



LIFE·PAC®

Language Arts

Teacher's Guide

Grade K

Mark Twain

Ernest Hemingway

Julius Verne



Alpha Omega Publications®

KINDERGARTEN LANGUAGE ARTS

Teacher's Guide

CONTENTS

Curriculum Overview	3
LIFEPAC® Management	11
Teacher Notes	17
Lessons 1–80	29
Lessons 81–160	147
Student Evaluation	285

Author: Mary Ellen Quint, M.A.
Editor: Alan Christopherson, M.S.
Graphic Design: Marybeth D. Graville



Alpha Omega Publications®

804 N. 2nd Ave. E., Rock Rapids, IA 51246-1759

© MCMXCVII by Alpha Omega Publications, Inc. All rights reserved. LIFEPAC, Doc Dickory, Dewey Decimole, Revver, Rikki, and Vicky Dickory are registered trademarks or trademarks of Alpha Omega Publications, Inc. pending registration in the United States Patent and Trademark Office. All rights reserved.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates', and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.



**O
V
E
R
V
I
E
W**

LANGUAGE ARTS

Curriculum Overview Grades K-12

Kindergarten

Language Arts Lessons

1-40	41-80	81-120	121-160
<p>Alphabet-say the alphabet Colors-recognize colors Directions-left to right Following directions-given once Grammar-form simple sentences Listening skills Personal recognition-read and write first name -know age and address -recognize names of family members Phonics-short <i>a, e, i</i> vowels -initial: <i>b, t, m, r, s, n, d, p, l</i> -form and read simple words -form rhyming words Shapes-circle, square, triangle, and rectangle -recognize shapes in objects Stories and Poems-create simple stories and poems Writing-form circle and lines -<i>Aa, Bb, Dd, Ee, Ii, Ll, Mm, Nn, Pp, Rr, Ss, and Tt</i></p>	<p>Grammar-sentences begin with capital, end with period Patterns-simple shape, color patterns Personal recognition-read and write first and last name Phonics-short <i>a, e, i, o, and u</i> vowels -initial: <i>k, c, ck, f, h, g, j, v, w, y, z, qu, and x</i> -read simple sentences Position/direction concepts-in/out, in front of/behind, up/down, on/off, open/closed, over/under Sequencing-alphabetical order -simple story Shapes-oval Size concepts-big/little, large/small Writing-<i>Kk, Cc, Ff, Hh, Oo, Gg, Jj, Vv, Ww, Uu, Yy, Zz, Qq, and Xx</i></p>	<p>Phonics-recognize the short vowel sounds -recognize all initial consonant sounds -recognize long <i>a, e, i, o, and u</i> sounds -silent <i>e</i> -initial consonant digraphs: <i>sh, ch</i>, both soft and hard <i>th</i> -final consonant sounds: <i>_b, _ck, _k, _l</i> Word recognition-color words, number words & shape words Writing-name -complete alphabet, capital and small letters -all color words -number words: <i>one, two, three, four, five, six</i> -shape words: <i>circle, square, triangle</i></p>	<p>Phonics-recognize the long vowel sounds -initial consonant digraphs: <i>wh</i>; review <i>ch, sh, th</i> -recognize all final consonant sounds: Stories and poems-create, tell, and recite stories and poems Word recognition-position/ direction words: <i>up/down, high/low, in, inside, out, outside, top/bottom</i> -number words: <i>seven, eight, nine, ten</i> -shape words: <i>rectangle, oval, star</i> Writing-number words: <i>seven, eight, nine, ten</i> -shape words: <i>rectangle, oval, star</i> -position/ direction words: <i>up/down, high/low, in, inside, out, outside, top/bottom</i></p>

Language Arts LIFEPAC Overview

	Grade 1	Grade 2	Grade 3
LIFEPAC 1	FUN WITH PHONICS <ul style="list-style-type: none"> • Short vowel sounds • Consonants • Main ideas • Rhyming words 	KNOW YOUR NOUNS <ul style="list-style-type: none"> • Review vowels & consonants • Beginning, middle, ending sounds • Singular & plural nouns • Common & proper nouns 	OLD AND NEW SKILLS <ul style="list-style-type: none"> • Vowels • Consonants • Sentences phrases • Capital letters • Reading skills
LIFEPAC 2	FUN WITH PHONICS <ul style="list-style-type: none"> • Kinds of sentences • Cardinal • Ordinal numbers • Suffixes • Plurals • Classifying 	ACTION VERBS <ul style="list-style-type: none"> • Vowel digraphs • Action words – verbs • Following directions • The dictionary • ABC order 	BUILDING WORDS • SENTENCES <ul style="list-style-type: none"> • Vowels - long, short • Questions • ABC order • Capital letters
LIFEPAC 3	FUN WITH PHONICS <ul style="list-style-type: none"> • Consonant digraphs • Compounds • Syllables • Possessives • Contractions • Soft c and g 	SIMPLE SENTENCES <ul style="list-style-type: none"> • r-controlled vowels • Consonant blends • Using capital letters • Subjects & verbs in sentences 	WORDS • GETTING TO THE ROOTS <ul style="list-style-type: none"> • Root words • Dictionary Guide Words • Synonyms • Antonyms • Capital letters
LIFEPAC 4	FUN WITH PHONICS <ul style="list-style-type: none"> • Paragraphs • Silent letters • Sequencing • Subject-verb agreement 	TYPES OF SENTENCES <ul style="list-style-type: none"> • Consonant digraphs • Statement, question, exclamation sentences • Using capital letters • The library 	WORDS • HOW TO USE THEM <ul style="list-style-type: none"> • Noun • Verb • Adjective • Adverb • Irregular vowels • Composition
LIFEPAC 5	FUN WITH PHONICS <ul style="list-style-type: none"> • Long vowels • Homonyms • Poetry • Syllables • Possessives • Contractions • Plurals • Suffixes 	USING PUNCTUATION <ul style="list-style-type: none"> • Diphthongs • Punctuation review • Using a comma • Rules for making words plural • Writing a biography • Contractions 	SENTENCE • START TO FINISH <ul style="list-style-type: none"> • Main idea • Capital letters and punctuation • Paragraphs • Making words plural
LIFEPAC 6	FUN WITH PHONICS <ul style="list-style-type: none"> • R-controlled vowels • Writing stories • Pronouns • Following directions 	ADJECTIVES <ul style="list-style-type: none"> • Rhyming words • Biblical poetry • Adjectives in sentences • Synonyms, antonyms • Thesaurus • Comparative, superlative adjectives 	ALL ABOUT BOOKS <ul style="list-style-type: none"> • Main idea • Books • Stories • Poems • Critical thinking
LIFEPAC 7	FUN WITH PHONICS <ul style="list-style-type: none"> • Vowel digraphs • Letters - business, friendly, invitations • Syllables 	POSSESSIVE NOUNS <ul style="list-style-type: none"> • Introduction to letter writing • Pronunciation key • Possessive nouns • Silent consonants • Homonyms 	READING AND WRITING <ul style="list-style-type: none"> • For directions • Friendly letters • Pronouns • Fact • Fiction
LIFEPAC 8	FUN WITH PHONICS <ul style="list-style-type: none"> • Vowel digraphs • Subject-verb agreement • Compounds • Contractions • Possessives • Pronouns 	PRONOUNS <ul style="list-style-type: none"> • Author's intent & use of titles • Predicting content • Suffixes • Character, setting, & plot • Analogies • Writing in cursive 	READING SKILLS <ul style="list-style-type: none"> • For sequence • For detail • Verbs – being, compound • Drama
LIFEPAC 9	FUN WITH PHONICS <ul style="list-style-type: none"> • Vowel digraphs • Titles • Main ideas • Sentences • Paragraphs • Proper nouns 	VERB TYPES AND TENSES <ul style="list-style-type: none"> • Review action verbs • Dividing words into syllables • State of being verbs • Past & present verb tenses 	MORE READING & WRITING <ul style="list-style-type: none"> • For information • Thank you letters • Book reports • Reference books
LIFEPAC 10	LOOKING BACK <ul style="list-style-type: none"> • Letters and sounds • Contractions • Plurals • Possessives • Sentences • Stories 	LOOKING BACK <ul style="list-style-type: none"> • Nouns & verbs • Word division • Consonant blends, digraphs • Prefixes, suffixes, root words • Possessives • Pronouns, adjectives 	LOOKING BACK <ul style="list-style-type: none"> • Reading for comprehension • Sentence punctuation • Writing letters • Parts of Speech

Grade 4	Grade 5	Grade 6	◇
WRITTEN COMMUNICATION <ul style="list-style-type: none"> • Word derivations • Story sequence • Writing an outline • Writing a report 	STORY MESSAGES <ul style="list-style-type: none"> • Main idea • Plot • Character • Setting • Dialogue • Diphthong • Digraph 	READING FOR A PURPOSE <ul style="list-style-type: none"> • Critical thinking • Research data • Parables • Synonyms 	LIFEPAC 1
SOUNDS TO WORDS <ul style="list-style-type: none"> • Hard and soft – c and g • Parts of dictionary • Accented syllables • Haiku Poetry 	MAIN IDEAS <ul style="list-style-type: none"> • Poetry • Story • Synonyms • Compounds • Topic sentence • Adjectives • Nouns 	FORMING NEW WORDS <ul style="list-style-type: none"> • Prefixes • Suffixes • Synonyms • Antonyms • Adjectives • Adverbs • Critical thinking 	LIFEPAC 2
WORDS • HOW TO USE THEM <ul style="list-style-type: none"> • Prefixes • Suffixes • Homonyms • Antonyms • Poetry • Stories • Writing an outline 	WORDS TO STORIES <ul style="list-style-type: none"> • Subject • Predicate • Adverbs • Idioms • Critical thinking • Writing a short story 	BETTER READING <ul style="list-style-type: none"> • Story elements • Author's purpose • Information sources • Outline 	LIFEPAC 3
MORE WORDS • HOW TO USE THEM <ul style="list-style-type: none"> • Parts of speech • Possession • Written directions • Verb tenses 	WRITTEN REPORT <ul style="list-style-type: none"> • Outline • Four types of sentences • Metaphor • Simile • Writing the report 	SENTENCES <ul style="list-style-type: none"> • Capitals • Punctuation • Four types of sentences • Author's purpose • Propaganda 	LIFEPAC 4
WRITING FOR CLARITY <ul style="list-style-type: none"> • Figures of Speech • Capital letters • Punctuation marks • Writing stories 	STORY ELEMENTS <ul style="list-style-type: none"> • Legend • Implied meaning • Dialogue • Quotations • Word order • Usage • Story elements 	READING SKILLS <ul style="list-style-type: none"> • Following directions • Literary forms • Phrases • Nouns • Verbs • Paragraph structure 	LIFEPAC 5
FUN WITH FICTION <ul style="list-style-type: none"> • Book reports • Fiction • Nonfiction • Parables • Fables • Poetry 	POETRY <ul style="list-style-type: none"> • Rhythm • Stanza • Symbolism • Personification • Irregular plurals 	POETRY <ul style="list-style-type: none"> • Similes • Metaphors • Alliteration • Homonyms • Palindromes • Acronyms • Figures of speech 	LIFEPAC 6
FACT AND FICTION <ul style="list-style-type: none"> • Nouns • Verbs • Contractions • Biography • Fables • Tall Tales 	WORD USAGE <ul style="list-style-type: none"> • Nouns - common, plural, possessive • Fact • Opinion • Story • Main idea 	STORIES <ul style="list-style-type: none"> • Story elements • Nouns • Pronouns • Vowel digraphs • Business letter 	LIFEPAC 7
GRAMMAR AND WRITING <ul style="list-style-type: none"> • Adjectives to compare • Adverbs • Figurative language • Paragraphs 	ALL ABOUT VERBS <ul style="list-style-type: none"> • Tense • Action • Participles • Of being • Regular • Irregular • Singular • Plural 	NEWSPAPERS <ul style="list-style-type: none"> • Propaganda • News stories • Verbs – auxiliary, tenses • Adverbs 	LIFEPAC 8
THE WRITTEN REPORT <ul style="list-style-type: none"> • Planning a report • Finding information • Outline • Writing a report 	READING FLUENCY <ul style="list-style-type: none"> • Speed reading • Graphic aids • Study skills • Literary forms 	READING THE BIBLE <ul style="list-style-type: none"> • Parables • Proverbs • Hebrew - poetry, prophecy • Bible History • Old Testament Law 	LIFEPAC 9
LOOKING BACK <ul style="list-style-type: none"> • Reading skills • Nouns • Adverbs • Written communication • Literary forms 	LOOKING BACK <ul style="list-style-type: none"> • Literary forms • Parts of speech • Writing skills • Study skills 	LOOKING BACK <ul style="list-style-type: none"> • Literary forms • Writing letters • Parts of speech • Punctuation 	LIFEPAC 10

Language Arts LIFEPAC Overview

	Grade 7	Grade 8	Grade 9
LIFEPAC 1	WORD USAGE <ul style="list-style-type: none"> • Nouns – proper, common • Pronouns • Prefixes • Suffixes • Synonyms • Antonyms 	IMPROVE COMMUNICATION <ul style="list-style-type: none"> • Roots • Inflections • Affixes • Interjections • Directions – oral, written • Non-verbal communication 	STRUCTURE OF LANGUAGE <ul style="list-style-type: none"> • Nouns • Adjectives • Verbs • Prepositions • Adverbs • Conjunctions • Sentence parts
LIFEPAC 2	MORE WORD USAGE <ul style="list-style-type: none"> • Speech – stress, pitch • Verbs – tenses • Principle parts • Story telling 	ALL ABOUT ENGLISH <ul style="list-style-type: none"> • Origin of language • Classification– nouns, pronouns, verbs, adjectives, adverbs 	NATURE OF LANGUAGE <ul style="list-style-type: none"> • Origin of language • Use – oral and written • Dictionary • Writing a paper
LIFEPAC 3	BIOGRAPHIES <ul style="list-style-type: none"> • Biography as a form • Flashback technique • Deductive reasoning • Words – base, root 	PUNCTUATION AND WRITING <ul style="list-style-type: none"> • Connecting and interrupting • The Essay • Thesis Statement 	PRACTICAL ENGLISH <ul style="list-style-type: none"> • Dictionary use • Mnemonics • Writing a paper • Five minute speech
LIFEPAC 4	LANGUAGE STRUCTURE <ul style="list-style-type: none"> • Verbs – tenses • Principle parts • Sentence creativity • Speech – pitch, accent 	WORDS • HOW TO USE THEM <ul style="list-style-type: none"> • Dictionary • Thesaurus • Accent • Diacritical mark • Standard • Nonstandard 	SHORT STORY FUNDAMENTALS <ul style="list-style-type: none"> • Plot • Setting • Characterization • Conflict • Symbolism
LIFEPAC 5	NATURE OF ENGLISH <ul style="list-style-type: none"> • Formal • Informal • Redundant expressions • Verb tenses • Subject-verb agreement 	CORRECT LANGUAGE <ul style="list-style-type: none"> • Using good form • Synonyms • Antonyms • Homonyms • Good speaking qualities 	LANGUAGE IN LITERATURE <ul style="list-style-type: none"> • Collective Nouns • Verbs • Use of comparisons • Gerunds • Participles • Literary genres
LIFEPAC 6	MECHANICS OF ENGLISH <ul style="list-style-type: none"> • Punctuation • Complements • Modifiers • Clauses – subordinate, coordinate 	LANGUAGE AND LITERATURE <ul style="list-style-type: none"> • History of English • Coordination and Subordination • Autobiography 	STRUCTURE AND MEANING IN LITERATURE <ul style="list-style-type: none"> • Reading for purpose • Reading for meaning • Reading persuasion • Understanding poetry
LIFEPAC 7	THE NOVEL <ul style="list-style-type: none"> • The Hiding Place • Sequence of Events • Author's purpose • Character sketch 	CRITICAL THINKING <ul style="list-style-type: none"> • Word evaluation • The Paragraph – structure, coherence, introductory, concluding 	COMMUNICATION <ul style="list-style-type: none"> • Planning a speech • Listening comprehension • Letters – business, informal, social
LIFEPAC 8	LITERATURE <ul style="list-style-type: none"> • Nonfiction • Listening skills • Commas • Semicolons • Nonverbal communications 	WRITE • LISTEN • READ <ul style="list-style-type: none"> • Business letters • Personal letters • Four steps to listen • Nonfiction 	LIBRARY AND DRAMA <ul style="list-style-type: none"> • Library resources • Drama – history, elements, reading • The Miracle Worker
LIFEPAC 9	COMPOSITIONS <ul style="list-style-type: none"> • Sentence types • Quality of paragraph • Pronunciation • Nonsense literature 	SPEAK AND WRITE <ul style="list-style-type: none"> • Etymology • Modifiers • Person • Number • Tense • Oral report 	STUDIES IN THE NOVEL <ul style="list-style-type: none"> • History • Define • Write • Critical essay • Twenty Thousand Leagues Under the Sea
LIFEPAC 10	LOOKING BACK <ul style="list-style-type: none"> • Parts of speech • Sentence structure • Punctuation • How to communicate 	LOOKING BACK <ul style="list-style-type: none"> • Composition structure • Parts of speech • Critical thinking • Literary forms 	LOOKING BACK <ul style="list-style-type: none"> • Communication – writing speaking, listening • Using resources • Literature review

Grade 10	Grade 11	Grade 12	◇
EVOLUTION OF ENGLISH <ul style="list-style-type: none"> • Historical development • Varieties of English • Substandard & standard • Changes in English 	STANDARD ENGLISH <ul style="list-style-type: none"> • Need for standard English • Guardians of the standard • Dictionaries • Types of standard English texts 	THE WORTH OF WORDS <ul style="list-style-type: none"> • Word categories • Expository writing • Sentence structure • Diction 	LIFEPAC 1
LISTENING AND SPEAKING <ul style="list-style-type: none"> • Noun plurals • Suffixes • Creating a speech • Nature of listening 	EFFECTIVE SENTENCES <ul style="list-style-type: none"> • Subordinate – clauses, conjunctions • Relative pronouns • Verbals • Appositives 	STRUCTURE OF LANGUAGE <ul style="list-style-type: none"> • Parts of speech • Sentence structure • Subordinate phrases • Subordinate clauses 	LIFEPAC 2
EFFECTIVE SENTENCES <ul style="list-style-type: none"> • Participles • Infinitives • Prepositions • Gerunds • Sentences – simple, compound, complex 	SENTENCE WORKSHOP <ul style="list-style-type: none"> • Understanding pronouns • Using pronouns correctly • Using modifiers correctly • Parallel sentence structures 	READ, RESEARCH, LISTEN <ul style="list-style-type: none"> • Reading skills • Resources for research • Taking notes • Drawing conclusions 	LIFEPAC 3
POWER OF WORDS <ul style="list-style-type: none"> • Etymology • Connotations • Poetic devices • Poetry – literal, figurative, symbolic 	WHY STUDY READING? <ul style="list-style-type: none"> • Greek and Latin roots • Diacritical markings • Finding the main idea • Analyzing a textbook 	GIFT OF LANGUAGE <ul style="list-style-type: none"> • Origin–Biblical, • Koine Greek • Purpose of Grammar • Semantics 	LIFEPAC 4
ELEMENTS OF COMPOSITION <ul style="list-style-type: none"> • Paragraphs • Connectives • Transitions • Expository writing – elements, ideas 	POETRY <ul style="list-style-type: none"> • Metrical feet • Sets • Musical effects • Universality • Imagery • Connotation 	ENGLISH LITERATURE <ul style="list-style-type: none"> • Early England • Medieval England • Fourteenth century • Chaucer 	LIFEPAC 5
STRUCTURE AND READING <ul style="list-style-type: none"> • Subordinate clauses • Pronouns – gender, case, agreement • Reading for recognition 	NONFICTION <ul style="list-style-type: none"> • Elements • Types – essays, diaries, newspaper, biography • Composition 	ELIZABETHAN LITERATURE <ul style="list-style-type: none"> • Poetry • Prose • Drama • Essay 	LIFEPAC 6
ORAL READING AND DRAMA <ul style="list-style-type: none"> • Skills of oral reading • Drama – history, irony elements, allegory • Everyman 	AMERICAN DRAMA <ul style="list-style-type: none"> • Development • History • Structure • Purpose • Our Town 	17TH—18TH CENTURY LITERATURE <ul style="list-style-type: none"> • Historical background • Puritan Literature • Common sense – satire • Sensibility 	LIFEPAC 7
THE SHORT STORY <ul style="list-style-type: none"> • Elements • Enjoying • Writing • The Literary Critique 	AMERICAN NOVEL <ul style="list-style-type: none"> • Eighteenth, nineteenth twentieth Century • The Old Man and the Sea • The Critical Essay 	WRITING • SHORT STORY, POETRY <ul style="list-style-type: none"> • Fundamentals • Inspiration • Technique and style • Form and process 	LIFEPAC 8
THE NOVEL <ul style="list-style-type: none"> • Elements • In His Steps • The Critical Essay • The Book Review 	COMPOSITION <ul style="list-style-type: none"> • Stating the thesis • Research • Outline • Writing the paper 	POETRY • ROMANTIC , VICTORIAN <ul style="list-style-type: none"> • Wordsworth • Coleridge • Gordon • Byron • Shelley • Keats • Tennyson • Hopkins • Robert and Elizabeth B Browning 	LIFEPAC 9
LOOKING BACK <ul style="list-style-type: none"> • Writing skills • Speech skills • Poetry • Drama • Short stories • Novel 	LOOKING BACK <ul style="list-style-type: none"> • Analyzing written word • Effective sentences • Expository prose • Genres of American literature 	LOOKING BACK <ul style="list-style-type: none"> • Creative writing • English literature – Medieval to Victorian 	LIFEPAC 10

C U R R I C U L U M



**M
A
N
A
G
E
M
E
N
T**

STRUCTURE OF THE KINDERGARTEN CURRICULUM

The Kindergarten *Learning to Read* program provides language readiness activities to support the LIFEPAAC Language Arts curriculum. Students move from very basic skills of size, shape, colors, to learning recognition of capital and small letters of the alphabet, initial and final consonant sounds, short and long vowel sounds, and consonant digraphs.

Kindergarten Language Arts is conveniently structured to provide two student workbooks and one Teacher's Guide. The Teacher's Guide is designed to provide a step-by-step procedure that will help the teacher prepare for and present each lesson effectively. It is suggested that the 160 lessons be completed in a nine month program.

A thorough study of the Curriculum Overview and teacher materials by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum.

EVALUATION

Kindergarten students are generally not ready for formal test situations; however, some type of assessment of student progress is both appropriate and necessary. Although student evaluation may be done at any time, a thorough assessment should be done at the completion of each quarter's work (40 lessons). The results of the assessment will provide the teacher with a guide to the student's progress and an analysis of any of the student's weak areas. Student evaluation information is provided in Part IV of the Teacher's Guide. Remember, the evaluation is *not* a test. The procedure is meant to help identify weaknesses before they become too great to overcome. Several days may be set aside for assessment or it may be integrated with regular daily work. Do not allow the student to tire of the activity or you will not achieve accurate results. Review is essential to success. Time invested in review where review is suggested will be time saved in correcting errors later.

Language Arts Curriculum Management

GOAL SETTING AND SCHEDULES

Each school must develop its own schedule, because no one set of procedures will fit every situation. The following is an example of a daily schedule that gives an overall view of a typical day for a kindergarten student.

Possible Daily Schedule

8:30	-	8:40	Pledges, songs, devotions, etc.
8:40	-	9:00	Bible Reading, Memory Time, etc.
9:00	-	10:00	Language Arts - <i>Learning to Read</i>
10:00	-	10:15	Break
10:15	-	11:00	Mathematics
11:00	-	11:10	Review and Drill Assignments
11:10	-	11:15	Washroom Break
11:15	-	11:30	Activity (art, music, science, etc.)
11:30	-	11:45	Story Time
11:45	-	12:00	Clean Up
12:00			Dismissal

A key concept here is to be structured (have a plan), but be flexible enough to realize that some days will need to be adjusted to better fit the lesson and rate of learning. If more time is needed on a particular day to teach concepts, omit the noncritical activities and abbreviate each individual lesson while being careful that the concept is still covered. But be sure to leave in singing, story time and other fun activities for transition between the more mentally taxing subjects. Because of the varying levels of maturity of children, they will grasp and retain the material at various times.

Long range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be noted on the calendar as well as special occasions such as holidays, vacations, and birthdays. The 160 lessons in the kindergarten curriculum may be divided into four quarters of 40 lessons each. Starting at the beginning school date, mark off forty school days on the calendar and that will become the targeted completion date for the first quarter. Continue marking the calendar until you have established dates for the following three quarters or 120 lessons making adjustments for previously noted holidays and vacations.

T E A C H E R



**N
O
T
E
S**

INTRODUCTION TO KINDERGARTEN LANGUAGE

This Language Arts Kindergarten Reading Readiness Program is meant to bridge the gap between the *Preschool Readiness* program and the LA 100 series of LIFEPAcs. It is geared to children of Kindergarten age (usually five year olds) and is meant to lead them gradually to reading. It provides the basis from which more advanced children can move into reading at any time while moving children who simply are not yet ready to read gradually into the reading process.

Each Volume of 80 lessons is divided into four sections: the main lessons; a writing practice section; a story log section; and a story book section. The last three sections are intended for use along with the main lessons throughout the year.

The *Writing Practice* section in Volume One gives additional space to practice each letter of the alphabet as it is presented in the lessons. In Volume Two, this section gives additional practice space for name, address, color, number, and shape words as well as position and direction words. This section is to be used in "small doses" according to the child's abilities and individual needs. Correct letter formation and word spacing are the goal, not completion of a large number of pages in a short space of time. If a child forms some letters easily and well very quickly, additional practice for those particular letters may not be needed. Other letters, however, may cause more difficulty and need practice.

The *Story Log* section provides space for teacher, parent, or both to record the titles of stories and poems read aloud to the child, as well as stories read by the child as abilities increase. Reading aloud to children has been found, in several studies, to be one of the most important factors in successful learning for children. Reading aloud to children from an early age promotes vocabulary understanding and development; increases attention span; develops imagination; helps the child not only gain an interest in reading, but actually read more quickly; and establishes a bond between child and reader which is very important for learning and growth. A key to this program is spending at least 15 to 30 minutes a day, every day, reading to the children. Trips to the library which allow the children to select the books to be read and to choose the books they are able to read are also suggested.

The *Story Book* section of the children's book provides space for stories *created by the children* but *scripted by teacher, older child, or other adult*. Telling and writing stories, reciting and creating poems are another key to developing the vocabulary and skills needed for reading. This program contains many activities, both within the lessons and supplementary to the lessons, for creating stories and poems. Children should not be expected to write out all of the stories and poems created. This can be handled in several ways:

1. Write group stories or poems on chart paper and save them like a "big book."
2. Write stories or poems on the board copying them later and reproducing them to be made into booklets for the children to review and reread.
3. Have parents, aides, or older children who write legibly script the stories and poems for the children in the back of their book, or in a notebook.

Later in the year, depending on the children's abilities, they can begin to write short stories and poems on their own.

The *Lessons* are structured in such a way that the primary instruction is phonetic, that the

Language Kindergarten Teacher Notes

children will learn to build words as they learn the sounds needed for those words. In addition to the phonetic approach, however, the children are exposed to words that they see and use daily. In Volume One, these words are printed in the lessons, not as words which must be read at the time, but as words that, when introduced in later lessons, will be recognized. Color words, number words, words for pictures on vowel and initial sound pages all fall into this category. This is done to encourage those children who are able to read these words to increase their skills. Those who are not ready to read them initially, should be able to when all sounds have been taught.

Most lessons encourage finding and listing words and names from the Bible which relate to the sound or lesson being taught. This is done to build understanding and familiarity with the Bible. Many of the words will be too difficult for the children to actually read and they should not be required to do so. Hearing and seeing these words, however will benefit their learning both to read and to understand the word of God.

Listening is a very important skill for everyone. Small children often do not listen carefully to directions. Reading to the children, giving them simple directions, listening to music, and learning songs and nursery rhymes help to build listening skills. The following activities should be apart of the children's experience from birth. In preparation for kindergarten, some specific listening activities can be introduced.

1. When giving a direction to children, keep it simple and do not repeat it. This will teach them to listen the first time and to ask questions only if the direction is not clearly understood.
2. Do some simple pattern drills with the children.
 - Say a set of three words and have the children repeat them. Increase the number of words as the children are able.
 - Read a simple sentence and ask the children to repeat. Make the sentences longer as they are able to repeat them correctly.
 - Clap or snap a pattern for the children to repeat. Clap the syllables in each child's name and ask them to repeat it.
 - Play musical games such as "musical chairs."
 - Have the children clap to the rhythm of music.
 - Listen for sounds in words. Have a "b" day in which the children become conscious of the times they hear the "b" sound.
 - Have the children close their eyes and listen to the sounds around them: inside the room, outside the room, and so on.

This section of the teacher handbook includes the following teacher aids: 1) Index of Concepts 2) Phonics/Spelling/Syllable Guidelines 3) Teacher Instruction Pages.

The Index of Concepts is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular concept. It does not identify each use of the concept in the various LIFEPAcs. The Phonics/Spelling/Syllable Guidelines are another convenient reference guide.

Materials needed are usually items such as pencils and crayons which are readily available. Additional items that may be required are Alphabet-Penmanship Charts (available for purchase through the catalog), writing tablets or any lined paper, alphabet cards, color and number charts, and flash cards for vocabulary words.

PHONICS for Language Arts Kindergarten

The following letter and letter combinations are introduced in Language Arts Kindergarten. They may be put on cards for drilling purposes.

a e i o u
 b c d f g h j k l m n p q r s t v w x y z
 th wh sh ch, ng nk, ck mb lk gn kn gh
 ar er ir or ur, ai ay, au aw, ei ey, ea ee, ie
 oa, oo, ew, ou, ow, oi, oy
 gh ph, igh

- | | | | |
|-----|---------------------|---|---|
| 1. | short vowels | - | a (bat) e (bet) i (bit) o (cot) u (but) |
| 2. | long vowels | - | a (bait) e (beat) i (bite) o (coat) u (use) |
| 3. | consonants | - | b d f h j k l m n p r s t v w x z |
| 4. | c and g | - | hard sound before a, o, u |
| | | - | soft sound before e, i |
| 5. | q (qu) | - | always has the sound of kw |
| 6. | y | - | as y (yard) |
| | | - | as e (baby) |
| | | - | as i (cry) |
| 7. | consonant digraphs | - | th, wh, sh, ch |
| 8. | special blends | - | ng (sing) nk (sank) |
| 9. | silent consonants | - | ck (lock) |
| | | - | mb (lamb) lk (talk) gn (sign) |
| | | - | kn (know) gh (though) t (often) |
| 10. | r-controlled vowels | - | ar (car) or (for) |
| | | - | er (her) ir (sir) ur (fur) |
| 11. | vowel digraphs | - | ai, ay as long a (pail) (pay) |
| | | - | au, aw (Paul) (paw) |
| | | - | ei, ey as long a (veil) (they) |
| | | - | ea, ee as long e (beat) (feet) |
| | | - | ie as long e (piece) |
| | | - | as long i (pie) |
| | | - | oa as long o (boat) |
| | | - | oo long sound (boot) |
| | | - | short sound (book) |
| | | - | ew as long u (few) |
| | | - | ou as long u (soup) |
| | | - | as `ow' (cloud)* |
| | | - | ow as long o (slow) |
| | | - | as `ow' (clown)* |
| | | - | oi, oy (boil) (boy)* |
| 12. | letter groups | - | gh ph as f (laugh) (phone) |
| | | - | igh as long i (sigh) |

INVENTORY OF SKILLS – LESSONS 1 - 40

Address: Lesson 2

Age: Lesson 1

Alphabetical order:
Lessons 4, 6, 22, 39

Individual letter recognition:
Lessons 7, 10, 13, 15, 18, 21, 24, 25, 27, 29, 31, 34, 37, 40

Colors: Lessons 9, 11, 12, 14, 23, 36, 38

Following Directions/Listening:
Lessons 2, 3, 14, 17, 20, 26, 36

Name: Lessons 1, 26, 39

Numbers:
Counting: Lessons 11, 16, 20, 23

Patterns: Lesson 5

Phonics

Initial sounds:

Bb: Lessons 10, 11, 17, 20, 40
Tt: Lessons 13, 14, 17, 20, 40
Mm: Lessons 15, 16, 20, 40
Rr: Lessons 18, 19, 20, 39
Ss: Lessons 24, 25, 33, 39
Nn: Lessons 27, 28, 33, 39
Dd: Lessons 29, 30, 33, 39
Pp: Lessons 31, 32, 33, 39

Vowels- short:

Aa: Lessons 7, 8, 17, 40
Ee: Lessons 21, 22, 33, 40
Ii: Lessons 34, 35, 40

Position and Direction:

Left to Right: Lessons 5, 8, 9

Sentences: Lessons 26, 30, 33

Sequence:

Stories: Lesson 36

Shapes: Lessons 9, 11, 12, 14, 16, 17, 19, 23, 32, 38

Story writing: Most lessons.

Writing: Lessons 1, 5, 6, 7, 10, 13, 15, 18, 21, 24, 27, 29, 31, 34, 37

Word Formation: Lessons 28, 30, 33

INVENTORY OF SKILLS: LESSONS 41 – 80

Alphabetical order:

Lessons 50, 58, 65, 68, 79

Individual letter recognition:

Lessons 41, 43, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72

Colors:

Lessons 46, 59, 70, 71, 77

Following Directions/Listening:

Lessons 42, 53, 62, 73, 80

Name:

Lesson 62

Numbers:

Counting: Lesson 68

Patterns:

Lessons 53, 77

Phonics

Initial sounds:

Kk: Lessons 41, 42, 50
Cc: Lessons 43, 44, 50, 61
Ff: Lessons 45, 46, 50
Hh: Lessons 48, 49, 50
Gg: Lessons 54, 55
Jj: Lessons 57, 58, 61
Vv: Lessons 60, 61
Ww: Lessons 63, 64,
Yy: Lessons 69, 70
Zz: Lessons 72, 73
Qu: Lessons 75, 76
Xx: Lessons 78, 79

Initial consonant review:

Lessons 50, 55, 61, 71, 77, 80

Vowels- short:

Oo: Lessons 51, 52, 64
Uu: Lessons 66, 67, 80

Vowel review: Lessons 64, 74, 80

Position and Direction:

Left to Right: Lessons 68, 74

Up/down; under/over; in front of/beside:

Lessons 53, 56, 73, 80

Pronoun: Lessons 1 - 68

Sentences: Lessons 68, 74

Sequence:

Stories: Lessons 42, 62

Alphabet: Lessons 47, 50, 56, 58, 65, 68, 79

Shapes: Lessons 46, 53, 59, 70

Story writing: Most lessons.

Writing: Lessons 41, 43, 45, 48, 51, 54, 57, 58, 60, 63, 66, 69, 72, 75, 78

Word Formation: Lessons 52, 66

INVENTORY OF SKILLS LESSONS 81 - 120

Alphabetical order:

Lesson 81

Colors (including word recognition):

Lessons 82, 86, 90, 95, 99, 103

Following Directions/Listening:

Lessons 82, 89, 91, 98, 100

Enrichment Activities:

Lessons 85 (#3), 88 (#3), 93 (#3), 97 (#3), 100 (#2), 102 (#3), 106 (#3), 109 (#3),
111 (#3), 113 (#3), 117 (#2), 119 (#3)

Name, Age, Address:

Lesson 81

Numbers:

Numerals Lesson 100, 119

Number word recognition:

Lesson 107, 112, 118, 119

Patterns:

Lesson 108 and in selected activities

Phonics

Consonant digraphs:

Sh: Lessons 105, 106
Ch: Lessons 110, 111
Th (soft): Lessons 115, 117
Th (hard): Lessons 116, 117

Final consonant:

_b: Lesson 106
_ck: Lesson 106
_d: Lesson 111
_g: Lesson 111
_k: Lesson 117
_l: Lesson 117

Initial consonant review:

Lessons 85, 88, 93, 97, 102

Long vowels:

a: Lessons 84, 85, 91, 119
e: Lessons 87, 88, 91, 113
i: Lessons 92, 93, 119
o: Lessons 96, 97, 113
u: Lessons 101, 102, 119

Short vowel review:

Lessons 83, 94, 100, 104, 108

Silent e: Lesson 83

Poetry: throughout, especially Lessons 81, 86, 90, 93

Position and Direction concepts:

Lessons 82, 98

Rhymes: Lessons 85, 88, 93, 97, 102

Sentences: Lessons 68, 74

Sequence:

Stories: Lessons 91, 104, 113

Alphabet: Lessons 83, 104, 113

Shapes (including word recognition):

Lessons 82, 98, 109, 114, 120

Size words: Lesson 100

Story writing: Most lessons, especially Lessons 85, 88, 93, 97, 102, 106, 111, 117

Writing: Lessons 86, 90, 95, 97, 103, 107, 109, 112, 114, 119, 120

Word Formation: in many activities.

INVENTORY OF SKILLS: LESSONS 121- 160

Colors: Lessons 139, 150, 155

Following Directions/Listening:

Lessons 124, 126, 136, 139, 150, 154, 155, 159

Enrichment Activities:

Lessons 122 (#3), 124 (#3), 127 (#3), 132 (#3), 134 (#4)

Name, age, address:

Lessons 149, 160

Numbers (including word recognition):

Lessons 123, 128, 132, 140

Patterns:

Lessons 151 and in selected activities

Phonics

Consonant digraphs (initial):

wh: Lessons 121, 122

All: Lessons 121, 122, 124, 127, 135, 152, 158

Consonant digraphs (final):

Lesson 144

Final consonant (individual):

___ m: Lessons 122, 129

___ p: Lessons 122, 129

___ n: Lessons 127, 129

___ r: Lessons 127, 129

___ s: Lesson 132

___ t: Lesson 132

___ v: Lesson 134

___ w: Lesson 134

___ x: Lesson 134

___ z: Lesson 134

Final consonant review:

Lessons 138, 146, 159, 160

Initial consonant review:

Lessons 136, 142, 152, 155, 157, 158

Long vowels review:

Lessons 140, 148, 151, 156

Short vowel review:

Lessons 133, 134, 138, 142, 146, 154

Position and Direction concepts:

Lessons 124, 133, 137, 139, 141, 150, 159

Predicting Outcomes:

Lesson 143

Rhymes: throughout especially lesson 143

Sentences: Lessons 131, 134

Sequence:

Stories: Lessons 136, 157

Alphabet: Lessons 126, 129, 144, 153, 157

Numerical: Lessons 126, 148, 156, 157

Shapes (including word recognition):

Lessons 125, 130, 135, 147, 150, 154

Story writing: Most lessons, especially 122, 147

Writing: Lessons 123, 125, 128, 130, 133, 137, 141, 145, 147

Word Formation: in many activities, especially: 131, 134, 138, 142, 148

6. Talk about the name that is above all other names, Jesus (Philippians 2:9-11), how Jesus got His name (Mt. 1:21, Lk. 1:31), and about when Jesus told us to ask the Father for anything in His name (Jn. 14:14).

7. Start a chart of Bible names* that the children know. Add to it as they learn more.

8. If you have large tactile letters (letters made of felt, sandpaper, sponge, etc.), have the children make their names, close their eyes and feel the letters, trace and say the letters.

9. Have the children continue to practice their first names each day and with each lesson.

SUGGESTED READING/ STORY IDEAS:

1. Find stories at the library about names or books of names.

2. Read the story of how John the Baptist got his name (Lk. 1:5-25; 57-64). Children can draw pictures or act out the story.

*Note: Biblical names and words will often be too difficult for the children to read. The lists, and later, the booklet are to familiarize the children with the Bible. Saying and seeing these names and words often will facilitate this and will, eventually, lead to the ability to read them.

I'm 5 years old!

I'm 6!

How old are you?

Teacher Check

I am

years old.

3

OBJECTIVES:

1. To follow directions.
2. To know and be able to say their address.

MATERIALS: pencils, crayons, pictures of different types of houses from different countries, pictures of animal/insect houses.

TEACHING PAGES 4 and 5:

1. Talk about the picture on page 4. What kind of house do Sam and Jip have? What is an address? Why do people have addresses? Could people find your house without one? How would the mailman or a delivery man find your house?

2. Talk about where the children live: house, apartment, big city, small town, farm.

3. Read the page with the children. Help children write their addresses.

4. To prepare for page 5, have the children describe where they live. Have them draw a picture of where they live. Talk about the pictures. What is their favorite part of their house?

EXTENDED ACTIVITIES:

1. Make cards with the children's addresses.
2. Talk about the differences in houses around the world: igloo, tent, huts, houseboats, castles, caves, and so on.
3. Talk about animal, bird, and insect houses.
4. Find pictures of houses in the Holy Land and talk about the kind of house where Jesus may have grown up.
5. Periodically, review the children's addresses with them orally until they know them.

SUGGESTED READING/ STORY IDEAS:

1. Books about houses from the library.
2. Read "The Little House" by Virginia Burton. Ask if the children know of any houses in their area that might have a similar story.

We live at 22 Dog Bone Lane.

Where do you live?

Teacher Check

I live at _____

4

This is where I live.

Draw a picture.

Teacher Check

5

OBJECTIVES:

1. To get excited about reading.
2. To find what words children already recognize.

MATERIALS: pencils, pictures of signs or frequently seen names.

TEACHING PAGES 6 and 7:

1. On page 6, talk about the picture. What are they saying? Do the children agree with them? Have the children read the answer with you and trace it.

2. Most children have seen many street signs, fast food symbols and signs, and names of places they visit frequently. On page 7, explore with the children words they already recognize, and can "read".

3. Use the spaces at the bottom to write other words the children may know.

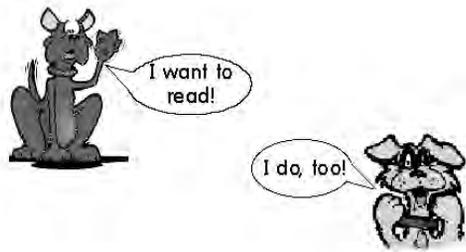
EXTENDED ACTIVITIES:

1. Make a list, or use individual 3"x 5" cards, of words the children know. Add to the list as more words are learned.
2. Make a class list of words everyone knows.

SUGGESTED READING/ STORY IDEAS:

1. Have each child create a story using the words already known. Help with connecting words or rebus (pictures) for sense. Write their stories out for them using the Story Book section at the back of their books.

2. Illustrate stories.
3. Find Bible stories that talk about where people lived (*Abraham, Moses, etc.*). Read and discuss what it would have been like to live in that period of time.



I want to read!

I do, too!

How about you!

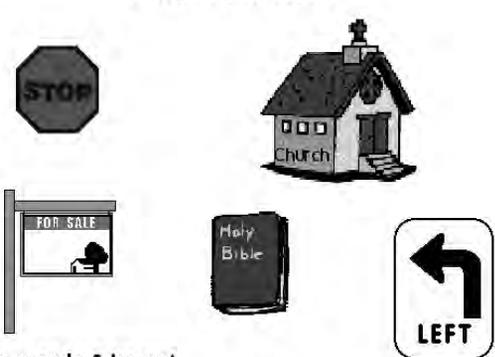
Teacher Check

Do you want to read?

Yes I do!

6

Words I can read.



More words I know!

Teacher Check

7

OBJECTIVES:

1. To say the alphabet.
2. To recognize upper and lower-case letters.

MATERIALS: pencils, alphabet cards (or 3" x 5" cards), books, and songs.

TEACHING PAGES 8 and 9:

1. Everything has a name. Letters have names, too. Have the children point to each letter on page 8 as you say it in alphabetical order. Repeat the process and have the children say the letters with you. Tell the children that small letters are called lower-case letters.

2. Repeat the process for page 9. Tell the children that big letters are called capitals or upper-case letters. Use the alphabet song as you point to the letters.

EXTENDED ACTIVITIES:

1. Make flash cards with both small and capital letters, perhaps the capital on one side of the card and the small letter on the other. Let the children who may know the alphabet help those who do not know it.

2. Make a large set of alphabet cards (both capital and small letters) out of some textured materials — cotton, felt, velour, sandpaper, and so on. Let the children feel the letter as well as see it. As the children learn more letters, games can be played by having the children select a letter with their eyes closed and try to guess what it is by feeling it. Three-dimensional letters, such as those that come with magnetic boards, are also good for this experience.

3. Sing the alphabet song frequently.

4. For those with CD ROM capability: Alpha Omega Publications has a Rev-Up for Reading CD which teaches the alphabet in an interactive setting.

5. Play a game to see if the children can think of a person's name for each letter of the alphabet. What letters do they see in their own names? Have them find and circle those letters. Check.

SUGGESTED READING/ STORY IDEAS:

1. Find as many alphabet books and poems as possible and read often.

2. Prepare a notebook or binder as an alphabet book to be used for alphabet stories as new letters are introduced.

We have names.
Sam and Jip

Teacher Check

You have a name.

Letters have names, too!

Say the letter names after your teacher.

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

Say the names with your teacher. The letters all together are called the alphabet.

8

The alphabet comes in big and small.

Say the letter names again with capitals.

A B C D E F G H
I J K L M N O
P Q R S T U
V W X Y Z

Hurray - you did it!
Practice often until
you know it!

Teacher Check

9

OBJECTIVES:

1. To form circles in preparation for writing.
2. To learn the correct way to write.
3. To learn to work from left to right.

MATERIALS: pencils, crayons, chart paper or tagboard.

TEACHING PAGES 10 and 11:

This lesson introduces the writing process. **A few cautions follow:**

1. Do not begin formal writing activities until the children have the proper coordination skills. They need proper eye-hand coordination and fine motor skills to hold the pencil correctly and to form letters and words. If the children have difficulties, do some simple exercises with them. Do not force them to do something they simply are not physically ready to do. The lines and spacing for writing in most books is limited. If the children need a larger space in which to write properly, use a chalk board, large paper, or other large surface where they can work more easily.

2. When they are ready to write, guide them in the proper way to hold the pencil. Remind them that writing is done from the left side of the page to the right side, and show them how this works. Always demonstrate correct letter formation so that they do not get into habits that will be more difficult to correct later.

3. Help the children to finish words, sentences, or activities which are difficult for them.

4. All the letters of the alphabet are made with circles, parts of circles, and straight lines. Circles should be made by starting at the top and going to the left. Many children make circles by starting at the bottom and will need help in making them correctly.

Introduce Page 10:

1. Ask the children what shape they see at the top of the page (some will call it a circle; some, an o). Tell them to put their fingers on top of the circle and trace around it to the left, following the arrow. Do the same with the other three circles.

2. Have the children put their fingers on the first circle on the lines and trace it. Have them pick up their pencils and trace the dotted circle, following the arrow. Then have them trace the dotted circle without the arrow. Finish the first line, making their own circles.

3. Take a break and have the children trace circles in the air, on their desks, on the floor, and so on.

Letters big and letters small
You can learn to write them all.

Practice circles.

Teacher Check

10

We read words from left to right.
We print words from left to right.

Draw a line from left to right.

11

4. Do the next two lines in the same way, reminding them to start at the top and to go to the left.

5. The final two lines introduce the children to simple patterns. Have the children trace the first two circles with their pencils, then ask them which should come next, a large circle or a small circle (large). Work together until you think they can finish the pattern by themselves. Do the final row in the same way. (two small circles, one large circle, two small, and so on).

6. If the children tire, break this lesson up or move to page 11 and then come back to complete this page.

Introduce Page 11:

1. To prepare the children for this page, play some left-right games. Ask them to raise their left hands, to touch their right eyes, to put their right elbows on their left knees, and so on. Go slowly at first; then, a little faster. This exercise not only helps them to practice left and right, but it also helps them to learn the parts of the body. Give extra help to any child who has difficulty distinguishing the left side from the right side, the left hand from the right, and so on.

2. Hold up a book with very large print. Tell the children that we always read from left to right. Read a sentence, drawing your hand from left to right under it as you read. Repeat this activity several times.

3. Remind the children that on page 10 they learned that we also write from left to right. Show them a wall calendar which has squares for each day of the week moving from left to right.

4. Have the children look at page 11. Tell them to put their fingers on the line and arrow under the direction. Read the direction. Have the children trace the arrow and tell which way it goes (left to right). Have them put their fingers on the first picture and ask one child to tell what he sees. Ask what is in the picture at the opposite side of the page. Then ask one to tell what he thinks will happen. (Mother cat will carry the kitten to the box.) Have them trace the dotted line from Mother cat to the box, first with a finger, then with a crayon. Do the same with the next line. Let the children finish the page independently. When all are finished, let them tell what is happening in each instance.

EXTENDED ACTIVITIES:

1. Do additional left-right activities with the children who have difficulty. Practice drawing lines from left to right, moving objects from left to right, walking from the left side of the room or yard to the right.

2. Make a chart for left and right. Print the words *Left* and *Right* at the top of a large sheet of construction paper or tagboard. Trace the child's right hand on the top right side of the chart and his left hand on the top left side of the chart. Divide the lower part of the chart in two columns. Have the children draw or find pictures of things that they do with each hand or that come in right and left pairs such as mittens, shoes, and skates.

3. Practice making circles by having the children write large and small circles in the air, and on the wall or floor with their fingers.

4. The writing practice section of the book has a page for additional circle practice. **DO NOT** do this page on the same day as this lesson. Use it over a period of days to review circles.

SUGGESTED READING/ STORY IDEAS:

1. Read story books and emphasize moving through the book and reading from left to right.

2. Create a felt book or make a felt board. Make a variety of felt people and objects to use to create stories. Use to create stories about left and right.

OBJECTIVES:

1. To write straight lines.
2. To form letters correctly.
3. To say the alphabet.
4. To recognize that everything has a name.

MATERIALS: pencils, 3" x 5" cards or self-stick note papers.

TEACHING PAGES 12 and 13:

1. On page 12, ask the children to look at the lines at the top of the page. Tell them to point first to the longer lines, then to the shorter lines. Ask them to look at the next set of lines. Tell them to put their fingers at the top of the line and to follow the arrow down. Repeat this activity with all the lines.

2. Follow the same procedure with the two rows that follow, tracing first with the finger, then with a pencil staying within the lines. Have the children complete the lines on their own.

3. On page 13, have the children look at the letters of the alphabet and say them together. Ask them to find all of the letters that have circles, or parts of circles, and all that have sticks.

4. Read what Sam has to say about names. Have the children begin to name things in the room. Have the children name the pictures on the page. Tell them that much of reading has to do with the names of things around them.

EXTENDED ACTIVITIES:

1. Continue talking about naming things: at home, at church, at school. Write any names of things that the children know on the board or a large sheet of paper. See how many of these names the children can "read".

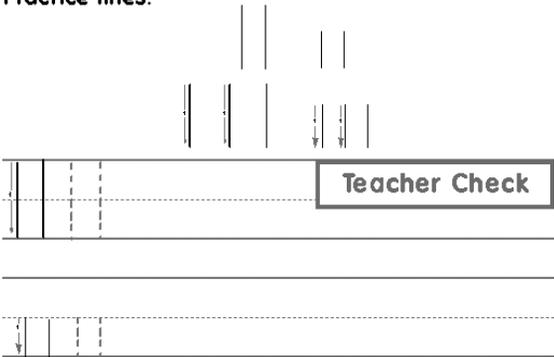
2. Using 3" x 5" cards or self-stick note papers, write the names of some familiar objects and attach them to the objects so that the child will see them often and begin to associate the name with the object.

3. Additional practice for sticks and circles can be found on the second page of the writing practice section. Again, **DO NOT** do them all with the lesson or even on the same day, but use them in small sections as review.

SUGGESTED READING/ STORY IDEAS:

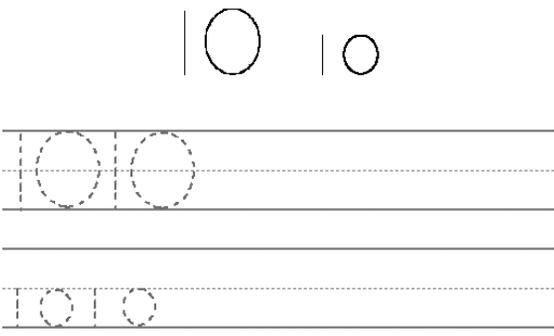
1. Read Genesis 2:19 to the children. Have them act out Adam's "naming" of every living creature. Discuss what names they might have given to specific animals if they were Adam.

Practice lines.

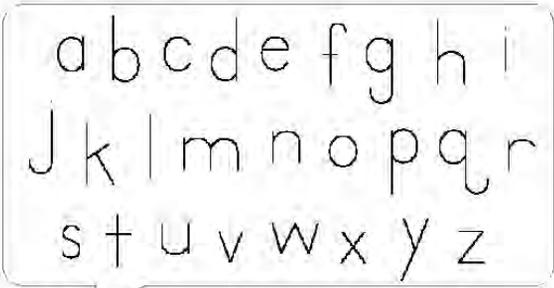


Teacher Check

Practice circles and lines.



12



Letters have names.
You can say them.



cat hat dog

Everything has a name.
Let's learn how to read them!



13

2. Have the children make a mural on large paper or butcher paper of Adam naming all the creatures. Write the names of each creature above or below when they have finished. Have the children retell the story.

OBJECTIVES:

1. To recognize capital A and small a.
2. To write capital A and small a.
3. To recognize the sound of short a.

MATERIALS: pencils, chart paper or tagboard, magazines or catalogues.

TEACHING PAGES 14 and 15:

1. Ask the children to put their fingers on the box on page 14. Ask if anyone can name the letter in it. If no one can, tell them that it is the letter *a*.

2. Tell them to look at the pictures. Say the name of each picture and have them repeat it after you. Ask them what sound the *a* makes at the beginning of each name. Tell them that this sound is called short *a*. Ask the children to give other words with the same sound.

3. Have the children put their fingers on the first *a* and follow the arrows to make first the circle and then the stick. Do the same with the other *a*'s in the row. Be sure that they start at the top of the circle.

4. Have the children trace the *a*'s at the beginning of each line, then finish the line independently. If children get tired, space this writing assignment so that they can benefit from it and not simply race through it.

5. Use the same procedure for the capital *A*, first tracing, then copying the letter. Walk around the room and make sure everyone is making the letters correctly. Give help if needed. Remind the children to keep the letters within the lines.

6. Begin working on the short *a* sound by stressing it in the pictures and words on page 14: *apple*, *ant*, *Adam*, and the last *a* in *Abraham*. Tell them that the *a* sound at the beginning of *Abraham* will be learned later.

7. Move to page 15 and have the children name the pictures on the page. Have them name them again stressing the short *a* sound. Let them trace the first *a* with their fingers, then with a pencil. Have them write *a* on the line under each picture saying the word as they do so.

8. Have the children think of words that begin with the short *a* sound (*am*, *at*, *and*, etc.).

9. Read the following list of words (or a similar list if you have one). Have the children either raise their hands or hold up a card with an *a* printed on it whenever they hear the short *a* sound. Examples: *ant*, *on*, *mat*, *egg*, *fan*, *bat*, *sun*, *can*, *sat*

Write **a** **A**.




apple



ant

a a a a

Teacher Check

a a a a

A A A A

Adam Abraham

A A A A

A A

14

Aa

How does short /a/ sound?



apple



man



cat

a



Sam



hat



Dad

Listen for short /a/.

Teacher Check

Can you find more?

15

EXTENDED ACTIVITIES:

1. Let the children who are able, write some short *a* words.
2. Play a rhyming game. Say a word such as *man* or *bat* and ask the children to say words that rhyme with the word given.
3. Make a short *Aa* chart using words and pictures from magazines.
4. The Alpha Omega Publications CD ROM programs: *Rev-Up for Reading* and *Color Phonics* are excellent supplements to this program.

SUGGESTED READING/ STORY IDEAS:

1. Select easy books from the library which emphasize short *a* words, such as *The Cat in the Hat* or *Green Eggs and Ham*.
2. Find short *a* names and words from Bible stories the children may know: *Adam, animals, apple, Samuel, Daniel*.

Note: Many lessons in this volume present the word for a given picture. The purpose for this is so that the children begin to associate words with the objects they name. It is not necessary for the children to read the words at this time. Some children may be able to read them. Encourage these children to do so, but do not require *all* children to read them. Some will not be ready until they have learned all the sounds needed to read the word.

OBJECTIVES:

1. To recognize capital A and small a.
2. To write capital A and small a.
3. To recognize the sound of short a.
4. To find words and pictures with the short a sound.
5. To work from left to right.

MATERIALS: pencils, crayons, old magazines or catalogues, scissors, paste or glue, notebook or binder.

TEACHING PAGES 16 and 17:

1. Page 16 is a short a review and reinforcement page. It gives the children an opportunity to work with you to find pictures and words which have the short a sound. Talk about the short a work done in Lesson Six.

2. Have the children trace both the capital and small short a on the page.

3. Have the children look through magazines and catalogues to find pictures and words that have the short a sound. This page may be a collage of written words, drawings, cut and paste words and pictures. Help the children stress the short a sound when they find it. Help as needed with the writing, cutting, and pasting to complete the page.

4. To teach page 17, have the children put their fingers on the arrow. Have them follow the direction words from left to right as you read the direction.

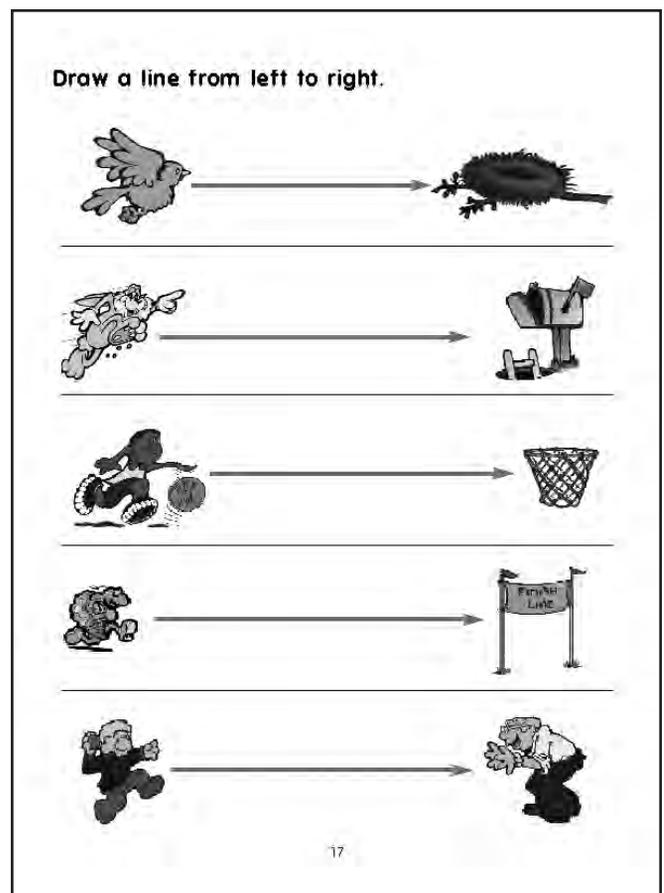
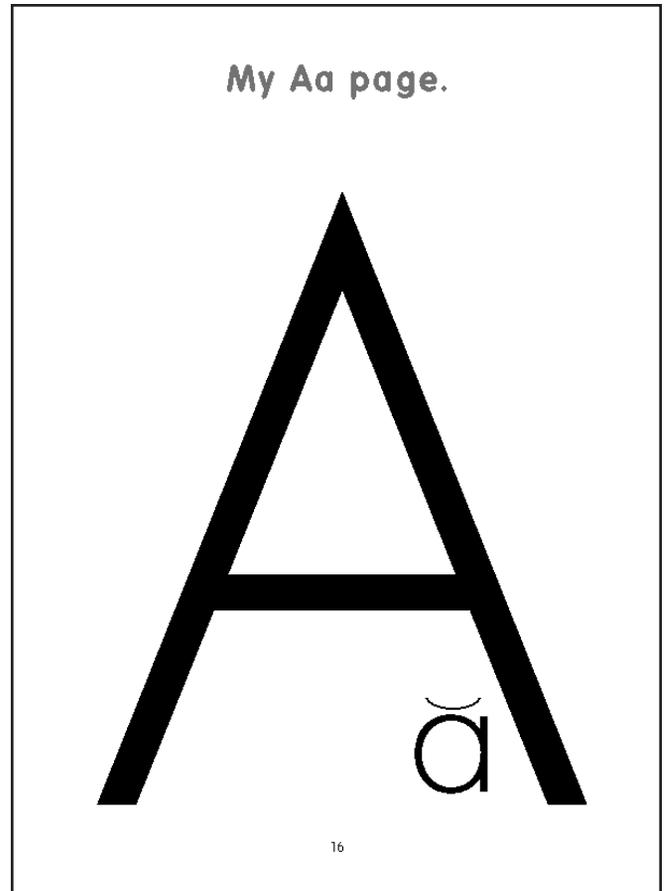
5. Ask the children to look at the first two pictures and tell what is happening. Have them trace the line first with a finger and then with a crayon or pencil.

6. Tell them to look carefully at the next set of pictures to see what is happening and then to draw a line between them with a crayon or pencil. Discuss the page when everyone has finished. Ask the children to tell what is happening in each set. Encourage them to use complete sentences when answering.

EXTENDED ACTIVITIES:

1. Add to the short Aa chart if new words or pictures have been found.

2. Make a short Aa letter puppet. Puppets are a very good way to teach little children. Alphabet puppets are helpful for teaching both the names and sounds of the letters. Hand puppets, finger puppets, paper-bag puppets, or sock puppets are all made easily. Name the puppet for the letter, i.e. *Andrew Apple, Benny Barn, Cathy Candy*, and so



on. Many good books on puppets and alphabet learning are available at libraries or through school supply stores and catalogues.

3. As a home activity, have the children begin an alphabet scrapbook. Stress that the children are to do most of the work themselves, but ask the parents and family to help them find pictures. The children will do one page for each letter as they learn them in class. When all the letters have been completed, the children can bring their scrapbooks to school and share them with the class. In the home school share them with extended family and friends. The scrapbook should be kept for the entire year so that the children can review the letters and sounds they have learned and so that they can add new letter sounds and blends as they learn them. A looseleaf format would make the addition of pages easier and allow the addition of pages for more pictures and words for each sound as the children learn more. The children should begin their scrapbooks with the short *a* page. Instruct them to write *Aa* neatly at the top of the page. Tell them to ask their parents for old magazines that they might use to find pictures. Have them ask their parents to help them find pictures with the short *a* sound. Tell the children to cut the pictures out carefully (some may need help) and to paste them on the *Aa* page. Later the children can add words to their pages.

4. Do some left-right activities: lift your left foot, touch your right ear, put your right hand on your left foot, and so on. These activities can be done before you do the page, after you do the page, or at both times.

5. Have the children march around the room or out in the yard. Have them turn right or left on your command. March without music at first and have them say left, right as they march. Children who do not know which foot is left could have a piece of yarn tied around the left ankle.

6. The practice writing pages in the back of the children's book has a page for additional *Aa* practice. Use for review and practice a little each day.

7. The Alpha Omega Publications CD Rom *Rev-Up for Writing* program has interactive writing/ teaching activities and worksheets which can be printed out for practice.

SUGGESTED READING/STORY IDEAS:

1. Have the children review all the short *a* words and pictures they have found. Have the children make up short *a* stories. These stories can be

dictated to the teacher or an aide and then illustrated by the children. These stories may also be *rebus* stories, substituting pictures for words. A book of alphabet stories could be kept for each child.

2. Use the *Aa* puppet to tell the story.

OBJECTIVES:

1. To identify the basic shapes of a *circle*, *triangle*, *square*, and *rectangle*.
2. To understand the words for basic shapes.
3. To recognize basic shapes within simple objects.
4. To work from left to right.
5. To recognize the colors *red*, *blue*, *green*, and *yellow*.

MATERIALS: pencils or crayons (especially *red*, *yellow*, *green*, and *blue*), objects with basic shapes or shapes cut from construction paper, or magazines.

TEACHING PAGES 18 and 19:

1. The purpose of these pages is to introduce the children to the basic shapes. It is not necessary for the children to know or to be able to read the name of each shape. The names are presented simply so that the children may begin to associate the word with the shape. The reading of the name will be presented later.

2. Ask if anyone knows the names of the first shape on page 18. Have the children point to each shape, trace it with their fingers, and say the name after you. Ask the children to find objects in the room for each of the four shapes.

3. On page 19, ask if anyone knows the name of the first shape (square). Point out that a square has four sides that are exactly the same length. Have the children trace the square with their fingers. Ask them to find an object on page 19 that has a square shape. Have them tell what that object is (block). Have them trace the heavy square on the side of the block, then trace the line from the square to the block. Find other objects in the classroom or home with a square shape. Hold up a block or cube to show that all the sides are squares.

4. Follow the same procedure for the other shapes. Find an object to hold up for each one. Point out that triangles all have three sides but do not all look alike, and rectangles all have four sides—two longer sides and two shorter sides.

EXTENDED ACTIVITIES:

1. The children may color the shapes on page 18. Color the square blue. Color the circle red. Color the rectangle orange. Color the triangle green.

2. Have the children find pictures in magazines that have the shapes. Outline the basic shape with a crayon. They could mount the pictures on tagboard making a separate chart for each shape.

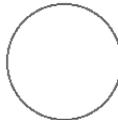
Shapes

All things have a shape.

Special shapes have names.

Say the name of the shape with your teacher.

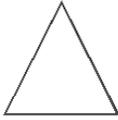
Look at the name of each shape.



circle



square



triangle



rectangle

18

Match the shapes.





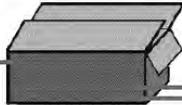


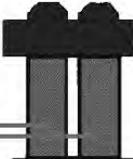












19

SUGGESTED READING/ STORY IDEAS:

1. Find shape books at the library and have available for children to look through and read.
2. Have the children choose one shape (either circle, square, rectangle, or triangle) and make up a story about what their world would be like if that shape were lost and nothing with that particular shape could be found or used. The story may be scripted on separate paper or in the Story Book section at the back of their books.

OBJECTIVES:

1. To recognize capital *B* and small *b*.
2. To write capital *B* and small *b*.
3. To recognize the sound of *Bb*.

MATERIALS: pencils, Bible, tagboard, old magazines, scissors, paste or glue, alphabet or flash cards for *Bb*.

TEACHING PAGES 20 and 21:

1. Have the children put their fingers on the letter in the box on page 20. Tell them that the letter has a name, *b*, and also a sound that they can hear at the beginning of the word *bat*. Repeat the sound and the word several times and have the children repeat it after you. Do the same with the words *boy* and *baby* on the top of the page and *Bible* and *Bethlehem* at the middle of the page. Have the children notice what happens to their lips when they say the *b* sound. Ask them to hold their hands in front of their mouths when they say the sound. Do they feel any air? (Alpha Omega's *Color Phonics*—illustrates the formation of sounds.)

2. Ask the children if they can think of more words that begin with the sound of *b*.

3. Have the children trace the *b* by following the arrows first for the line, then for the circle. Have them say the name of the letter to themselves as they trace it. Have them trace the letters on the lines and finish each line by themselves. Give help if necessary.

4. Follow the same procedure for the capital *B* on the bottom part of the page. Say the word *Bible*. Have the children repeat it emphasizing the *b* sound at the beginning and again in the middle of the word. Have them do the same with *Bethlehem*. Complete the page as described in number three above. If children tire while writing, move on to page 21 and let them complete the writing after a break. Continue throughout the year with this procedure of spacing writing activities.

5. Have the children say the names of all the pictures on page 21 (*box, baby, bed, bow, ball, bell*). Ask where they hear the *b* sound (in the beginning except for *baby* which has both beginning and middle).

6. Read a list of words such as those which follow. Have the children raise their hands or hold up a card with *b* on it when they hear the *b* sound. Examples: *boy, cat, bat, bush, dog, burn, dig, big*.

Write **b B** .



b



boy

Teacher Check



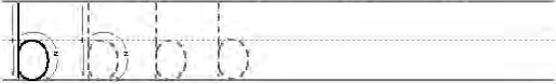
baby














B

Bible





Bethlehem








20

Bb

What sound does **b** make?



box



ball



bed









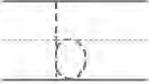
bow



baby



bird



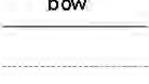
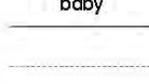
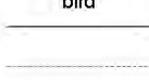




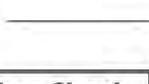


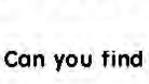




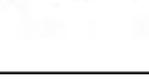
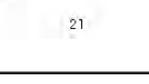













Listen for b.

Teacher Check

Can you find more?

21

7. Ask the children to look around the classroom or home and find things which begin with the letter *b*.

EXTENDED ACTIVITIES:

1. Hold up the Bible and ask how many know what it is. Write the word *Bible* on the board. Have the children find the word on page 20 and circle it. Point out that *Bible* has a *b* sound in the beginning and the middle.

2. Make a *Bb* chart.

3. Add to the Bible name chart begun in Lesson One. If you wish, begin a Bible booklet listing names, words, and pictures from the Bible for the letters of the alphabet.

SUGGESTED READING/ STORY IDEAS:

1. Ask the children if they know a Bible story about a burning bush. Read Exodus 3:2 and tell the children the story of Moses and the burning bush. Have the children act out or draw pictures of the story.

2. Read Matthew 2:1 and 5, Ruth 1:19, or any other verses that tell about Bethlehem or someone who lived in Bethlehem. Use a simple globe or map to show the children where Bethlehem is located.

S T U D E N T



**E
V
A
L
U
A
T
I
O
N**

STUDENT EVALUATION: LESSONS 1-40

ALPHABET:

Place a capital letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

___ A	___ F	___ K	___ P	___ U
___ B	___ G	___ L	___ Q	___ V
___ C	___ H	___ M	___ R	___ W
___ D	___ I	___ N	___ S	___ X
___ E	___ J	___ O	___ T	___ Y
				___ Z

Place a small letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

___ a	___ f	___ k	___ p	___ u
___ b	___ g	___ l	___ q	___ v
___ c	___ h	___ m	___ r	___ w
___ d	___ i	___ n	___ s	___ x
___ e	___ j	___ o	___ t	___ y
				___ z

Colors:

Place several objects of different colors in front of the student (crayons or pieces of construction paper are good). Have the student name the color as you point to it. Check the colors that are known.

___ red	___ blue	___ green	___ yellow
___ purple	___ orange	___ pink	___ brown

Shapes:

Have shape cards (or shapes cut from construction paper) available. Include different sizes for each shape and some shapes that the student does not know. Place them in front of the student. Ask the student to hand you all the examples of a shape that he sees. Check the shapes that are known.

___ circles	___ squares	___ triangles	___ rectangles
-------------	-------------	---------------	----------------

Have several objects that have obvious shapes in them (square or rectangular blocks or boxes, round wheels on toys, and so on). Ask the student to find an object for each shape as you name it. Have the student point out the shape in the object. Check those that are known.

___ circles	___ squares	___ triangles	___ rectangles
-------------	-------------	---------------	----------------

Language Arts Kindergarten Student Evaluation

Name Recognition:

Place five first name cards (including the student's) in front of the student. Ask the student to find his/her name card.

_____ Recognized _____ Did not recognize

Ask the student to write his/her first name.

_____ Yes _____ No

Phonics:

Have two or three pictures of short *a*, *e*, and *i* words available. Include a few short *o* and *u* pictures as well for distractors. Place the pictures in front of the student. Ask the student to name each picture. Repeat the name emphasizing the vowel sounds. Place a short *a* flash card on the desk or table. Ask the student to select the picture or pictures for short *a*.

Repeat for short *e* and *i*. Check those completed correctly.

_____ a _____ e _____ i

Review the initial consonants in the same manner using pictures or objects. Take the consonants in groups of three as follows:

First group: _____ b _____ t _____ m

Second group: _____ r _____ s _____ n

Third group: _____ d _____ p _____ l

Include some pictures which begin with sounds other than those in the group in each set.

Ask more advanced students to name these extra sounds if they can. Record which additional sounds are recognized.

Writing:

Have paper and pencils ready for the student and an alphabet chart which shows the correct formation of letters. Check the student on all letters learned in lessons 1 - 40.

Check all letters formed correctly.

_____ A _____ B _____ I _____ P _____ S _____ D
_____ R _____ T _____ E _____ N _____ L _____ M
_____ a _____ b _____ i _____ s _____ m _____ p
_____ d _____ r _____ t _____ n _____ e _____ l

Left/ right:

Check left/right progression in writing. Ask the student to look at a page in a large print book and show you where to begin reading and in what direction to read.