

Preschool

COURSE BOOK




The Good AND THE Beautiful
CURRICULUM

Preschool

Course Book

Written by Jenny Phillips and The Good and the Beautiful Team

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

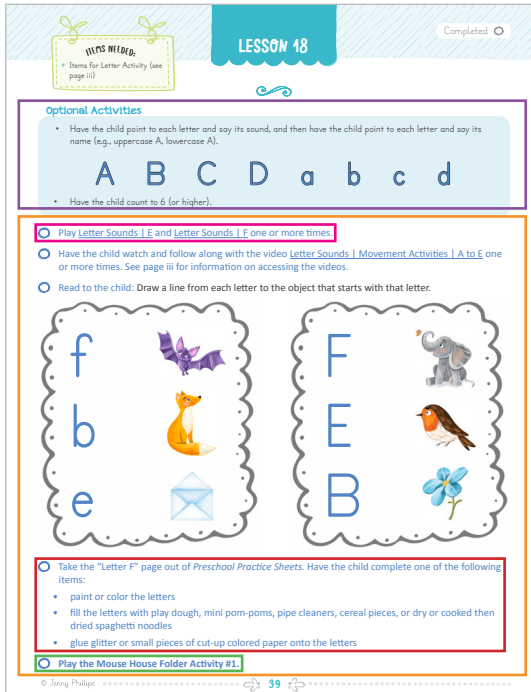


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Course & Lesson Overview



The Preschool course consists of 90 lessons divided into 7 units. Each lesson is 1–3 pages, is parent-directed, and provides detailed teaching for children ages 3–5. It covers colors, shapes, counting and numbers, rhyming, sequencing, recognition of the letters, and the most common sound of each letter. The course also shows children how to use correct pencil grip, covers beginning handwriting skills such as tracing straight and curved lines, and practices fine motor skills.

Optional Activities: Unit 2 introduces optional activity boxes, where you can work on just the things the child has not yet mastered. This kind of learning (focusing on what the child needs specifically) is important, so it is suggested that you do not skip over the optional activity boxes.

Lesson Text: Blue text is instructions to the parent. Black text is for the parent to read aloud to the child.

Songs and Videos: Song and video titles are underlined. Find information for accessing videos on page iii.

Letter Activity Pages: These pages can be found in *Preschool Practice Sheets*. The list of items needed for these pages is found on page iii.

Folder Activities: The course will indicate when to use the *Preschool Folder Activities*.

Extra Items Needed by Lesson

Lesson 1: Optional: 7 small items (cold cereal pieces, glass jewels, mini pom-poms)

Lesson 3: Optional: 12 seeds (any kind)

Lesson 6: Optional: 12 cotton balls

Lesson 14: A spoon

Lesson 15: A cotton swab, yellow paint; a whiteboard, dry-erase marker

Lesson 20: Paper or index cards

Lesson 23: A piece of grass (or make a piece of paper grass)

Lesson 26: A metal spoon, a glass cup

Lesson 27: 6 small items (dried beans, cereal, fruit snacks, etc.); a spoon; a whiteboard, dry-erase marker

Lesson 30: A cotton swab, white paint

Lesson 33: A fork, a book, and a key

Lesson 34: A cotton swab, white paint

Lesson 37: Optional: 19 pieces of cold cereal

Lesson 39: Lesson instructs child to pick 8 blades of grass

Lesson 40: A spoon

Lesson 46: A cotton swab, yellow paint

Lesson 47: 2 small snacks (cold cereal, raisins, fruit snacks, etc.)

Lesson 50: A cotton swab, paint

Lesson 51: 8 pennies

Lesson 54: A spoon

Lesson 55: 1 cotton ball cut in fourths

Lesson 56: A spoon

Lesson 59: A spoon

Lesson 64: A spoon

Lesson 67: Lesson instructs child to pick 10 blades of grass or paper grass

Lesson 68: 9 pennies; a spoon

Lesson 70: A spoon; 9 pennies

Lesson 73: A cotton swab, white paint

Lesson 74: 1 dime, 10 pennies

Lesson 78: 3 dimes

Lesson 79: A spoon

Lesson 83: A paintbrush, red and blue paint; lesson instructs child to find a small rock

Lesson 84: Optional: dried pasta

Lesson 86: 3 dimes

Lesson 87: A spoon

Lesson 88: A spoon; 9 pennies

Lesson 90: A craft stick or straw

Frequently Asked Questions

How long should a lesson take?

Lesson length will vary greatly between children. Have the child do as much work each day as the child's attention span will allow. You do not need to complete exactly one lesson a day. You might do less or more than one lesson. Look for cues of frustration or fatigue to help you know when to end. The child will learn much from you as you display love, patience, and enthusiasm for learning.

Rather than making it a goal to finish a lesson each day, use this course to help you meet the needs of the child. For example, if the child is loving one of the games and wants to play it again and again—do it. Don't feel as if you need to stop so that you have time to finish a full lesson that day. If the child is grumpy, make sure he or she is not hungry or tired; pause to take a walk or do another activity until the child is ready to learn. If at any point in the course you sense that the child would work better by completing half a lesson each day, or part of a lesson at times, you can feel comfortable allowing him or her to do so. At this age, it's important that the learning feels more like fun to the child than something forced or unpleasant.

Do you include any specific doctrine?

No, the goal of our curriculum is not to teach doctrines specific to any particular Christian denomination but to teach general principles, such as honesty, hard work, and kindness.

How can I create a positive learning environment?

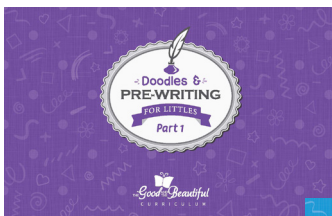
Be as positive with the child as possible during a lesson. Look for genuine and meaningful ways to praise him or her. For example, instead of saying, “You are so smart!” you might want to say things that praise the child’s **EFFORTS**, such as the following: “You are such a hard worker. You are such 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!”

What should I do if my child struggles when using scissors and glue?

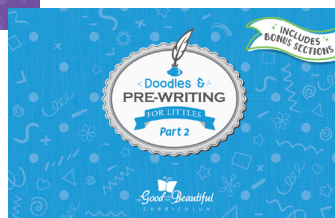
Children develop motor skills at different rates. Let the child work as independently as possible with things such as cutting and gluing, but do not allow too much frustration before you step in to help.

➤ Recommended Resources ➤

Check out these amazing, optional resources for your preschool child at goodandbeautiful.com.



Develop fine motor skills by covering pre-writing strokes and formations.



Encourage a love of reading and learning through wholesome, high-quality books for your child, available at goodandbeautiful.com/library.

Build listening, comprehension,
attention, and other valuable skills
with our beautifully illustrated
free audiobooks available at
goodandbeautifulstorytime.com.





OVERVIEW

UNIT 1

▶ Lessons 1 to 14 ◀

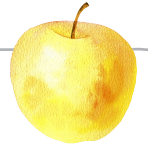
- Letters: A, B, C, D
- Avoiding Lowercase B and D Confusion
- Identifying Beginning Sounds of Words
- Colors: Green, Red, Blue, Black, Brown, Yellow
- Numbers: 1, 2, 3, 4, 5
- Pencil Grip
- Motor Skills

UNIT 1


:: LESSON 1 ::

ITEMS NEEDED:

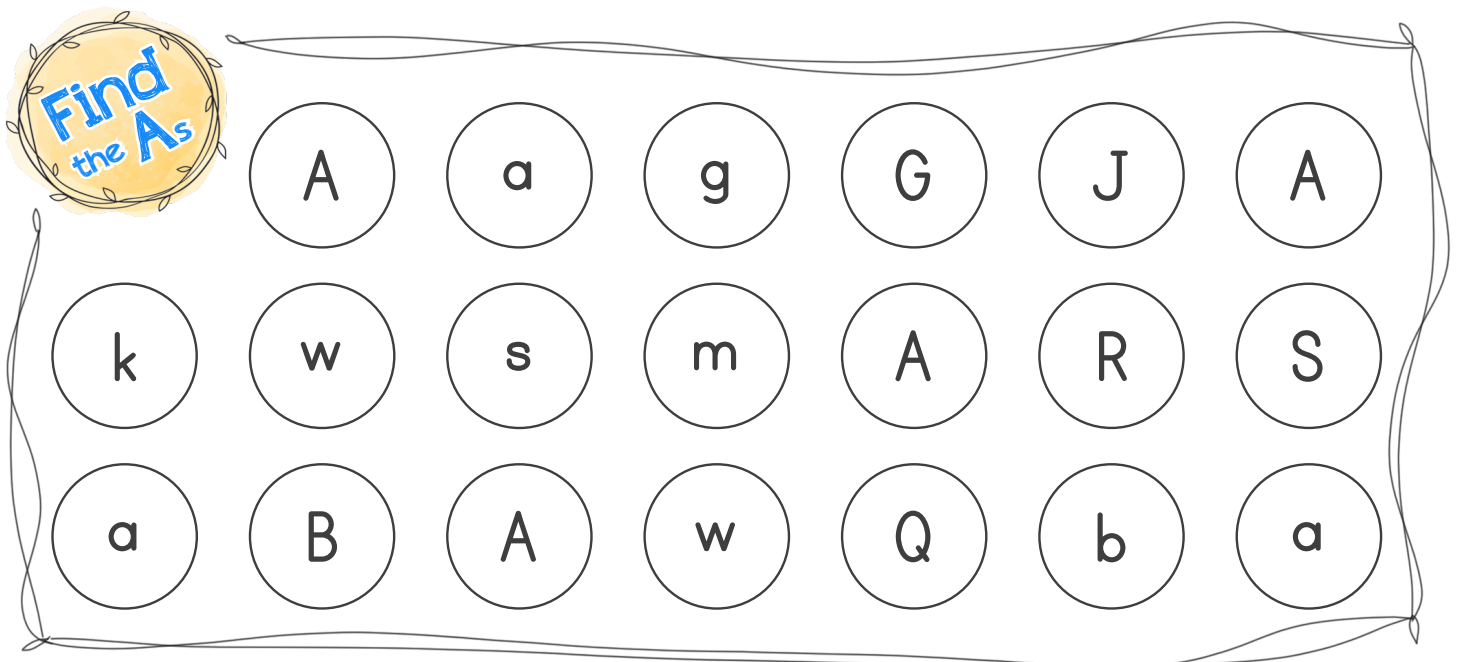
- * Items for Letter Activity (see page iii)
- * Optional: 7 small items (cold cereal pieces, glass jewels, mini pom-poms)




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 onto my nose!

- **Point to the alphabet on the previous page. Read to the child:** These are the letters in the alphabet. Repeat after me: There are 26 letters in the alphabet. **Have the child repeat the phrase.** How many letters are in the alphabet? [26] Let's watch a video of the alphabet song. **Play [ABC Song | Alphabet Song](#).** **See page iii for information on accessing the videos.** If desired, encourage the child to sing along.
 - **Read to the child:** Every letter makes a sound. We use letters and the sounds they make to read. Point to the yellow apple on this page. Do you see all the letters in the box with the yellow apple? 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.** I'm so excited for the chance to teach you! The first thing you have to do is learn all the letters and their sounds.
 - **Read to the child:** 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 uppercase A. Point to the little A. This is also called lowercase A. Let's practice again. Point to the uppercase A. Point to the lowercase A. The A says /ă/ as in APPLE. What does the letter A say? [/ă/ (as in APPLE)]
 - **Have the child color in all the uppercase and lowercase As or set a small item on them (cereal piece, glass jewel, mini pom-pom), and have the child say "A says /ă/" each time.**
- 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 onto my nose!
- 

A a





-  **Read to the child:** Look at this beautiful flower that God created. Flowers are amazing creations! **Optional: Give the child a seed.** Flowers grow from seeds. God also created seeds. Isn't it fascinating that plants and flowers can grow from something so small?



Read to the child: Point to the letter on the first pot below and tell me the letter's name and if it is uppercase or lowercase. **Have the child do this for all letters on the path.** Let's complete the path again, but this time with letter sounds. Point to the letter on the first pot and tell me its name and the sound the letter makes. **Follow the path again, this time saying the sound the letter makes.** If desired, have the child place a seed on each pot after the child says the letter name or sound.



LESSON 12



☐ Read to the child: Look at the picture on this page.

- Point to one of the boys. What letter does BOY start with?
- Another word for HAT is CAP. Point to the cap that the boy is wearing. What letter does CAP start with?
- One of the boys is named Asher. What letter does ASHER start with?
- The boy's cap is cute. What letter does CUTE start with?
- Point to one boy's back. What letter does BACK start with?
- Clever means smart. The boys are clever. What letter does CLEVER start with?



"The Visiting Champion" by Jefferson David Chalfant (1856–1931), c. 1895

☐ Have the child point to each letter and say if it is uppercase or lowercase and its name and sound (e.g., uppercase B says /b/).

B b C c D d A a



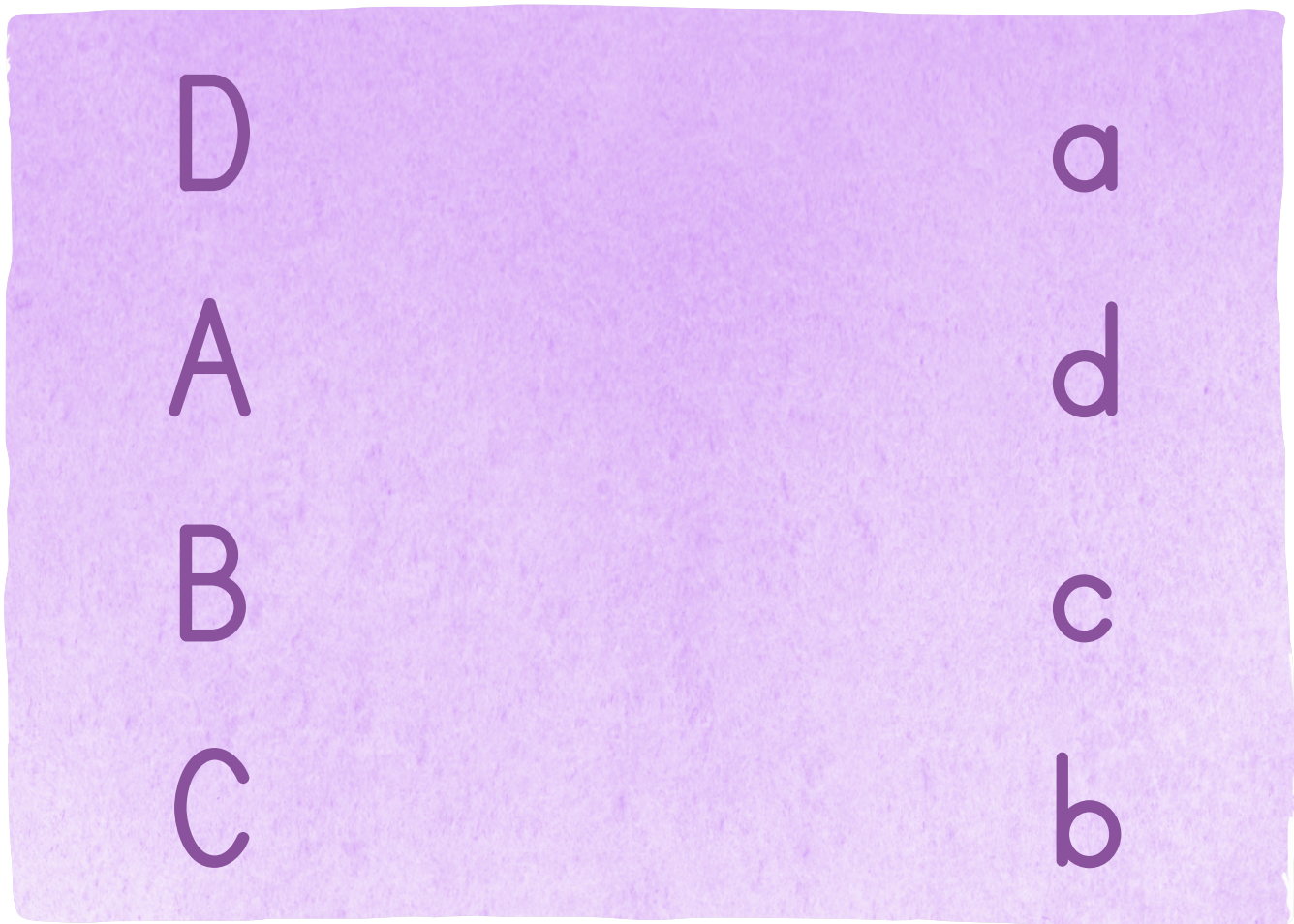
LESSON 14

Completed ☐

Unit 1 Assessment

This lesson is an assessment that reviews the principles learned in Unit 1. There is no score and nothing to mark right or wrong. Most children will not have all the principles from Unit 1 mastered at this point, so do not worry if the child does not have everything mastered. All principles will be reviewed throughout the course. However, Unit 2 introduces Optional Activities boxes, where you can work on just the things the child has not yet mastered. This kind of focused learning (focusing on what the child needs specifically) is very important, so it is suggested that you do not skip over the Optional Activities boxes.

- ☐ Have the child draw lines to match the lowercase and uppercase letters.



- ☐ Give the child a spoon. Have the child tap each letter set with the spoon, say the letters' sound, and then say the name of the letters.

Bb

Aa

Cc

Dd

- ☐ Have the child knock on the RED door, GREEN door, BLUE door, BLACK door, and BROWN door.
- ☐ Have the child count the doors.



- ☐ Play the [ABC Song | Alphabet Song](#) and have the child sing along the best that he or she can. A good goal at this point is for the child to be able to sing along with about six or more of the letters.
- ☐ Say the numbers below randomly and have the child point to them.

1

3

5

4

2



OVERVIEW

UNIT 2

▶ Lessons 15 to 27 ◀

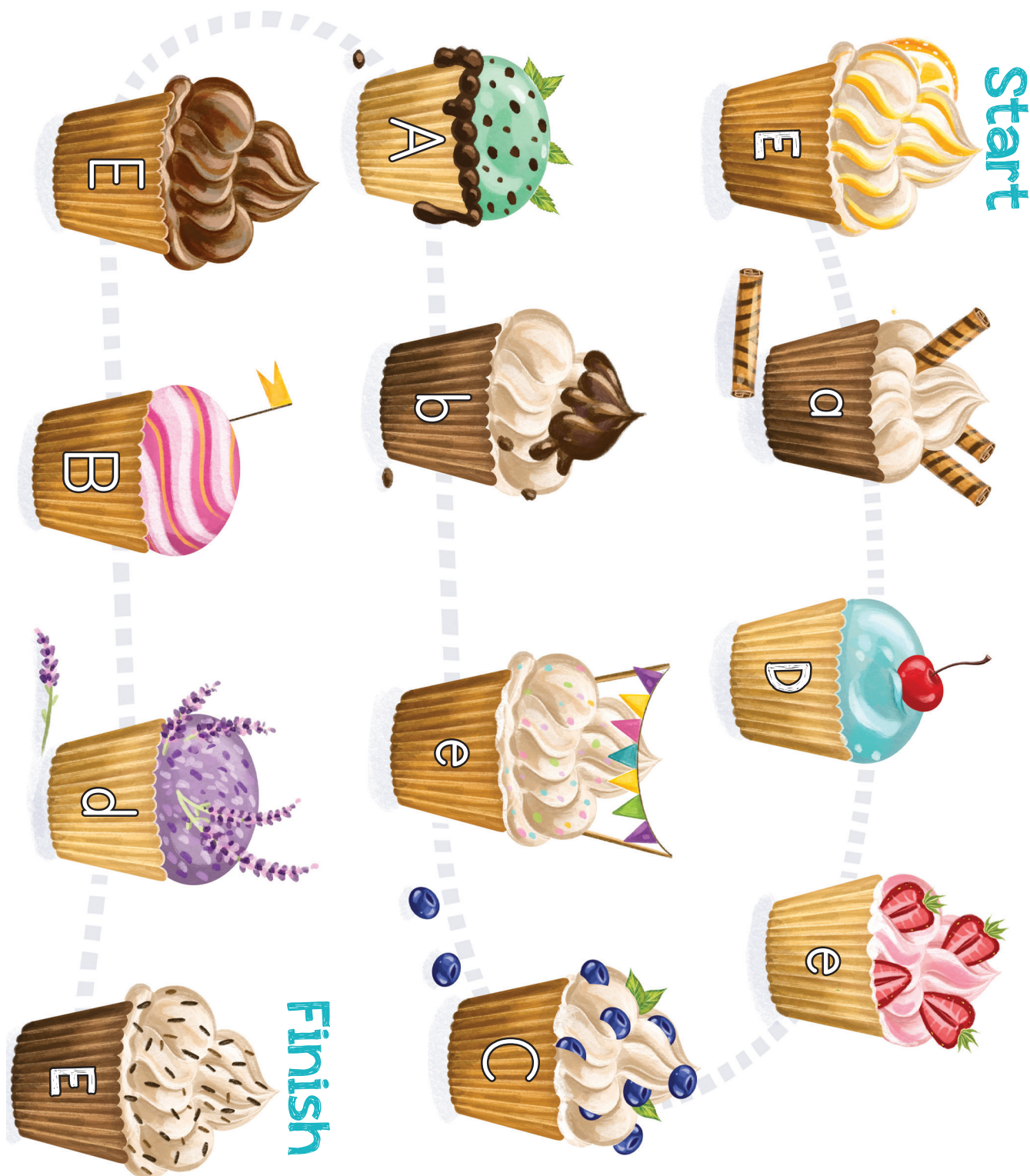
- Letters: E, F, G, H
- Color: Orange
- Number: 6
- Sorting
- Review of Unit 1

Note:

If the child needs more help with Letters A to D, use the Unit 1 Practice Sheets in *Preschool Practice Sheets* before moving on to Unit 2, or use them as extra practice sheets as you complete Unit 2.

- ☐ Play Letter Sounds | E one or more times.
- ☐ Help the child count six of the cupcakes below. Write the numbers 1 to 6 on a whiteboard. Tell the child to erase number 5 with his or her finger. Say each number until all the numbers are erased.

- ☐ Have the child point to the letter on the first cupcake and say the letter name (e.g., uppercase A, lowercase A, etc.). Have the child do this for all letters on the path. Then do the path again, this time having the child say the sound each letter makes.



LESSON 16

ITEMS NEEDED:

* Items for Letter Activity (see page iii)

Optional Activities

- Practice uppercase and lowercase flashcards for letters A to E. Flashcards are included as part of the *Preschool Folder Activities*. Store flashcards you are using in the “Flashcards: Using” folder.

- Play [Letter Sounds](#) | E one or more times.
- **Read to the child:** Let's explore this picture. The girl in the picture is from Japan. Her name is Ren. In Japan the name Ren means "love." She has a pet dog. The girl is very kind to her dog, and the dog loves her. It is morning, and Ren is reading the Bible.

Point to the dog. What letter does DOG start with? How many eyes does the dog have?

Point to the girl's belt. What letter does BELT start with?
What color is the belt?

Point to the girl's hair. What color is it? What letter does BLACK start with? The dog's fur is white and brown. What letter does BROWN start with? Look at the girl's dress. What letter does DRESS start with?

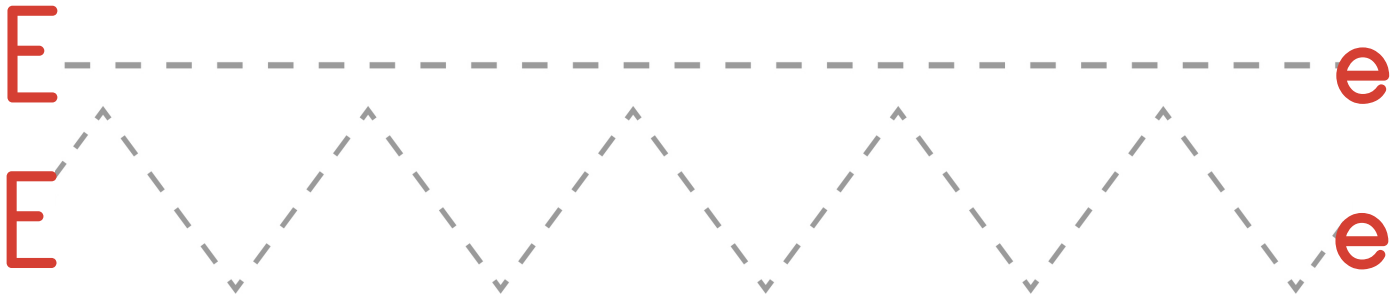
Look at the dog's collar. What color is it? What letter does COLLAR start with?

Point to your own elbow. Point to where you think the girl's elbow is. What letter does ELBOW start with?

There are two hidden letters in the image. Can you find the uppercase and lowercase E? [Ask the child what E says when the child finds each letter.](#)



- Have the child follow the steps to hold a pencil correctly (see page 28 or watch the video [Pencil Grip | How and Why to Teach It](#) if needed) and trace the lines from the uppercase Es to the lowercase Es.



- Take the “Letter E” page out of *Preschool Practice Sheets*. Have the child complete one of the following items:
- paint or color the letters
 - fill the letters with play dough, mini pom-poms, pipe cleaners, cereal pieces, or dry or cooked then dried spaghetti noodles
 - glue glitter or small pieces of cut-up colored paper onto the letters

Sorting

- ☐ You or the child cut out the boxes on the bottom of the previous page. Have the child choose one of the boxes and tell you the name of the picture. Then have the child glue the box in the correct category.



Things in a House

Things Outside

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LESSON 24

ITEMS NEEDED:

* Items for Letter Activity (see page iii)

Optional Activities

- Have the child point to each letter and say its sound, and then have the child point to each letter and say its name (e.g., uppercase A, lowercase A).

D A C B d b a c

- Play [Letter Sounds | H](#) and [Letter Sounds | G](#).
- If desired, have the child watch and follow along with the video [Letter Sounds | Movement Activities | A to E](#) one or more times.
- **Read to the child:** Let's review. How many letters are in the alphabet? [26] Point to the uppercase H, lowercase h, uppercase G, lowercase g.
- **Give the child a full-length pencil.** **Read to the child:** Place the pencil on the path of snails that is all Hs. What does H say? Place the pencil on the path of snails that is all Fs. What does F say?

Pencil Path



- Take the “Letter H” page out of *Preschool Practice Sheets*. Have the child complete one of the following items:
 - paint or color the letters
 - fill the letters with play dough, mini pom-poms, pipe cleaners, cereal pieces, or dry or cooked then dried spaghetti noodles
 - glue glitter or small pieces of cut-up colored paper onto the letters
- **Play the Otter Ponds Folder Activity #1.**



OVERVIEW

UNIT 3

▶ Lessons 28 to 43 ◀

- Letters: I, J, K, L
- Colors: Pink, Purple
- Number: 7
- Identifying Body Parts
- Review of Units 1 & 2

Note:

If the child needs more help with Letters E to H, use the Unit 2 Practice Sheets in *Preschool Practice Sheets* before moving on to Unit 3, or use them as extra practice sheets as you complete Unit 3.

UNIT 3

:: LESSON 28 ::



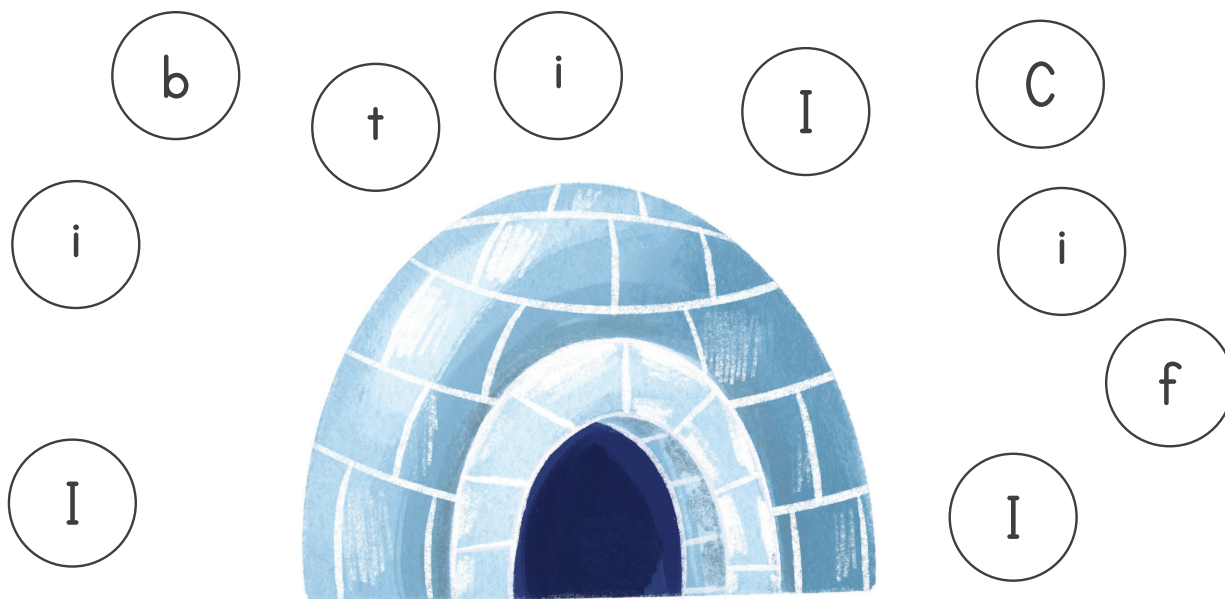
Optional Activities

- Practice uppercase and lowercase flashcards for letters A to H, practicing both letter recognition and the sounds of the letters. Have the child identify letters by uppercase or lowercase (e.g., lowercase A, uppercase C).

- **Read to the child:** Today, we will learn the letter I. Point to the big purple letter. This is uppercase I. Point to the smaller purple letter. This is lowercase I. The letter I says /i/ as in IGLOO. Point to the uppercase I. Point to the lowercase I. What does the letter I say? [/i/ (as in IGLOO)]

I i

Draw a line from the igloo to each letter I. Before drawing each line, tell me if the I is uppercase or lowercase and tell me what I says. The purple words below the igloo say I GET IN THE IGLOO. There are three Is in the words. See if you can find them.



I get in the igloo.

- Play [Letter Sounds | I](#) one or more times while you cut out the penguin strip on the next page, roll it into a cylinder (matching up the red lines), and tape it.

Read to the child: Let's play a penguin game. Give the child the penguin cylinder you created. Look at the fun, snowy place on the next page. The penguins love to slip and slide and swim here. Each letter shows a place where the penguin played. Point to each letter and say its sound, and then place your penguin on it. Do the same thing again, but this time have the child say the name of the letter and if it is uppercase or lowercase (e.g., uppercase G, lowercase F).

- If desired, have the child watch and follow along with the video [Letter Sounds | Movement Activities | A to E](#) one or more times.

-  Draw a line from the jellyfish to each image that starts with J.

Jj



jacket



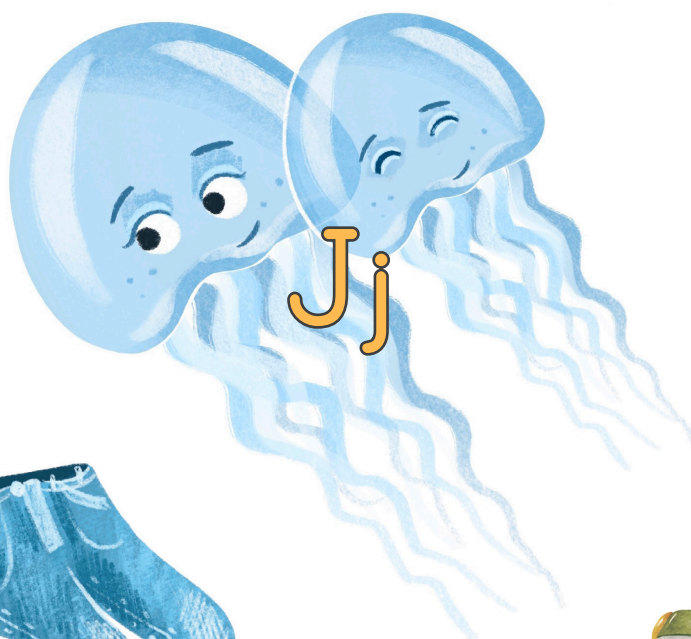
jar




jam



jeans



jeep

-  Have the child point to each number with you and count. Then say a number between 1 and 7 and have the child point to that number. Repeat all the numbers a few times.

1 2 3 4 5 6 7

 **Read to the child:** Let's talk about this picture.

What color is the girl's bow? What letter does BLUE start with?

Point to the boy's jaw. What letter does JAW start with?

What color is the grass? What letter does GREEN start with?

Point to the girl's forehead. What letter does FOREHEAD start with?


Point to the back of the boy's head. Point to the front of his head. What letter does FRONT start with?


Count seven flowers. What letter does FLOWER start with?

The kids are glad to enjoy the beautiful day. What letter does GLAD start with?



From *Seth and Beth* by Jenny Phillips, Illustrated by Alessia Ray

 **Read to the child:** Let's review. How many letters are in the alphabet? [26]
Point to the uppercase I, lowercase i, uppercase J, lowercase j.

 Take the "Letter K" page out of *Preschool Practice Sheets*. Have the child complete one of the following items:

- paint or color the letters
- fill the letters with play dough, mini pom-poms, pipe cleaners, cereal pieces, or dry or cooked then dried spaghetti noodles
- glue glitter or small pieces of cut-up colored paper onto the letters

J j I i



OVERVIEW

UNIT 4

▶ Lessons 44 to 56 ◀

- Letters: M, N, O, P
- Number: 8
- Money: Pennies
- Identifying Sounds of Three Letter Words
- Identifying Missing Letters in the Alphabet
- Review of Units 1 through 3

Note:

If the child needs more help with Letters I to L, use the Unit 3 Practice Sheets in *Preschool Practice Sheets* before moving on to Unit 4, or use them as extra practice sheets as you complete Unit 4.

LESSON 45

ITEMS NEEDED:

- * Items for Letter Activity (see page iii)

Preparation needed:

See the parent instructions in purple below.

Optional Activities

- Have the child point to each letter and say its sound, and then have the child point to each letter and say its name (e.g., uppercase A, lowercase A).

A B C D a b c d

- Have the child count to 6 (or higher).

- ☐ Play [Letter Sounds | M N O](#).
- ☐ If desired, have the child watch and follow along with the video [Letter Sounds | Movement Activities | L to P](#) one or more times.
- ☐ Have the child draw a line from the mug to each image that starts with M.



- ☐ Take the "Letter M" page out of *Preschool Practice Sheets*. Have the child complete one of the following items:
 - paint or color the letters
 - fill the letters with play dough, mini pom-poms, pipe cleaners, cereal pieces, or dry or cooked then dried spaghetti noodles
 - glue glitter or small pieces of cut-up colored paper onto the letters

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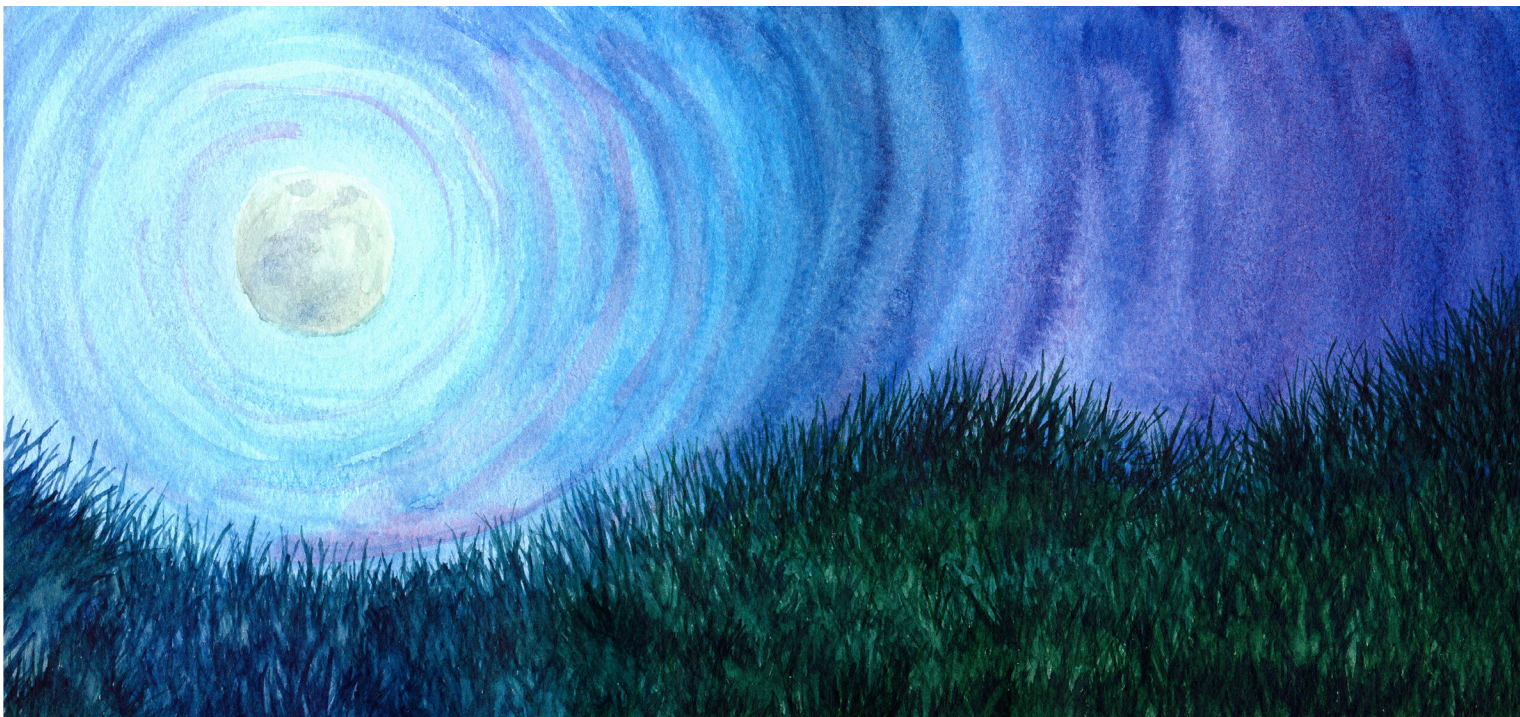
- ☐ Take out flashcards A to F (uppercase and lowercase). Hide them around the room. Read to the child: I've hidden letter flashcards all around the room. Find them as fast as you can. Each time you find a card, bring it to me, say the sound of the letter, and then say the name of the letter including uppercase or lowercase (e.g., uppercase A, lowercase B). Then go find the next card. Play until the child has found all 12 cards. Give hints if needed.

- ☐ Play the Mouse House Folder Activity #2.

- * A cotton swab, yellow paint

- Play [ABC Song | Alphabet Song](#), [Letter Sounds | A B C](#), and [Letter Sounds | D](#). Encourage the child to sing along.

- N n



-

ITEMS NEEDED:
 * 1 cotton ball cut in fourths

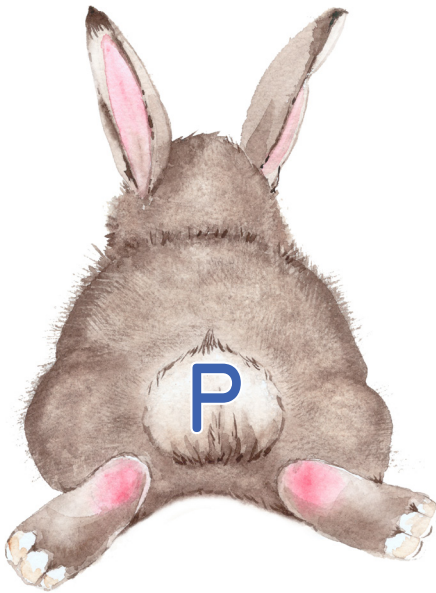
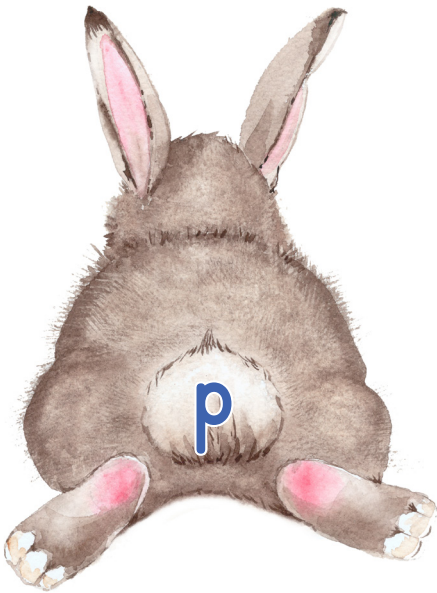
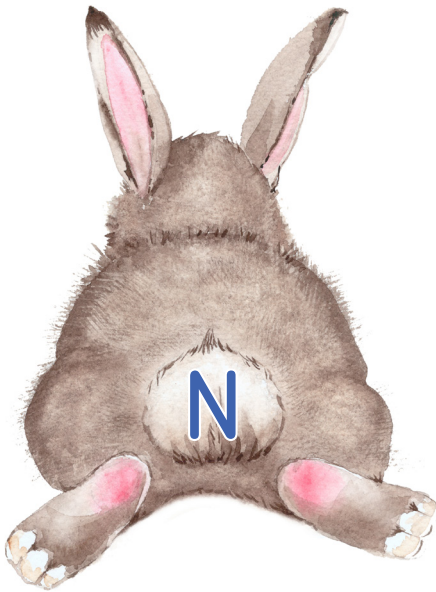
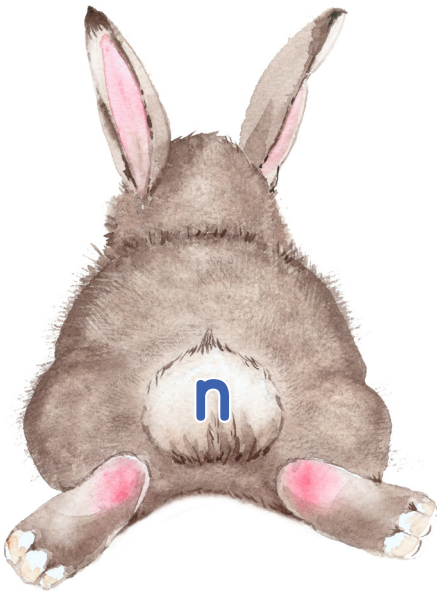
LESSON 55

Completed ☐

Optional Activities

• Have the child point to each number and tell you what number it is: 5 8 1 3 6.

- Take out the uppercase flashcards for A to P. Help the child lay the cards out in a line in alphabetical order. Leave them in the line. Take out the lowercase flashcards for A to P. Help the child lay each lowercase letter beneath each matching uppercase letter.
- Give the child a fourth of a cotton ball. Read to the child: I will say a letter, and you put this cotton ball on the bunny's tail with that letter, and then tell me the sound it makes: uppercase M, lowercase M, lowercase N, uppercase N, uppercase P, lowercase P.



OVERVIEW

UNIT 5

▶ Lessons 57 to 72 ◀

- Letters: Q, R, S, T
- Identifying Ending Sounds of Words
- Colors: White, Gray
- Number: 9
- Rhyming Words
- Review of Units 1 through 4

Note:

If the child needs more help with Letters M to P, use the Unit 4 Practice Sheets in *Preschool Practice Sheets* before moving on to Unit 5, or use them as extra practice sheets as you complete Unit 5.



Rhyming Words

- ☐ **Read to the child:** Let's talk about words that rhyme.

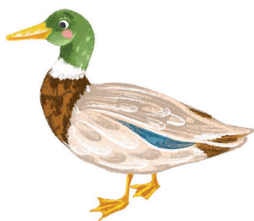
Point to your nose. Here are some words that rhyme with NOSE: ROSE, HOSE, CLOSE, TOES.

Point to your chin. Here are some words that rhyme with CHIN: SPIN, FIN, SKIN, WIN, TWIN.

Point to your cheek. Here are some words that rhyme with CHEEK: WEEK, SPEAK, SQUEAK, SEEK.

Point to your head. Here are some words that rhyme with HEAD: SAID, RED, SPREAD, BED, FED.

- ☐ **Read to the child:** Look at the images below. Circle the two images with words that rhyme on each row. Rhyming words end with the same sound.



* Items for Letter Activity (see page iii)

- Play [ABC Song | Alphabet Song](#) and any letter sound songs desired.

- A chubby little snowman
Had a carrot nose.
Along came a rabbit
And what do you suppose?
That hungry little bunny,
Looking for his lunch,
[the snowman's carrot nose . . .
Nibble, nibble, CRUNCH!

-

LESSON 69

Optional Activities

- Practice flashcards and/or listen to letter songs for any letters Q to T that are not mastered.

- Read to the child and complete the instructions:** Look at this beautiful photograph of a little brown bird. A painting or drawing is made by a person using paint, crayons, or pencils. A photograph comes from someone taking a picture with a camera. I am going to read a poem about a little brown bird.

A little bird, with feathers brown,
Sat singing on a tree;
The song was very soft and low,
But sweet as it could be.

I will read the poem again, one line at a time, and you repeat each line after me. **Read the poem, pausing for the child to repeat each line. Then point to the four lines in the poem and count them.** Point to the first word in each line. Tell me what letter is at the beginning of line two. What sound does it make? What letter is at the beginning of line four? What sound does it make?

- Read to the child:** Point to the bird's beak. What letter does BEAK start with? Point to the bird's feathers. What letter does FEATHERS start with?

- Play Letter Sounds | Q, Letter Sounds | R, Letter Sounds | S, and Letter Sounds | T one or more times while you cut out the cards on the next page.**
- Mix up the cards you cut out. Have the child find all the matches (uppercase letter, lowercase letter, and the image that has the same starting sound as the letter). Repeat as many times as desired.**
- Play the Hide & Seek Pets Folder Activity #1.**





OVERVIEW

UNIT 6

▶ Lessons 73 to 80 ◀

- Letters: U, V, W
- Numbers to 10
- Shapes: Circle, Oval, Triangle
- Money: Dimes
- Lowercase Q With and Without a Tail
- Review of Units 1 through 5

Note:

If the child needs more help with Letters Q to T, use the Unit 5 Practice Sheets in *Preschool Practice Sheets* before moving on to Unit 6, or use them as extra practice sheets as you complete Unit 6.

Optional Activities

- Practice flashcards and/or listen to letter songs for any letters Q to T that are not mastered.

Read to the child: Let's explore the painting on this page.

How many dogs are in the picture? How many cats are in the picture?

The dogs are animals. The cat is an animal. How many animals are in the picture?

What color is the cat? What two colors are the dogs? What letter does BROWN start with?

Point to a dog's tail. What letter does TAIL start with?

Point to a dog's paw. What letter does the word PAW start with?

The cat is on a tree stump. What letter does STUMP start with?

Point to a dog's leg. What letter does LEG start with?



See page 157 for instructions for this section.

q

p

p

p

q

q

q

p

LESSON 77

ITEMS NEEDED:

- * Items for Letter Activity (see page iv)

Optional Activities

- Have the child point to each number and tell you what number it is: 8 10 2 3 9 7.

- Play [Letter Sounds | U](#) and [Letter Sounds | V](#) and [Letter Sounds | W](#) one or more times.

Color Match

- Have the child draw a line from the color to the letter that represents the first sound of the color.



b



r



p



w



g

Money Match

- Have the child draw a line from the money on each row to the number that shows the amount.



10



3



1



2

- Have the child point to each letter and say its sound. Then tell the child what the word says.

t u b

v a n

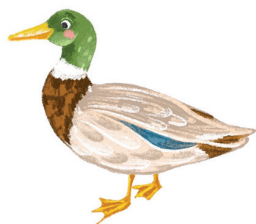
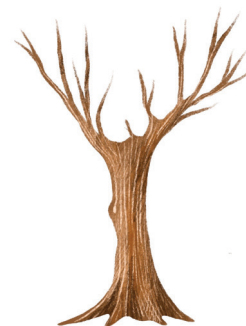
w e b

- Take the "Letter V" page out of the *Preschool Practice Sheets*. Have the child complete one of the following items:
 - paint or color the letters
 - fill the letters with play dough, mini pom-poms, pipe cleaners, cereal pieces, or dry or cooked then dried spaghetti noodles
 - glue glitter or small pieces of cut-up colored paper onto the letters

- Play the Moon Match Folder Activity #1.

Rhyming Words

1. Have the child point to the picture on each row that starts with the letter V.
2. Have the child circle the two words that rhyme on each row. Explain that rhyming words end with the same sound.





OVERVIEW

UNIT 7

▶ Lessons 81 to 90 ◀

- Letters: X, Y, Z
- Shape: Square
- Shades of Colors
- Review of Units 1 through 6

Note:

If the child needs more help with Letters U to W, use the Unit 6 Practice Sheets in *Preschool Practice Sheets* before moving on to Unit 7, or use them as extra practice sheets as you complete Unit 7.


LESSON 82

ITEMS NEEDED:


- * Items for Letter Activity (see page iii)

Optional Activities

- Practice flashcards and/or listen to letter songs for any letters A to V that are not mastered.

-  **Read to the child:** Today, you get to play the piano! I will say a number, and you tap that number with your finger. **Say the numbers on the keyboard in random order several times.**



-  **Read to the child:** Look at the ox. What letter does the word OX end with? This ox is fun. The letters love to play with him.

What letter is next to the ox's tail?

What letter is riding on his back? Is it uppercase or lowercase? What does X say?

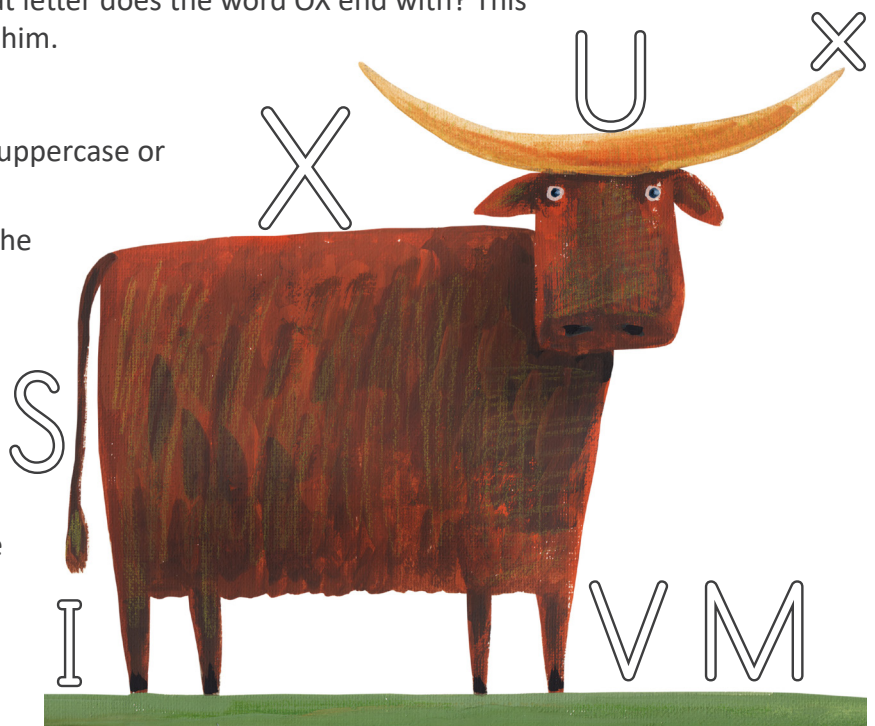
What letter is riding in the middle of the ox's horns?

What letter is riding on the tip of the horn? Is it uppercase or lowercase?
What does X say?

What letters would the ox step on if he moved forward?

What letter would the ox step on if he moved backward?

- Have the child point to each letter and say its sound. Then tell the child what the word says.



box

mix

fix

- **Read to the child:** Colors can have different shades. This means a color can be dark or light. Look at the purple circles. Point to the dark-purple circle. Point to the light-purple circle.

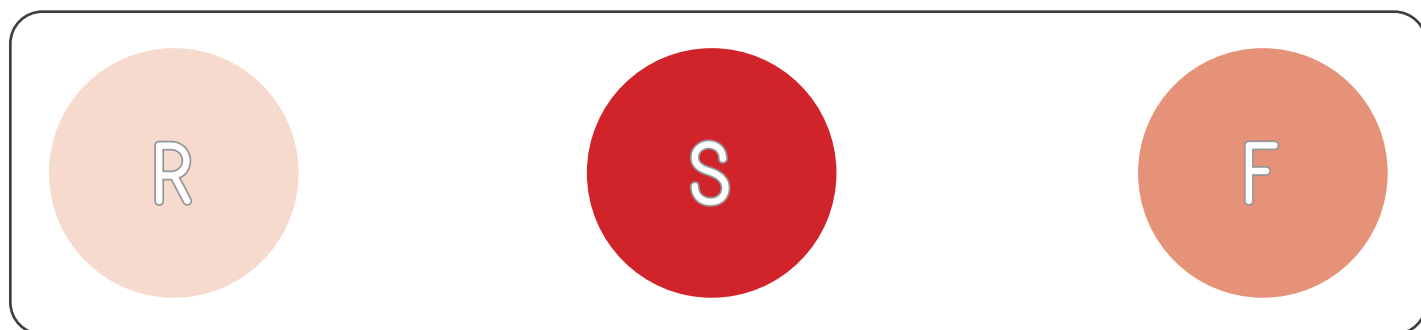
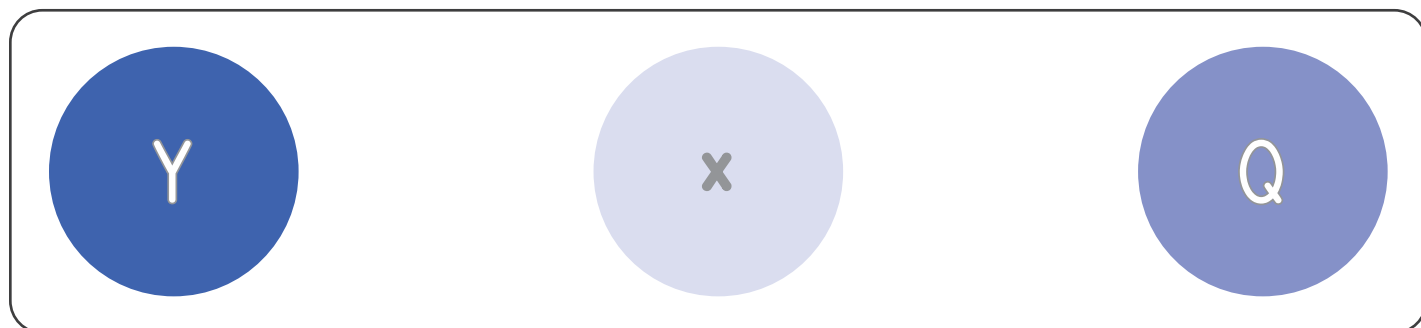
Now we are going to play the shade game with the colors blue and red. Did you know that if you mix blue and red paint together, it creates a new color? After we play the shade game with blue and red colors, we will mix these two paint colors together and see what new color they make!



Point to the darkest blue circle. What letter is on it? What sound does that letter say? **Repeat with the lightest blue circle. Then point to the remaining circle.** What letter is on this circle? What sound does that letter say?

Point to the darkest red circle. What letter is on it? What sound does that letter say? **Repeat with the lightest red circle. Then point to the remaining circle.** What letter is on this circle? What sound does that letter say?

Shade Game



- **Read to the child:** OK! Let's see what color blue and red make when they are mixed together. **Give the child blue and red paint and have the child mix them together until purple is created.**
- **Take the "Letter Y" page out of *Preschool Practice Sheets*. Have the child paint the Ys with the color purple he or she just created.**

LESSON 88

ITEMS NEEDED:

- * A spoon
- * 9 pennies

Optional Activities

- Have the child point to each number and tell you what number it is: 8 4 2 3 9 7.
- Play [ABC Song | Alphabet Song](#) or sing the alphabet song with the child.

☐ Play [Letter Sounds | S](#) and [Letter Sounds | T](#) one or more times.

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

A _ C D

a b _ d

G H I _ K

- ☐ Give the child nine pennies. Read to the child: These are pennies. Pennies are worth one cent. The word PENNIES starts with P. Listen to the /p/ sound at the beginning of the word: P - P - PENNIES. Have the child count the pennies and tell you how many total cents there are. Let's play a game called PENNY PATH. Go along the path and say the name of each picture and what letter it starts with. Instead of looking for images that start with P, look for images that start with R and put a penny on those circles.



- ☐ Give the child a spoon. Have the child tap each letter set with the spoon, say its sound, and then say its name.

Zz

Yy

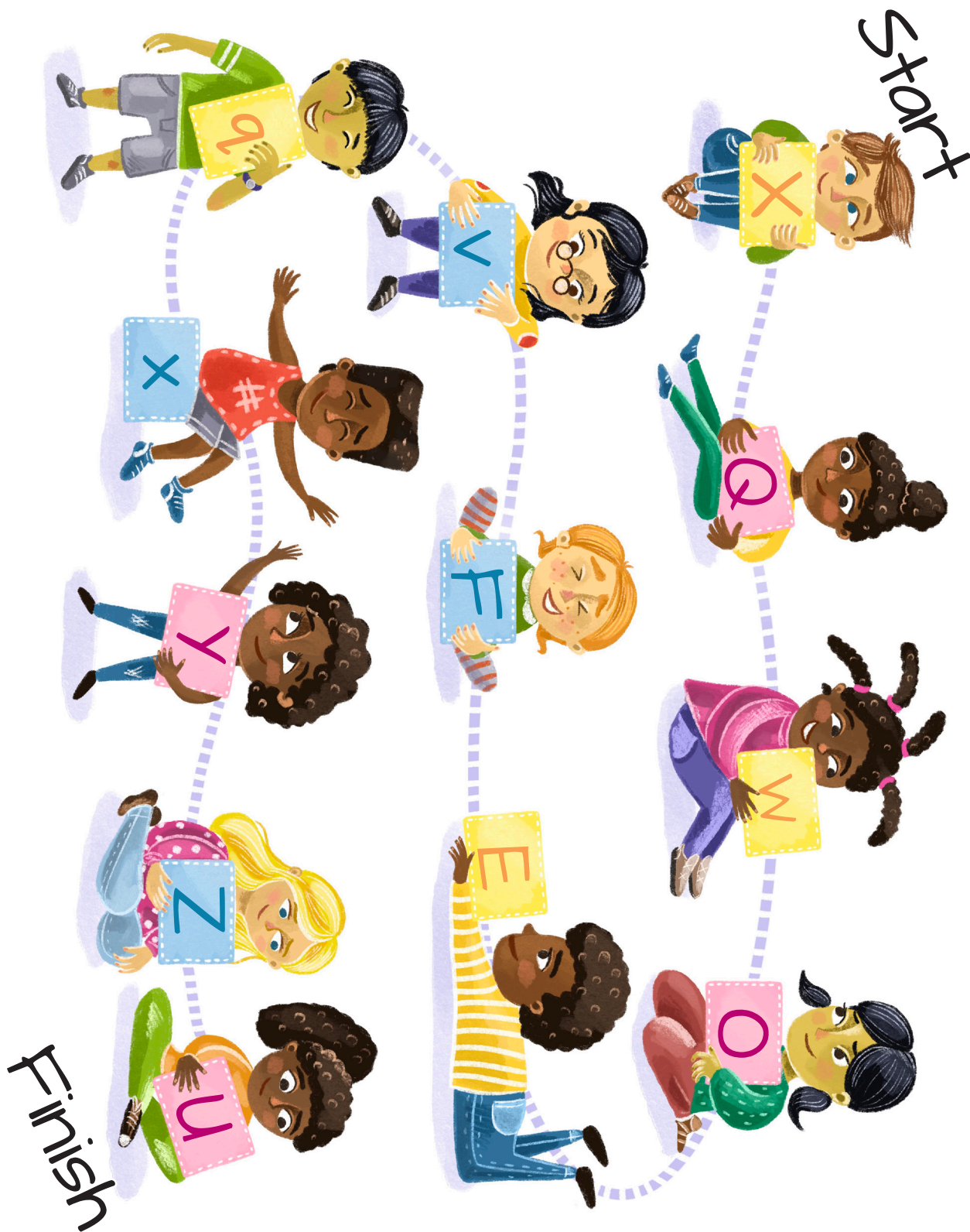
Ww

Xx



☐ Play Front Doors Folder Activity #2.

- ☐ Read to the child: The children on this page are all smiling! When we smile it makes us happy, and it brings happiness to other people too! It is a wonderful thing to bring happiness to other people. Have the child point to the letter on the first sign and say the letter name. Have the child do this for all letters on the path. Then do the path again, this time having the child say the sound each letter makes.



Course Assessment: Part 1

The course assessment allows you to see what the child has learned in the course.

In order to move on to the *Kindergarten Prep* course, the child should have the following items mastered:

- identifying colors
- counting to 10 (recognizing numbers to 10 does not need to be mastered until the end of the *Kindergarten Prep* course)
- recognizing both lowercase and uppercase letters and identifying the letter sounds of the alphabet
- singing the alphabet alone or with someone else

The other items taught in this course are for exposure and practice. All other concepts practiced in this course will be reviewed in the *Kindergarten Prep* course and do not need to be mastered at this time.

Items That Should Be Mastered to Move to *Kindergarten Prep*

Have the child point to the letters below and say the name of each letter and its sound. If the child doesn't have a letter's recognition and sound mastered, circle it on the chart below. It is suggested that you then work on those letters daily through flashcards, letter sound videos, movement videos, pages from *Preschool Practice Sheets*, or the Folder Activity games until the letters are mastered.

A	D	e	F	E	g	J
a	B	H	G	d	j	h
L	K	k	I	b	M	i
m	C	c	f	l		



- ☐ **Read to the child:** Let's pretend you are a rocket and you are going to take off in 10 seconds. Crouch down on the ground. Then count to 10. When you get to 10, act as if you are a rocket taking off. **Practice counting daily if the child cannot count to 10.**

183

CERTIFICATE OF COMPLETION

Student's Name

has successfully completed the
PRESCHOOL COURSE BOOK

.....

Teacher

.....

Date



PRESCHOOL

Practice Sheets


The Good AND THE Beautiful
CURRICULUM

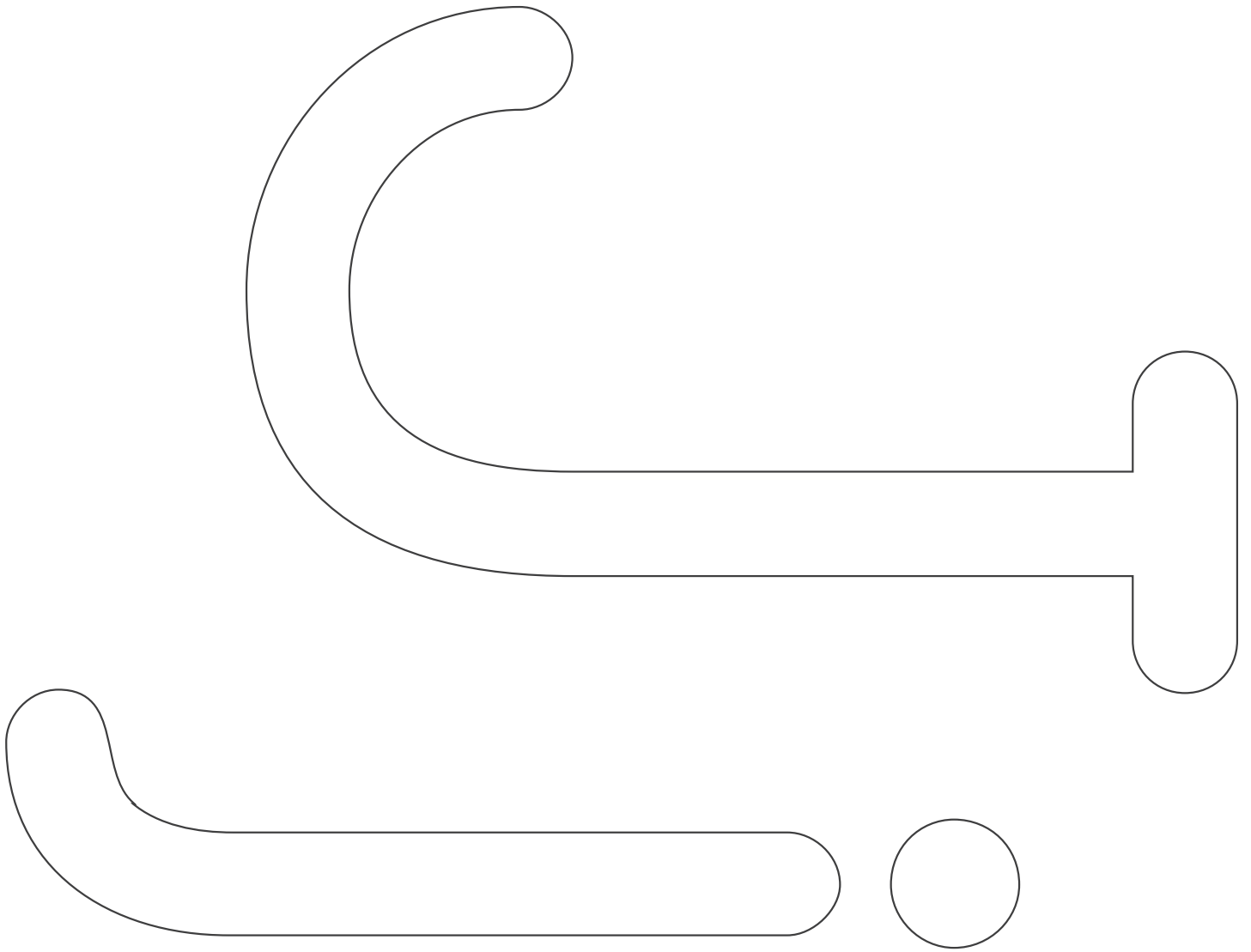
Letter Activity

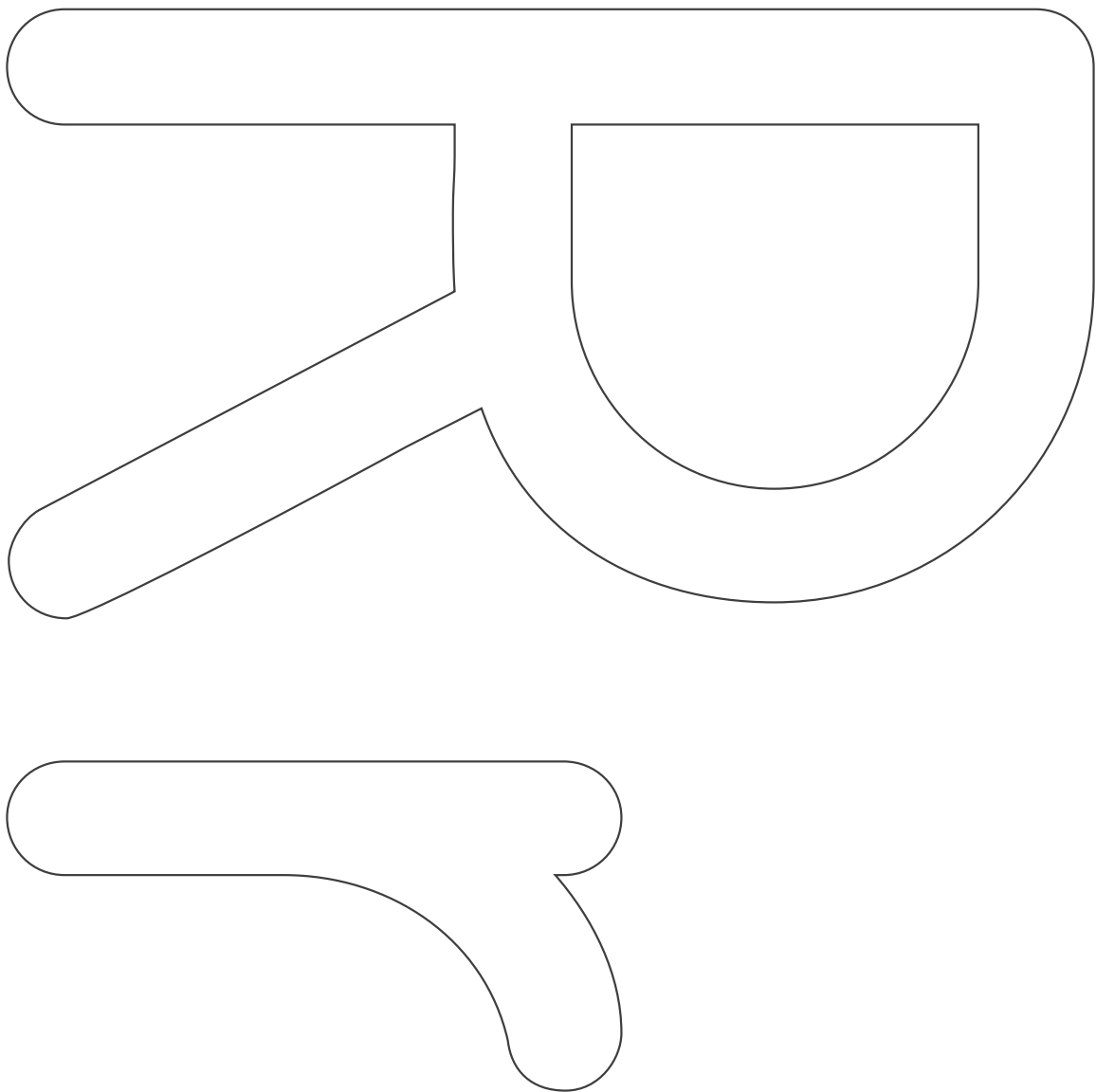
SHEETS



There is one sheet per letter set. The Preschool Course Book will tell you when to use these sheets and provide a list of supplies needed.





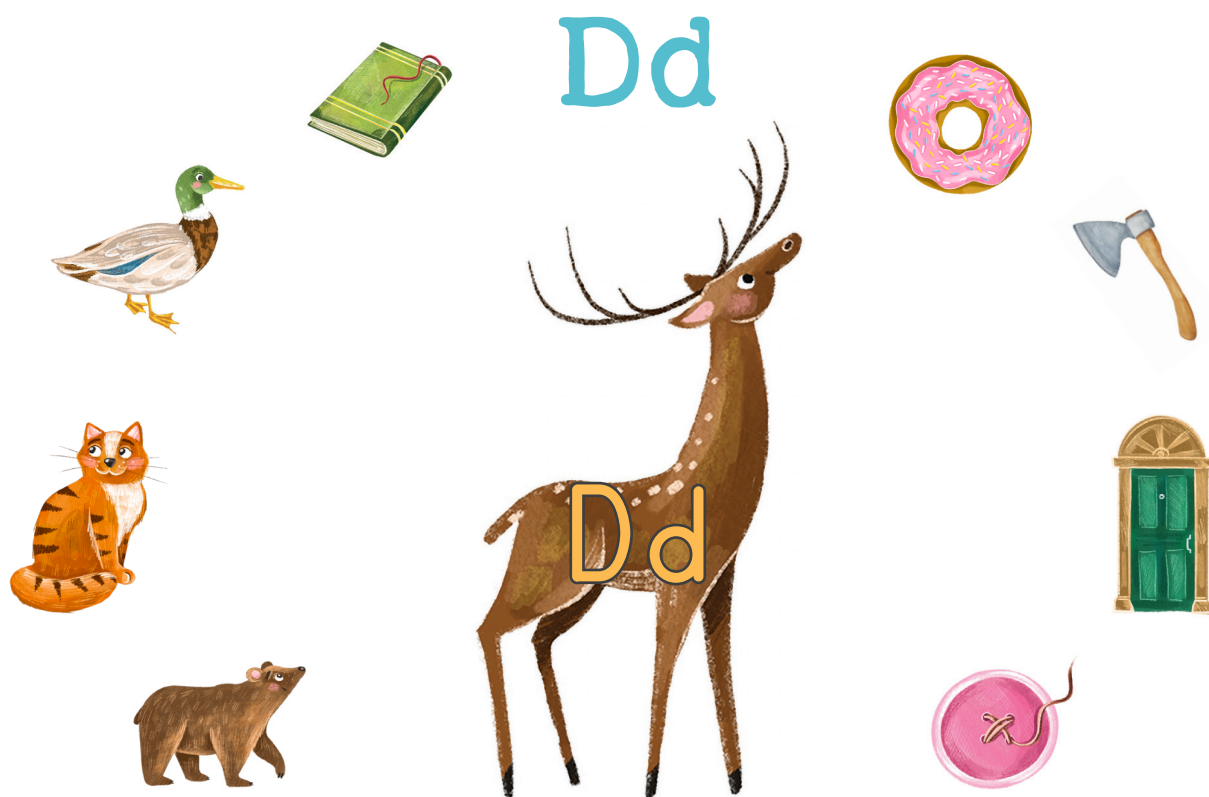


Preschool Practice

SHEETS

Each unit includes ten Preschool Practice Sheets that provide additional review of the principles taught. The practice sheets are optional and are not scheduled in the course book.

Have the child draw a line from the deer to each image that starts with a D.



Letter Match

Aa Bb Cc Dd

In each set of boxes, have the child color the two boxes that have the same letter: the uppercase and lowercase version.

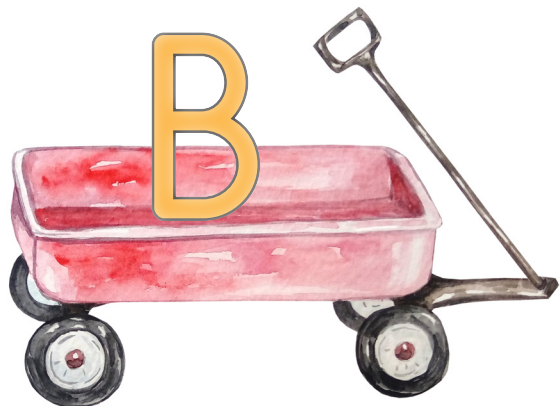
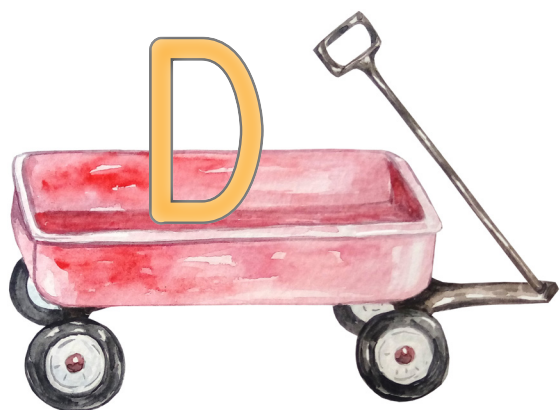
A	b	a
---	---	---

D	d	c
---	---	---

d	c	C
---	---	---

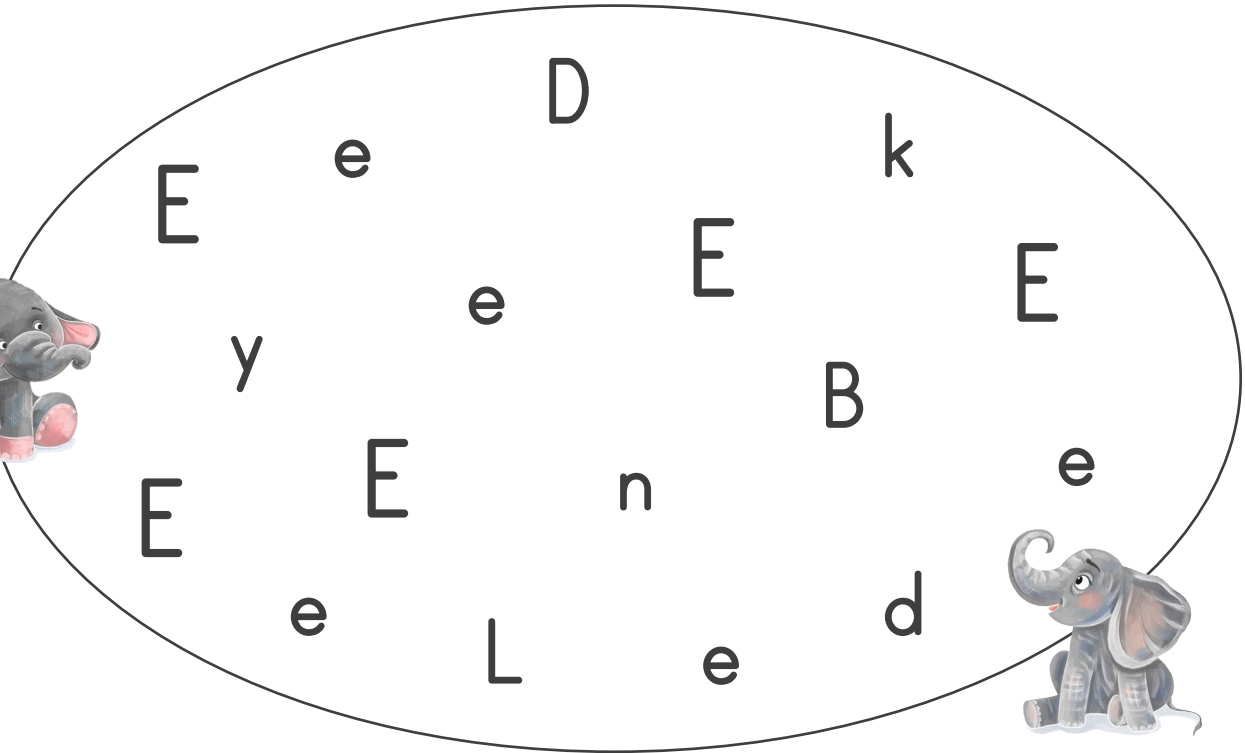
B	b	d
---	---	---

Have the child draw a line from each uppercase letter to the matching lowercase letter.





Unit 2 Practice Sheet

A cartoon illustration of a grey elephant with pinkish-red ears and feet, sitting and looking towards the right. The elephant has a small trunk curled slightly and a friendly expression.



Have the child trace along the letter G path to help the goat get to the barn.



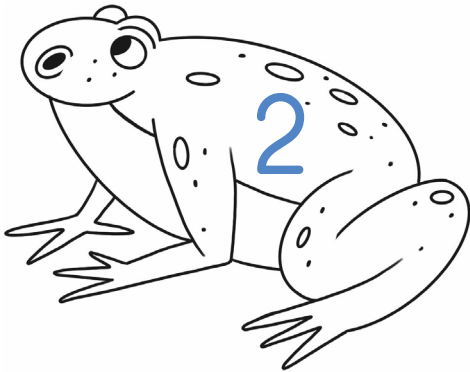
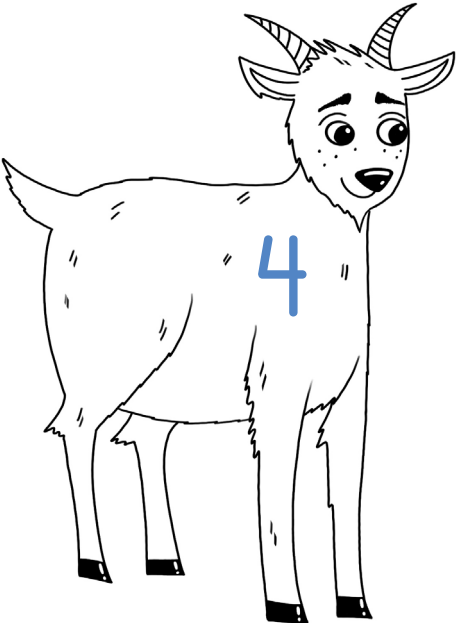
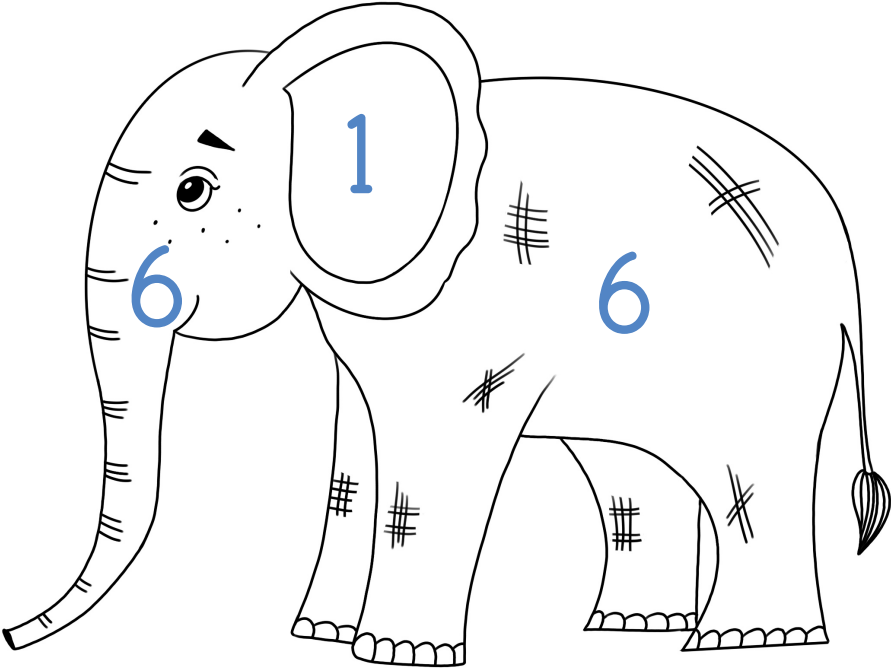
	G	g	t	P	m	l	u	R	I
S	q	g	X	j	U	g	g	G	b
t	g	G	p	g	G	g	T	g	N
s	G	w	y	G	v	k	j	G	o
H	g	G	G	g	Z	C	b		



Color by Number

Have the child use the key to color the images.

1		4	
2		5	
3		6	



Have the child cut out the lowercase letters and glue them under the matching uppercase letters.



--	--	--	--



M Is for Mouse

Have the child circle each letter M in the story and say the sound M makes each time an M is circled.



Maisy the
mouse made
a mini batch
of orange
marmalade.

Image Match

Have the child cut out the letter boxes, mix them up, and then place each uppercase and lowercase letter next to the image that starts with that letter.



M

n

O

p

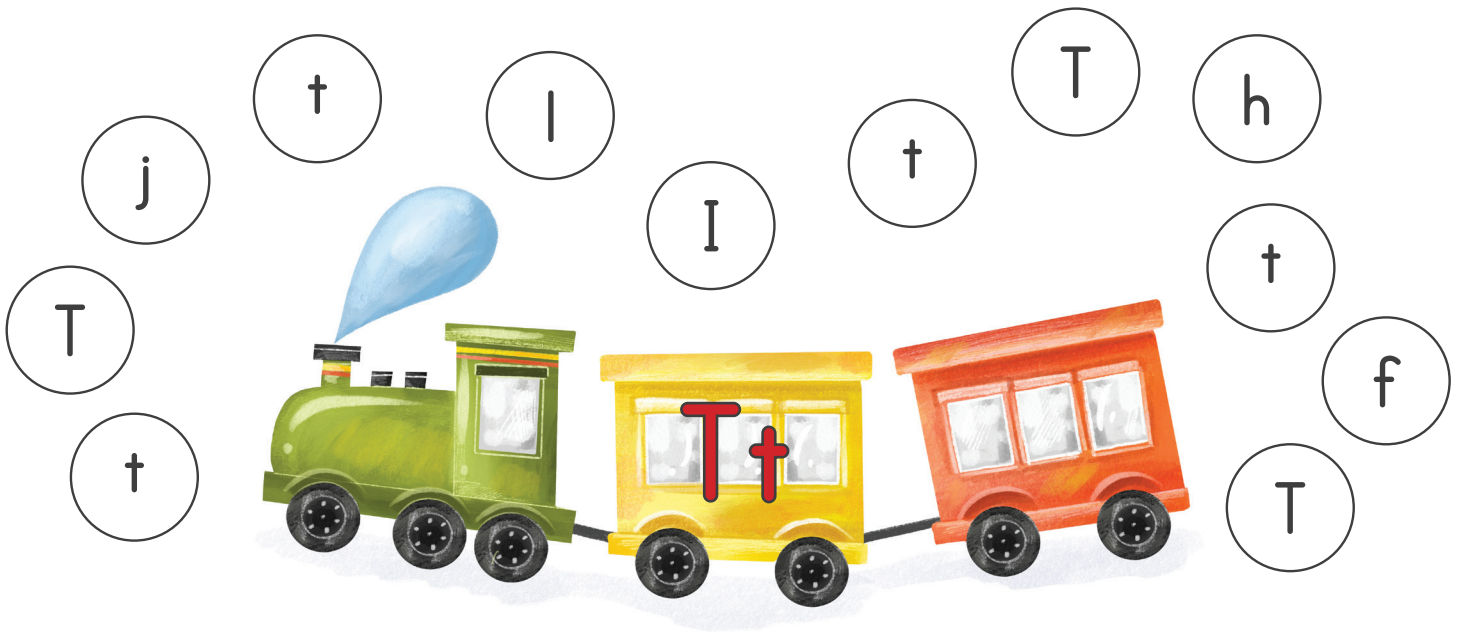
P

m

N







o

Have the child draw a line from the train to each letter T.



Match the First Letter (Q–T)

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

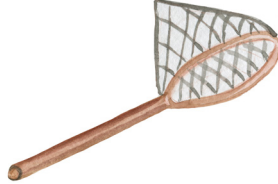
 <p>t q</p>	 <p>r s</p>	 <p>s r</p>
 <p>q s</p>	 <p>t r</p>	 <p>s q</p>

Match the Last Sound

Have the child circle the letter that represents the last sound in the word.



d r



t n



x f



x l



g p



l n



v n



r x



b x



e t



b k



n q

Cactus Match

Have the child cut out the lowercase letter boxes. Then have the child paste each lowercase letter box under its matching uppercase letter.



C

A

C

T

U

S

--	--	--	--	--	--

a

c

t

s

c

u

Letter Boats

ACTIVITY



Activity

1

Instructions:

1. Lay out the boats on the table.
2. Tell the child to choose the boat with the letter I on it and place it in any of the slits to sail on the water. Then have the child tell you the letter's sound.
3. Repeat for the other letters.
4. Take the boats out of the water.
5. Have the child match the bottom of the boats with each sail or boat top that matches the letter.
6. Have the child tell you whether each letter is uppercase or lowercase.

Preparation

1. With a craft knife, cut the white dashed slits on the ocean below.
2. Punch out the **boats and sails** and store them in this folder.

Activity

2

Instructions:

1. Have the child place each boat on the island below that matches the letter on the boat.
2. For each island and boat, have the child say the letter name and its sound and tell you whether it is uppercase or lowercase.



I, J, K, L



Feed the Elephant

ACTIVITY



Activity
1

Instructions:

1. Lay out the peanuts on the table.
2. Have the child choose a peanut and say the sound and letter name and whether it is uppercase or lowercase.
3. Have the child "feed" the peanuts to the elephant by slipping the peanuts into the slit on her trunk.
4. Repeat Steps 2 and 3 for all the peanuts.

Preparation

1. With a craft knife, cut the white dashed slit on the elephant's trunk below.
2. Punch out the **peanuts** and store them in this folder.



M, N, O, P

