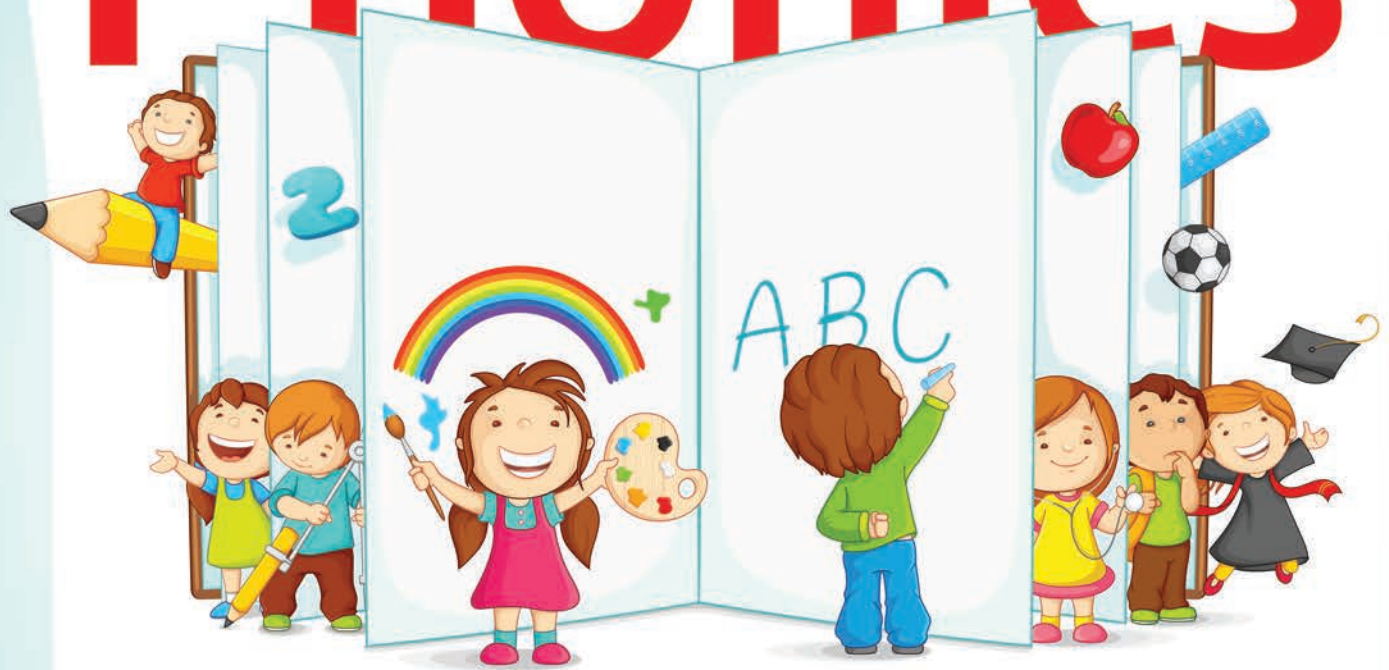


Foundations Phonics



Easy Lessons
for Early Learners



Carrie Lindquist

TEACHER GUIDE

Basic Skills

Includes Student
Worksheets

Phonics



Weekly Lesson Schedule



Worksheets

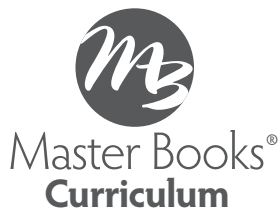


Activities



Supply List

Foundations Phonics



First printing: August 2016
Fourth printing: August 2018

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For information write:

Master Books®, P.O. Box 726, Green Forest, AR 72638

Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN: 978-0-89051-943-1

ISBN: 978-1-61458-554-1 (digital)

Unless otherwise noted, Scripture quotations are from the New International Reader's Version of the Bible and the New King James Version.

Printed in the United States of America

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Letter to the Parent

Your child is ready to learn to read — this can feel both incredibly exciting and a little scary as a parent! Before you delve right in, I want to take the time to remind you that teaching your child to read isn't big, scary, or complicated. In fact, it's really not that much different than all the playful learning activities you are already engaging your child in.

Chances are, you are already incorporating “school” into your days — reading books, pointing out colors, counting, completing projects, showing your child letters... The list goes on and on. This phonics and reading program is really just an extension of that.

This course has been designed to be a tool in your hands — remember, you are in control of it; it isn't in control of you. You know your child best. Use this program as a guide, and capitalize on his or her learning style, excitement level, interests, and talents. Don't feel pressured to complete the lessons in one sitting. If your student needs a break between lesson and worksheets, go with it. Enjoy the learning process with your child.

I also want to remind you that this program is full of suggested hands-on activities. But before you get overwhelmed, remember that they are suggested. If you complete one with your student after a lesson, that is awesome! If you complete them all, that is awesome! And if you don't get to any on a given day, your child will not suffer!

The vast majority of activities in this course utilize materials you most likely already have in your playroom or kitchen — things like flour, sugar, paint, play-dough, building blocks, etc. That means each lesson doesn't require you to spend time planning it out. If life is busy right now, you can literally pick up the guide, read the lesson with your student, and head to the kitchen for some letter fun without any planning! You will find a list of materials you may find helpful to have on hand on page number 11. These materials are by no means required to complete the program; they simply function as an enhancement to your child's learning. Most bonus activities are not lesson specific, so if your student absolutely loves a certain activity, re-use it in another lesson!

(Note: you may find it helpful to have a set of letter fridge magnets and/or letter cookie cutters, as these are used frequently in activities.)

If you picked up this program because your child is ready to read but isn't quite ready to write, your child is going to love this program! It is totally flexible to your needs: complete a hands-on activity in place of the worksheets and simply save the writing portion of the worksheets for when your student is ready for

writing. Capitalize on your child's interest and ability — and have fun in the process!

Learning at this stage is still very dependent on experience and play — and this course has been set up to meet that need. It's designed to be fun and engaging and provide plenty of opportunities for your student to continue learning through play. Ready to get started?



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Carrie Lindquist is a homeschool graduate, wife to Wayne, and momma to two energetic boys. She is a passionate advocate for homeschooling and loves helping new-to-homeschooling moms to realize that homeschooling through the early years isn't scary — it's really just an extension of all the fun things they are already doing with their children! When she isn't cleaning the endless little messes her boys create, you can find her encouraging moms to embrace the calling of everyday faithfulness on her blog, anewdaymom.com.

Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the beginning reader with worksheets and all other assessments. The pages of this guide are perforated so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students will have pages read to them in the book and then complete the corresponding section provided by the teacher. Assessments include worksheets and activities and are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 20 to 30 minutes per lesson, three to five days a week



Includes materials list for activities



Worksheets for each section



Designed for kindergarteners or first graders in a half-year course

Course Description

This unique curriculum will take your student on a journey from the beginning of creation to the Resurrection of Christ as he or she learns each letter and corresponding sound. Designed to meet the needs of students who are ready to begin writing, as well as those who may not have mastered the hand-eye coordination skills yet that are needed for writing (see page 8). Throughout the course, the teacher reads the lessons and engages the student. The teacher then guides the student through the corresponding lesson worksheets and/or engages the student in suggested hands-on activities. Lessons take approximately 20–30 minutes to complete. This program has been designed to be completed over the first half of the school year. In our suggested schedule, the main lessons take place three times a week on Monday, Wednesday, and Friday. On Tuesdays and Thursdays, time is provided for reading to students, practicing sight words, completing bonus activities, or pointing out letters and sounds in the student’s play, speech, and everyday activities. However, this program has been designed to be flexible to meet the needs of your student: it is a tool in your hands — you control it; it doesn’t control you.

Course Objectives

Students completing this course will:

- ✓ Discover the basic foundations of letters and sounds to help students begin reading
- ✓ Learn to recognize letters and how simple combinations of letters create words
- ✓ Review words learned, while building a larger vocabulary each week
- ✓ Identify the shapes of letters, learning to write them out
- ✓ Explore various activities to make reading fun
- ✓ Develop a foundational understanding of Biblical history and salvation.

You will find teacher instructions and tips are italicized throughout the lesson text. Take time to pause and ask questions — engage your student and have fun! This program has been designed to create an excitement for the student; so as you read each lesson, be sure to convey the excitement of the lesson and the joy of discovery.

Each lesson covers an individual letter and sound or concept. We recommend emphasizing the letter sound covered in each individual lesson as you read. You'll find the letter or blend in bold throughout the text as a reminder.

Course Components

Throughout this course you will find the following components:

1. Introductory text for teachers to introduce the lesson of the day. Text for teachers throughout this teacher guide is in ***bold italics*** to distinguish it from the text that is read aloud for student instruction.
2. Letters and their sounds being emphasized will be found in **bold** on the teacher pages during portions with a special focus. Example emphasis letter/sound **Aa**: Alligators and ants ate apples. This is so the teacher can carefully sound out these words to help the student note the sound.
3. Review of sight words (from page 9) that correspond with different weeks of study, and can be made into index cards to make learning easier.
4. Materials List for optional bonus activities (page 11).
5. Suggested Daily Schedule (starting on page 13) that helps a teacher keep track of each day's lesson.
6. A Progress Chart (page 17) to help a student celebrate his or her learning.
7. Little Learner Activity Sheets that can be easily removed for the students to work on.
8. Weekly lessons that show the focus letter/sound that corresponds with the Little Learner Activity Sheets for the student. Regular text is read aloud to the student for direct instruction.
9. Bonus activities are optional ways to provide added instruction and fun to the lessons.

Getting Started

This program has been designed to meet the needs of students who are ready to begin writing, as well as those who may not have mastered the hand-eye coordination skills that they'll need for writing. After a lesson, there are corresponding worksheets to help your child master the letter and sound, practice writing, and reading, and improve problem-solving skills.

- ✓ If your student is ready to begin writing, guide him or her through the worksheets and select a bonus activity from the lesson plan for some added fun!
- ✓ If your student isn't yet ready to begin writing, complete the coloring section, read the words together, and select a bonus activity or two after the lesson!

You will find that the words in the reading section begin with a mixture of uppercase and lowercase letters. This was done to help your student remember both letters, rather than get used to seeing just the lowercase. If your student forgets a letter's sound, simply remind him or her and continue sounding out the word.

Finally, if you find your student is struggling, becomes frustrated, or simply begins to “shut down” after a few lessons, it just may be that he or she isn't quite ready to learn to read — and that is okay! Take some time to research the skills a student must master before he or she can begin to read. If your student isn't yet ready, enjoy the process of getting there. Work to develop those skills through play and have fun together! Play memory games, read stories, point out letters and sounds. It won't be long before you find your student ready and excited to learn.

Foundations: It's Not Just about Phonics

Just as learning to read is foundational for a child's education and far beyond, so the Truth given to us in the Bible becomes the foundation for a child's life—and eternity.

“Visit many good books, but live in the Bible.” –Charles Spurgeon

This course is more than just a phonics program—it was written to help your child develop a firm Biblical foundation while he or she learns to read. As your child works through this program, he or she will learn about the creation of the world and how we are all designed by God. Your child will learn about God's commands, and man's choice to disobey. Your child will learn about how God in His mercy had a plan to save us, and he or she will watch His plan unfold throughout the pages of the Old Testament. Finally, your child will learn about Christ and how He ultimately defeated sin and death.

By the conclusion of this program, your child will have learned to read and will also have learned all about the Bible and God's plan for Salvation, about why it was so important Jesus came to save us, and what that means for him or her individually.

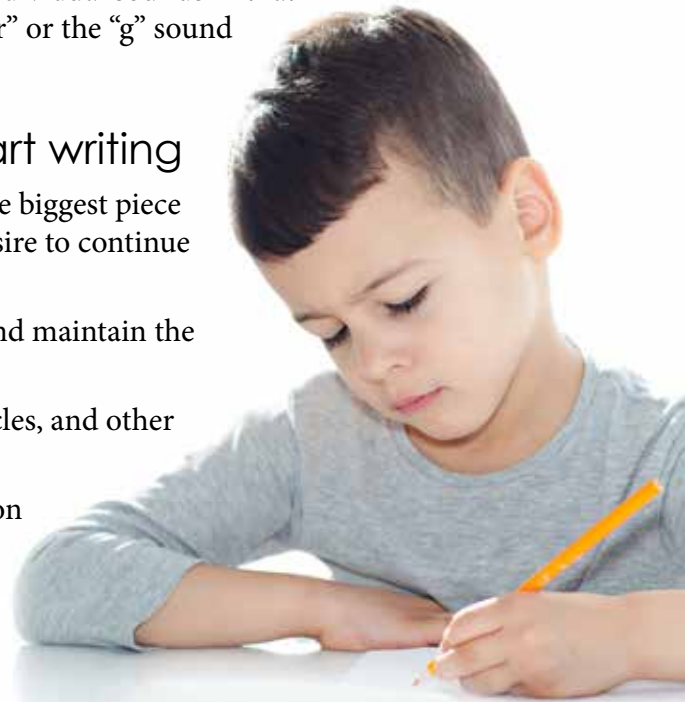
As I've written this program, I've prayed for you and your child. It is my prayer that as you both work through this course, you both will create some fun memories, share a lot of laughter, and that your child develops both a lifelong love for reading and a solid foundation of faith in the Lord Jesus Christ.

5 Indications your child is ready to start reading

1. Motivation – Sometimes, this is simply the biggest piece of the puzzle. If your child is unmotivated or seems to be in a constant state of frustration while reading, he/she just might not be ready yet—and that's okay! Focus instead on building his/her curiosity and excitement for reading through play and discovery. If your child is excited, curious, and wants to learn to read, the process will be much more enjoyable for you both.
2. Awareness – Your child recognizes that letters and words on a page have meanings and are related to words he or she hears and says.
3. Recognition – Your child can recognize letter shapes, names, and sounds.
4. Identification – Your child can listen to what is said and relate to it. He or she can relate a story back in his or her own words or find an application for his or her own life.
5. Discernment - Your child can hear a word and discern individual sounds in that word (e.g., the “c” sound at the beginning of the word “car” or the “g” sound at the end of “dog”).

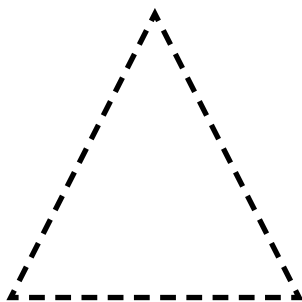
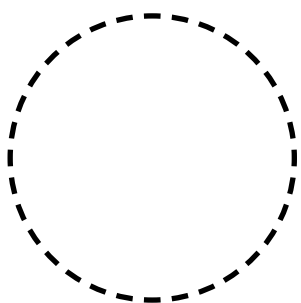
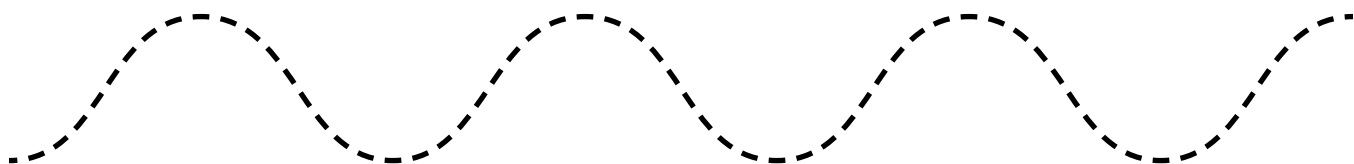
4 Indications your child is ready to start writing

1. Motivation – Here again, motivation and desire can be the biggest piece of the puzzle. It is motivation that gives your child the desire to continue working even when it's not easy.
2. Correct Grip – Your child can hold the pencil correctly and maintain the correct hold while writing, drawing, or tracing.
3. Ability– Your child can trace and copy lines, zig-zags, circles, and other basic shapes.
4. Connection – Your child understands there is a connection between speaking, reading, and writing.



Writing Readiness Assessment

Ask your student to trace or copy the lines below. Perfection isn't the goal. Watch to be sure your student maintains a proper grasp of the pencil throughout the whole worksheet. If your student can trace and copy the lines and shapes on this page while maintaining a proper pencil grasp, he or she should be ready to begin the writing portions of the lessons.



If your child is not yet able to maintain a proper pencil grasp or trace/copy the lines and shapes on the writing assessment, don't worry! Each child is different, and your child will be ready to begin writing at the perfect age for him or her. In the meantime, help your student practice proper pencil grasp while coloring or doodling. During lessons, begin teaching him or her how to write letter shapes by using his or her fingers to trace in sand, shaving cream, or by wetting his or her finger to "write" letters on pavement. Once your child is ready to begin writing, you can simply begin working through the writing portion of the lessons you've already completed.

Sight Words

These are words your child will encounter frequently as he or she reads. In order to increase your student's reading proficiency, it is important that he or she learns to recognize these words by sight, rather than sounding them out each time. Helping your child recognize these words immediately will also give a boost of confidence as he or she begins to read longer passages! Write these sight words on the back of index cards (or purchase sight word flashcards online). Introduce each to the student in the week specified and practice with the student either after lessons or on the days between lessons. Build the list of sight words and continue practicing and reviewing with your student a few times a week. If your student is active, make it fun by letting him or her jump, clap, or dance after recognizing each word!

Week 2: and, an

Week 3: as, at

Week 4: is, it, if, did

Week 5: of, on, not

Week 6: a, I

Week 7: be, see

Week 8: all, but

Week 9: to, for, from, or, so, no, are

Week 10: he, was, his, how, can, we, had, will, has

Week 11: get

Week 12: the, that, this, than

Week 13: when, what, who, then, them

Week 14: they, out

Week 15: she

Week 17: have

Week 18: you, by, my



Helpful Hints for Using this Course

1. Review the reading and writing indicators on page 7 to assess your child.
2. Prepare for the course by reading the materials list on page 11 and 12 and gathering any needed items. These items are not necessary, but will enhance your student's learning experience.
3. Be sure to have a small selection of books that would interest your child. Leave the books in a place he or she can access when he or she wants to look at them or read them.
4. Remember, the activities included are designed to enhance the learning process and add some extra fun to the lesson. But as always, you are in control of what activities you choose to do. Make sure they fit within your child's areas of interest as well as your own preferred education program. You may also incorporate activities your child already enjoys or ideas you find online!
5. We have included a Progress Chart for your child on page 17—we encourage you to place the chart where your child can see it (their room or on the refrigerator) and place stars or other stickers on the chart to show his or her mastery of the concepts in the course.
6. Remember, learning to read and write are important skills that need to be worked on daily. While the course materials cover 3 days a week, activities and other ideas are offered that you can incorporate into your daily schedule to help facilitate additional learning.
7. You know your child best—feel free to work through this program at a faster or slower pace. Your child learning to read is the most important thing, not sticking to the suggested schedule.
8. If you feel your child has not mastered a letter or topic, spend additional time working through or reviewing that lesson. Take time to practice those particular words with your student a couple times during the day. There is no need to rush through the program.
9. Throughout this program, Scripture is quoted from the New International Reader's Version (NIRV) and New King James Version (NKJV). If your family prefers a different translation, simply read these passages from the Bible of your choice as you work through lessons.
10. At the end of the course, students will have earned their Certificate of Completion found on page 293. If desired, you could incorporate this into a special family celebration once your child has learned to read!



Materials List

This is a list of items you may find helpful to have on hand for each week's bonus activities. It is recommended to save letters written on paper to save time in future activities and lessons.

Week 1	Week 4	Week 8
<input type="checkbox"/> flashlight <input type="checkbox"/> loose letters (magnet, foam, game-piece, or something similar) <input type="checkbox"/> toys <input type="checkbox"/> child's book or magazine <input type="checkbox"/> paper <input type="checkbox"/> crayons <input type="checkbox"/> washi or painter's tape	<input type="checkbox"/> paper <input type="checkbox"/> play-dough <input type="checkbox"/> plastic butter knife (or something similar for carving) <input type="checkbox"/> letter blocks <input type="checkbox"/> fridge magnets	<input type="checkbox"/> loose letters <input type="checkbox"/> uncooked rice or sugar <input type="checkbox"/> building blocks or Easter eggs <input type="checkbox"/> permanent marker* <input type="checkbox"/> paintbrush or similar object <input type="checkbox"/> sticky tabs
Week 2	Week 5	Week 9
<input type="checkbox"/> loose letters <input type="checkbox"/> a child's book <input type="checkbox"/> paintbrush, or similar object <input type="checkbox"/> paper <input type="checkbox"/> crayons <input type="checkbox"/> marker* <input type="checkbox"/> cake pan or similar container <input type="checkbox"/> flour, uncooked rice, or sugar <input type="checkbox"/> baking sheet	<input type="checkbox"/> sugar cookie recipe and ingredients <input type="checkbox"/> letter cookie cutters (optional) <input type="checkbox"/> washi or painter's tape <input type="checkbox"/> finger paint* <input type="checkbox"/> paper <input type="checkbox"/> pool noodle (save for future lessons) <input type="checkbox"/> permanent marker* <input type="checkbox"/> building blocks with letters	<input type="checkbox"/> popsicle sticks <input type="checkbox"/> construction paper <input type="checkbox"/> beanbag <input type="checkbox"/> play-dough <input type="checkbox"/> cotton balls <input type="checkbox"/> glue <input type="checkbox"/> straw <input type="checkbox"/> pom-pom ball
Week 3	Week 6	Week 10
<input type="checkbox"/> paper <input type="checkbox"/> finger paint* <input type="checkbox"/> washi or painter's tape <input type="checkbox"/> sticky tabs <input type="checkbox"/> paper or plastic cups <input type="checkbox"/> permanent marker* <input type="checkbox"/> small, soft ball <input type="checkbox"/> scissors <input type="checkbox"/> blue construction paper*	<input type="checkbox"/> sticky tabs <input type="checkbox"/> world map or globe <input type="checkbox"/> popsicle sticks	<input type="checkbox"/> construction paper <input type="checkbox"/> tape <input type="checkbox"/> scissors <input type="checkbox"/> paper <input type="checkbox"/> crayons
	Week 7	Week 11
	<input type="checkbox"/> construction paper <input type="checkbox"/> large container or paper bag <input type="checkbox"/> scissors <input type="checkbox"/> cookie sheet <input type="checkbox"/> shaving cream	<input type="checkbox"/> small round candies (for example Smarties®, M&M®, or Mini's®) <input type="checkbox"/> alphabet stamps and ink* <input type="checkbox"/> toothpicks <input type="checkbox"/> marshmallows <input type="checkbox"/> paper <input type="checkbox"/> page protectors <input type="checkbox"/> dry erase marker <input type="checkbox"/> toy car <input type="checkbox"/> finger paint*

* **NOTE:** Be careful when using paints, ink, and permanent markers — and always supervise the child's use of them. They can stain clothing, carpets, and furniture.

Week 12

- ☐ fish dinner (lesson 35)
- ☐ paper
- ☐ crayons

Week 13

- ☐ baking sheet
- ☐ flour or sugar
- ☐ old magazine
- ☐ scissors
- ☐ glue
- ☐ construction paper

Week 14

- ☐ paper
- ☐ crayons

Week 15

- ☐ crayons
- ☐ paper
- ☐ finger paints*
- ☐ shaving cream
- ☐ baking sheet
- ☐ small round candies

Week 16

- ☐ paper
- ☐ crayons
- ☐ loose letters
- ☐ colored sand
- ☐ baking sheet

Week 17

- ☐ paper
- ☐ pipe cleaners
- ☐ alphabet stamps and ink*
- ☐ finger paint*
- ☐ q-tips
- ☐ tissue paper
- ☐ glue

Week 18

- ☐ paper
- ☐ crayons
- ☐ pencil
- ☐ scissors
- ☐ play-dough
- ☐ markers*

Activity Tips

1. Organize your materials for each week in a basket or storage container.
2. Don't do the activities for the sake of just doing them. Make sure you have clear learning concept or goal in mind. Verbalize the concept before, during, and after the lesson.
3. Little learners love to help organize and pick up, so let them be part of both!
4. The activities can be modified as you feel it is needed, this includes changing included supplies to utilize materials you may already have on hand.
5. Use caution when using items like the small, round candies (such as the suggested Smarties®, M&M®, or Mini's®), they can be a choking hazard for younger children. So if you are doing the activities as a family, be sure to keep any small items that might be choking hazards away from them or modify the activity so they are not needed (big marshmallows instead of small candies, etc.).

* **NOTE:** Be careful when using paints, ink, and permanent markers – and always supervise the child's use of them. They can stain clothing, carpets, and furniture.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read pages 19–20. Complete Little Learner Activity Sheet “Nn” pages 21–22.			
	Day 2	Take time for reading and/or bonus activities.			
	Day 3	Read pages 23–24. Complete Little Learner Activity Sheet “Dd” pages 25–26.			
	Day 4	Take time for reading and/or bonus activities.			
	Day 5	Read pages 27–28. Complete Little Learner Activity Sheet “Aa” pages 29–30.			
Week 2	Day 6	Read pages 31–32. Complete Little Learner Activity Sheet “and” pages 33–34.			
	Day 7	Take time for reading and/or bonus activities.			
	Day 8	Read pages 35–37. Complete Little Learner Activity Sheet “Tt” pages 39–40.			
	Day 9	Take time for reading and/or bonus activities. Begin developing or using flash cards for sight words.			
	Day 10	Read pages 41–43. Complete Little Learner Activity Sheet “Ss” pages 45–46.			
Week 3	Day 11	Read pages 47–49. Complete Little Learner Activity Sheet “Pp” pages 51–52.			
	Day 12	Take time for reading and/or bonus activities.			
	Day 13	Read pages 53–55. Complete Little Learner Activity Sheet “Ii” pages 57–58.			
	Day 14	Take time for reading and/or bonus activities.			
	Day 15	Read pages 59–61. Complete Little Learner Activity Sheet “Ff” pages 63–64.			
Week 4	Day 16	Read pages 65–67. Complete Little Learner Activity Sheet “Oo” pages 69–70.			
	Day 17	Take time for reading and/or bonus activities.			
	Day 18	Read pages 71–73. Complete Little Learner Activity Sheet “Bb” pages 75–76.			
	Day 19	Take time for reading and/or bonus activities. Continue developing or using flash cards for sight words.			
	Day 20	Read pages 77–78. Complete Little Learner Activity Sheet “Review” pages 79–80.			
Week 5	Day 21	Read pages 81–83. Complete Little Learner Activity Sheet “Aa” pages 85–86.			
	Day 22	Take time for reading and/or bonus activities.			
	Day 23	Read pages 87–88. Complete Little Learner Activity Sheet “Ii” pages 89–90.			
	Day 24	Take time for reading and/or bonus activities. Review flash cards.			
	Day 25	Read pages 91–92. Complete Little Learner Activity Sheet “Aa” pages 93–94.			

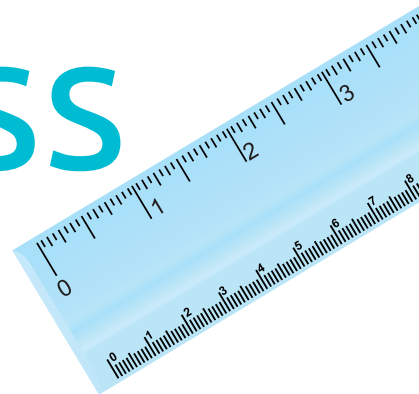
Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	Read pages 95–97. Complete Little Learner Activity Sheet “Jj” pages 99–100.			
	Day 27	Take time for reading and/or bonus activities.			
	Day 28	Read pages 101–103. Complete Little Learner Activity Sheet “Ee” pages 105–106.			
	Day 29	Take time for reading and/or bonus activities. Review flash cards.			
	Day 30	Read pages 107–108. Complete Little Learner Activity Sheet pages 109–110.			
Week 7	Day 31	Read pages 111–113. Complete Little Learner Activity Sheet “Mm” pages 115–116.			
	Day 32	Take time for reading and/or bonus activities.			
	Day 33	Read pages 117–119. Complete Little Learner Activity Sheet “Ll” pages 121–122.			
	Day 34	Take time for reading and/or bonus activities. Review flash cards.			
	Day 35	Read pages 123–125. Complete Little Learner Activity Sheet “Uu” pages 127–128.			
Week 8	Day 36	Read pages 129–131. Complete Little Learner Activity Sheet “Oo” pages 133–134.			
	Day 37	Take time for reading and/or bonus activities.			
	Day 38	Read pages 135–137. Complete Little Learner Activity Sheet “Rr” pages 139–140.			
	Day 39	Take time for reading and/or bonus activities. Review flash cards.			
	Day 40	Read pages 141–142. Complete Little Learner Activity Sheet “Review” page 143–144.			
Week 9	Day 41	Read pages 145–147. Complete Little Learner Activity Sheet “Cc” pages 149–150.			
	Day 42	Take time for reading and/or bonus activities.			
	Day 43	Read pages 151–153. Complete Little Learner Activity Sheet “Ww” pages 155–156.			
	Day 44	Take time for reading and/or bonus activities. Review flash cards.			
	Day 45	Read pages 157–158. Complete Little Learner Activity Sheet “Hh” pages 159–160.			
First Semester-Second Quarter					
Week 1	Day 46	Read pages 161–163. Complete Little Learner Activity Sheet “Gg” pages 165–166.			
	Day 47	Take time for reading and/or bonus activities.			
	Day 48	Read pages 167–168. Complete Little Learner Activity Sheet “Kk” pages 169–170.			
	Day 49	Take time for reading and/or bonus activities. Review flash cards.			
	Day 50	Read page 171–172. Complete Little Learner Activity Sheet “Review” pages 173–174.			

Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 51	Read pages 175–177. Complete Little Learner Activity Sheet “th” pages 179–180.			
	Day 52	Take time for reading and/or bonus activities.			
	Day 53	Read pages 181–184. Complete Little Learner Activity Sheet “sp” pages 185–186.			
	Day 54	Take time for reading and/or bonus activities. Review flash cards.			
	Day 55	Read pages 187–188. Complete Little Learner Activity Sheet “ck” page 189–190.			
Week 3	Day 56	Read pages 191–193. Complete Little Learner Activity Sheet “Ee” pages 195–196.			
	Day 57	Take time for reading and/or bonus activities.			
	Day 58	Read pages 197–199. Complete Little Learner Activity Sheet “wh” pages 201–202.			
	Day 59	Take time for reading and/or bonus activities. Review flash cards.			
	Day 60	Read page 203–204. Complete Little Learner Activity Sheet “Review” page 205–206.			
Week 4	Day 61	Read pages 207–209. Complete Little Learner Activity Sheet “Ou” pages 211–212.			
	Day 62	Take time for reading and/or bonus activities.			
	Day 63	Read pages 213–215. Complete Little Learner Activity Sheet “Ch” pages 217–218.			
	Day 64	Take time for reading and/or bonus activities. Review flash cards.			
	Day 65	Read pages 219–220. Complete Little Learner Activity Sheet “Yy” pages 221–222.			
Week 5	Day 66	Read pages 223–224. Complete Little Learner Activity Sheet “Cc” pages 225–226.			
	Day 67	Take time for reading and/or bonus activities.			
	Day 68	Read pages 227–229. Complete Little Learner Activity Sheet “Sh” pages 231–232.			
	Day 69	Take time for reading and/or bonus activities. Review flash cards.			
	Day 70	Read page 233. Complete Little Learner Activity Sheet “Review” page 235–236.			
Week 6	Day 71	Read pages 237–238. Complete Little Learner Activity Sheet “Qq” pages 239–240.			
	Day 72	Take time for reading and/or bonus activities.			
	Day 73	Read pages 241–242. Complete Little Learner Activity Sheet “Gg” pages 243–244.			
	Day 74	Take time for reading and/or bonus activities. Review flash cards.			
	Day 75	Read pages 245–246. Complete Little Learner Activity Sheet “Ou” page 247–248.			
Week 7	Day 76	Read pages 249–251. Complete Little Learner Activity Sheet “Vv” pages 253–254.			
	Day 77	Take time for reading and/or bonus activities.			
	Day 78	Read pages 255–256. Complete Little Learner Activity Sheet “Ea” pages 257–258.			
	Day 79	Take time for reading and/or bonus activities. Review flash cards.			
	Day 80	Read pages 259–260. Complete Little Learner Activity Sheet pages 261–262.			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 81	Read pages 263–264. Complete Little Learner Activity Sheet “Yy” pages 265–266.			
	Day 82	Take time for reading and/or bonus activities.			
	Day 83	Read pages 267–269. Complete Little Learner Activity Sheet “Uu” pages 271–272.			
	Day 84	Take time for reading and/or bonus activities. Review flash cards.			
	Day 85	Read pages 273–274. Complete Little Learner Activity Sheet “Xx” pages 275–276.			
Week 9	Day 86	Read pages 277–279. Complete Little Learner Activity Sheet “Ng” page 281–282.			
	Day 87	Take time for reading and/or bonus activities.			
	Day 88	Read pages 283–286. Complete Little Learner Activity Sheet “Zz” pages 287–288.			
	Day 89	Take time for reading and/or bonus activities. Review flash cards.			
	Day 90	Read page 289. Complete Little Learner Activity Sheet “Review” page 291–292.			
		Final Grade			



Progress Chart



Lesson 1	
Nn	
Lesson 2	
Dd	
Lesson 3	
Aa	
Lesson 4	
Dad	
Lesson 5	
Tt	
Lesson 6	
Ss	
Lesson 7	
Pp	
Lesson 8	
Ii	
Lesson 9	
Ff	
Lesson 10	
Oo	
Lesson 11	
Bb	
Lesson 12	
Review	
Lesson 13	
Aa	
Lesson 14	
Ii	

Lesson 15	
Aa	
Lesson 16	
Jj	
Lesson 17	
Ee	
Lesson 18	
Review	
Lesson 19	
Mm	
Lesson 20	
Ll	
Lesson 21	
Uu	
Lesson 22	
Oo	
Lesson 23	
Rr	
Lesson 24	
Review	
Lesson 25	
Cc	
Lesson 26	
Ww	
Lesson 27	
Hh	
Lesson 28	
Gg	

Lesson 29	
Kk	
Lesson 30	
Review	
Lesson 31	
Th	
Lesson 32	
Sp	
Lesson 33	
Ck	
Lesson 34	
Ee	
Lesson 35	
Wh	
Lesson 36	
Review	
Lesson 37	
Ou	
Lesson 38	
Ch	
Lesson 39	
Yy	
Lesson 40	
Cc	
Lesson 41	
Sh	
Lesson 42	
Review	

Lesson 43	
Qq	
Lesson 44	
Gg	
Lesson 45	
Ou	
Lesson 46	
Vv	
Lesson 47	
Ea	
Lesson 48	
Review	
Lesson 49	
Yy	
Lesson 50	
Uu	
Lesson 51	
Xx	
Lesson 52	
Ng	
Lesson 53	
Zz	
Lesson 54	
Review	



Review the alphabet with your child. Choose some letters as examples, and ask that the student point out the uppercase letter and/or the lowercase letter. As you do this phonics course, you can come back to this page and review the letters again on “off” days or even as a bonus activity as needed.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

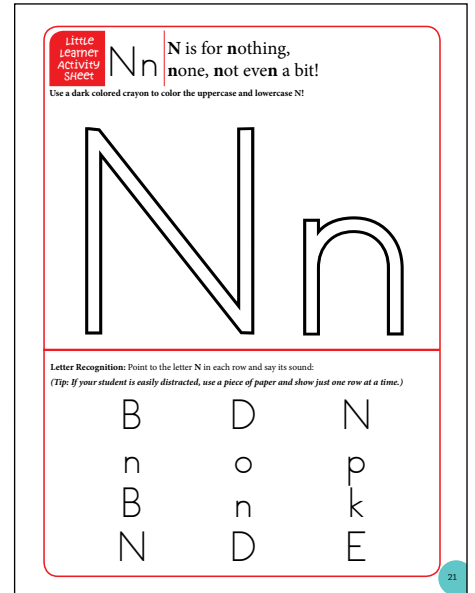
Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

N is for **nothing**, **none**,
not even a bit!"

Nn

Detach and hand the student the
Little Learner Activity Sheet on page 21.



LESSON NARRATIVE

Intro to Program

You're learning to read, oh how exciting! Reading is fun. God made it that way! He gave us our language because He has something to say. God wants you to know that He loves you so much, and He wrote it all down in the very best book. The very best book — we call it the Bible — tells us the true story of all that there was, and ever will be. Through its words and its pages, we can learn and explore — learning to read it is a great big adventure!



*This lesson covers the letter N. The sound of the letter N can be heard in the words **nothing**, **none**, and **never**. As you read through this lesson, place emphasis on the sound of this letter where it is found in bold throughout the text.*

Are you ready to start our great big adventure? Me too! Our adventure must start at the beginning. Can you guess what we'll find at the start of time?

Close your eyes! What do you see?

*(Allow student time to answer, answer should be **darkness**, **nothing**, etc.)*

Nothing and darkness, just like at the start. To begin our adventure, we'll read from the very best book — the Bible!

In the beginning, God created the heavens and the earth. The earth didn't have any shape. And it was empty. There was darkness over the surface of the waves. At that time, the Spirit of God was hovering over the waters (Genesis 1:1-2).

N is for **nothing**, **none**, **not** even a bit! At the start of creation, the earth had **nothing** — **not** even a shape!

Today we will learn the letter N! The letter N makes the sound of **n**. Can you say it with me?

The N says **n**.

(Repeat if necessary to reinforce the sound to the student.)

Great job! The letter N looks like this:

Nn

(Ask the student to trace uppercase and lowercase N with finger on the Little Learner Activity Sheet.)

Each letter has two sizes, one big and one small. We call the big one the "uppercase" letter, and the small one the "lowercase" letter.

The uppercase N looks like this:

N

The lowercase n looks like this:

n

(Ask student to trace uppercase and lowercase N with finger on the Little Learner Activity Sheet. Make sure the student points to the correct one.)

I have a surprise for you on this adventure. God gave us a gift to make learning extra special! He gave us an imagination so that we can pretend. We can imagine the scenes and the stories taking place as we read — it's like watching a movie way up in your head! Can you tell me about a time you used your imagination?

(Allow student time to answer; remind student of a time if necessary.)

Your imagination can make reading so fun and exciting! Now close your eyes and imagine the darkness and nothing. Use your imagination as I read. God tells us what happened in the very next verse:

God said, "Let there be light." And there was light. God saw that the light was good. He separated the light from the darkness. God

called the light "day." He called the darkness "night." There was evening, and there was morning. It was day one (Genesis 1:3–5).

Now open your eyes. Can you imagine the bright light God made on that very first day? Show me one finger — on the first day God made day and **night**!

I heard a new N word, did you hear it too?

Tell me which word you hear the letter N in too:

Day God Night

That's right, it was **night**! On day **number** one God made day and **night**!

N is for **night**, which God created. Let's practice the letter N sound together. The N says **n**.

Now let's play a listening game! Do you hear the letter N in these words? Listen carefully to each one and tell me yes or no:

(Allow student time to answer yes or no after each):

Ned Noah Any

Tell Cake Take

Say And

Night Dog

Great job! Say it with me: N is for **nothing**, **none**, **not even** a bit! But it wasn't for long, because God started creating! Are you enjoying our great big adventure?

You've learned the letter N, now it's time for some fun!

(Have the student complete the Little Learner Activity Sheet.)

BONUS ACTIVITIES



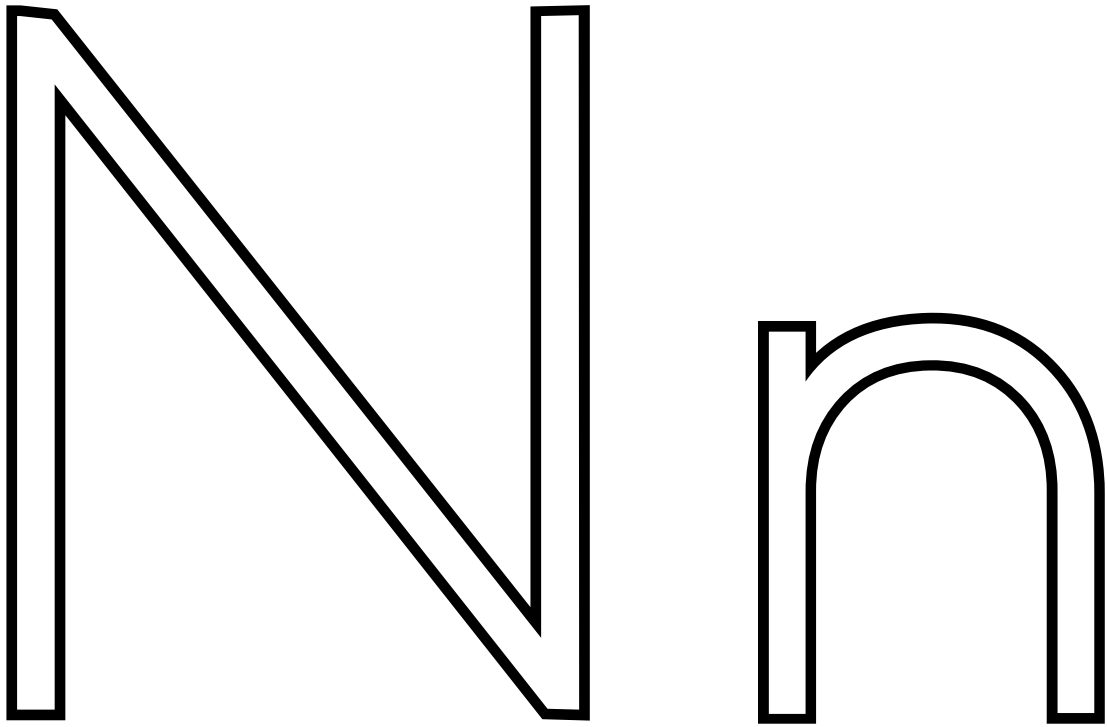
Don't feel like you need to get all—or any!—of the activities done in a single sitting. Choose one that interests your student and do it sometime during the day or spread several activities out during the course of the week. Be sure to read a story, draw a scene from today's lesson, or think of some N words with your student tomorrow!

- Gather a few of the student's favorite toys and create an uppercase and lowercase N shape.
- Scatter a few game piece letter tiles or similar loose letters on a table and ask student to find the N tile/s.
- Get a flashlight, turn off the lights, and help student use the flashlight to "draw" the letter N on the floor or ceiling using the beam. Remind student that there was darkness in the beginning, but God created light!

Nn

N is for **n**othing,
none, **n**ot even a bit!

Use a dark colored crayon to color the uppercase and lowercase N!



Letter Recognition: Point to the letter N in each row and say its sound:

(Tip: If your student is easily distracted, use a piece of paper and show just one row at a time.)

B

D

N

n

o

p

B

n

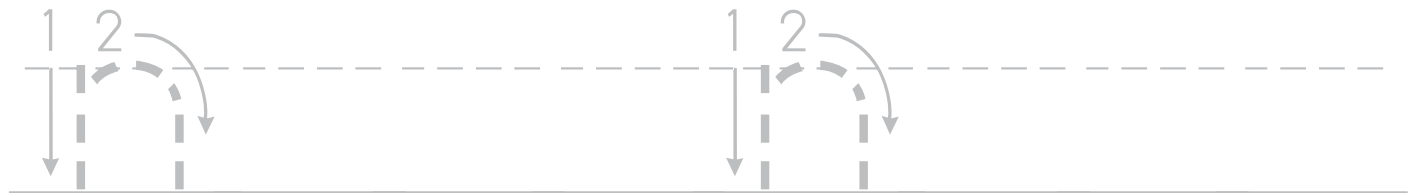
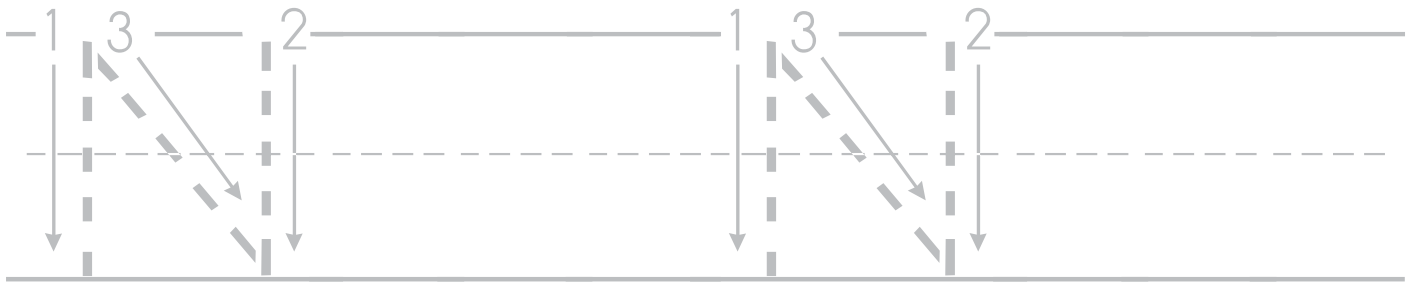
k

N

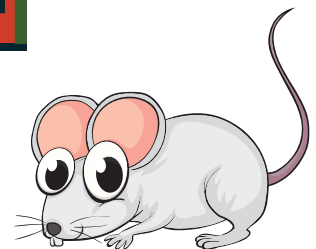
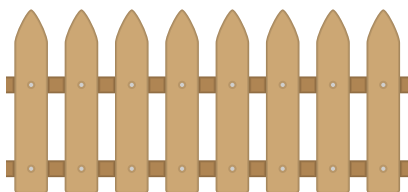
D

E

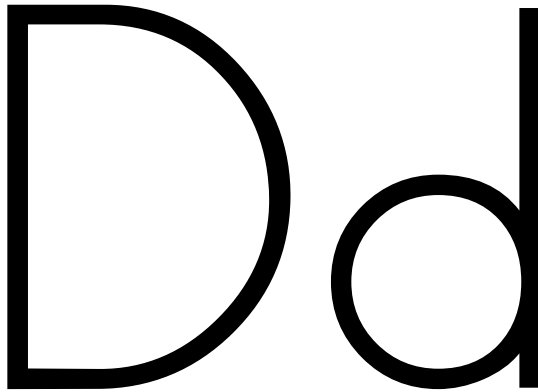
Writing: Let's practice writing the letter N!



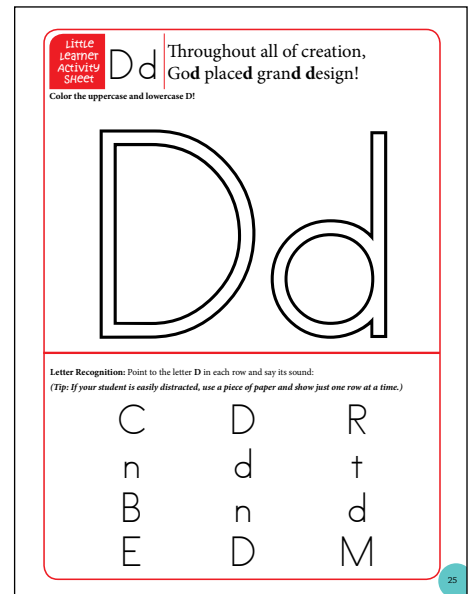
Activity: Circle the pictures that have the N sound in their names! (dog, night, fence, mouse)



D is for **Design** –
Throughout all of creation, **God** placed **grand design**.



Detach and hand the student the
Little Learner Activity Sheet on page 25.



LESSON NARRATIVE



*This lesson covers the letter **D**. The sound of the letter **D** can be heard in the words **design, grand, and placed**. As you read through this lesson, place emphasis on the sound of this letter where it is found in bold throughout the text.*

Welcome back to our great big adventure! Do you remember the letter we learned about on our last adventure?

(Allow student time to answer N; remind student of letter and/or sound if necessary.)

That's right! We learned the letter **N**! **N** is for nothing, none, not even a bit! But it wasn't for long, because God started creating.

Now, close your eyes and start your imagination — I'm going to tell you what God created!

On day 1, God spoke and created day and night.

On day 2, God spoke and created the atmosphere.

On day 3, God spoke and created land, grass, flowers, and trees!

Are you still using your imagination? Let's keep going; it gets even more exciting!

On day 4, God spoke and created the sun, moon, and stars! Isn't that amazing?

On day 5, God spoke and created the birds and the fish.

On day 6, God spoke and created all the animals — can you tell me about your favorite animal?

(Allow student time to answer.)

But that wasn't all that God created on day 6, He also made someone very special — do you know who He created?

(Allow student time to answer. Answer should be man or Adam, but simply proceed if the student does not know.)

On day 6, God created man. He was a very special part of creation!

Now, on each of these days God said all He had made was very good. Through all of creation, **God** placed **grand design**!

I heard a new sound; did you hear it too?

Yes, **D** is our new letter today!

The letter **D** makes the sound **d**. Can you say it with me?

The **D** says **d**.

(Repeat if necessary to reinforce the sound to the student.)

Great job! The letter **D** looks like this:

D d

*(Ask student to trace uppercase and lowercase **D** with finger on the Little Learner Activity Sheet. Make sure the student points to the correct one.)*

The uppercase **D** looks like this:

D

The lowercase **D** looks like this:

d

Through all of creation, God placed grand design!
D is for design.

Do you hear the **D** sound in “design”?

Repeat after me:

Throughout all of creation, God placed grand design!

Yes, each creature is different in size, shape, noise, color, and pattern because God designed each one very special. And do you know what? God designed me, and He designed you! He made you different from me and gave you special gifts. Can you tell me how God designed you extra special?

(Allow student time to answer; guide as necessary.)

I’m glad God designed you that way!

Now let’s play our listening game! Do you hear the letter **D** in these words? Listen carefully to each one and tell me yes or no:

Day	Car	Map
Pen	Deer	Leaf
Bread	Cup	
Duck	Dog	

Awesome! Say it with me — throughout all of creation, God placed grand design! Hasn’t this adventure through creation been exciting? I can’t wait to tell you what happens in our next lesson! But for now, you’ve learned the letter **D** and it’s time for some fun!

(Have the student complete the Little Learner Activity Sheet.)

BONUS ACTIVITIES:

(Student has learned N and D so far.)

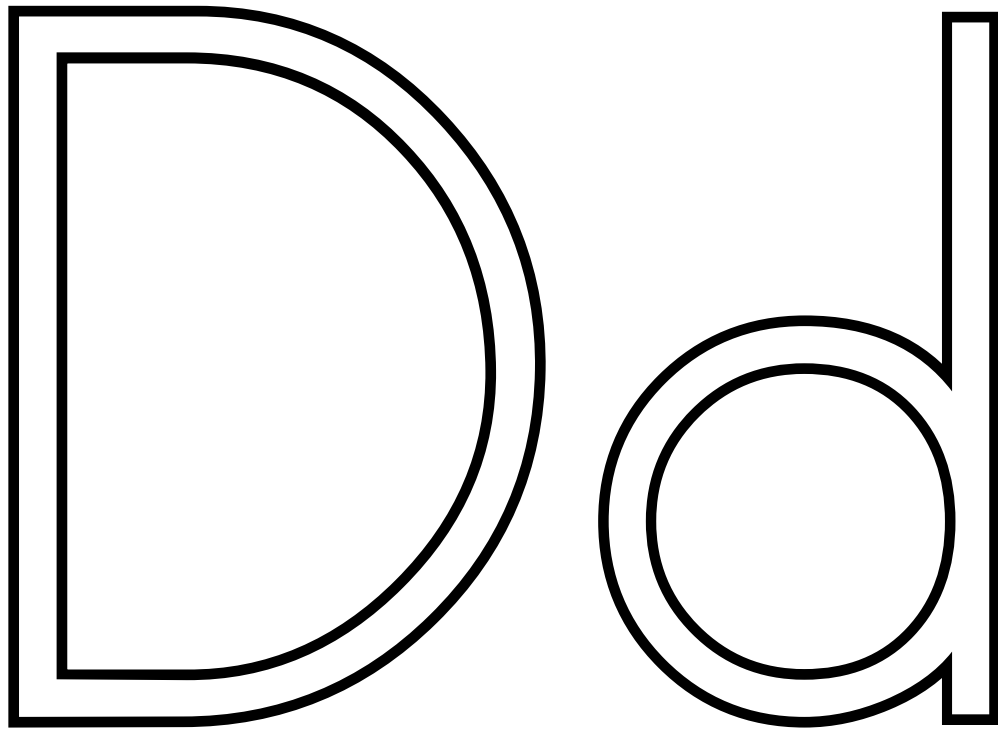
- Gather paper and crayons. Ask student to imagine and draw a new animal. Once the student is done, ask questions about their creation and point out the design. Remind student of God’s grand designs in creation. Once finished, help the student draw a letter D on the top of the page to remind him/her of God’s grand design.

- Help student find household objects that begin with or contain the letter D.

D d

Throughout all of creation,
God placed grand design!

Color the uppercase and lowercase D!



Letter Recognition: Point to the letter **D** in each row and say its sound:

(Tip: If your student is easily distracted, use a piece of paper and show just one row at a time.)

C

D

R

n

d

t

B

n

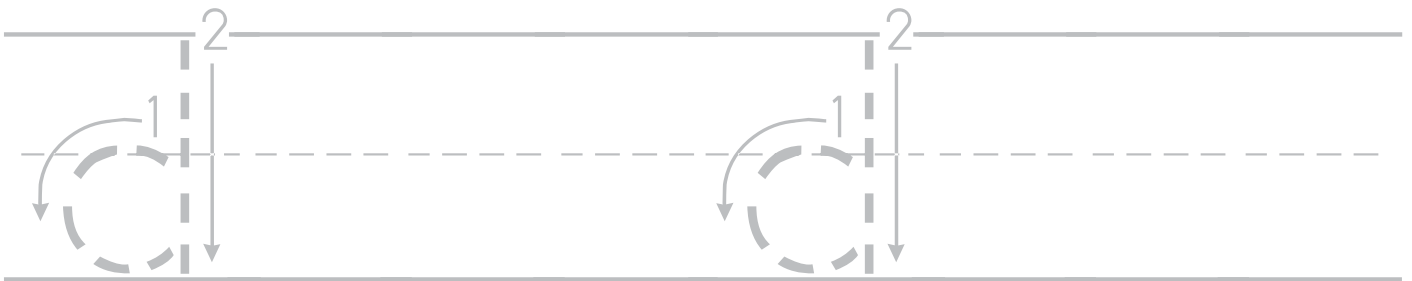
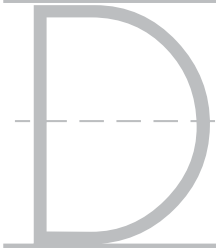
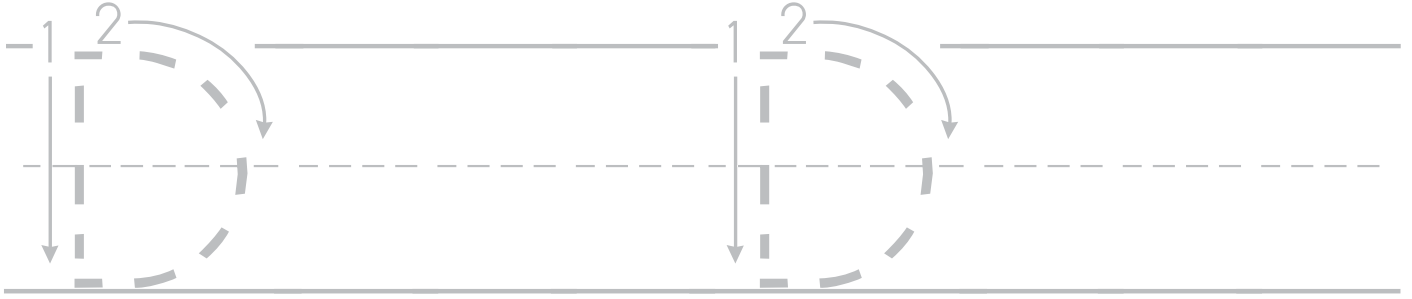
d

E

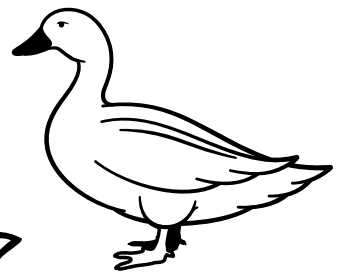
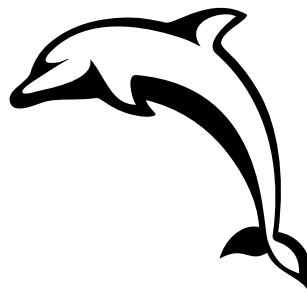
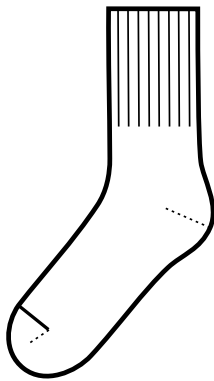
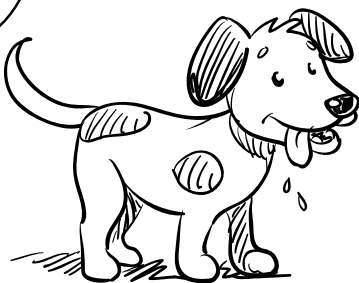
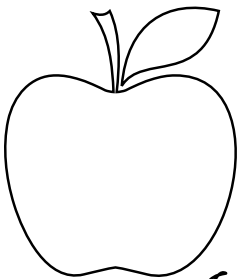
D

M

Writing: Let's practice writing the letter **D**!



Activity: Color the pictures that start with D! (apple, dog, sock, dolphin, duck)

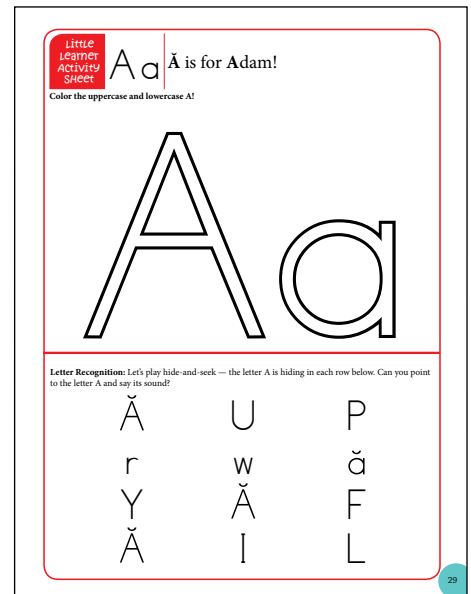


WEEK 1 — LESSON 3

Ä is for Ädam

Aa

Detach and hand the student the Little Learner Activity Sheet on page 29.



LESSON NARRATIVE



This lesson covers the short sound of the letter A. The short sound is designated within the lesson with the following symbol above the letters: Ää. The short sound of the letter A can be heard in the words Ädam, äpple, and sät. As you read through this lesson, place emphasis on the sound of this letter where it is found in bold throughout the text.

Today I'm so very excited. We are going to learn an extra special letter in our adventure today! Are you ready to start? Well then, get your imagination in gear!

We've learned the letter N — do you remember the sound that it makes?

(Allow student time to answer; remind if necessary.)

Fantastic! The N says n.

And we've learned the letter D — can you tell me its sound?

(Allow student time to answer; remind if necessary.)

Great! The D says d.

In our last lesson, we learned what God created on each day — and we learned that through all of creation, God placed grand design! Get your imagination ready — here is the next part of our adventure!

God's grandest design was made on day 6. God shaped a man from the dirt and the Bible tells us that He breathed into man the breath of life — and man came alive! Oh, how exciting!

Now close your eyes and listen as I read from the very best book, the Bible!

Then the LORD God formed a man. He made him out of the dust of the ground. God breathed the breath of life into him. And the man became a living person (Genesis 2:7).

God named the first man Adam.

Wait, I think I heard a new sound. Did you hear it too?

The letter A is for Adam.

The letter A looks like this:

Aa

The uppercase A looks like this:

A

The lowercase A looks like this:

a

(Ask student to trace uppercase and lowercase A with finger on the Little Learner Activity Sheet. Make sure the student points to the correct one.)

The letter A is extra special because it is called a “vowel.” A vowel can make different sounds. Isn’t that neat? The letter A can make three different sounds — wow!

Today we will learn just one sound of the letter A. Are you ready? Let’s start!

A is for Adam. The A says ä.

When letters make different sounds, we use “symbols” on the top to tell you which sound they make while you learn. Today’s symbol looks like a smiley-face above the letter A!

When you see a letter A that looks like this:

Ä ä

You can be sure that A says ä as is Adam!

(Ask student to point to letter on the Little Learner Activity Sheet and practice sound.)

You’re doing so well! Hmm, but it seems I’ve forgotten some sounds! Can you point to each letter and tell me the sound?

D

N

Ä

What about these lowercase letters?

n

ä

d

Thank you for helping me. I’m so glad you remember! Now let’s go have some more fun with the letter A!

(Have the student complete the Little Learner Activity Sheet.)

BONUS ACTIVITIES:

(Student has learned N, D, and Ä so far.)

- Using washi or painter’s tape, tape letters N, D, and A on the floor (spot test first to make sure the tape will not damage the floor). Instruct the student to jump from letter to letter and say its sound as you call its name.

- If the student has siblings, have everyone position themselves to make a big letter A on the ground. For students who do not have siblings, books or toys can be used to create the A letter.
- Get a book or a magazine and go on a letter A scavenger hunt! See how many times the letter A can be found.

A a

Ä is for Adam!

Color the uppercase and lowercase A!



Letter Recognition: Let's play hide-and-seek — the letter A is hiding in each row below. Can you point to the letter A and say its sound?

Ä

U

P

r

w

ä

Y

Ä

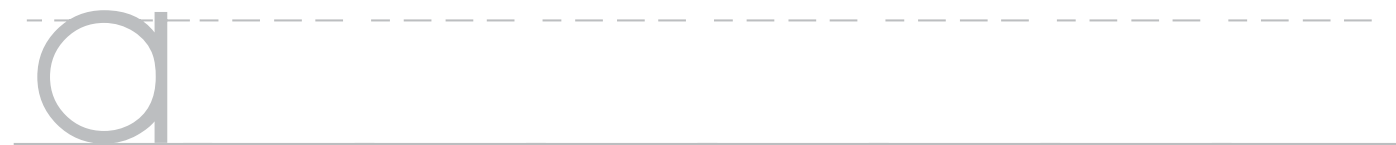
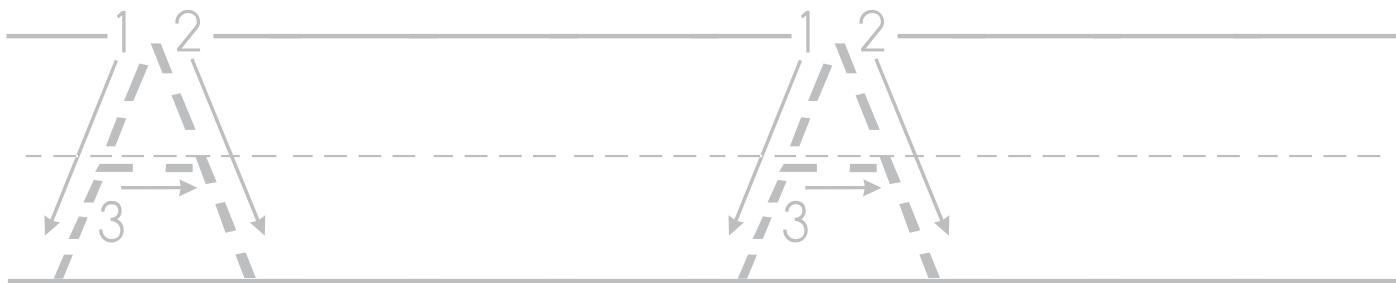
F

Ä

I

L

Writing: Let's practice writing the letter A!



Activity: Draw a line from the uppercase letter to the lowercase letter!

N

D

A

d

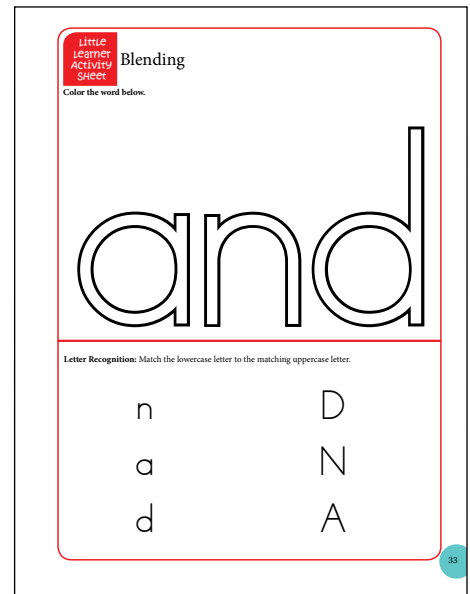
a

n

Blending

Dădă

Detach and hand the student the
Little Learner Activity Sheet on page 33.



LESSON NARRATIVE



In this lesson, the student will begin blending sounds together to read words. Take a deep breath and relax—this is going to be fun! As students begin to blend, point to each individual letter and give them a chance to say the sound. If they get stuck, just remind them of the sound. After students have read each sound individually, move your finger across the word from left to right and help them say the sounds a little faster. Do this again faster and blend the sounds together to form the word. It may take students a few tries, or even a few lessons, to fully grasp blending and that is ok. Be patient and guide them along the process.

Are you ready to start our lesson today? Today will be great — do you want to know why?

(Allow student time to guess.)

You are going to start reading today!

We've learned three letters, and each of their sounds too.

Each letter makes a sound of its own, but letters don't really like to be alone. No, letters like friends, so they get together in groups!

When letters get together, they form words. Each letter says its sound and when we put all the sounds together, the sounds make a word.

Let's take a look:

Here is the letter D. Can you remember its sound?

D

(Allow student time to answer.)

That is right! **D** says **d** as in **design**.

When it is alone, the letter D just says d.

What about the letter A? Do you remember its sound?

ă

(Allow student time to answer.)

Yes, that is right! **A** says **ă** as in **Adam**.

When it is alone, the **A** just says **ă**.

But when the letter **D** and the letter **A** sit side-by-side, they put their sounds together like this:

(Point to each letter and say the sound, then blend the letters together to sound out the word.)

Dă

Can you say the sounds with me?

(Point to each letter and say the sound, then blend the letters together to sound out the word.)

But wait! Our word isn't complete. We need to add another letter D! Let's add a D to the end and sound out the word!

(Point to each letter and say the sound, then blend the letters together with the student to sound out the word.)

Dăd

Yay! You've read your very first word! I'm so proud, should we try another?

Let's start with the A, what sound does it say?

ă

But now it's alone, so let's add an N!

ăn

(Point to each letter and say the sound, then blend the letters together to sound out the word.)

Wow! That is a word we use quite a lot when we talk. Here are some examples:

I saw **an** elephant at the zoo.

Don't step on **an** ant!

I'd like **an** apple, please!

Please get me **an** umbrella.

I think we'll be reading that word a lot! I know another word you can read, and this one we say even more than the first!

ănd

(Point to each letter and say the sound, then blend the letters together to sound out the word.)

Here are some ways we use that word:

I like peanut butter **and** jelly.

I saw a car **and** a bus.

Red **and** blue are my favorite colors.

I say please **and** thank you.

Hurray! You are reading. Are you excited?

So far on our great big adventure, we've learned N, D, and A! And now you have read your first three words, oh how exciting! In our next lesson, we will learn the letter T, but for now it's time for some more word fun!

(Have the student complete the Little Learner Activity Sheet.)

BONUS ACTIVITIES:

(Student has learned N, D, and Ă so far.)

- Gather A, N, and D fridge magnets, blocks, or similar loose letters and practice placing the letters together and combining their sounds.
- Ask student to draw a picture of his or her dad. Help him/her write "dad" across the top.

- Read a book together and point out the words "and," "an," or "dad" if they appear in the text. Remind the student that the letters in the book are working together to form the words they hear — and the student will be reading all of those words very soon!

Blending

Color the word below.

and

Letter Recognition: Match the lowercase letter to the matching uppercase letter.

n

D

a

N

d

A

Writing: Let's practice writing the words we have learned.

dad

an

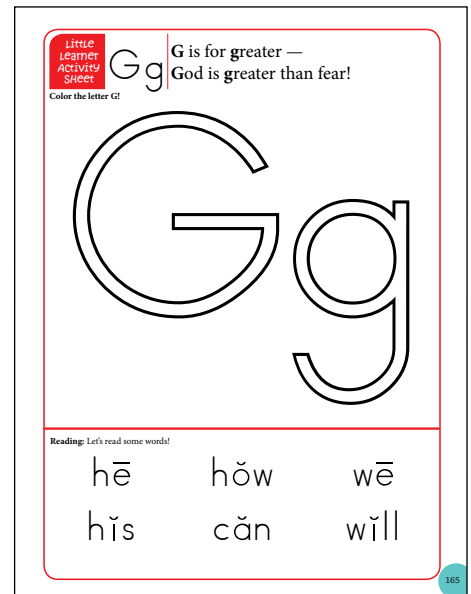
and

G is for greater —

God is greater than fear!

Gg

Detach and hand the student the Little Learner Activity Sheet on page 165.



LESSON NARRATIVE



This lesson covers the letter G. The sound of the letter G can be heard in the words God, get, and gate. As you read through this lesson, place emphasis on the sound of this letter where it is found in bold throughout the text.

Today's adventure is a super exciting one! It will be so much fun! Did you bring your imagination with you? Well, get it started, and let's dive right in!

After Samuel anointed David as the new king of Israel, another nation called the Philistines gathered their army and came for war against the Israelites. So Saul gathered his armies and went to meet the Philistine army in the valley of Elah. Now, close your eyes and imagine the scene as I read the next part of the story!

Goliath stood there and shouted to the soldiers of Israel. He said, "Why do you come out and line up for battle? I'm a Philistine. You are servants of Saul. Choose one of your men. Have him come down and face me. If he's able to fight and kill me, we'll become your slaves. But if I win and kill him, you will become our slaves and serve

us." Goliath continued, "This day I dare the soldiers of Israel to send a man down to fight against me." Saul and the whole army of Israel heard what the Philistine said. They were terrified (1 Samuel 17:8–11).

The whole Israelite army was scared of Goliath! Day after day he came and issued the same challenge. He taunted the army and was very disrespectful to God. Every morning and night for 40 days Goliath taunted the men of Israel.

Some of David's brothers were part of the army, and after they had been gone for a while, their father, Jesse, asked David to take them food and find out how they were doing. As David reached the camp, Goliath stepped forward to issue his challenge and all the men cowered in fear. David couldn't believe it! So David came to Saul and said,

"Don't let anyone lose hope because of that Philistine. I'll go out and fight him."

Saul replied, "You aren't able to go out there and fight that Philistine. You are too young. He's been a warrior ever since he was a boy."

But David said to Saul, "I've been taking care of my father's sheep. Sometimes a lion

or a bear would come and carry off a sheep from the flock. Then I would go after it and hit it. I would save the sheep it was carrying in its mouth. If it turned around to attack me, I would grab its hair. I would strike it down and kill it. In fact, I've killed both a lion and a bear. I'll do the same thing to this Philistine. He isn't even circumcised. He has dared the armies of the living God to fight him. The LORD saved me from the paw of the lion. He saved me from the paw of the bear. And he'll save me from the powerful hand of this Philistine too."

Saul said to David, "Go. And may the LORD be with you" (1 Samuel 17:32-37).

Saul tried to give David armor before he went to fight Goliath, but it made David clumsy since he wasn't used to wearing big, heavy armor. Rather than armor, David took his staff, five stones from the stream, and a sling, and then he ran to meet Goliath on the battlefield.

When Goliath saw David, he became angry and he insulted David. Goliath told David he would lose the battle. But David wouldn't be swayed. Rather than cower in fear, David said to Goliath,

"You are coming to fight against me with a sword, a spear and a javelin. But I'm coming against you in the name of the LORD who rules over all. He is the God of the armies of Israel. He's the one you have dared to fight against. This day the LORD will give me the victory over you. . . . Then the whole world will know there is a God in Israel. The LORD doesn't rescue people by using a sword or a spear. And everyone here will know it. The battle belongs to the LORD. He will hand all of you over to us."

As the Philistine moved closer to attack him, David ran quickly to the battle line to meet him. He reached into his bag. He took out a stone. He put it in his sling. He slung it at Goliath. The stone hit him on the forehead and sank into it. He fell to the ground on his face.

So David won the fight against Goliath with a sling and a stone. He struck down the Philistine and killed him. He did it without even using a sword (1 Samuel 17:45-50).

David was courageous, and he showed the army of Israel that God is **greater** than fear! Hey, was that a new sound? God is **greater** than fear! Yes it was! Our new letter today is the letter **G**. **G** says **g**, as in **greater**. Can you say it with me? **G** says **g**.

Great job! The letter G looks like this:

Gg

(Ask student to trace uppercase and lowercase G with finger on the Little Learner Activity Sheet. Make sure the student points to the correct one.)

The uppercase G looks like this:

G

The lowercase G looks like this:

g

God is **greater** than fear! **G** says **g**. Sometimes, there are things in our lives that make us afraid. But when we are afraid, we can remember that God is greater than fear and He is with us. The Bible tells us in Isaiah 41:10 (NIRV):

So do not be afraid. I am with you.
Do not be terrified. I am your God.
I will make you strong and help you.
I will hold you safe in my hands.
I always do what is right.

When you are afraid, you can remember Isaiah 41:10 and know that God is greater than your fear. Now, we've learned a new letter, and it's time for some fun! Let's get started!

(Now begin the reading section below. If your child needs to take a break from the lesson, let him or her begin the first page of the Little Learner Activity Sheet. Be sure to go back to the reading section of this lesson to complete it.)

READING

We've learned a new letter. Let's read some new words!

gō
tǎg
Sǎg

bǎg
Jǒg

(Have the student complete the Little Learner Activity Sheet.)

BONUS ACTIVITIES:

(Student has learned N, D, Ä, T, S, P, İ, F, Ö, B, Ä, İ, Å, J, Ê, M, L, Ü, Ö, R, C, W, H, and G so far.)

- Go on a letter hunt either at home or out and about. See how many G words you can locate together.

- Read a story together. See if student can find any G words as you read.
- Read verse on page 164 together on an “off” day.

Let's read the verse below together. I'll point to each word as I read, when we get to the large words, you can read those.



The larger words below may intimidate a child. If students need a challenge, let them sound each out. If they aren't quite ready for a word this big, simply sound it out for them and blend the sounds all together to form the word. Explain that when we see a large word we don't know, we can sound it out and find out! Then just move on through the text.

Sō do nōt bē afraid. I ăm
with you. Do nōt bē terrified.
I ăm your God. I wĭll make you
strong ănd hĕlp you. I wĭll
hold you safe ĭn my hănds.
I always do what ĭs right.
(Isaiah 41:10 NIRV)

G g

G is for greater —
God is greater than fear!

Color the letter G!



Reading: Let's read some words!

hē

hǒw

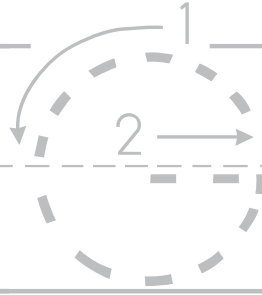
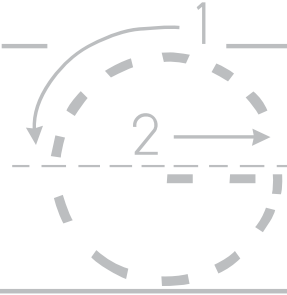
wē

hĭs

căn

wĭll

Writing: Let's practice writing the letter G!

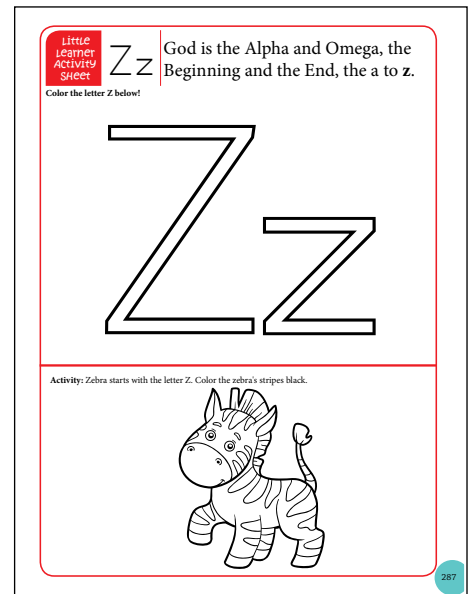


Activity: Flowers grow in a garden. Can you draw a small garden of flowers?

Z — God is the Alpha and Omega,
the beginning and the end, the a to **z**.



Detach and hand the student the
Little Learner Activity Sheet on page 287.



This lesson covers the letter Z. The sound of the letter Z can be heard in the words zebra, zero, and fizz. As you read through this lesson, place emphasis on the sound of this letter where it is found in bold throughout the text.

(Sing the “Alphabet Song” with student.)

Today, we will learn the last letter of the alphabet!
Do you know what letter that is?

(Allow student time to answer.)

The letter Z! The **Z** says **z**. Can you say it with me? The **Z** says **z**. The alphabet begins with A and ends with Z. A is the beginning, and Z is the end. These letters are special because they remind us of something Jesus said in the Book of Revelation. Let’s read it from the Bible!

“I am the Alpha and the Omega, the Beginning and the End,” says the Lord, “who is and who was and who is to come, the Almighty” (Revelation 1:8; NKJV).

Jesus is the Alpha and the Omega, He is the beginning and the end. He is the Almighty! Our language, our words, and our voices remind us that God is the Almighty One, that He is the Beginning and the End. When we read, write, or speak, we

are reminded that God is the a to z, the Alpha to Omega, the Beginning and the End. We are reminded that He loves us, that He paid the price for our sin so that we can have a relationship again with Him. We are reminded that we can spend all of eternity with Him in heaven if we trust in Jesus. Isn’t God amazing?

(Allow student time to answer.)

The letter Z looks like this:



(Ask student to trace uppercase and lowercase Z with finger on the Little Learner Activity Sheet. Make sure the student points to the correct one.)

The uppercase Z looks like this:



The lowercase Z looks like this:



They are both the same shape, aren't they? One is just bigger than the other! God is the Alpha and Omega, the Beginning and the End, the a to z. Say it with me, the Z says z. Are you ready for some fun with the letter Z? Well then, let's go!

(Now begin the reading section below. If your child needs to take a break from the lesson, let him or her begin the first page of the Little Learner Activity Sheet. Be sure to go back to the reading section of this lesson to complete it.)

READING

Let's read some Z words!

zoom

zērō

sīze

fŭzz



We are so close to reading all of “Jesus Loves Me”! Let’s add another line!

Jēsūs löves mē this I
knōw. Fōr the Bible
tēlls mē sō. Little
ones to Hīm bēlōng,
they are wēak
būt Hē is strōng.
Yēs, Jēsūs löves mē.
Yēs, Jēsūs löves mē.
Yēs, Jēsūs löves mē.

(Have the student complete the Little Learner Activity Sheet.)

BONUS ACTIVITIES:

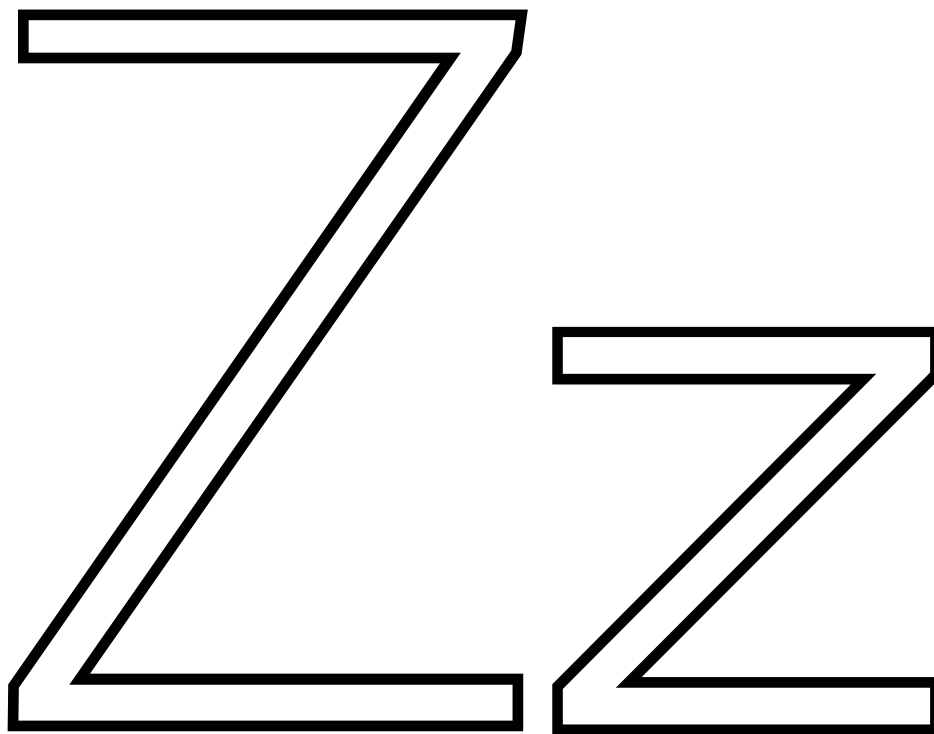
(Student has learned N, D, Ä, T, S, P, İ, F, Ö, B, Ä, İ, Å, J, Ê, M, L, Û, Ô, R, C, W, H, G, K, TH, SP, CK, Ě, WH, OU, CH, Y, soft C, SH, Q, soft G, OU, V, EA, Y, Ů, X, NG, and Z so far.)

- Use play-dough to form sight words.
- Help student think of ways Jesus cares for him or her. Write these on a sheet of paper and have student trace over each word with a marker.

Z z

God is the Alpha and Omega, the
Beginning and the End, the a to z.

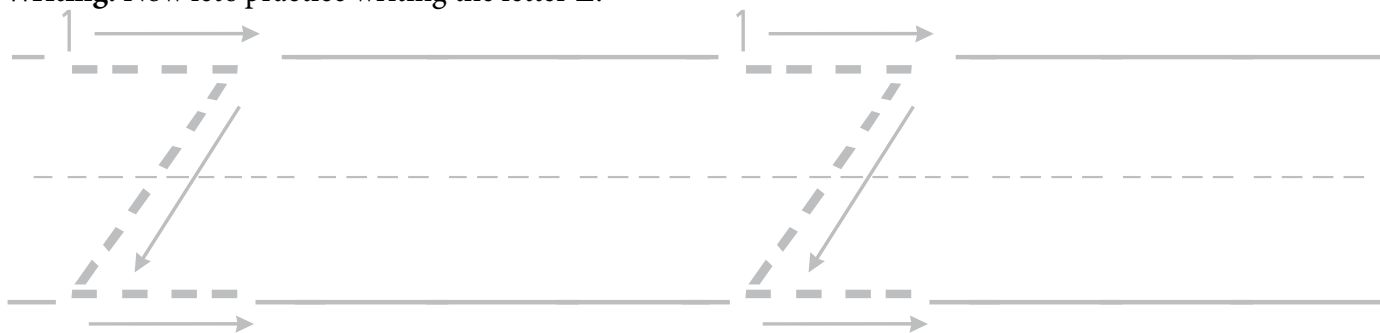
Color the letter Z below!



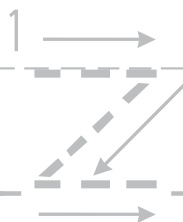
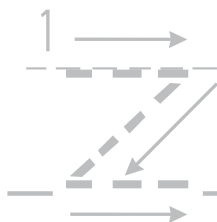
Activity: Zebra starts with the letter Z. Color the zebra's stripes black.



Writing: Now let's practice writing the letter Z!



Z



z

Writing: Write the words below.

and

it

on