

Ages

6-7

Disney **LEARNING**

Magical Adventures in **Firstⁱⁿ Grade**




**Carson
Dellosa**
Education®



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- Reading: Learn Letter Sounds, Sight Words, and More!
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Supports Current State Standards

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Ages

6-7

Disney LEARNING

Magical Adventures

Firstⁱⁿ Grade



Carson Dellosa Education
Greensboro, North Carolina



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Disney **LEARNING**

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Reward Stickers



Dear Parent or Caregiver,

This workbook encourages your child to practice essential skills alongside their favorite Disney characters. It is designed to reinforce foundational concepts learned in school and boost your child's confidence in reading, writing, and math.

Examples and Practice:

Disney characters are learning partners. They provide examples to help teach your child core concepts!

I can make word families!

Aladdin **h**olds a
wonderful **l**amp.
Build some more
words with the letters
h, **l**, and **w**.



___ay ___ay ___ay

Can you think of other words that are
part of the **ay** word family?

___ay ___ay
___ay ___ay

Say each word. Listen to the sounds.

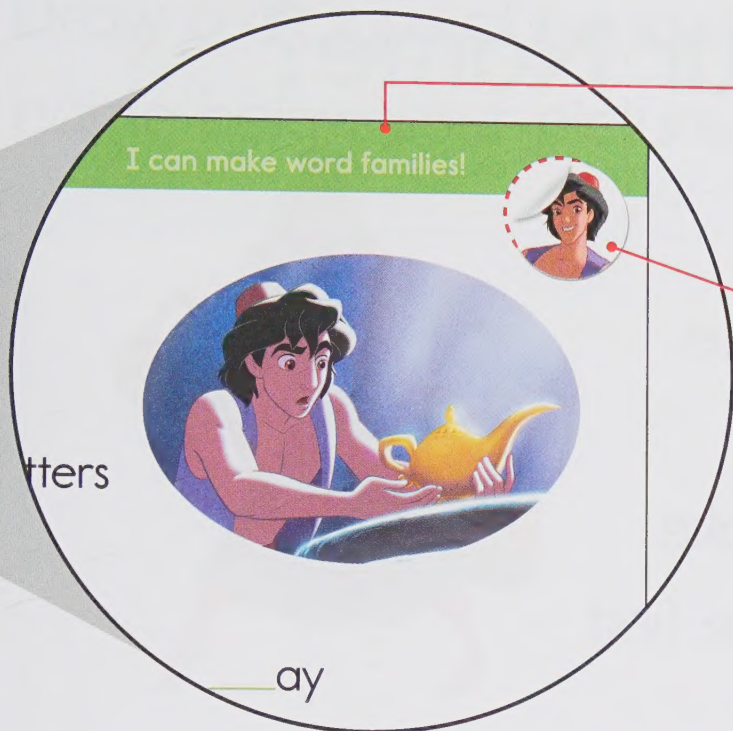
Learn Together

Use fridge magnet letters or write letters and
word endings on strips of paper. Your child can
form words belonging to these **word families**.

31



Completion Certificate: Find the
certificate in the back of this book. Fill in and
present it to your child upon completion of
the workbook.



I Can: Each lesson includes an “I can” statement written in child-friendly language. It indicates what your child is able to do and can also be a learning target or goal.

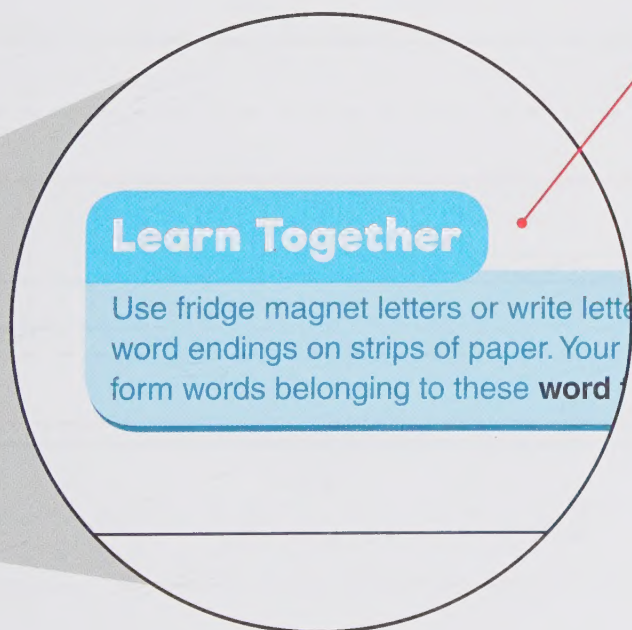
Reward Stickers: To conclude each lesson, a reward sticker can be placed in the dashed red circle. Find stickers in the back of this book. The reward stickers build confidence and motivate your child.

Learn Together: Each lesson includes suggestions for additional activities that reinforce learning. These activities promote real-world connections, critical thinking, and communication skills.

Bonus Activities: Suggestions are provided beginning on page 212 to further develop and foster your child’s understanding of subject areas important to school success.

Glossary: Definitions, background information, and explanations of **black bolded** terms can be found in the glossary.

Answer Key: Sample answers for activities are provided, where necessary, at the back of the book.



Happy Learning!

What Is Your Name?

This is Rapunzel.

Rapunzel is her name.

Print your name. Make
sure to capitalize the first
letter.



Learn Together

Your child may need help spelling or printing their first and last name. Help your child add an "I can ..." sentence to their picture (I can dance; I can read).

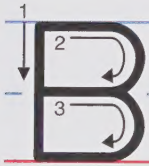
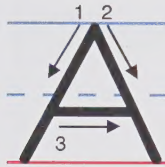


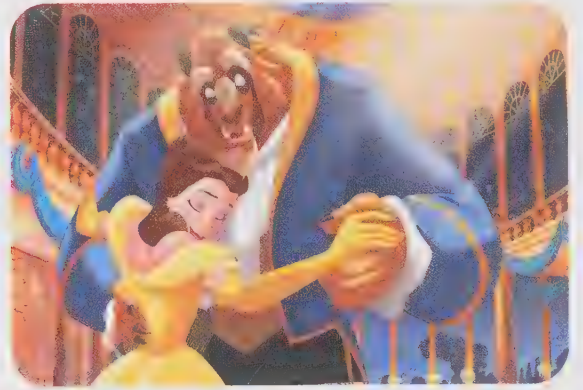
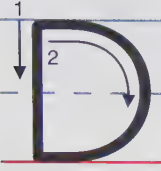
Draw a picture of yourself. Print your name below your picture.

A, B, C, and D



Trace and print the letters.





Trace the missing letters.

Belle and the

Beast dance.

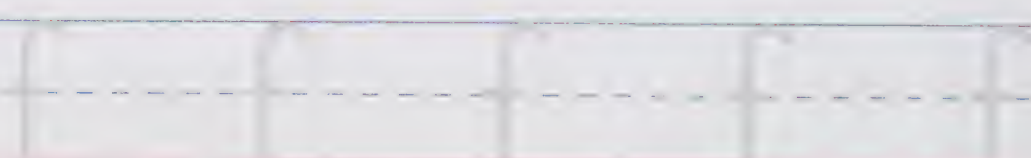
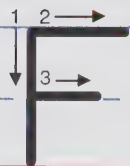
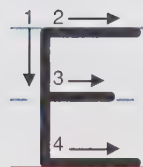
Learn Together

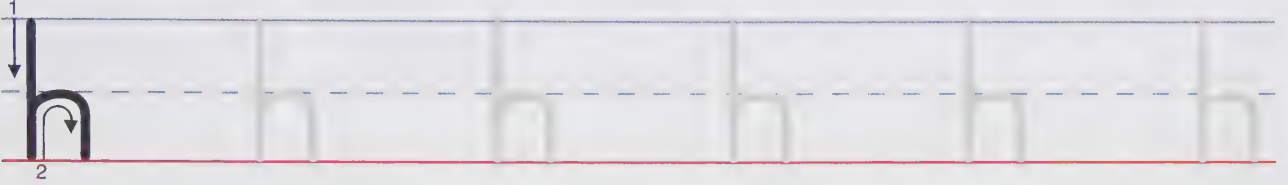
As your child reads the sentence above, they can listen to the sounds the letters make. Use your finger to trace the letters **a**, **b**, **c**, and **d** on your child's hand. Can they identify the letters?

E, F, G, and H



Trace and print the letters.





Trace the missing letters.

Aladdin escapes
from the guards.

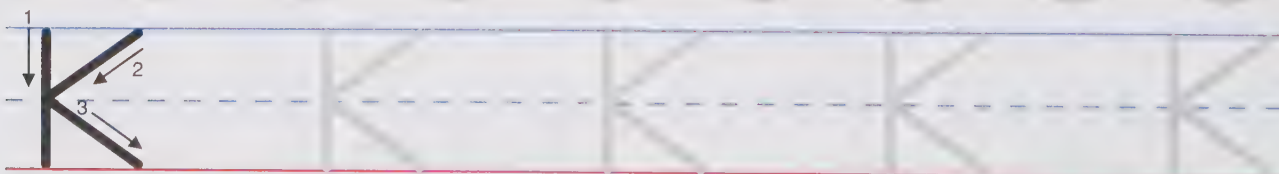
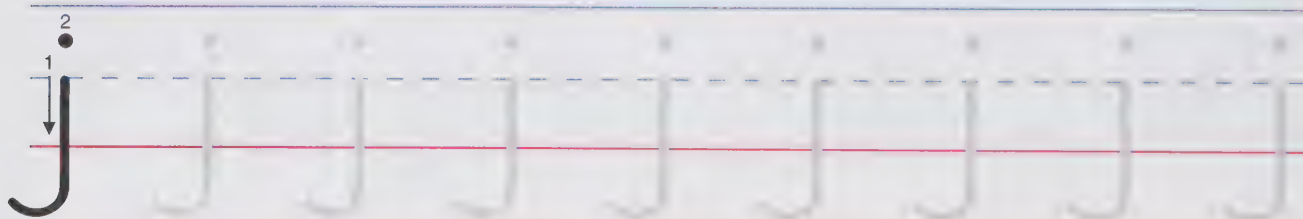
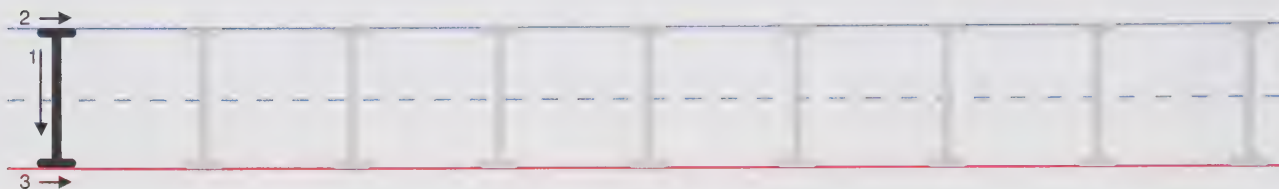
Learn Together

Your child can use materials, such as modeling clay, to practice forming the letters **e**, **f**, **g**, and **h**.

I, J, K, and L



Trace and print the letters.





Trace the missing letters.

Judy and Nic

so ve cases.

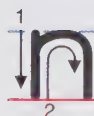
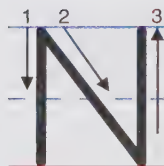
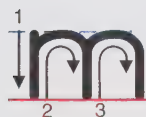
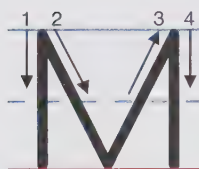
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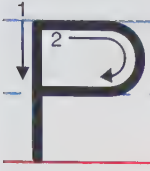
Your child can trace these letters with a finger. Talk about how the letters are formed (the letter I has one downward stroke).

M, N, O, and P



Trace and print the letters.





Trace the missing letters.

Moana holds the

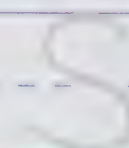
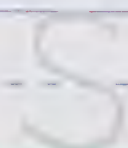
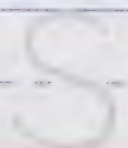
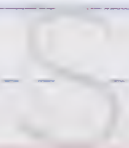
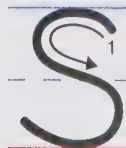
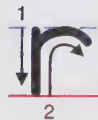
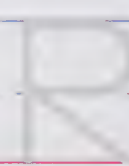
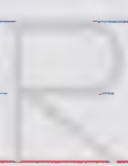
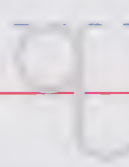
pounamu stone.

Learn Together

With your child, look at maps or globes.
Find words that start with **M**, **N**, **O**, or **P**
(Mexico, North, Ocean, Pacific).

Q, R, S, and T

Trace and print the letters.





Trace the missing letters.

Rapunzel st a e

a t t h e q u e e n .

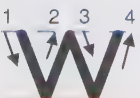
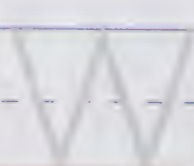
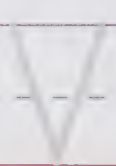
Learn Together

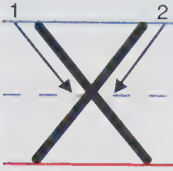
Work with your child to compose another sentence about Rapunzel, using the letters **q**, **r**, **s**, and **t** (The **q**ueen welcomes **R**apunzel back.).

U, V, W, and X



Trace and print the letters.





Trace the missing letters.

Wolves box in

Maurice.

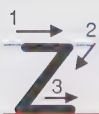
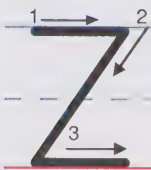
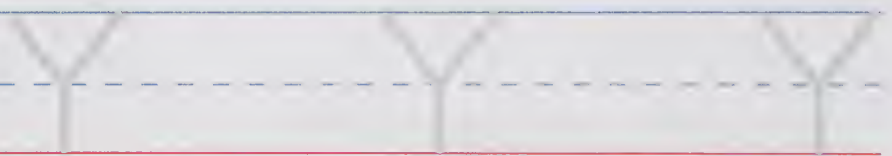
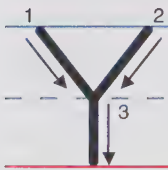
Learn Together

Your child can look for the letters **u**, **v**, **w**, and **x** in signs and labels. Encourage your child to trace these letters with a finger, following the path they would use to write the letter.

Y and Z



Trace and print the letters.





Trace the missing letters.

Judy finally goes
to Zootopia.

Learn Together

Sing the alphabet song with your child. Pause now and then for your child to supply the next letter.

The Case of the Missing Letters



Nick is looking for clues.

Fill in the missing letters.

A B C _ _ E F G _ _ I J K _ _ M

N O _ _ Q R S _ _ U V W _ _ Y Z



Fill in the missing letters.

a b _ d e _ g h _ j k _ m
n _ p q _ s t _ v w _ y z

Learn Together

Provide opportunities for your child to learn **alphabetical order**. Cover up a letter and ask, "What letter is missing?" Name a letter and ask, "Which letter comes after this one? Which letter comes before it?" Take turns with your child.

Matching Letters

The letters in the library
are a mess.

Match up the letters.

The first one has been done for you.



A

d

D

p

Q

a

P

b

B

q





Now, match up these letters.

g

M

f

H

m

G

n

F

h

N

Learn Together

Talk about the shapes of letters and what your child notices. Compare the letters to help your child become familiar with them ("The **h** and **n** look alike, but the **h** is taller.").

Princess Puzzle Time!

P is for **pan**!

Listen to the sound made by the letter **p** at the start of each word.

Add the letter **p** to make words.

___et ___ot ___up ___it

The letter **p** can also come at the end of a word to make the end sound.

Add the letter **p** to make words.

na___ ho___ si___ pu___

Say the words. Listen to the sound made by the letter **p**.





Complete each sentence by adding the letter **p**.

Rapunzel makes ___erfect ___uzzles.

She ___aints ___urple flowers.

Will she lea___ out of the tower?

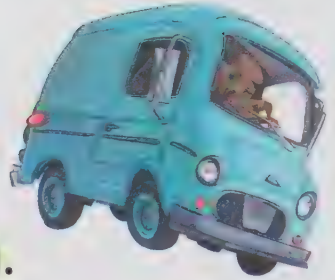
Flynn will hel___ her escape.

Read each sentence. Listen for the sound the letter **p** makes.

Learn Together

Help your child read, emphasizing the sound of the letter **p**. Focus on initial and final **letter sounds** in other simple words. Your child may be ready to identify the sound made by **p**, or other letters, in the middle of a word (Rapunzel).

In the Family



You can add **p** to **an** to make **pan**.

Add **c**, **t**, **v**, and **m** to **an** to make new words.

Say each word out loud.

can

tan

van

man

These words are all part of the **an** word family. Can you think of other words that are part of this family?

___an

___an

___an

Add letters to make words that belong to the **op** word family.

___op

___op

___op

___op



Add letters to make words that belong to the **at** word family.



___at ___at ___at ___at

Can you think of other words that are part of this family?

___at ___at ___at

Add letters to make words that belong to the **ug** word family.

___ug ___ug ___ug ___ug

Learn Together

Help your child read these words, emphasizing their sounds.
Use the words to make silly sentences (Hug the bug on the rug.).
Make other words with these and other word families.

More Words, Please!

This **m**agic scarab is **n**o
ordinary **b**ug!

Build some more words with
the letters **b**, **m**, and **n**.



___et ___et ___et

Can you think of other words that are
part of the **et** word family?

___et ___et

___et ___et

Say each word. Listen to the sounds.



Aladdin **h**olds a
wonderful **l**amp.

Build some more
words with the letters
h, **l**, and **w**.



___ay

___ay

___ay

Can you think of other words that are
part of the **ay** word family?

___ay

___ay

___ay

___ay

Say each word. Listen to the sounds.

Learn Together

Use fridge magnet letters or write letters and word endings on strips of paper. Your child can form words belonging to these word families.

Working Together

Judy and Nick learn to work together. Some letters work together too. For example, the **b** and **l** in **blue** work together. Say the word. Listen to the sound **bl** makes at the beginning of the word.



Build some words using letters that work together.

sl

bl

fl

____ock

____ow

____eep

____op

____ip

____aw

Say each word you made.



Nick and Judy help each other to the very end.
Some letters help each other to create a single sound.



Build some words using letters that work together.

ch

sh

th

wh

____air

fi_____

____ale

ba_____

____ild

wi_____

Say each word you made.
Make some more words with these sounds.

Learn Together

Help your child work out which of the **blends** or **digraphs** to add. If they add the wrong one, say the word with your child, and ask if they think it sounds right. Note that more than one **letter combination** may work. Experiment with other letter combinations.

Short and Long

Vowels help you make words. Some vowels make a **short vowel sound**. The **a** in **hat** and the **u** in **nut** are short vowels.

Add the missing vowels to the sentences below.

Moana holds a special
r____ck in her h____nd.



The p____g is in
the n____t.



Read the sentences
out loud. Listen to the
vowel sounds.



Sometimes, vowels make a **long vowel sound**. This sound is like their letter names. The **o** in **no** is a long vowel.

Underline the vowel in each word that makes the long vowel sound.

wake he like bone use gold be so

Say each word.



Learn Together

Play "Short or Long?" with your child. List words that have a short vowel sound (cup, rug) or a long vowel sound (bike, home). Take turns saying words. Help your child identify vowel sounds as short or long.

Team Work!

Judy and Nick are a **team**. Like Judy and Nick, sometimes vowels work together as a team. You only hear one sound.

Team has a long **e** sound.



Underline the vowel letters in each word.
Write the long vowel sound you hear.

beet _____

bead _____

wait _____

need _____

boat _____

goal _____

meat _____

bait _____



The letter **e** at the end of a word can make the vowel in the middle long. For example, add **e** to the word **pin** to make **pine**. The short **i** sound in **pin** becomes a long vowel sound.



Add an **e** to the end of the words below.

cop_____

tim_____

cap_____

rat_____

cam_____

bit_____

cut_____

din_____

Say each word out loud.
Listen to the vowel sound.

Learn Together

Discuss how “When two vowels go walking, the first vowel does the talking” and how a silent (or magic) **e** can make a short vowel long. Work with your child to list other words using these rules (feed, dream, coat, like, bike, use, rope).

Words I Know



There are some words you will read often.
We call those words **sight words**.

Read these sight words out loud.

he

they

her

she

him

them



Fill in the missing sight words.



Rapunzel uses _____ hair to escape the tower.

Outside, _____ is filled with joy.

Flynn thinks _____ should go back.

Rapunzel does not agree with _____.

So _____ comes up with a plan.

But is it the best plan for both of _____?

Learn Together

Help your child read the sight words, noting the letters they begin with and how long each word is. Your child can circle any other words they already know in the sentences.

More Words I Know



Do you **see** how Heihei likes to **play**?

Does the coconut **make** Heihei **look** silly?

Will Pua get Heihei to **stop**?

Read these sight words out loud.

make

play

stop

look

see



Underline the sight words below.

Little Moana loves to play.

She can see a turtle on the beach.

Moana takes a closer look.

She helps the turtle make it to safety.

Moana can stop the birds from getting
the turtle.

Learn Together

Help your child read each sentence, pausing at each sight word to let them read it. Make flash cards with some of the sight words (see the list in the glossary). Ask your child to read the words and use them in sentences.

I Am Ready to Read!



Nick works **with** Judy to solve cases.

He is **very** smart.

That will help them, **because some** cases are hard.

Read these sight words out loud.

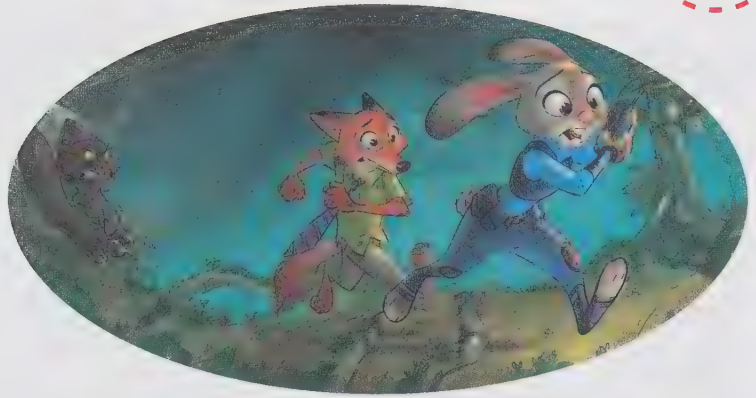
because

with

that

very

some



Fill in the missing sight words.

Judy and Nick find s _____ clues.

Nick runs v _____ fast
w _____ Judy.

Judy makes a call
b _____ they need help.

They tell the police t _____ they
have new clues.

Learn Together

Ask your child to choose two sight words from this page. With your child, make up a sentence that includes the two words.

I Am Reading!



Can Belle save the Beast?

Is she strong enough?

He **will be** changed.

They **are** going to **be** together.

Read these sight words out loud.

is

will

are

can

be



Fill in the missing sight words.

How _____ Belle save the Beast?

Belle _____ save him with her love.

They will _____ happy soon, after the Beast
_____ changed.

Belle and the Beast _____ in love.

Learn Together

On a blank piece of paper, create three columns. Label them *characters*, *setting*, and *plot*. With your child, fill out the columns with details from the story above.

Rhyme Time



Rhyming words have letters at the end that sound the same.

Circle the words that rhyme.

sea tea flea sit hit fit

 line fine mine

Say the words out loud. Listen to the rhyme.



Read these sentences
out loud.

Underline the words
that rhyme.



Heihei moves fast.

He flies up the mast.

The mast is tall.

Will Heihei fall?

The sea is rough.

Moana has had enough.

Learn Together

With your child, make flash cards with simple one-syllable rhyming words (slow/flow, cat/hat, car/bar). Put one word on the front of each card and one or more rhyming words on the back.

Words That Sound the Same



Some words sound the same but are spelled with different letters.

Say these words out loud.

Circle the groups of words that sound the same.

see sea

two too to

four for

tail tale

I eye



Trace the words that complete each sentence. Read the sentence out loud.



Jasmine gives
two gifts to Aladdin.

For Genie, four wishes are too
many to grant.

Rajah the tiger has a tail. Aladdin
has a tale to tell.

Learn Together

Ask your child to make up a sentence for each pair of **homophones**. Point to the word when it is said.

Multiple Meanings



Words can even be spelled the same but have different meanings. You have to read the sentence carefully to know which meaning is being used.

Nick has to **train** to be a police officer.
(to learn something by doing it over and over)

Judy rides the **train**.
(a long line of cars that run on a track)

Circle the definition being used for the word **cold**.

It is going to be **cold** this weekend.

1. having a low temperature; not warm
2. an illness that often includes a cough, sore throat, and runny nose



Circle the correct definition of the colored word in each sentence.

Airplanes fly at high speeds.

a small insect with two wings
to move through the air

May I pet your dog?

an animal that lives with people
to touch or stroke

Swing the bat to hit the ball.

a small, flying mammal
a wooden stick used in baseball

Nick likes spending time in parks.

open, grassy areas for relaxing
stops and leaves a car

Learn Together

Give your child another word that has more than one meaning but the same spelling, like *fair* (equal or a place with rides and games). Have your child come up with a sentence for each meaning. Do this with other words as well.

Seeing Base Words



Rapunzel and Flynn are **unlikely** friends. **Like** is the **base word** of **unlikely**.

Underline the base words.

longest

darker

retell

preview



Match each new beginning to a base word.

re

able

un

read



Match each base word to a new ending.

sing

er

jump

ed

Learn Together

Explain to your child the meaning of **prefix** and **suffix**. Point to the new words created on this page as examples. *Re* and *un* are prefixes because they come at the beginning of the words, and *er* and *ed* are suffixes because they come at the end.

I Know Nouns

A **noun** names a person, place, or thing.

A **proper noun** names a specific person, place, or thing. Proper nouns are capitalized.

Common nouns are not.

Underline the proper nouns. Circle the common nouns.

Agrabah

city

princess

Aladdin

monkey

Abu





Read the sentences below. Circle the proper nouns that should be capitalized.



jasmine is playing with her pet tiger rajah.

The monkey abu shares a loaf of bread with aladdin.

The cave of wonders holds a treasure jafar wants.



Learn Together

Ask your child to name familiar people, places, and things. Be sure they name both common nouns and proper nouns. Make flash cards out of the nouns your child names. Ask your child to sort the flash cards into two groups: common and proper nouns.

One or Many?



A **singular noun** names one person, place, or thing. A **plural noun** names more than one. Plural nouns often end in **s**.

Add **s** to the nouns below to make them plural.

lantern _____

guard _____

horse _____

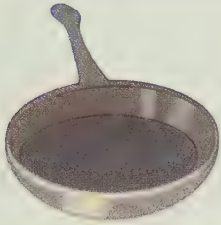
boat _____

cave _____

flower _____



Look at the pictures. Circle the correct singular or plural noun.



pan

pans



lantern

lanterns



paintbrush

paintbrushes



person

people

Learn Together

Ask your child to identify the singular and plural forms of other nouns that name things around you. Be sure to prompt the inclusion of some plural nouns that do not end in **s**, such as **children**, **feet**, or **mice**.

Whose Is That?

Make the nouns below **possessive** by adding 's.

Moana_____ boat

Maui_____ fishhook

Motunui_____ chief

Te Fiti_____ heart

The ocean_____ chosen one





Add an apostrophe to the **possessive nouns**.

One day, Moana will be
Motunui's chief.

A camakau is a voyager's ship.

Moana and Maui have to enter
Tamatoa's lair.

Moana restores Te Fiti's heart.

Learn Together

A possessive noun is a noun that shows ownership. Have your child make a list of things around them. Ask your child to make up a sentence showing who each object belongs to.

Replacing Nouns

A **pronoun** is a word that takes the place of a noun.

Circle the pronoun that can take the place of each underlined noun.

Judy heads to work.

She/It



Nick asks Judy for help with a case.

I/He

Nick and Judy are excited to solve the case.

Them/They



Replace the word or words with a pronoun.

them

him

her

Nick is looking for Judy.

Nick is waiting for Flash.

Chief Boggo tells Judy and Nick to get
on the case! _____



Learn Together

With your child, go back and read the sentences on page 55. Point to a couple different nouns. Ask your child to choose a pronoun to take the place of those nouns.

That's Mine!

A **possessive pronoun** is a pronoun that shows ownership. Some examples of possessive pronouns are:

your

yours

my

mine

their

theirs

our

ours





Choose a possessive pronoun from page 62 to complete the sentences.

Belle asks Gaston, "May I have
_____ book back?"

The villagers make _____ way to the castle.

Belle loves the library, so Beast says, "Then it's
_____."

Lumière says to Cogsworth, "She's
_____ guest."



Learn Together

Help your child work out which possessive pronoun to use. Explain that there could be more than one right answer, depending on who the speaker is talking to and about. Practice using possessive pronouns in new sentences you come up with together.

Subject-Verb Agreement

When a sentence is about
one person
or thing, add **s** to the verb.

Jasmine ride**s** the
magic carpet.



When a sentence is about
more than one person or thing,
do not add **s**.

Jasmine and Aladdin ride the magic carpet.



Match each sentence to the correct ending.

Rajah

bite a suitor's pants.

bites a suitor's pants.

Jafar

tricks the sultan.

trick the sultan.

The guards

captures Aladdin.

capture Aladdin.

Learn Together

Create sentences about your child or about both of you. Have your child fill in the correct verb that agrees with the subject.

What's Happening?

Verbs have different tenses. They can tell us what's happening now, what has happened in the past, and what will happen in the future.



Look at these verbs.

Present Tense:

Jasmine and Aladdin fly on a magic carpet.

Past Tense:

Abu stole a loaf of bread.

Future Tense:

Jasmine will be the ruler of Agrabah.



Read the sentences below. Circle the present tense verbs, draw a box around the past tense verbs, and underline the future tense verbs.

Jasmine snuck into the city.

Aladdin rubs the lamp and releases the Genie.

The Genie will help Aladdin become a prince.

Iago stole the lamp.



Learn Together

Ask your child to make up three sentences, one for each **verb tense**: one with present tense verbs, one with past tense verbs, and one with future tense verbs. Help them out if they get stuck.

Combining Sentences

Sometimes, sentences can be combined.

The table was set.

The table was filled with food.



Both sentences tell about the table. You can combine the sentences using **and**.

The table was set **and** filled with food.

Place a check mark next to the sentences that use **and**.

- ☐ Lumière likes to sing.
 - ☐ Lumière likes to dance.
 - ☐ Lumière likes to sing and dance.
-
- ☐ Beast is kind.
 - ☐ Beast and Mrs. Potts are kind.
 - ☐ Mrs. Potts is kind.



Combine each pair of sentences into one sentence. Write the new sentence.

Mrs. Potts likes tea. Chip likes tea.

Maurice rides horses. Belle rides horses.

Beast is under a spell. The servants are under a spell.

Learn Together

Ask your child to think of two things that are the same in some way. They might be the same color or same size. Write the pair of sentences your child comes up with. Then, ask your child to combine the sentences using **and**.

Pictures Tell the Tale





Circle what Rapunzel is looking at.

Describe how Rapunzel is feeling.

Describe the setting.

Learn Together

With your child, examine and discuss this picture. What else does your child notice? When you read books together, encourage your child to use the picture clues to help them understand the story.

I Know How That Feels





Moana and Heihei are on the boat.

The waves are very big.

Heihei holds on tightly.

They do their best to stay afloat as they flee from Te Kā.

The waves are getting higher.

How would you feel if you were on the boat with Moana and Heihei? Why?

Learn Together

Read the story to your child. Help your child **make connections** and respond to the questions. Ask your child to recall a time when they were challenged (swimming for the first time). How did they feel?

Belle and Her Prince Dance





The Beast becomes a prince.

The prince is a tall man.

He has brown hair and a kind smile.

Belle wears a yellow dress to dance with him.

The prince is very gentle with Belle.

Underline the clues in the story that help you answer these questions.

Is the prince tall or short?

What does Belle wear for their dance?

Learn Together

With your child, describe what a favorite character from a book or movie looks like.

Beginning, Middle, ...

A story has a **beginning**.

Things happen in the **middle** of the story.

And then the story **ends**.





Read the story on pages 77 and 78.
Look for the **beginning**, **middle**, and **end**.

One day, Judy hears a cry of “Thief!”
She sprints to the rescue!

She chases the thief, a weasel,
through Little Rodentia.

There are small rodents out shopping
everywhere.

She does not want to lose the weasel,
but she does not want to step on
anyone.

(To be continued)

Learn Together

Read the story to your child. Help them identify **key details**. They can use the picture and text to help them. Read the rest of this story on page 78.

...and End

(Continued from page 77)

Judy dodges rodents and flying donuts to try to catch the weasel.

Finally, Judy catches up to the weasel!

She slams a runaway donut over his head.

Judy brings the weasel down to the station.

She proves she is a good cop!



Learn Together

Read the story to your child. Pause at the underlined words and ask if they know the word's meaning. If not, ask them to use **context clues** to guess the meaning.

Order! Order!

Put the story back in order.

Number the boxes in the order the story happened.



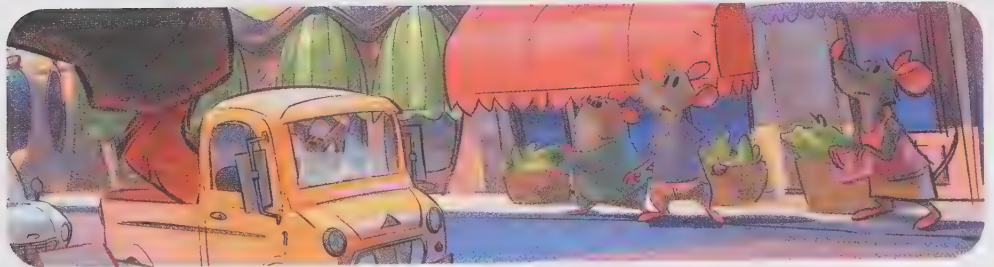
Judy chases the thief.



Judy hears someone cry, "Thief!"



Finally, she gets the weasel
and brings him to the station.



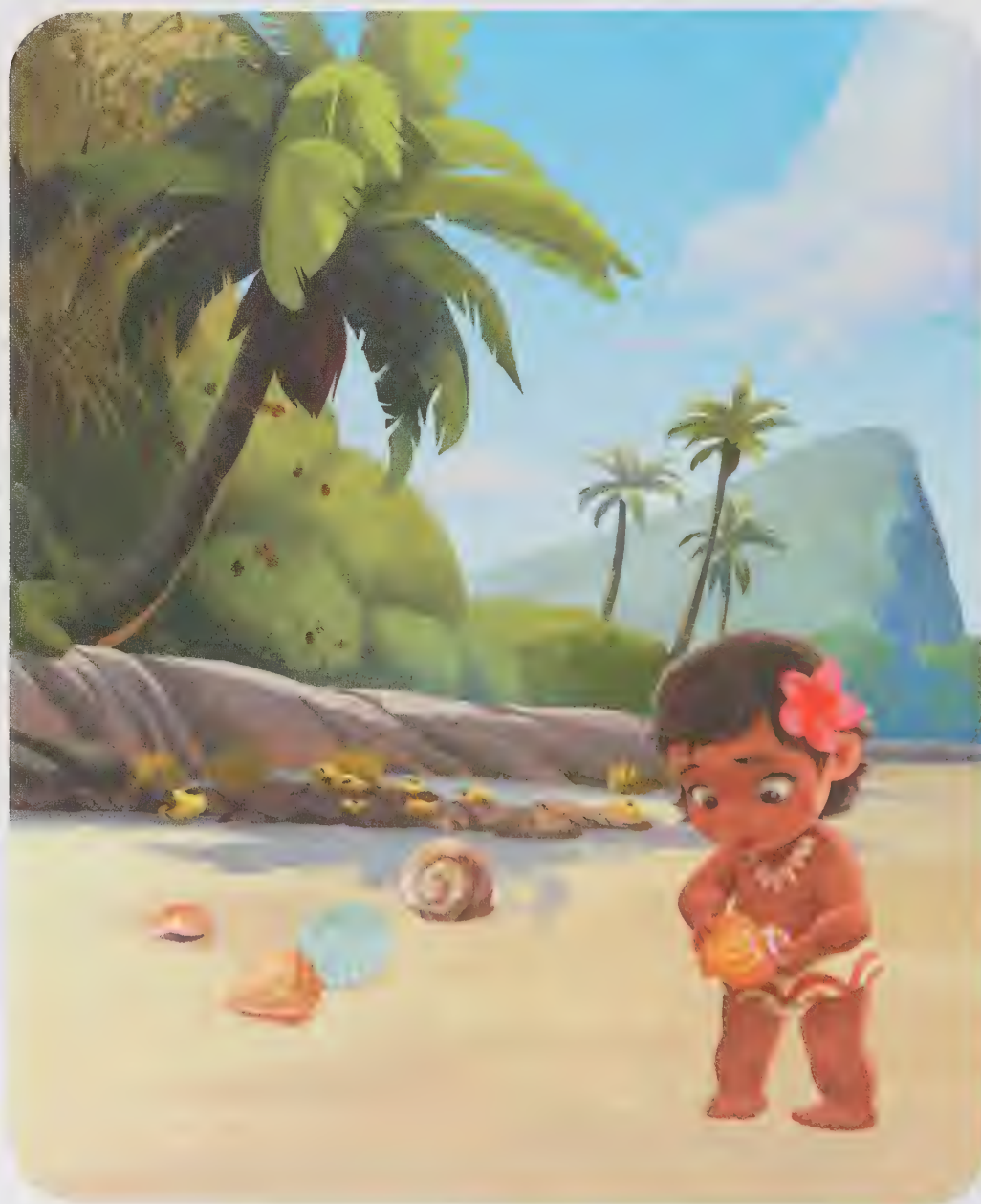
There are small rodents everywhere,
and Judy has to dodge them.

Learn Together

Help your child figure out the story order. Find other pictures for your child to put in order. Encourage them to sequence other objects or actions.

What Do I Know?

Moana's Polynesian island is surrounded by coral reefs.





Fish, turtles, crabs, and many other animals live in the coral reefs.

Coral reefs provide shelter and food to these animals.

Many of the animals in the Polynesian reef do not live anywhere else in the world.

Write one fact you learned about reefs.

Learn Together

Read this **nonfiction text** to your child. Ask your child what differences there are between this text and the **fiction** text on pages 77 and 78.

Where Do I Go?

Maps are pictures that can tell you what a community looks like.

Trace a path from the A in Tundratown to the B in the Rainforest District.

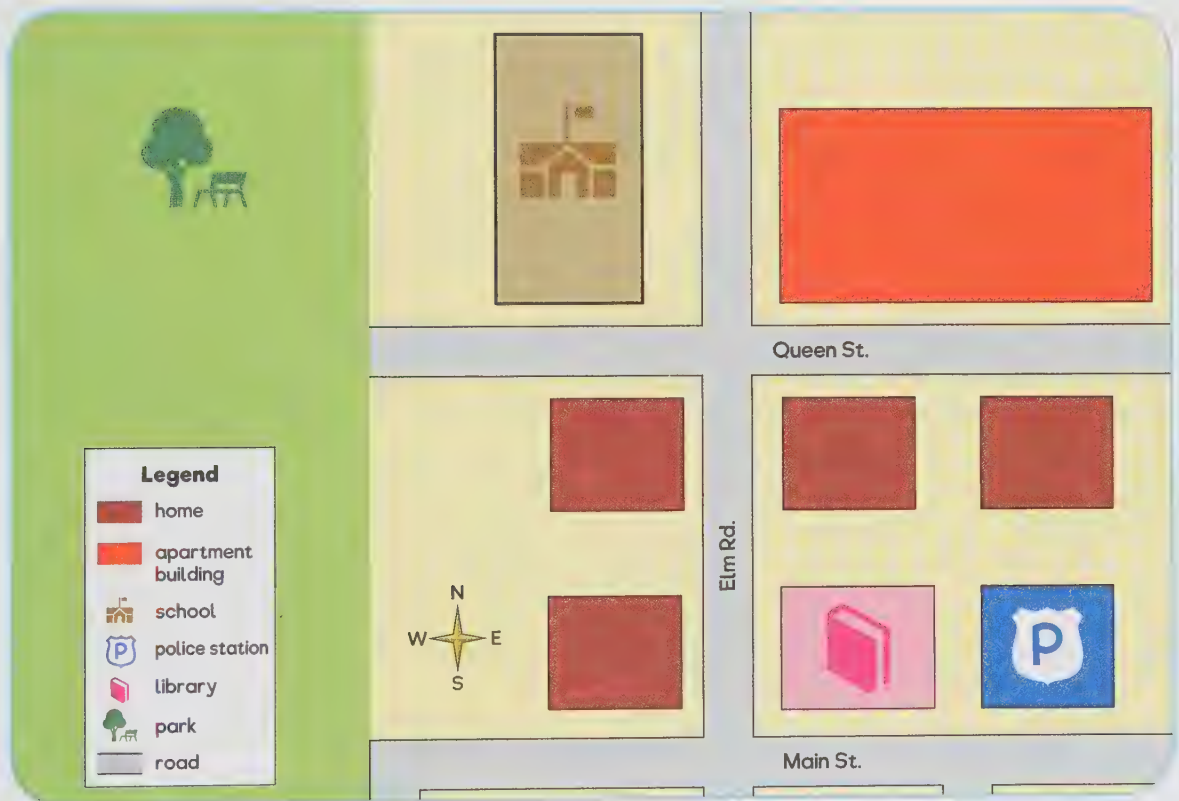
The Regions of Zootopia





Here is a map that shows some of the things that might be in your neighborhood.

Put an X beside places on this map that are in your neighborhood.



Trace a path from the library to the park.

Learn Together

Examine the maps with your child. Talk about what the maps show and the features they use (symbols, labels, lines). With your child, create a map of your neighborhood.

What Is It Like?





The magic carpet is made of soft,
colorful wool.

It is purple with gold and
red patterns.

It can move on its own!

When it flies, it rustles and hums,
soaring and diving.

Underline the words that describe what
the magic carpet looks like.

Circle a word that describes what
the carpet feels like.

Learn Together

These description words are **adjectives**. What
other adjectives would your child add? Your child
can try describing Aladdin or Abu.

Rapunzel's Hair





Rapunzel's hair has healing power.
She is locked up in a tower.

Flynn cuts her hair with his knife.
He wants her to have her own life.

Rapunzel's tears hold the power of
the sun
and save the day for everyone.

Draw a star beside your favorite part
of the poem.

Learn Together

Read the poem to your child. Help your child find the rhythm by pointing out the rhyming words and clapping to the beat. Read the poem again, pointing out that each clap is a **syllable**. Explain that every syllable needs a vowel.

What Is the Title?

A **title** tells you what a story is about.

Books, poems, movies, and plays all have titles.

The title of this book is *Belle to the Rescue*.



Write another title for this book.



Look at this picture.



Think about the story it tells.

Write a title for this story.

Learn Together

Help your child print the titles they have composed. Ask, "Why did you choose those titles?" Help your child brainstorm ideas for titles as they write their own stories.

Label It!

Labels give you information about what is in a picture.

What do the labels tell you about this picture?





Label this picture.



Learn Together

Help your child label this picture, naming each object to label, sounding out the word, and helping them spell it. With your child, draw a picture of a neighborhood park and label it.

Capture It with Captions

A **caption** tells you what is happening in a picture.

What do the captions tell you about these pictures?



Moana battles the Kakamora.



The Kakamora attack Maui.



Write a caption for each picture.



Learn Together

With your child, draw a picture. Discuss what is happening in it. Write a caption for the picture.

Lots of Sentences

A **sentence** tells you something.

A sentence can have different kinds of punctuation.



Belle likes to read books.

A sentence starts
with a capital letter.

This sentence ends
with a period.

Write a sentence about something you
like to do.

End the sentence with a period.



A sentence can ask a question.

A sentence can also show excitement.

Where is Belle going?

A question ends with a question mark.

Belle rides fast!

An exclamation mark shows excitement.

Write a sentence that asks a question.

Write a sentence that shows excitement.

Learn Together

Help your child write different sentences about your family. One sentence can end with a period, another with a question mark, and the third with an exclamation point.

Super Stories

A story has characters, a setting, and a problem.



Judy Hopps is the first bunny to join the police force in Zootopia. She teams up with Nick Wilde to find a missing otter. They follow clues. Sometimes, they are in danger! Judy and Nick solve the case by working together.



Look at the picture.
Write a story about it.

Learn Together

Help your child identify the setting, characters, and problem on page 98. Then help your child write a story about the picture above. Discuss the characters, the setting, and the problem.

Dear...

A letter is a note you write to be read by someone.

Rapunzel saves Flynn's life.

Below is a letter he might write to say thank you.



Dear Rapunzel,

Start your letter with a greeting.

You saved my life!

Thank you so much.

A letter includes a message.

We will have many new adventures together.

Love,
Flynn

Always sign your name.

You can thank them for being kind.

Help your child write their letter. Discuss what makes the person kind. Include those ideas in the letter. Create another copy of the letter, including a date. Mail the letter.

A Short Pause

A **comma** shows a short pause in a sentence. Commas are also used in a series, or list of words.

Read these sentences out loud. Pay attention to the commas.

This is a comma.

When Aladdin rubs the lamp, a genie appears.
Luckily, Aladdin knows just what he wants.

Aladdin, Genie, and Abu set off
on an adventure.





Finish the sentences with lists of at least three words each.

Use a comma after each word in a series except the last word.

To get ready, I _____

I like to eat _____

My favorite movies are _____

I like to play _____

Learn Together

Help your child write a short story about their school day. Use commas to show pauses and series.

Short Stuff

A **contraction** is two words put together. An **apostrophe** replaces the missing letters.

This is an apostrophe.

I'm is a contraction that means **I am**.



Underline the words that have been put together in these sentences.

That's a fun carrot pen Nick is holding.

That is That will That have

It's a hard case they must solve.

I have It is It will



Match these contractions with the words that have been put together.

it's

she is

we're

they are

she's

it is

they're

we are

Learn Together

Look for other contractions as you read. Help your child read them and figure out what words have been put together.

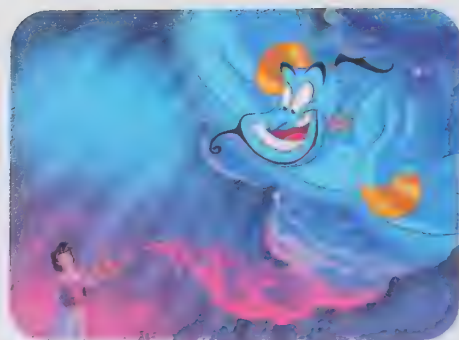
Nothing at All

The genie is out of the lamp.

The lamp has no genies in it.

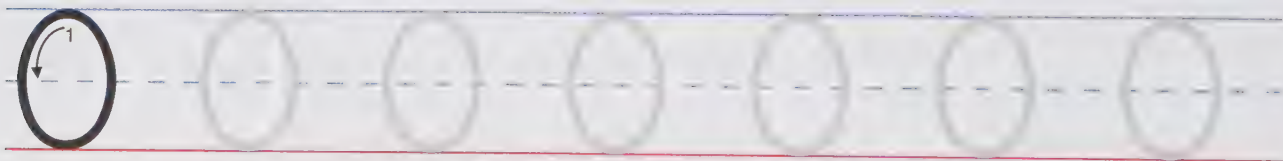
You can say this another way:

The lamp has zero genies.



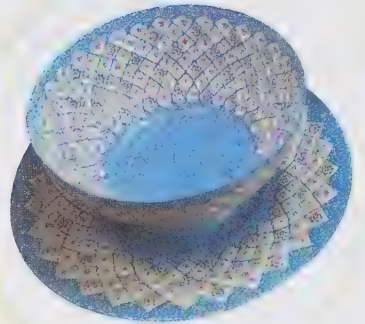
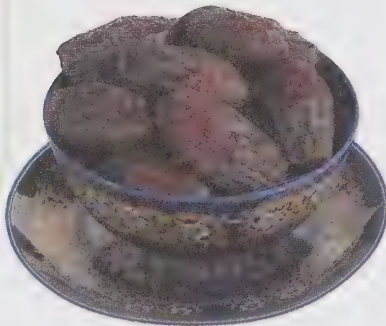
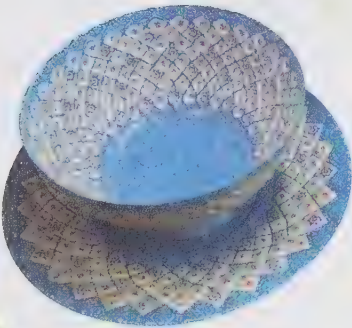
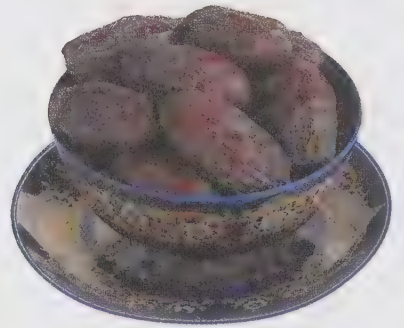
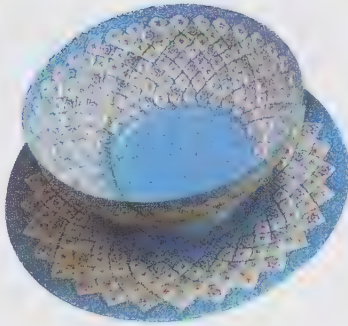
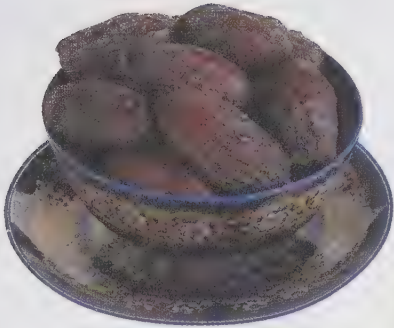
Zero or **0** is a number
that represents nothing.

Trace the number.





Write 0 above the empty containers.



Learn Together

Make sure your child has an understanding of zero. Provide them with opportunities to discuss how there are zero cookies left in the box or zero toys on the floor.

One to One

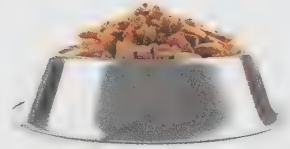
Aladdin and Jasmine each have good friends.

Draw a line from Aladdin and Jasmine to their friends.





Draw a line to match each picture on the left with a picture on the right.



Learn Together

Help your child identify other common examples of **one-to-one correspondence**. Match one bowl to one spoon or one mitten to its mate.

1 to 10

Rewrite these number words in order.



two

one

three

five

three

four

1

2

3

4

5



seven

six

five

seven

six

eight

ten

eight

nine

6

7

8

9

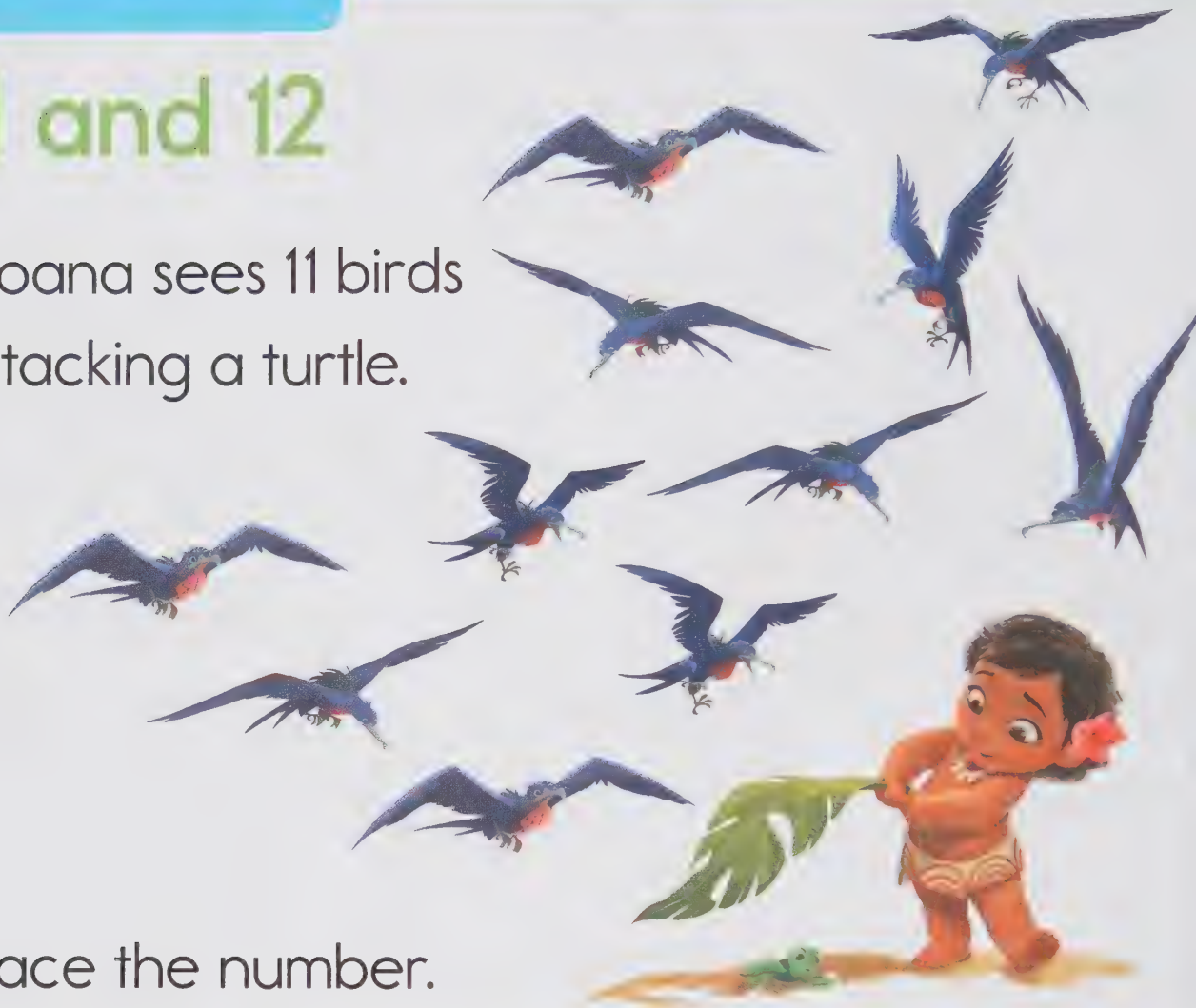
10

Learn Together

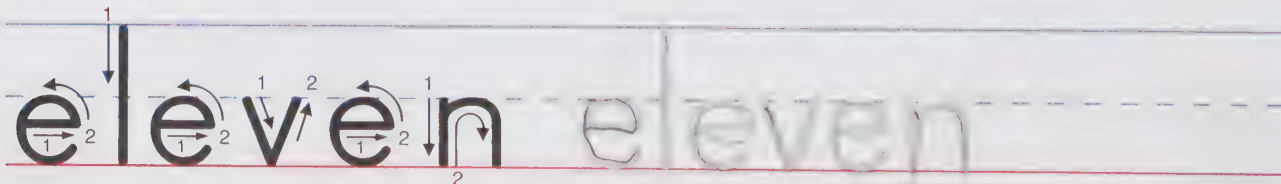
Your child can use modelling clay or pipe cleaners to form the numbers 1 to 10.

11 and 12

Moana sees 11 birds attacking a turtle.

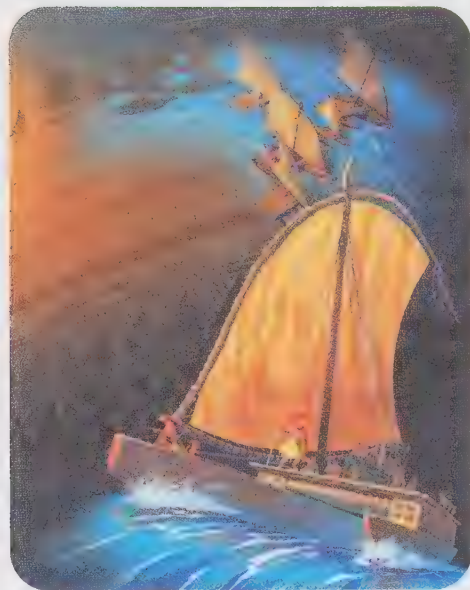


Trace the number.





There are 12 boats sailing.



Trace the number.



Learn Together

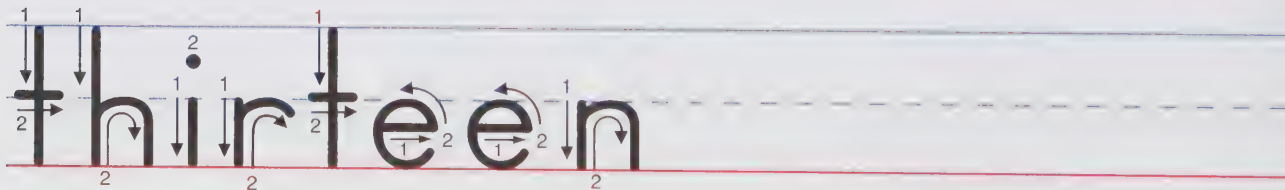
Your child should be working fluently with numbers 0 to 20. When they have completed this page and the following number tracing pages, challenge your child to write numerals and number words within 120.

13 and 14

Nick has 13 stacks of cash.



Trace the number.

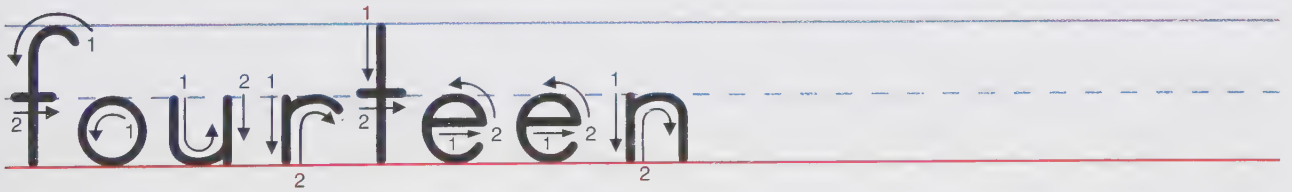
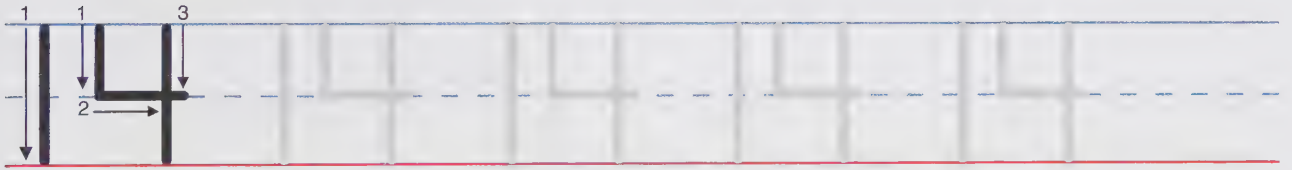




Nick has 14 customers.



Trace the number.



Learn Together

With your child, count the bundles of cash and then the customers.
Pause now and then to let your child say the next number.

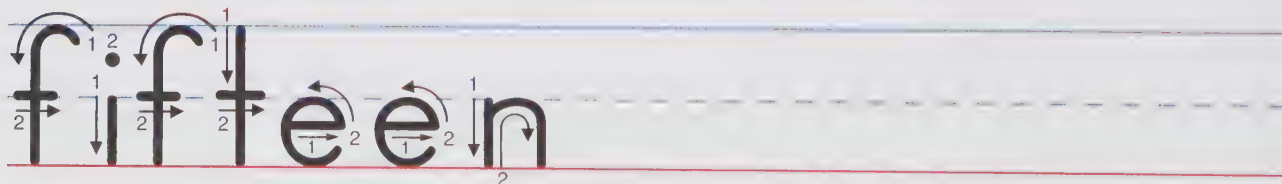
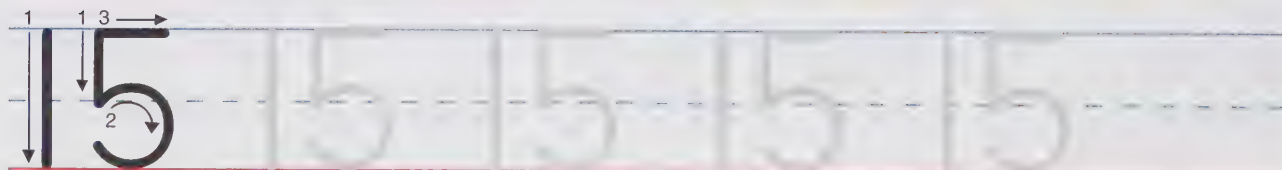
15 and 16



Rapunzel sees 15 flags.

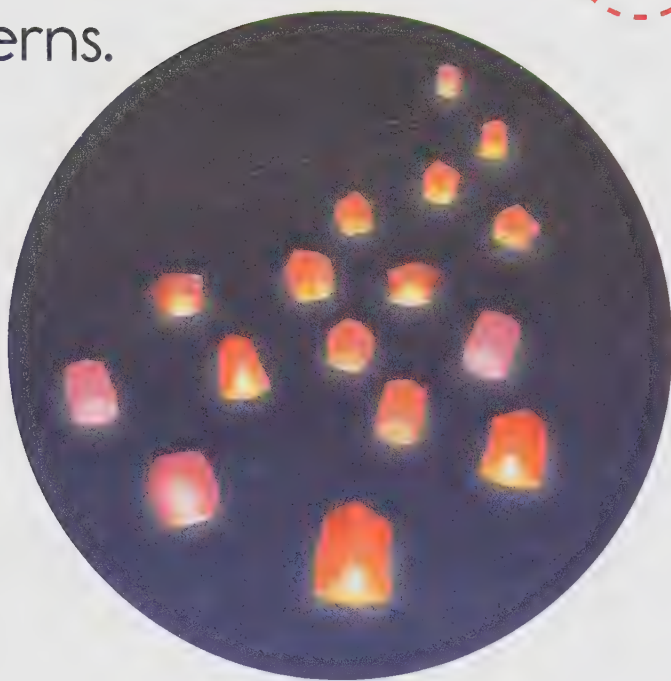


Trace the number.

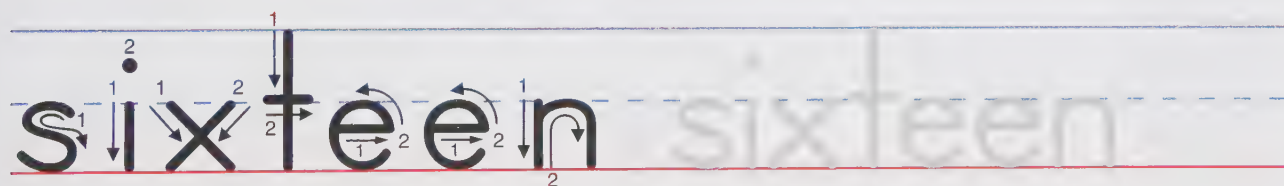
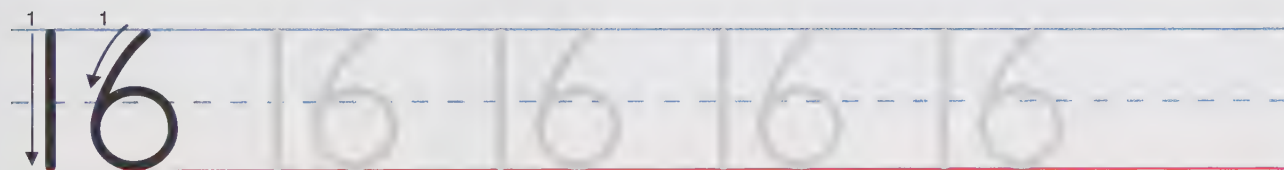




Rapunzel sees 16 lanterns.



Trace the number.



Learn Together

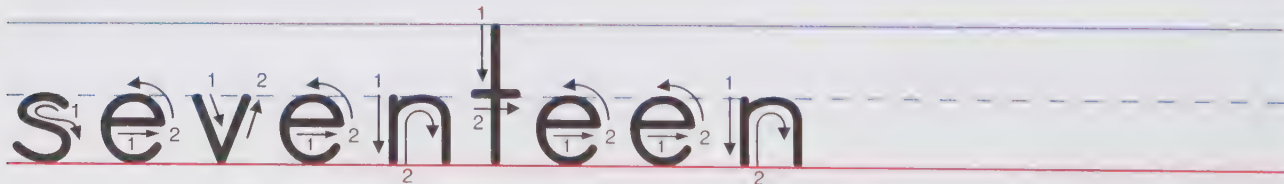
Ask your child to write a number in a notebook and then draw a matching number of images.

17 and 18

Jasmine releases 17 birds.



Trace the number.

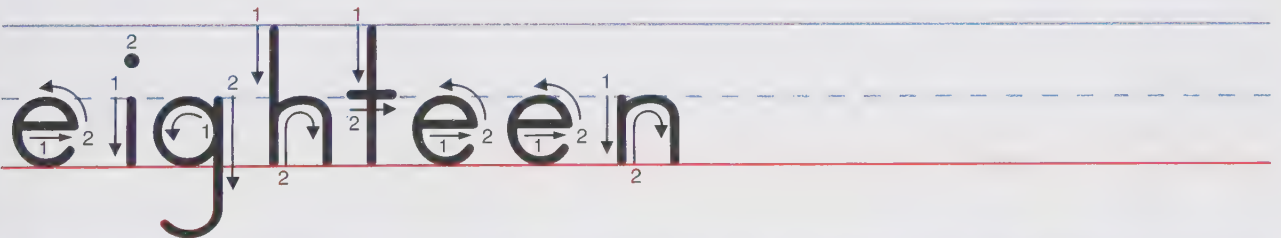
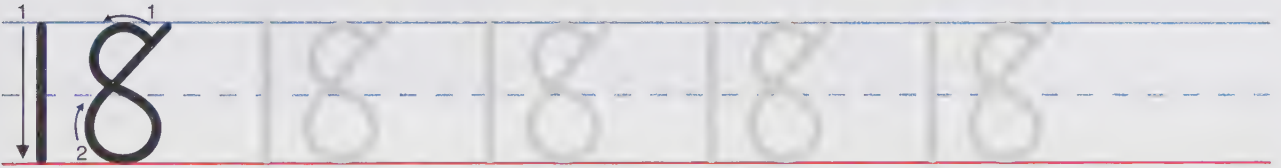




Now there are 18 birds.



Trace the number.



Learn Together

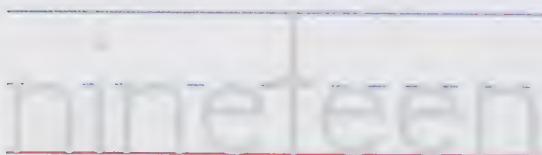
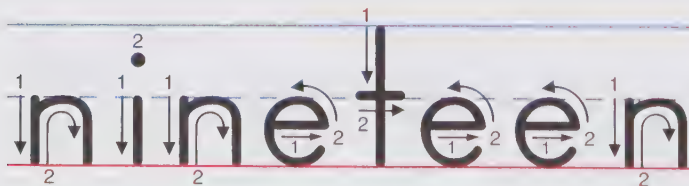
Discuss what your child notices about the numbers **10** through **19** (the number 1 before the second digit; the numbers are in the same order as the numbers 1 to 9). Connect this to their understanding of numbers and their understanding of ones and tens.

19 and 20

Belle sees 19 dandelions.



Trace the number.

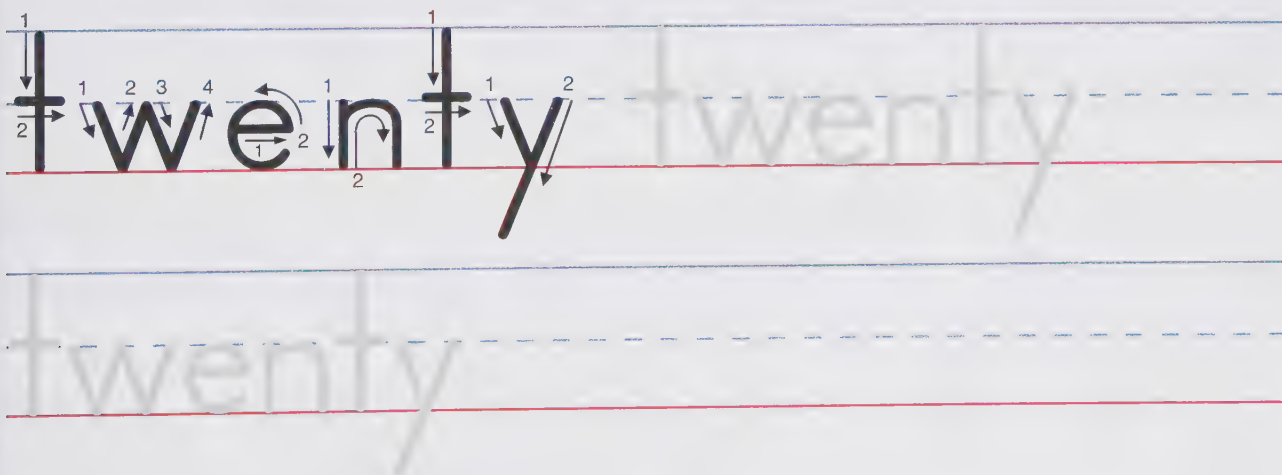




The Beast has 20 birds.



Trace the number.



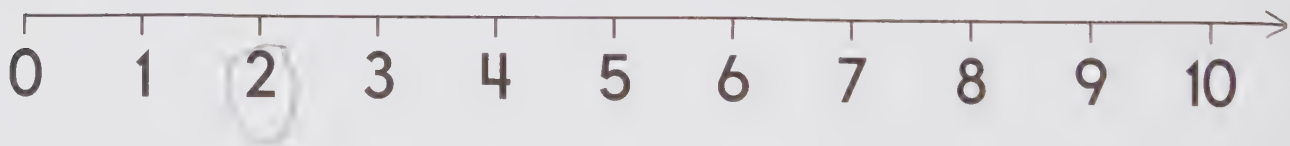
Learn Together

With your child, take turns counting objects or steps. Try to reach 120. Challenge them by starting at a number other than 1.

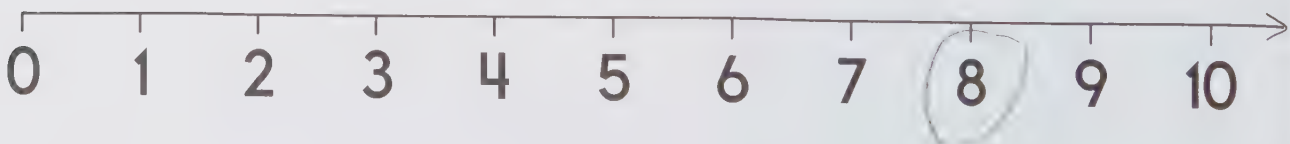
On the Line



On this **number line**, show how many pictures Gramma Tala is holding.



Now, show the number of children.





On this number line, show how many rocks are in the pile.



Now, show how many rocks lie on the ground.



Learn Together

Help your child count by using the number line; as they count the items out loud they can shade the number line or place counters along it. Use these number lines to count other groups of objects in your home (blocks, toys, spoons).

How Many?



Many things on the island are important to Moana.

Count the objects in each group.









Trace each number below.

Draw that number of objects in the box.

14

17

12

Learn Together

With your child, collect groups of 11 to 20 objects (buttons, crayons, toy cars). Ask, "How many do you have?"

Count Them All!



Belle's father, Maurice, needs a lot of equipment to make inventions.

Count the objects in each group.







On the left, draw 15 objects that Maurice could use in his inventions.

Draw more objects on the right to make 20.

--	--

Learn Together

Ask your child to collect **20** small objects (coins, buttons, beads) in a jar. Take turns choosing a number between **11** and **20** and counting that many objects out of and back into the jar.

More or Fewer



Abu always wants more!

Write $>$, $<$, or $=$ to compare groups.

$>$ more $<$ fewer $=$ equal

<input type="text"/>	

<input type="text"/>	

<input type="text"/>	



Here are more of Abu's collections!

Count the objects in each group.

Write $>$, $<$, or $=$ to compare groups.



Learn Together

Divide 100 small objects into two groups. Your child can count each group and say which has more objects. Which has fewer objects?

What's Missing?



Duke Weaselton has stolen some numbers!
Can you fill in the missing numbers?

_____ 12 13

_____ 18 19

_____ 15 16

_____ 9 10



12 13 _____

15 16 _____

18 19 _____

13 14 _____

16 17 _____

9 10 _____

11 12 _____

17 18 _____

7 8 _____

10 11 _____

14 15 _____

8 9 _____

Learn Together

Using **100** objects, make a group (27 crayons or 38 grapes). Your child can count them out loud. Add 1 more and ask how many there are now.

I Think There Are...

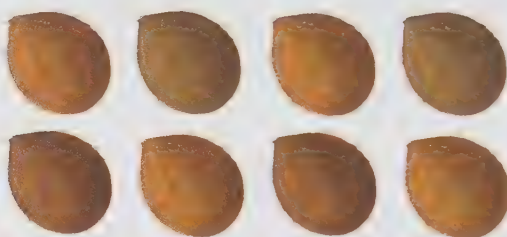


Sometimes, you can guess, or estimate, how many objects you see.

Estimate the number of coconuts.

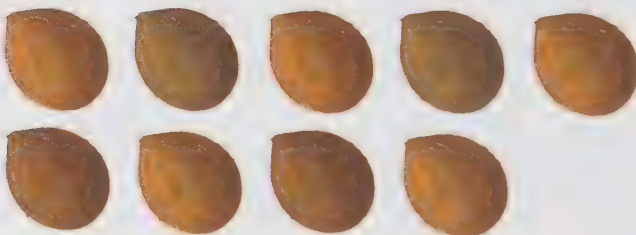
Estimated

Counted



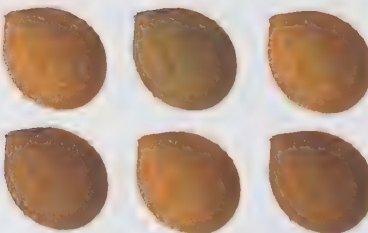
Estimated

Counted



Estimated

Counted



Now, count the coconuts.



Estimate the number of cubes.

Estimated

Counted



Estimated

Counted



Estimated

Counted

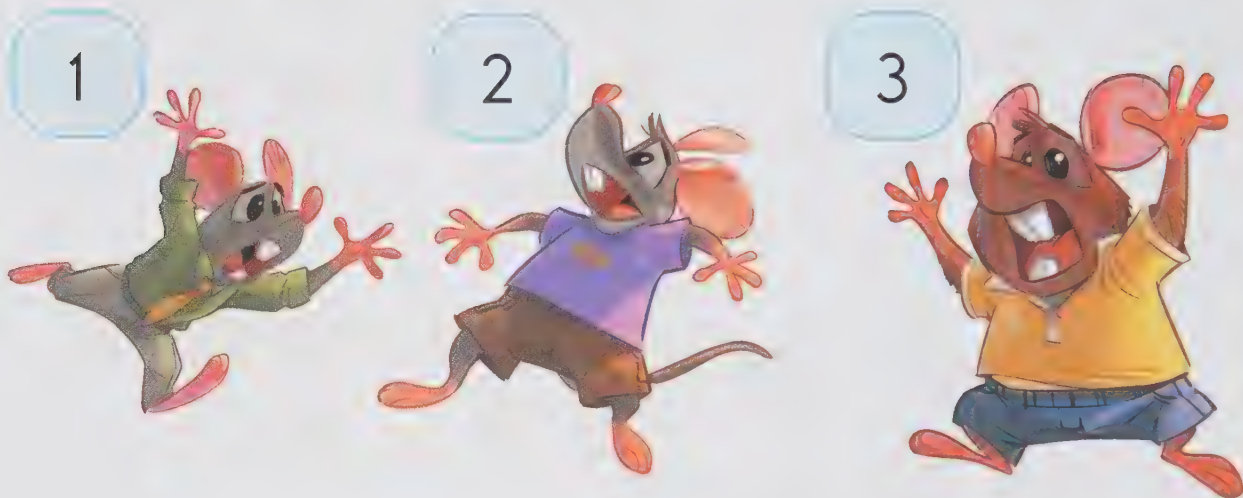


Learn Together

Help your child understand that they are **estimating** the number before they count. Say, "I think there are 10 coconuts. Let's count! Oh, there are actually 8." Make it clear that it is fine, when estimating, to get an incorrect answer.

First, Second, Third

These mice are running away.



Put 1 ✖ under the **first** mouse.

Put 2 ✖ under the **second** mouse.

Put 3 ✖ under the **third** mouse.

Another way to write **first** is **1st**. Another way to write **second** is **2nd**. Another way to write **third** is **3rd**.



1



2



3



4



5



6



Put 4 ✖ under the **fourth** banker.

Put 5 ✖ under the **fifth** banker.

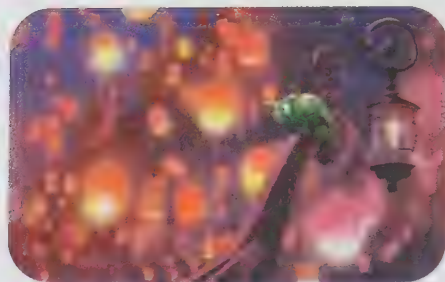
Put 6 ✖ under the **sixth** banker.

Another way to write **fourth** is **4th**. Another way to write **fifth** is **5th**. Another way to write **sixth** is **6th**.

Learn Together

Ordinal numbers may be new to your child. Use a calendar to demonstrate the use of ordinal numbers to your child. ("Today is the first day of the week," and so on.)

20 to 30



Trace the numbers.

20 20 20

21 21 21

22 22 22

23 23 23

24 24 24

25 25 25



Trace the numbers.

26

26 26 26

27

27 27 27

28

28 28 28

29

29 29 29

30

30 30 30

Learn Together

Quiz your child with numbers to 120.
Give them a number. Ask them to write
the numeral and number word.

Show Me the Money



Mr. Big always wants more money!

Draw a line from each coin or bill to how much it is worth.

The first one has been done for you.

		\$1
		25¢
		1¢
		10¢
		5¢



Show 5¢.

Show 10¢ in two different ways.

Show 20¢ in two different ways.

Learn Together

Play "Store" with your child using real money and price tags for some small toys. Take turns shopping and paying.

Sort It Out!

Moana sees many fish when she swims.



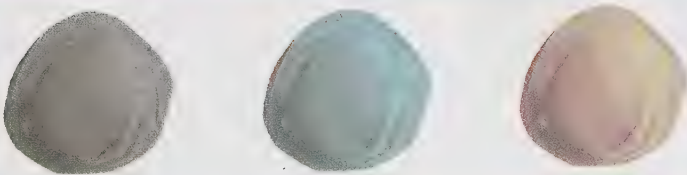
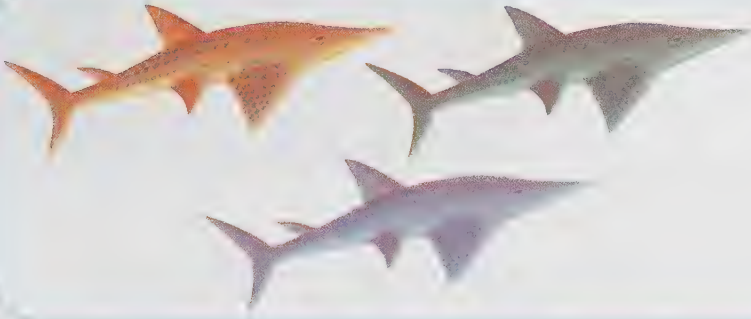
Circle all the fish with yellow fins.

Underline all the fish without yellow fins.





Draw something that belongs in each group.



Learn Together

Put a variety of socks on a table. Ask your child to help you decide how to sort them (by color, size, or material).

What's the Pattern?



In the Cave of Wonders,
Aladdin sees objects arranged in patterns.
What comes next in each pattern?





What comes next in each pattern?

XYXYX _____

CCTCC _____

12212212 _____

3343343 _____

ABA ABA ABA _____



Learn Together

Talk about the patterns on these pages, describing each one. Your child can create a pattern using small items around your home (buttons, stickers). Ask your child to describe the pattern.

Making Patterns

Mrs. Potts's base has a pattern.

Color the objects below to complete the pattern.



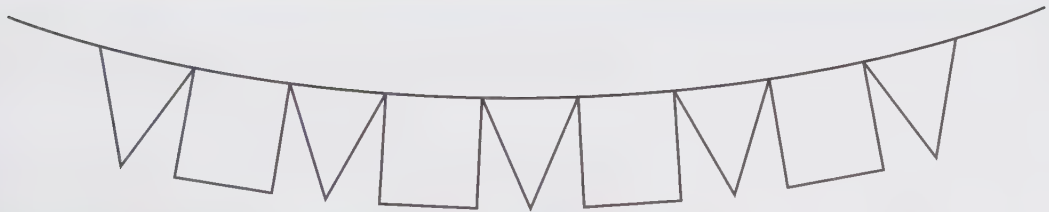
Colorful Madame de la Grande Bouche loves patterns.



Choose **2** colors to make a pattern.



Choose **3** colors to make a pattern.



Learn Together

Talk about the patterns on these pages, describing each one. With your child, use small toy animals (or other toys) to make a pattern (horse, pig, horse, pig, horse, pig). Discuss the pattern's rules with your child (color, size, animal type).

What's the Sum?

Help Pua gather flowers for Moana.

How many flowers will Pua find?

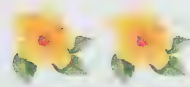


$$2 + 2 = 4$$

$2 + 2 = 4$ can also be written this way:

$$1 + 3 = 4$$





$$\boxed{4} + \boxed{2} = \boxed{}$$

Show the sum another way.

The answer in an **addition sentence** is called the **sum**.



$$\boxed{5} + \boxed{4} = \boxed{}$$

Show the sum another way.

Learn Together

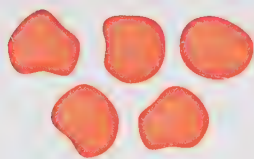
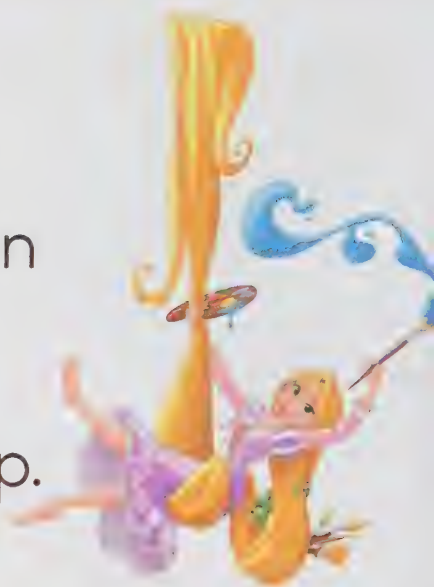
Help your child understand that addition involves joining groups, and that there is more than one way to show each of the sums above.

Count and Add

Rapunzel uses many colors when she paints.

Write the number in each group.

Add the numbers together.



+



=

+

=



+



=

+

=



+



=



+



=



+



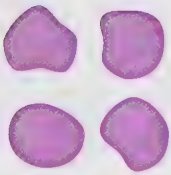
=



+



=



+



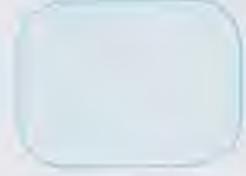
=



+



=

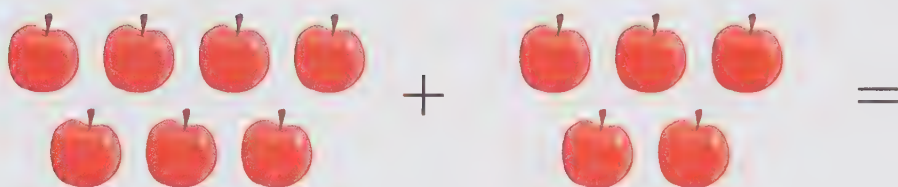


Learn Together

Talk with your child about addition sentences. Help your child draw their own visual addition sentences like the ones above.

Solve It

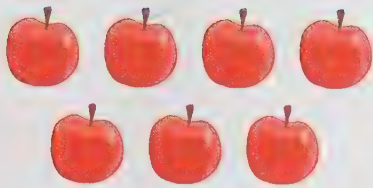
Write the missing numbers in each equation.



$$\boxed{} + \boxed{5} = \boxed{12}$$



$$\boxed{4} + \boxed{} = \boxed{10}$$



+



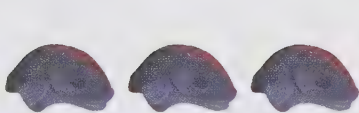
=

7

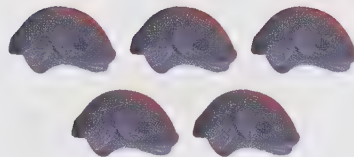
+

4

=



+

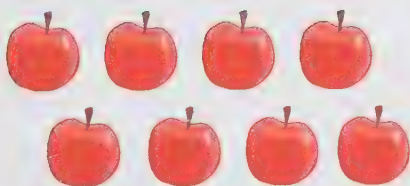


=

3

+

8



+



=

3

+

11

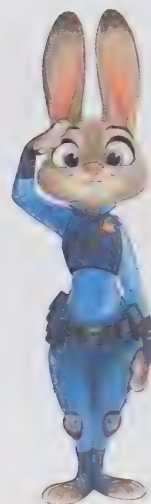
Learn Together

Pose problems for your child to solve: "Three cups are on the table. We need one more. How many cups do we need altogether?"

Add Them Up

Judy Hopps has a big family.

Judy's parents and 5 brothers visit her in Zootopia.



+



=

+

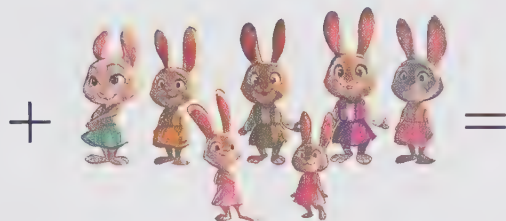
=

Show $2 + 5$ on this 10-frame.

Show the sum another way.



Judy's parents and 7 sisters visit her in Zootopia.



=



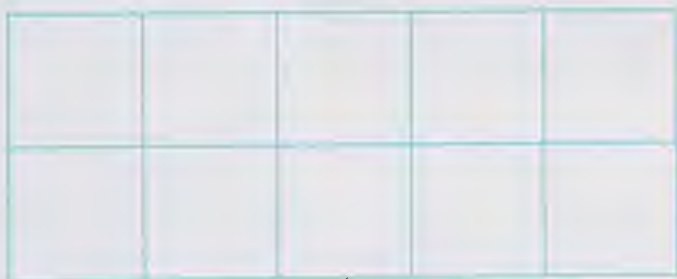
+



=



Show $2 + 7$ on this 10-frame.



Show the sum another way.

Learn Together

With your child, you can make your own 10-frames. These help children to interpret, build, and write addition (and subtraction) sentences. Work with numbers 11 to 19.

Keep Adding



You can add 3 numbers.

Maui's necklace started with 7 shark teeth.
He added 3 more. Now, he's going to add 2
more teeth.

7

+

3

+

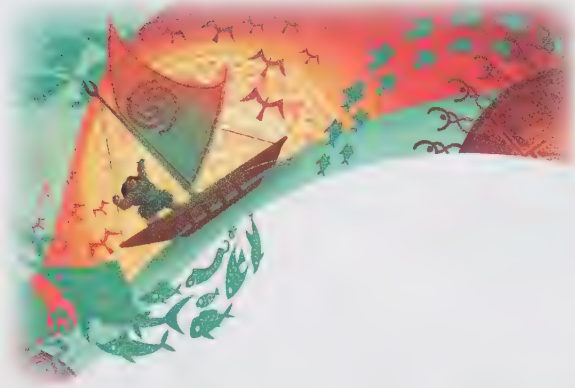
2

=

12



Solve the 3-number problems.



5

+

4

+

3

=

2

+

8

+

6

=

4

+

7

+

1

=

6

+

3

+

9

=

Learn Together

With your child, use objects (buttons, blocks) to create other 3-number equations.

Take It Away

Before



After



One of Moana's coconuts breaks.

How many whole coconuts does Moana have?



7

—

1

=

The answer in a subtraction sentence is called the **difference**.



Before



—

After



=



Before



—

After



=



Learn Together

Help your child understand subtraction by using objects (buttons, coins, blocks). Count the objects before and after taking some away from a group. You might also create a number line to help them subtract.

Take Away Some More



What happens when the Beast roars at the wolves? They run away!

Find the difference.

Use the 10-frames or number line to help you.

$4 - 1 =$

$5 - 2 =$

$5 - 3 =$

$9 - 7 =$

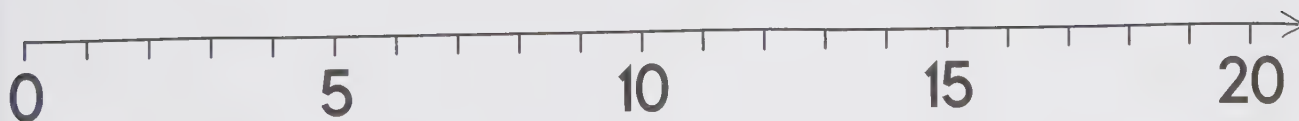


$12 - 2 =$

$17 - 2 =$

$18 - 8 =$

$20 - 10 =$



Learn Together

Put 10 objects (coins, paper clips) on a table. Your child can turn away as you cover some of them. Ask your child to identify how many objects are missing and how many are left. Create **number stories** and subtraction sentences together.

How Many Are Left?

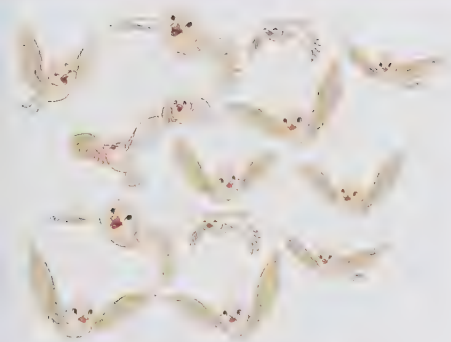
Write the missing numbers in each equation.



$$\boxed{9} - \boxed{} = \boxed{7}$$



$$\boxed{} - \boxed{4} = \boxed{6}$$



14

—

6

=



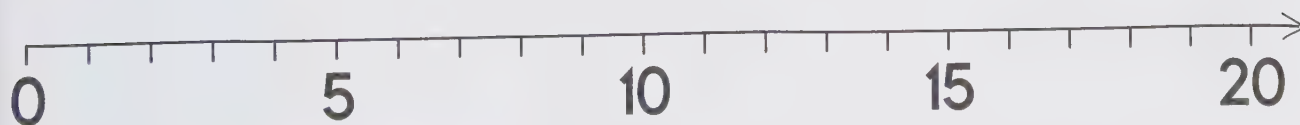
—

7

=

9

You can use a number line to help you.



Learn Together

Use examples from daily life to demonstrate subtraction. Tell a number story such as, "We had 10 apples yesterday. Today we have 6 apples left. How many were eaten?" Help your child write the subtraction sentence.

What's Left?

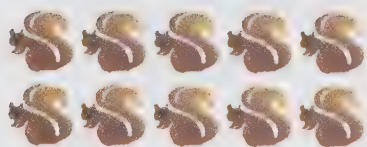
Rapunzel has painted every wall in the tower.



Sometimes, she paints over old paintings and starts again.

Count the objects in each group.

Find the difference.



—



=



—



=





Look at the 10-frames.

Write the number in each 10-frame in a blank box.

Find the difference.

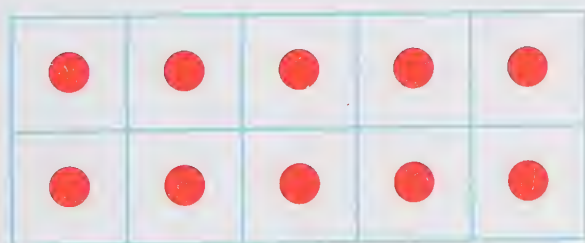


—



—

=



—



—

=

Learn Together

Rather than drawing 10-frames, your child could use connecting blocks in groups of 10. Your child can create number stories for subtraction, disconnecting the indicated number of blocks.

Who's Lying?

Nick is trying to figure out if these equations are telling the truth. Help him by writing **true** by the equations that are correct and **false** by the equations that are wrong.



$$10 + 9 = 20$$

$$15 - 6 = 9$$

$$8 - 7 = 1$$

$$13 + 3 = 16$$

$$20 - 10 = 0$$



All the equations are lying! Help Nick by changing a number in each to make it true.

$$20 + 5 = 24$$

$$18 - 9 = 8$$

$$16 - 4 = 12$$

$$10 - 2 = 7$$

$$3 + 19 = 23$$

$$14 + 8 = 20$$

$$4 + 9 = 12$$

$$15 - 5 = 5$$

Learn Together

Ask your child to come up with their own wrong equation. Then, have them come up with three different ways to make the equation true.

Add and Subtract

Tell an addition number story about this picture.

Write an addition sentence about your number story.



$$\boxed{} + \boxed{} = \boxed{}$$

Tell a subtraction number story about the picture.

Write a subtraction sentence about your number story.

$$\boxed{} - \boxed{} = \boxed{}$$



Solve these addition and subtraction sentences.

Use the 10-frames to help you.

$2 + 15 =$

$12 + 3 =$

$11 + 1 =$

$14 + 2 =$

$17 - 2 =$

$19 - 15 =$

$12 - 10 =$

$15 - 3 =$

Learn Together

Create 9 ten-frames. Work with your child to help them understand that 7 tens = 70, 9 tens = 90, and so on.

Add within 100

Moana needs help adding the coconuts being collected in Motunui. Solve the addition problems to help her!



$$\begin{array}{r} 26 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ + 4 \\ \hline \end{array}$$

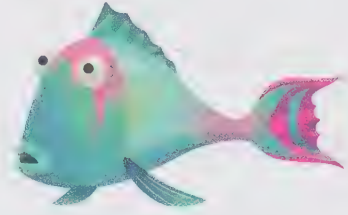
$$\begin{array}{r} 43 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ + 1 \\ \hline \end{array}$$



The voyagers just brought back the fish they caught. Help Moana add them up!



$$\begin{array}{r} 65 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +20 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ +30 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ +20 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ +30 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ +10 \\ \hline \end{array}$$

Learn Together

Help your child with the two-digit addition problems. Have them practice two-digit addition further by asking them to find 10 more than a number or by writing more addition problems for them to solve.

Subtract



Duke Weaselton has been busy! He needs help subtracting how many movies he's sold so he knows how many he has left.

$$\begin{array}{r} 60 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ -10 \\ \hline \end{array}$$



Now help Finnick! Subtract the pawpsicles he's sold from his total number of pawpsicles.



$$\begin{array}{r} 60 \\ -50 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ -40 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ -30 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ -40 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ -60 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ -20 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ -70 \\ \hline \end{array}$$

Learn Together

Pose problems for your child to solve using subtraction with multiples of 10: "If Judy gets 40 cases a year and has 20 left to solve, how many cases has she solved so far?"

How Long?

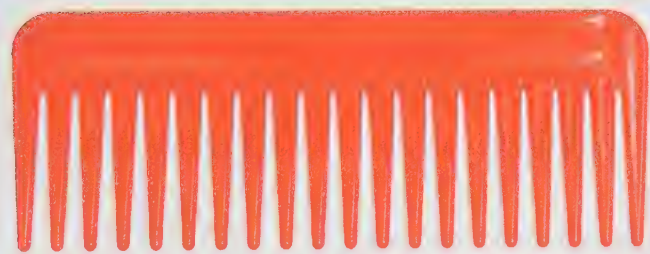
These drums come in different sizes.

How many blocks long are these drums?





How many paper clips long are these objects?



Draw an object that is 7 paper clips long.



Learn Together

Try measuring real objects around your home by using other **non-standard units** (straws, strips of paper of equal lengths, erasers).

Which Is Larger?

The Beast is larger than his skates.



One size of each object is missing.

Draw the one that is missing.

Small

Medium

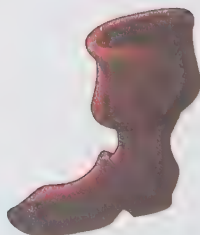
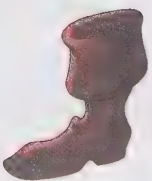
Large



Small

Medium

Large





Small

Medium

Large



Small

Medium

Large



Learn Together

Help your child compare the size of various objects around the home. Encourage them to use the words *shorter*, *longer*, *larger*, and *smaller*.

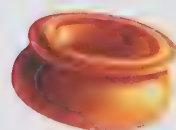
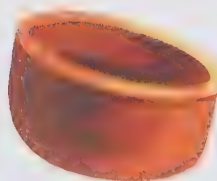
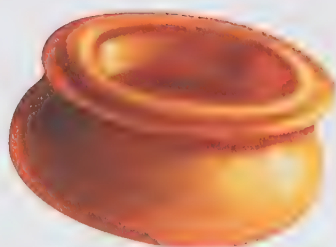
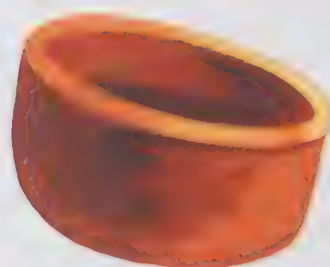
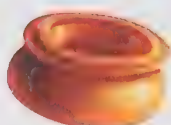
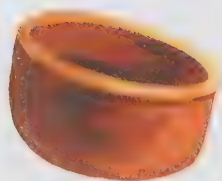
How Much Does It Hold?



Abu loves gold.

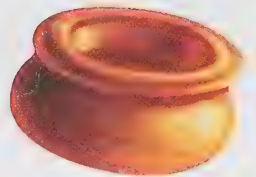
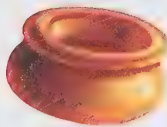
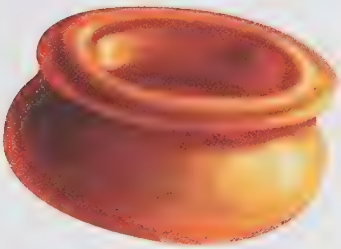
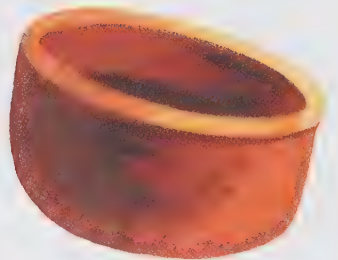
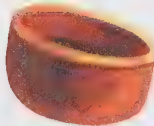
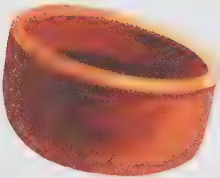
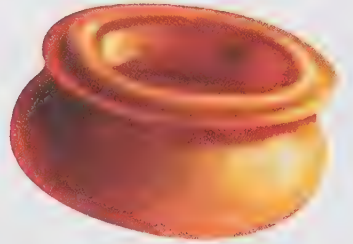
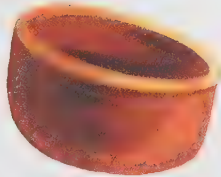
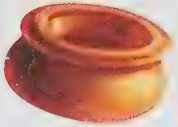
Which container will hold the **most** gold?

Circle the container in each row that holds the **most**.





Circle the container in each row that holds the **least**.



Learn Together

With your child, experiment with water at the sink. Give your child two containers, and ask them to predict which one will hold more. Fill one container with water and then pour it into the other container to see if it overflows.

Which Holds More?

Nick is on the hustle,
but he needs to
figure out which
container holds more.



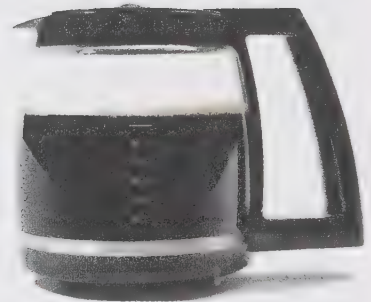
Circle the one in each row that holds **more**.





Look at the first photo in each row.

Circle the container that holds **less**.



Learn Together

As you bake or cook, ask your child to help you measure ingredients. Compare the tools you are using. ("Will this cup hold more than this spoon?")

Which One Is Heavier?

Which one is heavier?

Circle the one that is heavier.





Draw something that is **light**.

Draw something that is **heavy**.

Learn Together

At home, gather some everyday objects that have very different masses. Your child can hold one item in each hand to determine which one has more mass.

Which One Is Lighter?



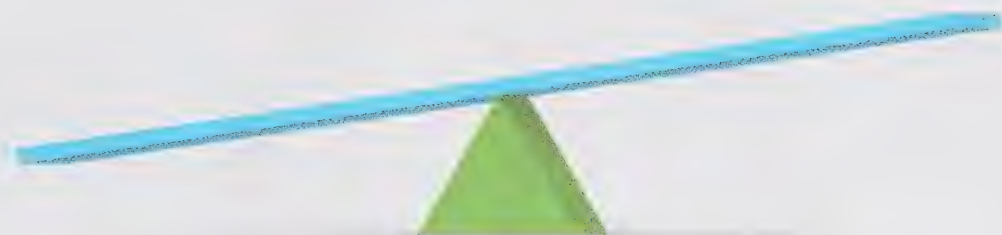
Pua and Heihei are having fun!

Circle the one in each box that is **lighter**.





Draw an object on the left side of the teeter-totter.



Draw something that is lighter on the right side.

Learn Together

Ask your child to explain why they think one object might be lighter than another. Develop a theory that you can investigate together (larger objects are often heavier than smaller objects).

What Time Is It?

We can measure time with a clock.

The little hand tells the **hour**.

The big hand tells the **minutes**.

Trace the numbers.



This clock reads o'clock.



Add the missing times.



:



:



:



:



:



:

Learn Together

Use a real analog clock, or make one from cardboard or a paper plate and craft sticks. Practice telling time with your child. Keep the big hand on the 12 while putting the little hand on different hours.

Seeing Circles and Triangles

A **circle** is a perfectly round shape.

Put an **X** on one circle in this picture.



Cross out the shapes that are **not** circles.





A **triangle** has three straight sides.

Put an **X** on one triangle in this picture.



Cross out the shapes that are **not** triangles.



Learn Together

Discuss the characteristics of circles and triangles. Ask your child to identify circles and triangles in your home (circular logos on jars, triangular designs on boxes).

Looking for Rectangles and Squares

A **rectangle** has four sides.

Two sides are longer than the other two sides.

Circle one rectangle in this picture.





A **square** has four equal sides.

Circle one square on Nick's phone.



Write an **R** on the rectangles.

Write an **S** on the squares.



Learn Together

With your child, cut out circles and rectangles. Cut them into 2 and 4 equal shares. Explain halves and fourths.

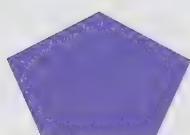
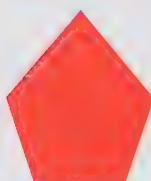
What's That Shape?

A **pentagon** has five sides.

The Sultan's blue ring is shaped like a pentagon.



Cross out the shapes that are **not** pentagons.





A **hexagon** has six sides.

Look at the hexagons on this gem.



Write a **P** on the pentagons below.

Write an **H** on the hexagons below.



Learn Together

Discuss the properties of pentagons and hexagons, comparing their characteristics. Help your child draw these shapes.

Solid Objects

This object is called a **sphere**.



Circle the sphere on the sword.

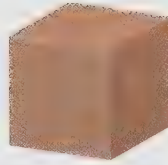


Cross out the objects that are **not** spheres.





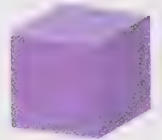
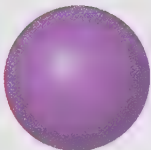
This object is called a **cube**.



Circle a lantern that looks like a cube.



Cross out the objects that are **not** cubes.



Learn Together

Ask your child to look at the **2-dimensional** and **3-dimensional** shapes from this section. Challenge them to create pictures of animals, vehicles, buildings, and more!

More Solid Objects

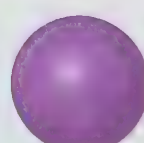
This object is called a **cylinder**.



The bottoms of these towers are shaped like cylinders. Circle one of the cylinders.



Cross out the objects that are **not** cylinders.





This object is called a **cone**.



Circle the cone in this picture.



Cross out the objects that are **not** cones.



Learn Together

Encourage your child to build with blocks, small boxes, cans, or other items found around the home. Name their shapes.

Words for Where

Some words tell us where people or objects are.

Match each resident of Zootopia to the correct word.



in front



on



behind



Look at this picture.

Circle something that is **above**.

Underline something that is **between**.



Draw an **X** on something that is **under**.

Draw a **✓** on something that is **in**.

Learn Together

Your child can choose a word (*behind/under*) from these pages and act it out. Take turns acting and guessing.

Same or Different?

The Stabbington Brothers look alike in many ways.

But they also look different.



How do they look alike?

How do they look different?



Circle the objects in each group that are the same.



ABC abc ABC ABC



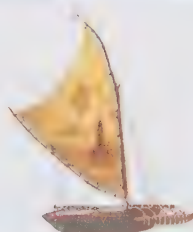
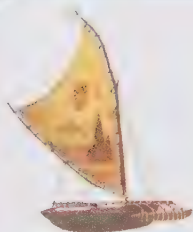
Learn Together

Ask your child to explain the reasoning they used to complete these activities. Play a game of "one of these things is not like the others" using toys. Take turns choosing the group of toys and creating a rule.

What Belongs?



Circle the objects in each group that go together.





Look at the first picture in each row.

Circle the other picture that is the same.

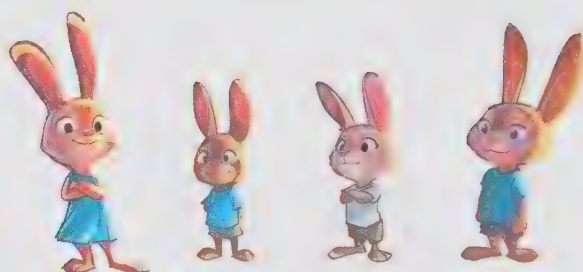


Learn Together

Your child can collect 15 small objects and sort them by color, shape, or another attribute.

Find the Rule!

Cross out the one
in each group that
does **not** belong.



Rule: _____



Rule: _____

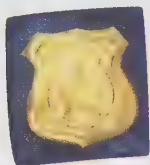


Look at the first picture in each row.

Decide if it belongs in the group on the right.

Cross it out if it does **not** belong.

Circle it if it **does** belong.



Learn Together

Help your child understand the rule for each category. Put several items (kitchen items, books) together with one item that "does not belong." Ask your child to tell you which item does not belong.

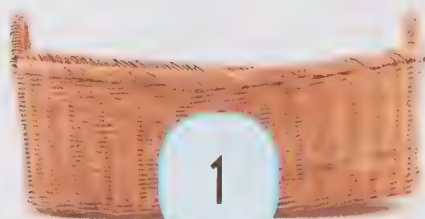
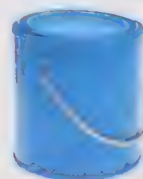
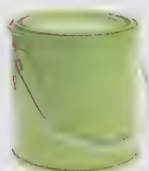
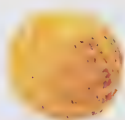
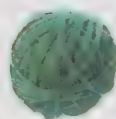
Sort It!

Rapunzel's room needs cleaning up.

Put a 1 beside the objects that go in Basket 1.



Put a 2 beside the objects that go in Basket 2.



1

Paint



2

Yarn



What rule will you use to sort these objects?



Label the boxes.

Put a 1 beside the objects that go in Box 1.

Put a 2 beside the objects that go in Box 2.



Learn Together

Help your child develop a rule for the sorting activity above, and then help them label the boxes. Discuss how else the items might be sorted (by material, color, or whether or not your child likes them).

The Shell Graph

Moana finds some shells.



This **picture graph** is one way to show how many she has of each shell.

Moana's Shells



Conch
shells

Clam
shells



Create your own picture graph.

Label your picture graph.

Give it a title.

--	--

Tell one thing your picture graph shows.

Learn Together

Help your child create their picture graph. To keep it manageable, guide them to choose objects that they don't have too many of and that they can sort into two categories. For example, they could sort their shoes; the sorting rule might be laces or no laces.

Show How Many





Look at all the yarn Rapunzel has!

Create a picture graph.

Rapunzel's Yarn

--	--	--

Blue

Green

Orange

What color yarn does Rapunzel have the most of? _____

What color yarn does Rapunzel have the least of? _____

Learn Together

Ask your child questions about the picture graph.

Example: "If Rapunzel needs five balls of yarn to knit Flynn a sweater, what color will the sweater be?"

Organizing Information



Judy writes a lot of tickets!

Each ticket matches a license plate.



Create a picture graph.

License Plates

Red

Orange

Yellow

Blue

Tell two things your picture graph shows.

Learn Together

When discussing graphs, encourage your child to use comparative language (*more, fewer, most, fewest*). Ask, "What color plate is there the most of? The fewest of?"

Language Arts

As your child completes the lessons in this book, extend their learning with some of the following activities.

Letters and Sounds

- Read alphabet books together. Encourage your child to suggest other words that begin with each letter.
- Serve a bowl of alphabet soup or cereal. Challenge your child to identify every letter and then connect each letter to an object in your home (*c* is for *couch*).
- Every week, choose a new letter or pair of letters to be “super” letters. Print the letter extra big, and place it where your child can see it. Challenge your child to find as many objects as possible that begin with that letter or letter pair.
- Help your child create a dance or song for each letter of the alphabet.
- Stamp out letter shapes in the snow or sand.
- Give your child various materials (pencils, crayons, markers, clay, beads, sand, chalk, paper, magnet letters) that they can use to make letters and words.
- Give your child index cards to create phonics flash cards. Help them choose word families, blends, and digraphs to practice.

Word Knowledge

- Ask your child to help you create a grocery list.
- Your child can read familiar words on boxes and cans of food.
- Your child can read signs in your neighborhood.
- Pause as you read to your child, allowing them to read sight words or other words they know.



Comprehension

- Invite your child to tell you stories about their day.
- Encourage your child to make connections to stories they read and shows they watch.
- Tell stories together. Get your child to finish a familiar story.
- Your child can retell simple or familiar stories they have heard; this is an important step in understanding how stories are structured.
- As you read or watch shows, ask your child questions to help them make predictions. ("Aladdin found a magic lamp. What do you think he'll do next?")
- Encourage your child's questions about stories and nonfiction text.
- Point to the pictures in stories. Talk about the characters or setting.
- Tell a familiar story out of sequence and ask your child to fix it.
- Talk about the beginning, middle, and end of stories.

Writing

- Create sentence starters for your child to finish. ("I want a _____. "Do you want to go to the _____?" "I love _____.")
- Create a digital photo album together, with photos of your child's life. Help them write the captions.
- Write stories (lists, letters, poems, texts) with your child.
- Write notes to each other and leave them in secret places.
- Together, create a treasure map for your child to follow.
- Your child can write labels or captions for their drawings.



Math

Number Sense

- Count together as you do everyday activities. ("How many toys are we putting away?" "How many blocks does this house need? Let's count!")
- Sing counting songs or skipping rhymes with your child.
- Read counting books together.
- Practice counting by starting at numbers other than one. This sequence is harder for children to remember because it's irregular.
- Make a counting book using your child's toys and digital photos.
- Give your child various materials (pencils, crayons, markers, clay, beads, sand, chalk, paper) that they can use to make numbers and number words.
- Place 1 to 100 small objects, such as dried beans, into a cup. Your child can estimate and then count the number of objects.
- Use 100 small objects to make number groups (20 objects, 42 objects). Your child can write the number and the word for that number.

Patterns

- Invite your child to help you sort as you do chores (putting away dishes, laundry, or toys).
- Look for patterns in your home and neighborhood.
- Take photos of patterns you see. With your child, create a digital pattern book with captions to describe each pattern.
- Use stickers or toys to create patterns for each other to complete.



Addition and Subtraction

- Add or subtract as you do everyday activities together. ("How many more apples do we need in the bag to make 10?" "We have too many carrots for the stew. We only need 5. How many should we take away?")
- Play card and board games that involve adding or subtracting.
- Create clues for a scavenger hunt that can be solved only by addition or subtraction. ("You need to find 8 toys in your room and 3 toys in the living room. How many toys will you have then? That answer will tell you how many steps to take from the bathroom to your room to find the next clue.")

Measurement

- Read and follow recipes together. Allow your child to measure ingredients and identify how much of something is needed. ("This soup needs 3 onions and 1 carrot.")
- Count the squares in the sidewalk as you walk in your neighborhood. How many squares is your home from the park?
- Experiment with the mass and capacity of everyday objects. ("Do you think this book is heavier than this pencil? Why do you think that? Let's lift them both to find out." "Do you think this cup will hold more water than this bowl? How can we find out?")



Bonus Activities

Geometry

- Look for 3-D objects in your home, noting which objects are which shapes (cans are cylinders). Your child can use a notebook to draw and label the objects and shapes they found. Then, use the objects you found to build a town.
- Look for shapes as you walk in your neighborhood. ("That door is a rectangle. The window is a square.")
- Take photos of the shapes you see and create a shapes photo album.

Collecting and Using Data

- Encourage your child to sort objects, such as toys, by providing them with bins or other containers. Talk about the rules they use to sort. ("All of the red toys went in the red bin. Are you sorting by color?")
- Help your child develop a survey for family members to complete. ("What movie should we watch tonight?" "What toppings should we have on our pizza?") Work together to graph the results.
- Look for graphs, tables, and charts as you read nonfiction. Help your child understand the information in these texts.



2-dimensional: something that has length and width but no depth. Shapes that are 2-dimensional include circles, squares, and triangles.

3-dimensional: something that has length, width, and depth. Shapes that are 3-dimensional include spheres, cubes, and cylinders.

10-frames: two-by-five rectangle frames into which counters are placed to illustrate numbers less than or equal to 10. These frames help teach counting and can help your child with addition and subtraction.

addition sentences: number sentences or equations used to express addition. For example, $4 + 1 = 5$.

adjectives: words that describe nouns.

alphabetical order: to arrange words according to the order of letters in the alphabet; your child is at a stage where they can arrange some words in alphabetical order by first letter only (that is, *bread*, *clock*, *dog*, but not *brake*, *bread*, *break*).

base word: the most basic form of a word, without any affixes.

blends: two or more consonants that work together in a word, but each consonant can be distinctly heard. For example, the *sn* in *snake* or the *ft* in *raft*.

common nouns: nouns that name general people, places, or things. Some common nouns are *dogs*, *tree*, *girl*, *park*.

contraction: words created by joining two words and using an apostrophe to replace the missing letters (*don't*, *I'm*, *you're*). Your child is ready to read simple and common contractions but will have greater difficulty with uncommon ones and may not be ready to spell or write any contractions.

digraphs: two consonants working together to make one sound. For example, the *sh* in *shake* or the *ck* in *block*.

estimating: to use understanding of numbers to make an educated guess at an answer to a problem. At this stage, your child is ready to estimate how many objects are in a group of 10.

fiction: writing that was invented by the imagination and does not tell about actual events; fiction texts include novels, storybooks, fairy tales, and some poems.

homophones: words that sound the same but are spelled differently (*your/you're*, *to/two/too*). Your child may recognize a few common homophones as they read but may still use the wrong homophone when writing.

key details: the information in a text that helps the understanding of the main idea of the text. These details might answer the questions *who*, *what*, *when*, *where*, and *why*.

letter combinations: two or more letters working together in a word. Letter combinations include blends and digraphs.

long vowel sound: the sound a vowel makes depends on the letters around it and its position in the word. An example of a long vowel sound is the sound *a* makes in *cake* (as opposed to the short vowel sound of the *a* in *cat*).

make connections: a reading strategy that supports your child's understanding of texts. There are three types of connections (text to self, text to text, and text to world). At this stage of development, your child will mostly be making text-to-self connections; that is, as they listen to you read, they will make connections to those things they have experienced or feelings they have had. Meaningful connections can help them understand what a character is feeling or what has happened in the text.

nonfiction text: writing based in truth or reality; nonfiction texts include posters, instructions, diagrams, diaries, some magazine and newspaper articles, blogs, and so on. Your child is beginning to identify the differences between fiction and nonfiction.

non-standard units: units for measuring that are not conventional. So, for example, your child might measure two books by using an eraser ("This book is 6 erasers long. That book is 8 erasers long."). While your child may not be ready to understand centimeters, liters, kilograms, etc., they can use non-standard units to measure.

number line: a line showing numbers placed in order. Number lines can help your child as they add or subtract or think about how one number is related to another (3 comes before 6, 10 is 9 numbers away from 1).

number stories: one or more statements that illustrate math equations. For example, the equation $2 + 2 = 4$ could be told as a story about two children who are joined by two friends.

one-to-one correspondence: in math, the idea that objects in one group correspond to objects in a second group. Understanding this concept helps your child form a sound foundation for understanding math.

ordinal numbers: numbers that express order, such as *first*, *second*, *third*.

picture graph: a graph that uses pictures or symbols to represent objects. Your child will be creating a variety of graphs in school, including vertical and horizontal pictographs, bar graphs, and line plots.

possessive: showing ownership. Nouns and pronouns can be possessive. Examples of words showing possession are *my* book or *Judy's* badge.

prefix: an affix that comes at the beginning of a word and changes a word's meaning.

pronoun: a word that takes the place of a noun. Some examples of pronouns are *he*, *she*, *it*, *they*, *this*.

proper nouns: nouns that name a specific person, place, or thing. Some proper nouns are *Rapunzel*, *Corona*, and *Pascal*.

rhyming words: words that have the same end sound (*pop*, *stop*, *hop*). Your child is ready to identify rhyming words and the part of the word that makes the same sound. As you list rhyming words together, try to focus on those that have the same spelling (*feed* and *seed*, rather than *feed* and *bead*).

short vowel sound: the sound a vowel makes depends on the letters around it and its position in the word. An example of a short vowel sound is the sound *a* makes in *hat* (as opposed to the long vowel sound of the *a* in *hate*).

sight words: short, simple words your child will begin to recognize immediately as they become more familiar with reading. Sight words for children at this level include *a*, *about*, *am*, *an*, *and*, *are*, *as*, *be*, *because*, *big*, *but*, *by*, *did*, *do*, *don't*, *for*, *from*, *had*, *has*, *have*, *he*, *her*, *here*, *him*, *his*, *how*, *I*, *if*, *I'm*, *in*, *into*, *is*, *it*, *just*, *like*, *me*, *mother*, *my*, *no*, *not*, *now*, *of*, *on*, *one*, *or*, *our*, *out*, *over*, *see*, *she*, *so*, *the*, *their*, *them*, *then*, *there*, *they*, *this*, *to*, *too*, *two*, *up*, *us*, *was*, *we*, *went*, *were*, *what*, *when*, *where*, *who*, *you*, *your*.

subtraction sentences: number sentences or equations used to express subtraction. For example, $6 - 2 = 4$.

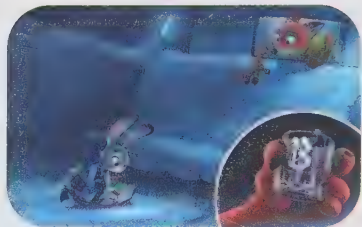
suffix: an affix that comes at the end of a word and changes a word's meaning.

syllable: a unit of spoken language in a word. A syllable must have at least one vowel. The name *Moana* has three syllables, *Mo*, *an*, *a*. Notice the vowel in each syllable.

verb tense: form of a verb that expresses a time frame — past, present, or future. Past tense verbs tell us about actions or events that happened in the past (*I played soccer*). To make a regular verb past tense, add *ed*. If the verb ends in *e*, just add *d*. Present tense verbs tell us about actions or events happening now (*I play soccer*). Future tense verbs tell us about actions or events that will happen in the future. They are created by adding the helping verb *will* with the base form of a verb (*I will play soccer*).

word family: a group of words related in some way, such as beginning or ending with the same sound (*bed*, *fed*, *red* are part of the *ed* word family; *black*, *blue*, *blond* are part of the *bl* word family).

The Case of the Missing Letters



Nick is looking for clues.

Fill in the missing letters.

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

22



Fill in the missing letters.

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

alphabetical order
and ask "What letter is missing?" Name a letter and ask "Which letter comes after this one?" Which letter comes before it?" Take turns with your child.

23

Matching Letters



The letters in the library are a mess.

Match up the letters.

The first one has been done for you.

A ——— I
L ——— J
Q ——— H
F ——— K
B ——— G

24

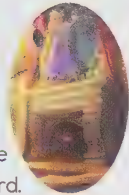
Now, match up these letters.

g ——— i
f ——— j
h ——— k
e ——— l

Talk about the shapes of letters and what your child notices. Compare the letters to help your child become familiar with them ("The h and n look alike, but the h is taller.")

25

Princess Puzzle Time!



P is for pan!

Listen to the sound made by the letter **p** at the start of each word.

Add the letter **p** to make words.

pet **p**ot **p**up **p**it

The letter **p** can also come at the end of a word to make the end sound.

Add the letter **p** to make words.

na**p** ho**p** si**p** pu**p**

Say the words. Listen to the sound made by the letter **p**.

26



Complete each sentence by adding the letter **p**.

Rapunzel makes **p**erfect **p**uzzles.

She **p**aints **p**urple flowers.

Will she lea**p** out of the tower?

Flynn will hel**p** her escape.

Read each sentence. Listen for the sound the letter **p** makes.

Letter Connection

Help your child read, emphasizing the sound of the letter **p**. Focus on initial and final letter sounds in other simple words. Your child may be ready to identify the sound made by **p**, or other letters, in the middle of a word (Rapunzel).

27

In the Family



You can add **p** to **an** to make **pan**.

Add **c**, **t**, **v**, and **m** to **an** to make new words.

Say each word out loud.

can tan van man

These words are all part of the **an** word family. Can you think of other words that are part of this family? **Answers will vary.**

Sample answers:
ran **f**an **p**an

Add letters to make words that belong to the **op** word family.

hop **c**op **m**op **p**op

28

Add letters to make words that belong to the **at** word family.



hat **r**at **s**at **p**at

Can you think of other words that are part of this family? **Answers will vary.**
Sample answers:

bat **c**at **m**at

Add letters to make words that belong to the **ug** word family.

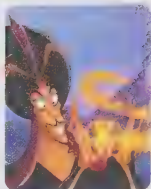
hug **b**ug **m**ug **r**ug

Help your child read, emphasizing the sound of the letter **u**. Focus on initial and final letter sounds in other simple words. Your child may be ready to identify the sound made by **u**, or other letters, in the middle of a word (Rapunzel).

29

More Words, Please!

This magic scarab is no ordinary bug! Build some more words with the letters b, m, and n.



bet met net

Can you think of other words that are part of the et word family?

pet jet get Answers will vary.
Sample answers:

Say each word. Listen to the sounds.

Aladdin holds a wonderful lamp. Build some more words with the letters h, l, and w.



hay lay way

Can you think of other words that are part of the ay word family?

pay day say Answers will vary.
Sample answers:

Say each word. Listen to the sounds.



30

31

Working Together

Judy and Nick learn to work together. Some letters work together too. For example, the b and l in blue work together. Say the word. Listen to the sound bl makes at the beginning of the word.



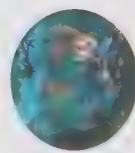
Build some words using letters that work together. Answers will vary.
Sample answers:

sl bl fl

bl ock sl ow sl eep
fl op sl ip fl aw

Say each word you made.

Nick and Judy help each other to the very end. Some letters help each other to create a single sound.

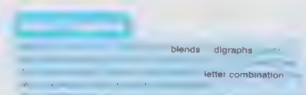


Build some words using letters that work together. Answers will vary.
Sample answers:

ch sh th wh

ch air fi sh wh ale
ba th ch ild wi th

Say each word you made. Make some more words with these sounds.



32

33

Short and Long

Vowels help you make words. Some vowels make a **short vowel sound**. The **a** in **hat** and the **u** in **nut** are short vowels.

Add the missing vowels to the sentences below.

Moana holds a special
r o ck in her ha nd.



The pi g is in
the ne t.



Read the sentences
out loud. Listen to the
vowel sounds.

Sometimes, vowels make a **long vowel sound**. This sound is like their letter names.
The **o** in **no** is a long vowel.

Underline the vowel in each word that makes
the long vowel sound.

wake he like bone use gold be so

Say each word.



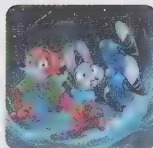
Play "Short or Long?" with your child. List words that have a short vowel sound (cup, rug) or a long vowel sound (bike, home). Take turns saying words. Help your child identify vowel sounds as short or long.

34

35

Team Work!

Judy and Nick are a **team**. Like Judy and Nick, sometimes vowels work together as a team. You only hear one sound.



Team has a long **e** sound.

Underline the vowel letters in each word.
Write the long vowel sound you hear.

be <u>e</u> t	be <u>a</u> d	wa <u>i</u> t
ne <u>e</u> d	bo <u>a</u> t	go <u>a</u> l
me <u>a</u> t	ba <u>i</u> t	

The letter **e** at the end of a word can make the vowel in the middle long. For example, add **e** to the word **pin** to make **pine**. The short **i** sound in **pin** becomes a long vowel sound.



Add an **e** to the end of the words below.

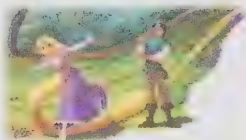
cap <u>e</u>	tim <u>e</u>	cap <u>e</u>
rat <u>e</u>	cam <u>e</u>	bit <u>e</u>
cut <u>e</u>	din <u>e</u>	

Say each word out loud.
Listen to the vowel sound.

Discuss how "When two vowels go walking, the first vowel does the talking, and how a silent (or magic) e can make a short vowel long. Work with your child to list other words using these rules (lead, dream, coat, leap, bike, use, rope).

36

37



Fill in the missing sight words.

Rapunzel uses h e r hair to escape the tower.

Outside, s h e is filled with joy.

Flynn thinks t h e y should go back.

Rapunzel does not agree with h i m.

So h e comes up with a plan.

But is it the best plan for both of t h e m?

Guidance: Encourage your child to read the sight words, noting the letters they begin with and how long each word is. Your child can circle any other words they already know in the sentences.

39



Underline the sight words below.

Little Moana loves to play.

She can see a turtle on the beach.

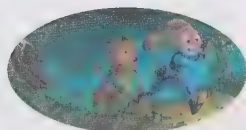
Moana takes a closer look.

She helps the turtle make it to safety.

Moana can stop the birds from getting the turtle.

Hint: Your child read each sentence, pointing at each sight word to see them read it. Make flash cards with some of the sight words. See the list in the glossary. Ask your child to read the words and use them in sentences.

41



Fill in the missing sight words.

Judy and Nick find s o m e clues.

Nick runs v e r y fast w i t h Judy.

Judy makes a call b e c a u s e they need help.

They tell the police t h a t they have new clues.

Guidance: Encourage your child to read the sight words, noting the letters they begin with and how long each word is. Your child can circle any other words they already know in the sentences.

43



Fill in the missing sight words.

How w i l l Belle save the Beast?

Belle c a n save him with her love.

They will b e happy soon, after the Beast i s changed.

Belle and the Beast a r e in love.

Guidance: Encourage your child to read the sight words, noting the letters they begin with and how long each word is. Your child can circle any other words they already know in the sentences.

45

Rhyme Time



Rhyming words have letters at the end that sound the same.

Circle the words that rhyme.

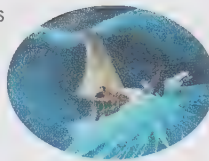
sea tea flea sit hit fit

line fine mine

Say the words out loud. Listen to the rhyme.

Read these sentences out loud.

Underline the words that rhyme.



Heihei moves fast.

He flies up the mast.

The mast is tall.

Will Heihei fall?

The sea is rough.

Moana has had enough.

This page has a rhyming word game. Write simple one-syllable rhyming words in the boxes next to the words. End rhyming words have the same ending sound. Rhyming words do not have to be the same length.

46

47

Words That Sound the Same



Some words sound the same but are spelled with different letters.

Say these words out loud.

Circle the groups of words that sound the same.

see sea

two too to

four for

tail tale

I eye

Multiple Meanings



Words can even be spelled the same but have different meanings. You have to read the sentence carefully to know which meaning is being used.

Nick has to train to be a police officer.
(to learn something by doing it over and over)

Judy rides the train.
(a long line of cars that run on a track)

Circle the definition being used for the word cold.

It is going to be cold this weekend.

2. an illness that often includes a cough, sore throat and runny nose

48

50

(Circle) the correct definition of the colored word in each sentence.

Airplanes fly at high speeds.

a small insect with two wings

to move through the air

May I pet your dog?

an animal that lives with people

Swing the bat to hit the ball.

a small, flying mammal

Nick likes spending time in parks.

a place with trees and grass

Base Words
A base word is a word that has no other words attached to it. It is the simplest form of a word. For example, the base word for "happy" is "happ".

51

Seeing Base Words



Rapunzel and Flynn are unlikely friends. Like is the base word of unlikely.

Underline the base words.

longest

darker

retell

preview

52

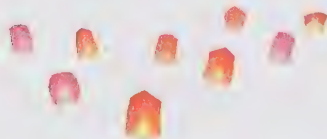
Match each new beginning to a base word.

re

able

un

read



Match each base word to a new ending.

sing ————— er

jump ————— ed

Prefixes and Suffixes
A prefix is a group of letters that is added to the beginning of a word. A suffix is a group of letters that is added to the end of a word. For example, the prefix "un-" means "not" and the suffix "-er" means "one who does something".

53

I Know Nouns

A noun names a person, place, or thing.

A proper noun names a specific person, place, or thing. Proper nouns are capitalized.

Common nouns are not.

Underline the proper nouns. Circle the common nouns.

Agrabah

city

princess

Aladdin

monkey

Abu



54

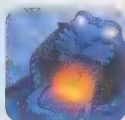
Read the sentences below. Circle the proper nouns that should be capitalized.



jasmine is playing with her pet tiger rajah.

The monkey abu shares a loaf of bread with aaddin.

The cave of wonders holds a treasure jafar wants.



Writing Practice

Ask your child to name familiar people, places, and things. Be sure they name both common nouns and proper nouns. Make flash cards out of the nouns your child names. Ask your child to sort the flash cards into two groups: common and proper nouns.

55

One or Many?



A **singular noun** names one person, place, or thing. A **plural noun** names more than one. Plural nouns often end in s.

Add s to the nouns below to make them plural.

lantern lanterns

guard guards

horse horses

boat boats

cave caves

flower flowers

56

Look at the pictures. Circle the correct singular or plural noun.



pan
pans



lantern

lanterns



paintbrush

paintbrushes



person

people

Writing Practice

Ask your child to identify the singular and plural forms of other nouns that name things around you. Be sure to prompt the inclusion of some plural nouns that do not end in s, such as children, feet, or mice.

57

Whose Is That?

Make the nouns below possessive by adding 's.

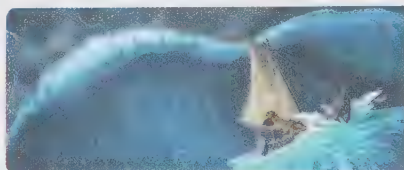
Moana s boat

Maui s fishhook

Motunui s chief

Te Fiti s heart

The ocean s chosen one



58

Add an apostrophe to the **possessive nouns**.

One day, Moana will be
Motunui 's chief.

A camakau is a voyager 's ship.

Moana and Maui have to enter
Tamatoa 's lair.

Moana restores Te Fiti 's heart.

Learning the lesson

A possessive noun is a noun that shows
ownership. It is formed by adding 's to the
end of the noun. For example, 'the teacher's
bag' shows that the bag belongs to the teacher.

59

Replacing Nouns

A **pronoun** is a word that takes the place of
a noun.

Circle the pronoun that can take the place
of each underlined noun.

Judy heads to work.

She



Nick asks Judy for help with a case.

He

Nick and Judy are excited to solve the case.

They

60

Replace the word or words with a pronoun.

Practice the lesson

Nick is looking for Judy.
her

Nick is waiting for Flash.
him

Chief Bogo tells Judy and Nick to get
on the case! them



With your child, go back and read the sentences on page 55.
Point to a couple different nouns. Ask your child to choose a
pronoun to take the place of those nouns.

61

Choose a possessive pronoun from
page 62 to complete the sentences.

Belle asks Gaston, "May I have
my book back?"

The villagers make their way to
the castle.

Belle loves the library, so Beast says, "Then it's
yours."

Lumière says to Cogsworth, "She's
our guest."



With your child, go back and read the sentences on page 62.
Ask your child to choose a possessive pronoun to use. Explain
that there could be more than one right answer, depending on who the
nouns belong to. Ask your child to write down the sentences you came up with together.

63

Match each sentence to the correct ending.

Rajah — bite a suitor's pants.
bites a suitor's pants.

Jafar — tricks the sultan.
trick the sultan.

The guards — captures Aladdin.
capture Aladdin.

Write Together

Write the sentences on separate strips of paper. Sort them into groups that use the same verb. Write the correct ending next to each sentence.

65

Read the sentences below. Circle the present tense verbs, draw a box around the past tense verbs, and underline the future tense verbs.

Jasmine **snuck** into the city.

Aladdin **rubbed** the lamp and releases the Genie.

The Genie will help Aladdin become a prince.

Iago **stole** the lamp.



Write Together

Ask your child to make up three sentences, one for each verb tense: one with present tense verbs, one with past tense verbs, and one with future tense verbs. Help them out if they get stuck.

67

Combining Sentences

Sometimes, sentences can be combined.

The table was set.

The table was filled with food.



Both sentences tell about the table. You can combine the sentences using **and**.

The table was set **and** filled with food.

Place a check mark next to the sentences that use **and**.

- ☐ Lumière likes to sing.
- ☐ Lumière likes to dance.
- ☒ Lumière likes to sing and dance.
- ☐ Beast is kind.
- ☒ Beast and Mrs. Potts are kind.
- ☐ Mrs. Potts is kind.

68

Combine each pair of sentences into one sentence. Write the new sentence.

Mrs. Potts likes tea. Chip likes tea.

Mrs. Potts and Chip
like tea.



Maurice rides horses. Belle rides horses.

Maurice and Belle ride
horses.

Beast is under a spell. The servants are under a spell.

Beast and the servants are
under a spell.

Write Together

Ask your child to think of two things that are the same in some way. They might be the same color or same size. Write the pair of sentences your child comes up with. Then, ask your child to combine the sentences using **and**.

69

(Circle) what Rapunzel is looking at.

Describe how Rapunzel is feeling.

Rapunzel is sad that
Flynn is sailing away.

Describe the setting.

It is night time, by the
water.

Answers will vary.
Sample answers are shown.

problem, remember
what you read

With your child, examine and discuss this picture. What else does your child notice? When you read books together, encourage your child to use the picture clues to help them understand the story.

71

Moana and Heihei are on the boat.

The waves are very big.

Heihei holds on tightly.

They do their best to stay afloat as
they flee from Te Kā.

The waves are getting higher.

Answers will vary.

Sample answers:

How would you feel if you were on the
boat with Moana and Heihei? Why?

I would be frightened
because the monster is
scary.

problem, remember
what you read

make connections

73

The Beast becomes a prince.

The prince is a tall man.

He has brown hair and a kind smile.

Belle wears a yellow dress to dance
with him.

The prince is very gentle with Belle.

Underline the clues in the story that help
you answer these questions.

Is the prince tall or short?

What does Belle wear for their dance?

problem, remember
what you read

With your child, describe what a favorite character
from a book or movie looks like.

75

Order! Order!

Put the story back in order.

Number the boxes in the order the
story happened.

2



Judy chases the thief.

1



Judy hears someone cry, "Thief!"

80

4



Finally, she gets the weasel and brings him to the station.

3



There are small rodents everywhere, and Judy has to dodge them.

Learn to Think

Help your child figure out the story order. Find other pictures for your child to put in order. Encourage them to sequence other objects or actions.

81

Fish, turtles, crabs, and many other animals live in the coral reefs.

Coral reefs provide shelter and food to these animals.

Many of the animals in the Polynesian reef do not live anywhere else in the world.

Answers will vary.
Sample answers:

Write one fact you learned about reefs.

Coral reefs provide shelter.

Learn to Think

Read this **nonfiction** text to your child. Ask your child what differences there are between this text and the **fiction** text on pages 77 and 78.

83

Where Do I Go?

Maps are pictures that can tell you what a community looks like.

Path will vary.

Trace a path from the A in Tundratown to the B in the Rainforest District.

The Regions of Zootopia



■ Rainforest District ■ Tundratown ■ Sahara Square ■ Savanna Central

84

The magic carpet is made of soft, colorful wool.

It is purple with gold and red patterns.

It can move on its own!

When it flies, it rustles and hums, soaring and diving.

Underline the words that describe what the magic carpet looks like.

Circle a word that describes what the carpet feels like.

Learn to Think

These description words are **adjectives**. What other adjectives would your child use? Your child can try describing Aladdin or Abu.

87

What Is the Title?

A **title** tells you what a story is about.

Books, poems, movies, and plays all have titles.

The title of this book is *Belle to the Rescue*.



Write another title for this book.

Answers will vary. Sample answer:

Belle Goes Skating

Look at this picture.



Think about the story it tells.

Write a title for this story.

Answers will vary. Sample answer:

Belle and the Horses

90

91

Label this picture.

car

light



tire

Judy

Help your child label this picture, naming each object to label.

Write a caption for each picture.



The sea moves Moana.



Moana sails away.

Answers will vary.
Sample answers are shown.

With your child, draw a picture. Discuss what is happening in it. Write a caption for the picture.

93

95

Lots of Sentences

A **sentence** tells you something.
A sentence can have different kinds of punctuation.



Belle likes to read books.

A sentence starts with a capital letter.

This sentence ends with a period.

Write a sentence about something you like to do. **Answers will vary.**
ample answers:
End the sentence with a period.

I like to play with my dog.

96

A sentence can ask a question.

A sentence can also show excitement.



Where is Belle going? **A question ends with a question mark.**

Belle rides fast! **An exclamation mark shows excitement.**

Write a sentence that asks a question.

What is Belle reading?

Write a sentence that shows excitement.

That looks fun!

Answers will vary.
ample answers are shown.

Learn to Write

Help your child write different sentences about your family. One sentence can end with a period, another with a question mark, and the third with an exclamation point.

97

Short Stuff

A **contraction** is two words put together. An **apostrophe** replaces the missing letters.

This is an apostrophe.

I'm is a contraction that means I am.



Underline the words that have been put together in these sentences.

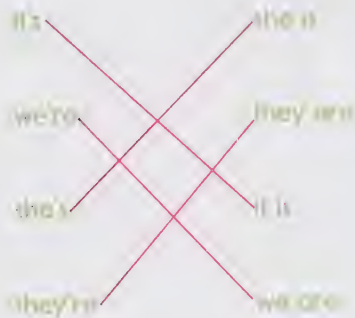
That's a fun carrot pen Nick is holding.

That is That will That have

It's a hard case they must solve.

I have It is It will

Match these contractions with the words that have been put together.



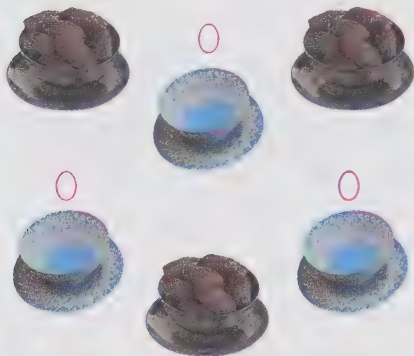
Read to Learn

Look for other contractions as you read. Help your child read them and figure out what words have been put together.

104

105

Write 0 above the empty containers.



Make sure your child has an understanding of zero. Provide them with opportunities to discuss how there are zero cookies left in the box or zero toys on the floor.

107

One to One

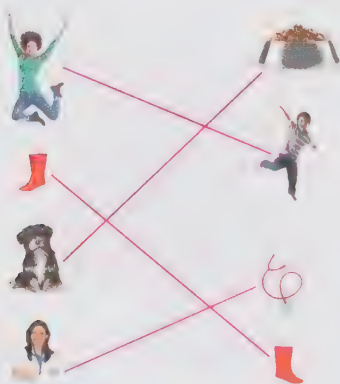
Aladdin and Jasmine each have good friends.

Draw a line from Aladdin and Jasmine to their friends.



108

Draw a line to match each picture on the left with a picture on the right.



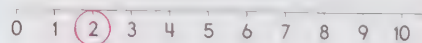
one-to-one correspondence

109

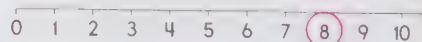
On the Line



On this number line, show how many pictures Gramma Tala is holding.



Now, show the number of children.



122



On this number line, show how many rocks are in the pile.



Now, show how many rocks lie on the ground.



Work Together

Have each child represent using the number line. Do they understand how to use the number line to count? Have them count the number of rocks in the pile and on the ground. Have them count the number of rocks in the pile and on the ground.

123

How Many?



Many things on the island are important to Moana.

Count the objects in each group.



11



15



20

124

Trace each number below.

Draw that number of objects in the box.

14



17



12



Write the number in each box. Use the number line to help you.

125

Count Them All!



Belle's father, Maurice, needs a lot of equipment to make inventions.

Count the objects in each group.



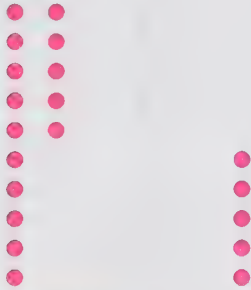
18



11

126

On the left, draw 15 objects that Maurice could use in his inventions.
Draw more objects on the right to make 20.



Ask your child to collect 20 small objects (beans, buttons, beads) in a jar. Take turns choosing a number between 11 and 20 and counting that many objects out of and back into the jar.

127

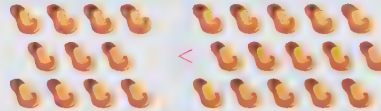
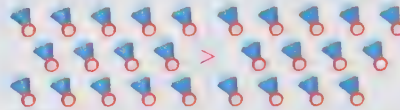
More or Fewer



Abu always wants more!

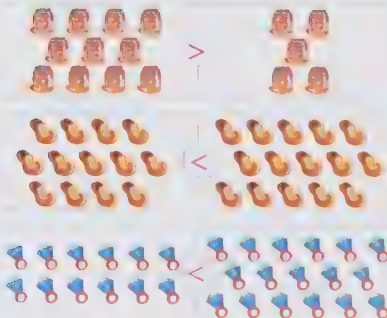
Write $>$, $<$, or $=$ to compare groups.

$>$ more $<$ fewer $=$ equal



128

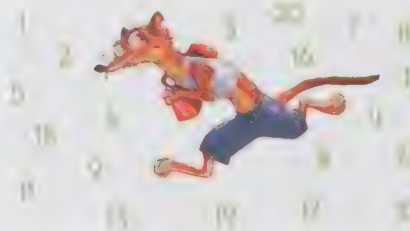
Here are more of Abu's collections!
Count the objects in each group.
Write $>$, $<$, or $=$ to compare groups.



Divide 100 small objects into two groups. Your child can count each group and say which has more objects. Which has fewer objects?

129

What's Missing?



Duke Weaselton has stolen some numbers!
Can you fill in the missing numbers?

11 12 13 17 18 19

14 15 16 8 9 10

130

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**

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96 97 **98** 99 100 **101**

102 103 **104** 105 106 **107**

108 109 **110** 111 112 **113**

114 115 **116** 117 118 **119**

120 121 **122** 123 124 **125**

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1750 1751 **1752** 1753 1754 **1753**

1756 1757 **1758** 1759 1760 **1759**



Put 4 X under the fourth banker.

Put 5 X under the fifth banker.

Put 6 X under the sixth banker.

Another way to write fourth is 4th. Another way to write fifth is 5th. Another way to write sixth is 6th.

Learn's Target Area

Ordinal numbers may be new to your child. Use a calendar to demonstrate the use of ordinal numbers to your child. ("Today is the first day of the week" and so on.)

135

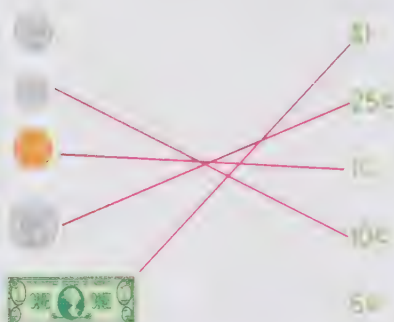
Show Me the Money



Mr. Big always wants more money!

Draw a line from each coin or bill to how much it is worth.

The first one has been done for you.



138

Show 5¢.

Answers will vary.
Sample answers are shown.



Show 10¢ in two different ways.



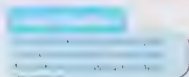
or



Show 20¢ in two different ways.



or



139

Sort It Out!

Moana sees many fish when she swims.



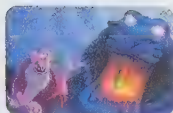
Circle all the fish with yellow fins.

Underline all the fish without yellow fins.

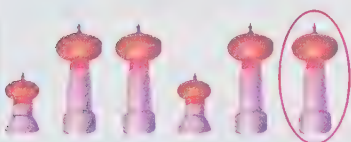


140

What's the Pattern?



In the Cave of Wonders, Aladdin sees objects arranged in patterns. What comes next in each pattern?



142

What comes next in each pattern?

X Y X Y X Y

C C T C C T

1 2 2 1 2 2 1 2

3 3 4 3 3 4 3

ABA ABA ABA ABA



Learning Tip

Look for the pattern in the objects and the numbers. Write the next object or number in the pattern.

143

Making Patterns



Mrs. Potts's base has a pattern. Color the objects below to complete the pattern.



144



$$4 + 2 = 6$$

Show the sum another way.

Answers will vary.

The answer in an addition sentence is called the sum.



$$5 + 4 = 9$$

Show the sum another way.

Answers will vary.

Learning Tip

Draw a picture to show the sum. Use the picture to write the sum.

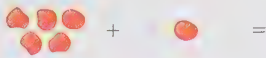
145

Count and Add

Rapunzel uses many colors when she paints.

Write the number in each group.

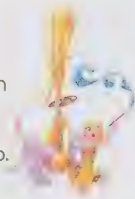
Add the numbers together.



$$5 + 1 = 6$$



$$2 + 6 = 8$$



148



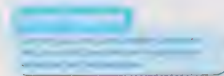
$$1 + 3 = 4$$



$$3 + 6 = 9$$



$$4 + 3 = 7$$



149

Solve It

Write the missing numbers in each equation.



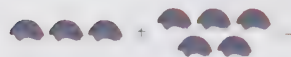
$$7 + 5 = 12$$



$$4 + 6 = 10$$



$$7 + 4 = 11$$



$$3 + 5 = 8$$



$$8 + 3 = 11$$



150

151

Add Them Up

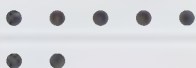
Judy Hopps has a big family.

Judy's parents and 5 brothers visit her in Zootopia.



$$2 + 5 = 7$$

Show $2 + 5$ on this 10-frame.



Show the sum another way.

Answers will vary.
Sample answer: $1 + 6 = 7$

152

Judy's parents and 7 sisters visit her in Zootopia.



$$2 + 7 = 9$$

Show $2 + 7$ on this 10-frame.



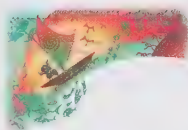
Show the sum another way.

Answers will vary.
Sample answer: $5 + 4 = 9$

With your child, you can make your own 10-frames. Those help children to interpret, build, and write addition and subtraction sentences. Work with numbers 11 to 19.

153

Solve the 3-number problems.



$$5 + 4 + 3 = 12$$

$$2 + 8 + 6 = 16$$

$$4 + 7 + 1 = 12$$

$$6 + 3 + 9 = 18$$

With your child, you can make your own 10-frames. Those help children to interpret, build, and write addition and subtraction sentences. Work with numbers 11 to 19.

155

Take It Away

Before



After



One of Moana's coconuts breaks.

How many whole coconuts does Moana have?



$$7 - 1 = 6$$

The answer in a subtraction sentence is called the difference.

156

Before



After



$$7 - 3 = 4$$

Before



After



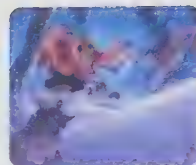
$$12 - 5 = 7$$

10-Frame

Use this 10-frame to represent a subtraction problem. Before: 10
After: 5
10 - 5 = 5

157

Take Away Some More



What happens when the Beast roars at the wolves? They run away!

Find the difference.

Use the 10-frames or number line to help you.

$$4 - 1 = 3$$

$$5 - 2 = 3$$

$$5 - 3 = 2$$

$$9 - 7 = 2$$

158

$$12 - 2 = 10$$

$$17 - 2 = 15$$

$$18 - 8 = 10$$

$$20 - 10 = 10$$



Put 10 objects (toothpicks, paper clips) on a table. Your child can turn away as you cover some of them. Ask your child to identify how many objects are missing and how many are left. Create number stories and subtraction sentences together.

159

How Many Are Left?

Write the missing numbers in each equation.



$$9 - 2 = 7$$



$$10 - 4 = 6$$

160

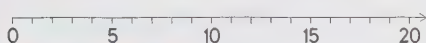


$$14 - 6 = 8$$



$$16 - 7 = 9$$

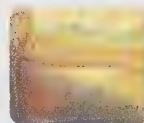
You can use a number line to help you.



14 - 6 = 8
16 - 7 = 9

161

What's Left?



Rapunzel has painted every wall in the tower.

Sometimes, she paints over old paintings and starts again.

Count the objects in each group.

Find the difference.

$$\begin{array}{c} \text{S S S S S} \\ \text{S S S S S} \end{array} - \begin{array}{c} \text{S S S} \\ \text{S S} \end{array} = 5$$

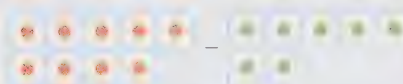
$$\begin{array}{c} \text{T T T T} \\ \text{T T T} \end{array} - \begin{array}{c} \text{T T} \\ \text{T T} \end{array} = 4$$

162

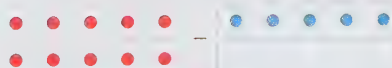
Look at the 10-frames.

Write the number in each 10-frame in a blank box.

Find the difference.



$$9 - 7 = 2$$



$$10 - 5 = 5$$

9 - 7 = 2
10 - 5 = 5

163

Who's Lying?

Nick is trying to figure out if these equations are telling the truth. Help him by writing **true** by the equations that are correct and **false** by the equations that are wrong.



$$10 + 9 = 20 \quad \text{false}$$

$$15 - 6 = 9 \quad \text{true}$$

$$8 - 7 = 1 \quad \text{true}$$

$$13 + 3 = 16 \quad \text{true}$$

$$20 - 10 = 0 \quad \text{false}$$

164

Add and Subtract

Tell an addition number story about this picture.

Write an addition sentence about your number story.



$$8 + 2 = 10$$

Tell a subtraction number story about the picture.

Write a subtraction sentence about your number story.

$$10 - 2 = 8$$

Answers will vary.
Sample answers are shown.

166

Solve these addition and subtraction sentences.

Use the 10-frames to help you.

$$2 + 15 = 17 \quad 12 + 3 = 15$$

$$11 + 1 = 12 \quad 14 + 2 = 16$$

$$17 - 2 = 15 \quad 19 - 15 = 4$$

$$12 - 10 = 2 \quad 15 - 3 = 12$$

Answer Key
Circle 5 ten frames. Write with your child to help them understand that 7 tens = 70, 5 tens = 50 and so on.

167

Add within 100

Moana needs help adding the coconuts being collected in Motunui. Solve the addition problems to help her!



$$\begin{array}{r} 26 \\ + 6 \\ \hline 32 \end{array} \quad \begin{array}{r} 14 \\ + 8 \\ \hline 22 \end{array} \quad \begin{array}{r} 32 \\ + 2 \\ \hline 34 \end{array}$$

$$\begin{array}{r} 11 \\ + 9 \\ \hline 20 \end{array} \quad \begin{array}{r} 80 \\ + 5 \\ \hline 85 \end{array} \quad \begin{array}{r} 51 \\ + 4 \\ \hline 55 \end{array}$$

$$\begin{array}{r} 43 \\ + 3 \\ \hline 46 \end{array} \quad \begin{array}{r} 68 \\ + 6 \\ \hline 74 \end{array} \quad \begin{array}{r} 77 \\ + 1 \\ \hline 78 \end{array}$$

168

The voyagers just brought back the fish they caught. Help Moana add them up!



$$\begin{array}{r} 65 \\ + 10 \\ \hline 75 \end{array} \quad \begin{array}{r} 14 \\ + 20 \\ \hline 34 \end{array} \quad \begin{array}{r} 47 \\ + 10 \\ \hline 57 \end{array}$$

$$\begin{array}{r} 82 \\ + 10 \\ \hline 92 \end{array} \quad \begin{array}{r} 26 \\ + 30 \\ \hline 56 \end{array} \quad \begin{array}{r} 53 \\ + 20 \\ \hline 73 \end{array}$$

$$\begin{array}{r} 31 \\ + 30 \\ \hline 61 \end{array} \quad \begin{array}{r} 48 \\ + 10 \\ \hline 58 \end{array} \quad \begin{array}{r} 79 \\ + 10 \\ \hline 89 \end{array}$$

169

Subtract

Duke Weaselton has been busy! He needs help subtracting how many movies he's sold so he knows how many he has left.



$$\begin{array}{r} 60 \\ -10 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 30 \\ -10 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 40 \\ -10 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 70 \\ -10 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 50 \\ -10 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 10 \\ -10 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 90 \\ -10 \\ \hline 80 \end{array}$$

$$\begin{array}{r} 80 \\ -10 \\ \hline 70 \end{array}$$

$$\begin{array}{r} 20 \\ -10 \\ \hline 10 \end{array}$$

170

Now help Finnick! Subtract the pawpsicles he's sold from his total number of pawpsicles.

$$\begin{array}{r} 60 \\ -50 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 90 \\ -40 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 50 \\ -30 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 80 \\ -40 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 70 \\ -60 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 20 \\ -10 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 30 \\ -20 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 40 \\ -10 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 90 \\ -70 \\ \hline 20 \end{array}$$

Pose problems for your child to solve using subtraction with multiples of 10. If Judy gets 40 cases a year and starts with 100, how many cases has she solved so far?

171

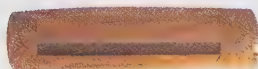
How Long?

These drums come in different sizes.

How many blocks long are these drums?



3



6



172

How many paper clips long are these objects?



6



4



Draw an object that is 7 paper clips long.



Try measuring real objects around your home by using other non-standard units (straws, strips of paper of equal lengths, etc.).

173

Which Is Larger?

The Beast is larger than his skates.



One size of each object is missing.

Draw the one that is missing.

Small

Medium

Large



Small

Medium

Large



Small

Medium

Large



Small

Medium

Large

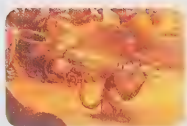


174

175

How Much Does It Hold?

Abu loves gold.

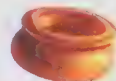


Which container will hold the **most** gold?

Circle the container in each row that holds the most.



Circle the container in each row that holds the least.



Directions: Read the problem. Look at the picture. Circle the container that holds the most or the least. Write the number of the container that holds the most or the least in the space provided.

176

177

Which Holds More?

Nick is on the hustle,
but he needs to
figure out which
container holds more.



Circle the one in each row that holds more.



178

Look at the first photo in each row.

Circle the container that holds less.



As you bake or cook, ask your child to help you measure ingredients. Compare the tools you are using. ("Will this cup hold more than the spoon?")

179

Which One Is Heavier?

Which one is heavier?

Circle the one that
is heavier.



180

Which One Is Lighter?



Pua and Heihei are having fun!

Circle the one in each box that is lighter.



182

What Time Is It?

We can measure time with a clock.

The little hand tells the hour.

The big hand tells the minutes.

Trace the numbers.



This clock reads 5 o'clock.

184

Add the missing times.



9:30



11:00



2:30



5:30



7:00



1:30

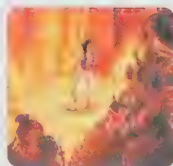
185

Seeing Circles and Triangles

A circle is a perfectly round shape.

Put an X on one circle in this picture.

Answers will vary.
Sample answer:



Cross out the shapes that are not circles.



186

A triangle has three straight sides.

Put an X on one triangle in this picture.

Answers will vary.
Sample answer:



Cross out the shapes that are not triangles.



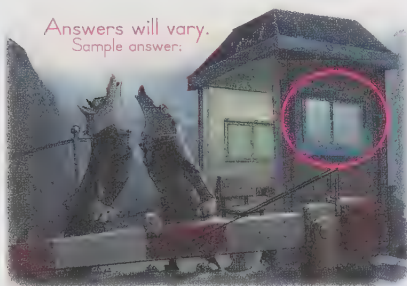
187

Looking for Rectangles and Squares

A **rectangle** has four sides.

Two sides are longer than the other two sides.

Circle one rectangle in this picture.



188

A **square** has four equal sides.

Circle one square on Nick's phone.

Answers will vary.
Sample answer:

Write an R on the rectangles.

Write an S on the squares.



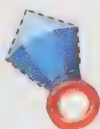
Discuss the properties of rectangles and squares. Have students identify the shapes in the grid and write the letter R on the rectangles and the letter S on the squares.

189

What's That Shape?

A **pentagon** has five sides.

The Sultan's blue ring is shaped like a pentagon.



Compare the shapes that are **not** pentagons.



190

A **hexagon** has six sides.

Look at the hexagons on this gem.



Write a P on the pentagons below.

Write an H on the hexagons below.



Discuss the properties of pentagons and hexagons, comparing their characteristics.

191

Solid Objects

This object is called a **sphere**.



Circle the sphere on the sword.



Cross out the objects that are not spheres.



192

This object is called a **cube**.



Circle a lantern that looks like a cube.

Answers will vary.
Sample answer:



Cross out the objects that are not cubes.



193

More Solid Objects

This object is called a **cylinder**.



The bottoms of these towers are shaped like cylinders. Circle one of the cylinders.

Answers will vary.
Sample answer:



Cross out the objects that are not cylinders.



194

This object is called a **cone**.



Circle the cone in this picture.



Cross out the objects that are not cones.



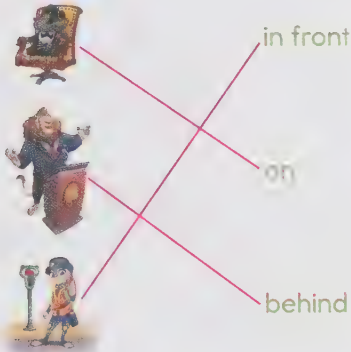
Encourage your child to build with blocks, what boxes, cones, or other items found around the home. Name their shapes.

195

Words for Where

Some words tell us where people or objects are.

Match each resident of Zootopia to the correct word.



196

Look at this picture.

Circle something that is **above**.

Underline something that is **between**.

Answers will vary. Sample answer:



Draw an ✗ on something that is **under**.

Draw a ✓ on something that is **in**.

Acting & Guessing
Your child can choose a word (behind/under) from these pages and act it out. Take turns acting and guessing.

197

Same or Different?

The Stabbington Brothers look alike in many ways.

But they also look different.



Answers will vary.
Sample answers:

How do they look alike?

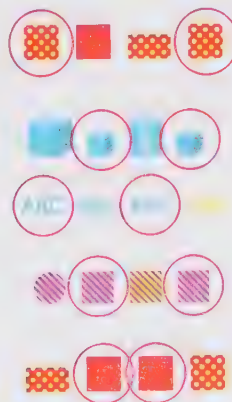
They are both wearing brown boots and green vests.

How do they look different?

Only one brother has an eye patch.

198

Circle the objects in each group that are the same.



Acting & Guessing
Ask your child to explain the reasoning they used to complete these activities. Play a game of "one of these things is not like the others" using toys. Take turns choosing the group of toys and creating a rule.

199

What Belongs?



Circle the objects in each group that go together.



200

Look at the first picture in each row.

Circle the other picture that is the same.



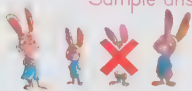
201

Find the Rule!

Cross out the one in each group that does not belong.



Answers will vary
Sample answers:



Rule: need to be wearing blue



Rule: need to be wearing a dress

202

Look at the first picture in each row.

Decide if it belongs in the group on the right.

Cross it out if it does not belong.

Circle it if it does belong.



203

Sort It!

Rapunzel's room needs cleaning up.

Put a 1 beside the objects that go in Basket 1.

Put a 2 beside the objects that go in Basket 2.



Paint

Yarn

204

What rule will you use to sort these objects?



Label the boxes.

Put a 1 beside the objects that go in Box 1.

Put a 2 beside the objects that go in Box 2.



Lanterns Paint Brushes

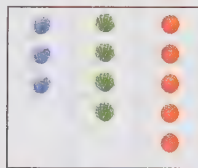
More Fun!

How many different ways can you sort these objects? Try sorting them by color, shape, size, or material. Write down your ideas.

205

Look at all the yarn Rapunzel has!
Create a picture graph.

Rapunzel's Yarn



Blue Green Orange

What color yarn does Rapunzel have
the most of? orange

What color yarn does Rapunzel have
the least of? blue

Answer Key for the picture graph. The picture graph shows that Rapunzel has the most orange yarn and the least blue yarn.

209

Create a picture graph.

License Plates



Tell two things your picture graph shows.

211

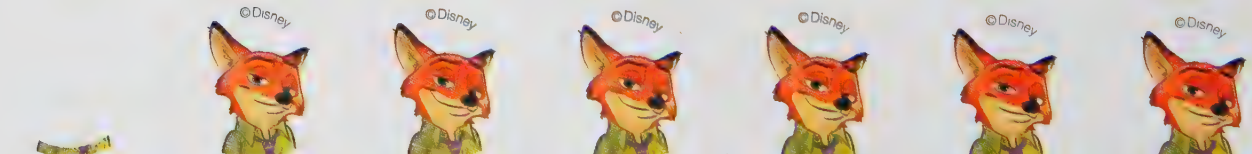
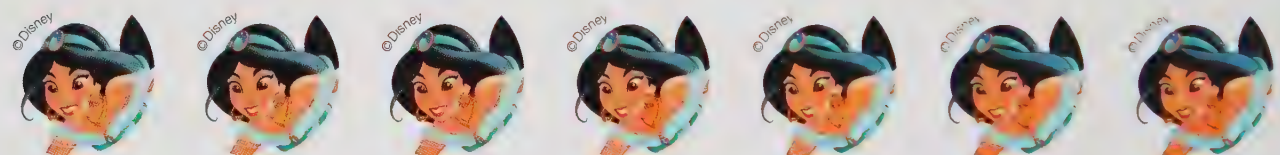


Congratulations

to

for completing this workbook!
Keep up the good work!





Magical Adventures in First Grade

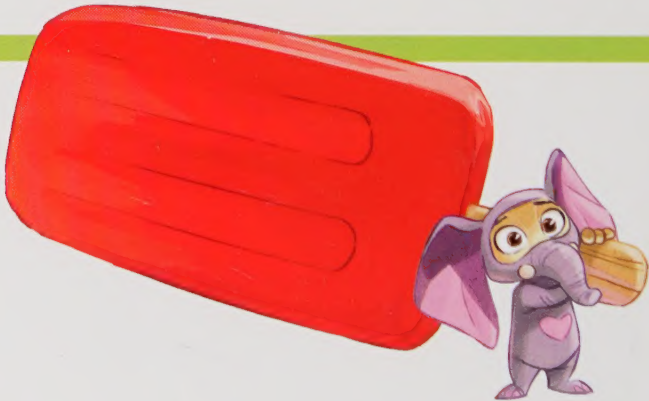
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