

Hearts & Hands



Beginning Drill in Letters,
Phonics and Numbers

Darrel A. Trulson

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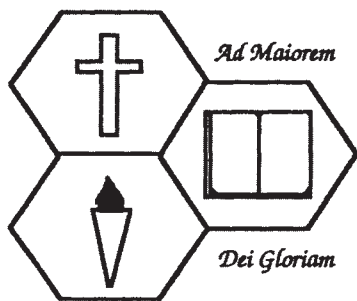
Darrel A. Trulson

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Introduction and Philosophy

The scope of this book is to introduce and develop your student's skills in numbers, letters, handwriting, phonics and hand-eye coordination. This is not a teacher's workbook, but a book of interesting exercises intended to lay the foundation for your child's future development in the basic skills of reading, writing and arithmetic.

The title of this book, Hearts and Hands, comes from an old proverb which says, "Hands to work -- Hearts to God." When a child is young, the things he does with his hands often form a channel to his heart and mind. In other words, his heart is molded and affected by the things he does and touches. This is one of the reasons why each letter and number has its own Bible verse. As you work with your student, teach him that God's Word is the center of all life and education. Emphasize that unless we learn how to read, write and count, we will be unable to effectively understand and communicate God's Word.

Where to Start

By quickly glancing at the contents of this book, you will discover that the letters and numbers are presented in alphabetical and numerical order. Generally, four pages are dedicated to each number and letter. Special attention is given to the difference between the long and short vowel sounds.

As you begin each page, read the directions to your child and discuss them to see that they are understood. Once you are certain that your student understands what he is to do, allow him to complete the assignment on his own. Encourage the child to come to you if he has any questions, but help him to develop his own independence when working on the exercises.

Here are a few helpful suggestions concerning some of the teaching methods presented in this book:

Coloring: It is up to you and what resources you have available, to determine what supplies your student is to use when coloring. Suggested materials would be crayons, colored pencils, markers, chalk, paint or water colors. One medium is not necessarily better than another, although it is suggested that your student try a variety of items to make the exercises interesting for him. Much of this will depend upon what materials you have available and how much clean-up you want to do afterwards. Personal preference will help you to make the correct decision here.

Cut and Paste: Some of the exercises will ask the student to cut out smaller illustrations and paste them onto a larger illustration. It is strongly recommended that your child use rounded-tip or plastic scissors and glue sticks. This will make the task safer and not as messy for both you and him.

Instructors should pay particular attention to the cut and paste exercises located on pages 9, 21 and 63. So as not to disrupt the completion of these exercises, students should first finish the work on the opposite side of the cut and paste pages. Instructors may also wish to photocopy the cut and paste pages in order to preserve the continuity of the workbook.

Handwriting: Each letter and number has its own handwriting page. This is one of the most significant areas of this book. By practicing handwriting, the student not only develops his hand-eye coordination, but he also recognizes and memorizes the letters and numbers as he goes along. The basis of phonics and reading is letter recognition. If the student cannot identify a letter, he will be unable to read. The same principle applies to mathematics. Unless the student can identify a number, he will be unable to do arithmetic problems. Therefore, take the time to develop and practice in this area. Please feel free to use a chalkboard or extra paper so that your student can practice.

This particular style of handwriting closely resembles the traditional block style. If you feel more comfortable with a different style of handwriting, that is fine. You are welcome to use whatever style you like. The important thing to remember is that your student needs to learn to identify the numbers and letters.

Memorization: Each letter and number has a Bible verse presented as part of the lesson. Although it is not required that your child memorize each Bible verse, it is strongly suggested that he memorize a few of the more meaningful passages. Use your best judgment to determine which verses your child will memorize.

The importance of Bible memorization cannot be overstated. Even at a young age, a child can begin to learn, understand, and apply spiritual truths to his life. Memorization is a very effective tool to use in order to accomplish this. "Thy Word have I hid in mine heart, that I might not sin against Thee." (Psalms 119:11) I believe you will be pleasantly surprised at how quickly your child can memorize and retain Scripture passages. The verses and truths a child learns from God's Word will stay with him for the rest of his life. "Train up a child in the way he should go; and when he is old, he will not depart from it." (Proverbs 22:6)

I would strongly encourage you, as the instructor, to develop and add to the concepts presented in these pages in any way that you see fit. The trouble with any book is that it does not know what the needs of the individual students are. That is where you come into play. Examine the contents presented on each page. If the student already understands the concept, then quickly skim over it. If the student does not understand, then take the time to develop the principles of the lesson.

If your student is unable to grasp a concept, or does not have the understanding or coordination to write a letter or number, please do not push him or force him to do it. It is recommended that if something is too difficult for a child to do, leave it and go on to something else. Several days or weeks later you can go back to it and try

again. You do not want to force your child to do something that he does not have the comprehension or ability to do. This will only lead to frustration for both you and your child.

It is recommended that if you tear the pages from this book, you keep them in a folder for later review. Review and repetition are necessary in order for children to get a solid grasp on numbers and letters.

Many of the pages make reference to "partner letters." Partner letters refer to the upper and lower cases of the same letter. For example, upper case "A" and lower case "a" are partner letters.

As you go through the pages, take the time to carefully sound out all the letters and the names of the pictures. Your student will learn how a letter sounds by the way you teach him. By taking a few extra minutes to sound out the words and letters for your child, you are ensuring that he will develop a solid phonics foundation for later development.

Some parents and instructors may want to teach this book in the same phonetic order as found in *Adventures in Phonics Level A*, also published by Christian Liberty Press. If this is your desire, please follow this page outline:

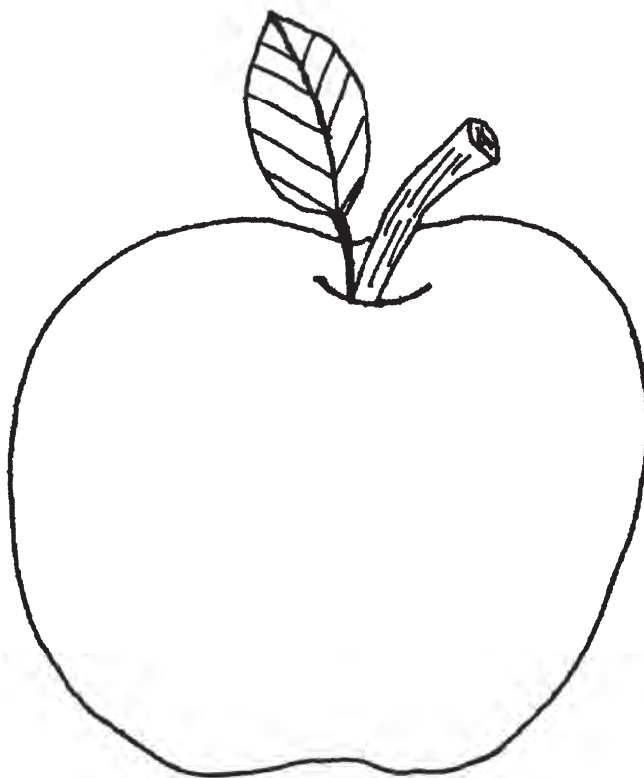
Short and Long A	Pages 1-5	Consonant Sound D	Pages 18-21
Short and Long E	Pages 22-26	Consonant Sound J	Pages 52-55
Short and Long I	Pages 43-47	Consonant Sound R	Pages 97-100
Short and Long O	Pages 76-80	Consonant Sound G	Pages 35-38
Short and Long U	Pages 113-117	Consonant Sound L	Pages 60-63
Consonant Sound S	Pages 101-104	Consonant Sound N	Pages 72-75
Consonant Sound T	Pages 109-112	Consonant Sound W	Pages 126-129
Consonant Sound B	Pages 6-9	Consonant Sound P	Pages 85-88
Consonant Sound H	Pages 39-42	Consonant Sound V	Pages 122-125
Consonant Sound F	Pages 27-30	Consonant Sound Qu	Pages 93-96
Consonant Sound M	Pages 68-71	Consonant Sound Y	Pages 138-141
Consonant Sound C	Pages 10-13	Consonant Sound X	Pages 130-133
Consonant Sound K	Pages 56-59	Consonant Sound Z	Pages 142-145

Remember, children need a steady and balanced dose of encouragement, discipline and love. Do not expect young children to perform each and every exercise flawlessly. God is the only one who can perform each task perfectly. Your steady support and encouragement will permit your student to study in an atmosphere which will promote high standards of achievement.

Name: _____

Directions: Say the sound of the letter and the name of the picture several times. Color the apple red and the leaf green. Since "A" is a vowel, it has a long and short sound. This is the short sound.

A a



Apple

Ask and it shall be given you. Matthew 7:7

Name: _____

Directions: Say the sound of the letter and the name of the picture several times. Color the acorn brown and the leaf green. Since "A" is a vowel, it has a long and short sound. This is the long sound.

A a

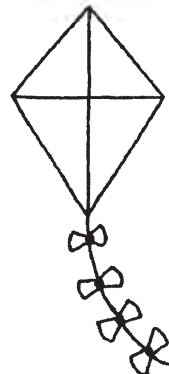
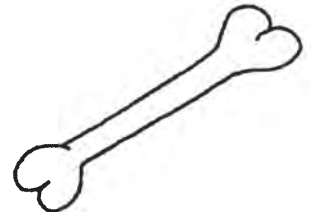
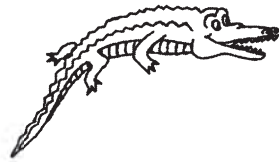
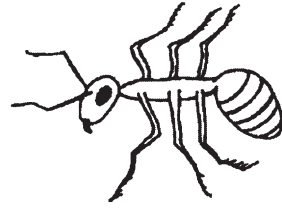
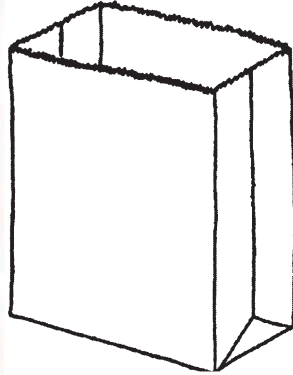


Acorn

And God is **able** to make all grace abound toward you. II Corinthians 9:8

Name: _____

Directions: Look at the picture in the first column. Say the name of the picture. Circle the picture that matches it in the row.



Name: _____

Directions: Trace over the shaded letters, and finish the line with your own letters. Say each letter out loud as you write it.

A A A A A

A A A

A A

A

a a a a a a a

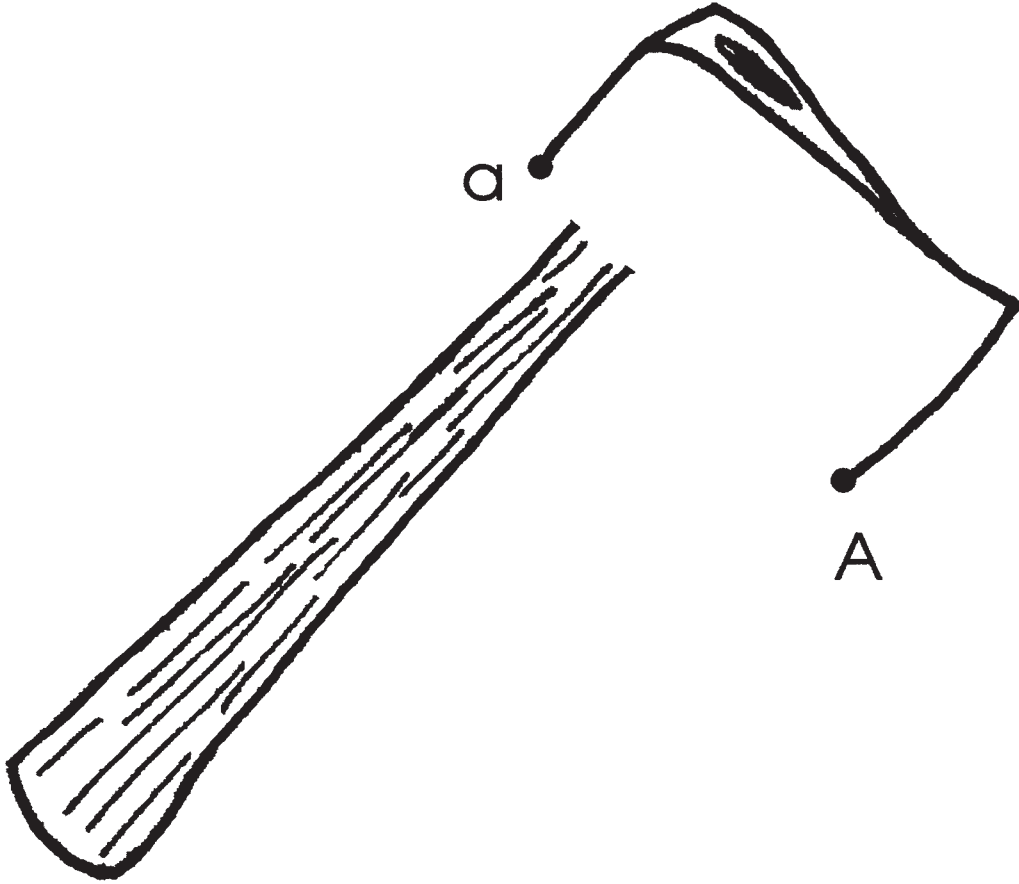
a a a

a a

a

Name: _____

Directions: Connect the dots to complete the picture.



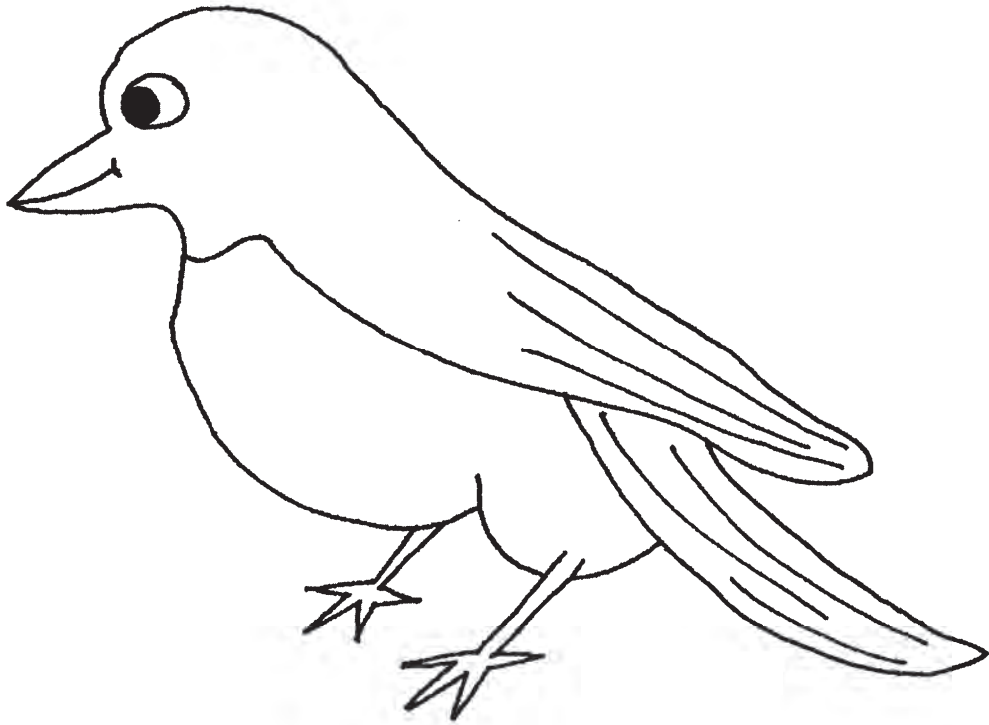
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Ax

Name: _____

Directions: Say the sound of the letter and the name of the picture several times. Color the bird blue.

B b

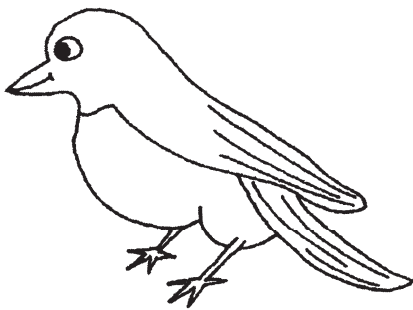
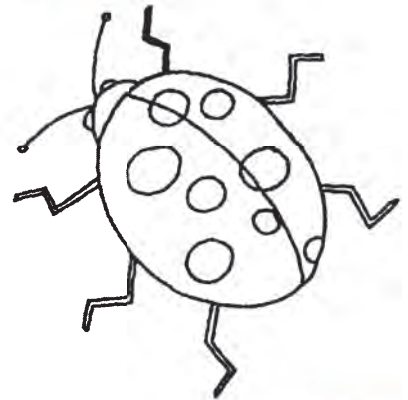
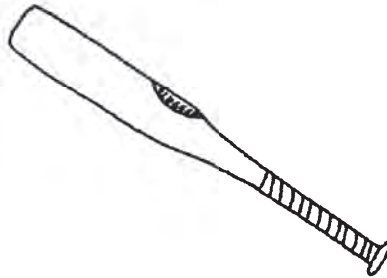
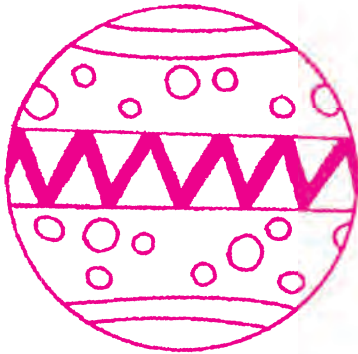
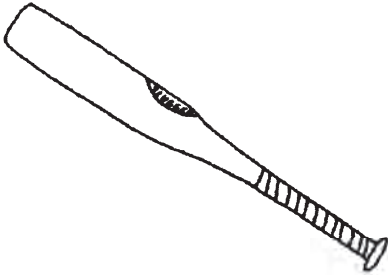
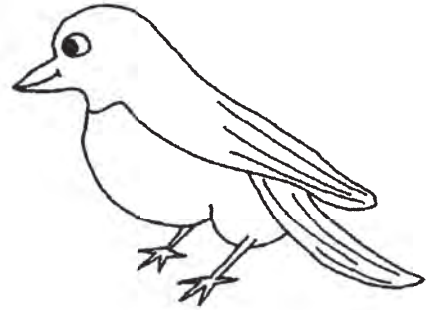
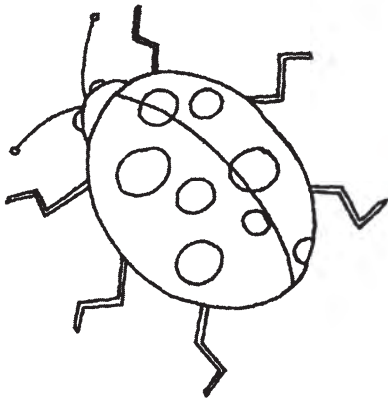


Bird

Believe on the Lord Jesus Christ, and thou shalt be saved. Acts 16:31

Name: _____

Directions: Find each pair of pictures that match, and draw a line connecting them.



Name: _____

Directions: Trace over the shaded letters, and finish the line with your own letters. Say each letter out loud as you write it.

B B B B B B

B B B

B

b b b b b b b

b b b

b

A A

a a

Name: _____

Directions: Find each picture that begins with the letter "B" on the bottom of the page. Cut out the items that begin with the letter "B" and paste them onto the bug's back.

