


Christian Liberty Preschool

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A black and white photograph of a young girl with her right hand raised, palm facing forward. She has a curious expression. The image is overlaid with various hand-drawn shapes in a dark, textured style. At the top right is a large handprint. To the left of the girl's hand is a large, circular, swirling shape. Below that is a vertical rectangular shape with a small circle inside. In the foreground, there are several flower-like shapes on stems. To the right of the girl's face is a house-like shape with a triangular roof and a square base. Below the house is another flower-like shape. At the bottom of the image, there are several horizontal, brushstroke-like shapes.

Teacher's Guide
Revised Edition

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Revised Edition

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To the Parent/Teacher

“Train up a child in the way he should go, and when he is old he will not depart from it.”
Proverbs 22:6

This verse expresses the central purpose of Christian Liberty Academy and Press in Arlington Heights, Illinois. With this in mind, we have designed this preschool curriculum to provide you with a solid framework for training young children in basic academic and language skills.

I have been a homeschooling mom and a school teacher for a number of years. Currently, I am the director—as well as one of the teachers—of the Christian Liberty Academy Preschool; I am also a teacher of 3–5 year olds in Sunday school. I have a background in elementary and special education and have taught special needs children for many years in the past. From experience, I can tell you that teaching—whether at home or in the classroom—is challenging and rewarding at the same time. You will have days you want to “throw in the towel,” and others when you are “on top of it all” and everything is running smoothly. My advice to you is to **enjoy** the good days and **find the joy** on those other days! Remember, these children will be with you for such a short time, and you will be blessed as you see them learn and mature because you helped to train them!

For your benefit, we have included a 34-week **Suggested Outline** (pages vii–xxii) for weekly units that will help you organize your preschool program. However, the *Teacher’s Guide* is based on a 30-week plan, which closely follows the *Activity Book*. We have also given you some **Teacher Hints** (page vi) to guide you in teaching the basic concepts found in the *Activity Book*. You will probably want to take time to refer to these tools before you start to teach this curriculum.

A Note About Teaching Preschoolers:

Preschool is a time when children are learning some independence (i.e., potty training, dressing by themselves, brushing hair and teeth with little or no help, picking up toys, etc.). Children of this age group (3–5 years old) vary a lot in abilities, maturity, physical growth, and learning readiness. Therefore, do not be discouraged if your students do not grasp all the concepts or are struggling with some areas of learning (such as letter or number recognition).

Each student develops at a different pace. If your child is getting frustrated, slow down and repeat concepts as needed, find a different approach to teaching a concept, or just put the *Activity Book* away, even for a few months, and try again at a later date. Learning should be fun and rewarding—not a battle. We want the student to develop a positive mind-set for learning that will carry on into the future. You may want to look up information on child development norms for this age group, as well as information on learning styles. These will help you to train up the individual child in the way that is best for him or her.

This curriculum program has been a labor of love involving many staff and friends of Christian Liberty Academy. Thanks to you all! I want to dedicate this book to our Lord and Savior, Jesus Christ, who gave Himself for us and freely bestows His grace on all who believe (I Corinthians 15:1–4).

By His grace,

Sherry Kurz

Introduction

The *Christian Liberty Preschool Teacher's Guide, Revised Edition* (copyright © 2017), provides page by page guidelines for teaching the *Christian Liberty Preschool* program, focusing on the *Activity Book* in conjunction with the *Drill Book*, *Bible Nuggets from A to Z*, *Preschool Science* book, and five phonics readers. The curriculum may be supplemented with *My ABC Bible Verses* by Susan Hunt, which is a wonderful Bible course for young hearts (ages 3–7), and *Trottino's Tale* by Madam J. Colomb, which contains morally uplifting stories for young minds.

Instructors are encouraged to be sensitive to the individual capabilities of each of their students, especially in the area of handwriting development. Therefore, permission is granted to copy any of the drill sheets in the *Drill Book* to give students the extra practice they may need. In addition, there are certificates of completion on page 303 of the *Activity Book* and page 57 of the *Drill Book* to reward students who have successfully finished their work.

The material contained in the *Christian Liberty Preschool* program has been successfully used in the Christian Liberty Academy day school for a number of years. Much of the material has been developed with the help of many ideas obtained from teachers and other resources. We hope this time-tested material will enhance your efforts as a teacher. The following support materials are an outgrowth of the day school program.

- A beginning **student evaluation form** is offered in Appendix 1, which will help the instructor get to know a child's abilities and can help in developing a plan to work with the child. This form is designed for either a day school or home school setting.
- You might want to have the **alphabet charts and cards** (see Appendix 2) cut out and ready to use for letter recognition practice, to copy when writing letters in a name, or to use as a guide to practice writing the alphabet.
- It would be a good idea for you to have copies of the **number line** (see Appendix 3) for you to use when a child has to practice counting or writing numbers.
- A **progress report form** is offered in Appendix 4. In a school setting, this form may be used twice a year to communicate to the parents how their children are doing; this form may also be used by home educators to keep track of their students' progress. We do not expect that all children will meet all of the goals listed. For example, not all students will be reading by the end of the course; however, because a few will be, we include it.
- To help your students practice **writing their names**, access the website *A to Z Teacher Stuff*[®] (<atozteacherstuff.com>) and make copies of their name pages. First, go to the "Handwriting Worksheet Generator" section. Second, under "words to practice," type in the child's name. Then, for the font choice, select "Traditional Manuscript." Finally, click on "create worksheet" and you will get printouts of your students' names with trace lines.

The *Christian Liberty Preschool* program is only possible because of God's grace in direction and strength. His faithfulness has granted perseverance and guidance. May we all show our love and gratitude to God as we constantly seek to be obedient to our calling. To Him alone be the glory.

*The Staff of Christian Liberty Academy and Press
Arlington Heights, Illinois
2017*

Teacher Hints

A Note About Unit Divisions:

This *Teacher’s Guide* is based on a 34-week plan, 30 weeks of which closely follow the *Activity Book*. Each unit of the *Activity Book* is ten pages long and, in this guide, is indicated on the first workbook page on which the unit begins (pages 1, 11, 21, ... 271, 281, 291). For example, **Unit 2** begins on page 11 of the *Activity Book*; on page 6 of this guide, **Unit 2** is shown to the right of the heading for page 11 and below a **bold line** (see box to the right). All the units are indicated in this way—just look for the **bold lines**.

A Note About Starter Dots:

Green **starter dots** are found on many of the worksheets in the *Activity Book*. Students should be instructed to put their pencil points on the green dots and draw from them to the ending points. When forming letters or numbers, generally there will be arrows indicating which direction the lines should be made from the green starter dots (e.g., pages 26 and 29). When students are taught to make X’s to cross out pictures on some of the Listening Skills pages (e.g., pages 13 and 19), **green starter dots** and **red stop dots** are used to help students know where to start and stop (see also pages 1 through 13). This information about the green starter dots applies to the *Drill Book*, as well.

A Note About the Size of Letter and Number Practice Guidelines:

In determining the height of the guidelines used for writing numbers and letters, the *Preschool Activity Book* has been divided into three parts. In the **first part** (pages 62–85), large guidelines (1¼ inch high) are used to make it easier for young three-year-olds to trace letters and numbers. In the **second part** (pages 94–263), the student is given a choice to use either the larger (1¼ inch high) or smaller (¾ inch high) guidelines. If the child is not ready to write on the smaller guidelines, he can use the larger ones. In the **third part** (pages 277–297), only the ¾-inch-high guidelines are offered, since most are ready by then to write smaller. Note that the *Christian Liberty Preschool Drill Book* only uses the ¾-inch-high guidelines for writing letters and numbers.

A Note About the *Christian Liberty Preschool Readers*:

Starting at Unit 30, present the *Christian Liberty Preschool Readers* to your student (see page 56 of this *Teacher’s Guide*). Have your student listen as you read the first booklet, *My Cat and the Hat*. Reread the story, encouraging him or her to try to read the **highlighted** short-vowel **a** words on each page. If your student is not ready to do this exercise, try in a few days or a week. Continue with the rest of the booklets on subsequent days, encouraging him or her to try to read the **highlighted** words. Your student should complete all five readers by the end of the course.

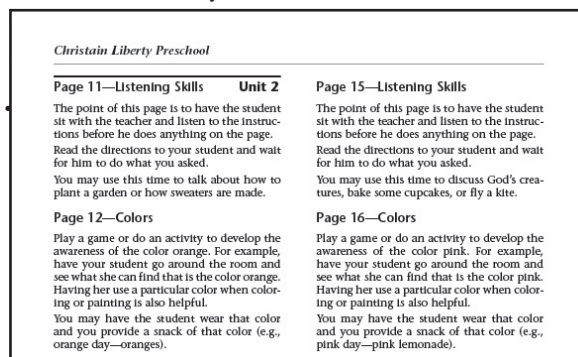
A Note About the *Christian Liberty Preschool Science* book:

Each unit in this teacher’s guide contains a weekly science lesson from the *Christian Liberty Preschool Science* book. Each lesson in the *Science* book includes “Supplies Needed” and “What To Do” sections, and some lessons include a “What Happened” section. In addition, there is a “Bible Application” section at the end of each experiment or activity.

Page 11—Listening Skills **Unit 2**

The point of this page is to have the student sit with the teacher and listen to the instructions before he does anything on the page.

Read the directions to your student and wait for him to do what you asked.



Suggested Outline of Weekly Units & Activities

This outline is not all-inclusive but hopefully provides some ideas to organize your program and to help plan your school year. This outline is based on a 34-week course, which includes two weeks at the beginning to introduce basic skills and to evaluate students' abilities; two weeks of review during the program; and four weeks at the end for other activities and a time to evaluate students' progress.

The two-week evaluation process will help determine a student's ability to recognize his or her name, letters of the alphabet, numbers 0–10, colors, and shapes; to use the student's motor skills in writing, drawing, cutting, and so forth; to identify concepts, such as gender, days of the week, months of the year, and so forth; and to learn basic language, social, and physical skills. This may be used at the end of the course, as well.

God bless you as you teach your students this year!

I. Weeks 1 and 2: Evaluation and Introduction of Basic Skills

- A. Work on assessing and evaluating the student's current skills and knowledge using the form provided in Appendix I.
- B. Work on listening skills, classroom or home study rules, and helping the student learn to respect the teacher's authority.
- C. Teach some basic colors and shapes and how to hold scissors and cut on a straight line.
- D. Work on first name recognition.
- E. Make some fun crafts or do finger painting. Play in the sandbox or sand table. If the weather is nice, go outside and enjoy the playground or the park.
- F. Complete the first two lessons in the *Christian Liberty Preschool Science* book.
 1. Week 1: Complete Lesson 1, The Grand Canyon, in the *Science* book, page 2.
 2. Week 2: Complete Lesson 2, Dancing Popcorn, in the *Science* book, page 4.*
- G. Weekly Bible stories using the *Bible Nuggets From A to Z* reader:
 1. Week 1: Jesus Tells the Storm to Stop (Matthew 8:23–27; this story establishes that Jesus is the Lord of the created order. Through Him all things were created [Col. 1:15–17].); *Bible Nuggets From A to Z*, Lesson 1, page 2
 2. Week 2: Feeding the Five Thousand (Talk about sharing and giving thanks to God; Mark 6:33–44.); *Bible Nuggets From A to Z*, Lesson 2, page 4
- H. Memory verses:
 1. Week 1: "Even the winds and the sea obey Him" (Matthew 8:27b).
 2. Week 2: "For He cares for you" (I Peter 5:7b).

II. Week 3: Letter A/Number 0

Theme: Apples, Apple Orchards, and Ants

- A. Craft ideas:
 1. Make a wooden apple magnet. Buy a wooden apple shape from a craft store, paint it, and add a magnet strip to the back.

* Note under the Bible Application there is one clarification. The phrase, the "Holy Spirit mixes with your spirit," was used to tie in with the lesson; however, the Holy Spirit *regenerates* (not *mixes* with) our spirit and makes us alive in Christ.

2. Take apple seeds from the apples you eat and save them. Find or draw an apple shape on construction paper and glue the seeds on. Count the seeds.
- B. Activity ideas:
1. Work on name recognition and spelling the child's first name.
 2. Make applesauce.
 3. Take a walk and look for ants.
- C. Complete Lesson 3, Letter A: Apple Gravity, in the *Preschool Science* book, page 8.
- D. Weekly Bible story: Adam and Eve (Genesis 2 and 3; Adam names the animals; Eve comes to help him; Adam and Eve listen to the serpent and fall into sin.); *Bible Nuggets From A to Z*, Lesson 3, page 6
- E. Memory verse: "As for me and my house, we will serve the LORD" (Joshua 24:15b).
- F. Special snacks:
1. Applesauce
 2. "Ants on a Log"—put peanut butter, cream cheese, or spreadable cheddar cheese on celery; then put some raisins on top and enjoy!

III. Week 4: Letter B/Number 1

Theme: Backyard Friends: Birds, Bugs, and Butterflies

- A. Craft ideas:
1. Make a butterfly. Use coffee filters and clothespins or cut felt into the shape of a butterfly and add a magnet strip.
 2. Bubble painting: add food coloring to liquid dish soap in a bowl. Blow with a straw into the dish to make bubbles on the surface. Gently cover top of bubbles with paper and hold until several bubbles have popped. Repeat with different colors.
- B. Activity ideas:
1. Blow lots of bubbles and chase them.
 2. Work on name recognition and spelling the child's first name.
 3. Take a walk and look for bugs and birds.
 4. Work on pre-writing—how to hold a pencil properly; possibly learn how to write the first letter of the child's name.
- C. Complete Lesson 4, Letter B: Bees and Honey, in the *Preschool Science* book, page 12.
- D. Weekly Bible story: Best Buddies: David and Jonathan (I Samuel 18:1–4; cf. 20:1–42); *Bible Nuggets From A to Z*, Lesson 4, page 8
- E. Memory verse: "Believe on the Lord Jesus Christ" (Acts 16:31b).
- F. Special snacks:
1. Frozen bananas—roll banana in yogurt, then roll in cereal crumbs or cookie crumbs, push in a craft stick, and freeze to eat later or the next day. It is also yummy without freezing.
 2. Read *The Little Red Hen*, and make bread or eat bread and butter for a snack. You can also add honey made from bees!

IV. Week 5: Letter C/Number 2

Theme: Community Helpers

- A. Craft ideas:

Christian Liberty Preschool

Teacher's Guide

Page 1—Listening Skills

Unit 1

Listening Skills pages are designed to help the student learn how to follow directions. The point of these pages is to have the student sit with the teacher and listen to the instructions before he does anything on the page.

Read the first line of the directions (e.g., “Pick up a crayon.”—page 1 of the *Activity Book*) to the student and wait for him to do what you asked. Then read the second line of the directions (“Put your crayon on the bear”) and wait for him to do it. Next, read the third line (“Draw a line from the bear to the ball”). Then read the next line of the directions (“Color the flower”). End with the final line (“Put down your crayon”).

Page 2—Pre-Writing Skills

On pages like this, the student should work on the proper **pencil-holding technique**. We recommend the use of a fat, triangular-shaped pencil or pencil grip to help small fingers get a good hold and proper position.

The student should also work on **eye-hand coordination** and developing **fine motor skills** as he works on staying on the lines. Teach your student to “look ahead” to figure out where he is supposed to end up before he starts to make lines; in this way he can stay on target as he draws the lines. Remind him to hold his pencil properly every time he draws lines.

“Practice makes perfect” and develops good habits! For further practice, see the *Drill Book* pages 1–4.

Name _____

Follow the directions.

Directions:
Pick up a crayon.
Put your crayon on the bear.
Draw a line from the bear to the ball.
Color the flower.
Put down your crayon.

bear ball flower

1

Name _____

Trace the lines.

This is Dan.
Can you match his toys?

2

Page 41—Letters/Phonics Unit 5

Do activities to help your student recognize the letter and to help him learn the sound of the letter. Remember, the *sound of the letter* is as important as, or more important than, the *name of the letter*.

Have the student find something around his home that starts with the letter c; or, in a school setting, bring something from home to school or find something in the classroom that starts with that letter.

In addition, students are encouraged to play games where they match **capital letters** and **lower-case letters** (e.g., “Cassie” and “cat”). In addition, eat a snack that starts with that letter (e.g., Cc = carrots) and/or make a craft that reinforces the letter sound (i.e., Cc = bake cupcakes).

Page 41—Visual Discrimination

On this page, have the student draw lines by putting his pencil on the green starter dots and tracing the lines to the corresponding small letters.

Name _____

Color the large letter c.
Trace the lines from the large letter c to each smaller letter c.

Page 42—Rectangles

The student should work on **eye-hand coordination** and developing **fine motor skills** as he works on staying on the lines. Teach your student to “look ahead” to figure out where he is supposed to end up before he starts to make lines; in this way he can stay on target as he draws the lines. Remind him to hold his pencil properly every time he draws rectangles.

For extra practice tracing and drawing rectangles, see the *Drill Book* page 54.

Name _____

Rectangles
Trace the big rectangle.
Color the rectangle in each row.
Many things are made into this shape.