

✿ 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



## WinterPromise

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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

# 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.

## CONSUMABLES

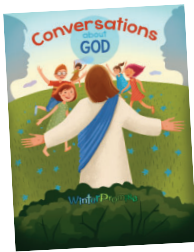
If you are teaching additional students, you will need additional copies of each consumable below. If you purchased a digital copy of the “I’m Ready to Learn” set, you can print the additional copies you need. If you did not purchase a digital set you can purchase additional copies from WinterPromise.

### “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.

### Conversations About God

Discussing hard concepts around faith can be challenging, especially when teaching a little one. Our Conversations About God journal is created to cultivate discussion with your little one regarding Christian concepts. We fill each day with understandable ideas that connect to their pre-school program, helping them think through how the concepts relate to their everyday lives. We hope this encourages rich conversation with your little ones. Consumable.



### Student Pages Pack

These worksheets are consumable and so much fun, designed to support weekly learning activities! Consumable.



# 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 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
- Card deck (any numbered cards)
- 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 deli container lid - 1

## Other Special Items Needed Week-by-Week

Wk 2, 14	Pictures of student at different ages & other family pictures
Wk 3	Plastic or candy eggs & straw (hay)
Wk 5	Rock salt
Wk 7	Small pumpkin
Wk 13	3 Lotus seeds
Wk 14	Holiday gift wrap
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

Wk 25	2 plastic berry produce baskets, blunt large eye needle
Wk 29	Pictures of flowers printed from website; ALSO--P & Q snack - see list; sunflower seeds
Wk 30	Round crackers, peanut butter, pretzels, raisins
Wk 31	Check this week for supplies you need
Wk 32	Fruits, black licorice strawberry cream cheese
Wk 33	Several ready-made cookies



# 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

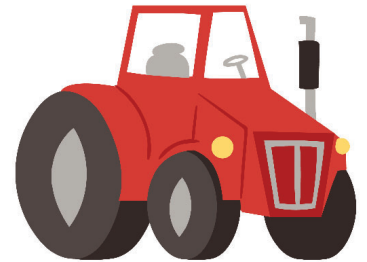
# I'm Ready to Learn



## 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
<b>ALPHABET &amp; PHONICS</b>				
<b>Alphabet &amp; Reading Activities</b>	Play "What an Idea"	Create a Collage Collection f Farm Items That Aren't Animals	Play Farm Items Brain- storm	Play Backpack Farm Collection
<b>Internet Helps</b>	Visit a Farm Online			
<b>Make-a-Letter Hands-On Pack</b>		Activity #1	Activity #13	Activity #96 with Various Numbers of Objects
<b>Make-Your-Own Letter-by-Letter Book</b>	Starts Later in the Year.			
<b>OTHER SKILLS</b>				
<b>Counting &amp; Math Skills</b>	Fun Times Three	Count to Three Go & See		1-2-3, Touch Your Knee
<b>Science Skills: Farmer Boy</b>	School Days Pages 1-12	Winter Evening Pages 13-29	Winter Night Pages 30-38	
<b>Art &amp; Creative Activities</b>	Build a Sugar Cube Barn	Paint a Sugar Cube Barn	Mixed-Up Kids	
<b>BIBLE TIME</b>				
<b>Conversations About God</b>	God Has Amazing Ideas! Page 4	God is One in Three Page 5	God Made You Just the Way You Are! Page 6	God Created Farms to Provide Food Page 7
<b>Notes</b>				

### 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 Times 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:***

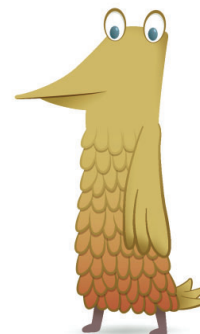
Another way to practice counting to three is to count 1-2-3, then make up a rhyme to do after the count. Your student should repeat the rhyme after you say it, then do the action. Rhymes to have your student repeat and do are listed below.

***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
<b>ALPHABET &amp; PHONICS</b>				
<b>Alphabet &amp; Reading Activities</b>	Make a "My Day" Crown	Eggs Sequence	Complete "What Do You See?"	Play "My Life in Pictures"
<b>Internet Helps</b>	Watch Chickens Waking Up	Caring for Chickens	<b>MUST SEE!</b> Chickscope	
<b>Make-a-Letter Hands-On Pack</b>		Activity #4	Activity #11	Activity #34
<b>Make-Your-Own Letter-by-Letter Book</b>	Starts Later in the Year.			
<b>OTHER SKILLS</b>				
<b>Counting &amp; Math Skills</b>	Complete "Today Is..."	Days of the Week Practice		Yesterday, Today, Tomorrow
<b>Science Skills: Farmer Boy</b>	Surprise Pages 39-48	Birthday Pages 49-64	Filling the Ice-House Pages 65-74	
<b>Art &amp; Creative Activities</b>		Cluck-Cluck Chickens	Keep Time Clock	
<b>BIBLE TIME</b>				
<b>Conversations About God</b>	God Made Today To Learn About Him Page 8	Every Day God Makes is a Day for Praise Page 9	God Protects Us From Evil Page 10	God Never Changes Page 11
<b>Notes</b>				

### LEARNING TOPICS THIS WEEK:

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

### LIBRARY FOCUS

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

### INTERNET SITES

### 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.

**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

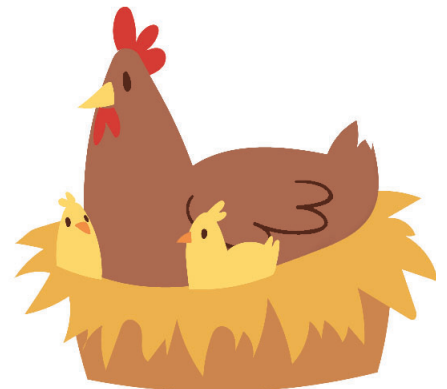
#### ***Introduce the Idea of the Activity:***

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



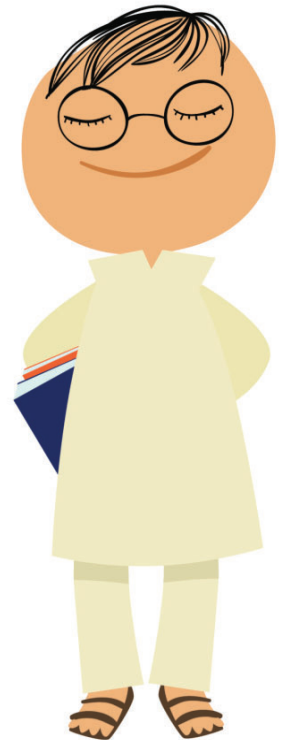
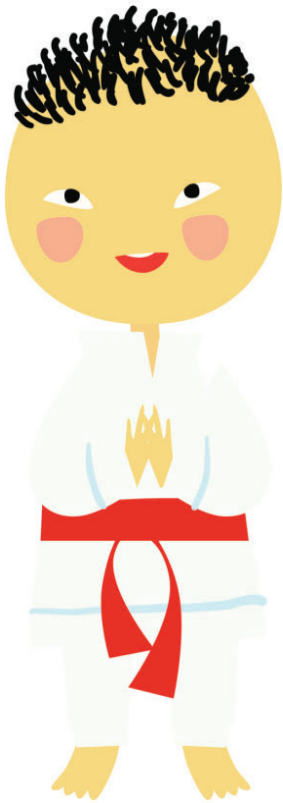
## On the Farm Unit Study



# Mixed-Up Kids



# Mixed-Up Kids

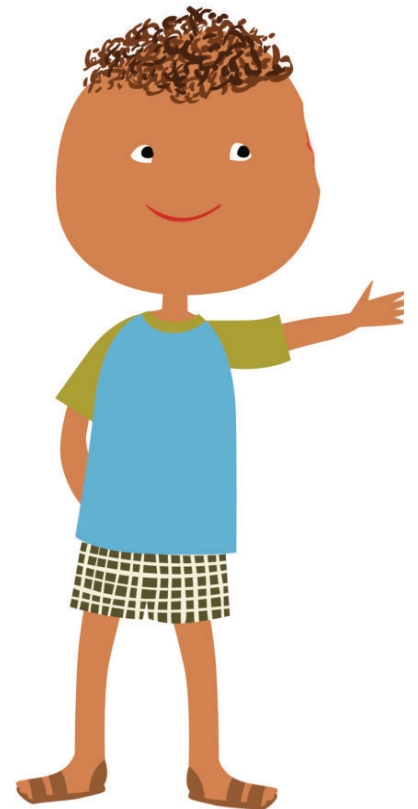


# Mixed-Up Kids





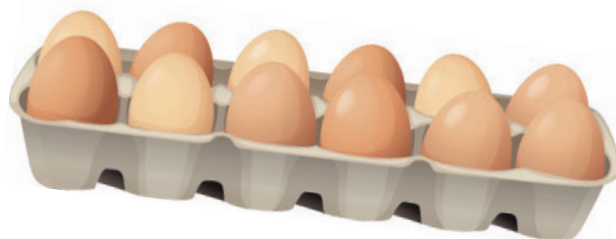
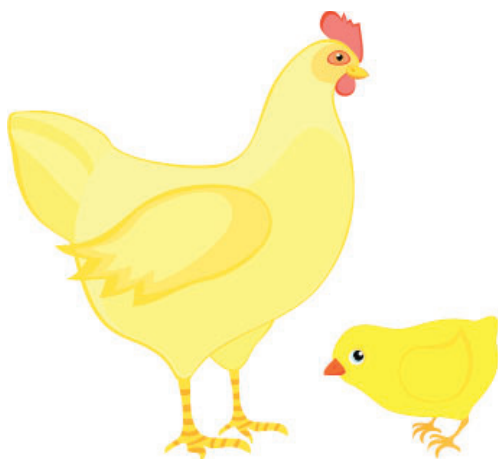
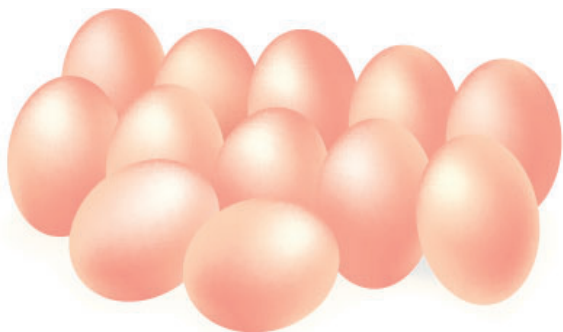
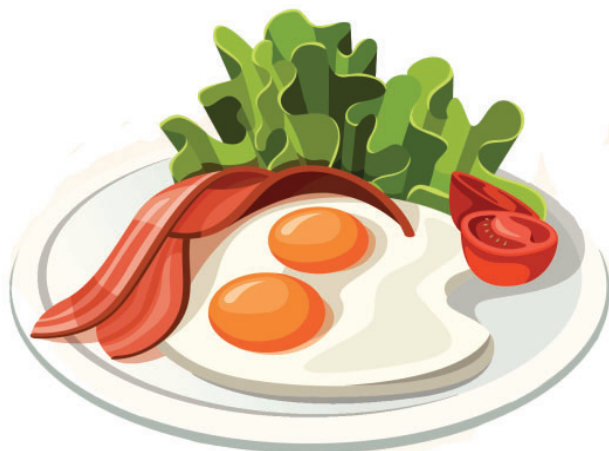
# Mixed-Up Kids



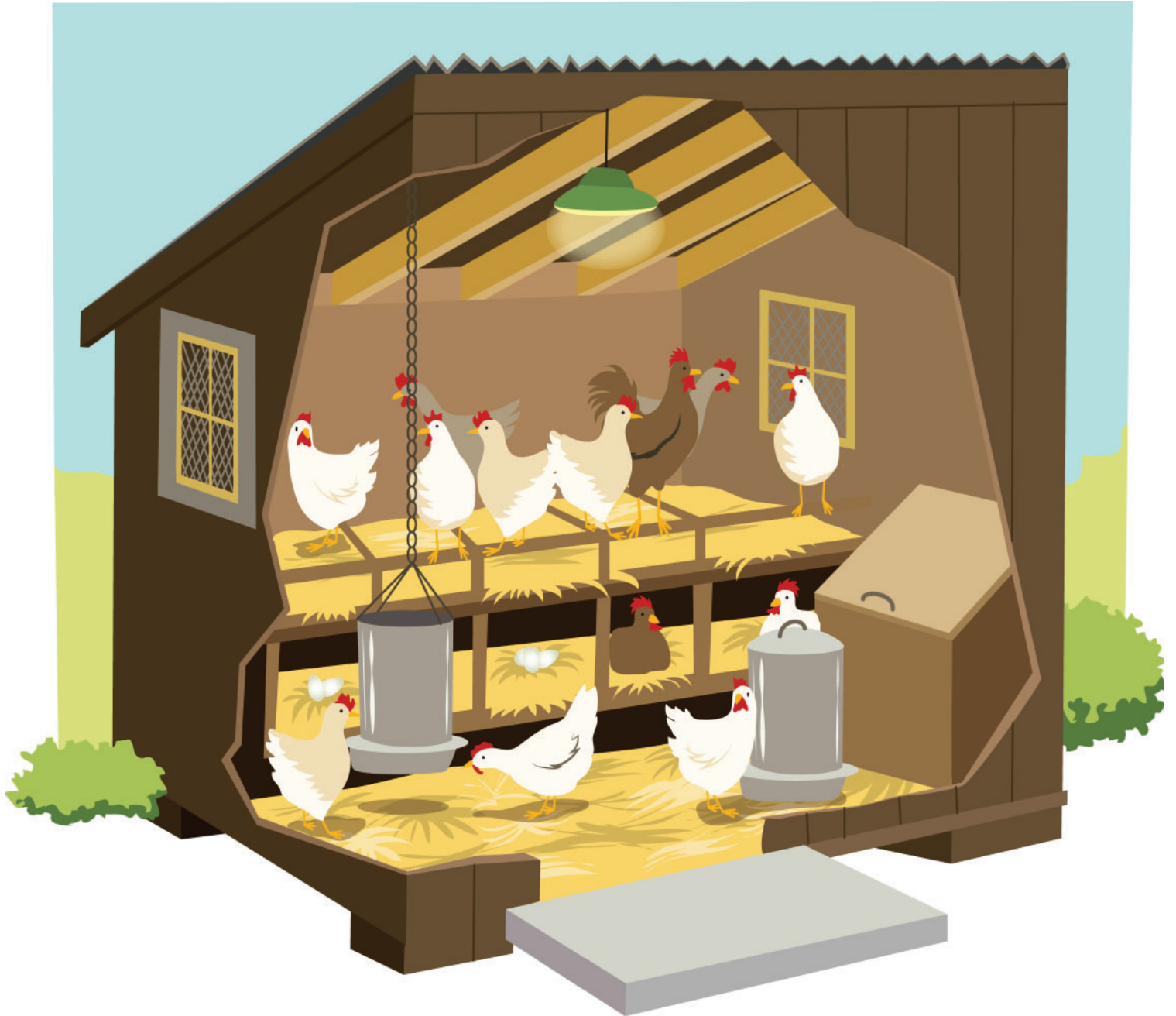
[illegible]

# 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

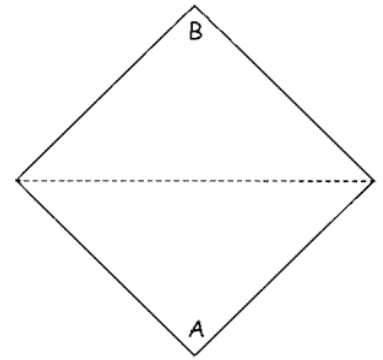


# Make a Chicken Nest

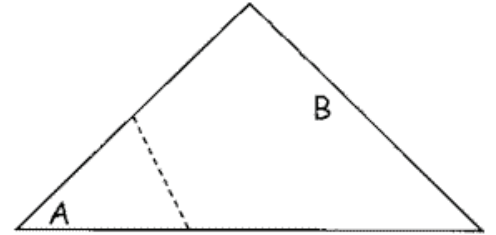
1. Use a plain piece of paper to make the nest.

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

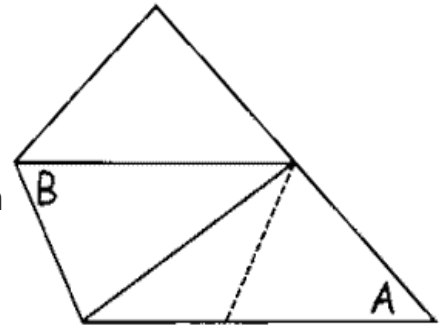
3. Next, fold Corner A of the paper over to the opposite corner (B) of the paper to form two triangles. Carefully line up the paper and press on the fold.



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.



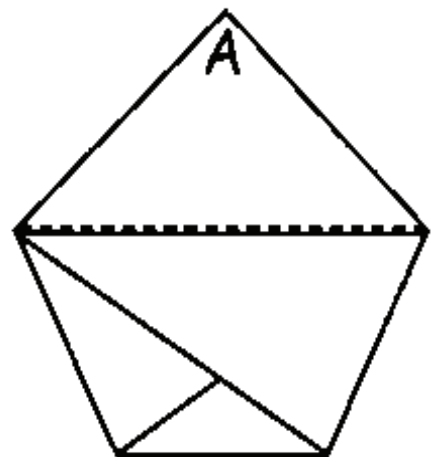
5. Do the same with the right Corner A, folding it over to CORNER B in this drawing, keeping it straight as well.



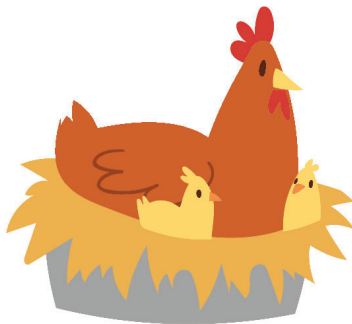
5. Now, there is a straight line of folds across the top with two layers of small triangles at the top of your big triangle. Fold JUST the top layer A down over the fold and press the fold.

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.






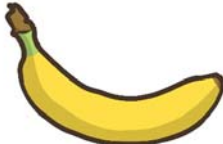





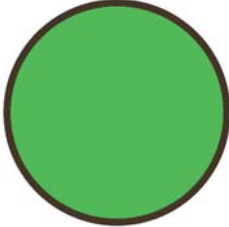






# Cut-Apart Pictures

## Instructions:

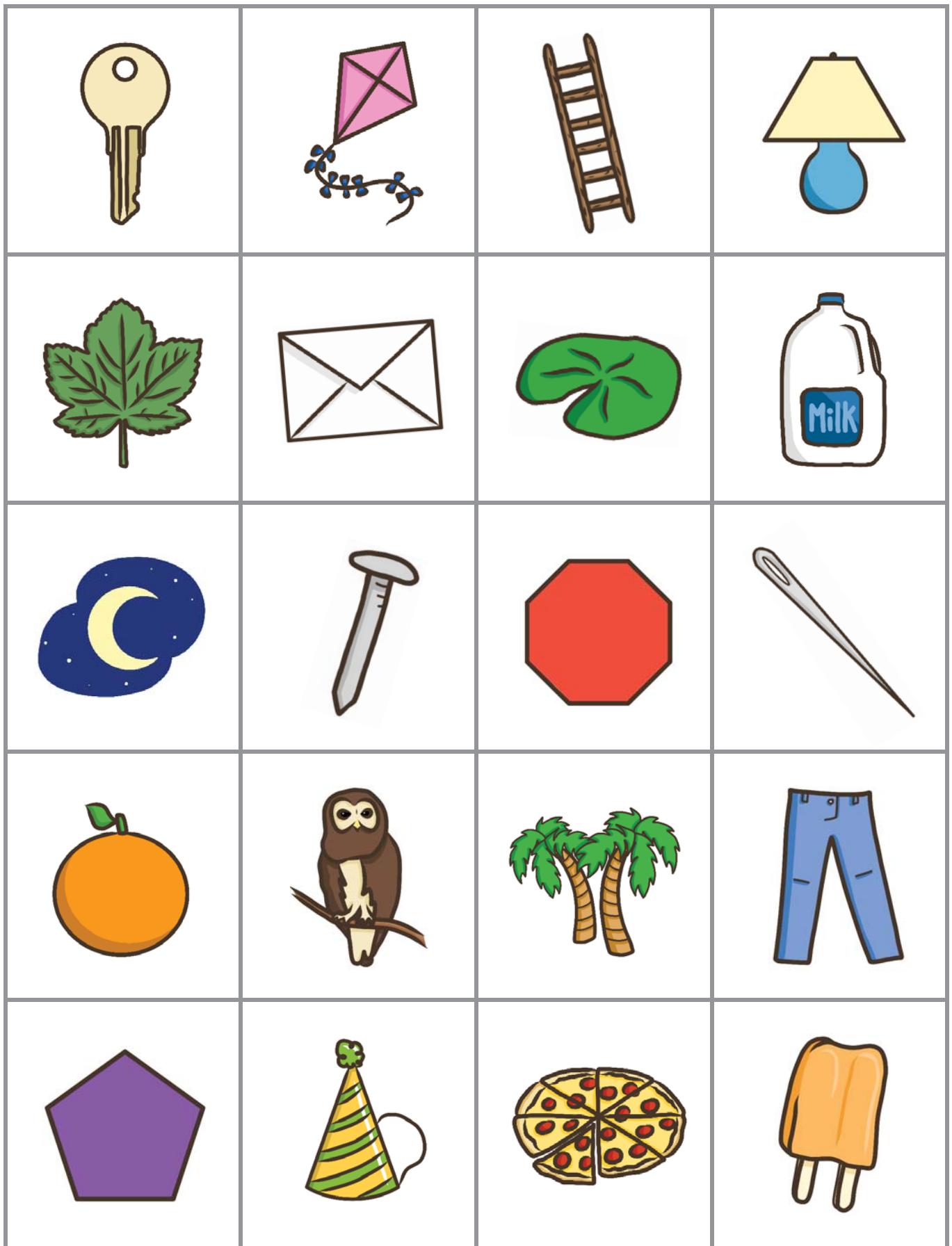
Cut apart the pictures below on the lines to use with activities #1 to #114 in this “Make-a-Letter Pack.” When you first use these pictures, make sure your student is familiar with what each of the items are, and their names.



## 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, Hesperosaurus, 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.



# conversations about GOD



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## Introduction | Talking with Little Ones About God

*“Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.”* **Deuteronomy 6:5-7**

**At WinterPromise**, we take the verse above very seriously as we consider how to help our families talk to their little ones about God. Preschool students are very curious about pretty much everything, especially things they can’t see for themselves.

This is the perfect time to speak to them about God in ways that saturate their everyday lives.

This year, create a new habit with your preschooler with this journal. Each day’s page introduces a conversation starter about God that is connected to something they’ve already completed as part of their preschool program.

Read the page aloud to them, and let your preschooler share what they think about the starting idea. Ask them the included questions and let the conversation unfold naturally. By talking to them about God in this natural, give-and-take way, God becomes part of their everyday life. You can continue to encourage this habit well beyond this journal!

After your talk, little ones can use the included idea to draw or color something on the page as directed.

# Conversations About God



## Day 1

### Conversation | God has amazing ideas!

Today in our Alphabet & Reading Skills, we discovered that words share ideas. God's great ideas are all around us -- in the blue sky above us, the green grass under our feet, and the trees and rocks and flowers we enjoy every day. Everything God created -- including you -- are one of His wonderful ideas.

What are some of the ideas that God created and made real in our world that you really like? Is it a favorite animal? A beautiful flower? A strange bug? **Draw it below!**





### Conversation | God is One in Three

Today we counted to three in our Counting & Math Skills. Three is an important number to God. Our God is one God in three persons: God the Father, God the Son, and God the Holy Spirit. This is hard to understand, but we can learn our whole lives about God. God the Son is Jesus, who came to Earth as a baby and, when he grew up, died on a cross for our sins. The Holy Spirit helps us understand the Bible, God's Word, and to know when we do wrong.

Do you wonder how God the Father, God the Son, and God the Holy Spirit work together? Your family can tell you more about God's work in their lives.

**Color the verse below.**

The Lord  
is One.

Deuteronomy 6:4



## WEEK 1

# Conversations About God Day 3

### Conversation | God made you just the way you are!

Today you mixed up kids as a Creative Activity. Maybe you put together some funny combinations to make some crazy kids! When God made you, He made you just the way He wanted, so you could grow to love and love and obey Him. Everything about you is something God thought of and made -- your hair color, your laugh, whether you grow up good at soccer or art -- they are all part of how God made you!

What do you like best about yourself? What things about you make your family smile?

**Draw a picture of yourself below!**

# Conversations About God



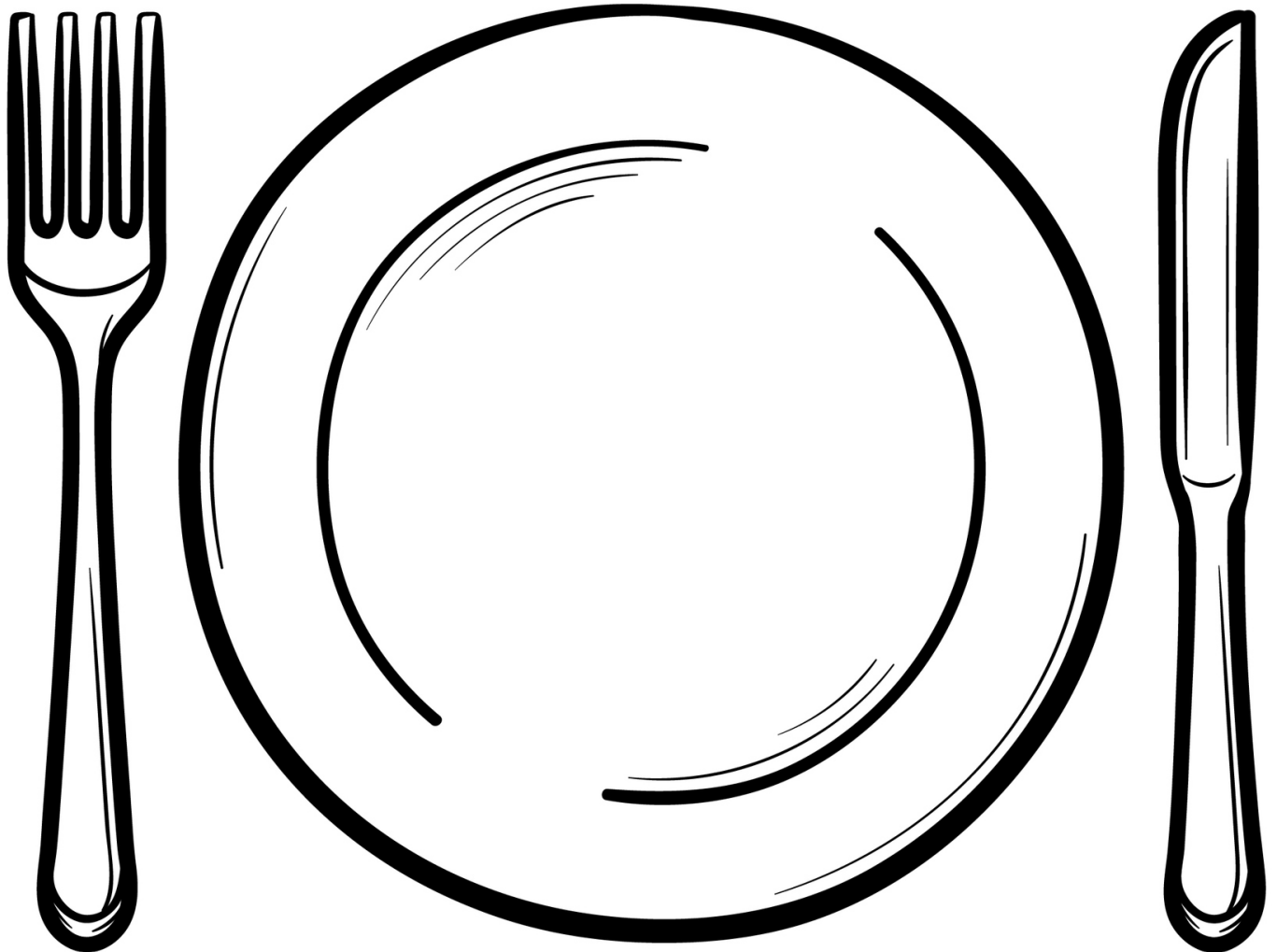
Day 4

## Conversation | God created farms to provide food.

This week we discovered many of the things we might find on a farm. Most farms grow some food in their fields. God created many types of foods that can feed people and grow well on farms.

What kinds of foods grow on farms? What makes food so important? What does food do for you?

**Draw your favorite food on the plate below!**



## WEEK 2

# Conversations About God



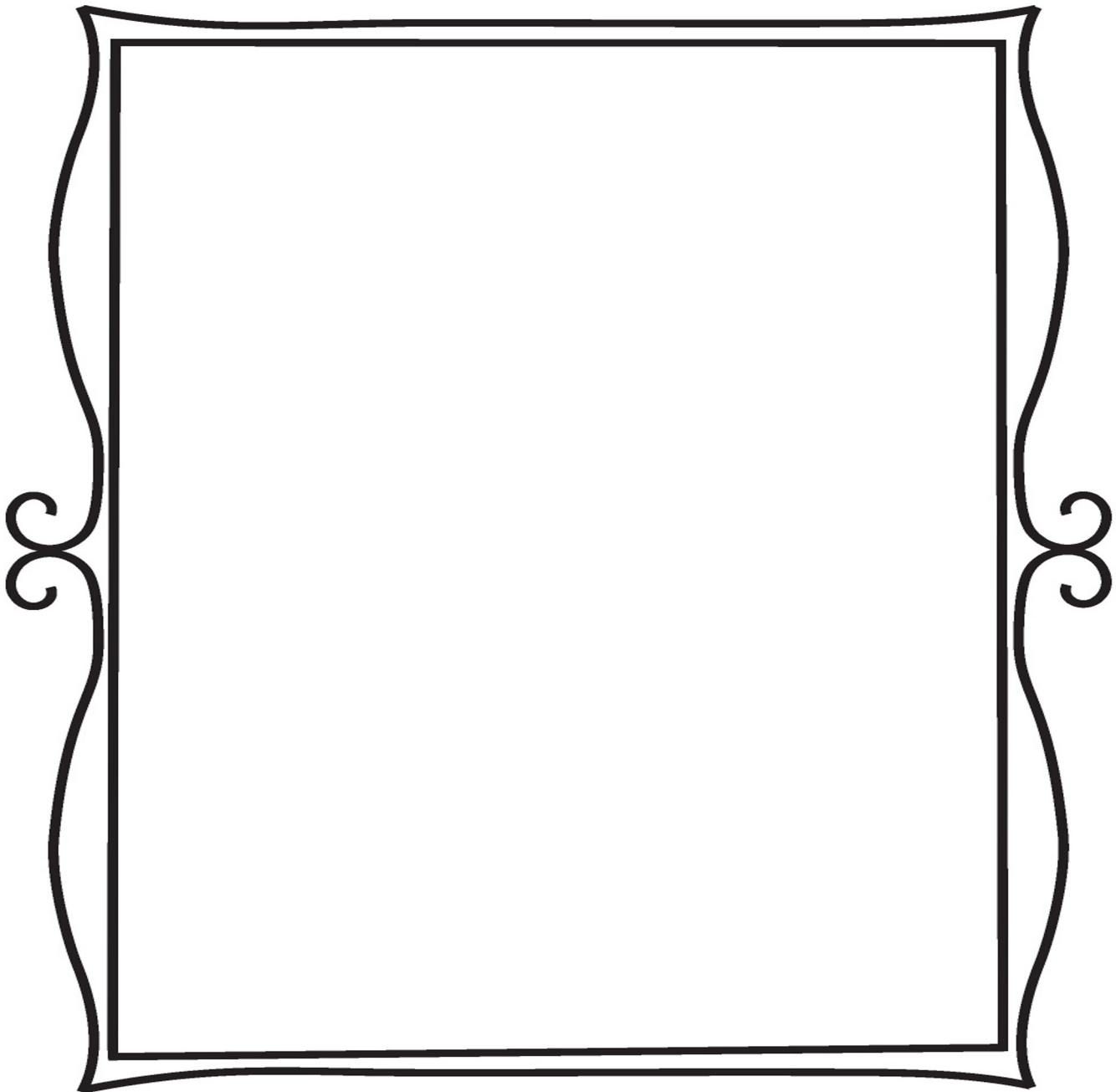
## Day 1

### Conversation | God made today for you to learn about Him.

Today we discovered in our Counting & Math Skills that we call each day by its day name, but also with a month name and a day of the month number. Each day that God gives us is a day He wants us to learn more about Him.

How many years has God already given you to learn about Him?

What is something you learned about God today? **Draw it below!**



## WEEK 2

# Conversations About God



## Day 2

### Conversation | Every day God makes is a day for praise.

Today we learned the names of the seven days of the week. God's Word says, "This is the day that the Lord has made; we will rejoice and be glad in it." (Psalm 118:24) Being glad is rejoicing and giving God thanks and praise. Every day has something in it that allows us to give praise to God. Even simple things like birds singing or a pretty sunset remind us to praise God for the day He has given us.

What are some things that happened today that made you glad? Name as many as you can!

**Draw one thing about today below.**





# Conversations About God



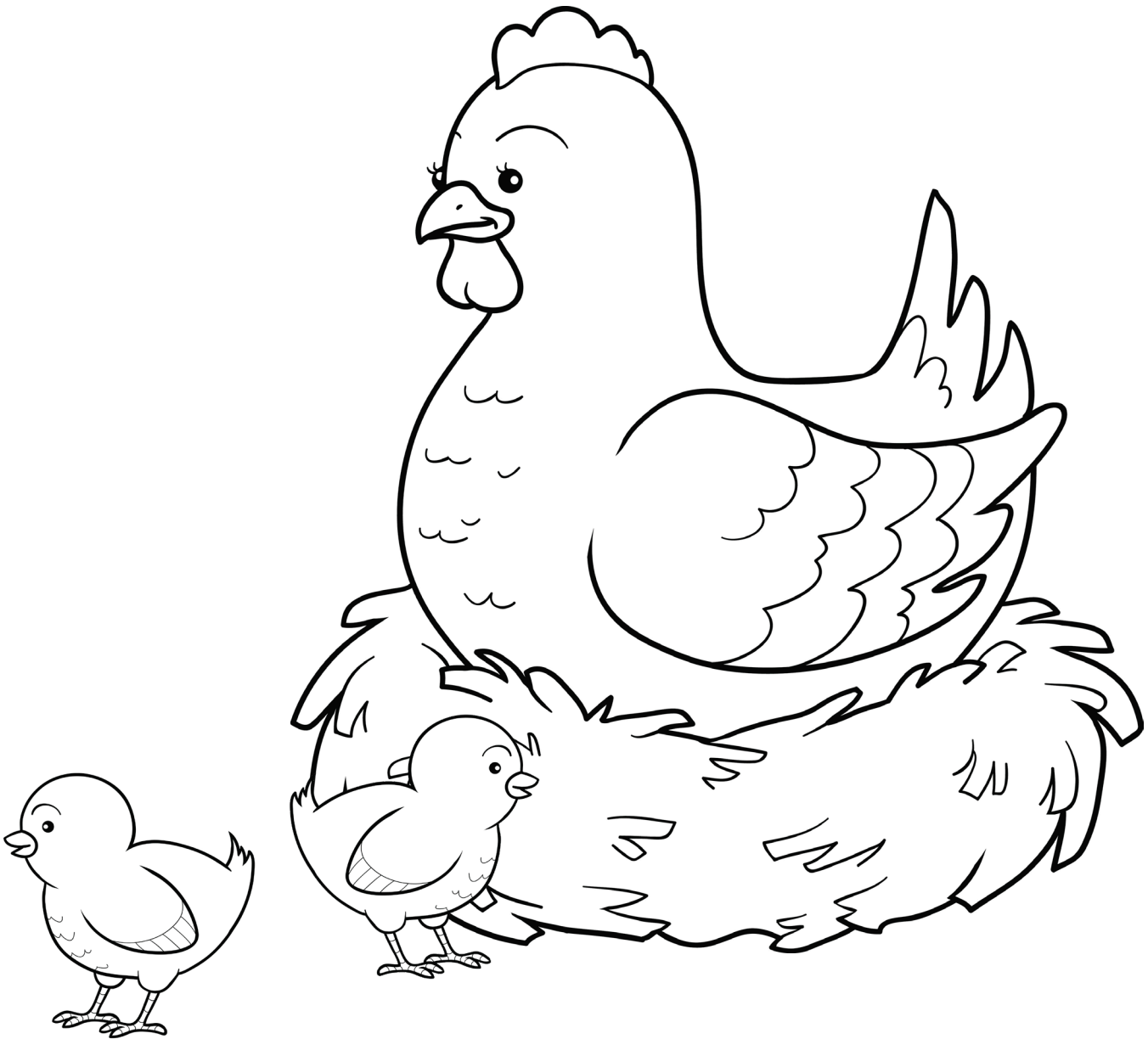
Day 3

## Conversation | God protects us from evil.

Today in our Alphabet & Reading Skills we learned about chickens. Mother hens protect their chicks from danger by gathering her chicks up under her wings. God made mother chickens to use their wings to protect their babies. In God's Word we find that "He will cover you with his feathers, and under his wings you will find refuge." (Psalm 91:4a) Like a mother hen protects her chicks from harm, God keeps us safe by keeping us close to Him.

How does God protect you? Who has He put in your life to protect you?

**Color this hen with her chicks to remind you of God protecting you.**



# Conversations About God



Day 4

## Conversation | God never changes.

Today we talked about the ideas of yesterday, today, and tomorrow. Yesterday is already past, today is right now, and tomorrow is the day you will wake up to in the morning. As you grow, you change, and so from one day to another you change and learn.

But in Hebrews 13:8, God's Word says, "Jesus Christ is the same yesterday and today and forever." God never changes.

What about God are you happy that never changes? (parents can help give a list of things)  
How do you change and grow?

**Draw a picture of yourself when you were younger and yourself now in the space below!**

Little Me

Me Now

