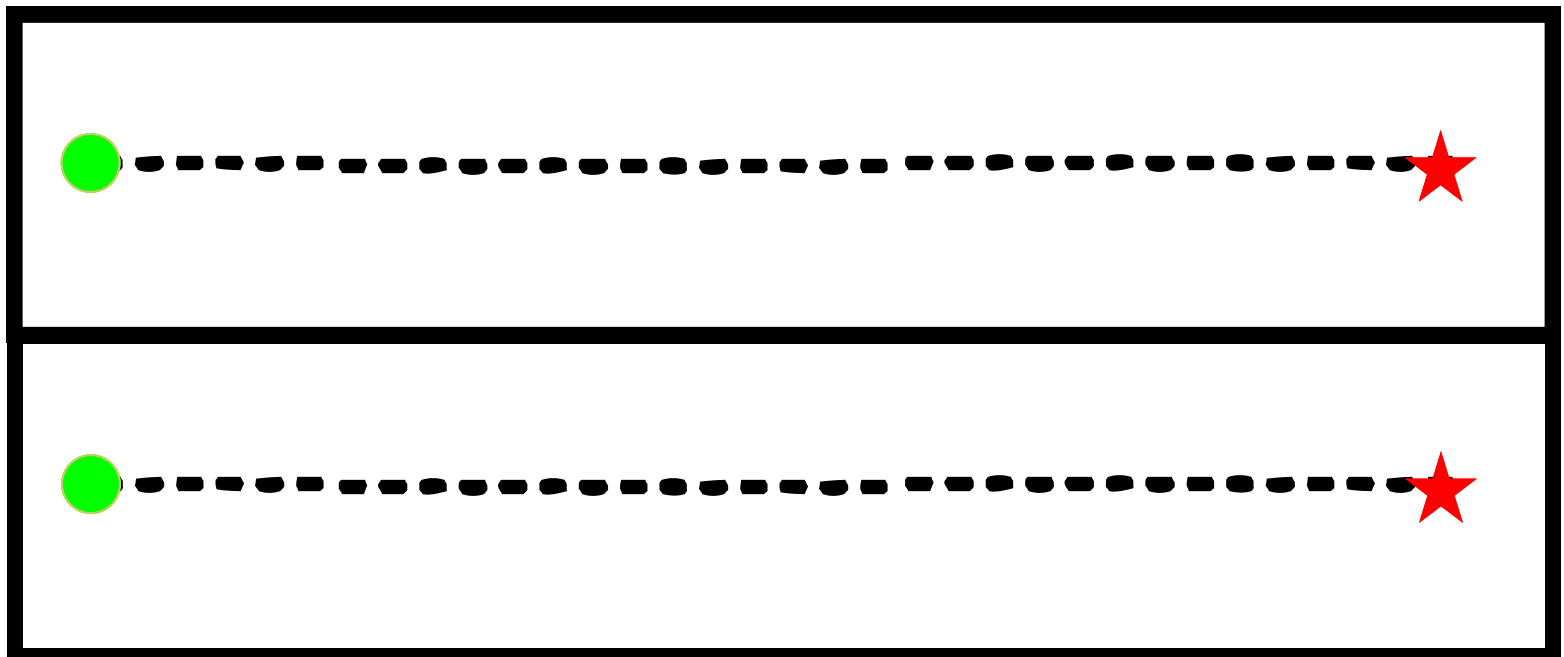
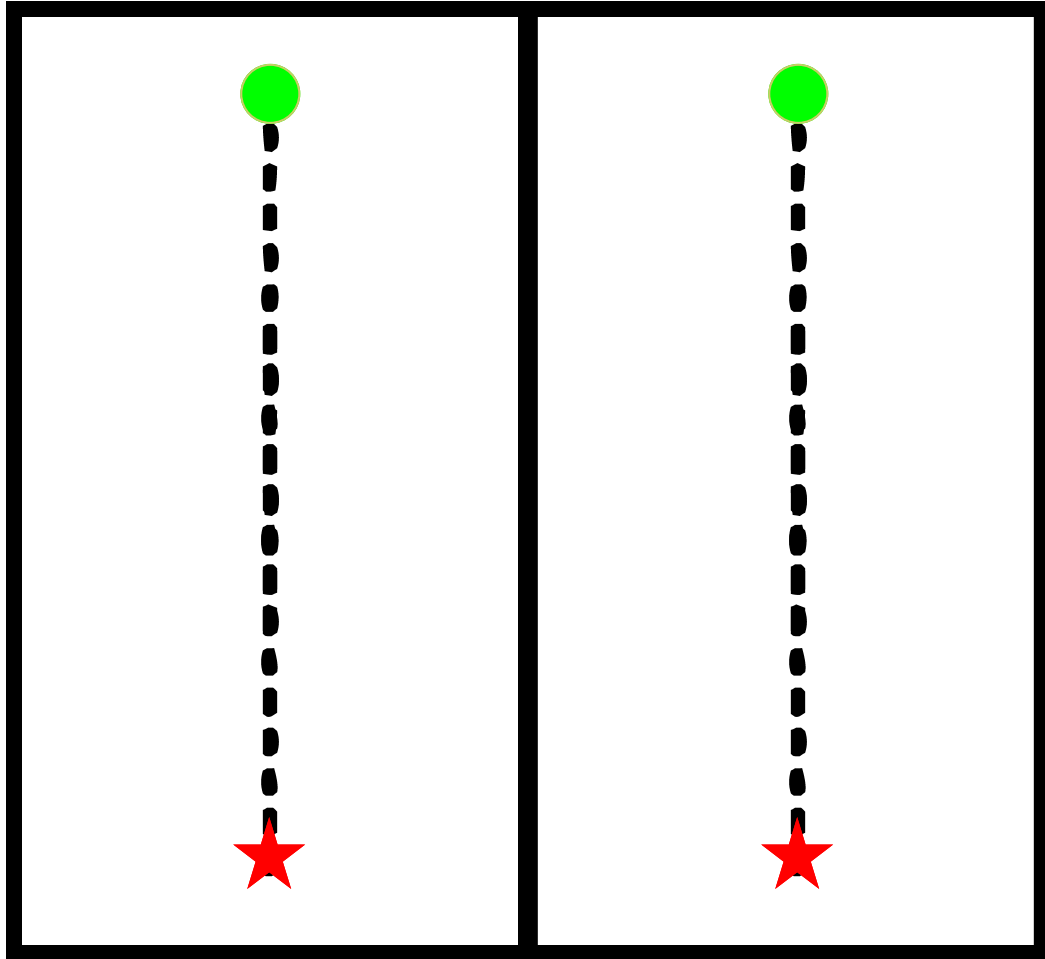


# Can you trace these lines?



# Can you cut these lines?



Which letters can you name?

Q W E R T Y U

W I O P A S

D F G H J K L

Z X C V B N M

Which letters can you name?

q w e r t

y u i p a s

d f g h j

k l z x c

v b n m

# Mom...

Use this sheet to highlight the letters your child identifies independently with no help from you. Use a specific color and record the date. Then do it again in a few weeks or months and use a different color that time and each subsequent time so you have an accurate record!

Q W E R T Y U

W I O P A S

D F G H J K L

Z X C V B N M

# Mom...

Use this sheet to highlight the letters your child identifies independently with no help from you. Use a specific color and record the date. Then do it again in a few weeks or months and use a different color that time and each subsequent time so you have an accurate record!

q	w	e	r	t	
y	u	i	p	a	s
d	f	g	h	j	
k	l	z	x	c	
v	b	n	m		

Which numbers can you name?

7

3

9

2

10

4

1

5

8

6

# Mom...

Use this sheet to highlight the numbers your child identifies independently with no help from you. Use a specific color and record the date. Then do it again in a few weeks or months and use a different color that time and each subsequent time so you have an accurate record,

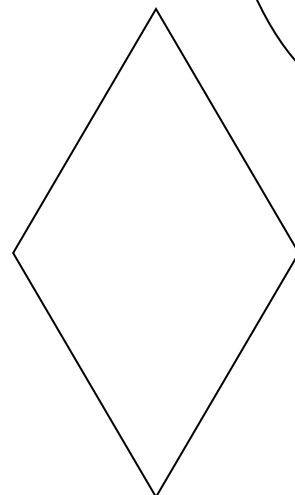
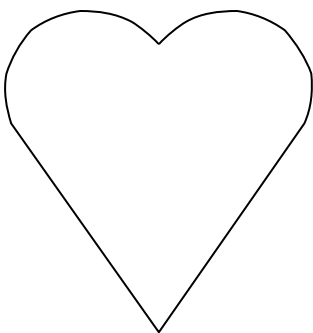
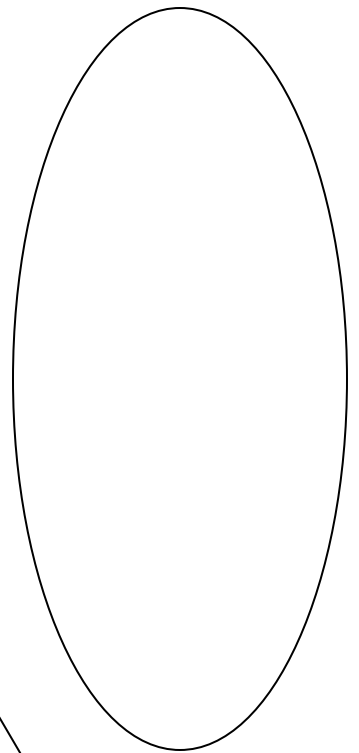
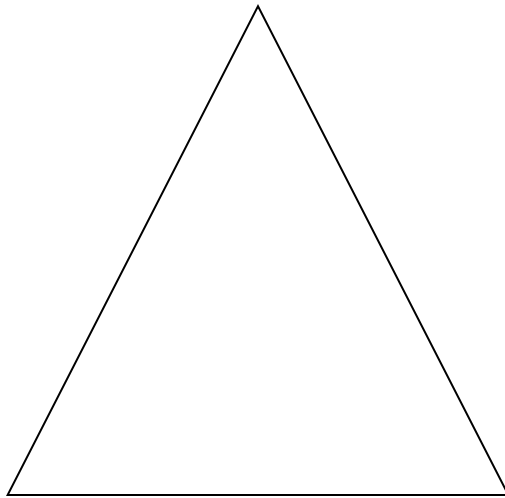
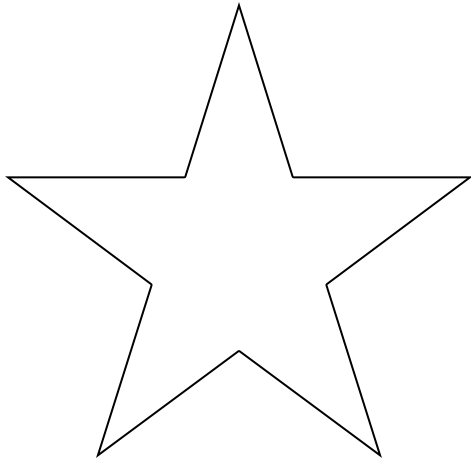
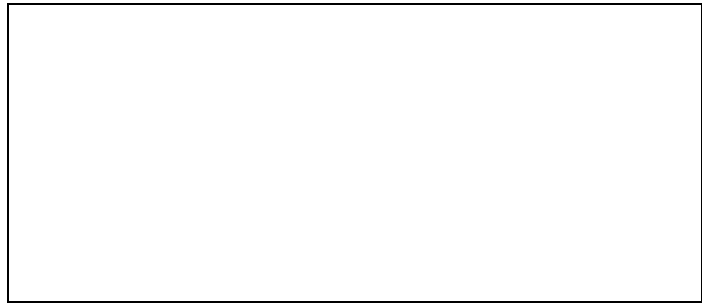
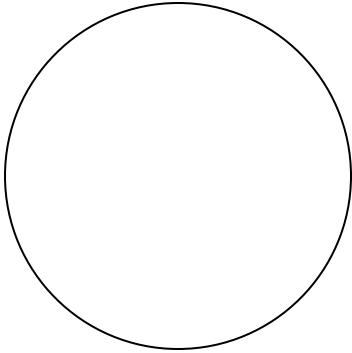
7 3 9 2

10 4 1

5 8 6

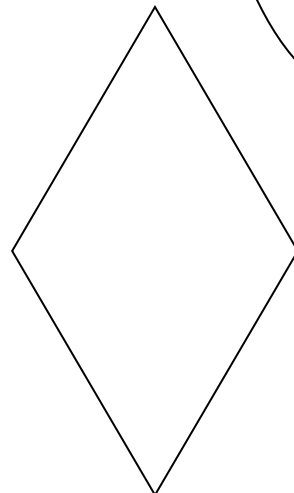
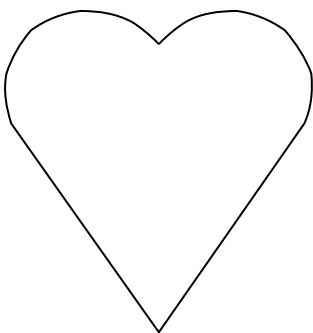
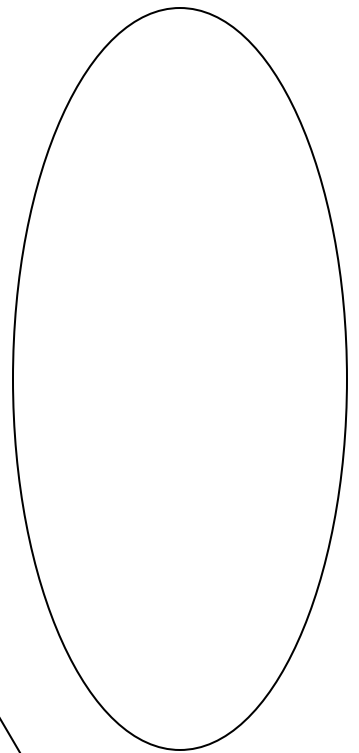
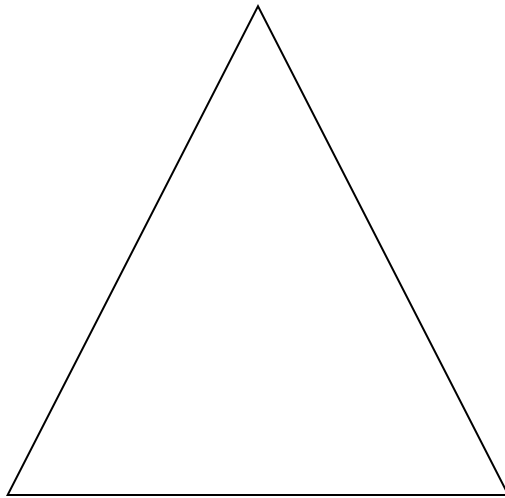
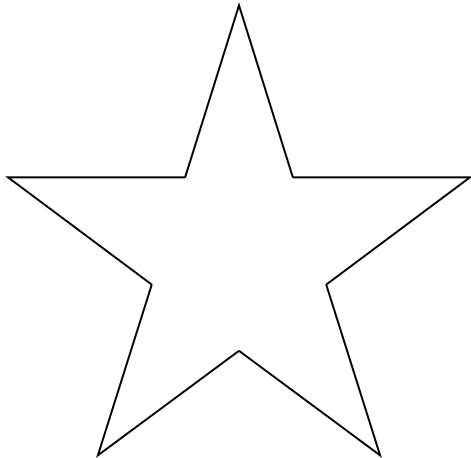
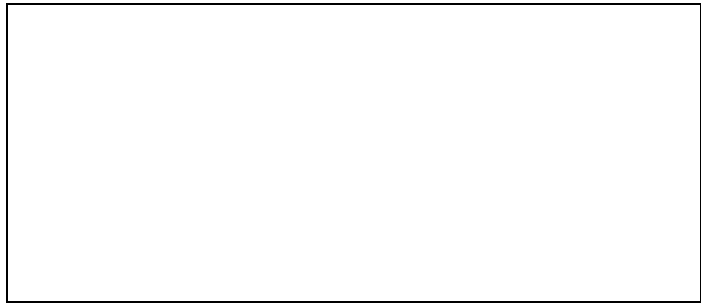
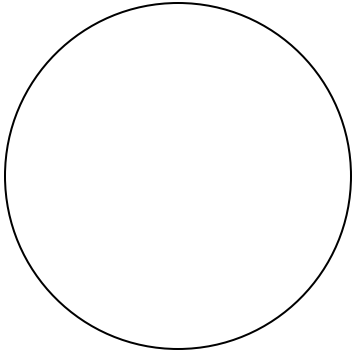


# Which shapes can you name?

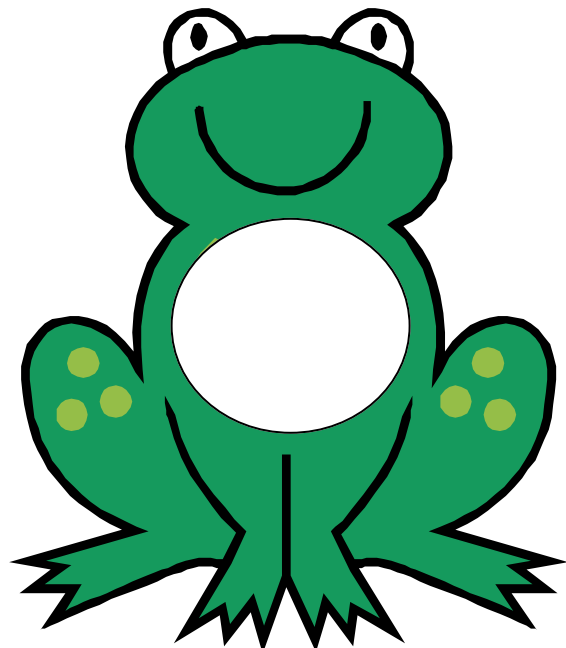
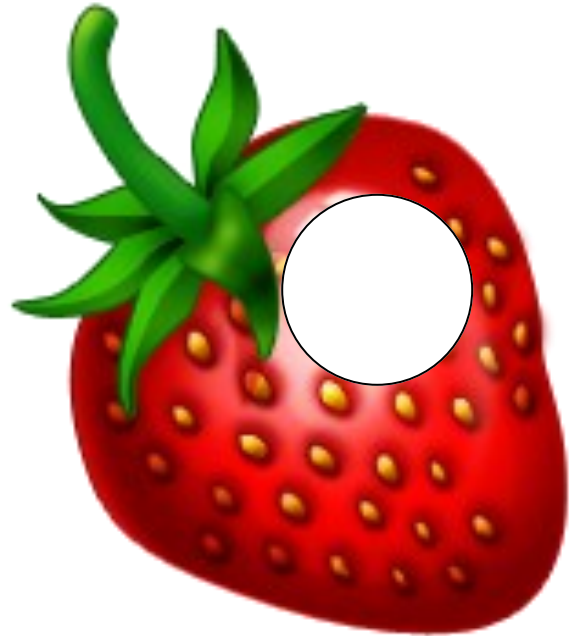
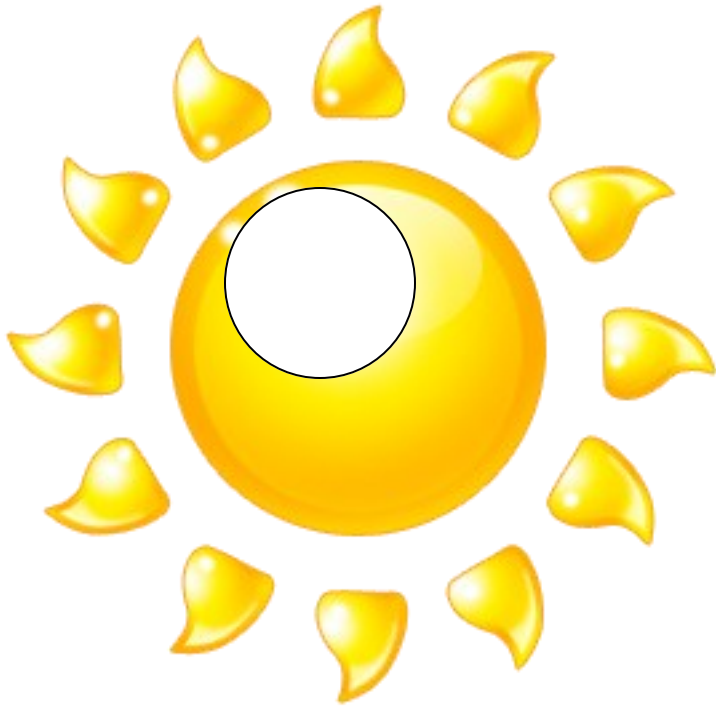


# Mom...

Use this sheet to highlight the shapes your child identifies independently with no help from you. Use a specific color and record the date. Then do it again in a few weeks or months and use a different color that time and each subsequent time so you have an accurate record!



Can you color the white  
spaces to match?



# Try these activities with your child ...

- Gather 10 of an object (pop poms, small erasers, blocks, etc.), lay them out in a row and ask your child to touch each one as s/he counts 1-10. Watch to see if your **child can count 1:1**, meaning s/he touches one object as s/he says one number and then moves on to the next object. If s/he cannot do this, offer assistance by modeling how to take a finger and move the counted object over to the side and then move on doing the same with the rest.
- Lay out a **simple pattern ABABAB** of objects and see if your child can tell you what comes next.
- Ask your child to **count out loud** as high as s/he can
- Open a book and ask your child if s/he knows where the words are...see if s/he points to the words on a few different pages. This is not to see if s/he can READ, it is to assess **print awareness**-knowing that we actually read the words!
- Find colored objects and ask your child to **name the colors**,
- Ask your child to **say his/her name**.
- Check your child's **pencil grip**, compare it to the [one seen here](http://www.1plus1plus1equals1.com).

# MOM...

Record your child's responses here so you have a record!

**Date:**\_\_\_\_\_ **Age:**\_\_\_\_\_

- Counts 1:1 up to: \_\_\_\_\_
- Completes ABAB pattern: \_\_\_\_\_
- Counts to \_\_\_\_\_ {without missing any numbers}
- Can find the print on different pages of a book: \_\_\_\_\_
- Can identify the following colors consistently:  
Red, yellow, blue, green, orange, black, white, purple, pink, brown
- Can say name: first\_\_\_\_\_ middle \_\_\_\_\_ last \_\_\_\_\_
- Pencil Grip {describe}: \_\_\_\_\_