

✿ At the Farm ✿ In the Garden ✿ At the Pond ✿ At the Zoo ✿

I'm Ready to Learn

Preschool or K Program
A One-Year Program for a 4- or 5-Year Old



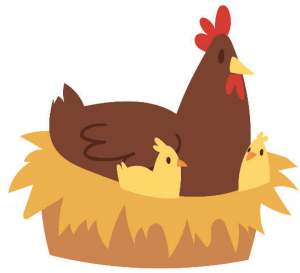
Winter Promise

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Welcome to WinterPromise!

Hello! We are happy you have chosen to share part of your homeschool journey with us! All of us here at WinterPromise would like to take a moment to share with you the promises that we make to you as you begin this year's school session:

We promise . . .

- That you will enjoy the people, places and events that you will be introduced to this year.
- That your children will benefit from all the interaction they will have with you, rather than a video teacher or a computer professor.
- That you will be actively, enjoyably engaged in learning, just as much your children will be!
- That you will meet people whose personal integrity and walk with God will challenge your own spiritual life and give you opportunities to share Christ's work with your children.
- That you will not be bogged down in paperwork, but have time for real life!
- That you will receive help any time you need it by contacting us directly!
- That your children will learn to love learning!

A few tips as you begin - -

- Be sure to take advantage of the many aspects of learning available to you in the guides. The guides are written with far more to do than you will need to complete, so you can choose not to do some assignments each week. However, all of the different resources in the program offer a chance to advance some skill or introduce some new concept. It may be helpful to recommend that you pick and choose not to do some of the things each week, but don't always choose not to do the same thing. In other words -- use all the aspects of the program some of the time!
- You will find that the introductory pages in each of your guidebooks will help you to assemble a master guidebook that will allow you to just "open and go" with homeschooling each day. It would be easiest for you to keep each week's resources together by week.
- As your student completes assignments in the weekly grids, mark each assignment in pencil with your student's initials. This will serve as your written record of what your student has done this year.
- Whatever you do, don't skip reading the introductory pages to your guide. They contain indispensable material, some of which is not repeated elsewhere. You'll want to take advantage of the helps these pages contain!



It is our sincere hope that while you explore exciting new concepts this year, you will also have the chance to show your child the opportunities in the here and now that will last an eternity.

Sincerely,
Kaeryn Brooks, Author

I'm Ready to Learn for 4- or 5-Year-Olds in Preschool or Kindergarten



What's in My Program Guide?

You'll want to know what is in your guide, so here's a breakdown of what you are receiving!

Introductory Pages

- Resources for this Study
- Consumable Resources
- Assembling & Using Your Master Guidebook with Ebook License
- How to Use the Other Resources
- The Activities & Project Resources
- Working with Your Child
- Involving Your Child in Narration
- Organization & Scheduling Tips
- Record-Keeping That's Easy

Activity & Reinforcement Planning

- Planning Your Activities This Year

Guide Pages

- Overview of Studies
- Weekly Schedules for 36-Week Year with Alphabet & Reading Activities and Counting & Math Activities and Art & Creative Activities

Kindergarten Note: If you have a K student, you will want to round out their instruction by adding our phonics program, "Letters to Little Words." Learn more on page 8 of this guide.

Choose Your Approach:

Your guidebook is scheduled on a 4 + 1 day schedule. Four days are set aside for your regular studies, and the fifth day is empty, so you can have one day a week in which to pursue family activities or social interaction for your student. Your guidebook is written with no dates, and no cumulative numbers on the days so that you can simply pick up your guidebook and complete the next day ahead of you. Four days are scheduled each week. Maybe you've got soccer on Friday nights, or a playdate on Wednesdays. The four-day schedule means you can work the schedule to fit your family's needs. You could also use the fifth day each week for a hands-on day, if you'd rather save some projects for that day.

Important! Taking a "Guided Learning" Approach

Your guidebook provides numerous activities that are designed for guided learning. This means that you are to accompany your child on a learning journey, and that most activities are NOT designed for him to already know how to complete. They are for you to show him how by example first, then allow him to try with help, and perhaps finish with him doing it more independently (though almost never completely independently.) This is an important distinction!



Parents should not expect their children, for instance, to be able to track down several items that begin with the letter "T," but should go around the house repeating the sound that "T" makes, and ask the child, at first, questions such as, "T-T-Tee. Does lion begin with 't'? No... T-T-Tee. Does tree begin with 't'? You're right! It does! Let's find some more "t" words." ***You must expect to take this "Guided Learning" approach with every activity.***

Resources for This Study

This program gives you the basics for a 1-2 year discovery of basic readiness skills. Add your own picture books or our “Journeys of Imagination” for a wonderful preschool or kindergarten experience.

This Program Guide

Your program guide will help you every step of the way as you provide instruction to your little one. With extra ideas for reinforcement, and a plan to bring it all together, you'll love the helps here. Easy pacing means you can easily blend these activities in between your goals for older learners in your household. Picture book suggestions are also included to add to your family's experience this year.

In the Guide - Alphabet & Phonics Skills

ALPHABET & READING ACTIVITIES - All sorts of early language development projects include: sequencing, learning to distinguish sounds, printing and fine-motor skills, alphabetical order, introduction of phonics and early reading skills. These activities are included in this guide.

MAKE-A-LETTER HANDS-ON PACK - Do-dads and ticklers and all kinds of manipulatives will help your preschooler form letters and increase his letter recognition skills. Also provides other skills practice.

In the Guide - Math Skills

COUNTING & MATH ACTIVITIES - A variety of fun activities will teach your students basic math skills and provide hours of fun learning -- including counting, sequencing, numerical recognition, pattern identification, manipulating shapes and measuring, plus early addition and subtraction.

In the Guide - Art & Creativity

ART & CREATIVE ACTIVITIES - Theme-based art projects build number confidence and help little learners build letter, shape and color recognition. Drawing, using scissors, glueing, and assembling all build motor development.

“Make-Your-Own” Letter-By-Letter Book

This blank book is perfect for preserving artwork your student will build throughout the year as they become familiar with letters of the alphabet, a great scrapbooking opportunity young learners will love. Each letter of the alphabet is illustrated in the Appendix in your Student Pages Pack and ready to cut and use to decorate and mount in this book. Consumable.

Science Resources

Four books reinforce program themes: Farmer Boy, Pond, Complete Zoo Adventure, and Backyard.

Read & Rhyme Bible Storybook

These 37 Bible stories each teach a Bible truth in memorable rhyming format, and offer fun activities for reinforcement. You may find you'd like to encourage your student to learn some of the rhymes by heart. You can read a few of them again and again out loud to allow your student to memorize the story poems, such as those in weeks 1, 16, 17, 23, 24, and 28.

Student Pages Pack

These worksheets are consumable and so much fun, designed to support weekly learning activities! They may be copied if you have purchased a digital copy of this set. If you did not purchase a digital set, the worksheets are consumable resources, and you can purchase a second set from WinterPromise for an additional student.



Assembling and Using Your Master Guide Book

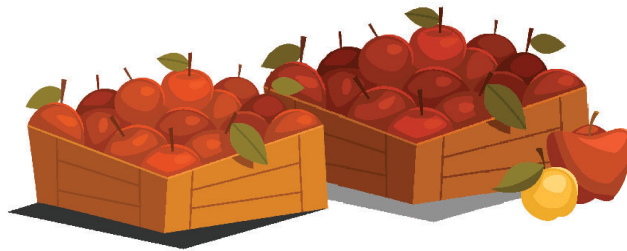
Unlike many curriculum programs, you will not have a bookcase worth of curriculum guides. All the guidance you need can be kept in one binder. It's the only teacher materials you'll need!

Use a Heavy-Duty Binder

You will want to use a large binder to keep your hole-punched introductory pages, guide pages, and additional resources -- as well as your language arts pages neatly organized this year. You may find it is helpful to get some tabs to put in your binder to separate the pages by weeks.

“Make-Your-Own” Letter-by-Letter Book

Each week or so your student has a “Make-Your-Own” Letter-by-Letter page to complete. This blank book has a lot of room for students to make this fantastic scrapbooking resource, and is provided so your student may add all sorts of fun things to it. Letter designs are provided as part of your purchase, and these can be colored or glued, or cut around, to make fantastic pages to help students learn their letters.



How to Use the Other Resources

Each of the books in this program are designed to be read aloud and discussed with your students, or experienced together. Parents may find cuddling on the couch is a comfortable way to encourage students to look at any illustrations and involve them in discussion about the text. As you move through the books, you will find many opportunities for discussion, not only about the books themselves, but also about the choices made by the characters or priorities chosen by nations or individuals. Take advantage of these opportunities to expand your student's understanding and improve their thinking skills. Ask open-ended questions when you can, to teach your child to think through issues and come up with reasonable conclusions. Plan to sit at a table or on the floor when you work with manipulatives.

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Activities and Project Resources

Activity & Project Resources

These books truly complete the heart of this preschool program, which is designed to pull together wonderful activities to teach and reinforce your student's understanding of what they are learning, and give your family some fun moments that will create memories for a lifetime.

Although many activities are suggested every week, you can make some choices about which activities to complete. Try to complete as many of the activities as you can, as these are the primary method through which your preschooler will learn this year.

We definitely recommend that your student plan to complete their Letter-By-Letter book each week, but you can choose from among all the rest. Some of the exercises we feel you should try to get to each week are listed below.



Make-a-Letter Hands-On Pack

Do-dads and ticklers are in abundance in this fun resource. This set offers you a variety of ways in which it can be used. Many of the skills your student will learn in their books can be practiced again using the pieces and delights to be found in this set. A list of learning opportunities and games is included with the set. From sequencing to grouping, to finding things with certain sounds, your student will learn phonics, math, and other readiness skills in fun new ways. The great case provided with the set guarantees you'll have a lot of fun with this on-the-go resource.

Alphabet Matchups Clothespins

Included in your Make-a-Letter Hands-On Pack are 26 clothespins. Once a week you and your student can find something that begins with the letter of the week (such as a button for "B," a wire for "W," or a paperclip for "P") and hang it up, using the clothespin. You will start this fun activity later in the year, when students start covering a letter each week.

Wordwear Necklace

Each week your student studies a letter, they will also make wordwear necklace cards for that letter, which they will add to a necklace and collect throughout the year. Try to review reading the cards with your student at least once a week. One day, they'll surprise you by reading it to you!

Make-Your-Own Word Tray & Letters

Later in the year, your student may be able to start putting together simple words. These exercises are important, even if your student is not entirely prepared to start blending and reading completely on their own. Starting in Week 22, these exercises give you a chance to reinforce letter recognition, and the sounds associated with each letter. If your student is not completely ready to begin reading, don't worry, complete the exercises together and praise little steps along the way!

Working With Your Child



What Type of Learners Live at Your House?

You will probably learn a lot about your children as you teach them this year. Some children learn best when they are listening, others are visual learners, still others when they are actively engaged in an activity. And while children need to be exposed to all types of learning -- whether it is their best learning avenue or not -- you will find that being aware of your child's preferred learning style can help boost your own effectiveness. Knowing, for instance, that your child learns well by listening, may mean that as he gets older you practice his spelling words orally; while you may take note that a visual learner will catch on much faster by seeing them in print -- maybe a flashcard method. For now, learn about your student by observing your child -- what works, what doesn't work; what connects with him and what does not.

By observing, you'll take note of what methods seem the most effective. When you understand how they learn best, and where they struggle, you can take advantage of their strengths, and help them work on their weaknesses in the years to come. You can also modify assignments when needed, choose assignments wisely and with purpose, and set goals for your student with a clear purpose in mind. What you learn NOW about your child will set a great foundation for your own effectiveness in choosing curriculum that works for him.

Knowing When to Adjust

Are you a person who loves to check off lists? Great! The charts in the guidebooks will suit you. However, this program is written to give you options. Actually, there are more options than you should expect to be able to complete. So while the charts provide a list of assignments to complete, there should be some assignments that you don't complete. Just give yourself a "bye" on having to complete every single item.

And what about substitutions? Did Great Aunt Lucy send you a simply marvelous book on ponies that Junior can't wait to get at? Happen upon an incredible book at the library while searching for additional reading? Schedule them in, even if it means you have to pass on an assignment. It's really worth taking the opportunity to pursue something that has caught your children's fancy -- or yours!

IMPORTANT! Rounding Out Your Kindergartner's Instruction with Phonics

You will be introducing the alphabetical sounds this year. But many K students are ready for more robust phonics instruction. If your student is showing readiness for more phonics work (or is already five years old), we recommend adding our early reading program, "Letters to Little Words." It includes work on the sounds listed below, and helps young learners read three-letter words by year's end.

- A says "a" as in ant, "a" as in ape, and "ah," as in father.
- B says "b" as in bat
- C says "c" as in cat, & "c" as in cent
- D says "d" as in dog
- E says "e" as in egg, & "e" as in eel
- F says "f" as in fast
- G says "g" as in go & "g" as in giraffe
- H says "h" as in hand
- I says "i" as in igloo, & "i" as in ice
- J says "j" as in joke
- K says "k" as in king
- L says "l" as in lamp
- M says "m" as in man
- N says "n" as in nail
- O says "o" as in on, "o" as in oats, and "o" as in to
- P says "p" as in pancake
- Q always works with partner "u" to say "qu" as in quack
- R says "r" as in run
- S says "s" as in sit & "s" as in the final sound of the word goes
- T says "t" as in tan
- U says "u" as in under & "u" as in cute, and "u" as in push
- V says "v" as in van
- W says "w" as in way
- X says "x" as in box
- Y says "y" as in yes & also acts as a vowel that says either "e" as in baby, or "i" as in fly
- Z says "z" as in zoo

Connection to “Journeys of Imagination”

This program is designed as a preschool program which includes everything except reading. Reading material to supplement your preschool experience can easily be found at a library, but we’ve also designed “Journeys of Imagination” to operate hand-in-glove with this program. “Journeys” allows you to begin building a wonderful library of picture books your child will love to hear again and again, while at the same time providing stories that are a relatively good match to the themes found in your “I’m Ready to Learn” program. “Journeys” includes daily narration questions. Take a look below at the weekly “Journey” themes.



“Journeys of Imagination” Resources

A Treasury of Children’s Literature
Richard Scarry’s Best Storybook Ever
Your Favorite Seuss
Raggedy Ann & Andy Treasury
365 Things to Make and Do
Mike Mulligan & More Collection
Skippyjon Jones Book & Story CD

Little Golden Book Collection
A Treasury of Curious George
Richard Scarry’s Favorite Storybook Ever
Amelia Bedelia Collection
Corduroy
Seven Chinese Brothers

“Journeys of Imagination” Themes - Designed to Coordinate Well with “I’m Ready to Learn” Units - Farm, Pond, Zoo & Garden

FALL UNIT Coordinates with Farm - Weeks 1-9

Week 1: Fairy Tale Beginnings
Week 2: I’m Loved and Special
Week 3: Scrumptious Food Stories
Week 4: Stories about Sevens
Week 5: How Now, Brown Cow?
Week 6: Children with Needs
Week 7: Goats & Sheep -- Baa!
Week 8: Pigs and More Pigs!
Week 9: Harvest-Time Tales

WINTER UNIT Coordinates with Pond - Weeks 10-18

Week 10: Nature Stories
Week 11: What’s Outdoors?
Week 12: Frogs & Dinosaurs
Week 13: Solving Problems
Week 14: Making Good Decisions
Week 15: Water Stories
Week 16: Turtles & Rabbits & Ducks
Week 17: Visions of Sugarplums
Week 18: Christmas Sharing

SPRING UNIT Coordinates with Zoo - Weeks 19-27

Week 19: In the Wild
Week 20: Various Misadventures
Week 21: Perseverance & Obedience
Week 22: Lions Roar!
Week 23: Bears Rumble!
Week 24: Unexpected Happenings
Week 25: Get Rid of Pride & Lying
Week 26: Monkeys are Curious
Week 27: Showing I Can Help, Too

SUMMER UNIT Coordinates with Garden - Weeks 28-36

Week 28: Girls & Gardens
Week 29: Flowers & Fairies
Week 30: Let’s Get Building
Week 31: Sleeping & Nighttime
Week 32: Spring Stories
Week 33: Scary Things
Week 34: Take Flight!
Week 35: Growing & Changing
Week 36: Last Stories

Involving Your Child in Narration



Why Narrate? -- and What Is It?

One of the basic facets of a literature-based curriculum is incorporating narration, which is, in effect, the art of “telling back.” To some extent this ability is inborn in our children. From their earliest childhood they tell you what just happened to them, or what their best friend just shared with them.

Often we as parents are guilty of stemming their enthusiasm for relating to us in this way. In fact, though, this skill (if encouraged to blossom and disciplined to be a part of their education) becomes an integral part of their education and an opportunity for reinforcement. Your students will benefit greatly if you try to integrate narration into your week along the way.

After each book you’ve read together, get into the habit of requiring your student to tell back something about the book. Use discussion about books and characters as teaching opportunities about good and bad choices or character traits. Often the shared experience of reading through a book creates teachable moments to talk through important issues in a casual way. Below, we’ve included a variety of ideas for a great preschool narration experience. There are more than enough to use one per week to get your student telling you back something about what they are reading. You may want to cut out this list, laminate it, and post it up on the fridge!



“Telling Back” Ideas!



Tell me about the main character:

- One thing you liked about them
- One thing you disliked about them
- One thing you admired
- One thing he did wrong
- A heroic thing he did
- A bad choice he made
- Whether or not he would make a good best friend and why/why not
- What did he look like
- What habits did he have
- What were his friends like
- Describe his family
- Describe your main character’s hero

Tell me about the plot:

- What does he want to do/ his goal
- How does he try to get there
- What problems did he run into
- Who was trying to stop him
- How did he solve his problem
- Who helped him with his problem
- What did he learn along the way
- What mistakes would he not repeat
- What will he do next... or ...after the book

Tell me about the bad guy:

- How do you know he is a bad guy
- What was he trying to do in the story
- Was he good at all
- What makes you feel sorry for the bad guy
- How could the bad guy mend his ways
- How did he become a bad guy
- What makes the bad guy scary

Tell me about the setting:

- Describe your main character’s home
 - ... School
 - ... Workplace
 - ... Favorite place to be alone
 - ... Favorite hangout with friends
- Describe when the story takes place
- Describe the weather
- Describe the important things in the story that aren’t people

Tell me about feelings:

- How did this story make you feel
- What could have made the story even better
- Did you ever feel sad during the story & why

Supplies for Your Activities This Year



PAPERS

- White unlined paper
- Construction paper
- Various tissue paper colors
- Cardstock

CARDBOARD SUPPLIES

- Empty cereal boxes - 3
- 3 pieces of 8 1/2 x 11" size light cardboard or posterboard
- 6 large pieces of posterboard
- Toilet paper tube - 9
- 1 quart or half-gallon milk carton

OFFICE SUPPLIES

- Regular pencils
- Clear tape
- Child-safe scissors
- Scissors for parent
- Single hole punch
- Stapler
- Rubber bands
- Paper fasteners - 5
- Rubber cement
- White glue
- Glue sticks
- 5 index cards (3" x 5")
- Sticky notes
- Roll of magnetic tape
- Clear contact paper
- Ruler
- Yardstick
- Backpack

DRAWING SUPPLIES

- Crayons
- Washable markers
- Permanent black marker

PAINTING SUPPLIES

- Common colors of paint, including white, red, pink, gray, black, brown and others you like
- Paintbrush
- Paint palette (re-usable)

KIDS ART SUPPLIES

- Pre-made tote bag

- 12x12 foam - 1 red, 1 orange
- Foam glue
- Play dough or clay
- Various felt colors
- Pipe cleaners
- White pom poms: 2 large, 2 small and 4 medium
- 20 small red pom poms
- Miniature black or brown pom pom
- Large & small craft sticks
- Trims like glitter, sequins, etc. (used 3 times)
- Wiggly eyes - 12

YARN

- YARN
- Yarn in any color
- Yarn needle (w/large eye)

GROCERY ITEMS

- Brown paper bags - 2
- Kleenexes
- Wet wipes
- Paper plates - 10 paper; 2 styro-foam; 1 plastic; 8 heavyweight
- Paper cup - 2
- Plastic straws - 4
- New, inexpensive sponges
- Pint-size storage bags - 6
- Gallon-size storage bags - 1
- Yellow or white cotton balls
- Sugar cubes
- M&M's
- Small piece of candy + larger piece (or candy bar and pack of gum)
- Regular Cheerios
- Chocolate Cheerios (optional)
- Corn Flakes cereal
- Froot Loops
- Alphabet cereal
- Alphabet soup
- Popcorn
- Ice cream
- Pointed tip ice cream cones
- Cupcake liners
- Powdered drink like Kool-Aid

COINS

- Pennies - 21
- Nickels - 5

THINGS FROM AROUND HOME:

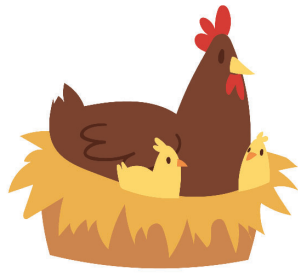
- Old magazines/grocery ads
- Calendar
- Sand
- Dirt
- Clothespins - 2 clip style
- Toothpicks
- Bucket
- Ball
- Deck of cards (any that are numbered)
- Dice
- Building blocks such as Legos that will work as manipulatives
- Pillowcase or tote box
- Clean pairs of sock
- Long sock
- White sock
- Old nylon stocking
- Flashlight
- Household lamp

THINGS FROM YOUR KITCHEN:

- Measuring cups - various sizes
- Measuring spoons - various sizes
- Mixing bowls - various sizes
- Shallow baking pan
- 12-cup muffin tin (or 6)
- Cookie sheet
- Pitcher
- Drinking Glass
- Clear bowl
- Vase
- Plastic knife - 1
- Spatula
- Foil
- Waxed paper
- Milk, sugar & flour
- Butter & vanilla extract
- Cinnamon
- Honey
- Peanut butter
- Quick-cooking oats
- Dry milk
- Clear plastic lid from a deli con-

Other Special Items Needed Week-by-Week

Wk 2, 14	Pictures of student at different ages & other family pictures	Wk 25	2 plastic berry produce baskets, blunt large eye needle
Wk 3	Plastic or candy eggs & straw (hay)	Wk 29	Pictures of flowers printed from website; ALSO--P & Q snack - see list; sunflower seeds
Wk 5	Rock salt	Wk 30	Round crackers, peanut butter, pretzels, raisins
Wk 7	Small pumpkin	Wk 31	Check this week for supplies you need
Wk 13	3 Lotus seeds	Wk 32	Fruits, black licorice strawberry cream cheese
Wk 14	Holiday gift wrap	Wk 33	Several ready-made cookies
Wk 20	Small photo album w/ 2 slots per page/spread		
Wk 23	Animal-shaped cookie cutters, cheese, thick-sliced deli meat, bread or tortillas		



I'm Ready to Learn Overview of Studies



ON THE FARM FALL UNIT

Weeks 1-9

- Week 1: Let's Go to the Farm
- Week 2: New Days on the Farm
- Week 3: A Farm Provides Food
- Week 4: Who Lives on a Farm?
- Week 5: Cows, White Milk & More
- Week 6: Farms Provide Clothes
- Week 7: Goats Will Eat Anything!
- Week 8: Pigs Make Great Bacon
- Week 9: Harvest-Time at Last!

AT THE ZOO SPRING UNIT

Weeks 19-27

- Week 19: Elephants Remember Everything!
- Week 20: Giraffes are Very Different!
- Week 21: Hippopotamus Rules the Water
- Week 22: People Who Work with Animals
- Week 23: Bears Live By Themselves
- Week 24: Kangaroos Pack a Pouch
- Week 25: Peacocks are Proud
- Week 26: Monkeys are Curious
- Week 27: Showing Care to Animals

AT THE POND WINTER UNIT

Weeks 10-18

- Week 10: Pond Life is Busy
- Week 11: What's in a Pond?
- Week 12: Frogs Everywhere!
- Week 13: Pond Plants
- Week 14: Soar High with a Dragonfly
- Week 15: Swim Like a Fish
- Week 16: Turtles Sit & Enjoy the Sun
- Week 17: Quacking Up at the Pond
- Week 18: Alligators Patrol the Pond

IN MY GARDEN SUMMER UNIT

Weeks 28-36

- Week 28: My Own Garden
- Week 29: Flowers Feed Insects & Birds
- Week 30: Bees & Honey for All
- Week 31: Slowpoke Snail
- Week 32: Ladybugs Tend Your Garden, Too
- Week 33: Slithering Snakes
- Week 34: Birds Visit the Garden
- Week 35: Caterpillars Start to Change
- Week 36: A Butterfly Emerges

I'm Ready to Learn



On the Farm Unit Study



I'm Ready to Learn On the Farm Unit Study

It's a great time to "visit" a farm! Help your child travel to the land of moos, clucks and whinnies. Here are some great ideas to help you get ready for the first nine weeks of your year, and create a "ducky" environment to imagine adventures in the country.



Create a Farm Mural

Create a farm mural on a long strip of paper. We would recommend that you only draw the scenery in your mural, not the animals. Fields and fences will leave a lot of open empty spaces to fill with student crafts or drawings as you go. This will give you the opportunity to add the animals to the scene as you study them throughout the next few weeks. A barn to put in the scene is scheduled as a craft in Week 1.

Set up a Corral

You could also recruit your little helper to help you create a farmyard in an open area at home. Use empty gift wrap rolls for fencing, painting them white, if you'd like. Duct tape will help keep them together. Swim noodles would also work. You can create a large barn on one wall out of paper or a white paper disposable tablecover. Bring stuffed animals into the corral.

Plan a Visit to a Local Farm

Nothing helps you imagine a place you've never been to -- like heading there! Few children these days get to know what hay smells like when it's warm, or what leather harnesses feel like in your hands, or to hear the flutter of a barn swallow swooping above you. This is the perfect time of year to visit a farm -- you may even want to visit several farms over the next few weeks; dairy farms, chicken farms, apple farms, and produce farms are all excellent places to see how the food we eat gets to our table.

A Fun Finish!

Finish your year by planning a harvest party, going on a hayride, planning a family pumpkin-buying excursion, or something else (see helps in Week 9). You can build the excitement of this week by keeping it a secret, or by planning it together!



I'm Ready to Learn Let's Go to the Farm!



WEEK 1

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
ALPHABET & PHONICS				
<i>Alphabet & Reading Activities</i>	Play "What an Idea"	Create a Collage Collection of Farm Items That Aren't Animals	Play Farm Items Brainstorm	Play Backpack Farm Collection
<i>Internet Helps</i>	Visit a Farm Online			
<i>Make-a-Letter Hands-On Pack</i>		Activity #1	Activity #13	Activity #96 with Various Numbers of Objects
<i>Make-Your-Own Letter-by-Letter Book</i>	Starts Later in the Year.			
OTHER SKILLS				
<i>Counting & Math Skills</i>	Fun Times Three	Count to Three Go & See		1-2-3, Touch Your Knee
<i>Science Skills: Farmer Boy</i>	School Days Pages 1-12	Winter Evening Pages 13-29	Winter Night Pages 30-38	
<i>Art & Creative Activities</i>	Build a Sugar Cube Barn	Paint a Sugar Cube Barn	Mixed-Up Kids	
BIBLE TIME				
<i>My Read & Rhyme Bible Storybk</i>	Read "God Makes a Big World" Pages 3-9	Re-read the Story & Complete Page 10	Re-read the Story & Complete Activity 1 Page 11	Re-read the Story & Complete Activity 2 Page 11
<h2>Notes</h2>				

LEARNING TOPICS THIS WEEK:

- Social Topic: What is a Farm?
- Readiness Skill: Sorting
- Math Skill: Counting 1 to 3

TEACHING TIME STRATEGIES:

- Talk about what a farm is and how it operates.
- One of this week's topics is sorting. Children build vocabulary by understanding new concepts. It is natural for them to develop concepts using a compare-and-contrast strategy. Sorting objects helps young children organize ideas by focusing on an element that qualifies an item for inclusion in a group or disqualifies it. Talking with children about why one picture is included in a group while another is not helps them to categorize, discern differences and similarities, and develop observation skills.
- This week's math activities include opportunities to learn to listen and follow directions, which will help your student develop these practical skills.

SCIENCE

This week you begin to read "Farmer Boy," which will take you inside the workings of a simple farm. Though some things have changed, many small farms work very much the same.

ART & CREATIVITY

Instructions and supply information will be listed on the weekly "Art & Creativity Activities" page.

LIBRARY FOCUS

Try to choose picture books that introduce your child to the farm. Golden Books has a title called "Farm Tales" of classic stories more than 200 pages long that might be fun to explore!

INTERNET SITES

Visit a Farm Online

Harvest of History: See how basic farming was done in the past, and how it is done today. Just fabulous! Video clips and more share wonderful information at: <http://www.harvestofhistory.org/>

Week 9 - John Deere Storybook: Shares what different farm machines do in a wonderful little online storybook. Wow! <https://www.deere.com/en/connect-with-john-deere/john-deere-for-kids/>

Alphabet & Reading Skills Week 1

DAY 1

What an Idea Game

Introduce the Idea of the Activity:

Talk with your student about how words share ideas. Discuss how the ideas in your mind can be shared with others by using words. Each word means something -- an object, action or idea. We put words together in a sentence. "Let's go get ice cream." Talk about how your student shares ideas:

- in the morning
- when he wants lunch
- when he goes out to play

Supplies You Need: None

Play the Game:

Challenge your student to complete all the ideas you speak out loud to him or her. They should follow your directions. Phrase them like this:

- I wonder if you can sit in your favorite chair at the table.
- I wonder if you can find something that is blue and square.

Praise them for following directions -- some of them could be silly or elaborate. Continue with several more instructions. Afterwards, talk about how they understood the ideas, and reinforce how words convey meaning, or ideas.

DAY 2

Collage Collection

Introduce the Idea of the Activity:

Talk about what a collage is -- a collection of pictures that are all in the same category. The pictures are all alike in some way.

Supplies You Need:

Old magazines - for this collage a "country life" type of magazine would work best
Child-safe scissors
Glue
Large piece of paper or posterboard

Start the Activity:

Search for pictures of things you might see on a farm that aren't animals. (If you have trouble finding enough pictures, animals could be included.) Here's some ideas of items on a farm that aren't animals: farmer, hay, grass, tractor, eggs, sun, seeds, barn,

garden, pumpkins, apples (and other fruits and veggies), farmhouse, henhouse, fence, etc. When the student finds a picture, have them cut it out and paste it on the large paper or posterboard. Pictures can be added close to each other on the paper. A parent can label the pictures while the student looks on when the collage is complete. When complete, have the student share what each item is and why it is found on a farm.

DAY 3

Farm Items Brainstorm

Introduce the Idea of the Activity:

Challenge your student to share what they have learned about farms by thinking of everything they know might be found on a farm.

Supplies You Need: None

Start the Activity:

The student should list out everything that might be found on a farm.

DAY 4

Backpack Farm Collection

Introduce the Idea of the Activity:

Share a sense of fun as you explain to the student that he should find items around the house that are a part of farm life and put them in his backpack (or a paper bag).

Supplies You Need:

Backpack or paper bag
Items found around the house

Start the Activity:

The student should search for items to put in the backpack that are a part of farm life. Encourage them and help them decide what to include. Talk through each item when several items have been collected. This helps build your student's working vocabulary.





DAY 1

Fun Time Three

Introduce the Idea of the Activity:

Your student probably knows how to count to three, but even if not, this is the perfect activity to learn and practice this concept. It also provides practice for students who understand how to count to three. It's also a great chance to practice listening and following directions. Show your student that he or she will need to do everything you say three times, counting 1-2-3 as he or she does so.

Supplies You Need: None

Start the Activity:

Shout out an action word and have your student do it three times, counting as they do. Here's some action words to shout:

- clap
- bounce
- march
- jump
- spin
- kick
- roll
- snuggle
- wave
- tap
- sit down
- punch
- sneeze
- smile
- snap their fingers
- blink
- hug

DAY 2

Count to Three, Go and See!

Introduce the Idea of the Activity:

Your student will have more opportunities to practice doing an action after first counting to three. This time he or she will be on the go. Tell your student that they will need to listen carefully to hear what he or she needs to do.

Supplies You Need: None

Start the Activity:

Shout out a short errand, task or place to go. Instruct the student to first count out loud: 1-2-3! Then the student should complete the instruction you give. Here are some instruction examples:

- turn on a light
- go over your bed
- find your favorite book
- brush your hair
- get a glass of water
- touch your parents' bed
- jump over a toy truck
- stand in the bathtub
- skip around the table

DAY 4

1-2-3, Touch Your Knee

Introduce the Idea of the Activity:

Another way to practice counting to three is to count 1-2-3, then make up a rhyme to do after the count. Your student should repeat the rhyme after you say it, then do the action. Rhymes to have your student repeat and do are listed below.

Supplies You Need: None

Start the Activity:

Here are the rhymes for your student to repeat:

- 1-2-3, touch your knee
- 1-2-3, cover your feet
- 1-2-3, cry for me
- 1-2-3, turn a key
- 1-2-3, eat for free
- 1-2-3, buzz like a bee
- 1-2-3, laugh with glee
- 1-2-3, sing for me
- 1-2-3, take a seat
- 1-2-3, run with speed
- 1-2-3, point to a tree
- 1-2-3, make a "V"
- 1-2-3, find something green
- 1-2-3, name a sea
- 1-2-3, play hide and seek



Art & Creative Activities Week 1

DAY 1

Build a Sugar Cube Barn

Introduce the Idea of the Activity:

Build a barn out of sugar cubes.

Supplies You Need:

Sugar cubes

White glue

Pencil

Heavy cardboard, as if from a shipping box

Cardstock

Start the Activity:

With your student, plan the size and shape of your barn. Then, draw an outline on the cardboard that can show your student where to place the sugar cubes. You will be painting the barn tomorrow, so you do not need to leave spaces for windows or doors. Cut the cardstock into a rectangle that can be folded to fit atop the barn as a roof.

Place the sugar cubes into the correct shape and glue the first row down when it looks right. Then, build up more rows for the walls (glueing each cube in place) until it is the height you like. Lay the cubes "brick-style," offsetting the cubes so that the cracks alternate from one row to another.

Let the barn dry overnight. Your student can paint it tomorrow.

DAY 2

Paint a Sugar Cube Barn

Introduce the Idea of the Activity:

Paint your sugar cube barn.

Supplies You Need:

Sugar cube barn you made yesterday

Acrylic paint in red, white, and gray or black

Paintbrush

Start the Activity:

Paint your barn red and the roof gray or black. If you'd like, you can add white doors and window outlines.

DAY 3

Mixed-Up Kids

Introduce the Idea of the Activity:

Match up the top and bottom halves of kids.

Supplies You Need:

Student Page: Mixed-Up Kids Pages

Glue stick

Index cards

Start the Activity:

Use the figures on the next two pages, or cut pictures of children from magazines. Glue each figure onto an index card, then cut the card in half. Place the cards face up, mix them up, and match the cards up.



I'm Ready to Learn New Days on the Farm



WEEK 2

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
ALPHABET & PHONICS				
<i>Alphabet & Reading Activities</i>	Make a "My Day" Crown	Eggs Sequence	Complete "What Do You See?"	Play "My Life in Pictures"
<i>Internet Helps</i>	Watch Chickens Waking Up	Caring for Chickens	MUST SEE! Chickscope	
<i>Make-a-Letter Hands-On Pack</i>		Activity #4	Activity #11	Activity #34
<i>Make-Your-Own Letter-by-Letter Book</i>	Starts Later in the Year.			
OTHER SKILLS				
<i>Counting & Math Skills</i>	Complete "Today Is..."	Days of the Week Practice		Yesterday, Today, Tomorrow
<i>Science Skills: Farmer Boy</i>	Surprise Pages 39-48	Birthday Pages 49-64	Filling the Ice-House Pages 65-74	
<i>Art & Creative Activities</i>		Cluck-Cluck Chickens	Keep Time Clock	
BIBLE TIME				
<i>My Read & Rhyme Bible Storybk</i>	Read "The First Family" Pages 12-19	Re-read the Story & Complete Page 20	Re-read the Story & Complete Activity 1 Page 21	Re-read the Story & Complete Activity 2 Page 21
<h2>Notes</h2>				

LEARNING TOPICS THIS WEEK:

Social Topic: New Days on the Farm
 Readiness Skill: Sequencing
 Math Skill: Calendar & Time

TEACHING TIME STRATEGIES:

- Talk about mornings on the farm, how a rooster begins his day, and compare that to your student's morning routine. Talk about what is great about a new day.
- Your student will work on sequencing in some of their activities this week. Students need to understand the concepts of first, middle, last before they can understand the plot of a story or follow directions in order.
- To reinforce the idea of yesterday and today, each day this week ask what your student did yesterday, and have him show you what he did today.

LIBRARY FOCUS

Try to choose books that focus on mornings on the farm, roosters, eggs hatching, dawn, or waking up.

INTERNET SITES

MaryJane's Farm: Watch the "Sunrise Chickens" video on this page to see chickens up close, waking up for the day. <https://www.agclassroom.org/student/tours.cfm>

Caring for Chickens: See how to care for chickens, from providing a good coop space to feeding and more. <https://www.marthastewart.com/926828/all-about-caring-chickens>

Chickscope: Take a look at how chickens develop, day by day. Click on each egg to see a picture of what the chick looks like as it develops. Wow! <http://chickscope.beckman.uiuc.edu/explore/embryology/>

Alphabet & Reading Skills Week 2

DAY 1

“My Day” Picture Crown

Introduce the Idea of the Activity:

To help your student understand sequencing, have him or her make a crown that shows what they do every day. What does your student do first thing in the morning? Next? Later in the day? Talk through what your student does and think of some ideas together that he or she might want to include.

Supplies You Need:

Crayons & drawing materials
Student Page: “My Day” Crown page

Start the Activity:

You will find a crown pattern on the next page. Cut out the crown along the outside lines, then along the black line down the middle. Then, tape two of the ends together to form a long strip. This strip has six boxes. In each box, your student should draw a picture of something they do during the day, in the order in which they do it. After your student has drawn and colored the pictures in the boxes, fasten the other two ends together with tape to make the strip into a crown.

DAY 2

Eggs Sequence

Introduce the Idea of the Activity:

Today your student will practice putting things in order. To do this, he or she will put together the sequence of what happens to an egg.

Supplies You Need:

Scissors
Student Page: Eggs Sequence page

Start the Activity:

Cut apart the boxes on the Eggs Sequence page. Allow students to put the boxes in order. Prompt them, if needed, to think about where an egg comes from (a nesting mother) so they may begin. Here's the finished sequence:

- Nesting chicken with eggs
- Eggs
- Eggs put in carton
- Eggs taken to grocery store (van picture)
- Woman purchasing groceries
- Eggs cooked on plate

DAY 3

“What Do You See” Page

Introduce the Idea of the Activity:

This page shows chickens in a coop. This will help your student feel as though he knows what the inside looks like, since it is a cutaway view.

Supplies You Need:

Student Page: “What Do You See” page

Start the Activity:

With your student, talk through the picture, and try to find the items listed at the bottom of the page.

Answers to ‘How Many Are There’:

white chickens - 5	cream chickens - 3
windows - 2	chickens in cubbies - 2
brown chickens - 2	piles of eggs - 2
bushes - 2	tan chickens - 2

DAY 4

“My Life in Pictures” Game

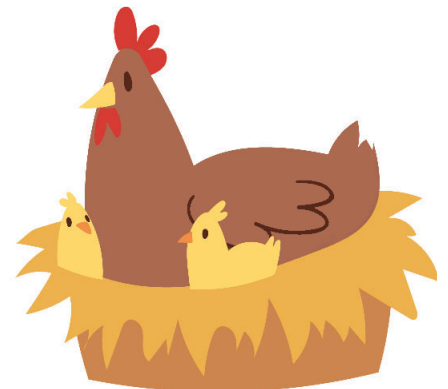
Introduce the Idea of the Activity:

Many things are done in sequence. Share with your student that his life has been lived with things happening in a certain order: birth, learning to eat food, crawling, walking, and so on.

Supplies You Need: Pictures of student

Start the Activity:

Pick out some pictures of your student at different ages, and have him arrange them from youngest to oldest, throughout his life. Or, if you have several pictures from a recent party or event, your student may be able to sequence them.





DAY 1

Today Is ...

Introduce the Idea of the Activity:

Your student needs to know how a calendar works. With the help of the calendar, demonstrate to the student that there is one “box” per day, and that each day has a “name” - a month name and a day number, such as May 10. Help him or her to locate today and discover today’s date.

Supplies You Need:

Calendar that shows a grid of the days of the month
Plain piece of paper
Crayons and drawing materials

Start the Activity:

On a sheet of paper, write today’s date in the middle in large writing. All around the date, have your student draw the things they would like to do today (such as going to a store, eating a favorite snack, playing with a pet, and so on). At the end of the day, have students check and see how many of their pictures they were able to do.

DAY 2

Days of the Week Practice

Introduce the Idea of the Activity:

Take your student back to the calendar you used yesterday, and show them that each day of the week has a different day name - Sunday, Monday, etc.

Supplies You Need:

Calendar that shows a grid of the days of the month
Student Page: Days of the Week page

Start the Activity:

Take time to talk about your student’s normal routine on each of the days of the week. What do you do on Sunday? Do you go somewhere special on Tuesday? Do you have a family night on Friday? Try to pick out a different activity, special meal or event that comes around each week on each day. Then, have your student draw a picture of each day on the Days of the Week page. Cut out the strip, and post up the Days of the Week strip beside your family calendar. Try to practice saying the names of the days several times, and continue to practice saying them over the next few weeks.

DAY 4

Yesterday, Today, Tomorrow

Introduce the Idea of the Activity:

Talk through the concepts of yesterday, today, and tomorrow with your student. Help them to find each of these days on the calendar and find their month and date name.

Supplies You Need:

A calendar that shows a grid of the days of the month

Start the Activity:

Once you’ve talked through the concepts of these three days, have your student tell three short “stories”:

- one about something that happened yesterday
 - one about what she or he ate for breakfast today
 - a made up story that might be something that could happen while he or she is playing tomorrow
- Ask your student to tell the first story, then ask him to tell the next story, and then the final story.



Art & Creative Activities Week 2

DAY 2

Cluck-Cluck Chickens

Introduce the Idea of the Activity:

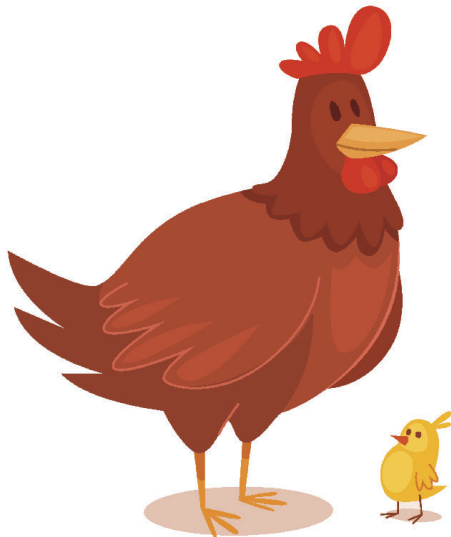
Color the chickens.

Supplies You Need:

Student Page: Cluck-Cluck Chickens page
Crayons or colored pencils

Start the Activity:

Color the chickens with colors such as white, tan, brown, or rusty red. You can add spots to some. Most chicks have downy yellow feathers.



DAY 3

Keep Time Clock

Introduce the Idea of the Activity:

Use a practice clock to learn to tell time.

Supplies You Need:

Clear plastic lid from a deli container
Pencil
A light colored piece of construction paper
A black piece of construction paper
Child safety scissors
Black marker
Paper fastener - adult use only

Start the Activity:

Trace the deli lid onto the light piece of construction paper. Cut out the paper circle a little smaller than the outline so it will fit inside the lid. It will be the face of the clock.

With a grown-up, write the numbers 1 to 12 around the outside edge of the light circle, in order. These will show the clock's hours, and the light paper will be the face of the clock. Place the face of the clock inside the deli lid.

Cut two arrows for the clock's hands out of the black construction paper. One hand should be long -- it will be the minute hand. One hand should be shorter -- it will be the hour hand.

Have a parent fasten the hands to the front of the clock with a paper fastener pushed through the middle.

Together with a parent, learn how to point the clock's hands to tell time!

✿ At the Farm ✿ In the Garden ✿ At the Pond ✿ At the Zoo ✿

I'm Ready to Learn Student Pages Pack



Winter Promise

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I'm Ready to Learn



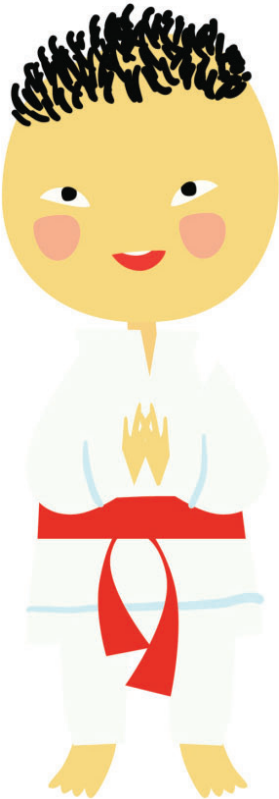
On the Farm
Unit Study



Mixed-Up Kids



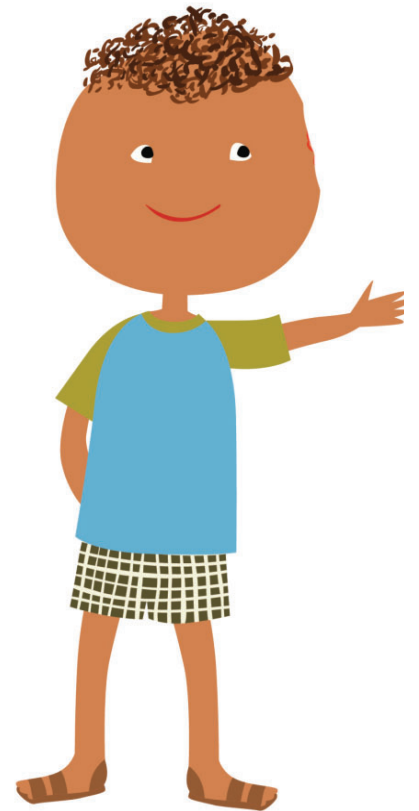
Mixed-Up Kids



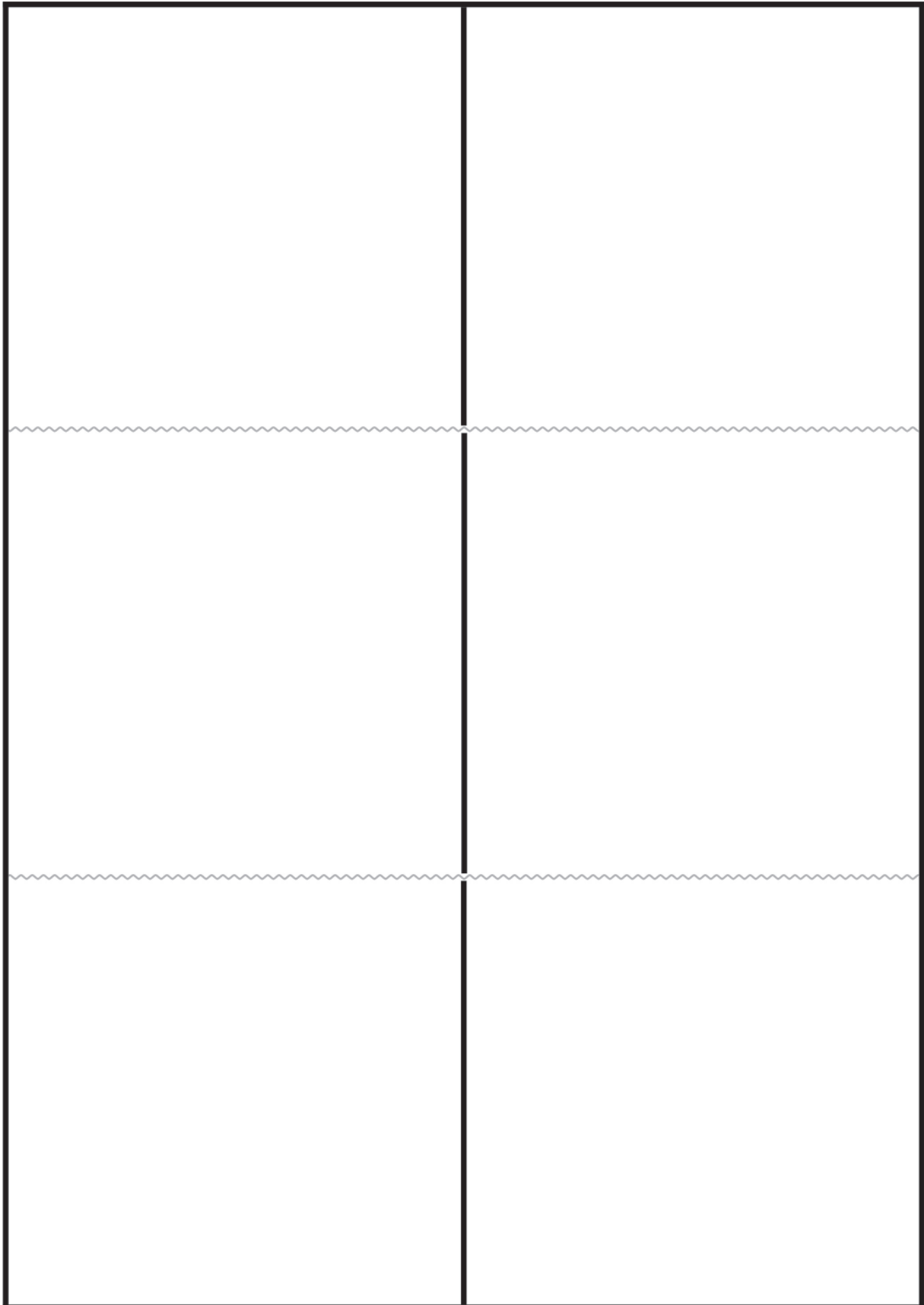
Mixed-Up Kids



Mixed-Up Kids

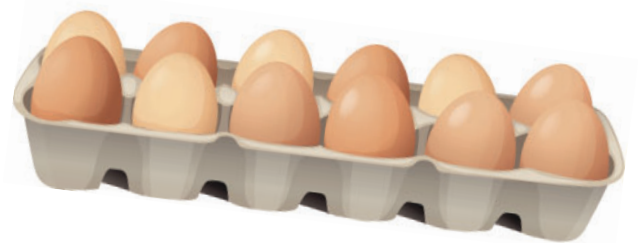
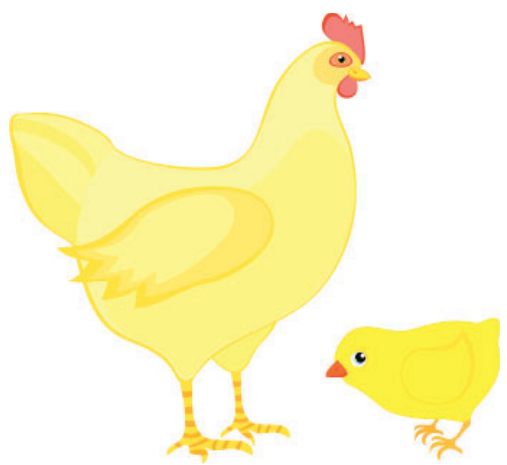
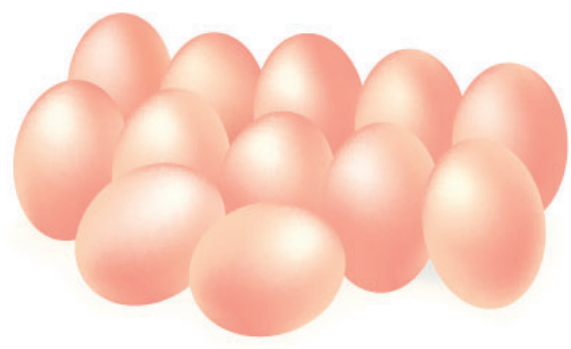
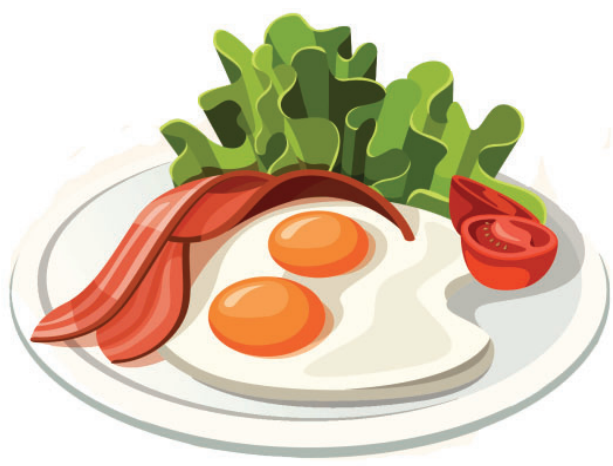


My Day Crown - Cut on outside lines, then cut down the black line in the middle.

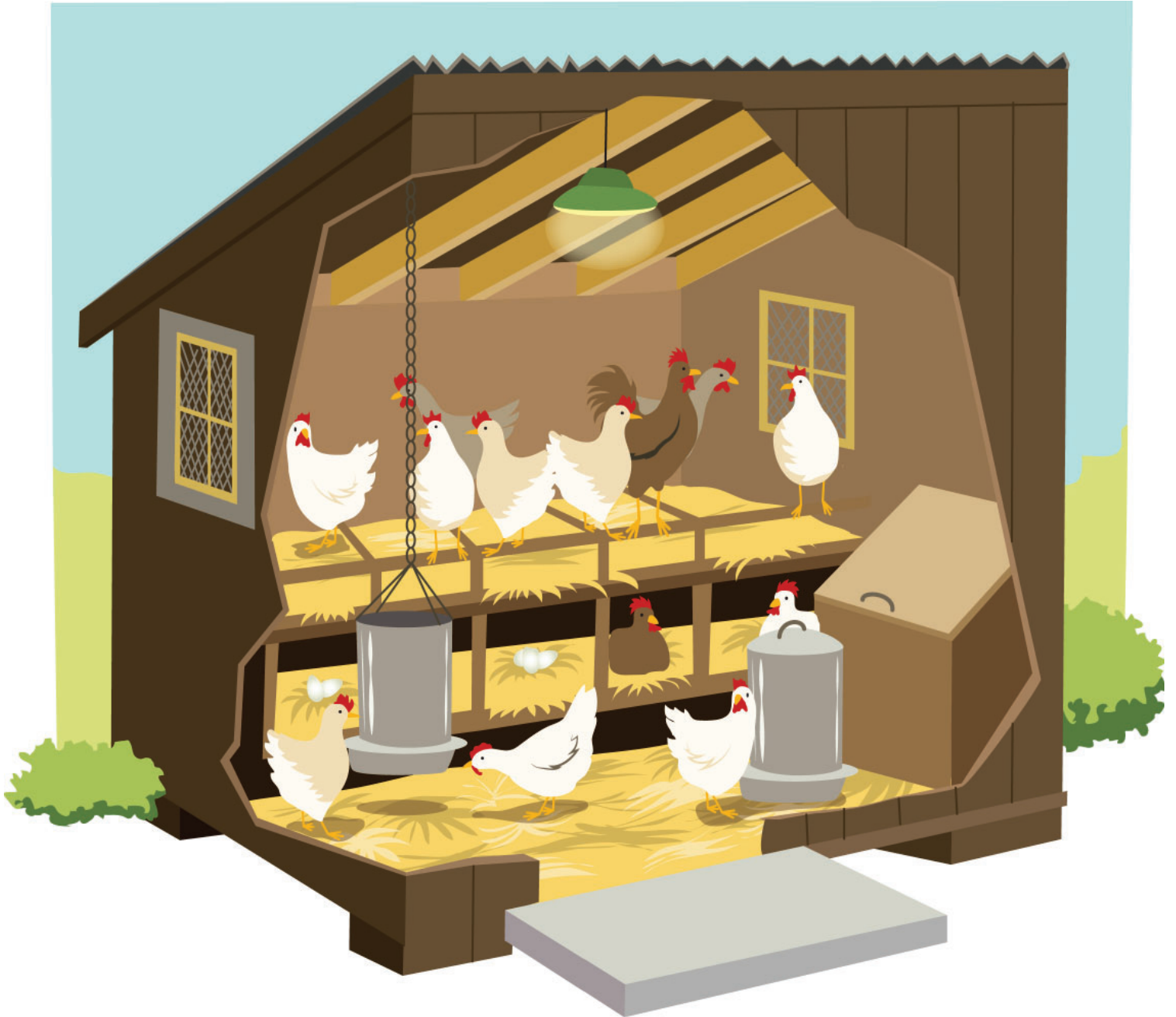


Egg Sequence

Cut the squares apart.



What Do You See?



Can You Find ...

- 13 chickens
- eggs
- 2 water dispensers
- a bin for food
- a light to warm the coop
- straw for more warmth and comfort
- cubbies for nesting hens
- 2 windows

How Many Are There?

- white chickens
- windows
- brown chickens
- bushes
- cream (off-white) chickens
- chickens are in cubbies
- piles of eggs
- tan chickens

Days of the Week Strip

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday

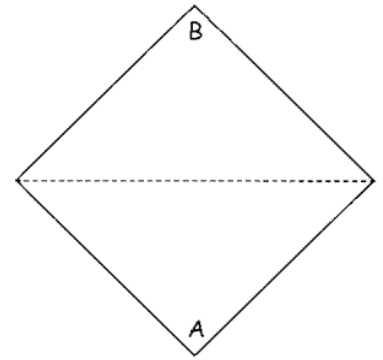


Make a Chicken Nest

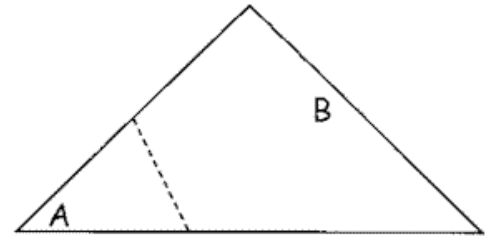
1. Use a plain piece of paper to make the nest.

2. First, cut the paper into a square so that each side is 8 1/2 inches long.

3. Next, fold Corner A of the paper over to the opposite corner (B) of the paper to form two triangles. Carefully line up the paper and press on the fold.

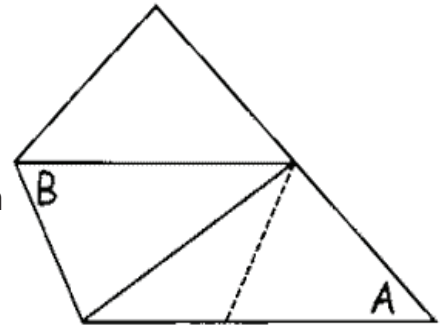


4. Turn the triangle shape so that the fold is nearest to you. Take the corner on the left (corner A) and fold it over to EDGE B so that the top of it is in a straight line, parallel to the bottom of the big triangle.



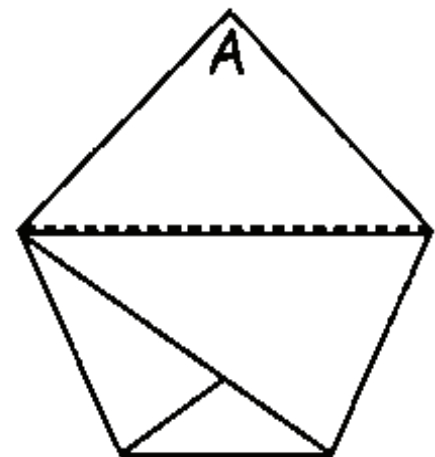
5. Do the same with the right Corner A, folding it over to CORNER B in this drawing, keeping it straight as well.

5. Now, there is a straight line of folds across the top with two layers of small triangles at the top of your big triangle. Fold JUST the top layer A down over the fold and press the fold.

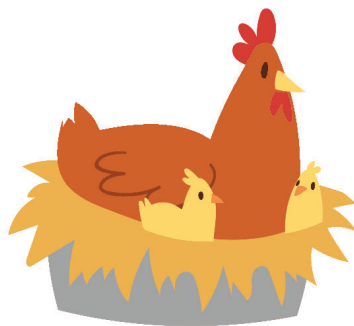


6. To finish, fold the back layer A down the back of the shape.

7. Slide your finger between the two layers to open up the cup. You can open the bottom by pressing up on it to "bubble" it upward into the cup.

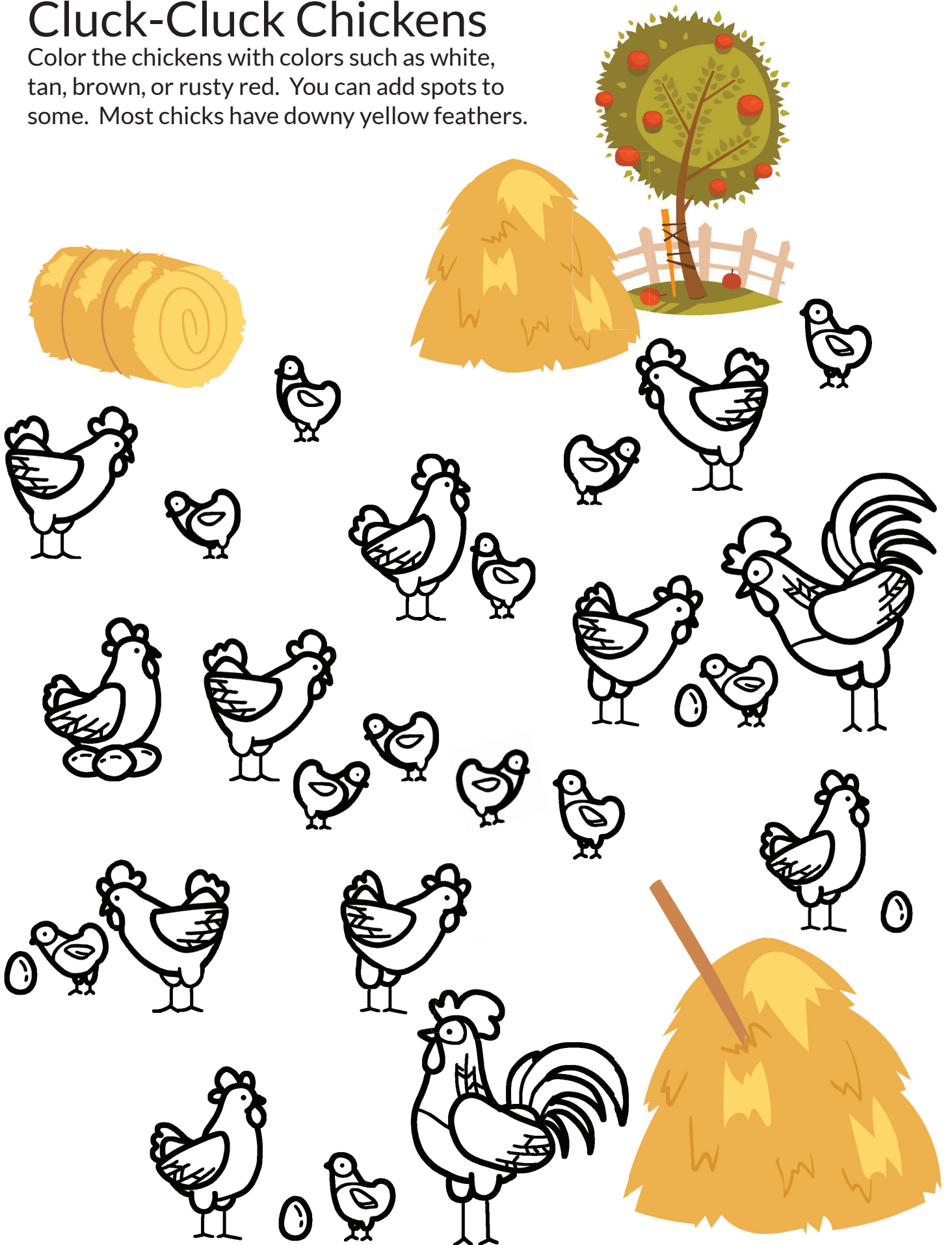


8. Add some straw and small plastic (or candy) eggs to the cup, then cut out this chicken and stick it into the cup to make a nest.



Cluck-Cluck Chickens

Color the chickens with colors such as white, tan, brown, or rusty red. You can add spots to some. Most chicks have downy yellow feathers.



✿ At the Farm ✿ In the Garden ✿ At the Pond ✿ At the Zoo ✿

Make-a-Letter Pack

Readiness Activities for Preschoolers

Winter Promise

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Make-a-Letter Pack

Ideas for Teaching Preschoolers!



Printing Instructions

If you purchased this resource in ebook, we recommend that you print it on cardstock, single-sided.

Using Activities

The activities below are scheduled in your guide, and the cut-apart items and other items can all be gathered so students can select from them.



Simple Starters

These activities build language skills, grouping skills, and categorizing skills.

Search & Find

These activities build analytical thinking categorizing skills.

COLOR RECOGNITION

- #1 - Pick out all the items that are red.
- #2 - Pick out all the items that are blue.
- #3 - Pick out all the items that are green.
- #4 - Pick out all the items that are yellow.
- #5 - Pick out all the items that are orange.
- #6 - Pick out all the items that are purple.
- #7 - Pick out all the items that are pink.
- #8 - Pick out all the items that are brown.
- #9 - Pick out all the items that have two main colors and name them.
- #10 - Pick out all the items that have main three colors and name them.
- #11 - Pick out all the items with black on them.
- #12 - Pick out all the items with white on them.

PATTERN RECOGNITION

- #13 - Pick out all the items with stripes.
- #14 - Pick out all the items with dots.
- #15 - Pick out all the items with diamonds.
- #16 - Pick out all the items with squiggles.
- #17 - Pick out all the items with criss-crosses.
- #18 - Pick out all the items with faces.

TEXTURE RECOGNITION

- #19 - Pick out all the items that are soft.
- #20 - Pick out all the items that are squishy.
- #21 - Pick out all the items that are rough.
- #22 - Pick out all the items that are hairy (furry).
- #23 - Pick out all the items that are hard.
- #24 - Pick out items that, if real, would be hot.
- #25 - Pick out items that, if real, would be cold.

SHAPE RECOGNITION

- #26 - Pick out the items that are square.
- #27 - Pick out items shaped like circles.
- #28 - Pick out items shaped like triangles.
- #29 - Pick out items with squiggly shapes.
- #30 - Pick out items that are flat.

COMMONALITIES

- #31 - Find all the dinosaurs.
- #32 - Find all the insects (bugs).
- #33 - Find all the things to eat.
- #34 - Find all the things with faces.
- #35 - Find all the animals from the sea.
- #36 - Find all the animals from the farm.
- #37 - Find all the animals from the jungle.
- #38 - Find all the animals that eat grass.
- #39 - Find all the things that might hurt you.
- #40 - Find all the things that you like.
- #41 - Find all the things that crawl.
- #42 - Find all the things that swim.
- #43 - Find all the things that belong outside.
- #44 - Find all the things that people use.
- #45 - Find all the things that have smiles.

DIFFERENCES

- #46 - Find something big & something small.
- #47 - Find something short & something tall.
- #48 - Find something hot & something cold.
- #49 - Find something pretty & something ugly.
- #50 - Find something you wear & you use.
- #51 - Find something that flies & one that walks.
- #52 - Find something loud & something quiet.
- #53 - Find something nice & something naughty.
- #54 - Find something tasty & something icky.
- #55 - Find something you've seen & something you have never seen in real life.

COMPARISONS

- Pick out and put things in this order:
- #56 - Small, smaller, smallest
 - #57 - Big, bigger, biggest
 - #58 - Cute, cuter, cutest
 - #59 - Light, lighter, lightest
 - #60 - Dark, darker, darkest

Alphabet Learning

These activities build familiarity with the alphabet, the sounds of letters, and alphabetical order.

SOUND DISCRIMINATION

- #61 - Pick out all the items that begin with "A."
- #62 - Pick out all the items that begin with "B."
- #63 - Pick out all the items that begin with "C."
- #64 - Pick out all the items that begin with "D."
- #65 - Pick out all the items that begin with "E."
- #66 - Pick out all the items that begin with "F."
- #67 - Pick out all the items that begin with "G."
- #68 - Pick out all the items that begin with "H."
- #69 - Pick out all the items that begin with "I."
- #70 - Pick out all the items that begin with "J."
- #71 - Pick out all the items that begin with "K."
- #72 - Pick out all the items that begin with "L."
- #73 - Pick out all the items that begin with "M."
- #74 - Pick out all the items that begin with "N."
- #75 - Pick out all the items that begin with "O."
- #76 - Pick out all the items that begin with "P."
- #77 - Pick out all the items that begin with "Q."
- #78 - Pick out all the items that begin with "R."
- #79 - Pick out all the items that begin with "S."
- #80 - Pick out all the items that begin with "T."
- #81 - Pick out all the items that begin with "U."
- #82 - Pick out all the items that begin with "V."
- #83 - Pick out all the items that begin with "W."
- #84 - Pick out all the items that begin with "X."
- #85 - Pick out all the items that begin with "Y."
- #86 - Pick out all the items that begin with "Z."
- #87 - Parent picks out 5 random items; student tells what letter each item begins with.



Geography & the U.S.

These activities build familiarity with geographical places and the United States.

GET TO KNOW THE WORLD & U.S.

- #88 - Use the map to find the world's oceans.
- #89 - Use the map to find the north & south poles.
- #90 - Use the map to find the United States.
- #91 - Use the map to find & name the continents.
- #92 - Use the map & compass rose to learn north, south, east and west.
- #93 - Use the directions N-S-E-W to direct students on a treasure hunt with hidden objects from this pack.
- #94 - Use U.S. flag to teach Pledge of Allegiance.
- #95 - Use U.S. flag to teach its parts/significance.

Learning Games

These activities build advanced analytical skills, logical thinking, and math and counting skills.

MATH SKILLS

- #96 - Count any group of items.
- #97 - Divide a group into two sets and have students count both, then tell you which has the greater number, which the lesser.
- #98 - Count how many items will fit into a cup.
- #99 - Count how many total animals there are.
- #100 - Divide a group into two sets, have students count both sets, then tell you how many there are all together. (Addition)
- #101 - Show a student a large set of items, and have them count the set, then take away a certain number, and have them tell you how many are left. (Subtraction)
- #102 - Show a student a set of items divisible by a certain number. Group the items into rows, and have the student count how many are in each row, and how many rows there are, and how many there are total. (Beginning multiplication).
- #103 - Show the student the opposite of #97. (Beginning division).
- #104 - Show the student rows of 10 items to demonstrate base 10, and how to count by multiples of 10.
- #105 - Have student find something that has a certain number of dots, legs, colors, etc.
- #106 - Demonstrate volume measurement by seeing how many of an object can fit into a cup, teaspoon, etc.
- #107 - Demonstrate linear measurement by seeing how many of an object it takes to make an inch, a centimeter, or a foot.
- #108 - Teach coin denominations with the coins.
- #109 - Teach addition of money with the coins.

LANGUAGE & PRE-WRITING SKILLS

- #110 - Student picks out three items and uses them to tell a story.
- #111 - Parent tells a story with three or more items, and student must put the items in the story order once the story is over.
- #112 - Parent thinks of one of the items, and gives clues to help child guess which one they are thinking of.
- #113 - Parent puts some items in a glass or cup, and student predicts how many are inside.
- #114 - Teach left to right by having student arrange items from left to right.











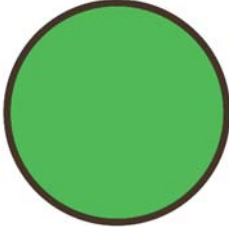






Cut-Apart Pictures

Instructions:

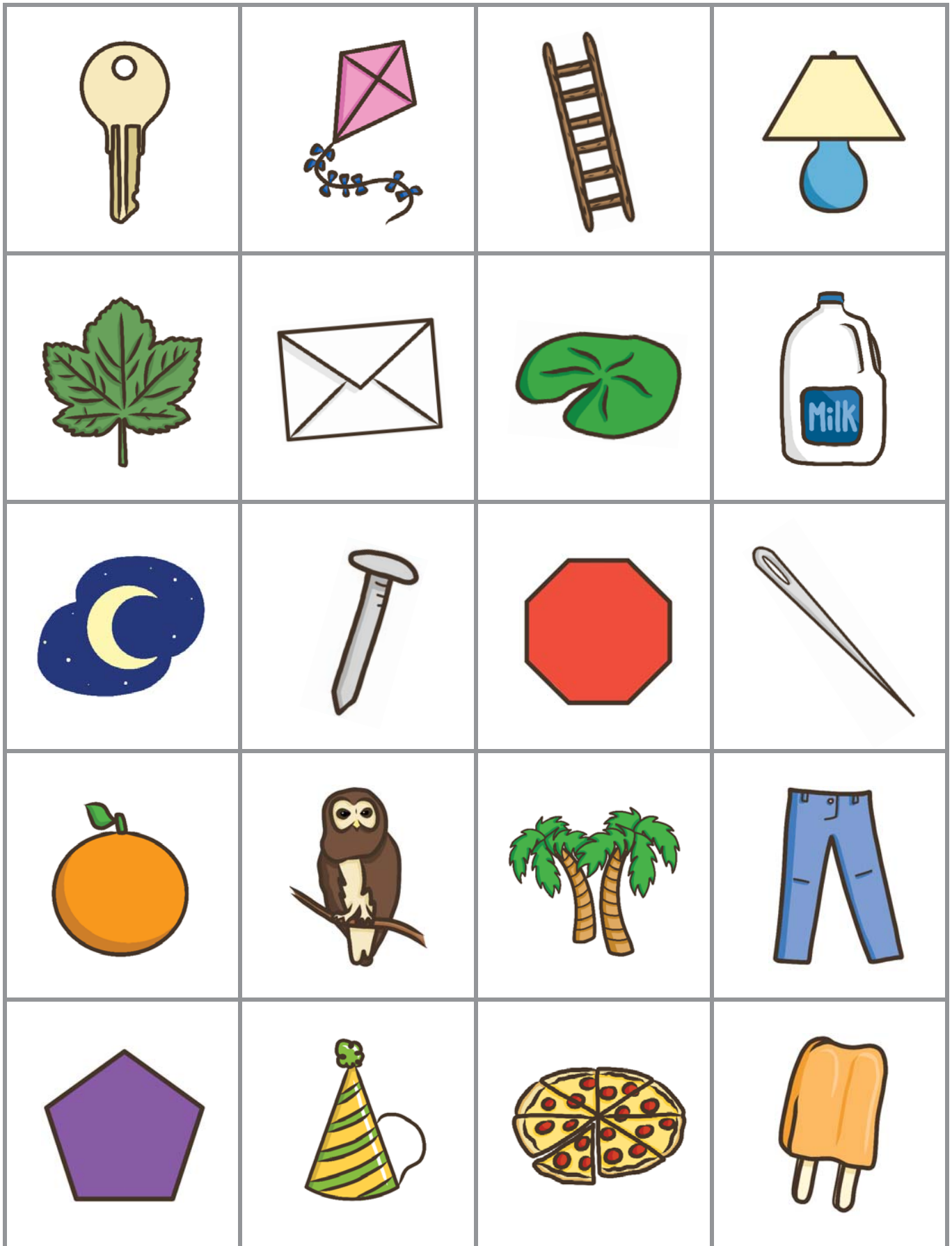
Cut apart the pictures below on the lines to use with activities #1 to #114 in this "Make-a-Letter Pack." When you first use these pictures, make sure your student is familiar with what each of the items are, and their names.



Items Above, Left to Right, Top to Bottom:

Acorn, airplane, flag, apple, arrows, banana, basketball, candle, broccoli, car, carrot, circle, clock, cave, clouds, corn.



Items Above, Left to Right, Top to Bottom:

Key, kite, ladder, lamp, leaf, letter (or envelope), lily pad, milk, moon, nail, octagon, needle, orange, owl, palm trees, pants, pentagon, party hat, pizza, popsicle.



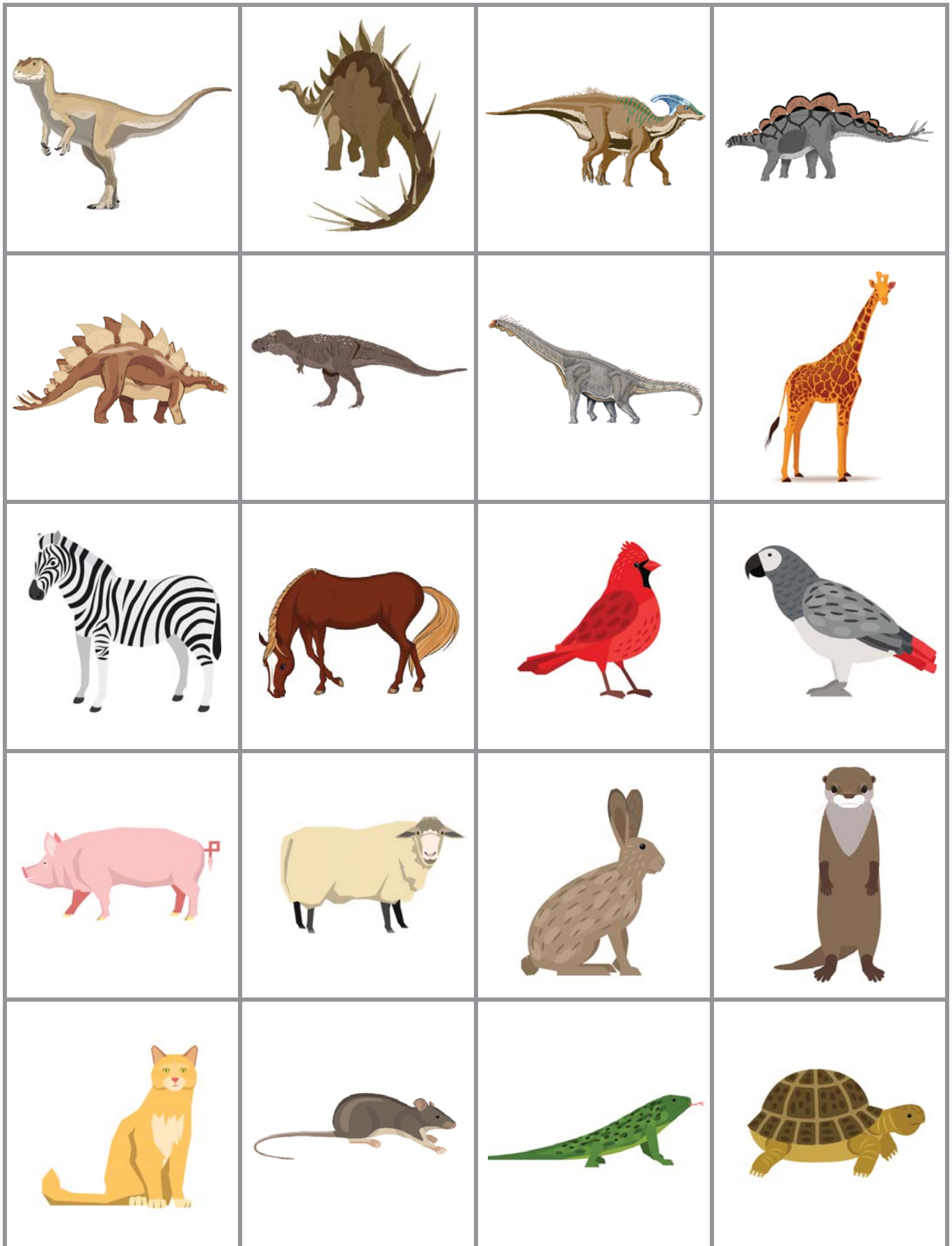
Items Above, Left to Right, Top to Bottom:

Truck, umbrella, vest, violin, volleyball, vulture, waves, whistle, worm, wrench, xylophone, yarn, yo-yo, zipper, zucchini, anchor, king, hat, astronaut, bell.



Items Above, Left to Right, Top to Bottom:

Exit, knight, ruler, elf, light bulb, whale, fly, chest, thread, jewel, guitar, jewelry, suit, newspaper, pail (or bucket), seal, sock, peanut, peach, cricket.



Items Above, Left to Right, Top to Bottom:

Allosaurus, Kentrosaurus, Parasaurolophus, Hersperosaurus, Stegosaurus, Tyrannosaurus Rex, Brachiosaurus, Giraffe, zebra, horse, bird (cardinal), parrot, pig, sheep, rabbit, otter, cat, mouse, lizard, turtle.



Items Above, Left to Right, Top to Bottom:

Shark, dolphin, whale, walrus, chimpanzee, baboon, lion, polar bear, leopard, anteater, ostrich, elephant, grasshopper, butterfly, dragonfly, fish (clown fish), lady bug, spider, ant, snail.