Pre-K
COURSE BOOK

Letters & Sounds | Vowels | Numbers
Colors | Motor Skills | Sorting | Matching | Rhyming

THE GOOD AND THE BEAUTIFUL CURRICULUM
Pre-K Course

Written by Jenny Phillips

A special thanks to the many educators, reading specialists, home school parents, and editors who gave invaluable input.


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A child’s attitude and perspective towards learning are shaped and molded in the preschool years when minds and hearts are most impressionable. Your personal enthusiasm and efforts in teaching, and the way you go about teaching, can help mold a mind and heart that loves not only learning, but the good and the beautiful in life.

This course allows you to feel the joy of teaching your child as you help him or her connect learning to God, high character, beautiful artwork, and parent/child interaction right from the start of your child’s educational foundation. This course strives to make that process affordable, effective, easy, and fun through hands-on, interactive learning that requires minimal preparation time.

What Does the Course Cover?

This course helps children ages 3-5 to recognize numbers and letters and learn the sounds of the letters. It also gives children practice with fine motor skills and teaches about colors, shapes, counting, rhyming, sorting, order of events, and more.

Some letters have more than one sound. This course teaches only the most common sound of each letter. Children will learn the other sounds of the letters in the Grade K course. The creators of this course believe it is less confusing for children to first learn only the most common sound of each letter.

Although some handwriting is included in this course, this is not a handwriting course. It is suggested that children start with The Good & the Beautiful Level 1 Handwriting Course when they are ready to begin the Grade K course.

What Does the Course Set Include?

- Full-color, spiral-bound course book (112 pages)
- A set of 4 spiral-bound letter flip charts
- Activity Packet (Includes these games and activities on full-color, glossy card stock: Number Slider, Letter Cube, Mouse House, Feed the Elephant, Hide & Seek Pets, Swat the Fly, Letter Memory)

At What Age Should I Start My Child with the Pre-K Course?

If your child can count to five and recognize pictures of and say the words for apple, monkey, alligator, garbage can, elephant, and dinosaur, they are ready for the course. Most children will be ready to start the course at age three or four. If your child is five years old but does not know all of the names and sounds of the letters, it is suggested you either do the entire Pre-K course or simply use the letter flip charts to help your child master the letter names and sounds before beginning the Grade K course. Younger children (ages three and four) will likely need to go slower through the course than the average five-year-old child.

When should I Start My Child with the Grade K Course?

Child is ready to begin the Grade K course once he or she can complete the following (which he or she should be able to do upon completing the Pre-K course):

- sing the alphabet by himself or herself
- recognize and say the letter name and its most common sound for all of the letters in the
alphabet without any hesitation

- say the beginning letter of a word when he or she hears the word
- recognize and say the names of basic colors and shapes
- recognize numbers 1-10 and count to ten

Some children will be able to start the Grade K course before age four. However, it is recommended that you do not move too quickly through the Grade K course so that no foundational learning is missed. Younger children will likely take longer than older children to complete the Grade K course. It is also recommended that you have younger children work on handwriting. Some children become far advanced in reading but struggle with higher level courses because they are far behind the grade level in handwriting.

How to Get Started with This Course

To get started, simply cut out and prepare the games and activities in the Activity Packet, cut the flip cards on the dotted lines, and gather the items needed for the course. **No other preparation time is required for the entire course except for occasionally gathering supplies needed for the lesson.**

To complete lessons, simply follow the instructions on each page. Text in blue is instructions to you; text in black is what you read to child. When a page is completed, check the “completed” box in the upper right-hand corner of the page.

Items to Always Have on Hand

- Flip books
- Games & activities from the Activity Packet
- Pencil
- Crayons
- Scissors
- Glue stick
- Glue (squeeze bottle)
- Playdough
- Paint, paint brushes, paper for painting
- 10 pennies, 10 nickels, 10 dimes

**Extra Items needed**

- **Lesson 3**: A real flower (any kind, optional), 12 flower seeds (any kind, optional)
- **Lesson 4**: A large clothespin
- **Lesson 6**: 12 cotton balls (optional)
- **Lesson 9**: 8 cotton swabs
- **Lesson 19**: A large clothespin
- **Lesson 21**: 19 pieces of cold cereal (optional)
- **Lesson 23**: A large clothespin
- **Lesson 25**: 7 cotton balls
- **Lesson 30**: 17 dried beans (optional)
- **Lesson 32**: 8 dried beans (optional)
- **Lesson 34**: A fly swatter
- **Lesson 36**: One cotton swab
- **Lesson 39**: 8 wiggle eyes (10-12 mm each)
- **Lesson 43**: A fly swatter
- **Lesson 44**: 6 disposable plastic cups, a large clothespin
- **Lesson 49**: 12 cupcake liners, 12 ping pong balls
- **Lesson 52**: 20 chocolate chips (optional), a fly swatter

Should I do one lesson each day?

The number of lessons completed and time spent with child each day depends completely upon the child. Most three- and four-year-old children should be able to focus for 10-30 minutes, especially since the course includes many games and different methods of learning. Our suggestion is that you watch for your child’s cues and not push the child too far. Make learning enjoyable, and do not move too fast through the material.

Far more important than the academic learning is the time you will spend with your child and what they will learn from you as you display love, patience, and enthusiasm for learning. Rather than making it a goal to finish a lesson each day, make it a goal to make learning match your child’s needs. For example, if your child is loving one of the games and wants to play it again and again—do it, and don’t feel like you need to stop so that you have time to finish a full lesson that day. If your child is grumpy, make sure child is not hungry or tired, or pause to take a walk or do another activity until child is in a better mood to learn.
Important Safety Notice

This course suggests using small items such as dried beans. Please monitor all young children in your home around these items at all times to prevent problems with choking. If you feel these items put any of your children at risk, do not use the items. All small items are optional, and the activities can be done without them.

Helpful Hints

- Be as positive with child as possible, and look for genuine and meaningful ways to praise the child. For example, instead of saying, “You are so smart!” you might want to say things that praise the child’s EFFORTS like, “You are such a hard worker. You are such a good listener today. I’m so grateful for your cheerful attitude. You are so much fun to work with. Your smile makes me so happy. Thank you so much for not giving up!”

- Some children may not be as far along as other children with motor skills. Let the child do as much as possible on his or her own with things such as cutting and gluing, but do not let the child get too frustrated before you help.

Activity Packet

It is suggested that you cut out and prepare all of the games and activities before you start the course. Store each game or activity in a separate zip-lock bag. Store all of the games and activities together in a box or bag for easy access.

Flip Books

You will start using the flip books in Lesson 7. The lessons will instruct you on how to use the flip books. Remember to cut on the dotted lines before you use the flip books. For tips on cutting and using the flip books, watch the Pre-K Course video on Jennyphillips.com/la (on the Pre-K tab).

The Vowel Song

A recording of “The Vowel Song” written by Jenny Phillips is available as a free download on www.jennyphillips.com/la in the Pre-K section. If desired, use this song to help your child memorize the letters which are vowels. The course book does not instruct you to use the song. Just use the song when you would like, encouraging child to sing along with you. In this course book, children begin learning which letters are vowels in Lesson 42.
Unit 1

LESSON 1

*Items needed: scissors*

☐ Read to child and have child complete the instructions: There are 26 letters in the alphabet. How many letters are in the alphabet? [26]

Every letter makes a sound. We use letters and the sounds they make to read. Do you see all of the letters in the box below? Those letters make up words. I will read the words. Read the poem in the box. Would you like to learn how to read? Pause for answer. Great! The first thing you have to do is learn all of the letters and their sounds.

A little yellow apple
Hung high in a tree
I looked up at it,
And it looked down at me.
“Come down, please,” I called.
And what do you suppose?
That little yellow apple
Dropped right on my nose!
Read to child and have child complete the instructions:

Every letter can be written in two ways. For example, let’s look at the letter A. Point to the big A. This is also called upper case A. Point to the little A. This is also called lower case A. Let’s practice again. Point to the upper case A. Point to the lower case A.

The A says /æ/ as in APPLE. What does the letter A say? [/æ/ (as in APPLE)]

Have child trace the upper case letter As. Make sure child holds pencil correctly and follows the numbers and arrows. If child struggles with tracing, you may help guide child’s hand.

Have child circle all of the upper case As below.

Determine how high your child can count. Teach child the next five numbers. Practice several times.
Cutting Practice

Have child cut the lines as straight as possible.
1. Have child tell you the name and color of each capital letter by the dogs below.

2. Have child cut out the boxes on the bottom of the page that contain lower case letters. It’s OK if it is not cut well. Then have child paste each letter in the box that matches the correct upper case letter.
Read to child and have child complete the instructions: Let’s explore this picture. This girl is having a wonderful time playing outside. She loves nature. Nature is the world God made. Some things in nature that I love are ____ (give child examples).

The girl in this picture loves nature, too. She loves the green grass. She loves the pretty tree on which she sits. She especially loves animals. God made animals to help us and bring us joy. We should always be kind to animals. Is this girl being kind to the cow?

Point to something in the picture that is yellow. Point to something that is brown. Point to the cow. What letter does the word COW start with? What two colors is the cow? What letter does the word BROWN start with? Point to the girl’s dress. What letter does the word DRESS start with? What color are the girl’s shoes? What letter does the word BLACK start with? What color are the girl’s socks? What letter does the word BLUE start with?
LESSON 8

Items Needed: A penny and a nickel

☐ Using the Letter Flip Book A-F, practice the lower case letters. You will do this like flashcards, flipping through the letters and having child first say the sound of each letter. Then, flip through again and have child say the name of each letter. (Note: Some children may not yet know E and F—just show them the letters and tell them the names and sounds.)

☐ Read to child and have child complete the instructions: We are going to practice writing lower case Bs and Ds again. Have child trace the lower case letter Bs. As child does so, have child say what they are starting with (BAT for B or DOUGHNUT for D).

☐ Give child a penny. Read to child: This is a penny. A penny is worth one cent. Give child a nickel. Read to child: This is a nickel. It is worth five cents. Show me the penny. How many cents is it worth? [one] Show me the nickel. How many cents is it worth? [five] Put the penny on the blue B. Put the penny on the green D. Put the nickel on the yellow B. Put the nickel on the blue D. Put the penny on the green B. Put the nickel on the yellow D.
Match the First Letter

Have child say the name of the picture and circle the letter it starts with.

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Read to child and complete the instructions: Let’s talk about this picture.

How many children are in the picture?
How many baby ducks are in the picture? How many baby ducks and big ducks are in the picture?
What letter does DUCK start with?
How many ducks are in the water?
How many ducks are standing on the ground?
What color is the girl’s dress? What letter does GREEN start with?
What color are the baby ducks?

Read to child:
Let’s review. How many letters are in the alphabet? [26]
Point to the upper case I, lower case I, upper case J, lower case J.

Help child paint an upper case and lower case J.
LESSON 21

Items needed: 19 pieces of cold cereal (optional), a penny, a nickel

☐ Read to child and complete the instructions: These letters are lower and upper case K. K says /K/ ask in KID. Point to the upper case K. Point to the lower case K. What does K say?

☐ Have child trace the upper case Ks.

☐ Using the Letter Flip Book G-L, help child practice the letter names and sounds and match upper case, lower case, and the picture that has the first sound matching the letter.

☐ Have child tell you the missing letter in each set.

☐ Read to child and complete the instructions: These are numbers five, six, and seven. Point to the number five. Point to the number six. Point to the number seven. Give child a penny and a nickel. Read to child: Put the penny on number five. Put the nickel on number seven. Put the penny on number six. Put the nickel on number five. Put the nickel on number six.
LESSON 22

Items needed: “Letter Cube” (from the Activity Packet), four pennies, four nickels

☐ Have child trace the lower case Ks.

☐ As a review, have child complete the “Letter Cube” activity (from the Activity Packet) again. Have child roll the cube. Have child say what letter is on top of the cube and then give its sound. Repeat several times.

☐ Practice counting with child.

☐ Have child draw a line from the number to the matching number of items.

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Have child name the item in each picture and the letter it starts with. Then have child count the items and circle the correct number.

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© Jenny Phillips
Have child point to the letter on the first pot and say the letter name. Have child do this for all letters on the path. Then do the path again, this time saying the SOUND the letter makes. If desired, have child place a dried bean on each pot after child says the letter or sound.
Rhyming Words

1. Have child say the name of each picture and its beginning sound on each row.

2. Have child circle the two words that rhyme on each row. Explain that rhyming words end with the same sound.
Cotton Swab Dots

Using a cotton swab and paint, have child make the number of dots indicated in each box.

3
2
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LESSON 38

Items needed: "Number Slider" (from the Activity Packet)

☐ Practice letters and sounds using the Letter Flip Book M-S.

☐ Have child trace the lower case letter Ss. Make sure child holds pencil correctly and follows the numbers and arrows.

☐ Have child practice numbers using the "Number Slider" (from the Activity Packet).

☐ Have child draw a line from the picture to the letter that represents the first sound of the name of the picture.

- alligator
- hippopotamus
Tallest and Shortest

Have child count the items in each row. Then have child point to the tallest and shortest item on each row.
Lesson 39

Items needed: 8 wiggle eyes (10-12 mm each)

- Using the Letter Flip Book T-Z, help child practice the letter names and sounds. Note: The picture for Q in the book is a quail. You might need to let child know this.

- Read to child: We just practiced the letter T in the flip book. Point to upper case T. Point to lower case T. What does T say?

- Have child trace the upper case Ts.

- Read to child: Let’s review. Point to the frog with the letter G. Point to the frog with the letter H. Point to the frog with the letter P. Point to the frog with the letter K. Count the frogs. Count all of the eyes on the frogs. Have child practice fine motor skills by placing a dot of glue on each eye, and then placing a wiggle eye on the glue dot and pressing down.
First, Second, Third

1. Help child cut out the boxes with the dotted lines.
2. Tell child the following story. Have child glue the pictures in the correct box. Read the story again if needed.

Amy and David are brother and sister. They are kind to each other. Today, they had a lot of fun together. First, they took a walk. They love to walk in the morning and hear the birds sing. The second thing they did was play with toys. The third thing they did was read a book.

What did the children do FIRST?  What is the SECOND thing they did?  What is the THIRD thing they did?
LESSON 40

*Items needed: “Number Slider” (from the Activity Packet)*

- Have child trace the lower case letter Ts. Make sure child holds pencil correctly and follows the numbers and arrows.

- Using the *Letter Flip Book T-Z*, help child practice the letter names and sounds.

- **Read to child:** Let’s explore this picture.
  - How many children are in the picture?
  - How many boys are in the picture?
  - What letter does BOY start with?
  - How many girls are in the picture?
  - What letter does GIRL start with?
  - Point to the fence in this picture.
  - What letter does FENCE start with?
  - What color is the bike?
  - What letter does RED start with?
  - What is the girl in the red dress holding?
  - What letter does DOLL start with?
  - What does the doll have on her head?
  - What letter does HAT start with?

- Sing the alphabet with your child.

- Have child practice numbers using the “Number Slider” (from the Activity Packet).
**Match the Last Letter**

Have child say the name of the picture and circle the letter that represents the last sound in the word.

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LESSON 44

Items needed: six disposable plastic cups, a large clothespin

☐ Read to child and have child complete the instructions: These letters are lower and upper case W. W says /W/ as in WIND. Point to the upper case W. Point to the lower case W. What does W say?

W w

☐ Have child trace the upper case Ws.

☐ Using the Letter Flip Book T-Z, help child practice the letter names and sounds and match upper case, lower case, and the picture that has the first sound matching the letter.

☐ Complete the Vowel Cups Game.

Vowel Cups Game
Write each vowel on six different disposable plastic cups (A, E, I, O, U, Y). Place them in random order on the table and have child put them in order (A, E, I, O, U, Y). Mix them up and have child place them in the correct order again. Save the cups to play this game again in the next lesson.

☐ Complete the Clothespin Game.

Clothespin Game (on this page)
Tell child to pin the clothespin on the number ten. Do the same thing for all of the numbers on the strip in random order. Repeat several times. Then ask child to put the paper clip on the RED number, the BLUE number, etc.
Have child point to the letter on the first pot and say the letter name. Have child do this for all letters on the path. Then do the path again, this time saying the SOUND the letter makes. If desired, have child place a dried piece of pasta on each pot after child says the letter or sound.
**LESSON 51**

**Item needed:** “Number Slider” (from the Activity Packet)

- Have child trace the lower case letter Zs. Make sure child holds pencil correctly and follows the numbers and arrows.

![Number Slider](image)

- Using the *Letter Flip Book T-Z*, help child practice the letter names and sounds.

- **Read to child:** Let’s explore this picture. These are brothers and sisters. They love to play together. They are kind and help each other.
  
  How many children are in the picture?
  Point to the tallest child.
  Point to the shortest child.
  Point to the girl with a yellow bow in her hair.
  Point to the boy in the green pants.
  Point to the girl with black hair.
  Point to the child holding the doll. She is the first child in the row. Point to the second child. Point to the third child. Point to the last child.

- Play “Letter Memory” (from the Activity Packet) by laying all of the cards face down. Have child choose a card, and then say the name and sound of the letter or the name of the picture and its beginning sound. If child chooses a matching pair (the letter matches the first sound of the picture), child gets to keep the cards and go again. After child’s turn, take a turn, and so on.

- Practice naming the vowels with child (A, E, I, O, U and sometimes Y).
Match the First Letter

Have child say the name of the picture and circle the letter it starts with.

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