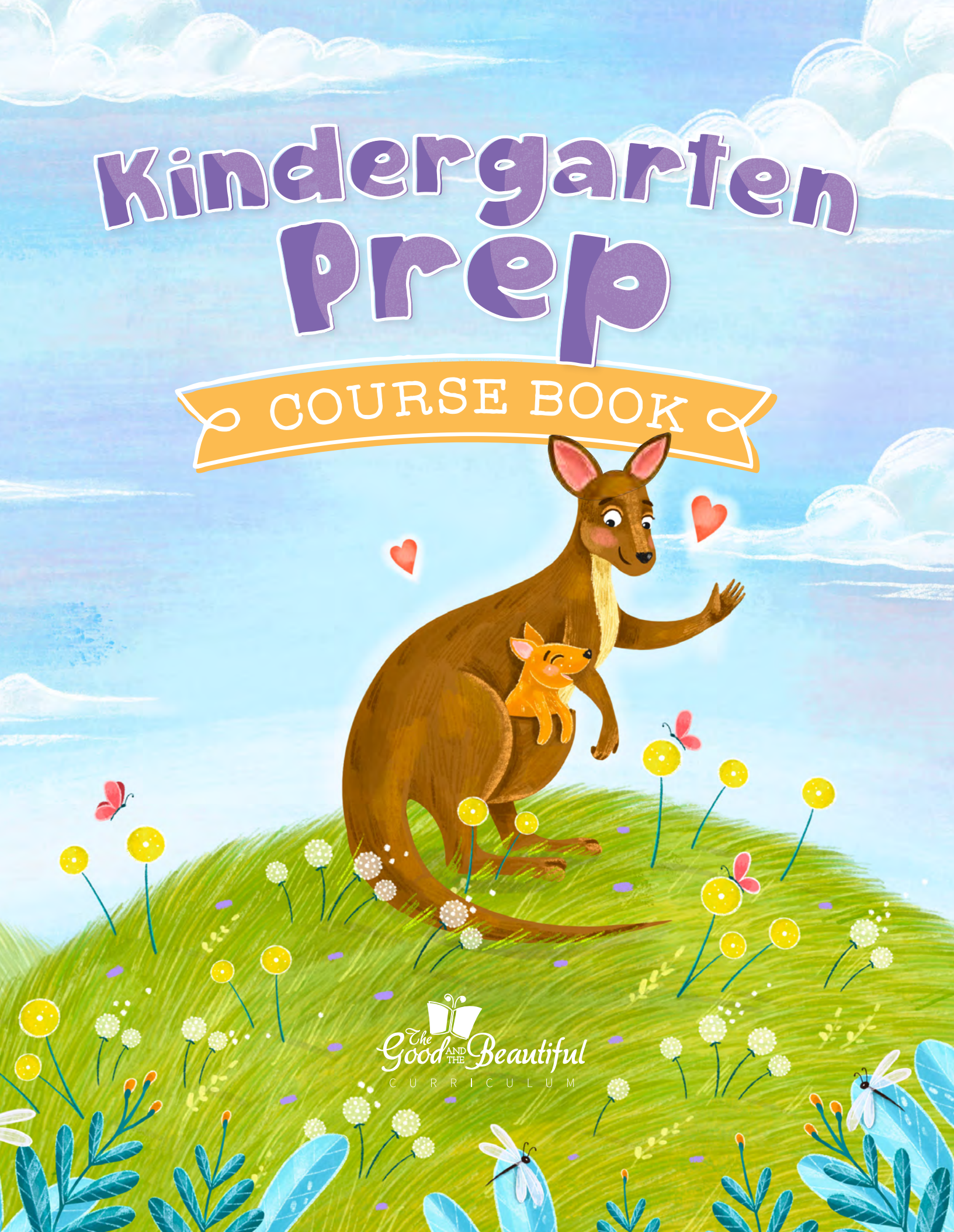
Kindergarten Prep

COURSE BOOK



The Good and the Beautiful
CURRICULUM

About This Course

Little children's hearts and minds are most impressionable during the preschool years, so it's an important time for molding the way they view learning. Your enthusiasm while teaching in a positive and uplifting manner can help foster a love of learning and a desire for all things good and beautiful. This course strives to assist you in creating a solid educational foundation through fun, interactive, hands-on lessons that require minimal preparation.

The Kindergarten Prep course should be completed after the Preschool course but before the Level K course.

What Does the Course Set Include?

- **Full-color course book** (64 pages plus punchout activity pages)
- **Songs and videos**

  All the songs used in this course are available for free on the Good and Beautiful Homeschool app. The app can be downloaded for free by scanning the QR code below or visiting **goodandbeautiful.com/apps**. Within the app, go to Language Arts > Kindergarten Prep > Videos. Many of the songs and videos can also be viewed on The Good and the Beautiful Kids YouTube channel.

How to Get Started with This Course

Gather items to always have on hand for the course. ***No other preparation time is required for the entire course except for occasionally gathering supplies needed for the lesson.***

To complete lessons, simply follow the instructions on each page. Text in blue is instructions to you; text in black is what you read to the child. When a page is completed, check the "completed" circle in the upper right-hand corner of the page.

Items to Always Have on Hand

- Access to videos
- Crayons
- Glue stick and glue (squeeze bottle)
- Pencil
- Scissors
- Whiteboard and dry-erase marker
- Craft knife (for preparation of some lessons)

Extra Items Needed

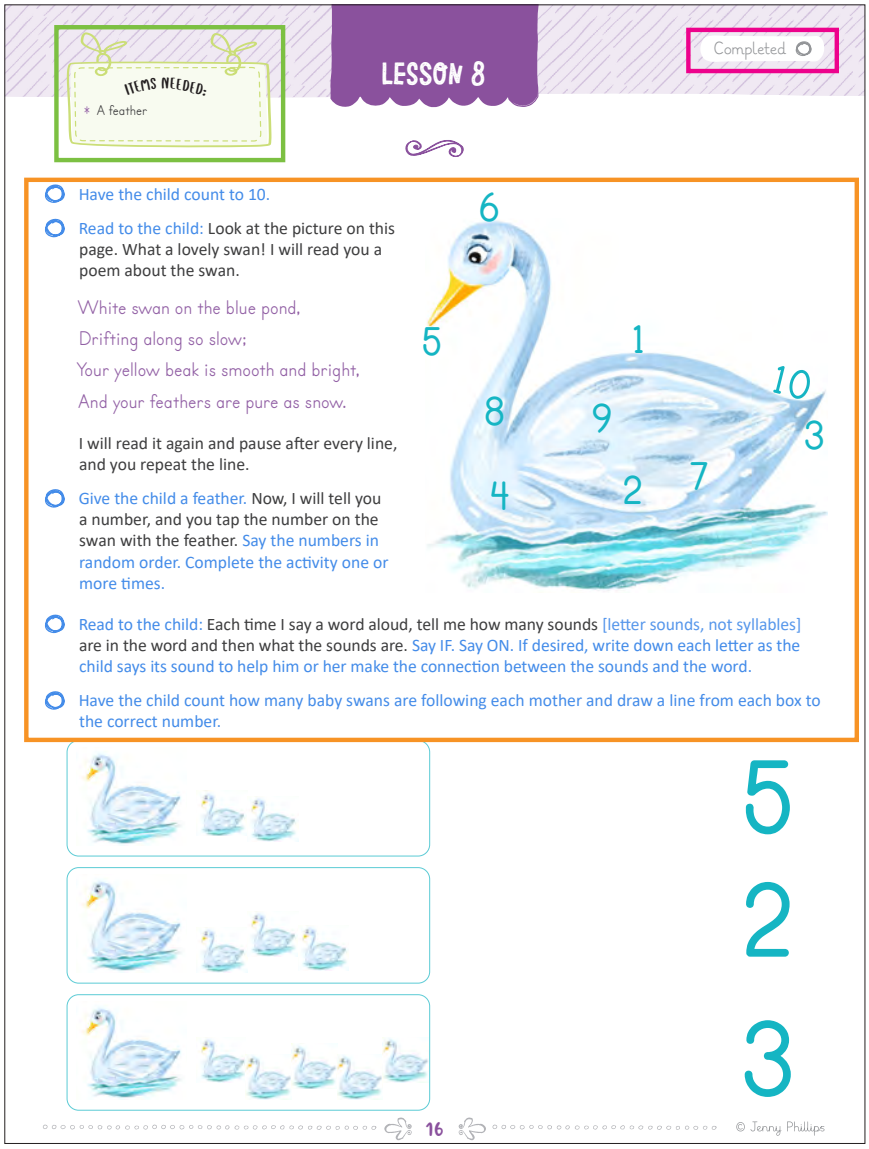
Lessons sometimes require additional items.

You can find a breakdown of which items are used in which lessons on page iii.

Important Safety Notice

Adult supervision is recommended for all activities as some require sharp objects, heat sources, or small objects that could be a choking hazard for young children. This course suggests using buttons and pennies, but they are optional, and the activities can be done without them.

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Course & Lesson Overview

The Kindergarten Prep course consists of 30 lessons. Each lesson is 1–3 pages, is parent-directed, and provides detailed teaching for children ages 3–5. The course helps the child master letter sounds, reading two-letter words, counting and numbers, rhyming, and recognition of the vowels. The course also shows the child how to use correct pencil grip, covers beginning handwriting skills such as tracing straight and curved lines, and helps the child practice fine motor skills.

Items Needed: If extra supplies are needed for a lesson, they are listed at the top in a green box.

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

Completed: When a page is completed, check the circle at the top.

Extra Items Needed by Lesson

Lesson 1: 10 buttons
Lesson 3: 10 buttons
Lesson 5: 10 buttons
Lesson 7: A feather
Lesson 8: A feather
Lesson 9: A feather, 5 buttons
Lesson 10: 10 buttons
Lesson 12: A dull butter knife or plastic butter knife
Lesson 13: 8 buttons
Lesson 15: 5 buttons
Lesson 17: 5 buttons
Lesson 18: 5 pennies
Lesson 19: A key
Lesson 20: 5 pennies
Lesson 21: 10 buttons
Lesson 22: 10 buttons, a brad fastener
Lesson 29: A cotton swab and a small glob of paint

Frequently Asked Questions

How long should a lesson take?

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

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

Do you include any specific doctrine?

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

How can I create a positive learning environment?

Be as positive with the child as possible during a lesson. Look for genuine and meaningful ways to praise him or her. For example, instead of saying "You are so smart!" you might want to say things that praise the child's EFFORTS, such as the following: "You are such a hard worker. You are such a good listener today. I'm so grateful for your cheerful attitude. You are so much fun to work with. Your smile makes me so happy. Thank you so much for not giving up!"

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

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

Recommended Resources

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





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



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

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Course

OVERVIEW

Lessons 1 to 30

- Mastering Recognition of Uppercase and Lowercase Letters
- Mastering Letter Sounds
- Reading Two-Letter Words
- Identifying Beginning, Ending, and Middle Sounds
- Recognizing Vowels
- Colors
- Introduction to Word Families
- Numbers: 1 to 15
- Motor Skills
- Rhyming

Important Note

While this course reviews and cements letter recognition and the sounds of letters, the child needs to be able to recognize all letters and be familiar with their sounds before beginning this course. If the child does not have a solid understanding of these items, it is suggested your child complete *The Good and the Beautiful Preschool Course*. The Kindergarten Prep course should be completed after the Preschool course but before the Level K course.

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LESSON 1

Completed

ITEMS NEEDED:

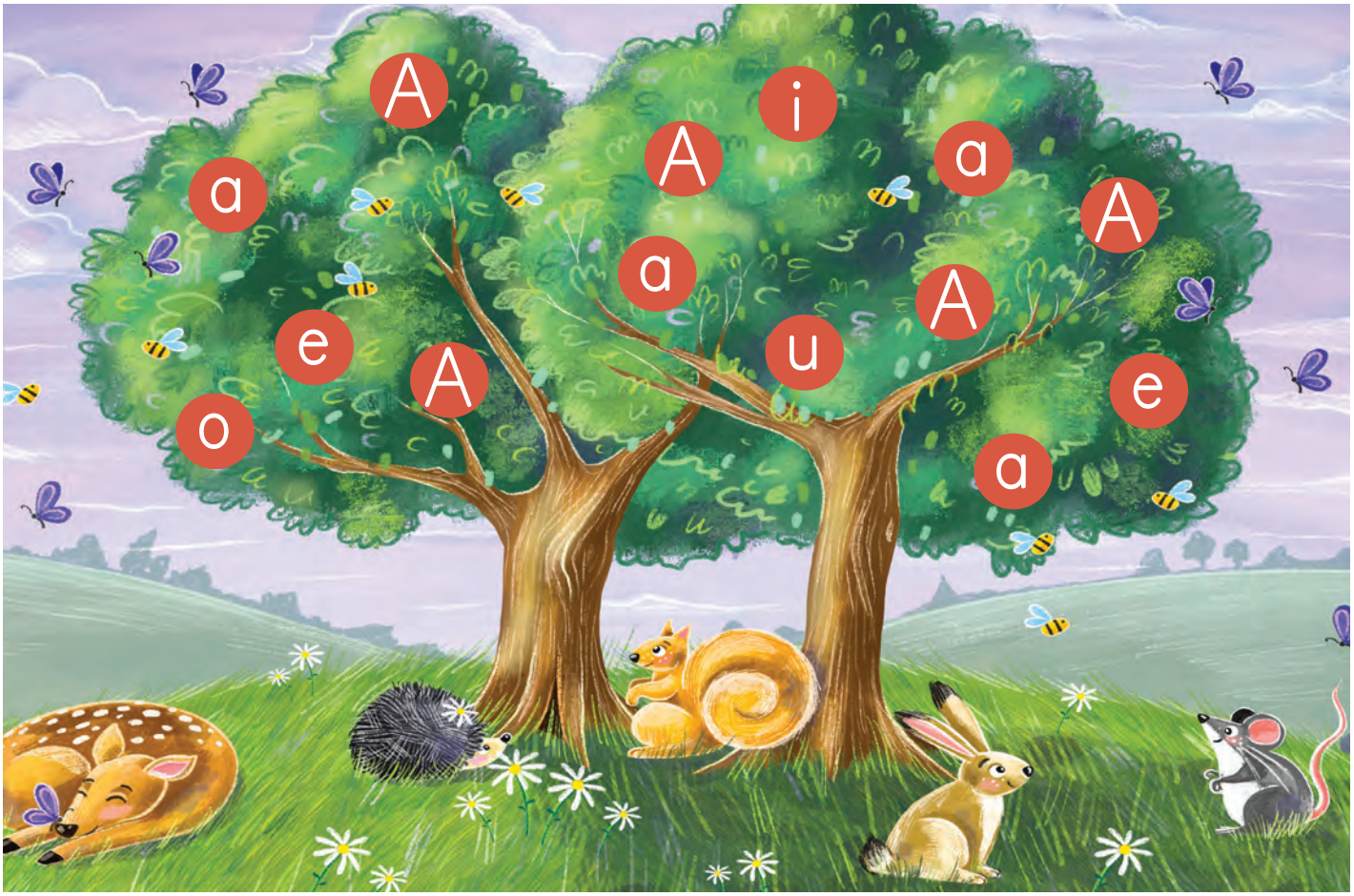
* 10 buttons

Read to the child: I'm excited to teach you this course! We will have a lot of fun learning together. There are 26 letters in the alphabet. How many letters are in the alphabet? [26] Some of the letters are special—they are called vowels. The vowels are A, E, I, O, U, and sometimes Y. Let's watch a video about the vowels. Watch the video Vowel Song. See page ii for information on accessing videos. If desired, encourage the child to sing along.

Read to the child: The purple circles show the vowels A, E, I, O, and U. Point to each vowel and say its sound. Children should make the most common sound the vowel makes (the short sound): [/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP]

a e i o u

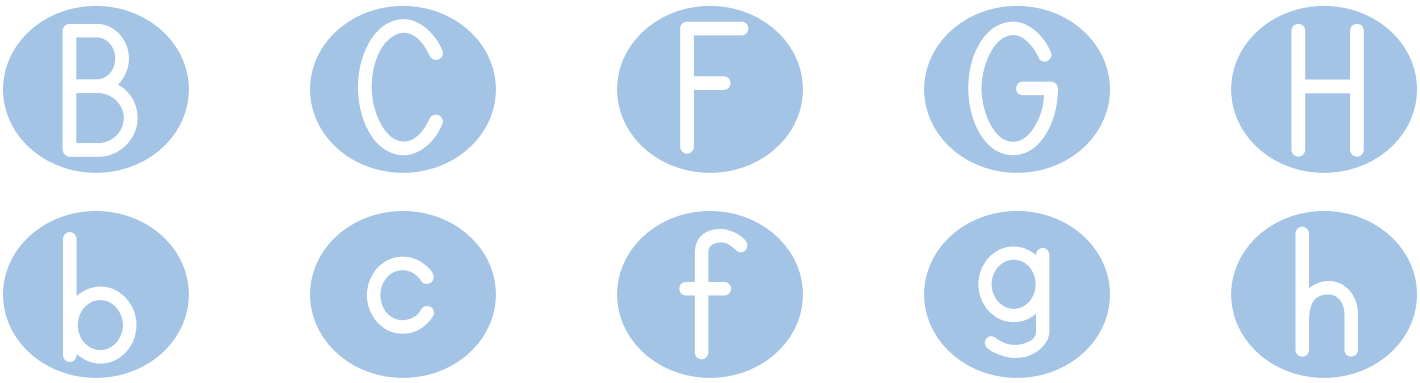
Note: A makes multiple sounds. To avoid confusing the child, only the short sound (the most common sound) of A is taught in this course. Read to the child: Today we will focus on the first vowel: A. With your thumb and index finger, grab all the apples on the tree that have an uppercase or lowercase A. As you grab each apple, say "A says /ă/ as in APPLE."



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Have 10 buttons ready. Read to the child: Look at the letters in the blue circles below. Point to each letter and tell me its sound and then its name, including if it is uppercase or lowercase. Demonstrate for the child if needed, pointing to uppercase B and saying "/b/ uppercase B" and so on. Make sure the child does not add /uh/ to the letter sounds, like "BUH."

Give the child the 10 buttons. I will say a letter, and you put a button on that letter. Say these letters, waiting in between for the child to put a button on the letter: uppercase F, lowercase C, uppercase H, lowercase G, uppercase B, lowercase B, lowercase F, uppercase C, lowercase H, uppercase G.



Have the child say the name of each item and then say the letter it starts with. Then have the child circle the letter the item starts with.



l c f



b f m



b n f



d h f



g h c



g h b

Play "Alphabet Freeze." Sing the alphabet to the child while the child dances or moves around. At any point in the alphabet, suddenly stop; have the child freeze in place and tell you the next letter in the alphabet.

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LESSON 2

- Watch the Vowel Song. If desired, encourage the child to sing along.
- Have the child cut out the boxes on the next page by cutting along the dashed lines. Then have the child say the sound and name of each letter set. Several times, have the child put the vowels in order (A, E, I, O, U, and sometimes Y). Then ask "Which letter says /ă/?" and so on for each letter.
- Read to the child: We are going to talk about how to hold a pencil. Have the child follow these steps to hold a pencil correctly, or watch the video Pencil Grip | How and Why to Teach It, and then have the child trace the lines. Note: You can also have the child watch the video Pencil Grip for Kids. Proper pencil grip can be very difficult for children and can take the whole course to master. Do not push the child to the level of frustration when working on pencil grip, but work on it gently and consistently.

Pencil Grip



Pinch the pencil right above the sharpened area.



Flip the pencil to rest against your hand.



Rest your middle finger under the pencil and tuck back your other two fingers.

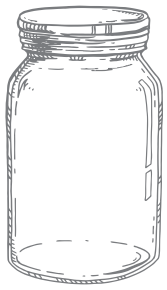
- Have the child trace the lowercase Os, starting on the purple dot. The child should follow the arrow all the way around the circle to the purple dot again without lifting the pencil.

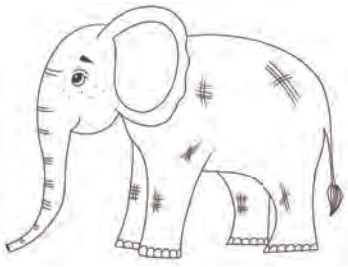




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Have the child color all the items that rhyme with FAR.






Have the child connect each kite to its owner by drawing a line from the uppercase letter to its matching lowercase letter.



A B C D E F G H

b a c f d h e g



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Choose a Pet Cat

Read to the child and have the child complete the instructions: Animals can bring us a lot of joy! Let's imagine that you get to choose one of the cats on this page to have as a pet. First, we will learn the pets' names. For each cat, point to the first letter in its name and say the sound the letter makes. I will then tell you the name of the cat. Have the child point to the first letter in each name and say the name of the letter. Then let the child choose his or her favorite cat on the page. Tell the child that names always start with an uppercase letter, just like all the names on this page.



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Read to the child: Great job reading the password! Now you get to enter the castle. Today you get to visit the castle kitchen! In upcoming lessons you will get to visit other parts of the castle. In the kitchen there are uppercase and lowercase vowels. Can you find the lowercase A, circle it, and say its name? After the child finds the lowercase A, have the child find the following lowercase vowels in order: E, I, O, and U. Now, find each uppercase vowel, circle it, and then say its name.



In each blue box, have the child draw a line from the uppercase letter to its matching lowercase letter, saying aloud “uppercase A” and “lowercase A” and so on as each letter is connected.

A	B	C	D	E
a o	g b	c h	m d	e g

Note: Show only this page to the child when starting; do not have the pages open as a spread. The second page should be a surprise.

LESSON 10

Completed ○

ITEMS NEEDED:
* 10 buttons

○ Read to the child: Today you are going to need to read two pages of passwords again. To prepare, point to each vowel and say its name. Now point to each vowel and say its short sound. [/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP]

a e i o u

○ Read to the child: Today's FIRST password page will get you into the castle so that you can go through a maze. This password page blends sounds together. Each sound starts with the letter F. What sound does F make? Now, read each sound on the guard's paper by first making the sound for F and holding out the sound until you say the sound of the vowel. Demonstrate the first one for the child, and then have the child read the sounds one or two times. Make sure the child is using the short sound of each vowel.



○ Read to the child: You made it into the castle, and you get to go through the maze in the castle garden. Point to START. This is the word START. Put your finger on START. Then move your finger through the maze as you try to find your way to the fountain. When you reach a number, say the name of the number.



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- Write the child's first name on a whiteboard or paper. Have the child copy the name 2 to 3 times.
- Read to the child: Look at this beautiful painting. It's so peaceful and shows the beautiful world our mighty God created.

1. Point to the whitest part of the clouds. What letter does WHITE start with? Point to the darkest part of the clouds. What letter does DARK start with?
2. Do you see the girl and the goat? Wouldn't it be fun to be walking on the path with them? What letter does GIRL end with? What letter does GOAT end with?
3. Look how the sun is shining on the path by the girl. What letter does SUN end with?
4. Look at how some beautiful sky is peeking through the clouds. What color is the sky? What else do you see in the picture that is blue?



"View of the Ammersee" by Josef Mayburger (1814–1908), 1862 *

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Read to the child: For your last trip to the castle, the king has prepared a feast in your honor! The food is all set, and the guests are about to arrive. Count the chairs at the table. Point to the bowl of fruit. What letter does FRUIT start with? End with? Point to a tray of strawberry tarts. What letter does TART start with? End with? Point to the ham. What letter does HAM start with? End with? What color are the roses?



In each blue box, have the child draw a line from the uppercase letter to its matching lowercase letter, saying aloud "uppercase P" and "lowercase P" and so on as each letter is connected.

P a p	Q q b	R c r	S a s	T t s
U a u	V v m	W n w	X x a	Y y c	Z s z

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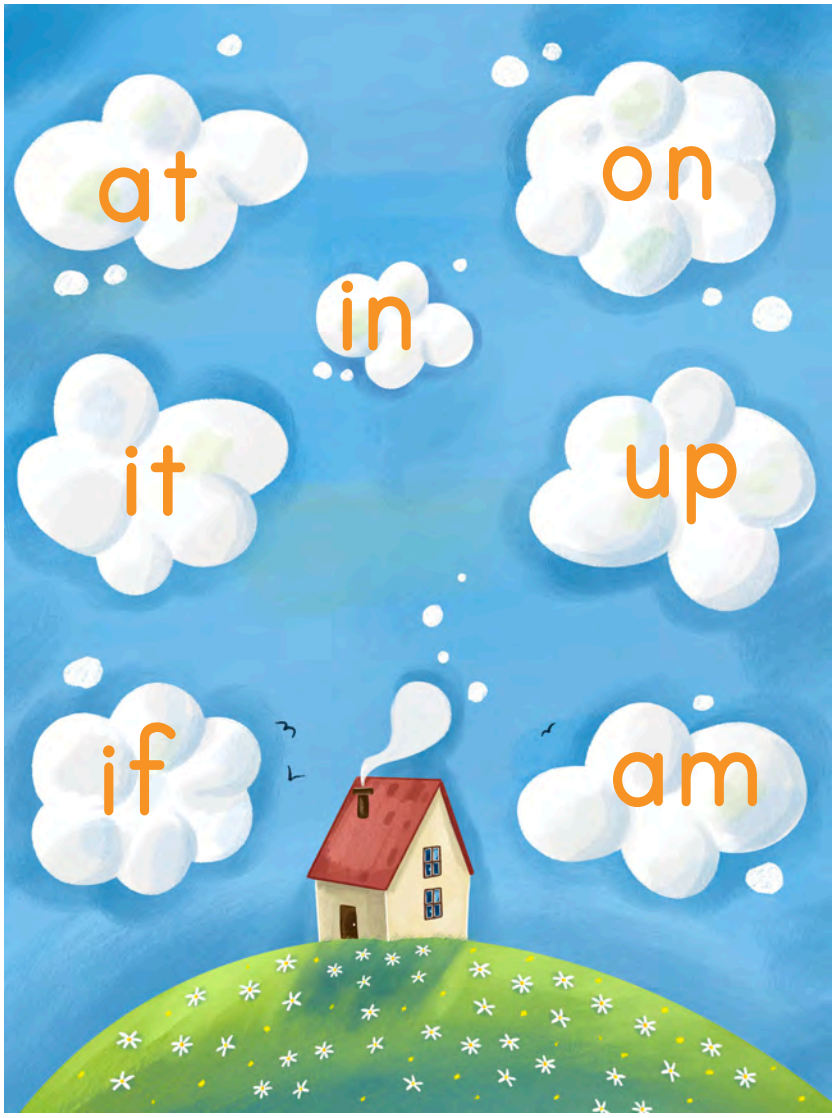
Read to the child: Look at the picture on this page. What a cute house! I will read you a poem about the house.

Little house up on the hill,
You are so cute; you are so still.
Inside the walls a family prays
And lives and loves and works and plays.

Now I will read it again and pause after every line, and you repeat the line.

Great! Now count how many words are on the picture.

Point to each cloud and read the two-letter words on the clouds.



Read to the child: Stand up! I will read you some instructions:

- Pat your elbow three times.
- Touch your shins.
- Point to your chin.
- Close your eyes and touch your eyelashes.
- Touch your eyebrows.
- Tap your forehead.

Read to the child: Each time I say a word aloud, you tell me each sound in the word. Say AT. Say ON. Say IT. If desired, write down each letter sound as the child says it. This helps visual learners to make the connection between the sounds and the word.

In each blue box, have the child draw a line from the uppercase letter to its matching lowercase letter.

M	N	O	P
h m	n w	o c	b p

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ox →

if →

at →

- Have the child sing the alphabet song. Work on any sections the child does not know well.
- Have the child read the words in the green box.
- Have the child say the vowels in order. [A, E, I, O, U, and sometimes Y]
- Have the child count to 15.
- Read to the child: Look at the picture on this page. Aren't the bears so cute? I will read you a poem about them.

Mother bear and baby bear
Are snuggled up so tight.
Safe and warm they will sleep
Through the peaceful night.

I will read it again and pause after every line, and you repeat the line.

- Read to the child: Now, I will tell you a number, and you tap that number by the bears with your finger, but do it very lightly and be careful not to touch the bears so you don't wake them up. Say the numbers in random order. Complete the activity one or more times.
- Read to the child: Circle all the As in the blue box. What does A say? [/ă/ as in APPLE]



a	o	a
p	a	o
o	a	u

- Have the child read the sentence in orange.

It is an ox.

ITEMS NEEDED:

* A cotton swab and a small glob of paint

Course Assessment: Part 1

This lesson is an assessment that reviews principles learned in the course that should be mastered before moving on to the Level K course. It will help you identify any principles that still need work.

- Have the child write his or her first name on a whiteboard, using correct uppercase and lowercase letters.

  If More Practice Is Needed: Have the child write his or her name daily on a whiteboard, on paper with fun markers, with his or her finger in a tray of sugar, etc.

- Have the child point to and say the name of each letter below, point to and say the sound of each letter below, and then draw a line from each uppercase letter to its matching lowercase letter. On a separate paper, keep track of any letters or sounds that are not mastered, to be practiced later.

  If More Practice Is Needed: Identify the letters that are not mastered and make flashcards for them.

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

- Give the child a cotton swab and a small glob of paint to dip it in. Have the child read each word below and then put a dab of paint in the circle by the word.



If More Practice Is Needed: Repeat parts of lessons in this course that practice reading two-letter words.

- at
- up
- on
- if