

SIMPLY

K

**A Developmental
Approach to Kindergarten**

Carrie Bailey

First printing: August 2019

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QUICK START GUIDE

SIMPLY K was created to be an open and go curriculum. To assist in this process, we've included this Quick Start Guide to help teachers understand how to make the most of the course.

SCOPE & SEQUENCE

The combined Scope & Sequence and schedule in the front of the book summarizes the lesson basics for each day, including the four areas of focus, memory verses, and more.



A lesson prep page begins each lesson and makes it easy to see what is needed and what is being taught. It provides a weekly supply list, an objectives summary, the week's memory verse, and extended activities you might wish to do. Start your week here and you'll be ready for everything the lesson introduces.



Simply K also includes: 26 Alphabet Mini-books; Reference Charts: ABC's, Letter Tracing, Emotions, Weather; Alphabet Cards; Book Suggestions; and a Kindergarten Diploma.

THERE ARE 4 AREAS OF FOCUS IN EACH LESSON:



Bible — learning lessons from God's Word and how we can live for Him. Bible stories, character, and memory verses are used to lay a biblical foundation.



Rhyme Time — learning poetry and new vocabulary words, too



Life Skills — learning how to do important things around the house



ABC's and More — learning the alphabet and basic reading skills

ELEMENTS IN THE COURSE:



ABC chart — this will be used daily so the student will develop a visual memory association with letters and sounds. You can laminate this or place it in a sheet protector.

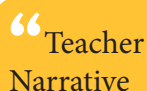
ABC cards — these cards are used in games throughout the course alongside the ABC chart. You can laminate them or store in a small box.



Please see the Teacher Resource Page in the back of the book for tips and videos with pertinent information. It is vital that you read this before you begin teaching the course. **Videos available:** <https://www.masterbooks.com/classroom-aids>.



Mini books — Each letter has its own mini book to help the student learn “concepts about print,” such as left to right and top to bottom progression. It is recommended to keep a “book basket” so the student can use these later on for “independent” reading if so desired. (These can also be used alongside *Foundations Phonics* by Master Books.)



Teaching is kept simple by using color coding. The dark yellow portions are what the teacher says to teach the student. The text on the lighter yellow background is for additional instruction tips and guidance. Student pages/activities are found throughout the book in-between the teaching text.



After Lesson 26, students will begin to learn about sounds (beginning and ending) in words and words that rhyme.

THINGS TO KNOW:



If there is something in the course, such as a recipe, that you do not want to do or do not have the funds to do, then simply skip it or find an alternative, such as having your child help with a meal you are already doing. This course is meant to create a love for learning and setting the child up for future success.



This course is a tool and guide for you. You are the teacher guiding your child and you choose what works and what does not. You can do this and be successful!



Watch your child for fatigue. Children at this age have a short attention span. Each child develops differently, and we never recommend exceeding 20 minutes at a time for learning concepts at this age. Hands-on activities, such as cooking or games, do not have to be included in the 20 minutes. If you see your child getting restless or showing fatigue, please take a break. The course is designed so you can easily break and come back to an activity.

SCOPE & SEQUENCE

Week	Letter	Life Skills	Rhyme	Bible	Due Date
1	Aa	Understanding weather terms, review colors, cutting skills, tracing	"ABC Tumble Down D;" "Now Take This Little Ball"	Noah's Ark and a rainbow promise; A colorful coat	
2	Bb	Understanding weather terms, overview of seasons, color sorting, tracing	"Baa, Baa, Black Sheep"	The Good Shepherd: Sheepfold	
3	Cc	Understanding weather terms & learning to use the weather chart, seasons, color sorting, tracing	"I Am the Wind"	Grace: It's amazing! (2 Cor. 12:9; Eph. 2:8; Eph. 4:7-8)	
4	Dd	Folding a T-shirt, weather: dressing appropriately, cutting & gluing	"Hey Diddle Diddle"	Jesus riding on a donkey (Matt. 21:1-11); Jesus calms the storm (John 3:35-41); Appreciating Creation (Gen. 1:1)	
5	Ee	Emotions (chart daily), sizes (big, little, tall, short)	"Little Boy Blue"	Joyful noise (Ps. 98:6); Sad: Adam & Eve (Gen. 3); Excited: Jesus heals Bartimaeus	
6	Ff	Emotions (chart daily), sizes (teeny tiny, ginormous, wide, deep)	"Good Night, Sleep Tight"	Angry: Jesus clears the Temple (Mark 11:15-19); Scared: Mary & Joseph; Scared or full of faith: Shadrach, Meshach, & Abednego	
7	Gg	5 senses, All About Me: name, birthday	5 Senses Songs (5 songs)	Armor of God	

Week	Letter	Life Skills	Rhyme	Bible	Due Date
8	Hh	5 senses, All About Me: name, birthday	"Hickory Dickory Dock"	Armor of God	
9	Ii	Kinds of food, writing name	"Little Miss Muffet"	Jesus feeds the 5,000; Raining bread (Exod.16); Storehouses of food (Gen. 41-43)	
10	Jj	Where does it belong?, food sorts	"Jack and Jill"	Bigger barns; Ruth; Woman at the well	
11	Kk	Sorting laundry	"Lucy Locket"	Widow's coin; Lost sheep; The prodigal	
12	Ll	Matching & mating socks	"Little Worm"	New creations! (2 Cor. 5:17) (life cycles & salvation)	
13	Mm	Manners (setting table, please, thank you, yes/no sir, yes/no ma'am, may I ____)	"I'm a Little Teapot"	Thankful-Noah's family (Gen. 8:20-22, 9:12-17); Attitude of gratitude! (Luke 17:11-19)	
14	Nn	Manners, social settings: patriotism, opening doors, elevators	"Yankee Doodle"	Blessed nation (Ps. 33:12-22); Honor (1 Peter 2:17); Be strong & courageous (Josh. 1:9)	
15	Oo	Health: basic hygiene	"Come Little Leaves"	Fearfully & wonderfully made (Ps. 139); Leper (Mark 1:40-45)	
16	Pp	Health: basic hygiene	"Apples Ripe"	Blessing others: do unto others (stuffing socks)	
17	Qq	Learning address and phone number	"Quack Quack Little Duck"	Jesus: Birth to the Cross	
18	Rr	Safety: natural disasters, emergencies, seat belts/car seats	"Row, Row, Row Your Boat"	Jesus: Birth to the Cross	
19	Ss	Understanding street signs	"Do You Know How Many Stars?"	The Way, Truth, Life	
20	Tt	Tying shoes, sewing a button	"Star Light, Star Bright"	Obedience: Noah, Joshua; Obedience, Promise	

Week	Letter	Life Skills	Rhyme	Bible	Due Date
21	Uu	Cleaning: sweeping, dusting, wiping spills/ messes	"Mary Had a Little Lamb"	Mary & Martha; The children come (Mark 10:13-16); A young example (1 Tim. 4:12)	
22	Vv	Making a bed	"I Should Like to Build Today"	Take up your bed & walk; Jesus heals the little girl; Tower of Babel	
23	Ww	Sorting: toys, clothes	"A Little Bird Made a Nest"	12 disciples; walking on water; Triune God	
24	Xx	Cleaning the table after eating, which shoe goes on this foot?	"Pat-a-Cake"	Prayer: 4 main kinds (praise, thanks, repentance, & request)	
25	Yy	Animal/plant care	"Yik Yak Yam"	Animal & plant kinds; How much He cares for you (Matt. 6:26-30)	
26	Zz	Snaps, zippers, buttons, and belts	"I Am a Busy Bee"	Story of David: shepherd to king (weight of armor)	
27	Rhyming & Review letters using ABC Chart	Social skills: personal space, waiting your turn/ not interrupting	"Down by the Bay"	Sequencing; Samuel; God's Calling; Days of Creation	
28	Rhyming & Review letters using ABC Chart	Following 3-step directions	"Down by the Bay"	10 Commandments	
29	Rhyming & Review letters using ABC Chart	Questions or statements?, putting away dishes	"Over Field & Meadow"	10 Commandments	
30	Beg. Sounds & ABC Chart	Communication, electronic manners	"Lizards"	Women of the Bible: Ruth, Esther, Priscilla	
31	Beg. Sounds & ABC Chart	Social skills: good sport, taking turns	"To and Fro the Ball"	Kind: Good Samaritan; Kind to others; Islanders show Paul kindness	

Week	Letter	Life Skills	Rhyme	Bible	Due Date
32	Beg. Sounds & ABC Chart	Cooperation: working together & communicating	"The Church Door & Window"	1 Corinthians: love	
33	Ending Sounds & ABC Chart	Good stewards: staying on budget (grocery shopping, electricity, water, tithing)	"The Child's World"	Love: unlovable Zacchaeus; Good Samaritan: notice others	
34	Ending Sounds & ABC Chart	Hospitality: be a host/hostess	Pick a poem you have learned to share with your friend(s)	Relationships (Matt 22:37-40); Jesus first, others second	
35	Ending Sounds & ABC Chart	Opening containers & straws	"The Snail"	Miracles: POSSIBLE WITH GOD! Parting a sea; Jesus heals the boy blind from birth; Raising Lazarus from the dead	
36	Ending Sounds & ABC Chart	Understanding first, second, third	YOU PICK your favorite	First: John 1:1— The beginning; 1st man/2nd man; Seek first the kingdom of God (Matt. 6:33)	

COURSE SUPPLIES

These are supplies that will be used regularly throughout the course for different activities. It would be helpful if you gather them in a labeled storage container and keep it in the area where you are teaching the lessons. Each lesson has a supply list, but they will list items other than those from this list that are needed.

You Will Need:
<input type="checkbox"/> ABC Chart
<input type="checkbox"/> Book basket/bin/tub
<input type="checkbox"/> Bible
<input type="checkbox"/> Highlighter (or highlighting tape)
<input type="checkbox"/> Crayons
<input type="checkbox"/> Glue sticks
<input type="checkbox"/> Scissors
<input type="checkbox"/> Construction paper
<input type="checkbox"/> White cardstock
<input type="checkbox"/> Watercolors
<input type="checkbox"/> Playdough
<input type="checkbox"/> Colored pencils
<input type="checkbox"/> Dry erase marker(s)
<input type="checkbox"/> Sheet protectors or laminator

REMINDER: The author has made videos available on how to teach components of the course. They contain very helpful information. It is important you watch the videos before starting the course. Videos are available: <https://www.masterbooks.com/classroom-aids>.

LESSON 1

Prep Page

11

Supply List

- ☐ Weather Chart (daily, life skills)
- ☐ White paper (day 1, Bible)
- ☐ Ball (daily, rhyme time)

Look Ahead*

- ☐ Ink pad/paint (thumbprints)
- ☐ Small rocks (from outside)
- ☐ Small sticks (from outside)
- ☐ Cotton balls

Objectives

Letter of the week: Aa

Skills/Concepts: Understanding weather terms, review colors, cutting skills, tracing

Memory Verse

Deuteronomy 6:5

Love the LORD your God with all your heart and with all your soul and with all your strength.

Extended Activities

Allow them to cut more, even if you draw lines on the edge of a paper for them to “fringe” the edges.

Play a board game for 1-1 correspondence, color recognition, and number recognition, such as Chutes & Ladders®, Sorry®, Trouble®, Candy Land®, etc.

* The “Look Ahead” section of the prep page is so you can prepare for future activities beyond this lesson.

LESSON 1

Day 1



LIFE SKILLS:

Show the student the weather chart on page 429.

“Weather impacts how we dress each day.

We have all kinds of weather, don't we?

Some days it is sunny, while other days it is rainy. Different times of the year and different places we live affect the temperature. We have cold, which is like snowy weather.

We have cool, which is not as cold, but you still might need a light jacket. Then we have warm, which is not sweating, but we wouldn't need a jacket, either. Last, we have hot. If it is hot outside, we will definitely be sweating. Can you tell me what our weather is like today?



BIBLE:

“In Genesis, we learn that Noah was a man faithful and obedient to God. Many others were not doing what was right. God told Noah to build an Ark, which is a really big boat, and that He would send a flood to destroy those that were not on the Ark. Noah did as God commanded. Noah and his family all boarded the Ark and God sent animals of all kinds onto the Ark as well. Then, God shut the door of the Ark. It began to rain. It rained for 40 days and 40 nights! Once it stopped raining, Noah waited 40 days. Noah sent a dove out and when the dove did not return, Noah knew it was safe to remove the covering of the Ark. God told him, his family, and the animals to go out onto dry land.




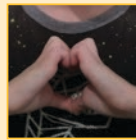
“Let's review our colors now as we remember God's promise. If we look at this rainbow, we can see there are 7 colors. We have red, orange, yellow, green, blue, indigo (which is a mix of blue and purple), and violet (which is a true purple). Let's color a rainbow!


Use paper and let your child make a rainbow.


“Noah loved God. I know a verse in the Bible that tells me we should love the Lord, too. I want us to learn that verse this week. You repeat me as I say parts of it. This is called echo reading. Let's read the memory verse!

Echo read the verse. Add motions.

Love  the Lord your God

With all your heart 

And with all your soul 

And with all your strength. 

“Now let's add motions so we can remember it even better!

“I am so proud of you! You have done a fantastic job! You are showing me how much you care about learning. Being caring is such a great quality to have! I love how much you care!



RHYME TIME:

LESSON 1

Day 1

Read "A B C Tumble Down D."

“That rhyme is funny! It says “The cat’s in the cupboard.” Do you know what a cupboard is?

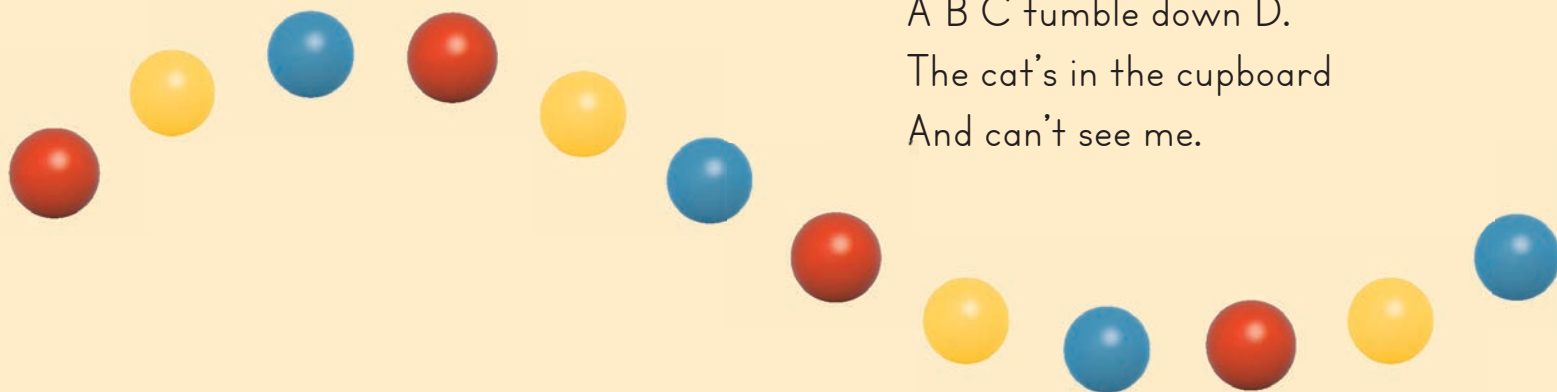
Give explanation if they do not know; if they know, have them explain or show you. A cupboard is a cabinet with shelves, like in our kitchen. Take them and show them.



A B C Tumble Down D

A B C tumble down D.

The cat’s in the cupboard
And can’t see me.



Read "Now Take This Little Ball."

It would be more fun if you added a ball into this and had them toss it back and forth to you as you read it.

“I am so proud of you! You have done a fantastic job! You are showing me how much you care about learning. Being caring is such a great quality to have! I love how much you care!

BREAK if needed — see the beginning section on signs your child is tiring.

Now Take This Little Ball

Now take this little ball
and do not let it fall,
balls of yellow, red, and blue,
some for me and some for you.
Now take the little ball
and do not let it fall.

Hold it in your hand,
then quite still let it stand,
balls of yellow, blue, and red,
you are round just like my head.
Hold it in your hand,
then quite still let it stand.





ABC'S AND MORE:

TIPS: See instructional video for this and the instructions in the beginning of the book. See Teacher Resource Section for pertinent information.

See Teacher Resource Page.

Chant the ABC chart.

Sing the ABC song.

See Video 1 for instructions. The URL is on page 5. You point to a letter/its image and say the letter as the student is seeing it. The student will learn to apply that information and do it too.



Go through the chart saying each letter like “A, a, apple.” The student should repeat it. Then move to the next “B, b, bike” as you work your way through all the letters. A helpful way to remember the process is simply: say, see, do.

“Did you notice how each picture has two letters by it? Like this one for the apple (*point as you are telling them*) see the A, this is a capital A. Then, this a is a lowercase a. Each letter has a capital letter or big letter and a lowercase letter or small letter.

“Today, we will learn how to write the letter Aa.

Show the child on the ABC chart.

“Remember that we have capital letters and lowercase letters.

Point to the capital A.

“This is a capital A.

Point to the lowercase a.

“This is a lowercase a.

“A: (slant up, slant down, across in the middle) Start at the bottom line, slant up and in toward the top line (slant up). Slant down and out to the right bottom line (slant down). Then, we cross it at the middle (cross in the middle)



LESSON 1

Day 1

15

“a: (over around, up, and down)
You start the lowercase a on the middle line.
Go over and around (over around).
And back up toward the middle line (up).
And then down to the bottom line (down).

Trace the Aa's below.

“Now, let's play a game! I am going to say silly words and we are going to see if you can hear the first sound in the word.

Tips: Emphasize the beginning sounds. Do not show words or letters to them. This is for hearing sounds in isolation.

“If I say zzipper . . . I hear a zzzz sound like a buzzing bee! Can you act like a bee?

“G-g-g-giraffe . . . What sound do you hear first when I say g-g-giraffe?

They should say /j/, but if they do not, please say the word again and then tell them the sound.

“sssssnake . . . What sound do you hear first when I say ssssnake? /s/ Can you make a sound like a snake?

“fffffrog . . . What sound do you hear first when I say ffffrog? /f/ Can you hop like a frog?

“Great job! You did so well hearing those sounds and pretending to be animals!

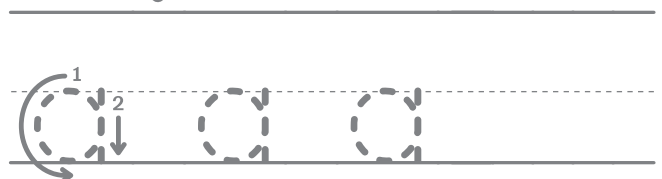
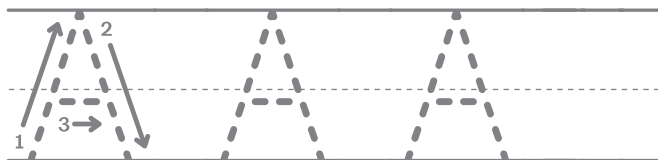
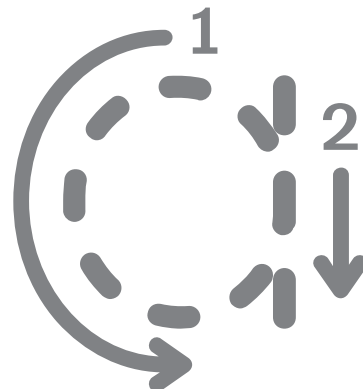
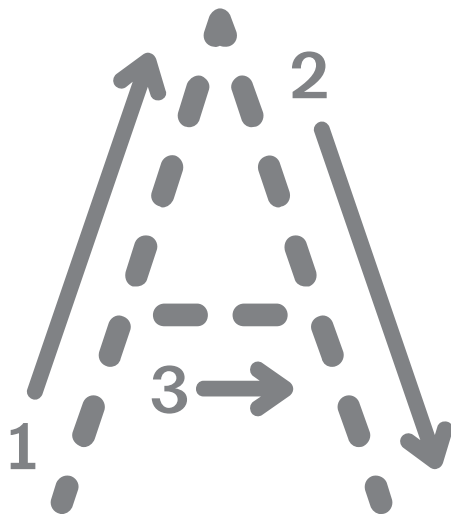
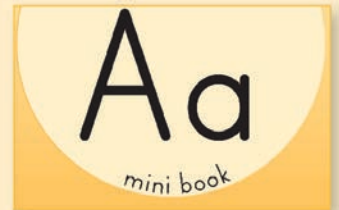


MINI-BOOK A:

See the Teacher Resource Page.

Do a picture walk.

Read the book to the student pointing to each letter/word.



LESSON 1

Day 2



LIFE SKILLS:

“Let’s learn how to use scissors.

Model the steps below for the student as you do it:

“Hold the scissors by the handle, not the sharp end.



“Remember, we never run with scissors in our hands, and we only cut what I give you to cut.



“Open and close like an alligator chomp.



“Great job! I think you are ready for cutting!



BIBLE:

“Let’s color Noah’s ark and make waves by doing the Bible activity on the next page. Then we will do our rhyme time and read a mini book!

“Do you remember about Noah and the rainbow promise? What can you tell me about that promise?

Review memory verse on page 12.

“That’s right, the promise of the rainbow was that God would not destroy life on earth again with a flood. You are doing great at remembering what you learned. Today, I want us to do some more art, but I also want us to use scissors to make the art. We are going to make waves like the waves during the flood of Noah.

“Find a blue crayon and color the waves on the next page blue and then cut on the lines. It will be your waves.

Start the Bible activity on the next page.

“Color the Ark picture on page 19 and tell me which colors you are using each time.

“Paste the waves to the bottom for layered waves.

Finish the Ark activity on page 19.

TIP: If you start at the base of the Ark first and then paste the waves toward the bottom of the page you will see the wave lines.

LESSON 1

Day 2



RHYME TIME:

“Remember our poems and rhymes from yesterday? Let’s get that back out and read those again.

Read “ABC Tumble Down D” and “Now Take This Little Ball” on page 13.

“Can you remember what a cupboard is? Right! It is a cabinet with shelves.



MINI-BOOK A:

“Here is our letter Aa book for this week. Now, watch as I read this book again.



Read the letter book to the student.

Have the student highlight the capital and lowercase letter of the week.

“Use a highlighter to make a dot on the A’s and a’s in the book.



Blank Page for cutting.

Name _____

Lesson 1
Day 2



Paste the waves here.

LESSON 1

Day 2



ABC'S AND MORE:

“We will use your ABC chart to chant the letters and pictures. Echo, or repeat, what I say. Make sure you touch each letter and picture like I do.”

See Teacher Resource Page.

Sing the ABC song.

Chant the ABC chart.

“Remember that we have capital letters and lowercase letters.”

Point to the capital A.

“This is a capital A.”

Point to the lowercase a.

“This is a lowercase a.”

Practice writing Aa's.

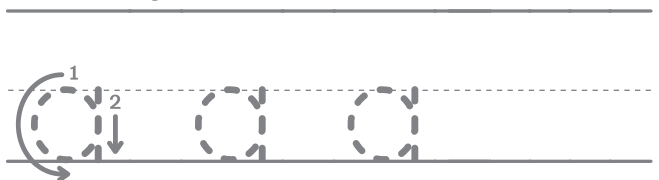
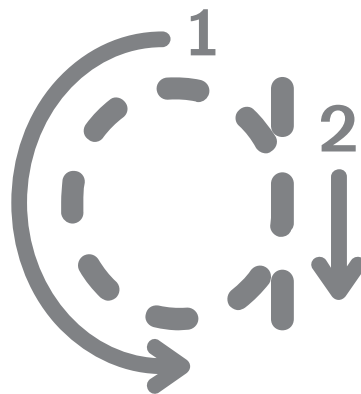
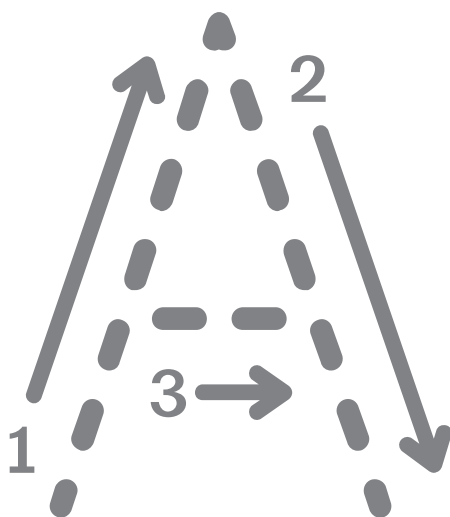


“A: (slant up, slant down, across in the middle)
Start at the bottom line, slant up and in toward the top line (slant up).
Slant down and out to the right bottom line (slant down).
Then, we cross it at the middle (cross in the middle).”

“a: (over around, up, and down)
You start the lowercase a on the middle line.
Go over and around (over around).
And back up toward the middle line (up).
And then down to the bottom line (down).”

Trace the Aa's below.

“You have done a fantastic job today! I am so proud of you for showing that caring attitude about your work! When you care, you pay attention to details and do your best work! I love how much you care.”



LESSON 1

Day 2

Try to catch your child showing this caring attitude other times and praise them.

“You did so well playing that game yesterday with the sounds and animals that we are going to play it again!

“Remember, I am going to say silly words and we are going to see if you can hear the first sound in the word.

“Rrrrain . . . what sound do you hear first? /r/ Great! Now, if we gently pat on our legs then we can make it kind of sound like rain!

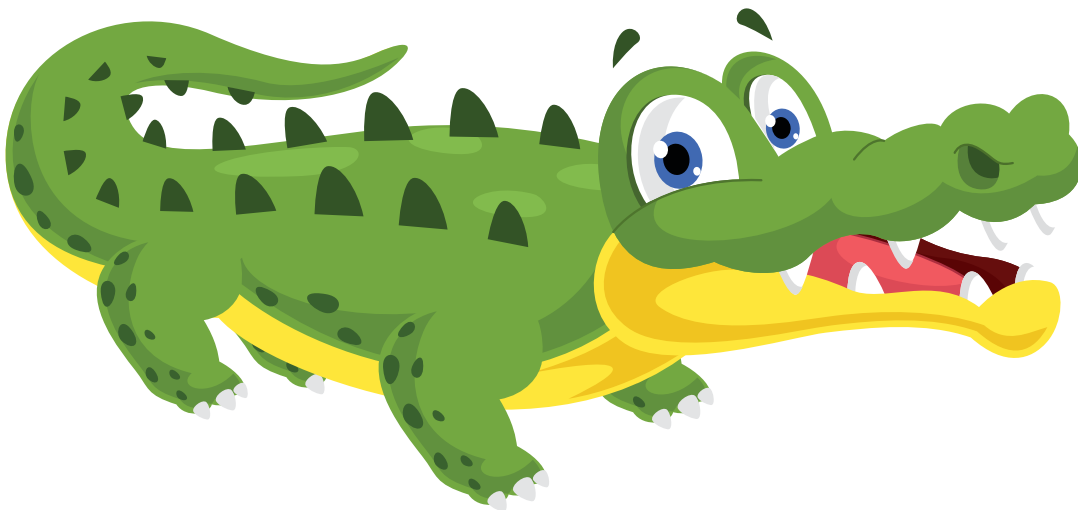
“B-b-b-boom . . . What sound do you hear first when I say b-b-boom? Yes! /b/ Okay, now thunder makes booming sounds, can you stomp around to make booms like thunder?

“Sssnow . . . What sound do you hear first when I say sssnow? /s/ Okay, snow falls gently. Can you walk as you make your arms gently move up and down?

“W-w-w-wind . . . What sound do you hear first when I say w-w-wind? /w/ Can you spin around like a leaf flying in the wind?

Alternate patting hands on each leg.

Note: These are optional images/words you will see throughout the course as space allows. These can be incorporated into the lesson for extra practice and letter recognition. We recommend that you read the word to the student and point out the first letter.



Alligator

alligator

LESSON 1

Day 3



LIFE SKILLS:

“You know, you have done so well on showing how much you care about your work this week. I was so impressed with how well you did using your scissors yesterday that I wanted to have you cut some more today. Remember your safety rules for scissors? Let’s review those. Show me how to hold the scissors.

Allow them to show you/help them to hold them correctly. Do the same for how to hold them while walking.

“Now, if you wanted to walk with these, how do you hold them?

“Great! Now you are ready for cutting more things. You showed great care in your cutting skills and doing your best! I am so proud of you!

Cutting will be done during Bible activity.

“Have you noticed the weather this week? Was each day the same? I love your observation skills. Observation means to look closely and pay attention to details. That is what you are doing when you observe the weather. What are some other things you can observe?



RHYME TIME:

Read “ABC Tumble Down D;” “Now Take This Little Ball.”

“We are going to do our poems before our Bible today.

“Use a highlighter to dot the letters A and a in the poems. Be sure to find capital and lowercase A’s.

Use the poems from Rhyme Time Day 1 on page 13.



BIBLE:

“Our rhyme talks about colors of yellow, red, and blue. Do you know a story in the Bible that talks about a colorful coat?

Read the account of Joseph and his colorful coat in Genesis 37:2–34.

“The coat Joseph had was very special. It would have been made using what we call dyes. Just like we use food coloring to dye icing on cakes, there is a dye you can use to color clothing. “The Bible only mentions four colors of dye. It talks about purple, blue, crimson (a dark purplish-red), and scarlet (a bright red). The dyes would have come from natural items like shellfish, insects, and plant roots.” (from the *Illustrated Family Bible Stories*, p. 34)

“Color Joseph’s coat. Then, make the bottom edge of the coat have fringe by cutting slits up from the bottom.

“Joseph loved God very much, and God made him very wise and gave him dreams. God loves you, too! We have been learning a verse this week that God has given us a command to love Him. Do you remember with what we are supposed to love the Lord? With all our...

(Wait for answer, but help if needed.)

Review your memory verse on page 12.

BREAK if needed. See front for suggestions on signs your child is tiring and needs a break.

Name _____

Lesson 1
Day 3



LESSON 1

Day 3



ABC'S AND MORE:

See the Teacher Resource Page.

Chant the ABC chart.

Sing the ABC song.

“Now, let's look at our ABC chart. Use your ABC chart to find the capital letters for F, J, P, R, K. Use your ABC chart to find the lowercase letters for e, o, x, n, j.

“Great job! You are really showing a caring attitude and paying attention. Before we read our book again, let's sing the ABC song.

“We will use your ABC chart to chant the letters and pictures. Echo, or repeat, what I say. Make sure you touch each letter and picture like I do.

**Remember: This is you modeling for independent use later on. Please use the following guide carefully as this sets a foundation to build upon later on.*

“Today, we will review how to write the letter Aa.

Show the child on the ABC chart and on the next page.

“Remember that we have capital letters and lowercase letters.

Point to the capital A.

“This is a capital A.

Point to the lowercase a.

“This is a lowercase a.

Ant

ant



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LESSON 1

Day 3

25

Practice writing Aa's.

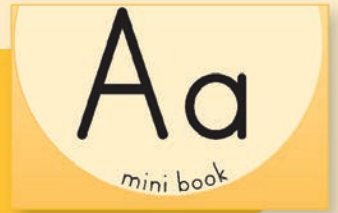
“A: (slant up, slant down, across in the middle)
Start at the bottom line, slant up and in toward the top line (slant up).
Slant down and out to the right bottom line (slant down).
Then, we cross it at the middle (cross in the middle).

“a: (over around, up, and down)
You start the lowercase a on the middle line.
Go over and around (over around).
And back up toward the middle line (up).
And then down to the bottom line (down).



MINI-BOOK A:

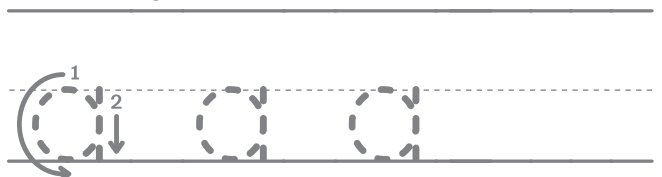
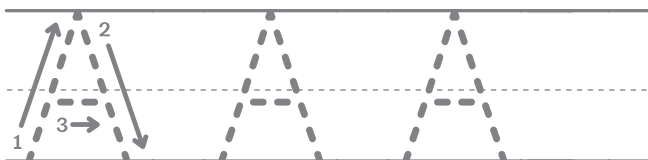
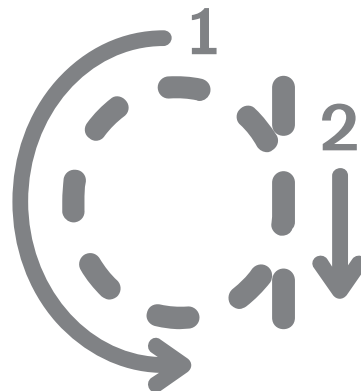
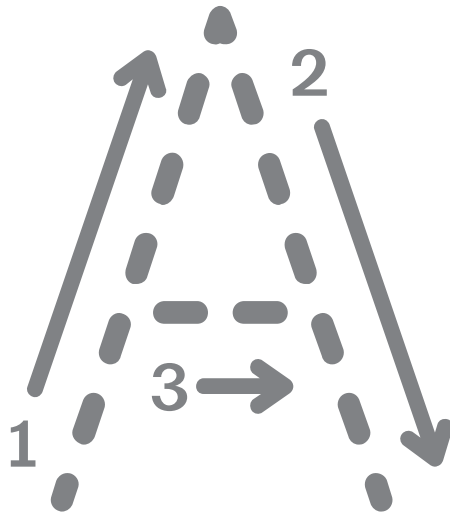
“Here is our letter Aa book for this week. Let's read it again.



Read the letter book again.

Advanced K — see if your child can read the book to you. Read the letter mini book.

Trace the Aa's below.





See Instructional Video 1 for chanting the ABC chart, writing, and course introduction.
See Instructional Video 2 for adding in alphabet sounds later.



Remember: This is you modeling steps for independent student use later on. Please use them as a guide as this sets a foundation to build upon.

Sounds will not be taught until later on in this course.

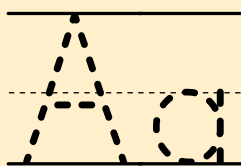


See the instructional videos here:

<https://www.masterbooks.com/classroom-aids>

Advanced K: Begin sounds on Lesson 8.

LETTER TRACING



Lessons 1-26 focus on one letter per week. In each day's lesson, you will see a prompt:

Practice writing A's and a's.

To teach the student the proper way to make the letter noted, follow this sequence:

1. Model the proper letter strokes on a piece of paper by writing the letter as you say the steps.

Note: It is very important for you to use the letter writing cues each time you do these steps. The cues are found for each letter on the back of this page as a reference sheet.

2. Air write the letter really big together using the cues.
3. Have the student write the letter on a larger surface (a dry erase board or plain paper in a page protector without lines). If needed, assist them by placing your hand over theirs.
4. Say the letter tracing cues (in parentheses) and the writing instructions for each letter.
5. Then have the student trace the letter tracers for the day's lesson.

These steps are presented in Instructional Video 1.

Additional tracing practice sheets for upper and lowercase letters are included in the back of the book. It is recommended that you place them in plastic sleeves or laminate them for use daily.

MINI-BOOK



Day One

Go through each page of the mini-book and ask them what they think each picture is. If they are wrong, please correct them gently, by saying, "that is a great option, but this is a _____."

Read the front cover, pointing to each letter and saying its name, but not sounds yet. Then, go through each page, reading it as A, a, apple. A, a, astronaut. A, a, alligator...and so on.

Day Two

Read the mini-book, pointing to each word or the letter as you go along. Then, use a highlighter to make a dot on the Aa's in the book.

Day Three

Have them watch as you read the book again.

Advanced K: See if the child can read the book to you.

A: (slant up, slant down, across in the middle)
a: (over around, up, and down)

B: (down, up around, around)
b: (down, up, around)

C: (over around, leave it open)
c: (over around, leave it open)

D: (down, up, curve around)
d: (over around, up, down)

E: (down, out, out, out)
e: (out, over around, leave it open)

F: (down, out, out)
f: (curve up, down, across in the middle)

G: (over around, in)
g: (over around, up, down and curve)

H: (down, down, across in the middle)
h: (down, up and over)

I: (down, across, across)
i: (down, dot)

J: (down and curve, across)
j: (down, curve dot)

K: (down, slant in, slant out)
k: (down, slant in, slant out)

L: (down, over)
l: (down)

M: (up, slant down, slant up, down)
m: (down, up and over, up and over)

N: (up, slant down, up)
n: (down, up and over)

O: (over around and close)
o: (over around and close)

P: (down, up, around)
p: (down, up, around)

Q: (over around and close, slant out)
q: (over around, up, down, curve)

R: (down, up, around, slant out)
r: (down up and over)

S: (curve back, curve forward)
s: (curve back, curve forward)

T: (down, across)
t: (down, across)

U: (down, curve up)
u: (down, curve up, down)

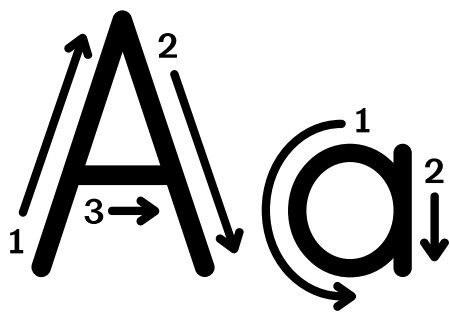
V: (slant down, slant up)
v: (slant down, slant up)

W: (slant down, slant up, slant down, slant up)
w: (slant down, slant up, slant down, slant up)

X: (slant forward, slant back)
x: (slant forward, slant back)

Y: (slant down, slant up, down)
y: (slant back, slant in)

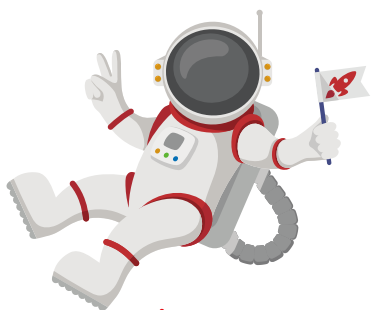
Z: (across, slant back, across)
z: (across, slant back, across)



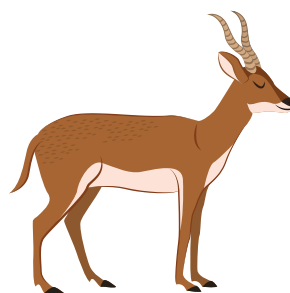
fold

Aa

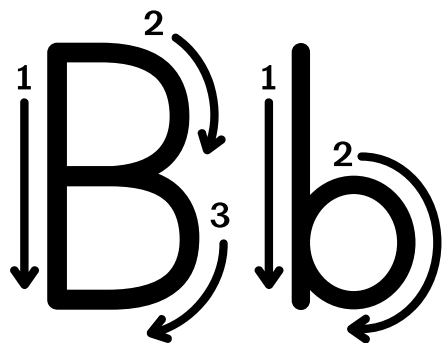
mini book



A a astronaut



A a antelope



Bb

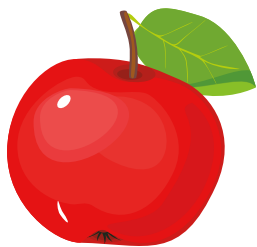
mini book



B b baby



B b bicycle



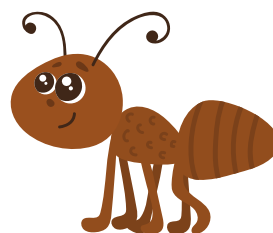
A a apple



A a angry



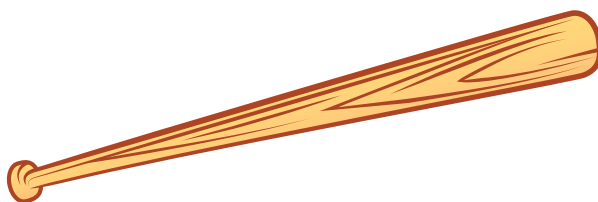
A a avocado



A a ant



B b ball



B b bat



B b balloon



B b boy