

T FICTION, FAIRY TALES & FUN

INSTRUCTOR'S GUIDE



FUN FACT

Play is so important to child development that it is recognized by the United Nations as a basic right of every child.



Neuschwanstein Castle
Bavaria, Germany



Thank you for downloading this sample of Sonlight's Preschool Instructor's Guide (what we affectionately refer to as an IG). In order to give you a full perspective on our Instructor's Guides, this sample will include parts from every section that is included in the full IG.

Here's a quick overview of what you'll find in this sample.

- A 3-week **Schedule** **START HERE**
- Activities and exercises (Alphabet Sound Sheets, Number Sheets, Cutting Strips) to enhance your children's development
- A **Scope and Sequence** of topics and skills your children will be developing throughout the school year

To properly use this sample to teach your student, you will need the books and hands-on materials that are scheduled in it. We include all the materials you will need when you purchase a package from sonlight.com.

Curriculum experts develop each IG to ensure that you have everything you need for your homeschool day. Every IG offers a customizable homeschool schedule, complete lesson plans, pertinent activities, and thoughtful questions to aid your students' comprehension. It includes handy teaching tips and pointers so you can homeschool with confidence all year long.

If you need any help using or customizing our IGs, please reach out to our experienced homeschool advisors at sonlight.com/advisors.

We hope you enjoy using this sample. For even more information about Sonlight's IGs, please visit: sonlight.com/ig. It would be our pleasure to serve you as you begin your homeschool journey.

If you like what you see in this sample, visit sonlight.com/preschool to order the complete package.

Blessings!

Sarita Holzmann,
Co-founder and president
of Sonlight Curriculum

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By the Sonlight Team

“Apply your heart to instruction and your ears to words of knowledge.”

Proverbs 23:12 (NIV)

Sonlight Curriculum® Preschool “Fiction, Fairy Tales & Fun” Instructor’s Guide, Thirteenth Edition

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“Do to others what you would have them do to you”
(Matthew 7:12).

“The worker is worth his keep” (Matthew 10:10).

Published by

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NOTE TO PURCHASER

Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor’s Guides. This guide is the 2021 Edition of the Sonlight Curriculum® Preschool “Fiction, Fairy Tales & Fun” Instructor’s Guide and Notes. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

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Printed in the United States of America.

For the latest information about changes in this guide, please visit www.sonlight.com/curriculum-updates. Please notify us of any errors you find not listed on this site. E-mail corrections to IGcorrections@sonlight.com and any suggestions you may have to IGsuggestions@sonlight.com.

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Before You Start

We have several goals in mind for you, the teacher, this year:

We want you to enjoy your time with your little ones. We've searched through hundreds of children's books and found these few that our children (and we) love.

We want you to take control of your schooling. We offer a 3-day weekly schedule, but want you to have the freedom to read and re-read the stories as you and your children wish. If you read *Go, Dog, Go* to your children every day in the month of May, that's great! Your children have developed a love for a classic book.

We want you to understand more fully the philosophy of using real books for schoolwork. To that end, we've included quotes and tips we've found helpful in our homeschooling experiences. You can find these scattered throughout the Instructor's Guide. Just look for the hand-print symbol!  We hope they encourage and challenge you, and that your homeschool journey will be richer as a result.

Our goals for your children are simple:

- We want your children to fall in love with books and to have some books that they request again and again.
- We want your children to enjoy being with you.

How much time will this course take? It's up to you. In my house, I've found that if I read to my children for perhaps 20–30 minutes early in the morning (say, right after breakfast), they are quite content to play on their own afterwards, sometimes until lunch. They've spent time with mother and are eager to pursue their own interests.

We offer a 30 week schedule, but please don't consider this a once-and-done schedule. Rather, revisit favorites as often as your children wish. Different children have different favorites, but we expect your children to want to reread many of these stories. And that is an important part of the program. Many children like to have three or four stories a day before their attention wanes. If you do one new one, and two or three old favorites in a day, that sounds just about right. And remember, play is healthy and necessary for young children.

As a homeschooling parent, you have the privilege of talking to your children all day long. So please do! Speak to them in a normal voice (not a "child" voice) and use normal words. Answer their questions as best you can. Include them in your life.

Finally, here's a little plug for afternoon rest time. Whether your children will sleep or not, I recommend a one to two hour rest time in the early afternoon. In our house, the boys can listen to CD's and look at books, but they are to stay on their beds. This gives them a break from each other, and allows us to come back together refreshed.



Get a few really good books, and read them together aloud. Set aside a good regular chunk of time. This will be one of the most rewarding and stimulating relationships in your life.¹



"Children have a voracious appetite and ability to learn in their first five years. Parents who provide for their growth will have enthusiastic, outgoing, and creative children. If their children are the reflective type, this will provide a depth which builds quiet confidence. Having been treated as persons, they are secure. This means they've been loved, respected, talked with, listened to, read to. They have shared experiences with the family, and have had freedom to play alone and with friends. Such children will be eager to exploit life without a sense of boredom. They will think, and express their thoughts. They are eagerly trying to master new skills."²

Talk to Your Children

Parents should plan to discuss a few subjects with their children whether it comes up in regular conversations or not. If it doesn't come up on its own, create the opportunity. One such subject: private parts. Many experts suggest you hold this conversation by the time your children are age three. If you haven't had such a conversation yet, this is a great time.

What are we talking about?

"Your body is a special gift God gave to you. And certain parts are especially private. There are bad people in the world. If someone wants to look at or touch the part of your body that is covered by your underwear (or swimsuit), tell me, or your other parent. Even if they tell you not to tell us. We won't be mad at you."

Other conversations may come up because of the world we live in. Children can be exposed to inappropriate photos at a young age. To introduce that topic to your child, you could say something like this: "You will probably see a photo of a naked person sooner or later. These photos are taken by bad people. When you see one, close your eyes and turn away as soon as you see it, and, if you can, crumple it up and throw it away."

Consider making the internet off-limits to young children, unless you, the parent, are present.

These topics can be uncomfortable, but by addressing them simply, early on, they don't need to be too distressing.

1. Macaulay, Susan S. *For the Children's Sake: Foundations of Education for Home and School*. 1984. p. 19.

2. *Ibid*, p. 26.

Further Assistance

We trust you will heartily enjoy your homeschool journey with your children. If we can be of further assistance, please don't hesitate to contact us or visit our Sonlight Connections Community (sonlight.com/connections). This community of Sonlighters provides a place for you to interact with other homeschoolers, seek advice, offer your insights, give words of encouragement and more.

We also recommend that you visit sonlight.com/subscribe to sign up for our free email newsletter. When you sign up, you'll receive regular homeschool encouragement, news, announcements and be the first to know about Sonlight's special offers.

Corrections and Suggestions

Since we at Sonlight Curriculum are constantly working to improve our product, we would love it if you would help us with the process.

If you find an error anywhere in one of our Instructor's Guides, please send a short e-mail to: IGcorrections@sonlight.com. It would be helpful if the subject line of your e-mail indicated where the problem is. For instance, "Fiction, Fairy Tales & Fun/Section Two/Week 1/Day 3." Then, in the body of the message portion, tell us what the error is.

Similarly, if you think of any way we could improve our product, please e-mail your suggestions to: IGsuggestions@sonlight.com. If you know of a different book you think we should use, if you think we should assign a book at a different point in the year; if you have any other ideas: please let us know.

Your efforts will greatly help us improve the quality of our products, and we very much appreciate you taking the time to let us know what you find. Thanks for your help! ■

Tips for an Organized Home

I used to get bogged down in house-cleaning because the start-up time took too long. If I only had 20 minutes to clean, the five minutes to gather supplies seemed too long. So I trimmed down: I bought a microfiber dusting rag; dampen and use. Another microfiber window cleaner works the same way: dampen and use for mirrors, windows, and the tub. I have a Bona brand mop with removable/washable microfiber head. I dampen it at the start, then carry a spray bottle with a mixture of vinegar and water. I spray the floor (or my son does), and mop it up. I use the same spray for both tile and hardwood, and most bathroom surfaces. For sinks and toilets, I use baking soda and a washcloth. By doing nightly pick-ups around the house, I can clean my whole house—dusted, vacuumed, mopped, and wiped—in less than four hours.

What can you do to make more space, organize your home, and make your homeschooling run more smoothly? Here are a few suggestions we hope you find helpful!

Gloria's Big Cleaning Tips

Sonlighter GloriaPA passed along the following suggestions for cleaning.



Tip 1—Throw out the junk! If it's broken, throw it out. Don't keep saying, but we can fix it. You won't! If no one uses it, or has used it in six months, get rid of it. If you hate it, even if your mother-in-law gave it to you, throw it out. Donate all the good junk. It will keep your closets clean and make you feel good. Have a yard sale if you are the yard sale having type (I'm not). I go through our house at least two times a year—and some rooms more often—and do a grand purge of junk. I make my husband do the same with the garage and the basement storage. All those pricey toys my mother-in-law and my mother give the kids go in the trash or the donate bag.



Tip 2—Once you have culled the junk, organize so that everything has a place. Then work on making sure that it gets put BACK in its place when you are finished using it. I buy lots of inexpensive baskets and tubs so that I have lots of storage. The kids' bedrooms are small, so my daughter has a high bed with totes for under-bed storage. The boys have beds with drawers in the bottom. Even an inexpensive clothes basket that you can toss toys into and then stash in a closet helps the clutter factor. If you are always fighting the toy monster, then you have too many toys—get rid of them. I promise the kids won't even miss them! As part of that, take care of organizing mail as soon as it enters the house. The Mail Monster was my husband's biggest mess. Now I toss the junk mail right away, put magazines in a basket (that gets recycled when it's full), put bills and important papers into a bill file folder thing, and put my husband's mail in a basket. When the basket is full he goes through it. I organize all my closets, cabinets, shelves, etc.

about once every 18 months. I organize the fridge and pantry about once every six months. Have clear tubs to store out-of-season clothes. Go through the kids' clothes and cull those that are ruined, outgrown, in need of repair. Do the same for yours and your husband's.



Tip 3—Once your house has been purged and organized, CLEAN IT! And I mean clean it until it screams. Even hire a one-time service. Then, once it's clean and organized it will take about 20 minutes a day to keep it that way (I have a 4000 square foot house with 3 baths), with extra time once a month for big jobs, and once a quarter for large jobs like windows, screens, etc. (This does NOT count laundry—we'll get to that.) The kids and I clean every morning for less than 20 minutes and the house stays really clean and tidy. And I don't have to go crazy nagging or fussing. They help by running the vacuum, dumping trash, dusting, etc. I wipe the bathrooms every day with Clorox wipes or with just a damp rag and some cleaner, run the Swiffer on the floor (dry, but wet if I need to), and DEEP clean them once a month. We clean messes as they happen. I load/unload the dishwasher—hardly ever stack dishes for later. I wipe the sink, counters, and table after every meal. The only thing I fall down on is dusting, but the younger kids love to dust so I give that job to them. I clean my kitchen floor daily (we Dustbust or sweep after meals), I run the vacuum in there two times or more a week, spot mop daily, and really mop it with Mr. Clean once every ten days or so. I have a duster that I use on the hardwoods to capture the cat hair every few days. My husband or son usually runs the vacuum on the carpet—I hate that job. We make our beds every morning. And the 4-year-old remakes his after his nap. I scoop the cat box EVERY DAY. But really, in less than 20 minutes each morning after breakfast, cleaning makes the house mother-in-law worthy!



Tip 4—Laundry. I have three tall baskets (they are really trash cans) in my bedroom, one for whites, one for mixed/jeans, one for darks. Each child has a basket in their bedroom. I check on the laundry situation every day, and I normally do a load each day during the week—I hardly EVER do laundry on the weekend. Normally after about five days, the children have a full load of lights, a full load of darks, and each basket in my bedroom is a separate load. I put it in the washer after breakfast. When it's done, I stick it in the dryer. When it's dry, either my daughter or I fold it. I put away my own and the 4-year-old's clothes, and everyone else puts their own away. My husband sends a lot of his stuff to the cleaners, and he takes care of that himself. Usually once a week I do a large load of towels, and we do sheets monthly. Laundry takes about 20 minutes a day, about four days a week. That's not too bad.



Tip 5— Food shopping. I go to the store about twice a week. I rarely have a HUGE amount to buy since I go so often. Normally I have at least one kid with me as a “helper.” Since I have my cabinets organized, and keep a pad on the refrigerator, I can stay on top of what we need. I loosely plan what I want to have all week to make sure I have all the stuff. My best advice is to plan ahead and keep a running list. Teach your family to write down or to tell you when they use the last of something. My family tells me when they use the next to last item, or open the last peanut butter, or whatever so I can restock. Buy in bulk!

I school about four hours a day, at least. I also spend about one hour a day on the computer. And manage to read for one hour for pleasure, usually in the evening. I try for at least one hour or more a week working on my scrapbooks. So all the rest of the time is spent driving around town, dealing with “heart” issues, going to the potty, or sleeping. Not too shabby, but if anyone asks, my life is way harder than this.

Those are the Big 5. Even at my untidiest, the house is only 20 minutes from being tidy enough for drop-in guests. ■

Section Two

Schedule and Notes

Level T: Preschool

Days 1–5: Date: _____ to _____

Week Overview																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		

Week 1				
	Date:	Day 1	Day 2	Day 3
BIBLE	<i>Family Time Bible</i>	"God Makes a Beautiful World," pp. 2–5	"God Makes Adam and Eve," pp. 6–7 & "The World's Saddest Day," pp. 8–9	"Cain Kills Abel," pp. 10–11 & "Noah Builds an Ark," pp. 12–13
LETTERS, SHAPES & NUMBERS	Sound of the Week: "c"	Introduce ■ Sensory Letter c & Search	■ Sensory Letter c & Sand Tray	+ Alphabet Sound Sheet c
	Geometric Shapes: circle frame	Introduce ▲ Geometric Shapes–Circle Frame (pink)	▲ Geometric Shapes–Circle Frame (pink) & Search	▲ Geometric Shapes–Circle Frame (pink) & Fill
	Number of the Week: "1"	Introduce ● Number Card 1	Introduce ■ Sensory Number 1	■ Sensory Number 1 & Sand Tray
READ-ALOUDS	<i>HarperCollins Treasury of Picture Book Classics</i>	"Goodnight Moon," p. 17	"Caps for Sale," p. 49	"Harold and the Purple Crayon," p. 97
	<i>Mother Goose</i>	pp. 14–16	p. 17	pp. 18–19
ARTS & CRAFTS	Practical Life/Art	Wash a bowl and cup		Freehand drawing
MUSIC/SPANISH	<i>My First Spanish Word Board Book</i>	"All about me / Todo sobre mí"		
	Music		"He's Got the Whole World in His Hands"	"The Phonetic ABC Song"
Additional Subjects:				

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“How to” Quick Start Information

Record Keeping

To keep track of your children’s progress, simply place a check mark in the corner of each assignment on the weekly schedule chart as your children finish it. If your state/country requires you to keep a daily record of when (what date) you completed a project, and/or how many hours you spent on a subject, then record that information as well. If you decide to reuse your Instructor’s Guide with a second child, then add each child’s initials next to the check mark or hours.

Further information and useful documents

If you would like further information on how to use the Instructor’s Guide, please login to your Sonlight Account and go the **My Downloads** section to access the "Understanding the Structure of Your Guide" and "Getting Started" documents.

For extra schedule pages, field trip planning sheets, practical life check off lists, and other documents specific to your guide, go to the **My Downloads** section of your Sonlight Account (available to original purchaser only).

Family Time Bible

You will read one or two stories from *The Family Time Bible* each day. Give yourselves time to soak in God’s Word! Let it encourage, comfort, build up, and plant seeds of faith about God’s character and goodness in your children as you discuss important lesson points. Pray with your children and ask God to show you ways that you can love and serve Him and be an extension of that love and grace to others!

Day
1

"God Makes a Beautiful World," pp. 2–5

To Discuss After You Read

Our God is an incredible Creator and He made a beautiful world for us to live in! Talk with your children about some of the amazing things that God created in our world and see if you can remember what He did on each of the seven days.

Q: Ask your children if they can think of ways to help keep our world beautiful?

A: *Recycle, pick up litter, plant a tree, use reusable water cups, compost, etc.*

Prayer

Dear Lord, thank You for creating such a beautiful world for us to enjoy! Thank You that we are made in Your image and have been given the ability to

create beautiful and useful things as well. We are grateful that even though the world seems so big, that You love us and know us so intimately, even the number of hairs on our head.

Day
2

"God Makes Adam and Eve," pp. 6–7 &
"The World's Saddest Day," pp. 8–9

"God Makes Adam and Eve"

To Discuss After You Read

God made Adam first, and then created Eve because Adam was lonely. God cares about our needs and knows how important family and friends are.

Q: Talk to your children about who is important in their lives and thank God for them.

A: *Family members, church members, neighbors, friends...*

Prayer

Dear Lord, thank You for our family and friends, and for bringing us into this wonderful world, just as You brought Adam and Eve into the world! Thank You for knitting us together in our mother's womb and for the miracle of life.

* * *

"The World's Saddest Day"

To Discuss After You Read

Q: What choice did Eve make? Did Adam make a good choice?

A: *What a sad day that was, as sin entered the world because they chose not to trust and listen to God. God was not pleased and had to punish them for their disobedience.*

Talk with your children about a time when you made a good choice, and a time when you made a bad choice, and the result of both.

Prayer

Dear Lord, please help us to listen to Your voice and Your truth, especially when we're tempted to do something that we know we shouldn't do or say. Thank You that You love us and desire our highest good, and that Your Word truly is a lamp for our feet and a light for our path.

"Cain Kills Abel"

To Discuss After You Read

- Q: What could Cain have done differently? What was the consequence?
- A: *(Possible: he could have prayed, asked God for forgiveness and help, sought wisdom and advice from his parents, walked away from Abel, etc.)*

Think of times you and your children have gotten angry. Ask God to help you in the future to get rid of your anger before you choose to do something wrong.

Prayer

Dear Lord, please help us not to get angry at others, even if our feelings are hurt or we feel something is unfair. Please help us to pray and learn how to talk about what we're feeling with our family and people we trust and who love us. Thank You that You are a loving, forgiving God!

* * *

"Noah Builds an Ark"

To Discuss After You Read

- Q: Why was God going to send a flood?
- A: *People's hearts had turned away from God, and as a result they had become more and more wicked.*
- Q: What did God tell Noah to do, and what did all the other people do?
- A: *God told him to build an ark to save him and his family from the flood. The people laughed at Noah and did not ask God to forgive them for their sins.*

Prayer

Dear Lord, thank You for helping Noah to believe You even when others did not. Please help us to follow You with our whole heart and to believe that Your Word is true.

Sound of the Week

The first steps of reading and writing is to learn the sounds letters make and the shapes of each letter. You will start this process by giving your children many opportunities to hear and say the sound of a letter. As they say the sound, they will then trace or make the shape of the letter with many tools. Over time, this will solidify the sounds and shapes in your children's mind and muscles so that when it comes to putting these letters together to make words, it will be very familiar.

You will use **■ Sensory Letters**, a tray of sand, and **+ Alphabet Sound Sheets** throughout the year to practice the sounds and shapes of the letters.

We introduce the alphabet sounds based on how frequently that letter is used. You may also wish to include your children's natural interest of letters they frequently see. For example, if your children's name starts with 'P' but that sound isn't introduced until later in the year, you can introduce that letter/sound earlier—just be sure to cover all 26 sounds eventually. Also, this program will introduce lowercase letters only. Capital letters will be introduced in the Pre-K package, but feel free to introduce the first letter of your children's name as a capital.

Letter Sounds

You will want to emphasize the sound of each letter over the letter's name to help your children's early reading skills. They will need to know the sound of the letter when they begin to sound out words (the name is less important in reading).

When introducing the vowel sounds, use the short vowel sound (e.g., "a" as in "ant", "e" as in "egg", "i" as in "igloo", "o" as in "ox", "u" as in "umbrella").

When introducing the consonant sounds, emphasize the sound, not the name of the letter (e.g., "b" is "buh", not "bee"). Again, this method prepares children for early phonetic reading and spelling skills.

Letter Shapes

To learn the shape of a letter, your children will need to start out with help and gradually move writing letters on their own. We first have children follow the shape of the letter by following the arrows with just two fingers on the **■ Sensory Letters**. This provides a guideline on where to start the letter and which direction to move. They will also trace this shape in a tray of sand and then with various writing utensils.

Method for using the Sensory Letters

The **■ Sensory Letters** are a wonderful and effective sensory tool for learning both the shape of the letters and their sound. The repetition of these exercises over time is key for reinforcing the shape and sounds of letters in your children's muscular memory.

You will want to emphasize the sound of each letter over the letter's name to help your children's early reading skills. They will need to know the sound of the letter when they begin to sound out words (the name is less important in reading).

- Introduce the **■ Sensory Letter s** (say "sss", not "es" for the letter "s"). Reminders for the correct pronunciation of each sound will be provided in each week of this schedule.
- Use two fingers and follow the directional arrows on the card to form the shape of the letter and say the sound aloud. Repeat twice and then allow your children to try. Your children may repeat this several times until they are comfortable with the tracing.

Method for Tracing in Sand

To give your children the experience making the shape of a letter or number on their own, they will use a tray of sand and push their finger in to create the shape. This is a great tactile experience they may wish to play with for quite a while!

Fill a flat tray (one with raised edges) with $\frac{1}{4}$ inch sand. You can also use salt, sugar, cornmeal, ground coffee, colored sand, or various grains. Feel free to switch up the medium to increase both the interest and the tactile experience for your children.

First, trace the **Sensory Letter**, following the directional arrows and repeating the sound. Then, trace the letter in the sand, repeating the sound each time. Your children should feel free to repeat any previously-learned sounds or numbers each week. Eventually, your children may begin to form 3-letter consonant-vowel-consonant (CVC) words over time, or their first name!

Method for using the Alphabet Sound Sheets

We schedule **+ Alphabet Sound Sheets**, but these can be used at any point in your school year, depending on your children's readiness to hold a marker with the **pincer grip** (shown below) and trace the dotted letters. Aim for the correct trifold pincer grip where the thumb, index finger and tallest finger are all touching the pencil close to the tip. You can find each worksheet after these notes each assigned week. If your children are ready to trace these the first week, please let them follow the sound of the week. If your children seem ready to trace these in Week 15, let them follow the sound of that week, as well as any of the previously-learned sounds.

Pincer Grip



Trace the dotted letter of each sheet with a marker, following the writing motion that was practiced with the corresponding sensory letter. Allow your children to color the object that begins with that sound to continue their practice of controlling the marker. Date your sheet and keep these in a folder so that you can see the improvement in tracing over time. For positive reinforcement, allow your children to make a booklet for every five sound sheets completed. Staple them together and add a cover sheet with the title "My Book of Sounds".

Each week you will find 2 Alphabet Sound Sheets following the weekly notes. Cut them apart for your children to do at separate times, they may do this activity as many times as they would like.

Note: Your children may want more practice with the letters, numbers, and cutting. You can make copies of these worksheets or purchase an additional set from Sonlight ("Extra Preschool Activity Sheets"). This includes additional Alphabet Sound Sheets, Cutting Strips, and Number Sheets. If you might reuse your Instructor's Guide and Activity Sheets in the future (for a younger child, for instance), we strongly suggest that you purchase an extra set of Activity Sheets when you buy the Instructor's Guide.

Day
1

Introduce **Sensory Letter c** & Search

Materials

- **Sensory Letter c**

Activity

Demonstrate how to trace the **Sensory Letter c** with two fingers following the directional arrows and saying the phonetic "cuh" sound. Then allow your children to do the same.

Today, and throughout the week, point out any word, name, or thing that starts with "c":

Christ, car, Cain, cat, cup, can, cod, cross, clay, cast, cut, cracker, candy, carrot, crocodile, camper, coin...

Day
2

Sensory Letter c & Sand Tray

Materials

- **Sensory Letter c**
- Sand tray

Activity

Repeat tracing **Sensory Letter c** while saying the "cuh" sound. Then, demonstrate how to write "c" in a tray filled with $\frac{1}{4}$ " sand. Let your children try on their own.

Day
3

Complete **+ Alphabet Sound Sheet c**

Materials

- **+ Alphabet Sound Sheet c**
- Marker

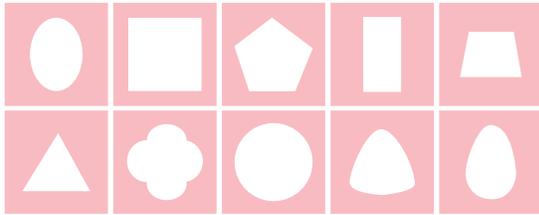
Activity

Repeat the tracing of the **Sensory Letter c** while saying the "cuh" sound. Then have your children complete **+ Alphabet Sound Sheet c**, located after this week's notes. Trace each "c" on the sheet and then allow your children to color in the cat picture. Have your children use a fat marker; it's easier for them to grip the fat marker and the marker shows better when tracing lines.

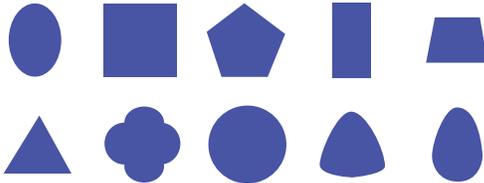
Geometric Shapes

This pre-writing and pre-math task introduces ten geometric shapes that each come with a pink frame and blue inset: oval, square, pentagon, rectangle, trapezoid, triangle, quatrefoil, circle, curvilinear triangle, and ellipse.

Frames



Insets



The geometric shapes exercises will increase in complexity and difficulty according to your children's progression in skill level. For this reason, it is a good idea to date each sheet and compare the difference from week to week, month to month, etc. There will be a number of ways to introduce variation, but you can assess when your children are ready for a "new" aspect. If your children need more time, allow them the extra time to reinforce that skill level and move forward when your children are able.

We start with the pink frame, as it's easier for children to follow the edge inside a shape rather than on the outside of the blue inset.

Method for using Geometric Shapes

When using the **▲ Geometric Shapes**, introduce the name of the shape and let your children trace the pink frame shape with their finger. Place the pink frame over white paper and secure it in a clipboard¹. First, demonstrate to your children how to trace the shape on paper with the correct pincer grip using a colored pencil. Then allow your children to have a turn tracing on a new sheet of paper with a colored pencil. Aim for the correct trifold pincer grip where the thumb, index finger, and tallest finger are all touching the pencil close to the tip. Your children should feel free to do this exercise whenever they want and as often as they want (they are not just limited to the scheduled days).

For Positive Reinforcement: Save each traced shape (i.e., in a separate folder). After five traced sheets, you can staple them together to create a shapes booklet. Place a white sheet as a cover over the top, label it "My Shapes Book", and date it. Your children can decorate it any way they choose (crayons, markers, watercolors, etc.).

1. The clipboard prevents the paper from moving, so your children can focus on writing.

Day
1

Introduce ▲ Geometric Shapes–Circle Frame

Materials

- ▲ **Geometric Shapes–Circle Frame** (pink)
- Clipboard
- White paper
- Colored pencil

Activity

Following the instructions above for the Geometric Shapes, demonstrate to your children how to trace the **▲ Geometric Shapes–Circle Frame** in the pink frame with a colored pencil, tracing twice counterclockwise (the same direction we write most circular-shaped letters). Then allow your children to do the same with their own paper.

Day
2

▲ Geometric Shapes–Circle Frame & Search

Materials

- ▲ **Geometric Shapes–Circle Frame** (pink)
- Clipboard
- White paper
- Colored pencil

Activity

Again, have your children trace the **▲ Geometric Shapes–Circle Frame** (pink) with a colored pencil. Focus on your children's pincer grip on the colored pencil.

Explore the house and outdoors with your children looking for circular shapes. Throughout the week, have your children point out circles as they see them!

donut, plate, sun, cherries, wedding ring, tortilla, button, bicycle wheel, car tire, clock, cup, bowl, coins, round stools, traffic lights...

Day
3

▲ Geometric Shapes–Circle Frame (pink) & Fill

Materials

- ▲ **Geometric Shapes–Circle Frame** (pink)
- Clipboard
- White paper
- Colored pencil

Activity

After tracing the pink frame circle, your children can draw straight, horizontal lines from left to right to fill the circle, using any combination of colored pencils.

Number of the Week

The first steps of math are to identify the numbers 1–10 and to know the amount each number represents. Your children will have many opportunities to trace and draw the number, and then indicate the amount of the number using objects. Just like with letter sounds, this program starts with help and moves gradually toward independence.

Number Cards with Counters

● **Number Cards 1–10** are a wonderful way to introduce individual and sequential quantity. Lined up sequentially, your children will see how each number adds one more dot than the previous number. We lay out counters to visually show odds and evens. Red bingo counters are represent the amount of the number.

The dots on these cards give your children the experience "with the control of error." Your children can see the amount of the number and do not have to know it on their own. Your children will match a red counter to each dot on the card. Using these cards, children will feel more successful and less anxious about making mistakes. Later, you will use the ■ **Sensory Numbers** for the same experience "without the control of error." The amount is not given with the Sensory Numbers and your children will have to show it with the red counters.

Method for Using the Number Card and Counters

Introduce ● **Number Card 1** to your children and trace it with your finger, simultaneously saying "one" aloud. Let your children trace the number as well. Then place one counter over the corresponding dot. Allow your children to try it independently.

Sensory Numbers

Your children will use the ■ **Sensory Numbers** for number recognition and to trace the shapes of each number. Later, these will also be used in place of the Number Cards after 1–10 are mastered.

The visual and tactile experience of tracing with two fingers over the sandy texture effectively solidifies the shape of each number in their muscle memory. Repetition is key in developing that muscle memory. Know that you can take advantage of how lightweight and portable these are, perfect for bringing with you wherever you are (e.g., in the car, on trips, etc.).

Method for Using Sensory Numbers

Use the same tracing method as with the Sensory Letters. Follow the directional arrows on the ■ **Sensory Number** to form the correct shape of the number, saying the number aloud each time. Afterward, use your fingers to show the quantity of that number.

- Introduce ■ **Sensory Number 1**. Trace the number from top to bottom, following the directional arrows, saying "one" aloud for the number. Do this twice, and then allow your children to repeat the exercise.

- Point out the number "1" or quantity of "1" throughout the week: ("How many?" *One apple, one nose, one mouth, one cup, etc.*).

Day
1

Introduce ● **Number Card 1**

Materials

- ● **Number Card 1**

Activity

Introduce ● **Number Card 1** and trace the "1", saying "one". Match one plastic red counter with the corresponding dot. Now let your children repeat the exercise.

Day
2

Introduce ■ **Sensory Number 1**

Materials

- ■ **Sensory Number 1**
- ● **Number Card 1**

Activity

Demonstrate how to trace ■ **Sensory Number 1** with two fingers following the directional arrow and say "one" each time you trace. Then allow your children to do the same.

Repeat the "1" activity from Day 1 with the ● **Number Card 1**.

Day
3

■ **Sensory Number 1 & Sand Tray**

Materials

- ■ **Sensory Number 1**
- Sand tray

Activity

Trace ■ **Sensory Number 1** and then repeatedly write "1" in the sand tray. Allow your children do this as often as they would like.

HarperCollins Treasury of Picture Book Classics

Enjoy your time reading to your children! Be sure to take advantage of the many opportunities you will have to ask them questions and discuss the stories. It's one of the best ways to teach your children about the choices we can make, as well as consequences.

Also, reading aloud can be done almost anywhere—try varying your location and time of day to read with your children! Studies have shown that changing your environment or location while learning can help with retention. So, go ahead and read on the couch, in a different room, while waiting in the car during soccer practice, or snuggled up on a picnic blanket outside.

Day 1 "Goodnight Moon," p. 17

Optional Activity

Cook and enjoy Cream of Mushroom Soup or Cream of Wheat.

Day 2 "Caps for Sale," p. 49

Optional Activity

Play dress up.

Day 3 "Harold and the Purple Crayon," p. 97

Optional Activity

Spend some time today coloring with your children.

Mother Goose

Day 1 pp. 14–16

Vocabulary

Rascally knave: a dishonest person.

Day 2 p. 17

In "A Needle and a Thread," the rhyme describes a needle and a thread; Mother Twitchett is a needle.

Practical Life/Art

Practical Life

The Practical Life exercises might seem simple and commonplace to an adult, but they are so important for young children's development on many levels. These skills help develop and strengthen children's concentration, attention to details, work habits, and fine motor coordination in preparation for early writing skills. Easily incorporated into your daily routine at very little cost using household items, it also builds children's independence, confidence, and sense of responsibility.

In most cases, specific step-by-step instructions will be provided for various Practical Life exercises. You will notice that there is a common theme of a beginning, middle, and end to each exercise. This helps to expand your children's attention and concentration and ensures that your children learn the important life skill of cleaning up after themselves!

These activities are schedule for you, but as you move through the program, encourage your children to repeat previously learned skills whenever they wish and as often as possible.

Art

For freehand drawing and creative art, let the sky be the limit for your children on what they decide to create. Suggestions will be provided in your schedule, but please remember that creativity and freedom are key to the expressions of art.

Offer art supplies to be used often, even when there is not a scheduled assignment. One of the benefits of drawing and coloring is learning to practice and strengthen the trifold pincer grip of crayons, colored pencils, and markers. This will also help your children be more successful with writing.

Day 1 Wash a bowl and cup

Materials

- Plastic bowl
- Cup
- Sponge
- Dish soap

Demonstrate to your children how to wash a plastic bowl and a cup with soap and a sponge from start to finish. Have a chair or small stool to give your children easy access to water, soap, and a sponge. Then let your children have a turn. They can also dry their dishes and put them away. This not only teaches them independence and responsibility but helps Mom too. This can be incorporated into your children's *daily routine* after snacks or meals. Know that your children will get better with daily practice.

Day 3 Freehand drawing

After today's reading of *Harold and the Purple Crayon*, have your children freely draw and color designs/pictures, or use any one of the fun suggested activities on p. 159 of *HarperCollins Treasury of Picture Book Classics*.

My First Spanish Word Board Book

The *My First Spanish Word Board Book* will introduce your children to common Spanish words that are based on a variety of themes (e.g., colors, food, animals, etc.). You will have two weeks to look through the pages, learn each set of words, and review any of the previously-learned words.

If you would like to hear each word in English and Spanish, we have audio of the pronunciation available. Go to Sonlight.com and search for this book. There you will be able to listen to a native speaker say each word.²

Day 1 "All about me / Todo sobre mí"

Read the section "All about me / Todo sobre mí". Read the Spanish words aloud, pointing to them on yourself. Practice them throughout the week!

2. sonlight.com/my-first-spanish-words-pronunciations

Music

The suggested songs on the weekly schedule include a variety of styles: worship and praise, classic preschool songs, and music to get your children moving and active during your day. You can find the songs for free on the internet by searching the title and the suggested music group or artist.

Day
2

"He's Got the Whole World in His Hands"

Search the internet for the song "He's Got the Whole World in His Hands" song by Maker Fun Factory. Reflect on today's Bible story as you sing this song!

Day
3

"The Phonetic ABC Song"

Search the internet for "Phonetic abc song" by Montessori Teachers. This song is unique as it is sung to the traditional alphabet tune using only the *sounds* of the letters (not the letter names). Each week you will learn a new sound, but not in alphabetical order. Here they are in alphabetical order, as they are in the song:

a, buh, cuh, duh, eh, fff, guh, huh, i, juh, kuh, luh, mmm, nnn, ah, puh, kwuh, ruh, ssss, tuh, uh, vuh, wuh, kss, yuh, zzz

This song is on the schedule several times throughout the year. At first, you may just listen to it with your children and point out the sounds you already know. By Week 26, you will have studied all 26 sounds and will be able to join in the singing.

Note that some teachers say "x" has the sound just like the name "ex." When "x" is at the beginning of a word it can have a "z" or "ex" sound (like in xanthan or x-ray). However, when the letter is not at the beginning of a word, it has the sound "ks", like in the word "box". The "ks" sound is what you will want to teach young children first.

Additional Subjects

Additional enrichment activities can be added to this program. Sonlight offers several electives perfect for this age group. Use the "Additional Subjects" lines on the schedule to record any additional activities you do throughout the year.

Mighty Mind

With this series of thirty consecutively numbered puzzles, your children can go at their own pace. This is a multi-dimensional activity with increasing levels of difficulty using geometric shapes that is perfect for hours and hours of educational fun.

Talk about shapes and colors of the block in Mighty Mind. Count the blocks. Lay the blocks on plain paper so your children can make their own shapes and patterns.

Note to Mom or Dad: This item contains small parts that could create a choking hazard. Not for use for children under the age of 3.

Teddy Mix and Match

The instructions to Teddy Mix and Match offer various ideas for this fun, educational memory game! It is not scheduled for you, so children can look forward to doing this year-round, and whenever they have free time.

Additional Idea: Trace a pattern around a teddy bear. Have your children decorate the pattern or use a picture of your children for the face! You could use this pattern to cut out a teddy bear sandwich for lunch.

Magna Tablet

A magnetic pencil attracts small metal balls into the holes of the encased tablet, encouraging children to create designs and patterns. Perfect for endless creations without a mess.

Art Supplies

Sonlight offers several art supplies for this age group—washable color markers, construction paper, and water-based silky crayons. Offer a variety of materials and mediums to foster creativity. ■

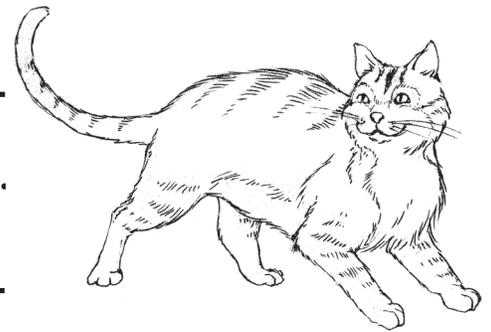
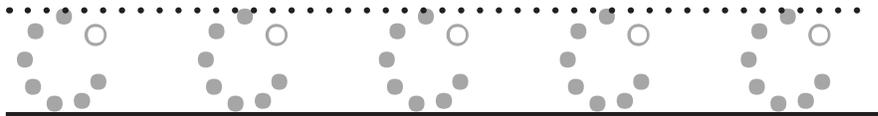


"We never know just where a child's talents lie, until we give him a variety of opportunities and a wide curriculum. The child is eclectic; he may choose this or that; 'therefore, in the morning sow thy seed, and in the evening withhold not thy hand, for thou knowest not which shall prosper.'"¹

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1. Macaulay, Susan S. *For the Children's Sake: Foundations of Education for Home and School*. 1984. p. 122.

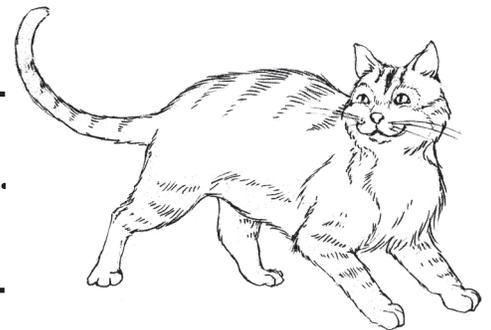
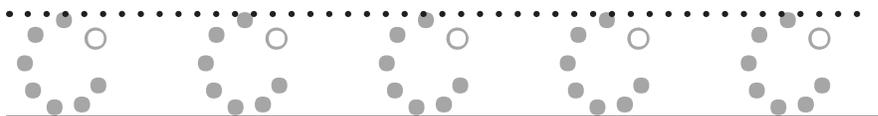
+ Alphabet Sound Sheet c



cat

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+ Alphabet Sound Sheet c



cat

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Level T: Preschool

Days 6–10: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 2				
	Date:	Day 4	Day 5	Day 6
BIBLE	Family Time Bible	"Saved from Drowning," pp. 14–17	"The Tower of Babel," pp. 18–19 & "God's Friend Abraham," pp. 20–23	"Abraham Shares with Lot," pp. 24–25
LETTERS, SHAPES & NUMBERS	Sound of the Week: "m"	Introduce ■ Sensory Letter m & Search	■ Sensory Letter m & Sand Tray	+ Alphabet Sound Sheet m
	Geometric Shapes: triangle frame	Introduce ▲ Geometric Shapes–Triangle Frame (pink)	▲ Geometric Shapes–Triangle Frame (pink) & Search	▲ Geometric Shapes–Triangle Frame (pink) & Fill
	Number of the Week: "2"	Introduce ● Number Card 2	Introduce ■ Sensory Number 2	■ Sensory Number 2 & Sand Tray
READ-ALOUDS	HarperCollins Treasury of Picture Book Classics	"Crichtor," p. 161 	"A Baby Sister for Frances," p. 195	"Leo the Late Bloomer," p. 225
	Mother Goose	p. 20	p. 21	p. 22
ARTS & CRAFTS	Practical Life/Art	Roll snakes from play dough, practice m and 2		Cut thick paper
MUSIC/SPANISH	My First Spanish Word Board Book	Review "All about me / Todo sobre mí"		
	Music		"Father Abraham"	
Additional Subjects:				

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Family Time Bible

Day
4

"Saved from Drowning," pp. 14–17

To Discuss After You Read

Q: How many days and nights did it rain?

A: *Forty days and forty nights.*

Q: Even though Noah warned the people of the flood, they didn't believe him. What happened to the earth?

A: *God sent a flood but preserved Noah and his family and at least two of each animal.*

The next time you see a rainbow, remember that God always keeps His promises.

Prayer

Heavenly Father, thank You that You are faithful and good, and that You promised never to destroy the whole earth with a flood again. Please help us to faithfully follow You as Noah did.

Day
5

"The Tower of Babel," pp. 18–19 &
"God's Friend Abraham," pp. 20–23

"The Tower of Babel"

To Discuss After You Read

Q: After the flood, did the people of the earth follow God?

A: *No, they made very poor choices and acted the same way the people did before the flood.*

Q: Why do you think the people wanted to build the tower?

A: *Their hearts became proud and they wanted to show how great they were.*

Q: What did God do as a result?

A: *He mixed their languages and, as a result, they dispersed to different areas.*

Prayer

Dear Lord, please help us to always be humble and know that You are God, and that we are Your people. Help us to know that every good and perfect gift comes from You and thank You for wanting to bless us and keep us close to You.

* * *

"God's Friend Abraham"

To Discuss After You Read

Q: What was Abraham's name before God changed it to Abraham?

A: *Abram.*

Q: What does Abraham mean?

A: *The father of a great nation.*

Abraham obeyed God and God was his friend. God wants us to trust and follow Him like Abraham did, and He wants to be our friend too.

Prayer

Dear Lord, help us to know that we can trust You, that You are always working even when we don't see it or feel it. Thank You for the example of Abraham, and how he believed you even when it was hard to. I thank You that nothing is too hard for you!

Day
6

"Abraham Shares with Lot," pp. 24–25

To Discuss After You Read

Q: Ask your children if they have ever felt like not sharing something?

Q: What did Abraham choose to do with the land?

A: *He let his nephew, Lot, choose the best land first.*

Q: Is it better to give, or better to receive? What is one way you can share and be like Abraham?

A: *Answers will vary. Possible: be more generous and share the things we have been given, like food, toys, clothes we've outgrown, money, gifts and talents, friendship, time...*

Prayer

Dear Lord, help us to freely share our things with others because we know that every good and perfect gift comes from You, and to remember the generosity of Abraham and how You blessed Abraham even more because of His willingness to share.

Sound of the Week

Day
4

Introduce ■ **Sensory Letter m** & Search

Materials

- **Sensory Letter m**

Activity

Demonstrate to your children how to trace the ■ **Sensory Letter m** with two fingers following the directional arrows and saying the phonetic "mmm" sound. The emphasis should be on the beginning "m" sound (mmmuuh, rather than muuuuhh). Then allow your children to do the same.

Today and throughout the week, work with your children to point to or say any word, name, or thing that starts with “m”: *moon, man, mat, mask, metal, maze, mitten, monkey, muscle, math, mattress, milk, meat, map, Mom, marker, mouse, mountain, missionary, marshmallow, marble, medicine, melon, money, Mars, music* . . .

Day
5

■ Sensory Letter m & Sand Tray

Materials

- Sensory Letter m
- Sand tray

Activity

First demonstrate how to trace the ■ Sensory Letter m saying the “muh” sound. Then write “m” in a tray filled with ¼” sand. Let your children try both on their own.

Day
6

Complete + Alphabet Sound Sheet m

Materials

- + Alphabet Sound Sheet m
- Marker

Activity

Have your children complete + Alphabet Sound Sheet m, located after this week’s notes. Have your children trace each “m” on the sheet and then allow your children to color in the mouse picture. Emphasize the “muh” sound.

Geometric Shapes

Day
4

Introduce ▲ Geometric Shapes–Triangle Frame

Materials

- ▲ Geometric Shapes–Triangle Frame (pink)
- Clipboard
- White paper
- Colored pencil

Activity

Demonstrate how to trace the ▲ Geometric Shapes–Triangle Frame (pink) with a colored pencil, saying “triangle”, and tracing twice counterclockwise. Then allow your children to do the same with their own paper.

Day
5

▲ Geometric Shapes–Triangle Frame & Search

Materials

- ▲ Geometric Shapes–Triangle Frame (pink)
- Clipboard
- White paper
- Colored pencil

Activity

Repeat this exercise, aiming for the pincer grip on the colored pencil. Explore the house or outdoors looking for triangular shapes. Throughout the week, point out triangles with your children as you see them.

tortilla chips, pizza slices, Christmas trees, traffic signs, tepee, watermelon wedge, sandwiches cut diagonally, triangle flags...

Day
6

▲ Geometric Shapes–Triangle Frame & Fill

Materials

- ▲ Geometric Shapes–Triangle Frame (pink)
- Clipboard
- White paper
- Colored pencil

Activity

After tracing the ▲ Geometric Shapes–Triangle Frame (pink), your children can draw straight lines, either horizontal or vertical, from edge to edge to fill the triangle, using any combination of colored pencils.

Number of the Week

Day
4

Introduce ● Number Card 2

Materials

- Number Card 2
- Bingo markers

Activity

Introduce the ● Number Card 2 and trace the “2”, saying “two”. Match two plastic red counters with the corresponding dots. Note the placement of the dots in pairs from left to right. Later, the difference between odds and evens will become more apparent. Let your children repeat the exercise.

Day
5

Introduce ■ Sensory Number 2

Materials

- Sensory Number 2
- Number Card 2

Activity

Demonstrate how to trace ■ Sensory Number 2 with two fingers following the directional arrows and saying "two" each time you trace. Then allow your children to do the same.

Repeat the "2" activity from Day 4 with the ● Number Card 2.

Day
6

■ Sensory Number 2 & Sand Tray

Materials

- Sensory Number 2
- Sand tray

Activity

Have your children trace the ■ Sensory Number 2 and then write the "2" in the sand tray.

HarperCollins Treasury of Picture Book Classics

Day
4

"Crichor," p. 161

Optional Activity

Have your children roll snakes from play dough.

See the play dough recipe at the end of this week's notes. You may also use play dough in the Day 4 Practical Life Activity.

Day
5

"A Baby Sister for Frances," p. 195

Optional Activity

Talk with your children about animal babies, what sounds they make, where they sleep, and so on.

Day
6

"Leo the Late Bloomer," p. 225

Optional Activity

Have your children plant seeds in dirt; perhaps place a potato in a glass of water to see it sprout.

Mother Goose

Day
4

p. 20

Vocabulary

"Noodle goes your pate": the top of the head.

My dame: the female version of sir; a title.

Day
5

p. 21

"A Cherry" is a riddle describing a cherry.

Vocabulary

Groat: a type of grain or a silver coin.

Optional Activity

After reading "Simple Simon," have your children count pennies. If they have a piggy bank, have them put the pennies through the slot as they count them. If they don't have a bank, a simple one can be made by cutting a slit in a plastic milk jug or the top of the plastic lid on a can of coffee.

Day
6

p. 22

Vocabulary

The hart: a deer.

Practical Life/Art

Day
4

Roll snakes from play dough, practice m and 2

Activity

Have your children roll snakes with play dough and shape the letters "c" and "m", or the numbers "1" and "2".

See the play dough recipe at the end of this week's notes. You may also use play dough when you read from the story "Crichor" in the *HarperCollins Treasury of Picture Book Classics*.

Day
6

Cut thick paper

Materials:

- Thick paper (card stock or construction paper)
- Child scissors

Activity

Lay the child safety scissors flat on the table and show your children how to place two fingers (pointer and middle) in one hole, and a thumb in the other. Have them practice the scissor-cutting motion without paper.

Have your children hold a thick sheet of paper strip in one hand and use scissors with the other hand to cut pieces into various sizes and shapes.

You can save the cut pieces in a zip-top plastic bag, and use them to glue onto construction paper for a creative masterpiece later.

This activity is meant to progressively increase in difficulty from blank thick paper, like card stock or construction paper, to the **◆ Cutting Strips**, which gradually increase in complexity in pattern. We start with stiff paper and will move to the Cutting Strips in Week 5. However, please go at your children's pace through the progression and just use the schedule as a guide.

My First Spanish Word Board Book

Day
4

Review "All about me / Todo sobre mí"

Have your children continue to practice and review the words for "All about me / Todo sobre mí".

Music

Day
5

"Father Abraham"

Reflect on today's Bible story as you and your children sing "Father Abraham" by Veggie Tales.

Play Dough Recipe

Ingredients

- 1 cup flour
- ½ cup salt
- 1 tablespoon oil
- 2 teaspoons cream of tartar

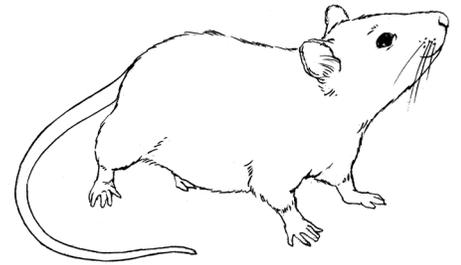
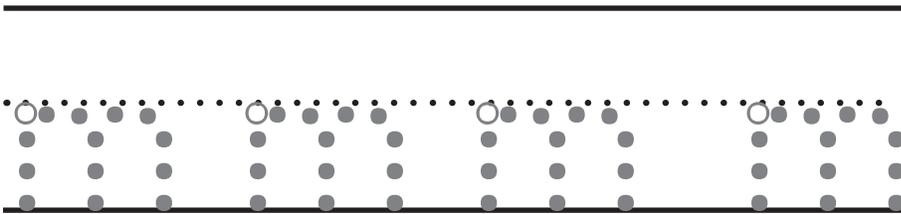
Mix all of the above ingredients and cook, stirring over medium heat until the mixture forms a ball. Cool on waxed paper. Knead food coloring into a ball when cool enough to handle. Store in a zip-top bag or airtight container.

Note to Mom or Dad: Salt dough hardens either by being baked or merely being left out to dry; play dough can remain elastic for 3 months when stored properly in a zip-top bag or airtight container. ■



If you're ever overwhelmed trying to find good picture books, consider checking out award winners from the library. Each year, one book is awarded the medal for "best in its class." The best picture book by an American author wins the Caldecott Medal, and a various number of other standouts receive a Caldecott Honor. See the list at www.ala.org/alsc/awardsgrants/bookmedia/Caldecottmedal/Caldecottmedal. The best picture book by a British author receives the Kate Greenaway Medal. See <http://www.carnegiegreenaway.org.uk/greenaway/>.

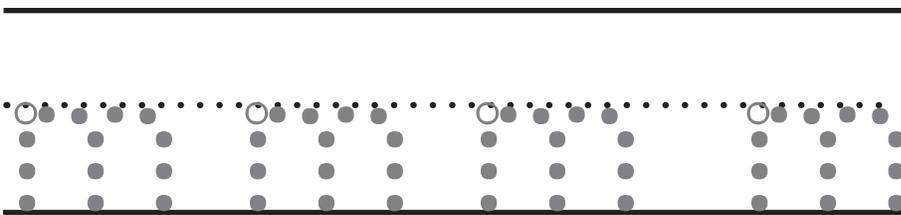
+ Alphabet Sound Sheet m



mouse

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+ Alphabet Sound Sheet m



mouse

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Level T: Preschool

Days 11–15: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 3				
	Date:	Day 7	Day 8	Day 9
BIBLE	Family Time Bible	"God Rescues Lot," pp. 26–28 & "Abraham Gives Isaac to God," pp. 29–31	"God Answers a Prayer," pp. 32–33	"Esau's Terrible Mistake," pp. 34–35
LETTERS, SHAPES & NUMBERS	Sound of the Week: "a"	Introduce ■ Sensory Letter a	■ Sensory Letter a & Sand Tray	+ Alphabet Sound Sheet a
	Geometric Shapes: square frame	Introduce ▲ Geometric Shapes–Square Frame (pink)	▲ Geometric Shapes–Square Frame & Search	▲ Geometric Shapes–Square Frame & Fill
	Number of the Week: "3"	Introduce ● Number Card 3	Introduce ■ Sensory Number 3	■ Sensory Number 3 & Sand Tray
READ-ALOUDS	HarperCollins Treasury of Picture Book Classics	"William's Doll," p. 257	"If You Give a Mouse a Cookie," p. 289	"George Shrinks," p. 322
	Mother Goose	p. 23	p. 24	p. 25
ARTS & CRAFTS	Practical Life/Art		Optional Cooking Project: Bake your favorite cookie recipe.	Cut thick paper or draw a picture
MUSIC/SPANISH	My First Spanish Word Board Book	"My Clothes"		
	Music		"Cast All My Cares"	"Head, Shoulders, Knees, and Toes"
Additional Subjects:				

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"God Rescues Lot," pp. 26–28 & "Abraham Gives Isaac to God," pp. 29–31

"God Rescues Lot"

To Discuss After You Read

Q: Why did God want to destroy Sodom and Gomorrah?

A: *The people had turned against God.*

Q: How was God merciful to Lot and Lot's family?

A: *He sent two angels to warn Lot and help his family escape from the city of Sodom.*

Q: Why did Lot's wife turn into a statue of salt?

A: *She disobeyed the angels' warning not to look back at the city of Sodom.*

Prayer

Dear Lord, when You call us away from sin, help us to run into Your arms of love, goodness, and safety and never look back. Thank You for Your mercy and forgiveness!

* * *

"Abraham Gives Isaac to God"

To Discuss After You Read

Q: How old was Abraham when he finally had a son?

A: *100 years old.*

Q: Abraham and Sarah waited a long time to have their son Isaac. What did God tell Abraham to do?

A: *God told him to sacrifice Isaac on an altar.*

Q: Was Abraham willing to obey God?

A: *Yes, Abraham proved his willingness to obey God because he knew that God could bring Isaac back to life again.*

Prayer

Dear Lord, we know that You wanted to test Abraham's faithfulness, not to hurt Isaac. You showed this by sending an angel to Abraham. Thank You for the example of Abraham's faith and willingness to put You first and to do whatever You called him to do.

"God Answers a Prayer," pp. 32–33

To Discuss After You Read

Q: What did Abraham's servant ask God for and how did God answer his prayers?

A: *Help for picking the right wife for Isaac. He would know she was the right person if he asked for a drink and she drew water for both him and his camels.*

Q: Talk with your children about something they could ask God to help them with this week?

Prayer

Dear Lord, we are so grateful that You hear us when we pray and that You know our every need. Please help us to pray for the people and concerns that are on our heart, and to cast all our cares upon You, because You care for us.

"Esau's Terrible Mistake," pp. 34–35

To Discuss After You Read

Q: What was a birthright?

A: *The oldest son would receive most of the money and property when his father died.*

Q: What did Esau give up his birthright for?

A: *Food that Jacob made.*

Q: Esau chose to give up something that was very important. Ask your children they think they would have done in that situation?

Prayer

Dear Lord, please teach us self-control and to make good choices and protect the blessings You bring into our life.

Sound of the Week

Introduce ■ Sensory Letter a

Materials

- Sensory Letter a

Activity

Demonstrate how to trace the ■ Sensory Letter a with two fingers following the directional arrows and saying the short vowel phonetic "a" sound (as in apple). Then allow your children to do the same.

Today and throughout the week, have your children point out any word, name, or thing that starts with "a":

ax, ant, Adam, ash, atlas, aunt, alphabet, Antarctica, alligator, abdomen, asteroid, astronaut, acrobat, alpaca ...

Day
8■ **Sensory Letter a & Sand Tray****Materials**

- ■ **Sensory Letter a**
- Sand tray

Activity

Have your children trace ■ **Sensory Letter a** with two fingers and saying the short vowel phonetic "a" sound (as in apple). Then have them write "a" in a sand tray. Repeat as often as desired.

Day
9+ **Alphabet Sound Sheet a****Materials**

- + **Alphabet Sound Sheet a**
- Marker

Activity

Have your children complete + **Alphabet Sound Sheet a**, located after this week's notes. Have them trace each "a" on the sheet and then allow them to color in the apple picture. Emphasize the short vowel phonetic "a" sound (as in apple).

Geometric Shapes

Day
7Introduce ▲ **Geometric Shapes–Square Frame****Materials**

- ▲ **Geometric Shapes–Square Frame** (pink)
- Clipboard
- White paper
- Colored pencil

Activity

Have your children trace the ▲ **Geometric Shapes–pink square** (pink) with their finger twice, counterclockwise.

Trace on paper with a colored pencil twice, counterclockwise.

Day
8▲ **Geometric Shapes–Square Frame & Search****Materials**

- ▲ **Geometric Shapes–Square Frame** (pink)
- Clipboard
- White paper
- Colored pencil

Activity

Have your children trace the ▲ **Geometric Shapes–Square Frame** (pink) with a colored pencil on paper twice, moving counterclockwise. Pay attention to their pincer grip on the colored pencil.

Have your children explore the house or outdoors looking for square shapes: *window, cracker, slice of cheese, domino, waffle, slice of bread, picture frame, box, floor tiles, checkerboard, dice, Legos ...*

Day
9▲ **Geometric Shapes–Square Frame & Fill****Materials**

- ▲ **Geometric Shapes–Square Frame** (pink)
- Clipboard
- White paper
- Colored pencil

Activity

After tracing the square shape, your children can draw straight lines, either horizontal or vertical, from edge to edge to fill the square, using any combination of colored pencils.

Number of the Week

Day
7Introduce ● **Number Card 3****Materials**

- ● **Number Card 3**

Activity

Introduce the ● **Number Card 3**. Count to three on your fingers. Match three plastic counters to the card. Then have your children do the same.

Point out to your children that the third counter is placed alone and below the top pair to visually show the difference between odd and even quantities.

Day
8Introduce ■ **Sensory Number 3****Materials**

- ■ **Sensory Number 3**
- ● **Number Card 3**

Activity

Demonstrate how to trace ■ **Sensory Number 3** with two fingers following the directional arrows and saying "three" each time you trace. Then allow your children to do the same.

Repeat the "3" activity from Day 7 with the ● **Number Card 3**

Day
9■ **Sensory Number 3 & Sand Tray****Materials**

- **Sensory Number 3**
- Sand tray

Activity

Show your children how to trace ■ **Sensory Number 3** and write "3" in a sand tray. Then let your children do both activities as often as they like.

HarperCollins Treasury of Picture Book ClassicsDay
7

"William's Doll," p. 257

Optional Activity

Have your children bounce a ball.

Day
8

"If You Give a Mouse a Cookie," p. 289

Optional Activity

Bake cookies with your children and eat the cookies with milk for a snack.

Day
9

"George Shrinks," p. 322

Optional Activity

Try to put on your children's socks to see what something is like if it is too small. Ask your children what they would be like if they shrunk? Could your children sit on your shoulders? How much would they eat? What would their clothes look like?

Mother GooseDay
7

p. 23

Vocabulary

Snuff: a smokeless tobacco.

Optional Activity

After reading "The Cat and the Fiddle," talk with your children about the dish and spoon. Have your children set the table with plates and silverware. Ask them how many plates they will need. How many would they need if a friend came over? How many forks and spoons will they need? How many is that all together? It might be a good time to start this as a chore. Every day they can set the table. Show your children what eating utensils each person should get and explain that this is one set. Then let them figure out how many sets to put on the table.

Day
9

p. 25

Vocabulary

Wainscot: wood paneling.

Practical Life/ArtDay
8

Optional: Bake Cookies

Optional Cooking Project

Allow your children to participate as much as possible with this project. The aim of practical life skills is to develop fine motor coordination, as well as grow in self-confidence and independence by feeling "successful" at daily activities ... encourage them and don't worry if they make mistakes or make a mess! They can also help with washing and cleaning up afterward.

- Have your children wash and dry their hands before beginning.
- Show them how to measure the ingredients.
- Allow your children to measure out the sugars and flour (or they can learn by watching you, for future cooking projects).
- If ready, let them crack eggs, mix the batter, and add the remaining ingredients.

To extend the activity: Read *If You Give A Mouse a Cookie* while enjoying your cookies with milk. Emphasize the "c" sound of "cookie."

Chocolate Chip Cookie Recipe

- | | |
|--------------------------|---------------------|
| • 1 cup softened butter | • 1 cup white sugar |
| • 2 eggs | • 1 cup brown sugar |
| • 2 tsp vanilla | • 1 tsp baking soda |
| • 2 tsp hot water | • ½ tsp salt |
| • 2 cups chocolate chips | • 3 cups flour |
1. Mix butter and sugars until smooth. Add eggs one at a time, then add vanilla. Dissolve baking soda in hot water and add to batter with salt. Stir in flour and chocolate chips.
 2. Drop rounded tablespoonfuls of dough 2 inches apart onto ungreased cookie sheets.
 3. Bake at 350 degrees F for 10 minutes.

Day
9

Cut thick paper or draw picture

Your children can continue practice cutting thick paper (card stock or construction paper) with scissors, and/or draw a self-portrait or favorite animal on paper with colored pencils or crayons, identifying different body parts.

My First Spanish Word Board Book

Day
7

"My Clothes"

Read aloud the Spanish and English words for "My Clothes" and point these things out in Spanish throughout the week as they're getting dressed, leaving the house, etc.

Music

Day
8

"Cast All My Cares"

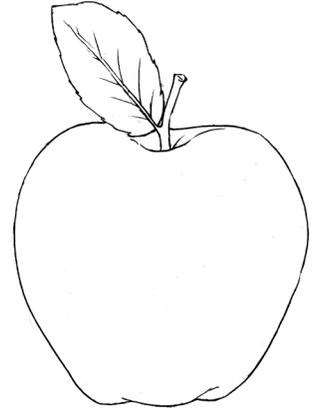
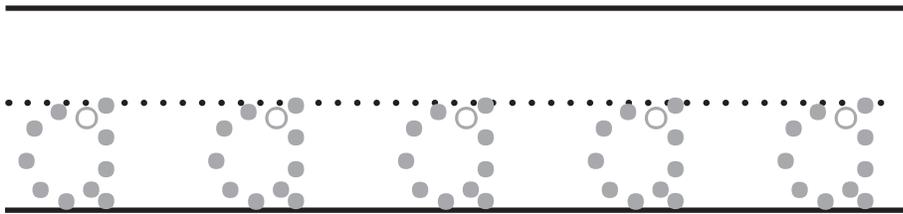
Reflect on today's Scripture as you and your children sing "Cast All My Cares" by Kid's Praise 5.

Day
9

"Head, Shoulders, Knees, and Toes"

Sing with your children the song "Head, Shoulders, Knees, and Toes" by the Mother Goose Club. ■

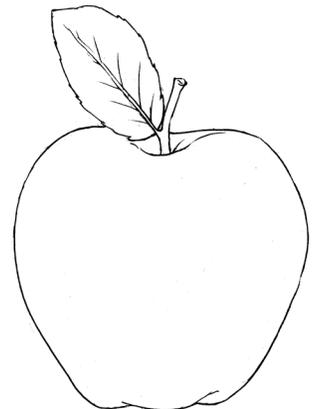
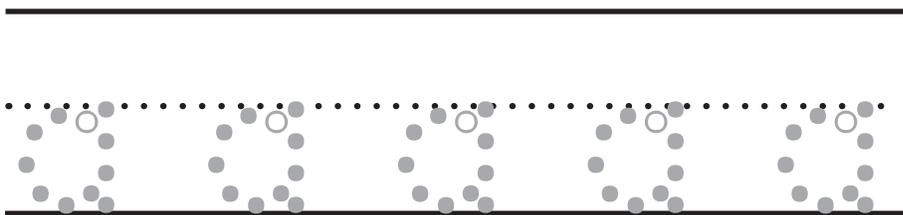
+ Alphabet Sound Sheet a



apple

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+ Alphabet Sound Sheet a



apple

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Section Three

Instructor's Guide Resources

“Fiction, Fairy Tales, & Fun”—Scope and Sequence: Schedule for Topics and Skills

Week	Sound	Shape	Number
1	c / “cuh”	circle - pink frame	1
2	m / “mmm”	triangle - pink frame	2
3	a / (short “a” like apple)	square - pink frame	3
4	t / “tuh”	rectangle - pink frame	4
5	s / “sss”	oval - pink frame	5
6	r / “ruh”	ellipse - pink frame	6
7	i / (short “i” like igloo)	curvilinear triangle - pink frame	7
8	p / “puh”	pentagon - pink frame	8
9	b / “buh”	quatrefoil - pink frame	9
10	f / “fff”	trapezoid - pink frame	10
11	o / “ah”	circle - blue inset	0
12	g / “guh”	triangle - blue inset	review 1-5
13	h / “huh”	square - blue inset	review 1-8
14	j / “juh”	rectangle - blue inset	review 1-10
15	u / “uh”	oval - blue inset	1-3 no control
16	l / “lll”	ellipse - blue inset	1-5 no control
17	d / “duh”	curvilinear triangle - blue inset	1-7 no control
18	w / “wuh”	trapezoid - blue inset	1-9 no control
19	e / “eh”	quatrefoil - blue inset	1-10 no control
20	n / “nnn”	pentagon - blue inset	1-10 no control
21	k / “kuh”	circle - pink frame - design	write 1
22	q / “kwuh”	triangle - pink frame - design	write 2
23	v / “vuh”	square - pink frame - design	write 3
24	x / “kss” (voiceless)	rectangle - pink frame - design	write 4
25	y / “yuh”	oval - pink frame - design	write 5
26	z / “zzz”	ellipse - pink frame - design	write 6
27	Review a to g	curvilinear triangle - pink frame - design	write 7
28	Review h to m	pentagon - pink frame - design	write 8
29	Review n to s	quatrefoil - pink frame - design	write 9
30	Review t to z	trapezoid - pink frame - design	write 10

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LEVEL D+E									Language Arts 3						
LEVEL F										Intro to American History, 1 of 2					
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