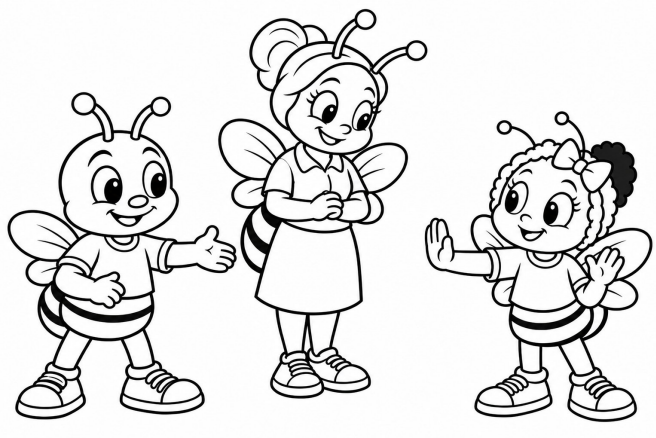
Homer and Flora tune in

Name: _____

Color the friends. Point, match, or paste a word beside each body cue. Say the words together.



Eyes are ____ **Ears are** ____

Voices ____ **Body** ____

calm	watching	quiet	listening

Eyes are watching. Ears are listening.
Voices quiet. Body calm.

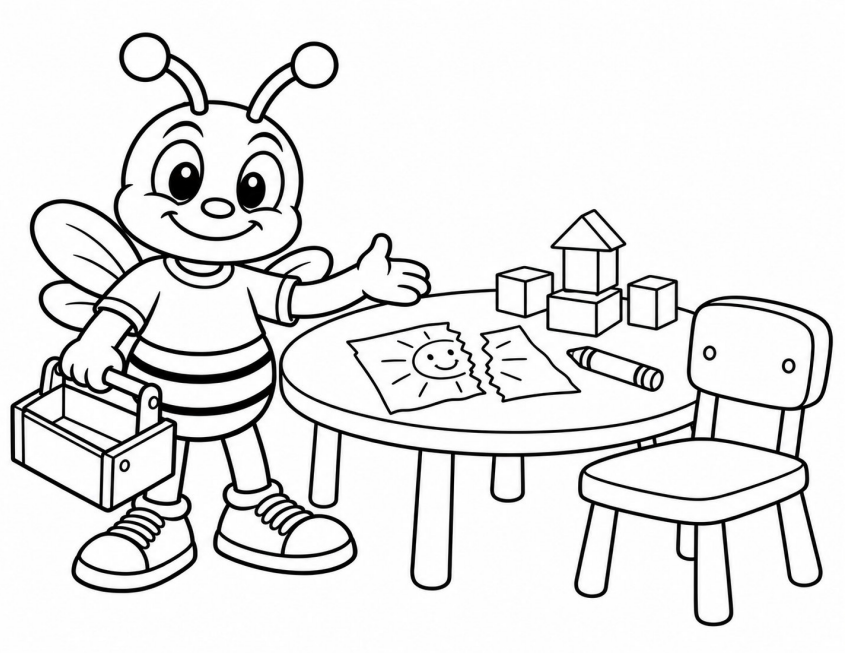
Now tune in your brain: catch what the teacher is saying.

Grown-up cue: Read each cue. For 4K, accept pointing or acting it out; help with cutting. Offer an accessible way to orient, listen, and settle.

Focus, find, and return

Name: _____

Homer is getting ready to learn. Listen for one picture at a time. Find it, point, and color.



Find the TOOLBOX.	Find the CHAIR.
Find the BLOCKS.	Find the CRAYON.

Bring your brain back

Flora looked at the blocks and missed the teacher’s words. Point to a card she could try. Practice it together.

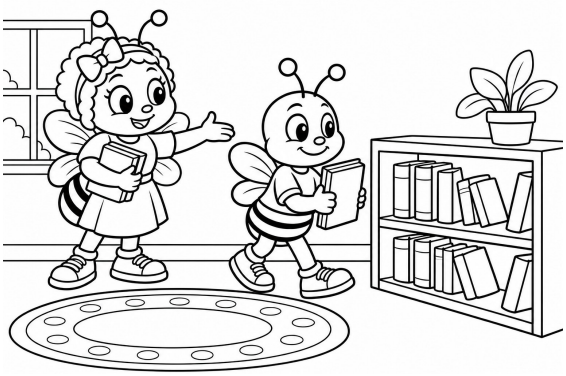
Tell myself: “Back to the teacher.”	Put a distracting object away.
Ask: “Please say it again.”	Ask for a quieter spot.

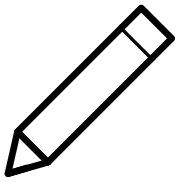
Grown-up cue: For 4K, find two pictures and model one helpful phrase. For 5K, let the child choose and act out a strategy.

Catch the words. Follow the steps.

Name: _____

Listen before you mark a picture. Repeat the important words to yourself. Then do the direction.





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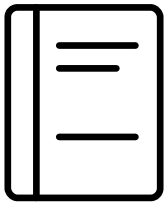
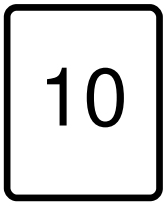


WORKBOOK



PAGE 10

Your teacher will read these aloud

1. Point to the pencil. Color it.
2. Point to the workbook. Circle it.
3. Point to page 10. Tap it gently.

Self-talk: **“Pencil. Workbook. Page 10.”**

Missed a part? Say, “Please say it again.” Then check your work.

Grown-up cue: Read one step at a time for 4K. Try two linked steps for 5K when ready. Repeat or show pictures as needed.

My self-talk helps me remember

Name: _____

The teacher says, “Get your pencil and workbook. Open to page 10.”

Say to yourself: “Pencil, workbook, page 10.”

Hear it → repeat it → do it → check it.

Point to or cut the picture cards. Put them in the boxes with a grown-up. Say the words as you go.

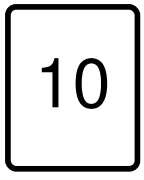
1. GET	2. GET	3. OPEN TO

Homer checks

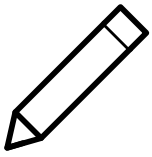
Homer has a pencil. What comes next? Point to the card and say its name.

Show or draw the next step:

Cut or point to these cards.



PAGE 10



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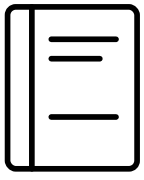


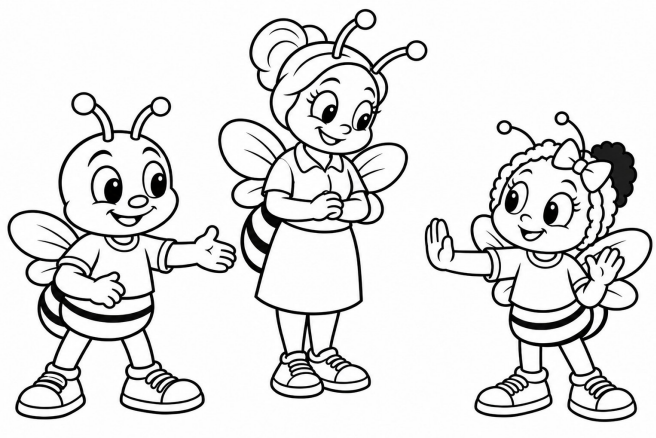
WORKBOOK

Grown-up cue: For 4K, start with “Pencil” and one real action; grow to two steps. For 5K, use the full example with picture support. Help with scissors.

Homer and Flora tune in

Name: _____

Color the friends. Write or paste the matching word. Tell how this helps you catch the teacher’s words.



Eyes are _____ **Ears are** _____

Voices _____ **Body** _____

calm | watching | quiet | listening

Eyes are watching. Ears are listening.
Voices quiet. Body calm.

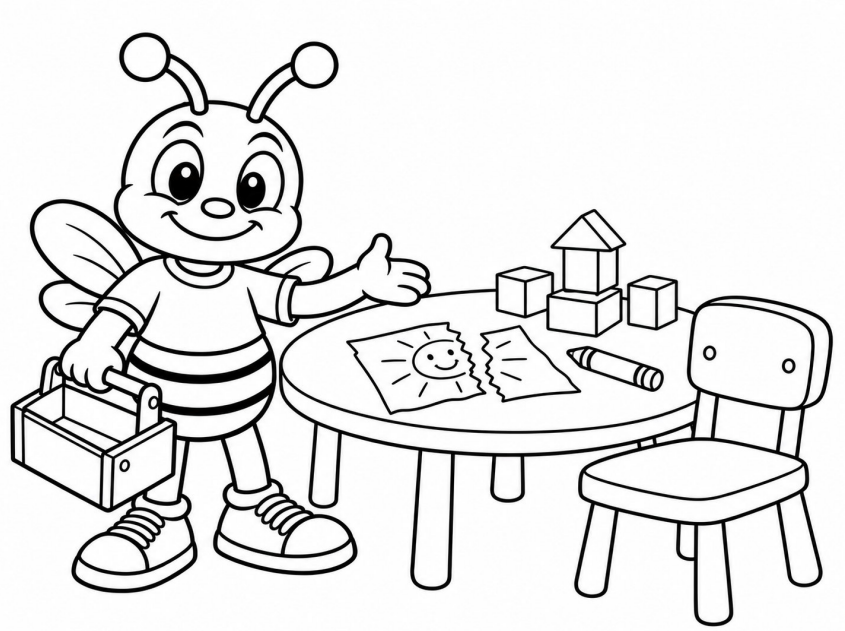
Now tune in your brain: catch what the teacher is saying.

Grown-up cue: Ask, “What words did you hear?” For 2nd grade, ask what helps when a step is missed.

Focus, find, and return

Name: _____

Homer is getting ready to learn. Listen for one picture at a time. Find it, point, and color.



Find the TOOLBOX.	Find the CHAIR.
Find the BLOCKS.	Find the CRAYON.

Choose a way to get your focus back

Flora notices a game outside while the teacher explains the job. Color a Toolbox card she could try. Tell why it fits.

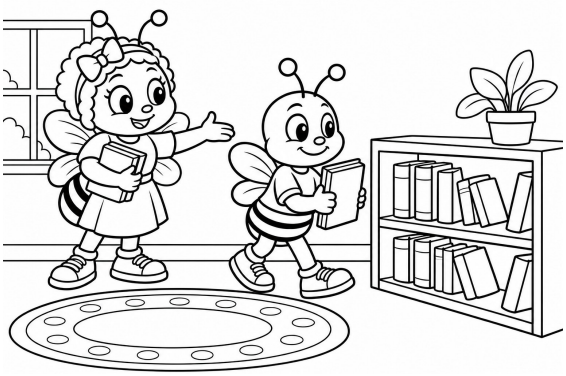
Tell myself: “Back to the teacher.”	Put a distracting object away.
Ask: “Please say it again.”	Ask for a quieter spot.

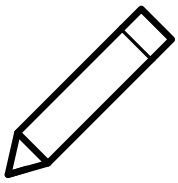
Grown-up cue: More than one strategy can fit. For 2nd grade, ask what to try if the first choice does not help.

Catch the words. Follow the steps.

Name: _____

Listen before you mark a picture. Repeat the important words to yourself. Then do the direction.





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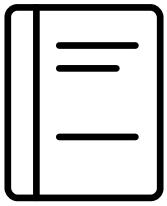
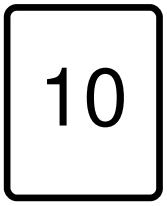


WORKBOOK



PAGE 10

Your teacher will read these aloud

1. Draw a circle around the pencil.
2. Put a star above the workbook.
3. Color the border around page 10.

Self-talk: **“Circle pencil. Star workbook. Color page 10.”**

Missed a part? Say, “Please say it again.” Then check your work.

Grown-up cue: Read one direction at a time for 1st grade; try two together for 2nd. Assess remembering the direction, not the shape or coloring.

My self-talk helps me remember

Name: _____

The teacher says, “Get your pencil and workbook. Open to page 10.”

Say to yourself: “Pencil, workbook, page 10.”

Hear it → repeat it → do it → check it.

Cut the picture cards. Paste them in the order you will do the job. Number the steps.

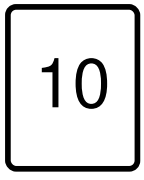
1. GET	2. GET	3. OPEN TO

Homer checks

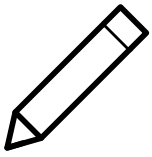
Homer got a pencil and workbook but opened page 1. Circle the words in his self-talk that tell him what to fix. Show the repair.

My repair:

Cut or point to these cards.



PAGE 10



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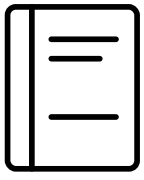

WORKBOOK

Grown-up cue: Let the child use a finger checklist or pictures. For 2nd grade, ask how repeating key words helped with the repair.