

VICLEARN

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# **The No-Prep Teacher Toolkit**

## **38 Printables to Reclaim Your Planning Time**

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A streamlined system for classroom management,  
documentation, and student engagement

**39 printable A4 pages**

Personal or single-classroom use · please don't redistribute

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# Emergency sub plan - class information

Fill this once in September. It saves the day you wake up sick.

**Teacher**

**Grade / room**

**Class size**

**Daily schedule starts at**

**Lunch time**

**Recess**

**Specials today**

**Dismissal routine**

**Nearest helpful teacher**

**Office extension**

**Medical / allergy notes**

**Students who need extra support**

**Behaviour plan in place for**

**Fire drill exit route**

Everything the substitute needs is in the folder behind this page: three no-prep days, ready to hand out.

# No-prep sub plan - day 1

A full day that works with no preparation and no photocopier queue.

## Arrival (10 min)

Hand out the morning work page. Silent work while attendance is taken.

## Literacy (40 min)

Read the story aloud. Students complete the reading response page, then partner-read for 10 minutes.

## Break

Follow the school routine on the class information page.

## Math (40 min)

Model two problems on the board, then the practice page. Early finishers do the challenge box.

## Lunch

Line up in table order. Two students carry the lunch box.

## Writing (30 min)

Prompt on the board. Five sentences minimum, then read one aloud to a partner.

## Quiet time (20 min)

Independent reading or the puzzle page.

## Wrap-up (10 min)

Exit ticket, chairs up, note for the teacher below.

**Note for the teacher (what went well, who needs a word tomorrow):**

# No-prep sub plan - day 2

A full day that works with no preparation and no photocopier queue.

## Arrival (10 min)

Hand out the morning work page. Silent work while attendance is taken.

## Literacy (40 min)

Read the story aloud. Students complete the reading response page, then partner-read for 10 minutes.

## Break

Follow the school routine on the class information page.

## Math (40 min)

Model two problems on the board, then the practice page. Early finishers do the challenge box.

## Lunch

Line up in table order. Two students carry the lunch box.

## Writing (30 min)

Prompt on the board. Five sentences minimum, then read one aloud to a partner.

## Quiet time (20 min)

Independent reading or the puzzle page.

## Wrap-up (10 min)

Exit ticket, chairs up, note for the teacher below.

**Note for the teacher (what went well, who needs a word tomorrow):**

# No-prep sub plan - day 3

A full day that works with no preparation and no photocopier queue.

## Arrival (10 min)

Hand out the morning work page. Silent work while attendance is taken.

## Literacy (40 min)

Read the story aloud. Students complete the reading response page, then partner-read for 10 minutes.

## Break

Follow the school routine on the class information page.

## Math (40 min)

Model two problems on the board, then the practice page. Early finishers do the challenge box.

## Lunch

Line up in table order. Two students carry the lunch box.

## Writing (30 min)

Prompt on the board. Five sentences minimum, then read one aloud to a partner.

## Quiet time (20 min)

Independent reading or the puzzle page.

## Wrap-up (10 min)

Exit ticket, chairs up, note for the teacher below.

**Note for the teacher (what went well, who needs a word tomorrow):**

# Morning work - grade K

Ten minutes, four sections. Students start the moment they sit down.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 1 • Word work - copy each word, then circle the vowels

the

\_\_\_\_\_

and

\_\_\_\_\_

see

\_\_\_\_\_

look

\_\_\_\_\_

we

\_\_\_\_\_

## 2 • Number work - solve

$2 + 3 =$

$4 + 1 =$

$5 + 2 =$

$3 + 3 =$

$6 + 2 =$

$1 + 7 =$

## 3 • Sentence - write one sentence using a word from section 1

\_\_\_\_\_

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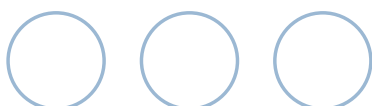
\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## 4 • Today I feel... and one thing I want to learn



\_\_\_\_\_

# Morning work - grade 1

Ten minutes, four sections. Students start the moment they sit down.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 1 • Word work - copy each word, then circle the vowels

there

\_\_\_\_\_

where

\_\_\_\_\_

some

\_\_\_\_\_

come

\_\_\_\_\_

were

\_\_\_\_\_

## 2 • Number work - solve

$12 + 7 =$

$15 + 8 =$

$14 - 6 =$

$18 - 9 =$

$11 + 9 =$

$20 - 4 =$

## 3 • Sentence - write one sentence using a word from section 1

\_\_\_\_\_

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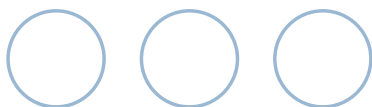
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\_\_\_\_\_

## 4 • Today I feel... and one thing I want to learn



\_\_\_\_\_

# Morning work - grade 2

Ten minutes, four sections. Students start the moment they sit down.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 1 • Word work - copy each word, then circle the vowels

because \_\_\_\_\_

friend \_\_\_\_\_

again \_\_\_\_\_

before \_\_\_\_\_

always \_\_\_\_\_

## 2 • Number work - solve

$34 + 18 =$

$52 - 27 =$

$46 + 25 =$

$70 - 38 =$

$63 + 29 =$

$81 - 47 =$

## 3 • Sentence - write one sentence using a word from section 1

\_\_\_\_\_

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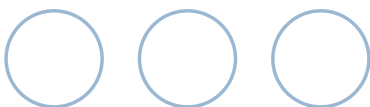
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\_\_\_\_\_

## 4 • Today I feel... and one thing I want to learn



\_\_\_\_\_

# Morning work - grade 3

Ten minutes, four sections. Students start the moment they sit down.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 1 • Word work - copy each word, then circle the vowels

through

\_\_\_\_\_

enough

\_\_\_\_\_

though

\_\_\_\_\_

thought

\_\_\_\_\_

brought

\_\_\_\_\_

## 2 • Number work - solve

$7 \times 8 =$

$6 \times 9 =$

$124 + 87 =$

$305 - 148 =$

$12 \times 4 =$

$56 / 8 =$

## 3 • Sentence - write one sentence using a word from section 1

\_\_\_\_\_

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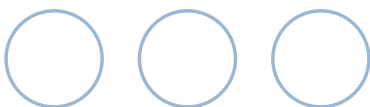
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\_\_\_\_\_

## 4 • Today I feel... and one thing I want to learn



\_\_\_\_\_

# Exit tickets - understanding

Cut into four. Collect at the door, sort into got-it / not-yet in 60 seconds.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

One thing I learned today:

\_\_\_\_\_

One thing I still don't get:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

One thing I learned today:

\_\_\_\_\_

One thing I still don't get:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

One thing I learned today:

\_\_\_\_\_

One thing I still don't get:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

One thing I learned today:

\_\_\_\_\_

One thing I still don't get:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

# Exit tickets - math

Cut into four. Collect at the door, sort into got-it / not-yet in 60 seconds.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Solve the problem from today:

\_\_\_\_\_

Explain your first step:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Solve the problem from today:

\_\_\_\_\_

Explain your first step:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Solve the problem from today:

\_\_\_\_\_

Explain your first step:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Solve the problem from today:

\_\_\_\_\_

Explain your first step:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

# Exit tickets - reading

Cut into four. Collect at the door, sort into got-it / not-yet in 60 seconds.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is the main character?

\_\_\_\_\_

One word to describe the text:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is the main character?

\_\_\_\_\_

One word to describe the text:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is the main character?

\_\_\_\_\_

One word to describe the text:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is the main character?

\_\_\_\_\_

One word to describe the text:

\_\_\_\_\_

Rate yourself: 1 2 3 4 5

# Weekly lesson plan

One page, five days, four subjects. Sits under the register.

| Day | Literacy | Math | Topic / science | Notes |
|-----|----------|------|-----------------|-------|
| Mon |          |      |                 |       |
| Tue |          |      |                 |       |
| Wed |          |      |                 |       |
| Thu |          |      |                 |       |
| Fri |          |      |                 |       |

This week's focus skill: \_\_\_\_\_

# Small-group rotation planner

Four groups, four stations, 15 minutes each. Rotate on the timer.

| Group  | Station 1 - teacher | Station 2 - practice | Station 3 - game | Station 4 - independent |
|--------|---------------------|----------------------|------------------|-------------------------|
| Red    |                     |                      |                  |                         |
| Blue   |                     |                      |                  |                         |
| Green  |                     |                      |                  |                         |
| Yellow |                     |                      |                  |                         |

Students who need the teacher station twice this week:

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## Class mastery tracker

One skill per column. Tick, half-tick or blank - the gaps show the reteach group.

## Behaviour & incident log

Facts, not adjectives. One line per event - it is what protects you later.

## Parent communication log

Every call, note and message in one place, ready for the conference.

# Positive notes home

Four per page. Two a day is enough to change how a family sees school.

## Good news from school

\_\_\_\_\_ made someone else's day easier today.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Good news from school

\_\_\_\_\_ kept going with something hard.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Good news from school

\_\_\_\_\_ asked a really good question today.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Good news from school

\_\_\_\_\_ was a kind friend at break time.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

# Desk name tags

Eight per page. Fold along the middle line and it stands up on the desk.

|  |  |            |
|--|--|------------|
|  |  | table ____ |
|  |  | table ____ |
|  |  | table ____ |
|  |  | table ____ |
|  |  | table ____ |
|  |  | table ____ |
|  |  | table ____ |
|  |  | table ____ |

# Blank word wall cards

Six per page. Write the word, draw the picture, staple it up.

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# Star Reader

THIS CERTIFICATE IS AWARDED TO

---

for reading every single day this month



---

Teacher

---

Date

# Math Champion

THIS CERTIFICATE IS AWARDED TO

---

for never giving up on a hard problem



---

Teacher

---

Date

# Kindness Award

THIS CERTIFICATE IS AWARDED TO

---

for making the classroom a kinder place



---

Teacher

---

Date

# Summer packet - week 1

Reading + number bonds. Twenty minutes a day, five days. Nothing else to prepare.

## Monday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 2 sentences about what you read:

\_\_\_\_\_

## Tuesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 3 sentences about what you read:

\_\_\_\_\_

## Wednesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 4 sentences about what you read:

\_\_\_\_\_

## Thursday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 5 sentences about what you read:

\_\_\_\_\_

## Friday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 6 sentences about what you read:

\_\_\_\_\_

Grown-up signature at the end of the week:

\_\_\_\_\_

# Summer packet - week 2

Sight words + addition. Twenty minutes a day, five days. Nothing else to prepare.

## Monday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 2 sentences about what you read:

\_\_\_\_\_

## Tuesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 3 sentences about what you read:

\_\_\_\_\_

## Wednesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 4 sentences about what you read:

\_\_\_\_\_

## Thursday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 5 sentences about what you read:

\_\_\_\_\_

## Friday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 6 sentences about what you read:

\_\_\_\_\_

Grown-up signature at the end of the week:

\_\_\_\_\_

# Summer packet - week 3

Writing + place value. Twenty minutes a day, five days. Nothing else to prepare.

## Monday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 2 sentences about what you read:

\_\_\_\_\_

## Tuesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 3 sentences about what you read:

\_\_\_\_\_

## Wednesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 4 sentences about what you read:

\_\_\_\_\_

## Thursday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 5 sentences about what you read:

\_\_\_\_\_

## Friday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 6 sentences about what you read:

\_\_\_\_\_

Grown-up signature at the end of the week:

\_\_\_\_\_

# Summer packet - week 4

Phonics + subtraction. Twenty minutes a day, five days. Nothing else to prepare.

## Monday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 2 sentences about what you read:

\_\_\_\_\_

## Tuesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 3 sentences about what you read:

\_\_\_\_\_

## Wednesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 4 sentences about what you read:

\_\_\_\_\_

## Thursday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 5 sentences about what you read:

\_\_\_\_\_

## Friday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 6 sentences about what you read:

\_\_\_\_\_

Grown-up signature at the end of the week:

\_\_\_\_\_

# Summer packet - week 5

Fluency + skip counting. Twenty minutes a day, five days. Nothing else to prepare.

## Monday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 2 sentences about what you read:

\_\_\_\_\_

## Tuesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 3 sentences about what you read:

\_\_\_\_\_

## Wednesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 4 sentences about what you read:

\_\_\_\_\_

## Thursday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 5 sentences about what you read:

\_\_\_\_\_

## Friday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 6 sentences about what you read:

\_\_\_\_\_

Grown-up signature at the end of the week:

\_\_\_\_\_

# Summer packet - week 6

Story retell + time. Twenty minutes a day, five days. Nothing else to prepare.

## Monday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 2 sentences about what you read:

\_\_\_\_\_

## Tuesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 3 sentences about what you read:

\_\_\_\_\_

## Wednesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 4 sentences about what you read:

\_\_\_\_\_

## Thursday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 5 sentences about what you read:

\_\_\_\_\_

## Friday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 6 sentences about what you read:

\_\_\_\_\_

Grown-up signature at the end of the week:

\_\_\_\_\_

# Summer packet - week 7

Vocabulary + regrouping. Twenty minutes a day, five days. Nothing else to prepare.

## Monday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 2 sentences about what you read:

\_\_\_\_\_

## Tuesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 3 sentences about what you read:

\_\_\_\_\_

## Wednesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 4 sentences about what you read:

\_\_\_\_\_

## Thursday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 5 sentences about what you read:

\_\_\_\_\_

## Friday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 6 sentences about what you read:

\_\_\_\_\_

Grown-up signature at the end of the week:

\_\_\_\_\_

# Summer packet - week 8

Review week. Twenty minutes a day, five days. Nothing else to prepare.

## Monday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 2 sentences about what you read:

\_\_\_\_\_

## Tuesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 3 sentences about what you read:

\_\_\_\_\_

## Wednesday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 4 sentences about what you read:

\_\_\_\_\_

## Thursday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 5 sentences about what you read:

\_\_\_\_\_

## Friday

☐

Read for 15 minutes. Title: \_\_\_\_\_

Write 6 sentences about what you read:

\_\_\_\_\_

Grown-up signature at the end of the week:

\_\_\_\_\_

# Trace and write - Uppercase alphabet

Follow the dotted lines, then write on your own

Name: \_\_\_\_\_

ABCDEFGHI

ABCDEFGHI

JKLMNOPQR

JKLMNOPQR

STUVWXYZ

STUVWXYZ

# Trace and write - Numbers 1 to 10

Follow the dotted lines, then write on your own

Name: \_\_\_\_\_

1 2 3 4 5

1 2 3 4 5

6 7 8 9 10

6 7 8 9 10

# Multiplication practice - 6x

Fill the grid, then solve the problems

Name: \_\_\_\_\_

$6 \times 1 = \underline{\hspace{2cm}}$

$6 \times 6 = \underline{\hspace{2cm}}$

$6 \times 2 = \underline{\hspace{2cm}}$

$6 \times 7 = \underline{\hspace{2cm}}$

$6 \times 3 = \underline{\hspace{2cm}}$

$6 \times 8 = \underline{\hspace{2cm}}$

$6 \times 4 = \underline{\hspace{2cm}}$

$6 \times 9 = \underline{\hspace{2cm}}$

$6 \times 5 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

## Mixed practice

$6 \times 6 = \underline{\hspace{2cm}}$

$9 \times 6 = \underline{\hspace{2cm}}$

$5 \times 6 = \underline{\hspace{2cm}}$

$2 \times 6 = \underline{\hspace{2cm}}$

$1 \times 6 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$8 \times 6 = \underline{\hspace{2cm}}$

$4 \times 6 = \underline{\hspace{2cm}}$

$7 \times 6 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$7 \times 6 = \underline{\hspace{2cm}}$

$1 \times 6 = \underline{\hspace{2cm}}$

# Multiplication practice - 7x

Fill the grid, then solve the problems

Name: \_\_\_\_\_

$7 \times 1 = \underline{\hspace{2cm}}$

$7 \times 6 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$7 \times 7 = \underline{\hspace{2cm}}$

$7 \times 3 = \underline{\hspace{2cm}}$

$7 \times 8 = \underline{\hspace{2cm}}$

$7 \times 4 = \underline{\hspace{2cm}}$

$7 \times 9 = \underline{\hspace{2cm}}$

$7 \times 5 = \underline{\hspace{2cm}}$

$7 \times 10 = \underline{\hspace{2cm}}$

## Mixed practice

$1 \times 7 = \underline{\hspace{2cm}}$

$1 \times 7 = \underline{\hspace{2cm}}$

$8 \times 7 = \underline{\hspace{2cm}}$

$10 \times 7 = \underline{\hspace{2cm}}$

$8 \times 7 = \underline{\hspace{2cm}}$

$2 \times 7 = \underline{\hspace{2cm}}$

$5 \times 7 = \underline{\hspace{2cm}}$

$3 \times 7 = \underline{\hspace{2cm}}$

$8 \times 7 = \underline{\hspace{2cm}}$

$1 \times 7 = \underline{\hspace{2cm}}$

$7 \times 7 = \underline{\hspace{2cm}}$

$10 \times 7 = \underline{\hspace{2cm}}$

# Multiplication practice - 8x

Fill the grid, then solve the problems

Name: \_\_\_\_\_

$8 \times 1 = \underline{\hspace{2cm}}$

$8 \times 6 = \underline{\hspace{2cm}}$

$8 \times 2 = \underline{\hspace{2cm}}$

$8 \times 7 = \underline{\hspace{2cm}}$

$8 \times 3 = \underline{\hspace{2cm}}$

$8 \times 8 = \underline{\hspace{2cm}}$

$8 \times 4 = \underline{\hspace{2cm}}$

$8 \times 9 = \underline{\hspace{2cm}}$

$8 \times 5 = \underline{\hspace{2cm}}$

$8 \times 10 = \underline{\hspace{2cm}}$

## Mixed practice

$7 \times 8 = \underline{\hspace{2cm}}$

$6 \times 8 = \underline{\hspace{2cm}}$

$5 \times 8 = \underline{\hspace{2cm}}$

$1 \times 8 = \underline{\hspace{2cm}}$

$6 \times 8 = \underline{\hspace{2cm}}$

$5 \times 8 = \underline{\hspace{2cm}}$

$3 \times 8 = \underline{\hspace{2cm}}$

$8 \times 8 = \underline{\hspace{2cm}}$

$6 \times 8 = \underline{\hspace{2cm}}$

$1 \times 8 = \underline{\hspace{2cm}}$

$6 \times 8 = \underline{\hspace{2cm}}$

$4 \times 8 = \underline{\hspace{2cm}}$

# Addition & subtraction (0-20)

Solve each problem and check your answers

Name: \_\_\_\_\_

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

$14 - 14 = \underline{\quad}$

$2 + 16 = \underline{\quad}$

$14 - 10 = \underline{\quad}$

$7 + 10 = \underline{\quad}$

$17 - 3 = \underline{\quad}$

$1 + 17 = \underline{\quad}$

$13 - 1 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

$17 - 11 = \underline{\quad}$

$14 + 1 = \underline{\quad}$

$20 - 14 = \underline{\quad}$

$10 + 16 = \underline{\quad}$

$19 - 8 = \underline{\quad}$

$3 + 15 = \underline{\quad}$

$20 - 15 = \underline{\quad}$

$16 + 12 = \underline{\quad}$

$16 - 5 = \underline{\quad}$

$12 + 16 = \underline{\quad}$

$17 - 8 = \underline{\quad}$

$8 + 14 = \underline{\quad}$

$20 - 10 = \underline{\quad}$

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

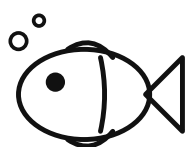
$13 - 8 = \underline{\quad}$

# Memory cards

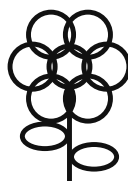
Cut along the dotted lines and match the pairs



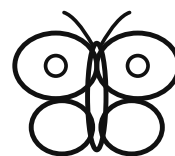
Cat



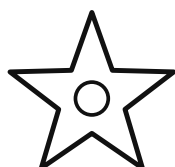
Fish



Flower



Butterfly



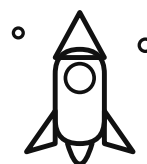
Star



House



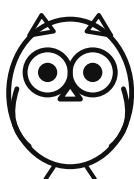
Tree



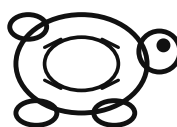
Rocket



Ice cream



Owl



Turtle



Balloon



Dog



Dragon



Unicorn



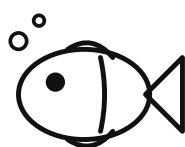
Horse

# Memory cards

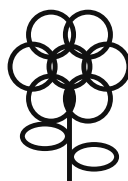
Cut along the dotted lines and match the pairs



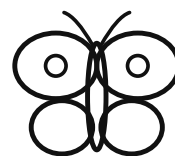
Cat



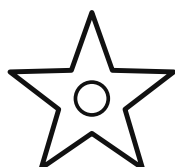
Fish



Flower



Butterfly



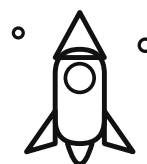
Star



House



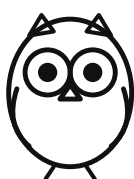
Tree



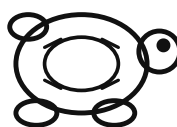
Rocket



Ice cream



Owl



Turtle



Balloon



Dog



Dragon



Unicorn



Horse

# Help the pencil find the way

Start at the arrow and reach the star

Name: \_\_\_\_\_

