

Christian Liberty Preschool

Teacher's Guide
Second Edition

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Second Edition

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A publication of
Christian Liberty Press
502 West Euclid Avenue
Arlington Heights, Illinois 60004
www.christianlibertypress.com

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ISBN 978-1-629821-24-5 (print)
978-1-629821-25-2 (eBook PDF)

Printed in the United States of America

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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 the *Christian Liberty 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 1–23) for weekly units that will help you organize your preschool program. However, the *Preschool Teacher’s Guide* beginning on page 25 is based on a 30-week plan, which closely follows the *Preschool Activity Book*. A “Sample Half-Day Schedule” is also given on page 1, which provides a framework for accomplishing the various aspects of the program. In addition, we have 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 *Preschool 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 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

* For more information on the developmental milestones of preschoolers, visit <<https://www.livestrong.com/article/111697-stages-development-preschool-aged-child/>>, <http://www.oed.pitt.edu/Files/PDF/Foster/27758_ocd_DM_3-5.pdf>, and <<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/preschoolers.html>>.

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 *Preschool Activity Book* in conjunction with the *Preschool Drill Book*, *Bible Nuggets from A to Z*, *Preschool Science* book, and the 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 *Preschool Activity Book* and page 57 of the *Preschool 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.

- **Student evaluation forms** are offered in Appendix 1 on pages 83–87, which will help the instructor get to know a child's abilities and can help in developing a plan to work with the child. These forms are designed for either a home school or day school setting.
- A **progress report form** is offered in Appendix 2 on page 88. This form may be used by home educators to keep track of their students' progress; in a school setting, this form may also be used twice a year to communicate to the parents how their children are doing. 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.
- You might want to have the **alphabet charts and cards** (see Appendix 3 on pages 89–98) 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 4 on page 99) to use when a child has to practice counting or writing numbers.
- 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 *Preschool 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 30 of this guide, **Unit 2** is shown to the right of the heading for page 11 (of the *Activity Book*) 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, introduce the *Christian Liberty Preschool Readers* to your student (see page 80 of this *Teacher's Guide*). Beginning on Week 32, 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. Continue with the rest of the booklets on subsequent weeks, encouraging him or her to try to read the **highlighted** words. Your student may be able to complete all five readers in a few weeks.

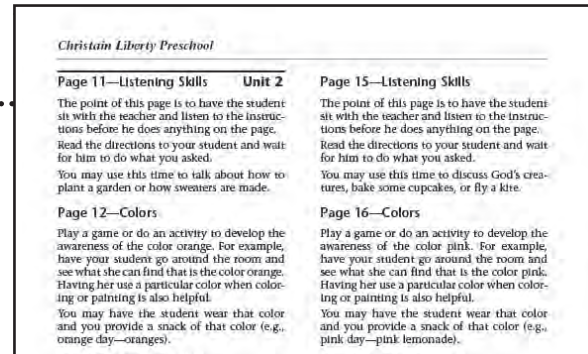
A Note About the *Christian Liberty Preschool Science* book:

Each unit in the Suggested Outline of Weekly Units and Activities 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 various 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 evaluate your student's abilities and to introduce basic skills; two weeks of review during the program; and four weeks at the end of the course for other activities and an opportunity to evaluate your student's progress.

The evaluation process will help determine a student's ability to recognize his or her name, letters of the alphabet, numbers 0–10, primary colors, and basic 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. (See Appendix 1 at the end of this *Teacher's Guide*.) This may be used at the end of the course, as well.

Below is a "Sample Half-Day Schedule," which provides a framework for your daily activities, crafts, science experiments, and lessons. The "Suggested Outline" has been designed to fit into this "Half-Day Schedule." Hopefully, this schedule will make your child's learning experience not only enjoyable but also profitable. This schedule, however, is not the only way to organize your program. Be creative, and design your own schedule that will fit the needs of your student(s) and your home school or day school setting.

God bless you as you teach your students this year!

Sample Half-Day Schedule

- 8:30–8:45 AM** OPENING TIME (This time may include prayer, putting dates on a calendar, dressing the "Weather Bear,"* a bathroom break, and getting a drink of water.)
- 8:45–9:15 AM** ACTIVITY TIME (Activities may include reading stories, playing a game of finding things that start with the day's letter, experiment for science day, craft time, and so forth.)
- 9:15–9:45 AM** MUSIC AND MOVEMENT (Visit this website for ideas: <<https://teaching2and3yearolds.com/music-and-movement-activities-for-toddlers-and-preschoolers/>> or <<https://www.letsplaykidsmusic.com/gross-motor-movement-songs/>>.)
- 9:45–10:00 AM** SNACK TIME (This time may include a bathroom break/getting a drink of water.)
- 10:00–10:30 AM** EXERCISE TIME (Visit this website for ideas: <<https://www.livestrong.com/article/350757-physical-education-games-elementary-children/>>.)
- 10:30–10:35 AM** BATHROOM BREAK (This time may include drinking water.)
- 10:35–11:00 AM** BIBLE TIME (This time will include the weekly story in *Bible Nuggets From A to Z*, the *Bible Nuggets Activity Book*, the weekly Bible verse, and Scripture music.)
- 11:00–11:30 AM** LESSON TIME (This time will include completing two pages per day in the *Christian Liberty Preschool Activity Book* and using the *Christian Liberty Preschool Drill Book* for extra practice. During "Review Weeks," the *Drill Book* may be used for the daily lessons.)
- 11:30–NOON** PLAY TIME (Students can play some games and get ready for lunch.)



* The "Mr. & Mrs. Weather Bear Bulletin Board Set" can be purchased for \$5 from Carson-Dellosa Publishing (visit <<https://www.carsondellosa.com/products/610013--Mr-Mrs-Weather-Bear-Bulletin-Board-Set-610013>>). Other weather kits may be found on the Internet, such as the "Weather Wheel Chart" or "FUNky Frog Weather Bulletin Board Set."



Week 1: Evaluation and Introduction of Basic Skills

A. Opening Time

1. Begin with prayer, put dates on the calendar, dress the “Weather Bear” for the day’s weather, and other routines you would like to establish.
2. Work on assessing and evaluating your student’s current skills and knowledge by using the forms provided in Appendix 1 on pages 83–87 of this guide.*

B. Activity Time

1. Work on listening skills (using music recordings, short stories, etc.), establish classroom or home study rules, and help the student learn to respect the teacher’s authority.
2. Introduce primary colors and basic shapes using puzzles, games, and/or flashcards. Also, explain how to hold scissors properly and how to cut on a straight line.
3. Work on first name recognition.**
4. Plan doing some fun crafts (certain crafts may take two or three days to complete). As an alternative, you may choose to go outside and enjoy God’s creation.
5. Choose one day of the week for science, and complete Lesson 1 (“The Grand Canyon”) in the *Science* book, page 2.

C. Music and Movement

D. Snack Time

Choose a different fruit or veggie snack each day: A-apple slices, B-banana slices, C-carrot sticks, D-dates, and E-elderberries. If a snack is hard to find, pick another letter.

E. Exercise Time

F. Bible Time

1. *Weekly Bible Story*: “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 (Colossians 1:15–17). Lesson 1 on page 2 of *Bible Nuggets From A to Z* is the Bible story you will be studying this week.

Be creative in presenting the Bible lesson: On the first day, read the Bible story on page 2 in *Bible Nuggets From A to Z*. On the second day, read the story again and ask the questions at the end of the story. On the third day, read the story again and discuss Colossians 1:15–17. On the fourth day, read the story again and do the activity in the *Bible Nuggets Activity Book* on page 1, and so forth.

2. *Weekly Bible Verse*: Work on the memory verse each day of the week: “Even the winds and the sea obey Him” (Matthew 8:27b). This verse is found here and on page 2 in *Bible Nuggets From A to Z*. Your student should know it by the end of the week.

G. Lesson Time

1. Complete pages 1–10 of the *Preschool Activity Book*, following the short daily lesson plans in the next section of this teacher’s guide (Unit 1: pages 25–29). Remove one activity sheet per day from the *Activity Book*, and have your student complete both pages.
2. For extra practice, use pages 1–8 in the *Preschool Drill Book*; you may copy these drill pages so your student can use them over again.

* These forms may be copied so you can evaluate your student’s progress at the middle and the end of the course, as well. In a home school setting, this may done on the first day. In a classroom setting, this may be done over the first two weeks.

** 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.



Week 2: Continue to Introduce Basic Skills

A. Opening Time*

Begin with prayer, put dates on the calendar, dress the “Weather Bear” for the day’s weather, and other routines you would like to establish.

B. Activity Time

1. Continue to work on listening skills, review classroom or home study rules, and remind your student about respecting the teacher’s authority.
2. Continue to teach the primary colors and basic shapes. Also, review how to hold scissors and how to cut on a straight line and a curved line.
3. As needed, continue to work on first name recognition.
4. Play in the sandbox or sand table. If the weather is nice, go outside and enjoy the local playground or the park.
5. On science day, complete Lesson 2 (“Dancing Popcorn!”) in the *Science* book, page 4.**

C. Music and Movement*

D. Snack Time

Choose a different fruit or veggie snack each day: F-figs, G-grapes, H-honeydew melon, and so forth. If a snack is hard to find, pick another letter.

E. Exercise Time*

F. Bible Time

1. *Weekly Bible Story:* Feeding the Five Thousand (Mark 6:33–44)

Talk about sharing and giving thanks to God. Lesson 2 on page 4 of *Bible Nuggets From A to Z* is the Bible story you will be studying this week.

Be creative in presenting the Bible lesson: On the first day, read the Bible story on page 4 in *Bible Nuggets From A to Z*. On the second day, read the story again and ask the questions at the end of the story. On the third day, read the story again and do the activity in the *Bible Nuggets Activity Book* on pages 3 and 5. On the fourth day, read the story again and act out the story, and so forth.

2. *Weekly Bible Verse:* Work on the memory verse each day of the week: “For He cares for you” (I Peter 5:7b). This verse is found here and on page 4 in *Bible Nuggets From A to Z*. By the end of the week, your student should have this verse memorized.

G. Lesson Time

1. Complete pages 11–20 of the *Preschool Activity Book*, following the short daily lesson plans in the next section of this teacher’s guide (Unit 2: pages 30–31). Remove one sheet per day, and have your student complete both pages.
2. For extra practice, use pages 9–16 and top of 54 in the *Preschool Drill Book*; you may copy these pages so your student can use them over again as needed.

Week 3: Letter A/Number 0

Theme: Apples, Apple Orchards, and Ants

A. Activity Time:

1. Work on name recognition and spelling the child’s first name.
2. Make applesauce.



* These sections will not be included in the rest of the “Suggested Outline” but should be continued throughout the year.

** 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.

Christian Liberty Preschool

Lesson Plans

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 (“Pick up a crayon.”) 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.

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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

Name _____

Trace the lines.

This is Dan.
Can you match his toys?

2

Page 9—Listening Skills

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.

You may use this time to discuss how God created the fish, ducks, and flowers for our pleasure and food.

Page 10—Colors

Play a game or do an activity to develop the awareness of the color green. For example, have your student go around the room and see what she can find that is the color green. Having her use a particular color when coloring or painting is also helpful.

In a school setting, use “circle time” to have the children find something in the room that is a certain color and bring it back to their seats. One by one, ask them to stand up and tell what they found.

Another way to do this in a school setting is to have the children bring something from home that is a certain color. Have a day when students wear that color and you provide a snack of that color (e.g., green day—kiwi fruit).

This is also a good time to have your students paint with the color they are learning.

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Name _____

Follow the directions.

Directions:

- Pick up a green crayon.
- Color the fish.
- Draw a circle around the duck.
- Draw a line under the flower.
- Put down your crayon.

fish

duck

flower

9

Name _____

Color with green.

What have YOU seen that is green?

broccoli

alligator

frog

cricket

10

Page 35—Letter Writing

Letter b—Have the student start at the #1 dot and draw down to the baseline, then back up the line and around the circle without taking his pencil off the page; or, he can lift the pencil and place it on the second dot (#2) and draw the circle. He should go around to the right as the arrow directs on the circle.

The first way prepares students for cursive writing. The second way is the way many teach writing. Using the second method, students may print b's that look like this: | o. It takes a while for some children to connect the line to the circle, or they end up making a circle with a line through the middle of it. To practice writing letter b, see the *Drill Book* page 18.

Page 36—Small and Big


This page introduces the idea of size, in this case small and big. Show two of the same objects—e.g., two teddy bears, one really big and one small. Ask the child, “Which teddy bear is big? Which teddy bear is small?” In addition, you may want to read a book about “big” and “small,” such as *Too Big, Too Small, Just Right* by Frances Minters or *Maisy Big, Maisy Small* by Lucy Cousins.

Name _____

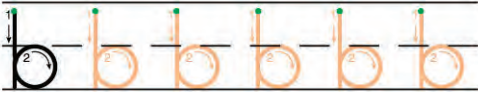
Color the bear picture.
Trace the letter **b** below.

Would you stop and stare
if you saw a **b**ox with a **b**ear?

B b



bear in a **b**ox




35

Name _____


Follow the directions for smaller and bigger.

B b


Color the picture of the bigger **b**unny.



Color the picture of the smaller **b**at.



Color the picture of the bigger **b**ear.



36

Page 111—Letters/Phonics Unit 12

Have the student find something around the room that starts with the letter j. Also, play a game in which he matches **capital letters** and **lowercase letters** (e.g., “Jackson” and “jacket”). In addition, eat a snack that starts with that letter, and make a craft that reinforces the letter sound.

Have the student complete this page by putting his pencil on the green starter dots and drawing lines to the corresponding small letters.

Page 112—Count and Circle

Ask the student to look at the jets and count them. Tell him to circle one jet. He may need help, so if that is the case, hold his hand with the pencil in it and guide him as you circle one jet. If help is needed, talk him through the rest of this page.

Page 113—Matching

Instruct your student to put the point of his pencil next to the left-hand picture and draw a line to the matching picture on the right. If needed, remind him to “look ahead” to see where he will end up before he starts to draw the line. Encourage him to draw a straight line.

Page 114—Number 9

This number page introduces **nine** (9). Give the student an idea of what nine means by showing her the nine Jack-in-the-boxes. Ask her to find nine other objects in the room, and have her count them out loud. Then have your student trace the numbers at the bottom of the page. Have her put her pencil on the green starter dots and follow the direction of the arrows. For practice writing number 9, see the *Drill Book* page 47.

Page 115—Letter Writing

Letter j—Have the student start at the #1 dot and draw straight down and to the left; then draw a dot at the #2 dot. To practice writing letter j, see the *Drill Book* page 26.

Page 116—Over/Under

Demonstrate over and under. Use an umbrella, and have your student stand under the umbrella. Point out that she is under the umbrella and that the umbrella is over her. Put a pencil under a piece of paper, and point out that the pencil is under the paper. Hold the pencil up above the paper, and tell your student that now the pencil is over the paper. Then help the child, as needed, to do this page.

Page 117—Circle the One That Matches

Encourage your student to look left to right on each line; she should pay attention to one line at a time. Next, point to the jeep in the top, left box, and have your student name it. Then point to the jeep in the row, and have her name it; next, point to the truck cab and car, and have her name them. She should circle what belongs in each row. Have the student circle the object in each row that matches the object in the box at the left.

Page 118—Tracing Circles

As with other writing pages in this book, this may be too much for a student to do in one sitting. If his hands get tired, you may want to have him do half the page and then finish the other half at another time.

Page 119—Cross Out the One That Does Not Match

Encourage your student to look left to right on a line and pay attention to one line at a time. Have your student find the identical pictures in each row and identify the picture that does not match.

Page 120—Listening Skills

Have your student listen to the instructions before he does anything on this page. Read the directions one at a time, and wait for him to do what you ask. Also, you may talk about why God gave us sheep. (Say, “Mittens and caps are sometimes made with wool from sheep.”)