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Introduction to Kindergarten 1

Welcome to Christian Light Education's Kindergarten 1 program! May God bless you as you teach little ones these basic skills and help whet their appetites for learning. Children's enthusiasm for school can be quickly damaged. Their expectations of starting school may be unrealistic, so be careful not to dampen their enthusiasm by requiring too much too soon.

Kindergarten 1 is designed for four- to five-year-olds, and focuses on basic concepts of learning. Preschool is a time to begin giving children a glimpse of how school works, but usually with a more relaxed schedule than the Kindergarten 2 schedule.

Smaller children who are not used to sitting still at a desk or table need frequent, short breaks. Usually, after several weeks, they develop the ability to sit for longer study periods.

If the children get restless, take a five-minute break and do a fast "follow the leader" walk around the classroom, go outside and run around the building, or get a drink.

Teach them to raise their hands before talking or getting out of their desk or using the restroom.

If a child is constantly asking for a drink, it may be because he really does need water. Consider allowing a cup with a lid.

Components of Kindergarten 1

Kindergarten 1 contains five LittleLight workbooks.

Each workbook has six lessons. A day's work consists of one lesson. At first this may be too much for one day and may be spread over a few days.

Support materials include the Teacher's Guide, which includes appendixes of Bible verses, song suggestions, poems, a few extra stories, motor skill activities, and extra tracing lines.

Workbooks

The five workbooks introduce listening skills, matching, identifying eight primary colors, coloring, tracing, counting, and more.

Teacher's Guide

The Teacher's Guide is available for those who desire a more in-depth preschool experience. It is especially useful for schools that choose to use K1 as the beginning of their kindergarten class.

The Teacher's Guide gives detailed instructions for the teacher. Lesson plans are divided clearly into sections.

Information printed in bold text should be read verbatim to the children. Regular text is information for the teacher only. Answers are in parentheses and italics.

Support materials in Appendixes A-F include lists of Bible verses, songs, poems, more stories, motor skill activities, and tracing lines.

Lesson Components

Following is a more detailed description of each lesson's components in the teacher's notes.

Counting Skills

In the sections that deal with counting, children are not expected to write, or even to recognize, what the number looks like. They are introduced to the concept of amounts, using objects rather than numerals.

Letter Sounds

A few letter sounds are introduced to encourage listening skills. The children are not expected to write, or even to recognize, what the letter looks like.

Activities

Activities in the lessons include these components: tracing, matching, cutting, pasting, coloring, and counting. Within the work sections are detailed instructions on how to do each activity.

Not all children are yet able to use a scissors, so the teacher may need to do the cutting. When there is coloring, it should be done before cutting.

Introduction



Optional activities to add fun and variety appear in shaded boxes like this one.

Motor Skills

The main purpose of motor skills activities is to give opportunity for action. The activities are listed near the end of each lesson, but may be incorporated into any part of the class time. The activities will not always be practical to do at the suggested times, so feel free to switch activities in lessons, or substitute with your own ideas. A summary of motor skill activities are listed in Appendix E.

Bible Memory/Singing

A different Bible verse is studied in each workbook. These may be reviewed at any time of the day. Teaching the reference is optional, depending

on each child's ability. Mastery is not required, although after six consecutive days, some children will have the verses memorized.

One song has been suggested for each lesson. These may be used at any time of the day. There is a list of songs in Appendix B. You may replace or add songs from there or from your own resources. The list is to assist, not to control.

Story Time

Each lesson has a story to be read aloud. Have story time whenever it fits into your day.

There are a few extra stories in Appendix C to use as you wish.

Poems

A number of poems are scattered throughout the books. The purpose of these is to introduce poetry to the children. A few introduce rhyming. Read them for enjoyment.

LittleLight 1

LittleLight Overview

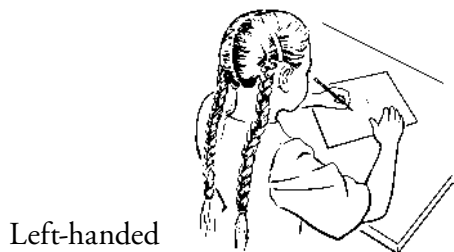
Materials needed for this workbook: crayons, pencil, stick glue, scissors

Pages to remove from the workbook as you come to the lesson:

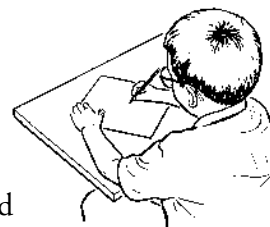
- booklet on pages 5, 11, 19, 27, 37
- verses on page 13
- envelopes on pages 21, 47
- pictures on pages 31, 43

Teaching Tips

Help children hold a crayon and/or pencil correctly. Here is a picture of how to correctly hold a crayon or pencil and how to slant paper. Notice that left-handed writers need to slant the paper more to avoid using the hooked-wrist method. It is easier to *not* allow them to form the hooked-wrist method now than it is to break the habit later!



Left-handed



Right-handed

Do not allow the children to work randomly here and there. Lines should be drawn from left to right and top to bottom. They should not rush through their work, but do it neatly. Lines should be followed quite closely; if extra practice is needed, you may photocopy page 144 from Appendix F.

Give each child a workbook and introduce it by saying, **Here is your new workbook. You may look through it for a while before we start working in it.** Point out some things about the workbook—the pictures on the cover, etc.

LittleLight 1, Lesson 1

Workbook 1, pp. 1- 5

Class preparation:

- remove booklet, page 5



Workbook and Crayons

Say: **Get out your box of crayons.** Allow children to look at their crayons and discuss how to take care of them. (*Don't tear off the paper until more crayon is needed for coloring, handle the crayons carefully so they don't break, etc.*)

Say: **This is how to lay your book on the desk. Now open the book.** Help them turn to page 1. Point to it and say: **This is the top of the page. Now you point to the top.** Unless you already have, say: **I will write your name between these two lines at the top.** Write the child's name at the top of the page.

Point and say: **This is the bottom of the page. What do you see here? (crayons/colors) Where is the top of the page? What do you see at the top of the page? (lines, child's name) Now color the picture.**

Activities



Tracing

The child is learning to trace. Using a #2 pencil or a sharp crayon to begin with makes it easier for the child to hold. (A regular pencil with a pencil guard works fine too.)

Get out your pencil (or choose a crayon from your box.) Do you see the first dot on this page? Point to the dot at the beginning of the dotted line at the top of the page. **This is called a dot.**

Begin at the dot and slide your finger along the dotted line, saying: **Put your pencil (or crayon) on the dot and then trace on the line until you come to the dot at the other end. Can you do that? Good! Work on your page, starting at the top (point to the left top dot) and trace all the lines working from the top of the page (left to right) to the bottom. Always go from the first dot to the end dot.**

What are the pictures on this page? (a line, a tablet paper, an eraser, a pencil, a zigzag line)

Lesson 1



Write the child's name.

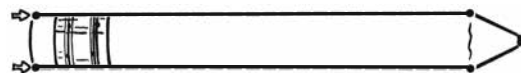
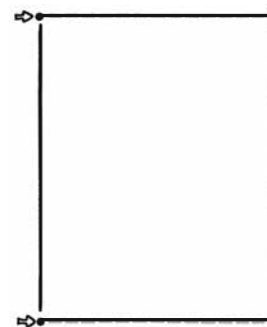


Have the child get out his box of crayons. Talk about how to care for them and keep them nice. Show which is the top and bottom of the page. Write the child's name between the lines at the top. Explain that the name is at the top and the crayons are at the bottom of the page. Remind to color carefully.

1



Lesson 1



Using a pointed crayon, the child should trace the dotted lines beginning at the top of the page, working from left to right for each line.

2



Matching

Here are some pictures of animals. I will say the name of an animal and you point to that animal. *Kitten, cat, puppy, dog, lamb, sheep (or ewe)*. The lines match the baby animal with its mother. With your pencil, trace the lines from each baby to its mother. Remember to start at the top of the page. Where is the top?

Lesson 1

Help each baby find its mother. Trace the line from the baby to the mother.

3



Counting

Introduce *one*. Focus on the concept of *one*, not the numeral. Collect a number of items, one of each, from the child's toys (or household/classroom items—they may vary) and ask:

- How many (combs) do I have? (*one*)
- How many (pencils) do I have? (*one*)
- How many (books) do I have?, etc. (*one*)

How many dots do you see in the box at the top of the page? (*one*) Color only the dot. Count the items in the other boxes, having the child point as he counts—1 apple, 1 dog, 1 tree, 1 turtle. Color the pictures.

Lesson 1

•

Color all the pictures.

Ask how many dots are in the box at the top. Color the dot. The child should point to each picture and say "1 apple," "1 dog," "1 tree," "1 turtle." Color the pictures. (Teach the concept of one, not the numeral.)

4



Social Skills

This is the first page of a booklet they will make about themselves and their friends. Remove the perforated page and save it in a folder for the booklet. File each child's pages separately. More pages will be added later.

- **How many boys do you see on this page?**

(one)

- **How many girls?** (one)

If you are a boy, color the boy, and if you are a girl, color the girl.

After they have completed page 5, gather all the children together in a group, if applicable. You should begin by saying: **Today we will learn how to introduce ourselves. Listen carefully.** Introduce yourself first to show how it is done. **My name is _____. I am _____ years old. I live in _____.** Then have each child do the same. They may practice saying it several times.

Motor Skills

Give practice holding a pencil correctly. Say: **Show me how to hold a pencil.** Observe, and if they are having trouble holding it correctly, practice holding it as shown in the illustration on page 1 of this book.

Bible Memory/Singing

A different Bible verse is studied in each workbook. Teaching the reference is optional, depending on each child's ability. Turn to page 15 and read the verse to the children. They can start memorizing it, even if they cannot read the verse.

Memory verse: *"A friend loveth at all times."*—Proverbs 17:17. Say it together several times.

Song suggestion: "Be Unto Others Kind and True." See Appendix B, page 135, to choose additional songs from the song list or provide your own.

Story Time

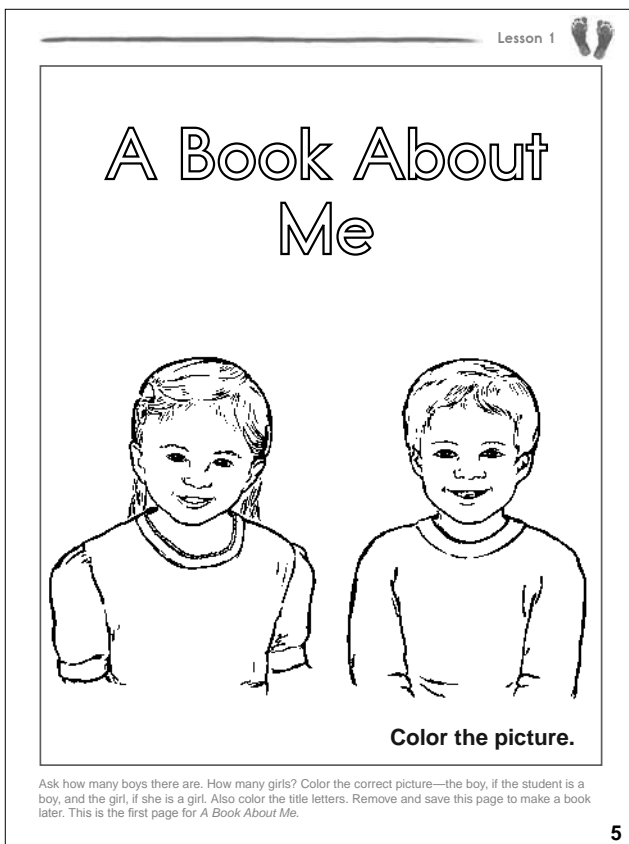
James and the Shopping Day

— Louise Eby

"James! Time to get up!" Mother called up the stairs.

James rolled over sleepily. Was it time to get up already? Then suddenly he sat up. Today was the day he had been looking forward to for a long time. It was the day they were going shopping for school supplies!

James jumped out of bed and slipped into his clothes. Then he hurried downstairs to the kitchen.



"How soon are we going, Mother?" he asked.

"As soon as the chores are finished and the breakfast dishes are done," Mother answered, smiling at her excited son.

James pulled his sweater on and skipped out to the barn. It was his job to feed the calves and the chickens.

Awhile later everyone was seated at the table for breakfast. James was so excited that he could hardly eat.

R-ring! R-ring! James looked up when he heard the telephone ringing. Daddy went to answer it.

"Hello, Landis's," James heard him say. "Oh, that is too bad. Yes, I think I could. Yes. Yes. That's just fine. Good-bye."

Daddy came back to the table. "That was Mr. Collins," he said as he sat down. "He fell this morning and hurt his arm. He doesn't think it is broken, but he would like to have it checked."

"When will you go, Daddy?" James asked worriedly.

"As soon as breakfast and devotions are over, I guess," Daddy replied. "We will have to give up our plans for today."

James looked unhappily at his plate and then at Daddy. "But, Daddy, we need our things for school," he said. "Can't Mr. Collins go by himself? Or can't someone else take him?"

"Mr. Collins is old, James," Daddy said. "He can't drive far by himself even when his arm isn't hurting. But with his arm hurting, it would not be good for him to drive. There may be someone else who could take him, but it may be hard for him to find someone. Mr. Collins asked me, so I think I should go. School won't be starting for two weeks yet. We'll still have time to get your things."

James was sober and quiet as the family finished breakfast and had devotions. After devotions Daddy left to take Mr. Collins to the doctor.

"James, please dry the dishes for me," Mother requested. Slowly James went for his stool and began drying dishes.

"You don't look happy," Mother said. "Are you pouting because we couldn't go to town today?"

James lifted his eyes to Mother's but he did not answer.

"I was disappointed too," Mother said. "But I thought about Jesus. Jesus was always ready to help people, even when it changed His plans. One time He and His disciples went somewhere to be alone. They were tired and needed to rest. Jesus felt sorry for the people. He knew they needed to hear the Word of God. So He changed His plans to help the people."

"But I can't help people like Jesus did," James said.

"Yes, you can," Mother told him. "You can't help the same way Jesus did. You can't help Mr. Collins like Daddy can, but you can help in another way. When you cheerfully stay at home so that Daddy can take Mr. Collins to the doctor, you are helping too."

"I didn't think about that," James said.

"We can all be like Jesus," Mother said. "We can't all do the same things, but we can all be helpers. We can be happy even when we can't do the things we would like to do. Will you try, James?"

"Yes," James answered as he set a plate carefully on the counter. "I will try to be a helper like Jesus."

"Good," Mother said as she pulled the plug to drain the dishwater. "God is pleased when we are cheerful helpers."

Questions to ask the children:

1. **What was James excited about doing with his family?** (*going shopping for school supplies*)
2. **What happened so that they couldn't go that day?** (*An old neighbor man had fallen and needed a ride to see the doctor.*)
3. **James was not happy that their plans were changed. How did he respond at first?** (*was quiet, pouting, sad...*)
4. **How did James respond after mother reminded him of how Jesus helped people?** (*He said he would try to be a helper like Jesus was.*)