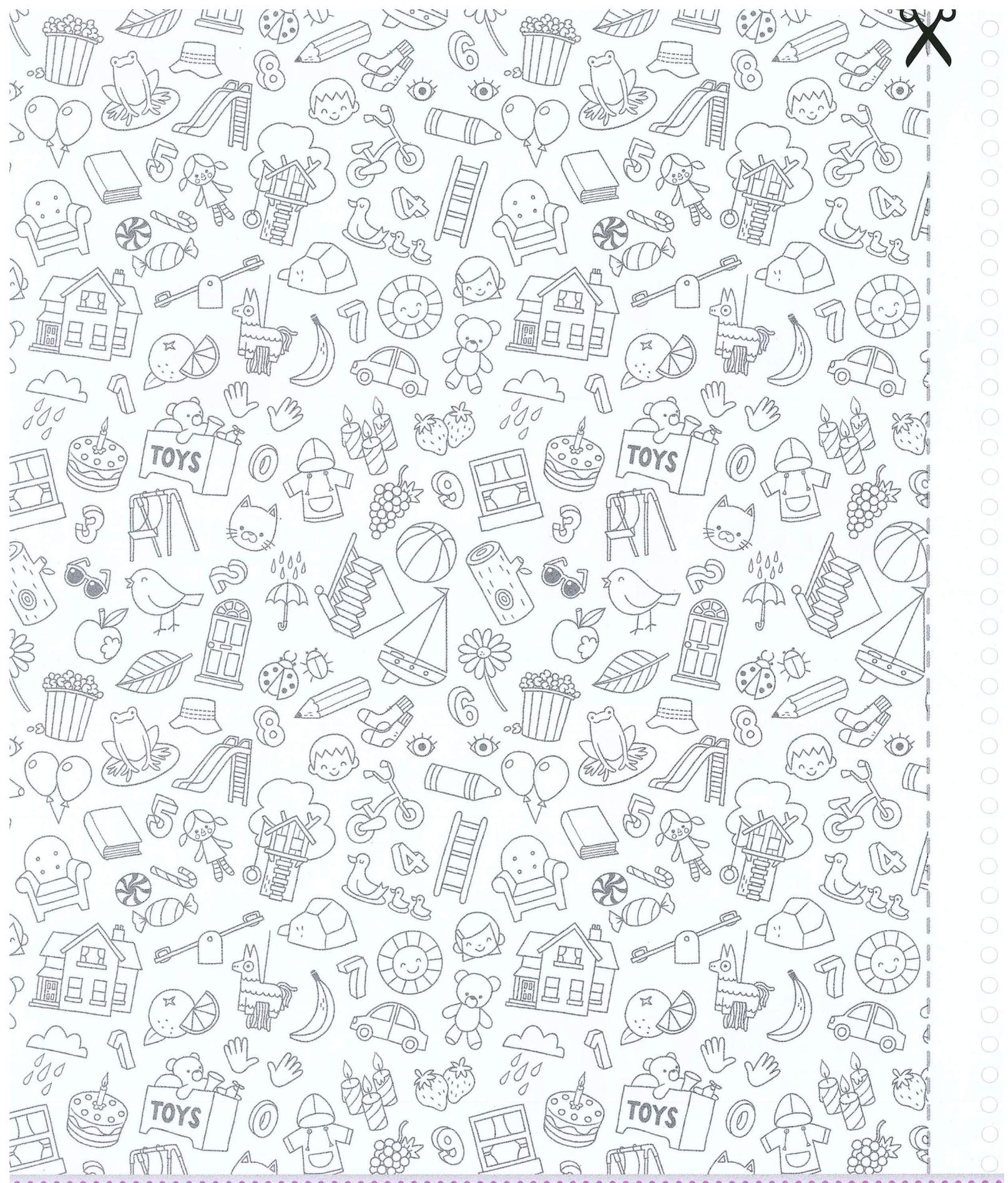
f



ch

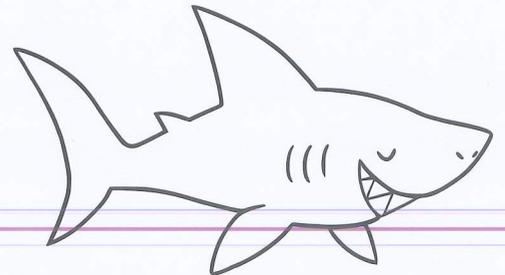
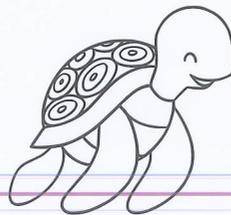
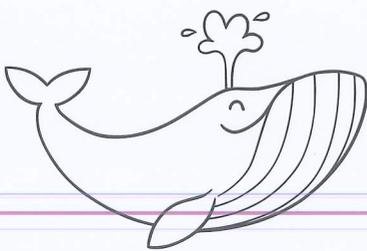
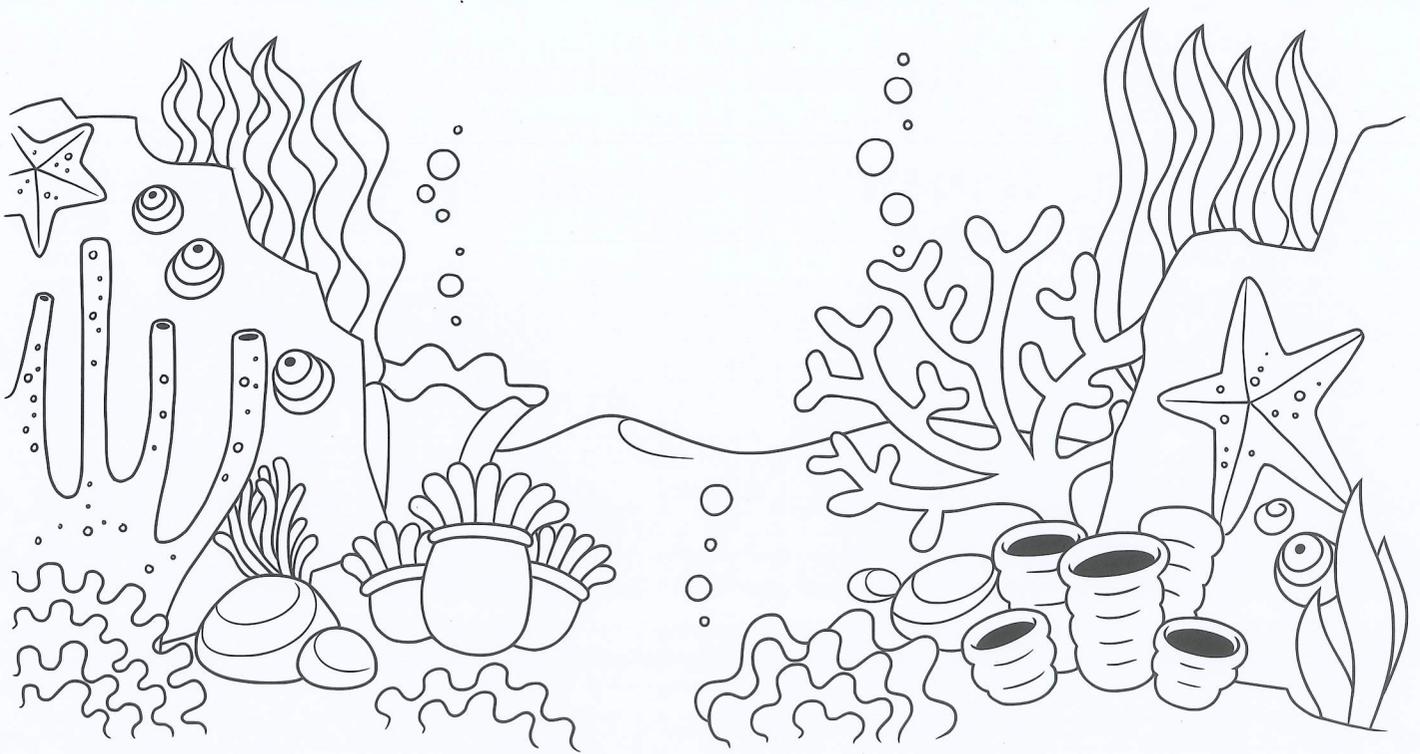
Language: win, thin, fin, chin.

Activities: 1 Make game. 2 Read the words. 3 Take game home to share.





# Sea Turtles



**Language:** whale, turtle, jellyfish, shark, ocean.

**Activities:** 1 Cut out and say. 2 Sing the Values Song *We've Got the Whole World in Our Hands*. 3 Glue animals on the ocean scene. 4 Take page home and share.



Dear Parents,

We are learning about the ocean in English class. Sea turtles live in the ocean. Plastic bags and other litter are dangerous to sea turtles. One way we can help sea turtles is to make sure we do not litter. Sing a verse from ***We've Got the Whole World in Our Hands*** with your child.

We've got the big blue ocean in our hands.  
We've got whales and turtles in our hands.  
We've got sharks and jellyfish in our hands.  
We've got the ocean in our hands.





How many shells are on the table?

\_\_\_\_\_

-----

\_\_\_\_\_

Draw 3 more shells.

How many shells are on the table now?

-----

\_\_\_\_\_

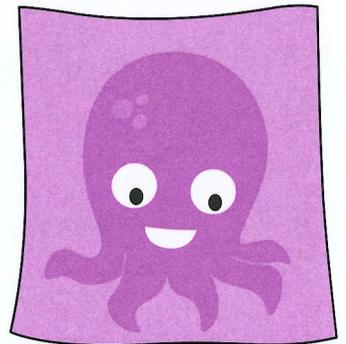
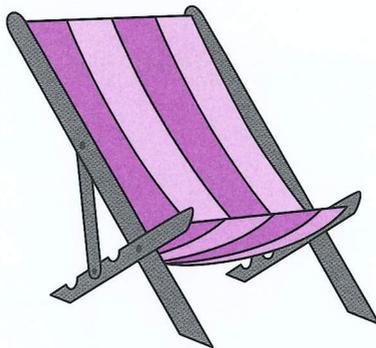
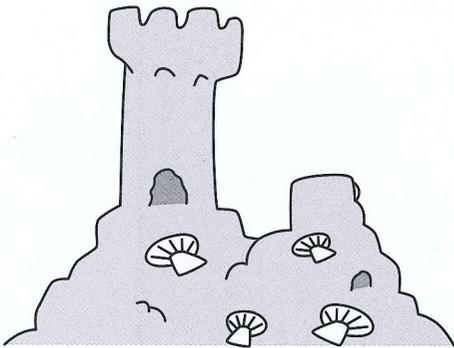
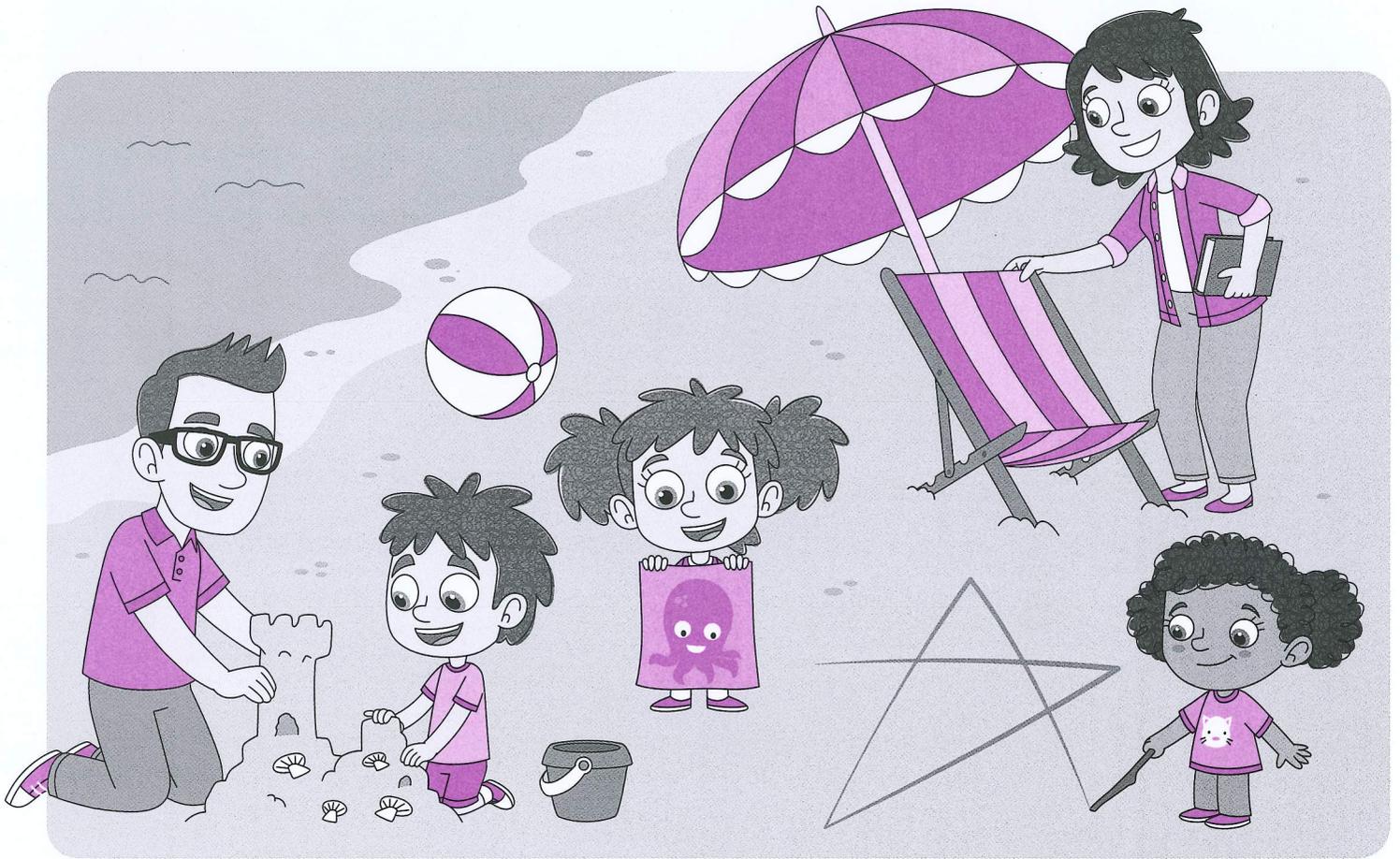
Write the missing numbers.

\_\_\_\_\_

40 41 42 \_\_\_\_\_ 44 45 46 \_\_\_\_\_ 48 \_\_\_\_\_ 50

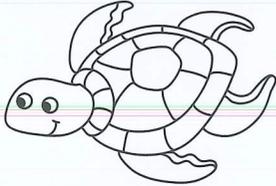
# Let's Check

Listen, circle, and draw.



Read and circle.

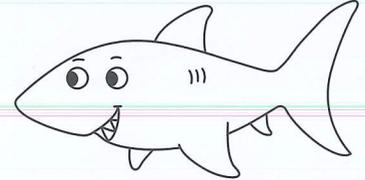
1 My favorite ocean animal is a \_\_\_\_\_



turtle



jellyfish



shark

2 I like to \_\_\_\_\_



make sandcastles



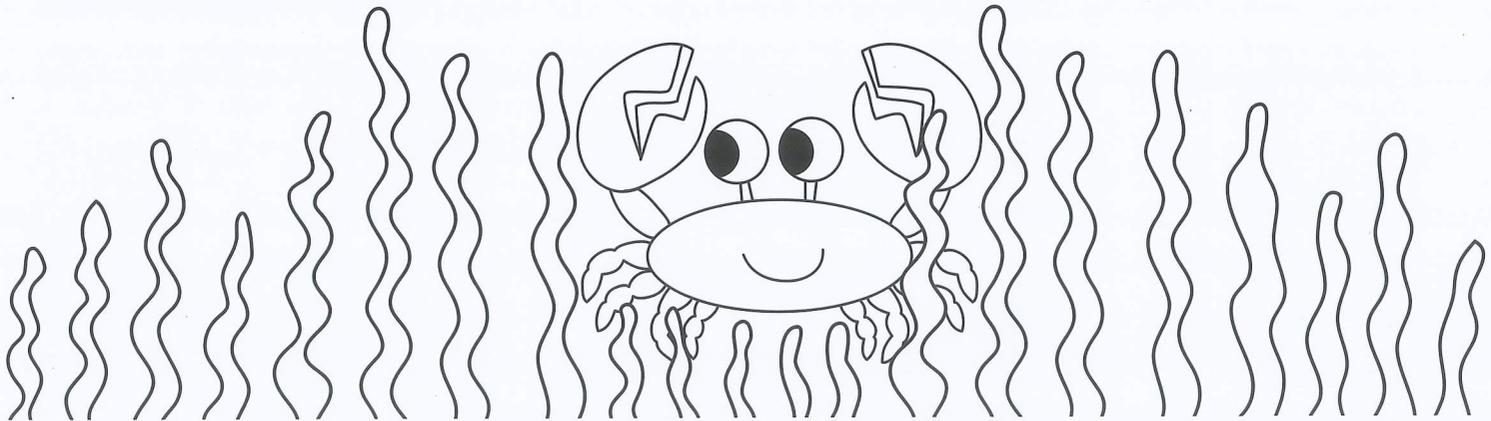
jump in waves



look for shells

Read and answer.

What do you see?

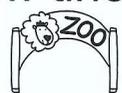


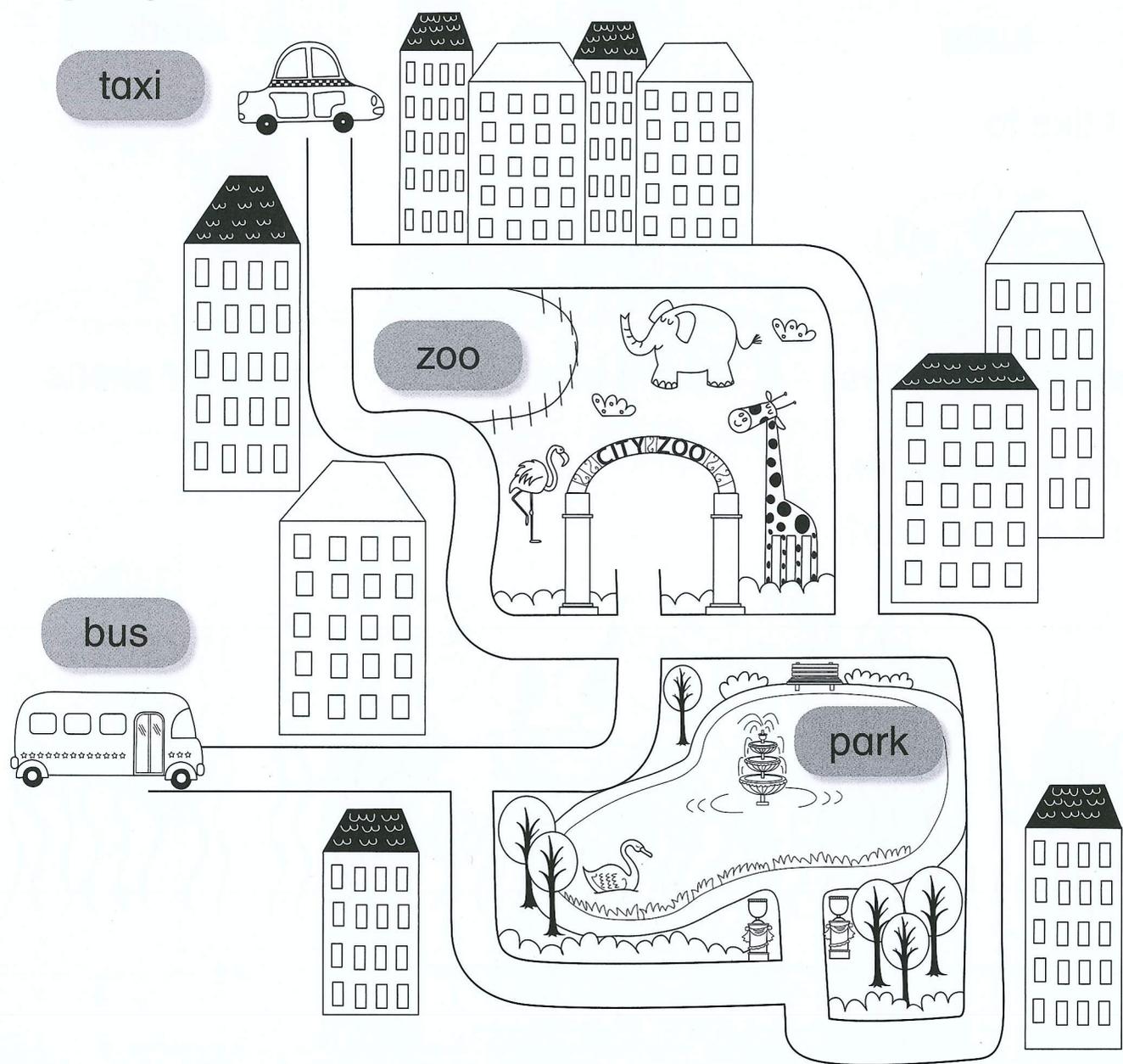
I see a \_\_\_\_\_ .

Language: Review.

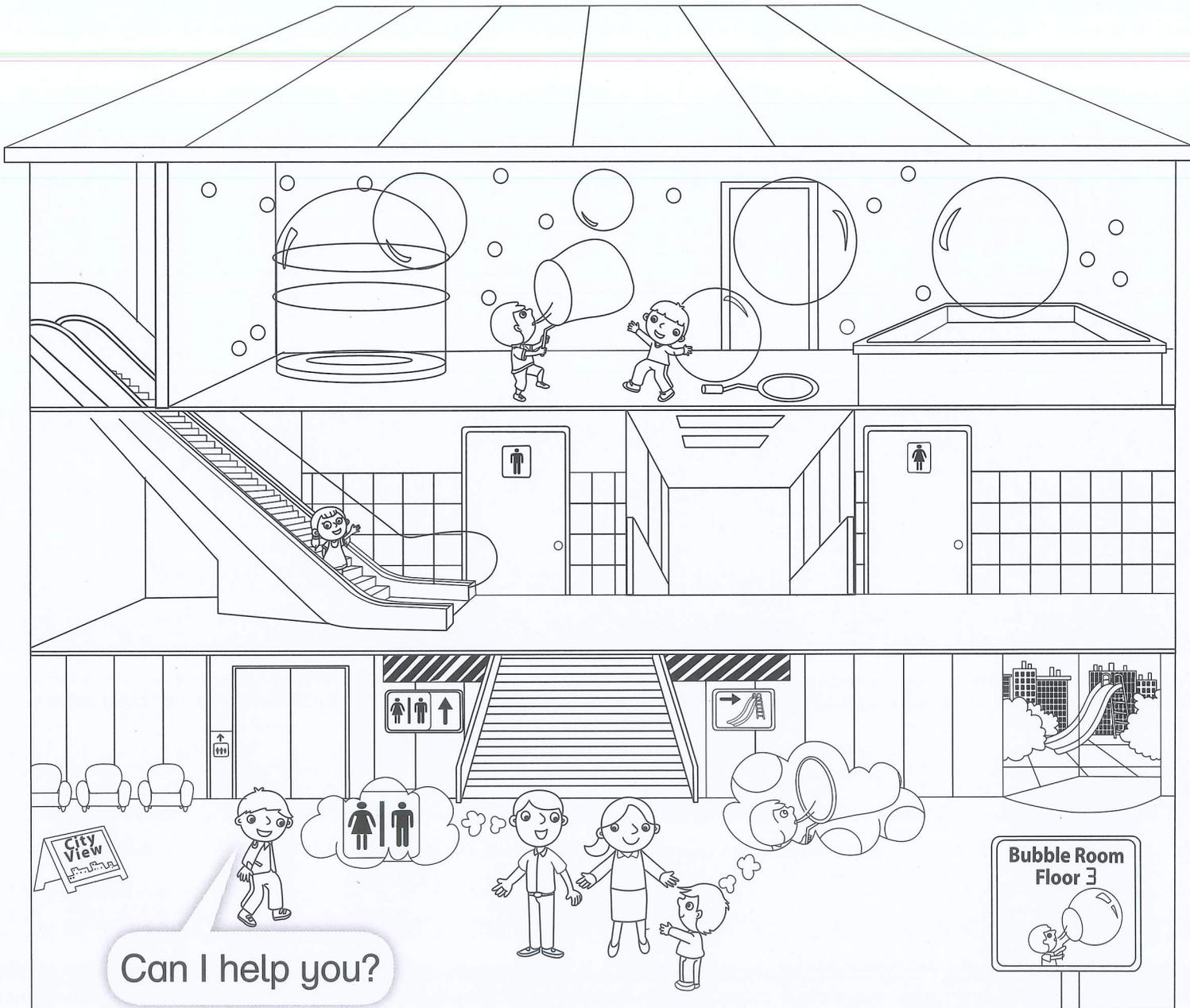
Activities: 1 Circle your favorite ocean animal. 2 Circle beach activities that you like doing.  
3 Read and answer.

# Unit 8 On the Go

Draw lines. Take the **bus** to the . Take the **taxi** to the .



Read and draw lines.

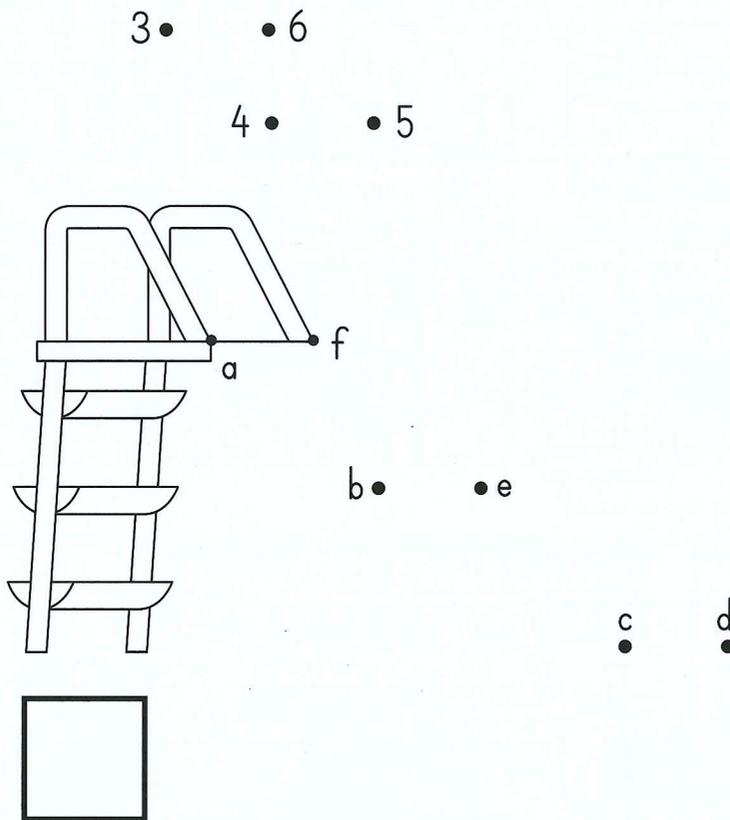
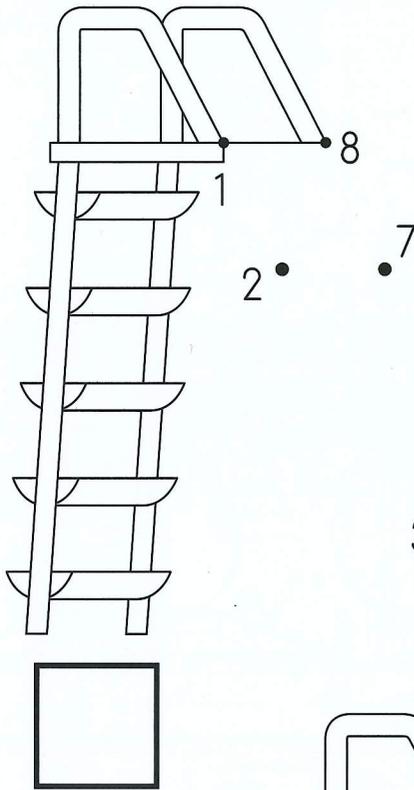
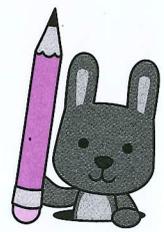


Can I help you?

**Language:** stairs, escalator, bubble; Can I help you? I'm looking for the (bathroom). How do I get to the (Bubble Room)? Take the (escalator).

**Activities:** 1 **Pair share:** Talk about the picture. 2 Circle the escalator with blue. Circle the stairs with red. 3 Draw lines to where the child and the dad want to go. 4 Role-play.

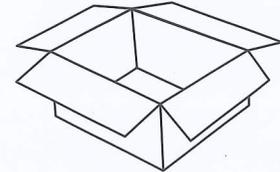
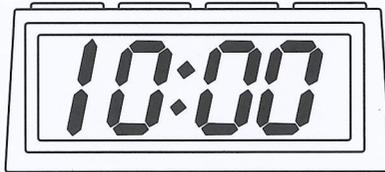
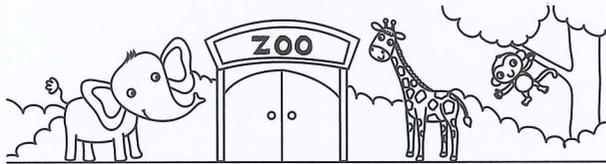
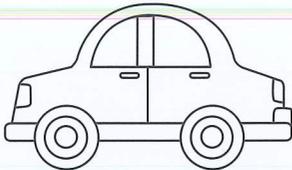
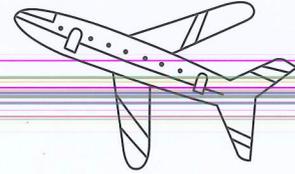
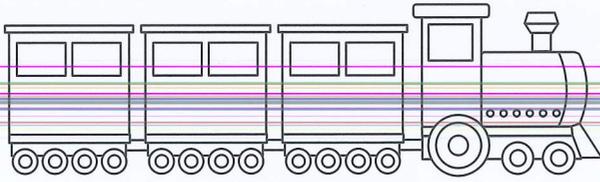
# Let's Explore



Which slide is steeper? Check.  
Draw a picture of you on your favorite slide.



# Phonics and Reading



## How to Play the Game

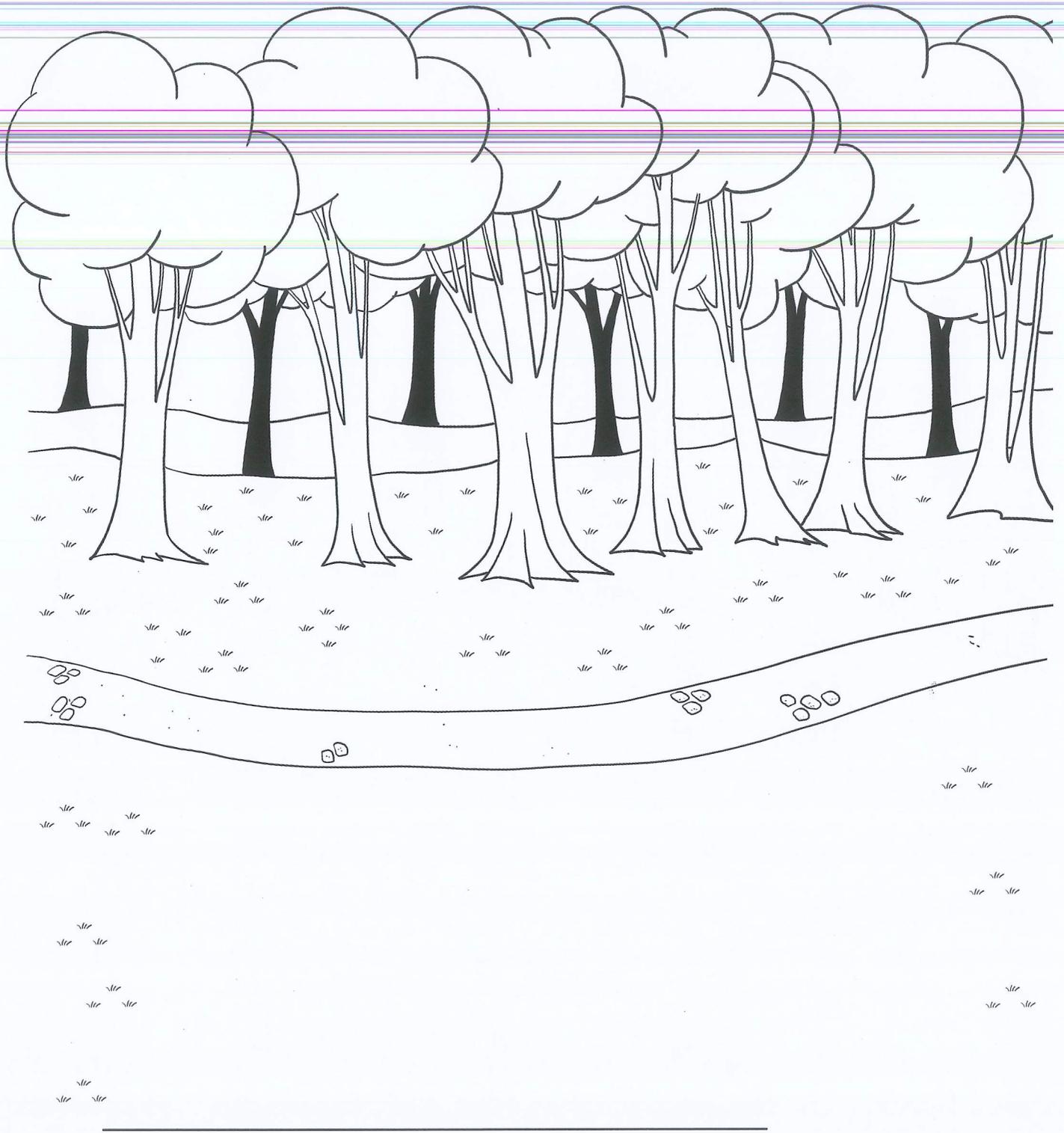
Place the picture cards face up. Player A touches ("tags") one picture card and says the word. Player B tags a rhyming picture card and says that word. If Player B is correct, he or she takes both cards.

It is now Player B's turn to tag a card and say the word. Then Player A tags and says the rhyming picture. Continue until all cards are matched.

**Language:** rhyming words: *train/plane, car/star, zoo/shoe, clock/sock, fox/box, chair/bear.*

**Activities:** 1 Cut out cards. 2 Play game in pairs. 3 Take game home to share.



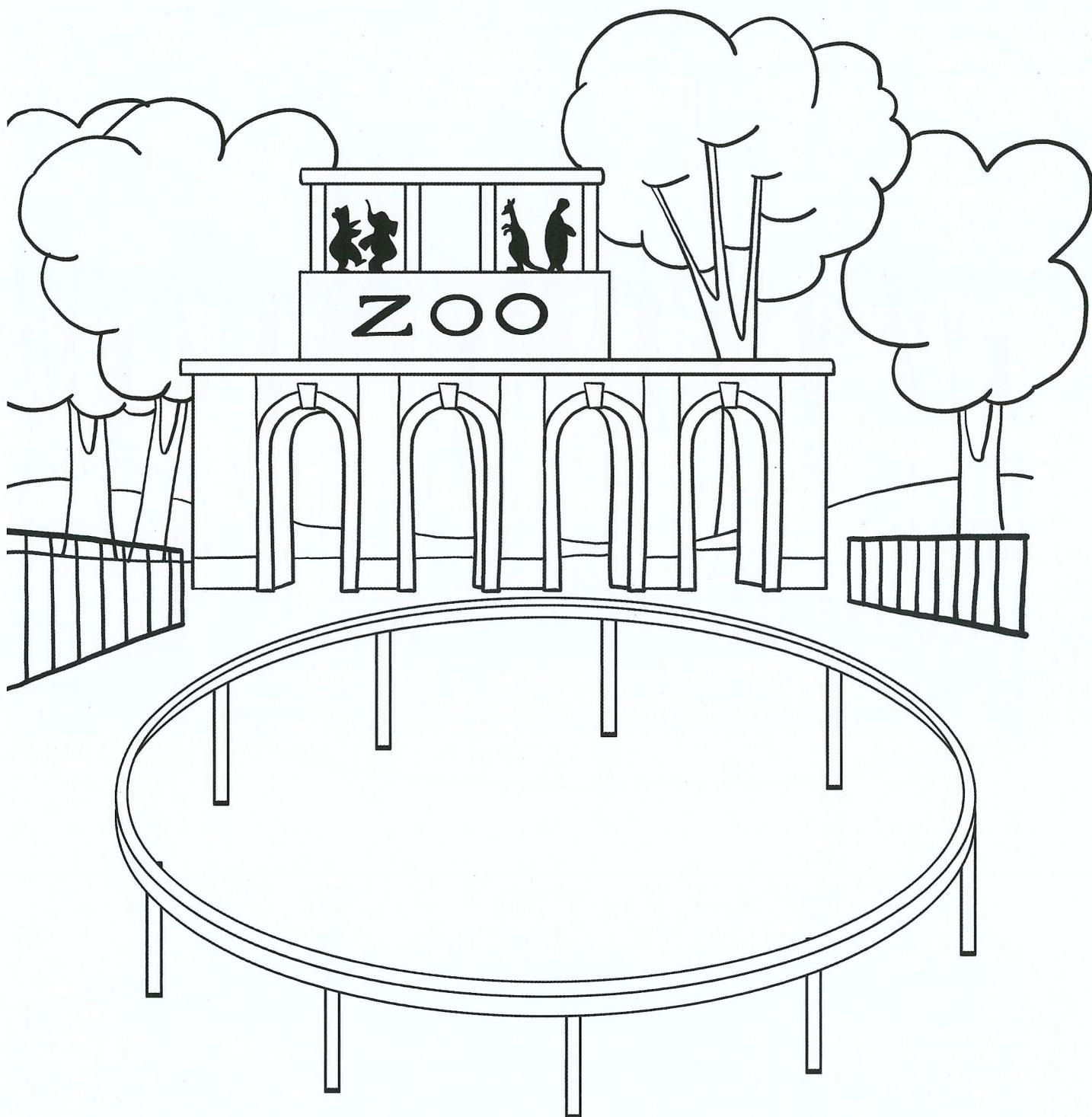


I like \_\_\_\_\_ in the park.

**Language:** park, riding a bike, running, playing; I like (riding a bike) in the park.

**Activities:** 1 Think of ideas for the sentence, then write. 2 Draw yourself in the park doing the activity. 3 Point and say.

# City Fun



I like looking at the \_\_\_\_\_ at the zoo.

# Let's Subtract

Read, count, and answer.



How many cars? \_\_\_\_\_



$10 - 3 =$  \_\_\_\_\_



$7 - 2 =$  \_\_\_\_\_



$5 - 3 =$  \_\_\_\_\_



**Language:** *drive away.*

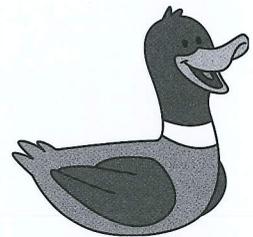
**Activities:** 1 Talk about the pictures. 2 Read, count, and answer.

Unit 8  
Lesson 9

79

# Let's Check

Listen, circle, and draw.

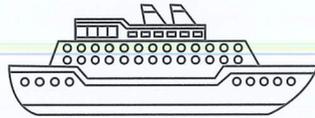


Read and circle.

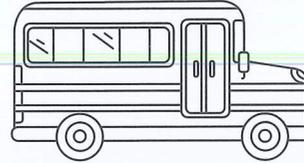
1 I like taking the



train



ferry

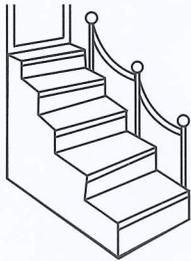


bus

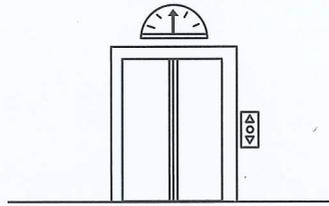


subway

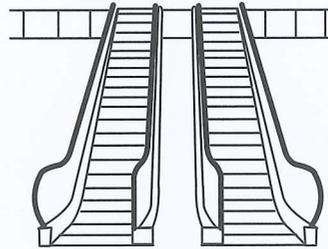
2 I like taking the



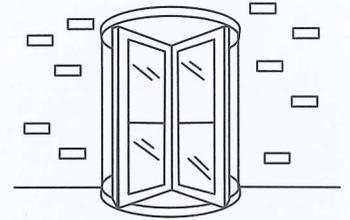
stairs



elevator



escalator



revolving door

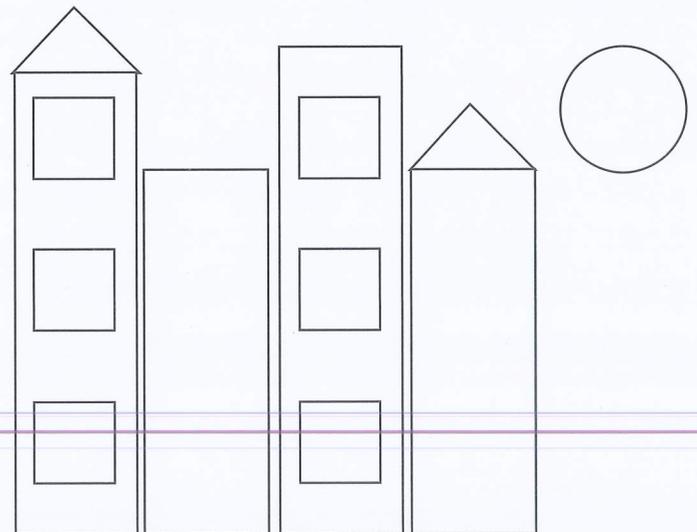
Color.

Color the rectangles  gray.

Color the triangles  blue.

Color the squares  orange.

Color the circle  yellow.



# Unit 9

# Celebrations

Cross out the items that don't belong.



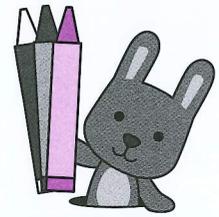
What do you like to do? Think and check.

Do you like to	Yes, I do.	No, I don't.
act? 		
march? 		
sing? 		
dance? 		
play the drum? 		
bow? 		
cheer? 		

**Language:** act, march, sing, dance, play the (drum), bow, cheer; Do you like to (sing)?  
Yes, I do. / No, I don't.

**Activities:** 1 **Pair share:** Talk about activities in chart. Ask and answer. 2 Complete chart.  
Then compare answers.

# Let's Explore



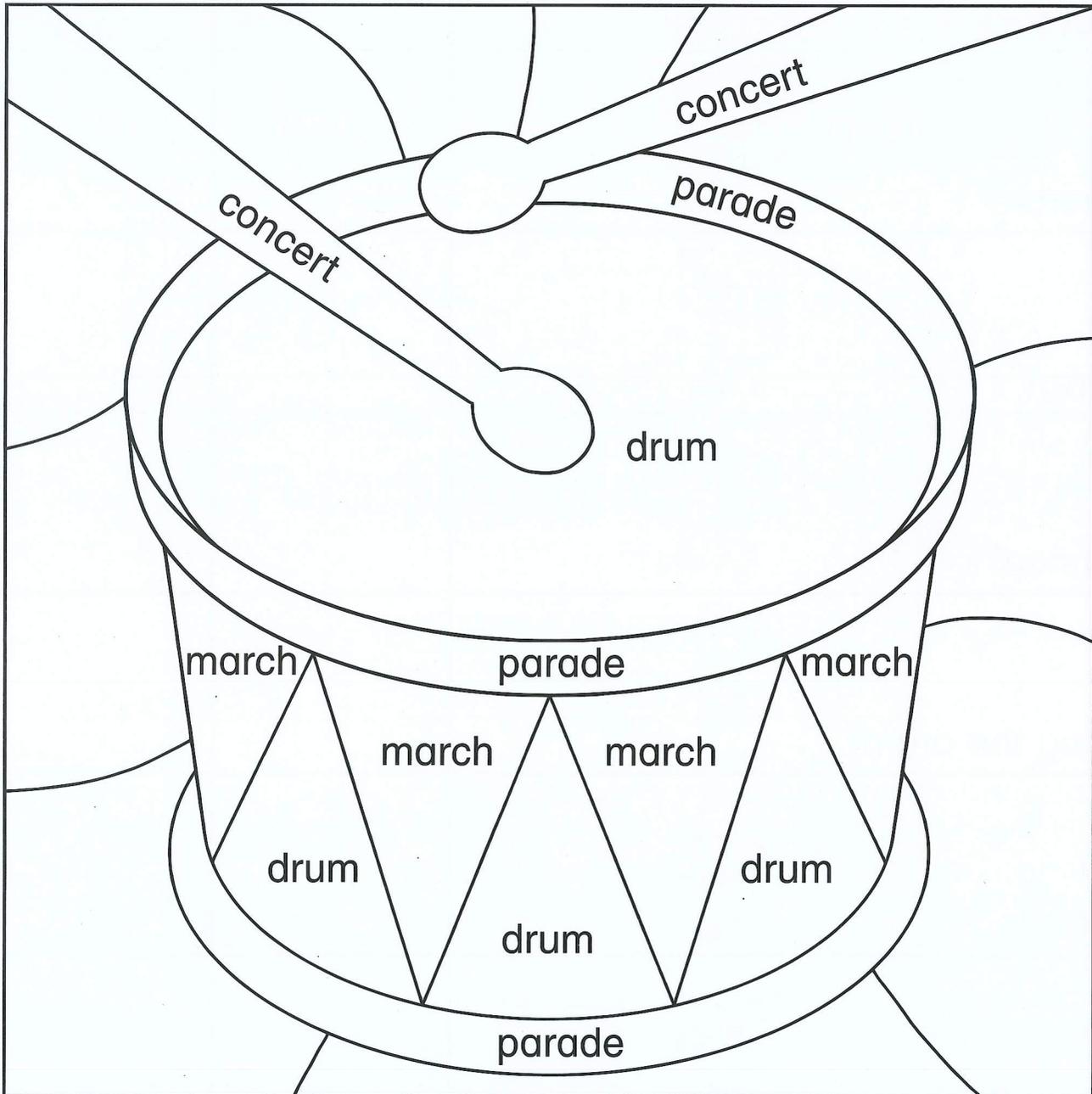
Color.

**drum** = red

**march** = green

**parade** = yellow

**concert** = brown



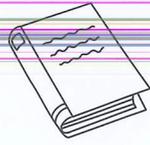


# Phonics and Reading

A



B



C



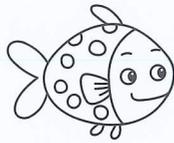
D



E



F



G



H



I



J



K



L



M



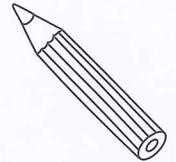
N



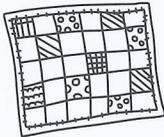
O



P



Q



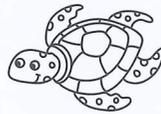
R



S



T



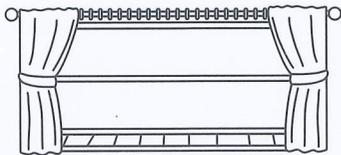
U



V



W



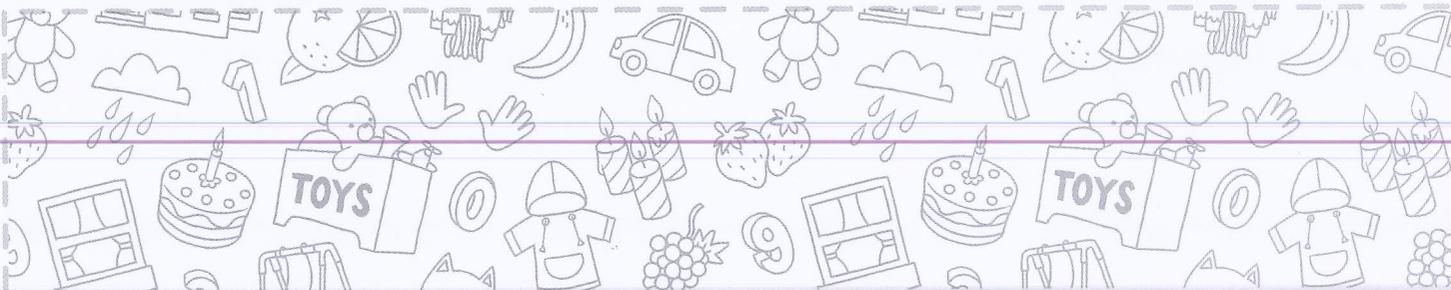
X



Y



Z



Language: Review.

Activities: 1 Color both sides. Then cut out. 2 Choose big letters or small letters. Put strips together in order. 3 Sing *The Alphabet Song* and point. 4 Point and say pictures. 5 Take game home to share.

Unit 9  
Lessons 5-6

85



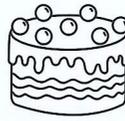
a



b



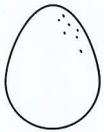
c



d



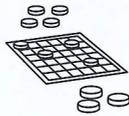
e



f



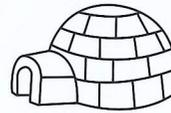
g



h



i



j



k



l



m



n



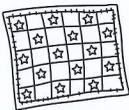
o



p



q



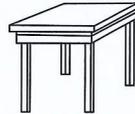
r



s



t



u



v



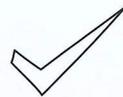
w



x



y



z



Dear Parents,  
 Order the cards A–Z or a–z. See how many words your child can say.



Name:

\_\_\_\_\_

-----

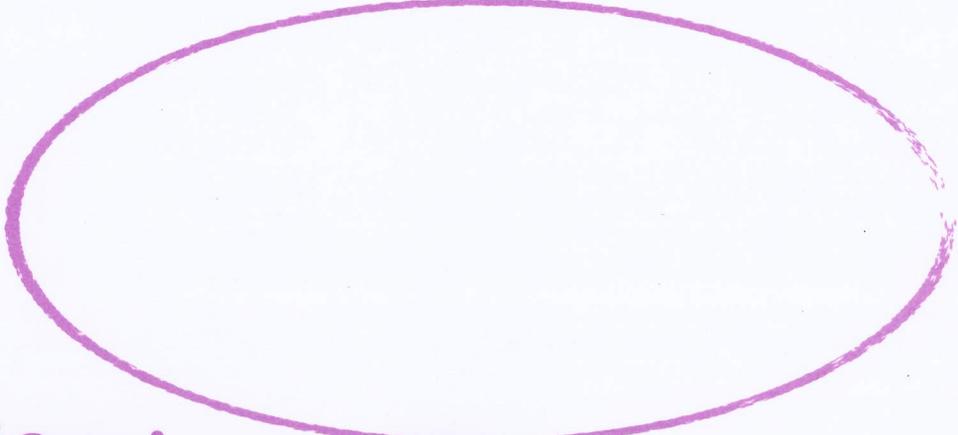
\_\_\_\_\_

I like to

\_\_\_\_\_

-----

\_\_\_\_\_



**Good job!**



**Language:** Review.

**Activities:** 1 Write your name. 2 Think of things children like to do at school. 3 Write and draw what you like to do. 4 Cut out certificate.



Count and circle.

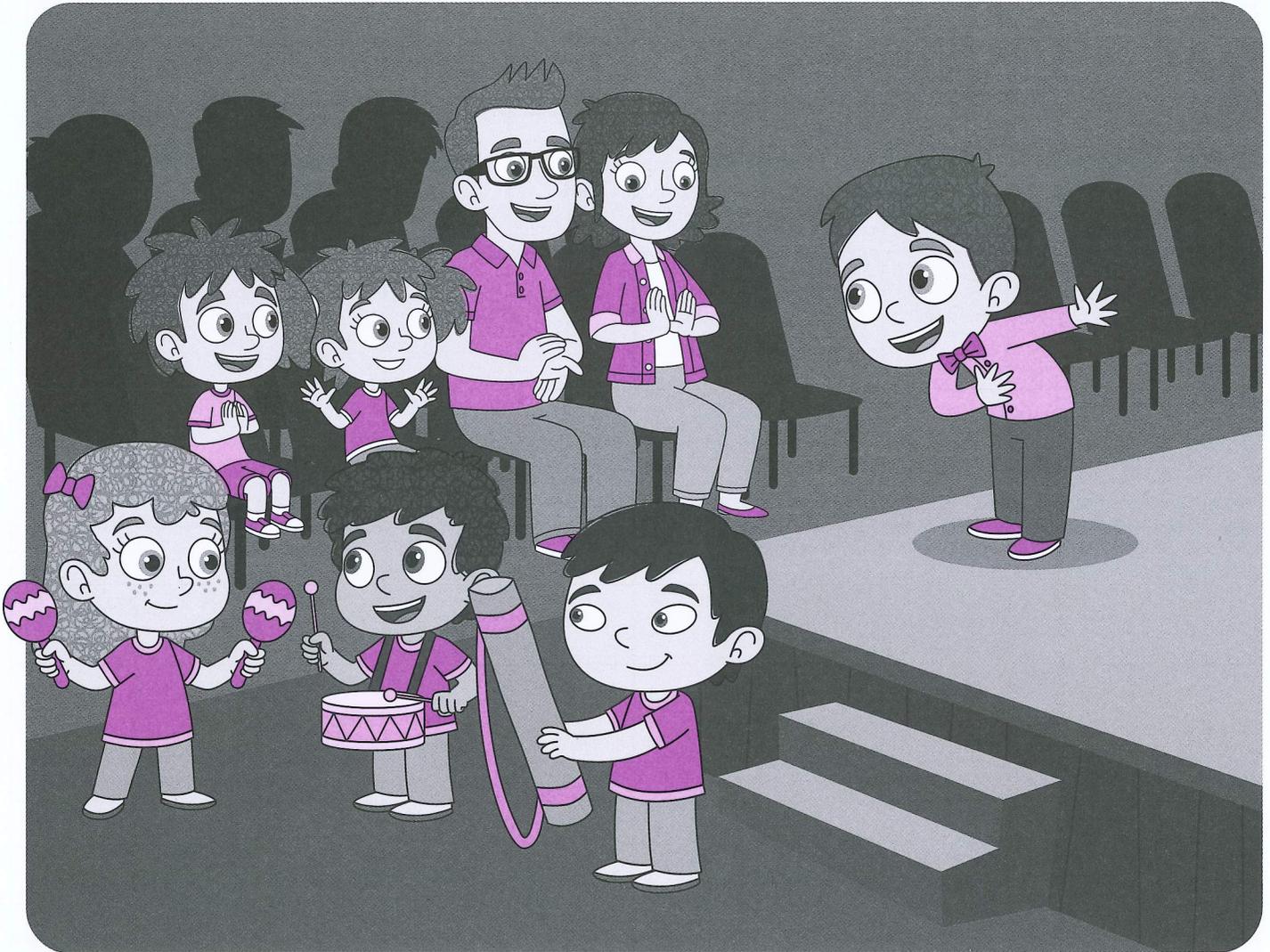
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**Language:** stars, numbers 1–100.

**Activities:** 1 Find 10 hidden stars and say number. 2 Count by 5s. Circle 5s with purple. 3 Count by 10s. Color squares in 10s column yellow.

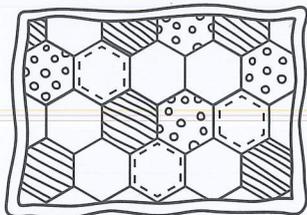
# Let's Check

Listen, circle, and draw.

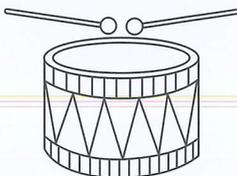


Read and circle.

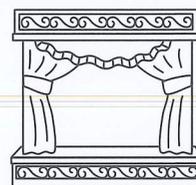
## 1 My favorite new word is



quilt

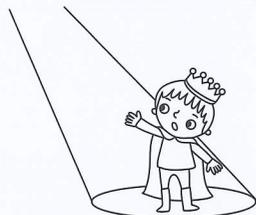


drum



stage

## 2 I like to



act

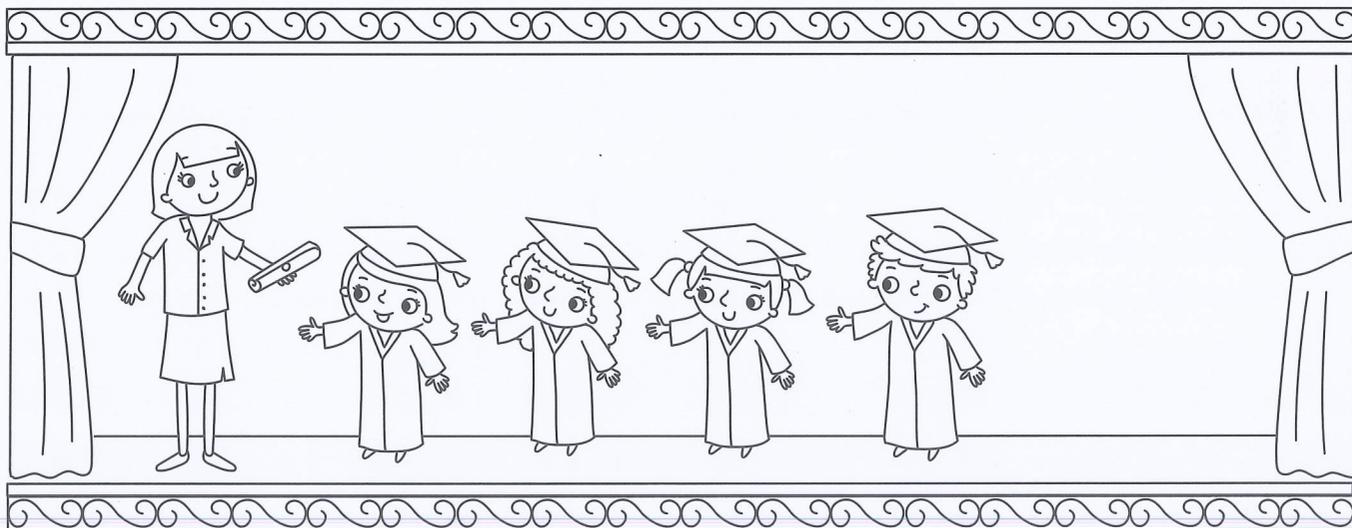


sing



cheer

Read and draw.



Draw yourself at the graduation.

Language: Review.

Activities: 1 Circle your favorite new word. 2 Circle activities that you like to do. 3 Read and draw.

# The Name of the Tree

Draw 3 fruit on the



5 ●

● 6

4 ●

● 7

3 ●

● 8

2 ●

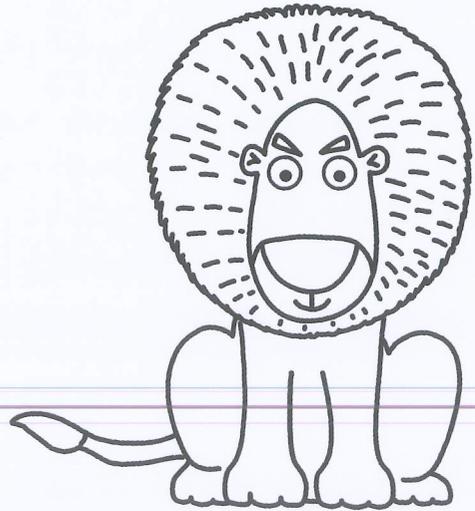
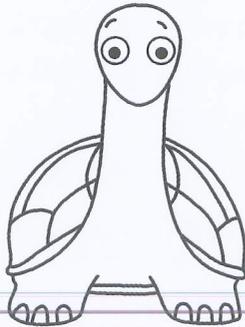
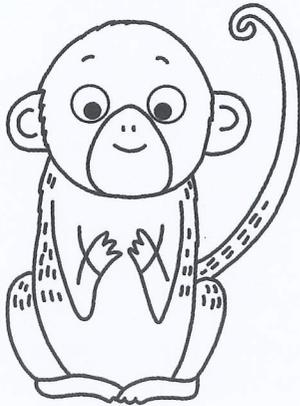
● 9

1 ●

● 10



# The Name of the Tree

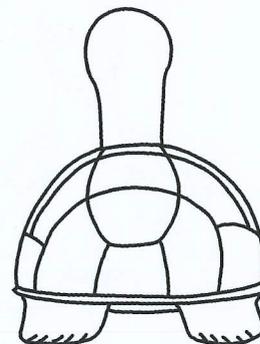
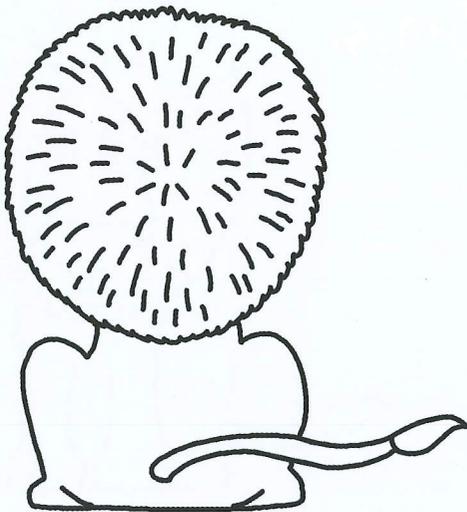
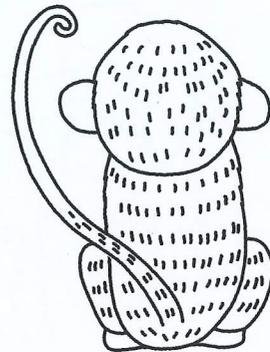
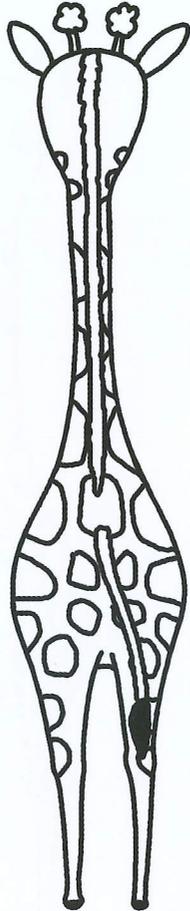
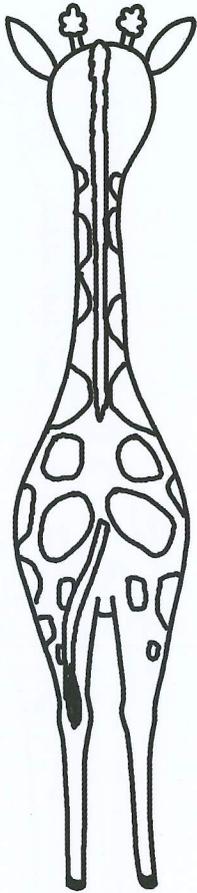


**Language:** giraffes, King Lion, zebra, monkey, turtle.

**Activities:** 1 Color. 2 Cut out and make stick puppets. 3 Act out story with puppets and background.

Unit 10  
Lesson 2

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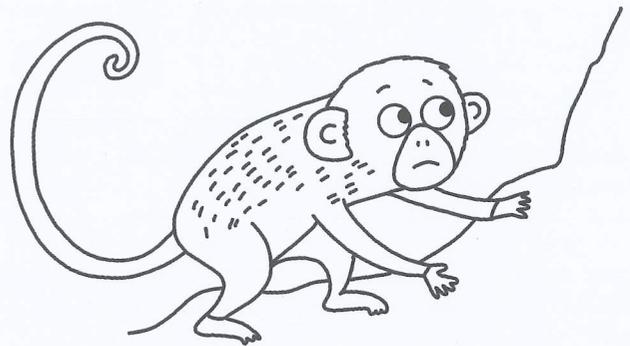
# The Name of the Tree

Read and match.

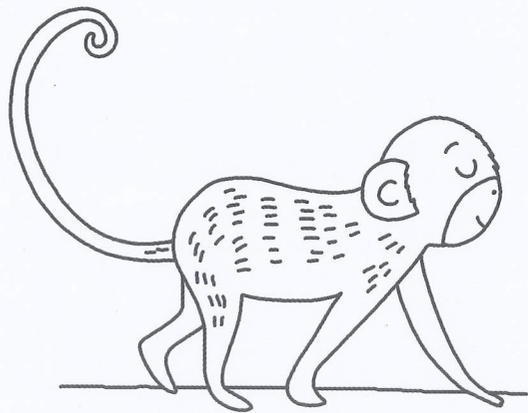
1 Run!



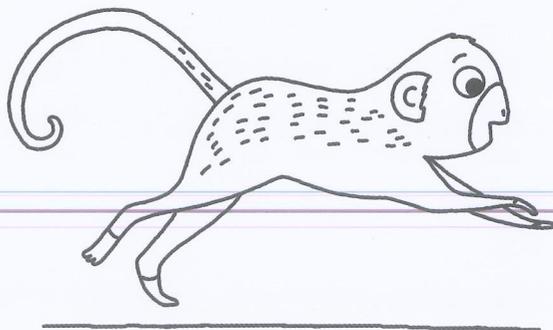
2 Swim!



3 Climb!



4 Walk!



Language: run, swim, climb, walk, monkey.

Activities: 1 Read words and do actions. 2 Match words to pictures.

Unit 10  
Lessons 3-4

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# Doodle Town 3

## Activity Book

Think, explore, create, and learn with Doodle Town!

Caroline Linse and Elly Schottman, authors of bestselling courses such as *Fingerprints*, *Hats On*, and *Hats On Top*, have taken preschool language learning to a new level by incorporating songs, projects, values, phonics, and stories into an easy-to-follow, but rigorous, curriculum.

### Think

*Doodle Town* supports cognitive development through dedicated math and literacy focused lessons, and by providing opportunities for children to talk about what they see on the page.

### Explore

*Doodle Town* encourages children to learn about the world around them through science, math, art, social studies, and physical education.

### Create

*Doodle Town* includes drawing and role-play activities to nurture memory, experience, imagination, and observation, which help children understand new words and make learning connections.

### Learn

*Doodle Town* develops the whole child by fostering social, emotional, cognitive, and physical development, which gives children the tools to succeed in the next stages of their education and lives.

*Doodle Town* features a full array of components to support both learning and teaching, including the wonderful *Doodle Town* Pocket Chart, which develops both literacy and math skills.

### Components:

- ☀ Student Book with digital Student Practice Kit
- ☀ Activity Book
- ☀ Literacy Skills Pad
- ☀ Math Skills Pad
- ☀ Teacher's Edition with digital Presentation Kit and Teacher's Resource Center material
- ☀ Pocket Chart
- ☀ Photo Cards
- ☀ Doodle Bunny puppet
- ☀ Posters



[www.macmillanyounglearners.com/doodletown](http://www.macmillanyounglearners.com/doodletown)





# Doodle Town 2

Teacher's Edition



Mary Roulston  
Caroline Linse      Elly Schottman