

Parent & Tutor Guide

Pre-K English

52-Week Annual Guide

Weekly learning goals, pacing, and progress tracking
for the complete student workbook collection.

Keep this guide separate from student materials.



[FreeTutorWorkbooks.com](https://www.freetutorworkbooks.com)

Print. Practice. Progress.

How to use the weekly books

Daily pacing

Each day contains 10 short practice pages. Use all 10 at once only when it remains productive. It is also reasonable to split them into two sessions.

Suggested flow

Pages 1-2: warm-up. Pages 3-6: focused practice. Pages 7-9: independent practice. Page 10: review and confidence check.

Checking work

Use the separate answer-key booklet. Mark items to revisit and keep the student's original attempt visible.

When to adjust

Slow down after repeated errors, fatigue, or frustration. Repeat an earlier page or use objects, drawing, read-alouds, and conversation.

Scope

These workbooks are supplemental practice. Pre-K learning should also include play, movement, conversation, read-alouds, and hands-on exploration.

Weeks 1-2

Week 1: Pencil Paths

Goal

Build control with straight, curved, and zigzag paths.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 2: Pencil Paths

Goal

Build control with straight, curved, and zigzag paths.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 3-4

Week 3: Pencil Paths

Goal

Build control with straight, curved, and zigzag paths.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 4: Pencil Paths

Goal

Build control with straight, curved, and zigzag paths.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 5-6

Week 5: Rhyme Time

Goal

Notice and produce rhyming words.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 6: Rhyme Time

Goal

Notice and produce rhyming words.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 7-8

Week 7: Rhyme Time

Goal

Notice and produce rhyming words.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 8: Rhyme Time

Goal

Notice and produce rhyming words.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 9-10

Week 9: My Name and Print

Goal

Notice that print carries meaning and moves left to right.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 10: My Name and Print

Goal

Notice that print carries meaning and moves left to right.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 11-12

Week 11: My Name and Print

Goal

Notice that print carries meaning and moves left to right.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 12: My Name and Print

Goal

Notice that print carries meaning and moves left to right.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 13-14

Week 13: Letters A-D

Goal

Recognize, name, and form A-D.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 14: Letters A-D

Goal

Recognize, name, and form A-D.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 15-16

Week 15: Letters A-D

Goal

Recognize, name, and form A-D.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 16: Letters A-D

Goal

Recognize, name, and form A-D.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 17-18

Week 17: Letters E-H

Goal

Recognize, name, and form E-H.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 18: Letters E-H

Goal

Recognize, name, and form E-H.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 19-20

Week 19: Letters E-H

Goal

Recognize, name, and form E-H.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 20: Letters E-H

Goal

Recognize, name, and form E-H.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 21-22

Week 21: Letters I-L

Goal

Recognize, name, and form I-L.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 22: Letters I-L

Goal

Recognize, name, and form I-L.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 23-24

Week 23: Letters I-L

Goal

Recognize, name, and form I-L.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 24: Letters I-L

Goal

Recognize, name, and form I-L.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 25-26

Week 25: Letters M-P

Goal

Recognize, name, and form M-P.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 26: Letters M-P

Goal

Recognize, name, and form M-P.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 27-28

Week 27: Letters M-P

Goal

Recognize, name, and form M-P.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 28: Letters M-P

Goal

Recognize, name, and form M-P.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 29-30

Week 29: Letters Q-T

Goal

Recognize, name, and form Q-T.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 30: Letters Q-T

Goal

Recognize, name, and form Q-T.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 31-32

Week 31: Letters Q-T

Goal

Recognize, name, and form Q-T.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 32: Letters Q-T

Goal

Recognize, name, and form Q-T.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 33-34

Week 33: Letters U-X

Goal

Recognize, name, and form U-X.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 34: Letters U-X

Goal

Recognize, name, and form U-X.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 35-36

Week 35: Letters U-X

Goal

Recognize, name, and form U-X.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 36: Letters U-X

Goal

Recognize, name, and form U-X.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 37-38

Week 37: Letters Y-Z and Review

Goal

Review uppercase and lowercase letters.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 38: Letters Y-Z and Review

Goal

Review uppercase and lowercase letters.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 39-40

Week 39: Letters Y-Z and Review

Goal

Review uppercase and lowercase letters.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 40: Letters Y-Z and Review

Goal

Review uppercase and lowercase letters.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 41-42

Week 41: Beginning Sounds

Goal

Connect familiar words with their first sounds.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 42: Beginning Sounds

Goal

Connect familiar words with their first sounds.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 43-44

Week 43: Beginning Sounds

Goal

Connect familiar words with their first sounds.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 44: Beginning Sounds

Goal

Connect familiar words with their first sounds.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 45-46

Week 45: Words and Stories

Goal

Use pictures and sequence words to tell a story.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 46: Words and Stories

Goal

Use pictures and sequence words to tell a story.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 47-48

Week 47: Words and Stories

Goal

Use pictures and sequence words to tell a story.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 48: Words and Stories

Goal

Use pictures and sequence words to tell a story.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 49-50

Week 49: Ready for Kindergarten

Goal

Review letters, sounds, rhyme, and early writing.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 50: Ready for Kindergarten

Goal

Review letters, sounds, rhyme, and early writing.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Weeks 51-52

Week 51: Ready for Kindergarten

Goal

Review letters, sounds, rhyme, and early writing.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Week 52: Ready for Kindergarten

Goal

Review letters, sounds, rhyme, and early writing.

Daily plan

Pages 1-2: warm-up and model one example if needed.

Pages 3-6: focused practice; give one short hint, then pause.

Pages 7-9: independent work; note errors without interrupting.

Page 10: review, check together, and record completion.

Notes: _____

Annual tracker: Weeks 1-13

Week	Day 1	Day 2	Day 3	Day 4	Day 5
1: Pencil Paths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Pencil Paths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3: Pencil Paths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4: Pencil Paths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5: Rhyme Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6: Rhyme Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7: Rhyme Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8: Rhyme Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9: My Name and Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10: My Name and Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11: My Name and Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12: My Name and Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13: Letters A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual tracker: Weeks 14-26

Week	Day 1	Day 2	Day 3	Day 4	Day 5
14: Letters A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15: Letters A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16: Letters A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17: Letters E-H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18: Letters E-H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19: Letters E-H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20: Letters E-H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21: Letters I-L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22: Letters I-L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23: Letters I-L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24: Letters I-L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25: Letters M-P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26: Letters M-P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual tracker: Weeks 27-39

Week	Day 1	Day 2	Day 3	Day 4	Day 5
27: Letters M-P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28: Letters M-P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29: Letters Q-T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30: Letters Q-T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31: Letters Q-T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32: Letters Q-T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33: Letters U-X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34: Letters U-X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35: Letters U-X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36: Letters U-X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37: Letters Y-Z and Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38: Letters Y-Z and Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39: Letters Y-Z and Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual tracker: Weeks 40-52

Week	Day 1	Day 2	Day 3	Day 4	Day 5
40: Letters Y-Z and Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41: Beginning Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42: Beginning Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43: Beginning Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44: Beginning Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45: Words and Stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46: Words and Stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47: Words and Stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48: Words and Stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49: Ready for Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50: Ready for Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51: Ready for Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52: Ready for Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>